

## Childhood neglect: Notes for trainers

<b>Neglect of young people: Option 2 of a course on neglect and young people 1 day</b>	<b>Learning outcomes</b>
	<ul style="list-style-type: none"> <li>To recognise signs and symptoms of young people who are, or may be, neglected</li> <li>To assess the nature and extent of a young person's developmental needs</li> <li>To consider tools for communicating with young people</li> <li>To understand what hinders or facilitates integrated working</li> </ul>
<b>Audiences: 2–5</b>	
<b>Seven-step model: 1–7</b>	
<b>Brief key to audiences and work with children and/or families</b>	<b>Brief key to seven-step model</b>
<ul 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> </ul>	<ul 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> </ul>

### 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

<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
Neglect and young people	Neglect and young people <b>P5</b> <b>N5</b>	30m	9.45–10.15
The child's perspective	The child's perspective <b>E16</b> <b>G16</b> Parents' statements <b>M4.1</b> audio	45m (1m 40s)	10.15–11.00
Break		15m	11.00–11.15
Assessing adolescent wellbeing	Assessing adolescent wellbeing <b>E17</b> <b>G17</b> Evans family case study <b>F1.0</b> Liam Evans' story <b>F1.3</b> <b>M1.3</b> audio Liam Evans' history <b>F1.6</b> 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)	11.15–12.15
Understanding assessment and decision making	Understanding assessment and decision making <b>P27</b> <b>N27</b> Process of assessment <b>H14</b>	30m	12.15–12.45
Lunch		60m	12.45–13.45
Understanding cumulative harm	Understanding cumulative harm <b>P28</b> <b>N28</b> The importance of historical information <b>H7</b>	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 <b>E45</b> <b>G45</b> Head of year work practice scenario <b>MS1.1</b> video Head of year work practice scenario <b>MS1.2</b> video	60m (1m 52s) (3m 48s)	14.15–15.15
<i>or</i>			
Promoting resilience	Promoting resilience <b>E29</b> <b>G29</b>		
Break		15m	15.15–15.30

Session theme	Materials/Activity	Duration	Sample timing
The role of schools	The role of schools <b>P20</b> <b>N20</b>	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.

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., 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'.)

Edlington Case (The): A review by Lord Carlile of Berriew CBE QC <http://bit.ly/1fIAfgY>

Helm, D. (2010) *Making Sense of Child and Family Assessment: How to interpret children's needs*. 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>

- 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.
- Nixon, J., Parr, S., Hunter, C., Sanderson, D., et al. (2008) *The Longer-Term Outcomes Associated with Families Who Had Worked with Intensive Family Support Projects*. London: Department for Communities and Local Government. <http://bit.ly/17RxDV3>
- 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.
- 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/H5INR1>
- 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.
- 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>