

Exempla:

Professional Discussion/Questions Workbook Record

Name:

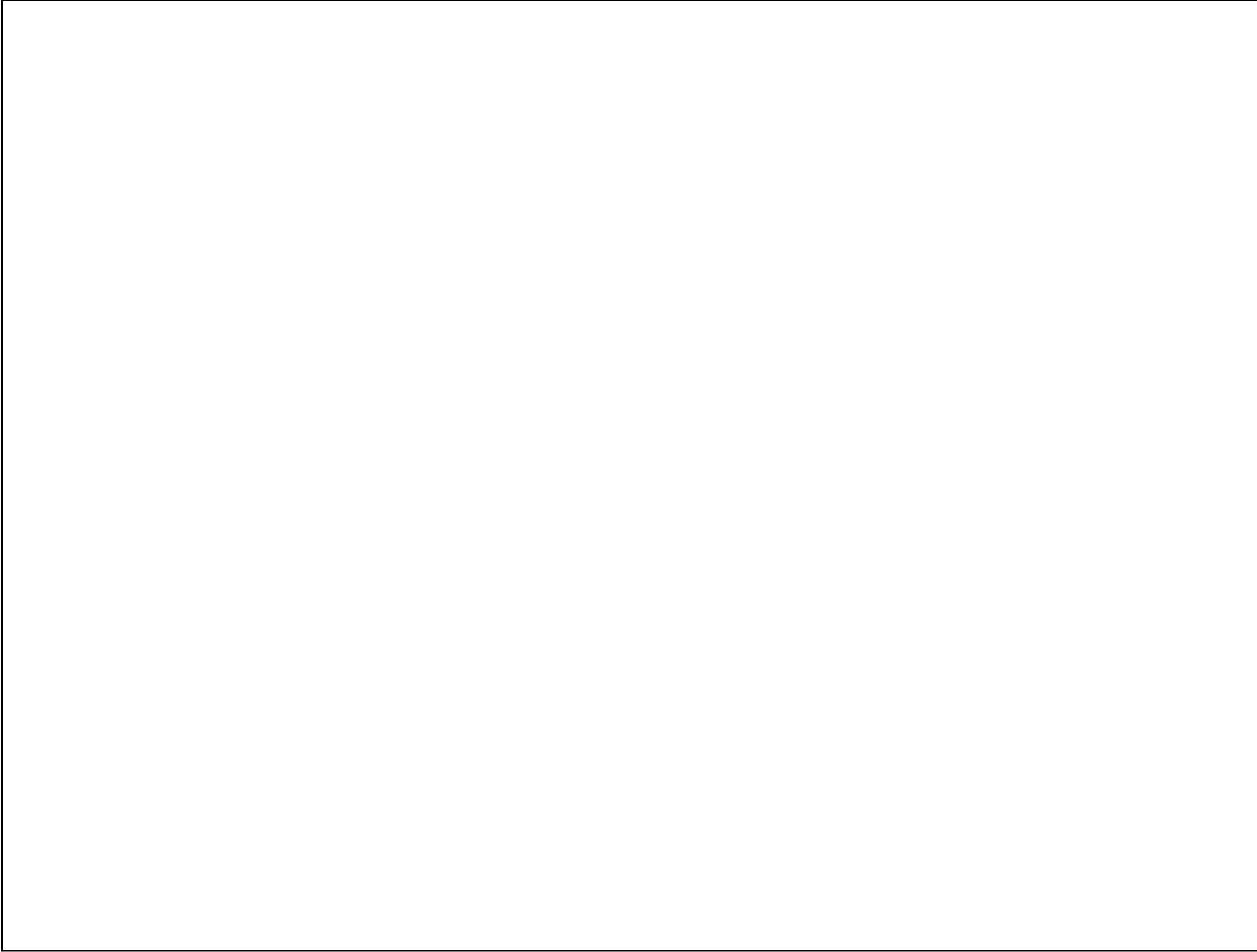
Assessors Name:

Areas to be covered by the discussion	TSD Standards (Foster Care) reference links:	
<p>Date of discussion</p> <ul style="list-style-type: none"> • Be able to explain how your care relates to the Five Outcomes in Every Child Matters • Be able to support children and young people to manage • Explain why it is important to listen to children and young people's views about risk and safety, and show how you take these into account in your role as a Foster Carer. • Know the overall aims of your fostering service. • Understand your own role and responsibilities 	<p>1.3 a</p> <p>1.3 b</p> <p>1.3 c</p> <p>2.1 a</p> <p>2.1 b</p>	

<ul style="list-style-type: none"> • Know the importance of maintaining a good standard of hygiene and cleanliness 	3.2 b	
<ul style="list-style-type: none"> • Know the importance of maintaining a good standard of hygiene and cleanliness 	5.2 a	
<ul style="list-style-type: none"> • Know how to encourage children and young people to participate in activities. 	5.4 a	
<ul style="list-style-type: none"> • Explain how play, hobbies and interests are important to social and personal development, and enjoyment of recreational activities. 	5.4 b	
<ul style="list-style-type: none"> • Show how you can encourage and support children and young people with their education (including early years education) and help them overcome setbacks. 	5.5 a	
<ul style="list-style-type: none"> • Be able to actively work with families, social workers and teachers to help children and young people achieve. 	5.5 b	
<ul style="list-style-type: none"> • Know how to support young people in their further education and training, and employment. 	5.5 c	
<ul style="list-style-type: none"> • Be able to advocate on behalf of children and young people to ensure their educational needs are met. 	5.5 d	

<ul style="list-style-type: none"> • Understand the social model of disability and what it means in relation to your work as a Foster Carer. 	<p>5.8 a</p>	
<ul style="list-style-type: none"> • Have a broad understanding of the needs of children and young people who are disabled or have learning difficulties. 	<p>5.8 b</p>	
<ul style="list-style-type: none"> • Understand the need to adapt activities and experiences so individual children and young people can take part. 	<p>5.8 c</p>	
<ul style="list-style-type: none"> • Understand how you might support children and young people with special educational needs, and their families. 	<p>5.8 d</p>	

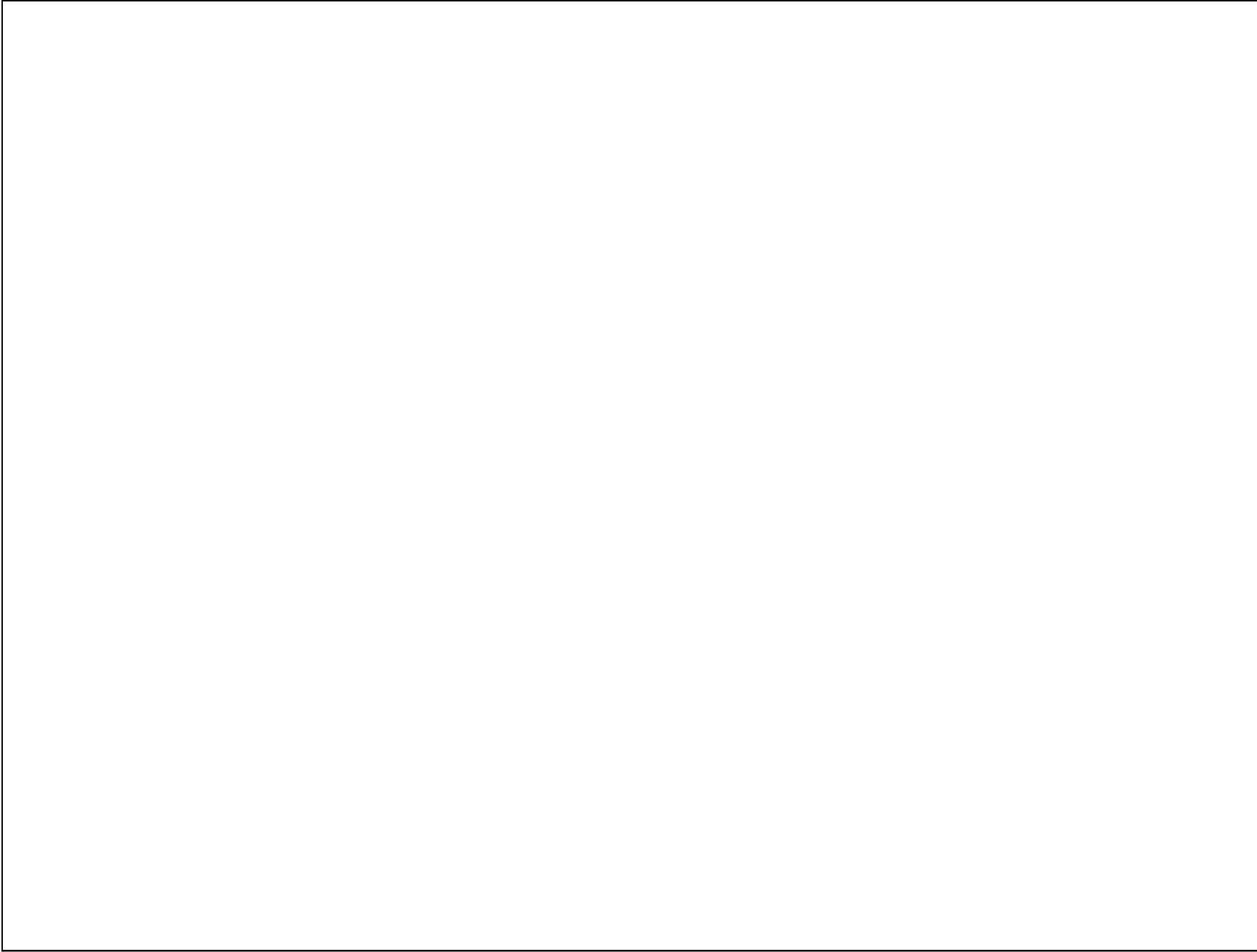
1. Describe what is meant by social, economic and cultural factors –giving at least two example of each?



2. Explain the importance and impact of poverty on outcomes and life chances for children and young people?

3. **Give two examples of ways on which children and young people's experiences may impact on their outcomes and life chances?**

- 4. List at least five outcomes for children and young people that foster carers should be striving to achieve, giving a brief description of each one?**



5. **Why is it important that the fostering service responds to the needs of children and young people?**

6. **Give two examples of the potential impact of disability on the outcomes and life chances of children and young people?**

7. Why is it important to find out the history, preferences and wishes of children and young people living in foster care?

Case study exercise

You are looking after a child, who is 11 years of age. The child has been diagnosed as having mild Autism. Frequent contact takes place between the child and his mother. The child's mother (Natasha) has moderate learning difficulties and has a disability that sometimes requires moving and handling support. Natasha is living independently in the community. Natasha resides in one of the most deprived areas in London. The child's father is unknown.

When dropping the child to contact at a weekend you observe if Natasha can carry out some small tasks to make certain that she is able to provide adequate refreshments, food and provide a good standard of hygiene whilst the child stays overnight. The household is also dusty, the lavatory appears to need a good clean and when Natasha usually offers you a cup a tea the tea cup usually shows ingrained dirt.

Natasha has the additional support of meals on wheels and a community nurse who visits weekly to dress bed sores and administer medication. Natasha's home appears to need updating and is in poor decoration. Natasha has told her son that she can't afford to buy herself a coat this winter because of her financial circumstances. Sometimes the child asks you if he can give some of his savings to his mum. The child's school work is presently below much of his classroom peers and you have met with his school teachers related to the child's educational performance.

On the evening following the child returning from contact with his mother the child asks you for advice about how he can improve both his and his mother's life in the future.

From the above scenario –

- Please record your answers (15 minutes) and then discuss in your groups (for an additional 15 minutes)
1. List the various social, economic and cultural environment factors vthat may or have impacted on the child?
 2. What advice would you give the young person around ways to promote his economic well-being?
 3. What is your role in supporting the child to achieve economic well-being?

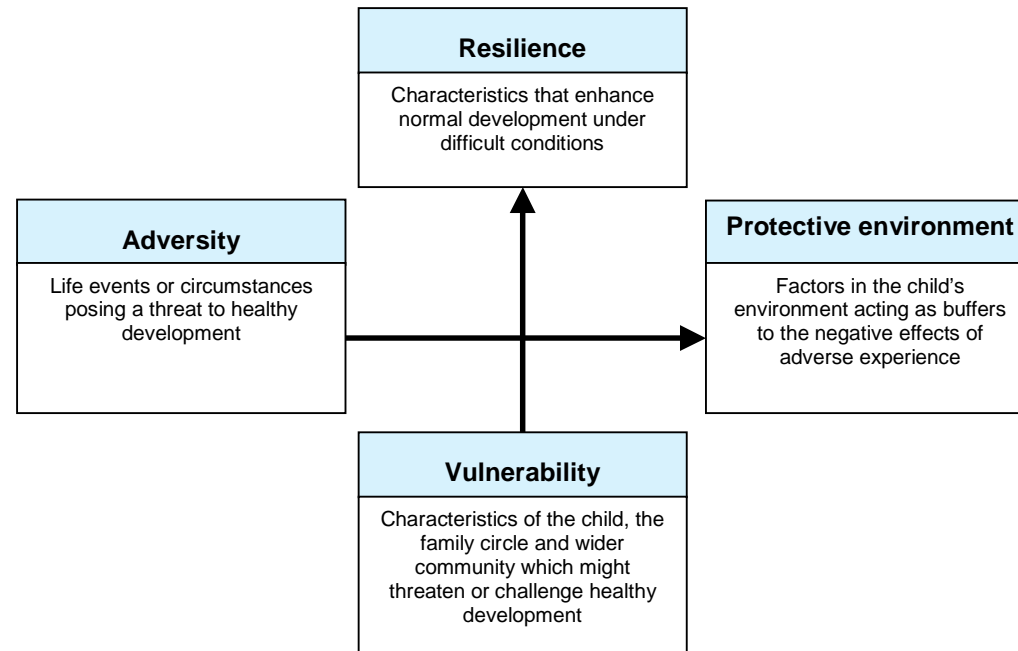
Assessor/Supervising Social Worker signature

Date

Assessing risk and resilience factors

The Resilience Matrix, developed by Daniel and Wassell¹ provides practitioners with a framework to begin to weigh up the particular risks against protective factors. The Matrix enables practitioners to weigh up the strengths and risks already identified from the Common Assessment Framework and any other specialist assessments. The Matrix is used to assist practitioners in making sense of the relationship between the child's vulnerability or resilience and the world around them, which in turn may highlight areas of risk requiring more comprehensive or specialist assessment and analysis. The Matrix can be used to examine and weigh factors in relation to:

- Vulnerability and unmet needs.
- Adversity.
- Strengths or protective factors.
- Resilience.



¹ Daniel and Wassell, (2002) *Assessing and Promoting Resilience in Vulnerable Children Vols. 1, 2 & 3*, London & Philadelphia, Jessica Kingsley Publishers Ltd. See also: Daniel, B., Wassell, S. and Gilligan, R. (1999) *Child Development for Child Care and Child Protection Workers*, London and Philadelphia, Jessica Kingsley Publishers Ltd.

Variables

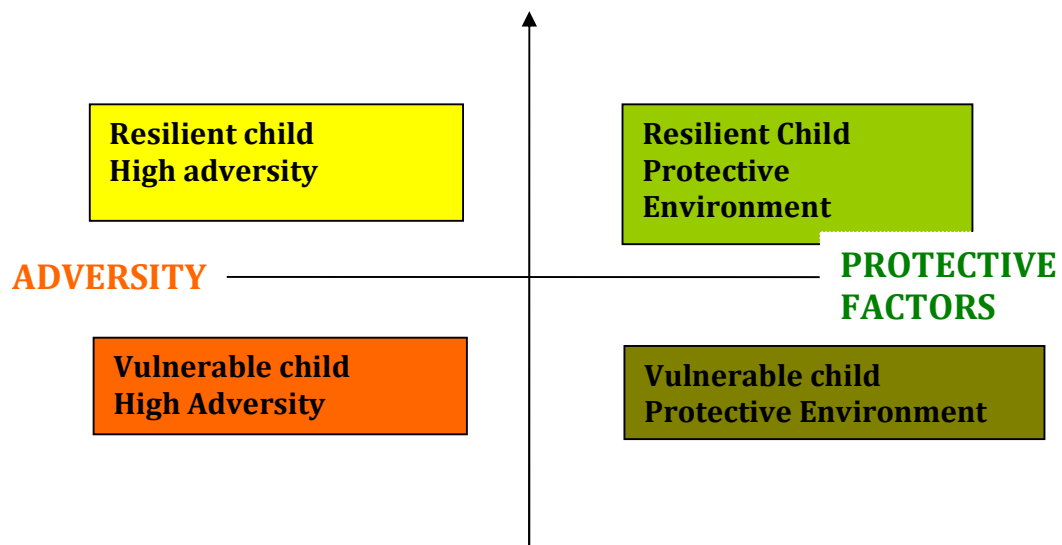
- Timing & age
- Multiple adversities
- Cumulative protective factors
- Pathways
- Turning points
- A sense of belonging

RESILIENCE

- Good attachment
- Good self-esteem
 - Sociability
 - High IQ
- Flexible temperament
- Problem solving skills
- Positive parenting
 - Attractive

Intervention

- Strengthen protective factors and resilience
- Reduce problems and address vulnerabilities
- Achieve initial small improvements



Adversity

- Life events/crisis
- Illness loss bereavement
- Separation/family breakdown
- Domestic violence
- Asylum seeking status
- Serious parental difficulties e.g.: drug abuse/alcohol misuse
- Parental mental illness

VULNERABILITY

- Poor attachment
 - Minority status
 - Young age
 - Disability
 - History of abuse
- Innate characteristics in child/family that threaten /challenge development
 - A loner/isolation
 - Institutional care
- Early childhood trauma
- Communication differences
- Inconsistent/neglectful care

Protective Factors

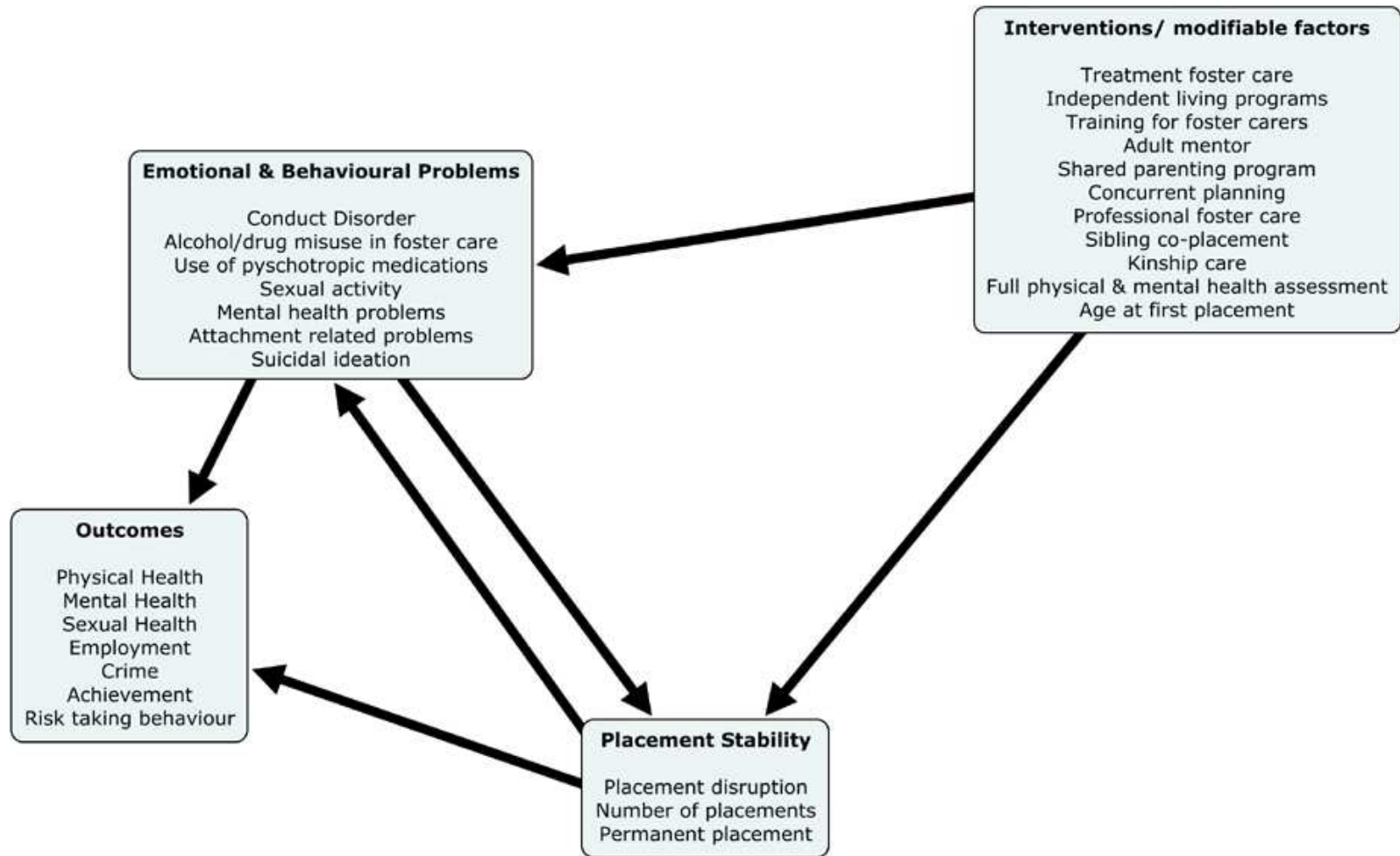
- Good school experience
- One supportive adult
- Special help with behavioural problems
- Community networks
- Leisure activities
- Talents and interests

Gordon, R. et al, (2000) *The Child's World Training & Development Pack*, NSPCC

Risk and resilience factors identified by research literature

<p style="text-align: center;">Resilience</p> <p>Good attachment Good self-esteem/positive outlook Goals and aspirations Sociability. Social networks outside the family. Belonging to organised, out of school activities Peer acceptance and friendship High IQ (attainment as proxy) Good school experience Regular attendance at school Flexible temperament Problem solving skills Positive parenting Leisure activities Talents and interests Cognitive ability to rationalise drug/alcohol problems in terms of illness Being taught different ways of coping and being sufficiently confident to know what to do when parents are incapacitated An ability to separate, either psychologically or physically from the stressful situation</p>	<p style="text-align: center;">Protective environment</p> <p>One consistent supportive adult A mentor or trusted adult with whom the child is able to discuss sensitive issues Supportive older sibling Special help with behavioural problems Community networks Sympathetic, empathic and vigilant teachers Sufficient income support and good physical standards in the home Practical and domestic help Regular, long-term support for the family from services Parent acknowledges the difficulties and is able to access and accept treatment An alternative, safe and supportive residence for mothers subject to violence and the threat of violence Regular medical and dental checks including school medicals Factual information about puberty, sex and contraception</p>
<p style="text-align: center;">Adversity</p> <p>Life events/crisis Illness/loss/bereavement Separation/family breakdown Domestic violence Asylum seeking status Serious parental difficulties e.g. drug abuse/alcohol misuse Parental mental illness Bullied</p>	<p style="text-align: center;">Vulnerability</p> <p>Poor attachment Young age (under 6) History of abuse Innate characteristics in child/family that threaten/challenge development A loner/isolation Institutional care Early childhood trauma Communication differences/problems Inconsistent/neglectful care Physical disability/learning disability/behavioural problems Perceptions of provocative behaviour by child Powerless (highly dependant and susceptible to others) Defenceless (unable to defend self against aggression) Non assertive/passive</p>

Key: Blue = Data may be available to measure Green = Interventions that could be put in place
 Purple = Could be measured through assessment or collection of information about child's life



Office for National Statistics

How do childhood circumstances affect poverty and deprivation as an adult?

[Part of Intergenerational transmission of disadvantage in the UK & EU, 2014 Release](#)

Released: **23 September 2014**

Related links

- [Intergenerational transmission of disadvantage in the UK & EU](#)
- [Animated graph of 'At-Risk-of-Poverty and -Social-Exclusion' Rates in the EU \[Adobe Flash\]](#)

How childhood factors affect educational attainment, income poverty and material deprivation

New analysis from ONS examines the extent to which the circumstances children grow up in affect their future life chances, using data for both the UK and other EU countries. In recent years there has been considerable research into the degree to which children born into poor families grow up to become poor adults. The findings have shown that the UK has a low level of earnings mobility across the generations, meaning that there is a strong relationship between the economic position of parents and that of their children. This analysis aims to help inform policy by showing the childhood factors that impact most on the intergenerational transmission of poverty and disadvantage.

Which childhood factors predict low educational attainment?

Holding all other characteristics constant and equal, in the UK, father's education level has the biggest impact on the likelihood low educational attainment. **People are 7.5 times more likely to have a low educational outcome if their father has a low level of education, compared with a highly-educated father.**

People's mother's education level is also important though to a lesser degree; an individual is approximately 3 times as likely to have a low educational outcome if their mother has a low level of education. Previous work has suggested that parental qualifications may impact on children's educational attainment in a variety of ways, including through aspirations and genetic traits, as well as indirectly through the home learning environment and parental health behaviours (e.g. smoking, child nutrition, etc.).

Parental education level also has the greatest impact on the likelihood of a low educational outcome across the other EU countries studied, though the extent of this transmission varies considerably. The effect is largest for the Southern European countries, as well as some Eastern European countries and Baltic States.

In the UK, there is also a relationship between educational outcomes and the number of adults and children living in the household, the employment status of the parents and the childhood household's financial situation. For example, holding all else equal, the odds of a low educational outcome are over one and a half times higher for those who grew up in a single adult household compared to households with two adults.

Which childhood factors predict relative low income poverty?

Educational attainment is the most important of the factors examined in explaining poverty in both the UK and the other EU countries studied. In the UK, those with a low level of educational attainment are almost five times as likely to be in poverty now as those with a high level of education.

Growing up in a workless household also appears to have an impact in the UK. Holding all else equal, those who lived in a workless household at age 14 are around one and a half times as likely to be in poverty compared with those where one adult was working. However, this specific effect of worklessness was identified as a significant factor in only one other EU country.

In the UK, the Individual's assessment of their childhood household financial situation is not a significant predictor of poverty once educational attainment is accounted for. This suggests that household income during childhood mainly impacts future life chances through the educational attainment of the child. Previous work has suggested that this operates through parents investing in their children through the home environment (e.g. home learning activities, health and nutrition) and providing financial capital for schooling.

By contrast, in the Southern and Eastern European countries, these factors remain significant predictors of poverty even after controlling for educational attainment.

Which childhood factors predict severe material deprivation?

Material deprivation provides an estimate of people whose living conditions are affected by not being able to afford certain items. These include being able to pay their rent, mortgage, utility bills or loan repayments and keep their home adequately warm.

Educational attainment is the most important predictor of severe material deprivation in the UK and EU. Holding all else equal, in the UK, those with low attainment are 11 times as likely to be severely deprived as those with a high level of education.

The number of parents and children in the childhood household is also important. In the UK, those growing up in a single parent household are over twice as likely to be severely materially deprived as those who lived with both parents. The odds of severe material deprivation are twice as high for those who grew up in households with four or more children compared with a single child.

Parental employment has an impact on the deprivation status. The odds of severe material deprivation in adulthood are almost twice as high for those whose father was unemployed compared with those who worked in a managerial role.

For the UK, there is no evidence of a relationship between severe material deprivation now and the financial situation of the household as a child once educational attainment is controlled for. However, childhood household income does appear to be of importance in Southern and Eastern European countries, as well as the Baltic States.

Where can I find out more about poverty?

This analysis was produced by the Household Income and Expenditure Analysis team as part of the Public Policy Analysis Division at ONS. More information on poverty can be found in the [Intergenerational transmission of disadvantage in the UK and EU](#) release. If you'd like to find out more, please contact hie@ons.gsi.gov.uk.

Categories: [People and Places](#), [Housing and Households](#), [Households](#), [Living Conditions](#), [Household Income and Expenditure](#), [Low-income Households](#), [People](#), [Social Protection and Benefits](#), [Low Income](#), [Economy](#), [Personal Finances](#), [Personal Income and Wealth](#), [Income Distribution of Individuals](#)

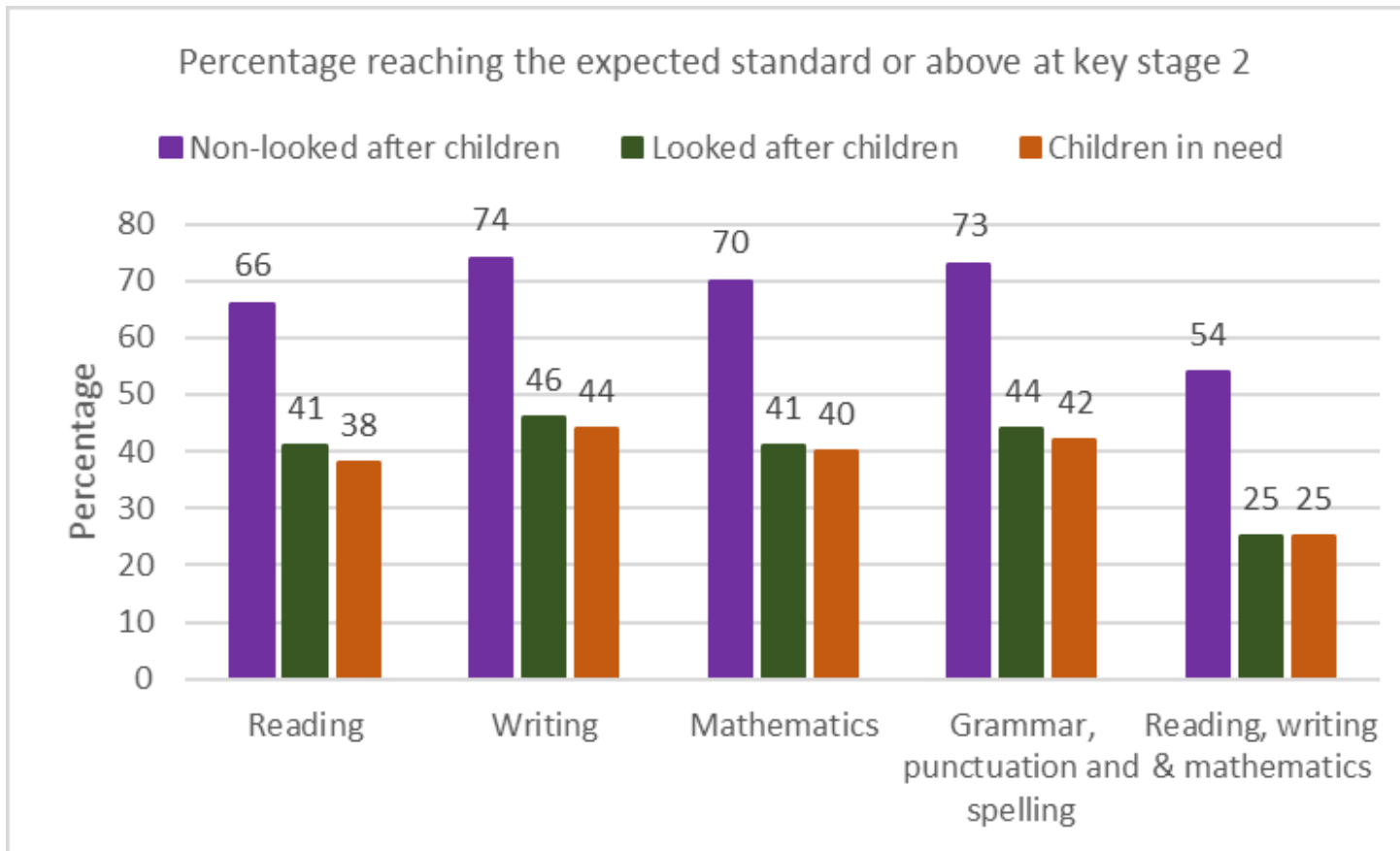
An evidence review of the drivers of child poverty for families in poverty now and for poor children growing up to be poor adults (HM Government 2014)

The main factor is *lack of sufficient income from parental employment*, which restricts the amount of earnings a household has. This is not just about worklessness, but also working insufficient hours and/or low pay. This in turn is often caused by:

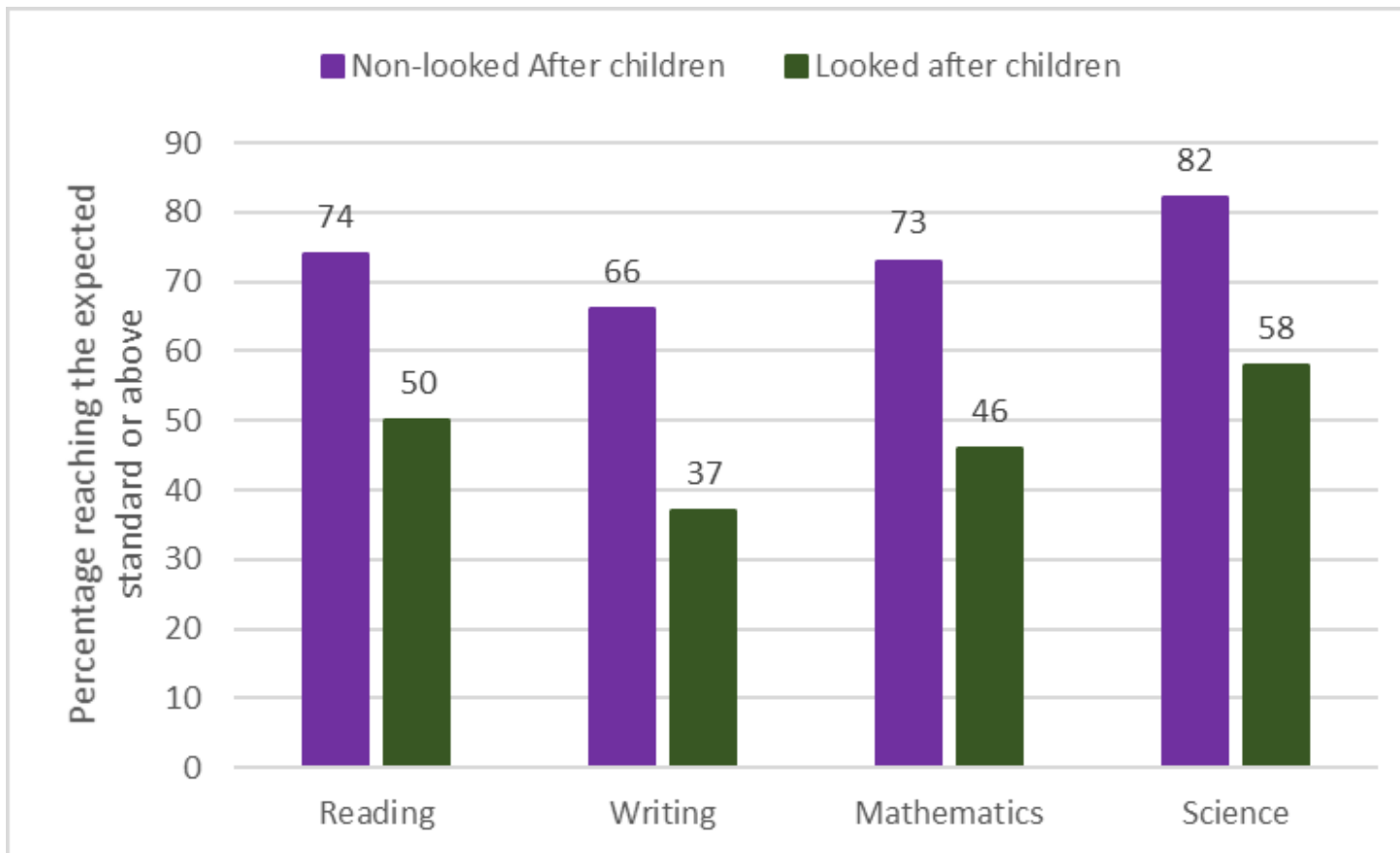
- Long-term worklessness, increasing difficulties in returning to work, including skill loss, employer bias and changes in attitudes to work.
- *Low parental qualifications* limiting an adult's level of wages
- *Parental ill health or family instability* which can both reduce the number of parents whose earnings contribute to income, and may also mean the remaining parent is more restricted in terms of employment due to caring responsibilities either for the child or the disabled family member.
- *Family size*, with larger families requiring higher levels of income to avoid poverty. It can also restrict parental employment due to caring responsibilities.
- *Drug & alcohol dependency*, although only a small number of children are affected, the effects for these parents and children are profound.

Finally, research also shows that the experience of poverty in itself affects your chances of being poor in the future, with those who are poor for longer being less likely to exit poverty.

Figure 1 below demonstrates which factors play roles in causing longer spells of poverty and attempts to illustrate how these influences take effect. The colour of arrow indicates the strength and certainty of influence and the size of the boxes the numbers of children affected. It can be seen this is a complex picture, consisting of a number of inter-related factors.



Source: <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2016>



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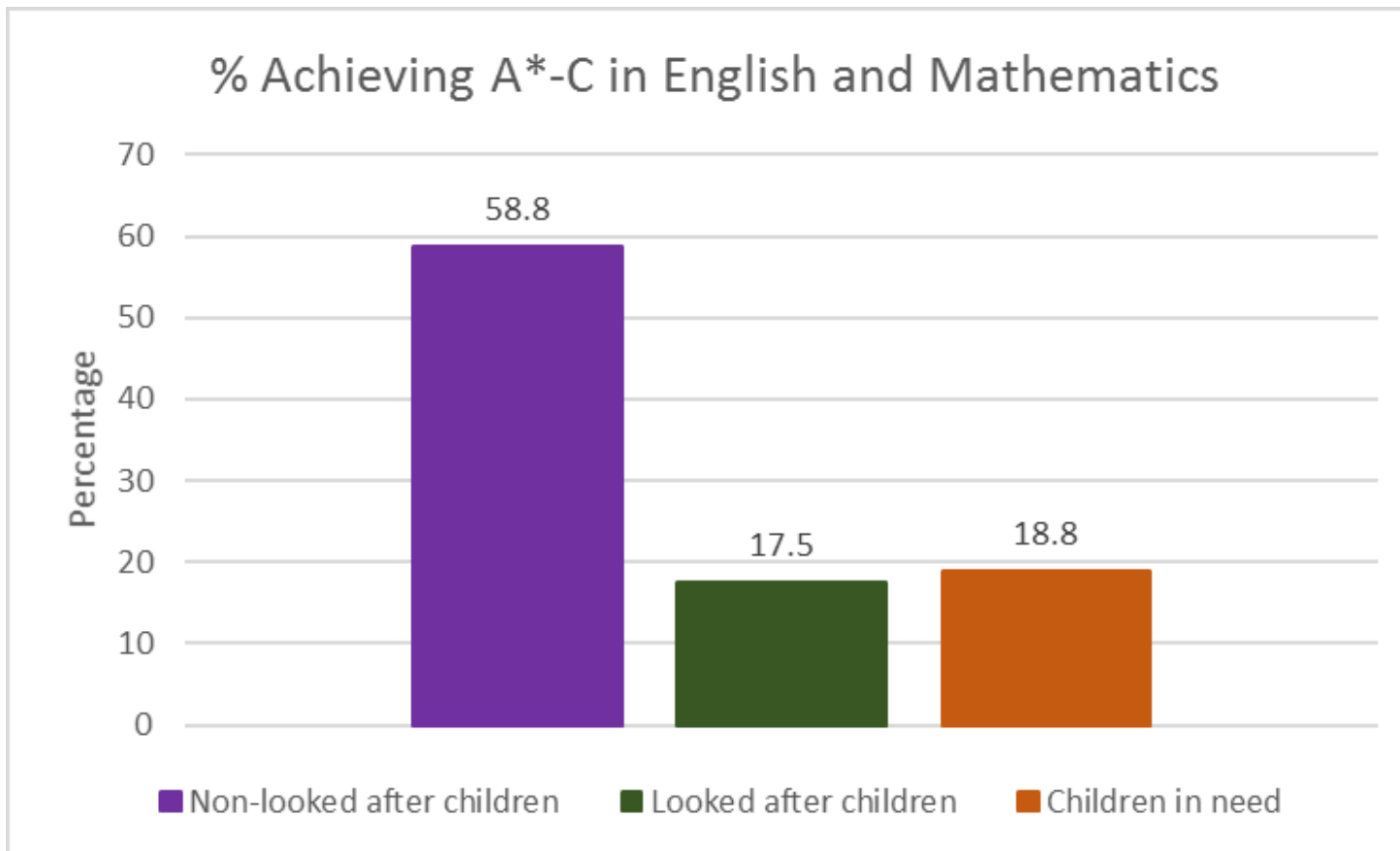
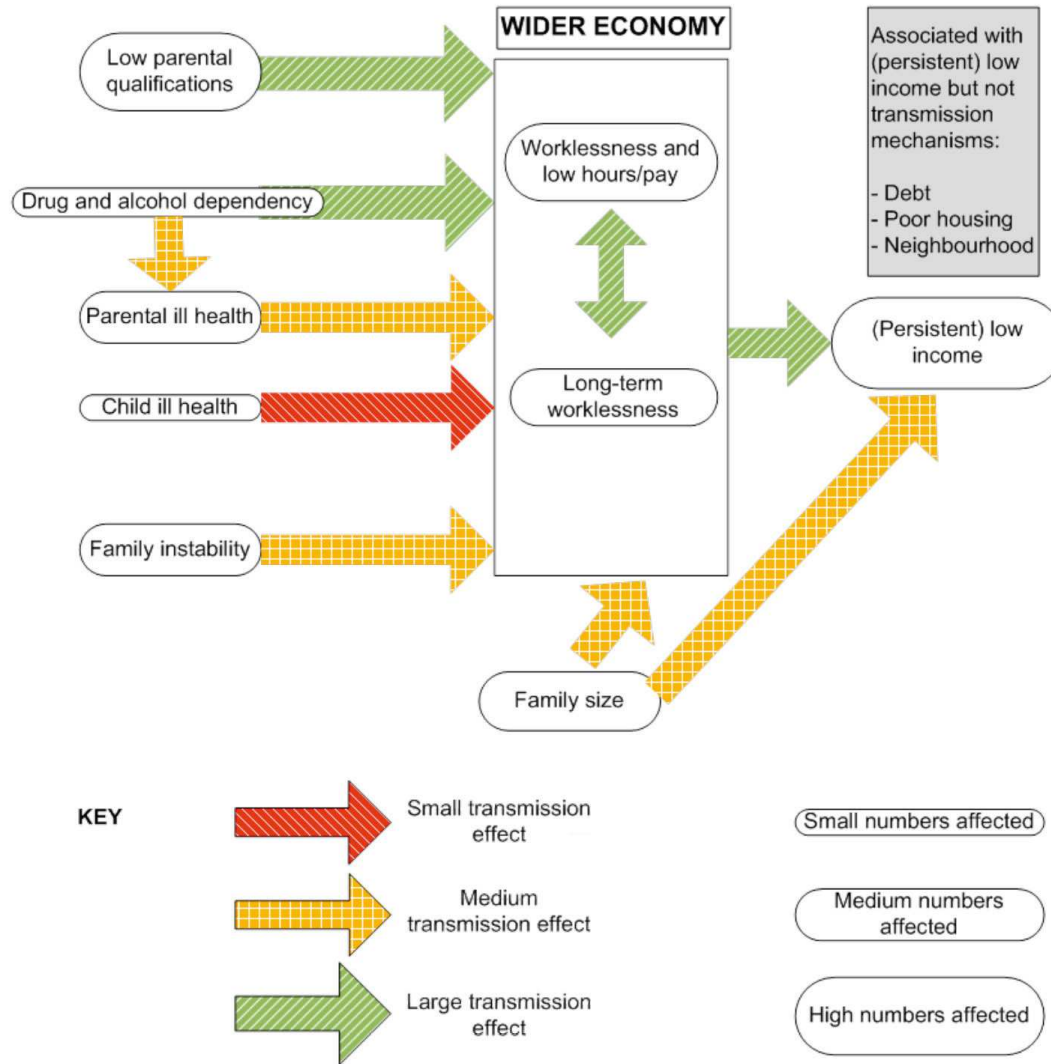


Figure 1: Diagram of size of group affected and transmission strength for factors making it harder to exit poverty now

Source: <https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2016>



Childhood poverty itself also appears to have an effect on future poverty largely through its impact on educational attainment.

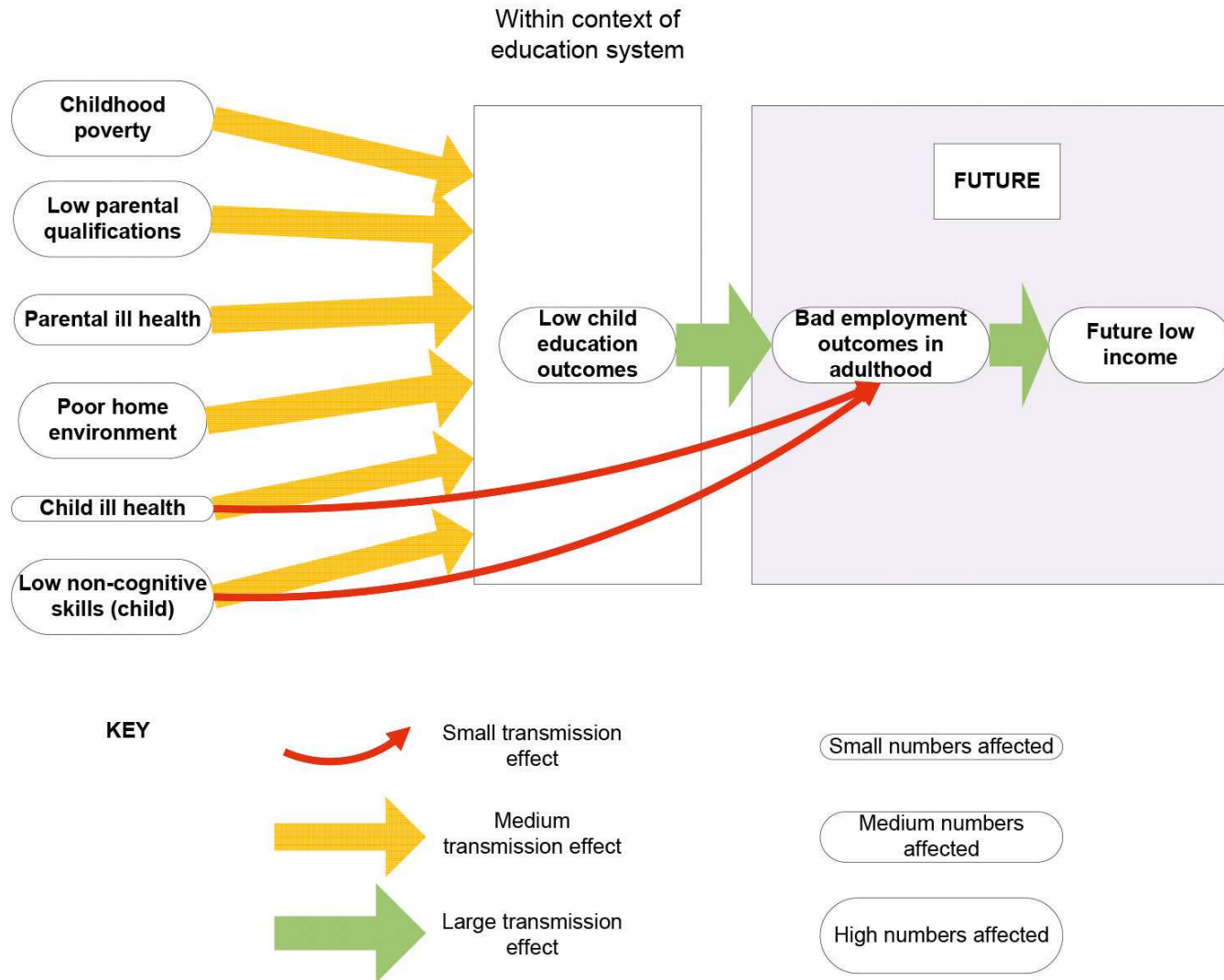
There are a range of other factors that influence the child's educational attainment, mainly involving parental characteristics. Primary amongst these are:

- *Parental qualifications,*
- *Parental health,*
- *Child health,*
- The home environment (made up of the *home learning environment* and parental behaviours), and
- *Child non-cognitive skills* (including aspirations).

Figure 2 below shows which factors play roles in causing future poverty. As above, the colour of arrow indicates the strength of influence and the size of the boxes the numbers of children affected. This is a more complex picture than for families in poverty now, consisting of a number of inter-related factors.

Not all children who are affected by the factors illustrated will be in poverty as adults. Equally some children who are not in poverty in childhood will be in poverty as adults. However, as Chapter 3 shows, the risks of adult poverty are much higher for children affected by these factors.

Figure 2: Diagram of size of group affected and transmission strength for factors making poor children more likely to become poor adults



Poor home environments may impact on outcomes for children

The Department of Health framework for assessing children in need and their families (2000), using Davis CE, Hutt S J, Vincent E & Mason (1984). The young child at home, Home condition assessment provides a useful concern indicator scale that indicates the following home conditions as potential health risks:

- Smell (eg. stale cigarette smoke, rotting food)
- Kitchen floor soiled, covered in bits, crumbs etc
- Floor covering in any room soiled as above
- General decorative order poor-obviously in need of attention (e.g. badly stained wall paper, broken windows)
- Kitchen sink, draining board, work surfaces or cupboard door have not been washed for a considerable period of time
- Other surfaces in the house have not been dusted for a considerable amount of time
- Cooking implements, cutlery or crockery showing ingrained dirt and these items remain unwashed until they are needed again
- Lavatory, bath or basin showing ingrained dirt
- Furnishings or furniture soiled
- Informant's or children's, clothing unwashed, or matted and un-brushed
- Garden or yard uncared for and strewn with rubbish