

Outline

1. Residential Care & Child outcomes
2. THE FUTURE OF THE WORK
- 3.
4. Social Programme Design
5. Tool Design: The art of the possible

Residential Care & Child outcomes

1. Long history of evidence on the negative impacts of residential care on all aspects of

- Developmental delay

- Social & emotional deficits (e.g. insecure attachment)

- Risks for long-term poor outcomes (particularly in boys)

2. ...

3. ...

A Key impact of long term early institutional

Deprivation Attachment Deficits

Early experiences become internalized into the attachment system (Bowlby) that guides interpersonal

of the child's life. The child's behavior is influenced by which in turn guides the behaviour of the child towards other people. Social relationships in childhood are largely determined by the quality of attachment.

The attachment system is core component of personality development.

The expression of attachment deficit changes with development. It is a continuum to the degree of deprivation. Research shows that children who are deprived of attachment in early life are more likely to be

ARK Bulgaria

Goal 1: DI to Foster Care (including subsidised for
discovered children) if possible, if not, the

Goal 2: Develop foster care capacity.

Instability in the family system in Bulgaria);

Challenges:

Build the highest rate of child

placement in foster care, with 1 in 50 children

placed in foster care in Romania.

The TOR for the Work

Produce Assessment Tools for the M&E of the DI programme.

Empowerment (0-2) (to be aggregated for 0-30) (no. 11)

Adolescence (12-17)

as assessed by Institutionalisation
as assessed by Institutionalisation

Placement Environment (Quality of care & stimulation)

Appropriateness of the placement environment (to be

measured by (0-2) (no. 12)

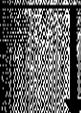
Placement as possible (to be measured by (0-2) (no. 13)

Placement as possible (to be measured by (0-2) (no. 14)

Placement as possible

De-institutionalisation Programme Design

Conditions



Impact of Institutionalisation on Child Outcomes

INTERVENTIONS

INTERVENTIONS

Child Placement

Research Process 1

Step 1: Establish the outcomes of

institutionalisation for children of different ages

Step 2: Explore existing measures that can

(if possible) be used to

Can we find out what measures take account of the child's development over the course of the AFRK programme (e.g. developmental

assessment, cognitive domain)?

Can we find out what measures take account of

researcher approach

methodology

Research Process 2

Step 3. Establish features of the placement

outcome) and which existing measures would be

appropriate? (What are the features of the placement environment?)

Step 4. Having made the choices: Consider cultural

appropriateness? Do our instruments translate well

into the culture? How do we do this? (The Roma child)

Institutional Placements

History

Placement Household Structure, Child care arrangements

Environment Degree of structure and order in the home

Parent report

Parent Relationship with the child (NLSAH/Care)

Child Psychosocial Functioning, SDOQ (3-4 yrs)

Psychosocial Wellbeing Serious behavioural problems, Rutter CBQ

Observation Constructed Attachment Questions

Parent report Child Behaviour

Child Care arrangements using

Measurement of Attachment Deficit

Measurement of attachment and the associated behaviors of all system analysts is expertise. We did not have it.

We had a simple solution that could point to more expertise

E.g: Tool 0-5 asked:

Does the system have the ability to leave with
if it is in a shop or any other public place)?

Tool 6-11 asked:

Does the system have the ability to get away if you are
people who are not physically present?
strong example if you have

Does the system have the ability to get away if you are
people who are not physically present?
strong example if you have

<p>Indicator: Institutional Placement History</p>	<p>Institutional Placement History</p>
<p>Indicator: Placement Environment</p>	<p>Placement Environment, Child care arrangements, Degree of structure and order in the home, etc.</p>
<p>Indicator: Observation</p>	<p>Degree of involvement of the carer with the child</p>
<p>Indicator: Child self-report</p>	<p>Career Relationship with the child. (NLSAH) Career Relationship with the child (Self-report)</p>
<p>Indicator: Child Psychosocial Wellbeing</p>	<p>Psychosocial Functioning. SDQ (4-16 yrs PAID) Serious behavioural problems. Rutter CBO. Attachment Research Questions.</p>
<p>Indicator: Observations and reports</p>	<p>Observations of child behaviour, Child Behaviour Checklist, etc. NICHD Study of Early Child Care and Youth Development</p>
<p>Indicator: Child self-report</p>	<p>Child self-report on placement and risks at home</p>

12-17 Test

Indicators & Measures

<p>1: Institutional Placement History</p>	<p>Institutional Placement History</p>
<p>2: Placement Environment</p>	<p>Structure, Child care arrangements, Degree of structure and order in the home, etc</p>
<p>3: Observations and child self-report</p>	<p>Degree of involvement of the carer with the child and activities with the carer</p>
<p>4: Child Psychosocial Wellbeing</p>	<p>Attachment (AMI SAH), Carer Relationship (ANU SAH), SDAN (Discipline), ERM (Family HOME, Supervision SAHA)</p>
<p>5: Child Psychosocial Wellbeing</p>	<p>Psychosocial Functioning, SDQ (4-16 yrs P&T), Risk Behaviour SAHA, Friendships and relationships</p>
<p>6: Child Psychosocial Wellbeing</p>	<p>Attachment (AMI SAH), Carer Relationship (ANU SAH), SDAN (Discipline), ERM (Family HOME, Supervision SAHA)</p>

The Tools We Developed: Contents

• Governance, medical and school records
institutional history, placement conditions;

• Caregiver interviews, observations schedule

• Caregiver relationship and interactions with the child, approach

residential arrangements, educational arrangements, other

• Caregiver interview & home observation schedule to assess:

Child developmental wellbeing Descriptions / ratings

Child mental health (ages 12 - 17 years)

• Parental and caregiver mental health
Psychological

• Child Mental Health services

Process: Piloting, Validating and Training

Finalised first drafts in SA.

then:

Bulgaria team checks for face validity;

Transcripts sent to Bulgaria;

Travel to Bulgaria: train and pilot in Stara Zagora. Visi
Romantic opportunities; discussions with Ministry.

Review of transcripts with more pre-

Final drafts checked against the original

Training in Bulgaria

11.00 - 11.30: Introduction to the course

12.00 - 12.30: Introduction to the course

13.00 - 13.30: Introduction to the course

14.00 - 14.30: Introduction to the course

15.00 - 15.30: Introduction to the course

16.00 - 16.30: Introduction to the course

Conclusion

Outcome:

Tools of M&E on robust measures, aligned with needs of
larger organization.

ADPK - 1994 - 1995 - 1996 - 1997 - 1998

Further development of tools based on valid, reliable and
instruments modified for M&E purposes, and which
can be administered within 75 minutes by staff with
limited or no development training.

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