

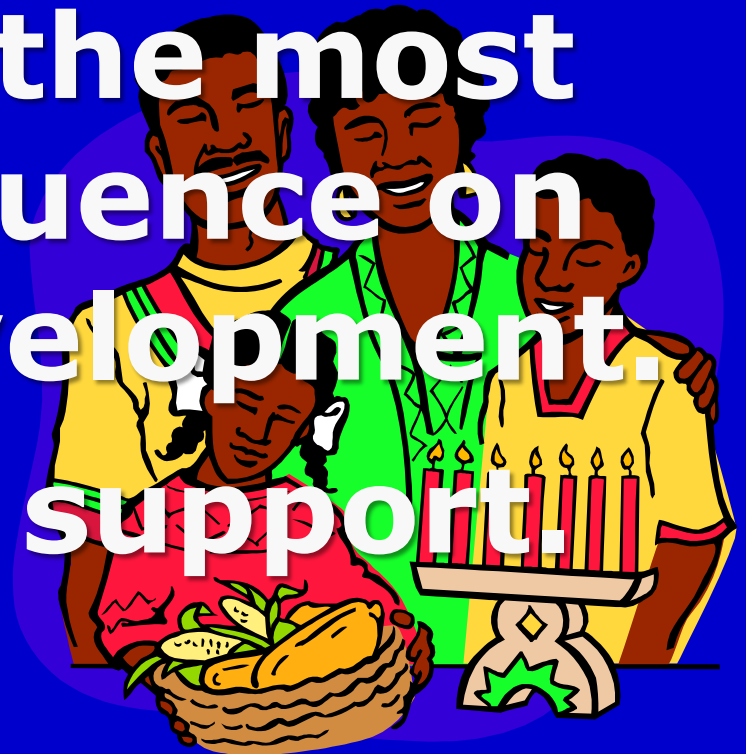
A close-up photograph of a person's hand gently cupping a small, vibrant green seedling. The seedling has several leaves and is growing out of a mound of dark, rich soil held in the palm. The background is a bright blue sky with scattered white clouds, suggesting a sunny day. The overall image conveys a sense of care, growth, and nurturing.

Why family-centred practice?

***Roy McConkey,
University of Ulster***

Truisms about families

- ★ **Children grow best in families.**
- ★ **The family is the most important influence on children's development.**
- ★ **Parents need support.**



Truisms about professionals

★ **They work for systems.**

★ **Their role is prescribed by their post.**

★ **There never will be enough of them.**



**“What got you to
where you are,
will not get you
to where you need
to be.”**

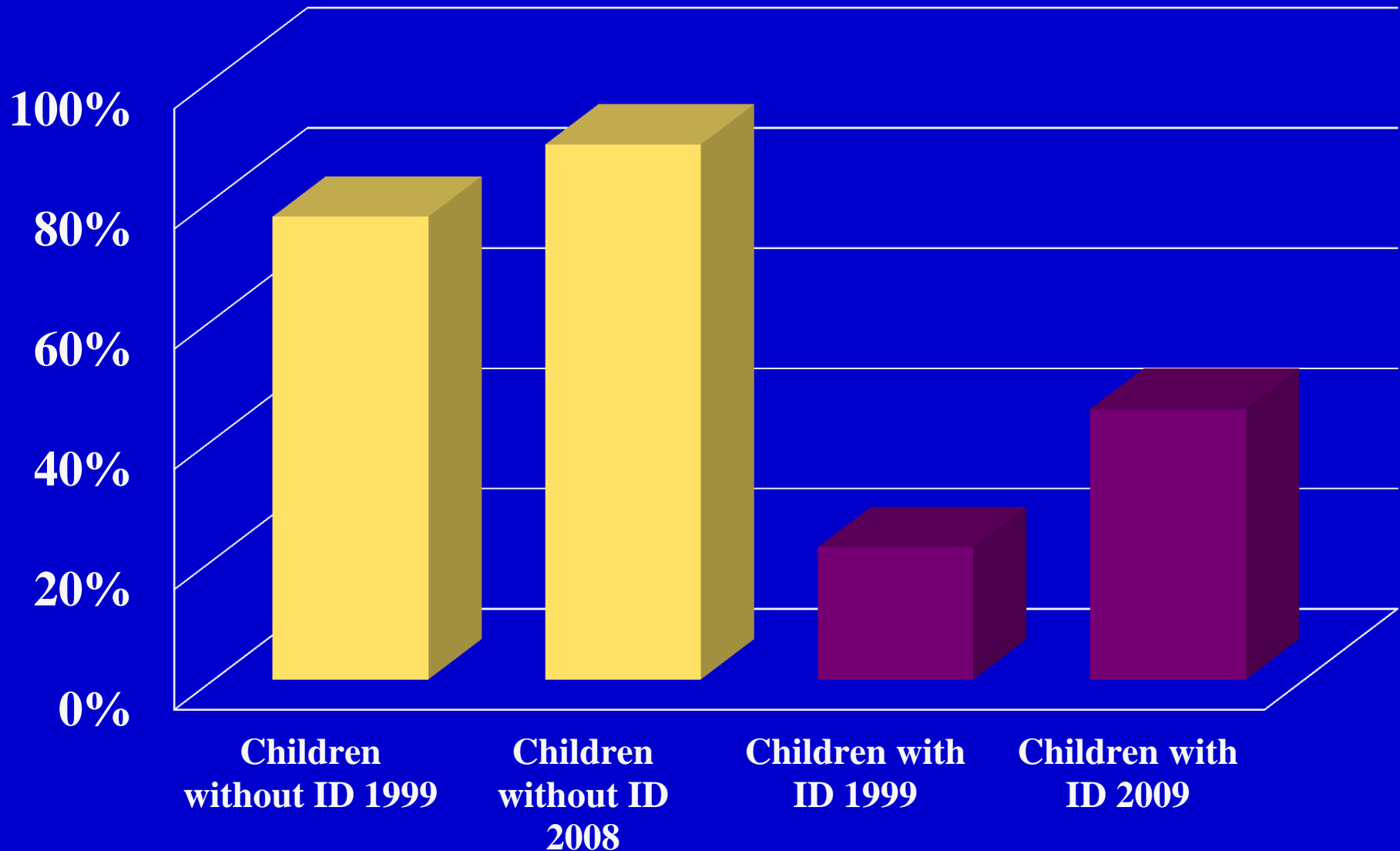
Albert Einstein



Children in care with and without intellectual disability (ID) by two age groups.

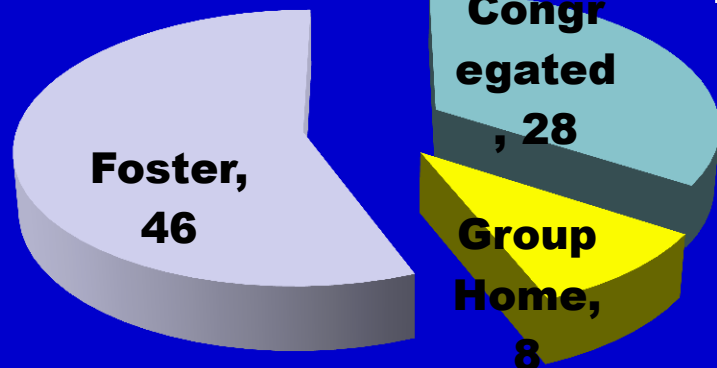
	Children without ID 2006		Children with ID 2009	
	0-9 years	10-19 years	0-9 years	10-19 years
Total population	590,577	564,129	3,583	5,475
Total in Care	2,403 (45.8%)	2,844 (54.2%)	76 (16.3%)	391 (83.7%)
Rate per 1,000	4.07	5.04	21.2	71.4

% Children in foster care



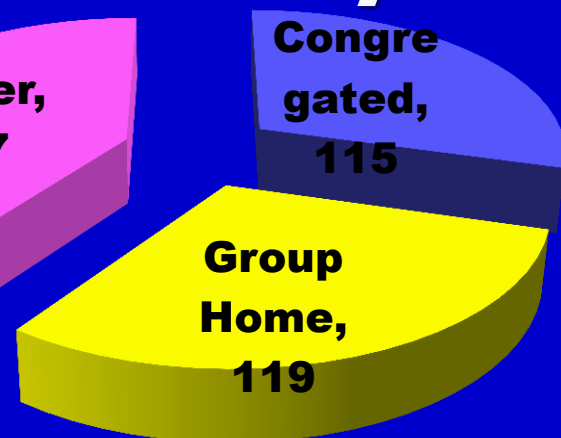
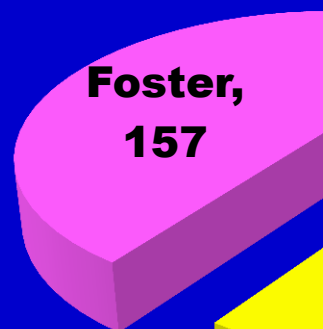
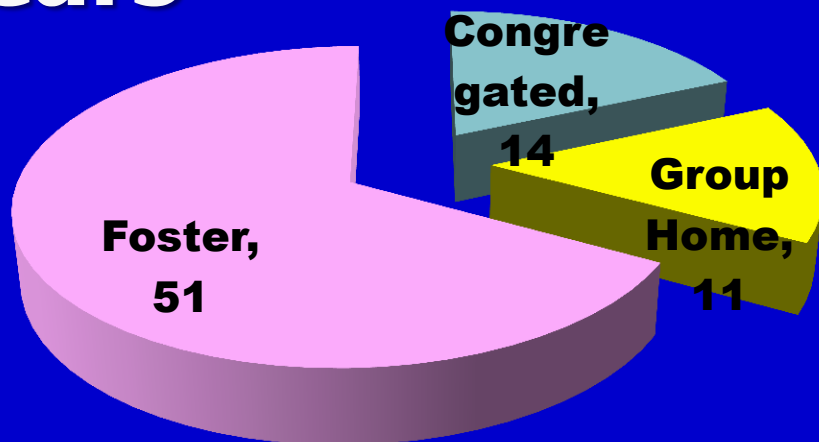
Changes over time

1999



10-19
years

2009





Nurturing Child Development

We came to believe that the informal education which families provide makes more of an impact on a child's total educational development than does the formal education system. (Burton-White, 1984)

No significant differences were found between (speech and language) interventions administered by trained parents and those administered by clinicians. (Law & Garret, 2004)

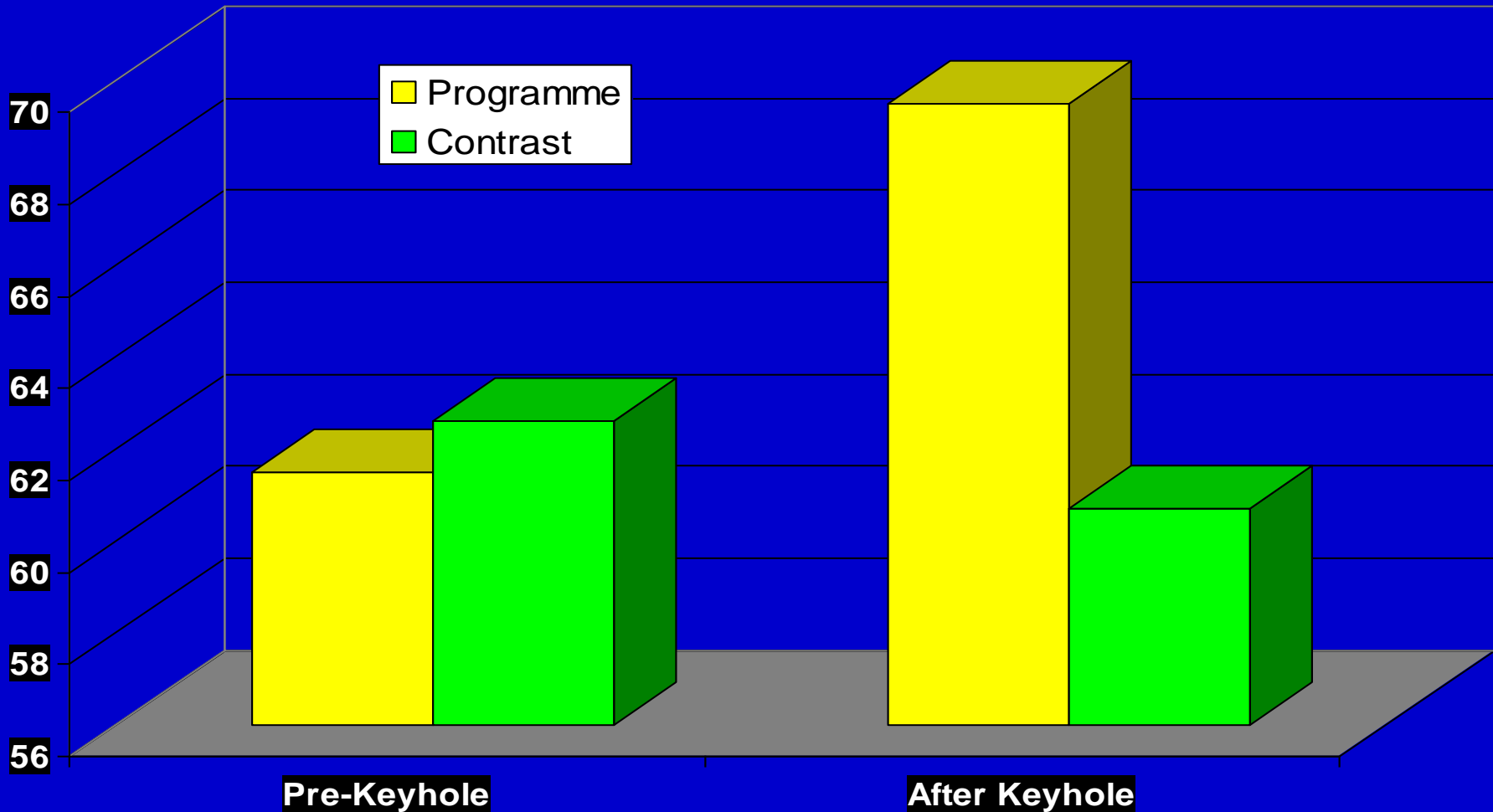
Parent-implemented language interventions have a significant, positive impact on receptive and expressive language skills of children with and without intellectual disabilities (Roberts & Kaiser, 2011)

Home-based Interventions

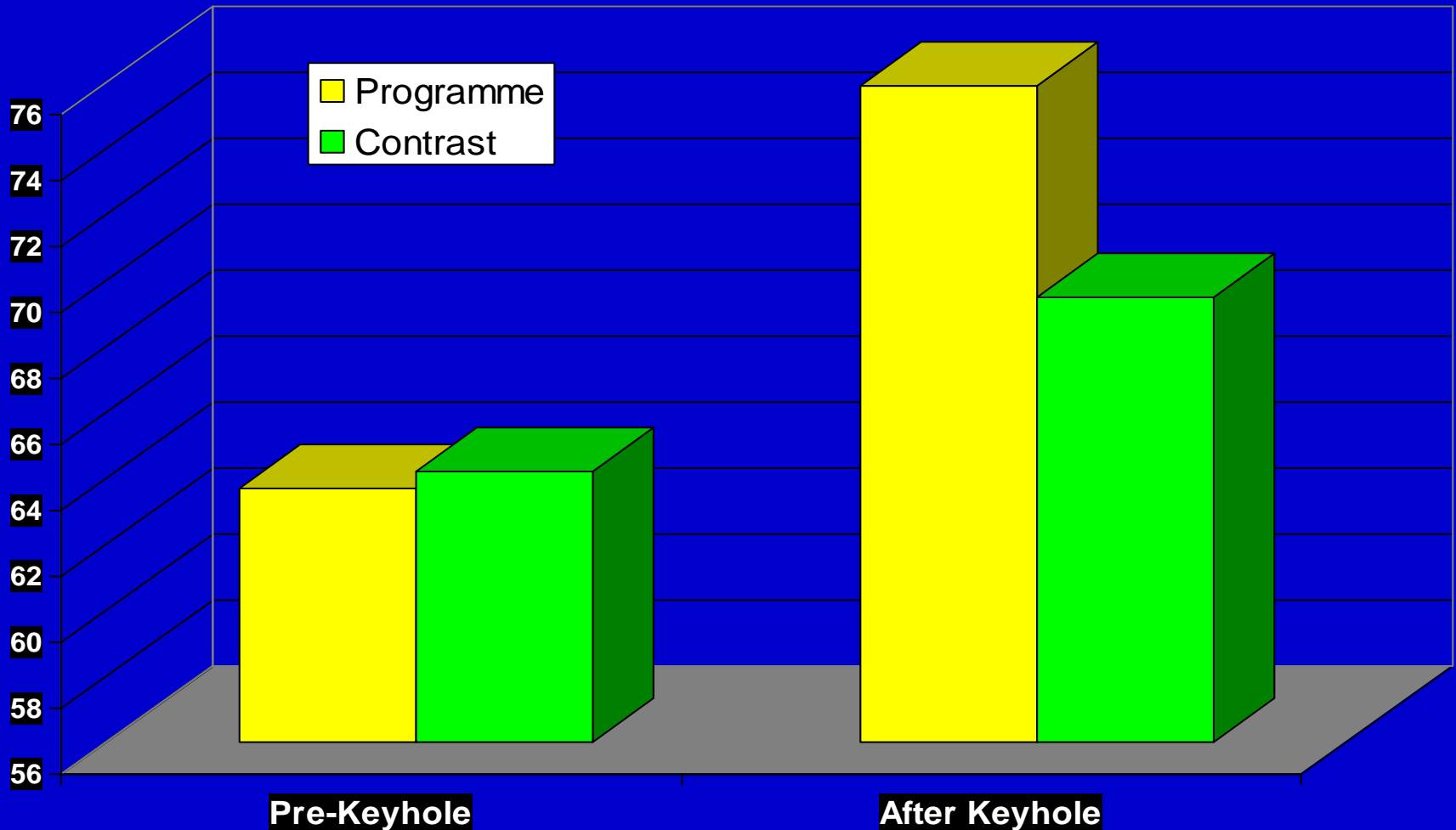
- ❖ **Visual Communication**
- ❖ **Parental Interactions**
- ❖ **TEACCH methods**
- ❖ **Behaviour Management**



Mean Communication scores on Vineland

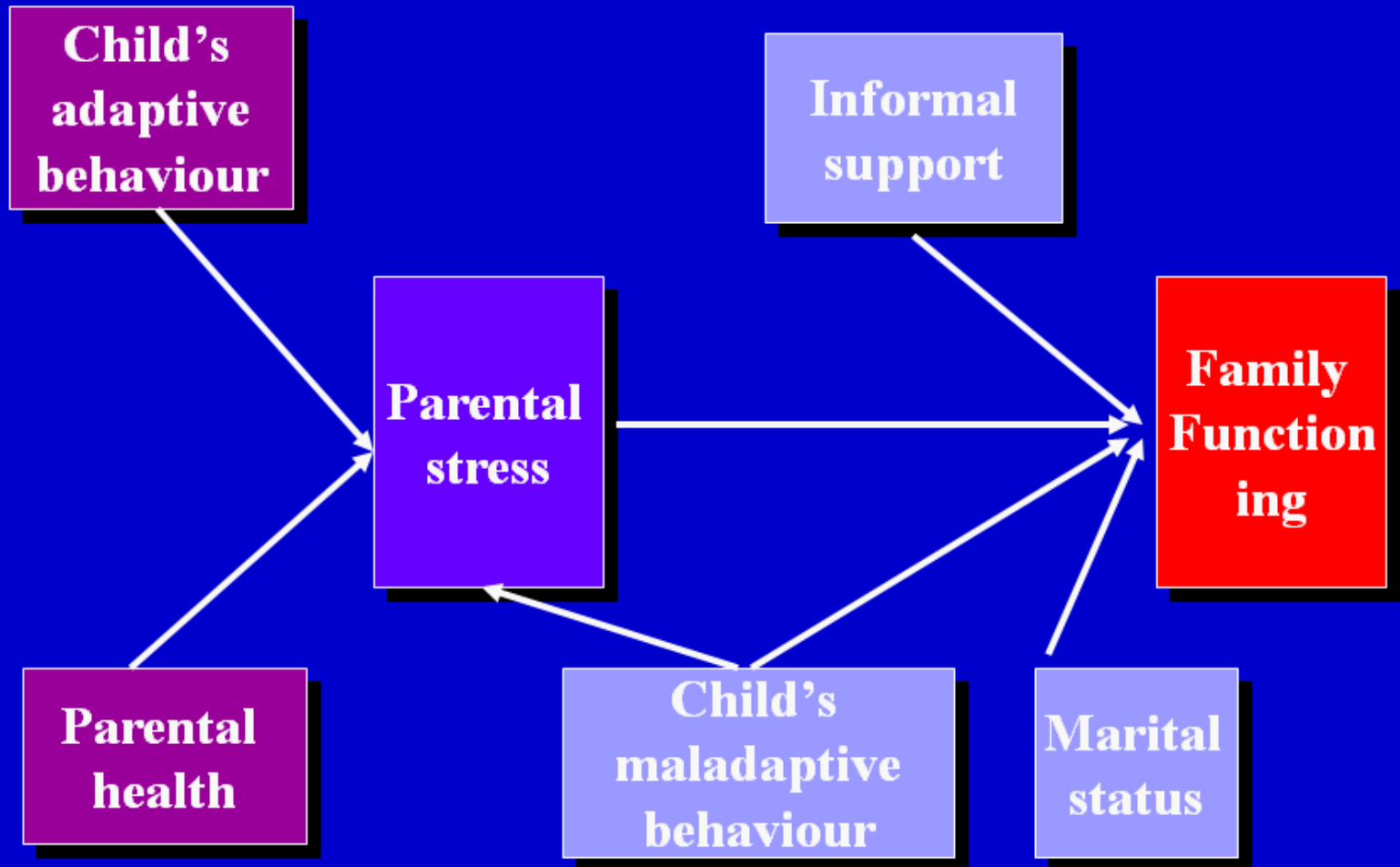


Mean Socialisation scores on Vineland



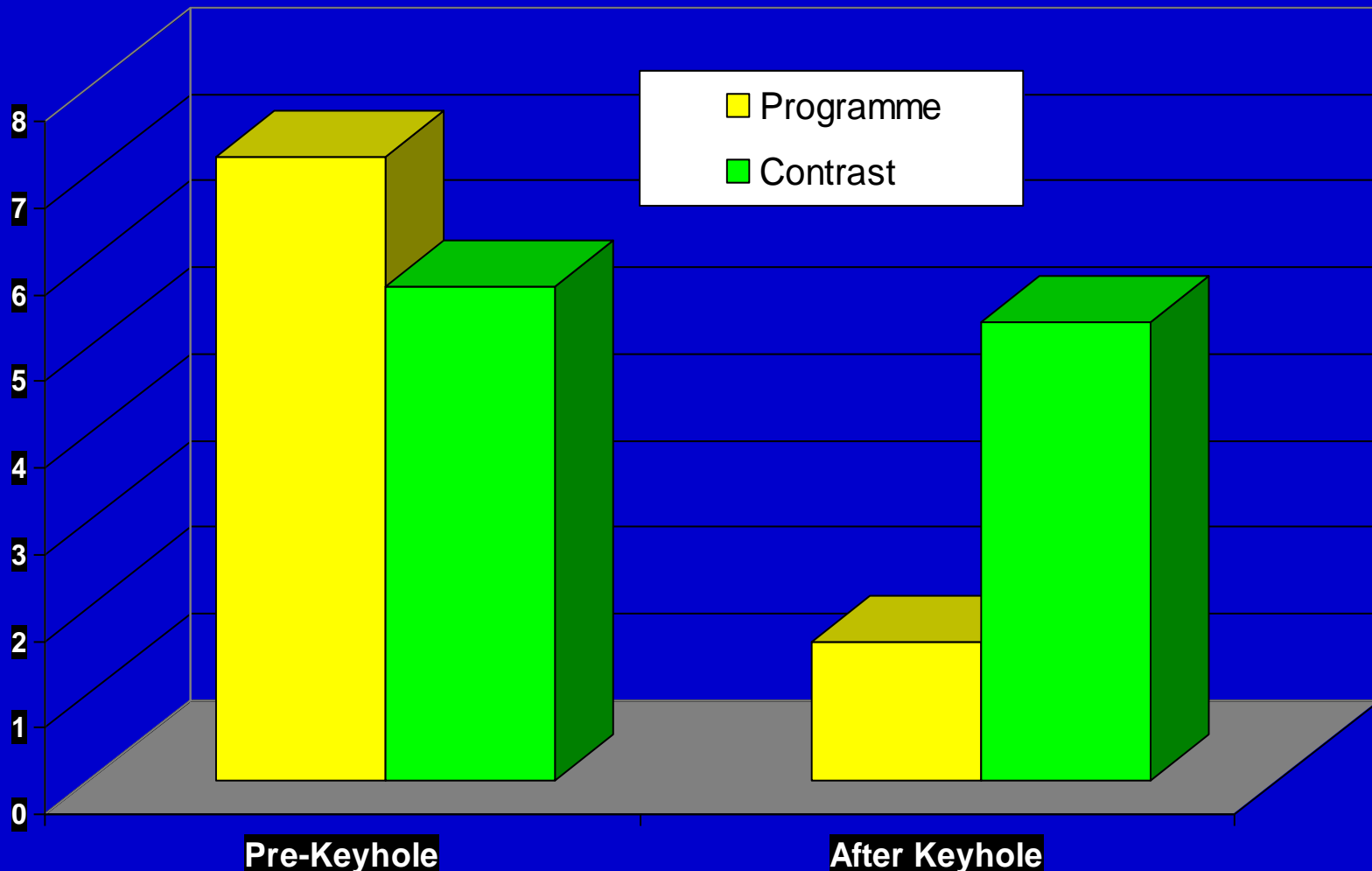
Gallagher, 1992

*“The real advantage of ...
intervention programs may, in
fact, lie in a new spirit of
optimism and encouragement
within the family of the affected
child.”*



Influences on family functioning in three country study

Mothers' mean scores on General Health Que.



ACCESS Workshops – mothers, fathers, grandparents

- **Talking to other parents**
- **Understanding better autism and information about it**
- **Practical ideas and tips**
- **Knowing the help that is available.**



Family Functioning



Zigler, 1990

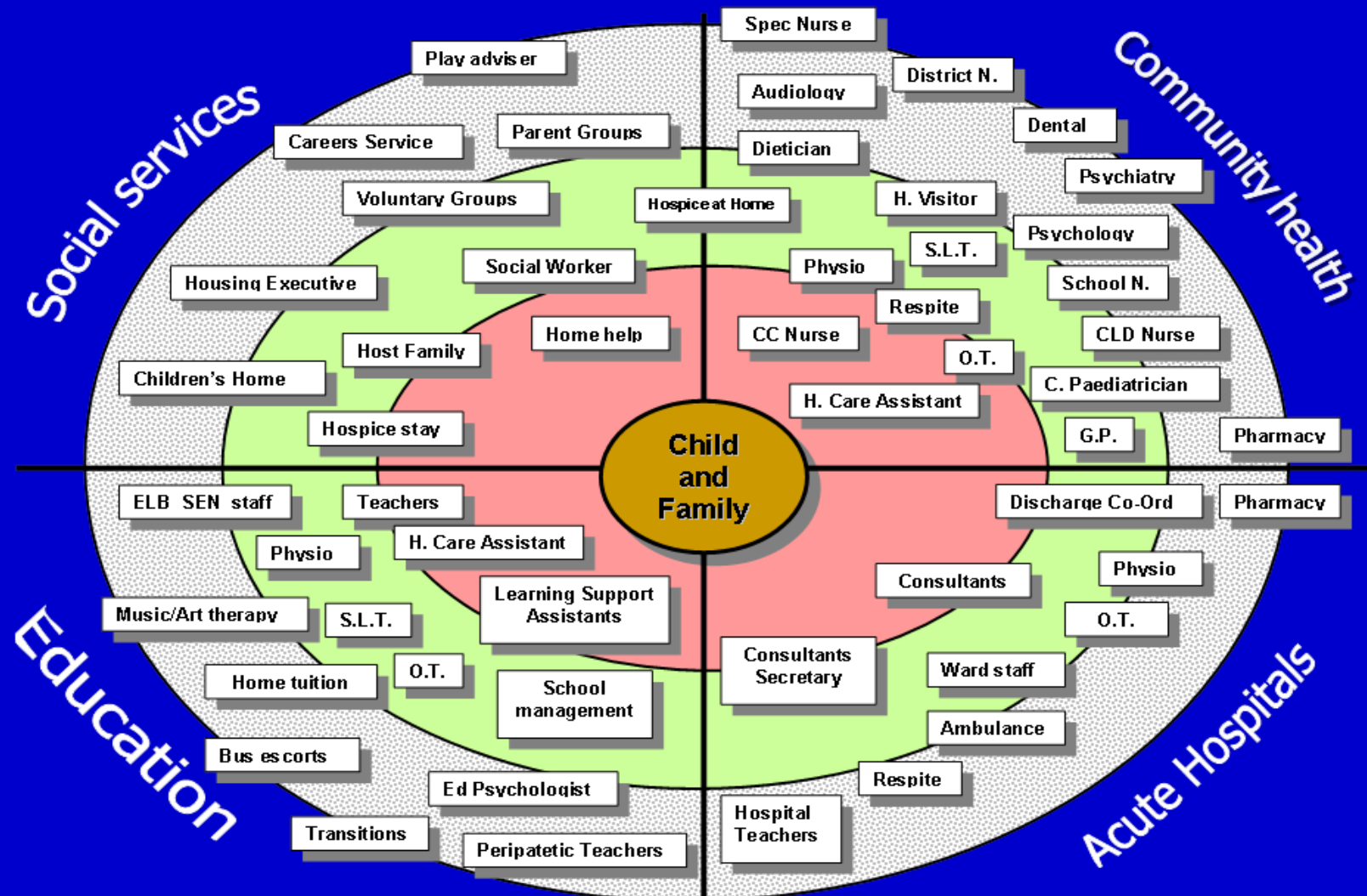
“No amount of counselling, early childhood curricula or home visits will take the place of jobs that provide decent incomes, affordable housing and appropriate healthcare.”

Meisels and Shonkoff, 1990

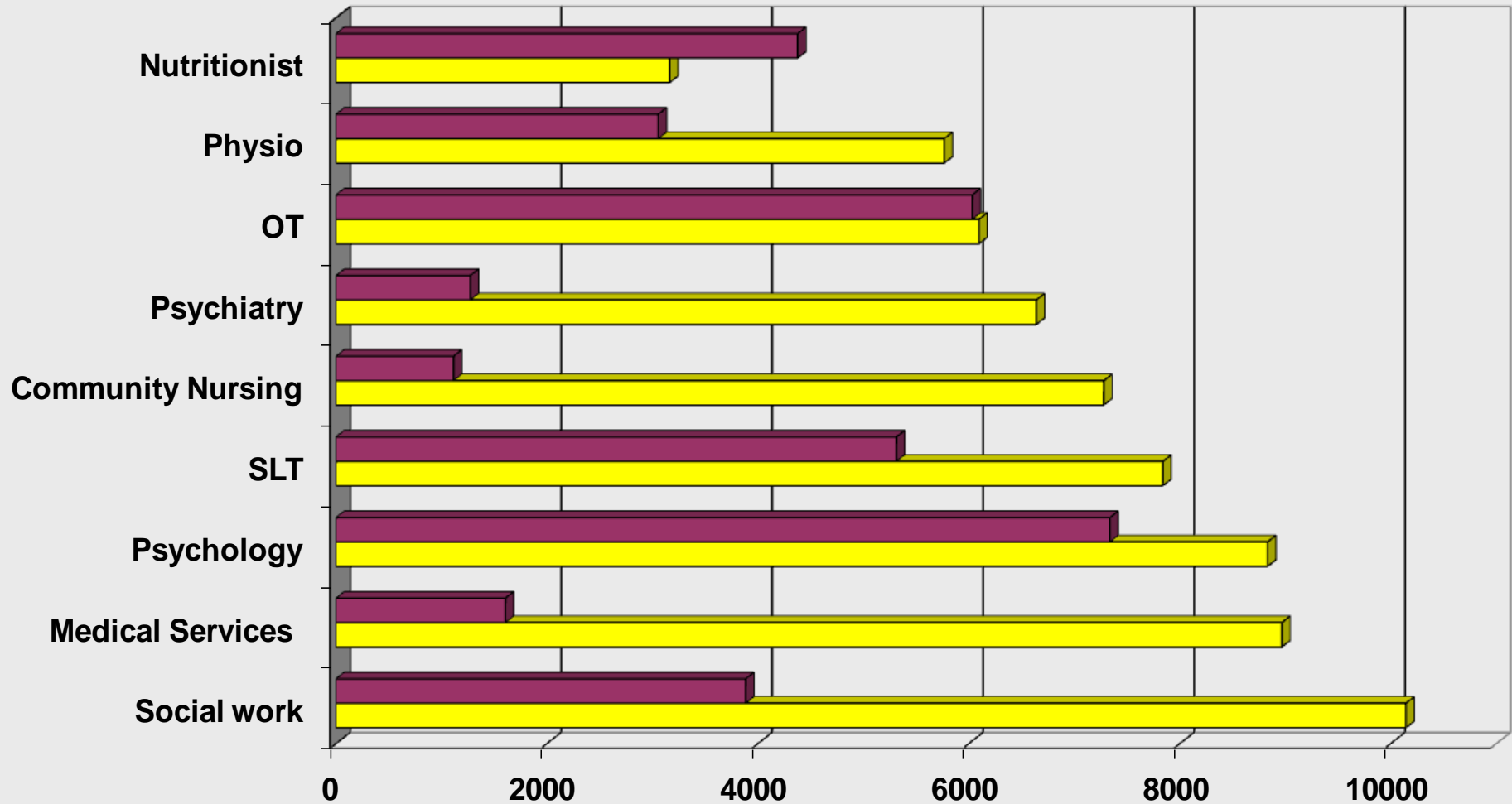
“The needs of infants enrolled in intervention programs can only be fully appreciated and understood within a family context.”

Truisms about professionals

Distinct roles within systems



Number of people with ID receiving and needing a service from



Response to Disability

- Segregation
- Specialisms
- Affluence

'The service world'

Community health

Spec Nurse

Play adviser

Audiology

District N.

Dental

Psychiatry

Psychology

School N.

CLD Nurse

C. Paediatrician

G.P.

Pharmacy

H. Visitor

S.L.T.

Physio

Respite

O.T.

H. Care Assistant

C Nurse

Dietician

Learning Support Assistants

School management

Ed Psychologist

Peripatetic Teachers

Transitions

O.T.

S.L.T.

Home tuition

Bus escorts

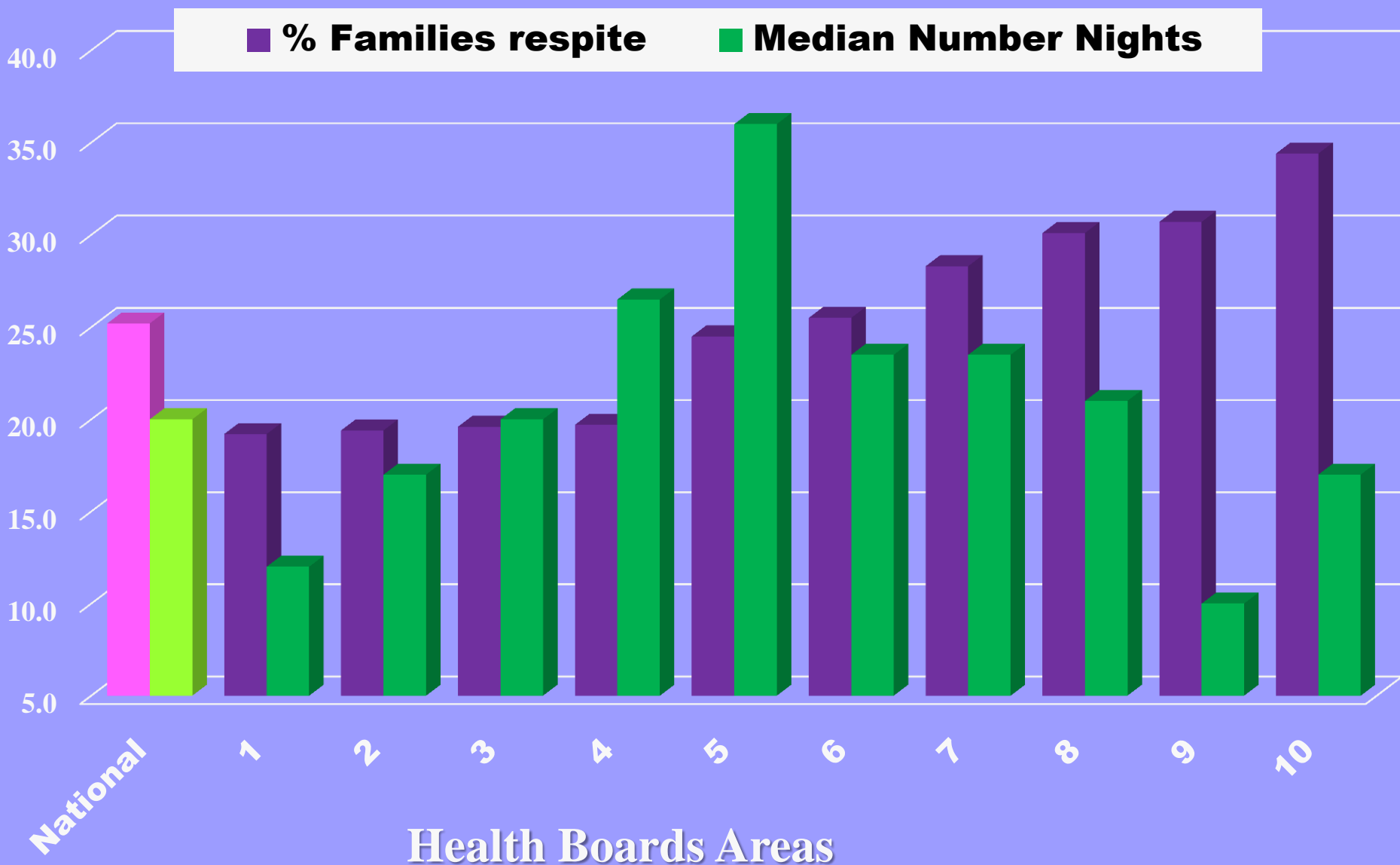
Music/Art therapy

Education

- Procedures
- Routines
- Roles
- Control
- Rationing



Overnight short breaks



Valued Services

Values and Ethos

- Respect
- Trusted relationships
- Honest
- Passion
- Advocacy
- Can-do
- Flexible and Creative
- Children First

Service Procedures

- Integrate Services
- Skilled workforce
- Training for staff
- Link/Key workers
- Assessment Profile
- Individual Plans
- Reviews
- Clear communication

Inequity of access

Supportive services

- ★ Routines
- ★ Procedures
- ★ Roles
- ★ Control
- ★ Rationing

- Personal
- Flexible
- Relationships
- Responsive
- Creative



First generation

- Segregation
- Specialisms
- Affluence

'The service was

Second generation

- Empowerment
- Equality of Opportunity
- Social inclusion

'Value for Money'

Education

Community health

Play adviser

Spec Nurse

Audiology

District N.

Dental

Psychiatry

Psychology

School N.

CLD Nurse

C. Paediatrician

Pharmacy

cy

Physio

S.L.T.

Respite

O.T.

H. Care Assistant

C Nurse

Dietician

H. Visitor

Play adviser

Music/Art therapy

S.L.T.

Learning
Assis

Home tuition

O.T.

Sch
manag

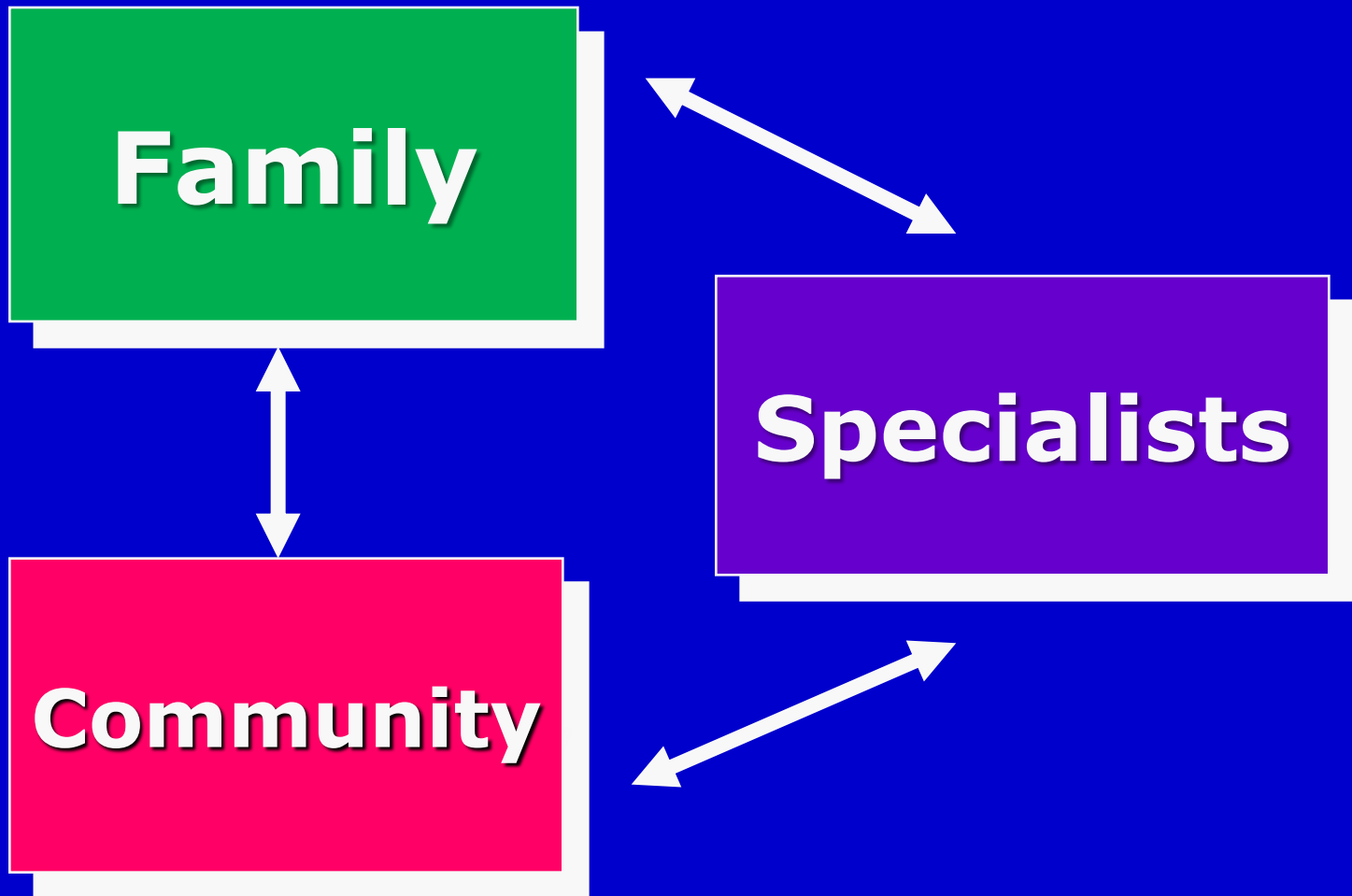
Bus escorts

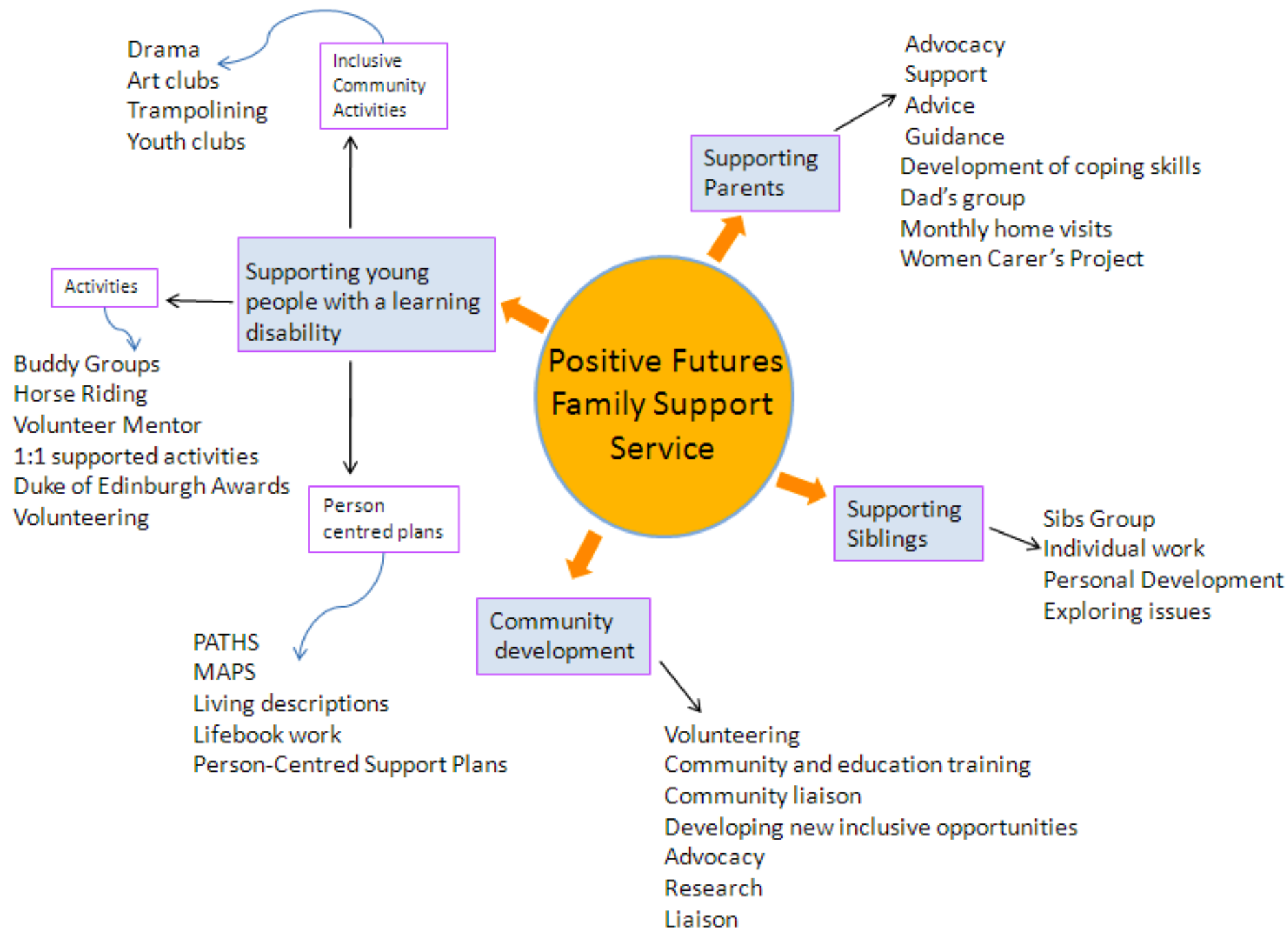
Ed Psychologi

Transitions

Peripatetic

Partnerships



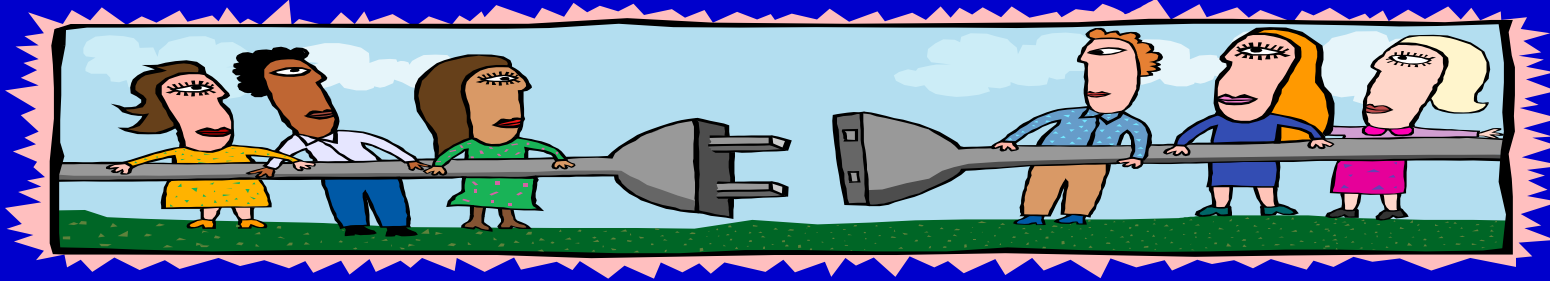


Family Centred Services

- ★ Home Linked
- ★ All members
- ★ Named person
- ★ Family priorities
- ★ Family plan
- ★ Community resources



Realising Partnerships



- Start young
- Focus on individuals
- Build relationships
- Create shared vision
- Use available supports
- Avoid structures
- It takes time
- Acquire and share knowledge

**“What got you to
where you are,
will not get you
to where you need
to be.”**

Albert Einstein

r.mcconkey@ulster.ac.uk



