

Three days Training programme on Psychosocial Care for Children in Difficult Circumstances

Date: 19th July, 2012 – 21st July, 2012
No of participants: 15.

Venue: Blooming Buds Project Office, Namakkal.

Day 1

Session 1: Inauguration

The Psychosocial Care for Children in Difficult Circumstances training started at the project office on 19th July, 2012 (Day 1) at 11 a.m. Ms. Renida Sarala, Director, WORD, Namakkal, welcomed the participants and explained the need and importance of the training programme on Psychosocial care for children in difficult circumstances. She urged active participation of the staff in the training programme. Followed by this the participants introduced themselves. The aim of the introductory session was to break the ice and allow participants an opportunity to get to know each other and the facilitators.



Session 2: Profile of Children in Difficult Circumstances

Mr. Arul Roncalli gave a brief overview of the training process and explained about profile of India & Children profile. He discussed important data about children from Census of India

2001. He made a list of children in difficult circumstances and explained in detail. He mentioned about probable mental health problems among children, behavioral problem. He explained about children adjustment being very poor & self-esteem being poor among children. He briefly explained about Psychosocial Services, Psycho-social care techniques & process of relating to the child. He said that every effort was made to cover all the topics in the training program

Session 3: Bio Psycho Social Development of children

After Lunch Break, the Facilitator started the session with an energizing game and explained about Bio Psycho social Development of children. She explained that development of child implies Biological, Psychological and Social development. She explained stages of development in children Physical development, Emotional Development, Intellectual development and Social Development of children.

Session 4: Bio Psycho social Development of children – Group Discussion

The participants were divided in to three groups and asked to discuss about Physical development, Emotional Development, Intellectual development & Social Development, development of children. Group 1 was asked to discuss about the developments that take place during early childhood is from 0-6 years, group 2 was asked to discuss about the developments take place during late childhood from 7 – 12 years and group 3 was asked to discuss about the developments that take place during adolescence from 13 – 18 years. The participants discussed among themselves and presented before the group.



Session 5: Socializing Agents

The facilitator explained about agents that facilitate the socialization of children. She further explained the three important agents such as Primary agent - Family, Secondary agents- School and Friends and tertiary agents- community. She explained the role of each of the agents in facilitating the process of socialization among children



Session 6: Sharing of Experiences:

The facilitator asked the participants to share their experiences working with children and discussed about few case studies. Later, asked the participants about impacts of events on children and had a discussion and the facilitator summed up the things that were discussed during the day. The participants expressed their satisfaction about 1st day of the training and ended with a cheerful mood.

Day 2

Session 1: Needs of Children

The Psychosocial Care for Children in Difficult Circumstances training started at 10.am on 20th July, 2012 (Day 2).The facilitator started the day with a brief recap of day 1 learning. The participants actively discussed about the previous day's training. She discussed about the needs of children and made list of needs like Food, Clothing, Health care, Shelter etc., Mr. Arul Roncalli helped in adding a lot of details in this session that children not only require basic needs but also others like education, Child rights, Sports etc., He said children's needs would be the holistic needs of children and ways in which they can be met.

Session 2: Children in Difficult Circumstances (Free Listing) and Impacts of events on Children

After Tea Break, The facilitator began the session with a game and asked the participants to make a free listing of children in difficult circumstances. The participants were asked to form into 4 groups to discuss about children's Physical, Emotional, Intellectual & Social Impact of an event.



Session 3: Problems among Children

After Lunch Break, the facilitator started the afternoon with an energizer game explained the problems among children. Emotional and Behavioral problems of children are of 2 types:

Externalizing disorders - Behaviors that disturbs others like Lying, Stubbornness, Fighting, Bullying etc.,

Internalizing disorders - Problems which are distressing to the child like Shyness, Anxiety, School refusal, Avoidance etc.,

Session 4: Developmental Disorders

He explained in detail about developmental disorders Mental retardation, Developmental delays, and Pervasive developmental disorders. Specific Learning Disability, Conduct disorder, Dissociate disorder was discussed in detail and management for these disorders was discussed in Behavioral management.

Session 5: Causes of Mental Retardation / Types of Mental Retardation

After Tea Break, the facilitator explained the causes of Mental Retardation, Factors before birth, Factors at the time of birth & Factors after birth. The types of Mental Retardation were discussed like Mild, Moderate, Severe & Profound. The degree of retardation based on the type was also discussed. Comprehensive diagnoses, about educating the family & guidelines for handling reactions were also discussed.



Session 6: Psychosocial Care Techniques

The Facilitator explained about psychosocial care program that it consists of structured activities designed to advance children's psychological and social development and to strengthen protective factors that limit the effects of adverse influences. Psychosocial care techniques for children.

- **Observation** – Need to observe the child's behavior, Monitoring progress at school/home.
- **Listening** - Giving your full attention i.e. face her/him. Sit with her/him and have eye contact with her/him. Need to understand the child's tone and body language.
- **Empathy** – Need to recognize the child's feeling and put ourselves in the child's position to understand better.
- **Resourcefulness** - Help with the referral links.
- **Reassurance** –Need to give a lot of comfort and feeling of security. Encourage the child.
- **Normalize daily activities** - Playing and other activities

Session 7: Process of relating with the child

Process of relating to the children was explained clearly with lot of examples. The process that should be followed when dealing with a child in difficult circumstances is as follows:

- **Be warm** – if the child needs reassurance or comfort, he/she should feel comfortable to reach out to you.
- **Be friendly** – using child-friendly language and explanations.
- **Be with the child** - give both time and attention to the child
- **Be honest, open and clear** - It is important to give factual information to the child in a clear and understandable way.
- **Accept the child** - should be understanding and give the child all the space for expression.
- **Avoid flooding of advice** - Need to give the child space and not try and push our ideas of how to behave or be. Need to listen to his/her views and feelings.
- **Respect the child** – however young the child may be, respects his/her views and emotions. Do not stop the child from expressing him/herself.



Session 7: Code of Conduct

Important Code of conduct when dealing with the child was explained like:

- Knowing one's limitations
- Self – disclosure
- No Favors
- Special Precautions
- Positive & Negative Transference

The facilitator summed up the things that were discussed during the day. The participants expressed their satisfaction about 2nd day of the training and ended with a cheerful mood.

Day 3

The Psychosocial Care for Children in Difficult Circumstances **Day 3** training started at 10.am on 21st July, 2012. Mr. Deena started the day with an energizing game and recap done in the game.

Session 1: Child Sexual Abuse

The Facilitator highlighted that India has the world's largest sexually abused children .The term sexual abuse can be defined as contacts or interactions between a child and an older or more knowledgeable child or adult (stranger, sibling, or person in positions of authority, such as parent or caretaker) when the child is being used as an object for the older child or adult's sexual needs.. Sexual abuse can be physical, verbal or emotional.



Physical sexual abuse: Touching and fondling of the sexual parts of the child's body (genitals) touching the breasts of pubescent females.

Verbal sexual abuse: Sexual language that is inappropriate for the age of the child, used by the perpetrator to generate sexual excitement, including making lewd comments about the child's body.

Emotional sexual abuse: Use of a child by a parent or adult to fill inappropriate emotional needs, thereby forcing the child to fulfil the role of a spouse.

Exhibitionism and voyeurism: Having a child pose, undress or perform in a sexual fashion on film or in person (exhibitionism); and "peeping" into bathrooms or bedrooms to spy on a child (voyeurism), exposing children to adult sexual activity or pornographic movies and photograph



Session 2: Child Substance Abuse

After Tea Break, the facilitator spoke about substance abuse in India and said there was no systematic study of substance abuse in India. Solvents often used by underprivileged people worldwide. Often first drug of abuse is solvent. He discussed about the vulnerabilities & drug common street names. He explained about identifying such users like:

- Disorientation
- In coordination
- Slurred Speech
- Visual Hallucinations

He highlighted about the consequences of extreme use of these drugs like sign of sleeplessness, slurred speech, disruptive behavior, lethargy coma etc., Characteristics of the user was mentioned like chemical odors on breath, nausea or loss of appetite, peri-oral rash or ulcer etc., He explained the impact of substance abuse found to have:

- Major Depression
- Suicide, Physical/ Sexual Abuse
- Neglect, Conduct Disorder
- Prone to other substance use

He explained the ways of dealing with substance abuse like:

- Make time to listen
- Take time to talk to them
- Accept them as they are
- Understand their behavior
- Provide moral support
- Strengthen social Support
- Involve them in their interest

He concluded that substance abuse problems can be recognized and treated.

Session 3: Psycho Social Care Mediums

After Lunch Break, the facilitator started with a energizer game & explained to the participants about using psychosocial care mediums with children.He clearly demonstrated the usage of mediums.

Facial Expression

He started with Facial expression and said that this was used to understand what the child feels about a certain event, issues or individual in his or her life and to discover what helps the child to cope with it with the help of nine pre drawn facial expressions and explained the stages involves like:

Stage 1

Child's feeling about oneself in the present situation

Stage 2

Impact of the situation and the child's feeling about it.

Stage 3

Planning's regarding the future.



Thematic Story Card

He demonstrated thematic story card and explained that this was to make children comfortable with the concept of thematic cards and help them to relate it to their life and narrate stories from their life and to understand the emotional reaction of children and enabling ventilation. He said, this also has 4 different stages like:

Stage 1

Story in my life

Stage 2

Feelings about difficult situations in life

Stage 3

Problems in life

Stage 4

My Future



Family Portrait

He explained about Family Portrait and said that this would help us to know about the Child's family, emotional state of family members, child's relationship and feelings about the family members. This activity has one stage which the child is asked to draw his/her family portrait.

Writing

He said the next activity which is writing was to help children ventilate their feelings of disturbing event through the medium of writing and help them to accept their feelings about the incident. The activity also aims at providing children put down the happiest moments in life and come in to terms with the past by developing positive outlook in life. The stages are:

Stage 1

Event which bothers me

Stage 2

Things I miss a lot in life

Stage 3

Sad event in my life

Stage 4

Happy event in my life

Stage 5

What can I do to make my life happy?

Dolls

He said the other activity was dolls which would help children narrate a story from their life symbolically using dolls as characters in life there by ventilating disturbing events in life. He demonstrated all the activities to the participants.

This activity has one **Stage**

Story in my life



Clay Modelling

The other activity was Clay modelling that helps children regulate their negative thoughts of losses towards positivism and help them to give shape to their imaginations using the medium of clay.

This activity had 2 Stages:

Stage 1

Losses in my life

Stage 2

Things that make me happy.

Session 4: Using Psycho Social Care mediums with Children

After Lunch Break, the facilitators divided the participants into groups so each group had a facilitator, observer & children. The groups were asked to enact the activity & observer made a clear note of the process to check if the facilitator followed all the techniques and process of relating with the child including the code of conduct that they had learnt. In this they were asked to give both positive and negative points so that can be taken as a learning feedback.



Session 5: Administering Scale (Impact of event, CBQ, RQC, Self Esteem)

Finally, the facilitator explained in detail about Administering scale (Impact of event, CBQ, RQC, Self Esteem). He explained the importance of this scale & how this can be used with the children. The participants were asked to sum up the 3 day training.

SELF-ESTEEM

Self-esteem as measured by the scale refers to the child's perception of his or herself worth. This scale consists of 25 items. Each item is a simple statement rated on a 5 point scale. The 5 alternatives are: Strongly disagree, agree undecided, disagree and strongly disagree. Scoring is done using the key in which the positive and negative direction of the response is to be taken. If the response is positive then depending upon the rating by the subject of the alternatives mentioned, score is given. Each positive item gets a score of 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. Each item in the negative direction gets a reversal of scores i.e. 1 for strongly agree and so on. The total is computed by adding scores on all the items. Greater the score, greater is the self-esteem.

Session 6: Participants Feedback

The participants believed that they were exceptionally fortunate to have attended this training as had given them a clear understanding of dealing with children in difficult circumstances and how this can be achieved in a systematic way by ensuring all the techniques are followed. Also, before the training, their knowledge about children's need were just basic needs like Food, shelter, clothing and education and counseling but through this training they have realized that other needs like sports, encouragement, family, friends, relatives, life skills, recreation, freedom & child rights have to be catered. Also the need for care and love is more important than physical needs.

The participants felt that the training did provide them practical strategies for helping them with their work and expressed their satisfaction. They said that they got learnt many things which are essential to practice with and the 3 day training program ended with a cheerful mood.



List of Participants

S. No	Name	Designation
1	Ms. M.Renida Sarala	Director
2	Mr. M. Raj Mohan	Program Manager
3	Mr. R.Sathyamoorthy	Project Coordinator
4	Mr. S.Shatrack Dinakaran	Project Coordinator
5	Mr. L.Anandh	Counsellor
6	Mr. S.Periyasamy	Social Worker
7	Mr. A.Murugesan	Social Worker
8	Mr. A.Prabhu	Social Worker
9	Mrs. D.Rathna	Social Worker
10	Mrs. S.Chandramathi	Social Worker
11	Mrs. B.Tamizhselvi	Social Worker
12	Mrs. C.Madeshwari	Social Worker
13	Ms. K. Susheela	Social Worker
14	Ms. S.Vidya	Social Worker
15	Mrs. S. Kanagavalli	Social Worker

AGENDA 19.07.2012 Day 1

Time	Topic	Resource person
11.00 a.m. – 11.30 am	Participants Introduction	Ms. Maheshwari
11.30 a.m. – 1.00 a.m.	Children in difficult circumstances (Presentation/Lecture)	Mr. Arul Roncalli
1.00 a.m. – 1.45 p.m.	Bio Psychosocial Development of children (Lecture/ Group Discussion)	Ms. Maheshwari
1.45 p.m. – 2.15 p.m.	Lunch Break	
2.15 p.m. – 3.00 p.m.	Bio Psychosocial Development of children (Lecture/ Group Discussion)	Ms. Maheshwari / Mr. Arul Roncalli
3.00 p.m. – 3.15 p.m.	Tea Break	
3.15 p.m. – 4.00 p.m.	Bio Psychosocial Development of children (Lecture/ Group Discussion)	Ms. Maheshwari
4.00 p.m. – 4.15 p.m.	Socializing agents	Ms. Maheshwari

4.15 p.m. – 5.30 p.m.	Sharing Experience	Ms. Maheshwari / Mr. Arul Roncalli
4.15 p.m. – 5.00 p.m.	Impact of event on children (Group Discussion)	Ms. Maheshwari / Mr. Arul Roncalli

20.07.2012

Day 2

10.00 a.m. – 10.15 am	Recap	Ms. Maheshwari
10.15 a.m. – 12.30 a.m.	Needs of Children (Discussion)	Ms. Maheshwari / Mr. Arul Roncalli
12.30 a.m. – 12.45 p.m.	Tea Break	
12.45 p.m. – 1.30 p.m.	Children in difficult circumstances (Free Listing)	Ms. Maheshwari / Mr. Arul Roncalli
1.30 p.m. – 2.30 p.m.	Impacts of events on children	Ms. Maheshwari / Mr. Arul Roncalli
2.30 p.m. – 3.00 p.m.	Lunch Break	
3.00 p.m. – 3.30 p.m.	Problems among children	Ms. Maheshwari / Mr. Arul Roncalli
3.30 p.m. – 4.30 p.m.	Developmental disorders mile stones/causes of mental retardation/types of mental retardation/self-care for children with mental retardation)	Ms. Maheshwari / Mr. Arul Roncalli
4.30 p.m. – 4.45 p.m.	Tea Break	
4.45 p.m. – 5.15 p.m.	Treatment and referral for children with mental disorders	Ms. Maheshwari / Mr. Arul Roncalli
5.15 p.m. – 6.30 p.m.	Techniques for Psychosocial care for children	Ms. Maheshwari / Mr. Arul Roncalli

21.07.2012

Day 3

10.00 a.m. – 10.15 am	Recap	Mr. Deena / Participants
10.15 a.m. – 11.45 a.m.	Child sexual abuse	Ms. Maheshwari / Mr. Arul Roncalli
11.45 a.m. – 12.00 p.m.	Tea Break	
12.00 p.m. – 1.15 p.m.	Substance abuse and treatment	Ms. Maheshwari / Mr. Arul Roncalli

1.15 p.m. – 2.00 p.m.	Using psychosocial care mediums with children (Discussion)	Ms. Maheshwari /Mr. Arul Roncalli
2.00 p.m. – 2.30 p.m.	Lunch Break	
3.00 p.m. – 4.30 p.m.	Using psychosocial care mediums with children	Ms. Maheshwari / Mr. Arul Roncalli
4:30 p.m. – 4:45 p.m.	Tea Break	
4.45 p.m. – 5.15 p.m.	Using psychosocial care mediums with children (Participants)	Ms. Maheshwari / Mr. Arul Roncalli
5.15 p.m. – 6.30 p.m.	Administering scale (Impact of event, CBQ, RQC, Self Esteem)	Mr. Arul Roncalli

The learning out of the training program will be incorporated in the day to day program in our project activities.

Specifically speaking, we will be adopting the following things.

1. Adopt the techniques of psychosocial care for the children while dealing with children.
2. Process of relating to the children.
3. Code of Conducts.
4. Adopting the same to the partners in development.
5. Psychosocial need assessments among the children in difficult circumstances.

The inputs on the techniques will be used to handle with the children at the field level. Monitoring of the process review will be done through the staff review meetings. Based on the psychosocial need assessments among the children, the needs will be fulfilled either by WORD itself or by networking with partners which will constantly be tracked by the project management team.