

Practitioner Portfolio

Working with Resistance

Improving Outcomes for Vulnerable Children & Young People Where There Is Parental Resistance, Non-Engagement or Non-Compliance.



Introduction

Χ



What is resistance?

ZZ •]•š ν []• ν]u‰}Œš νš ν uμoš]



Χ

X X



What underlies resistance?

 $\label{eq:converse_state} \vspace{-0.05cm} \vspace{-0.05cm} \vspace{-0.05cm} Z & \space{-0.05cm} \space{-0.05cm$



et al., et al.,

ability

et al et al

When d





Illustrations of R

Two

 $\mbox{$\%$} Z \mbox{$\P$} \bullet \mbox{$\rangle$} = \mbox{$\rangle$} \bullet \mb$



Impact on children



Χ

Χ

Χ

x ^}u Z]o CE v ÁZ} Z À v $\mu \bullet$ (o CE $\bullet \%$ }v \bullet] o (}CE Z



 $\times \ Z\&]o\S \ CE]vP \ \} \mu \S[\ v \ P \ \S]\grave{A} \]v(\ CEu \ \S]\}v \ \} CE \ u]v]u]\bullet]vP \ \S Z \ A$

Χ

% } o]] •] v Œ o š]} v š} šZ ^ μ v• v Z] o _ v % } o]] •] v Œ o t

Building working relationships with families

t

t

[







```
z šU šZ Ç (\muo(]o šZ ]Œ Œ}o ]v šZ Z]o [• ‰o v
^$ (( u\mu \bullet \check{s} \quad v \bullet \mu OE \quad \check{s} Z \quad OE \quad ] \bullet \quad v} ^ OE](\check{s}_{-}]v
                                                                            š} ‰ Œ v
%}•]š]}vX •• •• u vš•U Z}Á À Œ ^]v }u‰o š _U •Z}μο
   Χ
   Χ
   Χ
   Х
           Æ ‰ o ] ] š } \mu š ^\mu v I v } Á v • _ ] v Ç } \mu Œ v o Ç • ] • X
   Χ
   Χ
   Χ
   Χ
Questions to ask yourself:
```

- 1. How has non engagement/resistance impacted on this assessment? (Information gaps, over emphasis on % } •] š] À • } Œ v P š] À • U o] u] š etc.)
- 2. Have I said and done what I would usually say and do when undertaking this type of assessment? Have others?
- 3. Have I identified and seen the key individuals involved? Including those who may not be acknowledged as living in the home?
- 4. , À / (o š Œ o] (š š Z v } (u Ç } v š š Á] š Z š Z] (u o Ç this family?



- 5. Where there are issues of domestic abuse, have I engaged with the perpetrator?
- 6. Have I identified and engaged wit Z vÇ Œ o À vš u v]v šZ]• Z]o [• o] both those living at home and those not living at home?
- 7. If this non engagement and resistance was not present, how would this change the nature of the concern for this child?
- 8. And how would it change the level of risk/need for this child?
- 9. Have I contacted another agency known to the family and suggested a joint visit?
- 10. Have I discussed my concerns and sought guidance from my manager in ensuring the children are regularly seen?

Decision-making



Z K v } ($\S Z u$ • $\S u u$ V U ‰ E •] $u \& Z \mu u \& w$ } $P v \ v \ v \ v$ review judgements and plantsonce we have formed a view $v \ v \ v \ v$ m at is going on, we often fail to notice or to $v \ v \ v \ v$ $v \ v \ v \ v$] $v \ v \ v \ v \ v \ v$ [

Attribution

[]



PART FOUR Support







- x Do we have a high quality integrated chronology that has been analysed for indicators of resistance?
- x Have we, individually and collectively, reviewed what we know about resistance in this family and considered whether or how we might be contributing to non-engagement?
- x Has any service that is part of the team around the child taken particular action to manage the resistant behaviours, and, if so, has the team around the child discussed the risks and benefits to each action?
- x As the team around the child, do we have a shared agreement on the stage at which resistance will trigger an escalation of this case?

Support for organisations

Questions to ask:

- x Are there clear policies in place to effectively manage hostile behaviour from families and effectively support staff in these situations?
- x How are approaches to the different types of resistant behaviour agreed, set, challenged and maintained within agency culture, supervisory practice and with parents?
- x How dear are these to staff and parents? And how are they monitored and reviewed?
- x What range of responses should be available, operated by whom, in what ways, to ensure these approaches are operationalised and kept in place?

Learning and Development

RECONSTRUCT Course Title	t	
COURSE DESCRIPTION		





x % Œ š]]% v š • Á] ο ο š š Œ (μ]%% š} Œ }Pv]• Z]•P

LEARNING OUTCOMES

Χ

Χ

Χ

Χ

Χ

Χ

Х

TARGET AUDIENCE

ADDITIONAL INFORMATION / COURSES

CONTACT DETAILS

info@futurechildcaretraining.com

GLASGOW CHILD PROTECTION COMMITTEE

Course Title

COURSE DESCRIPTION



x v v o •• ••u vš }(šZ

TARGET AUDIENCE



EAST AYRSHIRE CHILD PROTECTION COMMITTEE Course Title t

COURSE DESCRIPTION



National Risk Framework to support the assessment of children and young people 2012				

Resilience Matrix ta framework for thinking







Signs of Safety



PART SIX Additional Resources



References



Clinical Judgement an Odecision D I]vP]vZ]o OE v[• ^}]

APPENDIX t Resistance Ready Reckoner









