

Agenda – session 3

Theme 1: An introduction to Parenting work

Theme 2: Engaging and communicating with parents

Theme 3: Sharing information and understanding parenting

Theme 4: Safeguarding and child development

Theme 5: Integrated working

Theme 6: Supporting parents involvement in their child's learning

Theme 7: Supporting attendance, inclusion and transitions



Learning Outcomes

At the end of this session, participants will:

- Understand what is meant by safeguarding
- Know how to access further training if necessary
- Have a basic understanding of child development
- Understand how child development and attachment formation impacts on their practice



Safeguarding

WHO HAS RESPONSIBILITY FOR SAFEGUARDING AND PROTECTING CHILDREN?

All those who come into contact with children and families in their everyday work (including practitioners who do not have a specific role in relation to safeguarding children) have a duty to safeguard and promote the welfare of children



Abuse – forms, signs and effects

There are different forms of abuse and practitioners need to be able to recognise the possible signs and indicators that a child is suffering from, or is at risk of abuse and to understand the effects that abuse can have on children and young people

Child abuse occurs when a person in a position of trust and/or authority misuses this power over a child and causes him or her emotional and/or physical harm



Factors that stop children and young people reporting abuse and accessing help

May not be listened to or believed	Embarrassment	Adults not empathetic or trustworthy
Fear of consequences: Over reaction/lack of control/not knowing what happens next	Limited awareness and stigma of professional help	Understanding or recognising signs of abuse

Empowering children to feel able to report abuse and access help

Activity 1

Consider the factors you have been given and discuss what you as practitioners can do, within your own practice, to ensure the factors that can prevent children and young people asking for help, are minimised.

Record your discussions, to provide a list of practical suggestions to minimise the fears/concerns of the children

After the feedback session reflect on how/if you could apply any of the suggestions to your own practice



Human need learning and development

Child psychology is the study of the processes that underlie an individual's growth and change in behaviour over time. It tries to answer the difficult questions – 'What makes a person the way they are?'

There are many theories that underpin developmental psychology:

- Maslow – hierarchy of human needs
- Piaget – cognitive development theory
- Erikson – psycho-social development
- Levin – cycles of development



Key issues underpinning development

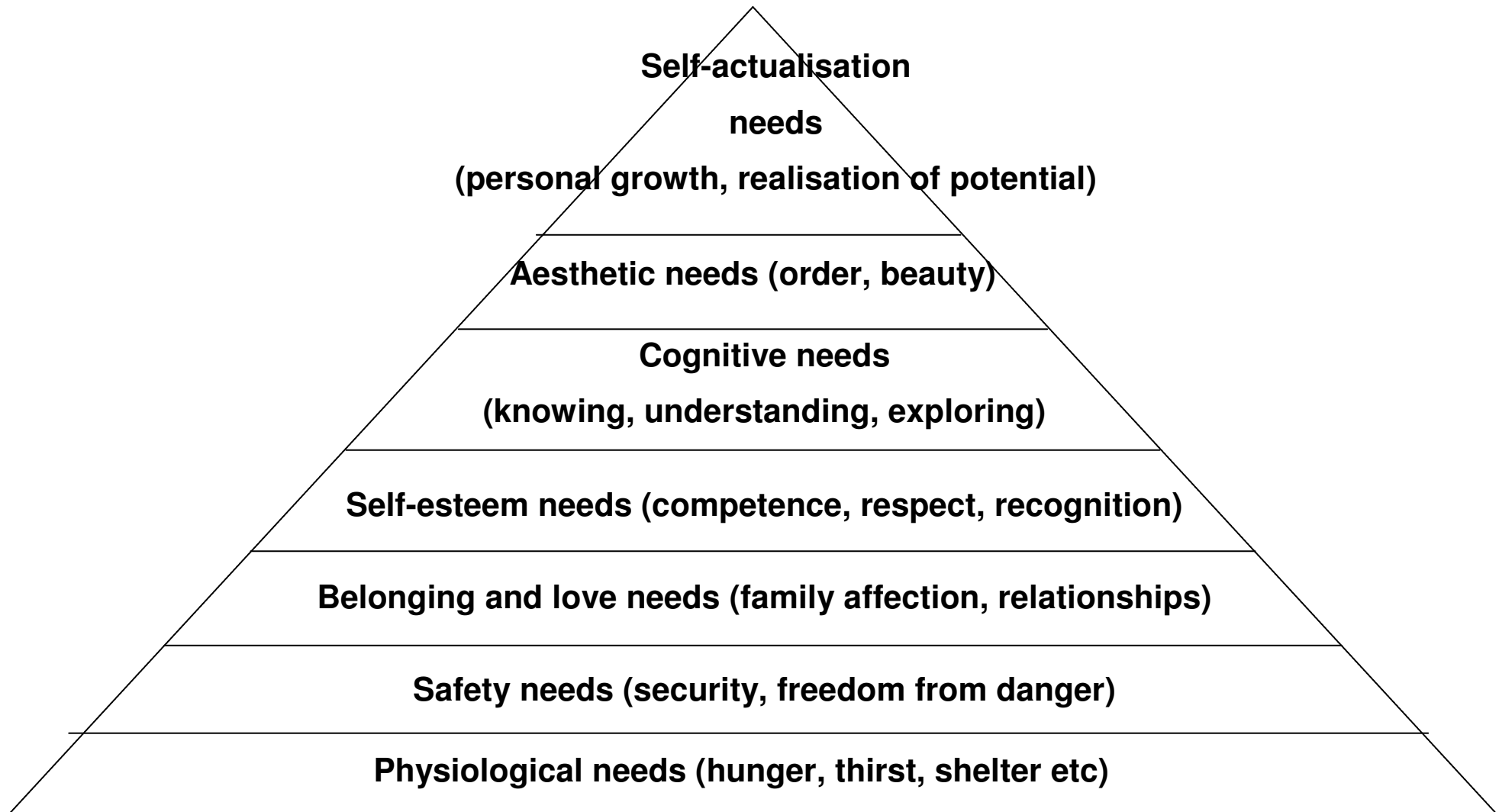
Nature Versus Nurture

Whether development is based on discrete stages or is continuous

Whether development involves a single process or a number of different processes



Maslow's hierarchy of human needs



Activity 2

Maslow's hierarchy of human need

1. In groups write on a post-it one technique or intervention that you use to support children and young people for each stage of Maslow's hierarchy and place on the diagram.
2. Swap diagrams with another group.
3. Note down any questions or suggestions.
4. Discuss and feedback to the rest of the group



Levin's cycles of development

Developmental Stage	Examples of key tasks
Being (0-6months)	To call for care To learn to trust caring adults
Doing (6-18months)	To use all senses to explore To get help in times of distress
Thinking (18months-3yrs)	To push against boundaries and other people To express anger and other feelings
Identity & power (3-6yrs)	To acquire info about the world, self, body and gender role To learn extent of personal power
Skills & structure (6-12yrs)	To practice thinking and doing To develop the capacity to cooperate
Integration (adolescence)	To emerge as a separate independent person with own identity and values To be competent and responsible for own needs, feelings and behaviours

Attachment theory

Attachment theory refers to the special nature of relationships that are very close. Attachment is the psychological tendency to seek closeness to another person, to feel secure when that person is present and to feel anxious when that person is absent.

John Bowlby, one of the most influential theorists about attachment, described attachment as an emotional bond that impacts on behaviour “from the cradle to the grave.”

Four main attachment styles

Secure – Positive image of self and others

Preoccupied – Negative self-image but positive of others

Fearful – Negative self-image and negative image of others

Dismissing – Positive self-image and negative image of others



Activity 3

Aspects of behaviour

1. Split into four groups
 - Two groups will record on post-its some of the most extreme behaviour they have experienced when working with children, young people and families.
 - Two groups will describe the behaviour that children, young people and families demonstrate on a fairly typical day.
(write one behaviour per post-it)
2. Join with a different group and discuss:
 - How many were positive/negative? What implications does this have?
 - The range of children and young people from those who display extreme behaviour regularly to those who only do so on certain occasions.
 - The words used to describe behaviour.
 - The concept of 'normal' and 'problem' and 'challenging' (see p38 in handbook).
 - How do the words used and definitions of behaviour impact on practice.

The iceberg



Working to change challenging behaviour

There are no simple solutions – but there are a range of approaches.
The effectiveness of each approach will depend on:

- An effective, open and honest working relationship
- Selecting the most appropriate approach. Not every approach will be suitable to use with every child or young person or in every situation.
- The time available for the work.
- The confidence, ability and training of the practitioner to implement the approach.

Approaches must work to change the hidden as well as the observable aspects of behaviour.



Activity 4

Selecting approaches to change

1. In groups of two or three look at the three scenarios.
2. For each scenario decide the following:
 - Which approach would you choose to use?
 - Why you choose that approach?
 - What additional information would you need to find out?
 - How would you explain the approach to the child or young person
 - How would you set up and undertake the approach in practice?
 - Would you feel confident in using this approach?
3. Feedback to the whole group

