

Positive Parenting Support in Child Protection System

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1. Group Intervention in the child protection system: what criteria can we use to include participants in the group?

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Professionals have several crucial tasks to develop during the implementation of group programs that affect the functioning of the groups and the achievement of the intervention objectives, among which is the selection of the participants and the formation of the group (Hidalgo, Sánchez, Lorence, Menéndez, & Jiménez, 2014). Regarding the selection of participants, thanks to the evaluation of programs carried out in our context, we began to have the knowledge to guide the implementation of group programs with quality guarantees in a population of parents at psychosocial risk in favor of improvement of their parental skills (Rodrigo, 2016). However, we still do not have specific knowledge and tools aimed at fathers and mothers who are at high risk and whose children have been abuse or neglect.

In this presentation, the issue of the selection of participants to participate in the group methodology will be discussed, describing the structure and content of a specific instrument for this purpose and for this population that is being developed within the framework of the R&D project "Keys for the articulation of group socio-educational programs in the processes of foster care and family reunification RTI2018-099305-B-C22". The instrument P-Keys Selection Parental Groups is aimed at identifying strengths and critical aspects in potential people to participate in groups in 8 key areas that facilitate the transforming potential of groups: 1. Motivation for change; 2. Expectations; 3. Predisposition to group interaction; 4. Language skills; 5. Emotional state and mental health; 6. Initial commitment to stay with the group; 7. Culture and personal beliefs; and 8. History of violence. These areas have been defined and operationalized in operational indicators for their assessment.

This instrument is expected to be a tool that contributes with others, to facilitate the engagement of the participants with the intervention and with their personal and family change.

References:

Hidalgo, M. V., Sánchez, J., Lorence, B., Menéndez, S., & Jiménez, L. (2014). Evaluación de la implementación del Programa Formación y Apoyo Familiar en Servicios Sociales. *Escritos de Psicología / Psychological Writings*, 7(3), 33–41. <https://doi.org/10.5231/psy.writ.2014.1211>

Rodrigo, M. J. (2016). Psychosocial Intervention. *Psychosocial Intervention*, (25), 63–68. <https://doi.org/dx.doi.org/101016/j.psi.2016.02.004>

2. The triangle of parenthood: steps towards co-production with childhood and adolescence.

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According to the Convention on the Rights of the Child, children and adolescents have the right to participate in all those aspects that concern them. More and more studies support the importance of giving a voice and considering children and adolescents. They are active and transforming agents of the contexts and realities in which they live. Who better than the child or adolescent to know and transform their reality? However, this participation is limited, especially in contexts such as the child protection system or in contexts in which they are in a situation of risk or vulnerability. In the context of a national R&D project, the need arises to evolve from a participatory research approach with children towards a co-production approach. For this, it is proposed to co-produce with children and adolescents at risk, or in the protection system, the triangle of parenthood, based on the ecological model of interpretation of the family and the development of childhood. To achieve the co-production of the triangle, it will be

necessary to overcome some limitations, commit to multilingual information collection techniques, seek spaces and resources so that their participation is real, working with adults and children collaboratively, without forgetting that no one is more expert in childhood than themselves.

3. FRAME+P, a social and educational action model with the biological family in the child and adolescent protection system from the positive parenting approach

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FRAME+P is a comprehensive model that organizes social and educational action processes with biological family within the child and adolescent protection system. It is aimed at guiding the work of all the agents involved (professionals, family, child and adolescence) in accordance with the scientific evidence conferred by the ecological perspective, positive parenting and meaningful participation. It pursues an optimal development of the processes of provisional separation of foster care and family reunification that guarantee the recovery of parental capacities to achieve and consolidate a safe family environment that allows the return of child and adolescence with his family. The model is a result of the coordinated R&D project. The model It has been developed in two phases. First, the integration of the relevant scientific literature was carried out through different systematic review strategies. Second, three validation cycles were developed through consensus groups with national and international researchers, experts and professionals. FRAME+P offers a framework of understanding and action in which different resources and strategies are integrated in each of the phases of the fostering and family reunification process. It facilitates the assessment of families and the identification of the phases and parental socio-educational needs. It

makes it possible to establish the necessary changes in the ecology of parenting in each family with the aim of favoring good treatment of children, building an ecosystemic understanding of situations of abuse and neglect. FRAME+P model provides content to the individualized protection plan and the family reintegration program contemplated by the Organic Law on the Legal Protection of Minors, by specifying the objectives, instruments and timed strategies of parenting work positive in families in a situation of provisional separation during foster care.

4. Psychoeducational Programme to improve the quality of visits during non-kinship foster care Visits: a context for family development

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Background and objective: Visits: a context for family development (Bernedo et al., 2020) is the first psychoeducational programme aimed to improve the quality of contact visits between foster children and their birth families through the promotion of parental, educational and emotional competencies of biological and foster families. It is the consolidation of different projects and publications of the Foster Care and Adoption Research Group of the University of Malaga, which had highlighted the lack of such programmes and the need to develop a systematic and structured approach that could help to ensure that all those involved in visits were adequately prepared, thereby increasing the likelihood of a quality encounter between children and their birth family.

Method: The programme included two training modules, one for birth families, one for foster families. Each module consists of seven sessions, six of which are individual; the final session is a group encounter for all participants and is designed to consolidate what has been learned and to provide an opportunity for feedback to be shared. Both families have been trained in specific communication and educational skills, among

other relevant aspects for the quality of the visits. In addition, work was carried out on the collaborative relationship between birth and foster families. Specifically, birth families were trained to transmit appropriate messages to children and received coaching in regard of the types of gifts, snacks and age-appropriate topics of conversation during visits. On their side, foster families were trained to identify more accurately the child's emotional state before and after the visits.

Results and conclusions: The results on its short-term effectiveness demonstrate that it is a useful resource for the promotion of positive parenting complementing the resources available to child welfare professionals to support the foster care process and, in particular, the contacts that can take place between foster children and their birth family. Furthermore, it is paving the way to become a high-quality, evidence-based family support programme.

Recommendations:

- The intervention with birth and foster families is relevant.
- Improve the quality of visits during foster care.
- The programme is a resource for child welfare professionals.
- The families improve their affective relationships with the child and the collaboration between them.