

MODULE 06: INTERVENTION AND PLANNING

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OF THE EUROPEAN UNION



WORKING AGREEMENT

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

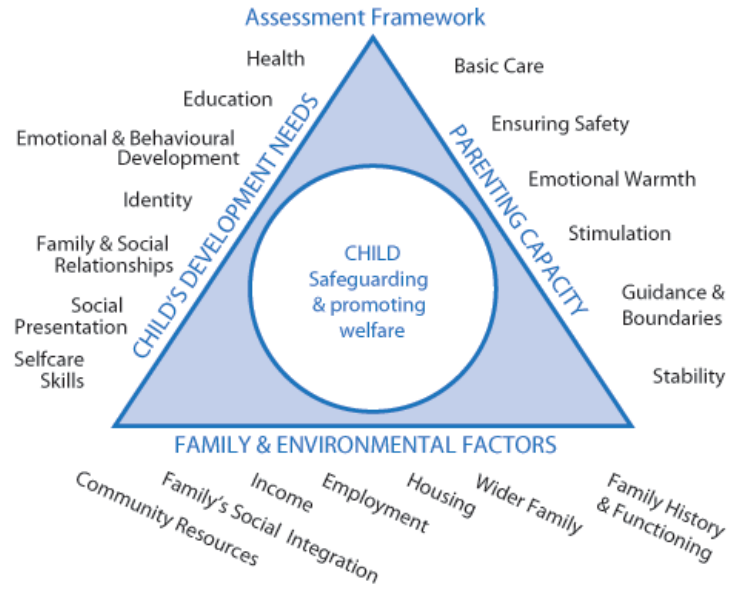
DISCUSSION



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

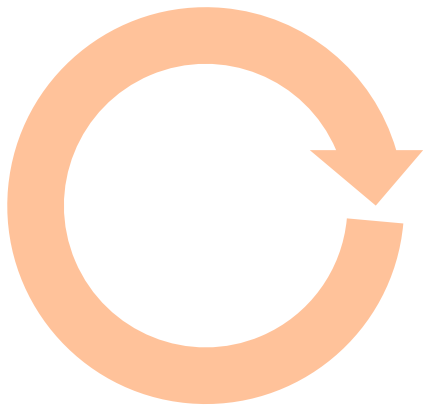
- ▶ **assessment** and
 - ▶ **analysis**
- 

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



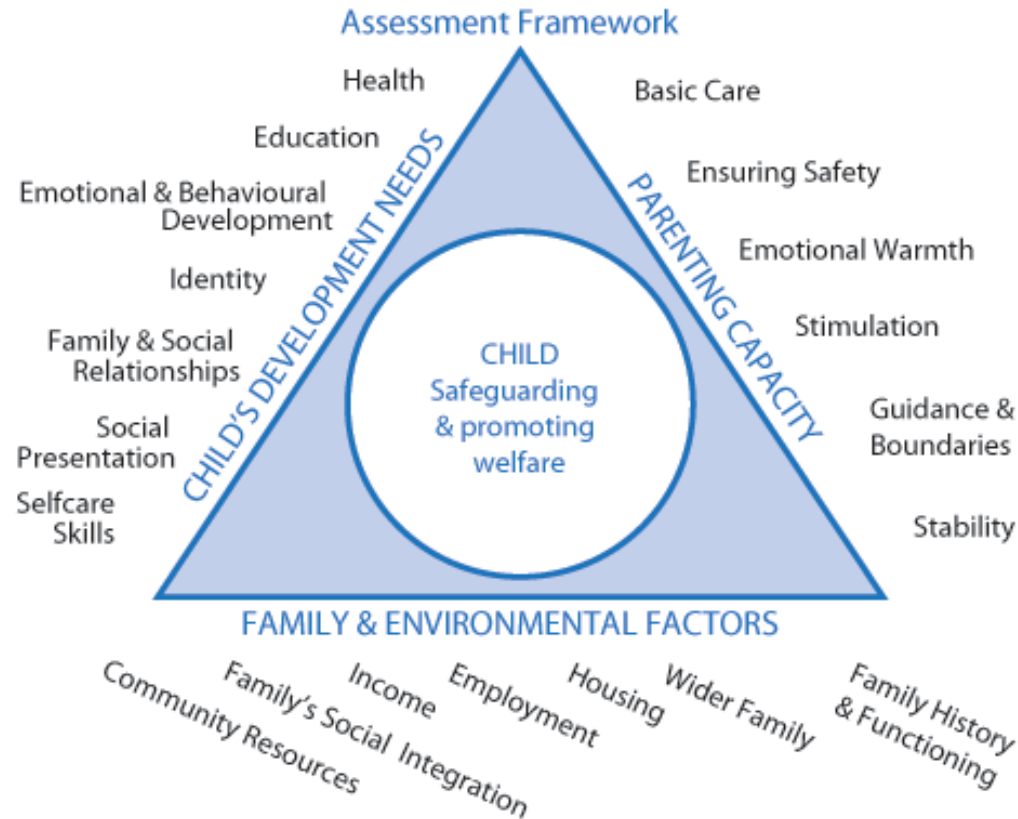
SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

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



- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: gathering information
- ▶ Stage 3: organising the information available
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- ▶ 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:

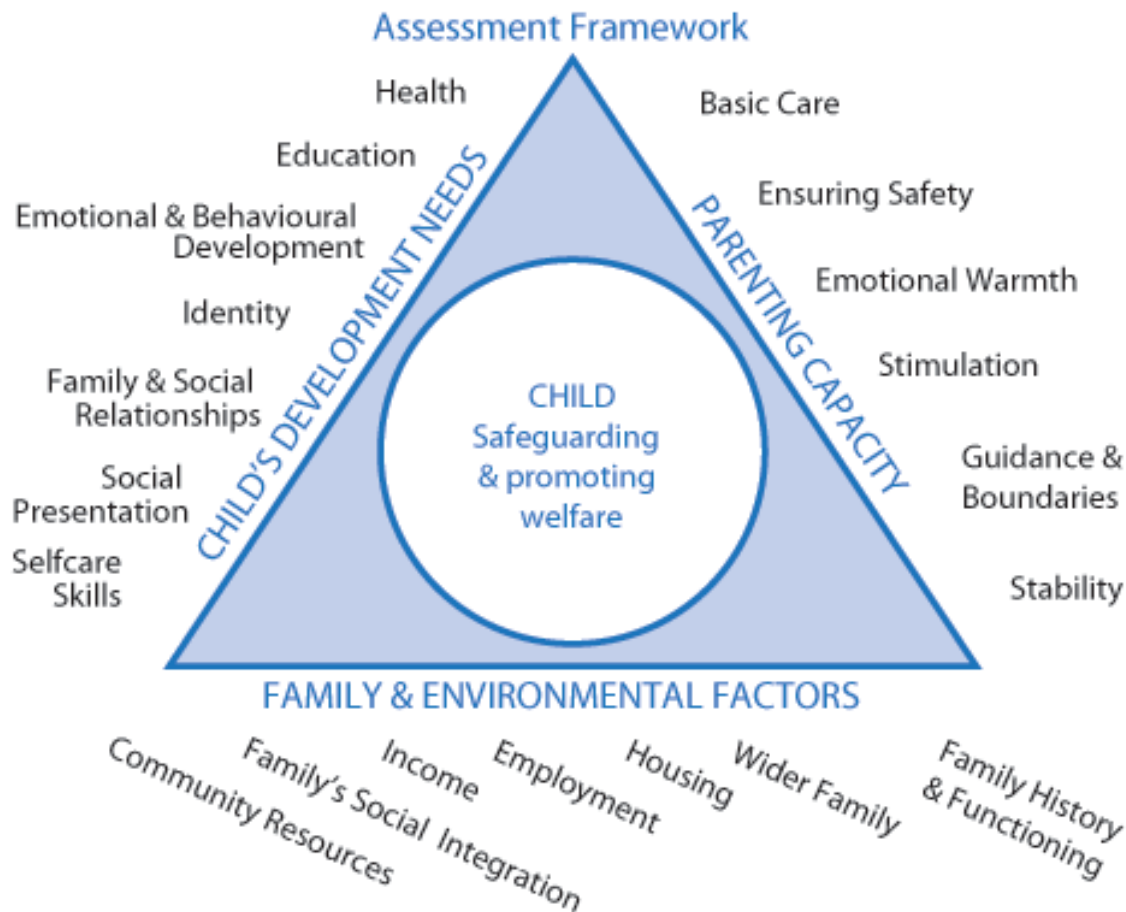
- ▶ **use knowledge from research and practice critically** to inform assessment and planning
- ▶ **record and update information systematically** noting sources of information
- ▶ **learn from experiences** from service users, i.e. children and families
- ▶ **monitor whether intervention is effective**

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.
 - ▶ 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



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

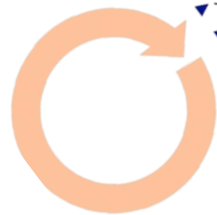
Good assessments use multiple sources of information. An assessment should not rely on one source of information.

Therefore judgements must be based on an integration of data from

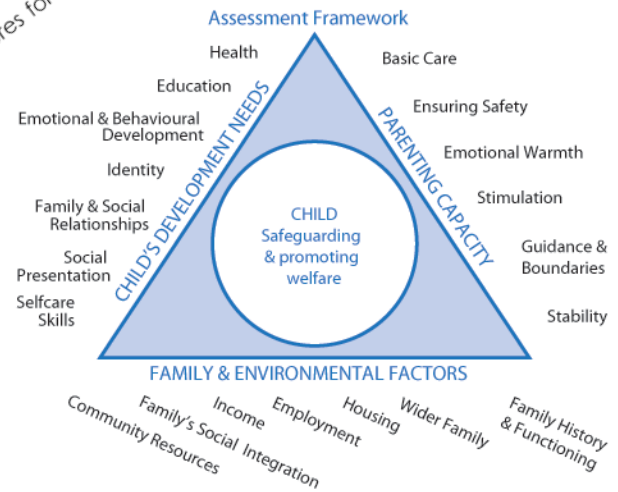
- ▶ varied methods of assessment
- ▶ different assessors
- ▶ different occasions
- ▶ different locations
- ▶ varied (groups of) respondents

ASSESSMENT, ANALYSIS, PLANNING INTERVENTIONS AND IDENTIFYING AND MEASURING OUTCOMES

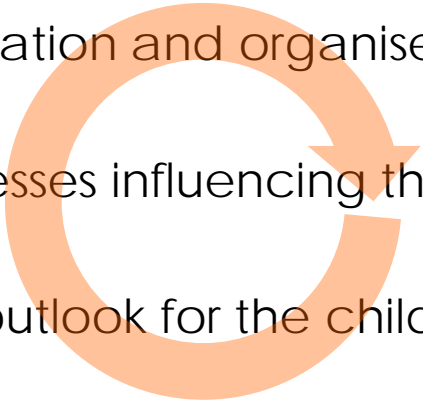
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- ▶ Stage 1: initial recognition and referring
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THE PROCESS

- ▶ 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)

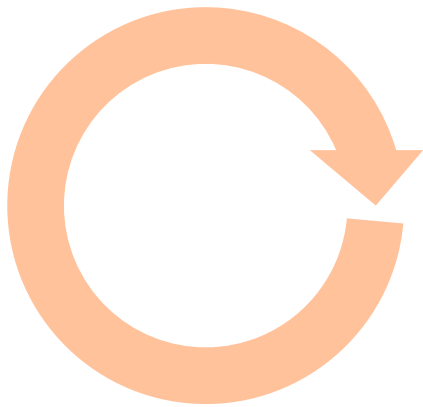
WHY IS INTERVENTION PLANNING IMPORTANT?

“By failing to prepare, you are preparing to fail.”

Benjamin Franklin (1706-1790)

SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

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



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THE BACKBONES OF PLANNING INTERVENTIONS

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WHAT TO DO NOW?

Once you...

- ▶ gathered information diligently,
- ▶ analysed these thoroughly and
- ▶ gained an understanding of the child's situation

it is necessary to...

- ▶ draw conclusions,
- ▶ engage children and parents in help planning and
- ▶ decide how to proceed.



PARTICIPATION AS KEY TO EFFECTIVE PROTECTION



Why should children and parents be engaged in help planning? Because...

- ▶ they have **the right to participate!**
 - ▶ they are “**experts**” for themselves, i.e. they know themselves longest and their situation best.
 - ▶ they may **have an idea** what kind of help is required and which measures are suitable.
 - ▶ interventions are the more likely to be effective the more the people concerned are **committed to their implementation.**
- ▶ ... Which other good reasons do you see



HOW TO ENGAGE CHILDREN AND PARENTS?

Facilitating successful participation of children and parents in help planning is a challenging task that **requires attitude and skills**.



A helpful **attitude** may be to...

- ▶ seek to encounter children and parents **on an equal footing**.
- ▶ to **value their expert knowledge** about themselves and their situation.
- ▶ ... What kind of attitude do you consider important?
- ▶ ... see also → *M08: Participation & Decision-making* 🧑‍🤝‍🧑

Useful **skills** may be competences in...

- ▶ **talking** to children and parents **in an comprehensible manner**.
- ▶ ... What other skills do you consider important?
- ▶ ... see also → *M07: Communicating with Children* 🗨️

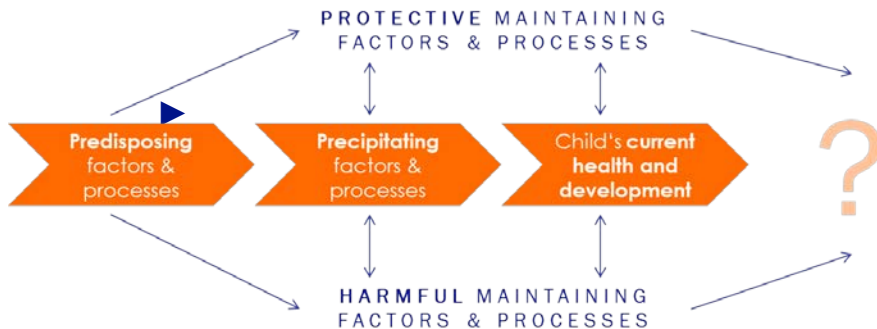
CHILD PROTECTION DECISION-MAKING INVOLVES...

PREDICTING THE
OUTLOOK FOR
THE CHILD



DETERMINING
PROSPECTS FOR
INTERVENTION

- ▶ What is the **likelihood of future harm** (or re-abuse) of the child in case of no action?



- ▶ What is the **nature of harm suffered and** what are **child's wishes and feelings**?
- ▶ What is **parents' capacity to recognise, understand, acknowledge and take responsibility** for difficulties?
- ▶ What is **parents' motivation and capacity for change and their readiness to co-operate** with professionals?

ASSESSMENT OF THE RISK OF SIGNIFICANT HARM

cf. Bentovim et al. (2014)

Analysing the impact of positive and negative factors or processes influencing the child's health and development

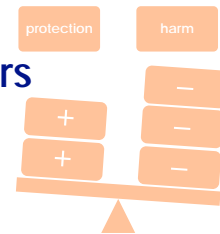


base for thoroughly assessing the risk of harm, i.e. the likelihood of future impairment of the child's health and development if no action is taken.

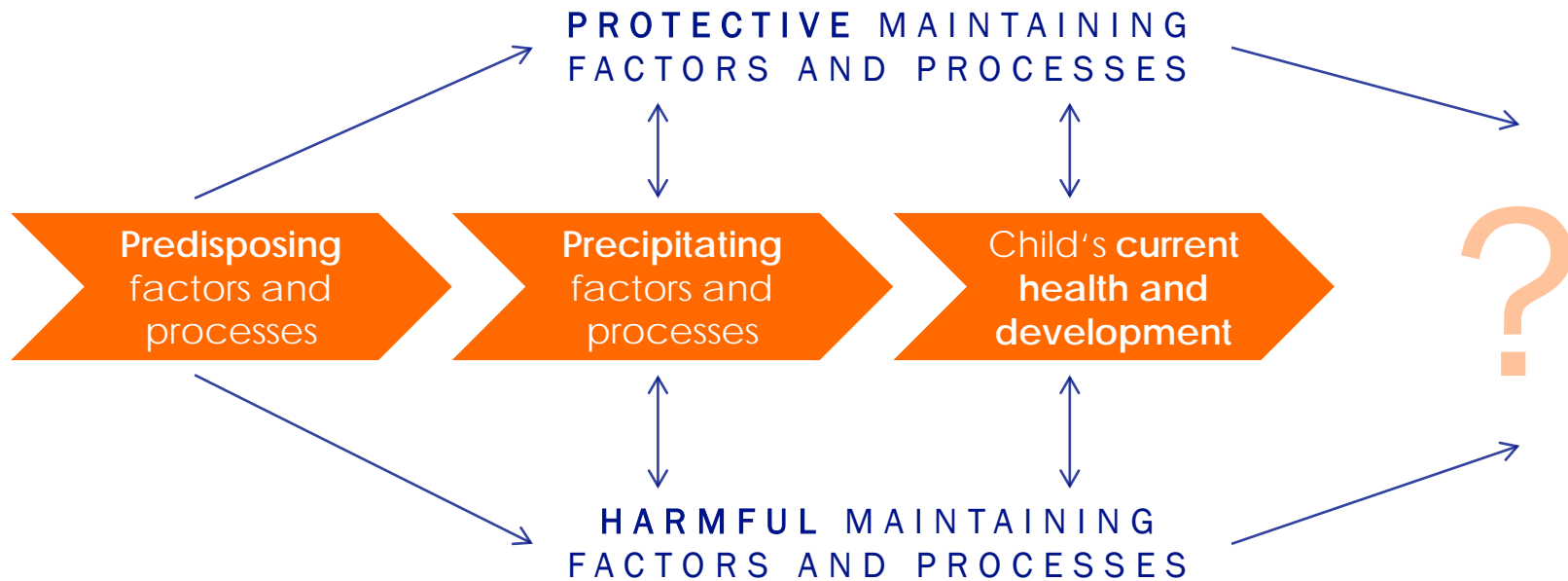


▶ **Severe negative factors in the parenting or family and environmental domains** may indicate a risk of harm to the child even where no impairment of the child's health and development is detectable at the time of assessment.

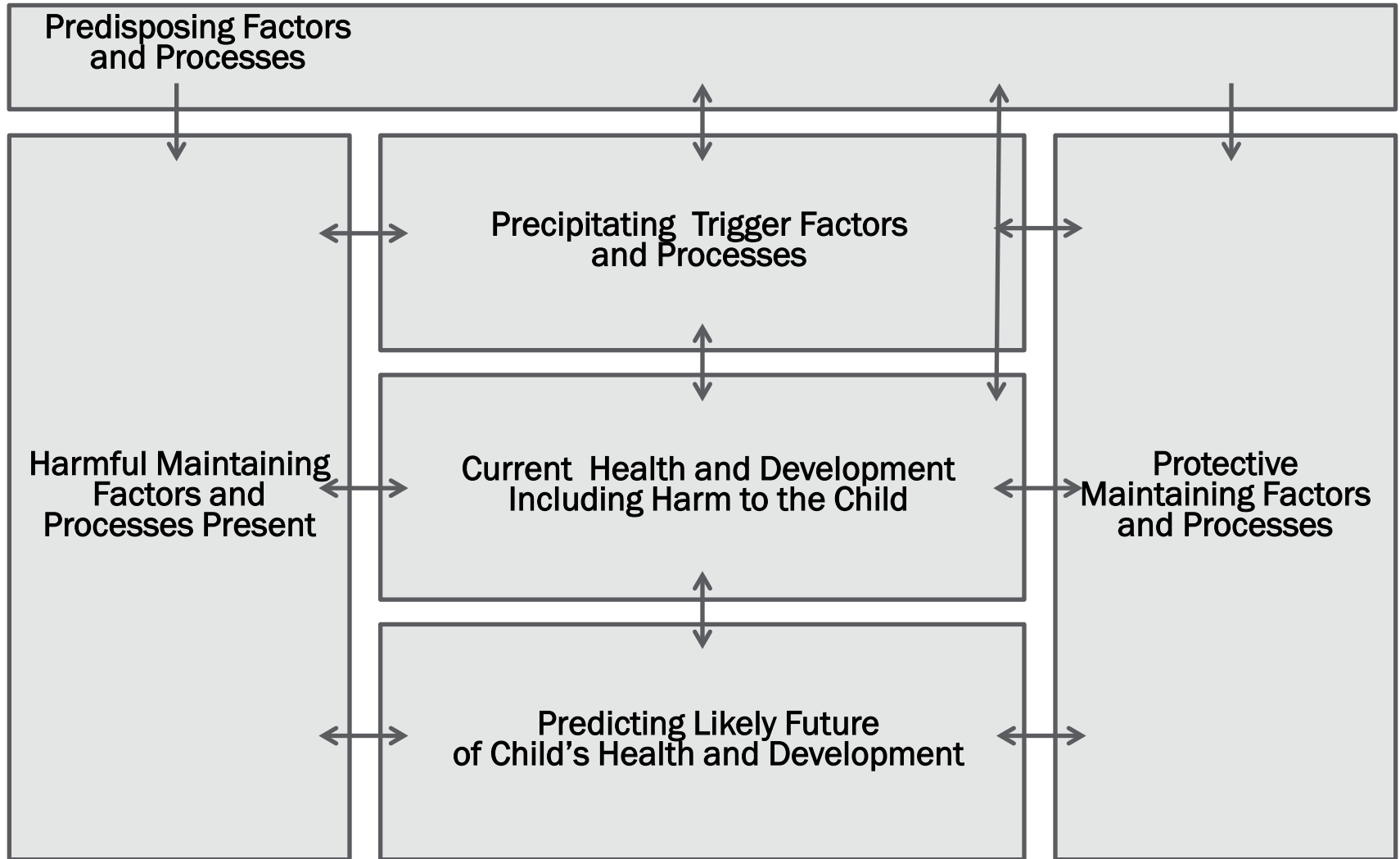
▶ Consideration of the **balance between positive and negative factors and processes** affecting the child's health and development can point to the need for safeguarding.



STAGE 5: PREDICTING THE OUTLOOK FOR THE CHILD



Systemic Analysis



DETERMINING PROSPECTS FOR INTERVENTION

3

aspects that need to be considered to determine the prospects for successful intervention:

- ▶ **Child's health and development, wishes and feelings** (→ M08: *Participation & Decision-making* 🍷; → M07: *Communicating with Children* 🗣️)
- ▶ **Parents' child-centeredness**, i.e. parents' capacity to recognise, understand, acknowledge and take responsibility for difficulties.
- ▶ **Parents' modifiability**, i.e. parents' motivation and capacity for change and their readiness and ability to co-operate with professionals and agencies.



USEFUL QUESTIONS MAY BE ...

Child's health and development, wishes and feelings

To which extent is the child abused?
...

Parents' child-centredness

To which extent do parents accept responsibility for their own actions?
...

Parents' modifiability

What is parents' attitude towards counsellors?
Do parents struggle with severe pathology, personality disorder or addiction?
...



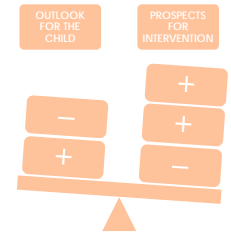
What else affects the prognosis for change?

SYNTHESISING THE ANALYSIS

PREDICTING THE
OUTLOOK FOR
THE CHILD



DETERMINING
PROSPECTS FOR
INTERVENTION

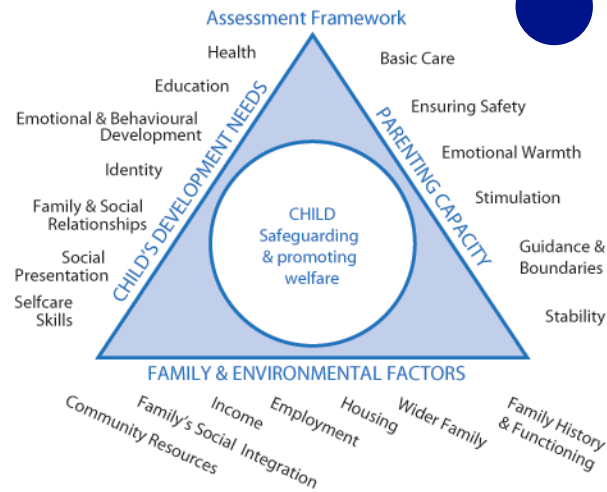


Child protection decision-making requires **weighing up the outlook for the child in case of no action and the prospects for intervention**. Furthermore, the **developmental needs** (→ *M03: Abuse, Neglect and Development* ⚡) of the child have to be taken into account.

- ▶ The overall outlook may be reasonably **hopeful even though the risk of re-abuse is moderate if there are good prospects** for intervention.
- ▶ The overall outlook may be **poor despite a low risk of re-abuse in case of very limited prospects** for intervention.
- ▶ The overall outlook is **the worse the shorter the child's developmental timeframe**. The developmental timeframe is shorter the younger the child and the more the child's health has already been impaired through harm.

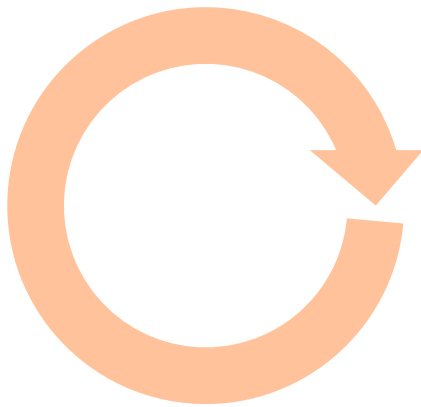
EXERCISE: PREDICT THE LIKELY OUTLOOK FOR MICHAEL IF NOTHING CHANGES

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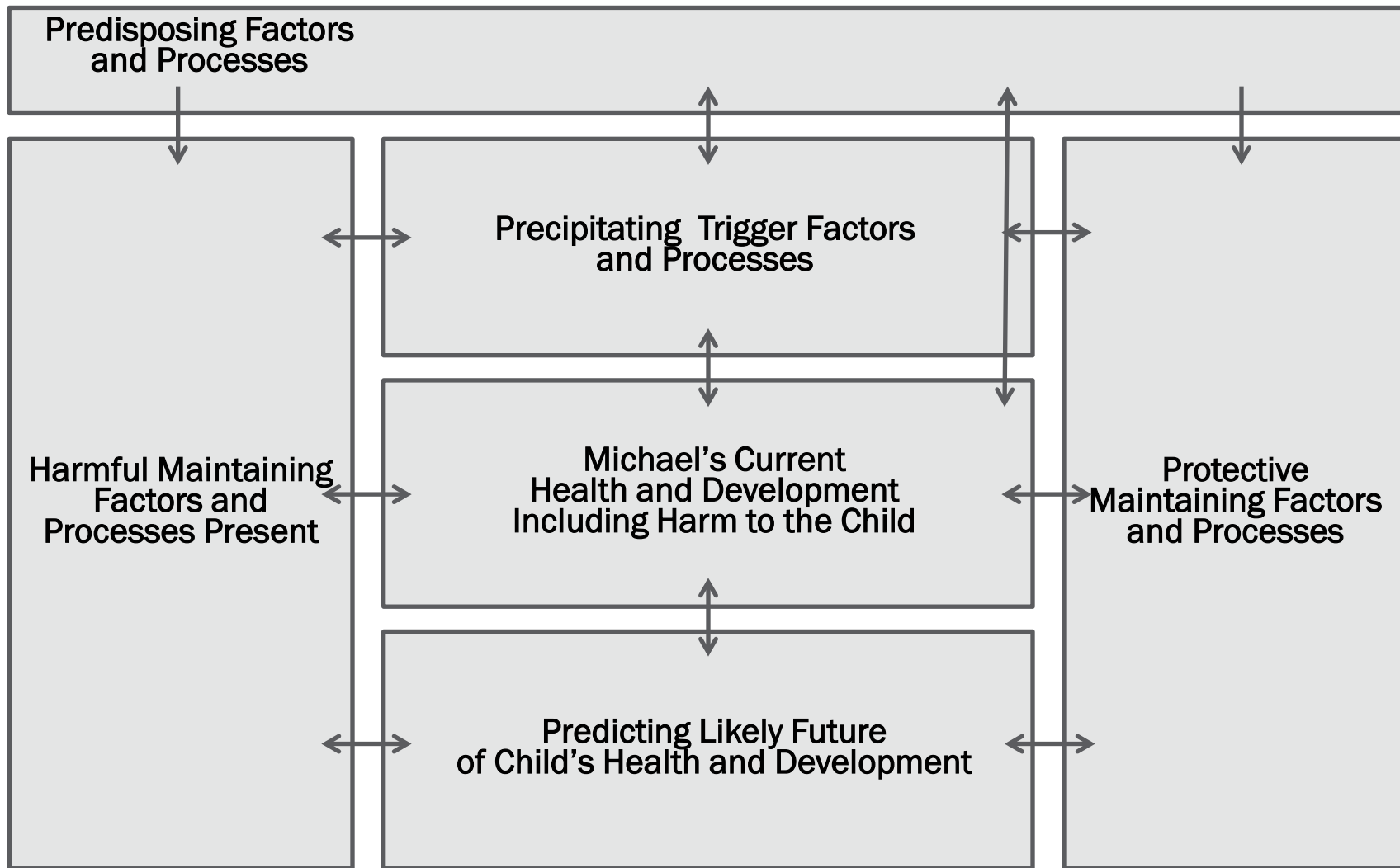
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Complete Michael's Systemic Analysis



PREDICTING THE FUTURE OUTLOOK FOR MICHAEL USING THE SYSTEMIC ANALYSIS INSTRUMENT

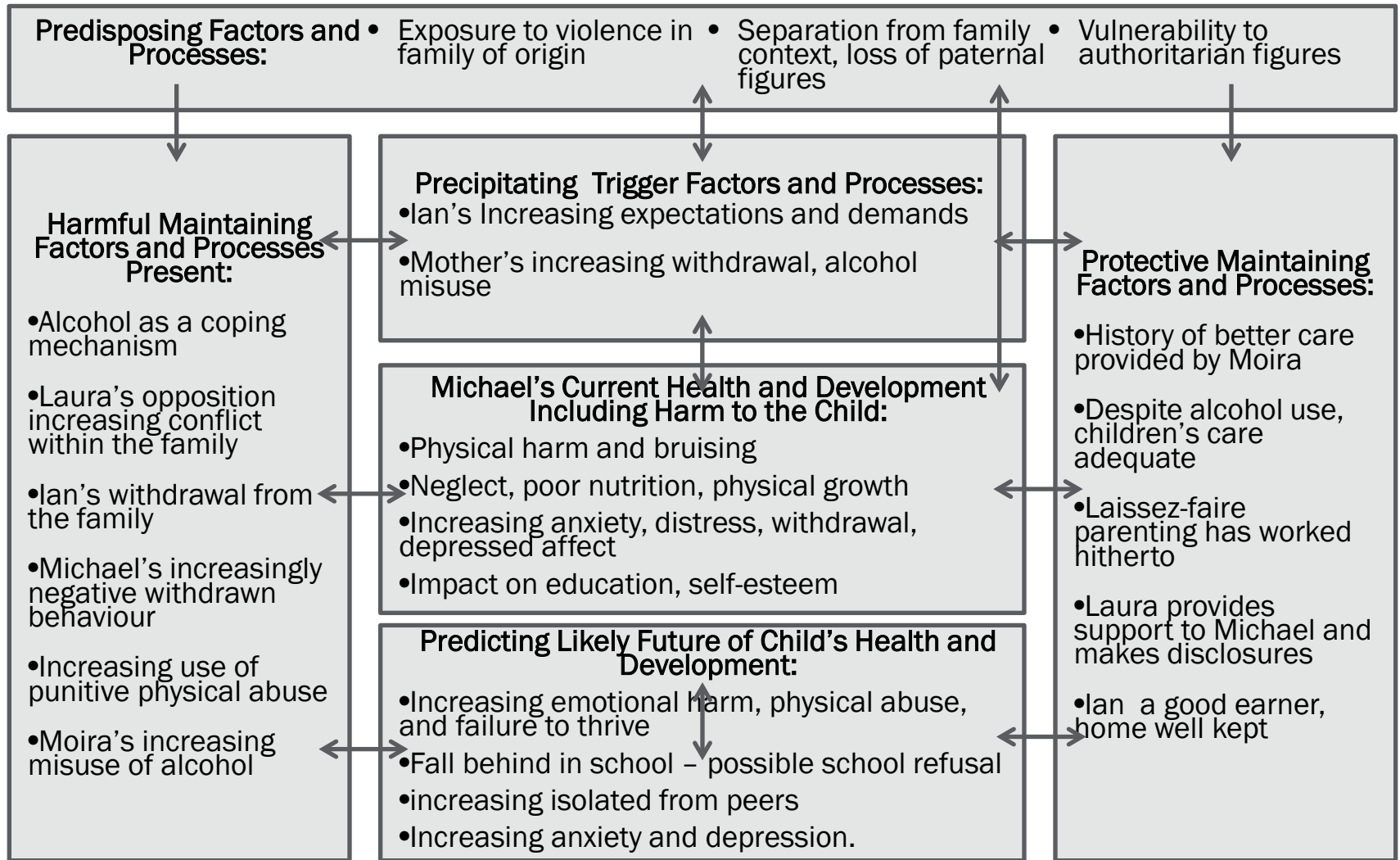
How did you find

- ▶ compiling the systemic analysis;
- ▶ how did it help with analysing the information about Michael and his family?

What

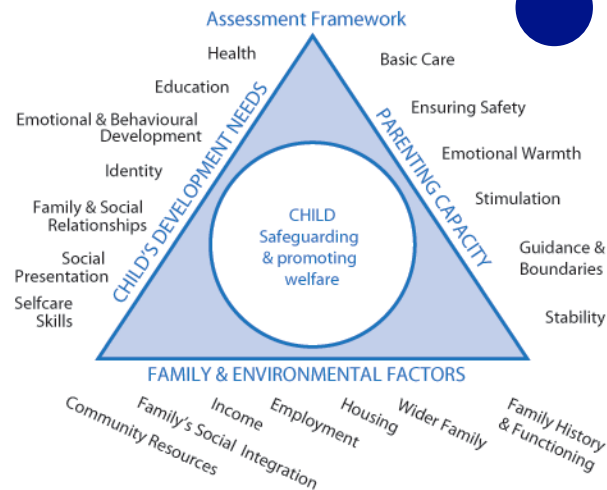
- ▶ is the future outlook for Michael if nothing changes?
- ▶ are the risks of him suffering further harm?

Michael's Systemic Analysis



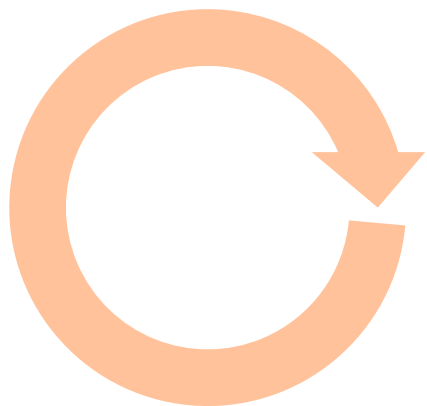
PLANNING OF INTERVENTIONS AND ASSESSING OUTCOMES

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DISCUSSION

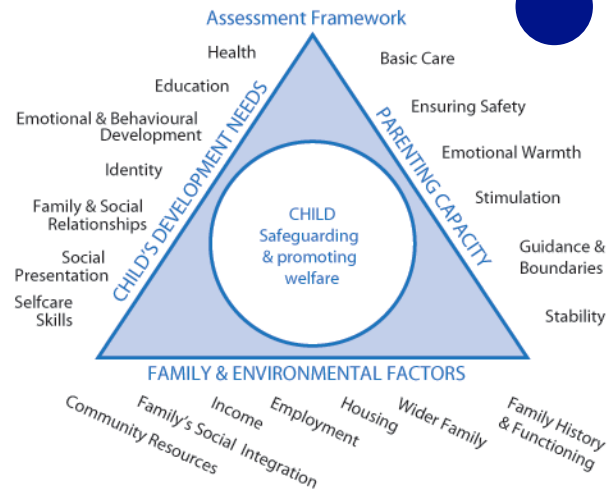


Discuss with the person next to you how you go about the tasks of:

- ▶ Planning interventions and
- ▶ identifying and measuring outcomes



EXERCISE: COMPLETE A PLAN OF INTERVENTIONS FOR MICHAEL



STAGE 6: COMPLETE A PLAN OF INTERVENTIONS FOR MICHEAL AND HIS FAMILY



1. Consider the **options** for interventions which might:
 - a) help support strengths in Michael's health and development and/or
 - b) help meet impairments in Michael's health and development?
2. Questions to be considered for each option:
 - ▶ **Target of each intervention:** Which strength or impairment of the child's health and development is each intervention targeted towards?
 - ▶ **Available resources:** What resources are available?
 - ▶ **Cooperation of the family:** Which intervention is the family most likely to engage with?
 - ▶ **Latency of the effectiveness of interventions:** Is an intervention having immediate benefits required or may changes take time to happen?
 - ▶ **Sequence of interventions:** Which measures should be taken first, which interventions may follow?
 - ▶ **Child's developmental timeframe:** Which intervention has the potential to achieve sufficient change within the child's developmental timeframe?

HYPOTHESIS AND INTERVENTION

- ▶ Analysis of pattern and impact of processes leads to hypotheses about Interventions to promote the child's development
- ▶ Interventions may be directed to any dimension in any domain

STAGE 7: IDENTIFYING OUTCOMES AND MEASURES FOR INTERVENTION

Identifying outcomes and measures for intervention **aims at determining the child's and parents' progress or lack of it** and is necessary as to be able **to modify interventions appropriately**.

Outcomes should be established **related to hypotheses about how the interventions are expected to improve...**

- ▶ the **health and development of the child** and
- ▶ the **factors and processes considered to be influencing the child's developmental needs**.

MEASURING CHANGE

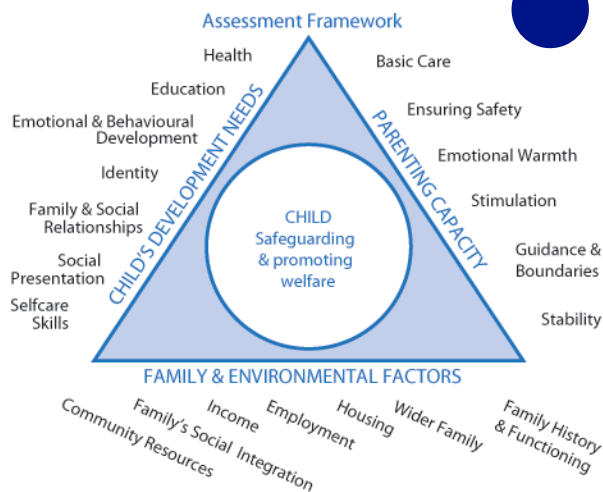
To assess outcomes of Intervention need to measure change over time in

- ▶ the Child's Development
- ▶ factors and processes thought to influence the Child's Development

Need baseline and follow-up measures

EXERCISE: CONSIDER HOW YOU WILL MEASURE THE OUTCOMES OF YOUR PROPOSED INTERVENTIONS

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EXERCISE

In groups consider **how you will reliably assess the outcomes** of your proposed interventions?

- ▶ What standardised measures will you use?
- ▶ What case specific measures will you use?
- ▶ Enter details of intervention and measures on Michael's plan



RESULTS OF EXERCISE

- ▶ What was the impairment in the Micheal's health and development to be addressed?
- ▶ Why had it occurred?
- ▶ What are the consequences in the short and long term if the impairment persists?
- ▶ What interventions were selected and why?
- ▶ What was the sequence of interventions and why?
- ▶ What standardised and case specific measures were chosen to measure the outcome in terms of
 - ▶ the child's developmental needs and
 - ▶ the factors influencing the child's needs.

REVIEW OF LEARNING

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- ▶ Surprises
- ▶ Learnings
- ▶ Satisfactions
- ▶ Dissatisfactions
- ▶ Discoveries



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


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REFERENCES AND RESOURCES

REFERENCES

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- ▶ 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.
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- ▶ 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 resources 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 06: Intervention and Planning was developed in main responsibility of project partner DIJuF** by Thomas Meysen, Hentriette Katzenstein and Felix Dinger.
- ▶ We would like to thank Inge Anthonijsz and Cora Bartelink for their substantial support in preparing and revising the present material.
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