



HOW TO USE THE TOOL ROOM FOR PARENTS

A translation of the tool *PLACE AUX PARENTS*

Guide for a participatory meeting
aimed at discussing children's needs

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1

CONTEXT

In 2010, a research team from the Université du Québec en Outaouais has been given the mandate to evaluate programs for children and their families living in the context of neglect. This assessment highlighted the need to document in an flexible and evolutionary way the changes within families that are not always perceptible in the context of a punctual visit carried out as part of a research project. For this reason, the research team, in close collaboration with the regional coordinators of the Personal, Family and Community Help Program - 2nd Generation (PAPFC²), looked into the development of a tool that could be used in meetings leading to the writing of an individualized intervention plan or a service plan (IIP / ISP)¹. These meetings are an opportunity to conduct a participatory analysis of the needs of children and their families from an ecosystemic perspective and, consequently, to work on the participatory planning of interventions.

For those who would like to learn more about research related to this guide, the evaluation of the PAPFC² was conducted by a team of researchers from UQO in close collaboration with the program's coordinators and has led to the development of two research reports. The first focuses on the evaluation of the program's implementation (Bérubé et al., 2012), while the second focuses on impact evaluation (Bérubé et al., 2014). The tool Room for Parents , developed as part of this evaluation, has led to a variety of research on parents' perspectives, the benefits of using such a tool (Bérubé et al., 2015), and the caseworkers' perceptions of the needs of families (Bérubé et al., 2017). More research is underway!

¹We use the terms "individualized intervention plan and individualized service plan" or "IIP / ISP" to refer to a meeting during which caseworkers and families (and sometimes other people involved with the child) come together to analyze the child's needs and discuss the actions to be put in place to help meet these needs. The basic idea is to create consistency around families and to invest energy into the implementation of actions. This form of activity may be called by other names in different organizations and regions (e.g., intersectoral or interdisciplinary intervention plan). We will, however, retain the name "IIP / ISP" for the purpose of this guide.

It is within a collaborative approach involving parents, caseworkers, administrators, and academic researchers that the tool Room for Parents was created. In order to promote the use of the participatory approach and to improve the dialogue between parents and the actors present in the child's life during the IIP / ISP, each dimension presented in the tool is accompanied by a pictogram and the language used is adapted. Efforts have been made to ensure that the items are described in evocative words for the parents. To this end, four groups, each with 8-12 parents living in a context of neglect or at high-risk, were invited to participate in a focus group. During the meetings, parents proposed simple and representative formulations for every item. The parents' suggestions were integrated so that each item is now accompanied by a pictogram, a simple sentence, as well as concrete examples that represent, among other things, different stages of child development, if needed.

The development of Room for parents is based on a particular vision of situations of neglect that differs from individualizing conceptions and expert intervention models. The approach traditionally used to intervene with families in context of neglect is influenced by the medical model (Éthier, Couture, Lacharité and Gagnier, 2000; Firestone, 2009; Lacharité, 2011, 2019). In this context, the caseworker defines the problem and identifies the solution (LeBossé and Dufort, 2001; Mongeau, Asselin, & Roy, 2007). It is therefore from an external perspective that the family situation is assessed and taken care of. This approach inevitably creates an asymmetrical relationship in which the family is being subjected to interventions in a rather passive manner. The parents may feel that they have no power, that their skills are not recognized, and that their ability to define their situation and to think about solutions to improve it are not considered. This leads to a feeling of mistrust in youth protection agencies (Laurin, René, Dallaire, & Ouellet, 2007).

Several criticisms have been made in relation to this type of approach. Among other things, it has been criticized for individualizing social problems – the responsibility for negligence rests solely on the mother – and for subordinating the expertise of parents to that of professionals – family situations being fully defined and taken care of by the youth protection services (Lacharité, 2011; Lacharité, Moreau and Moreau, 1999; LeBossé and Dufort, 2001; LeBossé, 1996; Lemay, 2009).

Wolock and Horowitz in 1984 denounced the neglect of neglect, insisting that this issue was not well understood and dealt with. They proposed

changing the definition of maltreatment to focus on the needs of children. In this way, the focus would be on providing the support and resources needed to meet their needs, rather than investing energy into repairing the perceived deficits in parents, which were then considered as being responsible for the whole situation. More recently, many authors focus on the needs of children in situations of neglect (see Lacharité 2014, Chamberland et al. 2012, Ward & Rose, 2002). This approach changes the way we assess the situation and intervene with families. On one hand, there is a shift from an assessment that focuses on identifying problems to a participatory analysis focused on the child's needs. On the other hand, the deficit-centered intervention is set aside to encourage expertise sharing among actors (parents and caseworkers) who are present around the child. This approach to neglect and the resulting intervention is based on two important principles : 1) the importance of developing an ecological vision of neglect and 2) recognizing that the involvement and participation of families are essential to gain a better understanding of the child's situation.

Developed to facilitate child needs analysis meetings as part of the PAPFC², Room for Parents is consistent with the program's approach. However, the tool is not only useful for this program. It can be used in any situation where a child's needs are at the center of a discussion.

INTERVENTION

2. APPROACHES

2.1 THE ECOSYSTEMIC APPROACH

The ecosystemic approach is based on the ecology model that helps understand the onset and maintenance of neglect through the interaction and accumulation of various personal, interpersonal and social factors (Tanner & Turney, 2003). Bronfenbrenner (1979) argues that a person's development is influenced by its interactions with its environment. Based on this paradigm, Lacharité, Éthier, and Nolin (2006) present neglect as a double disruption : a disruption of the parent-child relationship (e.g. negativity in the relationship and few interactions) and a disruption of the family-environment relationship. (e.g. isolation, social exclusion of the family). This approach requires consideration of all the systems in which the child evolves in order to understand the child, his/her development, behaviors, etc.

THE ECOSYSTEMIC APPROACH

Figure 1 – illustration of the ecosystemic approach

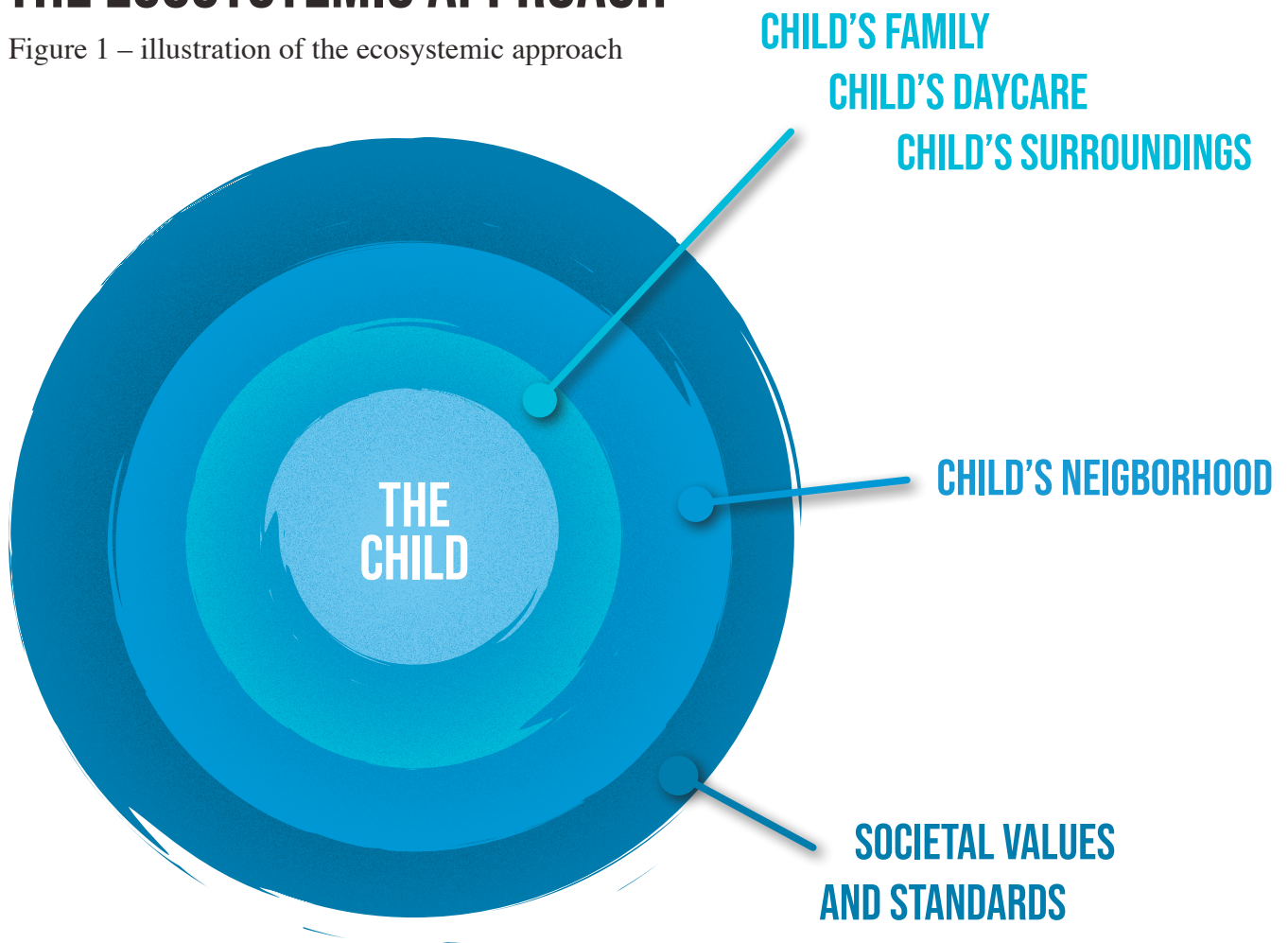


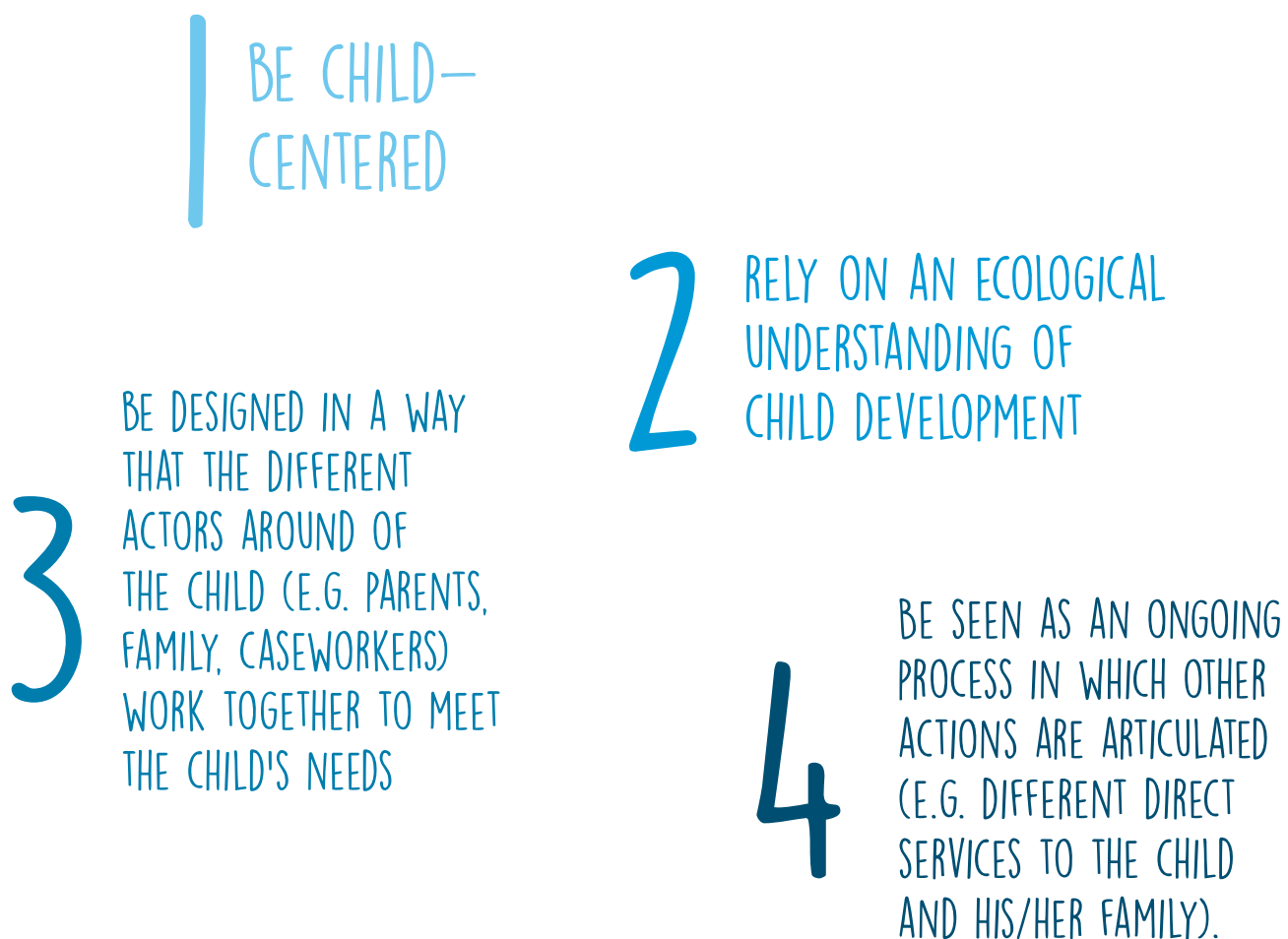
ILLUSTRATION : UNDERSTANDING THE ECOSYSTEMIC APPROACH

Emily has been struggling to function well at school for the past few weeks. She hit the other kids in the playground, she has difficulty concentrating during the day, she doesn't talk much, and she doesn't do well on her exams. With her mother's consent, the family's caseworker contacts Christian, Emily's teacher, to invite him to a participatory needs analysis meeting. During the meeting, Christian is asked to talk about how Emily works at school. He talks about how difficult it has been lately. He says Emily is aggressive and she doesn't collaborate. He says he's tried everything : he's encouraged her, punished her, ignored her... He doesn't know what to do anymore. The mother then began to talk about Emily's father. Christian offers to leave since this information does not concern him. However, the caseworker invites him to stay because she thinks it could enrich his understanding of Emily's behavior. The mother says that Emily's father has been incarcerated for a month and she doesn't know how to talk about it with her daughter. She simply told her that her father was in prison, but she doesn't know how to answer her questions because she finds the subject difficult. She has decided not to tell her anything else. Christian then understands Emily's actions better and sees the impact that the family's situation has on her. During the rest of the meeting, the mother, Christian, and the caseworker discuss the actions they could take to help Emily through this difficult time.

The ecosystemic approach allows for a broader understanding of the child's situation and avoids individualizing difficulties. Action targets can then go beyond the child-teacher relationship.

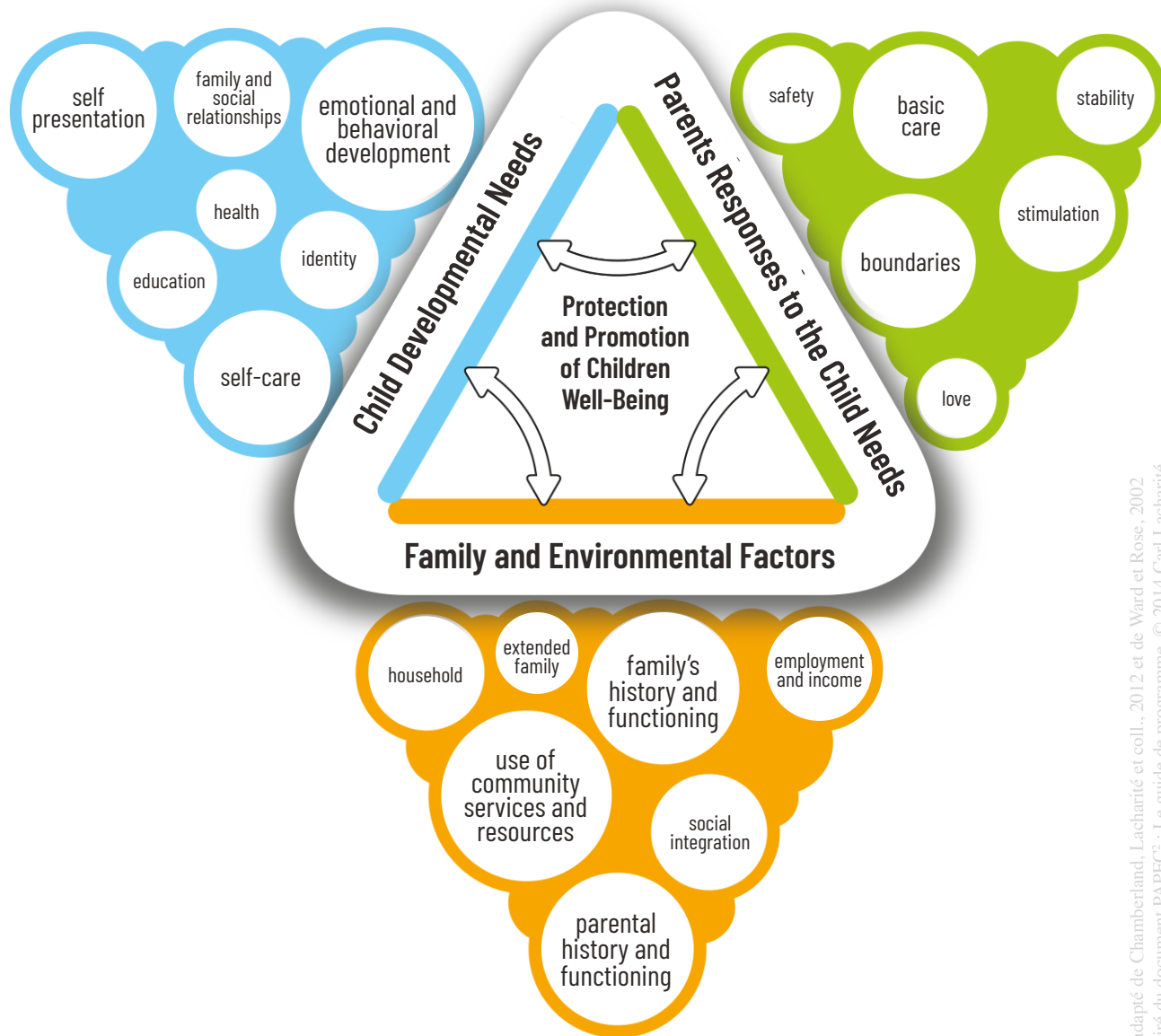
2.1.1 THE ECOSYSTEMIC APPROACH FOR ASSESSING THE NEEDS OF CHILDREN AND THEIR FAMILIES

Rely on an ecosystemic understanding of children developmental needs is based on a theoretical approach that combines developmental and ecological theories. This framework was derived from the work of the UK Department of Health (Department of Health, 2000) and has been adopted in Canada to structure the response to children with protection needs. Among others, this framework has been used in the work of Looking After Children (Kufeldt et al., 2000), SOCEN (Lemay & Ghazal, 2009), and AIDES (Chamberland et al., 2012). For the sake of consistency, we will use the expression "Framework for the Analysis of Children Needs", a term very close to the one developed by the UK Department of Health, and now widely used in Quebec, mostly thanks to the work by the AIDES team (Chamberland et al., 2015; Léveillé & Chamberland, 2010). The developmental model states, on one hand, that it is necessary to take into account the achievements specific to each age period in order to properly assess the needs and potential of each child. On the other hand, it takes into consideration a set of personal, familial, and social factors to explain the child's current situation. Gray (2002) presents four main principles on which this framework is based. The analysis of the child's needs should :



The Framework for the Analysis of Children Needs is illustrated by the shape of a triangle. On the left side are the child's developmental needs; on the right side are the adults' responses to the child's needs. At the base of the triangle are family and environmental factors. Appendix 1 provides a definition of each dimension of the model.

Figure 2 – The Framework for the Ecosystemic Analysis of Children Needs



adapté de Chamberland, Lacharité et coll., 2012 et de Ward et Rose, 2002
tiré du document PAPFC² : Le guide de programme © 2014 Carl Lacharité

EXCERPT FROM THE PAPFC² PROGRAM GUIDE

This ecosystemic framework states that a child's well-being is the result of the interaction between the developmental needs that he/she experiences at each period of his/her life, the ability of the adults in his/her immediate environment (especially his/her parental figures) to perceive and respond to each of these needs in a socially appropriate manner, and the quality of the environment that provides the child and adults with the necessary resources to facilitate this relationship. (Lacharité, 2014, pp.31-32)

THE PARTICI PATORY

2.2 APPROACH

The participatory approach is part of a logic of increasing the empowerment of families. It requires recognition of the experiential expertise of families and involves the sharing of power between the caseworker and the family (Laurin, et al., 2007). It is, therefore, the complementarity of the professional skills of the caseworker and the experiential skills of the parents that enables a sensitive, informed, and comprehensive analysis of the child's needs (Holcomb-McCoy and Bryan, 2010; LeBossé and Dufort, 2001; Lemay, 2009). It allows parents to have their say so that several points of view are shared and problems, needs, and interventions are defined and co-constructed in a dynamic dialogue (Lacharité, 2011; Laurin et al., 2007). To ensure everyone's participation, it is important to recognize that individuals have the skills to solve their problems (Lacharité, Moreau and Moreau, 1999; LeBossé and Dufort, 2001; Lemay, 2009). Lacharité and colleagues (1999) propose five actions to promote the establishment of an effective partnership between the family and the caseworkers (see the self-observation grid for the principles of the participatory approach, Appendix 2) :

1

Integrate parents as full team members

2

Share all relevant information with families

3

Allow two-way communication in which professionals do not use theoretical jargon

4

Focus discussions on child needs and planning for intervention

5

Support joint decision-making between parents and professionals

EXCERPT FROM THE PAPFC² PROGRAM GUIDE

An evaluation, analysis, and orientation process that is carried out without the vigorous participation of the parents and the child reproduces, in the lives of these people, the obstacles they face in their universe. Those take the form of the imposition of external standards experienced as arbitrary, or of social distances reinforcing the gap in the family's relationship to its community (Lacharity, 2014, p.33)

The term "assessment" refers to a specialized action, focused on the knowledge and perspective of a professional (social worker, psychologist, doctor, nurse, etc.), aimed at describing the situation of a person (or family) based on specific conceptual frameworks proposing normative benchmarks. In this sense, an evaluation is an act carried out by a competent professional with the aim of providing specialized information on one or more specific aspects of a person's functioning. This person participates in the evaluation as a source of information for the professional.

In contrast, we use the term "analysis" to refer to an action that involves the integration of various perspectives (including that of professionals when making their assessment, but also the person and his/her relatives) in order to understand the person's overall situation. An analysis of the child's needs is, therefore, a collective act that relies on the intersection of multiple sources of information and on the joint reflection generated by them. The main objective is not to explain a situation using normative benchmarks, although they may be considered. Rather, it is the collective building of a portrait of the situation, the partnership in the establishment of priorities, and the co-creation of ideas for coherent action (Lacharity, 2014, p.31).

This way of facilitating the participatory meetings around the child's needs makes it possible to move from a logic of evaluation to a logic of analysis.

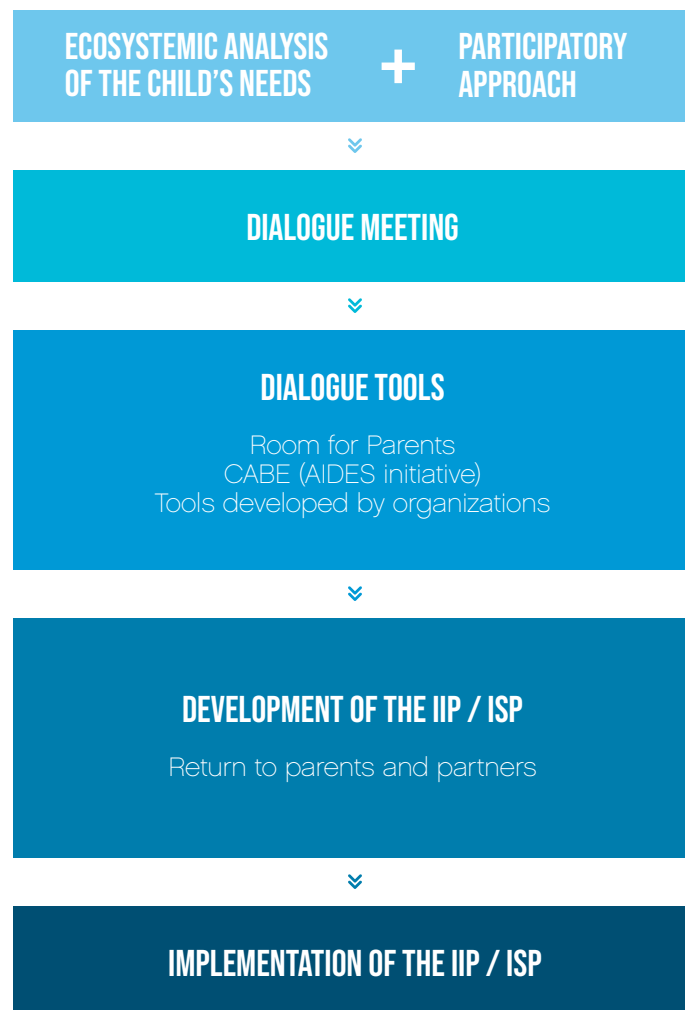
The application of a participatory approach is based on a particular conception of families. Thus, the caseworker should :

1 View neglect as a result of several factors. In other words, develop an ecosystemic vision of neglect;

2 Consider that parents make a central contribution to understanding their child's needs and their family situation.

The combination of these approaches (ecosystemic, developmental and participatory approaches) supports the importance of holding a dialogue meeting that brings together all the important adults in the child's life. It will determine the direction of the objectives and activities outlined in the individualized intervention plan or in the individualized service plan (IIP / ISP). Various tools can be used to facilitate this meeting. The Room for Parents tool, which is the subject of this guide, has been specially developed to facilitate the course of these meetings. Other tools, such as those developed under the AIDE Initiative, can be used during the process of accompanying the child and his/her family (Chamberland et al, 2015).

Figure 3 – Trajectory leading to the implementation of the IIP / ISP

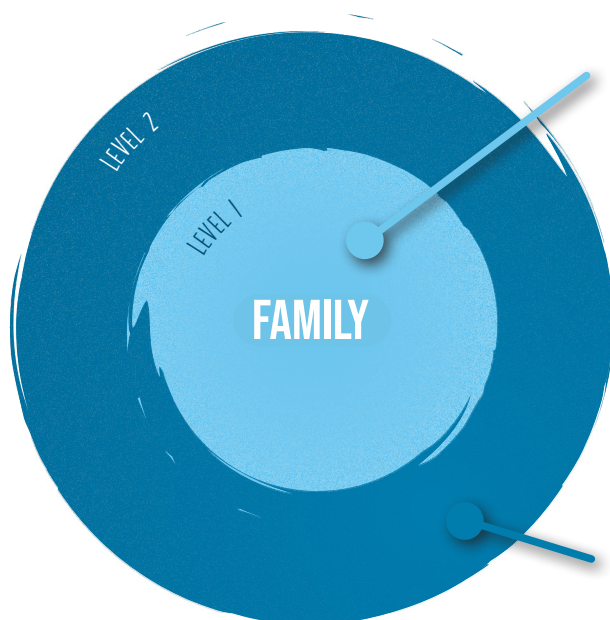


3.

**THE
TOOL
ROOM
FOR PARENTS**

3.1 DESCRIPTION OF THE TOOL ROOM FOR PARENTS

Room for Parents is first used to analyze the needs of the child (participatory needs analysis (see figure 4), which then makes it possible to plan the actions to be implemented around the child (participatory action planning - see figure 4).



INTERVENTIONS

- Participatory needs analysis
- Participatory action planning
- Professional follow-up with the family
- Direct actions with the child

INTENSIFICATION OF INTERVENTIONS

- Actions to further integrate the family in the community
- Collective actions
- Parent-to-parent support
- Integration with organizations in the region

3.1.1 THE TOOL ROOM FOR PARENTS - CASEWORKER'S VERSION

The caseworker's version of the tool consists of 8 sections (see Appendix 3)

1

General
information

2

Information
about the
children

5

Attendance
at the dialogue
meeting

3

History
of previous
services

6

Inclusion
and exclusion
factors

4

Documents
to be provided
at the dialogue
meeting

7

Comments
and signature

8

Dialogue
with parents
(participatory
needs analysis
of the child and
his/her family)

The caseworker's version of the tool is used by the family caseworker who is responsible for the IIP / ISP (Youth Protection Act or Act respecting health services and social services). The family caseworker is the one who is responsible for organizing help around the child's needs (Lacharité, 2014). He/she must first identify on the form whether the dialogue meeting is a participatory needs analysis of child and family (main interventions), an intensification of interventions or a Re-analysis of the child's needs (see Figure 5).

Figure 5 – Identification of the type of analysis

ROOM FOR PARENTS

3.1.2 CASEWORKER'S VERSION

Participatory needs analysis. Dialogue meeting taking place with the family and partners.



PARTICIPATORY NEEDS ANALYSIS (main interventions)

The caseworker completes the tool Room for Parents.



INTENSIFICATION OF INTERVENTIONS (intensification)

The caseworker completes the tool Room for Parents prior to the dialogue meeting.

He/she then uses it during the dialogue with parents and partners.



RE-ANALYSIS OF THE CHILD'S NEEDS DURING THE DIALOGUE MEETING (following the intensification of interventions)

The caseworker completes the tool Room for Parents once again before the dialogue meeting.

He/she then uses it during the dialogue with parents and partners.

Participatory needs analysis. Main interventions.

This dialogue has to take place when a family is in the early stages of the process. The meeting aims to analyze the child's needs in order to plan a series of actions to support the child and his/her family (1st level intervention in the description of activities - see page 14). The needs analysis can be done with partners or alone with the family for a first step leading to the production of an IIP / ISP. This meeting may take place at the family home.

Intensification of interventions.

This dialogue takes place if the first level of intervention is not sufficient and therefore needs to be intensified (2nd level of intervention in the description of activities - see Figure 4).

Re-analysis of the child's needs.

This dialogue occurs in the event of a second (or subsequent) analysis of the child's needs.

1.2 THE TOOL ROOM FOR PARENTS – PARENT'S VERSION

The tool Room for Parents – parent's version - corresponds to section 8 of the caseworker's version. During the dialogue meeting, the parent's version (see Appendix 4) is given to parents as well as the invited partners (e.g., grandmother, friend, child's occupational therapist, community organization's members, paraprofessional).

4.

PREPARATION FOR THE DIALOGUE MEETING

In this section, we focus on how to approach and explain the dialogue meeting to the parents. It may also be necessary to prepare the other caseworkers who aren't always familiar with this way of conducting an analysis and planning actions for IIP/ISP. In this regard, it is important to note that meetings are always held in the presence of the family in a transparent manner : the caseworkers do not meet beforehand to do a pre-evaluation. Training on intervention approaches and co-development meetings between caseworkers may precede the dialogue meetings (see principles of appropriation and qualifying reflection in the PAPFC² guide pp.7-11; Lacharité, 2014).

4.1 THE CASEWORKER'S RESPONSABILITIES

4.1.1 INFORM AND PREPARE PARENTS FOR THE DIALOGUE MEETING

A

The dialogue meeting

The caseworker explains to parents that this meeting with significant people will be used to identify and analyze together the needs of their child. The caseworker can present the tool Room for Parents – parent's version for them to see which elements will be addressed during the meeting (child needs, responses by adults in the child's environment, family, and environmental factors). If the parent wishes to do so, he/she may begin to reflect on the items in the tool prior to the meeting.

*For the sake of transparency, if the Youth Protection Act is involved, it is, of course, necessary to inform the parent that the content of the voluntary agreement or court order will be addressed during the meeting.

B

Choosing who will attend the meeting (e.g., child, extended family, friends, community and institutional caseworkers). It is important to target the significant people who will be involved in the process. To get an overview of the important people in the child's entourage, it is suggested to use the diagram "People around my child" (Appendix 5) or the "My entourage" part of the tool Me, as a parent (Appendix 6; Lavigueur, Coutu, & Dubeau, 2008). Once the portrait has been drawn, parents can consider who to invite. Depending on parents' level of comfort, the invitations can be made in different ways, e.g., :

- a. Parents send the invitations themselves;
- b. Parents are accompanied by the caseworker to issue the invitations;
- c. The caseworker sends the invitations according to the choices of the parents.

Once the individuals are selected, the family's caseworker must complete and sign the Authorization Form to provide information to the partners.

Choosing where the meeting will take place. The family's caseworker must identify where the meeting will take place and book the location. A neutral location (e.g., community organization) is preferred. The caseworker must check with the parents if they have access to transportation. If this is a problem, it is necessary to explore possible solutions with the parents (e.g. accompaniment by the caseworker, bus, etc.).

**If the relationship between the two parents is difficult (e.g., they are unable to discuss together), two separate dialogue meetings should be scheduled.*

C

ILLUSTRATION : PREPARATION FOR THE MEETING

The family's caseworker comes to the family's home to meet Jérémie (2 years old), his mother Jessica and his father Stéphane.

Caseworker "We know it's not always easy with Jérémie so we'll look together to see how we can help your child. We're going to have a meeting to identify his needs together. During this meeting, you, me, and other people important in Jérémie's life will share views on what is going well and what is more difficult."

"Who are these people going to be?" Stéphane

Caseworker "Who do you think knows Jérémie well enough and could help him? Is there an aunt who is close to him, a friend of the family, does he have a good relationship with his daycare educator, is there someone from a community organization you can think about?"

"I have a good friend who often babysits him, could I invite her?" Jessica

Caseworker "Absolutely! What do you think if we also invite Chantal, the speech therapist?"

"Yes! Jérémie likes her very much." Jessica

"Well, what's the point of doing this?" Stéphane

Caseworker "We're going to use this tool [the caseworker presents the tool Room for Parents]. The goal is to highlight the needs of your son, his strengths, and your concerns about his development. Then, we'll determine together what we can do to improve the situation, who will help you, and when. From what we decide together, I am going to write a document called a service plan. I will show you the document afterward to make sure its content is consistent with what we said."

"We won't have to go to the DYP (DPJ) for that?" Jessica

Caseworker "No, I wanted to suggest that the meeting take place at the family community organization downtown. Are you okay with that?"

"Yes, but how are we going to get there?" Jessica

Caseworker "Your friend who's going to be there, does she have a car, do you think she would give you a ride? Otherwise, I can pick you up."

"Oh yes, she will bring us!" Stéphane



By preparing the parents, they are not surprised by what will happen at the dialogue meeting. The caseworker must show them that their opinion will be considered as much as the caseworkers'. The participatory approach is used throughout the process, especially in selecting who will attend the meeting.

4.1.2 FILL OUT THE TOOL ROOM FOR PARENTS - CASEWORKER'S VERSION BEFORE THE MEETING

The family's caseworker completes all sections of Room for Parents – caseworker's version in preparation of the first dialogue meeting. He/she fills out a document per child.

Figure 6 : section 5 – Attendance at the dialogue meeting

This needs analysis concerns...

NAME OF CHILD	<input type="text"/>
DATE OF BIRTH	<input type="text"/>

The family's caseworker completes his/her version in order to perform a first analysis of the situation by completing line "I" from his understanding of the child's needs, the responses of adults in the child's entourage, and family and environmental factors. The other sections, "Mother" and "Father" will be completed during the dialogue meeting (see figure 7). If the child is under the Youth Protection Act (YPA), the caseworker must complete the analysis with the content of the voluntary agreement or the court order in mind.

Figure 7 – Caseworker's analysis

F	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It is suggested that the tool Room for Parents – caseworker's version be completed before the dialogue meeting. On one hand, this allows a time to reflect on the situation of the child and his/her family. On the other hand, it allows the caseworker to be more available during the meeting. The caseworker can then lead and listen to the exchanges to gain a better understanding of each person's point of view. However, it would be possible to complete the tool during the meeting if the caseworker prefers.

4.1.3 PREPARE DOCUMENTS AND BRING THEM TO THE DIALOGUE MEETING

The family's caseworker brings the following documents to the dialogue meeting :

Authorization form for the transmission of information

☐

A copy of the voluntary agreement or court order
(if the child is under the Youth Protection Act - YPA)

☐

Multiple copies of the tool Room for Parents - Parent's Version

☐

The tool Room for Parents - Caseworker's version (previously completed)

☐

4.2

THE DIALOGUE MEETING

It is important to create a climate that promotes egalitarian dialogue. The person who leads the meeting acts as a facilitator. This person may be the caseworker or another worker depending on your service organization.

EXCERPT FROM THE PAPFC² PROGRAM GUIDE

The facilitator aims "to support the sharing of experiences (...). A central aspect of the facilitator's function is to create a context where parents are able to express in a constructive way what they feel and share their experiences. (...) Actions [must] be aimed at getting [parents and partners around the table] to work together". (Lacharité, 2014, p.61)

Principles of support and effective help
in the parent-professional relationship :

- Having a positive and inviting attitude
 - Offering support rather than waiting for parent's requests
 - Allow the decision-making process to be controlled by the parent
 - Avoid leaving the impression that the parent is abnormal
 - Allow parents to feel that they have as much to give as they have to receive (reciprocity)
 - Encourage the use of existing strengths and capabilities to solve elements of the problem
 - Encourage the use of parent's natural support networks
 - Enable the parent's active participation in decisions affecting him/her and his/her child
 - Foster an approach in which the parent sees himself/herself as being responsible for the changes.
- (Lacharité, 2014, pp.40-41)

On the logistical side, parents appreciate when there are toys for their children, snacks, and drinks. Pay attention to certain details : for example, where children, parents, family, friends, and caseworkers sit. Avoid having caseworkers sit on one side of the table and the family on the other, as this impedes the establishment of an egalitarian dialogue. Note that this dialogue can also take place at the family's home with the parents and their entourage.

4.2.1

WELCOMING PARENTS AND PARTNERS

It is essential to pay attention to the child and his/her parents from the beginning. They must feel that their presence is essential to this meeting. Participants can be introduced by going around the table.

ILLUSTRATION : WELCOMING A FAMILY

The caseworker approaches the family warmly by greeting the child and the parents in particular.

Caseworker "What would you say if we go around the table to introduce ourselves?"

The caseworker asks the parents to introduce themselves.

"My name is Julie, I'm Oly's mother, who is 6 years old."

Julie

The caseworker goes on to ask the father to introduce himself.

"My name is Mathieu, I'm Oly's father, and I look forward to finding ways to help us."

Mathieu

Caseworker "Yes Mathieu, I understand, we are here to find ways to help you! We're going to finish the roundtable introduction and we're going to look at Oly's needs. Oly, how old are you?"

"I'm 6 years old and I want to play with the little toys."

Oly

Caseworker "No problem, you can take them."

The caseworker continues the roundtable by asking other caseworkers to introduce themselves.

A warm welcome in which the family is the priority makes it possible to focus immediately on each of its members. The roundtable lets everyone know who is present. The establishment of a relaxed atmosphere (by choosing a neutral location, the presence of toys and snacks, humor, etc.) promotes openness to others and listening to everyone's point of view.



4.2.2 EXPLAINING MEETING PROCEDURES

The facilitator explains that the purpose of the dialogue meeting is to develop a more complete understanding of the situation, by taking into account the views of several actors.

The caseworker then presents the tool to all partners. This dialogue will result in the identification of the needs of the child and his/her family as well as a discussion on the objectives and the means to be put in place to help the family (IIP / ISP).

As mentioned during the preparation meeting, when the Youth Protection Act (YPA) is involved, it is recommended to ask parents if their measures are voluntary (e.g. "Did you sign a paper?") or judicial (e.g. "Have you been in front of the judge?") at the beginning of the dialogue. It is important that parents understand their measures in order to take ownership of their process.

5

DIALOGUE

It is necessary to remind parents that the purpose of Room for Parents is to establish a dialogue and that it should not be used as a checklist. It is therefore not necessary to ask each question in order. You can navigate between the pages according to what is being discussed by the parents and the different partners. In accordance with the participatory approach, the parent (mother or father) has the choice to address each item in each of the sections as part of this meeting.

Figure 8 – Parent’s choice over some items for discussion

I'D LIKE TO TALK ABOUT THIS	<input checked="" type="radio"/> YES	<input type="radio"/> NO
I consume. (ex : alcohol, drugs, medication, ...)	<input type="radio"/>	<input type="radio"/>

ILLUSTRATION : “I DON’T WANT TO TALK ABOUT THIS.”

There is a dialogue meeting where Philippe (the father) and 6 partners are present.

Caseworker

“In the “History and Functioning” section (see Figure 8), for each sentence, please tell us if you want to talk about it or not. In terms of consumption, is the situation okay or not okay?”

“I don’t want to talk about this.”

Philippe

Caseworker

“Is it because it’s too difficult to talk about?”

“There are too many people, it’s my business.”

Philippe

Caseworker

“Would you feel more comfortable if we talked about this together during a home-visit?”



In this situation, the court order states that the father must follow up on substance abuse. The parent and the caseworker can discuss this aspect during an individual follow-up meeting.

Leaving it up to the parent to address certain items during the dialogue meetings can highlight discomfort with certain aspects. The reasons for his refusal can then be explored. Is it because :

- 1) It is too painful for him;
- 2) He hasn't gotten there in his personal journey;
- 3) He wishes to protect his family situation;
- 4) ...

The caseworker will then be able to discuss this with him in an individual meeting, if necessary.

During the dialogue, each parent checks off their response on the tool Room for Parents – parent's version, based on their perceptions and understanding.

Figure 9 – Individual perceptions of the family situation

CONCERN		
STRENGTH	MODERATE	HIGH



The family's caseworker writes the answers of both parents in the following lines of his/her document : father and mother.

Figure 10 – Report of individual perceptions in the form



During the meeting, the constant dialogue between parents and partners helps to identify the perspectives (strength or concern) of all participants regarding each of the items. The dialogue is always held on the basis of egalitarianism. Thus, the caseworker's perception does not take precedence over that of the parents. If the answers differ from one actor to another, it is important to discuss the different points of view. The goal is not to convince anyone his/her perception is not right. Rather, it is to allow parents and caseworkers to express themselves, even if there are differences of opinion or belief, and to put all points of view in common to better understand the situation. The facilitator should not seek to obtain a consensus. Rather, he/she should allow participants to explore the situation and the reasons, for instance, that lead the parent to write a strength in a place where he/she or another caseworker would have written a concern (e.g., Explain to me why you find that it's a strength? I, personally, am worried because...).

Figure 11 – Different Perceptions



ILLUSTRATION : AN EGALITARIAN DIALOGUE

Dialogue meeting between Sophie (the mother), the caseworker, and a psychoeducator.

Caseworker

"Is it a strength (in green) or we are a little concerned (in yellow) or very concerned (in red)?"

"This is a strength in Simon, he's good, I'm not concerned at all."

Sophie

Psychoeducator

"I am very worried, I'd say red."

Caseworker

"We all have our opinions and that's okay. The important thing is to understand each other's point of view. What makes you, Sophie, not worry, and what makes Nancy so worried?"



Keeping in mind that each point of view is worth hearing and considering, we set the stage for an open exchange in which we can understand why the other person does not have the same perception of the situation as we do. This also enriches parental experience and understanding.

If the child is able to participate in the dialogue about his/her needs, it is important to include him/her in the discussion. The child's point of view is crucial in the analysis of his/her own needs.

ILLUSTRATION : THE CHILD'S POINT OF VIEW

Dialogue meeting with Manuel (10 years old), his mother Samantha, Pierre (Samantha's spouse), the family's caseworker, and a community organization worker.

MANUEL PLAYS WITH LEGOS, WHILE THE ADULTS DISCUSS THE HOMEWORK PERIOD.

	"It's always difficult to do homework with Manuel."	Pierre
Samantha	"I do my best, he is good at math, but French is really hard."	
Community organization worker	"When do you do homework with Manuel?"	
	"I always have to do homework when I get home from school, I never have time to go out and play with my friends, and I'm hungry when I get home."	Manuel
Caseworker	"Okay, do you think there's a better time than when you're back from school? What do you propose?"	
	"I'd like to play and eat, and then do my homework"	Manuel
Caseworker	"Samantha and Peter, what do you think?"	
Samantha	"Yes, but you don't understand, when he comes back from school the dinner isn't ready..."	



Taking the child's point of view into account provides additional insight into his/her needs. In this situation, the child's words help guide the discussion and explain what makes it harder for him to do his homework. Perhaps the dialogue that follows will lead to a solution that is satisfactory to all.

To facilitate the writing of the IIP / ISP, the objectives and the means are formulated as the dialogue evolves. The people who can best accompany the child and his/her family in each action are also identified during the exchange.

At the end of the meeting, as agendas fill up quickly, it is suggested that a meeting of re-analysis of the child's needs be planned immediately.

We suggest the self-observation grid for the principles of the participatory approach (Appendix 2)

6

FOLLOWING THE DIALOGUE MEETING

6.1 THE CASEWORKER'S ACTIONS AFTER THE DIALOGUE

Taking into account the exchanges and discussions that took place during the dialogue meeting, the caseworker (YPA or ARHSSS) writes the IIP / ISP. He/she then gives the IIP / ISP to the parents and discusses it with them. The parents sign it if they agree with its content.

6.2 RE-ANALYSIS OF THE CHILD'S NEEDS

Normally, a re-analysis meeting is scheduled during the initial dialogue meeting. It is suggested to review the situation every six months. However, if there are changes in the situation of the child and his/her family, the meeting may take place at any time. It is recommended to review the situation every three months if children are placed outside the family. For each re-analysis, the caseworker must complete again Room for Parents - caseworker's version before the meeting, taking into account the elements contained in the last IIP / ISP, the evolution of the family, and additional information on the family's current situation.

The dialogue can be initiated from the elements that were raised at the last dialogue meeting. The same process of participatory needs analysis is repeated.

ILLUSTRATION : EGALITARIAN RE-ANALYSIS OF THE CHILD'S NEEDS

Caseworker

"We're going to go over Simon's needs and your family's needs like we did last time. The goal is to explore what improvements you see, if there are any new needs, and how we can help you with that."

"Oh, yeah, I liked that last time, and everyone did their part like we agreed."

Sophie

Caseworker

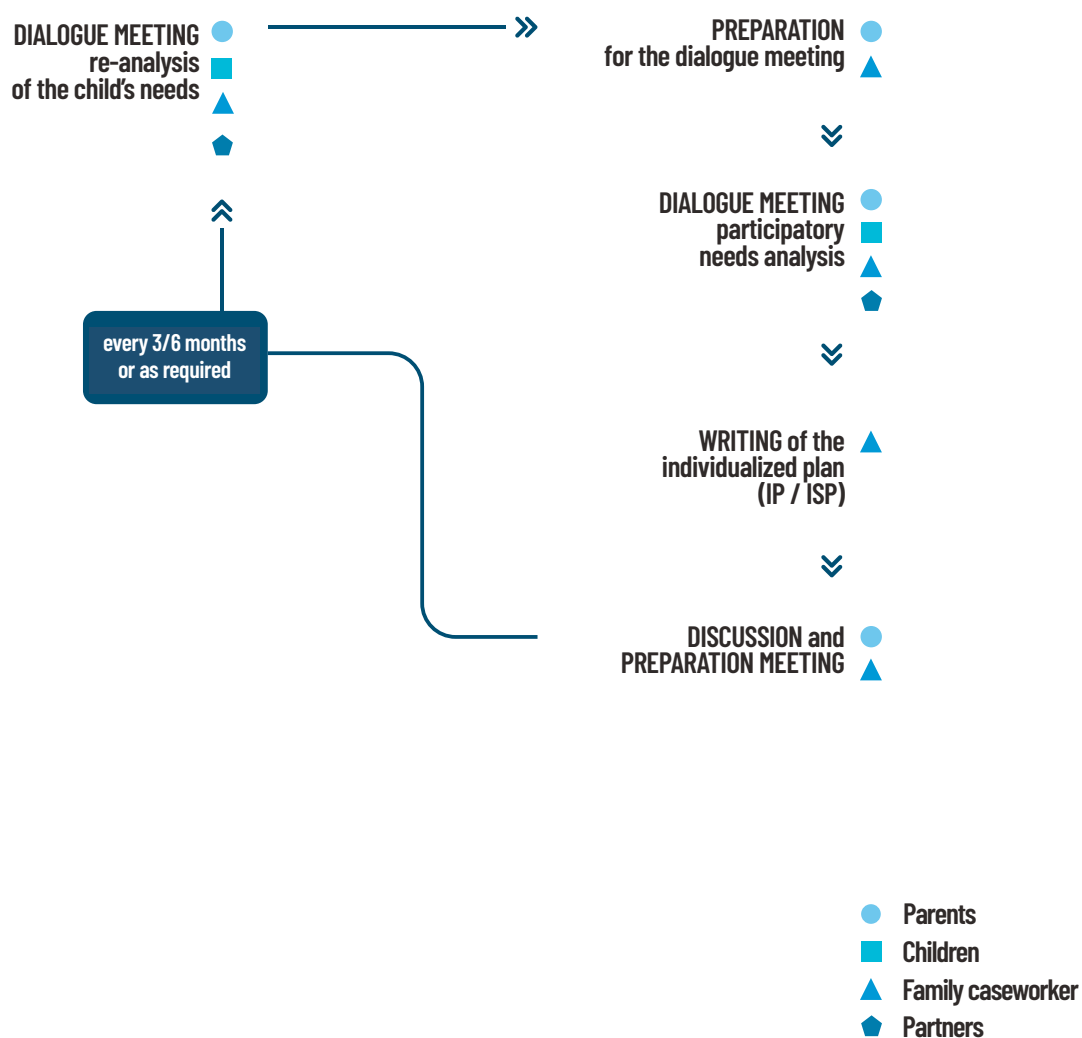
"I filled out my part of Room for Parents in my office, because it's easier for me to pay attention to what you say if it's already done. Otherwise, I'd feel like I have too much to do... I also looked at whether we had all done our jobs with the service plan. We're pretty good... Now we're going to look at where we're at today to help Simon and his family."



The re-analysis of the child's needs makes it possible to become aware of any changes and to observe the evolution of the family situation. It is also an opportunity to highlight everyone's efforts and to readjust interventions according to the changes observed.

Figure 12 – Child participatory needs analysis path

*From the PAPFC² training material : Familiarisation avec l'utilisation de l'outil
«Place aux parents» dans un contexte de dialogue © 2015 Josée Caron and Line Couvillon



7

FEEDBACK FROM PARENTS AND CASEWORKERS

Interviews were conducted with 54 parents and 8 case-workers who experienced an animated dialogue meeting using Room for Parents. Here are a few verbatim excerpts that illustrate their point of view on what using the tool in a service plan meeting can lead to. (From the impact evaluation of PAPFC, Bérubé et al. 2014)

**"EVEN I (SPOKE UP). ...IT
WASN'T LIKE THE OTHER
TIMES. THE OTHER TIMES I
FELT STUCK."**

Noémie - Parent

MAKE ROOM FOR THE PARENTS

**"WE GIVE THEM A LOT OF SPACE, AND THAT'S
IMPORTANT, IN THE END, IT'S WITH THEM THAT
WE'RE GOING TO WORK. IF WE DON'T LISTEN
TO THEM, WE CAN'T HELP THEM. I HAVE THE
IMPRESSION THAT THEY FEEL LIKE THEY ARE
BEING LISTENED TO."**

Monique - Caseworker

**"THE IIP / ISP IS EVERYONE'S RIGHT TO
SPEAK, EVERYONE HAS THE RIGHT TO
THEIR OPINION."**

Sophie - Parent

**"I THINK IT'S MORE OF A TOOL
FOR PARENTS TO BE ABLE TO
EXPRESS THEMSELVES."**

Caroline - Parent

**"WE TRIED TO FIND SOLUTIONS FOR (JÉRÉMIE)...
IT WAS (JÉRÉMIE) WHO WAS AT THE CENTER
OF THE DISCUSSIONS."**

Karine - Parent

PROMOTES CHILD- CENTERED DISCUSSIONS

INCREASES PARENT'S EMPOWERMENT

**"WE'RE GIVING ROOM TO
PARENTS, POWER YOU KNOW,
POWER TO PARENTS. THEY
NEED TO BE INVOLVED IN
THE DECISIONS."**

Josée - Caseworker

**"I FELT EMPOWERED... IT WAS A POINT
THAT I HAD IDENTIFIED. ... I HAD THE
POWER COMPLETELY, THE POWER TO
BE ABLE TO CHANGE THINGS BECAUSE I
MEAN, OKAY, I HAVE TO WORK ON THAT."**

Annie - Parent

IDENTIFIES FAMILY STRENGTHS

“WHAT I LIKED ABOUT IT WAS THE GOOD COMMENTS. BECAUSE IT’S RARE IN LIFE TO BE COMPLIMENTED. YOU KNOW, THEY TOLD ME : LOOK, YOU’VE WORKED HARD ON SOME THINGS AND IT’S GETTING BETTER.”

Maryse - Parent

“THE NICE COMMENTS. THE WAY THEY REALLY NOTICE THE PROGRESS OF PEOPLE AND...YOU KNOW, I FIND THAT, YOU KNOW, WE FOCUS A LOT ON THE POSITIVE.”

Claudie - Parent

“WHEN WE HAVE THIS TOOL, WE SPEND AS MUCH TIME ON WHAT DOES NOT CONCERN US AS ON WHAT CONCERNS US. WHEREAS WHEN WE DO NOT HAVE THIS TOOL, WE CERTAINLY GO TO THE POINT OF CONCERN. WE OFTEN HAVE LESS OF A REFLEX TO LOOK AT EVERYTHING THAT IS GOING WELL.”

Line - Caseworker

“AND WE COME TO REALIZE THAT BY ASKING CERTAIN QUESTIONS, WELL, MY GOD, SHE’S REALLY ISOLATED, THIS WOMAN [...] SO THIS TOOL IS ALL ABOUT SMALL QUESTIONS : OH MY GOD, I WOULD NEVER HAVE ASKED THAT QUESTION. AND THEN, OOPS, WE HAVE AN ANSWER AND WE REALIZE THAT : HEY ! SHE NEEDS SUPPORT AND I WOULDN’T HAVE KNOWN IF I HADN’T USED THIS TOOL.”

Isabelle - Caseworker

PROVIDES AN ECOSYSTEMIC UNDERSTANDING

“WE REALLY COVER EVERYTHING WITH THIS. (...) YOU SEE THAT THERE ARE NEGATIVE POINTS, BUT YOU ALSO SEE THROUGH THEM THAT THERE ARE POSITIVE POINTS.”

Sarah - Parent

“I THOUGHT IT WAS REALLY, LIKE, MORE DETAILED, YOU KNOW. (...) I DIDN’T HAVE TO REMEMBER EVERYTHING BECAUSE IT REALLY COVERED EVERYTHING.”

Sonia - Parent

**"EVERYBODY HEARS THE
SAME THINGS AND I THINK IT
HELPS A LOT."**

Aïcha - Parent

**"IT'S GOING TO BE EXTRAORDINARY BECAUSE, I WOULD HAVE LIKED TO HAVE HAD
THIS IN THE PAST WITH THE CHILD PROTECTION SERVICES BECAUSE [WITHOUT
IT] THEY BRING A POINT AND YOU CAN'T ARGUE."**

Julie - Caseworker

PROMOTES OPEN DISCUSSION BETWEEN PARENTS AND PARTNERS

**"IF, FOR EXAMPLE, THE DYP (DPJ) DISAGREES WITH WHAT YOU'RE
SAYING, WELL AT LEAST IT'S TIME TO SAY : YEAH, OKAY, YOU FIND
THAT MY CHILD DOESN'T EAT ENOUGH FRUITS AND VEGETABLES,
WHATEVER, WELL, THAT'S BECAUSE LOOK, LIKE, HE DOESN'T WANT
TO OR I CAN'T FORCE HIM OR WHATEVER, YOU KNOW, I CAN'T PUT IT
IN HIS MOUTH. SO THAT'S WHERE YOU GIVE YOUR OPINION."**

Maxime - Parent

**"WE'LL SAY IT ONCE AND YOU KNOW, AT LEAST WE
ALL AGREE ON THE SAME THINGS, THERE WON'T
BE A GAME OF TELEPHONE, YOU KNOW. BUT I PUT
IT ONE WAY AND THE OTHER ONE WILL SAY, THAT'S
NOT HOW I UNDERSTOOD IT."**

Caroline - Caseworker

"WE BREAK DOWN BARRIERS BECAUSE OFTEN, WELL, WE'RE GOING TO BE HONEST, THE CHILD YOUTH PROTECTION / DYP ARE SEEN AS WE APPLY THE LAW, WE'RE STRICT [...]. THE DISCUSSION LEADS US TO REMOVE SOME OF THAT AND TO GO FURTHER [...]. BUT I THINK THAT, OVERALL, PARENTS COME OUT OF THIS WITH THE IDEA THAT OK I AM A PERSON ABOVE ALL WHO LIVES WITH PROBLEMS AND I AM NOT A PROBLEM."

Stéphanie - Caseworker

HELPS CREATE A RELAXED, LESS STRESSFUL ATMOSPHERE

"AND GIVEN THAT IT'S A DIALOGUE, IT ALLOWS US TO EXPRESS OUR OPINIONS, WITHOUT NECESSARILY WANTING TO BE RIGHT OR WANTING TO CONVINCE PEOPLE WHY I SAY THIS OR THAT. IT'S NOT CONFRONTATIONAL. NOT FOR THE PARENT, NOT FOR THE CASEWORKER, AND NOT FOR THE WORLD AROUND US. (...) IN THIS ATMOSPHERE, WE FORGET ABOUT THE CHILD YOUTH PROTECTION OR DYP STRUCTURE, THE CSSS STRUCTURE, THE COMMUNITY STRUCTURE SO THAT EVERYONE CAN COME TOGETHER FOR THE WELL-BEING OF THE CHILD AND THE FAMILY."

Pierre - Caseworker

"IF I HAD ANYTHING TO SAY, I WOULD SAY IT. EVERYONE SUPPORTED ME AND THEY WOULD ADD [INFORMATION]."

Steve - Parent

FACILITATES THE UNDERSTANDING AND WRITING OF THE INTERVENTION PLAN

“THEY GIVE YOU THE SERVICE PLAN, YOU BRING IT WITH YOU, YOU KNOW. BEFORE, THEY GAVE YOU A COPY OF THE COURT CASE AND THEN FIGURE OUT WHAT YOU NEED TO DO.”

Anik - Parent

“THE INTERVENTION PLAN IS EASIER TO COMPLETE AFTERWARD, UH ... KNOWING WHERE I’M GOING WITH THESE CLIENTS AND BEING ABLE TO BRING THEM BACK TO THE GOALS THEY HAD SET FOR THEMSELVES.”

Chantale - Caseworker

“EVERYONE WAS GREAT. THEY’VE EXPLAINED EVERYTHING FROM A TO Z. ... WHEN THEY TOOK OUT 100-DOLLAR WORDS FROM DICTIONARIES, EVEN MY CASEWORKER SAID, “WHAT’S THAT WORD ?” ...THEY EXPLAINED EVERYTHING.”

Suzie - Parent

CONCLUSION

This guide describes how to use the Room for Parents, a tool designed to enable a participatory needs analysis and the responses to these needs, based on existing family and environmental factors. The tool is based on an ecosystemic approach, which suggests that an overview of the context in which children and families live is necessary to understand their situation and to better decide on intervention targets. Using a participatory approach, the tool allows parents to make a central contribution in analyzing their child's needs. Room for Parents helps to enrich the evaluation reports that caseworkers are required to prepare. It also makes it easier to prioritize and write the objectives that must be included in the intervention plan or the individualized service plan.

The ecosystemic and participatory approaches, supported by the use of this flexible tool, encourages parents to develop a sense of empowerment in their family situation. The tool allows the recognition of parents' skills, encourages discussion between the different actors involved around the child, and values the expression of each person's point of view. It gives parents the opportunity to express themselves on subjects that are meaningful to them. In addition, the tool allows discussions to focus on families' strengths rather than on the parent's weaknesses. It facilitates the formulation of objectives whose importance is better understood by the parents while promoting a genuine exchange around the needs of children. It therefore allows the establishment of a more egalitarian relationship between the parent and the caseworker, thus contributing to the creation of a true collaboration between the two parties.

It is important to remain flexible while using Room for Parents, which is primarily intended to support dialogue. Different questions can guide us in the proper use of the tool. For example, "Does it allow us to better understand the child's situation collectively?", "Does everyone seem comfortable with the process?", "Is it necessary to address all the themes in order to fully understand?", "Do all the important actors in the child's life have the opportunity to express themselves?", ...

WE WISH YOU A GOOD DIALOGUE !

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APPENDIX 1

Ecosystemic analysis of children's developmental needs

(Chamberland, Lacharité, et al., 2012)

Children's developmental needs	
Physical well-being Weight and height are within standards. Genetic factors and medical history (chronic diseases or disabilities). The child receives appropriate health care, such as vaccines. Note the elements affecting health: food, alcohol, drugs, medicine.	health
Cognitive and language development All opportunities offered: play and interact with others; access to books; acquire skills and develop interests; learn successfully. An adult is interested in his/her educational activities and progress, and shows encouragement and compliments.	education
Appropriate expression of feelings and psychological health Development of attachments, ability to adapt to change, response to stressful events; control of emotions, and appropriate actions according to age and circumstances.	emotional and behavioral development
Awareness of being distinct from others and of being appreciated The child's perception of himself/herself: his/her capabilities, image, and individuality. Elements contributing to identity development: self-esteem, ethnicity, religion, age, gender, sense of belonging and acceptance by family, peers, and society.	identity
Ability to show sympathy and compassion Stable and harmonious relationships with parents, siblings, entourage; ability to make friends of his/her own age and get along with them. The child is encouraged to develop relationships with peers and adults.	family and social relationships
Self-perception: appearance, behaviors, flaws, and qualities; impression formed by others The child's hygiene is correct; he/she is dressed appropriately according to his/her age, gender, culture, and religion. An adult advises him/her on how to present himself/herself according to the circumstances.	self-presentation
Development of autonomy and social skills Learning daily activities: providing personal care, getting dressed, eating, not putting oneself in danger; emotional independence: opportunities to build trust and learn conflict resolution strategies.	self-care



Ecosystemic analysis of children's developmental needs

(Chamberland, Lacharité, et al., 2012)



Parents' response to the child's needs	
Responds to the child's physical needs and provides necessary medical and dental care Sufficient, nutritious and age-appropriate nutrition. Appropriate clothing; the child receives adequate personal hygiene.	basic care
Takes the necessary measures to protect the child from accidents, violence, and abuse, both within and outside the family Shows safe-play and indicates risks; ensures safe relationships with others (adults and children).	safety
Responds to the emotional needs of the child The parent values the child and shows love. The parent ensures that the child develops his/her confidence and identity. The parent is sensitive and responsive to his/her needs, shows respect and encourages the child using appropriate actions.	love and affection
Supports the child's intellectual development, encourages the child, shows approval The parent participates in the development of the child's potential through his interactions, his ability to answer questions. The parent accompanies the child in his/her activities (games, school, work). Offers opportunities to develop and succeed: monitoring of child's education, appropriate educational methods (realistic expectations, stimulating means, warm atmosphere).	stimulation
Provides consistent and caring supervision; encourages the child to express emotions and to behave well The parent serves as a role model through appropriate behavior in terms of emotion regulation and interactions; explains how to resolve conflict; and sets limits.	boundaries
Provides a stable environment for child development Attachment links are not disrupted; the parent is consistent, coherent and predictable in how he/she responds to the same behavior; the parent's response evolves according to the child's development; the child has contact with family members or other significant people.	stability

Ecosystemic analysis of children's developmental needs

(Chamberland, Lacharité et al., 2012)



Family and environmental factors	
Strengths and difficulties Physical illnesses; mental health problems; learning problems; alcohol/drug abuse; domestic violence; childhood abuse; history of violence against children: impact on personal functioning. Influence of the parent's past and current experiences (including the absent parent) on how the child's needs are respond / met / addressed.	Parental history and functioning
Composition of the family and nature of relationships between members Changes in family composition and significant events (heredity, grief, psychosocial factors): impact on each member. Parents' experiences as children in their original family. Family functioning: child custody, access rights. Relationship between each member; impact on the child.	Family history and functioning
Role of the extended family and significant persons Presence with the child and parents. Type of support: financial, psychological, advice, practical help; quality (sufficient or not, etc.).	extended family and significant others
Amenities in the household and immediate environment; impact on the child and family Potable water, heating, stove, toilet, place to sleep, safety and cleanliness; housing organized according to the age and needs of the child and the people living there.	household
Family income and financial needs The family receives all the benefits to which they are entitled; appropriate use of resources; impact of financial difficulties on the child.	income
Impact on ability to provide care Impact of the employed family member's work schedule on the relationship with the child.	employment
Neighborhood and community integration; impact on the child and the family Degree of social integration or isolation of the family; presence of friends; participation in community organizations/activities.	social integration
Health services, day care, school, place of worship, transportation, consumer services (grocery store, pharmacy), recreation, first-line and second-line social services, specialized services, community organizations. Availability, accessibility, and use of resources by family members and influence on the child and family, including members with special needs; quality of the family's relationship with these resources.	community resources and services

APPENDIX 2

SELF-OBSERVATION GRID FOR THE PRINCIPLES OF THE PARTICIPATORY APPROACH

DIALOGUE MEETING LEADING TO AN IIP / ISP PAPFC²

(1) ACCEPTING THE PARENT AS A TEAM MEMBER

YES	MORE OR LESS	NO	TURN-TALKING
-----	--------------	----	--------------

- | | | | |
|-----------------------|-----------------------|-----------------------|-------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The parent naturally had his/her turn. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The parent spoke freely about his/her family situation. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | All participants had the opportunity to express themselves. |

ABSENCE OF HIERARCHICAL STRUCTURE

- | | | | |
|-----------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The parent was seen as making an important contribution to the understanding of the child's needs. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The views, ideas, or comments of all participants had equal importance. |

OUR ATTITUDES

- | | | | |
|-----------------------|-----------------------|-----------------------|------------------------------------------------------------------------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | We perceived the parent as someone who can positively influence the child's development. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | We recognized the parent's various skills. |

Inspired by : Lacharité, 2011; Lacharité, 2019; Lacharité, Moreau & Moreau, 1999; Madsen, 2013

Adapted by : Vicky Lafantaisie & Chloé Erickson, revised by : Josée Caron, Line Couvillon, Carl Lacharité et Vicky Lafantésie, 2018

(2) SHARING INFORMATION WITH THE PARENT

YES	MORE OR LESS	NO	REPORT
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We have reviewed the situation (improvements, difficulties encountered since the last meeting, etc.).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We outlined the skills demonstrated by the parent in certain situations.
			TRANSPARENCY
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We have expressed our views in a transparent manner.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We allowed parents to express themselves during the various exchanges.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Parents were present during the exchanges held between the caseworkers.

(3) ABSENCE OF PROFESSIONAL TECHNICAL JARGON

YES	MORE OR LESS	NO	RELATIONSHIP BETWEEN CASEWORKER AND PARENT
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The relationship with the parent was positive.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I introduced myself simply, I did not adopt an expert attitude (equal relationship).
			LANGUAGE
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I used language that was easily understood by the parent.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We let the parent tell his/her experience in his/her own words (without re-phrasing in "technical" terms).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We illustrated the more complex concepts with examples.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We made sure that the parent understood (e.g., summarize, ask questions to assess comprehension).

Inspired by : Lacharité, 2011; Lacharité, 2019; Lacharité, Moreau & Moreau, 1999; Madsen, 2013

Adapted by : Vicky Lafantaisie & Chloé Erickson, revised by : Josée Caron, Line Couvillon, Carl Lacharité et Vicky Lafantésie, 2018

(4) INTERVENTION PLANNING IS BASED ON THE CHILD'S NEEDS AND THE STRENGTHS OF THE FAMILY

YES	MORE OR LESS	NO	PARENT-CASEWORKER RELATIONSHIP
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The dialogue was focused on the child's needs (rather than the parent's difficulties).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	We asked questions to explore, to better understand the situation rather than analyzing it from an institutional perspective.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The strengths of the family were identified.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	INTERVENTION PLANNING
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The parent was actively involved in finding solutions.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The intervention targets selected take into account the family's situation/ environment.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The parent's strengths were used to achieve the chosen objectives.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The conditions needed to achieve the objectives have been put in place.

(5) SHARED DECISION-MAKING

YES	MORE OR LESS	NO	NEEDS HAVE BEEN DEFINED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The needs were defined in dialogue based on everyone's perception.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	DECISION-MAKING
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Each of the present actors agreed on the decision (not mandatory).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Participants agreed to make certain compromises to reach shared decision-making (not mandatory).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	There was a dialogue that could have led a participant (caseworker or parent) to change his/her position.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Everyone's opinion was considered in the decision-making.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SHARED RESPONSIBILITIES
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All participants engaged in reflection to identity the means needed to achieve the objectives.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Each participant was involved in the implementation of the IIP / ISP.

APPENDIX 3

ROOM FOR PARENTS

Caseworker's version

Dialogue with parents : Participatory needs analysis of the child and family

☐

Participatory needs analysis (main intervention)

The caseworker completes the tool Room for Parents

☐

Intensification of interventions

The caseworker completes the tool Room for Parents prior to dialogue meeting. Afterwards, the caseworker uses it to dialogue with parents and partners during the meeting

☐

Re-Analysis of Child Needs during the dialogue meeting (following the intensification intervention)

The caseworker completes the tool Room for Parents a second time, prior to dialogue meeting. Afterwards, the caseworker uses it to dialogue with parents and partners during the meeting

Complete a tool Room for Parents for each children

CISSS / CIUSSS

☐ LSSSS

☐ Youth Protection Act

☐ voluntary measure

☐ judicialized measure

date of meeting

referring caseworker

telephone

extension

1

GENERAL INFORMATION

The mother will participate in the program ? ☐ Yes ☐ No

In which sector ?

municipality, borough, agglomeration, ...

Name of spouse other than the father (if applicable)

In relationship for how long ?

The spouse will participate in the program ? ☐ Yes ☐ No

Last level of education completed by the mother

☐ elementary school

☐ high school

☐ college

☐ university

☐ unknown

Family income (in the last year)

☐ 0 to 14, 999\$

☐ 15,000\$ to 29,999\$

☐ 30,000\$ to 44,999\$

☐ 45,000\$ +

☐ unknown

name of mother

date of birth

address

zip code

telephone

file number

person to contact in case of emergency

telephone

The father will participate in the program ? ☐ Yes ☐ No

In which sector ?

municipality, borough, agglomeration, ...

Name of spouse other than the mother (if applicable)

In relationship for how long ?

The spouse will participate in the program ? ☐ Yes ☐ No

Last level of education completed by the father

☐ elementary school

☐ high school

☐ college

☐ university

☐ unknown

Family income, if different from mother's (in the last year)

☐ 0 to 14, 999\$

☐ 15,000\$ to 29,999\$

☐ 30,000\$ to 44,999\$

☐ 45,000\$ +

☐ unknown

name of father

date of birth

address

zip code

telephone

file number

person to contact in case of emergency

telephone



Bérubé, A., Lafantaisie, V., Caron J., Couvillon L., Sirois, M.C., Dubeau, D., Coutu, S., Devault, A., Lacharité, C., Houde, J.P. (2014). **Tool developed during PAPFC² evaluation process in the Outaouais region** (2011-2014) based on the Analysis Framework defined by Ward, H., & Rose, W. (2002). *Approaches to Needs Assessment in Children's Services*. London : Jessica Kigsley Publishers. The contribution of the Gatineau PAPFC² parent groups to the development of this tool is gratefully acknowledged. Translation and layout : CEIDEF Last modified : May 2016 — 160516

2 INFORMATION ABOUT THE CHILDREN

Child's Name

file number

date of birth

age

The child lives with

☐mother

☐father

☐both parents

☐joint custody

☐other (specify) :

sex

☐F

☐M

Official diagnosis

Child's Name

file number

date of birth

age

The child lives with

☐mother

☐father

☐both parents

☐joint custody

☐other (specify) :

sex

☐F

☐M

Official diagnosis

Child's Name

file number

date of birth

age

The child lives with

☐mother

☐father

☐both parents

☐joint custody

☐other (specify) :

sex

☐F

☐M

Official diagnosis

Child's Name

file number

date of birth

age

The child lives with

☐mother

☐father

☐both parents

☐joint custody

☐other (specify) :

sex

☐F

☐M

Official diagnosis

3 HISTORY OF PREVIOUS SERVICES

☐ CISSS / CIUSSS

☐ Youth Protection Act follow-up

☐ LSSSS follow-up

☐ Community organization

☐ Other (specify):



4 DOCUMENTS TO BE PROVIDED AT THE DIALOGUE MEETING

MANDATORY DOCUMENT

☐ **Authorization form to communicate information** (attach to the referral)

ASSESSMENT REPORTS

☐ **Assessment of children** Any relevant assessment. For example : developmental
assessment child psychiatry assessment, follow-up by
community organization.

For which children :

1 - 2 - 3 - 4 -

Specify :

5 DIALOGUE MEETING :
Participatory Needs Analysis Of The Child And Family

A meeting with
the parents
is first held
to identify who
will be invited
to the dialogue
meeting.

Attendance at the dialogue meeting :

1 -
2 -
3 -
4 -
5 -
6 -

date of the meeting

name of the child

date of birth

This needs analysis concerns...



6 INCLUSION AND EXCLUSION FACTORS

INCLUSION	YES	NO
Children from 0-12 years old (and main parental figures)	<input type="checkbox"/>	<input type="checkbox"/>
Children whose development or safety are considered “of concern”, even compromised, due to the fact that they live in families in which the parental figures have significant difficulty fulfilling the physical, educational, or emotinal responsibilities expected of them.	<input type="checkbox"/>	<input type="checkbox"/>
Access to a set of general or specific children and family services does not improve their situation.	<input type="checkbox"/>	<input type="checkbox"/>
The general approach to these children is maintenance in the family and support for the parents.	<input type="checkbox"/>	<input type="checkbox"/>
EXCLUSION	YES	NO
This family should not enter the program at this time, due to the present of needs that the PAPFC2 cannot meet.	<input type="checkbox"/>	<input type="checkbox"/>

7 COMMENTS AND SIGNATURE

Comments, Explanatory, Notes, Other Relevant Information, if applicable

date of referral

date of meeting

date of next meeting

caseworker's signature



8 DIALOGUE WITH PARENTS

This need analysis concern :
Name of the child :
Child date of birth :
Today date :

LEGEND

F = Father
M = Mother
C = Caseworker

Child's Needs : Health

Parents agree to talk about this

Yes

No

STRENGTH


CONCERN

MODERATE

HIGH

The child is often injured
(e.g. cuts, burns, fractures)

[injury]




F

M

C

The child has health problems
(e.g. asthma, diabetes, attention deficit, hyperactivity (ADHD), depression)

[chronic illness]




F

M

C

The child is often sick
(e.g. cold, flu, stomach flu, ear infection)

[infections]




F

M

C

The child has difficulty sleeping (e.g. takes a long time to fall asleep, wakes up during the night, does not sleep much)

[sleep]



F

M

C

Responses to Needs : Basic Care

Parents agree to talk about this

Yes

No

STRENGTH


CONCERN

MODERATE

HIGH

The parents take care of the healthcare of the child (e.g. vaccinations, medical and dental follow-up)

[healthcare]




F

M

C

The parents ensure there is adequate amount of food for the child
(e.g. the child eats well for his or her age)

[food]




F

M

C

The parents ensure the child's clothing are adequate for each season

[clothing]



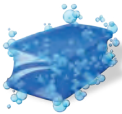
F

M

C

The parents make sure that the child is clean

[personal hygiene]



F

M

C

What we will do

Who will be involved

When



ROOM FOR PARENTS

Caseworker's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

Responses to Needs : Safety

Parents agree to talk about this

Yes

No

STRENGTH

CONCERN

MODERATE

HIGH













ROOM FOR PARENTS

Caseworker's version

MY CHILD'S NEEDS

MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Education		STRENGTH		CONCERN	
↳ Parents agree to talk about this				MODERATE	HIGH
<div>The child is learning well (e.g. is alert, plays with blocks, makes puzzles, learns to read and write, does well in school)</div> <div>[cognitive development]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The child communicates well (e.g. is able to point, speak, make conversation)</div> <div>[language development]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The child is developing well (e.g. is able to holds his or head up, sit up, crawl, walk, jump, play sports)</div> <div>[gross motor skills development]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The child is clever (e.g. to pick up small objects, to hold a pencil, to cut, to draw, to play with LEGO)</div> <div>[fine motor skills development]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The child has opportunities to develop (e.g. daycare, group of friends, encouragement, compliments, access to books)</div> <div>[opportunities for development]</div>		F M W	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The child has special needs (e.g. diagnosis, major difficulties)</div> <div>[special needs]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

Responses to Needs : Stimulation		STRENGTH		CONCERN	
↳ Parents agree to talk about this				AVERAGE	HIGH
<div>The parents play with the child (e.g. do peekaboo, play outside, draw, play board games)</div> <div>[general stimulation]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The parents actively participate in the child's daycare/school life (e.g. meet with teachers/educators, explain and answer his/her questions, look at the agenda, homework)</div> <div>[school monitoring]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The parents are proud of their child's successes (e.g. applaud, congratulate, encourage)</div> <div>[encouragement of success]</div>		F M W	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>
<div>The parents accompany/are interested in the child's activities (e.g. friends, hobbies, games, interests)</div> <div>[interests]</div>		F M C	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>





What we will do	Who will be involved	When









ROOM FOR PARENTS

Caseworker's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Emotional & Behavioral Development		STRENGTH		CONCERN	
↳ Parents agree to talk about this				MODERATE HIGH	
<div>The child knows which adult to turn to when things go wrong (e.g. comfort, need to talk)</div> <div>[significant relationship with a parental figure]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The child responds well to changes (e.g. moving, changing schools, parent's new spouse)</div> <div>[ability to adapt to change/stress]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The child expresses his or her emotions : joy, sadness, anger (e.g. does not stay in his or her room, does not react)</div> <div>[expression of emotions]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The child expresses his or her emotions : joy, sadness, anger (e.g. does not stay in his/her corner, reacts)</div> <div>[control of emotions]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>

Child's Needs : Identity, Self-Presentation, Ability to selfcare		STRENGTH		CONCERN	
↳ Parents agree to talk about this				MODERATE HIGH	
<div>The child is proud of himself or herself (e.g. report card, sports, proud of his/her roots)</div> <div>[pride of self]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The child pays attention to his or her clothing, to his or her personal hygiene, and to himself or herself (from age 4 onwards)</div> <div>[concern for self-image]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The child is resourceful for his or her age (e.g. eat, get dressed, wash, brush his/her teeth)</div> <div>[daily autonomy (basic care)]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>

Responses to Needs : Love and affection		STRENGTH		CONCERN	
↳ Parents agree to talk about this				MODERATE HIGH	
<div>The parents give the necessary attention to the child</div> <div>[attention]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The parents give affection to the child (e.g. have fun with the child, use loving words, spend time with the child)</div> <div>[affection]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
<div>The parents encourage the child's efforts (e.g. congratulate, tell others about the child's accomplishments, encourage his/her behavior improvement)</div> <div>[encouragement]</div>		F M C	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>





What we will do	Who will be involved	When



ROOM FOR PARENTS

Caseworker's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

Responses to Needs : Boundaries		STRENGTH		CONCERN	
↳ Parents agree to talk about this				MODERATE HIGH	
<div>The parents formulate demands that the child can understand</div> <div>[demands adapted to the child's capacities]</div>			<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>
<div>The parents make sure the child has a stable routine</div> <div>[routine]</div>			<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>
<div>The parents use appropriate discipline and measures (e.g. no excessively long punishments, no hitting, or shouting, do not let the child do whatever he/she wants)</div> <div>[discipline / educational methods]</div>			<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>
<div>The parents make sure the child learns to react appropriately in difficult situations (e.g. stay calm, seek and adult, find solutions)</div> <div>[help with problem solving]</div>			<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>	<div>F <input type="checkbox"/></div> <div>M <input type="checkbox"/></div> <div>C <div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div></div>
What we will do	Who will be involved	When			



ROOM FOR PARENTS

Caseworker's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Family & Social Relationships

Parents agree to talk about this


YesNo

STRENGTHCONCERN

MODERATEHIGH

The child is confortable with the important people in his or her life
(e.g. mother, father, brother, sister, others)

[stable and healthy relationships with family members]




F

M

C

The child has friends of his or her own age and gets along with them
(e.g. plays with other children, is happy for others, understands others, helps others)

[relationships with children of similar age]



F

M

C

Responses to Needs : Stability

Parents agree to talk about this


YesNo

STRENGTHCONCERN

MODERATEHIGH

The parents make sure the child has a stable family environment

[stability of significant persons]




F

M

C

The parents ensure that all the adults in the child's entourage always give the same response to his or her behavior (e.g. no means no, the spouse and the parent always say the same things)

[consistency in responding to the child's behavior]



F

M

C

What we will do	Who will be involved	When



ROOM FOR PARENTS

Caseworker's version

MY FAMILY AND ENTOURAGE

Employment & Income

↳ Parents agree to talk about this ☐ Yes ☐ No

OK

NOT OK

The parents have sufficient income for their family

[budget management]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

The parents manage their budget well so that their child does not lack anything (e.g. no late payments, not too much debt)

[budgeting]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

If the parents work, they have a stable schedule (e.g. nights, weekends, on call)

[work schedule]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

What we will do

Who will be involved

When

Household

↳ Parents agree to talk about this ☐ Yes ☐ No

OK

NOT OK

The parents keep their home for a long time (e.g. no frequent moves)

[frequent moves]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

The parents have everything they need in their household for their family (e.g. refrigerator, stove, beds, bassinet, washing machine, heater)

[basic amenities]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

The parents' home is in a safe neighbourhood (e.g. no criminality, no dangerous objects in the streets or parks)

[neighbourhood safety]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

Their home is clean

[cleanliness of home]



F
M
C

☐
☐
☐

F

M

☐

F

M

☐

What we will do

Who will be involved







When



Caseworker's version

Social support : Extended family, social integration and use of community services and resources

 Parents agree to talk about this
 ☒ Yes
 ☐ No
 OK NOT OK

<p>The parents have contacts with their families (e.g. grandparents, sisters, brothers, uncles, aunts)</p>		<p>[family contact]</p>	<p>F M C</p> <p>F M C</p> <p>F M C</p>
<p>Family and friends are supportive (e.g. help, financial support, advice, listening)</p>		<p>[social network]</p>	<p>F M C</p> <p>F M C</p> <p>F M C</p>
<p>The parents are well surrounded (e.g. they do not feel alone)</p>		<p>[social isolation]</p>	<p>F M C</p> <p>F M C</p> <p>F M C</p>
<p>The parents know the organizations and services in the neighbourhood</p>		<p>[knowledge of neighbourhood resources]</p>	<p>F M C</p> <p>F M C</p> <p>F M C</p>
<p>Services are nearby (e.g. grocery, hospital, clinic, daycare, transport, leisure activities, stores)</p>		<p>[accessibility of resources]</p>	<p>F M C</p> <p>F M C</p> <p>F M C</p>
<p>The parents use the resources of their community (e.g. community organizations, neighbourhood centers, daycare, CISSS, CIUSSS)</p>		<p>[use of community resources]</p>	<p>F M C</p> <p>F M C</p> <p>F M C</p>

What we will do	Who will be involved	When



Family History & Functioning / Parents History and Functioning



Parents agree to talk about this



Yes



No

OK

NOT OK

The parents had “good parents ”
(e.g. no violence, no abuse, no substance abuse)

[adequate parental models]



F
M
C



The child has access to both parents and to his or her siblings
(e.g. separated parents)

[child custody, visitation rights]



F
M
C



Each parents has a good relationship with their spouse
(e.g. no domestic violence, no marital conflicts)

[marital relationship]



F
M
C



The mother and father have a good relationship with eachother
(e.g. mother or father of the children, separated parents or not)

[healthy relationship with the other parent]



F
M
C



The parent’s spouse has a good relationship with the child

[spouse’s relationship with child]



F
M
C



The parents can read and write

[difficulty reading and writing]



F
M
C



The parents have physical problems
(e.g. illness, difficulty moving)

[parent’s physical problem]



F
M
C



The parents are grieving
(e.g. death of a loved one, separation)

[grief]



F
M
C



The parents consume
(e.g. alcohol, drugs, medication,...)

[consumption (alcohol, drugs, medication)]



F
M
C



The parents feel good emotionally
(e.g. good mood, no depression, no anxiety)

[good mental health]



F
M
C



The parents must do legal proceedings
(e.g. legal custody, ask for pardon)

[legal proceedings]



F
M
C



What we will do

Who will be involved

When



APPENDIX 4

ROOM FOR PARENTS

Parent's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

child date of birth :
child's name : my name : date :

Child's Needs : Health

I'd like to talk about this

Yes





No

STRENGTH

CONCERN

MODERATE

HIGH

My child is often injured (e.g. cuts, burns, fractures)	 [injury]	<div></div>	<div></div>	<div></div>
My child has health problems (e.g. asthma, diabetes, attention deficit, hyperactivity (ADHD), depression)	 [chronic illness]	<div></div>	<div></div>	<div></div>
My child is often sick (e.g. cold, flu, stomach flu, ear infection)	 [infections]	<div></div>	<div></div>	<div></div>
My child has difficulty sleeping (e.g. takes a long time to fall asleep, wakes up during the night, does not sleep much)	 [sleep]	<div></div>	<div></div>	<div></div>

Responses to Needs : Basic care

I'd like to talk about this

Yes




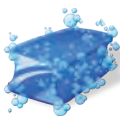
No

STRENGTH

CONCERN

MODERATE

HIGH

I take care of the healthcare of my child (e.g. vaccinations, medical and dental follow-up)	 [healthcare]	<div></div>	<div></div>	<div></div>
I ensure there is adequate food for my child (e.g. my child eats well for his or her age)	 [food]	<div></div>	<div></div>	<div></div>
I ensure my child's clothing are adequate for each season	 [clothing]	<div></div>	<div></div>	<div></div>
I make sure that my child is clean	 [personal hygiene]	<div></div>	<div></div>	<div></div>

What I will do	Who will help me	When



ROOM FOR PARENTS

Parent's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

Responses to Needs : Safety		STRENGTH		CONCERN	
↳ I'd like to talk about this		<input type="radio"/> Yes	<input type="radio"/> No	MODERATE	HIGH
I make sure my child is safe at all times (e.g. supervision, choose babysitters carefully)	 [child safety]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I make sure my child does not experience violence or abuse (e.g. at home, at school, at the daycare)	 [violence and abuse]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I make sure that my child is not a witness to violence	 [witnessing violence]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I make sure that my home is safe (e.g. gate, smoke detector, absence of dangerous objects and mold)	 [safe home]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I make sure my child knows the potential dangers (e.g. don't talk to strangers, play in safe places)	 [teaching safe behaviors]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
What I will do	Who will help me	When			



ROOM FOR PARENTS

Parent's version

MY CHILD'S NEEDS

MY REPOSSES TO MY CHILD'S NEEDS

Child's Needs : Education

I'd like to talk about this

Yes







No

STRENGTH

CONCERN

MODERATE

HIGH

<div><div>My child is learning well (e.g. is alert, plays with blocks, makes puzzles, learns to read and write, does well in school)</div><div>[cognitive development]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>My child communicates well (e.g. is able to point, speak, make conversation)</div><div>[language development]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>My child is developing well (e.g. is able to hold his or her head up, sit up, crawl, walk, jump, play sports)</div><div>[gross motor skills development]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>My child is clever (e.g. is able to pick up small objects, hold a pencil, cut, draw, play with LEGO)</div><div>[fine motor skills development]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>My child has opportunities to develop (e.g. daycare, group of friends, encouragements, compliments, access to books)</div><div>[opportunities for development]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>My child has special needs (e.g. diagnosis, major difficulties)</div><div>[special needs]</div></div> <div></div> <div><div></div><div></div><div></div></div>

Responses to Needs : Stimulation

I'd like to talk about this

Yes


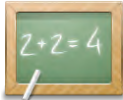


No

STRENGTH

CONCERN

MODERATE

HIGH

<div><div>I play with my child (e.g. do peekaboo, play outside, draw, play board games)</div><div>[general stimulation]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>I actively participate in my child's daycare/school life (e.g. meet with teachers/educators, explain and answer his/her questions, look at the agenda, homework)</div><div>[school monitoring]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>I am proud of my child's successes (e.g. applaud, congratulate, encourage)</div><div>[encouragement of success]</div></div> <div></div> <div><div></div><div></div><div></div></div>
<div><div>I accompany/ I am interested in my child's activities (e.g. friends, hobbies, games, interests)</div><div>[interests]</div></div> <div></div> <div><div></div><div></div><div></div></div>

What I will do	Who will help me	When



ROOM FOR PARENTS

Parent's version

MY CHILD'S NEEDS
MY REPONSES TO MY CHILD'S NEEDS

Child's Needs : Emotional & behavioral development

I'd like to talk about this

Yes

No

STRENGTH


CONCERN

MODERATE

HIGH


My child knows which adult to turn to when things go wrong
(e.g. comfort, need to talk)

[significant relationship with a parental figure]




My child responds well to changes
(e.g. moving, changing schools, parent's new spouse)

[ability to adapt to change/stress]




My child expresses his or her emotions : joy, sadness, anger
(e.g. does not stay in his/her corner, does not react)

[expression of emotions]



My child controls his or her emotions
(e.g. no tantrums, no major outbursts)

[control of emotions]



Child's Needs : Identity, Self-presentation, Ability to selfcare

I'd like to talk about this

Yes

No

STRENGTH


CONCERN

MODERATE

HIGH


My child is proud of himself or herself
(e.g. report card, sports, proud of his/her roots, self-confidence)

[pride of self]




My child pays attention to his or her clothing, to his or her personal hygiene, and to himself or herself (from age 4 onwards)

[concern for self-image]



My child is resourceful for his or her age
(e.g. can eat, get dressed, wash, brush his/her teeth)

[daily autonomy (basic care)]



Responses to Needs : Love and affection

I'd like to talk about this

Yes

No

STRENGTH


CONCERN

MODERATE

HIGH


I give the necessary attention to my child

[attention]




I give affection to my child (e.g. have fun with my child, use loving words, spend time with my child)

[affection]







I encourage my child's efforts (e.g. congratulate, tell others about my child's accomplishments, encourage his/her behavior improvement)

[encouragement]



What I will do	Who will help me	When



Responses to Needs : Boundaries		STRENGTH		CONCERN	
↳ I'd like to talk about this		<input type="radio"/> Yes	<input type="radio"/> No	MODERATE	HIGH
I formulate demands that my child can understand		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[demands adapted to the child’s capacities]					
I make sure my child has a stable routine		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[routine]					
I use appropriate discipline and measures (e.g. no excessively long punishments, no hitting or shouting, I don’t let my child do whatever he/she wants)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[discipline / educational methods]					
I make sure my child learns to react appropriately in difficult situations (e.g. stay calm, seek and adult, find solutions)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[help with problem solving]					
What I will do	Who will help me	When			



ROOM FOR PARENTS

Parent’s version

MY CHILD’S NEEDS
MY REPONSES TO MY CHILD’S NEEDS

Child’s Needs : Family & social relationships

I’d like to talk about this

Yes

No

STRENGTH

CONCERN

MODERATE

HIGH

My child is confortable with the important people in his or her life
(e.g. mother, father, brother, sister, others)

[stable and healthy relationships with family members]



My child has friends of his or her own age and gets along with them
(e.g. plays with other children, is happy for others, understands others, helps others)

[relationships with children of similar age]



Responses to Needs : Stability

I’d like to talk about this

Yes

No

STRENGTH

CONCERN

AVERAGE

HIGH

I make sure my child has a stable family environment

[stability of significant persons]



I ensure that all the adults in my child’s entourage always give the same response to his or her behavior (e.g. no means no, my spouse and I always say the same things)

[consistency in responding to the child’s behavior]



What I will do	Who will help me	When

Bérubé, A., Lafantaisie, V., Caron J., Couvillon L., Sirois, M.C., Dubeau, D., Coutu, S., Devault, A., Lacharité, C., Houde, J.P. (2014). **Tool developed during PAPFC² evaluation process in the Outaouais region** (2011-2014) based on the Analysis Framework defined by Ward, H., & Rose, W. (2002). *Approaches to Needs Assessment in Children’s Services*. London : Jessica Kigsley Publishers. The contribution of the Gatineau PAPFC² parent groups to the development of this tool is gratefully acknowledged. Translation and layout : CEIDEF Last modified : May 2016 — 160516

ROOM FOR PARENTS

Parent’s version

MY FAMILY AND ENTOURAGE

Employment & income

I'd like to talk about this

Yes


No

OK

NOT OK


I have sufficient income for my family

[financial situation]




I manage my budget well so that my child does not lack anything (e.g. no late payments, not too much debt)

[budget management]



If I work, I have a stable schedule (e.g. nights, weekends, on call)

[work schedule]



What I will do

Who will help me

When

Household

I'd like to talk about this

Yes


No

OK

NOT OK


I keep my home for a long time (e.g. no frequent moves)

[frequent moves]




There is everything I need in my household for my family (e.g. refrigerator, stove, beds, bassinet, washing machine, heater)

[basic amenities]




My home is in a safe neighbourhood (e.g. no criminality, no dangerous objects in the streets or parks)

[neighbourhood safety]



My home is clean

[cleanliness of home]



What I will do

Who will help me

When



ROOM FOR PARENTS

Parent's version

MY FAMILY AND ENTOURAGE

Social support : Extendend family, social integration and use of community services and resources

➤ I'd like to talk about this ☒ Yes ☐ No

OK

NOT OK

I have contacts with my family
(e.g. grandparents, sisters, brothers, uncles, aunts)

[family contact]



My family and friends are supportive
(e.g. help, financial support, advice, listening)

[social network]



I am well surrounded
(e.g. I do not feel alone)

[social isolation]



I know the organizations and services in the neighbourhood

[knowledge of neighbourhood resources]



Services are nearby
(e.g. grocery, hospital, clinic, daycare, transport, leisure activities, stores)

[accessibility of resources]



I use the resources of the community
(e.g. community organizations, neighbourhood centers, daycare, CISSS, CIUSSS)

[use of community resources]



What I will do

Who will help me

When














Parent's version

Family History & Functioning / Parents History and Functioning

☒ I'd like to talk about this
 ☒ Yes
 ☐ No

☒ OK
 ☐ NOT OK

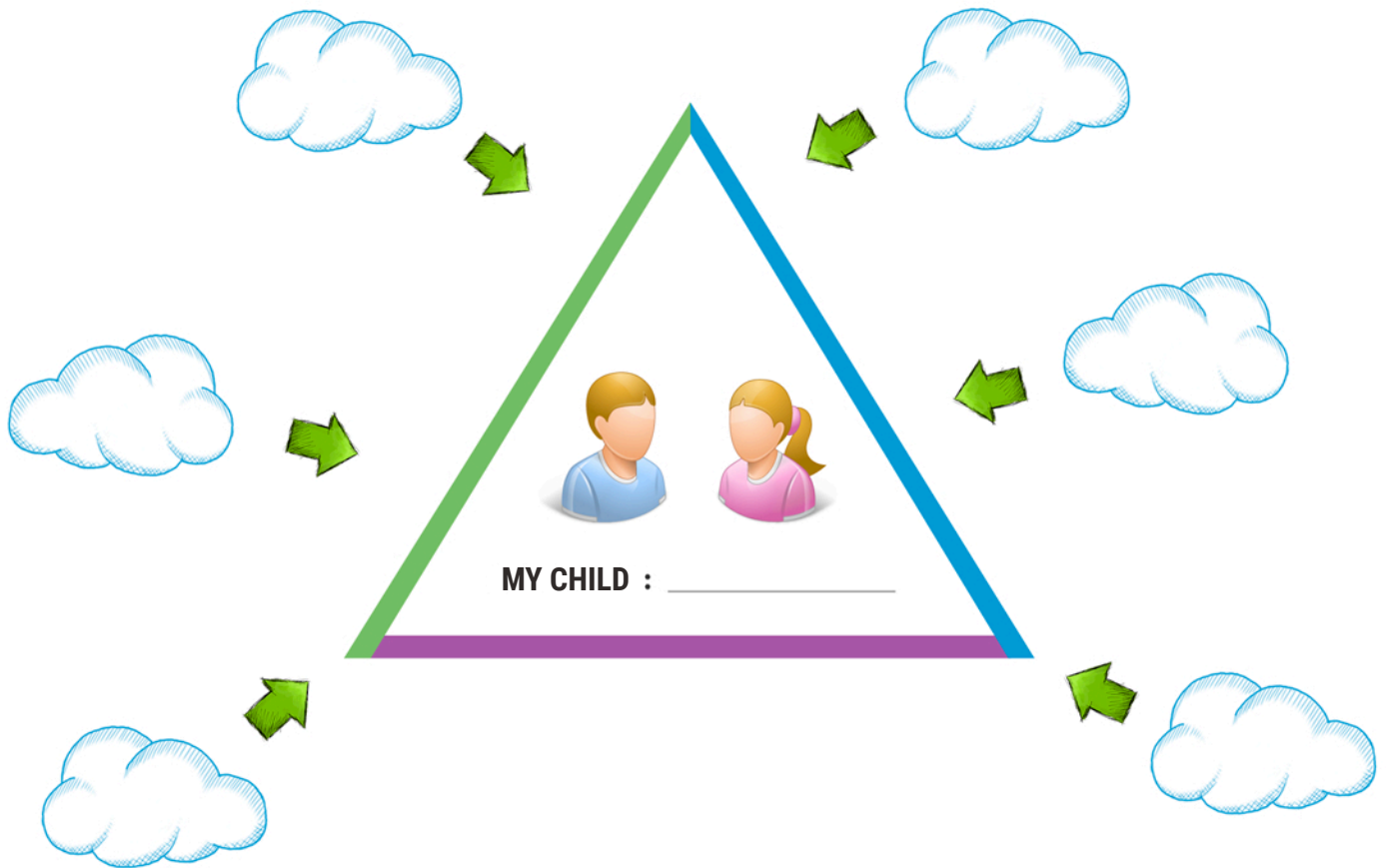
<p>I had “good parents” (e.g. no violence, no abuse, no substance abuse)</p>	<p>[adequate parental models]</p>		<input type="radio"/>	<input type="radio"/>
<p>My child has access to both parents and to his or her siblings (e.g. separated parents)</p>	<p>[child custody, visitation rights]</p>		<input type="radio"/>	<input type="radio"/>
<p>I have a good relationship with my spouse (e.g. no domestic violence, no marital conflicts)</p>	<p>[marital relationship]</p>		<input type="radio"/>	<input type="radio"/>
<p>I have a good relationship with the other parent (e.g. mother or father of the children, separated parents or not)</p>	<p>[healthy relationship with the other parent]</p>		<input type="radio"/>	<input type="radio"/>
<p>My spouse has a good relationship with my child</p>	<p>[spouse’s relationship with child]</p>		<input type="radio"/>	<input type="radio"/>
<p>I can read and write</p>	<p>[difficulty reading and writing]</p>		<input type="radio"/>	<input type="radio"/>
<p>I have physical problems (e.g. illness, difficulty moving)</p>	<p>[parent’s physical problem]</p>		<input type="radio"/>	<input type="radio"/>
<p>I am grieving (e.g. death of a loved one, separation)</p>	<p>[grief]</p>		<input type="radio"/>	<input type="radio"/>
<p>I consume (e.g. alcohol, drugs, medication,...)</p>	<p>[consumption (alcohol, drugs, medication)]</p>		<input type="radio"/>	<input type="radio"/>
<p>I feel good emotionally (e.g. good mood, no depression, no anxiety)</p>	<p>[good mental health]</p>		<input type="radio"/>	<input type="radio"/>
<p>I must do legal proceedings (e.g. legal custody, ask for pardon)</p>	<p>[legal proceedings]</p>		<input type="radio"/>	<input type="radio"/>

What I will do	Who will help me	When



APPENDIX 5

PEOPLE AROUND MY CHILD



We would like to thank the parents in the PAPFC2 parent groups who helped develop the tool.

Developed from Ward and Rose's (2012) child's needs assessment framework on which the PAPFC2 program is based.
Adapted by : Annie Bérubé*, Vicky Lafantaisie**, Josée Caron***, Line Couvillon****, Marie-Claude Sirois****, Diane Dubeau*, Sylvain Coutu*, Annie Devault*, Carl Lacharité**, Jean-Pierre Houde.

*Université du Québec en Outaouais **Université du Québec à Trois-Rivières ***Centre de santé et de services sociaux de Gatineau ****Centres jeunesse de L'Outaouais

APPENDIX 6

QUESTION FRAMEWORK

a) A picture of your social network : important people around you

Let's have a look at the people who are part of your life.

Present the social network diagram.

This drawing of your social network will help us to do so. Imagine that you are in the middle and around you are all those that are part of your life. Who are the main people that are part of your life "for better or for worse"?

They might be people with whom you live, those you see more or less often, some you talk to on the phone, or to whom you write, etc. These can also include persons who help you feel good, those who make you feel bad, and those who influence your decisions or people who play a rather important role in your life. List a maximum of 10 most important people.

For each of these people, I will then ask you to tell me how long you have known them, how close you are and how often you see one another.

See response grid or empty social network diagram.

b) The most important people in my life as a parent

Since the beginning

1. Which person made a real difference and helped you the most in your role as a parent? Please describe how.
2. Which person helped you the least or even made things more difficult in your role as a parent? Please describe how.

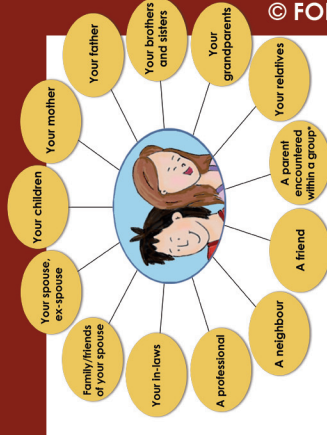
Now

3. Currently is there anyone you can rely on; really count on to help you as a parent? If so, describe how.
4. Is there anyone in your network who criticizes you and often makes you feel bad or inadequate as a parent?
If so, give me an example of a criticism that makes you feel this way.
5. Is there anyone in your network that you are often in conflict with? If so, give an example of the kinds of conflicts that usually occur.

c) Thoughts on feelings of loneliness

Here are a few questions dealing with feelings of loneliness that many parents can experience at one point or another. Think of your current situation and indicate if the answer is "mostly true" or "mostly false".

See response grid.



RESPONSE GRID

A picture of your social network

The 10 most important persons in your life	Relationship to you	How close and how positive is this relationship for you	Frequency of contact	Known since
Write down their names	E.g. spouse, mother, friend	Not really close (1) More or less close (2) Very close (3) Quality Very positive (+) Negative (-) Average (+/-)	A few times during the year (1) Every month or so (2) Every week or so (3) Every day or so (4)	1 year or less (1) 2 to 5 years (2) More than 5 years (3)

Parents' responses, comments, options to explore...

1.	
2.	
3.	
4.	
5.	

Thoughts on feelings of loneliness

(Circle the selected response)

1. Do you currently have a spouse or a partner?

Since when ? _____

Yes No

If Yes :

I do not feel like I have a spouse

Mostly true

Mostly false

If No :

I would like to have a spouse

Mostly true

Mostly false

2. I spend a lot of time alone

Mostly true

Mostly false

3. I feel alone

Mostly true

Mostly false

4. I would like to be alone less often

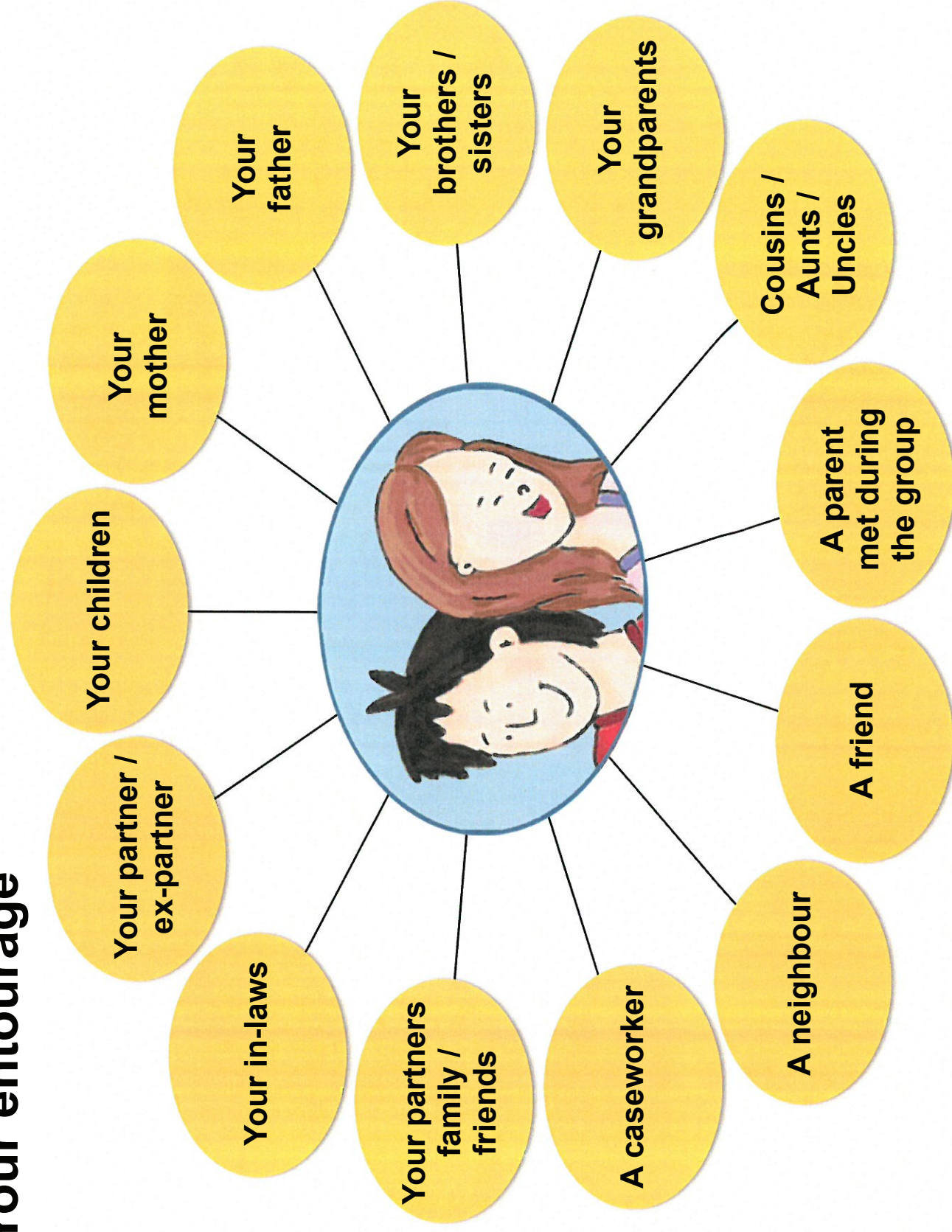
Mostly true

Mostly false

Name(s) : _____ Date : _____

Professional : _____

Your entourage



Your entourage

