

**Note: This training presentation is continually being evaluated and updated to reflect current needs and best practices. It should be viewed as work in progress.**

**Any person, organization, or institution making use of these materials must acknowledge that they were developed by the Tanzania Institute of Social Work, Jane Addams College of Social Work, and Midwest AIDS Training and Education Center with support from the US President's Emergency Plan for AIDS Relief (PEPFAR), USAID/Tanzania, and the HIV/AIDS Twinning Center.**

# Learning to Work with Orphans and Vulnerable Children

**A Project of the Social Work HIV/AIDS Partnership  
for Orphans Vulnerable Children in Tanzania**

**Day 4**

*Required*

# Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

- 1. Outreach and Identification**
- 2. Engagement of Orphans and Families**
- 3. Assessing Needs and Strengths**

*Required*

# Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

- 4. Developing a Plan of Care: Networking and Identifying and Referral to Other Resources**
- 5. Providing Support and Services within the context of your organization**
  - **Helping HIV Affected Orphans and Vulnerable Children**
  - **Counseling OVC and Their Families**
  - **Developing Support Structures for OVC and their Families**
- 6. Ongoing case management, Advocacy and Followup**

*Optional--*

# Assessment

The Concept of Holistic  
Assessment, Needs and  
Strengths

*Required*

# Definition of Assessment

- The process of
  - gathering,
  - analyzing and
  - synthesizinginformation about a child and/or family situation
- In order to
  - understand factors impacting the situation,
  - prioritize needs,
  - plan interventions, and
  - deliver services.

*Required*

# Steps in Assessment

- **Plan the Assessment:**
  - What information do you need?
  - Where can you obtain needed information?
  - What is the best method for obtaining the information?
  
- **Gather information:**
  - Interview child, family members, others
  - Records – school, health, others
  - Observations – appearance, behaviors, environment
  - Standardized instruments or professional evaluations

*Required*

# Steps in Assessment

- Analyze information:
  - What are the major needs to be addressed?
  - What are the strengths and resources to build upon in addressing the needs?
- Synthesize information:
  - What are the priorities for services?
  - How should we proceed?

*Required*

# Information Needed for Assessment

11-11

## **1. Who is involved in the case?**

- \* Name, age/birth date, location of child(ren)  
*(include contact information)*
  
- \* Name, age/birth date, location of parents, siblings, other family members *(include contact information)*
  
- \* Name, age/birth date, relationship to child of all members of household where child currently resides *(list all household members, include contact information)*
  
- \* Name, relationship to the child, and contact information of person/agency who referred the child to your agency
  
- \* Name, relationship to the child, role in the case, and contact information of other persons involved in the case.

*Required*

# Information Needed for Assessment (con't)

## **2. Why is the child/family coming to your agency for help?**

*(What is the presenting problem/issue or reason child/family referred to your agency?)*

- From the perspective of the person referring the child/family for services?
- From the child(ren)'s perspective?
- From the parent(s)' perspective?
- If the child's caregiver is someone other than the parent, from the caregiver's perspective?
- From the perspective of other persons involved in the case?

*Required*

# Information Needed for Assessment (con't)

## 3. What is the background of the problem?

- \* When and how did the problem/issue begin?
  
- \* How has the problem/issue evolved/developed over time?
  
- \* What other stressors/needs affect the problem/issue?  
*(Identify needs/issues affecting each family member: child(ren), parent(s), and other family members)*
  - Health needs?
  - Mental health needs?
  - Educational needs?
  - Substance abuse?
  - Financial needs?
  - Recent transitions/changes?
  - Previous losses/separations?
  - Child physical abuse?
  - Child sexual abuse?
  - Spousal abuse?
  - Other stressors/needs?

*Required*

# Information Needed for Assessment (con't)

## 4. What are the resources/sources of support available to assist in addressing the problem?

- \* Individual strengths and coping strategies of family members? (*Identify strengths and coping strategies of each family member: child(ren), parent(s), other family members*)
- \* Extended family?
- \* Friends?
- \* Financial resources?
- \* Connections to faith community?
- \* Non-Governmental Social Service Agencies?
- \* Governmental Agencies?
- \* Other sources of support/resources?

*Required*

# Information Needed for Assessment (con't)

## 5. What efforts have been made to resolve the problem/issue?

- \* What strategies have been used to solve/address the problem?
  
- \* What have been the results of each effort to resolve problem?
  - What successes were achieved?
  - What challenges/barriers were encountered?

*Required*

# Analysis of Information for Assessment

6. What are the service needs, strengths and priorities for this child and family? (*Analysis of information gathered*)

*\* What problems/issues need to be addressed in order to resolve the problem?*

*\* What resources/strengths are available to address the problems/issues?*

*\* What problems/needs are most important and/or urgent)?*

*Required*

# Synthesis of Information for Assessment

7. What are your recommendations for proceeding with the case? (*this is your synthesis of the information*)

\* What are the priorities for services to this child and family?

\* “Putting it all together” how do you recommend services to the child and family proceed?

\* Your recommendations form the basis for developing a plan of services with the child and family.

*Required*

# Process of Assessment

- Major focus on assessment at beginning of involvement with child and family.
- However, important to remember assessment continues throughout work with child and family
  - New needs emerge
  - Situation improves
  - Other changes
  - Determine progress
  - Determine when services need to change or end

*Required*

# Process of Assessment

- Assessments are best conducted in partnership with the child and family
  - They have the most information about their situation
  - Their lives are most affected by decisions
  - They must implement any changes

*Required*

# Process of Assessment

- Assessments are most effective when conducted from a strengths perspective
  - Concentration on problems or needs alone can lead to frustration and **HOPELESSNESS**
  - **EVERYONE** has strengths - qualities, abilities, resources - that can form the basis for change and growth
  - Focusing on strengths provides a basis for problem solving and **HOPE**

*Required*

# Process of Assessment

- Assessments are most helpful when conducted from an ecological perspective
  - Individuals influence – and are influenced by
    - their environments
  - Factors that contribute to individual ***needs*** ***AND solutions*** may be found within the larger “systems” in which the child is embedded: household, extended family, peer group, school, community

*Required*

# Eco-Map

- A useful tool for working with children and families to assess needs from a “person-in-the-environment” perspective is the Eco-Map
  - To be completed with the child and family
  - Useful in assessment, planning, intervention
  - Portrays a point-in-time overview of the family in their life situation
  - Demonstrates positive connections and sources of conflict
  - Demonstrates flow of resources, or lacks and deprivation of resources
  - Highlights issues to address and resources to be mobilized

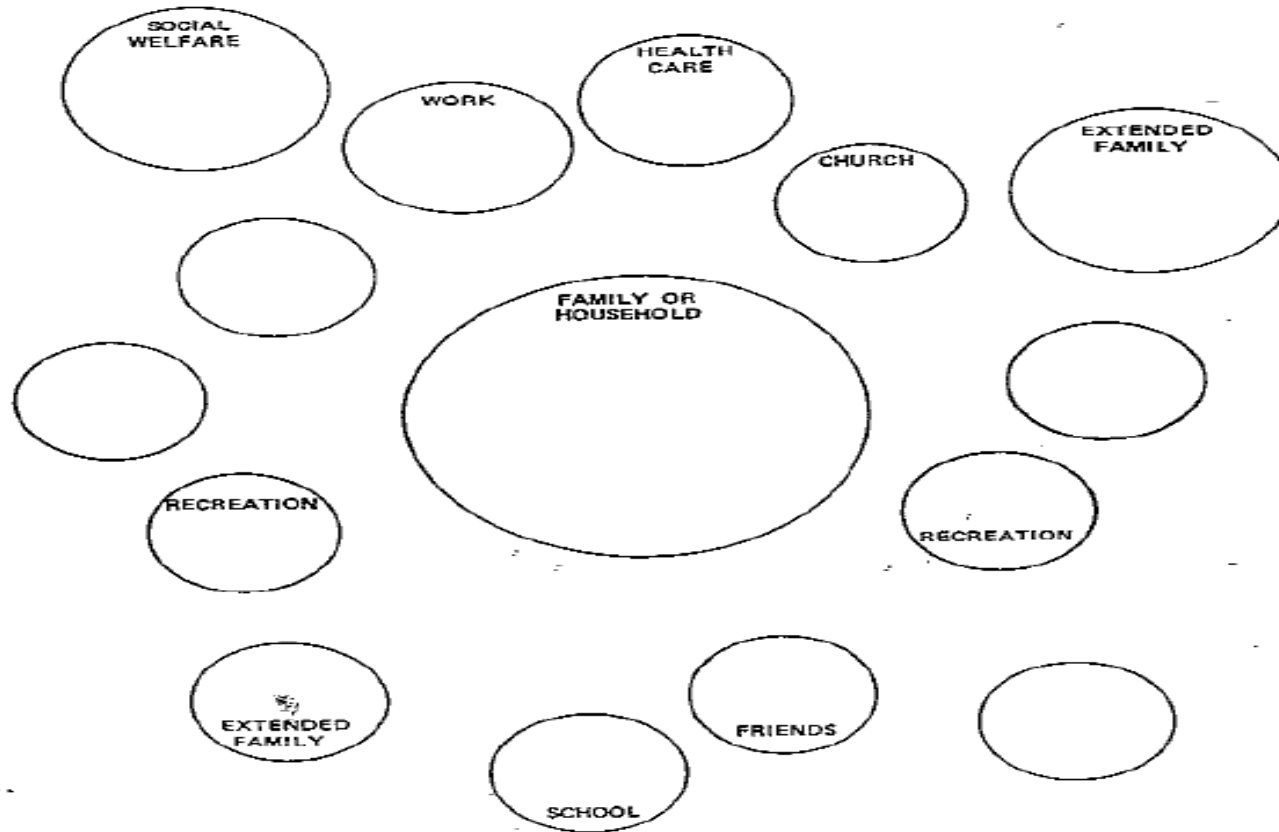
*Required*

# Eco-Map

Eco-Map

Name \_\_\_\_\_

Date \_\_\_\_\_



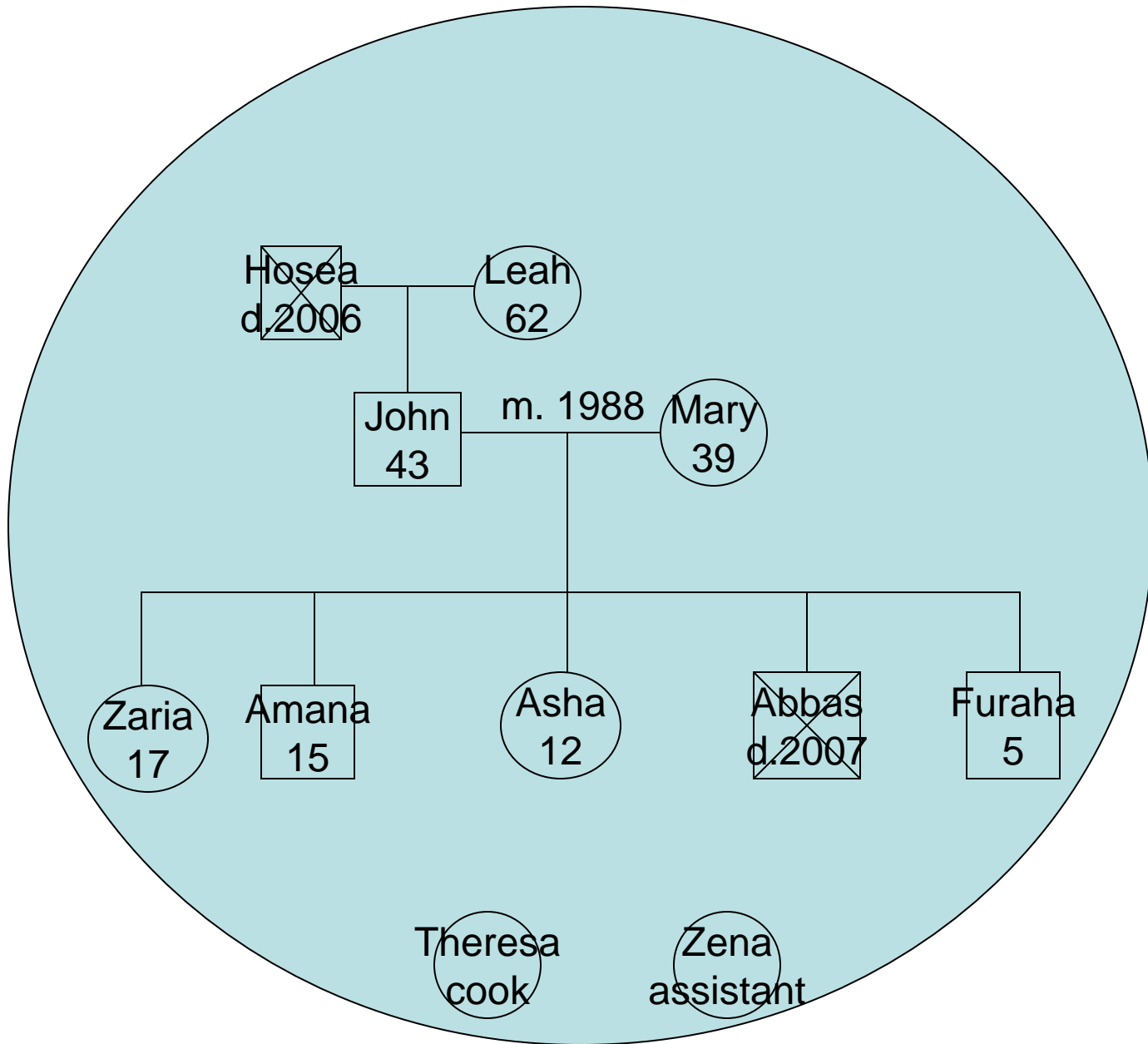
Fill in connections where they exist.

*Required*

# Instructions for completing Eco-Map

- Draw nuclear family or household in large circle at map's center
  - Use squares to depict males, circles to depict females
  - Depict relationships as in a traditional “family tree”
    - Draw straight line between husband and wife to indicate marriage,
      - write date or year of marriage on line
      - Draw slash across line to indicate divorce, write date or year of divorce
      - Draw a line down from the from the parents to indicate children, write age of children in square or circle
      - draw line up from the parent to indicate grandparents who live in the household, write age of grandparent in square or circle
      - Draw a square or circle near the bottom of the circle to indicate household members who do not related to the family, write their age and relationship with the family in or above their square or circle
      - Draw an X across a square or circle to indicate death of the person, write the date or year of death

*Required*



*Required*

# Instructions for completing Eco-Map

- Next, add connections between family, or individual family members, and the larger environment by drawing lines between the family and the circle with the particular system label

*Required*

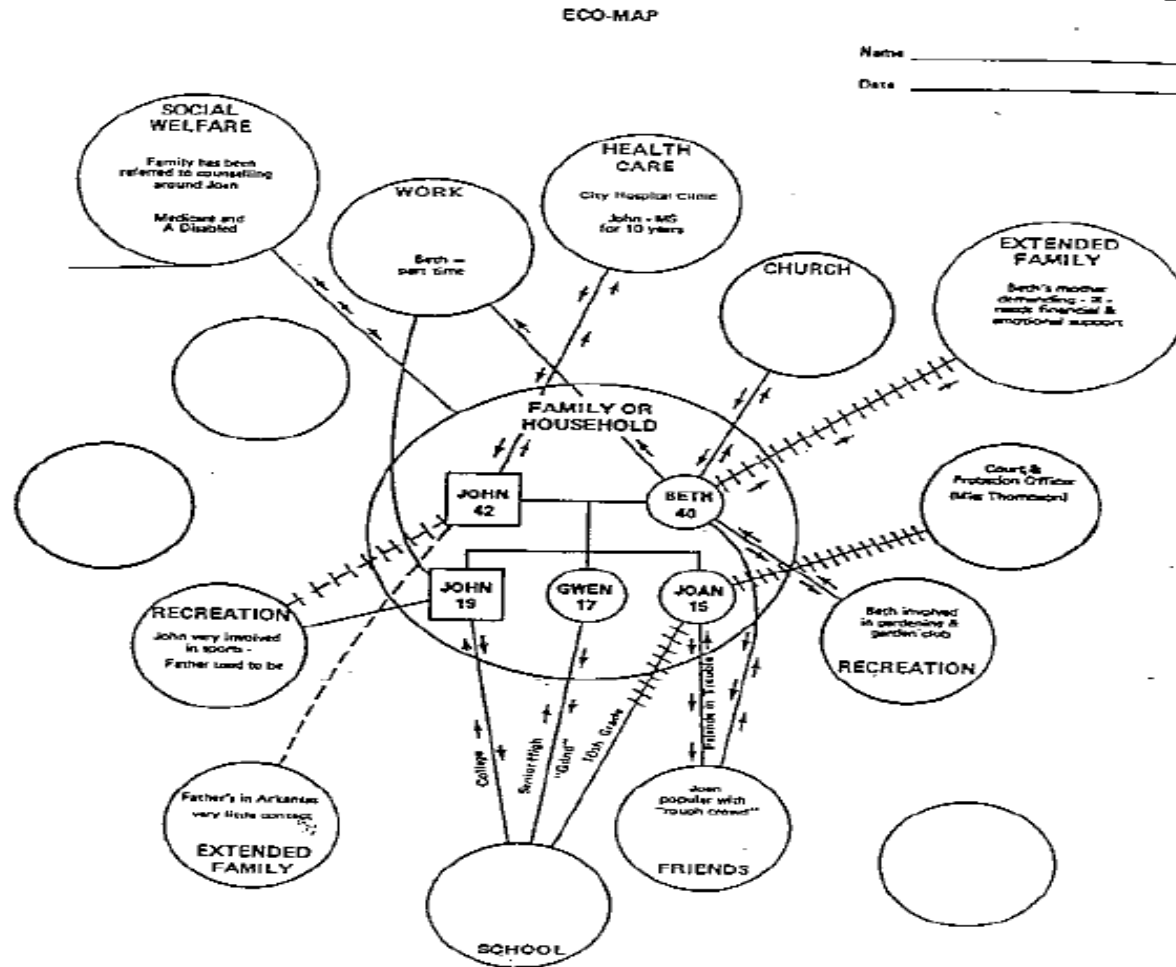
# Instructions for completing Eco-Map

- The type of line indicates the nature of the connection
  - Solid or thick line indicates a strong connection
  - Dotted line indicates a tenuous connection
  - Slash marks across a line indicate a stressful or conflicted relationship
  - Arrows along the connecting lines indicate the flow of energy, resources or interest OR
  - Ask families nature of relationship and write brief description along connecting lines

*Required*

# Completed Eco-Map

Figure 3



*Required*

# Recording the Assessment

- What is the purpose of case records?
  - Organize and keep important information about the child and family
  - Plan services
  - Monitor progress
  - Evaluate service outcomes
  - **Help children and families retain vital information about themselves**
  - Be accountable to service recipients, government bodies, funders, etc.

*Required*

# What information should be in the record?

- Demographic information - child and family
- Psycho-social information
- Health information
- School information
- Special evaluations or assessments
- Legal records
- Financial information
- Para-social worker contacts with/on behalf of child and family
- Record of services provided and their outcomes

*Required*

# Criteria for entries into the case record

- Every contact made by the para-social worker and other representatives of her/his agency should be recorded as soon after the contact as possible.
- Entry should include:
  - Date of contact
  - Where contact occurred
  - Who was present
  - Purpose of contact
  - Summary of what occurred during contact
  - If relevant, worker's assessment of contact
  - Outcomes of contact including agreed upon next steps
  - Entry should be signed and dated by person making the case record entry

*Required*

# Reference

- Hartman, Ann. (1995). Diagrammatic assessment of family relationships. *Families in Society: The journal of contemporary social services*, 76(2) pp. 111-122.