

ASSESSMENT CAMPAIGN

TOOL KIT

FIRST ELEMENT

DIG FOR DETAIL



FAIL TO PLAN... PLAN TO FAIL....

Good preparation is key

Reflection and professional curiosity – a key to good assessment planning

A reflective practitioner will build critical reflection and challenge into all aspects of their work. They will ask questions of themselves and welcome challenge from others. Serious Care Reviews nationally and locally have confirmed that professional curiosity forms the basis of robust intervention.

This is true for those SCRs involving intrafamily incidents and themes seen around the impact of fos-

Integrated critical reflective thinking has been seen to be crucial to social work practice. Whilst aspects of this apply across the four stages of assessment, it is crucial at the planning stage to:

conceive a range of different hypotheses and scenarios which will be tested within the assessment

identify and draw on different sources of knowledge, theory and research to assess and plan the work

consider alternative approaches and ensure that each intervention is tailored to the needs of the specific child to be assessed

be prepared to revise hypotheses in the light of the emerging information – ***an assessment is a dynamic process and reflection and ability adapt thinking and approaches will maintain focus and direction to the work***



Issues to keep in mind when starting any piece of assessment work - supporting reflective practice.

What is getting in the way of this child or young person's wellbeing – these may be obvious factors or hidden – consider risk factors such as domestic abuse/substance misuse /mental health– are these features of family life?

What is history telling me about the child's experience – have you completed a chronology? Are patterns forming that help you understand the child's family life and lived experience?

Who lives/has contact with the child – do I have the full picture of who resides/has contact with the child

Do I have all the information I need to help this child or young person – if not where will I find sources of information?

Does the child need support or protection while the assessment is ongoing – who is best placed to offer this and how?

Are all agencies working together effectively to support this child?

Are there special factors that need to be considered or challenged in relation to this child – language, culture, religion, health, disability? What additional help, if any, may be needed from others to ensure the assessment can progress?

Planning checklist - Some prompts to help begin the thinking...

Have you identified the issue or cause for concern that has triggered this assessment?
Have you put together a history of the child and family from information available on record?
Are there gaps in your understanding of these issues – how will you address these? Are there hidden features?
What are your attitudes towards the issues – how will you remain objective and avoid over optimism. How will you build challenge and reflection into the work?
How long will this assessment take/have you agreed a timescale for review?
Who is the primary subject of the assessment? Are there other children that you or colleagues should be considering for assessment?
Who are the key agencies or connected persons who may have information to contribute to the assessment? How will you engage them and make use of the information?
How will you engage with the child and include their views into the assessment? Are there cultural or ethnicity issues?
How will you engage with the parents and incorporate their views into the assessment – do they need support to participate? Have you gained consent to proceed?
How will you validate self-reporting –how will you check out and test information that is being gathered?
Where will you carry out the assessment work and how will you plan sessions with different family members?
Are there any safety issues for workers visiting the home – how will these be addressed?
Are there significant people in the child’s wider world who need to be consulted? Have the wider family got resources to support the child? Who is in contact with the child?
Is there a need for a specialist assessment such as health/ substance misuse – how will specialist practitioners help inform your work.
Are there any significant challenges or barriers that may impede your assessment, such as communication issues/ threats/complex health or disability needs?
What tools or resources can you use to assist you in completing this assessment? Is there relevant research that will help you understand the information and make decisions? Are you confident to use these?

The starting point.....

Good questions enable the detail to be found in the child's life and develop the assessment. So, for example the focus would be on using questions to achieve the answers to the following:

What is the story?

What do we know?

What do we need to know?

What information is needed?

Where will we get it from?

What tools and resources can we use to get this?

What does the history tell us?

What are the patterns in this family?

What could this behaviour mean – what is it telling you?

What is your hypothesis?

Unconscious bias

Professional curiosity

Gathering information – asking the right questions



Set out below are some examples of questions that can be helpful to start a dialogue with a parent. This is not exhaustive and is to show the principles of open questions that then can be used to tunnel down for more detail....

<p>PROBLEM DEFINITION</p> <p><i>(Solution- construction is easiest when the goal is focused down to a problem that can be described in specific behavioural terms. (Example: The goal may be to be less depressed. The focused problem description could be to have more energy to study, or to call up friends and go out more.)</i></p>	<ul style="list-style-type: none"> • How is (example: depression) a problem for you? • Is that a problem for anyone else? How is it a problem for others? • What effect does that have on you? • How will things be different when the problem is solved? or you? . . . for others?
<p>EXCEPTION QUESTIONS</p> <p><i>(Don't ask for exceptions until you and the parent/child are clear about what the problem and the goal is.)</i></p>	<ul style="list-style-type: none"> • When don't you, or didn't you have this problem? - • Even a little bit? • What is different at those times? • What will make it possible for more of that to happen? • What small changes will you notice? • How will the small changes make a difference for you?- For others? • What will you notice about yourself? others? • What will they notice about you?
<p>EXISTING RESOURCE QUESTIONS</p>	<ul style="list-style-type: none"> • What have you tried to do to solve the problem? What helped even a little bit? • How have you dealt with similar problems in the past? • What have you learned from previous experiences like this that might be useful in this situation?

Questions to look at change.....



<p>Willingness</p>	<ul style="list-style-type: none"> • On a scale of 0 to 10 where 10 means you are willing to do anything to make your child safer (sleep in their own bed) and 0 means you're not willing to do anything, where would you place yourself on the scale? • If I (worker) were to ask your partner ... on a scale of 0 to 10 how willing would they be? • You talked earlier about the possibility of you doing On a scale of 0 to 10 how willing are you to try that where 10 is can't wait lets start now and 0 is there is no way you are going to give it a go? • What if anything would increase you or your partner's willingness to do something about these problems?
<p>Capacity to Action</p>	<ul style="list-style-type: none"> • On a scale of 0 to 10 where would you scale your ability to do something about the difficulties you are experiencing if 10 means you are in a really good place, have lots of energy to do what needs to be done and 0 is you have no energy, you feel tired all the time and just can't see how you are going to do what needs to be done. What puts you at this scale? • Of all the difficulties you have spoken about which one do you feel most able to tackle? • On a scale of 0 to 10 how would you rate your ability to put in place the plans we have talked about? Where 10 it will be no problem, it's something you feel you can do easily and 0 is even though you have agreed the plan you feel that you are going to really struggle to do what you said you would. • What parts of these plans do you feel most able to try? • What or who could help you do these things? • How much control or influence do you think you have over this situation?
<p>Confidence</p>	<ul style="list-style-type: none"> • On a scale of 0 to 10 where 10 means that you are certain things will improve and 0 means you think things will never get better how would you scale things? What gives you that level of confidence? • On a scale of 0 to 10 how confident are you that you can do manage Jimmy's behaviour when he becomes really upset where 10 is you have every confidence and 0 is you have no confidence What would increase your confidence? What's makes you so confident?

Questions for finding the problem.. And finding a solution....



<p>ADVANTAGE QUESTION</p> <p><i>(Asked when parent/child's keep giving negative answers.)</i></p>	<p>This may seem like a strange question, and I don't want you to think I am not hearing how serious this problem is for you, but is there an advantage to your having this problem? . . . Is there anything positive about this negative situation?</p> <p>In response to answers ask:</p> <ul style="list-style-type: none"> • How can you have the advantage without having to maintain this problem? What can you do instead?
<p>Question regarding the problem</p>	<ul style="list-style-type: none"> • From the report, you can see how others view things, what do your thoughts about what is happening? What would your child say? • How would you describe what is happening in your family? • How is the problem for you? For your child? • How do you explain what you did? • What may happen if things continue as they are?
<p>Questions regarding Solutions and plans</p>	<ul style="list-style-type: none"> • What makes you think that these plans will make a difference? • Some people might say that you need to do In this situation what do you think about that? • You said earlier that you don't always.... Can you tell me more about those times? • When was the last time you How have you managed to do this? • What was different about the times when you handled the situation well? • Can you tell me about times when mum/dad took action to keep their child safe? What did they do? • Clearly there are many times when you haven't slept with your baby even when you are tired. Can you tell me how you do that? • What are the worse things that could happen if you don't make changes? • What are the best things that might happen if you do make this change ?

Questions to explore strengths... and safety...



Exceptions & Strength Questions

- If you were describing yourself to others what sorts of things would you say you were good at?
- What do you like about being a parent? What have you learned from the experience?
- What do you like about your son? If he could talk what would he say you are good at?
- What's good about your relationship with your son?
- What do you think your son would say is good about your relationship?
- Who do you turn to for help in dealing with problems? How do they help you?
- Who could best support you in dealing with these problems? How could they help?
- You mentioned that it is not always like this. Can you tell me what is happening when the situation is ok? What is different about those times? What did the parent do instead?
- Has anything been better since we last met ? What's changed? What's better?

Questions to elicit the family's safety

- Can I just get an idea of how serious you think ... is, on a scale of 0 to 10 where 10 means it wasn't serious the baby was totally safe and 0 is was very serious and the baby could have died. Where would you scale the situation? What puts you at this scale?
- Using the above scale ask how serious they think sleeping with the baby would seem to you ? How would x think?
- I'm really interested in hearing your ideas about how you could keep x safe.
- How can we help you make things better and make your child safer? What do you think you or others could do to make your child safer?
- Lets' suppose we could do anything to make your child safer, what would that be?
- In your opinion, what would it take to make your child safer?
- For our involvement with your family to be useful to you, what would need to happen? What would change in your family?
- It's really clear to me that you don't want us in your life. What do you think we need to see to close the case?

Finding the most important thing that would make a difference.. And how important it is...

MIRACLE QUESTION

(This question or any question asking about a hypothetical solution is usually asked when the parent/child cannot think of any exceptions or when he/she is having difficulties defining a goal).

If a miracle happened tonight and you woke up tomorrow morning and your problem was solved, how would things be different? Describe the differences from your point of view and what others would be doing and experiencing.

In response to parent/ child's answers ask:

- Does some of that happen already at times? . . . even a little bit
- What will allow more of that to happen?
- What will you have to do? . . . others?

SCALING QUESTIONS

(Usually asked to help parent/child get a better perspective about how severe a problem is. This question is also asked to track progress from session to session.)

On a scale from 0 to 10, with 10 being your relationship with your child/ partner is the best it's ever been , you talk things through and spend time with each other and 0 is your relationship is really bad at the moment it couldn't be worse, you can't be in the same room as each other without having an argument. How would you scale your relationship today?

Or

On a scale from 0 to 10, with 10 being never and 0 being always, what percentage of the time would you say your anxious feelings make you feel too afraid to leave the house?

In response to answers ask:

How many scales would you need to move for you to feel better? What would a small step (from 3 to 3.5) look like? What would you be doing differently? What will others be doing differently?

Questions that can begin the conversation....

Physical Abuse

Tell me about a time when you've seen Dad/Mum control his/her temper anywhere, at work, playing sport, when he/she was driving, anywhere, any time?

If I asked Dad/Mum, who would he/she say he/she most respects as a man/woman?

Who would he/she say he/she most respects as a man/woman who can control himself/herself and channel his/her fury and anger?

If I wanted to ask Dad who in his life was the worst he's ever met at controlling their rage and that pent up desire to attack and control that people can get into when they are really angry, what are your ideas about what I'd need to do to be able to have that conversation?

What would they say they do to control themselves at the footy?

Since you've separated, has that helped or made it harder for you to control your anger?

Tell me about a time when you could have lost your temper and hit out when (name of child) did something that annoyed you but, you didn't—what did you do, how did that help?

What does your Mum/Dad do when they get really mad at you?

Sexual Abuse

A child saying they've been sexually abused is one of the most distressing things any parent can ever have to try and understand and respond to. How have you coped, Mum/Dad?

Who most thinks you need to take this seriously and think about it?

What do you think [child/young person] needs from you right now to know you believe her/him?

This is near the hardest thing that could be said to any parent about their relationship to their children. What has been most horrible for you about hearing about these things that your child has said have happened?

Dad/mum, it's really clear the things your child has said are really worrying and they must worry you. What's the hardest and worst about the things that were said for you?

Sexual Abuse

A child saying they've been sexually abused is one of the most distressing things any parent can ever have to try and understand and respond to. How have you coped, Mum/Dad?

Who most thinks you need to take this seriously and think about it?

What do you think [child/young person] needs from you right now to know you believe her?

This is near the hardest thing that could be said to any parent about their relationship to their children. What has been most horrible for you about hearing about these things that your child has said have happened?

Dad, it's really clear the things your child has said are really worrying and they must worry you. What's the hardest and worst about the things that were said for you?

What have you done to support your child since these things have been said?

What have you done that is different since you heard about this, toward any of your children?

Mum/dad, we know that after hearing things like this Mums/dads often go from "yes, I'm sure it happened, through to no way, he/she couldn't have done this", has that been your experience? What's been hardest?

We know that some parents whether they believe it happened or not, make changes for themselves and the children being around that person. What have you done differently for the children since you heard about your child describing being sexually abused by?

Substance use—Alcohol, drugs etc...

Tell me what is like when Dad/Mum drinks/uses drugs?

What would be different in your house if Dad/Mum didn't drink/take drugs?

Tell me about a times you were responsible for the care of your child/children and you are clean, sober and not trying to get alcohol/drugs?

If I asked the children, what would they say is better in their life when their parents are drinking or using cannabis or cocaine?

What would the children say if asked about a time when they saw Dad or Mum stop their drinking, when they might have expected them to keep drinking. What would they tell me?

When have you most been able to control your drinking? When have you been most out of control with your drinking? When you control it best, how do you do it?

Since you've separated, has that made you want to drink more or less?

When was the last time Dad/Mum used? When do you think she will use again? What makes you think that?

What strength have you found in yourself you didn't know you had from getting off and keeping of the booze?

Mum, what do you notice is better about your life when you're not drinking or using heroin?

Can you imagine a situation where your children might get caught up in the middle of your arguments/disagreements?

What do you imagine child/young person thinks when s/he sees you hit their mum/dad?

What could you do so that your partner and children are safe from you?

If I asked the kids, what would they say you do to calm yourself down so you don't hit, push, shove or say nasty things to Mum/dad when your angry?

When has anyone seen dad /mum really wound up at a family get together with the kids there and you thought this could get ugly, but then you saw them calm down? How did they do that?

Dad,/mum I've been really impressed how open you have been about the fact you can get angry and that there's been times in the past when you've lost control and hit your partner or one of the kids. It's great that you're open about this and can sit here and hear me repeat that again. It takes a lot of courage to admit what's happened and talk about it. What do you think impresses me most about you doing that?

Questions to prompt thinking about the context of the assessment.....

Have I been given appropriate access to all the children in the family?

If parents are cooperative, what type of cooperation was it? Was it, for example, ambivalent/hostile/confrontational? Have they done what they said they would?

Have you spoken with the child's network, what do they think?

What is the child's account of his/her situation and needs?

Have I taken full account of the child's additional communication needs, for example, in the case of children who are deaf or disabled? Have I sought appropriate specialist expertise to facilitate communication?

If the child uses a language other than English, or a method of alternative non-verbal communication, have I made every effort to enlist help in understanding him/her?

Did the interview with the child appear coached? What is the evidence to support or refute the child/young person's account?

If I have not been able to see a child, is there a very good reason, and have I made arrangements to see him/her as soon as possible?

How should I follow up any uneasiness about the child/ren's health or wellbeing?

What do I know about this child? Do I know what they enjoy, like, dislike etc., do I understand their lived experience?

How is the child moving, e.g. when crawling or walking?

Have I consulted other relevant/specialist practitioners who have contact with the child, to draw on his/her observations of any significant changes in the child's wellbeing or behaviour?

Would I draw this conclusion or make this decision if the child were not disabled?

Would I have taken any further protective action if this child were not disabled?

What would I expect a child of this age to do?

Are the parents and child's views or views of others different?

Was that usual behaviour for a child who has only just met an adult?



Signs of Safety Harm Matrix

When assessing child abuse and neglect it is crucial to gather specific, detailed information about the harm. This involves clearly identifying the harmful behaviour, its severity and fre-

Chronicity Action impact	Duration/ Timespan	First Incident	Worst incident	Last incident
<i>Behaviour. The behaviour that is dangerous or causing the harm. This is usually adult behaviour but can be a young person's behaviour. Avoid generalised statements; focus on detailed, observable behaviour.</i>	<i>What is the worrying adult behaviour and how long has it been happening? How many times has that adult behaviour happened over the total time span?</i>	<i>When and what was the first time your agency heard about the worrying adult behaviour?</i>	<i>When, and what was the worst event of worrying adult behaviour your agency knows about?</i>	<i>When, and what is the most recent event of worrying adult behaviour your agency knows about?</i>
<i>Severity. Explores how bad the harmful behaviour is.</i>	<i>Over the whole timespan the adult behaviour has been happening, how bad has the adult behaviour been?</i>	<i>How bad was the first event of adult worrying behaviour?</i>	<i>How bad was the worst event of worrying adult behaviour?</i>	<i>How bad was the most recent event of worrying adult behaviour?</i>
<i>Impact. The most crucial information regarding any referral harmful or dangerous behaviour toward the children is to ascertain the impact of these behaviours on the child including both physical and emotional impact</i>	<i>Over the whole timespan the adult behaviour has been happening what has been the overall impact on the children?</i>	<i>What was the impact of the first incident on the child(ren)?</i>	<i>What was the impact of the worst incident on the child(ren)?</i>	<i>What was the impact of the most recent incident on the child(ren)?</i>

This matrix can be found on the Learning Hub:
Learning Zones/Signs of Safety/Practice Examples

Using questions to achieve understanding of parent's goal(s)

Drawing on techniques from Motivational Interview-

What specifically are you going to do?
(think small)

When are you going to do it?

How are you going to do it?

Is it doable?

Who will notice that you are doing it?

What difference do you think it will make?

On a scale of 10 – 10, if 10 is the highest
and 0 is the lowest, how confident are you
that you will do it?



How do you manage to cope?

What makes you go on?

What have you done to keep the situation
from getting worse?

What do you say to yourself that makes
you go on?

What would others say you have done to
cope with this?

What helps you deal with this?

What does your ability to deal with this tell
you about your strengths and abilities?

How did you get so strong?

Good questions are used to probe and capture the detail around a specific issue; for example Domestic Abuse, Parental Mental Health, substance misuse....

For example the SCODA assessment tool developed and used by Cafcass for parental drug use

Finding the pattern

Is there a drug-free parent, supportive partner or relative?

Is the drug use by the parent Experimental? Recreational? Chaotic? Dependent?

Does the user move between categories at different times? Does the drug use also involve alcohol *or a combination of drugs*?

Are the levels of care different from when the parent is/was a non-user?

Is there any evidence of coexistence of mental health problems alongside the drug use? If there is, do the drugs cause these problems, or have these problems led to the drug use?

Impact on the home environment & stability

Is accommodation adequate for children?

Are parents ensuring that rent and bills are paid?

Does the family remain in one area or move frequently; if the latter, why?

Are other drug users sharing the accommodation? If they are, are relationships with them harmonious, or is there conflict?

How much are the drugs costing?

How is the money obtained?

Is this causing financial problems?

Are the premises being used to sell drugs?

Are the parents allowing their premises to be used by other drug users?

Any Health risks to parents/child?

If drugs and/or injecting equipment are kept on the premises, are they kept securely?

Are the children aware of where the drugs are kept?

If the parents are intravenous drug users:

* Do they share injecting equipment?

* Do they use a needle exchange scheme?

* How do they dispose of syringes?

* Are parents aware of the health risks of injecting or using drugs?

If parents are on a substitute prescribing program, such as methadone:

* Are parents aware of the dangers of children accessing this medication?

* Do they take adequate precautions to ensure this does not happen?

Are parents aware of, and in touch with, local specialist agencies who can advise on issues such as needle exchanges, substitute prescribing programs, detox and rehabilitation facilities? If they are in touch with agencies, how regular is the contact?

How do Parents see the problem?

Do the parents see their drug use as harmful to themselves or to their children?

Do the parents place their own needs before the needs of their children?



LINKS & RESOURCES

There are also a number of websites that hold lots of resources that can assist thinking and practice... here are a few... have a look around

<http://www.socialworkerstoolbox.com/> - Over 200 worksheets, assessment tools, information handouts, storybooks and games; all sorted into thematic categories such as mental health, domestic abuse, adoption and fostering.

<https://www.cafcass.gov.uk/grown-ups/professionals/resources-for-professionals/> - On this website you will find information and resources on a range of different topics. For example the SCODA tool.

<http://www.teescpp.org.uk/Websites/safeguarding/files/Content/1828003/Scales%20and%20questionnaires.pdf> - This pack, which accompanies the Framework for the Assessment of Children in Need and their Families (2000), sets out how a number of questionnaires and scales can be used by social work and other social services staff when assessing children and their families.

http://llrchildcare.proceduresonline.com/leicestershire/local_resources.html

- This is where you will find the "Growing Safety Notebook".

<http://lrsb.org.uk/llr-neglect-toolkit> - This takes you to the LLR resources page where you will find the Neglect Tool Kit to download, along with worksheets.

<https://www.sesamestreet.org/toolkits> - A useful resource that covers areas such as Autism, Asthma, brain development etc...useful for children and parents/carers.

<https://www.rip.org.uk/>

<https://knowledgebank.signsofsafety.net/>

<https://www.ccinform.co.uk/>



ANALYSIS

The problems in assessment seem to lie in the move from the collection of data or information to its use in practice to support judgement or decision-making. A number of commentators have observed that social workers are generally good communicators and skilled at gathering information about families and their circumstances, but that they then have difficulty in processing the material they have collected. The difficulties seem to lie in synthesising and analysing the data, evaluating it and drawing conclusions.

(Literature review - Turney, 2009; cited in Analysis & Critical Thinking, RiP 2012)

DEMYSTIFYING ANALYSIS

What is analysis?

“...examining the elements [of an issue]; gaining a better understanding of it; and then selecting a course of action” (Wilkins and Boahen, 2013; p2).

An essential discipline is that of **Critical Thinking**—

“In social work, Gambrill proposed that ‘critical thinking is a unique kind of purposeful thinking in which we use standards such as clarity and fairness to evaluate evidence related to claims about what is true and what is not. It involves the careful examination and evaluation of claims and arguments and related actions to arrive at well-reasoned ones’.”

(Gambrill & Gibbs, 2009—cited in Tulsa’s *Empowering Practitioners & Practice initiative*).

Demonstrated by the following skills:

Analysing arguments, interpretations, beliefs, or theories.

Clarifying problems, issues, conclusions or beliefs, the meaning of words or phrases, values and standards.

Comparing analogous situations; transfer insights to new contexts. Compare and contrast ideals with actual practice. Distinguish relevant from irrelevant questions, data, claims, or reasons.

Evaluating the accuracy of different sources of information, or your own reasoning process, Evaluate perspectives, interpretations, or theories. Analyse and evaluate actions or policies. Using sound criteria for evaluation. Discover and accurately evaluate the implications and consequences of a proposed action

Identifying significant similarities and differences, unstated assumptions.

Making well-reasoned inferences and predictions. Making interdisciplinary connections.

Raising and **Pursuing** significant questions.

Recognising contradictions and inconsistencies. Detecting bias.

Refining generalisations and avoid oversimplifications.

(From Empowering Practitioners & Practice Initiative : TULSA)

The 5 Question Framework to guide analytical approach:



An assessment needs to go beyond being descriptive to being analytical. So approaches and resources that help staff to structure their thinking, analyse the information provided and formulate plans based on the child's needs are helpful. *The Anchor Principles: A framework for analytical thinking* is one such approach (Brown et al, 2012).

It sets out a five-question framework to support analytical thinking:

What is the purpose of the assessment? This is vital in order to direct the assessment and ensure you focus on the right issues.

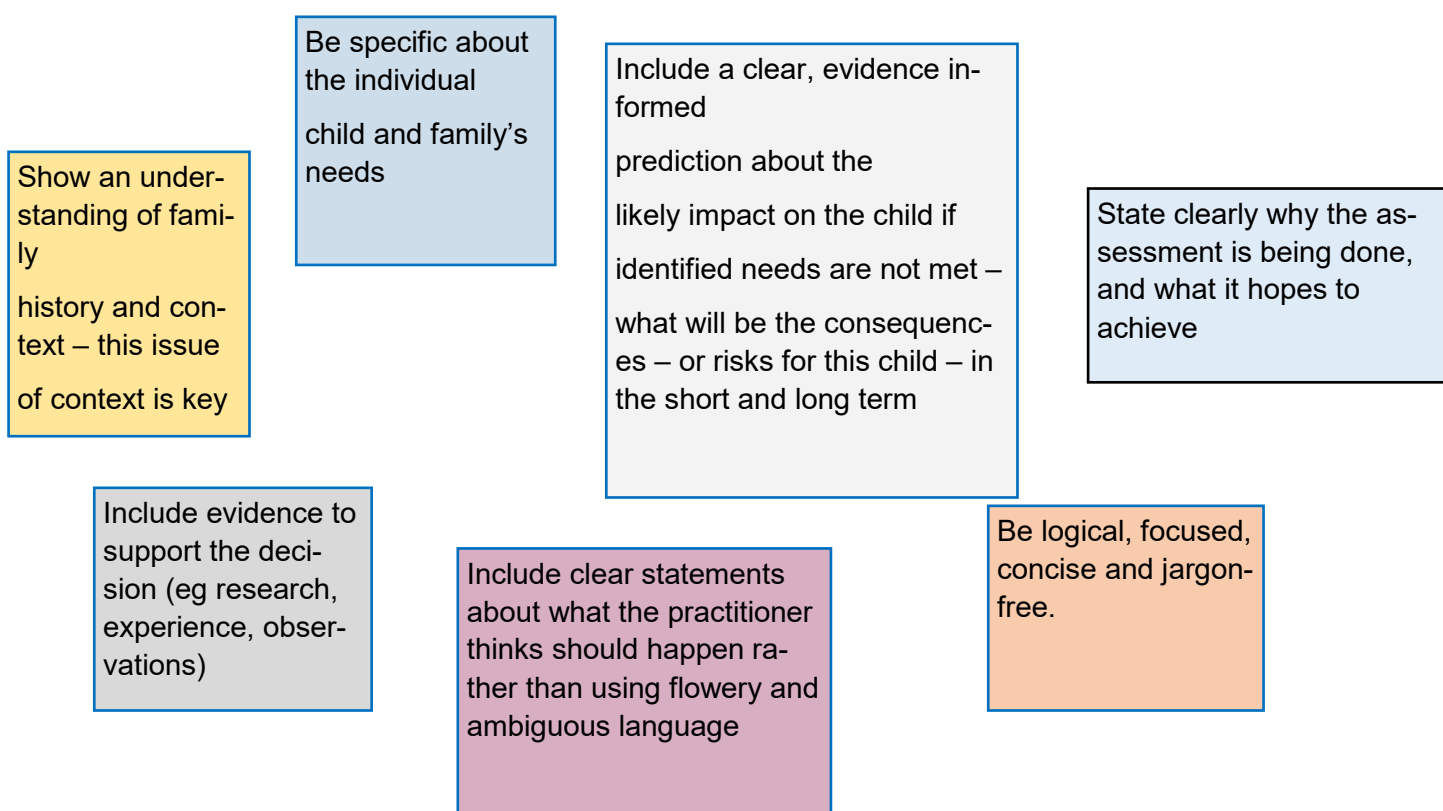
What's the story? This involves constructing a narrative that looks at the links between background history and current circumstances, incorporating the views of different family members and professionals.

What does the story mean? This stage involves analysing and evaluating the information and reflecting on what this tells you about the needs of the child. The documenting needs to 'show your working out' – ie how the analysis led to and supports your conclusions.

What needs to happen? You draw on your understanding of the child's needs and story to establish, ideally in negotiation with the family, the outcomes that need to be achieved and the actions required to achieve them.

How will we know we're making progress? Having clear, measurable and specific outcomes that are linked directly to identified needs enables progress to be measured, and the plan to be adjusted if necessary.

The features that demonstrate a good analytical assessment:



HYPOTHESESING—HOLDING MORE THAN ONE POSSIBILITY

A hypothesis will be a provisional idea or explanation that needs to be evaluated and tested.

It needs to be confirmed or disproved.

The test is that the hypothesis should be falsifiable—that it is possible for it to be shown to be false and even if confirmed it may not be proven and will remain provisional.

Holland (2004) notes that it is a core activity within social work assessments: "... as the process of building hypotheses for understanding and developing these until they include a plan for the way forward".

This process begins right at the start of contact with a family—there will be a conscious or unconscious process to form some hypotheses of what may be happening.

Hypothesising features some or all of the following :

A testable proposition

A suggested explanation of the family situation and the way forward, e.g.

Possible causes of a child's behaviour, injuries, slow weight gain, self-harming, etc.

Possible reasons for low parental self-esteem, behaviours, anxiety / depression etc.

Suggestions about how relationship difficulties arose (e.g. attachment problems, communication patterns)

Ideas about how difficulties are experienced by child

Why previous interventions didn't work

Possible factors to explain capacity to change

An example—a situation we may be all familiar with:

It is a Friday afternoon and a Headteacher rings at 5pm to speak about a child who aged 6 who has not been collected from school that day. This is the context of the child often not been collected on time, regularly arrives late, often brought into school by different adults, and arrives in dirty cloths and hungry. The Social Worker will be hypothesising about what may be happening within the family—in fast thinking these may be:

- Parent has started working and has not been able to make safe and proper arrangements for the child;
- Parent or carer is depressed or ill and has become unable to meet the child's day-to-day needs;
- The child is a scapegoat within the family and is therefore neglected or abused;
- This is a chaotic family who are only just managing to cope with multiple demands and even at the best of times are only just able to hold it together, so some event must have happened that has tipped them into difficulties;
- The child's parents are using alcohol or other substances at such a level to impact on the safe care of their child ..

There may be others....

But, during the conversation with the Headteacher the Social Worker will explore information and evidence to test them out.

And there will be a tendency to seek verifications—to form an explanation for the circumstances early on and seek information to confirm them...

But— as Munro (1999), Hollows (2003) and Rayner (2003) emphasise it is essential to revise hypotheses in the light of new information and evidence. To guard against a “unconflicted adherence “ to an explanation where new risk is discounted and the assessment is progressed without change. Often workers can remain narrowly focused on proving or disproving the original risk and fail to consider the broader pic-

Practice Tool: Some Questions to Assist in Hypothesising....

At the early stage of involvement/contact with the family:

- ⇒ Can you develop some useful hypotheses—maybe 4 and keep them broad not based on incidents
- ⇒ On what knowledge and information are the hypotheses based?
- ⇒ What do you need to do to test out your hypotheses—with a view to disproving them?
- ⇒ What are you going to do to test out these hypotheses, and how?
- ⇒ Who will you be involving in this information gathering?
- ⇒ What will you use to weigh up the value of these hypotheses?

Reviewing your hypotheses as the assessment progresses:

- ⇒ Have all your hypotheses been tested out?
- ⇒ How sure are you that the hypotheses have been tested rigorously and the evidence has been sought to merely confirm the ones you most favour? Have you used supervision to challenge yourself and your thinking?
- ⇒ Which have you discarded and why?
- ⇒ Have you developed any new ones in the progress of the assessment?
- ⇒ Are these new hypotheses going to be tested out with the same rigor?

What hypotheses are moving forward in your assessment as you reach its conclusion?:

- ⇒ How satisfied are you that all the available hypotheses have been subject o rigorous testing? Has this been subject to challenge in supervision?
- ⇒ Is it possible to see demonstrated how each hypothesis has been addressed and tested?
- ⇒ Has it not been possible to test out some hypotheses, how have you addressed this in your assessment and what impact will it have on your conclusions?
- ⇒ How are some of these gaps going to be addressed?

Questions to ask yourself to guide critical thinking & analysis

9 QUESTIONS TO ROUTINELY ASK YOURSELF

What is the purpose of my thinking (goal/objective)?

What precise question/problem am I trying to answer?

Within what point of view(perspective) am I thinking?

What concepts or ideas are central to my thinking?

What am I taking for granted, what assumptions am I making?

What information am I using (data, facts, observations)

How am I interpreting that information?

What conclusions am I coming to?

If I accept the conclusions, what are the implications? What would be the consequences be if I put my thoughts into action?

In Gambrill E (2013) *Social Work Practice: A Critical Thinker's Guide*. (3rd Edition) New York, NY: Oxford University Press

Cultural Review Grid

What do I know about individuals and families with this particular cultural background of life experience?

Where does my knowledge come from?

What prejudices may I hold (positive or negative)?

What do I know/expect about children of this (these) age(s), their lives and needs?

What might surprise me about this family and why would it be a surprise?

How might this family/the parents/child/siblings/community perceive me?

How might the intervention/assessment and my Agency be perceived?

What impact might the intervention/assessment have on the family's life and on their perception of their lives?

What Agency norms and practices do I take with me in contact with individuals/families (for example, awareness of risk, thresholds of 'good enough parenting', resource re-

What else might influence my attitude to this child, parent, family?

Careful use of language: How it can shape the story — with unintended consequences

The following is taken from the work of Chris Dyke—who writes about social work writing in assessments and reports

His book—*Writing Analytical Assessments in Social Work* (Critical Publishing, 2016) is the

The impact of the Passive Voice:

Observe the impact of the passive voice in the follow-

- Steve beats Amy
- Amy is beaten by Steve
- Amy is beaten by her partner
- Amy is beaten
- Amy is a beaten woman

See how a progression from the first, correct, statement, can turn your focus on its head one step at a time [I have added the third statement, which is all too common in social work and can create confusion]. Eventually we're not thinking about the person who has done the beating, but making

Using generalisations as headings:

“this referral was due to substance misuse and physical chastisement in the home, leading to Amy self-harming”

Does this mean?

“this referral was due to mum drinking 2 litres of vodka (which she does at least 4 times a week) and hitting Amy with a metal stick. As a result, Amy jumped off a bridge intending to kill herself”

OR

“this referral was due to mum smoking a joint of cannabis, arguing with Amy and slapping her. Afterwards, Amy made superficial cuts to her wrists”

“there was a domestic incident at the home where both parents were physically and verbally aggressive”

Does this mean?

“mum and dad had an argument, shouted at each other, and shoved each other in the chest”

OR

“dad told mum he would kill her, put his hands round his neck and bit her. Mum hit him to get him to let her go.”

Using ‘headings’ like ‘substance misuse’, ‘domestic violence’, ‘self-harm’ etc are useful when talking generally or about thousands of people, but are of no use when talking about a specific incident or a specific person. It can also sanitise the issue, taking away the real detail of what’s happened in someone’s life.

Telling it as it is—the power of direct language.....

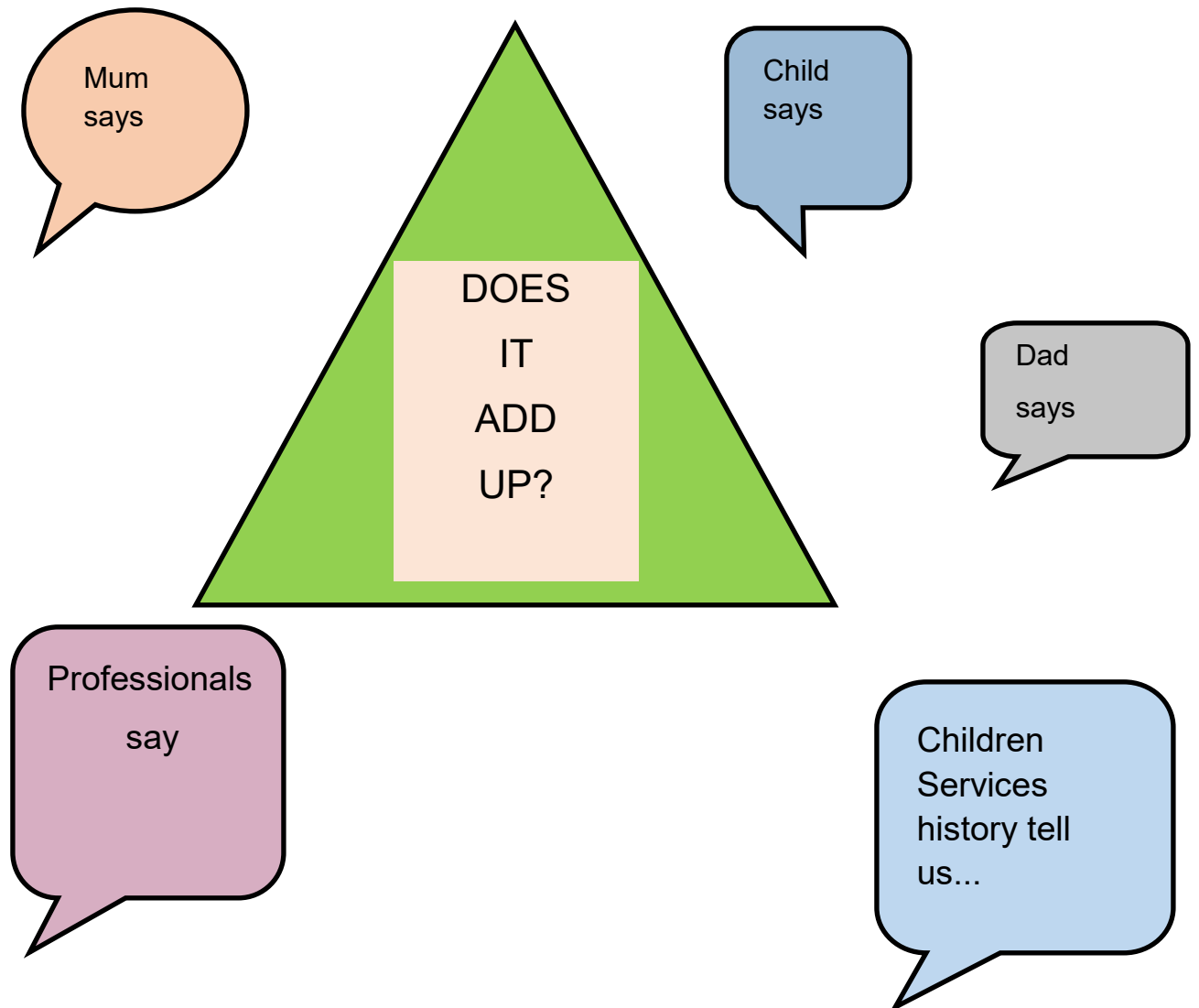
Which has the greater impact in describing the experience of the young person

The child disclosed that he was experiencing mental and physical harm due to the incidents and concerns involving his parents including domestic violence and substance misuse

OR

Ryan said: “when mum and dad hit each other I take my sisters upstairs, then I tell them to stop fighting. Dad calls me a fucking baby and one time he punched me. I slapped him back. Him and mum get sleepy when they’ve had too much drugs. That’s when I burn myself with their lighter, when everyone’s asleep so they can’t see “

REMEMBER—TRIANGULATE



Too many reports read as just a list of things the interviewee has said. We should always listen to what people tell us, and give them the benefit of the doubt where the evidence allows it, but people will sometimes not tell you the truth. If what someone says contradicts the rest of your evidence, explore why.

So What does Analysis look like?....

There is a key difference between analysis and description. Description is about writing down what you see, hear and feel in a particular situation – this will help to answer the question, ‘What is the story?’

Here is an example of description:

When he was in Year 6 he said his parents had beaten him with a belt, and this was confirmed. For a year he was the subject of a Child Protection Plan.

This statement simply reports some information about the child’s past, but does not go beyond that to offer an explanation of its meaning or significance in the present context. That is where analysis becomes central. Without analysis, or some process of ‘working on’ the information gathered, all you have is a collection of (potentially useful) data – and that is not in itself an assessment. So while description will help to answer the question ‘What is the story?’ it will not, on its own, answer the next question: ‘What does the story mean?’

To analyse is to break something down into its component parts and to explore the relationship between those parts. The strength of analytical thinking is that, used properly, it is rigorous, systematic and methodical. In the context of social work assessment, analysis involves working carefully and logically through a mass of often complex, confusing or incomplete information and trying to make sense of it.

Some key issues that may feature in thinking about this statement might be:

- *Danny’s father was not around when Danny was a baby, so would probably not have formed a close attachment to him.*
- *Danny’s father has hit him in the past.*
- *His father thinks he might hit him again.*
- *His father feels ashamed that he has not been able to manage Danny’s behaviour.*
- *His father seems to want things to be better.*

Writing a Concluding Analysis:

- Set out the most significant or critical impacts on the child & his/her development. Explain their severity & significance.
- Summarise how these needs have arisen (e.g. inter-relationship between domains of assessment).
- Specify the hypotheses you have rejected and why, and where further assessment may be needed.
- Summarise the positive features of the situation (strengths and safety) and how/whether they may outweigh negative impacts on child.
- State what types of response or intervention would be appropriate to address these needs.
- Analyse parents' capacity to change.
- Compare the likely benefits and harms of alternative courses of action (especially for court parenting assessments).
- Recommend an actual plan, setting out—be SMART.
- Proposed outcomes (what you are trying to achieve),
- The specific services you plan to use.
- Relevant timescales.

Summarise how this analysis was discussed with parent / child and record their opinions.

References & Further Reading

- Brown, L; Moore, S & Turney D (2012) *analysis & Critical Thinking in Assessment*. Dartington. Research in Practice
- Dyke C (2016) *Writing Critical Assessments in Social Work*. London, Critical Thinking Publishing
- Gambrill, E & Gibbs, L (2009) *Critical Thinking for the Helping Professionals: A skills-Based workbook (3rd Edition)* New York. Oxford University Press.
- Gambrill E (2013) *Social work Practice: A critical Thinkers Guide (3rd Ed)*. New York, Oxford University Press.
- Holland, S (2004) *Child & Family Assessment in Social Work Practice*. London, Sage.
- Hollows (2003) cited in sawyer E & Dalzell R (2011) *Putting Analysis into Assessment: Undertaking assessments of need*. London, Jessica Kingsley.
- Munro, E (1999) *Common errors of reasoning in child protection work*. London, London School of Economics (<http://eprints.lse.ac.uk/358/>)
- Rayner, B (2003) *A stepwise Process in Assessment in Calder M C & Hackett S (ed) Assessment in Child Car*. Lyme Regis, Russell House.
- Tulsa—Empowering Practitioners and Practice Initiative (EPPI toolkit) dated 02.06.17
- Turney, D (2009) *Analysis and Critical Thinking in Assessment: A literature review*. Dartington: Research in Practice.

FINDING THE NETWORK TOOL KIT



This tool kit offers a range of tools that may prove helpful when working with parents in the search for their network.

All, some or none of these suggested tools may be effective in the conversation with the family as much can depend on the context in which they are used.

They are offered to help get you started. You may find that it helps in developing further tools and techniques, or you may come across others—you may want to add them to this tool kit or share with colleagues.

It is not meant to be used procedurally or without critical professional awareness.

**We hope that it assists in your work with families to
build their safety/support network.**

Single Stories

This kid's got no-body

Nothing works with this child

Mum would never be able to do it

Changing our Single Stories from those that separate families to those that connect, creates Multiple Stories.

The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.
-Bruce D. Perry



Connectedness

Network finding – the Engagement stage

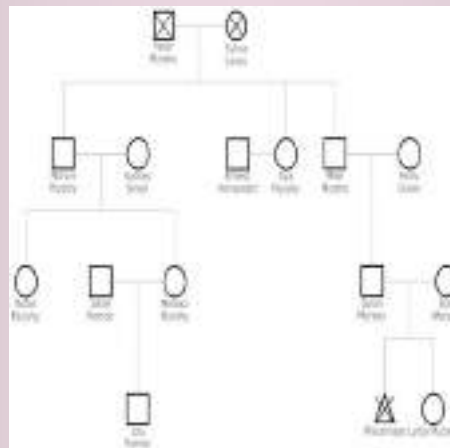
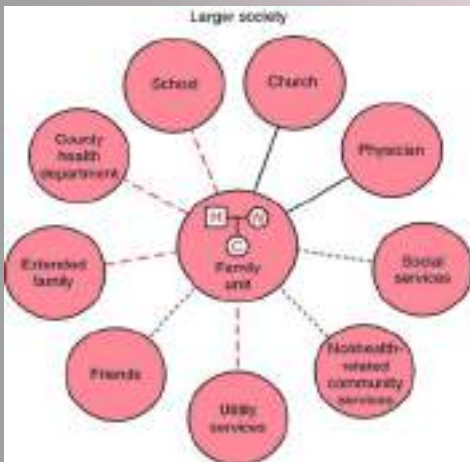
To Identify and engage with potential and desired network members

HOW?

Eco-maps

Genograms

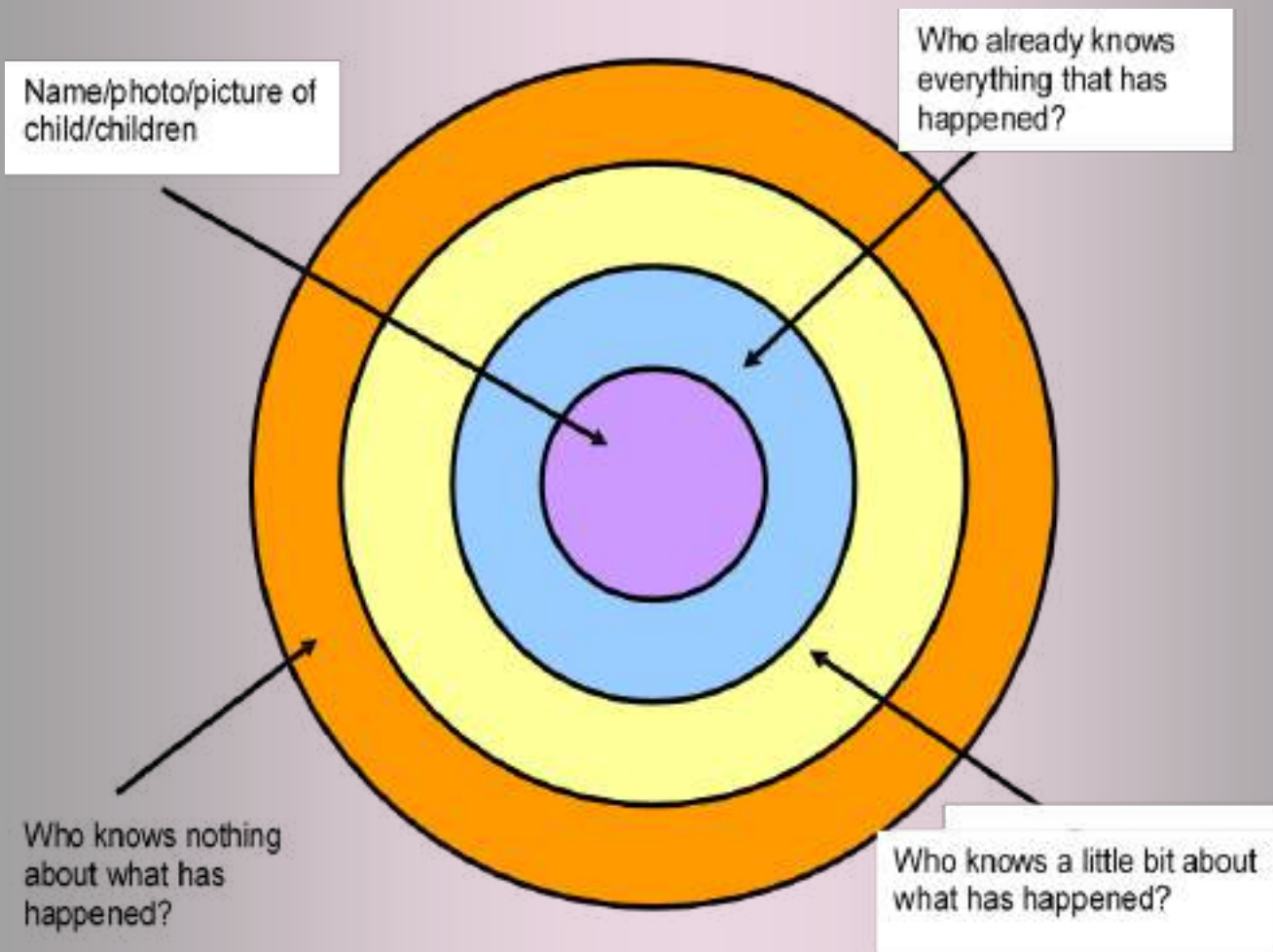
Mobility Mapping



FAMILY SAFETY CIRCLE TOOL

Family Safety Circles is a visual tool to help identify people for the child's safety network and to help professionals and family members have conversations about safety networks, the role of the safety network and assessing who can be part of the safety network.

The safety circles tool is usually used on the very first family visit, when practitioners are talking about the need to work together to build a safety plan to address the concerns and the importance of having a safety network of family, friends and professionals, who will work together to ensure that the children will always be safe in the family's care in the future.



Process

Initial question (inner circle): "Who are the people in your life and your child's life who already know what has happened? (that led to your child being in care/to Children's Social Care being involved with your family?)"

Middle circle: "Who are the people in your life and the children's lives who know a little bit about what has happened, who maybe know that something has happened but do not know the details?"

Outer circle: "Who are the people who do not know anything about what has happened?"

Prompt sheet for using the Safety Circles

Talking about the need for a safety network

The first step in the process of using the Family Safety Circle tool flows directly out of the conversation with parents/caregivers about what we mean by a safety network and the fact that a safety network needs to be in place for safety planning to progress .

The Inner Circle

“Who are the people in your life and your child’s life who already know about what has happened that led to your child/children being in care? (or with children’s social care involvement with your family?)”

Giving compliments

Pay attention to what parents/caregivers have already done that will help to build future safety and acknowledge this with compliments, wherever and whenever possible.

The Middle Circle

- *“Who are the people in your life and the children’s lives who know a little bit about what has happened, who maybe know that something has happened but do not know the details?”*

The Outer Circle

- *“Who are the people who do not know anything about what has happened?”*

Moving people from the outer circles to the inner circle

- *“Who else from these outer circles do you think needs to be part of the inner circle?”*
- *“Is there anyone in these two outer circles who you have thought about telling or come close to telling, but you haven’t quite gotten there yet?”*
- *“Who would Uncle (for example, pick a person already in the inner circle) say needs to be in this inner circle with him?”*
- *“Who would the children want to have in this inner circle?”*
- *“You know all of these people, I don’t know them yet, but who do you think I would want to have in this inner circle?”*
- *“Who of all of these people do you feel most comfortable with//most understood and think would be important to have as part of the safety network?”*

Questions for Finding Naturally Connected Networks

(Presented at the Family Finding/Signs of Safety Residency with Kevin Campbell & Andrew Turnell—2017)

Past

- Who are the people that have stuck with you at your best and worst moments in life?
- Can you tell me about someone in your life who really got you, you really felt they understood you? (Really appreciated you)
- What has been the most important day in your life and who was there to share it with you?
- Who has been the person that surprised you the most when you needed help caring for your child?
- Who have you relied on when things got really difficult in your life?
- When you think about your past, who has been most supportive of you in the choices you have made regarding your children?
- When you were younger, who was your favourite person?
- Think back to a day when you were having a really tough time. Who was there to support you?
- Tell me a story about a happy time in your life. Who was there with you?
- Who was there when your child was born? Who were the people you told first?
- Think about a time in your past where you were in a crisis of some kind (financial, medical, etc.). Who did you confide in?
- Who have you called to care for your kids in the past when you needed help quickly?
- Who went with you to buy your first car/picked out your wedding dress/accompanied you to make a major purchase/etc.?
- Who was the person that helped you in a really tough time that surprised you they were helpful to you at that time?
- Who knows about what happened about this/that situation?
- Who have you told your secrets to?
- Who do you trust the most?
- Ask about the talents that people have in their family and who they got them from.
- Where did you get your faith traditions from?
- Where in the world does your family come from – who holds those stories?
- Who has been there for you when you had troubles in the past?
- When you think about your girls, starting at the centre here with you in the middle, when you were a teen girl, like your girls are now, who were or was there for you? To support you during this time – what difference did this make for you?
- When you think of all the people you have been close to in your whole life, whether family or friends, who has taught you the most about yourself as a person or parent? Tell me about a time that sticks out when that person showed or told you something about being a parent that you've never thought of before?
- Who did you consider to be the most significant people in your life growing up?
- Tell me about a moment in your life that you are proud of. Who did you share this with? Who would you share this with if they weren't there?
- What was the most fun thing you have done in the last 6 months? Who was present?
- When you think of your most favourite holiday celebrated with your family or loved ones, who was there and what made it so special?
- Who has meant the most to you in your life?
- When were you the happiest in your life?

Present

- Who is someone in your life that you can call on or depend on in a time of need (crisis)?
- Who is someone in your life that you would tell exciting/good news to?
- If today was the last day you could ever communicate something to your child what would you say to them?
- Who would you call for your children's birthday party?
- Who would you call first today if you had wonderful news?
- Who do you call on a bad day? Who do you call on a good day? Who would call you on a good/bad day?
- If I gave you 1 million dollars right now and I said you can have the 1 million free and clear, but you have to give the million dollars to 5 people in order to receive 10 million more. Who would those 5 people be?
- Who is the person you trust the most to take care of your kids, no matter what?
- This is a difficult discussion. Who in your life, if they were here right now, would help you feel like it is a little more manageable? Can we call them to come here?
- Who are you going to call about this when you get off the phone with me? Who do you want that person to call?
- Who in your life do you wish had been here to help when I knocked on your door? Who might be the first person you tell about our meeting with you today?
- Who is the most important person in your life today?
- Who would you call to care for your child if you went to the hospital today?
- Who will you call in the middle of the night if you need help? What is it about that (those) person (people) that lets you know you can count on her/him (them)? Who do you call when you are stuck and unable to pick up your kids at school?
- Who is the one person you may be taking for granted most right now?
- If you won a big award who are 5 people you would want to be there?
- Who would you invite to your child's birthday party?
- Who did you send a text message (phone call) to first today?
- Who is the one person you wish were with you right now to support you?
- In case of an emergency (or if you were in an accident), who do you feel are the two most important people to contact?
- Who do you go to in life when you are making important decisions (like moving to a new town)?
- Who is your go to person when life gets tough?
- What are your concerns about working with me?

Future

- Please think about all of the important people in your life right now. So if I were to come to you 10 years from now and ask who has been the most unconditionally caring person in your life over the last 10 years, of all the people you know now who would you be describing to me?
- Tomorrow you end up in a serious accident and you are in the hospital in a coma. Who would you want the doctor to call to take care of your kids until you are well even to leave the hospital?
- If you could fast forward 5 years from now, who would be in your support network, who would you be able to rely on?
- Who would be the people that you see in your life sharing your birthday 5 years from now?
- Who would you hope to have at your side for comfort when you are elderly?
- Tell me about your wildest dreams for the future? What does it look like and who's there with you?
- Where do you see yourself in 5 years? Who is there with you? What do your relationships look like?
- If you were hit by a bus next month and unable to care for your children who would be able to care for your kids?
- If next year you found yourself homeless who would you call?
- You wake up tomorrow and its two years from now. Who are the people you would hope be in your life?
- If you were getting married, who is the one person (or people) you would want to be there to celebrate with you?
- Who will you call to invite to our next birthday celebration?
- If your child was getting married tomorrow, who in your world would you dream would be there?

Some further suggested questions

- Who knows the most about who's in your family on your mother's side?
- Who knows the most about who's in your family on your father's side?
- Tell me about the people who have been unconditionally committed to you?
- Tell me about the people who are unconditionally committed to you?
- For all of us there's someone who will come into our lives in the future that will help us be a better person would you agree? Ok so what do you imagine they will do/be to help you be a better person? How will you be a better person when that person comes into your life? How will your children see you be better person?

Who are the people who:

- Care about you? Your family? Your child?
- Understand your family's values, beliefs and culture?
- Understands what's important to you? To your family?
- You and your child are connected to in the community?
- Who wants to see your child/family do well? Might they join your support Network ?
- If we invited all these people to come to a FNM , what are some good things that might come from them being involved?

Questions to help identify a network with a parent who doesn't want people to know their business

Negative	Positive
<p>Past</p> <ul style="list-style-type: none"> • What is the worst thing that has happened when you have told someone about private things in the past? 	<p>Past</p> <ul style="list-style-type: none"> • Who helped you the most to get through the difficult times after your children were placed in care? • Who has surprised you when you thought they were going to have a go at you for things that have happened in the past?
<p>Present</p> <ul style="list-style-type: none"> • Who would be the absolutely worst person to know about the problems with Danny, what do you think would they do if they knew? • Is there someone in your life who says they want to help but you know that really, they would use whatever you tell them against you and just spread it around? 	<p>Present</p> <ul style="list-style-type: none"> • Who in your life would be the best person to talk to and help you to think this through? • If you absolutely had to, who would be the first person you would be prepared to tell about the problems? • Thinking about all of the helpful people in your life who you trust, what makes them helpful in your eyes?
<p>Future</p> <ul style="list-style-type: none"> • Suppose this worst person was told about the problems that are happening in your family, what is the worst way they might react? What's the worst thing that they might do? 	<p>Future</p> <ul style="list-style-type: none"> • Suppose when the children come home to live with you and everything was going well, who will be supporting you, what will they be doing? • Who do you think is the person most likely to have surprised you and been most helpful? • Suppose you decided to trust some people and get them help to help you and they did, what difference would that make to your life?

Young person feeling they can't tell anyone in their family they are pregnant

Negative	Positive
<p>Past</p> <ul style="list-style-type: none"> • What's the worst thing that's happened to you in your family when you or one of your siblings did something your parents weren't happy with? • What's the worst thing you know of that's happened to a pregnant single young woman in your community? 	<p>Past</p> <ul style="list-style-type: none"> • When something embarrassing that no one wanted to talk about has happened in your family who helped get things sorted out? • Who has been the best person for you to talk to about your secrets and big problems in the past?
<p>Present</p> <ul style="list-style-type: none"> • Does anyone know you are pregnant, what's been the worst reaction you have had so far from anyone? • Who would be the absolutely worst person to tell in your community or family? What do they do that makes them the worst person? • The person who knows you best what they would say is the worst way your family could find out? 	<p>Present</p> <ul style="list-style-type: none"> • The person who's closest to you what would they say about how they would want to find out you're going to have a baby? • What's the best reaction you've had so far from anyone who knows your pregnant? • Who would be the best person in your community to talk to? What do they do that makes them the best person? What do you like about your relationship with them?
<p>Future</p> <ul style="list-style-type: none"> • Suppose your family and others find out you're pregnant and the worst happens what would be the worst thing that could happen? • What would be the absolute worst way for them to find out? Who are you most afraid will have the worst reaction? If they react in the absolute worst way what will they do/say? 	<p>Future</p> <ul style="list-style-type: none"> • Suppose when your family and others find out and you're surprised to find it goes really well what would happen that would make you feel that things had gone ok? • How would people be supporting you if it went well? If this did go well how would you be different? • What would be the absolute best way for your family to find out? Who's most likely to have the best reaction? What's the best way for the worst person to find out?

They don't understand me and they've never helped me

Negative	Positive
<p>Past</p> <ul style="list-style-type: none"> • Your sister who you say doesn't understand you, what's the worst things she's done that makes you say that? • When was Dave most disappointed in his family not helping you? What help did you and he want? 	<p>Past</p> <ul style="list-style-type: none"> • Who has understood you in the past? Who else and who else? How have they helped? • When has your sister showed she understood you? • Who has helped you most in the past with difficult things? When, where how?
<p>Present</p> <ul style="list-style-type: none"> • If we asked your sister what would she say stops her showing any interest in you and your children? • Out of the people that you thought might have helped with your current problems with children's services who has most disappointed you? What and How? 	<p>Present</p> <ul style="list-style-type: none"> • Who understands most what you are going through now? How does that help you? • Who are all the people helping you right now get through this difficult time? Who's helping you the most? How, what are they doing?
<p>Future</p> <ul style="list-style-type: none"> • What would be the worst thing someone could do or say to you that would make you really offended and show you that they have no idea what you're going through? • What if someone in Dave's family did this would they think that this would be helpful, but it would actually be no help at all? 	<p>Future</p> <ul style="list-style-type: none"> • Who would Lenny and Leila say are the best people to help you and them? What would they want them to help? • If someone was to understand just the way you want what would they say? Do? How would that help you?

I don't want my friend and family to know about the problems I have

Negative	Positive
<p>Past</p> <ul style="list-style-type: none"> • What's the worst reaction you have had from a friend/family member when they've found out about problems you have had? 	<p>Past</p> <ul style="list-style-type: none"> • In your whole life who are the people who have helped you the most? How did you get to know them and get them helping you?
<p>Present</p> <ul style="list-style-type: none"> • Who's is the worst person for you in your life right now? What's the worst thing they have done? • Bailey who is the worst person you know? What makes them the worst person? • Who would be the worst person at the church to tell about your problems? 	<p>Present</p> <ul style="list-style-type: none"> • Who are all the positive people you and Bailey know? Bailey who helps you in your life? Who is the most positive person you know? If you think about you and Bailey raising Maria who would be the most helpful person you know? • The most positive person you know what would they say is important about you getting people to help and support you? • Even though you are worried about it why do you think we think it's a good idea to involve people alongside you and Bailey?
<p>Future</p> <ul style="list-style-type: none"> • What would be the worst possible way to ask the positive people in your life to help you? • Suppose the most positive person you know reacted in the worst possible way what would they do? • If Maria could talk who would the person you know she would say don't involve them? 	<p>Future</p> <ul style="list-style-type: none"> • What do you suppose the most positive person you know would say was the best way for you to ask them to help you and Bailey and Maria? • Suppose the positive people you know all pitched in and helped you just the way you three need? What would they do? How would you be different? What would they do when things were most difficult for you? • If Maria could talk who would she most want you to involve?

My Aunt doesn't have anyone

Negative	Positive
Past <ul style="list-style-type: none">• Who really disappointed you with their reaction when you shared a worry with them and this makes you reluctant to get them involved now?• Who would your Aunt say was the family/friend who in the past caused her most upset and therefore she wouldn't want them involved going forward?	Past <ul style="list-style-type: none">• Who would your Aunt and Uncle say has helped them the most to get through difficult times?• Who from Aunt's past is someone she remembers as being kind to her, what was it that person did?
Present <ul style="list-style-type: none">• Who would be the absolutely worst person to ask to be in your Aunt's support network as they have so many problems of their own and they couldn't stick to what they agreed?• Who would your Aunt say causes her the most stress at the moment and if they were more involved now it would cause her more stress?	Present <ul style="list-style-type: none">• Who in you life would be the best person to talk to and to help you think things through?• Who does you Aunt enjoy spending time with?• Who would your Aunt ring if she had something to share, exciting or sad?
Future <ul style="list-style-type: none">• Suppose this worst person was told about your Aunt's problems, what is the worst way they might react?• Out of all the people Aunt knows neighbours, workers, friends, who would she say is the worst possible person to get involved and why?	Future <ul style="list-style-type: none">• Who is someone from your past that for whatever reason you've not seen for ages, but is someone who you think could be helpful to you in the future/• If your Aunt was thinking about the type of person she would want to help he in the future, what qualities would she want this person to have?

MOBILITY MAPPING

A technique used with young people to help them remember relationships they have and people that can support them in the network finding process



Mobility Mapping Questions

Tell me about the first home you can remember living at.....

- Draw the house
- Who was there with you?
- Who else? Neighbours, kids you played with, aunts, uncles, friends of parents
- Who visited your family?

Tell me about the first school you remember going to.....

- Draw that school
- Who was kind to you? Teachers, sports coaches, other people at the school
- Who did you play with?

Tell me about positive activities e.g. cubs, beavers, football team etc.....

- Draw that
- Who was kind to you?
- Who did you play with?

Tell me about the next home you can remember living at.....

- Repeat the process until present day
- Tell me your five gifts, what are your five best qualities?

Are there things you would like to see happen but they haven't yet?

CALENDERING

Pick a typical week for a child – what is their routine.

Draw out a calendar of their week making a note of times they have fun and have rewarding things happening.

How does this compare to a similar age child from your family/network?

What do you notice?

Are you aware of what daily life looks like for the child? Is it better or worse!

How can this impact the YP?

Are family aware of this picture?

What can they do to help with changing / supporting the calendar?

CALENDERING

What does a typical day in your young person's life look like?

	Morn- ing	Lunch	After- noon	Evening	Night
Monday					
Tuesday					
Wednes- day					
Thursday					
Friday					
Saturday					
Sunday					