

Unity 2019



6th Annual Conference

# Unity Through Relationship

presents

## **Rhythms of Care: Rituals, Routines and Relational Practice**

Bonnington Hotel (Whitehall)

Dublin, Ireland

11-12 November 2019



<http://unitythroughrelationship.com>

# Monday 11 November 2019

09:00

Registration

10:00

**Dr Thom Garfat (Quebec):** An introduction to the conference theme

10:30

**Jack Phelan (Alberta):** Thinking Complexity and Relational Practice

11:15

Transition to Workshops

11:30

**Dr Howard Bath (Australia)**

The vital role of the 'other' in feeling safe and 'self' regulation

**Maria Lotty (Ireland)**

Getting to the heart of the matter: Fostering Connections builds relationships that support children and young people's development and healing from trauma

**Martin Stabrey (South Africa) and Dr Thom Garfat (Canada)**

The International Child and Youth Care Network (CYC-Net)

**Aurora Demonte & Zigwanbinesii Charles (Canada)**

Treading Amongst the Murky Waters: Ew, it touched my foot

**Christine Gaitens (Canada)**

School Based Child and Youth Care in Ontario, Canada: The Practitioners Perspective and Implications for Practice

13:00

Lunch

14:00

**Frank Delano and Noor Almaoui (USA)**

Cultural Appreciation: Capturing the Many Colors, Rhythms, Nuances and Traditions to See the Beauty in Another's Culture

**Heidi Holloway (Canada)**

The Supervision Dance: Two Left Feet

**Derek McDonnell (Ireland)**

Focusing through Interactive Pausing: A bridge to attune and connect with your inner Rhythm while attuning the Rhythm of those whom we interact with and care for in our profession

**Michelle Maikoetter (USA)**

Providing the Base: Intentional Leadership and Supervision Rhythm, routine, and parallel processes

**Boris Hunka (Ireland)**

The therapeutic power and potential of creative music programmes for children who have experienced Adverse Childhood Experiences (ACEs): learnings from Limerick

**Dr. Tracey Monson (Ireland)**

Responding to 'Complex Youth': Developing Multi Agency Practice in the Circumvention of 'Risk'.

15:30

Transition to Plenary

15:45

**Dr. Mark Smith (Scotland):** Caring for asylum-seeking/refugee children – a child and youth care approach

16:30

Day 1 Closing Activities

## Tuesday 12 November 2019

09:00

Registration

10:00

**Dr Leon Fulcher and Shane Murdoch (New Zealand):** Demonstration of Outcomes That Matters

10:30

**Dr. Tuhinul Islam (Bangladesh):** Rhythms of Care – Unheard Voices of the Majority World

11:15

Transition to Workshops

11:30

**Mark Freado (USA)**

The Art of Kid Whispering: Reaching the Inside Kid

**Dr Paul Baker (USA)**

Using a NeuroRelational Approach to Provide Hope for Challenging Children and Youth

**Tonya Hotchkin (USA)**

From Trauma to Resilience

**Brenda Thompson and**

**Dr. Pat Kostouros (Canada)**

Mental Health - Beyond The DSM!

13:00

Lunch

13:45

**Kathleen Mulvey (Scotland) and Okpara Rice (USA)**

Cultures of Care – Growing a Healthy Organization

**Dr Toby Haslam-Hopwood and Darren Kerton (Ireland)**

Who beats the drum? How the adoption of social pedagogy and attachment theory changed the rhythm of our work with children

**Brittany Parsons and Sam Tennant (Canada)**

Let's talk routine. What about Tomorrow?

**Emmet Tuite (Ireland)**

Playful Practice

**Joe Haugh (Ireland)**  
An exploration of the experiences of Young People in Youth Residential Care Settings in Ireland and Germany

**Dr Pat Kostouros and Shannon Kearney (Canada)**

Addressing Compassion fatigue and Compassion satisfaction in Supervision

15:15

Transition to Plenary

15:30

**Natasha Halliday (Canada)**

Relational Practice in Acute Care Settings and Brief Interactions

16:00

**Dr Catherine Reilly (N. Ireland)**

The lived experience of a small group of young people in a Camphill Community in Northern Ireland

16:30

Day 2 Closing Activities

# Unity Through Relationship 2019

## Welcome to the 6th Annual Unity Through Relationship Conference

# Rhythms of Care: Rituals, Routines and Relational Practice

Unity VI (2019) will provide a forum for the coming together all who are interested in the care, protection and welfare of children and families, to discuss some of the many topics that underpin this work. We will hear from international and local presenters.

This 2-day conference will provide a forum to share experience, research, thoughts and knowledge on the many facets of 'looking after', 'caring for' and 'doing with' kids who require some extra help (be they in community, in care or on-the-edge of care) - be they youngsters who:

- (i) are disadvantaged by Adverse Childhood Experiences (ACEs);
- (ii) are deemed to be 'at risk', or:
- (iii) have particular unmet needs or
- (iv) just still need to find the 'one person who is going to help make the difference to their lives.

The conference will seek to examine and frame intervention/s within the context of relational practice and examine how these may aid in shaping the current and future focus of caring professions.

*Trauma disrupts the workings of the mind, brain and body – (Van der Kolk, 2104).*

This year we are concentrating on the concept of 'rhythm, rituals and routines', which may include papers on reciprocity, synchronicity, routine, therapeutic approaches, art, music, 'the beats within care', attunement, and regulation.

*I cannot emphasize enough how important routine and repetition are to recovery  
– (Perry & Szalavitz, 2006:245).*

The event is open to ALL who are involved in the provision of care, education, therapy and other related services to children, youth and families. Delegates are welcome from (but not limited to) the following professional groups: front-line practitioners (social work, social care, teachers, family support staff), clinicians, educators, justice professionals, mental health staff, therapists, researchers, managers, carers and students.

## Hotel Accommodation

Accommodation should be booked directly via **The Bonnington Dublin Reservations Office** 01-8373544. (open Mon-Thur 9am-8pm, Fri & Sat 9am-6pm, closed Sundays) or on the hotel website [www.bonningtondublin.com](http://www.bonningtondublin.com) using Promo Code *Unity19*.

**Plenary**

# Thinking Complexity and Relational Practice

**Jack Phelan**

Effective relational practice requires a sophistication in ones thinking capacity that goes far beyond being likeable and attractive to youth and families. The youth or family's relational capacity must last longer than the CYC practitioner's presence in order to be useful. When too much focus is on the relational strengths of the practitioner, there is often little surviving the inevitable ending of the contact. This presentation will discuss how supervisors and trainers need to shift the relational energy focus from the CYC practitioner to the youth/family.

One area to be examined is the lack of capacity in some adult thinking styles to create this focus.

**Jack Phelan** is a faculty member at MacEwan University in Edmonton, Canada. He has been a long-time writer, speaker and trainer in the field and is a regular contributor to CYC-Net ([www.cyc-net.org](http://www.cyc-net.org))

**Workshop**

# The vital role of the 'other' in feeling safe and 'self' regulation

**Dr. Howard Bath**

Two of the core needs of children who have experienced developmental trauma are 'feeling safe' and regulating inner turbulence in healthy and adaptive ways. Referencing the recent work of Stephen Porges, Matthew Lieberman, Peter Fonagy, and others on the vital roles of carers, teachers and other mentors, this workshop will explore how our thinking about the priorities and skills required in therapeutic care and support has evolved significantly. The prevailing emphases on teaching and behaviour management are giving way to an understanding that the core needs can only be addressed in the context of interpersonal comfort and trust. Examples from practice and recent clinical thinking will be used to illustrate these changing intervention emphases.

**Key Messages/Learning Objectives**

- Feeling unsafe and experiencing difficulties around self-regulation are core outcomes of exposure to developmental trauma
- *Feeling safe* is quite different to *being safe* and is fundamentally a product of a young person's expectation that carers will recognize, validate, and sensitively respond to their internal struggles
- Children and young people learn healthy self-regulation skills primarily through experiencing interpersonal support, empathy and modeling in times of emotional stress
- The skills involved in establishing interpersonal connection and trust are more central to 'success' in managing problematic behaviours than those traditionally associated with behavior management.

**Howard Bath** has had a long career working with children and young people in the child welfare and youth justice systems. He has been a youth worker, house parent, program manager and agency director. Trained as a clinical psychologist, Howard has also provided direct clinical services for young people and their families as well as training and program support for agencies.

From 2008 to 2015 Howard was the inaugural Children's Commissioner in Australia's NT with a mission to promote the wellbeing of vulnerable children. Through Allambi Care in NSW he now provides a range of consultancy and training services across Australia and internationally. Howard has authored professional papers and reports on child protection, out of home care, family preservation and developmental trauma and is co-author (with Dr John Seita) of the recent book: *The Three Pillars of Transforming care: Trauma and Resilience in the 'other 23 hours'* (2018, Faculty of Education Publishing, University of Winnipeg).

He can be contacted at: [howard.bath@allambicare.org.au](mailto:howard.bath@allambicare.org.au)

**Workshop**

# Getting to the heart of the matter: Fostering Connections builds relationships that support children and young people's development and healing from trauma

**Maria Lotty**

The *Fostering Connections Programme* is an intervention that equips foster carers to provide trauma-informed care to children and young people who have experienced developmentally traumatising experiences. The intervention is underpinned by the three pillars of trauma-informed care (Bath, 2008). The intervention emphasises developing foster carer skills of creating positive co-regulatory relational experiences in their interactions with children and young people. These reciprocal child/young person-foster carer interactions aim to promote the child's/young person's feeling of safety, a trusting relationship between the child/young person and foster carers and to promote the child/young person's coping skills. This presentation will present findings from a current PhD study which designed, developed and evaluated this intervention. It will demonstrate that the foster carer-child/young person relationship was the key mechanism of change for reducing the child/young person's trauma related difficulties over a 15 month study period. Thus, recognizing the child/young person-foster carer relationship must be placed at the heart of practice.

**Key Messages/Learning Objectives**

- Developing knowledge regarding the growing evidence base that supports reciprocity, co-regulatory relational based interventions that address the impact of developmentally traumatising experiences
- Increasing awareness of the crucial role the foster carer as the agent of change in supporting children's development and healing from trauma
- Increasing awareness of the need to work collaboratively, with foster carers to support the children and young people in care
- Developing knowledge of current Irish based research that supports relational practice.

**Maria Lotty** has practiced as a fostering social worker for the past 20 years and is currently a PhD student in UCC. She has also previously worked in Child Protection and Youth Work in Ireland and the UK. Maria holds a B. Soc. Sc. (UCC) and MA/Dip SW in Social Work (Goldsmith College, University of London). Maria is currently researching trauma-informed care as part of research collaboration between UCC and Tusla. She is author of the *Fostering Connections: The Trauma-informed Foster Care Programme (2017)* which was designed, developed and evaluated under this research initiative.

**Workshop**

# The International Child and Youth Care Network (CYC-Net)

**Martin Stabrey and Dr Thom Garfat**

Since 1999, The International Child and Youth Care Network (CYC-Net) has been one of the most valued and visited child and youth care resource webs in the world. CYC-Net is a network of thousands of people around the world who are involved in the care of children, youth and families who for some reason are being looked after. Its main objectives are to promote and facilitate reading, learning, information sharing, discussion, networking, support and accountable practice amongst all who work with children, youth and families in difficulty.

It has often been said that CYC-Net is the most valuable resource in the world for those who work with troubled children and their families. The CYC-Net web site, mobile app and Facebook groups are visited by over a million unique visitors annually.

All of CYC-Net's resources are open-access.

**Key Messages/Learning Objectives**

- This session is an introduction into what CYC-Net is, how it operates, what it offers and how it connects the field of child and youth care and social care.

**Martin Stabrey** lives in Cape Town, South Africa, and is the Chief Operating Officer of CYC-Net (The International Child and Youth Care Network). He is a product of South African child and youth care, having lived at St. John's Hostel, Cape Town from age 8 to 17. He is married to Helen and together have two daughters, Kirsten and Tamara. He studied Economics and Information Systems at the University of South Africa.

**Thom Garfat, PhD** is the owner of Transformation Consultation and Training, the co-founder of CYC-Net and the journal *Relational Child & Youth Care Practice*. He is also a co-creator of the internationally used training on The Meaningful Use of Daily Life Events.



**Workshop**

# Treading Amongst the Murky Waters: Ew, it Touched my Foot

**Aurora De Monte and Ziigwanbinesii Charles**

This interactive session will explore how we experience and define relationships with each other, highlighting the head and the heart. Refocusing on a community-centered approach to our relationships in practice, the presenters will share with the group their process (model) to simplifying connections with one another and how to flow naturally.

**Key Messages/Learning Objectives**

- Discovering comfortability with 'riding the wave' into the unknown that is the beauty of connection
- The importance of realness/vulnerability
- Recognizing your being as it is and learning to weave into the fabric of community
- The power of a community centered approach
- Flipping the perspective of how professional relationships can be.

**Aurora De Monte** graduated from the University of Victoria with a Bachelor's in Child and Youth Care and a minor in Indigenous Studies in 2008. Aurora's practice has involved a variety of community and school-based programs/agencies. Currently, Aurora is full time faculty in the Child and Youth Care program at Fleming College, Ontario, Canada, is Vice President of the Ontario Association of Child and Youth Care and works to support young people involved in the justice system and their families. Aurora recently completed her MSc in Child and Youth Care Studies at the University of Strathclyde. Her dissertation explored relational teaching in Child and Youth Care.

**Ziigwanbinesii Charles:** My traditional name is Ziigwanbinesii Charles and I am from Mnjikaning (Rama) First Nations and a member of the Mukwa (Bear) Clan. I am currently working as a Cultural Resource Advisor for Dnaagdawenmag Binnoojiiyag Child & Family Services. I also teach at Fleming College in the Child and Youth Care Program in Nogojiwanong (Peterborough) Ontario, Canada. I am passionate about community work and volunteer teaching traditional drumming, singing or offering cultural based workshops to young people and families. I work hard to promote the validity of Anishinabek Knowledge and Generational Teachings that exist within my culture to enhance my practice. Using this information to educate Agency Partners and other workers so we can begin to work together as a collective to heal. I am an advocate for bringing love, kindness, and reciprocity (Anishinabek cultural values) into everyday practice to look at Child and Youth Care in a different, deeper and unique way.

**Workshop**

# School Based Child and Youth Care in Ontario, Canada: the Practitioners Perspective and Implications for Practice

**Christine Gaitens**

Are we engaged in rituals, routines and relationships in school based child and youth care practice? There has been limited writing about this sector and perhaps limited understanding of day to day experiences, duties, and expectations. Participants will be invited to explore their own views on the work in this sector including working conditions, qualifications, successes and challenges. The findings of a recent study exploring the practitioners' perspective on school based work within the context of the competencies of child and youth care practice as identified by Mattingly et. al. (2010) and the characteristics as identified by Garfat and Fulcher (2011) will be shared. Time will be spent identifying implications for future practice and suggesting and discussing recommendations.

**Key Messages/Learning Objectives**

- Understanding of the current role of school based CYCPs as identified by the practitioners in Ontario within the frame of the competencies and characteristics
- Explore the routines, rituals, and relationships of school based practice.

**Christine Gaitens, MSc. CYC-P**, is the Manager of Child and Youth Services at the Toronto District School Board where she is responsible for implementing professional practice standards and provide leadership, professional development and supervision for 500 child and youth care practitioners. She has been a Child and Youth Care Practitioner for 27 years and has supported families, children and youth through her work in residential care, family preservation services, foster care, child care and the education sector. She has been an active member of the Ontario Association of Child and Youth Care, volunteering on the Board of Directors in 2012 and serving as President from 2013 to 2017. Christine is a passionate supporter of legislated practice for CYCPs and continues to promote the profession and support the development of professional Child and Youth Care Practitioners.

**Workshop**

# Cultural Appreciation: Capturing the Many Colors, Rhythms, Nuances and Traditions to See the Beauty in Another's Culture

**Frank Delano and Noor Almaoui**

Many times, practitioners attempt to become more "culturally competent" by taking trainings that outline typical characteristics of a particular culture in order to learn the "correct words" that they believe would help others see them as sensitive to a person's culture. In many ways, these attempts reinforce stereotypes. The approach not to offend by learning "the words" is merely "playing not to lose" in the quest to engage a child, family or colleague through their cultural identity. This highly interactive workshop will not attempt to tell you "how to be culturally competent". It will highlight the presenters' concept of "cultural appreciation" and provide strategies to help assess the many intricacies of one's cultural identification by looking for the rhythms, colors, traditions and nuances in their everyday life. These strategies may also aid in ascertaining which parts of one's culture are most meaningful to them. Participants are encouraged to bring examples from their own practice for discussion.

**Key Messages/Learning Objectives**

- Coming in touch with our "first thoughts" and potential biases
- Playing to win" when engaging people around their cultural identity
- Realizing the power we wield as "Dominant Culture Agents" when working with families
- Looking at the differences between stereotypes and characteristics of a person or group.

**Frank Delano, LMSW** is the owner of Professional Package Consulting, Inc. and most recently was the Director of the JBFCS Markus Training Institute. He also has been Director of the Herschel Alt Day Treatment Center and the Associate Director at Hawthorne Cedar Knolls. Frank was an adjunct faculty member at the Fordham University Graduate School of Social Service for 20 years and is currently a regular contract trainer with the University of Oklahoma. He is currently a member of the Board of the Association of Child and Youth Care Practice and also served on the Board of Directors of the American Board of Examiners of Clinical Social Work. He, along with Jill Shah, is the co-creator of the "professional package" concept. Frank has published numerous journal articles and presented extensively nationally and internationally including in India, the Czech Republic, Ireland, Austria, Israel, Scotland, Australia, Canada, and France.

**Noor Almaoui, LCSW** is a biracial, trilingual world traveler. As a Licensed Clinical Social Worker, she has had experience working directly with vulnerable populations such as foster youth, at risk children and families and adults experiencing homelessness in Southern California. Noor completed a Bachelor's degree in Psychology and Masters in Social Work at California State University, Northridge and later moved to Los Angeles county and conducted professional trainings for social service providers on important topics such as cultural diversity, burnout prevention, harm reduction and overdose prevention throughout the county. Noor currently is a Psychiatric Social Worker II and conducts long-term individual therapy with persons 16 and over who experience mild to moderate mental health symptoms, such as anxiety, depression, and PTSD.

**Workshop**

# The Supervision Dance: Two Left Feet

**Heidi Holloway**

This workshop and reflective discussion time will examine the concept of rhythmicity within supervision by exploring the conceptual metaphor of a supervision dance. Participants will explore supervision through the lens of our own conceptual metaphors, what and how conceptual metaphors are shaped and examine how that influences our actions within the supervisory process. Participants will examine this notion by discussing the correlational elements shared between supervision and the fundamental nature of a dance. Considering such concepts as the partnership within the supervisory relationship, the routines and curation of therapeutic approach, obstacles we may encounter, the dance in search of balance within supervisory practice and the overall performance. Through interactive discussion, participants can share their narratives, explore different perspectives in a diverse community of care professionals and find strength in shared experiences.

**Key Messages/Learning Objectives**

- Learn about conceptual metaphors and how they can impact practice
- Through reflection and discussion be able to identify our own perspectives of supervision within a conceptual metaphorical context
- Be able to identify strengths and challenges that can arise based in our individualized conceptual metaphors
- Through a group learning experience, discover strategies to deal with potential conflicting conceptual metaphors and obstacles within the supervision dance
- Explore the rhythmic nature of the supervision process through a holistic perspective.

**Heidi Holloway** has worked for over 10 years in a variety of care settings serving children and youth in both direct care and supervisory capacities. Her current role is Program Supervisor with Chisholm Services for Children in Halifax, Nova Scotia, CA. and is an Experiential Recreation Trainer with High Five: Canadian standard for Physical Literacy Programs with children.

**Workshop**

# Focusing through Interactive Pausing: A bridge to attune and connect with your inner Rhythm while attuning the Rhythm of those whom we interact with and care for in our profession

**Derek McDonnell**

Focusing shows how to pause the on-going situation and create a space for new possibilities for carrying forward and Focusing offers a practical way to learn how to use this natural capacity to attune to your inner Rhythm. This workshop will be interactive in nature incorporating guided experiential exercises (in particular attuning to your own inner Rhythm) and art based experiential exercises –

- Identifying what is your Rhythm as a professional and how as it changed and evolved over your professional life course
- Opportunity to give feedback and to tease out the key learning outcomes for the participants
- Exemplars of Experiential pausing exercises with video footage "all about" Pausing and Noticing a young persons "inside space and its Rhythm", in DEIS Band I school in the midlands
- Incorporating some key elements of the daily challenges of managing what stirs up within you as professional with the Rhythm of the system versus the Rhythm of the child.

**Key Messages/Learning Objectives**

- To introduce participants to both the concept and experience of what is called the *Felt Sense* in the Focusing process – an internal bodily knowing, that is separate from our linear cognitive minds. How it communicates through feelings and sensations, and connects us to the totality of our life experiences
- Explore the value of holding caring compassionate presence as a professional, as a way to nurture and connect with the Rhythm of the child. How this leads to deeper connections to those who you live with and work with in your life
- To gain insight into Focusing relationship based Language, its specific vocabulary, what is it and how it helps point the way forward with stuck places within yourself
- Exploration of how Focusing can be interwoven into your skill base and in a variety of settings within which you live and work in with children and young people.

**Derek McDonnell** is working in the Social Care Profession for the past 28 years, in variety of setting from residential care, Child and Adolescent mental and community Social Work services and currently in the PPFS in Dublin Mid-Leinster. He is a Certifying Coordinator with The International Focusing Institute. He has extensive experience in running Focusing through Interactive Pausing Skilled based Intervention for young people, parents and professionals from social work, social care and within community based settings. He is a Certifying Coordinator with The International Focusing Institute. He has extensive experience in running Focusing through Interactive Pausing Skilled based Intervention for professional, young people, parents and professionals from social work, social care and within community based settings. His training programme has been accredited CPD training for primary school teachers with the department of Education and Science.

**Workshop**

# Providing the Base – Intentional Leadership and Supervision Rhythm, routine, and parallel processes

**Michelle Maikoetter**

Often, transformation is viewed as a top down process rather than a continual system flowing between direct care workers and leadership and clients. This dynamic challenge requires a level of alignment, consistency, communication, focus and persistence that often appears overwhelming and, at times, unachievable. In order to move our programs, agencies, communities forward we must understand the totality of what needs to happen in order to successfully progress. This workshop will outline 3 key aspects of this type of transformative process – model, training, and implementation and what it takes from leadership to set the base.

**Key Messages/Learning Objectives**

- The importance of all key leadership players to have a thorough understanding of the Model (be it trauma informed, trauma aware etc.) they are trying to implement
- Examples of common mistakes/pitfalls made when trying to make broad, meaningful change (especially in training and implementation) and how to avoid them
- Understanding the amount of time, energy, and focus it takes to follow through with true transformation and how to stay on course (prevent program drift, or returning to the status quo).

**Michelle Maikoetter** is one of Dr. Bruce Perry's Child Trauma Academy Fellows and has been working in a variety of childcare settings for over 25 years. She is a licensed professional counselor - supervisor (LPC-S), a nationally certified counselor (NCC), and has received training in Equine Assisted Psychotherapy (EAP), and Eye Movement Desensitization and Reprocessing (EMDR). Currently, she serves as Chief Program Officer for one of the largest non-profit, residential childcare facilities in the United States, Cal Farley's Boys Ranch. She is responsible for training, crisis intervention, counseling, day to day operations, and developing the "operational guide" for professional parents in a group setting.

**Workshop**

# The therapeutic power and potential of creative music programmes for children who have experienced Adverse Childhood Experiences (ACEs): learnings from Limerick

**Boris Hunka**

Music Generation Limerick have been running creativity lead non-directive music programmes with children since 2013. A particular focus has been children who have experienced ACEs. Referrals come from partner agencies and sessions take place in care home, school or community settings. The presentation will describe the work and the impact through the prism of selected (anonymised) case studies. It will include -

- Methodology of the programme - what the musicians do and how they do it
- The importance of the therapeutic relationship underpinning the sessions
- Reaction/interaction of participants
- Selected examples of musical outputs
- Identified impacts on participants - therapeutic, social, behavioural etc.
- Progression routes.

**Key Messages/Learning Objectives**

- Theoretical understanding into this innovative approach that has been pioneered in Limerick since 2013
- Experiential exposure to the approach, through music examples and virtual contributions from the music team
- Greater insight into how non-directive, creative programmes can be used as part of intervention portfolio
- Ideas how the principles underpinning this programme can be used and adapted in other contexts.

**Boris Hunka** has run Music Generation Limerick City since its foundation in 2013. In this capacity he has overseen the setting up one of the largest youth music programmes in the country, reaching over 4,000 young people annually in a variety of contexts. In addition to his music career Boris is also a qualified psychotherapist and this element propelled him to instigate a strong music and mental health component in the programme from the outset. This programme operates in institutional and community settings, working with partners including TUSLA, the HSE, Barnados and Mental Health Ireland.

Current projects include a major schools programme using music as a tool to explore issues around anxiety (supported by Social Innovation Ireland), creation of a dedicated space in the city centre for wellbeing, music therapy and psychotherapy sessions and a major combined creativity initiative involving 1900 national school children.

**Workshop**

# Responding to 'Complex Youth' - Developing Multi Agency Practice in the Circumvention of 'Risk'

**Dr Tracy Monson**

The session will present findings and recommendations from Doctoral research carried out in the Republic of Ireland examining multi agency professionals perspectives of 'complex youth' and the impact of risk on attitudes, assessments, decision making and practice.

The workshop will outline that service responses to 'complex youth' have become dominated by a focus on managing risk rather than addressing need. The findings suggest that multi agency practice and professional relationships have become constrained by the impact of 'risk' at a structural, organisational, workplace and intrapersonal level. The influx of recent assessment tools such as 'Adverse Childhood Experiences' have contributed to the lens of blame becoming focused on the young person and their family as 'other' and 'risky'. This renders the young person absent and invisible from services. Recommendations for strengthening multi agency practice through reflective practice forums, using the strengths of the 'signs of safety' group supervision model applied to multi agency practice will be explored.

**Key Messages/Learning Objectives**

- To raise awareness of the impact of 'risk' on multi agency practice and how this impacts negatively on responses to 'complex youth'
- To present reflective practice mechanisms at a multi agency level which can circumvent the impact of 'risk' on multi agency practice
- To contribute to the current debate on the deficits of the use of 'adverse childhood experiences' in ignoring wider social structural issues, compounding the 'blame' focus on 'complex youth' and their families.

**Dr Tracey Monson** started her career as a psychoanalytic psychotherapist with an MSc in Equality Studies and recently graduated with a Doctorate in Childhood Studies from the School of Social Sciences, Education and Social Work at Queens University Belfast. Tracey has worked in frontline practice and in senior management positions in the provision of services to children, young people and families at risk and in need.

Her research interests are on the impact of 'risk' on organisations, practitioners and service users. She is currently Director of Services of the Daughters of Charity Child and Family Services, providing early years, therapeutic, assessment and domestic violence services to children, young people and families in need. She is a Board member of the Journal of Childcare in Practice and sits on the National Research Advisory Council of the Child and Family Agency, TUSLA.



**Plenary**

# Caring for asylum-seeking/refugee children – a child and youth care approach

**Dr Mark Smith**

Almost three years ago (by the time of the conference), my wife and I fostered a sixteen year old African asylum-seeking boy, who has subsequently gained refugee status in the UK. As experienced child and youth care workers and social work academics, although not embarking on this episode in our lives for this purpose, we were aware of the unique insight the experience of looking after Faisal (anonymised), and our contact with several other asylum-seeking boys, gave us in understanding the issues facing such children and those caring for them. The past three years have been what might be thought of as an autoethnographic journey during which we have been able to synthesise personal, everyday care with our academic and experiential understandings of children's care and upbringing. With Faisal's permission, we have begun to present and write on this. There is no doubt that Faisal's experiences would be classed as traumatic. However, there is little indication of him (or of the other boys) being traumatised. Nor have we sought to engage with him as needing some specialised 'therapeutic' intervention. Rather, we have encouraged his education, his love of football, have sought to understand and be sensitive to his cultural background. Essentially, we have adopted a child and youth care approach - and it has been very successful. In this presentation I/we will reflect on what we have learned from this experience and what a child care system which, we have concluded, does not begin to understand or properly respond to such children, might learn.

**Key Messages/Learning Objectives**

- We should not assume that children who have had awful experiences are traumatised
- Even if they were, the best/only way to care for them is through the thoughtful use of everyday life-events - a child and youth care approach
- This requires a sensitivity and attunement to cultural background and pressures
- Traditional social work understandings and responses are inadequate.

**Dr Mark Smith** is Professor of Social Work at the University of Dundee, Scotland. He is an experienced child and youth care worker and academic.

**Plenary**

# Outcomes That Matter: A Web-based recording and reporting solution

**Dr Leon Fulcher and Shane Murdoch**

Outcome measurement has become a contemporary requirement for child, youth and family service providers throughout North America, the United Kingdom and Ireland. In Europe, Australia, New Zealand and elsewhere, service providers are required to demonstrate accountability and achieve outcomes associated with personal resilience, as well as addressing funding and policy targets.

Outcomes that Matter<sup>©</sup>, also referred to as OTM, is an innovative web-based recording and reporting solution that provides real time and confidential recording by carers and young people of observations and commentary specific to each individual child. To date, few attempts have been made to systematically monitor and report on developmental outcomes that children and young people achieve while they are in out-of-home care.

**Key Messages/Learning Objectives**

- User-friendly interface providing ease of use for iPads or PCs for carers and children or young people preparing a weekly recording
- Real time upload of data and instant reporting at the click of a button
- The ability to monitor 20 developmental outcomes on a daily or weekly basis employing the Circle of Courage framework of Belonging, Mastery, Independence and Generosity
- Capturing narrative reporting in addition to quantitative measures
- Trauma-informed, strengths-based and developmentally-focused with secure cloud-based data storage, fostering a collaborative approach between the child or young person and their carer in the achievement of Developmental Outcomes in care.

**Leon Fulcher, MSW, PhD** is an international consultant with over forty years' experience in the social work and child and youth care fields - in North America, Europe, the Middle East, Africa and the Asia-Pacific region - as a practitioner, manager, educator, researcher, scholar and writer. For a decade he Chaired the Board of Governors for The International Child and Youth Care Network at [www.cyc-net.org](http://www.cyc-net.org). Publications include: *Group Care for Children & Young People Revisited* (2006) with Ainsworth; *Quality Care in a Family Setting: A Practical Guide for Foster Carers* (2008) with Garfat; *A Child and Youth Care Approach to Practice* (2011) with Garfat; *Residential Child Care: Making a Difference* (2012) with Smith & Doran; *Making Moments Meaningful in Child & Youth Care Practice* (2013) with Garfat & Digney; *Sisters of Pain: An Ethnography of Young Women Living in Secure Care* (2013) with Moran; *Residential Child and Youth Care in a Developing World: Volumes 1-4* with Tuhinul Islam.

**Shane Murdoch**, of Scottish and Irish descent was born and raised as a Pakeha (European) New Zealander. Shane is a Director of TransformAction Outcomes Ltd, the company behind the development of the Outcomes That Matter web-based application. Early nursing training has helped to inform Shane's orientation to senior management roles in out-of-home care for children and young people over the past 20 years. Shane was part of the inaugural management team that established Te Poutama Arahi Rangatahi (The Steps to Guide Youth), a residential treatment programme for adolescent males at high risk of harmful sexual behaviour, operated by Barnardos New Zealand under contract to the Aotearoa/New Zealand government. Shane is currently Regional Manager for Voyce-Whakarongo Mai (Listen to Me) for the South Island of Aotearoa/New Zealand, an independent NGO established to advocate for the 6500 children and young people in New Zealand's care system.

**Plenary**

# Rhythms of Care: Unheard Voices of the Majority World

**Dr Tuhinul Islam**

Worldwide, residential child and youth care practices are experiencing challenging times. The grand narrative of shameful histories and poor outcomes portrayed by Western voices are so powerful that it can be hard for the World not to internalise such truths. Alas, these voices, more often than not belong to those in Western social work establishments, university academics, and those who representing NGO interests.

Involvement in the *Residential Child and Youth Care in a Developing World* series (<http://press.cyc-net.org>) - a comparative cross-cultural research effort with 113 contributors from 86 countries - has highlighted the extent to which care has received limited attention in the literature. At the same time, working directly with Rohingya refugees and their children in what is currently the worlds largest refugee camp, gives urgency to the call for more careful consideration of how residential child and youth care is still an urgent priority in the Majority World outside the West. Through involvement with a global faith-based NGO 'caring' for millions of children and young people worldwide - refugees of war, poverty, disease, abuse, famine, rural-urban migration or natural disaster; rarely does the Global North speak from a 'position of experience or grounded understanding' of what care and protection for children in these places is required. Yet Majority World voices are rarely troubled by doubt or convinced of their own rectitude.

**Key Messages/Learning Objectives**

In this presentation I will reflect on what I have learnt from the 'Rituals, Routines and Relational Practices of care' gleaned from Majority World involvements and experiences, and where the future of residential child and youth care services might lead, if powerful 'colonial' voices remain unchallenged.

**Dr Tuhinul Khalil** has worked with several global development NGOs and universities including UNICEF, Save the Children, Plan International, ActionAid, TdH-NL, BRAC and Strathclyde University, University of East Anglia and the University of Edinburgh.

With a PhD in Child and Youth Care and International Development (Edinburgh) and an MA in International Child Welfare (UEA), Tuhin has worked for over 24 years in Asia, Africa and Europe in the fields of child and youth care; orphan and orphanages; faith-based child care; brothels; sex workers and their children; refugee and migrant children; education; gender-based violence; healthcare; social protection; alternative livelihoods and emergencies.

Tuhin is currently Head of Programmes, Knowledge and Development at Muntada Aid, a UK-based, global NGO, operating in 36 countries, serving over 100000 children and youth in care through its Education and Child Welfare Programme. He is also a visiting Research Fellow at the Department of Social Work at the University of Edinburgh.

**Workshop**

# The Art of Kid Whispering: Reaching the Inside Kid

**Mark Freado**

This session addresses the developing capacity of care-givers to communicate with young people in ways that promote understanding, cooperation and trust. The most effective communication skill is listening. The Art of Kid Whispering involves skills to recognize and infer meaning and needs in the communication of a young person and to be able to respond in ways that address the essential elements. Many important elements of communication occur beyond or beneath language. The ability to listen around words that are spoken using visual and other auditory cues is critical to effectively communicating with young people who need support and guidance by caring adults.

**Key Messages/Learning Objectives**

- The meaning and significance of the inside kid
- the concept of Kid Whispering; a positive strength-based, kid-focused approach to communicating with youth and children in need
- the varied dimensions of significant communication
- to recognize and capitalize on opportunities for reachable moments with young people
- the meaning and significance of costumes in the ways young people communicate
- the role of Kid Whispering in helping young people self-regulate
- how to engage young people and gain relational trust
- the use of clarifying, deciphering and responding skills to enhance a young person's capacity to reason.

**Mark Freado, MA (counseling & forensic psychology)**, is director of Growing Edge Training, LLC. He provides training and consultation to public and private education, social service, mental health, and juvenile justice programs throughout the world. Freado is co-author (with JC Chambers) of *The Art of Kid Whispering: Reaching the Inside Kid*.

**Workshop**

# Using a NeuroRelational Approach to Provide Hope for Challenging Children and Youth

**Dr Paul Baker**

Over the past thirty years, the understanding of the brain has been growing at an amazing rate. Essential information is now available to those in the helping fields that requires a practical knowledge of how relational and ecological experiences, both positive and negative, shape the brain and, as a result, how the brain drives behaviors. Dr. Baker will introduce The PersonBrain Model, a NeuroRelational approach, that promotes hope and opportunity. The Model provides positive, brain-based supports that are grounded in research proven theories and practices. Drawing from the easy to understand aspects of neuroscience, positive psychology, ecological theory and relational practice, Dr. Baker will discuss how our brains are continuously developing within the contexts of our relationships and given environments. From the moment we are born, our brains are learning to respond to these experiences. Discussion will include ways that the Model promotes transformation of negative experiences into positive outcomes through the power of strong, supportive relationships and NeuroDynamic Interventions.

**Key Messages/Learning Objectives**

- Understand the direct impact of relational and ecological experience on general brain development
- Provided an example of the NeuroRelational Reimbursement across six needs based areas: Relational, Eco-Cultural, Experiential, Regulatory, Biological and Academic
- Gain increased understanding of how trauma and chaos influence neural pathway development and organization
- Describe why cultural experience is important in designing transformative support plans
- Demonstrate a basic understanding of the ACT QUICK model of support
- Describe why "trust" is the foundation to relational success.

**Dr. Paul Baker** is a developmental neuropsychologist who currently divides his residency between Chattanooga, Tennessee, USA where he is CEO of Accentra Behavioral and Educational Services and Newcastle, New South Wales, Australia, where he serves as the Clinical Director for Allambi Care. He is the developer of *The PersonBrain Model*, a comprehensive, strength-based neurorelational support model, the co-author of *The Hopeful Brain: NeuroRelational Repair for Disconnected Children and Youth*, *The Minded Brain: An Educational Curriculum to Enhance Social, Emotional and Cultural Experience and Better Behavior...Positively!*

Over the past twenty-eight years he has accumulated direct experiences a clinical director, special education administrator and foster and adoptive parent.

**Workshop**

# From Trauma to Resilience

**Tonya Hotchkin**

From Trauma to Resilience will focus the importance of connection and sensory based healing for individuals who have been exposed to toxic stress and adverse experiences. Information regarding ACES, trauma and attachment will be provided to give foundation regarding young people and difficult behaviors they may exhibit. Emphasis will be on how to build authentic, attuned relationships in order to create adaptive neuropathways and allow for new narratives to be developed through resilient experiences. Insight will be given on the brain and how we can change the way we interact with young people to increase healing opportunities with the mind, body and spirit in mind. Lastly, we will explore experiential, sensory based interventions along with a resilience based framework; THRIVE Resilience Model™.

**Key Messages/Learning Objectives**

- Identify key components of the human brain related to ACES, attachment disruptions, sensory based healing and resilience
- Identify self-awareness and self-care tools for the healer in order to offer the most authentic, regulatory based interactions with youth
- Identify ways to build youth resilience and healing through sensory based experiences.

**Tonya Hotchkin** serves as Director of Clinical Care at Tanager Place. Tonya is a Licensed Marriage and Family Therapist, Registered Play Therapist and Certified Trauma Practitioner. Tonya is a Certified Trauma Trainer for the Starr Global Learning Network, providing trauma trainings to practitioners, agencies and schools. She has advanced training in Theraplay, Eye Movement Desensitization and Reprocessing (EMDR) therapy, Expressive Arts, Sand Tray and Play Therapy. Tonya has provided over a hundred trainings and is often utilized for her expertise related to trauma, resilience and working with children experiencing mental health.

**Workshop**

# Mental Health – Beyond The DSM!

**Brenda Thompson and Dr. Patricia Kostouros**

Bugental (1988) stated, "when we treat them [children, youth] as symptoms, types, habits, problems, diagnostic categories-we have begun to betray them ... the simple truth is that we have little idea what a fully functioning human being might be...when we begin to believe we have some omnipotent knowing, based on the criteria of what is at best a subjective view, and at worse, a faulty set of diagnostic criteria, we lose sight of the human in front of us."

A diagnosis might provide a label but it does not tell us how this might manifest itself in the child or youth's life space. Using a narrow diagnostic lens can be detrimental to the rhythmic relational work in Child and Youth Care. This workshop will provide opportunities to look beyond the diagnostic label and see the many ways we can engage beyond the DSM.

**Key Messages/Learning Objectives**

- Learn how to look beyond the diagnostic label
- See the many ways that children and youth struggle with mental health related issues
- See how mental health concerns manifest in a variety of settings
- Learn a variety of concrete ways of helping those young people who struggle with mental health
- Discover the role that trauma plays in the mental well-being of children and youth
- How to therapeutically support these individuals through our relational work.

**Brenda Thompson, MC, CCC** is a Child and Youth Care Degree graduate who is now a Canadian Certified Counsellor, trained in play therapy and is also a sessional instructor in the Child and Youth Care Bachelor degree program at MacEwan University. Her areas of specialty include mental health, trauma, attachment, and grief and loss.

**Patricia Kostouros, MA., R Psych, PhD**, is a Professor in the Department of Child Studies and Social Work at Mount Royal University (MRU). Patricia also has a background in Child and Youth Care and research interests in Vicarious Trauma, Compassion Fatigue, intimate partner violence and depicting suffering. She is also the lead editor for the MRU Children's Mental Health Certificate and worked on various initiatives for post-secondary students across Canada.

**Workshop**

# Cultures of Care: Growing a Healthy Organization

**Kathleen Mulvey and Okpara Rice**

For staff to be attuned to the needs of the kids they care for they need an organization that is equally as attuned to their needs. The cultures of care that emerge are built and held by both front line workers, managers and senior managers yet often their roles and micro cultures are disconnected preventing a healthy organization to grow. Through this reflective workshop the presenters will help participants to understand varying cultures of care, how to work with Toxicity and grow through difficult times.

**Key Messages/Learning Objectives**

- To reflect on which cultures permeate their organization
- To gain an understanding that practice and relationships across organizations impact the rhythms of care and quality of care which children receive
- To gain knowledge and practice ideas to implement within their own organizations which contribute to a management team that is attuned to the needs of their staff and helps to co-regulate when times get tough.

**Okpara Rice** joined Tanager Place of Cedar Rapids, Iowa, as executive director in July 2013, and assumed the role of Chief Executive Officer July 2015. Okpara is the first African American to hold executive office at Tanager Place in its more than 140 year history. Okpara has presented internationally in Europe and Canada on issues that affect children. He holds a Bachelor of Science in Social Work from Loyola University, Chicago, Illinois, and a Master of Social Work from Washington University, St. Louis, Missouri, where he was named a Distinguished Alumnus of the Brown School in 2018. He also holds an Executive Management certification from Georgetown University, Washington DC, and an Executive Scholar Certificate from the Kellogg School of Management at Northwestern University, Evanston, Illinois.

**Kathleen Mulvey** joined Carolina House Trust, Dundee, Scotland in July 2019 where she is a Supervising Social Worker for Foster Carers. Kathleen has been working in the field of Child and Youth Care since August 2001 within various organizations and was until February 2019 the registered manager for 3 children's homes in the east coast of Scotland guiding them to their highest ever grading for external inspection and being recognized as Sector Leading. Kathleen holds a BA in Social Work from the University of Strathclyde, Scotland and has presented, nationally and internationally on topics including leadership, physical restraint, pain based behaviors and the importance of language and recording children's memories.

Kathleen and Okpara have collaborated on a number of topics over the years and will be publishing articles in relation to this workshop.



**Workshop**

# Who beats the drum? How the adoption of social pedagogy and attachment theory changed the rhythm of our work with children

**Dr Toby Haslam-Hopwood and Darren Kerton**

The presentation will aim to explain and explore how the shift to a model informed by social pedagogy and attachment theory has changed the way that we work with those in our care and changed their experience of being in care. We aim to describe how attendance to various concepts that are central to these models have helped create a community whose rhythm is driven by the day to day experience of sharing the living space with our children. We will try to bring to life how the ideas of the secure base, haltung, the three P's, animal care and the common third have guided us to deliver a service that evidentially appears to meet the needs of the children in helping them find a sense of belonging and hope for their futures.

**Key Messages/Learning Objectives**

- Review of the evidence from the last eight years of the Galtee Clinic
- Understanding concepts such as "Social Pedagogy, tThe shared living environment, the Three P's, Haltung, the Common Third, the Secure Base and the therapeutic community.

**Toby Haslam-Hopwood, PsyD** is originally from the UK but completed his clinical training at the University of Denver, the University of Rochester, NY and the Karl Menninger School of Psychiatry, Kansas after which he joined the Menninger Clinic as a staff member. He came to Ireland in 2008 as a Senior Clinical Psychologist working in residential childcare in the Mid West, and then shifted to the Assessment, Consultation and Therapy Service of TUSLA in 2014. In 2011 Toby, along with a group of likeminded folks, opened the Galtee Clinic which is a project exploring the applicability of social pedagogy to residential childcare within the Irish context.

**Darren Kerton** is from Clonmel but went to Carlow to St Patrick's where he completed a BA (Hons) in Humanities with a focus on philosophy and psychology. After college he worked in a variety of areas before coming to Social Care in 2006. He joined the Galtee Clinic in 2015 since which time he has worked in a number of roles, including a stint as the overall Service Manager. Darren is currently focused on conducting research into the philosophical foundations of social pedagogy and attachment theory as they are practiced in the Clinic. When his brain deserves a rest he engages in an array of outdoor pursuits that include mountain biking, soccer and just about anything else that keeps him moving.

**Workshop**

# Addressing Compassion Fatigue and Compassion Satisfaction in Supervision

**Patricia Kostouros and Shannon Kearney**

Working with vulnerable people may impact us and create Vicarious Trauma or Compassion Fatigue, which results from compassionate and empathic engagement. Compassion fatigue can seriously impact helpers. Literature (Figley & Stramm, 2002) suggested that compassion fatigue involves the interweaving of job related activities that lead to compassion satisfaction, which could mitigate the impact of compassion fatigue and burnouts.

In this session we will describe a study undertaken with an addiction wilderness program whose staff were impacted by a number of fentanyl deaths and overdoses. The staff and supervisors engaged in purposefully focused supervision.

**Key Messages/Learning Objectives**

- Learn about the concepts of vicarious trauma and compassion fatigue
- Understand how supervision can mitigate compassion fatigue
- Learn how to increase compassion satisfaction
- Understand the importance of supervisory routines
- Learn about the use of rituals at work and at home to mitigate the impact of compassion fatigue and vicarious trauma.

**Patricia Kostouros, PhD** is a Professor in the Department of Child Studies and Social Work at Mount Royal University (MRU). Patricia also has a background in Child and Youth Care and research interests in Vicarious Trauma, Compassion Fatigue, intimate partner violence and depicting suffering. She is also the lead editor for the MRU Children's Mental Health Certificate and worked on various initiatives for post-secondary students across Canada.

**Shannon Kearney** is currently in her third year of Child Studies at Mount Royal University, majoring in Child and Youth Care Counselling. She has had the opportunity to work in the field in several different domains including schools, treatment, and community programs. Shannon is passionate about working with children and youth who have developmental delays and come from a traumatized background. She looks forward to continue her education upon graduation by pursuing a Master of Counseling Psychology.

**Workshop**

# Let's talk routine. What about Tomorrow?

**Brittany Parsons and Samantha Tennant**

This workshop is designed to challenge what we often predict of one's daily routine. To fully immerse yourself into this experience you are required to be willing to adapt and unpack what unspoken expectations look like as it relates to routine. Our discussion will be thought provoking. While including activities, we will revisit the value of routine and the importance of adaptability as it connects to relational based practice.

**Key Messages/Learning Objectives**

- Gain activities for their personal toolkit
- Gain insight into pros/cons of routines with their personal lives and working with young people
- Explore the differences amongst routine.

**Samantha Tennant** is from Peterborough, Ontario, Canada and a graduate of the Fleming College CYC Program. She is currently studying Mental Health and Addictions while juggling a busy life of raising three boys and actively volunteering in her community. Her passion is to support youth and families and values belonging.

**Brittany Parsons** is a CYCP from Toronto, Canada. She is currently working within a school-based setting and sits on the Board of Directors for the Ontario Association of Child and Youth Care.

**Workshop**

# Playful Practice

**Emmett Tuite**

Narrow conceptions of play consider it a pursuit for children with an emphasis on passing time in a somewhat fun and mildly purposeful fashion. A significant body of research has emerged acknowledging the value of play for young children (Frost 2010, Tovey 2007, Whitebread 2012, Vygotsky, 1978) and its role in social, emotional and cognitive development. Taking some lessons from the natural connected behaviours we see in the interactions of young children we can bring a playful element to our engagements with the young adults we work with and the staff members we are surrounded by. This presentation will focus on the value of playful practice when working within social care contexts and the role of playful practice in connecting staff teams, supporting service users and sustaining positive mental health.

**Key Messages/Learning Objectives**

Having attended this workshop/presentation you will:

- Understand the concept of playful practice
- Be able to apply knowledge of playful practice to your own social care setting
- Recognise the value and limitations of this approach in working with a variety of service user groups
- Develop strategies to adopt a playful approach within your own practice.

**Emmett Tuite** is a lecturer and researcher in Technological University Dublin, teaching in the areas of professional practice and substance misuse on the Applied Social Studies in Social Care programme. Research interests include stress and resilience in social care, models of provision and practice in residential care settings and addictive behaviours. Prior to lecturing Emmett worked in a variety of social care roles in residential childcare, aftercare and addiction treatment.

**Workshop**

# An exploration of the experiences of Young People in Youth Residential Care Settings in Ireland and Germany

**Joe Haugh**

The researcher carried out 6 interviews with young people who had spent time in youth residential care settings in both Ireland and Germany. The research was carried out in order to identify strengths and weaknesses in both the Irish and German youth residential care settings. EPIC (Empowering People in Care) and the KJHV (Kinder Jugend und Soziale Hilfen) supported the research project by sourcing participants and providing material supports. The researcher will details the contents of the interviews carried out and contrast then to the existing literature. International comparison of policy and practice can challenge existing ideologies and provide innovative solutions to social problems. Findings from the research include the value of supportive, nurturing relationships to the young people. The majority of participants identified a clear preference for a 'High Nurture - Low Control' model of care.

**Key Messages/Learning Objectives**

- Listening to the voices of Young People in order to improve experiences and outcomes for Young People in residential care
- Identifying positives and negatives in the Irish and German youth residential care systems
- Reconceptualization of Young People in residential care as experts in their own lives
- Identification of talents and interests of young people in order to promote positive outcomes for Young People
- The value of nurturing, supportive relationships between the Young People in residential care and the adults who work there
- The need for Young People to be placed in suitable placements and not to be exposed to violence or aggression.

**Joe Haugh** qualified as Social Care Worker in 2016 from Limerick Institute of Technology. He spent two years working as Social Care Worker in youth residential care settings, during this time he identified major flaws within the system which led to negative experiences and outcomes for the young people who lived there. In January 2018 Joe commenced postgraduate research into the experiences of Young People in residential care in Ireland and Germany. Joe has a major interest in the promotion of social and economic equality within society.

**Plenary**

# Relational Practice in Acute Care Settings and Brief Interactions

**Natasha Halliday**

Relational practice sits at the core of Child and Youth Care. Conventionally, fostering relationships with clients is seen as a long-term process. How do we, as CYC, maximize our brief encounters to co-create better and stronger connections with our clients? We can skillfully leverage the use of our client interactions such as, intake and assessment interviews to strategically engage the 25 characteristics of relational practices. This can prove to be invaluable in acute care settings, like hospitals.

**Natasha Halliday, MA, CYC**, is a Child and Youth Practitioner working in adolescent mental health. She received her BA in Child and Youth Care from the University of Victoria in British Columbia, and recently completed a Masters in Child and Youth Care at Ryerson University in Toronto, Ontario. She has worked with youth for almost 20 years in a variety of milieus. She started out in community settings, including residential treatment homes and a community agency, working with 'at risk' youth in Toronto's east end. She has focused the bulk of her practice, working with mentally ill youth at local hospitals, both in inpatient and outpatient programs. She has taught in the Child and Youth Worker Program at Centennial College. She has spoken at mental health forums addressing drug-induced psychosis and mental health in the black community.

**Plenary**

# The lived experience of a small group of young people in a Camphill Community in Northern Ireland

**Dr Catherine Reilly**

The presentation will include findings from my doctoral study of the importance of ritual, rhythm and routine in the life of disabled young people, that is young people with autistic spectrum disorder and severe learning difficulties. These findings can be translated into the mainstream care system, where young people are entering residential care, often with already fractured relationships.

I highlight the importance of the overarching culture of an organization in providing ritual rhythm and routine, how this manifests itself in a therapeutic community.

**Key Messages/Learning Objectives**

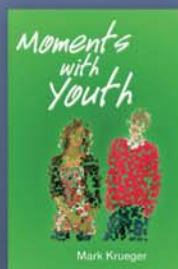
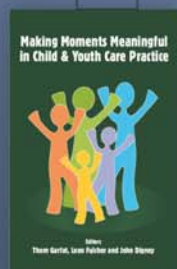
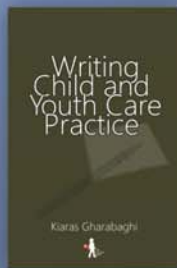
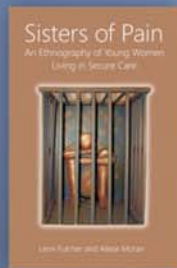
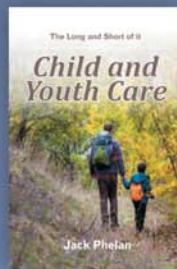
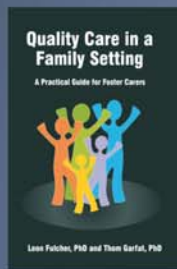
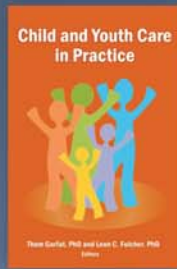
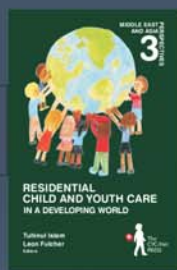
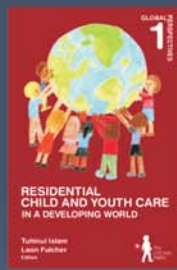
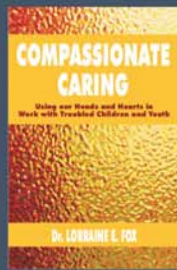
- A deeper understanding of how routine, rhythm and ritual can provide predictability, unity, interdependence and stability in the life of a young person
- An awareness of how a therapeutic community can and does provide routine, rhythm and ritual
- The challenges faced by mainstream care provision, how can this be addressed.

**Dr Catherine Reilly** has 30 years' experience, both as a social work practitioner and manager. Her experience includes child protection, residential child care, children's disability, social care governance and working in a Camphill community on behalf of the local health and social care Trust. She has a degree in English and Russian Studies, an MBA (with health and social care specialisms) and a Doctorate in Childhood Studies.









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