

Practitioner Training

Notes for trainers

This training programme has been designed for any professional who works with children and families and disabled people in any setting. The programme is divided into three modules:

Module 1: Child Protection and Disability: The Context

Module 2: Child Protection and Disability: Protecting Disabled Children

Module 3: Child Protection and Disability: Working with Disabled Parents

The duration of each module will depend on the size and experience of the group of participants - it is estimated that each module will run for a half day, 3-4 hours, but will take a lesser time if there are, for example 2 as opposed to 4 or 5 groups as less time will be required for feedback from exercises and case studies; more experienced groups will also have prior knowledge which may allow quicker coverage of some issues.

The programme can be delivered as a continuous training event or each module may be delivered singly. The programme can also be supplemented if required by including additional material from other training packs recommended in the WithScotland/Scottish Government Child Protection And Disability toolkit. Indications are given in the modules where, for instance, particular video clips might be used from the NSPCC "Safeguarding Deaf and Disabled Children" DVD.

Aim

To develop knowledge, confidence and competence in managing and supporting work with children, young people and parents affected by disability.

Objectives

- Raise awareness of the challenges disability may create in families
- Increase knowledge about the abuse and neglect of children and young people with disabilities
- Identify the particular risks of abuse which disabled children and young people face and how these risks may be overlooked through common myths and misconceptions
- Challenge attitudes and values about the vulnerability of disabled children and young people to abuse and neglect
- Raise awareness of the experiences and challenges disabled children and young people may face
- Challenge attitudes and values about the competence of disabled parents
- Identify ways of working positively with disabled parents to provide support

[Learning outcomes and additional notes »](#)

Practitioner Training: Learning outcomes and additional notes

Learning outcomes

By the end of the programme, participants should be able to:

- Describe social and cultural attitudes to disability
 - Recognise how their own attitudes and values to disability, or those of their agency or the general public, can affect how they view risks of child abuse and neglect in families
 - Explain the rights of disabled children and adults and their responsibility to promote equal treatment
 - Recognise the particular vulnerabilities of disabled children to abuse and neglect
 - Describe the impact that disability of a family member may have on other family members
 - Explain the importance of maintaining a child focus
 - Identify ways they will work more effectively with disabled children or disabled adults and from where to obtain further help
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Trainers

The course can be delivered by any experienced trainer. The ideal would be for 2 trainers with complementary experience in child protection and disability as this would allow each to bring a different perspective to the discussion and would mirror one of the over-riding themes of the training, which is child protection and disability services working in collaboration.

Course participants

The course is essential learning for both those who work in child and family services and those who work with disabled children and adults. Mixed discipline participants are strongly recommended as this will not only bring in different professional perspectives on the issues but will also mirror the joint working which is key to providing effective services for both disabled children and adults. The course will, therefore, be of value to social workers, health professionals, teachers, police, criminal justice and children's hearings services and the voluntary sector.

Course structure

The mainstay of the course is the powerpoint presentation, but there are opportunities for pause and discussion at several points and some set exercises and case studies. The optimum number of participants should, therefore, not exceed 24/25 and opportunity created to split into groups of 4 – 6 for the exercises. As far as possible the groups should be mixed discipline. The course will work for smaller numbers - indeed, it would be quite appropriate for just a single small, mixed discipline group.

Each slide in the presentation has trainers' notes attached to give further explanation or to expand the information given. These are for use at the trainers' discretion as their relevance will be affected by the knowledge and experience of particular participants – they may be useful in answering questions, expanding points, giving further information, confirming or countering views from the participants.

Since some of the exercises ask questions and invite discussion about issues which are then covered in following slides, it is recommended that, if printed copies of the presentations are given as handouts, this is done on completion of the module.

Practitioner Training: Materials

Materials

- Notes for trainers
- Aims and objectives for participants
- Powerpoint slides – with further trainer information/ guidance incorporated within slides where appropriate
- Flip charts, paper and pens to be provided for exercises
- Ice-breaker – to be provided by the trainer at his/her discretion
- Learning objectives – slide in each section of the course
- Small group exercises – introduced by slides
- Reflection on learning – introduced by slides
- A companion DVD (13 minutes) for use with Part 3 illustrating the issues faced by disabled parents
- Case studies – the position of these and questions arising from them included in the presentation
- Further reading – incorporated into slides, includes references from the presentation as well as suggestions to expand on the knowledge imparted through the course

There is also an accompanying True or False Quiz for use at the trainer's discretion. The quiz is in paper form with tick boxes for participants' answers. A trainer's answer sheet is provided along with powerpoint answer slides. Trainers may wish to ask participants to fill this in at the start and end of the course so that each participant can check their learning.

Trainers should also prepare a list of local resources. Participants will wish to know how they can contact and access the sort of resources and services mentioned in the presentations in their local area. This could include: psychological services, speech and language therapy, disability services both statutory and those run by voluntary organisations and advocacy services. Some areas also have their own training materials and courses in both disability and child protection which participants might want to follow up to increase their learning.

Practitioner Training: Module 1 and 2

Module 1

Time approx. 3 – 3 ½ hours

1. Explain the overall course aim and objectives
2. Describe the learning process – slides to give information, draw out knowledge from participants, prompt thoughts and discussion and facilitate cross professional learning
3. Ask participants to complete the quiz sheets and retain to end of course (optional)
4. Slide 1 – this first module sets the context for child protection work with disabled children and disabled parents
5. Slide 2 – discuss the intended learning outcomes
6. Slide 3 – use this to gain agreement to the learning process
7. Slide 14 – small group exercise – 10 mins
8. Slide 27 – small group exercise – 10 mins
9. Slide 35 – reflection on learning
10. Slides 37 & 38 – further reading (may want to print these as handouts)

Module 2

Time approx. 3 ½ - 4 hours

1. Remind of the overall course aim and objectives
2. Remind of the learning process – slides to give information, draw out knowledge from participants, prompt thoughts and discussion and facilitate cross professional learning
3. Slide 1 – this second module goes into more detail about the risks for disabled children, deals with some common misunderstandings and describes some of the ways that help for them might be delivered
4. Slide 2 – discuss the intended learning outcomes; remind of the learning agreement from part 1
5. Slide 6 – small group exercise – 10 mins
6. Slide 13 – small group exercise – 10 mins
7. Slide 19 – case study: Joseph – prepare as handout
8. Slide 20 – small group exercise – 10 mins
9. Slide 39 – reflection on learning
10. Slides 41 & 42 – further reading (may want to print this as handout)

Practitioner Training: Module 3

Module 3

Time approx. 3 – 3 ½ hours

1. Remind of the overall course aim and objectives
2. Remind of the learning process – slides to give information, draw out knowledge from participants, prompt thoughts and discussion and facilitate cross professional learning
3. Slide 1 – this third module goes into more detail about the issues for disabled parents, deals with some common misunderstandings, identifies the dilemma for professionals in supporting parents yet protecting children and describes some of the work which might be done with the families
4. Slide 2 – discuss the intended learning outcomes; remind of the learning agreement from part 1
5. Slide 3 – introduces DVD of disabled parents describing their experiences (7 case studies – total runtime 13 mins, so allow 30 mins for this to include discussion)
6. Slide 6 – small group exercise – 10 mins
7. Slide 13 – small group exercise – 10 mins
8. Slide 18 – case study: John – prepare as handout
9. Slide 43 – reflection on learning
10. Slides 45 - 48 – further reading (may want to print these as handouts)

If the True or False Quiz was used at the beginning, re-issue, give answers and discuss.