Communicating with children:
A two-way process
Resource pack

Ruth Dalzell and Clare Chamberlain

Contents

Introduction

This resource booklet has been drawn up as part of a project funded by the Department for Education and Skills (DfES) and run by the National Children's Bureau (NCB) called Communicating with Children: A two-way process.

NCB worked with 10 childcare organisations, of which nine were local authority and one private, to promote effective communication with children and young people. A list of those involved can be found in Appendix A.

The project was developed in response to evidence from research that, despite the relative success of the implementation of the Framework for Assessment of Children in Need and their Families, practitioners lacked skills and confidence in communicating effectively with children during assessments.

The project aimed to improve assessment in child care practice by working with social work managers, trainers and senior practitioners to assist them in developing a learning programme for staff in their own agencies.

Learning sets and seminars were held, both centrally and locally, with the aim of raising awareness, developing expertise, analysing barriers to good communication and increasing knowledge about tools and techniques.

This resource pack summarises the learning from the project and provides a description of the resources available to assist managers and practitioners. The central focus is on communication with children on an individual level, but there is some reference to participation of children and young people at a group level.

Policy context and government guidance

The legislation and policy context underpinning this need to communicate with children and young people is extensive, and a comprehensive list can be found on the Children's Rights Alliance for England (CRAE) website www.crae.org.uk

Listed below are the essential statutory requirements relating to communicating with children and young people.

UN Convention on the Rights of the Child

In December 1991, the UK government ratified the Convention on the Rights of the Child, thus agreeing to follow the articles within the Convention. The Convention is an international human rights treaty that applies to all children and young people aged 17 and under. It gives children and young people a set of comprehensive rights, including the right to express and have their views taken into account on all matters that affect them (Article 12).

Children Act 2004

Section 53 of the Children Act 2004 amended the Children Act 1989 in two places: that is, for both children in need and child protection.

There is a new duty on local authorities to, so far as is reasonably practicable and consistent with the child's welfare, ascertain the child's wishes and feelings and give them due consideration (having regard for the child's age and understanding).

Framework for the Assessment of Children in Need and Their Families

The *Framework for the Assessment of Children in Need and Their Families*, published by the Department of Health (DH) in 2000, outlines the requirements for initial and core assessments of children in need.

The points below are taken directly from the document and outline clearly the expectations of practitioners.

> Direct work with children is an essential part of assessment, as well as recognising their rights to be involved and consulted about matters which affect their lives. This applies to all children, including disabled children.
>
> (DH 2000)

The document outlines five critical components in direct work with children: seeing, observing, talking, doing and engaging.

> **Seeing children:** an assessment cannot be made without seeing the child, however young and whatever the circumstances. The more complex or unclear a situation or the greater the level of concern, the more important it will be to see the child regularly and to take note of appearance, physical condition, emotional well-being, behaviour and any changes which are occurring.
>
> **Observing children:** the child's responses and interactions in different situations should be carefully observed wherever possible, alone, with siblings, with parents and/or caregivers or in school or other settings. Children may hide or suppress their feelings in situations which are difficult or unsafe for them, so it is important that general conclusions are not reached from only limited observations.
>
> **Engaging children:** this involves developing a relationship with children so that they can be enabled to express their thoughts, concerns and opinions as part of the process of helping them make real choices, in a way that is age and developmentally appropriate. Children should clearly understand the parameters within which they can exercise choice. In offering children such options, adults must not abdicate their responsibilities for taking decisions about a child's welfare.
>
> **Talking to children:** although this may seem an obvious part of communicating with children, it is clear from research that this is often

not done at all or not done well. It requires time, skill, confidence and careful preparation by practitioners. Issues of geographical distance, culture, language or communication needs because of impairments may require specific consideration before deciding how best to communicate with the child. Children themselves are particularly sensitive to how and when professionals talk to them and consult them. Their views must be sought before key meetings. Again, a range of opportunities for talking to children may be needed, appropriate to the child's circumstances, age and stage of development, which may include talking to the child on their own, in a family meeting or accompanied by or with the assistance of a trusted person.

Activities with children: undertaking activities with children can have a number of purposes and beneficial effects. It is important that they are activities which the child understands and enjoys, in which trust with the worker can develop and which give the child an experience of safety. They can allow positive interaction between the worker and the child to grow and enable the professional to gain a better understanding of the child's responses and needs.

(DH 2000)

Every Child Matters – the five outcomes

The Every Child Matters: Change for Children programme has been introduced by the government to provide an outcomes approach to the well-being of children and young people from birth to age 19. The government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Of particular relevance is 'making a positive contribution'. Achieving this outcome for children and young people requires them to engage in decision-making about their lives, and to develop self-confidence in representing their views.

Organisational context: What needs to be in place?

To support effective communication with children and young people on the front line, attention needs to be paid to building foundations at all levels of children's services departments.

It is essential that the service be based on child-centred principles, that there is commitment from managers at all levels to effective communication, and that practical considerations are given attention. The sections below indicate the basic framework that should be in place to support the development of best practice in communicating with children and young people.

Principles and values

It is likely that all children's services will have a set of their own principles and values on which the service is based. Those outlined below (partly derived from VCC and NCB 2004) give an example of the essential elements of the service principles that are required in promoting a child-centred approach to communicating with children and young people.

- Children and young people should be respected and valued. The construct of children as individuals with rights is central to effective communication – they should not be seen only as victims, or alternatively as people whose behaviour must be curbed, or as adults in the making.

- Children and young people should be given choice, control and be enabled to contribute to the decisions that are made on their behalf.

- The needs of children and young people should be put ahead of those of the agencies and adults involved with them.

- Children should be seen in the round: their interests and abilities should be included in assessments alongside their needs and wants.

- Children and young people are competent. Given time, information and explanations they can effectively contribute to their assessments and decision-making.

- All children are able to communicate their needs and wants in some way. Children with disabilities, communication needs or those who are very young should not be excluded from giving their views.

- The organisation should promote a culture in which it is assumed that all children and young people will be listened to about all decisions, both personal and public, that affect their lives (this point is taken from Kirby and others 2003).

Commitment from management within an authority

It is the responsibility of managers to provide the commitment, structures and systems necessary to facilitate good communication with children and young people. Front-line practitioners have personal responsibility to acquire the skills and competence required, but the culture, expectations and support of managers is a crucial element to the development of this competence.

Managers at all levels need to have, as essential requirements:
- the belief that children are competent – that all children are able to contribute effectively to assessment, decision-making and planning
- realistic expectations – an understanding of the time it takes to communicate effectively with children and young people
- a commitment to prioritising communication with children – to make sure that time is allocated for workers to be with children and young people. This means putting this activity above other competing priorities, including paperwork and meeting deadlines that conflict with this
- an understanding of the importance of developing trust and a strong working relationship, and the realisation that this takes time
- practical resources – a commitment to, for example, provision of good venues, materials, efficient technology and refreshments for children
- to be aware of the importance of providing such essential services as interpreters and advocates.

Finally, managers are very influential in the culture of organisations. Those organisations that are committed to collective participation and active involvement of children and young people in activities and service development will be more likely to promote good communication at an individual level.

A child-centred approach across the whole organisation is essential.

Practical considerations
- Venues are important, so a room that is set up with toys, craft materials and storybooks, for example, will assist practitioners in creating a rapport with younger children.
- For teenagers, an office venue is less likely to be as important. It is worth noting that some young people have said that their best conversations with social workers took place in the car, when they where being driven from one place to another.
- Use of interpreters is essential for some children, particularly unaccompanied asylum seeking children. The availability of trained interpreters is essential to good communication.
- Communication aids for children and young people who are not able to use speech can be helpful.

- Children and young people respond well to new technologies and conversation can be helped along by using computer games and programs, the internet, mobile phone texting and so on.
- Thought should go into the timing of meetings with children, for example, avoiding clashes with activities that they have planned or favourite TV programmes. Children and young people have spoken frequently about social workers being late, or not turning up at all, and the negative impact this has on establishing a trusting relationship.
- Be alert to use of language – keep it simple, and take time to learn about modern slang and phrases.

Building up individual and team resources

Every practitioner needs skill, confidence and easy access to materials to ensure that the dialogue they have with children and young people is a meaningful one.

Skills

The skills required have recently been drawn up by a consortium of government and voluntary sector agencies and published as the *Common Core of Skills and Knowledge for the Children's Workforce* (DfES 2005).

The skills required include those of:
- active listening
- empathising with the point of view of children and young people
- developing trusting relationships with children and young people
- understanding non-verbal communication (body language and tone)
- building a rapport
- explaining, summarising and providing information
- giving feedback in a clear way
- understanding and explaining the boundaries of confidentiality.

Toolkit

It is useful to have a bag containing a few toys, coloured pencils, pens, coloured paper, flash cards, felt tips, children's books, play dough, magazines, make-up and so on. Worksheets, happy/sad faces and similar tools to encourage talk about feelings are also useful. If possible, a camera and laptop are also good resources to have readily available.

It may be that there are not the resources for every individual to have a full toolkit but, as a minimum for good practice, these materials should be available for every team.

Say it Your Own Way, a comprehensive guide with associated materials (up to 70 worksheets) published by Barnardo's (2006), brings together a number of tools and techniques to use in undertaking assessments.

Learning from others

Teams will have members with differing levels of skill and experience. Using the expertise of other team members, being encouraged to observe practitioners and asking advice and guidance, are all essential to building a resource within the team.

Similarly the expertise, experience and knowledge of other professionals, such as youth workers, psychologists and foster carers, can provide new and creative ideas and help less-experienced practitioners develop confidence.

Every team should provide materials and a list of sources of advice and guidance for communicating with children and young people.

What's out there to help: Resources available

Table 1: General

The resources listed below are examples of general guidance, advice and practical tools to promote good communication with children and young people.

Publication/website	Description	Contact	Useful for
The Developing World of the Child Jane Aldgate (ed) (2005) NSPCC/DfES	A book and training pack for practitioners. Includes chapters on child development theories; communicating with children; and planning, interventions and outcomes in children's services. Looks at the developing world of the child, examining genetic and biological influences alongside individual psychological, interpersonal, familial, educational and wider community domains.	Book is published by Jessica Kingsley, London Pack is available from NSPCC. www.nspcc.org.uk	Good practice guidance Practical tools
Say it Your Own Way: Including children's voices in assessment. A guide and resources Angela Hutton and Kate Partridge	A guide to good practice in communicating with children. Includes advice about planning, activities, explaining assessments to children, and building a toolkit. There is a CD-ROM with 70 different worksheets covering a range of different subjects, for example, home, feelings, keeping safe, school,	Barnardo's www.barnardos.org.uk	Good practice guidance Practical tools

(2006) Barnardo's/DfES	and bullying. The worksheets can be printed and used by practitioners.		
The Child's World: Assessing children in need (2000) DH, NSPCC and University of Sheffield	A training and development pack consisting of a video, training materials and a reader. Introduced in 2000 to assist with implementation of the Assessment Framework. Modules 3 and 4 contain exercises and ideas for communicating with children, as well as underpinning theory such as attachment and loss, and theories of child development.	NSPCC Tel: 0116 234 7200 www.nspcc.org.uk	Good practice guidance Practical tools
'Integrated Children's System' on the DfES website	Provides a list of publications, training packs, etc. that promote the involvement of children. Some of those on the list also appear in this table. Produced in 2002/03.	www.ecm.gov.uk/socialcare/ics	Good practice guidance
Turning Points: A resource pack for communicating with children (1997) NSPCC/Chailey Heritage/DH	A comprehensive set of materials for promoting good communication with children. Provides different modules looking at values, principles and good practice guidance; theories; key times in children's lives (turning points); a variety of practical tools and approaches; and a long list of resources and where to obtain them.	NSPCC Tel: 0116 234 7200 www.nspcc.org.uk	Good practice guidance Practical tools
Communicating with Vulnerable Children David Jones	This book provides grounding in child development theories, and includes guidance and practical examples to assist practitioners in communicating with children. It focuses on how	www.rcpsych.ac.uk	Good practice guidance

(2003) Gaskell	to work with children who have had adverse experiences and provides advice on how to work sensitively with children who have been abused.		
Children and Decision Making: Toolbox and training pack Thomas, N, Phillipson J, O'Kane, C and Davies, E (1999) Children in Wales	Focuses on looked after children's participation in decision making. The pack includes a summary of the research, tools for direct work with children, training materials and a guide for use	Children in Wales www.childreninwales.org.uk Tel: 029 2034 2434 Pavilion Publishing Tel: 01273 623222	Practical tools
Using Storytelling as a Therapeutic Tool Margot Sunderland and Nicky Armstrong	One of a series of books providing examples of exercises and ideas for communicating with children. The storybooks are listed in the Booklist at the end of this pack.	Speechmark publishing 01869 244644 www.speechmark.net	Practical tools
Homemade Books to Help Kids Cope Robert Ziegler (1992) Magination Press	A guide to helping parents and professionals create personalised books for children. The book gives ideas and advice about how to use stories to help children describe their experiences and deal with difficult situations.	Smallwood Publishing Charlton House Dour Street Dover, Kent CT16 1ED Tel: 01304 226700	Practical tools
Participation Works	Participation Works is an online gateway,	www.participationworks.org.uk	Good practice

website	providing information about involving children and young people in decision-making. The gateway has been developed by a partnership of non-government organisations that are working together to develop a more strategic and long-term approach to participation. The website provides a wealth of information about individual and collective participation and signposts where you can find out more.		guidance Practical tools
Total Respect Training Pack Children's Rights and Advocacy Organisation (2000) CROA	A training pack that focuses on improving participation of children and young people in care. It covers collective and individual participation, and provides ideas and activities to help workers improve their understanding and skills in involving children and young people in aspects of their lives.	CROA Tel: 01773 820100 www.croa.org.uk	Good practice guidance Practical tools Main focus is on collective participation
Moving On Up Red Rose Chain theatre and film company (2001) Red Rose Chain	A video resource pack that looks at growing up in care from a young person's perspective. The pack contains a film; clips highlighting particular issues, for example, review meetings; a documentary; guidance material; and exercises. The resource is designed to inspire young people and professionals to work together to	Red Rose Chain Tel: 01473 723804 info@redrosechain.co.uk	Practical tools

	improve services and raise aspirations for young people in care		
Mind, Body and Soul website The Health Development Agency	This website is designed to give information to young people about various health matters, including drugs, alcohol, sexual health and emotional well-being. Whilst the site is mainly targeted at young people, there is a teachers' page as well as scenarios and games that could be used to help discussions with young people.	www.mindbodysoul.gov.uk	Practical tools
Ready Steady Change Children's Rights Alliance for England (2005) CRAE	A comprehensive set of training exercises and tools to increase children's and young people's effective participation in decision-making. The materials support a training course, which is strongly based on children's rights and has a component for assisting practitioners to develop communication skills for working with children and young people.	CRAE Tel: 020 7278 8222 www.crae.org.uk	Good practice guidance Practical tools
Empowering Children and Young People: Training manual promoting involvement in decision making Phil Treseder (1997) Save the Children	A manual to help professionals empower children so that they can contribute to the decisions that affect them, as individuals and as a group, and at unit, local and national levels. Contains checklists and exercises that can be photocopied.	Save the Children Publications Tel: 020 7012 6400 www.savethechildren.org.uk	Good practice guidance Practical tools

In Safe Hands (2001) Save the Children/Refugee Council	A resource pack for working with refugee children and young people. Includes a video, good practice guidance and suggested activities. Covers a good range of subjects including language, identity and racism, and how to work with children who have experience of war and conflict.	Save the Children Publications Tel: 020 7012 6400 www.savethechildren.org.uk	Good practice guidance Practical tools
A Child's Journey through Placement Vera Fahlberg (1994) BAAF	Provides detailed knowledge about the experiences of children in placement. Mainly good practice guidance but some practical suggestions and a good section on life-story work.	www.baaf.org.uk	Good practice guidance
SpeakEasy CD-ROM Bridget Betts (2004) BAAF	An interactive computer programme to help children in care with planning and decision making. The six key themes covered are: My review; Where I live; My health; My education; In touch; Future plans.	www.baaf.org.uk	Practical tools
Life Story Work Tony Ryan and Rodger Walker (2003) BAAF	A guide about life-story work, it's purpose and the processes involved. The guide provides a detailed step-by-step approach, covering all the components needed to create a life-story book	www.baaf.org.uk	Good practice guidance Practical tools

NSPCC Publications	NSPCC have produced a number of guides and books that can be used in direct work with children and young people. Examples of titles include: – *Happy Children, Sad Children* – *Worried? Need to Talk?* – *Listening to Children: A guide for parents and carers.*	www.nspcc.org.uk	Practical tools
YoungMinds website	This is generally a useful website when working with children and young people who may have mental health needs. The 'info centre' is particularly useful and gathers together all of the YoungMinds information resources on key topics, for example, eating disorders, self-harm, bullying, and attachment. A recent report called 'Minority Voices' outlines the views of black and minority ethnic young people about mental health services.	www.youngminds.org.uk	Practical tools
Barnardo's publications and games	Barnardo's have produced a number of publications, games and resources for practitioners to use with children. Titles include: – *All About Me* (a game) – *Memory Store* – *Maybe Another Day* – *Selina's Story* – *HIV and Your Family.*	www.barnardos.gov.uk	Practical tools

Creative Therapy with Children and Adolescents Hobday, A and Ollier, K (1998) Impact Publishers	Provides over 100 activities that can be used in working with children and adolescents. The activities are designed to be used as tools to supplement a variety of therapeutic approaches, and can be tailored to each child's needs.	www.impactpublishers.com	Practical tools
Helping Children When They Must Move Vera Fahlberg (1981) BAAF	Good practice guidance for children moving placement.	www.baaf.org.uk	Good practice guidance
Filling in the Blanks: A guided look at growing up adopted Susan Gabel, BAAF (1998) Perspectives Press	Guidance for work with children who are adopted.	www.baaf.org.uk	Good practice guidance

Bruce's Story Maureen Thorn Children's Society	Designed to help children moving to new families. Contains photocopiable sheets.	www.thechildrenssociety.org	Good practice guidance Practical tools
Helping Children Build Self-esteem Deborah Plummer (2001) Jessica Kingsley	Activities book and photocopiable sheets.	Jessica Kingsley publications	Practical tools
In My Shoes Liza Bingley-Miller Child and Family Training Services	A computer package designed to help children and learning-disabled adults to communicate about potentially distressing experiences. The program uses sound, speech and video to provide a structure for interviews, and enables details of the interview sessions to be recorded	Child and Family Training Services PO Box 4205 W1A 6YD www.inmyshoes.org.uk/	Practical tools

Table 2: Younger children

Publication/website	Description	Contact	Useful for
Listening to Young Children Y. Penny Lancaster (2003) Open University Press	A resource pack that uses the arts to enable children under the age of eight to express their views and feelings, and supports parents and practitioners to develop skills in communicating with young children. There is a CD-ROM, reader and practitioner handbook. Good practice guide and activities	www.openup.co.uk	Good practice guidance Practical tools
My Turn to Talk Claire Lanyon and Ruth Sinclair (2005) National Children's Bureau	A guide for helping young people in care, aged 11 or under, to have a say about how they are looked after. It focuses on decision-making, education plans, reviews, and children's rights. It can be used by young people on their own or while working alongside practitioners.	Central Books Tel: 0845 458 9910 ncb@centralbooks.com	Practical tool
Birth to Three Matters: A framework for supporting children in their earliest years (2002) DfES	Guidance for practitioners and other professionals involved in the delivery and planning of services to children aged between birth and three years. Has four sections: – A strong child – A skilful communicator	Sure Start, early years and childcare unit, DfES Tel: 020 7273 5739 http://www.surestart.gov.uk/	Good practice guidance Practical tools – more limited

	– A competent learner – A healthy child. The pack contains CD, video and cards.		
Decide and Do: Involving younger children in decisions about their care Michelle Foster (2000) Save the Children	A booklet designed to help practitioners to develop and create opportunities for looked after children under 12 years of age to participate in decisions affecting them. Includes examples of methods and activities.	Save the Children Publications	Good practice guidance Practical tools
Listening to Young Children: The Mosaic Approach Alison Clark and Peter Moss (2001) National Children's Bureau	The Mosaic Approach is a multi-method approach in which children's own photographs, tours and maps can be joined to talking and observing to gain a deeper understanding of children's perspectives on their early childhood settings. This report describes the approach and how it can be used.	Central Books Tel: 0845 458 9910 ncb@centralbooks.com	Good practice guidance
This is me! Hannah Roberts (2001) Pavilion	An activity pack designed to help children build self-confidence and self-management skills. It is aimed at children between 7 and 12 years old who have had difficult experiences and/or have experienced significant harm.	www.pavpub.com	Good practice guidance Practical tools

	Contains 80 photocopiable sheets and guidance notes for their use.		

Table 3: Adolescents

Publication/website	Description	Contact	Useful for
My Turn to Talk Claire Lanyon and Ruth Sinclair (2005) National Children's Bureau	A guide to help young people in care, aged 12 and over, have a say about how they are looked after. It focuses on decision making, education plans, reviews, and children's rights. It can used by young people on their own or while working alongside practitioners.	Central Books Tel: 0845 458 9910 ncb@centralbooks.com	Practical tool
Looking Glass: A positive communication workbook Lynda Regan, Sally Jones, Carole Pelling (2002) NSPCC, City of Salford and Barnardo's	Provides guidance and practical ideas on building a positive relationship with young women (although parts of it could be used with young men). Developed with contributions from young women in residential care. Provides a specific programme including: getting to know the young person; feelings; identity; friendships and relationships; and making informed choices	Russell House Publishing Tel: 01927 443948 help@russellhouse.co.uk	Practical tools Includes worksheets and exercises
Getting Through: Young people and communication (1998)	Both these publications are resources, which have been developed to assist practitioners working with young people.	www.studyofadolescence.org.uk	Good practice guidance

Wavelength: A handbook of communication strategies for working with young people (2005) Trust for the Study of Adolescence	The first provides a video and training materials. The second describes techniques designed to assist communication with young people.		Practical tools
All the Right Connections: A resource handbook for personal advisers, mentors and other Connexions workers Vanessa Rogers (2002) National Youth Agency	This book aims to help practitioners to build effective and positive relationships with young people aged 13 to 19. Comprises five sections and includes over 60 activities on engaging young people, exploring the issues of individual support, group work and reviewing. It enables practitioners to plan sessions that enable young people to reflect on their needs, set targets and acknowledge successes.	www.nya.org.uk	Good practice guidance Practical tools The NYA website is a useful source of ideas about working with young people
Exploring Feelings: A resource handbook for work with young people aged 9 to 13 Vanessa Rogers (2001) National Youth	This diverse collection of activities, worksheets and team-building games has been put together in response to the increased demand to work with young people aged 9 to 13 who are considered to be at risk of exclusion or disaffection. Tackling issues including bullying, offending behaviour, peer pressure and keeping safe, *Exploring*	www.nya.org.uk	Good practice guidance Practical tools

Agency	*Feelings* offers practical activities in an easy-to-use format.		

Table 4: Disabled Children

Publication/website	Description	Contact	Useful for
Getting it Right Triangle (2003)	A practice guide for involving disabled children in assessment, planning and review processes. It has practical ideas for making initial contact with children, working directly with children, observing children respectfully and representing their views.	Tel: 01273 413141 www.triangle-services.co.uk	Good practice guidance Practical tools
Two-Way Street Triangle (2001)	A training video and handbook about communicating with disabled children and young people. The video is aimed at helping professionals, and the handbook gives information, guidance and details on the main communication systems in current use in the UK.	Tel: 01273 413141 www.triangle-services.co.uk	Good practice guidance Practical tools
How it is Triangle (2002) NSPCC/Triangle	An image vocabulary for children about feelings, rights, personal care, and sexuality. There are 380 images that are designed to be used as a flexible, child-centred resource to support children in communicating about their feelings, bodies, rights and basic needs.	www.howitis.org.uk Tel: 01273 413141 www.triangle-services.co.uk	Good practice guidance Practical tools
I'll Go First: The planning and review toolkit for use with	A resource pack providing wipe-clean boards, illustrations, and simple sentences, on which children's views can be recorded. Each board has	www.thechildrenssociety.org	Good practice guidance

children with disabilities Lucy Kirkbride (1999) Children's Society, DH and DfES	a different theme, for example, going away from home, likes and dislikes, going home. There are stickers, Makaton translations and an accompanying good practice guide.		Practical tools
A Lot to Say Jenny Morris (2002) Scope	This publication offers advice and information to practitioners working with children with communication impairments. It is aimed at professionals who are not specialists, but who have responsibilities to assess the needs and seek the views of children in this group	www.scope.org.uk	Good practice guidance
The Call Centre website	The CALL Centre (Communication Aids for Language and Learning) provides specialist expertise in technology for children who have speech, communication and/or writing difficulties. On this website you will find information, guidance and resources on how Information and Communication Technology (ICT) can make a major impact on the education of children and people with disabilities or special educational and communication needs. There is a section providing a template for communication passports, which is very useful.	www.callcentrescotland.org.uk	Practical tools
Bridging the Gap: Child protection work with	A report based on investigation of child protection concerns involving multiply disabled children,	NSPCC	Good practice guidance

children with multiple disabilities Marchant, R and Page, M (1993) NSPCC	most of whom, communicated without speech. It takes the reader through the stages of an investigation and considers how to plan formal interviews.	Tel: 0116 234 7200 www.nspcc.org.uk	
'Interviewing disabled children' by Marchant, R and Page, M in *Perspectives on the Memorandum* Jones and Westcott (eds) (1993) Arena	This chapter is based on experience of Memorandum interviews with children with a wide range of communication impairments, and provides guidance about the planning of such interviews. Key issues in the use of Memorandum interviews with disabled children are considered.	Arena Publishing Tel: 020 8240 1001	Good practice guidance
Safe in Your Hands (1998) National Deaf Children's Society and NSPCC	A joint publication between NDCS and NSPCC, this pack provides advice about how to recognise and respond to the abuse of deaf children. There is a section focusing on the skills and tools needed to prevent abuse and what resources are available.	www.ndcs.org.uk or www.nspcc.org.uk	Good practice guidance The NDCS website is useful for advice about communicating with deaf children
Onwards and Upwards: Involving disabled	A training manual for practitioners to promote the involvement of disabled children and young	www.childreninscotland.org.uk	Good practice guidance

children and young people in decision-making Griffiths, J and others (1999) Children in Scotland	people in decisions that affect them. There are sections on why children should be involved, what that means, and how such involvement may be facilitated		

Table 5: Analysis and record keeping

Publication/website	Description	Contact	Useful for
Putting Analysis into Assessment Dalzell, R and Sawyer, E (2007) National Children's Bureau	A practical resource pack, intended to provide tools and ideas to enhance analytical thinking by those undertaking assessments of children in need. To be published early 2007.	www.ncb.org.uk	Good practice guidance Practical tools
Write Enough Walker, S, Shemmings, D and Cleaver, H (2003) DfES	*Write Enough* is an interactive training pack, published by DfES to support good practice in recording in children's services. In addition to a range of exercises, *Write Enough* contains key messages from research, SSI inspections, Inquiry reports and best practice that are suitable for all practitioners working in children's services who are required to keep records.	www.writeenough.org.uk	Developing recording skills
Making Sense of Children's Drawings Angela Anning (2004) Open University Press	This book explores how young children learn to draw and provides advice on how to make sense of children's drawings	http://mcgraw-hill.co.uk/openup	Practical tools

Observing Harry Cath Arnold (2003) Open University Press	This book follows a child's development, by use of a video diary of his behaviour, from the age of eight months to five years. It offers theories to understand his behaviour and explains how observation can be used to assess children's development.	http://mcgraw-hill.co.uk/openup	Practical tools

Booklist

Listed below are children's books, which can be used to assist with communication. It is also worth visiting a children's book department as there is now a wealth of children's books available on the high street, covering lots of subjects such as feelings, sadness and loss.

Author	Title of book	Publisher
Althea	My Two Families	Black
Angel, Ann	Real for Sure Sister	Perspectives Press
Elliot, Michelle	The Willow Street Kids	Macmillan Children's
Elliot, Michelle	It's OK To Say No	Peter Haddock
Elliot, Michelle	Feeling Happy, Feeling Safe	Hodder Children's
Havill, Juanita	Jamaica Tag Along	Mammoth
Jenkin-Pearce, S	Rosie and the Pavement Bears	Red Fox
Mason, Micheline	Nothing Special	Working Press
Melonie, B	Beginnings and Endings With Lifetimes in Between	Paper Tiger
Morgan, Lynda	Daniel and his Therapist: The story of an abused boy	Papers Inc

Simeon, L	The Streetwise Kid	Blackie Children's Books
Striker, S	The Anti Colouring Book	Hippo
A series of books by Margot Sunderland and Nicky Armstrong	Helping Children with Fear: Teenie Weenie in a too big world Helping Children who Think they are Worthless: Ruby and the rubbish bin Helping Children with Loss: The day the sea went out and never came back Helping Children who are Anxious or Obsessional: Willy and the wobbly house Helping Children who Yearn for Someone they Love: The frog who longed for the moon to smile Helping Children Pursue their Hopes and Dreams: A pea called Mildred	Speechmark publishing
Wilhelm, H	A Cool Kid Like Me	Hodder
Wilhelm, H	I'll Always Love You	Hodder
Williams, M	Cool Cats, Calm Kids	Impact
Wilson, Jacqueline	The Story of Tracy Beaker (and a number of other titles)	Yearling
Wright, B R	My New Mom and Me	Raintree

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