

Finding my treasure

Facilitator's Guide



Coordinated by:
Angèle Turgeon
Planning, Programming and Research Officer
Clinical Programming
Professional Services and Quality Branch
angele_turgeons@ssss.gouv.qc.ca

Written by:
Angèle Turgeon, PPRO
Multidisciplinaries Services Direction
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Members of the *Direction des services multidisciplinaires – Soutien à la pratique*

Angèle Turgeon, S.W., M.S.W.

Planning, Programming and Research Officer

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In this text, use of the masculine is generic and applies to both men and women.

Parts of this document are from various authors. We use extracts from these texts to draw inspiration to devise our activities and create appendices. We quote the author in a footnote, and at the end in the bibliography in order to respect copyright. These extracts are used to complement this facilitator's guide.

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RUNNING OF GROUP MEETINGS

Group meetings are always run in the same way:

- ✦ **Welcome:** This time is taken to greet the participants¹ and welcome them. It is also used to observe their mood (sad, upset, annoyed, frustrated, etc.) for receiving and giving, as well as sharing with the group. The facilitators can discuss day-to-day matters with the participants to create or recreate an atmosphere of trust and sharing.
- ✦ **Review of what has been learned:** Review the concepts covered in the previous workshops.
- ✦ **Specific objectives of the meeting or workshop:** Reminder of the objectives to ensure that each participant can identify what he will learn during the workshop.
- ✦ **Activities related to the meeting or workshop:** Individual or group activity taking place before or after brief theoretical contents are given.
- ✦ **Snack, lunch and unstructured activities:** This is an opportunity to encourage learning how to make efforts to prevent conflicts. Participants select their snack while taking the choice of others into account.
- ✦ **End of the meeting or workshop:** This period is used to review the day and what has been learned, as well as verify the participants' mind-set at the end of the session. An intervention may be required. The facilitator also takes the time to specify the date of the next meeting and what will be discussed. The facilitators thank the participants for attending and for the quality of their involvement.

¹ Participants can refer to children, teenagers or parents depending on the therapy group.

INTRODUCTION

PROFILE OF THE INTERVENTION PROGRAM

Here is a little background on how far we had to come to offer the *Finding my treasure* intervention program to children who experienced a family break-up with no possibility of returning to their natural environment; children who received or are receiving youth protection services in the Outaouais region and who were in need of a first placement, but who have also experienced other placements and transfers. These children's situation is presently stabilized through a permanency plan as ordered by the Youth Division.

Even though the child's situation is legally stabilized, these experiences, which leave an indelible mark on a life path, prompt several questions. For instance, how does one handle these break-ups, which, unavoidably, create a huge imbalance in a life? Can a child take root in a new family, considering that because of this break-up, he was uprooted? Is there hope to ever regain balance?

However, with the expertise of Ms. Monique Séguin, suicide prevention and mourning specialist and professor at the *Département de psychologie et de psychoéducation de l'Université du Québec en Outaouais*, these considerations lead to this conclusion: in light of the life trajectories of the children and the type of relationship they have with their parents in spite of the placement, these children are more on a **trajectory of social adaptation** to the placement than on a mourning trajectory for the loss of their parents.

In fact, mourning is a process in which the bereaved person must learn to live without the deceased person. In the case of children in placement, occasional contacts and subsequent relationships with their parents are bound to happen. So, how can we ask children to mourn the loss of a parent who is still alive, a parent that they can be reunited with when they come of age? Does this therapeutic approach confront these children with unattainable objectives, to loyalty conflicts, even though children, like adults, are capable of experiencing several attachment relationships at the same time?

These children are asked to **give meaning** to the break-up of their attachment bond with their first relational figure while, in most cases, keeping contact with this person. This paradox of break-up and preservation of ties sends them on a search for the meaning of their story, their emotions, their abilities, their identity and their future.

In light of this, the *Centres jeunesse de l'Outaouais* have chosen to adopt the general "adaptation" conceptual framework from which the four specific conceptual frameworks associated with the four sequences of the therapy group are derived:

1. Adaptation;
2. Emotional regulation;
3. Acceptance of loss and of life events;
4. Development of abilities (resilience – identity).

PURPOSE OF THE PROGRAM

In this therapy group, the overall objectives pursued are twofold:

1. Get the children to identify and express their emotions in order to use appropriate adaptation strategies in moments of imbalance.
2. Get the children to develop adaptation and resilience abilities, throughout their moves to foster families.

This is what we call the “adaptation process” which builds the strengths of an individual. In that sense, from now on children are encouraged to find a meaning to their placement trajectory in order to believe in the adult caregiver and the achievement of their life plan.

OVERALL OBJECTIVES

The *Finding my treasure* group gives children the opportunity to reach specific goals at each group workshop:

1. Discuss with other children what they are going through to rebuild themselves and continue to grow in their new living environment.
2. Identify their adaptation strategies during and after their break-up experience.
3. Identify and express the emotions related to this experience.
4. Discover the abilities acquired during their life trajectory.
5. Identify the legacies from their different placements and the abilities to be acquired in their future life trajectory.

SPECIFIC OBJECTIVES

- ✚ The child gets to know the other participants and socialize with them.
- ✚ The child learns the basic rules for the smooth running of a group.
- ✚ The child agrees to participate and follow the rules of the group.
- ✚ The child identifies the significant persons around him with whom he does different activities.
- ✚ The child discovers the image he projects to others.
- ✚ The child identifies his life trajectory: his break-ups and related adaptation.
- ✚ The child understands that several factors lead to placement.
- ✚ The child identifies the factors that contributed to his placement until he reaches majority.
- ✚ The child understands the strategies he adopted to survive neglect, abandonment or violence.
- ✚ The child learns to identify his emotions.
- ✚ The child identifies the intensity of the emotions arising from his placement and distressing situations.
- ✚ The child expresses his emotions regarding his placement.

CONCEPTUAL MODEL

Adaptation theory

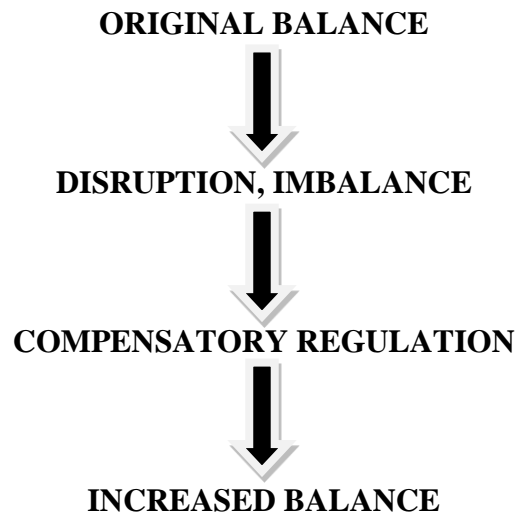
As previously mentioned, the *Centres jeunesse de l’Outaouais* have chosen to adopt the general “**adaptation**” conceptual framework from which four specific conceptual frameworks associated with the four sequences of the *Finding my treasure* intervention program are derived.

Adapting to life determinants

In psychology, the definition of adaptation refers to the **changes in behaviors that will ensure balance between an organism and its living environments**. When defined this way, adaptation also refers to the processes underlying these changes.

Therefore, adaptation corresponds to a balance and to the way this balance is established and occurs between the actions and the organism on the environment, but also between the actions of the environment on the organism. When an individual acts on the environment, it changes and in return when the environment acts on the individual, he changes as well.

The assimilation mechanisms refer to the subject’s action and consist in incorporating new data to the existing behavioral models. The coping mechanisms are determined by the object and lead to changing existing behaviors to adapt them to the demands of the situation.



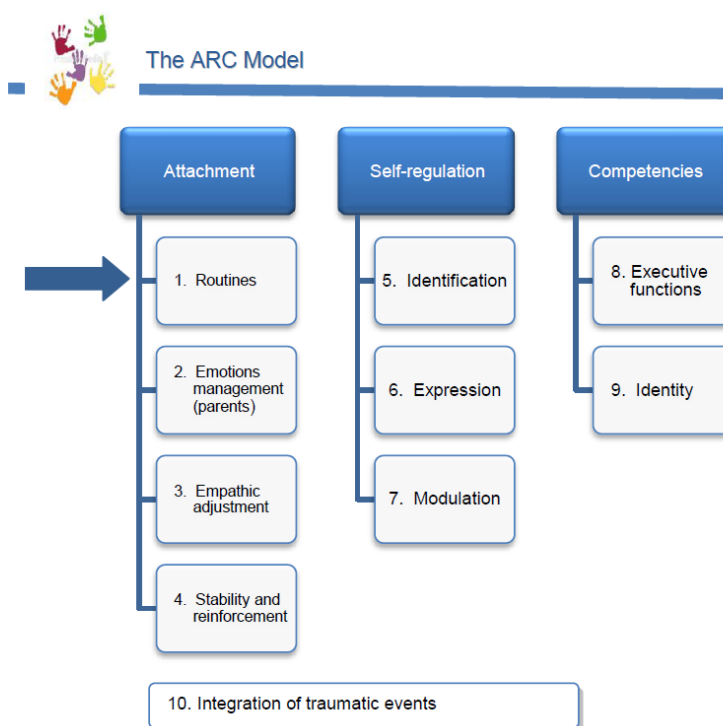
The **adaptation theory** refers to the ability of individuals to change certain behaviors in order to ensure balance between themselves and their living environment using the processes underlying these changes (balance, imbalance, compensatory regulation, increased balance).

ARC MODEL: ATTACHMENT, SELF-REGULATION AND COMPETENCY

The *Centres jeunesse de l'Outaouais* selected the ARC Model as the first conceptual model for the *Finding my treasure* program. This intervention model comes from New York State in the United States. This approach is by far the most promising among all approaches to multiple traumas in children and teenagers.² We believe that children experiencing placement until majority have been exposed to different forms of traumatic stress which result in removal from their family environment and that this permanent break-up is a source in itself of traumatic stress.

This conceptual model clearly identifies the different needs of children in placement until majority: a basis for stable and secure attachment becomes necessary before supporting children's self-regulation with regard to their placement experience. When these two areas of development are well addressed, competencies related to executive functions, identity and resilience are dealt with, then an attempt is made to integrate the traumatic experiences suffered before and during the placement.

Figure of the Model³
[Translation]



² Collin-Vézina, D. (2012)

³ Ibid

Attachment modules

The four *Attachment* modules are intended for the main caregivers of a child in the pregroup meetings. In order to properly prepare and support foster families or guardians of the children, the group facilitators meet with them on several occasions before the child's participation in the group. The meetings help to get to know the child better and determine if he is ready to participate in the group. Then, foster parents are made aware of certain basic attachment concepts and given some possible approaches in case a child experiences strong reactions following his participation in the group: importance of a routine, management of the caregiver's own emotions towards the child, empathic adjustment to the traumatic experiences of the child and finally, importance of consistency when responding to the child's needs and positive reinforcement when he makes progress.

Self-regulation modules

The three *Self-regulation* modules specifically target the children using different exercises during the activities of the group. This conceptual model suggests a three-step process for the successful integration of the emotions experienced by the participants. In the first step, the children must be able to name the emotions they feel inside, according to the event. In the second step, the children learn to identify and express the emotion related to a specific event. In the third step, the children learn to recognize and name the different intensities of their emotions. With this exercise, children are invited to regulate the expression of their emotions.

Competencies modules

The two *Competencies* modules specifically target the children using different exercises during the activities of the group. This conceptual model suggests two areas of competency, i.e., executive functions and identity. Through role-playing, children have the opportunity of developing a new outlook on their experiences and give a meaning to their placement. In addition, they are invited to identify the personal characteristics they have acquired during their different placements.

Integration of traumatic events

Throughout the activities of the program, the children are invited to share their traumatic experiences in a reassuring environment. Without getting into trauma therapy, an environment conducive to the expression of the children's emotions surrounding their experiences brings a sense of closure and social normality to their placement experience with a foster family.

ATTACHMENT THEORY

The *Centres jeunesse de l'Outaouais* selected the attachment theory as the second conceptual model for the *Finding my treasure* program. This model has evolved over the decades and has become a key element when talking about child development. We believe that children experiencing placement until majority have been exposed to different forms of traumatic stress which result in removal from their family environment and that this permanent break-up causes several relational wounds which affect the capability of developing attachments to a substitute family.

“Attachment relationship is defined as a unique, specific and durable bond between a child and a significant person, generally his parent, which guarantees a source of security. The child draws a feeling of security from this relationship, which allows him when he is stressed or distressed to find comfort and then carry on with his exploration. Secure attachment is considered an essential protection factor. It is associated with better developmental outcomes than insecure attachment in areas such as autonomy, self-efficacy, empathy and social skills during early childhood, school age and adolescence stages.”⁴ [Translation]

This conceptual model guides and defines the different observations to be made to children participating in the group. Decoding behaviours allows us to direct differential responses according to the secure attachment profile of each participant for the following targets for intervention:

- ✚ Regulating proximity and distance
- ✚ Using the positive experience shared
- ✚ Dealing with conflicts
- ✚ Supporting the expression and regulation of emotions

This schematization of the observation and of the observation focused on the attachment theory allows to predict the children's behaviour in their substitute family, thereby ensuring post-group continuity.

⁴ RUIJ (2015). *Pour une pratique centrée sur la théorie de l'attachement*, Manuel du formateur.

COMPOSITION OF THE GROUP

Children participating in the *Finding my treasure* group are users of the *Centres jeunesse de l'Outaouais*, monitored under the Youth Protection Act. The group is geared towards children, boys and girls, between the ages of 6 and 12, whose situation has been stabilized through a permanency plan, i.e., placement until majority or tutorship. In addition to the age, there are four inclusion criteria allowing children to participate in the group, namely:

- ✚ Court-ordered placement until majority or tutorship
- ✚ Stable placement situation
- ✚ Ability to function in a group
- ✚ Caregiver availability (foster family) to support the child in his efforts

Generally, a group is composed of **four to six children**. It is a closed group (no child can join after the first workshop). In order to take into account the understanding and development needs of the children, groups are set up according to age proximity, i.e., 6 -9 years old and 10 -12 years old.

FACILITATION TYPE

The specific nature of the facilitation of the *Finding my treasure* group is based on the relationship the child establishes with us, despite his challenges that are more attachment than behavior related. When a child adopts inappropriate behaviors, the preferred intervention is to start by observing and deciphering the source of the behavior. When the source is deciphered, the facilitator validates his assumption with the child. If the assumption is confirmed, the facilitator tries to help the child find new strategies to calm down and get back into exploring new relationship experiences. It sometimes happens that an emotion gets so intense that the facilitator must organize the emotions and take charge of the situation. There may be circumstances where the facilitator must stop behaviors if they are harmful to him or others, in a considerate way, by staying close to the child.

Facilitation “can be defined as the art, by two individuals in the same field or with different but complementary training, to share facilitation of a group. It is a planned method of intervention that is appropriate to the needs of the members of the group and which is applied throughout the process and updated in various practical settings.” [*Translation*] (Turcotte & Lindsay [2001] p. 217)

The *Finding my treasure* program was developed based on the needs and reality of children in a permanent placement context. Therefore, the facilitation model is adaptable. We propose **three types of facilitation**, which have proven effective over time.

- ✚ Type 1: This facilitation type complements the two others. It consists in facilitating a pregroup meeting with the foster parents of the child who will participate in the group. This meeting will last one hour and a half. During the meeting, the foster parents are informed of the themes covered during the group activities with the child. They are made aware of some basic attachment concepts, of the reactions the child might have during the group process and of the possible approaches to be taken. Then, a personalized assessment of the attachment to caregivers' profile is made, and specific approaches are identified for the adults in the child's living environment. These approaches are also communicated to the resource caseworker and the child's caseworker. In addition, this assessment of the attachment to caregivers' profile is used to verify the child's readiness to participate in the group and acquire the skills targeted by the program.

We strongly suggest that caregivers provide transportation, more specifically that they pick up the child. This will allow facilitators to share their observations of how the child's day went and provide the appropriate approaches.

| CONCEPTUAL FRAMEWORK | THEME | ACTIVITY |
|-----------------------|--|--|
| Attachment (ARC) | <ul style="list-style-type: none"> ✚ Routine ✚ Caregiver's emotions management ✚ Empathic adjustment ✚ Stability and reinforcement | <ul style="list-style-type: none"> ✚ Pregroup meeting ✚ Assessment of the attachment profile |
| Adaptation model | <ul style="list-style-type: none"> ✚ Commitment | <ul style="list-style-type: none"> ✚ Knowing who I am, getting to know the others ✚ I board the ship ✚ My significant persons ✚ My silhouette and my qualities |
| Self-regulation (ARC) | <ul style="list-style-type: none"> ✚ Identification of emotions ✚ Expression of emotions ✚ Modulation of emotions | <ul style="list-style-type: none"> ✚ My Infansea ✚ Giving meaning to my placement ✚ My survival strategies ✚ Living and expressing my emotions |
| Competencies(ARC) | <ul style="list-style-type: none"> ✚ Executive functions ✚ Identity | <ul style="list-style-type: none"> ✚ The strengths I can rely on ✚ My legacies ✚ My new attachment relationships ✚ Sharing my group experience |

- ✚ Type 2: Facilitation is done in blocks over three intensive days, according to the Attachment-Regulation-Competencies (ARC, Blaustein and Kinniburgh) conceptual model shown above. These days will last six hours, including lunch, snacks and shared time activities. We suggest that you choose professional development days in the school calendar, so that children do not miss school.

- ✚ Type 3: Facilitation of 10 meetings lasting one hour and a half each, i.e., one workshop per meeting. They can take place at the end of the day or in the evening. This type of facilitation is more appropriate for children between the ages of 10 and 12.

Two individuals facilitate the *Finding my treasure* group. The facilitators are responsible for the process and atmosphere. As a result, they must ensure they create an atmosphere conducive to dialogue where the children will feel safe and confident. Relationship break-ups being a sensitive topic to discuss; it is appropriate to respect the children's pace when they tell their placement story. Facilitators must encourage the children to verbalize placement scars, without rushing them. Facilitators must also position themselves with respect to the fact that:

- ✚ Babies and children are precious and must be protected.
- ✚ There are always very serious reasons to remove children from their parents.
- ✚ These are always adult decisions.
- ✚ Babies and children are never responsible for their placement (Lemieux, 2008).

Facilitators don't pass judgement on the biological parents and their personal difficulties. They reinforce the children's survival instinct and their ability to adapt.

Co-facilitation is essential in groups of children for security reasons, and also to ensure someone can take care of a child going through difficult emotions as a result of group activities.

In addition, the presence of two facilitators energizes the children's learning. This aspect takes on its full meaning with children who have experienced several break-ups and abandonment. The facilitators allow the children to express the emotions related to their placements. The group becomes a space where children in placement can talk, as they have no other neutral space where they can feel a warm welcome when giving an account of their experience.

WORKSHOPS' AGENDA

As indicated in this guide, facilitation of the workshops is as follows: welcome, review of what has been learned, reminder of the specific objectives of the meeting, new activities related to the subjects discussed and end of the meeting. Children also get a snack.

After each of the workshops, the facilitators discuss their observations, the way the activities were carried out and any adjustments to be made for the next meeting. They also qualify the participation of each child by identifying what he has learned, what he has not learned as well, what was his state of mind during the activities, etc. The child's caseworker then gets this information, so he can follow up during his individual meetings with the youngster and his family.

BASIC FACILITATION MATERIALS

Here is a list of items required at each of the workshops. This list constitutes the basic facilitation materials. Specific materials required for a given workshop will be identified if necessary.

- Lead pencils, colour pencils and felt pens
- Colouring books
- Pens
- Pencil sharpener and scissors
- Reusable adhesive
- White liquid glue and glue sticks
- White sheets
- Coloured ribbons
- Flipchart with markers
- Radio (to listen to preselected music)
- Participant's workbook (one Duo-Tang cover per child)
- Snacks and cleaning supplies (napkins, dishcloth to clean the tables, etc.)



Pre-group meeting – My foundation

According to the ARC approach, foster parents have a fundamental role to play with a child in placement until majority. As collaborators, they have to be there to support the child's participation in the group. Initially, foster parents provide the child with emotional stability, allowing him to invest himself in an introspection process in order to understand and give meaning to his placement. Then, the foster parents will support the child in this search for meaning to his placement, during the entire group process.

The pre-group meeting becomes essential to explain the running of group activities and to properly decipher the behaviors the children may adopt during their participation in the group.

Overall objective

- ✚ Make the foster parents aware of the different reactions the children may have after participating in the activities of the *Finding my treasure* group.

Specific objectives

- ✚ Be familiar with the particular activities carried out by the group.
- ✚ Name the possible reactions a child may experience.
- ✚ Develop strategies to support the children in their search for comfort and discovery.

Specific materials

- ✚ Agenda
- ✚ Calendar of the group's activities
- ✚ Letter for the foster families
- ✚ Pencils

First activity – Welcoming the foster parents

The facilitator greets the foster parents as they arrive. Once everyone is there, he asks the parents to give their names, as well as the name and age of the child in their care and the length of the placement.

Second activity – The children decorate their treasure chests

The facilitator asks the children to go to another room so the adults can talk to the co-facilitator about the running of the group. In the adjacent room, the children work on their treasure chest and listen to music while getting to know each other and the facilitator. The facilitator who is with the children, explains the purpose of the group, in words they can understand. He also offers them a snack. The children stay in the adjacent room until the parents finish activity four, which is the question period.

Second activity – Introducing the foster parents to the group process

The facilitator points out the important elements of the group. First, he explains that the activities are held during professional development days to allow the children to be emotionally prepared to participate in the activities. Then, he says that the full-day formula allows for shared quality time with the children and encourages open discussion with them. Finally, the management of transportation of the children is easier for the foster families, given their age.

The facilitator explains to the foster parents that feedback on a child's functioning is spontaneously given at the end of each day, that is why it is important for them to pick up their child. In addition, if a child needs special comforting, the facilitators make themselves available to the foster parents to give meaning to the child's personal experience and explore possible approaches to respond to his needs.

The facilitator provides clear instructions concerning the daily activities.

- ✚ The group starts at 9:30 a.m.
- ✚ The group ends at 3:00 p.m.
- ✚ Morning and afternoon snacks are provided by the facilitator.
- ✚ The children must bring their lunches (hot or cold).
- ✚ The children must have proper clothing to play outside.

Third activity – Schedule of activities

The facilitator provides the foster parents with the schedule of activities. He takes the time to read it with them and explains the meaning of each activity. He also hands out a document with instructions to the parents on how to write a letter to the child in their care. Despite its simplicity, this action often becomes an important moment in the group because the child has the impression that his foster family's affection is revealed to him.

The fosters parents are invited to join the group around 2:30 p.m., on the third day, to celebrate the presentation of certificates to the children.

Fourth activity – Question period

The facilitator invites the fosters parents to share their comments and suggestions. Questions are also welcomed. Those who don't have questions can join the children to admire their art work and then leave with their child.

Theme 1 – My commitment

Workshop 1: Knowing who I am, getting to know the others

Welcome (15 to 30 minutes)

- ☛ The facilitator welcomes each child and his foster family. He takes the time to answer questions from the foster parents and ensures that the child is comfortable with being separated from the adult.



NOTE TO FACILITATOR⁵

A colouring book is presented to each child. Colouring pencils are already in the center of the table. Children can colour while waiting for the other participants and in their free time.

Specific objective

- ✚ The child gets to know and understand the other participants.

Specific materials

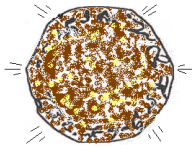
- ✚ Six sheets of the “Discovering my treasures” activity

First activity – Icebreaker (Qualities game) (15 minutes)

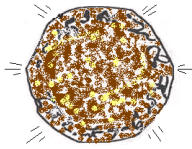
- ☛ The facilitator hands out a sheet to each participant. He gives the instructions for the icebreaker. In the right-hand corner of the sheet is a little treasure that represents you. Each of the gems represents one of your qualities. You have to write, beside the first two gems, some of your qualities. Beside the third gem, you have to write one of your characteristics that can be noticed, e.g., the colour of your eyes or hair, wearing eyeglasses or a watch, etc. The children have five minutes to fill their sheets.

⁵ Since the welcome ritual is always the same, details of this activity will not be repeated in the following pages.

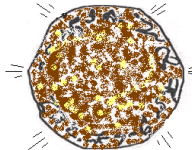
Discovering my treasures



A quality _____



A quality _____



A thing that can be noticed _____

- ☛ When all the children have filled their sheet, the facilitator picks them up, folds them in four and places them in a big box.
- ☛ The facilitator pulls one sheet at a time from the box and asks the children in the group to guess who it is. When a child is identified, the facilitator sticks the sheet up on the wall with reusable adhesive. In turn, the facilitator pulls out all the sheets until each child has been identified, and all the sheets are up on the wall.

Second activity – Purpose of the group (15 minutes)

- 🗨️ The facilitator asks the children what is their understanding of the purpose of the group. “Why are you participating in this group? What do you understand of this group?”
- 🗨️ The facilitator encourages each child to express himself. Then, he explains the purpose and the intended audience of the group, and posts the goal on the wall.

DESCRIPTION OF THE GROUP

The purpose of *Finding my treasure* is to allow children to give meaning to their placement while providing a place for discussion with other children experiencing similar situations, without any conflicts in loyalty. This group gives a sense of security to children who have experienced original and foster family break-ups. The aim of having a child participate in this group is to get him to reconstruct his story and continue to grow in his new living environment.

OVERALL OBJECTIVE

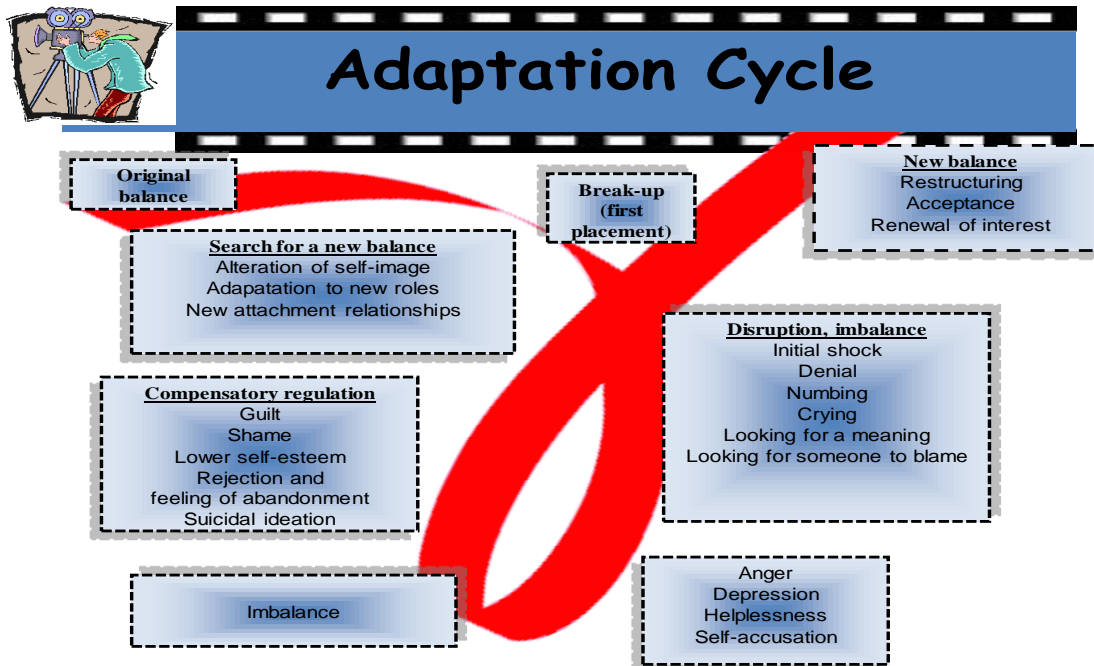
1. Get the children to identify and express their emotions in order to use appropriate adaptation strategies in moments of imbalance.
2. Get the children to develop adaptation and resilience abilities, throughout their moves to foster families.

- 🗨️ The facilitator explains that the group is intended for children placed in foster homes until majority and focuses on the basic concepts of the group:
 - Babies and children are precious and must be protected.
 - There are always very serious reasons to remove children from their parents.
 - These are always adult decisions.
 - Babies and children are never responsible for their placement (Lemieux, 2008).

Third activity – Identifying my current stage of adaptation (15 minutes)

- 🗨️ The facilitator posts the adaptation cycle poster on the wall and hands out a sheet to each participant.
- 🗨️ He explains that any person who experiences stressful events (and we are not talking here about writing an exam or making an oral presentation in school but we are talking about major events that create a lot of stress like removal from his family and placements in foster families or elsewhere, the death of a loved one, the divorce of his parents, etc.) must go through a period of adaptation before starting to return to balance.

- ☛ The facilitator explains and reads the adaptation cycle diagram.
- ☛ After the explanation, the facilitator asks the participants to highlight with a marker the stage they are at, based on their perception of things, and then goes around the table.



Snack and free time (15 minutes)

A snack is provided to participants during the break.

| | |
|--|--|
| | <p>NOTE TO FACILITATOR⁶</p> <p>Break is a time for facilitators to connect with children. It is also a time for recreation, for moving a little, playing outside or in the gym. Some children might prefer to colour or continue to decorate their treasure chest.</p> |
|--|--|

⁶ Since the snack/break time ritual is always the same, details of this activity will not be repeated in the following pages.

Workshop 2 – I board the ship

Specific objectives

- ✚ The child learns the basic rules that allow a group to function properly.
- ✚ The child agrees to participate in the group and follow its rules.

Specific materials

- ✚ Operating rules' poster
- ✚ Poster of the boat for boarding
- ✚ Small treasure chests with the name of each participant

First activity – Operating rules (15 minutes)

- 🧠 The facilitator places the operating rules' poster on the wall and hands out an exercise sheet to each participant.
- 🧠 The facilitator asks the children to think individually for five minutes and write about their understanding of rules concerning confidentiality, commitment and right to speak.

Confidentiality means:



Commitment means:



Right to speak and to be heard means:



Our group rules:



- 🧠 The facilitator leads a group discussion and asks each child to share his thoughts with the others. He writes the comments of the children for each of the themes on the board.
- 🧠 He concludes by getting all the children to adhere to the group's operating rules.

Second activity – What I commit to on the boat (30 minutes)

- The facilitator puts the poster of the boat on the wall. He explains that the boat represents the group and that the children will board it to participate in the group. Each child must agree to respect the group's operating rules in order to make participation enjoyable.
- The facilitator stands beside the poster of the boat. He places the operating rules' poster close by.
- The facilitator picks a small marked treasure chest, at random, and asks the child to join him in front of the group.
- He asks the child if he commits to follow the group rules. When the child agrees, the facilitator asks him if there is a rule he finds more difficult to follow. If so, the facilitator asks the child if he wants the facilitators and the participants to help him improve.
- The facilitator puts reusable adhesive on the small treasure chest and asks the child to board the boat.



Raphael

Third activity – Decorating my treasure chest

Whenever there is some free time, the facilitator gives the children the opportunity to continue working on their craft project.

Lunch (60 minutes)



NOTE TO FACILITATOR⁷

Lunch is also a time for facilitators to connect with children. Lunch time is also meant for recreation, for moving a little, playing outside or in the gym.

⁷ Since the lunch-time ritual is always the same, details of this activity will not be repeated in the following pages.

Workshop 3: My significant persons

Specific objective

- ✚ The child identifies the significant persons around him with whom he shares different activities.

Specific materials

- ✚ Significant persons' poster
- ✚ Legal size paper (8.5 x 14) [3 sheets per participant]
- ✚ Small precut boats (6 per participant)
- ✚ Small precut gems (6 per participant)
- ✚ Small precut treasure chests (1 per participant)

First activity – Identifying my significant persons (25 minutes)

- 🧠 The facilitator puts the “My significant persons” poster up on the wall with reusable adhesive.
- 🧠 The facilitator takes 3 sheets (8.5 x 14) and glues them one after another. He places the small treasure chest in the upper right part of the sheets and writes the name of the child.
- 🧠 The facilitator gives instructions for the activity.
- 🧠 The child identifies the significant adults around him and represents them with the boats. He glues the boats on the left of the sheet, one behind another, and writes who it is on the right of the sheet.
- 🧠 The child identifies the significant children around him and represents them with gemstones. He glues them on the left of the sheet, one behind another, and writes who it is on the right of the sheet.
- 🧠 The facilitator asks the children to work on the project by themselves for 15 minutes before sharing it with the other participants.

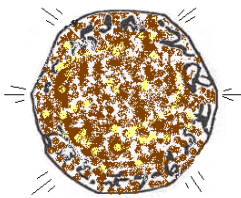
My significant persons



Me, precious child



Important adults



Important children

- ☛ The facilitator puts the children's creations up on the wall. He asks each child to explain his artwork and name the significant persons around him.

Workshop 4 – My self-esteem

Specific objective

- ✚ The child discovers the self-image others see.

Specific materials

- ✚ Large roll of paper for tracing each child's body silhouette
- ✚ Felt pens and colour pencils
- ✚ Eraser
- ✚ "My qualities" sheet

First activity – My silhouette (60 minutes)

- 💡 The facilitator cuts sheets of paper according to each child's height. He places the sheets on the floor.
- 💡 The facilitator asks the children to find a partner for the activity.
- 💡 The facilitator asks one child per team to lie on the sheet of paper. With a lead pencil, the other child in the team traces the silhouette of the child lying on the paper. This is done in turn.
- 💡 When all the silhouettes have been traced, each child is invited to colour the face and clothing on his own silhouette.
- 💡 The facilitator puts all the silhouettes on the wall once they are completed.

Snack and free time (15 minutes)

Second activity – My qualities (45 minutes)

- ☛ The facilitator hands out the “My qualities” sheet to each child. He gives instructions for the activity. First, he asks each child to think individually about his qualities and to circle them on the sheet.

| <u>My qualities</u> | | | |
|----------------------------|---------------|---------------|------------|
| honest | creative | active | |
| | helpful | | determined |
| polite | loving | funny | |
| | hopeful | | attentive |
| brave | neat | curious | |
| | patient | | calm |
| cheerful | sociable | sensitive | |
| | understanding | | good |
| loyal | hardworking | accommodating | |
| | generous | | fast |

- ☛ In turn, he invites the children to come to the front besides their silhouette. He now asks each participant to name a quality they see in the child standing at the front. The facilitator writes all the qualities the group attributes to the child. Then he asks the child to name the quality that best represents him and writes it at the top of the page.
- ☛ The facilitator concludes by asking the child if he was aware that he had all these qualities.

End of the first day – Welcome of the foster families



NOTE TO FACILITATOR⁸

The welcome of the foster families is an excellent opportunity to discuss the child's functioning during the day, his possible reactions and how to deal with them in daily life.

⁸ Since the end of day ritual is always the same, details of this activity will not be repeated in the following pages.

Theme 2 – Self-regulation

Workshop 5 – My Infansea

Specific objective

- ✚ The child determines his life trajectory: his break-ups and related adaptation.

Specific materials

- ✚ Participant's workbook
- ✚ Several pictures of the different boats
- ✚ Several pictures of the different islands
- ✚ Several pictures of the precious babies
- ✚ Paper punch
- ✚ Coloured ribbons

First activity – Reading of the story (10 minutes)

- ☞ The facilitator asks the children to lie down on the floor, forming a star, to listen to a story. He dims the lights, and sits on a chair in the circle.
- ☞ The facilitator starts reading, expressing emotions as the story unfolds.

My Infansed⁹



Once upon a time, a tiny soul sat on a cloud. It was watching people on Earth and was very eager to join them. It was looking forward to paddling a kayak, playing, laughing, eating fruits, etc.

One day, it was told that it was its turn to become a pretty little baby. At last, it could embark on the amazing journey that would take it from birth, to childhood to the rest of its adult life.

Before leaving, it was told that all new human babies were precious and important beings that deserve to be protected and loved regardless of how attractive, intelligent or talented they are. It was also told that at the beginning of its life, it would not be able to survive on its own or do all the things it watched so keenly, right away. Little human babies are wonderful, have a lot of potential, but are very vulnerable at the beginning of their lives.



They are not able to feed themselves or protect themselves or take care of themselves, yet. They have a lot of things to learn before being able to survive by themselves. The tiny soul was told that the beginning of its life would be like a long journey on a boat. This journey would take it across some kind of ocean between two continents: the one of its birth and the one of its arrival in the adults' world.

In order to survive, grow and learn, the tiny soul would travel on a boat called a family. On this boat, two adults would be like captains and known as a daddy and a mommy. The tiny soul could be totally confident that they would love it, feed it and take care of it.

They would be responsible for ensuring its survival, keeping it in good health and taking it safely across the ocean.

Since this is exactly what he had been told would happen, the little baby slowly drifted to sleep, feeling safe.



Suddenly, he woke up with a jump, in a panic. He was in the water, the boat had capsized . . . and the captain was gone . . . He was very very frightened – afraid of drowning, afraid of dying. This wasn't supposed to happen like this. He didn't know what to do.

As he was about to drown, he was rescued by another boat. There was another captain on this boat, and a lot of little babies like him that were found floating in the water. Exhausted, starving and worried, he had no choice but to get aboard this unknown boat.

⁹ This analogy is the written property of Johanne Lemieux (2008), *L'adoption internationale : Démystifier le rêve pour mieux vivre la réalité*. Recueil de textes, Un guide pratique pour les parents adoptifs et les intervenants en adoption internationale, Bureau de consultation en adoption de Québec.

The little baby stayed on this boat for a while. Just as he was starting to have a bit of trust in the new captain, there was a big storm and the boat ran violently aground on a beach.

Shaken and traumatized, he grabbed hold of another boat. This one sailed for a while, before finally sinking to the bottom of the sea.

With great difficulty, the little baby swam and without really knowing how it happened, found himself on a beach, alone.

There he was tiny and naked, thinking to himself: *“What is happening to me? I expected to go through my childhood on a nice boat with two nice captains who were supposed to love me, feed me, protect me, teach me the most important lessons in life and take me to the other side of the Infansea safely.”* Is it my fault? Is something wrong with me? Am I less important and less valuable than the other babies? Why have other babies stayed on the same boat with the same captains and not me?

He was so sad that for a minute, he had doubts about really wanting to cross such a dangerous ocean. What good would it be to spend all this time suffering for maybe one day landing on the adults’ continent?

Yet, a small inner voice, like a flame that refuses to die, pushed him to survive anyway. He realized that to achieve this he had no choice but to wait for another boat. He was still too frail and too small to successfully cross the ocean alone, without the help of a captain. However, he decided that this time if a boat came his way, he would take control of it and would never again trust the captains. That way, he would never end up being vulnerable, weak or abandoned . . .

After a while, a nice boat came by. It looked sturdy, and its captains were smiling. Regretfully, but with a deep desire to survive, the little baby accepted the two captains’ invitation to get on this new boat. These two captains spoke softly and told him that they had been looking for a long time for a little sailor like him to love and reassure and be part of their crew. They were really looking forward to showing him how wonderful the universe was.

Still in shock, listening without hearing, the baby’s thoughts were elsewhere. Never again would he allow himself to be pushed around. At the beginning, this new boat would simply be a lifeline, nothing else. The baby would be very careful. He would watch the captains day and night for fear that they would not be dependable, knowledgeable, reassuring. Fearing that these new captains would be like the others who left the boat without even telling him, leaving him in great danger. Before loving them, trusting them and allowing himself to feel safe, the baby would test their navigation skills, their integrity, their kindness by sometimes being nice and sometimes unpleasant, or by being challenging at times or by misbehaving. If need be, he would attack the wheelhouse to take their place in case of danger.



Second activity – Discussion on the children’s personal experiences (5 minutes)

💡 The facilitator asks each child if he relates to the story. He also asks the children to describe their transfer experiences.

- What is happening to me?
- Why is it happening to me?
- Is something wrong with me?
- Is it my fault?

During this discussion, the facilitator takes the opportunity to teach the participants about biological parents and parents with heart. Generally, parents play the two roles. It sometimes happens that biological parents, after giving birth, find it difficult to protect their child properly. That’s when the adults decide to entrust their precious baby to the care of parents with heart.

💡 What is the difference between biological parents and parents with heart?

Biological parents give life! That’s quite something! Parents with heart protect children from dangers and support them in their discoveries. They marvel at their children. When these children are sad, scared or hurt, parents with heart are available to comfort them.

Third activity – Craft project on the children’s life trajectory

My family boats

- ☛ Then, the facilitator asks the children to establish a link between the foster families where they lived and the quality of their feeling of security and the quality of the boat.



My shipwrecks

- 💡 The facilitator also asks the children to identify the periods when they felt shipwrecked.



Me, precious baby

- 💡 The facilitator asks each child to draw a circle around the precious baby that looks like him on the “Precious baby” sheet.



- ☛ The facilitator explains the craft project to the children.
 - ⇒ Choose the boats and the islands in the order of their life trajectory.
 - ⇒ Write the name of the foster family on each of the boats and islands.
 - ⇒ Cut out the precious babies that represent them and put them on the boats and the islands.
 - ⇒ Punch holes in the four corners of the boats and islands' sheets.
 - ⇒ Insert the ribbons to make a long scroll.

- ☛ The facilitator puts the craft projects up on the wall and invites each of the children to share their placement experience.

Snack and free time (15 minutes)

Workshop 6 – Giving meaning to my placement

Specific objectives

- ✚ The child understands that several factors lead to placement.
- ✚ The child identifies the factors that contributed to his placement until majority.

Specific materials

- ✚ “Giving meaning to my placement” poster

First activity – Explanation on the reasons for a placement (20 minutes)

- 💡 Using the “*My Infansea*” analogy, the facilitator starts by asking the children to look back on their break-up experiences – at the time of their first placement and subsequent transfers, if any. He asks these questions:
 - Why does a child go into placement?
 - What makes a child go into placement?
 - Is there only one reason for a child to go into placement or is it a series of factors that lead to the placement of a child?
- 💡 The facilitator asks the children to turn to the page titled “A meaning to my placement” in their workbook. He presents the following theoretical content to the children to make them aware of the different factors that contributed to the first placement:
 - The child’s needs,
 - The parents’ difficulties,
 - The family’s resources,
 - The family ordeals, unexpected or not, that made a significant difference in their lives.

Theoretical content

Child – Flower

Children can have specific needs related to their condition: illness, disposition, handicap and personal difficulties.

Parent – Gardener

Parents can experience personal difficulties that affect, at times, their parenting skills, which make them incapable of taking care of their child with specific needs. Here is a potential list of a few of these difficulties:

- alcoholism,
- drug addiction,
- mental disorders,
- emotional dependence,
- spousal violence.

Resources – Garden

The quantity and quality of the family's resources can influence the parents' living conditions and competence: material and relational support of the extended family and network of friends, poverty, single parenting, isolation, availability of support services are all important elements to consider when assessing this aspect.

Weather forecast – Tragedy

Some situations, sometimes unexpected, sometimes not, that arise in the lives of parents and are not relevant to their parenting skills, can affect the life trajectory of the parent-child relation. Think of:

- the serious illness of a family member,
- the death of a family member,
- the house burning down,
- a natural disaster that affects the family (e.g., during a drought, loss of the vegetable garden that feeds the family).

☛ Then, the facilitator invites the children to think about the factors that contributed to their placement, and to the fact that they weren't able to return to their family and to discuss this among themselves.

- The facilitator puts the posters up on the wall to stimulate discussion. He takes each picture and asks the participants which factors (weather, child – flower, parents’ and community resources, my parents gardeners) may have contributed to their placement.

I give meaning to my placement

Weather



Child – Flower



Parents’ and community resources



Parents - Gardeners



Second activity – Discussion on the reasons for my placement (20 minutes)

- ☛ The facilitator starts a discussion on the topic of my perception of my placement. Placement is perceived differently by everyone: the child, the parents, the foster parents, the DPJ (*Direction de la protection de la jeunesse*) workers, etc. The truth lies in harmonizing all of the perceptions, depending on which angle the placement is looked at.
- ☛ The facilitator asks the children to identify their perceptions of the reasons for their placement.

End of the activity

Lunch and free time (60 minutes)

Workshop 7 – My survival and my adaptation strategies

Specific objective

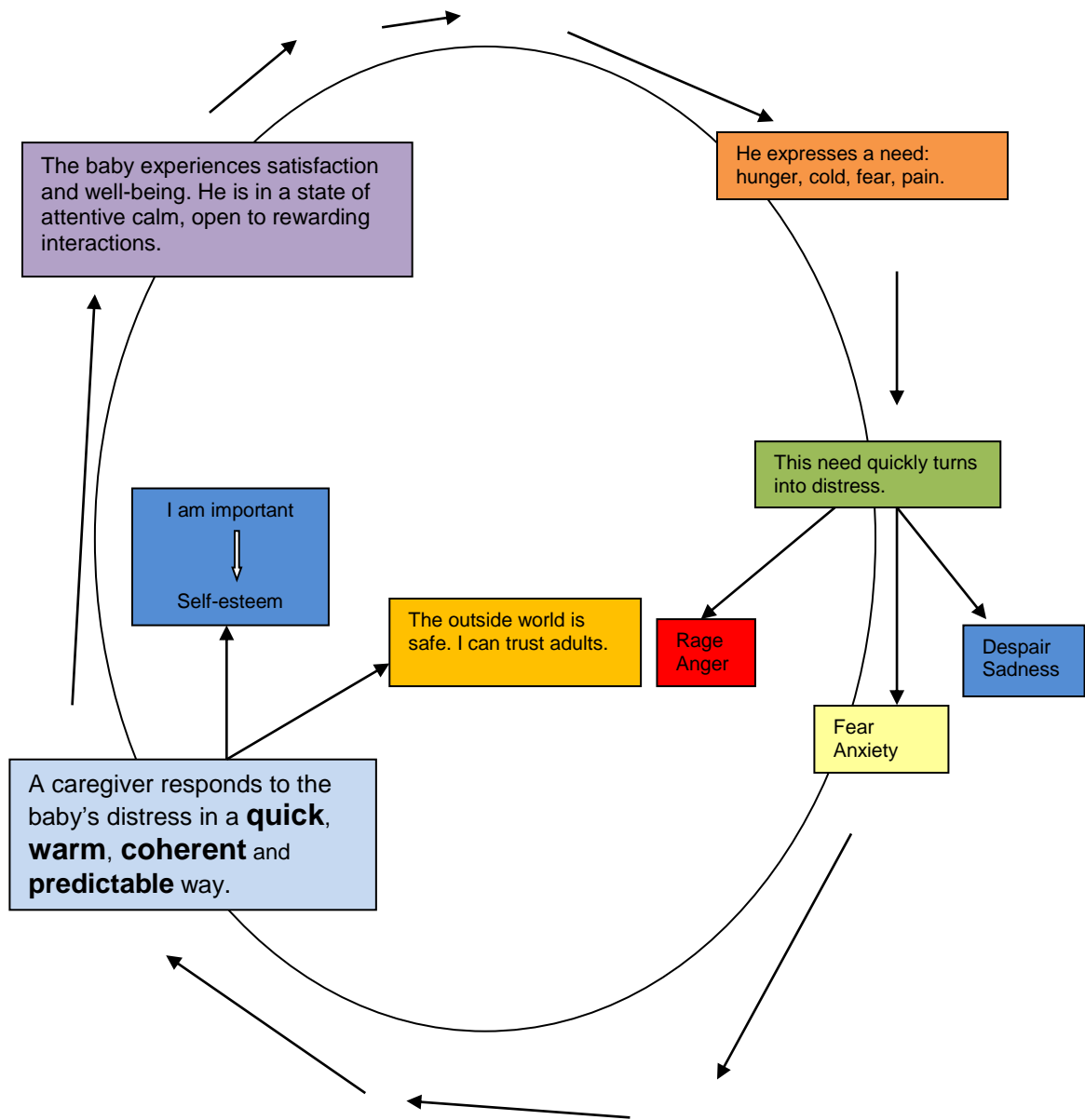
- ✚ The child understands the strategies he adopted to survive to negligence, abandonment or violence.

Specific materials

- ✚ Attachment process poster (Response to distress)
- ✚ Attachment process poster (Non-response to distress)
- ✚ Attachment styles poster

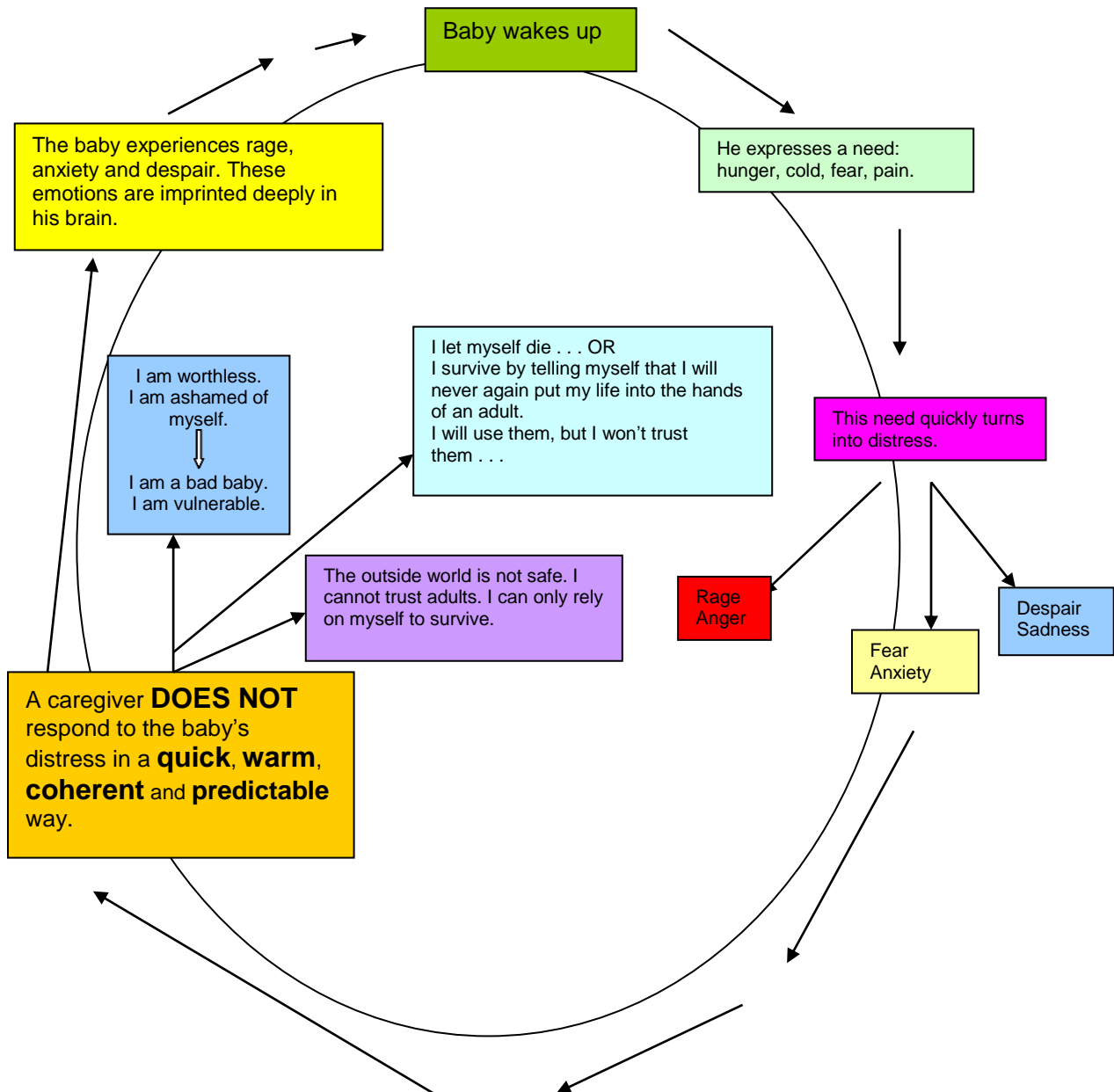
First activity – Attachment cycle (20 minutes)

- 🧠 The facilitator puts “The attachment process – The response” poster up on the wall, and asks the children to open their workbook.
- 🧠 The facilitator explains to the group how to make a precious baby feel secure. He explains in detail, “The attachment process – The response to distress”.
 - ⇒ The child learns to identify his emotions.
 - ⇒ The child identifies the intensity of the emotions he associates to his placement and situations of distress.
 - ⇒ The child expresses the emotions he associates to his placement.



Non-response to distress: Baby is alone . . .

Baby falls asleep from exhaustion.



Second activity – Identifying my survival strategies (20 minutes)

- 🧠 The facilitator puts “The attachment process – The non-response” poster up on the wall, and asks the children to open their workbook.
- 🧠 The facilitator explains to the group how to make a precious baby feel secure. He explains in detail, “The attachment process – The non-response to distress”.
- 🧠 The content that follows is related to the impact on the functioning of the brain of the difficult situations experienced by the child in his original environment and is introduced this way – No two people will react in the same way to the same situation:
 - Some may choose to **ESCAPE** reality;
 - Others may be so **FRIGHTENED** that they chose not to do anything, not to say anything and wait;
 - Others may choose to become **AGGRESSIVE** because of the anger they are experiencing.
 - Others may choose to become **CHARMING** because of the anger they are experiencing.
- 🧠 **The positive aspect of adaptation is brought up:** over a lifetime, imbalances are part of human development. Everyone experiences them, the difference between the children and other people is that they (the children) experience these imbalances earlier in their life.
- 🧠 Up until now, they have adopted certain adaptation strategies that have allowed them to survive and protect themselves from dangerous situations. These adaptation strategies are sometimes good, sometimes not (self-mutilation, drug use and aggressiveness can be given as examples).
- 🧠 These behaviors are all adaptation strategies they may have adopted to survive and protect themselves from dangerous situations (like moving to an unknown environment and living with people they don’t know).
- 🧠 There are no bad adaptation strategies, in the sense that they are all appropriate based on the situations experienced at different stages of life and the individual’s temperament.
- 🧠 The child who has experienced situations of neglect, of violence or both, has developed different adaptation strategies, also called defence mechanisms, one of which usually prevails over the others depending on the child’s temperament:



- 🧠 What becomes inappropriate for an individual is the fact that the strategy he used to survive resurfaces in all the events of his life (e.g., a child in a foster home learns that he will not get his mother’s visit, his strategy will transform in anger directed to the foster mother).

Third activity – Attachment styles (20 minutes)

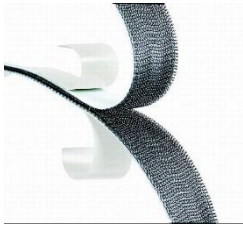
- 💡 Our brain allows us to make changes and to adapt to any situation by adopting appropriate strategies and making positive life CHOICES.
- 💡 The facilitator puts up the “Attachment styles” poster and asks each child to imagine that a tiger enters the room. How would he react to this imminent danger in order to survive? Would he be:
 - Solo?
 - Velcro?
 - Sumo?
 - Helpful?

The masks I use to cope with danger¹⁰



Solo

If I show that I need someone or that I am distraught, I will more than likely bother somebody or be rejected. It is better to hide my negative emotions and be self-reliant. To be close is to be rejected.



Velcro

I never know if my needs will be met. It is only when I loudly express my distress, my anger that someone takes care of me. To be close is to be overwhelmed and to keep at a distance is to be abandoned.



Sumo

I am helpless and unable to control myself. I cannot rely on the people around me to guide or help me because they are not available or can harm me. It is better for me to take charge of everything by dominating the people around me.



Helpful

I am helpless and unable to control myself. I cannot rely on the people around me to guide or help me because they are not available or can harm me. It is better for me to take charge of everything by taking care the people around me.

¹⁰ Inspired by the M.O.I. (2011) defined by Johanne Lemieux and Daniel Breton.

- The facilitator asks the child to write his thoughts in his workbook. Once this is done, he is invited to share them with the group.

Snack and free time (15 minutes or more)

Workshop 8 – Experiencing and expressing my emotions

Specific objectives

- ✚ The child learns to identify his emotions.
- ✚ The child learns to identify the intensity of the emotions he associates to his placement and situations of distress.
- ✚ The child expresses the emotions he associates to his placement.

Specific materials

- ✚ Emotions cushions
- ✚ Emotion rope

First activity – Emotions cushions (60 minutes)

- 💡 The facilitator asks the children if they are familiar with their emotions. He explains that emotions signal that something is happening inside us. The different emotions are like a musical instrument. He goes on to explain that we will do an activity to ensure that our emotion instrument is well tuned.
- 💡 The facilitator invites the children to do “The emotions cushions” activity. Using cushions representing the four basic emotions (**anger, sadness, fear and happiness**), the children are asked, in turn, to take each of the cushions and describe a situation in which they experienced the emotion corresponding to the cushion.



NOTE TO FACILITATOR

The facilitators also join in the activity by choosing an episode in their childhood and sharing it with the entire group.

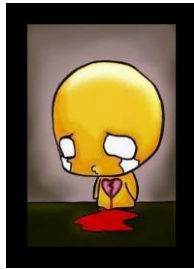
The emotions cushions



Anger



Fear



Sadness



Happiness

- ☛ The facilitator touches briefly on the emotion of shame which is very present among children, especially those who experienced early break-ups as if they had failed, while being a baby, to keep at their side an adult that would protect them.
- ☛ However, shame is not measurable in intensity. It is important to start with anger, which is more accessible to youngsters, and continue with sadness, fear and happiness.



Shame

Second activity – Intensity of the emotions rope (15 minutes)

When the children have finished the emotions cushions exercise, the facilitator places the emotions cushions on the floor, next to one another, in the following order: anger, fear, sadness, happiness. He asks the children to sit in a semicircle around the cushions. He then introduces the anchor to the children. The anchor represents the depth of the emotion. The rope and the knots represent its intensity. The closer a knot is to the anchor, the more intense the emotion is and the closer a knot is to the end of the rope, the less intense the emotion is.

☛ The facilitator asks each of the children to stand in the semicircle, take the anchor and hold it over each of the cushions, in turn. When the anchor is held over a cushion, the facilitator asks the child to identify the intensity of the emotion he experiences with regard to his placement in a foster family.

☛ The facilitator asks the children to listen to the child doing the activity.

Third activity – Expressing my emotions with regard to the placement (10 minutes)

With the entire group, the facilitator leads the discussion and sums up how the children experience their placement. He asks the children how they could express their emotions with regard to their placements to the significant adults in their lives, namely their foster family or their parents.

End of the second day – Welcome of the foster families (20 minutes)

The facilitator greets the parents coming to pick up their child. The facilitator reviews the strengths and the difficulties of the child during the day. He can also discuss the child's reactions with regard to his placements. The facilitator warns that the child may regress in his behaviors. This is a normal reaction and becomes a good opportunity for the foster parents to reconfirm their commitment to the child.

The facilitator reminds the foster family that he needs the letter written for the child at the beginning of the next day.

Theme 3 – Competencies

Workshop 9 – My legacies

Specific objectives

- ✚ The child identifies the educational legacies from his previous living environments.
- ✚ The child identifies his abilities to adapt to different living environments.

Specific materials

- ✚ *The Jungle Book 1* movie
- ✚ Popcorn
- ✚ Soft drinks
- ✚ My adaptation abilities sheet

First activity – Watching *The Jungle Book 1* movie (90 minutes)

- 🗣️ The facilitator invites the children to sit on the floor, with their coat to be comfortable while watching the movie. He asks the children to pay attention to the different characters who will take care of Mowgli. The movie will last one and a half hour.

During the movie, the facilitator serves popcorn and soft drinks.



NOTE TO FACILITATOR

While watching the movie, certain children may need reassurance. It is strongly recommended that facilitators be receptive to the stress the movie may cause and ensure they provide proper reassurance to the child. Sometimes it may be necessary to touch the child or even have him sit on your lap while watching the movie.

Snack and free time (15 minutes)

Since the snack was eaten during the movie, the facilitator invites the children to go play outside or in the gym, depending on the weather and the children's wishes.

Second activity – The adaptation abilities (15 minutes)

The facilitator asks the children to open their workbook. In the “My adaptation abilities” activity, he asks the children to match their previous living environment to the different environments where Mowgli grew up. Next, he asks them to indicate what they have learned in each of these environments, while explaining that these left legacies and that they carry all these abilities with them. This reflection is done individually and shared with the group afterwards.

My adaptation abilities

Different environments

What I learned



Protect and love



Lifesaver, caseworker



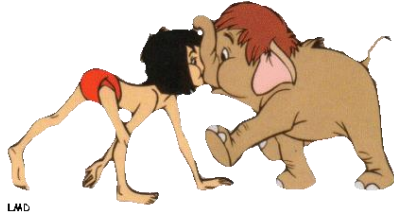
Danger



Danger



Fun and affection



Discipline, rules



Acquaintances, friends



Foster family

End of the workshop

Lunch and free time (90 minutes)

Workshop 10 – My new attachment relationships

Specific objectives

- ✚ The child can say how important he is in his living environment.
- ✚ The child expresses his emotions and his commitment to his living environment.

Specific materials

- ✚ Letters from the foster family
- ✚ Writing paper
- ✚ Envelopes

First activity – Receiving an affectionate letter from my foster family (10 minutes)

The facilitator hands out the letters written by the foster families to the child in their care. He allows the children enough time to read and fully understand the message. Then, the children are invited to share the content of their letter.

Second activity – Replying to my foster family with an affectionate letter (30 minutes)

- 🗨 The facilitator invites the children to reply to the letter from their foster family with a message or a drawing, or both.
- 🗨 The facilitator explains that it is important to apply themselves because the foster families will soon be here, and that they will have the opportunity to give them the letter.



NOTE TO FACILITATOR

The facilitator can provide support to help a child write his letter.

End of the workshop

End of the group meeting – Conclusion and goodbye

Specific objectives

- ✚ The child evaluates what he has learned in the group.
- ✚ The child hosts his foster family.

Specific materials

- ✚ Cupcakes
- ✚ Disposable napkins
- ✚ Coffee, sugar, milk, stirrer sticks, coffee maker
- ✚ Juice
- ✚ Satisfaction evaluation forms
- ✚ Certificates for the children

First activity – Preparation for the foster families welcome (20 minutes)

- 💡 The facilitator asks the children to help him prepare the room for their foster families' welcome. Four tables are set up and the treasure chest, which serves to identify where a family will be seated, is placed in the middle of the table. One table can be used for two families.
- 💡 The facilitator tells the children that they will have to greet their foster family when it arrives and bring it to its table.
- 💡 At snack time, they will also wait at the tables and serve the cupcakes, as a token of appreciation.

Second activity – Evaluation of the group's satisfaction (20 minutes)

When all the tables are ready, the facilitator invites the children to get together, one last time, and evaluate the group. He explains that this evaluation is necessary to improve the activities carried out during the three days of the group.

The facilitator hands out the satisfaction evaluation forms. He reviews each activity of the group and asks the children to share their appreciation out loud. They are also asked to indicate their level of appreciation on the form. When the children are done, the facilitator collects the evaluation forms.

Third activity – Sharing my experiences with my foster family (30 minutes)

The facilitator and the children greet the parents as they arrive. The children bring the families to their designated tables. They go around the room and explain the different activities carried out during the group.

When they return to their table, the children reveal the content of their treasure chests to their foster families.

The facilitator goes to each table and ensures he answers all the questions from the foster families concerning their child's functioning.

Fourth activity – Presentation of the certificates (30 minutes)

- ☛ The facilitator asks for everyone's attention. Each child is invited to serve a snack to his guests. When all the families have been served, the facilitator calls each child, in turn, to the front and asks him to face the audience.
- ☛ The facilitator points out the child's strengths while participating in the group.
- ☛ The facilitator presents the certificate and invites the foster parents to take a picture.

Once all the certificates have been handed out, the foster parents and the children are invited to take all the craft projects that were completed and their treasure chests with them.

End of the group

The facilitator thanks each child individually for his participation in the group and wishes him good luck with the remainder of his journey.

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