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Save the Children



NIDCS
guardianship for refugees

IMPACT



Family based care for UAC Training of Trainers

Location: Utrecht

Date: 10, 11, 12 May

Trainer: Meta Kuipers & Marjolein Groen



Welcome

- Short introduction on the IMPACT project





Needs of the UAC in family based care?

Needs of the families caring for UAC

Challenges and skills social worker

Self care needs of the social worker

Focus on needs in the different phases:

- Settling in
- Developing and integration
- Preparation for autonomy

Family Based Care



Unaccompanied children

- Every child has the right to protection
- Every child has the right to grow up in a family



Unaccompanied children

IMPACT



Are children having normal reactions to abnormal development, securely attached etc.)

Unaccompanied children often have experiences of trauma; sleeping disorders, Problems at school, short tempered, physical complaints, depression, re- experiences

Under high pressure (of people smugglers) to repay the high cost of the journey

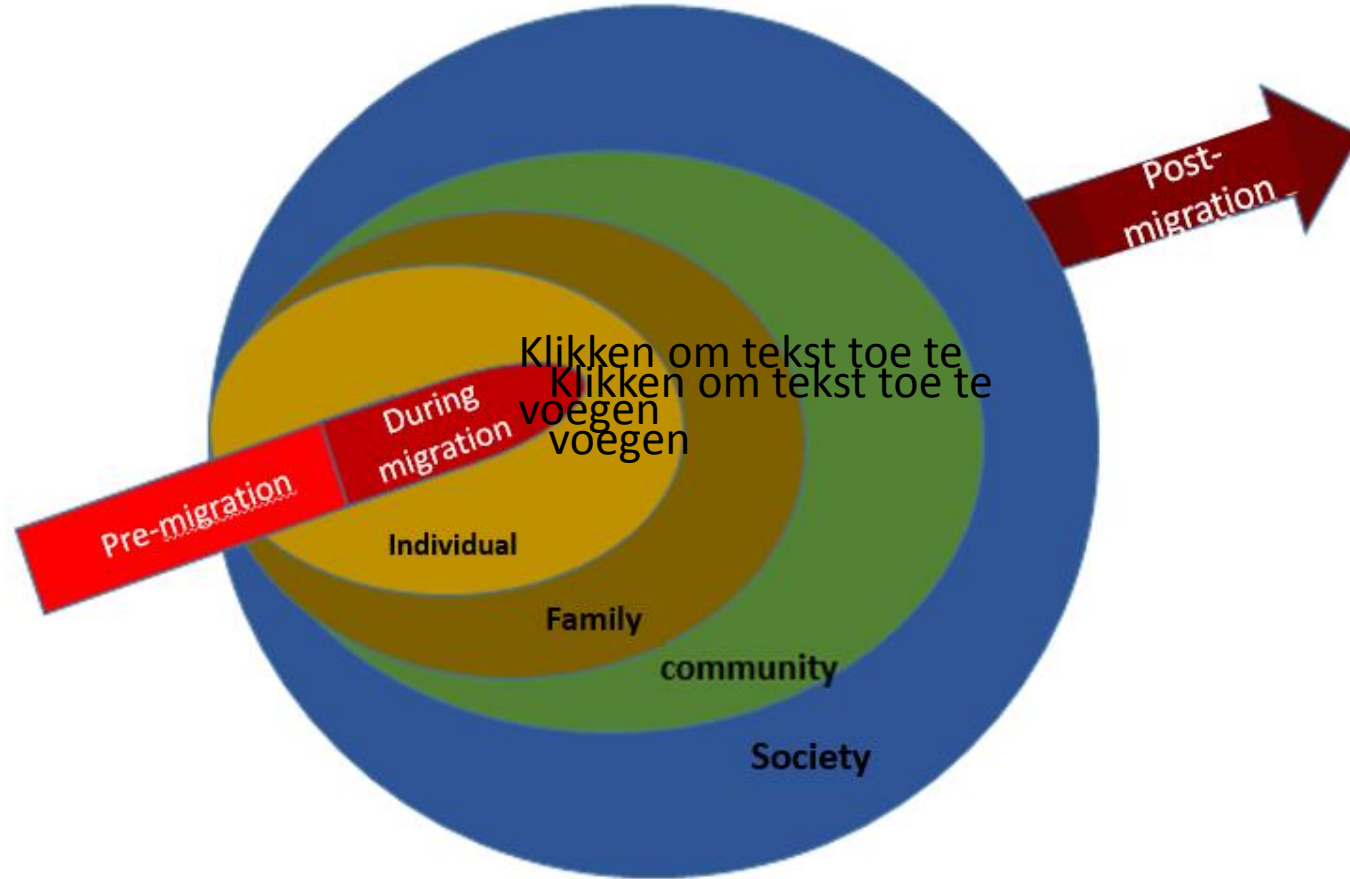
Under high pressure of expectations of the family (finances, family reunification, career etc.)

Honour, good name and expectations of the family are very important, more important than individual interests

Finding their way 'in between' two cultures.

Often the strongest children of the family are the ones that go to Europe

Resilient, self- reliant and motivated!





Before departure War, persecution, violence, exploitation, poverty and hopelessness;
family, friends, school, neighbourhood (significant relationships), language. Habits/ routines/rules/traditions
climate, landscapes, nature etc.

During the journey Hardship, distress and fearful moments, Violence, sexual abuse, exploitation
Crossing the ocean: Losing family members, witnessing people drowning, lack of food and water
Traveling through the Sahara and Sinai; hostages, torture (for ransom), rape and abuse, slavery and
exploitation



Arrival in new country Excitement, everything is different; people, language, climate, infrastructure,
bureaucracy, system, food, rules etc. A lot of distress; procedures, officials, waiting, relocations, many different people,
places and other refugees, aggression, violence and discrimination.
A lot of uncertainty and stress; about the asylum procedure, family reunification, worries about family, fears, trauma



Resilience, agency & autonomy

Resilience: ability to deal with or recover from a major effort or trauma

Sources: social support environment, different acculturation strategies, education religion, avoidance and hope.

Agency: having (the feeling) you can influence your situation

A person's ability and strength to act in a changing situation and to maximise opportunities, including the ability to build their trust in others, including their guardian, mentor, peers and professionals. (need (need to be informed – skills- needs attention of comprehending behaviour as agency)

Autonomy:

Self determination

Self protection

How do we and the families stay aware and focused on this?





The tasks of the reception families

- Creating a safe place for the UAC
- Where a child feels at home
- Can develop (support, attention for possible problems, vulnerabilities)
- Helping to find their way in the new context
- Strengthening their resilience
- Help the UAC stay connected with it's culture, contact parents/family (intercultural skills)
- Get prepared for their future perspective (integration/ independency/ family reunion/ return or move on)
-



The professional context

Monitoring of safety, wellbeing and
development of the child

Professional (guardian) to guarantee and
monitor the best interests of the child

Guidance of the family

.....



Examples of family based care

Most common:

Own network, kinship-family

Local (indigenous) foster family

Other examples:

Families with migrant background and/or similar cultural background, parttime family based care, etc.

Don't think in traditional family context, more 'feel at home' then living in the routines of a family system



Plenary discussion

What do you think are the benefits & disadvantages for an UAC when living in:

- **A network family?**
- **A local/indigenous family?**



Important characteristics reception families when recruiting and screening

Housing, room for this child, practical space

Family composition

Focus on safety (absence of violence, abuse, neglect) (risk taxation: own stress, background, psychological complaints, trauma, experience with violence youth, impact lief events, special needs child)

Intercultural skills

Pedagogical and nurturing skills

Giving space and taking care

Religion

Commitment and relation biological family

Sustainability

Economical situation

Motivation to accept guidance and monitoring social worker

Overall: balance between stress factors and capacity to cope.



Case family Khaled

- Amina a Syrian woman fled to the Netherlands from Syria in 2010
- She married Abdel, and they own a Syrian restaurant in 2013
- The couple have one child of their own, the seven years old Alicia.
- They are asked to provide a home for Junaid, the 16th year old son of Amina's eldest sister.
- Amina saw Junaid for the last time when he was 9. She wants to take care of Junaid because he is her nephew. Abdel understands this completely, but is worried of the impact on their busy life.
- Their answer: 'ofcourse we will take care of Junaid.' They contact foster care.



Excercise: Start building a relationship?

1 Step in the shoes of Amina and Abdel:

What might be their worries, wishes and expectations? What are their needs?



Motivation

- Migrant/ Cultural families:
 - To do something in return for the host country,
 - Because of own experience as refugee child, (empathy)
 - Give them an active role in society and recognition
- Help the family/ relatives (duty, feel obligated)
- Ex-UAC (young adults)
- Social/ idealistic function (learn own kids)
- Contribute to a better world
- Combination with life events: empty nest, loneliness
- Financial/ economical reasons



Screening in general

Applies to both situations

Attitude toward fostering and taking care of an UASC

Family situation and background

Safety within the family system and sustainability of the placement

Sensitivity pedagogical skills (non-related caretakers):
observation of their relationship with their own children

In a kinshipfamily: observation of the interaction between
the child and the family



Risk factors to be aware of during the screening

Own experience with abuse, violence in their childhood?

Neglect, emotional f.e.

Mental health problems like chronic stress, depression, traumarelated complaints

Financial problems

Marital problems/ violence

Lack of cultural sensitivity

Motivation (pressure of the family)

Problems cooperating with professionals

Problems supporting the child in his relationship with the biological family

Support with Integration: connection with cultural identity/ supporting learning language, habits
guestland

Complementary screening as a result of life events (pregnancy, illness, divorce, loss of residence
permit, moving, financial problems..)



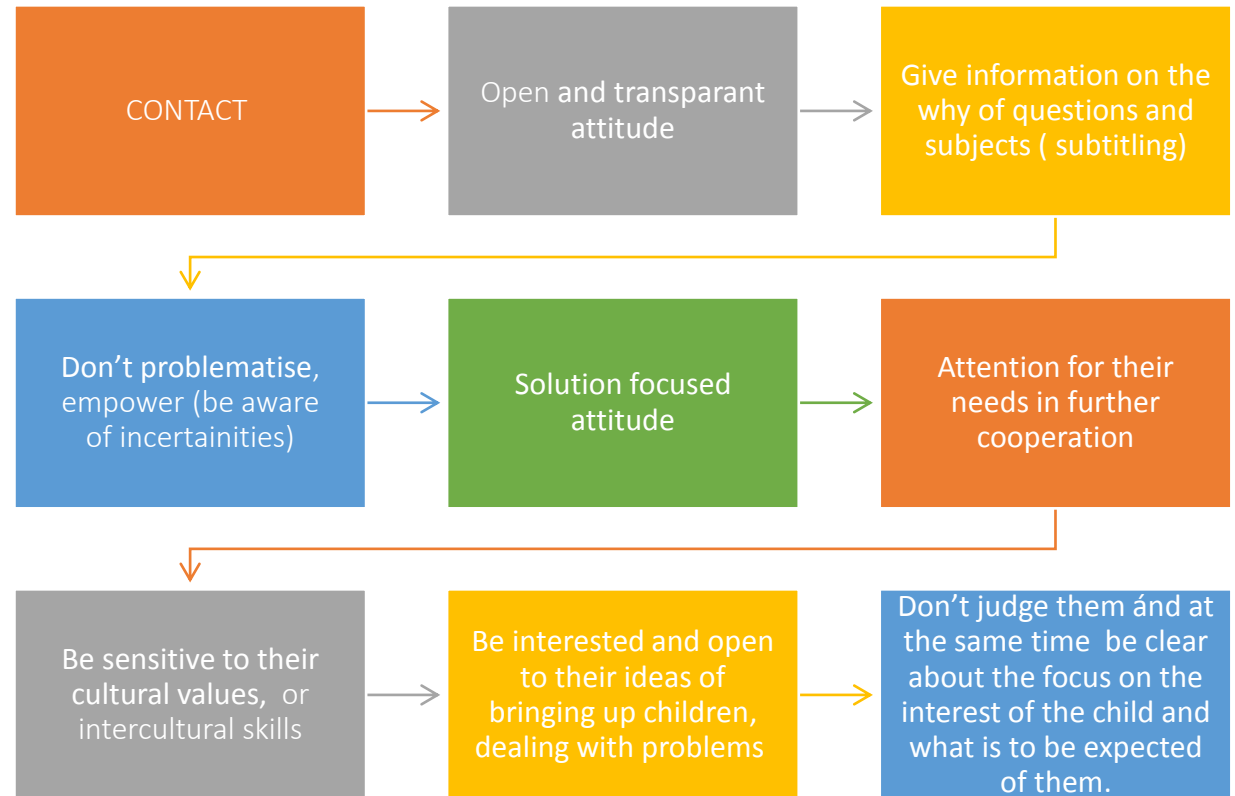
Start with building trust

- **Screening is checking** (*are sure this family is a safe place where the child can develop himself with respect for his cultural background?*)
- **Screening is the start of building trust:** *contact, transparency, open curiosity, information, taking time: can we communicate on more delicate issues, building mutual trust ?*)
- **Sometimes you have more time for screening (indigenous family) and sometimes screening is done in a short time (network)**

- **Focus on:** *making CONTACT*

- **When you have doubts or come across worrying signals:** peer consultation (4 eyes principle)
professional exchange:
 - *On what behaviour or information is your doubt based upon?*
 - *Do you have enough information to make your assessment? What do you need from whom?*
 - *What is your greatest worry (assessing strenghts and vulnerabilities)*
 - *What is needed to give you a ' this reception family is good enough'- feeling?*

Building trust with a focus on safety





Excercise:



Family Khaled:

- What are the needs of Junaid?
- What are the strength and vulnerabilities in the family being able to answer to these needs?
- What are the needs of the family?
- What does this all mean for the professional support of the family?



Perspective of Amina and Abdel



Perspective of Amina and Abdel

- Pedagogical nurturing skills guiding Junaid as a teenager
- Ability to support his ambitions
- Expectations toward Junaid
- Family motivation (Alicia's voice)
- Does Amina need to wear a headscarf with Junaid in the house?
- Consultation and commitment of the absent parents or the family
- Adapt to the level of independence
- Time and space (busy life)
- Capacity to offer security
- Degree of integration
- Motivation to involve biological parents

'Pick-an-exercise'

Either:

1. Peer consultation
2. Family friendly risk assessment

Reflect together on the tool (10 minutes)

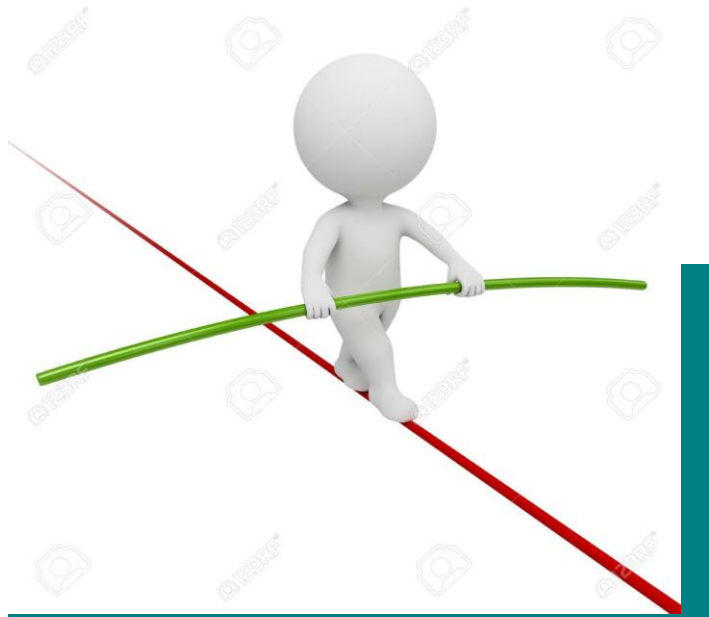
Exchange opinions in pairs on the shared exercise (10 minutes)

Discuss ways to use it in your professional practice (15 minutes)

Peer consultation on gut feeling : How do you discuss worries with regard to safety with colleagues: Situation from your own practice or case of Junaid (handout)

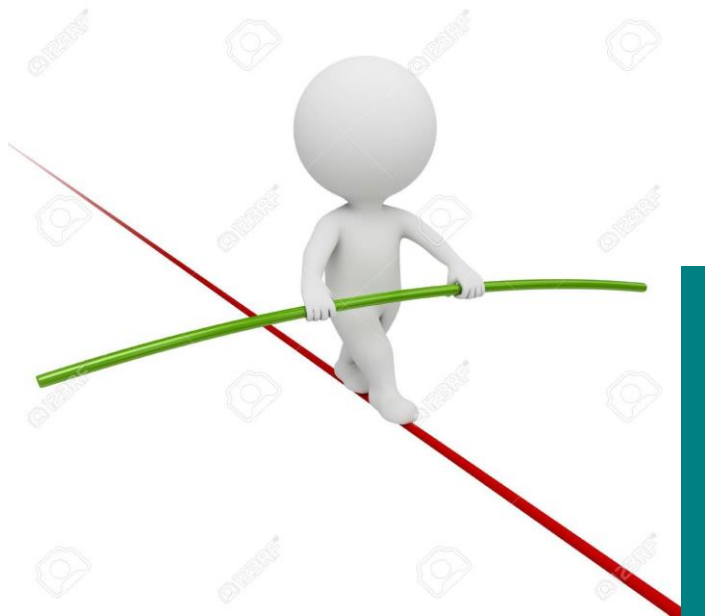
Risk assessment in a family friendly way: taxate and start to cooperate on issues as mental health, experience with violence, abuse in childhood, how do you introduce and discuss these issues? (handout)

Bring back results in a plenary session (10 minutes)



Tasks for the professional ?





Tasks for the professional ?

- Balancing between professional role (being alert for safety issues) and supporting the family in their needs
- Providing child friendly information
- Risk issues & safety assessment screening
- Matching level of experience of the foster family with the level of needs of the child (special needs, serious mental health difficulties, etc.)
- Provide families with training (mental health, behavioural issues, asylum, safeguarding, trafficking, cultural sensitivity & traumatic events)



LUNCH TIME



SEE YOU 13.30

Junaid's first month

- Junaid is very quiet.
- He eats a lot and hides food in his room.
- He misses his mother
- He has trouble sleeping
- He spends a lot of time on his phone, also during dinner.
- He likes to play with Alicia and is very kind to her, at those moments he seems relaxed and able to unwind.
- He had a conflict with Abdel, when Abdel asked him to be more polite to Amina (he doesn't say thank you or goodbye). He ran to his room and slammed the door.
- Amina and Abdel had a discussion about this: she wants to give Junaid some space, Abdel wants Junaid to keep to the rules in the house.
- Junaid goes to school and wants to play football at a team.



Needs UAC first stage of reception in families

- Feeling welcome
- Having sufficient and food they know
- Rest (unwind, recover from stress)
- Contact with the family is extremely important
- Understanding bureaucratic procedures: asylum procedure
- Contact with social worker/ guardian; reliability & building trust
- Privacy (not too many questions)
- Starting activities school



Two perspectives

- **Child**

How is the child doing (thoughts, feelings, emotions, needs); What does it need to settle in/ develop safely?

- **Care takers/foster parents**

How are the caretakers/foster parents doing (thoughts, feelings, worries, uncertainties)?

What do they need to welcome the child, understand it and support the child well enough?





Perspective family

- Wanting him to feel welcome
- Learn to know this youngster, what does he need?
- Helping adapting to the family routine
- Support to settle in
- (Mis)understanding the child's behaviour
- Involving with the biological family
- Impact on own children
- Uprooting (triggered) one's own trauma's

Emotions: Exciting, how is it going, is he feeling well, am I doing well?





Exercise

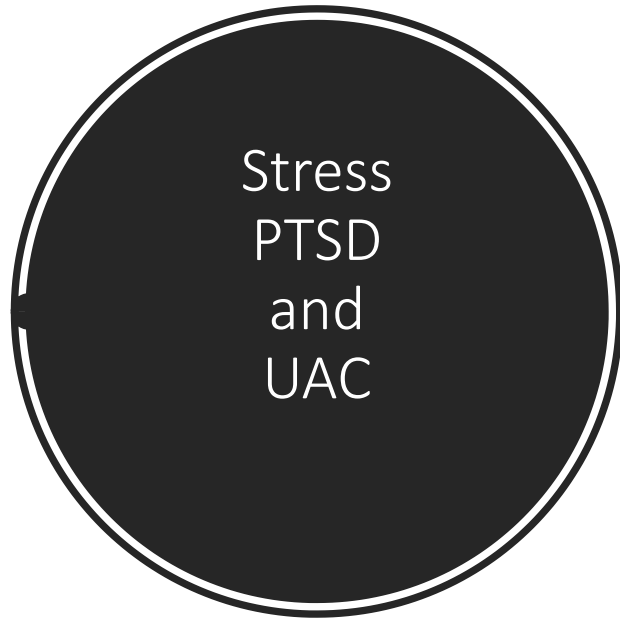
What can the social worker do to support Amina and Abdel
Do's and don't s?



Do's and Don'ts

- Don't come every week
- Don't make promises you can't keep
- Don't ask personal questions or give advice beside your task
- Don't problematise
- Don't only focus on the needs child
- Don't ask too many questions
- Don't leave out signals of problems child/family
- Don't feel reservations to share some personal info too
-

- Build trust, be reliable
- Positive focus and feedback
- Transparent (subtitle yourself)
- Respect confidentiality
- Help them understand the need for monitoring and give agency on when and how
- Offer information like psycho education/ about threats to the development, tasks of the UAC, resilience if relevant.
- Attend to need, expectations and wishes family
-



- Cumulative stress and trauma (triggers earlier stress, no peace)
- Chronical stress (fear future/ worries family)
- PTSD symptoms: avoiding, reliving, irritability, changes cognitions and mood)
- Impact of stress: sleeping problems, nightmares, worrying, tension, gloom, anxiousness, loneliness, conduct problems to triggered trauma, concentration problems, anger, passivity..
- Complicating factors: miss family, unknown country, uncertain future, missing usual protection of language, food, family, friends, habits, rituals

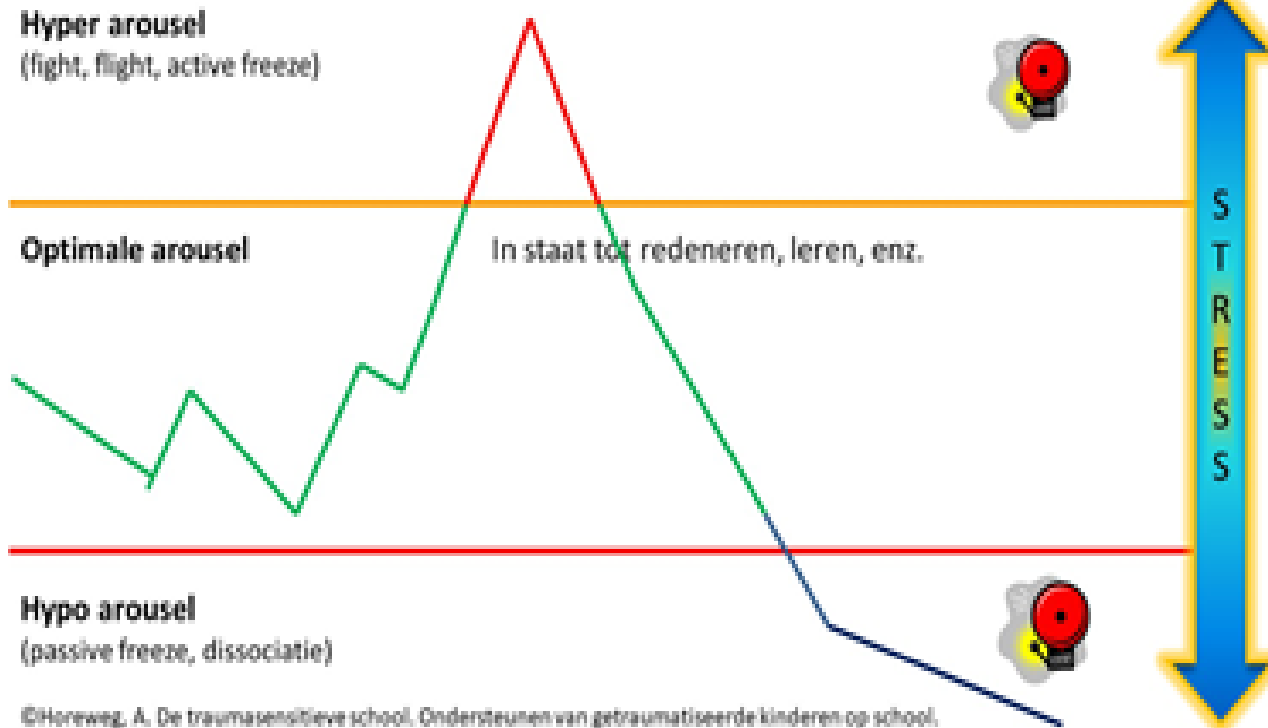




Window of tolerance

= emotional space in which you can control stress

Window of tolerance



©Horeweg, A. De traumasensitieve school. Ondersteunen van getraumatiseerde kinderen op school.



What works with trauma related complaints and stress

- Social support is most important!
- Psycho education
- Emotion regulation: Learn to understand triggers and ways to control/
prevent strong emotions
- Sleeping routine: What helps to sleep, routine, rituals, mindfulness
- Comfort of usual food, language, family, habits, religion, rituals..
- Distraction, relaxation (sport, music, writing...)
- Network, support family, friends, caretakers
- Cultural ways of healing and coping
- Trauma therapy
- Medication



Tool Mindmap: Bringing in general Information

Principle:

The parent is the expert on the child and on his own reactions

Social worker has general relevant knowledge and experience

Action

- **Bring information as general information (not as a suggestion or tip) Put the child's name in the middle, and write down the general info around this name**
- **Give information that might help to understand the behaviour of the child**
- **Ask what the parent recognises in his child**
- **And together think on how (s)he may understand the behaviour now**
- **Ask the parent to step in the shoes of the child and what he needs**
- **Think together how to react to the child s behaviour**

Bring in information as ' some families....' 'some UASC... ' on the age of of 16 year .. etc..



Development phase: challenges family



- Parenting issues
- Guidance on sexuality, identity development
- Balancing care for own child and UASC
- Dealing with stress, trauma, loss UASC
- Types of guidance needed by the UASC
- Dealing with missing biological family
- Finding information on basic questions
- Misunderstandings and time to adjust to the family routine
- Contact family and cultural background
- Dealing with child services/school



Risks for breakdowns

- **Daily conflicts, about *freedom***
 - Be alert and discuss behaviour of the child that could damage honour of the child and its biological family, supporting the child's development and trying to bridge different expectations
 - Invest and keep investing in **good relationship** so family feels free to share more difficult things (parent perspective/ solution focused approach)
 - Build bridges between child and family (including perspective biological family)
- **Life events in the reception family (death, arrival new family member, financial concern, illness, no permit, divorce)**
- Keep an eye on safety risks/ impact live events
- **Keep an eye on balance of capabilities of reception family and experienced stress & load**



Good practice interview

Looking at the challenges for the family and the tasks of the social worker (building trust, monitoring safety, managing expectations, giving faith)

What good practice on these issues do you have to share?

Taking turns, clarify very specifically:

- What was the issue;
- What was the situation;
- What are **you** most proud of what you did;
- What exactly did **you do** to make it work out so well?



Programme Day 2

Integration and preparing for autonomy

- Perspective child and family
- Task, skills and actions social worker
- Intercultural communication

Professional wellbeing

- Wellbeing social worker
- Selfcare
- intervison



Junaid

- Amina has a lot of contact with her sister, Junaid's mother. She's a traditional woman and is worried about the freedom Junaid is taking. She thinks Amina is not telling her everything.
- Junaid has a lot of close by friends and is going outside and staying out late. Amina wonders if Junaid is meeting with a girl.
- Amina and Junaid have a lot of conflicts about Junaid not keeping to agreements they made: taking care of Alicia, getting home in time, and keeping in contact with his biological parents.
- Junaid asks the social worker if he can live in SIL-location with other youngsters?
- **HOW TO PREVENT A BREAKDOWN**



Building bridges

The importance of building bridges

Clarifying the interpretation of behaviour from different cultural frames of reference can create more understanding and possibilities to find a solution for the child's situation.

Invite and support everyone to explain his perspective

Cultural sensitive psycho education

If helpful involve the biological family system



Multi-perspective based approach

- As a professional you take every perspective equally serious
- From the person whoms perspective it is, his role/position is logical

Helpful: Step in the shoes of the involved persons

Goal: working together in the best interest of the child





Building a bridge : exercise

Prepare the bridging conversation Junaid - Amina ???

Outline your plan:

- What's your goal?
- Who's in the meeting?
- Discuss details of the conversation: introduction, interventions

Present the outline in the group.



Junaid (17) (living with Amina and Abdel)

- Smoking, using alcohol
- Lack of motivation school
- Girlfriend
- Lot of time on football with friends
- Conflicts with Abdel

Marah (17) living with to elderly indigenous couple

- Rebellious on the routine in the house
- Rejecting emotional support f parents
- Problems with the loss of her family
- Trauma therapy
- Complains nobody understands her
- Listens loudly Afghan music
- Looks depressed, no initiative



Step in the shoes of Junaid and Mara

- What are the challenges for Junaid
 - What are the challenges for Mara?
-



Integration

Integration = adapting in the new environment, the dominant culture, while retaining your own culture

Inclusion is a society that includes newcomers and accepts differences, making it possible to participate. Interaction is enriching

Social adaptation to a different culture		Adaptation to a dominant culture↓	
		<i>Yes ↓</i>	<i>No↓</i>
Preserving your own culture →	<i>Yes→</i>	Integration	Segregation
	<i>No→</i>	Assimilation	Marginalisation



Challenges during integration phase

Reception Families

- Asking for help and building a supportive network
- Balancing safeguarding, responsibility and allowance to experiment
- Dealing with different organisation/professionals
- Dealing with social services involved

UAC

Culture family –
own culture child

Loyalty

Identity & sexual
development

Balancing adherence rules
and wanting to experiment

Teenage years, uncertainty,
drive



Tasks and challenges for the professional during the integration phase

Balancing between needs and wishes of reception family, youngsters (biological family) including experimental behaviour according to the age 15-18+ : informing, mediating, bridging

Making a plan with the youngster for his future, integration needs and wishes, including role model, skills, social services.

Knowledge and skills:

- **Building bridges**
- **Parenting issues**
- **Intercultural Communication**



Intercultural parenting

Attachment is universal, attachment behaviour different

Gender roles boys and girls

Interaction parent child: respect/distance/ talking/ playing / eye contact

Discipline.... sanctioning

Honour of the family as a norm for the behaviour of the child

Number of parenting persons

Sensitivity: universal, but form different

Like talking a lot/ less.

Intentional -----functional parenting



Exercise intercultural communication

Introduction intercultural interview

In pairs:

1. Choose one theme out of the questionnaire and interview each other.
2. Plenary exchange of experience: *how do you think this can be useful in your work with UAC?*



Working with a plan of action

Plenary question:

- *Do you have experience with working with a plan of action?*
- *What are the benefits that you experienced?*

- When do you introduce it?
- Who's responsible (ownership)?
- Role of the youngster?
- Role of the family?



Professional wellbeing

Professionals risks of working with UAC looking at professional wellbeing

HOW TO PREVENT?

Pairing up with colleagues (buddy-system),

Intervision, supervision, Debriefing and follow up

....

Step 1: **self awareness and selfcare**



Selfcare

First step: Selfawareness

How well do you know yourself ?


- What works to unstress, reload, to let go,
- What do you need (from others)

- What are you going to do different?

- Social worker colleagues
- Fostercare worker?
- Behavioural scientist/psychologist
- Guardian?
- Teammanager

How is multidisciplinary teamwork organised in your context?

What are strength and vulnerabilities in the system?



Working in a
multidisciplinary
team



Intervision groups of 4 explore the tool

Follow the steps of the intervision structure

One person brings in a question

One acts as a facilitator (leads)

Follow the steps in the tool

Reflect on how to use it in your professional
context



LUNCH TIME



SEE YOU 13.30



Marah up to 18

Marah wants to live on her own, to study, and have a side job

Marah is too proud to ask for help

Sometimes she worries about money, insurances etc.

She is ambivalent in leaving the fosterparents after 3 years

Fosterparents are worried if Marah is independent enough

They question her a lot and give a lot of advice

They feel sad by the idea of Mara leaving the house

The atmosphere is a bit stressful





Preparing for autonomy

Checklist 18 +

Groups of 5
make a list



3 groups
3 flipovers
3 steps

1. Make a list : what is important for the UAC to know, do, organise, when 18/ selfreliant? (10 min)

2. Change flipover and write down: what are the challenges for the reception families? (15 min)

3. Change flipover and write down: what are the tasks and challenge of the social worker in this phase ?

After every step a short plenary presentation



Perspective youngster

Dealing with insecurity,

Getting support, reassurance, space from family

Building trust

Agency, being informed and involved

Supportive contacts

Skills to find information, make contact, ask help

Continuity in supportive adult/professional





Family perspective

- Need for acknowledgement (overview, roles, space for normal supporting family life, eye for their effort)
- Need for practical and emotional support (how to deal with change in interaction, distance, insecurity)
- Stepping back and relying on professionals or supportive network (clarity on who does what and expectations)
- Sharing experiences with other reception families in support groups
- Continue to provide a friendly space for the youngster 'smooth passage'



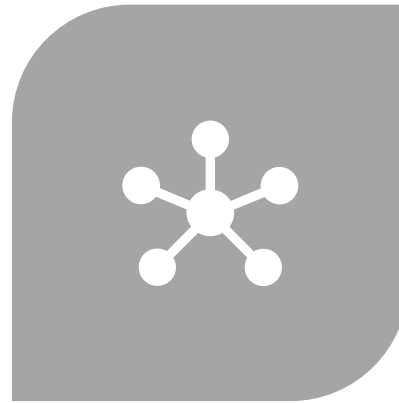
Professional tasks

- Creating overview & giving practical info
- Reinforcing 'soft skills' -> asking for support, knowing where to find information, how to build a supportive network
- Giving trust -> support the child's own autonomy
- Taking care of family reunification
- Setting up support groups
- Don't forget resilience, agency!

FOCUS



SOFT SKILLS



BUILDING NETWORK



AGENCY





Supporting a child---

Supporting a family

- Overview over what's need to be done
- Overview over who's responsible for what
- Eye on agency youngster and family and how to label and strengthen it
- Attention soft skills youngster
- Attention: emotional, stressful period
- Plan: little achievable steps
- **Empowering**
- **Focus on successes**
- **Solution focused based**



Solution focused interventions

Using scale questions

Positive exception

Miracle question

In earlier similar situations: how solved?

Indirect compliment (recognise and acknowledge the positive intention)

Give recognition

Normalise

Reframing (static to dynamic)

Ask questions: little steps, how exactly, and what can you do more?



Last exercise:
reflection in pairs

Conversation in pairs reflecting on today

What did you hear today you want to use in your professional practice?

Which obstacles do you see to succeed in this?
Explain your situation and all the obstacles to solve to be able to implement what you want?

Your conversation partner is asked to use the solution focussed interventions to explore the possibilities to overcome the obstacles and implement what you learned in your professional practice.

Change roles after 10 minutes



Programme Day 3

Sharing good practices

- World café with social workers from Nidos working with reception families

First steps

- Setting a strong intention through a creative image

Bringing it back

- How can you bring the knowledge back to your practice?

World café- Sharing good practices

- **Plenary introduction social workers family care (10 minutes)**
- **Discuss in smaller groups (25 minutes) the topics on the table**
- **Plenary recap (10 minutes)**



Setting a strong intention

Individual reflection (10 minutes)

- What will you take with you from the training?
- Why is this important for your work?

Smaller groups (35 minutes)

Express yourself about what you learned in a creative way:
Draw a picture, a mindmap, write a poem, a song etc.





Reflection in pairs

- What do you want to achieve?
- Who do you need to achieve this?
- What will your first step be?
- What will help you in holding on to this good idea?

Thank you

