**Planning the Schedule of work**

**Family Name**

**Start Date**

**Section 3 Parent(s) attitude to the assessment (Module 1)**

**All work with parent(s) introducing our role, setting our worries and talking about why we are involved.**

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| * Your initial visit to a family where you explain our role, the concerns, what we do and don't do. * Co-producing a plan with a family, the discussion around this. * Review a plan with a family. * You’re the newly allocated SW visiting for first time to build relationship and discuss how you work. * You are revisiting with parents why we are still involved * You are revisiting progress made and what still needs to change * Using the Decision balance sheet * Discussing parental goals/motivation to change |
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**Section 4 Family History. (Module 2) All work to help** **the parent(s) understand their own and their children's history and how that impacts them today.**

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| * Conversation with parents about their own childhood experience * Discussing with a parent their previous involvement with us, what this felt like * Completing a genogram with the family * Taking out a chronology and discussing it with the family * Using Social Graces tool * Using Culturagram * Revisiting history to expand on it * Discussion about how a parents own history impacts them and/or their parenting. * Discussion about parents' own trauma * Discussion about parents' history in relation to DV/Sub misuse/MH * Discussion about support network |
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**Section 5 Parents' understanding (Module 3) All work to help parents explore and understand the impact of their behaviour on their children.**

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| * Discussing what their behaviour looks and feels like to their child. * Discussing what the outcome for their child might be if nothing changes. * Exploring motivation to change or cycle of change. * Direct work tools about unhealthy relationships/parental MH/substance misuse which look at child impact. * Sharing feedback from child, what they have said and parents' response to this. |
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**Section 6 Child(ren)'s view module 4 and Section 7 My needs module 4A. All direct work with children to gain their views, hear their voice.**

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| Any direct work with a child to gain their views.  See Rob Tucker work book  All about me  MOMO  Hey Girl  Feelings cards  Story stems  A day in my life |
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**Section 8 Parent/Carer capacity part 1 (Module 5) All work with parents to develop their parenting capacity in relation to basic care, ensuring safety and/or guidance and boundaries**

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| Basic care- Neglect tool, Needs cards, Direct work regarding routines, direct work regarding the barrier to parent providing good enough basic care (DV/MH/SUB mis) ensuring it is related back to issue for child.  Ensuring safety- Direct work re boundaries, unhealthy relationships, parenting styles, exploitation, safe storage of drugs, etc  Guidance and boundaries- direct work re boundaries, exploitation, NVR, trauma informed parenting  Up2U/TIMOC |
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**Section 9 Parent/Carer capacity part 2 (Module 6) All work with parents to develop their parenting capacity in relation to emotional warmth, stability, education/stimulation.**

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| Emotional Warmth- work about Attachment, play and having fun. Work about how you meet a child's emotional needs, discussion about parents understanding of their child's emotional needs.  Stability- discussion about why this is important, making child focused decisions. What gets in the way, what needs to change.  Education and Stimulation- discussions about school attendance, morning routine, working with school, supporting child's education, routine, activities For pre school children, baby groups, play at home, speaking to baby, parents understanding of |
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