



# WE LIFE WITHOUT BARRIERS VE

CARE Glossary	Description
<b>Able</b>	Having the necessary skills, knowledge and resources to move forward.
<b>Acceptance</b>	Accepting children/young people for who they are. Overlooking inappropriate behaviour at times. A quality that can help build positive attachments between children/young people and carers/care workers.
<b>Acknowledge</b>	A response technique carers/care workers can use to help child/young person meet the expectation when they are able and willing, including: <ul style="list-style-type: none"> <li>• Giving positive attention</li> <li>• Join in the activity</li> <li>• Ask the child/young person to teach others</li> </ul>
<b>Arousal-relaxation cycle</b>	This interaction is initiated by the child. The child has a need, becomes stressed or tense and lets the carer know (e.g. crying, squirming, moving about, turning red etc.), the carer recognises the need and responds quickly to alleviate the child's discomfort and as a result the child experiences relaxation.
<b>Attachment</b>	A lasting connection between human beings that gives one the assurance of the other's continued presence and support even though the people involved might not be in direct contact with one another.
<b>Attachment seeking behaviour</b>	Instead of judging a child/young person's behaviours as good or bad, inappropriate or appropriate, it is helpful to look at what is commonly referred to as attention seeking behaviour as attachment seeking behaviour – the child/young person's attempts to meet their needs for a secure and caring relationship with a nurturing adult.
<b>Attention seeking behaviour</b>	Conduct or actions (behaviours) which are aimed at gaining interest or notice (attention) from others.
<b>Availability</b>	Carers/care workers being ready to provide assistance and support. Being actively involved in helping child/young person manage their daily life.
<b>Change or drop the expectation</b>	A response technique carers/care workers can use to help child/young person meet the expectation when the child or young person is not able and not willing, including: <ul style="list-style-type: none"> <li>• Redirection</li> <li>• Adapting or changing the expectation</li> <li>• Removing or dropping the expectation</li> </ul>

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<p><b>Competence centred</b></p>	<p>Competence is the combination of skills, knowledge and attitudes that each child/young person needs to effectively negotiate developmental tasks and the challenges of everyday life.</p> <p>Carers and staff must help children/young people become competent in managing their environment as well as motivate them to cope with challenges and master new skills.</p> <p>Learning problem solving, critical thinking skills and developing flexibility and insight are all essential competencies that allow children/young people to achieve personal goals and to increase their motivation for new learning.</p> <p>All interactions and activities in out of home care should be purposeful and goal oriented with the aim of building these competencies and life skills.</p>
<p><b>Congruence</b></p>	<p>“The core concept that drives good practice is the struggle for congruence in the service for the best interests of the child.”</p> <p>Congruence has three main parts: Consistency, Reciprocity and Cohesiveness.</p> <p>Consistency – the degree to which the same set of values, principles, processes or actions are demonstrated in practice over time and within the various levels, domains and dimensions of child and youth work.</p> <p>Reciprocity – the degree of mutuality demonstrated in the interactions between persons involved with and within child and youth programs. When interactions are reciprocal there is commonality between what is intended and what is experienced/received.</p> <p>Coherence / Cohesiveness – the degree to which all of the behaviours and actions of an individual , a team or system of care have an overall sense of wholeness and integrity</p>
<p><b>Consequences</b></p>	<p>Something, usually unwelcome or unpleasant, that happens after the fact.</p> <p>A response technique carers/care workers can use to help child/young person meet the expectation when they are able and not willing, including:</p> <ul style="list-style-type: none"> <li>• Natural consequences</li> <li>• Logical consequences</li> </ul>
<p><b>Co-regulation</b></p>	<p>Children develop their ability to regulate their emotions through interactions with adults who calm and sooth them.</p>
<p><b>Developmentally focused</b></p>	<p>All children/young people have the same basic requirements for growth and development.</p> <p>Activities offered to children/young people need to be appropriate to each individual’s developmental level and designed to provide them with successful experiences on tasks that they perceive as challenging, whether in the realm of intellectual, motor, emotional or social functioning.</p> <p>Research and theory has shown that activities that are developmentally appropriate help to build children/young people to reach their goals and improve their overall self-concept.</p>

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<p><b>Ecologically oriented</b></p>	<p>Children/young people are engaged actively with their environment as they grow and develop. To optimise growth and development, children/young people must live within an environment that is engaging and supportive.</p> <p>Out of home care staff and foster carers must understand that the relationships with the children/young people in their care are part of a larger social network; their face to face interactions with the children/young people, the activities they promote and the physical environment in which they work all have an impact on the developmental milestones of the children/young people.</p> <p>Competent staff and carers using skill sets informed by the CARE principles can only be effective when they are used in an environment that will allow their expression.</p>
<p><b>Empathy</b></p>	<p>The capacity to recognise emotions that are being experienced by another.</p>
<p><b>Encourage</b></p>	<p>A response technique carers/care workers can use to help child/young person meet the expectation when they are able but not willing, including:</p> <ul style="list-style-type: none"> <li>• A reminder or prompt</li> <li>• Offer assistance</li> <li>• Give choices</li> <li>• Predict the future</li> <li>• Make a request</li> </ul>
<p><b>Essential connections</b></p>	<p>For human beings to have successful interactions in their environment, they need nine essential attachments or connections to meet their needs and manage most of life's situations, including:</p> <ul style="list-style-type: none"> <li>• Information/knowledge</li> <li>• Identity</li> <li>• Significant person</li> <li>• Group</li> <li>• Meaningful role</li> <li>• Means of support</li> <li>• Source of joy</li> <li>• System of values and meaning</li> <li>• Place</li> </ul>
<p><b>Expectations</b></p>	<p>Are based on the individual abilities of the child and the norms/standards that are important to maintain safety for the group/family</p> <p>Focusing on helping the child learn ways to meet the expectation helps children learn life skills/competencies and experience success.</p>
<p><b>Family involved</b></p>	<p>Contact with family and community is one of the few indicators of successful intervention.</p> <p>Parents and children, in partnership with care services, can facilitate a transition to the home and the community.</p>

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	This partnership contributes to increased social and emotional adjustment by improving children/young people's feeling of connection to family and community, their self concept and resiliency.
<b>Family-like functioning</b>	A way of normalizing the experience of residential out-of-home care by simulating the interactions and experiences of family life.
<b>Future orientation</b>	Hope and hopefulness, a belief there is a better future. Activities such as caring for others, caring for pets and caring for the environment can promote a future orientation.
<b>High expectation messages</b>	Carers/care workers communicate their belief that the child/young person can succeed and achieve their hopes and dreams.
<b>Home appearance</b>	A way of normalizing the experience of out-of-home care by providing residential care home environments that are as family-like and homely as possible.
<b>Inclusion or claiming</b>	Including the child/young person in the group, home or family Helping the child/young person become a part of "us" or "we" Helping the child/young person feel a sense of belonging
<b>Investment</b>	The thoughts and feelings carers/care workers have about child/young person influence their interactions with the child/young person. When carers/care workers have confidence in the child/young person's abilities the child/young person has greater confidence in themselves.
<b>Lettuce</b>	"When you plant lettuce and it doesn't grow well, you don't blame the lettuce". Thich Nhat Hahn, Vietnamese Buddhist Monk.
<b>Logical consequence</b>	Do not naturally occur as a result of behavior, but are intentionally planned by carers/care workers Logical consequences need to be related, respectful, and reasonable
<b>Milieu</b>	The physical or social setting in which people live or in which something happens or develops
<b>Natural consequence</b>	Outcomes that happen as a result of behavior that are not planned or controlled. Carers/care workers may discuss and help child/young person predict natural consequences to encourage them to see the connection between their choices and what happens to them.
<b>Normality</b>	Providing children and young people with opportunities to experience and develop the capacity to understand and appreciate aspects of normal family and community life.
<b>Pain-based behaviours</b>	Behaviour either of an acting out or withdrawn nature that is triggered by the re-experiencing of psychoemotional pain. Psychoemotional pain may be related to past trauma.

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relationship based | developmentally focused | trauma informed | family involved | competence centred | ecologically oriented



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<b>Positive interaction cycle</b>	A social interaction is initiated by either the child and the adult and engage in by the other party.
<b>Power struggle</b>	When a child/young person refuses to do something and the carer/care worker continues to insist the child/young person complete the task/request. The ongoing banter can become a battle of the wills as the carer/care worker says, "Yes," and the child/young person says, "No."
<b>Reflective practice</b>	<p>The capacity to reflect on action so as to engage in a process of continuous learning.</p> <p>What is important about reflection throughout your practice is that you are not just looking back on past actions and events, but rather you are taking a conscious look at the emotions, experiences, actions, and responses, and using that to add to your existing knowledge base to draw out new knowledge, meaning and have a higher level of understanding.</p>
<b>Relationship based</b>	<p>Children/young people need to establish healthy attachments and trusting, personally meaningful relationships with the adults who care for them.</p> <p>These attachments are essential for increased social and emotional competence.</p> <p>Healthy child – adult relationships help children/young people develop social competencies that can be applied to other relationships.</p> <p>A child/young person's ability to form relationships and positive attachments is an essential personal strength and a sign of resiliency associated with healthy development and life success.</p>
<b>Resilience</b>	The ability to succeed in spite of adversity or trauma.
<b>Routines</b>	<p>A way of normalising the experience of out-of-home care</p> <p>Establishing rhythms for the day, the week, the year; predictable and planned differences between school days and weekends, school terms and holidays.</p> <p>A course of action to be followed regularly; a standard procedure.</p>
<b>Rules</b>	<p>Are focused on keeping everyone safe and secure.</p> <p>Rules provide predictable structure that establishes boundaries and minimal expectations for behaviour.</p> <p>Rules are clear and easy to follow and state positive actions</p> <p>The fewer the rules the more flexibility you have to implement responses that are best for each individual child at any given time in their journey</p> <p>The more rules you have the more you become and enforcer of rules rather than being focused on supporting, encouraging, teaching and role modeling.</p>
<b>Secondary trauma</b>	The stress resulting from helping or wanting to help a traumatized or suffering person

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<b>Secure base</b>	The attachment figure/s acts as a base of security from which the child can explore the surrounding environment and, as necessary, as a haven of safety in retreat.
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>The capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals</li> </ul>
<b>Self-care</b>	<ul style="list-style-type: none"> <li>Our ability as human beings to function effectively in the world while meeting the multiple challenges of daily life with a sense of energy, vitality, and confidence.</li> <li>A range of proactive steps in response to the recognition of the impact the work has in terms of the demands it places on workers mentally and emotionally as well as the negative impacts of stress that can result when these demands are not effectively managed at either the individual or organisational level.</li> </ul>
<b>Self-confidence</b>	<ul style="list-style-type: none"> <li>Self confidence is a belief in yourself and your abilities, a mental attitude of trusting or relying on yourself. Confidence is sometimes equated with freedom from doubt, however when confidence is needed is usually when the outcome is uncertain, so that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be</li> </ul>
<b>Self-efficacy</b>	<ul style="list-style-type: none"> <li>The extent or strength of one's belief in one's own ability to complete tasks and reach goals.</li> </ul>
<b>Self-esteem</b>	<ul style="list-style-type: none"> <li>A feeling of having respect for yourself and your abilities</li> <li>The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives.</li> </ul>
<b>Self-regulation</b>	<ul style="list-style-type: none"> <li>A person's ability to stop themselves from doing something they want to, to perform tasks that they don't like and to regulate their emotional states.</li> </ul>
<b>Self-worth</b>	<ul style="list-style-type: none"> <li>The sense of one's own value or worth as a person</li> </ul>
<b>Sensitivity</b>	<ul style="list-style-type: none"> <li>Carers/care workers being aware of and responsive to the needs of child/young person.</li> </ul>
<b>Socially acceptable behaviour</b>	<ul style="list-style-type: none"> <li>A way of normalizing the experience of out-of-home care by providing children and young people opportunities to engage in activities and interactions that are as close as possible to the life experiences of peers.</li> </ul>
<b>Stress response</b>	<ul style="list-style-type: none"> <li>A physiological reaction that occurs in response to a perceived harmful event, attack, or threat to survival</li> </ul>
<b>Supervision</b>	An interpersonal interaction with the goal that one person, the supervisor, meets with another, the supervisee, in an effort to assist the later more effective in helping people and facilitating the development of therapeutic competence.

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	<p>The focus of supervision is on fulfilment of work duties as outlined in the employee's position description, evaluation of and professional growth and development of the employee.</p> <p>Supervision is a mutual relationship between supervisor and supervisee and is based on respect for the strengths and skills of each.</p>
<b>Teach</b>	<p>A response technique carers/care workers can use to help child/young person meet the expectation when the child/young person is unable and willing, including:</p> <ul style="list-style-type: none"> <li>• Listen, valiate and respond with respect</li> <li>• Define the problem</li> <li>• Find a solution</li> </ul>
<b>Therapeutic alliance</b>	<p>The helping relationship between the carer/care worker and the child/young person through which beneficial change and healing can occur for the child/young person</p>
<b>Trauma</b>	<p>A psychologically distressing event that is outside the range of usual human experience, often involving a sense of intense fear, terror or helplessness.</p> <p>Traumatisation occurs when both internal and external resources are inadequate to cope with external threat.</p>
<b>Trauma informed</b>	<p>A large percentage of children/young people in out of home care have a history of violence, abuse and neglect resulting in devastating effects on their growth and development.</p> <p>Adults need to respond sensitively and refrain from responding in a forceful or intimidating way when children/young people exhibit challenging behaviour rooted in trauma and pain.</p> <p>Trauma sensitive responses help children/young people regulate their emotions and maintain positive adult- child relationships</p>
<b>Trust</b>	<p>Believing that the person who is trusted will do what is expected</p>
<b>Vicarious trauma</b>	<p>The cumulative transformative effect of working with survivors of traumatic life events</p>
<b>Willing</b>	<p>Courage, trust and belief that change is possible.</p>
<b>Worldview</b>	<p>The lens through which people watch, interpret and interact with the world.</p>
<b>Zone of proximal development</b>	<p>Tasks that are difficult for the child to do aloe but can be accomplished with assistance by teaching new skills, creating opportunities for the child to practice these skills with adult assistance and adapting the environment so the child can succeed.</p>

Holden Martha J: *Children and Residential Experiences: Creating Conditions of Change* Edition 2  
 Residential Child Care Project Cornell University Family Life Development Centre Ithaca NY Child  
 Welfare League of America

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