Guide to the online Emotional Warmth Parenting Progress and Development Checklist

Part One: The basics, log in and using the system

The notes that follow in 'Part One' of this document describe this checklist's security and confidentiality features, the procedure for inputting your observations and the record-keeping system.

Measuring progress with a baseline reference

The Progress and Development Checklist is designed to check the progress of a child or young person living in residential care or foster, adoptive or kinship families. Often, when we pause for thought and look back on how a child was when they first came into our care, we realise how well they have done. A baseline reference point and a transparent system for monitoring progress (or not) provides insight into what's working and what still needs to be done. Also, when relevant data are 'baselined' and collected at intervals, the child or young person, family members, managers, inspections and other advocates can monitor what has been achieved against the baseline. The online assessment is carried out by an adult or adults in the parenting role. The checklist is user-friendly and the information is both the status of current development and direct relevance to future planning and support.

The Unique Identifiers or 'Tokens'

It is most likely that a senior person in your organisation will have received a batch of 'tokens' (these are in sets of 10 and each token is an eight-digit number) one of these tokens is then assigned to the young person that you are working with.

- The token must be used for the assigned child only, using the same token for another child will corrupt the data and make the reports meaningless.
- Keep the token (the 8 digit number) confidential on the young person's file.
- Do not use the child's name when working through the 'Progress and Development Checklist' questions.

Getting started

Before logging on, you will have some **homework*** to do. This involves you having conversations with the young person (see page 5 of this document for the details).
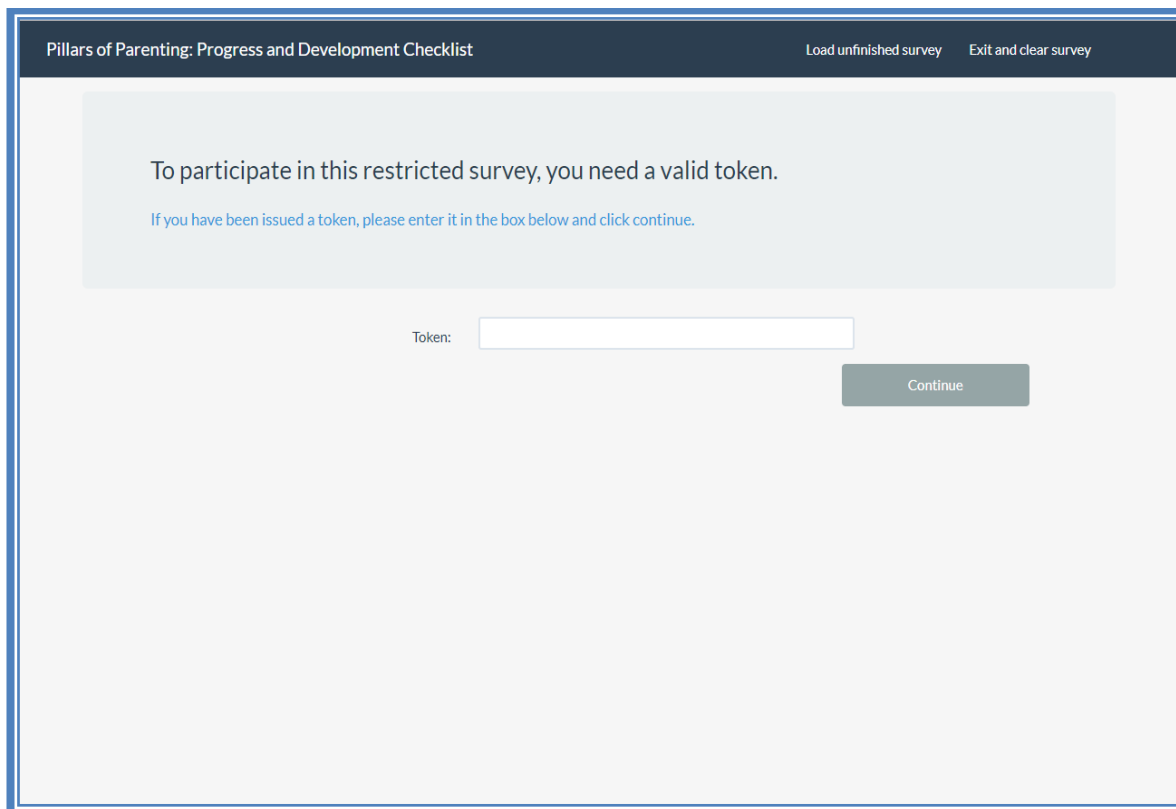
At first, it is a good idea to work with a colleague or a psychologist who also knows the young person, as they can help to confirm your observations.

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Log in

Access the login page with the following link (or the one provided with the batch of tokens)

http://XXXXXXXXXXXXXXXXXXXX (link provided with tokens)

Figure one

Why eight digits?

To comply with data protection the Unique Identifiers or 'Tokens' and the fact that no names are used means that the information is secure. Even if someone generated an 8 digit random number, it would not work as there is built-in security in the numbers themselves, a technical innovation which is beyond my skills and insights.

Enter the token (this is the 8 digit number) it's a good idea to write the name of the young person on a note beside the computer and double-check that it is the correct token for that child,
Click continue.

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Getting the date correct

The date to use is usually today's date, If you need to enter historical data, the system will allow you to enter a past date. **Click and enter date**

Please be careful, <u>DO NOT USE THE CHILD'S DATE OF BIRTH!</u>

Figure two

Click 'Next'

The next page provides some information (I've zoomed in on the text here)

Completing the Pillars of Parenting: Progress and Development Checklist

 SOME CONSIDERATIONS

When discussing and agreeing your ratings for:

> the level of a particular behaviour

and the frequency of the behaviour

please take into consideration:

> The age (or the maturity level) of the child or young person.

> Any significant negative or positive events which have recently occurred in the life of the child or young person and which may have had an effect on the child.

and also note:

> The aspirations of the child or young person, e.g. getting back home/moving into foster care and any worries or fears that he or she is currently concerned about.

> There are 39 questions in this survey.

Figure three

That homework *

The next screen asks you put in text for which will need to have had conversations with the young person concerned, covering the young person's concerns, views, interests, skills talents and strengths. The questions are set out as follows:

- Young person's worries, fears, negative feelings etc
- Young person's aspirations, hopes, ambitions etc
- Young person's interests
- Young person's skills, talents etc
- Young person's signature strengths

For a young person who is new to you, this information may be limited but you can add to this as time goes on.

The young person

Figure four – screenshot of the top of The Young Person page
(on the computer, you scroll down for more questions)

The Pillars of Parenting Tel: 0191 516 6634
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web: www.pillarsofparenting.co.uk

The eight pillars of parenting

Now work your way through the eight pillars and questions relating to their trauma journey which we refer to as 'Adaptive emotional development'. If you run out of time or you are called away, you can click on 'Resume later' at any point. Or if you have made mistakes you can select 'Exit and clear survey' and start again.

Figure five – screenshot of the top of the first Pillar, Primary care and Protection (again, on the computer, you scroll down for more questions then click 'next' to move on)

As you become more experienced and get to know what works most effectively with a particular young person, you can include text for each question, suggesting possible targets. This can be very useful for discussions with the psychologist during consultations.

Adaptive emotional development - the trauma journey

The last three questions ask you to focus on the child's adoption to the trauma in their life, looking at **Stabilisation, Integration** and **Adaptation.** Part two of this document explains the questions and issues in detail.

When you answer the last question, your input will be compiled into a report which includes histograms which enable you to compare to the last set of inputs, see figure six and seven for examples.

The compiled data is then presented and saved as a pdf report (pdf means 'Portable Document Format') by the checklist administrator and emailed (usually within days) to the named senior person or manager in your organisations. The person in your organisation is then expected to send the report to you for use in consultations with the psychologist to highlight priority issues and update and include in the young person's file.

The Report and Histograms

Included in the report are two histograms (see figure six and seven). For training last year, I input two sets of responses just over a month apart (for ethical reasons, this was not an actual child, the histograms are for illustration only). Pointing to potential priority issues for discussion with the psychologist in the consultation, you can see at a glance that P3 (self-perception) and P4 (a sense of belonging) have low scores.

The blue bars relate to input on the 15-01-19, with the follow up shown by the orange bars, which relate to input on the 24-04-19. Improvements can be seen on all of the Pillars (except P6 : Self-management skills), which were high to start with and have remained high.

After a third input, on a later date, the histogram adds a third coloured bar and a fourth after that and so on. What is very useful for everyone, you, the young person, their family, social workers, managers, inspectors, etc - is that you have a baseline and data to show progress (or not) across the eight pillars and the three stages in the trauma journey. With the clinical support of the consultant psychologist, you will be able to show from the reports and the case file, the assessment, the agreed strategies used for each Pillar and the results from following those strategies.
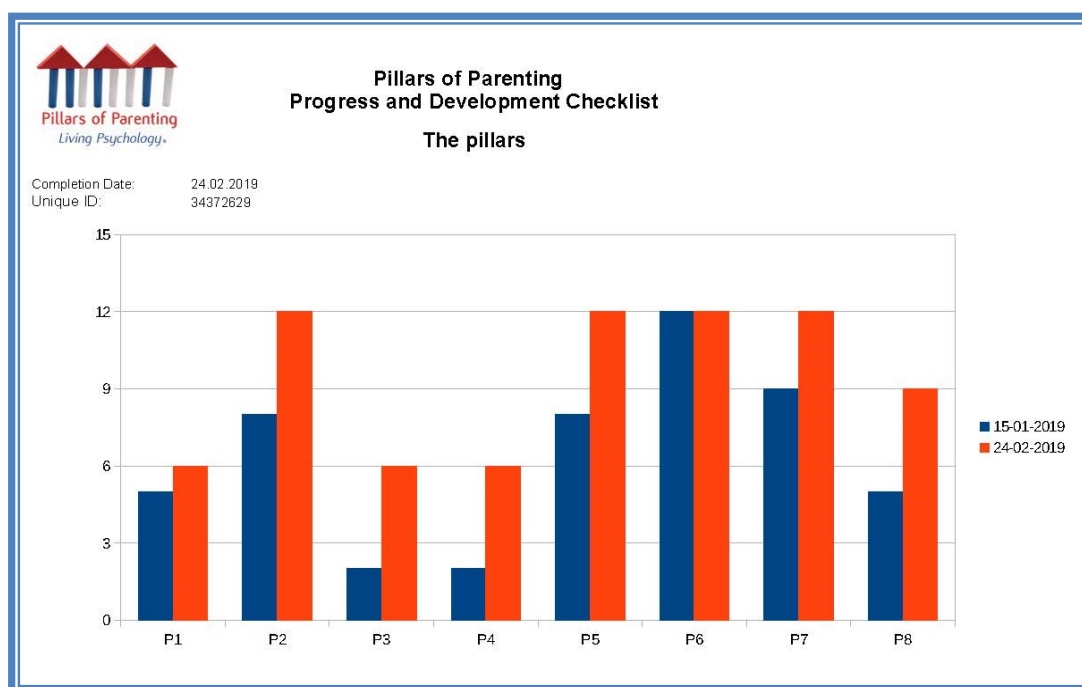

**Pillars of Parenting
Progress and Development Checklist
The pillars**

Completion Date: 24.02.2019
Unique ID: 34372629

Figure Six, histogram showing results from two dates for the 8 Pillars of Parenting, this was not real data, it was used for training only

Adaptive Emotional Development

The last three questions in the online Progress and Development checklist are to provide insight into the young person's Adaptive Emotional Development – which is our way of viewing the young person's response to neglect, abuse and other trauma, as an adaptation to their hostile world. Figure Seven shows the data from the two dates used for our training data, blue being the baseline and orange the follow-up.

Pillars of Parenting
Progress and Development Checklist

Adaptive emotional development

Completion Date: 24.02.2019
Unique ID: 34372629

Legend:
■ 15-01-2019
■ 24-02-2019

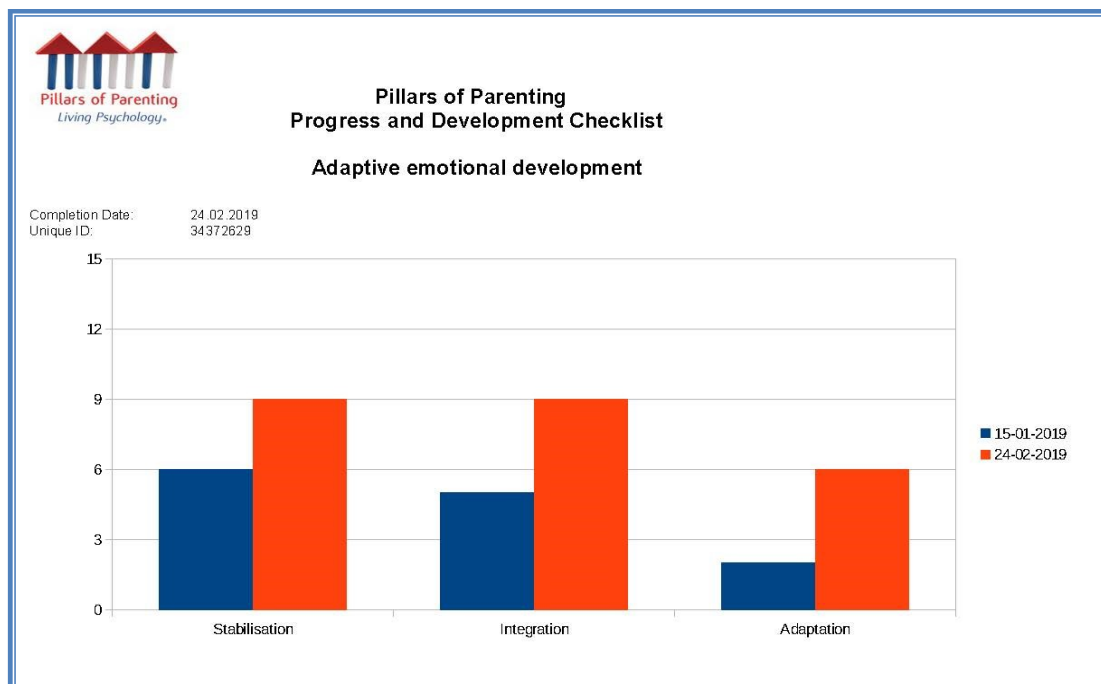Categories: Stabilisation, Integration, Adaptation

Figure Seven, histogram showing results from two separate inputs for training, showing baseline in blue and follow up in orange for Stabilisation, Integration and adaptation.

Part Two of this document goes on to look more closely at the psychology behind the questions and how to answer them.

If you have any questions, please contact me at:

colinmaginn@pillarsofparenting.co.uk or 0191 516 6634

Part Two

Understanding the psychology behind questions

Guidelines for completing the Progress and Developmental Checklist