

Eradicating Childhood Neglect: Effective Assessment, Analysis and Intervention. Messages from Research

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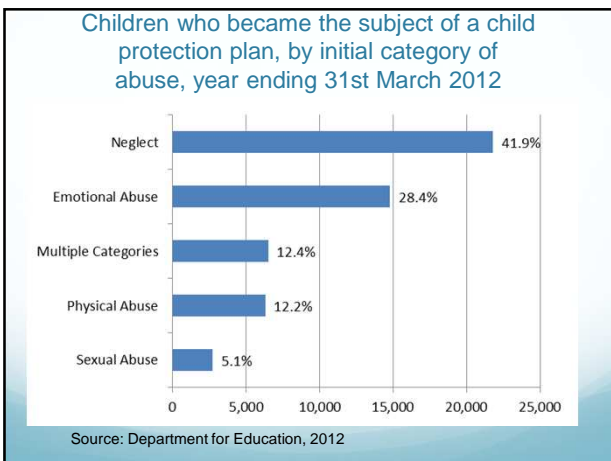


Science Helps to Differentiate Four Types of Unresponsive Care

	OCCASIONAL INATTENTION	CHRONIC UNDER-STIMULATION	SEVERE NEGLECT IN A FAMILY CONTEXT	SEVERE NEGLECT IN AN INSTITUTIONAL SETTING
Features	Intermittent, diminished attention in an otherwise responsive environment	Ongoing, diminished level of child-focused responsiveness and developmental enrichment	Significant, ongoing absence of serve and return interaction, often associated with failure to provide for basic needs	"Warehouse-like" conditions with many children, few caregivers, and no individualized adult-child relationships that are reliably responsive
Effects	Can be growth-promoting under caring conditions	Often leads to developmental delays and may be caused by a variety of factors	Wide range of adverse impacts, from significant developmental impairments to immediate threat to health or survival	Basic survival needs may be met, but lack of individualized adult responsiveness can lead to severe impairments in cognitive, physical, and psychosocial development
Action	No intervention needed	Interventions that address the needs of caregivers combined with access to high-quality early care and education for children can be effective	Intervention to assure caregiver responsiveness and address the developmental needs of the child required as soon as possible	Intervention and removal to a stable, caring, and socially responsive environment required as soon as possible

Center on the Developing Child –Harvard University, 2012

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Child & Family Training Childhood Neglect Project

- Grant from the Department for Education for a two-year project on childhood neglect
- Aim is to 'support and sustain the implementation of evidence-based practice through multi-agency training to identify and respond to signs of neglect'

C & F Training project includes:

- Dissemination of existing published research and training materials on childhood neglect
- Development of multi-agency training on assessment and analysis and supervision and support and training for agency-based trainers
- Development of a manual and training on modular systemic evidence-based interventions in the field of childhood neglect for front-line practitioners.

Safeguarding Children Research Initiative

- Post Victoria Climbié; informed by Peter Connelly
- To provide a stronger evidence base in key areas of:
 - Identification and initial response to abuse
 - Effective interventions after abuse or its likelihood have been identified
 - Effective inter-agency and inter-disciplinary working to safeguard children
- Focus on neglect and emotional abuse
- 15 DFE/DH funded studies covered in the Overview

Neglect: Recognition and Response

- *Recognition and response in health settings*, Prof. Ruth Gilbert
- *Obstacles to recognition and response to neglect in social care practice - lessons learnt from research*, Prof. Harriet Ward
- *Recognising and responding to adolescent neglect*, Prof. Mike Stein
- *Neglect and effective professional practice*, Prof. Elaine Farmer

Neglect: Prevention (from primary to tertiary level)

- *Helping neglectful parents respond to their children's needs – developing a capacity for mentalising*, Minna Daum and Dr. Duncan McLean
- *Getting it Right from the Start: Preventing Neglect during the First Three Years*, Prof. Jane Barlow
- *Targeting neglectful parenting and the associated impairments of children's health and development*, Dr Arnon Bentovim

Resources

- DfE/DH Research executive summaries:
- <http://www.education.gov.uk/researchandstatistics/research/scri/>
- DfE Childhood neglect training materials:
- <http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/childhoodneglect/b00209825/training-resources-on-childhood-neglect>
- Child and Family Training:
- www.childandfamilytraining.org.uk

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