

**Think and Act:
Reflective Tool
for professionals
working with
families
(TART)**

Summary version

Authors

The third intellectual production (TART) has been published under the coordination of Nuria Fuentes-Peláez, M^aAngels Balsells, Eduard Vaquero and Hector Telémaco Hernández Rocamora

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Purpose, objectives, and methodology

1. Purpose, objectives and methodology

Why?

The IO3 aims to help organise and articulate reflection by the professional who works with families in situations of vulnerability or that are at risk and encourages professionals to continue questioning themselves about the processes of accompanying families with a broad, systemic, and ecological perspective.

What?

The content of TART (IO3) is focused on a series of specific challenges of attention and intervention with today's families in Europe. These challenges are listed in the previous IO by describing situations (IO1) and mentioning the main challenges that were identified by the professionals, parents, and young people (IO2).

Who for?

The tool can be used both by the direct care professionals themselves to address their own practice, as well as by professionals who are dedicated to supervising teams, or by professionals who guide the professional practices of university students.

When?

TART can be used when:

- A new professional joins the team or student starts her/his internship
- Twice: first, to assess the team in a particular moment (i.e. at the beginning of intervention) and second, after some time (i.e. 6 months or one year) or at the end of the intervention.
- Only once: to promote reflection on a specific case.

How?

Reflection is organised into 3 diagrams: 1. Children and youth; 2. Parents, and 3. Professionals. In each of the diagrams, questions are suggested, grouped by key aspects of the intervention.

Preferably, they are carried out in a group to promote professional exchange. Professionals choose a diagram to initiate reflection, and value each section from 0 to 5 depending on whether they wish to include it or not. As a result of joining the dots, a graph appears.

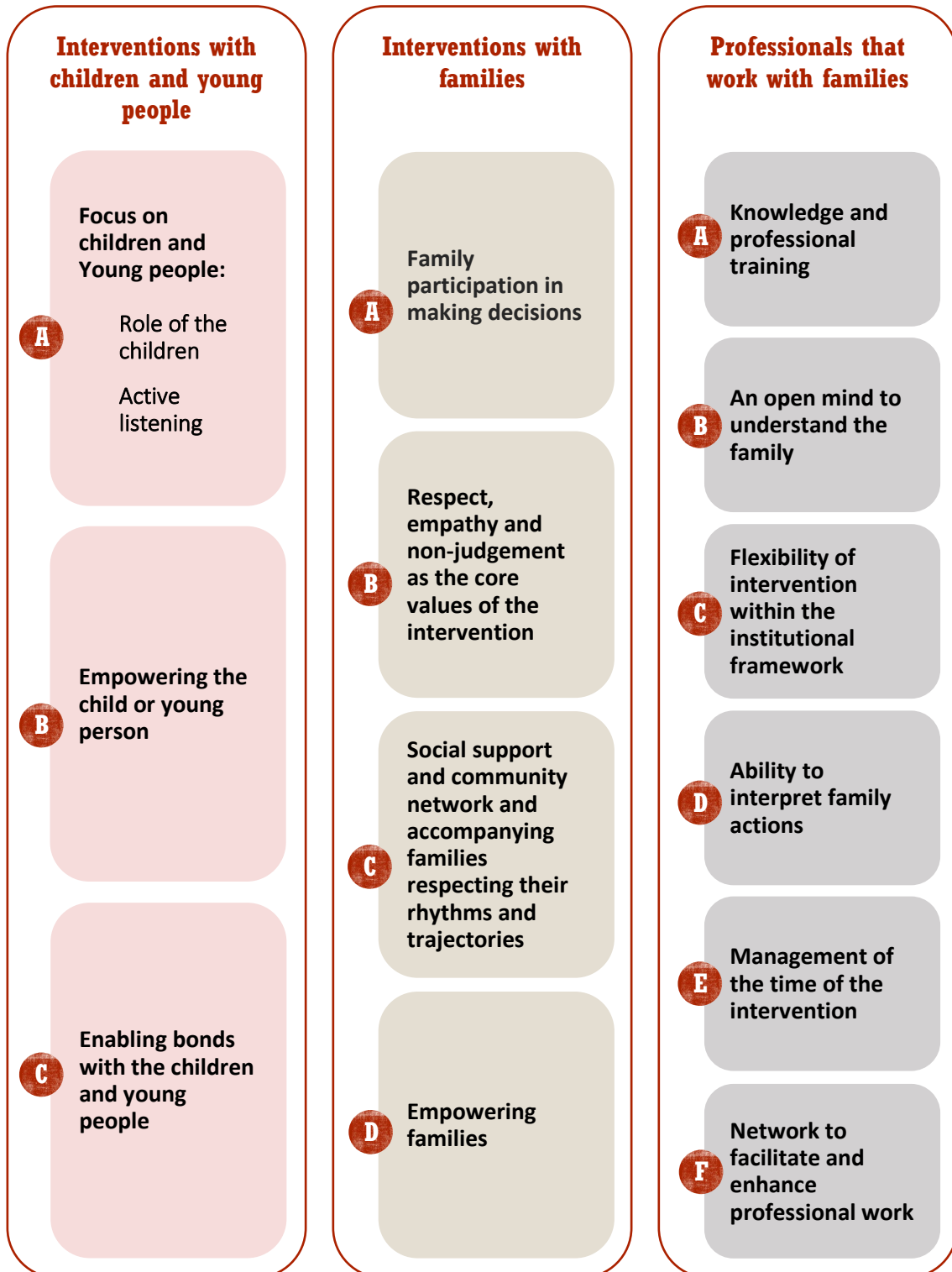
The three diagrams complement each other and together form a systemic and an ecological view of the intervention. The graphs show the strengths and areas for improvement. The questions after each diagram help to design the lines for improvement that can be assisted by the guidelines. The process with the diagrams can be repeated to follow the evolution of the reflection and the improvement of processes.



**The dimensions and
sub-dimensions of
I03**

IO3. Think and Act: Reflective Tool for professionals working with families (TART)

According to GIFT members' answers to the questionnaire, the dimensions shown in table 1 are those selected to be included in the IO3.





Reflective questions

3.1. Questions for self-reflection or team-reflexion regarding the intervention with children and young people

Focus on children and young people

The role of children and young people

- 1.** How do professionals consider the role of children and young people in the family?
- 2.** How do professionals consider the role of children in the intervention?
- 3.** How do professionals consider the role of children in the community?
- 4.** How does the institution (service) consider the role of children in the family?
- 5.** How does the institution (service) consider the role of children in the intervention?
- 6.** How does the institution (service) consider the role of children in the community?

A

Active listening

- 7.** What kind of space do we provide as professionals and services for children to express their voice?
- 8.** How do the professionals (active) listen to the children ...?
 - About their needs?
 - About their feelings?
 - About their expectations of the intervention?
 - About their future perspectives?
- 9.** Do you consider the impact of the children's voices on the intervention?

Promotion of empowerment from professional practices

1. How can your intervention/practice help the children's confidence and self-esteem grow?
2. What do you do to stimulate or encourage the autonomy of the children? Sense of autonomy, identity, competence, belonging, etc.
3. How do you let the child know that they can count on you as an important figure and source of support during the intervention / accompaniment process? What do you do to be a point of reference for the child during the accompaniment process?
4. How do you highlight the achievements / progress of the child in the intervention / accompaniment?
5. Promotion of empowerment from the institution/service
6. How can we help the child's environment so it can be an empowering place for the child?
7. How do we work on empowerment using the different methodologies of intervention (group, individual, etc.)?

B

**Empowering
children and
young people**

**Enabling
bonds with
children
and young
people**

Bonds between children and contexts

1. How do professionals consider the bond between children and families?
2. What is positive about each of the bonds with their families?
3. How do professionals consider the bond between children and community?
4. What is positive about each bond with the community for the child?

C

Bonds between children and professionals

5. What kind of relationship do we need between professionals and children for a good intervention?
6. What limits do we have to create and maintain for the bond between children and professionals?
7. How far do we have to take the building of this relationship? When do we have to take a step back?

Links between families and professionals

8. What kind of relationship do we need between professionals and families for a good intervention?
9. What limits do we have to create and maintain for the bond between families and professionals?
10. How far do we have to take the building of this relationship? When do we have to take a step back?

3.2. Questions for self-reflection or team-reflection regarding the intervention with families

1. What role does the language (verbal, non-verbal (body) and written) used by professionals play to encourage families to reflect on their situation?
2. How do we motivate and / or include families in the decision-making processes of the intervention?
3. What kind of resources and spaces are offered to families to encourage them to express their voice about their lives?
 - About their needs?
 - About their feelings?
 - About their expectations of the intervention?
4. How do we transmit the value of the family's voice in guiding the intervention?

Family participation in making decisions

A

Respect, empathy, and non-judgement as the core values of family accompaniment and/ or intervention

B

1. How can families identify that you show respect and sensitivity during the intervention, regarding:
 - Values and cultural beliefs?
 - Background?
 - Events?
2. How do you value diversity (of family or cultural models) during the accompaniment of families? How is diversity included in the programs they participate in?

1. How can we help families reflect on their relationships with the different systems, considering all their dimensions (family history, network, etc.)?
2. How do you think that you can be committed and available to the family as significant support for them?
3. How do you think that the institution/service can be committed and available to the family as significant support for them?

C
**Social support,
community
network and
accompanying
families
respecting their
rhythms and
trajectories**

D
**Empowering
families**

1. How can your intervention/practice help increase the family's confidence and self-esteem?
2. What do you do to stimulate or encourage the autonomy of the family? Sense of autonomy, identity, competence, belonging, etc.
3. How do you let the family know that they can count on you as a person of reference and a source of support during the intervention / accompaniment process? What do you do to be a person of reference for the family during the accompaniment process?
4. How do you highlight the achievements / progress of the family in the intervention / accompaniment?

3.3. Questions for self-reflection or team-reflection about professional practices on the relationship with families today

1. How does the service you work in provide you with continuous training?
2. What time and space do you have to reflect on your intervention with families with other colleagues in order to share points of view and practices and mutually learn?
3. Which kind of training/learning process are you involved in?
4. What are the goals and the methods of the training practices you are involved in?
5. What is the role/space of evaluation in your practice?
6. Do you think there is something you could learn that would improve your professional performance, that of your team or service? (Communication, productivity ...)
7. What kind of resources do you have as a professional to improve your professional performance?

A **Knowledge and professional training**

An open mind to understand the family

1. What resources and strategies are helpful to share with families about the process of intervention? What framework do you use to reflect on and assess family situations? Is it ecological (holistic)?
2. Do they include and integrate the focus on the child, the family and the environment?
3. What kind of families are challenging in terms of non-judgement regarding values or cultural matters?
4. What types of families or family situations is it easier or more difficult for you to empathise with?
5. Do you have limits or problems that you cannot address with families? Problems that you cannot deal with (eg, issue of sexual abuse, religion, gender) or red lines that you cannot cross?
6. How do we manage to respect and not judge systems of (cultural) values and beliefs that are opposed to what is considered "appropriate" in our context?

7. What strategies are used to make the programs and policies participative?
8. Does the service organise moments of reflection with other professionals on the dissemination of information?
9. Is the intervention for families developed and based on family's needs or on what services can provide? What strategies can be used to base the intervention on a family's needs?
10. How does the institution or service allow you to adapt to the family?

C

**Flexibility of
intervention
within the
institutional
framework**

D

**Ability to
interpret
family actions**

1. What strategies are used by professionals and the service to find ways for families and professionals to analyse the needs and the assessment of the situation together?
2. Which elements from the family context and community are considered in the intervention with families?

Time

- 1.** What strategies are used by professionals and the service for providing quality time for the intervention?
- 2.** How is the concept of time for each family and age group considered?
- 3.** What resources and strategies are helpful to face the large volume of work?
- 4.** How does the service you work in promote motivation to continue with the activity?
- 5.** How can we manage the different rhythms that occur during the intervention?
 - that of the family
 - that of the child
 - that of the institution

Professional transformation

- 6.** What has the family allowed you to understand about yourself, about your professional practice?
- 7.** How do you give feedback to the family about what they have enabled you to learn about your professional practice?

**Flexibility of
intervention
within the
institutional
framework**

E

**Network to
facilitate and
enhance
professional
work**

F

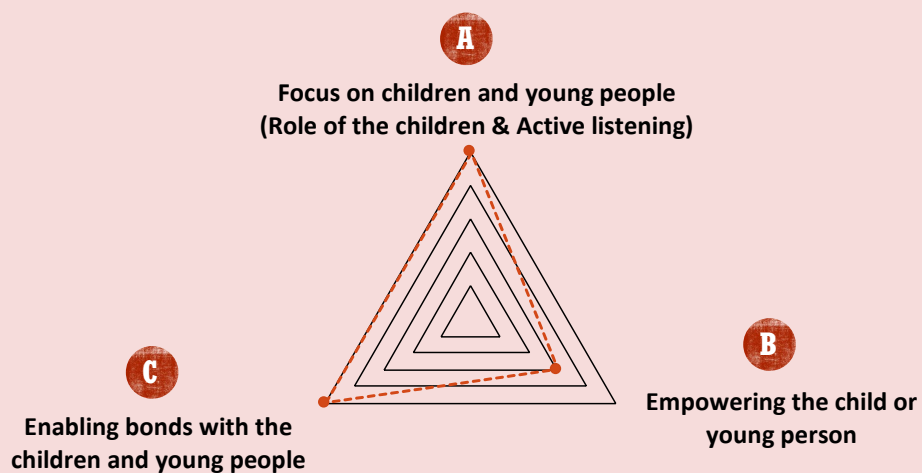
1. How is the networking and coordination of the different services promoted? Is there any teamwork between the different departments (Social / Medical-Social / Healthcare / National Education / Justice)?
2. Is the communication and trust between services promoted? What strategies are used to do so?
3. Do professionals propose the creation of multidisciplinary professional networks on a community level? What kind of networks are proposed?



Diagrams and final questions

Dimension: Interventions with children and young people

After the reflection using the questions in section 3.1. complete the diagram considering each subdimension (A, B, C)



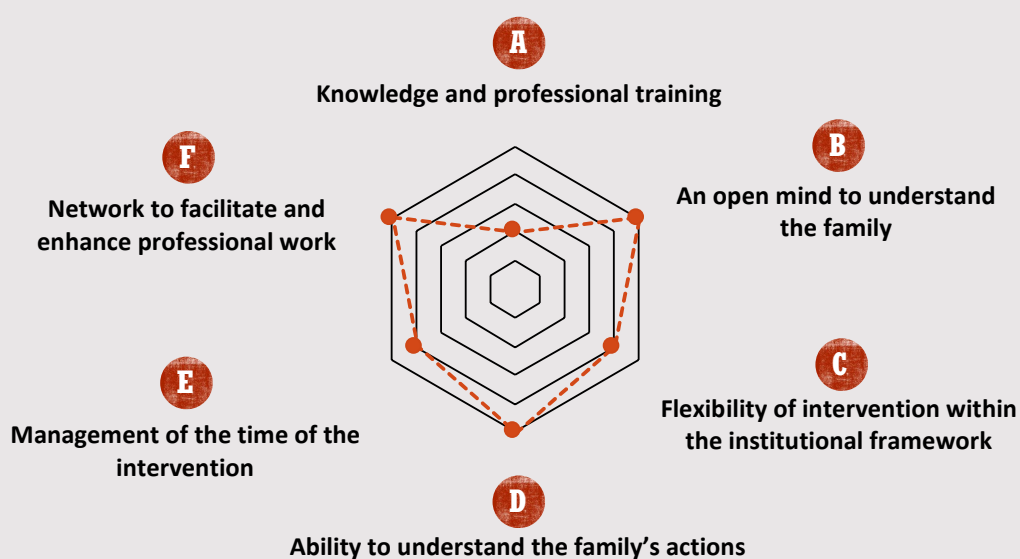
Dimension: Interventions with families

After the reflection using the questions in section 3.1. complete the diagram considering each subdimension (A, B, C, D)



Dimension: Professionals that work with families

After the reflection using the questions in section 3.1. complete the diagram considering each subdimension (A, B, C, D, E, F)





**TART for
professionals
working with
families**

TART for professionals working with families

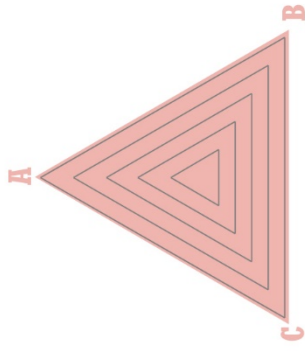
Date: _____

Notes: _____

Family name: _____

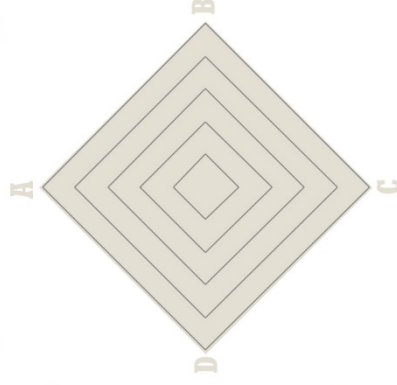
Interventions with children and young people

- A** Focus on children and Young people
- B** Empowering the child or young person
- C** Enabling bonds with the children and young people



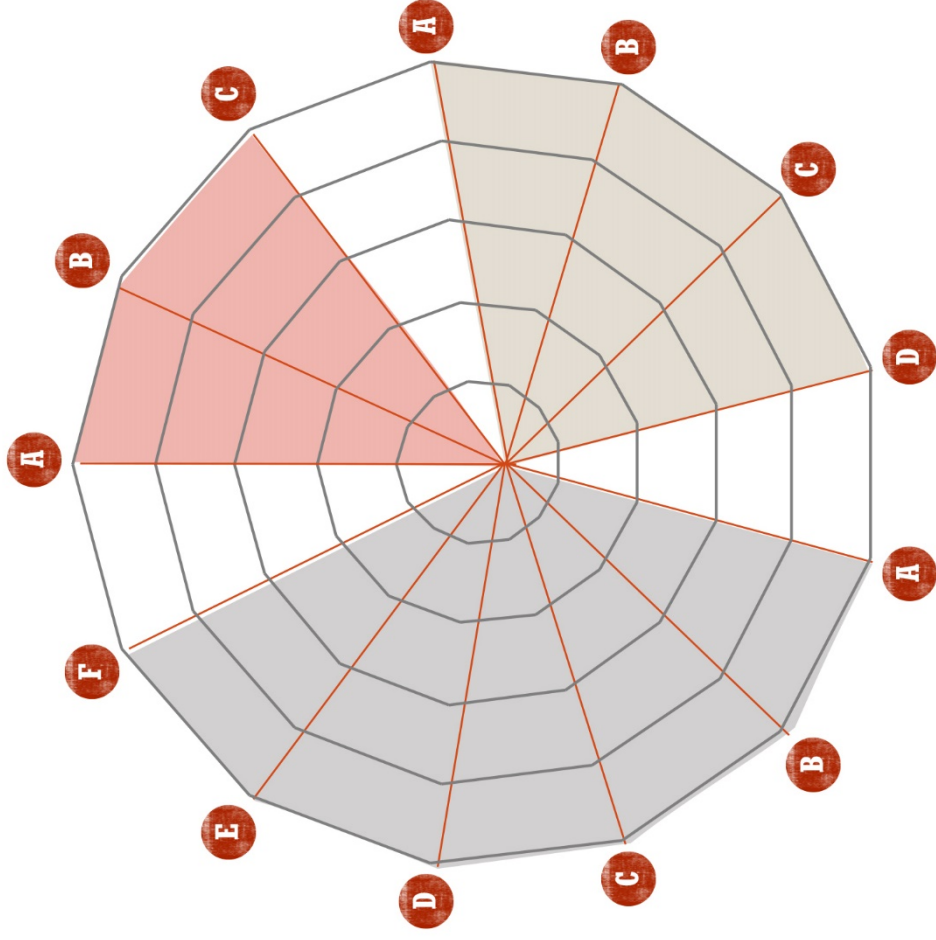
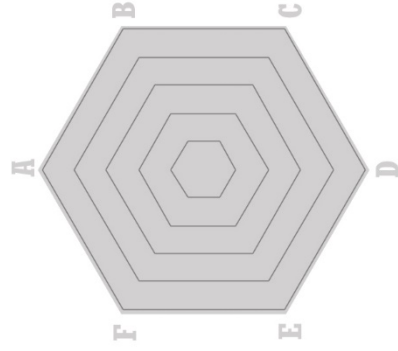
Interventions with families

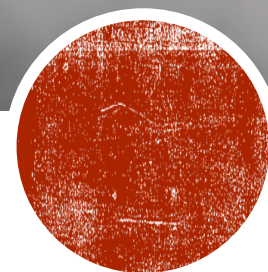
- A** Family participation in making decisions
- B** Respect, empathy and non-judgement as the core values of the intervention
- C** Social support and community network and accompanying families respecting their rhythms and trajectories
- D** Empowering families



Professionals that work with families

- A** Knowledge and professional training
- B** An open mind to understand the family
- C** Flexibility of intervention within the institutional framework
- D** Ability to interpret family actions
- E** Management of the time of the intervention
- F** Network to facilitate and enhance professional work





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