



Building Effective Working Relationships with Parents

Dr Crispin Day

South London and Maudsley NHS Foundation Trust,
King's College, London, Institute of Psychiatry

Integration, Implementation & Partnership

CPHVA Annual Conference

November 6th, 2012

Brighton, UK



Effective parent engagement and relationships: *Fundamental to care & practice*



'I don't want (them) to get in my face about my daughter. Don't tell me to do things that I am already doing! Instead, start by asking questions to find out what I am doing and why I am doing it.'

"If you can't understand someone or they can't understand you they can't help you 'cos they don't know what you're talking about"

Kirkpatrick et al (2007), Barlow et al (2005), Jack et al (2005)

- Use our services
- Use our clinical knowledge and expertise
- Nature of shared decisions and shape interventions offered
- Better reflect users' concerns & priorities
- Discrepancies between parents, practitioners and children (Hawley & Weisz, 2003; Yeh & Weisz, 2001)
- Excluded & marginalised families

(eg. Davis & Day, 2010; Stallard, 1995; 2001, Stewart, 2001)



University of London

www.cpcs.org.uk

South London and Maudsley 
NHS Foundation Trust

Practitioner interpersonal qualities, skills and relationships: *Science and evidence*



“When I first started seeing the people at, I didn't get on very well with them because I felt that they talked down to me. And the woman she would treat me like I was about five. “

‘She talks to you like a human being, she doesn't treat you like you don't know anything’

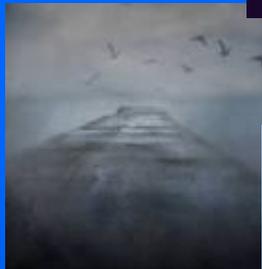
Kirkpatrick et al (2007), Barlow et al (2005), Day & Doherty (in prep) Jack et al (2005)

- Best predictors of child and youth outcomes (Karver et al, 2006)
- Engagement, drop-out & outcomes whatever the intervention (eg. Cahill et al., 2008; Garcia & Weisz, 2002, Karver et al, 2006; Kazdin, Holland & Crowley, 1997, Shirk, 2001, Shirk & Karver, 2003)
- Structured interventions effective for clients with long standing interpersonal/personality difficulties (Castonguay & Beutler, 2006)

Practitioner qualities, skills and relationships: *Some observations*



- Emphasised in policy and provision
- Often not systematised in practice
 - Parents' experiences vary from practitioner to practitioner
 - Practitioners' experiences vary from parent to parent
 - Difficult to integrate and balance being supportive & connected with being influential and goal-orientated
- Positive assumptions about practitioner skills and effects
- Often not the focus of systematised reflective supervision
- Parents' & family views not systematically sought through practice



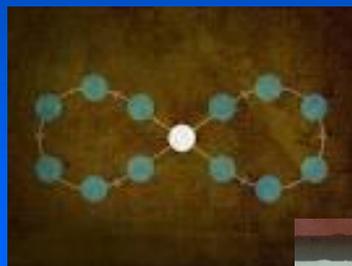
KING'S
College
LONDON

University of London

South London and Maudsley **NHS**
NHS Foundation Trust

Family Partnership Model

(FPM, Davis & Day, 2010)



- Systematised evidence based model of goal-orientated partnership practice
 - Focussed on multiple, personalised outcomes of children & parents
 - Explicitly builds on family strengths & expertise
 - Specifies practitioners skills and qualities to facilitate change
 - Defines nature of partnership, practitioner and parents' experiences
- FPM implementation supported by
 - Clinical and reflective practice tools
 - Manualised evidence based practitioner and supervision training programmes
 - Organisational and managerial support
- Recommended in UK & international policy and practice
 - e-learning for Health Care HCP Model of Practice

KING'S
College
LONDON

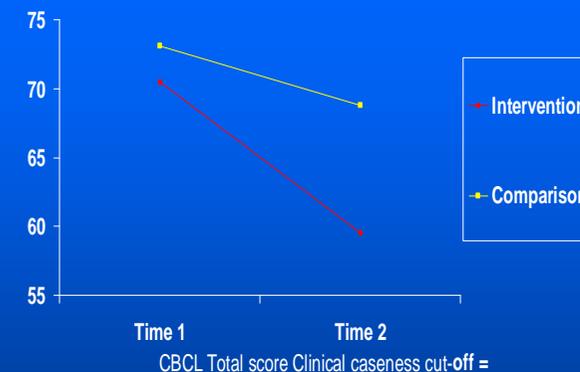
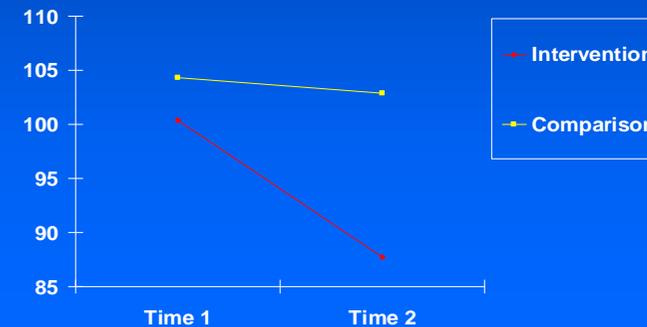
University of London

South London and Maudsley **NHS**
NHS Foundation Trust

FPM evidence base: *Outcomes tested through research*



- Parents of children with severe and multiple disabilities (Davis & Rushton, 1991), RCT
- Parents of children with emotional and behavioural difficulties (Davis & Spurr, 1998), CT
- Preterm infants (Avon Premature Infant Project, 1998) RCT
- Promotion of early parental adaptation and infant outcomes: European Early Promotion Project (Davis et al., 2005; Puura et al., 2005) CT
- Prevention of childhood neglect and abuse: Oxford Home Visiting Project (Barlow et al., 2003; Barlow et al., 2007; Brocklehurst et al., 2004; Kirkpatrick et al., 2007) RCT
- Miller Early Childhood Sustained Home-visiting (MECSH, Kemp et al., 2012) RCT





The essence of effective partnerships with parents



- How are you doing in relation to your goals?
- How are we getting on?
- How helpful am I being?

KING'S
College
LONDON

University of London

www.cpcs.org.uk

South London and Maudsley **NHS**
NHS Foundation Trust

Building effective relationships with parents: *FPM offers*



- An evidence based approach that successfully systematises relational and goal-orientated practice
- Robust research base with strong evidence of effective outcomes
- Supported by manualised practitioner and supervisor training programmes

KING'S
College
LONDON

University of London

www.cpcs.org.uk

South London and Maudsley **NHS**
NHS Foundation Trust