


**MODULE 06 & 07: CHILD AND PARENT PARTICIPATION IN DECISION-MAKING & COMMUNICATING WITH CHILDREN**

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SUPPORTED BY THE RIGHTS, EQUALITY AND CITIZENSHIP EDUCATION PROGRAMME OF THE EUROPEAN UNION



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**PROGRAM**


- **Why?**  
What does evidence say about child and parent participation in decision-making?
- **What?**  
What are the steps to child and parent participation in decision-making?
- **How?**  
What interviewing techniques and tools can you use to help children participate in decision-making?

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**WHY: EVIDENCE ON CHILD AND PARENT PARTICIPATION**

- **Positive effects** of cooperation/participation
  - ▶ More actively involved during treatment
  - ▶ Less premature dropout
  - ▶ Positive treatment results




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**WHY; CHILDRIGHTS!**

I have the right to be heard.



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**HOW: SHARED DECISION-MAKING**

Ask questions

- ▶ What are parents and child worrying about?
- ▶ What is important to them?
- ▶ What do they want to change?

Explain


- ▶ Why are you as a professional worried?
- ▶ What are the consequences of specific parental behaviours to children?
- ▶ What are possible interventions and how can these improve the situation of parents and children?

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### SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

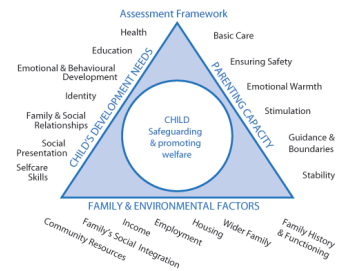
cf. Bentovim et al. (2014)



- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: **gathering information**
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
- ▶ Stage 5: child protection decision-making
- ▶ Stage 6: developing a plan of intervention
- ▶ Stage 7: identifying outcomes and measures for intervention

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### FRAMEWORK FOR THE ASSESSMENT OF CHILDREN IN NEED AND THEIR FAMILIES



Department of Health, Department for Education and Employment & Home Office (2000)

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### ESTABLISHING A CHILD CENTRED APPROACH

(WEERAMANTHRI 2016)

- getting to **know the child building a relationship** with the child
- conveying that **you are interested** in the child and their point of view
- **conveying hope** not to judge or 'tell off' the child
- understanding **how the child thinks** about their lives
- that you know that the **child has strengths** and difficulties!!
- establishing the **child's goals**,

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### BUILDING A PICTURE OF THE CHILD'S LIFE AND BUILDING A RAPPORT WITH THE CHILD

(CHILD & FAMILY TRAINING (C&FT) UNPUBLISHED)

- **Get to know the child or young person-** All about me/ my galaxy/ my world/ my life as an advert/ life as a song/ a rap
- **Ask them their areas of interest/** hobbies/ favourite things e.g. animal/ food/ hobby/ TV program/ subject at school/ time of year/ sport etc.
- **Bring humour/ playfulness/** a sense that you are really interested in getting to know them- what makes them tick/ what makes them sparkle

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### Using evidence-based assessment tools

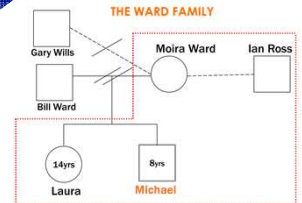
(PIZZEY ET AL 2009)

**The goals are to:**

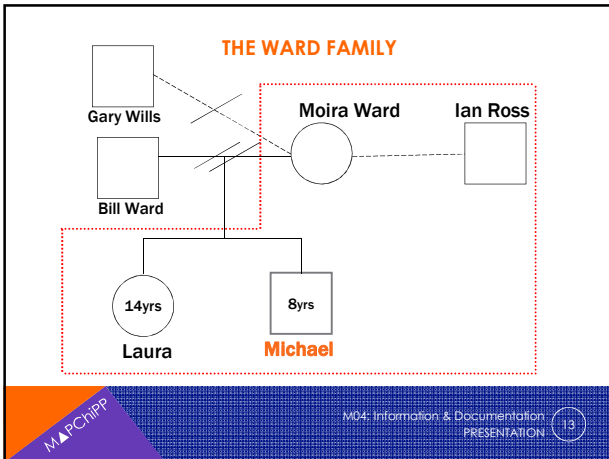
- Develop an understanding of the nature and level of a child's functioning
- Gain an understanding of factors affecting the child and their needs
- Develop partnerships
- Prepare for intervention if necessary

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### CASE STUDY: THE WARD FAMILY



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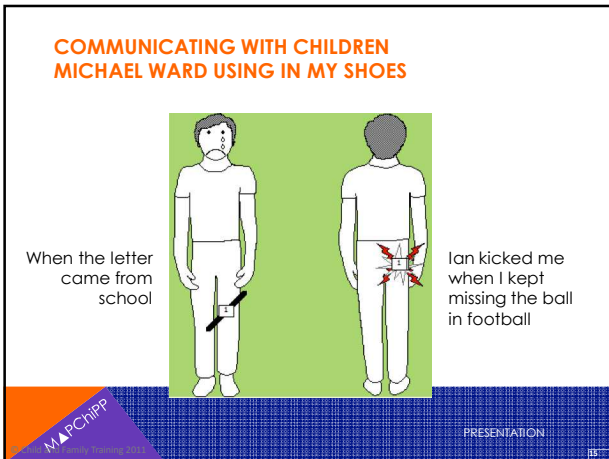


### STAGE 2: MAKING A FULL ASSESSMENT FAMILY ASSESSMENT - HISTORY

Use of the interview schedule for family history revealed:

- **Moir**a – Controlling violent father, mother died when Moira 8 years old, step-mother rejecting
- Left school early, serious violent relationships, depressed, drinking heavily
- Domestic violence from Laura and Michael’s father
- **Ian** – Strict disciplinarian army father, Ian punished following drinking sessions, convictions for assault
- 10yr old son from a previous relationship whom he sees once a month

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### COMMUNICATING WITH CHILDREN MICHAEL WARD

Some weeks later there was a further incident:

- Michael found wandering the streets late at night
- Laura has left home after an argument
- He had bruising on his legs and back where Ian had hit him he said
- Moira, his mother, was drinking more heavily

Michael was accommodated and a Child Protection Conference was called

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### STAGE 2: MAKING A FULL ASSESSMENT CASE STUDY: WARD REFERRAL

School have referred Michael because of concerns about a recent, marked change in his appearance and behaviour.

- He has become anxious, distracted and has difficulty concentrating
- He is persistently late, has a neglected appearance and is often hungry when he gets to school
- He has recently reported that he is being hit two or three times a week at home
- More recently Michael has reported that he is being hit two or three times a week at home
- Last term he was bright, cheerful and smartly turned out

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### A DAY IN THE LIFE OF THE CHILD AND FAMILY

The UK interview approach (Cox, Pizzey & Walker 2009)

**Aim to obtain Child’s experiences, actions and responses of others by**

- ▶ getting detailed descriptions of events and behaviours “yesterday” not a “typical” day
- ▶ using requests for detailed descriptions
- ▶ focusing on what actually happened not what usually happens e.g. “what did he do?” not “what does he do?”

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## 24 HOUR INTERVIEW - OBSERVE VIDEO CLIPS

(PIZZEY ET AL 2011)

- **The HOME interview** –observe the communications with Moira and Michael in the meeting – including a child with special needs,
- **Make observations** of Michael's response in the interview
- **Make observations** of the way the interviewee engages Moira and Michael, and how he builds on the responses
- **Share observations**



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## THE IMPORTANCE OF PRAISE (WEERAMANTHRI 2016)

it is very important to acknowledge, to notice, and to **praise the child's efforts** and individual strengths and skills- the more we look for them the more we will see them.

show you value the child's contribution - thank them for their participation.

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## COLOPHON

- ▶ The training material at hand was developed as part of the project **Multi-disciplinary Assessment and Participation in Child Protection Proceedings: training program with modules and toolbox, international network.**
- ▶ This collaborative project was **supported by the Rights, Equality and Citizenship (REC) Programme of the European Union** and conducted by the German Institute for Youth Human Services and Family Law (Germany), Family Child and Youth Association (Hungary), the Estonian Union for Child Welfare (Estonia), the Netherlands Youth Institute (Netherlands), and Child and Family Training C&FT (UK)
- ▶ **Module M07: Communicating with children, who have experienced significant adversity - developed in main responsibility of project partner**
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