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Title of Paper: Current Family Partnership Model

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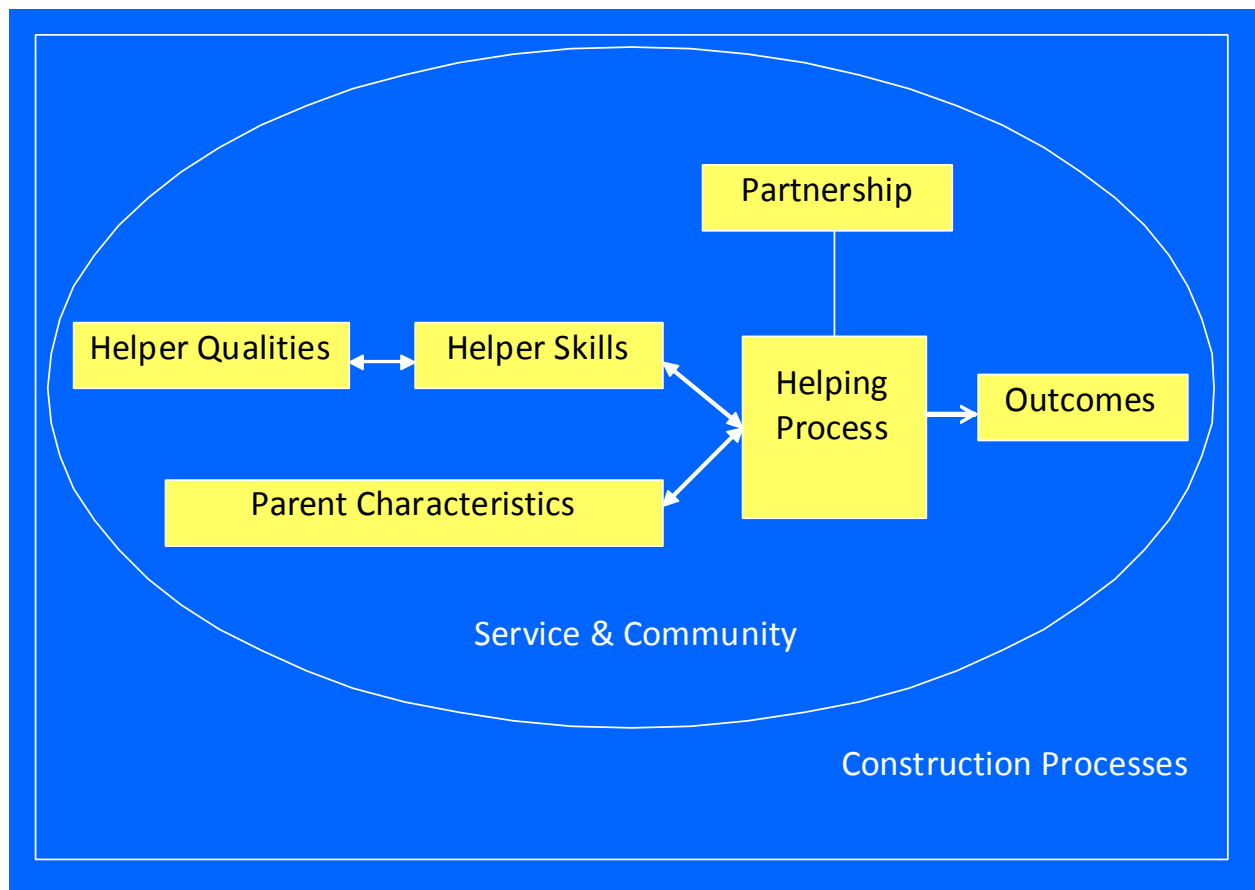
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Current Family Partnership Model

This document describes the current Family Partnership Model as of the date above. It is a conceptual model that is evolving over time and is therefore likely to differ in some detail from the model as presented in earlier publications (e.g. Davis, Day & Bidmead, 2002a & b).

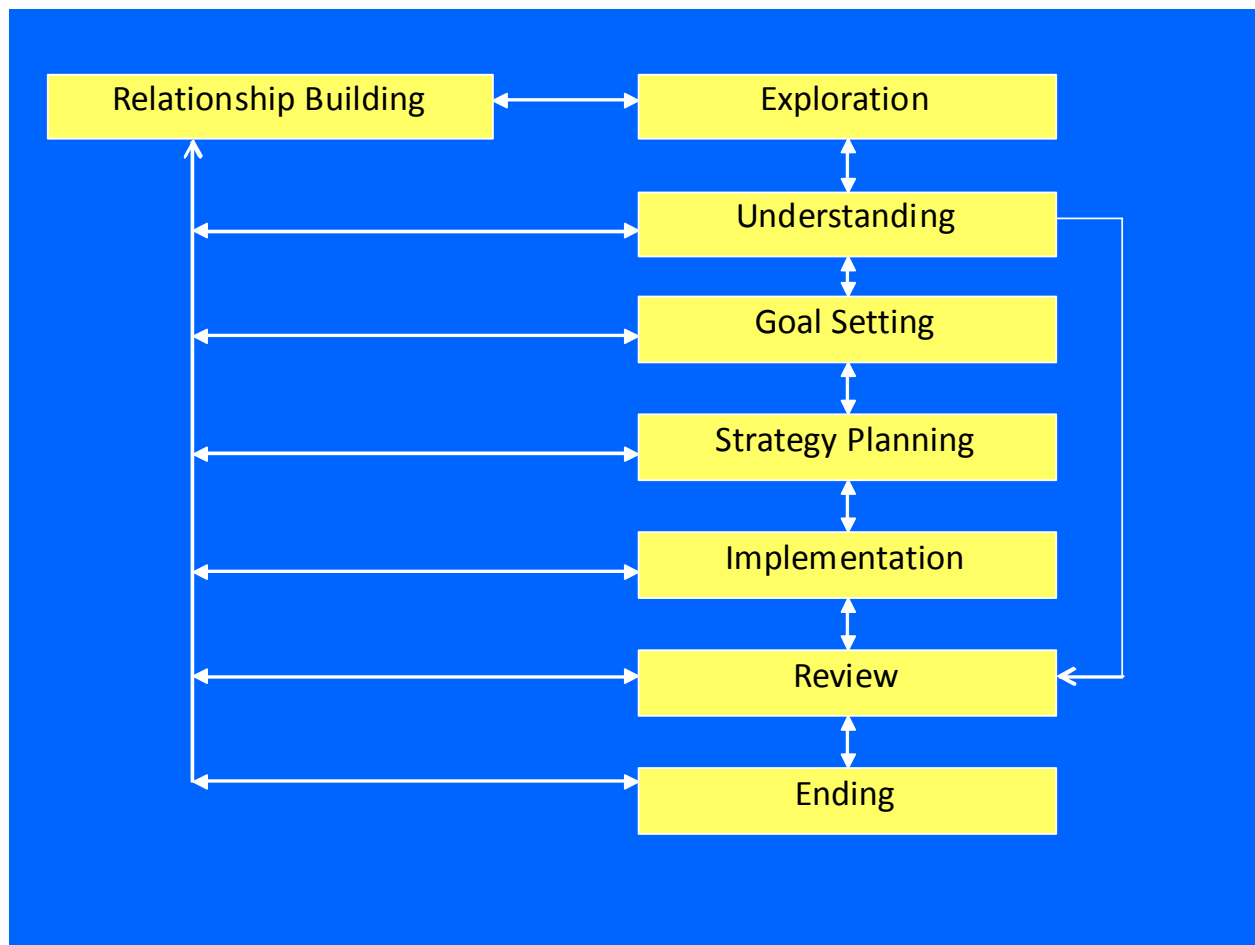
The Family Partnership Model



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

The Process of Helping: Tasks





Essential Qualities of the Helper

- Respect
- Genuineness
- Empathy
- Humility
- Quiet enthusiasm
- Personal strength and integrity
- Intellectual and emotional attunement

Skills of the Helper

- 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

Characteristics of Effective 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



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

Construction Processes

- 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

References

Davis, H., Day, C. & Bidmead, C. (2002a). *Working in Partnership with Parents: the Parent Adviser Model*. London: Harcourt Assessment.

Davis, H., Day, C. & Bidmead, C. (2002b). *The Parent Adviser Training Manual*. London: Harcourt Assessment.