



Identifying Concerns

Overview:

The starting point of any assessment is to get the parents to understand and acknowledge concerns from practitioners. They will have possibly been involved in a Team Around the Child (TAC) meeting, or some other kind of multi-agency meeting, but what understanding do they have of what was discussed and what the priorities are? The aim of this activity is to make sure the parents/carers understand what the concerns are and to determine the potential for change.

Tools: make some cards labelled with identified concerns relating to the case, or points from the action plan e.g.

*Susan's late
bedtimes*

*Ben missing
school*

*Jamie needs a
coat*

Method: Read through the action plan going over each point with the parent/carer, then using the cards, ask the parent/carer to place the cards into two piles – “High Concern” and “Low Concern”. Encourage them to say why they feel this way.

Further Ideas: It would also be useful to do this activity separately with the child/young person (if appropriate) to establish whether there are any differences of opinion as to what the priorities are, or whether there is agreement within the family. This information can then be used to further the assessment/action plan.

If it is not appropriate to use labelled cards, using picture cards, drawing pictures on paper/flipchart, cutting out pictures from magazines etc. could be more visual ways of engaging children/young people/parents/carers in identifying concerns.



Identifying Parenting Tasks, Knowledge, Skills and Attributes

The table below might provide a focus for discussions with parents about what is expected from them, for example, as part of an action plan

Parenting Tasks	Knowledge, Skills and Attributes
<p>Basic care</p> <p>Meeting child's physical needs</p> <p>Providing appropriate health care and medical attention</p> <p>Ensuring child has nutritious diet, warmth, shelter</p> <p>Giving clean and appropriate clothing and ensuring adequate personal hygiene</p>	<p>Knowledge of:</p> <p>Healthy diet and the food and drink requirements of a child at different ages</p> <p>A comfortable temperature for a baby and small child</p> <p>Toileting requirements of baby or child</p> <p>How to bath a baby and hygiene requirements of child</p> <p>Common ailments and how to cope with accidents</p> <p>How to access GP, dentist, optician etc</p> <p>Particular medical requirements of the child</p> <p>Skill in being able to:</p> <p>Provide a diet that enables child to thrive</p> <p>Recognise if a child is uncomfortable because they are too cold or hot</p> <p>Identify and respond to child's toileting needs</p> <p>Keep a young child clean and teach a child to take increasing responsibility for their own hygiene</p> <p>Identify and respond to child's health care needs</p> <p>Meet the particular needs of the child related to their disability or health issues</p>
<p>Ensuring Safety</p> <p>Ensuring child is adequately protected from harm and danger</p> <p>Protecting children from possible significant harm</p> <p>Avoiding contact with unsafe adults/children</p> <p>Protecting children from self-harm</p> <p>Recognising hazards and dangers both at home and elsewhere</p>	<p>Knowledge of:</p> <p>Sources of potential harm such as hazards in home, need for supervision, risk posed by unsafe adults and other children</p> <p>Ways in which child can become involved in anti-social behaviours and indicators of this involvement</p> <p>Particular vulnerabilities of a disabled child</p> <p>Skill in being able to:</p> <p>Provide a safe environment for the child both within the home and elsewhere</p> <p>Identify the signs and indicators that the child is at possible risk of harm</p>
<p>Stimulation</p> <p>Promoting the child's learning and intellectual development</p> <p>Encouraging, stimulating cognitive development</p>	<p>Knowledge of:</p> <p>The education system and resources available to promote child's intellectual development within the community</p> <p>The way in which a child develops cognitive and language skills</p> <p>Impact of child's disability on their cognitive development</p>



<p>Providing social opportunities Talking and responding to the child Encouraging and joining in play Enabling the child to experience success Ensuring school/nursery attendance Facilitating child to meet the challenges of life</p>	<p>Skill in being able to: Engage with the child in play activities Stimulate the child through verbal communication or child's particular communication method, reading, play materials etc Access and use educational resources in the community Prepare child for preschool and school activities and support child enabling them to maximise the opportunities provided by these activities Have appropriate expectations of child when encouraging them to take on the challenges of life</p>
<p>Emotional Warmth Ensuring the child's emotional needs are met Giving the child a sense of being valued and a positive sense of own race and cultural identity Ensuring the child has secure, stable and affectionate relationships with significant others Demonstrating sensitivity and responsiveness to the child's emotional needs Providing appropriate physical contact, comfort and cuddling sufficient to demonstrate warm regard, praise and encouragement</p>	<p>Knowledge of: The child's cultural background The emotional needs of children</p> <p>Skills in being able to: Offer child love and acceptance and being able to respond sensitively to their needs Foster a sense of identity Have confidence in the child's worth and abilities Provide appropriate physical contact in light of age and ability Demonstrating consistency, reliability and dependability, providing a stable environment</p>
<p>Guidance and Boundaries Enabling the child to regulate their own emotions and behaviours Demonstrating and modelling appropriate behaviour and control of emotions and interactions with others Providing guidance involving the setting of boundaries enabling child to develop values, a conscience and appropriate social behaviours Enabling the child to grow into an autonomous adult acting appropriately with others Allowing child to explore and learn Enabling child to manage anger, consider others</p>	<p>Knowledge of: Appropriate behaviour for age and ability Effective methods for disciplining child</p> <p>Skills in being able to: Understand how their values and attitudes impact upon others Be authoritative, rather than over protective, permissive or authoritarian Offer a secure environment where rules are clear and consistent Set appropriate boundaries, providing adequate supervision and encouraging children to set their own boundaries Avoid harsh punishments but reinforce good behaviour Model effective methods of dealing with conflict, demonstration of emotions and interactions with others Have confidence in child Have appropriate expectations of child</p>



<p>Use effective methods of discipline to shape behaviour</p>	
<p>Stability Provide a sufficiently stable family environment to enable the child to develop and maintain a secure attachment to the primary care-giver Ensure secure attachments are not disrupted Provide consistent emotional warmth Respond in a similar way to the same behaviour Recognise and respond to the child's changing needs Ensure child keeps in contact with family members and significant others</p>	<p>Knowledge of: What a child needs to develop a secure relationship with a care giver Their own upbringing and its effect on their ability to parent</p> <p>Skills in being able to: Maintain relationships with significant people in the child's life Recognise the changing needs of the child as they mature and develop Create a stable home environment</p>