1. Establish a meaningful rapport with the parent(s). This can be achieved by asking the parent for their reflections on their circumstances and their understanding of CSC’s role in their family situation.
2. The practitioner will need to model calmness together with a supportive ‘can do’ approach, particularly if there is initial negativity and resistance.
3. The practitioner needs to positively reinforce the parent and pick up on and amplify their strengths and achievements.
4. The practitioner can use the EARS\* approach to review the child’s situation with the parent.
5. The practitioner should be paying particular attention to the parent’s language, responses and accompanying behaviour; this will give a key insight in to the parent’s emotional wellbeing and their ability to respond to their child’s needs.
6. The practitioner should begin to build a picture of the parent’s own circumstances enabling them to tell their story and understand their ‘narrative’.
7. The practitioner can use ‘motivational interviewing’ techniques to help challenge the parent’s negative mind set and responses.
8. The practitioner needs to have a basic understanding of cognitive behavioural approaches and help the parent make sense of their responses and attitudes to their child.
9. The practitioner needs to know about de-escalation techniques and how to promote mindfulness and reflection in the parent.
10. Attempts to increase the parent’s reflectiveness and child centred thinking will be hampered if the parent is experiencing instability and threat where substance misuse, alcohol dependency and abusive relationships might exist.
11. Once the parent has begun to develop emotional resilience and understanding, the practitioner can begin to help them focus on their children’s needs.
12. The practitioner needs to encourage the parent to develop a child centred approach. This can focus on the parent’s language, tone of voice and response to the child’s needs.
13. The parent needs to be set tasks and goals around spending specific time with their child, encouraging and supporting them and acknowledging the child’s responses.
14. The parent can be encouraged to keep a diary of their reflections on their child’s behaviour and responses.
15. VIG can be used to review the parent’s interaction and communication with their child.

<https://www.videointeractionguidance.net/>

1. The child might need additional support and encouragement to redefine their relationship with their parent. The child might struggle with a change in the parent’s behaviour if rigid patterns of behaviour have been established and formalised in the child’s life.
2. The child might benefit from life story work or play therapy to help them make sense of their situation and help them revise their relationship with their parent(s).
3. The parent will need encouragement and support to maintain their changes and this should form part of the ongoing CiN/ CP plan.
4. The practitioner should be assessing the parent’s relationship and attachment with their child on an ongoing basis throughout the period of CSC involvement.
5. This should be cross referenced with areas of risk and concern previously and currently identified in the child’s life. Ongoing visits and interaction with the child and parent should review whether these concerns have been resolved and case notes, supervision, review meetings and ongoing planning should acknowledge this.
6. Ongoing contact coupled with the actions outlined above will produce a detailed assessment of the parent’s ability to make and sustain lasting changes.
7. The practitioner and parent should eventually reach the point of understanding the parental impact on the child and whether the child’s needs are going to be met within the child’s timescales.

***Please see the accompanying comprehensive list of practice tools at this link:***

[http://www.socialpractitionerstoolbox.com/](http://www.socialworkerstoolbox.com/)

David Glover-Wright

Principal Social Worker

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