

## Workshop Guidance for Trainers: detailed content and process

### Module 4: Sustaining Permanence

#### Week Four

#### Workshop Four

*Learning Outcomes - Participants will be offered opportunities to:*

- evaluate how to plan, manage, support and review placements in complex and unpredictable situations
- employ effective communication, play, life story work and other relevant interventions to build a strong identity and develop resilience (and recognise when/how to access appropriate therapeutic support where required)
- identify appropriate contact arrangements that meet the needs of children/young adults, and support all involved to manage the child/young adult's practical and emotional experience with sensitivity and care
- determine risk factors in relation to placement breakdown; and work effectively with children/young adults, and with their carers and families to prevent disruption where possible
- illustrate how to manage any disruption and change as effectively as possible
- review learning during the programme, draw up CPD plan, and reflect on achievements

#### Workshop timetable

09:30 – 11:00	Planning for the future
11:00 – 11:10	Break
11:10 – 12:45	Health, development and well-being
12:45 – 13:45	Break
13:45 – 15:00	Understanding need and capacity
15:00 – 15:10	Break
15:10 – 16:30	The professional dimension

## **Session One: Planning for the future**

**09.30 – 11.00**

### **Goals for session one**

1. Explore learning and review progress
2. Examine what sustains and what jeopardises permanence
3. Revisit knowledge values and skills that support professional practice
4. Interrogate permanence plans

### **Preparation**

Check venue arrangements are satisfactory.

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

### **Potential Group Responses/Issues to consider**

Participants may need support to identify the potential value of a systemic approach to understanding factors that may affect children/young adults – link to the *Assessment Framework* (WT 2015) and 'professional dimensions' framework.

Participants will be working all day in pairs on their own casework. Consider carefully involving the group if appropriate, whether to allow the pairs to self-select and whether to *either* encourage work with similarities *or* work with a partner from a different context. Also consider whether to work two very different types of cases or ones where there are similar patterns and issues to consider.

Bear in mind that some participants may have been developing their thinking about cases that may not lend themselves to this workshop's content. If so, organise the pairs around in-depth discussion of just one partner's case and invite participants to decide whether they want to present a case or "supervise" a case.

### **Essential messages to convey in session one**

- Participants' learning, and development must be evident in improved practice
- Social workers must develop an ethos of professional curiosity
- Social workers need confidence and skill that enable them to interrogate professional colleagues' practice and decision-making
- Social workers need knowledge and skill to explain their practice and decision-making

## 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 – 09.40 (10 minutes)

Welcome the participants and outline the workshop's content and structure.

<b>Achieving Permanence Workshop Four Sustaining Permanence</b>		
<b>Achieving Permanence Workshop Four</b>	09.30 – 11.00	Review learning Planning for the future
	11.00 – 11.10	Break
	11.10 – 12.45	Health, development and well-being
<b>Sustaining Permanence</b>	12.45 – 13.45	Break
	13.45 – 15.00	Understanding need and capacity
	15.00 – 15.10	Break
	15.10 – 16.30	The professional dimension

Summarise the day, its aims and learning outcomes.

Put the module into context:

- explain the links with previous three modules
- explain how it builds on weeks 1 to 3 and particularly helps them to think about the questions for participants, especially questions 5 and 6
- emphasise that participants will use their own 'cases' during the workshop and that 'case' is not intended to refer just to a child/young adult but the whole system, people, situation and circumstances that may be associated with one or more children/young adults

**MODULE LEARNING OUTCOMES**  
Participants will be offered opportunities to:

- Evaluate how to plan, manage, support and review placements in complex and unpredictable situations
- Employ effective communication, play, life story work and other relevant interventions to build a strong identity and develop resilience (and recognise when / how to access appropriate therapeutic support where required)
- Identify appropriate contact arrangements that meet the needs of children, and support all involved to manage the child's practical and emotional experience with sensitivity and care
- Determine risk factors in relation to placement breakdown and work effectively with children and young people, and with their carers and families to prevent disruption where possible
- Illustrate how to manage any disruption and change as effectively as possible
- Review learning during the programme, draw up CPD plan, and reflect on achievements

**Revisit ground rules briefly.**

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

**09.40 – 10.10 (30 minutes)**

**Outline content and process of session one**

**PART ONE**

**PLANNING FOR THE FUTURE**

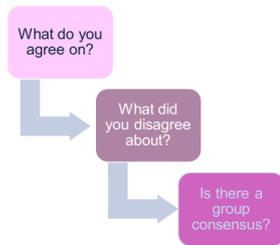
**Review learning**

Ask participants to work in groups of three, to discuss three questions that invite dialogue about the nature of permanence, and factors that support/jeopardise permanence

- What are the hallmarks and characteristics of permanent care arrangements and placements for children / young adults?
- What factors contribute to sustaining permanent care arrangements and placements for children / young adults ?
- What factors jeopardise or contribute to the disruption / breakdown of permanent care arrangements and placements for children / young adults?

Invite plenary feedback: noting and discussing similarities and differences, reaching consensus? Lead large group discussion about vocabulary/legal terms: e.g. permanence, care arrangements, placements (consider recording 'flip chart' – using 'post-it' notes?)

### CRITICAL THEMES AND ISSUES

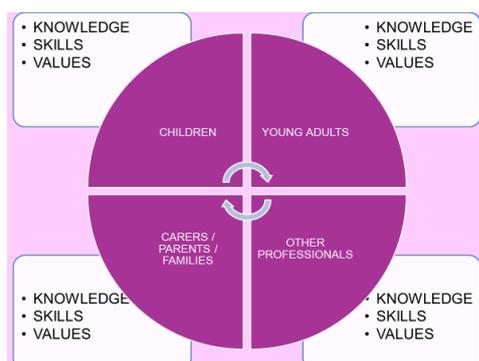


Ask participants to reflect on and record their thoughts in response to this question

What experience and expertise (knowledge, skills, and values) do you bring to your work to sustain permanent care arrangements and placements for the children / young adults with whom you work?

Use a quick-fire matrix exercise to draw out appropriate knowledge, skills, values, and approaches, and link these to the K&SS: AP

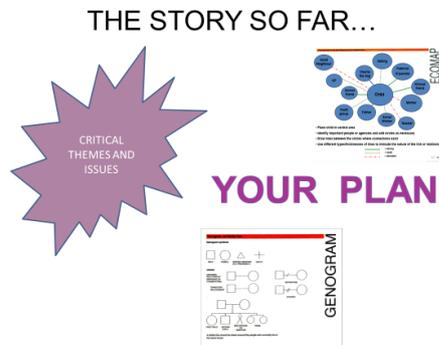
- Working *with* children/young adults
- Working *with* carers, parents, and families
- Working *with* other professionals



### 10.10 – 10.35 (25 minutes)

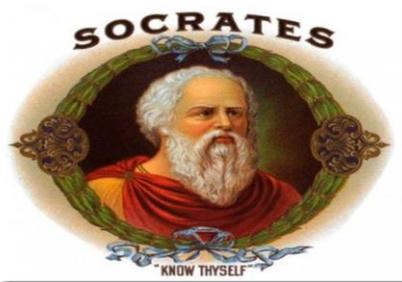
Ask participants to identify a partner with whom they will interrogate their plan for the child/young adult at the centre of their own case study.

Ask pairs to take turns to review the revised genogram/ecomap/permanence plan they compiled in week one of module four.



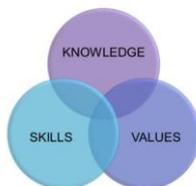
### 10.35 – 11.00 (25 minutes)

Introduce the idea of 'Socratic questions' to develop analytical skills and 'professional curiosity'.



Ask pairs to take turns to address these questions in relation to their own case studies.

- How can you work effectively with children / young adults to sustain permanence?
- How can you work effectively with carers, parents and families to sustain permanence?
- How can you work effectively with others to sustain permanence?



**Break**

## **Session Two: Health, Development, and Well-Being**

**11.10 – 12.45**

### **Goals for session two**

Examine how a detailed understanding of a child/young adult's health, development and wellbeing is a necessary foundation for work to *sustain* permanence.

### **Preparation**

Make up slips with examples for the kinaesthetic exercise "the potential effects".

### **Potential Group Responses: Issues to consider**

You will need to keep a close eye on all the pairs' work to ensure that messages from training have been understood and embraced.

Some participants may feel that the detailed sequence of the planning processes is repetitive and will need to be challenged to think deeply about each stage of the casework/pair exercise.

### **Essential messages to convey in session two**

- Helpful tools exist to support an analytical, systemic approach to understanding the significance of each child/young adults' health, development, and well-being
- SMART and ExACT plans rest on accurate assessment of each child/young adult's needs
- Plans are more likely to be fulfilled when they are both SMART and ExACT, and rest on accurate assessment of each child/young adult's needs.

### **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
- workbooks
- pre-prepared slips with examples for the kinaesthetic exercise "the potential effects"

## Method

11.10 – 11.25 (15 minutes)

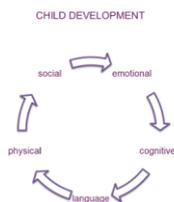
Outline content and process of session two.

### PART TWO

HEALTH,  
DEVELOPMENT  
AND  
WELL-BEING

Ask participants to reform into their small groups of three and consider this question:

Why is understanding the child / young adult's health, development and well-being important so important in sustaining permanence?



Generate a quick “buzz” discussion about HOW participants develop their understanding of a child/young adult’s health, development, and wellbeing; tools, theory, research, observation, etc. What tools, knowledge, values and approaches are potentially helpful/do participants use? Ask for examples of how participants bring their knowledge skills and value to bear on sustaining permanence.

11.25 – 12.05 (40 minutes)

Ask the pairs to continue working on their own case studies using this framework, (Adapted from the tables in ‘Safeguarding Children Living with Trauma and Family Violence’ (Bentovim et al 2009). This section relates to the ‘child/young person development’ domain. The full document is in the participants’ workbook).

Lead a large group discussion to gather views on insights, and information that this could generate. Does it highlight gaps in knowledge? How would some of these areas be explored? NB: this potentially gives a profile – with the further possibility of asking ‘how has health, development and wellbeing profile come about?’

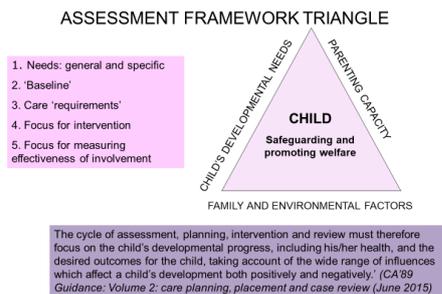
PROFILE OF HEALTH, DEVELOPMENT AND WELLBEING			
Specific evidence for the particular child / young adult	Strengths (Potential indicators)	General dimensions and subdimensions	Difficulties (Potential indicators)
Foetus healthy in pregnancy		General Physical Health	Foetal health or survival threatened in pregnancy Repeated injuries and/or infections at any stage of development
Good general health in perinatal period, the early years and later childhood			Chronic physical illness and/or injury Repeated hospitalisation
High number of illness resulting repeated or prolonged hospitalisation			Onset of learning or attention difficulties after conception and being established
No physical genetic illnesses or conditions			Physical genetic illnesses or conditions
Child takes exercise and eats a healthy diet			Child takes little exercise

Adapted from Bentovim et al, 2009

## 12.05 – 12.20 (15 minutes)

Lead discussion focussing on aspects of health, development and well-being that are relevant to sustaining permanence.

First box enables a detailed understanding of the child/young person's health and development. This should then be the primary reference for reviewing and evaluating the effectiveness of placement/plans/intervention etc., always coming back to outcomes defined in relation to the child/young person's health, well-being and development.



National Assessment Framework, 2001

Support discussion about the potential factors that may influence development, health and wellbeing and impact on permanence and sustaining it including the potential impact of effective life story work.

### ISSUES TO CONSIDER

- Age and stage of development
- Care history
- Disability (social model v medical model?)
- Matters relating to identity including heritage, ethnicity gender and sexuality, religion, class, experiences of discrimination etc.
- Specific physical, learning and emotional needs
- Potential impact of experiences – developmental trauma, toxic stress, cumulative neglect, sexual abuse, ACEs

## 12.20 – 12.40 (20 minutes)

Present the delicate balance model and discuss implications:

- what does this look like? a 'mobile'?
- systemic, interactionist, dynamic...
- child/young person on one side
- factors external to the child/young person on the other (past, present, future) tipping the balance towards well-being/safety and/or impairment or harm
- what sort of factors might it be helpful to consider?
- parents/carers and aspects of health, lifestyle, interaction
- school/peers

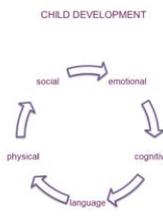
Lead kinaesthetic exercise "the potential effects"



**12.40 – 12.45 (5 minutes)**

End session two with a plenary discussion that revisits the question:

“How does an understanding of health, development and well-being contribute to sustaining permanence?”



How does understanding the child / young adult's health, development and well-being important contribute to sustaining permanence?

**Break**

**Session Three: Understanding Need and Capacity: Optimal Well-Being**

**13.45 – 15.00**

**Goals for session three**

1. Enhance participants' confidence, experience, and competence to work as 'interveners'/'creators of change'
2. Explore the assessment of parents/carers to meet identified needs of the child/young adult
3. Identify goals for intervention
4. Evaluate plans

**Preparation**

Reflect on what you observed during pairs work. Identify any pairs that may need your active support.

### **Potential Group Responses/Issues to consider**

You will need to continue keeping a close eye on all the pairs work to ensure that messages from training have been understood and embraced.

Some participants may still feel that the detailed sequence of planning processes is repetitive. Be prepared to join and challenge any pairs whose plans for the child/young adult are generic/lack detail.

### **Essential messages to convey in session three**

- Helpful tools exist to support an analytical, systemic approach to understanding care-givers' needs and capacity
- Intervention to support care-givers must also fit the needs of the child / young adult.

### **Workshop Resources**

Trainer will need:

- projector and screen
- flipchart paper and stand
- flipchart pens
- blu-tac/masking tape
- intervention goals triangle reproduced as a3.

Participants will need:

- flipchart paper and pens
- workbooks

### **Method**

**13.45 – 13.50 (5 minutes)**

Presentation: Outline content and process of session three.

PART THREE

UNDERSTANDING NEED AND CAPACITY

Introduce a series of questions about the care-giver's capacity to meet the child's needs.

**CARE NEEDS AND CARERS' CAPACITY TO MEET THOSE NEEDS**

- what does the child / young adult need?
- how able are the carers / parents to meet those needs?
- what do the carers/parents need to provide that sustain permanence?
- what can the carers/parents do to address factors that may jeopardise or disrupt permanence?

**13.50 – 14.05 (15 minutes)**

Introduce the ‘care needs profile’ matrix.

Ask participants to return to pairs and take turns to continue working on their own case studies. Enable them to use the matrix to identify the child/young adult’s needs and what is required of carers/parents to address those needs.

**CARE NEEDS PROFILE**

AREA OF CARE NEED	REQUIRED FROM THE CARE-GIVER	LINKS TO ASPECTS OF CHILD / YOUNG ADULT'S HEALTH AND DEVELOPMENT
BASIC CARE		
ENSURING SAFETY		
EMOTIONAL WARMTH		

**14.05 – 14.20 (15 minutes)**

Introduce the “Carer’s capacity to meet needs” framework which identifies what will be required from carers/parents to meet the child’s identified needs from this point and throughout the transition to adulthood. (Adapted from the tables in ‘Safeguarding Children Living with Trauma and Family Violence’ (Bentovim et al 2009). The full document is in the participants’ workbook.

Ask participants to use the matrix to explore the carer/parent’s capacity to meet the child/young adult’s needs.

CARER'S CAPACITY TO MEET NEEDS				
Specific evidence relevant to this child / young adult	Strengths (Potential indicators)	Domain dimensions and subdimensions	Difficulties (Potential indicators)	Specific evidence relevant to this child / young adult
3 2 1 0 -1 -2 -3				
	Carers work well together to provide adequate, reasonably organised, effective basic care	Carers capacity to provide effective basic care	Carers fail to provide adequate basic care Carers divided and provide ineffective, inadequately organised basic care	
	Carers reasonably attentive to child's changing needs	Adaptability to changing needs and consistency of care over time	Carers fail to adapt to child's changing needs, basic care inconsistent over time	
	Carers able to place appropriate reliance on and support from family and community agencies to provide basic care	Carers ability to use extended family and community resources to provide basic care	Carers place undue reliance on family and community or unable to use family or community resources to provide effective basic care	

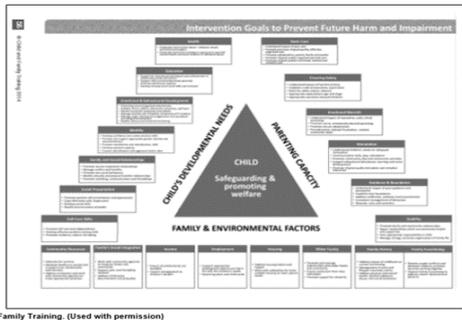
Adapted from Bentovim et al, 2009

Support brief plenary discussion.

**14.20 – 14.50 (30 minutes)**

Introduce the 'Intervention Goals Triangle' (This tool originates from and is copyrighted to Child and Family Training and is used with permission in the participants' workbook.

Ask pairs to construct detailed goals for intervention using the 'Intervention Goals Triangle'.



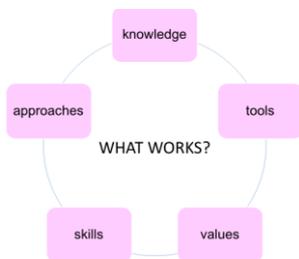
Ask pairs to evaluate their plans by interrogating whether they are successful in all respects listed:

**EVALUATING THE PLAN**

- Specifying detail to ensure sharp focus / SMART planning
- ExACT planning that integrates children and young people's wishes, feelings and priorities
- Addressing any dissonance between a child / young adult's expressed wishes and feelings and professional decisions about their 'best interests'
- Identifying approaches and resources for working with children / young adults in relation to identity (heritage, ethnicity, gender and sexuality, religion, class, experiences of discrimination etc. and considering specific physical, learning and emotional needs)
- Prioritising and sequencing
- Sustaining the golden thread: contact, siblings, significant people.
- Contingency planning
- Proactive planning for change/transition/moves.

**14.50 – 15.00 (10 minutes)**

Ask the pairs to articulate their rationale/evidence base for their intervention plan.



Break

## **Session Four: The Professional Dimension**

**15.10 – 16.30**

### **Goals for session four**

1. Revisit critical themes, issues, and debates
2. Review policy and practice briefing project
3. Begin to develop participant's CPD plans
4. Convey messages from children/young adults

### **Preparation**

Research current critical themes/issues/debates and prepare teaching material as needed.

### **Potential group responses/Issues to consider**

You will need to prepare new materials for the opening section of session four to reflect the current climate/the group's interests/gaps to be addressed.

Some participants may not have made progress ref. their practice briefing: be prepared to help small groups or individuals to draw up their plan and commit to action.

### **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 – 15.50 (30 minutes)**

Presentation: Outline content and process of session three.

## PART FOUR

### THE PROFESSIONAL DIMENSION

Revisit critical themes, issues, and debates explored in Module One.

You have an opportunity here to notice any of these that have not prompted much discussion during the programme and question why this has been the case.

You can keep the detailed content of this section, up to date, to be responsive to new themes and issues, research reports etc. For example, in Spring 2017, there is a recent development of resources, film clips etc, in relation to contact within adoption (see RiP website) – an excellent resource and significant topic that you could highlight during this module.

You can update, identify, and add resources (as appropriate to the current climate) and may need to develop additional teaching material accordingly.



Ask participants to form small groups of three and report back on progress in relation to the 'policy and practice briefing' they are preparing for their organisation.

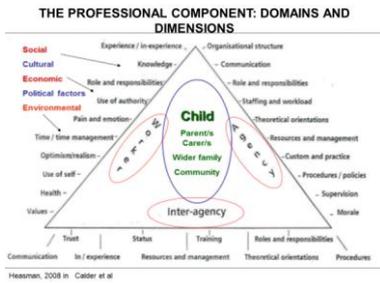
#### 'POLICY AND PRACTICE' BRIEFING ...

- What is your topic?
- How will you approach this topic?
- What research evidence is there?
- What policy guidance is there?
- What are the local issues?
- How can you influence local practice?

**15.50 – 16.00 (10 minutes)**

Present the ‘professional component’ ‘map’ - a systemic model with domains and dimensions relating to the professional component. Highlight and give examples of how the dimensions within each domain are frequently identified as problematic in Serious Case Reviews and public enquiries...

Ask participants to think about the professional component map and how it relates to the ‘delicate balance’ model.



**16.00 – 16.30 (30 minutes)**

Conclude this final workshop with an emphasis on the perspective of children/young adults by presenting the views and recommendations of children and young people to the Care Inquiry.

**DIFFERENT TYPES OF CARE, CONSISTENT MESSAGES ...**

"We spoke to children and young people with experiences of all different kinds of care: foster care, kinship care, residential care and adoption. There were some messages that applied to a particular kind of care, but there were also a number of consistent messages."



**TO FIND AND MAINTAIN A HOME THEY WANTED:**

- To be viewed and treated as an individual by carers and decision makers who take time to get to know them well; explore identity with them in all its forms and support them to understand themselves and be happy about who they are.
- To have someone whom they trust, who knows them well, who has shown them they care, who makes every effort to listen to and understand their thoughts, wishes and feelings about home and life, and who takes time to find out how they are really doing.
- To be given information, options and choice on decisions about them and to be involved in making decisions wherever possible.
- Wherever possible, any moves of house / home are gradual and children and young people are able to "test" them out beforehand.
- To be looked after by consistent carers who they feel they can be themselves with, who are well supported so they don't give up on them and, where looked after by a family, with the wider family network supporting the placement.

Strengthen the relationship between each child or young person and their social worker so that the social worker knows them well, supports them well and makes good decisions informed by and involving the child / young person as much as possible.

**RECOMMENDATIONS**

Improve how young people are supported to understand and connect with their personal history, if they want to.

Improve how children and young people are supported to settle into where they live and to find a place to call home that they want to and can stay in the long term

Lead a discussion about what contributes to **CREATING SUSTAINING AND ACHIEVING** permanence....

