

NO ONE MUST LEFT BEHIND



...Because every life is precious!

TOOLKIT FOR CHILD PROTECTION PROFESSIONALS



**Funded by
the European Union**

Erasmus+
Enriching lives, opening minds.

The publication was prepared by:

PARENTS' HOUSE PUBLIC BENEFIT FOUNDATION

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We would like to thank them for their valuable work!

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ABOUT NOMLEB

The NOMLEB: **No One Must Left Behind** project, implemented within the framework of the **Erasmus+ program**, was carried out by the **Hungarian Parents' House Public Benefit Foundation** in 2023, in cooperation with the Romanian **Asociatia Pro Agriensis Association**.

Within the framework of the project, we held two, six-day-long training sessions for youth workers who have experience working with children and young people living in care.

During the training course, the participants had the opportunity to deepen their knowledge in the field of child protection and youth work using creative, informal learning tools.

In addition to creating a common theoretical framework, the purpose of the training was to provide practical techniques and tools that can be used in everyday work to support young people in care.

During the training process, which was adapted to the needs of the participants, great emphasis was placed on the issues of mental health, stress management and burnout prevention, which are considered to be one of the major challenges in the field.

The aim of the NOMLEB training process is to train, motivate and support youth workers in developing their necessary skills in the field of child protection, as well as:

- to offer useful and practical knowledge to professionals,
- mutual learning and gaining experience,
- to create a supportive professional community,
- to strengthen the child-oriented values of the European Union.



30 youth workers participated in the training process - 15 from Hungary and 15 from Romania. The participants were professionals working in the social field, typically educators in children's homes and residential homes, child supervisors, social workers, special needs teachers, and foster parent network leaders.

The aim of the project was for participants to create a supportive and accepting professional community, providing an opportunity to discuss professional issues affecting the field, to share experiences and to think together.

During the two weeks of training, the different skills of the participants were developed through a number of informal learning tools.

On both occasions, the training was held by two qualified and experienced trainers. The lead trainer was Brigitta Gyebnár, who was joined by Éva Sipos in the first week and István Fehér in the second week.

The first week focused more on becoming a group, relating to ourselves and others, self-reflection, mental health and burnout.

As one of the most common individual challenges expressed by the participants was the feeling of being left alone, we also invited professionals as guest speakers for the second week, to whom the participants could ask their professional questions and to whom they could express their daily challenges.



THE TWO TRAINING WEEKS WERE ORGANIZED AROUND THE FOLLOWING TOPICS:

WEEK 1

- 1. Getting to know each other - communication**
- 2. Our attitude towards others**
- 3. Expectations, schemas and coping**
- 4. Conflict, stress, burnout**
- 5. My health - to your health!**
- 6. Preparation for phase 2**

WEEK 2

- 1. Reconstruction, reflection**
- 2. Focus on the child**
- 3. Support for practical work**
- 4. Crime prevention; victim - perpetrator roles**
- 5. Institutional care system**
- 6. Farewell**



After the first week of training, we asked participants to try to implement a freely chosen activity, methodology or programme in their workplace, using the tools they had acquired or developing new ideas, and to share their experiences with the group during the second week of training. This task could be done individually or in groups.

In this toolkit, we have collected with the group all the tools and methods that represent the tasks and games that are part of the training, as well as the methods, programmes, and activities that the participants have invented and tested.

During the methods, which involved case descriptions, the participants were mindful of the personal rights and dignity of their clients and the children under their care. As a result, no individuals are identified by name or in any other way that could lead to their identification in the descriptions.

All the dedicated professionals involved in the project and working in the field, thank you for your conscientious work!

...Because every life is precious!



METHODS, TOOLS



1. APPLICATION OF THE 'IMAGINED IDEAL SYSTEM' METHOD

- What would the ideal child protection system look like in another galaxy?

1.A) THE SYSTEM IN WHICH WE WORK

During the first week of the training, in order to establish a common theoretical framework, the participants worked in teams and prepared presentations on the structure and characteristics of the Hungarian and Romanian child protection systems.

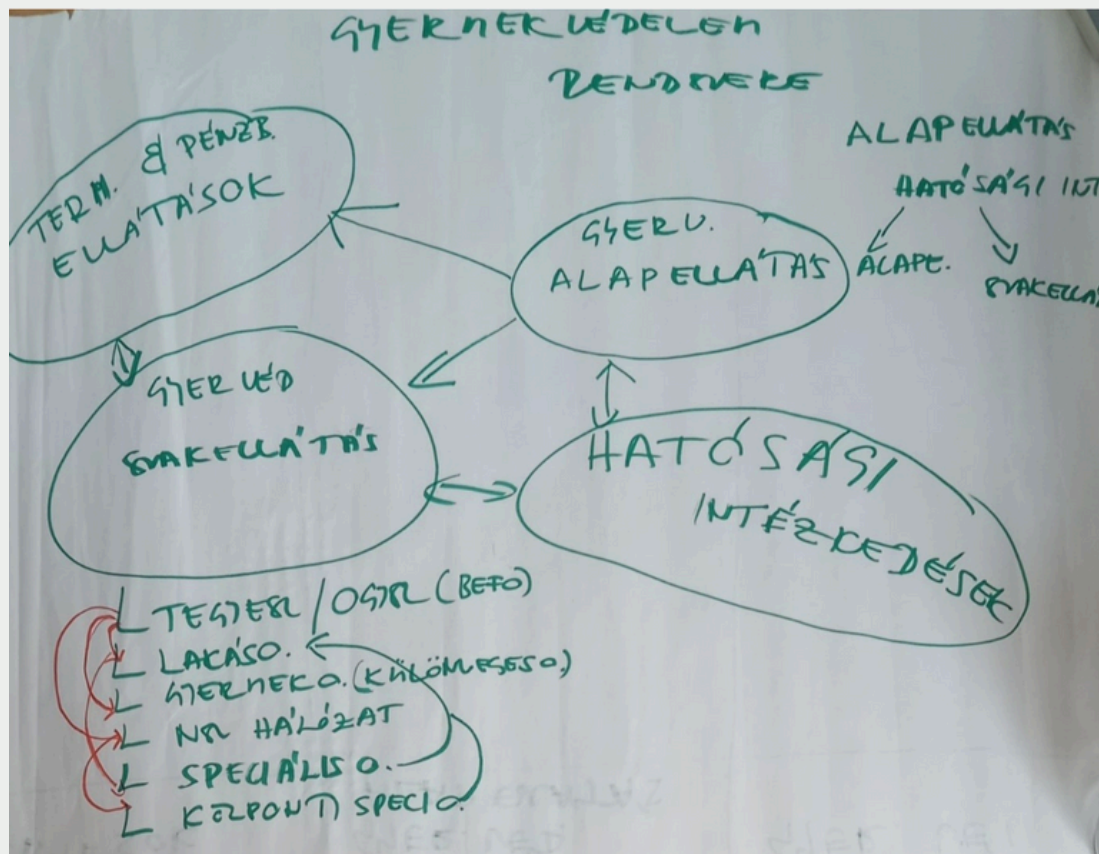
SIMILARITIES

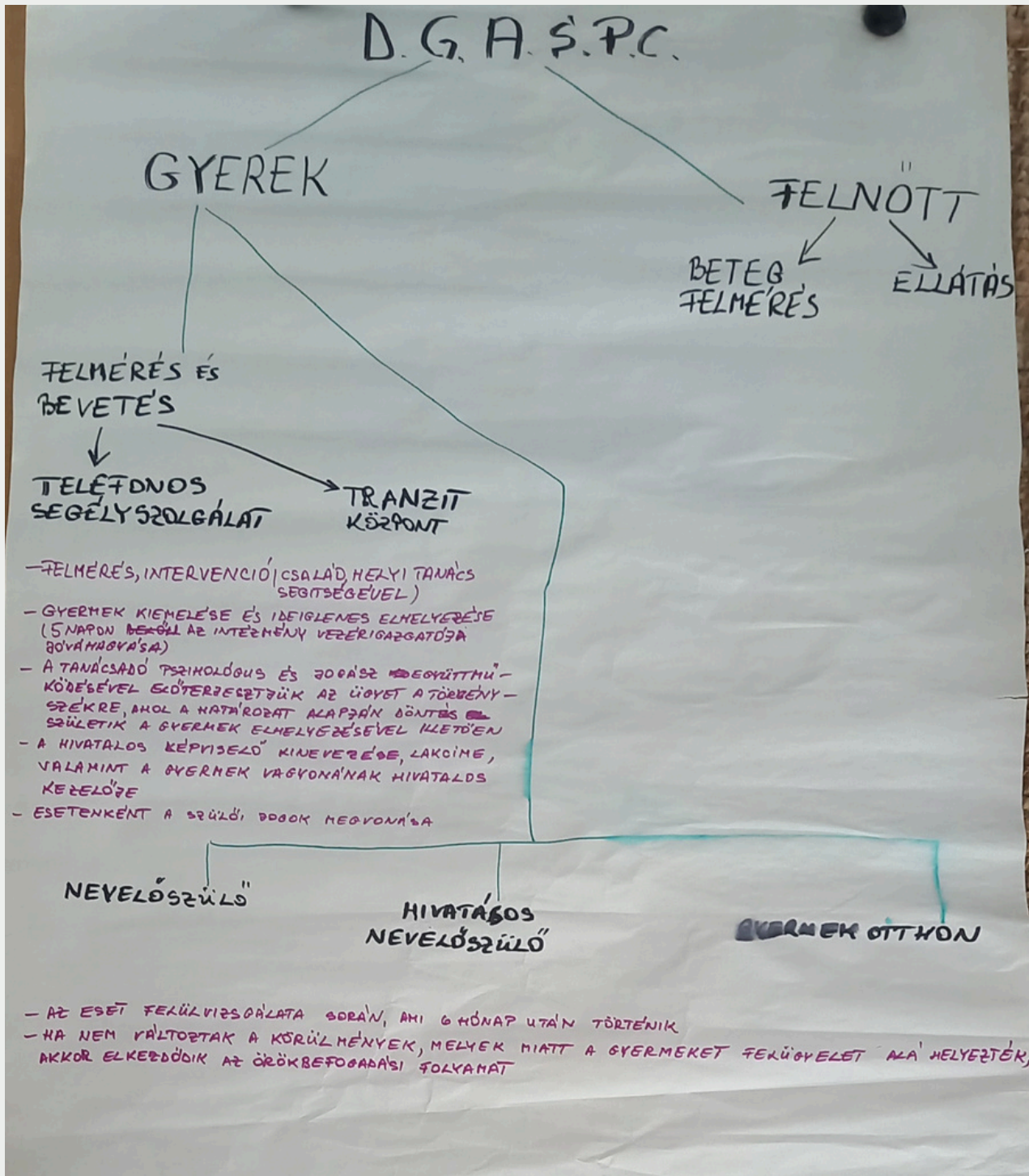
- Its operation is based on a UN Convention
- It consists of basic and specialised elements
- Its operating principles are the same and it protects the interests of children.
- The system is similarly structured
- Most care providers are state owned

DIFFERENCES

- HU: there is a foster parent network (which can also be interpreted as an employment relationship)
- RO: there is no guardian, it is interpreted from a legal point of view
- HU: there is a guardian who is also responsible for the life of the child
- RO: a baby cannot be placed in a children's home
- HU: it can happen (not by rule)
- RO: in case of adoption, the child has to be renounced up to the 4th generation;
- HU: the child has to be renounced up to the 1st generation
- RO: there is no guardianship authority, the court decides
- HU: guardianship authority operates
- RO: The right of access can only be exercised in the presence of an office (represented by an official employee).

Figures drawn up by the participants on the child protection systems in each country (in Hungarian language):



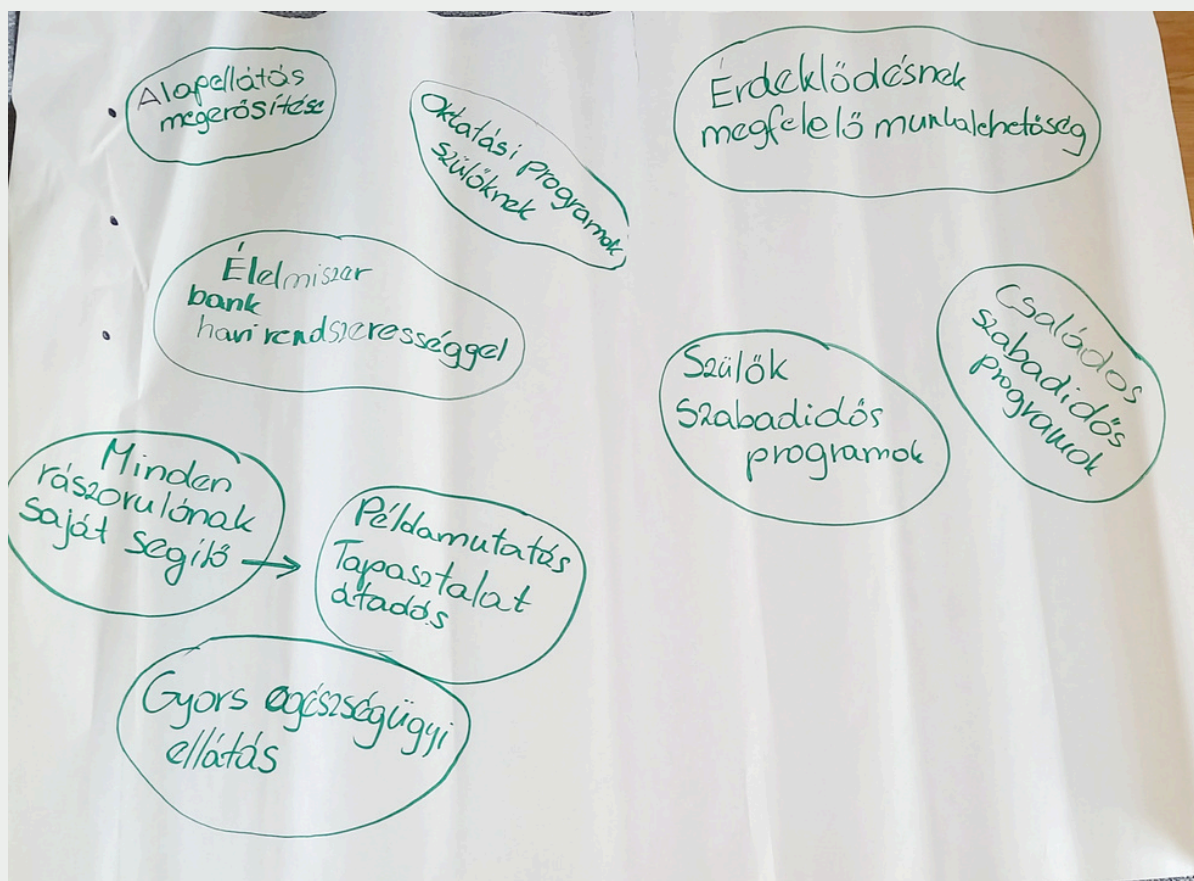


1.B) PRESENTATION OF AN IMAGINED, IDEAL CHILD PROTECTION SYSTEM - HETEROGENEOUS (ROMANIAN-HUNGARIAN) GROUP BREAKDOWN

After presentations on the characteristics and comparisons of child protection systems, the participants were given space to work in groups to create the child protection system they considered ideal.

Figures created by the participants (in Hungarian language):

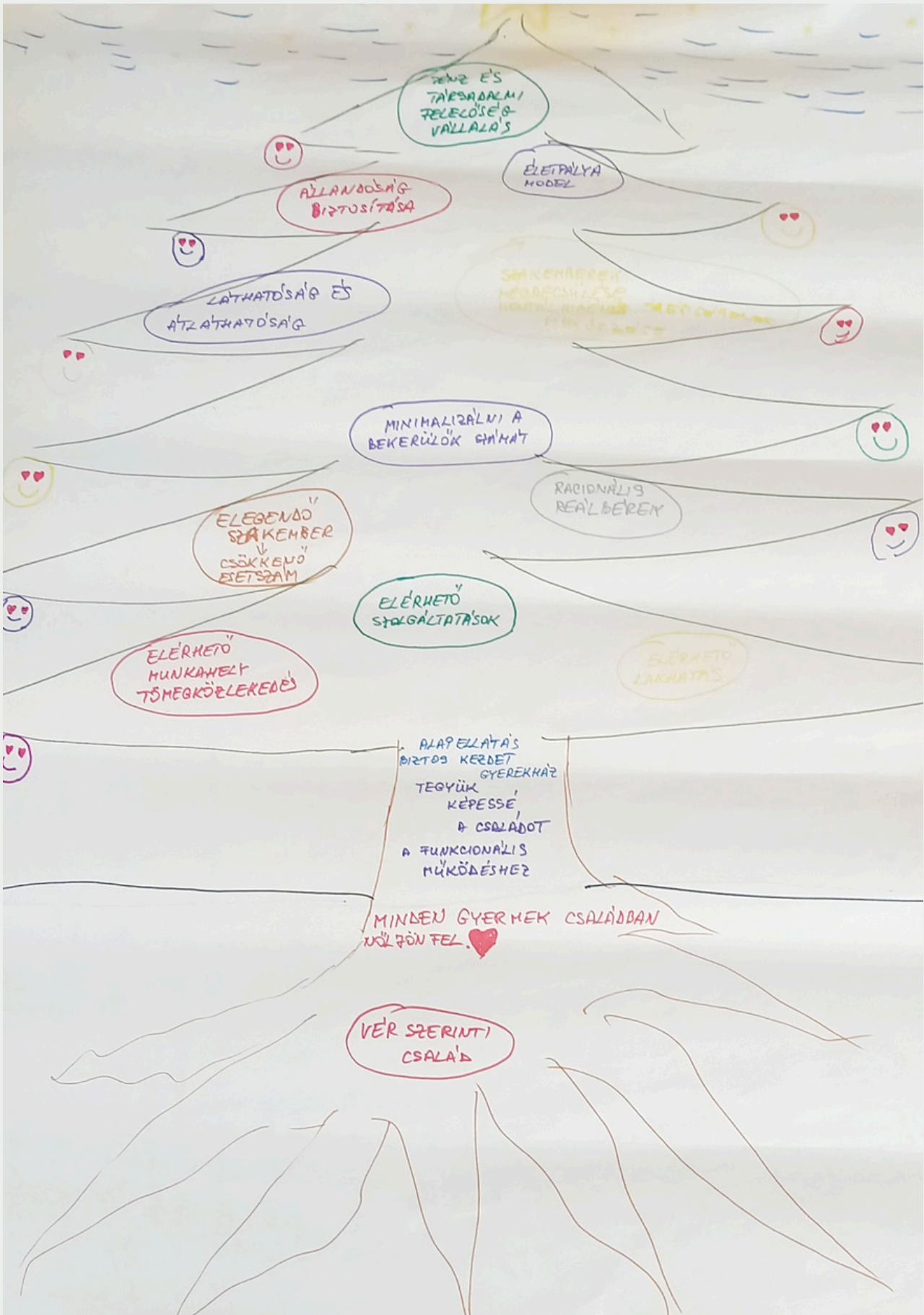
GROUP 1:



Characteristics of an ideal system:

- strengthening primary care (basic child welfare services)
- educational programs for parents
- job opportunity of interest
- food bank on a monthly basis
- parent leisure programs
- family leisure programs
- everyone in need has their own helper - setting an example, passing on experience
- rapid health care

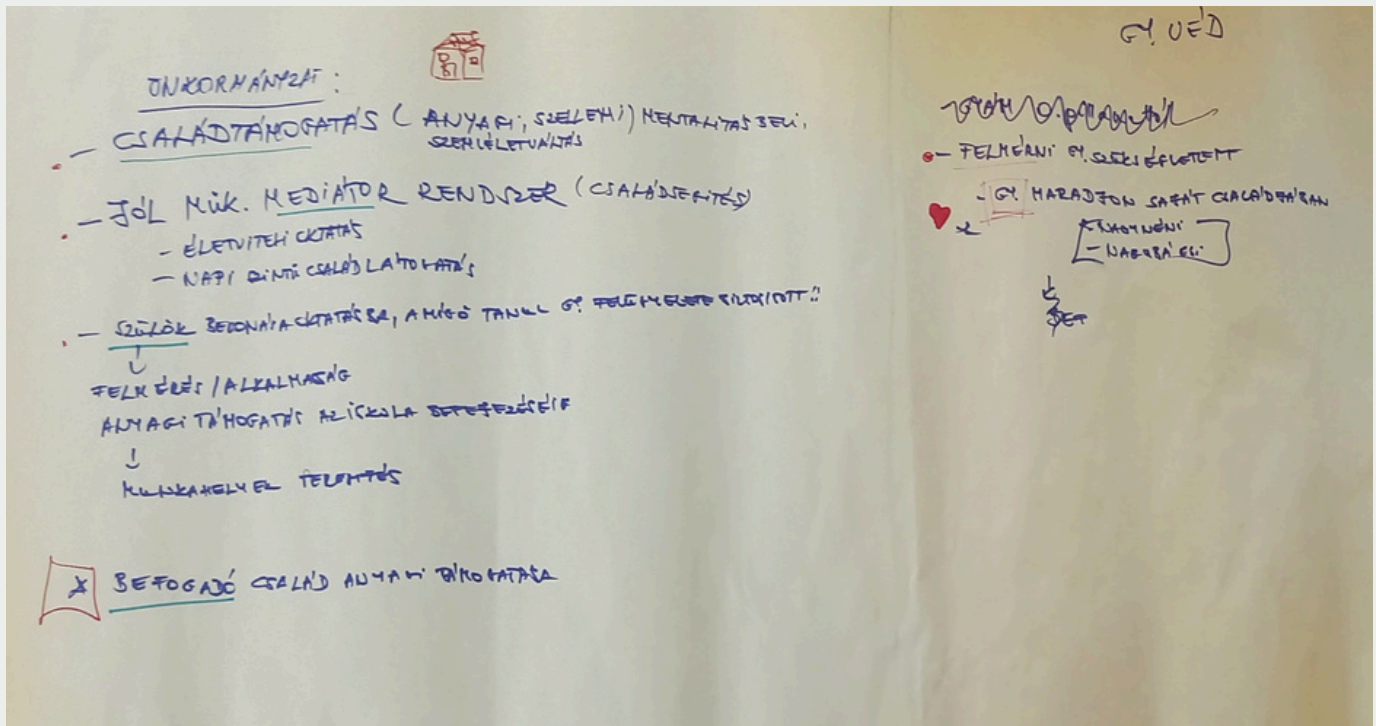
GROUP 2:



Characteristics of an ideal system:

- money and social responsibility,
- life path model, ensuring permanence,
- ensuring visibility and transparency,
- valuing professionals, preserving their mental hygiene and health,
- minimise the number of children entering the system (to professional child protection system),
- sufficient specialists, decreasing number of cases,
- rational wages,
- available services: available workplace and public transport, available housing,
- basic care (/basic child welfare services), Sure Start children's homes,
- enabling the family to function,
- every child should grow up in a family
- family by blood

GROUP 3:



Characteristics of an ideal system:

- The municipality should play a role in:
 - family support (financial, spiritual), a change of attitude is needed,
 - a well functioning mediation system (family support)
 - life skills education
 - daily family visits
 - involving parents in education - providing childcare while the parent is studying,
 - inviting parents, checking suitability, financial support until the end of school, creating jobs,
 - financial support for the host family.
- In the field of child protection:
 - to assess
 - the child should stay in his own family (aunt, uncle) - assessing the child's needs.

GROUP 4:

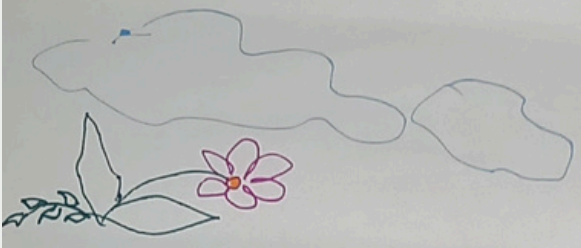
- Felvilágosítás - tudatos gyermekváltás
gyakorlatosság

- Családtámogatás ♥
- a gyermek leint maradja a családban → önállóvá válás egy nevelési
- általában több támogatás - anyagi is ♥
- egy gyermek is legyen bántalmazott - szellemileg
- egészség megőrzése

- Ideális rendszer - anyagi támogatás ♥
 - Keresett bűntudat - több szakemberrel

- pszichológus
- gyógypedagógus
- orvosi ellátás
- pszichopedagógus
- pályaválasztási tanácsadás
- pszichológus tanácsadás
- pedagógiai tanácsadás
- hádatársas nevelés

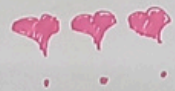
Felkészítés a felnőtt életre



- Önbizalom - önfelnevelés

- gyermek központi létezés

- Szakmai orvosi ellátás - közhatal megújítása
- drog prevenció
- szomatikum + kötelező iskola ♥



Characteristics of an ideal system:

- Sexual education - conscious childbearing
- Family support
- Keep the child in the family - simplifying adoption
- More support from the state (financially, professionally)
- No child should be abused,
- Ending poverty
- Less bureaucracy, more professionals (psychologist, special needs teacher, medical care, psychopedagogue, career advice, financial advice, household education)
- Preparation for adult life
- Self-sustaining
- A child-centered court
- Professional medical care: hospitals, drug prevention, sanatorium and compulsory school

2. PREPARATION OF A WORK PLAN SAMPLE

Professional/specialised child protection care for abused children, domestic violence, child trafficking and other social emergency situations

WORK PLAN:

Child's first name	
Child's last name	
Other necessary data (e.g. identity card number)	
Name of parents	
Number of siblings	
Income data	
Address	
Educational level of parents	
Name of the professional responsible for the case	
Dated	

1. TYPE OF ABUSE/DANGEROUS SITUATION:

- physical abuse:
.....
- emotional abuse:
.....
- sexual abuse:
.....
- drug abuse:
.....
- exploitation:
.....
- child trafficking:
.....
- underage prostitution:
.....
- underage mother:
.....
- interruption of school studies:
.....
- juvenile offender:
.....
- other serious neglect, abuse that endangers the child's life:
.....

2. INVESTIGATION OF THE CASE

Taking an anamnesis, obtaining various documents related to the child's situation: school, medical opinion, case study from the social worker working at the municipality and from other professionals. This is followed by a comprehensive case description of the child's situation.

3. PLAN - GOAL - PRIORITIES

Identify the nature of the problem.

Overview of risk factors, severity and frequency of the problem.

Determine whether parents are fulfilling basic caregiving responsibilities and co-operating with members of the professional team.

Is the child in the family at risk?

If so, does the child need to be removed or placed with a family member, foster parent or in a family-type institution?

The main goal is to strengthen the family with various services so that the child can remain in his/her biological family.

The intervention must be multifaceted, taking into account the child's developmental needs (e.g. learning, emotional and behavioural development, family and community relationships), parental care (e.g. basic care, education, physical safety, emotional security) and family environmental factors (e.g. family history, housing, employment, community resources, income).

Focus: reducing risk factors and preventing their recurrence; building on family strengths.

4. THE TIME ALLOTTED FOR THE IMPLEMENTATION OF THE PLAN:

3-6 months - with the creation of an expert working group

Expert working group, Interprofessional working group, involvement of professionals in the problem- solving process	Name
Social worker from the municipality	
Psychologist	
Lawyer	
Police officer	
GP, medical specialist	
School counselor	

Number of meetings and visits with the family:

- with children and parents, depending on the complexity and severity of the case;
- making minutes,
- we monitor the development of the situation,
- setting new goals, and
- if there is no positive progress and the child's life and development are at risk, displacement from the family.

Number of meetings with members of the expert working group:

- individually or even in groups depending on the complexity and severity of the case
- making minutes,
- case discussions, case conferences
- monitoring the child's situation, also in the form of assessment meetings,
- design of signaling system.

5. CLOSING THE WORK PLAN

Evaluation.

If necessary, creating a new work plan, setting new goals, involving other professionals.

RESOURCES USED:

- Herczog Mária : Gyermekvédelmi kézikönyv, Budapest 2001
- 249-2001 Határozat a szakértői csoport működéséről a bántalmazott gyerekekkel való munkában
- HOTĂRÂRE nr. 49 din 19 ianuarie 2011 pentru aprobarea Metodologiei-cadru privind prevenirea și intervenția în echipă multidisciplinară și în rețea în situațiile de violență asupra copilului și de violență în familie și a Metodologiei de intervenție multidisciplinară și interinstituțională privind copiii exploatați și aflați în situații de risc de exploatare prin muncă, copiii victime ale traficului de persoane, precum și copiii români migranți victime ale altor forme de violență pe teritoriul altor state

3. USING LEISURE TIME FOR CREATIVE ACTIVITIES

Main topic: Developing creativity and concentration

Group characteristics:

The total number of the group members is 12, our current number is 7-8 children. We have been able to involve 5-6 children, between the ages of 11 and 15.

Activity description:

Spending free time is often a challenge in groups in children's homes and residential homes. It is a general difficulty to involve children and young people, and to find the right kind of activity.

- Developed competencies:
 - trust,
 - concentration,
 - cooperation in the community

- Implementation:

In the afternoon, the group started making paper kites on the terrace, which was especially exciting to the younger ones. Everyone made the paper kite with their own hands based on the session leader's explanation and illustration.

After making the frame, the kites were decorated with tissue paper. The greatest experience for the children was to fly the kite, first in the yard and then outdoors.

Other times, the group made paper clowns or created wall pictures with grits. The session leader also gave the children playful worksheets, which they also enjoyed.

- Supporting conditions:

All materials were provided for the session.

Impressions:

Difficulties:

"We started the session several times, there were some children who made it and some who gave up after the first unsuccessful attempt, even though I tried to help them."

Positives:

"I think it was a great success for the children, I have rarely seen such precision and concentration from them. They were very skilful and enthusiastic."

4. MAINTAINING CONTACT BETWEEN WOMEN LIVING IN HOMELESS SHELTERS AND THEIR CHILDREN LIVING IN CARE

Group characteristics:

Homeless women with a child in care or being raised by a relative. Typically, women in this group also grew up in care.

Most do not keep in touch with their children because they are ashamed of their situation or do not want to visit them empty-handed.

The previous meetings did not go well, or they do not know how to spend the time together.

Target:

Closer, regular contact between parents and their children, creating quality time spent together.

Activity description:

A women's group has been operating at the shelter since the spring of 2023. The group meets once a month, in a suitable room of the shelter.

Applied activities:

- discussion,
- watching films,
- arts and crafts,
- excursions

The aim is to address the issue of contact with children within the existing women's group. The group provides an opportunity to talk confidentially, listen to each other's experiences, brainstorm together and play games. Anyone who has had a positive experience can give strength to others. Through the joint processing of films related to the topic, sensitive questions become easier to expand and express, and joint trips provide space for more informal conversations.

- Improved competences: Strengthening self-confidence, increasing knowledge, developing a more assertive approach, developing self-awareness.
- Difficulties:

"The shelter is temporary, so it happens that someone moves out before we can achieve any results. They don't always come to the sessions. The composition of the group is constantly changing, it is difficult to keep the time frames."

5. LEISURE TIME PROGRAMME AT THE TRANSITION HOME

Main topic: organizing a summer leisure programme for young people in transition home

Group characteristics:

Severely disadvantaged, abused, neglected, traumatized children aged 14-17

Personal and material conditions of the program:

- professionals - employees of the home: head of the center, psychologist, social workers, educators
- financial support
- means of transport

Competencies:

- Self-knowledge
- Self management
- Etiquette
- Social behaviour

Difficulties:

- Lack of financial conditions
- The children's escape plans

6. STRENGTHENING THE PARENT-CHILD RELATIONSHIP

Main topic: helping a couple with health challenges to raise their child.

Group characteristics:

The mother is mentally unstable, probably exacerbated by the pregnancy. She has been in state care and foster care. Her parents are no longer alive, according to the mother, they were alcoholics. The father is said to be autistic (high functioning).

Competencies:

- strengthening parental competence,
- strengthening self-confidence, self-esteem,
- anxiety reduction,
- strengthening positive emotions,
- strengthening the relationship between parents

Description of the activity:

The child of the young couple received specialist care, and the professional participating in the activity supported the parents in strengthening the parent-child relationship as a special needs teacher.

Applied methods:

- writing a special pedagogical report on the child,
- drawing up and carrying out a programme of repetitive exercises with the child (teaching the parents the programme),
- active and continuous parental support,
- manipulative, sensory, attention-developing games for the child,
- listening to music and singing,
- organising case discussions and close professional cooperation: guardianship authority, family support centre, TEGYESZ.

Material/environmental conditions for the implementation of the programme:

- visiting room,
- developmental games,
- presence of parents, child, children's home manager, GYEJÓ staff, other participants of the case discussion

"I put together a workout that I do with the children anyway. It is designed for healthy children, but you can also notice if a child is different from the average. We accompany the movements with the same songs and rhymes, so after a few repetitions the child knows what's coming next. It is important to make frequent eye contact and to respond appropriately to the child's reactions. If you see that something is uncomfortable, reduce the duration and gradually increase it."

Movement development tasks:

1. Movement part

2. Muscle strength development exercises

(in brackets: beginning of Hungarian nursery-rhymes)

- Hip exercise: Knee push-ups alternating, then symmetrically (*The snake coils..., Little-little snake..., praise*)
- Bicycle: (*The wheel turns slowly... Uncle János is sawing, working with the chainsaw.*)
- Pulling into a seated position: (*Pull, pull...*)
- Arm raise lying on the back: (*Birds fly...*)
- Stretching your arms next to your ears: (*Giant...*)
- Touching opposite limbs: (1-2 left, right...)
- Rolling over on stomach: (*I turn on my stomach...for motivation, forearm support*)
- Swing: (lifting up and down, squatting, eye contact)
- Rolling over: (eye contact, head shaking)
- Balance on a large ball: (forward-backward, sideways, forearm support adjustment, hip grip, palm support at six months, springing)

The tasks are prepared for healthy children, but possible problems can easily be filtered out. The exercises should be done when the child is active, not hungry or sleepy. It's good if it always happens at the same time. Don't get distracted. If you enjoy it, you can do it several times a week. The movement should always be combined with a song or rhyme, this also has a developmental effect. It can happen that some children are afraid of the equipment, so they only want to do it for a short time. Always smile when you sing.

Difficulties:

"It is difficult that, as a special needs teacher, I also have tasks that are related to other professions. The more I get involved, the more I see the need for more professionals to work together. This family needs intensive family support services. In my opinion, during the time of close family support, the parents would become more confident, tasks around the child could become routine. And they would be able to get help again when another difficulty arises".

7. THE DEVELOPMENT OF COLLEAGUES, WITH EMPATHY AND TRUST BUILDING AT THE CENTER

Main topic: Learning conflict understanding and management techniques in a work environment for better cooperation and more balanced relationships

Group characteristics:

a group of social nurses and carers

Competencies:

- community development
- empathy
- trust

Description of the activity:

The activity is testing a method used during the training process in a workplace environment. The session is introduced with a thought-provoking conversation about conflict and knowledge of different types of conflict management.

Participants are then introduced to the Thomas-Kilmann model and complete the Thomas-Kilmann test.

After the test is completed, it is evaluated and then the results are discussed together, as well as the thoughts and questions that arise.

In the second part of the activity, each participant is asked to choose a quote from the novel *The Little Prince* that appeals to him or her for some reason. The group members share the quotes and process what they have heard together. This task is an opportunity for both to get to know each other better and to establish a confidential relationship.

Material/personal conditions necessary for the implementation of the program:

- activity supervisor,
- co-workers,
- Thomas-Kilmann test,
- pencil/pen,
- calm environment.

"It is important to have a calm environment so that colleagues can complete the test with due diligence and choose their favourite quote - this was not always possible due to our agenda and external factors."

8. DEVELOPMENT AND CREATION OF AN AGENDA IN A HOME OF CHILDREN WITH DISABILITIES

Main topic: Increasing predictability and sense of security

Group characteristics:

children with mental disabilities/multiple disabilities and their caregivers.

Description of the activity:

The aim of the activity is to promote consistency. Establishing predictability in residential care can be a major challenge, but its existence can significantly improve children's overall wellbeing and sense of security. The existence and consistency of the agenda is particularly important in the case of any traumatised or vulnerable group.

Agenda developed with colleagues: The agenda should be developed with the joint effort of colleagues working together so that it is acceptable and sustainable for all.

The established agenda:

- wake-up call,
- personal hygiene procedures,
- administration of morning medications,
- group game,
- developing skills with the ball and manual dexterity,
- questioning, imitation, pointing.
- lunch
- kitchen tasks,
- putting away clothes,
- yard game together with educators
- at snack time: conversation, listening to music, watching TV.
- in time for dinner: cleaning the kitchen, making bed, bathing, taking medicines,
- Watching TV, resting until 9-10 p.m.

“With the introduction of daily tasks, a daily plan and then an agenda was created, so that a day is not only about what's for lunch and what's for dinner.”

9. USING CHILDREN'S DRAWINGS IN FOSTER PARENTS' TRAINING

Main topic: Communication and self-awareness

Group characteristics:

Group participants: foster parents, children, counsellor, psychologist, psychopedagogue.

Further training of foster parents (70 foster parents in total) and involvement of children (7-18 year old children in total) in the activities (making drawings) under the supervision of a psychologist within the framework of a recreation program.

Competencies:

- creativity,
- communication,
- role play,
- spontaneity,
- self-knowledge
- strengthening the relationship with the fostered children,

Description of the activity:

We divided the foster parents into two groups in different locations.

Based on the drawings, we created a spontaneous fairy tale together with the foster parents, which was a great success. Then the foster parents had to recognise their foster child's drawing and figure out the reasons of the theme of the drawing.

- Detailed description of the method used:

Psychodrama is a therapeutic, then personality development, self-awareness (group) method which is based on action, the experience of action, the awareness of emotions felt during action and insight.

The basic idea of the latter is that human spontaneity and creativity prevail when embedded in action, and the individual is able to become aware of the situation embedded in action.

The method of psychodrama raises awareness at the cognitive and emotional levels, with body-physical experience, and allows simultaneous therapeutic work at the verbal and pre-verbal levels.

Personal and material conditions of the program:

- colored pencil, felt-tip pen,
- watercolor, brush,
- paper
- suitable location and space

Difficulties:

- recruitment
- schedule of time and place

10. LEARNING TO LIVE INDEPENDENT

Main topic: Working with institutionalized children and young people in the process of education for independent living

Group characteristics:

Young people between 14-18 and over 18 in care

Competencies:

- Education for an independent life
- Education for independent decision-making
- Financial decision-making skills

Description of the activity:

- Education/preparation of 14-18 year old children for an independent life and alleviation and resolution of crisis situations of young people who have reached the age of 18.
- The case manager, together with the multidisciplinary team (case manager, psychologist, pedagogue in charge of the case, director of the children's centre), plans the annual/semi-annual and monthly activities that will enable the young people to acquire the necessary skills to prepare for an independent life, which they put into practice together with the teachers working in the centre.

PIS -DVI: Planul de intervenție specifică privind deprinderile de viață independentă

- These tasks cover:
 - **Skills necessary for independent living** (eating, meal planning, food, shopping, food preparation, food etiquette, kitchen hygiene, food storage, home safety),
 - **Skills in accessing housing and community resources** (skills needed to integrate young people into the community - e.g. caring for their own home, transport, community resources, etc.),
 - **Management of material resources** (the concept of money, developing the ability to make informed financial decisions, savings, income and tax, banking operations, obtaining loans, personal budget - based on income and expenses, consumer skills),
 - **Development of personal hygiene skills** (harmonious physical and emotional development of young people achieved through personal hygiene, healthy lifestyle, healthy sexuality),
 - **Development of social skills** (the young person's attitude towards society through self-development, development of cultural awareness, communication, social behavior, social and professional orientation).

- Helping young people from the age of 18 to make the right choices, at the end of which they can decide whether to remain in the system or to be socially and professionally integrated.

Detailed description of the method used:

1. Minutes of the multidisciplinary team meeting - discussion, description and minutes of activities that serve the interests/needs of young people.
2. Education for Independent Living - Intervention Plan (PIS -DVI: Planul de intervenție specifică privind deprinderile de viață independentă) - description/planning of the activity, breakdown by year, month, area, identification of specialists.
3. Carrying out self-created educational activities both in groups and individually. Young people aged 17 and 18 (young people who remain in the system on request) receive special attention.
4. Involvement of young people approaching 18 years of age (18+) in individual counselling (documented by an individual counselling protocol), at the end of which the young person decides whether to apply to leave the system or to submit a request to the Child Protection Committee to stay in the system. (Justification: he/she participates in further education or he/she would face social exclusion if he/she left the system).
5. If he wants to leave the system, he will be helped to find a job and housing.
6. If the young person wishes to stay, or if the multidisciplinary team considers this option to be appropriate for the young person, the young person's case will be presented to the Child Protection Committee, which will decide on the case.

Personal and material conditions of the program:

- Young people aged 14 to 18 (and those who have turned 18 and remain in the institution).
- teachers, psychologist, center manager, case manager, management, cooperating offices
- paper, printer, stationery,
- financial resources

Difficulties:

- Children's behaviour based on patterns from their own family,
- Children's adaptability
- Age-related difficulties
- The impressionability of young people
- Dealing with and resolving adolescent indecision

11. BIOLOGICAL PARENTS IN THE FOSTER CARE NETWORK

Main topic: The support of the biological parents of foster children

Group characteristics:

- aged between 25-56,
- predominantly women
- are cumulatively disadvantaged;
- have some form of addiction and/or mental distress in their lives
- have one or more children in professional child protection care,
- some of them have been raised in care themselves;
- usually have a low level of education.

Competencies:

- assertiveness,
- self-awareness,
- self management,
- development of parenting skills,
- development of problem-solving skills,
- strengthening relationships.

Description of the activity:

- Method used: S M A R T
 - "Crystal water test" - Is the project well thought out?
 - What is the purpose of the project?
 - Who is it for?
 - Is it based on real need?

SMART stands for:

- S - SPECIFIC, "why - what - how?"
 - Summarizing the goal in one sentence so that an outsider can understand it
 - Why? – because of what has been experienced in the relationships
 - What? - implementation of a targeted program based on real needs
 - How? – in group and/or individual form

- M - MEASUREABLE: At the end of the project, it can be determined whether it was successful or not. Measurement criteria:
 - How many people came?
 - What feedback did they give?
 - Is there a need to continue?
 - Can a change be experienced in the interface where we meet them - contact?
- A - ACHIEVABLE
 - The project objective is acceptable to all participants
- R - RELEVANT
 - Can the necessary conditions (material/personal) be created to carry out the project?:
 - financial source,
 - specialist,
 - material environment,
- T - TIME-BOUND
 - The project has a beginning and an end.
 - How long do we want to implement the project?
 - Realism is important!
 - Time schedule

Personal and material conditions of the program:

- Personal conditions: professionals, network staff (fostering counselor, psychologist)
- A room suitable for group meetings

Difficulties:

- Vacations during the summer;
- Obstacles for the professional team
- The willingness and ability of biological parents to cooperate.

12. GROUP ACTIVITIES FOR CHILDREN OF MIXED AGES

Main topic: Making leisure time useful

Group characteristics:

mostly girls, 9 people in the apartment home

Competencies:

- understanding
- endurance
- reaction time
- communication

Description of the activity:

In the group, based on the classic pledge-game, the children place different objects in a common pile, from which we draw one at a time.

Before drawing the objects, we agree on the movement task that the person whose object falls into our hands has to perform.

For example:

- 4-stroke push-ups,
- walking like a smurf,
- 10 sit-ups,
- step on a chair with alternate feet.

During the game, the emphasis is on communication and understanding between children, as well as on making and following rules.

Due to the special situation of children, the question "What does the sinner deserve whose pledge is in my hand?", used in the traditional version of the game, should be avoided. Children can easily perceive such a question as a threat and, due to the increase in negative emotions, they are immediately withdrawn from the game. Depending on the composition of the group, 2-3 objects can be taken out at the same time so that the children can complete group tasks.

Personal and material conditions of the program:

- participating children and a game leader
- a room suitable for performing movement tasks
- objects from children

Difficulties:

- conflicts that may arise during the game (e.g. teasing, impatience)

13. THE RELATIONSHIP BETWEEN THE CHILDREN'S HOME AND THE EXTERNAL KINDERGARTEN

Main topic: Cooperation between institutions

Competencies:

- communication
- cooperation
- conflict management
- time management

Description of the activity:

In children's homes where there is a lack of capacity and staff, organising the transport of pre-school children between nursery and home is a major challenge, especially in situations where no pre-school children have previously lived in the children's home.

All workers in the home have their tasks and exact schedules. As the teachers work from 8am to 1pm, the children have to be picked up from the kindergarten after lunch. The transport takes a lot of time away from the teachers to properly develop and organise programmes for those who stay at home. Kindergarten children, on the other hand, need professional care and education.

Collaboration with kindergartens can be challenging because the flow of information is hampered by the fact that different people are in contact with each other on both sides of the institution. In this situation, this caused the most conflicts and poisoned the relationship between the institutions (children from the same home had to be taken to several different kindergartens).

During the programme, the professionals tried to find a solution to this situation and it turned out that the 'message book' used in the school was the most obvious choice. You have to take it with you every day, just like your canteen card, so that you don't forget it at home. They can write in it every day what they need, what happened that day and what they can expect the next day. Solving the problem required mutual understanding, patience and working together to find a solution.

"It is important to know the capacity and possibilities of our institution, both its human and financial resources, and the possibilities of cooperation with the kindergarten. We also need to know the kindergarten as an institution, its services, so that we can use this knowledge for effective cooperation. Effective communication, adaptability, flexibility and organisational skills are essential in our cooperation."

14. TYPICAL PROBLEMS AND POSSIBLE SOLUTIONS

During the training, the participants collected problematic situations that often occur in the case of children/young people living in care and then reflected together on their emergence, development, possible prevention, treatment and solution methods.

Violations by children:

- Reflecting on the problem and feeling - how has it affected me/the community?
- Developing a unified professional position and applying consistency to the whole group of educators
- Creating predictable, commonly accepted rules

Addictions in children:

- Understanding attachment issues
- A trauma-informed approach
- Prevention programmes
- Trust and support - prioritising understanding
- Risk of offending and victimisation (especially sexual exploitation)
- Rehabilitation facilities

Traumatisation through crime:

- Perpetrators and victims
- Associated with secrecy and shame
- PTSD
- Prevention of relapse

Mental illness:

- Traumatization
- Each situation is unique
- Age characteristics
- The occurrence of similar diseases and disorders in the biological family - and their effect on the child

General suggestions:

- Step 0: Supporting the child to stay in the family
- Loving acceptance - understanding - identification of underlying problems
- Change of place of care - strong situational analysis (more focus, options, use of an external eye)
- Therapeutic options (e.g. RET, EMDR)
- Collaboration between professionals and professions

15. USE OF STRESS REDUCTION TECHNIQUES

During the training, the participants also collected and tried useful stress reduction techniques, which were listed according to different areas.

Reducing the stress of excessive workload:

- background support (who can I ask for help from?)
- quality time - minimum of 3 weeks holiday
- rotation/shift: working time, location, task
- recruitment support to help reduce staff shortages
- indoor - outdoor (active) rest
- conscious presence

Support for internal stress reduction:

- lowering own expectations
- me-time, we-time
- self love
- acceptance of recognition
- delegation
- gathering information about solution options
- consideration of my assertive rights
- respecting my own and others' boundaries
- listening to my inner voice
- considering the needs of colleagues and family

Lifestyle to reduce stress:

- choose a suitable sport
- fitting the activity into the weekly/daily schedule
- dog/companion animal
- activity at work
- suitable environment
- gradation
- wind down
- switching after work
- creating a daily/weekly/monthly diet
- involving a specialist, asking for help
- supporting role of the family
- support from workplace manager: breaks between work, workplace canteen, workplace environment
- taking into account one's own biorhythm

When there is no time - reducing stress due to time pressure:

- clarifying the framework
- aligning structure and needs
- prioritization
- letting go: relinquishment due to available future benefit

16. GETTING TO KNOW EACH OTHER, WARM-UP GAMES FOR GROUPS

AN ALLITERATIVE NAME

- Aim: The group members get to know each other better, remember each other's names.
- Description, procedure: Let's form a circle. The group leader should lead the circle, say his/her first name and a characteristic that starts with the same initial letter as his/her name, which is most characteristic of him. For example: Smiling Susan. The next person repeats the previous person's name and characteristic and says their own. And so on until the circle is complete.

MY OWN COAT OF ARMS

- Aim: The aim of the method is for the participants to get to know each other, to learn interesting things, even certain life events, and to share more personal and confidential information about themselves.
- Description, procedure: Each participant is given a completely blank sheet of paper. The task is to individually create a coat of arms on the sheet of paper that is characteristic of them, their own coat of arms. When they are ready, the group members present it to each other.

I INTRODUCE MYSELF

- Aim: As a result of the method, the barriers caused by the new environment and unknown companions are broken down, names are memorised and initial rigid relationships are dissolved.
- Description, procedure: We form pairs in the group. The members of the pairs introduce themselves to each other. We can also give them guided questions to tell about themselves. (e.g. Where are you from? What are your hobbies? etc.) The couples' task is to remember as much information as possible about each other. After the pairs have been introduced, the group forms a large circle and the pairs introduce each other in the centre of the circle. One member of the pair speaks in first-person singular about the other member of the pair. The person being introduced sits on a chair and listens attentively while their partner stands behind them and puts their hand on their partner's shoulder to make the introduction.

I HAVE NEVER...

- Aim: The aim is for the participants to get to know each other and to break down the initial barriers caused by the unfamiliar environment.
- Description, procedure: We sit in a circle with one chair less than the number of players. The person in the middle says a sentence that starts with "I have never..." and ends with a true statement. For example: "I have never been to Africa". After the sentence has been said, everyone for whom the sentence is true (i.e. they've never been to Africa) must get up and find a new place to sit, while the person in the middle tries to sit down somewhere. Those who are true (i.e. have already been to Africa) should stay where they are. After the swapping, a new person is placed in the middle and has to say a sentence starting with "I have never...". The key to the game is honesty, so at the beginning of the game we definitely ask the participants to find statements that are reasonable and to answer honestly to everything! It is important that each player can only represent one hobby.

HOBBY HUNTER

- Aim: The aim of the game is for the members of the group to get to know each other and to strengthen the relationship between the members.
- Description, procedure: The group is divided into small groups of 3-4 people and in these groups the participants discuss whose hobbies they have. The groups stand in front of the group one by one and say what their hobbies are and the task of the others is to guess which hobby belongs to whom. Small groups can ask a total of two questions to the people outside by addressing the person they want to ask. The group that guesses whose hobby it is wins. The next group comes in. The game continues until all the small groups have had their turn. It is important that each player can only represent one hobby.

RESEARCH AND ENCOUNTER

- Aim: At the end of the exercise, the barriers caused by the new environment and the unknown companions will have been overcome, they will have got to know each other, not through words but through touch, and the group members will have developed trust in each other.
- Description, procedure: Everyone moves slowly, carefully, without speaking, with eyes closed. When we meet someone, we greet them without words and gently. We just use movements and then move on. Meanwhile the referee gives instructions: - Stop in front of someone, look at their face, then move on - Handshake - Fingers are angry, hands fight, then reconcile - Find someone with the same length of hair as you, when you find them, hold each other's hands and move on together.

BLIND DRIVING

- Aim: The aim of the game is for the participants to learn to trust each other blindly, to pay attention to external signs, to feel and accept otherness, to make the participants sensitive to differences in the environment.
- Description, procedure: We form pairs and one member of the pair is blindfolded. The direction in which the blindfolded person moves is determined by the partner, who is about 2 metres away and gives instructions. The blindfolded participant has to follow the instructions and run along a (partly) pre-constructed obstacle course where unexpected obstacles can arise (e.g. a tree trunk falls over, a rubbish bin rolls in front of the players, etc.).

17. DEVELOPMENT OF GROUP COOPERATION

LET'S GO AT ONCE!

- Aim: The aim of the method is to develop mutual trust between group members, to improve cooperation and mutual attention, and to increase group cohesion.
- Description, procedure: Let's form pairs and stand next to each other! We can't touch each other. The task is to start at the same time without any external signal. It is important not to look at each other's feet during the task. If the start was successful, take a few steps and then stop. If it goes well, more people can play.

SAILOR KNOT GAME

- Aim: The aim of the game is for the members of the group to tune in to each other, to solve a task together and thus to strengthen cohesion and cooperation.
- Description, procedure: We form a circle, holding hands. One player stands outside the circle with his back to the others. Our task is to hide under each other's hands, step over them and twist them to make as complicated a knot as possible without breaking the continuity of the hands, without letting go of each other's hands. The knot must then be untied by the player with his back to the other player. The player can also be sent out of the room.
- There are several ways to play the game:
 - Variation 1: The participants stand in a circle, hold out their hands, close their eyes, walk to the centre of the circle and hold someone's hand. If all hands already have a partner, the participants can open their eyes and untangle themselves together so that the chain does not break;
 - Variation 2: Participants form a very tight circle with their right shoulder facing the centre of the circle. They raise their hands in the air and begin to lean towards the centre of the circle, holding someone's hand. If each hand has a partner, the untangling can begin, again by working together.

REACH TO BE APPLAUDED!

- Aim: The aim of the game is to entertain and develop logical thinking.
- Description, procedure: The referee asks for two or three volunteers (depending on the size of the group). They stay in the room, the others go out. The task of those who have stayed inside is to imitate all the movements of the person who has come in, and only the movements (not the sounds)! The referee calls those who have gone out one by one and says: "Have a nice day! We're glad you're here! You see, there are so many smiling people here, put on a show and get them to applaud! Solution: The movements are imitated by the others, so when the incoming player claps, the others clap too.
- Advice: If the player can't seem to find a solution to the task, we can help them with guided questions: What are the others doing?

18. DEVELOPMENT OF INTEREST-CONCILIATION BEHAVIOR

During the training process, the participants comprehensively dealt with the understanding and development of interest-conciliation behavior, for which they also received specific, practical advice from the lead trainer.

COMMUNICATION CHARACTERISTICS

Body language in harmony with words, open gaze, straight posture, firm voice - our confident communication also affects our emotional state: it boosts our self-confidence.

POSITIVE SELF-ESTEEM

Let's list our good qualities and achievements. If we've made a mistake, don't be ashamed of it, but find out the reason and do it better next time. Remember, only those who don't work never make mistakes.

PURE GOALS

To get what we want, we need to know what we want. We should not want to win, but seek a mutually beneficial solution. Let's define the main goal and outline some ways to get there.

AN IMAGINARY SITUATION

If we can imagine conciliatory, assertive behaviour, it is easier to practise it. It's worth imagining that we turn to the other person openly (not with our arms crossed), look them in the eye and casually state our intentions, taking into account their points of view.

CLEAR COMMUNICATION

Since the partner does not necessarily want to agree with us, it is important to state what we want and also to understand what he/she wants (although it is not necessary to accept it at the same time). That's why we need to listen and ask questions in order to find mutually beneficial solutions.

Steps to do this:

1. Expression of understanding (not the same as agreement):

- I understand what the problem is.
- I understand that you are in a difficult situation.

2. I would like permission to ask:

- May I ask you a few questions?
- I want to be clear, can I ask you a few questions?
- I want to understand the situation, can I ask you a few questions?

3. Questions:

- Please tell me exactly what the problem is!
- What other important things do I need to know?
- What has happened so far?

4. Summary:

- As I understand it, what has happened is that... and now you want to...
- So the problem is...

5. Giving/requesting a solution:

- I suggest that
- What do you suggest?

6. Agreement:

- So then we agree that...

19. REFRAMING

Topic: Reframing is the most "obvious" technique for changing the way we think. The essence of reframing is: we place a given situation, perception, behavior in a different environment, context, so it takes on a different meaning.

By changing the frame, we change the direction of thinking. The meaning and the framework change, the interpretation of the experience will be different.

WHEN REFRAMING:

- behavior and intention are separated,
- what felt bad until now will become acceptable, even useful.

Every experience, behaviour and event can have a framework and a context within which it can be interpreted to make it understandable, even appropriate and useful. For example: "I'm very maximalist" - that's why I'm so respected at work.

We can reframe the point of view:

What is a given behavior or problem from the perspective of yourself, a colleague, a family member, a discussion partner, your boss, or an outside observer?

We can reframe it in terms of meaning:

I made this mistake. -- I'll pay more attention next time.

My colleague works slowly. -- There is never a mistake in his work.

I have a lot of work. -- I'll get a god money for my work.

My boss criticizes me. -- He listens to me and gives me feedback that I can learn from.

IN WHAT SITUATION CAN YOU PERSONALLY USE REFRAMING?

20. DEVELOPMENT OF STRENGTHENING GROUP COHESION

SEAT RESERVATION

- Aim: At the end of the Seat Reservation method, the group will be more cohesive, they will experience the benefits of working together, that it is easier to solve tasks together and by paying attention to each other.
- Description, procedure: The game requires as many chairs as there are players. We move the chairs around the room. The referee stands, the others sit on chairs and one chair is left free. The referee walks at a set pace between the chairs to the empty chair and the other players have the task of preventing him from sitting down, so that only one player at a time can stand up and sit on another chair. If several people stand up at the same time, the game starts again. When the referee has sat down, the game is over or someone else can take over.

CHANGE OF LOCATION

- Aim: The aim of the method is to break down the initial barriers between the members of the group, to tune into each other and to develop cooperation and trust between the members.
- Description, procedure: We sit in a circle with one chair less than the number of participants. Everyone is given a number. We blindfold someone and rotate them in the middle of the circle so that they lose their orientation. The blindfolded player says two numbers and the owners of the numbers have to change places in the circle. The blindfolded partner's job is to catch someone. If the owners of the numbers have reached their new places, the player in the middle has to say new numbers, but if he has touched someone, they change places and everyone has to sit in a different place. The person in the middle is turned around and the game starts again. It is forbidden to make disturbing or distracting noises when changing places!

GRAB A NOOSE!

- Aim: The aim of the method is to strengthen cooperation and mutual attention between group members. It can also be used to assess group roles.
- Description, procedure: The loop sticks are placed on the floor, about the same distance apart. Let's choose a route that the group has to follow. The end of each stick can only be touched with one finger, so the whole group must lift them from the ground at the same time and carry them along the designated path. So one person holds two sticks with one finger each. If someone drops the stick, the process starts all over again and continues until the group reaches the target. At the beginning of the activity we can give the group 1-2 minutes to work out a strategy. It is important not to give tips on how to hold the stick when giving instructions. The instructions should be as short as possible and contain only the most important and necessary information. We recommend that obstacles are "built into" the course. For example: going up and down stairs, narrow corridor, changing visibility, etc.

TWO PRISONERS!

- Aim: The aim of the game is for participants to recognise the benefits of working together and to build trust between group members.
- Description, procedure: The method is a role play based on game theory. Main story: Two suspects are arrested by the police in connection with a serious crime. As there is not enough evidence to charge them, they are separated and both are given the same offer: If the first prisoner confesses and his partner remains silent, the former will go free, while the other, who did not confess, will be sentenced to 10 years in prison. If the first refuses to confess and the second confesses, the second is released and the first gets 10 years. If neither confesses, they both get 6 months for a minor crime. If they both confess, they each get 6 years. The outcome of both decisions depends on what the other person decides, but neither of them knows what the other person will decide. Even if they had the opportunity to talk, they could not trust the other to keep his promise. 2 "Prisoners" take part in the game. In the case of a smaller group (6-8 people), the other members of the group observe the events. If there are more than 10 people in the group, it is recommended to divide into smaller groups.

- We recommend that the two prisoners are separated when making their decision, if possible not even in the same space. We can invite an 'interrogator' to accompany the two prisoners, who can ask various questions about the crime committed. The interrogator's task can be, for example, to make the decision difficult. Once the decision has been made, the two prisoners meet in front of the plenum and are confronted with the decisions.
- The difficulty: To "solve" the game beyond equilibrium in favour of dominant strategies, so that both claim. Whatever the other person does, the player is better off if he confesses. But both would be better off if neither confessed. Here the pursuit of self-interest does not promote the public interest.

21. USE OF IMAGE CARDS

One of the most popular and effective tools in group sessions is the use of different image cards.

We can use them with both children and adult groups, depending on the purpose.

USING ZOOM CARDS: establishing cooperation in a group

How to use picture cards during team coaching and team building?

A group can be developed into a successful team by setting common goals and tasks that help them to work together effectively. The picture cards are excellent for this purpose in small and large groups, teams, in a training situation or even in a workshop.

- **They are a visual stimulus:** they open the channels of perception, promote communication and stimulate collective and individual thinking.
- **Wide range of applications:** coordination and cooperation, skills development, clarification of roles, positions and expectations, loosening of fixed thought patterns, etc.
- **Characteristics of the method:** systems approach, authentic communication, humour

IGAZGYÖNGY (REAL PEARL) CREATIVE IMAGE CARDS FOR DEVELOPMENT: the use of the right hemisphere activity brought to life by children's creations

- Contains 36 colourful A5 pictures of children's work. The original works were created in recent years at the Art School of the Igazgyöngy Foundation in Hungary.
- Includes a 40-page guide with tips on how to use the cards and a short guide to symbols.
- Applicable to individual life journey exploration, group storytelling, individual brief coaching processes.

22. COMMUNITY DEVELOPMENT, STRENGTHENING GROUP COHESION

- DAY TRIP
- COOKING TOGETHER
- MORNING EXERCISE, YOGA
- MEDITATION
- CREATIVITY: PAINTING, DRAWING, SCULPTURE
- MAKING A GROUP MANDALA (CLOSING)
- SELF-SOOTHING TECHNIQUES
- READING STORIES, FILMING

23. DREAM MANAGEMENT

THEME: THE POWER OF A DREAM

This activity broadens children's horizons in terms of their personal wishes, aspirations and dreams - and also contributes directly and significantly to the development of civic, social and interpersonal skills.

Group characteristics:

Young people between the ages of 11 and 17 who are in care or belong to other vulnerable groups. The target group is the teenage age group, as the method specifically addresses the age-specific characteristics that affect them - emotional storms, pathfinding, vulnerability and self-awareness issues.

Competencies:

- self-knowledge
- communication
- self expression
- emotional regulation
- entrepreneurial attitude

The essence of the method:

The Dream Management method was inspired by Matthew Kelly's book *The Dream Manager*. The method is based on the acronym CHILD, where the 5 letters represent 5 concepts that help young people to define and realise their dreams:

Clarification of dreams

Hope for conquer obstacles of your dream

Indicate Small steps that lead to your dream

L-Kind heart-dream friend (helpers and friends in the implementation of the dream)

Do it - Action

During Dream Management, participating young people can develop their innate abilities and potential in the following ways:

- Develop the ability to communicate about personal dreams through public speaking and storytelling techniques;
- Identifying values and attitudes related to self-awareness;
- Developing strategies for achieving personal goals and identifying and overcoming barriers to personal growth;
- Applying strategies characteristic of positive intelligence to the realisation of personal dreams.

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- Erasmus Plus Stratégiai partnerség a szociális érzékenység fejlesztésért - TRÉNERI KÉZIKÖNYV Érzékenyítő tréningek elmélete és gyakorlata: <https://kathaz.hu/wp-content/uploads/2018/09/Treningkonyv.pdf>
- Kommunikációs gyakorlatok: https://www.katped.hu/sites/default/files/jo_kommunikacios_gyakorlatok.pdf
- Személyiségfejlesztő gyakorlatok: https://www.htk.ppke.hu/uploads/File/2010-11-1/tematika/Szemelyisegfejleszto_gyakorlatok_jegyzet.doc

OTHER RECOMMENDED RESOURCES:

- TKA Módszertani tudástár: https://tka.hu/tudastar_kereso
- SALTO Toolbox (téma és játéktípus szerint kereshető eszköztár): <https://www.salto-youth.net/tools/toolbox/search/>
- Szabó Éva – Fügedi Petra Anna: Társas készségeket fejlesztő kiscsoportos tréning 12-18 évesek számára: https://www.eltereader.hu/media/2015/11/IP37_READER.pdf
- Dr. Kunos István: Személyiségfejlesztés és kompetenciamenedzsment tréning (Gyakorlatok gyűjteménye): https://innovativ-tudasvaros-efop361.uni-miskolc.hu/files/1045/Szemelyisegfejlesztes_es_kompetenciamenedzsment_gyakorlatok%20gyujtemenye_tananyag.pdf
- Echo Innovációs Műhely és a Bástya Gyermekevédelmi Szolgálat: Játéktár a nemformális pedagógia módszertanára épülő gyakorlatok, játékok fiataloknak és velük foglalkozó szakembereknek: https://unp.hu/hir_docs/203_jatektar_a_nemformalis_pedagogia_modszertanara_epulo_gyakorlatok_jatekok_fiataloknak_es_veluk_foglalkozo_szakembereknek.pdf
- Képesített nevelőszülő képzés központi oktatási programja: https://szocialisportal.hu/wp-content/uploads/2018/06/scan_20180620161245.pdf
- Games 4 Learning - game compilation booklet: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1821/Game_compilation_G4L.pdf
- Move & Learn! Training manual for non-formal Education through Sport and physical activities with young people: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1079/MOVEandLEARN_Manual.pdf

- Visual Facilitation Cookbook: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1430/VF-cookbook-web.pdf
- PRIDE (Parent Resources for Information, Development, and Education): <https://www.childwelfare.gov/topics/adoption/adoptive/before-adoption/preadoption/pride/>
- What is Trauma-Informed Care? <https://www.traumainformedcare.chcs.org/wp-content/uploads/Fact-Sheet-What-is-Trauma-Informed-Care.pdf>
- Managing Behaviour for Learning - <https://www.futurelearn.com/courses/managing-behaviour-for-learning>
- Weir Group - Using empathy videos for Inclusion and Diversity digital learning. <https://www.spongelearning.com/en/case-studies/weir-group>
- Early Childhood Crisis and Trauma online course - <https://alison.com/course/early-childhood-crisis-and-trauma>
- A trauma bölcsessége - <https://thewisdomoftrauma.com/hu/>
- Instant család film - <https://www.mafab.hu/movies/instant-family-306568.html>
- Huncutka film - <https://www.mafab.hu/movies/huncutka-46432.html>
- Három egyforma idegen film - <https://www.mafab.hu/movies/three-identical-strangers-305750.html>
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- Tíz híresség, aki élt nevelőszülőknél vagy intézetben - <https://www.sos.hu/gyereksorsok/tiz-hiresseg-aki-elt-neveloszuloknel-vagy-intezetben/>

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2023

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