Family Partnership Model
Intended outcomes of helping

• Do no harm
• Help parents and children to identify and build on strengths
• Help to clarify and manage problems
• Foster resilience & problem anticipation
• Foster development and well-being of children
• Facilitate social support and community development
• Enable service support
• Compensate where necessary
• Improve the service system
Essential qualities of the helper

• Respect
• Genuineness
• Empathy
• Humility
• Quiet enthusiasm
• Personal strength and integrity
• Intellectual and emotional attunement
Skills of helpers

• Concentration/Active listening
• Prompting, exploration and summarising
• Empathic responding
• Enthusing and encouraging
• Enabling change in feelings, ideas and actions
• Negotiating
• Communicating and making use of technical knowledge, expertise and experience
• Problem management
Partnership

• Working together with active participation/involvement
• Developing and maintaining genuine connectedness
• Sharing decision making power
• Recognising complementary expertise and roles.
• Sharing and agreeing aims and process of helping
• Negotiation of disagreement
• Showing mutual trust and respect
• Developing and maintaining openness and honesty
• Communicating clearly
Characteristics of parents and children

• Nature of parent and child problems
• Barriers to engagement
• Motivation to change
• Attitudes and beliefs about services
• Expectations of outcome
• Socioeconomic circumstances
• Culture
The Helping Process

- Relationship Building
- Exploration
  - Understanding
  - Goal Setting
  - Strategy Planning
  - Implementation
  - Review
  - Ending
Service characteristics

- Reflective practice, supervision and support
- Skills, knowledge and competence of staff
- Drive and enthusiasm of practitioners, managers etc.
- Attitudes and beliefs about service provision
- Expectations of change and outcome
- Organisational culture, structure, stability, openness and flexibility, value of and access to meet users needs
- Resources available and their use
Constructivism

- Everyone takes in and processes information for meaning
- Everyone constructs a model of the world
- This helps people to anticipate and adapt to the world
- Constructions develop from previous experience
- Unique to the individual
- Not necessarily conscious or verbal
- Constant process of testing, clarification and change
- Social perceptions, interaction and feelings determined by constructions of others