

Trainer Guide

Module 7

Beginning the Placement

Information for trainers – Module 7**Unit of competency**

Module 7 has been developed in accordance with the national units of competency Provide primary residential care (CHCPROT409D) and Work effectively with culturally diverse clients and co-workers (HLTHIR403B). Module 7 maps specifically to the following element in these units:

CHCPROT409D	Provide primary residential care
Element 1:	Outline terms of placement with client in care
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
Element 2:	Contribute to the development of relationships based on cultural diversity
Element 3:	Communicate effectively with <i>culturally diverse</i> persons

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.CHCPROT409D it will take you to the unit of competence.

Learning Outcomes

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

- Understand that coming into foster care is a major time of transition for children and young people
- Understand that loss is a unique experience for each individual
- Understand that children and young people grieve in different ways to adults
- Develop strategies for welcoming a child or young person into your home/family
- Provide relevant information to a child or young person coming into your care
- Develop a safe, consistent and nurturing environment for children and young people in care
- Explain to a child or young person in an age appropriate way, the limits of confidentiality.

Assessment Tasks

- Reflection Sheet
- In-class participation (relate to in class activities 7.2, 7.5, 7.6, 7.7)
- Providing an enabling environment for children and young people.

Recommended Reading*Essential*

- Learner Guide Module 7
- Learner Guide Module 6 for information about the broad aims of foster care
- Learner Guide Modules 1, 2 and 5 for information about laws and policies relating to privacy and confidentiality.
- QLD Government Dept of Child Safety, Practice Paper: *Supporting children and young people in care through transitions*, August 2006
- QLD Government Dept of Child Safety, Practice Paper: *'Family contact for children and young people in out of home care'*, September 2005
- Murray and Crowe, *'Loss and Grief for Children in Care, Additional Notes and References for the Workshop'*, 2005
(www.childsafety.qld.gov.au/fostercare/training)

Desirable

- Learner Guides 3, 4 and 6 (to enable trainers to make the links between the content in these Modules with those in Module 7).

*Positive Futures Caring Together***Delivery Schedule Module 7**

Training Time required: 3 hours
Break: 30minutes
Total session time: 3hrs 30minutes

Module 7 Beginning the placement				
Trainer		Section	Time	Slides
	7.1	Introduction	5 mins	1-3
	7.2	Loss and change for children and young people in foster care <ul style="list-style-type: none"> • Importance of maintaining connections 	20 mins 15mins	4-6 7
	7.3	Grief as a reaction to loss <ul style="list-style-type: none"> • Creating a safe, consistent, stable and supportive environment 	15 mins	8-12
		Break	30 mins	
	7.4	Welcoming the child or young person	25 mins	13
	7.5	What information to provide to the child or young person <ul style="list-style-type: none"> • Skills practice 	25 mins	14 15-17
	7.6	Talking about privacy and confidentiality with the child or young person	30 mins	18-21
	7.7	Close	10 mins	22

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

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

- Trainer guides
- Learner guides
- Assessment Workbooks Part 2
- Power point presentations
- Data projector
- Laptop
- Attendance sheet
- In class participation checklist (plus copies for participants)
- Participation evaluation forms
- Trainer feedback forms
- Name tags
- Whiteboard
- Whiteboard markers
- Butcher's paper/large post-its
- Markers
- Debriefing and deroling instructions for skills practice
- Group rules
- 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.

Trainer Notes

7.1 Introduction***Aim of this section***

The aim of this section is to introduce the module and highlight the fact that entering foster care is a major transition for children and young people, often resulting in feelings of loss and grief.

Background information

The beginning of a placement is a critical point for both the child or young person and the foster care family. Through this module, participants will come to understand the needs of a child or young person entering care. Strong links will be made with the content from Module 6, as in this module participants will consider how to meet the individual needs of children and young people entering care within the broad aims of foster care.

Facilitation options

The introduction should be kept brief and focussed, making the links between this module and previous modules completed by participants. Making these linkages between 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, which is kept brief by using the PowerPoint slide.

Reference to Learner Guide

The Learning Outcomes and Outline for Module 7 appear on page 3 of the Learner Guide, Module 7.

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(20 mins)	7.2 Loss and change for children and young people in foster care.
<i>PPT</i>	PPT 4 Loss and change for children and young people in foster care <i>(for participants to read, optional for trainers to read)</i>
<i>Discussion</i>	<i>Think about a major change or transition that you've experienced. What were you thinking and feeling at that time?</i>
<i>Input</i>	<p>Trainers to ask participants to form into pairs, choosing someone other than their 'partner' to discuss the question. Advise participants that they will <u>not</u> be required to share with the group. Allow a couple of minutes for discussion.</p> <p>In your conversations you might have talked about experiencing a range of feelings and thoughts during times of major change.</p> <p>There are two key issues to remember about children and young people coming into your care</p>
<i>PPT</i>	PPT 5 Key issues
<i>Input</i>	<p>We all experience change in life, and with change comes both opportunity and loss. All children go through many changes.</p> <p>How children cope with these changes and losses will in part, depend on the support they receive. A child or young person entering care may experience numerous and ongoing losses.</p>

Trainer Notes

7.2 Loss and change for children and young people in foster care.***Aim of section***

The aim of this section is to explore the specific issues of loss experienced by children and young people in their transition into care. The section provides participants with the opportunity to 'be in the shoes' of a child or young person at the beginning of a foster care placement, and to hear their thoughts and feelings.

Background information – context of foster care.

Entry to care, whether planned or unplanned, is a major crisis for the child and their family. Recognising that each and every child who enters care experiences major transitions, and loss, is critical to effective practice. Often people do not think of entering care as a loss for the child, but may prefer to think about what the child or young person has gained; therefore their losses may go unrecognised. The losses felt by a child or young person in transition and his/her individual reactions must be sensitively responded to if the transition is to prove successful (*QLD Dept of Child Safety, Practice Paper, August 2006*).

Facilitation options

The initial discussion question is designed as a gentle way of introducing the subject of change/transition and loss, to provide the opportunity to think about loss in every day life, and that loss is more than bereavement.

As this may be a deeply personal question to share in a large group, the trainers should ask participants to share their thoughts with another person, choosing someone other than their partner. Trainers should give participants a couple of moments to think about the question, and advise them that they will not be required to feedback, thereby allowing their discussion to be more 'open'. The discussion time should be kept brief.

Reference to Learner Guide

The information about loss and change can be found on pages 4-7 of the Learner Guide, Module 7.

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<p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Activity</i></p> <p><i>PPT</i></p>	<p>7.2 Loss and change for children and young people in foster care (cont'd)</p> <p>Carley – On the way to the foster carer's house</p> <p>Let's join Carley on her journey to the foster carer's home and hear what she is thinking and feeling to gain an understanding of the losses she is experiencing during this time.</p> <p>You may remember Carley entered care at the age of 9 after disclosing that her mother's partner had been sexually abusing her, and her mother's refusal to believe her.</p> <p>Trainers to read through Carley's story on pages 5-6 of the Learner Guide.</p> <p>Page 7 Learner Guide</p> <p><i>What losses might children and young people in foster care experience?</i></p> <p><i>How might children and young people react to these losses?</i></p> <p>PPT 6 Losses experienced by children and young people entering foster care</p>
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Trainer Notes

7.2 Loss and change for children and young people in foster care (cont'd)**Activity – Carley – On the way to the foster carer's house*****Facilitation options***

As it is important for all participants to have the opportunity to 'connect' with Carley's story, the trainer should read the story, and can suggest that participants may wish to close their eyes during the reading. It is preferable that trainers familiarise themselves with the children's stories so that they can be 'spoken' as a story rather than read. It is also important to remember that participants may have an emotional response to Carley's story and may need time to debrief or share reactions prior to entering into the activity questions.

The questions are designed for a large group discussion. The trainer should record responses on the whiteboard.

Expected responses from activity*Losses which children and young people in foster care may experience include*

Loss of 'home', family members, personal belongings, privacy, 'own space', loss felt as a result of disclosure (i.e. relationship with parent), loss of 'what is known' (familiar routines, activities), school, friends, pets, play-spaces, loss as a result of experiencing abuse or neglect.

Children and young people may react to these losses

With anger, fear, sadness, withdrawal, disbelief, denial, frustration or by being overly compliant. The trainers may also wish to encourage discussion by suggesting participants think about the different ways in which boys and girls react to loss.

Reference to Learner Guide

Carley's story can be found on pages 5-6 of Module 7. Trainers can refer to page 7 for the related Activity.

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(15 mins)	<p>Importance of maintaining connections</p>
	<p>NB: The following discussion question connects to the last point on PPT 6.</p>
<i>Discussion</i>	<p><i>What might some of these mixed feelings be?</i></p>
<i>Input</i>	<p>Children and young people often have a strong sense of loyalty to their birth family no matter what has happened.</p> <p>You will have read in Modules 1, 2 and 3 about the importance of maintaining connections for children and young people.</p>
<i>PPT</i>	<p>PPT 7 Continuity (Quote from Jenn McIntosh)</p>
<i>Input</i>	<p>This quote emphasises the importance of maintaining connections with what is familiar for transitions to be successful.</p> <p>As a foster carer you will play an important role in helping to facilitate contact between the child or young person and their birth family.</p> <p>You may have many mixed feelings about this. Having an understanding about the importance of maintaining connections for the child or young person, and taking time to consider the losses that the birth family may be experiencing, may help resolve this.</p> <p>Remember birth family may also include siblings. All too often children and young people in care lose contact with siblings or step-siblings. Research shows that these relationships are deeply valued by children and young people.</p>

Trainer Notes

Importance of maintaining connections***Aim of section***

This section stresses the importance of continuity for children and young people as a way to ease the losses felt in transitions. The need to support contact with birth family/significant others is particularly highlighted.

Background information - context of foster care

Contact with birth family members is often an emotive issue for foster carers. As participants learned in Modules 1 and 2, maintaining contact with birth family members and significant others is a right for children and young people in care under the *Children and Young People Act 2008* and the *UN Convention on the Rights of the Child*, when it is in the best interests of the child or young person.

It is often the case that many children and young people lose significant relationships once entering care. Australian children and young people in care have articulated continuity of important connections with family, friends, former carers, pets, places and activities as a critical need (*Mason and Gibson 2004*). Research tells us that well-planned and positive family contact can benefit children and young people by assisting with family reunification, maintaining and building connectedness and promoting well-being, self-esteem and positive identity (*QLD Dept of Child Safety, Practice Paper, 2005*). Research also suggests that the initial time of removal of a child or young person from the home is a critical time for work to be undertaken to sustain the connection between the parent and child.

Facilitation options

This discussion question is designed for a whole group discussion. The question is included to highlight the fact that children and young people in care may be grappling with many feelings toward their birth family, and that the foster carer has an important role in listening to the child or young person and supporting them while remaining non-judgemental toward the child or young person's birth family. Trainers should also highlight that an angry response towards a birth family member by the child or young person, does not mean that they do not wish to maintain contact with them.

Expected responses to Discussion question

Some of the mixed feelings children and young people in care may have toward their birth family include love, anger, concern, sadness, frustration, feeling of abandonment, feeling unloved, hurt, longing to be with them – whilst also glad to be away from them.

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	Importance of maintaining connections (cont'd)
<i>Activity</i>	<i>What losses might members of a child or young person's birth family or significant other people in their life be experiencing?</i>
<i>Activity (optional)</i>	<i>How might they react to these losses? (optional – see trainer notes)</i>
<i>Discussion (optional)</i>	<i>How might this impact on the child or young person? (optional – see trainer notes)</i>
<i>Input</i>	<p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> ▪ Birth family members and significant others will also experience losses and mixed emotions as a result of the child or young person entering care ▪ These reactions may also impact on the child or young person ▪ Both the child or young person and their birth family need to be supported around these feelings and maintaining contact ▪ Structured contact increases placement stability.

Trainer Notes

Importance of maintaining connections (cont'd)***Facilitation options***

The Activity questions are designed for a whole group discussion.

The focus on losses for the birth family is intended to provide participants with an opportunity to empathise with birth family members, placing them in a better position to support contact. The final discussion question is included to bring attention back to the experience of the child or young person to ensure that their needs remain at the fore. Trainers should record responses on butcher's paper.

The second Activity question is marked 'optional' as it will not be required if similar responses have already been provoked by the initial Activity question. This is also the case with the discussion question. However, if the key points sought by these questions have not been provided through the initial question, the trainer should proceed with them.

Expected responses to Activity and Discussion***Losses which birth family or significant other people may experience include***

Identity, 'what is known' (activities, routines), privacy, income, connections with school/child care, possible loss of friendships and relationships with family members and significant others. Indigenous children and young people, and those from culturally and linguistically diverse backgrounds, could experience a sense of cultural dislocation.

Birth family members or significant other people might react to these losses through

Anger, denial, withdrawal, shame, self-harm, sadness, disbelief, shock, relief, confusion, devastation, anxiety about where the child or young person is and how they are being care for.

Impact on the child/young person

The child/young person may experience feelings of guilt, anxiety, and fear that they are not loved by parent /significant other. If the parent/significant other reacts by not maintaining contact with the child/young person, this could also be extremely distressing for the child/young person.

Reference to Learner Guides

The text related to this section and Activity questions appear on page 8-9 of the Learner Guide, Module 7.

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(15 Mins)	7.3 Grief as a reaction to loss
<i>PPT</i>	PPT 8 A child making a major transition (quote)
<i>Input</i>	<p>We have already begun to think about how children and young people may react to losses they experience when entering care.</p> <p>These reactions to loss can be seen as the process of grieving.</p>
<i>PPT</i>	PPT 9 Grief as a reaction to loss.
<i>Input</i>	Grief is the emotional, physical and behavioural reaction to loss.
<i>PPT</i>	PPT 10 Listening to children (Quote from Jarratt (1994))
<i>Input</i>	Recent research has emphasised the importance of recognising these cues and developing an awareness and understanding of the impact of loss on children and young people in foster care.

Trainer Notes

7.3 Grief as a reaction to loss***Aim of section***

This section aims to explore the process of grief as a reaction to loss, and grief reactions in children and young people entering care. It also recognises that children and young people grieve differently to adults and that grief is an individual experience.

Background information – context of foster care

A child or young person's developmental level will impact on their understanding of their situation, and therefore influence how they react to their losses. One of the biggest barriers for children and young people experiencing loss and grief is they may not have the language skills and words to tell us how they feel (*Murray and Crowe, 2005*).

Loss threatens our sense of safety and control. Children and young people in care need to feel safe and have some level of control over their lives. "Security and trust are two of the greatest gifts for children in care" (*Murray and Crowe, 2005*).

The end of this section links the learning about the loss and grief experience of children and young people in care, with the broad aims of foster care discussed in Module 6. This section provides the opportunity to re-emphasise that the role of the foster carer – that is, not to 'fix' the child or young person in care, but to create an 'enabling' environment, which provides the child or young person with the opportunity to grieve their losses, to grow and develop.

Facilitation options

The key points regarding grief as a reaction to loss are highlighted in the PowerPoint slides. Trainers should be familiar with the information on pages 9 – 11 of Module 7 of the Learner Guide to expand on the points within the slides.

The quote from Jarratt (PPT 10) should be used to focus attention on how children and young people can be supported through their grief.

Reference to Learner Guide

Trainers can refer participants to **Resource 23** on pages 27 to 33, (and invite them to read it at home), for more information on times when children and young people grieve, how children and young people understand loss, how children and young people show their grief, and what parents and carers can do.

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	<p>7.3 Grief as a reaction to loss (cont'd)</p> <p><i>There are times when feelings of loss and grief which children and young people experience may go unrecognised. Why might this happen?</i></p> <p>PPT 11 Why losses may go unrecognised.</p> <p>You may remember also, that children and young people in care may be experiencing multiple losses, and may show their grief to different losses in many in different ways. Also, it is important to remember that loss and grief never completely 'goes away', it is an ongoing journey.</p> <p>You may remember that in Module 6 we spoke about the broad aims of foster care – providing an environment which is safe, consistent, stable and supportive (<i>refer to PPT 11</i>).</p> <p>PPT 12 Broad aims of foster care: safe, consistent, stable and supportive</p> <p>Given that the losses felt by children and young people transitioning into foster care may threaten their sense of safety and security, foster carers have an important role in creating an environment that is safe, consistent, stable and supportive.</p> <p>This will provide the child or young person with the opportunity to grieve their losses, to grow and develop.</p>
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Trainer Notes

7.3 Grief as a reaction to loss (continued)***Facilitation options***

The information provided in PPT 11 should be expanded on further. Trainers can familiarise themselves with the full text for each of these points, by reading pages 10 - 11 of the Learner Guide for Module 7.

Expected responses

Feelings of loss and grief may go unrecognised

People are caught up in their own feelings, reactions may not be recognised as related to grief and loss (PPT 11 provides further responses.).

Reference to Learner Guide

Trainers can refer participants to **Resource 23** on pages 27 to 33, (and invite them to read it at home), for more information on times when children and young people grieve, how children and young people understand loss, how children and young people show their grief, and what parents and carers can do.

Participants can also be referred to pages 11 to 14 of the Learner Guide, Module 7 to explore ways in which a safe, consistent, stable and supportive environment can be created.

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(25 mins)	7.4 Welcoming the child or young person
<i>Input</i>	Now that you have an understanding of the impact of major transitions and the feelings of loss and grief that come with these changes, we are going to talk about how you can begin the placement in a way that responds to the individual needs of the child or young person coming into your care.
<i>PPT</i>	PPT 13 The Beginning
<i>Input</i>	The arrival of a child or young person at your home can be an awkward and stressful time for everyone. It is important to think about what you can do to help the child or young person feel safe and comfortable. For them, it is like stepping into a new world.
<i>Activity</i>	Let's hear what happened for Carley when she arrived at the home of the foster family.
<i>Learner Guide</i>	Trainer to read through Carley's story ('Arriving') on pages 15-17 of Learner Guide.

Trainer Notes

7.4 Welcoming the child or young person***Aim of section***

The aim of this section is to bring together the knowledge and understandings of the needs of children and young people transitioning into foster care, by considering practical ways in which foster carers can welcome a child or young person into their home so that the transition is as successful as possible.

Background information – context of foster care

The beginning of a care placement is a key transition period and one in which the building of a positive and supportive relationship is particularly important. Entry into care (or a new placement) can be a stressful time for the child or young person, and one of extreme vulnerability, where initial impressions can be very powerful. There is a need for support from workers and carers at the critical period of entering care, to assist children and young people to deal with their feelings and to understand what is happening to them.

Facilitation options

The trainers should read 'Carley-Arriving' out aloud to participants (see Trainer Notes on the following pages of this Trainer Guide for more information regarding facilitation of the Activity related to this part of Carley's story).

Reference to Learner Guide

The section on 'welcoming the child or young person', Carley's story ('Carley-Arriving'), and the related Activity questions can be found on pages 14 to 18 of the Learner Guide.

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<p><i>Input</i></p>	<p>7.4 Welcoming the child or young person (cont'd)</p> <ul style="list-style-type: none"> ▪ Ask participants to divide into groups of 3-4 ▪ Ask each group to answer the questions in the Activity on pages 17-18 of Learner Guide. Advise participants that they will have approx 10mins in their group to discuss the questions ▪ Ask participants to share responses to the final question (<i>see trainer notes</i>) and record on whiteboard.
<p><i>Activity</i></p>	<p><i>How do you think Carley is feeling?</i></p> <p><i>What was the foster carer doing to welcome Carley and help her feel safe and comfortable?</i></p> <p><i>What are some other things that you might do to welcome a child or young person to your home?</i></p>
<p><i>Input</i></p>	<p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> ▪ Children and young people may be feeling a variety of emotions on arrival to a foster carer's home ▪ It is important to show care whilst not overwhelming the child or young person ▪ There are many practical things that we can do in preparation for the arrival of a child or young person to our home.

Trainer Notes

7.4 Welcoming the child or young person (cont'd)***Facilitation options***

The activity questions are designed for small group discussion. If participants are struggling with the third question, the trainers might ask participants to think about a time when they have been in a new, unknown environment to consider about what has helped them feel more comfortable/less anxious. Trainers need to ensure that all groups contribute to sharing responses following the small group discussion.

Asking for responses to be shared with the whole group only in relation to the third (final) question is because it is believed responses to the first two questions would be very similar, whereas feedback on the third question provides an opportunity to share practical ideas about welcoming a child or young person into the home.

Expected responses to Activity

How do you think Carley is feeling?

Scared, anxious, overwhelmed, sad, lonely, uncomfortable, nervous and uncertain.

What was the foster carer doing?

Not asking too many questions, trying to make connections with Carley (ie around her music), using humour, offering food and drink, showing Carley her room and checking that she was okay to be in her own room, showing Carley where the toilet is and reassuring her that it is okay to feel a little scared on the first night, acknowledging how Carley may be feeling, confirming that it is okay for Carley to ring her worker if she wants to, telling Carley that she is happy that she will be staying with them.

What are some other things that you might do?

Being 'available', listening, offering food and drink, telling the child or young person that you have been looking forward to meeting them, taking the time to explain who is in the house (use photos), showing them around the house and the neighbourhood, giving them their own space, having some spare clothes in good condition of different sizes, having a special toy that could be given to the child or young person, by making statements about 'home' and 'belonging' rather than 'placement.'

Reference to Learner Guide

Carley's story, 'Carley-Arriving' and the related Activity questions can be found on pages 14 to 18 of the Learner Guide.

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(25 mins)	7.5 What information to provide to the child or young person
<i>PPT</i>	PPT 14 Entering care is like stepping into a new world...
<i>Input</i>	Part of making a child or young person feel safe and comfortable when they begin their placement with you involves providing information about your household, your family, the house rules and being able to answer any questions that the child or young person may ask.
<i>Activity</i>	Activity page 19 Learner Guide <i>If you were Carley (age 9), what information would you want to know in the early days of the placement?</i>

Trainer Notes

7.5 What information to provide to the child or young person***Aim of section***

The purpose of this section is to emphasize the need children and young people have for information at the point of entry into care as a way of empowering them and alleviating fear and confusion.

Background information – context of foster care

Children and young people need both support and information when they enter care. Providing information about why they are in care, the system, their rights, the names and roles of people involved in their care, their current circumstances and what is going to happen, helps children and young people to better understand their situation and the people around them and feel more equipped to have some control over what is happening in their life (*Community Services Commission, 2000*).

Facilitation options

This Activity is designed for a whole group discussion. The trainers can refer participants to the questions on page 19 of their Learner Guide for Module 7. Trainers can advise participants that their responses will be recorded on the white board so that they are able to participate fully in the discussion, and that they will have time to record responses in their Learner Guides following the discussion. If discussion is a little slow to start, the trainers could reframe the question by suggesting that participants think about the questions Carley and Amy may have when they enter care.

Participants can be referred to the summary of children's stories at the back of the Learner Guides, if they require a reminder of Amy's circumstances for coming into care.

Expected Responses to the Activity

If you were Carley (age 9) what information would you want to know in the early days of the placement? What will be happening tomorrow? Whether she will be going to school, when she able to see/speak to her mother and how this will work? What is going to happen to her mother's boyfriend? To know that she is safe (that her mother's boyfriend does not know where she is), who to tell if she does not feel well or needs help. What will she tell people at school? Will they know? Where will she be sleeping, where things are in the house, who lives in the carer's home, how things happen in the home – for example, will someone wake her up in the morning? Is she allowed to help herself to things in the fridge/kitchen cupboards? Can she use the telephone when she wants? For how long will she be living with you? When she will see her worker again?

Reference to Learner Guide

The questions for the group discussion appear on page 19 of the Learner Guide, Module 7.

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	<p>7.5 What information to provide to the child or young person (cont'd)</p> <p><i>Activity</i> <i>If you were Amy (28 months), what sort of things would you want to know after arriving in foster care?</i></p> <p><i>Input</i> You may remember in Modules 2 and 3 that you learned that you will receive some information about the child or young person prior to or at the time of the placement. This information will include:</p> <ul style="list-style-type: none"> ▪ Court order ▪ Court care plan ▪ LAC documents. <p>This information will tell you about the goal and proposed length of the placement, plans about contact, finances and restoration and the specific needs, likes and dislikes of the child or young person.</p> <p>As you can see, there may be many questions children and young people have when entering your care and sometimes you may not know how to answer their questions.</p> <p>It is important to be honest, and it is okay to say that you do not know something and talk to the child or young person about how you can find out together.</p> <p>Always talk to your agency worker if you are unsure about how to answer a child or young person's questions.</p>
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Trainer Notes

7.5 What information to provide to the child or young person (cont'd)***Expected Responses to the Activity***

If you were Amy (28 months) what sort of things would you want to know?

When she will see her mother, father and grandmother again, where she will sleep, who is in the household, routines (that she will be getting breakfast, lunch and dinner and how this will work), whether she will be going to childcare, what she can play with, knowing who to ask for help (ie with going to the toilet etc).

Reference to Learner Guide

The questions for the group discussion appear on page 19 of the Learner Guide, Module 7.

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<p><i>Learner Guide</i></p> <p><i>PPT</i></p> <p><i>Activity</i></p>	<p>Skills Practice</p> <p>Refer participants to page 20 of the Learner Guide and allow them a couple of minutes to read through the information prior to the Skills Practice.</p> <p>PPT 15 Instructions for skills practice</p> <ul style="list-style-type: none"> ▪ Ask participants to divide themselves into group of 3 ▪ In groups of 3, one person to take on the role of Sam, one person to take on the role of his carer and third person to be the observer. Advise participants that they can remind themselves of Sam's circumstances of coming into care through the summary of children's stories at the back of the Learner Guides ▪ Provide debriefing and deroling instructions to each group to use to complete the skills practice. The observer is to facilitate the debriefing and the deroling using the instruction sheet. Ask if there are any questions before participants begin the skills practice ▪ Provide approximately 5 minutes for the role play, debriefing and deroling.
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Trainer Notes

Skills Practice***Aim of section***

This section aims to provide participants with the opportunity to decide on the immediate information they would provide to a child entering their care considering their age and development, and to practice how they would communicate this information.

Background information – context of foster care

In Modules 2 and 3 participants learned about some of the information that would be provided to them prior to, or at the time of placement. Participants may feel overwhelmed by the level of information they may be required to provide to children and young people in their care. It is important that they be reminded that they are one part of the 'care team' responsible for imparting information.

Facilitation options

Trainers should emphasize that the skills practice will only deal with the immediate information Sam needs to help him feel welcome and settled. The skills practice provides participants with the opportunity to gain feedback, learn from others and to consider how they might do things differently.

Prior to the skills practice, the trainers should advise participants that they will be walking around the groups and may sit in on each group. The trainers need to be mindful of the time and how participants are going with the task, and bring the activity to a close in a respectful way.

As participants will only be engaging in this role play once, the trainers should suggest that prior to entering into the role play, the group brainstorm and discuss possible things or messages the foster carer may do or say to help Sam feel welcome and settled. If participants feel uncertain about what they might say to Sam, trainers could suggest they choose approximately 3 key messages (see below in expected responses).

Reference to Learner Guides

The Skills Practice and related information appear on pages 20-21 of the Learner Guide, Module 7.

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<p><i>Input</i></p>	<p>Skills Practice (cont'd)</p> <p>Trainers to thank participants for participating in the skills practice and check that everyone has had the opportunity to debrief.</p> <p>Ask participants for feedback and discuss the outcomes of the skills practice.</p> <p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> ▪ Foster carers play a part in providing information to children and young people about themselves, their family, their history, their current circumstances and what is going to happen ▪ This helps children and young people in care feel less confused and anxious, and more in control ▪ We also need to be mindful of providing information in a way that responds to the individual child or young person, their age, development and emotional state.
<p><i>PPT</i></p>	<p>PPT 16 & 17 Important things to remember when beginning a placement.</p>

Trainer Notes

Skills Practice (cont'd)***Facilitation options***

When asking participants for feedback, the trainers should ensure that all groups have the opportunity to contribute. To encourage discussion, the trainer can ask such questions as “what worked?” and “what did not work so well?” or “what would you do differently next time?”

The trainers may also encourage participants to unpack the feedback: ie “when I was Sam the carer made me feel very comfortable” the trainer might then ask “how did they do this – what did they do or say?”

The trainers can expand on the points raised in PPT 16 & 17 using their own knowledge and that of the participants.

Expected responses to skills practice

The carer may provide a couple of key messages to Sam, making statements which welcome him, provide some brief information about the home and who is in the household, how long he will be staying with them, when he will be returning home (and how this will happen), acknowledge how Sam might be feeling given it is his first respite weekend, and provide the opportunity for Sam to ask questions.

Reference to Learner Guides

The skills practice and related information appear on pages 20-21 of the Learner Guide, Module 7.

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<p>(30 mins)</p> <p><i>Input</i></p>	<p>7.6 Talking about privacy and confidentiality with the child or young person.</p> <p>In this section we are going to talk about privacy and confidentiality. As you will remember in Module 3, foster carers have a critical role in protecting information with which they are entrusted regarding the children and young people in their care.</p> <p>Trust is often a major issue for children and young people entering care. Part of providing a safe environment involves ensuring the privacy of the child or young person, talking openly with a child or young person about their privacy and confidentiality and your own privacy as a carer, and limitations to confidentiality.</p> <p>Let's look at some of the issues relating to privacy for the foster family and limitations to confidentiality from the perspective of a foster carer.</p>
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Trainer Notes

7.6 Talking about privacy and confidentiality with the child or young person***Aim of section***

The aim of this section is to provide participants with the opportunity to consider privacy and confidentiality issues for both the child or young person and themselves.

Background information – context of foster care

When a child or young person enters care, strategies need to be put in place to safeguard the privacy and confidentiality of both the child or young person and the foster care family.

The right to privacy is a right under the *UN Convention on the Rights of the Child* (article 16) and the ACT *Charter of Rights for Children and Young people in Out of Home Care* (number 6). In Module 2 participants learned that when a foster carer is given information from Care and Protection Services about a child or young person, they become an 'information holder' under the *Children and Young People Act 2008*.

This requires that they need to protect the information and that they may only share this information on a 'need to know' basis. Issues around limits to confidentiality were also covered in Module 3. In Module 5, participants learned that foster carers need to discuss their concerns with their agency worker if they believe or suspect a child or young person is or has been abused or neglected.

Facilitation options

There are two options available for exploring the following discussion and activity questions. The questions can be explored through a whole group discussion *or* through the foster carer/trainer's input and experience being sought through an 'open conversation'/interview in front of the group with a trainer asking the foster carer the questions.

If the latter option is chosen, the trainers will have had to agree on this during their preparation to ensure that the foster carer/trainer is well briefed and prepared.

For either option, PPT 18 - 21 can be used to guide the discussion or 'open conversation/interview.' It is also helpful for trainers to make links between this discussion and the content covered in Modules 2 and 3.

Reference to Learner Guide

The Activity and related information can be found on page 22-24 of the Learner Guide, Module 7.

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<p><i>Discussion</i></p>	<p>7.6 Talking about privacy and confidentiality with the child or young person (cont'd)</p> <p>PPT 18 <i>What might some of the privacy and confidentiality issues be for a foster family?</i></p> <p>PPT 19 <i>How might you preserve the privacy and confidentiality of Amy?</i></p> <p>PPT 20 <i>What situations or information would you be <u>unable</u> to keep confidential?</i></p> <p>PPT 21 <i>How might what you say about the limits of confidentiality differ according to the age of a child or young person?</i></p>
<p><i>Input</i></p>	<p>Summarise key learning, and thank foster carer/trainer or participants for their input.</p>

Trainer Notes

7.6 Talking about privacy and confidentiality with the child or young person (cont'd)

Expected responses to the discussion and activity questions

Privacy issues for foster family.

Privacy/personal space within the home, concern about who their family 'business' is shared with, safety risks if details such as address/phone number are released.

How might you preserve the privacy and confidentiality of Amy?

Provide information only on a 'need to know' basis, considering if and why does this person need to know this information, providing information Amy needs to know about her situation in a respectful manner and in language that she understands, don't ask Amy too many questions, provide personal space, don't speak on behalf of Amy if she can communicate for herself.

*Situations or information that you would be **unable** to keep confidential.*

Situations or information about the child or young person having suffered abuse or neglect, about their immediate safety or the safety of somebody else, about a criminal act, about someone breaking terms of an order (ie contact order).

How might what you say to a child or young person about the limits of confidentiality differ according to their age?

Sample response: (Sam age 7) "There are lots of things that we talk about that can just stay between the two of us, but sometimes there might be things that we need to talk to your worker about. If I am worried about you being hurt or not well we might need to talk to your worker to get their help, and I would talk to you about how this would happen."

Sample response (Carley age 14) "You might feel like there are suddenly lots of people involved in your life. We are all going to work together to make sure you get the best care you need. Your worker will come and meet with you regularly to make sure things are going okay for you. They will also talk with me about how things are going – and I hope that you can be part of these conversations where we can talk to the worker about what is going well for you and where we might need help with things. There will be lots of things that just stay between the two of us – but if you tell me something that makes me worried about your safety or someone else's safety then we would need to talk to your worker, and hopefully we would do that together."

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(10 mins)	7.7 Close
<i>PPT</i>	PPT 22 What are some of the key things you have learned?
<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 8. Explain that we will be talking more about the day to day tasks of being a foster carer in Module 8.
<i>Assessment workbook</i>	<p>Remind participants about the assessment tasks.</p> <p>There are 3 assessment tasks for each module in <i>Positive Futures Caring Together</i> including in class participation, reflections sheets and written task.</p> <ul style="list-style-type: none"> ▪ Refer participants to instructions for completing reflection sheets before completing this task ▪ Talk through the written assessment task ▪ Encourage participants to complete each task as they work through the modules.
<i>Handout</i>	<p>Handout evaluation sheets for this module.</p> <p>Thank participants for their participation and confirm details of next module.</p>

Trainer Notes

7.7 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 7.

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 provided it is 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

Trainers can refer to page 25 of the Learner Guide for a summary of take home messages. Trainers can refer to the Assessment Workbook Part 2 in order to talk through the assessment tasks.