

STIMULATION & EDUCATION: School

1) Child focused care giving.	2) Adult focused care giving.	3) Child's Needs are secondary to adults.	4) Child's needs are not considered.
<p>Carer takes an active interest in schooling and support at home, attendance is regular.</p> <p>Carer engages well with school or nursery and does not sanction missed days unless necessary.</p> <p>Carer encourages child to see school as important. Interested in school and support for homework.</p>	<p>Carer maintains schooling but there is not always support at home.</p> <p>Carer struggles to link with school, and their own difficulties and circumstances can get in the way.</p> <p>Can sanction days off where not necessary.</p> <p>Carer understands the importance of school, but is inconsistent with this and there is also inconsistency in support for homework.</p>	<p>Carer makes little effort to maintain schooling.</p> <p>There is a lack of engagement with school. No interest in school or homework.</p> <p>Carer does not recognise child's need for education and is collusive about child not seeing it as important.</p>	<p>Carer hostile about education, and provides no support and does not encourage child to see any aspect positively.</p> <p>Total lack of engagement and no support for any aspect of school such as homework, outings etc.</p>

STIMULATION & EDUCATION: Sport and leisure

1) Child focused care giving.	2) Adult focused care giving.	3) Child's Needs are secondary to adults.	4) Child's needs are not considered.
<p>Carer encourages child to engage in sports and leisure, if affordable.</p> <p>Equipment provided where affordable, or negotiated with agencies/school on behalf of child.</p> <p>Carer understands the importance of this for child's wellbeing.</p> <p>Recognises when child good at something and ensures they are able to pursue it.</p>	<p>Carer understands that after school activities and engaging in sports or child's interests is important, but is inconsistent in supporting this, because own circumstances get in the way.</p> <p>Does recognise what child is good at, but is inconsistent in promoting a positive approach.</p>	<p>Child makes use of sport through own effort, carer not motivated and not interested in ensuring child has equipment where affordable.</p> <p>Does not recognise the value of this to the child and is indifferent to wishes of child or advice from others about the importance of sports/leisure activities, even if child is good at it.</p>	<p>Carer does not encourage child to take part in activities, and may be active in preventing this.</p> <p>Does not prevent child from being engaged in unsafe/unhealthy pursuits.</p> <p>Carer hostile to child's desire to take part or advice from others about the importance of sports/leisure activities, even if child is good at it.</p>

STIMULATION & EDUCATION: Friendships

1) Child focused care giving.	2) Adult focused care giving.	3) Child's Needs are secondary to adults.	4) Child's needs are not considered.
<p>This is supported and carer is aware of who child is friends with.</p> <p>Aware of safety issues and concerns.</p> <p>Fully aware of the importance of friendships for the child.</p>	<p>Carer aware of need for friends, does not always promote, but ensures friends are maintained and supported through opportunities for play etc. Aware of importance to child.</p>	<p>Child finds own friendships, no help from carer unless reported to be bullied.</p> <p>Does not understand importance of friendships.</p>	<p>Carer hostile to friendships and shows no interest or support.</p> <p>Does not understand importance to child.</p>

STIMULATION & EDUCATION: Addressing bullying

1) Child focused care giving.	2) Adult focused care giving.	3) Child's Needs are secondary to adults.	4) Child's needs are not considered.
<p>Carer alert to child being bullied and addresses immediately.</p>	<p>Carer aware of likelihood of bullying and does intervene when child asks.</p>	<p>Carer unaware of child being bullied and does not intervene.</p>	<p>Carer indifferent to child being bullied.</p>

PARENTAL MOTIVATION FOR CHANGE:

1) Child focused care giving.	2) Adult focused care giving.	3) Child's Needs are secondary to adults.	4) Child's needs are not considered.
<p>Carer is concerned about children's welfare; wants to meet their physical, social, and emotional needs to the extent he/she understands them.</p> <p>Carer is determined to act in best interests of children.</p> <p>Has realistic confidence that he/she can overcome problems and is willing to ask for help when needed. Is prepared to make sacrifices for children.</p>	<p>Carer seems concerned about children's welfare and claims he/she wants to meet their needs, but has problems with own pressing circumstances and needs.</p> <p>Professed concern is often not translated into effective action, but carer expresses regrets about own difficulties dominating.</p> <p>Would like to change, but finds it hard. May be disorganised, does not take enough time, or pays insufficient attention; may misread 'signals' from children; may exercise poor judgement.</p>	<p>Carer is not concerned enough about children's needs to change or address competing demands on their time and money. This leads to some of the children's needs not being met.</p> <p>Carer does not share professionals' 'priorities' when it comes to child care; may take an indifferent attitude.</p> <p>There is lack of interest in the children and in their</p>	<p>Carer rejects the parental role and takes a hostile attitude toward child care responsibilities.</p> <p>Carer does not see that they have a responsibility to the child, and can often see the child as totally responsible for themselves or believe that any harm that befalls the child is the child's own fault and that there is something about the child that deserves ill treatment and hostile parenting.</p> <p>May seek to give up the responsibility for children.</p>