

# MODULE 07: COMMUNICATING WITH CHILDREN

M▲PChipp

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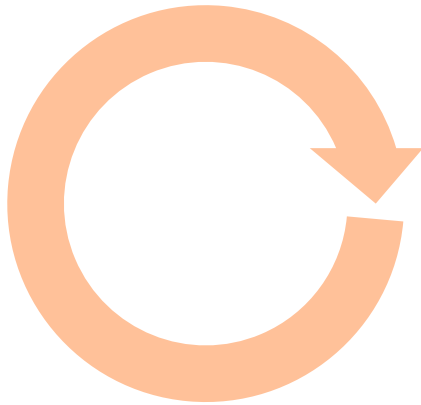
# COLOPHON

- ▶ The training material at hand was developed as part of the project **Multi-disciplinary Assessment and Participation in Child Protection Proceedings: training program with modules and toolbox, international network.**
- ▶ This collaborative project was **supported by the Rights, Equality and Citizenship (REC) Programme of the European Union** and conducted by the German Institute for Youth Human Services and Family Law (Germany), Family Child and Youth Association (Hungary), the Estonian Union for Child Welfare (Estonia), the Netherlands Youth Institute (Netherlands), and Child and Family Training C&FT (UK)
- ▶ **Module M07: Communicating with children, who have experienced significant adversity - developed in main responsibility of project partner**
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# MODULE 02: BACKUP SLIDES

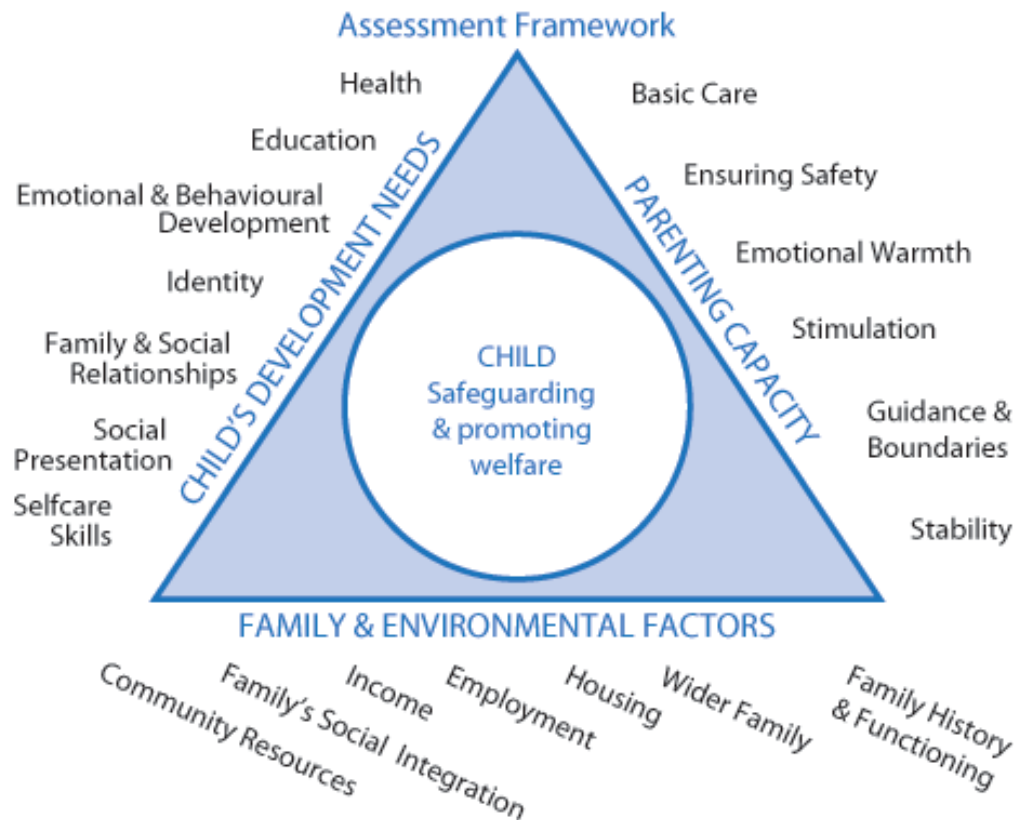
# SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

cf. Bentovim et al. (2014)



- ▶ Stage 1: initial recognition and referring
- ▶ **Stage 2: gathering information**
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
- ▶ Stage 5: child protection decision-making
- ▶ Stage 6: developing a plan of intervention
- ▶ Stage 7: identifying outcomes and measures for intervention

# FRAMEWORK FOR THE ASSESSMENT OF CHILDREN IN NEED AND THEIR FAMILIES



Department of Health, Department for Education and Employment & Home Office (2000)

# COMMUNICATING WITH CHILDREN

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What kind of situations have you met when you need to communicate with children subject to adversity – abuse and neglect?



# THE RANGE OF SITUATIONS WHEN COMMUNICATION WITH CHILDREN IS NECESSARY

## ▶ **Children subject to physical assault** (Finkelhor et al 2015)

The intentional use of physical force or implements against a child that results in, or has the potential to result in physical injury.

- ▶ **Incidence of Physical Assault in a US Community study** (37.3%) **causes injury** (9.3%)
- ▶ **Principally perpetrators, peers and siblings –fewer adults** (5.1%)
- ▶ **Bullying, physical intimidation** or **relationship aggression** – gangs, racial assault, weapons, and dating violence
- ▶ **Boys suffer more physical assault than girls**, younger children bullied, older relationship aggression, non –sexual genital assault

# THE RANGE OF SITUATIONS WHEN COMMUNICATION WITH CHILDREN IS NECESSARY

- ▶ **Children subject to Sexual Assault** (Finkelhor et al 2015)
- ▶ **Sexual abuse** is defined as a completed or attempted sexual act; sexual contact which attempts to interact sexually with a child. Non- contact forms of sexual grooming, UK 14.7% girls, 6% boys
- ▶ **Sexual exploitation of children** and young people under 18 involves exploitative situations, contexts and relationships where young people receive 'something' eg food, affection, accommodation, drugs, gifts, money for sexual activities
- ▶ **Current concerns** 'sexting' – the use of mobile phones to photograph self or others, and transmit to others, sexual activities, use of internet to groom and abuse



# THE RANGE OF SITUATIONS WHEN COMMUNICATION WITH CHILDREN IS NECESSARY

(BENTOVIM AND GRAY 2015)

- ▶ **Children subject to maltreatment** '*acts of commission or omission by a parent or other caregiver that results in harm, potential for harm or threat of harm to a child*'. Life-time rate for the oldest 14 -17 years, (38.1%) .
- ▶ **Physical and Sexual abuse** is based on an inter-twining of emotional abuse and neglect
- ▶ **Emotional abuse** arises from a parent's negative perceptions of a child's needs – justifying harsh punishment or sexual activity
- ▶ **Neglect** is the failure to perceive children's needs justifying failure to provide adequate care

# THE RANGE OF SITUATIONS WHEN COMMUNICATION WITH CHILDREN IS NECESSARY

- ▶ **Children subject to property crime and witnessing violence**
- ▶ **Property Crime** (Finkelhor 2015) 6.5% suffered nonsibling robbery, 7.4% Vandalism
- ▶ **Witnessing and Indirect Exposure** 24.5% - a quarter had witnessed violence in their families or the community in the last year-
- ▶ **Family assault**, 5.8% had witnessed parent to parent conflict and assaults. Life-time 14 -17 years, 32.0% for family assault, 25% parent to parent.
- ▶ **Witnessing assault in the community** was frequent 18.4% in the past year, 57.9% life-time incidence for the oldest youth.
- ▶ **Exposure to the use of weapons**, including guns, household theft, bomb threats and war – particularly immigrant children

# POLYVICTIMISATION

- ▶ 40.1% experienced **more than one experience of violence** or abuse, 10.1% had more than six.
- ▶ Experiencing one type increased the **likelihood of experiencing other types of violence**.
- ▶ **Experiencing physical assault** made it 3.4 times more likely to experience a sexual offence, and 3.4 times more likely to experience maltreatment by a care-taker.
- ▶ Many children thought to be **subject to one form of crime** are **polyvictims** on investigation

# CHILDREN WITH SPECIAL NEEDS

(SULLIVAN AND KNUTSON 2000)

## Prevalence Of Abuse Of Disabled Children

- ▶ It's important to register **that children with disabilities are more vulnerable,**
- ▶ Disabled children 3.4 times more likely to be abused or neglected than non-disabled children,
- ▶ 31% of disabled children in sample abused or neglected compared with 9% of non-disabled children
- ▶ **Discuss with your neighbour from your experience what makes them more vulnerable – are they more likely to be scape-goated? do they find it more difficult to communicate their experiences? Are they less aware?**



# COMMUNICATING WITH CHILDREN

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What are the goals and challenges for practitioners communicating with children who have suffered extensive adversity?



# CHALLENGES OF COMMUNICATING CHILDREN SUFFERING HIGH LEVELS OF STRESS

(BENTOVIM AND GRAY 2015, BENTOVIM 2017)

- ▶ The core response of being a victim is to evoke a **stress response**, which can have short or longer term effects including impairment to a child's health and development, includes '**post traumatic stress disorders**'- **Fear, avoidance, anger when attempting to discuss stressful experiences.**
- ▶ '**Positive manageable stress**', linked to 'mastery'. –associated with short lived physiological responses, buffered through social support, attachment figures. **promotes resilience**
- ▶ **Extensive victimisation 'Polyvictimisation'** - without social support- '**toxic stress**' '**traumatic experiences**' which have long term impacts **on** mental and physical health, education, and life span causing '**Latent Vulnerability**' fight and flight responses which cause later persistent difficulties

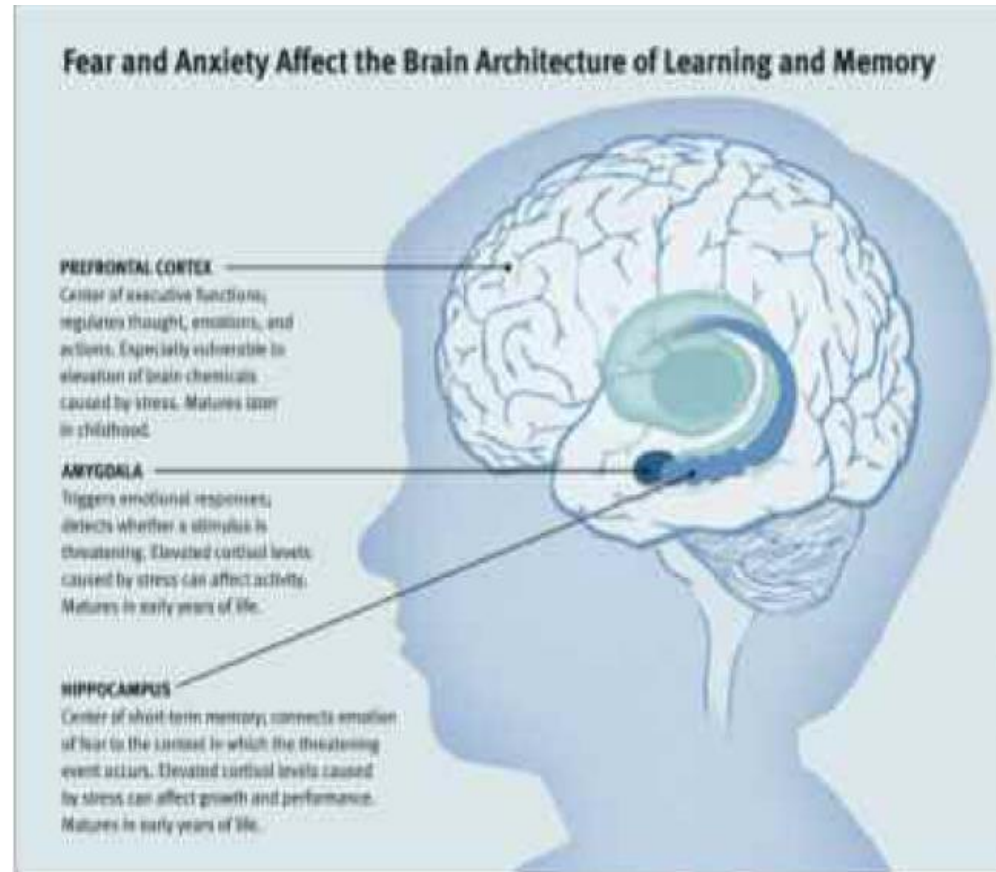
# HOW IS TOXIC STRESS DEFINED

**Extreme, prolonged and unpredictable stress**  
during vulnerable periods of development

**Vigorous and chronic activation**  
biological response to stress

detrimental impacts health

**PTSD symptoms** – re-experiencing, avoidance and arousal



# DISCUSSION – WHAT ARE THE GOALS OF COMMUNICATING WITH CHILDREN WHO HAVE EXPERIENCED SIGNIFICANT ADVERSITY

- ▶ **Based on participants experiences** working with children and young people who have experienced significant adversity, discuss
- ▶ The **goals** of communicating with children
- ▶ The **challenges** of communicating with children





# GOALS OF COMMUNICATING WITH CHILDREN

- ▶ **Children as witnesses** – they may be involved in legal processes communication needs to be none-leading, helping the child to provide a narrative which describes their experiences
- ▶ **Children's care court** when decisions are being made whether they have suffered significant harm, the court may require a valid independent account of the physical health and development state of the child
- ▶ When there is **family breakdown** the court may need to have a view of the children's wishes and feelings
- ▶ If there is a **serious state of victimisation**, there may be a **criminal action**, and the court will require evidence of the child's health and development, To establish a basis for therapeutic work,
- ▶ **As a basis for therapeutic work**

# CHALLENGES TO ESTABLISHING A CHILD CENTRED APPROACH



- ▶ **Given the high levels of anxiety, fear and anger** which is associated with meeting a 'stranger' for the first time, how would you ensure that you can establish successful communication?
- ▶ **Think of a child you have worked and goals of the interview**, brainstorm some of the ways you could create a child friendly environment,
- ▶ **What about children with special needs?** How would you adapt your approach?
- ▶ **Where you meet**, think of the room, materials, your attitude and the atmosphere you need to create
- ▶ How would you go about **communicating with children of different ages** – pre-school, school age and teen-agers?

# HOW TO PROVIDE A CHILD-FRIENDLY CONTEXT

(WEERAMANTHRI 2016)

- ▶ **Important principle to provide an atmosphere of warmth, empathy, and positive regard.** **Ways to make the room friendly** make it more comfortable (Seating/ the exit/ the materials/ temperature)/interviews for the court
- ▶ **Useful materials** to include - might be- art materials, dolls, doll house, puzzles, games, puppets, “feelings” items, animal/ car models/ court and therapeutic purposes.
- ▶ **Materials relevant** to children who are have special needs – visual, cognitive, language, hearing impairments
- ▶ **Name-** how do they like to be called/ introducing yourself
- ▶ Think about the interaction from the first meeting e.g. the **waiting room.**
- ▶ **Decide whether to see the child alone or supported**

# PROVIDING A CHILD FRIENDLY CONTEXT

(WEERAMANTHRI 2016)

- ▶ **Be aware of the child's responses to you** (Verbal and non-verbal) - Consider what they might be feeling coming to see you, use your 'mentalisation skills? **What do they think is going to happen** or be done to them? What is their understanding of why they are there? What might you represent to them?  
**Get the child's attention before speaking**
- ▶ **Communicate on the same level as the child**
- ▶ **Speak as if you mean it.** Keep requests simple, talk with not at
- ▶ **Use more positive direction** than negative
- ▶ **Keep lines of communication open** by listening attentively when the child talks to you

# LISTENING AND HEARING – PRACTICE TASK

(BENTOVIM AND BINGLEY MILLER 2000)

- ▶ **Importance of establishing a context where the child feels listened to and heard**
- ▶ **Reflective task** - Try to think of **a time when you were young and you felt really listened to and heard?** What did the person do? How did they make you feel? Share your conclusions about what is effective
- ▶ **In pairs, with an observer** talk about a recent holiday or exciting day out you spent when you were young ? The listener should be paying attention to what is being said? What words are used? What affect the person is displaying? What you are learning about the person? Find ways to show the story teller that you are listening and engaged in what they say.
- ▶ **Reflect and feedback as a group**



# LISTENING AND HEARING

- ▶ **Think about what adaptations you would introduce when the child has visual, hearing, language, cognitive impairment**
- ▶ Choose one of these impairments and repeat the task – discussing an exciting day out – it would obviously help to have a translator who could use sign language – but think of alternative ways of communicating – full descriptions for visually impaired, using drawings, non –verbal communication,
- ▶ Feedback



# ESTABLISHING A CHILD CENTRED APPROACH

(WEERAMANTHRI 2016)

- ▶ getting to **know the child building a relationship** with the child
- ▶ conveying that **you are interested** in the child and their point of view
- ▶ **conveying hope** not to judge or 'tell off' the child
- ▶ understanding **how the child thinks** about their lives
- ▶ that you know that the **child has strengths** and difficulties!!
- ▶ establishing the **child's goals**,

# CHILD DEVELOPMENT AND COMMUNICATION NEEDS AND SKILLS

- Infants: birth to 12 months
- Toddlers: 12-36 months
- Preschoolers: 3-6 years
- School-age: 6-12 years
- Adolescents: 12-18 years



# SETTINGS TO ENHANCE COMMUNICATION OF CHILDREN AT DIFFERENT STAGES OF DEVELOPMENT

- ▶ At each stage **discuss how you might enhance the communication with the child**
- ▶ **with infants during the first year** consider how to manage the stranger response, and a separation task, eg Mother leaving for a time, and how infant responds to the interviewer
- ▶ **With toddlers** engagement in play
- ▶ **Preschool** – play, art materials,
- ▶ **Older children** – establishing a rapport to interview alone or with a neutral adult
- ▶ **Children with special needs** – may need to be communicated with as a younger child, or focusing on particular channels or ways of communicating



## INFANTS: BIRTH TO 12 MONTHS

**Infants communicate with coos, gurgles and grunts, facial expressions, cries, movements (body, eyes, arms etc.). Recognize these signs and encourage the infant's efforts at communication:**

- Quickly respond – comfort when he/she is crying, smile back.
- Provide meaning to the movements
- Use a sing-song, high pitched tone of voice, exaggerated facial expressions (wide eyes). It will capture infants' attention and helps them to keep focused on communicating.

## TODDLERS: 12-36 MONTHS

**Toddlers communicate with a combination of gestures and grunts, one-two word sentences. They show positive and negative emotional expressions, and body movements.**

- Respond quickly
- Expand his/her communications. Make a short sentence from those two words and gestures she/he is giving.
- Give toddlers one direction at time
- Label his/her emotions
- Explain the meaning of your requests.

## PRESCHOOLERS: 3-6 YEARS

**Preschoolers begin to talk in full sentences. Preschoolers might struggle with telling the stories in the correct order, but they are able to sequence the events of a story.**

- Preschoolers like to talk about their past experiences.
- Sometimes like to talk about imaginary experiences.
- They like to talk to themselves while playing/drawing etc.
- Ask questions about their past events
- Encourage preschoolers to talk about their feelings – positive and negative.
- Create opportunities for preschoolers to engage in fantasy and pretend play.

## SCHOOL-AGE: 6-12 YEARS

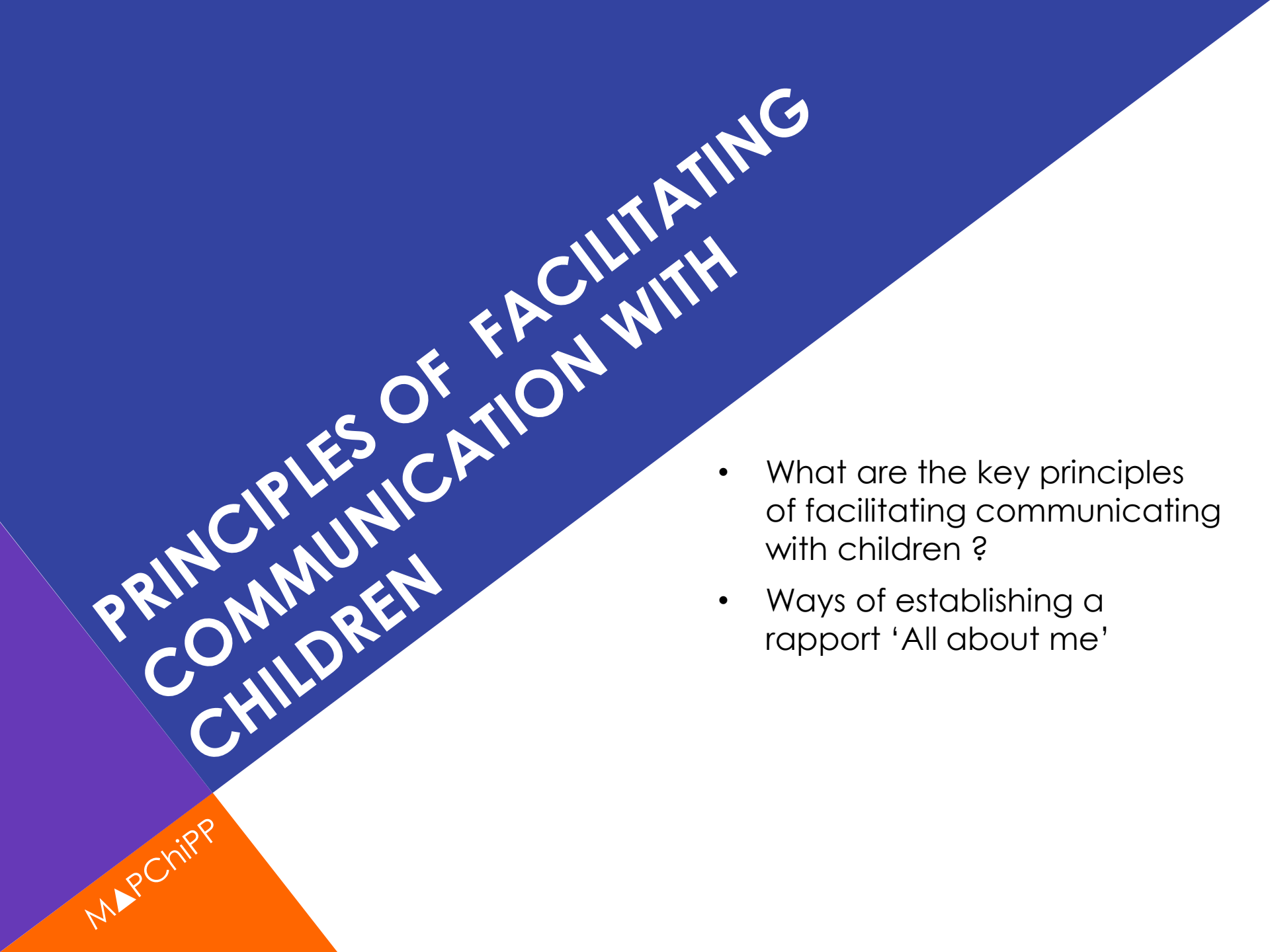
**School-age children talk in full sentences, ask more questions and seek more information and justification for the way things are.**

- ▶ They can understand and talk about other person`s perspective and are beginning to recognize the influence their behavior can have on others.
- ▶ They can handle more information at once and can effectively engage in goal setting and problem-solving with assistance from adults.
- ▶ Peer relationships are becoming more important
- ▶ Help children learn how to manage conflicts effectively
- ▶ Act out pretend peer interactions with children to show how conflicts can be resolved

## ADOLESCENTS: 12-18 YEARS

**Adolescents are interested in talking in-depth about themselves and about their relationships with others.**

- ▶ They want to know what others think and feel about them
- ▶ They want to talk how they are different from their parents and they are beginning to recognize that their parents are imperfect people
- ▶ They act more negatively and have more conflicts
- ▶ Be sensitive and responsive to their experiences.
- ▶ Use conversation as an opportunity
- ▶ Stay interested – ask questions and seek explanations
- ▶ Be flexible



# PRINCIPLES OF FACILITATING COMMUNICATION WITH CHILDREN

- What are the key principles of facilitating communicating with children ?
- Ways of establishing a rapport 'All about me'

# BUILDING A PICTURE OF THE CHILD'S LIFE AND BUILDING A RAPPORT WITH THE CHILD

(CHILD & FAMILY TRAINING (C&FT) UNPUBLISHED)

- ▶ **Get to know the child or young person-** All about me/ my galaxy/ my world/ my life as an advert/ life as a song/ a rap
- ▶ **Ask them their areas of interest/** hobbies/ favourite things e.g. animal/ food/ hobby/ TV program/ subject at school/ time of year/ sport etc.
- ▶ **Bring humour/ playfulness/** a sense that you are really interested in getting to know them- what makes them tick/ what makes them sparkle



# BUILDING A PICTURE OF THE CHILD'S LIFE AND BUILDING A RAPPORT WITH THE CHILD

(C&FT UNPUBLISHED)

## All About Me!

My Name: Cosy McQuate

My Age: 8

**My favorite places to go:**  
Niagara Falls

**My favorite color:**  
green

**My favorite foods:**  
Fritos

**My favorite book:**  
dora of the wimpy kid

**My favorite things to do:**  
Play with my kity

Name: \_\_\_\_\_

## All About me.....

Favorite Color...

3 words to describe me...

my family...

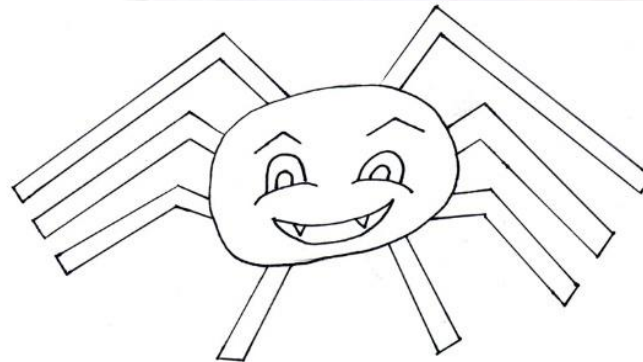
Favorite Food...

Favorite Book...

Favorite Holiday...

# SOME OTHER USEFUL TOOLS TO ELICIT INFORMATION AND TO GAIN A WIDER PICTURE

(C&FT UNPUBLISHED)



# HELPFUL TIPS:

- ▶ Signs and symbols
- ▶ Images
- ▶ Using a play objects
- ▶ Picture communication
- ▶ Dices
- ▶ Using objects to represent people
- ▶ Drawing
- ▶ stories, poems, songs
- ▶ Draw a family doing something, draw a house and tree, squiggles



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# BUILDING UP A NARRATIVE

(BENTOVIM AND BINGLEY MILLER 2000, BENTOVIM ET AL 2012)

- ▶ **The purpose to using material** is to help the child build a 'narrative' which will provide a picture of the child's view of the world, their way of feeling, their relationships with their family, siblings and parents
- ▶ **Look at the video of Ben Bradshaw** playing with material in the middle of a family session, when the interviewer asks him what is happening
- ▶ He has been forcefully smacked by his mother and emotionally rejected, and protected by his father, **speculate on what his play is communicating to the interviewer**
- ▶ Play material doll, animal figures can be **used to create a narrative** – identifying figures for the child, and family members, creating a scenario eg sitting at table and juice is spilt, being lost, getting hurt, and what happened, how the child feels, responses indicates the nature of relationships.

# USING QUESTIONNAIRES AND PROMPTS

- ▶ **Children and young people like answering questionnaires** – two common types are ones which ask if the child fits the description often sometimes or never, the other approach is the sentence completion approach (Weeramanthri 2016)
- ▶ Children and young people **will often reveal responses to such questions** which will lead to lines of questioning
- ▶ Try one of the **following questionnaires** – (Weeramanthri 2016) – thinking of yourselves as a ‘stropky teen ager’ and, then question your neighbour – what led them to describe themselves in specific ways, and get them to expand, and give further instances



Often

Sometimes

Never

I am shy

I get angry

I am friendly with others

People don't understand me

I get bored

I worry about the future

I mess around

Other people trust me

I get the blame for what others have done

I am lonely

I enjoy having responsibility

I like how I look

I feel happy when

I hate

I wish that I was

I worry about

The thing that makes me angry is

Most people think that I am

I feel jealous when

When people shout at me I feel

When I leave school I hope that

It makes me feel confused when

The best thing that could happen to me is

I feel guilty when

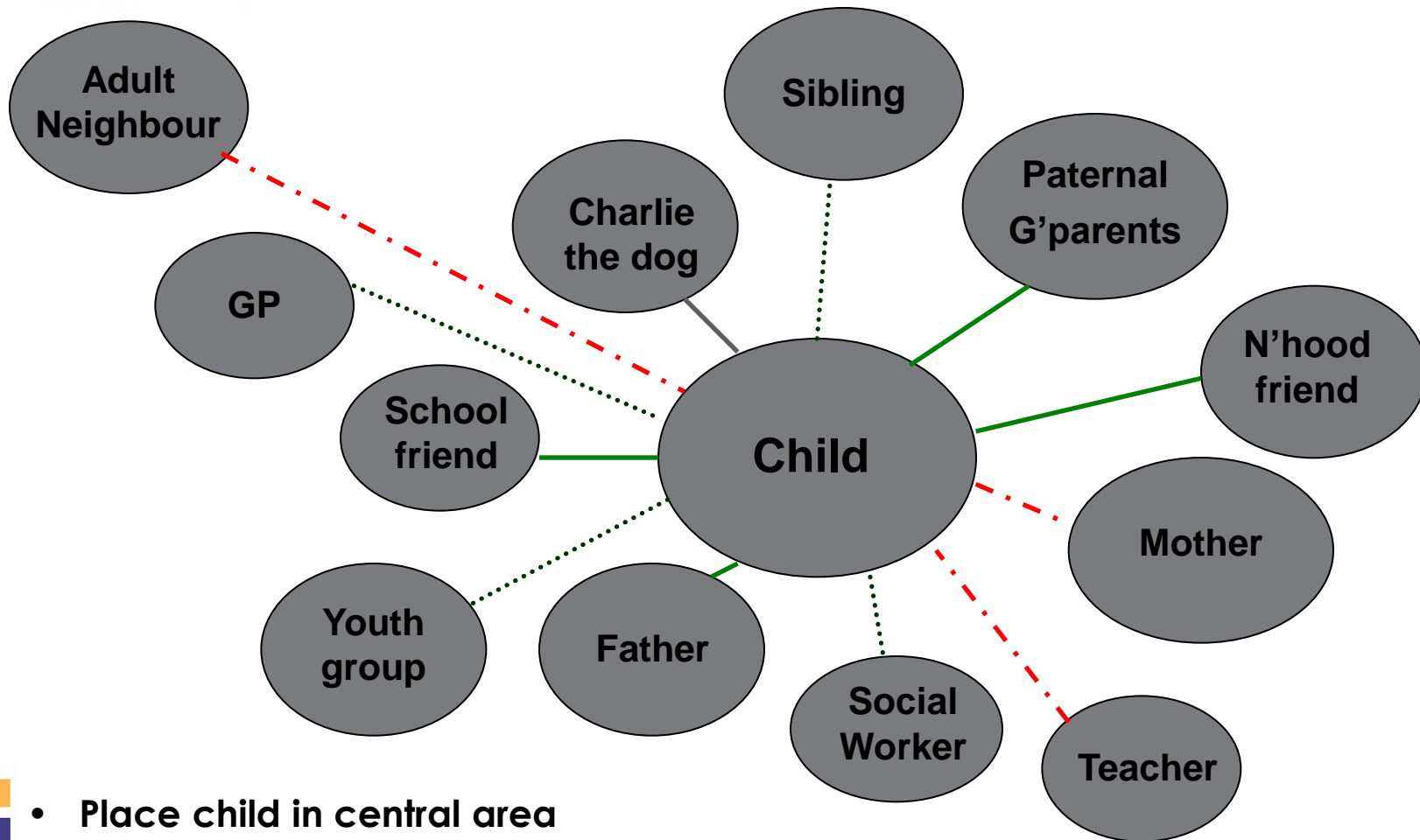
The most important thing in my life is

# SOME OTHER USEFUL TOOLS TO ELICIT INFORMATION AND TO GAIN A WIDER PICTURE

(C&FT UNPUBLISHED)

- ▶ Genogram
- ▶ Spider map
- ▶ Eco map
- ▶ Time line- suns and rain/ stones and roses/ smiley faces and sad faces- let the child choose
- ▶ Bag of feelings
- ▶ Tree of life
- ▶ Using feeling resources (feelings ball, feelings dominos, feelings card, feelings bingo, feelings stamps etc.)





- Place child in central area
  - Identify important people or agencies and add circles as necessary
  - Draw lines between the circles where connections exist
  - Use different types/thicknesses of lines to indicate the nature of the link or relationship
- = strong  
..... = weak  
- - - - = stressful

# BUILDING A NARRATIVE WITH CHILDREN WITH SPECIAL NEEDS

- ▶ Establishing a **narrative with children with special needs is** challenging
- ▶ Think of a **child with special needs** you have worked with – with visual problems, deafness, language difficulties, cognitive impairment
- ▶ Considering the **various approaches** described – think which would be relevant to establish a meaningful narrative



# COMMUNICATION CHANNELS FOR CHILDREN WITH SPECIAL NEEDS

- ▶ **Music** -Music is understood by all people across the world
- ▶ **Touch** Touch can help children build concepts as they link objects to experiences-
- ▶ **Art** -With art, there is no way to fail. There is no right or wrong way to create pieces of art
- ▶ **Movement** -Movement increases focus, attention, and impulse control in children.
- ▶ **Social Stories.** visual or written guides to describe different situations
- ▶ **Technology** – In My Shoe
- ▶ **Gestures** –a way to communicate beneficial for children with auditory challenges.
- ▶ **Motivators** encouragement praise.small rewards
- ▶ **Sign Language** for deaf and hard of hearing children and for nonverbal children
- ▶ **Talk to Children** with Special Needs The Same As Typically Developing Children
- ▶ **Transition Time** ample time to transition into a new activity

# ESTABLISHING WHETHER THERE ARE SPECIFIC EMOTIONAL AND TRAUMATIC RESPONSE

- Approaches to establishing the nature of responses to adversity

# PRINCIPLES OF COMMUNICATING WITH CHILDREN

- ▶ The importance of **working Collaboratively with the child** questions help the child work things out (**Socratic approach**) rather than giving them advice.
- ▶ Supporting the child to come to their own realisations and having their **own “light bulb” moments**. The child as “expert of their experience”
- ▶ The interviewer **creates a context to facilitate communication**

# WHAT IS SOCRATIC QUESTIONING

Challenges accuracy and completeness of thinking, moves people towards their ultimate goal, **Six types of questions that Socrates asked his pupils:**

- ▶ **Conceptual clarification questions**
- ▶ **Probing assumptions**
- ▶ **Probing rationale, reasons and evidence**
- ▶ **Questioning viewpoints and perspectives**
- ▶ **Probe implications and consequences**
- ▶ **Questions about the question**

# WHAT IS SOCRATIC QUESTIONING

- ▶ Challenges accuracy and completeness of thinking, moves people towards their ultimate goal, Six types of questions that Socrates asked his pupils:
- ▶ **TRY THEM OUT –**
- ▶ **a role play with your neighbour**, take turns to be a young person of 14 who thinks it's OK to have sex with another young person of the same age –
- ▶ **the interviewers goal** is to help them think through the consequences,
- ▶ **clarifying, probing assumptions, rationale, viewpoints**, what would your mum, teacher, or best friend think,
- ▶ **what will you think** when you are a dad yourself if your girl friend became pregnant , implications and consequences



# Using evidence-based assessment tools

(PIZZEY ET AL 2009)

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## The goals are to:

- ▶ Develop an understanding of the nature and level of a child's functioning
- ▶ Gain an understanding of factors affecting the child and their needs
- ▶ Develop partnerships
- ▶ Prepare for intervention if necessary



# USING QUESTIONNAIRES AND SCALES

(COX AND BENTOVIM 2000)

## Strengths and Difficulties Questionnaires

### Adolescent Wellbeing Scale

- ▶ Questionnaires and Scales have fixed wording and scoring thus:
- ▶ Scores provide guidance
- ▶ Can only be relied on if the interviewer finds out the meaning of the responses.

# ADOLESCENT WELL-BEING SCALE

## SELF-RATING FOR DEPRESSION IN YOUNG PEOPLE

(BIRLESON 1998)

- ▶ It involves 18 questions each relating to different aspects of a child or adolescent's life, and how they feel about these

*Please tick as appropriate*

	Most of the time	sometimes	never
1. I look forward to things as much as I used to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I sleep very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel like crying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like going out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel like leaving home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I get stomache-aches/cramps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ▶ A total score of 13 or more indicates the likelihood of a depressive disorder

# STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

(GOODMAN 2000)

**Scales which screen for the child's emotional and behavioural strengths as well as difficulties**, for children and young people, parents and teachers

**There are five scales:** pro-social, hyperactivity, emotional problems, conduct – behavioural problems and peer problems

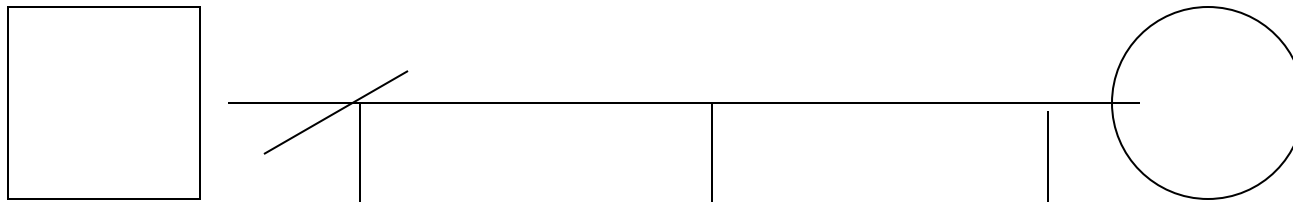
	Not True	Somewhat True	Certainly True
I try to be nice to people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get restless, I cannot sit still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# THE NIELAND FAMILY STRUCTURE – CASE STUDY

(PIZZEY ET AL 2011)

Lewis Nieland  
43 years

Grace Nieland  
55 years



**Lucas**  
**12**  
**years**

**Ella**  
**10**  
**years**

**Amber**  
**10**  
**years**

# CASE STUDY TO DEMONSTRATE USE OF SCALE IN PRACTICE – THE NIELAND FAMILY

(PIZZEY ET AL 2011)

## Referrals from Ella and Amber's School and GP:

- ❑ **Ella who has Down's Syndrome** is becoming distressed, aggressive and oppositional in lessons
- ❑ **Grace** has to be called into school more often to help calm Ella down,
- ❑ **Amber** gets involved to look after her sister and is showing significant signs of distress
- ❑ **Grace** showing signs of depression and complaining of having no help

# OBSERVE VIDEO CLIPS

(PIZZEY ET AL 2011)

- ▶ **The Family meeting** –observe the communications with Ella and Amber in the family meeting – including a child with special needs,
- ▶ **The interview with Amber** aged 10 using the Adolescent well-being Scale – validated on children aged between 7-16 years
- ▶ **Make observations** of Ambers response to the family meeting
- ▶ **Make observations** of the way the interviewer engages Amber, and how he builds on the responses
- ▶ **Share observations**



# UTILISING QUESTIONNAIRES AND SCALES

(PIZZEY ET AL 2009)

- ▶ **Explain procedure completing the Questionnaire**
- ▶ **Leave respondent to complete without interruption.**
- ▶ **If need clarification** provide guidance
- ▶ **Detailed descriptions of “actual” and not “typical” events and behaviours** i.e. “could you tell me the last time this happened?”
  - ▶ **Use requests for detailed descriptions** i.e. “what did that involve?” or “could you tell me a bit more about that please”
  - ▶ **Focus on what actually happened** not what usually happened e.g. “what did he do?” not “what does he do?”
  - ▶ The **follow up** -how the respondent thinks and feels about such incidents

## THE IMPORTANCE OF PRAISE (WEERAMANTHRI 2016)

- ▶ it is very important to acknowledge, to notice, and to **praise the child's efforts** and individual strengths and skills- the more we look for them the more we will see them.
- ▶ show you value the child's contribution - thank them for their participation.





# DIFFERENCES IN INTERVIEWING CHILDREN IN COURT



## GET THE CHILD'S SIDE OF THE STORY

- ▶ **Separate assessment for care and therapeutic purposes, and assessments for the court** - a **subjective**, narrative truth about the child's life versus a more **objective** truth, "what has happened, rather than how do you feel?"
- ▶ **Maximize** the amount of information we get from the child,
- ▶ **Minimize** any distorting influences on that information (i.e. errors)
- ▶ Do all this in a **child friendly way**, taking especially into consideration the developmental (language) level of the child.
- ▶ **Avoid suggestive questions** where the - interviewer provides information to the interviewee, that the interviewee has not brought up yet

## WHAT TO KEEP IN MIND:



- ▶ **Avoid bias**
- ▶ **Videotape**
- ▶ **Interview the child alone**
- ▶ Have a **rapport building** phase at the beginning
- ▶ Have a **practice interview**
- ▶ **Provide ground rules:**
  - ▶ I wasn't there and I don't know what happened. Please tell me every-thing you can remember.
  - ▶ It's all right to say "I don't know" if you don't know the answer: Please don't guess.
  - ▶ If you cannot remember everything, that's okay. It's all right to say "I don't remember."

- ▶ Ask **open questions and encourage a free narrative** from the child
  - ▶ Do you know **why you came here to talk to me today?**
  - ▶ Now that I know you a little better, I want to talk about why you are here today. **Tell me why you came to talk to me.**
  - ▶ I understand **some things have been happening in your family.** Tell me about them
- ▶ Pair **specific questions with opened-ended prompts** – you told us you got hurt, what happened before, and afterwards?
- ▶ **Avoid** pressure, coercion, suggestion through giving the child information, asking leading questions, and repeating questions
- ▶ **Avoid** play, fantasy, and imagining
- ▶ **Avoid** reinforcing specific responses



**PRACTICE SESSION -Interviewer, child and observer** – child has witnessed her mum being hit by her new boyfriend – feedback on the interviewer sticking to the interview guidance!!



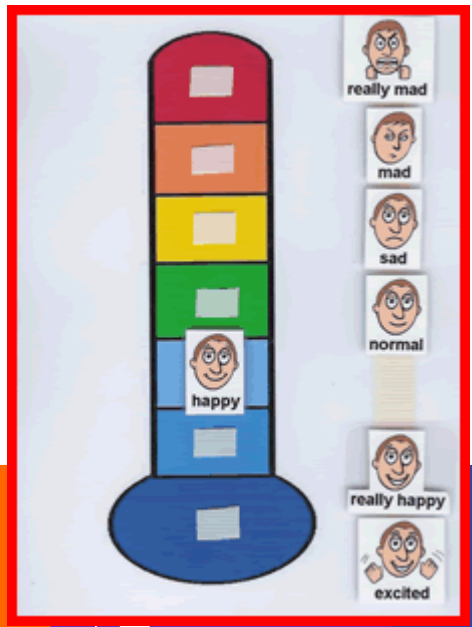
# ESTABLISHING WHETHER THERE ARE SPECIFIC EMOTIONAL AND TRAUMATIC RESPONSE

- ▶ Expanding on the screening interviews –
- ▶ Exploring feelings worrying, mood problems, and anger

# DESCRIBING AND MONITORING FEELINGS (C&FT UNPUBLISHED)



- ▶ Some children might need some more focused work to understand feelings
- ▶ Identifying feelings- feeling chart/ stamps/ ball/ cards/ feelings monsters
- ▶ Encourage talking about mixed and a range of feelings- rainbow/ patchwork
- ▶ what is a feeling how is it different to an action or thought?
- ▶ You can talk of yourself as a feelings detective- notice and make links between feelings.



Name: \_\_\_\_\_

When I was SAD

1. I felt SAD when \_\_\_\_\_

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Draw your SAD face

# DESCRIBING AND MONITORING FEELINGS CONTINUED...

(C&FT UNPUBLISHED)



- ▶ Use ways of measuring feelings like on a thermometer/ speedometer/ ruler- use scaling questions.
- ▶ Role play/ puppets/ film clips/ different scenarios / sentence completion










# FEELING DETECTIVE – HOW WOULD AMBER RESPOND

(CALAM ET AL 2005, WEERAMANTHRI 2016)



## W Identifying feeling states

2 of 2



# THINKING-FEELING-DOING: EXPLORE HOW THEY ARE CONNECTED?

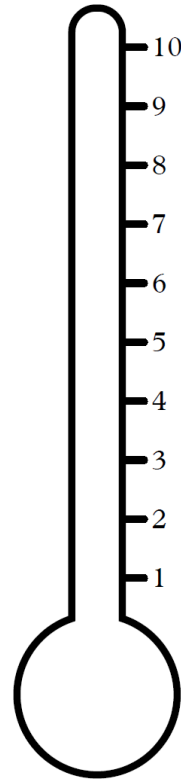
(C&FT UNPUBLISHED)



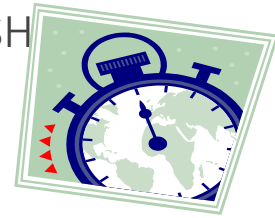
- ▶ Chain of events- discuss how Amber might feel –
- ▶ What does that lead her to think –
- ▶ What might that lead her to do.



# A FEELINGS THERMOMETER IS USEFUL TO SCALE WORRIES AND UNHAPPY FEELINGS



# PROBES FOR ANXIETY AND DEPRESSION (C&FT UNPUBLISHED)



- ▶ **Try out mood probes**
- ▶ Most Children have their ups and downs, excited and get fed up
- ▶ Are there times in the last month when you have been really sad, unhappy and tearful, gloomy or grumpy? How much of the day?
- ▶ Have you lost interest in your activities, do you get bored, no energy, fed up?
- ▶ Have you felt on edge, no appetite, losing weight, not like yourself
- ▶ What do you think may have set these upset feelings off – a particular event, a loss of someone close, or being rejected by someone you cared about, a pet?
- ▶ Have you felt sometimes that life is not worth living, have you had feelings that you might harm yourself – have you actually tried to do any thing which might hurt or harm you
- ▶ Do you cheer up with friends, or fun activities, favourite TV programmes

# ACTIVITY SELECTION SOURCES OF STRENGTHS AND RESILIENCE

(C&FT unpublished)



- ▶ What activities help make them feel good, happy, calm?
- ▶ How do they help them? What are the associated feelings/ senses/ thoughts.
- ▶ How could they build on these? Schedule them in? what barriers might there be in doing these?
- ▶ Discuss a range of types of activities which take varying time e.g. football/ swimming to listening to a favourite song/ pampering self
- ▶ Choose 3 (if manageable) to schedule in- get the child to monitor these- some children might like to keep a diary of these.

# PROBES FOR ANXIETY AND DEPRESSION (C&FT UNPUBLISHED)

## ▶ Try out worry probes

- ▶ Worries are helpful because they keep you safe if they are real, but can be unhelpful if they are not real
- ▶ Do you get more worried than some of the other children in your class?
- ▶ What do you worry about – lots of children worry about school, other people worry about disasters, burglaries, losing friends, messages on the internet?
- ▶ Are you one of those people who worry about unusual things – getting abducted by aliens!!
- ▶ Do you worry about home, people getting ill, having arguments, getting cross with you if something goes wrong?
- ▶ Do you feel tense on edge, people feel their tenseness in different ways, get tummy aches, breathing gets tight, heart racing?

# COMMUNICATING ABOUT ANGRY BEHAVIOUR AND GETTING INTO TROUBLE (C&FT UNPUBLISHED)



## 10 yr old girl

- ▶ Kept running away from home now living with maternal aunt and her 3 other children
- ▶ No known history of abuse
- ▶ School have been concerned in past due to her unkempt appearance
- ▶ School have reported increased levels of disruptive behaviour: oppositional behaviour, angry outbursts, and fighting with her peers
- ▶ She threw a plate in the dinner hall which ended up in another pupil being injured
- ▶ Although intelligent Janine does not apply herself at school and is not achieving her potential, likes music

# GETTING ANGRY AND GETTING INTO TROUBLE

(C&FT UNPUBLISHED)



## Try out probes

- ▶ It sounds as if there have been times when you get really cross, having temper tantrums
- ▶ Do you want to tell me what happened the last time – when you threw the plate, what made you cross, was it something that someone said, how did you feel, and what happened next, and after you threw the plate?
- ▶ It sounds as if 'Mr Temper' gets you going sometimes, can you tell me some times when he took over, when you got into fights, or are rude in class.
- ▶ Do you think there are times Mr Temper gets you to bully other children, hurting them, taking things, destroying things,
- ▶ Are there some times when you are stronger than mr Temper, and won't let him push you about?
- ▶ What do you think is leading you to get so cross?

# DIFFERENT WAYS OF ESTABLISHING A CHILD' GOALS (C&FT UNPUBLISHED)



- ▶ 3 wishes question
- ▶ Magic wand
- ▶ Crystal ball
- ▶ Magic door
- ▶ Genie in a lamp
- ▶ Time machine



# EXPLORING STRESSFUL AND TRAUMATIC EVENTS

M▲PChiPP

# COMMUNICATING ABOUT TRAUMATIC AND STRESSFUL EVENTS (WEERAMANTHRI 2016)

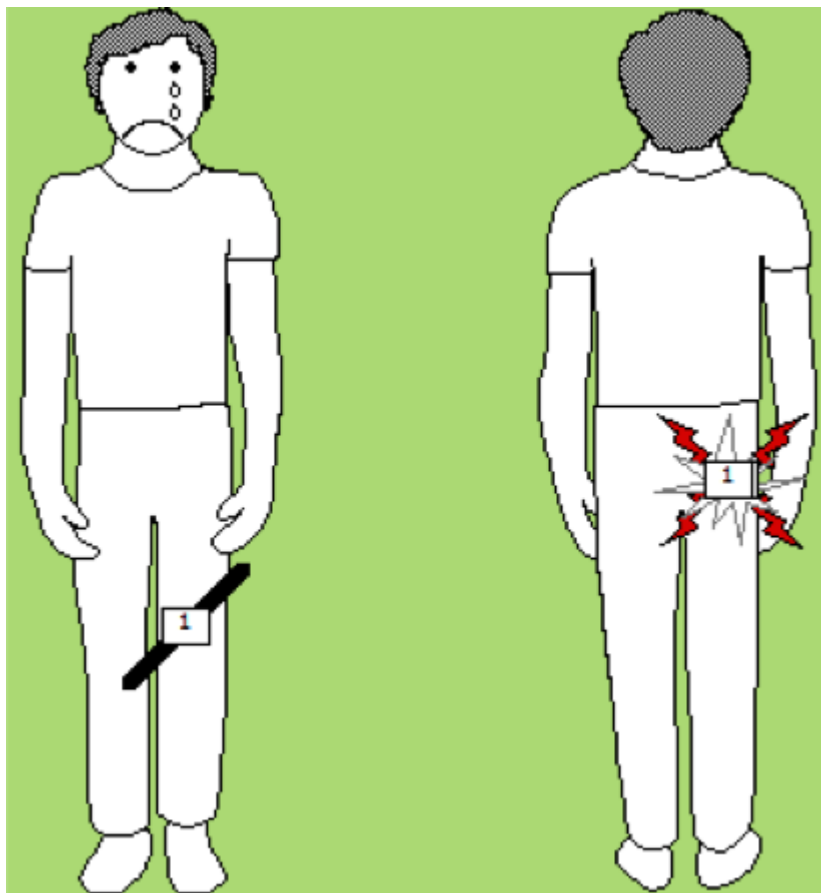
- ▶ **Talk about abuse and trauma in a way that normalises** and allows the child to not to feel alone.
- ▶ Acknowledge **how difficult and hard it may be to talk** about. Try get a sense of where the child is at with their understanding of what has happened. Go gently and at their pace..
- ▶ You might want to give examples of **how some other children might feel-** enquire gently if any of these fit for them?
- ▶ Think how the **questions might be relevant for children** and young people you have worked with – and personal experiences.

# TALKING TO MICHAEL WARD ABOUT HIS ABUSE

(CALAM ET AL 2005)

- ▶ Michael Ward aged 8, was accommodated and a Child Protection Conference was called after he was found wandering at night. His sister Laura had left home after an argument.
- ▶ He had bruising on his legs and back where Ian had hit him he said
- ▶ Moira, his mother, was drinking more heavily
- ▶ He was interviewed using the In My Shoes Computer assisted approach which allows the child to indicate where they have hurt

When the letter came from school



Ian kicked me when I kept missing the ball in football

# EXPLORING TRAUMATIC RESPONSES

(FREDERICK, PYNOOS AND NADER 1992)

- ▶ **Try out probes - Remembering events Probes to establish whether the child/young person is experiencing traumatic responses**
- ▶ Do you feel forced to think about negative events that have happened
- ▶ Having scary dreams about them
- ▶ Feeling you are re-living events over and over again
- ▶ Feeling upset by reminders
- ▶ Feelings in your body when you think about what might have happened



# EXPLORING TRAUMATIC RESPONSES

(FREDERICK ET AL 1992)

- ▶ **Trying to avoid thinking of events**
- ▶ Avoiding activities, conversations, places, people associated with upsetting events
- ▶ Not remembering in detail
- ▶ Not interested in activities
- ▶ Losing feelings – can't feel anything inside
- ▶ Feeling detached or separated from other people
- ▶ Worries about the future – won't grow old



# EXPLORING TRAUMATIC RESPONSES

(FREDERICK ET AL 1992)

- ▶ **Feeling Jumpy and Upset** Difficulty falling asleep
- ▶ Bad dreams
- ▶ Irritable or getting angry
- ▶ Difficulty concentrating
- ▶ Being hyper-alert – something bad is going to happen
- ▶ Exaggerated startle
- ▶ Feeling guilty – was it your fault
- ▶ Feeling shame embarrassed dirty



# FEED BACK ON THE DAY – LEARNING POINTS

MAPChipp

SUPPORTED BY THE RIGHTS, EQUALITY  
AND CITIZENSHIP (REC) PROGRAMME  
OF THE EUROPEAN UNION





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THANK YOU FOR PARTICIPATING!

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