

Multi-Agency Parenting Skills Assessment

Introduction to assessment

This Multi Agency Parenting Skills Assessment (MAPSA) is to be initiated by the Children's Services Lead Professional to reflect that, with respect for the rights of the parent(s), the safety of the child is paramount

All professionals involved should contribute information gathered during their usual assessments and observations.

The MAPSA is intended to be a multi-purpose working document therefore any significant information gathered should be dated and sourced wherever possible.

It is not intended as a stand-alone document but should be considered alongside LDP psychological assessments and independent assessments of children's development.

The completed assessment should serve to;

1. Compile the information gathered through assessment by multiple agencies to inform case discussion.
2. Feed into/form the basis for the core assessment by child's Social Worker.
3. Identify which further in depth assessments are required by the LDP and other agencies.
4. Highlight risks and identify immediate actions required to address them.
5. Enable children's Social Care and LDP to jointly and effectively feed back a clear plan and any safeguarding concerns to the parents for discussion and ensure they receive the best possible coordinated support available to them and to their child(ren).

NB a separate Parenting Assessment should be completed for each parent with a learning disability however consideration of the insight, risks and supportive capacity of any partner should be explicitly considered within each assessment.

Instructions and Crib Sheet

1. It is recommended that the MAPSA should be completed at an extended professionals meeting (approximately 2 hours).
2. The meeting should include representatives of all involved agencies.
3. It is recommended that an experienced minute taker who is not the Lead Professional or an Involved Professional records the meeting.
4. Prior to the meeting, Lead Professional or their representative to email involved professionals to request:
 - A brief summary of significant events, strengths, difficulties and concerns for discussion/inclusion in the meeting.
 - That where a Specialist Assessment has been completed, that a Part 2 record sheet is completed for presentation at the meeting (see p. 4)
5. Lead Professional to collate issues for discussion prior to meeting.
6. Lead Professional to ensure all involved professionals have access to a copy of the Agenda Prompts (Appendix 1) and to the 5x5 Risk Assessment for reference (Appendix 2) in advance of the meeting.
7. Involved professionals to work together to complete the MAPSA assessment template with reference to the Agenda Prompts (Appendix 1) and 5x5 risk assessment (Appendix 2) to name and qualify risks ensuring that any differences of opinion are also recorded. It is important to consider each risk in the short, medium and long term.
8. Ensure that any strategies for managing risk are discussed and that consideration is given to whether the residual risk is acceptable or whether the child or adult is likely to remain at risk of significant harm.
9. The form may be expanded by inserting additional rows to address Specific Issues that arise within Areas.
10. The form must not be reduced although it is acceptable to state, for example, that no concerns have been raised in this area where this is appropriate.
11. At the end of the meeting, Lead Professional to summarise
 - Strengths, difficulties, complicating/variable factors relating to the parent's ability to care for their child(ren)
 - The risks and level of risk to the child(ren) and to the parent for consideration by the Involved Professionals of the level of safeguarding required e.g. Locality, Child In Need, Child Protection, Alternative care.

- Lead professional to ensure that all involved professionals are clear about the tasks they are required to take to ensure the needs of child and parent are met.
12. LDP and Children's Social Care to ensure a joint meeting with the parent(s) to share the Traffic Light Feedback with 5 working days of the meeting.
 13. Lead professional to ensure the minutes of the meeting are distributed to professionals within 10 working days of the meeting

Part 1 – Family Details

Parent's name:

Parent's DoB:

Partner's name

Partner's DoB

Does the partner have any additional needs in their own right?

Name(s) and DoB/ Age of child(ren)

Date of Review

Completed by (name, role and agency)

Part 2: Specialist Assessments: Skills, Strengths and Difficulties

Separate sheet for each assessment – to be sent to professionals in advance for completion

Assessment:

Date:

Professional:

Summary:

Conclusions:

Recommendations:

Part 3: The Child

Descriptive summary
<ul style="list-style-type: none">• To consider health, education, emotional behavioural development, identity, family and social relationships, social presentation, self care skills• To include observations from each professional and parent
Actions

Part 4: Areas of Care

Area of Care	Consider
<u>Basic Care</u>	
Feeding:	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none"> • <i>weaning</i> • <i>variety - preparation of food/equipment – quantity – routine – social modelling</i>
Actions	
Health	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none"> • <i>nappies, teething,</i> • <i>body changes, drugs/alcohol/smoking/sex</i> • <i>signs and symptoms – temperature – vomiting – accidents -medicine – seeking advice – dentist – immunisations – appointments</i>
Actions	
Presentation	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none"> • <i>child: clothes - bath – teeth – nails –nose - toileting/nappies/potty – hair/nits – menstruation</i> • <i>parents hygiene</i>

Actions	
Routines	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none"> • <i>Child: Bedtime – naptime – mealtimes – snack times – story time – school/ nursery – groups/activities – bath time - homework</i> • <i>Home: laundry – cleaning - budgeting</i>
Actions	
Ensuring Safety	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none"> • Dangers in the home/ dangers outside the home • Supervision of child in the home/ outside of the home/ awake/ asleep • Drugs/Alcohol/Relationships/Friendships/Venues/Sexual Health • Preoccupation - Mobile phone/ internet/Television/ Conversation • Personal safety/ Internet safety • Domestic violence/ relationships with friends and neighbours • Ability to respond to emergencies/ manage medicines and hazardous products
Actions	
Emotional Warmth	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none"> • Parents interaction with the child (eye contact/smiling/facial expression/voice tone/verbal interaction) • Praise – encouragement – unconditional love and acceptance.

	<ul style="list-style-type: none">• Recognising the needs and feelings of the child• Responding appropriately to the needs of the child.
Actions	
Stimulation	<p>Consider in relation to the developmental needs if the child(ren) e.g.</p> <ul style="list-style-type: none">• Access to age appropriate toys and books• Parents interaction with child when playing (language/ imagination/ interest/ ability to follow the child's lead)• Parents feedback to the child• Going to groups with the child/ parents interaction with child and adults
Actions	

Guidance and Boundaries	Consider in relation to the developmental needs if the child(ren) e.g. <ul style="list-style-type: none">• Ignoring – Praise – Distraction - Time out• Clear instructions - Confrontation (as a technique)• Reward charts – Incentives• Positive parenting
Actions	
Stability	Consider in relation to the developmental needs if the child(ren) e.g. <ul style="list-style-type: none">• Parents view of support and involved professionals• Parents ability to act on advice given consistently and appropriately• Parents mental health/ bereavement/family argument)• Relationships in the home (partner/family)• Relationship history• Family History and functioning• Family support• Housing• Employment• Income• Social Integration

Actions	
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Summary

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Child's experience

Parents strengths and difficulties

Partner Strengths and difficulties

Extended Family Strengths and Difficulties

Support package strengths and difficulties

Complicating/Variable factors

Identified risks requiring immediate action to safeguard the immediate safety and welfare of the child

High

Medium

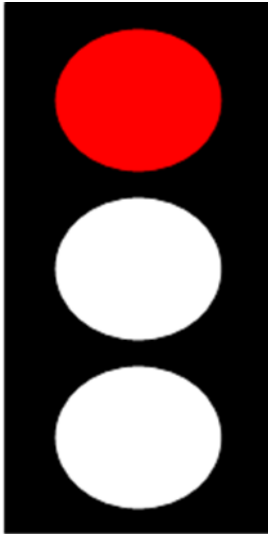
Is the child considered to be at risk of significant harm?

Involved Named Professional: Recommendations of each contributing professional:
Locality/CIN/ CP/ PLO/ LPM re threshold for proceedings

Actions/Recommendations including changes to support package.

Next Review Date, time and Lead Agency

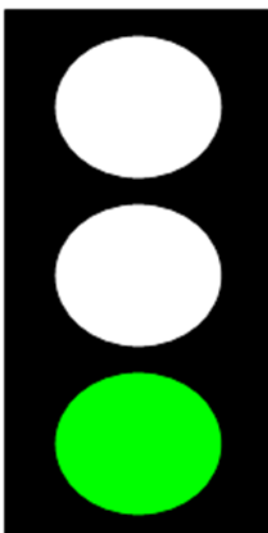
Part 5: Traffic Light Feedback to Parent



Things professionals are very worried about



Things you need help with:



Things you are going well:

Agenda Prompts for each Aspect of Parenting Capacity:

- (Update regarding actions previously agreed)
- What does the child need in relation to age and stage of development
- What is going well: (Identify the strengths and the evidence for this?)
- What are we worried about? (Identify the risks and the evidence for this/ specific issues e.g. from Support recordings)
- Have these risks changed since the last assessment/review?
- What are the complicating factors/ variable risks?
- **Scale the Assessed Risk (AR) with reference to 5x5 Risk Assessment**
 - **What is likelihood of harm**
 - **What is the potential significance/impact of harm in the short, medium and long term**
- What support can partner/extended family offer, when, how often, how consistently?
- What support/training do they need in order to offer appropriate support
- What professional support has been offered or is in place (type, frequency, and has this been offered previously?)
- What has worked?
- What hasn't worked?
- What has been the parent's response to support offered?
- What assessments have been done?
- How do these contribute to our understanding of the family difficulties and what needs to be done differently?
- What do we still need to know? What are our hypotheses and what assessments and observations would help us test these? (Refer to index, P)
- What could be done
- What is the likelihood of change and is this within timescales for the child?
- **Scale the Residual Risk with safeguards in place.**
- **Is this residual risk acceptable or is the child or adult at risk of significant harm?**
- **Agreed actions**

5x5 Risk Assessment Matrix

LIKELIHOOD					
Certain 5	Minimum	Medium	Medium-High	High	High
Probable 4	Minimum	Medium	Medium	High	High
Likely/Possible 3	Minimum	Minimum-Medium	Medium	Medium	High
Less than likely/Improbable 2	Minimum	Minimum	Minimum-Medium	Medium	Medium
Not Likely 1	Minimum	Minimum	Minimum	Minimum	Minimum
	Least or no consequence 1	Minimal consequence 2	Medium consequence 3	Major consequence 4	Most serious consequence 5
					SEVERITY

For each identified risk, consider the likelihood of harm (physical, sexual, emotional or neglect) and how serious any consequences may be.

Resources and Assessments:

Key to codes for LDP assessments

SA	Safety assessment (road safety/home dangers/PAM safety pg 20 -21)
TT	Time telling assessment (PAM)
HR	Household routines assessment (PAM)
SR	support and resources (PAM)
R	Relationships (PAM)
AA	Assessment of abuse knowledge
TS	Travel skills assessment (PAM and observation)
S	Shopping skills assessment (PAM/kitchen hygiene and safety)