



Clinical tools for enhancing collaboration between parents of vulnerable children and practitioners

Danielle Lessard
Coordinator and Liaison Officer

Université de Montréal

Guylaine Fafard
Liaison Officer

Université du Québec à
Trois-Rivières

Claire Chamberland
Professor and Researcher

Université de Montréal

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

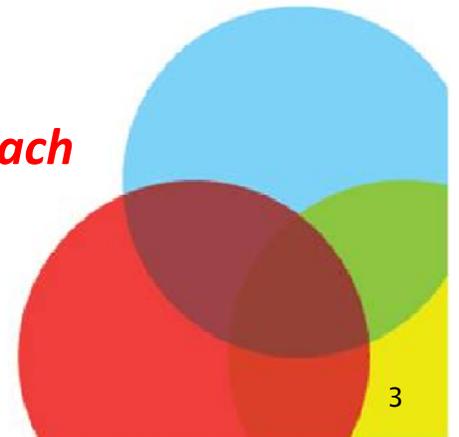
What?	<ol style="list-style-type: none">1. Participatory approach (Lacharité, 2007)2. Tool: “My Child’s Needs”3. Tool: Needs Analysis Workbook for the Child (CABE in French) <p>Translation and adaptation of the Assessment Framework and the Core Assessment Record [Department of Health et al., England, 2000] for Québec by Chamberland et al. [2005, 2012]</p>
Why?	<p>Experimentation and evaluation of the AIDES – a social innovation</p> <p>Improve collaborative practices between parents and practitioners</p>
When and where?	<p>2008-2011 - Quebec, Canada – 2 youth centres (protection services) 4 health and social services centres (prevention services).</p>
Who?	<p>36 case practitioners; Parents of 99 children (0-9 years) with complex needs; Preferred status: living at home.</p>



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.

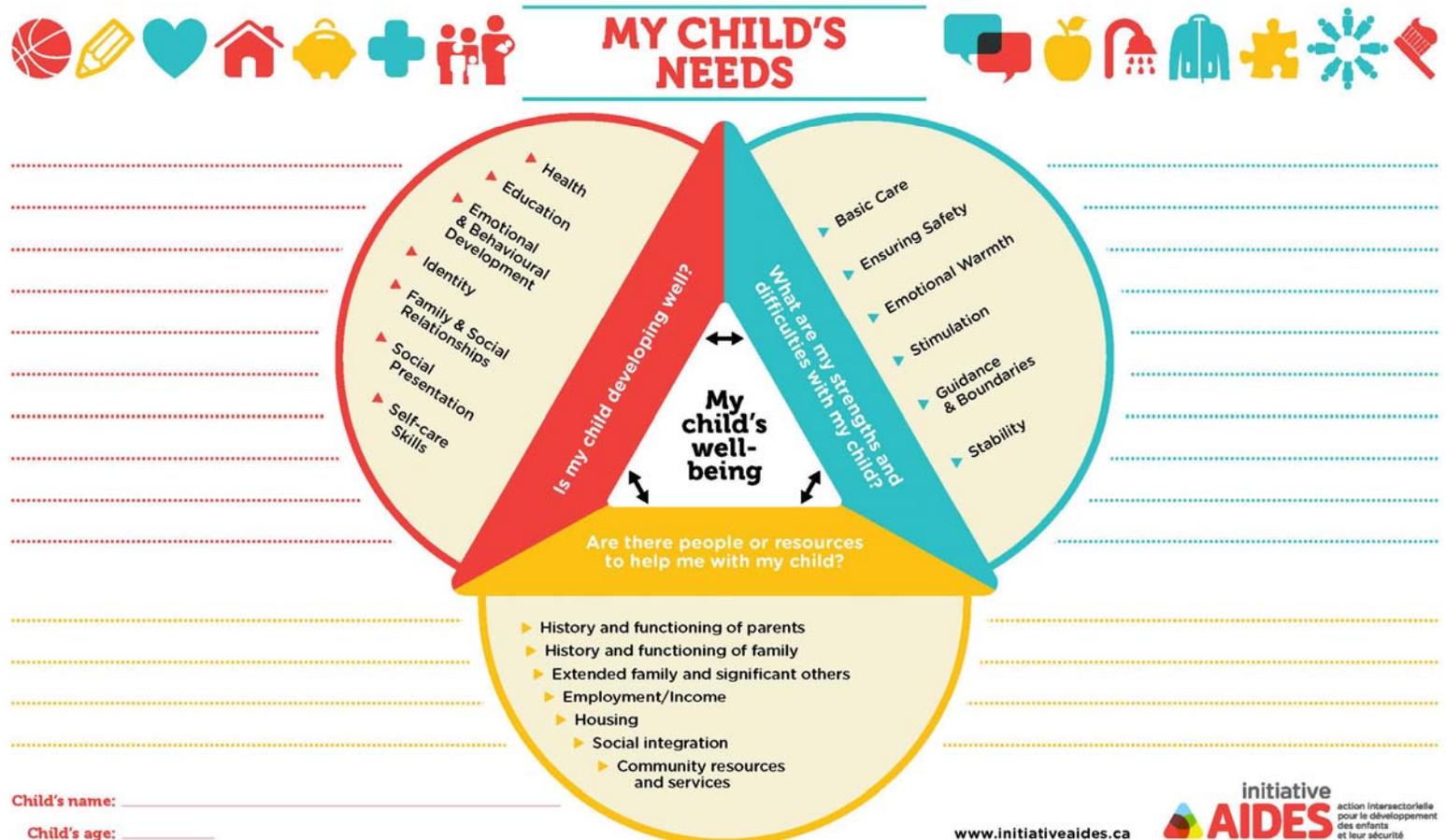


Tool: "My Child's Needs"

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

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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.



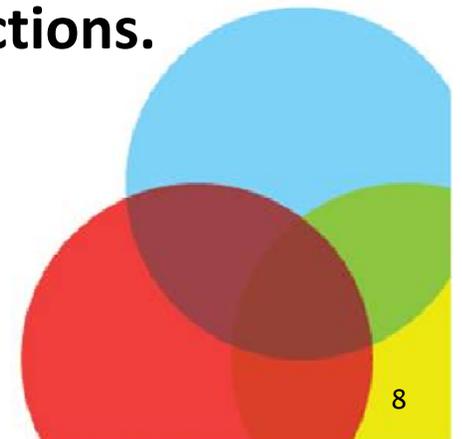
Tool : Needs Analysis Workbook for the Child (CABE)

Use	Case practitioner, parents, family network, partners; Throughout the the clinical process (e.g., pre-follow-up; progress report)
Completion time	4-6 meetings (varies according to family difficulties)
Training	5 hours (prerequisite 5 hours for the reference framework); Also: Group support activities – every 5-6 weeks over 6 months; Individual support (face-to-face, telephone, email); 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.**



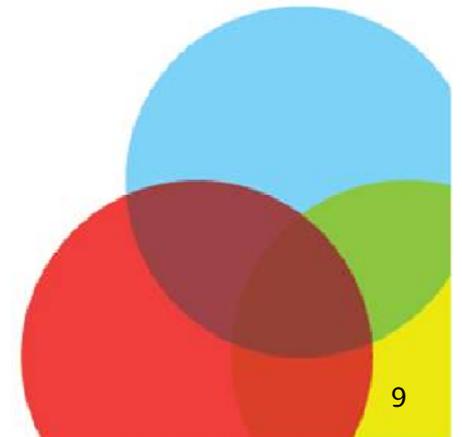


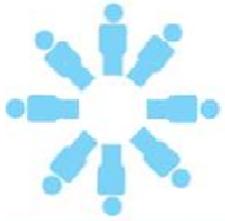
Issue raised

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.**





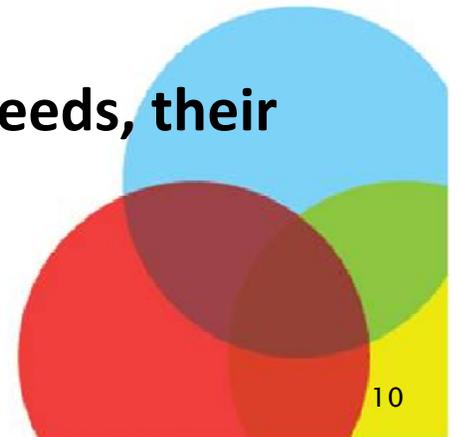
Knowledge of the child's needs

Parents and practitioners

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

Parents

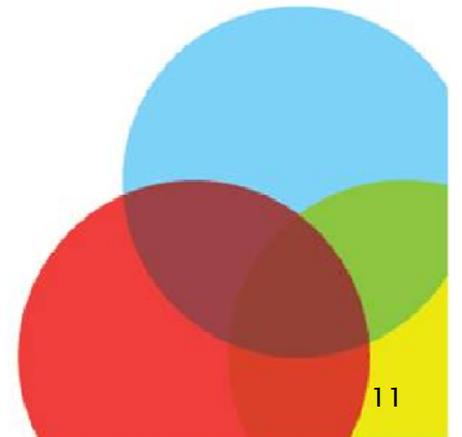
- Understand the relationship between the child's needs, their responses and family factors and environment.





Managing views: Agreements/disagreement

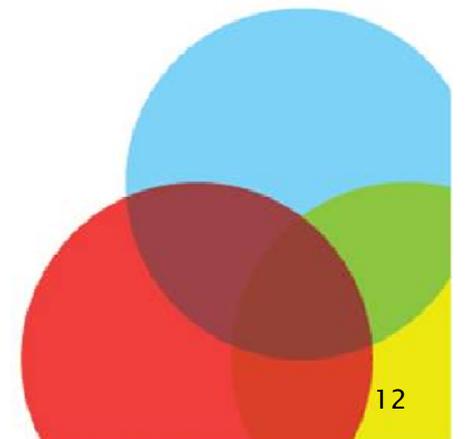
-  resistance; opportunities for exchange
- Attitudes of listening rather than of attitudes of persuasion
- Agreements are highlighted and used in order to prioritize actions





Involvement of “less collaborating” parents

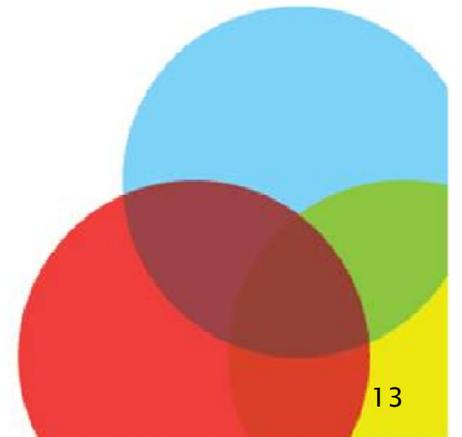
- **Practical and dynamic approach for parents;**
- **Discussion : relate to their child and not only on their deficit as a parent;**
- **Better understanding of the intervention plan.**





What ro Remember

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





**For more information about the
project:**

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

