

GIZ method

Shared decision-making in the assessment of needs for support

by Youth Health Care professionals and parents /teenagers
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Background

- 9-33% children suffer psycho-social problems
- Early identification prevents serious social and education problems in adulthood
- Youth Health Care important role in risk assessment
- Project Academic Collaborative Center, 2010 – 2016



Shortcomings

current assessment methods

Literature & focus group interviews:

1. Clients forced to share confidential information before relationship is developed
2. Identification of problems is a unilateral process of the professional
3. Lack of participation / motivation of clients in assessment
4. Problem focused (instead of strength focused)

Results: missing, too late, too much, not fitting



Topic / goal

Development of an assessment method, based on shared decision-making, to tailor support to the needs of children and families

- Improving quality of assessment of needs and strengths
- Empowerment of children and family's
- Cooperation

Aim pilot: to study the feasibility of this method in the Youth-Health-Care organizations



What is the GIZ-method?

Comprehensive, assessment method, to identify in a dialogue together with parents, teenagers, (other professionals) the strengths, developmental and care needs of a specific child/family.



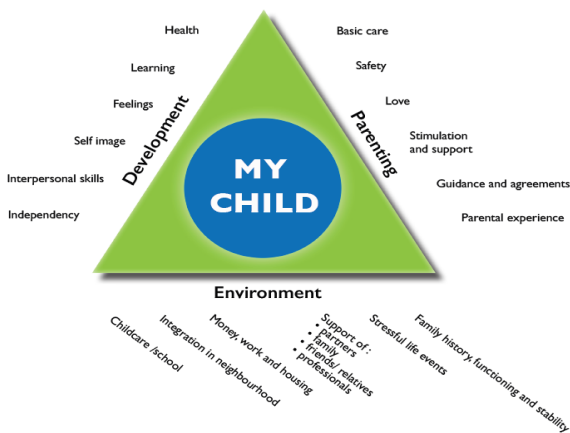
Five key elements

'What'

1. CAF triangle (Common Assessment Framework)
2. Healthy Development Matrix

'How'

3. Non-judgmental and solution focussed attitude
4. Nine motivating conversational skills
5. Transparent, goal-oriented and structured methodology



What are the strengths and needs of my child and family? Healthy Development Matrix 0-23

WHAT IS IMPORTANT FOR MY CHILD AND HOW ARE WE DOING?	MY QUESTIONS GIVE ME...		MY PROBLEMS GIVE ME...		MY PROBLEMS CREATE A...	
	Minimal concerns "I feel confident, I can handle this."	Tension "I feel uneasy, it's difficult."	A bit of stress "I am busy, but I can take what to do."	Temporary crisis "I'm struggling, help!"	Emergency "I can't handle this!"	Emergency "I can't handle this!"
CHILD DEVELOPMENT						
1. Physical development	My child looks healthy, calm, happy, green, well, when they're well.	My child looks unwell, sad, angry, red, when they're not well.	My child looks unwell, sad, angry, red, when they're not well.	My child looks unwell, sad, angry, red, when they're not well.	My child looks unwell, sad, angry, red, when they're not well.	My child looks unwell, sad, angry, red, when they're not well.
2. Intellectual development	My child shows interest and curiosity, solves problems for themselves, communicates, listens and understands.	My child shows little interest and curiosity, solves problems for themselves, communicates, listens and understands.	My child shows little interest and curiosity, solves problems for themselves, communicates, listens and understands.	My child shows little interest and curiosity, solves problems for themselves, communicates, listens and understands.	My child shows little interest and curiosity, solves problems for themselves, communicates, listens and understands.	My child shows little interest and curiosity, solves problems for themselves, communicates, listens and understands.
3. Emotional development	My child shows a positive self-image, understands emotions, is enjoying life.	My child shows a negative self-image, doesn't understand emotions, is not enjoying life.	My child shows a negative self-image, doesn't understand emotions, is not enjoying life.	My child shows a negative self-image, doesn't understand emotions, is not enjoying life.	My child shows a negative self-image, doesn't understand emotions, is not enjoying life.	My child shows a negative self-image, doesn't understand emotions, is not enjoying life.
4. Social development	My child can make and keep friends, with boundaries and respects the boundaries of others.	My child can't make or keep friends, with boundaries and doesn't respect the boundaries of others.	My child can't make or keep friends, with boundaries and doesn't respect the boundaries of others.	My child can't make or keep friends, with boundaries and doesn't respect the boundaries of others.	My child can't make or keep friends, with boundaries and doesn't respect the boundaries of others.	My child can't make or keep friends, with boundaries and doesn't respect the boundaries of others.
PARENTING						
5. Basic care and safety	I provide my child with necessary health care, safety, protection, shelter, food, clothing, housing, education, hygiene, medical care, contact with parents.	I don't provide my child with necessary health care, safety, protection, shelter, food, clothing, housing, education, hygiene, medical care, contact with parents.	I don't provide my child with necessary health care, safety, protection, shelter, food, clothing, housing, education, hygiene, medical care, contact with parents.	I don't provide my child with necessary health care, safety, protection, shelter, food, clothing, housing, education, hygiene, medical care, contact with parents.	I don't provide my child with necessary health care, safety, protection, shelter, food, clothing, housing, education, hygiene, medical care, contact with parents.	I don't provide my child with necessary health care, safety, protection, shelter, food, clothing, housing, education, hygiene, medical care, contact with parents.
6. Parenting	I succeed in parental bonding, I spend my child the way I wish to and give the necessary emotional attention, support, and guidance.	I don't succeed in parental bonding, I don't spend my child the way I wish to and don't give the necessary emotional attention, support, and guidance.	I don't succeed in parental bonding, I don't spend my child the way I wish to and don't give the necessary emotional attention, support, and guidance.	I don't succeed in parental bonding, I don't spend my child the way I wish to and don't give the necessary emotional attention, support, and guidance.	I don't succeed in parental bonding, I don't spend my child the way I wish to and don't give the necessary emotional attention, support, and guidance.	I don't succeed in parental bonding, I don't spend my child the way I wish to and don't give the necessary emotional attention, support, and guidance.
7. Being a parent	I feel confident and enjoy being a parent.	I don't feel confident and don't enjoy being a parent.	I don't feel confident and don't enjoy being a parent.	I don't feel confident and don't enjoy being a parent.	I don't feel confident and don't enjoy being a parent.	I don't feel confident and don't enjoy being a parent.
8. Mutual support parents	I feel supported by my partner, we work as a team on parenting issues.	I don't feel supported by my partner, we don't work as a team on parenting issues.	I don't feel supported by my partner, we don't work as a team on parenting issues.	I don't feel supported by my partner, we don't work as a team on parenting issues.	I don't feel supported by my partner, we don't work as a team on parenting issues.	I don't feel supported by my partner, we don't work as a team on parenting issues.
ENVIRONMENT						
9. Family environment	My family environment can give me strength, and deal with problems with respect, love, support, comfort, health, happiness and stability in events.	My family environment can't give me strength, and can't deal with problems with respect, love, support, comfort, health, happiness and stability in events.	My family environment can't give me strength, and can't deal with problems with respect, love, support, comfort, health, happiness and stability in events.	My family environment can't give me strength, and can't deal with problems with respect, love, support, comfort, health, happiness and stability in events.	My family environment can't give me strength, and can't deal with problems with respect, love, support, comfort, health, happiness and stability in events.	My family environment can't give me strength, and can't deal with problems with respect, love, support, comfort, health, happiness and stability in events.
10. Community	My family is being supported by family, friends, friends & family professionals.	My family is not being supported by family, friends, friends & family professionals.	My family is not being supported by family, friends, friends & family professionals.	My family is not being supported by family, friends, friends & family professionals.	My family is not being supported by family, friends, friends & family professionals.	My family is not being supported by family, friends, friends & family professionals.
WHAT DO WE NEED?	MINIMAL CONCERNS I feel confident	TENSION I feel uneasy	A BIT OF STRESS I am busy	TEMPORARY CRISIS I'm struggling	EMERGENCY I can't handle this	EMERGENCY I can't handle this



Pilot

Intervention: GIZ method

Setting: preventive youth health care assessments

Period: spring 2013,

Area: Hollands Midden, the Netherlands

Method: Evaluation questionnaires

- parents of children 0-6 years (n=236)

- teenagers (n=261)

- youth health care providers 0-12 (n= 379) /12+ (n = 255)

Interviews professionals



Major findings:

- High average scores on appreciation. 8 by parents and 9 by teenagers on a scale 1 to 10.
- GIZ method improves active participation and motivation of teenagers / parents

Professionals: GIZ

- offers more information on parenting and environmental context
- supports professionals in shared decisions
- might function as a monitor for family, professional, organization and municipalities



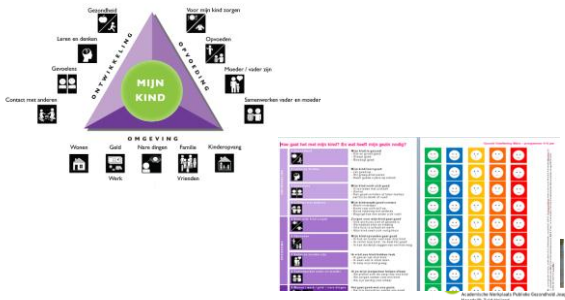
Conclusions

- The GIZ method fits well in tailored youth health care
- Implementation started, professionals are being trained
- Effectiveness will be evaluated in future



Different tools

CGF (8-9-jar)



Development

The GIZ method (*Gezamenlijk Inschatten van Zorgbehoeften*) was developed by the Regional Public Health service Hollands Midden en Alison Sutton (Childrearing Matters), in the context of het Academic Collaborative Center Youth in the area of North Zuid-Holland, input of Leiden University Medical Center, TNO, practice professionals, parents and youngsters with support of ZonMw en Kinderpostzegels.



Questions?



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