Unity Through Relationship

presents

Disruption, Trauma and Impact on Mental Health: Exploring Relational Response

Regency Hotel, Dublin, Ireland
7-11 November 2016

http://unitythroughrelationship.com
<table>
<thead>
<tr>
<th>Time</th>
<th>Events</th>
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<tbody>
<tr>
<td>9:00</td>
<td><strong>Registration</strong></td>
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<tr>
<td>10:00</td>
<td><strong>Opening</strong></td>
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<td></td>
<td>Welcome and Housekeeping</td>
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<tr>
<td>10:15</td>
<td><strong>Keynote</strong></td>
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<tr>
<td></td>
<td>Dr Thom Garfat (Canada)</td>
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<td></td>
<td>A Relational Child and Youth Care Approach with Traumatized Young people</td>
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<tr>
<td>11:00</td>
<td><strong>Break / Networking</strong></td>
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<tr>
<td>11:30</td>
<td><strong>Workshops</strong></td>
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<tr>
<td></td>
<td>Liam Curran (Ireland/Canada)</td>
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<tr>
<td></td>
<td>FASD: neglect, failure to thrive or a denied disability</td>
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<tr>
<td>12:15</td>
<td>Jenny McGrath (Canada) and Dr. Ashling Jackson (Ireland)</td>
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<td>Social disadvantage as Trauma: Building capacity for youth and families</td>
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<tr>
<td>13:00</td>
<td><strong>Lunch</strong></td>
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<td>14:00</td>
<td><strong>Workshops</strong></td>
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<td></td>
<td>Brian Hogan and Tricia McDonnell (Ireland)</td>
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<td></td>
<td>Motivation and empowerment of professionals in supporting traumatised children</td>
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<tr>
<td>14:45</td>
<td>Cathy Jones (Ireland) and Catherine Smey Carston (Canada)</td>
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<td>Lessons from abroad: Pedagogy in the Irish social care sector (effective leadership)</td>
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<tr>
<td>15:30</td>
<td><strong>Transition to Plenary</strong></td>
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<tr>
<td>15:45</td>
<td>Dr. Paul Baker (USA/Australia)</td>
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<td>Using a Neuro-Relational Framework to Support Traumatised Young People</td>
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<tr>
<td>16:30</td>
<td><strong>Close of Day 1</strong></td>
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**Conference Dinner Commencing 7.30 (Full Details on the Day)**
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<tr>
<th>Time</th>
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<tr>
<td>09:00</td>
<td>REGISTRATION</td>
<td>Housekeeping</td>
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<td>10:00</td>
<td>Opening</td>
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| 10:10  | Plenary             | Dr Mark Smith (Scotland)  
Contesting Traumatic Tales |
| 10:50  | Plenary             | Edwina Poynton (New Zealand)  
'Seismic Trauma', Cultural shifts and Relationship |
| 11:30  | Break / Networking |                                                                         |
| 11:45  | WORKSHOPS           | Maria Lotty (Ireland)  
Research to Practice – Trauma Informed Care in Foster Care  
Tracey Monson and Geraldine O’Hara (Ireland)  
Working to alleviate trauma and unmet need with families through the life course  
Derek McDonnell (Ireland)  
Focusing through interactive pausing |
| 12:25  | Lunch               |                                                                         |
| 13:00  | WORKSHOPS           | Dr. Patricia Kostouros (Canada)  
The "Keyes" to wellness in residential care  
Martin Stabrey (South Africa)  
Introducing The International Child and Youth Care Network (CYC-Net) |
| 14:00  | WORKSHOPS           | Dr. Paul Gaffney (Ireland)  
Disruption and trauma informed care  
Aurora Demonte and Rachel Charles (Canada)  
Impacts and responses to vicarious trauma and burnout  
Dr. Patricia Kostouros (Canada)  
Teaching about trauma could be traumatizing |
| 14:45  | Rethinking stress:  | Emmett Tuite, Dr. Lavinia McLean and Samuel Rafferty (Ireland)  
Rethinking stress: The positive role challenges may play in professional development |
| 15:30  | TRANSITION TO PLENARY |                                                                         |
| 15:45  | Kelly Shaw (Canada)  | 4D North. Ecological Impact, Trauma and Relational Responses |
| 16:30  | Close of Day 2      |                                                                         |
### Additional Programme

<table>
<thead>
<tr>
<th><strong>Wednesday 9 November 2016 (all day)</strong></th>
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<tr>
<td>10:00-16.00</td>
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<tr>
<td>Lunch Break 13:00-14:00</td>
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<tr>
<td><strong>Frank Delano (USA) and Jennie Holt (USA)</strong></td>
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<tr>
<td><strong>Building Supervisory Relationships with the Millennial Generation: Bridging the Generation Gaps</strong></td>
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<tr>
<td><strong>Liam Curran (Ireland/Canada)</strong></td>
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<td><strong>Fetal Alcohol Spectrum Disorder</strong></td>
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* Demand dependant, this workshop will be repeated on Thursday 10 November.

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<td>10:00-16.00</td>
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<tr>
<td>Lunch Break 13:00-14:00</td>
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<td><strong>John Digney (Ireland)</strong></td>
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<tr>
<td><strong>The Therapeutic Use of humour in Child and Youth Care</strong></td>
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<table>
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<tr>
<th><strong>Wednesday and Thursday 9-10 November 2016 (2 days)</strong></th>
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<td>10:00-16.00</td>
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<tr>
<td>Lunch Break 13:00-14:00</td>
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<tr>
<td><strong>Dr Thom Garfat (Canada)</strong></td>
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<td><strong>The Purposeful Use of Daily Life Events</strong></td>
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<tr>
<th><strong>Friday 11 November 2016 (all day)</strong></th>
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<tr>
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<tr>
<td>Lunch Break 13:00-14:00</td>
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<tr>
<td><strong>Dr Thom Garfat (Canada)</strong></td>
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<tr>
<td><strong>The Purposeful Use of Daily Life Events – Training for Trainers</strong></td>
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**Note:** The items above are additional to the regular conference program and will be charged for separately.
Disruption, Trauma and Impact on Mental Health: Exploring Relational Responses

This week long series of events is the result of a collaborative association between The Gateway Organisation, CYC-Net (The International Child & Youth Care Network), TFAi, and Empower Ireland. This is the 3rd Annual UNITY programme.

Unity has the aim of facilitating and hosting accessible learning and development events and networking sessions, with a view to ‘uniting’ carers and professionals from diverse but related disciplines involved in the care-cycle of vulnerable children, youth and families. This week long programme is again about, ‘putting good theory into good practice’ and disseminating good practice experiences and observations.

2016 Programme

A ‘standard conference format’ will run for Monday and Tuesday (each day allowing exploration and discussion around the topics of ‘life disruption’, ‘trauma’, ‘mental health and ‘restorative strategies’). For 2016 we are delighted to commence the week with a keynote address by Dr Thom Garfat.

The 2016 daily rate is ONLY €69 (lower than 2015!) and includes registration, conference pack (with complementary book), refreshments (including lunch) and online access to ALL UNITY (2014, 2015, 2016) materials/videos.

On Wednesday there is a programme of workshops, including:

- Building Supervisory Relationships with the Millennial Generation.
- The Therapeutic Use of Humour.
- Foetal Alcohol Spectrum Disorder.

Wednesday and Thursday will see the training workshop ‘The Purposeful use of Daily Life Events’ (‘dle’) being made available This is a 2-day programme.

The 1-day training workshops are competitively priced at €99 and €199 for the 2 day ‘dle’.

On Friday there an opportunity to train as a ‘dle’ trainer, or to refresh/re-certify if you are an existing trainer. See relevant page in this brochure for details.

Booking tickets: To register for any of the days (except Friday) please go to:
https://www.eventbrite.ie/e/unity-through-relationship-2016-tickets-27567242364

EARLY BIRD: A limited number of tickets (25) for Monday / Tuesday and 5 ‘early-bird’ places for each of the Training Workshops are available. (Discount code are available on Eventbrite page).

Conference dinner (Monday 7th) can also be booked on the Eventbrite website for only €35.00.

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 UNITY16 to avail of discounted rates (€79 per night B&B for a single or €99 per night B&B for a twin/double).
Fetal alcohol spectrum disorders (FASDs) are preventable birth defects directly linked to consumption of alcohol during pregnancy, resulting in a significant public health cost and an unseen burden on the child welfare service. Social Work & Social Care professionals are key to (1) primary prevention of FASDs through working with women of childbearing age, and, (2) secondary prevention through working with affected individuals whose lives can be greatly improved with knowledge based interventions. Equally, those in position of policy development and system management of child welfare services are required to engage.

Key Messages

This work relates to three elements of information gathering to advance knowledge on screening for FASD in child welfare interventions.

1. Literature review of contemporary publications relating to child welfare and FASD, and completion of policy brief for local provincial child welfare personnel developed at McGill University, Montreal, Canada
2. Data generated from a small pilot project with child welfare social workers working in intervention and assessment roles in two international settings
3. Data generated from a CPD education day of child welfare social workers in UK practice, held in London, United Kingdom

Evaluations from the 3 domains listed suggest that training, education and policy development concerning FASD screening tools is sought by social work professionals, in order to properly respond to the needs of individuals living with an FASD. The data suggests that there is an increased need for awareness of the lifelong disability of FASD and the complex problems faced by Social Work and Social Care professional's professionals in responding in a professionally competent manner to the needs of those living with an FASD or suspected of having an FASD and their family.

Findings suggests there is a need for regular screening for FASD to be undertaken on entry to state child welfare services. Equally, participants call for greater professional education on FASD at both undergraduate and postgraduate education.

Liam Curran is an Independent Child Care & FASD Specialist. In early 2011 Liam became a certified FASD educator through the University of Wisconsin, USA. Liam has over 25 years of experience working with young people in residential and secure accommodation for children, child & family Social Work and children's disability social work and fostering provision. Liam has also spent many years as a local authority trainer in children and families division both in the UK and Ireland.

Liam has published a number of papers in relation to FASD and has given lectures and trainings in several European sites. Liam's latest co-authored book, Understanding Fetal Alcohol Spectrum Disorder: A guide for Parents, Carers and professionals was published by Jessica Kingsley Publishers in August 2014.
Relational responses to multiple trauma: The Beautiful Game, a great connector!

Willie Brazil

This workshop is participatory in nature and seeks to explore vital ‘relational’ responses to multiple trauma through a combination of personal insights, discussion and reflections on experience. A personal struggle in a fostering relationship significantly challenged the presenter, where it seemed that empathy often slipped away; resilience ebbed and positive regard almost disappeared. After some reflections on this personal experience, the presenter will recalls the physical, emotional and mental states that sometimes were experienced as overwhelming and shall then invite participants to share their own experiences of hurt, loss, anxiety and trauma (totally optional). The small group exercise is to create a space in real time to discuss what are the most vital ‘relational’ components required in working with multiple trauma. Participants will be invited to prioritise the generated components & speak to the rationale for choosing same.

Key Messages

• To focus on needs rather than behaviours
• To identify and re-affirm core ‘relational’ components that help in working with multiple trauma
• The need to increase quotas of empathy, resilience and mindfulness in ourselves and services.

Willie Brazil grew up in England and was brought to Ireland in 1974. In 1979 Willie volunteered to work in Cork Simon Community as a helper in the John Street Night Shelter and, with others, established a community home in which people from the shelter got to experience a different way of living.

Willie has over 21 years experience in Residential Childcare and holds a Masters Degree in ‘Youth Identity and Popular Culture’ from University College Cork.

Willie currently works as a Service Manager in TUSLA’s Children’s Residential Services South.
Workshop – 11:30-13:00

The relationship between trauma and aggression, and the role of protective factors in moderating this relationship

Stephen Drysdale

Reviewing current research, this session aims to provide insight into the relationship between the experience of trauma and the expression of aggressive traits in young people. We will explore the interaction of key protective factors including resilient traits, self-image, emotional intelligence, and literacy and numeracy skills on moderating this relationship.

Key Messages

- Understanding the relationship between trauma and aggression in young people
- Exploring the role of protective factors in moderating the impact of trauma
- So what? Discussing the implications of recent research on trauma-informed practice with young people.

Stephen Drysdale is the Senior Manager for Psychological Services and Day Provision 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 has over 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.
Workshop – 12:15-13:00

Social disadvantage as trauma. Building relational capacity for youth and families.

Jenny McGrath and Dr Ashling Jackson

Social disadvantage (through poverty and social exclusion) is a sustained ‘disruption within ones ecology’ and can impact on growth and development at the individual/family level and community level. Therefore, we suggest that the experience of persistent social disadvantage can be interpreted as ‘trauma’. Trauma’ can be subtle, prolonged, and, because of that, become a part of our being, and, as such requires a creative response. This interactive workshop will consider relational practice with young people and families and community capacity building as an effective approach to help minimise the effects of, and break the cycle of trauma.

Key Messages

- To examine social disadvantage as a form of trauma
- To assess relational practice with young people and families who experience social disadvantage as a way of minimising the effects of, and breaking the cycle of trauma
- To contemplate community capacity building as an approach to counteract the effects of social disadvantage and resultant trauma sustained
- To compare and contrast Canadian and Irish perspectives on these issues.

Dr. Ashling Jackson is a Senior Lecturer in the Dept. of Social Sciences and Design at Athlone Institute of Technology. She lectures in sociology/social policy, community development and research methods. Ashling is co-editor of Community Development in Ireland – Theory, Policy and Practice (2012) (Dublin: Gill and Macmillan) and Learning on the Job: Parenting in Modern Ireland (2015) (Cork: Oak Tress Press). She is an editor of the Irish Journal of Applied Social Studies and joint co-ordinator of the Parenting and Family Studies Alliance (Ireland). Her research interests are in the areas of parenting, family, community, health and ethnicity.

Jenny McGrath is an Assistant Professor in the Child and Youth Care Program at MacEwan University in Edmonton, Alberta, Canada. She lectures in family support, group work, activity programming and advanced practice with individuals. Jenny also supports first year students through their practicum experiences. Her research interests include practicum education, creative pedagogy, family support and activity based interventions. Jenny is a doctoral student at the University of Victoria and is a Certified Child and Youth Care Worker in the province of Alberta.
Motivation and empowerment of professionals in supporting traumatised children – the role of management

**Brian Hogan and Tricia McDonnell**

Trish will draw on her experiences of supporting staff as they work, using therapeutic principles with young people who have experienced trauma in early life. She will discuss motivation, and building resilience in social care workers. She will focus on and how staff can be supported in sustaining themselves while working with the effects of pain and trauma on a continuous basis.

Brian will present on what building blocks need to be in place to enable staff to continue to be present in the work for young people. He will discuss culture, ethos and the need for organization wide congruence. How do we insulate against social care workers becoming flat, unable to respond and emotionally exhausted and unavailable?

**Key Messages**

- The importance of culture and ethos in the management of caregivers
- Essential Supports in an organization working with young people who have experienced trauma
- The importance of building resilience in social care workers
- Developing self-awareness to combat vicarious trauma and compassion fatigue
- The need for effective teamwork to resource social care workers.

**Brian Hogan** has been CEO of Don Bosco Care since November 2013 and currently a member of the executive of the IASCM. He was Director, Deputy Director and Unit Manager at Oberstown Boys School (1991-2013) and previously worked for St Patrick’s College Maynooth and the Child Psychiatric Services at Warrenstown House (1989-1991). His interests centre around the belief that motivated empowered professionals provide quality care for young people experiencing difficulties.

**Tricia McDonnell** worked for 13 years in a variety of Social Care settings in Dublin and London, and at middle and senior management level in a large voluntary organization for 11 years. Having trained as a psychotherapist, the focus of her work changed from managing services, to facilitating the development and support of teams and individual staff. For the past 20 years Tricia has worked has a consultant/facilitator/trainer with organizations providing services to vulnerable and marginalised groups. Her main interest is in supporting staff in providing high quality care to young people, while maintaining their own well-being. Tricia is accredited with the I.A.H.I.P and I.C.P. She also qualified in Mediation and Conflict Resolution.
Relational Engagement with CYC Students to Minimize Ecology Disruption

Jeff Reid and Kelly Shaw

Students attending college, in particular when it is their first time living away from parental influences, can suffer disruptions in their ecology, creating the potential for them to encounter events that may create trauma. This workshop is intended to demonstrate how one college program engages with learners through the use of formal advising, assignments, projects, and evaluations. The workshop will examine the intentional uses of relational engagement and universal design for learning as integral parts of key aspects of the two year program that are utilized to provide learners with consistent experiences designed to create an environment of safety in the classroom and within the college experience.

Key Messages

• Participants will gain an understanding of the approaches and assessment tools used to create safety in the classroom for learners;
• Participants will have the opportunity to work with tools utilized within the program;
• Participants will have the opportunity to exchange ideas and information about college program design.

Jeff Reid is faculty at the Child and Youth Care Program at Nova Scotia Community College, Truro, Nova Scotia, and conducts independent contract work as a Guardian Ad Litem for youth in Nova Scotia. He has been working with children, youth, and families in a variety of settings for over 35 years. Jeff holds current certification through both the Alberta Child and Youth Care Certification process and the Child and Youth Care Certification Board.

Kelly Shaw is core faculty at the Nova Scotia Community College in the Child and Youth Care Diploma Program & Director of Care with 4D North Centre for Youth. 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.
Many people in our community still view Child and Youth Care as babysitting. Transitioning from 'babysitter' to being viewed as a professional is a process we need to pursue if we are to change public perception. In order to impact our field and to be recognized as professionals by others, we need to establish a unified voice and advocate for child and youth care practice.

By increasing our own standards of practice, collaborating to employ these standards, and developing competency across our field we give ourselves the best chance to become professionalized, and therefore enhance our capacity to further influence the lives of traumatized children and families in our communities.

This workshop looks at the presentation of Child and Youth Care Workers in comparison to the larger human service community. Our field has spent much time looking at ‘who we are’ by determining our identity, but how are we doing at projecting our professional selves and professional practice in the community?

**Key Messages**

- What Identifies a profession
- What is professional identity
- Legislation: Why is this important?
- Education requirements
- Professional Development: How can you do this with no money in the budget?

**Michelle Briegel** is the Director of Research and Development with the Child and Youth Care Association of Alberta, as well as an instructor at Mount Royal University in Calgary, Alberta in the Department of Child Studies and Social Work. Michelle has over 20 years of experience in the field of Child and Youth Care, is a Certified Child and Youth Care Counsellor, and holds a Masters of Educational Leadership.

**Pennie Sibbald** is on the Board of Directors, Chair of the Certification Committee and Co-Chair of the Education Committee for the Child and Youth Care Association of Alberta, as well as a Council member and Chair of the Communications Committee for the Canadian Council of Child and Youth Care Associations. Pennie has over 20 years of experience in the field of Child and Youth Care, holds a B.A. in Sociology, and is a Certified Child and Youth Care Counsellor.
Lessons from abroad: Rebalancing accountability and pedagogy in the Irish social care sector through the use of effective leadership

Cathy Jones and Catherine Smey Carston

A concern is emerging in Ireland that social care managers and staff are moving too far away from the ‘care’ in social ‘care’ work.

In this workshop a discussion of the impact of the bureaucratic procedures and regulation within the social work and social care work sectors is presented along with an exploration of leadership approaches. It is argued that certain leadership approaches, in particular pedagogical leadership, could not only help social care managers to negotiate the complex issues they are facing but also facilitate putting the ‘care’ back into social ‘care’ work.

Key Messages

The purpose of this workshop is to contribute to the dialogue within leadership practice for social care professionals. This discourse is necessary if lessons are to be learned from past experiences in this country and others about how to balance the need for care, learning and compassion with accountability.

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.

Cathy Jones, Department of Applied Social Sciences, Limerick Institute of Technology.
Using a Neuro-Relational Framework to Support Challenging Young People

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 Framework, that promotes hope and opportunity. The framework 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 framework promotes transformation of negative experiences into positive outcomes through the power of strong, supportive relationships and NeuroDynamic Interventions.

Key Messages

- Understanding the direct impact of relational and ecological experience on general brain development
- Providing 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.
Contesting Traumatic Tales

Dr Mark Smith

In recent years, particular theorists and ideas have become dominant in child and youth care. Psychologically inspired assumptions around the impact of past experience on current functioning can be accepted uncritically. It has become commonplace to identify the consequences of past adverse experience as ‘traumatic’. It can be a seductive proposition, which seems to make sense of practitioners’ experiences of some of the behaviours they encounter. While few would dispute that past experience does shape subsequent development and that, within this basic premise, good childhood experiences are to be preferred to bad ones, this presentation will question whether it is helpful to understand the impact of past experience in terms of trauma. The presentation will ask what we mean by trauma, why it has become such a powerful influence on the way we think about the past, what is the evidence for these assumptions and how helpful are they in practice – indeed, might there be unintended negative consequences of assuming trauma? The presenter will draw on some of his own current work on childhood sexual abuse/experience to illustrate his arguments. The presentation will conclude by making a case that child and youth care needs to broaden its theoretical lens beyond psychology to incorporate understandings from other social sciences.

Key Messages

• To chart the growth of trauma discourses in social work/residential child care
• To de-construct what we mean by trauma
• To consider the implications of the adoption of a trauma perspective in social work/social care.

Dr Mark Smith is senior lecturer and head of social work at the University of Edinburgh. He is an experienced residential child care worker and manager. Since moving to an academic role he has written widely on residential child care. Current interests include questioning the dominance of particular ideas that have become dominant in child and youth care such as attachment theory (and related to this the assumptions made about disrupted attachments). He is also interested in questions of memory.
The history of out of home group care for children and young people is long and storied (Barth) and New Zealand was no different from other jurisdictions when from the early 1970’s there was a dramatic move away from children's homes, orphanages and other residential care facilities, with a parallel increase in the use of foster care.

Situated in Christchurch, New Zealand, Cholmondeley Children's Centre began life in 1925 as a charitable children's home for children convalescing from illness. Operating primarily outside of the statutory care sector and protected by local philanthropic and community financial support, it sat in an evolutionary cul de sac for 85 years while the sector it is part of underwent significant change. By 2009 Cholmondeley had reached a crossroads, stuck in an ever decreasing circle it appeared destined to close. At this time the decision was made to develop and re-imagine the use of residential care for respite care and education that is directly accessible to the community.

Implementation of the plan had begun when in September 2010 a magnitude 7.1 earthquake hit our region causing widespread damage and trauma. Five months later, on 22nd February 2011 everything changed. A 6.3 magnitude earthquake devastated the city of Christchurch, causing death and destruction and destroying the 'home'. This started an ongoing series of seismic events that continue today.

Children, families and our community were experiencing extremely high levels of trauma and rather than see our situation as devastating we viewed this as an opportunity to create a new way of working and a new space that was innovative, responsive to the need and truly child centred.

Key Messages

Throughout this presentation we will discuss the key cultural shifts that needed to occur as we moved to a way of working where relationship and the child were central and we will introduce you to four families who came on this journey with us as we responded to their need and the needs of the community through the earthquakes.

Edwina Poynton works at the Cholmondeley Children's Centre, New Zealand.
This session will connect with the theoretical underpinnings of the PROCESS called Focusing discovered by Dr. Eugene Gendlin. (www.focus.org)

It will provide participants the opportunity to experience the Road Map of Pausing, noticing, listening and following what is happening inside themselves, and demonstrate how this process offers everyone and in particular young people a way to reconnect with the parts of themselves that maybe split of and stuck, or traumatized due to difficult life experiences.

A central theme will be how ones quality of presence with ones own process and that of another is crucial in accompanying and reconnecting with those parts of ourselves and of others that have being cut or remained stuck within ones process.

What is split off not felt remains the same. When it is felt, it changes. Most people don’t know this this! They think by not permitting their negative ways makes them good. on the contrary, that keeps the negatives static, the same form year to year. A few moments of feeling it in your body allows it to change….. let it inwardly be and breathe. That is the only way it can evolve and change into the form it needs – Gendlin

Derek McDonnell is a certifying Coordinator with the focusing institute in New York and has incorporated Focusing into his therapeutic intervention as a practitioner. He runs training for Foster Carer's and has recently have had the FTIP Course approved by the Department of education for primary school teachers summer courses.
Working to alleviate trauma and unmet need with families through the life course

Tracey Monson and Geraldine O’Hara

The workshop will demonstrate how working with families in a family support framework to increase resilience and coping and attachments can positive outcomes for children and parents who have experienced trauma in the life course. The workshop will illustrate the uniqueness of services provided by the Daughters of Charity Child and Family Services that are working at all levels of need and across all stages of transition through the life course, from early years services to therapeutic supports to children in care, domestic violence work and assessment work under the Differential Response Model.

Marte Mao attachment work and parenting support through evidence based models such as incredible years provide support to parents dealing with the impact of trauma in their parenting.

Service provision underpinned by unique scientific measures developed for the organization with the Children’s Research Centre, TCD and delivered through a combination of evidence based and evidence informed work from practice are imperative to the work.

A relational approach to providing services within an ecological model of service delivery assists in meeting the needs of the most vulnerable in society and recognizes the impact of trauma, both at an individual and familial level.

Key Messages

- An understanding of the work of the DoCCFS
- An awareness of the impact of trauma and unmet need through the life course
- An understanding of the positive impact of a relational approach in dealing with trauma and unmet need through therapeutic work

Tracey Monson is senior manager with the DoCCFS and is a psychoanalytic psychotherapist by training working with vulnerable children and families from disadvantaged and minority ethnic communities for 17 years in the community and voluntary sector. She has a strong interest in combining research with practice to inform outcomes. Tracey is currently undertaking a Doctorate in Childhood Studies through Queens University Belfast, exploring professionals perspectives of young people at risk and in need.
Research to Practice – Trauma Informed Care in Foster Care

Maria Lotty

The presentation will focus on the trauma informed research project currently being undertaken in the Fostering Resource Unit in Cork. The aim of this project is to increase placement stability by improving foster carers' capacity by using this approach, thus improving outcomes for children.

This will include an outline of the background to the research project and preliminary findings from a pilot project ran in 2015. This will also include the research plan going forward; the theoretical base that underpins the approach, development of the trauma informed training programme, course content, proposed evaluation of effectiveness of the programme and implementation.

Key Messages

- Application of the trauma informed approach in social work practice.
- How this approach validates and enhances current expertise and builds practice wisdom.
- Understanding the shared definition of developmental trauma/theoretical base
- Understanding the key components of effective intervention – safe, relational and resilient systems around the child
- Foster Carers are best placed to promote the child’s recovery and healing
- Trauma informed education changes the mindset of foster carers.

Maria Lotty is a practicing Social Worker in the fostering resources unit in Cork and PhD candidate researching Trauma Informed Care. She qualified in 1995 at Goldsmith College, University of London, as a social worker. Prior to social work, Maria worked as a Youth Worker with Ogra Chorcai in Cork and as a Residential social worker in the UK in a number of Adolescent Units. Before joining the fostering team in Cork, she also worked in Child protection in the UK and in North Lee West Child Protection Team in Cork.
Introducing The International Child and Youth Care Network (CYC-Net)

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 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.

CYC-Net receives hundreds of thousands of unique visitors annually and manages a moderated discussion group list of over 4000 group members. CYC-Net has also published a monthly journal since April 1999 (over 200 consecutive issues).

CYC-Net and it’s resources are open-access and are supported by voluntary subscriptions and donations.

Key Messages

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.

Martin Stabrey is the Chief Operating Officer of CYC-Net. He is a product of South African child and youth care, having been a lived at St. John’s Hostel, Cape Town, from the ages of 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.
The "Keyes" to wellness in residential care

Patricia Kostouros

The Corey Keyes (2013) concepts of mental health flourishing or languishing shall be discussed. Participants will engage in discussion about Keyes's concepts and think out loud about how these concepts could be implemented in residential care with children and youth who have been traumatized.

Keyes presented a continuum model from languishing to flourishing and suggested there are five conditions that must be met for one to flourish. I hope together we can create a number of possible factors that fit for residential care that will create a space for children and youth to flourish.

Key Messages

• Opportunities to inform practice in residential care
• Input into strategies that increase wellness in residential care
• Learn about the Keyes model and consider one’s own wellness.

Patricia Kostouros is an Associate Professor at Mount Royal University in the Department of Child Studies and Social Work. As a registered psychologist Patricia has an expertise in the areas of PTSD, Depression and Anxiety. Prior to arriving at Mount Royal University Patricia held several administration positions as a manager of both a youth shelter and a women’s shelter. In addition she was the executive director of a Women’s residence dealing with mental health distress and addictions. In particular, Patricia has worked to reduce violence in people’s lives both in her private work and in her research areas. Patricia’s research interests include Vicarious Trauma and Compassion Fatigue, the topic of her Master’s thesis, and more recently her PhD thesis on the use of traumatic materials in the post-secondary human service classroom. Other interests are in the area of relationship violence in the post-secondary population, post-secondary student mental health and practitioner self-care.
Teaching about trauma could be traumatising

Patricia Kostouros

The conference theme related to the impact of trauma is an important topic and one which calls for important considerations. One consideration I have is the way in which we teach about the traumatized child and family and how this might be taken up by our students who will work with children, youth and families directly. What I propose is a discussion related to the ways that we teach about those who have suffered or are suffering. When students asks, “Is this video going to make me cry?” what are they expressing to us as teachers who use materials that depict suffering?

Working from Judith Butler's (2009) notion of grievability, I wondered if teachers consider that some students might also suffer from witnessing the trauma that we depict in our efforts to inform about the world and their future human service practice. Using a hermeneutic framework I will share the data from interviews of teachers who use materials that depict trauma to shed light on the impact of this practice. In addition, I will share data from a research project involving students who encountered materials in the post-secondary class on disasters.

Key Messages

- Learn about the impact of witnessing suffering in the classroom
- Consider ways to teach about trauma that is sensitive to the learner
- Consider the importance of self-care when working with a traumatized population and how to provide opportunities to students

Patricia Kostouros is an Associate Professor at Mount Royal University in the Department of Child Studies and Social Work. As a registered psychologist Patricia has an expertise in the areas of PTSD, Depression and Anxiety. Prior to arriving at Mount Royal University Patricia held several administration positions as a manager of both a youth shelter and a women’s shelter. In addition she was the executive director of a Women’s residence dealing with mental health distress and addictions. In particular, Patricia has worked to reduce violence in people’s lives both in her private work and in her research areas. Patricia’s research interests include Vicarious Trauma and Compassion Fatigue, the topic of her Master’s thesis, and more recently her PhD thesis on the use of traumatic materials in the post-secondary human service classroom. Other interests are in the area of relationship violence in the post-secondary population, post-secondary student mental health and practitioner self-care.
Impacts and responses to vicarious trauma and burnout

Aurrora Demonte and Rachel Charles

We will explore vicarious trauma and burnout and how these impact practitioner identity and holistic being. Exploration of these topics will occur through interactive activities. Be prepared to discuss, engage and create!

Key Messages

• Understand and explore the impacts of vicarious trauma and burnout in our personal and professional lives
• Develop self-awareness, strategies, and responses that promote holistic well-being within our personal and professional lives.

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 which translates to spring bird women) is newly graduated from the Child and Youth Worker program at Fleming College in Peterborough Ontario, Canada. Rachel is a Native Woman currently working with Indigenous children, youth and families. She has a passion for her culture, traditions and customs. Her goal is to use traditional knowledge to help children and youth on their personal healing journey in combination with mainstream therapies and approaches. Rachel loves the strength-based approach that is the Child and Youth Care philosophy.
Disruption and trauma informed care

Dr Paul Gaffney

Rethinking stress: The positive role challenges may play in professional development

Emmet Tuite, Dr. Lavinia McLean and Samuel Rafferty

Eustress may be defined as a positive form of stress having a beneficial effect on health, motivation, performance, and emotional well-being. This session will focus on the useful role of eustress may play in relation to professional development and the training of social care practitioners. Gibbons (2010) identifies practice placements as a very significant source of stress, however, one likely to lead to eustress. This is in contrast to previous research on nursing students where similar outcomes were not associated with clinical practice. Year 1 is consistently highlighted by students as being the most stressful stage of the third level experience, however social care training programmes have maintained comparatively high rates of progression, eustress may offer an explanation for this phenomenon. Whilst the current research focusses on the positive role some stressful life experiences may play in shaping engagement and triggering positive learning in an educational setting, there may be scope to apply some related concepts to supporting personal development among young people in care settings.

Key Messages

- Participants will gain an understanding of the concept of eustress and its application to social care.
- Participants will be able to differentiate between stress, distress and eustress in the context of professional development and training and identify appropriate responses to each state.
- Participants will be equipped to identify the relationship between eustress and resilience and the potential role of eustress in the lives of those they work with.

Emmet Tuite and Dr. Lavinia McLean are lead investigators at the Grouping for Research in Innovative Practice (GRIP) based in the Institute of Technology Blanchardstown. Samuel Rafferty is a graduate of the social care programme in the Institute of Technology Blanchardstown and has completed a research internship focussing on the issue of stress in social care practice and education. Emmett Tuite and Lavinia McLean have completed extensive practice based research examining wide range of innovative methodologies utilised to respond to challenges in social care practice. Emmett Tuite’s other research interests include the role of resilience in social care, innovative responses to substance misuse and key challenges in residential child care. Lavinia McLean’s other research interests include moral disengagement and video gaming, social media and its psychosocial impacts and social care education.
Operating a group treatment program in the high arctic poses multiple challenges. Examples are language, culture, geography, and climate. Getting the right response needs to tend to the importance of relationship.

Whilst these are ‘logistical’ challenges; the real complexity has been choosing to work within a system to be supportive with Indigenous people.

What makes that complex? Indigenous people in Canada have suffered hundreds of years of disruption and cultural trauma, having oppressed by and experienced cultural genocide at the hands of the Canadian Federal Government for decades. Connection and a ‘relational focus’ are key to engaging with this traumatised society.

Key Messages

- The complexity of offering services in remote and geographically complex regions
- Discussion about privilege
- Working and learning relationally with an indigenous and traumatised people
- Exploring cultural relevance in program development and delivery.

Kelly Shaw is core faculty at the Nova Scotia Community College in the Child and Youth Care Diploma Program & Director of Care with 4D North Centre for Youth. 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.
The essence of effective child and youth care practice lies in the carer or worker having the ability to recognise the value of, and use, everyday life events as they are occurring, to help facilitate change for children, youth and families (Garfat, Fulcher & Digney (2013). It is this focus which distinguishes contemporary Child and Youth Care practice from other forms of helping. This is especially true in situations where the career/worker participates actively in multiple aspects of a person’s daily living in the community, the home, the school or the residential care setting.

The Purposeful Use of Daily Life Events, commonly referred to as dle, is designed to help direct care practitioners become more effective in daily interactions with young people and families. Through a focus on everyday events and how these events connect to the overall goals established with young people and/or families, the direct care practitioner adopts a more pro-active approach in her/his interventions. dle offers the potential to make every moment with young people and families more meaningful.

The knowledge in this course is based on helping young people to live their lives differently and promotes being in-the-moment with individuals and experiencing their lives with them (as it unfolds). The course provides knowledge and skills for a strengths-based, child-centred and child-led approach. Participants will develop skills that assist them to focus on small important moments and experiences of young people and/or families.

Following this training workshop participants will be able to:

- demonstrate an appreciation for the importance of common daily events;
- explain the concept and process of using everyday events for helping children, youth and families
- develop skills using every day like events to facilitate positive change;
- identify how their practice might change to incorporate this approach.

The dle Training covers the following areas:

- Underlying Principles;
- Foundations;
- Beyond Behaviours
- Thinking About dle;
- Meaning Making in Daily Life;
- Themes and Opportunities;
- A Needs Based Approach;
- Characteristics of those who use dle effectively;
- The Process of Change;
- Intervening in Daily Life Events.
The *dle* training will define and demonstrate the skill of using daily life events effectively and will provide the opportunity for participants to incorporate this creative approach into their own work with young people. *dle* is appropriate for child and youth care workers, foster parents, educators, youth workers, counselors, social workers, psychologists, and professionals in prevention, treatment, juvenile justice and community settings. It is also useful for parents and adult or peer mentors.

Whether one is involved with youths and families in a group care programme, schools, community settings, family homes or any other program in which the helper is involved in the daily life of others, *dle* offers both skills in making interventions and a framework for ‘thinking about what we are doing’. Too often, training for direct care helpers offer techniques, but not a framework for thinking systematically about one's actions and interactions. When we think clearly, we do better work.

**The Purposeful Use of Daily Life Events** is a training of TransformAction International ©. The training was developed by Thom Garfat, PhD of Canada in conjunction with John Digney, PhD of Ireland, and Leon Fulcher, PhD of New Zealand. It is based on Dr. Garfat's award winning research into developing effective interventions with young people and their families. As a values based training, *dle* is founded on the fundamental principles and beliefs which underlay a contemporary Child & Youth Care approach. While this particular training is focused on working with youth, the knowledge and skills developed through the training are useful in a wide variety of settings with people of all ages. Completing this training will, therefore, enhance your skills in all areas of your work.

**Optional Training for Trainers**

To be eligible to become certified as a TFAi Trainer, the applicant:

- will have completed a training by a Certified TFAi Trainer.
- will have 5+ years experience in social care / youth work or related discipline.
- will be recommended by a certified TFAi trainer (please contact us for details).
- will have access to a network in which to deliver the training.

Full certification as a TFAi Trainer requires completion of the T4T course

**Applying to become a trainer:** Please email Dr Thom Garfat ([thom@transformaction.com](mailto:thom@transformaction.com))

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**Dr 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
Fetal Alcohol Spectrum Disorders T&E Program

Liam Curran

Early diagnosis and interventions are critical for children exposed to Prenatal Alcohol Exposure (PAE). A large body of evidence is pointing to child welfare services receiving many children suffering to PAE.

The social work and social care professions are crucial in this task. With training and knowledge of this complex disability, we can create a positive and lasting outcome for those living with FASD or suspected to be living with FASD.

FASD awareness needs be promoted within all strands of our society, so as to improve the diagnosis and management of children born of PAE.

Overview of the workshop

- Introduction/overview of the session
- Foundations of FASD – the biology of risk
- Across the Lifespan – intervening with children affected by FASD
- Case Study (Screening)
- International Evidence of Prevention
- Screening, Diagnosis, and Assessment.
- Where/what should I do?
- Vignettes (Referral & Care Planning)
- Reflections, Discussion, Evaluations

Liam Curran is an Independent Child Care & FASD Specialist. In early 2011 Liam became a certified FASD educator through the University of Wisconsin, USA. Liam has over 25 years of experience working with young people in residential and secure accommodation for children, child & family Social Work and children’s disability social work and fostering provision. Liam has also spent many years as a local authority trainer in children and families division both in the UK and Ireland.

Liam has published a number of papers in relation to FASD and has given lectures and trainings in several European sites. Liam’s latest co-authored book, Understanding Fetal Alcohol Spectrum Disorder: A guide for Parents, Carers and professionals was published by Jessica Kingsley Publishers in August 2014.

* Demand dependant, this workshop will be repeated on Thursday 10 November.*
Building Supervisory Relationships with the Millennial Generation: Bridging the Generation Gaps

Frank Delano, LMSW and Jenny Hoit, MA

“A new generation of workers in entering the workforce that, if not careful, will destroy everything you hold sacred!” blared the hysterical sounding opening of a 60 Minutes TV show (considered by many a “Gold Standard” in journalism) seven years ago. Many Social Work and Social Care organizations are currently integrating the Millennial Generation workers positively into their organizations. Conversely many young Millennials enter into their job and feel that their skill sets, value base and world-view are not well appreciated and can clash with “traditional” agency structure and values.

This highly interactive workshop will examine the dynamics that this new generation creates, address the frustrations created for many supervisors and peers, examine what supports Millennials want and need from supervision, and create a forum to discuss a number of strategies going forward to best attract, welcome, and support Millennials to provide quality services and best develop in their careers.

Key Messages

- Examining the ‘hysteria’, frustrations, stereotypes and realities that accompany integrating Millennials into the workforce
- Defining the ‘generations’.
- Emphasizing the importance of supervision and supervisory relationships in supporting staff and providing high quality services.
- Exploring the many facets of inter-generational supervision
- Defining secondary trauma and “self-care” inter-generationally and collaboratively between supervisor and worker
- Strategies to attract, welcome and best support Millennials to integrate them into the agency and to capitalize on the immense number of new skill sets and positive energies many Millennials can contribute.

Frank Delano is the President of Professional Package Training and an adjunct faculty in the Fordham University Graduate School of Social Service. He worked 25 years in a large children’s residential center near New York City as CYC worker, recreation director and agency Associate Director. He was director of a Child Training Institute for 12 years and has been heavily involved in the International Child and Youth Care field since the mid-1990s. He has published extensively in international journals and presented at numerous national and international CYC-Conferences on Supervision, Leadership, Crisis De-escalation, and his ‘Money in the Bank’ concept of building relationships with children.

Jenny Hoit is currently the Assistant Vice President of Residential Services for Aviva family and Children’s Services in Los Angeles, California. She has worked for a number of years in the Child and Youth Care field in California as a direct service CYC Counselor, Clinician and Art Therapist before moving into more senior administrative roles. She has a strong background in trauma sensitive work with children as well as training CYC staff in this area. She most recently co-presented a workshop on Supervisory Relationships with Millennials at the Canadian National CYC Conference.
Therapeutic Application of Humour: a positive approach with children & youth

Dr John Digney and Maxwell Smart

Effective work with ‘troubled youth’ and other vulnerable groups is based on an understanding of how to connect and remain in relationship – and at the same time use our innate and learned skills to help bring about effective and therapeutic change.

The Therapeutic Application of Humour (tah) builds on the numerous writings and PhD research conducted by Dr John Digney and provides an insight into humour and ‘humour-based interventions’ when dealing with challenging or troubling behaviours.

This training will help those working with, living with or looking after young people to develop their ability to use this much favored and exceptionally effective approach.

Key Messages

The training, will allow participants to:

• Gain an appreciation of the complexity of humour,
• Reflect on the various accepted applications of humour from within other professions,
• Remain cognisant of potential hazards associated with inappropriate use of humour,
• Discuss their personal reflections and place a context around these,
• Explore related ‘theory’ and practice wisdom,
• Link to practical applications.

This training workshop focuses on the healthy and positive elements associated with therapeutic approaches to therapy and caring and has it’s roots in ‘Child and Youth Care’ research – drawing from the ‘Purposeful use of Daily Life Events’ (dle) programme. It encompasses the central tenets of needs theories and restorative and reclaiming approaches to youth development.

Dr John Digney has been working in the field of Child and Youth Care since 1991, moving into the area after gaining his degree in Psychology. He has professional qualifications in Psychotherapy, Project Management; Training & Education; Facilitation and Mediation and a Doctorate in ‘Therapeutic Child and Youth Care’. He is presently National Training Development Coordinator with Tusla.

Maxwell Smart has worked in the field of Child & Youth Care for almost 30 years and is a qualified Social Worker. He specialised in child protection & family practice and has practiced in Scotland & England before moving into the world of Residential Child Care in 1995. Max received a MSc in Advanced Residential Child Care. He is certified RAP and dle as a trainer. He is presently Assistant Residential Manager at Lothian Villa Musselburgh East Lothian.

Note: The course is delivered through various media (slideshow, videos and group exercises / discussion) to make the learning experience more effective and enjoyable. As with ALL TFAI trainings, this programme not only provides useful tips and practice advice, it also encourages the participant to be reflective, creative and to maximize the use of their own personal assets, skills, knowledge and expertise.
MA in Social Care Management

A 2 year part time programme to train those working in Social Care in current management practices relevant to the Health and Social Care Sector.

Applications are now being taken for this programme through LIT Flexible learning office flexiblelearning@lit.ie

Course details from Dr Matt Cannon Matt.Cannon@lit.ie

www.LIT.ie
TransformAction International consulting and training is proud to sponsor

**Unity 2016**

Together we have over a hundred years of experience in working with young people, their families and those who care in a wide variety of different settings and countries. Some of our training offerings (below) are available at **Unity 2016**

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**The Purposeful Use of Daily Life Events** helps direct care practitioners become more effective in daily interactions with young people and families with a focus on making moments meaningful.

**The Therapeutic Application of Humour** focuses on the use of humour for therapeutic purposes in daily interactions with children and youth.

**Outcomes That Matter** provides a framework for recording and reporting weekly achievements of resilience outcomes by children, young people and others in out-of-home care.

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**Our Philosophy**

In the context of a relationship of safety

I notice that I might benefit from change.

I am supported in taking the risk to try something different from what I usually do.

Having a positive experience of that way of doing or being, this becomes my new way in the world.

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To book a training or arrange a consultancy for your organisation, contact us at: [info@transformaction.com](mailto:info@transformaction.com) or [www.transformaction.com](http://www.transformaction.com)
Social Care and Child Welfare in Ireland
Maurice Fenton

Engrossing, informative and challenging. Maurice Fenton has written a book which, although not exactly bedside reading, is surprisingly readable for such an important and serious topic. It is written with a passion by someone immersed in, and committed to, children in care. It examines the child care and aftercare system in Ireland, in the light of international comparisons, examines the myths and misconceptions surrounding them, and poses very challenging, and sometimes disturbing, questions and reflections. It critically examines some of the theories relevant to the development process of children in care and children transitioning to aftercare. It brings together a large amount of data and information regarding children in care and aftercare which will be very useful to those working in, or reflecting on, this area. This book is essential reading for all those with an interest in children in care. – Fr Peter McVerry, PMV Trust.

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. Maurice’s effort to provide an objective analysis, together with compelling arguments for improvement, make it a compelling read.
– Wayne Dignam: Chairman Irish Care Leavers Network

Social carers and social workers are ever more subject to supposed certainties couched in jargon “outcomes”, “key performance indicators”, “sophisticated risk assessments”, “regulation”, “compliance”. These, and other gems of bureaucracy are not absent from Maurice Fenton’s book. However, he has managed to challenge their efficacy and intent by imbuing his findings with a personal narrative that leads to a core concept: many children and young people in care and aftercare as well as those tasked to care for them live “at the edge”. Success and often survival for both groups is dependent on another core concept: the essence of caring is not about commodification but about relationships.
– Noel Howard: Secretary of Social Care Ireland.

This is an epic book about child and youth work, in residential care and beyond. The title is somewhat misleading, as the author explores and offers great insights into child and youth work that transcends the Irish context. A bonus is the story (the first chapter in the book) written by a former youth in care with whom the author worked, and it demonstrates in convincing fashion the developmental and therapeutic power of the author’s approach to working with young people. I found this book both informative and inspiring, and I highly recommend it for all students and practitioners – experienced or inexperienced. – Professor James Anglin

This is a thoroughly researched, well-argued and very readable book, written by an author who has a vision of a seamless social care service for children, young people and care leavers. The book provides a thorough analysis of the state of social care for children and young people in Ireland now, but readers outside of Ireland will recognise and find relevance in the matters the book raises for it covers in some depth so many of the issues which exercise all those concerned with social care today wherever they may be, including, healthy child development for children in care, children’s rights, children’s and young people’s experience of social care, professionalism, social pedagogy, relationship-based practice, resilience, attachment theory, research issues, policy-making and its concomitant economic and political restraints, among many more. This book should be read by social care practitioners, social care students, social care teachers, managers, policy-makers and politicians. This is a book whose content is relevant far beyond Ireland for it covers in some depth so many of the issues which exercise all those concerned with social care today. Its learning, humanity, comprehensive thoroughness, and emotional insight gives the reader so much. I recommend this book to all involved in the social care of children and young people.

Charles Sharpe
Good Enough Caring
Gateway are proud to partner with TransformAction International, CYC-Net, and Empower Ireland in hosting the 2016 ‘Unity Through Relationship’ Conference (and learning & development programme).

**Disruption, Trauma and Impact on Mental Health: Exploring Relational Responses**

Gateway Organisation Limited, an Irish owned company, has for almost 10 years provided a range of services for children and young people (under contract with Tusla and the HSE). Gateway’s model of care and intervention places high values on the principles of participation, family inclusion, relational practice and therapeutic commitment. Each services centre and residential unit has an individual strength-based and needs led specific purpose and function. We strive to leave positive footprints.

For additional information contact us at [info@gateway.ie](mailto:info@gateway.ie)
Advocating for Social Care Workers, Educators and Managers in Ireland

Social Care Ireland (SCI) is the Professional Representative Body for the Social Care Work Profession in the Republic of Ireland.

SCI provides Members with advocacy, representation, support in the practice of Social Care Work, as well as an opportunity to improve the Standards and Quality of Social Care Work in Ireland. Social Care Ireland welcomes members from across the Social Care Work profession, including Workers, Managers, Educators, and Students.

Membership of Social Care Ireland includes the following Benefits:

- Free CPD Portfolio, Resources and Support in meeting statutory requirements of registration with CORU.
- Reduced Rates at Conferences, Lectures, Training and other Social Care Ireland Continuing Professional Development (CPD) Events.
- Invitation to free CPD Events.
- Professional Advice and Support from Social Care Ireland Office, Board and CPD Officer.
- Participation in Special Interest Groups and Committees.
- Access to Garda Vetting at a reduced cost through IASCM.
- Consultation and Input into National Standards, Policy and Legislation.
- Access to ‘Curam’ Magazine and ‘The Link’ Newsletter.
- Online access to all previous editions of IJASS and CPD Bulletins.
- Access to member only area through SCI website with access to additional resources and supports.
- Invitation to the Annual Social Care Ireland Conference and AGM.
- DAS Legal Protection Package including access to free counselling service.

Future Benefits will include:

- Fitness to Practice Insurance Cover
- Access to [www.childlink.ie](http://www.childlink.ie) providing valuable resources and information for Social Care.
- Membership with [www.group schemes.ie](http://www.group schemes.ie) providing discounts on a range of products, including hotels, travel etc.
- Job advertisements.

Social Care Ireland is run by Social Care Workers for Social Care Workers continually providing advocacy on behalf of the Social Care Sector. JOIN NOW and enjoy the benefits of being involved and being kept informed of developments within your profession.