

Childhood Neglect: A resource for multi-agency training

Trainers' manual

Childhood Neglect: A resource for multi-agency training is available to download from the Child and Family Training website www.childandfamilytraining.org.uk and on DVD-ROM from Bill Joyce, National Training Director, bill.joyce@childandfamilytraining.org.uk

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The presentations, notes, exercises, guidance, handouts, family case studies, work practice scenarios, and audio and video material used in this training resource were commissioned and published by the Department for Education as *Childhood Neglect: Improving outcomes for children*, available at <http://bit.ly/19UyulW>

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The 'Introduction', 'Childhood Neglect: Choosing an appropriate course' and 'Notes for trainers' in the 'Trainers' manual' and on the *Childhood Neglect: A resource for multi-agency training* DVD-ROM have been developed by Child and Family Training and funded by the Department for Education.

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Introduction

Background

This resource has been developed to support trainers in delivering courses on safeguarding children and young people that focus on child neglect for single and multi-agency audiences. As part of a two-year project funded by the Department for Education (DfE), Child and Family Training (www.childandfamilytraining.org.uk) has drawn on the wide range of materials commissioned and published online by the DfE, *Childhood Neglect: Improving outcomes for children*, to design 16 courses for trainers to use or adapt to the needs of particular audiences. In addressing the knowledge, skills and values required by practitioners and managers when working with childhood neglect, much of the content is relevant not only to England but to other countries in the UK and beyond. All the materials required to deliver the courses are included in the pack. To see the full range of DfE training and support materials on neglect, visit <http://bit.ly/1gjK4TX>

The importance of training on childhood neglect

The *Guidance for Trainers* accompanying the DfE materials draws attention to a number of key issues that make training on childhood neglect essential – for practitioners and those who have managerial responsibilities – principally:

- the prevalence of neglect
- and the gap between the known damage caused to children and young people as a result of neglect and much current practice in relation to early recognition, effective review and improvement of outcomes.

Neglect: Effects, prevalence and complexity

The *Guidance for Trainers* identifies several key reasons for the importance of improving practice in relation to childhood neglect. These include:

- the longer-term damaging effects of early neglect in the teenage years
- the damaging effects of neglect that begins in the teenage rather than the early years
- the high proportion of children who are the subject of a child protection plan because of neglect and the even larger overall number who suffer neglect, many of whom don't figure in the statistics
- the complexity surrounding neglect – e.g. its nature and causes; the interaction between social and economic disadvantage and parental circumstances and characteristics; differing values; and organisational impediments.

These are in addition to the known gap between evidence of the immediate, cumulative and longer-term damaging effects of neglect and aspects of practice that do not adequately support children and families to address causes and effects.

DfE training materials

The DfE training materials were developed to help practitioners and managers work together effectively to support and protect children affected by neglect. They are informed by principles that underline:

- the role all practitioners in contact with children have in recognising neglect
- the importance of thorough assessment and planning, and effective intervention
- the damaging effects of neglect on children's immediate and longer-term health and development
- the support required to address family, environmental and structural factors that affect parental capacity
- the risk of practitioner drift.

Courses based on the DfE training materials

This resource, developed by Child and Family Training, provides trainers with a choice of 16 training courses that use components of the DfE training materials on neglect, covering a range of:

- audiences
- aspects of neglect and practice issues
- duration, from a half day to two days.

The courses are flexible in that they:

- offer opportunities for trainers to tailor them to the needs of different audiences
- provide a model for how the DfE materials can be used as building blocks to develop courses for different audiences.

Using this resource

How the courses are organised

The 16 courses we have devised are set out in four thematic groups:

- Introductory courses
- Focus on the child
- Focus on parenting
- Managing neglect

For each suggested course, you can see the materials to use, how long to allow for each session and how the timings would work – allowing for a 9.30am start and including breaks and lunch.

In addition, you can tailor courses for particular audiences by:

- using options suggested in the course programmes

- substituting some sessions with others from the full range of materials in *Childhood Neglect: Improving outcomes for children*.

We have included links to useful publications and other resources at the end of the Notes for trainers for each suggested programme. You'll see that many of them are available online and that the URL, ie. the web address, often begins <http://bit.ly> This is a way of making the URL shorter. Just click on the link or copy it into your web browser as you would normally do.

Overview

To get a sense of the range of courses, look at the overview *Childhood Neglect: Choosing an appropriate course*. Here you can see the title of each course, the duration, learning outcomes and intended audiences. You can also see at a glance the topics covered, which are coded using the seven-step model of assessment, analysis, planning and measuring interventions.¹

Materials used in the courses

These are:

- presentations **P** – PowerPoint slides accompanied by notes for trainers – **N**
- exercises **E** supported by guidance for trainers **G**
- handouts **H** for participants
- family case studies **F** – the written stories of individuals in three families, which are also provided as audio files **M**
- work practice scenarios **MS** – five pairs of short films illustrate both poor practice and responses that are more likely to result in better outcomes for the children concerned.

Courses

Introductory courses

Introduction to neglect: Option 1 (1 day) focuses on direct work with children and is therefore suitable for staff such as nursery workers, youth workers, teachers and children's centre workers. The course considers recognition and assessment of neglect, taking into account different stages of children and young people's development and offering practitioners the opportunity to consider the impact of intervention and how to measure progress and changes in relation to individual children.

Introduction to neglect: Option 2 (1 day) is more suited to a multidisciplinary audience of staff working both with children and young people and with their parents, carers and extended families.

¹ Cox, A., Bingley Miller, L. and Pizzey, S. (2009) 'Assessing children's needs – a model of assessment, analysis, planning interventions and identifying and measuring outcomes for the child.' In A. Bentovim, A. Cox, L. Bingley Miller and S. Pizzey (eds) *Safeguarding Children Living with Trauma and Family Violence: The Journey to Recovery*. London: Jessica Kingsley Publishers.

It offers practitioners the opportunity to consider neglect from the domains of child developmental needs, parenting capacity and family and environmental factors.

Introduction to neglect: Option 3 (2 days) gives practitioners the opportunity to cover some of the topics in more detail. It has a strong emphasis on environmental factors likely to increase children's vulnerability to neglect and affect parenting capacity. You could use this model to support practitioners in assessing parental difficulties such as domestic abuse, mental health problems and parental substance misuse under the family and environmental factors domain.

Introduction to neglect: Option 4 – Assessing neglect and its impact on children's development over time (2 days) covers all three domains of the Assessment Framework triangle. It is appropriate for practitioners who work predominantly with children and young people, covering in more depth aspects of child development, including brain development and attachment.

Focus on the child

These courses focus specifically on the impact of neglect on children and young people. All of them are suitable for multi-agency audiences of professionals involved in working with families where there are children.

The first two courses focus on neglect of young people, which is often overlooked or not always fully appreciated by professionals.

Focus on young people: Option 1 (1 day) is suited to professionals who work with parents and carers, focusing as it does on aspects of parenting and environmental factors likely to contribute to neglect. It also considers the important role schools play.

Neglect of young people: Option 2 (1 day) centres on understanding young people's experiences of neglect and providing practitioners with tools to engage young people, assess their needs and give them a voice. It includes the use of the Resilience Matrix as a way of supporting agencies to enhance resilience in young people.

Working with neglect: Keeping the child at the centre (1 day) can be used as a follow-up to one of the Introduction to neglect courses to enable practitioners to develop a broader overview of the impact of neglect on children of all ages. It supports practitioners in trying to focus on the experiences of individual children in the family, by seeking to hear their voices and explore their wishes and feelings. The course can be adapted specifically to address the needs of disabled and/or looked after children.

Focus on parenting

Focusing on some of the parental difficulties likely to lead to the neglect of children and young people, these courses are suitable for multi-agency audiences of professionals who work with children and their parents or carers.

Focus on parenting capacity (1 day) can be used as a stand-alone introductory course. It can support practitioners in assessing parental difficulties such as domestic abuse, mental health problems and parental substance misuse under the family and environmental factors domain. These are problems likely to affect the parent's functioning, and practitioners need to establish to

what extent these difficulties may have an impact on the parent's ability to care for the child, depending on the child's age, developmental needs and any special needs.

Parental difficulties and child neglect (1 day) similarly considers the range of parental problems that can lead to children and young people being neglected, but with a greater focus on interventions and measuring outcomes.

Neglect and parental substance misuse (1 day) focuses on the ways in which parental drug and alcohol misuse may affect the ability of parents/carers to meet the needs of children and young people.

Neglect and attachment (1 day) explores the main components of attachment theory, which was first developed by Bowlby (1979)² and has since been further developed by others. The course supports practitioners in considering the importance of multiple attachments as well as their meaning in different family and community structures and/or culturally and ethnically diverse family structures within which children experience adult behaviour.

Managing neglect

These courses are for a multi-agency audience of supervisors, managers and LSCB members.

Managing neglect cases – Options 1 (half day) and **2** (1 day) have similar content. Option 1 is suitable as a refresher course, Option 2 as an introduction to managing neglect. The one-day course includes planning interventions and measuring outcomes.

Overcoming practice and organisational barriers (1 day) is suitable for both managers and safeguarding children board members, addressing the consistently topical question: Why do practitioners miss a child who is being neglected?

Neglect: Differing perceptions (half day) challenges differing professional and public views on what constitutes childhood neglect and considers the implications for assessment of the needs of children and young people.

Supervising neglect cases (half day) supports professionals and managers responsible for supervision of staff involved in the assessment of child neglect.

² Bowlby, J. (1979) *The Making and Breaking of Affectional Bonds*. London: Routledge.

Childhood Neglect: Choosing an appropriate course

Introductory courses

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Introduction to neglect: Option 1 1 day	To recognise signs and symptoms of children and young people who are, or may be, neglected To assess the nature and extent of a child's developmental needs To meet a child's developmental needs and support strengths To review outcomes and measure whether interventions are successful	2, 3, 4 Suitable for practitioners working predominantly with children – e.g. nursery workers, youth workers, teachers and children's centre workers	1, 2, 3, 7	1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members
Introduction to neglect: Option 2 1 day	To recognise signs and symptoms of children and young people who are, or may be, neglected To assess the nature and extent of a child's developmental needs To meet a child's developmental needs and support strengths To identify concerns about parenting capacity and/or family and environmental factors that may contribute to neglect	2, 3, 4 Suitable for a multidisciplinary audience: staff working with children, parents/carers and extended family	1–4	Brief key to seven-step model 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures
Introduction to neglect: Option 3 2 days	To recognise signs and symptoms of children and young people who are, or may be, neglected To assess the nature and extent of a child's developmental needs To meet a child's developmental needs and support strengths To assess family and environmental factors that may affect a child and parenting capacity To consider effective interventions and measure for outcomes	2, 3, 4 Provides practitioners with an opportunity to consider some topics in greater depth with an emphasis on assessing parental difficulties such as domestic abuse, mental health problems and parental substance misuse under the family and environmental factors domain	1–7	

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Introduction to neglect: Option 4: Assessing neglect and its impact on children's development over time 2 days	<p>To support learners in understanding neglect in the context of child development</p> <p>To explore some parenting issues which may increase the vulnerability of children and young people to being neglected</p> <p>To assess parenting capacity and environmental factors</p> <p>To assess attachment and cumulative harm</p> <p>To assess motivation and willingness to change</p> <p>To consider effective intervention in neglect cases</p>	3, 4, 5 Suitable for practitioners working predominantly with children and young people – the course includes more in-depth aspects of child development, including brain development and attachment	1–7	<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members
				Brief key to seven-step model <ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Focus on the child

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Focus on young people: Option 1 1 day	To identify concerns about parenting capacity that may contribute to neglect To assess parenting received by a child To address factors affecting parenting capacity	2, 3, 4, 5 The course is suitable for professionals working with parents and carers, with a focus on parenting and environmental factors, including the role of schools	1–6	1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members
Neglect of young people: Option 2 1 day	To recognise signs and symptoms of young people who are, or may be, neglected To assess the nature and extent of a young person's developmental needs To consider tools for communicating with young people To understand what hinders or facilitates integrated working	2, 3, 4, 5 The focus is on the assessment of young people's experience of neglect	1–7	
Working with neglect: Keeping the child at the centre 1 day	To assess the nature and extent of the child's developmental needs To recognise signs and symptoms of children who are, or may be, neglected To meet a child's developmental needs and support strengths To understand the importance of looking beyond a single incident (cumulative harm) To review outcomes and measure whether intervention is successful	3, 4, 5 The course can be offered as a follow-up to one of the Introduction to neglect courses, supporting practitioners in maintaining their focus on the experiences of individual children in the family	3–7	Brief key to seven-step model 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Focus on parenting

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Focus on parenting capacity 1 day	To identify concerns about parenting difficulties that may contribute to neglect To assess parenting received by a child To address factors affecting parenting capacity	2, 3, 4 Suitable as an introductory course for practitioners and can support practitioners in assessing parental difficulties such as domestic abuse, mental health problems and substance misuse and their impact on the parent's ability to care for the child	1–6	1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members
Parental difficulties and child neglect 1 day	To identify when parental difficulties may result in child neglect To understand how some parental difficulties may increase children and young people's vulnerability to neglect To understand the impact of cumulative harm on children and young people's health and development To consider effective interventions in neglect cases To measure outcomes for children	3, 4, 5 The course considers the range of parental problems that can result in child neglect, with a focus on interventions and measuring outcomes	1–7	Brief key to seven-step model 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures
Neglect and parental substance misuse 1 day	To identify concerns about parenting capacity that may contribute to neglect To assess parenting received by a child To address factors affecting parenting capacity	2, 3, 4, 5 The course focuses on the ways in which parental drug and alcohol misuse may affect the parent's ability to meet the needs of the child	1–7	
Neglect and attachment 1 day	To recognise neglect To assess the extent and nature of children's developmental needs To assess the quality of attachments To assess the role of fathers/father figures To consider effective intervention in working with children and their parents	2, 3, 4, 5 The course supports practitioners in considering the importance of multiple attachments and their meanings in different family and community structures and/or culturally and ethnically diverse family structures	1, 4, 6	

Managing neglect

Course title and duration	Learning outcomes	Audiences and other considerations	Seven-step model	Brief key to audiences and work with children and/or families
Managing neglect cases: Option 1 3.5 hours	To understand and support assessment and analysis processes To analyse information and predict an outlook for the child To identify intervention and monitor meaningful change To consider how to measure outcomes for children and young people	5, 6 The half-day course is suitable as a refresher course for managers	4–7	1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members
Managing neglect cases: Option 2 1 day	To understand and support assessment and analysis processes To analyse information and predict an outlook for the child To identify intervention and monitor meaningful change To consider how to measure outcomes for children and young people	5, 6 The one-day course is suitable as an introduction to managing neglect, including planning interventions and measuring outcomes	4–7	
Overcoming practice and organisational barriers 1 day	To understand personal values in relation to neglect To understand barriers to recognition of, and response to, neglect	5, 6, 7, 8 The course is appropriate for both managers and LSCB members, and addresses the question of why practitioners may miss a child who is being neglected	4–6	
Neglect: Differing perceptions Half day	To understand the social context of neglect To understand the barriers to recognition of, and response to, neglect	6, 7, 8 The course challenges differing professional and public views on what constitutes childhood neglect and considers the implications for assessing children's needs	1, 4, 5	
Supervising neglect cases Half day	To understand barriers to recognition of neglect To maintain the momentum of change	4, 5, 6 The course supports professionals and managers responsible for supervising staff involved in assessing child neglect	5–7	

Brief key to seven-step model

- 1 Consider referral and safety issues
- 2 Gather information
- 3 Organise information using Assessment Framework triangle
- 4 Analyse processes affecting child's health and development
- 5 Predict outlook for child
- 6 Plan interventions
- 7 Identify outcomes and measures

Childhood Neglect:
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Introductory courses

Childhood neglect: Notes for trainers

Introduction to neglect: Option 1

Based on Appendix 3, Example 1 in *Childhood Neglect: Improving outcomes for children. Guidance for trainers.* London: DfE.

1 day

Learning outcomes

- To enable learners to recognise children and young people who are, or may be, being neglected
- To assess the nature and extent of a child's developmental needs
- To meet a child's developmental needs and support strength
- To review outcomes and measure whether interventions are successful

Audiences: 2–4

Seven-step model: 1, 2, 3, 7

Brief key to audiences and work with children and/or families

- 1 Infrequent contact
- 2 Regular, or irregular but intense, contact
- 3 Work predominantly with children and/or families
- 4 Responsibilities relating to s47 enquiries
- 5 Professional advisors; named/designated professionals
- 6 Operational managers
- 7 Senior managers
- 8 LSCB board members

Brief key to seven-step model

- 1 Consider referral and safety issues
- 2 Gather information
- 3 Organise information using Assessment Framework triangle
- 4 Analyse processes affecting child's health and development
- 5 Predict outlook for child
- 6 Plan interventions
- 7 Identify outcomes and measures

Comments

This is the first of two options for a one-day introductory course. See also Introduction to neglect: Option 2. The course focuses on working directly with children. It considers recognition and assessment of neglect, taking into account different stages of children and young people's development, offering practitioners the opportunity to consider the impact of intervention and how to measure progress and changes in relation to individual children. The course is suitable for practitioners working predominantly with children and young people – for example children centre workers and youth workers.

Introduction to neglect: Option 1

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Warm up E G	15m	9.45–10.00
A child's experience	Emily's story M4.0 audio Discussion in pairs	15m (5m 16s for audio)	10.00–10.15
Understanding neglect	Understanding neglect P1 N1 A language of feelings H1 Child neglect and supporting workers H2	45m	10.15–11.00
Break		15m	11.00–11.15
Understanding neglect	Understanding neglect E1 G1 Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	45m (2m 07s) (2m 24s) (2m 22s)	11.15–12.00
Assessing children's developmental needs	Assessing children's developmental needs P11 N11	30m	12.00–12.30
Lunch		45m	12.30–13.15
Communicating concerns to parents	Communicating concerns to parents E13 G13 Henderson/Taylor/Miller family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	100m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	13.15–14.35
Break		10m	14.35–14.45
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	45m	14.45–15.30
Ensuring a child's needs are met	Ensuring a child's needs are met E24 G24	45m	15.30–16.15
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000) *Child Maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect*. London: NSPCC. <http://bit.ly/SUMdc9>

Davies, C. and Ward, H. (2012) *Safeguarding Children Across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

Department of Health, Cox, A. and Bentovim, A. (2000) *The Family Pack of Questionnaires and Scales*. London: Department of Health. <http://bit.ly/1cR9mX4> <http://bit.ly/GQSmCx>

Hicks, L. and Stein, M. (2010) *Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers*. London: Department for Children, Schools and Families. <http://bit.ly/1gK2o6v>

HM Government (2013) *Working Together to Safeguard Children*. London: Department for Education. <http://bit.ly/Yc53ZP>

Radford, L., Corral, S., Bradley, C., Fisher, H. et al. (2011) *Child Abuse and Neglect in the UK Today*. London: NSPCC. <http://bit.ly/ntc6Wu>

Childhood neglect: Notes for trainers

Introduction to neglect: Option 2 1 day	Learning outcomes
	<p>To enable learners to recognise children and young people who are or may be, being neglected</p> <p>To assess the nature and the extent of a child's developmental needs</p> <p>To meet a child's developmental needs and support strength</p> <p>To identify concerns about parenting capacity and/or family and environmental factors that may contribute to neglect</p>
Audiences: 2–4	
Seven-step model: 1–4	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This is one of two options for a one-day introductory course. See also Introduction to neglect: Option 1. The course is suited to a multidisciplinary audience of staff working both with children and young people and their parents and carers or extended families. It offers practitioners the opportunity to consider neglect from the Assessment Framework triangle domains: child developmental needs, parenting capacity and family and environmental factors. The course supports practitioners when assessing the extent to which parental difficulties (such as domestic violence, parental mental health, substance misuse or learning disability, which are often associated with neglect) affect the parent/carer's functioning (family/environmental factor domain) and the impact on the adult's ability to parent (parenting capacity).

The last session offers you two additional exercise options: E4 is a generic exercise, which allows practitioners to consider the dimensions of the family/environment domain of the Framework; E22 supports staff in understanding that development is a dynamic process shaped by historical factors and interactions between child, family and their environment and enables practitioners to consider the implications of factors such as child poverty.

Introduction to neglect: Option 2

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Optional: Emily's story M4.0 audio Discussion	15m (5m 16s for audio)	9.45–10.00
Understanding neglect – 1	Understanding neglect P1 N1 Introduction to definitions H11 Identifying neglect – ten top tips H16	30m	10.00–10.30
Break		15m	10.30–10.45
Understanding neglect – 2	Understanding neglect E1 G1 Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	45m (2m 07s) (2m 24s) (2m 22s)	10.45–11.30
Assessing children's developmental needs	Assessing children's developmental needs P11 N11 Start with the child H6	30m	11.30–12.00
Recognising the impact of neglect on children and young people	Recognising the impact of neglect on children and young people E5 G5	45m	12.00–12.45
Lunch		60m	12.45–13.45
Identifying when parenting capacity results in neglect	Identifying when parenting capacity results in neglect P2 N2	30m	13.45–14.15
Identifying concerns about parenting capacity	Identifying concerns about parenting capacity E3 G3	45m	14.15–15.00
Break		15m	15.00–15.15
Identifying family and environmental factors which may contribute to neglect	Identifying family and environmental factors which may contribute to neglect P3 N3 Structural factors affecting children and families H5 The importance of historical information H7	30m	15.15–15.45

Session theme	Materials/Activity	Duration	Sample timing
<i>Either</i>			
Assessing family and environmental factors which affect the child and parenting capacity	Assessing family and environmental factors which affect the child and parenting capacity E4 G4	30m	15.45–16.15
<i>or</i>			
Analysing interactions between parents and the community	Analysing interactions between parents and the community E22 G22 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio	(3m 46s) (2m 16s)	
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000) *Child Maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect*. London: NSPCC. <http://bit.ly/SUMdc9>

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Davies, C. and Ward, H. (2012) *Safeguarding Children Across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

Hicks, L. and Stein, M. (2010) *Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers*. London: Department for Children, Schools and Families. <http://bit.ly/1gK2o6v>

HM Government (2013) *Working Together to Safeguard Children*. London: Department for Education. <http://bit.ly/Yc53ZP>

Radford, L., Corral, S., Bradley, C., Fisher, H. et al. (2011) *Child Abuse and Neglect in the UK Today*. London: NSPCC. <http://bit.ly/ntc6Wu>

Tools and resources

The Family Pack of Questionnaires and Scales

<http://bit.ly/H7OLzY>

<http://bit.ly/H5ppU2>

The Home Inventory

<http://bit.ly/18swxUc>

Childhood neglect: Notes for trainers

Introduction to neglect: Option 3

Based on Appendix 3, Example 2 in *Childhood Neglect: Improving outcomes for children. Guidance for trainers.* London: DfE.

2 days

Learning outcomes

To enable learners to recognise children and young people who are, or may be, being neglected

To assess the nature and the extent of a child's developmental needs

To meet a child's developmental needs and support strengths

To assess family and environmental factors which may affect a child and parenting capacity

To consider effective interventions and measure for outcomes

Audiences: 2–4

Seven-step model: 1–7

Brief key to audiences and work with children and/or families

- 1 Infrequent contact
- 2 Regular, or irregular but intense, contact
- 3 Work predominantly with children and/or families
- 4 Responsibilities relating to s47 enquiries
- 5 Professional advisors; named/designated professionals
- 6 Operational managers
- 7 Senior managers
- 8 LSCB board members

Brief key to seven-step model

- 1 Consider referral and safety issues
- 2 Gather information
- 3 Organise information using Assessment Framework triangle
- 4 Analyse processes affecting child's health and development
- 5 Predict outlook for child
- 6 Plan interventions
- 7 Identify outcomes and measures

Comments

This is the first of two options for two-day introductory courses. See also Introduction to neglect: Option 4: Assessing neglect and its impact on children's development over time.

The course has a strong emphasis on environmental factors likely to increase children's vulnerability to neglect and affect parenting capacity. You could use this model to support practitioners in assessing parental difficulties – e.g. domestic abuse, mental health problems, parental substance misuse – under the family and environmental factors domain. These are issues likely to affect the parent's functioning, and practitioners need to establish the extent to which these difficulties may have an impact on the parent's ability to care for their child, taking account of the child's age, development and any special needs.

Introduction to neglect: Option 3

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Day 1			
Housekeeping and introductions		15m	9.30–9.45
Warm up	Warm up E G	15m	9.45–10.00
A child's experience	Emily's story M4.0 audio Discussion	15m (5m 16s for audio)	10.00–10.15
Recognising neglect	Recognising neglect P1 N1 Introduction to definitions H11 Identifying neglect – ten top tips H16	30m	10.15–10.45
Understanding neglect	Understanding neglect E1 G1 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio	45m (3m 44s) (2m 15s) (2m 06s)	10.45–11.30
Break		15m	11.30–11.45
Identifying family and environmental factors which may contribute to neglect	Identifying family and environmental factors which may contribute to neglect P3 N3 Start with the child H6 Structural factors affecting children and families H5 The importance of historical information H7	30m	11.45–12.15
Assessing families and environmental actors which may contribute to neglect	Assessing families and environmental actors which may contribute to neglect E4 G4	60m	12.15–13.15
Lunch		45m	13.15–14.00
Assessing children's developmental needs	Assessing children's developmental needs P11 N11	30m	14.00–14.30

Introductory courses

Session theme	Materials/Activity	Duration	Sample timing
Communicating concerns to parents	Communicating concerns to parents E13 G13 Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	100m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	14.30–15.50
Summing up and reflection on learning		20m	15.50–16.10
Day 2			
Recap of day 1		15m	9.30–9.45
Warm up	Exercise (Trainer to provide)	15m	9.45–10.00
Understanding environmental factors	Understanding environmental factors P13 N13	30m	10.00–10.30
Assessing the child in their community	Assessing the child in their community E15 G15	60m	10.30–11.30
Break		15m	11.30–11.45
Effective interventions	Effective interventions P19 N19	30m	11.45–12.15
Ensuring a child's needs are met	Ensuring a child's needs are met E24 G24 Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	45m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	12.15–13.00
Lunch		60m	13.00–14.00
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	30m	14.00–14.30

Session theme	Materials/Activity	Duration	Sample timing
Reviewing and sustaining change	Reviewing and sustaining change E26 G26	45m	14.30–15.15
	<i>Either</i>		
	Evans family case study F1.0		
	Fiona Evans' story F1.1 M1.1 audio	(3m 46s)	
	Steve Evans' story F1.2 M1.2 audio	(2m 16s)	
	Liam Evans' story F1.3 M1.3 audio	(2m 07s)	
	Shireen Evans' story F1.4 M1.4 audio	(2m 24s)	
	Lewis Evans' story F1.5 M1.5 audio	(2m 22s)	
	<i>or</i>		
	Henderson/Miller/Taylor family case study F2.0		
	Claire Henderson's story F2.1 M2.1 audio	(2m 49s)	
	Darren Miller's story F2.2 M2.2 audio	(2m 58s)	
	Michelle Henderson's story F2.3 M2.3 audio	(1m 51s)	
	Troy Taylor's story F2.4 M2.4 audio	(3m 09s)	
Susan Miller's story F2.5 M2.5 audio	(2m 25s)		
Q&As, evaluation and close		15m	15.15–15.30

Research and links

Publications

Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000) *Child Maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect*. London: NSPCC. <http://bit.ly/SUMdc9>

Davies, C. and Ward, H. (2012) *Safeguarding Children across Services: Messages from research*. <http://bit.ly/GXRZGx>

HM Government (2013) *Working Together to Safeguard Children*. London: Department for Education. <http://bit.ly/Yc53ZP>

Radford, L., Corral, S., Bradley, C., Fisher, H. et al. (2011) *Child Abuse and Neglect in the UK Today*. London: NSPCC. <http://bit.ly/ntc6Wu>

Tools and resources

The Family Pack of Questionnaires and Scales
<http://bit.ly/H7OLzY>
<http://bit.ly/H5ppU2>

Childhood neglect: Notes for trainers

Introduction to neglect: Option 4: Assessing neglect and its impact on children’s development over time 2 days	Learning outcomes
	<p>To support learners in understanding neglect in the context of child development</p> <p>To explore some of the parenting issues which may increase the vulnerability of children and young people to being neglected</p> <p>To assess parenting capacity and environmental factors</p> <p>To assess attachment and cumulative harm</p> <p>To assess motivation and willingness to change</p> <p>To consider effective intervention in neglect cases</p>
Audiences: 3–5	
Seven-step model: 1–7	

Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child’s health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This is one of two options for a two-day course on introducing neglect – see also Introduction to neglect: Option 3.

The course covers all three domains of the Assessment Framework triangle. It is appropriate for an audience of practitioners predominantly working with children and young people as it considers in-depth aspects of child development, including both brain development and attachment. Some sessions offer a choice of exercises: (1) following the presentation ‘Identifying when parenting capacity is resulting in neglect’ on day 1 and (2) following the presentation ‘Effective interventions in neglect cases’ on day 2.

(1) Exercise E3 looks at aspects of parenting expected for children of different ages, and exercise E8 more specifically considers how the functioning of a parent affected by problems such as domestic abuse and mental illness, etc. may have an impact on their ability to provide adequate care for their children.

(2) Exercise E19 is more suitable if the focus of the course is on engaging with children and young people; E21 focuses on discussing plans and interventions with their parents/carers.

Introduction to neglect: Option 4: Assessing neglect and its impact on children's development over time

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Day 1			
Housekeeping and introductions		15m	9.30–9.45
Understanding neglect – 1	Understanding neglect P1 N1 Introduction to definitions H11 Identifying neglect – ten top tips H16	30m	9.45–10.15
Understanding neglect – 2	Understanding neglect E1 G1 Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	45m (2m 07s) (2m 24s) (2m 22s)	10.15–11.00
Break		15m	11.00–11.15
Identifying when parenting capacity is resulting in neglect	Identifying when parenting capacity is resulting in neglect P2 N2	30m	11.15–11.45
<i>Either</i>			
Identifying concerns about parenting capacity which affect the child and their needs	Identifying concerns about parenting capacity which affect the child and their needs E3 G3	45m	11.45–12.30
<i>or</i>			
Understanding factors affecting parental empathy	Understanding factors affecting parental empathy E8 G8		
Lunch		60m	12.30–13.30
Identifying family and environmental factors which may contribute to neglect	Identifying family and environmental factors which may contribute to neglect P3 N3	30m	13.30–14.00

Introductory courses

Session theme	Materials/Activity	Duration	Sample timing
Assessing family and environmental factors which affect the child and parenting capacity	Assessing family and environmental factors which affect the child and parenting capacity E4 G4	60m	14.00–15.00
Break		15m	15.00–15.15
Assessing children's developmental needs	Assessing children's developmental needs P11 N11	30m	15.15–15.45
Working with children, parents and families	Working with children, parents and families E42 G42 <i>Optional: Introduce The Adolescent Wellbeing Scale (see Department of Health, Cox and Bentovim 2000)</i>	45m	15.45–16.15
Summing up and reflection on learning		15m	16.15–16.30
Day 2			
Welcome back and recap on Day 1	Welcome back and recap on key learning and issues from Day 1	15m	9.30–9.45
Children's health, including mental health	Children's health, including mental health P4 slides 15–26, N4	30m	9.45–10.15
Assessing attachment	Assessing attachment P14 N14 Neglect and attachment H4		
Understanding attachment and separation	Understanding attachment and separation E18 G18	45m	10.15–11.00
	Henderson/Miller/Taylor family case study F2.0 Michelle Henderson's story F2.3 M2.3 audio Michelle Henderson's history F2.6 Michelle Henderson's chronology F2.7	(1m 51s)	
Break		15m	11.00–11.15
Understanding cumulative harm	Understanding cumulative harm P28 N28 The importance of historical information H7	30m	11.15–11.45
Communicating with the child	Communicating with the child E12 G12	45m	11.45–12.30
Lunch		60m	12.30–13.30
Effective interventions in neglect cases	Effective interventions in neglect cases P19 N19	30m	13.30–14.00
<i>Either</i>			
Assessing and planning to meet a	Assessing and planning to meet a child or young person's needs E19 G19	60m	14.00–15.00

Session theme	Materials/Activity	Duration	Sample timing
child or young person's needs	Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	(2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	
or			
Engaging parents and carers	Engaging parents and carers E21 G21 Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio Principles of partnership H13	60m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	
Break		15m	15.00–15.15
Measuring outcomes for each child	Measuring outcomes for each child P21 N21 Start with the child H6	30m	15.15–15.45
Reviewing and sustaining change	Reviewing and sustaining change E26 G26 Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	30m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	15.45–16.15
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

- Brandon, M., Bailey, S., Belderson, P., Warren, C. Gardner, R. and Dodsworth, J. (2009) *Understanding Serious Case Reviews and their Impact*. London: Department for Children, Schools and Families. <http://bit.ly/GU0274>
- Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000) *Child Maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect*. London: NSPCC. <http://bit.ly/SUMdc9>
- Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.
- Davies, C. and Ward, H. (2012) *Safeguarding Children across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

Introductory courses

- Department of Health, Cox, A. and Bentovim, A. (2000) *The Family Pack of Questionnaires and Scales*. London: Department of Health. <http://bit.ly/1cR9mX4> <http://bit.ly/GQSmCx>
- Glaser, D. (2000) 'Child abuse and neglect and the brain – a review.' *Journal of Child Psychology and Psychiatry* 41, 1, 97–116.
- Goodman, R., Meltzer, H. and Bailey, V. (1998) 'The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version.' *European Child and Adolescent Psychiatry* 7, 125–130.
- Hester, M., Pearson, C. and Harwin, N. (2000) *Making an Impact: Children and domestic violence*. London: Jessica Kingsley Publishers.
- Hicks, L. and Stein, M. (2010) *Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers*. London: Department for Children, Schools and Families. <http://bit.ly/1gK2o6v>
- HM Government (2013) *Working Together to Safeguard Children*. London: Department for Education. <http://bit.ly/Yc53ZP>
- Horwath, J. (ed.) (2009) *The Child's World: The comprehensive guide to assessing children in need* (2nd edition). London: Jessica Kingsley Publishers.
- Jack, G. and Gill, O. (2003) *The Missing Side of the Triangle: Assessing the importance of family and environmental factors in the lives of children*. Barking: Barnardo's.
- Leeson, C. (2007) 'My life in care: experiences of nonparticipation in decision making processes.' *Child and Family Social Work* 12, 3, 268–277.
- Moran, P. (2009) *Neglect: Research evidence to inform practice*. London: Action for Children.
- Nair, P., Schuler, M.E., Black, M.M., Kettinger, L. and Harrington, D. (2003) 'Cumulative environmental risk in substance abusing women: early intervention, parenting stress, child abuse potential and child development.' *Child Abuse and Neglect* 27, 9, 997–1017.
- New Economics Foundation and Action for Children (2009) *Backing the Future*. London: New Economics Foundation.
- Perry, B. (2002) 'Childhood experience and the expression of genetic potential: what childhood neglect tells us about nature and nurture.' *Brain and Mind* 3, 79–100.
- Perry, B. and Szalavitz, M. (2006) *The Boy Who Was Raised as a Dog*. New York, NY: Basic Books.
- Radford, L., Corral, S., Bradley, C., Fisher, H. et al. (2011) *Child Abuse and Neglect in the UK Today*. London: NSPCC. <http://bit.ly/ntc6Wu>
- Spencer, N. and Baldwin, N. (2005) 'Economic, cultural and social contexts of neglect.' In J. Taylor and B. Daniel (eds) *Child Neglect: Practice issues for health and social care*. London: Jessica Kingsley Publishers.
- Wright, P., Turner, C., Clay, D. and Mills, H. (2006) *The Participation of Children and Young People in Developing Social Care*. London: SCIE.

Resources and tools

In My Shoes: A computer-assisted interview for communicating with children, young people and vulnerable adults

<http://bit.ly/1i21IHj>

Organisations

Centre for Excellence and Outcomes in Children and Young People's Services (C4EO)

www.c4eo.org.uk

Research in Practice

www.rip.org.uk

Childhood Neglect:
A resource for
multi-agency training



Focus on the child

Childhood neglect: Notes for trainers

Focus on young people: Option 1 of a course on neglect and young people 1 day	Learning outcomes
	To identify concerns about parenting capacity that may contribute to neglect To assess parenting received by a child To assess family and environmental factors which may affect the child
Audiences: 2–5	
Seven-step model: 1–6	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members	1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

There are two options for running a course on neglect and young people, though some of the exercises appear in both. This course focuses more on the parenting and family and environmental factors likely to have an impact on the young person, including the role of schools; the other considers assessment of young people's experience of neglect – see Neglect of young people for more details.

Here, as part of exercise E17 the Adolescent Wellbeing Scale can be introduced to enable participants to familiarise themselves with its content, use and scoring.

Focus on young people: Option 1 of a course on neglect and young people

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Warm up E G	15m	9.45–10.00
A child's experience	Emily's story M4.0 audio Discussion in pairs	15m	10.00–10.15
Neglect and young people	Neglect and young people P5 N5	30m	10.15–10.45
Recognising the impact of neglect on children and young people	Recognising the impact of neglect on children and young people E5 G5	30m	10.45–11.15
Break		15m	11.15–11.30
Understanding environmental factors	Understanding environmental factors P13 N13 Structural factors affecting children and families H5	30m	11.30–12.00
Assessing adolescent wellbeing	Assessing adolescent wellbeing E17 G17 Evans family case study (F1.0) Liam Evans' story F1.3 M1.3 audio Liam Evans' history F1.6 <i>and/or</i> Henderson/Miller/Taylor family case study F2.0 Michelle Henderson's story F2.3 M2.3 audio Michelle Henderson's history F2.6 Michelle Henderson's chronology F2.7	60m (2m 07s) (1m 51s)	12.00–13.00
Lunch		60m	13.00–14.00
The role of schools	The role of schools P20 N20	30m	14.00–14.30
Connecting the child or young person with community resources	Connecting the child or young person with community resources E27 G27	45m	14.30–15.15

Session theme	Materials/Activity	Duration	Sample timing
Q&As, evaluation and close		15m	15.15–15.30

Research and links

Publications

- Aggleton, P., Dennison, C. and Warwick, I. (2010) *Promoting Health and Well-being through Schools*. Abingdon: Routledge.
- Baldwin, N. and Curruthers, L. (1998) *Developing Neighbourhood Support and Child Protection Strategies*. Aldershot: Ashgate Publishing.
- Brandon M., Belderson P., Warren C., Howe D., Gardner R., Dodsworth J., and Black J. (2008) *Analysing Child Deaths and Serious Injury through Abuse and Neglect: What can we learn? A biennial analysis of serious case reviews, 2003–2005*. London: Department for Children, Schools and Families. <http://bit.ly/19XSffj>
- Hicks, L. and Stein, M. (2010) *Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers*. London: Department for Children, Schools and Families. <http://bit.ly/1gK2o6v>
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- Jack, G. and Gill, O. (2003) *The Missing Side of the Triangle*. Essex: Barnardo's Child Care Publications.
- Rees, G., Gorin, S., Jobe, A., Stein, M., Medforth, R. and Goswami, H. (2010) *Safeguarding Young People: Responding to young people aged 11 to 17 who are maltreated*. London: The Children's Society.
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- Vincent, S. (2010) *Learning from Child Deaths and Serious Abuse*. Edinburgh: Dunedin.
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Tools and resources

- The Adolescent Wellbeing Scale
<http://bit.ly/H7OLzY>
<http://bit.ly/H5ppU2>

Childhood neglect: Notes for trainers

Neglect of young people: Option 2 of a course on neglect and young people 1 day	Learning outcomes
	<ul style="list-style-type: none"> To recognise signs and symptoms of young people who are, or may be, neglected To assess the nature and extent of a young person’s developmental needs To consider tools for communicating with young people To understand what hinders or facilitates integrated working
Audiences: 2–5	
Seven-step model: 1–7	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ul style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ul style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child’s health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

There are two options for running a course on neglect and young people, though some of the exercises appear in both. This course focuses more on the assessment of young people’s experience of neglect; the other course considers parenting and family and environmental factors likely to have an impact on the young person, including the role of schools. See Focus on young people for more details.

As with the other course, you can introduce the Adolescent Wellbeing Scale as a means of engaging with young people and giving them a voice.

One of the sessions offers a choice of exercises: exercise E45 focuses on ways of engaging young people; exercise E29 discusses use of the Resilience matrix to plot young people’s needs and considers ways in which agencies can contribute to enhancing resilience in young people.

Neglect of young people: Option 2 of a course on neglect and young people

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Neglect and young people	Neglect and young people P5 N5	30m	9.45–10.15
The child's perspective	The child's perspective E16 G16 Parents' statements M4.1 audio	45m (1m 40s)	10.15–11.00
Break		15m	11.00–11.15
Assessing adolescent wellbeing	Assessing adolescent wellbeing E17 G17 Evans family case study F1.0 Liam Evans' story F1.3 M1.3 audio Liam Evans' history F1.6 Henderson/Miller/Taylor family case study F2.0 Michelle Henderson's story F2.3 M2.3 audio Michelle Henderson's history F2.6 Michelle Henderson's chronology F2.7	60m (2m 07s) (1m 51s)	11.15–12.15
Understanding assessment and decision making	Understanding assessment and decision making P27 N27 Process of assessment H14	30m	12.15–12.45
Lunch		60m	12.45–13.45
Understanding cumulative harm	Understanding cumulative harm P28 N28 The importance of historical information H7	30m	13.45–14.15
<i>Either</i>			
Working together in a sustained way to help a young person	Working together in a sustained way to help a young person E45 G45 Head of year work practice scenario MS1.1 video Head of year work practice scenario MS1.2 video	60m (1m 52s) (3m 48s)	14.15–15.15
<i>or</i>			
Promoting resilience	Promoting resilience E29 G29		
Break		15m	15.15–15.30

Session theme	Materials/Activity	Duration	Sample timing
The role of schools	The role of schools P20 N20	30m	15.30–16.00
Q&As, evaluation and close		15m	16.00–16.15

Research and links

Publications

- Aggleton, P., Dennison, C. and Warwick, I. (2010) *Promoting Health and Well-being through Schools*. Abingdon: Routledge.
- Brandon, M., Belderson P., Warren C., Howe D., Gardner R., Dodsworth J., and Black J. (2008) *Analysing Child Deaths and Serious Injury through Abuse and Neglect: What can we learn? A biennial analysis of serious case reviews, 2003–2005*. London: Department for Children, Schools and Families. <http://bit.ly/19XSfjf>
- Bromfield, L. and Miller, R. (2007) *Specialist Practice Guide: Cumulative harm*. Melbourne: Department of Human Services, State Government Victoria.
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- Calder, M. and Hackett, S. (2005) *Assessment in Child Care: Using and developing frameworks for practice*. Lyme Regis: Russell House.
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Tools and resources

The Adolescent Wellbeing Scale

<http://bit.ly/H7OLzY>

<http://bit.ly/H5ppU2>

Childhood neglect: Notes for trainers

Working with neglect: Keeping the child at the centre 1 day	Learning outcomes
	To assess the nature and extent of the child’s developmental needs
	To recognise signs and symptoms of children and young people who are, or may be, neglected
	To meet a child’s developmental needs and support strengths
	To understand the importance of looking beyond a single incident (cumulative harm)
	To review outcomes and measure whether intervention is successful
Audiences: 3–5	
Seven-step model: 3–7	

Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact	1 Consider referral and safety issues
2 Regular, or irregular but intense, contact	2 Gather information
3 Work predominantly with children and/or families	3 Organise information using Assessment Framework triangle
4 Responsibilities relating to s47 enquiries	4 Analyse processes affecting child’s health and development
5 Professional advisors; named/designated professionals	5 Predict outlook for child
6 Operational managers	6 Plan interventions
7 Senior managers	7 Identify outcomes and measures
8 LSCB board members	

Comments

This can be used as a follow-up to one of the Introduction to neglect courses. When assessing neglect, practitioners often become distracted by parental problems such as domestic abuse, mental ill health or substance misuse. Serious case reviews show that often practitioners focus on parental problems, which means that children’s experiences can be overlooked.

This course supports practitioners in focusing on the experiences of individual children in the family, by seeking to explore their wishes and feelings, and hearing their voices.

Depending on the needs of the audience, presentation P6 on disabled children can be replaced with presentation P22 on working with looked after children, or the two can be integrated to consider children in special circumstances.

The choice of case scenarios for E19 can similarly be made according to the needs of the audience.

Working with neglect: Keeping the child at the centre

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Exercise (Trainer to provide)	15m	9.45–10.00
Assessing children's developmental needs	Assessing children's developmental needs P11 N11 Start with the child H6	30m	10.00–10.30
Break		15m	10.30–10.45
Keeping the child at the centre	Keeping the child at the centre E23 G23	45m	10.45–11.30
<i>Either</i>			
Disabled children	Disabled children P6 N6	30m	11.30–12.00
<i>or</i>			
Working with looked after children	Working with looked after children P22 N22		
Working directly with a child or young person	Working directly with a child or young person E25 G25	45m	12.00–12.45
Lunch		60m	12.45–13.45
Communicating with the child	Communicating with the child E12 G12	15m	13.45–14.00
Understanding cumulative harm	Understanding cumulative harm P28 N28	30m	14.00–14.30
Break		15m	14.30–14.45
Assessing and planning to meet a child or young person's needs	Assessing and planning to meet a child or young person's needs E19 G19 <i>Select from:</i>	45m	14.45–15.30

Session theme	Materials/Activity	Duration	Sample timing
person's needs	Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	(3m 46s) (2m 16s) (2m 07s) (2m 24s) (2m 22s)	
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	30m	15.30–16.00
Q&As, evaluation and close		15m	16.00–16.15

Research and links

Publications

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Childhood Neglect:
A resource for
multi-agency training



Focus on parenting

Childhood neglect: Notes for trainers

Focus on parenting capacity 1 day	Learning outcomes
	To identify concerns about parenting difficulties that may contribute to child neglect
	To assess parenting received by a child
To address factors affecting parenting capacity	

Audiences: 2–4

Seven-step model: 1–6

Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact	1 Consider referral and safety issues
2 Regular, or irregular but intense, contact	2 Gather information
3 Work predominantly with children and/or families	3 Organise information using Assessment Framework triangle
4 Responsibilities relating to s47 enquiries	4 Analyse processes affecting child's health and development
5 Professional advisors; named/designated professionals	5 Predict outlook for child
6 Operational managers	6 Plan interventions
7 Senior managers	7 Identify outcomes and measures
8 LSCB board members	

Comments

This may be used as a stand-alone introductory course. It can support practitioners in assessing parental difficulties such as domestic abuse, mental health and parental substance misuse under the family and environmental factors domain. These are problems likely to affect the parent's functioning, and practitioners need to establish to what extent these difficulties may have an impact on the parent's ability to care for the child, depending on the child's age, developmental needs and any special needs.

It is possible to add (or use in follow-up training) bite-size sessions that zoom into some of these parental issues in more detail – for example:

- parental substance misuse, using presentations P8 and P23 and exercises E9 and E20
- parents with learning disability, using presentations P9 and P24 and exercise E10
- parenting and domestic violence, using P7
- parenting with mental health problems, using P10.

Similarly, depending on the needs of the audience, any of the following could be used:

- Understanding factors affecting parental empathy – E8
- Communicating concerns to parents – E13
- Engaging parents and carers – E21

Focus on parenting

- Improving parenting capacity – E30
- Working with children, parents and families – E42
- Planning to meet carers' needs – E43
- Communicating with parents – P15
- Understanding cumulative harm – P28.

To review or download any of these presentations (and notes) and exercises (and guidance), visit <http://bit.ly/1gjK4TX>

Focus on parenting capacity

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Warm up E G	15m	9.45–10.00
A child's experience	Emily's story M4.0 audio Discussion in pairs	15m (5m 16s for audio)	10.00–10.15
Identifying when parenting capacity results in neglect	Identifying when parenting capacity results in neglect P2 N2	30m	10.15–10.45
Identifying concerns about parenting capacity which affect the child and their needs	Identifying concerns about parenting capacity which affect the child and their needs E3 G3 Key facts about domestic abuse H12 Addiction and dependence H15	45m	10.45–11.30
Break		15m	11.30–11.45
Assessing parenting capacity	Assessing parenting capacity P12 N12	30m	11.45–12.15
Engaging parents and carers	Engaging parents and carers E21 G21 Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio (2m 49s) Darren Miller's story F2.2 M2.2 audio (2m 58s) Michelle Henderson's story F2.3 M2.3 audio (1m 51s) Troy Taylor's story F2.4 M2.4 audio (3m 09s) Susan Miller's story F2.5 M2.5 audio (2m 25s) Motivation to change H8	45m	12.15–13.00
Lunch		60m	13.00–14.00
Effective interventions	Effective interventions P19 N19 Understanding neglect from a parent's view H9	30m	14.00–14.30

Session theme	Materials/Activity	Duration	Sample timing
Improving parenting capacity	Improving parenting capacity E30 G30		
	<i>Either</i>		
	Henderson/Miller/Taylor family case study F2.0		
	Claire Henderson's story F2.1 M2.1 audio	(2m 49s)	
	Darren Miller's story F2.2 M2.2 audio	(2m 58s)	
	Michelle Henderson's story F2.3 M2.3 audio	(1m 51s)	
	Troy Taylor's story F2.4 M2.4 audio	(3m 09s)	
	Susan Miller's story F2.5 M2.5 audio	(2m 25s)	
	<i>or</i>		
	Evans family case study F1.0		
	Fiona Evans' story F1.1 M1.1 audio	(3m 46s)	
	Steve Evans' story F1.2 M1.2 audio	(2m 16s)	
	Liam Evans' story F1.3 M1.3 audio	(2m 07s)	
Shireen Evans' story F1.4 M1.4 audio	(2m 24s)		
Lewis Evans' story F1.5 M1.5 audio	(2m 22s)		
Q&As, evaluation and close		15m	15.15–15.30

Research and links

Publications

Birleson, P. (1981) 'The validity of depressive disorder in childhood and the development of a self-rating scale: a research report'. *Journal of Child Psychology and Psychiatry* 22, 73–88.

Brandon, M., Bailey, S., Belderson, P., Warren, C. Gardner, R. and Dodsworth, J. (2009) *Understanding Serious Case Reviews and their Impact*. London: Department for Children, Schools and Families. <http://bit.ly/1i2eYf5>

Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.

Daniel, B., Taylor, J. and Scott, J. (2011) *Recognizing and Helping the Neglected Child: Evidence-based practice for assessment and intervention*. London: Jessica Kingsley Publishers (Chapter 5).

Davies, C. and Ward, H. (2012) *Safeguarding Children Across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

Farmer, E. and Lutman, E. (2010) 'Case management and outcomes for neglected children returned to their parents: a five year follow-up study.' Research Brief. London: Department for Children, Schools and Families. <http://bit.ly/19WH7VK>

Goodman, R., Meltzer, H. and Bailey, V. (1998) 'The Strengths and Difficulties Questionnaire: a pilot study on the validity of the self-report version.' *European Child and Adolescent Psychiatry* 7, 125–130.

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- Horwath, J. (2007) *Child Neglect: Identification and assessment*. Basingstoke: Palgrave Macmillan.
- Horwath, J. (2013) *Child Neglect: Planning and intervention*. Second edition. Basingstoke: Palgrave Macmillan.
- Jack, G. and Gill, O. (2003) *The Missing Side of the Triangle: Assessing the importance of family and environmental factors in the lives of children*. Barking: Barnardo's.
- McLeod, A. (2008) *Listening to Children: A practitioner's guide*. London: Jessica Kingsley Publishers.
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- Spencer, N. and Baldwin, N. (2005) 'Economic, cultural and social contexts of neglect.' In J. Taylor and B. Daniel (eds) *Child Neglect: Practice issues for health and social care*. London: Jessica Kingsley Publishers.

Tools and resources

Assessing parenting and the family life of children (training course)

<http://bit.ly/17yoH7P>

In My Shoes: A computer-assisted interview for communicating with children, young people and vulnerable adults

<http://bit.ly/1i21IHj>

Childhood neglect: Notes for trainers

Parental difficulties and child neglect 1 day	Learning outcomes
	<p>To identify when parental difficulties may result in child neglect</p> <p>To understand how some parental difficulties may increase children and young people's vulnerability to neglect</p> <p>To understand the impact of cumulative harm on children and young people's health and development</p> <p>To consider effective interventions in neglect cases</p> <p>To measure outcomes for children</p>
Audiences: 3–5	
Seven-step model: 1–7	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This course focuses predominantly on the family and environmental factors which may affect the parent/carer's functioning and enables practitioners to consider the extent to which difficulties such as domestic abuse, parental mental health, substance misuse or learning disability may have an impact on the parent's ability to adequately and safely bring up their children. It should be considered alongside Focus on young people, which explores the impact on children and young people of living with parents and carers affected by those issues.

The programme offers you some choices:

- When using presentation P28 you may want to incorporate research findings and facts from presentations P7–P10, depending on the needs of the audience.
- P28 is followed by a choice of two exercises. E5 will encourage participants to consider the ways in which it is possible to identify neglected children and to reflect on factors that may block perception of the signs. E8 explores how children of different ages signal their developmental needs and what factors may affect parental capacity to recognise those signals and respond appropriately.

- For the first session of the afternoon, P19 focuses on different types of intervention (child and parent focused) while the alternative, P17, considers the use of extended families and support networks as a method of intervention. Either can be accompanied by exercise E19 or E23. The first considers interventions in relation to children's individual developmental needs; the other supports practitioners in thinking about how they would focus on monitoring the progress of intervention over a period of time.

The course can be used as an introductory day, followed by bite-sized sessions that zoom into some of these parental problems in more detail.

Examples of additional sessions include:

- Parental substance misuse, using presentations P8 and P23 and exercises E9 and E20
- Parents with learning disability, using presentations P9 and P24 and exercise E10
- Parenting and domestic violence, using P7
- Parenting with mental health problems, using P10.

Similarly, depending on the needs of the audience, any of the following could be used:

- Understanding factors affecting parental empathy – E8
- Communicating concerns to parents – E13
- Engaging parents and carers – E21
- Improving parenting capacity – E30
- Working with children, parents and families – E42
- Planning to meet carers' needs – E43.

To review or download any of these presentations (and notes) and exercises (and guidance), visit <http://bit.ly/1gjK4TX>

Parental difficulties and child neglect

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Understanding substance abuse and dependence E14 G14	15m	9.45–10.00
Children's health, including mental health	Children's health, including mental health P4 slides 15–26, N4 Start with the child H6	30m	10.00–10.30
Identifying when parenting capacity results in neglect	Identifying when parenting capacity results in neglect P2 N2		
Identifying concerns about parenting capacity which affect the child and their needs	Identifying concerns about parenting capacity which affect the child and their needs E3 G3 Understanding neglect from a parent's view H9	45m	10.30–11.15
Break		15m	11.15–11.30
Understanding cumulative harm	Understanding cumulative harm P28 N28 <i>Option:</i> Include selection of slides from P7 P8 P9 P10 The importance of historical information H3	45m	11.30–12.15
<i>Either</i>			
Understanding factors affecting parental empathy	Understanding factors affecting parental empathy E8 G8 Adults who misuse substances H10 Key facts about domestic abuse H12	30m	12.15–12.45
<i>or</i>			
Recognising the impact of neglect on children and young people	Recognising the impact of neglect on children and young people E5 G5		
Lunch		60m	12.45–13.45
<i>Either</i>			

Session theme	Materials/Activity	Duration	Sample timing
Effective interventions in neglect cases	Effective interventions in neglect cases P19 N19	30m	13.45–14.15
<i>or</i>			
Understanding the contribution of extended families	Understanding the contribution of extended families P17 N17 Structural factors affecting children and families H5		
<i>Either</i>			
Assessing and planning to meet a child or young person's needs	Assessing and planning to meet a child or young person's needs E19 G19 <i>Either</i> Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio (2m 49s) Darren Miller's story F2.2 M2.2 audio (2m 58s) Michelle Henderson's story F2.3 M2.3 audio (1m 51s) Troy Taylor's story F2.4 M2.4 audio (3m 09s) Susan Miller's story F2.5 M2.5 audio (2m 25s) <i>or</i> Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio (3m 46s) Steve Evans' story F1.2 M1.2 audio (2m 16s) Liam Evans' story F1.3 M1.3 audio (2m 07s) Shireen Evans' story F1.4 M1.4 audio (2m 24s) Lewis Evans' story F1.5 M1.5 audio (2m 22s)	45m	14.15–15.00
<i>or</i>			
Keeping the child at the centre	Keeping the child at the centre E23 G23 <i>Either</i> Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio (2m 49s) Darren Miller's story F2.2 M2.2 audio (2m 58s) Michelle Henderson's story F2.3 M2.3 audio (1m 51s) Troy Taylor's story F2.4 M2.4 audio (3m 09s) Susan Miller's story F2.5 M2.5 audio (2m 25s) <i>or</i> Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio (3m 46s) Steve Evans' story F1.2 M1.2 audio (2m 16s) Liam Evans' story F1.3 M1.3 audio (2m 07s) Shireen Evans' story F1.4 M1.4 audio (2m 24s) Lewis Evans' story F1.5 M1.5 audio (2m 22s)		
Break		15m	15.00–15.15

Session theme	Materials/Activity	Duration	Sample timing
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	30m	15.15–15.45
Ensuring a child's needs are met	Ensuring a child's needs are met E24 G24 <i>Either</i> Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio (2m 49s) Darren Miller's story F2.2 M2.2 audio (2m 58s) Michelle Henderson's story F2.3 M2.3 audio (1m 51s) Troy Taylor's story F2.4 M2.4 audio (3m 09s) Susan Miller's story F2.5 M2.5 audio (2m 25s) <i>or</i> Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio (3m 46s) Steve Evans' story F1.2 M1.2 audio (2m 16s) Liam Evans' story F1.3 M1.3 audio (2m 07s) Shireen Evans' story F1.4 M1.4 audio (2m 24s) Lewis Evans' story F1.5 M1.5 audio (2m 22s)	30m	15.45–16.15
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

- Breslau, N. and Davis, G.C. (1987) 'Posttraumatic stress disorder: the etiologic specificity of wartime stressors.' *American Journal of Psychiatry* 144, 578–583.
- Bromfield, L. and Miller, R. (2007) *Specialist Practice Guide: Cumulative harm*. Melbourne: Department of Human Services, State Government Victoria.
- Burns, S. and MacKeith, J. (2010) *The Outcomes Star*. East Sussex: Triangle Consulting Social Enterprise Ltd. Online versions available at www.staronline.org.uk
- Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.
- Daniel, B., Taylor, J. and Scott, J. (2011) *Recognizing and Helping the Neglected Child: Evidence-based practice for assessment and intervention*. London: Jessica Kingsley Publishers (Chapter 5).
- Daniel, B., Wassell, S. and Gilligan, R. (2010) *Child Development for Child Care and Protection Workers* (2nd edition). London: Jessica Kingsley Publishers. (See Chapter 4 'Resilience and vulnerability' and Chapter 5 'Protective factors and adversity'.)
- Davies, C. and Ward, H. (2012) *Safeguarding Children Across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

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- Widom, C.S. (1999) 'Post-traumatic stress disorder in abused and neglected children grown up.' *American Journal of Psychiatry* 156, 8, 1223–1229.

Tools and resources

Strengths and Difficulties Questionnaires

<http://bit.ly/1cR9mX4>

<http://bit.ly/H5ppU2>

www.sdqinfo.org

The Family Pack of Questionnaires and Scales (Department of Health, Cox and Bentovim 2000)

<http://bit.ly/1cR9mX4>

<http://bit.ly/H5ppU2>

Organisations

Centre for Excellence and Outcomes in Children and Young People's Services (C4EO)

www.c4eo.org.uk

Social Care Institute for Excellence (SCIE)

www.scie.org.uk

Childhood neglect: Notes for trainers

<p>Neglect and parental substance misuse</p> <p>Based on Appendix 3, Example 5 in <i>Childhood Neglect: Improving outcomes for children. Guidance for trainers.</i> London: DfE.</p> <p>1 day</p>	<p>Learning outcomes</p> <p>To identify concerns about parenting capacity that may contribute to neglect</p> <p>To assess parenting received by a child</p> <p>To address factors affecting parenting capacity</p>
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Audiences: 2–5

Seven-step model: 1–7

Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child’s health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This course focuses on parents/carers with substance misuse issues. However, some of the material can be integrated with other presentations and exercises to consider parental difficulties such as domestic abuse (P7) or parental mental ill health (P10).

Neglect and parental substance misuse

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Understanding adult substance misuse and dependence E14 G14	30m	9.45–10.15
A child's experience	Emily's story M4.0 audio Discussion in pairs	15m (5m 16s for audio)	10.15–10.30
Parenting and substance misuse: Part 1	Parenting and substance misuse P8 N8 Adults who misuse substances H10	30m	10.30–11.00
Break		15m	11.00–11.15
Parenting and substance misuse: Part 2	Impact of substance misuse on parenting capacity E9 G9 Addiction and dependence H15	60m	11.15–12.15
Assessing motivation and willingness to change: Part 1	Assessing motivation and willingness to change P18 N18	30m	12.15–12.45
Lunch		60m	12.45–13.45
Assessing motivation and willingness to change: Part 2	Assessing impact of substance misuse E20 G20 Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	45m (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	13.45–14.30
Working effectively with substance misusing parents	Working effectively with substance misusing parents P23 N23	30 m	14.30–15.00
Break		15m	15.00–15.15

Session theme	Materials/Activity	Duration	Sample timing
Improving parenting capacity	Improving parenting capacity E30 G30	45m	15.15–16.00
	Evans family case study F1.0		
	Fiona Evans' story F1.1 M1.1 audio	(3m 46s)	
	Steve Evans' story F1.2 M1.2 audio	(2m 16s)	
	Liam Evans' story F1.3 M1.3 audio	(2m 07s)	
	Shireen Evans' story F1.4 M1.4 audio	(2m 24s)	
	Lewis Evans' story F1.5 M1.5 audio	(2m 22s)	
	The motivation to change H8		
Q&As, evaluation and close		15m	16.00–16.15

Research and links

Publications

- Bancroft, A., Wilson, S., Cunningham-Burley, S., Backett-Milburn, K. and Masters, H. (2004) *Parental Drug and Alcohol Misuse: Resilience and transition among young people*. York: Joseph Rowntree Foundation.
- Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.
- Cleaver, H., Nicholson, D., Tarr, S. and Cleaver, D. (2007) *Child Protection, Domestic Violence and Parental Substance Misuse: Family experiences and effective practice*. London: Jessica Kingsley Publishers.
- Crittenden, P.M. (1993) 'An information-processing perspective on the behavior of neglectful parents.' *Criminal Justice and Behavior* 20, 1, 27–48.
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- Horwath, J. (ed) (2009) *The Child's World: The comprehensive guide to assessing children in need* (2nd edition). London: Jessica Kingsley Publishers.
- Horwath, J. and Morrison, M. (2001) 'Assessment of parental motivation to change.' In J. Horwath (ed.) *The Child's World: Assessing children in need*. London: Jessica Kingsley Publishers.
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- Reder, P. and Duncan, S. (1999) *Lost Innocents: A follow-up study of fatal child abuse*. London: Routledge.
- Taylor, A., Toner, P., Templeton, L. and Velleman, R. (2008) 'Parental Alcohol Misuse in Complex Families: The Implications for Engagement.' *British Journal of Social Work* 38, 5, 843–864.

Tomlinson, P. and Philpot, T. (2008) *A Child's Journey to Recovery*. London: Jessica Kingsley Publishers.

Tools and resources

Assessing families in complex child care cases using The Family Assessment (training course)
<http://bit.ly/GVpmcQ>

Assessing parenting and the family life of children (training course)
<http://bit.ly/17yoH7P>

Childhood neglect: Notes for trainers

Neglect and attachment 1 day	Learning outcomes
	To recognise neglect
	To assess the extent and nature of children’s developmental needs
	To assess the quality of attachments
	To assess the role of fathers/father figures
	To consider effective intervention in working with children and their parents
Audiences: 2–5	
Seven-step model: 1, 4, 6	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members	1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child’s health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

The exercises chosen for this course refer to scenarios about three families. When familiar with the material, you should decide whether to use all of the suggested case studies or one or two of them, adapting the material accordingly.

The last session of the day offers a choice of presentations and focus for the training. P19 considers planning effective interventions with children and their families. P17 focuses on the role of the extended family, possibly a better choice for an audience of professionals involved in kinship placements/parallel planning for children.

Neglect and attachment

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Mabina Akhtar	Mabina Akhtar's story F3.1 M3.1 audio	15m (3m 09s for audio)	9.45–10.00
Children's health, including mental health Understanding neglect: Part 1	Children's health, including mental health P4 slides 15–26, N4 Understanding neglect P1 N1	30m	10.00–10.30
Break		15m	10.30–10.45
Understanding neglect: Part 2	Neglect and attachment E6 G6	45m	10.45–11.30
Assessing attachment	Assessing attachment P14 N14 Neglect and attachment H4	30m	11.30–12.00
Understanding attachment and separation	Understanding attachment and separation E18 G18 Start with the child H6 <i>Either</i>	45m	12.00–12.45
	Henderson/Miller/Taylor family case study F2.0 Michelle Henderson's story F2.3 M2.3 audio Michelle Henderson's history F2.6 Michelle Henderson's chronology F2.7 <i>or</i> Wasim Akhtar's chronology F3.3	(1m 51s)	
Lunch		45m	12.45–13.30
Assessing the role of fathers/father figures	Assessing the role of fathers/father figures P16 N16	30m	13.30–14.00

Session theme	Materials/Activity	Duration	Sample timing
Improving parenting capacity	Improving parenting capacity E30 G30 <i>Either</i> Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio <i>or</i> Wasim Akhtar's chronology F3.3	45m (3m 46s) (2m 16s) (2m 07s) (2m 24s) (2m 22s)	14.00–14.45
Break		15m	14.45–15.00
<i>Either</i>			
Effective interventions in neglect cases	Effective interventions in neglect cases P19 N19	30m	15.00–15.30
<i>or</i>			
Understanding the contribution of the extended family	Understanding the contribution of the extended family P17 N17		
Keeping the child at the centre	Keeping the child at the centre E23 G23	45m	15.30–16.15
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

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- Cawson, P., Wattam, C., Brooker, S. and Kelly, G. (2000) *Child Maltreatment in the United Kingdom: A study of the prevalence of child abuse and neglect*. London: NSPCC. <http://bit.ly/16mJcUO>

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- Coohey, C. (1995) 'Neglectful mothers, their mothers, and partners: The significance of mutual aid.' *Child Abuse and Neglect* 19, 8, 885–895.
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- Daniel, B., Taylor, J. and Scott, J. (2011) *Recognizing and Helping the Neglected Child*. London: Jessica Kingsley Publishers. (See Chapter 5 'Helping the neglected child'.)
- Daniel, B., Wassell, S. and Gilligan, R. (2010) *Child Development for Child Care and Protection Workers* (2nd edition). London: Jessica Kingsley Publishers. (See Chapter 2 'Developing relationships'.)
- Davies, C. and Ward, H. (2012) *Safeguarding Children across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>
- Fahlberg, V. (1994) *A Child's Journey Through Placement*. London: British Agencies for Adoption and Fostering. (See Chapter 1 'Attachment and bonding'.)
- Farmer, E. and Lutman, E. (2010) 'Case management and outcomes for neglected children returned to their parents: A five year follow-up study.' Research Brief. London: Department for Children, Schools and Families. <http://bit.ly/19WH7VK>
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- Glaser, D. (2000) 'Child abuse and neglect and the brain – a review.' *Journal of Child Psychology and Psychiatry* 41, 1, 97–116.
- Hicks, L. and Stein, M. (2010) *Neglect Matters: A multi-agency guide for professionals working together on behalf of teenagers*. London: Department for Children, Schools and Families. <http://bit.ly/1gK2o6v>
- Horwath, J. (2007) *Child Neglect: Identification and assessment*. Hampshire: Palgrave MacMillan.
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- Howe, D. (2005) *Child Abuse and Neglect: Attachment, development and intervention*. Hampshire: Palgrave MacMillan. (See Chapter 11 'Drugs, depression and domestic violence'.)
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Focus on parenting

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Childhood Neglect:
A resource for
multi-agency training



Managing neglect

Childhood neglect: Notes for trainers

Managing neglect cases: Option 1 Half day	Learning outcomes
	To overcome factors that impede assessment, analysis and planning
	To analyse information and predict an outlook for the child
	To identify intervention and monitor meaningful change
Audiences: 5–6	
Seven-step model: 4–7	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child’s health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This can also be run as a one-day course (see Managing neglect cases: Option 2). The half-day programme can be used as a refresher course for managers; the one-day course is more suitable as an introduction to managing neglect cases.

Exercise E37 suggests using scenarios for both the Evans and the Henderson/Miller/Taylor families. When you have familiarised yourself with the materials and the audience’s knowledge and expertise, and taken account of the size of the group, you may wish to use scenarios from just one of the two families instead.

Managing neglect cases: Option 1

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	The emotional impact of talking about children and families E41 G41	15m	9.45–10.00
Understanding assessment and decision making	Understanding assessment and decision-making P27 N27 A language of feelings H1 Process of assessment H14	30m	10.00–10.30
Thinking about whether you have been worried about a child	Thinking about whether you have been worried about a child E37 G37 [The following clips are about Liam Evans] Head of year MS1.1 video (1m 52s) Head of year MS1.2 video (3m 48s) [The following clips are about Wasim Akhtar] Children's social care MS3.1 video (3m 26s) Children's social care MS3.2 video (5m 59s)	45m	10.30–11.15
Break		15m	11.15–11.30
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	30m	11.30–12.00
Outcomes or indicators?	Outcomes or indicators? E28 G28	45m	12.00–12.45
Child neglect and supervision	Child neglect and supervision P30 N30 Child neglect and supporting workers H2 Guarding against bias H3	30m	12.45–13.15
Q&As, evaluation and close		15m	13.15–13.30

Research and links

Publications

Burns, S. and MacKeith, J. (2010) *The Outcomes Star*. East Sussex: Triangle Consulting Social Enterprise Ltd. Online versions available at www.staronline.org.uk

Managing neglect

- Calder, M. (ed.) (2008) *Contemporary Risk Assessment in Safeguarding Children*. Lyme Regis: Russell House.
- Calder, M. and Hackett, S. (2005) *Assessment in Child Care: Using and developing frameworks for practice*. Lyme Regis: Russell House.
- Carson, D and Bain, A. (2008) *Professional Risk and Working with People*. London: Jessica Kingsley Publishers.
- Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.
- Cox, A. Bingley Miller, L. and Pizzev, S (2009) 'Assessing children's needs – a model of assessment, analysis, planning interventions and identifying and measuring outcomes for the child.' In A. Bentovim, A. Cox, L. Bingley Miller and S. Pizzev (eds) *Safeguarding Children Living with Trauma and Family Violence: Evidence-based assessment, analysis and planning interventions*. London: Jessica Kingsley Publishers.
- Davys, A. and Beddoe, L. (2010) *Best Practice in Professional Supervision: A guide to the helping professions*. London: Jessica Kingsley Publishers.
- Farmer, E. and Lutman, E. (2010) 'Case management and outcomes for neglected children returned to their parents: A five year follow-up study.' Research Brief. London: Department for Children, Schools and Families.
- Helm, D. (2010) *Making Sense of Child and Family Assessment: How to interpret children's needs*. London: Jessica Kingsley Publishers.
- HM Government (2013) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*. London: Department for Education.
<http://bit.ly/Yc53ZP>
- Hoggarth, L. and Comfort, H. (2010) *A Practical Guide to Outcome Evaluation*. London: Jessica Kingsley Publishers.
- Hughes, L. and Pengelly, P. (2002) *Staff Supervision in a Turbulent Environment*. London: Jessica Kingsley Publishers.
- Kadushin, A. and Harkness, D. (2002) *Supervision in Social Work* (4th edition). Columbia, NY: Columbia University Press.
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- Morrison, T. (2005) *Staff Supervision in Social Care* (3rd edition). Brighton: Pavilion.
- Munro, E. (2008) *Effective Child Protection* (2nd edition). London: Sage.
- Pritchard, J. (2000) *Good Practice in Supervision*. London: Jessica Kingsley Publishers.
- Reder, P. and Duncan, S. (1999) *Lost Innocents: A follow-up study of fatal child abuse*. London: Routledge.
- Reder, P., Duncan, S. and Gray, M. (1993) *Beyond Blame: Child abuse tragedies revisited*. London: Routledge.

Tools and resources

Assessing families in complex child care cases using The Family Assessment (training course)

<http://bit.ly/GVpmcQ>

Assessing parenting and the family life of children (training course)

<http://bit.ly/17yoH7P>

The Family Pack of Questionnaires and Scales (Department of Health, Cox and Bentovim 2000)

<http://bit.ly/1cR9mX4>

<http://bit.ly/H5ppU2>

Strengths and Difficulties Questionnaires

<http://bit.ly/1cR9mX4>

<http://bit.ly/H5ppU2>

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Organisations

Research in Practice

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Social Care Institute for Excellence (SCIE)

www.scie.org.uk

Childhood neglect: Notes for trainers

Managing neglect cases: Option 2 1 day	Learning outcomes
	To understand and support assessment and analysis processes
	To analyse information and predict an outlook for the child
	To identify intervention and monitor meaningful change
To measure outcomes	
Audiences: 5–6	
Seven-step model: 4–7	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members	1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child’s health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This can also be run as a half-day course (see Managing neglect cases: Option 1). The one-day course is more suitable as an introduction to managing neglect cases; the half-day programme can be used as a refresher course for managers.

Exercises E26 and E37 suggest using scenarios for both the Evans and the Henderson/Miller/Taylor families. When you have familiarised yourself with the materials and the audience’s knowledge and expertise, and taken account of the size of the group, you may wish to use scenarios from just one of the two families instead.

Managing neglect cases: Option 2

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	<p><i>Either</i></p> <p>Taking concerns seriously E35 G35</p> <p><i>or</i></p> <p>The emotional impact of talking about children and families E41 G41</p>	30m	9.45–10.15
Understanding assessment and decision making	<p>Understanding assessment and decision-making P27 N27</p> <p>A language of feelings H1</p> <p>Process of assessment H14</p>	30m	10.15–10.45
Break		15m	10.45–11.00
Thinking about whether you have been worried about a child	Thinking about whether you have been worried about a child E37 G37	45m	11.00–11.45
	[The following clips are about Liam Evans]		
	Head of year MS1.1 video	(1m 52s)	
	Head of year MS1.2 video	(3m 48s)	
	[The following clips are about Wasim Akhtar]		
	Children's social care MS3.1 video	(3m 26s)	
	Children's social care MS3.2 video	(5m 59s)	
Effective interventions in neglect cases	<p>Effective interventions in neglect cases P19 N19</p> <p>The importance of historical information H7</p>	30m	11.45–12.15

Managing neglect

Session theme	Materials/Activity	Duration	Sample timing
Reviewing and sustaining change	Reviewing and sustaining change E26 G26 Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio Henderson/Miller/Taylor family case study F2.0 Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio	45m (3m 46s) (2m 16s) (2m 07s) (2m 24s) 2m 22s)	12.15–13.00
Lunch		45m	13.00–13.45
Measuring outcomes for each child	Measuring outcomes for each child P21 N21	30m	13.45–14.15
Outcomes or indicators?	Outcomes or indicators? E28 G28	45m	14.15–15.00
Break		15m	15.00–15.15
Child neglect and supervision	Child neglect and supervision P30 N30	30m	15.15–15.45
Promoting and maintaining meaningful change	Promoting and maintaining meaningful change E44 G44 Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio Henderson/Miller/Taylor family case study (F2.0) Claire Henderson's story F2.1 M2.1 audio Darren Miller's story F2.2 M2.2 audio Michelle Henderson's story F2.3 M2.3 audio Troy Taylor's story F2.4 M2.4 audio Susan Miller's story F2.5 M2.5 audio Child neglect and supporting workers H2 Guarding against bias H3	30m (3m 46s) (2m 16s) (2m 07s) (2m 24s) 2m 22s) (2m 49s) (2m 58s) (1m 51s) (3m 09s) (2m 25s)	15.45–16.15
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

- Calder, M. (ed.) (2008) *Contemporary Risk Assessment in Safeguarding Children*. Lyme Regis: Russell House.
- Calder, M. and Hackett, S. (2005) *Assessment in Child Care: Using and developing frameworks for practice*. Lyme Regis: Russell House.
- Carson, D and Bain, A. (2008) *Professional Risk and Working with People*. London: Jessica Kingsley Publishers.
- Cleaver, H., Unell, I. and Aldgate, J. (2011) *Children's Needs – Parenting Capacity. Child Abuse: Parental mental illness, learning disability, substance misuse and domestic violence* (2nd edition). London: The Stationery Office.
- Cox, A. Bingley Miller, L. and Pizzey, S (2009) 'Assessing children's needs – a model of assessment, analysis, planning interventions and identifying and measuring outcomes for the child.' In A. Bentovim, A. Cox, L. Bingley Miller and S. Pizzey (eds) *Safeguarding Children Living with Trauma and Family Violence: Evidence-based assessment, analysis and planning interventions*. London: Jessica Kingsley Publishers.
- Daniel, B., Taylor, J. and Scott, J. (2011) *Recognizing and Helping the Neglected Child*. London: Jessica Kingsley Publishers (See Chapter 5 'Helping the neglected child'.)
- Davies, C. and Ward, H. (2012) *Safeguarding Children across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>
- Davys, A. and Beddoe, L. (2010) *Best Practice in Professional Supervision: A guide to the helping professions*. London: Jessica Kingsley Publishers.
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Managing neglect

Pritchard, J. (2000) *Good Practice in Supervision*. London: Jessica Kingsley Publishers.

Reder, P. and Duncan, S. (1999) *Lost Innocents: A follow-up study of fatal child abuse*. London: Routledge.

Reder, P., Duncan, S. and Gray, M. (1993) *Beyond Blame: Child abuse tragedies revisited*. London: Routledge.

Tools and resources

Assessing families in complex child care cases using The Family Assessment (training course)
<http://bit.ly/GVpmcQ>

Assessing parenting and the family life of children (training course)
<http://bit.ly/17yoH7P>

Childhood neglect: Notes for trainers

Overcoming practice and organisational barriers
1 day

Learning outcomes

- To understand personal values in relation to neglect
- To understand barriers to recognition and response to neglect

Audiences: 5–8

Seven-step model: 4–6

Brief key to audiences and work with children and/or families

- 1 Infrequent contact
- 2 Regular, or irregular but intense, contact
- 3 Work predominantly with children and/or families
- 4 Responsibilities relating to s47 enquiries
- 5 Professional advisors; named/designated professionals
- 6 Operational managers
- 7 Senior managers
- 8 LSCB board members

Brief key to seven-step model

- 1 Consider referral and safety issues
- 2 Gather information
- 3 Organise information using Assessment Framework triangle
- 4 Analyse processes affecting child's health and development
- 5 Predict outlook for child
- 6 Plan interventions
- 7 Identify outcomes and measures

Comments

This course is suitable for managers and safeguarding children board members.

Overcoming practice and organisational barriers

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Considering your views on neglect	Considering your views on neglect E33 G33	15m	9.45–10.00
Understanding neglect and social values	Understanding neglect and social values P25 N25 Guarding against bias H3	30m	10.00–10.30
Break		15m	10.30–10.45
Exploring your values	Exploring your values E36 G36 Head of year MS1.1 video Head of year MS1.2 video	45m (1m 52s) (3m 48s)	10.45–11.30
Understanding cumulative harm	Children's health, including mental health P4 slides 15–26, N4 Understanding cumulative harm P28 N28 The importance of historical information H7	30m	11.30–12.00
Taking account of historical information	Taking account of historical information E40 G40 <i>Either</i> Evans family case study F1.0 Liam Evans' story F1.3 M1.3 audio Liam Evans' history F1.6 <i>or</i> Henderson/Miller/Taylor family case study F2.0 Michelle Henderson's story F2.3 M2.3 audio Michelle Henderson's history F2.6 Michelle Henderson's chronology F2.7	45m (2m 07s) (1m 51s)	12.00–12.45
Lunch		60m	12.45–13.45
Understanding assessment and decision-making	Understanding assessment and decision-making P27 N27 Process of assessment H14	30m	13.45–14.15
Working with children, parents and families	Working with children, parents and families E42 G42 Principles of partnership H13	45m	14.15–15.00
Break		15m	15.00–15.15

Session theme	Materials/Activity	Duration	Sample timing
Understanding integrated working	Understanding integrated working P29 N29	30m	15.15–15.45
Promoting and maintaining meaningful change	Promoting and maintaining meaningful change E44 G44	30m	15.45–16.15
Q&As, evaluation and close		15m	16.15–16.30

Research and links

Publications

- Barlow, J. with Scott, J. (2010) *Safeguarding in the 21st Century – Where to now?* Dartington: Research in Practice.
- Breslau, N. and Davis, G.C. (1987) 'Posttraumatic stress disorder: The etiologic specificity of wartime stressors.' *American Journal of Psychiatry* 144, 578–583.
- Bromfield, L. and Miller, R. (2007) *Specialist Practice Guide: Cumulative harm*. Melbourne: Department of Human Services, State Government Victoria.
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- Calder, M. and Hackett, S. (2005) *Assessment in Child Care: Using and developing frameworks for practice*. Lyme Regis: Russell House.
- Carson, D and Bain, A. (2008) *Professional Risk and Working with People*. London: Jessica Kingsley Publishers.
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- Cox, A. Bingley Miller, L. and Pizzey, S (2009) 'Assessing children's needs – a model of assessment, analysis, planning interventions and identifying and measuring outcomes for the child.' In A. Bentovim, A. Cox, L. Bingley Miller and S. Pizzey (eds) *Safeguarding Children Living with Trauma and Family Violence: Evidence-based assessment, analysis and planning interventions*. London: Jessica Kingsley Publishers.
- Daniel, B., Wassell, S. and Gilligan, R. (2010) *Child Development for Child Care and Protection Workers* (2nd edition). London: Jessica Kingsley Publishers. (See particularly Chapter 4 'Resilience and vulnerability' and Chapter 5 'Protective factors and adversity'.)
- Glaser, D. (2000) 'Child abuse and neglect and the brain – a review.' *Journal of Child Psychology and Psychiatry* 41, 1, 97–116.
- Helm, D. (2010) *Making Sense of Child and Family Assessment: How to interpret children's needs*. London: Jessica Kingsley Publishers.

- Horwath, J. (2005) 'Is this child neglect? The influence of differences in perceptions of child neglect on social work practice.' In J. Taylor, and B. Daniel (eds) *Child Neglect: Practice Issues for Health and Social Care*. London: Jessica Kingsley Publishers.
- Horwath, J. and Morrison, T. (2007) 'Collaboration, integration and change in children's services: Critical issues and key ingredients.' *Child Abuse and Neglect* 31, 1, 55–69.
- McLeod, A. (2008) *Listening to Children*. London: Jessica Kingsley Publishers.
- Munro, E. (2008) *Effective Child Protection* (2nd edition). London: Sage.
- Nair P., Schuler M.E., Black M.M., Kettinger L. and Harrington D. (2003) 'Cumulative environmental risk in substance abusing women: Early intervention, parenting stress, child abuse potential and child development.' *Child Abuse and Neglect* 27, 9, 997–1017.
- Perry, B. (2002) 'Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture.' *Brain and Mind* 3, 79–100.
- Perry, B. and Szalavitz, M. (2006) *The Boy Who Was Raised as a Dog*. New York: Basic Books.
- Polnay, J. and Polnay, L. (2007) *Child Protection Reader: Recognition and response in child protection*. London: Royal College of Paediatrics and Child Health.
- Robinson, M., Atkinson, M. and Downing, D. (2008) 'Research briefing. Integrated children's services: Enablers, challenges and impact.' Slough: National Foundation for Educational Research. <http://1.usa.gov/1c4SLja>
- Siraj-Blatchford, I. and Siraj-Blatchford, J. (2009) *Improving Developmental Outcomes for Children through Effective Practice in Integrating Early Years Services*. London: C4EO.
- Sloper, P. (2004) 'Facilitators and barriers for co-ordinated multi-agency services.' *Child Care, Health and Development* 30, 6, 571–580.
- Widom, C.S. (1999) 'Post-traumatic stress disorder in abused and neglected children grown up.' *American Journal of Psychiatry* 156, 8, 1223–1229.

Tools and resources

- Assessing families in complex child care cases using The Family Assessment (training course)
<http://bit.ly/GVpmcQ>
- Assessing parenting and the family life of children (training course)
<http://bit.ly/17yoH7P>
- Safeguarding Assessment and Analysis Framework (SAAF)
<http://bit.ly/16Y6OTo>
- The Family Pack of Questionnaires and Scales* (Department of Health, Cox and Bentovim 2000)
<http://bit.ly/1cR9mX4>
<http://bit.ly/H5ppU2>

Childhood neglect: Notes for trainers

Neglect: Differing perceptions Half day	Learning outcomes
	To understand the social context of neglect To understand the barriers to recognition and response to neglect
Audiences: 6–8	
Seven-step model: 1, 4, 5	
Brief key to audiences and work with children and/or families	Brief key to seven-step model
1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members	1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This course is suitable for all practitioners involved in supervising staff and could also be used with members of local safeguarding children boards.

Neglect: Differing perceptions

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	The language of services E46 G46	60m	9.45–10.45
Break		15m	10.45–11.00
Understanding neglect and social values	Understanding neglect and social values P25 N25	30m	11.00–11.30
Considering public perception	Considering public perception E34 G34	30m	11.30–12.00
Understanding barriers to recognition and response	Understanding barriers to recognition and response P26 N26 Introduction to definitions H11	30m	12.00–12.30
<i>Either</i>			
Thinking about your assumptions	Thinking about your assumptions E38 G38 Guarding against bias H3 Structural factors affecting children and families H5	30m	12.30–13.00
<i>or</i>			
Guarding against bias	Guarding against bias E39 G39 Evans family case study F1.0 Fiona Evans' story F1.1 M1.1 audio Steve Evans' story F1.2 M1.2 audio Liam Evans' story F1.3 M1.3 audio Shireen Evans' story F1.4 M1.4 audio Lewis Evans' story F1.5 M1.5 audio	(3m 46s) (2m 16s) (2m 07s) (2m 24s) (2m 22s)	
Q&As, evaluation and close		15m	13.00–13.15

Research and links

Publications

- Daniel, B., Taylor, J. and Scott, J. (2010) *Noticing and Helping the Neglected Child: Literature review*. Research brief. London: Department for Children, Schools and Families.
<http://bit.ly/16iNuSA>
- Davies, C. and Ward, H. (2012) *Safeguarding Children across Services: Messages from research*. London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>
- Helm, D. (2010) *Making Sense of Child and Family Assessment: How to interpret children's needs*. London: Jessica Kingsley Publishers.
- Horwath, J. (2005) 'Is this child neglect? The influence of differences in perceptions of child neglect on social work practice.' In J. Taylor, and B. Daniel (eds) *Child Neglect: Practice Issues for Health and Social Care*. London: Jessica Kingsley Publishers.
- Nair P., Schuler M.E., Black M.M., Kettinger L. and Harrington D. (2003) 'Cumulative environmental risk in substance abusing women: Early intervention, parenting stress, child abuse potential and child development.' *Child Abuse and Neglect* 27, 9, 997–1017.
- Polnay, J. and Polnay, L. (2007) *Child Protection Reader: Recognition and response in child protection*. London: Royal College of Paediatrics and Child Health.

Childhood neglect: Notes for trainers

Supervising neglect cases Half day	Learning outcomes
	To understand barriers to recognition of neglect To maintain the momentum of change
Audiences: 4–6	
Seven-step model: 5–7	

Brief key to audiences and work with children and/or families	Brief key to seven-step model
<ol style="list-style-type: none"> 1 Infrequent contact 2 Regular, or irregular but intense, contact 3 Work predominantly with children and/or families 4 Responsibilities relating to s47 enquiries 5 Professional advisors; named/designated professionals 6 Operational managers 7 Senior managers 8 LSCB board members 	<ol style="list-style-type: none"> 1 Consider referral and safety issues 2 Gather information 3 Organise information using Assessment Framework triangle 4 Analyse processes affecting child's health and development 5 Predict outlook for child 6 Plan interventions 7 Identify outcomes and measures

Comments

This course is suitable for all practitioners involved in supervising staff and could also be used with members of local safeguarding children boards.

Supervising neglect cases

Suggested programme

Key to codes

P PowerPoint presentation	N Presentation notes	E Exercise	H Handout
G Trainer guidance	F Family case study	M Audio	MS Video

Click on the symbols below to download the files.

Session theme	Materials/Activity	Duration	Sample timing
Housekeeping and introductions		15m	9.30–9.45
Warm up	Taking concerns seriously E35 G35	30m	9.45–10.15
Understanding barriers to recognition and response	Understanding barriers to recognition and response P26 N26	30m	10.15–10.45
Break		15m	10.45–11.00
Thinking about whether you have been worried about a child	Thinking about whether you have been worried about a child E37 G37 [The following clips are about Liam Evans] Head of year MS1.1 video (1m 52s) Head of year MS1.2 video (3m 48s) [The following clips are about Wasim Akhtar] Children's social care MS3.1 video (3m 26s) Children's social care MS3.2 video (5m 59s) Guarding against bias H3	45m	11.00–11.45
Child neglect and supervision	Child neglect and supervision P30 N30 Child neglect and supporting workers H2	30m	11.45–12.15
Promoting and maintaining meaningful change	Promoting and maintaining meaningful change E44 G44	45m	12.15–13.00
Q&As, evaluation and close		15m	13.00–13.15

Research and links

Publications

Daniel, B., Taylor, J. and Scott, J. (2010) *Noticing and Helping the Neglected Child: Literature review*.

Research brief. London: Department for Children, Schools and Families.

<http://bit.ly/16iNuSA>

Davies, C. and Ward, H. (2012) *Safeguarding Children across Services: Messages from research*.

London: Jessica Kingsley Publishers. <http://bit.ly/GXRZGx>

Managing neglect

- Davy, A. and Beddoe, L. (2010) *Best Practice in Professional Supervision: A guide to the helping professions*. London: Jessica Kingsley Publishers.
- HM Government (2013) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*. London: Department for Education.
<http://bit.ly/Yc53ZP>
- Horwath, J. (2005) 'Is this child neglect? The influence of differences in perceptions of child neglect on social work practice.' In J. Taylor and B. Daniel (eds) *Child Neglect: Practice issues for health and social care*. London: Jessica Kingsley Publishers.
- Hughes, L. and Pengelly, P. (2002) *Staff Supervision in a Turbulent Environment*. London: Jessica Kingsley Publishers.
- Kadushin, A. and Harkness, D. (2002) *Supervision in Social Work* (4th edition). Columbia, NY: Columbia University Press.
- Morrison, T. (2005) *Staff Supervision in Social Care* (3rd edition). Brighton: Pavilion.
- Nair, P., Schuler, M.E., Black, M.M., Kettinger, L. and Harrington, D. (2003) 'Cumulative environmental risk in substance abusing women: Early intervention, parenting stress, child abuse potential and child development.' *Child Abuse and Neglect* 27, 9, 997–1017.
- Pritchard, J. (2000) *Good Practice in Supervision*. London: Jessica Kingsley Publishers.