MODULE 04: INFORMATION AND DOCUMENTATION

MAPChiPP

WORKING AGREEMENT

►Confidentiality

►Respecting others

►Valuing differences

►Building on similarities

►Careful listening

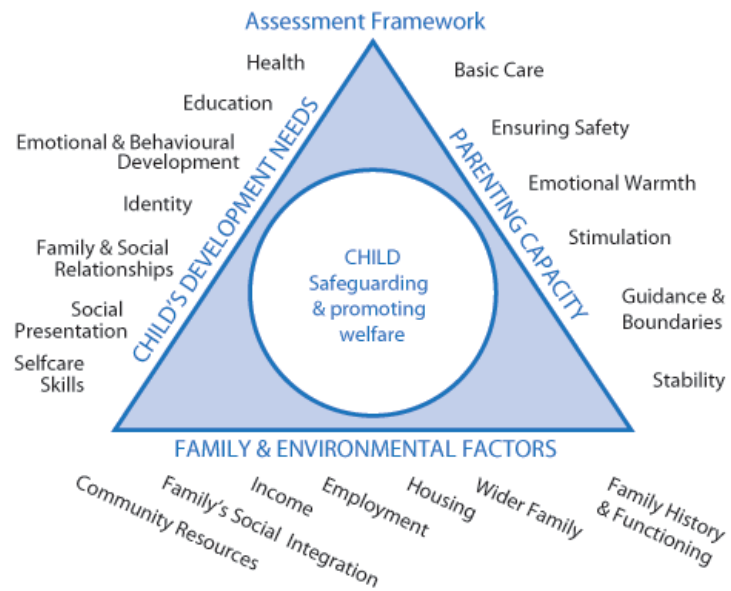►Respecting right to challenge constructively

►Being your own chairmen

DISCUSSION

Discuss with the person next to you how you go about the tasks of:

▶ **assessment** and
▶ **analysis**

# THE ASSESSMENT FRAMEWORK & EVIDENCE BASED ASSESSMENT TOOLS IN DAY-TO-DAY PRACTICE

MAPCHiPP

Assessment Framework

CHILD'S DEVELOPMENT NEEDS
- Health
- Education
- Emotional & Behavioural Development
- Identity
- Family & Social Relationships
- Social Presentation
- Selfcare Skills

PARENTING CAPACITY
- Basic Care
- Ensuring Safety
- Emotional Warmth
- Stimulation
- Guidance & Boundaries
- Stability

CHILD
Safeguarding & promoting welfare

FAMILY & ENVIRONMENTAL FACTORS
- Community Resources
- Family's Social Integration
- Income
- Employment
- Housing
- Wider Family
- Family History & Functioning

SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

cf. Bentovim, Cox, Bingley Miller, Pizzey & Tapp (2014)
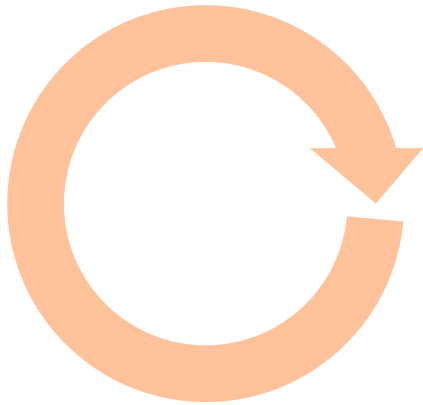
- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: gathering information
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
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- ▶ Stage 6: developing a plan of intervention
- ▶ Stage 7: identifying outcomes and measures for intervention

FRAMEWORK FOR THE ASSESSMENT OF CHILDREN IN NEED AND THEIR FAMILIES
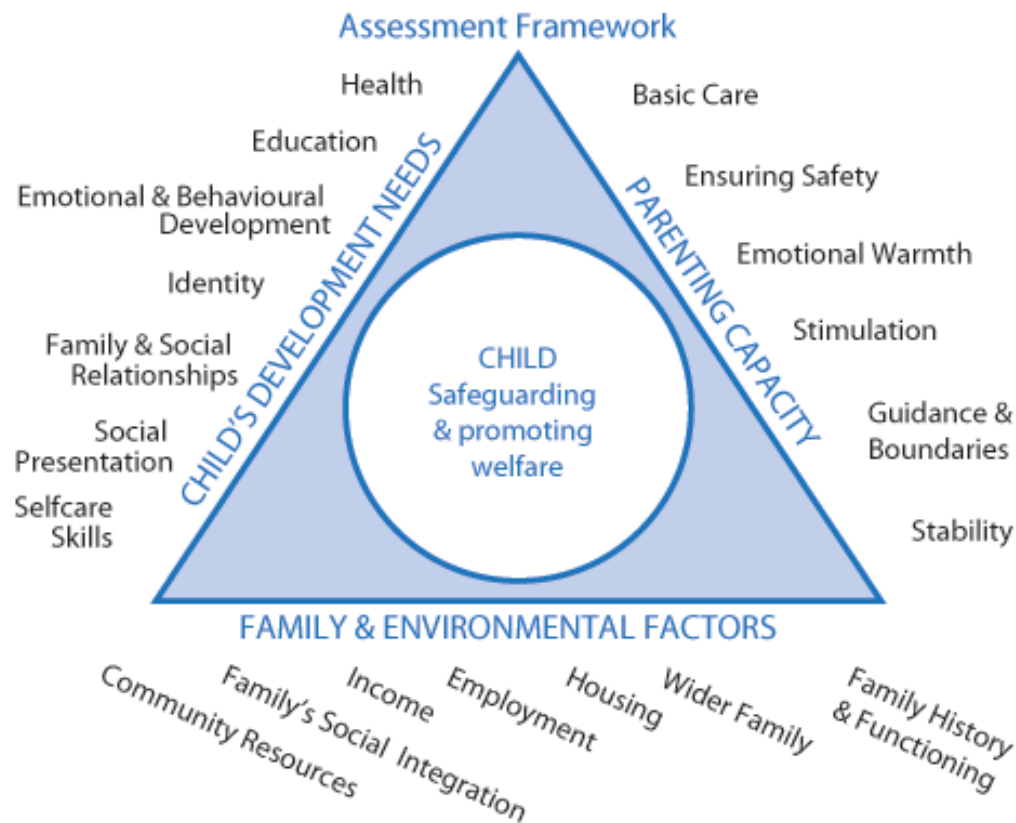
Department of Health, Department for Education and Employment & Home Office (2000)

PRINCIPLES UNDERPINNING THE ASSESSMENT FRAMEWORK

cf. Department of Health et al. (2000)

Assessments are …

- ►**child centred**
- ►**rooted in child development**
- ►**ecological** in their approach, i.e. the situation of a child needs to be understood within the context of the family
  - ►role of economic disadvantage
  - ►role of friendship groups
  - ►impact of supportive families on parenting capacity

- ►**main areas** which need to be taken account of include
  - ►**child's developmental needs**
  - ►**parents' or caregiver's capacity to respond appropriately**
  - ►wider **family and environmental** factors

PRINCIPLES UNDERPINNING THE ASSESSMENT FRAMEWORK

cf. Department of Health et al. (2000)

Assessments …

- ▶ 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)
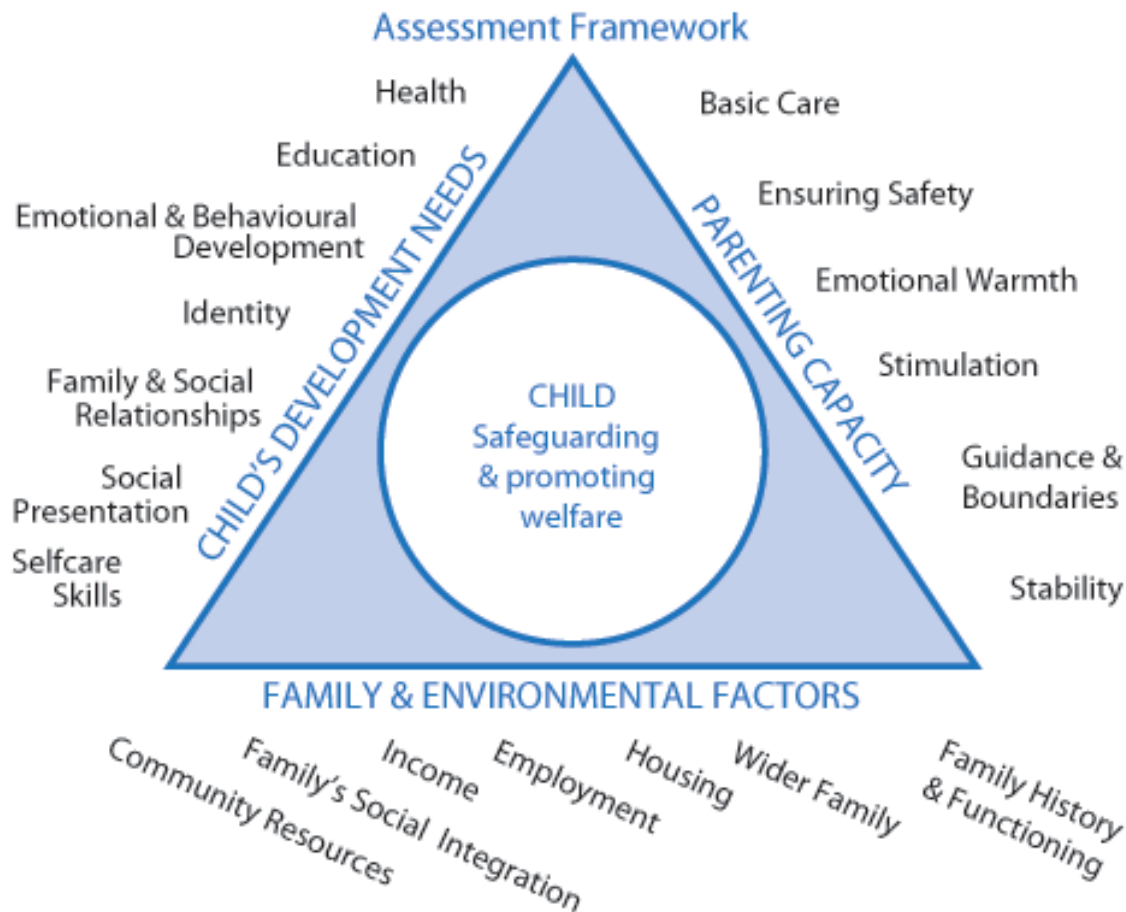
Evidence based practice means that practitioners should:

►**use knowledge form research and pratice 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 **Partenting Capacity** domain is concerend with attributability.

▶ Where there is no observable or measureable impairment, the **Parenting Capacity** domain and **Family and Environmental Factors** domain are relevant to the likelihood of impairment.

  ▶ Note that the nature of any impairments is also relevant to attributability, e.g. Autism is genetic, Cerebral Palsy is congenital in most instances

ASSESSMENT FRAMEWORK
A MAP FOR RELEVANT DATA TO BE COLLECTED

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Guidance & Boundaries
Stability

PARENTING CAPACITY

CHILD
Safeguarding & promoting welfare

FAMILY & ENVIRONMENTAL FACTORS

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Housing
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Family History & Functioning

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

USING EVIDENCE-BASED ASSESSMENT TOOLS

Goals are:

- ▶ Develop an understanding of the nature and level of a child's functioning

- ▶ Gain an understanding of factors affecting the child and their needs

- ▶ Develop partnerships

- ▶ Prepare for intervention if necessary

USING EVIDENCE-BASED ASSESSMENT TOOLS

Good assessments use multiple sources of information. An assessment should not rely on one source of information.
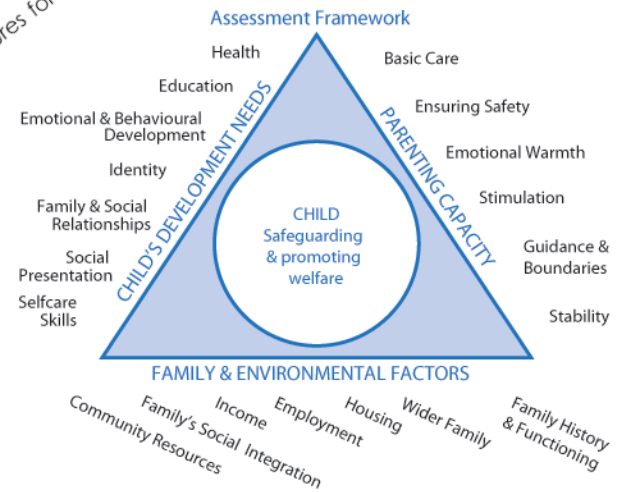
Therefore judgements must be based on an integration of data from

► varied methods of assessment

► different assessors

► different occasions

► different locations
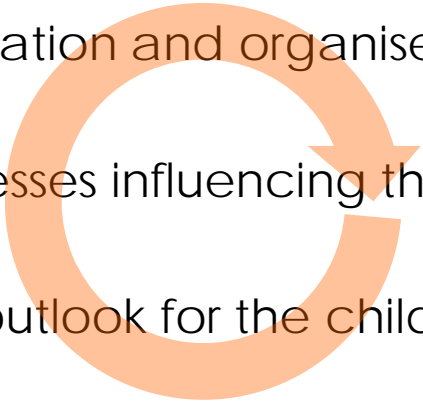
► varied (groups of) respondents

ASSESSMENT, ANALYSIS, PLANNING INTERVENTIONS AND IDENTIFYING AND MEASURING OUTCOMES
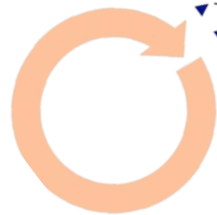
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▸ Stage 1: initial recognition and referring
▸ Stage 2: gathering information
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THE PROCESS

► Consider the referral and aims of the assessment

► Gather information from available sources including assessment tools

► Categorise information and organise it using the Assessment Framework

► Analyse the processes influencing the child's health and development

► Predict the likely outlook for the child

► Plan interventions

► Identify Outcomes and Measures that would indicate whether interventions are successful

cf. Bentovim et al. (2014)
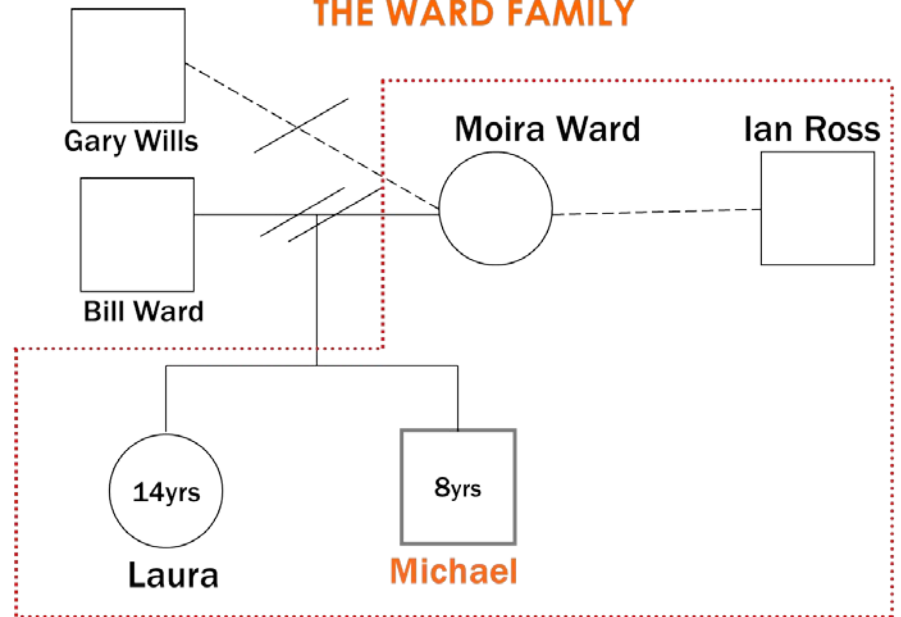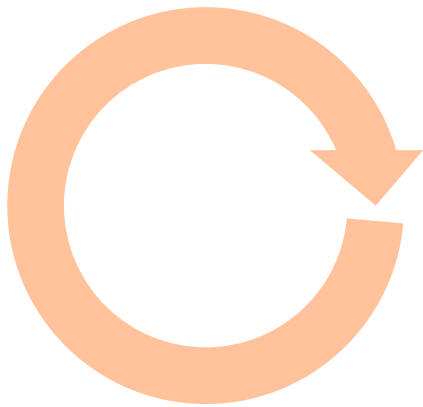
MAPChiPP

SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

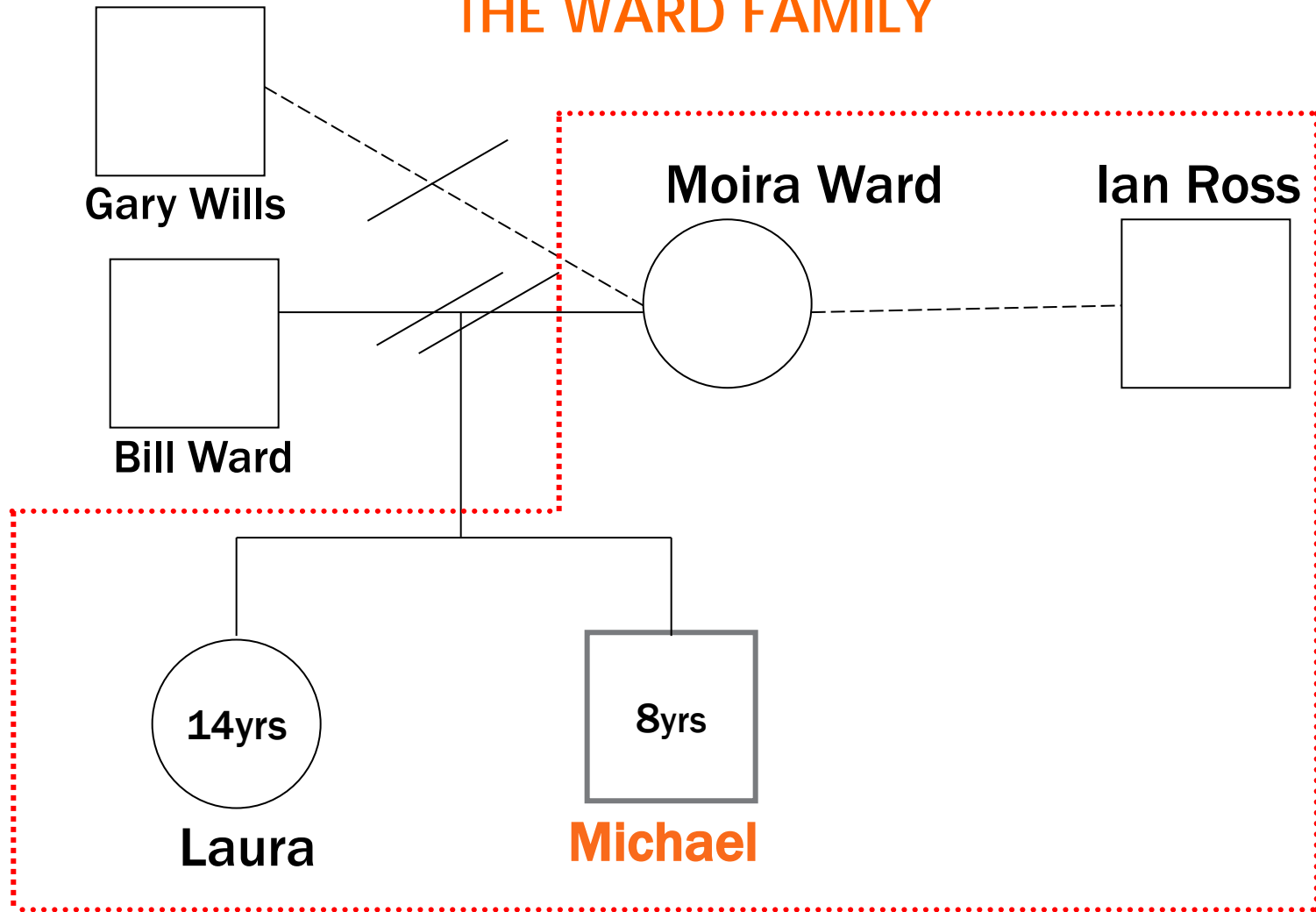**cf. Bentovim, Cox, Bingley Miller, Pizzey & Tapp (2014)**

- ▶ **Stage 1: initial recognition and referring**
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STAGE 1: INITIAL RECOGNITION AND REFERRING

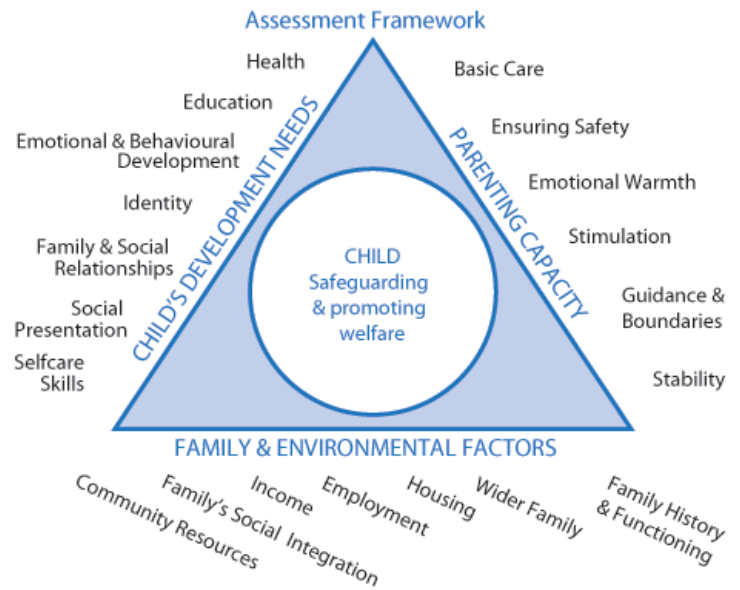School have referred Michael because of concerns about a recent, marked change in his appearance and behaviour.

► 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

THE WARD FAMILY

Gary Wills

Bill Ward

Moira Ward

Ian Ross

14yrs — Laura

8yrs — Michael

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GATHERING AND ORGANISING INFORMATION

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MAPCHiPP

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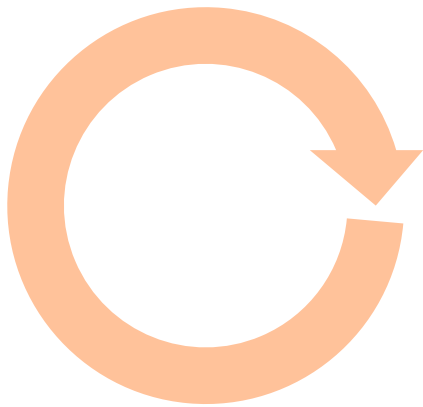
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THE UK INTERVIEW APPROACH:
A DAY IN THE LIFE OF CHILD AND FAMILY

cf. Cox, Pizzey & Walker (2009)

Aim to obtain child's experiences, actions and responses of others by

▶ getting detailed descriptions of events and behaviours "yesterday" not a "typical" day

▶ using requests for detailed descriptions

▶ focusing on what actually happened not what usually happens, e.g. "what did he do?" not "what does he do?"

EXERCISE: WATCH VIDEO OF HOME ASSESSMENT AND TAKE NOTES OF WHAT YOU OBSERVE

VIDEO #1: HOME ASSESSMENT
STAGE 2: GATHERING INFORMATION

▶ Watch 8 minute video of a Middle Childhood (6-10) HOME Assessment of Michael aged 8 with his mother, Moira

▶ Take full notes of what you observe and what is reported

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STAGE 3: ORGANISE THE INFORMATION GATHERED

Ensure that data (information) is placed in the appropriate dimension and domain by recording

► Into the **Child's Developmental Needs domain** enter things that Michael says, does, and is reported and observed to do

► Into the **Parenting Capacity domain** enter things that Moira and Ian say, do, and are reported and observed to do

► Information about family history, parental mental health, relationships and physical and social context in the **Family and Environmental Factors domain**

STAGE 3: ORGANISE THE INFORMATION GATHERED

Using the Assessment Framework **organise the available information regarding Michael**

Check

► Is the information in the correct domain and dimension?

► What is not yet known which it is important to know?

?

STAGE 2: GATHERING INFORMATION

▶ Watch 8 minute video of a family meeting with Michael aged 8, Laura aged 14 and their mother, Moira and stepfather, Ian

▶ Take full notes of what you observe and what is reported

STAGE 3: ORGANISE THE INFORMATION GATHERED

Ensure that data (information) is placed in the appropriate dimension and domain by recording

▶ Into the **Child's Developmental Needs domain** enter things that Michael says, does, and is reported and observed to do

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STAGE 3: ORGANISE THE INFORMATION GATHERED

Using the Assessment Framework **organise the available information regarding Michael**

Check

► Is the information in the correct domain and dimension?

► What is not yet known which it is important to know?

?

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FAMILY HISTORY – FURTHER INFORMATION

Use of the interview schedule for family history revealed

Moira

- ► 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

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

ASSESSMENT FRAMEWORK
ADD THE FAMILY HISTORY INFORMATION
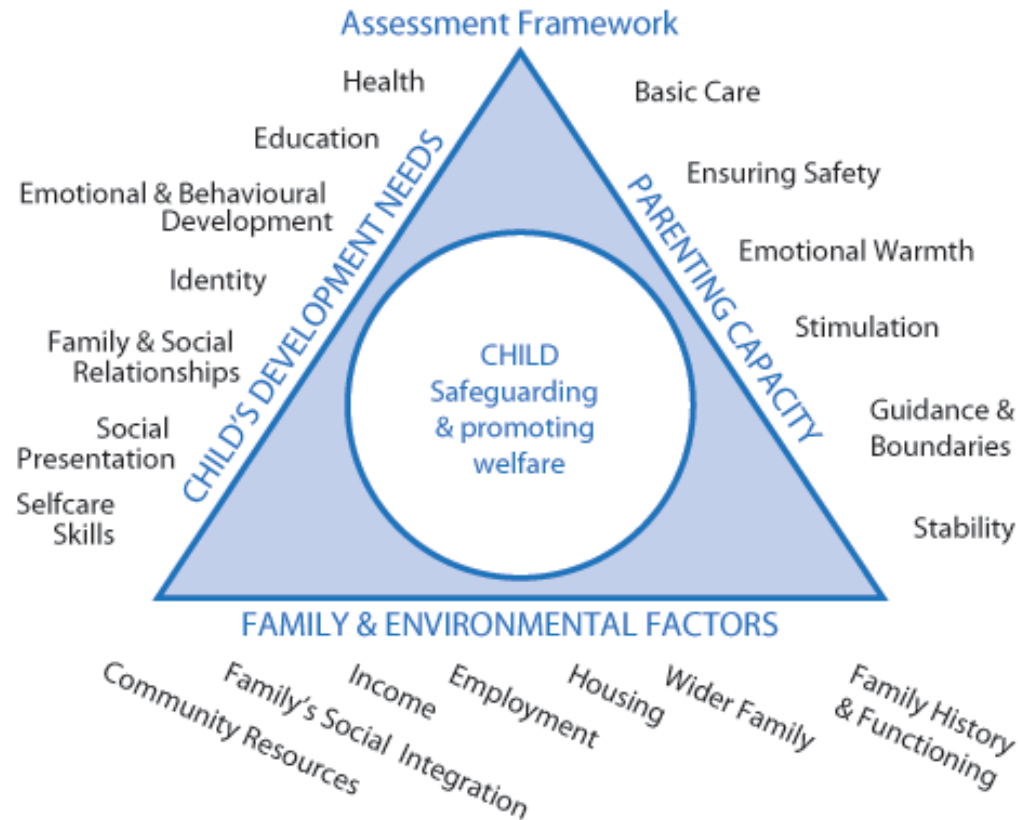
Department of Health et al. (2000)

REVIEW OF LEARNING

► Surprises

► Learnings

► Satisfactions

► Dissatisfactions

► Discoveries

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ACKNOWLEDGEMENTS

Many **thanks to Child and Family Training** (UK) for providing MAPChiPP not only with their exceptional expertise but also their material in the process of preparing these training modules!

► www.childandfamilytraining.org.uk

REFERENCES AND RESOURCES

REFERENCES

▶ Angold, A., Prendergast, M., Cox, A., Harrington, R., Simonoff, I. & Rutter, M. (1995). The Child and Adolescent Psychiatric Assessment (CAPA). Psychological Medicine, 25, 739-753.

▶ Bentovim A., Cox A., Bingley Miller L. & Pizzey S. (2009). *Safeguarding Children Living with Trauma and Family Violence: A Guide to Evidence-Based Assessment, Analysis and Planning Interventions.* London: Jessica Kingsley.

▶ Caldwell, B.M. & Bradley, R.H. (2003). *HOME Inventory: Administration Manual Comprehensive Edition.* Little Rock, AR: University of Arkansas for Medical Sciences.

▶ Cox, A. & Bentovim, A. (2000). *The Family Pack of Questionnaires and Scales.* London: The Stationery Office.

▶ Cox, A., Pizzey, S. & Walker, S. (2009). *The HOME Inventory: A Guide for Practitioners – The UK Approach.* York: Child and Family Training.

▶ Department of Health, Department for Education and Employment & Home Office (2000). *Framework for the Assessment of Children in Need and their Families.* London: The Stationery Office

▶ Pizzey S., Bentovim A., Cox A., Bingley Miller L. & Tapp S. (2015). *The Safeguarding Children Assessment and Analysis Framework.* York: Child and Family Training.

FURTHER RESOURCES

▶ see **toolbox** 📦 available online at: www.mapchipp.com

▶ 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)

▶ Are there **any ressouces that you consider particularly useful** for practitioners in child protection when it comes to planning interventions? Please **let us know** about it (write to mapchipp@dijuf.de)!

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**.

- ▶ 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) and the Netherlands Youth Institute (Netherlands).

- ▶ **Module 04: Information and Documentation was developed in main responsibility of project partner EUCW** by Kiira Gornischeff and Helen Karu.

- ▶ We would like to thank Thomas Meysen, Henriette Katzenstein and Felix Dinger for their substantial support in preparing and revising the present material.

- ▶