**Children’s Social Care Interventions Guide**

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| **Why are we involved?****(Module 1)** |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aims – To explain why we are involved, an opportunity to support parents / carers to understand and contribute to their child/ren’s plan and to start to build a relationship that will support partnership working**  | **Purpose of Assessment** * Was requested?
* Background
* Why family are known to social services
* Family composition
* Assessment Meetings & Significant Dates
* Parental Engagement
* Any issues
* Any strengths
* Level of attendance
* Engagement of other services
* Other Assessments
 | **Purpose of Assessment** * Was requested?
* Why are we concerned?
* Work Undertaken
* (previous reports/ observations)
* Ethical considerations
* Background information – history of children services involvement
* Engagement and presentation
* Parent’s understanding of the LA concerns
* (Cycle of change)
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Go through the referral received
* Gain consent to share
* Understand parent/carers communication / learning needs or learning styles
* Use restorative principles to explore what is working well? Any challenges?
* Allowing parents to be a position ‘of being the expert in their own life’.
* Resilience Matrix
* Service Standards leaflet
* Complaints procedure
 | **Core Sessions*** A3.1 Managing overwhelming feelings and thoughts
* A3.2 Introduction to Self-Talk
* A4.1 Colours do I matter?
 | * Positive Regards
* Panning for Gold
* Using affirmation
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| **Parent / Carer & Family history** **(Module 2)** |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aims –** * **To gain a more detailed understanding of parental and family history and how this may have influenced their current lifestyle, parenting capacity and family functioning.**
* **Identify significant events that have had an impact for the family**
* **Identify the family’s values, identity and culture**
* **Identify positive and negative family/ friends supports**
 | **Parental Functioning** * History
* Relationships
* Each parent
* Highlight any gaps
* Patterns of discrepancies
* Date, place of birth of parents
* Quality of parental relationships
* Quality of attachments between the persons being assessed and their parents
* Parents early life
* Parents teenage years
* Positive memories
 | * Describe each child – personality, likes, dislikes, (pen picture)
* Describe relationships within the family,
* Any information from health, education etc.
* Childhood experiences
* Positive family relationships
* Attachment style
* Trauma / abuse in their childhood
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Chronology
* Genogram
* Gain an understanding of their childhood experiences
* Social Graces
* Cultragram
* Timeline of my life
* Parent/s profile
* Parents attachment
* Drawing Eco maps
* Working with parents with learning difficulties
* Distress Screening Tool (TIMOC)
* Tree of life (TIMOC)
 | **Do Parents understand and recognise their own emotions and those of others?*** Recognising emotions of self and others
* A3.1 Managing overwhelming feelings and thoughts
* A3.3 Recognising your emotions
* A3.9 Recognising how other people feel
* A4.7 Responding to how my child feels
* Recognising Thinking and impact on feelings and behaviours
* A3.2 Introduction to Self-Talk
* A3.4 Thinking positively
* A3.10 Justifications

**Recognising and managing Specific Emotions*** A3.5 Anger and Aggression
* A3.6 Managing Stressful Situations
* A3.7 Guilt
* A3.8 Shame
* A3.11 Paranoid Thinking
* A3.12 Managing Frustrations
* A3.13 Low Mood
* A3.14 Managing Anxiety
* A3.15 Maintaining the Change
 | * Overshooting
* OARS – Open Questions, Affirmation, Reflection, Summary
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| **Parent / Carers’ understanding of the impact of the behaviour****(Module 3, 5 & 6)**  |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aim – To allow parents/carers an opportunity to explore and gain understanding of their behaviour and situation on their child/ren.** | * Resilience factors
* Education
* Employment
* Health – Physical and mental health
* Drug and alcohol history
* Police and Court Involvement
 | * Childhood experiences / Experiences of being parented
* Positive family relationships
* Relationships with primary carers
* Attachments
* Current relationship & relationship history

**Key Issues** * Mental health
* Substance misuse
* Domestic abuse
* Trauma
* Neglect
* Injuries
* Finances
* Housing
* Concerns re basic care
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Positive parenting behaviours
* Individual harmful behaviours
* SMART planning
* Substance misuse screen tool
* Domestic abuse tool
* Neglect tool (The day in the life)
* Neglect Identification & Measurement Tool (NIMT)
* MARAC
* Distress Screening Tool (TIMOC)
* Continuing Bonds conversation (TIMOC)
* Safe space technique (TIMOC)
* Grief Work (TIMOC)
 | **Do parents understand the impact of their behaviour on children?****Specific session that explore impact*** A4.4 Do my relationships affect my children
* A3.2 Introduction to Self-Talk
* A3.4 Thinking positively
* A3.7 Guilt
* A4.5 What colour am I with my children
* A4.6 Being a green parent
* A4.7 Responding to how my child feels

**Other sessions that explore behaviours and consequences which can be focused around impact on children*** A3.3 Recognising your emotions
* A3.5 Anger and Aggression
* A3.6 Managing Stressful Situations
* A3.8 Shame
* A3.10 Justifications
* A3.11 Paranoid Thinking
* A3.12 Managing Frustration
* A3.13 Low Mood
* A3.14 Managing Anxiety
* A3.15 Maintaining the Change
* A4.3 Healthy v Unhealthy Relationships

**Sessions to support recognising and managing emotions*** A3.5 Anger and Aggression
* A3.6 Managing Stressful Situations
* A3.7 Guilt
* A3.8 Shame
* A3.10 Justifications
* A3.11 Paranoid Thinking
* A3.12 Managing Frustrations
* A3.13 Low Mood
* A3.14 Managing Anxiety
* A3.15 Maintaining the Change
 | * Columbo technique
* Cost benefit analysis / decision scales
* Cognitive Dissonance
* Developing Discrepancies
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| **Direct work with children****(Module 4)**  |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aim –** * Form a relationship with the child/ren to optimise successful involvement
* Build a profile of the child/ren
* Clarify the child/ren’s understanding of children services involvement
* Obtain their views so these can be incorporated into their plan and shared
* Gain an understanding of the child/ren’s lived experience from their perspective and how these impact upon them
* Build child/ren’s self-esteem and emotional resilience.
 | * Profile of Child(ren)
* The voice of child(ren)
* Findings of direct work
* Any views the child has expressed about their parent
* Any observations
* The child’s experience of Parenting
 | Observations of family time * Strengths
* Concerns
* Child & parent interaction
* Bond / attachment
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Child/ren’s likes / interests
* Developmental / communication needs
* Cultural heritage
* Genogram
* Sociogram
* Cultragram
* About Me Advocate
* SMART planning
* Identify key family/ community resources that the child/ren feels are positive
* Direct worksheets – Who am I? Culture & Diversity
* All About Me Resources
* Child’s profile (pen picture)
* Emotion cards
* Widgets
* Blank plan schedule of sessions with child/ren
* Emotional Card Games
* Feelings Game
* House of Worries
* Magic Wands
* Child Exploitation Risk Assessment Framework (CERAF)
* Young People’s DASH
* BEARS Screening Tool (TIMOC)
* Sleep packs (TIMOC)
* Body Clock calculator (TIMOC)
* Tree of Life (TIMOC)
* Grief work (TIMOC)
* Relaxation – deep breathing and progressive muscle relaxation (TIMOC)
* Safe Space technique (TIMOC)
* Grounding technique (TIMOC)
* Managing Suicide and Self Harm with WRAP plan (TIMOC)
 | **A3 Recognising & Managing thoughts & feelings** * A3.1 Managing overwhelming feelings and thoughts
* A3.2 Introduction to Self-Talk
* A3.2 Recognising your emotions
* A3.4 Thinking positively
* A3.5 Anger and Aggression
* A3.6 Managing Stressful Situations
* A3.7 Guilt
* A3.8 Shame
* A3.9 Recognising how other people feel
* A3.10 Justifications
* A3.11 Paranoid Thinking
* A3.12 Managing Frustrations
* A3.13 Low Mood
* A3.14 Managing Anxiety
* A3.15 Maintaining the Change

**A4 Making my Relationships Healthy*** A4.3 Health –v- Unhealthy Relationships
* A4.4 How my behaviours affect my children
* A4.5 What Colour am I with my children
* A4.7 Responding to how my child feels
* A4.8 Relationships with my Family
* A4.9 Relationships with my Friends
* A4.10 Relationships with Professionals
 | * OARS – Open Questions, Affirmation, Reflection, Summary
* Cycle of Change
* Columbo technique
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| **Parent/Carer capacity (part 1)****(Module 5)**  |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aim –** Gain an understanding of parent/ carers’ capacity to meet the child/ren’s holistic needs and the quality of the relationships between caregiver and child. | **Evidence base summary – Parents ability to manage the child’s:*** Health
* Development
* Hygiene
* Education
* Play
* Routine
* Diet
* Home
* Feelings
* Behaviour
* Protection
* Brothers and sisters
* Public transport
* Pay monthly bills
 | **Observations of family time** * Strengths
* Concerns
* Child & parent interaction
* Bond / attachment
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Basic care
* Health
* Ensuring safety
* Guidance and boundaries
* Graded profile to identify strengths and areas of change
* Independent skills
* Food / nutrition
* Health / immunisations
* Disabilities or illness issues
* Safety
* Care Graded profile tool
* Use Centile Charts
* What Kids Need (Cards, record chart)
* Day in the life of (Neglect tool)
* Safe Lives DASH risk checklist
 | **What parenting Style*** A4.5 What Colour am I with my children
* A4.6 Being a Green parent
* A4.7 Responding to how my child feels
 | * OARS – Open Questions, Affirmation, Reflection, Summary
* Devils advocate
* Scaling on the need for change and confidence in making change
* Cycle of Change
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| **Parent /Carer capacity (part 2)****(Module 6)** |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aim –** * **Provide a balanced view on the capacity to meet the child/ren’s holistic needs**
* **Gain an understanding of the quality of the relationships between caregiver and the child/ren and their ability to adapt to the changing needs of the child/ren.**
 | **Basic Needs****Observations** * Emotional needs
* Safety and protection
* Relationships
* Aspects of functioning: strengths and /or difficulties
* Dealing with stress
* Decision making
* Cognitive difficulties (Psychological report)
 | **Observations of family time** * Strengths
* Concerns
* Child & parent interaction
* Bond / attachment
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Emotional warmth
* Stability
* Stimulation and education
* Attachment / quality of relationship
* Sibling relationships
* Observations of the child and parent interaction
* E-safety work
* 3 House tool
* Stimulation and education
* Emotional warmth
* Home Inventory prompt list
* Childhood Development Checklist
* Distressing Screening tool
* BEARS Screening Tool (TIMOC)
* Body Clock calculator (TIMOC)
* Eating well advice (TIMOC)
* Healthy Food Choices and managing healthy weight (TIMOC)
* Cultural food/ comfort linked to continuing bonds (TIMOC)
 | **Attachment Style** **Adult Relationships*** A4.1 Colours – do I matter?
* A4.2 Colours – do you matter?
* A4.3 Health –v- Unhealthy Relationships

**Parent and Child Relationship*** A4.5 What Colour am I with my children
* A4.6 Being a Green parent
* A4.7 Responding to how my child feels

**Wider network / support / influence / friends / family** * A4.8 Relationships with my Family
* A4.9 Relationships with my Friends
* A4.10 Relationships with Professionals
* A3.6 Managing Stressful Situations
 | * OARS – Open Questions, Affirmation, Reflection, Summary
* Devils advocate
* Scaling on the need for change and confidence in making change
* Cycle of Change
* Positive regard
* Cost benefit analysis
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| **Analysis and Recommendations** **(Module 7)** |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aim –*** **Critical and analysis overview of all the work undertaken with the family and information gathered**
* **Have changes been made and what is the next step**
* **Review of the child/ren’s plan**
 | * Summary of Findings
* Recommendations
* Overall Parenting Capacity
* Overall support
* Overall motivation to learn & change
* When is support needed?
 | * Support Networks
* Who can support the parent?
* Positive family/ peer support networks
* Professional networks views
* Parents capacity to care for all the children, short or long term
* Level of responsibility & insight into concerns (cycle of change)
* Risks, Protective Factors & Complicating factors
* Secure base (Attachment)

Conclusion & Recommendations * Consider the risk of potential harm to the children
* Consider timescales
* Consider further work needs to be undertaken
* Can the child safely live at home?
 |
| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Parents relationships with other professionals
* Multi-agency opinion
* Cycle of Change
* Family Group Conference
* Capacity to Change
* Fast Feet Forward referral (TIMOC)
* Vulnerability & Resilience matrix
* Horwath and Marrison (2001) model for assessing change
* Restorative cicle
* Restorative meeting
 | **Wider network / support / influence / friends / family** * A4.8 Relationships with my Family
* A4.9 Relationships with my Friends
* A4.10 Relationships with Professionals
* A3.6 Managing Stressful Situations
 | * OARS – Open Questions, Affirmation, Reflection, Summary
* Cycle of Change
* SMART
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| **Parent/ Carers’ comments & views** **(Module 8)**  |
| **Family Programme** | **Modules Parent Assess** | **Modules in Capacity to Care**  |
| **Aims*** **An opportunity to gain views from adults and children on what they think has changed, why, and what they need to sustain this**
* **To have feedback about their experience of the support provided**

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| **Interventions to consider**  | **UP2U Family Practice**  | **Motivational Interviewing Techniques** |
| * Parent Advocate
* Quotes
 |  | * OARS – Open Questions, Affirmation, Reflection, Summary
* Positive regard
 |

**Motivational Skills**

* Empathy
* Positive regard
* Congruences (kindness)
* Respect
* Curiosity
* Compassion

**Structure to conversations**

1. Active Listening
2. Affirmation / encourage
3. Give them courgage
4. Not heavy (create lightness)
5. Summary

**Principles of Motivational Interviewing**

* Roll with Resistance
* Express Empathy
* Avoid Argument
* Develop Discrepancy
* Support Self-efficiency / Responsibility
* Reflective conversations
* Positive re-framing (Panning for Gold)
* Positive challenge (High support, high challenge)
* Remember do not use labels
* Safe venting
* Positive affirmation
* Open questions – what, when, how and who,
* Columbo technique
* Overshooting
* Cognitive dissonance – Justification – over estimating
* Cognisitve Dissonance – Justification
* Cost benefit analysis
* Scoring
* Devils Advocate
* Mind the gap
* Connection before correction

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