

Positive Futures Caring Together

Trainer Guide

Module 5

Responding to concerns about child
abuse and neglect.

Information for Trainers

Unit of competency

Modules 4 and 5 have been developed in accordance with the national unit of competency Identify and respond to children and young people at risk (CHCCHILD401A) and Work within a relevant legal and ethical framework (CHCCS400A).

Module 5 maps specifically to the following elements in these units:

CHCCHILD401A	Identify and respond to children and young people at risk
Element 2:	Report indications of possible risk of harm
Element 3:	Apply ethical and nurturing practices in work with children and young people

CHCCS400A	Work within a relevant legal and ethical framework
Element 4:	Recognise and respond when client's <i>rights</i> and interests are not being protected

The unit of competency including performance criteria, range statement and evidence guide can be found at www.ntis.gov.au or if you do a search on Google using the unit code, e.g.CHCCHILD401A it will take you to the unit of competence.

Learning Outcomes

At the conclusion of this module, participants will be able to:

- Respond appropriately to a disclosure of abuse or neglect by a child a child or young person.
- Define reporting responsibilities according to the *Children and Young People Act 2008*.
- Report their concerns about a child or young person according to policies and procedures.
- Provide accurate reporting of the circumstances surrounding concerns about children and young people.
- Describe what happens after a report is made.
- Seek support for themselves and the child if required.
- Demonstrate child-centred practice.

Assessment Tasks

- Reflection sheet (Assessment workbook or on-line facility)
- In-class participation (relate to in class activities eg: 5.3, Skills Practice, 5.4, 5.6)
- Responding to a disclosure assessment task. Assessment workbook or on-line facility)

Recommended Reading*Essential*

- Learner Guide Module 5
- Chapter 11 of the *Children and Young People Act 2008*
- *Keeping children and young people safe* booklet produced by DHCS.

Desirable

Foster care agencies - Policy and Procedures on reporting concerns about child abuse and neglect.

Allegations about foster carers available from the Foster Care Training Coordinator L&CE

*Positive Futures Caring Together***Delivery Schedule Module 5**

Training Time required: 3 hours
Break: 30 minutes
Total session time 3 and a half hours

Module 5 Responding to concerns about child abuse and neglect				
Trainer		Section	Time	PPT Slide
	5.1	Introduction	10 mins	1-3
	5.2	Reporting requirements – <i>Children and Young People Act 2008</i>	20 mins	4-14
	5.3	Responding to disclosure <ul style="list-style-type: none"> • DVD Activity • Skills practice 	(30 mins) 10 mins 20 mins	15
		Break	30 mins	
	5.4	What do foster carers do if they suspect abuse or neglect?	10 mins	16
	5.5	What happens after a report is made.	15 mins	
	5.6	Allegations about foster carers	20 mins	17-19
	5.7	Supporting children who have been abused or neglected	15 mins	20-21
	5.8	Close <ul style="list-style-type: none"> • Photo Language • Assessment tasks • Evaluation 	30 mins	22

(This template can be photocopied and used by trainers)

NB: If Modules 5 and 6 are run together on the same day the time for the mid-session break will reduce to 15 minutes with a 45 minute lunch break between modules.

*Positive Futures Caring Together***Materials and equipment required**

- Trainer guides
- Learner guides
- Power point presentation
- Data projector
- Laptop
- Photo Language cards
- Deroling laminated cards for disclosure activity
- DVD "*Identifying and Responding to Children and Young People at Risk of Harm*"
- *Children and Young People Act 2008*
- Attendance sheet
- In class participation checklist
- Participant evaluation forms
- Trainer feedback form
- Whiteboard markers
- Whiteboard
- Post it posters (stick on butcher's paper)
- Name tags
- Food/hospitality

Recommended room set-up

It is recommended that the room be set up in a "horse shoe" shape with tables to allow participants to write in their Learner Guides.

Module 5 - Session Plan

(10 mins)	<p>5.1 Introduction</p> <p>This module builds on your knowledge of child abuse and neglect by discussing what the law and policies require in relation to responding to concerns about children and young people.</p> <p>While foster carers in the ACT are not required by law to report suspicions about abuse or neglect you do have a duty of care to discuss your concerns with your agency according to their policies. We will be talking in more detail about this later.</p> <p>It is also important for foster carers to know about mandatory reporting and who is mandated by law to report.</p> <p>Overview of Module 5</p>
<i>Input</i>	
<i>PPT</i>	<p>PPT 2 Learning Outcomes PPT 3 Outline of Module 5</p>
<i>Input</i>	<p>Assessment Task</p> <p>Your assessment task relates to responding to a disclosure of abuse or neglect which we will be exploring in the session today.</p> <p>At the end of the session we will discuss the assessment task in detail.</p>

Trainer Notes

5.1 Introduction

Aim of section

The aim of this section is to provide participants with a clear understanding of what they will be learning in this module and why.

Background information-context of foster care

It is vitally important for foster carers to have an awareness and understanding of what they should do if they believe or suspect that a child or young person in their care is being, has been, or is at risk of being abused or neglected. Although foster carers in the ACT are not mandated by law to report concerns of child abuse or neglect, their agency policies require them to discuss any concerns with their agency worker.

Trainers could link this module to the legal and ethical framework ('circle' diagram) to emphasise the policy and ethical underpinnings for making a decision to discuss any concerns about child abuse or neglect.

Facilitation options

This section is to be kept very brief by giving an overview of the training session, and a brief explanation of the assessment tasks for the module.

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(20 mins)	5.2 Reporting Requirements – The <i>Children and Young People Act 2008</i>
<i>Input</i>	<p>The <i>ACT Children and Young People Act 2008</i> governs who is required by law to report, what they are required to report and how a report should be made.</p> <p>We are going to talk briefly about what the law says about reporting child abuse and neglect.</p>
<i>PPT</i>	<p>PPT 4 Voluntary Reporting</p> <p>PPT 5 Care and Protection Services may intervene if...</p> <p>PPT 6 As a foster carer...</p> <p>PPT 7 – 9 Mandatory Reporting</p> <p>PPT 10 What they have to report</p> <p>PPT 11 What is 'reasonable belief'</p> <p>PPT 12 When to report</p> <p>PPT 13 Protection for reporters</p> <p>PPT 14 Identity of reporters</p>

Trainer Notes

5.2 Reporting Requirements – The *Children and Young People Act 2008*

Aim of section

The aim of this section is to give an overview of key aspects of the *Children and Young People Act 2008* that relate to reporting child abuse and neglect, and to clarify what is required of foster carers in relation to reporting child abuse and neglect.

Background information-context of foster care

This information builds on participants learning from Module 4, where they learnt how to recognise child abuse and neglect, and also the learning from Module 1 which explored the laws and policies underlying foster care in the ACT.

It is important for participants to know how the reporting requirements within the *Children and Young People Act 2008* (and for foster carers in NSW, the Children and Young Persons (Care and Protection) Act 1998), are relevant to them in their caring role. Providing participants with an awareness of their obligations under this legislation and the expectation and policy of their foster care agency, will ensure that participants are equipped if they have concerns about a child or young person in their care who may be subject to abuse or neglect.

Facilitation options

The PowerPoint slides provide a framework for talking through reporting requirements. It is important for trainers to ensure that there is sufficient time to answer any questions that may arise from each slide. Participants should also be reminded that they will be looking at how to respond to either concerns or a disclosure of child abuse or neglect, and what happens after a report is made later in this Module.

Reference to Learner Guide

Trainers can refer to pages 4-6 of the Learner Guide for more information pertaining to each PowerPoint slide in the presentation. Trainers can also refer to the *Keeping children and young people safe* booklet for information about reporting requirements.

It is also important for trainers to be familiar with Chapter 11 of the *Children and Young People Act 2008* that sets out legal requirements in relation to reporting, investigating and appraising abuse and neglect.

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(30 mins)	5.3 Responding to a disclosure
<i>Input</i>	<p>In your role as a foster carer it is highly probable that a child or young person may disclose things to you about their experiences so you need to be prepared for how to respond to these disclosures.</p>
<i>Activity</i>	<p>We are going to revisit the story of Stevie that you watched on DVD in Module 4. You may remember that Stevie was being sexually abused by his Uncle Allan. This very short clip shows Stevie telling his teacher what is happening to him.</p> <p>Observe how the teacher responded to Stevie.</p> <p>PPT 15 After showing the DVD ask participants</p> <p><i>“What did you like about how the teacher responded to Stevie?”</i></p> <p><i>“Was there anything that the teacher could have done differently?”</i></p> <p><i>“What would be some of the things you might say and do differently if Stevie were 14 years old?”</i></p>
<i>Learner Guide</i>	<p>Read through page 8-9 of the Learner Guide on the “do’s and don’ts” of how to respond to a disclosure.</p> <ul style="list-style-type: none"> • This is helpful to refer to for the assessment task.

Trainer Notes

5.3 Responding to a disclosure***Aim of section***

The aim of this section is to highlight best practice in relation to responding to a disclosure from a child or young person about an experience of abuse or neglect. It also aims to provide participants with an opportunity to practice the skills in responding appropriately to a disclosure from a child or young person.

Background information-context of foster care

Children and young people can disclose abuse at any time. Some children might disclose either immediately after the abuse has ended or once they feel 'safe' (i.e. once they are away from the perpetrator), which may be when they are in 'care'.

An adult's response to a child's or young person's disclosure of abuse can be central to a child's or young person's recovery from the trauma of abuse. The reactions of adults make a major difference to the short and long term effects of abuse on children and young people. It is critical to believe children when they tell you about their experiences of abuse or neglect.

Having accurate information about child abuse can help adults to feel less overwhelmed and to support a child or young person who has disclosed. It is also helpful for foster carers to have an understanding of how a child or young person may behave at the time of disclosure.

To prevent any possible misunderstanding, it is important that the role of the carer in responding to a disclosure is clearly clarified. That is, it is not their role to 'prove' or investigate the disclosure. Their primary role is to support the child or young person.

Facilitation options

Once again it is important to remember that the DVD of Stevie's disclosure can be quite emotive for participants and participants may need the opportunity to debrief.

The majority of time in this section should be spent on the skills practice as this allows participants the opportunity to practice verbatim responses and to also gain some insight into the experience for a child or young person making a disclosure. As noted on the session plan, if a participant does not feel comfortable playing the role of Stevie, they should be encouraged to play the role of the teacher or observer.

The groups can be encouraged to work together to brainstorm how the teacher might respond prior to entering into the skills practice. This may increase the confidence and preparedness of participants to perform the role play.

It is important for trainers to ensure that all participants have the time to de-role and debrief with the instructions provided.

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<p><i>Activity</i></p> <p><i>Handout</i></p> <p><i>Input</i></p> <p><i>Discussion</i></p>	<p>Responding to a disclosure (cont'd)</p> <p>Skills Practice</p> <ul style="list-style-type: none"> • Participants to break into groups of 3. • Using the scenario of Stevie one person is to play the role of Stevie; another is to play the role of the teacher and the third person to be an observer. • The observer is to use the debriefing instructions to facilitate a discussion with the small group. <p>Handout a copy of the debriefing instructions to each group.</p> <p><i>It is important to emphasise that if a participant doesn't feel comfortable playing the role of Stevie then they may be better playing the role of observer.</i></p> <p>Ensure participants have de-rolled and debriefed. Reconvene the large group and discuss the following questions.</p> <p><i>“What did you learn about what it's like to disclose an experience like Stevie's?”</i></p> <p><i>“What did you learn about how to respond to a disclosure from a child or young person?”</i></p>
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Trainer Notes

5.3 Responding to a disclosure (cont'd)***Expected responses to Activity***

(i) What did you like about how the teacher responded to Stevie?

Spoke at the child's level, controlled expressions of shock or panic, calm, said he believed Stevie and it was not his fault, said he did the right thing telling him, did not probe for details or try to investigate the allegation, honest and upfront about having to speak to "other people" about what Stevie had just told him.

(ii) Was there anything that the teacher could have done differently?

Some participants may not feel comfortable with Stevie's friend being present, may not like the comment "it is not alright for men" to touch you in this way, could ask a more open-ended question like "how are you feeling now".

(iii) What would be some things you might say and do differently if Stevie were 14 years old?

Spend more time explaining what happens next, give more information about who Care and Protection Services are and what their role is. Ask how they would like to be involved in the process.

Expected responses to discussion question

(i) What did you learn about what it is like to disclose an experience like Stevie's?

How difficult it can be for the child or young person, embarrassing and shameful, frightened of what might happen next, fear of not being believed.

(ii) What did you learn about how to respond to a disclosure from a child or young person?

Important to listen and give time to the child, that it can stir up a range of emotions for the person receiving the disclosure and that it is important not to display these emotions to the child, not to ask investigative questions, clearly indicate that you believe the child, be honest about having to talk to other people who can help and who need to know.

Reference to Learner Guide

Trainers can refer to pages 7-9 for information and the activities about responding to a disclosure from a child or young person. Trainers can also refer participants to page 21 of *Keeping Children and Young People Safe*.

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(10 mins)	5.4 What do foster carers do if they believe or suspect abuse?
<i>Input</i>	<p>Even though you are not mandated as a foster carer in the ACT (although NSW residents are mandated) to report child abuse, you know from Modules 1, 2 and 3 that you have a duty of care to act in the best interests of the child according to laws and policies.</p>
<i>PPT</i>	<p>PPT 16 What does a foster carer do if they believe or suspect abuse or neglect?</p>
<i>Activity</i>	<p>As a large group discuss the Activity on page 10 of the Learner Guide</p> <p><i>“How might you prepare your own children, friends, or extended family for the possibility of a disclosure from a child or young person in your care?”</i></p>
<i>Input</i>	<p><i>Suggested summary of key points from activity</i></p> <ul style="list-style-type: none"> ▪ Foster care is an environment where ‘disclosure’ is highly likely. ▪ It is important that your own children are prepared for the possibility of a foster child telling them something that may worry them. ▪ It is important for your child and other family members to know what to do if this happens. ▪ It is important for you to follow the policies and procedures of your agency if you believe or suspect that a child or young person in your care is being abused or neglected. ▪ Keep accurate records of observations and disclosures to help you articulate your concerns to your agency worker.

Trainer Notes

5.4 What do foster carers do if they believe or suspect abuse?

Aim of section

The aim of this section is to clarify what foster carers need to do if they have concerns about a child or young person being abused or neglected. This section also encourages participants to think about and prepare for, the possibility of a child or young person in their care disclosing experiences that are concerning to other members of their family.

Background information-context of foster care

Research has demonstrated that education about child abuse and neglect and processes for reporting increases the probability that people will recognise and report suspected abuse. (*Health care providers' experience of reporting child abuse in the primary care setting*, *Arch Pediatric Adolescent Med*, 2000; 154:489-493, Flaherty, E).

As participants learned in Module 1 and 4, many children and young people entering care have a history of abuse or neglect. Often a child or young person's behaviour may be of concern and lead a foster carer to suspect that they have been subject to abuse or neglect. It is important for a carer to be equipped with the correct knowledge to know how to respond in such a situation.

Facilitation options

Participants can brainstorm responses as a large group to the Activity question on page 10 of their Learner Guide. The trainers can also bring participant's attention to **Resource 18 on page 21** of the Learner Guide ('Preparing your own child for a possible disclosure') which they can be encouraged to read at home.

Expected responses from Activity

How might you prepare your own children, friends or extended family for the possibility of a disclosure?

- Talk to your family about some of the general issues for children and young people in care, their possible experiences prior to entering care and how to respond to a disclosure (talk in general terms rather than about an individual child or young person so that their privacy is protected)
- Prepare you own children for the fact that sometimes they will be told things that may make them uncomfortable, but that it is important to pass on the information so that the people who can help can be informed (talk about keeping 'secrets').

Reference to Learner Guide

Trainers can refer to page 10 of the Learner Guide for information on how foster carers need to respond if they have concerns about a child or young person and the activity relating to this section.

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<p>(15 mins)</p> <p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Input</i></p>	<p>5.5 What happens after a report is made</p> <p>Many people feel unsure about reporting their concerns about children and young people to Care and Protection Services because they are unsure what will be done with that information.</p> <p>We are going to talk briefly about what happens in Care and Protection Services after a report is made.</p> <p>Turn to page 11 of your Learner Guide.</p> <p>Briefly talk through "<i>What happens after a report is made</i>" and respond to any questions or concerns from participants.</p> <p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> ▪ It is important to know that Care and Protection Services has a structured process of gathering information to assess safety and risk when making decisions about how to respond to each report. ▪ Depending on the information gathered and assessed, some reports will be investigated further. ▪ Not all reports are investigated.
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Trainer Notes

5.5 What happens after a report is made***Aim of section***

The aim of this section is to provide participants with information about what Care and Protection Services do following a mandatory or voluntary report.

Background information-context of foster care

The prospect of contacting Care and Protection Services to report concerns about a child or young person can be a daunting one. Informing individuals about the policies and processes which are used by Care and Protection Services following a report will assist in alleviating possible anxiety and therefore increase an individual's willingness to report.

Providing the opportunity for participants to raise any concerns or questions they may have in relation to reporting child abuse and neglect and the response of Care and Protection Services will assist in dispelling any myths or unfounded fears, and may also increase the participant's willingness to talk with their agency worker or Care and Protection Services when they have concerns in relation to a child or young person.

Facilitation options

It is important to give participants sufficient time to respond to the information in this section and to raise any concerns or questions. If trainers are unsure of how to answer a question in relation to Care and Protection Service's processes following a report, it would be important to acknowledge this and advise participants that you will take the question on notice and attempt to clarify with Care and Protection Services. In this event, the trainer can contact the Learning and Community Education Unit of the Office for Children, Youth and Family Support for information to provide to participants in the following session.

Reference to Learner Guide

The information in regard to 'What happens after a report is made' appears on pages 11-12 of the Learner Guide for Module 5.

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<p>(20 mins)</p> <p><i>Input</i></p> <p><i>PPT</i></p> <p><i>Learner Guide</i></p>	<p>5.6 Allegations about foster carers</p> <p>It can be a reality of fostering that allegations are sometimes made about foster carers, members of your family or friends.</p> <p>These allegations may be true or they may be false. Unfortunately there have been substantiated cases of abuse or neglect by foster carers to children in their care.</p> <p>PPT 17 Allegations about foster carers</p> <p>PPT 18 Why children or young people might make a false allegation</p> <p>PPT 19 How an investigation takes place</p> <p>Refer to page 14 of Learner Guide to expand on PPT 19.</p> <p>Point out to participants the frequently asked questions on page 15-16 of the Learner Guide.</p>
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Trainer Notes

5.6 Allegations about foster carers***Aim of section***

The aim of this section is to inform participants that at times allegations may be made by a child or young person (or another person) against their foster carer (carer's friend or family member), and what happens when this occurs.

Background information-context of foster care

From time to time, those working with children and young people can be subject to complaints made by others. In a survey of foster carers in Australia (2001) twenty-three per cent of respondents to the carer survey reported that they had been subjected to such an allegation. "A high proportion of allegations against foster carers are not substantiated. A common view among foster carers is that an allegation of abuse is an inevitable and regrettable probability. It is also widely accepted, in both Australia and overseas, that even an unsubstantiated allegation causes extensive embarrassment and trauma to a foster carer. There is also data available that shows that allegations of abuse are a prominent reason why foster carers leave fostering." (*Supporting Strong Parenting in the Australian Foster Care Sector*, Australian Foster Care Association, 2001)

It is important for participants to be aware that this can occur, and the processes which would need to occur in addressing such complaints. The seriousness of complaints may range from minor concerns, which may be addressed through discussion with an agency worker, through to more serious complaints which need more formal investigation and action by Care and Protection Services.

Facilitation options

This section may provoke a high level of anxiety and other emotive responses from participants. As such, it is important that sufficient time be given to discussing any concerns and reactions in response to the information provided.

It is helpful for the foster carer co-delivering the training to present this section if possible. Alternatively, the foster carer needs to have ample opportunity to talk about any experiences they may have had with allegations.

Trainers can suggest that participants talk with their agency worker as soon as possible if they are still feeling anxious and concerned about the possibility of an allegation or are having doubts about proceeding with their application to become a foster carer.

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<p><i>Activity</i></p>	<p>5.6 Allegations about foster carers (cont'd)</p> <p>As a large group complete the Activity on page 17-18 of the Learner Guide.</p> <p><i>“How do you think you might feel if an allegation was made about you or a member of your family?”</i></p> <p><i>“What supports might you use to help you and your family through this process?”</i></p> <p><i>“What do you think you could do as a foster carer to minimise the possibility of an allegation being made against you or a member of your family?”</i></p> <p><i>NB: Acknowledge that the possibility of an allegation being made about a carer may come as a surprise – important to encourage carers to talk to their agency if they are feeling uncomfortable about this.</i></p>
<p><i>Input</i></p>	<p><i>Suggested summary of key points from Activity</i></p> <ul style="list-style-type: none"> ▪ Having an allegation made about you or your family would be extremely stressful. ▪ It is important for you to understand what happens if an allegation is made and where to get more information if you need it. ▪ It is vital that you seek support from people who you trust and feel comfortable with. This may be a combination of your agency worker and the ACT Foster Care Association

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5.6 Allegations about foster carers (cont'd)**Expected responses from Activity:**

(i) How do you think you might feel if an allegation was made about you or a member of your family?

Upset, angry, hurt, stressed, concerned, embarrassed, isolated, scared, anxious.

(ii) What supports might you use to help you and your family through this process?

Agency worker, family and friends, other foster carers, ACT Foster Care Association, other professional support, Foster Carer Liaison Officer (DHCS).

(iii) Minimising the possibility of an allegation being made against you or a member of your family.

- **Talking** to worker when additional assistance may be required, being provided with adequate information to understand the needs of the child.
- **Having an awareness that actions which are innocent may be misinterpreted** by a child who has previously been abused, taking greater care in what you say and level of familiarity.
- **Use of language:** (most families have words and terms they use to describe parts of the body or bodily functions such as going to the toilet. Carers need to consider the words they use to describe parts of the body and bodily functions (such as going to the toilet) and their potential meaning for children in their care).
- **Clothing:** (not walking around in underwear or nightwear (ie without dressing gown)).
- **Touching:** (agreeing that no one in the household touches another person's body without that person's permission. Children should always be asked first if they want a hug and they need to be taught that it is perfectly acceptable to say no).
- **Bathing:** children who are able to bathe themselves should be encouraged to do so and given privacy in the bathroom. For younger children or other children who have needs that mean they require help in bathing, it is always preferable for a female carer to bathe them.
- **Children's bedroom:** each child must have their own bed and space for privacy. Not getting into bed with a child. Ask permission to enter room (where age appropriate, and except in an emergency). Leave door open.
- **Sexual propriety:** carers ensuring they exercise discretion in demonstrating affection to each other. (adapted from: Medway Council Fostering Service, *Safeguarding and Safe Caring Policy*, 2006))

Reference to Learner Guide: The information for this section appears on pages 13 – 18 of the Learner Guide for Module 5.

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(15 mins)	5.7 Supporting children who have been abused or neglected
<i>PPT</i>	PPT 20 Supporting children and young people who have been abused or neglected
<i>Input</i>	<p>It may seem overwhelming hearing about the impact of abuse and neglect on children and young people.</p> <p>While it is important to realise that abuse and neglect has an impact on children and young people it is not helpful to view them as 'damaged' goods.</p> <p>It is important to know that many children and young people who have been abused or neglected grow up to be highly functioning adults.</p> <p>One factor that promotes resilience is a positive attachment outside the family such as with teachers, social workers, friends, other family members and foster carers.</p> <p>As a foster carer there are some practical things you can do to support children and young people who may have experienced some type of abuse or neglect.</p>
<i>PPT</i>	PPT 21 What can foster carers do
<i>Input</i>	<p>All children need predictable, consistent and nurturing care in a safe and supportive environment.</p> <p>As a foster carer you will play a vital role in meeting these needs.</p> <p>You will be learning much more about these broad aims of foster care as well as the day to day care of children and young people in foster care in Modules 6-10.</p>

Trainer Notes

5.7 Supporting children who have been abused or neglected***Aim of section***

The aim of this section is to highlight the need to view children and young people as growing, developing individuals, rather than simply in relation to the abuse to which they may have been subjected. This section also aims to provide participants with practical and achievable ways they can support children and young people in their care.

Background information-context of foster care

It is not uncommon for children and young people in care to be stereotyped in relation to the abuse or neglect they have suffered, and for this to be the main focus of the care team to the detriment of the child or young person. It is important for those working and caring for children and young people in care to move away from the temptation to pathologise children and young people in care, ensuring the focus is not only on past experiences and possible presenting 'problems', but on strengths, engaging children and young people in positive, inclusive, 'everyday' activities, and ensuring that children and young people become 'agents of change' in their own lives.

Facilitation options

The trainers should be familiar with the text on pages 18-19 to expand on the PowerPoint slides when talking about how foster carers can support children who have been abused or neglected. This may also be an important place to seek input from the foster carer co-trainer.

Reference to Learner Guide

The section on 'Supporting children who have been abused or neglected' appears on pages 18-19 of the Learner Guide, Module 5.

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(30 mins)	5.8 Close
<i>Input</i>	Explanation of assessment task
	Refer to Assessment Workbook Part 1 and briefly explain the Assessment Tasks for Module 5
	Acknowledge again the disturbing nature of the content covered in this module.
	Ask participants to do something they enjoy during the week that will help them to “take care” of themselves.
<i>Activity</i>	You are now at the “half way” point in the training program. The
(20 mins)	next five modules have more of a focus on the day-to-day aspects of being a foster carer, using all the knowledge of the requirements from modules 1-5.
	At this half-way point, we want you to think about how you are feeling about being a foster carer.
	Spread the photo language cards out on the floor. Ask participants to choose two cards that reflect the following:
	PPT 23 <i>“How were you feeling about being a foster carer at the beginning of the training?”</i>
	<i>“How are you feeling now, at the “half way” point of the training about being a foster carer?”</i>
	Each participant to show their cards and briefly explain why they chose each one.
<i>Handout</i>	Handout evaluation sheets for this module.
<i>Input</i>	Remind participants about the due date for Assessment Workbook 1.

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5.8 Close***Aim of section***

The aim of this section is to summarise the key messages from the module and to provide further explanation and clarification of the assessment tasks for Module 5. The section also utilises an activity that aims to promote reflection on the journey so far, and how participants may have changed their thinking about foster care.

Background information – context of foster care

It is helpful for participants to leave the training session with some key take home messages, a clear understanding of the requirements of the assessment tasks, and to have a brief overview of what will follow in the next module.

Participants are encouraged to complete the reflection sheets before they leave the training session while their thoughts and feelings about what they have learned is uppermost in their minds. However, many participants will choose to complete the reflection sheets at home.

The photo language activity at the end of the session is planned halfway through Positive Futures Caring Together to give participants an opportunity to 'track how they are going' and their learning journey so far.

In order to gain feedback about the training and contribute to the continuous improvement of the program it is important for all participants to complete an evaluation form. Again, many participants will choose to complete this at home and return it at the following training session.

Facilitation options

Trainers can ask participants to report one or two key things that they learned from the training session. This method will encourage participants to reflect on their own learning and will provide feedback for the trainers as to whether the key messages from the module have been well communicated.

It is important to get at least one response from every participant.

An alternative method would be to read through the 'take home messages' from the Learner Guide at the end of the module.

The photo language activity should be facilitated using the instructions provided on the session outline above.

Reference to Learner Guide

Trainers can refer to page 20 of the Learner Guide for a summary of take home messages. Trainers can refer to the Assessment Workbook Part 1 in order to talk through the assessment tasks, particularly the written task on "Responding to a disclosure from a child or young person".