

Introducing Assessment, Analysis and Intervention training course

and

Hope for Children and Families intervention resource pack

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Child and Family Training Childhood Neglect Project

Training in the use of evidence-based assessment and analysis across LA areas/LSCBs to support early intervention with children and young people at risk of harm from neglect and embed effective practice in protecting these children.

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Early Help

“It is better to identify problems early and intervene effectively to prevent their escalation than to respond only when the difficulty has become so acute as to demand action”.

Centre for Excellence and Outcomes’ (C4EO)

Up to 1 million children are at risk of being trapped in the same cycles of deprivation and neglect as their parents, according to estimates

These cycles can be broken if families, and particularly children, are supported early enough through the right services.

Early intervention: decision-making in local authority Children’s Services

Final Report: January 2013

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Early Help

But: If we are to intervene effectively we need

- ways to be clear about what is happening in and around the life of the child.
- In order to target the interventions where they are going to make a difference,
- and to be able to measure this

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Introduction – C&FT National Training Programme

- Assessing parenting and the family life of children using the **HOME Inventory** and the **Family Pack of Questionnaires and Scales**
- Assessing families in complex child care cases using the **Family Assessment**
- Communicating with children and young people using the **In My Shoes Interview**
- Using **The Attachment Style Interview** in child care, fostering and adoption contexts
- Child protection decision-making using the **SAAF Safeguarding Assessment and Analysis Framework - analysis of risks of future harm to a child and prospects for intervention.**

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Seven stage model of assessment, analysis and planning interventions

- Stage 1** Identification of harm and initial safeguarding
- Stage 2** Making a full assessment and creating a comprehensive chronology
- Stage 3** Establishing the nature and level of harm and harmful effects
- Stage 4** Safeguarding Analysis
- Stage 5** Child Protection Decision Making and Care Planning
- Stage 6** Developing a plan of intervention
- Stage 7** Identifying outcomes and measures

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The training

Assessment, Analysis, Planning Interventions and Measuring Outcomes in Work with Children and Families

A One-Day Training Course for staff at all levels in the children's workforce

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About the training

The Training provides practitioners with:

- tools and approaches for carrying out evidence-based assessments,
- a model of analysis,
- developing child-focused plans and
- measuring the effectiveness of interventions

Operationalises the Framework for the Assessment of Children in Need and Their Families and the Common Assessment Framework.

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About the training

- Using the *Family Pack of Questionnaires and Scales* to gather qualitative and quantitative information about a child's development and factors impacting upon the child.
- Interview approaches to support the gathering of evidence-based information about a child and families circumstances.
- A model of analysis for understanding the information gathered, factors and processes impacting on the child (identifying strengths and difficulties) and decision making about where and how to intervene effectively.
- The development of child-focused plans and measurable outcomes.

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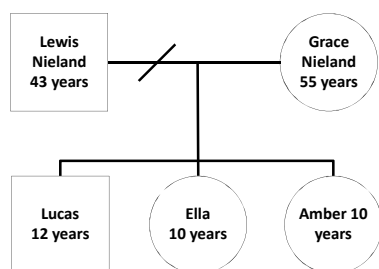
About the training

The course uses a case study, including DVD clips, to support learning. Participants develop their assessment and plan for the children in the case study

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The training in practice The Nieland family structure



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Stage 1 and 2: Referral and Making a full assessment Case study: Nieland referral

- School – main stream – referred Ella – coming to school distressed, aggressive, and oppositional in lessons.
- GP concerned – Grace depressed – debilitating migraines – poor sleep – Amber does a good deal of care –
- Lucas – bright independent, but avoidant, disorganised and missing days in school
- Ella, visual and auditory impairment, speech difficult to understand, repetitive behaviour – temper, bullied – poor peer relationships – complains of being smacked by M
- Amber under-achieving, crying tearful, a considerate caring and socially well integrated child

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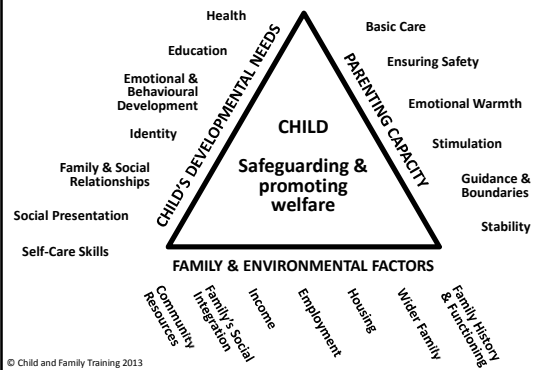
Stage 2: Making a full assessment Case study: Nieland background

- Grace worked as classroom assistant, Lewis provided care – found care of 3 children overwhelming, could not accept Ella's Down's syndrome – returned to West Indies
- Grace supported and lived with MGP – MGF died 7 years earlier – MGM 12 months earlier – sudden and unexpected –
- Family continues to grieve her loss, Grace finding care of children and Ella an increasing 'hassle' accepts she smacks and feels guilty
- Presentation of children good, care of home reasonable but significant expectations of Amber
- Lucas feels excluded from the close-knit relationship

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Assessment Framework A map of relevant data to be collected



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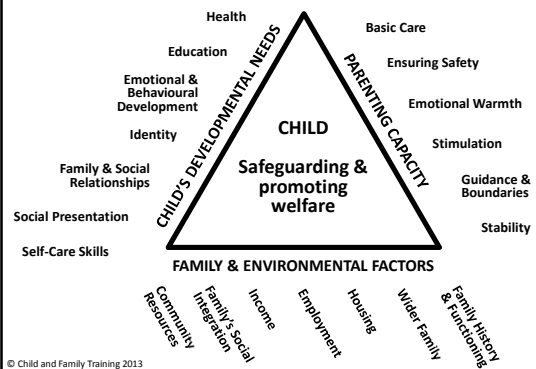
Stage 2 and 3: Outlining nature of harm and harmful impacts

- Observe a video of the family and discuss, link with the triangle illustrating the way information is organised

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Assessment Framework A map of relevant data to be collected



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Stage 4: Principles underlying analysis Angold et al 1995

In analysing the categorised information consideration should be given to:

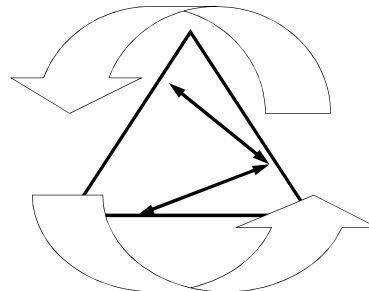
- Processes** – the pattern of influences
- &
- Impact** – the weight/effect of factors/processes

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Stage 4: Principles underlying analysis

Linear or circular processes:



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Stage 5: Predicting the likely outlook for the children

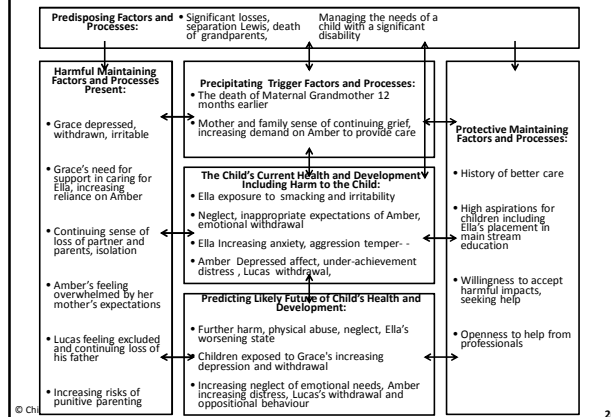
Stage 5: Predicting the likely outlook for the children in the light of an analysis of:

- The profile of harm and likelihood of future harm
- The prospects for successful intervention

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Nieland family: Systemic analysis



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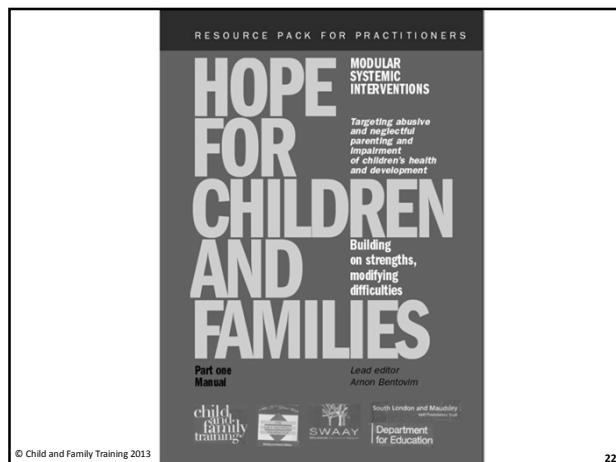
Stage 6: Developing a plan of intervention

Planning interventions

- Consider the position in 12 months **if the risk situation continues despite intervention**
- Grace's increasing **depression and irritability**,
- Amber increasingly **feeling burdened** by her mother's expectations,
- Ella's being **smacked** increasing more frequently, behaviour worsening, periods of **exclusion from school**,
- Lucas missing more and more school **involved in anti-social activities**
- **Care** of the children and the home **deteriorating**
- **Child protection process** initiated, and decision to offer a more intense intervention using HFCF

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**ALWAYS BELIEVE THERE
IS HOPE**

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Aim of the Hope for Children and Families (HfCF) project and manual

The HfCF project includes a **Manual for Practitioners** – a resource pack designed for work with children and young people and their parents and carers to prevent neglectful and abusive parenting and the associated impairment of children's health and development.

The **manual is aimed at all practitioners** whose roles are to intervene to provide services to children and families where there are concerns that a parent may harm or neglect their child and where there is risk the child's health or development is impaired.

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Who might use the manual?

Practitioners who would be able to use the approaches include:

- Social care, education, probation and health practitioners :
- children's and family centres
- family intervention teams,
- schools and education support

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Underpinning ideas

Key underpinning ideas about intervention

- A **common practice elements** approach which conceptualises practice in terms of generic components that cut across many distinct specialist treatment protocols and specific clinical procedures and processes. (Forty-seven distinct practice elements were distilled from twenty-five random controlled trials.)
- A **common factors** framework personal and interpersonal components of intervention (e.g. alliance, client motivation, therapist/helper/practitioner factors) common to all interventions are contribute to successful treatment outcomes.

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Development of the HfCF approach

Underpinning Research

- Alternatives for Families and Multi-systemic therapy integrates a number of different approaches
- Trauma-focussed CBT,
- The Project SafeCare approach, tackling neglect
- Improving parent/child interaction and attachment using PCIT, Circle of Security and Bio-behavioural approaches
- A variety of approaches to modifying disruptive behaviour, e.g. CBT and MST.
- In practice there are always combinations of abuse and neglect, and combinations of approaches

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Safe Care for neglect – State-wide Chaffin et al 2012 Pediatrics 129,509

- A structured behavioural skills training.
- Parent/child or parent/infant interaction,
- Basic care giving structure, parenting routines.
- Home safety.
- Child health.
- Provided as a component of a broader home visiting service.
- Training in workshops – life skills and role play, direct observed sessions, regular clinical supervision plus coaching.
- Inclusion – preschool aged child, no untreated substance use disorder.

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Introduction

- **SafeCare** is an excellent model for 0-5 year olds, neglect is prevalent throughout the age range and there are frequently related issues – abusive parenting, and the associated impact of mental health, family violence and substance abuse.
- Farmer stresses the importance of **pro-active case management** and a **broad approach to targeting** the needs of children and families.

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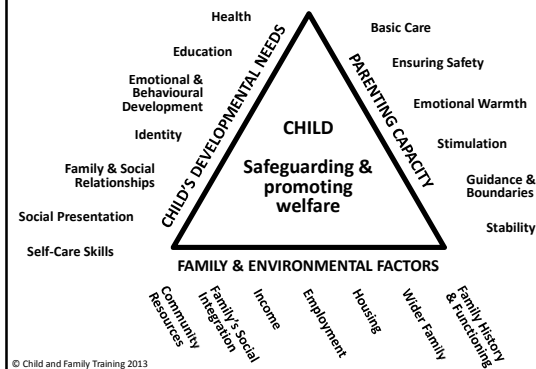
The Manual for Practitioners

- **Practice elements are integrated** to form modules by the writing group provide step by step guidance, resources and tools to deliver an evidence-based intervention.
- **Building blocks and a tool kit for foundation skills** in intervention across a wide spectrum of levels of harm and risk of future harm;
- Intervening at varying levels of severity and complexity
- **parenting problems**
- **Individual, family and environmental factors**
- **Impairments to children's health and development**

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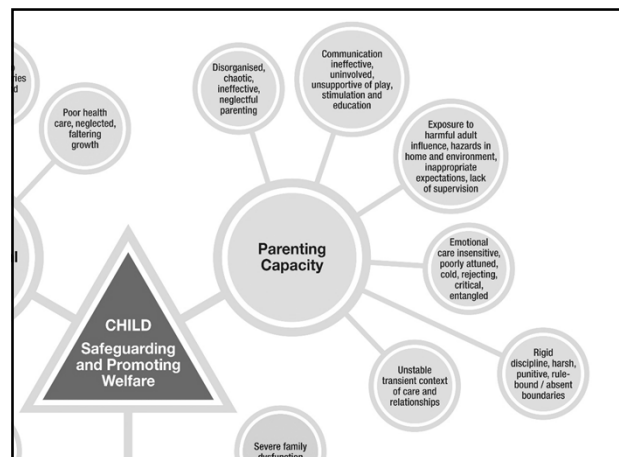
Assessment Framework A map of relevant data to be collected

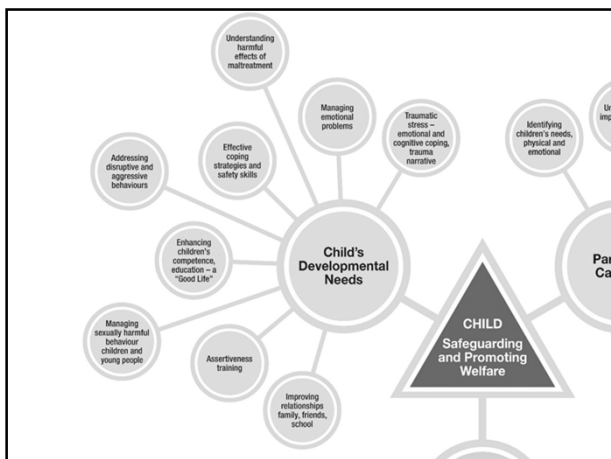
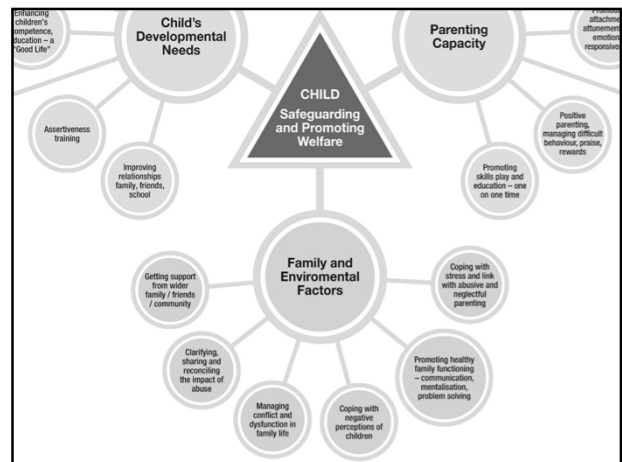
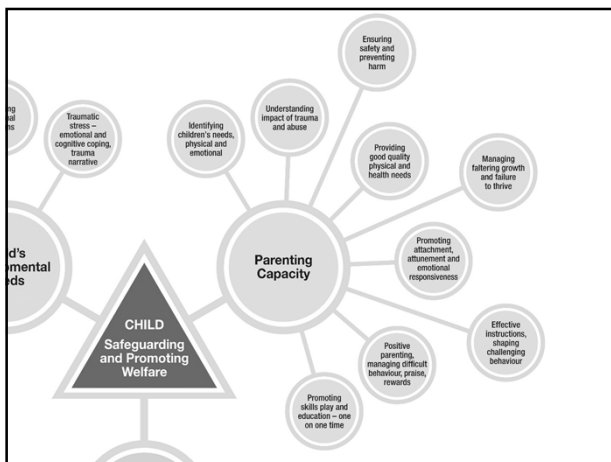
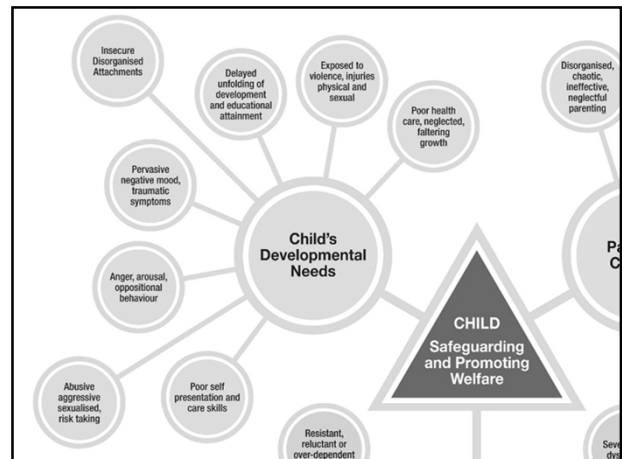
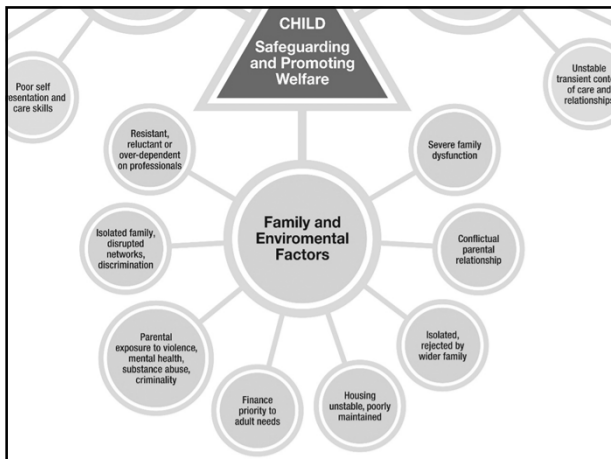


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Relevant data





The Modules

Forty modules have been developed across 5 key areas:

- Engaging families and engendering hope
- Working with parents to modify abusive and neglectful parenting
- Working with children and young people who have suffered emotional and traumatic impairment
- Working with children and young people who have responded with disruptive behaviour
- Working with the family – to manage relationships and to link with the community

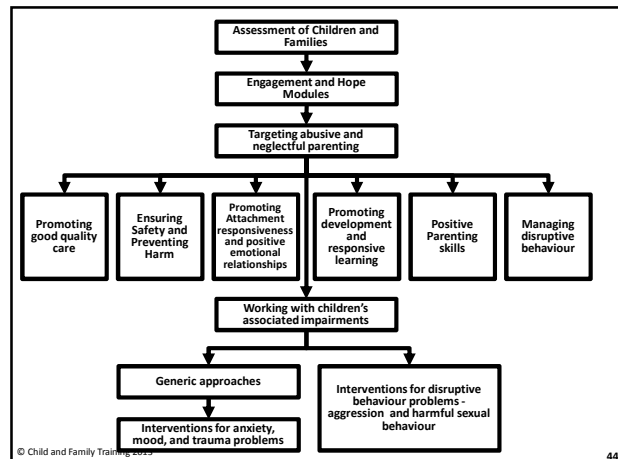
Description of a module of intervention

Each module includes:

- The goals.
- A briefing for the practitioners.
- The step-by-step approach to achieve goals.
- Materials to support the development of therapeutic work.
- Tools to assess the success of intervention for the child.
- Guidance on the skills required to deliver the module and how the modules can be integrated.

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Stage 6: Developing a Plan of Intervention Planning interventions

Modules from the **Parenting and Family areas** which may assist Grace to take on care of the children

- Promoting **good quality care**
- Identifying each child's **physical and emotional needs**
- Establishing **current care patterns**, the obstacles to providing better quality care
- Establishing a **plan** for Amber to be relieved of the care burden, and Grace to take on appropriate care
- **Support networking** for the family

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Stage 6: Developing a Plan of Intervention Planning interventions

Modules from the **Parenting and Family areas** which may assist Grace to address safety of the children

- **Ensuring safety and preventing harm** – reviewing harm inside and outside home, and how to manage
- **Reviewing the impact of stress** – separations, losses, mental health issues and link with neglectful parenting, and perceptions of children
- **Managing family conflicts** and difficult relationships

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Stage 6: Developing a Plan of Intervention Planning interventions

Modules from the **Parenting and Family areas** which may help Grace's relationships with the children

- Promoting **attachment** and **positive emotional relationships**
- Promoting **healthy communication**, problem solving, and emotional responsiveness

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Stage 6: Developing a Plan of Intervention Planning intervention goals

Modules from the **Parenting and Family areas**

- Promoting **positive parenting and development** – meeting Ella's special needs, Lucas's challenging behaviour
- Ensuring that Amber and Lucas's needs for **support for education** and social functioning are met

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Stage 6: Developing a Plan of Intervention Planning interventions

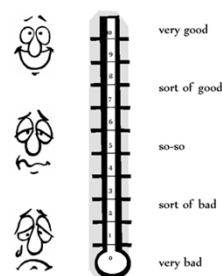
Modules from the **Working with children and young people** to assist Ella, Amber and Lucas

- **Generic approaches** for all three children modified to meet their individual needs
- Helping Amber **manage her mood problems**, and Ella and Lucas **challenging behaviour**

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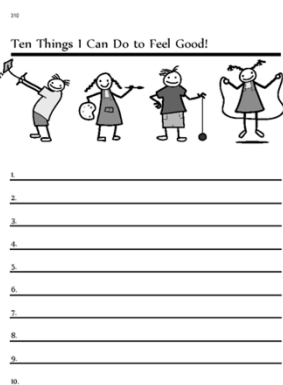
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Feelings Thermometer



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Stage 7: Establishing the Effectiveness of Interventions

- Which **measures** would help assess the effectiveness of interventions?
- What is the **likelihood** of achieving **sufficient** change within the child's timeframe?

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Hope for Children and Families Acknowledgements

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Hope for Children and Families Acknowledgements

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**Child and Family Training
Childhood Neglect Project**

- Childhood Neglect training materials
- Assessment and Analysis training course
- Hope for Children and Families intervention resource pack