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Assessment within Child Protection

Emergency Placements at Young Persons Home

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<p>The purpose of this project was to form a plan for assessment process of emergency placements at young persons home. The need for this project rose from the practical working life, because there has been a need to find tools for structured work and because of the rising number of emergency placements in Finland currently.</p> <p>At first there is a review for the currently used assessment methods and tools and theory about assessment processes within child protection. After that there were made several discussions with practitioners at the young persons home to find out the current assessment process there and the need to develop that process. Based on co-operation with professionals, it was easier to create the actual assessment plan.</p> <p>The assessment process during the emergency placement is different from the foster care process, because the amount of information about a child or young person is indifferent and the duration of emergency placement is temporal. Insight for current literature gave the possible tools and methods that might be used during the assessment process.</p> <p>This project will be of help in clarifying the assessment process with young persons' that are placed through emergency placement in young persons home. The actual plan is formed in a way that it may be easier for a practitioner to start crisis work with a young person and his or her family when the family situation has fell into crisis and the social worker has decided that a young person will be placed through emergency placement.</p>	
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<p>Tämän projektin tarkoituksena oli suunnitella kiireellisten sijoitusten arviointiprosessi yksityiselle nuorisokodille. Tarve projektille on noussut työelämän tarpeesta löytää käytännön työkaluja suunnitelmalliseen työskentelyyn sekä lisääntyvien kiireellisten sijoitusten määrä Suomessa.</p> <p>Aluksi tässä projektissa on perehdytty erilaisiin arviointi menetelmiin ja välineisiin, mitä tällä hetkellä käytetään sekä teoriaan lastensuojelun arviointiprosessista. Teoria-osuuden jälkeen haastateltiin useita ammatinharjoittajia lastensuojelulaitoksessa, jotta saataisiin selville tällä hetkellä käytössä oleva arviointiprosessi sekä tarvevaatimukset nykyisen prosessin eteenpäin kehittämiseksi. Nuorisokodin kanssa tehty yhteistyö auttoi arviointisuunnitelman laatimisessa.</p> <p>Arviointiprosessi kiireellisten sijoitusten aikana eroaa huostaanotto prosessista, koska nuoresta saatavilla olevat tiedot ovat vähäisemmät kiireellisissä sijoituksissa ja kiireelliset sijoitukset ovat lyhyempiä kuin pitkä-aikaisemmat sijoitukset. Kirjallisuuteen tutustumalla sai hyvän käsityksen siitä, mitkä työskentelytavat ja -välineet voisivat olla hyödyllisiä käytettäväksi arvioinnin aikana sekä mitä osa-alueita arvioinnin tulisi sisältää.</p> <p>Tämän projektin lopputuote selventää nuorten kanssa tehtävää arviointiprosessia. Varsinainen suunnitelma on tehty siten, että työntekijöiden on helppo aloittaa kriisityöskentely nuoren sekä hänen perheensä kanssa, kun perheen tilanne on kriisiytynyt ja sosiaalityöntekijä on päättänyt sijoittamaan nuoren kiireellisesti.</p>	
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1 Introduction

The aim of this project was to form simple but comprehensive plan for assessing young person's life situation in emergency placements in the context of private child protection institution. This project has been divided in three sections. First, there is a presentation of relevant theory that is behind the assessment in child protection. Second, experienced practitioners were interviewed, who will be using the assessment plan in their daily work in the future. Third, based on the interviews, an assessment plan was developed that includes tools for practical work as well as several aspects of assessment theory. The outline of assessment process, with practical tools included, is the outcome of this project.

At first the aim was to find information about different assessment methods. The actual assessment process should be represented and produced clearly enough, because that way every employer will be able to conclude the assessment process with a new young person without long introduction for the assessment theory. After assessment process the private child protection institution will draw up a summary for the social services from the documentations during the emergency placement. Based on the previous' summary social workers can easily develop an understanding about the life situation of a young person and make the decision whether or not the concerns about the young person are so great that the young person is in need for child protection services. This project will be done in co-operation with one private child protection institution. Company offers different kinds of services for the child and families of welfare clients. Companies have several young person's homes in metropolitan area of Finland . It also offers family work services for families that have been able to go back home.

The Child Protection and the Child welfare act are the framework for this project. There might be multiple reasons for the emergency placements of a young person. Those reasons may come visible during the 30 days that the emergency placement may last (Child Protection Act). The aim for emergency placement is that the young person recognizes the reasons for the emergency placement and the parents also recognizes those reasons and concerns that usually somehow includes the whole family. Whole family works in co-operation with the child protection services as well with the social services to take over those worries.

2 Phases in Child Protection

Work with children and young people and their families needs to be both supportive in character and investigative in approach. It has to be acknowledged that intrusion in people's lives is sometimes necessary to support improvement and change in their life circumstances. (Calder et. al.2012 11). Practical work at child protection means that the right methods are used at right time. Practical work starts from plans, goals, openness and trust. (Niemelä 2005: 45). Child protection is demanding dialogical work, which aims to secure the children's and young person's rights by offering the support for the children and their families. Sometimes a child needs protection from their parents and in these situations, the support is directed for the parents as well. In child protection there is support and control present at the same time. The aim is to connect the support and the control in a way that it will become respectful communication and care. (Tulensalo & Yli-Herranen 2009: 22-24).

Child protection act (Child protection act 417/2007) divides Child protection into child and family specific welfare. Child protection includes investigation of the need for child and welfare measures, a client plan, the support in open care as well as the emergency placements, taken a child into care, substitute care and after-care. Preventative child welfare aims to promote the wellbeing of children and young people. Preventative work take its place for example in education, day cares, prenatal and child health clinics, and other social and health care services. According to law, anyone under 18 is considered to be a child (Child Protection Act 417/2007). In this project report a young person is considered to be anyone between 12-17 years old.

Child welfare notification is the first step at child protective work (Myllärniemi 2006:23). Social worker is responsible for investigation for the need of child protective services. Review and the investigation about the situation should be done with all families at the beginning of the relationship. Assessment period includes the overview of the current situation within the family and the child. Every member of the family will be heard during evaluation. Every phase of child protection forms its own process. (Muukkonen 2008:38, 41). To be able to see whether or not the concerns cavout the child and family has been resolved or not, social worker meets the family on regular basis during the process. Taken into substitute care can be voluntary or involuntary depending on the situation within the family. Reasons for emergency placements are the same as any other type of placement, but there is a criterion about instant danger concerning the

child. Social worker assesses the life situation within the family and also decides if it is possible for a child to go home or does the social worker start the preparations of the substitute care of a child. (Myllärniemi 2006: 29-31)

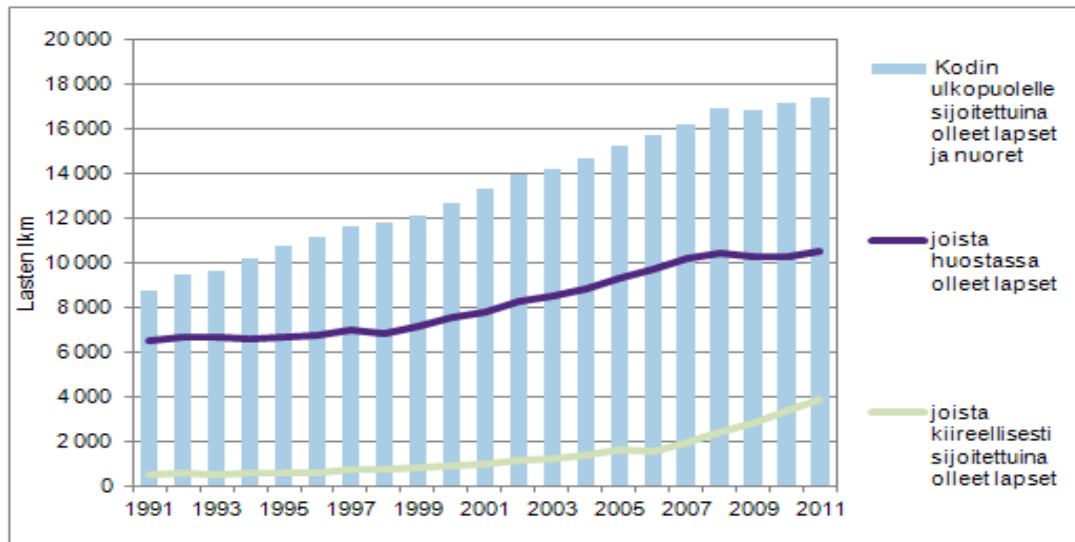
The phases of child protection:

1. Preventative work and early intervention
 - a. School, daycare, health centers, early support, such as family care
2. The review and assessment phase
 - a. Investigation for the need of child protection
3. Open care services
 - a. Assessments and the services demands
 - b. Client plan, and work accordingly
 - c. Multi-professional work
4. Assessment for the need of placement and foster care
 - a. Crisis work: emergency placement
 - b. Foster care in institutions or in family care
 - c. Placement process, co-operation with the foster care
5. Foster care according the client plan
6. Aftercare
(Myllärniemi 2006: 23)

Because the aim of this project has been an actual assessment plan during emergency placements, the phase of child welfare, concerning this work, is the assessment of the need for substitute and foster care. The emergency placements are part of crisis work within child protection. As Muukkonen and Tulensalo have argued (2004:14) crisis work within child protection is work with the family, with parents and children together as well as separately after a sudden crisis. Crisis can happen for a child or for a parent or for the whole family. After emergency placement a child or a young person lives in an institution for certain period of time defined in Child Protection Act 417/2007. It is important that the practitioners in that institution are able to describe the daily life of a young person for the social worker, so that the social worker has as realistic view of child's life as possible. Social worker is responsible for the decision making of young person's behalf.

The number of children taken into care has been rising recently as seen in Paragraph 1. Recently, there has been a lot of public debate about child protection and its practical work. As can be seen in Paragraph 1, the number of emergency placements has increased rapidly during the 21st century. The increasing amount of emergency placements mean that there is also a greater need for better working methods in this area,

underlining the importance to make an assessment plan for emergency placements, so that the work is more intentional and forms the assessment it is possible to see as objective view of young person's life as possible.



Paragraph 1. Kuoppala & Säkkinen, 2011

At the beginning of emergency placement social worker gives a client plan for an institution where the young person has been placed. Then, there is information about the reasons that have led to the placement. Muukkonen (2008: 41-44) told that client plan can be divided in three phases: 1.) planning and assessment phase, 2.) working phase, and 3.) evaluation. After a good assessment and planning it is easier to address the actual concerns. During the planning phase it is important to choose issues that will be the core for work at the beginning. It is important to discuss, with the child and with the family, which issues are the most important at the moment. The priority of issues may change along the relationship. Concerns that have risen from the assessment phase are the base for the actual client plan and those are the starting point for the actual work. Summary of assessment includes the strengths and protective factors in young person's life that are also important factors in working process. (Muukkonen 2008: 41-44).

The quality of the initial contact will affect later stage of the relationship and the ability of practitioners to secure an agreed understanding of what is happening and to provide help for family. Relationship with children and family won't always be easy to achieve and can be difficult especially when there have been concerns about significant harm to the child. It is important to continue to try to find ways of engaging the family in the

assessment process. (DF 2000: 13). Families experience a range of worries at different times in their lives. These worries that might be reasons for emergency placements are for example: disruptive or anti-social behavior, overt parental conflict or lack of parental support/boundaries, involvement in, or risk of, offending, poor attendance or exclusion from school, experiencing bullying, special educational needs, disabilities, disengagement from education, substance abuse, anxiety or depression, experiencing domestic violence, housing issues, teenage pregnancy and parenthood, ill health, (CWDC 2/2007: 13; Myllärniemi 2006: 68-69). Child protection act (417/2007), Section 39a defines that during the assessment period of emergency placements, social worker should investigate the views of different parties to make sure that the parties will not cause harm to the child's health and development or security. (Child Protection act 417/2007).

2.1 Everyday life at Child Protection Institution

Child protection act (417/2007) explains that the child protection institutions must have adequate and appropriate facilities and operating equipments (Child Welfare act 417/2007). The typical words that are related to the institutions are institutionalization, decrease of self-determination, routines, lack of privacy and lack of activities. Child welfare institution can be defined as a space where the children sleep, eat and spend a certain time period during their lives. The placement in the child protection institution is rarely the choice of the children. Children have the opportunity to keep contact to the world outside. Children must stay at new surroundings and are surrounded by strangers. (Törrönen 1999: 17-18). Children and young people are a key source of information about their lives. Core skills required for effective communication with children includes listening, being able to convey genuine interest, empathic concern, understanding, emotional warmth, respect for the child, and the capacity to reflect and to manage emotions. It is important to manage these skills in seeking to communicate with children who have suffered adverse experiences (Munro 2011: 25). The child protection institutions aim to be home-like environment. Most of these environments are open care units, where the child and young person has the ability to live as much of a normal life as possible according to what their mental state and ability to function in normal life enables.

The main task in child protection institution is to build a trusting relationship with the child or young people and their family to secure their engagement in the process. Child

protection institutions are as well contact for all practitioners who are delivering services to the child or young person. Together with child protection institution the staff of health and education services ensures that the child or young person has the support needed. The core task is to ensure safe and planned support. A key aim of integrated working is to ensure a smooth handover between services. (CWDC 2/2007: 31, 37)

Work in an institution is goal-oriented work, which recognizes clients' needs and finds best methods for work to support the individual needs of a client and affects on clients' daily life. Many working methods themselves provide rules for how to live daily life. As its' best the structuralized working methods supports substitution care and gives tools to reach the aims and goals that are given for individual client. The aims and goals of work should be continuously evaluated and referred to the effects of used methods. Methods can be seen as services, tools or as ways of work that cannot necessarily be repeated. Practitioners might think that the methods brings extra workload for the practical work itself and those methods are not conceived as practical work and that is the difficulty in launching new methods. The risk is that the process descriptions and plans are only written because of the officials and there is no true belief to their actual benefits in client work. Socio-pedagogical view for working methods is that they cannot be just different kind of intervention techniques, but the aim should be to produce new kind of understanding towards the life of customers and locate how the society defines the situation of groups and individuals in society. (Timonen-Kallio, 2009: 8-12).

Practitioners at institutions can have different principles and different educational backgrounds. Every practitioner has their own set of rules for work, depending on the life and work experience, values and education. Every practitioner might constitute different interpretations from same rules and procedures. Operational procedures for work in child protection institution might be: child-centered approach, systematic work, planned work, goal-oriented-work or every-day life-oriented work. (Muukkonen 2008: 33). One principle for work at an institution is to be able to make decisions in risk situation. That is a core professional requirement for all those who are working in child protection. Risk taking involves judgment and balance. Practitioners aim to maintain safety, security and wellbeing of individuals and communities is a primary consideration in risk decision making. If the decision is shared, then the risk is shared too and the risk of error reduced. To reduce risk aversion and improve decision making, child protection needs a culture that learns from successes as well as failures. (Munron 2011: 43-44).

It is important to create assessment plan because it gives some structure for work. Through structuralized plan, it is possible to find more accurate information from young person's life, than it is when practitioners are documenting daily life at child protection institutions. Through planned interviews it also possible to see the social relationship between family members. Those relationships are important while assessing the accuracy of information that the family members provide during the interviews and discussions. It is also important to meet family together and family members separately because it gives opportunities for each member to discuss different concerns that they have.

2.2 Young Persons as clients in Child Protection

Young person's as clients in children protection institutions are often clients in multiple institutions during their childhood and adolescence. Communication in child protection institutions happens in different situations and the worries about the young person rise in these situations. (Forsberg et al. 2006: 7, 14, 21). While working with young people, it is important to keep the hope, optimism and the orientation toward the future in mind. Young person's that are at institutionalized care usually have multiple problems, whether psychological or behavioral problems, which is a challenge for the services system. The goal is to ensure steady relationships with people and offer secure environment to take place, usually meaning a combination of (educational) professionals and biological parents. The parents are the ones that represent the stability of relationships in their lives, even though they might be lacking some parental abilities. (Hietala et.al. 2010: 163-164, 166). Common trend among the statistic in child protection shows the increasing number of children, aged 13-17, taken in to care. Clarifications whether the reason in the increasing numbers is needed; in issues young persons' face or is the reason due to the open care measures are not enough. There can also be seen an increasing number of parents that request the child protection to help them. Work with open care might last for a short time because the situation falls into a crisis within the family. Other reason for the increasing number of young persons in substitute care might be reductions in other services offered for families at early age of a child. (Mylläniemi 2006: 104, 105). The worries that emerges in young persons' life differs from each other and are different in different stages of development. Young people do not usually seek help from outside the home and they might have multiple problems. These are some of the reasons their life situations needs to assess throughout. The assessment should be common for all. (Heikkilä 2008: 1-2).

The concern should occur, when the problems of a youth differ from the problems of other young persons and the behavior differs from the previous behavior. It is not rare that the youth might feel themselves lonely and sad at times. It is healthy that a young person would like to spend some time in ones own room and does not tell about intimate things to others than friends and asking too many questions leads to a conflict. The worry should emerge when the young person does not have friends or hobbies anymore and he or she starts to isolate, thoughts separate from others and the youth is constantly irritated, tired, angry, asocial and has sleeping problems. The action should be taken, when these difficulties lasts more than few weeks. It is also alarming, if a young person has incision marks on arms or other places and substance abuse of a young person. Concern about young persons' might be harmful substance abuse, inability to take care of oneself, parents' ability to take care of young person, absence from school and unsuitable friends according to ones age. (Hietala et al. 2010: 59-61, 134).

Young persons' life situation changes become more challenging when passing from the primary school to middle school, where the stage of support from teachers is minor. Risk factors for the psychological development are the mental difficulties of a parent, problems with substances, criminal life and divorces, big and dysfunctional school and unfavorable environment. If there are multiple risk factors involved in young persons' life, it increases the possibility to develop mental disorders. But even though there might be multiple factors involved, some youth does not develop. Protective process means the features in a child, in a family and in environment that reduces the effects of risks. Protective process is a good relationship to some adult in a young person's life who knows about the problems. Protective measures acts as a resources in young person's life. (Heikkilä 2008: 15).

For a young person a crisis is a sudden change in life situation, when a young person faces something that she or he has no previous experience with. These situations produce physical, psychological or emotional reactions. Everyone reacts in different ways to different situations. Reactions depend on the age, current life situation, developmental history, family situation and the feelings of trust and security. A young person cannot control what happens around him or her, nor his or her behavior. Young person may feel insecure and disbelief about his or her surviving. Typical emotions are anger, irritation, guilty, fear, anxiety and vulnerability. In situations like these, a young person needs special care, support and understanding. A young person might recognize that

something is wrong, but he or she does not know what is wrong or how she or he should react. A young person needs support from adults in crisis situations. Symptoms might be depression, sleeping disorders, sadness, anxiety, and tiredness as well inability to function in daily life, fear, asocial behavior, suicidal thoughts, nervousness, inability to concentrate or substance abuse. (Hietala et. al. 2010: 115-117). Because of different reactions in crisis, the assessment might not be easy to implement and the youth might resist also the positive acts of help. It is also understandable that it is not easy for a young person to start to talk personal issues for a new adult.

2.3 Crisis work at Child Protection

Child Welfare Act (Child Welfare act 417/2007; 13§, 38§, 40§, 45§) defines that an emergency placement may last 30 days and 30 days more if social worker has done application for taking into care to an administrative court or the first 30 days has not been enough to investigating the need for taking into care. All decisions should be in the best interest of the young person. (Child Welfare act 417/2007: 13§, 38§, 40§, 45§). Emergency placements have been referred as crisis work that is why it was beneficial to familiarize crisis theory as well. Some interesting definitions were found, and as well some notions that might be useful to take into consideration while planning the assessment process.

Crisis can be divided in three different categories: 1.) Traumatic crisis that cannot be anticipated nor controlled, 2.) Life span crisis are rare situations, like divorce, laid off from work and situations that have an impact on life situation and might cause strong reactions and effect on personal wellbeing, and 3.) Development crisis base on the E. Eriksons developmental theory, according to which different crisis' that are common for all people such as puberty or middle age, in every stage there are threats and as well possibilities. (Ollikainen 2009: 52-54).

Personal resources, like relatives, friends or illnesses, as well life history and the protective factors are important coping mechanisms in individuals life. The more complex the situation is and the more unwell the client is, the more important it is to think whether a practitioner has enough abilities to help the client, or should a practitioner guide the client towards other services. Especially in situations where the trauma has been ongoing for a long time, there might be multiple problems and dissociative symptoms, there should be thought to ask help for work and as well seek more intensive help for client. (Ollikainen 2009: 68-77).

Protective factors in individuals life might be secure early relationships, genes, social support, close relationships, physical health, steady life situation. Protective factors that, helps individuals to cope with crisis are that there is no reason to live, it is able to understand the situation with common sense, individual has cope crisis earlier, crisis has not repeated, the actual reason to live has gone already; a client has had help early enough. As well as openness, ability to face difficult feelings, active work with these feelings might help to cope in crisis Risks that affects to the ability to deal with crisis can be ,poor early relationships, earlier mental health problems, difficult life situation, genes: temperament, somatic illnesses, loneliness, social problems, lack of education, parents, mental health or substance abuse, difficulties with life management, life threatening situations, multiple similar crisis situations, unsolved life span crisis, denial. (Ollikainen 2009: 62-69).

Phases in crisis:

1. **Anticipation phase:** For example before divorce there might be family crisis during which the stress levels occurs.
2. **Shock phase:** Short-term phase where the main issues for a person in crisis is to take care of others. This phase can be called "semi-automatic" state.
3. **Reaction phase:** This state lasts few weeks and includes emotional processing and changes in wellbeing. Feelings can alter fast from fear to desperation, from anger to lost etc.
4. **Processing phase:** Work with crisis moves from emotional work to cognitive work. Individual is able to see the situation from different points of view and is able to think the impacts on personal life and on the closest ones life. There might be some emotional reactions, sleeping problems, but in general the wellbeing is good.
5. **Reconstruction phase:** The actual work with crisis decreases. Individual has dealt with most of the crisis. There might be some changes in physical posture and the future is present in discussions. An individual is able to live a normal life, but understands that the crisis still has an impact on life situation. (Ollikainen 2009: 67).

On the other hand it is important to make quick decisions, and on the other hand the time for emergency placements is quite short and might hinder the ability for a thorough assessment. This might increase the risk for a cycle between placements and home. The 30 days is quite short for assessing the whole life situation. Taken into care is a concrete administrative act and intervention in to the family life. There needs to be certain documentation for the previous to become legitimate. (Myllärniemi 2006: 34, 35, 53)

For practitioners who are doing crisis work, it is valuable information to understand the phase in crisis the client is during the assessment period, because the stage of crisis may affect on clients ability to answer. The severity of crisis also defines how and what assessment tools are beneficial to use with different clients. During the assessment period, with young persons' and their families, it is important to change wording of questions and collect suitable questions from different questionnaires according the age and developmental stage of a youth and according the relationship with the young person and his or her parents, as well take into an account that some questionnaires might be impossible to do at the beginning of customer relationship and especially when a family is under crisis.

3 Dimensions in Child Protection

There are different dimensions in child protection: developmental needs of a child, parenting capacity and the environmental factors. As shown in Picture 1, the dimension of child developmental needs covers the health, educational, emotional and behavioral development, identity, family and social relationships, social presentations, and self-care skills. The dimension of parenting includes basic care, ensuring safety, emotional warmth towards the child, enough stimulation for play, and guidance in daily life as well as secure boundaries and as stable life style as possible. Environmental dimension includes family history and functions, wider family, housing, employment, income, social integration and community resources. As Buckley and Whelan (2006: 28-29) explains, it is equally important to consider how the child sees his or her own needs, and how the parents and extended family and community perceive the child's needs. However with each need identified, it is important to consider them across the dimensions. It is important to look at how the parents view their own capacity to meet their child's needs and as well ask the opinion of the environment, like relatives or school. (Buckley & Whelan 2006: 28-29)



Picture 1: Dimensions of Child Protection (LCC)

The child or parent has an insight and the capacity to create solutions to their own difficulties. It is important to acknowledge the difficulties that have been experienced by children and parents and focus on the strategies they have used in the past to cope (Buckley & Whelan 2006, 35, 102). Success in child protection seems to be connected with the respect aspect: parents and children as well as the family should be respected and participated by practitioners. (Muukkonen 2008:150-151).

Practitioners must remain open to the possibility that their initial judgment on the child's immediate safety may have been contingent on factors that are susceptible to change, or may no longer exist. Safeguarding the young persons' needs means monitoring to make sure that the protective factors that are already identified, continue to exist and being aware that some previously identified risk factors that have diminished may re-surface. Effective collaboration is the responsibility of every professional involved and needed for an effective assessment. Due to individual nature of each case, the mix of disciplines and agencies may differ. (Buckley & Whelan 2006: 17, 18). The reflective process at practitioners work with families may be stressful, particularly in difficult cir-

cumstances. Reflection could include factors such as medical treatment in life threatening situations or whether to separate a child from his or her parents or caregivers. Careful and systematic gathering of information, and summary assists professionals in making evidence based reflection. (DF 2000: 18, 56).

3.1 Children and Young People at the centre

Child-centered approach means the child is seen and kept in focus throughout the assessment and that account is always taken of the child's perspective (DF 2000: 10). This means that children are recognized as individuals with rights, including their right to participate in major decisions about them in line with their age and maturity. The quality of the relationship between the child and family and professionals has a direct impact on the effectiveness of the help given. Early help is better for children: it minimizes the period of adverse experiences and improves outcomes for children. Children's needs and circumstances vary, so there should be different kind of services. (Munro 2011: 23-24).

Child-centered approach aims to support, protect and strengthen and empower the child. In the focus are the needs of child and the work with parents. Goals are met through listening and supporting the child. Children in child protection might have behavioral problems and they can be aggressive or hyperactive. Instead of perceiving the child as a mere troublemaker and recognizing possible issues behind the child's behavior helps workers to value the child and face the child in situation when the child does not act as wished. Every child as a client in child protection has the right to be valued as a participant and in active role in ones' own case. Child is an expert in his or her own feelings, emotions and experiences. The information received from the child is held right and important. The interest of a social worker lies in the current situation of child life and in securing it. Questions that will be asked from the child, usually concerns young persons' own experiences. Family matters are not typical questions for young person, but it is acceptable, if a child starts to discuss about them. Young persons' willingness to talk or silence are both respected. Equally important is to face the childhood of parents, because it might affect the communication with children. (Tulensalo & Muukkonen 2004: 9, 67-69, 80)

Child-centered approach is dialogical work, knowledge gained through experiences, empowerment and tools that will increase the communication with a child, caring atmosphere, that create feelings of security for the child. At the process level the child-

centered approach means communication to and from the child. Opportunities for participation should be offered for a child often enough, in different situation, and in different ways. If the child refuses to co-operate, it should be respected. (Muukkonen 2008: 143, 146-149).

3.2 Parents and the Family

Child-centered approach involves parents in the process because they provide important information in situations concerning the family and assessing the life situation of a child. Parents identify needs and worries concerning the child and the family. Parents and children are not against each other in actual work, there should be enough space for both parties along working process because hearing different parties increases the validity of information in the assessment process. (Muukkonen 2008: 143,156, 160) It is also important that the family, both parents and the children, recognize that they are not against the practitioner at child protection institution. It is important to be able to create such relationship that the family feels to have common goal with the practitioners and social work. That also leads to more motivated work to overcome worries that have lead to emergency placements. As Calder et al.(11) have stated, some families might be difficult to engage. The reason might be aggression, refusal to co-operate, missed appointments and other forms of avoidance, or it may be masked by superficial engagement and co-operation or reasons might be an individual's circumstances, such as mental health, mental illness or disability. The common feature in all cases is resistance to change and an inability or unwillingness to acknowledge and address the risks to the child. Before concluding that a family is resistant, practitioners should respect the right of parents to challenge any professional's interpretation of events, (Calder et al. 11).

During the child protection process parents might become motivated to improve their parenting skills. It is important to focus for the particular needs of a child in every case. (Muukkonen & Tulensalo 75) The right approach is to offer services to children and families where they are able to make a voluntary choice to receive them. There are parents whose capacity to meet their children's needs raises some worries and the relevant services can make more efforts to make them aware of the help available and to gain their cooperation. There are also parents whose capacity to parent their children raises serious concerns, and it may be necessary to take a more coercive approach. The major challenge, in practice, is to recognize when to escalate the level of professional involvement. The risks, and potential harm , to children who are being

supported in community services when they are in fact being neglected and hurt and should be referred to statutory child protection services is the dilemma practitioners have. A complicating factor is that parents who voluntarily engage with support services tend to make more progress, while a more coercive approach can deteriorate into an adversarial relationship, which, in turn, hinders progress. Therefore, moving up the scale of intrusiveness carries both gains and losses, and so creates a complex decision (Munro 2011: 80).

In the best case scenario the family learns new ways for communication. The family might also understand their worries concerning their family situation and that might start a positive cycle of change when the trust toward each other, as well as the hope and trust for change has an opportunity. (Muukkonen 2008: 159-160). Co-operation might eventually lead to empowerment. A family is a starting point for a good life. On the other hand the family might cause challenges for its members. During childhood the family has an impact on self-esteem and self-confidence. During the adolescence the young person chooses what might affect on the future: education, starting ones' own family for example. (Helminen 2006: 7, 12, 41).

3.3 Environment

There are many co-operative partners that affect young person's life. As well other factors such as friends, television, internet, and hobbies, have their own impact on young person's life. It is challenging to work at the crossroads of different powers. Client process consists of different meetings, negotiations, and assessments with different co-operative partners. Different decisions are controlled by social worker. (Muukkonen 2008: 152-153). Meetings with clients are daily interaction. It is important to respect clients and aim to be pleasant, resilient, adaptive and able to control their own emotions. Interaction with clients is different when the other party is reluctant, unwilling and defiant young person, who might as well be aggressive and defensive on his or hers opinions. It is important to notice that everyone receives and accepts help at ones' own pace. (Mattila 2007: 21-22, 32-33). Practitioners create conversations and through conversations the reflective work finds its place. It is important to respect the decisions of families because, and, despite the difficult life situation, they still live their daily life. It might be that, regardless of the decisions, the situation itself might not be under control. (Tulensalo & Yli-Herranen 2009: 25) It is not always purposeful that many different co-operative partners works with the same case because every time that new person

starts work with the family or with the young person, it means that they have to talk about difficult and personal issues with a stranger and that might feel exhausting for the young person. It might be more useful to work more intensively with just few co-operative partners.

4 Assessment in Child Protection

Assessment can be divided in three areas according different dimensions of child protection (Picture 1): development of the child or a young people, including their health, emotions and social development and progress in learning; the parents ability to support their child or young people and respond appropriately to their needs; the impact of environmental elements and wider family on the child or young persons development. (CWDC 1/ 2007: 23-24, 35). Assessment is an interactive process that engages the family to the child protection process (Buckley & Whelan 2006: 16). Assessment provides an analysis of the child or young person's strengths and needs. It aims to form a wider picture of a child or young person's life. Assessment aims to improve communication and integrated working between practitioners supporting a child or young person. (CWDC 1/2007: 23-24, 35). Assessment is a complex task in which workers need to balance an empathetic approach with an authoritative approach (Calder et. al. 11). Assessment aims to be systematic, clear, and open. When it is time to make a summary about the assessment, it will be done in co-operation with the family (Tulensalo & Muukkonen 2004: 15-16).

It might be useful to choose a theme for each meeting and use methods accordingly. Meetings with a child can include talking, and work with feelings, for example with help of different action based methods, such as music, photography or writing to give an example. Different themes can be used during the assessment process: school, family, free time, friends, young person's life and emotions. (Muukkonen & Tulensalo 2004: 12-16, 31. Any vulnerabilities, such as learning disability or physical impairing condition, should be taken under consideration by the practitioner during the assessment (DF 2000: 18). The challenge in assessment is to combine assessment and action based methods in daily life. Investigative participation means that a practitioner finds out young person's thoughts, needs, emotions and wishes. The aim is to increase young persons' understanding about the situation and form suitable goals for work. Just the feeling of participation in action might give feelings of empowerment for a child. (Muukkonen 2008: 92, 117-118, 138, 140, 142).

Analysis phase of an assessment means that the information gathered during the assessment meetings will be broken down into smaller parts, so that it is possible to extract an overall understanding of what is or may be going on. Through the analysis, it might be possible to reach more informed and insightful position for what it all means for the young person and his or her family. During the analysis the various relationships between each party, as well as the services involved, might be examined. Analysis might provide a better picture of the circumstances and inform future interventions that address the need and reduce the risk for the children and family. Also, the analysis should bring resilience of a family and the protective factors of the family visible. Analysis will not only help determine the nature of current circumstance but also the potential likelihood of an event or series of events occurring. (Calder et al.-23- 24).

4.1 Tools for assessment

In this chapter, different structuralized assessment methods are introduced that became familiar during the project. Different assessment tools were searched that are used in Finland, as well as Great Britain and Scotland. Great Britain and Scotland were chosen for the area of interest where I searched methods used in assessment of child protection, because those countries are pioneers in developing working methods for child protection. After getting to know different methods I start to draw outlines for the actual assessment plan. Because most of the assessment processes are planned in abroad, those might not be possible to take into action in Finland as such.

The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them (CWDC 1/ 2007: 8).

The Getting it right for every child- approach (GIRFEC) is a policy and practice affecting children, young people and their families in Scotland. Practice Model provides the foundation for identifying concerns, assessing needs and initial risks and making plans for children in various situations. This single system of planning for a child should be used in every case. All agencies, thus, need to use and contribute to the model in a way that reflects their core responsibilities; this includes all adult services. To fully assess a child's circumstances when a concern has been identified the GIRFEC Practice Model combines a number of useful tools for practitioners addressing the needs of

children and young people: the Well-being Wheel, My World Triangle and Resilience/Vulnerability Matrix The diagram below shows these, and the concepts it contains underpin this toolkit as a whole. (Calder et al., 6)

BARO method means Basic Child Welfare Council Screening. It is a one method used in Finland for assessing the need of child protection as well as needs for other services. It can be used if the young person has committed crimes, has behavioral problems or difficulties with schooling, to give an example. BARO consists of half structured questions that have been divided in different areas: Growing environment, crimes, functionality at school, at home and at free time as well the development, behavior, substance abuse, gambling and feelings. BARO aims to collect information through customer interviews. Results are used as a base for the case management for other services and as well as an argument for the end of relationship. BARO method aims to give a common framework for the different practitioners among social branch. With BARO summary, the social worker might be able to define the needs of young person, and define the needs of different services. Interviews will be done for different cooperative partners: officials, school, young person and his or her family. The validity of this tool is based on interviews from different parties. (Heikkilä 2008: 1,3- 5).

Cycle of Change is a helpful tool in understanding and plotting a parent potential for engagement with the risk identification, assessment and management processes. It also actively encourages consideration of particular aspects of resistance in parents and assists understandings of issues such as those reflected where denial of a problem exists, resistance to change, a lack of commitment to making the agreed changes happen, the parent slip-back into their old behaviors when changes have previously been implemented. Used primarily in addictions services, the cycle of change can be applied to assist understanding of any change process. The cycle proposes two key principles: there are several stages a person must go through before they successfully act and maintain a lasting change (a stage cannot be missed). Change is cyclical, people will have a range of feelings at different times about their risk behaviours, and it can involve several attempts before they achieve any lasting change (Calder et al. 82). Relapse and lapse simply means that change is difficult, rarely a linear process and it is unreasonable to expect anyone to be able to modify behavior perfectly without any slips. When relapse occurs, several trips through the stages may be necessary to make lasting changes. In each cycle the person is encouraged to review, reflect and learn from their slips. (Calder et al. 82- 83).

Chronologies provide a key link in the chain of understanding needs and risks, including the need for protection from harm. Setting out key events in sequential date order, they give a summary timeline of a child and family circumstances, patterns of behavior and trends in lifestyle that may greatly assist any assessment and analysis. They are a logical, methodical and systematic means of organizing, merging and helping make sense of information. They also help to highlight gaps and omitted details that require further exploration, investigation and assessment. They can and should also be used to promote engagement with the service users. The content of chronologies is, however, determined by individual/collective professional judgements as to what is in fact significant in a child's and family's lives. They should not replicate or attempt to substitute for case recording but should rather provide a clear outline of the most important elements of individual or family circumstances. (Calder et al.75)

Scales, for example homescale, substance scale etc. describes situations at home, relationships toward the parents and siblings. It is a scale from zero to ten. A child is asked to give a grade according to different questions. Zero means that the circumstances at home are miserable and ten means that a child is satisfied with the circumstances and feels that he or she is loved and nurtured. Road of life-method means that a practitioner asks a young person to draw a road: it starts from the birth and it has some bumps and holes, straight road as well as up- and downhill. There should be written remarks in every mark, why the life has felt like that at certain time. When the road reaches current time, there can be asked a question, what the youth thinks about future. (Erikkilä ym 2005: 90).

5 Developing the assessment plan

The idea for this project has emerged from the needs of practical working life because there is a need for a structured tool that will be used during assessment process when a new young person arrives at young persons' home. Earlier, different phases of child protection have been described, and some relevant theory for example the different dimensions of child protection were discussed. In this section, there will be described the current situation of assessment process at this particular young persons' home. To find out the current stage of assessment in private child protection institution, interviews were conducted. Four practitioners were chosen for the interviews because they all had years of experience with child protection. After interviews, a picture about the current

assessment situation was drawn, and an actual assessment process was planned. The assessment plan provides a structured frame for the assessment process in emergency placements of a young person.

Different dimensions of child protection provide an idea about the assessment process. It should include at least the assessment of young persons' physical and mental health, feelings, social behavior and learning. Parents' part of assessment process includes abilities to support a child and respond to child's' needs. Also, the environment has an impact on child's' life. These three dimensions, child, parent and environment, are different dimensions in child protection, and might be taken into account at assessment plan. In this project, it was important to find different phases of child protection and different dimensions. Assessment in child protection is based on these dimensions: from child's' point of view, parents point of view and as well from the point of view of the environment, such as co-operational partners.

The goal of interviews was to find the current situation of assessment process at institution. Second goal was to work in co-operation with the working life partner so that the outcomes of this project would be beneficial. Third goal for interviews was to find the need to develop the current situation. From every interview notes were taken. Documentation makes the outcome more reliable and then it is possible to return to interviews later, if needed. Interviewing is a kind of guided conversation in which the interviewer carefully listens to what has being conveyed. The result of this project, an assessment plan, will provide an overall picture from young persons' life and family situation and should prove to be valuable information for social worker, while he or she is making decisions whether the family needs child protection services or not.

5.1 Current assessment process according the interviews

The interviews were informative and gave a great idea about the current situation within the company. After the interviews, similarities were sought. There are two routes, when a young person arrives in child protection institution: through emergency placement process, when there is just a little information about young person and his life or through custody process, that is preceded a visits and negotiations with the institution. Usually a young person, who is taken in to care as emergency placement, will be placed in specific assessment unit (the unit where the assessment usually takes place).

According to practitioners, the information about the need for emergency placement comes from the social worker, to the young persons home. Social worker informs where the young person is and where the staff of young persons home might pick he or she up. Because the situation of the family in emergency placements has possibly fallen into crisis quite fast, there might be minimum amount of information available about a child and his or her family. According to practitioners, when the young person arrives at young person's home, the first acts are to secure the basic needs that a young person has: make sure that a young person has eaten and if not give something to eat and make sure that a need for immediate physical health check or medication is evaluated and acted upon. After the previous, the staff informs the family of a young person where he or she is and what the circumstances are. During the assessment process, it is important to define what kind of worries affects the situation of a young person. Are those worries already acknowledged or are they now becoming apparent, and what kind of co-operative partners should be included to support the life of a young person. Next, the actual assessment process starts: the goal of this process is to find out whether or not the young person and his or her family is in need for child protection services.

One thing that became relevant during the interviews was that along the assessment process, it is important to consider what happens if the young person goes home after emergency placement, what are the actions if the placement continues for a short-time, should the family work for example be more intensive and what if the emergency placement turns in to custody process. It seemed from the interviews that a young person and his or her family are the key information providers in the assessment process. It is important to describe daily of a young person because that is where the actual worries occur. It is equally important to find out the life history of a young person and his or her perception of the situation.

Co-operation with the parents is also important, because the life history of the family might provide significant information about the worries and needs that concerns a young person. Also, when the parents are interviewed, they possibly feel that they are heard and they are more attached to the working process and co-operation is different. Without co-operation with parents, a lot of information and understanding might be lacking. Co-operation with other co-operative partners the co-operation varies. With schools the co-operation is usually fluent. It is easy to get information from the previous

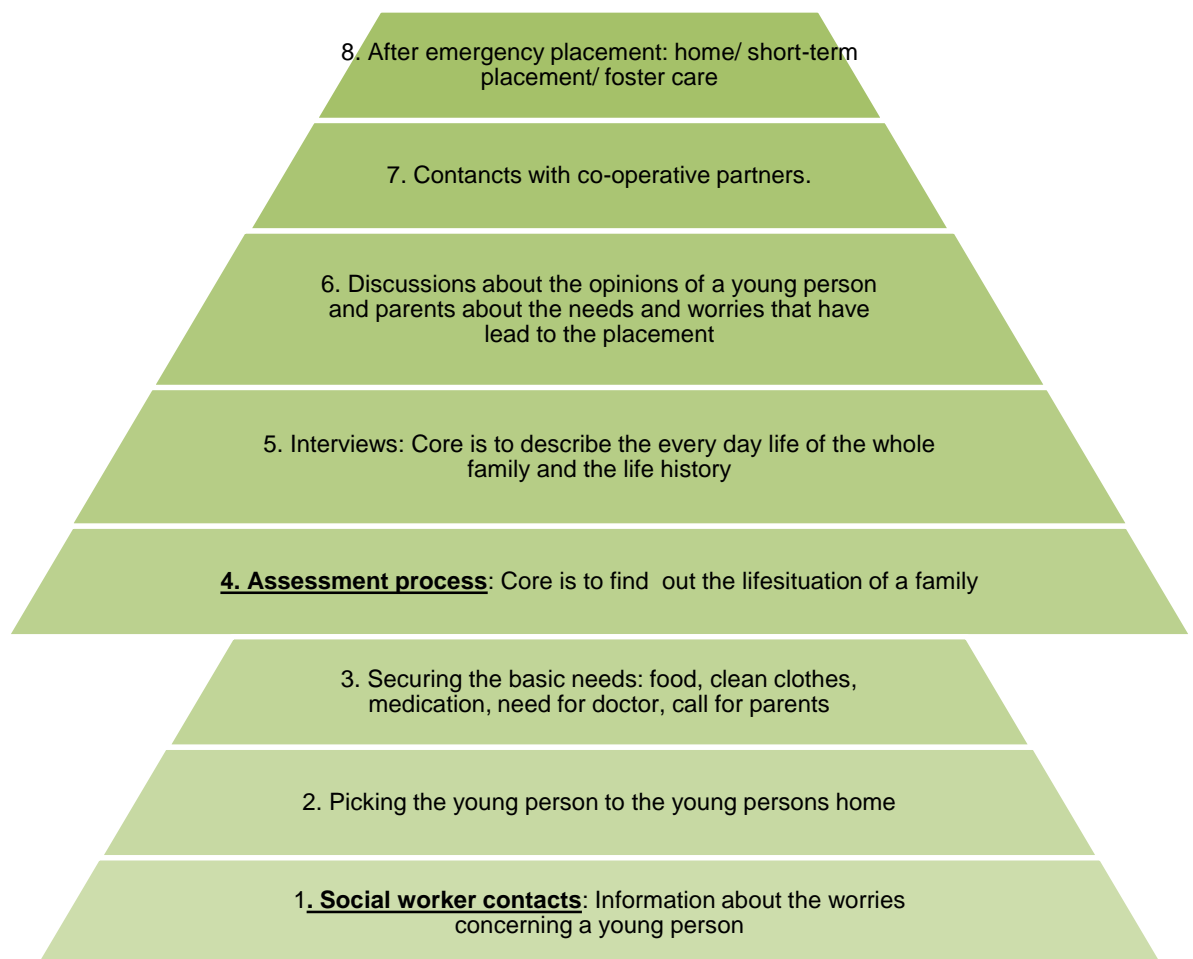
schools. Usually, co-operation with a new school is fluent as well. To find the right co-operative partners, tacit knowledge and experience is needed. The contact with the psychiatric ward will usually be done after the young person has come into the institution. It is important to get the young person to understand the importance of education and the future.

According to the interviews, a picture 2 was drawn to illustrate the core ideas that the persons that were interviewed had about the assessment process. It can be seen that the table includes the different dimensions of child protection: the child, the family and the co-operative partners, such as school and the social worker. The picture 2 was used as a guideline while forming the actual detailed assessment plan. Muukkonen and Tulensalo (2004:31) have defined different themes for interviews during the assessment process: school, family, free time, friends, life and emotions. The assessment process should include different dimensions of child protection. Along the assessment process there should be taken into account the views of the child, family, wider family and co-operative partners. The developmental state of a child should also take into account. (Muukkonen & Tulensalo 2004:31). As seen in picture 2 there would be different process used with a child and with a parent. It might also be useful to meet the parents together with children as well as separately. Sometimes it is not possible to meet parents at all, because they are unwilling or the child is not able for co-operation because some personal issues. In those cases, the interviews are impossible to make and the assessment has to be done in a different way, but still it might be beneficial to find out the life of a child and the abilities of parents.

The core idea of interviews is to be able to describe the daily life of a young person in as much detail as possible. In some cases it might not be possible to know whether or not the young person talks the truth. In these cases it would be useful to find out the truth from the parents or siblings, or from the wider family, and also ask the school's opinion. It is important to find out different views because that way the almost true situation about the family life might come visible. Interviews should be conducted, which might include different themes as described above: family, the history of that family, school, free time, friends and emotions. It would be also beneficial to discuss about substances with the young person and his or her family. The actual work in emergency placements starts immediately and the nature of work depends on the situation. The first contact with parents is also important because that might affect on the whole rela-

tionship. The actual plan will include different interview path for the young person and different path for parents.

After interviews the general process and overall structure for assessment plan was formed, there was a meeting with the practitioners at young persons´ home, to ask if they agreed with me, that information from interviews were correctly understood. They accepted the general idea for the assessment process and a permission to start planning the actual assessment process was gained. During the interviews, it was found out, that there are certain forms already existing at the young person´s home that are not in active use, but still those forms have already been done and now included in this assessment plan. These previous forms have been done in Final projects of Jarmo Lindgren, Tukihenkilön käsikirja Desiker-Aurinkomäki Oy:ssä, and Riikka Neuvonen, Uusi nuori nuorisokodissa: Nuorisokodin uusimmille nuorille suunnatun haastattelulomakkeen tuottaminen. Since both of those final projects considered the young persons and the need for development considered the co-operation with parents, focus was placed on that.



Picture 2. Assessment process in child protection institution according the interviews

5.2 Need to develop assessment process

During the interviews it came visible that there is not an actual assessment process at the moment and that is why this project is implemented. Interviewed persons agreed that it would be beneficial to develop a clear assessment. Even though the 30 days, that the emergency placement lasts, is enough to show what kind of issues are concerning the young person. One area, lacking from current work, came visible during the interviews, that there should be more work with parents. It is important to work in cooperation with parents because parents acts as information givers and when the parents accepts practitioners from an institution, that gives an opportunity for children to bound with the practitioners. Co-operation with parents might happen through weekly phone calls, and during the discussions about care plan as well at the meetings with social worker. In a crisis situation it is important to take into an account thee feelings of parents and understand that parents might not be able to accept the situation, and they need understanding to be able to adapt the situation. Work with families who are in crisis should be sensitive, clear and open as well as honest.

During the interviews it also came visible that the assessment should be individualized, because not all of the young persons´ nor their parents are able to answer all the questions at once and as well there are no need to use all assessment tools with all the young persons and their parents. Along the assessment process, the trusting relationship with parents takes its place. The assessment includes also the assessment of capabilities of a young person in everyday life: how the young person is able to go to school, what kind of interaction is happens with other young persons. It is also important to notice the difference with behavioral problems and the need for psychiatric care. This is difficult and needs experience and support from the whole working team.

The practitioner that I interviewed did not agree on who would be the best person to implement the assessment. Other opinion was, that because every youth at young persons home has two support persons, the support persons should be those who are responsible about the assessment process. The other opinion was that the responsibility about the assessment process should be with few named persons. All people that I interviewed agreed that the core is that a young person, who has comes in young persons home, comes because he or she is in need for intensive and individualized care and it is not important who does the assessment but the best outcomes.

The practitioners told that a child protection institution has great responsibility and opportunity to affect on child's life. There are also different kinds of personalities working in those institutions. All those personalities have an impact on the life of a young person. It might be frustrating that the results of work in child protection institution might become visible years after the young person has left the institution. One opinion was that it would be difficult to form a common assessment plan for several units within organization, because of the variety of workers and because every unit is independent.

The practitioners also stated the argument that during this project it should be considered that how this assessment plan should be implemented into organization, so that it would actually be used. They also told that through education and experience the employer learns abilities that are needed in assessment process. They also agreed that employees, who are dealing with crisis situations, should be in best possible mental condition to be able to face the family in crisis.

6 Assessment plan

The actual guidelines for assessment process will be produced in a folder, which will be held in an office of a child protection institution. When a young person arrives, it would be easy to use that folder and follow the process from there. As well since, the working hours are not regular and the practitioners might have long periods of absence, it would be easier to find out the general information considering the young person from a file. Because every young person has one's own folder, the assessment process could be documented there as well as in electronic form in information system. If it is possible the assessment process will be later converted in electronic format and the access to folders would be even more flexible.

The assessment process is divided in two sections: process with young person and process with parents. Co-operative partners are not included in this assessment plan, because of the variety of different parties. It is obvious, that practitioner contacts the school, but the other co-operative partner depends on situation. Most parts of the process with young person were existing and that is why the focus is to improve the assessment process with parents. At first the process description introduces some specific features of discussions with parents and young persons. Latter parts include the actual tools that will be used during the assessment process.

After the first version of assessment folder was collected, I agreed a meeting with the practitioners at the young persons' home. I had send the assessment plan for them in beforehand and asked some comments and developmental ideas from practitioners. They find the assessment plan already quite useful. They thought that the general information form might be a great tool, especially during the emergency placements, because those situations tend to be quite hectic. They wish, that in general information form there should be also included a section, that has mention when the care plan is ready. General information form also includes the dates, when the different tools of assessment have been implemented. After discussion with practitioners and after asked changes, the project was ready to be concluded.

6.1 Process with young person

The duration for the actual assessment plan is one month. During first three weeks there will be done discussion considering different dimensions of assessment that can be also seen in picture 1, Dimensions of child protection. First discussions include general questions, to get acquainted with the young person. After the overview, there are questions that covers the different dimensions of child protection more detailed: physical and mental health or self-knowledge and feelings (appendix 10, 13), school (appendix 11), substances (appendix 12). At fourth week the actual care plan will be done and that is a main tool for discussion together with the young person and the parent. The need to assess different areas is dependable for example of age. Clients can be at age from 10-17; there are different worries and needs considering young person on different developmental stage. It might not be useful to assess the substance usage with all the 10 year olds, but if the worry already considers substances, then it might be useful to assess that matter also, but with all 17 year olds, it might be purposeful to assess at least attitudes towards substances and as well the usage history. In all the assessment process aims to cover different dimensions of child protection, so that all aspects become inspected.

At crisis young person has right to talk or not to talk, tell what he or she understands, right to decide how he or she expresses own feelings, enough time and opportunities to talk. The information given to a child should be honest and accordingly his or her age and developmental stage. Sometimes conversations might be shorter than expected. Practitioner should accept the fact that a child deals with situation on his or her own way. For practitioner it is important that a he or she leads conversation forward and

creates environment of trust and security. The feeling of security starts, if the practitioner adapts some phrases or words that the family expresses. Practitioner should rather listen than make. Practitioner must remember that feelings of all kind must be accepted and there are no wrong feelings. Different things must take into account before discussions: space should be quite, practitioners must introduce themselves and talk about confidentiality issues as well as rules of the situation. Discussions might deal with facts, thoughts, reactions and feelings, reflection and feedback as well as information for the future actions. Practitioner should respect clients. Practitioners should not make assumptions, but ask more questions, if some point remains unclear. (Hammarlund 2001: 126, 141-142, 163).

In actual assessment folder the first page includes general guidelines for practitioner for actual meetings with young persons. In that form there are tips on how to talk to a young person since, the young persons are still children and practitioner should take into account the age and developmental stage. (Appendix 2) Process with a young person starts with general information form (appendix 3). It includes all the general information about young persons life: name, contact information, starting date for placement, citizenship, mother tongue, health problems, allergies, medication, other important issues, information about parents, siblings, friends, support services, the name of last school, worries and needs that has lead to the placement and timetable for assessment plan. It is important part because through that the relevant basic information is available for all practitioners who participates in basic care of a young person and who are not working at the time that new young person arrives.

Appendix 4 was already existing, but inactively used. It is a assignment list, where a practitioner can check, that he or she has done all the necessary things when a young person arrives. Appendix five, General overview, is a questionnaire of different dimensions of child protection from young persons point of view. It includes questions from different themes: everyday life, life at young persons home, personality, health, social relationships, school and future (Neuvonen) Appendix 6 is an evaluation form, that includes questions of how well a young person has adapted in young persons home and what kind of perception a young person has from his or her placement (Neuvonen). Appendix 7 is a relationship-map that is widely used tool within child protection and family work. The aim is to see the relationships around young person and discuss the importance of those. It gives an idea of the environment dimension.

From appendix 8 starts the more detailed work with the different dimensions relevant for the assessment at child protection. Appendix eight is a questionnaire, which includes questions from young person everyday life with his or her family. The aim is to find out the overview from family situation and the attitudes among the family. Appendix nine also defines more detailed the family relations, relations to friends and questions if a young person is dating someone.

Appendix 10 concerns health and wellbeing (Lindgren). Appendix 11, School and free time, aims to find out young persons' motivation towards studying and as well what a young person does on free time. (Lindgren). After that there is a questionnaire about substances (appendix 12), that might deepen the view from young persons free time. The last appendix (13) during the assessment of young person deals with self-knowledge and feelings. It is also an important area, because through that it can be seen, if a young person understands his or her own feelings or not and also gives rough idea of the self-image one has. This is an important aspect in child protection because some children, who are customers in child protection are unable to recognize their own feelings and that may cause some challenges in their development. (Socca).

6.2 Process with parents

The process description with parents at assessment plan also starts with an informative letter (appendix 14), that gives an overview of the theory of parents involvement in assessment process and as well some information for how to deal with parents. The actual work with parents starts at the same day, when a young person arrives at young persons' home. Initial contact is typically a phone call at the very first day that a young person arrives at young persons' home. During that phone call it is important to start building the trusting relationship with parents. During the first phone call parents will have the phone number to the young persons home as well as the name for contact person, whom they can call if they have any questions. If the situation allows, there might be also agreed the time and place for the first meeting. Already during the first phone call it is important to be acceptable and If possible give some feelings of empowerment for a parent through participation to decision making. It is still important to remember that there are reasons why a young person has taken into care, and that the power relations within the family are still unknown. After first contact parents will be taken into account through weekly phone calls at least, where there is information about the young persons' situation.

The first meeting with parents might be at young persons home, at social office or at parents home, depending on situation. Appendix 15 describes the structures for it. The idea for the first meeting is to introduce practitioners and as well the young persons' home for parents. It is also important to get to know parents and as well go through the reasons that social worker has pointed for reasons of emergency placement and also ask if parents have issues that they might feel relevant and necessary to share. Next form is a Young person at family-questionnaire (Socca, appendix 16) It covers same things, that has been asked from young person during young persons interviews, but the aim for this questionnaire is to find out parents views from young persons life and as well find out parents attitudes toward parenting. Next part of assessment with parents aims to find out what kind of attitude parent has from young person (appendix 17). It is important to remember, that if the parent has had difficult times with the young person, the attitude might not be most positive at that time. But also when parents are reminded about positivity towards their child, they might focus on positive factors and start to work to achieve positivity again.

Latter parts of assessment plan deals with parental abilities according to parental abilities map (appendix 18 and 19). This section includes questions that define parents' attitudes and also a map of roles of parenting. The map might already show what part of parenting need improvement and through questions the parents can have better overview for their parenting. The aim for this part is to wake parents to notice that they might be able to do things differently, especially when the parental abilities are referred to needs, that have lead to emergency placements. The other aim is that practitioners are able to see if there are some worries concerning the basic care of a child or the other facts included in parental abilities.

After the assessment process there should be one more meeting that will be based on the practitioners views about the assessment. Before the last meeting the practitioner should have done the Careplan for the child. At the Careplan there can be seen the worries and needs that have risen from the different dimensions of a child protection and that have been assessed during the assessment process. Careplan has been divided in different categories: overview of childs' situation, basic care and abilities to care one self, health, school, positive sides of a young persons and needs and worries.

7 Discussion and need for future development

The assessment plan is useful tool, because it enables the goal-oriented work. The view in this assessment plan is child-centered because the questions concerns young person's life, from different points of view: through the assessment process it is possible to describe the life of a young person in young person's own words and in parents words as well. From those descriptions and from the descriptions of daily life at child protection institution it is possible to find the current state of young person's life and also point the concerns that differs from daily life of a normal youth. Discussions acts as tools for support: through discussion a young person and a parent is able to see the current state of their family situation and with the support from practitioners they might be able to overcome their difficulties.

A practitioner must take into an account that emergency placement is always a crisis situation for the young person and the family. That is why the assessment plan is built in a way that the implementation can differ depending on situation. In other cases the developmental stage of a young person might not enable the use of all the tools, that have been introduced in the assessment plan or the situation does not need the use of all tools, so that the practitioners are still able to describe the young person's life situation to the social worker.

This assessment plan will be introduced to the foremen at the child protection company during May 2014. During this year, in different units, educational introductions during will be arranged as well. After those introductions the actual assessment plan will be easier to use and practitioners have an opportunity to ask questions. Also, if there are some development ideas for the assessment process, they can be included in assessment plan as well. One idea for future research includes whether or not these assessments plan have been used and if the employees find it useful and how it should be developed further.

The assessment folder is a good start for structured assessment process and in the future it could be developed further. The assessment process is quite good in general and covers most of the dimensions that child protection is consisted of. Since the assessment at the institution and the work with parents have been quite minimal before and this is the first process description, it might be useful to develop the work with par-

ents in the future as well and deepen the knowledge in that dimension of child protection.

The future development of assessment process might be based on the feedback from foremen and as well from the employees, who are using the assessment process as a practical tool for work. Other aspect, which has not been taken into account yet during this project, is the feedback from young persons and from their families concerning the assessment process and whether they find the assessment period useful or not.

It is interesting to develop the work with parents, whether the child and his or her family is a new client or has already been client for a while among child protection, because in both cases it is important to create and maintain sustainable and trusting relationship. According the interviews the co-operation with parents has improved within recent years, but there is still need to improve the co-operation and the participation of parents to be able to have even better co-operation. There might still be some difficulties in this matter, because not all parents are able or willing to co-operation, but when the client becomes heard and as well has an ability to affect on the decisions concerning their lives the co-operate with each other becomes easier.

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Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

LASTENSUOJELUN ALKUVAIHEEN TILANNE-ARVIO -KANSIO

Liite 1

Sisällys:

Nuoren kanssa työskentely

1. Ohjeita nuoren kanssa työskentelyyn
2. Yleistietolomake
3. Tehtävälista: uuden nuoren tulo taloon
4. Alkukartoitus
5. Tulotilanteen arvio
6. Verkostokartta
7. Perhe ja koti
8. Perhesuhteet
9. Terveys ja hyvinvointi
10. Koulu ja vapaa-aika
11. Päänteet
12. Itsetuntemus

Vanhemman kanssa työskentely

13. Vinkkejä vanhemman kanssa työskentelyyn
14. Vanhemman ensimmäinen tapaaminen
15. Murkku perheessä-kysely
16. Nuoreni-lomake
17. Vanhemmuuden roolikartan kysymykset
18. Vanhemmuuden roolikartta

Lastensuojelun tilanne-arvio
Desiker-Aurinkomäki Oy

OHJEITA NUOREN KANSSA KESKUSTELUUN

/Jarmo Lindgren, Laura Tetri/ Appendix 2

- Lastensuojelun alkuvaiheen tilanne-arvio tehdään yhdessä lasten ja vanhempien kanssa.
- Nuoren tapaamiset jakautuvat erilaisiin teemoihin: koti, koulu, vapaa-aika, lapsen terveys, minäkuva sekä käsitykset omasta tulevaisuudesta.

OHJEITA NUOREN KANSSA TYÖSKENTELYYN:

- Nuoren saapuessa nuorisokotiin, hänelle annetaan nuorisokodin yhteystiedot.
- Nuoren kanssa tapaamisiin on hyvä varata runsaasti aikaa.
- Nuorelle tulee olla rehellinen ja on kerrottava milloin asioista on velvollisuus kertoa myös muille viranomaisille.
- Jos nuori käyttäytyy sopimattomasti, tämä tulee kertoa nuorelle heti.
- Nuoren identiteetti on herkkä, häntä ei tule leimata esimerkiksi luuseriksi, narkkariksi tai homoksi.

ENSIMMÄISESSÄ TAPAAMISESSA NUOREN KANSSA TULEE MUISTAA:

- Kerro mistä keskustelussa on kyse.
- Kerro kuinka kauan keskusteluun on suunnilleen varattu aikaa.
- Kerro vaitiolovelvollisuudesta, osa kysymyksistä voi olla henkilökohtaisia.
- Kerro, kuinka lastensuojelulaki velvoittaa sinua ja kerro sen sisällöstä tarkemmin.
- Keskustelun esittelyn jälkeen, kysy onko nuorella kysyttävää tehtävästä.
- Päätä itse miten ja missä toteutat menetelmällisesti nuoren kanssa keskustelut.
- Paikkoina voivat olla esimerkiksi nuoren oma huone, punttisali, judosali, lenkkeily tai museossa käynti.
- Jokaista kysymyslomaketta ei tarvitse käydä kohta kohdalta läpi, kysymykset auttavat käsittelemään kutakin asiakokonaisuutta kattavasti.

Lastensuojelun tilanne-arvio
Desiker-Aurinkomäki Oy

YLEISTIETOLOMAKE

Laura Tetri/ liite 3

NIMI:		PUH:
Sijoitus alkoi:		
KANSALAISUUS	SUOMI	MUU:
ÄIDINKIELI	SUOMI	MUU:
SAIRAUDET	Ei	Kyllä:
ALLERGIAT	Ei	Kyllä:
LÄÄKITYS	Ei	Kyllä:
Muuta:		
Vanhemmat	Yhdessä:	Eronneet:
Äiti		Puh
Isä		Puh
Muu läheinen:		Puh
Sisarukset		
Läheisimmät ystävät		
Ystävät joihin yhteydenpito ei toivottua:		

Tukipalvelut:
Viimeisin koulu:

Sijoitukseen johtaneet syyt:

ARVIOINTISUUNNITELMA:

NUORI	Pvm. & tekijä	VANHEMPIEN T	Pvm. & nimimerkki
Alkukartoitus		Tutustuminen	
Terveys&hyvinvointi		Murkku perheessä	
Perhe		Roolikartta	
Koulu ja vapaa-aika		Hoitosuunnitelma	
Terveys ja hyvinvointi			
Päihteet, ym.		HOITOSUUNNITELMA	

Lastensuojelun tilanne-arvio
Desiker-Aurinkomäki Oy

UUDEN NUOREN TULO TALOON- TEHTÄVÄLISTAUS

Desiker-Aurinkomäki Oy/ Liite 4

Nuoren nimi	
Nuorisokoti	
Tulopäivä	

Tehtävä	Suoritettu Allekirjoitus
1. Nuoren kaikkien tavaroiden ja päällä olevien vaatteiden tarkastus.	
2. Yhteys nuoren huoltajiin.	
3. Yhteys mahdollisiin hoitokontakteihin (JTM, terapiat, nuorisopoliklinikat).	
4. Lääkereseptien tarkastus, jos nuorella on jatkuvassa käytössä olevia lääkkeitä.	
5. Tulohaastattelu.	
6. Nuori kirjataan nappulaan, muista myös sosiaalityöntekijän tiedot.	
7. Tee nuorelle oma kansio, (etulehti on nappulan tiedostopankissa).	
8. Kouluun ilmoittaminen / kartoittaminen	
9. Vaatetilanteen kartoitus.	
10. Osoitteenmuutos.	
11. Oman tilin avaaminen.	
12. Mahdollisen päihdekartoituksen tekeminen.	
13. Hammastarkastus.	
14. Terveystarkastus, jos sijoittava kunta vaatii.	

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

ALKUKARTOITUS

/ Riikka Neuvonen/ Liite 5

Vastauspäivämäärä: _____

Vastaajan nimi: _____

Haastattelija: _____

ARKI

1. Millainen on ollut tyypillinen arkipäiväsi ennen nuorisokotiin tuloa? Millainen on ollut päiväsi rytmi, mitä olet tehnyt mihinkin aikaan? Millaisia viikonloput ovat olleet?
2. Toivoisitko jonkun asian muuttuvan arjessasi? Minkä?
3. Millaisista asioista selviät itsenäisesti arjessa? (Pyykinpesu, oma hygienia, ruuanlaitto, siivous, raha-asioista huolehtiminen..)
4. Luuletko, että pystyt noudattamaan nuorisokodin sääntöjä? Mikä sääntö saattaa tuottaa sinulle vaikeuksia?
5. Oletko joutunut fyysisiin tappeluihin arjessasi? Kenen kanssa? Mistä tappelu johtui?

NUORISOKOTIIN TULEMINEN

6. Millainen lastensuojeluhistoria sinulla on takanasi? Miten olet kokenut lastensuojelutoimenpiteet ja viranomaiset?
7. Tiedätkö, miksi olet nuorisokodissa? Mikä on johtanut sijoitukseesi kodin ulkopuolelle?
8. Koetko hyvänä asiana, että sinut sijoitettiin kotisi ulkopuolelle? Miksi?
9. Koetko nuorisokodin sopivana sijoituspaikkana sinulle? (Esimerkiksi verrattuna aiempiin sijoituspaikkoihin.)
10. Miltä sinusta on tuntunut olla täällä?

PERSOONALLISUUS

11. Millainen olet omasta mielestäsi? Miten muut ovat sinua kuvailleet?
12. Missä olet hyvä?
13. Toimitko koskaan väkivaltaisesti? Millaisissa tilanteissa?
14. Koetko, että pystyt hillitsemään itseäsi?
15. Mitkä asiat ovat tärkeimpiä elämässäsi? Mikä sinua kiinnostaa?

TERVEYS

16. Millaiset ovat nukkumistottumuksesi? Kuinka monta tuntia nukut yössä? Onko nukkumisen suhteen hankaluuksia, millaisia?
17. Millainen on terveydentilasi?
18. Onko sinulla allergioita? Mitä ne ovat ja kuinka ne tulee huomioida nuorisokodilla?
19. Millaiset ovat syömistottumuksesi?
20. Onko sinulla harrastuksia? Mitä? Kiinnostaako sinua jokin harrastus?
21. Käytätkö alkoholia? Kuinka usein ja millaisia määriä? Mitä alkoholia juot? Kuinka nuorena olet aloittanut alkoholin käytön?

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

22. Poltatko tupakkaa? Kuinka usein ja millaisia määriä? Kuinka nuorena aloitit? Käytätkö nuuskaa?
23. Käytätkö/Oletko kokeillut huumeita? Mitä huumeita?
24. Miksi käytät päihteitä?
25. Onko päihteiden käyttö muodostunut sinulle ongelmaksi? Onko päihteiden käytön seurauksena tapahtunut negatiivisia asioita? Millaisia?

SOSIAALISET SUHTEET

26. Millaista kotonasi on ollut? Oletteko viettäneet yhdessä aikaa vanhempiesi kanssa?
27. Onko perheesi arkeen kuulunut päihteiden käyttöä? Miten päihteiden käyttö on näkynyt arjessa? Miten olet kokenut perheen jäseniesi päihteiden käytön?
28. Onko perheessäsi esiintynyt lähisuhdeväkivaltaa? Keiden välillä? Millaisia tunteita perheväkivalta on sinussa herättänyt?
29. Millaiset suhteet sinulla on perheeseesi? Tuletko toimeen kaikkien perheen jäseniesi kanssa?
30. Millaisten toivoisit välien olevan?
31. Millainen suku sinulla on? Ketkä suvussasi ovat sinulle läheisimpiä?
32. Onko sinulla kavereita? Onko joku kavereistasi sinulle erityisen tärkeä?
33. Mitä teet kavereidesi kanssa? Missä tykkäätte viettää aikaa?
34. Seurusteletko? Millainen suhde sinulla on seurustelukumppaniisi? Kuuluuko suhteeseen fyysistä läheisyyttä?
35. Oletko tietoinen ehkäisymenetelmistä ja niiden käytöstä? Käytätkö ehkäisyä, kuten kondomeja, sukupuolitartunnoilta suojautumiseksi?
36. Kuuluuko elämäsi muita sinulle tärkeitä ihmisiä, kuten opettajia, sosiaalityöntekijöitä, tai valmentajia?

KOULU

37. Miten koet koulun käynnin? (Viihdytkö koulussa, kiusataanko sinua..)
38. Miten sinulla menee koulussa?
39. Oletko ollut luvattomasti poissa koulusta? Millaisissa tilanteissa?
40. Millaisia tavoitteita sinulla on koulun suhteen?
41. Miten aiot näihin tavoitteisiin päästä?
42. Miten toivot nuorisokodin henkilökunnan tukevan sinua koulun käynnin suhteen?

TULEVAISUUS

43. Mitä muutoksia toivot tapahtuvan täällä olon aikana?
44. Millaisia tulevaisuuden toiveita sinulla on? Mitä olet suunnitellut tekeväsi koulun jälkeen?
45. Mitä aiot tehdä toiveidesi täyttymiseksi?
46. Millaista tukea toivot nuorisokodin henkilökunnalta toiveidesi täyttymiseksi?
47. Millainen on suhtautumisesi tulevaisuuteen? Pelottaako sinua jokin tulevaisuudessa, mikä? Vai onko suhtautumisesi tulevaisuuteen positiivinen?

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TULOTILANTEEN ARVIOINTI

/ Riikka Neuvonen/ Liite 6

Lapsen nimi	
Haastatteleva ohjaaja	
Päivämäärä	

Lapsen arvio omasta tilanteestaan

Miten sinulla nyt menee? Miksi?
Tiedätkö, miksi olet Nuorisokodissa?
Minkälaisien ongelmien takia olet täällä?
Mitkä asiat tai tapahtumat johtivat sijoitukseesi Nuorisokotiin?
Miten koit tulon Nuorisokotiin?
Pystyitkö vaikuttamaan sijoittamispäätökseen?
Minkälaisia hankaluuksia Nuorisokodissa on?
Mitä uskot oppivasi Nuorisokodissa?
Minkälainen on suhteesi omaan perheeseesi?
Minkälainen toivoisit sen olevan?
Minkälainen on kaveripiirisi? Ketä siihen kuuluu? Mitä teette yhdessä?
Onko tyttö- tai poikaystävää?
Oletko käyttänyt tai kokeillut huumeita, lääkkeitä, liimoja tai muita vastaavia aineita?
Mitä ajattelet tulevaisuudesta? /Mihin menet Nuorisokodista?
Mikä sinusta tulee isona?/ Mistä ammatista tai työpaikasta haaveilet?
Muita kommentteja?

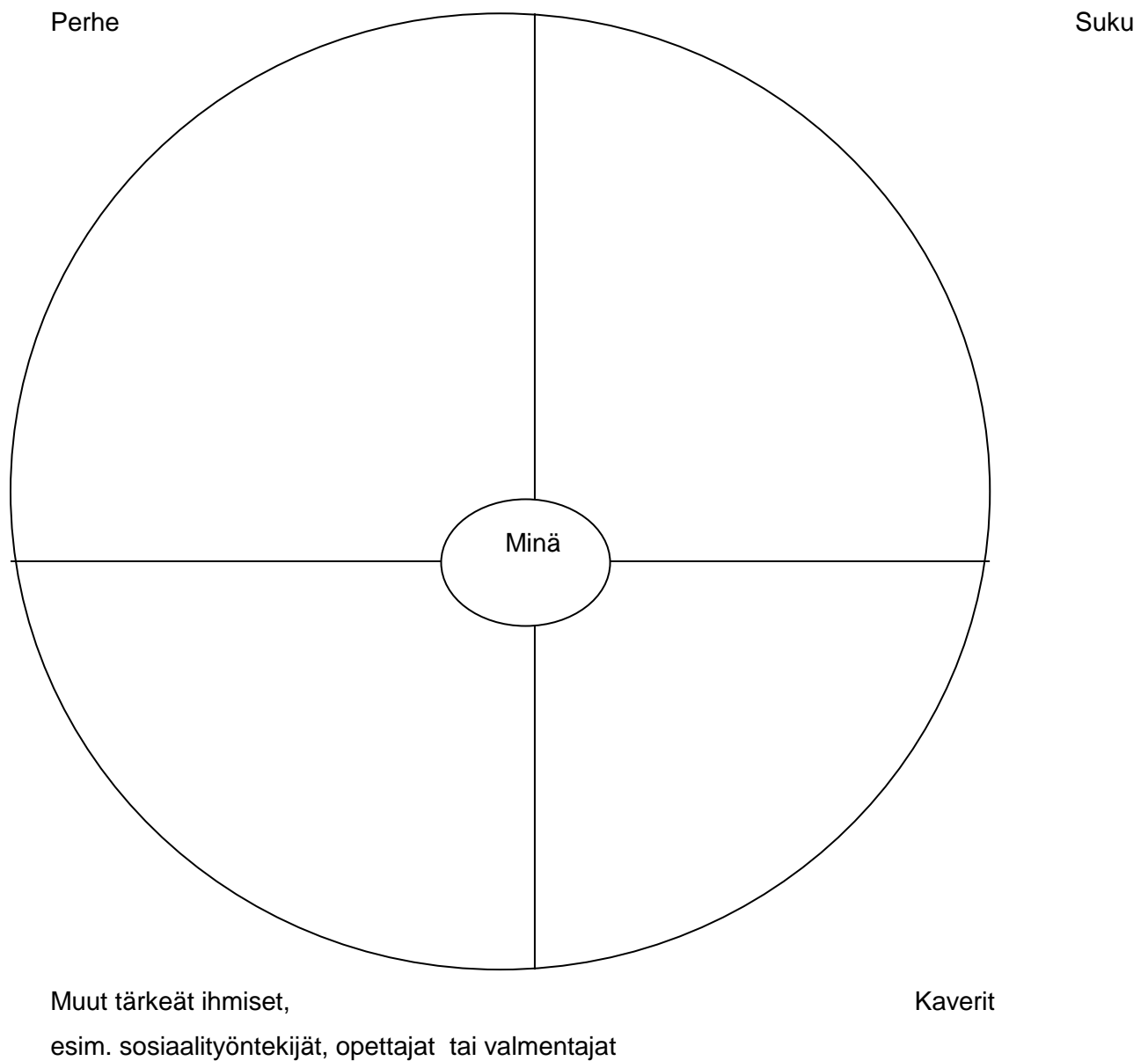
Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

VERKOSTOKARTTA

/ Liite 7

Verkostokarttaan nuori voi joko itse tai yhdessä työntekijän kanssa kirjata itselleen tärkeät ihmiset. Läheisen henkilön nimi tulee sitä lähemmäksi ympyrän keskustaa, kuin mitä tärkeämmäksi nuori hänet kokee. Tässä yhteydessä voidaan kirjata ylös myös läheisten ihmisten yhteystiedot, kuten puhelinnumerot ja asuinpaikkakunnat.



Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

PERHE JA KOTI

/ Laura Tetri / (Socca) /Liite 7

Päivämäärä _____

Nimi _____

Haastattelija _____

1. Ketä perheeseen kuuluu (nimet, iät, miten tulet heidän kanssaan toimeen)
2. Mitä perhe sinulle merkitsee? Onko koti sinulle tärkeä? Miksi?
3. Millaista on teidän perheen normaali arki?
4. Mitä teette perheen kanssa yhdessä?
5. Joskus teillä tulee ritaa perheen jäsenten kanssa. Mistä asioista riitelette?
6. Miten riidat ratkaistaan?
7. Rajoittavatko vanhempasi menemisiäsi/ tekemisiäsi? Miten?
8. Mitä mieltä olet sinulle asetetuista rajoituksista?
9. Millaiset kotiintuloajat sinulla on arkisin? entä viikonloppuisin?
10. Oletko noudattanut niitä?
11. Kenellä on valta kotona?
12. Miten se näkyy?
13. Käyttävätkö vanhempasi päihteitä? Kuinka paljon?
14. Mitä mieltä olet vanhempiesi päihteiden käytöstä?
15. Oletko saanut vanhemmiltasi päihdevalistusta/ ohjausta?
16. Miten vanhempasi suhtautuvat sinun päihteiden käyttöösi?
17. Millaiset suhteet sinulla on sisaruksiisi?
18. Käyttävätkö he päihteitä?
19. Mihin asioihin olet kotona/ perheessä tyytyväinen?
20. Mihin asioihin toivisit muutosta? Minkälaista muutosta toivoisit?

Lastensuojelun tilanne-arvio

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PERHESUHTEET

/ Jarmo Lindgren/ Liite 9

Nimi _____

Vanhemmat

1. Kerro äidistäsi. Minkälainen äitisi on? Mikä on kaikkein mukavinta äidissäsi?
2. Kerro isästäsi. Minkälainen isäsi on? Mikä on kaikkein mukavinta isässäsi?
3. Minkälaiset päivät ovat kaikkein hauskimpi/ kurjimpia/ ikävimpiä?
4. Jos sinulla on paha mieli, pelottaa tai huolestuttaa, niin kenelle voit puhua siitä?

Kaverit

1. Onko sinulla kavereita?
2. Onko sinulla parasta ystävää?
3. Onko sinulla läheisiä kavereita?
4. Onko sinulla ollut riitoja kavereiden kanssa?
5. Saatko helposti kavereita?
6. Riiteletkö kavereiden kanssa?
7. Onko sinun vaikea saada kavereita?
8. Teetkö hölmöyksiä kavereiden kanssa? Mitä?
9. Selvitätkö riitiasi? Miten ja miksi?
10. Mitä teet kavereiden kanssa?
11. Miten kaverit suhtautuvat sinuun?
12. Mistä olet saanut kavereita?
13. Haluatko kertoa vielä jotakin?

Seurustelu

1. Seurusteletko?
2. Oletko seurustellut?
3. Haluaisitko seurustella?
4. Onko sinulla ollut paljon seurustelukumppaneita?
5. Onko nykyinen seurustelu kumppanisi sinulle oikea?
6. Mitä arvostat seurustelussa?
7. Oletko kokenut asioita, joista et pidä?
8. Mitä toivot seurustelultasi?

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

TERVEYS JA HYVINVOINTI

/ Jarmo Lindgren /Liite 10

Nimi_____

1. Syötkö aamupalan?
2. Syötkö koulussa ruoan?
3. Syötkö päivittäin lämpimän ruoan?
4. Nukutko riittävästi? Paljonko?
5. Mihin aikaan menet nukkumaan?
6. Liikutko päivittäin?
7. Oletko tyytyväinen koulumenestykseesi?
8. Oletko ollut luvatta poissa koulusta?
9. Kiusataanko sinua koulussa?
10. Oletko kokenut fyysistä väkivaltaa?
11. Oletko kokenut henkistä väkivaltaa?
12. Tunnetko itsesi yksinäiseksi?
13. Onko sinulla keskittymisvaikeuksia?
14. Onko sinulla oppimisvaikeuksia?
15. Koetko itsesi masentuneeksi?
16. Miten purat erilaisia tunteitasi?
17. Onko sinulla nuorisokodissa aikuinen, jonka kanssa voit puhua?
- 18.

Millaisia tunteita sinulla on ollut viimeisen viikon aikana?

väsynyt iloinen surullinen huolestunut kiukkuinen
onnellinen ahdistunut tyytyväinen ylpeä muu_____

Mitä seuraavista sinulla on säännöllisesti?

päänsärkyä unettomuutta väsymystä pelkoa huimausta
itsetuhoisia ajatuksia vatsakipua selkäkipua niskakipua syömisvaikeuksia
muu_____

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

KOULU JA VAPAA-AIKA

/Jarmo Lindgren/ Liite 11

Nimi _____

Koulu

1. Pidätkö koulunkäynnistä? Miksi?
2. Menetkö mielelläsi kouluun?
3. Mikä sinua kiinnostaa koulussa?
4. Onko sinulla unelma-ammattia?
5. Tarvitsetko apua koulun käynnissä? Miksi/ Miten?
6. Mistä et pidä koulun käynnissä?
7. Tarvitsetko koulua tulevaisuutta varten?
8. Mikä sinua kiinnostaa tällä hetkellä?
9. Teetkö töitä koulun ohella?
10. Haluaisitko tehdä töitä koulun ohella? Mitä?
11. Tukeeko nuorisokoti koulunkäyntiäsi? Miten?

Vapaa-aika

1. Onko sinulla tarpeeksi vapaa-aikaa?
2. Haluaisitko lisää vapaa-aikaa?
3. Mitä teet vapaa-ajallasi?
4. Tapaatko kavereitasi vapaa-ajalla?
5. Missä olet vapaa-aikana kavereiden kanssa?
6. Onko joitakin paikkoja, mihin haluaisit vapaa-aikanasi mennä, mutta et voi? Mitä?
7. Mitkä asiat parantaisivat mahdollisuuksiasi päästä viettämään vapaa-aikaa enemmän?
8. Paljonko käytät vapaa-aikasi tietokonetta? 1h/2h/3h/4h/5h/6h
9. Mihin käytät vapaa-aikaasi?
10. Pelaatko paljon pelejä vapaa-ajallasi? Mitä?
11. Onko sinua kiusattu vapaa-aikana? Miten?

Harrastukset

1. Harrastatko mitään? Mitä?
2. Harrastatko mieluummin yksin vai toisten kanssa?
3. Pidätkö harrastamisesta? Onko se sinusta tarpeellista?
4. Onko sinulla vanhoja harrastuksia?
5. Pidätkö nuorisokodin tarjoamista harrastuksista?
6. Mitä harrastaisit, jos voisit valita? Haluaisitko tutustua uuteen harrastukseen?
7. Voitko itse vaikuttaa harrastamiseen?

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

PÄIHTEET

/Laura Tetri/ (Socca)/ Liite 12

Nimi: _____

1. Missä tilanteessa sinun tekee mieli päihteitä?
2. Mitä olet saanut aikaan päihtyneenä?
3. Auttavatko päihteet elämässäsi? (itsetunto kohoaa/ murheet unohtuvat tms.)
4. Mitä tapahtuu, jos jatkat päihteiden käyttämistä?
 - a. Millainen on elämäsi vuoden/ viiden vuoden/ kymmenen vuoden kuluttua?
5. Mitkä asiat hankaloittavat päihteiden käytön lopettamista?
6. Millaisissa tilanteissa et halua olla päihtynyt?
7. Mitä asioita päihteet estävät saavuttamasta elämässäsi?
8. Millainen elämäntilanteesi olisi ilman päihteitä? Vuoden/ 5 vuoden/ 10 vuoden kuluttua?
9. Mitkä asiat kannustavat sinua lopettamaan päihteiden käytön?
10. Millaisia tavoitteita sinulla on päihteiden käytön suhteen?
11. Millaista tukea ja apua tarvitset päihteiden käyttöösi liittyen?
12. Mitä vaikutusta päihteiden käytöllä on
 - a. perhesuhteisiin
 - b. kouluun
 - c. ystävyys-suhteisiin
 - d. harrastuksiin

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

ITSETUNTEMUS

/ Laura Tetri / (Socca)/ Liite 13

Nimi _____

Voimavarat

1. Mistä asioista et mistään hinnasta luopuisi?
2. Mistä asioista sinulle tulee turvallinen olo?
3. Entä rentoutunut olo?
4. Mikä puuha saa sinut iloiselle tuulelle?
5. Kenen seurassa viihdyt?
6. Keihin ihmisiin voit luottaa?
7. Ketkä ihmiset ovat sinulle tärkeitä? Miten se näkyy?
8. Kenelle sinä olet tärkeä? Miten se näkyy?
9. Missä asioissa olet taitava?
10. ;Mitä piirteitä kaverit sinussa arvostavat?
11. ;Mitä piirteitä arvostat itsessäsi?
12. Millä tavoin sinä huolehdit itsestäsi ja hyvinvoinnistasasi?
13. Mitä sellasita olet tehnyt, mikä muuttaa elämäsi mukavammaksi?
14. Mitä asioita toivot elämäsi tulevaisuudessa?
15. Jos saisit kolme toivomusta, mitä pyytäisit?

Tunteet

1. Olen iloinen, kun _____
2. Olen surullinen, kun _____
3. Olen ylpeä, kun _____
4. Inhoan, kun _____
5. Pelkään, kun _____
6. Olen surullinen, kun _____
7. Olen epätoivoinen, kun _____
8. Olen vihainen, kun _____
9. Mitä muita tunteita tunnistat itsessäsi? _____

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

VINKKEJÄ VANHEMPIEN KANSSA TYÖSKENTELYYN

/ LIITE 14

- Vanhempien kanssa työskentely aloitetaan välittömästi nuoren saavuttua nuorisokotiin
- Vanhempiin otetaan yhteyttä ja kerrotaan nuoren tilanteesta sekä sovitaan alkutapaaminen
- Vanhempien tulee pysyä ajantasalla nuoren asioista, joten vanhempiin pidetään yhteyttä säännöllisesti, vähintään kerran viikossa puhelimitse
- Vanhempiin ollaan yhteydessä ja mahdollisesti kutsutaan mukaan tärkeisiin tilanteisiin ja tapahtumiin.
- Vanhempien kanssa pyritään löytämään yhteinen toiminta malli
- Vanhemmat otetaan mukaan nuorta koskevaan päätöksen tekoon

Ensimmäinen tapaaminen vanhemman kanssa

- Ensimmäinen tapaaminen vanhempien kanssa tapahtuu työparin kanssa
- Esittele itsesi ja työparisi
- Ohjaa keskustelua nuoren tämän hetkisiin tapahtumiin ja sijoitukseen johtaneisiin syihin
- Ole rehellinen ja ymmärtäväinen. Tilanne on vanhemmille uusi
- Auta vanhempaa näkemään tilanne realistisesti. Anna heidän kertoa, mitä heidän mielestään on tapahtunut
- Korjaa väärinymmärrykset ja epärealistiset odotukset
- Auta heitä hyväksymään apu
- Siedä erilaisia tunteita ja vie tilannetta eteenpäin

Lastensuojelun tilanne-arvio
Desiker-Aurinkomäki Oy

VANHEMMAN TAPAAMINEN

/Laura Tetri / (Socca)/ Liite 15

Vanhemman nimi _____

Vanhemman nimi _____

Päivämäärä _____

Muut paikalla olevat _____

Vanhempaan/ Vanhempiin tutustuminen

Vanhemman ammatti _____

Vanhemman työpaikka/ koulutus _____

Tämän hetkinen asuminen _____

Muut vanhemman esille tuomat asiat _____

Lapsen tilanteen läpikäyminen

Sijoitukseen johtaneiden syiden esille tuominen ja niistä keskusteleminen

Lapsen psyykkisen ja fyysisen terveydentilan läpikäyminen

Historia

Nykyhetki

Terveydenhoitotahojen yhteystiedot

Muut vanhemman esille tuomat asiat

- Lapsesta
- Vanhemmasta itsestään
- Perhettä koskevista muista asiosita

Muita kysymyksiä:

- Minkälaista tukea vanhemmat toivovat lapselleen/ perheelleen?
- Kokevatko vanhemmat ylipäättään tarvitsevansa tukea itselleen/ lapselleen/ perheelleen?

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

MURKKU PERHEESSÄ

Laura Tetri/ (Socca)/ Liite 16

1. Mikä omassa nuoressa on mukavinta?
2. mikä vanhempia huolestuttaa tai pelottaa nuoren murrosiässä?
3. Mikä tällä hetkellä aiheuttaa ristiriitoja kotona Teidän vanhempien ja nuoren välillä?
4. Missä asioissa luotat nuoreesi?
5. Tunnetko nuoresi kaverit ja heidän vanhempansa?
6. Mitä mieltä olet nuoresi kaveripiiristä?
7. Jos saat tietää jotain ikävää nuoresi kaverista, kuinka toimit?
8. Miten toimit, jos nuoresi liikkuu mielestäsi väärässä seurassa?
9. Tiedätkö miten nuoresi viettää vapaa-aikansa?
10. Onko nuorellasi kotiintuloajat? Mitä seuraa, jos hän ei noudata niitä?
11. Miten suhtaudut nuoresi tupakan polttoon?
12. Miten valistat nuortasi alkoholin käytössä?
13. Tiedätkö onko nuoresi käyttänyt alkoholia?
14. Jos saat tietää nuoresi tupakoinnista tai alkoholin käytöstä, miten toimit, miten asiaa käsitellään kotona, käsitelläänkö sitä yhdessä kaverien vanhempien kanssa?
15. Vietättekö aikaa yhdessä perheenä, miten silloin yleensä teette?
16. Miten voit vanhempana tukea nuoren harrastuksia?
17. Mitä tukea toivot nuorellesi nuorisokodin työntekijöiltä?
18. Minkälaista tukea toivot itsellesi vanhempana?

Lastensuojelun tilanne-arvio
Desiker-Aurinkomäki Oy

NUORENI

Laura Tetri/ (Socca)/ Liite 17

Vanhemman nimi _____

Nuoren nimi _____

Päivämäärä _____

Kuinka hyvää nuorellesi kuuluu?

1 2 3 4 5 6 7 8 9 10

Mitkä asiat nuorellasi on hyvin?

-
-

Oletko jostakin huolissasi?

-
-

Mitä positiivisia ominaisuuksia nuorellasi on?

Missä asioissa nuorellasi on hyvä?

Miten osoitat nuorellesi, että hän on tärkeä?

Mistä tiedät, että nuorellasi on

-Hyvällä tuulella/ peloissaan/ vihainen/ surullinen/ kipeä?

Mitä nuorellasi tarvitsee mielestäsi juuri nyt?

-Ilo, lohdutus, rakkaus, hellyys, kannustus, kieltäminen, oma tila, apua
tunteiden nimeämiseen/ tunteiden ilmaisuun, kuuntelua, turvaa, puhumista,
aikuisten aikaa, unta, suojelua, hoivaa, pysähtymistä, ystäviä, ruokaa,
juomaa

Millainen nuorellasi on?

- viisas, räjähtävä, leikkisä, ystävällinen, tarkka, luova, iloinen, määrätietoinen, ahne, hassu, tyytyväinen, huolimaton, hauska, reilu, vastuuntuntoinen, surullinen, paha, kärsivällinen, vakva, rauhallinen, älykäs, pelokas, vilkas, ujo, jännittynyt, ilkeä, rento, ruma, ylpeä, miellyttävä, yksinäinen, kätevä, vihainen, toimelias, inhottava, laiha, pinnallinen, pohdiskelija, kova, hiljainen, hyvä, puhelias, rakas, filosofinen, mukava, outo, lihava, hyväntuulinen, tyhmä, laiska, sulkeutunut

VANHEMMUUDEN ROOLIKARTTA, KYSYMYKSET

Lastensuojelun tilanne-arvio

Desiker-Aurinkomäki Oy

LiITE 18/ Laura Tetri / (ZEF)

HUOLTAJA

- Syömmme yhteisen lämpimän aterian päivittäin, laitamme myös aamupala
- -Lapsi saa meidän puolestamme päättää itse joistakin asioista
- Valvomme, että lapsi nukkuu säännöllisesti yhdeksän - kymmenen tuntia yössä
- Kannustamme lasta liikkumaan ja hoitamaan kuntoaan
- Huolehdimme, että lapsemme peseytyy ja vaihtaa puhtaat vaatteet.

RAKKAUDEN ANTAJA

- Huomaamme lapsen hyvät puolet ja annamme niistä hänelle palautetta.
- Perheessämme on tapana osoittaa läheisyyttä ja hellyyttä.
- Hyväksymme lapsen (aina tekemisiä ei voi hyväksyä) pidämme häntä tärkeänä.
- Autamme lasta kestämään pettymyksiä ja lohdutamme tarvittaessa.
- Kotona lapsella on voi rauhoittua ja olla omissa oloissaan.
- Järjestämme asiat niin, että perheellä on aikaa olla yhdessä.
- Lapsi voi kertoa omasta pahasta olostaan ja me kuuntelemme häntä.

ELÄMÄN OPETTAJA

- Olemme opettaneet lapselle arkielämän taitoja, kuten ruuanlaittoa ja siivoamista. Velvoitamme hänet myös hoitamaan oman osuutensa .
- Haluamme, että lapsellamme on jokin hänelle tärkeä harrastus.
- Perheessämme kiitetään ja tervehditään, sekä opetetaan käytöstapoja lapselle.
- Perheessämme on perinteitä, joita noudatetaan esim. juhlapyyhiä, synttäreitä...
- Olemme opettaneet lapselle, mikä on oikein ja väärin
- Sovimme yhdessä rahankäytön pelisäännöistä.
- Opetamme lapselle, että koulutehtävien hoitaminen on tärkeää.
- Tiedämme millaisia tv-ohjelmia lapsemme katsoo.
- Tiedämme millaisia pelejä lapsemme pelaa (tietokone- ja konsolipelit), sekä mitä sivuja hän katsoo internetistä.

IHMISSUHDE OSAAJA

- Keskustelemme lapsen kanssa hänelle tärkeistä asioista ja kuuntelemme Meillä on tapana pyytää ja antaa anteeksi perheenjäsenten kesken.
- Vanhempina tunnistamme lapsen tunteet ja kannustamme tunteiden ilmaisuun.
- Kohtelemme kotona kaikkia lapsia tasapuolisesti.
- Pidämme kiinni lapsille antamistamme lupauksista.
- Lapsen kaverit saavat kyläillä meillä kotona.
- Tiedämme missä lapsi viettää vapaa-aikansa.

RAJOJEN ASETTAJA

- Kotona on tiettyjä yhdessä sovittuja sääntöjä ja me vanhempina valvomme, että niistä pidetään kiinni.
- Jos kiellämme lapselta jotakin, me myös kerromme syyn siihen.
- Lapsi saa kohtuullisen rangaistuksen sääntöjen rikkomisesta.
- Tunneimme lapsen kaveripiiriin ja ystävät.
- Lasta rangaistaan ilman fyysistä väkivaltaa (ei tukisteta tai lyödä) tai sillä uhkailua.

VANHEMMUUDEN ROOLIKARTTA

Lastensuojelun tilanne-arvio
Desiker-Aurinkomäki Oy

Laura Tetri/ (sosiaaliportti)/ Liite 19

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Desiker-Aurinkomäki Oy

