


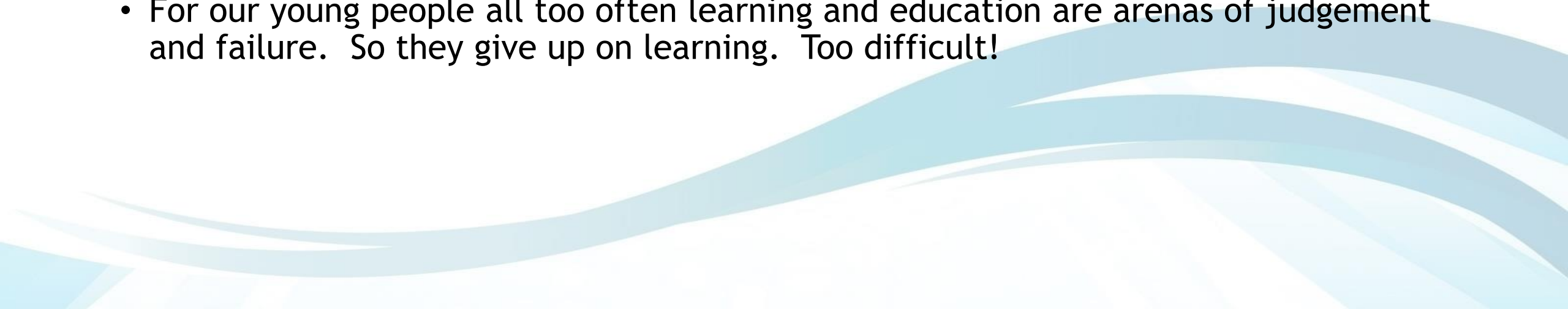
Carer to Carer

Session Two
Relationships and Confidence

ARC Theory and Education and Learning

- Today we are examining how relationships and confidence are important in the learning process.
 - It is important to remember that all we learn today should be seen through the prism of ARC Theory
 - Knowing yourself and Looking After Yourself and Attunement and Consistent Response are crucial to this.
- 


Confidence and Learner Confidence

- Vulnerability as we saw in the previous session is the feeling that we are not good enough, that things are too difficult for us to attempt.
 - We Foster Carers and Adopters understand that making mistakes, getting things wrong, are part of the learning process and despite feeling vulnerable we try, try and try again.
 - For our young people all too often learning and education are arenas of judgement and failure. So they give up on learning. Too difficult!
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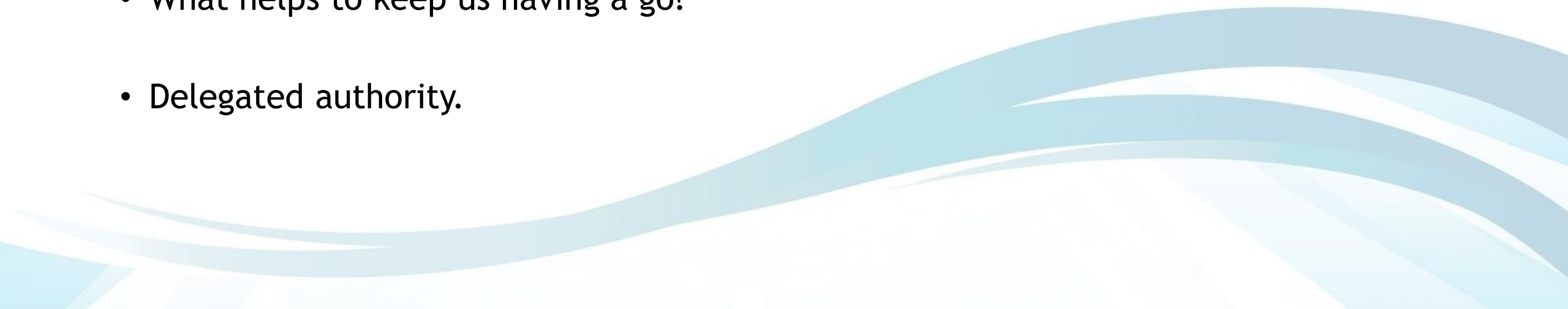
Risk Tightrope Walk



What can we learn from this tightrope walk?

- What does it tell us about risk and confidence?
 - How do you think he gained the confidence to do such walks?
 - Discuss with a partner and we will report back to the main group in a few minutes.
- 

Risk Taking and Risk Averse

- Risk assessments.
 - How do we move from being risk averse to taking sensible risks?
 - What makes us refuse the challenge?
 - What helps to keep us having a go?
 - Delegated authority.
- 

- Learning through mistakes.
- Exploring with an open mind.
- Trial and error.
- Keep on keeping on.



Building a Growth Growth Mindset

<https://www.youtube.com/watch?v=l27u7e7esU8>

GRIT


What is the learning form this clip?

Is there anything you can use with your foster child or adoptee?

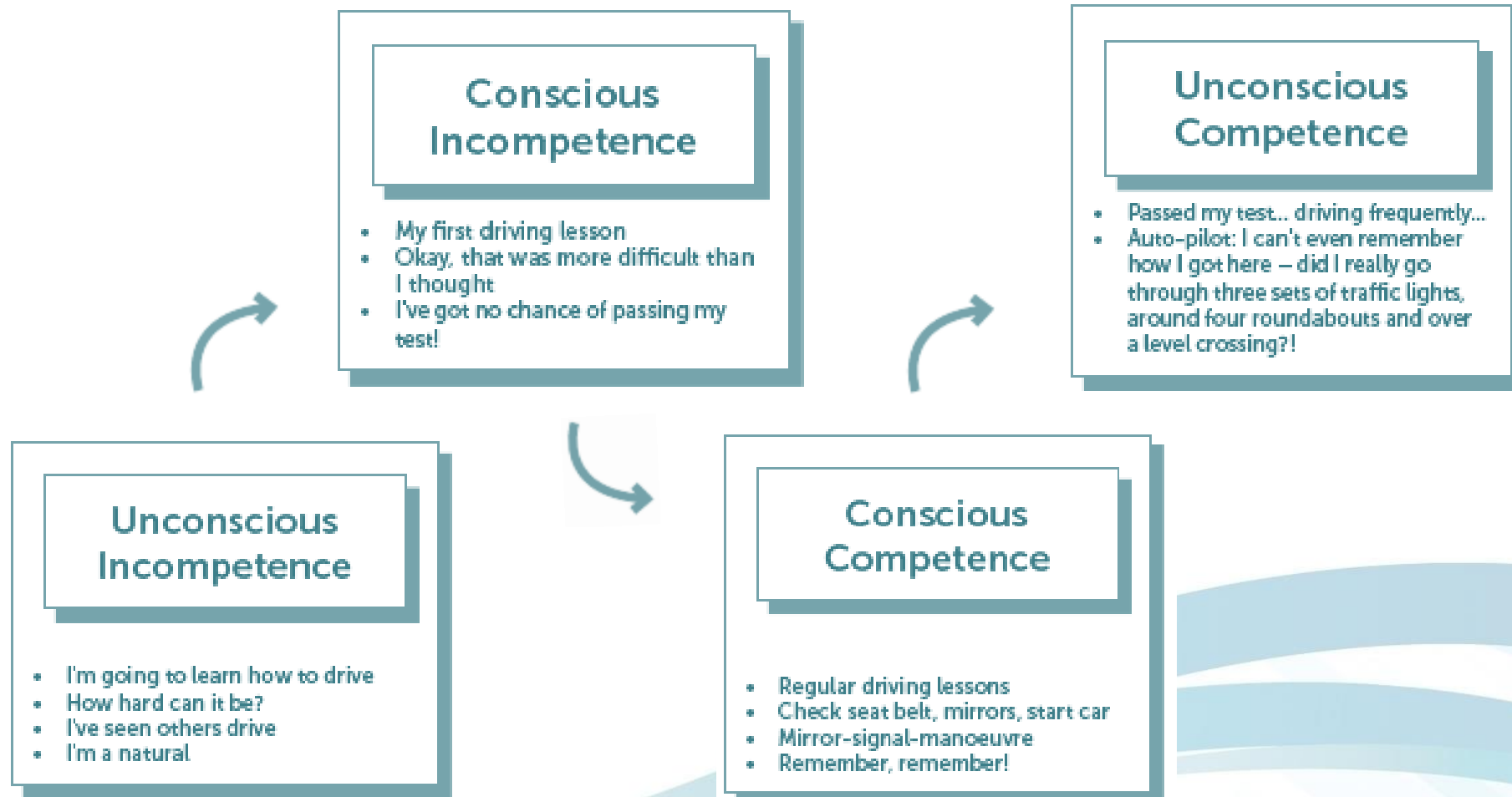


The Learning Process

We learn from our caregivers from birth and from all those who surround us.

- Eating crawling, walking, speaking are all learned skills.
 - School and friends.
 - Life, TV, Film etc.
 - Training courses.
 - Formal and informal learning and teaching.
- 

Learning to drive

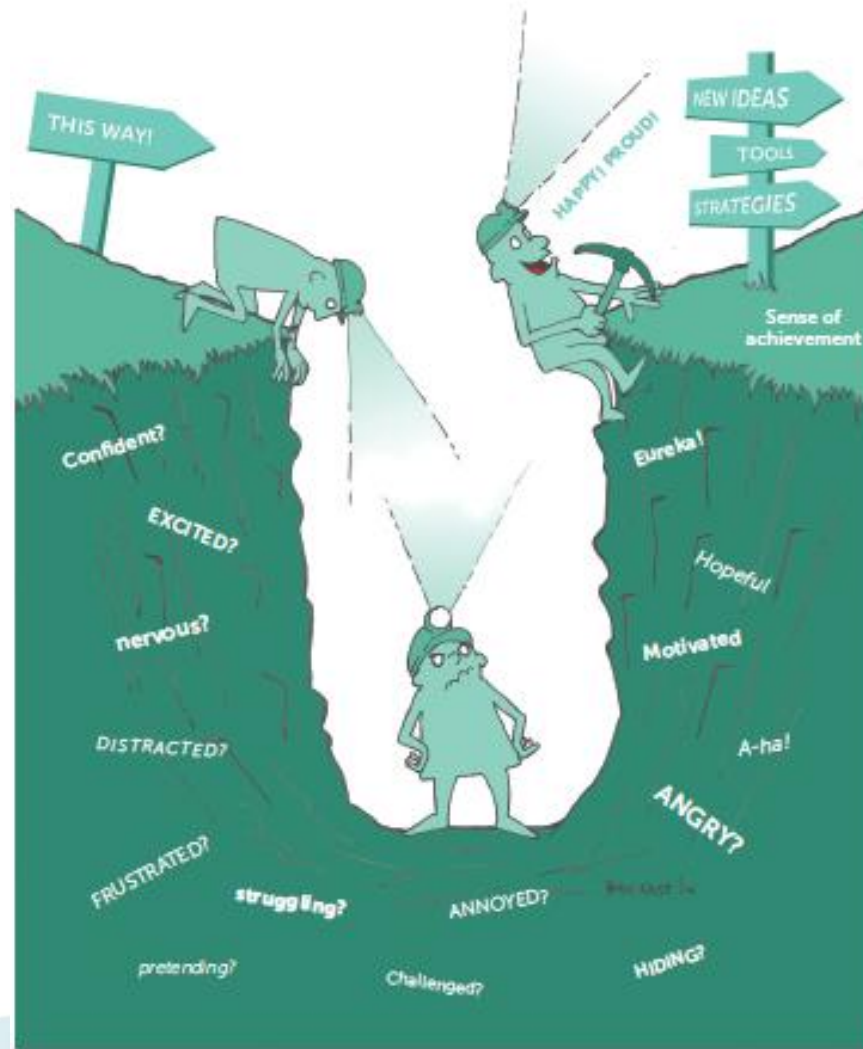




- Many traumatised young people feel that they are not good enough and are bound to fail so resist trying anything new.
- Many see learning as a plot to show them up.
- One of our teaching and learning tasks which is good for life as well as learning is about the Learning Pit.


The Learner Pit

Adapted from
James Nottingham's
Learning Pit




Going into the pit
means we are
learning...

Catastrophising

- Catastrophising is automatically assuming the worst case scenario and seeing minor or middling issues as terrible events.
 - Catastrophising prevents us from learning as this irrational thinking impacts on our willingness to have a go.
 - Being in the Learning Pit is not a catastrophe it is part of the learning process.
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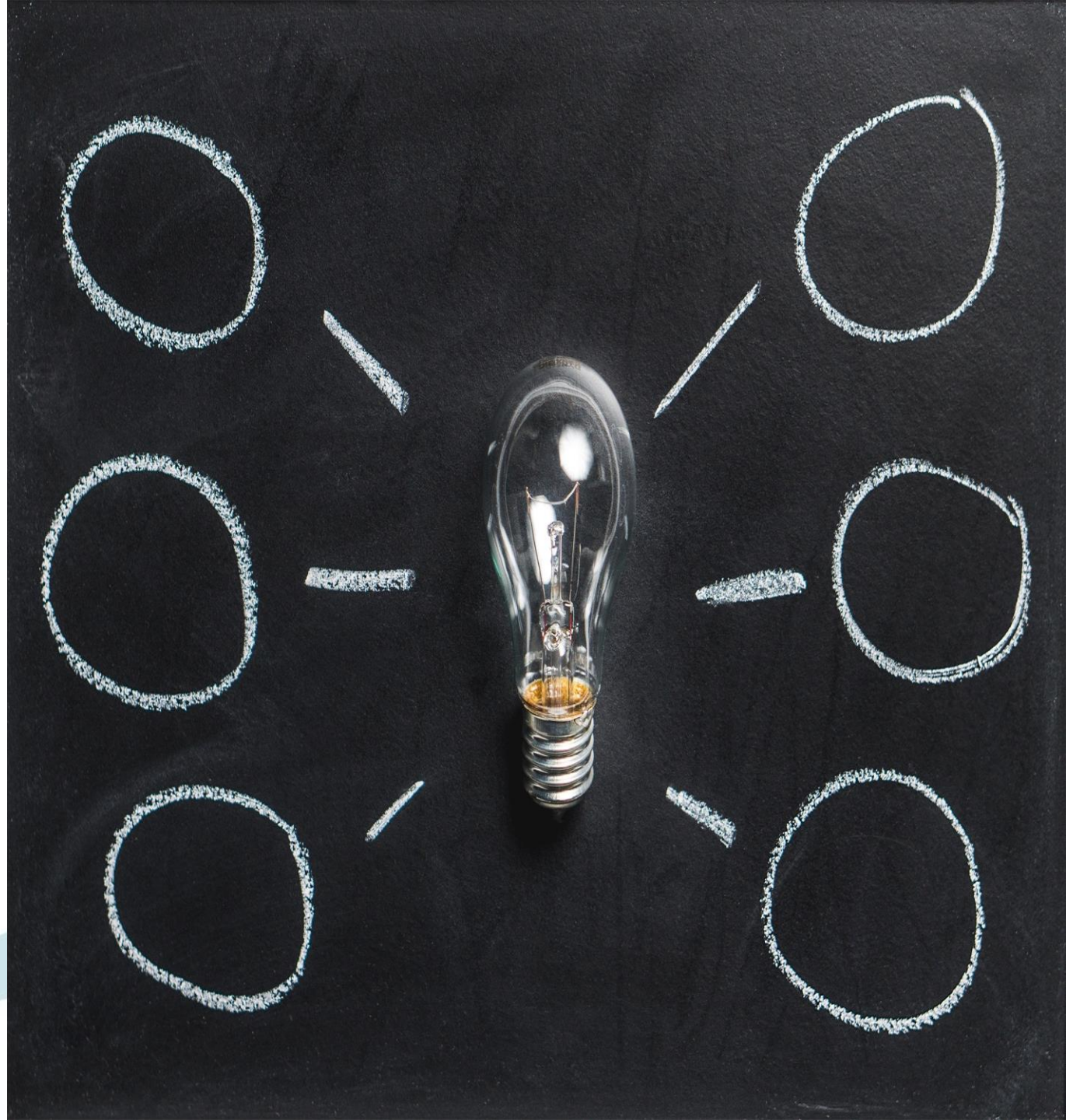
What enables us to try try and try again?

- Carers attitude towards difficulties, mistakes and getting things wrong is crucial.
 - See getting things wrong as learning opportunities.
 - What would we do differently next time?
 - Taking on difficulties means learning is taking place.
 - Appropriate and measured praise for effort is important.
- 

Trial and Error in Practice

Tying a Handcuff Knot...

1. Using written instructions.
2. Using a picture.
3. Using both 1 and 2.



A different way to learn

- Lets have a look at the video clip...



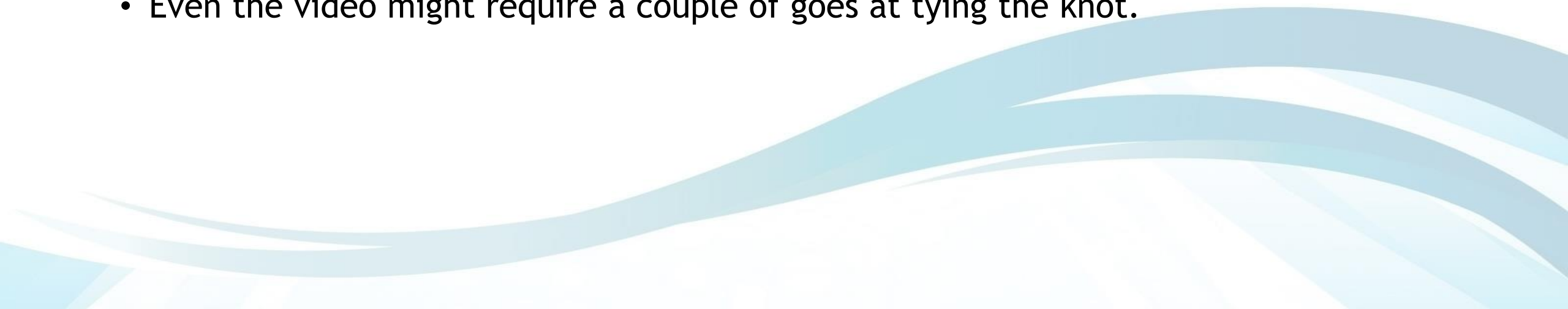
Tying A Knot



4DIYers' Channel

For The Do It Yourselfers

Different Learning Styles


- Some of us managed to tie the knot from written instructions.
 - Others managed by looking at the picture of the knot.
 - Both methods would use trial and error and starting again.
 - Even the video might require a couple of goes at tying the knot.
- 




Building Confidence - Growth Mindset

- In pairs look at the speech bubbles and decide which show confidence and which lack of confidence.
- We will discuss this in the whole group in a few minutes.

The Growth Mindset Revisited


- Remember the Carol Dweck video clip from the previous session?
 - Her research showed that even very disadvantaged groups can benefit through their teachers using the Growth Mindset procedures.
 - Fostered and adopted children generally come to us believing that they cannot learn, learning is too hard.
- 

Which Mindset Are You?

- Take a few minutes to look through the mindsets handout and decide what you believe about yourself.
 - Then think about the young person in your care, “What do they believe about themselves?”
 - Much of ARC Theory is about attunement and consistent response as a means to enabling our young people to develop self confidence on the road to competence.
- 

Support not Rescuing

How do we support our young people in their learning?

- Trial and error.
 - Making mistakes.
 - Finding a task TOO difficult.
 - Getting them to commit to learning.
- 


Helicopter Parenting

Let us take a look at the Helipads Visual and think about how to respond to such questions as:

- Make me a cup of tea.
- I need more credit on my phone.
- Where is my school bag?
- I can't do maths.
- Where is my packed lunch?



Control... Ignore... Help...?

- Give it to me, but next time you should...
 - I'm too busy, I might have time later...
 - How can I help? What do you know already?
 - Trying hard, practicing and not giving up can lead to success.
- 

Aim to Develop Self Confident Young People

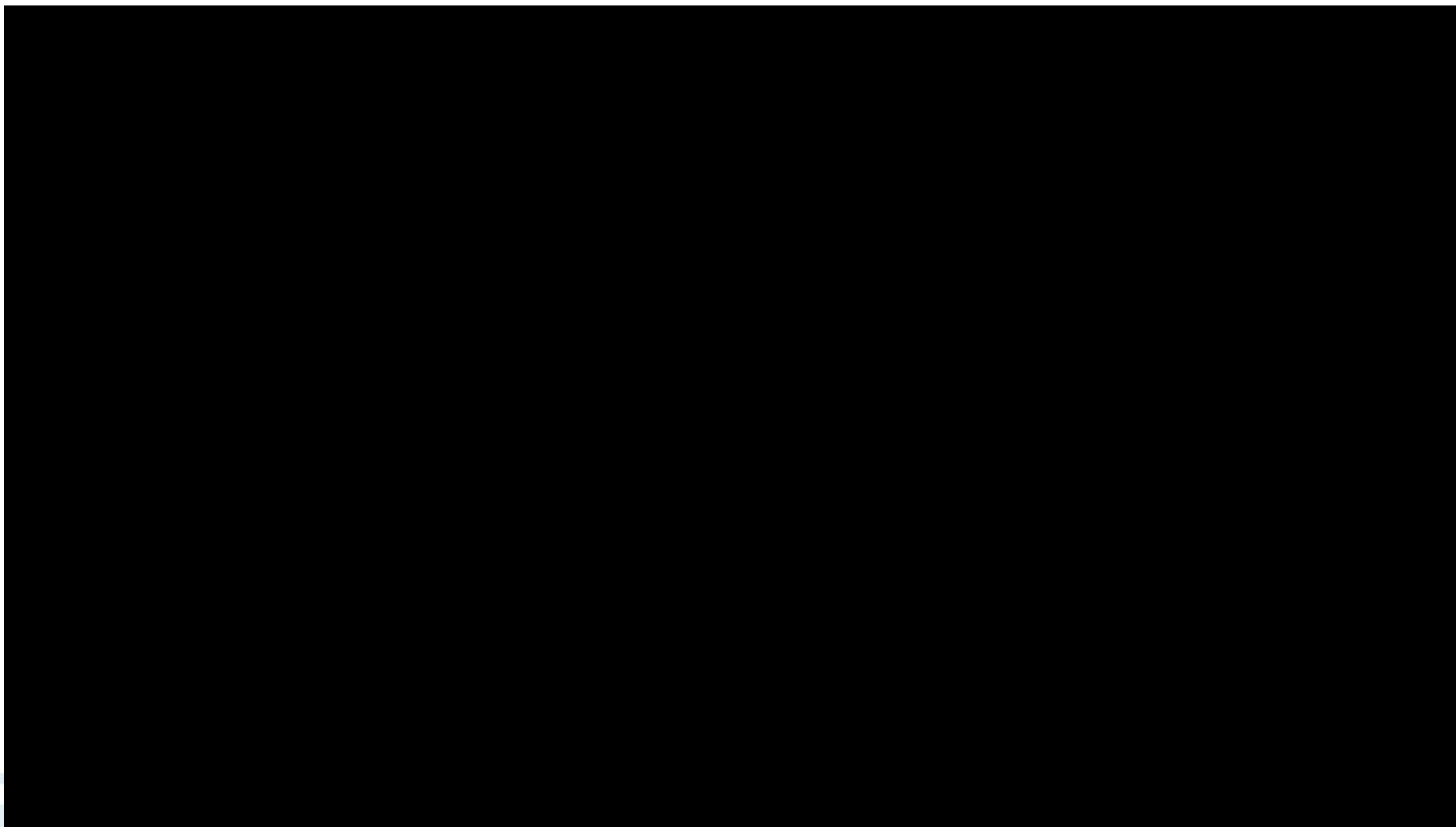
Our aim is enable our young people to grow into well adapted and successful adults.

We cannot change our young people but we can support them in making the changes that they want to make.

Lets look at a video clip of a very self confident young man.



Goodbye The Normals



Normal or ???

So what do we think about the family?




Relationships and Communication

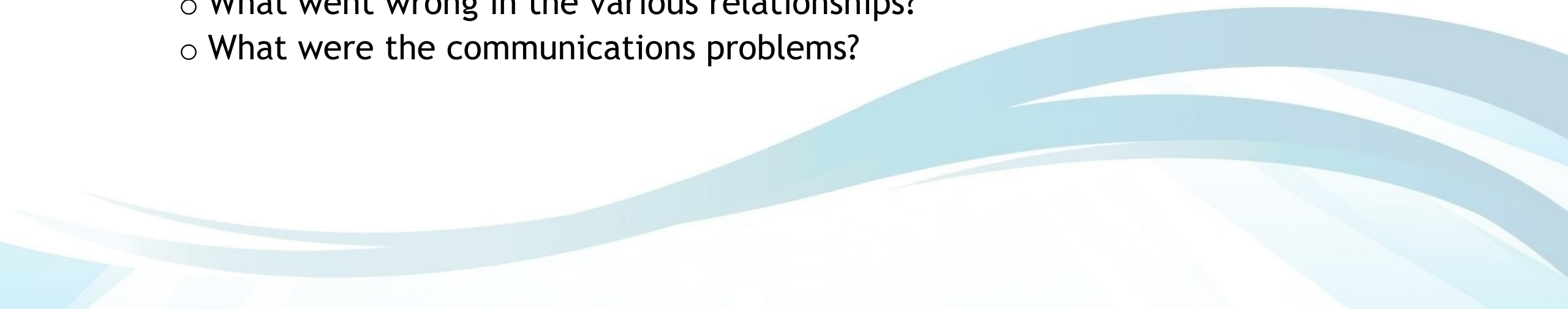
- Fostering and adoption are both about attachment and trauma.
- Attachment is a relationship in which the child develops their view of the world and their place in it.
- Trauma comes about when a child is unable to attach to her/his caregivers and thus sees the world as a dangerous place with dangerous people who may do them harm.
- In both adoption and fostering our aim is to heal the trauma through a developing attachment.
- We achieve this by modelling behaviour through routines and rituals and how we manage our family and their life in our family.
- How we communicate is vital.

Relationships in Education and Learning

In the Family;

- TRUST.
 - Caring and sharing.
 - Bathing and cleanliness.
 - How to disagree.
 - Acceptable and unacceptable behaviour.
 - Meal time routines.
 - Bed time routines.
 - Managing time money and resources.
 - Making friends friendships and falling out with friends.
 - School and learning.
- 


A Relationship Gone Wrong

- Lets watch a video clip.
 - Clockwork Mice: Character connections.
 - Watch carefully.
 - What went wrong in the various relationships?
 - What were the communications problems?
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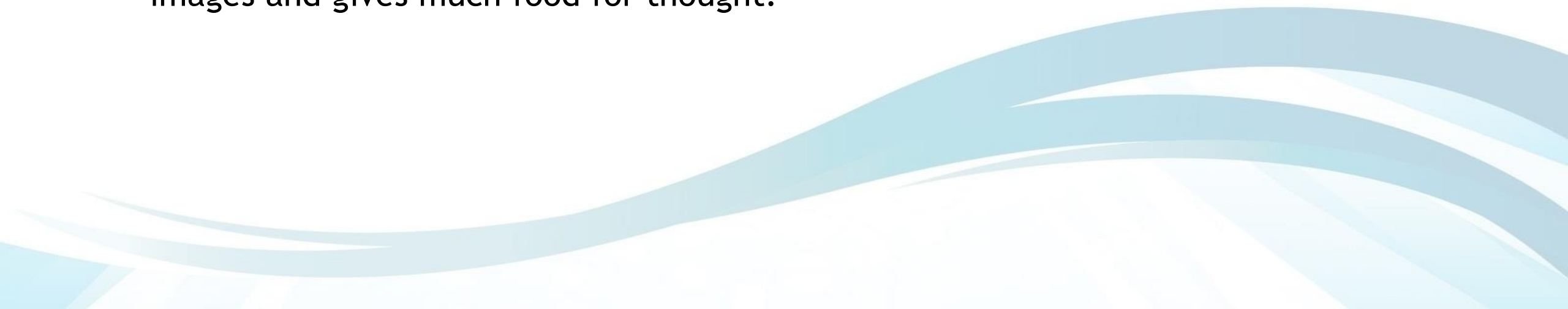
Clockwork Mice



Clockwork Mice - Key Questions

1. What positive relationships exist and how are they shown?
 2. What prevented a positive relationship from developing between Steve and Neil?
 3. What was the impact on Neil's learning?
 4. What might have been done differently in order to build a positive relationship?
- 

Influence

- Family, friends, social media, TV, radio, newspapers celebrities, advertising, politics, Brexit and Anti-Brexit.
 - ALL exert INFLUENCE.
 - We will now look at a film clip, “Children See Children Do” - It has challenging images and gives much food for thought.
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Modelling Behaviour

- What we do.
- How we do it.
- Relationships and communication whilst modelling.



Children See Children Do

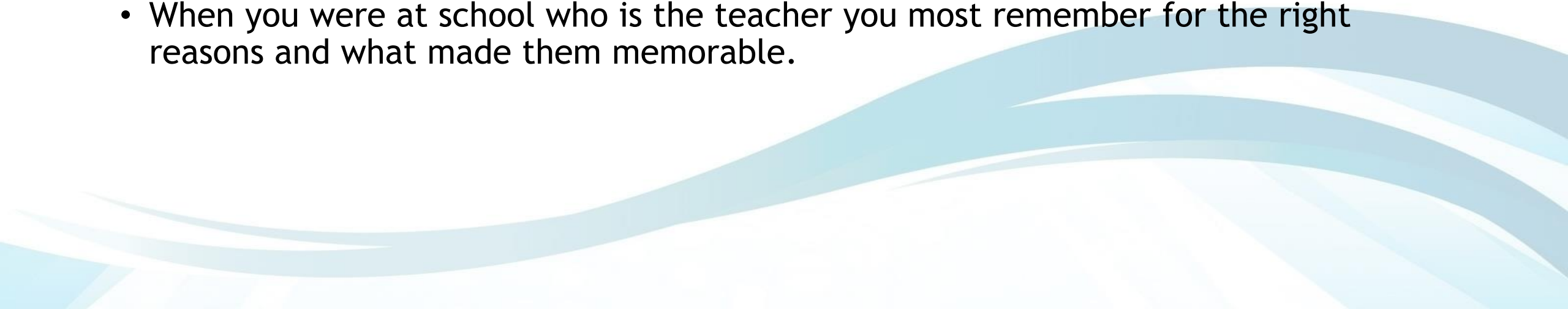


Discussion

Either:

- Think of a time when your young person has been influenced by someone else in a positive or negative way.

Or:

- When you were at school who is the teacher you most remember for the right reasons and what made them memorable.
- 



- Many of us feel that we have less control over our young people than adults had in the past. However we do have much more influence than we think.
- Modelling the behaviour we want to see has a big impact.
- What we do is more influential than what we say.

Children Learn What They Live

Maya Angelou wrote:

*“I’ve learned that people will forget what you said, people will forget what you did,
but people will never forget how you made them feel.”*

Building on the quote we will now read aloud the poem, “Children Learn What They Live.”

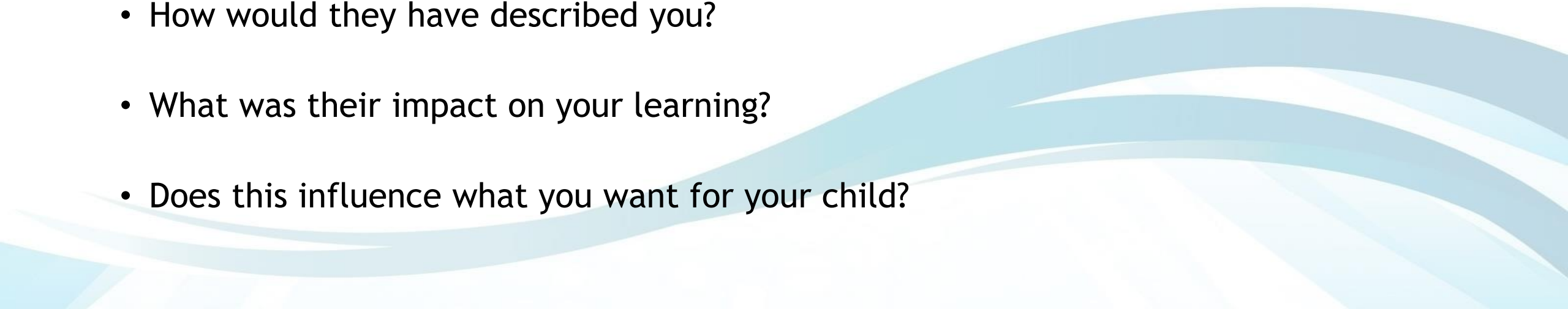
We will go round the room each in turn reading a line until we come to the end.

However if you prefer not to read aloud just say PASS and we will carry on to the next person.

The Roots of Influence

The Roots of Influence handout offers us the opportunity to reflect on adults who had an impact on our lives.

Name names and be prepared to answer these questions about one of them.

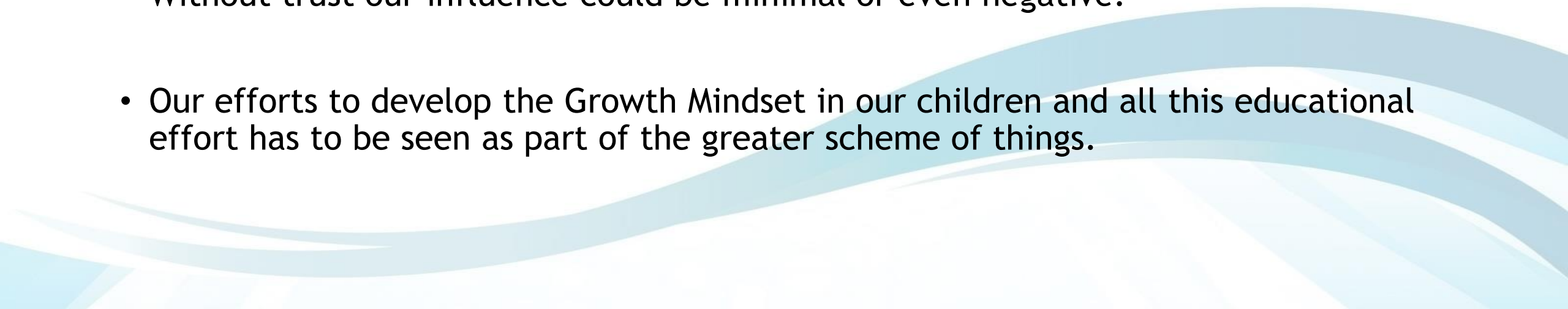
- Who do you remember and why?
 - How would they have described you?
 - What was their impact on your learning?
 - Does this influence what you want for your child?
- 

Influence

- Influence is the ability to persuade someone to think or act in the way we want them to.
- We are always more willing to listen to someone who we feel has invested time and effort in our relationship and accepts us for who we are.



Attachment and Influence

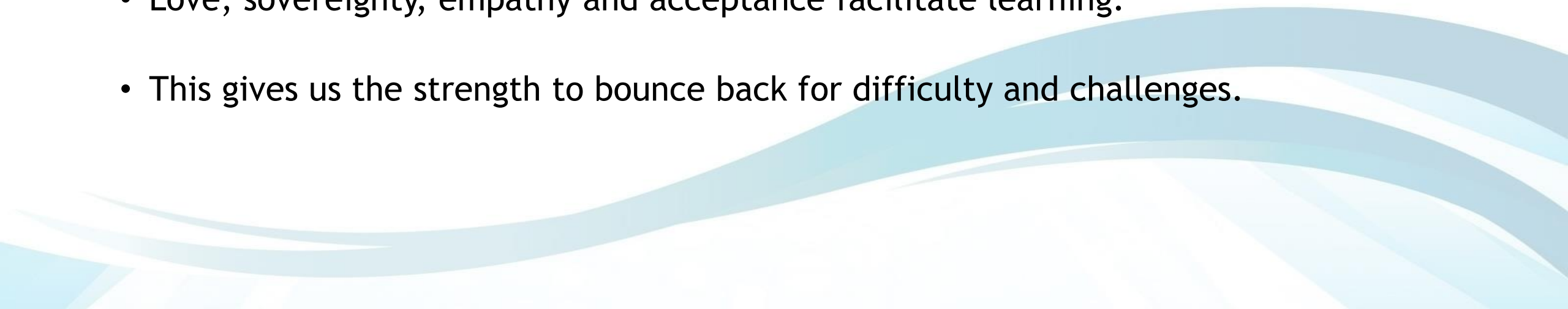
- As we adopters and foster carers know developing attachment with the children and young people we care for is a long term endeavour.
 - Through modelling, flexible routines and rituals and the way we manage our family relationships we influence all those in our care to trust us and we to trust them.
 - Without trust our influence could be minimal or even negative.
 - Our efforts to develop the Growth Mindset in our children and all this educational effort has to be seen as part of the greater scheme of things.
- 

Ripples of Influence

- Our own experiences can be important in how we think about influence and how we try to guide our young people.
- Use the Ripples of Influence diagram to plot your attachment relationships of influence, name names.



Learning and Emotional Bonds

- Learning starts with an emotional bond - we learn best from the people we like or love, those to whom we feel “attached” who make us feel secure and confident and capable.
 - Learning starts in the womb continues in the cradle and pram and can go on throughout life.
 - Love, sovereignty, empathy and acceptance facilitate learning.
 - This gives us the strength to bounce back for difficulty and challenges.
- 




Resilience

We will be spending time in the next session going to resilience and how we can support our young people in developing an outgoing attitude to life and learning.



Emotional Intelligence

- Emotional intelligence is recognising and being able to name your own and other peoples feelings and know what to do about them.
 - Many of our young people do not recognise their own feelings and others know only anger, fear and sadness but could not name them.
 - If we are unable to recognise different emotions and talk about them, we may experience difficulty in making and keeping positive relationships with others.
- 

The Feelings Tree

- With a partner discuss what different characters on the tree might be feeling or thinking.
 - What does your young person think about social services, school, foster carers?
 - How do they relate to other young people.
 - What do they think of their own family and other significant adults?
 - How do we know what they feel?
- 