LEARNING & DEVELOPMENT

Residential Services:
National Induction

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Learning and Development

November 2010

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Facilitator Information

Introduction

The Residential Services National Induction Programme is a five days classroom based learning programme designed to explore the concept of "you as a Professional Practitioner" focusing on the information and knowledge that guides Child, Youth and Family practice.

The programme uses the residential practice framework and the residential behaviour management system to underpin the key messages and learning for Child, Youth and Family residential practitioners. It is designed to flow logically through the practice framework process.

The five days are:

People and Purpose	**Day One**	**Realising Potential** **Boundaries, Five Components and Three Worlds** **Whose who in Residential Services** **Journey, case planning and reflective practice**
Engagement, Assessment and Planning	Day Two	Residential Environment Personal and Positional Power, and Connecting in a Residential Environment Behind the behaviour, and Assessment Triangle Appreciative Inquiry
Changing behaviour and supporting well being	Day Three	What works Their behaviour – your response Principles and support the behaviour management points system Embedding the behaviour management points system
Reintegration and preparing for the future	Day Four	Scoping reintegration Three houses model Reintegration and preparing for the future Convening a transition planning
Team work	Day Five	Characteristics of an effective team Team development model and tips for effective team functioning Courageous Conversations Professional boundaries and team planning

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Target Participants

Residential Care Team and Case Leaders

Glossary

PPT – PowerPoint Slide	**C – Cards**	**D = DVD**	**WB – Workbook**
FG – Facilitator Guide	**TOL – Transfer of Learning**	**MC – Movie Clip**	**H - Handout**

The following is an example of how to read the references to the handouts, power points and materials.

PPT 1.1.1	**PPT - PowerPoint**	**1 – Day**	**1 – Session umber**	**1 – Slide number**

Resources Checklist

A resource pack is provided with all required resources for the induction. This includes:

- PowerPoint Slides
- Workbooks for participants (including all handouts, reading and power point slides that will be used during the workshop).
- Materials required for any activities

Standard Equipment Required

- Desktop / laptop computer
- Datashow
- Whiteboard
- Sound system / speakers
- DVD player (if not already installed on computer)
- Pens and Markers
- Flipchart papers
- Blu Tack
- Post – its

Preparation for the workshop

It is assumed that trainer will have prepared for each session by:

- Discussing and agreeing the most suitable allocations of topics / roles, where exercises require this.
- Ensuring the seating, resources and materials are available for each session prior to beginning the course.

Timing

Estimates have been made as to the length of all exercises; however, the nature of the exercises makes it sometimes difficult to accurately predict how long they may take. Therefore, trainers / facilitators will be required to make judgements as to when to take breaks and whether there is value of continuing a discussion that is beneficial and in line with the needs of the learners and the learning objectives of the exercise.

Opportunities may evolve where the trainer needs to be flexible to the learners, and might need to deviate slightly by utilising additional activities or discussion that will benefit the group in meeting the learning objectives. Facilitator / Trainers will need to be flexible and adaptable in these situations.

Participant Workbooks

Participants should be provided with a workbook for the five days. Included in the workbook are the power point slides, relevant readings, and spaces to participants to make notes.

Evaluation

Participants will be provided with an evaluation form at the end of the five days to complete. The feedback from these evaluations will form recommendations to the Programme Development and Delivery teams for course improvement.

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Day One: People and Purpose

Day One Objectives

By the end of this workshop, participants will be able to:

- Discuss the key documents whch sets the working parameters within the Residential Services.
- Discuss 'realising potential' and what it means as a worker within Residential Services.
- Identify the five components when working with the wider team of Residential Services.
- Discuss Individual Case Plans and how it relates to Case leaders and Care teams.
- Discuss the roles and functions of Case leaders and Care teams.
- Discuss the 'three-worlds' that exists when working in Residential Services.

Day One Course Outline

Session	Time	Content
1	9:00am	Realising potential
10.45am - Morning Tea		
2	11.00am	Boundaries, Five components and Three-worlds
12.45pm - Lunch		
3	1.00pm	Whose who in Residential Services
2.30pm - Afternoon Tea		
4	2.45pm	Journey, case planning and reflective practice
4.30pm - Finish		

Session 1: Realising Potential

Objectives:	By the end of this session, participants will be able to: • Discuss 'realising potential and what it means as a worker within Residential Services. • Discuss the purpose of Residential Services • Discuss the balance of practice and operations	
Time	1 hour and 45 minutes	
Resources / Materials	Virtue Cards Whiteboard Markers Butcher paper	
PowerPoint Slides	PPT 1.1.1 PPT 1.1.2 PPT 1.1.3 PPT 1.1.4 PPT 1.1.5 – 1.1.7 PPT 1.1.8	Course Objectives Course Outline Our Vision What are we trying to do? Our drivers and key principles What type of environment, behaviour, or language do we hope to create and use to ensure we realise potential?
Movie Clips	MC 1.1.1	Realising Potential
DVD	D 1.1.1	Rabbit Proof Fence

Brief

Realising potential is about setting the foundations to allow practitioners to balance the two primary factors within a residential setting - Containment and Practice. To allow this balance, it is important that the practitioners explore their existing myths or unhelpful thoughts about residence.

The baseline message for this session is that practice and operations need to be aligned to capture the kaupapa of Residential Services – which is experts in realising potential.

Exercise	Purpose and Key Points
9.00 am - Welcome	Facilitator to welcome the group appropriately, allowing time for any cultural welcome if needed. Ensure to cover any house keeping items.
Facilitator Note:	*Before the day starts, prepare the following for the "introducing me" task:* *Place virtue cards on a table at the back of the room.* *Write the following morning leads on the whiteboard* • *My name is _____ and one interesting thing about my name is _____.* • *The virtue card I chose that best reflects what I bring to my role is _____ and _____.* • *One positive thing I have heard about Residence us _____. One other (not so positive) thing I heard was _____.*
9.05 am – Introducing me task	Facilitator to direct group to the virtue cards asking them to choose a card that they think is a reflection of what they are bringing in to their roles. Once they have selected their two cards, ask them consider the following morning leads as they prepare to introduce themselves to the wider group.
9.15 am – Course Objective and Outline PPT 1.1.1 – 1.1.2	Facilitator to show power point slides.
9.25 am – Realising Potential MC 1.1.1 – Realising Potential	Facilitator to introduce 'realising potential' kaupapa and how it is pivotal to the work we do within Residential Services. Explain to participants that they will be watching a movie clip that has a number of statements and questions. As they watch the movie clip, ask them to choose a statement, question or lyrics from the support song that stands out for them. Inform the participants that the expectation is that they will discuss what stood out for them and why before moving on. At the end of the movie clip, lead a discussion with the group to discuss what stood out for them and why. Note the responses on a butcher paper or white board.
9.35 am – PPT 1.1.3 – 1.1.7 **Facilitator Note:**	Facilitator to show power point slides and take the participants through the slides. *Refer to pages 20 - 21 of this guide to access the notes for these power points.*

Exercise	Purpose and Key Points
9.45 am – Practice Wheel Approach PPT 1.1.8	Facilitator to show power point slide and lead a brief discussion on the following question: **What type of environment, behaviour, or language do we hope to create and use to ensure we realise potential?**
Facilitator Note:	*When introducing the practice approach wheel, consider the following prompts:* • *The wheel represents the full spectrum of where residences such as ours can be or are at.* • *With no balance, the practice becomes less and the only means of order is an unhealthy level of power and control.*
10.00 am - Group Discussion	Facilitator to talk through the Practice Approach Wheel offering time for participants to ask, answer and explore questions.
Activity – Practice Approach Wheel	Using the white board write the 3C's at the bottom of the whiteboard **CONTAIN – COMPLY – CONTROL** • Resulting in moderate, conveyor belt styled level of practice, punitive intervention • Fuelled by behaviour responses such as: anxiety, fear, risk averse, power, control At the top of the whiteboard, write the 3S's parallel to the C's **SETTLE (SAFETY) – STRENGTHEN (THRIVE) – SUCCESS** • Resulting in Deep reflective intensive level of practice • Fuelled by encouragement, pro-active choices, empowerment, motivation, drive to inspire children and young people In the middle of the two base stances – draw the wheel WITHOUT the labels in the six elements Ask the staff to fill the wheel with the six elements of the wheel Facilitator can choose to use the Whare tapa model and Maslow's hierarchy of need as prompts but ensure you do not get into the detail too much that participants might have two things confused: 1. Physical health 2. Mental, Spiritual and Emotional wellbeing 3. Family 4. Education 5. Vocation 6. Life social skills

Exercise	Purpose and Key Points
	Facilitator to reinforce these elements by offering examples in the context of Residential Services. It is important that the group can demonstrate how they might see the wheel working and discuss what it would look like if an area of the wheel was not be working before moving onto the following part of the training.
Facilitator Note	*The game below is about building an awareness of what working in the Practice Approach Wheel will need to look like.* *It is important that as the facilitator you have some learning already established to use as examples if required. These examples do not need to be complicated, it is important to keep them basic in order for the transfer of learning from the game to the Practice Approach wheel is kept the priority.* *For example: The need to concentrate on both hands. We need to be concentrating on both Cs and Ss. A lack of balance will result on being caught as was the case in the game. However in the context of Residence being caught may look like a incident, Young Person missing out on their rights, Staff escalating a situation.*
10.15 am - Gotcha Game	• Facilitator to ask the group to form a circle. • Each person in the circle to open their right hand flat palm up to the side of them. • With their left hand, using their index finger point downwards so that it is in the centre of their neighbours open right palm. • On the count of three each person will need to catch the index finger of the person on their right whilst trying to not have their own index finger caught. Facilitator to let this run a couple of turns before offering any person the chance to move from their space, explain that if you are asked to move, you must move. Run the game again for around two rounds. Facilitator then to divide group into two even groups. Allocate to one group the question 'what was easy' and to the other 'what was hard'. Allow the groups 10 minutes to discuss and prepare a brainstorm to share with the wider group.

Exercise	Purpose and Key Points
Group Discussion – Gotcha Summary	Once all brainstorms have been shared, Facilitator to ask the groups to re-group and explore the following question: **Looking at what was hard and easy (regarding the game) what two messages can we take when considering the practice approach wheel?** Facilitators to thread the following baseline messages in summary, consider linking to the learning from Gotcha where possible: • The process from the 3C's to the 3S's is about a practice shift. This will naturally move when we awhi the wheel and the work that needs to be done in it • The key to keeping the wheel moving and reflective intensive practice evident is a connection between all players in the team. • A connection means talking to each other so that the plans are not words on a page but a reflection of the whole teams action plan towards wellness for the children and young people. • A connection is being able to have a courageous conversation with those in the team towards a common goal of inspiring our young people and children to consider change and good solid evidence based case work that fuels the 3 S's. • A connection is being accountable to the stories of the young people within the team so that each of the six elements of the wheel can all be met with reflective intensive casework carried out by ALL members of the team – collaborative approach • The Case Leaders are key to making sure this connection is done outside of silo mentality, with open communication and a level of casework that is qualified by all team players i.e. care team snapshot assessments, programme co-ordinator, employment co-ordinators, whanau, young people and children.
Facilitator Note: Operations and Practice	*Facilitator to link the Practice Approach Wheel to the context where operations and practice exists.* *You may want to consider the following prompts:* • *The primary expectation for workers whose role it is to manage behaviour presented to them on the floor is about having the right balance of operations knowledge and practice knowledge* • *The Cs and Ss and what they represent will sit better when sitting a residence that has a good balance of operations and practice*

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Exercise	Purpose and Key Points
10.20 am – Group Discussion Operation and Practice	Facilitators to divide the wider group into two even group. Allocate to each group one of the following questions, and provide them with a butcher paper to record their discussion to present it back to the whole group. • Reflect on what you know of the Residence - what would consider are things that typify operations? • Reflect on what you know of the Residence - what would consider are things that typify practice?
Facilitator Note:	*To prepare for this exercise, you are encouraged to watch the Rabbit Proof Fenced DVD prior to the workshop to collect some thoughts towards the questions posed.* *Ensure the staff that although the context is very different to the ones we work in; concepts such as operations and practice are universal and the effect they have on people are also universal.* *Encourage the discussion to include emotional impact. Coming back into the wider group discussion contextualise the groups discussion where possible.*
10.30 am - Demonstrating a lack of balance	Facilitator to introduce and brief participants on the movie clip they will view. *Three little girls. Snatched from their mothers' arms. Spirited 1,500 miles away. Denied their very identity. Forced to adapt to a strange new world. They will attempt the impossible. A daring escape. A run from the authorities. An epic journey across an unforgiving landscape that will test their very will to survive. Their only resources, tenacity, determination, ingenuity and each other. Their one hope, find the rabbit-proof fence that might just guide them home. A true story.* At the end of the movie clip direct the participants to their workbooks and in their existing groups (operations and practice) ask them to lead a quick discuss on the questions. Ensure the two groups know they will need to come back to the wider group to discuss. Facilitator to lead a discussion exploring the need to balance operations with practice. • Consider the following themes before moving into morning tea: • Whose responsibility is to make sure there is a balance? • What are the tell-tale signs that this balance is not happening? • Explore impacts of the lack of balance
10.45 am – Morning Tea	

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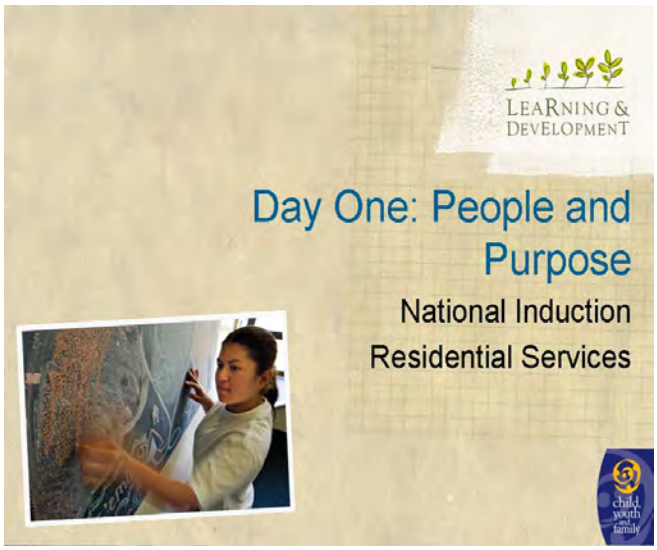
PPT 1.1 – 1.2	



PPT 1.1

Course Objectives

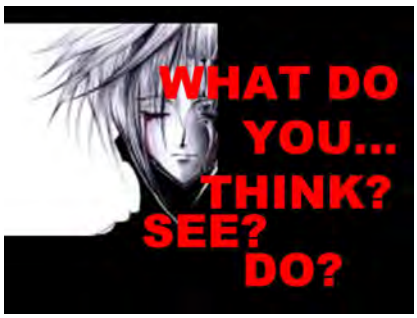
- Discuss the key documents setting the working parameters within the Residential Services
- Discuss 'realising potential' and what it means as a worker within Residential Services
- Identify the five components when working with the wider team of Residential Services
- Discuss Individual Case Plans and how it relates to Case leaders and Care teams
- Discuss the roles and functions of Case leaders and Care teams
- Discuss the 'three-world' model when working in Residential Services

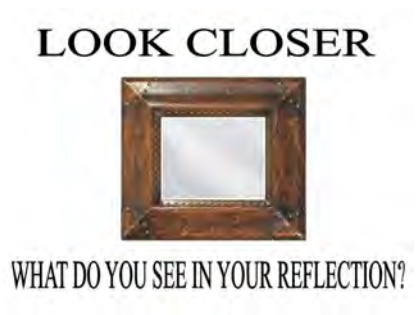
PPT 1.2

Course Outline

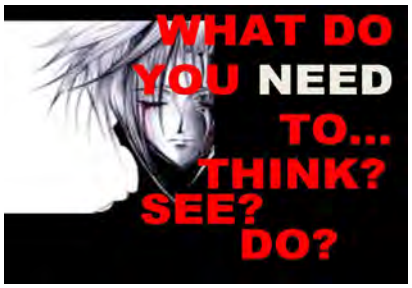
Session	Time	Content
1	9:00am	Realising potential
2	10:45am	Boundaries, Five components and Three worlds
3	01:00pm	Whose who in Residential Services
4	02:45pm	Journey, case planning and reflective practice

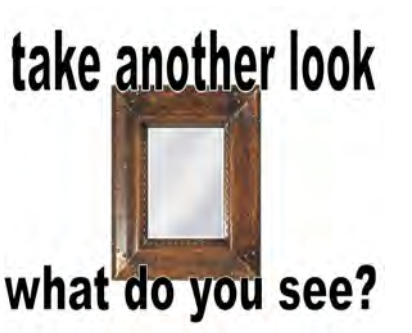
MC 1.1 – Realising Potential





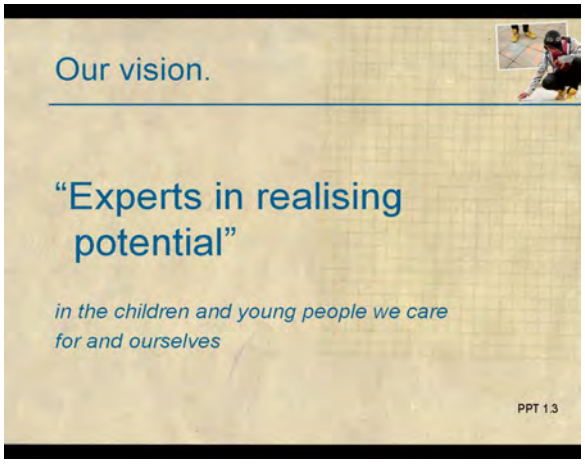
MC 1.1 – Realising Potential





MC 1.1 – Realising Potential		

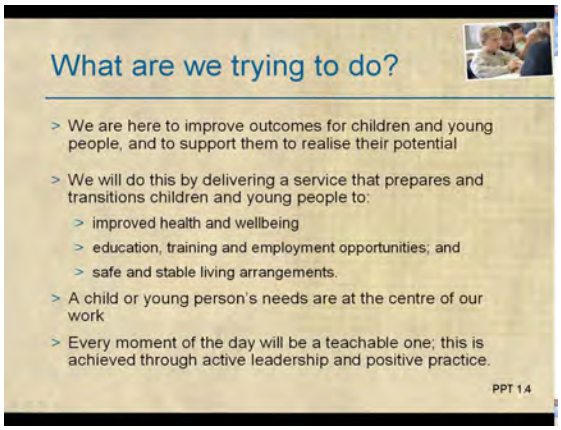
PPT 1.3 – 1.7	



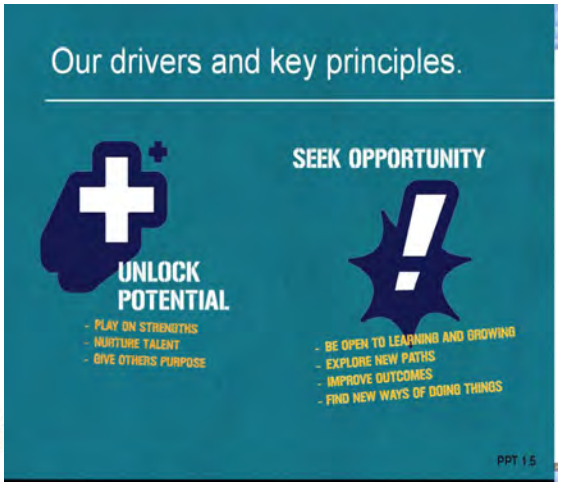
The word experts came about because we want to be seen as being widely recognised nationally and internationally as skilled practitioners in the area of residential care. Much of this will be determined by the outcomes we achieve not only in residence but more so post residence. That's why there is a stronger focus on supporting a young person once they leave our environment.

Realising potential describes a world of possibilities. It describes how we tap into peoples capabilities and build on their strengths and talents and make those possibilities a reality.

So in a nutshell we want to be known as skilled practitioners that can turn peoples possibilities into reality



We want to deliver a service that Improves the health and wellbeing of a young person that transitions them to education, training and employment opportunities and safe and stable living arrangements.



Unlock Potential – we work everyday to unlock potential. We play on strengths we nuture talent and we give others purpose.

Seek Opportunity – we are open to learning and growing, we explore new paths, we improve outcomes and we find new ways of doing things.

That we are passionate about our work. We take pride in ourselves and in the organisation. That we keep things real but we act with energy and we are positive.

Inspire Others – that we aim higher, we encourage success and we achieve our goals

Make conections – that we are committed, we contribute we communicate and share stories

Do it with respect – work think and act safely, treat each other fairly, we are accountable and responsible for what we do

Practice Approach Wheel Notes

PPT 1.8

What type of environment, behaviour, or language do we hope to create and use to ensure we realise potential?

Gotcha Game Notes

RABBIT-PROOF FENCE
unpacking the movie clip

Identify the parts of the movie clip that demonstrates someone coming from a operations perspective?

What are the impacts evidenced in the clip that were a direct result of working from a position dictated by operation?

Identify the parts of the movie clip that demonstrates someone coming from a practice perspective?

Where do you think coming from a joint practice and operations position could have made a difference? (knowing that the children will still need to be taken)

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Facilitator Notes

Session 2: Boundaries, Five Components and Three Worlds

Objectives:	**By the end of this session, participants will be able to:** • **Discuss the core documens that create practice boundaries within the residential context they work in.** • **Discuss the five components that sit in the kaupapa of the Residential Services work.** • **Discuss the values and beliefs**	
Time	1 hour	
Resources / Materials	Whiteboard Markers Butcher paper	
Cards	C 1.2.1 C 1.2.2 C 1.2.3 C 1.2.4 C 1.2.5 – 1.2.9	Legislation Regulations Operating Guide Guiding Principles Five Key Components
DVD	D 1.2.1	Matrix

Brief

In this session, participants will explore the balance of practice through unpacking of their boundaries as practitioners, the five key components of the Behaviour Management System, and the three worlds that exists in the residential environment.

It is important that participants explore their values and beliefs to address any thinking that may lead them to practice from their own world view.

Exercise	Purpose and Key Points
11am – Introduction	Facilitator to explain the learning journey before lunch and address any questions that were raised at the end of the first session or during morning tea.
Facilitator Note:	*During the following activity, you will be required to explain the context model one piece at a time. It is important to reinforce the base line message of each of the pieces before impressing the main point that we should be operating and practicing within the 4 walls of the context model.* *It is a simple message that if we can not qualify or evidence why a decision has been made around a young person then we practice have a place of our world view. There is no such thing as a random decision. There is a snap shot assessment that is analysed into a point of action, and that is where we would like to practice and operate from.*
11.10 am - Context Model Part One: Legislation C 2.1 - Legislation	Facilitator to blue tack the card onto the wall, and explain the primary portal in which a young person or child would find themselves. Examples of pathways via legislation would be through a warrant regarding uplift and then a court order would provide a temporary care agreement or custodial sentence. For a young person, an arrest and a remand may provide enough of a pathway into a Residence. Primary legislation Children Young persons and their families act 1989 – s.364 (authority to have them) operationally i.e secure care. Facilitator to ensure participants recognises there are a number of legislations that assist in keeping our child young people in a residence and support the culture of change.
Context Model Part Two: Regulation C 2.2 - Regulations	Facilitator to blue tack the card onto the wall, and explain Regulation 1996, which also sits in the legislation. There are 58 Regulations that operate in Residence and include the following parts: • Rights of children and young persons in residences • Limitations on powers of punishments and discipline • Management and inspection of residences • Searches • Secure Care • Records • Revocatons • Grivance procedures Facilitator to link the two boundaries and how they shape practice in the legal framework we operate from.

Exercise	Purpose and Key Points
Context Model Part Three: Residential Services Operating Guide C 2.3 – Operating Guide	Facilitator to blue tack the card on the wall and explain the following: The Operating Guide 2010 was formerly known as the Standard Operating Procedures (SOPS). The guide highlights the internal operating structure of the residential services and operating guidelines to ensure consistency of practice across the country. This includes procedures on continuum of care. admissions, assessments, intervention and problem solving.
Context Model Part Four: Guiding Principles (Discipline Specific) C 2.4 – Guiding Principles	Facilitator to blue tack the card and explain that these are the principles that help shape our practice. For example: If you are a Social Worker the guiding principles may come from bodies such as International Federation Social or ANZASW Other guiding principles common to Child, Youth and Family are the practice frameworks used in our organisation.
Context Model Summary Activity	Facilitator to direct participants to the space in the middle of the four boundaries and explain that this is typically known as the area of practice. The four boundaries create the hub in which we should practice for. Facilitator to impress the idea that no-one should undertake any work with our children and young people outside of these four core boundary documents. Facilitator to round off the discussion into the four boundaries and lead into the five components of behaviour management
11.20am - Five Key Components of the Behaviour Management System C 1.2.5 – 1.2.9 : Five key components	Facilitator to set up five stations and ask the group to divide themselves into four smaller groups. Explain to the participants that each group will be given an image and their task is to match their image to the most appropriate component and qualifying their answers with the rest of the group. *Refer to page 35 of this guide for the correct answers.* Facilitator to close this task appropriately, linking it to Three Worlds.

Exercise	Purpose and Key Points
Facilitator Note:	*The three world model is about being a reflective practitioner. It is about being able to recognise the me, myself and I in practice and step aside so that the decisions we make are evidence based and young person focussed* *Acknowledging the existence of the three worlds is only a start. Part of the role in establishing how to get the best balance is being able to practice outside of your own values and beliefs*
11.40 am – Three Worlds **PW page -**	Facilitator to introduce the model using the above information, then refer the participants to their workbook. Explain the following: This task is a solo task. Instruction will be read out directing you to draw a picture Facilitator to read out the following instructions: • There is a triangle in the middle of the page, slightly right angled • In the triangle is a picture of a little girl with 2 legs and 2 arms only – she has long hair with 2 eyes and a mouth • Outside the triangle on the right side there are three people one with legs and the other without • All of the faces are scribbled out. • On the left side outside of the triangle, there are two figures. • One of these figures have a smiley face with no arms • The other has a face scribbled in with no eyes, nose or mouth, the figure does have long hair – he has one arm • This same figure has a rope coming from his head that looks like it has been casted over the other group on the other side of triangle. Once the pictures are complete – ask individuals to pair up with one person comparing their pictures before you reveal the actual image. Ask each pair to find another pair and discuss what was hard and what was easy about the task. Facilitator to lead a discussion about what was hard and easy for heading into the brief around the three worlds.

Exercise	Purpose and Key Points
Three Worlds Brief	Within Residence there are three worlds that exist and all have the right to be in the residence. (Facilitator use white world to frame the three worlds connected in a triangle) The three worlds are; 1. The world of Child Youth and Family, their values, their beliefs, their practice, their legislation 2. Your world with your values, your beliefs and the backdrop you bring with your world 3. The world of the young person, their values, and their backdrop that help create who they are, their trauma and behaviour. Facilitator to ask the groups to re-gather and pose the following questions: • Whose world is the priority? Why? • Whose world is the one we should manage out of our responses to behaviour? Facilitator to lead a discussion around the questions before sharing some of the baseline messages; • The priority world for keeping our young people and ourselves safe is the world of Child Youth and Family – their values are fair, integrity, justice. However, this comes first equal with the world of the young person because there is an expectation that we realise potential and then work with the young person to reach success (as defined by them) – this is not possible without acknowledging the young person and their world and what they have to offer • The Residential framework highlights that one of the core positions we should take is one that is young person focussed. This is more than just being present. It's being present and creating a connection with them so that we know what their world looks like, hopes and dreams, struggles, their backdrop, their story. • As workers we need to be aware of the boundaries in which we operate, the components that will help drive our work in the Residence and place the young person in core focus of what we do • In drawing the picture it's easy to interpret words and language we do it all the time, so why do we think we are always clear when working with our young people. Arriving in the world of the young person is arriving into a privileged position whereby we are visitors – like any place we visit, try and get to know the place a bit by being a visitor and not an instant expert.

Exercise	Purpose and Key Points
11.50 am – Session Summary **D 2.1 – Matrix**	Facilitator to play the DVD. **Primary dialogue** *Spoon boy: do not try and bend the spoon, that's impossible instead only try to realise the truth* *Neo: what truth?* *Spoon boy: There is no spoon* *Neo: There is no spoon?* *Spoon boy: Then you'll see it is not the spoon that bends it is only yourself* Facilitator to lead the discussion around how this relates to boundaries, five components and three worlds before heading into lunch. Primary baseline message: • Any shifts with practice, thinking and believing in our young people will not start with training, it starts with asking yourselves the hardest questions • Anton Makarenko Russian educator and writer said that if you can not believe in a kid – you can't work with them.
12.00 - Lunch	

Context Model Notes

Five components of behaviour management systems (PW page -)

Component: Behavioural Assessment

Analysing the way all aspects of a persons functioning may affect their behaviour.

Asking the question why?

Component: Reactive Strategies

Specifying action to be take to gain short-term control over episodes of challenging behaviour

Component: Ecological Change

Implementing environment change to encourage positive behaviour and avoid inappropriate

Component: Positive Programming

Teaching the thoughts and behaviours necessary to allow the person to achieve their desired ends without resorting to inappropriate behaviour

Component: Focussed Treatments:

Using behaviour contingencies to achieve a rapid reduction in inappropriate behaviour and increased desired

Three Worlds Exercise

What world is the priority and why?

Whose world is the one we should manage out of our responses to behaviour?

Facilitator Notes

Session 3: Whose who in Residence

Objectives:	**By the end of this session, participants will be able to:** • **Discuss the structure of residential services** • **Discuss residence and the care continuum** • **Identify the roles and responsibilities in residence** • **Identify National Office residential staff and the role they play.**	
Time	1 hour 30 minutes	
DVD	D 1.3.1	Freedom Writers
Handouts	H 1.3.1 H 1.3.2	Our structure at residence Our National Office team

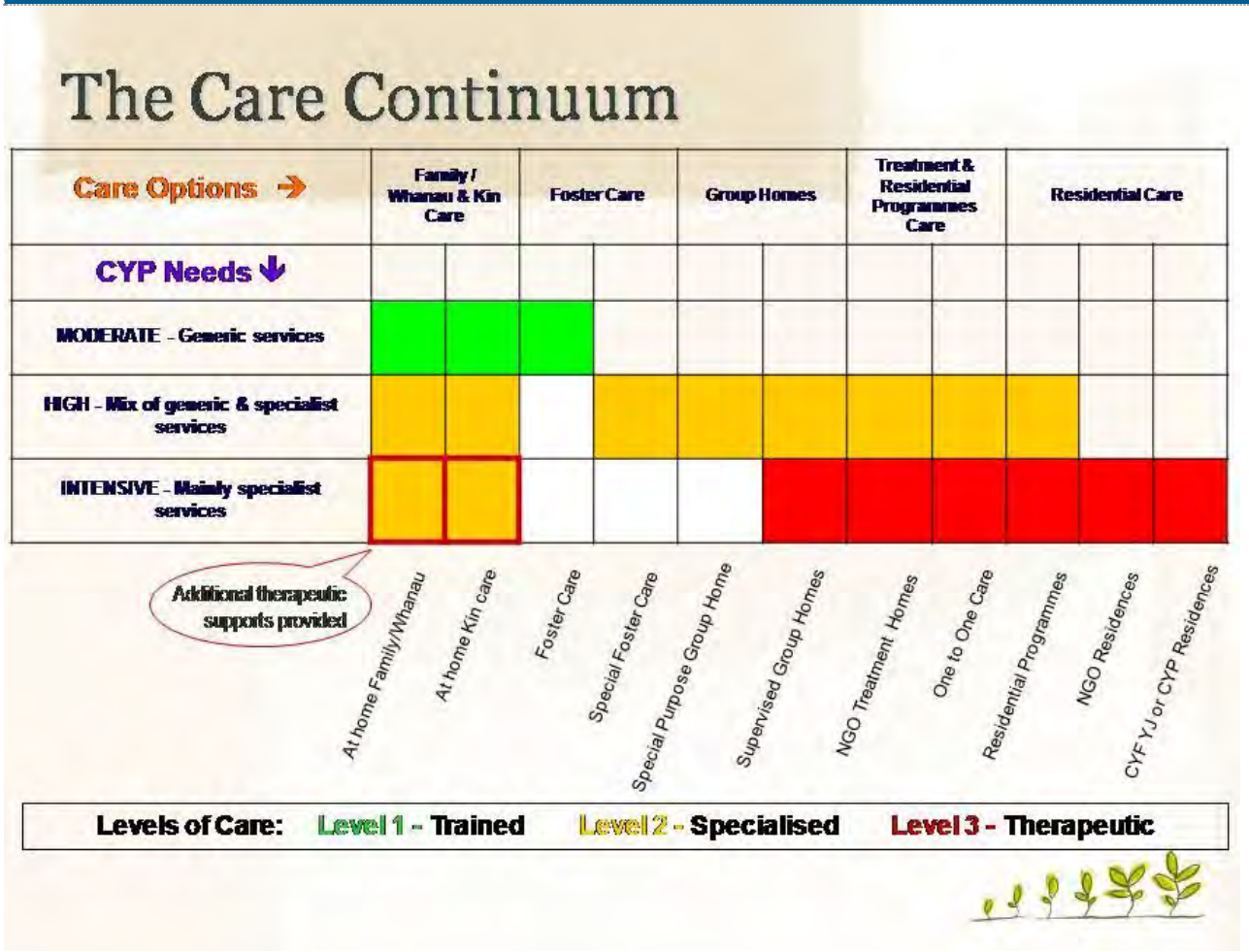
Brief

This is a simple mechanics session which will take the participants through the residential structure. Understanding this will provide them with a working knowledge of how they can fit into the bigger picture and how their role contributes to the work of Child, Youth and Family.

Exercise	Purpose and Key Points
1.00 pm – Care Continuum	Facilitator to refer the participants to their workbook and introduce the residence picture using the care continuum. Facilitator to remind the participants that we are on a continuum that sits at level three of the continuum. It is a higher level of care when compared to those who support level one and level two placements. Facilitator to lead a discussion to gauge what participants think Therapeutic means.
1.10pm – Residential Services – National Office and Sites HO 1.3.1 – Our structure at residence HO 1.3.2 – Our National Office team **Presentations**	Facilitator to divide the group into two even groups, and provide each group with one of the handouts. Explain the task: Each group is to look through the information given to their allocated group and prepare a presentation back to the rest of the participants. The presentation much capture the structure their allocated group as well as the teams within their group. All presentations will be delivered in a style that is drawn out of the hat. Facilitator to ensure to organise this before the groups are formed. Facilitator to facilitate a process for the presentations. At the end of each presentation, allow the questions.
2.00 pm – Re-aligning values, work environment and role **D 3.1 – Freedom Writes**	Facilitator to play dvd. **Primary dialogue:** *Iva: You don't know nothing, you don't know the pain we feel…you got no respect for how we living…what are you doing in here that makes a difference in my life?* *Mrs G: you don't feel respected is that what you're saying Iva? Well maybe you're not, but to get respect you have to give it* *Andre: That's bullshit why should I give my respect to you? Because you're a teacher? I don't know you How do I know you're not a liar standing up there? How do I know you're not a bad person up there – I'm not going to give you my respect because you're called a teacher* [end clip here – we will return to this in day three so please do not carry on watching]
Group Discussion	Facilitator to ask the participants to join up with another three people to form groups of 4. In their groups, they will explore the following question: **How would you respond to Andre and Iva's questions?**

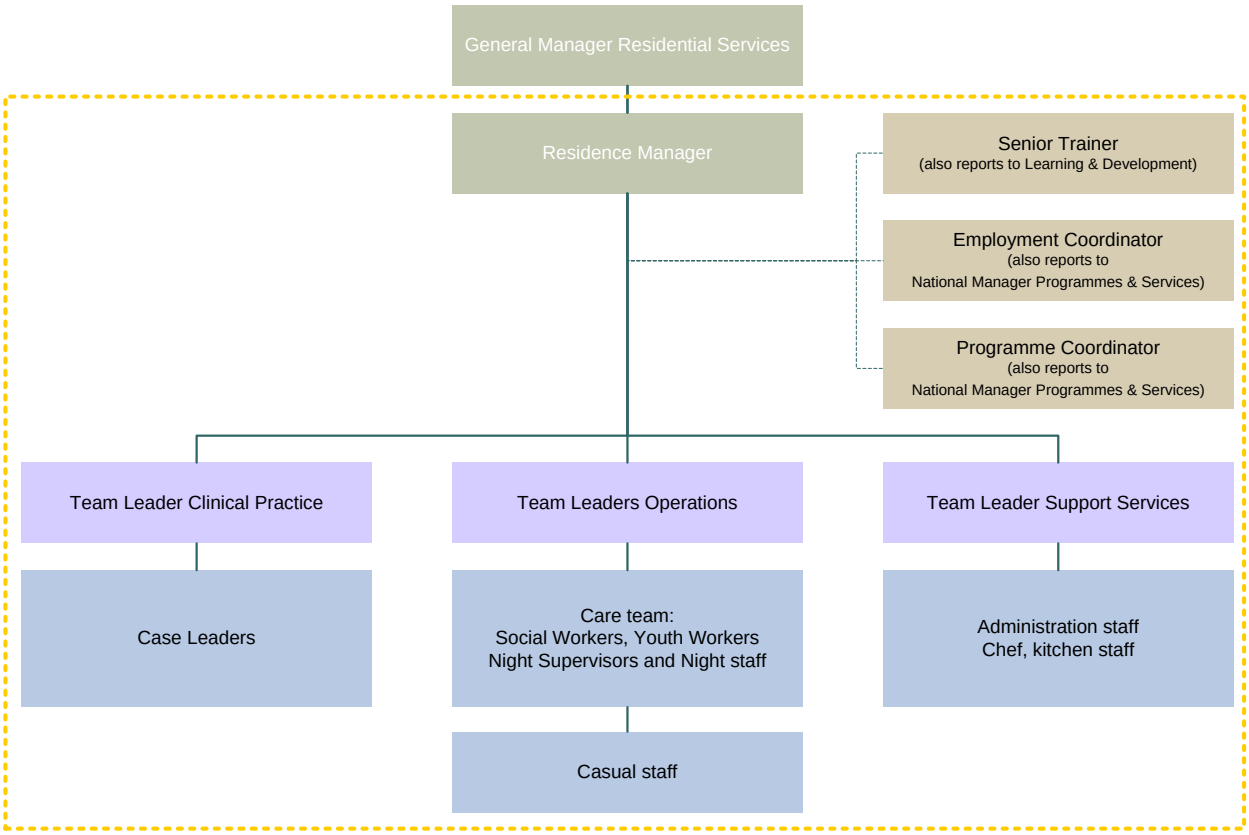
Exercise	Purpose and Key Points
	Facilitator to bring the groups back together and lead a discussion drawing out thoughts, challenging where needed. Once facilitator is happy to move on begin to close this session using the following prompts if needed: The structure of Residential services is about reinforcing the need to keep safety within the sites The structure and processes will work for us whilst we work in it – our challenge should not be in a position of where I fit but should sit with what can I do in my role to bring the point of difference in the journey of the young person whilst they are in residence. The work environment is something you need to own – when our focus shifts from the young person to that of processes and procedures (operations) What part of the story will you be invited to be part of in the journey of the young person and what do I need to pass on to other roles in the residence and why do I need to share it.
2.30pm – Afternoon Tea	

Care Continuum Notes



HO 1.3.1 - Our structure at residence

The following diagram illustrates how our staff are organised within each residence to carry out the important work we do.



The generic organisational structure applied at each of our residences. There are variations at each residence (refer Appendix A.)

Residence Manager

The Residence Manager leads the delivery of high-quality, proactive, culturally appropriate services for the young people at their residence. They establish relationships with the community, Child, Youth and Family sites, other agencies and service providers in their area. They lift public awareness and community support.

Senior Trainer

The Senior Trainer provides effective, relevant and quality training and development services to build the capability of our staff. They are provided by Learning & Development, and operate across multiple residences.

Programme Coordinator

The Programme Coordinator works with external providers and internal teams to ensure that programmes encourage and increase positive behaviour, are relevant and meet the therapeutic and rehabilitative needs of the young people.

Employment Coordinator

The Employment Coordinator arranges programmes with an emphasis on placement into opportunities that maximise education, vocational training and employment outcomes.

Team Leaders

The Team Leaders report to the Residence Manager and have direct line management for all residential staff.

The Team Leader Clinical Practice leads the Case Leadership team. They ensure programmes and services are in place for young people that address underlying behavioural and health needs. They support Case Leaders with individual cases through case consults. They provide clinical leadership, supervision, support, skill and knowledge enhancement and training.

Team Leaders of Operations lead the Care team. They lead and monitor their team as it provides 24-7 support to implement plans and programmes for young people. The team leaders ensure that on-shift safety, security and risk management practices are maintained.

The Team Leader Support Services coordinates all administrative services within the residence. They liaise with regional and national offices to ensure that the residence's systems, processes and procedures comply with departmental policy and legislative requirements.

The Case Leadership team

Case Leaders are responsible for the delivery of quality assessments, planning and programming of services for individuals in our care, and coordinating any multi-agency support services a young person requires. They support the Care team in the development and implementation of interventions.

The Care team

The Care team consists of residential Social Workers and Youth Workers, who provide day-to-day care for young people. They lead young people through the structured day including establishing daily routines, providing skills training, maintaining safety and security, modelling pro-social values, implementing behaviour change strategies and participating in case planning.

Within the Care team, designated Shift Leaders provide on-the-floor direction and decision-making.

To support the residence during the evenings we have residential Night Supervisors and Night staff who provide care for young people during the hours of 10.00pm to 6.30am (although the exact hours can differ between residences).

We also have casual staff who are on call when members of our Care team are unable to fulfil their shift requirements.

The Administrative team

The Administrative team is highly organised and supports the many functions that keep the operational teams in order.

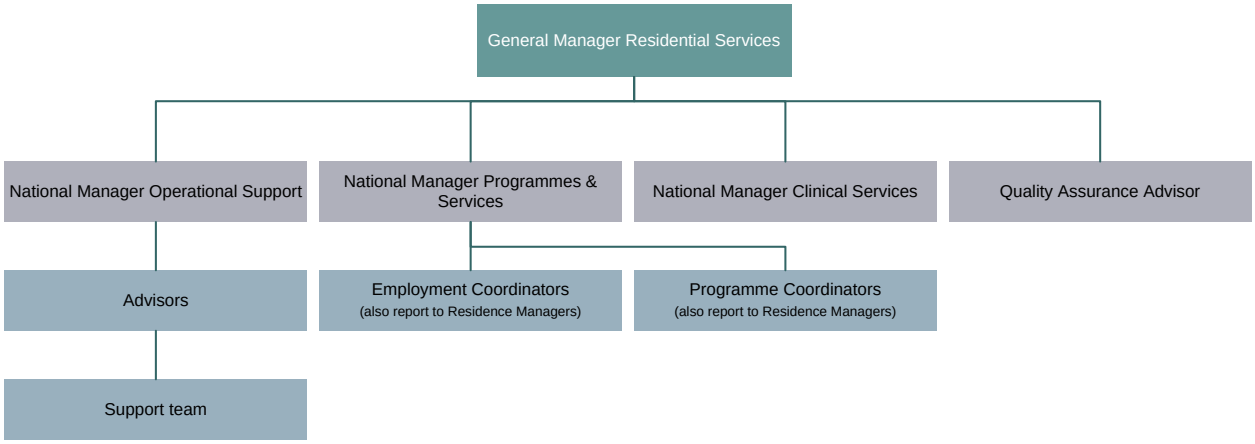
The residence Chef leads the Kitchen staff to plan and provide healthy and nutritious meals to young people.

The Multi-Agency team

The Multi-Agency team is a group of specialists working together on cases through the continuum of care. The composition will vary depending on the needs and stages of individual cases and can include resources external to the residence.

HO 1.3.2 - Our National Office Team

The following diagram illustrates the National Office organisation structure:



The *General Manager Residential Services* leads, directs and coordinates the operations of Residential Services within the broader Child, Youth and Family service line. They develop the strategic direction, manage the budget and provide direction to staff.

The *National Manager Operational Support* helps the General Manager and Residence Managers to implement strategies to improve overall performance. They also lead a team of advisors on urgent management issues, quality assurance, the development of indicators of success and monitoring risk management.

The *National Manager Programmes and Services* leads the development of strategies that connect our young people to appropriate school or tertiary education, skills training and employment-related programmes.

The *National Manager Clinical Services* leads the development of clinical and professional practice in residences to maintain a safe environment that delivers relevant, appropriate and high-quality programmes for young people. This helps them to improve and encourages positive behaviour, increase skills and realise potential vocational and employment opportunities. They work closely with Clinical Practice Team Leaders and Case Leaders to lead the ongoing development of a best practice clinical framework and provide input to the professional development of residence staff.

The *Quality Assurance Advisor* helps to establish and evolve the evidence base that underpins our service model. They have established a framework for the monitoring and evaluation of service outcomes and the quality of interventions and practices across residences, and report on trends and practice issues.

Presentation Notes

Freedom Writers Notes

Session 4: The Journey

Objectives:	By the end of this session, participants will be able to: • Discuss and explore the factors of a young person's journey outside of the legal framework and the offending. • Discuss the role of the key workers, care team and case leaders in the journey of a young person • Discuss the dimensions of a healthy relationship in the journey of the young person.
Time	1 hour 30 minutes
Resources / Materials	Rope Butcher paper Markers

Brief

This session aims to turn to the perspectives people may have of their young people. After speaking about process, procedures, structure it is important to leave the last session for the workers to consider how they perceive the world of the young person.

This session requires space so be sure to have pre-planned this session ahead of time taking into consideration weather and room space.

Encourage the participants to take part in the tasks – this is a physical task

Anton Makarenko Russian educator and writer said that if you can not believe in a kid – you can't work with them, in this session we want participants to explore whether their picture of the young people is enough to believe in them.

Exercise	Purpose and Key Points
Facilitator Note:	The following task is a little more physical than other tasks – it is encouraged that they undertake the task. This task can be done outside or inside.
2.45 pm – Activity Instruction **Hard and Easy**	Facilitator to walk through the following task. The facilitator / allocated person will need to be in the centre of the circle. Ask the group to stand in a circle, using the rope each person are to place both hands on the rope. Explain to the group that keeping both hands on the rope begin to tighten the rope so that there is no loose or droopy parts, it may be that they need to double up the rope until it is tight – the threading through of the rope so as to tighten will mean the circle will get up close & personal, it is important that everyone is still facing inwards and have both hands on the rope – whilst having a tight rope. Once facilitator is happy that it is a tight circle (rope & group) ask the group to sit down, without letting go of the rope, bottoms to the ground, both feet placed firmly on the floor. Once they are all sitting on their bottoms, ask them to do the same process standing up – both feet on the ground, both hands on the rope. Ask for 3 volunteers (different shapes & sizes). Explain to the group that this next bit may require a shuffle of strength or heights. At this stage one of the volunteers will jump on the rope which is held up by the team – who are still standing up (make sure the rope is tight and the group are well supported in the tight circle) Using the middle person as an anchor (facilitator to hold the volunteers hand or volunteer to lean on their head – what ever is the easiest) walk the rope while the team holds their part of the rope. All 3 volunteers to do this, with a break in between. Once the task is completed, divide the team up into 3 even groups and with chart paper ask them to answer the following 2 questions: 1. What was hard? 2. What was easy? Ask the group to consider all parts of the journey task – sitting, standing, walking the rope, holding the rope, personal space etc. Ask the group to also allocate a speaker to report back their discussions. Facilitator to take note of any points that reinforces the themes of not knowing – self doubt, or doubt in the team – expectations on self & the team.

Exercise	Purpose and Key Points
Facilitator Note:	Speak to the kaupapa of the task using the following points if required: When taking a look in the journey of a young person we are not going to look at the mechanics of where they were and what offending history they carry. We have already explored the types of environments our young person has been raised in. Growing up in these environments would also mean its own set of customised behaviours – consider Hyper-arousal, lack of brain development. We have already looked at the levels of saturation & loyalties to sub-cultures of their world as a search for belonging, coping in their current situations & in fact how they have come to where they are now. The Journey is an attempt to look at the young person's journey from the perspective of key strengths concepts, termed here as their 3-stones, that got them to where they are and what they will take with them when discharged from your supervision.
Stone One : Relationship	In relation to the task: The task began with an instruction to get into a circle. Was it not for the rope and the next instruction to tighten the rope, your personal space would not have been invaded and some comfort level buttons pushed. In relation to the journey: Larry Bradtro (child clinical psychologist) writes of a circle of courage model, based on traditional Native Indian values, validated by contemporary child research & consistent with research identifying 4 foundations of self-worth. Circle of courage is a model that has seen to work with 'at-risk' young people. One of the four factors of this model speaks of the importance of belonging. The model speaks of belonging as a core value. Nurtured in a community meant also investing in a powerful social bond that instilled respect, support & encouragement. The concept took on a "be related, somehow, to everyone you know" voice – this meant, everyone looked after everyone.
	In a young persons journey the tightening of the rope is likened to tension in their life. Facilitator to reflect on the 'what is hard list' – the invasion of personal space, any anxiety felt, is an example of how some of the journey feels like for a young person.

Exercise	Purpose and Key Points
Group Discussion:	As a group discuss the following question: **What are some of the factors that build anxiety?** Post the following questions during the group discussion: What are some of the things we need to be aware of in our practice that build anxiety? What are the things in our practice kete that, like the task, is going to bring the circle tighter? Without the building of tension?(tightening of the rope)
Stone Two: Trust	In relation to the task: Throughout the task, you were asked to stand and sit and then finally hold your piece of the rope to carry your colleague. Throughout the task, the most important thing for you was the piece of rope that you were holding onto. You may have thought about the rest of the rope and even looked around to look for drooping parts, but ultimately the most important part of the rope was right in front of you. In relation to the journey: Facilitator to read the following two stories as an example of the people who enter the journey. **Story 1: It will be that one** A small boy was walking along a beach at low tide, where countless thousands of small sea creatures, having been washed up, were stranded and doomed to perish. A man watched as the boy picked up individual creatures and too them back into the water. “I can see you’re being very kind” said the watching man, “but there must be a mllion of them; it cant possibly make any difference” Returning from the water’s edge, the boy said, “it will for that one”

Exercise	Purpose and Key Points
	Story 2: The Butterfly Story A man found a cocoon for a butterfly. One day, a sal opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It appeared stuck. The man decided to help the butterfly and with a pair of scissors he cut open the cocoon. The butterfly then emerged easily. Something was strange. The butterfly has a swollen body and shrivelled wings. The man watched the butterfly expecting it to take on its correct proportions. But nothing changed his kindness and haste the man did not realise that the butterfly's strugggle to get through the small opening of the cocoon is natures way of forcing fluid form the body of the butterfly into its wings so that it would be ready for flight
Facilitator Note:	Like the little boy in story one – our greatest intentions as youth workers are to make a difference to that one young person in front of us – but without a trust in what is in our hands – that little bit of rope connected to the bigger circle - our intentions can sometimes be like the mans kindness towards the butterfly Recall the levels of saturation in the early session – the trust required to have an influence sits with those where loyalty sits. Many of the young people journeys are emmersed deeply with state assistance. Some since they were children. A norm for them is therefore help with expertise that sits outside of their orld. Consider Carl's story from session 1. The experts in the wrld of the young person may not come in th form of a theory or an experience you may know. The expertise may come from the young person who lives in it.
Group Discussion:	Facilitator to post the following questions for group discussion: When you arrive in the journey of the young person – is your trust in what you know of the young person (the rope) in the instruction (assessments, sometime labels defining the experiences of the young person), or in the expertise of the young person? (The smallest part of the rope that you concentrate on – nothing more, nothing less – just the one thing in front of you in the time span that you have.) From a loyalty that has doubled up as a coping mechanism – what do you have to offer?

Exercise	Purpose and Key Points
Stone 3: The Holding Stance	In relation to the task: The task required you to hold your part of the rope, this become pivotal when 3 volunteers walked the rope. How you held the rope became the key concern at the time of the task. As the volunteer was walking towards you, your grip needed to tighten and maybe your stance had to shift so to hold it up and for no one to fall. Maybe you communicated with those beside you to make sure they were also ready. In relation to the journey: In the journey of the young person they have gone through assessments, and have been questioned and analysed (for good reason sometimes). By the time they have arrived to you, a criminal history, pathology, education and vocational history, and medical history may also be known to you. When you first meet your young person, the holding stance is all the information you know this young person will assist you in the holding stance. As a group reflect on the earlier session looking at the subcultures. A young person wearing his/her hood so you can't see their eyes, dis-engaged, presenting as not interested may look to anyone in authority may have a holding stance that this young person is sending signs of dis-respect, or deviousness – an alternative holding stance (as we shift take a tighter grip on the rope) might be how can I clearly show this young person respect for the Mana he carries? Consider the power balance in the journey of a young person (Facilitator to lead a discussion on this topic if needed) – who holds the power in the relationship? Who holds the expertise in whose world? Facilitator to ask group to discuss in pairs the following - consider the 'In the journey' task again – At what point did you change your holding stance & why? – feedback to the group as required Challenge question for the group to discuss: Who holds the power in your relationship and is this reflected in your holding stance? Should it reflect your holding stance?
Summary	Facilitator to end the day by reinforcing the messages from today and close the day with reflection on a point that stood out for them during the workshop.
END OF DAY	

Facilitator Notes

Day Two: Engagement, Assessment and Planning

Day Two Objectives

By the end of this workshop, participants will be able to:

- Describe the environment they work in.
- Decognise what positional power and personal power is.
- Understand the difference between personal power and positional power
- Demonstrate how both personal power and positional power is used to influence change.
- Identify the common traits of young people that come into the residences.
- Describe what sits behind the behaviour of young people and children that come into residence.
- Discuss how the past experiences of young people contribute to behaviour on the floor.
- Gain a working knowledge of the Assessment Triangle.

Day Two Course Outline

Session	Time	Content
1	9.00am	Residential Environment
10.30am - Morning Tea		
2	10.45am	Personal and Positional Power / Connecting in a Residential Environment
12.00pm - Lunch		
3	1.00pm	Behind the behaviour / Assessment Triangle
2.30pm Afternoon Tea		
4	3.45pm	Appreciative Inquiry
Finish		

Session 1: Residential Environment

Objectives:	**By the end of this session, participants will be able to:** • **Describe the residential environment they work in** • **Discuss how as residential staff, they can influence change**
Time:	1 hour and 30 minutes
Resources / Materials:	Markers , Flipcharts, Data show,
PowerPoint Slides:	PPT 2.1.1 Course Objective PPT 2.1.2 Course Outline
Cards	C 2.1.1 Scan of the Residence Environment C 2.1.2 Scenario Cards

Brief:

In this session, participant will explore the residential environment

Exercise	Purpose
9.00am	Facilitator to welcome the participants and to lead a process for introduction.
PPT 2.1.1 – 2.1.2: Course Objectives and Course Outline	Show power point slides to introduce the course objectives and course outline
Facilitator Note:	*It is important that the participants have an understanding of the environment they work in. The purpose of this introduction task is to gauge the participants' thoughts on the environment they work in. Facilitator to encourage the participants to build on their knowledge from the day before.*
9.20 – Small group Discussion C 2.1.1 – Scan of the Residence Environment	Facilitator to divide the participants into four groups and provide each group with one of the cards and butcher papers. Ask each group to discuss the questions on their cards (Environment, Mood, Staffing, Clients) and to feedback to the whole group. During the feedback, encourage responses from the rest of the participants.
Facilitator Note:	*The next task will use the learning and discussions from the previous task on the scan of the residence environment. Using four scenarios, the participants will explore opportunities which they as residential staff have to promote and foster change in the young people.*

Exercise	Purpose
10.00am –Four Stations **C 2.1.2 – Scenario Cards**	Facilitator to set up four stations using the three scenarios. **Scenario One:** The children in your unit are play fighting. Joe, five year old boy, starts imitating punching Jill. The other children follow and soon they were bumping into each other. You enter the unit and you are concerned. At what point do you need to engage? How do you engage with these children? **Scenario Two:** Jim has just returned from court and received a telling off from the Judge who indicated that he should prepare himself for a long stretch "inside". Jim is agitated and others are joining him in saying that judges don't know it all, pigs suck, etc. You see this quickly escalating to a point where anger is being directed at others including some of the residential workers. You want to nip it in the butt and you have made a reasonable connection with Jim thus far. At what point do you need to engage? How do you engage with Jim and others? **Scenario Three:** Jenny comes to you concerned about how other residents are treating her. They have accused her of being a nark and she is showing a real avoidance of being in the group. At what point do you need to engage? How do you engage with Jenny? 1. Divide the participants into groups of three and allocate them to one of the stations. Each group is to spend five minutes before moving to the next station. Groups are to discuss the scenarios and respond to the questions. 2. When all groups have had a chance to discuss each scenario, bring the whole group together to feedback on their small group discussion.
Facilitator Note:	*The response of the group discussion will contribute to the next activity.*
10.30am – Group Discussion	Facilitator to lead a group discussion to explore the following questions: With the type of environment we work in, how can you influence change in the young people / child you are working with?How can this be achieved?
10.45am – Morning Tea	

C 2.1.1 - Scan of the Residential Environment

Environment

1. How easy is it to sight all the young people inside the residential unit?
2. Are there areas where there can be privacy for young people? How is this managed?
3. Are there attempts to make the environment as homelike as possible? How?
4. How similar is the pattern of life in residence to that of your own families?
5. Is there security around dangerous items, cutlery, etc? How much security?
6. Are there appropriate dining, bathing and toileting facilities? What is appropriate?
7. In outdoor activities, how are boundaries established and maintained?
8. How are residents involved in decisions about daily living in the residence?

C 2.1.1 – Scan of Residence Environment

Mood

1. At shift handover, how is the mood of
   a. A whole residential environment
   b. Individual residents, conveyed?
2. What is done in the residence when there is an uncomfortable air around (e.g. young people avoiding talking or looking at staff, looks between young people that demonstrate anger / violence?
3. How much fun is permitted in residence? Where are limits drawn? How? Why?
4. How are young people / children acknowledged and rewarded for responsible behaviour?

C 2.1.1 – Scan of Residence Environment

Staffing

1. Are staff assigned set roles on shift each day? How is this done?
2. How are staffed referred to by name? How might this be viewed?
3. Are new staff supported in becoming familiar with their role and tasks? How is this done?
4. How are decisions made for new issues that surface each day:
   a. Around managing difficult behaviours of individual or group?
   b. Needing to change programme plans as staffing ratios decrease with unexpected events, such as new admissions, family visits?
5. How are the following issues dealt with in the residence:
   a. Worker avoiding situations of conflict
   b. Worker colluding with the young people
6. How available are the senior staff members?
7. Where does immediate support come from when there is a dangerous situation?
8. Do staff recognise the need for good team work?

C 2.1.1 – Scan of Residence Environment

Clients

1. How much of the residence is focussed on the individual needs of each young person / child compared with the whole group?
2. Are the individualised programmes for each young person / child focussed on the reason for them being in residence?
3. Are the individualised programmes for each young person / child enables a planned response to behaviours that may exhibited in residence (e.g. aggression, self-harm, etc)?
4. Do young people / children in residence trust the staff? What is your measure of this?
5. What briefing occurs for staff about new young people / children that come into residence?

C 2.1.1 – Scan of Residence Environment

C 2.1.2 – Scanario Cards

Scenario One

The children in your unit are very bouncy and active. Joe, five year old boy, starts break dancing. The other children follow and soon they were bumping into each other. You enter the unit and realise this is how fights have started in the past but you can also see that the children are having a lot of fun.

What would you do influence behaviour and why?
Whose behaviour needs to change? Yours or theirs? Why?

C 2.1.2 – Scenario Cards

Scenario Two

Jim has just returned from court and got a real telling off from the Judge who indicated that he should prepare himself for a long stretch "inside". Jim is agitated and others are joining him in saying that judges don't know it all, pigs suck, etc. You see this quickly escalating to get to anger at residential workers for undertaking the judges' wishes. You want to nip it in the bud and you have made a reasonable link with Jim thus far.

What would you do influence behaviour and why?
Whose behaviour needs to change? Yours or theirs? Why?

C 2.1.2 – Scenario Cards

Scenario Three

Jenny come to you concerned about how other residents are treating her. They have accused her of being a nark and she is showing a real avoidance of being in the group.

What would you do influence behaviour and why?

Whose behaviour needs to change? Your's, Jenny's or the young people? Why?

C 2.1.2 – Scenario Cards

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Notes

Session 2: Personal and Positional Power / Connecting with our young people

Objectives:	**By the end of this session, participants will be able to:** • **Recognise what positional power and personal power is.** • **Understand the difference between personal power and positional power.** • **Demonstrate how both personal power and positional power is used to influence change.** • **Identify the common traits**	
Time:	1 hour and 30 minutes	
Resources / Materials:		
PowerPoint Slides:	PPT 2.2.1 PPT 2.2.2	Personal power Positional power
Cards	C 2.2.1	What photo strikes me

Brief:

This session is about understanding the power dynamic, and aims to discuss the difference between positional power and personal power. This session also identifies key factors that foster these two types of power which residential staff have when working with children and young people.

Exercise	Purpose
Facilitator Note:	*The purpose of the next exercise is to prepare the participants to explore their power as residential workers.*
11.00am – What photo strikes me?	To prepare for this exercise, you will need to prepare the following: The set of "what photo strikes me" cards Display all the cards on a table in one corner of the room. Facilitator to ask the participants to choose one photograph from the selection that strikes him/her the most. Find a partner to share the following information with: 1. Use a personal story to explain the reason why they choose that particular photograph. 2. Who are they as a person not in their role as a care worker or case leader. 3. As a care worker / case leader, what powers do you have? 4. One thing they enjoy most about working with children and young people. Is it present when you are your care worker / case leader hat on? Allow 5 minutes per person to share and get them to feedback to the whole group.
11.20am – Personal power and positional power PPT 2.2.1 – Personal power PPT 2.2.2 – Positional power	Facilitator to show power point slide with the definitions of personal and positional power. Lead a discussion with the group to discuss: • Their statutory powers • What it looks like in residence • How it is used in residence • The impact it can have when working with children and young people
Brainstorm Activity	Lead a brainstorm activity with the participants to identify the common traits of young people / children that come into residence. **How do you currently use your power, both personal and positional to influence change?**
Facilitator Note:	*Be aware that some of the responses above will be process driven. Please be prepared to introduce alternative views and ideas to create a discussion.*

Exercise	Purpose
11.30am – Invisible table	Basic summary of Invisible table excerpt: • Understanding a problem from the world of the young person does not come from going through a similar experience. Your experience may inform parts of the young person's world but making this the reason why you qualify to work with vulnerable young people may result in you assuming the role of the expert. • Durable solutions start with the world of the young person • Whose world, whose values? • How do we qualify people we see as key players, how many people do the young people hold as important to them have a title? – when working with young people who are the real change shifters (silent players) • The power of the deficit thinker – don't allow the statistics and other thoughts on your young person, define how you see them • Be prepared to suspend your stories until you have identified the relevance in the world of the young person.
Invisible table exercise	Ask participants to turn to their workbooks and read the excerpt from the book "The invisible table" by Lloyd Martin. Select one of the following task options to conduct with the participants or conduct both depending on the timing of the session and energy of the group.
Task option one:	Lead a discussion with the group to explore their position in relation to two of the six assumptions mentioned in the excerpt with a focus on engagement. Use the following questions to prompt discussion: • How are you engaging with the young person to establish an early relationship? • Are communications clear, open and maximising positive interactions? • How do you understand the young person / child's family and cultural context?

Exercise	Purpose
Task option two:	Facilitator to refer the group to their workbook and ask them to undertake the little survey called “Ask me”. Explain to the following to the participants: • The survey will not go to their managers. • This is a personal assessment of their motivation behind why they choose to work with vulnerable young people. • The questions will require a rating of 1-5. Generally the more 5s that feature in your answers indicate the areas that you might want to unpack, as it may be pivotal to your practice on the floor. • Bring the participants back and lead a discussion about the questionnaire. Invite some of them to share their answers.
12.30 Lunch	

The Invisible Table (2002)

Perspectives on Youth and Youthwork in New Zealand

Lloyd Martin

“ In the process of growing up we unconsciously absorb the values and worldview of our cultural context…you will have grown up with table’s explanations about why the room (society) exists…someone once said that the first step to overcoming prejudiced attitudes in ourselves is to admit that we hold them. The next challenge is to accept that there are explanations for reality other than the ones we have grown up with, and to seek these out. In particular there are several unhelpful assumptions that people from the table commonly carry as ‘baggage’ into their work with young people and communities…”

Assumptions summarised:

Assumption	Summary
You understand the problem	Pg 99 “If you are prepared to journey with groups in the process of identifying issues, you may find that the problems that most offend your own values and interests are not the ones that they are ready to address straight away. Obviously there is a limit to this approach” “At times social agencies have been guilty of responding to problems based on their own interest in quick results and positive publicity”
The table (represented by you) has the solution	Pg 99 “Having identified the problem, it is easy to assume that you know the answer. It is one thing to have the information, but having the information and having the solution is not the same thing. Durable solutions start at the floor”
The rules that you grew up with apply here	Pg 100 “Sometimes teachers create a block in working with ‘at risk’ students by relating to them on the basis of a set of rules that the student themselves never really bought into rather than investing into relationships that might become common ground” “Your appeal to the laws of the land, to the school rules or to the social conventions that you grew up with, may mean little to people who believe that such laws and conventions exist for the benefit of others. For those on the floor, security is not usually based in protection by law, or on insurance policies…it is usually based on networks of relationships”

Assumption	Summary
Roles in floor communities are identified by titles	Pg 101 "As you begin working in a neighbourhood or community of the floor, look for the invisible 'people of influence"
The people here are victims	Pg 102 "If you have come from the table, you have probably been fed a diet of negative statistics about those on the floor…The statistics also ignore the many people in the same communities who quietly cope and get on with their lives. They also overlook the many strengths in individuals and communities on the floor (internal and external resiliency factors)…if you arrive with a mindset that begins by asking 'what is wrong' (a deficit mentality), you will also overlook the positives that can become a foundation for your work"
What worked for you will work for them	Pg 104 "As you enter a new community, be prepared to at least suspend your stories of what worked for you until you are sire of their relevance"

Notes

Ask Me

This audit is for you and is about you. Any analysis around the following statements and your response are for you to consider your approach and motivation, when working with vulnerable young people.

Instructions:

Read the extract from "The Invisible Table" before undertaking this questionnair. This will enable you to contextualise the following statements.

Rate yourself against each statement from 1 – 5.

1. Not something I would say
2. Sometimes but very little
3. Often say this
4. Most of the time
5. Majority of the time because I know what they are going through.

I understand the problem	Rate (1-5)
I often 'get' where young people are coming from, because I come from a similar community or journey.	
I have something to offer because my journey is similar and because I see myself as coming through it, therefore, I have something to share	
I have teenage children and they (along with their friends) often talk to me about their problems etc	
I'm close to their age, so it's easy to build a relationship with young people.	

Arriving	Rate (1-5)
I want to build a good rapport with young people so I can hear their stories	
I want to build a good rapport with young people so I can hear their stories, as a means to build a good profile of them	
I just want to know the young person	
I believe its important to build trust in the process of building a relationship	
I have nothing to offer the young person until I have been invited into their world, to see how they see their need	
The young person first needs a place of safety, that is all I have to offer	

Perspective	Rate (1-5)
The young people we work with are victims of a community & people who failed to love, care & provide the basic needs for them	
I believe the young people are a product of their community; working with them is really only about letting them see that they can change.	
Young people who come to residence are beyond help – my role is to help them manage their behaviour	
I don't have a problem looking at what is wrong first, as long as I balance my information with the strengths of the young person, before I speak with the young person.	
I am not an expert in this young person's life	
Its hard for me to build a rapport with young people who don't trust me – it's their call, they need to choose to want to trust me or not	

Session 3: Behind the behaviour / Assessment Triangle

Objectives:	**By the end of this session, participants will be able to:** • **Describe what sits behind the behaviour of young people and children that come into residence.** • **Discuss how the past experiences of young people contribute to behaviour on the floor.** • **Gain a working knowledge of the Assessment Triangle.**	
Time:	1 hour and 30minutes	
PowerPoint Slides:	PPT 2.3.1	Assessment Triangle
DVD	D 2.3.1	Brainwave DVD
Cards	C 2.3.1	Forming and Storming

Brief:

When considering the children and young people we work with in the residence, it is fair to assume that there is a level of trauma that exists behind the behaviour they present. This session is about exploring the underlying trauma and how it may affect behaviour presented on the floor. Participants will be presented with an explanation of this behaviour as per recent research undertaken on the brain. This will inform how we work with our young people while in care.

Exercise	Purpose
1.30pm – Brainstorm Activity	Facilitator to divide the group into three even groups. Using their workbooks, allocate each group a coloured box (blue = What environments do your C/YP come from, Red = What behaviours do you see on the floor? Lilac = What works for the child or young person? Ask each group to brainstorm the colour question offered to them and then to transfer on chart paper. Again, remind each group to choose someone to speak for the group.
Facilitator Note:	*Do not discuss the brainstorm responses until after the participants have viewed the Brainwave DVD.*
1.40pm – Brainwave DVD	Facilitator to prepare the Brainwave DVD. Preface the DVD with a discussion which should lead on from the two minute brainstorm and the amount of power the child/young person has around their actions and behaviour. The Brainwave DVD will help us see that sometimes their actions and behaviours can not be helped. Encourage the participants to take notes while watching the DVD.
Activity Instructions: **C 2.3.1 – Forming and Storming**	Facilitator to place discussion station cards in three areas (preferably before DVD finishes). Station cards as follows: • When considering hyper arousal (fight, flight & freeze) in our children or young people, how does this impact how we work with them? • Neuron Pathways: What are some ways we reinforce these messages and what are some of the things we can do to provide an alternative pathway? • What environment do we need to be offering our children and young people to support any chance of positive changes

Exercise	Purpose
Forming and Storming	At the completion of the DVD, explain the task as follows: They will be put in 3 groups and each group will be allocated a station At each station they will find a discussion topic, the expectation is for each group to have a discussion on the topic. After 5 minutes, the facilitator will call switch and half the group will leave their station and move on to continue a conversation on a new topic. The other half will remain to either start a new conversation on the topic or pick up from where they left. (This second round will run only for 5-10minutes) Facilitator to have three wall charts prepared with the 3 topics on it – at the completion of the second round. Ask each group to record some of their discussions on the wall charts before leading a group discussion using the wall charts as points of discussion.
2.15pm – Assessment Triangle **PPT 2.3.1 : Assessment Triangle**	Facilitator to show power point slide with the assessment triangle and talk the participants through the components of the tool. Used as a guide, the Triangle is an assessment tool that looks at safety PLACEMENT (as opposed to permanency which is a site Social Worker focus) and the wellbeing of the Young Person. Facilitator to walk through the 3 arms of the Triangle offering examples in how Residential Staff may use it when speaking with a young person. For example: Young person need – Vulnerability: what discussions have residential staff had with the young person around the areas they seem to be unsure of (FGC, Exit Plans, and Court etc)? What are the vulnerabilities that present at the front end for the young person. Care staff need to remember that it is not only about the bigger picture, hence why in a snap shot assessment they are able to make a note around FGC, Exit etc – matters that are causing the young people to feel anxious or vulnerable.
2.30pm – Assessment Triangle	

BRAIN DUMP

What behaviours do you see on the floor?

What environments Do your C/YP come from?

What works for your C/YP?

Brainwave DVD: First years last forever

Reading

Stress and Brain Development (Bruce Perry and Jennifer Pate)

The stress response is coordinated and orchestrated by the central nervous system. When facing a threat all non important sensory input from inside and outside the body is tuned out. The portions of the brain involved in mediating arousal and attention focus completely on the external threat. While this change in attention is taking place, other parts of the body are beginning to receive hormone and neurone mediated signals to mobilise and prepare to defend against the threat.

Neurohormones are released that mobilise sugars from the liver and muscles. These increase respiratory rate, increase heart rate and blood pressure and basically mobilise the immune system to prepare the organism to freeze, fight or flee. This process is very costly in terms of the amount of energy required to mount and sustain the acute alarm reaction.

Persistence of a threat or an extremely traumatic single event has the capacity to redefine the baseline of the central nervous systems involved in the stress response. A trauma induced prolonged stress response will result in a abnormal pattern, timing and intensity of hormones (located in the brain stem) that mediate the central nervous system stress response.

Young children victimised by trauma are at risk of developing permanent vulnerabilities - changes in neuronal differentiation and organisation- changes in brain development which persist into adolescence and adulthood with potential impact on all aspects of emotional, cognitive and behavioural functioning.

Responses to threat – Hyper arousal and Disassociation (Perry, Pollard, Blakely, Baker, Vigilante)

Hyperarousal response (Fight/Flight)

In managing a threat or perceived threat children can prepare to fight or flee, stimulating regions of the brain regulating arousal, vigilance, locomotion, attention, sleep and the stress/ startle response. This includes hypersensitivity to external stimuli, being hypervigilant, and to be at a persistent low level state of alarm. As time passes they can develop an exaggerated reactivity so triggers that may not normally elicit any response will now elicit hyperarousal. This is due to hypersensitivity, meaning they move quickly from anxiety to feeling threatened to feeling terrorised.

Children may also have increased muscle tone, a low grade increase in body temperature, an increased startle response, profound sleep disturbances and hypertension. They tend to over interpret non-verbal cues and show physiological hyperarousal and hyper-reactivity. As they become older they can become violent, combative, impulsive, inattentive and non compliant.

Dissociative Response (Freeze)

Children unable to fight or flee will utilise a predominately dissociative response (freeze or surrender) pattern. When the child is experiencing some form of anxiety or is feeling out of control they will cognitively and often physically freeze. Freezing allows better sound location, keener visual observation, (scanning for threat), and lack of movement as a form of camouflage. The more anxious the child feels the quicker the child will move from anxious to threatened to terrorised. If sufficiently terrorised, the freezing may escalate into complete dissociation.

Disassociation is simply disengaging from stimuli in the external world and attending to an "internal" world. This can include daydreaming, fantasy, depersonalisation, derealisation, which can to an onlooker be seen as numb, robotic, non reactive, glazed or acting like they were not there. Other presenting conditions can be depression, anxiety disorders, personality disorders.

Problems will submerge and re-emerge during various developmental periods. Many children traumatised as young children seem to make satisfactory progress until they become 12 or 13 years old. Often the behaviours, be they disassociative or hyperarousal responses can re-emerge. This is because the developmental tasks of adolescence can echo those of childhood.

Understanding how the brain develops

In order to understand how this happens, we need to understand a bit about how the brain works. The brain is comprised of many-distinct regions, each devoted to a specific function, such as identifying what we see, processing spoken language, or assessing whether we are in danger. Within each of these brain areas are millions of neurons, or nerve cells, which are connected to each other by synapses. These trillions of synapses and the pathways they form make up the "wiring" of the brain; they allow all of the various brain areas to communicate and function together in a co-ordinated way. The number and organisation of connections in the brain influences everything from the ability to recognise letters of the alphabet to facility at managing complex social relationships.

Neurons develop rapidly before birth, but after birth no new neurons are formed. Instead, brain development after birth consists of an on-going process of wiring and re-wiring the connections among neurons. New synapses between cells are constantly being formed, while others are broken or pruned away. During the first eight months after birth, connections are formed more quickly than they are broken, so that at age eight months a baby may have an astounding 1,000 trillion synapses in his brain! After the first year, pruning occurs more rapidly than synapse formation until age 10, when a child has about 500 trillion synapses, roughly the same number as the average adult (1). Early experiences can have a dramatic impact on this brain-wiring process, causing the final number of synapses in the brain to increase or decrease by as much as 25 percent (2).

Source: Hdp://www.bcm.tmc.edu/civitas/links/ounccl.html

Brain development: Use dependant and sequential development

At birth, the human brain is undeveloped. Not all of the brain's areas are organised and fully functional. It is during childhood that the brain matures and the whole set of brain-related capabilities develop in a sequential fashion. We crawl before we walk, we babble before we talk.

The development of the brain during infancy and childhood follows the bottom-up structure. The most regulatory, bottom regions of the brain develop first; followed, in sequence, by adjacent but higher, more complex regions.

The process of sequential development of the brain and, of course, the sequential development of function, is guided by experience. The brain develops and modifies itself in response to experience. Neurons and neuronal connections (synapses) change in an activity-dependent fashion. This 'use-dependent' development is the key to understanding the impact of neglect and trauma on children.

These areas organise during development and change in the mature brain in a ‘use-dependent’ fashion. The more a certain neural system is activated, the more it will "build-

in" this neural state - what occurs in this process is the creation of an “internal representation” of the experience corresponding to the neural activation. This "use-dependent" capacity to make an ‘internal representation’ of the external or internal world is the basis for learning and memory. The simple and unavoidable result of this sequential neurodevelopment is mat the organising, "sensitive" brain of an infant or young child is more malleable to experience than a mature brain. While experience may alter and change the functioning of an adult, experience literally provides the organising framework for an infant and child.

The brain is most plastic (receptive to environmental input) in early childhood. The consequence of sequential development is that as different regions are organising, they require specific kinds of experience targeting the region's specific function (e.g., visual input while the visual system is organising) in order to develop normally. These times during development are called critical or sensitive periods.

Source: Http://www.bcm.tmc.edu/civitas/links/ounce 1 .html

Emotional Development and the Infant Brain

One of the most fundamental tasks an infant undertakes is determining whether and how he can get his needs met in the world in which he lives. He is constantly assessing whether his cries for food and comfort are ignored or lovingly answered, whether he is powerless or can influence what adults do. If the adults in his life respond predictably to his cries and provide for his needs, the infant will feel secure. He can then focus his attention on exploring, allowing his brain to take in all the wonders of the world around him. If, however, his needs are met only sporadically and pleas for comfort are usually ignored or met with harsh words and rough handling, the infant will focus his energies on ensuring that his needs are met. He will have more and more difficulty interacting with people and objects in his environment, and his brain will shut out the stimulation it needs to develop healthy cognitive and social skills.

Children who receive sensitive, responsive care from their parents and other caregivers in the first years of life enjoy an important head start toward success in their lives. The secure relationships they develop with the important adults in their lives lay the foundation for healthy emotional development and help protect them from the many stresses they may face as they grow. Researchers who examine the life histories of children who have succeeded despite many challenges in their lives have consistently found that these children have had at least one stable, supportive relationship with an adult (usually a parent, other relative, or teacher) beginning early in life.

The Effects of Trauma and Chronic Stress

Scientists have discovered that chaotic or overwhelming experiences can be as damaging to the developing brain as a lack of stimulation. Exposure to trauma or chronically stressful environments can dramatically change the way an infant or young child's brain develops, making the child both more prone to emotional disturbances and less able to learn. Unpredictable, chaotic, or traumatic experiences over-activate the neural pathways mat control the fear response, causing children's brains to be organised for survival in a persistently threatening and violent world. The result is that such children live life on high alert, overly quick to interpret others' actions as threatening, and quick to respond aggressively in their own defence. Although this ability of the brain to adapt to what it perceives as constant threats may help the child avoid future harm (e.g., a battered child may learn to keep out of his father's way when the father is in a bad mood) it exacts a great cost. Children exposed-to severe stress frequently develop teaming disabilities and emotional and behavioural problems (e.g., attention deficits, anxiety, depression) and appear

to be at risk for a host of medical problems, such as asthma, immune-system dysfunction, and heart disease.

It is important that we not assume that a poorly parented or traumatised child is incapable of healthy functioning later in childhood or adolescence. Research on the developing brain suggests continuing opportunity for change into adulthood and provides no evidence that there is some age beyond which intervention will fail to make a difference. In fact, this-research provides exciting new clues as to what kinds of therapy might be most helpful for children who have experienced difficult lives. Clearly, however, the costs (in human suffering, loss of potential, and real money) of trying to repair, remediate, or heal these children is far greater than the costs of preventing these problems by promoting healthy development of the brain during the first few years of life.

Source: Http://www.bcm.tmc.edu/civitas/links/ounce3.html

Assessment Triangle

Assessment Triangle Guidelines

Sound and transparent decision-making is supported by the use of practice tools that assist analysing information.

The Child, Youth and Family (CYF) practice tools ensure a focus on the child/young person's safety and well-being, while also encouraging engagement among them, their families and CYF staff.

Background

The Child, Young Person and Family Assessment triangle (assessment triangle) provides social workers with a useful reference when gathering information with children/young people and their families/whānau. The information gathered then assists the completion of the Family Strengths and Risk Assessment (FS&RA) and the use of the Child and Family/ Young Person and Family Consult.

Description

The assessment triangle details key areas for assessment for the child/young person, parenting capacity and also family/whānau and environmental factors. All three contribute to achieving safety, permanency and wellbeing for the children/young people we work with. In its entirety, the triangle guides our practice and helps us to see the wholeness of the

child/young person and their family/whānau. Some areas may not apply to all situations although there are areas that do apply to all children/young people and families/whānau we work with. These areas appear in bold as an extra prompt to social workers. Health and education are core areas to consider for all children/young people we work with.

Who uses the triangle?

All workers involved in making assessments can use the triangle. The key assessment areas can also be used within supervision discussions as prompts to clarify information gathered.

How to use the triangle

The key to using the triangle rests with the use of strengths-based questions when working with children/young people and their families/whānau. Such questions provide an opportunity for the social worker to gather information about what is working well in the family alongside any areas that may represent danger or harm to the child or young person.

Components of a strengths-based assessment

A strengths-based assessment incorporates the principles of strengths-based practice. It includes children/young people and their families/whānau in the assessment process and also in any decisions that arise from the assessment. It is essential that social workers have respect for the families they work with. The success of any assessment depends on the quality of the relationship the social worker establishes with the family. Further components of a strengths-based assessment include the following:

- respecting the culture of the family/whānau
- explaining the purpose of the assessment and the social worker's role and responsibilities
- exploring the wider family/whānau context to establish their connectedness and relationships
- assisting the family/whānau to express their attitudes and values
- exploring the family/whānau strengths and assets and find opportunities to encourage family/whānau growth and capability - strengths become the platform for building interventions with the family/whānau to reduce risks and address needs
- considering the child/young person within his or her own context eg educational, health, emotional and behavioural factors ought to be considered
- involving the family/whānau throughout the process including the identification of any possible solutions
- completing the assessment in a timely manner.

Session 4: Appreciative Inquiry

Objectives:	**By the end of this session, participants will be able to:** • **Explain appreciative inquiry and where it fits when working with children and young people.** • **Describe the five phases of appreciative inquiry.** • **Demonstrate appreciative inquiry within a skills exercise**
Time:	1 hour and 30 minutes
Resources / Materials:	Butcher papers Markers
PowerPoint Slides:	PPT 2.4.1 Appreciative inquiry is…… PPT 2.4.2 Appreciative Inquiry PPT 2.4.3: Discovery PPT 2.4.4 Dream PPT 2.4.5 Design PPT 2.4.6 Destiny PPT 2.4.7 PPT 2.4.8 How to become an appreciative inquirer PPT 2.4.9 Watch out for the rock

Brief:

This session describes the concept of appreciative inquiry using the five phases of the framework to illustrate how appreciative inquiry can benefit practice. Practitioners will have the opportunity using a skills-based exercise to develop an appreciative inquiry framework for an issue they have identified.

It is recommended that the facilitator has a good understanding of appreciative inquiry.

Exercise	Purpose
2.45pm – Appreciative Inquiry PPT 2.4.1 – Appreciative inquiry is……	Lead a discussion with participants to discuss what they think appreciative inquiry is. Show the power point slide to explore the definition of appreciative inquiry.
PPT 2.4.2 Appreciative Inquiry	Use this slide to describe the comparison between problem solving and appreciative inquiry. Appreciative inquiry (AI) is a method for developing change that focuses the attitude of the agency / person in a different way than the usual 'Problem Solving' method. The focus of AI is collaborative discovery, dreaming and design using the organisational members' or person's imagination and innovation. The AI method results in the positive energy of members 'buying in' to make changes never thought possible.
Facilitator Note:	The following exercise will take participants through each of the phases of the appreciative inquiry process. Work through the exercise before explaining each stage of the process.
PPT 2.4.3: Discovery	Ask participants to work with another person in the group. Use the power point slide to explain the task to participants.
PPT 2.4.4: Dream	Use the power point slide to move participants into small groups to work on the next stage of the process. Groups are to write their statement on flip chart paper.
PPT 2.4.5: Design	Using the statement, ask participants to discuss what they would need to Keep, drop or create to achieve their vision as outlined in their statement. Group record on their statement sheet their key points under each of the three headings, keep, drop and create.
PPT 2.4.6: Destiny	Groups discuss how they will create their vision. Each person is to think of an action point.

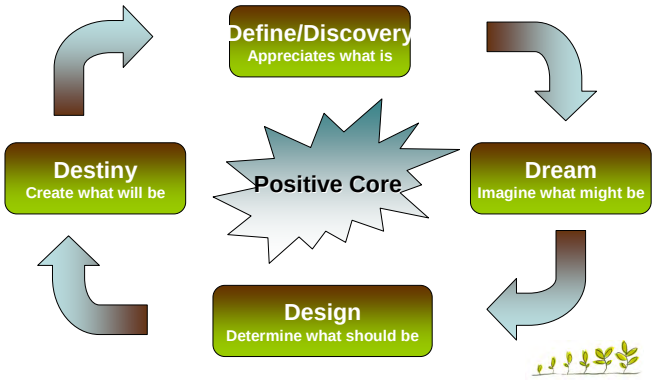
Exercise	Purpose
3.30pm : Discussion PPT 2.4.7	Lead a discussion with the group to highlight the key characteristics of the four phases of the process. Use the practice example from the previous activity to demonstrate each stage. Explore with the group what they noticed in their conversations within their group around how people were demonstrating each phase. Discovery: Gathering information, identify 'best practices', asking positive questions is important, the more information gathered the stronger the move towards the vision or the purpose of the inquiry. Dream: Builds on the new learning from the discovery phase, creates images of a future picture if best practice was the norm rather than the exception, the 'miracle question'. Design: Identifies processes, roles, measures and structures for achieving the dream, uses statements and plans to create the dream, Destiny: Creates the opportunity for change, encourages creativity and innovation; identifies, highlights and expands on what works well.
PPT 2.4.8: How to become an appreciative inquirer	Use the PowerPoint slides to encourage participants to think about an example of 'How to become an Appreciative Inquirer'.
PPT 2.4.9 Watch out for the rock	Finish the session by showing the PowerPoint slide and reading out the following: Did you ever notice that beginner cyclists tend to steer toward whatever they are looking at most – like the big rock at the side of the road? When people study problems, the number and severity of the problems they identify actually increase. But when they study achievements, these things – not the conflicts – tend to flourish.

Exercise	Purpose
Facilitator Note:	*The maze game will lead into a discussion around what works for our young people. Familiarise yourself with the following list, and as groups feedback with what was hard and easy begin to align any similarities to what works with our young people.* *<u>What works for Children and youth with behaviour problems:</u>* - *A high level of structure and routine* - *A high level of predictability* - *Being rewarded for positive behaviour* - *Logical consequences for negative behaviour* - *Adults who are consistent (all having the same rules, expectations and responses to behaviour) and who are 'firm but fair'* - *Adults who are well-trained and skilled in 'best practice' behaviour manageThement* - *Exposure to environments where positive behaviours are modelled by other children and adults, and where the chid is assisted to cope better with negative feelings (frustration, anger)* Training (informal and formal) in social skills, especially social-problem solving.
3.50pm: Conclusion Exercise **The maze game**	Facilitator to divide the wider group into two even groups. Using the maze map (8 squares by 8 squares) give the following instructions for each team. Facilitator to provide the following instructions to the participants. On the maze are landmines. The aim is for you and your team to get from one end of the maze to the next **within 8 minutes**. One person per team is to be on the maze at a time. Should they land on a landmine they are to make their way off the maze using the same pathway (safe squares) they took moving up on the maze. Should they stand on a landmine retreating off the maze they will need to undertake the task in silence (complete nil communication) & the team player on the maze must have their eyes closed for a minute. The facilitator will have two safe pathway maps (1 per team) – at any point a team player stands on the maze, they are to alert the team that they are to start again Facilitator is to allow 5 minutes for each team to consider strategies they might want to undertake. Conduct the maze game. When the maze game is completed, ask the groups to discuss the following questions: What was hard? What was easy?

Exercise	Purpose
	Facilitator to ask the group to share their answers with the wider group. Facilitator to link the discussions with the participant learning. Links will include the following: Engaging with young people in residence Worker assumptions can be a barrier to working with young people in residence. Tools are available but will never work until staff change their perspective. Misuse of the positional and personal can lead to more damage to the young person.
4.15pm – Learning Reflections	Facilitator to lead a round with the participants to allow them to share one key learning from the day.
END OF THE DAY	

Power point slides	
PPT 2.4.1 ## Appreciative Inquiry is …… A change process that focuses on ***'what works'*** rather than '***what is the problem'.*** ***It leads to a place of POSSIBILITY***	
PPT 2.4.2 ## Appreciative inquiry: **PROBLEM SOLVING** *"Felt / Need'* *Indentifying the problem* *Analysis of causes* *Analysis of possible solutions* *Action planning (treatment)* ***BASIC ASSUMPTION*** ***A social worker's practice is a problem to be solved*** **APPRECIATIVE INQUIRY** *Appreciating and valuing the best of "what is"* *Envisioning "what might be"* *Dialoguing "what should be"* *Innovating "what will be"* ***BASIC ASSUMPTION*** ***A social worker's practice evolves and needs to be embraced***	
PPT 2.4.3 ## Discovery – appreciate what is Think of a recent example of practice that you were proud of. Describe this experience to the person you are working with. • *What was good about your example of practice?* • *What qualities, talents and strengths did you bring to this example of practice?*	

Power point slides	
PPT 2.4.4 **Dream – imagine what might be** Join another pair in the room to form a small group. As a group reflect on what you would like in your work, workplace or the way you work to create more of what you discovered. • *What is your vision?* • *What would it look like, feel like?* • *What would change?* **Come up with a statement to represent what your group's ideal would be.**	
PPT 2.4.5 **Design – Determine what should be** To get to your vision, what would you need to: *1. Keep* *2. Drop* *3. Create*	
PPT 2.4.6 **Destiny – Create what will be** Think of one thing that you will do on your return to your workplace that will help towards achieving your vision. **'putting into action'**	

Power point slides	
PPT 2.4.7 ## Phases of Appreciative Inquiry  	
PPT 2.4.8 ## Next Steps Anyone can become an appreciative inquirer. Ponder the following example: The next time you have an opportunity to evaluate your practice, consider asking the young person to tell you about the time they felt • listened to; safe; supported; successful; motivated etc. *As a practitioner, you are want to create an environment that fosters the three Ss (Settle, Strengthen and Success)* Then ask them what they think you could both do to increase the frequency of those times in the future.	
PPT 2.4.9 ## "Watch out for the rock!" 	

Day Three: Changing Behaviour and Supporting Wellbeing

Day Three Session Objectives

By the end of this workshop, participants will be able to:

- Discuss the differences between underlying issues verses presenting behaviour
- To gain an understanding of the theory behind the change
- Gain an understanding of the principles behind a points system
- Discuss research that outlines what works with our clients
- Discuss practice and response
- Discuss and gain and understanding of the CLEAR model

Day Three Course Outline

Session	Time	Content
1	9:00am	What works
10.30am - Morning Tea		
2	10:45am	Their behaviour your response
12:00pm Lunch		
3	1:00pm	Principals that support the points system
02.30pm Afternoon Tea		
4	02:45am	Embedding the points system
Finish		

Session 1: What works?

Objectives:	**By the end of this session, participants will be able to:** • **Explore what sits behind behaviour and how this knowledge might assist their practice.** • **Discuss the theory that underpins social work and youth work principles.** • **Explore and discuss research into what works with the population group in the residence.**	
Time:	1 hour and 30 minutes	
Resources / Materials:		
PowerPoint Slides:	PPT 3.1.3 – 3.1.9	Meta-analysis of what works
DVD	D 3.1.1	Remember the Titans

Brief:

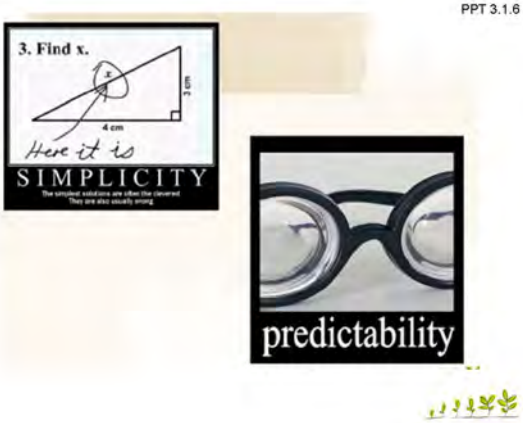
In this session, participants will explore factors that sit behind the presenting behaviours of young people and children they work with in residence. Participants will be provided with a snap shot of what works, contextualised to working with young people.

Throughout this session, links will be made between the theory and research, and the work of residential staff, mainly Case Leaders and Care Team.

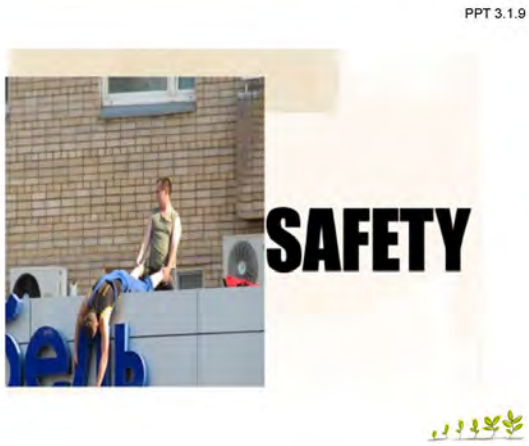
Exercise	Purpose
9.00 am – What works PPT 3.1.3 – 3.1.9	Facilitator to talk the participants through the meta-analysis that was undertaken to investigate what works when working with young people considered as 'at risk'. Use the power point slides to highlight the main points of this meta-analysis.
9.15 am – Exploring effective and ineffective characteristics D 3.1.1 – Remember the titans	Facilitator to play DVD Divide the participants into two groups and provide each group with one of the following brainstorm topics: Topic one : Effective characteristics that need to be evident to set up a culture encouraging change. Topic two: Ineffective characteristics that will compromise and sabotage any efforts of encouraging change. Explain to the groups that they will need to record their responses on post-it notes. One point per post-it note. Ensure that groups are aware that they will need to share their discussion points with each other.
Facilitator Note	The aim of this task is to discuss what it means to have control of the actions we make. This task was designed under the assumption that there is room to 'not own' characteristics and behaviour of anyone else – we are the professionals and adults in the residential context and it is important to own our behaviour.
9.25 am – Who owns what	On two separate pieces of butcher paper, title one "we control" and the other one "have no control of". Collect the post-it notes from the two groups. Divide the participants again into three even groups and distribute the post-it notes evenly between the groups. Ask the groups to have a discussion on the points on the post-it notes and place them under the most appropriate heading – either "we control" or "have no control of".

Exercise	Purpose
9.45 am – Re orientating Focus	Refer the participants to their workbooks and explain the following: The facilitator will play three familiar questions posed to them by three young people. Girl 1 – What makes you think you can do a better job than my stink parents? Girl 2 – You don't know me like my boys do – why should I trust you? Boy 3 – She may not be the greatest mother, but that's all I got. At least I know the tired crap that she gives me, do need you to add to it. All I know is that when I come to your whare, there's one thing my mum has taught me – survive that's all I know how to do, so unless you got something better – bring it, have you? After each question, ask the participants to write down how they would respond to the young people. Once completed, facilitate a discussion looking at the questions and the participants' responses to it. Ensure to clarify and unpack thee responses. When facilitating your discussion around the responses, consider the following: Orientate the discussion around child / young person focussed practice. Teachable moments (refer to pg 17 of the Guideline for Behaviour Management System). What is the aim at the time of the question? Engage? Counsel?
10.30 am – Morning Tea	

PPT 3.1.3 – 3.1.9	
PPT 3.1.3 	Direct care staff are the key agents of positive change. Direct care staff in the context of Residence is those of the Care team who have the most regular contact. This change can either be for the better or create more harm. This would depend on the type of practice presented on the floor towards those of the young people we work with.
PPT 3.1.4 	The proven community based treatment models include Multi-dimensional treatment foster care (MTFC) Teaching Family Homes (TFH) Multi-systemic therapy (MST)
PPT 3.1.5 	Maximising use of teachable moments. These are moments where young people are open emotionally to learning.

PPT 3.1.3 – 3.1.9	
PPT 3.1.6  	Maintaining the simplicity and predictability of the residential environment for young people: consider hyper-arousal young boys who need to know what is happening to cope. If a young person can navigate their way through their environments without problems, it begins to offer the young persona sense of calm
PPT 3.1.7 	More of a focus for Case leaders to demonstrate how this is being met. Care team focus is about identifying who is whanau - so that the right whanau are involved as per defined by the young person. This will play a bigger role in the transitioning of a young person
PPT 3.1.8 	What is the alternative for our young people? As workers can we see it, can we assist our young people to see their potential in moving forward.

PPT 3.1.3 – 3.1.9	



Safety is a high priority – another way to put it is do no harm.

Our young people have the right to be kept safe emotionally, physically and mentally.

It is therefore important we do no harm to our young people, they do not belong to us – their turangawaewae is elsewhere

Session 2: Their behaviour – Your response

Objectives: By the end of this session, participants will be able to: • Discuss punctuated practice • Discuss and identify the inner truth concept		
Time:	1 hour and 30 minutes	
PowerPoint Slides:	PPT 3.2.1	Punctuated practice
	PPT 3.2.2	Scenario One – Jackson
	PPT 3.2.3	Scenario Two – Jamaica
	PPT 3.2.4	Scenario Three – Unit five and unit three
	PPT 3.2.5	Discussion statements
Cards	C 3.2.1	Freedom writers story cards
DVD	D 3.2.1	Freedom Writers

Brief:

In this session, participants will explore the punctuated practice. To make to have the right response, it is important the have an understanding of why the triggers of young people's behaviours.

Exercise	Purpose
10.45 am – Punctuated practice PPT 3.2.1 – Punctuated practice	Facilitator to introduce the need to have a measure of behaviour so that there is a standard consistency across all residential teams. It is important that staff realise that a standard across teams does not mean a loss of individual practice, but a benchmark where practitioners are able to be confident in their response to certain and not all behaviours. Facilitator to show power point slide and discuss the graphic. It is important to stress to the participants that we are not suggesting that there should be no intervention because there is always a need for a response. Punctuated practice is about the right response to any behaviour presented. Facilitator to talk through the levels of punctuated practice, and providing residential practice examples. Ensure to involve the group by asking them to also provide examples from their experience. Low Level – Behaviour that is based around attention. By not offering attention to certain behaviours, it will soon diffuse itself. Pause and monitor – Behaviour that when isolated it is low level, but the dynamics of the group, environment and the attention given to the behaviour can trigger it. Intervention could look like a distraction with no highlight of the inappropriate behaviour. This level of intervention is the most that sits in the grey, participants must understand pause and monitor does not equate to wait for it to escalate. It is important that in this level of intervention there is a prompt or some prior learning from the young person and it is a matter of walking out a strategy etc – For a young person who is not evidencing a motivation to change, the pause and monitor will require a more increased intervention than sitting around and watching to see what happens This is an opportunity for young people to walk out some piece of learning or teachable moment. High Level – Behaviour that started at escalation and without intervention will not de-escalate itself. The hope is that these events were not behaviour that was evidenced at a low level stage and left to escalate.

Exercise	Purpose
	For example, a young person not following instructions to do the dishes resulting in secure care. Absolute high level should result in restraint and secure. For a young person to escalate to this level of intervention while amongst staff means that staff are missing the triggers and not intervening earlier and appropriately. To complete this activity, ensure that the participants understand what the levels look like before heading to the next activity. If required, offer more examples where needed.
11.00 am – Choose and Qualify	To set up for this activity, identify three corners of the room, and allocate a level of intervention to each corner. Explain the following activity instructions to the participants: A set of scenarios will be read out (which will also be on power point slides). Consider the scenario and then move to the appropriate corner of the room which represents the level of intervention you feel is required. Participants will need to qualify why they have chosen that level of intervention.
PPT 3.2.2 – Scenario One – Jackson	Jackson is 14 years old. He is in unit 1 where it has been noted that he is having issues with another young boy named Tommy, who is also in the same unit. The issues are because of an ex-girlfriend in the community. You have been told by Jackson's case leader that he has been having some intense sessions about learning how to walk away. You have yet to see the evidence of this. Jackson is preparing for dinner when he is bumped to the ground by Tommy. Jackson quickly gets up. His breathing begins to speed up and Tommy's fists are clenched. What level of intervention do you undertake AND what would be the next action.
PPT 3.2.3 – Scenario Two – Jamaica	Jamaica is 12 years old, and is often the one in the unit who keeps to herself. She is told by you that she will be having a Family Group Conference. Her initial response is negative but then she quickly withdraws from the group and presents as being upset. During the community meeting John, a young boy in the unit decides to sit with her – as he does this, the other girls in the unit begin teasing Jamaica and John. **What is your response and why?**

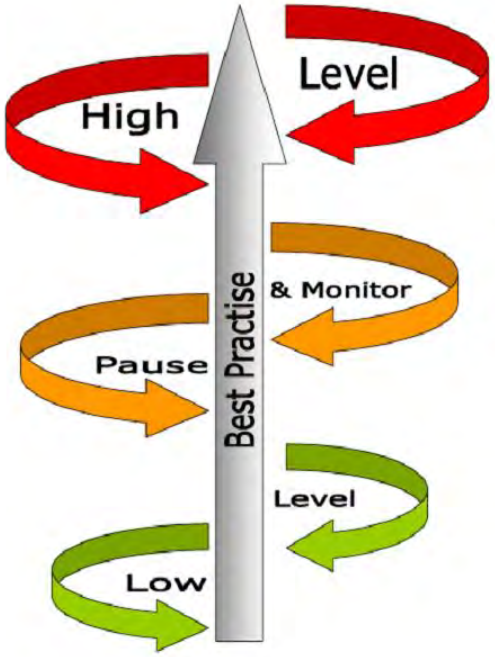
Exercise	Purpose
PPT 3.2.4 – Scenario Three – Unit five and unit three	Unit five is walking across the courtyard. At the same time, unit three are preparing to walk across once it is appropriate. Luke from unit five sees Olly from unit three and yells up 'dawgs up' and starts to bark. Olly quickly responds by putting his fist up and starts to yell out 'Kaha hard'. No other young people seem to be getting involved although you can see that only the boys beginning to unsettle. You are the shift leader – what is your response (level of intervention) and why?
Summary Discussion	Before closing this task, facilitator is to answer any queries and clarify the importance of punctuated practice. Like most models, this is to be embedded in a good practice and good understanding of the operations so as to find the niche to balance where it belongs.
11.15am – Looking for solutions	Facilitator to introduce the next part of the session using the following prompts: When assisting in changing behaviour and supporting wellbeing is more than a response to their behaviour. Our response needs to arrive after some thought involving your connection with your young people. The number one tool you have as a residential worker is the connection you have with a young person. The one thing required in assisting the changing of behaviour and supporting wellbeing of the young person is the connection you find their story. Facilitator to encourage staff to think about the young people they work with and have worked with.
PPT 3.2.5 – Discussion Statements	Facilitator to show power point slide and lead a discussion around the statements: The apple doesn't fall too far from the tree. You are the product of your upbringing. All behaviours is learnt. Facilitator to lead a discussion on the following: Young people we work with have backgrounds that have fed an inner truth which is now one of the drivers of their behaviour.

Exercise	Purpose
Facilitator Note	The following part of the workshop is about peeling back the behaviour and suspending responses until there is an understanding of the young person's truth, which is the primary thing that drives their behaviour. You will use the Freedom Writer clip to begin to think about the inner truth of a young person. Ensure that the following baseline messages are delivered: If we are able to identify the inner truth of the young person, engagement may be better targeted for a better connection with the young person. Identifying the inner truth could assist in attempt to settle a young person. Knowing a young person's truth will help to explain their behaviour, such as why s/he moans all the time; why connecting with women or men is difficult; why you in your role, representing authority, triggers negative behaviour.
11.25 am – Seeking the truth C 3.2.1 – Freedom writers story cards	Facilitator to ask the participants to find themselves a partner (maximum of 10 pairs) and allocate each pair with a card.
D 3.2.1 – Freedom writers	Facilitator to play DVD. Begin the clip from the point where Ms G (the teacher) receives her first invitation into the world of her students through their stories.
Group Discussion	After the clip, ask the participants to consider the story of their young person and prompt a discussion for the participants to consider exposure to the young people to negative behaviour and lack of adult attention.
Pair Discussion	Ask the participants discuss the questions in the card with their partner for ten minutes before feeding back to the rest of the group.

Exercise	Purpose
11.45 pm – Session Summary	In summary facilitator to play Patch Adams clip as a summary of the session. At the end of the clip wrap up with some key learning points. Consider the following prompts – Our young people carry a truth that qualifies their behaviour, it's our role to look beyond the behaviour and find their inner truth – the changing will need to start with this point. Looking beyond the problem does not and never will mean no intervention – it means using a tool such as punctuated practice to identify the best style of intervention for the right climate. There is always a strengths based way to say everything Our roles need to be more than working and managing the problem behaviour – what role do you think you play when assisting with change. Your ability to be effective in your work here in a residence is connected fully to your ethic of going beyond (quote from movie) "what no one else see's, choose to see the young person anew – go beyond fear, conformity and laziness" – that is the challenge
12.00 pm – Lunch	

PPT 3.2.1 – Punctuated Practice

PPT 3.2.1



Notes

PPT 3.2.2 – 3.2.4: Choose and Qualify Scenarios

PPT 3.2.2

Scenario one

- Jackson is 14 years old. He is in unit 1 where it has been noted that he is having issues with another young boy named Tommy, who is also in the same unit. The issues are because of an ex-girlfriend in the community.
- You have been told by Jackson's case leader that he has been having some intense sessions about learning how to walk away. You have yet to see the evidence of this.
- Jackson is preparing for dinner when he is bumped to the ground by Tommy. Jackson quickly gets up. His breathing begins to speed up and Tommy's fists are clenched.

What level of intervention do you undertake AND what would be the next action.

Notes

PPT 3.2.3

Scenario two

- Jamaica is 12 years old and is often the one in the unit who keeps to herself. She is told by you that she will be having a Family group conference. Her initial response is negative but then she quickly withdraws from the group and presents as being upset. During the community meeting John, a young boy in the unit decides to sit with her – as he does this, the other girls in the unit begin teasing Jamaica and John.

What is your response and why?

Notes

PPT 3.2.4

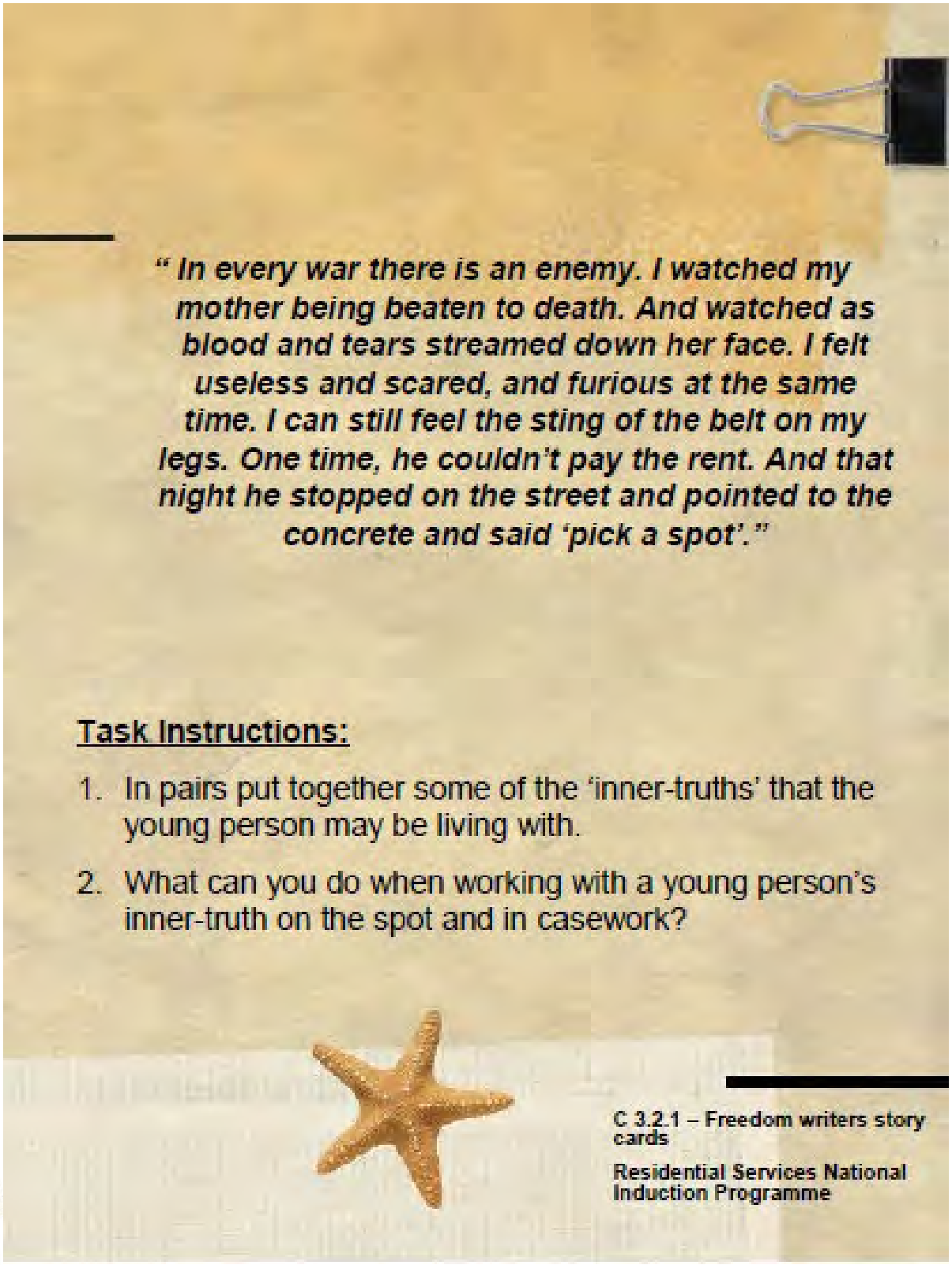
Scenario three

- Unit five is walking across the courtyard. At the same time, unit three are preparing to walk across. Luke from unit five sees Olly from unit three and yells up "dawgs up" and starts to bark. Olly quickly responds by putting his fist up and starts to yell out "Kaha hard". No other young people seem to be getting involved although you can see that only the boys beginning to unsettle.

You are the shift leader – what is your response (level of intervention) and why?

Notes

C 3.2.1 – Freedom writers story cards



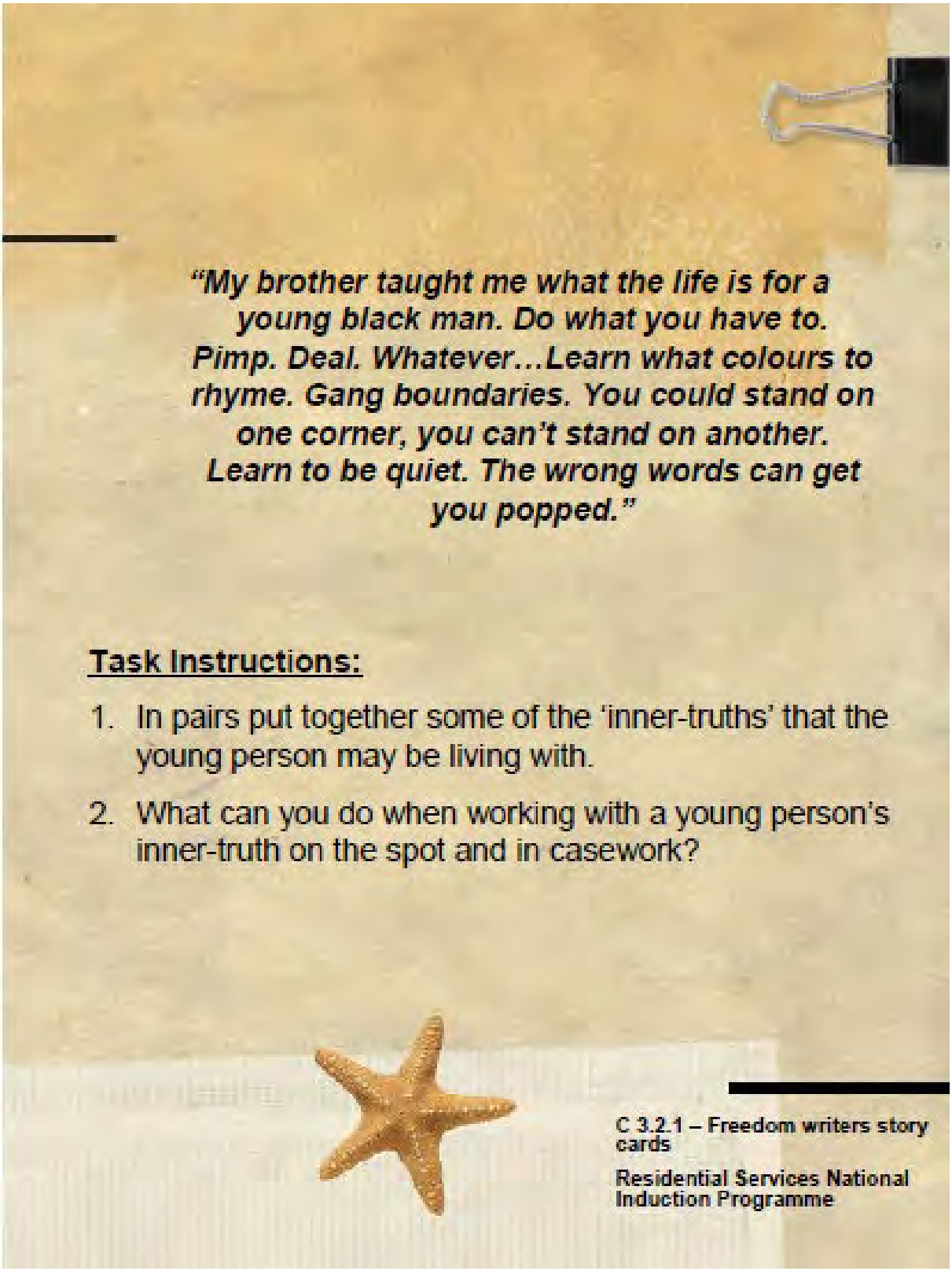
"Clyde was my boy. He had my back plenty of times. We was like one fist, me and him. One army. I sat there till the police came. And when they come, all they saw was dead body, a gun and a nigga. They take me to juvenile hall. First night was the scariest. Inmates bangin' on the walls. Throwin' out their gang signs. Yellin' out who they were; where they from. I cried my first night. I never let nobody know that. I spent the next few years in and out of Sayers. Everyday I would worry .... When will I be free?"

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme



"My brother taught me what the life is for a young black man. Do what you have to. Pimp. Deal. Whatever…Learn what colours to rhyme. Gang boundaries. You could stand on one corner, you can't stand on another. Learn to be quiet. The wrong words can get you popped."

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme

"If you look into my eyes, you'll see a loving girl. If you look at my smile you'll see nothing wrong. If you pull up my shirt you'll see the bruises. What did I do to make him so mad?"

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme

"At sixteen, I seen more dead bodies than a mortician. Every time I step out my door I'm faced with the risk of being shot. To the outside world they're just another dead body on the street corner. They don't know that he was my friend."

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme

"During the war in Cambodia, they stripped away my father's dignity. He sometimes tries to hurt my Mom and me. I feel like I have to protect my family."

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme

"I was having trouble deciding what candy I wanted. Then I heard gun shots. I looked down to see that one my friends had blood coming out his back and his mouth. The next day I pulled up my shirt and got strapped with a gun I found in an alley by my house."

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme

"I don't even know how this war started. It's just two sides that tripped each other way back. Who cares about the history behind it. I am my father's daughter and when they call me to testify, I will protect my own no matter what."

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme

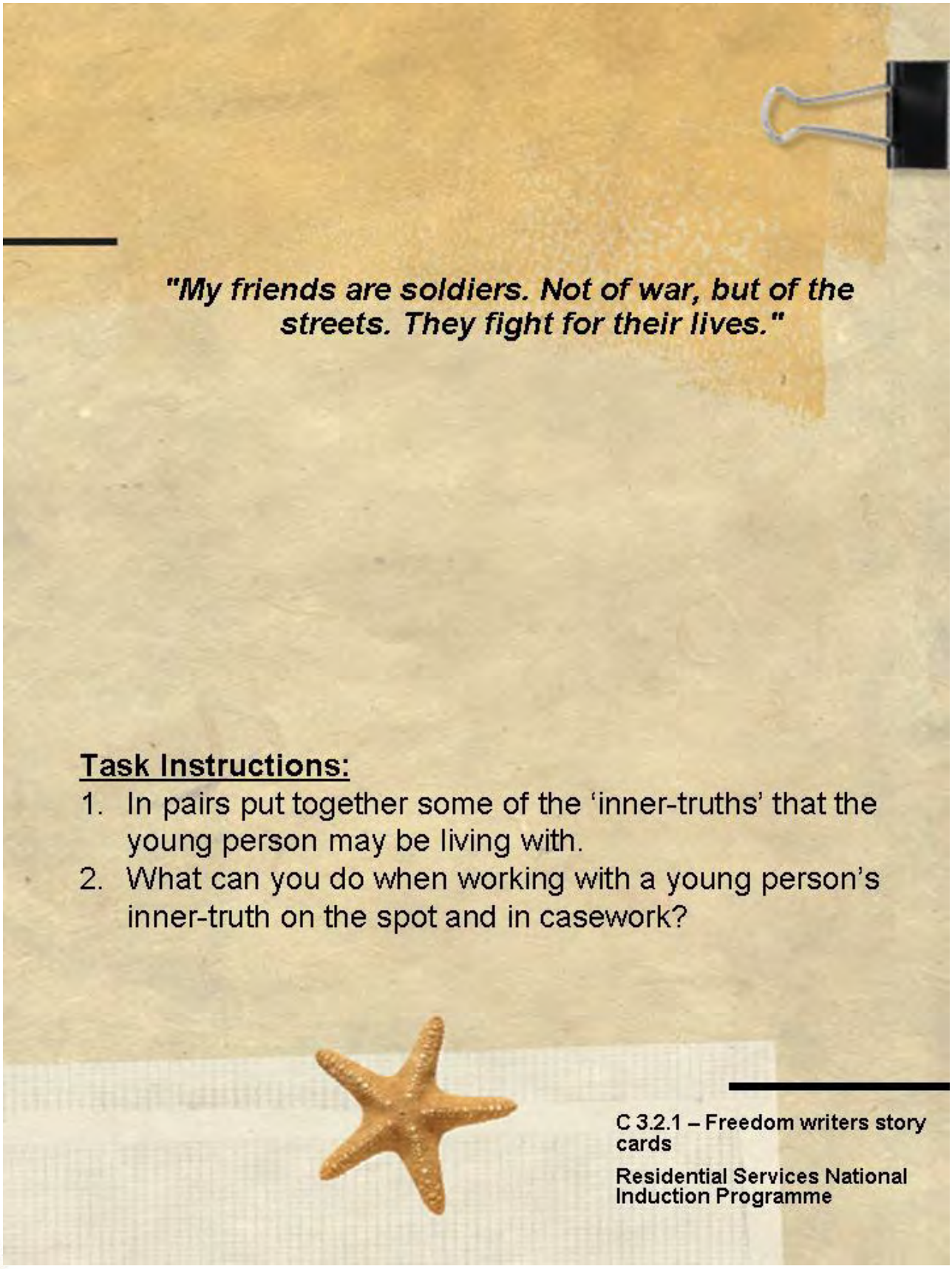
"Nobody cares what I do. Why should I bother comin' to school?"

Task Instructions:

1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?

C 3.2.1 – Freedom writers story cards

Residential Services National Induction Programme


"My friends are soldiers. Not of war, but of the streets. They fight for their lives."
Task Instructions:
1. In pairs put together some of the 'inner-truths' that the young person may be living with.
2. What can you do when working with a young person's inner-truth on the spot and in casework?
C 3.2.1 – Freedom writers story cards
Residential Services National Induction Programme

Notes

Session 3: Principles supporting the points system

Objectives:	**By the end of this session, participants will be able to:** • **Discuss and explore the residential service points system** • **Practice the use of the points system on a case scenario**
Time:	1 hour and 30 minutes
Resources / Materials:	

Brief:

Throughout session three and four, participants will explore the residential behaviour management points system. The sessions have been divided into the following key sections:

1. The kaupapa or principles of the behaviour management points system
2. The mechanics of the points system
3. The practice & CRC feedback process

The key message that needs to be captured is that the points system is part of the Behaviour Management System (BMS). It is not something that can be used in isolation from the intervention planning stages, as it holds a goals component connected to the plans of the young people.

Exercise	Purpose
1.00 pm – Why the points system	Facilitator to introduce the points system using the following notes. The points system and levels are designed so as to emphasise the positive motivational value for the child / young person. The points system is: • Designed for practicality, simplicity and ease of use by the staff. • Designed for ease of understand and 'use' by the child / young person. • Operated by the care team and case leaders. • In operation 24/7, across daily routines, programmes and school sessions in the residence. • Computer based for efficiency and to facilitate regular evaluation of the young person / child's progress against specific objectives within their behaviour management plan. • Ensures and emphasis on recognising and rating the positive behaviour demonstrated by children and young people. • Ratings are weighted to ensure positive behaviours carry a higher tariff in comparison with inappropriate behaviour.
1.10 pm – Decoding the template	Facilitator to refer participants to the points system template in their workbooks, and walk the participants through each of the areas. **One – These are the 6 areas the young people will be rated against.** The top 5 behaviours are a mechanical rating, which means it will need to remain within the standard of expectation. The child / young person and their personal ability can not be taken into account. The reasoning behind this is about wanting to establish a norm or standard (conditioning) within the residence. **Two – The final of the six areas is specific to the child / young person.** This is a realistic goal that is specific to the behaviour highlighted as an issue in the child / young person's plan. For example, Little Johnny's hyper arousal may cause him to become irate and impatient, and as a result, he is always pushing people around calling them stupid. His goal for the day could be letting one person have a turn or go before him whenever he is in a group context. It is important that the goals are achievable and specific to the young person.

Exercise	Purpose

Three – Rating

The ratings here are weighted, so while you rate the young person at 1-4, once entered into the computer system, the bonus weighted points will re-adjust to read as follows:

Chores / Homework	1 2 4 6
Participation	1 3 5 7
Interaction with others	1 4 6 8
Interaction with staff	1 4 6 8
Achieving goals	1 4 6 8

Four – Occurrence of rating

The ratings will occur three times a day – during the AM and PM shifts, and during school. The rating during school hours will be undertaken by the teachers.

Each site management will decide where and when the best forum will be when discussing the points.

It is expected that each care team worker will debrief with the young person before ending their shift. This will ensure that the child / young person is aware of the points they have received from staff on the AM / PM shifts and offer CRC feedback. This also enhances predictability for the young person.

Five – Incidents rating

Where there are incidents, there are two ratings – moderate and serious. Whether it is moderate or serious, there will be a loss of points.

For a moderate rating, there will be a loss of two points.

For a serious rating, there will be a loss of five points.

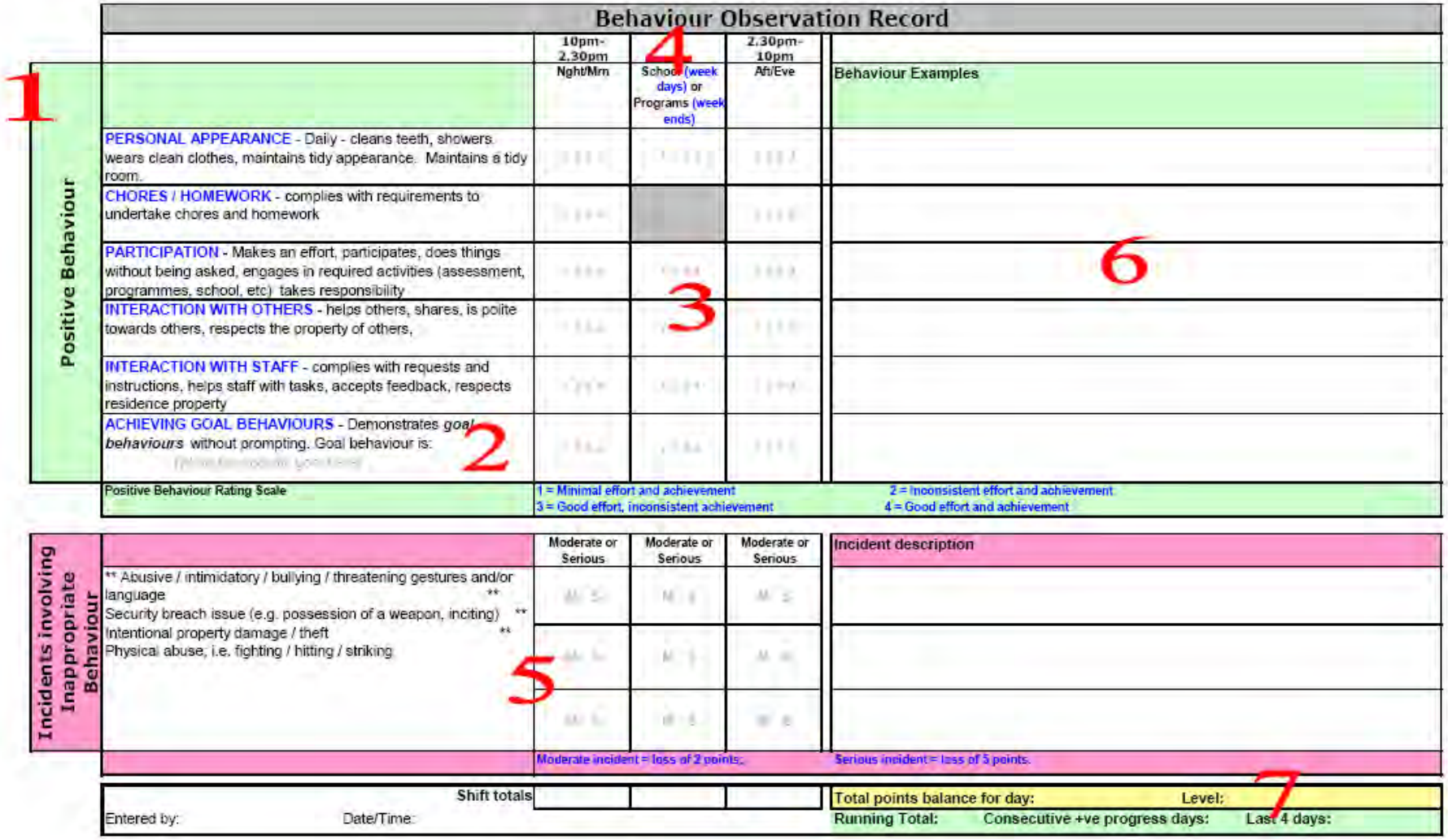
Where secure becomes a consequence, all points will be put on hold and will resume when the young person / child leaves the secure unit.

Six – Behavioural examples

Behavioural examples are required when considering evidence based practice.

When providing feedback to the child / young person, offering behaviour examples that are specific as oppose to offering an analysis would assist the child / young person in understanding what behaviour is good and what behaviour is improving, as oppose to Little Johnny was having a good day.

Exercise	Purpose
	Seven – Levels The points system also has a level system. Each level has specific rewards and privileges attached to it. The higher the level the better the rewards. Facilitator to ask the participants to page 32 of the Residential Guidelines, and begin to work through the mechanics of the levels and the rewards systems.
Facilitator Note:	*All the rewards in the residential guideline are note set in stone. Each site is expected to put together rewards and privileges that are appropriate for their clientele.*
1.30pm – Points system practice round	Facilitator to refer the participants to their workbooks to the Wiremu and Chase scenario. Ask individuals to read, and using the points system template, allocate points to what they think is appropriate. Allow 10 minutes for this individual task. Facilitator to then ask the participants to join up to form groups to four. In these groups • Ask them to compare their allocation of points, • Provide evidence for their decision and qualify this decision. Evidence base practice is what we need to base our decisions on. • Agree on the points. Facilitator to bring the groups together and lead a discussion about the Wiremu and Chase scenario. They are to feedback on their group discussion. If time permits it, facilitator to repeat this process with a scenario that can be led through a role play. It is the facilitator's prerogative to choose the scenario.
2.15pm – Afternoon Tea	



Behaviour Observation Record

	10pm-2.30pm Nght/Mrn	School (week days) or Programs (week ends)	2.30pm-10pm Aft/Eve	Behaviour Examples
Positive Behaviour				
PERSONAL APPEARANCE - Daily - cleans teeth, showers wears clean clothes, maintains tidy appearance. Maintains a tidy room.				
CHORES / HOMEWORK - complies with requirements to undertake chores and homework				
PARTICIPATION - Makes an effort, participates, does things without being asked, engages in required activities (assessment, programmes, school, etc) takes responsibility				
INTERACTION WITH OTHERS - helps others, shares, is polite towards others, respects the property of others,				
INTERACTION WITH STAFF - complies with requests and instructions, helps staff with tasks, accepts feedback, respects residence property				
ACHIEVING GOAL BEHAVIOURS - Demonstrates *goal behaviours* without prompting. Goal behaviour is:				
Positive Behaviour Rating Scale	1 = Minimal effort and achievement 3 = Good effort, inconsistent achievement		2 = Inconsistent effort and achievement 4 = Good effort and achievement	

	Moderate or Serious	Moderate or Serious	Moderate or Serious	Incident description
Incidents involving Inappropriate Behaviour				
** Abusive / intimidatory / bullying / threatening gestures and/or language **				
Security breach issue (e.g. possession of a weapon, inciting) **				
Intentional property damage / theft **				
Physical abuse, i.e. fighting / hitting / striking				
	Moderate incident = loss of 2 points.		Serious incident = loss of 5 points.	
Shift totals				Total points balance for day: Level:
Entered by: Date/Time:				Running Total: Consecutive +ve progress days: Last 4 days:

Decoding the template

ONE	
TWO	
THREE	
FOUR	
FIVE	
SIX	
SEVEN	

Points system practice round – Wiremu and Chase scenario

While seated at breakfast Wiremu was observed to foot trip Chase while he was walking past the breakfast table. Chase stumbled, swore and tried to back-hand Wiremu; Wiremu ducked the back-hander.

The staff member who saw this happen thought it was a bit of play-fighting. However Wiremu stood up and swore at Chase and started to move towards him.

The staff member intervened straight away by telling Wiremu to sit down and stop swearing. He then asked both boys to apologise to each other and finish breakfast.

Note your initial thoughts:

Wiremu said to the staff member – "what do I have to say sorry for?"

Staff member to Wiremu – "you need to say sorry for tripping Chase"

Wiremu to the staff member - "wasn't much eh, I wasn't trying to hurt him, I was only having fun"

Staff member to Wiremu – "you still need to say sorry"

Wiremu – "K" –

Wiremu looks at Chase and says in a quiet voice – "sorry eh"

All move off for chores

Note your initial thoughts:

Later that day (2:15pm)

The staff member is about to finish his shift and leave work – but before he leaves he needs to give Wiremu and Chase feedback about their behaviour for the day – the positive and negative things, and something to motivate them for the rest of the day, and for tomorrow.

From the behaviour observations collected by other staff during the day, this is what happened between breakfast and 2pm.

Observations for Wiremu

He gave Chase a shove on the way to school and the two of them had some 'verbals' but that went no further after a staff member intervened – both backed off. Wiremu behaved himself for the rest of the day. Got involved in some positive discussions in classes at school and he had done his homework – got good feedback from the Teacher. At lunch he looked like he was in a good mood, laughing and joking with other boys in the unit. He did all his chores without being asked – first time he has done this

Observations for Chase

On the way to school he started a shoving match with Wiremu – he baited Wiremu about the breakfast incident. Staff member had to intervene and both backed off quickly. Chase got a timeout at school when he was caught swearing at Tommy – staff member was not sure if Tommy did anything to provoke Chase. Chase's behaviour at school in general was poor – he was distracted most of the time and was constantly trying to disrupt lessons in the class room by calling out and talking. The teacher was close to giving him a second time-out for the disruption.

Staff made the observation that Chase has moody since his phone call home yesterday; he seems to be more irritable and aggressive than usual.

Note your initial thoughts:

Session 4: Embedding the points system

Objectives:	By the end of this session, participants will be able to: • Gain a working knowledge of their observation skills • Discuss and describe pro social modelling • Practice the communication of the points system with young people
Time:	1 hour and 30 minutes
Resources / Materials:	Pens Post it notes

Brief:

This session is the continuation of the session three. Participants will explore the points system with relation to their practice skills such as observation and communication.

Exercise	Purpose
Facilitator Note:	*The following task explores observation. Ensure that the participants capture following key messages:* *Perspective plays a big part when considering change.* *Observation of any kind needs to involve what is seen – it is nor about giving your perspective.*
2.30 pm – Exploring observation (PRISM)	Facilitator to ask the group to stand and form a circle facing outwards. Provide each participant with a post-it note. The participants are to draw what the see directly ahead of them. They are not to use word, digits or symbols when drawing. Encourage the participants not to show their drawing to each other. When all participants are happy with their drawing, gather the post-it notes from them, and ask them to turn inwards. Lead a five minute discussion around the following question: **What does observation mean?** At the end of the discussion, re-distribute the post-it notes and provide the following instructions: • In silence, assess the post-it note you have been given. Move and stand where you think the person was standing when they were drawing their picture. • Once the participants are in their selected position, facilitator to unpack any thoughts that may have been generated from the discussion regarding the prism task. Ensure to capture the key messages during your discussion.

Exercise	Purpose
Pro-social modelling discussion	Facilitator to continue the discussion exploring the following concepts: • Professional boundaries • Positional and personal power • What you see and what you do is always seen by the children and young people.
Facilitator Note:	*The following task is intended to allow the participants to explore how to embed anything new – whether it be a system, behaviour or concept.* *The baseline messages that need to be evidenced or communicated in the task are as follows:* • *Embedding anything new is not easy. There needs to be a level of support, and trust that others in your team are also going to follow through with what has been agreed on.* • *To gain trust, you may need to offer trust.* • *The human chair stood with the right level of people, belief in the person you are going to sit on. Embedding a good balance of practice and operations needs to have a good team that is prepared to lean on each other and have brave conversations to do what needs to be done.* • *The children and young people you work with adapt to the environment they are in.*
2.45pm – Embedding anything new **Task – Human Chair**	Facilitator to ask the group to form a circle, standing as close as they can to each other. Once they feel they have the right balance, facilitator to count to three. Each person is to sit as if they were sitting on a chair. If there is the right balance, all would have successfully sat down on each other with no fall. Allow three attempts for this activity. At the end of the task, ask the participants to find two other people to work with. In their groups, they are to spend 5 minutes to answer the following question: • What was easy and what was hard? Facilitator to bring the groups back together and lead a discussion around their learning in relation to the task. Ensure to link this to the baseline messages as mentioned above.

Exercise	Purpose
3.10pm – When sharing with the young people	Facilitator to lead a discussion using the following prompts: • CRC is pivotal to the young person's learning. • Young people will keep it safe. Working with numbers make it easy to talk BUT when talking about why the points were giver is harder.
Pair activity	Facilitator to ask the group to divide themselves into pairs. In pairs, the participants will need to identify one person to be the young person and the other to be the worker. When pairs have identified their role, ask those with the young person role to leave the room. Facilitator to gather all the participants with the worker role and read the following: *You will be giving points to the young people. Sam, your young person is 14 years old and you will be giving him 180 points which takes him under the points level, your job is to speak with your young person. Ensure you have told him his points, and some reasoning behind why his points sit like that.* *Before you lead into the points korero, identify if Sam is ready to hear the points. You make the assessment and work on it.* Facilitator to head over to the participants with the young person role and read the following: *You are Sam, 14 years old, you are angry and not interested in talking to anyone. You are upset because it is your birthday and no one has said anything. Do not tell your worker unless they have made you feel like they actually care about how you feel (your discretion).*
Other scenarios to practice	**To the workers** You have been asked to speak with Tana about his points, they are not your observations have Tana needs to have his feedback still. You overly read the points comments and they are pretty negative. You do not know Tana well at all as you are relieving from another unit. Inner truth: always been told he is useless **To the young people** You are generally a 'smart ass' you have something smart to say about everything. You are not interested in the points and you think you are a joke. Your inner truth: always been told you are useless by your parents and you believe it

Exercise	Purpose
	To the workers You are in a rush – you have decided you are going to give a brief CRC and will follow up tomorrow. You are the key worker for Mikey who is 17. You generally are happy with him just need to listen to others more Mikey inner truth : Neglected as a child, has low self-worth, no one really interested in him **To the young people** You are Mikey. 17 years old, rejected most of your life. You like your key worker and like to have lots of talks with him which is your normal patter – you have an attachment with your key worker and thinks he is so cool, he like to always tell him something new because you reckon he might key Your inner truth: neglected as a child, has low self-worth and believes no one is really interested in him.
3.40 pm - Summary Discussion	Facilitator to bring the pairs back together into a bigger group and ask for three pairs to volunteer to role play their scenario. The rest of the group will provide CRC to the pairs. End this task by communicating the following: CRC are seen as very effective in the residences. Make time for it and be aware of its power to bring a young person to consider a shift. It is important that you speak with the young people from a point of strength – attempt to avoid deficits.
4.00 pm – Scripts	Facilitator to introduce scripts using the following: *Scripts are those short sentences that leave a big impact. A young person may not remember everything you say but you leave them a script it might be the only thing they heard.* An example of a script are sentences such as • You can do this because I believe in you. • I see a young boy with courage • You are not weak – You carry awesome mana. Facilitator to ask the participants to join with three others. Each group are to come up with three scripts for the following young people: • The young girl who is afraid to leave residence. • The young boy who does not think he is good at something. • The young girl who thinks she is worthless. After 10 minutes, bring the participants back together and ask each group to share their scripts.

Exercise	Purpose
	Facilitator to lead a discussion about what type of impact their script with have on the young people.
Summarise the day	Facilitator to summarise the day as appropriate.
4.30pm – End of Day Three	

Notes

Day Four: Reintegration and planning

Day Four Session Objectives

By the end of this workshop, participants will be able to:

- Discuss and demonstrate what reintegration means
- Discuss key elements of the Three Houses Tool and its application in planning for transition
- Apply the Three Houses model to gather information / identify risk/needs factors to assist in reintegration & transition planning
- Discuss the elements of an ICP in the process of reintegration

Day three Outline

Session	Time	Content
1	9:00am	Scoping Reintegration
10.30am - Morning Tea		
2	10:45am	Transition and the Three Houses Model
12:00pm Lunch		
3	1:00pm	Residential Services Practice Framework – Phase Three
02.30pm Afternoon Tea		
4	02:45am	Collaborative Practice
Finish		

Session 1: Scoping Reintegration

Objectives:	**By the end of this session, participants will be able to:** • **Explore what reintegration means** • **Demonstrate the residential practice framework in the reintegration phase** • **Demonstrate the use of the three houses model with the reintergration phase of residential work**	
Time:	1 hour and 30 minutes	
Resources / Materials:	Butcher papers Markers	
PowerPoint Slides:	PPT 4.1.1 PPT 4.1.2 PPT 4.1.3	Michael Supporting young people to return home Five positions

Brief:

Scoping Reintegration aims to survey the current understanding of reintegration whilst aiming to emphasise the importance of transition, collaborative work and reintegration into the practice within the residence.

It is important that in the exploration phase of this session that the levels of understanding are either explored further or reinforced.

The aim is for reintegration to be kept on the radar when working with a young person at any stage of their progress.

As practitioners we need to be keeping the exit plan a living document so as to transition our young people with the most relevant exit plan.

Exercise	Purpose
9.00am – Introduction	Facilitator to open the day appropriately. Refer the participants to the course objectives and course outline in their workbooks.
9.05 am – Learning Journey	Facilitator to share the learning journey that participants will go through in the morning session by using the following prompts if needed. Explore reintegration and the perspectives that are often involved in reintegration. Have a look at the Residential Services Practice Framework and what reintegration looks like in Child, Youth and Family. Explore the myths of reintegration. Explore the use of the Three Houses Model during the reintegration phase planning.
9.15 am – Activity PPT 4.1.1 - Michael	Facilitator to divide the wider group into three even group and allocate them with one of the following role. Young person Whanau Residence staff Ask them to consider the following scenario and respond as best as they can reflecting the role allocated to their group. Scenario: Michael is 14 years old. He has been in residence for the last 6 months. Diagnosed with ADHD his family have highlighted that his issue is that he is not being stimulated enough at home and that he is "just a naughty kid". He has an offending history for violent behaviour, which he says is because he gets teased for not sitting still. Residence staff often talks to him about what he is interested in where he would often just pull a face and say nothing. He has been known to enjoy his time in art and seems to be lost in his art work – it is noted that he has talent. He will be leaving in 2 weeks, his initial response is that he is scared because he knows people will laugh at him and he admits that he will hit them if he can. He enjoys sport and likes to be rough. He does admit to not knowing his own strength. His family are worried that he will isolate himself again, they have approached a local youth club who are interested in doing some work with him, but he is not convinced that his mother thinks that it will help him, or whether it is part of a bigger plan to get rid of him.

Exercise	Purpose
	With this information alone – what would you need to do to take into consideration regarding a reintegration plan? Facilitator to allow 10 minutes to respond to the question before they feedback to bigger group. After the feedback, ask the group to re-group and pose the following question: Based on your answers, identify the things that evidence reintegration. Allow a further 10 minutes before bringing the group back together to feedback. Facilitator to note the participant responses on a butcher paper.
PPT 4.1.2 – Supporting young people to return home	Facilitator to show power point slide to highlight the following messages around supporting young people to return home. This was taken from the 'Our Practice Package' resource released September 2010. Talk with the young person and their family about returning. Exploring with them what the issues may be and the general feel about the return home. Spend time regularly with the young person and their family dealing with the problems and issues on the spot. Explore any special service need and make sure they are responded to. Establish a back up plan. Ask the groups to re-group once more to have another look at their answer. Allow them five minutes to do this before bringing them in as a bigger group. Facilitator to lead a discussion with the group, putting into perspective the messages by posing the following question: **Are these four points evident in the previous discussion around what reintegration is?** Facilitator to note the responses on the whiteboard / butcher paper.
9.30 am – Defining Interaction	Facilitator to divide the participants into three even groups and ask them to brainstorm the reaction in an interaction between two people. Ask them to think about a conversation they have had recently with anyone as a prompt in building their list of reactions. Examples of reactions may be reflected in the body language

Exercise	Purpose
	or facial expression Ensure that the groups know they will need to feedback to the wider group. At the completion of the group brainstorm and feedback, lead the group into the following task that aims to demonstrate the importance of being part of the interaction with the young person instead of being an observer of the interaction.
Facilitator Note:	The primary baseline learning here is that when considering reintegration into the community, the planning needs to have all the transactions of interaction/involvement met. It is not enough for the young person to be in the room when exploring options, but as case leaders and care teams, our aim is to use what connection we have to build a reintegration plan that looks and focuses on the young person and their whanau and solutions to issues that may present as concerns during the planning phase – a solution is not saying something is too hard so forget the idea. As the facilitator you may want to attempt to draw out a discussion around the myths around reintegration e.g – young people don't know what a good plan is and are disinterested or children don't get what needs to be done The position of the volunteers is pivotal to demonstrating the importance of understanding interacting with a conversation. Each volunteer will represent whanau, case leader, care team, site social worker, young person, community. Who is who will be determined by the group – Facilitator will be directing the discussion around qualifying the reasons behind what volunteers represent who.

Exercise	Purpose
9.40 am – Demonstrating interaction / involvement	Facilitator to ask for 5 volunteers. Those of the group that did not volunteer will need to observe the process. Facilitators to then ask the wider group to each find another 3 people and make a group of 4. In these groups: Read *Jazzy* story (handout) Facilitator to lead the volunteers outside of the room and explain the following: ▪ Once you return into the room facilitator and volunteer 1 will sit in the centre of the room where they will have a conversation using the three houses. Volunteer 2 – 5 will spread themselves around the room, but still must remain interested in the three houses process - ensure the following: ▪ Volunteer 2 to be within hearing distance of the conversation sitting close enough but not too close to the centre. ▪ Volunteer 3 to be outside the room but be sure to be seen via a window ▪ Volunteer 4 to be sitting against the furthest wall from the volunteer 1 and facilitator, facing the centre. ▪ Volunteer 5 to be lying on the floor looking at the exit sign Allow the practice task to run no longer than 3-5 minutes. Facilitator to lead a discussion: ▪ Compare and contrast the volunteer's positions, what worked, what didn't? ▪ What did it look like from the position of those observing? Facilitators to ask the groups to: 1. Consider the five volunteers and place one of the five characters in Jazzy story to a position held by the five volunteers in the task (PPT to remind groups of the positions) 2. Ensure the groups are aware they will need to qualify their answers.

Exercise	Purpose
Jazzy's Story	***Position 1:*** At the table talking about Jazzy hopes and dreams is the case leader and care teams speaking to reports, assessment, analysis, case notes, a discussion that was had earlier with them, Admission intake, programme feedback, point score etc An interaction that does not have the young person and current information about the young person is not meeting one of the primary principles to returning home with the young person. *Baseline message:* An analysis or a 'feel' of how the young person or child behaviour or general attitude towards life, schooling etc is not enough to base a reintegration plan. Residence is an artificial environment in comparison to their reality outside of the Residential walls. It is important, Reintegration planning starts with those who in the world outside of the walls of residence
	Position 2: Sitting up close and within hearing distance is the whanau catching what they can, they are coming to the meetings, and they are also part of the bigger picture. BUT are the transactions of interaction pitched right so that they can understand the whole story? *Baseline message:* Giving information about what is happening with their child is only half of a transaction. If we work with half transactions we are only working to half the potential of a solid reintegration plan. ***Position 3:*** Looking through the windows represents the community networks from the world of the young person. This is a group of people who often will need to manage the initial acting out, fears of the young person walking outside of an institution. *Baseline message:* Are communities involved in the integration plan – who has defined community in the context of the young person? And have you evidenced the transactions of interaction with those key players in the community – and have these interactions involved young people?

Exercise	Purpose
	Position 4: Sitting in the context of the reintegration plan, but further down the end of the plan is the site Social Worker, who is aware of the date and paying attention to the plan – but unless we get them involved more, we are missing out a key part of the reintegration plan. *Baseline message:* As a case leader your role looks like the site social worker outside of the residence, it is therefore pivotal they need to be part of reintegration plan not have it handed to them ***Position 5:*** Young person/child. Waiting to go is the Young person or child, sometimes paying attention and sometimes waiting to be told what to do (especially if our practice is more operational positional and less practice and personal). *Baseline message:* If the transactions of interactions are not in a way that has caught the interest of the young person, do not expect high levels of conversation, instead be prepared to meet a child/young person who is more interested in the EXIT than that of where they are going
10.30am – Morning Tea	

PPT 4.1.1 - Michael

PPT 4.1.1

Michael

Michael is 14 years old, he has been in residence for the last 6 months. Diagnosed with ADHD his family have highlighted that his issue is that he is not being stimulated enough at home and that he is "just a naughty kid". He has an offending history for violent behaviour, which he says is because he gets teased for not sitting still. Residence staff often talks to him about what he is interested in where he would often just pull a face and say nothing. He has been known to enjoy his time in art and seems to be lost in his art work – it is noted that he has talent.

He will be leaving in 2 weeks, his initial response is that he is scared because he knows people will laugh at him and he admits that he will hit them if he can.

He enjoys sport and likes to be rough. He does admit to not knowing his own strength. His family are worried that he will isolate himself again, they have approached a local youth club who are interested in doing some work with him, but he is not convinced that his mother thinks that it will help him, or whether it is part of a bigger plan to get rid of him.

With this information alone – what would you need to do to take into consideration regarding a reintegration plan?

Notes

PPT 4.1.2 – Support young people to return home

PPT 4.1.2

Supporting young people to return home

Our practice Package-September 2010

- Talk with the young person and their family about returning. Exploring with them what the issues may be, the general feel about the return home
- Spend time regularly with the young person and their family dealing with the problems and issues on the spot
- Explore any special service need and make sure they are responded to.
- Establish a back up plan

Notes

PPT 4.1.3 – Five Positions

PPT 4.1.3

Five positions:

Young person, whanau, Site Social worker, Commmunity, case and care team workers

Position 1

At the table talking about hopes and dreams

Position 2

Looking through the window

Position 3

Lying down on the floor looking at the exit sign

Position 4

Sitting by the furthest wall

Position 5

Within hearing distance

Notes

Jazzy Story

Jazzy wakes up with a start – This was the week she had been waiting for. The week where she could finally count how many more days she had left in residence with her fingers.

Jazzy is 14 years old. She was 13 when she came into residence, celebrated her birthday here, got her first boyfriend here too. "Lots of memories here" she thought to herself, but knew that she was ready to move in with her nana…finally.

The bell rang – finally school was over, she could see her case leader walking towards her…"yes! Finally the last talks to finalise my reintegration plan"

"Jazzy – I just gotta confirm something with ya, is that alright?" – Miss gave me a bit of paper to read, I couldn't understand it fully I just knew that it would help me get out, so from where I stood – all good!"

"Lets go see your nana now she's been waiting"

Nana looked confused when she looked at the same bit of paper I did, I was a little worried that she might change her mind…but then she smiled.

"So when you were talking to that lady before you brought in my moko – that was the one that is going to help my moko at school?"

"Yes – im glad you heard that conversation, so you understand that she will pick Jazzy up after school and take her to Kapa haka as you asked"

I remember the first day waking up in my bed in my nan's house – having breakfast, waiting for that lady to come pick me up – we waited for a while but then Nan thought she best drop me to school because she didn't want me to get into trouble.

After school - Nan picked me up again, we went to Kapa haka which was awesome and then returned home with Fish and Chips

The knock on the door, that night, gave me and nan a fright, it was Fiona, my other social worker who came to say hello. We asked her about the lady who was meant to pick me up and whether she would do it tomorrow, Fiona said that, Kimi, that lady, was not sure of the plans and so both her and Fiona will pick her up so she can meet you and Nan and make sure things go from there.

Notes

Session 2: Transition and Three Houses Model

Objectives:	By the end of this session, participants will be able to: • Explore ways of transtition and reintergration planning • Demonstrate planning using the Three Houses model	
Time:	1 hour and 30 minutes	
Resources / Materials:	Butcher papers Markers	
PowerPoint Slides:	PPT 4.2.1 PPT 4.2.2	Reintegration tick box Three Houses Model

Brief:

Many of the participants may be familiar with the three houses tool. This session is about contextualising the model to the role that they are in. It is important that the tool is seen as one that gathers information and easy enough for the young people to work with.

In training the tool with participants it is important that there is an understanding that the key to the tool is how they question and gather the information.

It is still important one of the key messages communicated is that the primary tool in working with the young people is the relationship they have with their children and young people – it will establish the trust factor to share things like dreams, hopes and vulnerabilities.

Exercise	Purpose
10.45am – Transition / Reintegration PPT 4.2.1 – Reintegration tick box	Facilitator to show power point slide to highlight things that must be checked off when planning a reintegration. Identify the young person's needs and goal/s during what will be a time of transition and change for both them and their family/whanau. Establish a transition planning team that meets regularly to plan and review progress. This may include the young person and/or their family/whanau. Work in partnership with the service provider/s and include other involved agencies such as health, education, disability and behaviour services. As a planning team you develop a realistic transition plan for the young person and their family/whanau. It must include a contingency plan in case things go wrong or the young person's circumstances change. You should plan to continue to monitor post-transition for an agreed period of time to make sure the young person settles and so you can manage any problems. Staff working in residence should aim to prepare for transition as soon as a child / young person are admitted into residence. Effectiveness of transition plans depends on a number of factors: Length of stay in residence (short Youth Justice remands) Early identification of risk / needs factors and support people Robust transition plan that addresses the child / young person's life social skills / physical health / mental emotional wellbeing / vocation employment / education and family.
Facilitator Note	Facilitator to explain to the group that the Three Houses tool will generally be used by the case leaders in their case work sessions. However, care team staff have direct contact with the children & young people and are exposed to / and aware of the child or young person's behaviours (strengths and risk factors). Care team staff need to communicate this vital information to case leaders. Similarly information shared by care team will assist employment coordinators to consider employment / vocational plans for the young people. The following exercise is to make all residence staff familiar with the tool and the functional relationship that supports transition planning.

Exercise	Purpose
10.50am – Three Houses tool	Facilitator to ask group if they have used the Three Houses tool and check their understanding of the tool.
PPT 4.2.2 – Three Houses model	Facilitator to show power point slide and briefly talk through the tool or use group to share their experiences. Facilitator to explain how the tool can be used and using a case to draw analogy and demonstrate an example of the information that can be gathered. Ensure that the following points are covered: It is a tool for gathering information It is based on strengths based concepts Assists in building rapport It works with clients' information from their perspective It will assist in identifying risk / need factors and assist case leaders in planning for transition and providing for protective factors
Applying the Three Houses model	Facilitator to divide the larger group into smaller groups with at least four participants in each group. Facilitator to use the case study to lead a discussion with the group to start using the tool. Instructions for the task Facilitator to refer the participants to their workbooks to read the Hemi Matiu case study. As a group, they are to decide on the following role: Young person, Hemi Care team member Case leader Employment coordinator The case leader is to use Hemi's case study and commence conversation with Hemi using the blank template as a guide. Staff member playing Hemi needs to refer to his profile during the conversation and not deviate too far from the profile. Care team member and employment coordinator will also engage in the discussion to support Hemi's Three Houses. When all groups have completed the Hemi's Three Houses, ask them to have a discussion about their information and use a flip chart to capture their information.
	Group to present their Three Houses to the large group.

Exercise	Purpose
	Facilitator to recap the common themes and emphasis the importance of the information when planning for Hemi's transition into the community.
12.00 pm - Lunch	

PPT 4.2.1 – Reintegration tick boxes

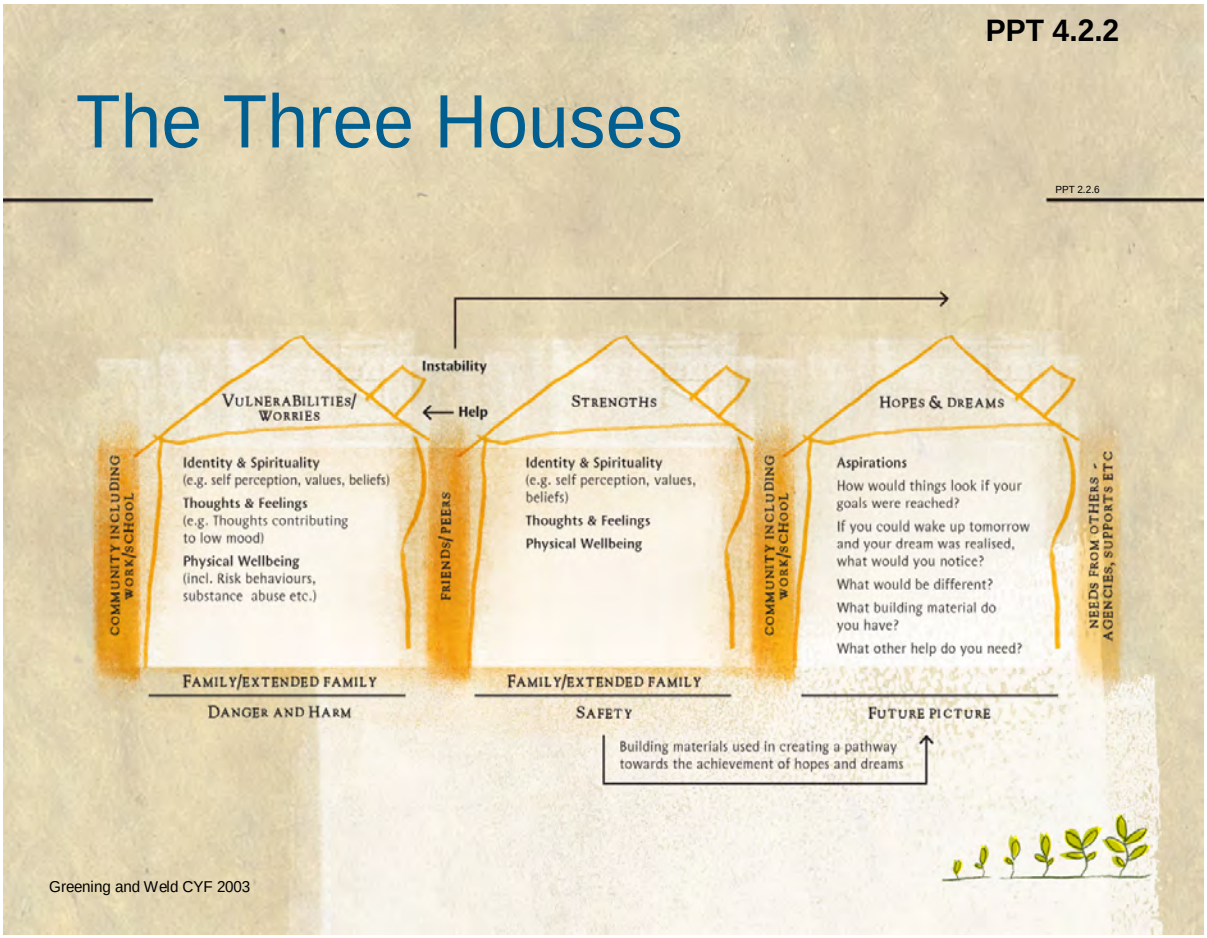
PPT 4.2.1

Reintegration tick boxes:

- Identify the young person's needs and goal/s during what will be a time of reintegration and change for both them and their family/whanau.
- Establish a reintegration planning team that meets regularly to plan and review progress. This may include the young person and/or their family/whanau.
- Work in partnership with the service provider/s and include other involved agencies such as health, education, disability and behaviour services.
- As a planning team you develop a realistic transition plan for the young person and their family/whanau. It must include a contingency plan in case things go wrong or the young person's circumstances change.
- You should plan to continue to monitor post-transition for an agreed period of time to make sure the young person settles and so you can manage any problems.

Notes

PPT 4.2.2 – Three Houses Model



Notes

Case Study – Hemi Matiu

Hemi is a 15 year old boy currently in the custody subject to section 238 (1) (d) of Children, Young Persons and their Families Act, 1989) 238 (1) (d) - Custody of child or young person person pending hearing – Where a child or young person appears before a Youth Court, the court shall – subject to 239(1), order that the child or young person be detained in the custody of the chief executive, an iwi social service, or a cultural social service.

Hemi was placed in the custody of Child, Youth and Family after appearing in the emi has been in and out of various homes and placements since he was 9 years old. In the last five years he has had 6 placements with various 1:1 caregivers.

The social worker reports that much of the reasoning behind his placements have been because his father has been given a chance to sort his A&D issues, before he can return home. His placements therefore are all temporary, hence the number of placement care.

To date, Hemi's father has managed to evidence a shift and appears to be 'on track' with his A&D programme, it is assessed that Hemi will be returned to his father by the end of the year.

Hemi's history does not suggest any diagnosis around his behaviour, it is suggested that he is a young boy who acts out of frustration. When he was asked what is the hardest thing about moving to another placement his response was "I'm used to the moving, the same lies that I'm going home and the I'm a good kid speech – so you guys do what you have to do and I'll keep acting like I'm the problem you guys all think I am."

Hemi still believes his father's 'business' (selling Cannabis) was legitimate and the only 'dicks' that had the problem were the Pigs and the Social Workers who think they have all the answers. He appears to have issues with authoritarian figures and struggles to trust those who are in authority. Being raised with his nan, he offers his respect to any rangatira in the home, but to others he offers very little respect, he will, however, be polite.

In general Hemi is friendly and appears to say the right things, his exposure to Cannabis and alcohol in his upbringing has resulted in an underlying truth that there is nothing wrong with Alcohol and Drugs, they are normal because 'everyone' does it.

Hemi Matiu – Profile

Your name is Hemi and you are 15 year old currently in the custody (section 238 (1) (d) of the Children, Young Persons and their Families Act, 1989) of Child, Youth and Family.

You have been placed in the custody of Child, Youth and Family after appearing in the Youth Court on charges of aggravated robberYou have been in and out of various homes and placements since the age of 9 years. In the last five years you have had 6 placements with various 1:1 caregivers.

The social worker reports that much of the reasoning behind your placements have been because your father has been given a chance to sort his A&D issues, before you can return home.

Your placements therefore are all temporary, hence the number of placement care.

To date, your father has managed to evidence a shift and appears to be 'on track' with his A&D programme, it is assessed that you will be returned to your father by the end of the year.

You do not have a history of any diagnosis around your behaviour, it is suggested that as a young boy you act out of frustration. When asked what is the hardest thing about moving to another placement your response was "I'm used to the moving, the same lies that I'm going home and the I'm a good kid speech – so you guys do what you have to do and I'll keep acting like I'm the problem you guys all think I am."

You still believe that your father's 'business' (selling Cannabis) was legitimate and the only 'dicks' that had the problem were the Pigs and the Social Workers who think they have all the answers. You appear to have issues with authoritarian figures and struggle to trust those who are in authority. Being raised with your nan, you show respect to any rangatira in the home, but to others you show very little respect, however, you are polite.

In general you are friendly and appear to say the right things. Your exposure to cannabis and alcohol in your upbringing has resulted in an underlying truth that there is nothing wrong with Alcohol and Drugs, they are normal because 'everyone' does it.

Interests – You like carving and also keen to get a job in forestry. Your goal is to live with your dad and get a job.

Care Team profile

As a care team member, you have been working with Hemi since his arrival in residence.

You identified Hemi's strength as being respectful to staff who are "straight up" with him. Hemi has had a few incidents in the unit, but generally he has achieved Level 2 rewards.

Hemi has spoken to you about feeling anxious about his discharge as in the past he has been placed with care givers at the "last minute". Hemi is keen to get a job or course and enjoys carpentry and carving programmes. He has also undertaken alcohol & drug eduction programme whilst in residence but does not know if he would continue with any 1-1 counselling in the community.

You are concerned that once he is in the community he will start to hang around with his mates and get into offending behaviour.

Hemi has had visits with his father and is keen to live with his dad. He has shared with you that he wouldn't mind living with his nan, but she is not of good health and financially it may put pressure on her.

Employment coordinator profile

As employment coordinator you have interviewed Hemi and asked what he would like to do and where he would like to go. Hemi has indicated an interest in carpentry or forestry. Identify career pathway back to school, alternative education, employment once Hemi turns 16 years. If Hemi is still interested in Forestry and Carving – pathway to be considered. A second and third career opportunity needs to be identified also based on current and local labour market opportunities

Actions:

EC: You have had prior liaison with Case Leader, Site Social Worker, programme coordinator about case. Discuss with CL about referral to the Residential Drug and Alcohol professional to provide Hemi with education around Alcohol and Drugs, effects. Programmes around offending

EC: will liaise with CLS Education Provider around learning levels and ability

EC: will liaise with Case Leader to formulate a draft transition plan around Hemi's vocation interests. After discussions with Hemi you have following options:

Identify key mentors within own whanau, or Marae, or through Youth Transition Services. CL and EC to put this support in place and invite the mentor to visit Hemi whilst in residence and Hemi to go offsite to meet with the mentor.

Transition plan identified: Option to transition to Forestry education provider near placement. Working alongside CLS Education to support transition. Take young person offsite to attend an interview at the training provider and have a look around. Invite key support people from Hemi's family to come along.

Or alternative option: Return to school – EC and CLS will work together with local school to assist Hemi return with supports wrapped around him

EC: Arrange with CLS Education provider to prepare a CV for Hemi. Part time carving work or training on weekends/evenings through the local Marae, community Op's through Work and Income Work and Income. Important that Hemi is engaged in activities that he enjoys to do in his spare time. EC and CL to work with Work and Income to look at what other supports the Caregiver/Dad will need financially through Work and Income, transportation for Hemi to go to course and part time work/training.

EC: Set up bank account, IRD, interview clothes, Work and Income appointments for Hemi

EC and CL to follow up Hemi post discharge with visits and phone calls

Notes

Session 3: Residential Services Practice Framework – Phase Three

Objectives:	By the end of this session, participants will be able to: • Discuss and demonstrate phase three of the Residential Services Practice Framework • Demonstrate a working knowledge of the phases of the Residential Services Practice Framework
Time:	1 hour and 30 minutes
Resources / Materials:	Butcher papers Markers
PowerPoint Slides:	

Brief:

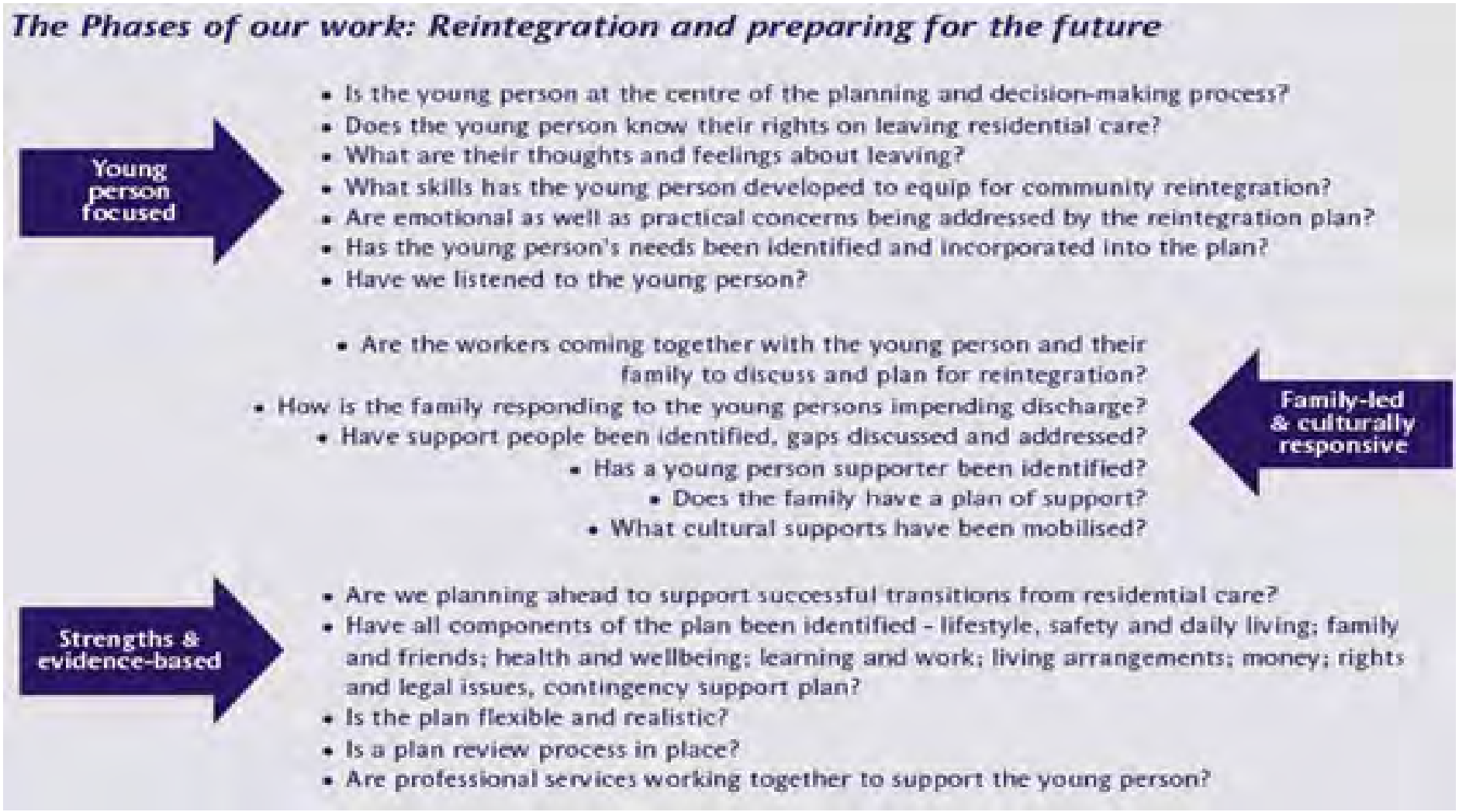
The practice framework is a key document that can be used as a checklist to see how things are going within their practice. It is meant to be a living document in the practice that is carried out in the residence.

The primary message is that the phases of practice framework are pivotal to evidence based practice.

Phase three is about measuring our analysis of re-integration and transition against the key questions that leads to evidence based practice.

Exercise	Purpose
Facilitator Note:	The following task is intended to allow the participants to become familiar with what the practice framework actually says in the Reintegration and Preparing for the Future phase of the Residential Services Practice Framework. Before heading into the final section of phase three, it is important that you allow space for the discussion to grow. Feel free to pose questions to generate more discussion.
1.00 pm – Residential Services Practice Framework	Facilitator to introduce the importance of the Residential Service Practice Framework. Consider using the following prompts if needed: The Residential Services Practice Framework can be seen as a quality assurance checklist to ensure we are keeping our practice in line with what is asked for us as statutory workers. Facilitator to divide the group into two even groups and provide them with one of the following perspectives from the Residential Services Practice Framework: Young person focused Family led and Culturally responsive Facilitator to provide each of the groups with the phase three of the Residential Services Practice Framework. Task Instruction Ask the groups to read the trigger questions of the perspective allocated to their group. As a group, they are to come up with a creative way to present the information to other groups. The presentations can not be a regurgitation of the question, instead, their presentations must demonstrate what the practice would look like if any of the questions in their perspective were posed or chosen to audit their practice. Stress the following rules: The presentation must not involve written words. The presentation must not just involve standing and sitting verbal communication Must involve the whole group.

Exercise	Purpose
1.45 pm – Strengths and Evidence Based	Facilitator to use four sheets of butcher paper for this task. Alongside each of the four sheets, place one of the questions / statements from the cards. Divide the wider group into four smaller groups and allocate each group to a station. Each group is to discuss the question and record their answer once they have all agreed. The facilitator will call out 'switch', where they will move clockwise to undertake the process with the next question. Continue this process until all groups have commented on all four stations. The four questions / statement are: A plan that looks flexible and realistic would identify _____ as reasons why it would be pivotal to keep it flexible and/or realistic. What are the elements of a review process? What would be the tell-tale signs that collaborative practice is evident in a reintegration plan? How do we evidence that we are planning ahead to support successful transition from residential care?\ Facilitator to place all four station brainstorm in a visible place. Work through the four charts identifying responses that may stand out asking the group to qualify their answers.
2.10 pm Summary	Facilitator to summarise this session highlight the following key points: The Residential Services Practice Framework can not be ignored. It is key that our work is lined up with to ensure and promote best practice. Embedding the Residential Services Practice framework will be about keeping it a living document. As practitioners, the practice framework ensure that best practice is in the forefront when working with children and young people in residence.
2.15pm – Afternoon Tea	



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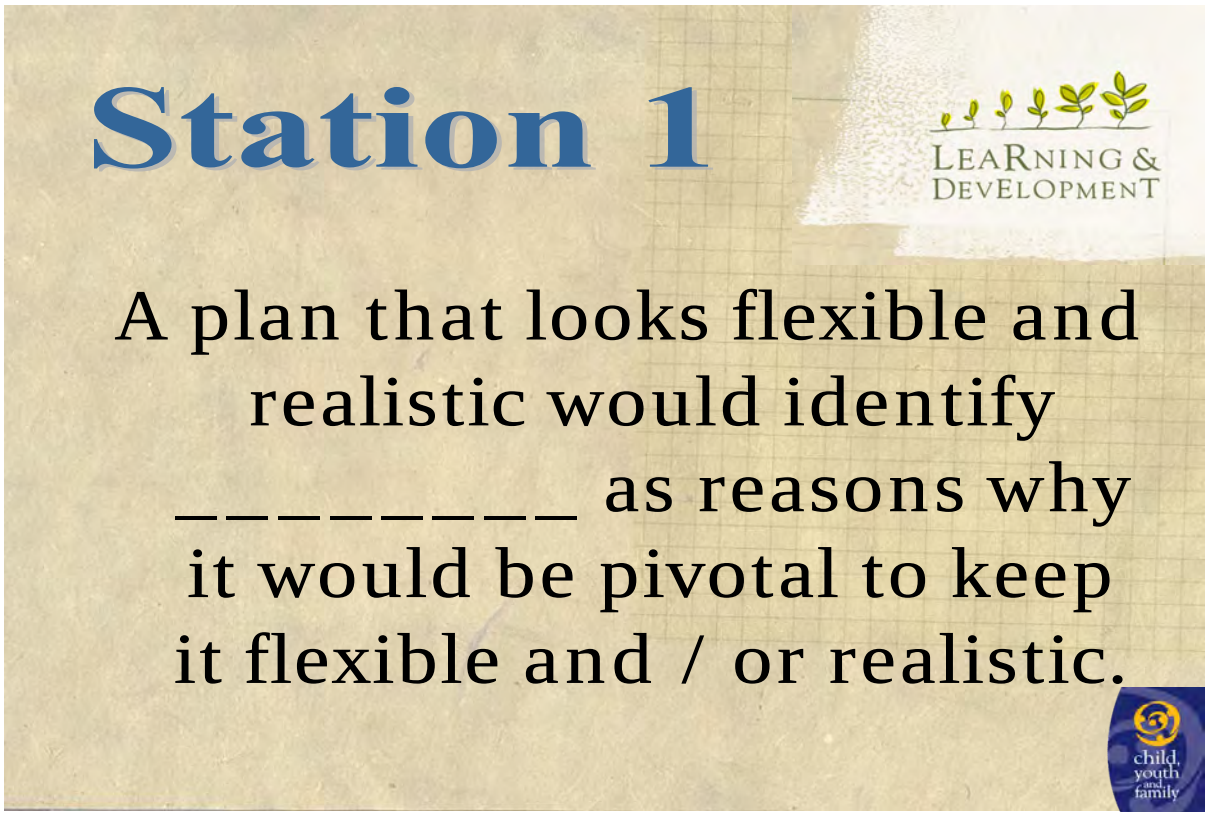
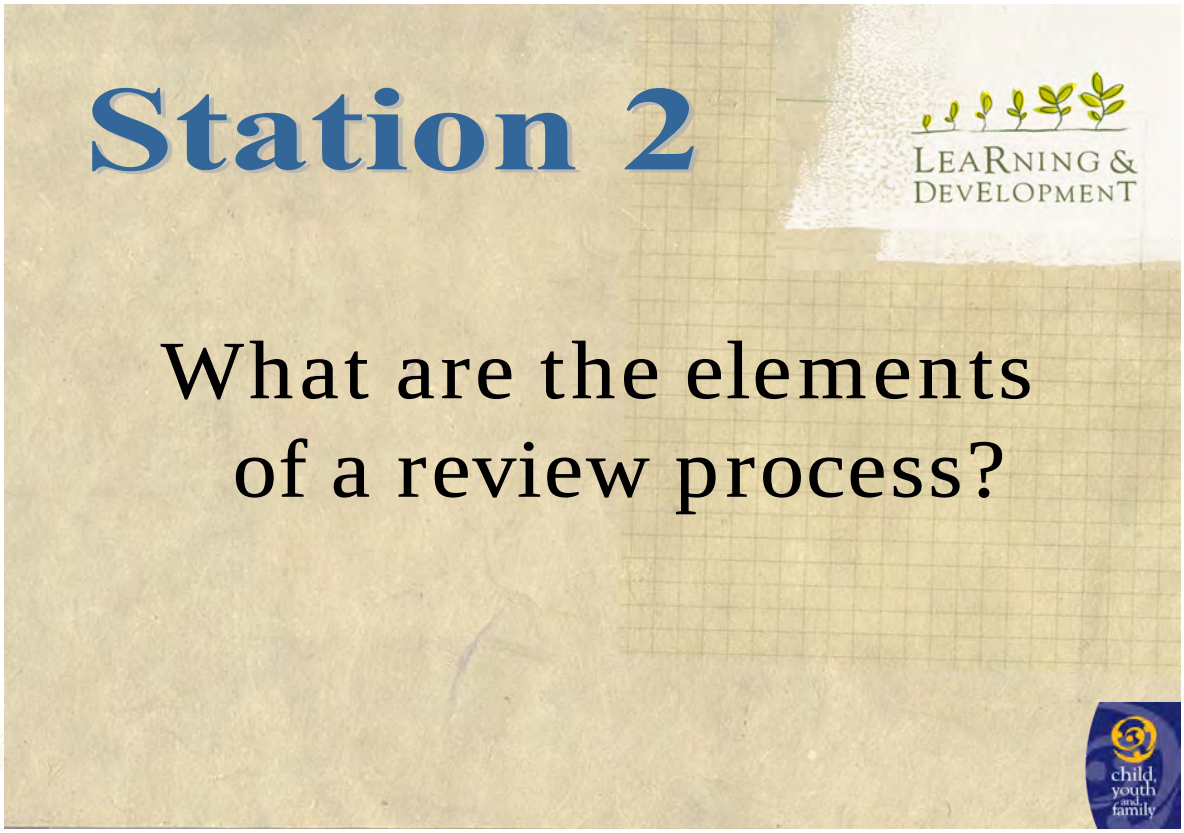

Station 1
LEARNING & DEVELOPMENT
A plan that looks flexible and realistic would identify _____ as reasons why it would be pivotal to keep it flexible and / or realistic.
child, youth and family


Station 2
LEARNING & DEVELOPMENT
What are the elements of a review process?
child, youth and family

Station 3

LEARNING & DEVELOPMENT

What would be the tell-tale signs that collaborative practice is evident in a reintegration plan?

child, youth and family

Station 4

LEARNING & DEVELOPMENT

How do we evidence that we are planning ahead to support successful transition from residential care?

child, youth and family

Notes

Session 4: Collaborative Practice – convening a transition planning meeting

Objectives:	By the end of this session, participants will be able to: • Discuss and demonstrate phase three of the Residential Services Practice Framework • Demonstrate a working knowledge of the phases of the Residential Services Practice Framework
Time:	1 hour and 30 minutes
Resources / Materials:	Butcher papers Markers
PowerPoint Slides:	

Brief:

The emphasis for this session is to have the following messages communicated:

- Staff in the residence need to prepare for transition planning as soon as the child / young person arrives in residence.
- Case leaders, care team members and employment coordinator are actively involved in the transition process.
- Practice tools such as Three houses tool are some of the tools used to engage stakeholders and gather relevant information to identify transition plan needs of the child / young person.
- An effective transition plan requires a collaborative approach from a number of service providers to support the child / young person's discharge.
- Case leaders and care team can provide input to the site social worker and family as to what worked well in the residence

Exercise	Purpose
2.30 pm – Preparing for the role play	Facilitator to emphasise the following points to the group: • Staff in the residence need to prepare for transition planning as soon as the child / young person arrives in residence. • Case leaders, care team members and employment coordinator are actively involved in the transition process. • Practice tools such as Three houses tool are some of the tools used to engage stakeholders and gather relevant information to identify transition plan needs of the child / young person. • An effective transition plan requires a collaborative approach from a number of service providers to support the child / young person's discharge. • Case leaders and care team can provide input to the site social worker and family as to what worked well in the residence
Facilitator Note:	Explain to the group that not all discharges planning will require all services to be present. Other factor to highlight is that case leaders may have a number of small meetings before final transition depending on risk / needs / complexity of cases. You may need to guide the group particularly for those participants who may not be familiar with some of the external service provider roles.
2.40 pm – Instructions for the task C 4.4.1 – Role cards	Facilitator to place role cards on the floor. Each staff is to select is to select one role card and take on the role. Facilitator may delegate some key roles to assist the group. The participant holding "Hemi" card is to sit in the middle. For the purpose of this exercise, Hemi's presence may be take in a symbolic way as any real planning would have required a number of small meetings between individuals and services before final plan is developed. The same applies to Hemi's Whanau. Give group 20 minutes to plan a transition meeting taking into account all Hemi's strengths, risk / needs factors and what support is in place to meet all the needs. Staff member with the case leader role is to convene the meeting with all participants once the group is ready Facilitator to allow the transition meeting to roll out.

Exercise	Purpose
4.00 pm Debrief PPT 4.4.1 – Prompts	Facilitator to ask the participants to find one other and begin to talk about their observation of the meeting. Facilitator to show power point slide and ask the participants to consider the prompts on it: Were the young person and their family/whanau involved as appropriate, did they understand their responsibilities and know what to expect Were young person's goals, based on their needs and strengths identified?, and how these will be met during a time of transition and change Was the interests of the young person are understood and protected Did you develop realistic transition goal/s and/ or new placement that will support the goal of improved wellbeing for the young person and their family/whanau Was there evidence that we were working closely with the service provider and meeting their service requirements Were the appropriate services and supports needed identified for the young person, and how these can be put in place in sustainable ways to support the goal of improved wellbeing Reviewing the transition planning each month until the young person has been effectively transitioned
4.00pm – End of the Day	

Role Cards

Care Leader Role:

As a case leader you will have had conversation with the site social worker in terms of the overall court matter and how the outcome will impact on Hemi's placement. In this scenario, the FGC decision was for Hemi to be placed with his nan with a supervision order for 6 months. The discussions you have will be passed onto Hemi's site social worker.

As a case leader you will need to convene a transition planning meeting and discuss Hemi's placement, identify risks, needs and support for Hemi in the community. You are also conscious of Hemi's goal of being with his dad. Consider this in your transition planning meeting.

You will need to utilise the expertise from the other services as well as feedback from your care team and employment co-ordinator to support Hemi.

You will need to refer to Hemi's Three Houses tool and ensuring that risk/needs are considered and Hemi is supported towards his goal.

Use the Practice Wheel as a guide to ensure all elements of the wheel is considered.

As case leader, you will need to guide the participants through the planning process. For the purposes of this scenario, you have had conversation with Hemi and the Three Houses Tool would support you in planning for Hemi's discharge.

Also refer to the Residential Practice Framework practice triggers. In convening the meeting, you will need to be aware of Hemi's strengths/ risk / needs factors and what services will be available to support Hemi and his whanau in the community.

Alcohol and Drug Counsellor

You have worked with Hemi and provided some education on substance abuse. You have covered educations and risks around drug use as part of the programme with Hemi.

You do have concerns around Hemi using drugs and alcohol when he is back in the community. Hemi has declined any 1-1 counselling at this stage. However, you are hoping that with Hemi's dad undertaking programmes, Hemi might change his mind.

You have a local service provider that can work with Hemi if he accepts treatment. You are also aware of AoD programmes for families and suggest this as an option if Hemi's dad and Hemi agree.

Employment Coordinator Role

As employment coordinator you have an instrumental role in ensuring that any vocational / employment plan for Hemi is robust.

You have a number of options that you can present at the meeting, however, for the purposes of this exercise you may wish to choose one specific vocational pathway for Hemi.

As employment coordinator you have interviewed Hemi and asked what he would like to do and where he would like to go. Hemi has indicated an interest in carpentry or forestry. Identify career pathway back to school, alternative education, employment once Hemi turns 16 years. If Hemi is still interested in Forestry and Carving – pathway to be considered. A second and third career opportunity needs to be identified also based on current and local labour market opportunities.

Actions:

EC: You have had prior liaison with Case Leader, Site Social Worker, programme coordinator about case. Discuss with CL about referral to the Residential Drug and Alcohol professional to provide Hemi with education around Alcohol and Drugs, effects. Programmes around offending

EC: will liaise with CLS Education Provider around learning levels and ability

EC: will liaise with Case Leader to formulate a draft transition plan around Hemi's vocation interests. After discussions with Hemi you have following options:

Identify key mentors within own whanau, or Marae, or through Youth Transition Services. CL and EC to put this support in place and invite the mentor to visit Hemi whilst in residence and Hemi to go offsite to meet with the mentor.

Transition plan identified: Option to transition to Forestry education provider near placement. Working alongside CLS Education to support transition. Take young person offsite to attend an interview at the training provider and have a look around. Invite key support people from Hemi's family to come along.

Or alternative option: Return to school – EC and CLS will work together with local school to assist Hemi return with supports wrapped around him

EC: Arrange with CLS Education provider to prepare a CV for Hemi. Part time carving work or training on weekends/evenings through the local Marae, community Op's through Work and Income Work and Income. Important that Hemi is engaged in activities that he enjoys to do in his spare time. EC and CL to work with Work and Income to look at what other supports the Caregiver/Dad will need financially through Work and Income, transportation for Hemi to go to course and part time work/training.

EC: Set up bank account, IRD, interview clothes, Work and Income appointments for Hemi

EC and CL to follow up Hemi post discharge with visits and phone calls

Hemi's Nan

You have looked after Hemi from a young age. You agree to have Hemi in your care but concerned that he is at an age where he gets bored at home and starts to hang around with his mates. You are also worried that Hemi is growing up and looking after him requires finances.

You would like Hemi to get into a course to keep him "off the streets" and off drugs. Hemi's father can visit him at your house but you do not think his dad is ready to manage Hemi. You are aware that Hemi is good in carving but don't know what he can do in the community.

You are keen to support Hemi and his dad in getting Hemi back with his father.

Care Team Role

As a care team member, you have been working with Hemi since his arrival in residence. You identified Hemi's strength as being respectful to staff who are "straight up" with him.

Hemi has had a few incidents in the unit, but generally he has achieved Level 2 rewards. Hemi has spoken to you about feeling anxious about his discharge as in the past he has been placed with care givers at the "last minute".

Hemi is keen to get a job or course and enjoys carpentry and carving programmes.

He has also undertaken alcohol & drug eduction programme whilst in residence but does not know if he would continue with any 1-1 counselling in the community.

You are concerned that once he is in the community he will start to hang around with his mates and get into offending behaviour.

Hemi has had visits with his father and is keen to live with his dad. He has shared with you that he wouldn't mind living with his nan, but she is not of good health and financially it may put pressure on her.

As care team member you will need to advocate Hemi's strengths to the group and also highlight any risk factors.

Hemi Matiu

Your social worker has discussed your plan of Supervision in the community and you are keen to be with your dad. However, you understand this is not possible and don't mind being with your nan.

You are keen to get a job and overall you agree with what is being proposed for your transition plan. You are still ambivalent about doing any AoD programme. If your dad raises that it would be good for you to do something about your drugs, you will consider this option. However, wait for the group to raise this.

Your placements therefore are all temporary, hence the number of placement care.

To date, your father has managed to evidence a shift and appears to be 'on track' with his A&D programme, it is assessed that you will be returned to your father by the end of the year.

You do not have a history of any diagnosis around your behaviour, it is suggested that as a young boy you act out of frustration. When asked what is the hardest thing about moving to another placement your response was "I'm used to the moving, the same lies that I'm going home and the I'm a good kid speech – so you guys do what you have to do and I'll keep acting like I'm the problem you guys all think I am."

You still believe that your father's 'business' (selling Cannabis) was legitimate and the only 'dicks' that had the problem were the Pigs and the Social Workers who think they have all the answers. You appear to have issues with authoritarian figures and struggle to trust those who are in authority. Being raised with your nan, you show respect to any rangatira in the home, but to others you show very little respect, however, you are polite.

In general you are friendly and appear to say the right things. Your exposure to cannabis and alcohol in your upbringing has resulted in an underlying truth that there is nothing wrong with Alcohol and Drugs, they are normal because 'everyone' does it.

Interests – You like carving and also keen to get a job in forestry. Your goal is to live with your dad and get a job.

Notes

Day Five: Team Work

Day Five Session Objectives

By the end of this workshop, participants will be able to:

- Describe the characteristics of a successful team.
- Explain the purpose and goals of teams within the residential services.
- Discuss the model of team development.
- Describe and discuss tips for effective teams.
- Describe what courageous conversations are and how it can contribute to team development.
- Discuss the need for clear boundaries in the workplace.
- Share their learnings

Day Five Outline

Session	Time	Content
1	9:00am	Introduction / Characteristics of an effective team / Team Development Model
10.30am - Morning Tea		
2	10:45am	Tips for effective team functioning / Group Presentation
12:00pm Lunch		
3	1:00pm	Professional Boundaries / Courageous Conversations
02.30pm Afternoon Tea		
4	02:45am	Reflection on key learning
Finish		

Session 1: Introduction / Characteristics of an effective team

Objectives:	**By the end of this session, participants will be able to:** ▪ **Discuss the difference between group and team** ▪ **Describe the characteristics of a successful team** ▪ **Be clear about their role in the team** ▪ **Explain the team's purpose and goals**
Time	1 hour and 30 minutes
Resources / Materials	A4 sheets of paper Markers
PowerPoint Slides	PPT 5.1.1 Course Objectives PPT 5.1.2 Course Outline PPT 5.1.3 Who makes up your residential team?

Brief

This session explore the concept of a team. As residential staff, it is important to have an overview of the teams that exists within residence, as well as the team that they are designated to. Having this bigger picture will contribute to their work within their own team.

Participants will also explore the characteristics of an effective team, and how they are developed.

Exercise	Purpose and Key Points
9am – Introduction **PPT 5.1.1 – 5.1.2** Course Objectives and Outline	Welcome participants to the workshop in an appropriate manner. Cover the general housekeeping points (toilets, emergency procedures, use of cell phone – silent for emergency calls etc) Use power points to provide the outline and objectives of the workshop.
Facilitator Note:	*All residential staff, when starting in this role, brings with them their own history that includes their culture, personality, knowledge, experience, skills, ambitions, work ethics and personal values. The following task will explore what each staff member brings to their role.* *The key messages to elicit from the following task are:* • *Each member of the team will bring a different perspective.* • *Being in a team is not always about giving in your perspective but acknowledging the difference in perspective, and finding a common ground for the benefit of the children and young people we work with, and the team.*
9.15am – PRISM exercise (15 minutes)	1. Facilitator to ask the group to form a circle facing outwards. 2. Provide each participant with a sheet of A4 sheet of paper and ask them to draw what they see directly ahead of them. They are not to use words, digits or symbols when drawing. Encourage them not to show each other. 3. Gather the sheets of A4 sheets of paper and re-distribute it ensuring that the participants **do not** get their own. In silence, ask the participants to assess the picture in front of them, and to move to where they think the person who drew the picture was standing. 4. Once there, ask the participants to reflect on the following question: • What made you move to that position? • If you were in the same position, what would you draw? 5. Lead a discussion with the group to get their feedback on the questions.

Exercise	Purpose and Key Points
Facilitator Note:	*Many people refer to almost any group they work with as a team. Most groups may be thrown together for administrative purposes. This does not necessarily mean that it is a team, which is set up for a particular purpose.*
9.30am – Brainstorm Activity (20 minutes)	Use whiteboard to brainstorm ideas about what a team is? Facilitator to ensure that the brainstorm include the following ideas: • A group of people • Can be part of an organisation, social activity or sporting group • People with complementary skills • Have a commitment to a common approach and purpose • People working effectively together • People hold themselves mutually accountable • People are responsible for one another
9.50am – Characteristics of an effective team (20 minutes)	Ask participants to reflect on the various teams they have been associated with and think about some of the successful ones they have been involved with. It may be a work group, hobby, activity or sport. Ask them to explain why they were successful – what were the ingredients for success? Facilitator records ideas on flipchart/butchers paper. Facilitator refers to the workbook and compares the discussion and whiteboard notes with the five qualities/characteristics identified in the article. Ask participants (if necessary) to add to their flipchart/butcher paper list. Put the list on the wall. This information will be used in the afternoon.

Exercise	Purpose and Key Points
Facilitator Note:	*The purpose of the next task is to gauge the participants' knowledge and understanding of what a team looks like in a residential setting.* *It is obvious that there are a number of teams that operate in the residence, such as –* • *Care Team* • *Case Leaders* • *Management* • *Team Leaders* • *Shifts* • *Units* • *Education* • *Administration* • *Support staff* • *Domestic staff* *The challenge for most of these teams is the understanding of each others tasks / responsibilities.*
10.10am – Discussion about team (10 minutes) **PPT 5.1.3**	Facilitator to show power point slide and ask the participants to discuss the question. **"Who makes up your residential team?"** Facilitator to note the participant responses on the whiteboard.
Facilitator Note:	*It is important that the participants understand the role of each team within their residence. This understanding will contribute to creating consistency of practice across residence.*
10.20am – Group Discussion (10 minutes)	Facilitator to lead a discussion about the purpose of each identified team, and elements that contributes to a successfully team

Exercise	Purpose and Key Points
10.45am – Model of Teamwork (30minutes) **PPT 5.2.1 – Stages of team development**	Facilitator explains that most people can recognise a good team when they see one. Team members trust one another, share leadership, work effectively and put team goals above individual goals. Teams inevitably go through a process. Tuckman's 1965 model has stood the test of time when it comes to explain team development. Facilitator briefly takes participants through the stages of forming, norming, storming and performing using power point slide. Divide the participants into the four stages. Their task is to: • Describe the stage. • What effects on the team it might have. • What sort of things do you need to be aware of to assist the team? Report back on each stage. Facilitator summarises the model. Although this is not necessarily a lineal process this new group in is the "forming" stage. Naturally this is where members cautiously explore the boundaries of acceptable group behaviour. This is a stage of transition from individual to member status. It's useful to have some knowledge about group stages because almost all groups experience these stages.
10.30am – Morning Tea	

Powerpoint slides

Notes

Course Objectives

By the end of this workshop, participants will be able to:

- Describe the characteristics of a successful team.
- Explain the purpose and goals of teams within the residential services.
- Discuss the model of team development.
- Describe and discuss tips for effective teams.
- Describe what courageous conversations are and how it can contribute to team development.
- Discuss the need for clear boundaries in the workplace.
- Share their learnings

Notes

Course Outline

Session	Time	Content
1	9.00am	Introduction / Characteristics of an effective team
10.30am - Morning Tea		
2	10.45am	Team development model / Tips for effective team functioning
12.30pm - Lunch		
3	1.30pm	Presentations / Courageous Conversations
3.00 pm – Afternoon Tea		
4	3.15 pm	Professional boundaries / Team Planning
4.30pm – End of Day		

Notes

Who makes up your residential team?	Notes

A Team's Characteristics

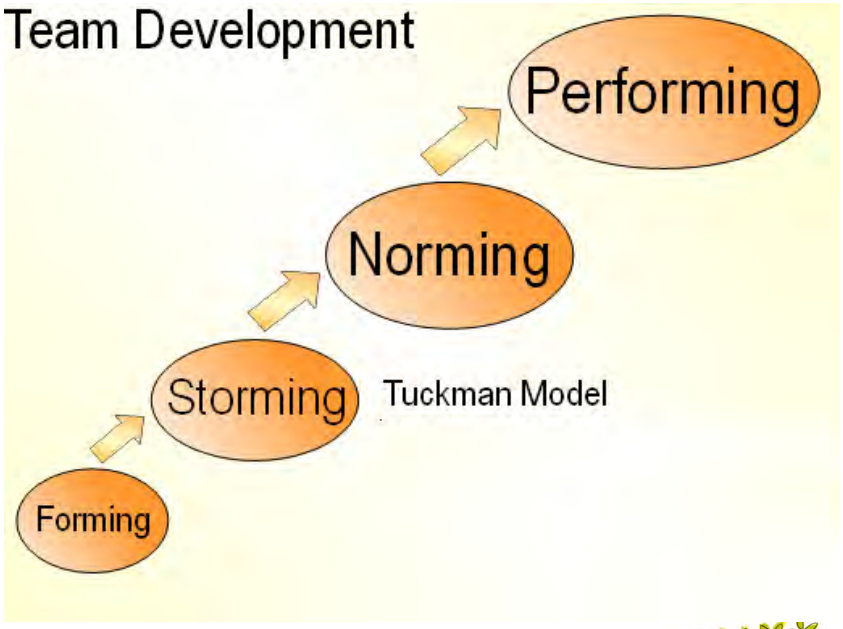
A team has five characteristics:

- The sharing of a common interest
- To have a common aim and set of values
- To have common objectives and/or tasks
- For members to have designated roles and/or tasks
- The feeling of membership and loyalty to the group

(Redman 1996 (in Payne M. (2000) *Teamwork in Multi-professional care*. McMillan Press, London.)

Notes:

Model of team development



Often quoted, often misunderstood. Bruce Tuckman's classic description of the stages of group development is easy to understand and remember, but it helps to go back and look at what's behind each stage.

Bruce W Tuckman is a respected educational psychologist who first described the (then) four stages of group development in 1965, soon after leaving Princeton. Looking at the behaviour of small groups in a variety of environments, he recognised the distinct phases they go through, and suggested they need to experience all four stages before they achieve maximum effectiveness. He refined and developed the model in 1977 (in conjunction with Mary Ann Jensen) with the addition of a fifth stage. Since then, others have attempted to adapt and extend the model - although sometimes with more of an eye on rhyme than reason.

Four Stages Of Team Development
Tuckman described the four distinct stages that a group can as it comes together and starts to operate. This process can be subconscious, although an understanding of the stages can help a group reach effectiveness more quickly and less painfully.

Stage 1: Forming

Individual behaviour is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organisation, who does what, when to meet, etc. But individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

Stage 2: Storming

Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed. Some people's patience will break early, and minor confrontations will arise that are quickly dealt with or glossed over. These may relate to the work of the group itself, or to roles and responsibilities within the group. Some will observe that it's good to be getting into the real issues, whilst others will wish to remain in the comfort and security of stage 1. Depending on the culture of the organisation and individuals, the conflict will be more or less suppressed, but it'll be there, under the surface. To deal with the conflict, individuals may feel they are winning or losing battles, and will look for structural clarity and rules to prevent the conflict persisting.

Stage 3: Norming

As Stage 2 evolves, the "rules of engagement" for the group become established, and the scope of the group's tasks or responsibilities are clear and agreed. Having had their arguments, they now understand each other better, and can appreciate each other's skills and experience. Individuals listen to each other, appreciate and support each other, and are prepared to change pre-conceived views: they feel they're part of a cohesive, effective group. However, individuals have had to work hard to attain this stage, and may resist any pressure to change - especially from the outside - for fear that the group will break up, or revert to a storm.

Stage 4: Performing

Not all groups reach this stage, characterised by a state of interdependence and flexibility. Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity. Roles and responsibilities change according to need in an almost seamless way. Group identity, loyalty and morale are all high, and everyone is equally task-orientated and people-orientated. This high degree of comfort means that all the energy of the group can be directed towards the task(s) in hand.

Ten years after first describing the four stages, Bruce Tuckman revisited his original work and described another, final, stage:

Stage 5: Adjourning

This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group. They need to recognise what they've done, and consciously move on. Some authors describe stage 5 as "Deforming and Mourning", recognising the sense of loss felt by group members.

Tuckman's original work simply described the way he had observed groups evolve, whether they were conscious of it or not. But for us the real value is in recognising where a group is in the process, and helping it to move to the Perform stage. In the real world, groups are

often forming and changing, and each time that happens, they can move to a different Tuckman Stage. A group might be happily Norming or Performing, but a new member might force them back into Storming. Seasoned leaders will be ready for this, and will help the group get back to Performing as quickly as possible.

Many work groups live in the comfort of Norming, and are fearful of moving back into Storming, or forward into Performing. This will govern their behaviour towards each other, and especially their reaction to change.

This article has been adapted from http://www.chimaeraconsulting.com/models.htm

Stages of team development discussion

Session 2: Tips for effective team functioning / Group Presentations

Objectives:	**By the end of this session, participants will be able to:** ▪ **Describe a number of effective strategies for effective team behaviour** ▪ **Discuss helpful and unhelpful behaviours in teams** ▪ **Prepare and present core ideas behind an effective team**
Time	1 hour and 30 minutes
Resources / Materials	A4 sheets of paper Markers
PowerPoint Slides	PPT 5.2.1 Stages of team development
Cards	C 5.2.1 Tips for effective teams

Brief

In this session, participants will explore helpful and unhelpful team behaviours. They will also prepare and present group presentations on core ideas behind an effective team and linking it in to their team environment in the residence.

Exercise	Purpose and Key Points
Facilitator Note:	*This session will explore the range of behaviours that have been shown to help teams work well together.*
10.45am – Helpful and unhelpful team behaviours	Facilitator to divide the participants into pairs and refer each pair to the helpful and unhelpful team behaviours in their workbooks. Their task is to come up with residential examples of these behaviours. After 10 minutes, bring the pairs back together to feedback.

Exercise	Purpose and Key Points
10.55pm – Tips for effective team functioning **C 5.2.1 – Tips for effective teams**	Facilitator to ask the participants to move into the groups they worked with for the stages of team development exercise. Refer the groups to two areas from "Tips for Effective Teams". 1. Tips for effective feedback in teams 2. Tips for team warm-ups 3. Tips for effective leadership in teams 4. Tips for effective trust building in teams 5. Tips for managing diversity in teams 6. Tips for effective debriefing in teams 7. Tips for effective planning in teams 8. Tips for effective negotiating in teams The task of each group is to develop a process whereby they can show the core ideas of their allocated tips to the wider group. Allow 30 minutes for this and they will conduct their presentation in the beginning of the next session.
11.20pm - Presentations	Facilitator to facilitate a process for group presentations on tips for effective teams. Each group will present their information within 10 minutes. Encourage participants to use CRC model when giving feedback: C: Commend - what worked well? R: Recommend – What could be done differently? C: Commend – What would you like to try in your practice? Record the key findings on the whiteboard and use the slide to summarise the session properly.
12.30pm Lunch	

Helpful and Unhelpful Behaviours	
Helpful	**Unhelpful**
Task behaviours	**Task behaviours**
Seeking information	Squashing ideas
Seeking opinions	Dominating
Analysing	Competing
Giving information	Being aggressive
Giving opinions	Criticising
Building on other's ideas	Deflating people's enthusiasm
Coordinating	Dissenting and disagreeing
Summarising	Being stubborn
Generating ideas	Changing the subject
Organising procedures	Sabotaging other's efforts
Setting standards	Manipulating people
Initiating	Speaking on special interests
Clarifying	Seeking sympathy
Teaching, coaching	Complaining
Following agreeably	Showing off
Building consensus	Nitpicking
Mediating	Finding fault
Getting the ball rolling	
Minding the details	
Solving problems logically	

Process behaviours	Process behaviours
Relieving tension with humour	Being disruptive, clowning around
Making sure everyone has a say	Domineering
Seeking approval	Withdrawing
Encouraging others	'Yes man/woman'
Compromising	Making sarcastic remarks
Keeping the peace	Daydreaming
Being a friend	Seeking recognition or status
Being enthusiastic	Sniping, being cynical
	Seeking conflict
	Avoiding conflict

Tips for Effective Feedback in Teams

Residential social works are no different than other people in needing feedback about the 'what they are doing' and 'how they are doing'. It is clear that no matter how long we have been in the job, our level of experience, our age and so forth, that constructive feedback will help us do our job better.

Feedback can however feel like criticism if not done with care and consideration. The BAT MICE mnemonic is a useful tool to keep the focus upon the behaviour rather than the personality or characteristics of the person.

Feedback Tips for effective teams – BATMICE Feedback Formula

B **Balanced** - Be both positive and constructive. Build self-esteem. Don't criticise. Do point-out what people can do to improve their performance

A **Actionable** – Make sure this is something, the person/can actually do something about

T **Timely** - When will be the best time to discuss this? Count to 100 and think it through

M **Meaningful** –Make your feedback about a success measure not achieved or a behaviour (something you can see or hear) that does not meet expectations. What should the person be saying or doing?

I **'I' language** - Say 'I' rather than 'you''—it comes across as less pushy, domineering and controlling and will meet with less resistance. Saying 'I need ….'not' you must' or 'you should' also establishes you as the boss

C **Constructive** - If you're a coach not a critic and want to help not hurt, you will be constructive

E **Empathic** - Put yourself in the other person's shoes and unless it's praise, give feedback in private.

More TIPS on giving feedback	
Make giving feedback a habit	Be positive and constructive - the more team members get into the habit of positive feedback to each other, the more they will feel part of the team
Don't store feedback	Give It often. The opportunities are endless - at meetings, during a shift, by memo, e-mail or informal discussion, or as part of team debriefing
Devote part of every day to feedback	Even a few encouraging words are powerful

Notice, notice, notice	Catch each other being effective. Let people know you noticed they are meeting their goals or contributing to the teamwork
Correct work, not people	When something is not done right focus upon the task rather than the person
Do everything you can to build self-confidence and self-esteem	You can't get a winning performance out of someone who thinks they're a loser
Aim only at changes that will bring a measurable difference in results both you and others can see	Suggest specific actions other team members could take (or stop doing) to improve their performance
Use neutral words, stay objective and keep your voice steady	It can be difficult receiving feedback from others about our performance. If you are giving people feedback keep calm and relaxed. Check that the person is in the right space to hear feedback
Speak up when you see the need for improvement	If you let things slide, people will think all is well and what they're doing is acceptable. At the same time, don't speak in haste—think it through first
Let team members have their say too, without interruption.	Before parting, summarise what you've agreed and make sure the team member understands that the purpose of the feedback is to help them do the better work you know they are capable of
Focus on the future	Help the person learn from mistakes; "Let's see what we can learn from this", 'If you did this over, how would you do it differently?'

Source: Holpp, L. (1999) *Managing Teams*, McGraw-Hill, New York

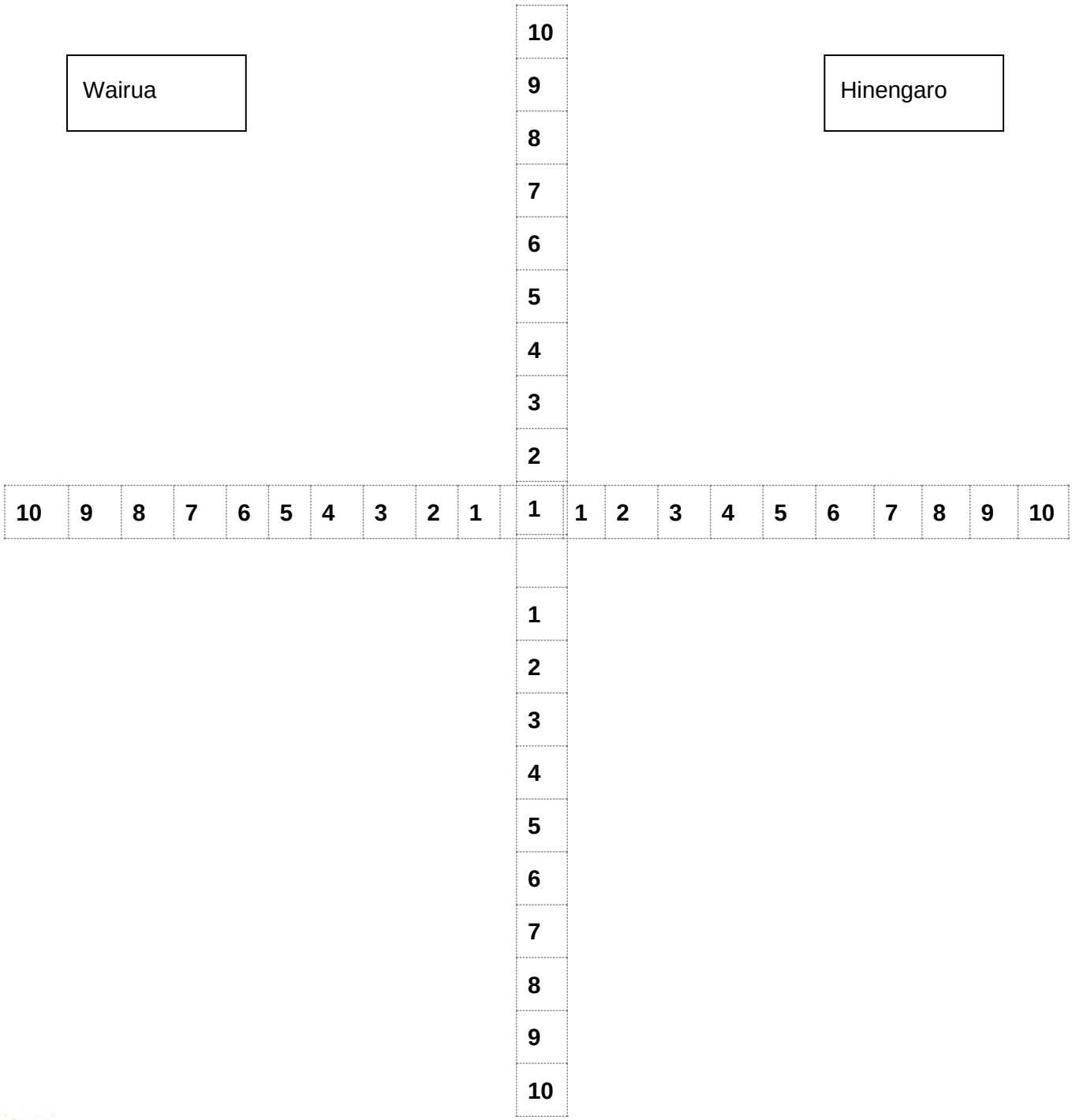
Tips for Team Warm Ups

Being ready to go on shift is always an important aspect of teamwork. Last minute rushing means that you have not done your own warming up and connected with other team members. One way is to use the Whare Tapa Wha model to check how each of you are prior to going on shift.

This model was developed by Professor Mason Durie in 1996 when he set out to describe a holistic view of Maori who presented to the Health Services. It attempts to make a global assessment of the whole person. It explores the status of the whanau, significant family relationships & personal history. The wairua check out the cultural and spiritual needs, values and belief systems the hinengaro dimension is the corner stone where ideas, and thoughts are processed. It explores psychiatric history and substance use.

The Maori word for thought is Whakaaro. In some areas whakaaro means to care. Whaka to make and aro meaning to care. When young people forget to care about their tinana, hinengaro, wairua & whanau they can be unable and unwilling to process their thoughts.

At the beginning of the shift team members quickly fill in their own Whare Tapa Wha grid (see below) to assess where they are at. The second step is to let other team members know what they might need during the day. For example is a team member is feeling unwell (their tinana is not good), then the team needs to plan for managing this.


Wairua
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Whanau
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Tips for Effective Leadership in Teams

Effective leadership can have a profound impact on the health of any team. Teams may suffer from a large number of problems. These include poor productivity, low morale, lack of coordination, complacency, miscommunication, uncertainty as to goals and responsibilities, internal conflicts, lack of leadership and lack of commitment. Team building interventions can be tailored to the particular nature of the group and the problems it is facing. Dunphy (1981) lists the following as key intervention strategies:

Set clear goals and goal classification	The purpose is to develop a clear, concrete statement of goals which is agreed on by the group and management, and which can then be used as a basis for defining roles and responsibilities and for producing more detailed action plans.
Role analysis and role classification	This approach focuses on developing an agreement among team members as to how goals are translated into specific role responsibilities for team members.
Group problem-solving and decision-making:	This approach focuses attention on such matters as the characteristics and the application of an effective problem-solving process, and how to avoid some of the potential problems associated with group decision-making
Understanding and contributing to group process	This type of intervention is based on the idea that teams need to perform two kinds of general function if they are to be effective: task functions directly related to the group's objectives and maintenance functions related to the maintenance of interpersonal relations and commitment within the group.
Reviewing and revising group norms	The objective is to identify and discuss existing group norms in regard to both task and personal objectives and to see whether they should be modified. These should be reviewed on a regular basis.

Source Dunford, R.W. (1992*) Organisational Behaviour: An organisational analysis perspective*, Addison-Wesley Publishing company, Sydney.

Tips for Effective Trust Building in Teams

Building trust in teams

Trust. You know when you have it; you know when you don't. Yet, what is trust and how is trust usefully defined for the workplace? Can you build trust when it doesn't exist? How do you maintain and build upon the trust you may currently have in your work place? These are important questions for today's rapidly changing world. Trust forms the foundation for effective communication, retention of team members, motivation and contribution of discretionary energy, the extra effort that people voluntarily invest in work. When trust exists in a team or organisation or in a relationship, almost everything else is easier and more comfortable to achieve.

A definition	Tway defines trust as, "the state of readiness for unguarded interaction with someone or something."
The three components of trust	The capacity for trusting The perception of competence The perception of intentions.
What allow for	Trust is the necessary precursor for: • feeling able to rely upon a person, • cooperating with and experiencing teamwork with a group • taking thoughtful risks, and • experiencing believable communication.
How to build trust	The best way to maintain a trusting work environment is to keep from injuring trust in the first place The integrity of the leadership of the organization is critical. The truthfulness and transparency of the communication with staff is also a critical factor. The presence of a strong, unifying mission and vision can also promote a trusting environment. Providing information about the rationale, background, and thought processes behind decisions is another important aspect of maintaining trust. Another is organizational success; people are more apt to trust their competence, contribution, and direction when part of a successful project or organization.

TIPS on building trust

Get the right people	Hire and promote people, who are capable of forming positive, trusting interpersonal relationships with people who report to them, to supervisory positions.
Skill development	Develop the skills of all employees and especially those of current supervisors and people desiring promotion, in interpersonal relationship building and effectiveness.
Retain staff	Keep staff members truthfully informed. Provide as much information as you can comfortably divulge as soon as possible in any situation.
Act with integrity	Expect supervisors to act with integrity and keep commitments. If you cannot keep a commitment, explain what is happening in the situation without delay. Current behaviour and actions are perceived by employees as the basis for predicting future behaviour. Supervisors who act as if they are worthy of trust will more likely be followed with fewer complaints.
Confront hard issues	Confront hard issues in a timely fashion. If an employee has excessive absences or spends work time wandering around, it is important to confront the employee about these issues. Other employees will watch and trust you more.
Be professional	Protect the interest of all employees in a work group. Do not talk about absent employees, nor allow others to place blame, call names, or point fingers.
Be informed	Display competence in supervisory and other work tasks. Know what you are talking about, and if you don't know—admit it.
Give attention	Listen with respect and full attention. Exhibit empathy and sensitivity to the needs of staff members.
Take careful risks	Take thoughtful risks to improve service and work with residents.
Set high expectations	If you are a supervisor or a team member, set high expectations and act as if you believe staff members are capable of living up to them.
Remember	Trust is built and maintained by many small actions over time. Trust is telling the truth, even when it is difficult, and being truthful, authentic, and trustworthy in your dealings with residents and colleagues.

Source: Meyer, R.C., Davis, J. H., & Schoorman, F. S., (1995) *Academy of Management Review, 20(3).*

Tips for Managing Diversity in Teams

Diversity represented in multicultural groups gives them both the potential for higher productivity than homogeneous groups and a greater chance of productivity losses. Diversity is most valuable when the need for agreement (cohesion) remains low relative to the need for invention (creativity). This has implications for the effect of diversity at different stages of group activity

Advantages	Disadvantages
Diversity permits increased creativity: Wider range of perspectives More and better ideas Less group think	**Diversity causes lack of cohesion:** Mistrust Lower interpersonal attractiveness Stereotyping More within-culture conversations Miscommunication Slower speech: non-native speakers and translation problems Less accurate Stress More counterproductive behaviour Less disagreement on content Tension
Diversity forces enhanced concentration to understand others Ideas Meanings Arguments	
Increased creativity can lead to: Better problem definitions More alternatives Better solutions Better decisions	**Lack of cohesion causes inability to:** Validate ideas and people Agree when agreement is needed Gain consensus on decisions Take concerted action
Groups can become: More effective More productive	**Groups can become:** Less efficient Less effective Less productive

Finding a workable balance between task and process related teams is the challenge of managing diversity. Reaching agreement is usually easier in homogenous groups. Members from more relationship-oriented cultures such as Maori and Pacific Island will subsequently feel rushed and distrustful if the culture of the group is too task focussed.

Consequently, experienced multicultural managers are likely, in the early stage, to direct the attention of group members to their equivalent professional qualifications and status, rather than the differences in their cultural backgrounds. The rationale behind this approach is that this will establish some bond based on their professional similarities and that subsequently the matter of their cultural diversity can be discussed as a potential resource for the group rather than as a threat. The second stage involves a focus on setting objectives, collecting and analysing information and developing alternative courses of action. Diversity is an advantage at this stage. The third stage involves deciding what to do and how to do it.

Tips on managing culturally diverse groups

Selection	Select group members of a similar level of ability to enhance accurate communication, but with a diversity of attitudes to enhance creativity.
Give attention to cultural differences	Give attention to cultural differences but avoid stereotyping; attempt to understand the way people in other cultures think, feel and act; look for the benefits that can flow from diversity.
See high level goals	Help the group to agree to an over-arching goal, one that transcends their individual differences. Such a goal can help give a sense of direction to the group's activities and often will reinforce the importance of cooperation between group members.
Avoid cultural dominance	Avoid cultural dominance. If one culture provides the members in the more powerful positions, the contributions of non-dominant group members will be reduced. In particular, power should be distributed according to each member's ability to contribute to the task, not some preconceived idea of relative cultural importance.
Encourage mutual respect	Mutual respect by group members should be encouraged. This can be enhanced by selecting members of equal ability, making sure that the skills and accomplishments of individual group members are known within the group, and minimising early judgements based on cultural stereotypes.
Give early and positive feedback	Give early and positive feedback to help the group see itself as a team and to reinforce the idea that good output can be produced despite, or even because of, the more complex task of reaching agreement that culturally diverse groups are likely to involve.

Source: Dunford, R.W. (1992*) Organisational Behaviour: An organisational analysis perspective*, Addison-Wesley Publishing company, Sydney.

Tips for Effective Debeifing in Teams

Debriefing from the day before going off shift is an important aspect of team work in residential settings. Cumulative stress can be an issue in working in high contact areas or areas where staff are managing difficult behaviour. Dealing and debriefing is now recognised as important for the health and safety of teams so that cumulative stress does not develop and impact upon team performance. Not dealing with cumulative can cost organisations in terms of stress/sick leave and poor performance.

Debriefing the end of the day is important for a number of reasons including:

7. staff not taking work issues into their personal lives
8. ensuring that issues that need to be dealt with are identified for future resolution

A model for end of shift debriefing	Debriefing is also a critical aspect of the process. Before getting distracted into other activities take at least 15 minutes to reflect on the shift.
Feelings and thoughts about the shift identified	The first step is to personally reflect upon how the shift went, did the team achieve the goals identified before the shift, and to name the feelings and thoughts that team members are currently left with.
Unresolved issues in relationship with co-workers identified	When people work closely with others, tensions and conflicts develop. Tension and conflict is a normal part of intimacy. Because staff are modelling to young people appropriate behaviour, it is important to keep the relationships healthy. Any issues where possible need to be named and a plan for how to deal with them developed. Often in the naming of issues resolution takes place.
Check on how the team managed to met the goals set for the shift	Identify how the team was successful in meeting its goals for the shift. If goals weren't met, then consider what got in the way and the reasons. An alternative strategy might need to be used.
Current concerns about young people that need to be passed onto next shift members	Identify any particular concerns about young people in the residence that need to be passed onto the next shift.

Allocation of tasks for next shift	Plan for the next time the team is on shift together. Identify what you will be doing and who is responsible for what tasks.
Review planning/supervision time	It is important to identify outstanding issues that need to be taken to a larger planning session or to supervision. Documenting these is important to identify over time if the issues come up regularly or they are one-offs.

Tips for Effective Planning in Teams

Making time for reflective planning is a challenge for residential teams given the fragmented and demanding nature of the job. One important aspect of time management is to set aside some time for reflective analysis and planning. One approach is to set aside a block of time (one or two hours) each week when the team is not available for any calls, visits, or interruptions except in the rare case of a serious crisis (which needs to be carefully defined for gatekeepers). Time for planning can be made by scheduling periodic planning sessions with managers, supervisors and team members. An approach to make time for planning each week to deal with the weekly challenges that the team will be faced with, to delegate primary responsibility for a task, then to monitor these on a daily or shift basis.

Plans keep teams focussed upon their objectives. This means that achieving objectives do not occur by accident. Teams need to decide what they want to achieve and expressed in positive language, that is, what you do want, rather than what you don't want.

Making the plan SMART

Specific	Make the goal specific, e.g. We are going to change the climate of the unit from one of abuse and swearing to one of co-operation between staff and residents.
Measurable	How will you measure this goal? We will measure this by the number of abusive incidents that take place each day.
Achievable	It is achievable if we all keep the goal in mind
Reality based	It will be real if we are consistent in the use of consequences for breach in our kawa/culture of the unit.
Time-based	It will take us three-months to achieve this goal across the three teams working in the unit.

Hints on using SMART planning	• Keep the plan as simple and achievable as possible • Think ahead to know how you are going to do something • Get organised and you will achieve the goal more smoothly • Make a plan really clear • Don't have conflicting goals • Reward yourself for success • Give your self a self-imposed penalty • Set 'stepping stone' goals on the way to the 'big' goal • Consider an alternative plan in case things don't go right.

Making a plan

Set goals	What do we want achieve this shift, today or this week?
Establish measures of success	How will we know we have achieved our goals?
Sequence of activities	What is the best way to achieve our goals?
Review	How are we doing?

Once a plan is made then the challenge is to translate this into a work plan. Gantt charts are one way to visually plot what your tasks are and when they need to be done. It is then possible to review whether you achieved what you set out to do in terms of tasks. On the next page is an example based on the idea of changing the culture in the unit. It outlines the tasks that need to occur and when.

Gantt chart for changing the culture of the unit

Activity	Time						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
A meeting with team members, supervisors across shifts							
A meeting with residents							
Daily reminder at beginning of day							
Review at midway through shift							
Review at end of shift							
Review with residents at end of day							
Reward at end of each week if task successful							

Source: K. Cole (2002) *The Supervisor's Survival Guide,* Pearson Education Australia Pty Ltd: Sydney.

Tips for Effective Negotiating in Teams

One of the clear mistakes that occur when considering negotiation is whether it is negotiation at all or discussion. If just one person is to make the decision, then that issue is open for discussion but not negotiation. If it is not entirely one person's right to make the decision, the issue is open for discussion and negotiation.

Clearly when team members in residences consider negotiation they have to prepare themselves. The best way to do this is to consider the following questions:

Am I going to have a closed mind or an open mind?

It's okay to say, "I don't know", "I don't understand, I've made a mistake", or "I need more time to think about that".

How important is it for me that I get what I want? Am I really going to force my decision upon others?

Is it all worth it? Does it really matter that much?
If it gets done in a different way, will that be the end of me? Will I survive? What's my problem?

It's okay for people to differ. Conflict can encourage creative solutions. I can disagree with someone's opinion, without judging them. "I can live with that"

It's okay for others to have and express their own opinions, values, needs and beliefs.
I do not have a monopoly on the truth.

I can change my beliefs, attitude and behaviour.

Don't negotiate with other team members in front of the young people unless you are able to model appropriate skills. The danger of doing it badly is that it has the potential to model unhelpful behaviour.

Tips on negotiation

Getting Prepared

Before people can even begin the process of negotiation, they must first be committed to behaving in a fair way. In preparation for being fair each must agree to:

Listen.
Be patient
Reach a mutually agreed resolution.
Hear things they disagree with or find painful, and not be abusive or defensive.
Accept that things will change.

Setting Some Rules	No yelling. No bringing up unrelated issues. No threats. No Intimidation. No mind games or smart tricks. Be patient Is a time limit a good idea? Is a third party needed to help this discussion? Review these rules. Add any you both agree are important.
Defining the problem	What is it we're negotiating ? Is it actually negotiable? How does each of us experience and define the issue? (This may be different for each person) Who else is affected, and how? Listen actively Be patient
Identifying goals.	Short-term: What needs to be included in an immediate solution? Long-term: What needs to be in a final solution?
Finding solutions	What would each propose as an immediate or long-term solution? What takes into account each person's goals? Is compromise necessary? Can both parties gain? If compromise is necessary, identify and list several fair solutions.
Checking it out	Contract to review the decision and its effect after an agreed time.

Session 3: Professional Boundaries / Courageous Conversations

Objectives:	**By the end of this session, participants will be able to:** ▪ **Describe the need for clear boundaries in the workplace** ▪ **Utilise a framework, and resource materials to clarify appropriate professional behaviours in interaction with children / young people.** ▪ **Clarify appropriate inter-staff communications and relations** ▪ **Describe what courageous conversations are** ▪ **Have a opportunity to practice courageous conversations, observe their peers and provide feedback.** ▪ **Identify an action point that they will take back to site and implement into their practice.**
Time	1 hour and 30 minutes
Resources / Materials	A4 sheets of paper Markers
PowerPoint Slides	PPT 5.3.1 Framework for decision making PPT 5.3.2 Courageous Conversations PPT 5.3.3 Courageous Conversations Framework

Brief

In this session, participants will present the core ideas behind an effective team, and they will also explore what courageous conversations are. An opportunity is given to practice having these conversations, observing peers and providing feedback.

Courageous Conversations are ones that you may struggle to have. These dialogues are those less than pleasant conversations that are necessary to move the organisation forward to confront an inappropriate human behaviour. One of the reasons that leadership will never be a popularity contest is the need to conduct courageous conversations

Exercise	Purpose and Key Points
1.30 pm – Professional boundaries Brainstorm	Facilitator to brainstorm with participants how boundaries are established in the workplace. Discuss how these boundaries are maintained and ask them to identify any guidelines that they know exist that inform the practice of these boundaries.
PPT 5.4.1	Facilitator to show power point slide to introduce the framework for decision making.

Exercise	Purpose and Key Points
Facilitator Note:	*The outcome is to have members agree on a bottom line for appropriate conduct that they can live with. This most important task is for them to review how they got to this stage and what background materials and logic informed their decision as this is what they need to apply when faced with professional dilemmas in their work.*
1.45 pm – Group activity	Facilitator to divide the participants into two groups. One of the teams will focus on professional boundaries for staff and client, and the other to focus on staff / staff and organisational boundaries. Each group is to work on the scenarios and report back to the whole group. Facilitator to lead a discussion on the following questions: 1. Was there any examples were a consensus was not met? 2. What were the strongly held views that made it difficult? 3. How can they be overcome? 4. What would be the safest approach to deal with this? Facilitator to use the responses from this discussion to lead into the next activity around courageous conversations.
2.00pm - What is a courageous conversation? **Group Discussion**	Facilitator to summarise the story telling exercise, and lead a group discussion about what a courageous conversation is, try to link back to the key points from last exercise, covering the following aspects: • Proper preparation • Attributing blame • Clarity • Exaggerated language • Separating emotion • Sweeping comments

Exercise	Purpose and Key Points
Courageous Conversations Framework	This exercise is designed to allow participants to work together and come up with a framework that will help them conduct successful courageous conversations based on their practice experience. To do this exercise, the facilitator needs to prepare the following: 1. Provide the participants to the workshop readings: - H2.1 – Courageous Conversations by Deborah Dalley and Lois Burton. - H2.2 - Courageous conversations by Tim Schneider. 2. Further divide the participants into groups of four and provide each group with pens and a flip chart paper. 3. Ask each group to review the key messages from the workshop reading and come up with a framework based on the information in the articles and their practical experience. The framework can include the following aspects: - Guidelines - Recommended structure of Courageous Conversations. 4. Each group is to draw / write their framework on the flip chart and choose one example from the story-telling exercise to demonstrate how their framework is going to work by role playing it.

Exercise	Purpose and Key Points
Skills Practice – Having a courageous conversation	Each group is to present their results back to the wider group, The format will be: • Present the framework • Introduce the case scenario they chose to demonstrate the framework • Skills Practice exercise • Feedback and group discussion Allow each group 10 minutes for the above exercise. When each group has complete the skills practice / role play, facilitator is to ask the participants to think about the following: • What was the hardest part of the conversation? • How did the framework help to overcome any barriers? Encourage participants to use CRC model when giving feedback: C: Commend - what worked well? R: Recommend – What could be done differently? C: Commend – What would you like to try in your practice? Record the key findings on the whiteboard and use the slide to summarise the session properly.
Facilitator Note:	*When leading the feedback and group discussion, try to ask the person who initiated the conversation to share first then the second person, then the rest, so everyone's view will be captured.*
3.00pm – Afternoon Tea	

Power point slides	
Framework for decision making Situation | Judgment | Logic and any limitation	

Framework for decision making – Staff / Client		
Situation	**Judgement**	**Logic and any limitations**
Self Disclosure *Clients talking about offending behaviour and you decide to tell them of a time when you broke the law*	Always ok Sometime OK Never OK	
Language *The young person or child say "I love you" and you reply "I love you too".*	Always ok Sometime OK Never OK	
Presents *Giving personal presents to clients*	Always ok Sometime OK Never OK	

Touch - *Playing fights in the lounge* - *Stoking the hair of a young person or child who is lying with their head in your lap.* - *Walking holding hands or with an arm around the young person or child going to school from the unit.* - *Lying on the bed telling a story*	Always ok Sometime OK Never OK	
Lending and borrowing - *Lending a young person or child your CD for personal use.* - *Borrowing a CD to copy at home*	Always ok Sometime OK Never OK	
Business or favours *Getting the young person or child to clean your car*	Always ok Sometime OK Never OK	
Socialising *Taking a young person or child to a concert with your family.*	Always ok Sometime OK Never OK	
Support / challenge of behaviour *When a young person accesses a porno site and asks you to view it, you move with him further into the site and discuss what you are seeing.*	Always ok Sometime OK Never OK	

Framework for decision making – Staff / Staff		
Situation	**Judgement**	**Logic and any limitations**
Touch *Sitting on the knee of another staff member in the lounge while the unit is watching TV*	Always ok Sometime OK Never OK	
Self Disclosure *Talking to another shift member, when on shift, about problems with your relationship with your partner.*	Always ok Sometime OK Never OK	
Language *Calling staff members nick names that you would not permit young people to do*	Always ok Sometime OK Never OK	
Socialising - *Regular socialising with select workers and talking at work in front of young people about the fun you had, at the event (rugby, movie, bar etc.)* - *Forming a sexual relationship with a co-worker (neither in a current relationship)*	Always ok Sometime OK Never OK	
Business Transactions *Buying a car from a co-worker*	Always ok Sometime OK Never OK	
Morals and Values *A confiscated porn magazine is left in the office. You read it in front of other workers.*	Always ok Sometime OK Never OK	

Power point slides

PPT 5.3.1

Courageous Conversations

These dialogues are those less than pleasant conversations that are necessary to move forward to confront things like poor performance, inappropriate behaviour and negative attitudes.

PPT 5.3.1

Preparation

Preparation is the key part to managing these conversations. If not done properly we run the risk of falling into a number of destructive behaviour patterns.

PPT 5.3.1

Attributing blame

When something goes wrong, there is often a temptation to start to build a case against the person by identifying all the things they have done wrong. This results in the focus being completely on the other person, rather than on identifying all contributing factors and concentrating on a way forward.

PPT 5.3.1

Clarity is sacrificed

The exact opposite, namely trying to take any hurt out of the situation, to the extent that clarity is sacrificed and the problem becomes “nothing much.”

PPT 5.3.1

Using exaggerated language

Using exaggerated language including phrases such as ‘you always do that’ or ‘that is typical of you’.

PPT 5.3.1

Separating emotion

Tackling the issue when emotion is running high and therefore not managing to separate the content of what we are saying from the way we are feeling about it.

PPT 5.3.1

Making sweeping comments

Making sweeping comments that cannot be substantiated.

PPT 5.3.2

Courageous Conversations Framework

Using a framework provides a structure that helps us to avoid some of these pitfalls and keeps the discussion focused on real issues.

PPT 5.3.2

The 60 second introduction

- Name the issue
- Describe clearly what is happening by providing examples of behaviour without using evaluative or judgemental language
- Outline the effect by describing clearly the impact that the behaviour is having; it is important to do this without assigning blame.

PPT 5.3.2

Invite a response using an open question

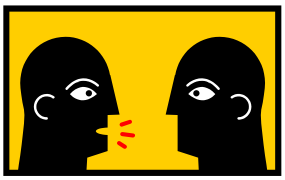
- Tell me how you see the situation
- What is your perspective on this?
- How can we prevent this happening again?
- How do you feel about what I have just said?
- What are the barriers to us achieving this?
- How do you feel we can move forward from here?

PPT 5.3.2

It is important that the questions are open and neutral if we want to avoid the situation becoming confrontational.

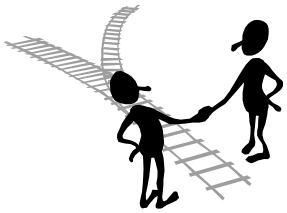
PPT 5.3.2

Discuss the alternatives



PPT 5.3.2

Agree a way forward and close



Session 4: Key learning

Objectives:	By the end of this session, participants will be able to: ▪ Clarify their key learning ▪ Discuss and describe how their learning can be transferred back into practice.
Time	1 hour and 15 minutes
Resources / Materials	
DVD	D 5.4.1 Realising Potential
PowerPoint Slides	

Brief

In this session, participants will highlight some of their key learning during the induction. They will identify how these learning can be transferred into their everyone practice

Exercise	Purpose and Key Points
3.15pm -	Facilitator bring the group and lead a brainstorm on the following questions: 1. What are your key learning from the five days of inductions? 2. Describe some of the practice someone coming in will see if you were using the learning from this workshop. 3. How can this be measured?
3.30pm	Divide the participants into pairs. Each pairs to is to come up with a plan on how this will be implemented in the workplace. Allow 10 minutes for this discussion. Bring the pairs back together and ask them to share with the group their plan.
4.00pm – Realising Potential	Facilitator to show the video clip before leading a discussion with the participants about how effective team work will benefit the young people / children they work with.
End of day five	