How to ensure respect for children’s rights in family and parenting interventions targeted at children and families at risk?

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The story

- Starting from the basis: A social concern, a legal basis
- Preservation & Strengthening: The conceptual framework
- Lessons learned from parent-group interventions
- Lessons learned from home-based interventions
- Going to scale: Turn to political commitments
UN Convention on the Rights of the Child (2010):

- Article 3: Best interest of the child
- Article 5: Parental guidance and the child’s evolve capacities
- Article 8: Preservation of identity
- Article 9: Separation from parents
- Article 18: Parental responsibilities
- Article 19: Protection from abuse and neglect
European Commission’s recommendations:

- Rec (2006) 19 of the Committee of Ministers to members states on policy to support positive parenting

- Rec(2011)12 of the Committee of Ministers to member states on children’s rights. Social services friendly to children and families.

Preservation & Strengthening

Family as most important developmental context for children and adolescents

Family at psychosocial risk

Educational and developmental needs are satisfied

Support parents from public institutions in order to restore family health

Social concerns

Legal bases
Causal models:
- Innatist perspective
- Static approach
- Deficit theory

Risk & protection models:
- Developmental perspective
- Transactional approach
- Strengthening framework

- Causal, lineal & one-dimensional
- Trait perspective
- Risk and vulnerability
- Risk as a dichotomy

- Probabilistic, multi-directional & -dimensional
- Ecologic-systemic perspective
- Positive & protective factors
- Risk as a continuum
Preservation & Strengthening

Protection:
- Remove mal-treatment
- Protect children (from families)
- Families in crisis

Preservation:
- Promote good-treatment
- Ensure children & family wellbeing
- Any family with difficulties

- Second-chance space for at-risk families
- Active prevention
- Diverse (adapted) interventions
- Strengthening approach with at-risk families
- Community scale
Evidence-based interventions:
- Model of change: mediator mechanisms
- Efficacy probed: control group, several trials

http://institucional.us.es/programafaf
Preservation & Strengthening

- Contextually relevant:
  - Starting from needs studies
  - Adapting not core components
  - Including the voice of professionals and politicians
Parent-group interventions

- Educational and formative group-intervention (no therapy)
- Congruent with a preservation approach located at a preventive and promoting level
- Aimed at (1) increasing parenting knowledge and skills, (2) encouraging efficacy and satisfaction as a parent as well as personal adjustment, (3) promoting non-formal social support networks
Parent-group interventions

- Don’t hit!
- Don’t strike!
- Don’t smoke!
- Love your kid
- Be "a good" mum
- Do more exercise

Group
Active
Diverse
Flexible
Experiential
Meaningful
Empowering
Parent-group interventions

- Re-elaboration of own mental schemes through manipulative activities and language
- Cooperative groups constitutes privileged contexts for exchanging mental schemes about parenting
- Empower of non-formal social support networks
- Efficiency

Case managers in social network 29.5%
- Informative 20.6%

- Economization due to attending several families simultaneously
- Cover a specific intervention area in comparison to other services
- Encourage professional development
Parent-group interventions

- Start from previous schemes about being a parent
- Re-elaborate experiential knowledge through reflexive training:
  - Home-based techniques
  - Repeated and spread training
  - To include homework

- Helps parents in vulnerable situations to acquire flexibility in parenting:
  - New models and perspectives
  - Re-elaboration of own parenting strategies
Parent-group interventions

- Recover the sense of parental competence:
  - Active role
  - Promotion of autonomy
  - Starting from strengths
  - Encouraging personal adjustment

- Assume diversity in parenting:
  - Flexibility
  - Broad activities
  - Diverse techniques

- Sequence abstraction and cognition

Clinical cut-off point: 6-7
$M = 12.72 \ (DT = 7.25)$
P43 = 6; P46 = 7
Home-based interventions

Help parents to become more effective in their interactions with children...

...introducing a family coach into their homes who, through information, support, advice and training tries to modify...

...to increase and to provide the necessary care skills within the family environment.

Kamira out-sourced service
19 professionals
Pamplona (Spain)
Population: 200.000
Home-based interventions

Preservation services

Schools

Needs’ & strengths’ evaluation

At-risk families
- Mild
- Moderate
- High

Kamira service
Home-based interventions

Galway School 2015

Kamira service

- Parental training
- Family support
- Adolescent’s promotion of autonomy
Home-based interventions

Parental training

- To help mothers and fathers helping parents to develop parenting skills and to overcome existing deficits, so that the children or adolescents belonging to this family are cared for properly, thus ensuring they remain at home.

- Families in which there is at least one adult figure with the ability to exercise parental responsibilities:

**Specific aims:**

- To develop efficiently parenting skills and to correct existing deficits.
- To keep control about the stability of the target family improvements.
- To provide the necessary accompaniment in order to get a suitable access or maintenance within normalized community resources.
- To keep contact with the professionals who are involved with the family situation when it is considered necessary to improve the family conditions.
- To enable the progressive disengagement of the target family from the training program.
Some lessons learned:

- **Autonomy promotion**: To respect the family pace, allowing them to take on responsibility for their own life choices.

- **Dialogic position**: To use descriptive ways of communication instead of judging, empowering their autonomy from an equality approach.
 Families in which parents are only able partly to exercise their parental skills, but there is a strong bond among fathers / mothers and their children.

 Guarantees children’s needs (educational, emotional and economical management basic needs) providing parents of these families with support and permanent monitoring to complement their childrearing tasks:

 **Specific aims:**

 - To improve the children’s care conditions in the family dynamic in order to provide better evolutionary development.
 - To improve the bonding relationship between parents and sons or daughters.
 - To improve the relationship between family members in their local environment.
 - To promote the improvement of the family member’s social, educational and employment inclusion.
Some lessons learned:

- **Dialogic Position:** Guide role instead teacher role.

- **Integrity and professional ethic:** Self-discovery of the family educator --- through personal training or counseling.
Adolescents between 14 and 16 years old requiring individual, educational, comprehensive and compensatory support that fosters autonomy and personal development of adolescents living with their parents:

**Specific aims:**

- Individual intervention: To focus on the young’s interests.
- The young as the protagonist of his or her own personal and social growth.
- Self-discovery.
- To exercise personal initiative (make decisions and take on responsibility) and the development of interpersonal communication skills.
- Active participation in the social and natural environment.
Some lessons learned:

❖ **Empathy:** To respect his or her self-image.

❖ **Authority:** reasoned and agreed use of limits according to the developmental period.
Going to scale

- Improving suitability, visibility and accessibility of formal-support services for at-risk children and families
- Strengthening the networks of available local resources, providing coordinated and integrate formal-support proposals
- Offering evidence-based resources that meet specific and diverse needs of at-risk children and families

Manualizing available evidence in best-practices guides for supporting the professional practice

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