

Session 3 : Helping Strategies

A. Learning Objectives

By the end of the Session 3, the participants would be able to:

- Link the stages of child development with the appropriate interventions
- Identify helping strategies for children who have been abused
- Identify techniques to probe suspicions of child abuse and practise them

B. Materials

1. Flipchart, markers, masking tape
2. Handouts to distribute
3. Flipchart sheets from Session 2 which could be used for recap session
4. Training contract flipchart
5. Participant Expectation flipchart
6. Work sheets
7. A pair of scissors
8. Name Tags

C. Proposed Schedule

1. Greetings
2. Recap of Session 2
 - i. Review contract and evaluation of Session 2.
 - ii. Review topics from Session 2.
 - iii. State the risk factors contributing to child abuse.
 - iv. Describe the effects of child abuse.
 - v. Identify physical and behavioural indicators of child abuse.
3. Present learning objectives for Session 3.
4. Discuss the stages of a child's psychosocial development.
5. Identify and practise techniques to probe suspicions of child abuse.
6. Evaluation of Session 3

C.1 Greetings (5 minutes)

Facilitator Notes: The greeting session is used to reintroduce participants to each other and to ground the participants so that they can focus on the session.

Reflections

Seek from the group any thoughts or reflections on incidents related to what they have learnt since Session 2. These could include any cases they have seen or reactions to any stories in the news or any incidents which they have come into contact with.

Note any issues or questions which they would like answered if these are to be done during the session.

C.2 Recap of Session 2 (10 minutes)

1. Review of contract

Facilitator Notes: Review the training contract with the participants and check to see if there is anything which should be added or removed. This is a good time to remind participants about putting the cell phones in vibrate mode.

The training contract should be visible during all sessions.

2. The content of Session 2

Facilitator Notes: Review these topics, referring to the handouts and the discussions from Session 2. If you had asked a group of participants to do the recap activity, ask them now to present.

Ensure that the participants are reminded about these learning objectives during this recap session. The participants should be able to:

- State the risk factors contributing to child abuse
- Describe the effects of child abuse
- Identify physical and behavioural indicators of child abuse

If you wish, identify the group of participants who would work on the recap of the session which is to follow. If this method is chosen, you should rotate among participants.

C.3 Learning Objectives for Session 3 (5 minutes)

Facilitator Notes: State the learning objectives for this session, and any of the participant expectations which might be linked to them. These participant expectations would have been recorded in Session 1. The objectives should be written on flipchart paper.

Briefing Notes: By the end of the Session 3, it is expected that you the participants would be able to:

- Link the stages of child development with the appropriate interventions
- Identify helping strategies for children who have been abused
- Identify techniques to probe suspicions of child abuse and practise them

C.4 Stages of Psychosocial Development (40 minutes)

Facilitator Notes: The purpose of this session is to introduce the participants (or to remind them if they have known this before) of the stages of psychosocial development as posited by Erik Erikson, psychologist from the 20th century who theorised on social development. The proposed methodology is to use the Briefing Notes to explain the stages of development. If time does not permit, share the handout and highlight the importance of understanding child development. The activities will involve participants determining the effects of child abuse on the development of the child and allow participants to start to think of the interventions needed for recovery.

Briefing Notes¹: (10 minutes)

Erikson emphasized psychosocial development and theorized that:-

1. Human personality continues to develop throughout one's life.
2. Humans develop personalities by moving through a series of stages. He hypothesized 8 major stages of development, each of which contains a developmental task that presents to individuals a crisis that they must resolve.
3. Healthy personalities are the result of mastering life's tasks.
4. Personality development does not end at age 5, 6 or 7, rather for all of us, there are significant events that shape who we are throughout our lives.

The first five stages relate to child development.

[Share the handout 3.1 at this part of the session]

Psychosocial Stage 1 - Trust vs. Mistrust

The first stage of Erikson's theory of psychosocial development occurs between birth and one year of age and is the most fundamental stage in life.

Because an infant is utterly dependent, the development of trust is based on the dependability and quality of the child's caregivers.

If a child successfully develops trust, he/she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

Psychosocial Stage 2 - Autonomy vs. Shame and Doubt

The second stage of Erikson's theory of psychosocial development takes place during early childhood and is focused on children developing a greater sense of personal control.

Erikson believes that learning to control one's body functions leads to a feeling of control and a sense of independence.

Other important events include gaining more control over food choices, toy preferences and clothing selection.

Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

Psychosocial Stage 3 - Initiative vs. Guilt

During the preschool years, children begin to assert their power and control over the world through directing play and other social interaction.

¹ Extracted from Training Manual for Childcare Counsellors prepared by Helen Braganza-Guillermo, for Everychild Guyana

Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt and lack of initiative.

Psychosocial Stage 4 - Industry vs. Inferiority

This stage covers the early school years from approximately age 5 to 11.

Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers or peers will doubt their ability to be successful.

Psychosocial Stage 5 - Identity vs. Confusion

During adolescence, children are exploring their independence and developing a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

The other stages relate to adulthood and are not discussed in detail. The information is shared for knowledge.

C.5 Questioning and Probing Techniques for Children who have been Maltreated (30 minutes)

Facilitator Notes: In this section some techniques are presented to the participants as to how to interview and question children who have been maltreated. The methodology is to present some information as briefing notes.

The participants then practise these skills in role plays which are meant to highlight the skills.

Briefing Notes:

The objectives of the interview with a child are to:-

- Build a trusting relationship where the child can communicate freely without fear of judgement.
- Establish what has happened to the child so as to provide effective care.
- Reduce the child's fear and distrust of other people.
- Reassure the child that they have done nothing wrong and are not to blame for the abuse if they feel that way.

Interviewing guidelines are presented on the handouts and organised in the following sections:-

- Basic principles when interviewing a child
- General interviewing skills
- Things to avoid when interviewing

Activity: Practising the skills in role play; Worksheet 3.1 has the role plays. (20 minutes)

Divide the participants into groups of three persons.

One person will play the role of nurse, another person the child patient and a third person will observe the interaction. Each person should be assigned a child role so that all persons get a chance to practise the skills.

Assign each scenario to the members of the group in rotation. Each person in a trio should have a chance to practise the interview skills.

After each round, debrief with the groups as follows:-

- Ensure that the person who was playing the child role has been able to come out of the role and is not affected by the role.
- Ask what interview skills were used.
- Identify any difficulties experienced by the persons playing the role of the nurse Do not focus on the role of the child.
- Clarify any questions or conflicts which might have arisen in the role play

C.6. Evaluation and Closing of Session 3 (10 minutes)

Facilitator Notes: Do a quick round to get any thoughts or experiences orally before the session ends. After oral comments are received, share out the evaluation form and ask persons to complete them. Remind participants that their names should not be written on the forms.

Remind the participants of the time and venue for Session 4. Share the objectives for session 4.