

Casework Practice

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Quick links

ChildStory: We are working to update content to align with ChildStory – thank you for your patience

Advice>Permanency>Restoration

# Restoration

## 1. The basics

Restoration is a process, not an event. Families need support to manage a child's safe journey home.

'I need you to build a relationship with me, my family and other people so that together we can work out how to make my family safe.'

Practice Standards - 2 Relationship based practice

## Key messages

- We recognise that restoration can create a lot of changes for the child, parents and carers and we need to help them adjust to these changes while keeping our focus on safety.
- While restoration requires us to sit with risk, we share this risk with our manager, team, interagency partners and the family so we can make the best decisions for the child.
- We understand the importance for every child to be loved, have a stable home and lifelong connections.
- We help children and young people participate in decision making.
- When considering restoration for a family, we look for demonstrated change in the parent's behaviour and actions.
- We are purposeful and thorough in our planning for restoration.
- We find and support services for the child and parents to support their safe return home.
- We recognise when a child returns to their parents, they will bring their experiences of care with them. This can place new expectations and demands on the parents.
- When a child is in care, their parents miss out seeing them every day. Before a child comes home, we help parents prepare themselves for changes in their child's developmental needs, behaviour and routines.
- We prepare and support a child to understand that the home they return to may be different from the one they were removed from.
- We know that a strong social network will increase the success of a restoration.
- We make sure the risk is properly addressed, so a child who has been reunified with their parents is not harmed again or taken back into care.

The majority of children (50-75%) placed in care eventually return to their family (Fernandez and Jung-Sook, 2013). This can be as part of a planned restoration or as a result of the child or young person deciding to return home (Prasad and Connolly, 2013). Unfortunately, children can often experience more abuse and neglect after they go home and are at an increased risk of being re-reported (Barth, 1995., Bellamy, 2008).

Restoration is about a family coming back together. It is a time of challenge, discovery and adjustment for both the child and the parents. This process needs to be planned and supported in order to be safe and sustainable. Your role is develop a strong case plan with the child, their family and support services which prepares everyone for the changes to expect during the journey home;

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and addresses any worries about the child's safety. You then help the family to make the changes needed for the child to return home safely.

### **The experts say**

'When a placement in care is needed the goal is to reduce the length of separation between parent and child, and to maximise the prospects of reunification of children with their parents or kin whenever it is safe to do so...[as] extended periods of time in care can lead to loss of family connection, and a sense of identity, and difficulties in transitioning out of care.'

Fernandez and Jung-Sook, 2013

## **Making timely restoration decisions**

After we take a child from their parents we file a care plan with the Children's Court to outline what our recommendations are for the child's permanency. We need to assess whether restoration is a realistic possibility. If we do not think this is possible we have to develop an alternative plan for the child's long term care. This includes guardianship, adoption or long term foster care.

It is important we recognise a child's need for lifelong connection and prioritise restoration wherever possible. The Children's Court requires you to file a care plan detailing our permanency plan within 6 months from the making of the first interim order for children under 2 years of age and within 12 months for all other children. This is so the child is not harmed by failed attempts at restoration, multiple placement changes or drift in the out-of-home care system. It is important to note that parents are not expected to have fully addressed all the risk issues which led to their child entering care within these time frames.

Go to the [Permanency planning](#), [Building connections for children through family finding](#) and [Separation and loss](#) practice advice topics for more.

### **2. In practice**

This section will help you assess whether restoration is a realistic possibility, get ideas for collaboration with others in planning to reunite a family and help you prepare for some of the more complex aspects of managing a child's journey home. This section considers the following questions.

- When is restoration a realistic possibility?
- How can I involve the child or young person?
- How can I work with parents to plan for the child coming home?
- How can I work with NGOs to plan for the child to come home?
- What role can carers have during and after the child is restored?
- How can I support a family to reunite while monitoring safety?

## **When is restoration a realistic possibility?**

### **The experts say**

'Decisions to reunify maltreated children should not occur without careful assessment and evidence of sustained positive change in the parenting practices that had given concern. It will help for reunifications to take place slowly, over a planned period, giving time for a well managed and inclusive planning process and for services to be provided to help parents make and sustain the changes that are needed.'

Wade, Biehal, Farrelly and Sinclair, 2010

When assessing whether there is a realistic possibility of restoration, we need to consider the need for children to have lifelong nurturing connections with family; while at the same time, not returning to a dangerous home where they could be harmed or face the devastation of being removed again.

Think about the following key areas when considering whether to restore a child and how to support their journey home.

### **Do you know my story?**

- Have you asked me where and who I want to live with? Have you asked why?
- How was I hurt when I lived with my parents?
- How often was I hurt or how long was it going on?
- Has this changed the way I grow, learn, and feel about the world or other people?
- How do I feel about going home?
- How do I feel about my brothers or sisters going home?
- Did you or other people try to help me and my parents before? Why didn't it work?
- Do you know if I need extra help with learning, doing everyday things, being around other people or staying healthy?

### **Who will be there for me and my parents?**

- Who has helped us in the past?
- Will my parents let family or other adults help them?
- Who do my parents listen to and respect?
- Who visits me? Who has asked to visit me?
- Have you asked my parents how big my family is and who can help?
- Who has shown love to me in the past and tried to keep me safe?
- Who else lives with my parents, are they safe?
- Have you talked to my carer about how they could help my journey home and stay in touch with me?

### **Are my parents ready to look after me?**

- Are the reasons I was removed still going on at home?
- What do my parents understand about why I was taken in the first place?
- What have my parents done to try and fix things?
- Do my parents know how to keep me safe? Can they learn?
- Do my parents come to visits with me?
- Do my parents keep me safe and show me they love me when we have visits?
- How are my parents managing stressful situations? Could stress make them go back to old behaviors?
- What do my parents' own experiences of relationships, family and parenting mean for how they can take care of me?
- Can my parents help me with any extra learning, health or physical needs I might have?

## **How can I involve the child or young person?**

### **Young people say**

'I think that adults think they know what kids need to be safe but I don't think that they do. They base it on what they remember from when they were kids and the world is different now. So they need to talk to kids and find out what it means to them.'

Young person, 'Taking us Seriously' report; Moore, McArthur, Noble-Carr and Harcourt, 2015, p.29

Children and young people need to be included in decision making about restoration. They need to understand why they are in care and what adults are doing to keep them safe. Children also need information about the restoration process, what to expect, and who they can talk to about any worries they have along the way. The aim is to help children to not only be safe, but to feel safe. For help with engaging children and young people, see the [In conversation](#) page and the [Talking to children and participation](#) and [Working with young people](#) practice advice topics.

If you are working with a child who has returned home it is important to help them understand the complex emotions they may feel. The home they are returning to might be different to the one they were taken from. There may be new siblings at home, different routines and parents may act and look different because of the work they have been doing to make changes. Children may have to change schools, leave behind another home they have experienced as safe and familiar and end relationships with their carer and carer's family. A child might also feel excited, nervous and scared about going home and not know how to show these conflicting emotions. This can impact on children's behaviour. You can prepare and support the child, parents and carers to manage this journey home.

During restorations and immediately following restoration, you will need to spend more with the family. There are some things that can provide extra protection for children during this time and prevent re-entry into care, such as a stable school environment, emotional support outside the immediate family and connection with a caring community.

You should also try to help the child prepare for and understand any feelings of loss they may feel from a move home. They might feel conflicted and not want to talk about these feelings with their parents out of loyalty or fear of hurting their parent's feelings. You can tell the child that these feelings are normal and ask them who they would be comfortable talking to outside the family. Maybe they would like to talk to you, a teacher or a counsellor. Make sure the child has your contact details and help them know how they can get in touch with other supportive people.

Reflective prompt

What does the child or young person think about restoration? How would they let you know if they were worried or upset about the restoration plan?

## How can I work with parents to plan for the child coming home?

When a child is taken, a parent can often experience a sense of powerlessness, sadness, loss, shame or despair (Bromfield and Osborn, 2007). Many parents carry feelings of failure, doubt and guilt that can make it hard for them to be hopeful about restoration.

How you approach parents can influence their willingness to work with you. Parents might experience your involvement as intrusive, threatening and sometimes confusing. Explore their understanding of what needs to change, what may help and what may get in the way of change. Understand and talk to the parent about the complex process of behavioural change and plan for lapses. A parent's motivation to change will be largely based on how important they view the change to be, along with their confidence to do it.

See [In conversation](#) for more advice on engaging parents. If you are working with a father who has used violence in the home, have open and respectful conversations that explore his attitudes and beliefs about using violence and what he values in his role as a father. This helps you to assess safety and his capacity for non-violence in the future.

Listen

[Working with fathers from a strengths perspective](#) explores the often overlooked importance of fathers in the family structure and ways to respect their role through strengths-based engagement

techniques.

It is important to be reliable and show your support for the family by spending time with them. Include parents and extended family early in decision making. They should be a strong voice in developing an action plan for restoration and have clear ownership of its progress. This includes a clear understanding of their strengths, the areas of their parenting that need improvement and the non-negotiables for their child's safety. It is also important to talk to the family about what the plan should be if the child cannot return home.

Go to the [Separation and loss](#) practice topic for more information.

Read

Certain practices such as [family finding](#) and [Family group conferencing \(FGC\)](#) outline specific ways to engage extended family and build strong networks around children and families to better support restoration.

## How can I work with NGOs to plan for the child coming home?

When a child is being case managed by an NGO, it is important to work alongside the agency in planning and carrying out the restoration. We have a responsibility to share important information with the NGO and collaborate with them to make the best decisions. Consider:

- what information the NGO needs to do their best work
- whether they have a clear understanding of the reasons the child entered care and any other worries you have
- how you will make a plan with the NGO about communicating with each other
- how you can support a collaborative relationship where you can openly talk about your worries
- sharing your hopes for the family and celebrate achievements.

Sharing information will help keep the child safe and supported. Go to [Sharing risk](#) and the [Collaboration](#) topics for more information.

## What role can carers have during and after the child is restored?

Restoration can be a very difficult time for carers. For some, the grief and loss of losing their foster child to restoration can lead to their decision to stop fostering (Thomson and McArthur, 2009). The sense of loss that carers can experience can be increased when the child is young, has been in their care a long time, where the carer and child have overcome difficulties together and when transitions have been sudden (Thomson and McArthur, 2009). It is important that we do not forget the importance of the relationship between a child and their foster carer and support carers to participate in the restoration process.

During the restoration, the child is living in two worlds. The best way to support them through this is for them to see their carers and parents working together. Carers can support the child's contact with their parents, attend case planning meetings, drive the child to contact visits, provide photographs and mementos, and provide valuable insights into the child's new routines, hobbies and developmental needs. A positive relationship between parents and carers may help prevent the child feeling divided loyalties and can position carers to have a support role during and following restoration. Managing these multiple roles can be confronting for carers as well as for parents, so it's important to think about how you can encourage and support this relationship.

During the restoration process, talk to the carers about what changes they might expect in the child's behaviour. Help them to think about how the child may experience the transition and give advice on how to prepare for change. Talk to the parent and child about how the child may like to stay in contact with the carer after restoration. Perhaps the carer can be invited to the child's birthday celebrations, call them, attend sporting or other events or send letters and cards.

Talk to carers about the supports (use the [Support for you brochure](#)) available to them and their [rights and responsibilities](#) in participating in this process.

## Read

'Finding missing pieces' is an uplifting example of how a carer was supported by a caseworker to remain in touch with children after they were reunited with family - [Shining a light on good practice 2016](#).

Go to the [Understanding trauma and resistance](#) practice advice topic for more.

## Practice prompt

We need to reflect on known information when making decisions about restoration. This is particularly important if you are allocated a new court matter and a decision about restoration has already been made. Speak with the family, review the file, assess the information that was used to make the decision and determine for yourself if the decision was evidence based. If you think it wasn't and believe a different decision needs to be made, talk to your manager.

While self-reported information from parents and relatives is useful, it is important to balance this with:

- information from the child
- information from other people who know or are working with the family
- information from police, health and other agencies
- observations of the relationship between the parent and child
- history of abuse and neglect for the child, their siblings and parents to look for patterns in behaviour and interventions that have previously been tried with the parents

See the [Assessing and testing for alcohol and other drug use](#) practice mandate.

There needs to be evidence the parent is emotionally engaged with the child and is willing and able to keep them safe. Be alert to the potential for 'misplaced optimism' – where we can overestimate a parent's understanding of and ability to protect their child from risk, which can lead to children being in danger. You need to look at what the parent can and has done to show they understand the worries, and are committed to making and sustaining change.

Caseworkers need to be able to make informed decisions about:

- the parent's behaviour that needs to change
- the parent's motivation and ability to make and sustain changes, including what help they need from you and other supports to do this
- the capacity of a parent to make the changes within a time frame that is appropriate to the child.

Once you have talked with your manager and made a decision about whether restoration is a realistic possibility, continue to keep an open mind. Things may change in the parent's circumstances which might make you reconsider your decision. This is okay, we need to be open to new information even if it may conflict with our decision. This is how we stay objective and evidence based.

## Read

Managing societal and institutional risk in child protection where Eileen Munro talks about how important it is to critically reflect on practice to avoid falling into the common trap of ignoring or dismissing new evidence that conflicts with your view of a family.

### Practice prompt

Group supervision gives you time to critically reflect on the experience of the child or young person, their current needs, progress of the parents and any bias or judgment that you might be bringing that could influence decision making. This helps your team reach informed, objective, and child-centred decisions about potential restoration and the next steps forward.

Consider exploring the following questions with your team:

- What is the child or young person's views about where they want to live?
- Have we been flexible and creative in our engagement of the child and their family?
- What are the parent's strengths and protective factors that help build safety and create change?
- If we consider the stages of change model, what stage do we think the parents are at and what is the evidence that we are basing our views on?
- What are the plans for the child's future if restoration cannot happen?
- How might we communicate decisions that are hard to deliver and hard for the child or family to hear?

## How can I support a family to reunite safely?

**Assessments:** If you decide there is a realistic possibility of restoration, safety planning and risk reassessments continue throughout the restoration process. These assessments need to be thorough and followed up with proactive case management, support and monitoring.

While you are working with the family and preparing for restoration, it is important to talk about the worries that led to their child being taken. You can also have deeper conversations with the parents to better understand the underlying problems that created these risks. It has been widely documented that families who have had access to support services that help resolve these underlying problems are more likely to experience sustainable restorations (Biehal, 2007., Child Welfare Information Gateway, 2011, 2012., Ward, Brown and Hyde-Dryden, 2014).

**Case planning:** The restoration case plan needs to be meaningful to the family to create real change and maintain safety for the child. It needs to be simple and targeted so that key issues are focused on and managed. A clear structure and expectations will help families feel supported and more confident that they can achieve the case plan tasks. Preparation and support is essential and increases the likelihood that restoration will be safe and sustainable (Farmer, 2012).

When deciding on goals, think about if they can be easily measured. What will progress look like? How will you know there has been progress? How will the child know? Use the [Goal scaling tool](#) ([DOCX, 22.26 KB](#)) to help engage families in this discussion and see [Case planning for change](#) for more advice.

### Practice prompt

Parents may behave in ways that we would like to see changed, but we have to ask ourselves "will changing this behaviour improve the experience for the child?" Listen to the child's voice to find out what changes they would like to see and how this would make things better for them. This will help you prioritise the key issues to be addressed in the case plan. See the [Talking to children and participation](#) topic for practice advice.

Make tasks fair and achievable. What disadvantages do they face that could be a barrier? How will you help them accomplish the goals? What will others do to support? Be very clear about who is doing what and when.

Help the family develop a sense of mastery by giving them:

- some choice
- something they can enjoy
- something they can succeed in and build on.

Restoration case plans are about creating enough safety for a child to return home. A new case plan needs to be developed once the child is home so we can continue building the parents' strengths and addressing any ongoing risk issues.

Parents may need to be supported to make changes to the physical environment of the home so that it is more appropriate to the developmental needs of the child. Parents may also need help to identify and use community resources that provide good space for family activities and developmentally appropriate play options for children.

Practice prompt

### **Recognising culture**

When planning for Aboriginal children and young people, we must recognise the injustice inflicted on Aboriginal people through the forced removal of children from their families and the disproportionate number of Aboriginal children in our system today. Aboriginal consultation involves an exchange of information. It empowers Aboriginal families and communities to help make decisions that affect the care and protection of their children and young people.

The Cultural practice with Aboriginal communities practice note provides a practical framework to help you consult meaningfully with Aboriginal children, families and communities

## **The importance of family contact**

Whenever we work with children and young people in care it is ideal for family contact to take place in natural settings and involve more challenging parenting situations. When we are working towards restoration with a family, this becomes essential. Family contact should be gradually increased in preparation for the child going home, and the case plan should outline how this will occur.

Wherever possible, try to be at visits to observe how the parents manage routine tasks, manage stress, resolve problems in the moment and identify any areas that they need more support with before the child is fully restored. These family visits could include:

- cooking dinner for, or with, their child
- grocery shopping
- going to a medical appointment
- helping with homework
- doing household cleaning tasks
- morning school routines- making the lunch, getting their child dressed and off to school
- bedtime settling routines
- if a child needs assistance with daily medical needs or must be administered medication by their carer, educate and observe the parents performing this role

Outside of scheduled contact visits, consider what other ways the parents can become more involved in their child's life leading up to restoration. For example, encourage them to attend the child's sporting or other events, take the child to school, volunteer in the school canteen, call the child before bedtime to read a story together or just to talk about their day and say goodnight.

Practice prompt

Family visits need to be purposeful and supported by the caseworker with the aim of improving the parent-child relationship. When you are present during visits, pay special attention to the positive



serve and return interactions which support child brain development. Provide feedback to the parents to reinforce these positive interactions.

## Supports and services

Restoration success is more likely when parents and children receive services that match their levels of need. Restoration planning needs to consider using a range of support services such as;

- physical health care services
- drug and alcohol treatment services, including relapse prevention
- mental health services
- parenting services
- counselling services
- family support services
- child care services
- respite care or other material supports.

Formal supports can help parents learn and use effective parenting skills and help them understand and manage the kinds of behaviours they may see in their children returning home.

Services should help the parents to develop their capabilities, rather than create a reliance on support. Look for services that help parents learn about child development, the emotional and physical care needs of children, understanding the health needs of children including when a child needs to be seen by a doctor, as well as understanding the importance of regulating their own emotions and behaviours, managing stress and solving problems.

Watch

[Building adult capabilities to improve child outcomes: A theory of change from the Harvard University Centre on the Developing Child](#), which discusses the importance of building adult capabilities for children's wellbeing.

## What if a parent doesn't follow the case plan?

We should expect that in the process of change that some parents will lapse and we should plan for this. This is a normal part of the process of behaviour change. Lapses can bring on feelings of shame and impact a parent's confidence or they can provide important learning opportunities that strengthen a parent's skills and determination to sustain change. In these situations, have an honest and supportive conversation with the parent, keep hope alive and review the case plan. Talk to your team, manager or specialist and ask the question 'is there anything I'm missing here?' Or 'what else can I try or do differently?'

### 3. In conversation

## Talking to children and young people about restoration

When you are talking to children and young people about going home, understand they may feel confused about where they want to live and afraid of hurting people's feelings. Let them know that their views are important and provide lots of opportunities for them to speak about their views. The following is a summary of key points to remember when talking to children and young people:

- schedule meetings outside of school hours so that the child or young person can attend
- be warm, respectful, open and non-judgemental
- use curiosity to explore what may be happening for the child
- support the child to bring an appropriate support person with them to meetings if you think this would make them feel more comfortable

- language is important, think about the language you use when talking to children and young people and recording their views - go to [Language: the words we use](#) for more information
- ask the child what their thoughts and feelings are about going home; explore their fears and worries as well as hopes for the future
- think about the best ways of talking to the child; consider options like drawing, painting, photography, brainstorming, song writing or use specially designed engagement tools in the [Explore and learn](#) section of this topic
- develop the case plan with the child or young person and make sure they have a copy
- give the child or young person feedback about how you have used the information they have provided to make decisions
- if the child does not want to talk, this is okay too; just spending time with the child and watching how they interact with others can help you to understand their needs
- resist assumptions that the child is too young to participate; children can provide important insights about what makes them feel safe and unsafe which can inform our decision making. See [Talking to children and participation practice advice](#) for more creative tips and advice on how to engage children.

## Talking to parents and other adults about restoration

When you are planning for restoration, understand and share risk with a network of other experts. These include your team, manager, the parents, extended family, carers, and NGO colleagues. When talking to parents or other adults about restoration:

- develop [Respectful partnerships with families](#)
- involve parents and extended family early on in the restoration planning process
- recognise that the family are the experts in their story and know what has and hasn't helped them change in the past
- spend time with the family
- explore the parent's motivation to change
- be upfront about your worries and encourage the family to come up with solutions to any new problems
- keep in mind the way a person behaves may be a result of anxiety, fear, shock, guilt and shame; don't misinterpret this as hostility or resistance
- find out who is important to the family and who is in their network; ask the family's permission to speak to and involve those people in discussion and planning work
- establish a sense of 'team' with the family and their informal and formal support networks – a sense that 'we are all in this together'
- ask the parents, children and other important people what hopes and worries they have about restoration
- talk about what you see as strengths in the situation; check these with the team and ask for their views
- use visual tools to have conversations about the minimum outcomes for restoration and the parent's hopes for their family's future, for example, the [Goal scaling tool \(DOCX, 22.26 KB\)](#) or [Partnering For Safety's Family Safety Circles tool](#)
- if there is disagreement or conflict in the team, address it straight away
- name the conflict or point of difference, talk about how it might impact on the family's progress and work together to find solutions
- ask the family how you can be most useful in helping them to make changes; what is the best use of other professionals?
- be clear about what is negotiable and non-negotiable – make sure everyone clearly understands
- meet regularly to review progress and celebrate achievements
- talk about any changes or new worries.

Read

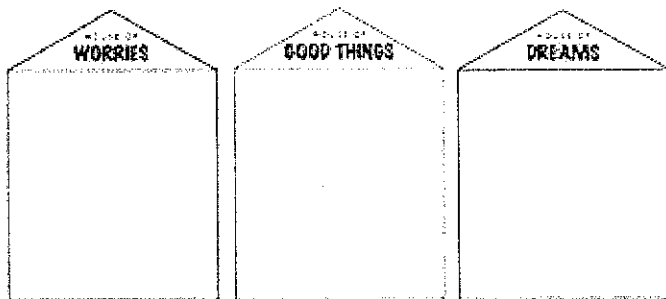
The inspiring story 'Under my Wing' from [Shining a light on good practice 2015](#) is a positive example of how FACS caseworkers have worked with others and overcome obstacles to safely return children home.

## Reflective prompts for critical self reflection or supervision

- What is the child or young person's views about restoration? Have I encouraged them to share these views?
- Do I have a genuine sense that the parent is emotionally engaged with the child?
- What evidence do I have that the parents can sustain behaviour change?
- Do I have feelings of hope or optimism for the child or young person and their family reunifying? How do I balance this hope and optimism with staying alert and acting quickly if I see behaviours resume that could place the child or young person at risk of harm?
- Have I observed the parent and child during contact, in natural settings and in challenging or stressful situations to see if old patterns of behaviour re-emerge?
- What role could family and support services play to support the child and parents during and after restoration?
- Have I talked to my peers about restoration for this family and been open to hear alternative viewpoints to my own?
- Have I consulted community and cultural specialists when working with an Aboriginal child or child from a culturally and linguistically diverse background?

### 4. Explore and learn

#### Engagement tools



Partnering For Safety tools:

- [Three Houses Tool](#)
- [Safety House tool](#)
- [Future House tool](#)
- [Family Safety Circles tool](#)

#### Online engagement skills



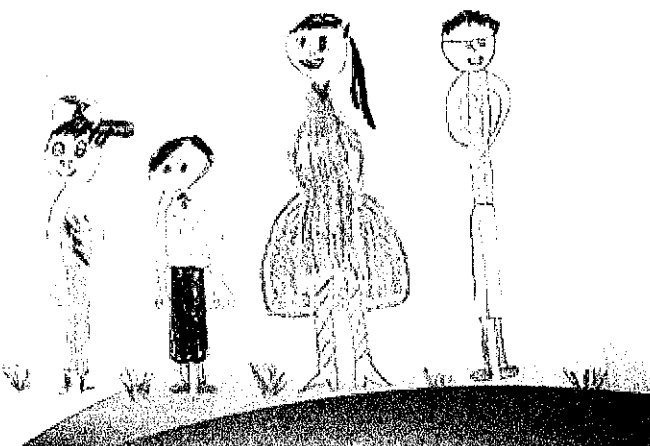
E-learning communication and relationship building The Social Care Institute of Excellence has a great range of online activities to strengthen your communication and relationship building skills.

### **Kids Central Toolkit**



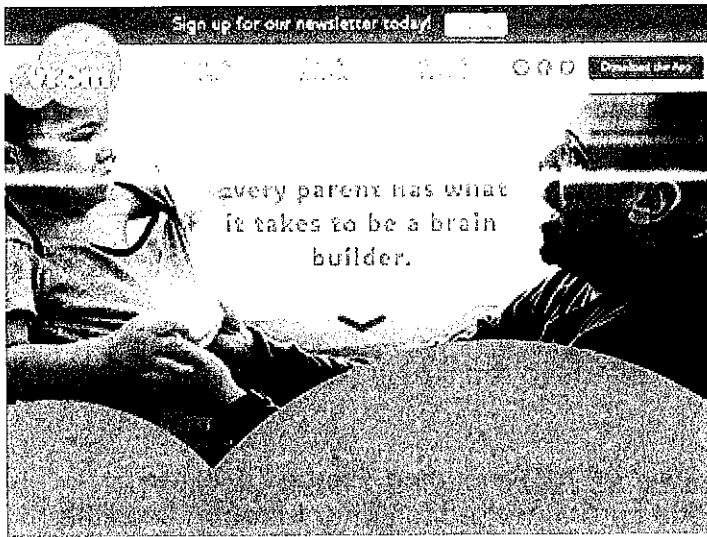
The Kids Central Toolkit was developed by the Institute of Child Protection studies. It has a range of practical activities to use with children and families in the child protection and OOHC context.

### **FACS online resources**



- [Child sexual abuse practice kit](#)
- [Domestic and family violence practice kit - Working with women and Working with men](#)
- [Safety planning resource \(PDF 951 KB\)](#)

## Vroom



[Vroom](#) is a set of tools and resources from the Bezos Family Foundation designed to inspire families to turn everyday moments into "brain building moments" by layering activities that are essential to healthy brain development onto existing routines.

## Podcast: Working with dads



[Working with fathers from a strengths perspective](#) is a podcast published on 'podsocs', a podcast site specifically developed to support good social work practice. This resource explores the often overlooked importance of fathers in the family structure and ways to respect their role through strengths-based engagement techniques.

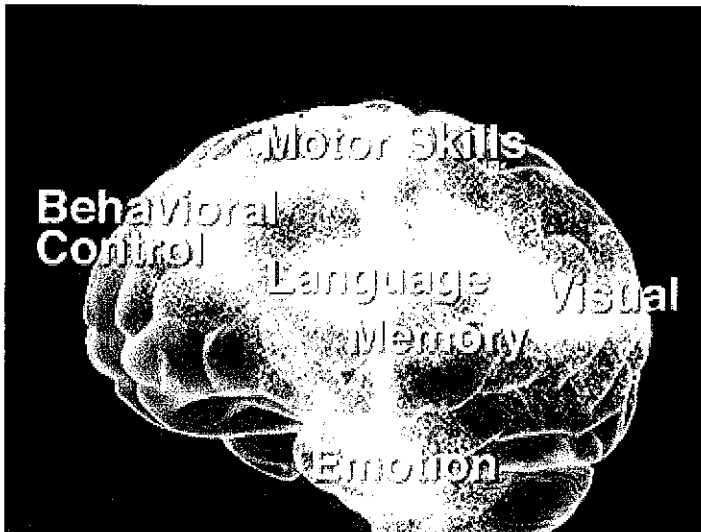
## Shining a light on good practice stories



[Listen to 'Under my wing'](#), the story of a caseworker's efforts to reunite an Aboriginal family against all odds.

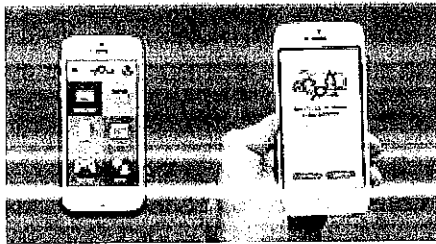
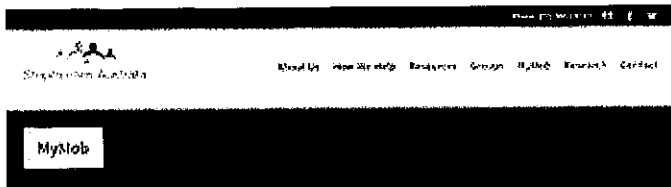
[Read all the stories for Shining a light 2015 \(PDF, 3647.04 KB\)](#) including 'Fierce Love', an inspirational story of how a caseworker, a mother and carers worked together to return two little girls home.

### **Video: Serve and return interaction shapes brain circuitry**



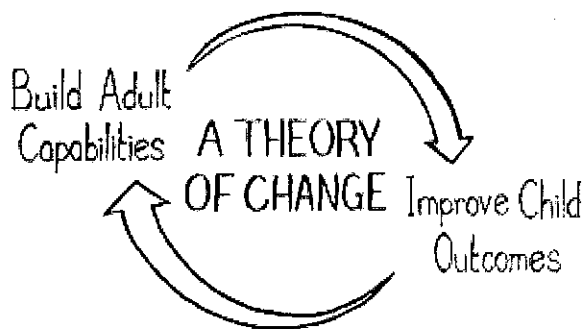
'Serve and return' interactions between a child and a caring adult are one of the most important experiences which shape early brain development. Learn more from the following [video developed by Harvard's Centre on the Developing Child](#).

### **App: MyMob - Keeping families connected**



Helps families stay connected in a safe, fun and friendly way. The MyMob app encourages positive communication and staying in touch with message boards, family diary and other resources, kids zone and profiles for each family member. It contains settings and filters for inappropriate language

## Video: Building adult capabilities to improve child outcomes



narrated by  
Jackie P. Shonkoff, MD  
Center on the Developing Child at Harvard University

This 5-minute video describes the need to focus on building adult capabilities and strengthen the communities that contribute to children's learning, health and behaviour.

### 5. The evidence

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## Related practice advice, tools and more

- [Sharing risk](#)
- [Shining a light on good practice 2016](#)
- [Permanency planning: finding permanent relationships for children](#)
- [Working with fathers from a strengths perspective](#)
- [Building connections through family finding](#)
- [The Three Houses PDF](#)
- [The Safety House PDF](#)
- [The Future House PDF](#)
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- [Safe Contact PDF](#)
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