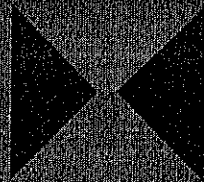


Communicating with Children a Two-way Process



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1. Introduction

This resource booklet has been drawn up as part of the DfES funded project "Communicating with Children : A Two Way Process". National Children's Bureau (NCB) worked with 10 childcare organisations, nine local authority and one private, to promote effective communication with children and young people - a list of those involved can be found in Appendix A.

The project was developed in response to evidence from research that, despite the relative success of the implementation of the 'Framework for Assessment of Children in Need and their Families', practitioners lacked skills and confidence in communicating effectively with children during assessments.

The project aimed to improve assessment in childcare practice by working with social work managers, trainers and senior practitioners to assist them in developing a learning programme for staff in their own agencies.

Learning sets and seminars were held centrally and locally with the aim of awareness raising, developing expertise, analysing barriers to good communication and increasing knowledge about tools and techniques.

This resource pack summarises the learning from the project, and provides a description of resources available to assist managers and practitioners. The central focus is on communication with children on an individual level, but there is some reference to collective participation of children and young people.

1.1 Policy context / government guidance

The legislation and policy context underpinning the need to communicate with children and young people is extensive, and a comprehensive list can be found on the Children's Rights Alliance for England (CRAE) website www.crae.org.uk

Listed below are the essential statutory requirements:

- **UN Convention on the Rights of the Child**

In December 1991 the UK Government ratified the Convention on the Rights of the Child, thus agreeing to follow the articles within the convention. The convention is an international human rights treaty that applies to all children and young people aged 17 and under. It gives children and young people a set of comprehensive rights, including the right to express and have their views taken into account on all matters that affect them (article 12)

- **Children Act 2004**

Section 53 of the Children Act 2004 amended the Children Act 1989 in two places:

Children in need

There is a new section 17(4A) duty on local authorities to, so far as is reasonably practicable and consistent with the child's welfare, ascertain the child's wishes and feelings and give them due consideration (having regard to the child's age and understanding).

Child protection enquiries

There is a new section 47(5A) duty on local authorities to, so far as is reasonably practicable and consistent with the child's welfare, ascertain the child's wishes and feelings and give them due consideration (having regard to the child's age and understanding).

- **Framework for the Assessment of Children in Need**

The Framework for the Assessment of Children in Need was published by the Government in 2000 and outlines the requirements for initial and core assessments of children's needs.

The points below are taken directly from the document and outline clearly the expectations of practitioners:

Direct work with children is an essential part of assessment, as well as recognising their rights to be involved and consulted about matters which affect their lives. This applies to all children, including disabled children.

The document outlines five critical components in direct work with children: seeing, observing, talking, doing and engaging:

Seeing children: an assessment cannot be made without seeing the child, however young and whatever the circumstances. The more complex or unclear a situation or the greater the level of concern, the more important it will be to see the child regularly and to take note of appearance, physical condition, emotional well-being, behaviour and any changes which are occurring.

Observing children: the child's responses and interactions in different situations should be carefully observed wherever possible, alone, with siblings, with parents and/or caregivers or in school or other settings. Children may hide or suppress their feelings in situations, which are difficult or unsafe for them, so it is important that general conclusions are not reached from only limited observations.

Engaging children: this involves developing a relationship with children so that they can be enabled to express their thoughts, concerns and opinions as part of the process of helping them make real choices, in a way that is age and developmentally appropriate. Children should clearly understand the parameters within which they can exercise choice. In offering children such options, adults must not abdicate their responsibilities for taking decisions about a child's welfare.

Talking to children: although this may seem an obvious part of communicating with children, it is clear from research that this is often not done at all or not done well. It requires time, skill, confidence and careful preparation by practitioners. Issues of geographical distance, culture, language or communication needs because of impairments may require specific consideration before deciding how best to communicate with the child. Children themselves are particularly sensitive to how and when professionals talk to them and consult them. Their views must be sought before key meetings. Again, a range of opportunities for talking to children may be needed, appropriate to the child's circumstances, age and stage of development, which may include talking to the child on their own, in a family meeting or accompanied by or with the assistance of a trusted person.

Activities with children: undertaking activities with children can have a number of purposes and beneficial effects. It is important that they are activities, which the child understands and enjoys, in which trust with the worker can develop and which give the child an experience of safety. They can allow positive interaction between the worker and the child to grow and enable the professional to gain a better understanding of the child's responses and needs.¹

o **Every Child Matters – the 5 outcomes**

Every Child Matters: Change for Children has been introduced by the Government to provide a new approach to the well being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Of particular relevance is 'making a positive contribution'. Achieving this outcome for children and young people requires them to engage in

¹ Framework for the Assessment of Children in Need. Dept of Health 2000

decision making about their lives, and to develop self confidence in representing their views.

2. Organisational context – what needs to be in place?

To support effective communication with children and young people on the front line, attention needs to be paid to building foundations at all levels of children's services departments.

It is essential that the service be based on child centred principles, that there is commitment from managers at all levels, and that practical considerations are given attention. The sections below indicate the basic framework that should be in place to support the development of best practice in communicating with children and young people.

2.1 Principles and values

It is likely that all children's services departments will have a set of their own principles and values on which the service is based. Those outlined below² give an example of the essential elements of the service principles, which are required in promoting a child centred approach to communicating with children.

- Children and young people should be respected and valued. The construct of children as individuals with rights is central to effective communication – they should not be seen only as victims, or alternatively as people whose behaviour must be curbed, or as adults in the making.
- Children should be given choice, control and be enabled to contribute to the decisions that are made on their behalf.
- The needs of children and young people should be put ahead of those of the agencies and adults involved with them.
- Children should be seen in the round: their interests and abilities should be included in assessments alongside their needs and wants.
- Children and young people are competent. Given time, information and explanations they can effectively contribute to their assessments and decision making.
- All children are able to communicate their needs and wants in some way. Children with disabilities, communication needs or those who are very young should not be excluded from giving their views.

² Partly derived from 'Start with the Child, Stay with the Child: A Blueprint for a child centred approach to children and young people in care'. VCC/NCB 2004

- The organisation should promote a culture in which it is assumed that all children and young people will be listened to about all decisions – both personal and public – that affect their lives³

2.2 Commitment from management within an authority

It is the responsibility of managers within child care organisations to provide the commitment, structures and systems, which will facilitate good communication with children and young people. Front line practitioners have personal responsibility to acquire the skills and competence required, but the culture, expectations and support of managers is a crucial element to the development of this competence.

The essential requirements from managers at all levels are:

- Belief that children are competent – that all children are able to contribute effectively to assessment, decision making and care planning
- Realistic expectations - an understanding of the time it takes to communicate effectively with children and young people
- Prioritising communication with children by making sure that time is allocated for workers to spend time with children and young people. This means putting this activity above other competing priorities, including paperwork and meeting timescale deadlines that may be in conflict with this
- Understanding the importance of developing trust and a strong working relationship – and that this takes time
- Practical resources – a commitment to provision of good venues, materials, efficient technology, refreshments for children etc
- Provision of essential services, for example, interpreters, advocates

Finally, managers are very influential in influencing the culture of organisations. Child care organisations which are committed to collective participation, and active involvement of children and young people in the activities and service development of their departments, will be more likely to promote good communication at an individual level.

A child centred approach across the whole organisation is essential.

³ This point is taken from 'Building a Culture of Participation' – P.Kirby, C.Lanyon, K.Cronin and R.Sinclair DfES 2003

2.3 Practical considerations

- Venues are important, and a room which is set up with toys, craft materials, story books etc, will assist practitioners in creating a rapport with younger children.
- For teenagers, an office venue is less likely to be as important. It is worth noting that some young people have said their best conversations with social workers took place in the car, when they were being driven from one place to another.
- Use of interpreters is essential for some children, particularly unaccompanied asylum seeking children. Availability of trained interpreters is essential to good communication
- Children and young people respond well to new technologies and conversation can be helped along by using computer games and programmes, use of the internet, mobile phone texting and so on.
- Thought should go into the timing of meetings with children – avoiding clashes with activities that they have planned, or favourite TV programmes for example. Children and young people have spoken frequently about social workers being late, or not turning up at all, and the negative impact this has on establishing a trusting relationship
- Use of language – keep it simple, and take time to learn about modern slang and phrases

2.4 What every team/individual should have – building up a resource

Every practitioner needs skill, confidence and easy access to materials to ensure that the dialogue they have with children and young people is a meaningful one.

Skills:

The skills required have recently been drawn up by a consortium of government and voluntary sector agencies and published as the 'Common Core of Skills and Knowledge for the Children's Workforce'⁴

The skills required include:

- active listening
- empathising with the point of view of children and young people

⁴ Common Core of Skills and Knowledge for the Children's Workforce. DfES 2005

- developing trusting relationships with children and young people
- understand non-verbal communication – body language and tone
- building a rapport
- explaining, summarising and providing information
- giving feedback in a clear way
- understanding and explaining the boundaries of confidentiality

Toolkit:

It is useful to have a bag containing some a few toys, coloured pencils, pens, coloured paper, flash cards, felt tips, children's books, play dough, magazines, make-up and so on. Worksheets, happy/sad faces and similar tools to talk about feelings are useful. If possible, a camera and laptop are also good resources to have easy access to.

It may be that there are not the resources for every individual to have a full toolkit but as a minimum for good practice, these materials should be available for every team.

A comprehensive guide 'Say it Your Own Way', and associated materials (up to 70 worksheets) is to be published shortly by Barnardos, and brings together a number of tools and techniques to use in undertaking assessments⁵.

Learning from others:

Teams will have members with differing levels of skill and experience. Using the expertise of other team members, being encouraged to observe practitioners, and asking advice and guidance, are all essential in building a resource within the team.

Similarly the expertise, experience and knowledge of other professionals, for example, youth workers, psychologists, foster carers, can provide new and creative ideas and help less experienced practitioners develop confidence.

Every team should provide materials, and a list of sources of advice and guidance in communicating with children and young people.

⁵ 'Say it your own way' Including children's voices in assessment: A guide and resources. Barnardos 2006

3. What is out there to help - resources available

3.1 General

The resources listed below are examples of general guidance, advice and practical tools to promote good communication with children and young people

Publication / website	Description	Contact	Useful for
<p>The Developing World of the Child</p> <p>Ed: Jane Aldgate 2005 Produced by NSPCC / DfES. Not yet published</p>	<p>Training pack for practitioners, includes chapters on child development theories, communicating with children, planning, interventions and outcomes in children's services Looks at the developing world of the child, examining genetic and biological influences alongside individual psychological, interpersonal, familial, educational and wider community domains.</p>	<p>Published by London: Jessica Kingsley</p>	
<p>Say it Your Own Way – Including children's voices in assessment: a guide and resources</p> <p>Angela Hutton and Kate Partridge.</p> <p>Barnardos / DfES 2005 (Publication - Feb 05)</p>	<p>A guide to good practice in communicating with children including advice about planning, activities, explaining assessments to children, and building a toolkit. There is a CD Rom with 70 different worksheets covering a range of different subjects, for example, home, feelings, keeping safe, school, bullying. The worksheets can be printed and used by practitioners.</p>	<p>Barnardos www.barnardos.org.uk</p>	<p>Good practice guidance ✓ Practical tools ✓ This resource is very comprehensive with lots of creative ideas. The set of worksheets are easy to use and extremely useful for practitioners</p>

<p>The Child's World - Assessing Children in Need</p> <p>Produced jointly by – Dept of Health/ NSPCC/ University of Sheffield</p>	<p>A training and development pack consisting of a video, training materials and a reader. Introduced in 2000 to assist with implementation of the Assessment Framework. Modules 3 and 4 contain exercises and ideas for communicating with children, as well as underpinning theory such as attachment and loss, theories of child development.</p>	<p>NSPCC</p> <p>Tel: 0116 234 7200 www.nspcc.org.uk</p>	<p>Good practice guidance ✓</p> <p>Practical tools</p>
<p>DfES website , Integrated Children's System</p>	<p>Provides a list of publications/ training packs etc, which promote the involvement of children. Some of those on the list are also listed here. Produced in 2002/03</p>	<p>www.dfes.gov.uk/integratedchildrenssystem Involving children</p>	
<p>Turning Points: A resource pack for communicating with children</p> <p>NSPCC / Chailey Heritage / Dept of Health 1997</p>	<p>A comprehensive set of materials for promoting good communication with children. Provides different modules looking at values, principles and good practice guidance; theories; key times in children's lives (turning points); a variety of practical tools and approaches; and a long list of resources and where to obtain them.</p>	<p>NSPCC</p> <p>Tel: 0116 234 7200 www.nspcc.org.uk</p>	<p>Good practice guidance ✓</p> <p>Practical tools ✓</p> <p>This is a very comprehensive pack providing a substantial resource for practitioners</p>
<p>Communicating with Vulnerable Children</p> <p>David Jones London: Gaskell 2003</p>	<p>This book provides grounding in child development theories, and includes guidance and practical examples to assist practitioners in communicating with children. It focuses on how to work with children who have had adverse experiences and provides advice on how to work sensitively with children who have been abused</p>	<p>www.rcpsy.ch.ac.uk</p>	<p>Good practice guidance ✓</p> <p>An excellent source book to develop practitioners knowledge base</p>

<p>Children and Decision Making – Toolbox and Training Pack N.Thomas, J.Phillipson, C.O’Kane, E. Davies 1999</p>	<p>Focus on looked after children’s participation in decision making. The pack includes a summary of the research, tools for direct work with children, training materials and guide for use.</p>	<p>Pavilion publishing 01273 623222</p>	<p>Practical tools ✓</p>
<p>Using storytelling as a therapeutic tool Margot Sunderland and Nicky Armstrong</p>	<p>One of a series of books providing examples from children’s experience, exercises and ideas for communicating with children. The story books are listed in the book list in Section 4</p>	<p>Speechmark publishing 01869 244644 www.speechmark.net</p>	<p>Practical tools ✓</p>
<p>Homemade Books to Help Kids Cope Robert Ziegler * Magination Press 1992</p>	<p>A guide to helping parents and professionals create personalised books for children. The book gives ideas and advice about how to use stories to help children describe their experiences and deal with difficult situations</p>	<p>Smallwood Publishing Charlton House Dour Street Dover, Kent CT16 1ED Tel: 01304 226700</p>	<p>Practical tools ✓</p>
<p>Participation Works Website</p>	<p>Participation Works is an online gateway, providing information about involving children and young people in decision making. The gateway has been developed by a partnership of non-government organisations that are working together to develop a more strategic and long term approach to participation. The website provides a wealth of information about individual and collective participation and signposts about where to find out more</p>	<p>www.participationworks.org.uk</p>	<p>Good practice guidance ✓ Practical tools ✓</p>

<p>Total Respect Training Pack Children's Rights and Advocacy Organisation (CROA)</p>	<p>A training pack with a focus on improving participation of children and young people in care. It covers collective and individual participation and provides ideas and activities to help workers improve their understanding and skills in involving children and young people in aspects of their lives</p>	<p>CROA 01773 820100 www.croa.org.uk</p>	<p>Good practice guidance ✓ Practical tools ✓ Main focus is on collective participation</p>
<p>Moving On Up Red Rose Chain Theatre and Film company</p>	<p>A video resource pack which looks at growing up in care from a young person's perspective. The pack contains a film drama, clips highlighting particular issues e.g. review meetings, a documentary, guidance material and exercises. The resource is designed to inspire young people and professionals to work together to improve services and raise aspirations for young people in care</p>	<p>Red Rose Chain Tel: 01473 723804 info@redrosechain.co.uk</p>	<p>Practical tools ✓</p>
<p>Mind, Body and Soul website The Health Development Agency</p>	<p>This website is designed to give information to young people about various health matters, including drugs, alcohol, sexual health and emotional well being. Whilst the site is mainly targeted at young people, there is a teachers page, and there are scenarios and games which could be used to help discussions with young people</p>	<p>www.mindbodysoul.gov.uk</p>	<p>Practical tools ✓</p>
<p>Ready Steady Change Children's Rights Alliance for England (CRAE) 2005</p>	<p>A comprehensive set of training and tools to increase children's and young people's effective participation in decision-making. The materials support a training course, strongly based on children's rights, and with a component in assisting practitioners to develop communication skills for working with children and young people</p>	<p>CRAE www.crae.org.uk 020 7278 8222</p>	<p>Good practice guidance ✓ Practical tools ✓</p>

<p>Empowering Children and Young People Training Manual Promoting Involvement in Decision Making Phil Treseder (1997)</p>	<p>A manual to help professionals empower children so that they can contribute to the decisions, which affect them as individuals and as a group, at unit, local and national levels. Contains checklists and exercises which can be photocopied</p>	<p>Save the Children Publications www.savethechildren.org.uk 020 7012 6400</p>	<p>Good practice guidance ✓ Practical tools ✓</p>
<p>In Safe Hands Save the Children / Refugee Council 2001</p>	<p>A resource pack for working with refugee children and young people. A video, good practice guidance, and suggested activities. Covers a good range of subjects including language, identity and racism, and how to work with children who have experience of war and conflict</p>	<p>Save the Children Publications www.savethechildren.org.uk 020 7012 6400</p>	<p>Good practice guidance ✓ Practical tools ✓</p>
<p>A Child's Journey through Placement Vera Fahlberg 1994 BAAF</p>	<p>Provides a detailed knowledge base about the experiences of children in placement. Mainly good practice guidance but some practical suggestions, and a good section on life story work</p>	<p>www.baaf.org.uk</p>	<p>Good practice guidance ✓</p>
<p>SpeakEasy CD Rom Bridget Bettis BAAF</p>	<p>An interactive computer programme to help children in care with planning and decision making. The 6 key themes which are covered are: My review; Where I live; My health; My education; In touch; Future plans</p>	<p>www.baaf.org.uk</p>	<p>Practical tools ✓</p>
<p>Making Life Story Books Tony Ryan and Rodger Walker BAAF 2003</p>	<p>A guide about life story work, it's purpose and advice about the processes involved. The guide provides a detailed step by step approach, covering all the components needed to create a life story book</p>	<p>www.baaf.org.uk</p>	<p>Good practice guidance ✓ Practical tools ✓</p>

<p>NSPCC Publications</p>	<p>NSPCC have produced a number of guides and books, which can be used in direct work with children and young people. Examples of titles include: Happy Children, Sad Children Worried? Need to Talk? Listening to Children – a guide for parents and carers</p>	<p>www.nspcc.org.uk</p>	<p>Practical tools ✓</p>
<p>Young Minds Website</p>	<p>This is generally a useful website when working with children and young people who may have mental health needs. The 'info centre' is particularly useful and gathers together all of YoungMinds information resources on key topics – examples include eating disorders, self-harm, bullying, attachment and more. A recent report called 'Minority Voices' outlines the views of black and minority ethnic young people about mental health services</p>	<p>www.youngminds.org.uk</p>	<p>Practical tools ✓</p>
<p>Barnardos publications and games</p>	<p>Barnardos have produced a number of publications, games and resources for practitioners to use with children. Titles include: All about me (game) Memory Store Maybe another day Selina's story HIV and your family</p>	<p>www.barnardos.gov.uk</p>	<p>Practical tools ✓</p>
<p>Creative Therapy with Children and Adolescents A.Hobday and K.Ollier Impact Publishers</p>	<p>Provides over 100 activities that can be used in working with children and adolescents. The activities are designed to be used as tools to supplement a variety of therapeutic approaches, and can be tailored to each child's needs.</p>	<p>www.impactpublishers.com</p>	<p>Practical tools ✓</p>

<p>Helping Children when they must move Vera Fahlberg</p>	<p>Good practice guidance for children moving placement</p>	<p>www.baaf.org.uk</p>	<p>Good practice guidance ✓</p>
<p>Filling in the Blanks: A guided look at growing up adopted Perspectives Press Susan Gabel BAAF</p>	<p>Guidance for work with children who are adopted</p>	<p>www.baaf.org.uk</p>	<p>Good practice guidance ✓</p>
<p>Bruce's Story Maureen Thorn Children's Society</p>	<p>Designed to help children moving to new families. Contains photocopyable sheets</p>	<p>www.thechildrenssociety.org</p>	<p>Good practice guidance ✓ Practical tools ✓</p>
<p>Helping Children Build Self Esteem Deborah Plummer Jessica Kingsley 2001</p>	<p>Activities book and photocopyable sheets</p>	<p>Jessica Kingsley publications</p>	<p>Practical tools ✓</p>

3.2 Younger Children

Publication / website	Description	Contact	Useful for
<p>Listening to Young Children Y. Penny Lancaster Open University Press 2003</p>	<p>A resource pack that uses the arts to enable children under the age of eight to express their views and feelings, and supports parents and practitioners to develop skills in communicating with young children. There is a CD Rom, reader and practitioner handbook. Good practice guide and activities</p>	<p>www.openup.co.uk</p>	<p>Good practice guidance ✓ Practical tools ✓</p>
<p>My turn to talk Claire Lanyon and Ruth Sinclair National Children's Bureau 2005</p>	<p>A guide to help young people in care aged 11 or under, have a say about how they are looked after. This is an information booklet for children in care – it focuses on decision making, education plans, reviews, and children's rights. It can be used by young people on their own or working alongside practitioners</p>	<p>National Children's Bureau 020 7843 6000 www.ncb.org.uk</p>	<p>Practical tool ✓</p>
<p>Birth to three matters: A framework for supporting children in their earliest years DfES 2002</p>	<p>Guidance for practitioners and other professionals involved in the delivery and planning of services to children aged between birth and three. Has four components: A strong child A skilful communicator A competent learner A healthy child The pack contains CD, video and cards</p>	<p>Sure Start, early years and childcare unit DfES 020 7273 5739 www.surestart.gov.uk</p>	<p>Good practice guidance ✓ Practical tools - more limited</p>

<p>Decide and Do involving younger children in decisions about their care</p> <p>Michelle Foster</p>	<p>A booklet designed to help practitioners to develop and create opportunities for looked after children under 12 years of age to participate in decisions affecting them.</p> <p>Includes examples of tested methods and activities</p>	<p>Save the Children Publications</p>	<p>Good practice guidance ✓</p> <p>Practical tools ✓</p>
<p>Listening to Young Children – The Mosaic Approach</p> <p>Alison Clark and Peter Moss</p>	<p>The Mosaic Approach is a multi – method approach in which children’s own photographs, tours and maps can be joined to talking and observing to gain a deeper understanding of children’s perspectives on their early childhood settings. This report describes the approach and how it can be used</p>	<p>Published for the Joseph Rowntree Foundation by National Children’s Bureau</p> <p>020 7843 6000</p> <p>www.ncb.org.uk</p>	<p>Good practice guidance ✓</p>
<p>This is me!</p> <p>Hannah Roberts</p> <p>Pavilion publishing</p>	<p>An activity pack designed to help children build self confidence and self management skills. It is aimed at children between 7 and 12 years who have had difficult experiences and/or have experienced significant harm.</p> <p>Contains 80 photocopyable sheets and guidance notes for their use</p>	<p>www.pavpub.com</p>	<p>Good practice guidance ✓</p> <p>Practical tools ✓</p>

3.3 Adolescents

Publication / website	Description	Contact	Useful for
<p>My turn to talk Claire Lanyon and Ruth Sinclair National Children's Bureau 2005</p>	<p>One of two guides to help young people in care have a say about how they are looked after (one is for younger children and this one is for young people age 12 and over). This is an information booklet for young people in care – it focuses on decision making, education plans, reviews, and children's rights. It can be used by young people on their own or working alongside practitioners</p>	<p>National Children's Bureau 020 7843 6000 www.ncb.org.uk</p>	<p>Practical tool ✓</p>
<p>Looking glass: A positive communication workbook Lynda Regan, Sally Jones, Carole Pelling A joint publication NSPCC / City of Salford / Barnardos 2002</p>	<p>Provides guidance and practical ideas on building a positive relationship with young women (although parts of it could be used with young men). Developed with contributions from young women in residential care. Provides a specific programme including: Getting to know the young person, feelings, identity, friendships and relationships, making informed choices</p>	<p>Russell House Publishing 01927 443948 help@russellhouse.co.uk</p>	<p>Practical tools ✓ Includes worksheets and exercises</p>

<p>Getting Through: Young people and communication 1998</p> <p>and</p> <p>Wavelength: A handbook of communication strategies for working with young people 2005</p> <p>Both from the Trust for the Study of Adolescence</p>	<p>Both these publications are resources, which have been developed to assist practitioners working with young people. The first provides a video and training materials. The second describes over 50 techniques designed to assist communication with young people</p>	<p>www.studyofadolescence.org.uk</p>	<p>Good practice guidance ✓</p> <p>Practical tools ✓</p>
<p>ALL THE RIGHT CONNECTIONS: a resource handbook for personal advisers, mentors and other Connexions workers</p> <p>Vanessa Rogers National Youth Agency</p>	<p>This book aims to help practitioners to build effective and positive relationships with young people aged 13 to 19.</p> <p>Comprising five sections and with over sixty activities on engaging young people, exploring the issues, individual support, group work and reviewing, practitioners can plan sessions that enable young people to reflect on their needs, set targets and achievable goals and acknowledge successes.</p>	<p>www.nya.org.uk</p>	<p>Good practice guidance ✓</p> <p>Practical tools ✓</p> <p>The NYA website is a useful source for ideas about working with young people</p>

<p>EXPLORING FEELINGS A resource handbook for work with young people aged 9 to 13</p> <p>Vanessa Rogers National Youth Agency</p>	<p>This diverse collection of activities, worksheets and team-building games has been put together in response to the increased demand to work with young people aged 9 to 13, considered to be at risk of exclusion or disaffection. Tackling issues including bullying, offending behaviour, peer pressure and keeping safe - <i>Exploring feelings</i> offers practical activities in an easy-to-use format</p> <p>Divided into six sections - including expressing yourself, making friends and getting to know each other - the book is useful for both group and individual work.</p>	<p>www.nya.org.uk</p>	<p>Good practice guidance ✓</p> <p>Practical tools</p>
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3.4 Disabled children

Publication / website	Description	Contact	Useful for
Getting it Right Triangle 2003	A practice guide for involving disabled children in assessment, planning and review processes. It has practical ideas for making initial contact with children, working directly with children, observing children respectfully and representing their views.	www.triangle-services.co.uk Tel: 01273 413141	Good practice guidance ✓ Practical tools ✓
Two Way Street Triangle 2001	A training video and handbook about communicating with disabled children and young people. The video is aimed at helping professionals, and the handbook gives information, guidance and details of the main communication systems in current use in the UK	www.triangle-services.co.uk Tel: 01273 413141	Good practice guidance ✓ Practical tools ✓
How it is Triangle 2002	An image vocabulary for children about feelings, rights, personal care, and sexuality. There are 380 images that are designed to be used as a flexible, child-centred resource to support children in communicating about their feelings, bodies, rights and basic needs	www.triangle-services.co.uk Tel: 01273 413141	Good practice guidance ✓ Practical tools ✓
In My Shoes Liza Bingley-Miller	A computer package designed to help children and learning disabled adults to communicate about potentially distressing experiences. The program uses sound, speech and video to provide a structure for interviews, and enables details of the interview sessions to be recorded	Child and Family Training Services PO Box 4205 London W1A 6YD liza.miller@ntlworld.com	Practical tools ✓

<p>I'll Go First. The planning and review toolkit for use with children with disabilities</p> <p>Lucy Kirkbride</p> <p>Children's Society / DH / DfES 1999</p>	<p>A resource pack providing wipe clean boards, illustrations, and simple sentences, on which children's views can be recorded. Each board has a different theme, for example, going away from home, likes and dislikes, going home etc. There are stickers, Makaton translations and an accompanying good practice guide.</p>	<p>www.thechildrenssociety.org</p>	<p>Good practice guidance ✓</p> <p>Practical tools ✓</p>
<p>A Lot to Say</p> <p>Jenny Morris 2002</p> <p>Scope</p>	<p>This publication offers advice and information to practitioners working with children with communication impairments. It is aimed at professionals who are not specialists, but who have responsibilities to assess the needs, and seek the views of children in this group</p>	<p>www.scope.org.uk</p>	<p>Good practice guidance ✓</p>
<p>The Call Centre Website</p>	<p>The CALL Centre (Communication Aids for Language and Learning) provides specialist expertise in technology for children who have speech, communication and/or writing difficulties.</p> <p>In this website you will find information, guidance and resources on how Information and Communication Technology (ICT) can make a major impact on the education of children and people with disabilities or special educational and communication needs. There is a section providing a template for communication passports which is very useful</p>	<p>www.callcentrescotland.org.uk</p>	<p>Practical tools ✓</p>

<p>Bridging the Gap: Child protection work with children with multiple disabilities R. Marchant & M. Page 1993 NSPCC</p>	<p>A report based on investigation of child protection concerns involving multiply disabled children, most of whom, communicated without speech. It takes the reader through the stages of an investigation and considers how to plan formal interviews</p>	<p>NSPCC Tel: 0116 234 7200 www.nspcc.org.uk</p>	<p>Good practice guidance ✓</p>
<p>'Interviewing disabled children' – a chapter in Perspectives on the Memorandum Marchant and Page 1993 Ed. Jones and Westcott</p>	<p>This chapter is based on experience of Memorandum interviews with children with a wide range of communication impairments, and provides guidance about the planning of such interviews. Key issues in the use of Memorandum interviews with disabled children are considered</p>	<p>Arena Publishing Tel: 020 8240 1001</p>	<p>Good practice guidance ✓</p>
<p>Safe in Your Hands National Deaf Children's Society / NSPCC 1998</p>	<p>A joint publication between NDCS and NSPCC, this pack provides advice about how to recognise and respond to abuse of deaf children. There is a section focusing on the skills and tools needed to prevent abuse, and what resources are available</p>	<p>www.ndcs.org.uk or www.nspcc.org.uk</p>	<p>Good practice guidance ✓ The NDCS website is useful for advice re communicating with deaf children</p>
<p>Onwards and Upwards: Involving disabled children and young people in decision making J. Griffiths et al 1999</p>	<p>A training manual for practitioners to promote the involvement of disabled children and young people in decisions that affect them. There are sections on why children should be involved, what that means, and how such involvement may be facilitated</p>	<p>www.childreninscotland.org.uk</p>	<p>Good practice guidance ✓</p>

3.4 Analysis and record keeping

Publication / website	Description	Contact	Useful for
<p>Putting Analysis into Assessment R. Dalzell and E. Sawyer NCB</p>	<p>A practical resource pack, which is intended to provide tools and ideas to enhance analytical thinking by those undertaking assessments of children in need. To be published summer 2006</p>	<p>www.ncb.org.uk</p>	<p>Good practice guidance ✓ Practical tools ✓</p>
<p>Write Enough S. Walker, D. Shemmings, H. Cleaver DfES</p>	<p>Write Enough is an interactive training pack published by the Department for Education and Skills, to support good practice in recording in children's services. In addition to a range of exercises Write Enough contains key messages from research, SSI inspections, Inquiry reports and best practice that are suitable for all practitioners working in children's services who are required to keep records.</p>	<p>www.writeenough.org.uk</p>	<p>Developing recording skills</p>
<p>Making Sense of Children's Drawings Angela Anning 2004 Open University Press</p>	<p>This book explores how young children learn to draw, and provides advice about how to make sense of children's drawings.</p>	<p>http://mcgraw-hill.co.uk/openup</p>	
<p>Observing Harry Cath Arnold 2003 Open University Press</p>	<p>This book follows a child's development by use of a video diary of his behaviour from age 8 months to 5 years. It offers theories to understand his behaviour and explains how observation can be used to assess children's development</p>	<p>http://mcgraw-hill.co.uk/openup</p>	

4. Books

Listed below are children's books, which can be used to assist with communication. There is now a wealth of children's books available in any high street book shop, covering lots of subjects such as feelings, sadness, loss, so in addition to the list below, it is worth a visit to a children's book department.

• Althea	My Two Families	Black
• Angel, Ann.	Real for Sure Sister	Perspectives Press
• Elliot, Michelle Elliot, Michelle Elliot, Michelle	The Willow Street Kids It's OK To Say No Feeling Happy, Feeling Safe	Macmillan Children's Peter Haddock Hodder Children's
• Havill, Juanita	Jamaica Tag Along	Mammoth
• Jenkin-Pearce, S	Rosie and the Pavement Bears	Red Fox
• Mason, Micheline	Nothing Special	Working Press
• Melonie, B	Beginnings and Endings With Lifetimes in Between	Paper Tiger
• Morgan, Lynda	Daniel and his Therapist: The story of an abused boy	Papers Inc
• Simeon, L	The Streetwise Kid	Blackie Children's Books
• Striker, S	The Anti Colouring Book	Hippo

