

Positive Futures Caring Together

Trainer Guide

Module 10

Moving On

Information for trainers – Module 10**Unit of competency**

Module 10 has been developed in accordance with the national units of competency Provide primary/ residential care (CHCPROT409D). Module 10 maps specifically to the following element in these units:

CHCPROT409D	Provide primary/ residential care
Element 4:	Contribute to reintegration of client

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:

- Support a child or young person when transitioning from their care
- Contribute to the process of transition planning so that the move is successful for the child or young person
- Understand the impact of transitions on their family
- Demonstrate child-centred practice
- Monitor and manage their stress levels effectively.

Assessment Tasks

- Reflection sheet
- In-class participation (relate to in class activities)
- Planning for Restoration (Amy) assessment task

Recommended Reading*Essential*

- Learner Guide Module 10
- Learner Guide Module 7
- Learner Guide, Module 2 (pages 28-3 relating to planning and preparing for leaving care)

Desirable

- Learner Guide 8 and Learner Guide 9
- Practice paper: QLD Government, Department of Child Safety, August 2006 *Supporting children and young people in care through transitions*

*Positive Futures Caring Together***Delivery Schedule Module 10**

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

Module 10 - Moving On				
Trainer		Section	Time	Slides
	10.1	Introduction Outline of Module 10	5 mins	1-4
	10.2	Moving on <ul style="list-style-type: none"> ▪ Returning to birth parent(s) ▪ Activity (Amy) ▪ Moving to a new carer ▪ Activity (Sam) ▪ Placement breakdown ▪ Activity (Sean) 	40 mins	5-6
	10.3	Making the move successful <ul style="list-style-type: none"> ▪ Supporting Sam during the time of transition ▪ Activity (Sam) ▪ Supporting Sean's transition to kinship care ▪ Activity (Sean) 	30 mins	7 8-10
		Break	30 mins	
	10.4	Saying Goodbye	10 mins	
	10.5	Leaving care and moving to independent living <ul style="list-style-type: none"> ▪ Outcomes for children and young people in care (option B) ▪ Planning for Carley to leave care ▪ Activity (Carley's story) (option A) ▪ Leaving Care Plan 	40 mins	11 12-13
	10.6	The impact of transitions in foster care on you and your family	15 mins	

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Module 10 - Moving On				
Trainer		Section	Time	Slides
	10.7	Looking after yourself and managing your stress <ul style="list-style-type: none"> ▪ Stress management ▪ Small group activity 	20 mins	14
	10.8	Close <ul style="list-style-type: none"> ▪ Photo language OR ▪ Brainstorm ▪ Evaluations ▪ Thank you 	20 mins	15

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

NB: If Module 10 is run with another module 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
- Butcher's paper/giant post-it notes
- My Life Story folder – DOCS folder (as an example of one way to do Life Story Work)
- In class participation checklist
- Participation evaluation forms
- Trainer feedback form
- Food/hospitality
- A4 size 'Green' cards and A4 size 'red' cards for the optional activity in section 10.5.
- 4 packets of coloured markers

7 'Green' cards (positive factors)

Completing high school education

Contact with foster family

Positive relationships with birth family member'

Friends to rely on

Social network

Independent living skills

Stability in care

7 'Red' cards (negative outcomes)

Unemployment

Involvement with police or juvenile justice

Early parenthood

Poor physical and mental health

Homelessness

Limited support networks

Poverty

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

10.1 Introduction***Aim of section***

The aim of this section is to introduce the topic 'moving on', about children and young people's transitions in care, and out of care.

Background information – context of foster care

Most children and young people in long term care experience an average of three moves in care. These may occur for a number of reasons, which we will be exploring through this Module.

For a child or young person who has turned 16 or 18 years of age, and whose care and protection order is coming to an end, 'moving on' may mean transition from foster care to independent living, or making reconnections with birth family members.

All these moves are critical points in the life of a child or young person and require sensitive and informed practice by the care team, with a clear focus on the needs of the child or young person. All members of the care team require an understanding of the needs of children and young people who are making these transitions, to see the experience through the 'eyes of the child or young person', to be able to empathise with them and to provide the appropriate support.

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 and is to be kept brief by using PowerPoint slides.

Reference to Learner Guide

The information on the introduction to the Module and related Learning Outcomes can be found on pages 3 – 4 of the Learner Guide, Module 10.

Trainer Notes

10.2 Moving on***Aim of section***

The aim of this section is to highlight the different placement changes which may occur, and to explore how these transitions might affect the child or young person, and the needs created as a result.

Background information – context of foster care

“Children and young persons in out-of-home care too often have multiple moves and transitions from one family structure to another. It is not uncommon for children and young persons to live in a number of placements before they reach the age of eighteen. This lack of consistency during these formative years can often have extremely damaging effects.” (*Moving in Care, Benchmark Policy 3.6, NSW Office of the Children’s Guardian, 2003*)

These changes can also have a profound affect on children and young people with disrupted attachment and resulting attachment disorders, and bring with them additional trauma for the child or young person.

It is important for transitions in care to be planned in advance if possible and for every effort to be made to achieve continuity in care.

Facilitation options

The trainers have the opportunity to make a number of connections with the content from previous Modules:

- Module 7 – beginning the placement and the needs created by transitions for children and young people
- Module 8 – the key tasks of fostering (and the needs to provide a care environment which is safe, stable, consistent and supportive)
- Module 9 – responding to behaviour (the need to work to understand what the child or young person is experiencing and what they are trying to communicate).

These connections can be made throughout the session.

Reference to Learner Guide

The Introduction and ‘Moving on’ sections appear on pages 4-5 of the Learner Guide, Module 10.

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	<p>Returning to birth parents (Amy)</p> <p><i>Input</i> As we learned in Module 2, where appropriate, the goal of a care placement is often to provide the birth family with the opportunity to work through the issues they are facing, and for the child or young person to return to their care. This is often referred to as 'restoration.'</p> <p><i>Learner Guide</i> Let's look at Amy's story on page 7 of the Learner Guide as the decision is made for her to return to her mother's care.</p> <p><i>Activity</i> <i>What is your initial response to Amy's story? What feelings does it evoke for you?</i></p> <p><i>Input</i> It is not uncommon for foster carers and workers to experience a range of emotions in regard to a child or young person leaving their care to return to their birth family.</p> <p>Concern for the child or young person's well being may often be one of these emotions.</p> <p>The process of restoration</p> <p><i>Input</i> As we learned in Module 2, there are key requirements that need to be achieved before a child or young person is able to return to their birth family. These requirements are documented in the child or young person's care plan.</p> <p><i>Activity</i> <i>How might Amy feel about returning home?</i></p> <p><i>Input</i> A planned restoration can also lead to a mix of emotions for the child or young person and the birth family, which may be similar to those experienced by the carer.</p> <p>It is important for all parties to be supported throughout the planning process, so that they are able to focus on the best interests of the child or young person.</p>
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Trainer Notes

Returning to birth parent(s)***Aim of section***

The aim of this section is to explore the process of restoration through Amy's story, and to consider how this might affect the child or young person, the foster family and the birth family.

Background information – context of foster care

'Restoration' is the term used to describe the situation where a child or young person is able to return home with their birth family. Restoration is often a goal of foster care, and is contingent on issues being addressed by the birth family to ensure the safety of the child or young person, which are detailed within the care plan.

Restoration involves careful planning and a commitment by all members of the care team including the birth family and the foster carer. This is necessary to prevent failed attempts at restoration and repeated disruption to the life of the child or young person. Restoration is often an emotive process for all involved and support needs to be provided to the child or young person, the birth family and the foster carer.

Facilitation options

The introduction to this section should be kept brief, with the main focus on Amy's story and the related activity. Both activity questions are intended for a whole group discussion. The trainers may choose to read the story or ask a participant to volunteer to read Amy's story. The activity provides the opportunity to acknowledge the loss and grief that the foster carers may experience, despite restoration being the goal of the care placement.

It is also important to let participants know that their agency would provide additional support to both the child or young person and themselves during this transition.

Expected responses to Activity

What is your initial response to this plan for Amy? What feelings does it evoke for you?

Happiness for Amy, sadness about Amy leaving, concern Mandy may not be able to cope, concern about how Amy will cope with and understand the transition, concern about how the foster family will cope with Amy leaving.

How might Amy be feeling about returning home?

Amy might be feeling confused, happy, excited, worried, anxious, and sad about leaving foster carers, feelings of loss.

Reference to Learner Guide

The section on 'Returning to birth parents' and Amy's story can be found on pages 6-8 of the Learner Guide.

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Moving to a new carer (Sam)	
<i>Discussion</i>	<i>Why might children and young people move from one carer to another?</i>
<i>Input</i>	Children and young people often experience a move from one carer to another. This could be as a result of a placement breakdown, a change in carer's circumstances, a change in the circumstances of the child or their family (for example –a change in the child's care order), or often a child may have been in a temporary placement whilst a suitable permanent placement found.
<i>Learner Guide</i>	Let's look at Sam's story on page 8 of the Learner Guide. (Trainer or participant to read through Sam's story).
<i>Discussion</i>	<i>Are there any comments or reactions in response to Sam's story that you wish to share?</i>
<i>Input</i>	It is important for carers to be aware of their feelings whilst keeping a focus on the needs of the child or young person in their care.

Trainer Notes

Moving to a new carer***Aim of section***

The aim of this section is to explore the reasons why a child or young person may experience a move in care from one foster carer to another. Sam and Sean's stories are used as examples of when placement changes may occur, and also provide valuable insight into the child's experience and their feelings in response.

Background information – context of foster care

Placement change in care, whether this is sudden or carefully prepared for, usually produces some level of crisis for a child or young person. A move in care will present challenges for both the child and the carers. A placement breakdown may be particularly distressing and unsettling for all parties, requiring additional support to be provided to the child and carers to enable the carers to remain child focussed whilst the child remains in their care.

Facilitation options

The activity and discussion questions are intended for whole group discussions. The majority of time in this section should be focussed on the questions to allow the participants to draw out key themes.

The activity questions are important to give participants an opportunity to respond to the stories, and to share their feelings, as they may find the stories emotive. The trainers should make the link between what the participants are feeling in response to the stories, and the feelings experienced by the children and their foster carers.

Expected responses to discussion –responses to Sam's story

Why might children and young people move from one carer to another?

Carer unable to manage or meet the needs of that child, carer circumstances may change, unrealistic expectations of what foster care involves, carer may only choose respite care and child needs longer term care.

Reactions to Sam's story

Sadness for Sam, anger at Sarah, sadness for Sarah, concern for Sam and what is going to happen next (where he is going to go etc), disbelief, frustration.

Reference to Learner Guide

The section on 'Moving to a new carer' and Sam and Sean's stories appear on pages 8-14.

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	<p>Moving to a new carer (cont'd)</p> <p>Placement breakdown (Sean)</p> <p><i>Learner Guide</i> Let's read through Sean's Story on page 11 of the Learner Guide</p> <p><i>Activity</i> <i>What sort of things led to the 'breakdown' of Sean's placement?</i></p> <p><i>Discussion</i> <i>What other things may lead to the 'breakdown' of a child or young person's foster care placement?</i></p> <p><i>What things might help to prevent a placement breakdown?</i></p> <p><i>Why might a kinship placement be the most appropriate option for Sean?</i></p> <p><i>Input</i> <i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> ▪ With multiple placement changes, children can experience a loss of identity, hopelessness, mistrust and despair ▪ This may affect interactions with new carers and existing relationships ▪ Implementing strategies for preventing placement breakdown are important.
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Trainer notes

Moving to a new carer (cont'd)***Expected responses – Sean's story***

What sort of things led to the 'breakdown' of Sean's placement?

Conflict with carer's son, testing boundaries and not returning home (effect on Sam of mother returning to drug use and lack of contact with her), carer's feel unable to meet his needs

What things might lead to a placement 'breaking down'?

Child or young person has needs the carers cannot met, child or young person may behave in a way to 'break down' placement (ie not returning home), challenging behaviours, change in carer's circumstances, carers may be unable to deal with uncertainty of placement (where restoration may have been attempted, but not successful and child returned to carer's and restoration planned again), changes in birth family circumstances.

What things can help to prevent a placement breakdown?

Providing a safe, stable, consistent and supportive care environment, ensuring that the care team works to identify the needs of children and young people and respond appropriately, sufficient support for the foster carers, foster carers caring for themselves and their family, focussing on the child or young person's strengths and responding to positive behaviour, realistic expectations of child or young person, understanding of experiences of child or young person and their individual needs, having someone independent to talk to child or young person on a regular basis, having someone to talk with carers.

Why might a kinship placement be the most appropriate option for Sean?

In line with the Indigenous placement principle, which takes into regard the importance of connection to family, culture and community, there is an adult family member with whom Sean has formed a relationship and Sean has expressed an interest in going to live with her.

Reference to Learner Guide

The section on 'Moving to a new carer' and Sam and Sean's stories appear on pages 8-14.

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(30 mins)	10.3 Making the move successful
<i>PPT</i>	PPT 7: Voices of children and young people
<i>Input</i>	We are going to look at Sam and Sean's stories to see how their carers and the people in their care team responded to their needs to support them during their transitions.
<i>Input</i>	<p>Instructions</p> <ul style="list-style-type: none"> ▪ Divide participants into small groups ▪ If there are 4 groups then 2 groups to work on Sam's story and 2 groups to work on Sean's story. ▪ Small groups to feedback responses to large group.
<i>Learner Guide</i>	Groups (a) and (b) to read through 'Supporting Sam' on pages 15 – 16 of Learner Guide and answer the following questions.
<i>Activity</i>	<p><i>How do you think Sam is feeling?</i></p> <p><i>What was the foster carer doing to support Sam?</i></p> <p><i>What are some other things that you might do to support Sam through this transition?</i></p>
<i>Learner Guide</i>	Group (c) and (d) to read through 'Supporting Sean' on pages 18-19 of Learner Guide and answer the following questions.
<i>Activity</i>	<p><i>How do you think Sean is feeling?</i></p> <p><i>What were John, Sue and Jake doing to support Sean?</i></p> <p><i>How might moving to kinship care be different for a child or young person to moving to another foster care placement?</i></p>
<i>Input</i>	As we have discussed, there are a number of things we can do to support children and young people through transitions.
<i>PPT</i>	PPT 8, 9 & 10 – Supporting children and young people through transitions

Trainer Notes

10.3 Making the move successful***Aim of section***

The aim of this section is to provide participants with the opportunity to explore the feelings of children and young people moving in care through the stories of Sam and Sean. The section also provides participants with the opportunity to consider ways in which children and young people can be supported during these transitions.

Background information – context of foster care

"...transition is the most vulnerable point in a child's foster care experience, and it can create profoundly traumatic experiences that compromise children's adjustment to event the best placements...Children lose a sense of themselves as being wanted, connected, lose all sense of familiarity, self-agency, capacity to be soothed, and any sense of being in control." (*McIntosh, J 1999*).

The needs of children and young people moving in care are similar to the needs of children and young people entering care, and require the application of similar principles for management to ensure a successful transition. Time, thoughtful planning and maintaining continuity of relationships and places are of critical importance.

Facilitation options

The activities related to the stories of Sam and Sean can be undertaken in small groups (4 small groups). The aim of the activity is to provide participants with the opportunity to focus on Sam and Sean's experiences through their stories, thereby providing them with the opportunity to 'see the world through the eyes of the child.'

Participants are to be provided with approximately **10 minutes** to read the stories in their group and respond to the questions. Participants can be encouraged to record responses in their Learner Guides.

Following the activity the trainers are to bring the participants back together and ask them to share their responses with the whole group, ensuring that all participants have the opportunity to contribute.

PPT 8-10 should be used to sum up. It would be helpful for trainers to be familiar with this section in the Learner Guide on pages 21-22.

Reference to Learner Guide

The section on 'Making the move successful' appears on pages 14-22 of the Learner Guide. Sam's story and related questions appear on pages 15-18. Sean's story and related questions appear on pages 18-20 of the Learner Guide, Module 10.

<i>Activity</i>	<p>Small group activity – Making the move successful</p>  <p>Supporting Sam Page 15-17</p> <p><i>How do you think Sam is feeling?</i></p> <p><i>What was the foster carer doing to support Sam?</i></p> <p><i>What are some other things that you might do to support Sam through this transition?</i></p>
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Trainer Notes

10.3 Making the move successful – supporting Sam***Expected responses***

How do you think Sam is feeling?

Frightened, anxious, confused, sad, worried, stressed, excited, rejection, insecure, unsure, divided loyalty, loss and grief, blame.

What were you doing as the foster carer to support Sam?

- Reassuring Sam about your continuing presence in his life
- Ensuring good communicate at Sam's level and pace
- Ensuring contact with significant people in Sam's life
- Listening to Sam, picking up on his cues
- Giving time – in supporting Sam's transition plan over a number of weeks
- Committing to develop and work on the transition plan with the care team and new carers
- Assisting Sam to establish a relationship with new carers
- Reassuring Sam that he is wanted and cared about
- Updating Sam's book of Sam's time with you
- Empathising with Sam & assisting him to articulate his feelings

What are some other things you might do to support Sam through this transition?

- Involving Sam in planning
- Expect some changes in his behaviour in response to the anticipated move and feelings (acting out)
- Ensuring Sam has other people to talk to (if appropriate)
- Ensuring good communication with care team
- Ensuring continuity of your relationship with Sam.

<i>Activity</i>	<p>Small group activity – Making the move successful</p>  <p>Supporting Sean Pages 18 - 20</p> <p><i>How do you think Sean is feeling?</i></p> <p><i>What were John, Sue and Jake doing to support Sean?</i></p> <p><i>How might moving to kinship care be different for a child or young person to moving to another foster care placement</i></p>
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Trainer Notes

10.3 Making the move successful – supporting Sean***Expected responses****How do you think Sean is feeling?*

Possible despair, loss of control, fear, excitement, anxiety, rejection, unsure of self, low self-worth, worried, disappointment, loss and grief, self-blame

What were John, Sue and Jake doing to support Sean?

- Demonstrating patience and understanding in response to Sean's behaviour and the needs he is communicating
- Demonstrating empathy for Sean
- Picking up on Sean's cues re needs
- Involving Sean in planning
- Reassuring Sean that he is cared about, showing this
- Maintaining other 'normal' routines
- Being positive about, and supporting relationship with Josie
- Reassuring Sean of their wish to remain involved in his life (continuity of key relationship with carer family which has been supportive).

How might moving to kinship care be different for a child or young person to moving to another foster care placement?

- There may be an existing relationship between the child and potential kinship carer
- Possible better preservation of child's identity as with 'family'
- The kinship carer may have greater connection to and knowledge of the child's family and child's life (some shared history)
- Possible existing relationship between kinship carer & birth parent.

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<p>(10 mins)</p> <p><i>Input</i></p> <p><i>Learner Guide</i></p> <p><i>Discussion</i></p>	<p>10.4 Saying goodbye</p> <p>Another important part of supporting a child or young person's move from your care is providing the opportunity to say goodbye.</p> <p>Ask for a participant to read through Sam's story on page 22 of the Learner Guide and a different participant to read through Sean's story on page 23 of Learner Guide.</p> <p><i>What other things could you do to 'say goodbye' to Sam or Sean to make this a positive event?</i></p> <p><i>Why is important to have the opportunity to say goodbye?</i></p> <p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> ▪ Contact with carers can be maintained where appropriate ▪ Goodbyes allow the carer and their family to celebrate the good things about the placement and to grieve feelings of loss and sadness at the child moving on ▪ Ensure the child or young person knows they were and are cared about.
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Trainer Notes

10.4 Saying goodbye***Aim of section***

The aim of this section is to emphasis the importance for children and young people in care to have the opportunity to say goodbye when leaving a placement and the benefits of having the transition recognised by all parties.

Background information – context of foster care

'Goodbyes' are an important acknowledgment of a child or young person's transition for both the child and the carer. Regardless of the way in which the child or young person comes to leave the placement, planning a 'goodbye' may help prevent them from feeling 'dumped' or 'abandoned'. They can provide important 'closure' for both the child or young person and the carer.

Facilitation options

Both discussion questions are intended for a whole group discussion. They highlight the importance of 'goodbyes' and rituals marking a transition in care for both the child or young person and the foster care family. The trainers need to be familiar with Sam and Sean's stories to be able to facilitate the second discussion comfortably.

Expected responses to discussion

What sorts of things could you do to 'say goodbye' to Sam or Sean to make this a positive event?

- Asking Sam or Sean what they would like to do
- Present Sam or Sean with his 'special' book and ensure it has your contact details with it and when you will be seeing him next
- Collection of photos of your time together and 'special' people and places
- Doing something special which the children choose to do together as well as doing something together as a family
- Writing down all the things you have enjoyed about him and doing with him
- Tour of the neighbourhood to say goodbye
- Cook their favourite meal and cake

Why is it important to have the opportunity to say goodbye?

Gives closure, informs people that you are leaving, marks moving to the next stage, acknowledges people, provides people with the opportunity to say things they may not have said and wish to say, acknowledges that the person is an important part of other's lives, to express emotions of grief, let's people see that they are cared about and that they will be missed.

Reference to Learner Guide

The section on 'Saying Goodbye' and the stories, 'Saying Goodbye to Sam' and 'Saying Goodbye to Sean' can be found on pages 22-24 of the Learner Guide, Module 10.

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<p>(40 mins)</p> <p><i>Input</i></p> <p><i>Discussion</i></p>	<p>10.5 Leaving care and moving to independent living</p> <p>All these things discussed above to “mark the transition” from care are also ones which will support a young person’s transition out of care. This time can be both exciting and daunting for young people.</p> <p><i>What challenges do all young people face when leaving home?</i></p> <p><i>What additional challenges might young people in foster care face when leaving care and/or moving to independent living?</i></p> <p>(NB: There are two facilitation options to choose from for this section. See trainer notes for more explanation)</p>
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Trainer Notes

10.5 Leaving care and moving to independent living

Aim of section

The aim of this section is to provide participants with the opportunity to understand the challenges which may confront children and young people leaving care, and to discuss ways in which the outcomes for children and young people can be improved.

Background information – context of foster care

Research suggests that many young people are insufficiently prepared and supported for the transition out of care. Young people leaving care are at increased risk of homelessness and mobility, unemployment, poverty, limited support networks, drug and alcohol use, early parenthood, and poor physical and mental health.

In a long-term study of young people leaving care, a number of factors were connected with positive outcomes. These included stability in care, completing high school education. A number of social support factors were also highlighted including, continuing contact with foster family members, a positive relationship with at least some birth family members, friends to rely on and other social networks. *(Cashmore and Paxman, 2005).*

These factors highlight the importance of working toward achieving continuity for children and young people in care, not only in their care placement, but also in key relationships, education and extra-curricular activities

Facilitation options

The initial discussion questions are designed to stimulate discussion and thinking around the experiences for children and young people moving to independent living, particularly for those who have been in foster care

Expected responses to discussion

What challenges do all young people face when leaving home?

Finding somewhere to live/possible homelessness, safety, financial independence (budgeting), social isolation/acceptance, risk of debt, poor nutrition, managing independence and negotiating new situations and relationships.

What additional challenges might young people in foster care face when leaving care?

Trying to make reconnections with birth family members where there are unresolved issues, possible minimal/lack of social support and isolation (loneliness), homelessness, negotiating finances, health issues (including mental health issues), lack of support to deal with issues relating to childhood abuse/trauma.

Trainer Notes

10.5 Leaving care and moving to independent living***Facilitation options***

This is the first of two options for facilitating this section on leaving care and moving to independent living. This option is designed for large group discussion and requires the 'cards' as described in the 'materials and equipment' section at the beginning of this Trainer Guide.

The trainers will require the 'red' cards (negative outcomes) and 'green' cards (counteracting factors) for this activity. These cards relate to the input regarding the research into outcomes for children and young people in care, which trainers share with the participants.

Trainers handout all the negative outcome (red) cards and positive factor (green) cards, ensuring each participant has at least one card. Trainers are to advise participants that the 'red' cards relate to negative outcomes for children and young people in care, and the 'green' cards relate to positive factors.

Trainers to go around the room asking a participant with a 'red' card to hold up their card and read it out aloud to the group. Ask 'green' cardholders to read their card aloud if they believe that the positive factor noted on their card can counterbalance the outcome on the 'red' card which has been displayed. (e.g. 'red' card (unemployment), 'green' card (completing high school education) and (living skills).

Note that there is no limit to the number of 'green' cards which participants can hold up as counterbalances for the negative outcome on the 'red' card. Participants holding up 'green' cards in response to a red card should be encouraged to speak to it.

The trainers should continue with the discussion questions on the next page of this Trainer Guide with each 'red' cardholder until all have been discussed.

The trainers can emphasise the important role that foster carers play in equipping young people for the move to independence through the care they provide on a day to day basis (in line with the LAC case management framework as explored in Module 8), and through specific attention to planning for the transition from care.

The role carers can play in continuing to be a support for young people who have left their care should be emphasised as a counter balancing or mitigating factor against the negative outcomes that may occur for children and young people who have been in foster care.

Reference to Learner Guide

The section on 'Leaving Care and moving to independent living' can be found on pages 24-29 of the Learner Guide.

Trainer Notes

10.5 Leaving care and moving to independent living**Outcomes for children and young people (cont'd)*****Expected responses to discussion***

What can you do in your role as a foster carer to support children and young people in your care?

OR

What can you do as a foster carer to reduce the likelihood of these outcomes?

The responses to this discussion should reflect all of the key learning that has taken place in Modules 6 and 7 and in particular, Module 8 where we discussed the day to day care of children and young people using the seven key dimensions of care identified by LAC.

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	<p>10.5 Leaving care and moving to independent living</p> <p>Activity (Option B)</p> <p>Planning for Carley to leave care</p> <p><i>Learner Guide</i> Invite a participant to read through Carley's story on page 25 of the Learner Guide.</p> <p>Invite responses to the story from participants.</p> <p><i>Activity</i></p> <p><i>How do you think Carley is feeling about leaving 'care'?</i></p> <p><i>What were you doing as the foster carer to support and prepare Carley for her move to independence?</i></p> <p><i>How might the experience of leaving 'care' for Carley be different to the experience of Sean or Sam who are transitioning to another care placement?</i></p>
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Trainer Notes

10.5 Leaving care and moving to independent living**Activity (Option B) – Planning for Carley to leave care*****Aim of section***

The aim of this section is to highlight the importance of planning, and other tasks, which the care team needs to engage in with the young person to plan early for their transition from care.

Background information

Young people leaving care need to be equipped for the challenges they will face, both emotionally and materially. They will need all members of the care team to work together, through comprehensive planning and preparation, which should start at the point of entry into care. This planning and preparation should recognise the need to develop the child's network of significant family and social relationships, and the need to invest in their education, to ensure better outcomes once they have left care.

Facilitation options

This activity represents facilitation Option B in this section. The majority of time should be spent on the activity questions and exploring Carley's story. The activity questions are planned for a whole group discussion

Expected responses to Activity*How do you think Carley is feeling?*

Excited, anxious, scared, possible rejection, overwhelmed, feeling unsure/trepidation, sadness, loss and grief

What were you doing as the foster carer to support and prepare Carley for her move to independence?

Providing the time and opportunity for Carley to talk, encouraging communication, reassuring Carley that she is cared about, encouraging Carley to be involved in planning, providing the opportunity for Carley to talk with her worker if she wishes, *ensuring* Carley knows she still has a place in your family, making a list of Carley's concerns and wishes to share with the worker.

How might leaving care be different for a young person to transitioning within foster care?

Possibly less support from workers and carers, greater independence and choice, fewer advocates, ability to pursue contact with people may not have previously been able to make contact with, possible greater instability of accommodation and greater risk of homelessness, care for self (needing to rely on own living skills), greater sense of 'agency' and possible sense of achievement, possible less emotional support.

Positive Futures Caring Together

	<p>10.5 Leaving care and moving to independent living (cont'd)</p> <p><i>Input</i> The whole care team needs to engage in comprehensive planning and preparation, with the young person to support them in their transition from care. This will involve many things.</p> <p><i>PPT</i> PPT 11– Preparing for leaving care</p> <p><i>Input</i> A leaving care plan will need to be developed well in advance, at least 12 months prior to the young person leaving care, if not before. This is now a requirement of the <i>Children and Young People Act 2008</i>.</p> <p>The plan will require consideration of the young person's needs in a number of areas.</p> <p><i>PPT</i> PPT 12-13 - The Leaving care plan</p> <p><i>Input</i> The importance of young people receiving ongoing emotional and financial support beyond 18 years of age has also been highlighted.</p> <p>Research has also focussed on the importance of ongoing connections with past foster carers and birth family members as being a key factor in good outcomes for young people who have left care.</p>
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Trainer Notes

10.5 Leaving care and moving to independent living (cont'd)***Aim of section***

The aim of this section is to highlight the importance of planning, and other tasks, which the care team needs to engage in with the young person to plan early for their transition from care.

Facilitation options

This activity represents facilitation Option B in this section. The majority of time should be spent on the activity questions and exploring Carley's story. The activity questions are planned for a whole group discussion.

PowerPoints 11-13 should be used as prompts for discussion, and as an overview of the key things that need to be considered when planning for a young person to leave care and move to independent living.

Trainers need to be familiar with the information about planning and preparing for Leaving Care in Module 2 (pages 28-30) to be able to expand on these points.

Reference to Learner Guide

Carley's story, the Activity questions, and the information about planning for independence can be found on pages 25-27 of the Learner Guide, Module 10. See Module 2 pages 28-30 for more information about leaving care plans.

It is also important to note that Section 454 of the *Children and Young People Act 2008* requires proposals to be included in care plans which address planning and services for young people who are leaving out of home care and transitioning to independent living.

Positive Futures Caring Together

(15 mins)	10.6 The impact of transitions in foster care on you and your family.
<i>Input</i>	<p>Let's take some time now to consider how all these transitions that we have discussed may impact on you and your family.</p>
<i>Discussion</i>	<p>(NB: This discussion can be facilitated with the whole group or can be presented as a planned 'conversation/interview' between the foster carer/trainer and a co-trainer. See trainer notes).</p> <p><i>How might transitions in foster care impact on a foster carer and their family?</i></p> <p><i>What could you do as a foster carer to help you and your family deal with transitions of children and young people in your care?</i></p>
<i>Input</i>	<p>As we learned previously, it is important for foster carers to be supported so that they are able to focus on the needs of children and young people leaving their care.</p> <p>It may be the case that the foster care family needs to take some time 'out' following a caring experience, to evaluate how the experience has impact on themselves and their family.</p> <p>It is important to remember that regardless of the length of time which you care for a child or young person – the impact on both the child or young person and you and your family can be profound.</p>

Trainer Notes

10.6 The impact of transitions on you and your family***Aim of section***

The aim of this section is to provide participants with the opportunity to recognise the impact that the transition of a child or young person from their care may have on both themselves and their family.

Facilitation options

The discussion questions can be done either as a whole group discussion or as a planned 'conversation/interview' between the foster carer/trainer and a co-trainer in front of the group, with the co-trainer asking the questions of the foster carer/trainer.

If the latter is chosen this should be planned in advance, so that both the co-trainer and foster carer/trainer are prepared. The majority of input should come from the participants as they discuss the questions, which may also reflect any concerns they may have with the 'caring role.'

Expected responses to discussion questions

How might transitions in foster care impact on a foster carer and their family?

Possible challenging behaviour from the child or young person transitioning from your care and also from your own children, feelings of loss and grief, experience of a range of emotions (sadness, regret, relief, concern), feelings of disappointment or 'failure', unsure about whether to foster again, possible past trauma re-triggered (at which point carers and their family may need to seek professional help).

What could you do as foster carer to help you and your family deal with transitions of children and young people in our care?

Provide time to talk, take a break from caring if needed to re-evaluate your capacity to care and the effect foster caring has had on you and your family, acknowledge both the positives and challenges of the caring experience, access support if needed, debriefing with agency worker, special time for you and your family.

Reference to Learner Guide

The section on 'the impact of transitions in foster care on you and your family' can be found on page 30 of the Learner Guide, Module 10.

Positive Futures Caring Together

(20 mins)	<p>10.7 Looking after yourself and managing your stress</p>
<i>Input</i>	<p>As we learned previously, in order to provide safe, consistent, stable and supportive care for children and young people, it is important to care for yourself and manage your stress levels.</p> <p>Stress management</p> <p>Taking the time to consider what happens when you are stressed, will help you develop a greater awareness of your stress signals, and assist you in managing your stress. There are a number of activities related to this in your Learner Guide which you might like to try at home (pages 32-34).</p>
<i>Activity</i>	<p>Now we are going to do an Activity which allows us to look at issues around stress management with a bit of humour.</p> <p>Instructions</p> <ul style="list-style-type: none"> ▪ Trainer to divide participants into small groups (max 4 participants per group) and provide each group with coloured markers and butcher's paper ▪ Ask half the groups to undertake question (a) and the other half to undertake question (b) ▪ Trainers to advise participants that they will have approx 10 minutes to work on their 'masterpiece' ▪ At the close of the activity, trainers to ask each group to display their 'foster carer' in the room and describe it to the rest of the class.
<i>PPT 14</i>	<p>PPT 14 (a) Draw and describe what is happening for a foster carer who does not look after themselves and their stress levels.</p> <p>(b) Draw and describe what is happening for a foster carer who looks after themselves and their stress levels.</p>
<i>Input</i>	<p>Sum up activity linking key points made by participants to what they have learned about the need for foster carers to care for themselves.</p>

Trainer Notes

10.7 Looking after yourself and managing your stress***Aim of section***

The aim of this section is to acknowledge that foster carers may experience a range of emotions and challenges in their caring role, and the importance of self care.

Facilitation options

The small group activity is designed for foster carers to consider tools around stress management and the importance of stress management, through an activity which is fun and light hearted. Trainers need to emphasise that participants can let their imaginations 'run wild' and to have fun with the activity.

Reference to Learner Guide

The section on 'looking after yourself and managing your stress' can be found on pages 30-35 of the Learner Guide, Module 10. The trainers could suggest to participants that they complete the related activity on pages 32-33 and page 34 of their Learner Guide at home.

Positive Futures Caring Together

(20 mins)	10. 8 Close
<i>Activity (option A) Input</i>	<p>Activity Option A</p> <p>To finish off the agency training we want you to think about how you are feeling now about being a foster carer.</p> <p>Spread the photo language cards out on the floor. Ask participants to choose 1 card that reflects the following:</p> <p><i>“How are you feeling now at the end of this training about being a foster carer?”</i></p> <p>Each participant to show their card and briefly explain why they chose the card.</p>
<i>Input</i>	OR
<i>Activity (option B)</i>	<p>Option B</p> <p>We would like to conclude our time together by summing up some of the key messages that you are leaving with from your journey through the training program.</p> <p>Ask participants to brainstorm some of the key messages gained from <i>Positive Futures Caring Together</i> and list these on the whiteboard.</p>
<i>Assessment workbook</i>	<p>Assessment Tasks – Module 10</p> <p>Briefly talk through the Assessment Tasks for Module 10 Thank participants for their participation.</p>
<i>Handout</i>	<i>Handout evaluation forms</i>
<i>PPT</i>	PPT 15 – Thank you

Trainer Notes

10.8 Close***Aim of section***

The aim of this section is to draw the training program to a conclusion and to summarise the key messages from the module and to provide further explanation and clarification of the assessment tasks for Module 10.

Facilitation options

It is important to acknowledge the close of the training for participants with an activity. Through this we are also modelling the importance of 'marking' the end of a child or young person's time in a care placement.

Option A

The photo language activity at the end of training gives participants an opportunity to reflect on their journey and learning's from Modules 1 – 10 and brings together the key messages they have learnt from *Positive Futures Caring Together*.

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

Option B

The brainstorm and discussion about key messages provides participants with an opportunity to acknowledge and think about the journey they have undertaken so far, to reflect on their own learning and to revisit key messages from *Positive Futures Caring Together*.

Evaluations

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.

Reference to Learner Guide

Trainers can refer to page 36 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.