

# Hope for Children and Families Intervention –Practitioner Guide

## Initial stages of work, establishing a profile for intervention, engagement and goal setting

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### Aims of the workshop

To enable practitioners to become familiar with the modules which focus on Initial stages of work, establishing a profile for intervention, engagement and goal setting:

- Establishing a profile for intervention: Case specific information record
- Goal setting
- Engagement and hope

Note:  
The HfCF materials are a set of resources and not prescriptive

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### Case Study: The Ward Family

**Case Study: Ward Family**

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### Stage1 and 2: Making a full assessment Case Study: Ward Referral

School have referred Michael because of concerns about a recent, marked change in his appearance and behaviour.

- He has become anxious, distracted and has difficulty concentrating
- He is persistently late, has a neglected appearance and is often hungry when he gets to school
- Last term he was bright, cheerful and smartly turned out

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### Extract from HOME Inventory Assessment Interview

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### Extract from the Family Assessment interview

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## Stage 2: Making a full assessment Family Assessment - History

Use of the interview schedule for family history revealed:

- **Moir** – Controlling father, violence to her mother who died when Moira aged 8, significant loss of nurturing figure, step-mother rejecting
- Left school early, series violent relationships, depressed, drinking heavily
- Volatile relationship with father of Laura and Michael, domestic violence, drinking stress related
- Relationship with Gary, ended 2years ago
- **Ian** – Unfavoured sibling, father in army, strict disciplinarian, punished following drinking sessions, male orientated culture, convictions for assault relationship to drinking
- Relationship with wife ended following violent episode, sees 10yr old son once a month



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## Stage 2: Making a full assessment Michael Ward- HOME Inventory

### Scores from HOME Inventory with Michael Ward

The HOME scores revealed significant concerns regarding Michael's experience of care in sub-scales of:

- Responsivity – approval warmth and affection
- Emotional climate – restriction and punishment
- Enrichment – activities outside home
- Family companionship



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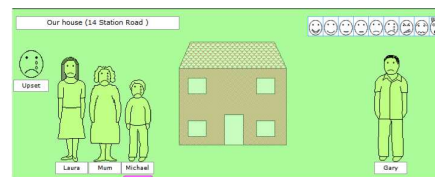
## Stage 2: Making a full assessment Adolescent Wellbeing Scale Self-rating Scale for Depression in Young People. Birlson, 1980

- Michael scored above the cut off point indicating the possibility of a depressive disorder
- When interviewed Michael said he:
  - felt lonely in the playground every day
  - could not stick up for himself in the playground yesterday when he was called names and this happens all the time.
  - was bored all the time because he had no one to play with



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## Interview with Michael using In my Shoes



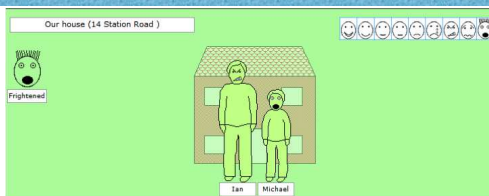
This was a picture generated by Michael when talking about Moira's previous partner Gary leaving the family 2 years ago.

He was much loved by all – and went off with Moira's best friend. He had been stabilizing influence and provided security for the children.

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## In My Shoes interview

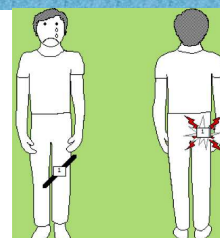


Michael's picture of how he felt frightened the last time Ian hit him. He reported that Ian was furious because Michael would not try at football and kicked Michael's legs. Later Michael put in a speech bubble for Ian with Ian saying 'You are a pathetic little runt' and Michael saying nothing but thinking 'I hate him. He's going to hit me. Where's Mum?'

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When the letter came from school

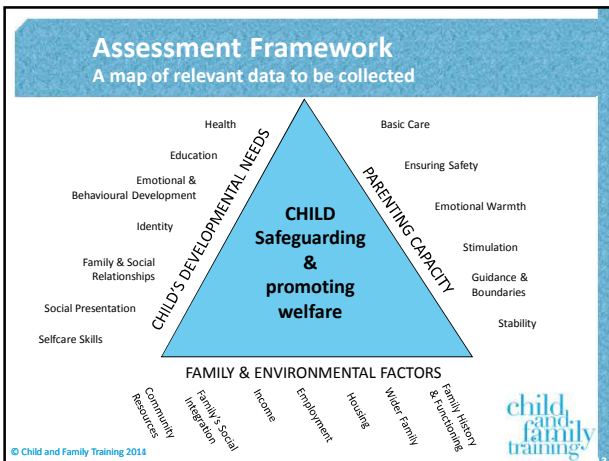


Ian kicked me when I kept missing the ball in football

**Message:** I liked it when Ian was not here. He frightens me and he fights with Laura. He makes my Mum unhappy. He hits me when I don't play football right. I wish we were like we were before he came. I miss my mum talking to me. I miss doing stuff together.'

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### Discuss with your neighbours

What information do you have about the different dimensions and domains of the Assessment Framework:

- Child's development
- Parenting capacity
- Wider family and environmental factors

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### Discuss with your neighbours

Using the Practice guides:

- Baseline summary: analysis of strengths
- Base line: summary analysis of difficulties
- Baseline: analysis of potential focus for intervention

**Consider areas of strength, difficulty and possible areas for intervention for the Ward family**

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- ### Library of Modules
- Initial stages of work: Engagement and hope**
    - Engaging families, parents and children: Promoting hopefulness
    - Goal setting
    - How abusive parenting affects children's development
  - Working with parents: Targeting abusive and neglectful parenting**
    - Identify and understand children's physical and emotional needs
    - Coping with stress linked with abusive parenting
    - Coping with negative perceptions of their children
    - Promoting attachment, responsiveness: Younger children
    - Promoting attachment, responsiveness: Older children
    - Promoting development - early and later
    - Ensuring safety and preventing harm
    - Providing good quality basic care
    - Positive parenting: managing difficult behaviour
    - Praise
    - Attention and ignoring
    - Giving effective instructions
    - Rewards
    - Shaping challenging behaviour
  - Working with children: Emotional and traumatic responses**
    - Developing a child-centred approach
    - Psychoeducational effects of maltreatment
  - Coping Skills**
    - Relaxing and calming
    - Describing and monitoring feelings
    - Activity selection
    - Problem solving
    - Working with anxiety problems
    - Working with mood problems
    - Working with trauma problems
    - Maintenance and building resilience
  - Working with disruptive behaviour: Problems of children and young people**
    - Enhancing children's competence: 'the good life'
    - Coping with disruptive behaviour
    - Assertiveness training
    - Parents work with children's harmful sexual behaviours HSB
    - Working with children under 12 who have displayed HSB
    - Working with adolescents (age 12+) who have displayed HSB
  - Developing positive relationships with family and friends**
  - Working with families**
    - Managing conflict and dysfunction in family life
    - Reconciling the impact of abusive and neglectful parenting
    - Support networking for families
    - Promoting safety for children harmed sexually in family or community
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### Discuss

**From the Library of modules across the HfCF themes**  
Which modules would you consider for interventions

Think about:

- With parents
- With children
- With the family

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### Tools to help with goal setting

<ul style="list-style-type: none"> <li>• establishing intervention goals framework</li> </ul>	<p><b>Establishing intervention goals framework</b></p> <p>What are the agreed long-term goals for the family and for the protection team?</p> <p>What are the agreed priorities for parents and children, the protection team and professionals?</p> <p>What are the themes agreed by parents, children, protection team and professionals that all goals need to be achieved? Give the children's viewpoint?</p> <p>How long is it to be achieved? When is it to be achieved within the children's viewpoint?</p> <p>What are the options if goals cannot be achieved within the children's viewpoint?</p>
<ul style="list-style-type: none"> <li>• Developing a family safety plan</li> </ul>	<p><b>Developing a family safety plan</b></p> <p>What are the children's that the protection plan is aimed to address?</p> <p>What are the concerning signs? For parents:</p> <p>For children and young people:</p> <p>For other family members:</p> <p>For social work professionals:</p>
<ul style="list-style-type: none"> <li>• Management plan</li> </ul>	<p><b>Management plan</b></p> <p>What are the agreed long-term goals for the family and for the protection team?</p> <p>What are the agreed priorities for parents and children, the protection team and professionals?</p> <p>What are the themes agreed by parents, children, protection team and professionals that all goals need to be achieved? Give the children's viewpoint?</p> <p>How long is it to be achieved? When is it to be achieved within the children's viewpoint?</p> <p>What are the options if goals cannot be achieved within the children's viewpoint?</p>

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## Approaches to support engagement and hope

**Q:** How long is the engagement phase? What does it involve?

**Q:** how important are the initial meetings between practitioner and family

**Don't use this approach:**  
 "stop doing those things"  
 "Start doing these things"  
 "And do them by ....."

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## Approaches to support engagement and hope

- Thinking about ways of asking questions
  - Socratic questions
  - Circular questions
- The benefits of working with professionals
- Use "I" rather than "YOU"
- Helpful scripts
- Psychoeducation

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## Socratic Questioning

- **Conceptual clarification** questions: to think in more depth, tell me more questions
- **Probing assumptions:** to think about held beliefs, presumptions
- **Probing rationale, reasons and evidence:** Helping think through, not taking as givens
- **Questioning viewpoints and perspectives:** consider other viewpoints
- **Probe implications and consequences:** what might happen; what next; what else
- **Questions about questions:** Are these useful things to talk about, does it make sense.

Aim: completeness of thinking; help move and develop thinking; self actualisation.

See: <http://changingminds.org/index.htm>

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## Circular questioning

1. Problem definition questions
2. Sequence of interaction questions
3. Comparisons/clarification questions
4. Interactive questions

**Explore:** past; present; future/hypothetical & differences; agreements/disagreements; explanation/meaning

Most least questions	About behaviour
Views of others questions	About beliefs
Over time	About meaning
Between people	About relationships
Between parts of a person	
Between situations	

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## Scripts

**Practitioner notes**  
 Engaging families, parents and children: Promoting hopefulness  
 Initial stages of work: Engagement and hope

**Discussing the benefits of working with the practitioner**

These scripts provide the practitioner with ways of bringing to engage family members in work. By using the notion that many parents find it helpful, etc. Referring to other families in similar situations is a helpful way of engaging the family, and for them not to feel isolated and alone as if they are different from everyone else. It also gives a message to the family, that the practitioner is aware of similar situations, and of providing helpful ways of intervening.

**Discussing the benefits of working with the practitioner**

- Many parents feel that it is helpful to share; they feel less frustrated and alone.
- Many parents find it helpful to find better ways of coping with difficult family experiences; new ideas, support and encouragement helps people start to feel in control.
- Many parents think it helpful to learn someone and hear how to solve problems, which could make a real difference to them as parents, to their child and to other family members.
- Many families tell us that they find it very helpful to find new ways of solving problems and addressing conflicts.
- We know it is difficult, but parents tell us that the fact that there is somebody supporting them and helping discussions with a child protection team and the courts is helpful, as it allows with any other practitioners.
- Many parents feel supported when there is a team around the child that is supporting them to help their children.
- Again, although we appreciate that it can be difficult, many families tell us that being reasonably open about matters that concern the children, whilst trying to respect confidentiality, is also helpful.
- We are going to spend the next session discussing what sort of specific goals we should all be trying to aim for.

**Discussing concerns and how things can go wrong in families**

- Can I check with you whether I have fully understood the professional/court/child protection team's concerns about what has happened in the family that has led to the present situation.
- Perhaps you as parents (and children if appropriate) could say in your own words what you think the court or child protection team is concerned about. We appreciate you may feel very differently, but we would really like to understand how you see it.
- Can I share with you how I understand situations that go wrong in families.
- One of the most difficult tasks in family life is to balance what parents need for themselves as adults within relationships, work, friends, family and partners and how these needs can be reasonably met whilst meeting the needs of children from the earliest days right through to when they achieve some sort of independence.
- Some people talk about the balance of what is for me, what is for you, what's for him, what's for her, which can lead many families to be in conflict.
- Matters go wrong when our needs as parents are so considerable that they overshadow the needs of the children. That is when their needs can be ignored, or they are felt to be a nuisance and deserving of punishment, or they are seen more as a source of comfort rather than parents being able to keep their needs in mind.
- I wonder whether any of these sorts of issues have been the case for your family? Have other people queried whether this is the case?

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