



Gofal Cymdeithasol **Cymru**  
Social Care **Wales**

## Aseiad

Uned 444 Cefnogi'r broses asesu a  
chynllunio gofal a chymorth

Deilliant Dysgu 2

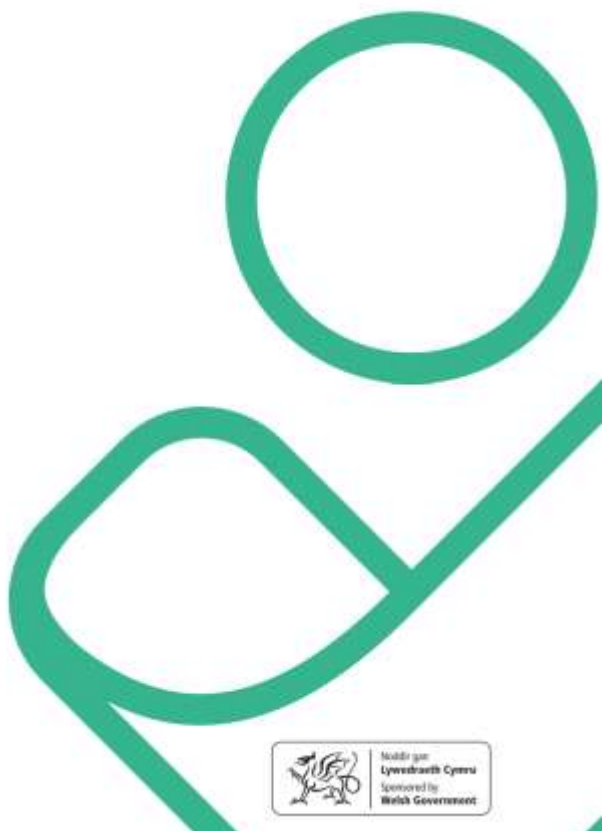
Cyfathrebu â Phlant 0-12 oed

## Assessment

Unit 444 Support the assessment and  
care and support planning process

Learning Outcome 2

Communicating with Children aged 0-12



Mae'r adnodd hwn wedi'i ddatblygu mewn partneriaeth â'r Consortiwm Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar ran Gofal Cymdeithasol Cymru. Mae'r consortiwm yn cynnwys y partneriaid canlynol:

This resource has been developed in partnership by the Social Services Practitioner (SSP) Consortium on behalf of Social Care Wales. The consortium is made up of the following partners:



Gofal Cymdeithasol Cymru a'i gyngorwyr penodedig sy'n berchen ar hawlfraint y deunyddiau hyn. Gall darparwyr dysgu, awdurdodau lleol a darparwyr gwasanaethau gofal yng Nghymru gopïo, atgynhyrchu, dosbarthu neu drefnu bod y Rhaglen Ddysgu Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael fel arall i unrhyw drydydd parti arall ar sail ddielw yn unig. Rhaid i unrhyw bartïon eraill sy'n dymuno copïo, atgynhyrchu, dosbarthu neu fel arall wneud y Rhaglen Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael i unrhyw drydydd parti arall geisio caniatâd ysgrifenedig Gofal Cymdeithasol Cymru ymlaen llaw.

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## Sgiliau Astudio / Study Skills



Cyfeirnod / Referencing



Darllen / Reading



Ysgrifenu / Writing



Myfyrdod Beirniadol /  
Critical Reflection



Cyfathrebiad /  
Communication



Gwaith Grŵp / Group Work



Cyflwyniad / Presentation



Ymchwil / Research



Sgiliau rhyngpersonol /  
Interpersonal Skills

## Sgiliau Astudio Cudd / Hidden Study Skills

Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...

Trefniadaeth

Cadw amser

Cynllunio

Cymryd nodyn

Cynllunio Traethawd

Gwrandawriad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngpersonol hefyd.

Don't forget there are a range of skills embedded including...

Organisation

Time keeping

Planning

Note taking

Essay planning

Listening

Problem solving

Decision making

Questioning

Effective speaking

Verbal communication

Some of these may form part of your Interpersonal Skills too.

## Nod cyffredinol

- Deall pwysigrwydd cynnal asemiadau ystyrlon gydag unigolion, eu teuluoedd/gofalwyr am yr hyn sy'n bwysig iddynt am y cymorth sydd ei angen arnynt

## Overall aim

- To understand the importance of undertaking meaningful assessments with individuals, their families/carers about what matters to them the support they need

## Facilitator Notes

### Welsh

Atgoffwch y myfyrwyr o nod cyffredinol deilliant dysgu 2 gan amlygu bod y sgwrs beth sy'n bwysig yr un mor berthnasol i blant.

### English

Remind students of the overall aim of learning outcome 2 highlighting that the what matters conversation equally applies to children .

## Nodau

- Ystyried sut rydym yn siarad â phlant yn y grŵp oedran hwn
- Cynyddu ein dealltwriaeth o ddatblygiad plant
- Mabwysiadu dull gweithredu seiliedig ar hawliau wrth asesu sefyllfa plentyn.

## Aims

- To consider how we talk to children in this age group
- To increase our understanding of child development
- To adopt a rights based approach when assessing a child's situation.

## Amcanion

- Cymhwyso'r hyn rydyn ni'n ei ddysgu heddiw i astudiaeth achos a phlentyn rydych chi'n gweithio gydag ef ar hyn o bryd.
- Disgrifio rhai o ddamcaniaethau datblygiad plant
- Ymarfer defnyddio gwahanol offer a all ein helpu i weld byd y plentyn trwy ei lygaid.

## Objectives

- To apply what we learn today to a case study and a child you are currently working with.
- To describe some of the theories of child development
- To practice using different tools that can help us to see the child's world through their eyes.

## Facilitator Notes

### Welsh

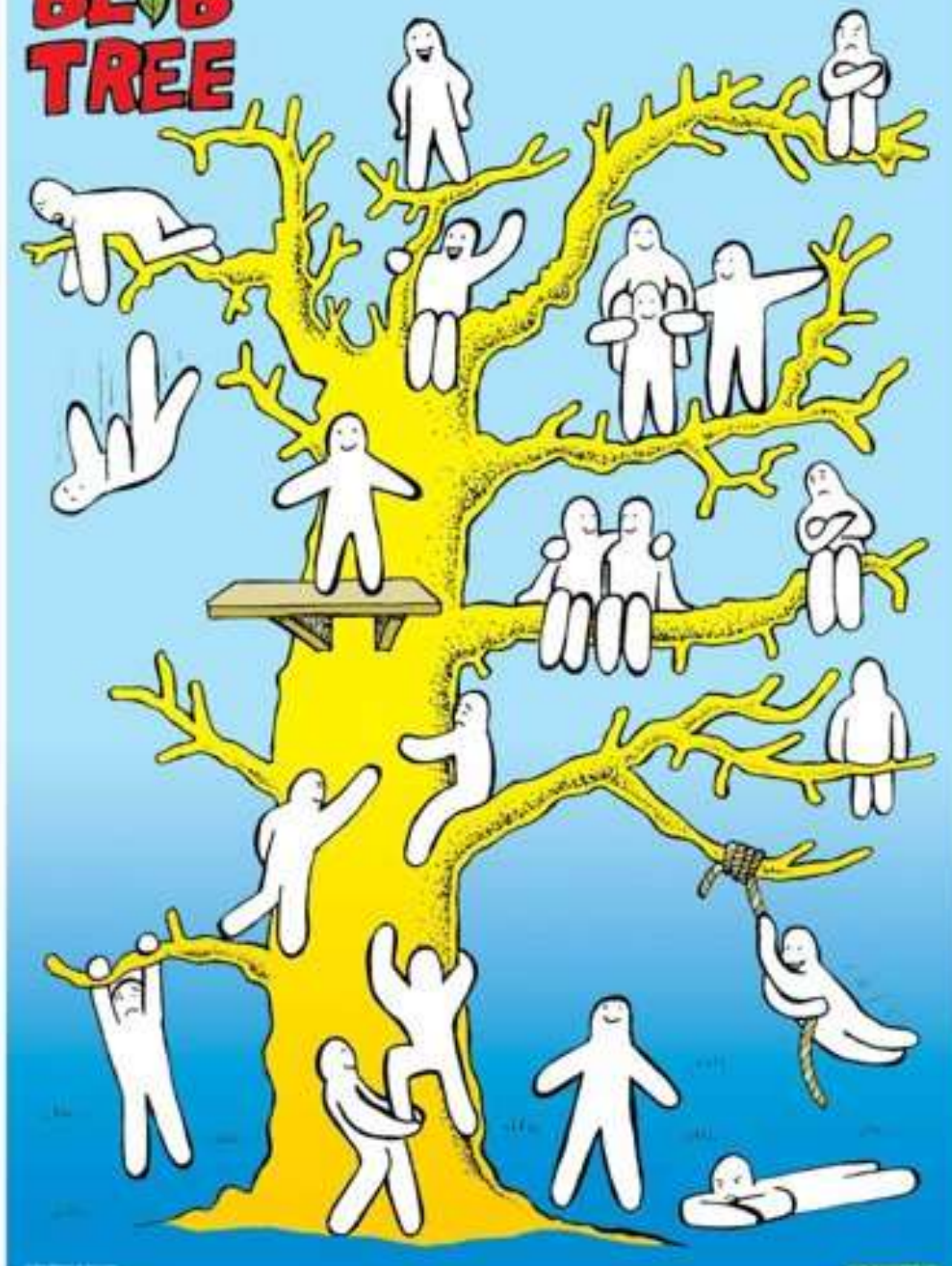
Os nad yw myfyrwyr yn gweithio gyda phlentyn, gallant feddwl am blentyn y maent yn ei adnabod. Os oes yna fyfyrwyr nad oes ganddynt unrhyw blant yn eu bywydau (mae hyn wedi digwydd i mi ar ddiwyddiad hyfforddi) gofynnwch iddynt ddewis oedran a chanolbwyntio ar blentyn o'r oedran hwnnw am weddill yr ymarfer

### English

If students are not working with a child, they can think of a child known to them. If there are students that do not have any children in their lives (This has happened to me on a training event) ask them to chose an age and focus on a child of that age for the rest of the exercise



# BLOB TREE





## Egwyddorion asesu

Canolbwyntio ar y plentyn

Wedi'i wreiddio yn natblygiad plant

Ecolegol yn eu dull

Sicrhau cyfle cyfartal

Cynnwys gweithio gyda phlant a theuluoedd

Adeiladu ar gryfderau yn ogystal â nodi pryderon ac anawsterau

## Principles of assessment

Child centred

Rooted in child development

Ecological in their approach

Ensure equality of opportunity

Involve working with children and families

Build on strengths as well as identifying worries and difficulties

## Facilitator Notes

### Welsh

cysylltu'r sleid hon â'r astudiaeth dan gyfarwyddyd

Yn rhyngasiantaethol yn eu dull at asesu a darparu gwasanaethau

Yn broses barhaus, nid digwyddiad unigol

Yn cael eu cyflawni ochr yn ochr â chymau gweithredu eraill a darparu gwasanaethau

Wedi'u seilio ar wybodaeth sy'n seiliedig ar dystiolaeth – mae angen nifer lluosog o ffynonellau. Mae hyn yn eich galluogi i gasglu a dadansoddi'r wybodaeth er mwyn gwirio cywirdeb y wybodaeth rydych yn ei chasglu

atgoffwch y myfyrwyr am 5 elfen y broses asesu - Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

cysylltwch hyn â'r safbwyntiau damcaniaethol y dysgodd myfyrwyr amdanynt ar eu hastudiaeth dan gyfarwyddyd.

mae hyn wedyn yn arwain at bwysigrwydd cydsyniad

## **English**

connect this slide to the directed study

Are interagency in their approach to assessment and the provision of services

Are a continuing process, not a single event

Are carried out in parallel with other action and providing services

Are grounded in evidence based knowledge – a multiple number of sources are needed. This enables you to gather and analyse the information in order to check the accuracy of the information you are gathering

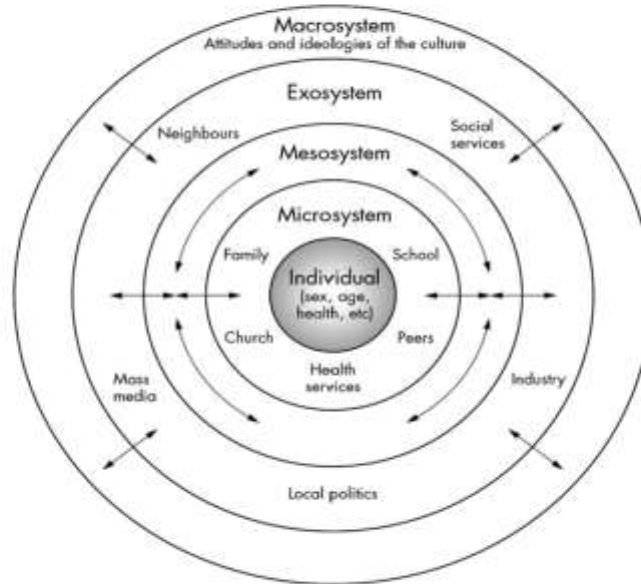
remind students of the 5 elements of the assessment process- Social Services and Wellbeing (Wales) Act 2014

connect this to the theoretical perspectives students learnt about on their directed study.

this then leads to the importance of consent

# Ecological Perspective Safbwynt Ecolegol

N.B. This is an image and only available in English.



## Facilitator Notes

### Welsh

Mae model ecolegol Urie Bronfenbrenner yn awgrymu bod angen i unigolion gael eu gweld yng nghyd-destun eu hamgylchedd.

Archwiliwch sut mae myfyrwyr yn cymhwyso'r dull hwn ar hyn o bryd - ydyn nhw'n cymhwyso'r dull hwn at eu gwaith gyda phlant a'u teuluoedd?

### English

Urie Bronfenbrenner ecological model suggests that individuals need to be seen in the context of their environment.

Explore how students currently apply this approach- do they apply this approach to their work with children and their families?

## Dull sy'n canolbwyntio ar hawliau

Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn 1989 (daeth i rym yn y DU ym 1991) Mae Cymru wedi cynnwys CCUHP yn ei holl bolisiau ar gyfer plant ers 2004.

Mesur Hawliau Plant a Phobl Ifanc (Cymru) 2011

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 - canolbwyntio ar ganlyniadau llesiant i blant. Mae eiriolaeth, cael llais, cael fy nghlywed a chydabod fy nghryfderau fel plentyn, wrth wraidd y darn hwn o ddeddfwriaeth.

## Rights based approach

United Nations Convention on the Rights of the Child 1989 (came into force in the UK in 1991). Wales has included the UNCRC in all its policies for children since 2004.

Rights of Children and Young Persons (Wales) Measure 2011

Social Services and Wellbeing (Wales) Act 2014 – a focus on the wellbeing outcomes for children. Advocacy, having a voice, being heard and acknowledging my strengths as a child, is at the heart of this piece of legislation.

## Facilitator Notes

### Welsh

ailedrych ar bwysigrwydd dull seiliedig ar hawliau

### English

revisit the importance of a rights based approach

## Cyfathrebu

“Pwrpas uniongyrchol cyfathrebu... yw cysylltu â gwir hunan y plentyn, sef yr hyn y mae'n ei deimlo am ei fywyd ar adeg y cyfarfod. Rydyn ni eisiau helpu plant i gadw mewn cysylltiad â nhw eu hunain a chynnal ymdeimlad o'u hunaniaeth a'u gwerth unigryw eu hunain mewn perthynas â phobl eraill.”

(Winnicott, 1964 fel y dyfynnwyd yn Wilson, G. et al 2008: 311)

## Communication

“The immediate purpose of communication... is to get in touch with the real self of the child, which is what s/he is feeling about their life at the moment of the meeting. We want to help children remain in contact with themselves and maintain a sense of their own unique identity and worth in relation to other people.”

(Winnicott, 1964 as cited in Wilson, G. et al 2008: 311)



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### Facilitator Notes

#### Welsh

Gofynnwch i'r grŵp pwy sy'n rhaid eu cynnwys yn yr asesiad o blentyn? Y person/personau sydd â Chyfrifoldeb Rhiant.(CRh)

Os ydych am siarad â'r plentyn ar ei ben ei hun – beth yw'r arfer gorau yn y sefyllfa hon – er enghraifft byddech yn gofyn am ganiatâd gan y person â CRh

Sicrhewch fod gan y person â CRh ddealltwriaeth lawn o'r hyn y byddwch yn ei wneud gyda'r plentyn - er enghraifft, rhannwch ddiben y sesiwn, unrhyw offer y gallech fod yn eu defnyddio a lle bo'n ddiogel i wneud hynny gallwch gynnwys y person ei hun. Mae hefyd yn arfer da gofyn i'r plentyn a hoffai gael rhywun gyda nhw – eiriolaeth

#### English

Ask the group who must be included in the assessment of a child? The person/persons with Parental Responsibility.(PR)

If you want to speak to the child on their own- what is best practice in this situation- for example you would request permission from the person with PR

Ensure the person with PR has a full understanding of what you will be doing with the child- for example share the purpose of session, any tools you might be using and where safe to do so involved the person themselves. It is also good practice to ask the child whether they would like someone with them – advocacy

transition to next slide

It is important when working with children that we enter their world.



## Cyfathrebu sy'n canolbwyntio ar yr unigolyn

- Yn ystyriol o unigrywiaeth yr unigolyn
- Yn gwranddo ar yr hyn y mae'r unigolyn yn ei ddweud
- Yn defnyddio distawrwydd yn effeithiol i ganiatáu gofod unigol i feddwl a myfyrio
- Yn cael ei arwain gan y person

## Person centered communication

- Is considerate of the uniqueness of the individual
- Listens to what the individual is saying
- Uses silence effectively to allow the individual space to think and reflect
- Is led by the person

## Ymarfer unigol

Caewch eich llygaid a chofiwch adeg fel plentyn pan wnaethoch chi brofi rhywbeth trist neu rywbeth na allech ei ddeall. Ceisiwch gofio faint oedd eich oed, pa mor fawr oeddech chi, pwy arall oedd o gwmpas, beth oeddech chi'n ei deimlo.

Gyda phwy fydddech chi wedi hoffi siarad am eich teimladau? Gyda phwy wnaethoch chi siarad?

Disgrifiwch un peth a wnaeth eich helpu.

Disgrifiwch un peth yr hoffech chi wedi ei weld yn digwydd

Beth ydych chi'n ei gofio am yr oedolion o'ch cwmpas ar y pryd?

Sut gallai eich profiadau lywio eich ymarfer?

- (Wilson, et al (2011: tud 461)

## Individual exercise

Close your eyes and remember a time as a child when you experienced something sad or something you could not understand. Try to recall how old you were, how big you were, who else was around, what you felt.

Who would you have liked to talk to about your feelings? Who did you talk to?

Describe one thing that helped you.

Describe one thing you would have liked to happen

What do you remember about the adults around you at the time?

How might your experiences inform your practice?

- (Wilson, et al (2011:pg 461)



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## Facilitator Notes

### Welsh

Hwylusydd - sleid wedi'i hanimeiddio.

Gofynnwch i'r myfyrwyr gadw eu hunain yn ddiogel – gan gydnabod ein bod ni i gyd wedi cael profiad gwahanol/unigryw wrth dyfu i fyny. Ni fydd y gwaith hwn yn cael ei rannu, fodd bynnag rydym yn cysylltu â'r teimladau a brofwyd a'r hyn a fyddai wedi helpu.

yr hwylusydd i ysgrifennu ymatebion ar siart troi.

pontio i'r sleid nesaf-

wrth wneud unrhyw waith gyda phlentyn mae'n bwysig ystyried caniatâd - mewn parau

## **English**

Facilitator- slide is animated.

Ask students to keep themselves safe- acknowledging that we have all had a different /unique experience growing up. This work will not be shared , however we will be connecting to the feelings experienced and what would have helped.

facilitator to write down responses on a flip chart.

transition to next slide-

when undertaking any work with a child it is important to consider consent- in pairs

## Cydsyniad

- Gweithio mewn parau
- Pwy all gydsynio i asesiad o blentyn?
- A all rhiant wrthod asesiad o'i blentyn?
- A all plentyn ofyn am asesiad o'i angen am ofal a chymorth?

## Consent

- Working in pairs
- Who can consent to an assessment of a child?
- Can a parent refuse an assessment of their child?
- Can a child request an assessment of their need for care and support?

### Facilitator Notes

#### Welsh

Wrth ddarllen drwy'r pwyntiau cysylltwch hyn â'r modiwl deddfwriaethol – er enghraifft, wrth asesu anghenion gofal a chymorth plentyn, rhaid i'r gweithwyr geisio caniatâd y sawl sydd â chyfrifoldeb rhiant. Dros 16 oed - gall plentyn (os yw'r Gymwys o ran Gallick) ofyn am asesiad o'i anghenion hyd yn oed os yw'r person â CRh yn gwrthod. Gall plentyn o'r oedran hwn hefyd wrthod asesiad oni bai nad oes ganddo'r galluedd neu fod pryderon diogelu.

Deddf Plant 1989 - Cyfrifoldeb Rhiant (a ddiwygiwyd gan Ddeddf Mabwysiadu a Phlant 2004)

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

Adran 21 - dyletswydd i asesu angen plentyn am ofal a chymorth

Adran 22: gwrthod asesiad o anghenion ar gyfer plentyn 16-17 oed

Adran 23 - gwrthod asesiad o anghenion ar gyfer plentyn o dan 16 oed

pontio i'r sleid nesaf - gofynnwch i'r myfyrwyr feddwl am bwysigrwydd mynd i mewn

## English

When reading through the points connect this to the legislative module- for example when assessing the care and support needs of a child the workers must seek consent of the person(s) with parental responsibility. over the age of 16- a child (if Gillick Competent) can request an assessment of their needs even if the person with PR refuses. A child of this age can also refuse an assessment unless they do not have capacity or there are safeguarding concerns.

Children Act 1989- Parental Responsibility (amended by the Adoption and Children Act 2004)

Social Services and Wellbeing (Wales) Act 2014

Social Services and Wellbeing (Wales) Act 2014

Section 21- duty to assess the need of a child for care and support

Section 22 refusal of a needs assessment for a child aged 16-17

Section 23- refusal of a needs assessment for a child under 16

transition to next slide- ask students to think about the importance of entering



## Cyfrinachedd

- Sut ydym ni/allwn ni gadw cyfrinachedd ar gyfer plentyn?

## Confidentiality

- How do we /can we maintain confidentiality for a child?

### Facilitator Notes

#### Welsh

yn eich grwpiau trafodwch - enwebwch rywun i gofnodi eich syniadau a'ch adborth i'r prif grŵp

Ymarfer 5 munud.

#### English

in your groups discuss- nominate someone to record your thoughts and feedback to the main group

5 minute exercise.

## Pwysigrwydd arsylwi plant ifanc

“Mae arsylwi yn cynnig cyfle i roi sylw manwl i holl brofiad, datblygiad a ffyrdd plant o fod yn y byd” (Lefevre, 2010; 150)

- Ni fydd arsylwi plant ifanc bob amser yn canolbwyntio ar iaith – mae iaith y corff a pharaiaith yn ddangosyddion da. Mae angen i ni **“wrando ar y gerddoriaeth o dan y geiriau”**. (Lefevre, 2010; 150)

## The importance of observing young children

“Observation offers an opportunity to attend in detail to the whole of children’s experience, development and ways of being in the world” (Lefevre, 2010; 150)

- Observation of young children will not always focus upon language – body language and paralanguage are good indicators. We need to **“listen to the music beneath the words”**. (Lefevre, 2010; 150)

### Facilitator Notes

#### Welsh

Gall arsylwi plant lywio ein dealltwriaeth o ble maent yn cyrraedd cerrig milltir datblygiadol, lle mae oedi corfforol neu wybyddol.

Gofynnwch i'r grŵp – at beth allai Lefevre fod yn cyfeirio wrth ddweud bod angen i ni wrando ar y gerddoriaeth o dan ei eiriau?

#### English

Observation of children can inform our understanding of where they are meeting developmental milestones, where there is physical or cognitive delay.

Ask the group – what might Lefevre be referring when stating we need to listen to the music beneath the words?

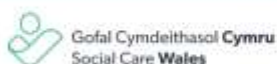
It is crucial to observe the interaction between the child and care giver - this gives the worker an indication of attachment. (Refer to Chapter 3 Walker and Crawford book on attachment) • Social care workers need to consider the way in which observation impacts upon behaviour and can often impact upon behaviour of the adult/parent and child • Careful consideration needs to be given to consent, boundaries and the power dynamics within the period of observation.

Arsylwi plant ifanc

Observing young children

[Baby Kelsey Reads a Book! - YouTube](#)

[Baby Kelsey Reads a Book! - YouTube](#)



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## Facilitator Notes

### Welsh

Cyswllt Fideo – <https://youtu.be/rOGBaOcXYeU?si=VvXCAo6A-r9xFEOy>

pe baech yn weithiwr yn ymweld â'r teulu hwn, pa ddamcaniaeth fyddech chi'n ei ffurfio o arsylwi'r plentyn blwydd oed hwn.

### English

Video Link – <https://youtu.be/rOGBaOcXYeU?si=VvXCAo6A-r9xFEOy>

if you were the worker visiting this family, what hypothesis would you form from observing this one year old child.

## Dull sy'n canolbwyntio ar hawliau

- Pa hawliau sydd gan blant?
- A ddylem fod yn rhoi tystiolaeth o'r hawliau hyn yn ein hasesiadau gyda phlant?
- Sut ydych yn dangos tystiolaeth o hawliau plant ar hyn o bryd ar y gwaith yr ydych yn ei wneud?

## Rights based approach

- What rights do children have?
- Should we be evidencing these rights in our assessments with children?
- How do you currently evidence children's rights on the work that you do?

## Facilitator Notes

### Welsh

myfyrwyr i weithio mewn paruau

Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn - er enghraifft

**erthygl 3** (lles pennaf y plentyn) Rhaid i les pennaf y plentyn fod yn brif flaenoriaeth ym mhob benderfyniad a gweithred sy'n effeithio ar blant.

**erthygl 9** (gwahanu oddi wrth rieni)

Ni ddylai plant gael eu gwahanu oddi wrth eu rhieni yn erbyn eu hewyllys oni bai fod hynny er eu lles pennaf (er enghraifft, os yw rhiant yn brifo neu'n esgeuluso plentyn).

Mae gan blant y mae eu rhieni wedi gwahanu yr hawl i gadw mewn cysylltiad â'r ddau riant, oni bai y gallai hyn achosi niwed iddynt.

**erthygl 12** (parch i farn y plentyn)

Mae gan bob plentyn yr hawl i fynegi ei farn, ei deimladau a'i ddymuniadau ym mhob mater sy'n effeithio arno,

ac i'w farn gael ei hystyried a'i chymryd o ddifrif. Mae'r hawl hon yn berthnasol bob amser, er enghraifft yn ystod achosion mewnfudo, penderfyniadau tai neu fywyd cartref dydd i ddydd y plentyn.

**erthygl 13** (rhyddid mynegiant) Rhaid i bob plentyn fod yn rhydd i fynegi ei feddyliau a'i farn ac i gael mynediad at bob math o wybodaeth, cyn belled ag y bo hynny o fewn y gyfraith.

## **English**

students to work in pairs

United Nations Convention on the Rights of the Child – for example

**article 3** (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

**article 9** (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

**article 12** (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.



## Communication

- Beth sy'n bwysig i blant?
- Sut rydym yn cyfathrebu
- gyda phlentyn 10 mis oed?
- gyda phlentyn 5 oed?
- gyda phlentyn 10 oed?

## Cyfathrebu

- What matters to children ?
- How do we communicate
- with a 10 month old?
- with a 5 year old?
- with a 10 year old?

### Facilitator Notes

#### Welsh

yn eich grŵp cyfeiriwch at unedau blaenorol a'r fideo ar gyfer astudio dan gyfarwyddyd – beth fydddech chi'n ymwybodol ohono wrth ystyried oedran datblygiadol y plentyn? Pa ddulliau cyfathrebu fyddwch chi'n dibynnu arny'n nhw? - pa offer allech chi eu defnyddio Pwy arall sydd angen cymryd rhan? Beth allai fod yn rhwystr i gyfathrebu â'r plentyn? pa gamau y gallech eu cymryd i oresgyn y rhwystrau hyn?

atgoffwch y myfyrwyr bod plant wrth eu bodd yn chwarae

#### English

in your group refer to previous units and the video for directed study- what would you be aware of when considering the developmental age of the child? What methods of communication will you be relying on?- what tools might you use Who else needs to be involved? What might be the barriers to communicating with the child? what actions might you take to overcome these barriers?

remind students that children love to play

- Mae Johnny yn dair oed ac yn byw gyda'i fam (Sue 21 oed) a'i chwaer iau Claire (2 flwydd oed) ar stad o dai yn Ne Cymru.
- Mae'r ymarferydd gofal cymdeithasol newydd gael yr atgyfeiriad ar ôl i'r heddlu ddod yn gysylltiedig yn dilyn digwyddiad o gam-drin domestig o fewn y teulu. Mae tad Johnny, Gerald bellach yn y ddalfa.
- Mae Johnny yn mynychu meithrinfa leol, mae'n glynu wrth ei fam pan fydd yn ei ollwng yn y boreau, mae'n cymryd amser iddo setlo. Mae'r nyrs feithrin yn disgrifio Johnny fel un 'pryderus' ac mae hefyd wedi dechrau taro'r plant eraill. Dywed yr Ymwelydd Iechyd mai anaml y mae Johnny a Claire yn edrych arni pan fydd yn ymweld, maent yn gyndyn iawn i adael eu Mam Sue i chwarae gyda'r teganau y mae'n dod â nhw gyda hi ac ar un achlysur roedd sŵn uchel a chuddiodd Johnny o dan y bwrdd a gwnaeth Claire ddim ymateb o gwbl.
- Pa farnau carreg filltir allech chi eu gwneud am Johnny a Claire?
- Johnny is three years of age and lives with his mother (Sue aged 21) and younger sister Claire (2 years of age) on a housing estate in South Wales.
- The social care practitioner has just been allocated the referral after the police became involved following an incident of domestic abuse within the family. Johnny's father Gerald is now in custody.
- Johnny attends a local nursery, he is really clingy with his mother when she drops him off in the mornings, it takes him a while to settle. The nursery nurse describes Johnny as 'anxious' and he has also started to hit the other children. The Health Visitor states that Johnny and Claire rarely look at her when she visits, they are very reluctant to leave their Mum Sue to play with the toys she brings and on one occasion there was a loud noise and Johnny hid under the table and Claire did not react at all.
- What milestone judgements might you make about Johnny and Claire?

Make a list of questions that you might be useful in informing your assessment of the children's development and wellbeing. How might you find out from Johnny and Claire how they feel? What tools can we use to capture the child's voice? in your groups share some tools you might use to capture the child's voice so that the parents/family understand what you are worried about.

N.B no welsh translation provided

## Craig



### House of good things

I don't get shouted at when I am with dad.  
I like living with daddy because I get lots of hugs.  
When I'm with daddy I can play with my toys.



### House of worries

I was not happy at my mam's house because she shouted at me a lot.  
Mam locked all of my toys away and I didn't get all of my Christmas presents they were put in mam's wardrobe.



### House of wishes

My wish has come true.  
I'm living with my daddy and brothers.  
I wish we had a big house so we had our own room and didn't have to share our beds.

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The Signs of Safety approach to child protection casework was developed through the 1990s in Western Australia. It was created by Andrew Turnell and Steve Edwards

Use lego – rename houses make it personal

N.B no welsh translation provided

## Offer rydyn ni'n eu defnyddio i ddeall sefyllfa plentyn a'i rwydwaith sydd wedi'i gysylltu'n naturiol

- Geno gramau
- mapiau eco
- naratif
- offer i gasglu gwybodaeth gan blant
- offer a ddefnyddiwn i rannu gwybodaeth

## Tools we use to understand a child's situation and their naturally connected network

- Geno grams
- Eco maps
- Narrative
- Tools to gather information from children
- Tools we use to share information

### Facilitator Notes

#### Welsh

Mae animeiddiadau ar y sleid

gofynnwch i'r myfyrwyr weiddi pa offer maen nhw'n eu defnyddio i helpu i ddeall sefyllfa person a rhwydwaith sydd wedi'i gysylltu'n naturiol - hwylusydd i gasglu adborth ar siart troi. Gofynnir i fyfyrwyr hefyd esbonio offer nad ydynt yn gyfarwydd i'r grŵp - mae hyn yn helpu pob myfyriwr i gynyddu eu hymwybyddiaeth o'r offer sydd ar gael

yr hwylusydd i ddarllen ac egluro cysylltiad yr offer a grybwyllwyd â'r broses asesu a sgwrs am yr hyn sy'n bwysig.

#### English

There are animations on the slide

ask students to shout out what tools they use to help understand a person's situation and naturally connected network – facilitator to capture feedback on flipchart. Students will also be asked to explain tools that are not familiar with the group- this helps all students to increase their awareness of tools available

facilitator to read through and explain the connection of the tools mentioned to the assessment process and what matters conversation.

## Astudiaethau dan gyfarwyddyd

- Gwylwch Fideo Dan Siegal
- Gwylwch y fideo - Adam
- Sut mae theori yn eich helpu i ddeall y cyfnod bywyd y mae Adam yn ei brofi?
- Pa gwestiynau, offer, dulliau cyfathrebu y byddwch chi'n dibynnu arnyn nhw i ddechrau datblygu perthynas ag Adam?
- Pa ffactorau fydd angen i chi eu hystyried?

## Directed study

- Watch the Dan Siegal Video
- Watch the Video – Adam
- How does theory help you to understand the life stage Adam is experiencing?
- What questions, tools, methods of communication will you be relying on to start to develop a relationship with Adam ?
- What factors will you need to consider?

- Adam



Cyswllt Fideo - <https://youtu.be/pLaHfZgSOYY>

Video Link - <https://youtu.be/pLaHfZgSOYY>



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Diolch  
Thank you

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