**PAMS Parenting Report**

**Name of Parent(s)**

This PAMS assessment explores the parenting competencies as covered in the 15 parenting domains of this assessment. These relate to the Framework for the Assessment of Children in Need and their Families.

The majority of information in this report was drawn directly from XXXX responses to self-report forms, XX completion of the Parent Assessment Manual Software 4.0 (PAMS); (McGaw, 2016) assessment tools and observations of XX parenting behaviour taken over XXXX.

Schedule of Sessions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Date** | **Who Attended** | **Comments** | Type of Session and Location |
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**Professionals consulted**

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| **Date** | **Name** | **Designation** |
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**PERCEPTION OF NEED AND RISK**

The main evidence based tool used in the assessment of XXX’s parenting was the PAMS (McGaw, 2016). Essentially, this involved completion of the following five PAMS tools which together provides a comprehensive profile of the family’s day-to-day functioning.

1. **Perception of Need: ‘I need help Form’.** XXX's perception of need was assessed using the ‘I need help Form' when XX was asked to identify the level of support that XX requires with her parenting. The choice ranged from: ‘Don’t need help = 0, Need some help = 1, Need lots of help = 2 and Not coping = 3’ across all of the 15 sections (14 parenting domains + 1 for Additional Factors). XXXX completed 14 out of 15 sections. She scored a total of XXXXout of 42 which comprised of the following:

Priority Rating of 2: XXXX identified that she needs lots of help with:

Priority Rating of 1: XXXX identified that she needs some help with:

Priority Rating of 0: XXXX requires no help or support in areas of:

1. **Perception of Need: ‘Initial Screening Tool’.** This assessment follows the same format as the ‘I need helpForm’ but in this instance the referrer is asked to rate the parent’s need for help and support across the same 15 sections (14 parenting domains + 1 for Additional Factors).
2. **Knowledge Cartoons**: This cartoon book has been designed to gauge the level of parenting knowledge across the 31 parenting domains. Following administration of the Knowledge Cartoons, XXXX was assessed as having scores of 1 Good, 6 Adequate and 24 Poor parental knowledge.
3. **Parent Booklet**: This booklet comprises of 93 parenting exercises that relate to skills cited in the PAMS (McGaw, 2016)Worksheets. Following administration of the Parent Booklet, XXXX was assessed as having scores of XXXX Good, XXXX Adequate and XXXX Poor parenting skills.
4. **Worksheet Priority Ratings:** Results from the Knowledge Cartoons and Parent Booklet were collated into the PAMS Worksheets, which together profile parental knowledge, quality of skills and frequency of practice across 312 skills (383 including sub skills). Also, observational data was systematically incorporated into the Worksheet data, based on personal observations made during XXXXXXX. All of this information is triangulated with information held by children’s services and partner agencies about current and historical concerns. Finally, each skill was allocated a priority rating by the Assessor using the key below. This rating determines the level of risk arising from the parenting and the time frame for delivery of a parental teaching programme.

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| PAMS 3.0 WORKSHEET PRIORITY RATINGS KEY  ***Priority Rating 3*** *= High Priority, teaching programme required immediately.*  ***Priority Rating 2*** *= Medium Priority, programme recommended in 4 to 8 weeks.* ***Priority Rating 1*** *= Low Priority, programme recommended.*  ***Priority Rating 0*** *= Criterion Reached, no programme recommended.* |

**RESULTS**

1. Table 1. below enables comparison to be made between the ‘I need help Form’ (completed by XXXX) and the Worksheet Priority Ratings (completed by XXXXX), following the PAMS assessment.   
     
   For this purpose the 31 PAMS Worksheet domains have been collapsed into 14 Parenting Domains to enable comparisons to be made.

*Table 1: Perception of Need and Risk*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Parenting Domains** | | **I Need Help** | **Initial Screening Tool** | **\* Worksheet  Priority Ratings** |
|  | DATE ASSESSED |  |  |  |
| CHILD | Feeding |  |  |  |
| Healthcare General |  |  |  |
| Healthcare Hygiene |  |  |  |
| Healthcare Warmth |  |  |  |
| Parental Responsiveness |  |  |  |
| Development |  |  |  |
| Guidance and Control |  |  |  |
| Responsibility & Independence |  |  |  |
| PARENT | Independent Living Skills |  |  |  |
| Homecare Domesticity |  |  |  |
| Homecare Hygiene |  |  |  |
| Homecare Safety |  |  |  |
| Healthcare |  |  |  |
| Support and Resources |  |  |  |
| Additional Factors |  |  |  |
|  | TOTAL (out of 45) |  |  |  |

**\*** Worksheet Priority Rating shown represents the highest rating in that Domain.

N/A = Not Assessed.

1. Any PAMS parenting domains that have been assessed by XXXXXXX as either Worksheet Priority Rating 3 (High Priority) or Worksheet Priority Rating 2 (Medium Priority) and requiring intervention are described below (listed as Targeted Skills in the Appendices). Finally, all of the parenting domains and skills assessed are presented in a visual format. See Appendices for Worksheet Summary, Child and Parent Profiles.

**(1) Domain:**

**Knowledge/Skills/Practice:**

**Teaching Recommendation:**

*----------------------------------------------------------------------------*

**(2) Domain:**

**Knowledge/Skills/Practice:**

**Teaching Recommendation:**

*----------------------------------------------------------------------------*

**(3) Domain:**

**Knowledge/Skills/Practice:**

**Teaching Recommendation:**

*----------------------------------------------------------------------------*

**SUMMARY**

1. XXXX identified from the ‘I need help Form’ XXXX area of parenting in which she was requesting teaching in XXX (Priority Rating XXX) in the *XXXXX domain*.
2. Across the total 83 Worksheet skills which have been assessed and described in this report, XXXXX are identified as High Priority Rating 3 (teaching required immediately)\*. These skills are in the areas of: XXXXXX  
     
   There are XXXX of skills identified as being of Medium Priority Rating 2 (teaching recommended in 4 – 8 weeks)\*.   
     
   Also there are XXXX of skills identified as being of Low Priority Rating 1 (teaching required in the future)\*.   
     
   Finally,XXXX of skills were assessed as Criterion Reached\*.   
     
   **Overall, XXXX requires XXX of skills to be taught either immediately or in the next XXXXX** across all the areas assessed, as detailed below:

*Table 2: Summary of Priority Ratings*

|  |  |  |
| --- | --- | --- |
| **PRIORITY RATING** | **PERCENTAGE** | **SKILLS ASSESSED** |
| ***Criterion*** |  |  |
| ***1*** |  |  |
| ***2*** |  |  |
| ***3*** |  |  |
| **TOTAL SKILLS** |  |  |

## \* Priority Rating percentages rounded to the nearest whole number

**FORMULATION**

*(Focusing on a summary of the priority 2 and 3 domains from the assessment)*

**RECOMMENDATIONS**

*(Any recommendations relating to the priority areas and what teaching and support is required)*

**SIGNATURES**

***“I declare that to the best of my knowledge and belief the content of this REPORT is true, and I understand it may be placed before the Court.”***

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**Endorsed by:**

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Date:

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**REFERENCES**

McGaw, S. (2016). The Parent Assessment Manual Software 4.0. PAMS Assessments Ltd: Cornwall, UK.