

CHILD INCLUSIVE PRACTICE

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WHAT IS CIP?



WHAT IS THE PURPOSE OF CIP?



THE MEDIATOR



THE MEDIATION



THE CHILD
CONSULTANT



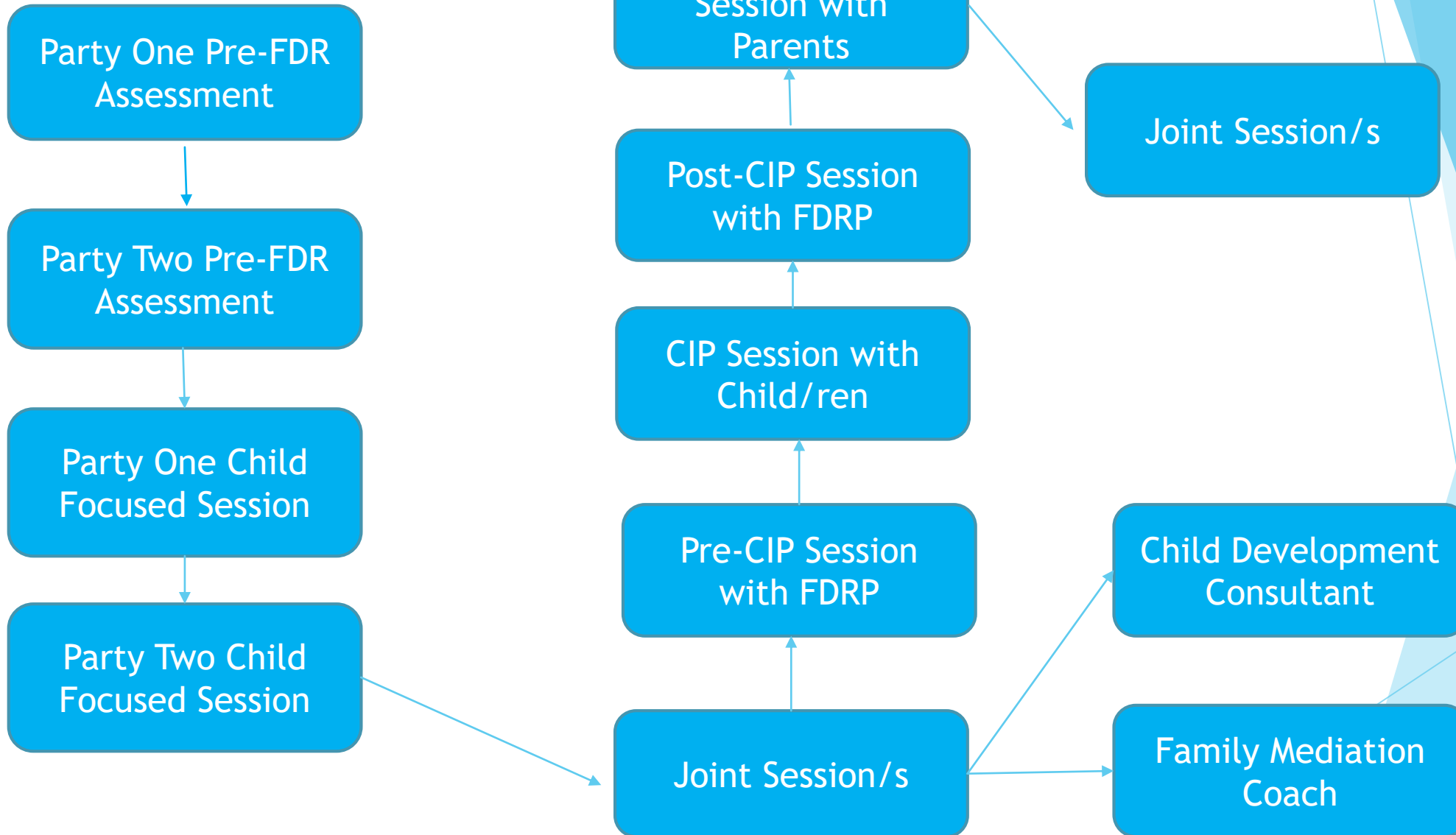
- Child Inclusive Practice is a very specific approach, designed to support specifically separated parents who are in continuous conflict with each other to reflect on and shift in their opinion of the other parent to the point where they are not only willing but seriously see the benefit to their child, in strengthening their parental alliance with the other parent.
- CIP is defined as a form of child responsive practice which focuses on the child's needs and his/her adjustment to family separation with the child being an active participant in the process (McIntosh, 2007).
The purpose of CIP is to explore the child's experience within the family, and the impact of the conflict and separation on his/her experience. This information is used to help parents maintain a secure emotional base for the child after family separation.

WHAT IS YOUR PROCESS OR APPROACH?



WHEN WOULD YOU USE A CIP APPROACH?

PERTH FRC APPROACH



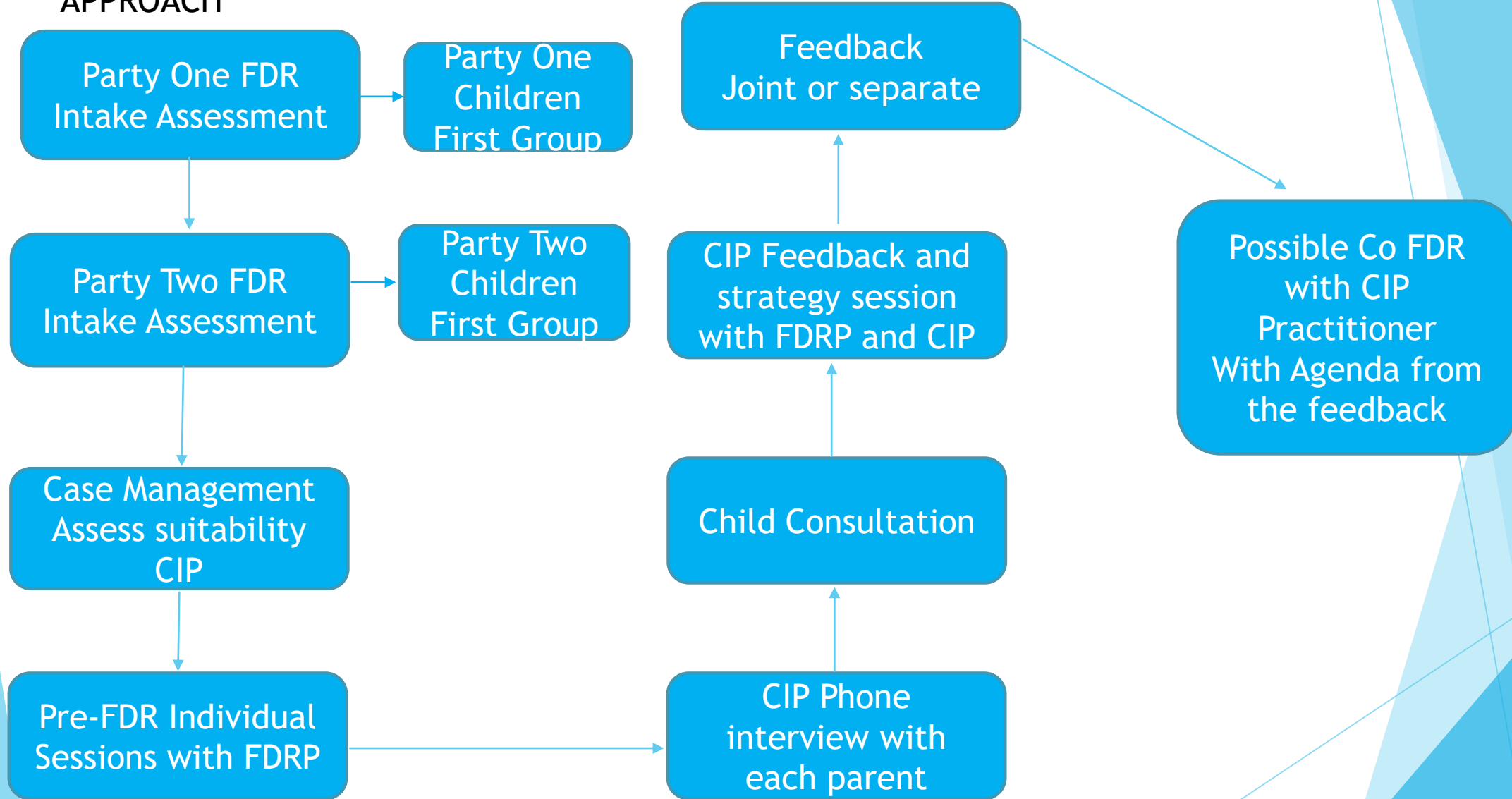
PERTH FRC APPROACH - CHILD FOCUSED SESSION

- ▶ Generic information regarding the parental relationship post-separation;
- ▶ Information regarding the children's wellbeing and adjustment to separation;
- ▶ Parents' attunement to children's needs and strategies for meeting children's needs;
- ▶ Identify patterns in the narrative of the parents as well as in their interactions;
- ▶ Challenge these patterns and beliefs; what are other plausible reasons for the other parents' behaviour? What are the predicted outcomes if the interactions do not change? How does the interactions influence the parental alliance? Are they being their 'best self'?
- ▶ Psychoeducation to inform parents about the impact of conflict on children based on Jennifer McIntosh; how do they children feel when they witness parental conflict? What are the children learning about themselves, their parents, and relationships?
- ▶ Focus on attachment and how conflict impacts on attachment.

PERTH FRC APPROACH - CHILD INCLUSIVE PRACTICE

- ▶ One parent accompanies child to session;
- ▶ If more than one child they see practitioner for 1 hour each;
- ▶ An introduction is given to parent and child, explaining the session;
- ▶ Parent leaves the room when child is comfortable;
- ▶ Summary of what the child wants to be discussed with parents;
- ▶ Tools:
 - ▶ Bear cards
 - ▶ My Two Worlds
 - ▶ Genograms
 - ▶ Value cards
 - ▶ Three wishes
 - ▶ My family
 - ▶ Message for parents
 - ▶ Advice for other children/young people

Joondalup FRC APPROACH



AnglicareWA

Joondalup FRC approach... "Children First"

- ▶ All assessments intended to assess parental reflective capacity
- ▶ Attendance at "Children First" Group...prepares parents to focus on the impact of conflict on the children
- ▶ Psycho-education Group focuses on reflecting on changes to their behaviour
- ▶ Impact of separation on them and children
- ▶ Children's developmental needs and age related reactions to conflict and post separation
- ▶ Post separation communication
- ▶ Communication styles
- ▶ Parents participate using manuals which are intended to get them to reflect on children's needs and impact of conflict on them post separation
- ▶ At Pre-FDR Parents are encouraged to reflect on what learnings and changes they may or have implemented from CFG and to explore child-focused Agenda items for FDR

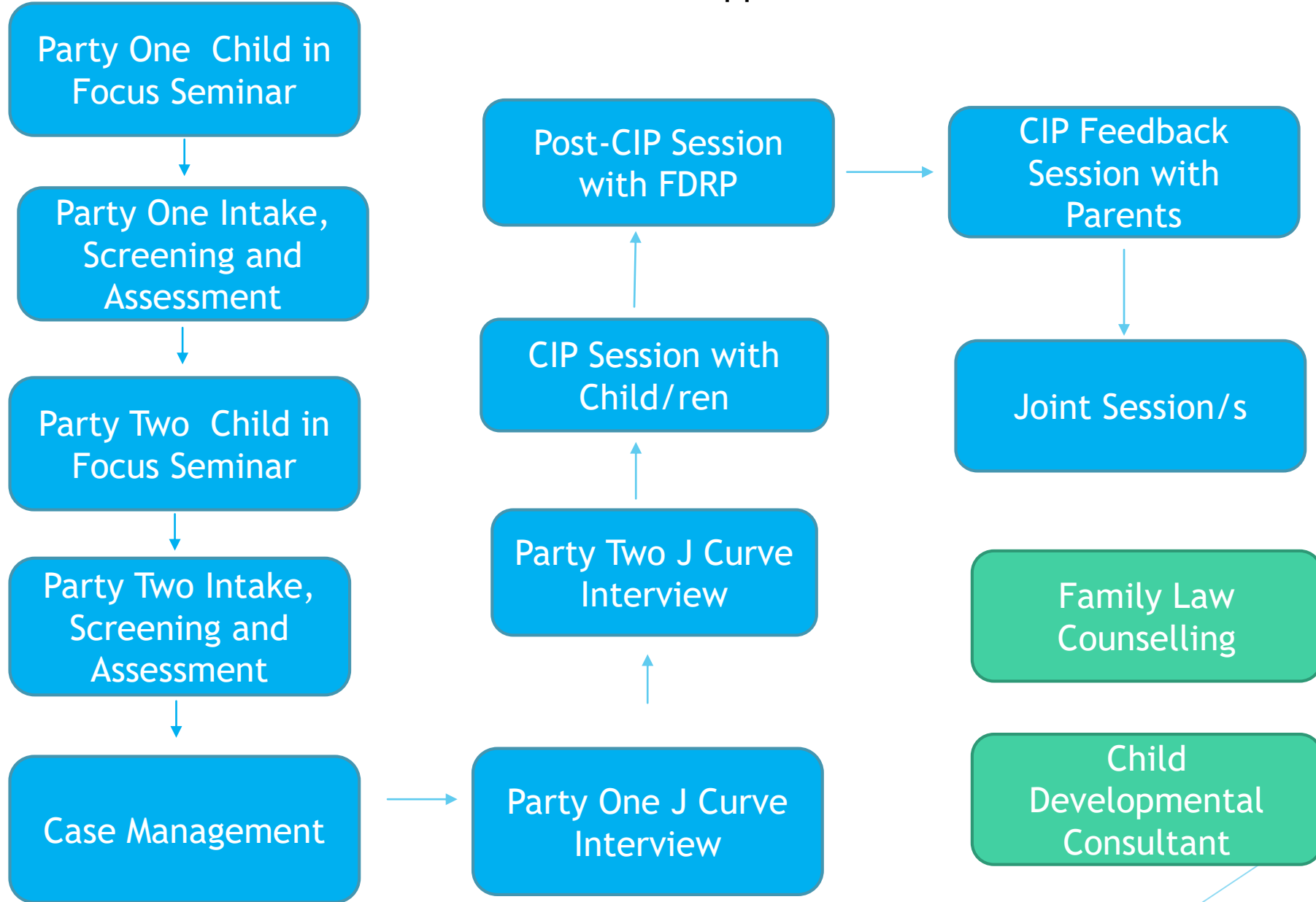
JOONDALUP FRC APPROACH - CHILD INCLUSIVE PRACTICE

- ▶ One parent accompanies child to session;
- ▶ An introduction is given to the child, explaining the session;
- ▶ Summary of what the child wants to be discussed with parents;
- ▶ Tools:
 - ▶ Bear cards/Cars cards
 - ▶ My Two Worlds
 - ▶ Value cards
 - ▶ wishes
 - ▶ My family
 - ▶ Message for parents
 - ▶ Advice for other children/young people

JOONDALUP FRC APPROACH - CHILD INCLUSIVE PRACTICE

- ▶ Post CIP
- ▶ Letter of acknowledgement of attendance from CIP Practitioner and parents
- ▶ What the parents valued from the feedback
- ▶ What possible small change/s can each parent make/do
- ▶ Developmental apology where appropriate

Centrecare Approach



CIP Tool Parental Capacity - Reflective thought, attunement and sensitivity of response
(select presenting attributes for each parent)

1 Maturity and genuine interest P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	2 Willingness to strengthen parenting alliance P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	3 Medium to high level of co-operative parenting P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	4 No present risk for DV/FV assessed P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>
5 Willingness to resolve conflicts (future focussed) P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	6 Adequate cognitive functioning and capacity to consider options P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	7 Absence of entrenched personality disorders P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	8 Awareness of child's experiences of the separation P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>
9 Openness and capacity to consider the child feedback P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>	10 Capacity for protective thought P1 <input type="checkbox"/> P2 <input type="checkbox"/> B <input type="checkbox"/>		

Parental Capacity for CIP Feedback

None Medium High

0 1 2 3 4 5 6 7 8 9 10

(50% or more ticked B= indicators of capacity to engage parents in child inclusive FDR)

Suitable for CIP: Yes No

Parents willing to participate in the CIP process? P1 Yes No P2 Yes No

CENTRECARE - CHILD INCLUSIVE PRACTICE

Child Inclusive

- Blend of Bill Hewlett and Jennifer McIntosh
- Interview with each parent using Bill's J Curve model
- Child Interview
- Joint Feedback session
- Can happen at different points of process (prior to 1st joint session, in between joint sessions)
- Joint or in shuttle form

Child Focussed

- Interview with each parent using Bill's J Curve model
- Possible joint session

- Reflecting Feelings

- Paraphrasing

- Validating

- Commending Intent

Engagement/Empathy

- When people look at you, feeling like this, what sort of impression do they get?

- Feeling like this must impact on how you look.

- What would they say you are like when you are feeling like this?

- When they are trying to get some sense of what you think about them what conclusions do they come to?

- What about the other parent, what would he say you are like when you're not happy?

- If I was to ask him what he thinks you think of him, what would he say?

- So he would say you don't like him.

- Is it possible that because he thinks you don't like him, he doesn't feel inclined to make any effort to take your opinion into account?

- Would he say, 'no stuff her, why should I? She wouldn't do it for me so why should I do it for her'?

- Does that help us understand why all your good efforts come to nothing?

ANY QUESTIONS?

