

# CYC-Online

e-journal of the International Child and Youth Care Network (CYC-Net)



**A Journal for those who live or work  
with Children and Young People**

**Issue 251 / January 2020**

ISSN 1605-7406



# Contents

<b>Editorial: Thanksgiving and Giving Thanks.....</b>	<b>3</b>
<i>Martin Stabrey</i>	
<b>Four Questions for 2020.....</b>	<b>7</b>
<i>Kiaras Gharabaghi</i>	
<b>Delivering the Medicine.....</b>	<b>15</b>
<i>Jack Phelan</i>	
<b>Key working and the quality of relationships in secure accommodation .....</b>	<b>19</b>
<i>Amy McKellar and Andrew Kendrick</i>	
<b>Pain and All the Rest.....</b>	<b>39</b>
<i>Hans Skott-Myhre</i>	
<b>The resilience of children in care: The influence of adult attachment figures.....</b>	<b>47</b>
<i>Lorea Boneke</i>	
<b>An Endangered Profession .....</b>	<b>57</b>
<i>Barrie Lodge</i>	
<b>Postcard from Leon Fulcher .....</b>	<b>62</b>
<b>Information.....</b>	<b>67</b>

In association with



**January 2020**  
ISSN 1605-7406  
**2**

# Thanksgiving and Giving Thanks

**Martin Stabrey**

It's 29 November 2019, Thanksgiving Day in the USA (and not the same day as in Canada I am told). A bit early to be starting the editorial for the January 2020 edition (no. 251) of *CYC-Online*. Maybe. But the idea of Thanksgiving and giving thanks got me thinking. In South Africa, where I live, we don't celebrate Thanksgiving Day (Halloween and Black Friday is somehow more appealing). I suspect some of us down here might know a little about Thanksgiving, but dare I say we don't really have much of an understanding of what the celebration of Thanksgiving is really all about.

Looking back at 22 years of CYC-Net and 250 monthly editions of our journal, *CYC-Online*, I am reminded of and thankful for the privilege of being along for the ride, and having been a part of the events that, in some small way, might have contributed to CYC-Net often being described as "the best CYC resource in the world".

It was in the mid-1970s, long before the internet age that Brian Gannon, the late co-editor and co-founder of CYC-Net established the National Association of Child Care Workers (NACCW) in South Africa. Brian loved to read. And he loved to write. And he loved to talk with people about it. So it pretty much followed that the NACCW started producing the first professional journal in South Africa for people working with children in



**January 2020**  
ISSN 1605-7406

care. *The Child Care Worker* was first published in 1975. Each quarterly edition was a very simple double A4 or Letter-size sheet, folded in half. Brian would find the material, take the pictures, and on an old IBM typewriter, design and type it onto a Roneo stencil which he then duplicated and posted to hundreds of child care workers around South Africa. It was communication and networking 1970s style! Fast forward a few years and I would become part of the journal's production "team". I wasn't much good at typing (I was 11 years old), but I could turn the handle of a Roneo machine, and I could fold paper!

A decade later and the journal was now a full A4 size, 32 pages and published monthly. My position had been "upgraded" – I was now part of the IT that managed the monthly subscriptions and mailing (to over 3 500 people). Every month, one of my duties was to find a group of CYC people from one of the residential centres in Cape Town (usually a couple of adults accompanied by two dozen children) to come to Brian's home to take part in the elaborate ceremony of inserting journals into envelopes, attaching address labels, sealing the envelopes and then sorting them according to a destination region for mailing. It was at these monthly sessions that I first met and connected with many of the CYC people that today still form part of the fabric of CYC in South Africa – and the world. And the journal, now called *Child and Youth Care Work*, is still published by the NACCW. It was, in many ways, the torch bearer for *CYC-Online* when the internet age arrived in the mid-1990s.

And as reading and writing has the power to connect, so does the simple act of meeting people and talking. As anyone in CYC knows, the most meaningful connections are often formed at CYC conferences! 😊 In the 1980s in South Africa, international conference speakers were a new and rare event. In 1987, a Canadian by the name of Dr. Thom Garfat was



**January 2020**  
ISSN 1605-7406



invited by Brian and the NACCW to visit South Africa to speak at the NACCW Biennial conference in Johannesburg. It would be Thom's first of many visits to the country. In a time before video conferencing, it was these short periods of personal connection around conference time in South Africa that undoubtedly laid much of the groundwork in Brian and Thom's decision to start CYC-Net. I first experienced a CYC conference in South Africa in 1983, stamping the entry tickets. I have since had the privilege of attending many CYC conferences around the world, making new friends, reconnecting with old friends and learning from valued colleagues.

From this month, as I follow my friend and colleague James Freeman as Managing Editor of *CYC-Online*, I am reminded and thankful to Brian and Thom for their vision in starting CYC-Net, for the friendships, the connections and the learning I have had the privilege to be part of in the CYC family across the world. And as is often the case at Thanksgiving, we might not have regular face-to-face connections with our CYC family members. But that's okay, because when we get together again after a time apart, it's like we've never been apart. There are no stronger connections than those in our CYC family. And I am thankful for being a part of that family, and I am thankful that CYC-Net and *CYC-Online* has been part of the family. So maybe this is what Thanksgiving is really all about?

Happy 2020 everyone!

**MARTIN STABREY** works at CYC-Net. He may be reached at [martinstabrey@gmail.com](mailto:martinstabrey@gmail.com)



**January 2020**  
ISSN 1605-7406



## Writing for *CYC-Online*

*CYC-Online* is a monthly journal which reflects the activities of the field of Child and Youth Care. We welcome articles, pieces, poetry, case examples and general reflections from everyone.

In general:

- Submissions should be as close as possible to 2 500 words
- The style of a paper is up to the author
- We prefer APA formatting for referencing
- We are willing to help first-time authors to get published
- We accept previously published papers as long as copyright permission is assured
- We are open to alternative presentations such as poems, artwork, photography, etc.

Send submissions to: [cyconline@cyc-net.org](mailto:cyconline@cyc-net.org)

***Please note that authors retain joint copyright privileges.***

Opinions and views expressed by authors are their own and don't necessarily represent the views or opinions of CYC-Net, its editors, or its supporters.



**January 2020**  
ISSN 1605-7406

# Four Questions for 2020

Kiaras Gharabaghi

Every year I try use the end of year transition to the New Year as a moment to formulate some questions I want to explore in the coming year. In past years, I asked questions about innovation in child and youth care, what the heck we mean by relational practices, whether self care as an idea has rendered our profession to ego-centric, is regulation of our profession a good thing, etc. This year, I want to ask questions that reflect both the moment in our field, and the moment in our social, political and ecological context. I have a feeling that change is in the air, and that this change may hold both positive potential and destructive power. So here are my four questions for 2020; if you can contribute to the answers, please do!

## **Question 1: How is normativity reflected in child and youth care practice?**

Very often, we present our field as separate from other social and political processes, pretending that we are all about children and youth and that we are not in any way connected to the broader politics of the day. After all, our focus of being with young people is framed within the interpersonal; one practitioner, one young person. And all we are really trying to do is assist the young person to navigate whatever difficulties they may be encountering. To this end, we engage things like trauma-informed care, relational practices, everyday life events, life-space, etc. But all of this is a farce. Both in theory and in practice, and perhaps most



**January 2020**  
ISSN 1605-7406

importantly within that space where theory and practice interface, we are engaged in some process of normativity. Whether we are perpetuating norms around behaviour, identity, relationships or capacity, everything we do is normatively premised. It is never neutral. Therefore, child and youth care is an act of politics, and yet our willingness to engage the politics of our practice is often limited. We continue to push a self-image of good people trying to do good things. In order to open up a meaningful and constructive discussion on this, I think we need to first explore both the mechanisms and the extent of our normative practices, how they come to impact within the interpersonal relationship and how such relationships can therefore never really be 'just' interpersonal.

## **Question 2: Do we need to re-think the concept of 'inclusion'?**

There is no question that one can silence resistance through inclusion, which, I suspect, is one of the reasons why just about everyone is now including the term 'inclusion' (or some variation of that term – inclusive, including, inclusivity) in whatever it is they are saying, doing or writing about. I am certainly guilty of that. Even in practice, including institutional practices, the idea of inclusion has become a central focus; this is particularly prevalent in the context of disabilities and autism and their inclusion in mainstream education. I wonder whether we have pacified the intentions behind this term. Are we now including people, topics, themes and values as a way of ensuring we continue to exercise control? Has inclusion become the new surveillance? I note, for example, that sometimes (not all the time) the inclusion of young people with disabilities in mainstream classrooms, no matter how well intended, often results in the death of their education. They sit in the back of the room (or at a computer terminal), with an adult assistant (guard) by their side, and a



**January 2020**  
ISSN 1605-7406

system eager to quiet them down to prevent interaction with mainstream education. I note also the feeble attempts to 'include' people with particular racial and gender identities in groups of people reflecting the longstanding dominance and monopoly of whiteness (and often maleness, able bodiedness, gender-normativity and neuro-normativity). There is something bothersome about all of this. I often wonder how fair it is to dangle an opportunity at visibility, voice and participation in front of people that comes with fairly strong expectations of continuity and conformity to that which we have already established as 'right', 'correct' or 'meaningful'. So, I ask myself, to what extent does inclusion perpetuate the status quo, including its power relations and structurally embedded truth industry?

### **Question 3: What is the core policy recommendation of child and youth care practice?**

This may appear as a strange question at first glance. How can a practice have a policy recommendation? And yet I wonder; since we complain a lot about policies that are unhelpful, do we in fact have any idea about policies that would be congruent with what we are trying to do as a professional endeavour? What would those be? Do we want more money spent on each young person facing some sort of adversity? Do we want to prohibit the exclusion of young people from formal education systems? Do we want the de-criminalization of (racialized) adolescence? Do we want governments to legislate or regulate our profession? I ask these questions not because I think we can answer them specifically, but because by asking them it becomes obvious that just about everything we may want for young people exposes our direct vested interest in things beyond the interpersonal relationship. Strong, connected, 'healthy' communities may have a greater impact on the well being of a young person than even the



**January 2020**  
ISSN 1605-7406

most meaningful of interpersonal relationships. Democratic structures and processes in education that don't discriminate based on race or other factors may provide greater opportunities for young people than life-space interventions. In Canada, perhaps not more investment in young people generally, but at least more equitable investment in young people, including Indigenous young people, would likely mitigate the suicide crisis in northern Indigenous communities much more so (and for many more young people) than 'working in the moment'. For now, I am simply asking the question: Do we have broad consensus on what sort of policy recommendation we might consider essential or seriously impactful in relation to our practice, if our practice is confined to the interpersonal context? I suspect I will find that we have no such consensus, in part because child and youth care practice doesn't require assistance from the world of policy; it requires instead an engagement outside of and beyond the interpersonal context in parallel, and ideally with young people wherever that might be possible.

#### **Question 4: Does Climate Change present an opportunity for child and youth care that we have missed in the past?**

Yet another curious question! I think of Greta, the media star of youth Climate activism and the explicitly *political* form of activism she is engaged in. With every mention of Greta, of course, I want to make sure we don't mistake her for the sole youth activist in relation to climate change. There are so many others, who often don't get the kind of media exposure as Swedish Greta does. Autumn Peltier and Helena Gualinga, both Indigenous from Canada and Ecuador respectively, have been at the forefront of youth Climate activism long before Greta. So have Bruno Rodriguez from Argentina and Mari Copney from the US. Indeed, every continent, most



**January 2020**  
ISSN 1605-7406

countries, and many regions have their own youth Climate activists, and most of them are fighting political battles without the kinds of resources and global stardom enjoyed (perhaps not by choice) by Greta. Nevertheless, Climate Change has demonstrated that young people can exercise, and often desperately want to exercise, *political* agency; not just the kind of agency that comes with the once-weekly participation session/resident meeting in a group home, but explicitly political agency that is local and global in reach. The activism is inspired by an acute threat to young people's life-space. We had this before, and not so long ago. The Cold War, after all, also presented young people with concepts such as MAD, which stands for Mutually Assured Destruction and refers to the nuclear arms race perpetrated by the Soviet Union and the United States. During that period of threat to the very planet young people are living on, we stayed largely silent on the issue of political agency, preferring instead to retreat to our craft of therapeutic relationship-based practices in an interpersonal context. So I ask again, does Climate Change present an opportunity to promote not just agency, but explicitly political agency for young people, and specifically young people in precarious life circumstances? Or are we comfortable, as we have been in the past, to leave political agency in the hands of relatively few, and generally quite privileged, youth? Do we care who these young people represent? Does it matter that the young people we tend to work with are typically confined to their neighbourhood, their neighbourhood's micro-issues, and the limitations that such isolation from global forces inherently entails?

And there you have it. We all have different ways of setting goals or making resolutions for another year, and some just don't bother. To be fair, January 01, 2020 is the New Year for the global economy and in many, but certainly not all cultures, and so for those of you reading this and



**January 2020**  
ISSN 1605-7406

wondering what the big deal is, I apologize. I used to make the kinds of resolutions destined to fail – better health choices, more exercise, more frequent travel. Now I just resolve to learn something each year, in a targeted and semi-structured way. If I can answer each of my four questions better at the end of 2020 than I can now, I'll be very pleased. And if anyone out there wants to think with me across all or any of these four questions, please don't hesitate to get in touch!!

Happy New Years, everyone!

**KIARAS GHARABAGHI** is a regular contributor to CYC-Online. He is the director of the School of Child and Youth Care at Ryerson University. He may be reached at [k.gharabaghi@ryerson.ca](mailto:k.gharabaghi@ryerson.ca)



**@CYCAREWORKERS**



**January 2020**  
ISSN 1605-7406





The  
**PersonBrain**  
Model™

**SAFE  
SIGNIFICANT  
RELATED  
RESPECTED**

The **PersonBrain Model™** two-day NeuroRelational training is helping caring adults across the world connect with young people in proactive and brain-informed ways that promote positive change.

Contact us today to schedule a training for your team. Training of trainer options are available.

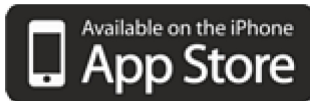
**RELATE WELL...  
...REACT LESS**

888-651-1597

[info@thepersonbrain.com](mailto:info@thepersonbrain.com)

[www.thepersonbrain.com](http://www.thepersonbrain.com)

# Install the CYC-Net App now!



# Delivering the Medicine

Jack Phelan

Fritz Redl described CYC practice elegantly in 1964, when he wrote in *How We Deal With Children*, that our task in working with very fragile young people is quite straightforward, we need to support them to feel safe and able to connect with adults and build developmental progress through trusting relationships and useful life space experiences. He then cautions us that even though the medicine necessary is obvious and available, the process of delivering this medicine is very complex and difficult to accomplish. Redl builds the medical metaphor further by describing how the CYC practitioner, like a doctor, has a bag full of useful cures, but in the process of opening the bag and getting the medicine out, the young person has either fled the room or kicked over the equipment.

Experienced CYC practitioners are very aware of this dilemma and smile inwardly as they attend case conference where the medicine is described in great detail, citing the benefits and eventual results of regular doses. Everyone is in agreement that this is a suitable medicine which will achieve the desired outcomes, but the process of delivering this curative is ignored, mostly because the non-CYC professionals in the room are not qualified to offer any support for this part of the plan. Working in the life space with highly suspicious young people is not like working in an office or a medical facility, which is often acknowledged but left undiscussed because professionals without CYC expertise have little to offer here. Expertise that is based on office therapy approaches ignores the complexity of life space dynamics.



January 2020  
ISSN 1605-7406

Teachers and trainers who do not have sufficient life space experience also deliver professional advice and strategies that do not address the skills needed to deliver the medicine effectively because they lack the expertise required. So we have elegant descriptions of empathy strategies which are based on behavioral approaches that assume a buy in from the young person that does not exist. The use of external control to require the young person to swallow the medicine is actually not an effective approach, but it is an easy intervention to describe and include in treatment plans. CYC practitioners have become complacent about accepting these treatment approaches prescribed by non-expert experts because it keeps all the adults satisfied, even though it clearly ignores the reality of what is required. Experienced life space practitioners know that young people must be willing to be influenced by the adults who are supporting them to change, since externally imposed behaviors will quickly disappear once the external control is removed. The underlying skill of CYC work is relational and developmental, which requires the CYC practitioner to build a safe and open relational connection with the young person, based on mutual respect for each person's expertise and experience. There is little room for a client-expert connection since life space practice is built on co-experiencing real events and openly comparing differing life logic and beliefs.

This use of a safe connection to build developmental capacity is the crux of CYC professional practice, which is a very different approach than the standard office-based interactions of counsellors and medical practitioners. Awareness of this glaring difference is very clear to the CYC practitioner, but often out of the reach of other professionals. The result is advice that believes that behavioral strategies are a useful way to deliver



**January 2020**  
ISSN 1605-7406

the medicine, because it is an obvious, simple methodology that doesn't require any real expertise in life space practice.

The result is a focus on cognitive behavioral change strategies and evidence-based outcomes that measure behavioral outcomes which ignore the long-term results, which are generally quite negative. There is an obvious incompatibility between relational practice and behavioral approaches, but somehow CYC practitioners bend over backwards to accommodate the flawed recommendations regularly produced by case plans devised without an understanding of our professional expertise. The people who are the unfortunate recipients of this accommodation have little opportunity to voice any objections.

**JACK PHELAN** is a regular contributor to CYC-Online. He is the author of *Intentional CYC Supervision: A Developmental Approach* and *Child and Youth Care: The Long and Short of It*, both available through the CYC-Net Press. Jack teaches Child and Youth Care at Grant MacEwan College in Alberta, Canada. Learn more at <https://cyc-net.org/People/people-phelan.html>



**January 2020**  
ISSN 1605-7406

Association of Children's Residential Centers  
**64th Annual Conference**  
April 6-9, 2020 • San Diego



*together, the voice*

# Key working and the quality of relationships in secure accommodation

Amy McKellar and Andrew Kendrick

*This article discusses the findings of a study which aimed to gain an insight into the views of young people in secure accommodation and their residential workers about the quality of relationships and, in particular, to explore the role of the key worker. Five themes were identified in the research: participation in the matching process between young people and residential workers; the level of consistency in the relationship between key worker and young person; the scope of the key worker role in secure care; the frequency and purpose of key time; and the barriers to achieving key time. The findings are located in the broader literature about the importance of relationships in social work and residential child care.*

## **Keywords**

*Looked after children; key worker role; secure care; worker-child relationships*

## **Introduction**

Secure accommodation occupies a unique position that encompasses both the child welfare and youth justice systems (Harris & Timms, 1993; Walker *et al.*, 2005). Although secure accommodation is as



**January 2020**  
ISSN 1605-7406  
**19**

'accommodation provided for the purpose of restricting the liberty of children' (Secure Accommodation (Scotland) Regulations 2012, 2(1)), it is expected to provide care and control and also to effect behavioural change (Walker *et al.*, 2005). Barclay and Hunter highlight that, 'secure accommodation caters for two populations, those requiring care for their own safety and those who present a risk to others' (Barclay and Hunter, 2008, p. 167). Young people among both populations have been shown to display significant levels of social, emotional and behavioural difficulties (Goldson, 2000; Walker *et al.*, 2005). As such, residential workers in secure care are tasked with working with the most vulnerable young people in society (Cameron & Maginn, 2008). They are a key component of the care package and are expected to be confident, knowledgeable and skilled in order to provide a consistent approach to the young people's care and establish a safe and stable environment (Gibbs & Sinclair, 1998; Whittaker, Archer & Hicks, 1998).

## **Relationships in Secure Accommodation**

Over twenty years ago, the Skinner Report stated that in residential child care, '... the role of the establishment can only be achieved through positive relationships between staff and young people in a safe, stable and caring environment' (Skinner, 1992, pp. 18 -19). However, there has been a concern that the focus on the scandals of abuse in care has led to a distancing of this relationship which has hampered residential care practice (Kendrick & Smith, 2002; Kendrick, 2013). Similarly, in the youth justice field there has been a shift from relationship-based practice to a focus on risk assessment and programmed interventions (Batchelor & McNeill, 2002). There is a wide variety of programmed interventions used in secure care and this type of intervention is generally credited as being





effective in changing offending behaviour. Some, however, have questioned the appropriateness of this type of intervention with young people who experience emotional and behavioural difficulties (Pitts, 2002; Bullock *et al*, 1998). McNeill *et al*. (2005) contend that 'relationship skills in particular are at least as critical in reducing re-offending as the programme content' (McNeill *et al*. 2005, p. 5).

Relationships can therefore be viewed as fundamental in enabling positive change to occur (Burnett & McNeill, 2005). However, building strong, positive relationships with young people is not an inevitable consequence of being in secure accommodation. While the locked and closed setting has been described as 'fertile ground' for relationship building, the 'enforced nature of the placement could lead to superficial rather than meaningful engagement on the part of the young person' (Smith & Milligan, 2004, p. 188). It is the qualities and skills in relationship building possessed by residential workers which have been asserted as fundamental.

Research has consistently shown that young people evaluate a service primarily on the personal qualities of residential workers and the relationships established with them (Hill, 1999; Kendrick & Smith, 2002). However, research also indicates that many young people struggle with the residential worker's 'dual remit of care and control' (Barry & Moodie, 2008, p. 60).

Positive and effective working relationships should be strived for. The reality of working in residential care, however, can make this a difficult aspiration to achieve, particularly in light of high levels of staff absence and restrictions on the time residential workers have to allocate to building good quality relationships.



In addition, these relationships are initiated at differing times during a young person's placement and in conjunction with the establishment of new relationships, previous relationships end. This can occur on numerous occasions including on admission to secure care, on allocation of and changes in key workers, on changing units within the secure campus and at the end of placement. Because the official guidance stipulates that secure accommodation should be used for the minimum amount of time required, these changes can occur over a relatively short period of time and this instability may compromise the young person's ability to trust others (Smith *et al.*, 2005).

A further significant barrier to building positive relationships is the effect of the numerous scandals and inquiries into residential care. These have highlighted the potential for relationships between residential workers and young people to become abusive (Kendrick, 1998; 2008, 2012). The fear of possible allegations has become a significant deterrent for residential workers in building close, working relationships with young people (Kendrick & Smith, 2002; Whittaker, Archer & Hicks, 1998). However, Kent (1997) illustrates the consequences of discouraging close relationships and the potential for this to lead to, 'sterile care environments that may be equally abusive in terms of their impact on children and young people' (Kent, 1997, p. 23).

## **Key Working**

The Skinner Report (1992) emphasised the importance of every young person having a 'special person' during their placement in residential care. Within secure accommodation this 'special person' criterion is fulfilled through the allocation of a key worker (Scottish Executive, 2005).



The concept of key working was introduced in a report published by the Residential Care Association (RCA) and the British Association of Social Workers (BASW). This concept was based on 'link worker schemes' operating during the 1960s in children and families services and was an attempt to blur the boundaries between practice in field social work and residential care. It was proposed that a key worker would be allocated and the key worker would have full responsibility, including decision making, for the care of a service user admitted to a residential establishment (Mallinson, 1995).

This document promoted accountability in decision making and collaborative working as a means of improving standards of practice and providing continuity of care for service users. Despite the endorsement given to the importance of joint working between field and residential workers, this report was criticised for ignoring the, 'power and value dimensions of entrenched cultural and organisational rigidities' (Mallinson, 1995, p. 13). Sinclair and Gibbs (1998) highlighted the point that the role of the residential worker has historically been characterised by low status, poor pay and conditions, high staff turnover and low staff morale. As a result, the role of the key worker became increasingly ambiguous with a focus on key working as an internal function of residential care (Mallinson, 1995).

Within this limited scope each residential establishment began to interpret and develop their own general description of key worker duties. In essence, the key worker became an individual worker with whom the service user could relate to whilst in placement and who would enable their individual day-to-day needs to be met within a group care setting. Key workers were involved in activities such as supporting daily living,



acting as an advocate, counselling, recording, arranging activities and liaison with family members (Mattison & Pistrang, 2000).

However, the daily contact with the service user enables the key worker to develop an extensive and detailed knowledge of the service user and their needs. This information is a vital component in decision making and care planning and it has been argued that the key worker becomes a crucial and integral part of the service user's network. There has been a renewed drive to strengthen and develop the role of the key worker and it has been proposed that the key worker should become involved before, during and after a young person's admission to residential care (Mallinson, 1995; Mattison & Pistrang, 2000).

## **Methodology**

The research was carried out in one secure care unit and involved six interviews with young people and six interviews with residential workers. While this is a small scale study, given the lack of research focused on the role of key worker, it offers useful insights into the benefits and tensions of key working from the perspectives of young people and residential workers.

### ***Participants and the Secure Unit***

Six residential workers participated in this study; five were female and one was male. All of the residential workers had HNC and SVQ Level 3 qualifications and two were undertaking the SVQ Level 4 qualification. The six young people who were involved in this research were all male, ranging in age from 15 to 17. For five of the young people this was the first time they had been placed in secure accommodation; the other young person had been admitted to secure care on one previous occasion. The length of time



the young people had been placed in secure care ranged from two weeks to 21 months.

The secure unit in which this research took place is part of a network of schools operated by a non-profit organisation. At the time of the research, the secure unit had 24 secure beds divided into four units of six, each with distinct and specific objectives.

### ***Research Method and Design***

Semi-structured interviews were considered the most appropriate tool for use in this study as they allowed specific areas to be covered whilst providing the opportunity for participants to discuss matters important to them. This also allowed for participants' responses to be probed and explored further (Robson, 2011).

Two activities were incorporated into the interview process. Barker and Weller (2003) suggest that the incorporation of informal participatory techniques may reduce young people's anxieties and encourage them to participate. However, they caution that activities created by an adult researcher may not be viewed by young people as 'fun'. This may provide an explanation for the reluctance of the young people and residential workers to participate in these activities during the interview process.

The head of the secure unit and the head of care services were approached and both authorised access to participants following discussion with the organisation's board of managers. Prior to undertaking this research, ethical approval was sought and gained through the University of Strathclyde's procedures. Ahead of the interviews all participants were informed of the purpose and process of the research. Information sheets were provided and informed written consent was sought and obtained from each young person, their parents if they were



under age 16 and the residential workers who participated. The information provided to the young people was designed to be age appropriate.

The participants' and the parents' permissions were sought to allow the interviews to be recorded and all agreed, except one young person who agreed for handwritten notes to be taken. It was explained that their responses would remain confidential and identifying information would be withheld. However, it was made clear that if any child protection concerns were disclosed this would have to be shared.

### **Analysis**

All of the interviews were transcribed verbatim using the interview schedule as the initial framework. Thematic analysis was carried out, and primary themes of relationships and key work were used to organise analysis. Further sub-themes were identified: participation in the matching process; consistency in relationships; the scope of the key worker role; the frequency and purpose of key time; and barriers to key time. The responses of residential workers and young people were compared and contrasted (Miles & Huberman, 1994).

## **Findings**

### ***Participation in the Matching Process between Young People and Residential Workers***

The effectiveness of key working has been directly linked to the quality of relationship between service user and residential worker. Mallinson asserts that the matching process between residential worker and young person, 'is not an end in itself' but 'marks the beginning of a relationship' (Mallinson, 1995, p. 126). However, the majority of residential workers and



**January 2020**  
ISSN 1605-7406

half of the young people who participated in this study stated that their views had not been sought regarding the matching process.

*... I didn't really have a say...because when you move in (the Unit Manager) tells you, tells...the staff who's gonna be your key worker ... (Young Person).*

Of the young people who had been consulted they stipulated this was not the normal procedure. Therefore, it would appear this decision is made independently by the management team of the secure unit. The young people in this study, however, felt it was important they had a say in who would be allocated as their key worker. The young person's right to have their views taken into account in matters that affect them is a key principle of the Children (Scotland) Act 1995, and the United Nations Convention on the Rights of the Child (UNCRC) of 1990. This could be considered as applicable in this decision-making process, particularly as the key worker becomes the individual responsible for ensuring the young person's day-to-day needs are met (Mattison & Pistrang, 2000). Given the significance of this process, discussion and negotiation between the young person, residential worker and management should be promoted.

The young people who participated in this study suggested their Key Worker should be:

*... the person you get on best with ... (Young Person).*

The young people in the study identified a number of relational factors as significant in a positive relationship with a residential worker, as shown in Table 1.



**TABLE 1: RELATIONAL FACTORS IDENTIFIED BY YOUNG PEOPLE**

<b>Important Relational Factors</b>	<b>Positive Traits of Residential Workers</b>
Approachable and Easy To Talk To	Easy To Talk To
Listening To You	Good Listener
Having A Sense Of Humour	Good Sense of Humour
Respecting You	Respectful
Believing You	Honesty

These are consistent with findings of previous research into important positive traits of residential workers (Hill, 1999; Kendrick & Smith, 2002).

However, there may be tensions in allowing young people to select their key worker according to these criteria, for example in terms of the relative popularity of residential workers. Such potential difficulties serve to highlight the importance of open discussions and negotiations between the young person, residential worker and management (Mallinson, 1995).

***Level of Consistency in the Relationship between Key Worker and Young Person***

At the time the interviews were being conducted all of the young people had an allocated key worker. Only two, however, had been allocated the same key worker throughout their placement. The other four young people stated they had experienced numerous changes in their allocated key worker. The reason for experiencing a number of changes in allocated key worker was explained by a residential worker and young person.





*They (young people) go to the Assessment Unit and they have a worker there and then they are put in a unit, it could be the Remand Unit and then they are sentenced and they are put in the Sentenced Unit but the member of staff doesn't move with them ... (Residential worker)*

*That's just it, you get a worker in every unit ... (Young Person)*

This exemplifies not only the potential number of key workers a young person could be allocated but also highlights the number of units within the secure campus a young person could be resident in. Therefore, it can be inferred that the young person does not only experience the relationship with one key worker ending and beginning with another, but also the relationships they had built with residential workers and young people are terminated and established dependent on their experience of changes in unit. A study carried out by Garfat (1998) showed the importance of continuity in relationships for young people and the detrimental impact this level of instability could have on the quality of relationships between residential workers and young people.

The relationships established in residential care have been shown to assist young people to break the cycle of poor relationships and provide them with a secure base (Gilligan, 2009). However, given the level of variance and unpredictability of relationships in secure care, a young person's ability to trust others may be compromised and their reluctance to commit and invest in relationships with residential workers may be reinforced. Research has consistently highlighted trust as an important characteristic of the relationship between a young person and residential worker. (Barry & Moodie, 2008). For the most part, young people this was



reflected in this study, although some young people who participated felt that residential workers were reluctant to trust them.

*... most of the time they don't give you much trust, like with the cutlery and stuff...they always, always check ... (Young Person)*

It would appear that although the residential workers stated it was important to trust the young people in their care, the safe care measures they undertake as part of their remit to ensure safety within the unit are perceived by the young people as acts of mistrust. This could make the establishment of positive working relationships increasingly difficult and their use as a catalyst for change less likely, particularly as it has been shown that reparative work with young people is embedded in the relationship with the worker and can not easily be taken over by another (Batchelor & McNeill, 2002).

### ***The Scope of Key Worker Role in Secure Care***

The key worker role has been firmly established as an internal function of residential care. Within secure accommodation, however, the scope of this role appears to be further reduced to within an individual unit. The key worker should provide continuity in the care experience of the young person, although it would appear the practical implications of being resident in secure accommodation prevents this from being achieved (Mallinson, 1995).

There was to a degree consistency between the residential workers' and the young people's views on the tasks and role of the key worker. This was illustrated by one young person.



*... it's like another worker but they do your paperwork and phone your social worker – (Young Person).*

Although this perhaps minimises the role of the key worker, the responses gained from the residential workers also tended to describe administrative tasks such as writing reports, liaising with other agencies and attending meetings.

Another function of the key worker role highlighted by both the residential workers and young people was to ensure that key time with the young person was undertaken. Key time is generally defined as the young person and key worker spending individual one-to-one time together.

### ***Frequency and Purpose of Key Time***

All of the young people who participated in this study advised they did receive key time. However, the frequency of this varied significantly, ranging from once every two weeks to once every back shift, which could potentially be four times per week. Although all participants agreed that a young person could request key time, it would appear the frequency is primarily dependent on the key worker.

The importance of this one to one time with the young person was discussed by a residential worker:

*... it maybe makes them feel good that you want to spend time, you're actually signalling I want to listen to you, so come on it's our time ... (Residential Worker).*

It can, therefore, be inferred that key time can assist a young person to feel important and appears to be a key element in ensuring an



**January 2020**  
ISSN 1605-7406

individualised service is provided in a group care setting. However, given the variance in the frequency of key time, there is the potential to signal to the whole resident group that some young people are viewed as more important than others dependent on how often their key worker makes individual time to spend with them (Barry & Moodie, 2008).

There was general agreement between all of the participants that both the residential worker and the young person could contribute in deciding what was covered during key time. The Social Work Services Inspectorate (SWSI) (1996) concentrated on the implementation of services to address the difficulties that had resulted in a young person's admission to secure care. The extent to which these difficulties could be addressed during a secure placement, however, has been challenged (Walker *et al.*, 2002). It has been argued that being resident in secure accommodation can make it more difficult to address the reasons for placement because of the need to focus on the priorities for the institution rather than the individual young person (Walker *et al.*, 2005).

This appears consistent with the descriptions provided by the residential workers and young people who portray key time as an opportunity to gain a general overview of how the young person is feeling and managing within the placement. There does not appear to be a distinct focus on addressing the difficulties which resulted in the young person being placed in secure care but rather it seems there is a reliance on identifying and implementing programmed interventions to target these issues.

All of the residential workers consulted felt that key time was beneficial for young people and provided them with an opportunity to 'offload'. However, for most young people, there was more ambivalence about the benefits of key time.



*Doesn't make a difference... (Young Person).*

### **Barriers to Key Time**

Difficulties in ensuring key time was undertaken were attributed to what was happening in the unit during a shift, including shortages in residential workers, family visits, mobility and leisure activities. It was suggested by a residential worker that there should be

*... a slot for key time...and say that's so and so's key time...even if it means bringing in another member of staff to cover... (Residential Worker).*

This suggestion could ensure every young person is allocated individual time with their key worker. In residential child care there tends to be a greater focus on what could be described as informal key time and working within the life space using day-to-day interactions to both build relationships and effect change (Smith, 2009). However, the need to have specific, allocated one to one time may be indicative of the drive to evidence work being undertaken with young people.

### **Conclusion**

This article gives an insight into the views of young people in secure accommodation and their residential workers about the key worker role and the quality of relationships.

The original concept of key working was introduced as a means of bridging the gap between field social work and residential care. However, the scope of this role became limited to an internal function of residential care (Mallinson, 1995). This study found that the key worker role within



**January 2020**  
ISSN 1605-7406

secure accommodation appears to be further limited to within a single unit of the secure campus, and that a young person may move unit on a number of occasions during their placement. Subsequently, relationships between a young person and key worker, residential worker or other residents are established and terminated on a regular basis during placement. This could potentially lead to a high degree of inconsistency and instability for a young person which has been shown to be detrimental to the quality of relationships established, and reduces the continuity of the young person's care experience. This may also reduce the ability to effectively promote a reduction in reoffending as it has been shown that young people require consistent and enduring relationships to meet this objective.

The role of the key worker, as described by the participants in this study, is predominantly an administrative task. These responses are also consistent with role outlined in literature, which suggests that the key worker is the person who meets the day-to-day needs of the young person and is their main point of contact. An important function highlighted by all participants was to ensure that key time was undertaken with the young person. However, this study shows there is a high degree of variance in the frequency in which this occurs. This could potentially lead to difficulties within the resident group, particularly if the young people perceive the level of one-to-one time with a key worker as dependent on the relative value placed on some residents over others.

Within key time it would appear the predominant task is to review the young person's day- to-day needs and there appears to be no direct work undertaken to address the difficulties which resulted in placement, a predominant function of secure care. This may be indicative of research which suggests that the needs of the institution take priority over the



**January 2020**  
ISSN 1605-7406

needs of the young person. There also appear to be a reliance on identifying and implementing structured programmes to address the difficulties resulting in admission which reflects the current trend emerging in the youth justice system.

Overall, there appears to be a high level of inconsistency and instability within the young person and key worker relationships in the research site and changes can occur frequently over a short period of time. There could also be more clarity on the role and function of the key worker and key time. These insights point the way to improving and strengthening policy and practice in relation to the key worker role in residential care and in focusing on the relationship between residential worker and young person.

## References

- Barclay, A. & Hunter, L. (2008). Blurring the boundaries: The relationship between secure accommodation and 'alternatives' in Scotland. In A. Kendrick (Ed.), *Residential child care: Prospects and challenges*. London: Jessica Kingsley Publishers.
- Barker, J., & Weller, S. (2003). Is it fun? Developing children centred research methods. *International Journal of Sociology and Social Policy*, 23(1/2), 33 – 58.
- Barry, M. & Moodie, K. (2008). *This isn't the road I want to go down: Young people's experiences of secure care*. Glasgow: Who Cares? Scotland.
- Batchelor, S. and McNeill, F. (2002). Chaos, containment and change: Responding to persistent offending by young people. *Youth Justice*, 2(1), 27-43.
- Bullock, R., Little M., & Millham, S. (1998). *Secure care outcomes*. Aldershot: Ashgate.
- Harris, R. & Timms, N. (1993). *Secure accommodation in child care: Between hospital and prison or thereabouts*. London: Routledge.
- Burnett, R. & McNeill, F. (2005.) The place of the officer-offender relationship in assisting offenders to desist from crime. *Probation Journal*, 52(3), 247-268.
- Cameron, R.J. & Maginn, C. (2008). The authentic warmth dimension of professional childcare. *British Journal of Social Work*, 38(6), 1151-1172.
- Garfat, T. (1998). The effective child and youth care intervention: A phenomenological inquiry. *Journal of Child and Youth Care*, 12(1-2), 1-122.



- Gilligan, R. (2009). *Promoting resilience: Supporting children and young people who are in care, adopted or in need*. London: BAAF.
- Goldson, B. (2000). 'Children in need' or 'young offenders'? Hardening attitudes, organisational change and new challenges for social work with children in trouble. *Child and Family Social Work*, 5, 255-265.
- Hill, M. (1999). What's the problem? who can help: The perspective of children and young people on their well-being and on helping professionals. *Journal of Social Work Practice*, 13(2), pp. 135-145.
- Kendrick, A. (1998). In their best interest? protecting children from abuse in residential and foster care. *International Journal of Child & Family Welfare*, 3(2), 169-185.
- Kendrick, A. (Ed.) (2008). *Residential child care: Prospects and challenges*. London: Jessica Kingsley Publishers.
- Kendrick, A. (2012). What research tells us about residential child care. In M. Davies (Ed.), *Social work with children and families*. Basingstoke: Palgrave Macmillan.
- Kendrick, A. (2013). Relations, relationships and relatedness: Residential child care and the family metaphor. *Child and Family Social Work*, 18(1), 77-86.
- Kendrick, A., & Smith, M. (2002). Close enough? Professional closeness and safe caring. *Scottish Journal of Residential Child Care*, 1(1), 46-54.
- Kent, R. (1997). *Children's Safeguards Review*. Edinburgh: Scottish Office.
- McNeill, F., Batchelor, S., Burnett, R. & Knox, J. (2005). *Reducing re-offending: Key practice skills*. Edinburgh: Scottish Executive.
- Mallinson, I. (1995). *Keyworking in social care: A structured approach to provision*. London: Whiting & Birch.
- Mattison, V. & Pistrang, N. (2000). *Saying goodbye: When keyworker relationships end*. London: Free Association Books.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2<sup>nd</sup> ed.). Thousand Oaks: Sage.
- O'Neill, T. (2001). *Children in secure accommodation: A gendered exploration of locked institutional care for children in trouble*. London: Jessica Kingsley Publishers.
- Pitts, J. (2002). The end of an era. In J. Muncie, G. Hughes, & E. McLaughlin (Eds.), *Youth Justice Critical Readings*. London: Sage.
- Robson, C. (2011). *Real world research: A resource for users of social research in applied settings* (3<sup>rd</sup> ed.), Chichester: John Wiley & Sons. Secure Accommodation (Scotland) Regulations (2012).
- Sinclair, I. & Gibbs I. (1998). *Children's homes: A study in diversity*. Chichester: John Wiley & Sons.





- Skinner, A. (1992). *Another kind of home: A review of residential child care in Scotland*. Edinburgh: HMSO.
- Smith, M. (2009). *Rethinking residential child care: Positive perspectives*. Bristol: Policy Press.
- Smith, M. & Milligan, I. (2004). The expansion of secure accommodation in Scotland: In the best interests of the child? *Youth Justice*, 4(3), 178-191.
- Smith, M., Forrest, B., Garland, P. & Hunter, L. (2005). *Secure in the knowledge: perspectives on practice in secure accommodation*, Glasgow: Scottish Institute for Residential Child Care.
- SWSI (1996). *A secure remedy: A review of the role, availability and quality of secure accommodation for children in Scotland*. Edinburgh: Social Work Services Inspectorate for Scotland.
- Walker, M., Barclay, A., Hunter, L., Kendrick, A., Malloch, M., Hill, M. & McIvor, G. (2005). *Secure accommodation in Scotland: Its role and relationship with 'alternative' services*. Edinburgh: The Stationery Office.
- Walker, M., Hill, M. & Triseliotis, J. (2002). *Testing the limits of foster care: Fostering as an alternative to secure accommodation*. London: BAAF.
- Whitaker D., Archer, L. & Hicks, L. (1998). *Working in children's homes: Challenges and complexities*. Chichester: John Wiley & Sons.

**PROFESSOR ANDREW KENDRICK** is professor of residential child care with the Scottish Institute of Residential Child Care. He is also head of School of Applied Social Sciences within the University of Strathclyde.

**AMY MCKELLAR** is a social worker within the Permanence Team at City of Edinburgh Council.

Republished from: *Scottish Journal of Residential Child Care*, Vol.12, No.1, pp 46-57



**The CYC-Net Discussion Groups  
have made the transition to**

**facebook®**

**Click here for our  
General CYC Discussion Group**

**Click here for our  
Students CYC Discussion Group**



**January 2020**  
ISSN 1605-7406

# Pain and All the Rest

Hans Skott-Myhre

I am often asked by my students about how to manage the pain inevitably associated with working with young people (or people of any age). I have a standard answer based in my own experience. I tell them, that if you block the pain by using professional boundaries to try and isolate the effects of pain and trauma that come with our daily engagement with young people, you will eventually burn out. First of all, the effects of pain and struggle are never limited to the workplace, they saturate our lives away from work as well. For many of us, it is the hardships of our own lives that drove us to this work. To try and deny the back and forth flow of the trauma of our work with the difficulties we face (or have faced in our personal lives), I would argue is an artifice with limited utility. Indeed, to think we can construct such a wall between the natural pain of human suffering that we engage in our work, from the inevitable pain of life itself is a cruel illusion that mutes the life transformative capacities of pain within our sets of living relations. If one begins to boundary off feelings and compartmentalize them, it can become harder and harder to remember when you are allowed to feel deeply and profoundly, and when you are supposed to leave it behind and act as though it didn't penetrate the core of your soul.

Of course, we live in a world of compartmentalization, in which our social media environment is saturated with memes about avoiding drama, staying resolutely positive, shunning those who make you feel bad, stripping away toxic relationships, setting personal boundaries, and rising



**January 2020**  
ISSN 1605-7406  
**39**

above the messiness that composes us as living, struggling, hurting, troubled, and troubling social beings. But, I would argue strongly that we are not above it and any attempt at abdicating the actuality of entangled and pained existence is to miss a powerful opportunity at living this life fully.

There is a danger here, of course. To live fully is to experience a range of intensive relational affects. To open one self fully to the pain and trauma of our work and life can only be done if we correspondingly open our selves to the joy and utter frivolity of living relations. My argument with boundaries, as a solution to painful encounters, is not that we should saturate our lives with trauma. Rather, I am suggesting that we open ourselves to the fullness of joy *and* trauma and seek out the full range of affective experience.

Sometimes, I think that we as a field are a bit afraid of intense feeling. We are constantly warning ourselves against feeling too much, be it pain, anger, love, affection, or unbridled enjoyment. We seem to work quite hard to stifle, control, and manage any sort of feeling we might find “inappropriate.” But, our relationships with young people, their communities, families and even our co-workers are never exempt from high velocity intensities of emotion across a very broad spectrum of experience—birth, death, love, sexuality, physical pain, sadness, grief, exuberant silliness, mad joyfulness, laughter, tears, silent rage, loud anger, soft gentle mutual silence and so on and on.

I was recently in Asheville North Carolina and had the opportunity to visit the [Folk Art Center](#) as well as a ceramics invitational exhibit at the [Blue Spiral 1](#) art gallery. As I wandered through the Folk Arts Center, amongst the exquisite traditional pottery, weaving, furniture making, and other folk arts of the Appalachian region, I was struck by the sheer creative capacity



of these settler people who simultaneously engaged in the worst kind of genocidal ethnic cleansing and acts of white supremacy. The contradiction of such exquisitely beautiful hand crafted objects set against the horrors of the acts of settlement was profoundly difficult to reconcile. I was exalted by the beauty of what I was seeing and simultaneously stunned by the awful context of its production. I suppose I could refuse one side or the other of my experience. I could perhaps ignore the context in order to have an unambivalent aesthetic encounter with beauty. Or I could refuse the intrinsic exaltation of the encounter with the art on the basis of its historical context. I have to say that I don't find any of these solutions a viable path. For me, to embrace the contradictions is precisely the point.

At another level entirely, I was struck by the fact that I was walking through a life gone by. While there are still folk artists creating this work, the life that gave rise to these forms of expression was largely past. These beautiful and even exquisite pieces of art were an echo of a way of producing the world that has now faded. At the same time, these handcrafted, painstakingly shaped works continue to resonate and carry with them a certain intensity of form and process indicative of the lived experience of those who produced them.

It got me to thinking about the way that Marx talks about alienation. He argues that alienation occurs when the result of our labor is taken from us and appropriated to use of a dominant system of rule. When the joy of production, of creating something with our own hands (or our own thoughts for that matter), is taken from us and replaced with the logic of exchange. That is to say, when we cease to make things because the act of their creation gives us pleasure, and instead make things so that someone will pay us to make them to their specification. The idiosyncratic nature of the objects on display at the Craft center reflected in vivid detail the



**January 2020**  
ISSN 1605-7406

process of production and visible traces of the hands that shaped them. The chairs, pottery, quilts, baskets, and so on were distinctly and radically different than similar objects produced by the technologies of 21<sup>st</sup> century capitalism.

Lest you think I am waxing nostalgic for the days of white settler craftsmanship, let me assure you, I am less interested in making a case about the particular crafts of that period and more interested in making the case about alienation; about how our labor is stolen from us. Which brings me to the contemporary art gallery in downtown Asheville “Blue Spiral 1.”

The art on display in that gallery was absent the utility of the Folk Art Center, the ceramics, pottery, paintings, glassware, and so on were sheer form. Sweeps of texture, color and form that spanned a spectrum of divergent capacities of expression. Each piece, though, held in its form the memory of the hands, lips, breath, and eyes of the artists that collaborated with the various materials to bring about a particular set of possibilities for visual and tactile expression of what it is to live this life.

This is the art of the 21<sup>st</sup> century, replete with the contradictions and antagonisms of our age, as well as the infinite potential for beauty. I was once again struck by the juxtaposition of the traces of expression that resonate for the viewer as an intensity of experience that holds the ability for phenomenological transformation. Standing in a room, in an old building, in a small city, among a handful of other people wandering among the art, the capacity for emotional transport brought about by the residual emotional intensity left by the artists inherent in the form of material was immanent in every new encounter. That this could be occurring in a world in which there is so much mundane horror astonishes me. A part of me finds it profoundly hopeful, while another part of me



**January 2020**  
ISSN 1605-7406

wants to break down in tears at the savage disparity between the living beauty we can create and the daily death and destruction we are producing at an ever accelerating rate.

The act of producing art is particularly perverse in an age in which everything seems to be a copy of a copy of a copy, or what Baudrillard would call [simulacra](#). It takes an act of courage to idiosyncratically form clay, or paint, or glass, stone etc. into an expression unique to a moment in which which the world is filtered through one's body into an object brought into the world.

Of course, we can find "art" everywhere now. Mass produced at every level and available at the touch of a keyboard. Art as sheer commodity often emptied of any significant emotional resonance and trivialized as pretty or even fun. The capitalization of art is not new to the world of 21<sup>st</sup> century capitalism, but it has become nearly perfected in equating the value of art with the dollar sign. Art and artists are increasingly removed from the daily lived experience of most of us. Art programs are being dropped from school curriculums and replaced with courses that train our children in how to shape their bodies and minds in order to best serve capitalist regimes of appropriation and extraction. When we do discuss art and artists, it is on the basis of whose art is selling for the highest prices. Even those artists who transgress social conventions and challenge dominant modes of ideology are quickly snapped up by capital and sold back to us as subculture and modes of social deviance. We become slightly cynical hip purveyors of art as perversion, rather than art as actual revolt.

But our expressive capacities do have revolutionary implications for new worlds and new peoples. The ability to create objects that hold powerful emotional registers of emotional transformation can open avenues of alternative thought and expression. I had the opportunity to explore some



**January 2020**  
ISSN 1605-7406

of these political implications in a recent collection I edited with David Fancy called [Art as Revolt: Thinking Politics Through Immanent Aesthetics](#). In that collection we argue art has a unique role to play in contemporary politics, because out of all of our activities as people, it evokes our deepest resonances of complex registers of feeling; our most profound depths of lived experience. Art can produce objects that continue to evoke legacies of living relations across millennia. Such objects as I encountered in the Folk Art Center or the Blue Spiral 1 gallery can remind us of the best and most profound aspects of ourselves as beings that can bring worlds into existence with our hands when we work in collaboration with the material world, rather than in modes of appropriation or domination. After all, a politics of liberation can only be found in what we can do by exploring those capacities in egalitarian mutual production.

As I thought about art and experience, I was struck by how deeply evocative is it of the complex arrays of emotion I was talking about at the beginning of this piece. To create and even to experience art, one must open oneself to unpredictable and possibly transformative registers of emotional intensity. In order to appropriate and commodify art, it is necessary to mute those effects and narrow their scope. To capitalize art and create it as mass production is to remove its core value as radical transformation and reduce it to the banality of safe registers of emotion such as happiness or maudlin nostalgia masquerading as sadness. It is to turn artists into technicians and purveyors of utterly superficial bounded spaces of emotion held at a distance.

There have been a number of people who have suggested that CYC is a kind of art form. Certainly, [Mark Krueger](#) made this argument in his work. But, perhaps we could go further and suggest that we might live our lives as art, and then bring that living art into our work as a collaborative project



**January 2020**  
ISSN 1605-7406



we engage in our daily encounters with young people and colleagues. However, to live our life as art requires that we open ourselves to the intensities and full rich capacities of the array of feeling that is our rightful legacy as people. Our world as lived expression is our inheritance handed down to us in every moment of every day. To deny that heritage in order to meet the constrained conditions of neo-liberal agencies is a kind of betrayal of all that is the best in us.

The father of deinstitutionalization [Franco Basaglia](#) warned us against becoming what he called technicians of practical knowledge, who only practice on the basis of the knowledge of the dominant class. [Stengers and Pignarre](#) decry the ways in which we are seduced into being minions of what they term capitalist sorcery. Perhaps the antidote to becoming technicians or minions in our work with young people, is to become art. Note, I did not suggest we become artists, that is too removed for my taste. Instead, we might consider creating ourselves as art itself, open to life and living, as it transforms and transgresses our work, our lives, and our politics.

**HANS SKOTT-MYHRE** is a regular writer for CYC-Online. He is a Professor of Social Work and Human Services at Kennesaw State University in Georgia (USA). He may be reached at [hskottmy@kennesaw.edu](mailto:hskottmy@kennesaw.edu)



**January 2020**  
ISSN 1605-7406

Relational

# Child & Youth Care Practice

Volume 32 Issue 3 / 2019



ISSN 2410-2954



[press.cyc-net.org](http://press.cyc-net.org)

# The resilience of children in care: The influence of adult attachment figures

Lorea Boneke

## Introduction

There are many different factors that contribute to children and young people in care being a disadvantaged group. It is noteworthy to highlight that social circumstances in a child's life can influence their exposure whilst being looked after at any time in their childhood. The majority of children in care appear to be from families that in some way may not only have psychological problems, but also socio-economic disadvantages too. As this area of discussion is very broad, this paper will focus on the socio-emotional development throughout the lifespan of children in care and examine their ability to cope with and successfully survive the many adversities in their life.

*“What is it like to be separated from your family surroundings and the next day to be surrounded by strangers?”*

This is probably a question that only children who experience being in care can answer. However, they may not know how to express their initial feelings of loss, anger and resentment. Due to individual circumstances



January 2020  
ISSN 1605-7406  
**47**

children away from home are being forced to discontinue the attachment bond between their loved ones or care giver, affecting the child's future physical, psychological, and cognitive development. The experience of the breakdown of family bonds, together with the act of being removed from your home for whatever reason brings the child or young person a huge amount of emotional distress.

Therefore, this paper mainly addresses the importance of identity and attachment in human life, and the distressing emotional responses which children and young people in care experience when those ties are ruptured.

## **The vulnerability of children taken away from home: coping with adversity**

Children who have been taken from their home environment are extremely vulnerable; firstly due to their experience prior to care, and secondly due to the separation and loss of their family ties. Many children in care are more than likely to experience more than one placement; each placement serving to increase their vulnerability as their perceived loss and alienation increases. All this becomes more complex if there are shortcomings in their care regarding for instance, the taking into consideration of race, culture, religion and language, since racial and ethnic identity formation is an important and necessary development process for all children and adolescents.

Some studies argue that not all children deal with the consequences of poor early experiences in the same way. Coping with adversity is called resilience. Smith (2009) suggests that some children cope with disadvantages in childhood with more resilience than others and observes that a number of factors are identified with resilience, some to do with



**January 2020**  
ISSN 1605-7406

individual temperament and others associated with environmental features.

It may be useful here to explore some of the issues which might influence a child's capacity for resilience. It is in our nature to expect that as a child your family will bring you up until adulthood reaches is reached and the individual is able to establish his or herself away from the family home. However, some children will not be able to experience this particular life event and they will live a part or the entirety of their childhood or adolescence or both away from home. Children in these circumstances are considered to be in need as their family experience, for whatever reason, seems to have been unable to provide the necessary care for them.

These children may experience educational difficulties, family disruption, physical and emotional abuse and behavioural difficulties or a combination of any of them. However, there are several studies in the United Kingdom which suggest that the most significant proportion of children who enter the care system for the first time every year "12,000 out of 30,000 "have suffered some form of either physical or emotional abuse (Farmer and Pollock, 1998; Horgan and Sinclair, 1997). These are all factors which may influence their capacity to be resilient because:

- firstly, children in care, and especially the children who have suffered some kind of abuse, are extremely vulnerable as they feel a sense of loss, rejection and confusion, which can have a deep impact on their self esteem and their identity.
- secondly, evidence from attachment theory suggests that children who have been exposed to detached parenting from their primary care givers will have difficulties developing healthy relationships with adults throughout their lives, including those relationships



developed with future carers and friends (Chisholm et al.1995; Marcovitch et al. 1977 as cited in Frey and Cushing 2007).

Children in care have a lack of a consistent parenting figure in their lives and this can mean that they are disadvantaged through having experienced little exposure to controlled “risk” situations. They do not have the chance of becoming aware that when things go wrong, they can be satisfactorily repaired, and their unconscious fears do not allow them to become resilient. The child in whom no sense of danger has developed does not take dangerous actions because he is a risk taker but because he has no sense of risk and so his potential to survive or thrive is limited.

The kind of care that parental figures provide for children, as well as the nurturing towards developing the skills to understand and manage their environment, helps children to develop this sense of risk. This is important because if they are not able to take on some of the risks they are exposed to in life they will not flourish emotionally or socially. They may for instance be fearful of developing relationships with others because they cannot trust the world outside of that which they experience with their real and psychologically “internalised” parenting figures (see for instance Klein,1946, Erikson 1950, Winnicott,1965).

This state of not being able to experience a satisfactory attachment bond with a parenting figure or an adult can have detrimental consequences for the child or young person when taking their first steps towards socialization (Fonagy, 2003). To have a lack of consistent support and encouragement from adults can make children unable to feel confident and to take the risk of engaging with others while children who experience consistent parental care can develop a trust of in the world around them. This represents, as the psychoanalytic theorists Klein and



Winnicott understand it, the children's move from being “unintegrated” towards being “integrated” In simple terms integration may be understood to be the development of an understanding and acceptance of the place of one’s self and others in the social environment and that this environment is generally safe (Klein, 1946 , Winnicott, 1965).

For many children and young people in care the achievement of integration can be a difficult step. They are uncertain of their place in their world and it is a world that seldom feels safe. Without integration children will not develop what Erikson (1950) calls a “basic trust” in their world. This development is essential for their future wellbeing and for their capacity to be resilient. It is the consistency and the quality of concern shown for the growing infant by the main parenting figure which determines the level of integration a child may achieve. Children who struggle to achieve full integration, who emotionally continue as Klein would say, to reside in the “paranoid-schizoid position” do not develop this basic trust because they continue to feel threatened and persecuted by the world around them. They may express themselves in a terrorised or terrorising way because they have not developed a healthy sense of risk and consequently have little or no resilience to the world around them (Klein, 1946).

Can a placement in care help a child become more resilient? Tiet *et al* (1998), as cited in Atwool, 2006) suggest that external support such as additional adults in the family, care workers and mentors can provide some of the emotional support and guidance that children looked after in care need in their lives. Other studies have shown that for children in care age and placement stability are key factors. (Triseliotis, 2002; Lowe and Murch, 2002 as cited at Liz Webb). Being given consistent warm caring experiences and the sense of belonging this brings along with it can allow children to cope with the new changes which are brought about by



**January 2020**  
ISSN 1605-7406

entering the care system for the first time. If children can be helped to cope with this dramatic change in their lives, it is likely that they will become more resilient to change as they grow up. It is significant that placements in care are normally more successful if the child is an infant. These studies suggest that children in middle and late childhood experience a higher level of placement breakdown as their needs are more demanding due to their relatively higher level of emotional and behavioural problems. These problems may have roots in abusive and neglectful familial experiences as well as experiencing several changes in care placements, but they come at time when all children of this age are beginning to go through the throes of adolescence. They are becoming very aware that their parents are not perfect! While this is as it should be. Nevertheless, this adds to the complexity of the development of resilience in children in care and to the task of those encouraging this development. An idea which may be of help in this is D.W. Winnicott's proposal that our parents should not be perfect, but they must be "good enough" (Winnicott, 1965 as cited by Sharpe, 2004). Recent investigation shows that young people in foster care can be helped to develop relationships and become able to recognise and accept that others as well as themselves are not perfect. The realisation that their parenting figures are "good enough" but not perfect holds out the promise that new and good relationships with others is a possibility. It is perhaps for this reason that there is evidence that foster care placement in adolescence can lead to adoption (Triseliotis 2002as cited at Liz Webb 2004). These studies suggest that adolescents experiencing a positive and secure attachment with care givers present themselves as being confident and self-reliant, able to handle fear and worry, able to attain full intellectual potential and able to access support





from others when necessary (Allen and Land, 199 as cited at N. Atwool, 2006).

Often, children and young people, even when they have in the past suffered long term abuse, experience the benefit of a strengthened sense of self-esteem afforded by consistent care and the development of a healthy attachment with parenting figures (Schofield, 2002 as cited at Frey and Cushing, 2007). This benefit is what Bowlby (1969) called a secure base. Healthy and loving relationships developed and experienced through foster care can allow a child or young person to form a strong belief in and acceptance of these caring emotions. This leads in turn to a firm sense of security (Bowlby 1969; George 1996; Howe et al. 1999 as cited at Frey and Cushing, 2007). Such relationships which include the qualities of being listened to, valued and accepted can help a young person to develop positive self-esteem and a strong sense of identity. Placement stability is a major factor in contributing to children and young people in care being able to cope with and successfully survive adversity.

## **Conclusion**

The aim of this paper has been to show how the resilience of children and young people in care is influenced by the consistency of attachment they experience with their substitute parenting figures and to demonstrate the emotional distress which is experienced when attachment ties are ruptured.

It is important to mention the different issues at stake for infants and adolescents who are in care. Their level of risk and their level of need very much depend on each individual, who has a unique story to tell. Each child who is being looked after has a unique relationship with his or her family and while the quality of the child's relationship with his parents may be



**January 2020**  
ISSN 1605-7406

close, healthy and positive, for others there may be little or no emotional engagement. Therefore during a placement in care it is very important that the adults who look after the child are able to give child the kind of “good enough” parenting necessary to create a good and trustful relationship between adult and child and so enable the child to have the potential to form relationships in adult life. The challenge of having to trust yet another adult tests the difficulties the child faces in dealing with his or her emotional response to any new situation which arises. In many cases these issues are made worse by the frequent change of placement, leading to a lack of emotional stability, identity, and adults to trust.

The way the parents and caregivers bring up a young person will affect all aspects of their lives, present and future. It is important to emphasise the significance of attachment throughout childhood and how important it is to maintain a sustained and nurturing significant relationship in a child's life, as a repeated rupturing of attachment can further harm the child or young person. The attachment that is formed in childhood carries over into adulthood and reflects upon the offspring of these individuals. The problem or the joy is, as Bowlby put it (1969), “How we start, we tend to go on”.

## References

- Altshuler, S. and Poertner, J. (2002). The Child Health and Illness Profile-Adolescent Edition: Assessing Well-Being in Group Homes or Institutions. *Child Welfare League of America Journal*, 20. pp 495-511.
- Andersson, G., (2005). Family relations, adjustment and well-being in a longitudinal study of children in care. *Child and Family Social Work Journal*, 10. pp 43-56.
- Atwool, N., (2006). Attachment and Resilience: Implications for Children in Care. *Child Care in Practice Journal*, 12, 4. pp.315-330.
- Bowlby, J., (1969). *Attachment and Loss Vol.1*. London: Tavistock 1982.



- Daniel, B., Wassell, S. and Gilligan, R. (1999). *Child Development for Child Care and Protection Workers* . London: Jessica Kingsley Publishers.
- Eagle, R.S., (1990). Denial of Access: Past, Present, and Future. *Canadian Psychology*, 31,2.
- Eagle, R.S., (1994). The separation experience of children in long-term care: Theory, Research, and Implications for Practice. *American Orthopsychiatry Association, Inc* , 64,3. pp. 421-434.
- Erikson, E.H., (1950). *Childhood and Society* . Harmondsworth: Penguin Books. 1965. pp 239-267.
- Fahlberg, V.I., (1994). *A child's journey through placement* . British Agencies for Adoption and Fostering.
- Fonagy, P., (2001). *Attachment Theory and Psychoanalysis* . New York. Other Press.
- Frey, L. Cushing, G. Freundlich, M. and Brenner, E., (2007). Achieving permanency for youth in foster care: assessing and strengthening emotional security. *Child and Social Work Journal*, 13. pp. 218-226.
- Gilligan, R., (2001). Working with social networks: key resources in helping children at risk. In Hill, M. (Ed) *Effective Ways of Working with Children and Their Families* . London: Jessica Kingsley Publishers. pp. 70-91.
- Gilligan, R., (2005). Resilience and residential care for children and young people. In Crimmens, D. and Milligan, I. (Eds) *Facing Forward: Residential Child care in the 21st Century*. Lime Regis: Russell House. pp. 105-113.
- Jackson, S. and Martin, P., (1998). Surviving the care system: education and resilience. *Journal of the Adolescence*, 21, 5. pp.569-583.
- Klein, M., (1946) Notes on Some Schizoid Mechanisms. In *Envy and Gratitude and Other Works 1946-1963* . London: Vintage (1997) pp 1-24.
- Mohaupt, S., (2008). Review Article: Resilience and Social Exclusion. *Cambridge Journals, Social Policy and Society*, 8 ,1. pp. 63-71.
- Sharpe, C., (2008). 'Anyone Can Make a Relationship?' in *Writings : goodenoughcaring* . [Online]. Available at: <http://www.goodenoughcaring.com/WritingsArticle.aspx?cpid=16> [Accessed 18 March 2009]
- Sharpe, C., (2004). 'The Inner World of the Child' in *Writings : goodenoughcaring* . [Online]. Available at: <http://www.goodenoughcaring.com/WritingsArticle.aspx?cpid=16> [Accessed 18 March 2009]
- Ungar, M., (2001). The Social Construction of Resilience Among "–Problem–" Youth in Out-of-Home Placement: A Study of Health-Enhancing Deviance . Human Sciences Press, Inc. *Child and Youth Care Forum*, 30, 3.
- Webb, L., (2004). Matching and mismatching in teenage adoptions: Implications of the adoption act for practice. *Journal of Social Work Practice*, 18, 2. pp. 181-195.



Winnicott, D.W., (1965). *Maturational Processes and the Facilitating environment: Studies in Theories of Emotional Development* . London: Tavistock Publications.p.36

Boneke, L. (June,2009). The resilience of children in care: The influence of adult attachment figures. *The goodenoughcaring Journal*. [www.goodenoughcaring.com](http://www.goodenoughcaring.com)



**January 2020**  
ISSN 1605-7406

*A view from South Africa*

# **An Endangered Profession**

**Barrie Lodge**

*This blog column was written 18 months ago, yet the situation for many in the CYC profession in South Africa is unchanged – some would say, even worse.*

**A** question was posed on social media in May 2018: "Are we losing child and youth care workers?". It was unanswered. But other related posts provided some answers ...

YES!!!

Some child and youth care workers posted that they will leave the profession to go back to their previous field of employment; "I'm going to 'give up' and go back to ..... whatever". In a telephone call I made to the Isibindi project that I initiated, I was told, "It's not the project you started. There only a few child and youth care workers left."

Others say "God is good ... I got employed ... new job" Others are all but lost to the profession but hanging in ... lost income, losing hope, losing enthusiasm, losing loyalties. Some are considering immigration from South Africa.

There were also posts from child and youth care workers employed in the non-governmental sector (NGO's) who said that funds/subsidies/grants from government have not been paid and that business plans submitted to government in good time have not resulted in service level agreements



**January 2020**  
ISSN 1605-7406  
**57**

(SLA's) being finalised or signed. Recently SLA's have been a three-year contract. This year funds have not been forthcoming. At least three Child and Family Welfare facilities in two provinces (and their programs), have closed as a result. In one Child and Family Welfare facility, at least, there was a children's home. The state is the ultimate parent. The NGO sector does the work of state.

Social media posts from child and youth care workers in the NGO sector were " Every year we don't know if we have a job, we have to wait to see if the funds arrive." For this reason many NGO's will employ child and youth care workers on a fixed term contract that expires at the end of each financial year waiting to renew the contract if funds are available. This year has been a year of particular uncertainty with some child and youth care workers in some facilities holding on without pay hoping for pay with back pay.

I don't know whether delays can be explained by the Department of Social Development new Minister's refusal to sign her Department's Annual Performance Plan (APP) saying that her Department was in a "shambles". She could not present her budget to parliament for the current financial year.

All this is reminiscent of the Social Work crisis of 2008. Poor salaries and working conditions meant social workers were leaving government positions to find jobs in the private business sector or immigrating, mainly to the UK. The shortage of social workers in South Africa resulted in Social Work being declared a "scarce skill". Now sometimes in the social media referred to as a "Critical and scarce profession".

Child and youth care workers in South Africa are voicing the same grievances. I believe that now we either face, or are in, a child and youth care workers crisis.



Let us all hope that something was learnt from the Department of Social Development's response to the 2008 Social Work crisis. The intention was good, but the long term effects are haunting us today.

Firstly, bursaries were made available to students gaining entry into Schools of Social Work at universities nationally. So many students were attracted into Social Work studies as a result of the funding that emerging graduates flooded the market and became unemployable. Today that situation still prevails. Yet, the bursaries remain on offer. And no bursaries for child and youth care workers. This year I am told, with the financial crunch, bursaries remain unpaid.

Secondly, there was a move to train and employ a "general worker". We were told that parliament believed that a multi-disciplinary team approach would confuse families. The "do all" worker concept was based on a model in Cuba. Funds were made available for delegations to visit Cuba and then to train these general workers. Fortunately for the social service profession field pressure from the Social Work and Child and Youth Care Professional Boards and the voice of professionals squashed this initiative.

A new Child Care Act was introduced and costed. The costing model took into consideration that 110,000 social service practitioners would be needed to operationalise the Act. Three funding models were prepared: an ideal model, a medium model and a basic model. Today the basic funding model is not operationalised and the Act is undergoing revision to further improve service delivery to children.

In this time of crisis the NGO sector was expanded. It was a structure that employed social workers. Today the NGO sector is shrinking noticeably nationally as a result of lack of funds.

Back to square one.



Unsustainability of projects initiated by the Department of Social Development is clearly an issue this. Child and youth care workers are affected in numbers.

It is obvious that the availability, or rather the unavailability, of funds or maladministration is behind this crisis.

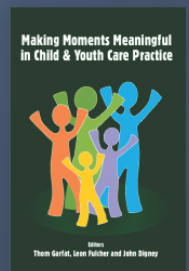
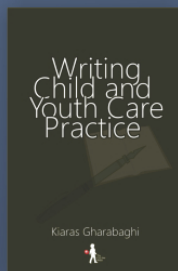
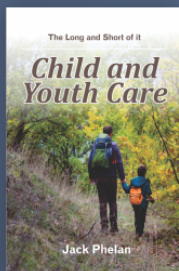
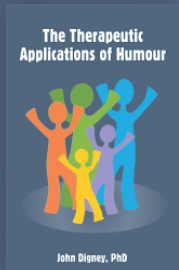
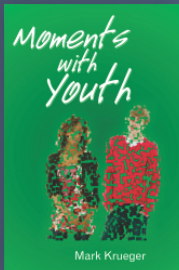
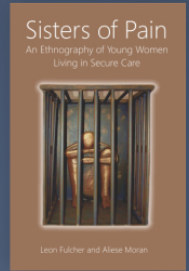
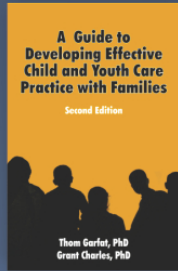
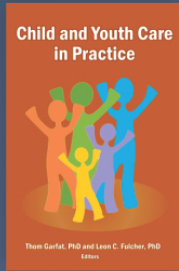
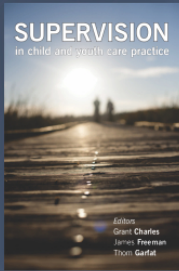
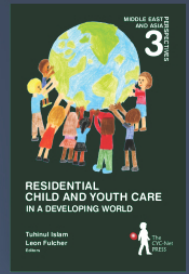
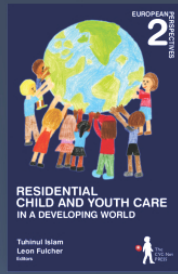
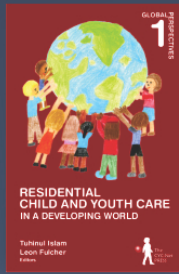
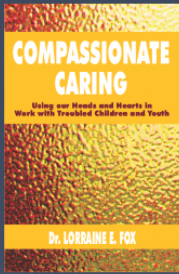
Surely a substantial Department of Social Development budget has now to be tabled and approved. National Treasury must release funds to avert a national welfare disaster. We can't afford a crisis in the professional care of the children and young persons at risk in South Africa.

**BARRIE LODGE** is a Child and Youth Care worker near Johannesburg, South Africa. He has served as a teacher, clinical manager, and director of two children's homes. Visit Barrie's blog, from which this column was originally published, at <http://childandouthcaretalk.blogspot.com>



**January 2020**  
ISSN 1605-7406





VISIT OUR BOOK STORE AT  
[press.cyc-net.org](http://press.cyc-net.org)

The  
CYC-Net  
PRESS  
[info@press.cyc-net.org](mailto:info@press.cyc-net.org)

# Postcard from Leon Fulcher

## *Wairoa District Schools Kapa Haka Festival, New Zealand*

**K**ia Ora te Whanau ki awahi Tamaraki e Rangatahi – Warm Greetings to the world family of childcare and youth workers at the end of another Calendar Year. As the School year draws to a close, I was involved in end of year events supporting our local primary school with transport for students. The annual Wairoa District Schools Annual *Kapa Haka* Competition was a very special gathering of families.

The annual Wairoa Primary School Kapa Haka Gathering – *Reorua* Wairoa (Wairoa language storehouse) – takes place in this North Island East Coast New Zealand town of about 4,500 people, or 8,000 if one includes those living in the surrounding rural areas. Statistics New Zealand (2013) reported that over half the population of 8,000 Wairoa people are Maori. In 2016, out of a total enrolment of 502 students at Wairoa College only 66 did not identify as Maori. 30% of Wairoa College students ride school



***Wairoa District Schools 2019 Kapa Haka Celebrations supported by students and families***



buses from surrounding rural areas, some involving trips of more than an hour.

Sixteen primary schools within the Wairoa College District were hosted by the local *Kura Kaupapa ki Wairoa* (Maori language instructional medium) with some schools supporting Junior (*Teina*) and Senior (*Tuakana*) Kapa Haka teams. Each *Kapa Haka* team was required to perform traditional Maori *waiata* (songs), *poi* (hand-wrist-arm dexterity) and *haka* (challenge). Almost all of the school *Kapa Haka* teams involved multi-racial participation, with all New Zealanders in the Schools celebrating Maori practices.

Each school has developed their own unique Kapa Haka performance uniforms. Both traditional and modern *kapa haka* dress and choreography were presented. In each performance, female students



**Te Kura Kaupapa Ngati Kahungunu ki Wairoa Hosted the 2019 annual gathering**



**16 Primary and Intermediate school groups performed at the Reorua Kapa Haka Festival**

started in the front with young men at the back. Part of the performance expectation involved the particular steps each group used as young men and women moved backward and forward.

Young people with a range of so-called disabilities actively performed alongside their fellow students. This was another encouraging feature of this year's *Reorua Kapa Haka* Festival. Children and young people with developmental delays, at various points on the autism spectrum and wheelchair-bound young people were able to participate in the *Kapa Haka* teams from almost all schools.

The *poi* is a distinctive art form perfected most commonly for *kapa haka* amongst the women. The short-rope *poi* is used to demonstrate finger, wrist and elbow dexterity, with performances involving



***Disabled students are included as active participants in Kapa Haka performances***

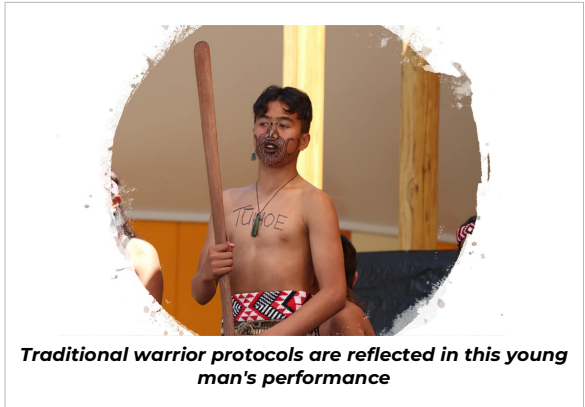


***Learning the traditional poi is a specialist art form nurtured amongst wahine mokopuna***

both single and double poi. The long-rope poi is performed with one in each hand and are said to parallel the flight of large birds. It's fun to notice young people actively practice their poi skills.

Young men like this lad from the Ngai Tuhoe iwi or tribe learn to use the *taiaha* (spear) and the *patu* (hand weapon). Traditionally, boys learned to use the *poi* in order to develop skills with wrists, elbows and arms that would strengthen their capabilities as young warriors with both *patu* and *taiaha*.

In common with other indigenous cultures, the Kapa Haka Festival was respectful of cultural roles and protocols. Special seating arrangements were provided for *rangatira* or elders under a canopy to protect them from the beating sunshine on this beautiful day of *whanau* and family celebration.



**Traditional warrior protocols are reflected in this young man's performance**



**Distinctive cultural roles and protocols are nurtured amongst girls and boys**



At the end of the afternoon, the hosts of *Reorua* 2019 gathered to perform a *haka* that recognised handing over of “The Symbolic *Mauri*” or “life force” of the Festival. *Te Kura o Waikaremoana* are the designated hosts



***Te Kura o Waikaremoana with 'Mauri' symbol will host the 2020 Kapa Haka Festival***

of the *Kapa Haka Reorua* 2020 Festival. It isn't easy to capture the emotional spirit amongst the 30 young students from *Te Kura o Waikaremoana* at the end of this Festival. Their responses might well be paralleled when indigenous youths and elders gather together to engage in drumming, chants and dance. It made me wonder how we assist child and youth care practitioners to recognise and notice the importance of rituals of encounter – so graphically illustrated by *Kapa Haka*.



**January 2020**  
ISSN 1605-7406

# Information

## ***Publishers***

CYC-Online (ISSN 1605-7406) is an open-access e-journal published monthly by [The CYC-Net Press](#)

## ***Founding Editors***

**Thom Garfat**

[thom@cyc-net.org](mailto:thom@cyc-net.org)

**Brian Gannon (1939-2017)**

## ***Managing Editor***

Martin Stabrey

## ***Associate Editors***

Mark Smith, James Freeman, Janice Daley

## ***Correspondence***

The Editors welcome your input, comment, requests, etc.

Write to [cyconline@cyc-net.org](mailto:cyconline@cyc-net.org)

## ***Advertising***

Only advertising related to the Child and Youth Care profession, programs, courses, books, conferences etc. will be accepted. Rates and specifications are listed over the page, or email [advertising@cyc-net.org](mailto:advertising@cyc-net.org)

## ***Permission to Reproduce Material***

Readers are welcome to reproduce any part of this journal as desired.



**January 2020**  
ISSN 1605-7406  
**67**

## **Columnists**

**Kiaras Gharabaghi** – Ryerson University, Canada

**Jack Phelan** – Grant MacEwan University, Canada

**Hans Skott-Myhre** – Kennesaw State University, USA

**Leon Fulcher** – Transformaction, New Zealand

**Doug Magnuson** – University of Victoria, Canada

**Tara Collins** – Ryerson University, Canada

## **Writing for CYC-Online**

*CYC-Online* is a monthly journal which reflects the activities of the field of Child and Youth Care. We welcome articles, pieces, poetry, case examples and general reflections from everyone.

In general:

- Submissions should be no longer than 2500 words
- The style of a paper is up to the author
- We prefer APA formatting for referencing
- We are willing to work with first-time authors to help them get published
- We accept previously published papers as long as copyright permission is assured
- We are open to alternative presentations such as poems, artwork, photography, etc.

Articles can be submitted to the email address below for consideration.

***Please note that authors retain joint copyright privileges.***

Send submissions to: [cyconline@cyc-net.org](mailto:cyconline@cyc-net.org)

Opinions and views expressed by authors are their own and don't necessarily represent the views or opinions of CYC-Net, its editors, or its supporters.



**January 2020**  
ISSN 1605-7406





## Advertising in *CYC-Online*

	1 x insertion	3 x insertions	6 x insertions	12 x insertions
<b>Size</b>				
Full page	\$250.00	\$200.00	\$150.00	\$100.00
½ page	\$200.00	\$150.00	\$120.00	\$90.00
¼ page	\$125.00	\$100.00	\$75.00	\$50.00

*Prices in US\$ per monthly issue, per insertion. Full amount payable at first insertion. Deadline: 7 days before month-end*

### Material specifications

All artwork to be sent to [admin@cyc-net.org](mailto:admin@cyc-net.org)

*Files:* Only TIF, PDF and JPG files will be accepted. All images should RGB at 300dpi resolution.

*Fonts:* All fonts should be embedded. We accept no responsibility for incorrect font rendering.

### Sizing information

Finished Size	Layout	Width	Height
Full page	Portrait (5mm bleed)	150mm	200mm
½ page	Portrait	70mm	200mm
	Landscape	150mm	90mm
¼ page	Portrait	70mm	90mm

