

MODULE 01: FRAMEWORK

M▲PChiPP

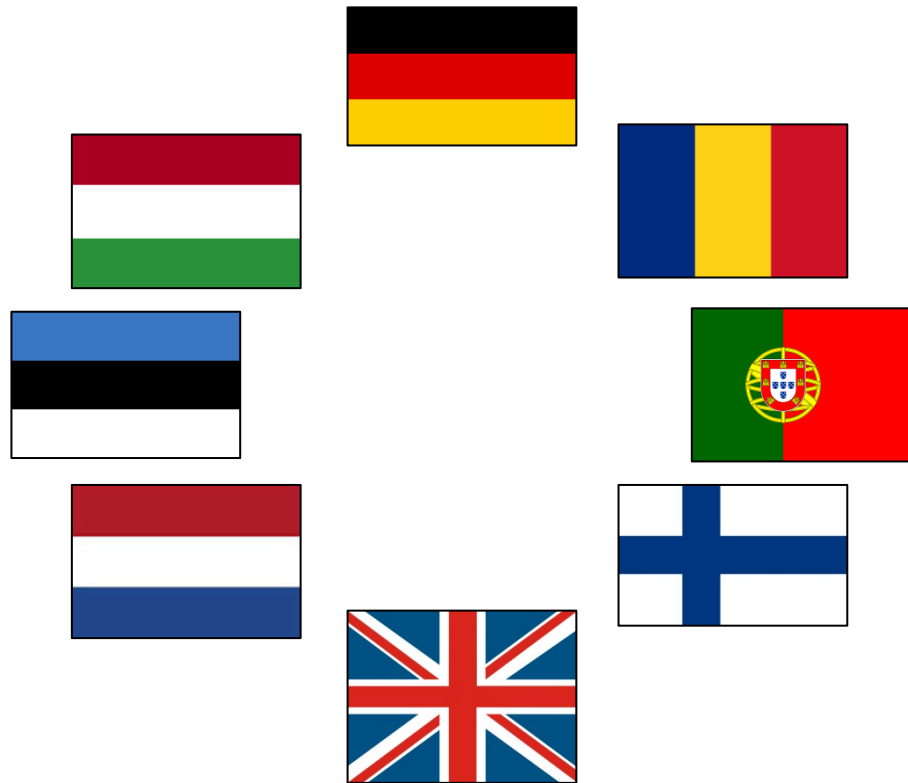
SUPPORTED BY THE RIGHTS, EQUALITY
AND CITIZENSHIP (REC) PROGRAMME
OF THE EUROPEAN UNION



MAPCHIPP: A EUROPEAN PROJECT



MAPCHIPP: CONDUCTED IN 8 COUNTRIES



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LASTENSUOJELUN KESKUSLIITTO
CENTRAL UNION FOR CHILD WELFARE

child
and
family
training

Refocus on Practice

2 FOUNDATIONS

CHILD RIGHTS AND
BEST INTERESTS



ETHICAL INTERVENTIONS:
RESPECT AND HUMAN
DIGNITY



- ▶ **Children's rights in UN CRC** with the underpinning **principle of the child's best interests** correlate with duties of the state to protection, provision and participation

- ▶ **Ethics in child protection interventions** encompass both action and attitude

Kelly & Meysen (2016)

2 CORE FOCI













MULTI-DISCIPLINARITY & PARTICIPATION !

► **Multi-disciplinary** collaboration of professionals **is a key factor** for effective child protection – **and a challenge!**

► **Participation of children and parents** (or main carers) in child protection proceedings **is essential** for effective child protection – **but not trivial!**

12 MODULES

The following modules have been developed:

- ▶ M01: Framework 
- ▶ M02: Rights and best interests 
- ▶ M03: Abuse, neglect and development 
- ▶ M04: Information and documentation 
- ▶ M05: Analysing and understanding 
- ▶ M06: Intervention and planning 
- ▶ M07: Communicating with children 
- ▶ M08: Participation and decision-making 
- ▶ M09: Child-friendly system 
- ▶ M10: Multi-disciplinarity 
- ▶ M11: Vulnerability and culture 
- ▶ M12: Ethical issues 

For further information see **toolbox**  available at www.mapchipp.com.

WARMING UP: COLLABORATIVE
PROBLEM SOLVING

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GORDIAN KNOT

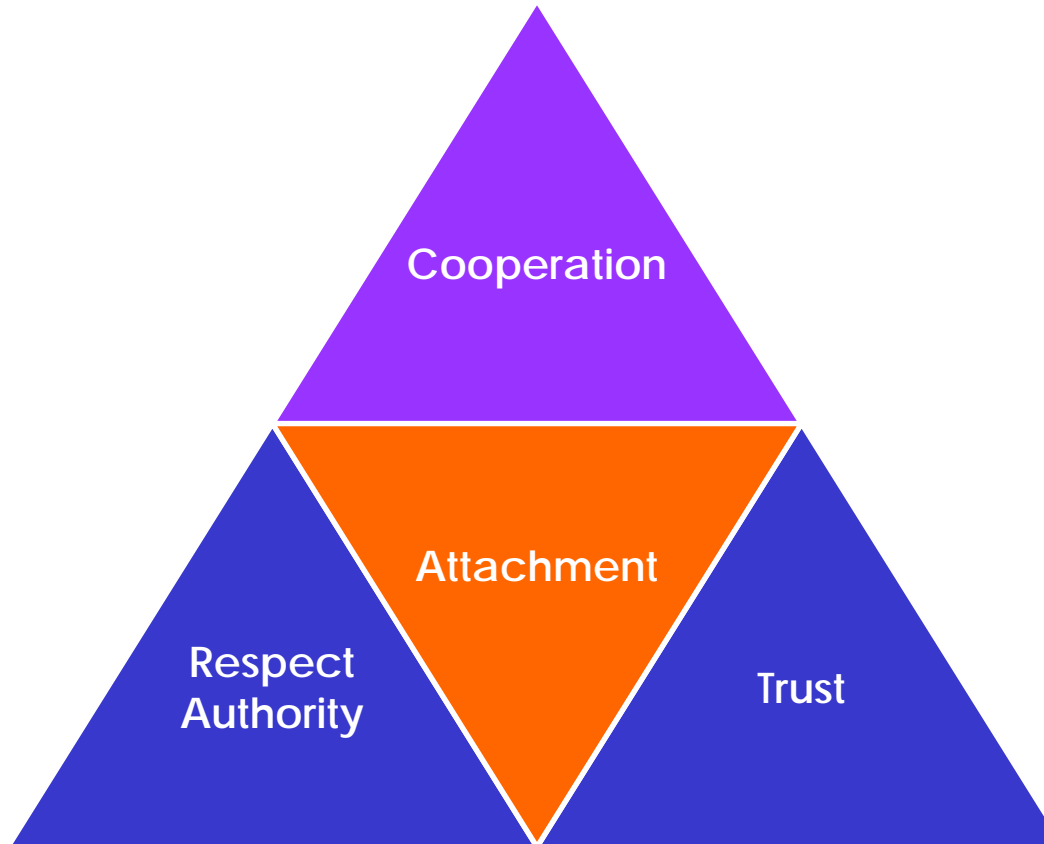
Participate in **collaborative problem solving**:

- ▶ Stand in a circle.
- ▶ Close your eyes.
 - ▶ Stretch out your arms.
 - ▶ Walk slowly to the middle.
 - ▶ Grab two hands.
 - ▶ Open your eyes once the knot is tied.
 - ▶ Try to resolve the knot.
 - ▶ Do not let loose of your partners' hands.
- ▶ At the end you should stand in a circle again.



THE SOCIAL TRIANGLE

adapted from Sennett (2012)



WORKING AGREEMENT

- ▶ Confidentiality
- ▶ Respecting others
- ▶ Valuing differences
- ▶ Building on similarities
- ▶ Careful listening
- ▶ Respecting right to challenge constructively
- ▶ Being your own chairmen

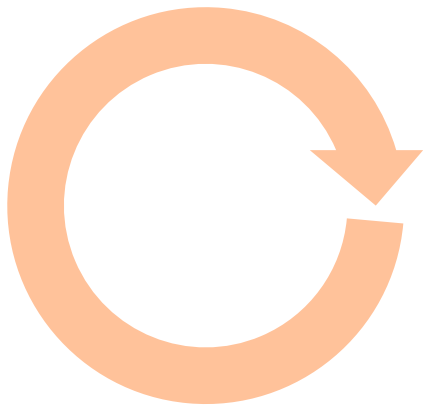
WHY IS THIS TRAINING IMPORTANT?

“ At the beginning of the 21st century, well-established normative structures are in place to protect children against abuse and neglect, and the available help from social organizations can also have a preventive effect. **Further improvements will depend on interdisciplinary coordination and better training of specialists in all of the involved disciplines.** ”

Conclusion from a literature review by Jacobi, Dettmeyer, Banaschak, Brosig & Herrmann (2010, p. 231)

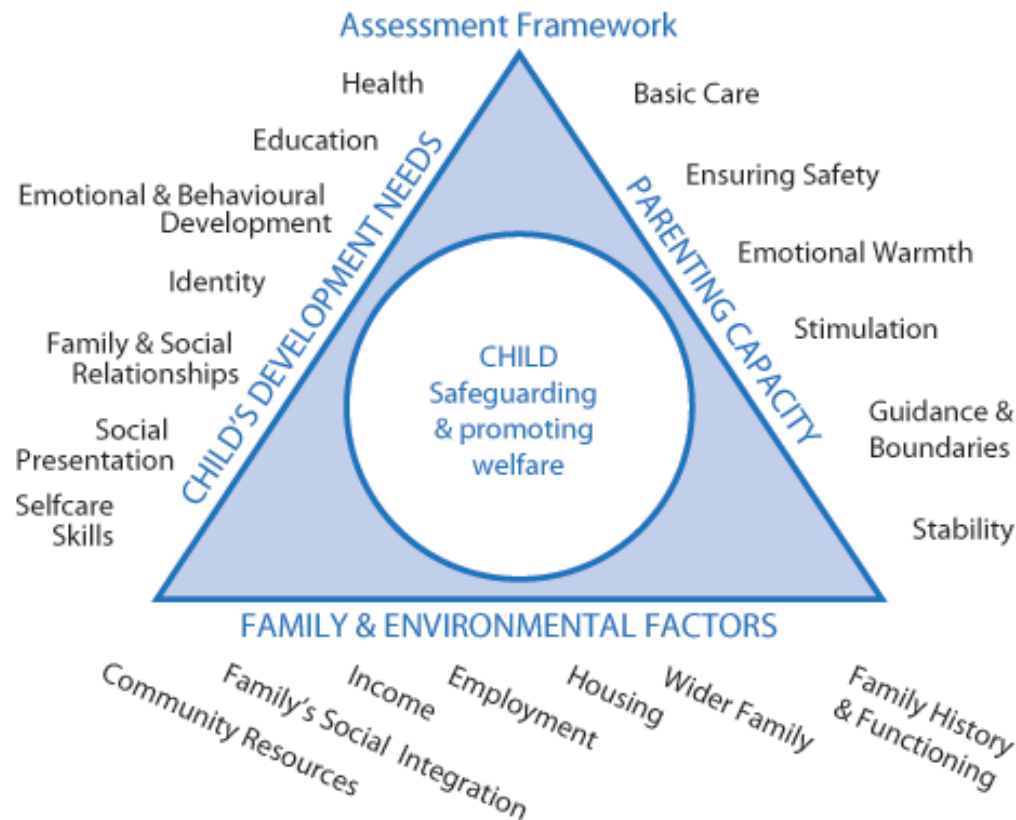
SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

cf. Bentovim, Cox, Bingley Miller, Pizzey & Tapp (2014)



- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: gathering information
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
- ▶ Stage 5: predicting the likely outlook for the child
- ▶ Stage 6: developing a plan of intervention
- ▶ Stage 7: identifying outcomes and measures for intervention

FRAMEWORK FOR THE ASSESSMENT OF CHILDREN IN NEED AND THEIR FAMILIES



Department of Health, Department for Education and Employment & Home Office (2000)

PRINCIPLES UNDERPINNING THE ASSESSMENT FRAMEWORK

cf. Department of Health et al. (2000)

Assessments...

- ▶ are **child centred**;
- ▶ are **rooted in child development**;
- ▶ are **ecological** in their approach, i.e. the situation of a child needs to be understood within the context of the family;
- ▶ involve **working with children and families**;
- ▶ build on **strengths as well as identify difficulties**;
- ▶ are **inter-agency** in their approach;
- ▶ are a **continuing process**, not a single event;
- ▶ are carried out in **parallel with other action** and providing services;
- ▶ are **grounded in evidence based knowledge**.

PRINCIPLES UNDERPINNING THE ASSESSMENT FRAMEWORK

cf. Department of Health et al. (2000)

Evidence based practice means that practitioners should:

- ▶ **use knowledge from research and practice critically** to inform assessment and planning
- ▶ **record and update information systematically** noting sources of information
- ▶ **learn from experiences** from service users, i.e. children and families
- ▶ **monitor whether intervention is effective**

WORKING WITH THE ASSESSMENT FRAMEWORK

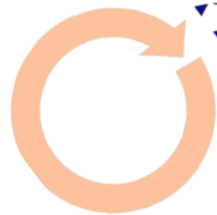
- ▶ The Assessment Framework triangle provides **a map for assessing the needs for children**.
- ▶ The **Child's Developmental Needs** domain of the Assessment Framework triangle maps strengths and impairment in development.
- ▶ The **Parenting Capacity** domain is concerned with attributability.
- ▶ Where there is no observable or measurable impairment, the **Parenting Capacity** domain and **Family and Environmental Factors** domain are relevant to the likelihood of impairment.

WORKING WITH THE ASSESSMENT FRAMEWORK

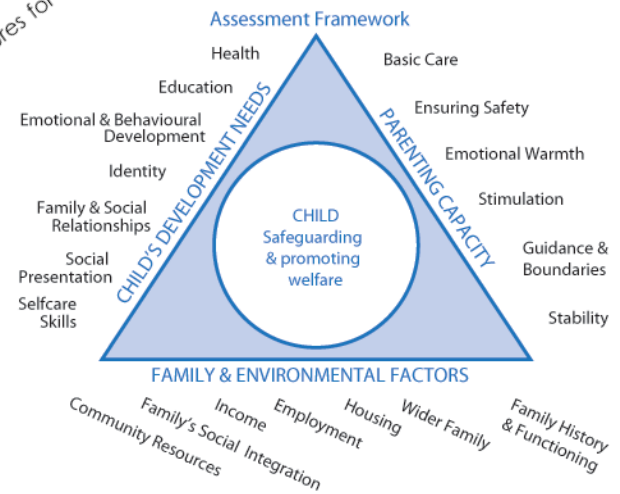
Assessments should **use multiple sources of information**. Judgements are likely to be the more reliable and valid the more they are on data from:

- ▶ varied methods of assessment
- ▶ different assessors
- ▶ different occasions
- ▶ different locations
- ▶ varied (groups of) respondents

REFLECTION: DISCUSS POTENTIAL MERITS OF THE 7 STAGES AND THE ASSESSMENT FRAMEWORK TRIANGLE



- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: gathering information
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
- ▶ Stage 5: predicting the likely outlook for the child
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TIME TO REFLECT...

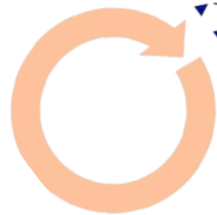
Take **5 minutes** time to **consider once more the seven stages in assessment, analysis and intervention and the Assessment Framework triangle**. In doing so, please focus your thoughts on the following questions in light of your personal experience:

- ▶ **What facilitates** multi-disciplinary collaboration and participation of children and parents?
- ▶ **Which obstacles** are there for multi-disciplinary collaboration and participation of children and parents?

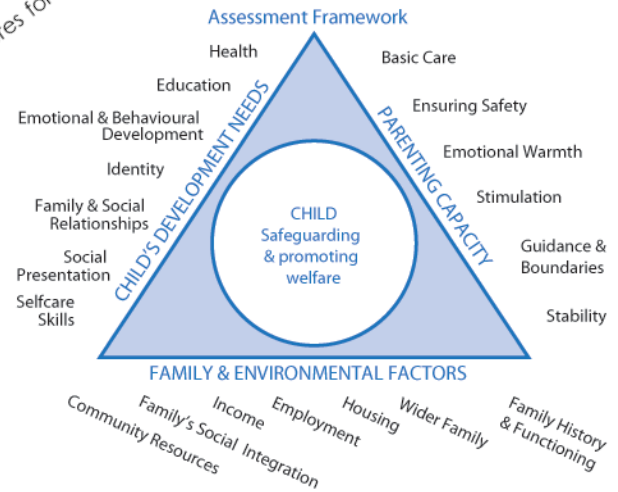
Afterward please **discuss your thoughts within a small group** (15 minutes).



OUTLOOK: WHAT ARE YOU MOST CURIOUS ABOUT?



- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: gathering information
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
- ▶ Stage 5: predicting the likely outlook for the child
- ▶ Stage 6: developing a plan of intervention
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- ▶ Kelly, L. & Meysen, T. (2016). *Transnational Foundations for Ethical Practice in Interventions Against Violence Against Women and Child Abuse*. London: CEINAV. (translations to German, Portuguese and Slovenian available)
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COLOPHON

- ▶ The training material at hand was developed as part of the project **Multi-disciplinary Assessment and Participation in Child Protection Proceedings: training program with modules and toolbox, international network (MAPChiPP)**.
- ▶ This collaborative project was **supported by the Rights, Equality and Citizenship (REC) Programme of the European Union** and conducted by the German Institute for Youth Human Services and Family Law (Germany), Family Child and Youth Association (Hungary), the Estonian Union for Child Welfare (Estonia), the Netherlands Youth Institute (Netherlands) and Child and Family Training (UK).
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