

Emerging Minds.



Child Aware Practice

A Workbook for Professionals

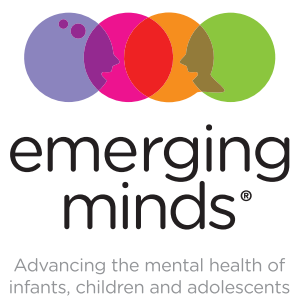


emerging
minds®

Advancing the mental health of
infants, children and adolescents

*Copyright©2017 Emerging Minds.
All rights reserved. Materials cannot be
adapted or reproduced in any way without
explicit permission of Emerging Minds.*

www.emergingminds.com.au



Child Aware Practice workbook

Introduction

This workbook is provided as both an assessment tool and a reflective tool for practitioners, team-leaders, managers and organisations to use in conjunction with the e-learning course. It contains exercises, discussion starters and questions that can be used in a range of settings.

The assessment component is explained in detail below, and consists of selecting one activity to complete either solo or in a team setting, then reporting on that activity in the assessment area of the course.

The workbook has been divided into five sections that represent five distinct learning areas in the course:

1. An exploration of the key themes of Child Aware practice through the story of fictional child, Haley. As you rewind through Haley's life, you can explore how each of these themes connects to real practice. This section ends with a summation of the themes and an exploration of the impact of cumulative harm on the child.
2. An exploration of Child Aware practice, the concept of the invisible child and how practitioners can gain the most out of the content of this course based on their professional 'entry point'.
3. An introduction to the fictional parent, Gary, and an exploration of conducting sensitive, Child Aware conversations with parents. This section also includes the perspective of a parent who has engaged with several services, as well as an exploration of potential barriers to adopting Child Aware practice.
4. An introduction to the fictional parent, Marissa, and an exploration of using a strengths-based approach to conducting difficult conversations with parents.
5. Explores the National Framework as an authorising environment for Child Aware practice.



Using this workbook for your practice

Practitioners

As you engage with the online material and work your way through the course, use the workbook as a reflective learning tool. You can start and stop the course at various stages. The workbook will act as a reminder of the content covered.

Teams

Individual team members can engage with the online course and use the reflective questions in a team setting. Individual workbooks can be completed by each team member with a group discussion at the end of each section.

Organisations

Material can be worked through individually, with each person completing their workbook and joining in a group discussion at the end of each section. The three fictional stories can provide prompts for discussion within an organisation by either screening the videos to staff, or by asking them to access them online before joining in on a discussion (each section will provide you with prompts for discussion starters).

Managers (Chief Executive Officers, organisational leaders and Boards of Management).

This learning tool may be useful to support thinking about organisational change, with a focus on Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009-2020 and the call for all services to recognise that the best way to protect children is to prevent child abuse and neglect from occurring in the first place. As stated in the Framework:

- To do this, we need to build capacity and strength in our families and communities, across the nation. The vast majority of parents have the capacity to raise happy and healthy children. Some families need more help and in certain situations statutory child protection responses will be required.
- The investment into family support and child protection services by governments and the non-government sector is significant, yet our separate efforts still fail many children and young people (Steering Committee for the Review of Government Service Provision 2009).
- We need a unified approach that recognises that the protection of children is not simply a matter for the statutory child protection systems. Protecting children is everyone's responsibility. Families, communities, governments, business and services all have a role. We need to work together.

Supervisors

This e-learning tool has been developed to create rich and robust discussion, to promote thinking within organisations and to inform practice change. It is designed to complement the Child Aware Supervision course which can be accessed via the Emerging Minds website:

<http://elearning.emergingminds.com.au/masterBlock/course-3/home/afterlogin>

Using the workbook for assessment

There are five assessment activities for you to choose from. These can be found at the end of this workbook. Choose ONE activity to complete and report on. Simply follow these steps:

1. Complete the activity individually, with work colleagues, in a team setting or within your organisation.
2. Go to the assessment section of the course (links on course page).
3. Complete the assessment questionnaire in the assessment section.
4. Your certificate of completion will then be made available to you.

Section One: Haley's Story

The story of Haley and her mother, Sue, has been designed to promote discussion and reflection for practitioners, either in teams or within organisations. The story is not about blame. It invites you to reflect on missed opportunities, to understand the impact of adult problems on parenting and the lives of children, and to develop responses that will make a difference.

Haley's story is told in six parts, and rewinds through her life, starting when she is 18 and self-harms in her mother's bathroom. We next see Haley a year earlier in discussion with her Year 11 coordinator and her mother at school. Haley has been suspended for marijuana possession, and the coordinator expresses concerns about her attitude and application. In the next phase of Haley's life, we go back to when two social workers briefly discuss her case file in a handover. We learn that Haley has been caught shoplifting, and attended a youth drop-in centre for a short time where she talked about stresses at home. She was also referred for a Child and Adolescence Mental Health assessment but there was no follow up. We then go back six months to see Haley alone at night in her school grounds, where she has a conversation with a police officer. Here we learn that Haley's home life is stressful, that her father has appeared on the scene and there have been distressing scenes that have required police presence, and that Haley has been living with her Nanna to get away with her brothers, but that refuge isn't working as her Nanna is consumed by grief for the loss of her husband. We then go back further in her life to see her mother talking with a Community Health worker. Here we learn that some of Haley's friends at school have expressed concerns about her, and the school counsellor has spoken with Haley and that she also has concerns. The mother is dismissive of these reports. Finally we see Haley at 11 years old, as she listens in the background, invisible, whilst her mother discusses how Haley will support her after being discharged from a mental health ward.

Parents and service providers may underestimate the profound impact of adult issues on children. This impact can be life-long and influence the social, emotional and physical development of a child. The focus is to promote thinking and discussion on early intervention and supporting parents to meet the care needs of children.



Using all of Haley's story for discussion and reflection

After you have watched all six parts of Haley's story, focus on Haley the child at the various ages and stages.

Prompts for individuals or teams:

1. What stage in Haley's life had the greatest impact on you, or caused you the greatest concern?
 - a. Why?
 - b. What do you see as the short-term impacts of this stage on Haley's wellbeing?
 - c. What do you see as the long-term impacts of this stage on Haley's wellbeing?
2. Looking at Haley's overall story, what would you identify as missed opportunities to intervene in her life and improve her outcomes?
3. Looking at Haley's overall story, what impact have adult issues had on her life and situation?
4. If Haley's family accessed your service, what opportunities would there be to engage in a conversation with Sue about the effects of her adult issues on Haley?
5. Discuss ways of talking with parents that are less likely to be perceived as threatening.
6. How do you talk about concerns with parents so an early intervention strategy can be developed (in addition to reporting when necessary)?
7. Name at least two adult issues and how these have had an impacted on Haley's wellbeing and development.
8. What do you consider might be the long-term impacts of the events in this story for Haley's wellbeing?
9. Note one practice change you will consider.
 - a. Who could support you in this change?

Prompts for teams or organisations:

1. How do we ensure the visibility of children throughout our service system?
2. What does Child Aware practice mean for our organisation?
3. How would you start a conversation in your organisation about the 'visibility' of children to inform practice and organisational change?

Using specific sections of Haley's story for discussion and reflection

School Coordinator scene: Honest, non-judgemental and (sometimes) difficult conversations

1. In this part of the story what can you identify as the risk factors for Haley, both in the short term and the long term?
2. Reflect on the long term impact of the issues identified in this scene. What might happen for Haley if no one has a conversation with her mother?
3. Think about how you could conduct a conversation with Sue (Haley's mother) that is respectful of her needs without losing focus on what is happening for Haley?
 - a. What you would consider when preparing for this conversation?
4. How would you ensure that Haley's needs do not get lost if her mother steered the conversation towards her frustrations as the parent?

Two social workers scene: Holistic approach. Collaboration and information sharing

1. How can you ensure that the needs of children like Haley are not lost in a referral process?
2. At this phase in Haley's life, what do you see as the risk factors that may impact on her development and wellbeing?
3. Can you describe an effective collaboration between services that might have made a difference for a case like Haley's?
 - a. What are the key elements that would support (or supported) this collaboration?
4. What realistic follow-up could have occurred at this phase to improve Haley's outcome?
5. What strategies does your organisation have to ensure the needs of children are not lost in a referral process?
 - a. If none, how could they be developed?

School-ground scene and conversation with the police officer. Vulnerable Children. A lens on the child's issues

1. How vulnerable do you think Haley is at this stage in her life?
2. Think about how Haley is affected by her situation.
 - a. Note the elements of the story that cause you to be concerned for Haley.
3. If it had been you having this conversation with Haley at this stage in her life, what might you have said or done?
4. What are the personal attributes of the police officer that helped him to connect in some way with Haley?
5. How can Haley's needs be addressed?
6. How would/could you involve Haley's mother in a conversation about Haley's needs?
7. Who else would you talk with about your concerns for Haley?
8. Identify where you could get support in your agency if you have a concern for a child or young person. (Thinking beyond a role to make a mandated notification.) Note a strategy you would consider and identify who in your agency you could consult with for support to implement this strategy.

Conversation between Haley's mother and a community health worker. Impact of adult issues on children. Working alongside parents

1. What are the elements of this part of the story that cause you to be concerned for Haley?
2. How 'visible' are Haley's needs in the conversation between Sue and the worker?
3. What would be your short term and long term concerns for Haley if she remains 'invisible' in the conversation?
4. Note a strategy that might make Haley more 'visible' as well as support Sue to maintain a healthy and positive relationship with Haley?
5. How could you put this strategy into place? Who in your organisation could/would support this work?

Conversation between Sue and her case worker, with the eleven year-old Haley in the background. The invisible child. Making sure the child is visible in the conversation

1. Is Haley 'visible' in this conversation?
 - a. If your answer is 'Yes', how is she 'visible'?
 - b. If your answer is 'No', what could be done to make her 'visible' in the conversation?
2. How do you think Haley's life is being affected by the situation depicted in this scene?
3. Do you think Sue has any understanding about the possible impact of the role she is expecting Haley to undertake?
4. How would you have a conversation with Sue that brings Haley and her needs back into the frame?
5. What considerations are needed to develop supports for Sue as a parent while at the same time not losing focus on Haley's developmental and wellbeing ?

Section Two: Child Aware practice

Reflection or discussion about ‘What is Child Aware practice?’

Child Aware practice covers a range of activities designed to ensure that children of adults with multiple and complex needs receive appropriate support from the services that are working with their parents and carers. This is of particular importance in families with multiple and complex problems. Child Aware practice ensures that families are supported to make, and sustain, changes so they can better meet the needs of children.

Consider the definition above, and what you have learned in the course.

1. How has your understanding of what is Child Aware practice changed?
2. What implications does this have for your practice?

Section Three: Meet Gary

Gary is 40 years old and lives with his wife Sally and their two children, Tom (11) and Grace (13). He recently lost his job at an accounting firm for arriving at work intoxicated after a 'big night' with some 'drinking friends'. Gary feels that his dismissal was unfair, but his wife, Sally, told him he should have seen it coming.

Lately, Gary and his wife argue 'all the time' about his drinking, and he says he's working at 'keeping it under control'. Gary feels that his wife is not being supportive enough and that all she does is 'remind me what a screw-up I am'. He doesn't believe things are as bad as Sally makes them out to be, but has agreed to engage with a drug and alcohol service to 'keep the peace' at home.

Gary describes home life as stressful, chaotic and filled with nightly arguments with his wife. He says that his son, Tom, has been 'lippy' and a 'pain' in the mornings. He explains that Tom has been waking from nightmares most nights, and that these are also keeping Sally awake because she goes in to him. Gary believes that these nightmares are putting a huge pressure on the family and that things would settle down if Sally could just get a good night's sleep.

Gary says that the mornings are often the worse, because of the chaos of getting out the door on time. He also feels that he is cast as the 'bad guy' in the family because he is the one to be 'tough' on Tom when the boy is disorganised or 'lippy' with him.

He believes that Sally is a 'soft touch' and that Tom is exploiting this. Gary says that his daughter, Grace, is no problem at all and that he wished Tom could be as easy as that and just 'get on with it' the way his sister does.

The next few pages will provide you with reflection or discussion prompts about using Gary's story to explore Child Aware practice.

General reflection or discussion about Gary's story

Conversations about children and the role of parents in supporting the safety, wellbeing and development of children can happen throughout the intervention and are an important part of client assessment in all services.

When making assessments of families with complex problems, knowing the types of problems parents are experiencing (such as substance addiction and mental health problems) can help to identify issues that may affect parenting. It is not enough to simply name such problems. Assessments need to examine how such problems affect parental capacity and parent-child relationships.

Reflect on, or discuss, the following:

1. What considerations would you take into account when thinking about a child aware approach in talking with Gary?
2. If he came to your service, how would you engage with him?
3. Reflect on what you would ask or say to Gary if he was a new client.
4. What processes or procedures do you have in place for parents like Gary?



Reflection or discussion about working with Gary

The challenge is to ensure all programs understand the impact of adult issues on the lives of children. Programs with a particular focus on the adult as the client also need to have mechanisms to find out about parenting responsibilities and the children of clients, recognising that the best way to protect children is to prevent child abuse and neglect from occurring in the first place.

What you would take into account when thinking about a Child Aware approach in talking with Gary?
Would you focus on:

1. Gary's alcohol intake. (If so, how will you bring the children into the conversation and explore where they are at, and what impact Gary's alcohol intake might be having on them?)
2. Gary's relationship with his wife. (How do you maintain a focus on the children as well as a focus on the relationship and parenting issues?)
3. The impact of Gary's alcohol intake on his relationship with his children. (How do you sensitively explore this with Gary?)
4. Gary's children and whatever issues they are dealing with. (How do you explore with Gary the impact of his alcohol intake, as well as his relationship with Sally, on the children?)

Reflection or discussion about intake

Consider or discuss these points:

1. An important first step is identifying clients who are parents. What procedures are in place at your service or organisation to identify if a client is a parent?
2. If you follow your agency procedure, what information would you find out about children?
3. What would you find out about the adult client's concerns as a parent?
4. What would you find out about the parent-child relationship?
5. What would you find out about the impact of the adult issue on the child/children?
6. Are there other questions and/or approaches that would increase the knowledge you would have about the parenting concerns and the needs of the children?

Reflection or discussion about assessment

If you were assessing Gary, consider or discuss these points:

1. How would you explore Gary's awareness and insight into the impact of his alcohol use on his children, Tom and Grace?
2. What information could you provide him with at this stage to help him gain insight?
3. What ways could you support Gary to work towards an understanding of Tom and Grace's possible responses to his drinking, and to explore ways (with his partner, Sally) of minimising any impact on them?
4. How could you support Gary as a parent?

Reflection or discussion about barriers to Child Aware practice

Barriers may exist at an organisational level, a procedural level, or at a practice level. Consider or discuss these points:

1. What are some of the 'barriers' that may inhibit your ability to engage with a client like Gary in a Child Aware approach?
2. Revisit the barriers listed in the online course, and the information about moving past them. Reflect on your own attitudes and practice, and what might get in the way for you as a practitioner.
3. If you recognise some of these statements as being close to your own attitudes towards this approach, consider how you can use the information in this course to move beyond the barrier toward a Child Aware approach. Who can you speak to in your organisation to support Child Aware practice?

Conversations with Gary

Tom

Reflect on the conversation about Tom.

1. What concerns do you have for Tom?
2. How would you prepare to have a conversation with Gary that brings in your concerns for Tom?
3. Who in your agency could support you in preparing for this conversation?
4. As a practitioner what concerns or barriers do you think you might encounter as you have this conversation?

Grace

Reflect on the conversation about Grace.

1. What concerns do you have for Grace?
2. How would you prepare to have a conversation with Gary that brings in your concerns for Grace?
3. Who in your agency could support you in preparing for this conversation?

Part one of Gary's story: Options

1. Explore the impact of Gary's alcohol intake on what's going on in the mornings.
2. Explore with Gary any link between his own issues (and alcohol intake) and family issues, in particular Tom's nightmares.
3. Explore ways to support Tom with what is happening around his nightmares.

Part two of Gary's story: Options

1. Explore how Gary and Sally can talk about their parenting styles and ways of dealing consistently with the children.
2. Explore where Grace is in the family, and how Gary's actions and issues might be impacting on her.
3. Explore behaviour management resources for Gary and Sally to use with Tom to minimise morning stresses.

Section Four: Meet Marissa

Marissa is 34 years old, and a single parent of Noah who is nine years old. She was in a violent relationship with Noah's father for several years before leaving him with the support of a domestic violence service.

Marissa experiences anxiety, and sometimes struggles with getting out of bed or doing household activities. She has moved houses several times since leaving her partner, and Noah's schooling has been very disrupted. He was kept back a year by his current school to help him gain more confidence with his literacy and numeracy skills. As a consequence of this, some of the boys in Noah's old class tease and bully him at school about being a 'dummy'. Noah told his mother he didn't want to go back to school any more, and she has allowed him to stay at home with her for over 10 days now.

Marissa presents as caring about Noah, but also struggles with speaking out for herself. She expresses a fear of speaking to the school about the bullying because she will forget what she wants to say and just end up feeling 'stupid'. She would rather keep him home where she knows he is 'safe', and is seriously considering the option of home schooling Noah so that he won't ever have to face up to bullies again.



Using Marissa's story for reflection or discussion

These discussion starters can be used individually or in team meetings. You can link to the Marissa videos by navigating to the relevant page in the course at any time.

Consider or discuss the following:

1. After listening to Marissa introduce herself and talk through her story, identify Marissa's concerns as a parent.
2. Identify Marissa's concerns for Noah.
3. What did you notice about the relationship between Marissa and Noah?
4. What ways of talking to parents about concerns have you found helpful?
Note: it is important to develop non-judgemental ways of talking with parents about their concerns.
5. How can you support Marissa to maintain a positive relationship with Noah?

Using the conversations with Marissa for reflection or discussion

First part of the conversation

Marissa has raised a number of concerns about Noah's safety at school, her confidence in talking to the school, and her confidence in the school being able to address the bullying situation. She has come to a home-schooling solution, which may address some of her concerns, but may also impact significantly on Noah's social development, as well as his educational development.

Where would you take this conversation, making sure that Noah remains visible, and that you work sensitively alongside Marissa?

Consider or discuss the following options. Would you focus on one, a combination, or all of them?

1. Work with Marissa about what she wants to change for Noah.
2. Work with Marissa on ways to maintain her focus and not feel overwhelmed at Noah's school.
3. Explore further options with Marissa for Noah's schooling that will serve his and her needs.
4. Practice a conversation with Marissa for talking with the teacher or Principal.

Second part of the conversation

As you view part two of the conversation between Marissa and the worker, consider what is covered in the conversation with respect to these options, and how 'visible' Noah is.

What would you put in place to continue supporting Marissa's needs as a parent, as well as consider the needs of Noah? Who in your organisation could support you in working with Marissa and Noah?

Using a strength-based approach for reflection or discussion

A strengths-based approach is about strengthening bonds between children and parents, including during the process of change. In other words it is about strengthening relationships as much as possible whilst adults are addressing their issues and challenges (e.g. finding somewhere to live, receiving treatment at a health service etc). In some situations deficits will need to be clearly identified if children are to be safe and have their needs met. In these situations the challenge is to find ways of engaging with and advocating for children while working collaboratively with parents.

Consider or discuss the following:

1. List the key elements of a strength-based approach.
2. Are there additional elements that you would need to consider to bring Noah's needs into the conversation?
3. After listening to the professionals speak about a strengths-based approach, reflect back over your lists.
4. What Child Aware principles do you need to be mindful of?
5. Are there any other considerations you would need to be mindful of?
6. How could you use a strengths-based approach to engage with Marissa in a conversation about her needs as a parent that also includes Noah's needs?

Using Sandra's interview for reflection or discussion

Read this quote from 'Sandra', the parent who shares her experiences in the video in the course (Sandra is not her real name).

"I think what helped in the parent-worker relationship, that motivated me to change or that helped me engage with services at the time, was the worker's honesty. When workers were completely honest with me it worked. Initially it was really hard. I remember the first time a worker was completely honest with me and she told me some things that my children had said and I knew she was telling the truth because I could hear my children's voices in her voice so I knew it was things my kids had said, and it was really, really hard to hear and I got really upset and really angry with her... every worker that I had that actually was able to get through to me had very similar qualities, and that was that they were completely honest with me, they were brave to be so honest with me, and they were extremely empathetic and they didn't just look at things from their own points of view they tried to understand my world view, and that made it easier for me to work with them because I felt that they truly cared and understood where I was coming from and therefore where my children were coming from."

Reflect on, or discuss, these questions:

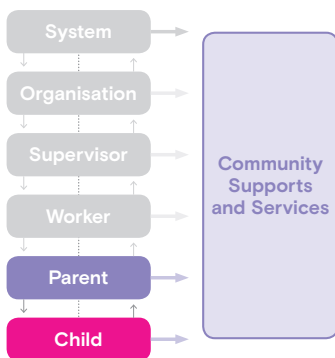
1. Considering the qualities of the worker that Sandra identified, how are these qualities supported in your practice?
2. Consider how you, or your organisation, work with families with complex needs where there are concerns for children and their wellbeing?
3. How do you prepare for these difficult conversations?
4. Who in your organisation could support you to prepare for difficult conversations?
5. What organisational supports are in place to support practitioners to prepare for difficult conversations and for reflection after such conversations?
6. Consider organisational supervision: do supervision practices support practitioners to prepare and to debrief after difficult conversations.

The Child Aware Supervision e-learning course is a great resource and can be accessed at:

<http://elearning.emergingminds.com.au/masterBlock/course-3/home/afterlogin>

Section Five: The National Framework as an authorising environment for Child Aware practice.

Discuss the levels of Child Aware practice within your organisation



Parent-child

Child Aware practice at this level ensures that the safety and wellbeing of the child is considered.

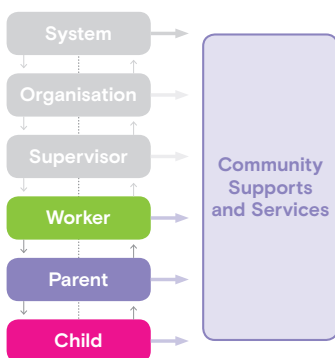
Talking about children needs to be part of the relationship-building process and part of the information-gathering process.

Talking about children and the parenting role early in the working relationship makes raising concerns or offering support less threatening.

Postponing talking about children may place children at risk if their needs are not considered, and also mean that parents are not supported in their parenting role.

Parents may minimise or underestimate the impact of their problems on their children due to the assumption that children have only a limited awareness of the problem. However, research with children has shown that they know earlier and in greater detail about their parents' problems than their parents believed (Dawe et al., 2007; Gorin, 2004; Humphreys et al., 2008; Mullender et al., 2002).

Child Aware practice is strengths-based. This means that for children to be safe and have their needs met any deficits in a situation will need to be clearly identified. The challenge is to find ways of engaging with and advocating for children while working collaboratively with parents and extended family.



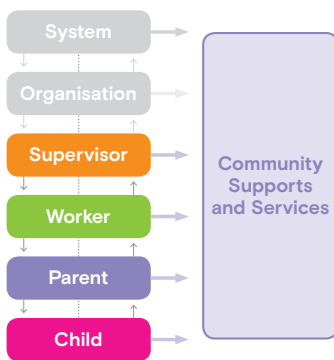
Worker-parent

Adult needs and views often dominate an intervention. Attending to the experience of adults as parents, and to the needs of children, requires deliberate attention and effort at all stages in the intervention. Protecting children is everyone's business!

Conversations about children and the role of parents in supporting the safety, wellbeing and development of children, can happen throughout the intervention and are an important part of client assessment in all services.

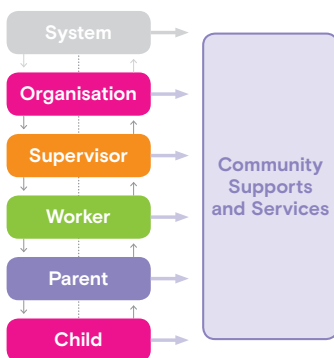
When making assessments of families with complex problems, knowing the types of problems parents are experiencing (such as substance addiction and mental health problems) can help to identify issues that may affect parenting.

It is not enough to simply name such problems; assessments need to examine how such problems affect parental capacity and parent-child relationships.



Worker-supervisor

The worker-supervisor relationship has the potential to promote Child Awareness or inversely child 'invisibility' in practice. The supervisor can promote Child Awareness through regular, consistent supervision with workers. This involves asking questions about parenting and child needs and building the capacity of workers to respond to them.



Organisation

The Council of Australian Governments' (COAG) National Framework for Protecting Australia's Children provides the mandate for change. 'Protecting Children is Everyone's Business' challenges local, state and national agencies, including the community service sector, to improve both individual and collective approaches to vulnerable children.

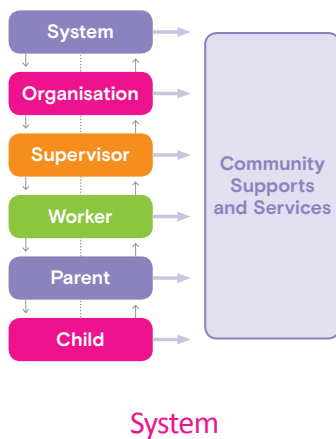
Collaboration as a collective approach is about coming together and using child and family sensitive practice to make a difference for children.

Collaboration can be difficult and requires a good understanding of how each party works. It can be aided by having a unifying force, focal point or shared vision. The shared vision for the purpose of this module is as the National Framework states: Australia needs to move from seeing 'protecting children' merely as a response to abuse and neglect to promoting the safety and wellbeing of children.

'Protecting Children is Everyone's Business: National Framework for Protecting Children 2009-2020' calls for commitment from all parties to focus our own efforts on protecting children and to work together in areas of shared responsibility.

It involves:

- A commitment to better link the many supports and services we provide - avoiding duplication
- Coordinating planning and implementation and better sharing of information
- Innovation in the planning and delivery of services
- Placing a focus on children's interests firmly at the centre of everything we do
- Promoting the safety and wellbeing of children.



The challenge is to prevent vulnerable children living in families with multiple and complex needs from being exposed to abuse and neglect.

This can be achieved by breaking the link between adults' problems and children's pain through transforming place-based practice and service networks.

The out of home care system in Australia is unsustainable – more needs to be done to prevent children entering state care.

We need to remove risk rather than to respond to risk.

We need to develop more effective preventative strategies to protect and nurture children.

The best way to protect children is to prevent child abuse and neglect from occurring in the first place. This is recognised by Australia's first national policy about children's safety, Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009-2020. Child Aware practice is set within this policy context.

Assessment Activities

Choose ONE activity to complete solo, in a team setting, or within your organisation.

Using Section One: 'Haley's story' for your Assessment Activity

Consider or discuss the following:

1. If Haley's mother accessed your service, how could you make sure Haley's needs are addressed?
2. What would need to shift or change in your service to make sure Haley is visible in conversations with her mother?
3. What is one change that could be made in your practice or service to work towards Child Aware practice?
4. What are the barriers to this change?
5. What steps will you make to enable this change?

Using Section Two: 'Child Aware practice' for your Assessment Activity

Consider or discuss the following:

1. How does a Child Aware approach relate to your own practice?
2. How does a Child Aware approach relate to the policies and practices of your organisation or workplace?
3. Consider how your practice can have an influence on the child or children in families of clients who utilise your service?
4. Consider changes you would like to see happen to improve outcomes for children?
5. What are any barriers to this change?
6. Who could/would support these changes?
7. What steps will you make to enable this change?

Using Section Three: 'Gary's story' for your Assessment Activity

Consider or discuss the following:

1. If Gary accessed your service, how could you make sure his children's needs are addressed?
2. What would need to shift or change in your service to make sure Gary's children, Tom and Grace, are visible in conversations with their father?
3. What is one change that could be made in your practice or service to work towards Child Aware practice?
4. What are the barriers to this change?
5. Who could/would support these changes?
6. What steps will you make to enable this change?

Using Section Four: 'Marissa's story' for your Assessment Activity

Consider or discuss the following:

1. If Marissa accessed your service, how could you make sure Noah's needs are addressed?
2. What would need to shift or change in your service to make sure Marissa's son, Noah, remains visible in conversations with his mother?
3. What is one change that could be made in your practice or service to work towards Child Aware practice?
4. What are the barriers to this change?
5. Who could/would support these changes?
6. What steps will you make to enable this change?

Using Section Five: 'The National Framework' for your Assessment Activity

Consider or discuss these levels of the Child Aware diagram and fill out how your practice or organisation is adopting, or making changes towards, Child Aware practice at this level.

.....

Parent-child

.....

Worker-parent

.....

Worker-supervisor

.....

Organisation

.....

System

.....



Notes/Observations