Childhood neglect

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Childhood Neglect: Improving Outcomes for Children

The Framework
This framework is to be used to plan and develop training courses. Please refer to the Training Guidance document for further details on how courses should be developed.

The Framework

Assessment and service provision 3
Overcoming practice and organisational barriers 4

Supporting materials

Evans family case study 5
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Ahktar family case study 7
Additional audio-visual resources 8
Working practice scenarios 8
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## Learning Outcomes

- Recognise signs and symptoms of children and young people who are, or may be, neglected
- Identify concerns about parenting capacity that may contribute to neglect
- Identify family and environmental factors which may contribute to neglect
- Understand that child development is a dynamic process shaped by historical and current interactions between child, family and environment

## Core

### Presentations
- P1 Understanding neglect
- P2 Noticing neglect
- P3 Identifying concerns about parenting capacity which affect the child and their needs
- P4 Assessing family and environmental factors which affect the child and parenting capacity

### Exercises
- E1 Understanding neglect
- E2 Noticing neglect
- E3 Identifying concerns about parenting capacity which affect the child and their needs
- E4 Assessing family and environmental factors which affect the child and parenting capacity

## Further

### Presentations
- P4 Child’s health, including mental health
- P5 Neglect and young people
- P6 Disabled children
- P7 Parenting and domestic violence
- P8 Parenting and substance misuse
- P9 Parenting with learning disabilities
- P10 Parenting with mental health difficulties

### Exercises
- E5 Recognising the impact of neglect on children and young people
- E6 Neglect and attachment
- E7 Neglect and unmet health needs
- E8 Understanding factors affecting parental empathy
- E9 Impact of substance misuse on parenting capacity
- E10 Impact of learning disabilities on parenting capacity
- E11 Impact of neglect on educational achievement

## Assessment, Analysis and Planning

- Assess the nature and extent of a child’s developmental needs
- Assess parents’ capacity to respond to the child’s needs
- Assess family and environmental factors that may affect a child and parenting capacity
- Develop relationships with child, family members and relevant professionals

### Core

### Presentations
- P11 Assessing children’s developmental needs
- P12 Assessing parental capacity
- P13 Understanding family and environmental factors

### Exercises
- E12 Communicating with the child
- E13 Communicating concerns to parents
- E14 Understanding adult substance misuse and dependence
- E15 Assessing the child in their community

### Further

### Presentations
- P14 Assessing attachment
- P15 Communicating with parents
- P16 Assessing the role of fathers/ father figures
- P17 Understanding the contribution of extended family
- P18 Assessing motivation and willingness to change

### Exercises
- E16 The child’s perspective
- E17 Assessing adolescent wellbeing
- E18 Understanding attachment and separation
- E19 Assessing and planning to meet a child or young person’s needs
- E20 Assessing impact of substance misuse
- E21 Engaging parents and carers
- E22 Analysing the interaction between parents and communities

## Intervention and Review

- Meet a child’s developmental needs and support strengths
- Address factors affecting parenting capacity
- Address family and environmental factors
- Review outcomes and measure whether interventions are successful

### Core

### Presentations
- P19 Effective interventions in neglect cases
- P20 The role of schools
- P21 Measuring outcomes for each child

### Exercises
- E23 Keeping the child at the centre
- E24 Ensuring a child’s needs are met
- E25 Working directly with a child or young person
- E26 Reviewing and sustaining change
- E27 Connecting the child and family with communities

### Further

### Presentations
- P22 Working with looked after children
- P23 Working effectively with substance misusing parents
- P24 Working with parents with learning disabilities

### Exercises
- E28 Outcomes or indicators?
- E29 Promoting resilience
- E30 Improving parenting capacity
- E31 Reviewing pace of change
- E32 Addressing housing needs
## Recognition and Response

### Learning Outcomes
- Understand personal values in relation to neglect
- Understand barriers to recognition and response of neglect

### Core Presentations
- P25 Understanding neglect and social values

### Further Presentations
- P26 Understanding barriers to recognition and response

### Exercises
- E33 Considering your views of neglect
- E34 Considering public perception
- E35 Taking concerns seriously

### Assessment, Analysis and Planning

### Learning Outcomes
- Overcome factors that impede assessment, analysis and planning
- Understand importance of looking beyond single incidents (cumulative harm)

### Core Presentations
- P27 Understanding assessment and decision-making

### Further Presentations
- P28 Understanding cumulative harm

### Exercises
- E38 Thinking about your assumptions
- E39 Guarding against bias
- E40 Taking account of historical information
- E41 The emotional impact of talking about children and families
- E42 Working with children, parents and families
- E43 Planning to meet carers needs

## Intervention and Review

### Learning Outcomes
- Understand what hinders and facilitates integrated working
- Maintain the momentum of change

### Core Presentations
- P29 Understanding integrated working

### Further Presentations
- P30 Child neglect and supervision

### Exercises
- E44 Promoting and maintaining meaningful change
- E45 Working together in a sustained way to help the young person
- E46 The language of services
M1.1 Fiona Evans’ story
Fiona is the mother of the three children, white and 38 years old. She shares her experience of growing up in care and how this impacts upon family relationships and relationships with agencies.

M1.2 Steve Evans’ story
Steve is father to the youngest two children, and step-father to Liam. Steve, who is black and 36 years old, describes the struggle of parenting and family life from his perspective.

M1.3 Liam Evans’ story
Liam is the eldest of three children, white and 15 years old, he is regularly in trouble with the police and he describes life from his perspective and the difficult relationship that he is experiencing with his family.

M1.4 Shireen Evans’ story
Shireen is 10 years old and of dual heritage. She gives an account of her life as a child who is missing out on activities and social opportunities experienced by her peers. She describes strained relationships and difference between her experience of family life and the family lives of others.

M1.5 Lewis Evans’ story
Lewis is 8 years old and of dual heritage. He describes life for a child in a chaotic household, where there is limited parental supervision. He acknowledges the difference between his own home and the homes of his friends.

Printable versions

F1.0 Evans family case study
F1.1 Fiona Evans’ story
F1.2 Steve Evans’ story
F1.3 Liam Evans’ story
F1.4 Shireen Evans’ story
F1.5 Lewis Evans’ history
F1.6 Liam Evans’ history
M2.1 Claire Henderson’s story
Claire is mother to the five children, white and 30 years old. Claire has some learning disabilities and struggles with her mental health. More recently, her use of drugs and alcohol has increased to levels causing concern. She describes family life from her perspective and the challenges of parenting.

M2.2 Darren Miller’s story
Darren is a 45 year old white man who regularly uses drugs and alcohol. He is father to the family’s three youngest children and he describes the frustrations of family’s life from his perspective.

M2.3 Michelle Henderson’s story
Michelle describes her situation as a pregnant teenager, and her hopes for the future. Michelle’s story touches on her relationships, childhood experiences and her current frustrations with health and children’s social care.

M2.4 Troy Taylor’s story
Troy is a 12 year old white boy. He describes his school and home life, and his experience of living in a chaotic and unstructured household where he is increasingly taking on caring responsibilities for his younger siblings.

M2.5 Susan Miller’s story
Susan is a 6 year old white girl who gives an account of her school and home life in a chaotic and unstructured household. She describes the physical symptoms of neglect.

Printable versions

F2.0 Henderson/Miller/Taylor family case study
F2.1 Claire Henderson’s story
F2.2 Darren Miller’s story
F2.3 Michelle Henderson’s story
F2.4 Troy Taylor’s story
F2.5 Susan Miller’s story
F2.6 Michelle Henderson’s history
F2.7 Michelle Henderson’s chronology
F2.8 Troy Taylor’s history
M3.1 Mabina Akhtar’s story
Mabina is an Asian woman in her 30s with one child. She gives an account of her experience of caring for a toddler whilst her husband works long hours. The house is immaculately clean and tidy, and the family is financially affluent. Mabina cannot understand why the Health Visitor is concerned about her child’s slow development and lack of opportunities for social interaction.

M3.2 Saleem Akhtar’s story
Saleem is an Asian man who has a successful career that keeps him away from his wife and young son for long hours. He describes his frustration with the Health Visitor who is suggesting that his son’s slow development is due to social and emotional isolation. He provides materially for the family, and he cannot understand why other people are concerned.

Printable version

F3.0 Akhtar family case study
F3.1 Mabina Akhtar’s story
F3.2 Saleem Akhtar’s story
F3.3 Wasim Akhtar’s chronology
Additional audio-visual resources

**M4.0 Emily’s story**
A woman’s account of her life as a neglected child and the impact of neglect into her adulthood

**M4.1 Parents’ statements**
These are recordings of statements made by parents.

Working Practice Scenarios

**MS1.1/MS1.2 - Scenario 1 Head of year**
School Teacher in discussion with a Head of Year about a neglected young person, Liam Evans.

**MS2.1/MS2.2 - Scenario 2 Specialist Child Protection Nurse**
Health Visitor in discussion with a Specialist Child Protection Nurse about Kimberley Miller, a baby who is not meeting her developmental milestones.

**MS3.1/MS3.2 - Scenario 3 Children’s Social Care**
Health Visitor making a telephone referral to Children’s Social Care in relation to Wasim Akhtar, a toddler that may be experiencing emotional and social isolation.

**MS4.1/MS4.2 - Scenario 4 Social Work Manager**
A social worker receiving formal supervision from a social work manager in relation to the Henderson/Miller/Taylor family where outcomes for children are not improving despite a period of social work intervention.

**MS5.1/MS5.2 - Scenario 5 Legal Services**
A telephone discussion between a social work manager and a representative from legal services in relation to the Evans family.
Printable Handouts

H1  A language of feelings
H2  Child neglect and supporting workers
H3  Guarding against bias
H4  Neglect and attachment
H5  Structural factors affecting children and families
H6  Start with the child
H7  The importance of historical information
H8  The motivation to change
H9  Understanding neglect from a parent’s view
H10 Adults who misuse substances
H11 Introduction to definitions
H12 Key facts about domestic abuse
H13 Principles of partnership
H14 Process of assessment
H15 Addiction and dependence
H16 Identifying neglect-10 top tips