ERICA

Module 1: Introduction

Let's say hello to each other!

ERICA
Stopping Child Maltreatment through a Pan-European Multi-Professional Training Programme:

Early Child Protection Work with Families at Risk

The programme

- Eight modules:

Module 1	Introducing the ERICA project
Module 2	Understanding the consequences of maltreatment on child development
Module 3	Recognising early signs of child maltreatment within the family
Module 4	Understanding risk factors for child maltreatment
Module 5	Engaging with tools for risk assessment
Module 6	Improving skills in responding to suspected maltreatment
Module 7	Understanding the role of preventative and protective factors
Module 8	Evaluation

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Housekeeping

Online training:
- Breaks
- Questions, chats, discussion

In person training:
- Breaks
- Bathrooms
- Fire alarms

- Please be respectful and mindful of others when speaking and listen without judgement: we are all here to learn from one another
- Please refrain from using your phones throughout the training
- Sensitive issues:
  - what to do if you need to take some breathing space during the training
  - or to talk to someone after the meeting

Ethical considerations

- We are all concerned when it comes to child maltreatment

- We have all been children and many of us are parents

- This is a safe space to share experiences

Important contact information (Scotland)

Update according to your country/region

- If you suspect child neglect or maltreatment:
  - 999 in an emergency
  - The police on 101 if you think a crime has been committed
  - Crimestoppers on 0800 555 111 (to report anonymously)

    Alternatively, contact social work in your local areas, if you are concerned about someone: https://socialworkscotland.org/contact/
- For help and advice:
  - ParentLine on 0800 028 2233
  - Victim Support Scotland on 0800 160 1985 for free and confidential support, and practical help, for victims and witnesses of crime.

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And now for Module One

Aims and Overview:

- Outline the purpose of the ERICA project and its intended audience
- Provide a working definition of child maltreatment, along with key terms
- Highlight the importance of lived experience for understanding maltreatment
- Outline the structure of the training

Child maltreatment affects us all

- We have all been children and many of us have children.

- International studies show that nearly 3 in 4 children aged 2-4 years regularly suffer physical punishment and/or psychological violence at the hands of parents and caregivers, and 1 in 5 women and 1 in 13 men report having been sexually abused as a child (WHO) [1]

Individual accounts

- Understanding *lived experience* is an essential part of tackling child maltreatment

- Let's listen to a few stories (Preferably personal accounts by trainers – guidelines in the handbook; if not possible please use suggested videos from the trainer handbook)

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What did you hear?

- What are your thoughts on the testimonies you have just heard/read?

- What surprised or challenged you?

- What is child maltreatment?

WHO definition of Child Maltreatment

"Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." [1]

Children may be subjected to more than one type of maltreatment in their childhood. [2]

ERICA project focus and aims

- Maltreatment within the family has been widely reported throughout EU countries and across the world [3]

- The focus of the ERICA project is *detection and management of child maltreatment* <u>*within the family*</u>

- **<u>Family</u>** includes not only the parents, caregivers and siblings, but also the extended family and any other relatives

- The key aim of ERICA is to build expertise and help professionals intervene as early as possible with children and adolescents from 0 to 17 years

Maltreatment definition in ERICA

- ERICA focuses on maltreatment _within the family_ including all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

- This includes not only physical or psychological abuse but also situations where:

  - _the child does not have enough to eat, has meals low in nutrition, or cannot sleep_
  - _things are left around the house in a hazardous way, creating a dangerous environment_
  - _young adults are not allowed to express their sexuality and are punished for it_

Maltreatment definition in ERICA

- ERICA <u>does not address</u> other sorts of maltreatment that children/adolescents may be victims of outside of their families

- But be mindful that maltreatment can happen anywhere, such as at school or on the way to school, on holidays, during other activities outside school (sports activities, religious activities, cultural activities), or in childcare institutions, such as children's care homes

- It can include sexual abuse or assault outside of the family, bullying, discrimination based on race, sex, class or disability/differences

Who is ERICA training for

- This course is designed for you – professionals from different areas and environments where you see and work with children and young people on daily basis.

The ERICA training course

- ERICA training materials can be found on The ERICA website: https://projects.tuni.fi/erica/

- Find the section 'TRAINING' and then choose your country

ERICA modules: aims and learning outcomes

Module 1: Introducing the ERICA project	Module 2: Understanding consequences of maltreatment on child development	Module 3: Recognising early signs of maltreatment within the family
• Outline the purpose of the ERICA project and its intended audience. • Provide a working definition of child maltreatment, along with key terms. • Highlight the importance of lived experience for understanding maltreatment. • Outline the structure of the training.	• Understand theories of infant and child development. • Explore how different kinds of maltreatment and neglect can affect child development.	• Increase knowledge about signs of maltreatment. • Develop the ability to identify signs of maltreatment and neglect. • Understand how forms of maltreatment can intersect with one another.

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ERICA modules: aims and learning outcomes

Module 4: Understanding risk factors for child maltreatment	Module 5: Engaging with tools for risk assessment	Module 6: Improving skills for identifying maltreatment situations and intervening
• Adopt a whole family approach. • Understand the different kinds of risk factors relating to children, parents and families. • Understand how risk factors can cluster together and accumulate.	• Introduce common risk assessment tools and checklists for different forms of maltreatment and for children of different ages. • Develop competency in using different risk assessment tools.	• Introduce intervention techniques for different situations and for children of different ages. • Learn to engage with families constructively and supportively. • Learn intervention techniques to provide support at key stages of children's lives.

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ERICA modules: aims and learning outcomes

Module 7: Understanding protective factors and learning how to build them	Module 8: Evaluating what you have learned in the ERICA programme
• Become familiar with the role of protective factors in preventing and mitigating child maltreatment. • Understand how protective factors work across different scales and domains. • Develop techniques for building protective factors as professionals.	• Post-training evaluation of skills and compentency.

Any Questions?

Let's begin!

References and additional resources

1. WHO Child Maltreatment: https://www.who.int/news-room/fact-sheets/detail/child-maltreatment

2. WHO (2018) European status report on preventing child maltreatment: https://www.euro.who.int/__data/assets/pdf_file/0017/381140/wh12-ecm-rep-eng.pdf?ua

3. UNICEF (June 2005), Violence Against Children in Europe: a preliminary review of research

4. Public Health Scotland, Adverse Childhood Experiences (ACEs): http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces

5. Bellis, Mark A., Helen Lowey, Nicola Leckenby, Karen Hughes, and Dominic Harrison. "Adverse childhood experiences: retrospective study to determine their impact on adult health behaviours and health outcomes in a UK population." *Journal of Public Health* 36, no. 1 (2013): 81-91.

6. Hughes, Karen, Mark A. Bellis, Katherine A. Hardcastle, Dinesh Sethi, Alexander Butchart, Christopher Mikton, Lisa Jones, and Michael P. Dunne. "The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis." The Lancet Public Health 2, no. 8 (2017): e356-e366.