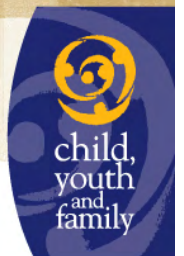




Strengthening Engagement Facilitator Guide

Residential Services
Learning and Development
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April 2016





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Facilitator Information

Background

Session Structure

Target Participants

Glossary

Example of how to read the references to handouts, power points, facilitator resources and materials:

WB.1.1.1	WB Handout; 1 = Day; .1 = Session Number; .1 = Handout Number (handouts are in the participant workbook)
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FR = Facilitator Resource	C = Cards	R = Reading	PPT = PowerPoint	M = Materials
WB = Workbook Handout	P = Poster	WC = Wall Chart	D = DVD	H = Handout

Standard Equipment Required

- Desktop/laptop computer
- Data show
- Video Player
- Whiteboard
- DVD Player
- Sound System



Resource Checklist

Facilitation Preparation

The facilitator guide is written to provide a structured guideline of the topic of understanding and managing behaviour as it relates to the needs of foster caregivers. There is an expectation that facilitators will include the appropriate local knowledge and up-to-date statistics where appropriate.

Time needs to be managed throughout the course, and facilitators will have to be flexible and make adjustments to ensure optimum learning for participants.

Note: It will be useful for the facilitator to familiarise themselves with any resources and content that needs to be emphasised. Where exercises or content needs clarifying, you are encouraged to contact the appropriate advisor from Programme Design and Development to clarify.

Evaluation

Participants will be sent a link to MSD eLearn to complete the post workshop evaluation.



Learning Objectives

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

Workshop Outline

DAY ONE			DAY TWO		
Session	Time	Content	Session	Time	Content
1	9.00am		5	9.00am	
10.15am Morning Tea (15 mins)					
2	10.30am		6	10.30am	
12.00pm Lunch (1 hour)					
3	1.00pm		7	1.00pm	
2.45pm Afternoon Tea					
4	3.00pm		8	3.00pm	
4.30pm FINISH					



Session One:

**Session One: three worlds (values)**

- Objectives:** By the end of this session participants will be able to:
- discuss three worlds model
 - recognise the individual worlds and their mandate in a residential setting
 - discuss the impact of personal values when working in a foreign setting
 - discuss and identify the four walls model

Time 2 hours

Resources Laptop, Data show, White Board, Whiteboard Pens.

DVD

Cards

PowerPoint

Workbook

Session Brief

This session (workshop) is not to teach people how to engage instead take the time to stop and build on the answers towards the question why do we do what we do?



Exercise	Purpose and Key Points
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Facilitator Note

- Ensure your pitch is correct according to the experience on the floor
- Welcome the group as you see appropriate
- Reiterate you are not there to have them suck eggs, instead it's an opportunity for them to stop and consider why they do what they do and why it works alongside a time for them to pause and reflect is there another way

Task:

lens looking in

Explain the following:

1. This task is a solo task
2. Instructions will be read out directing you to draw a picture

Facilitator to read the following instructions:

- a. There is a triangle in the middle of the page, slightly right angled
- b. 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
- c. Outside the triangle on the right side there are three people one with legs and the other without
- d. All of the faces are scribbled out.
- e. On the left side outside of the triangle, there are two figures.
- f. One of these figures have a smiley face with no arms
- g. The other has a face scribbled in with no eyes, nose or mouth, the figure does have long hair – he has one arm
- h. 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 and feed back to the wider group when asked.

Summary of task to lead into three worlds model:

- We all were given an opportunity to draw a picture. Assuming we all understood the directions, and assuming we all started at the same starting place, one would assume the picture should all come out the same – however our debrief across the room found that all the assumptions had for this task are all wrong. The truth is that we hear directions differently and contextualise it differently, there is no one starting place as we all have different capabilities the reality is that there is no way we would all end up with IDENTICAL pictures, room for similar traits but identical no.
- This is the fundamental truth when we are working in a residence, so in order to create a level of order there needs to be a context that we all work from. Lets discuss the three worlds



Unpacking Three worlds

Within Residence there are three worlds that exist and all have the right to be in the residence.

The three worlds are:

- The world of Child Youth and Family (4 walls)
- Your world
- The world of the young person

Facilitator to discuss the three worlds.

(Facilitator to ensure you are familiar with the three worlds prior to delivery – please see trainer resources)

Key messages:

- Practice within the four walls promotes safety for the young people and you as staff, but also ensures that all risks are mitigated
- Best practice is evidence based. There is a huge difference between assessment (informed by CYF world and YP world) and judgement (informed by your world)
- The CYF world is a world you choose to work for. This means that sometimes its values and its policies, will contradict the values of your world. This is a crossroad that you can not ignore, so your challenge will be how you work with this contradiction or whether this world (CYF) is right for you
- Your values are important they inform much of your emotional response. Therefore the idea that you leave your world at home is untrue, As staff you are expected to understand the world of CYF and the YP whilst monitoring the placement of your world. i.e a practice decision for a child in residence informed by how you raise your children verses a practice decision based on assessments and evidence proven strategies specific for the individual child.
- Every child's needs are different, therefore requires individual response.
- As staff 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
- When individuals choose to operate from your world in a team of 5, your world will need to stack up against 4 other worlds, but if all 5 team members worked within the world of CYF, no world trumps another because the mandate is the same and promotes consistency.

Scenario based learning

Divide the group into smaller groups of 3-4. When groups are ready, instruct the following:

- Two scenario's will be read out to you
- In your small groups you are to discuss the scenario and come up with a group consensus of what your decision will be to the presented matter
- Once a group decision has been made, use the post it note to write your rationale to your response (1 rationale per post it not



- Once the post-it notes are complete, as a team discuss what world each post-it note reflects. For example – If your answer yes, she wants to be with him then that would be placed on the young persons world – once you have decided where each post-it note fits, select a speaker to present your opinion when the opportunity for feedback is given.

Facilitator to allow each group to present back, before having an open discussion around whether post-it notes placements are challenged. Lead a discussion as needed.

Scenario one:

A 16 year old girl has fallen pregnant to a 19 year old staff member whilst in residence (she had never met him before coming into residence). He has been dismissed but has requested that he be approved as a visiting family member. You have been asked to provide an opinion yes or no to this approval.

(insert CYF world response)

Scenario two:

Your shift leader has shared with you that his marriage is falling apart. You are aware that he is stressed. A young person who staff say is a trouble maker, has b-lined for your shift leader and starts to make comments about his wife. His comment alludes to his wife being with another male staff member. You watch your shift leader attempt to move away from this young person; however this young person continues to torment him. Before you can implement a change of face, your shift leader turns around and punches the young person.

You have now been called to the manager's office. You have been told that assault on a young person in care is dismissible. Do you think the manager should dismiss your shift leader, why?

(insert CYF world response)



Exercise	Purpose and Key Points
<p>Unpacking Three worlds</p> <p>Three worlds cards</p>	<p>Facilitator to describe the three worlds model using the three worlds cards and the following points:</p> <p>Within Residence there are three worlds that exist and all have the right to be in the residence.</p> <p>The three worlds are;</p>
<p>Facilitator note</p>	<p>The world of Child Youth and Family, their values, their beliefs, their practice, their legislation</p> <p>The following task is about demonstrating the baseline messages of this session.</p> <p>Your world with your values, your beliefs and the backdrop you bring with your world</p> <p>The participants will be read a scenario – it is important you do not write it down; you can read it as many times as required, this is to create some dialogue on selective hearing or taking on language and applying their own context definitions to it as opposed to seeking clarity on a point.</p> <p>It is important to ask: Whose world is the one we should manage out of our responses to behaviour</p> <p><i>The scenario is to be kept in its purest form, the content of the scenario is all the information participants will get and require to make a decision and complete the task</i></p>
<p>Task: Scenario Work</p>	<p>Divide the group into smaller groups of 3-4. When groups are ready, instruct the following:</p> <p>A scenario will be read out to you</p> <p>In your small groups you are to discuss the scenario and come up with a group consensus of what your decision will be to the presented matter</p> <p>Once a group decision has been made, use the post it notes to write your rationalisation behind your yes or no answer (1 rationalisation per post it note)</p> <p>Once the post-it notes are complete, as a team discuss what world each post-it note reflect. For example – should your reasoning behind a no be about lack of trust, then this could be put under the personal world, or the CYF world – once you have decided where each post-it note fits, select a speaker to present for your group when the opportunity for feedback is given.</p> <p>A 16 year old girl has fallen pregnant to a 19 year old staff member whilst in residence (she had never met him before coming into residence). He has been dismissed but has requested that he be approved as a visiting family member. You have been asked to provide an opinion yes or no to this approval.</p> <p>Facilitator to allow each group to present back, before having an open discussion around whether post-it notes placements are challenged. Lead a discussion as needed.</p>





Exercise	Purpose and Key Points
<p>Facilitator note cont.</p>	<p><i>It is vital that staff do not create a context for engagement. Engagement in or out of the four walls of residence will deter from the major baseline message here, which is engagement with young people has everything to do with the choice staff have when deciding how they are going to treat the children and young people they work with, it is not conditional to the environment they work with and legislation they work with.</i></p>
<p>Task: Mirrors and RPF</p>	<ul style="list-style-type: none"> • Facilitator to ask groups to re-organise themselves into different small groups and undertake the following task. • 'Using the collective answers from question one from both tasks one and two ask the group to 'define Engagement' • Facilitator to explain to the teams that it would be helpful to think about how their definition would be demonstrated in practice. Explain to the groups that they will need to present their definitions and how this would work on the floor to the wider team. • Facilitator to provide further feedback should the definitions and demonstrations need to be explored further
<p>Facilitation note</p>	<ul style="list-style-type: none"> • It is important that Facilitators can offer some examples of what the definition offered may look like when in the context of a child or young person. • The following definitions come from the web based practice toolkit in America. • http://www.hunter.cuny.edu/socwork/nrcfcpp/fewpt/definitions.htm • “Client engagement: An interactional, interpersonal process whereby the practitioner creates an environment of warmth, empathy and genuineness that enables a client to enter into a helping relationship and actively work toward change“ (Cooper-Altman, 2008) • Engagement: The participation necessary to obtain optimal benefits from an intervention (Prinz & Miller, 1996) • The workbook task is about asking participants to consider their current performance when considering the definition of engagement. How they rate themselves needs to be honest, encourage discussion only when you arrive at the problem-solution scale. <p><i>Task: Problem – Solution is about offering participants the space to share expertise of how to build engagement using scenario's as the context to discuss what solutions look like. It is important that as you lead this discussion you refer back to their work, their words.</i></p>



Exercise	Purpose and Key Points
<ul style="list-style-type: none"> • Task: Defining Engagement • PPT1.1 - questions • C1.1 engage cards (set of 2) • Workbook 	<ul style="list-style-type: none"> • Facilitator to speak through PPT 1.1 and then facilitate a group discussion around some feedback from the two definitions before moving into the following task: • Divide the group into two even groups, give each group an engage card (these will have one of the definitions on it) • Each group is to collectively brainstorm examples of what this engagement looks like (a maximum of 2 examples) in their line of work – present their discussions back to the group. • Facilitator must be prepared to offer examples should any of the groups be stuck. • Once completed Facilitator to line the defining engagement pages side by side where best visible. With the group begin to prioritise the top three that would reflect the vision statement of residential services 'realising potential' <p>Once the three are identified, hand out workbooks and ask participants to turn to page 3 and follow through the task as instructed</p>
10.15am	Morning Tea (15 mins)



Session One PowerPoint Slides

PPT 1.1

? Rabbit Proof Fence Questions

Was there another way to meet the expectations of the legislation? If yes, explain one way, if no, explain why?

What part of the clip demonstrated engagement?



Notes

PPT 1.2

? Rabbit Proof Fence & Mirrors Questions

Did you feel respected?

What part of the clip demonstrated engagement?

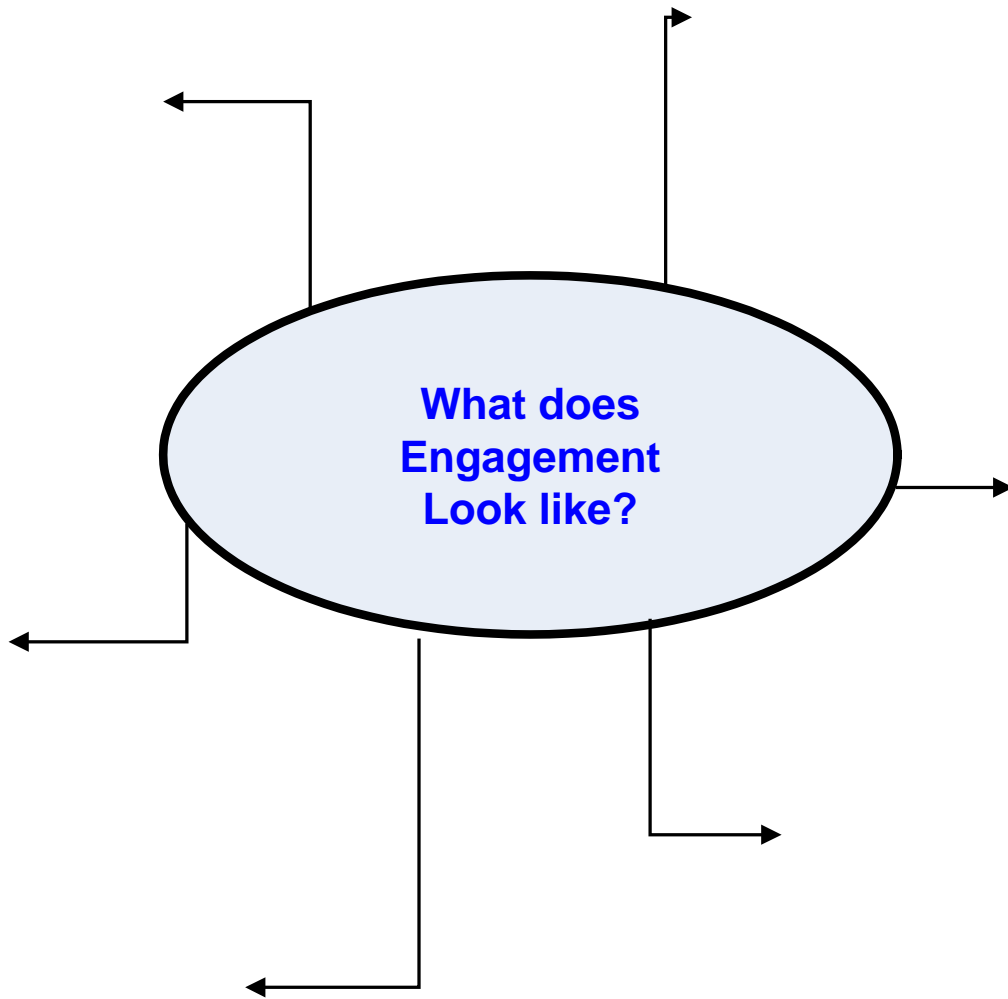


Notes



Session One Workbook Handouts

WB 1.1 Defining Engagement





Notes:

A series of horizontal dotted lines for taking notes, starting below the 'Notes:' header and extending to the bottom of the page.



Session Two: What is engagement and why is it important? (Part two)



Session Two: What is engagement and why is it important? (Part two)

- Objectives:** By the end of this session participants will be able to:
- Identify reasons around what practice looks like when we choose not to engage
 - Compare and contrast an environment and practice that creates warm, empathy and genuiness as opposed to the opposite
 - Discuss the importance of knowing the children/young people they work with
 - Discuss the importance of engagement

Time 1.5 hours

Resources Laptop, Datashow, White Board, Whiteboard Pens.

DVD	D 2.1	Good Will Hunting
	D 2.2	Freedom Writers – their stories
	D 2.3	Girl interrupted

Workbook

Session Brief

- This session aims to continue the thinking around what engagement is and further explores how practitioners can see it as a pathway towards an intervention. It is important we see engagement as a pathway to assist with intervention and not just the only intervention when encouraging change with a child or young person.
- Make sure you have prepared by thinking about the questions posed in this Session. Be aware of the group dynamics of the whole group as you walk through the problem – solution task and be sure participants are safe.



Exercise	Purpose and Key Points
<ul style="list-style-type: none"> Facilitator note: 	<ul style="list-style-type: none"> The task ‘Problem – Solution’ is about attempting to draw out a dialogue that might get participants thinking about solutions or reasons for a lack of engagement using scenario’s common to their units from a ‘standing outside’ perspective. The primary role for Facilitator’s is to prompt staff to attempt to draw some real-life experiences from the floor to the training room. As you roll out scenario’s be sure all groups understand the scenarios and what you are asking for as the facilitator. Note scenario three is using a video-clip from the movie ‘Good Will Hunting’ You will have three sheets of paper blu-tacked against the wall with the three questions (1 question per sheet) written on it. As groups begin to answer these questions record them on the appropriate sheet of paper. The aim of this task is ask participants once the task is completed – to have an open discussion on whether some of the problems identified also feature in their units, and what solutions have been undertaken. Be sure to challenge any response in this area that might suggest that everything is perfect in their units, and this is a unit that doesn’t have an issue at any level. <p><i>It is expected that the facilitator is to explore the questions before leading this discussion.</i></p>
<ul style="list-style-type: none"> Task: Problem – Solution <p>Workbook page</p>	<p>Ask group to organise themselves in to smaller groups (preferably groups they have not worked with and go to their workbooks</p> <p>Ask the group to read the scenario’s and in the empty box under the scenario, discuss the following three questions written on the white board– all teams to be prepared to share their discussion. Facilitator to record.</p> <p>Questions to address for each scenario:</p> <ol style="list-style-type: none"> 1. State the issue/problem 2. In the scenario identify engagement 3. (in relation to Cooper-Altman 2008 study) Was there room for warmth, empathy and genuineness that enables the child/young person involved in this scenario to enter into a helping relationship and actively work toward change?’ if yes, name one time, if no, why?



Task: Problem – Solution	Simon had been standing in the corner for up to 10 minutes, on the left he could see Sema looking down the corridor, in front of him 3 of the YP's are sitting down and talking, laughing and quick glances around, then back to the laughing
Scenario one: Simon	<p>Simon knew they could see him, but more importantly he could see them for those 'just in case' moments. Whistling from the hub, Simon could hear Sione and Lloyd in his earpiece, talking about the weekend just gone – Faresa walks in gives the classic young person grunt, to acknowledge he could see Simon, Simon grunts back and watches him join in with the group.</p> <p>Sema comes walking towards Simon and asks what the YP's were laughing about – unable to answer Simon said he didn't know and didn't really care, he was just glad it was turning out to be a good shift.</p>



Exercise	Purpose and Key Points
<ul style="list-style-type: none"> • Task: Problem – Solution • Scenario two: <p>Tommy</p>	<ul style="list-style-type: none"> • “Room 2?” – “yep he’s all good. Don’t worry too much about him, this morning he got into a little tiff with Frank in Room 5 but it’s sorted, Frank is in secure – so all good.” – the two teams doing handover start to laugh at the idea that the unit was all good. Hemi had only just come back from 1 months leave – he had been looking forward to catching up with Frank to see how he was doing, he recalls the last convo he had with Frank was about Turangawaewae. • Tommy in room 2 was new to Hemi, he was told that Tommy was a handful but all goods once he knew who was boss – he also heard Tommy was from the same iwi so Hemi was keen to meet the new kid. • Tommy was sitting waiting for the unit meeting to start when Hemi walked in – he gave Tommy a quick head nod, Tommy didn’t respond. Timoti quickly started the meeting with a Karakia, “amene” first agenda was a welcome back speech to Hemi – Hemi quickly introduced himself to the new YPs, he made a special mention of the iwi he was from and noticed that Tommy gave him a quick look – Later when he managed to sit with Tommy, he found out that he was scared of what would happen when Wayne and Joe (staff members) got back into the unit – Tommy quickly explained that the ‘tiff’ that was mentioned earlier in handover did not involve him but he was dragged in it by another staff member who was trying to restrain Frank and thought Tommy was trying to get away – he said that Joe (staff member) was giving Frank heaps, Frank pushed him into Tommy, and that was when Wayne (another staff member) walked past and thought Tommy was trying to hit him – he then restrained Tommy and put Wayne made a case for Frank to go to secure – at the time Hemi was speaking with Tommy, Hemi noticed Tommy rubbing his hands against each other worrying about what will happen to him when Wayne and Joe are back on shift.

Facilitator Note:

- It is important that the facilitator has watched this vid-clip before presenting it to the group – consider how you would answer all three questions.
- It will become obvious that the third scenario is a different pitch, this is so that an example of an intervention (albeit subtle) could be presented, Facilitator to impress the idea that this level of intervention would only be possible with a high level of engagement with the young person. Be sure to explain that we are not implying that we would like to see this level of intervention on the floor, but instead the baseline message is that in order for a team to have a level of impact towards change as this counsellor did, we need to be commit ourselves to a level of engagement that creates an environment of warmth, empathy and genuineness so change can be seen as strength and not a weakness.

Consider the good lives model – striving towards a good life means first being brave enough to see what it looks like outside of their current reality.



Exercise	Purpose and Key Points
----------	------------------------

- | | |
|---|---|
| <ul style="list-style-type: none"> Task: Problem – Solution | <ul style="list-style-type: none"> <u>Will</u>: You ever have any, uh, experience with that? <u>Sean</u>: Twenty years of counseling, I've seen some pretty awful shit. <u>Will</u>: No. I mean, have you ever had any experience with that? <u>Sean</u>: Personally? Yeah. Yeah I have. <u>Will</u>: I'm sure it ain't good. <u>Sean</u>: My father was an alcoholic. Mean fuckin' drunk. Used to come home hammered, looking to whale on someone. So I had to provoke him, so he wouldn't go after my mother and little brother. Interesting nights were when he wore his rings... <u>Will</u>: He used to just put a belt, a stick, and a wrench on the kitchen table and say, "Choose." <u>Sean</u>: Well, I gotta go with the belt there. <u>Will</u>: I used to go with the wrench. <u>Sean</u>: Why? <u>Will</u>: Cause fuck him, that' why. <u>Sean</u>: Your foster father? <u>Will</u>: Yeah. <u>Will</u>: So what does it say? Will has an attachment disorder? Fear of abandonment? Is that why I broke up with Skylar? <u>Sean</u>: Didn't know you had. Wanna talk about it? <u>Sean</u>: Will, you see this, all this shit?
 <u>Sean</u>: It's not your fault. <u>Will</u>: I know... <u>Sean</u>: No you don't. It's not your fault. <u>Will</u>: I know. <u>Sean</u>: No. Listen to me son. It's not your fault. <u>Will</u>: I know that. <u>Sean</u>: It's not your fault. <u>Sean</u>: It's not your fault. <u>Will</u>: Don't fuck with me Sean. Not you. <u>Sean</u>: It's not your fault. <u>Will</u>: Oh my God! I'm so sorry! I'm so sorry Sean! |
|---|---|

Facilitator Note

- The following part of this session aims to explore the importance of engagement via knowing the young people we work with daily and the journey they may take.

We explore this via the freedom writers OR Girl Interrupted (trainer to choose what clip to use depending on the group) DVD clip. The aim is to ask participants if some one like any of the young people in the DVD clips was to come into their unit – how important would their engagement be, furthermore what their engagement would look like.

When walking through this session, be aware of the group dynamics and energy levels of your participants. Is it vital that they consider demonstrating (through korero) what their engagement will look like, with a level of reflection on their understanding of the young person?

Optional task before moving into primary question: facilitator to lead a discussion to talk over the themes and or thoughts on top re: DVD

Once the video clip has been watched ask the wider group to get into smaller groups and consider the above question.



<p>Task: The importance of understanding the journey of a young person</p>	<p>Introduce the vid-clip to participants, ensuring that there are themes that might trigger personal events.</p> <p>Consider the following question (write on white board):</p> <p>Reflecting on the stories of the young people we have watched – what does engagement have to do with anything?</p>
<p>Wrap up baseline messages</p>	<p>Facilitator to wrap both sessions on engagement using the following baseline messages if needed or as appropriate to the group.</p> <ul style="list-style-type: none"> • Engagement is the primary tool to anything you do with any child or young person in your unit • Engagement is more than standing around and watching, it requires you to get involved with the children/young people, talking and knowing how to treat them with respect. • Know your young people that are in your unit, who are they as people, do you know their story enough to want to make a difference? • Is behaviour always about power or is it the only form of language they know to express the unpleasant realities they were raised in? • How well are you doing when you measure your engagement against what you believe your learning is from these two sessions? • Intervention is the life changing moments, Engagement is the mechanism in which an effective intervention can be built on

12.00pm

Lunch (1 hour)



Session Two Workbook Handouts

WB 2.1 Simon – Scenario One



Simon

Scenario one

Simon had been standing in the corner for up to 10 minutes, on the left he could see Sema looking down the corridor, in front of him 3 of the YP's are sitting down and talking – the boys are having a laugh followed by some quick glances around and then back to the laughing. Simon knew they could see him, but more importantly he could see them for those 'just in case' moments.

Whistling from the hub, Simon could hear Sione and Lloyd in his earpiece talking about the weekend just gone – Simon is distracted by one of the young boys, Faresa, who walks in and gives the classic young person grunt, to acknowledge he could see Simon, Simon grunts back and watches him join in with the group.

Sema comes walking towards Simon and asks what the Young people were laughing about – unable to answer Simon said he didn't know and didn't really care, he was just glad it was turning out to be a good shift.

Discussion questions:

- State the issue/problem in this scenario
- Identify the moments of engagement
- (In relation to Cooper-Altman 2008 study) was there room for warmth, empathy and genuineness that enable the child/young person enter into a helping relationship and actively work toward change? If yes, name one time, if no, why?



WB 2.2 Tommy & Hemi – Scenario Two



"Room 2?" – "yep he's all good. Don't worry too much about him, this morning he got into a little tiff with Frank in Room 5 but it's sorted, Frank is in secure – so all good." – the two teams doing handover start to laugh at the idea that the unit was all good. Hemi had only just come back from 1 months leave – he had been looking forward to catching up with Frank to see how he was doing, he recalls the last convo he had with Frank was about Turangawaewae.

Tommy in room 2 was new to Hemi, he was told that Tommy was a handful but all goods once he knew who was boss – he also heard Tommy was from the same iwi so Hemi was keen to meet the new kid.

Tommy was sitting waiting for the unit meeting to start when Hemi walked in – he gave Tommy a quick head nod, Tommy didn't respond. Timoti quickly started the meeting with a Karakia, "amene" first agenda was a welcome back speech to Hemi – Hemi quickly introduced himself to the new Young People; he made a special mention of the iwi he was from and noticed that Tommy gave him a quick look –

Later when he managed to sit with Tommy, he found out that he was scared of what would happen when Wayne and Joe (staff members) got back into the unit – Tommy quickly explained that the 'tiff' that was mentioned earlier in handover did not involve him but he was dragged in it by another staff member who was trying to restrain Frank and thought Tommy was trying to get away – he said that Joe (staff member) was giving Frank heaps, Frank pushed him into Tommy, and that was when Wayne (another staff member) walked past and thought Tommy was trying to hit him – he then restrained Tommy and put Wayne made a case for Frank to go to secure – at the time Hemi was speaking with Tommy, he was rubbing his hands against each other worried of when Wayne and Joe were coming back on the floor.

Questions for discussion:

- State the issue/problem
- Identify engagement
- (in relation to Cooper-Altman 2008 study) Was there room for warmth, empathy and genuineness that enables the child/young person involved in this scenario to enter into a helping relationship and actively work toward change? if yes, name one time, if no, why?



WB 2.3 Good will Hunting – Scenario three



Scenario Three

Key Dialogue:

Will: You ever have any, uh, experience with that?

Sean: Twenty years of counseling, I've seen some pretty awful shit.

Will: No. I mean, have you ever had any experience with that?

Sean: Personally? Yeah. Yeah I have.

Will: I'm sure it ain't good.

Sean: My father was an alcoholic. Mean fuckin' drunk. Used to come home hammered, looking to whale on someone. So I had to provoke him, so he wouldn't go after my mother and little brother. Interesting nights were when he wore his rings...

Will: He used to just put a belt, a stick, and a wrench on the kitchen table and say, "Choose."

Sean: Well, I gotta go with the belt there.

Will: I used to go with the wrench.

Sean: Why?

Will: Cause fuck him, that's why.

Sean: Your foster father?

Will: Yeah.

Will: So what does it say? Will has an attachment disorder? Fear of abandonment? Is that why I broke up with Skylar?

Sean: Didn't know you had. Wanna talk about it?

Sean: Will, you see this, all this shit?

Sean: It's not your fault.

Will: I know...

Sean: No you don't. It's not your fault.

Will: I know.

Sean: No. Listen to me son. It's not your fault.

Will: I know that.

Sean: It's not your fault.

Sean: It's not your fault.

Will: Don't fuck with me Sean. Not you.

Sean: It's not your fault.

Will: Oh my God! I'm so sorry! I'm so sorry Sean!

Questions for discussion:

- State the issue/problem
- Identify engagement
- (in relation to Cooper-Altman 2008 study) Was there room for warmth, empathy and genuineness that enables the child/young person involved in this scenario to enter into a helping relationship and actively work toward change? if yes, name one time, if no, why?



WB 2.4 **Exploring Engagement**





Notes:

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Session Three: Talking with Children and Young People – (part one)



Session Three: Talking with Children and Young People – Part one

Objectives: By the end of this session participants will be able to:

- Discuss 'profiles of Kid-wary adults' and how reflect on the positions we take.
- Identify Listening tips for people who work with Children and Young People
- Identify required skills when talking with a child or young person

Time 1 hour 45 mins

Resources Laptop, Datashow, White Board, Whiteboard Pens.

Cards C 3.1 Ten Tips

PowerPoint PPT 3.1 – 3.2

DVD Whale Rider – Paikea speech

Workbook

Session Brief

Talking with children and young people is about giving participants another look at what is sometimes seen as an easy task of talking with children and young people.

The talking with young people and children sessions are not about talking to our clients – instead this session and the next is about being able to talk with children and young people in a generic sense.

It aims to break down transactions of conversation, and to leave our primary message with participants that Talking with Children and young people is about building a connection on the pathway of engagement, it inevitably becomes the tool in which we bring about our intervention, if we can not speak with our children and young people, we must not expect to see change or behaviour that evidences intervention towards change.



Exercise

Purpose and Key Points

Facilitator note

The following task is about trying to identify the difference between talking to listen, talking to fix and talking as a job. As adults in an environment of young people “in trouble” there can sometimes be an assumed position of needing only to speak with children and Young people to fix something or do so because it is your job.

Larry Brendtro – child psychologist with Reclaiming Youth at risk – Circle of Courage Institute talks about connecting with young people includes establishing a level of trust between Children and adults, he states it is “the foundation on which all other principles rest, the glue that holds teaching and learning together” – He explores the idea that when we only speak with Children and Young people from a position of needing to fix them or because it is a job, we run the risk of disconnection, slowly seeping into the culture, making it the culture of the day.

Earlier defining talking as part of engagement and engagement being the mechanism in which to build an intervention – it is easy to see why talking is key in the line of work of those in the Residence.

The task ‘Fix or listen’ is about setting the scene around talking – do not allow participants to reduce it to ‘just talking’ – instead pitch the need to learn this skill in engagement to what we need and leave the child/young person in a place where they know their worth.

Be aware that some terminology will need to be further explained.

Transaction is the term used when any exchange verbal or non-verbal occurs between any two people.

10 tips comes from Jean Peterson writing in Reclaiming Children and Youth (2003).

- Facilitator Note:

Resource 10 tips cards

1. Give full attention: show interest and respect, don't look bored
2. Match their tempo: Don't rush, be afraid of silences, or interrogate
3. Reflect back feelings: Showing empathy conveys support and concern
4. Paraphrase what is said: They will know you are trying to understand
5. Ask to learn more Use window words to explore for more information NB: window words – language that leads into more dialogue
6. Encourage full expression use open-ended questions
7. Avoid blaming Don't preach on what they 'should' or 'shouldn't do'
8. Avoid detracting comments Don't dismiss or minimise their problems
9. Respect Personal Space Don't force intimacy
10. Celebrate survivor's pride validate acts of strength and resilience



Task: Talking to talk	<p>Facilitator to use the 10 tips card to explain the Talking tips for staff.</p> <p>Before moving into the tips, brainstorm with the group the factors that identify a 'transaction' – prompt participants to consider both verbal and non-verbal cues.</p>
Cards: 10 tips	<p>Once the brainstorm task is complete – begin to discuss the 10 tips using the 10 tips cards (as you explain it, blue tack this against the white board)</p> <p>Ask the group to have a go at guessing what each of these would look like when engaging with young people.</p> <p>Facilitator to explain the top 10 tips when talking with C/YP, don't spend too much time on this, the time will be better spent practicing the top ten tips.</p>
Talking to talk: Role play	<p>Once completed, Facilitator to divide wider group into small groups of three.</p> <p>Each trio are to allocate the following roles, explain everyone will have a turn at each role.</p> <p>Role one: Young person</p> <p>Role two: Residential worker</p> <p>Role three: Observer</p> <p>In your groups, Facilitator to select scenarios from those below and give to the residential worker who will then begin a conversation with the young person in this area.</p> <p>The role of the observer is to use the tick sheet in the work book (page) belonging to the person they are observing (the person who is playing the residential staff) – when they see or hear one of the 10 tips being used they will tick and then quote or describe what they heard or saw.</p> <p>Repeat this process until everyone has had a chance playing each of the roles and each tick sheet in their workbooks are complete.</p> <p>This exercise should take up to half an hour.</p>

Scenario's for Talking to talk	<p>Scenario One</p> <p>Staff role – you are escorting a young person who has just completed a visit with his family. You were sitting outside the visitors' room during the visit. The young person appears pleased with his visit. As you are escorting the young person, engage in a conversation with him around his visit. You take this opportunity to talk to the young person and get to know them.....</p> <p>Scenario Two</p> <p>Staff role – you are escorting a young person to the dental clinic. This is his first trip to the clinic. You are sitting in the back with him. You take this opportunity to talk to the young person and get to know them.....</p> <p>Scenario Three</p> <p>Staff role – All young people are heading to the gym for a school programme. One young person has a sore leg and has been seen by the doctor who has recommended no physical activity. Your shift leader has assigned you to be with the young person on the side line. Other staff are maintaining line of sight with the group involved in the sports programme. You take this opportunity to talk to the young person and get to know them.....</p>
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Exercise	Purpose and Key Points
Scenario's for Talking to talk cont...	<p>Scenario Four</p> <p>Staff role – A new admission has arrived in your unit. You are assigned to supervise the kitchen duties. Your team has decided to place the young person in the kitchen with you. The evening meals are completed and the young person is with you in the kitchen doing the duties. Another staff member is maintaining line of sight while you are in the kitchen supervising. You take this opportunity to talk to the young person and get to know them.....</p>
<p>Task: Fix or Listen</p> <p>PPT 3.1 – 3.2</p>	<p>Facilitator to divide the group into two even groups, ask each group to brainstorm one of the following questions (questions in workbook also page):</p> <p><i>What are the indicators of someone who only speaks with a child or young person to fix?</i></p> <p><i>What are the aims of someone who speaks with a young person to listen?</i></p> <p>Ensure groups record their discussions on butcher paper and report back to the wider group on their group's thoughts.</p>
<p>Baseline messages for Fix or Listen</p>	<p><u>Baseline messages:</u></p> <ul style="list-style-type: none"> • Listening is our only position here. We are not in a position to fix anything. We are only part of the young person's journey. We can not assume we can fix anything – we can however, assist change where a child/young person is ready for it. • Engagement is not our intervention. When talking with children and young people we should not make it about building a pathway towards our intervention – there is not intervention without engagement • We are only engaging to listen and become familiar with our children/young people and them with us – towards a safe environment for change.
<p>Vid-clip: Whale rider: Paikea</p> <p>Note: this is not the whole speech</p> <p>PPT 3.3</p>	<p>Facilitator to play video clip and ask the group to divide themselves into three even groups.</p> <p>To each group allocate one of the following questions:</p> <ul style="list-style-type: none"> • What is Paikea saying? <p>Facilitator to ensure this is answered from a point of analysis and not quotes from the speech</p> <ul style="list-style-type: none"> • If you were someone who responded from a 'listening' response how would you respond to Paikea, if she came to you with this speech? • If you were someone who responded from a 'fix it' position – what would be your response, if Paikea came to you with this speech? <p>Facilitator to ask all three groups to respond and then to lead a discussion, ensure you ask the group looking at question 1 whether answers to both 2 & 3 would be appropriate for what they have identified as the problem/issue.</p> <p>Facilitator to wrap this session (part 1) up using the above baseline messages.</p>

End of Session Three – Afternoon tea



Session Three PowerPoint Slides

PPT 1.4



Fix or Listen

Notes

What are the indicators of someone who only speaks with a child young person to fix?

What are the aims of someone who speaks with a young person to listen?



PPT 1.5

Notes

Whale Rider Questions

1. What is Paikea saying?
2. If you were someone who responded from a 'listening' response how would you respond to Paikea, if she came to you with this speech?
3. If you were someone who responded from a 'fix it' position – what would be your response, if Paikea came to you with this speech?





Session Three Workbook Handouts

WB 3.1 Top Ten Tips

Top Ten Tips – My Notes

1001
NEWBORN
Give full attention

Notes

1002
NEWBORN
Match their tempo

Notes

1003
NEWBORN
Reflect back feelings

Notes

1004
NEWBORN
Paraphrase what is said

Notes

1005
NEWBORN
Use window words

Notes

1006
NEWBORN
Encourage full expression

Notes



WB 3.1 Top Ten Tips continued



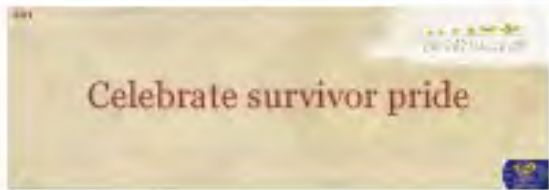
Notes



Notes



Notes



Notes

Jean Peterson
Reclaiming Children and youth (2003)



WB 3.2 My observation score card

My Observation score card	
	Demonstrated it by:
	Demonstrated it by:
	Demonstrated it by:
	Demonstrated it by:
	Demonstrated it by:
	Demonstrated it by:



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Session Four: Talking with Children and Young People (part two)



Session Four: Talking with Children and Young People – Part Two

- Objectives:** By the end of this session participants will be able to:
- Discuss 'profiles of Kid-wary adults' and how reflect on the positions we take.
 - Discuss Listening tips for people who work with Children and Young People
 - Identify required skills when talking with a child or young person

Time 1.5 hours

Resources Laptop, Datashow, White Board, Whiteboard Pens.

Materials M 4.1

Cards C 4.1 Response Cards (x5)

Facilitator Resource FG 4.1

PowerPoint PPT 4.1

Workbook Pages

Session Brief

Talking with children and young people is about giving participants another look at what is sometimes seen as an easy task of talking with children and young people.

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It aims to break down transactions of conversation, and to leave our primary message with participants that Talking with Children and young people is about building a connection on the pathway of engagement, it inevitably becomes the tool in which we bring about our intervention, if we can not speak with our children and young people, we must not expect to see change or behaviour that evidences intervention towards change.



Exercise	Purpose and Key Points
<p>Facilitator note</p>	<p><i>The final session when talking with children/young people will primarily be role playing a number of scenarios and dealing with different responses.</i></p> <p><i>It is important that participants have a level of responses when working with our 'type' of children and young people. Facilitator may need to remind our participants that when we are working with our children and young people, we are not talking to a typical child or teenager that is being a pain because they want to, or behaviour that typifies that phase of human development (adolescence) instead we are talking with Children and Young People who have had significant trauma in their childhood. These are the Children and Young People who have a cognitive distortion around their self-worth and self-respect. Their behaviour is learnt and therefore know nothing else - so the behaviour we see is the language in which they have chosen to communicate with until the signs of danger from us to them has subsided – a process that is not a one size fits all, nor is it a one way approach.</i></p> <p><i>When undertaking the following task be sure those that are already familiar with Fight, Flight or Fright and the extension of Fool and Follow assist you by providing how the behaviour can sometimes be demonstrated in their line of work.</i></p>
<p>Task: Explaining response Response cards x5</p>	<p>Facilitator to introduce the direction of the session, using the following points to assist you if needed:</p> <p>There is no way we are able to provide staff with a matrix of responses so as to better prepare staff when engaging with young people. However, what we can do is explore the umbrella behaviours that a response will most likely sit under.</p> <p>By understanding the umbrella results we will be better prepared to first identify what concept behaviour is presented to staff on the floor, and then appropriately de-escalate the behaviour or manage as best as possible.</p> <p>We are able to identify these responses due to it all being collected under the stress responses our children and young people experience. It's a coping mechanism to stress, and anxiety. The question will be 'how we manage the stress and anxiety' so it looks at creating an alternative safer option. This will not happen overnight, so it is important our responses are consistent.</p> <p>When explaining the response concepts, please use the response cards x5 cards.</p>
<p>Facilitator note</p>	<p><i>Facilitator to familiarise themselves with the response cards (images on page – workbook)</i></p> <p><i>Fight The sense of the young person who engages in a fight stress response, is the thinking of 'either I go down, or someone else does' – the child or young persons heightened sense detects some kind of threat, power and control dynamic and/or the need to look after self</i></p> <p><i>Flight A child or young person in flight response, aims to isolate themselves from the group. This behaviour can look like many things, one of which is sulking. It is important that behaviour like sulking is not left alone and approached consistently (this will be discussed at later in the session)</i></p> <p><i>Freeze Similar to flight, this response is about an attempt to camouflage into the context, not wanting attention.</i></p>



Facilitator note continued	<p>Since the initial release of <i>Fight, Flight, Freeze</i>, the Circle of courage Institute introduced two more responses, which sit well in the residential setting.</p> <p><i>Fool</i> This is a response that is about outsmarting their care team, counsellors, case leader, family. Their response is about deceiving or diverting those working with them to get what they want. Mind games appear to be the primary mechanism to provoke behaviour from those they are working with.</p> <p>Follow this is a peer power response – working with the group as a coping mechanism. This is a response which holds safety in a group – the fear of looking different would result in another stress response.</p>
Response Cards	<p>Scenario one:</p> <p>Role 1: Favourite flavour ice cream</p> <p>Role 2: nil engagement – FIGHT</p> <p>Scenario two:</p> <p>Role 1: What they did last night at life skills programme</p> <p>Role 2: minimum engagement – FOLLOW</p> <p>Scenario three:</p> <p>Role 1: Child/Young Person's favourite memory</p> <p>Role 2: Minimum engagement – FREEZE</p> <p>Scenario four:</p> <p>Role 1: Favourite time of the day</p> <p>Role 2: High level engagement – FOOL</p> <p>Scenario five:</p> <p>Role 1: What they enjoyed about school outside of residence</p> <p>Role 2: High engagement - FLIGHT</p>
Task: Response cards	<p>Ask participants to divide themselves up into groups of three.</p> <p>This task is about re-familiarising participants with the three roles;</p> <p>Role 1: Residential staff (their card will hold topic)</p> <p>Role 2: Young Person (their card will hold response)</p> <p>Role 3: Observer (observe what worked what didn't)</p> <p>Like the last set of role plays, Role 1 will need to engage in a normal conversation with the young person, who will be given one of the 5 responses, the aim is to respond in such a way that would create a safe place for yourself and a young person</p> <p>Facilitator may want to consider doing one together as a team before breaking into the task – decide as appropriate.</p> <p>This should take up to 40 minutes.</p>



Wrap Session & baseline messages	<p>Facilitator to wrap the day based on the themes that were earlier highlighted in the day using the combined baseline messages collated below to assist.</p> <ul style="list-style-type: none"> • It is not helpful to have 'set' engagement responses or one size fits all responses when working with Children or Young people who have significant trauma in their story. • Knowing the umbrella/overhead responses a Child or Young Person may have coupled with good understanding of best practice, will enable engagement to occur in order for an intervention to be successful. • Behaviour presented on the floor is not about power and control, instead it is about communication – we need to know how to work with it.
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Baseline messages session two:	<ul style="list-style-type: none"> • Engagement is the primary tool to anything you do with any child or young person in your unit • Engagement is more than standing around and watching, it requires you to get involved with the children/young people, talking and knowing how to treat them with respect. • Know your young people that are in your unit, who are they as people, do you know their story enough to want to make a difference? • Is behaviour always about power or is it the only form of language they know to express the unpleasant realities they were raised in? • How well are you doing when you measure your engagement against what you believe your learning is from these two sessions? • Intervention is the life changing moments, Engagement is the mechanism in which an effective intervention can be built on
Baseline messages session three:	<ul style="list-style-type: none"> • Listening is our only position here. We are not in a position to fix anything. We are only part of the young person's journey. We can not assume we can fix anything – we can however, assist change where a child/young person is ready for it. • Engagement is not our intervention. When talking with children and young people we should not make it about building a pathway towards our intervention – there is not intervention without engagement <p>We are only engaging to listen and become familiar with our children/young people and them with us – towards a safe environment for change.</p>




End of Day One – Strengthening Engagement



Session Four Workbook

WB 4.1 Engaging Response



Explaining Response	
	
	
	



WB 4.1 Engaging Response Continued



BASELINE MESSAGES



Session Four Cards

C 4.1 Response Cards







Notes:

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Session Five: Values and Ethics



Session Five: Values and Ethics

Objectives: By the end of this session participants will be able to:

- Discuss values and ethics and the role it has in practice
- Discuss the 'three world' model and the impact it has when working with Children and Young People
- Analyse the Position triangle, and what it says about how we practice

Time 1 hour 15mins

Resources Laptop, Datashow, White Board, Whiteboard Pens.

Materials M 5.1

Cards
 C 5.1 What's yours (x4)
 C 5.2 Three Worlds (x3)
 C 5.3 Story Board (x4)

PowerPoint PPT 5.1

Workbook Pages

Session Brief

This session aims to discuss the role of values and ethics and the role it plays in decision making for ourselves as individuals and the impact on our C/YP



Exercise	Purpose and Key Points
Welcome back	<p>Facilitator to open the day appropriately, allowing time for anything a participant may want to lead formally or culturally to open the final day of the workshop.</p> <p>Once all formalities are done, lead a round robin discussion with participants around sharing one personal value that is important to them and how it has impacted some of their worldviews with the wider group.</p>
Facilitator note	<p>The following task is an introduction to values and ethics. Connected to this task are four images (what's yours cards). The intention of this task, is to get participants to explore the following concepts:</p> <p>Card one: Moral excuses Card two: Childhood values Card three: Ownership Card four: Responsibility</p> <p><i>It is important, in preparing for this task; you have had some prior thought on the cards and their concepts in relation to residential services, so as to offer some analysis when asked</i></p>
Facilitator note	<p><u>Card One: Moral Excuses</u></p> <p>Cards</p> <p>Moral excuses are those things we tell ourselves to justify why we do what we do. This would be ok if it stayed in the staff's personal world, but when it is a decision around the treatment of a C/YP, moral excuses, will always lead you into personal judgement. <i>For example: "These YP's are criminals, why should I give them a chance" – "He talks to me like crap, so why should I talk to him properly"</i> both reasons are rationalised from the moral excuses of a staff member.</p> <p><i>Baseline Message:</i> Evidence based practice is about a decision making process that is connected to an assessment and analysis, keeping the focus on the norms and any cognitive distortions of the young person – the opposite of moral excuses</p>



Card Two: Childhood values

A childhood value is something that is woven into the make-up of how we see the world –

Working in the residence doesn't discount any staff member of their childhood values, unless, it becomes the baseline for a decision, treatment or intervention for any young person.

A worker with a good level of insight would be aware of how these worldviews would look in their role; for example – If a comment such as “black bitch” was made by a young person to a pacific worker, this worker (one with insight) would not instantly jump to conclusions that this young person is racist, instead would keep the behaviour about the young person and consider what they are really communicating

Failing to recognise your childhood values in your role, would mean you are most likely going to go to a place of personal judgement or a position of being offended easily.

Baseline Message: Childhood values have their place in *your* world; where our C/YP are concerned, failure to suspend your own childhood values, could result in a practice that would fall outside of the desired safe strong residential practice.

Card Three: Ownership and Responsibility

Ownership is not about participants having a mental definition/values checklist of what constitutes a 'good cause'

The dog has no problem chasing a stick if it has a good reason – A typical position for those who work in the residences with conditions, often defined by values, goals and motivation of the worker

Ownership is about putting aside the personal gain and values towards the C/YP and work with the value of CYF respect, fairness and integrity when engaging with the C/YP who have come into our care. Taking responsibility for

Ownership is about making your practice and the value of the intervention with any C/YP about the C/YP, inspite of your personal judgement/opinion of what they deserve.

Baseline message: Ownership is about owning your own practice (decisions, interventions, attitudes), so that is reflects and aligns the values of CYF and the practice frameworks we work from. The decisions that come from this position



Exercise

Purpose and Key Points

Card Four: Motivation

What motivates you to work and go the extra mile? Does it come from a position of care – whereby you care about the young people or whether what you are doing is operating a job – this behaviour comes from the conveyor belt style of practice (no depth) – where the story of the child/young person is not important but all decisions and engagement is dictated by how the worker feels. “Feel superior \$5” - speaks about power – something that is easily gained by workers who appear to carry positions in authority – in effect – all staff.

Task: What’s yours?

Facilitator to divide the wider group into four even groups.

Resource:
what’s yours?
cards x4

Allocate them each one of the four cards and using butcher paper, ask each group to formulate some answers to the questions connected to each of the cards.

Ensure each group has someone to feedback their discussion.

Facilitator to link answers with the four concepts connected to the cards and wrap the task, using the following message if needed.

Baseline
Messages –
What’s Yours?

- The practice you offer your Children/Young people needs to be motivated from a position of care. If this is not possible for staff to ‘care’ about the children/young people then the minimum expectation is that their perspective remains to be focused on the world of the Child/Young Person
- Our childhood values will come into our framework of our decisions (this will be looked at later in the session) so it is our responsibility to review our decisions and ensure our moral excuses are not the qualifiers of our decisions.
- Part of ownership is taking the responsibility to reflect and review how much of you is in your framework of decision making – more of you is less of the journey of the child and young person and what matters to them

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 This is an exercise to get the group to consider the view of the world from a child’s perspective. The idea is to lead the group to explore their childhood experiences and the values they gained from their upbringing.

Reflect on the second card from the previous task, to link the discussions and potential learning.



Exercise	Purpose and Key Points
<p>Task: Enter the world of the child</p>	<ol style="list-style-type: none"> 1. Ask participants to choose a piece of coloured A4 paper. Using their non-dominant hand get them to draw a picture representing something from their childhood. This could include a special place, people, something they liked doing, or something significant to them as a child. They have 10 minutes to complete this part of the exercise. <p>They are to consider the following questions when reflecting on their world view:</p> <ol style="list-style-type: none"> 2. What are the experiences and values from your childhood that influenced your choice of a residential career? 3. How has this impacted on you as a youth worker/social worker? 4. How has this impacted on your youth work/social work philosophy?
<p>Discussion for Enter the world the child</p>	<p>Once the pictures are complete – group participants into smaller groups 3-4 comparing their pictures.</p> <p>Ask participants to talk to their group about their children’s view drawing – the significance of anything they have represented and any values or ideas they thought may have influenced their choice youth work/social work career.</p> <p>Provide each group with a large sheet of paper. Each individual is to blue-tack their drawings on to the large sheet of paper. One by one they each share their story.</p> <ul style="list-style-type: none"> • As each individual feeds back, one person in the group is to write on the sheet the key words that reflect the values and concepts relevant to the work in Child, Youth and Family, e.g. Fairness, family, social justice, community, and religious structures.
<p>Facilitator note</p>	<p>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</p> <p><i>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</i></p>



Task: Three worlds

Explain the following:

3. This task is a solo task
4. Instructions will be read out directing you to draw a picture

Facilitator to read the following instructions:

- i. There is a triangle in the middle of the page, slightly right angled
- j. 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
- k. Outside the triangle on the right side there are three people one with legs and the other without
- l. All of the faces are scribbled out.
- m. On the left side outside of the triangle, there are two figures.
- n. One of these figures have a smiley face with no arms
- o. The other has a face scribbled in with no eyes, nose or mouth, the figure does have long hair – he has one arm
- p. 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 and feed back to the wider group when asked.

Unpacking Three worlds

Facilitator to describe the three worlds model using the three worlds cards and the following points:

Three worlds cards

Within Residence there are three worlds that exist and all have the right to be in the residence.

The three worlds are;

The world of Child Youth and Family, their values, their beliefs, their practice, their legislation

Your world with your values, your beliefs and the backdrop you bring with your world

The world of the young person, their values, and their backdrop that help create who they are, their trauma and behaviour.

It is important to ask - Whose world is the one we should manage out of our responses to behaviour



summarising
Three worlds

Facilitator to lead a discussion using the following baseline messages as a point of discussion:

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

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

Facilitator note

The following task is about demonstrating the baseline messages of this session.

The participants will be read a scenario – it is important you do not write it down; you can read it as many times as required, this is to create some dialogue on selective hearing or taking on language and applying their own context definitions to it as opposed to seeking clarity on a point.

The scenario is to be kept in its purest form, the content of the scenario is all the information participants will get and require to make a decision and complete the task

Task: Scenario
Work

Divide the group into smaller groups of 3-4. When groups are ready, instruct the following:

A scenario will be read out to you

In your small groups you are to discuss the scenario and come up with a group consensus of what your decision will be to the presented matter

Once a group decision has been made, use the post it notes to write your rationalisation behind your yes or no answer (1 rationalisation per post it note)

Once the post-it notes are complete, as a team discuss what world each post-it note reflect. For example – should your reasoning behind a no be about lack of trust, then this could be put under the personal world, or the CYF world – once you have decided where each post-it note fits, select a speaker to present for your group when the opportunity for feedback is given.

A 16 year old girl has fallen pregnant to a 19 year old staff member whilst in residence (she had never met him before coming into residence). He has been dismissed but has requested that he be approved as a visiting family member. You have been asked to provide an opinion yes or no to this approval.

Facilitator to allow each group to present back, before having an open discussion around whether post-it notes placements are challenged. Lead a discussion as needed.



**Summary of
Session one**

Facilitator to summarise the session by covering the following key points:

- Our values, beliefs and life experiences shape our view.
- We need to be aware of our world view, values and beliefs and in particular how this can impact on our practice – consider the three worlds learning as a methodology of reviewing your decision making framework.
- We can never be value free and therefore must be conscious of how our values impact our practice.
- Constant reflection on our practice can keep our values and beliefs in perspective.
- Re-visit what motivates us to work. It will be hard to work with a focus on children and young people if you have no care for their journey to you and their journey with you.

Our framework for decision making must always be attached to a point of reflection.

Morning Tea



Session Five Workbook Handouts

WB 5.1 Name of handout



1. **Card one:** Moral excuses: What is this saying about moral excuses?
2. **Card two:** Keep Drinking: What is this saying about morals and upbringing?
3. **Card three:** I have no problem: What is this saying about personal values
4. **Card four:** Feel Superior: What is this saying?



Session Five Workbook Handouts

C 5.2 Three Worlds





Notes:

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Session Six: See, Read and Review



Session Six: See, Read and Review

Objectives: By the end of this session participants will be able to:

- Discuss and explain the Handover procedure
- Explain and practice the HAMPER prompt tool
- Review and illustrate observation in their practice
- Relate the importance of understanding nonverbal behaviours to the practice on the floor.

Time 1.5 hours

Resources Laptop, Datashow, White Board, Whiteboard Pens.

Cards C 6.1 Story Board (x5)
C 6.2 RN/V BEH. Cards (x2)
C 6.3 HAMPER cards (x6)

Workbook Pages

Session Brief

See, Read and review is a mixture of old information and new learning. It is important that you have an understanding of the Handover process and the HAMPER tools prior to the session.

Some co-leading will happen during this session with a Team Leader Operations and a Shift Leader – ensure you have briefed them both on this process and the role they are playing during this session



Exercise	Purpose and Key Points
<p>Facilitator note</p>	<p><i>In this session we aim to look at each of the three concepts separately but first look at how the three concepts are connected. See, Share, Record are all things each person needs to know in order for the case worker to have a complete picture, and the practice approach wheel moves towards a practice that is safe and strong.</i></p> <p><i>The following task will involve a simple game that will require participants to match and create a fluid story with the part of the story they have.</i></p> <p><i>It is important that the baseline message is reiterated throughout the task.</i></p> <p><i>Baseline message: Everyone holds a part of the child/young person's story so it's important to listen to what others are saying so that there is continuity in the child/young person's journey.</i></p>
<p>Task: See, Read and Share</p> <p>Resource: Story Board cards</p>	<p>Facilitator to divide groups into five even groups. Give each group a card from the story board set.</p> <p>Each group is to read their card and prepare to act on what their card says (using no props), for example if the card reads 'open the door', your team will act out opening the door.</p> <p>It is important that the team acting, only act out what is on their story board and nothing more. For example – if the card says..."he walked in the room and look scared" then they are to start at walking into an imaginary door and then look scared, to signal they have completed the task on their card they must freeze frame and wait for the next group to take the story from you.</p> <p>Facilitator to ensure the team members do not converse with each other giving away clues as to who is next.</p> <p>To start the task – Facilitator will need to identify who is first.</p> <p>Once the task is complete – Ask small groups to answer the following questions:</p> <ul style="list-style-type: none"> • What was hard? • What was easy? <p>Groups to share their discussions, facilitator to record on the white board.</p>
<p>Group Discussion</p>	<p>Facilitator to lead a discussion linking the above task to observation using the following suggestions if needed:</p> <ul style="list-style-type: none"> • Observation is more than just watching, it requires staff to be reading body language, reading the context in which they work. • Reading body language with our young people also comes down to how well you know the young person. What are the normal movements for them, normal tones, normal facials, normal breathing pattern etc <p>Observation is a primary tool staff need to be experts in. It starts first with an insight of the person before reading body language, tones etc. Without insight into the children/young person, it is most likely we will be missing half the picture</p>



Exercise	Purpose and Key Points
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Facilitator Note:

The following session reinforces the above suggestions. It is important you link the following sessions with Day one Talking with Children/Young People.

Nonverbal behaviours make up a big part of our daily interpersonal communication. The following tasks are about offering an opportunity for participants to help learn two nonverbal signals (identified by Kendra Cheery psychosocial rehabilitation specialist), which are windows for positive engagement and insight into the journey of the young person.

It is important that as you facilitate this next part of the session that you are able to link these nonverbal behaviours to potential teachable moments.

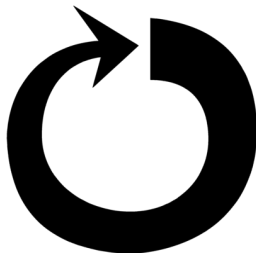
**Facilitator note continued:
Cards for task**

Incongruent Behaviours:



This is where someone's words do not match. For example: someone tells you they are happy/ok while they are looking away or down at the ground. It is suggested that you pay more attention to the mood, emotions as opposed to what they are saying. Engage with your child/young person to attempt to have some insight of what is happening for them.

Proxemics Behaviours:



This is where children/young people want their own personal space. This is important depending on the child/young person. Motivation behind proxemic behaviour is vital. If a young person wants to go to their 'space' it is important you have a good understanding of what the behaviour is before you allow them to go this space, for example sulking.

Facilitator to direct proxemic behaviour to withdrawing behaviour motivated by sulking. Refer to the punctuated practice funnel below located in participants workbook facilitator reference to it is over the next page. When undertaking the task

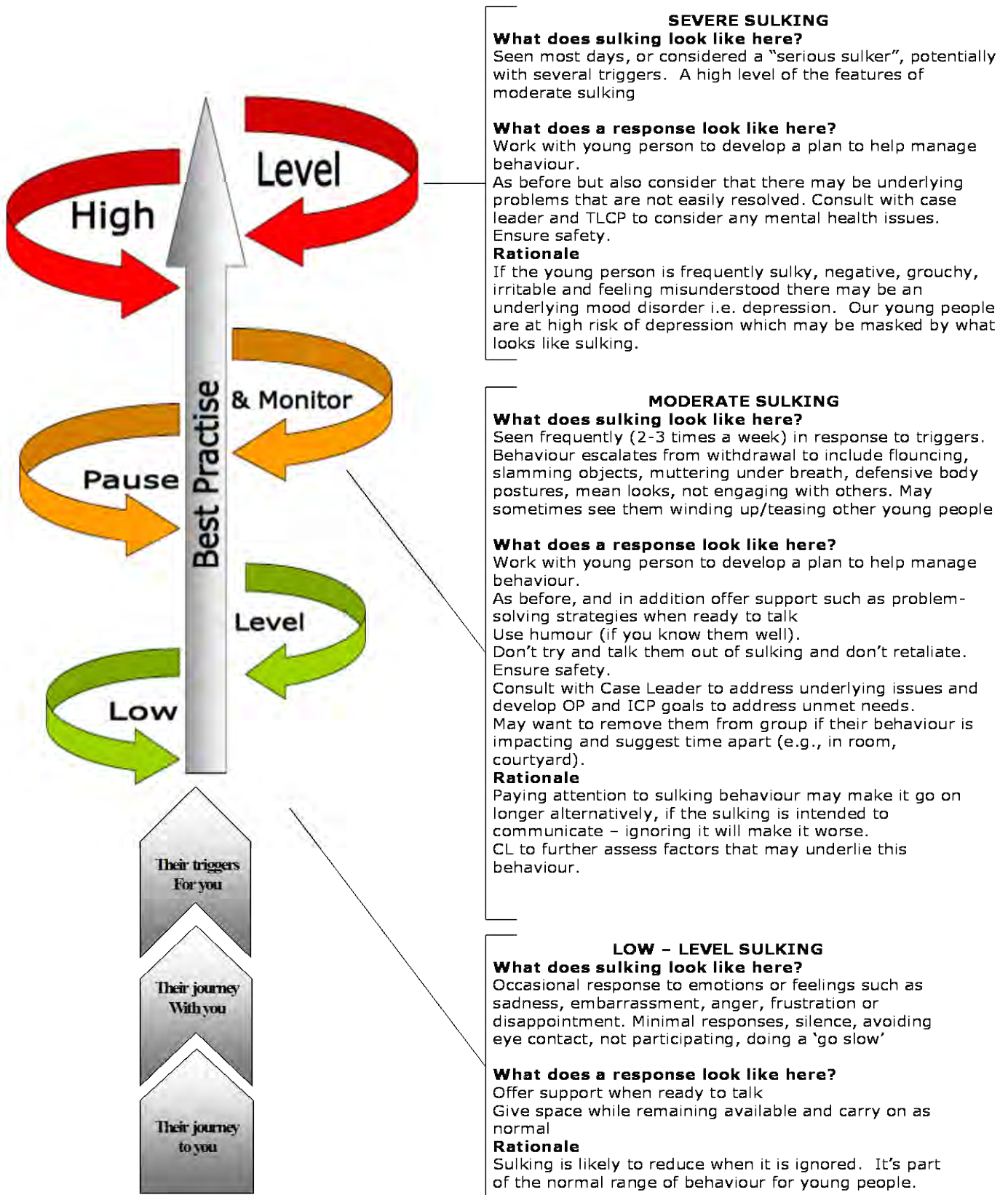
Task: Reading non-verbal behaviours – part one

RN/V BEH. Cards

Facilitator will need to direct participants to their workbooks for the images used to describe the nonverbal behaviours.

Facilitator to use the RN/V BEH. Cards to discuss. It is important that all behaviour requires good assessment made by a good insight of who the child/young person is – if you not aware of things i.e triggers, then it will be hard to see the following behaviours as potential windows of engagement.

NOTE: when discussing Proxemics behaviour, be sure to cross reference this discussion to include withdrawing connected sulky behaviour.



Responding to Sulking



Exercise	Purpose and Key Points
<p>Task: Reading non-verbal behaviours – part two</p>	<p>The following tasks are about giving participants a chance to work with the opportunities these windows of engagement are presented to them in the units.</p> <p>Explain to participants that they will undertake two role plays to practise identifying the windows of engagement via the two nonverbal behaviours discussed.</p> <p>Facilitator to note that all roles plays will roll at one time (so if there are three groups then all three will start and stop together – be aware of space) so that there is a chance for you to debrief as a small group and wider group.</p> <p>Once the groups are confirmed begin the first role play as explained below.</p>
<p>Task role play one:</p>	<p><u>To the children/young people:</u></p> <p>You are a group of children/young people. One of you (named Alex) are sulking about one of the staff members who you feel like are always picking on you. You have already been sent to time out, where no one spoke with you and now you are sitting with some of the C/YP in the unit. You are sulking that you are always picked on. The remaining group of C/YP are being ‘sucked in’ and as a result are beginning to escalate the issues, talking about making trouble for that one worker. Once the workers walk into the room, young people are to begin to cast looks at them as Alex continues to tell the story – Alex is to continue looking sad, the other young people to start looking angry about the situation. Do not act out until the facilitator claps as a signal to begin acting out, this needs to escalate gradually. Those groups where workers have already engaged are to ignore the claps. Whatever engagement is given to young people must be a reflection of what they are getting.</p> <p><u>To the staff explain the following:</u></p> <p>You will walk in and assume your position where you are watching your young people. From your chosen position, assess what is happening and make an assessment whether you need to engage or not.</p> <p>Remember the learning journey from day one when considering engagement.</p>
<p>Task role play two:</p>	<p>Ask the wider group to divide themselves into groups of three and allocate the following roles: Staff, child/young person, observer(facilitator to ensure they are not the same people in the staff roles)</p> <p>Ask those acting in the young person role to leave the room and instruct the following.</p>



Role play 2 continued:

To the staff:

You are to find a space in the room as if you were keeping line of sight. Your co-group member playing the child/young person will work past you – you will stop them and ask them how they are going. You will then continue the conversation as you see fit with your young people.

To the child/young person:

You have just finished a phone call with your aunty who has said your nan who you had hoped would be at the court house when you present before the judge tomorrow, can no longer come as she is unwell. You are upset and worried about it, because she is your only real support. You are also beginning to tell yourself that you will end up with your dad who use to beat you as a child which is heightening your anxiety. You don't feel like there is anyone you can talk to.

To begin the role play, you will walk into the training room and walk past your allocated staff member, do not stop until your allocated staff member stops you – avoid engaging with your allocated staff member until you feel you are ready to speak with him.

Facilitator Note

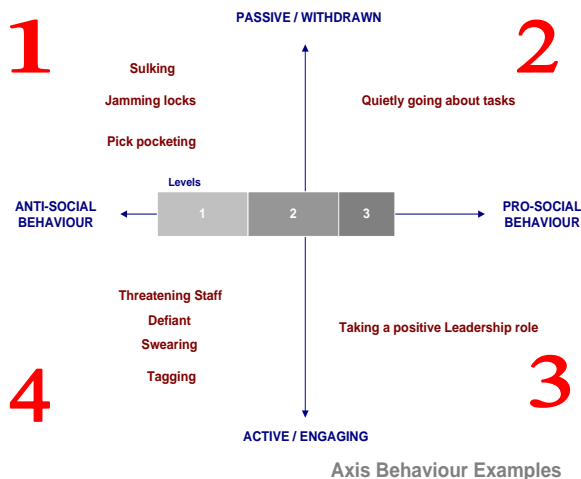
The following part of the session holds new information for staff so it is important you spend time ensuring staff (especially care teams) are familiar with the process as there will be an expectation that this process will begin once their site has completed the training (at the latest).

The delivery has been divided into four domains, ensure you have an understanding of the domains prior to leading the training.

HAMPER is also new, it is a prompt that will ensure dialogue is exchanged between groups. The aim of the prompt is to get staff familiar with the talking about their children and young people.

Task:

Handover process



The above graphic can be located in their workbooks page 37 facilitator to suggest that they record any additional notes as you speak to the four domains.



Handover process continued	<p>The new process will link in the levels system used with child/young people, this process coupled with HAMPER should position all those involved in the care of the children and young people in the same picture regarding what works for the individual child or young person.</p> <p>Facilitator to talk to the complete axis before leading into the domains using the following as prompts:</p> <p>The four axis are descriptors for the type of behaviour displayed during any given shift.</p> <p>By familiarising the four axis, staff will be able to label what the type of behaviour is and should then reflect what level the child/young person displays.</p>
Talking the mechanics of the process	<p>The mechanics of the process (the practice will be HAMPER):</p> <p>At each handover, those recording the BMS for the individual children/young people will assess their young persons behaviour and consider one of the four axis that would best reflect their young person during the shift.</p> <p>when given the opportunity, the TLO/SL/CL will ask for their professional assessment of where their C/YP sits on the axis and then will need to consider whether any behaviour that raised concerns during the shift is new behaviour or whether it is typical for their C/YP to the point. They will then continue with a HAMPER (or aspects of HAMPER as needed), remind staff that handovers are about the C/YP day and therefore failing to pass on information is failing to give a full picture of the C/YPs day – it is not about their shift.</p>
Domain one:	<p>This is behaviour that is anti-Social and presented Passively and/or withdrawn</p> <p>Facilitator to explore with participants the terms anti- social and passive. Offer the following definition (from oxford dictionary) if needed:</p> <p>“Anti-social behaviour is behaviour that lacks consideration for others that may cause damage to society, whether intentionally or through negligence”</p> <p>“Withdrawal behaviour is the physical or psychological removal of oneself from a stressor”</p> <p>Facilitator to explore with participants the examples given on the axis. When discussing the sulking behaviour – refer again to the earlier punctuated practice discussion of working with sulking.</p> <p>Ensure there is a pathway between behaviour listed i.e sulking and domain 1 axis.</p> <p>C/YP that operates from this place will most likely be on level 1 or early level stages of 2.</p>
Domain two:	<p>This is behaviour that is pro-social but is still evidenced in a passive or withdrawn way.</p> <p>Facilitator to again explore participants understanding of the axis consider the following points if needed:</p> <p>It is most likely the C/YPs that are located in this domain present the type of behaviour that sits at top level 2 and level 3 in the BMS, but are not outwardly drawing attention to them.</p>



**Domain two
continued:**

Facilitator to explore with participants what this behaviour might look like, use the following suggestion if needed:

Michael is easily influenced by other boys in the unit, his goal is to move away from the group when something happens. For the past 2 weeks, Michael has managed to move from anti-social behaviour (getting involved in the group) to pro-social behaviour (moving away from the group) by simply walking away, without any prompting by staff.



Domain three	<p>This is the behaviour that is Pro-Social and is responding positively to staff, programmes, goals, BMS etc</p> <p>Facilitator to again explore participants understanding of the axis consider the following points if needed:</p> <p>These are the types of C/YP who will lead positively in the unit. They will be engaging with the programme and respond to the levels.</p> <p>Possibly maybe motivated to take the best from Residence and engage well with all staff.</p> <p>This is the ideal domain</p>
Domain four	<p>These are the C/YP who present with anti-social behaviours (often learnt) and are actively sabotaging and have yet to learn alternative ways to communicate</p> <p>Facilitator to explore thoughts on what they see as their understanding of this domain.</p> <p>This is where most participants will locate their experience with C/YP so it is important that HAMPER is encouraged here so that we do not paint by colours these C/YP that typify this domain</p> <p>Facilitator to remind staff that this is an assessment of the C/YP day while they were in the unit. It is important that they return back to the unit the next day (or when they are next on) with a 'clean slate' so not to type-cast the C/YP.</p>
Wrap up: Axis discussion	<p>Facilitator to note, when summarising the handover process, it is important that you encourage the following baseline messages:</p> <ul style="list-style-type: none"> • Your assessment for each C/YP regarding the axis is about what you observed the period of the C/YP day only • The placing of your C/YP on the axis must reflect the points, therefore the levels your C/YP is on. • Your placing of the C/YP is your professional snapshot assessment in order to create a focussed treatment for your C/YP. • This will get faster as you operate in it.



Facilitator note *This is another new part of the practice. It is important to couple the Process (Handover process) with that of the practice (HAMPER) so as to offer a clear picture of what is expected when you dialogue with others who are caring for your C/YP.*

HAMPER is only a prompt to remind staff of what they know but may forget to occasionally share or unsure of how to frame their observation of the C/YP day.

Ensure staff that their leadership team (TL's an SL's) are aware of this and have been asked to lead both the new handover process and HAMPER into their sites.

The following task requires facilitator to briefly talk through things and then to undertake a simple exercise reflecting their last shift and applying HAMPER to one of their C/YP

Task: Hamper Facilitator to introduce HAMPER using the Hamper cards and spend a few minutes talking through each point of HAMPER with relevant current examples to highlight each point where needed.

**Cards:
HAMPER**

Once there is a general consensus around understanding HAMPER is evident, facilitator to inform staff of the next part of the task using the following instructions:

1. Each staff member is to reflect on their last shift and choose a C/YP that they last delivered a CRC to, or the last interaction with a C/YP (for those that can not remember their last CRC)
2. Once they have selected their C/YP they are to undertake the following two tasks:
 - Consider the 4 domains of the axis, where would you place your C/YP
 - Formulate a HAMPER on the same C/YP and be prepared to share your HAMPER with the group.

Facilitator to ask one of the TL, SL to lead the exercise axis and feedback process.

Facilitator to monitor the task. Be prepared to challenge any non strengths based language or lack of clarity in the evidence behind a placement or HAMPER.

Once the task is completed, Facilitator to lead a discussion around the comfort levels of following the process.

Ensure the discussion involves the following questions:

- What would be the barriers to implementing this process?
- What are the things you expect of the SL/TLs when undertaking this process?

Lunch (1 hour)



Session Six PowerPoint Slides

PPT 1.6

Notes

Three worlds picture



PPT 1.7

Notes

Handover Process





Session Six Workbook Handouts

WB 6.1 Reading non-verbal behaviours

Reading non-verbal behaviours

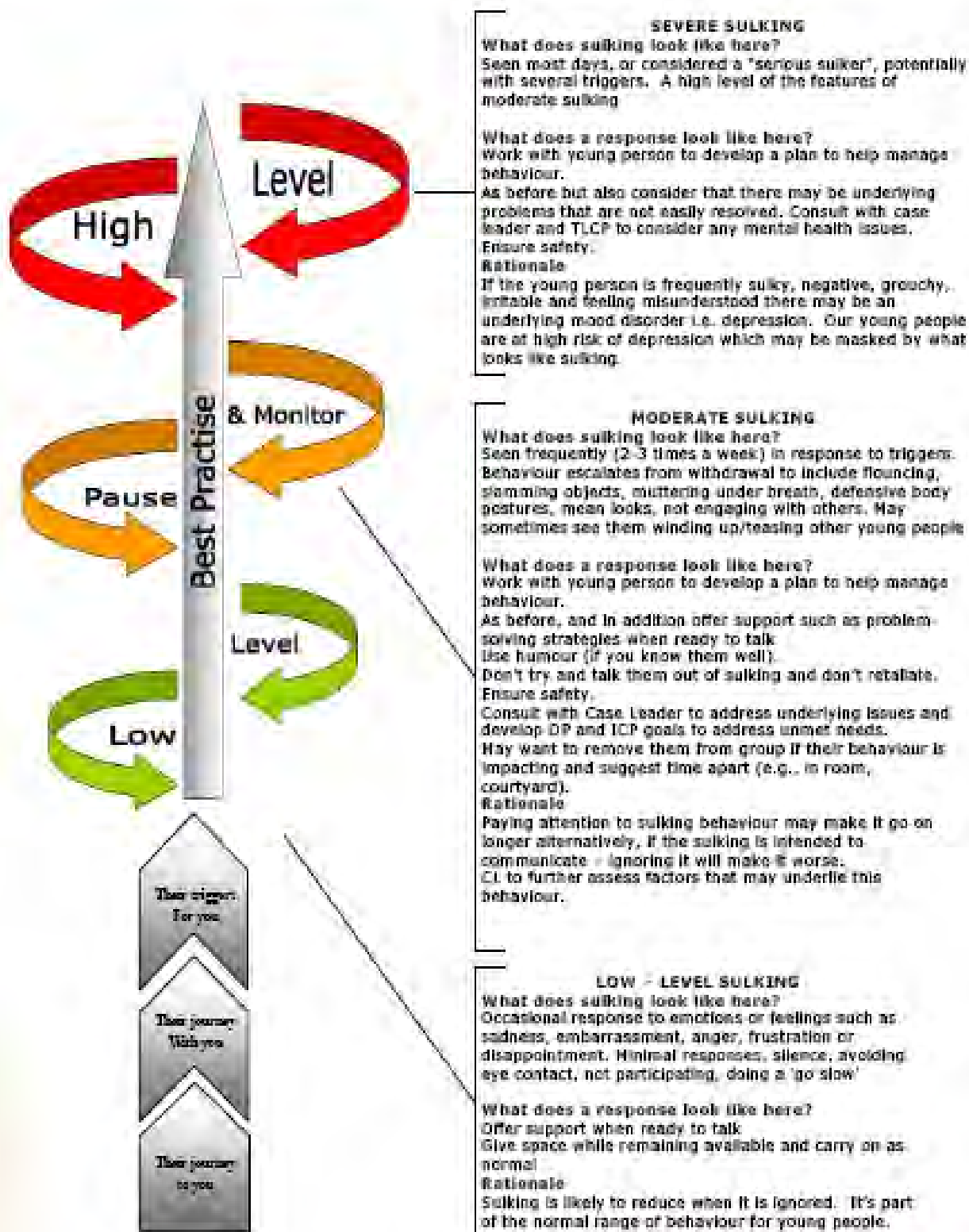
	
	



BASELINE MESSAGES

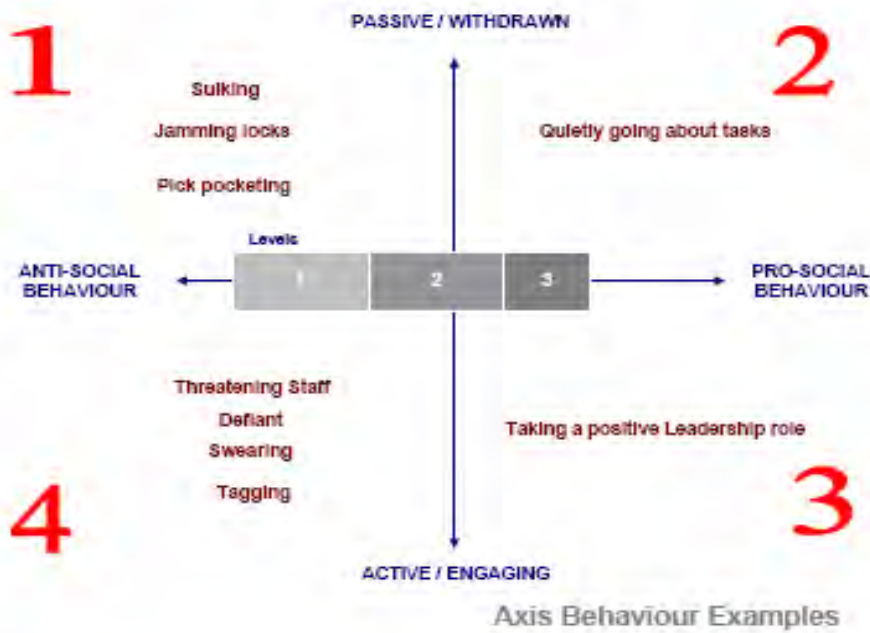


WB 6.2 Responding to sulking





WB 6.3 Axis Grid and HAMPER



H HIGH POINT
What positive shifts did you see in your C/YP behaviour?



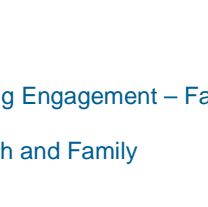
A AREAS TO WATCH
What behaviour did you notice in the C/YP that staff need to be aware of?



M MESSAGE TO CASE LEADERS
What information should be passed on to CL for Reintegration planning, Operations plan etc



P PRACTICE POINT
What works with the C/YP? Language? Tone? Person? Environment?



E ENGAGE
How have they been engaging with staff and other C/YP

R REVIEW & REMIND
What does the Operations plan say about your C/YP



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Session Seven and Eight: Punctuated Practice, Triggers and Journey-Telling



Session Seven: Punctuated practice, Triggers and Journey Telling

Objectives: By the end of this session participants will be able to:

- Illustrate the importance of engagement and Triggers
- Produce key information when working with the journey of the C/YP
- Analyse an incident, identifying triggers for a C/YP
- Connect connection (engagement), response (practice) with punctuated practice

Time 1 hour 45 mins

Resources Laptop, Datashow, White Board, Whiteboard Pens.

Facilitator Resource FG 7.1 Incident Report (from the TLO)

Workbook Pages

Session Brief

The following two sessions are about reframing punctuated practice and the relationship between young people, their triggers and our response.

Facilitator to encourage participants to share their thoughts and views on what they know of the Child/Young Person. Encourage their expertise in this area.

Before starting these sessions ensure that you have already organised with a TLO the following:
Allocated a recent incident report that involves a young person known to most, if not all, participant.

Organise the Case Leader to be present at the beginning of the first half of the session with the information and history of the chosen young person.

Have chosen which Shift Leader lead a brainstorm centred around the following question “what do we do know about...” (consider familial, history with CYF, childhood, foster homes?, favourite sport, favourite team, education, medical etc)

Have chosen a TLO to lead the incident report discussion.

The design has not formally acknowledged an afternoon tea break. It is important that you do have so facilitator to assess when this would best be taken based on the energy of the group to take on board this process. Some groups may need to have this break after the CBT mapping for various reasons others later. Please use your discretion to call this needed break as required.



Exercise	Purpose and Key Points
<p>Facilitator note</p>	<p><i>In this session the aim is to place the Young Person in the context of residence and in the context of their journey.</i></p> <p><i>The role of the facilitator is to observe, challenge, explore and support the shift leader as they lead this part of the session. Ensure that the facilitator positions themselves alongside the shift leader as opposed to sitting out the back.</i></p> <p><i>Explain to the shift leader that you will speak up only to further explore or narrow down a point that has been made.</i></p> <p><i>Facilitators to ensure you have spoken to the shift leader and they are comfortable with their role in the training. (Ensure they use butcher paper)</i></p>
<p>Task: Journey-Telling</p>	<p>SL allocated co-leading the Journey telling task to prepare butcher paper for brainstorm whilst facilitator introduces the next task using the following prompts if needed:</p> <p>Punctuated practice should be a familiar tool to workers on the floor, its intention was to have staff reflect on the level of behaviour that was presented, be able to assess the level of behaviour and then respond appropriately to it (match levels to levels)</p> <p>The next two sessions are about linking punctuated practice to practice by identifying triggers and making it forefront to our responses with C/YP</p> <p>Facilitator to remind participants that the story used is a live case within their own residence and therefore all facets of the C/YP journey should be handled with respect.</p> <p>Facilitator to also inform staff that much of the next two sessions will be co-led by one of the TL's and SL's.</p> <p>When ready, SL to introduce the C/YP chosen to discuss in the training. When introducing ensure the SL does not give too much information.</p> <p>When brainstorming consider the following:</p> <ul style="list-style-type: none"> Full name Ethnicity (PI, Maori) Iwi if appropriate Family typology if known (facilitator may want to flesh this out if this is an unknown topic in the training) Cultures evident in his world ie. Gang culture, youth culture, A&OD culture? Familial make up Familial/Friends support Triggers CYF history/status/legal grounds of coming into residence?



Exercise	Purpose and Key Points
<p>Task: Journey Telling continued</p>	<p>Ensure there is a butcher paper sheet placed on the wall insight called 'things to find out'.</p> <p>Once the brainstorm is complete. The TLO allocated to lead the CBT mapping process of the session will take the 'things to find out' sheet to the case leader to find the answers. This should take only 10minutes. Where possible ask the Case Leader to come and present the answers to the group, where it is not possible, the TLO will be expected to deliver the answers.</p> <p>SL to continue the session asking the wider group to divide themselves into smaller groups. Facilitator to prepare the who/what is it PPT.</p> <p>SL to explain that the challenge, using the following prompts:</p> <ul style="list-style-type: none"> • The game is a team vs team challenge. The aim is simply to guess who the person is and what the object is. • Teams will be revealed parts of a picture on the powerpoint, once a team is confident they know what the picture is they are to all stand and when asked, name the object or person • Each team has one chance, if their first guess is wrong their team is out and can no longer guess the object or person. <p>At the end of the challenge, Facilitator to lead a discussion asking the following questions, SL to scribe answers on the white board (or vice versa):</p> <ul style="list-style-type: none"> • What were the factors that made us confident to guess the answers? • What made the process difficult when guessing the answers? <p>Facilitator to avoid the baseline messages here, until after the 'things to find out' questions have been answered.</p> <p>Things to find out questions can be answered at the end of this challenge. If the challenge has ended and no one has returned with the sheet (if there are any) of answers, begin baseline messaging, while SL goes to find the TLO.</p> <p>Facilitator must not carry onto the CBT mapping process until we have the whole picture of who this C/YP is.</p>
<p>Baseline Messages for Journey-Telling</p>	<p>Facilitator (and SL if you think is appropriate) to lead the baseline messages:</p> <p>Confidence will come when you know or are familiar with the object/picture (as per the team challenge) – this does not differ when working with C/YP people in the unit.</p> <p>It is therefore important that we gain as much of their picture as we can so as to have a sense of what sits in their 'hard drive' (their thinking) to respond the way they do.</p> <p>Larry Brendtro (Child Psychologist works with Youth at risk) speaks about seeing C/YP who we work with as C/YP in pain, who did not get the basic necessities to establish their place of belonging gaining security and stability in their 'hard drive', as a result they have chosen a type of communication that looks like defiance, anti-social, withdrawal behaviours etc. In other words they end up with us.</p>



Baseline Messages for Journey-Telling continued	<p>Having a connection, being able to engage beyond the presenting behaviour is therefore key when managing these C/YP.</p> <p>Responding to behaviour at a high level escalation needs to be responded at that same level with a level of professional discipline which excludes an emotional element. i.e tit for tat behaviour. 'He said she said' behavioural responses.</p> <p>Knowing the journey of the C/YP is like having the answers half there for what to expect with our C/YP – what works for them comes with engagement (as per the discussions yesterday) and the outworking of your knowing the C/YP and the established engagement means a better chance of positive, teachable moment interventions</p>
Facilitator note	<p><i>Facilitator is to monitor the final part of the session.</i></p> <p><i>The person leading the CBT mapping task must feel comfortable with the process and ensure that the group slows down the process of mapping the incident. Ensure there is a consensus with the group before leading it out.</i></p> <p><i>CBT mapping aims to look at a recent incident, with a familiar C/YP. Using the white board it is important that you have three different colour white board markers.</i></p> <p><i>The questioning for CBT mapping (represented by different colour markers when working with the group) needs to be matter of fact and can not have 'around-about' language.</i></p> <p><i>Questions include:</i></p> <ul style="list-style-type: none"> • <i>what happened?</i> • <i>what were the C/YP feelings at the time? (and how do we know this? – clenched fist, heavy breathing? Etc)</i> • <i>what was he saying leading up to the incident? (this replaces the question what he thinks?)</i>
Task: CBT Mapping	<p>Facilitator to introduce the CBT mapping process, explaining that we will look at a incident report using the same C/YP we just did the journey-telling task with.</p> <p>TLO to hand out a copy of the incident asking each person to have a read of the incident. Facilitators to ensure participants that are reading the report are not being asked to critique the report style or language etc so please avoid commenting on such things.</p> <p>Once ready, TLO to begin the CBT Mapping task using the following questions, if needed:</p> <p>What happened in the morning of the incident when the C/YP woke up through to the execution of the incident? (TLO to record – ensure this is in a timeframe lineal)</p> <p>Using the timeline from the first question, how was he feeling (Consider how he presented as clues) from the morning through to the execution of the incident? (TLO to record)</p>



Exercise	Purpose and Key Points
Task: CBT mapping continued	<p>Once complete, TLO to ask the wider group to divide themselves up into even groups, giving them each a number to identify them for the following task, give each group three post-it notes, and then read the following question to the groups and give them up to 5 minutes to consult before moving on.</p> <p>Question: on each post it note, place your group number on it and then as a group identify three moments of the CBT map where an intervention refocusing him/her could have led to a different result</p> <p>TLO to lead the discussion asking groups why they have placed their indicators where they did.</p> <ul style="list-style-type: none"> • TLO to pose the following questions where possible: • Was this an easy task? If yes why? If no why? • What are the obvious triggers? How do we know this?
Task: Summarising triggers/practice using PP	<p>Facilitator to summarise the session using the PPT – PP.response.connection and any messages picked up during the session.</p> <p>Facilitator can choose to use the following points if required:</p> <p>Using the PPT PP.response.connection – speak to the arrows explaining how the knowledge from the journey-telling and CBT mapping tasks (which is the connection phase) must be understood before we can have an effective response phase.</p> <p>Getting the connection phase right, would mean have an individual picture of the C/YP and empowering workers to tailor their response to the C/YP they work with.</p> <p>The tasks are just one way to gather the information around triggers, linking in with your Ops plans where they should be is another way to do this.</p>
Summarising strengthening Engagement Baseline messages	<p>Facilitator to summarise the 2-day training using the following prompts:</p> <ul style="list-style-type: none"> • Engagement is the prefix to intervention • Engagement needs to be more than standing in a corner and watching them. It requires a connection whereby you need to speak with them, be amongst them and position yourself to be amongst their conversation. The best way to manage C/YP is to be with them, but always working as a team. • Intervention needs to be tailored to the C/YP where possible <p>There are two phases, connection phase is about knowing the journey of the C/YP and arming ourselves with who they are this means asking some questions to the right people (C/YP included) to see what their story is so that they become indicators towards their triggers</p> <p>Caring for these C/YP needs to be a primary motivation for what you do. If you seek a job that is about you, this is not the job.</p> <p>Be responsible for the role your values and ethics play in your decision making – take ownership when they do play a role and correct it where you can</p> <p>The handover process and HAMPER are about process meeting practice, so be sure to find the balance in your engagement with the C/YP</p>

End of Training.



Key messages (journey-Telling)

- Engagement is the prefix to intervention
- Engagement needs to be more than standing in a corner and watching them. It requires a connection whereby you need to speak with them, be amongst them and position yourself to be amongst their conversation. The best way to manage C/YP is to be with them, but always working as a team.
- Intervention needs to be tailored to the C/YP where possible



