CHILD ABANDONMENT AND ABUSE PREVENTION

Basic Approaches, Services, and Assistance

NATIONAL FOUNDATION
FOR THE PREVENTION
OF CRUELTY TO CHILDREN

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Introduction

The Russian Federation acknowledges and guarantees human rights and freedoms according to generally recognized principles and norms of international law. As stated in the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child, children have the right to special care and assistance. Having acceded to the Convention, the Russian Federation shall create the environment that should be comfortable and benevolent to children. It shall also have the interests of the rising generation as the priority in decision-making.

'Our priorities are the provision of comfortable, benevolent, and safe environment for the rising generation; the protection of rights of every child in Russia; and the creation equal opportunities for all-round development and self-fulfillment,' the Russian President Vladimir Putin said.[1] One of the main priorities in this sphere, the RF President emphasized, was building effective child welfare system. Under applicable laws of the Russian Federation, parents or caregivers shall ensure the protection of rights and legal interests of a child. However, in the event parents abuse their child, the responsibility to protect the rights of the child shall be vested in guardianship authorities and court of law. The law obliges guardianship authorities, upon receipt of the information about the violation of the rights and legitimate interests of the child, to take necessary protective measures (Art. 56, Family Code of the Russian Federation).

In order to increase the effectiveness of measures for the protection of children's rights and implement tasks of the state social and demographic policy in child welfare, set by the President and the Government of the Russian Federation, the National Foundation for the Prevention of Cruelty to Children (NFPCC) has developed a Toolkit, which contains standards of preventive services, guidelines for their implementation, quality control and assurance, and a feasibility study.

The Toolkit has been developed as the result of the selection, review and consolidation of best Russian practices in child welfare. In 2011 NFPCC addressed highest officials of Russian regions with the request to provide materials containing innovative experience in the field of protection of the rights of the child, child abuse and social abandonment prevention. Consequently NFPCC obtained over 1,200 relevant papers from 73 regions of Russia, which made about 90% of its total area.

NFPCC then documented the materials and performed their comprehensive review to select 26 best national preventive services. NFPCC Advisory Council, formed by representatives of the Presidential Administration of the Russian Federation, Council of the Federation, State Duma, and Public Chamber of the RF, UNICEF, and federal executive authorities, has approved the Toolkit and recommended it for wide use in Russia.

[1] Taken from the speech of the President of Russia Vladimir Putin at the state award ceremony of the Orders of Parental Glory to reward deserving parents of exceptionally large families on June 2, 2012.

Thus, child welfare workers in regions have obtained the opportunity to timely deliver services to families and children based on contemporary knowledge and approaches, which enables prevention of violation of children's rights, child abuse, removal of parental rights, and increases the number of children growing in their biological families or foster families in loving and caring environment.

Being aware of the high practical value of the regional best practices in child welfare, NFPCC regularly collects data on innovative approaches, technologies, and practices implemented in Russia, and makes relevant conclusions.

The services in the Toolkit are the ones that best meet current challenges in child welfare, and take into account needs and features of various groups of children subject to specific violations of their rights. To better meet needs of the child and to ensure his/her normal development, it is preferable to take measures aimed at restoring the family's ability to care for the child, rather than child displacement.

These measures should include timely detection of violation of children's rights and needs in state protection for families in early crisis stages; assessment of the situation in the family; and available professional services aimed at return to normal conditions. If the child has been placed in a foster care, such services should be focused on foster families selection, training, and support; overcoming of normative family crisis; and creation of best environment for the child. Children, who have been institutionalized for a long time, need services aimed at family placement and preparation for independent living.

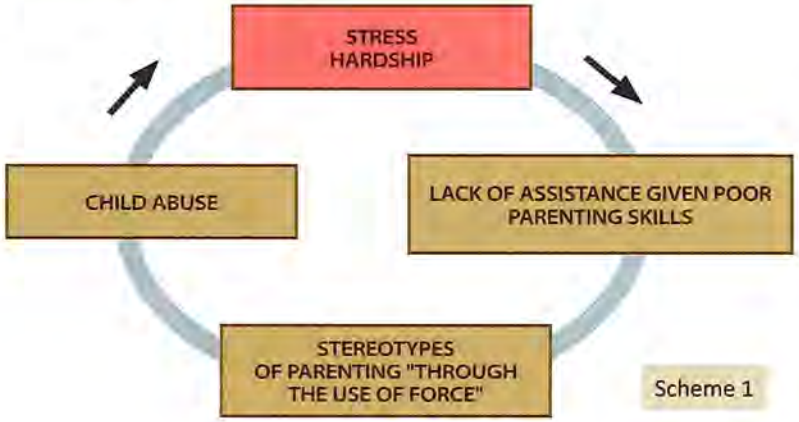
The services selected by NFPCC experts are based on the following principles: family-oriented approach, priority to preventive services and early detection of violation of children's rights, and unified procedure for the protection of every child.

Services developed to keep the child in the biological family are based on correlation of crisis stages and family abuse escalation.

Child abuse in families can be caused by a number of factors. The lack of resources to overcome the hardship by the family itself is first and foremost. Poor parenting skills are important too. When the family crisis is mounting, parents turn to stereotypes of parenting 'through the use of force', and traumatic and non-constructive methods of discipline. Ineffectiveness of these approaches force parents to constantly intensify the "disciplinary impact", thus, they gradually lose control of their emotions and actions. Consequently, first evidence of child abuse appears.

The same factors, i.e. low parenting skills, stereotypes of parenting 'through the use of force', and deficiency of social and psychological support against hardship, lead to a deeper family crisis, and aggravated child abuse (Scheme 1).

Psychological mechanism that leads to child abuse in the family



Scheme 1

These manifestations while in the early stages are sporadic and increasing gradually with each stage of the crisis. One kind of violence contributes to the other. Psychological abuse very quickly leads to physical punishment, because parents do not reach desired disciplinary goals.

The forms of violence are also becoming more traumatic to the child as the result, parents are trying to achieve by violence, is not gained. Instead, the child suffers traumatic consequences, which at first look like a "good behavior", but later come through fear, poor health, lower educational potential, dependence, avoidance, and so on. There is a vicious circle of escalating violence: forms of violence against children "need" strengthening of countermeasures (Scheme 2).

One of the consequences of the escalated violence against children is decreased parental capacity. This is explained by the transition to "stronger" disciplinary measures, which makes parents to "freeze" their feelings toward children. If there's no proper support and the crisis is continuing, reasons for cruel punishment are more often, and parents get used to neglect children and be "insensitive".

Therefore, the correlation between crisis stages, escalation of violence, and the increasing parental irresponsibility appears (Scheme 3).

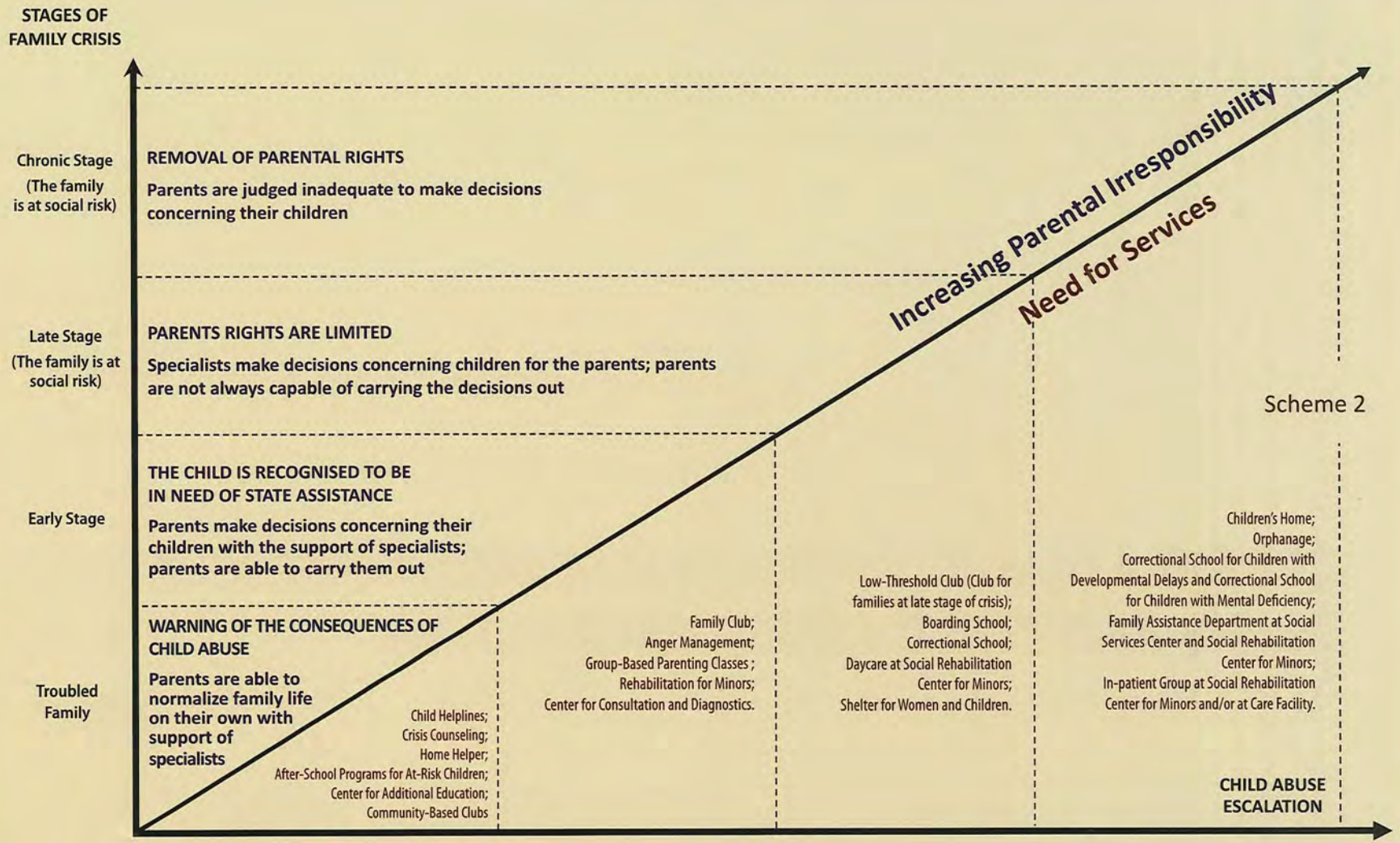
With the gradual reduction of parental care and protection of children (decreasing parental capacity), these functions are delegated to state authorities. So, each stage of the family crisis makes governmental interference more and more important (Scheme 3).

However, without proper preventive and supportive assistance to families, such governmental interference contributes to further aggravation of symptoms. Parents eventually lose their skills to notice needs of the child and make parenting decisions. As a result, processes are developed that are well studied in families at risk, whose rehabilitation potential is extremely small. Thus, family reunification requires a lot of professional expensive and time-consuming efforts.

This brochure provides schemes showing the correlation between crisis stages escalation of child maltreatment and the decreasing parental capacity and increased governmental interventions in order to protect the rights of the child. Below is the description of 26 preventive services and forms of assistance to different target groups.

Different target groups require various forms of assistance rendered as services that target prevention, rehabilitation, and socialization. Typically, prevention of child abandonment is ensured by consultations, support-group classes, and patronage that make the basis for the preventive services included in the Toolkit and recommended for implementation (Table 1).

CORRELATION BETWEEN FAMILY CRISIS STAGES, PARENTAL RESPONSIBILITY, NEEDS IN SERVICES, AND EXTENT OF CHILD ABUSE



1. Sporadic physical punishment: the parent is spanking, smacking on the side of the head, threatens the use of a belt. Sympathizes with the child after punishment.
2. The parent occasionally raises voice with the child. Under stress verbally abuses the child. Withholds affection as a form of punishment.
3. Sporadic instances of low-quality care of the child (carelessness in dressing the child; the child is disheveled or dirty, etc.)
4. The child exhibits reduced performance and behavior worseness.

1. Regularly uses physical punishment. Threatens with the use of more serious measures.
2. Leaves the child alone, and refuses support. Yells at the child, does not give encouragement.
3. Quality of care for the child is decreasing but still does not affect basic needs (the child is not bathed, lacks clean clothing, is uncombed, occasionally unfed, etc.)
4. The child's academic performance regularly declines; the child is often involved in altercations with other children.

1. Loses control while punishing the child but tries to avoid inflicting serious injury.
2. In the presence of strangers degrades the child, yelling and swearing and blaming the child. Ignores the child's attempt to repair relations.
3. Leaves the child unattended in potentially dangerous situations. Ridicules, shames the child and uses him/ her as a scapegoat.
4. The level of care continually declines, not meeting the child's basic needs.

The child is stunted developmentally, continuously underachieves and misses classes. Often out until late in the evening with no adult supervision.

1. Uses any object at hand to punish the child. Receives satisfaction from the process of punishment. Takes no regard of the consequences of punishment. Threatens to kill or abandon the child.
2. Regularly makes the child a witness to violence, even murder. Forces the child to engage in deviant behavior. Ignores the child's feelings. Publicly insults and punishes the child with no explanation given.
3. The basic needs of the child are not met (The child exhibits exhaustion; his/her clothing is not appropriate for the season, does not fit, does not correspond to the child's gender orientation; the child smells, is often and for long periods of time sick, is not provided proper medical treatment.)
4. The child chronically underachieves, drops out of school. Often does not spend the night at home.

CORRELATION BETWEEN THE STAGES OF FAMILY CRISIS AND CHILD ABUSE ESCALATION

STAGES OF FAMILY CRISIS	PHYSICAL ABUSE	EMOTIONAL ABUSE	NEGLECT OF CHILD'S NEEDS
Chronic Stage (The family is at social risk)	Uses any object at hand to punish the child at the slightest pretext. Takes no regard of the consequences of punishment. Receives satisfaction from the process of punishment.	Threatens to kill or abandon the child. Regularly makes the child a witness to violence. Leaves the child unattended in a dangerous situation. Forces the child to engage in deviant behavior.	The child is often ill for a long time and exhibits exhaustion. The child is stunted developmentally, continuously underachieves and misses school. Sometimes drops out of school. Often does not spend the night at home, and learnt to live in streets. The basic needs of the child are not met: the clothes are not his/her (not appropriate for the season, size, gender), eats poor food, smells.
Late Stage (The family is at social risk)	Regularly hits the child with a belt. Sometimes loses control while punishing the child, and uses any object to punish him/her, but tries to avoid inflicting serious injury.	Totally ignores the child's feelings. Ridicules, shames the child and uses him/ her as a scapegoat for all family problems. In the presence of strangers degrades the child, yelling and swearing and blaming the child without explaining the reason. Ignores the child's attempt to repair relations.	Ignores doctor's prescriptions. Chronic diseases appear. Regularly does not eat enough. The lack of seasonal clothes, no clean underwear. Does not have his/her own place at home. Sometimes does not have a bed, sleeps on the floor. Spends a lot of time on the street. Often suffers head lice.
Early Stage	Regularly spanks. In special cases uses a belt. Threatens with the use of more serious measures. Leaves the child unattended, and refuses support.	Constantly yells at the child, humiliates him/her in front of strangers. Manipulates the child, develops a feeling of guilt, does not give encouragement. Puts unrealistic goals to the child, threatening with abandonment.	Delays in compliance with the prescriptions of doctors. Sometimes is hungry. Permanent carelessness or slovenliness of dress. Signs of neglect (unwashed, no clean clothes, uncut hair, etc.).
Troubled Family	Sporadic physical punishment: the parent is spanking, smacking on the side of the head, threatens the use of a belt. Sympathizes with the child after punishment.	The parent occasionally raises voice with the child. Verbally abuses the child. Ignores and withholds affection as a form of punishment.	Sporadic instances of low quality care of the child and disarray.

INCREASING PARENTAL IRRESPONSIBILITY

Scheme 3

RECOMMENDED PACKAGE OF SERVICES FOR CHILD ABUSE AND SOCIAL ABANDONMENT PREVENTION

1. ADMINISTRATIVE REGULATION ON 'INFORMATION IN-TAKE ON VIOLATIONS OF CHILDREN'S RIGHTS AND LEGAL INTERESTS'

This service works to centralize the processes of information intake by specialists working with families and children in cases of child rights violations. The provision of services ensures that child protection authorities receive information and respond to instances in a timely manner.

2. STANDARD OF SERVICE ON 'INFORMATIONAL AND METHODOLOGICAL SUPPORT IN IDENTIFYING CHILDREN IN NEED OF PROTECTION BY THE STATE'

In this service, specialists working with children are trained how to identify child abuse, about the consequences of child abuse, and skills for the early detection of abuse. As a result of the training specialists understand the rationale of early detection; the training prepares them to confidently use new methods.

3. ADMINISTRATIVE REGULATION ON 'MEASURES IN PROTECTING CHILDREN'S RIGHTS AND LEGAL INTERESTS UPON RECEIPT OF INFORMATION ON CHILD'S LIFE- OR HEALTH-THREATENING SITUATION'

This service assesses the safety level of the child at home and the risk present for child abuse. The results from the assessment become the basis for decision-making about the need for the child to come under the protection of the state. The service allows for quick identification and therefore, protection, of children whose rights have been violated.

4. STANDARD OF SERVICE ON 'PROVISION OF SOCIAL SUPPORT FOR FAMILY FOR PROTECTION OF CHILDREN'S RIGHTS AND LEGAL INTERESTS'

The service appoints a case manager to each case involving a children's rights violation. The main task of the case manager is to ensure that the plan for protecting the child's rights and interests is being carried out by specialists. Families receive quality service provision, and their ability to independently observe the rights of the child and protect his or her interests is restored.

5. ADMINISTRATIVE REGULATION ON 'ASSESSMENT AND MONITORING OF REHABILITATION PLANS FOR FAMILIES'

This service provides professional quality control of child welfare specialists. This includes regular group consultations for experienced specialists to discuss how the plan to protect the rights and interests of the child is being implemented, the plan's efficacy and monitoring results.

6. STANDARD OF SERVICE ON 'PROFESSIONAL SUPPORT (SUPERVISION) FOR CHILD WELFARE SPECIALISTS (INVOLVED IN SOCIAL ABANDONMENT AND CHILD ABUSE PREVENTION ACTIVITIES)'

The main task of supervision is to assist the specialist in identifying mistakes and understanding the nature of professional difficulties during the quality control process. Results from supervision form the basis for planning future case work and an individual training plan for the specialist. Supervision is an important step in preventing emotional burnout among child welfare specialists.

7. STANDARD OF SERVICE ON 'MONITORING AND EVALUATION OF QUALITY OF SERVICES IN SOCIAL ABANDONMENT AND CHILD ABUSE PREVENTION'

Comparison of service-providing activity with the requirements of service standards, analysis of service delivery results and additional resources aimed at improving the service-providing quality. The results include a certificate of compliance, the list of deviations from the standard, and recommendations for improving the quality of services.

8. STANDARD OF SERVICE ON 'EMERGENCY PSYCHOLOGICAL ASSISTANCE TO CHILDREN BY CHILD HELPLINES, WORKING UNDER SINGLE NATIONWIDE NUMBER'

This service provides emergency psychological assistance to children and adolescents in crisis or encountering difficult circumstances, as well as to their parents or other parental figures. Service is rendered immediately, anonymously and confidentially, and includes listening, psychological support, and crisis intervention. The helpline assists in the processing of traumatic experiences and the prevention of suicide and violence.

9. STANDARD OF SERVICE ON 'COUNSELING AND TRAINING FAMILIES AT-RISK OF NEWBORN ABANDONMENT'

Newborn abandonment prevention happens through the identification of women at-risk of abandonment in health facilities, alerting services about the situation and providing crisis counseling. In cases where the woman changes her mind to abandon her child, she is provided with assistance (help with childcare, addressing domestic issues, and employment), to resolve issues, which led to the original intent to abandon.

10. STANDARD OF SERVICE ON 'IN-HOME SOCIAL SUPPORT (HOME HELPERS)'

The goal of the service is to reduce the risk of child abuse by providing training in parenting skills and basic domestic skills. Home-helpers are specially trained middle-aged women who have had positive parenting experiences raising their own children. Service efficacy is visible through parents' increased understanding of the needs of the child, a decrease in instances of aggression, and in the improvement of the family's living conditions. The overall result: the preservation of the child's family.

11. STANDARD OF SERVICE ON 'CREATING A REHABILITATIVE ENVIRONMENT FOR FAMILIES AND CHILDREN (FAMILY CLUBS)'

The Family Club is a specially created environment for communication with thematic classes, workshops and consulting service. Professionals are invited to speak, including lawyers, psychologists, librarians, club employees, event managers, etc. Club members interact in a safe and

comfortable atmosphere, which fosters acceptance, the exchange of experiences and the giving and receiving of support from each other and from specialists. As a result, parents improve their parenting skills, cease using physical punishment as a discipline method and the risk of abuse is reduced.

12. STANDARD OF SERVICE ON 'SHORT-TERM FAMILY CRISIS COUNSELING'

The service provides short-term psychological and educational assistance in situations or conditions of acute crisis. The service includes: informing parents of the negative consequences of child abuse; the provision of psychological support for children who have experienced trauma; restoring the child-parent relationship; and parenting skills improvement (increasing parental competencies). Counseling may take the form of individual work with parents and the child or family counseling.

13. STANDARD OF SERVICE ON 'AFTERSCHOOL PROGRAMS PROVIDING PSYCHOLOGICAL SUPPORT FOR AT-RISK CHILDREN'

The service helps prevent school dropout and reduces the time the child spends without parental supervision. The work schedule of the after-school programs allows time for classes based on personal interest and those of a psychological or educational nature and time for homework and play. Children are also provided with a hot meal. Remedial classes help the child improve his/her school performance, resolve conflicts with other children, and improve their relationships with their parents.

14. STANDARD OF SERVICE ON 'COUNSELING, TRAINING, AND PSYCHOLOGICAL SUPPORT FOR AT-RISK CHILDREN (REHABILITATIVE LEISURE)'

Rehabilitative leisure activity (sports, travel, art, theater, etc.) is organized at child development centers, community centers, libraries, schools or sports facilities. Rehabilitative leisure gives children in need support in difficult times, a means of coping with stress, social interaction skills, positive attitudes toward themselves and their future, the desire and ability to make friends, and the confidence and satisfaction that comes with being successful in social situations. As a result, the child breaks away from their asocial environment and integrates successfully into society.

15. STANDARD OF SERVICE ON 'GROUP-WORK WITH AT-RISK PARENTS WHO ARE PRONE TO VIOLENCE TOWARDS CHILDREN (ANGER MANAGEMENT)'

Parents are referred to the group by law enforcement officials after there has been an incident involving child abuse or domestic violence in the home. The tasks of the group include cultivating a negative conception of physical punishment in the parents; teaching them control of their emotions; informing them on the nature of anger and how to manage it; teaching parents effective discipline methods; and training them in confident and safe behavior during family conflict.

16. STANDARD OF SERVICE ON 'GROUP-WORK WITH CHILDREN INVOLVED IN FIGHTING AND/OR BULLYING'

Group work with children from 7 to 14 years of age with a history of aggression towards peers (frequent, severe fighting) led by a psychologist. Typically these children have experienced abuse themselves at the hands of their parents. The group will teach children how to release tension and how to overcome defensive postures. Healing after trauma and decreasing the child's aggressive behavior is achieved by teaching the child relaxation techniques and how to recognize and track aggression and other emotions. Aggressive feelings are reduced as the child is able to speak out about and talk through emotional challenges and learns safe skills.

17. STANDARD OF SERVICE ON 'EARLY, INTERDISCIPLINARY INTERVENTION FOR CHILDREN WITH DISABILITIES FROM AGES 0 TO 4 (EARLY ASSISTANCE SERVICE)'

The service involves the use of an interdisciplinary team of specialists and a system of various measures aimed at providing early assistance to children and psychological and social support for parents. An individual plan of assistance is developed for each child based on the needs of the child and the family. Thanks to this service, conditions are created for the child's optimal development and adaptation in society, as well as the early integration of children and the socialization of the family in general.

18. STANDARD OF SERVICE ON 'NORMALIZING FAMILY LIFE FOR CHILDREN WITH DISABILITIES'

The service establishes assistance programs for children with disabilities through the use of local communities in a natural home environment. Further, the service teaches children with disabilities and their families proper care and self-reliance skills. The result: the normalization of family life and the improvement of the child's quality of life.

19. STANDARD OF SERVICE ON 'SUPPORT GROUPS FOR PARENTS OF CHILDREN WITH DISABILITIES'

The service involves group work with parents under the guidance of a psychologist. Work is targeted at overcoming psychological issues connected with raising a child with disabilities (feelings of guilt, shame, fear, loneliness and meaninglessness), and eliciting help from other families. Parents gain confidence in their parenting and a positive parent-child relationship is established, leading to a lower risk of violence and abuse.

20. STANDARD OF SERVICE ON 'SUPPORT FOR FAMILIES AFFECTED BY HIV'

This service works to prevent children affected by HIV from being orphaned or abandoned through comprehensive medical, social, and psychological assistance

for HIV-positive pregnant women and children born to HIV-infected mothers. The result: the HIV-positive mother is able to properly care for herself and her child and adheres to treatment plans and is committed to learning how to care for her child. The service also addresses social issues (employment, school registration, living conditions, applying for social benefits, etc.). As a result, the child's biological family is preserved and the child is cared by his/her own mother.

21. STANDARD OF SERVICE ON 'SELECTION AND TRAINING OF LEGAL GUARDIANS, ADOPTIVE FAMILIES, AND FOSTER FAMILIES'

This service selects and trains families for orphaned and abandoned children. Training focuses on assisting prospective parents/guardians in understanding their own motivations, personal abilities, and preparedness to accept an orphan into their home. The service is dedicated to achieving optimal family-based care for the child and increasing the parenting knowledge and skills of prospective parents and/or guardians.

22. STANDARD OF SERVICE ON 'COUNSELING AND SUPPORT FOR LEGAL GUARDIANS, ADOPTIVE FAMILIES, AND FOSTER FAMILIES'

This service consists of providing comprehensive support to prevent family crisis and overcome the difficulties in childrearing that face foster and adoptive families. Pedagogical, psychological and social support is provided to the adoptive/foster family, or legal guardian. This includes counseling on common family and age-related conflicts; family visits to monitor the child's adaptation; and raising awareness on current psychological, pedagogical, social, and legal issues relating to raising the child. This is carried out over the entire course of the child's residence in the family. The result is preventing subsequent abandonment of the child (the second such experience of the child).

23. STANDARD OF SERVICE ON 'CREATING A SUPPORTIVE ENVIRONMENT FOR LEGAL GUARDIANS (CLUB FOR LEGAL GUARDIANS)'

The club arranges informal support groups to help guardians overcome common challenges faced by the adoptive families, increase their parenting abilities and provide mutual support and exchange of experience. Activities include free time for discussion; psychological, legal, social and medical consultation; and the organization of joint activities, excursions, summer trips and other ways to promote leisure and relaxation for children and guardians.

24. STANDARD OF SERVICE ON 'FAMILY PLACEMENT PREPARATION FOR CHILDREN'

Specialized psychological and pedagogical work to prepare orphans and other children without parental care for life in a family is provided in this service. This service includes psychological support for the child and collecting the child's family, medical and developmental history. The service aims to prepare the child and increase his/her desire to become a part of their new family.

25. STANDARD OF SERVICE ON 'COUNSELING, TRAINING, AND PSYCHOLOGICAL SUPPORT FOR ORPHANAGE GRADUATES AND ABANDONED CHILDREN WHO ARE READY TO WORK (WORKPLACE MENTORING)'

The service fosters orphanage graduates' adaptation in the workplace to assist in acquiring job skills and prevent asocial behavior. The mentor provides the professional support needed to help the graduate adapt to the workplace, integrate successfully into the social environment, and to encourage career-growth. As a result, the graduate is successfully integrated into the workplace and transitions to self-support.

26. STANDARD OF SERVICE ON 'COUNSELING, TRAINING, AND PSYCHOLOGICAL SUPPORT FOR ORPHANAGE GRADUATES AND ABANDONED CHILDREN WHO ARE READY TO LIVE INDEPENDENTLY (PREPARATION FOR INDEPENDENT LIVING)'

The service includes psychological, educational, social and domestic support when orphanage graduates move transition to independent living. The result: the graduate is able to deal with social and domestic challenges and is able to provide for him/herself.

- Decision-making in case management: 1-7
- Child helplines, operating under single nationwide number: 8
- Preservation of child's biological family: 9-16
- Families and children with disabilities: 17-20
- Family placement for orphaned or abandoned children: 21-23
- Family placement preparation for children; independent living preparation for orphanage graduates: 24-26

Table 1. FORMS OF ASSISTANCE USED IN SOCIAL

Target Group Category	Form of Assistance / Target Group	Counseling	Club Work	Group Work
Family at early crisis stage Child from this family	Child from the family at early crisis stage	Emergency psychological assistance to children by child helplines		Group work with children involved in fighting and/or bullying
	Family at early crisis stage Including:	Emergency psychological assistance to children by child helplines Short-term family crisis counseling	Creating rehabilitative environment for families and children (Family Club)	Group work with at-risk parents who are prone to violence towards children (anger management)
	Family at risk of newborn abandonment	Emergency psychological assistance to children by child helplines Short-term family crisis counseling		
	Young family with poor parenting skills	Emergency psychological assistance to children by child helplines	Creating rehabilitative environment for families and children (Family Club)	'Mature Parenting' program
	Family with a disabled child	Emergency psychological assistance to children by child helplines Early assistance service		Support groups for parents of children with disabilities
	HIV affected family	Emergency psychological assistance to children by child helplines		Support group
Family caring for the orphaned or abandoned child	Family of unrelated caregivers who care for the child, including adoptive family	Emergency psychological assistance to children by child helplines		Selection and training of legal guardians, adoptive and foster families
	Family of close relatives caring for the child (foster family)	Emergency psychological assistance to children by child helplines	Creating a supportive environment for legal guardians (Club for Legal Guardians)	
Family at late crisis stage	Child from the family at late crisis stage	Emergency psychological assistance to children by child helplines	Low-threshold club	
	Family at late crisis stage	Emergency psychological assistance to children by child helplines	Low-threshold club	Support group
Child who has been institutionalized for a long time	Orphaned and abandoned child	Emergency psychological assistance to children by child helplines		Family placement preparation for children
	Orphaned or abandoned child, graduating a boarding institution	Emergency psychological assistance to children by child helplines	Projects aimed at creating favorable environment for institutionalized children	

Services included in the recommended package

ABANDONMENT AND CHILD ABUSE PREVENTION

Patronage	Network with the Social Surrounding	Day Care	In-Patient
Counseling, training, and psychological support for at-risk children (rehabilitative leisure) Afterschool programs providing psychological support to at-risk children	Reconciliation Service at School		
In-home social support (home helpers)	Network therapy Intensive family therapy		Short crisis stay
In-home social support (home helpers) Counseling and training families at-risk of newborn abandonment	Network therapy Intensive family therapy		Shelter for women and children
In-home social support (home helpers)	Network therapy Intensive family therapy		Centers for teenage mothers
Normalizing family life for children with disabilities (WHO CBR-technology)		Day care facilities	Rehabilitation centers
Support for families, affected by HIV			
Counseling and support for legal guardians, adoptive families, and foster families			
Counseling and support for legal guardians, adoptive families, and foster families			
Individual tutor Return to school Prevention of repetition of crime		Day care facilities Open nursery school	Shelter Boarding school Children's home
Social patronage			Shelter for women and children
			Children's home Orphanage Boarding school
Counseling, training, and psychological support for orphanage graduates and abandoned children who are ready to live independently (preparation for independent living) Counseling, training, and psychological support for orphanage graduates and abandoned children who are ready to work (workplace mentoring)			After school programs for at-risk children

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