

# **Work with Children, Young People and Families**

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# **SECTION ONE**

## **Parent and Child Coaching Session Example Young Child with Eating /Feeding Difficulties**

### **1.1 ~ Introduction**

- Establish rapport with parent.
- Scaling of the problem – 1 - 10.
- Explore the extent of the problem away from the hearing of the child.
- Use reflective and active listening to identify specific behaviour of child that is causing the problem, any successes already achieved and what specifically the parent wants to change.
- Exploration will also need to identify behaviours and feelings of the parent in order to identify current resources and any barriers to overcoming the problem.
- Observation of meal time (ABC structure)/video recording.
- Check with parent regarding any existing medical advice re diet.

### **1.2 ~ Input with the Parent**

In this situation most parents are very anxious and fearful for the health of the child. Therefore, coaching will include strategies for managing these feelings to avoid transmitting these to the child.

- 7/11 breathing.
- Visualisation to help access calm states.
- Anchoring of calm states, so that these can be self administered.

### **1.3 ~ Other Input**

- Seek/commission input from dietician.
- Provide feedback from observation/video recording.

### **1.4 ~ Work with Child**

- Establish rapport.
- Identify attitudes towards food and willingness to change behaviour using solution focused questions.
- EFT –including positive affirmation script for managing anxieties about eating.
- Negotiation and setting of goals with the child and use of star charts and stickers, to reinforce success.
- Anchoring of feelings of success when overcoming fears.

### **1.5 ~ Parent/Child Coaching During Mealtime**

- Rehearsal of strategies for parent and child.
- Observation/video recording of session. *(Continued)*

## **I.6 ~ Review of Success**

- Reflection – discussions with parent and child, feedback from observation/video.
- Review of goals set for the session – parent and child.
- Future pacing – goal setting for future.
- Social story for the child.

# **SECTION TWO**

## **Parent Support Group Course Outline**

Parenting Support Group promoting:

- Emotional well being for child and parents.
- Strategies creating calm states for self and in children.
- Child development.
- Effective communication within the family, use of influential language patterns such as non-blameful language, positive presuppositions, embedded commands.
- Setting limits and boundaries.
- Goal setting and goals to values elicitation.
- Roles and responsibilities within the family and within children's services.
- Positive communication skills for working with staff from schools and social care.

## **SECTION THREE (a)**

### **Assessment of Social, Emotional and Behavioural Needs (Boxall Profile, Common Assessment Framework)**

The Boxall profile is a well-recognised diagnostic tool for assessing the needs of children with social, emotional and behavioural difficulties. The Boxall profile provides a structured framework for the observation of children aged 3 – 8 years, in the classroom. Designed in the 1970s and 1980s it is still widely used today and is linked to the work of nurture groups. It is currently being adapted or use with older children. Its purpose is to provide a means of assessing the areas of difficulty of severely disadvantaged and deprived children, in order to plan specific and structured intervention and to help monitor progress in those areas following intervention. It is very useful in diagnosing a range of attachment disorders caused by disruption to early nurturing care, but can also indicate a range of other difficulties, such as learning difficulties or other social communication disorders. Plans exist to develop the Boxall as a tool for assessing older children and young people of school age.

The Framework for the Assessment of Children in Need (FACN) and their families is now used as standard practice by social care, health and education professionals to identify a range of skills and other family or community factors, which are essential to the healthy growth and development of all children. The Common Assessment Framework (CAF) and safeguarding processes use this framework to assess any unmet needs within the family system. Where the tools are used in a connected, integrated way, multi-agency and interdisciplinary working is enhanced.

Current expertise within ELA has drawn together the interlinking aspects of the Boxall profile's developmental and diagnostic strands with the child's developmental needs part of the FACN and for areas of identified need has produced examples and potential solutions. An example is provided below.

#### **3(a).1 ~ The Diagnostic Profile**

This is presented in a different format where a high score shows areas of concern. This also offers possible explanations behind the results and potential solutions.

# **SECTION THREE (b)**

## **First Cluster: Self-Limiting Features**

### **Column Q: Disengaged**

A high score in this strand may indicate a child that is not engaging with the world and is without interest and motivation.

This may highlight concern in the following areas of the assessment framework;  
**Emotional and Behavioural Development, Family and Social Relationships.**

#### **3(b).1 ~ Example**

The Boxall Profile suggests reasons behind this may be the child's availability of productive attachments. This links to the emotional and behavioural development and the family and social relationships dimensions as they consider the nature and quality of early attachments.

#### **3(b).2 ~ Potential Solutions Suggested by Boxall**

A tentative approach from adult and individual attention to establish an attachment before they can be drawn into a group may be required.

#### **3(b).3 ~ Target and Strategies**

Target '**Have a go!**' Have a go at something new.

- Give responsible job or errands.
- Draw up a list of jobs/errands that need to be done every day.
- Reward doing the above by positive praise in front of others.
- Help a less able child.
- Positive praise for work from others.
- Provide a visual tick list for the child for tasks and choices of activity to be given as a reward and responsibilities.
- Also visual tick list for equi
- Give some short achievable differentiated activities that he/she can do without continuing direct support. These are to be based within a group. pment needed for a task.
- Encourage the child on occasions to ask for peer help; place next to a more able peer.
- Increasing number of children to join him/her; particularly when given responsible job.

# **SECTION FOUR**

## **Guidance Package for Establishing Specialist Support Classes in a Mainstream Cluster Setting**

Advice and Guidance to include:

- Support on the development of an innovative curriculum combining National Curriculum (both Renewed Primary Framework and Early Years Foundation Stage) or P Scales and classic nurture group provision based on a set of common processes.
- Specialist guidance for assessment for learning strategies for PSHE/PSD strands from Early Years Foundation Stage and the Renewed Primary Framework, including the implementation of APP using NC/EYFS levelling and the use of QCA behaviour scales.
- Training and guidance of effective use of NLP and EFT practice including. Influential and persuasive language patterns, therapeutic stories and metaphors for healing trauma and overcoming limiting self-beliefs.
- Guidance and support on self assessment to achieve Quality Mark Standard Nurture Group provision.
- Guidance and support on the development of policies and practices to support whole school nurturing learning environments in line with the Quality Mark Standard for Nurture Group.

# **SECTION FIVE**

## **Session for Child Suffering from Post-traumatic Stress Disorder**

### **5.1 ~ Introduction**

- Establish rapport.
- Establish general subject of the problem, (e.g car crash, fire, or the time when you were hurt). Important to avoid re-traumatising the child by getting him or her to recount all the details.

### **5.2 ~ Input**

- EFT with positive affirmation script to enable to child to acknowledge the problem and accept feelings.
- Use of timeline – identifying resources and moving on from the incident.
- Use of cinema technique replay, disassociate from harmful experiences, reduce intensity of negative feelings and replay with a preferred ending.(to include summary of outcomes, impact, leadership and next steps).

### **5.3 ~ Future Pacing**

- Use of timeline to project into the future new behaviours, beliefs and attitudes.

# **SECTION SIX**

## **Session for a Young Person with School Phobia and Associated Anxiety including Anxiety Attacks**

### **6.1 ~ Introduction**

- Establish rapport.
- Identify what the young person wants to change about the situation.

### **6.2 ~ Exploring the Motivation and Intention**

- Checking out motivation to change, e.g.  
What will happen when you have what you want?  
What will happen if you do not have what you want?  
What will happen if you don't have this problem any more?
- Identify any positive intentions behind the behaviour and any other ways that this positive intention can be satisfied. (e.g. it could be fear of leaving a parent because of illness or other perceived danger). Use of solution focused questions.

### **6.3 ~ Input**

Examples of strategies for self-management of anxiety:

- 7/11 breathing technique.
- Emotional Freedom technique with positive affirmations.
- Hara –creating a calm, focused and balanced state.
- Anchoring of positive, calm states.

### **6.4 ~ Future Pacing**

- Mental rehearsal using the cinema technique, identifying new desired behaviour, imagining how it will look feel and sound, visualising using association to practise new behaviours.

# **SECTION SEVEN**

## **Session Designed for Child with Self-Esteem Difficulties and Lack in Confidence as a Learner**

### **7.1 ~ Introduction**

- Establish rapport.
- Identify the scale of the problem – scale of 1 – 10 – how bad is the problem?  
With a young child this can be done using a faces feelings strip 1-5 or 1-10 depending on understanding or numbers or scales.

### **7.2 ~ Exploring the Nature of the Child's Beliefs about His or Her Learning Capabilities**

- Use reflective listening to identify feelings and beliefs about learning. Are the attitudinal barriers:
  - Self-limiting beliefs? Or
  - Perceptual blocks?
- Use solution focused questions to overcome these attitudinal blocks, e.g. I'm no good at .....
- "Well just imagine you are good at... how would you feel, what would it look like?"  
Learned helplessness and the virtuous triangle.
- "Suppose you were good at .....what would you be able to do?"
- "What stops you being good at.....?"
- Use of humour to explode unhelpful beliefs.

### **7.3 ~ Input**

- Identify times when the child has learned effortlessly and easily, what it looked like, how it felt, what others said and any internal dialogue.
- Build a bank memories when the child was successful and encourage association with these experiences.
- Anchor positive states for confidence and success in learning and show the child how to use these as self help strategies.
- Use of a spatial marking technique (A Piece of Cake).
- If deep seated feelings of hopelessness, helplessness and worthlessness – use EFT combined with affirmation script.

### **7.4 ~ Future Pacing**

- Rehearsal of new behaviours and strategies - what will be different, how will you know that things have changed? Role play and association with new behaviour and beliefs.
- Use of therapeutic story to reinforce possibilities of change and benefits of learning.
- Scaling to assess new level of confidence, what could make this higher?

# **SECTION EIGHT**

## **Session Designed for a Young Person to be Able to Deal with Negative Feelings that can Result in Violent or Abusive Outbursts**

### **8.1 ~ Introduction**

- Establish rapport.
- Identify what negative feelings the young person wishes to deal with in order to prevent violent and abusive outbursts.

### **8.2 ~ Exploration of the Negative Feelings Associated that can Lead to these Outbursts**

- Using visualisation techniques get the young person to establish the feelings that precede the outbursts. For example, what physical symptoms accompany the feelings – the early warning signs. Also where the feeling starts to manifest itself and how it moves through the body.
- Get the young person to assign the feeling a colour.

### **8.3 ~ Input**

- Start with 7/11 breathing technique.
- Visualisation of calm and control – setting up calm anchors.
- Get the young person to assign a colour to this.  
Evoke the negative feeling and counteract this with the calm colour and move the feeling in a different way.
- Also discuss the technique of taking out the feeling, screwing it up and throwing it in the bin/kicking it away (whatever is appropriate to the young person).
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### **8.4 ~ Future Pacing**

- Mental rehearsal of the new behaviours, visualisation, use of anchors and breathing techniques.
- What will be different? How will you know things have changed?
- Use of language such as “Just imagine how you will feel when...”