

BOOKLET 2

Fostering Stability

Keynote and workshop details



Irish Foster Care Association

BOOKLET 2

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FRIDAY 2 NOVEMBER

Workshop details



Workshops: 11.00 - 13.00

FRI/AM
1

Carving pathways to fostering stability via the carer-child relationship: exploring a toolkit for carers of children who have experienced trauma

Maria Lotty

The foster carer-child relationship is central to fostering stability. This workshop aims to explore a toolkit that nurtures this complex relationship. Recognising that fostering goes beyond the challenges of ordinary parenting, and often requires different parenting strategies, this toolkit contains practical strategies and skills to help develop positive relationships between carers and children with emotional and behavioural difficulties. Consideration is given to trauma impact, and the impact on the foster carer of caring for a child who has experienced trauma. These strategies have been developed through doctoral research that integrates Irish carers' and other practitioners' wisdom and international research.

*Maria has practiced as a fostering social worker for the past 20 years and is currently a doctoral student in University College Cork (UCC). She has also previously worked in child protection and youth work in Ireland and the UK. She holds a Bachelor of Science and Master Diploma in Social Work. She is currently researching trauma-informed foster care as part of a research collaboration between UCC and Tusla. She is the author of *Fostering Connections*, a trauma-informed foster care programme (2017) which is currently being evaluated under this research initiative.*

FRI/AM
2

Stability, and for whom? Does the birth parent have a role in contributing to the placement stability of their child(ren) in foster care?

Majella Hynan and Sean Lynch

In exploring factors that contribute to placement stability, research has shown the connection to the birth family as a powerful theme that comes up again and again (Tobin, 2011). In this workshop, we will explore this theme and give foster carers an opportunity to explore their past experiences and interactions with birth parents. Parents with children in foster care represent a group of clients whose voices are seldom heard (Höjer, 2011). What are birth parents' views on the role they may have in contributing to stability in care? Views from a wider group of birth parents will be presented by two birth parents at this workshop and will give participants a unique opportunity to explore these issues in an atmosphere of open dialogue.

Majella has worked since 2009 as an advocate in the Family Advocacy Service for parents who have children in care, based at Limerick Social Service Council (LSSC). She also works as a psychotherapist at the LSSC's Counselling and Psychotherapy Service. A graduate in psychology, she holds a Master in Humanistic and Integrative Psychotherapy from University of Limerick. Since 2012 she has been a student of the Diamond Approach, as an ongoing support in her work.

Sean is a CORU-registered community social worker at LSSC. Sean is currently undertaking doctoral research at the School of Applied Social Studies, UCC, where he also tutors and supervises final-year social science research projects. Sean is a committee member of the Irish Association of Social Workers' Special Interest Group on Social Work and Migration and his research interests include refugee resettlement, cross-cultural work and social work responses to trauma and distress.

**FRI/AM
3****Understanding disruptions in foster care: how can we learn from disruptions in foster care and increase stability in placements?*****Agnes Feely and Caroline Roe***

Repeated on FRI/PM 7

This workshop will share the preliminary findings of an analysis of disruptions that took place in three counties in the mid-west between December 2012 and April 2016 and the service response by the Fostering Department and foster care committees. It will share its findings of the key factors which led to disruption in relation to the child, the child's birth family, the foster carers and Tusla. It will present the implications of these findings both for the approval of foster carers and in matching practices for children being placed with designated carers.

Agnes is Manager of the Fostering Service in the Mid-west Area and was formerly the Project Manager for the National Care Planning Project.

For over 10 years, Caroline has worked to promote and facilitate research, continuous quality improvement and evidence-based decision making across child care services in the Mid-West Area in her role as Research and Information Officer and Research Mentor. She is currently undertaking doctoral research and holds a Master and Bachelor of Science Degrees. She was previously Lead Researcher for the National Care Planning Project (2004 – 2011).

**FRI/AM
4****Creating secure attachments and stability for the traumatised child using an attachment-based system*****Patricia McSorley, Eilish Moore and Charlene O'Connor***

This workshop will share how we have integrated an attachment-based model not only into practice, but also within the systems that support and train foster carers to be therapeutic carers. We will share how we have developed a multidisciplinary service involving psychology, social work and youth work. We will also share our experience of setting up a service and the journey we have travelled together. The workshop will provide an insight into the supports and structures that foster carers find helpful to enable them to provide placement stability in caring for traumatised children and the many challenges they face in doing so.

Patricia is a foster carer and for the last three years has provided care within the Specialist Therapeutic Fostering Service. She is Chair of the Fostering Therapeutic Support Group. Eilish has been a specialist therapeutic fostering carer for over two years. Both Patricia and Eilish provide long-term care for children with very complex needs.

Charlene is a qualified social worker and systemic practitioner. She is trained to level two in Dyadic Developmental Psychotherapy and has completed introductory training in Sensory Integration. She is a Model of Attachment Practice (MAP) trainer and facilitator and project team member. MAP is the therapeutic model of intervention which is being implemented within the Looked After Children (LAC) and Fostering Service in the Western Health and Social Care Trust, Northern Ireland. She has worked in fostering for over 14 years. In the last four years she has been the project lead in developing a specialist therapeutic fostering service within the Trust.

FRI/AM
5**Family relationships - a means for fostering stability for young people in care?***Róisín Farragher*

This workshop is based on research carried out with young people aged 18-23 years who have experience of the care system in Ireland. The research focused on the ways in which young people who have experience of the care system understand and experience 'family' and family relationships. As we know from Happer et al (2006), the development and experience of trusting, stable and nurturing relationships is viewed as a key process for children in care in coming to terms with their experiences. Building on the data collected thus far, the workshop will consider the impact and influence of family relationships when considering stability for young people in care. Participants will learn about what 'family' means to the young people who took part in the study. They will also have an opportunity to reflect on the relationships they have with the young people they work with and/or care for.

Róisín is a full-time doctoral researcher and has a Bachelor and Master degree in Community Development from the National University of Ireland, Galway. Her current area of research is exploring the family relationships of young people in care. Róisín also has extensive experience in community-based activities and in working with youth-based organisations, such as Jigsaw, Children in Hospital Ireland (CHI), and the Community Foundation of Ireland.

FRI/AM
6**Responding to carers' experience of violence in foster care relationships***Jim Cantwell*

Violence has a marked impact upon relational, environmental and systemic stability. It remains one of the most challenging processes for foster carers to engage with. This workshop will explore that challenging process. Participants will consider their own responses, process and philosophy with regard to violence. Participants will be supported to reach a clearer focus on their own attitudes, beliefs and processes with regard to violence in children. They will be invited to explore ways to set their internal dialogue as practitioners experiencing violence in children. Participants will consider some approaches to working with violence in children and fostering stability.

Jim has a Bachelor of Arts in Applied Social Studies, a Graduate Diploma in Clinical Integrative Psychotherapy Practice, and a Master of Science in Integrative Psychotherapy. He is a lecturer in the Department of Applied Arts, School of Humanities, at Waterford Institute of Technology. He worked for over two decades in residential social care settings and is currently a practicing integrative psychotherapist.

FRI/AM
7**The implications of permanence on foster care services in Ireland***Gráinne Collins and Siobhán Muga*

The ratification of Article 42a in the Constitution, in relation to the rights of children, and the introduction of the Adoption Amendment Act, 2017, requires a revision of social work practice in Ireland in relation to planning for the provision of out-of-home care for children in the care of the State. This workshop will provide foster carers and other foster care practitioners with an overview of the impact of this new legislation on practice and information will be shared on how this may impact planning and practice in adoption and alternative care. Participants will have an opportunity to share their views on the proposed changes and have their voices heard in the process of developing an implementation plan.

Gráinne has worked in Alternative Care for 24 years across all sectors of this service, including residential care, as both a child care leader and manager. She has also worked for 12 years in monitoring and inspection services, auditing child protection services, fostering services and residential services. Gráinne has been in her current role of National Policy Manager for the last four years. She has worked on key areas of policy development, such as aftercare, placement disruptions, research on the sexual health needs of children in care, voluntary consent for admission to care, and placement breakdown. She has also had involvement in relation to rolling out children's fora nationally. Gráinne also took a lead role in the development of the Alternative Care Strategy, recently approved by Tusla, and has supported the development of the 'Pathway to Permanency Handbook'.

Siobhán was appointed National Manager for Adoption Services in August 2014. A registered general nurse and midwife, Siobhán is also a graduate of the University of North London, the University of Portsmouth and University College Dublin, from where she holds a Master Degree in Social Work. Prior to returning to Ireland in 1999, Siobhán worked for a number of years in London as an approved social worker under the UK Mental Health Act, 1983. Since returning to Ireland, Siobhán has held a variety of roles in Children's Services in the HSE, the Department of Justice, Equality and Reform and Tusla. These have included Head of Care at Ballydowd Special Care Unit, Child and Adolescence Health Development Officer, Immunisation Co-ordinator, Director of the Child Protection Unit in the Reception and Integration Agency, and National Manager for Alternative Care.

Workshops: 14.30 - 16.30

FRI/PM
1

Circle of Trust – for those involved in foster care who are not foster carers (Places are limited to 15 and will be allocated on a first-come, first-served basis.)
Dr Barbara Reid

Circles of Trust are talking circles where participants sit in a safe, confidential circle and where learning comes from participants' reflections on their lived experience. The circles are based on deep listening, wholehearted awareness, and trustworthy relationship. With the help of a facilitator who provides a framework for reflection, we can listen and connect to what matters most for us. Through exploring our feelings about our leadership roles in our families and communities, we connect to our inner sense of commitment, integrity and value. In this workshop, Barbara will create space for reflection and sharing, using the Circles of Trust approach. Using poetry, journaling and reflective conversation we connect inwards and outwards to acknowledge what is important to us - what moves us and calls us forward.

Barbara is a facilitator and retreat leader specialising in professional and personal formation. She has been prepared by the Centre for Courage and Renewal in the US to lead retreats based on the work of Parker J. Palmer, which she has been doing for the past 5 years. With a long-standing commitment to reflective practice, she works cross-professionally with people involved in change and transformation in organisations and communities. She is also a teacher of Mindfulness Based Approaches and taught part-time at the Centre for Mindfulness Research and Practice at Bangor University until the end of 2017. She is passionate about creating open and trustworthy spaces that support dialogue, learning, and community building.

FRI/PM
2

Gender and sexuality diversity in children and adolescents – creating stability through developing resilience

Suzanne Walsh

This workshop will focus on examining our experiences and attitudes towards gender diversity and sexuality diversity. It will then explore ways of creating greater stability for children and young people who identify as lesbian, gay, bi-sexual or transgender through helping them to develop resilience.

Suzanne is a lecturer in Applied Social Studies, and Co-ordinator of practice placements on Social Care and Child Care Degree Programmes at Waterford Institute of Technology. During her career, which spans over three decades, she has worked in a range of child and social care areas, at practice, management and consultancy levels, and also in social care and child care training at third level. She is a qualified psychotherapist and has qualifications in child care, social care and process and skills facilitation. Suzanne is currently engaged in doctoral research at Trinity College Dublin. Her work explores the lived experiences of young people in Ireland who identify as transgender.

FRI/PM
3

The development and role of the Therapeutic Team for Looked After and Adopted Children (TT-LAAC) in seeking to improve the outcomes for looked after and adopted children through placement stability

Louise Crangle Faulkner and Lynda McGill

The Therapeutic Team for Looked After and Adopted Children (TT-LAAC) is a multidisciplinary specialist service provided by Northern Health and Social Care Trust (NHSCT), Northern Ireland, for looked after and adopted children aged 0-18 years. It aims to assist in reducing placement instability and disruption for children in care or post adoption from care and to promote the emotional and psychological development and wellbeing of this group of children and young people. The workshop will describe the role of Therapeutic Services in Northern Ireland, with specific focus on the Therapeutic Team for Looked After and Adopted Children (TT-LAAC) service in the Northern Health and Social Care Trust. Participants will have an opportunity to learn about:

- the 'Stepped Care' approach to interventions
- the differences and similarities between therapeutic support and therapy
- the over-arching importance of nurturing relationships to children's healthy development and the application of Dyadic Developmental Psychotherapy.

It will provide an overview of the Health and Social Care Trust-funded evaluation (2017) of how the TT-LAAC service in the Northern Health and Social Care Trust contributes to improved outcomes for looked after children and those who are adopted. It will present its recommendations for future service improvement which may be considered for regional roll-out.

Louise qualified as a social worker in 2003. She has worked extensively in a family-centre setting as well as in residential child care. Main areas of work have included the completion of comprehensive parenting assessments with birth parents, family functioning assessments, and emotional health and well-being assessments for children in care. Louise commenced TT-LAAC as a senior practitioner social worker in 2013. Her post-qualification training includes Incredible Years parenting programmes, family therapy, Theraplay level one and Theraplay group work. Louise is also trained in Kim Golding's group programme, Beginning Attachments, for foster carers. In addition to levels one and two Dyadic Developmental Psychotherapy (DDP), Louise is currently undertaking the DDP practicum with a view to certification as a DDP therapist.

Lynda qualified as a social worker in 2002. Since then she has worked within the Looked After and Adopted

Children arena. She commenced TT-LAAC in 2011 and became Team Manager for this specialist service in 2013. Her post-qualification training includes Dyadic Developmental Psychotherapy (DDP) levels one and two, Therapy level one, and the Sensory Attachment Integration and Beginning Attachment Train the Trainers' programme by Kim Golding.

FRI/PM
4

Providing a Secure Base – a therapeutic model of care

Dr Nicholas Banks

This workshop will offer participants an understanding of the Secure Base model of foster care which is used extensively in the UK and is based on attachment theory. Participants will have an opportunity to learn about the benefits of secure attachments to children's development, the value of caregiver interactions in developing secure attachments and about techniques which will assist in building secure attachments with children in their care. Case examples will be used and participants will have the opportunity to explore these in small groups.

Nicholas is a qualified social worker and psychotherapist. He works in private practice and is Clinical Director of Oak Lodge Fostering Services. Within his role in Oak Lodge, Nick works directly with carers to offer support and guidance on their care of children, as well as providing specialist clinical support around the management of children's psychological needs and development.

FRI/PM
5

Permanence and stability: is adoption the answer?

Angela Palmer

Repeated on SAT/PM 9

The enactment of the Adoption (Amendment) Act, 2017, has repositioned adoption from a peripheral (on the outside) position in the private system to an adjunct (or add-on) to the care system within the public care system. Internationally, Ireland is thus moving away from permanence based on reunification and family preservation, to permanence through adoption and removal of parental rights. The paper reports on the author's doctoral research examining the changing landscape of Irish adoption practices as one route to permanence, against a backdrop of changing family structures. The workshop will:

- explore the meaning of permanence
- analyse the different permanence options available to children in foster care
- explore what adoption means as one permanence option for children in care
- reflect on the reality of adoption as a permanence option and dissect the positives and negatives of this option.

Angela is a third-year doctoral student in the Department of Social Policy, Social Work and Social Justice at University College Dublin. Her research is focused on the politics of adoption reform and the experience of adoption from care in Ireland. Angela has a professional background in political journalism and policy research. She was also a foster carer to two brothers whom she later adopted.

FRI/PM
6

Stability for me - stability from a young person's perspective

Suzanne O'Brien and Edel Weldon

This workshop will provide foster carers with a better understanding of the lived experiences of young people in foster care. It will be delivered in a fun and interactive way in which the views of young people on placement

breakdown, moving to a new home, maintaining stability and ensuring a smoother transition into foster care will be shared, explored and compared with those of the foster carers present. The workshop will look at themes and projects that young people have developed nationally and which they feel will increase the likelihood of stability, promote positive and loving relationships and minimise the trauma of the move to a foster home.

Suzanne is the National Participation and Development Coordinator with EPIC (Empowering People in Care). Suzanne holds an Honours Degree in Social Care and, as a care leaver herself, is passionate about promoting the rights and meaningful participation of children and young people with care experience in decisions that affect their lives.

Edel is an advocacy officer for Dublin Mid-Leinster with EPIC (Empowering People in Care). She holds a Bachelor of Arts in Applied Social Studies in Social Care. She has extensive experience of working both with children in care and in aftercare.

**FRI/PM
7**

Understanding disruptions in foster care: how can we learn from disruptions in foster care and increase stability in placements?

Agnes Feely and Caroline Roe

Repeat of FRI/AM 3

SATURDAY 3 NOVEMBER

Keynote and workshop details



Keynote: 11.00-12.00 with Q&A 12.00-12.45

Fostering Stability

Dr Karen Winter

Foster carers and social workers all have in common their desire to secure stability for the children they look after. And yet we all know that stability can be hard to achieve and hard to maintain. Taking a wide view and keeping at the forefront the perspectives of children and foster carers, this keynote will explore what is meant by stability and what factors at the level of the child, carer, social worker and wider organisational structures, contribute to stability and instability. This keynote will focus on the views of foster carers and foster children as to what can be done to support stability. It will be evident that support needs to be delivered at multiple levels and that it is an ongoing rather than a one-off process. Networks of foster carers offering support to one another informally are vital to the process of securing stability given their emphasis on 'common' and 'shared experiences' that cannot be found in professional relationships.

Karen is a senior lecturer in social work at Queen's University Belfast. Prior to taking up her academic post 10 years ago, Karen was a social worker in a child protection team, a team manager of a child and family team and a guardian ad litem for the Northern Ireland Guardian ad Litem Agency (NIGALA). She has extensive professional experience in working with foster carers and foster children. She is currently chair of the advisory group for Fostering Network Northern Ireland and a non-executive social work professional member of the board of NIGALA. She has written and researched extensively on the area of children in care. Current projects include the development of a paired reading intervention for foster children and how social workers can improve their communication with children and carers. Details of her work are available here

[https://pure.qub.ac.uk/portal/en/persons/karen-winter\(219ec32f-4efe-45d8-93db-51484dcab719\).html](https://pure.qub.ac.uk/portal/en/persons/karen-winter(219ec32f-4efe-45d8-93db-51484dcab719).html)

Workshops: 14.15-16.15

SAT/PM
1

Permanence as a process – tools, tips and routes

Dr Karen Winter

Permanence is a process rather than a 'one-off' event that happens to a child. Focusing on the journey to permanence through the eyes of a child, this workshop will provide foster carers with tools and tips to assist children to permanence. The workshop will also provide information on routes to permanence and compare options available to foster carers in the Republic of Ireland with Northern Ireland and more widely.

See bio above

SAT/PM
2

Circle of Trust – *for foster carers only*

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Dr Barbara Reid

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roles in our families and communities, we connect to our inner sense of commitment, integrity and value. In this workshop, Barbara will create space for reflection and sharing, using the Circles of Trust approach. Using poetry, journaling and reflective conversation we connect inwards and outwards to acknowledge what is important to us - what moves us and calls us forward.

Barbara is a facilitator and retreat leader specialising in professional and personal formation. She has been prepared by the Centre for Courage and Renewal in the US to lead retreats based on the work of Parker J. Palmer, which she has been doing for the past 5 years. With a long-standing commitment to reflective practice, she works cross-professionally with people involved in change and transformation in organisations and communities. She is also a teacher of Mindfulness Based Approaches and taught part-time at the Centre for Mindfulness Research and Practice at Bangor University until the end of 2017. She is passionate about creating open and trustworthy spaces that support dialogue, learning, and community building.

SAT/PM
3

The impact of pre-birth and developmental trauma on relationship building – repairing and integration

Diane Hanly

This workshop will examine the impact of developmental and pre-birth trauma on the child and how this affects relationship building with foster carers and the foster family. It will provide an overview of how pre-birth trauma affects the developing brain and, in turn, the child's capacity to form and maintain relationships. It will explore how the interruption of attachments, coupled with issues around neglect and abuse, can add to an internal instability for the child and this can be challenging to address and process for everyone involved. It will look at how reparative experiences for children can be made in the day-to-day present moments.

Diane is a social worker and systemic psychotherapist. Diane has 15 years' experience in working with children and families where child sexual abuse is a concern. She works part-time in St Clare's Child Sexual Abuse Unit, Temple Street Children's University Hospital, Dublin. Her areas of interest include intrafamilial sibling abuse and trauma work with families. She also works with foster families, specifically around issues of developmental trauma, attachment and relationships. Diane provides input to various courses across the major universities. She is a member of the executive committee of the Family Therapy Association of Ireland and Chair of the Continuous Professional Development Subcommittee.

SAT/PM
4

The Review of the Child Care Act and implications for stability in foster care

Michele Clarke, Liz Cullen and Dr Sadhbh Whelan

The purpose of this workshop is to give foster carers and interested parties an opportunity to influence legislation by discussing and exploring what changes could be made to the Child Care Act, 1991, to better support foster carers and children in care.

The Department of Children and Youth Affairs (DCYA) has commenced a review of the Child Care Act, 1991 in line with Government commitments. The Act is a wide-ranging piece of legislation which, at its core, seeks to promote the welfare of children who may not receive adequate care and protection. It underpins child welfare, protection and care policy in Ireland. The legislation covers the following main areas:

- a. Promotion of welfare of children, including the relevant functions of the Child and Family Agency
- b. Protection of children in emergencies
- c. Voluntary care

- d. Care proceedings and the different types of care orders (interim and full care orders)
- e. Children in need of special care or protection
- f. Private foster care
- g. Jurisdiction and procedure, including the in-camera rule
- h. Children in the care of the Child and Family Agency
- i. Aftercare.

Michele is the Chief Social Worker in the Department of Children and Youth Affairs and heads up the Child Care Performance and Social Work Unit. She has responsibility for monitoring and evaluating Tusla service performance against national and international standards and advises on future policy and service direction. Michele provides direct advice to the Minister on case issues and contributes to inter-department and inter-agency working and standards relating to services for vulnerable children.

Sadhbh joined the Department of Children and Youth Affairs in February 2018 as the Child Protection Information Manager. Prior to that she worked as an independent research consultant and recently completed her doctoral thesis on child protection and welfare reporting. In the early part of her career Sadhbh worked as a practitioner in frontline services, in the areas of child protection and homelessness. Latterly she worked as a researcher, mostly in university-based research centres where she worked on research studies and evaluations relating to the needs of, and services provided to, children and families.

Liz is a social worker with over 15 years' experience in child protection and welfare services. She joined the Department of Children and Youth Affairs as a social work specialist in January 2018 and is attached to the Child Care Performance and Social Work Unit. Prior to this, Liz worked as a principal social worker for alternative care in Tusla, the Child and Family Agency. She has a particular interest and expertise in the areas of child protection, children in care and aftercare.

SAT/PM
5

Sensory integration strategies with handwriting and developing good study skills

Donna Pryde

This workshop will explore:

- what sensory integration is and how some sensory processing issues can have an impact on behaviour
- the impact sensory differences can have on attention and concentration
- how to apply sensory integration strategies to the developing handwriting skills
- how understanding a child's sensory strengths or challenges can help to set up a good study space and develop a good study routine.

The workshop acknowledges the knowledge and skills of the participants and wishes to create a collaborative environment where participants can share what has worked for them.

Donna is an occupational therapist with a private practice. She has experience of working with children with handwriting difficulties, attention and concentration issues, and sensory processing issues affecting performance at home and at school. She has a special interest in sensory processing, acknowledging that we all have sensory differences and are all on the spectrum to a certain degree – it is only when these sensory processing differences impact on day-to-day activities that we need to adapt/teach/learn new strategies.

SAT/PM
6**Therapeutic interventions to support foster families: useful therapeutic techniques for your toolkit*****Aisling Burke and Andrew Kennedy***

The workshop will present a therapeutic, attachment and trauma-informed model of support for foster carers and how this benefits the children in their care by strengthening the attachment relationship. Participants will gain an understanding of:

- The importance of relationships for children, and for their carers
- How to respond therapeutically to children
- How looking beyond the behaviour helps to promote a clearer understanding of the child and what may be going on for them, as well as helping you to more appropriately respond and meet their needs
- The emotional significance of food
- Some reasons why children present with issues of control and how to differentiate between a need and a demand
- Useful, practical interventions to help children to express and quantify their feelings through fun activities.

Aisling is a social care worker with over 13 years' experience working with traumatised children and adolescents in a specialised therapeutic residential care setting. Aisling holds a Bachelor of Arts in Applied Social Studies in Social Care and a Master in Therapeutic Child Care. Aisling's work is informed by psychodynamic theory and she has a special interest in how early attachment experiences shape thinking, feeling and behaviour in later development. Most recently, Aisling has three years' experience working within a newly developed Therapeutic Fostering Support Service.

Andrew is currently Manager of St Bernard's Children's Services Therapeutic Fostering Support Service (TFSS). He is a practicing residential social care worker since 1999, with experience of working with children from a therapeutic community and psychodynamic perspective. He has practised in a therapeutic high-support unit for children with insecure attachments, and with adolescents in a medium-term unit, as well as managing a medium-term unit. He has managed the TFSS since 2014. He holds a Bachelor of Arts in Applied Social Studies in Social Care, as well as a Master in Therapeutic Child Care.

SAT/PM
7**It's a win-win: being open to self-care helps you provide a more stable environment*****Marianne Dwyer***

When you practice self-care and are self-compassionate, you show more compassion, and are more caring. This workshop will be divided into four components:

1. Understanding stress and the stress response, and some coping methods
2. Looking at ways of communicating effectively
3. Self-compassion
4. Relaxation response and finding a purpose in your life.

Within this workshop, participants will learn skills that not only enhance their own lives, but the lives of those around them. It is truly a win-win. Start with yourself and you will then have the resources within to help others. Resilience is the ability to bounce back and grow and thrive during stress, challenge and change.

Marianne is a mother of four. She has 22 years' experience in nursing and nurse management. She holds a Master in Counselling and Psychotherapy, and provides one-to-one counselling and support across a variety of settings. She facilitates workshops in self-care and self-compassion, stress management and resilience.

SAT/PM
8

Factoring in stability

John Digney and Maxwell Smart

Uri Bronfenbrenner stated back in the 1970s that, 'every child needs at least one appropriate adult who is irrationally crazy about him or her'. In this statement Bronfenbrenner was highlighting the 'foundational need' that all children and youth have – to be connected with an adult who is going to be there for them through thick and thin. As science has advanced over the decades this statement has been shown to be even truer now (on so many different levels). Yet, on occasion we in Ireland lose sight of this and can be viewed by others as treating our kids as 'objects' as opposed to subjects.

This workshop will examine the concept of stability from various disciplines, including neurology, sociology, psychology and resilience research. It will take the participant on a historic and ecological journey, pointing out the evidence that shows the necessity for focusing on permanence and stability. It will seek to identify the factors that can create instability in the lives of youngsters and explore possible antidotes. The workshop will explore:

- the factors that contribute to a feeling of 'stability'
- the importance of minimising 'transition trauma'
- the essentials of 'relational practice' in creating stability, and
- ways to keep our focus on being 'irrationally crazy' about the kids we care for.

John has worked in the alternative care system for almost 30 years, having initially qualified in psychology. He has professional qualifications in psychotherapy, psychoanalysis, project management, training and education, facilitation and mediation. He has contributed extensively to the body of knowledge through his writings, international presentation and consultancy. He is a senior trainer in all 'Reclaiming Youth' and 'TransformAction' trainings. He is currently the National Training and Development Coordinator for Tusla.

Max has worked with children and families for over 30 years, having qualified initially as a social worker. He has worked in all areas of social care, specialising in child protection and family practice. After some years as a social worker in Scotland and England, Max began working in residential care in 1995. His professional qualifications are in social work and advanced residential child care. He is a certified trainer for 'Response Ability Pathways' (RAP) and 'The purposeful use of daily life events' (DLE) training programmes. He is presently Assistant Residential Manager at Lothian Villa, Musselburgh, East Lothian.

SAT/PM
9

Permanence and stability: is adoption the answer?

Angela Palmer

Repeat of FRI/PM 5

SAT/PM
10

An overview of the HIQA Thematic Foster Care Inspections 2017/2018, covering the recruitment, assessment, supervision, support and review of foster carers

Susan Geary

The Health Information and Quality Authority (HIQA) monitors services used by some of the most vulnerable children in the State. Monitoring provides assurance to the public that children are receiving a service that meets the requirements of quality standards. This process also seeks to ensure that the wellbeing, welfare and safety of children is promoted and protected. Monitoring also has an important role in driving continual improvement

so that children have better, safer services. As part of the HIQA 2017/2018 monitoring programme, HIQA conducted inspections focusing on the themes of recruitment, assessment, approval, supervision and review of foster carers. This workshop provides an overview of the key findings in relation to the thematic inspections carried out by HIQA in 2017 and 2018. Participants will learn about examples of good practice found in areas around the country, as well as about areas for improvement in order to ensure compliance with standards.

Susan is an inspector manager with HIQA and has worked with HIQA since 2012. She has carried out inspections across a broad range of services, including foster care, residential care, special care and child protection services. Susan also has extensive experience of working in the area of child protection and welfare, having worked for over 17 years in the social work field, prior to taking up her position with HIQA.

SUNDAY 4 NOVEMBER

Self-care and self-awareness workshop details



Workshops 10.15 – 11.45

SUN/AM
1

Emotional stability through the use of focusing
Phil Kelly and Derek McDonnell

Focusing is designed for people working in a caring capacity with children and young people. It shows how to pause the on-going situation and create a space for new possibilities for carrying forward. It offers a practical way to learn how to use this natural capacity for yourself as foster carer to take care of your own well-being, preventing burnout. This in turn allows you a tangible way to enable children and young people to manage better their emotional experience, allowing them to tap more into their abilities, talents and strengths. This workshop will facilitate participants to explore the value of holding a caring compassionate presence to yourself as a professional, as a way to nurture and manage your stress levels, while empowering you with a deeper connection to those who you live with and work with in your life. It will look at how focusing can be interwoven into any skill base and used in a variety of settings with young people.

Phil has been a certifying co-ordinator with the International Focusing Institute in New York since 1998. She has been involved in the delivery of numerous training courses with foster carers and teachers in the last eight years. She runs a complementary health clinic, specialising in traditional Chinese medicine and allergy testing.

Derek has worked in the social care profession for the past 26 years, in variety of settings from residential care to child and adolescent mental health and community social work services. Currently he works within the Prevention, Partnership and Family Support (PPFS) Programme in the Dublin Mid-Leinster area. Derek is a certifying co-ordinator with the International Focusing Institute. He has extensive experience in running Focusing through Interactive Pausing skills-based intervention for professional, young people, parents and professionals from social work, social care and within community-based settings. His training programme is recognised as continuing professional development (CPD) training for primary school teachers with the Department of Education and Science.

SUN/AM
2

Mindfulness A
Dr Nodlaig Moore

Though many of us find that our lives are uncomfortably fast-paced, we can also find that slowing down is not so easy. Learning and practising mindfulness helps us to 'come to our senses', so that we can slow down and live more fully in the present. This workshop will give participants an opportunity to experience mindfulness in a relaxed setting and will offer some short mindfulness exercises that can be easily practised in daily life.

Nodlaig is a senior clinical psychologist who has a specific interest in trauma and attachment-related trauma. She has been a committed mindfulness meditation practitioner for over 10 years and has trained with the Oxford Mindfulness Centre and the Mindfulness Centre, Dublin. She adheres to the Good Practice Guidelines as established by the UK Network of Mindfulness Teachers.

SUN/AM
3

Mindfulness B
Orna Cooke

Though many of us find that our lives are uncomfortably fast-paced, we can also find that slowing down is not so easy. Learning and practicing mindfulness helps us to 'come to our senses', so that we can slow down and live more fully in the present. This workshop will give participants an opportunity to experience mindfulness in a relaxed setting and will offer some short mindfulness exercises that can be easily practiced in daily life.

Orna is a mindfulness teacher and psychotherapist in private practice, based in Killaloe, Co Clare. She has been exploring meditation practices for many years and has been facilitating mindfulness programmes since 2011. She completed her training as a mindfulness facilitator at Bangor University and adheres to the Good Practice Guidelines as established by the UK Network of Mindfulness Teachers. <http://www.satmya.ie/teachers/>

SUN/AM
4

Gentle yoga and relaxation
Orla Crosse

Suitable for all levels of physical ability and for those who are new to yoga. Please wear loose, comfortable clothes. Yoga mats are provided.

Orla is a qualified yoga teacher and physiotherapist who runs classes in Clonmel and Limerick. www.performanceyoga.ie

SUN/AM
5

Music therapy – letting the soul sing
Maeve Scahill

This workshop will give participants an introduction to music therapy in an experiential and creative session. Participants will leave the workshop having gained knowledge of what music therapy involves, having had the opportunity to experience creative music-making, and understanding how music therapy can promote health and sustenance within themselves and their families. Music in all its forms is within every person so please remember no musical knowledge or experience is necessary to engage in a music therapy experience!

Maeve is an accredited music therapist with the Irish Association of Creative Arts Therapists and holds a certificate in Child Psychotherapy. Maeve qualified from the University of Limerick with a Master in Music Therapy in 2004. Since qualifying she has worked in school, private and community settings, providing individual and group music therapy sessions. She has gained a lot of experience in providing parent/guardian and child music therapy groups focusing on strengthening bonds and relationships.

