

## Childhood neglect: Notes for trainers

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

### 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

<b>P</b> PowerPoint presentation	<b>N</b> Presentation notes	<b>E</b> Exercise	<b>H</b> Handout
<b>G</b> Trainer guidance	<b>F</b> Family case study	<b>M</b> Audio	<b>MS</b> 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 <b>E</b> <b>G</b>	15m	9.45–10.00
A child's experience	Emily's story <b>M4.0</b> audio Discussion in pairs	15m	10.00–10.15
Neglect and young people	Neglect and young people <b>P5</b> <b>N5</b>	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 <b>E5</b> <b>G5</b>	30m	10.45–11.15
Break		15m	11.15–11.30
Understanding environmental factors	Understanding environmental factors <b>P13</b> <b>N13</b> Structural factors affecting children and families <b>H5</b>	30m	11.30–12.00
Assessing adolescent wellbeing	Assessing adolescent wellbeing <b>E17</b> <b>G17</b> Evans family case study (F1.0) Liam Evans' story <b>F1.3</b> <b>M1.3</b> audio Liam Evans' history <b>F1.6</b> <i>and/or</i> Henderson/Miller/Taylor family case study <b>F2.0</b> Michelle Henderson's story <b>F2.3</b> <b>M2.3</b> audio Michelle Henderson's history <b>F2.6</b> Michelle Henderson's chronology <b>F2.7</b>	60m  (2m 07s)    (1m 51s)	12.00–13.00
Lunch		60m	13.00–14.00
The role of schools	The role of schools <b>P20</b> <b>N20</b>	30m	14.00–14.30
Connecting the child or young person with community resources	Connecting the child or young person with community resources <b>E27</b> <b>G27</b>	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>

Housing Research Summary (2008) *The Longer-Term Outcomes Associated with Families Who Had Worked with Intensive Family Support Projects*. London: Department for Communities and Local Government.

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.

Stein, M., Rhys, G., Hicks, L. and Gorin, S. (2009) 'Neglected Adolescents: Literature review.' Research Brief. London: Department for Children, Schools and Families. <http://bit.ly/GU1uGo>

Swenson, C.C., Schaeffer, C.M., Henggeler, S.W., Faldowski, R. and Mayhew, A.M. (2010) 'Multisystemic therapy for child abuse and neglect: A randomized effectiveness trial.' *Journal of Family Psychology* 24, 4, 497–507.

Vincent, S. (2010) *Learning from Child Deaths and Serious Abuse*. Edinburgh: Dunedin.

Warin, J. (2010) *Stories of Self: Tracking children's identity and wellbeing through the school years*. Stoke on Trent: Trentham Books.

### Tools and resources

The Adolescent Wellbeing Scale

<http://bit.ly/H7OLzY>

<http://bit.ly/H5ppU2>

