

## Exercise

First work in pairs, think about neglected children that you know and discuss the following:

- **what do you know about the children's experience of community, and how this might assist or hinder their development**
- **whether you think that assessment to date has adequately captured an understanding of the child's level of integration within their community**
- **note what additional information it would be helpful to have.**

Then in larger groups look at the Table: Aspects of Community that sets out aspects of communities and identifies issues for parents and for children. In the light of the information in the table and your previous discussions:

- **consider ways in which this assessment shows how integrated the child and family are within the community**
- **identify which agencies, disciplines and practitioners could assist with improving understanding of the impact of how the family's integration in their community impacts on the child's development and the parents' capacity**
- **discuss ways in which plans can incorporate attention to strengthening the community's contribution to a child's development.**

**Bring your considerations to the plenary**

Continued 

Assessing the child  
in their community

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Aspects of community	Parents	Children
<b>Practical resources</b>	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Good local shops</li> <li>• Anti-poverty resources</li> <li>• Affordable local child care</li> <li>• Social network development</li> </ul>	<ul style="list-style-type: none"> <li>• Anti poverty resources</li> <li>• Good quality, accessible play</li> <li>• Specific resources for black, ethnic minority communities</li> <li>• Specific resources for disability</li> <li>• Local schools</li> <li>• Inclusive environment</li> </ul>
<b>Natural networks</b>	<ul style="list-style-type: none"> <li>• Reciprocal helping arrangements</li> <li>• Long term residence of families</li> <li>• Non-threatening relations with neighbours</li> <li>• Balanced community (mixed age)</li> </ul>	<ul style="list-style-type: none"> <li>• Established supportive local networks</li> <li>• Good contact with immediate neighbours</li> <li>• Positive action with significant adults from different generations</li> <li>• Integration between school and community networks</li> </ul>
<b>Child and family safety</b>	<ul style="list-style-type: none"> <li>• Community members perceived as safe</li> <li>• Community activities are seen as safe</li> <li>• Community activities are seen as physically safe</li> </ul>	<ul style="list-style-type: none"> <li>• Child perceives their immediate environment as safe rather than threatening</li> </ul>
<b>Community norms</b>	<ul style="list-style-type: none"> <li>• Established community norms around child care practice and values</li> </ul>	<ul style="list-style-type: none"> <li>• Child experiences stable and established community norms</li> <li>• Positive sense of identity and belonging conveyed to each child</li> </ul>
<b>Individual child and family</b>	<ul style="list-style-type: none"> <li>• Personal resources and knowledge to access available resources</li> <li>• Personal resources to develop and maintain supportive networks</li> <li>• Perceptions that local facilities are available</li> </ul>	<ul style="list-style-type: none"> <li>• Developing confidence in using available facilities and opportunities</li> <li>• Developing confidence in local networks</li> <li>• Perceptions that facilities are available</li> </ul>
<b>Cumulative impact (positive)</b>	<ul style="list-style-type: none"> <li>• Low level of individual environmental stress</li> <li>• Feel supported in the community</li> <li>• Community perceived as good place to bring up children</li> </ul>	<ul style="list-style-type: none"> <li>• Child feels community is a good place</li> <li>• Child feels safe and valued</li> <li>• Development of positive identity and self-esteem</li> </ul>
<b>Cumulative impact (negative)</b>	<ul style="list-style-type: none"> <li>• High level of individual environmental stress</li> <li>• Parents feel unsupported, threatened or frightened in the community</li> <li>• Parents ambitions are to leave the community</li> </ul>	<ul style="list-style-type: none"> <li>• Child feels threatened, frightened and under-valued</li> <li>• Anxiety, depression, anti-social behaviour, school failure/exclusion</li> </ul>