

Guidance for Practitioners

3 Houses

Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To enable a child or young person to think about and discuss risks, strengths, hopes and dreams. It is usually most effective with older children [or with families] where you are finding it difficult to devise an effective intervention plan. You can use it with individuals or with a group.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

Guidance

- It is important to plan a safe space for children and young people to participate in this work.

What resources do I need?

- Either the 3 houses worksheet or 3 large pieces of paper (A3 or bigger), one for each house, and pens, crayons or pencils.
- Conversation summary sheet.

What do I do?

- The child or young person should draw three houses, one house on each piece of paper (the practitioner can support the child or young person to do this) or they can choose to use the 3 houses worksheet.
- Label the drawings of the 3 houses:
 - The house of hopes and dreams (anything you want)
 - The house of strengths
 - The house of worries and concerns.
- Starting inside the first house, the child or young person [or family] should write down anything internal that makes them scared or worried such as self-perceptions, values, beliefs, thoughts and feelings. Inside the second house, anything internal that makes them feel positive and happy. Around the outside of the first two houses the child or young person [or family] should write anything external that makes them scared or makes them happy and positive such as wider family members, peers, school etc (the practitioner can support the child or young person but it is important that you write exactly what they say).



- For the house of hopes and dreams, ask the 'miracle question' – what would life be like if there was a miracle overnight and you woke up in a perfect world?
- Once you have completed the drawings, discuss what is needed to address the fears, bolster the strengths and achieve the hopes and dreams. Your first focus should be on resources within the family, as this will increase their motivation and avoid giving the impression that external support is being imposed.
- The final part of creating the '3 houses' with the child or young person involves drawing a pathway from the 'House of Worries' to the 'House of Dreams'. If all the '3 Houses' have been drawn on one large sheet of paper, the path or scale can be drawn at the bottom of these houses, or if separate paper has been used, then the path can be drawn on a separate piece of paper.
- This pathway creates a visual scale and the child or young person is invited to say how they think things are in the family right now, by locating (drawing) themselves on the pathway. Placing themselves at the beginning of the path (near the 'house of worries') would mean that the child or young person thinks the things they are worried about might happen in the future are definitely going to happen, and placing themselves at the end of the path (near the 'house of hopes and dreams') would represent that all the things in their house of hopes and dreams are already happening and the child is not feeling worried at all.
- The conversation summary sheet should be used to record the child or young person's words including views and wishes and feelings.
- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper with coloured pens, drawing pictures.
- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

Outcomes

- The child or young person should be able to identify goals, hopes and strengths.
- Information gathered will expand the focus from only danger and harm factors:
 - to identify what keeps children safe during the times they are not being harmed
 - how they themselves manage adversity
 - the positive and negative aspects in their families
 - how workers/professionals help or hinder them.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

References:

This technique was developed by independent social work consultant Andrew Turnell and is mentioned in the Eileen Munro review.



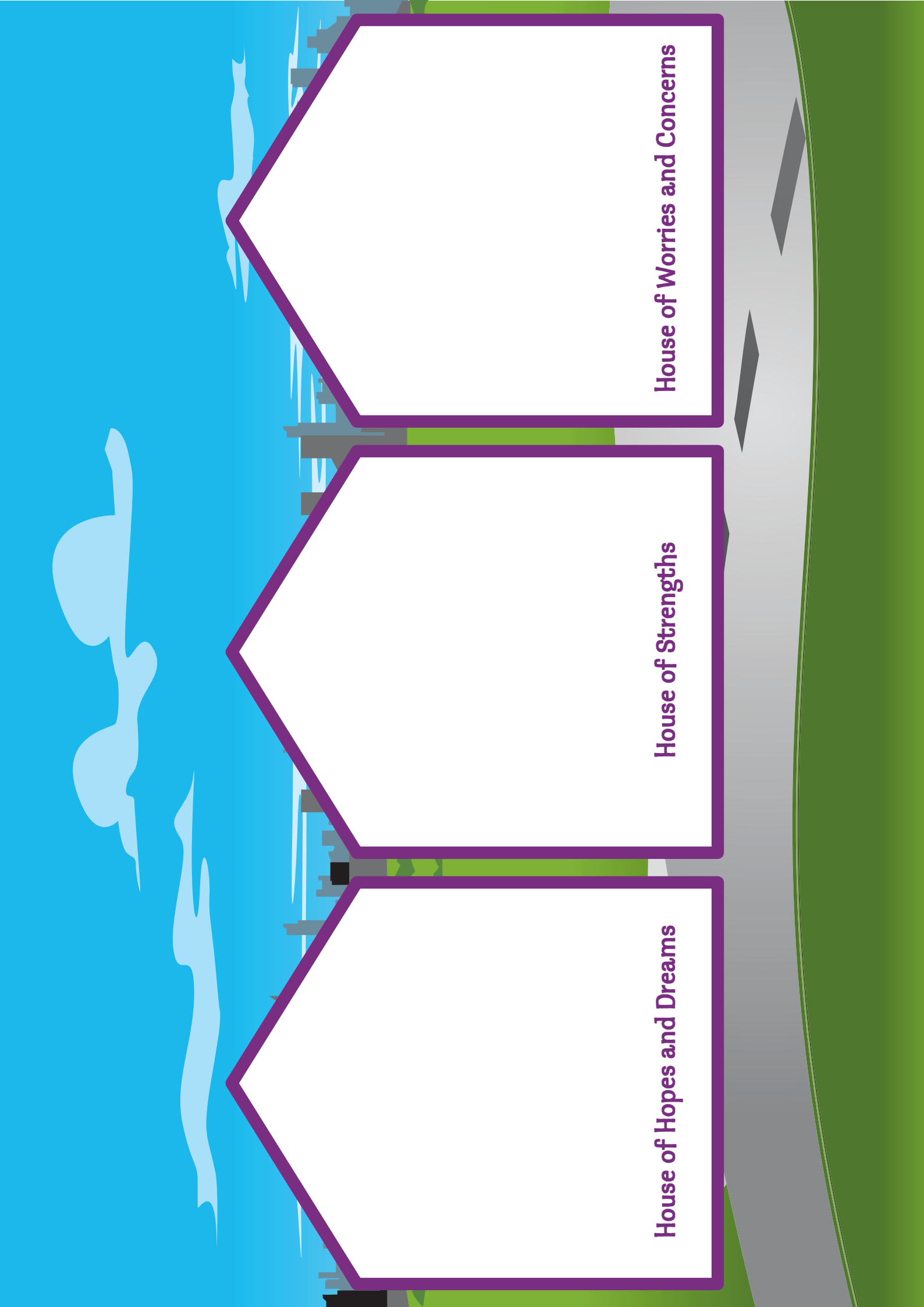
Derby City Council

**Voice of the Child ...
so what difference will it make?**

3 Houses

Name **Age.....**

Today's Date



House of Worries and Concerns

House of Strengths

House of Hopes and Dreams

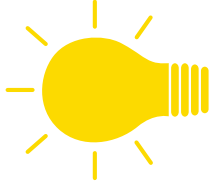
Conversation Summary

House of hopes
and dreams
(anything you want)

House of strengths

House of worries
and concerns

Action Plan

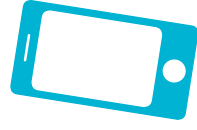


Name

Date

What is going to help you?	How is it going to help you?	Who is going to help you?	When would you like it to start?
What else might help?			

Review



Name

Date

How much has it helped you?

A lot

A little

Not at all

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