

# Project "Styrket Indsats": Positive practice

This is an overview of the 14 residential institution's discovery of positive practice, based on their own reflections and interviews with children, young people, parents and teachers. The positive practice can be linked to the professional's role and relation to the child and other professionals (left side) and the professional's support to the child's personal development and opportunity to be part of social communities (right side). The positive practice is both found at the residential institution (top) and at the school (bottom). Parents can play a positive role in their relation to the child and cooperate with both school and residential institution.



## Social Educator and the child

Persevering adults signals faith in the child

We must ask open questions to understand the young people's needs

They see the children as equals

Social educators ask about school

Consult on problem solving rather than solving the problems for them

Building bridges to school offers and helping the child/parents by translating the system provides security

The child needs to know that the adult is there, no matter what - it can be enough that the child knows where it can get help

The child needs a close relation with an adults and one-on-one time. Do things together because we want to - without an agenda

Evaluate situations with the child

Other adults should also support the professional work

Make actions plans + share knowledge

Information flow between teachers and social educators

Mutual honesty and openness between internship and the young person

Canteen staff and school leader who listen and believe the child motivates

Talk nice to the children

We know the children - vulnerable children are helped best by adults they know well. Helps and shows special treatment without the pupil feeling exposed

Teachers who are personal, persevering and who explain the assignments in new ways until the pupils understand

Teachers who acknowledge, follow up and praise motivate learning. E.g. by being observant and noticing if the child is sad, look the child in the eyes, be available, say good morning, ask questions, be honest and can apologize

## What we do as professionals

Remind the child of previous successes

Authentic adults, that go the extra mile, e.g. cancel p-meeting to talk

Talk about the positive things with the child

Parents support the school by participating in meetings, helping with homework, ask the child about school

We prepare the parents for their role in the cooperation

We take responsibility and make sure that the parents are informed about school. E.g. by reading letters from the school out loud/translating

Good relation between parents and professionals - e.g. by the professionals praising the child to the parents

Cooperation with foster families is the inspiration for the cooperation with residential institution

Family school provides the parents with tools to help their child

Dialogue about challenges

Education customized to where the individual child is now

Learn more when it is active and less academic e.g. go with janitor, visit museum

Small classes are best

Rewards system, such as computer time or alone time with a teacher, helps

The child is involved in making plans for his/her school day

## The teacher and the child

Teachers who take the time makes the child feel understood

Teachers who are concerned with both teaching and the child's wellbeing motivates the children

## Residential Institution

Fixed routines. Good mornings where you meet happy people. Fixed morning and evening rituals.

Common reflections on the future between social educator and child. A plan that represents faith and motivates the child

Documentation of the child's abilities and celebration of results

Role model - Give them someone to mirror, who has finished an education.

Help with social abilities is important to be able to learn

Class event for pupils and parents

Recreational activity where you are not judged

Communities represent accept and the foundation for normality

Community for children in and out school

A quiet space, where you don't have to think about what others are thinking

Help understand what a "normal" family is

It helps being reminded about the good that you have done

Create clarity about why I am institutionalized (understand background)

## Parents

Align expectations with the parents

Common ambitions for the child + involving the child.

Support from biological-/foster parents creates the foundation to handle the rest

Siblings can be role models/support school attendance

Days with the parents have a positive influence for the school day, if the child is looking forward to it

Praise makes the child want to go on. Need to feel own successes.

What the young people DO NOT want for the future (e.g. living in a residential institution), can also motivate

Have goals and dreams for the future. An inner motivation.

## School

Continuity, predictability and fixed structure = know the rules of play and the program for the day

Active and alternative learning, with humor. E.g. internship or other things that gives successful experiences

There should be expected more from the child - focus on potential

## Social communities outside school

Help solve conflicts

Help put words to feelings

Participation in social communities

Important that the friends know the children's needs and can help

Friendships create motivation for attending school

## Social communities at school

The school can be a quiet space from everything at home

When others believe in you, you dare to believe in yourself

**This is how we support the child's development**