**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** |  |  |
| **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**

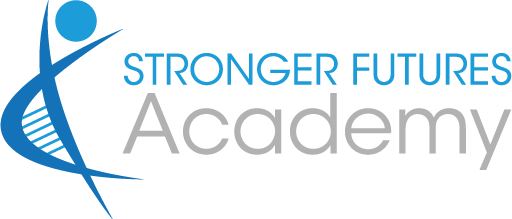
1. Active Listening
2. Affirmation / encourage
3. Give them courgage
4. Not heavy (create lightness)
5. Summary

**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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