

*Positive Futures Caring Together*

# **Trainer Guide**

## **Module 6**

Understanding the Diverse Needs of  
Children and Young People

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<b>Information for trainers – Module 6</b>
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**Unit of competency**

Module 6 has been developed in accordance with the national units of competency Provide primary residential care (CHCROT409D) and Work effectively with culturally diverse clients and co-workers (HLTHIR403B). Module 6 maps specifically to the following element in these units:

CHCROT409D Element 2:	Provide primary/residential care Provide/mobilise domestic support
HLTHIR403B Element 1: Element 2: Element 3:	Work effectively with culturally diverse clients and co-workers Reflect cultural awareness in <i>work practices</i> Accept <i>cultural diversity</i> as a basis for effective work place and professional relationships Communicate effectively with culturally diverse persons

The unit of competency including performance criteria, range statement and evidence guide can be found at [www.ntis.gov.au](http://www.ntis.gov.au) or if you do a search on Google using the unit code, e.g.CHCROT409D it will take you to the unit of competence.

**Learning Outcomes**

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

- Demonstrate an understanding of the broad aims of foster care.
- Demonstrate an understanding of cultural diversity and individual differences in children and young people.
- Demonstrate an understanding of the impact of diversity on communication.
- Demonstrate an understanding of the steps involved in resolving conflict.
- Develop an introductory understanding of child development and early brain development.

**Assessment Tasks**

- Reflection sheet
- In-class participation (relate to in class activities 6.2, 6.3, 6.4, 6.5)
- Responding to the diverse needs of children and young people written assessment task.
- Conflict resolution written assessment task

*Positive Futures Caring Together***Recommended Reading***Essential*

- Learner Guide Module 6 (including resources in this Module)
- Learner Guide Module 5 (to have an understanding of the issues and information covered in Module 5 and to be able to anticipate any queries participants may have about content covered in Module 5).

*Desirable*

- Elements 1, 2 and 3 of the unit of competency CHCCS405A Work effectively with culturally diverse clients and caseworkers.
- Learner Guides 1-5 (to enable trainers to make the links between the learnings in these Modules with those in Module 6).
- Learner Guide 7 (to enable trainer to have an understanding of where participants will be going in their learning after Module 6).

*Positive Futures Caring Together***Delivery Schedule Module 6**

<b>Training Time required:</b>	2 hours 40 minutes
<b>Break:</b>	30 minutes
<b>Total session time</b>	3 hours 10 minutes

<b>Module 6 Understanding the diverse needs of children and young people</b>				
<b>Trainer</b>		<b>Section</b>	<b>Time</b>	<b>Slides</b>
	<b>6.1</b>	Introduction	<b>10 mins</b>	1-3
	<b>6.2</b>	The broad aims of foster care <ul style="list-style-type: none"> <li>Needs of children and young people in care</li> </ul>	<b>10 mins</b>	4 5
	<b>6.3</b>	Understanding the diverse needs of children and young people in care <ul style="list-style-type: none"> <li>Individual differences</li> <li>Cultural &amp; linguistic diversity</li> <li>Differences in family background</li> <li>The experience of birth families</li> </ul>	<b>35 mins</b>	6-8  8 9
		<b>Break</b>	<b>30 mins</b>	
	<b>6.4</b>	Child development	<b>20mins</b>	10
	<b>6.5</b>	Early Brain Development	<b>10 mins</b>	11
	<b>6.6</b>	The impact of diversity on communication <ul style="list-style-type: none"> <li>What is communication?</li> <li>The layers of communication</li> <li>Activity-Ball Exercise</li> <li>Communication skills</li> <li>Using communication skills to resolve conflict</li> </ul>	<b>65 mins</b>  5 mins 10 mins 10 mins 20 mins 20 mins	12-14    15
	<b>6.7</b>	Close	<b>10 mins</b>	16

(This template can be photocopied and used by trainers for each course)

**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
- Assessment Workbooks Part 2
- Power point presentations
- Data projector
- Laptop
- Attendance sheet
- Name tags
- Whiteboard
- Whiteboard markers
- Group rules (formulated with participants in Module 1)
- Variety of soft balls of different shapes and sizes
- Post it posters (stick on butcher's paper)
- In class participation checklist
- Participation evaluation forms
- Trainer feedback form
- Food/hospitality
- Copy of Foster care agency policies and procedures (optional)
- Sam's lines for demonstration role play (see communication skills section)
- Publication by SNAICC *"Foster their culture – Caring for Aboriginal and Torres Strait Islander children in out – of home care"*

**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.

*Positive Futures Caring Together***Module 6 – Session Plan**

(15 mins)	<b>6.1 Introduction</b>
<i>Input</i>	Modules 1-5 provided you with an understanding of the framework for foster care in the ACT. Through Modules 6-10 we hope to give you an understanding of how we care for children and young people in foster care on a day-to-day basis.
<i>PPT</i>	<b>PPT 2</b> Learning Outcomes <b>PPT 3</b> Outline of Module 6
<i>Input</i>	<ul style="list-style-type: none"> <li>▪ In Module 6 we will begin by developing our understanding of the diversity of children and young people.</li> <li>▪ Having an understanding of the diverse backgrounds and needs of children and young people in care will enable you to provide a care environment that is sensitive to the child or young person's individual needs.</li> <li>▪ In this Module we will also provide you with a broad understanding of child development, including early brain development and the influence of a child or young person's birth family on their development.</li> </ul>

<b>Trainer Notes</b>
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**6.1 Introduction*****Aim of this section***

The aim of this section is to provide an overview of Module 6, highlighting the importance of understanding the diverse backgrounds and resulting needs of children and young people.

***Background information***

There is a growing complexity of the needs of children and young people entering care, many of whom present with difficult and challenging behaviours. Providing foster carers with a broad understanding of child development, including early brain development, will better equip them to recognise and respond to the diverse needs of children and young people in care.

***Facilitation options***

It may be useful to provide a brief recap of Modules 1-5 and an overview of where participants will be going in Module 6-10.

The introduction should be kept brief and focussed, making the links between this module and the previous modules. Making these linkages between the Modules helps participants to have a clear understanding of the relevance of the content of the training to their role as a foster carer as well as how each module builds on the other. The overview of the content of the module provides a 'roadmap' for the session and is kept brief by using the PPT slides.

***Reference to Learner Guide***

The information on Learning Outcomes, Assessment Tasks and the Introduction to the Module can be found on pages 3 – 4 of the Learner Guide, Module 6.

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(10 mins)	<b>6.2 The broad aims of foster care</b>
<i>Input</i>	<p>As you learned in Module 2, there are many reasons why children and young people enter foster care. Whatever the reason for their entry into care, and however long a child or young person is in care, children and young people need to be provided with a safe and caring environment during this time.</p> <p>It is helpful to think of foster care as aiming to create an <i>enabling</i> environment – one which provides children and young people with the ability to grow and develop. This aim remains the same whether the child or young person is in care for a few nights or many years.</p>
<i>PPT</i>	<b>PPT 4</b> The broad aims of foster care
<i>Discussion</i>	<i>Ask participants what these terms mean to them.</i>
<i>Input</i>	We will continue to explore these aims in more detail in throughout Modules 6-10.

<b>Trainer Notes</b>
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**6.2 The broad aims of foster care*****Aim of the section***

The aim of this section is to establish and provide participants with an understanding of the broad aims of foster care, which will be revisited throughout *Positive Futures Caring Together*. This framework will be used to link most of the content throughout Modules 6-10.

***Background of section***

The broad aims of foster care provide a basis for the growth and development for children and young people in care. These broad aims also recognise the needs of children and young people who have experienced neglect and abuse and require a 'reparative' environment.

***Facilitation Options***

The whole group discussion is intended to illicit brief discussion regarding the broad aims of foster care. The trainers should be familiar with the information on pages 4-6 of the Learner Guide to be able to expand on the broad aims of foster care on PPT 3 and to facilitate group discussion. These aims should be communicated in such a way to provide participants with an understanding of what they can do on a day to day basis in their role as a foster carer.

***Expected responses to discussion – The broad aims of foster care***

*Safe:* emotionally safe and physically safe, freedom to express self, ask questions, a place which builds confidence, a dwelling where you can sleep soundly (ie also safe environment as in physically – no leaking roof etc), feeling comfortable, sense of belonging, a sanctuary.

*Consistent and stable:* rules are known and clear, minimal fighting in house between adult carers, for whatever period of time the child does not move around and knows where they will be for that period of time, things are predictable. Caregivers who are constant, consistent and connected, who are mentally healthy and available.

*Supportive:* listening to the child or young person, spending time, carers anticipate the child's needs, sense of belonging and feeling valued, opportunities to grow, learn and develop, a nurturing, stimulating and loving environment, understanding and empathy, supporting child's connections with people who are significant in their lives (such as birth family members).

***Reference to Learner Guide***

The information regarding the broad aims of foster care can be found on pages 4-6 of the Learner Guide, Module 6.

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<i>Input</i>	<p><b>Foster care agency policies and procedures (optional)</b>  <i>(NB: This is an optional section if agency trainers choose to provide participants with a copy of their agency policies and procedures at this time.)</i></p> <p>In Module 2 we gave you an overview of the OCYFS policies and procedures, which provide guidelines for how foster care operates. It is also important to have an understanding of the policies and procedures of your foster care agency.</p> <p>Each foster care agency has its own policies and procedures, which complement those of the OCYFS.</p> <p>The policies and procedures of your foster care agency will provide you with more guidance on how to meet these broad aims of foster care in your day to day care of a child or young person.</p>
<i>Handout</i>	<p>Handout agency policies and procedures to participants, and encourage them to read them at home and to keep as a reference for when they commence caring for a child or young person.</p>
<i>Input</i>	<p><b>The needs of children and young people in foster care</b></p> <p>We are assisted in identifying and meeting the needs of children and young people in care through the Looking After Children (LAC) case management system, which we touched on briefly in Module 2.</p> <p>The LAC Project identified seven key areas of care which need to be addressed by the 'care team'.</p>
<i>PPT</i>	<p><b>PPT 5</b> Needs of children and young people in care</p>
<i>Input</i>	<p>We will be exploring these seven key areas of care in greater detail in Module 8.</p>

<b>Trainer Notes</b>
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**Foster care agency policies and procedures (optional)**

*(NB: This is an optional section if agency trainers choose to provide participants with a copy of their agency policies and procedures at this time.)*

***Aim of section***

This section aims to draw attention to the foster care agency policies and procedures, which complement the laws and policies with which participants have become familiar in Modules 1-5.

***Facilitation options***

It should be noted that due to time restrictions in delivering the content of this Module, that there would be insufficient time to explore the agency policies and procedures in any detail, and that provision of them at this time would be mainly to highlight them to participants and to encourage them to look through them in their own time at home.

**Needs of children and young people in care*****Aim of section***

The purpose of this section is to remind participants of the seven areas of care identified in the LAC case management system, which will be referred to throughout Modules 6-10.

***Background of section – context of foster care***

Looking after Children (LAC) is a case management system, which addresses the specific needs of children and young people in out of home care. LAC is the result of research undertaken in the UK into the needs of children and young people in out of home care. The LAC project in the UK identified seven key areas of care, which should be addressed by the 'care team' in meeting the needs of children and young people in care.

***Facilitation options***

The seven key areas of care as identified through the Looking after Children (LAC) Project will only be touched on briefly here as participants will have the opportunity to explore each key area of care in greater detail in Module 8.

***Reference to Learner Guide***

The information regarding the needs of children and young people in care and LAC can be found on page 6 of the Learner Guide, Module 6.



*Positive Futures Caring Together***Trainer Notes****Needs of children and young people in care (continued)*****Facilitation options***

The activity question is intended for a whole group brainstorm. The trainers should write 3 headings – qualities, skills and knowledge-on 3 separate pieces of butcher's paper and record participants responses under the appropriate heading.

Throughout the discussion and in summing up, it is important for trainers to make reference back to the content in Modules 1-5 and the importance of having an understanding of the legal and policy framework for foster care in the ACT in working with children and young people in foster care.

***Reference to Learner Guide***

The information regarding the needs of children and young people in care and LAC can be found on page 6 of the Learner Guide, Module 6. The activity question appears on page 7 of the Learner Guide, Module 6. The trainers can refer participants to this page and invite them to record the group's answers in their Learner Guide.

***Expected responses to activity***

<b>Qualities</b>	<b>Skills</b>	<b>Knowledge</b>
Caring/love	Time management	Child development
Optimism	Communication skills	Impact of abuse and neglect
Patience	Advocacy	How children form attachments
Empathy	Behaviour management	Laws, policies and procedures
Commitment	Listening	Grief and loss
Compassionate	Problem solving	Ethical decision making
Understanding	Conflict resolution	The needs of children
Adaptability/flexibility	Meet basic needs (i.e. food)	Behaviour management

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(35 mins)	<b>6.3 Understanding the diverse needs of children and young people in care</b>
<i>PPT</i>	<b>PPT 6</b> Diversity - 'Peoplescape'
<i>Input</i>	This is a picture from 'Peoplescape' (on the lawns of Parliament House in the Centenary of Federation 2001). There were 4,000 models of people made for the installation They were all Australians, not one was the same.
<i>PPT</i>	<b>PPT 7-8</b> What we mean by diversity
<i>Input</i>	When we talk about cultural diversity in <i>Positive Futures Caring Together</i> , we will be using a very broad interpretation, which is not limited to ethnicity and language.  Diversity also encompasses the 'culture' of the child's family background and household ( <i>See trainer notes for examples</i> ).

<b>Trainer Notes</b>
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### **6.3 Understanding the diverse needs of children and young people in foster care**

#### ***Aim of section***

The aim of this section is provide participants with an understanding of the broad interpretation of diversity defined by the unit of competency HLTHIR403B, which takes into account a range of individual differences in children and young people, and encompasses the 'culture' of the family and household as well as the child or young person's cultural and linguistic background.

#### ***Background***

This Module is based on the unit of competency HLTHIR403B Work effectively with culturally diverse clients and caseworkers. Therefore, reading elements 1, 2 and 3 of the unit will provide further background information on the content of this section.

The aim of this section is for participants to view each child or young person who comes into care as a unique human being. It is not unusual for us to group people into categories (ie children in care, young people), and for children and young people in care to be negatively stereotyped (ie as 'victims', as being 'in need', as being 'deviant').

Such stereotyping of children and young people in care can lead to reduced expectations and therefore the provision of reduced opportunities. This is not helpful for each child or young person in care as they have their own individual differences and needs. Children and young people in care have themselves expressed the importance of being treated as a child or young person first and not labelled as being in foster care (*SA Guardian for Children and Young People, 2005*).

#### ***Facilitation options***

The trainers should be familiar with the content of PPT 7-8 to be able to expand further on what is meant by diversity within this context.

When discussing what is meant by cultural diversity in *Positive Futures Caring Together*, it would be helpful to give concrete examples for what is meant by the 'culture' of the child's family background and household, such as eating meals in front of the television, staying in pyjamas until mid-morning, loud and energetic discussions over meals, or late or inconsistent bed times.

#### ***Reference to Learner Guide***

The information regarding diversity and individual differences can be found on page 8 of the Learner Guide, Module 6.

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<p><i>PPT</i></p> <p><i>Input</i></p>	<p><b>6.3 Understanding the diverse needs of children and young people in care (cont'd)</b></p> <p><b>Individual differences</b></p> <p><b>PPT 8</b> What we mean by diversity (Individual differences)</p> <ul style="list-style-type: none"> <li>▪ Each child and young person is unique. Children and young people will come into care with their own individual qualities, differences and needs.</li> <li>▪ If we consider the types of individual differences, such as those listed on PPT 8, it is obvious that these will impact on the way you care for that child or young person.</li> </ul>
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<b>Trainer Notes</b>
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**6.3 Understanding the diverse needs of children and young people in care (cont'd)****Individual differences*****Facilitation options***

When referring to individual differences, and the points on PPT 8, the trainers can expand on this by asking participants what other individual differences will impact on the care they provide the child or young person, for example, personality, education, physical development.

***Reference to Learner Guide***

The information regarding diversity and individual differences can be found on page 8 of the Learner Guide, Module 6.

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	<p><b>Cultural and linguistic diversity</b></p> <p><i>Input</i> As we have discussed, an important area of individual difference is 'cultural and linguistic diversity.' Having an understanding of the importance of maintaining cultural identity and cultural links is particularly relevant to children and young people in foster care who may be placed in a family with a culture different to their own.</p> <p><i>PPT</i> <b>PPT 9</b> Maintaining cultural links</p> <p><i>Input</i> This is a reflection from a woman who is now 23 years of age, who spent her childhood in foster care. Little was done to foster her sense of cultural identity – however the importance of this is well recognised now, and supported in legislation.</p> <ul style="list-style-type: none"> <li>▪ You will remember from Module 1 that the importance of preserving a child or young person's identity is recognised in the UN CROC and the principles of the <i>Children and Young People Act 2008</i>.</li> <li>▪ Having strong, positive cultural links contributes to the child or young person's development of identity – an understanding of who they are. These links also provide a sense of cultural connection and pride. They also help children and young people to understand their background, where they come from and why they are in care, which helps prevent 'idealising' the birth family.</li> </ul> <p><i>Learner Guide</i> Turn to page 9 in the Learner Guide and read through some of the points on how the cultural identity of children and young people in care can be preserved.</p> <p><i>Discussion</i> <i>Are any other strategies you can think of to share with the group?</i></p> <p><i>Learner Guide</i> Refer participants to <b>DID YOU KNOW</b> boxes on page 10 Module 6 of Learner Guide. Information about the publication '<i>The Cultural Dictionary</i>' and the publication called "<i>Foster their culture – Caring for Aboriginal and Torres Strait Islander children in out of home care</i>".</p>
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<b>Trainer Notes</b>
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**Cultural and linguistic diversity*****Aim of section***

This section aims to briefly explore the importance of a child's cultural and linguistic diversity and the ways in which foster carers can assist in its preservation.

***Background information – context of foster care***

The preservation of cultural links is important to a child or young person's development and wellbeing. Having strong, positive cultural links contributes to the development of identity and self-esteem.

Recent research on the perspectives of Aboriginal and Torres Strait Islander young people in care found that the children's views focussed almost exclusively on the importance they placed on the connections to family, community and culture. This research found consistent themes of re-connection to community and family re-unification expressed by the young people surveyed (Higgins, D et al, *Enhancing out of home care for Aboriginal and Torres Strait Islander young people*, 2005). There is also a well-documented range of negative impacts for Aboriginal and Torres Strait Islander children removed from their culture and family. It is readily acknowledged that Aboriginal and Torres Strait Islander children and young people often suffer from identity crisis, lack of self-esteem and self-identity in adolescence if they remain distanced from their cultural identity.

The importance of maintaining cultural identity through family contact is also well documented. A study of 297 children in care from minority ethnic groups showed that "there was some evidence from interviews that contact with birth family members could contribute to a more positive sense of ethnic and cultural identity and pride in belonging to a particular ethnic group. This was especially the case when children were placed with a family of a different ethnic or cultural background" (Thoburn, June 2004). Where contact with birth family is not possible (due to reasons such as the child's safety) more effort must be made by the carers to gain knowledge about, and nurture the child's cultural identity.

***Facilitation options***

Links should be made to previous learning from Modules 2 and 3 in regard to the laws and policy which support the need to maintain the child's or young person's sense of racial, ethnic, religious, individual or cultural identity.

***Expected responses to discussion***

Other strategies may include researching their cultural history with the child or young person, making linkages with key people (mentors) in the local community.

***Reference to Learner Guide***

The information on cultural and linguistic diversity can be found on pages 9 –10 of the Learner Guide, Module 6. The points on how carers can help children and young people to preserve their cultural identity can be found on page 9.

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<i>Input</i>	<p><b>Differences in family background</b></p> <p>Another aspect of diversity is the difference in family backgrounds and experiences.</p>
<i>Learner Guide</i>	<p>Turn to page 11 of your Learner Guide for a list of some of the possible different family experiences of children and young people in care.</p>
	<p>Trainers to talk through the list of experiences on page 11</p>
<i>Input</i>	<p>Some of us may have had experiences similar to these. It is important to remember that each of these experiences is unique for the child or young person and they will react to these in their own individual way.</p>

<b>Trainer Notes</b>
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**Differences in family background*****Aim of section***

The purpose of this section is to help participants understand the diversity of family backgrounds and experiences that children and young people come from, and to see this as part of the child or young person's 'cultural background.'

***Background information – context of foster care***

Children and young people entering care come from a range of family backgrounds and experiences. Foster carers need to respect the diversity of family background of children and young people coming into their care. It is important for foster carers to be able to work with the child or young person and their birth family (and significant others in the child/young person's life) with patience and understanding and in a non-judgemental way. This is critical to enable the child or young person to feel safe and supported in the carer home, and to maintaining the child or young person's sense of identity and positive self-esteem.

***Facilitation options***

It is important to be aware that the information describing some of the possible experiences of birth families on page 11 may be emotive for participants who may or may not have had similar experiences in their life, and to be aware of, and sensitive to, participant's reactions.

***Reference to Learner Guide***

The information about differences in family background appears on pages 11-13 of the Learner Guide.

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	<p><b>Differences in family background (cont'd)</b></p> <p><b>The experience of birth families</b></p> <p><i>Activity</i></p> <p><i>How might the experiences of Sam and Amy's parents affect the care they are able to provide?</i></p> <p><i>How might this make you feel as a foster carer?</i></p> <p><i>Input</i></p> <p>As you will learn in Module 7, children and young people in care often have mixed feelings about their birth family, and may feel a strong sense of love and loyalty no matter what has happened.</p> <p>As foster carers, it is critical to acknowledge the importance of these relationships to the child or young person and to respect and support these relationships, no matter what our feelings may be about what has happened to the child or young person.</p> <p>If we look back at our earlier list of carer skills, qualities and knowledge (<i>refer to list in room</i>), these will help us to manage our own reactions to these situations and to respond in a child centred way.</p> <p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> <li>▪ Children and young people in care come from a range of family experiences</li> <li>▪ It is important for foster carers to remain non-judgemental of the child's birth family as it is the foster carer's role to support these relationship</li> <li>▪ Contact helps a child or young person maintain their sense of identity and 'place' within their family. We will be talking more about the importance of maintaining family and social relationships in Modules 7 and 8.</li> </ul>
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<b>Trainer Notes</b>
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**Differences in family background (cont'd)****The experience of birth families*****Facilitation options***

Both activity questions are designed for a whole group discussion. Participants should be invited to record responses to the questions in their Learner Guides (page 12). The key messages in these discussions are that the child or young person's birth family is an important part of their life and that the foster carer has an important role in supporting these relationships. If participants need to be reminded of Sam's and Amy's circumstances, they can be referred to the summary of the children's stories at the back of the Learner Guide.

Foster carers may have strong feelings about the family background and experiences of children entering their care. The second activity question provides the opportunity to acknowledge this and to link the skills, knowledge and qualities a foster carer will need (from the earlier activity) in order to manage their responses to these situations in a way that is child centred.

It may also be helpful to remind participants that the birth parents capacity to parent may have been affected by their own experiences as a child which may have included the experiences mentioned, and to suggest that participants may wish to read more about parental histories and the cycle of abuse in their own time at home (Resource 20, page 33).

***Expected responses to discussion question***

- *Impact on parent's ability to provide care:* Emotionally unavailable, unable to keep child safe, unable to provide nurturing environment, may make the parent more protective, unable to join in certain activities with the child, may not be able to provide 'the basics' for the child (food, shelter), inconsistent and unstable parenting, poor family management skills, inconsistent discipline, low levels of supervision and involvement in child's life, lack of appropriate role modeling (prosocial reinforcement).
- *Feelings as foster carer:* Angry, upset, sad/depressed, helpless, wishing to 'rescue' the child, trigger own history of abuse, viewing the child as the victim, overly sympathetic, overly protective, may not want the child to return to birth family and get upset if this does happen.

***Reference to Learner Guide***

The information about differences in family background appears on pages 11-13 of the Learner Guide. The Activity questions appear on page 12 of the Learner Guide.

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(20 mins)	<b>6.4 Child Development</b>
<i>Input</i>	<p>As a result of these individual differences and experiences, children and young people develop at their own pace. A child's development is influenced by both biological and environmental factors, with the family having perhaps the most profound impact.</p> <p>To better meet the needs of children and young people in care, it is important to have a general understanding of how children develop and grow, including brain development and the formation of attachments with significant people in their lives.</p> <p>Child development can be understood as the changes children and young people undergo as they grow and experience the world.</p> <p>When we talk about child development, it is often described in 5 main areas.</p>
<i>PPT</i>	<b>PPT 10</b> Child Development (Briefly describe each area of development)
<i>Input</i>	<p>Whilst we are looking at these as 5 areas – it is important to remember that they are all interconnected.</p> <p><b>How children and young people develop</b> (expand on key points)</p> <ul style="list-style-type: none"> <li>▪ Achieve skills and knowledge in these areas over time</li> <li>▪ There is a sequence of development and one skill will build on another</li> <li>▪ There are milestones that are usually achieved within a certain age range known as developmental norms</li> </ul>
<i>Learner Guide</i>	<p>Let's look at <b>Resource 22 on page 38</b> of your Learner Guides, which provides more information about developmental milestones for children and young people.</p>

<b>Trainer Notes</b>
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## **6.4 Child Development**

### ***Aim of section***

The aim of this section is to provide participants with a **general** understanding of child development and how children and young people develop.

### ***Background information***

Equipping foster carers with an understanding of expected developmental milestones will allow them to have high and realistic expectations of children in their care, as well as being more attuned to when a child or young person may need specific assistance with an area of their development.

Having an understanding of general child development and a child's individual needs is crucial to understanding the type of caregiving a child or young person in foster care may require. For example, the recognition that children in foster care often have achievement difficulties could promote the provision of more stimulating home environments.

Children and young people in foster care are particularly vulnerable to detrimental outcomes, as they often come into care due to their exposure to abuse or neglect, family instability, or other risk factors. Whilst a child's experience prior to entering care will have impacted on their development, it is important to be mindful that experiences in foster care can influence developmental outcomes. It is therefore important that foster carers and the 'care team' ensure that the child's developmental outcomes are given due attention.

### ***Facilitation options***

The trainers should be familiar with the text on pages 14-15 to expand on each area of child development as they speak to PPT 10.

### ***Reference to Learner Guide***

The information regarding child development appears on pages 13-17 of the Learner Guide, Module 6. Developmental milestones can be found in Resource 21 on page 38 of the Learner Guide.

The trainers may suggest to participants that they might like to read the section on how to enable the development of children and young people (pages 15-17 of the Learner Guide, Module 6) at home. A related activity appears on pages 16-17, which participants could be encouraged to complete at home.



<b>Trainer Notes</b>
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**6.4 Child Development (cont'd)*****Facilitation options***

The discussion question is intended for a whole group discussion.

If time permits, trainers can guide the discussion to illustrate the application of developmental milestones to particular age groups, and to consider how foster carers can work with Carley to enable her development. Trainers are encouraged to make the links between child development and the broad aims of foster care discussed earlier in the session - the importance of enabling a child's growth and development through the provision of an environment which is safe, consistent, stable and supportive.

***Expected responses to discussion question***

Carley at age 9: (see Resource 22, pages 48-49 for child development six to nine years and Child and Adolescent Development ten to twelve years.

***Reference to Learner Guide***

The information regarding child development appears on pages 13-17 of the Learner Guide, Module 6. The trainers may suggest to participants that they might like to read the section on how to enable the development of children and young people (pages 15-17 of the Learner Guide, Module 6) at home. A related activity appears on pages 16-17, which participants could be encouraged to complete at home.

*Positive Futures Caring Together*

(10 mins)	<b>6.5 Early Brain Development</b>
<i>Input</i>	Another important aspect of child development is how the brain develops.
	Knowledge of the conditions needed for normal brain development, will assist you in understanding the importance of early childhood experiences on the developing brain.
<i>PPT</i>	<b>PPT 11</b> Brain development
<i>Input</i>	This information again highlights how the provision of a safe, consistent, stable and supportive care environment has a significant positive impact on the development of a child's brain.
<i>Learner Guide</i>	Turn to pages 19 and 20 of the Learner Guide, to see the sequence in which the brain develops. (Trainers to talk briefly through the different parts of the brain, and the different ages at which they develop.).
<i>Input</i>	<ul style="list-style-type: none"> <li>▪ The brain forms and develops in sequence</li> <li>▪ The brain develops from the lowest and most basic functions to more complex functions</li> <li>▪ Refer to page 20 to talk about the primary functions of parts of the brain and when these are developing.</li> </ul>
	<i>Suggested summary of key points:</i>
	<ul style="list-style-type: none"> <li>▪ This knowledge about the conditions needed for normal brain development, provides an understanding of the impact of abuse or neglect on the developing brain, and therefore the child's physical, emotional and social development.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ It is also important to remember that whilst the most rapid development of the brain occurs from pre-birth to 3 years of age, the brain has the capacity to grow and develop throughout life with the provision of safe, stable, consistent and supportive care.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ You will be learning more about the importance of the formation of secure attachments for children in Module 9.</li> </ul>

<b>Trainer Notes</b>
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## **6.5 Early Brain Development**

### ***Aim of section***

The aim of this section is to provide participants with a basic understanding of early brain development – the sequence of brain development, and the factors which affect the development of the brain.

This section will also enable participants to understand the impact of brain development on the 5 areas of child development.

### ***Background information***

Providing foster carers with an understanding of how abuse and neglect can affect an infant/child's developing brain will help in understanding some of the challenges children and young people may face who have experienced neglect and abuse.

### ***Facilitation options***

The trainers should be familiar with the information about early brain development on pages 18-20 of the Learner Guide for Module 6, in order to expand further on the diagram regarding brain development on PPT 10. The trainers should refer participants to the diagram of the human brain on page 19 of the Learner Guide and the related chart regarding 'Primary Functions of Parts of the Brain' on page 20, and talk through this information.

If time permits, when talking about how the brain develops, the trainers may wish to ask participants what carers can do in their interactions with children and young people to encourage the developing brain.

### ***Reference to Learner Guide***

The information about early brain development appears on pages 18-20 of the Learner Guide, Module 6. The trainers should encourage participants to read the information in the 'Did you know' box on page 21 of the Learner Guide, Module 6, regarding 'Adolescent Brain Development', at home.

Trainers can read more about early brain development, including the impact of trauma on children, at the Child Trauma Academy website [www.childtrauma.org](http://www.childtrauma.org)

*Positive Futures Caring Together*

<b>(65 mins)</b>	<b>6.6 The impact of diversity on communication</b>
<i>Input</i> (5 mins)	<p>Developing an understanding of the background, experiences and needs of children and young people in your care will help you to understand the different ways they may communicate as a result.</p> <p>Differences in experiences, background and development help to shape how we view the world and how we respond to those around us. In particular, the way we communicate with others will be influenced by our own individual differences.</p>
<i>PPT</i>	<p><b>PPT 12</b> The Process of Communication</p> <p>This diagram illustrates how complex communication can be. Anything that impacts on the sending or receiving of the message, for example, individual differences, will make it even more complex.</p> <p>Individual differences can be shown in the way we communicate by...<i>(read through PPT 13 and 14)</i></p>
<i>PPT</i>	<p><b>PPT 13-14</b> Individual differences in communication</p>
<i>Discussion</i>	<p><i>What other things might impact on communication between people?</i></p>
<i>Input</i>	<ul style="list-style-type: none"> <li>▪ It is also important to remember that a great deal of how we communicate is actually non-verbal – through tone of voice, gestures, sighs.</li> <li>▪ Children and young people can be very sensitive to such non-verbal cues, and research on adolescent brain development has revealed that adolescents rely heavily on the part of the brain associated with emotional and ‘gut’ reactions. This can result in the potential to misread facial and emotional expressions in others, seeing anger and hostility where there is none.</li> </ul>

<b>Trainer Notes</b>
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**6.6 The impact of diversity on communication*****Aim of section***

The aim of this section is to demonstrate communication as a complex process, with the complexity further heightened by the impact of individual differences.

***Background information – context of foster care***

Participants have learned in the previous section of this Module that children and young people enter foster care from different backgrounds. In this section, the way individual differences may impact on communication is explored. It is important for foster carers to have an understanding of the communication process itself, the complexities of communication, and the impact of individual differences on communication.

Developing an understanding of the child or young person's background and experiences will help carers understand the different ways they may communicate as a result of these experiences. This understanding will form the basis for how carers can communicate effectively with that child or young person through responding – 'taking a step back' and thinking about the message the child or young person may be sending - rather than reacting to their feelings, thoughts and behaviours.

***Facilitation options***

Trainers can speak to PPT 12 to explain the process of communication (page 22 of the Learner Guide). It is important for trainers to be familiar with the text on pages 22-23 to help with this explanation. It would be useful to provide examples when talking about how individual differences can be shown in the way we communicate. Participants can also be asked to volunteer examples.

The discussion question is intended for a whole group discussion.

***Expected Responses to Discussion Question***

*What other things may impact on communication between people?*

Mood, understanding of what different words mean, interpretation of body language, environment, level of noise and other activity, past experiences such as violence, shouting, conflict, stress or worry etc.

***Reference to Learner Guide***

The information regarding communication and the impact of diversity on communication appears on pages 22-23 of the Learner Guide, Module 6.

The information in the 'input' notes in the session plan about Adolescent Brain Development is from page 21 of the Learner Guide, Module 6.



<b>Trainer Notes</b>
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**The layers of communication*****Background information – context of foster care***

It is important for carers to be mindful of the reasons for which children and young people in care may communicate in the way in which they do, in particular, the impact of their previous life experiences.

***Facilitation options***

The Activity question is designed for a whole group discussion. The trainers should make the links between a child or young person's individual differences and the impact this may have on their communication with others. The trainers can draw together the information provided at the beginning of the session within this discussion. This is also a key discussion point on which the carer trainer's experiences and input can be sought.

It is also important to highlight that children and young people may not have the verbal communication skills to express their thoughts and feelings and may communicate through their behaviour. In Modules 7, 8 and 9 participants will be learning more about understanding the needs of children and young people in care and how to respond to these needs.

***Expected responses to Activity question***

*Effect on the way children and young people from a diverse range of backgrounds might communicate with others:*

Misinterpreting non-verbal cues, 'tuning out', may perceive adults as a threat – someone who may hurt or let them down, inability to trust, confused ideas about love and so may be inappropriately affectionate, may withdraw or become scared or aggressive where there is conflict, difficulty in relating to peers, may be culturally inappropriate, unable to express needs so that these are understood – may result in child becoming frustrated or angry, conflict due to misunderstanding, may misconstrue or misattribute the intentions and actions of foster carers, and in some circumstances, children may behave in ways that become self-fulfilling prophesies.

***Reference to Learner Guide***

The information about 'layers of communication' appears on page 24 of the Learner Guide, Module 6. The activity question is on page 25, and the trainers should invite participants to record responses following the group discussion.

*Positive Futures Caring Together*

(10 mins)	<b>Activity - Ball Exercise</b>
<i>Input</i>	To illustrate the complex process of communication, and the different factors which may impact on how effectively we communicate, we would like you to participate in a very quick activity.
<i>Activity</i>	<ul style="list-style-type: none"> <li>▪ Ask participants to form a circle</li> <li>▪ Trainer to introduce 6-10 small, soft balls to participants in the group.</li> <li>▪ <i>"I am going to give you one instruction only..."</i> Trainer to ensure that everyone is listening. Trainer to instruct participants to <i>"...pass the ball."</i></li> </ul> <p>Stop the activity after approx <b>30 seconds</b>.</p>
<i>Input</i>	Ask participants to share responses to the activity using the following questions to guide feedback.
<i>Discussion</i>	<p><i>How did you feel doing this activity?</i></p> <p><i>What did you observe people doing in this activity?</i></p> <p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> <li>▪ Communication can be awkward and require more energy when there is uncertainty</li> <li>▪ Individuals find different ways and strategies of coping with the uncertainty</li> <li>▪ How each individual responds is influenced by their personality, life experience and background</li> <li>▪ 'Norms' or rules around communicating are established when there are none</li> </ul>

<b>Trainer Notes</b>
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**Activity – Ball exercise*****Aim of section***

The aim of this section is to demonstrate the complexity of communication, the factors which impact on the effectiveness of our communication, and individual communication styles.

***Background information – context of foster care***

The ball exercise demonstrates how complex communication can be and how confusing a situation can be if rules or norms are not clear. It shows how differences in background, norms and communication styles affect communication between different people. This is highly relevant if we consider a child or young person entering care – a new environment, perhaps quite culturally different to that of their own. The entry of a child or young person into care places both the child or young person and also the foster carer in an uncertain situation, where the rules or norms are not clear.

***Facilitation options***

The ball activity is designed for the trainer to give only one instruction to demonstrate how awkward communication can be when there is uncertainty. It is important to maintain this communication environment, so that if participants ask for clarification and further instructions, the trainer should reiterate only the initial instruction **“to pass the ball.”** The trainer should use soft balls or small bean bags to ensure participants do not get hurt.

The trainers should carefully observe the group and how individuals respond to the task to be able to feedback these observations at the end of the activity. The trainers should utilise how participants have passed the ball, or where the ball has been dropped, hit someone etc and use this to make analogies to how we can sometimes ‘miss’ when communicating with others.

The trainer should explain that uncertainty was a big factor in the game as there was little information/instructions. There was also uncertainty in how people reacted. It is important for the trainers and participants to reflect together on how individuals dealt differently with this uncertainty depending on their personality and life experience (for example, by either asking for clarification, getting frustrated or by just taking a guess and throwing the ball). This activity can be compared to the uncertainty experienced by children and young people and foster carers at the beginning of a foster care placement.



*Positive Futures Caring Together***Trainer Notes****Activity – Ball exercise (cont'd)**

**Facilitation options** (see also page 27 of the Learner Guide, Module 6, re purpose of activity)

The Activity questions should be used to guide feedback (these also appear on page 26 of the Learner Guide, where participants can note their responses).

The discussion question is optional. If the participants have already discussed how the learning from the ball activity may equate to caring for a child in care, in the initial discussion, then the second discussion question will not need to be asked.

**Expected responses to the Activity**

- Feelings: frustration, carefree, angry, uncertain, uncomfortable
- Observations and learning: people worked out their own ways of communicating to pass the ball (i.e. with a signal or word), messages can be misunderstood if the situation is new and there is uncertainty, it is important to be mindful of our own communication styles, greater possibility of misunderstanding and conflict when coming from 2 different backgrounds, 'norms' or rules will be established (whether intentional or not) when there are none existing, frustration can occur as a result of miscommunication.

**Expected responses to the Discussion (optional)**

*How might these observations be relevant to caring for a child or young person in foster care?* For expected responses see summary of key points on previous page.

**Reference to Learner Guide**

The Activity questions and rationale for the ball exercise appear on pages 26-27 of the Learner Guide, Module 6.

*Positive Futures Caring Together*

<p>(20 mins)</p> <p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Trainer role play</i></p>	<p><b>Communication skills</b></p> <p>How you and the child or young person in your care communicate will be influenced by individual differences in background, culture, life experience and development. As we have seen from the previous activity, a range of communication skills are required to avoid miscommunication and conflict.</p> <p>Some of these communication skills are listed on page 28 of our Learner Guide.</p> <p><b>Trainer Role Play</b></p> <ul style="list-style-type: none"> <li>▪ Inform participants that you are going to demonstrate these communication skills in a short role play.</li> <li>▪ Trainer to ask a participant to play the role of Sam (unless it is decided that the second trainer will play Sam)</li> <li>▪ Trainer to hand participant playing Sam a piece of paper with Sam's lines on it, and ask participant to read out lines following trainer's introduction.</li> <li>▪ Trainer (introduction): "<i>Sam arrives home from school and says to his carer...</i>"</li> <li>▪ Participant to read out Sam's lines (see trainer notes)</li> <li>▪ Trainers to run role-play approximately 3 times clearly demonstrating different communication skills.</li> </ul> <p>(NB: The role plays are to be kept brief. See trainer notes)</p>
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<b>Trainer Notes</b>
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**Communication skills*****Aim of section***

The aim of this section is to build participants' awareness of communication skills and the importance of developing these to reduce misunderstanding and conflict.

***Background to section***

Self-awareness and effective communication skills are fundamental to care giving relationships with children, young people, families and other members of the care team. Communication skills have been identified in many surveys of foster carer skills as requiring further attention. As participants have learned, communication is affected by our own individual background and experiences.

Foster carers will encounter children, young people and adults from a diversity of backgrounds, cultures, life experiences and values. The development of the carer's communication skills and an understanding of the impact of diversity on communication will also assist the carer in communicating effectively with the 'care team.

***Facilitation Options***

The trainers should refer participants to page 28 of the Learner Guide and read through the different communication skills. As participant knowledge of different communication skills may vary, a demonstration role-play has been included.

See trainer notes on next page for instructions and script for the role play.

***Reference to Learner Guide***

The information regarding communication skills can be found on page 28 of the Learner Guide, Module 6. Resource 20 on pages 34-37 provides further information about communication skills.

*Positive Futures Caring Together*

<i>Discussion</i>	<p><b>Communication skills (cont'd)</b></p> <p><b>Debrief and discussion following role play.</b></p> <p><i>(To 'Sam') How did you feel?</i></p> <p><i>(To group) Was the communication effective? Why?/ Why not?</i></p> <p><i>What communication skills did you observe being used?</i></p>
<i>Learner Guide</i>	Refer participants to Resource 21 on Communication Skills (pages 34-37 of their Learner Guide).
<i>Input</i>	Developing your communication skills, and becoming aware of your own communication style and being attuned to those of others, will help you to communicate more effectively with children and young people in care, as well as birth family members and other workers on the care team.

<b>Trainer Notes</b>
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**Communication skills (cont'd)*****Facilitation Options***

The role-play demonstrates a brief interaction between Sam and his carer, with the purpose being to demonstrate different communication skills and styles. One trainer should take on the role of the carer, and the role of Sam can be played by another trainer or a volunteer participant. The lead trainer (playing the carer) should provide the person playing Sam with Sam's lines written on a piece of paper (see below).

The lead trainer asks 'Sam' to read the lines following the introduction and informs them that they will replay the role play approximately 3 times with the 'carer' demonstrating different responses and communication skills each time. The lead trainer should have already decided on the different communication skills they wish to demonstrate in each example, making sure that these are communicated clearly. The trainer should be familiar with the information in Resource 19 (Communication Skills) for the discussion about communication skills.

Below is a suggested guide for the demonstration role play:

**Sam's line:** *'Jamie called me an idiot today and all the other kids laughed and wouldn't play with me. I was so mad I was going to punch his head in.'* (repeat for each example)

**Example 1 :** (demonstrates disinterest in tone of voice and in non-verbal cues by giving Sam no eye contact and walking away)

**Foster carer :** *( walking away from Sam)*

*"Did you remember to bring your homework today?"*

**Example 2 :** (demonstrates responding with sympathy rather than empathy, standing in Sam's personal space, poor listening skills, reflecting the wrong feelings).

**Foster carer :** *( rushes up to Sam with a worried look on face. Gets down to Sam's level, face very close to Sam's with exaggerated level of concern in voice)*

*"Oh dear! You must have felt so sad and upset – and Jamie is your best friend."*

**Example 3 :** (demonstrates empathy, care and concern, appropriate eye contact and physical proximity, reflective listening skills, open-ended question)

**Foster carer:** (make good eye contact, sit down near Sam, care and concern in voice)

*"Sounds like you felt really angry when Jamie called you an idiot. Tell me about what happened today."*

***Reference to Learner Guide***

The information regarding communication skills can be found on page 28 of the Learner Guide, Module 6. Resource 21 on pages 34-37 provides further information about communication skills.



<b>Trainer Notes</b>
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**Using communication skills to resolve conflict*****Aim of section***

The aim of this section is to provide participants with the opportunity to explore and practice conflict resolution skills.

***Background information – context of foster care***

Foster care provides an environment and opportunity for children and young people to observe and learn new social skills. It is not unusual for children and young people to enter care having been exposed to a high level of conflict which was not managed appropriately. Foster carers have an important role in modelling positive conflict resolution skills to children and young people in their care.

The nature of foster care, where foster carers are interacting with many people from diverse backgrounds, often calls for these skills to be used in interactions with children and young people in care, birth family members and other members of the care team.

Ensuring foster carers display these skills is also important to making sure that the care environment provided is safe, stable, consistent and supportive, as positive conflict resolution should result in the child or young person feeling heard and understood.

***Facilitation options***

The trainers may like to take turns with participants in reading the steps to the conflict resolution process (page 29 of the Learner Guide). The trainers should stress that 'managing emotions' is something that we must be aware of throughout the whole process.

***Reference to Learner Guide***

Information about conflict resolution and the conflict resolution model appear on pages 28-29 of the Learner Guide, Module 6.

The related Activity (following) can be found on pages 30-31 of the Learner Guide, Module 6.

*Positive Futures Caring Together*

	<b>Using communication skills to resolve conflict (cont'd)</b>
<i>Learner Guide</i>	Refer participants to pages 30-31 of the Learner Guide where the story regarding Sam and Sarah, and the related activity, can be found.
<i>Activity</i>	<p>Trainer or volunteer participant to read Sam and Sarah's story out loud to the group.</p> <p>As a whole group work through the Activity question by applying the steps in the conflict resolution model.</p> <p><i>Using the steps for resolving conflict outlined previously, talk through how you would work through this conflict with Sarah</i></p>
<i>Discussion</i>	<p><i>Why might using these steps to resolve conflict work?</i></p> <ul style="list-style-type: none"> <li>▪ Ensures person opening up conflict resolution process is mindful of their own emotions as well as those of the other party</li> <li>▪ Gives the opportunity for both parties to be 'heard'</li> <li>▪ Allows both parties to work together to find a solution acceptable to both, seeks a 'win-win' situation.</li> </ul>
<i>Input</i>	By modelling these skills, you will be providing children and young people with an opportunity to learn important life skills, and a different way of viewing and responding to conflict.

<b>Trainer Notes</b>
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**Using communication skills to resolve conflict (continued)*****Facilitation options***

The trainer or volunteer participant should read through Sam's story, referring participants to where it appears on page 30 of the Learner Guide, and then work through the Activity using the 'Steps to resolving conflict' as a whole group (pages 30-31). If time permits, the trainers may choose to role-play participant's suggestions for each step. Participants can be invited to record their responses to the Activity on pages 30 - 31 of the Learner Guide, Module 6.

***Expected responses to Activity******Step 1: Initiate a discussion***

- Check your emotions and ensure that you are calm and able to remain objective before initiating discussion with Sarah. If not, see if you can make another time to talk about it in the near future.
- Acknowledge and validate what Sarah is concerned about.
- If you are calm, see if Sarah is willing to talk while Sam goes to play – You could say, "You seem to be upset, would you like to sit down and talk about it?" or "I'm sorry that you are upset. I want this arrangement to be positive for both Sam and you" or "I would like to discuss this with the agency case worker as I want this arrangement to be positive for both Sam and you."
- If Sarah does not want to talk at this time, see if you can make a future time.
- Foster carer would also let Sarah know that she will be speaking with the agency worker about the concerns expressed and following this discussion with agency case worker a meeting could be arranged for a future time.

***Step 2: Gather good information***

- Ask Sarah what is happening with Sam from her point of view, and what she would like to have happen. Use questions like "What is happening from your point of view?" Use open-ended questions, such as "Tell me what you are unhappy about."
- Be sure to remain calm and use listening skills.
- Try and put yourself in Sarah's shoes while you are listening to her.
- Ask Sarah about the routine at her house for Sam on Saturdays.

***Step 3: Give good information***

- Explain the routine at your house with Sam on Saturday nights (*check if there are other children in the carer home also re consistency between children*)
- Be aware of your emotions. Ensure that you remain calm. If needed, take a break.

***Step 4: Problem Solve***

- Identify key issues with Sarah. Make sure you both agree.
- Talk about possible solutions.
- (Depending on what the solutions are, they could be run past Sam once both adults have agreed and agreed to act)

***Reference to Learner Guide***

The information about conflict resolution and the conflict resolution model appear on pages 28-29 of the Learner Guide, Module 6. The related Activity can be found on pages 30-31 of the Learner Guide, Module 6.

*Positive Futures Caring Together*

	<b>6.7 Close</b>
<i>PPT</i>	<b>PPT 16</b> What are some key things that you...
<i>Discussion</i>	<i>What are some key things that you have learned from this session about being a foster carer?</i>
<i>Input</i>	Link learning from this module to Module 7. Explain that we will be talking more about the day to day tasks of being a foster carer in Modules 7 and 8.
<i>Assessment workbook</i>	Talk through the assessment tasks: <ul style="list-style-type: none"> <li>▪ Remind participants about the instructions for completing reflection sheets before completing this task.</li> <li>▪ Talk through the written assessment task.</li> </ul>
<i>Handout</i>	Handout evaluation sheets for this module.  Thank participants for their participation and confirm details of next module.

<b>Trainer Notes</b>
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**6.7 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 6.

***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.

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.

If participants are indicating that they are struggling or needing more information or reassurance about the take home assessment tasks, some additional clarification of the task could be provided in this section, which should be kept brief. If discussion about the assessment tasks is taking longer than expected, trainers should offer to talk to participants either after the session or individually out of session. Trainers/assessors will have given out their contact details at the beginning of Module 6.

***Reference to Learner Guide***

A 'summary of take home messages' can be found on page 32 of the Learner Guide, Module 6. Trainers can refer to the Assessment Workbook Part 2 to talk through the assessment tasks.