Unity Through Relationship

Congruent care through

Theory • Dialogue • Practice

Regency Hotel, Dublin

9:30am – 5.00pm
9-11 November 2015

http://unitythroughrelationship.com
### MONDAY 9 NOVEMBER 2015

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<td>09:30</td>
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<td>10:00</td>
<td>Opening – MC Introduction and Welcome</td>
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<td>10:15</td>
<td>Key Note – Dr Jim Anglin</td>
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<td>11:10</td>
<td>Break</td>
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<td>11:30</td>
<td>Workshop A (Dr Thom Garfat)</td>
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<td>11:30</td>
<td>Workshop B (Stephen Drysdale)</td>
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<td>11:30</td>
<td>Workshop C (Dr Cathy Smey-Carston &amp; Monica Pauls)</td>
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<td>Workshop D (Derek McDonnell)</td>
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<td>13:00</td>
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<tr>
<td>14:00</td>
<td>Plenary – Dr Clive Acraman (UK)</td>
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<td>14:40</td>
<td>Plenary – Brian Hogan (Don Bosco, Ireland)</td>
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<td>15:20</td>
<td>Break</td>
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<td>15:40</td>
<td>Workshop E (Max Smart and Dr John Digney)</td>
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<td>Workshop F (Aoife Pendergast)</td>
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<td>15:40</td>
<td>Workshop G (B. Patterson and B. Schleuter)</td>
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<td>16:25</td>
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### TUESDAY 10 NOVEMBER 2015

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<td>11:00</td>
<td>Plenary – Dr Karen Winter (UK)</td>
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<td>11:45</td>
<td>Break and Networking</td>
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<td>12:15</td>
<td>Workshop H (Dr John Digney)</td>
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<td>12:15</td>
<td>Workshop J (David Power)</td>
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<td>12:15</td>
<td>Workshop K (Dr A. Cassidy, F. Landy &amp; Prof. C. McGregor)</td>
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<td>Information Session L (Martin Stabrey)</td>
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<td>Information Session P (Martin Stabrey)</td>
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<td>Workshop M (Kelly Shaw)</td>
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<td>Workshop N (Aurora Demonte &amp; Rachel Charles)</td>
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<td>Workshop O (Anne Nolan &amp; Alison Griffin)</td>
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<td>Workshop Q (Dr Cathy Smey-Carston)</td>
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<td>Workshop R (Emmet Tuite &amp; Lavina McLean)</td>
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<td>Plenary – Max Smart (Scotland)</td>
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<td>Panel Discussion</td>
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### WEDNESDAY 11 NOVEMBER

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<td>09:30</td>
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<td>10:00</td>
<td>Plenary – Professor Robbie Gilligan</td>
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<td>11:45</td>
<td>Plenary – Dr Mandi McDonald</td>
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<td>Plenary – Shane Griffin</td>
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<td>14:00</td>
<td>Training Workshop: Exploring Advocacy in CYC practice (Aurora Demonte and Rachel Charles)</td>
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<td>14:00</td>
<td>Training Workshop: The Use of Daily Life Events in Working with Families &amp; Foster Carers (Dr Thom Garfat)</td>
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<td>14:00</td>
<td>Training Workshop: Understanding and Minimising Transition Trauma (Max Smart)</td>
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This gathering is a collaborative association between The Gateway Organisation, CYC-Net (The International Child & Youth Care Network), TransformAction international and Empower Ireland. It has the aim of facilitating and hosting learning and development events networking sessions with a view to ‘uniting’ carers and professionals from diverse but related disciplines involved in the care-cycle of vulnerable groups. New associations are invited.

Programme

This year, we are delighted to announce that Dr Jim Anglin will be keynoting on the first day and that Dr Thom Garfat, who keynoted in 2014, has agreed to return to be an integral part of the week long events.

The weeks programme begins with a ‘standard format’ conference for Monday and Tuesday, each day allowing exploration and discussion around the place of dialogue/communication around putting good theory into good practice. The Wednesday programme builds on this theme and offers an innovative framework with the morning being a conference style programme, where Professor Robbie Gilligan (TCD) delivers an address titled: Developing a range of responses to the diverse needs of young people making transitions from life in care.

Wednesday afternoon (Professional development Programme) will have a set of training events to augment skills and support required for working with youth, including youth in crisis. These will include Advocacy Skills, Making Moments Meaningful in Family/Foster Care and Understanding Transition Trauma. All are framed within a Child and Youth Care perspective.

Speakers are both local and international (Canada, South Africa, England and Scotland).

Bookings

To register for the conference we encourage people to visit the conference website and use the links to the Eventbrite booking website to book your place. The full rate is €75 and this includes: conference pack, refreshments, lunch and full online access to materials. A limited number of places are being made available with a 30% discount until the end of October. Promo code: UNITY2015.

If you prefer to book directly, please send an email to info@empowerireland.com with your details and requirements.

All aspect of the week can be booked separately and attendance on any given day is NOT contingent on attending any other day.

Conference dinner (Monday 9th) can also be booked on the Eventbrite website.

Accommodation

Should you wish to stay over at the conference hotel, please contact the hotel directly to make your individual arrangements. Their website is: www.regencyhotels.com Address: Regency Hotel, Swords Road, Drumcondra, Dublin 9, telephone: +353 1 837 3544.

Please use the code UNITY to avail of discounted rates (€75 per night B&B for a single or €90 per night B&B for a twin / double).

Silent Auction

A silent auction will run through the week. We are encouraging all speakers and delegates to bring an interesting or novel gift for the auction. All proceeds go to CYC-Net (www.cyc-net.org)
Dr. Jim Anglin through his research on what makes effective residential care practice with children and youth has brought to the fore a number of key concepts and principles, including:

- Congruence, the flow of congruence and struggle for congruence within caring organizations
- Pain, and pain-based behaviour at the centre of the care process
- The importance of good theory in child and youth work, that “fits, works and is relevant”
- The necessity and urgency of closing the gap between what the field, collectively, knows and what care practitioners and agencies actually do
- The significance of learning to “relate to relationships” as part of relational practice
- The challenge of complexity – “child and youth care is not rocket science: it’s far more complex than that!”
- The need to move beyond technical thinking to adaptive and transformative responses
- Assessing quality: “if it’s not good enough for your own child, it’s not good enough for anybody’s child”.

Key Messages

Dr. Anglin will present some key findings from recent research and 200 years of practice wisdom in the field of child and youth care. He seeks to contribute to the ongoing search for a “unified field theory” of CYC praxis in dialogue with the work of others presenting at this conference.

Professor Jim Anglin began his career as a child and youth care worker in a mental health centre in Vancouver after which he developed a 6-bed group home for adolescents in Victoria. He then pursued graduate studies, worked in social policy in Ottawa and with the Children’s Services Division, Government of Ontario, in Toronto. Returning to B.C. in 1979, he joined the faculty of the School of Child and Youth Care at the University of Victoria where he is a full Professor and former Director.

His major research interests have focused on a re-appreciation of residential care for children and youth (e.g. Pain, Normality and the Struggle for Congruence: Reinterpreting Residential Care for Children and Youth, Routledge, 2003). Currently, he is involved in researching and documenting the implementation and impact of a principle-based approach to residential care with colleagues from the Bronfenbrenner Centre for Translational Research at Cornell University.

He has published in North American and international journals and child welfare texts on a variety of child and youth care issues. He is on the editorial boards of Child and Youth Services, International Journal of Child and Family Welfare, Journal of Child and Youth Care Work, International Journal of Child, Youth and Family Studies, and Reclaiming Youth at Risk. He has also visited child and youth care programs and offered keynotes, workshops and seminars in over 40 countries – focusing on extra-familial care with young people, creating theory from qualitative data, and the evolution of CYC as a global profession.
Workshop A – 11:30

Discussing the Foundations of Effective Child and Youth Care

Dr Thom Garfat

This session discuss the key themes emerging from research in the field of child and youth care (alternative care) over the last 40 to 50 years in the context of what appears to be involved in effective interventions.

The 25 characteristic of effective child and youth care practice (an ever-growing list) will be briefly examined and discussed.

Key Messages

The participant will be encouraged to reflect on:

- Their own idea of relationship and relational care.
- The importance of ‘meaning making’
- The need to ‘see behind behaviour’ and
- This own perception of ‘change’ and how to facilitate positive change.

Thom Garfat is an international consultant and trainer who for over 40 years has worked with children, young people, care givers and those who help them. His primary focus is on ‘making it work’ by finding practical ways to enhance the process of development and healing.

Thom lives in Quebec with Sylviane.
Founded by Dan Hughes PhD, Dyadic Developmental Psychotherapy (DDP) brings together attachment theory; what we understand about developmental trauma; the neurobiology of trauma; attachment; inter-subjectivity theory, and child development.

Working within the basic principles of PACE (Playfulness, Acceptance, Curiosity and Empathy), young people can be supported to explore the feelings and memories of their past and begin to understand their impact on the present.

Dyadic Developmental Practice is a model for professionals and parents to support children to recover from trauma and disrupted attachments through the parenting, education and care they receive as well as through therapy. Moore House Care and Education is the first care provider in the UK to start the process of Organisation Certification.

The positive impact on young people and staff is already evident and we are using specially commissioned Rickter Scale assessments to objectively measure the impact of the approach over the coming years.

The workshop will provide an opportunity to discuss the basic principles of DDP and the process of Organisation Certification.

Key Messages

• Basic introduction to Dyadic Developmental Psychotherapy/Practice (DDP).
  Understanding organisational and individual accreditation in DDP
• Opportunity to discuss trauma-focussed interventions that complement the DDP approach.
• Measuring organisational outcomes using the Rickter Scale

Stephen Drysdale is the Psychological Services and Intervention (PSI) Manager for the Dynamic Partnership; a Scottish organisation providing fostering and residential care/education placements for young people with trauma histories and resulting social, emotional and behaviour difficulties. Stephen holds 10 years experience in working relationally with young people, families and professionals with a focus on promoting attachment and building resilience.

Stephen holds a BSc (Hons) in Psychology from the University of St Andrews, MSc in Forensic Psychology from Glasgow Caledonian University and is currently working toward the Doctorate in Forensic Psychology through the University of Nottingham.
Who Cares? Exploring Care in Practice with Students in the Bachelor of Child Studies at Mount Royal University

Monica Pauls and Dr. Cathy Smey-Carston

The concept of care is viewed as a foundational ethic in work with children and youth. Teaching and learning about care in a way that is relational and significant to this work is an important consideration when preparing future practitioners; as child and youth care counselors or early childhood care educators. The Bachelor of Child Studies (BCST) at Mount Royal University in Canada, incorporates the concept of care into its curriculum and is examining these theoretical and praxis connections about care made by students, through the use of digital storytelling as a medium for dialogue, discovery and interpretation.

This interactive session will take an interdisciplinary approach by exploring participants’ understanding and interpretation of care in practice, followed by a presentation of the digital story telling methodology as means of engaging participants in reflexive thought and discovery. Digital stories of care will be shared in the session and participants will have the opportunity to provide feedback about the progression of the study.

Key Messages

- To explore an understanding of care in practice.
- To ‘overview’ a study of care using an innovative approach (student voice & reflexive practice).
- To elicit participant feedback on a proposed methodology.

Monica Pauls, MA, has been working as a researcher in the social science field for over a decade. Upon completing her Masters’ degree in 2002, she worked as the Coordinator for Alberta-based Research Projects at the Canadian Research Institute for Law and the Family (CRILF). Monica went on to teach at Mount Royal University, but continued to conduct research as both an independent consultant and as a member of the academic community. She has conducted several studies, is well-versed in both quantitative and qualitative methodologies, and has experience with various analytical software programs. Monica is currently appointed to Assistant Professor in the Department of Child Studies and Social Work at Mount Royal.

Catherine Smey Carston, PhD, is an associate professor and chair of the Department of Child Studies and Social Work at Mount Royal University in Alberta, Canada. Her thirty year career span includes a variety of front line, leadership, research and teaching roles in the field of child and youth education. Her doctoral studies explored the role of relationships and mentoring for new graduates. Catherine is the co-lead of a team of researchers and practitioners who are exploring learning and implementation strategies for the Alberta Early Learning and Care Curriculum Framework. She is currently on a sabbatical year and is enjoying opportunities to bring work, research and travel together.
Workshop D – 11:30

Interactive Pausing – Offering possibilities to form relationship in a new way with young people

Derek McDonnell

This session will connect to the theoretical underpinnings of the process called Focusing which is at the heart of the Interactive Pausing discovered by Dr Eugene Gendlin.

This workshop will provide participants the opportunity to experience and see how the Road Map of Pausing, Noticing, Listening and Following a young person process can allow young people to discover the next steps forward that comes from within themselves.

A central theme in this workshop will be the quality of the relationship that the interactive pausing allows you to form with young people. It is all about the quality of presence you hold for young person and they can hold for themselves.

The heart of the process is to keep the child in the centre. It’s not about control; it’s not about fixing. It’s about a quality of presence that holds possibilities.

Key Messages

The participants will gain insight into the key aspects of the interactive pausing

- the felt sense
- quality of presence
- Practical skills of how it is possible to integrate this into your skill base.

Derek McDonnell has worked for the past 24 years as a Social Care Practitioner in various settings; 14 years of which were spent working in Lucena Clinic in Orwell Road in Child and Adolescent Mental Health Services. He is currently working as a Community Social Care leader in the Social Work department in Tusla Child and Family Agency Portlaoise, Co Laois. Derek is a Certifying Coordinator with the Focusing Institute in New York and has incorporated Focusing his therapeutic interventions, and developed specific training program for young people called the Interactive pausing.

Session and Speaker Information

Monday 9 November 2015

Unity Through Relationship 2015
Developing Dialogic Learning In Children’s Health and Social Care through the use of Person Centred Thinking

Dr. Clive Acraman

This presentation argues that person centred practices, when embedded into teams, can transform and positively augment ways of working. Specifically, how dialogic learning practices provide the culture and context to facilitate individual and team growth and understanding through organisational learning. As the pace of environmental change accelerates, we are required to find more rapid change processes for organisational renewal. The great promise that a model of appreciative, dialogic learning offers is the capability to generate self-sustaining momentum within an organisation toward actualizing the values that lead to superior performance.

The synergy created by the fusion of three evidently distinct bodies of literature; Person Centred Planning, Appreciative Inquiry and Dialogue facilitated through Action Learning, suggests that dialogic learning has noticeable and important connections for, and to, organisational and interpersonal learning.

Key Messages

- Introduce participants to a method of embedding praxis through dialogue and introduce a concept of individual and team mentoring, leading to organisational learning.
- Introduce participants to stages of dialogic learning and a way of linking theory and practice through reflective learning.
- Recognising the strengths and opportunities for sharing power in hierarchical positions.
- Introduce participants to a dialogue based methodology that engages people who use services, their carers, friends and the communities they live in to design, redesign and improve services delivery through co-production.
- Understand how person centred organisations focus on the people who work for them and the people who use the services they deliver.

Clive Acraman believes that while there is no substitute for experience, this needs to be informed by a theoretical understanding of what we do and why we do it. He has gained degrees in Social Work, Child Protection and a Doctorate through Action Research. This underpins his approach to Organisational Learning and the Personalisation of Service Delivery.

Clive attributes his person centred approach to his 30 year friendship with Paul, a man who lives with learning and physical disabilities. “Paul is central to my understanding, and the driving force behind my passion to influence service delivery through praxis.”
Parallel relationships in Residential Social Care

Brian Hogan

This session will explore the dynamics of the relationship between Social Care Practitioners and the young people they work with and its connection with the Supervisory Relationship and Leadership Relationships.

It will be practice based and will draw the presenter’s own experience as line manager Deputy Director, Director and CEO and will be themed using What Works questions.

Key Messages

Participants will go away with knowledge of a management style and system that works in practice to deliver quality outcomes to young people experiencing difficulties.

Brian Hogan is CEO at Don Bosco and has over 25 years experience in Residential Child and Youth Care, initially as a front line practitioner and more latterly as a Senior Manager.
Positive use of the Research: Making a move from ‘What’s Wrong to What's Strong’

Dr John Digney and Maxwell Smart

As we are all aware, if children & youth are to have a better chance of ‘making it in the world today’, they need to be connected to appropriate adults, they need to be nurtured and they need to be understood. In addition, young people need to be encouraged and told what is right with them. This ‘changing the lens’ make require a cultural shift for many people, disciplines and organisation – yet the research tells us that it is the only way to go. If we are to really be useful to young people and families (and are dedicated to building resilience), we will embrace the research and strive to put the lessons into practice.

In this interactive workshop the presenters shall discuss some contemporary thinking and practices that relate to the current ‘resilience revolution’ and will highlight the necessity to move from a deficits culture to one which is grounded in strengths and virtues.

Key Messages

• For professionals to better understand the meaning(s) of transition & change and gain an appreciation of the importance of daily “invisible” transitional events.
• To be aware of the impact of ‘transition trauma’
• To acknowledge the existence of ‘invisible transitions’.

Maxwell Smart has worked in the field of Child & Youth Care for over 25 years. He qualified as a Social Worker in 1986 and has worked in all areas of social care and specialised in child protection & family practice. He has practiced in Scotland & England and moved to Residential Child Care 1995. Max has a Diploma in Social Work & MSc in Advanced Residential Child Care Certified RAP & ‘DLE’ trainer. He is presently Assistant Residential Manager at Lothian Villa Musselburgh East Lothian.

Dr John Digney has worked in the field of child and youth care since 1991, moving into the area after gaining him degree in Psychology. He has also professional qualifications in Psychotherapy; Project Management; Training & Education; Facilitation & Mediation and in 2010 received a Doctorate in therapeutic Child and Youth Care. John has work EHSSB (Northern Ireland), Oberstown, NEHB and HSE. He is a Certified Senior training in all Reclaiming Youth and TransformAction International Trainings and is presently National Training Development Coordinator with Tusla.
Workshop F – 15:40

Come and Fight – The Complexities and the Challenges of finding your voice in contemporary social care

Aoife Prendergast

This interactive workshop will comprise of three elements:

1. Understanding of the Lived Experience of a Social Care Practitioner – Focus on an individual’s perspective
2. Supports and Techniques for Individuals  Group Activity / Plenary Discussion.
3. Examine impact of the “use of self” in meeting the needs of individuals utilising a person-centred approach.

Key Messages

This workshop will explore these issues in detail, emphasizing the vital components of advocacy and techniques to promote the individual’s voice at every stage of the life-course.

An exploration of person-centred services to provide choice and control over an individual’s life but one which also balances an individual’s rights and responsibilities appropriately will be discussed.

Aoife Prendergast is a Lecturer at the Institute of Technology, Blanchardstown, Dublin. Having completed both her undergraduate and postgraduate studies at NUIG. Aoife has substantial lecturing and training experience in both the UK and Ireland in a variety of roles including National Training Projects Co-ordinator and Community Health Co-ordinator for NHS Peterborough, Cambridgeshire, UK.

Aoife was selected as a Community Empowerment Champion for her work in the East of England in 2010 and received a Scholar Award from the international community “Ageing and Society” in September 2014. A skilled and successful lecturer, her exposure to various cultures and widely divergent groups ensures her comfort level in working with a variety of clients.

She has presented extensively internationally in Canada, Italy, Belgium, UK and Ireland. Her abiding belief is that education is a personal and communal process that is the path to the social change needed by communities. She has also participated at European Parliament level regarding education and well-being. Her research interests include participatory learning methodologies, active citizenship and practice education. She is currently undertaking her PhD in Education exploring practice education and supervision.
Dialogue as a method to reduce risk

Brigitte Paterson and Baerbel Schleuter

The dialogical model in Germany, Austria and Switzerland, the Luetringhaus Model, built on social pedagogical principles will be introduced to participants. The model will highlight its dialogical nature leading to enhanced reflective and safer practice, for families, children and staff and in the area of child protection. Historical and philosophical underpinnings of the model introduced. The opening up of the session to the participants is to allow for contrasting and comparing of this model in a critical way and to emphasise the importance of dialogue in social pedagogy in general and applied to the model specifically.

Key Messages

• Introduction to a new model of working in the area of child protection
• Gaining historical context to the development of such models in continental Europe
• Exploration of the model and its challenges and chances for the Irish system with other participants and facilitators.

Brigitte Paterson has an MA in social pedagogy and currently works as a trainer and facilitator with the Maria Luetringhaus Institute for social-world orientation and case management (DGCC). She has had years of experience in working as a child protection social worker in the German child protection system. Brigitte has a long standing interest in exploring different systems across various countries as to how most effectively protect children from harm in our societies.

Baerbel Schleuter has Master degree in social pedagogy and has co-founded and developed Compass Child and Family Services, a non-for profit provider for social services to families and young people. She is providing clinical guidance to Compass CFS. Baerbel’s professional career started in Germany. Having lived and worked in Ireland as a social work practitioner in various settings and as a manager of Fairview House, out of home care setting for children, her interests lie in the diversification of service provision for young people at risk and to innovate in child protection interventions thus providing meaningful supports to young people and families in need of social interventions.
The title of this paper borrows from the Irish educational philosopher, Joseph Dunne’s, book of the same name and attempts to apply his arguments to the field of residential child care.

Dunne asks a basic question about the extent to which dominant models of technical or scientific rationality are appropriate in illuminating or guiding practice in complex ‘people professions’. Instead, Dunne proposes that the Aristotelian virtue of phronesis more aptly captures the nature of such work. Phronesis might be thought of as the thoughtful reflection on experience. It involves acting on our world (praxis) in a value based way. Yet, residential care, historically, has tended to look for more ‘scientific’ answers, often borrowed from disciplines such as psychology.

Knowledge in such models is identified as scientific and technical whereas an idea of phronesis would posit it to be practical and moral. The idea of praxis involves doing things in a reflexive way. To illustrate some of my more theoretical arguments I will draw on findings from a recent European project looking at children on the borderline of residential child care and mental health services. I conclude by suggesting that there are few ‘scientific’ answers in residential child care – we work on rough ground.

**Key Messages**

- Scientific/rational models of practice based around disciplines such as psychology are of limited use in residential care
- We need to look towards a knowledge base that is practical and moral
- Practical and moral knowledge is inevitably uncertain and contingent – it takes us onto rough ground.

Mark Smith is Senior Lecturer and Head of Social Work at the University of Edinburgh.
Plenary – 11:00

Three is a crowd: competing dominant discourses regarding the statutory home visit to children and families and the impact on social worker/child relationships

Dr. Karen Winter

Drawing upon data gathered from a large, four nations ethnographic research study, the purpose of this session is to explore the hidden, private world of the statutory home visit to children and families, to highlight how and in what ways meaningful communicative encounters are engaged in, what the experience of them is and to identify enablers/hindrances.

The paper outlines that the contemporary context of the home visit is cut across by three main competing discourses (bureaucratic; relationship based; evidence based interventions) that bring into question what social workers are doing, why they are doing it and how they are doing it. Using examples the paper highlights social pedagogical principles and suggests that these might form the basis to a model of practice that could underpin statutory social worker home visits.

Key Messages

The social worker home visit is:

• under researched and yet a key site in which effective relationships need to be established
• the site of several competing discourses that impact on the child/social worker relationship
• in need of new models of practice and a social pedagogical approach might help.

Karen Winter is a lecturer at Queen’s University Belfast. She has over 16 years’ experience working as a social worker, team manager in child protection and as a Guardian ad Litem representing children in court proceedings. Her research interests involve children in care; children’s rights and services; and communicating with children. She has published widely in these areas.
Outcomes That Really Matter: Putting Research into Use

Dr John Digney

This session will provide an overview of the ‘outcomes That Matter’ programme, developed by TransformAction international.

Outcome measurement is a contemporary requirement for child, youth and family service providers but can be somewhat arbitrary in terms of what outcomes are and how they are measured. Care outputs are frequently confused with care outcomes. Policy outcomes, service outcomes and developmental outcomes achieved by children and young people in out-of-home care are also frequently confused.

This workshop will explore how a measure of ‘outcomes’ has incorporated the 50 years of research carried out by the Search Institute into contemporary needs and strength based approaches of care delivery.

Key Messages

To have the participant:

- Explore how strengths-based approaches and resilience are closely aligned with outcomes that matter
- Review 10 developmental outcomes that are external to a child or young and 10 developmental outcomes that are nurtured internally through daily life events.

Dr John Digney has been working in the field of Child & Youth Care since 1991, moving into the area after gaining him degree in Psychology. He has professional qualifications in Psychotherapy; Project Management; Training & Education; Facilitation & Mediation and in 2010 received a Doctorate in therapeutic Child and Youth Care. He is presently National Training Development Coordinator with Tusla.
Communication in a therapeutic community – the key to attachment

David Power

David will introduce the concept of Therapeutic Community and the theoretical Framework that it sits within (inc. the ethos and value system that the organisation is built on and why communication plays an important role in our task).

This presentation will begin to explore the concepts that communication in a therapeutic community forms the key components to effectively engaging young people in a therapeutic approach and explore the concept of the keyworker as the main therapist in the young person life, allowing exploration of the young person’s feelings and understanding of life events.

The paper will begin to introduce the concept of One-One sessions with purpose and the special time opportunities for adult and young person to learn and will promote the concept of risk taking in a regulated system and safeguards that protect the members of the community.

Key Messages

- Understanding of what is a therapeutic community (Standards- Value System)
- Supporting young people (help put words and meaning to actions) and
- Concepts of Communication in a therapeutic Community
- Community Meetings – Empowering decision-making
- Special Time and One to One Communication
- Keyworker as the Therapist and a Holding Environment.

David Power has a MA in Management, BA Hons Social Care, BA in Social Studies & National Certificate in Vocational Rehabilitation. I was President of the IASCW and part of the founding members of Social Care Ireland Executive. I have represented the profession on the HSCPC for 8 years. Over 27 years’ experience in the provision of services to the most vulnerable people in our communities. These years include The Children Detention Schools, The Crisis Interventions Service, Community Care HSE and I am now the Director of Smyly Trust Service one of the Voluntary agencies. Smyly Trust is a Therapeutic Community catering for young people aged 8 to 18. We also have an aftercare service.
Interfacing informal and formal help systems: A critical Overview of developments within Irish Child Welfare Systems

Dr. Anne Cassidy, Professor Caroline McGregor and Fergal Landy

The modern Irish Child Welfare system has moved from ‘protection orientation’ to having a broader Parenting, Prevention and Family support emphasis.

This presentation draws from evidence relating to the most recent developments that have informed this programme including the Identification of Need. The discourses underpinning these developments are critically examined, and the analysis is considered within the context of the changing nature of CW systems worldwide.

Key Messages

This presentation aims to document and critique the development and evolution of Family Support structures, processes and practices as ‘early help systems’ in Ireland through the later part of the 20th century up to the present day with a particular emphasis on the interaction between informal and more formal statutory structures, processes and practices.

Anne Cassidy is a Post-Doctoral Researcher in the UNESCO Child and Family Research Centre on the Evaluation of the Tusla Mainstreaming and Development of Prevention, Partnership and Family Support. Anne previously completed her doctoral thesis on the impact of belonging to the Irish farming community on university students’ life experiences and transitions to adulthood.

Caroline McGregor is Professor of Political Science and Sociology-Social Work and Senior Research Fellow at the UNESCO Child and Family Research Centre and Director of Social Work. She has been Senior Lecturer at the School of Sociology, Social Policy and Social Work at Queen’s University Belfast and previously worked in Trinity College Dublin and has practiced as a child protection and welfare social worker.

Fergal Landy joined the Child and Family Research Centre in September. Previously he worked in practice as a Community Development Worker (with responsibility for the development of family support services in North Tipperary), as a Child Protection Social Worker and as a Social Worker with out-of-home adolescents (CSI) in Dublin.
Introducing CYC-Net (www.cyc-net.org)

Martin Stabrey

Since 1999, The International Child and Youth Care Network (www.cyc-net.org) has been one of the most valued and visited child and youth care resource websites in the world. CYC-Net is a network of thousands of people around the world, of all shapes, colors, languages, interests and skills, who are involved in the care of children, youth and families who for some reason are being looked after. Its main objectives are (primarily through the internet and electronic media) 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.

CYC-Net receives over a million unique visits annually and manages a moderated email discussion group list of over 4000 group members.

CYC-Net and its resources are free to all end-users.

Key Messages

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

Martin Stabrey lives in Cape Town, South Africa. He studied Economics and Information Technology at the University of South Africa. He is CEO of Pretext Publishing, COO and member of the Board of Governors of CYC-Net.

He is also the product of an excellent child and youth care program in South Africa.
Therapeutic care at the top of the Earth

Kelly Shaw

Operating a residential group treatment program in the high arctic poses multiple challenges. The first ones that might come to mind are language, culture, geography, and climate. Then there is the complexity of working in a system to support indigenous people who have been oppressed and have experienced cultural genocide at the hands of the Canadian Federal Government for decades.

This interactive session will be focused around sharing what learning we have had through dialogue to build relationships with the multiple people involved with supporting this program; exploring the challenges we have faced working to stay in genuine dialogue as well as discussion about how using a process based loosely on the Critical Friends model has supported our growth as both practitioners and as a program as we have worked to translate our previous practice contexts into one that might be meaningful in this community.

Key Messages

- Opportunity to think about offering services in remote, geographic regions.
- Discussion of the socio-political complexity of our work.
- Introduction to the critical friends model.

Kelly Shaw is currently core faculty at the Nova Scotia Community College in the Child and Youth Care Diploma Program & Child and Youth Care Supervisor with 4D North Centre for Youth – which is believed to be the most northerly group care program in the world. She has an MA in Child and Youth Study, holds certification from the CYC Certification Board and is completing a PhD in Educational Studies at Brock University.

She is a believer in creative interactive programming with youth and with learners and is interested in exploring further how creative programming can be used to build essential practice skills within a Child and Youth Care educational setting and how to support Child and Youth Care Workers.
This workshop will look to explore how each individual practitioner supports advocacy in their work with children, youth and families. Participants will come away with a plan designed to improve youth engagement in their practice.

Key Messages

- Challenge popular definitions of advocacy
- To critically reflect on moments of practice, devising a plan on how to improve or increase youth engagement in practice.

Aurrora De Monte is full-time faculty in the Child and Youth Care program at Fleming College and is a co-creator of the CYC Advocacy Project (www.cycadvocacyproject.com) She maintains a passion for working with young people who are deemed hard-to-reach/street involved, and maintains a private practice working with young people, families and couples.

Rachel Charles, traditional Anishnaabek name Ziigwan Binesii Kwe translating as ‘Spring Bird Women’ is a recent graduate from the Child and Youth Worker program at Fleming College in Peterborough Ontario, Canada. Rachael is a Native Woman and currently works with Indigenous children, youth and families and has a passion for her cultural traditions and customs. Rachel’s goal is to use traditional knowledge to help children and youth on their personal healing journey in combination with mainstream therapies and approaches. She loves the strength-based approach that is the Child and Youth Care philosophy and is eager to further her education to help her better serve children and families.
Don’t Walk Away – STAY: Families in Direct Provision, Person, Percentile or Profit?

Anne Nolan and Alison Griffin

As an NGO working with Refugees, Asylum Seekers and other vulnerable Migrants we are focussed on recent HIQA reporting of four Centres and are offering a response to that document.

- Responsibility vs Indifference
- Access vs Barriers
- Rhetoric vs Action
- Expertise vs Assumption
- Continuity vs Stagnation
- Inheritance vs Innovation
- Hope vs Despair
- Respect vs Contempt
- Multi-faceted vs One dimensional delivery
- Long-game vs Quick fix
- Soul vs Sole (do we stay or do we walk away)?

Key Messages

Missed opportunities for wider engagement with NGOs to inform the work of other service providers.

Anne Nolan is an NGO Manager with the ISU (a NGO providing Humanitarian supports to Refugees, Asylum Seekers and vulnerable Migrants in Waterford). She focuses on raising awareness of human rights issues, lobbying for social change around the Direct Provision Accommodation system and related abuses of Human Rights. Anne has a range of international professional training qualifications through the Red Cross/Red Crescent and other international organisations; Anne has studied in University College Dublin, NUI Maynooth, National College of Ireland, Waterford Institute of Technology, and Boston College in the US. She is currently studying Cultural Anthropology with UCC.

Alison Griffin has achieved a BA (Hons) in Criminal Justice Studies with Waterford Institute of Technology, and an MA in Social Studies at Waterford Institute of Technology. She has travelled extensively leaving Ireland in 1979, spending 2 years in Suriname, South American where a ‘coup’ broke out in 1980. Alison has experienced civil conflicts in west Africa - Liberia and Sierra Leone (where she spent almost 10 years) working with various women’s organisations and also with Irish Missionaries to work with children and adults in unspeakable conditions of poverty to offer support, supplies and safe shelter. She has also spent time in Indonesia. Alison has been involved in teaching literacy skills across the globe and has a great deal of knowledge and practical humanitarian experience. Bringing hope through information and education is the way forward for people in difficult circumstances once they have shelter, safety and food.
Pedagogical Leadership – a relational and reflective process

Dr. Catherine Smey Carston

A team of researchers from Mount Royal University, Child Studies program (Canada) are currently exploring a relational and reflexive leadership process with an emphasis on the development of pedagogical leadership skills with managers and administrators in child serving programs. This process has included the creation of a workplace community of practice model where staff come together to dialogue, share and question their practice through the use of a reflective learning story tool. This session will describe the exploratory nature of this research and preliminary findings as well as outline this process used to support pedagogical leadership.

Key Messages

• Pedagogical leadership in child and youth organizations
• Communities of practice in action
• The value of dialogue and reflection in relation to practice.

Catherine Smey Carston is an associate professor and chair of the Department of Child Studies and Social Work at Mount Royal University in Alberta, Canada. Her thirty year career span includes a variety of front line, leadership, research and teaching roles in the field of child and youth education. Her doctoral studies explored the role of relationships and mentoring for new graduates.

Catherine is the co-lead of a team of researchers and practitioners who are exploring learning and implementation strategies for the Alberta Early Learning and Care Curriculum Framework. She is currently on a sabbatical year and is enjoying opportunities to bring work, research and travel together.
Turning stories into action, storytelling as dialogue in practice

Emmett Tuite and Dr. Lavinia Mclean

This session will outline the role of storytelling in practice and the use of stories as a form of dialogue. Storytelling offers the opportunity to establish connections between staff and service users, within staff teams and between services user groups themselves. In a practice context it is essential that the informal use of stories is sustained by an effective structure to improve practice and care experiences.

The session will provide an overview of the evidence base which supports the use of stories as a form of dialogue. It will review a recent research project looking at key findings related to use of stories in residential care services and will look at further potential applications for the storytelling approach as a form of intervention.

Key Messages

• Provide attendees with a clear understanding of the value of stories as a methodology to improve dialogue within care settings
• Identify opportunities to implement the storytelling approach within your staff team or with your service user group
• Develop a critical understanding of the limitations of this approach and an understanding of contexts in which use of stories may be ineffective or inappropriate.

Emmet Tuite is a lecturer in Applied Social Care in the Institute of Technology Blanchardstown. He previously worked in a wide variety of social care settings including residential care for children, drug and alcohol addiction treatment and aftercare. Research interests include relationship building, resilience, non-traditional approaches to engagement and intervention and addiction treatment.

Lavinia Mclean is a lecturer in psychology in the Institute of Technology Blanchardstown. She has worked in a variety of social care settings in Ireland and abroad including residential care, educational programmes and services for people with intellectual disability. Lavinia’s research interests include video-gaming, innovative teaching practices and engagement and intervention in social care.
Participatory practice is acknowledged as increasingly important in empowering families in the decision-making process. Parental participation represents a shift from viewing people as passive beneficiaries to an emphasis on the capacity of service users to be creative, reflective and active agents in shaping their lives (Slettebo, 2015). Despite this, parental participation remains a complex and multi-dimensional concept, provided in a variety of ways across a continuum.

This paper draws on existing research to explore what parents want across the continuum of participation and how this might be embedded in services, drawing on emerging structures for parental participation within Ireland’s new Child and Family Agency, Tusla. The paper illustrates the importance of engaging with parents and how this contributes to improved outcomes for children and families.

**Key Messages**

- Advantages of parental participation
- Enabling parental participation
- Understanding levels of involvement.

Nuala Connolly is a postdoctoral researcher in the UNESCO Child and Family Research Centre and is experienced in multi-method and multi-themed child and youth research, including longitudinal evaluation and field-based action research. She has worked as a Researcher in the Centre for Youth Research and Development (CYRD), and as a Lecturer in social research methods in the Department of Applied Social Studies, Maynooth University.

Nuala is an appointed member of the European Commission and Council of Europe Youth Partnership Pool of European Youth Researchers (PEYR). In addition to her experience in child and youth research and programme evaluation, her interests include information policy and the sociology of technology. She has a BA, MA and PhD in Information Studies from University College Dublin (UCD).
Praxis and Pain

Maxwell Smart

Praxis and pain seem unlikely bedfellows for a plenary session. They are linked however when one considers that praxis (the integration of theory and practice) in Child and Youth Care, seeks to both engage in relational caring whilst at the same time generate healing in the emotional pain young people carry. Yet often in ‘real’ day to day care, practitioner attention is more drawn towards managing problematic behaviour rather than remediating the emotional pain of troubled youth.

Key Messages

This presentation will look at the creation of congruence in a Philosophy of Care that puts praxis at its core; where caring interventions are aligned with and informed by understanding from research and practice wisdom. The presenter is a care manager, writer, practitioner and trainer in Child and Youth Care and Reclaiming interventions. He has practiced and continues to work directly with youth in difficulty; front line, since 1986. Max writes extensively about effective techniques in working with troubled children and about creating establishments of care that put emotional healing at the centre of all care practices.

Max Smart has worked in the field of Child & Youth Care for over 25 years. He qualified as a Social Worker in 1986 and has worked in all areas of social care and specialised in child protection & family practice. He has practiced in Scotland & England and moved to Residential Child Care 1995. Max has a Diploma in Social Work and an MSc in Advanced Residential Child Care. He is a certified RAP and DLE trainer. He is presently Assistant Residential Manager at Lothian Villa Musselburgh East Lothian.
Developing a range of responses to the diverse needs of young people making transitions from life in care

**Professor Robbie Gilligan**

The presentation will review some of the key international research on leaving care experiences and needs. It will then consider how policy and service delivery can best respond to these realities.

**Robbie Gilligan** is Professor of Social Work and Social Policy, at Trinity College Dublin where he is co-ordinator of the MSc in Child Protection and Welfare.

He is a member of the Board of the European Scientific Association for Residential and Family Care for Children and Adolescents, and also of Intrac – the international research network on leaving care issues. He is also joint director of the international Care to Work Pathways Study. He has published extensively on children and young people in care and leaving care.

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Achieving a Sense of Belonging in Foster Care

**Dr Mandi McDonald**

**Mandi McDonald** joined Queens University as a lecturer in social work in 2010 and is currently programme director for the undergraduate route of the Bachelor in Social Work degree. Her main research interests are in respect of ‘Looked After’ and adopted children, particularly in: the care planning process; social work interaction with the Courts; the needs and rights of looked after children; and the experience of family life in permanent placements.

Mandi has carried out research and published articles on post-adoption contact, adoptive parenthood, kinship foster care and informal kinship care and is interested in the use of qualitative research methods, particularly the development of Interpretative Phenomenological Analysis in social work research.

Mandi is a qualified social worker with 11 years experience in statutory children’s services in Belfast working as a social worker and senior social worker in family support and child protection teams, and, most recently, in permanence and adoption and is a member of the Centre for Social Research on Children and Young People at Queens University.
Supporting young people moving from Care

Shane Griffin

A personal Insight into leaving care, from the perspective of a care leaver, having accumulated vast life experience himself from his care journey and through research and listening to other Care Leavers’ stories.

Shane will share some of the journeys with us, something he describes as follows – “At a young age a large boulder was placed on my shoulders. Thankfully today I can say, that boulder has become a small pebble that I will carry forever”.

Key Messages

- To raise awareness of the key issues facing care leavers and present research that CLNI have carried out.
- Share some examples of the different experiences care leavers have.
- Leaving state care un-planned.
- The weaning journey of those dependant on the state from childhood – adult life.
- Issues that face care leavers upon returning to family of origin.

Shane Griffin is a Social Studies graduate who has spent over eight years in State Care – living with many foster families and also in residential care homes. His journey has been quite a personal struggle and challenge but he reains positive about the future. Shane have spent time working with marginalised and disadvantaged groups as part of various programmes, including Garda Diversion Projects, Youth Training & Development Programmes, and a Homeless Services. His involvement in the Irish Care Leavers' Network is from his personal and professional passion to advocate for those who are and have been in the Irish care system.
Exploring Advocacy in CYC practice

Aurrora Demonte & Rachel Charles

In this training we will explore the topic of identity as it relates to the development of a worker as an effective advocate. We will further examine how our values (and fears) lend themselves to CYC advocacy in everyday practice while assessing for the level of child/youth engagement within the practice setting. Activities that support children, young people and families to do for self will be presented and emphasized throughout our time together.

Key Messages

• Personal and professional identity is key to being an effective advocate.
• Examine advocacy in everyday practice
• Assess for child/youth level engagement
• Tools that support young people ‘doing for self’.

Aurrora De Monte is full-time faculty in the Child and Youth Care program at Fleming College and is a co-creator of the CYC Advocacy Project (www.cycadvocacyproject.com). She maintains a passion for working with young people who are deemed hard-to-reach/street involved, and maintains a private practice working with young people, families and couples.

Rachel Charles, traditional Anishnaabek name Zigwan Binesii Kwe translating as ‘Spring Bird Women’ is a recent graduate from the Child and Youth Worker program at Fleming College in Peterborough Ontario, Canada. Rachael currently works with Indigenous children, youth and families and has a passion for her cultural traditions and customs. Rachel’s goal is to use traditional knowledge to help children and youth on their personal healing journey in combination with mainstream therapies and approaches. She loves the strength-based approach that is the Child and Youth Care philosophy and is eager to further her education to help her better serve children and families.
The Use of Daily Life Events in Working with Families & Foster Carers

Dr Thom Garfat

Working within a family, from a CYC perspective, involves engagement as people live their lives. A CYC approach does not involve the traditional 50 minute office based approach where people reflect on the past week and plan for the next. This training explores how we might use everyday life events and is based on the Characteristics of a Child and Youth Care Approach. The content of the training includes:

1. An overview of a CYC Approach to working with families
2. An overview of a CYC Approach
3. A demonstration of the skills involved in engaging families, and family members.

Key Messages

At the completion of this training, participants will:

• Be able to articulate a framework for thinking about how to engage with families, in their world, or in ours
• Demonstrate an understanding about how to use Daily Life Events therapeutically with families
• Know how to use a CYC Approach to working with families
• Demonstrate enhanced skills in engaging with families.

Thom Garfat is an international consultant and trainer who for over 40 years has worked with children, young people, care givers and those who help them. His primary focus is on ‘making it work’ by finding practical ways to enhance the process of development and healing. Thom lives in Quebec with Sylviane
Training Workshop – 14:00

Understanding and Minimising Transition Trauma

Maxwell Smart

Problematic exposure to transitions is much more common for ‘in-care’ youth as compared to their peers (Smart, 2006, Smith, 2009) and this requires the attention of care professionals for these experiences are often not managed well.

Invisible transitions (such as; re-admission meetings to schools, or anticipated events which do not occur) exist and in many ways (although not traditionally thought of as transitions) impact young people’s lives negatively and imprint on how they manage major transitions.

Key Messages

• For professionals to better understand the meaning(s) of transition & change and gain an appreciation of the importance of daily “invisible” transitional events.
• To be aware of the impact of ‘transition trauma’
• To acknowledge the existence of ‘invisible transitions’.

Maxwell Smart has worked in the field of Child & Youth Care for over 25 years. He qualified as a Social Worker in 1986 and has worked in all areas of social care and specialised in child protection & family practice. He has practiced in Scotland & England and moved to Residential Child Care 1995. Max has a Diploma in Social Work & MSc in Advanced Residential Child Care Certified RAP & ‘DLE’ trainer. He is presently Assistant Residential Manager at Lothian Villa Musselburgh East Lothian.
New Book Information

Social Care and Child Welfare in Ireland

Integrating Residential Care, Leaving Care and After Care

Maurice Fenton

€39.95 (£34.95) ISBN 978-1-908308-74-0
Paperback / September 2015 / 414 pages

This book addresses the major issue of social care and child welfare in the twenty-first century, and in particular the imperative to integrate residential child care, leaving care and aftercare in order to achieve a congruent system of care. Currently these areas are disconnected elements, whereas in an integrated system they would be fully connected. The book is focused on the situation in Ireland but offers international relevance.

An ecological perspective, with recognition of the importance of both the child and the worker as dyadic elements within this system, is the focus throughout. The child’s perspective is presented through a biographical narrative of a former child in care and with case studies from the author’s practice experience. The workers’ perspective is addressed through detailed critical analysis of the elements which constitute the profession of social care, which include practice, theory, approaches to care, policy, rights, research, legislation, social justice, professionalisation, privatisation and the socio-political and socio-economic factors which impact on the profession of social care, and therefore children in care.

Through this analysis a nuanced and informed perspective, identifying both strengths and weaknesses, is offered on the care system in Ireland in 2015. The book identifies significant deficiencies in the current aftercare services available in Ireland, and advocates for a statutory entitlement to aftercare support for all care leavers. A benefit/cost analysis is provided to support such a change.

“This book is a must-read for anyone who has an interest in the Irish care system. From academics to policy makers, to social workers and care leavers, we all have a responsibility to understand the many aspects of the care system.”
– Wayne Dignam, Chairman, Irish Care Leavers Network

“Engrossing, informative and challenging. ... essential reading for all those with an interest in children in care.”
– Fr Peter McVerry, SJ, Founder, Peter McVerry Trust

About the Author
Maurice Fenton has worked at all levels in residential care, trainee to director, within the statutory, voluntary and private sectors. He founded Empower Ireland in 2009 to support care leavers in Ireland, and is an independent advisor and researcher with a particular interest in mentoring and social justice.

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Tel: 01-8511458. Email: theliffeypress@gmail.com. Web: www.theliffeypress.com