Childhood Neglect:
Improving Outcomes for Children

Guidance for Trainers

Department for
Education

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Improving Outcomes for Children

Training resources on child neglect for a multi-agency audience

Introduction

Neglect is described in 'Working Together' (HM Government 2010, 1.36) as:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- **provide adequate food, clothing and shelter (including exclusion from home or abandonment);**

- **protect a child from physical and emotional harm or danger;**

- **ensure adequate supervision (including the use of inadequate care-givers); or**

- **ensure access to appropriate medical care or treatment.**

- **It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (p. 39).**

It is very clear from this description that the neglect of physical needs and the neglect of emotional needs are equally important. It is also clear from this definition that neglect can be substantiated before actual impairment of the child's health or development is evident.

Neglect is known to be damaging for children in the short and long-term: it can seriously impair children's emotional, physical, cognitive and behavioural development. Working Together summarises the known effects.

This is of particular concern because the statistics indicate that neglect has been the leading category for children being made subject to child protection plans in England in each year from 2006 – 2010. These figures are likely to be an under-estimate of the reality of children's experience. In the most recent NPSCC prevalence study 9.8% of the 2,275 11 – 17 year olds surveyed had experienced severe emotional neglect or lack of physical care or supervision (Radford et al. 2011).

Neglect is not only damaging in early years. A significant study has provided important insights into both the effects in teenage years of early neglect and the factors associated with onset of neglect during teenage years (Stein et al. 2009).

Despite evidence about the damaging effects of neglect upon children, research and serious case reviews suggest that there is still room for improvement in the practice of all key agencies from early recognition through to effective review and improvement of outcomes. The reasons for this are many and include:

- the complex and intractable nature of neglect and its causes;

- the complex interaction of environmental disadvantages, poverty, racism and poor housing, with parental circumstances and characteristics;

- the range of different personal, cultural and professional values about what constitutes good enough parenting and good enough developmental progress;

- professional paralysis in the face of what appear to be intractable and overwhelming circumstances; and

- practice structures that impede flexible, tailored, creative and responsive action on behalf of children.

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Training Materials

This pack provides materials to assist practitioners from all key disciplines to develop the knowledge, skills and values required to work effectively as part of a network of support and protection for all children whose health and development is likely to be compromised by neglect.

The materials have been informed in part by the findings of the Safeguarding Children Research Initiative that focused on neglect and emotional abuse and the overview report: Safeguarding Children Across Services: Messages from Research (Davies and Ward 2012).

This resource is intended to complement existing training materials and programmes of relevance to neglect. Local Safeguarding Children Boards already run extensive programmes of inter-agency training and these materials can be used to develop courses that focus more specifically on neglect. The Common Core of Skills and Knowledge for the Children's Workforce (HM Government 2005) forms the basis for much LSCB training and offers a foundation from which to focus on neglect. A recently updated version of the Common Core has been produced by the Children's Workforce Development Council (2010). These materials are also complementary to The Child's World (Horwath 2001; 2009) training materials.

Key messages for effective practice with neglect

Six key messages inform these materials. The first three relate to the stages of contact that children and families may have with practitioners, from early response through to provision of services and review of outcomes. In relation to this chronology of practice the three messages are:

1. every practitioner who has contact with children has the potential to recognise the signs of neglect;

2. thorough assessment and planning should incorporate attention to cumulative harm and patterns of care and

3. authoritative and effective intervention is required, with consideration of outcomes and of alternative care for the child if required.

The next three messages relate to the importance of considering the different layers of influence that must be taken into account for effective practice. Factors at the level of the child, the family, the wider environment and the organisational context must all be considered. In relation to this ecology of neglect the three key messages are:

1. children's health and development in all dimensions can be seriously compromised by the experience of neglect;

2. parents and children need support with the family, environmental and structural factors that affect parental capacity; and

3. practitioners need to be aware of the dangers of drift and the 'start-again' syndrome.

Navigating the training materials

The materials consist of a number of elements that can be used flexibly to produce a range of training courses for multi-agency participant groups.

Training Framework

The training framework should be used to plan and develop training courses and can also act as a stand-alone tool to help with conceptualising the complexity of child neglect. The training framework has two sections.

The materials in section 1 address the domains of the Assessment Framework and the ways in which they interact (Department of Health et al. 2000):

- children's developmental needs – covering the ways in which neglect may be manifested in terms of impairment to children's health and development;
- factors affecting parental capacity – covering parenting and the ways in which it can be compromised by a range of factors including family and environmental factors; and
- family and wider environment - covering family and environmental factors more broadly and the and practice issues that impede or facilitate effective practice.

The materials in section 2 address the practice and organisational barriers to effective responses to neglect.

Assessment and Service Provision	Overcoming Practice and Organisational Barriers
Recognition and Response	
Assessment, Analysis and Planning	
Intervention and Review	

The materials in both sections are organised within three colour-coded divisions that track the chronological stages of effective responses to neglect.

Learning Outcomes

Learning outcomes are set out at the top of each stage, followed by lists of presentations and exercises.

Each stage is further subdivided into Core and Further columns:

Core materials have been designed for use in training with practitioners who have contact with children or parents in their practice, who need to be alert to potential or actual neglect and may contribute to the network of support.

Further materials have been designed for use in training for practitioners working more intensively with children or parents, or in specialist settings.

All the presentations come complete with a comprehensive set of notes as do the exercises, which come with detailed facilitator's guidance. The notes and facilitator's guidance detail how to get the most from the resource and advise on how to incorporate the varied supporting materials that are included.

About Presentations and Notes

The presentations are designed primarily to increase participant knowledge relating to the learning outcomes. Each presentation sets out the learning outcome/s that will be covered and presents information.

The presenters' notes give the learning outcome/s for the presentation identified in the framework. They cover:

1. the target audience in terms of the 8 target groups for multi-disciplinary training described in Working Together (HM Government 2010, pp   125 – 131) and

2. links with the Common Core of Skills and Knowledge for the Children's Workforce (HM Government 2005).

They elaborate on the information in the slides, give citations to the literature, provide underpinning evidence where relevant, offer pointers to further reading and include suggested discussion points. Key readings suitable for the trainer and participants are also given. The details of all other references can be found in the full reference list included in the pack.

For ease of reference, all presentation files are prefixed with the letter 'P'; and the accompanying notes documents are prefixed with the letter 'N'. e.g.

P9_Parenting_with_learning _disabilities.ppt
N9_Parenting_with_learning _disabilities.pdf

About Exercises and Guidance
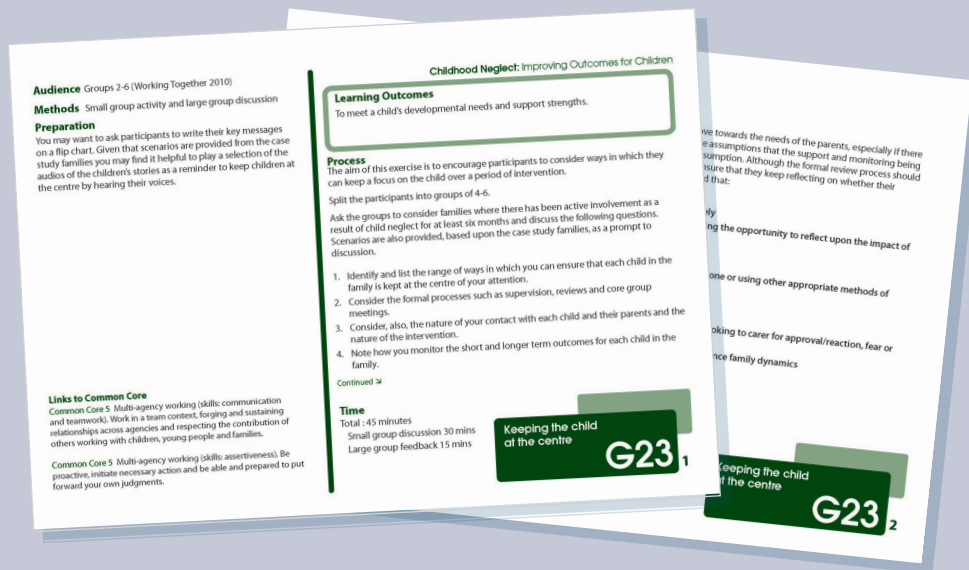
The exercises and companion exercise guidance documents are designed primarily to support the exploration of values and/or the development of skills as indicated on each exercise. The trainer page gives the learning outcome/s, the target audience and links with the Common Core. It gives instructions for the trainer, timings and information about materials required. Pointers are given where there is additional audio-visual information that might augment the presentation.

The exercise page, which can be provided as a handout, gives instructions that can be distributed to participants on the course to facilitate the activity.

A warm-up exercise is also provided.

For ease of reference, all exercise guidance documents are prefixed with the letter 'G'; and the accompanying exercise handout documents are prefixed with the letter 'E'. e.g.

G23_Keeping_the_child_at_the_centre.pdf

E23_Keeping_the_child_at_the_centre.pdf   **7**

About Supporting Materials

Family case studies

Three family case studies have been developed to bring alive many of the issues likely to be encountered in practice. For each family – Evans, Henderson/Miller/Taylor and Akhtar, a first person narrative is provided that gives the perspective of each adult and child. These audio-visual narratives come as short movie clips and contain a photo to represent each family member. The case studies are also provided as a printable transcript along with additional content such as an overview of the family's circumstances or an example of a child's history.

These case studies are drawn on in many of the exercises, sometimes with further elaboration to help encourage engaged discussion. Whilst the facilitator's instructions give pointers as to where audio-visual resources may be used; trainers can use both the family audio-visual material as well as the additional material outlined below, flexibly to augment their training and add variety to the courses. They can also provide a useful basis for trainers to develop their own additional exercises and activities beyond the scope of this resource.

For ease of reference, all audio-visual files associated with family case studies are prefixed with the letter 'M'; and the accompanying printable handout documents are prefixed with the letter 'F'. e.g.

M3.1_Mabina_Akhtars_story.mov
F3.1_Mabina_Akhtars_story.pdf

Additional audio-visual resources

There are a further two audio-visual resources that follow the same format as those used in the family case studies. 'Emily's story' is a young woman's account of her life as a neglected child and 'Parents' statements' are recordings of statements that can be used with E44 'Promoting and maintaining meaningful change'. As with all audio-visual materials these are designed to offer a different and complementary learning medium.

Working Practice Scenarios

The resource also contains ten short video sequences. The paired video clips create five sets and are designed to demonstrate both good and bad supervision/ advice/ response to information about a neglected child or young person.

The first sequence demonstrates poor practice with the response being likely to result in poor outcomes for the child or young person. The complementary second part demonstrates a more appropriate and helpful response that is likely to result in better outcomes for the child or young person. These video clips would be particularly useful for use with learners in a supervisory or management role, enabling them to recognise good and effective supervisory practice.

> **All characters relating to the audio-video components in this resource are fictitious. Any resemblance to real persons, living or dead, is purely coincidental.**

Handouts

Some exercises and presentations incorporate handouts which can be shared with the participants. The framework provides a list of all 16 additional handouts included within this resource.

For ease of reference, all handouts are prefixed with the letter 'H'. e.g. H6_Start_with_the_child.pdf

Further Reading

Further reading contains a mix of specially prepared summaries of evidence, research briefings and papers on specialist topics. For copyright reasons the background reading does not contain copies of all the key readings identified in the presenters' notes, but the reference list gives full details of every publication referred to in the materials in alphabetical order. The list of further resources provides useful links to websites and other materials of relevance to child neglect.

Constructing a course

With information about the target group for the course and their training needs, the training framework can be used to identify the learning outcomes that the course will address. If a training needs analysis is required, the training framework can be used to help identify gaps in knowledge, skills and values. It is strongly advised that trainers ensure that the group is not composed of people with very disparate levels of existing knowledge and experience of neglect because this can make it very difficult to pitch the material appropriately.

Using the framework the trainer can identify the presentations and exercises that will address the learning needs. It is advisable to link exercises with presentations so that participants can consolidate their learning and to provide a mix of methods. Appendix 1 provides further pointers for trainers and Appendix 2 provides an overview of different training methods and exercises for further reference.

Delivery times will vary depending on the level of free-flowing discussion that is planned, but as a guide:

- **at least 30 minutes should be allowed for delivery of each of the standard presentations provided in the pack; and**

- **if slides are re-arranged and customised presentations produced, around 20 slides could be used for a 30 minute presentation.**

Exercise timings can also be variable depending on participant requirements – however indicative timings are provided in each exercise notes:

- **all exercises timings are in multiples of 15 minutes with most running 30, 45 or 60 minutes; and**

- **if exercises are customised it is advised that they are piloted in their new form before being used on a course.**

In this way training can pieced together for any number of days. As a guide a set of exemplar timetables is provided in Appendix 3.

Supporting the transfer of learning to practice

Attending a course does not guarantee that learning has occurred or that learning can then be put into practice. Trainers alone can only do so much to support transfer to practice, there has to be a joint responsibility at organisational and individual level to maximise opportunities to do so.

Some techniques trainers can use are to:

- **hold discussions with senior managers before the course to inform them of course content and the issues that participants will cover and the implications for practice;**

- **encourage participants to write a list of specific changes they can implement in their practice;**

- **introduce action learning methods; and**

- **break the course into small parts or incorporate a recall day so that participants can try things out and then reflect on their experience.**

Individual participants can:

- **keep a reflective diary during and after the course to monitor the impact on practice;**

- **implement systems of feedback from peers, service users and managers about any perceived changes in practice;**

- **develop a plan with the supervisor, consultant or peer for monitoring and reflection on changes;**

- **establish an on-going learning community with others who have attended the training.**

Senior managers can:

- **engage in multi-disciplinary strategic discussions about how to develop learning organisations;**

- **support several members of a team to attend a course together;**

- **attend all or part of the training, consider and implement changes in the organisational context that would support changes at individual practitioner level;**

- **instigate audits of practice pre- and post- training.**

Self-directed learning

Self-directed learning is not recommended as the optimum way of supporting the development of practice with neglect because there are so many issues that can be better developed in discussion with others, especially with others from a range of disciplines. If access to courses is limited, however, it is suggested that self-directed learners form a group with other self-directed learners which will provide opportunities to carry out some of the group exercises and discussions. Teams may want to undertake the training together – or a small network of practitioners who regularly work together in practice may opt to develop their knowledge together. On-line communities of learning can also be an effective method of supporting group discussion, debate and support.

Essentially the process will be the same as that undertaken by trainers. The framework can be used to identify the required learning outcomes and materials selected to meet them. Learners should aim to recreate optimum training conditions, including setting aside protected time where no phone calls or emails are accessed and finding a space where there will be no interruptions. A structured approach is recommended where the slides are viewed in conjunction with reading the accompanying notes and then some of the exercises are read because they aim to consolidate and expand on the knowledge on the slides.

Theoretical context

Effective practice with neglect has to be grounded in a sound understanding of children's developmental needs and therefore these materials are underpinned by the current body of knowledge on children's developmental needs, parenting capacity and the impact of family and environmental factors. The aim of these materials is not to equip all practitioners with an in-depth knowledge of child development and attachment theory, however, the expectation is that practitioners will understand the need to draw on such expertise as necessary.

Theory indicates that it is important to consider different layers of factors including those relating to the individual child, the family, the wider community and the social structures. Theory also highlights the importance of considering the impact of the family's past experiences on the present. This framework recognises that development and behaviour of individuals can only be fully understood in the contexts of the environments in which they live. Development is a dynamic process shaped by interactions between the environment, caregiver and child; as well as interactions of previous experience with current functioning. It is important to take account of individual, family, social and structural factors affecting development, the relationship histories of parents and the quality of children's early attachments (Brandon et al. 2008). Such an ecological approach is especially important for neglect because of the complex interplay of socio-economic deprivation; parental factors such as substance misuse and domestic abuse and children's developmental needs.

Crucially when considering neglect, the attention to relationships provides a framework for consideration of relationships between parent and child, worker and service user and between practitioners. The materials provide opportunities for participants to develop greater understanding of these issues. They also draw on concepts of resilience which are helpful for understanding the factors associated with better outcomes for children in the context of adversity such as chronic neglect.

Key issues in neglect

Recognition and Response

Neglected children should be recognisable; they are children who are dirty, unkempt, miss school, under-perform in school, have few friends, are either underfed or obese, miss health checks and appointments and, above all, are often sad and lonely. However, a recent survey by Action for Children (2009) of over 1,000 people found that there was a perceived lack of clarity about the nature of neglect. This was also linked to concerns about when to know the right time to do something, and feel comfortable and supported in acting on their instincts.

Practitioners meeting adults who misuse substances, are living with domestic violence or have mental health problems can, with only a little reflection, recognise the likely impact upon children's health and development but are often unclear about their role in respect of the children. Housing officers who are called to deal with chaotic and dirty households may feel concern about the conditions children are living in. Police officers attending domestic abuse incidents see distressed children. Teachers are aware of children who are tired and unhappy and health visitors see the impact of neglect on early development.

These early stages are often described as 'recognition and response' and the materials explore the many factors that affect practitioner competence and confidence first to notice signs of neglect and second to act upon them appropriately.

Effective recognition and response is often hampered by practitioner anxiety about making value judgements and about being 'judgmental'. The materials aim to help practitioners distinguish being between being judgmental and making well-evidenced, ethical professional judgements on behalf of children.

The materials also address the issue of cultural relativism and the fear of making racist judgements – an issue that was highly relevant to decisions in relation to Victoria Climbié (Cm 5730). The aim is to allow participants to explore the universal needs of children and understandings about child care in different cultures.

Assessment, analysis and planning

Triangle diagram: Child's developmental needs (left side), Parenting capacity (right side), Family and environmental factors (base). Centre circle: **Child** Safeguarding & promoting welfare

The materials build on the Assessment Framework (Department of Health et al. 2000), and encourage explicit attention to historical issues and to factors likely to elevate the risk of children having their health and development compromised. The materials focus on child development and attachment theory and recognise that many practitioners, especially from disciplines other than health visiting and social work, may not have had training in attachment theory. In neglect cases this means that anxious attachments are often mis-interpreted as strong bonds to be preserved at all costs. The materials support an analysis of the range of attachment patterns that may develop in the context of different types of neglectful relationships.

'Assessment paralysis' (Reder and Lucey 1995) describes the process of constant assessment and re-assessment and no planning and action. The materials explain the difference between collation of and the analysis of information and provide clear models for authoritative planning to provide action on behalf of children. In particular, practitioners are encouraged to analyse patterns over time and also to understand the concept of 'cumulative harm.'

The materials support assessments of parents' capacities to meet the needs of each of their children and the way in which parents are affected by substance misuse, domestic violence and mental health problems. Assessment of the impact of structural factors such as poverty and poor housing is often weak and therefore practitioners are reminded of the importance of the dimensions relating to family and environmental factors. Horwath and Morrison's model for exploring capacity and willingness to change (2009) is introduced as well as the 'cycle for change' (Prochaska and DiClemente 1992). The importance of involving children and families in planning is stressed - in particular, the involvement of children and young people in planning can be linked with improving their sense of self-efficacy – key to the development of resilience.

Because neglect affects so many aspects of children's development the materials support the development of plans that facilitate each professional's health and delivery of their core service to children whatever the level of parental capacity. For example, given that neglect so often affects school attendance and performance, knowledge about how best to support children's learning is included.

Intervention and review

What little evidence there is about effective intervention with neglect points to the need to build comprehensive packages of support that are clear, focused and address the issues at each ecological level (Berry 2003). For example, there are promising indications for resilient-peer training, imaginative play training, therapeutic day training and multi-systemic therapy and video feedback to increase maternal sensitivity (MacMillan et al. 2008). In particular there is evidence that the provision of direct support for children is of especial value and the concept of resilience can be helpful with this (Daniel and Wassell 2002; Gaudin 1993). The materials aim to ensure that participants understand the importance of attending to the processes underlying service use and change.

Whilst there is still a need for more research into effective interventions, there is growing recognition of the key role of the therapeutic context within which intervention is provided. It is clear that intervention is enhanced in the context of a supportive lasting relationship with a professional and that such relationships can deliver significant change for vulnerable parents and carers and children as they develop self-esteem and confidence (Barlow with Scott 2010; Howe 2008; Thoburn 2009).

Attention is given to the knowledge and skills required to work with parents with learning disabilities (Booth and Booth 1994 and Cleaver et al. 2011). In relation to looked after children the materials draw on findings from the studies by Farmer and Lutman (2010) and Wade et al. (2010) into the longer term outcomes for looked after children and reunification, including the need for purposeful work with parents to support sustained improvements and the need for clear timescales and contingency planning.

At their extreme the 'rule of optimism' (Dingwall et al. 1995) and the 'start-again' syndrome (Brandon et al. 2008) can be fatal for children. These syndromes are especially prevalent in practice with neglect. The problem is often compounded when parents and carers appear to be complying with plans or when parents and carers deflect practitioner attention from the needs of children (Reder and Duncan 1999; Reder et al. 1993). The materials stress the need to maintain a sharp focus on the extent to which children's lives are improved and whether the pace of change is in tune with children's rate of developmental progress. Effective reviewing of the impact of intervention has to be based upon determined, sustained and effective intervention to improve children's lives. The aim is to equip practitioners with a solid knowledge base and the confidence to put that knowledge into practice to improve outcomes for children.

Practitioners are encouraged to be clear about the overall intended outcomes and the specific and measurable short and medium term outcomes for each phase of intervention – all needing to be linked closely with consideration of timescales and the pace of child development. Intended outcomes should be considered in relation to each specific profession – for example, for a teacher it may be that the child engages more meaningfully with learning; for a health visitor it could be that a child gains a specific amount of weight in a specific time frame.

Finally, there are very rarely 'quick fixes' for neglect and if this is the starting point there is a real danger of creating the 'revolving door' syndrome where slight improvements lead to case closure only for there to be swift re-referral as problems recur. Rather, there should be clear planning for sustained support for parents and for children. The concept of 'managed dependence' as described by Tanner and Turney (2003) is used to help participants distinguish between purposeful long-term intervention and 'drift'.

Skills

The materials build on the skills identified in the Common Core, picking out elements of particular relevance for neglect such as engagement with children, observation and clarity of roles. Participants from all disciplines are encouraged to identify the knowledge and skills they use and require in their own role and setting. Some methods require in-depth training and a manualised approach which is beyond the scope of these training materials but information is provided about how to find further details is provided. However, practitioners often underestimate their capacity and the opportunities to implement direct intervention with parents and children. The materials, therefore, incorporate a range of activities to support the practice of intervention skills.

Specific skills in relation to effective working relationships with other professionals from initial referral stages, through the development of a protective network to managed withdrawal are covered. Multi-disciplinarity is now accepted, people in many settings now do realise that they have a responsibility towards children. However, there are still some fuzzy edges and anxiety, especially relating to a concern about roles and responsibilities. The materials help practitioners to consider how they can create a protective network around children that ensures that children benefit from the core service of each profession. There is, therefore, a significant amount of attention to the detail of working together, including the human issues of communication, trust, anxiety, status differences and self-preservation. Exhortations to work together are unlikely to be effective unless practitioners have the opportunity to work through the complexities in a safe environment away from the pressures of practice.

APPENDIX 1:
Pointers for trainers

It is important to understand that as a trainer you are required to take on a number of different roles and responsibilities, some of which are essential and others that may be forced upon you through particular circumstances but for which you need to be prepared.

Health and Safety

While you are in charge of any group it is your duty to ensure that they are working in a safe and secure environment. Since it is unlikely that you will always be delivering training at the same place every time this means that you need to make yourself aware of the particular rules concerning fire, including evacuation routes and roll call procedures, for every location. You need to know and point out where the loos and any public phones are to be found. It is also important that you know how and to whom to report any damage to rooms and who to contact regarding damaged or faulty equipment. Make friends with the receptionist and/or the caretaker. Not only can they be of immense assistance if things begin to go wrong – if your relationship with them is not a good one they can make life pretty frustrating.

Equipment

You need to be trained in the use of any specialised equipment and also be able to instruct trainees about its use. Within the training room, you must be aware of any potential hazards, including overloaded electrical sockets and worn or trailing cables.

The Training Room

Make sure before you begin that the training room has been set out to meet your requirements (this is where the caretaker can come in very useful if your original instructions have not been carried out). Watch out for the dangers associated with any attempts to re-position desks or tables when asking participants to move into groups

Equal Opportunities

It is imperative that every member of the learning group has equal access to the training that is taking place. As the trainer you must satisfy yourself that everyone can read, can hear and is able to see what goes up on a screen or on to a flip chart. Questions like "can everyone see that?" or "can you hear me at that end of the room?" are simply good manners in ensuring that people are comfortable with what is going on, but they are not much use in helping the trainer to detect particular special needs. One way of approaching this is to ask people at the time of initial registration to indicate any special needs, often coupled with dietary requirements, but you should be aware that this does not take away your responsibility to be alert to these issues.

Equal Access

Keep asking yourself whether you are giving everyone equal time – this applies to both questions and feedback and to your availability to participants at break times as well as in the formal sessions

Content – written and spoken

Could anyone be offended or distressed by any of the learning material or the language that is used? Remember, it is your place to facilitate the group, which may mean that you are required to challenge particular attitudes or use of language adopted by one or more of the trainees.

Pastoral Care

Some people regard a training session, because it is generally fairly relaxed and comes as a welcome distraction from the daily routine, as a safe place to share personal information. To a certain extent this is understandable since, particularly in this particular course, we are asking people to reflect on their own attitudes and preferences. Inappropriate disclosures made within the group must be set aside sensitively but immediately and be dealt with separately from the main group. Your role as trainer is to help to deal with personal difficulties and support individuals solely in the context of the learning process. Counselling is not part of the training role.

You need to be aware of changes in attitude over the course of a training session – people have at varying energy levels and are naturally less participatory at certain times of day. Make allowances for this but watch out for signs of apparent withdrawal from the entire proceedings. Again, this will have to be addressed separately from the group setting.

Support and help for yourself as a trainer

As a trainer you will find that there are times when you need to seek support for yourself - occasions when you want to discuss a specific session that has gone particularly well or particularly badly. As you move on there will be times when you would like to have professional guidance on developing your training skills or you feel the need of an outsider's critique on why a particular part of a training programme always seems to go wrong.

Build up your own list of support. Look around you and identify colleagues or other individuals whose training styles or whose general opinions you respect. There may be people here today that you will include in your support network – people you go to for advice, to exchange ideas with and to trade resources (one good turn deserves another).

Issues that may arise in relation to training on neglect

There are some issues that, whilst not necessarily unique to the issue of neglect, are highly likely to be a potential feature and therefore should be considered and planned for in advance:

managing a multi-disciplinary group including:–

- **ensuring that all acronyms are explained**
- **ensuring that jargon is discouraged**
- **paying equal attention to the practice issues for each discipline**
- **dealing with very different levels of experience and knowledge of neglect**
- **remaining alert to hierarchical or differential status issues within the group.**

anticipating personal issues, including:-

- **responding to participants who themselves were neglected as children**
- **responding to participants who have been subject to questions about their own parenting or that of someone in their immediate family**
- **managing strong emotional views about acceptable levels of physical and emotional care that could escalate into antagonistic responses.**

dealing with the range of 'grey' areas, including:–

- **facing potential demand for more clear-cut answers about how-to 'fix' neglect**
- **managing the professional anxiety that difference of view about neglect can prompt**
- **assisting participants to work out their roles and responsibilities towards children.**

dealing with challenging situations

- **being willing to respond if the described practice of a participant raises concerns**
- **being willing to respond if the described circumstances of child suggest that further action is needed to protect him or her**
- **being prepared to challenge discriminatory or judgmental attitudes.**

APPENDIX 2:
Training methods

In traditional training a core of ten methods is often used. These methods will no doubt be familiar, both from being a participant in a training session, as well as from the training role. These core methods are outlined below and need little explanation.

However, training is essentially a particular form of groupwork. It is often useful therefore, to use a number of groupwork methods as part of the training event. This is especially so in the context of promoting reflective practice. What is important is to match the method with the intended learning outcome. But also to try new methods to broaden one's training style and skills. To do this we need to understand what constitutes an effective learning event.

According to Fink (University of Oklahoma Instructional Development Program, July 19, 1999) there are five elements of an effective course.

Challenges students to HIGHER LEVEL LEARNING

All courses require some "lower level" learning, i.e., comprehending and remembering basic information and concepts. But many courses never get beyond this. Examples of "higher level learning" include problem solving, decision making, critical thinking and creative thinking.

Uses ACTIVE FORMS OF LEARNING

Some learning will be "passive", i.e., reading and listening. But "higher level learning", almost by definition, requires active learning. One learns to solve problems by, for example, solving problems; one learns to think critically by thinking critically.

Gives FREQUENT and IMMEDIATE FEEDBACK to students on the quality of their learning

Higher level learning and active learning require frequent and immediate feedback for students to know whether they are "doing it" correctly.
"Frequent" means weekly or daily; feedback consisting of "two mid-terms and a final" is not sufficient.
"Immediate" means during the same class if possible, or at the next class session.

Uses a STRUCTURED SEQUENCE OF DIFFERENT LEARNING ACTIVITIES

Any course needs a variety of forms of learning (for example, lectures, discussions, small groups and writing), both to support different kinds of learning goals and different learning styles. But these various learning activities also need to be structured in a sequence such that earlier classes lay the foundation for complex and higher level learning tasks in later classes.

Has a FAIR SYSTEM FOR ASSESSING AND GRADING STUDENTS

Even when students feel they are learning something significant, they are unhappy if their grade does not reflect this. The grading system should be objective, reliable, based on learning, flexible and communicated in writing.

If we are very clear what we are trying to achieve it is then possible to select a range of learning methods for those ends.

Core methods (can be combined together within a single training session)

1. Question and Answer
2. Ice - Breaker
3. Trainer Presentation
4. Pairs
5. Small Group Work
6. Large Group Discussion
7. Trainer Demonstration
8. Brainstorming
9. Lecture
10. Role Play

Small Group Methods

These are more complicated to use, but provide the potential for more detailed consideration of the topic than the core methods above.

Workshops are small groups that focus on one or more topics, working intensively over a short period of time.

Seminars give participants an opportunity to learn about particular topics, exchange information and viewpoints. A seminar usually focuses on a single topic. Often, a seminar offers a short presentation followed by discussion by a panel of participants. A seminar is distinctive in the high level of interest and knowledge participants bring to it.

Community juries consist of individuals empanelled to hear testimony related to a specific issue. Jurors, chosen for their impartiality, hear reviews of an issue by neutral experts. The jury discusses and deliberates and subsequently issues its findings. The findings of such juries can pinpoint "fatal flaws" or gauge public reaction.

Roundtables are used to examine an issue through discussion by all participants. Each participant is a designated stakeholder, so the issue is debated from many sides. Free discussion and diverse opinions are encouraged. Experts in a field can participate, as well as residents, business people and interest groups. Roundtables are often breakout groups, focusing on one or more topics related to the entire issue or project. Seminars and workshops often use a roundtable format, but what is distinctive about roundtables is their emphasis on thorough discussion of an issue.

Study circles hold a series of meetings to discuss critical issues. Participants are assigned readings and other tasks between meetings or training events. The process is very structured, often using study guides and discussion questions developed by an agency or a steering committee. Participants discuss each facet of the issue in detail. The same group meets periodically to investigate and debate the issue.

A conflict utilization opinionaire uses survey techniques to explore how individuals deal with conflict. It enables a group to use writing and discussion to deal with conflicts or controversies. Before addressing the project issue at hand, a group of 8 to 20 people meet and fill out a questionnaire or complete a writing task to express their attitudes about conflict. They then discuss how staff or leaders should deal with it and suggest the best techniques for reaching consensus or understanding.

Delphi (also known as policy delphi) reaches consensus by asking a small group of experts to give advice. The results can generate further discussion at committee or public meetings. The delphi process begins when an agency distributes questionnaires to a panel of experts, whose responses are then tabulated. Results are sent back to the panelists, who reflect on their colleagues' opinions and either alter their stances or provide reasons for holding to their own positions. This process is continued until basic concepts and a majority identifies elements of a project or plan.

Dialogue facilitation lets participants speak on deeply held personal beliefs about an issue. People hold conversations that are outside the bounds of the topic under discussion. They can focus around a meal as an icebreaker. Here, individuals do not know which side of the main issue other people are on; they chat about families, interests, etc. Participants then discuss the main issue - not as enemies or antagonists, but as individuals. Consensus is not expected. Rather, the goals are to open up communication and knowledge that differing opinions can be held. Using a principle of family therapy (you have to live together, so you might as well get along!), dialogue facilitation asks each person to participate in conversation.

Nominal group process is a term used for several different methods of identifying issues and priorities. One variation uses index cards for participants to register priority issues and other information; the cards are then tallied or analysed. In another variation, participants generate ideas silently as individuals, and then list them as a group. They discuss what each means and then silently and individually rank the ideas. Yet another method is to have experts discuss an issue with a small group and prepare suggestions for participants' reactions.

Open space technology is a method of assigning meeting leadership. Participants introduce a topic or concern, write it on a card, and post it on the wall. Examining the cards to choose a topic, group members sign their names on the card of their choice. Topics with the largest number of names will be chosen for discussion groups. People who introduced the topic are responsible for leading a breakout session on it.

Reflective Diaries can be useful for bringing structured information about practice for discussion in training events. See handout 4 for a fuller discussion of how to use reflective diaries.

A Samoan circle derived its name very loosely, with only vague reference to the Pacific island group called Samoa. In fact, the formal structure began during a land use study in Chicago. Its purpose is to organize discussion of controversial issues or within large groups, instead of holding a free-for-all, no-holds-barred complaint session. It serves to identify stakeholders or to give priorities to actions to be taken or areas of agreement, although this is not a frequent used. A Samoan circle has no facilitator, chair, or moderator. Participants are expected to maintain their own discipline. They gather in two concentric circles -- an inner circle with a table and four chairs, and an outer circle, with ample walking and aisle space. Everyone begins in the outer circle. The issue is presented, and discussion begins. Those most interested take chairs in the inner circle.

Those less interested stay in the outer circle. All are able to move in or out of the centre as the discussion flows or topics change. Each speaker makes a comment or asks a question. Speakers are not restricted in what they say or how they say it, but they must sit in the inner circle. Someone wishing to speak stands behind a chair; this signals those already in the circle to relinquish their chairs. No outside conversations are allowed. Comments are often recorded. Votes of opinions held by non-speakers are taken at the end, if desired. To close a meeting, empty seats are taken away one by one until there are no more chairs. The U.S. Army Corps of Engineers frequently uses the technique for both internal and public meetings to define priorities and stakeholders in project planning. The Village of Northfield, Illinois, used it to organize discussion of controversial proposals for community development plans in a forum of 150 residents and officials. The technique was used in a meeting of FHWA officials and representatives of six Midwestern states in discussing ways to improve working relationships around environmental protection concerns related to projects and planning.

SWOT (strengths, weaknesses, opportunities, threats) analysis takes an analytic approach to a concept or issue, identifying its strengths and weaknesses, along with opportunities it represents and threats to its success. Using those criteria, the group evaluates chances for success or effectiveness. Priorities are resolved by voting and reaching consensus within the group. In a related technique, force field analysis, a group defines "helping" or "hindering" forces and their effects on the group's objective or discussion.

Synetics re-charges a discussion by diverting it away from the issue being addressed. After discussing an unrelated topic, a group analyses the dynamics of the side discussion to shed light on interpersonal relationships during discussion of the main topic.

Value analysis helps evaluate alternatives and their consequences in terms of values (say, a clean environment or governmental cost reductions) widely held in the community. This technique is frequently used in the utilities industry. Participants compute the attractiveness of each alternative, assign points for each value; they are then totalled into composite scores. The technique shows what values are in conflict and what trade-offs might be possible.

APPENDIX 3:
Training schedules

Example 1
Introduction to Neglect   One-day Course

Example 2
Introduction to Neglect   Two-day Course

Example 3
Focus on Parents   One-day Course

Example 4
Focus on Young People   One-day Course

Example 5
Neglect and Substance Misuse   One-day Course

Example 1

Introduction to Neglect

One-day Course

Learners

Mixed group of learners from different organisations and disciplines who are in contact with children, young people and families.

For example – Social Care, Youth Services, Education, Housing, Mental Health Services, Sport and Leisure, Police, Voluntary Sector Community, Health, Disability Services.

Learning Outcomes

- **To enable learners to recognise children and young people who are or may be, being neglected**

- **To assess the nature and extent of a child's developmental needs**

- **To meet a child's developmental needs and support strengths.**

Timetable

Morning - Arrival, registration and refreshments

Warm-up exercise

Play audio – full or extract from Emily's story

P1 Recognising neglect

E1 Understanding neglect

Break

P11 Assessing children's developmental needs

E13 Communicating concerns to parents

Lunch

Afternoon

P21 Effective interventions

E24 Ensuring a child's needs are met

Summing up and reflection

Close

Example 2
Introduction to Neglect

Two-day Course

Learners

Mixed group of learners from different organisations and disciplines who are in contact with children, young people and families.

For example – Social Care, Youth Services, Education, Housing, Mental Health Services, Sport and Leisure, Police, Voluntary Sector Community, Health, Disability Services.

Learning Outcomes

- **To enable learners to recognise children and young people who are or may be, being neglected**

- **To assess the nature and extent of a child's developmental needs**

- **To meet a child's developmental needs and support strengths.**

Timetable - Day One

Morning - Arrival, registration and refreshments

Warm-up exercise

Play audio – full or extract from Emily's story

P1 Recognising neglect

E1 Understanding neglect

Break

P3 Identifying family and environmental factors which may contribute to neglect

E4 Assessing family and environmental factors which may contribute to neglect

Lunch

Afternoon

P11 Assessing children's developmental needs

E13 Communicating concerns to parents

Reflections on learning from Day 1

Close

Example 2

Introduction to Neglect

Two-day Course

Timetable Day Two

Morning - Arrival, registration and refreshments

Play audio – full or extract from Emily's story (alternative warm up)

Short recap on learning from Day 1

P13 Understanding environmental factors

E15 Assessing the child in their community

Break

P21 Effective interventions

E24 Ensuring a child's needs are met

Lunch

Afternoon

P22 Measuring outcomes for each child

E26 Reviewing and sustaining change

Summing up and reflections on learning

Close

Example 3
Focus on Parents

One-day Course

Learners

Mixed group of learners from different organisations and disciplines having significant contact with vulnerable families where children are or may be neglected.

For example – Social Care, Youth Services, Education, Housing, Mental Health Services, Sport and Leisure, Police, Voluntary Sector Community, Health, Disability Services.

Learning Outcomes

- **Identify concerns about parenting capacity that may contribute to neglect**
- **Assess parenting received by a child**
- **Address factors affecting parenting capacity.**

Timetable

Morning - Arrival, registration and refreshments

Warm-up exercise

Play audio – full or extract from Emily's story

P2 Identifying when parenting capacity is resulting in neglect

E3 Identifying concerns about parenting capacity which affect the child and their needs

Break

P12 Assessing parenting capacity

E2 Engaging parents and carers

Lunch

Afternoon

P22 Effective interventions

E30 Improving parenting capacity

Summing up and reflection

Close

Example 4
Focus on Young People

One-day Course

Learners

Mixed group of learners from different organisations and disciplines having significant contact with young people who are or may be neglected.

For example – Social Care, Youth Services, Education, Housing, Mental Health Services, Sport and Leisure, Police, Voluntary Sector Community, Health, Disability Services.

Learning Outcomes

- **Identify concerns about parenting capacity that may contribute to neglect**
- **Assess parenting received by a child**
- **Address factors affecting parenting capacity.**

Timetable

Morning - Arrival, registration and refreshments

Warm-up exercise

Play audio – full or extract from Emily's story

P5 Neglect and young people

E5 Recognising the impact of neglect on children and young people (utilise Liam or Michelle's stories to focus discussion)

Break

P13 Understanding environmental factors

E17 Assessing adolescent wellbeing

Lunch

Afternoon

P20 The role of schools (focus upon Liam or Michelle)

E27 Connecting the child or young person with community resources

Summing up and reflection

Close

Example 5
Neglect and
Substance Misuse

One-day Course

Learners

Mixed group of learners from different organisations and disciplines who are in contact with vulnerable children and young people who live in families where there is parental substance misuse.

For example – Social Care, Youth Services, Education, Housing, Mental Health Services, Sport and Leisure, Police, Voluntary Sector Community, Health, Disability Services, Drug and Alcohol Workers.

Learning Outcomes

- **Identify concerns about parenting capacity that may contribute to neglect**
- **Assess parenting received by a child**
- **Address factors affecting parenting capacity.**

Timetable

Morning - Arrival, registration and refreshments

Warm-up exercise

Play audio – full or extract from Emily's story

P8 Parenting and substance misuse

E9 Impact of substance misuse on parenting capacity

Break

P18 Assessing motivation and willingness to change

E20 Assessing impact of substance misuse

Lunch

Afternoon

P23 Working effectively with substance misusing parents

E30 Improving parenting capacity

Summing up and reflection

Close

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