University of Prishtina
‘Hasan Prishtina’

SESSION 4:
ASSESSMENT AND INTERVENTION

Improving the protection and wellbeing of children in Europe: enhancing the curriculum

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SESSION OBJECTIVES:

- To consider the impact of **risk and assessment of needs** in child protection
- To apply the skills and values in the process of risk and assessment of needs in child protection
- To challenge student’s personal theories and assumptions that with process of risk and assessment of needs in child protection
WHAT SKILLS DO STUDENTS NEED TO POSSESS AND DEMONSTRATE SO THAT THEY CAN HELP CHILDREN AND THEIR PARENTS/CARERS?

- **Addressing the problem**
  - (description of the problem in relation to child protection, situation analysis, formulation of goal, planning and implementation, quality assurance, reporting).

- **Negotiation**
  - (leadership talks, negotiating with institutions, coordination and networking, handling of conflicts)

- **Counselling**
  - (counselling skills, empathy, techniques and confidentiality)

- **Unifying of the resources and the delegation**
  - (guidance in the assistance's system, determining the needs and merging resources, relations and attitudes)

- **Compilation of the process in a participatory manner**
  - (individual or family activity, awareness of public opinion and the establishment of public opinion, the creation of the participative structures).
The first step we must take before discussing risk and preventative factors in the context of assessment is to understand; **What is Maltreatment?**

The World Health Organisation (2016, p.3) defines the maltreatment of children as:

‘all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.’
THE KEY AREAS ARE AS FOLLOW:

- **Physical abuse**: is when a parent/caregiver is responsible for any non-accidental physical injury to a child.
- **Sexual abuse**: is when an adult or older child uses a child for sexual purposes.
- **Emotional abuse**: is when a parent/caregiver causes severe emotional harm or injuries the mental and social development of a child.

**Child neglect**: is when a parent/caregiver provides inadequate care, supervision, affection and support needed for a child’s health, safety and well-being and can be present in a number of areas:

- physical neglect and inadequate supervision
- emotional neglect
- medical neglect
- educational neglect
Child maltreatment has both long term and immediate affects. The range in severity and danger and has the potential to effect each of its victims, hence the necessity of the social worker to be explicitly informed and professional in all actions as a countermeasure.

Victim of abuse potentially face:

- death
- physical injury and disability
- impairment of brain development
- delayed cognitive development
- poor educational performance
- mental health problems
- suicide attempts; self-destructive behaviours
- violence behaviours
Conceptual Model of Child Maltreatment

Environmental Risk Factors
- life stress
- mental & physical health crisis
- school issues
- family relationship conflict

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Ongoing Risk Factors
- child behavior, mental & physical health
- parent behavior, mental & physical health
- impaired relationships
- substance abuse
- social isolation
- family conflict

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Ongoing Protective Factors
- family cohesion
- supportive parent & child relationships
- coping strategies
- social support
- willingness to change

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Underlining Risk Factors
- poverty
- racism
- violence

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Underlining Risk Factors
- community corrections
- prosperous
- spirituality
Assessment is a critical and a continuous practice within the child protection process (figure 2) that should be informed by the following key points as identified by HM Government (2013):

• is child-centred and informed by the views of the child
• decisions are made in the best interests of the child
• is rooted in child development and informed by evidence
• builds on strengths as well as identifying difficulties
• ensure equality of opportunity and a respect for diversity including family structures, culture, religion and ethnic origin
• is a continuing process
A TYPICAL PROCESS WILL CONSIST OF:

I. Determine if the report of child maltreatment is substantiated.
II. A safety assessment; child's immediate safety is a concern
III. A risk assessment; the risk of future maltreatment and the level of that risk.
IV. A case plan; for continuing agency services to address any child maltreatment or risk
Simplified Overview of the Child Protection Cycle

**Reporting**
- private
- institutional

**Intake**
- decided to investigate
- assess urgency

**Investigation**
- assess safety
- assess risk

**Family Assessment**
- assess safety
- assess risk

**Planning**
- develop plans
- set time frames

**Service Provision**
- in home services
- out of home services

**Evaluation**
- achievement of set family outcomes
- continued services

**Case Closed**
- assess level of safety and risk

*Flowchart*
Information the intake worker will need to gain form the reporter is as follows:

- The name, age, sex, and address of the child and their current condition and location
- The type and nature of the maltreatment; past injuries or maltreatment and when observed, duration of maltreatment, change in severity or frequency or if objects/weapons were used
- The name and address of the parent or other caregivers responsible for the child and their current location
- The person alleged to be maltreating the child and their current location
- The family, such as are their other children
- Any other information relevant to the investigation
- Any actions taken by the reporter
**INITIAL ASSESSMENT**: The worker’s role will be to investigate the family to assess the various factors that are contributing to the situation of possible maltreatment. The investigation will be informed by two key evidence based questions:

- *Does the situation/environment show that the basic needs of the child are not being met?*
- *What threat or harm has this resulted in?*

Working within a set time frame the worker will be expected to identify:

- The safety of the children in the home
- If maltreatment has or is happening
- The future risk of maltreatment
THE RISK ASSESSMENT SHOULD ALWAYS CONTAIN THE FOLLOWING ELEMENTS:

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<tr>
<td>1. Risk factors and protective factors</td>
<td>Within the family accompanied by information on the timeframe dimension: short-time and long-term.</td>
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<td>2. Life conditions of the children and their family.</td>
<td>What life conditions have the family? What condition has the most impact to the child welfare?</td>
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<td>3. The children needs</td>
<td>What are their needs depending on their age? Does the child meet his needs? What is the impact arising from them?</td>
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<td>4. The parent's skills</td>
<td>What educational skills and in what quality, possess the parents? To what extent do parents show readiness of cooperation and agreement willingness?</td>
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<td>5. The level of child development</td>
<td>From the developmental psychology recognition aspect: Are there deficits?</td>
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<td>6. The family resources</td>
<td>What resources the family possesses? What resources might be used and might be developed?</td>
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<td>7. A prognostic aspect</td>
<td>What developments can be expected in case of social assistance will not accepted, and in case the adequate assistance will accept. How could work which intervention?</td>
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**A TOOL TO AID ASSESSMENT**

*Genogram*: is a tool that provides a practical way to visualise complex family patterns and generational interconnectedness in a graphical method (figure .3).

- The genogram can assist by the family and the social worker in 5 key ways:
  - Overview: provides chronology and patterns of the family for up to 4 generations
  - Relationships: maps biological connections and relationships through marriage
  - Roots: Assists in provided a sense of family beginnings and connections over time.
  - Graphic: provides a visual tool for tracing patterns.
  - Family Life: provides a representation of the different life cycle stages family members are experiencing.
ACTIVITY

Work in groups and create a Genogram for the case study

How does this helps us in the process?
The assessment of family needs: goal is to provide services identified using case planning that has resulted from getting to know the family in its existing state, as such it is a continuous activity that identifies and evaluates:

- family strengths such as the functional capabilities of the family and their level of support
- severity, causes and type of issues or risks that have brought them to the attention of CPS
- present risk of maltreatment
- effects of the reported issues or maltreatment on the child and family
**Family Case Plan:** upon conclusion of the assessment if a child is deemed at risk but no in need of removal, working together with the family the casework creates the family case plan as a written agreement for all parties to abide by.

Where appropriate it should include relevant family members, other participating agencies and the child that is a risk. The document clearly states the roles and responsibilities of both child protective services (CPS) and the family in the attainment of a safe, healthy environment for the child under consideration to prioritize their wellbeing.

**The case plan should include:**

- Provide direction and structure during the process of the casework
- Provide documentation of the readiness of the family to engage in the process as well as CPS
- Provide a tool that will be utilized for the evaluation and accountability of participants in the case
GOAL SETTING

Goal setting: while critical is frequently difficult as it requires the caseworker and family to agree upon and comprehend the criteria necessary of the successful conclusion of the process.

- The family needs to be aware that there is a sequential order to resolving the issues that brought them to attention that cannot be sided stepped. Furthermore, the family should understand that during the process other issues may well arise that will also need to be resolved.

Goals should:

- Be positive, clear, concise and comprehensible to the family
- Identify specific behaviours that need to change
- Measurable and time-limited
- Realistically achievable with notification of minimal acceptable expectations and standards
**Tasks** are the specific actions the various stakeholder will be required engage in to achieve the stated goals and should be equally balanced in number between the caseworker and family.

Certain aspects of the family’s situation should be taken into consideration when developing task, for example:

- practical limitations
- level of collaboration and enthusiasm
- cognitive and social capabilities

**Time limits:** must be set for effective evaluation of stated goals and tasks and should happen in within a six-month period (concurring where necessary). Limits need to be informed by the nature of the issues face and consider the age of the child, its developmental stage and its impact on the child.
A SOCIAL PEDAGOGICAL CASEWORK APPROACH

Multidimensional casework is a framework designed by Burkhardt Müller (2012, pp. 38-56), which takes into consideration the relationship between the client and the social worker.

- **Case from**: It is about the correct perception of the case in a legal perspective. By way of example, when the case is about education assistance or social support.

- **Case for**: The focus of attention is on who is responsibility. Which kind of institutions or persons is also responsible? For example, the school, the court, the medical specialist etc.

- **Case with**: It is about the concrete social pedagogical work with the client. A concrete cooperation can establish when the client accepts the assistance of the social pedagogue to solve their problems.

The Müller’s multidisciplinary casework proceeds in stages from anamnesis to the diagnosis, intervention and evaluation.
COMPETENCIES IN SOCIAL WORK

International association of social educators (2005, p.16) further describe fundamental competences for social work as:

• **Competence of intervening:** The social worker should be able to act directly in an actual situation when the situation required this without long time of reflection.

• **Competence of evaluating:** The social worker should be able to plan, organize and reflect for future actions every time by taking into account knowledge and theory.

• **Competence of reflecting:** The social worker should also regularly reflect with professional colleagues, in order to secure mutually support and achieving development in professionalism.
REFERENCES
AND SUGGESTED READINGS


Duden (2015): Das Fremdwörterbuch (Bd. 5). Berlin: Dudenverlag


THANK YOU!

FALEMINDERIT!