



Report for Surrey County Council Social Work Reform Board

Meeting 7 April 2015

Assessed & Supported Year in Employment (ASYE) – Pilot Training Programme

1.0 Summary and Purpose of Report

- 1.1 Surrey County Council (SCC) has commissioned Child and Family Training (C&FT) to deliver a 16-month pilot training programme for 20 ASYEs as part of SCC's overall ASYE programme. The pilot training programme will be evaluated.
- 1.2 The purpose of this report is to advise the SCC Social Work Reform Board on:
- the content of the pilot programme;
 - the key role of supervisors in ensuring the practice requirements are successfully completed; and
 - to seek the Board's approval of the evaluation protocol and associated consent forms.
- 1.3 The content of the pilot programme is described in the body of this report (see pages 2-6). In summary the programme involves:
- training sessions for ASYEs (15 days);
 - practice requirements between training sessions;
 - completion of a record of achievement by each participant and certification;
 - course evaluation reports;
 - briefing sessions for supervisors (four half days);
 - coaching sessions for ASYEs and supervisors (16 days); and
 - an evaluation of the pilot programme.
- 1.4 Supervisors play a key role in the success of this pilot training programme. They will oversee participants' successful completion of the programme's practice requirements. This requires supervisors to be familiar with:
- the content of the programme;
 - the practice requirements for all participants;
 - their role in ensuring the practice requirements are completed by the ASYEs they supervise;
- and that they
- attend the four supervisors briefing sessions; and
 - participate in the coaching/refresher sessions.
- 1.5 The programme evaluation will seek to understand whether ASYEs' skills, knowledge and confidence improve following training and whether the training is integrated effectively into their practice.
- 1.6 ASYEs will be asked to complete a registration form that provides information about themselves, their education and training. ASYEs and their supervisors will be asked to complete an evaluation of each training day, and briefing and coaching days as appropriate.
- 1.7 Consent forms for the above evaluation protocol are attached for the Board's approval.

2.0 C&FT's Training Programme

- 2.1 The C&FT '*Hope for Children and Families Programme*' (HfCF) includes evidence based resources for practitioners and trainers, which are available on-line. The resources are available as part of a systemic or whole system change programme, which includes a series of training courses provided by C&FT.
- 2.2 C&FT will provide SCC's practitioners with a seven-stage model of assessment, analysis, planning and reviewing interventions for a particular child and family. The seven stage model is:
- Stage 1. Initial identification of harm
 - Stage 2. Gather assessment information on the child's developmental needs parenting capacity, and family and environmental factors
 - Stage 3. Establish the nature and level of impairment of the child's health and development
 - Stage 4. Analyse the patterns of harm and protection
 - Stage 5. Child Protection Decision Making and Care Planning: The Safeguarding Analysis
 - Stage 6. Develop and implement a plan of intervention
 - Stage 7. Identify outcomes and measures for intervention.
- 2.3 All C&FT's resources and associated courses cover one or more stages of the above model in varying degrees of complexity. The range of C&FT courses are tailored to the differing needs of the entire children's services workforce whether qualified or unqualified and whether based in early help, children with disabilities, looked after children, fostering, young offender or child protection services.

3.0 The SCC ASYE Pilot Programme

- 3.1 SCC has selected the following C&FT courses for its ASYE programme:
- 3.1.1 ***Neglect*** courses (two one day courses) covering aspects of the following areas: introduction to childhood neglect; focus on children and young people; focus on parents; managing neglect.
- These courses are particularly relevant for Stage 1 above.
- 3.1.2 ***Assessing Parenting and the Family Life of Children including children with disabilities*** is a 3-day course that trains staff to use the HOME (Home Observation and Measurement of the Environment) to assess the quality of parenting and the home environment provided for a child, including disabled children. Participants also learn how to use the Family Pack of Questionnaires and Scales as an economical and effective way of gathering information about emotional and behavioural difficulties in both children and adults, parenting problems, recent life events, mental health difficulties, alcohol problems and the quality of family life. There are spaces between each training day for participants to practice using the resources.
- This course is particularly relevant for Stages 2 - 4, and 6 & 7 above.
- 3.1.3 ***Assessing Families in Complex Cases*** is a 3-day course in which professionals are trained to use the Family Assessment to develop a systematic and evidence-based approach to observing, describing and assessing family life and relationships, parenting and the impact of family history. Course members also develop skills in engaging and working with children and families during the assessment process. A model of analysis, planning and identifying outcomes for children completes the training. There is a space between days 2 and 3 of the course for participants to practice using the resources.

This course is particularly relevant for Stages 2 - 4, and 6 & 7 above.

3.1.4 **Child Protection Decision Making using the Safeguarding Children Assessment and Analysis Framework (SAAF)** is a 2-day course that trains participants in how to use the SAAF. The SAAF provides a systematic, evidence-based model for assessing and analysing the:

- profile of harm to the child and/or the risk of future harm to the child (sections 31(2)(a) & (b) and 1 (a-f) of the Children Act 1989), i.e. analysing the severity of harm suffered by the child and its impact on their health and development and the severity of the parenting difficulties and of the family and environmental factors;
- risks of re-abuse or likelihood of future harm (the likely outlook for the child if nothing changes); and
- prospects for successful intervention to prevent the child being re-abused (section 1(g) of the Children Act 1989 for those cases in court proceedings).

This course is particularly relevant for Stages 4 – 7 above.

3.1.5 The **Intervention Course** consists of a series of five one-day courses (or workshops) that are particularly relevant for Stages 6 and 7. They are as follows:

- **Engagement with children and families (initial stages).** This course introduces approaches to engaging families – parents, carers and children, provides guidance on discussion of harmful actions affecting children’s health and development, promotes a sense of hopefulness through establishing a ‘team’ around the child, outlining how the practitioner can support family strengths, and address difficulties, agree collaborative goals, a safety and management plan, and how outcomes are to be evaluated.
- **Working with parents and carers including promoting positive parenting.** This course is based on well-established principles involving parents and children directly to promote positive parenting. A range of modules includes the use of praise, supporting parents to give effective instruction, the use of ignoring, and attention to reinforce desired behaviour, shaping challenging behaviour through the use of rewards, solution focused approaches, and the use of time out.
- **Working with disruptive behaviour: problems of children and young people.** This course recognises that as young people approach adolescence there is an increasing risk of externalising i.e. disruptive/anti-social behaviour. In conjunction with the positive parenting approaches described above young people are helped to establish a ‘Good Life’ narrative to help them manage their angry feelings and behaviour, learn appropriate ways of asserting themselves, and improve their relationships in the family and with peers.
- **Working with parents and carers, including promoting attachment and responsiveness.** This course introduces practitioners to attachment concepts, attuned responsiveness and how to recognise different forms of attachment difficulties across the life span. Approaches to promote parents reflective capacities are introduced with infants, one on one time for older children and promoting attachment security.
- **Targeting abusive and neglectful parenting.** This course aims to address abusive and neglectful parenting associated with negative perceptions of children that justify harsh parenting and the humiliation associated with sexual

and emotional abuse. Recognising ill effects on children and young people is a key component. How parents cope with the stress associated with current and past relationships and life events is key to understanding how personal experiences can be transformed into an abusive and neglectful response, and how to effect change within the family.

3.2 All the above courses include:

- assessment resources including tools and instruments for use by practitioners;
- practice techniques (interview, observation and recording skills);
- user guides for practitioners;
- trainer guides to support training;
- on-line access to the resources and post training support;
- practitioner briefings (summarising theory and research, guidance and advice for intervention);
- modules that can be linked together into a planned programme of work (ideas, approaches, outlines for direct work sessions, scripts, worksheets, hints and tips for effective intervention).

4.0 Practice Requirements Between Training Sessions

4.1 The completion of the practice requirements is key to building participants' confidence in using the new approaches. Participants will be asked to complete the practice requirements in pairs wherever possible. Practising in pairs helps build participants' confidence and provides opportunities for reflection.

4.2 The active support and encouragement of participants' completion of the practice requirements by their supervisors is essential. This will need to be a regular item that is reviewed and recorded in each participant's 'record of achievement' at each supervision session during the life of the programme.

4.3 All participants will be required to complete the following programme practice requirements, which are:

- complete four HOME assessments
- use four Questionnaires and Scales
- use the Intervention Resources in 10 separate interventions (some of the interventions may be with the same case)
- complete the analysis of two assessments using the SAAF
- complete four 'Family Assessments'.

4.4 Completion of these requirements will ensure that each participant practices the skills and techniques learnt in the training sessions.

5.0 Record of Achievement and Certification

5.1 ASYEs will be required to maintain a record of achievement throughout the programme. This will include:

- training materials provided on each course;
- notes taken during training courses and coaching/refresher sessions;
- relevant notes from supervision sessions;
- C&FT certificates of course attendance;
- copies of assessments completed as part of the programme's practice requirements;
- copies of questionnaires completed as part of the evaluation (optional);
- any other materials ASYEs deem relevant.

5.2 SCC plan to provide ASYEs with a series of programme folders to accommodate these materials. The record achievement will be used as evidence for certification of ASYEs successful completion of the training programme.

5.3 SCC plan to explore whether the training programme can be accredited with a higher educational body and an award provided.

6.0 Course Evaluation Reports

6.1 The AYSE pilot programme comprises 10 courses from the C&FT '*Hope for Children and Families Programme*'. At the end of each course participants complete an evaluation questionnaire. The questionnaire covers participant satisfaction with the training and reflection on how they intend to use their learning in practice. C&FT prepare a summary report, which together with the original evaluation questionnaires will be shared with SCC shortly after the completion of each course.

7.0 Supervisors Briefing Sessions

7.1 The programme includes four half day briefing sessions for supervisors. Each briefing session is scheduled to take place shortly before participants move to a new stage in the programme. These focus on:

- HOME Assessment and Questionnaires and Scales (Assessing Parenting course)
- Intervention Resources
- Safeguarding Children Assessment and Analysis Framework (Child Protection Decision Making course)
- Family Assessment (Assessing Families in Complex Cases course).

8.0 Coaching Days/Refreshers Sessions

8.1 The 16 coaching/refresher half day sessions will enable participants and their supervisors to reflect on the participants' experiences of putting their learning into practice and further develop and embed their knowledge and skills and increase their confidence. They will also help supervisors become knowledgeable about the training that participants have received and the resources participants will be using in practice, and thus be able to help them support participants' learning and development in working directly with children and families.

9.0 Evaluation Protocol

9.1 In piloting this programme it will be important to understand whether ASYEs' skills, knowledge and confidence improve following training and whether the training is effectively integrated into practice. The proposed evaluation will therefore include the following:

1. **Confidence Scale** – this measures the confidence individuals consider they have about their level of knowledge and skills in relation to the content of the training curriculum. The Confidence Scale is administered prior to any training and at the end of the training period to provide a measure of change. It is also proposed to ask supervisors to complete a similar scale on each of their ASYE supervisees before and after training to obtain their perspectives on any changes made.
2. **Quality of Assessments Questionnaire** – this is designed to provide information about how ASYEs approach assessments based on thinking about a specific case, and will be administered prior to and at the end of the training period. It is proposed that a small sample (4 people) will also be interviewed face to face to compare the validity of the self-administered questionnaire with the in depth interview. This measure will assist in understanding how far the training has been integrated into practice.

3. **Self-Efficacy Scale for Social Workers (SESSW)** – this scale was designed and validated in Europe with Italian social workers. It measures three dimensions; emotional regulation, procedural self-efficacy and support request and will be administered before and after training to provide a measure of change.

Note: Self-efficacy is an important concept in social work as it reflects people's judgements about their capacity to exercise influence in specific situations and to achieve successful outcomes. Self-efficacy is related to resilience, perseverance and motivation. For example, people with high self-efficacy sustain motivation and improve skills development, increase efforts in the face of failure, more easily recover after failures and are more likely to view difficult tasks as something to be mastered rather than avoided. Studies have revealed that self-efficacy is a significant predictor of performance at different levels of task complexity and is positively related to job satisfaction and low burn-out.

4. **Case Specific Information Record (CSIR)** - consistent with the case management process followed by SCC practitioners, this record provides information about the resources that have been used with the children and families as a consequence of the training. The record also provides a baseline measure of what the concerns were in the family, the goals set and the changes achieved during the time the practitioner was involved with the family. The CSIR is available electronically and once completed online it can be stored as part of the child and family's electronic case record.

- 9.2 ASYEs will also be asked to complete a registration form to provide information about themselves and their education and training. In addition to the above, practitioners and their supervisors will be asked to complete an evaluation of each training day, and briefing and coaching days as appropriate. Consent forms for the above evaluation protocol are attached for the Board's approval.

10.0 C&FT Trainers and Consultants Involved in the SCC Programme

- 10.1 C&FT's lead person for this contract will be **Stephen Pizzey**, a director of C&FT, who has extensive experience in delivering training which supports inter and multi-agency work. He has been a practising social worker in the field of child care since 1976. He was the Head of the Social Work Department at Great Ormond Street Hospital for Children and shared responsibility for child protection at the hospital. He has been the Independent Chair of an Area Child Protection Committee and held a part time position as a lecturer in social work. He prepares reports in actions for damages against local authorities including cases of historical abuse and prepares Serious Case Reviews. He is a published author in the field of child protection. Stephen will co-deliver the *Child Protection Decision Making using the Safeguarding Children Assessment and Analysis Framework (SAAF)* course.
- 10.2 C&FT's lead trainers for this contract will be Fiona Gren and Carla Thomas.
- 10.3 **Fiona Gren** has been practicing as a qualified social worker in adult and children's services since 1979. She is also a qualified teacher and person centred counsellor. Fiona is a part time social work team leader in a multi-disciplinary team of social workers, teachers, therapists and family workers, working directly with schools and families where pupils are exhibiting social, emotional and behavioural difficulties. She works alongside CAMHS and child protection teams. Fiona has worked in the parenting field for many years. She supervises trainers on several different parenting programmes. Fiona is an independent trainer and consultant. She was a foster carer for 10 years.
- 10.4 **Carla Thomas** qualified as a social worker in 1982 and has since practiced in adult mental health and child protection in the London Boroughs of Merton and Kingston. Carla was an Approved Social Worker under the Mental Health Act. She has delivered safeguarding children related training and specialist training since 2000 both as a local authority, LSCB and freelance trainer and as a consultant. She developed the C&FT trainer's manual on childhood neglect. Carla has developed a number of training manuals on safeguarding children.

- 10.5 **Dr Arnon Bentovim** is a director of C&FT. He is Child and Family Psychiatrist. He trained as a Psycho-Analyst and Family Therapist and worked at the Great Ormond Street Children's Hospital and the Tavistock Clinic. He is a Visiting Professor at the Royal Holloway University of London. At Great Ormond Street he shared responsibility for Child Protection at the Hospital, and helped to initiate a number of services including the first Sexual Abuse Assessment and Treatment Service in the UK, and a Child Care Consultation Service. Research on Family Assessment formed the basis of the tools commissioned by the Department of Health to support the Assessment Framework. Arnon will co-deliver some of the *Intervention* courses.
- 10.6 **Rosemarie Roberts** will undertake the evaluation of the ASYE pilot training programme. She trained as a teacher, a social worker and as a consultant systemic family therapist and has worked in education, social services and CAMHS in both research and clinical roles for over 35 years. She worked at the South London & Maudsley NHS Foundation Trust from 1997 until 2014. For the last ten years she was Director of the National Implementation Service for Evidence Based Interventions (for children looked after, on the edge of care or custody or adopted) leading on the Department for Education funded national implementation of evidence based programmes and the design and development of new evidence informed interventions.

11.0 LIST OF ATTACHMENTS

- 11.1 The following documents are attached to this report. They are the:
- implementation and evaluation schedule dated 30-03-15
 - participants information and consent form
 - supervisors information and consent form.

Stephen Pizzey
Director, Child and Family Training

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01372 469579 or 07802 262660
stephen.pizzey@childandfamilytraining.org.uk

The Hope for Children and Families Programme: Resources to Help Professionals Help Children and their Families
Child and Family Training is a not-for-profit organisation working to promote evidence-based assessments and interventions with children & families

Directors Dr Arnon Bentovim and Stephen Pizzey

Registered in England and Wales Company no: 7978935 Registered office: 54 Bootham, York YO30 7XZ