

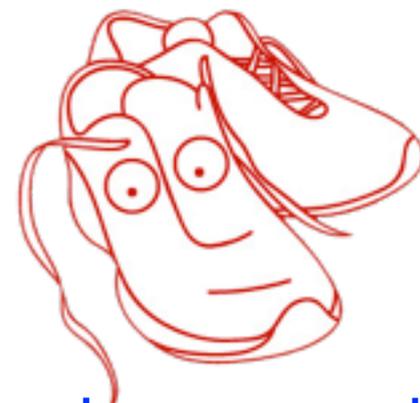
Participation rights for children. Good Practice exchange
Brno October 2016

Tools to help professionals communicate with children, and children communicate with professionals



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@ipsychapps

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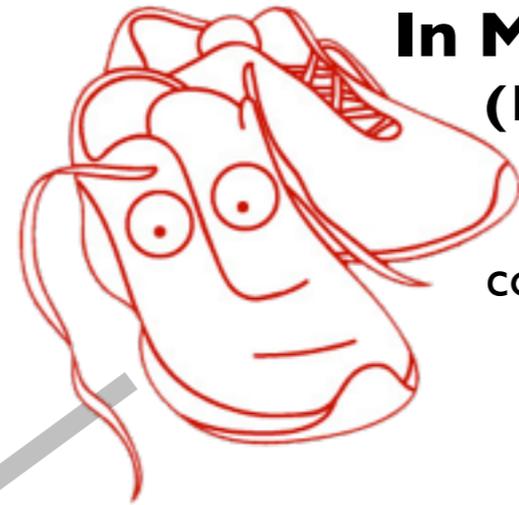


child
and
family
training

www.childandfamilytraining.org.uk

www.inmyshoes.org.uk

Development of interview tools & training

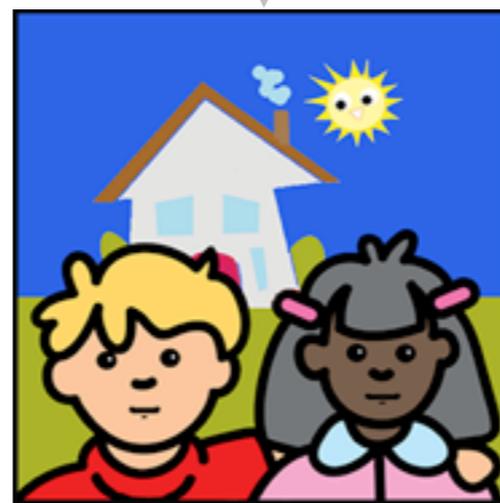


In My Shoes (IMS) (1993 → present)

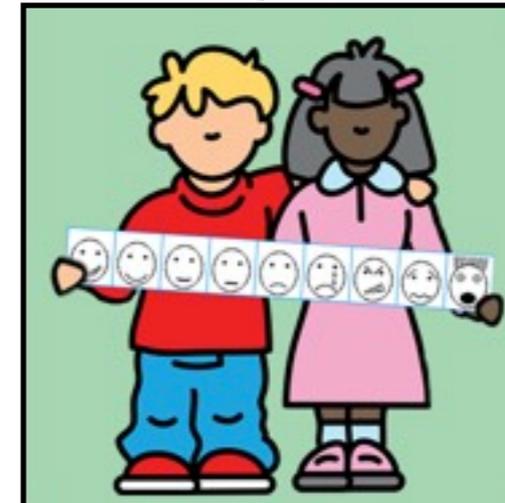
- a comprehensive
communication toolkit-
(Mac OS X & Windows)



This Much! (2013)



Backdrop (2014)



This Feeling (2015)

IMS inspired apps for iPad, Windows tablets Mac OS and Windows

*An Interactive Visual Analogue
Scale (VAS):*

- Establish capacity
- Express & prioritise goals/
preferences
- Evaluate relationships
- Quantify symptoms, wishes
& preferences

A Draw-&-Tell tool:

- Build rapport
- Enhance communication
- Establish capacity
- Scaffold narrative
- Record wishes and fears
- Describe experiences

*A feelings (emotions &
sensations tool)*

- Locate & explore
sensations (inc. pain)
- Attribute causes to injury,
(including perpetrator)

Two recent publications on In My Shoes

Child Abuse & Neglect
58 160-172 (2016)



Contents lists available at [ScienceDirect](#)

Child Abuse & Neglect



Research article

In My Shoes – Validation of a computer assisted approach for interviewing children

Karin Fångström^{a,*}, Pär Bokström^a, Anton Dahlberg^a, Rachel Calam^b, Steven Lucas^a, Anna Sarkadi^a

^a Department of Women's and Children's Health, Uppsala University, Islandsgatan 2, 75185 Uppsala, Sweden
^b Division of Psychology and Mental Health, School of Health Sciences, The University of Manchester, Second Floor, Zochonis Building, Brunswick Street, Manchester M13 9PL, United Kingdom



Child Care Health and
Development
47 42(1) 87-89 (2015)



Child: care, health and development

Original Article doi:10.1111/cch.12293

'I felt a little bubbly in my tummy': eliciting pre-schoolers' accounts of their health visit using a computer-assisted interview method

P. Bokström,* K. Fångström,* R. Calam,† S. Lucas* and A. Sarkadi*

A fundamental principle:

Capacity to communicate is not a property of the child.

It is a product of the interaction between the child's development, the complexity of the task required, the skill of the interviewer, **and the tools and aids which can be used to enable communication.**

What do we know from research?

1. Side-by-side communication better than face to face:
 - Less didactic, interrogative & threatening
 - Establishes collaborative relationship
 - Enhances cognitive capacity in younger children
2. Conversations supported by appropriate pictures and symbols tend to be more productive
3. Structured/scripted interviews tend to enhance quality of interviewer's performance
4. Children comfortable with on-screen symbols and representation of self/others.

Highlighted cells = key issues for today

Policy makers & organisations	'Front Line' Professionals	Children
Require professionals to formally communicate with children	Do their best	Often find face-to-face conversations intimidating
Criticise failures to properly conduct or record interviews	Often use traditional 'face to face' interviews	Eye contact impairs cognitive ability in younger children
Underestimate how difficult both tasks are	Lack of training and quality assurance of practice	Struggle to communicate sensitive, abstract or traumatic issues
Under-invest in training & resources	General overuse of closed and leading questions	Closed & leading questions → inaccurate evidence or even false memory
Non participation interpreted as lack of child's capacity	Non participation interpreted as lack of child's capacity	Some tools & materials have negative impact on accuracy of information
	Often make unwarranted assumptions about child's cognitive abilities	Symbols activate memory and associations
	Sometimes multiple interviews by different professionals	Multiple interviews can bias expressed wishes & feelings
	Uncertainty about appropriate vs inappropriate tools	Many activities, methods and toys promote intrusion of fantasy

Children involved in development of In My Shoes

Question: How do children represent?

- Sensations, especially Pain
- Feelings (i.e emotions)
- People
- Places
- Thought
- Speech
- Commentary/messages/narrative
- Degree/intensity/comparison

So... “Please draw the last time...”

An essential element in IMS development was studying children's symbolic representations.

We asked many children of different ages to draw a variety of 'critical experiences' relating to emotional distress and physical harm.

This one dynamic and vivid, but unusually fragmented. Much more commonly.....



... more coherent...





... and often included others, as well as symbolised social transactions...

Speech & 'thinks' bubbles very effectively used.





A representation of an experience of pain: The fall frozen in time!

Children involved in development: Can they use the tools?



Preschool children



Primary age children



Adults with a Learning
Disability



Children with Autistic
Spectrum Disorder



Children with a learning disability



Animated or video Guides:

- Structure and standardise conversation

- Enhance collaborative interaction

- Offer cultural and/or linguistic localisation

- Improve accessibility to children with a disability



English



Swedish



Black English woman



Spanish



Sign Supported English



British Sign Language

Video clip 1: Oliver: Don't interrupt the guide!

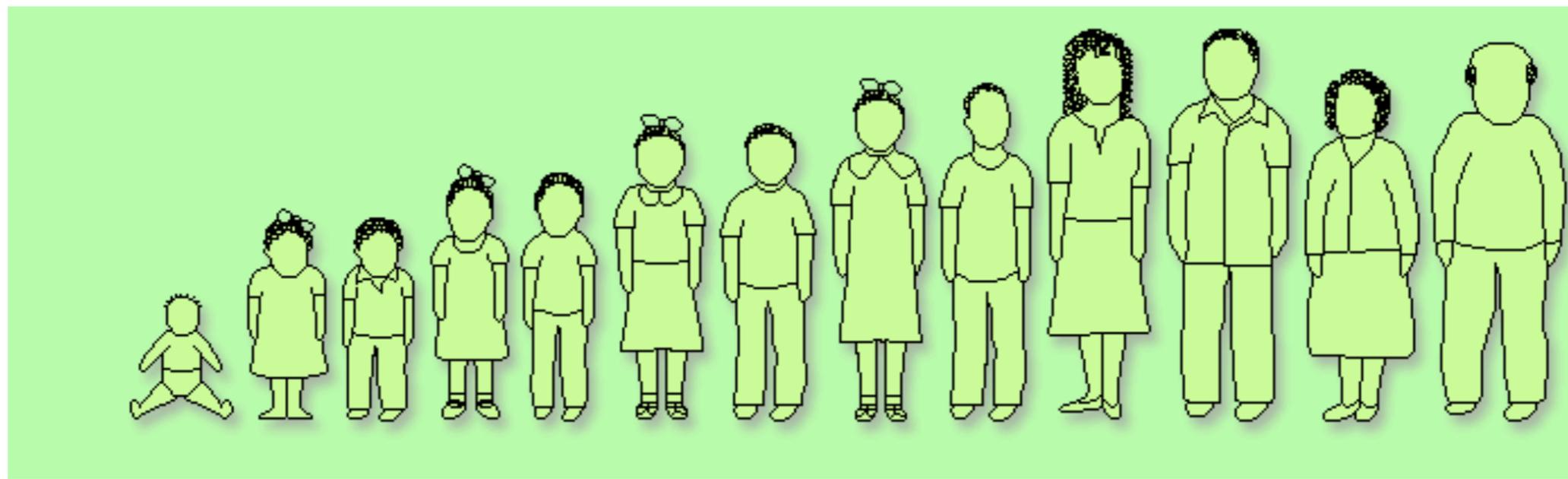


Based on the drawings and extensive pilot studies we developed and refined standardised symbols of:

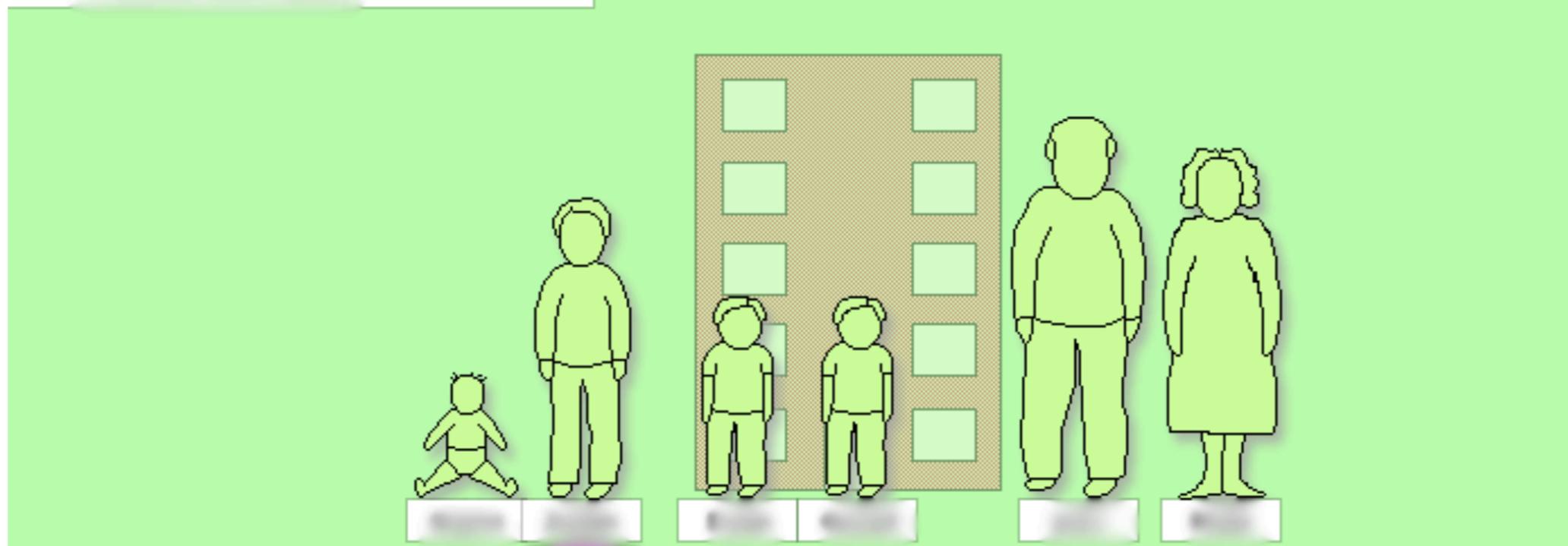
- Sensations, especially Pain
- Feelings (i.e emotions)
- People
- Places
- Thought
- Speech
- Commentary/messages/narrative
- Degree/intensity/comparison

These have all the benefits of drawn symbols & toys, but remove vast majority of task demands and ambiguity of them

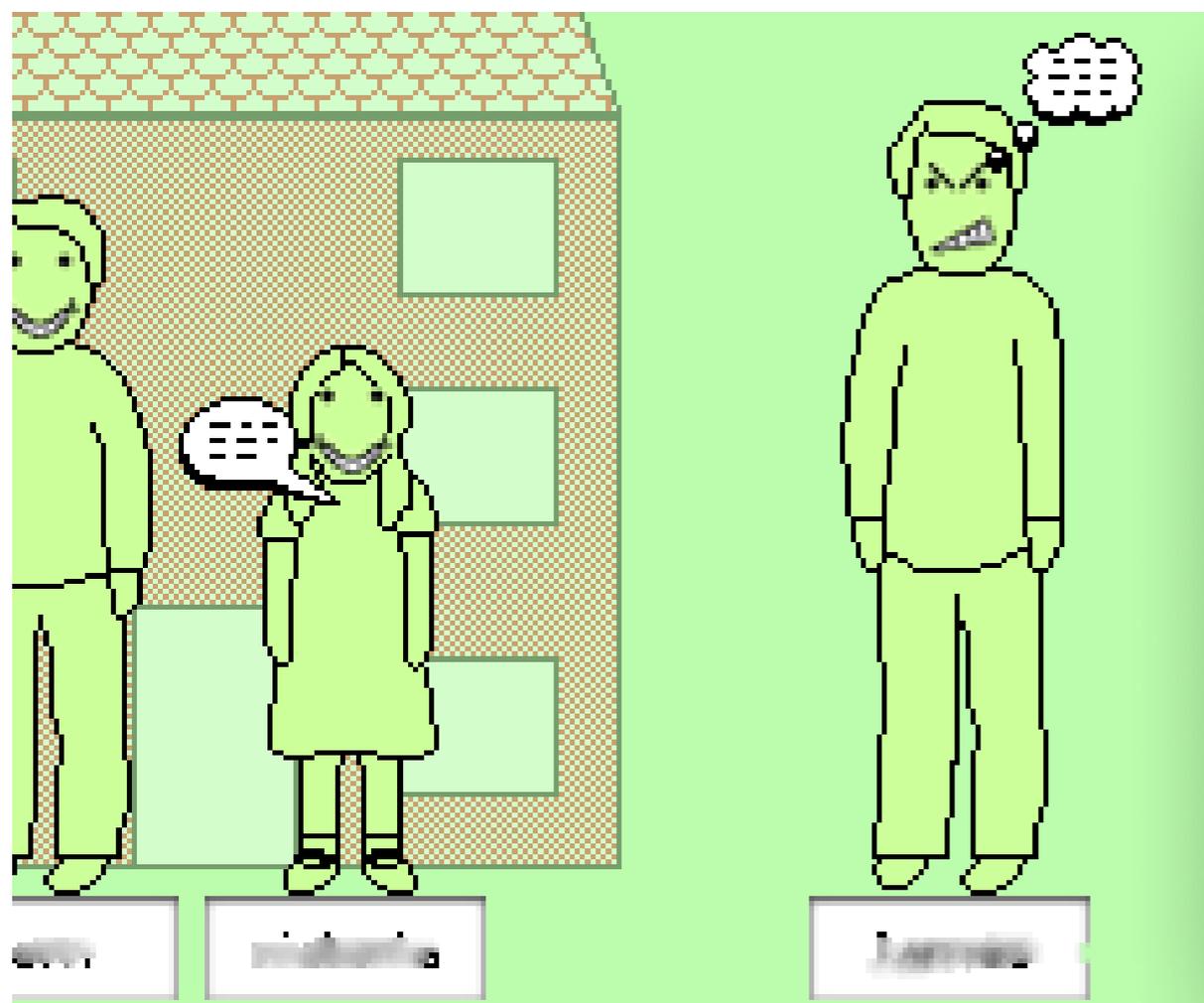
People



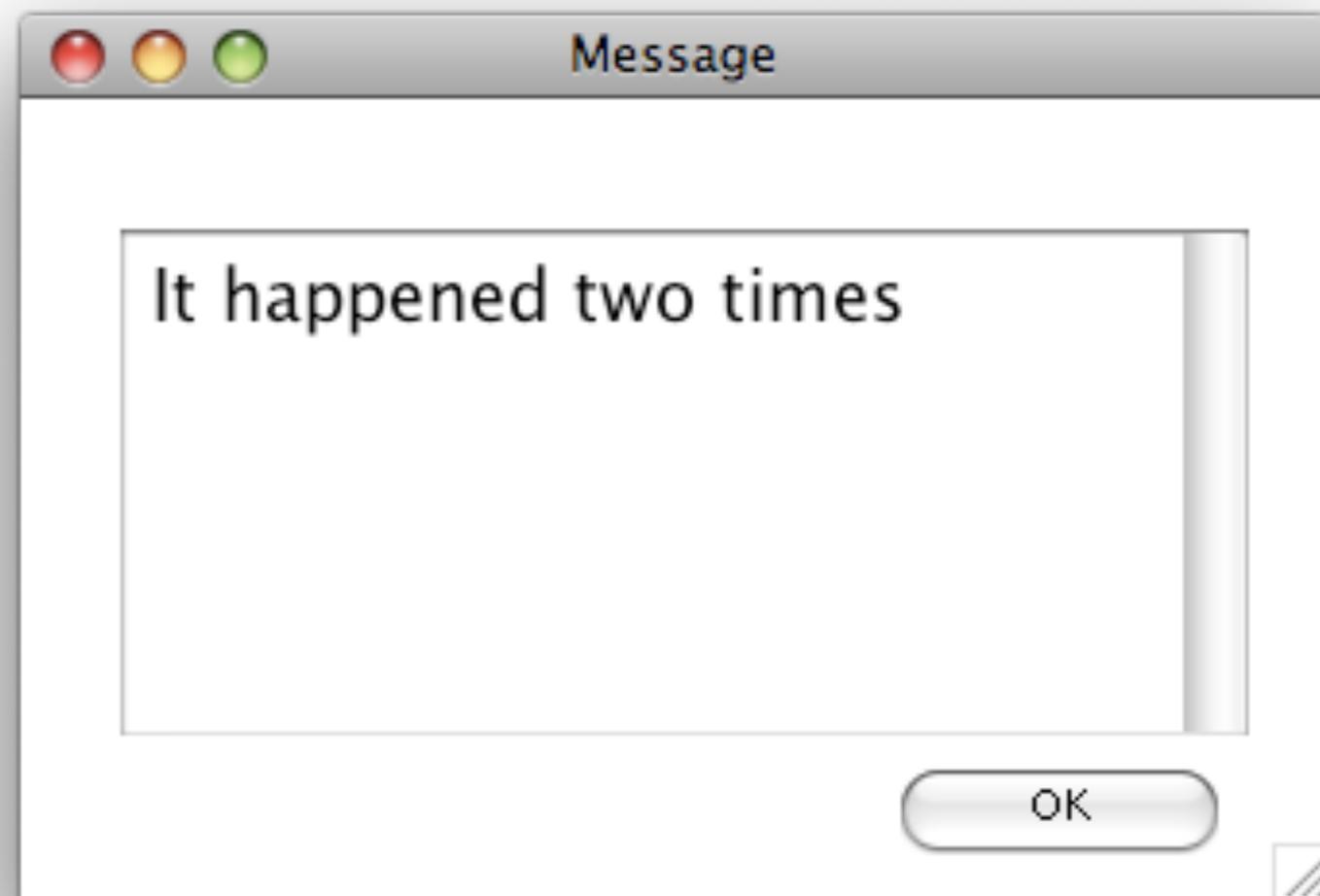
after something (ballymun)



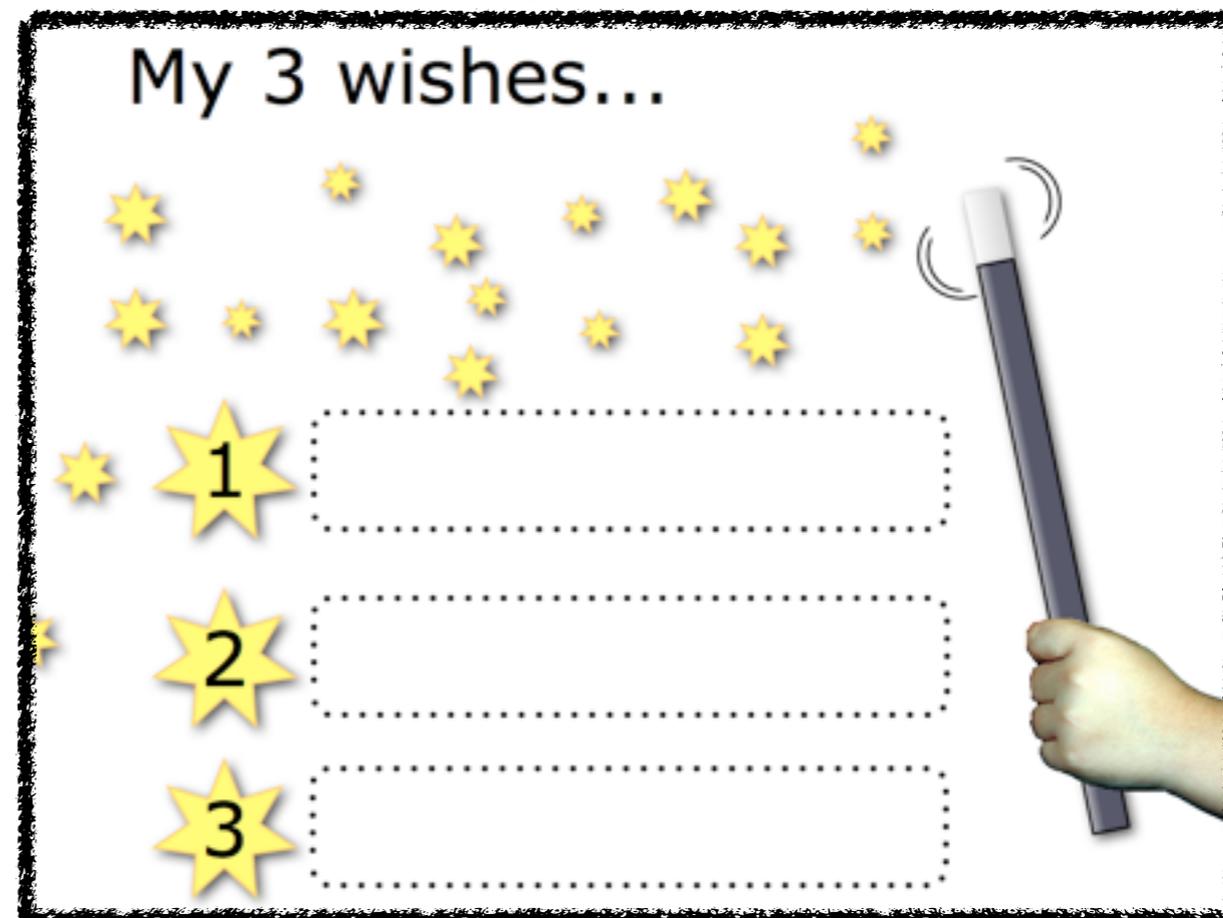
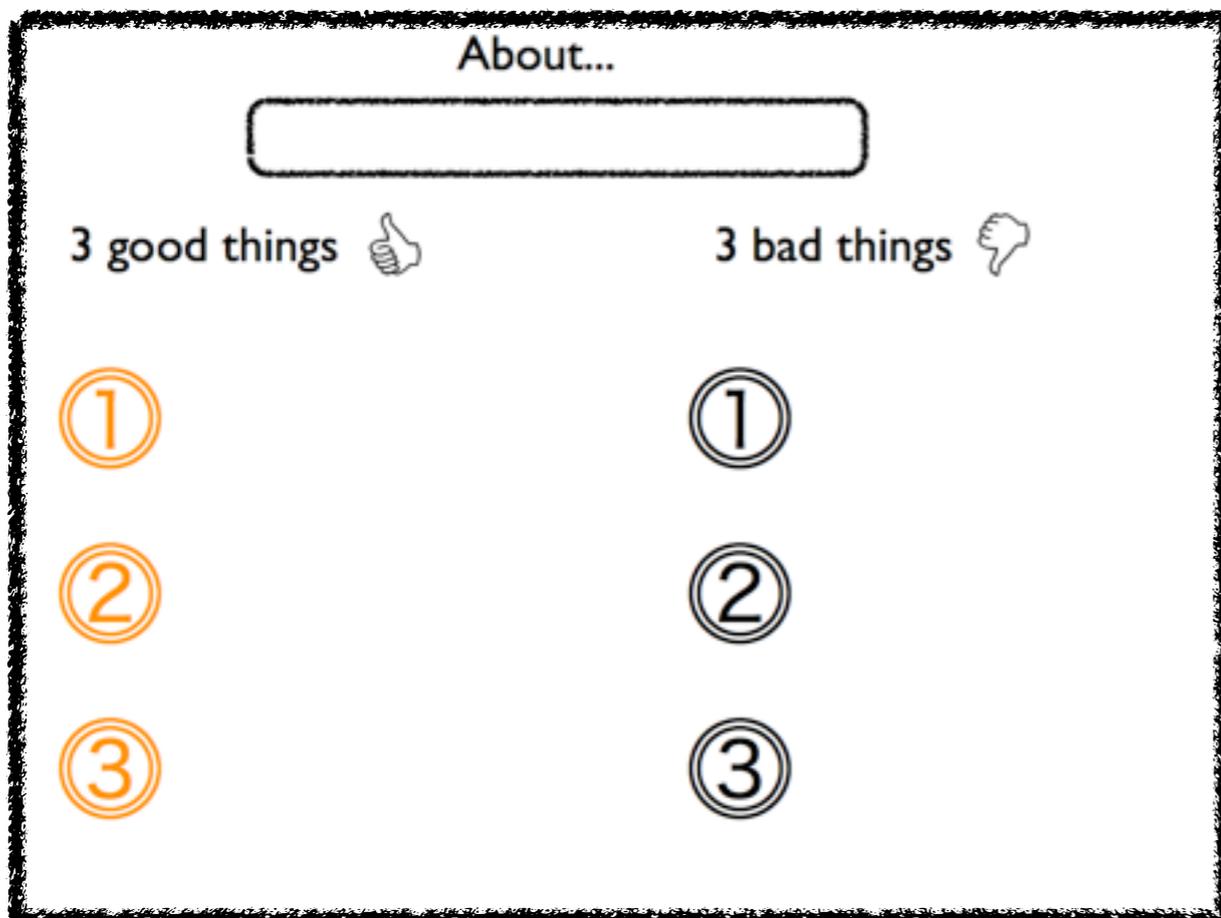
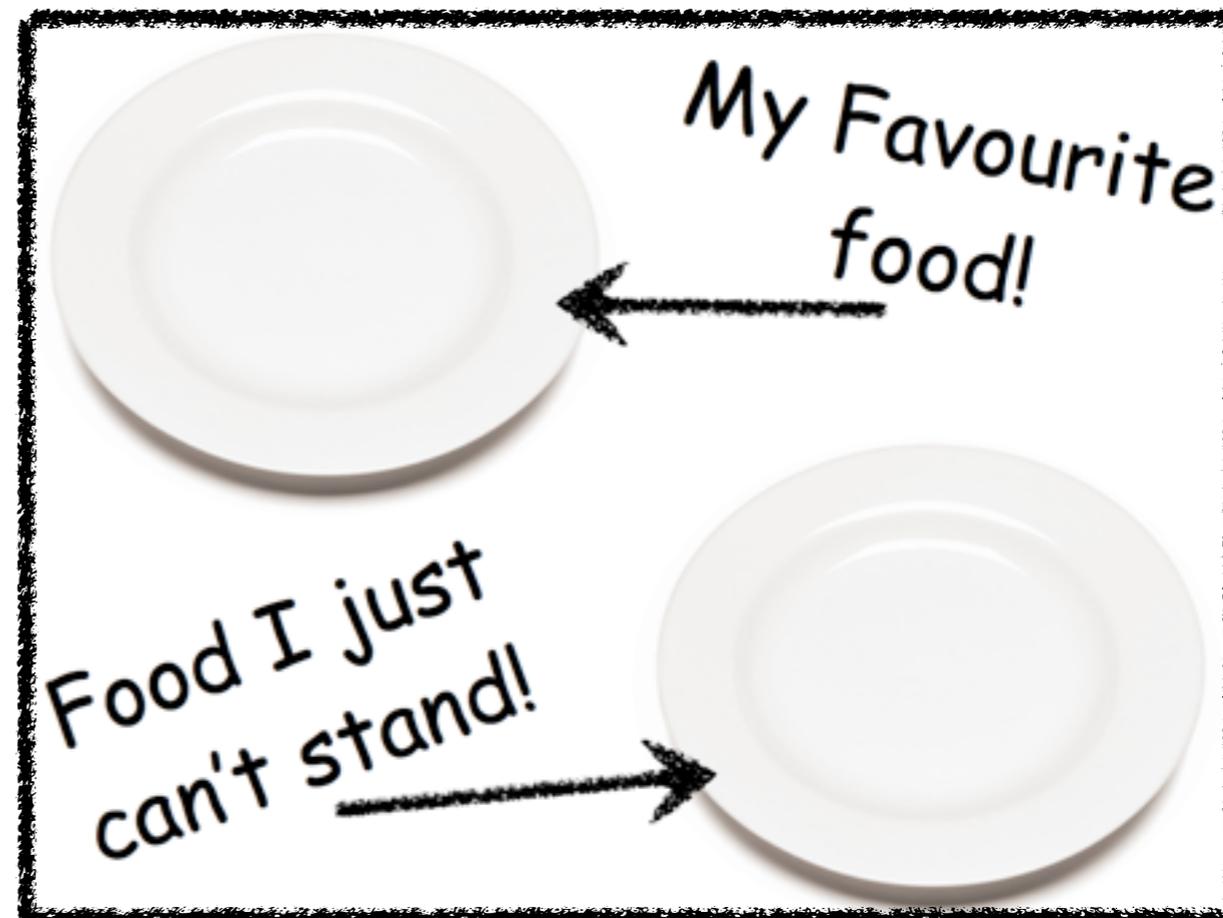
Thoughts & Speech



Messages



Backdrops (in Backdrop app)



Backdrops: Engage child & define tasks

A message to....

What I want to say

my picture to the judge

What do you think?



Anything else you would like to say?



Safe House



Happy House

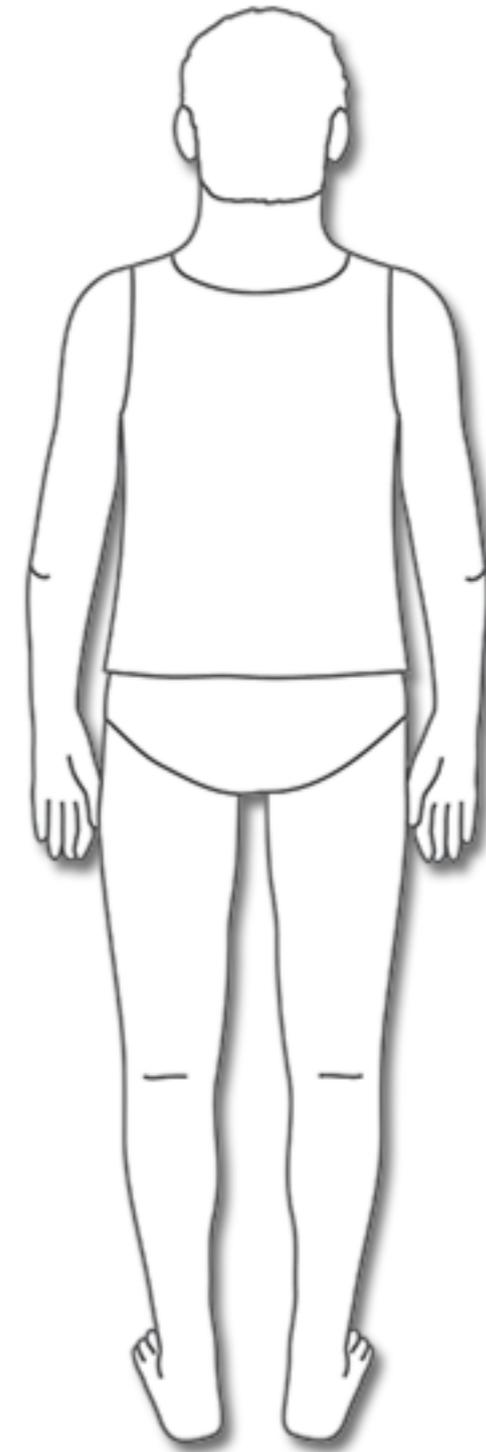
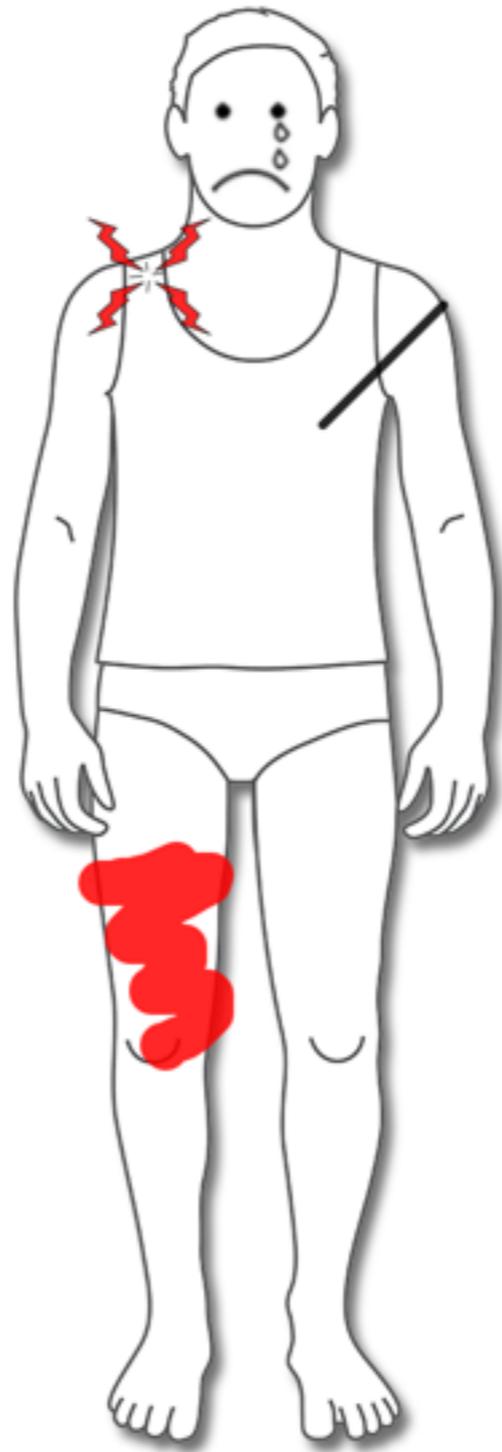
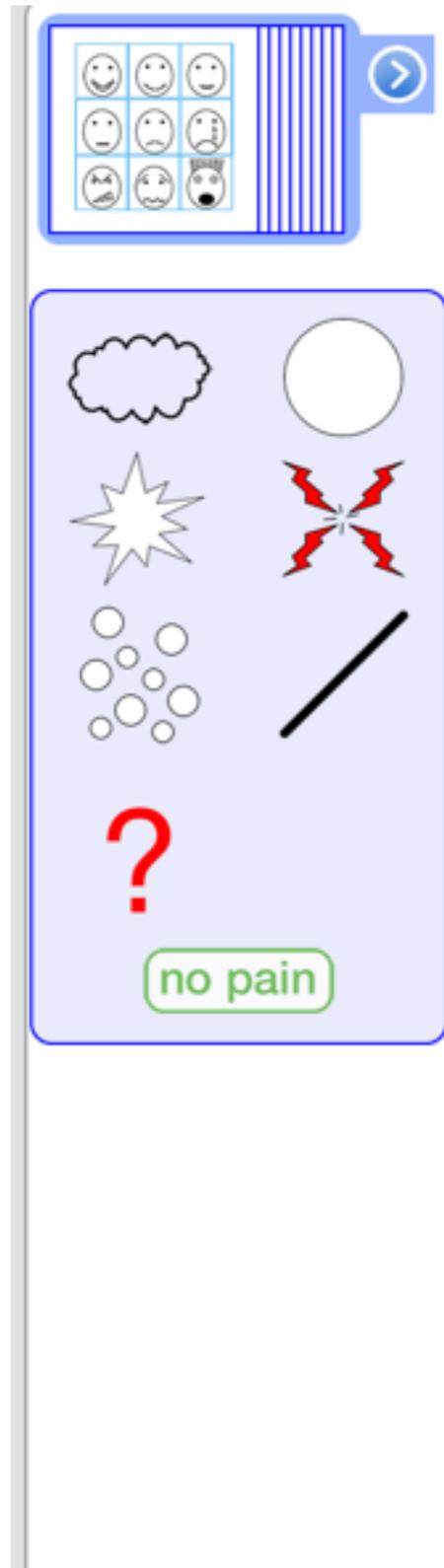


Sad House

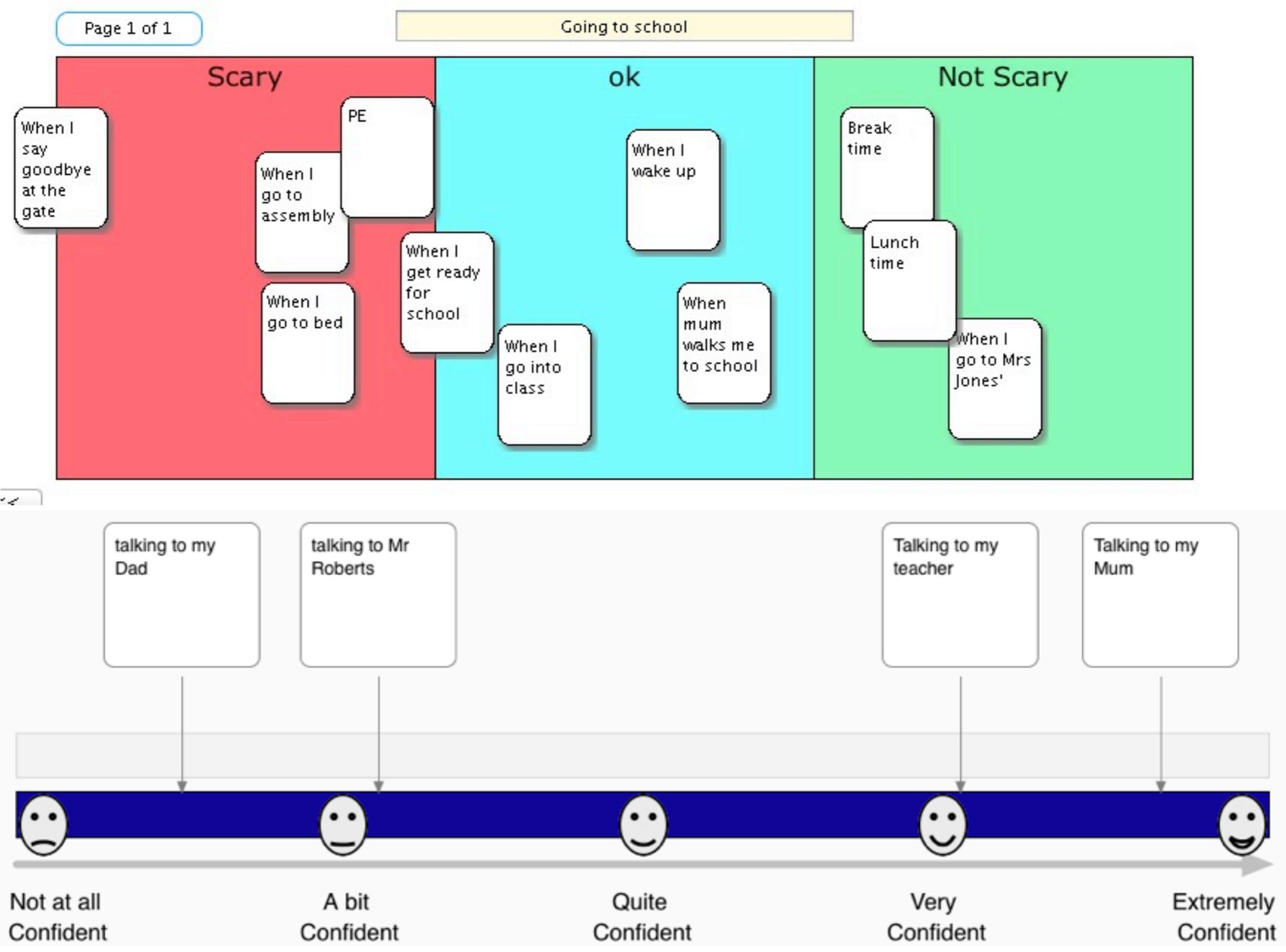
Backdrop iPad app in action



Physical Sensations & pain (In My Shoes & 'This Feeling' app)



Scales: (Top In My Shoes, bottom 'This Much' app)



Child-friendly version of participation rights

1. I was treated fairly
2. People listened to me
3. Someone explained things I didn't understand
4. People took notice of what I said
5. There was someone there to speak up for me
6. I felt safe and looked after
7. I was given choices about what was going to happen

Child expresses dissatisfaction before Guardian ad Litem is appointed (Quantitative data top left)

- 1. 0.503 I was treated fairly
- 2. 0.236 People listened to me
- 3. 0.050 People explained things i didn't understand
- 4. 0.235 People took notice of what I said
- 5. 0.385 There was someone there to speak up for me
- 6. 0.237 I felt safe and looked after
- 7. 0.386 i was given choices about what was going to happen

In my case

People explained things i didn't understand

3

I felt safe and looked after

4

There was someone there to speak up for me

5

I was treated fairly

1

Before my letter



Not at all A Little Medium Very much Maximum possible

Same child, same scale AFTER Guardian ad Litem is appointed (Quantitative data top left)

- 1. 0.499 I was treated fairly
- 2. 0.739 People listened to me
- 3. 0.626 People explained things i didn't understand
- 4. 0.740 People took notice of what I said
- 5. 0.502 There was someone there to speak up for me
- 6. 0.740 I felt safe and looked after
- 7. 0.627 i was given choices about what was going to happen

In my case

I was treated fairly	i was given choices about what was going to happen	I felt safe and looked after

5

3

8

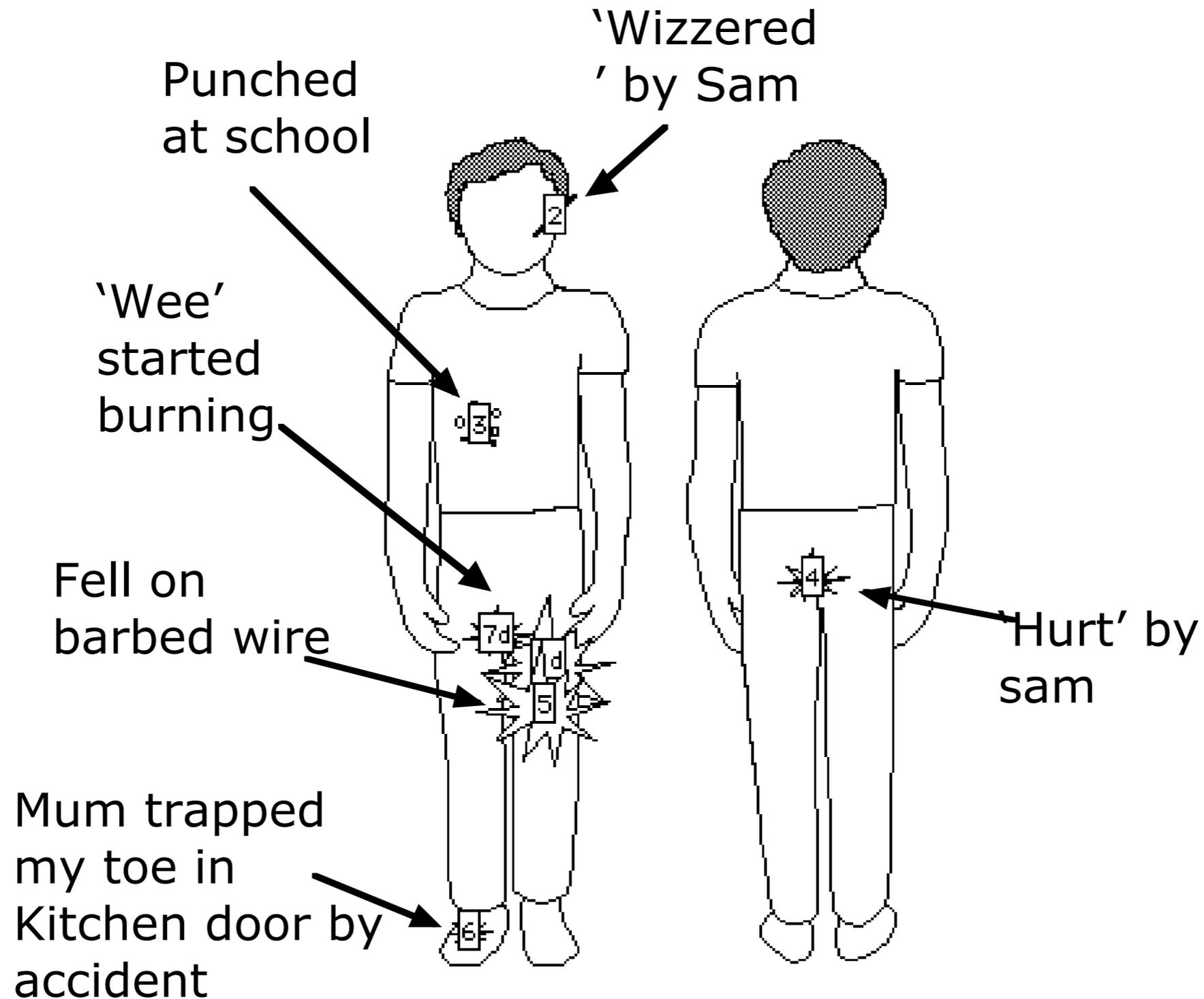
after my letter



Not at all A Little Medium Very much Maximum possible

Somatic experiences described by a boy (6)

(Composite of several representations of pain/physical injury.)



Same child's use of 'message' in In My Shoes

Message:

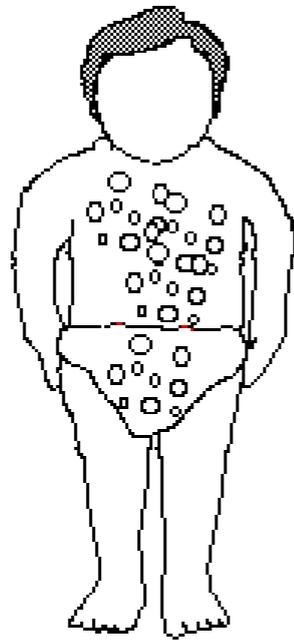
=====

He done funny things that scared me. Not
slapped me. That don't scare me.

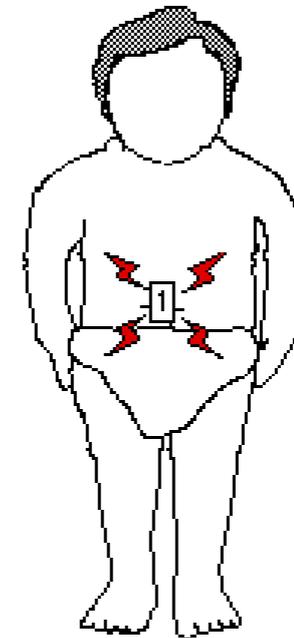
(?)Just funny things that scared me.

I don't want to see him no more. Not even for
£5.

4 ½ year old girl's symbolic representations of injuries & fatal blow to her 18 month old sibling



“He had them all over”
(q)
“I could see them when his
nappy was changed”

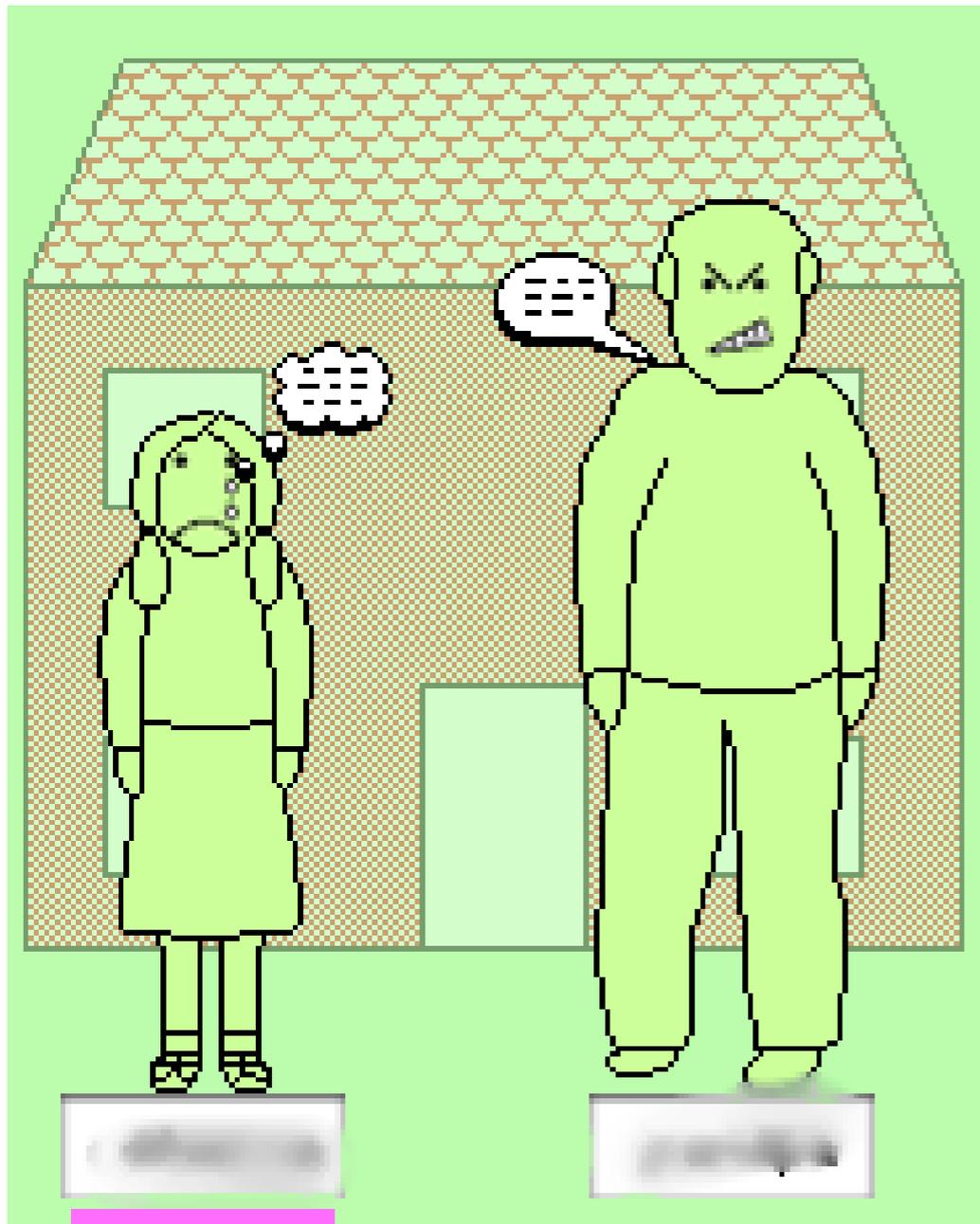


He just went like that!(gesture
punch)

Private Family Law contact dispute: 4 ½ old girl

Image showing thought,
speech & affect

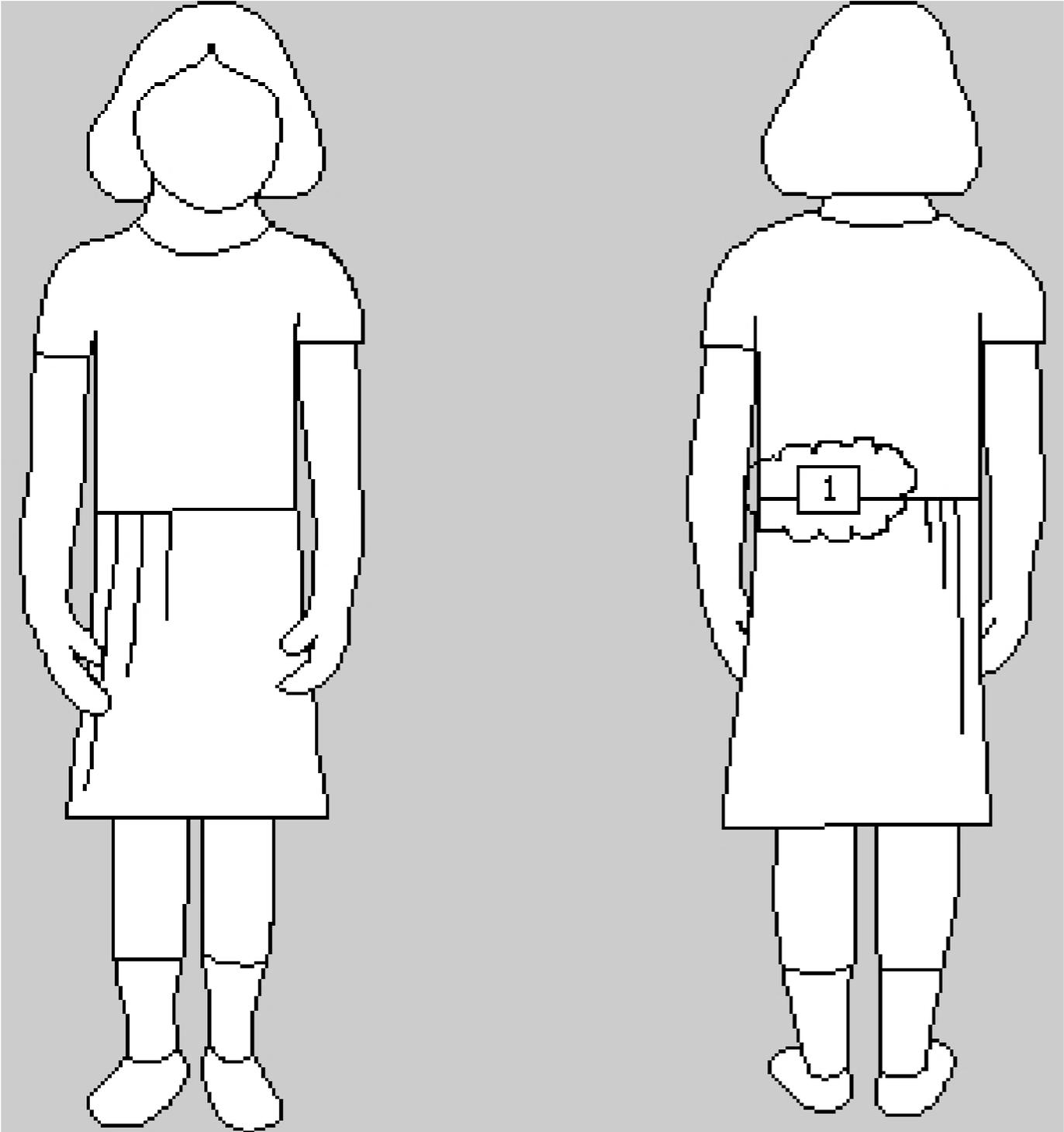
A message and a thought



“Sometimes he shouts at me and I did feel really scared. I told my mum he has a baby dragon in his tummy because he's so big. He doesn't really, I just said it.”

“Dad, I want to stay with my mummy and come to your house and play and my mum come to pick me up and go back home”

Private Law contact dispute, 7 year old child from 'EBD' school



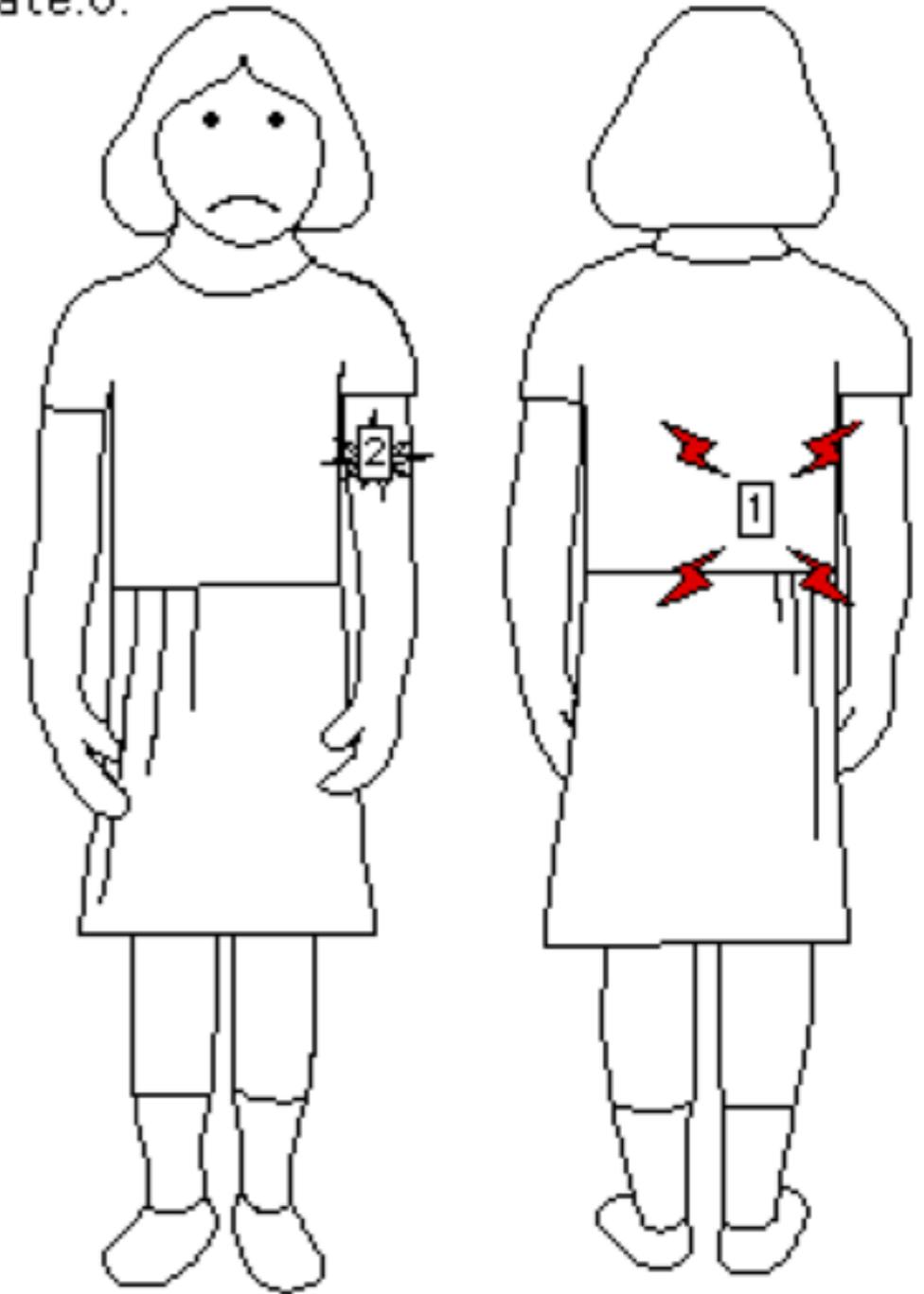
“marks came on my back from his hands i don't remember any of that but my mum said it.”

Module Summary

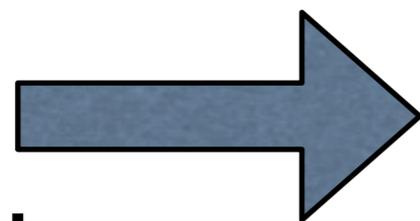
(1).Type:4. Size:5. Throb rate:3.

(2).Type:9. Size:2. Throb rate:0.

Representations as they appear in the Results File



Note event
label and
message
regarding
physical abuse



when my mum tied me in her dressing gown

Message:

=====

it happened

Engagement video



A little later...



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