

Workshop Guidance for Trainers: detailed content and process

Module 1: Permanence: Every Child's Right

Week Four

Workshop One

Learning Outcomes

Participants will be offered opportunities to:

- engage in collaborative working with a view to forming a safe community of learning with a culture of constructive challenge and critical thinking for the duration of the programme and beyond
- reflect on the impact of living with loss and uncertainty
- deconstruct what a permanence plan communicates to the child/young adult and the significance of SMART/ExAct planning
- focus on the child/young adult's identity to shape permanence planning and ensure the child/young adult's voice is heard.

Workshop Timetable

09.30 – 11.00	Review learning Permanence: planning for change and uncertainty
11.00 – 11.10	Break
11.10 – 13.00	Critical themes and issues: assessment and planning
13.00 – 13.45	Break
13.45 – 15.00	Critical themes and Issues in contemporary practice
15.00 – 15.10	Break
15.10 – 16.30	Focussing on the individual and hearing the child's voice

Session One

Permanence: Planning for Change and Uncertainty

9.30 – 11.00

Goals for session one

1. Build a learning community.
2. Understand the programme as a whole.
3. Reflect on the impact of uncertainty and loss.

Preparation

Check venue arrangements are satisfactory.

Organise training room in cabaret style and place set of coloured pens on each small group table.

Ensure participants have copies of:

1. the Achieving Permanence Introduction and Overview
2. module 1 Participant Workbook.

Potential Group Responses/Issues to consider

The participants will come from a range of organisations and will occupy a range of different roles. This offers both challenges and opportunities. It is important to note the information elicited in the introductory exercises and respond to individual learning needs. It is likely that some participants may be uncertain of how to integrate a focus on permanence into their own roles and responsibilities. It is important to note any groups of participants with existing relationships and observe the dynamic between them. These opening responses will provide a first insight into the functioning of the group, its level of enthusiasm or anxiety. The aim from the start is to create a safe and engaging climate in which they can develop confidence that the course will offer structure and guidance as well as a safe creative space for learning and development.

This session is the trainer's first and best opportunity to learn about the participants/understand their learning needs/their drivers/and most importantly, memorise their names.

This introductory session invites participants to reflect on both personal and professional experience and thus set the tone for the workshop elements of the whole programme. It is likely that some participants will be less comfortable than others with the reflective nature of this workshop and will need support to engage in the less pragmatic aspects of the tasks.

Participants are asked to draw as well as write, think, and talk during this workshop. For some this will be a welcome change and fit with their learning style. For others, it may feel uncomfortable. Explain that the drawing tasks are not intended to trivialise or to infantilise but to help them engage with their intuitive knowledge and encourage them to communicate complex ideas. Make a judgement as to whether this approach works well with the group and adjust methods accordingly.

Essential messages to convey in session one

- Workshops are about creating a community of learning through participation and collaboration.
- Workshops focus on reflection, skills and values.
- Uncertainty and loss add further trauma to the lives of children/young adults who are suffering harm or have already experienced significant harm.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens

- blu-tac/masking tape.

Participants will need:

- flipchart paper and pens
- workbooks.

Method

09.30 – 10.00 (30 minutes)

Welcome the participants; introduce the trainer, negotiate the workshop's timetable, summarise the workshop, outline its aims.

Achieving Permanence Workshop One	ACHIEVING PERMANENCE WORKSHOP ONE PERMANENCE: EVERY CHILD'S RIGHT		LEARNING OUTCOMES Participants will be offered opportunities to:
Permanence: Every Child's Right	9.30 – 11.00	Introductions: the people and the programme Permanence: planning for change and uncertainty	<ul style="list-style-type: none"> • engage in collaborative working with a view to forming a safe community of learning with a culture of constructive challenge and critical thinking for the duration of the programme and beyond • reflect on the impact of living with loss and uncertainty • deconstruct what a permanence plan communicates to the child / young adult and the significance of SMART / ExACT planning • focus on the child / young adult's identity to shape their plan and ensure the child / young adult's voice is heard
	11.00 – 11.10	Break	
	11.10 – 1.00	Critical themes and issues: assessment and planning	
	1.00 – 1.45	Break	
	1.45 – 3.00	Critical themes and issues in contemporary practice	
	3.00 – 3.10	Break	
	3.10 – 4.30	Focussing on the individual and hearing the child's voice	

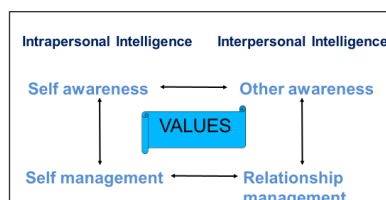
10.00 – 10.10 (10 minutes)

Large group discussion ref. mutual/shared expectations and the role of emotional literacy in life, practice and learning environments and its process as a lifelong journey.

AGREEING HOW WE AIM TO WORK TOGETHER TODAY

- Respecting and valuing others
- Valuing difference
- Confidentiality
- Building on similarities
- Careful listening / room to speak
- Respecting right to challenge constructively
- Time boundaries
- Mobile phones
- Treating yourself and others kindly

EMOTIONAL LITERACY



Goleman 2002

10.10 – 10.20 (10 minutes)

Briefly outline shape of programme and answer any questions about the programme as a whole.



10.20 – 10.30 (10 minutes)

Split into pairs. Participants have each completed a personal audit during week one. Ask them to share their experiences of completing the personal audit and learning plan.

PERSONAL AUDIT AND LEARNING PLAN



10.30 – 10.35 (5 minutes)

Same pairs. Ask them to think together about personal goals and record these into the workbook.

HOPES AND ASPIRATIONS

- What do you hope to achieve today?
- What can you do to work toward that goal today?
- How will you know when you have achieved your goal(s)?



PART ONE

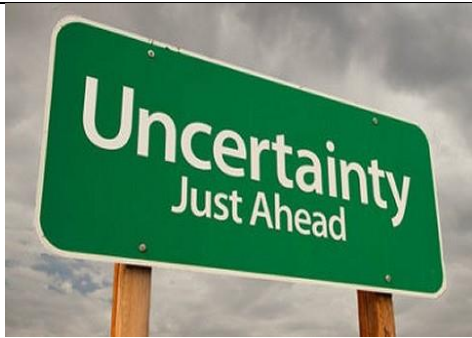
PERMANENCE: PLANNING FOR CHANGE AND UNCERTAINTY

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Presentation: Outline content and process of the next stage of this session.

10.35 – 10.50 (15 minutes)

Ask participants to quietly take their minds back to an episode in their lives when they have experienced uncertainty and/or loss and remember the impact of this on their capacity to think at that time.



After a minute or so, ask them to share in pairs, and reflect further on how uncertainty and loss affect their thoughts, feelings, and actions.

HOW DID UNCERTAINTY ABOUT THE FUTURE IMPACT ON YOU?



Still in the same pairs ask them to reflect on what/who enabled them to recover and resume usual life?

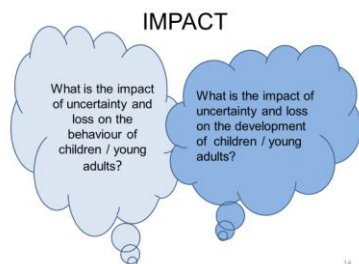


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10.50 – 11.00 (10 minutes)

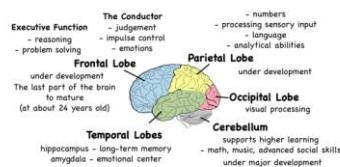
Large group discussion:

- what is the impact of uncertainty and loss on children/young adult's development?
- what is the impact of uncertainty and loss on their behaviour?
- how does this impact play out in the lives of children/young adults they work with?
- what enabled them to recover?



Check out the participants' understanding of the physiological impact of trauma on brain development – only use this slide to provide information if needed. This material is picked up again in Module 2 (Brown and Ward, 2013 is essential reading in week 7).

THE IMPACT OF TRAUMA



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Break

Session Two

Critical Themes and Issues: Assessment and Planning

11.10 – 12.45

Goals for session two

1. Consider what a permanence plan must communicate to the child/young adult.
2. Understand that assessment is the cornerstone on which permanence planning rests.

Preparation

The trainer will need to have each stage of the 'Bradley' case study available to feed into the participants' discussion in four stages.

Potential Group Responses: Issues to consider

Participants will quickly appreciate that although it may not always be uppermost in their minds, the processes of assessment and planning have a profound and enduring impact on the child/young adult's experience. The strong visceral emotions evoked by the first drawing exercise may shock participants who have come to think of assessment and planning as procedurally driven.

For practitioners engaged in initial assessment/brief interventions, this may evoke strong feelings of inadequacy/failure/defensiveness. Participants at the other end of the planning process may feel aggrieved that they inherit the consequences of earlier inadequate assessment and planning when it is too late to put things right for the child/young adult. There is potential here for conflict within the group.

Discussion of the contentious themes and issues in this field may elicit information that participants in the group hold significantly different core beliefs/personal convictions even though on the face of it they have all signed up to the same professional values/codes of conduct. Again, there is potential here for conflict.

This second session revolves around two substantial small group exercises. This is your opportunity to identify any individuals with specific needs, or any troublesome group dynamics that you will address/adjust content/amend method accordingly.

Essential messages to convey in session two

- Both the process and the content of a child / young adult's plan have a profound and enduring effect on their well-being and on their parent / caregiver's capacity.
- Effective, continuous assessment is the cornerstone of achieving permanence.
- Every assessment, no matter how specific or pragmatic, contributes to permanence planning.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tac/masking tape
- case study (stacked not sorted)
- small 'sticky notes'.

Participants will need:

- flipchart paper and coloured pens on each table
- workbooks.

Method

11.10 – 11.30 (20 minutes)

Presentation: Outline content and process of session 2.

PART TWO

ASSESSMENT AND PLANNING

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Introduce this session by comparing these two definitions of permanence.

LEGAL DEFINITION OF PERMANENCE

Permanence is the long term plan for the child's upbringing and provides an underpinning framework for all social work with children and their families from family support through to adoption. The objective of planning for permanence is therefore to ensure that children have a secure, stable and loving family to support them through childhood and beyond and to give them a sense of security.

Children Act 1989: The Care Planning Guidance (2010) - Volume 2, 2.3 - 2.6

ONE YOUNG PERSON'S DEFINITION

"... It means standing still"

a young person who informed the design of this programme, September 2017

Divide into four groups. Explain that the task is to visually represent what a plan communicates i.e. with a drawing that has no words or numbers on the page.

Ask group 1 to represent what an inadequate plan communicates to a child/young adult.

Ask group 2 to represent what a good plan communicates to a child/young adult.

Ask group 3 to represent what an inadequate plan communicates to the parent/caregiver.

Ask group 4 to represent what a good plan communicates to the parent/caregiver.

When the drawings are complete, display these on the walls.

Provide each participant with a set of sticky notes. Ask participants to review each of the four drawings, and consider these questions:

- what does this picture make you think?
- how does this picture make you feel?

Ask participants to write down each thought or feeling onto a sticky note and arrange these around the drawing.

Review the words that have been written down, and discuss the profound impact that professional engagement in their lives is likely to have on children/young adults'/parents'/caregivers' experience.

What does an effective plan communicate to the child / young adult?

What does a poor plan communicate to the parent / caregiver?

What does a poor plan communicate to the child?

What does an effective plan communicate to the parent / caregiver?

Only use this slide if these issues do not arise in these discussions.

WHAT MAKES AN "EFFECTIVE" PLAN?

- Child's participation.
- Participation of all those with parental responsibility and other interested family/friends.
- Focused.
- Proactive.
- Brings together other plans.
- Has a contingency plan.
- 'SMART' plans.

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11.30 – 12.15 (45 minutes)

Re-divide into three groups.

Provide part one of the case study about Bradley. Ask participants to read part one and then address all six questions and record their thinking on flipchart. Take feedback from group 1.

Bradley aged four years and four months

- What more do we need to know to plan for Bradley's permanence?
- What is good in Bradley's life that we can mobilise on his behalf?
- What are Bradley's needs now?
- What will Bradley's needs be in the future?
- What could go wrong for Bradley?
- How can we help Bradley to manage change?

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Provide part two of the case study about Bradley. Ask participants to read part two, address these three questions and record their thinking on flipchart. Take feedback from group 2.

Bradley aged five years and nine months

- What does Bradley need?
- What can we ask his new carer to provide?
- What support can we offer to his new carer?

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Provide part three of the case study about Bradley. Ask participants to read part three, address these three questions and record their thinking on flipchart. Take feedback from group 3.

Bradley aged thirteen years and ten months

- What is good in Bradley's life that we can mobilise on his behalf?
- What are Bradley's needs now?
- What will Bradley need to prepare him for adulthood?

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12.15 – 12.25 (10 minutes)

Lead large group discussion to draw out themes and issues ref assessment and planning.

WHAT CAN WE LEARN FROM
BRADLEY'S EXPERIENCE

?

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12.25 -12.40 (15 minutes)

Practitioners face challenges to the task of planning for children/young adults' permanence in at least three different arenas. Continuing to work in the same three groups ask each group to consider just one of these arenas.

Lead a brief discussion on the common themes that emerge from this discussion.

WHAT ARE THE CHALLENGES?



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12.40 – 12.45 (5 minutes)

Examine the concept of “corporate parenting” in large group discussion.

WHAT DOES CORPORATE PARENTING MEAN?



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Provide definition of corporate parenting

This is the definition provided by CYPS in Scotland

Ask the group:

Does this correspond to their own understanding of corporate parenting?
In their experience, does their organisation always provide 'the best possible support and care'?

A corporate parent is an organisation or person in power who has special responsibilities to care experienced and **looked after** children and young people, a group that includes:

- those in residential care
- those in foster care
- those in kinship care, who live with a family member other than a parent
- those who are **looked after at home**.

In simple terms, a corporate parent is intended to carry out many of the roles a parent would. They may not be able to provide everything a loving parent can, but they should still be able to provide the children and young people they're responsible for with the best possible support and care.

The concept is intended to encourage people and organisations to do as much as they can to make sure children and young people feel in control of their lives and able to overcome the barriers they face.

cyps.org.uk

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Break

Session Three:

Critical Themes and Issues in Contemporary Practice

13.45 – 15.00

Goals for session three

1. Explore critical themes and issues (poverty; gender and sexuality; sibling dynamics; child- to- parent violence; disability; cultural relativism; toxic triangle) in relation to the challenges of corporate parenting.
2. Expose the inevitability of bias and assumptions in professional thinking.
3. Differentiate between SMART versus ExACT planning.

Preparation

Reflect on group politics and dynamics, mood and energy of participants, individual learning styles, personalities etc and plan process of the afternoon accordingly.

Potential Group Responses/Issues to consider

This session exposes the potential dissonance between core personal beliefs and professional values. This may evoke difficult feelings for individuals where these dissonances are unresolved.

This session explores bias, assumptions, and stereotypes. Some may feel anxious about being completely honest in this context.

There is further scope for conflict here if this group is especially diverse. Equally there is a danger of cosy/complacent consensus.

SMART planning and the triangle presented in the National Assessment Framework have been in use for many years – participants may not be accustomed to invitations to comment on these established tools and may need some permission/prompting to name the problems that arise from them.

Essential messages to convey in session three

- Advanced practitioners must lead the profession's efforts to get to grips with current challenges and dilemmas.
- Culturally competent practice rests on the enactment of core social work skills and values.
- Achieving permanence relies on assessment and planning that draws on research and formal knowledge, understood in relation to insight into the individual child/ young adult's needs and identity.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tac/masking tape.

Participants will need:

- flipchart paper and pens
- workbooks.

Method

13.45 – 13.55 (10 minutes)

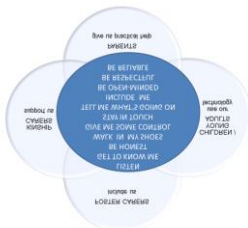
Presentation: Outline content and process of session three.

PART THREE
CRITICAL THEMES AND ISSUES IN
CONTEMPORARY PRACTICE

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Introduce session three by conveying the messages that were elicited when we consulted with children/young adults/parents who have lost their children to care/kinship carers/foster carers.

The messages we were given by children/young adults, foster carers, kinship carers and parents consulted during the design of this programme suggest consensus: what they ALL want/need is social workers who invest in relationships, demonstrate emotional literacy, invest in basic social work skills. Each group also identified some specific needs – again these are basic skills enacted with empathy.

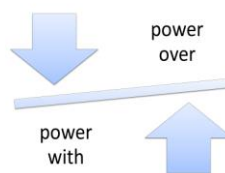


Share concepts from Restorative Justice about how authoritative practice supports relationship based approaches. Lead discussion on the significance of how social workers use/abuse power, and the significance of relationship for outcomes.

...human beings are more likely to make changes in their behaviour when those in authority do things with them rather than to them or for them.



Wachtel and McCoid, 2001



Dumbrell, 2006.

"The most important condition for success was found always to be the quality of the relationship between the child's family and the responsible professional"

Department of Health, 1995



13.55 – 14.25 (30 minutes)

Participants discuss in pairs their experiences during week two when they reflected on their own responses to vignettes and explored ideas/opinions with others.

Enable participants to self-select into small groups organised around different issues (e.g. poverty; gender and sexuality; sibling dynamics; child- to- parent violence; disability; cultural relativism; impact of social media or any others that have emerged for participants while thinking about these). Ask group to share their concerns in more detail.

Conclude the discussion by asking each group to consider the question: what are the questions for assessment?

Facilitate large group discussion about strategies for challenging bias and assumptions in self and others.

CRITICAL THEMES, ISSUES AND DEBATES

- The **'voice'** of children / young adults – 'best interests' – rights – wishes and feelings
- Resilience, recovery, therapy
- Transitions and changes
- Contact
- Children / young adults who are black, Asian or mixed heritage
- Children / young adults who are disabled
- Identity matters: LGBTQI+
- Attachment matters
- Mental health support
- Child to parent violence
- Sexual exploitation



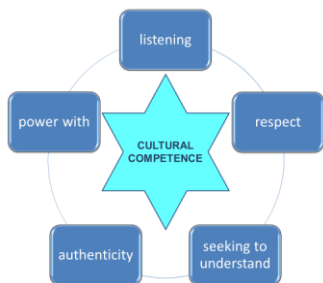
Lead brief large group discussion about **successful** strategies for challenging bias and assumptions in self and others.



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14.25 – 14.35 (10 minutes)

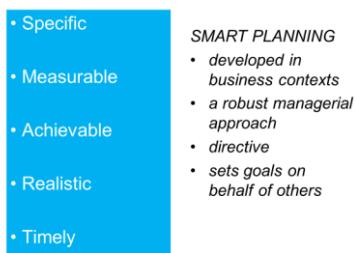
Highlight how the enactment of core social work skills and values coincide with and support culturally competent practice. (N.B. participants are asked to reflect on their own practice in relation to cultural competence in week 6 of this module).



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14.35 - 14.45 (10 minutes)

Lead large group discussion ref. SMART plan principles and their origins.



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Compare SMART with ExACT principles and how these might be a better fit for permanence planning.

Explain R.A.S.

Goals for session four

1. Understand how to hold in mind both the uniqueness of each child/young adult's experience and the evidence base that gives us general information about children/young adult's developmental needs and permanence.
2. Consider how each child's uniqueness, individuality, and identity is central to working with diversity, understanding the child/young adult's needs, and planning for permanence.
3. Prioritise listening to and hearing the child/young adult's voice.

Potential Group Responses/Issues to consider

The group is probably tired by now – both these exercises serve as gentle energisers for the end of day session.

Participants usually engage very thoughtfully in this exploration of individual identity. It opens wide ranging discussions about culture and identity. It can be very helpful to expand ideas about religion/faith/spirituality/faith-based communities/practices and rituals/celebrations and festivals/conviction. Similarly differentiating between nationality/ethnicity/race /skin colour/culture etc.

However, some individuals may prefer not to delve deeply into their own experience. For some this might be a reluctance to engage in reflection and should be challenged. In others however, the prospect of discussing their own childhood identity may open the door to distress or trauma. It is important therefore to preface this session with reinforcement of messages about self-care, emotional literacy, and confidentiality.

The final “goldfish bowl” exercise is often very challenging and opens whole new perspectives. This is not technically role play, but do make sure that you de-brief participants effectively! It also taps into practitioners' intuitive/empathic awareness of the child/young adult's experience and how this knowledge can be stifled/silenced by the louder voices in the organisation, professional system, or family.

Essential messages to convey in session four

- Each child/young adult/parent/caregiver is unique.
- Their voices are easily silenced and social work plays a crucial role in amplifying the silenced voices.

Workshop Resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tac/masking tape.

Participants will need:

- flipchart paper and pens
- workbooks.

Method

15.10 – 15.20 (10 minutes)

Presentation: Outline content and process of session four.

PART FOUR

FOCUSSING ON THE INDIVIDUAL
AND
HEARING THE CHILD'S VOICE

In small groups of four, ask one person to describe a child/young adult for whom they need to plan. Ask the other participants to draw an image of this child/young adult as they listen.




15.20 – 15.30 (10 minutes)

Ask the group to form a pair with someone they don't know and have not worked with yet during the workshop. Introduce the concept of identity.

IDENTITY

"The fact of being who or what a person or thing is"

Oxford English Dictionary



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Ask the group to each think quietly on their own for a few moments about how they would have explained themselves to an adult when they themselves were a child and to jot down their thoughts alongside a small drawing of themselves as a child.

After two minutes set them the task to discuss question in pairs:

- did you write about the same kinds of things or very different?

15.30 – 15.35 (5 minutes)

Question to large group:

- what are the dimensions of identity that are significant to children/young adults?

Highlight differences of opinion as well as congruence!

CHILDHOOD IDENTITY



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15.35 – 15.45 (10 minutes)

Ask the group to each think quietly on their own again for a few moments about how they conceive of their identity now as an adult and to jot down their thoughts alongside a small drawing of themselves as they are now.

After two minutes ask them to discuss questions in pairs:

- what has stayed the same?
- what has changed?



15.45 – 16.00 (15 minutes)

Lead large group debate with questions to large group:

- what did you discover about change and continuity?
- what general learning/conclusions can we draw having reflected on identity/sense of self over time?

(Groups usually identify very readily that all stereotypes and assumptions are nonsense and that we can only understand anyone by being genuinely interested in their experience and world view, and by asking questions that enable them to articulate these.)



Set out Marian Brandon's concept of the Unique Universal and Universal Unique. Highlight the dissonance between person-centred and evidence-led practice.

- Using research *cannot* predict the future.
- Using research *can* highlight factors which are likely to increase or reinforce danger.
- Professionals need to use their skill to harness research in the interests of children.

Brandon et al. 2009

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HOW?

By keeping their 'uniqueness' at the centre of work...

Brandon et al. 2009

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THE UNIQUE UNIVERSAL AND THE UNIVERSAL UNIQUE

"Every child's case reveals a multitude of different factors and variables making predictability difficult and leading to a quality of unexpectedness. Families are, therefore, confusingly, both similar and different to each other"

Brandon et al. 2009

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From within the spectrum of inter-connecting factors, one overarching theme dominates:

...the theme of children being 'lost' – not seen and not heard

- young people were insufficiently consulted or spoken with
- Siblings were not seen or interviewed

Brandon et al. 2009

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Explore how easily the child/young adult's voice can be lost.
Explore what participation may mean for children/young adults.

- The key implication of the 'lost child' is that practice is not child centred.
- Failure to keep the child in mind draws parallels with way some families are unable to keep the needs, feelings, and safety of their children in mind.

CHILDREN'S PARTICIPATION A HUMAN RIGHT'S PERSPECTIVE

"You have the right to say what you think and you must be listened to"

A child-friendly version of Article 12 of the UN Convention on the Rights of the Child

Article 12 (Children's Rights Organisation)

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16.00 – 16.05 (5 minutes)

Ask participants to re-form into their small groups.

Ask the participant who described a child/young adult at the beginning of this session to speak for just four minutes from this child/young adult's perspective about themselves, their lived experience, and what matters to them. This presenter may or may not choose to step fully into the child/young adult's role and voice.

Ask the other three members of the group to be silent and pay close attention to what they learn as the presenter speaks.

Debrief all the presenters!



16.05 – 16.10 (5 minutes)

Ask the 'listeners' to reflect aloud on what they heard while the presenter stays silent.

16.10 – 16.15 (5 minutes)

Ask the presenter to join this conversation.

16.15 – 16.25 (5 minutes)

Small groups review the drawing they did earlier of the child/young adult and amend it to reflect the increased understanding they now have of this child/young adult's identity.



16.25 – 16.30 (5 minutes)

Reprise and review workshop by asking whole group to think individually and each jot down final thoughts into their own workbook.

AND FINALLY...

1. One thing that surprised you
2. One thing you want to remember
3. One action you will take into your practice

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