

P.I.P.P.I. Program of Intervention for Prevention of Institutionalization. Participatory strategies to prevent child placement.

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Data developed by the Ministry of Welfare (1999, 2010) show that the number of children placed out-of-home has increased during the last years, going from a rate of 2,3 to a 2,9 ‰. It's a research's commitment responding to this trend, in agreement with European legislation (CRC 1989, EU2020 Strategy, REC(2006)19) that recognizes the parenting support as a strategy that could break the cycle of social disadvantage and ensure children a good life path. P.I.P.P.I. is a research-training-intervention program funded by Italian Ministry of Welfare and developed as an intensive care program for vulnerable families. P.I.P.P.I. stands for Program of Intervention for Prevention of Institutionalization and it is inspired by Pippi-Longstocking, whose life is an amazing resilient metaphor. P.I.P.P.I. aims at preventing child placement focusing on supporting parenting through a care process that uses participatory strategies and multi-professional and intensive-intervention. Tools were used by practitioners with children and parents, in order to give them voice on their life, to collect their points of view, and therefore to develop a shared care plan. The main tool was R.P.M. (that stand for assessment, planning, monitoring) an online-tool developed by University of Padua, based on the British Assessment-Framework, that practitioners and families use for each child to assess, plan and evaluate intervention. The first implementation (March 2011-December 2012) involved more than 200 practitioners working in 10 Italian cities with 10 vulnerable-families each city (136 children 0-11 years-old). Data were collected using questionnaires to measure parents' satisfaction, children's behaviour (SDQ), families' social support (MsPSS), and family-functioning (Assessment-Framework). Results (both quantitative and qualitative) are encouraging, and will be presented to give evidence to the programme and to show how the second implementation currently in progress (2013-2014) was planned. Moreover, it'll be presented how results were used in fostering a reflective practice between families and practitioners.