



# Relevance and usefulness of clinical tools for working with parents of neglected children

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## **General information about the methods proposed by AIDES (Inter-Agency Partnership for Child Development)**

**What?**

- 1. Participatory approach (Lacharité, 2007)**
- 2. Tool: “My Child’s Needs”**
- 3. Tool: Needs Analysis Workbook for the Child (CABE in French)**

**Translation and adaptation of the Assessment Framework and the Core Assessment Record [Department of Health et al., England, 2000] for Québec by Chamberland et al. [2005, 2012]**

**Why?**

**Experimentation and evaluation of the AIDES – a social innovation**

**Improve collaborative practices between parents and practitioners**

**When and  
where?**

**2008-2011 - Quebec, Canada – 2 youth centres (protection services)  
4 health and social services centres (prevention services).**

**Who?**

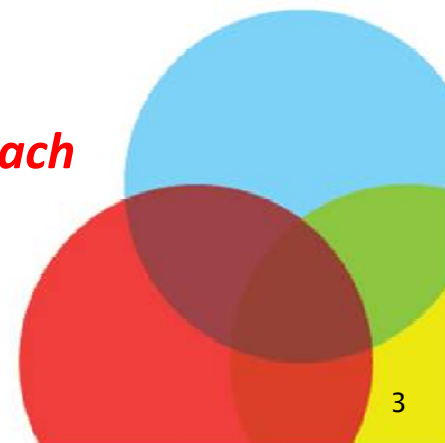
**36 case practitioners;  
Parents of 99 children (0-9 years) with complex needs;  
Preferred status: living at home.**



## Participatory approach: focusing on the experience of parents

- ❖ Takes into account the knowledge, concerns, intentions, and initiatives of parents regarding the well-being of their children;
- ❖ Within an ecosystemic understanding of child development;
- ❖ Through joint identification of professional actions based on this understanding and harmonized with the positive initiatives of the child's entourage.

Using the tools without using the participatory approach  
*hinders achievement of the objectives.*

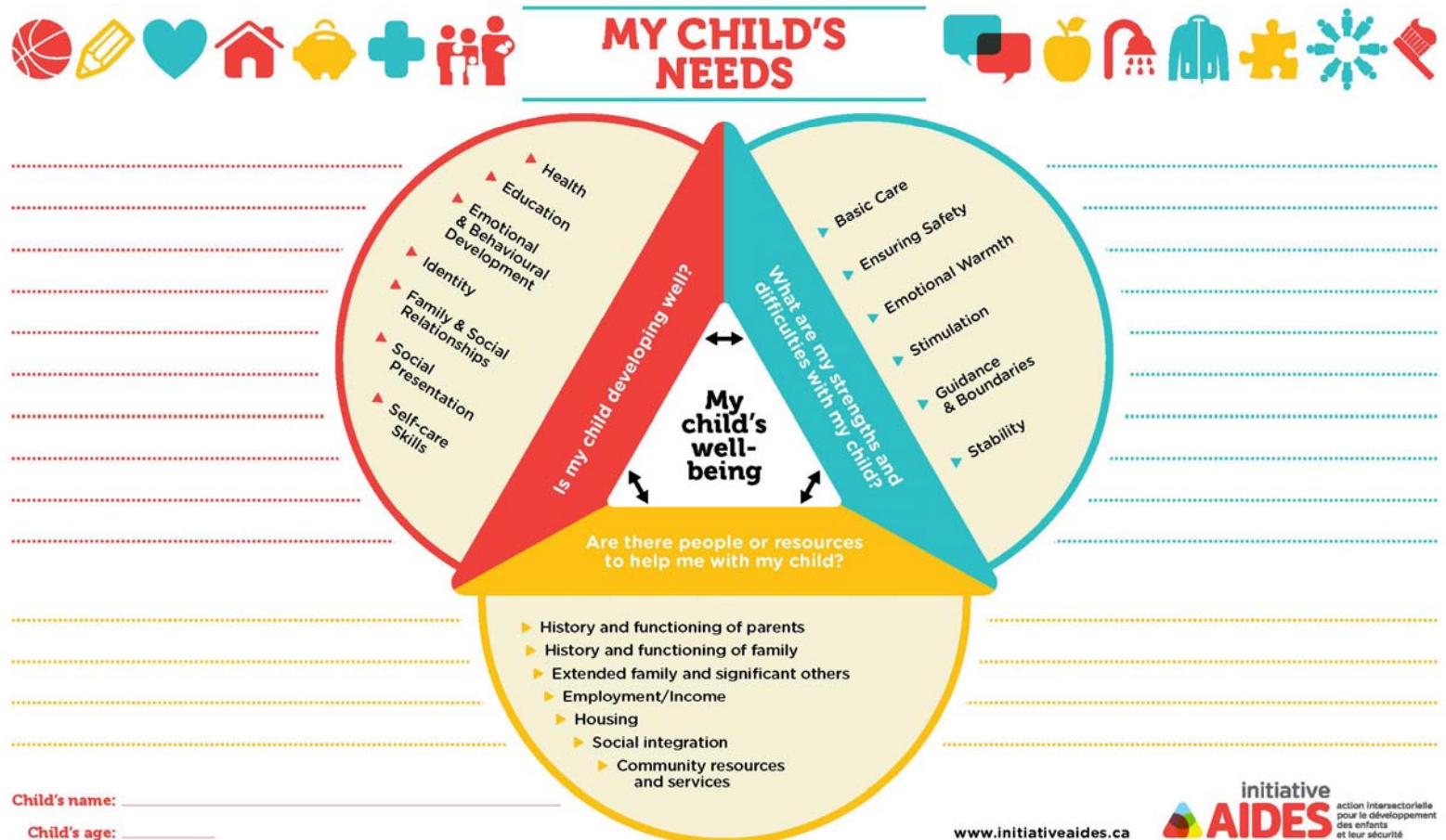


# Tool: “My Child’s Needs”

## Purpose

- Informs parents about the needs analysis process for the child;
- Creates a space for dialogue;
- Makes parents aware of the links between the needs of their child, their response to these needs, and the factors influencing the quality of their response;
- Introduces the Needs Analysis Workbook for the Child (CABE).

## FRONT



# "My Child's Needs"

BACK



| HEALTH  | EDUCATION  | EMOTIONAL & BEHAVIOURAL DEVELOPMENT  | IDENTITY   | FAMILY & SOCIAL RELATIONSHIPS  | SOCIAL PRESENTATION   | SELF-CARE SKILLS  |
|---|--|--|--|--|---|---|
| <p>My child...</p> <ul style="list-style-type: none"> <li>... is generally in good health</li> <li>... has normal height and weight</li> <li>... has access to preventive health measures (vaccinations, dental care, etc.)</li> <li>... receives treatment in case of a health problem or disability</li> <li>... is developing satisfactorily, given his or her particularities</li> <li>... is protected from everyday accidents by a safe environment (people, places, things)</li> <li>... has no risk behaviours (sex, drugs, alcohol, etc.)</li> </ul> | <p>My child...</p> <ul style="list-style-type: none"> <li>... is interested in a variety of activities and has the opportunity to participate in them</li> <li>... is developing his or her own skills and interests</li> <li>... is generally happy to go to daycare or school</li> <li>... has satisfactory grades, given his or her particularities</li> <li>... likes to learn</li> <li>... is able to focus on learning in a given time</li> <li>... almost never misses daycare or school</li> </ul> | <p>My child...</p> <ul style="list-style-type: none"> <li>... is generally cheerful and smiling</li> <li>... is easy to console</li> <li>... interacts well with others</li> <li>... will seek help from an adult or another child (how, who, frequency)</li> <li>... shares/takes turns when interacting with others</li> </ul> | <p>My child...</p> <ul style="list-style-type: none"> <li>... responds when someone calls his or her name</li> <li>... knows his or her name, age, gender</li> <li>... knows the members of his or her family</li> <li>... takes his or her place among siblings, friends, etc</li> <li>... knows his or her family's routines and traditions</li> <li>... is comfortable with his or her sexual orientation</li> <li>... has positive self-perception</li> <li>... is aware of and comfortable with his or her culture</li> </ul> | <p>My child...</p> <ul style="list-style-type: none"> <li>... enjoys receiving affection and being cuddled</li> <li>... likes to be with his or her parents, siblings, and significant others</li> <li>... likes to play alone, near a familiar adult or sibling</li> <li>... prefers to play with other (siblings, friends)</li> <li>... has a close friend</li> <li>... has a strong and positive relationship with a parent or significant other</li> </ul> | <p>My child...</p> <ul style="list-style-type: none"> <li>... interacts differently and appropriately with familiar people or strangers</li> <li>... is confident and open with peers</li> <li>... is able to make choices regarding his or her appearance</li> <li>... likes to talk about his or her family and home</li> <li>... has neither provocative nor disturbing behaviour or appearance</li> </ul> | <p>My child...</p> <ul style="list-style-type: none"> <li>... tries to do things by him or herself</li> <li>... is developing the skills required for self-autonomy, given his or her particularities and age</li> <li>... likes his or her routine (hygiene, diet, schedule)</li> <li>... has a realistic understanding of potential dangers to his or her person</li> <li>... can cook simple meals</li> <li>... can manage money and buy food and clothes</li> </ul> |

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Use

Practitioners and parents: during each meeting and throughout the needs analysis process for the child.





## Tool: Needs Analysis Workbook for the Child (CABE)

### Purpose

- Conduct an in-depth analysis of needs of the child;
  - Share and understand the strengths and needs of the child;
  - Identify concrete measures and services to implement.
- With parents**

### Description

**Structured clinical tool:** collect, organize, integrate, and analyse information  
**Six workbooks:** 0-1 years, 1-2 years, 3-4 years, 5-10 years, 11-15 years, 16-18 years;

**Four parts** completed by the practitioners and parents **TOGETHER:**

**1.** General information: identity of the child, reasons for the analysis process, meeting dates; persons consulted;

**2.** References and observations through statements :

**7 dimensions of the child's needs:** health, education, emotional et behavioral development, identity, family and social relationships, social presentation, self-care skills  
**parents' response to each need – parents' history – family and social environment;**

**3.** Summary and identification of concrete measures;

**4.** Comments and signatures.



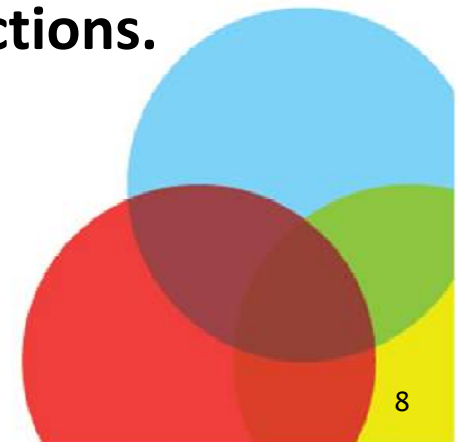
## Tool : Needs Analysis Workbook for the Child (CABE)

|                 |   |
|-----------------|---|
| Use             | Case practitioner, parents, family network, partners;<br><br>Throughout the the clinical process (e.g., pre-follow-up; progress report)   |
| Completion time | <b>4-6 meetings</b> (varies according to family difficulties)   |
| Training        | 5 hours (prerequisite 5 hours for the reference framework);<br><br>Also:<br>Group support activities – every 5-6 weeks over 6 months;<br>Individual support (face-to-face, telephone, email);<br><br>Training on the participatory approach is provided at the same time as the other training. |



## Methodology

- **36 practitioners (social workers, educational psychologists, nurses, criminologists, special educators)**
- **Verbatim transcription of two sources of information:**
  - 28 support meetings with practitioners (around 56 hours of content)
  - 18 semi-structured telephone interviews regarding their views about the AIDES tools and the participatory approach
- **Thematic analyses of individual and group reflections.**





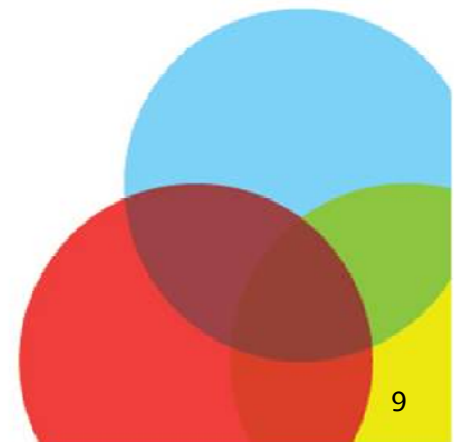


## Issue raised

**How did the methods proposed by AIDES support collaborative practices between parents and practitioners?**

**Three themes emerged:**

- **Knowledge of the child's needs**
- **Managing differences**
- **Involvement of the parents.**





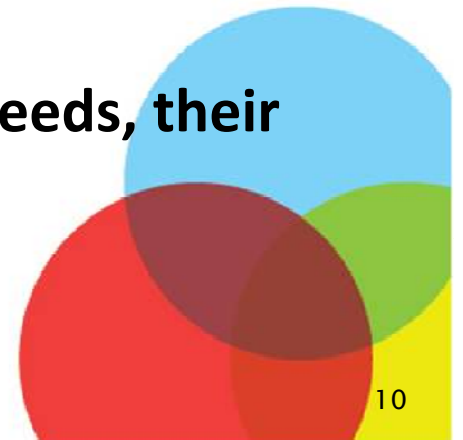
## Knowledge of the child's needs

### Parents and practitioners

- Common language for discussing the child's situation;
- More factual than perceptual;
- Complete reading of the child's development.


### Parents

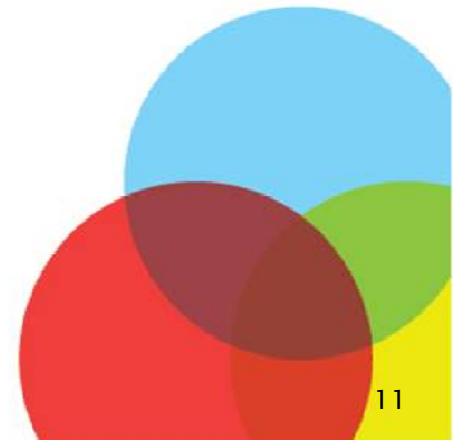
- Understand the relationship between the child's needs, their responses and family factors and environment.





## Managing views: Agreements/disagreement

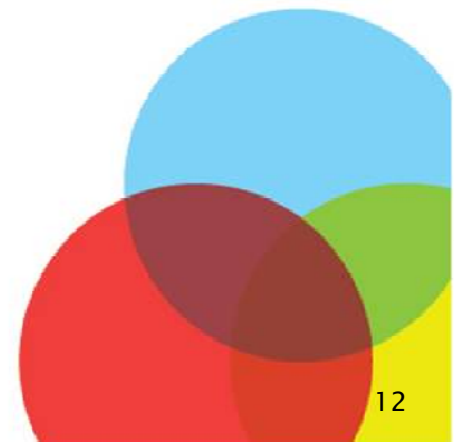
-  resistance; opportunities for exchange
- Attitudes of listening rather than of attitudes of persuasion
- Agreements are highlighted and used in order to prioritize actions





## Involvement of “less collaborating” parents

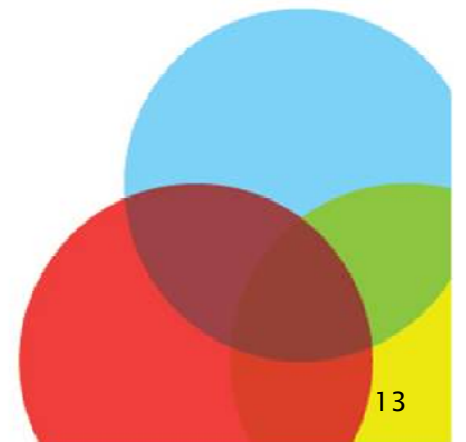
- Practical and dynamic approach for parents;
- Discussion : relate to their child and not only on their deficit as a parent;
- Better understanding of the intervention plan.





## What to Remember

- Practitioner develops a positive view of the parent;
- Practitioner and parents use an "intermediary";
- Parents self-awareness





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**For more information about the  
project:**

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<http://www.initiativeaides.ca/>  
(french and english)

