

Childhood neglect: Notes for trainers

Parental difficulties and child neglect 1 day	Learning outcomes 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
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 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>

- 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>
- Glaser, D. (2000) 'Child abuse and neglect and the brain – a review.' *Journal of Child Psychology and Psychiatry* 41, 1, 97–116.
- Hester, M., Pearson, C. and Harwin, N. (2000) *Making an Impact: Children and domestic violence*. London: Jessica Kingsley Publishers.
- Hoggarth, L. and Comfort, H. (2010) *A Practical Guide to Outcome Evaluation*. 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.
- 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.
- 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.
- 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.
- 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