

INCREASE TRAINING CURRICULUM

MODULE 0

Intellectual Output 2

created by the
INCREASE project partnership



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INCREASE

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INCREASE Training Curriculum Module 0

Basic principles/terms and attitudes

Created by
Jugend am Werk Steiermark GmbH, AT
with the support of the
INCREASE project partners

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for youth workers in residential youth care and crisis intervention centres**

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MODULE 0: Basic principles/terms and attitudes

Objective

The participant is able to analyse critical behaviour of young people in their care and assess if and when external support must be organised.

Content

This module explains the basic concepts and essential attitudes to address the particular challenges of care work in residential youth care homes. Furthermore, it provides an overview of interventions and/or decisions on the prevention or interruption of an escalation or crisis situation.

Units

Unit 0.1	Basics	270'
Total Time		270'
ECVET Credits		0,25

Learning methods

Face-to-face learning (50%) and distance learning (50 %).

Assessment

The assessment of the learning outcomes will be a post-module assessment. Based on the questions and assignments below, participants analyse two crises cases of their choice (one case involving an individual and one case involving a group):

- Explain the key aspects of the problem situation of the young person/the group.
- Analyse the personal and the external resources of the young person/the individual group members. Additionally, mention the possible positive effects that might be achieved by strengthening or including these resources.
- Describe the crisis situations in one of your two cases in detail: Was it necessary to involve external support? Was it necessary to involve colleagues to determine the next steps to be taken?

Practical basis for work with module/units - Case studies

The participants' case studies are included.

UNIT 0.1: Network, cooperation and plan of action of the RYCH for care crisis

Objective

The participant is able to analyse critical behaviour of young people and assess if and when external support must be involved in addressing critical situations.

ECVET Learning Outcomes

Knowledge

Participants can:

1. provide an overview of different forms of critical behaviour of YP 13/18 in RYCHs;
2. identify different group roles in normal group behaviour and in group conflict;
3. explain the use of a sociogram as tool to illustrate relationships between YP 13/18 in RYCHs;
4. understand that there is a "good reason" behind conspicuous behaviour;
5. describe the necessity of analysing problematic behaviour and utilising personal and external resources;
6. know the fundamental steps to de-escalate a crisis situation;
7. describe the BELLA intervention model.

Skills

Participants can:

1. tell whether a crisis behaviour/situation/process tends to be an educational or a psychiatric crisis.

Competences

Participants can:

1. assess whether the decision to organise external support must be taken immediately or can be taken later alone/with colleagues/in a team meeting.

Implementation Plan

0.1.1

The trainer explains that some **basic concepts and attitudes** need to be discussed, to acquire a full understanding of the Increase training. The focus of the training lies on the challenges and opportunities posed in everyday care work by an actual or impending escalation or crisis situation. The trainer also **stresses** - as is certainly the participants are aware of - **that not everyone experiences and processes crisis situations in the same way**. One's experience and the subsequent assessment depend on many factors; these include personal, professional and organisational circumstances, experiences in similar situations, etc.

Next, participants are split into small working groups. The results of their subsequent group work will be linked to theoretical explanations provided by the trainer.

Process:

- a) The participants form three groups.
- b) All participants are invited to recollect a very challenging case/crisis situation they had to deal with in a residential home (individual case and/or group cases) and to write down the relevant information on worksheet A0-A01.
- c) Participants exchange their case within the group.
- d) Two cases from each group are presented in the plenary. The trainer lists the important facts on a flipchart.
- e) Finally, the trainer, supported by PPT, gives a short lecture on the fundamental concepts of:
 - Different kinds of crises with YP 13/18 in RYCHs
 - Group and group dynamics and the basic attitudes - illustrated in a sociogram:
 - Striking behaviour and the 'good reason' - socioecological approach
 - Problem behaviour and resources
 - Escalation or crisis - psychiatric evaluation and intervention. The trainer makes an exemplary link between the illustrated aspects and the cases put forward by participants.

In the following segment, the focus is placed on possible or **necessary interventions and/or decisions**. The trainer explains that, ideally, many escalations, crisis

Face-to-face:

Trainer input
 Work in small groups and presentation

Worksheet
 A0-A01 / copy per participant
 PPT M0-A02
 PPT M0-A03
 PPT M0-A4

PC, projector
 Flipchart, pens, pins, ...

[Introduction: 5']

[a-c: 25']

[d: 30']

[e: 30']

[f: 10']

[g: 20']

[h: 5']

[total: 125']

	<p>situations and incriminating crisis processes can be prevented or, at least, interrupted when staff take a proactive approach. In any case, the carers need to collect a lot of information to take action effectively. Often, support from other agents and institutions needs to be brought in and interdisciplinary forms of cooperation set up. The trainer refers to the participants' cases to present some examples of this interdisciplinary cooperation and shortly reflects on them.</p> <p>Process:</p> <ol style="list-style-type: none"> The participants are invited to explain interventions they carried out in the cases discussed and/or to develop (other) ideas for necessary action and decisions to be taken in these cases (who, how, what, when, ...). The trainer, supported by PPT, gives a short lecture on de-escalation and crisis intervention principles (incl. legal framework) and links the illustrated aspects with the previously collected cases. Finally, the trainer provides a brief explanation on the importance of interdisciplinary cooperation and provides an overview of the objectives and content of the four modules. 	
<p>0.1.2</p>	<p>To finish the module, the trainer:</p> <ul style="list-style-type: none"> Asks the participants to familiarise themselves with the learning materials (dealing with the basic concepts, attitudes and interventions) provided on the online learning platform by the next face-to-face training day. To watch the video on interdisciplinary cooperation. Gives information on the final module assessment. 	<p>Face-to-face:</p> <p>Information on the work assignment</p> <p>[10']</p>
<p>0.1.3</p>	<p>Learning materials regarding the basic concepts, attitudes and interventions:</p> <ul style="list-style-type: none"> Forms of crises with young people in residential facilities Group dynamics and sociogram method Striking behaviour and "good reason" Problem behaviour and resources Characteristics and differences between pedagogical and psychiatric crisis situations Interventions: de-escalation; crisis intervention 	<p>Distant learning:</p> <p>Reading and studying learning material</p> <p>Video</p> <p>PPT M0-A02</p> <p>PPT M0-A03</p> <p>PPT M0-A04</p> <p>M0-A05</p> <p>M0-A06</p> <p>M0-A07</p>

	<p>Note: The learning materials are available for download through the online learning platform.</p> <p>The following articles on are recommended to the participants for further reading.</p> <ul style="list-style-type: none"> • De-escalation: http://recoveringengineer.com/resolving-conflict/five-ways-to-de-escalate-a-conflict/; https://www.crisisprevention.com/Resources/Knowledge-Base/De-escalation-Tips • Coping strategies: https://en.wikipedia.org/wiki/Coping_(psychology) • Crises and crises intervention: https://en.wikipedia.org/wiki/Crisis_intervention • Vulnerability: https://en.wikipedia.org/wiki/Social_vulnerability • Reframing: http://changingminds.org/techniques/general/reframing.htm • Resilience: https://www.verywell.com/characteristics-of-resilience-2795062 	<p>M0-A08 Video M0-V01 [115']</p> <p>Recommended for further work: Relevant articles on the Web Relevant laws</p>
<p>0.1.4</p>	<p>Assessment for the entire module: Questions and work assignments: see the overview at the beginning of this module.</p>	<p>Distant learning: [20']</p>

ANNEXES AND REFERENCES

- M0-A01: Worksheet: Case presentation
- M0-A02: PPT: Crises of and with young people. Group dynamics in residential care facilities
- M0-A03: PPT: Basic attitudes
- M0-A04: PPT: De-escalation and crisis intervention
- M0-A05: PPT: Basics of group dynamics - processes in group dynamics
- M0-A06: Crises - educational and psychiatric differences
- M0-A07: Sociogram (English only)
- M0-A08: BELLA crisis intervention concept

Videos

- M0-V01: <https://www.youtube.com/watch?v=NsndhCQ5hRY> Effective teamwork and collaboration / Interdisciplinarity (duration 9:43)

LITERATURE

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Metzinger, A. (2016). *Grundlagen der Gruppendynamik*. In: *Jugendhilfe*, 54, 259-265.

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- Download: www.dgsgb.de [25.11.2009]

National/regional focus

AT - Austria/Styria:

Unterbringungsgesetz – UbG 1990 idgF 2016

- Download:
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10002936>

GR - Greece

IT - Italy

RO - Romania

UK - United Kingdom

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