

# Module 6

## Parenting Capacity

### AIM:

- Gain an understanding of parenting capacity to meet the child/ren's holistic needs
- Gain an understanding of the quality of the relationships between parents and the children
- The parent's ability to adapt to the changing needs of the children.

### Emotional Warmth

#### Strengthening the bond/relationship between parent and child

**This session will also explore with the parent/s their bond/quality of relationship/attachment with their child/ren and what impacts on this, with the aim to strengthen the relationship/bond.**

- How did the parent feel about the child when they were born?
- How they put the child's needs first and above their own
- What they see as positive and negative values and how they give positive values to the children
- The sibling relationships and parent's relationship with each child.
- Current adult relationships and the impact of these on functioning and impact of these on the children.
- How they meet and respond to the child's emotional needs, are they affectionate, do they praise the child
- Are they responsive to the child, are they attuned to the child's needs
- How they manage stressful situations?

#### **This session will include an observation of the child/parent interaction**

**Parenting observation-** Be clear about why you are observing the parent and child interaction, be specific about the focus of observation.

In the observation you may consider who mainly initiates interaction, does the parent pick up on social clues, and if the child seeks comfort is this forthcoming?

Observe mum, dad/partner individually and jointly with the children. Ask them what activities they are going to undertake, try to ensure that this is as natural as possible.

## **Feedback on Parenting Observation**

Give the parents feedback on what you have observed praise them on their positive parenting, as they may not think they are doing well.

- You may wish to use Graded care profile grades 1-4 i.e. Physical care, Love and Care to help parent see why they are graded at that point using examples of what was observed and evidence why this was good or needs to change using MI.
- On any areas for improvement or change get them to explore why the change needs to take place and consider a specific task that they can work on. Get the parent to think about what the task may be and what difference it will make.

## **Attachment/quality of relationship**

In this session you will explore/discuss

- The child's needs using the Kids need record Chart/Quality of relationships/Attachment needs sheet to explore with the parents their understanding of the child's needs and how they can or do meet these needs. Consider some of the observations made.
- Adult relationships/attachments – Explore healthy and unhealthy attachments/relationships that impact on their parenting. How they find time for the children and for themselves.

## **Stimulation and Education**

**These sessions will:**

**Explore with the parent their views and understanding of the benefits/risks of the areas below and their role in meeting these needs and protecting them from any potential harm. (Age related see graded care profile)**

**Check if the parents have any literacy issues themselves, as this will enable you to have a better understanding of the support they will need.**

If the child is known to have particular educational needs check the following with the school:

- Is the child eligible for pupil premium, if yes do they receive it?
- Does the child need additional support e.g. tuition?
- Does the school have a family support worker, counselling services in the school, if yes how could they support the child and family?

## **Stimulation & Education**

- Explore the parents own experience of education, what did they like about school/ what did they struggle with? Did they have a good friendship group/did they experience any bullying?
- Does the parent promote play and interact with the child at the child's level?
- Parent's understanding/approach/role in their child's education.
- Pre/school attendance/parental engagement and communication with school/pre school

- Attending school events e.g. parents evening /school social events
- Achieving expected academic progress/supporting child with school and homework, is the child ambitious and are the parents supportive.
- Self-esteem of child/bullying/CSE/E Safety (link with messages from school so the message is the same)
- Social media and access and supervision to prevent exposure to inappropriate material/people
- Building Resilience for parent and children
- Stimulation –leisure/wellbeing/life experience/friendships/social networks
- Sexual Health Education
- Protective behaviours

## Stability

The module will take into consideration all information to date that determines parents understanding and ability to provide their children with a stable and consistent care. This should include capacity to provide consistency of emotional warmth, routines stable living arrangements and the parent's ability to respond appropriately to the changes in the child/young person development.

- Consider the positive contact between the child and other important family members and significant others.
- Identify triggers and risk to instability e.g. new partners, moving accommodation and absence of primary carer, are there any indicators of a chaotic lifestyle?
- Identify needs and a support plan to assist parents to provide stability for their children

## Suggested Tools & Resources

- **Graded Care Profile (*GCP Guidance, GCP Tool Kit, GCP Score Sheet*)**
- **Oxford Protective behaviours worksheets/cards**
- **6-10 years My School my future worksheets**
- **11+ years My School my future worksheets**
- **Counselling in Schools Service guidance.**
- **Observation template.**
- **Attachment**
- **What Kids need (*Record chart, Cards and Instructions*)**
- **Healthy relationships**
- **3 House Tools**
- **Use the *MI Change Plan out line* and *MI Family plan Template* to identify changes**
- **Stimulation and Education**
- **Emotional Warmth**
- **Home Inventory Prompt List**
- **Childhood Development Checklist**

- **End of Session Template**

#### Outcomes

- **Evidence based feedback using MI techniques getting the parent/s to outline the positives and areas for further support/intervention.**
- **Parents achieving positive parenting**
- **Improved outcomes for the child/ren including good educational outcome and the child living in a stable and home environment. “Be Ambitious”**
- **Level of attachment/quality of relationship with the children**
- **Understanding of child’s needs**
- **Parents empathy for their children’s needs and feelings**
- **Building healthy relationships**
- **Families’ own identification of ongoing difficulties and what makes these better or worse.**
- **“Be Safe” For older children “Be Independent”.**