

THINK CHILD, THINK PARENT THINK FAMILY

Working with Parents with Mental Health Support Needs

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Why Think Family?

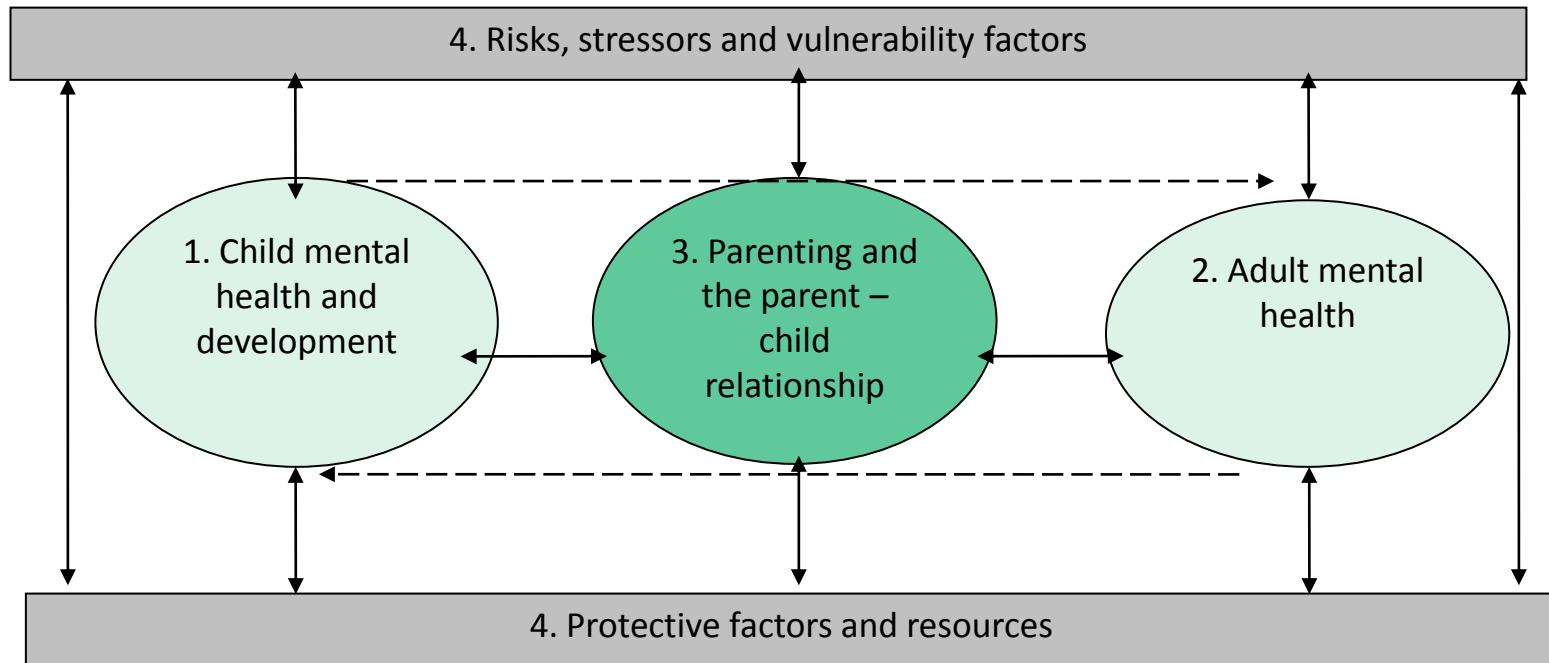


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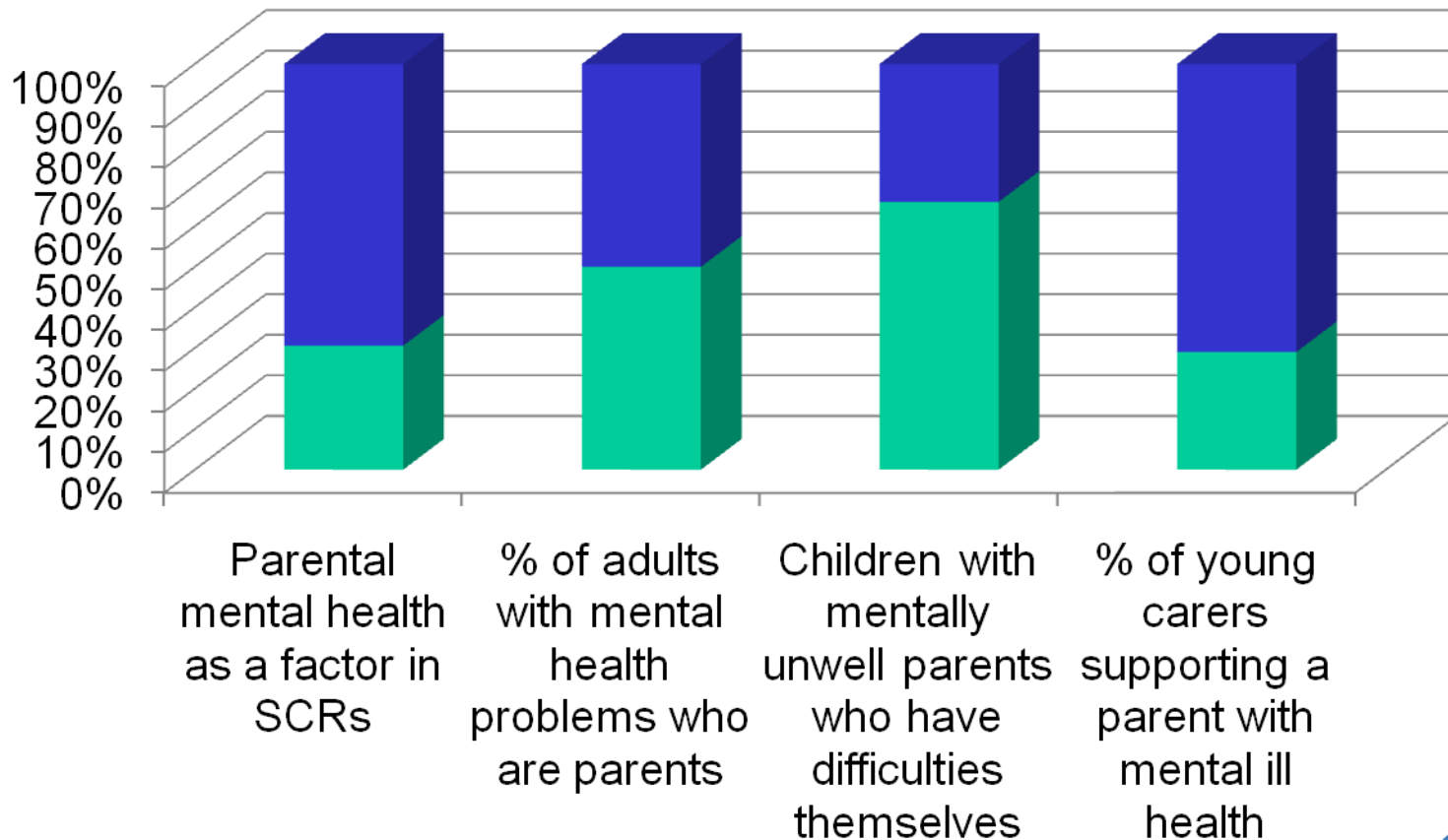


Why Think Family?

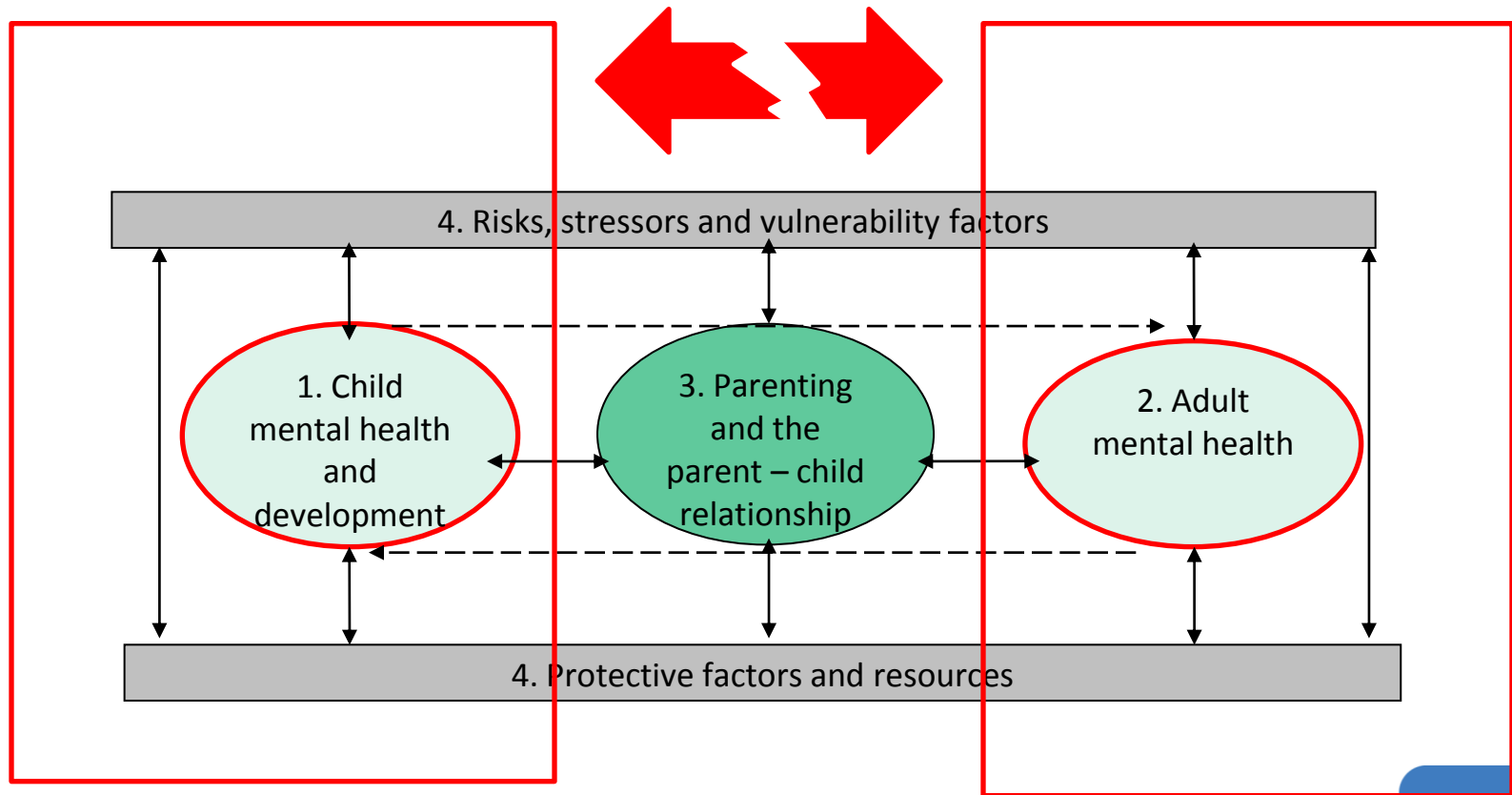
The Family Model (Falkov, 1998)



Why Think Family?



Barriers to 'thinking family'

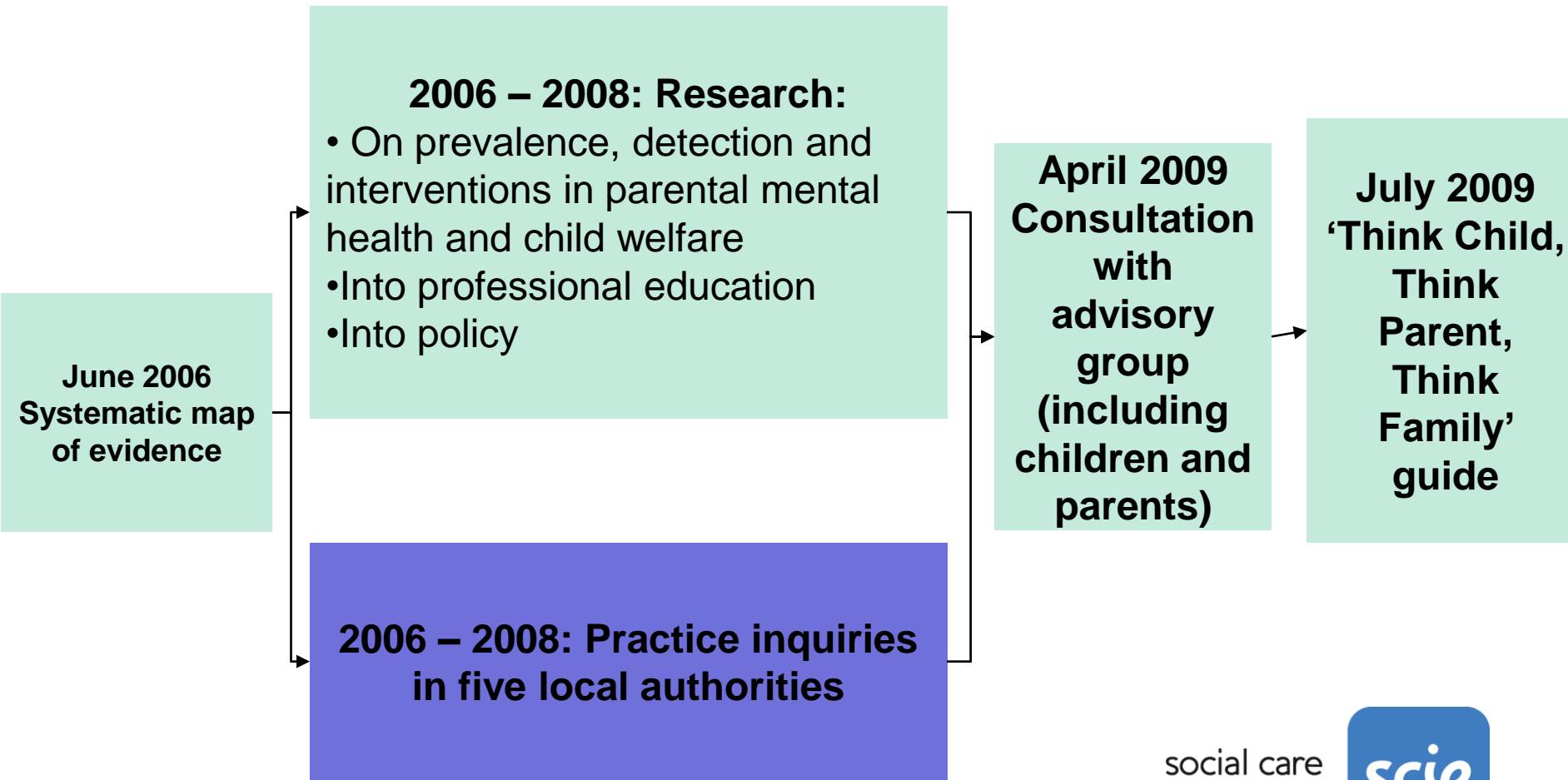


Barriers to 'thinking family'

- Challenge of interagency working
- Confidence and willingness to work outside professional boundaries
- Knowledge of services
- Workload
- Information sharing
 - Regulations
 - Practicalities
- Fear and stigma



Developing the *Think Child, Think Parent, Think Family* guide



Features of the guide

- Based on robust evidence
- Set in policy and practice context
- Key recommendations set out for
 - Organisations
 - Managers
 - Front-line staff
- Characteristics of a successful service
- Lots of good practice examples



Key messages from the guidance

- Develop services that:
 - Take a 'no wrong door' approach
 - Look at the whole family throughout the care pathway
 - Co-ordinate and tailor support effectively
 - Build on family strengths
- In addition:
 - Improving access via communications strategy
 - Workforce development
 - Strategic approach – 'Think Family Strategy'



The sites

- Birmingham



- Lewisham



- Liverpool



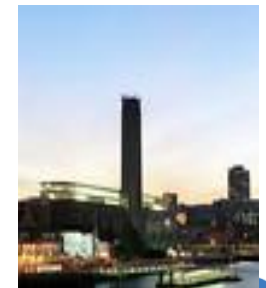
- North Somerset



- Northern Ireland



- Southwark



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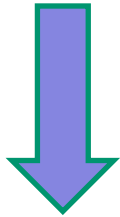
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The work with the sites

- Two year project (three for Northern Ireland) supporting the implementation of the guide's recommendations
- Implementation plans signed off – January-March 2010
- Evaluation of the implementation plans
- Updated version of the guide

Early learning

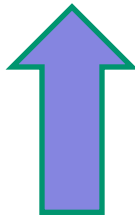
Senior sign-up



Steering group



Progress



User and carer involvement

Early learning

- Senior sign-up
 - Safeguarding children's boards
 - Family strategy boards
 - Parenting boards
 - Think Family project boards
- Steering group membership
 - Adult mental health
 - Children's social care
 - Users and carers, or representatives
 - Training, communications



Early learning

- “Getting to Know You”
- Colleagues meeting for the first time
- Can add to time needed to get started
- Trust and working relationships need to be developed
- Joint training is useful in breaking down barriers



Early learning

- Training costs
- Other approaches don't need to
 - Asking the right questions
 - Sharing information
 - Thinking differently
- Potential savings



Early learning

- Northern Ireland benefits from a whole systems approach
 - Professional education
 - IT systems
 - Regulation
- North Somerset – champions' group; tackling challenge of parental involvement
- Southwark – strong strategic approach; focus on training

Early learning

- Liverpool – lunchtime learning; anti-stigma campaign
- Birmingham – piloting in one area of the city; employing project worker
- Lewisham – learning from drug & alcohol policy; effective consultation event

Early learning

- This is a *guide* – albeit a very robust and credible one
- Local areas need to use it to inform their work, as shaped by local drivers and priorities
- The evidence base is strong, but situations differ



Questions for discussion

- Thoughts or reflections (10 minutes)
 - on the messages
 - on the implementation
- Changing practice (15 minutes)
 - what might you do differently in your work?
 - what changes need to take place in your organisation?

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