

Keeping in Touch with Your Children Menu and Practice Guide Implementation Action Plan

Task	Actions	Recommendations/Resources
Authorising environment	<ul style="list-style-type: none"> Who needs to be involved to authorise and make program, policy and procedure adjustments? Who will be responsible for training staff and supporting practice change? How will supervision practices be adjusted to incorporate this resource and parent-aware and child-focused practice overall? 	<ul style="list-style-type: none"> Relevant program leadership and senior staff of service/s. Senior practitioners and/or working group to action the implementation plan locally. Senior practitioner to provide clinical supervision and support. Establish staff practice mentor/champion roles.
Review current policies/procedures	<ul style="list-style-type: none"> What child-focused practice is currently embedded in service and client documentation? What changes may need to be made? Are policies and practices consistent with the National Principles for Child Safe Organisations? What adjustments may need to be made to the structure of the program to support parent visits by children? If the service currently supports parents with accompanying infants/children, will changes need to be made to include the needs of other children in the family? 	<p>The following may need some adjustment:</p> <ul style="list-style-type: none"> Overarching organisational policies that incorporate clear guidelines on child-focused practice. Recruitment-related advertising and position descriptions to include expectations that specifically highlight inclusion of child wellbeing, child-focused practice and compliance with child-safe requirements. Service-level policies/procedures that incorporate child-focused practice. On-site visits policy/procedure to include visits by children. Structure of program to support parents to keep in touch with children. Phone policies to allow contact with children. Review of program stages for when visits are permitted, specifically those visits by children. Groups to include additional content and activities that support the parent-child relationship. Policies, procedures and other adjustments to support the parent's relationship with other children in the family. <p>Download an example children's visiting policy.</p>
Review service documentation	<ul style="list-style-type: none"> What child-focused items are currently embedded in service and resident documentation? What changes need to be made to service/resident documentation to incorporate child-focused practice and to embed this resource? What changes may need to be made to documentation that supports staff to undertake child-focused practice? 	<ul style="list-style-type: none"> Intake/Admission and Assessment documentation to include questions about parenting role/responsibility, children's details and their care arrangements, updated child/family/family violence court orders. Intake documents/resident information packs to include a copy of the Keeping in Touch with Your Children parent and family brochure. Care plan to include goals that include the parent-child relationship. Home visits/leave that incorporate visits with children. Safety plan to manage risks to children during home visits, leave and upon discharge. Emerging Minds has a range of printable shared care plans for babies, children and young people, along with the free While I'm Away shared care app for iPhone and Android. Outing plan template to support parents to organise outings with children and a caregiver/responsible adult. Group session plans to include segments that support parenting and the parent-child relationship. Stage review documentation to include section on goals related to parenting. Discharge summary to include section on children and plans for ongoing support. Position description to include child-focused practice as expectation of the role. Induction package that reinforces child-focused practice as core part of the role. Supervision guides to support child-focused practice. Performance review to include child-focused practice. Behavioural competencies and professional development to build practitioner skills in child-focused practice.

Review current practices and workforce readiness

- How do we currently integrate a child-focused approach into our adult-focused practice?
 - How can this be further developed by the use of this and other recommended resources?
 - What do we need to consider in regard to training for support staff such as admin, reception and gardener in regard to child-focused practice?
 - How can this be further developed using the KIT Menu and associated resources?
 - If we already provide a service to parents and children, are the needs of other children in the family who are not resident in the program with the parent considered?
 - What sort of additional training will need to be provided to reception/admin around speaking with children and caregivers and taking and passing on messages?
 - How do we attract staff that value and are skilled in incorporating a parent-child awareness and responsiveness into their primary work with adults?
- [NCETA Family Sensitive Policy and Practice toolkit](#) to increase collaboration between the AOD and child protection sectors and to support AOD organisations with policy and practice changes to implement child-focused practice.
 - Emerging Minds online e-learning courses to introduce child-focused practice:
 - [Understanding child mental health](#)
 - [The impact of trauma on the child](#)
 - [Engaging with parents](#)
 - [Engaging children](#)
 - Emerging Minds online courses for AOD practitioners working with parents who use substances:
 - [The impact of parental substance use on the child](#)
 - [Parental substance use and child-aware practice](#)
 - Consider undertaking a [staff survey](#) to establish a baseline, assess initial training impact, monitor, and evaluate the progress of parent-child aware practice and training needs in this setting.

Review practical and logistical issues

- How and when will we commence/launch the use of the KIT Menu resource?
 - Where to display the KIT Menu?
 - Do we have a safe space for parents to meet with children on-site? What changes might need to be made to this space and who will do this work?
 - Do we need to purchase some additional resources – toys, books, soft furnishings, posters, puzzles, etc.?
 - What existing resources, such as sensory modulation equipment would be suitable for this space?
 - Where could parents meet with children nearby if off-site meetings are preferable?
 - Where will parents make phone calls to children? Will we have a special room for this?
 - Will we need to purchase some additional art/craft supplies for parents to create gifts and cards for special messages to children?
 - How will we maintain a supply of the brochures and distribute to consumers and family members?
- Determine who will order the KIT Menu posters from Emerging Minds (these are provided free of charge) – i.e. program champion if a sole site, or service lead who can distribute to relevant programs if there are multiple sites involved.
 - Menu should be displayed in common areas and in each room/residence and an A4 version provided in residents' intake pack.
 - Clarify budgetary support for the purchase of necessary equipment and materials.
 - Establish a timeline of posters being hung, additional resources acquired, spaces enhanced, introduction to staff and available practice support as the KIT resource commences being used in this setting.
 - Develop a library of children's books to support parents' conversations with children about parental substance use:
 - [Ruby's dad – A story about living with a parent who is a heavy drinker](#) – Health Promotion Agency, New Zealand
 - [How can I care for my children?](#) – Tytti Solantaus

Introduce the Keeping in Touch with Your Children resources to staff

- How will the Introduction to the KIT Menu fit into our staff training program?
 - What additional Emerging Minds online training around parent and child-focused practice are we requiring/encouraging staff to undertake to enhance their practice?
 - How do we allocate time to allow for this?
- Review the Emerging Minds material relevant to this setting:
 - Introduction workshop (includes video material)
 - Practice guide for staff/supervisors
 - Additional resources.
 - Devise and conduct a training event(s) suitable for your setting utilising the EM material.
 - Undertake a [pre- and post-training staff survey](#) to measure practice confidence over time.
 - Provide hard copies of the KIT practice guide for staff undertaking the introduction training.
 - Integrate any additional online staff training identified as beneficial to increase confidence/competence.

Review and evaluation

- How do we assess the impact and progress of introducing this resource into practice?
 - How do we adjust the use of the resource following resident, staff and family feedback?
- Ongoing review and feedback from staff at practice meetings with adjustments being made as required?
 - Focus groups with residents to ask for feedback and suggestions?
 - Ensure recommendations of iterative adjustments are captured for quality improvement cycles.
 - Resident/family feedback survey post discharge?
 - Repeat [staff survey](#) to compare to baseline and post training survey results.