Workshop Guidance for Trainers: detailed content and process

Module 2: Relationships: The golden thread

Week four

Workshop two

Learning outcomes

Participants will be offered opportunities to:

- Explain the importance of relationships for children/young adults in the home, school, and community, and develop the knowledge and skills to support relationship-building, and integrate these elements for children/young adults
- Create, build, and sustain effective relationships with children/young adults, their families, carers, community, and professional networks
- Develop advanced skills in communicating effectively with traumatised children/young adults, their parent or care giver and support networks by listening, attuning, and responding verbally and in writing in ways that represent their views accurately and compassionately
- Recognise how vicarious or unresolved trauma in carers continues to impact on children/young adults' experience with a view to enabling parent or care giver to manage this process (within available resources).

Workshop timetable

09.30 – 11.00	Review learning
	Relationships which harm and relationships which heal
11.00 –11.10	Break
11.10 – 13.05	Helping recovery in relationship
13.05 – 13.45	Break
13.45 – 15.00	Sibling relationships
15.00 – 15.10	Break
15.10 – 16.30	Strengthening networks

Session one

Relationships which harm and relationships which heal

09.30 – 11.00

Goals for session one

1. Explore the concepts of developmentally appropriate parenting and parenting styles
2. Reflect on the impact of disability on relationships
3. Identify capacity for change, when to intervene to remove, how to help children/young adults heal.

Preparation

Check venue arrangements are satisfactory.

Organise training room in cabaret style with four tables

Ensure participants have copies of the Participant's Pack with course aims, programme, and workbook.

Potential group responses/issues to consider

Actively encourage participants to use their personal experience and their own professional case material as a method of critically evaluating each other's thresholds/debating expectations that may relate to different cultural experiences.

Essential messages to convey in session one

- Relationships are fundamental to social work practice
- The most valuable resource in achieving permanence is the existence/creation/promotion of "golden thread" relationships
- Each child/young adult needs different parenting styles and strategies
- Children/young adults' needs change as they develop
- Parents/caregivers need to have the capacity to change in response to children/young adult as they grow and develop.

Workshop Resources

Trainer will need:

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

Participants will need:

- flipchart paper and pens
- workbooks.

Method

09.30 – 09.35 (5 minutes)

Brief welcome, re-orientation, and renewed commitment to the learning community.

**Achieving Permanence
Workshop Two
Relationships: The golden thread**

09.30 – 11.00	Review learning Relationships which harm and relationships which heal
11.00 – 11.10	Break
11.10 – 13.05	Recovery in relationship
13.05 – 13.45	Break
13.45 – 15.00	Sibling relationships
15.00 – 15.10	Break
15.10 – 16.30	Strengthening networks

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**Achieving Permanence
Workshop Two**

Relationships: The Golden Thread

09.35 – 09.50 (15 minutes)

Divide participants into small groups and ask them to discuss their learning from weeks one and two of module.

LEARNING OUTCOMES
Participants will be offered opportunities to:

- Explain the importance of relationships for children / young adults in the home, school and community, and develop the knowledge and skills to promote relationship-building, and integrate these elements
- Create, build and sustain effective relationships with children, / young adults, their families, carers, community and professional networks
- Develop advanced skills in communicating effectively with traumatised children / young adults, their carers and support networks by listening, attuning, and responding verbally and in writing in ways that represent their views accurately and compassionately
- Recognise how vicarious or unresolved trauma in carers continues to affect children / young adult's experience with a view to enabling carers to manage this process (within available resources)

09.50 – 10.00 (10 minutes)

Address/clarify any issues that arise and answer queries about the material so far.

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

4

Divide into small groups to review learning so far.

Take feedback from the small group discussion and create a mind-map that represents the learning which is already happening, highlighting differences between the child/young adult known personally and the child/young adult known professionally, what are their ambitions for each of these children/young adults.

OUR MIND MAP

10.00 – 10.10 (10 minutes)

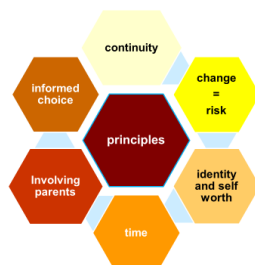Presentation: Outline content and process of session three.

PART ONE

RELATIONSHIPS WHICH HARM
AND
RELATIONSHIPS WHICH HEAL

Outline mandate for this workshop's content and process including links to the knowledge and skills statement: achieving permanence.

Lead a discussion about the findings of the care inquiry and the associated research that informs this workshop. This series of 9 slides can be used to support this discussion but should not be used as a powerpoint presentation.

MESSAGES FROM RESEARCH

• Importance of strong relationships.
• Proactive working to improve individualised services to children / young adults in and leaving care.
• Greater focus needed around improving emotional well being.
• Improved analysis and decision making so that care seen as part of child protection and family support.

8

CARE INQUIRY 2013

The Care Inquiry investigated how best to provide stable and permanent homes for vulnerable children in England who – as a temporary or permanent measure – cannot live with their parents.

Explore **all** the options that have a role to play in this: return home, kinship care, adoption, foster care, special guardianship and residential care.

Care Inquiry 2013

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CARE INQUIRY 2013

• Identifying those children who can go home, and enabling them to do so safely.
• Increasing the use of kinship care, and providing the right support.
• Increasing the use of adoption and other legal routes to permanence, and providing the right support.
• Recognising when long-term foster care can, and is, offering a permanent placement for a child.

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FAMILIES FIRST

• Wherever possible children / young adults should be brought up in their families
• How can this family promote their?
• How can I support them?
• Will regular, shared care promote this child / young adult's wellbeing? Who can offer it?
• Care plans need to reflect views of the child / young adult and person with PR

The Care Planning, Placement and Case Review (England) Regulations 2010 updated 2015

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FAMILY AND FRIENDS CARE

"Kinship care needs to be recognised as a firm option in the care spectrum, and one that is suitable for all ages, not just older children and adolescents. It should be seen as equal to adoption in its ability to provide attachment, continuity and identity for babies and young children."

11

FOSTER 'PARENTING'

• permanence could be offered in long term foster placements.
• acknowledging the importance of the child's relationships with the extended family of the foster carers.
• promote the expectation that children will be able to stay with their family beyond 18, as is now the norm for young people who are not in care.
• Use of SGO for foster carers.

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Workers need to think about how to:

• Ensure that all these placements are of high quality and likely to last.

• Ensure that the benefits of an option for a particular child / young adult will endure

• Ensure the child / young adult has at least one strong ongoing relationship as this will build emotional resilience and good health; strong relationships as well as protect them from future harm.

13

'permanence'
means
'security, stability, love
and a strong sense of
identity and belonging'.

14

RELATIONSHIPS MATTER

"The **relationships with people who care for and about children** are the golden thread in children's lives, and that the quality of a child's relationships is the lens through which we should view what we do and plan to do"

15

"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

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10.10 – 10.30 (20 minutes)

Present this slide.

Divide into five small groups and assign each group responsibility for considering one of these five developmental stages:

1. up to one year
2. one to four years
3. five to twelve years
4. twelve to fifteen years
5. sixteen to twenty-five years.

Sturt and Young 2013 adapted from Perry 2006 'Neurosequential model of therapeutics'

Ask each small group to consider how they would recognise developmentally appropriate parenting for this age-stage.

Support groups to use the charts in their workbooks or to map their thoughts onto flipchart.

10.30 – 10.45 (15 minutes)

Invite plenary discussion: what constitutes good enough parenting across developmental age range? Encourage the group to think about what disabled children/young adults need from their parents/caregivers. Refer to neuro-science/brain development to highlight how children/young adults need different parenting approaches as they transition into each developmental stage. Encourage the group to think about the potentially different developmental pathways for children/young adults who are disabled.

CHILDREN AND PARENTS:
GROWING AND DEVELOPING TOGETHER

10.45 – 11.00 (15 minutes)

Small group discussion in four groups: allocate one of the vignettes in the workbook to each group and ask them to consider intervention strategies that encourage a match between a child/young adult's needs and parenting style.

VIGNETTES BELVIE · RYAN AND BILLY · SAFINA · KEISHA 19

Session two

Helping recovery in relationship

11.10 – 13.05

Goals for session two

1. Review effective interventions to integrate mind and body following trauma
2. Explore the use of therapy trees
3. Consider the social work role in identifying and supporting therapeutic input.

Preparation

Join several large pieces of flipchart paper and clear a large floor or table space for the whole group to create the therapy tree together.

Potential group responses: Issues to consider

This exercise is usually very powerful. Allow at least twenty minutes for groups to complete their diary entries. After the diaries have been shared in the large group, the facilitator may need to afford extra time for reflection and discussion.

Essential messages to convey in session two

- Uncertainty and loss affects every child/young adult differently
- Children/young adults often need adult help to make sense of their experiences
- Social workers have a responsibility to ensure that children/young adults and parents/caregivers receive practical help and psychological support that will enable them to achieve permanence.

Workshop resources

Trainer will need:

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

- programme case study part two "arriving in placement".

Participants will need:

- flipchart paper and coloured pens
- sticky notes
- workbooks.

Method

11.10 – 11.35 (25 minutes)

PART TWO

RECOVERY IN RELATIONSHIP

21

Divide into 5 small groups. Distribute part two of the programme case study "arriving in placement". Allocate one child to each group (if fewer than 16 people skip out Belle as there is little information about her) and ask the group to read this stage of the case study.

OUR CASE STUDY

Part Two:
Coming into placement…

?!?
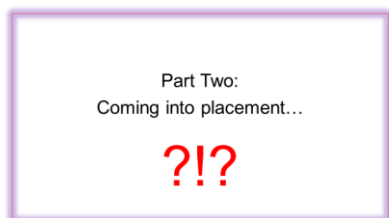
22

The group task is to write that child's diary for the day the children arrive in placement.

This will demand that they think about events from each child's perspective, and that they identify and articulate what the child is thinking, how the child adult is feeling, and how they perceive their behaviour during the day.

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11.35 – 11.50 (15 minutes)

Ask each group to read out their diary. Facilitate plenary discussion on the impact of hearing the child's perspective.

11.50 – 12.20 (30 minutes)

Introduce the ideas adapted from Cairns and Sunderland about stabilisation, integration, and adaptation.


HELPING CHILDREN / YOUNG ADULTS

Stabilisation	Integration	Adaptation
Safety	Self-regulation	Social connectedness
Using words for feelings	Therapeutic intervention	Self-esteem
Explaining life events	Cognitive restructuring	Experiencing joy

Adapted from Needs and Interventions: Recovery After Toxic Stress, K. Cairns

Ask the same small groups to use flip paper to map all the resources they have identified in week 2 that support children, young adults, birth parents, carers with parental responsibility, kinship and foster carers and adoptive parents from universal to specialist services.

Ask each group to put their resources map on the wall and compare the 3 products.

MEETING THERAPEUTIC NEEDS

RESOURCES

specialist   universal
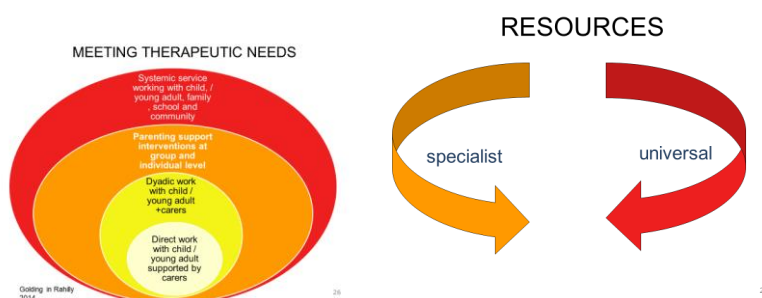
Facilitate large group discussion and agree where to fill in any gaps. Remind participants about early intervention services that are supported by government.

EARLY INTERVENTIONS SUPPORTED BY GOVERNMENT

- Functional family therapy.
- Multi systemic family therapy.
- Multi-dimensional treatment foster care.
- AdOpt (adoptive parents).
- Result (residential carers).
- KEEP (friends and family carers).
- Family drug and alcohol court.
- Family Group Conferences.

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12.20 – 12.50 (30 minutes)

Put a very large piece of paper on a large table or on the floor.

Describe the image of a therapy tree with a thick trunk that provides strong safe relationships for example parents/caregivers/home/womb, school, some of community resources (they named in the earlier session) and lots of branches.

Ask the whole group to work together to create an image of a large tree with lots of branches. The group can use words, images and either work directly onto the paper or use sticky notes.

Help the group to gradually build their picture of the therapy tree to identify.

1. What needs to be named within the trunk?
2. What can help reinforce the trunk as the tree develops more and heavier branches?
3. What help and support can make up the new branches to the child/young adult and to others?
4. What resilience interventions might contribute to the child/young adult's well-being?
5. What therapeutic interventions might contribute to the child/young adult's well-being?
6. What signs might indicate that the child/young adult is not ready for certain experiences?

THERAPY TREE

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12.50 – 13.05 (15 minutes)

Lead a plenary discussion about the role of social workers in supporting therapeutic interventions by carers/family friends/mentors/other professionals.

- Enable the group to think about a range of possibilities e.g. life story work, making meaning, naming emotional states, explaining processes, planning changes and transitions etc., adjusting care plans to fit developmental

needs of a child/young adult, supporting carers/others to stick with a child/young adult whatever circumstances might arise.

- Encourage participants to describe their experience of helpful interventions and their role in creating/supporting these.

THE SOCIAL WORK ROLE

30

Break

Session three:

Sibling relationships

13.45 – 15.00

Goals for session three

1. Explore the significance of sibling relationships
2. Consider the dynamic between individual need and sibling relationships
3. Relate practice experience to research evidence.

Preparation

Be prepared to draw on your personal experience and your own casework experience of working with sibling groups – have some stories in mind.

Potential group responses/issues to consider

This session requires participants to engage with their own personal experience to appreciate the potential meaning of sibling relationships for permanency planning. The early work in pairs is usually very powerful and may evoke strong feelings – acknowledge the possibility that some participants may have suffered harm or loss.

During the real-life case study, participants may be surprised by how little is known about sibling dynamics. This is potentially de-skilling – be prepared to support the group in helping each other move the casework forward.

Essential messages to convey in session three

- Siblings are often a significant golden thread relationship, and can offer enduring, lifelong support to each other
- Social workers must use observation and listening skills to understand what meaning to attribute to sibling relationships

• Achieving permanence rests on informed analysis of the relationship between siblings and the dynamics between siblings in reconstituted/substitute families.

Workshop resources

Trainer will need:

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

Participants will need:

- flipchart paper and pens
- workbooks.

Method

13.45 – 13.55 (10 minutes)

PART THREE

SIBLING RELATIONSHIPS

Ask participants to identify a partner they have not worked with yet during workshop two.

Show the slide with sisters in 1954 and 2017.

Ask the pairs to hypothesise about the different experiences of each of these 2 sisters.

Ask the whole group to speculate about their relationship with each other.

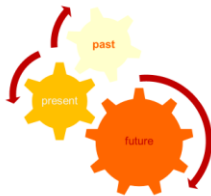SIBLING RELATIONSHIPS
June 2017   November 1954

13.55 – 14.10 (15 minutes)

In same pairs participants reflect on their own family experience. Are they an only child? What siblings do they have?

Ask partners to help participants who have no siblings to think about the implications of these questions for their experience of family life and adjust accordingly.

1. To what extent did their own experience of family in childhood/young adulthood differ from their sibling(s)?
2. How have these different experiences affected their development and life choices?
3. What role do they occupy within their sibling group? How did this role come about?
4. In what ways have their relationships with sibling(s) stayed the same/ changed over time?
5. What would it have meant to you to be separated from your sibling(s) when they were a child/young adult?

YOU AND YOUR SIBLINGS?

14.10 – 14.40 (30 minutes)

Ask for 4 participants in the group to identify families they are involved with, where sibling relationships need to be attended to. Divide into 4 self-selected small groups organised around the participants presenting cases. Ask each group to generate an ecomap representing the network of relationships between and surrounding the sibling group. Invite them to consider the siblings' respective roles, relationships with adults, identify, developmental needs, personalities, experience of trauma, interests, and strengths, as well as their relationships with each other.

UNDERSTANDING SIBLING RELATIONSHIPS
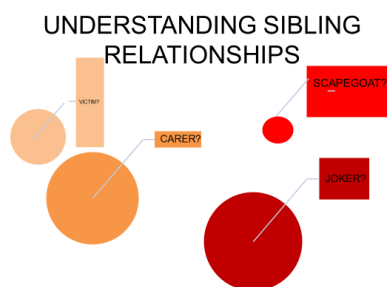
14.40 – 15.00 (20 minutes)

Plenary discussion eliciting all the different themes that have been highlighted by these real-life case studies. Use these 2 slides to expand on/pick up the issues that research indicates arise in assessment/placement decisions/contact arrangements.

ASSESSING SIBLING RELATIONSHIPS

- Ask children / young adults who they see as their brothers and sisters. It's personal, not biological or legal!
- Each child / young adult's experience in a family is different and will affect what kind of re-parenting they need
- If siblings are placed together their needs can make intense demands on new parents
- Each sibling relationship has its own quality and significance

ASSESSING SIBLING CONTACT

- What was the sibling relationship before they were separated?
- Each child / young adult has his / her own role and meaning in a family. What was this child / young adult's role: parent/protector, mascot, scapegoat, mediator?
- Were all the children / young adults in the family exposed to the same level and type of harm?
- Does this child / young adult have a sense of being 'chosen' or 'rejected'?
- What is the climate of the sibling relationship: conflicted, warm, rivalrous?
- How do they communicate?
- Do they have empathy for each other? Do they recognize and

Other dimensions of sibling relationships may need to be considered:

? What about when…

- One child / young adult returns to their family but others stay in care?
- Parents who have had one or more children removed, subsequently form a new family?
- Siblings from the same birth family have different legal status and different permanence plans?
- New sibling relationships are formed in reconstituted or substitute families?

If these issues have not already been discussed, end this session by highlighting difficulties/dilemmas that can arise over sibling relationships.

ALARM BELLS!

- Intense rivalry and jealousy, with each sibling totally preoccupied with and unable to tolerate attention the others may be getting
- Exploitation, often based on gender (often boys dominating sisters & seeing this as a right)
- Chronic scapegoating of one child / young adult
- Maintaining unhelpful alliances in a sibling group and family–taking sides, ganging up
- Maintaining unhelpful hierarchical positions – victim or bully
- Highly sexualised behaviour with each other
- Acting as triggers to each others' past traumas, stirring up painful memories for one another (either unconsciously or intentionally)

Break

Session four

Strengthening networks

15.10 – 16.30

Goals for session four

1. Examine the boundaries between stress and vicarious trauma
2. Consider the impact of vicarious trauma on new parents/families
3. Plan portfolio work.

Preparation

Be prepared to help participants think about why and how practitioner resilience/vulnerability affects children/young adults, parents, caregivers, and the professional network.

Potential group responses/issues to consider

Participants may have a lot to say about their own experiences of anxiety, stress and secondary trauma. You will need to make a judgement about how much time to allocate to this, and how to manage the main content of this session if time is short.

Essential messages to convey in session four

- Permanence cannot be achieved until / unless the child / young adult's attachment needs are met
- Trauma, loss, and uncertainty affect every aspect of children/young adults' well-being – without recovery, permanence is threatened
- Achieving permanence is compromised if the influence of trauma, loss, and uncertainty on the whole system is not managed.

Workshop resources

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tack/masking tape
- programme case study part 3 "the first placement crisis" (stacked not sorted).

Participants will need:

- flipchart paper and pens
- workbooks.

Method

15.10 – 15.20 (10 minutes)

Ask participants to work in pairs to review the work they did individually in week six of the first module in relation to stress management and self-care.

PART FOUR

STRENGTHENING NETWORKS

30

Join pairs together to form small groups of 4.

- Why might it be important to think about your own responses to stress?
- What are participants' strategies for managing stress/anxiety?
- Do these always work for them? Are some strategies only temporarily helpful or ultimately unhelpful?

MANAGING STRESS AND UNCERTAINTY

THE HEALTHY MIND
PLATTER: WHAT ARE
YOUR STRATEGIES?

LESS HELPFUL
STRATEGIES?

This Photo by Unknown Author is licensed under CC BY-NC-SA

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15.20 – 15.30 (10 minutes)

Plenary: ask the questions.

1. How do you know when stress has overwhelmed you?
2. How do you know when you have been affected by other people's trauma?
3. How might a traumatised worker's practice be affected?
4. How might this process affect permanence planning with children/young adults?
5. How have you protected yourself/recovered from secondary trauma?

TRAUMA

!

40

15.30 – 15.50 (20 minutes)

Re-introduce the programme case study. Distribute part 3 "the first placement crisis".

Arrange participants back into the same 3 groups that worked with the case study in session one. Ask them to read the case study and address the questions:

1. What are the issues for Chloe?
2. What are the issues for Jack?
3. How is this affecting River?
4. How is this affecting on Skye?
5. What are the issues for Audrey?
6. How do they differ for Norman and how might you find that out?
7. What might be the implications for you in your role, or for the local authority?

OUR CASE STUDY

Part Three:
The first placement crisis…

?!?

15.50 – 16.00 (10 minutes)

Plenary: take brief feedback from the small groups and debate any differences of opinion. Refer to the therapy trees and resource maps generated in session two: what would be available/ suitable to offer in this scenario? Encourage the group to identify community based resources that carers can find for themselves e.g. where are the local yoga groups?

AN INTERVENTION PLAN

specialist   universal
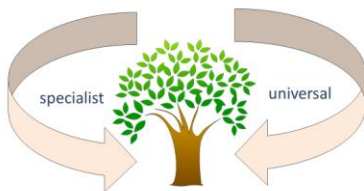
16.00 – 16.20 (20 minutes)

Ask the group to identify the main points of learning about relationships:

- why they matter
- how to identify important supportive relationships
- managing the ones that are significant but could harm
- how to support relationships in a self-sustaining way for the child/young adult
- recognising how they may be affected by the child/young adult's experience of trauma.

REVIEW OF LEARNING

16.20 – 16.30 (10 minutes)

Reflection and writing task in pairs:

Ask each person to identify what they learned today and what actions they are publicly committing to doing because of today.

REVIEWING

Important Points

Action Plan

And finally…

45