

Childhood neglect: Notes for trainers

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|---|---|
| Introduction to neglect: Option 4: Assessing neglect and its impact on children's development over time 2 days | Learning outcomes <ul style="list-style-type: none">To support learners in understanding neglect in the context of child developmentTo explore some of the parenting issues which may increase the vulnerability of children and young people to being neglectedTo assess parenting capacity and environmental factorsTo assess attachment and cumulative harmTo assess motivation and willingness to changeTo consider effective intervention in neglect cases |
| 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 contact2 Regular, or irregular but intense, contact3 Work predominantly with children and/or families4 Responsibilities relating to s47 enquiries5 Professional advisors; named/designated professionals6 Operational managers7 Senior managers8 LSCB board members | <ol style="list-style-type: none">1 Consider referral and safety issues2 Gather information3 Organise information using Assessment Framework triangle4 Analyse processes affecting child's health and development5 Predict outlook for child6 Plan interventions7 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 |

| 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>

- 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

