FAMILY STRENGTHENING AND FAMILY-BASED ALTERNATIVE CARE

Resource Handbook for Master Trainers

TRAINING AIDS

Preparing for the Course

ADDITIONAL ACTIVITIES RELEVANT TO SESSION

This section provides a list of few training exercises that can be conducted by trainer as per the training course agenda flow given in the case management hand book. This is in addition to the activities / practice exercises / role plays given in each chapter of this document. Master trainer can utilize these exercises and can integrate these while delivering the course as orientation or extensive training on case management hand book

<table>
<tr><th colspan="2">Topic 1 - CASE MANAGEMENT – INTRODUCTION & GENERAL PRINCIPLES</th></tr>
<tr><td>Time needed: 20 – 30 minutes (depending on number of groups as this will affect feedback)
Instructions
Ask participants to get into small groups and give each group a piece of flipchart and pen (EITHER all groups can consider all three types of audience (i.e. professionals, child, family) OR allocate each group one audience to explain case management to.
Tell participants that you want them to imagine that they are meeting several different groups and they have to explain to these groups what case management is. The groups are:
1. Other professionals – teachers, police etc.
2. A child aged 10 years old whose family is going to be offered case management
3. A family who are going to be offered case management
The task is to write down what they would say (i.e. their definition) for each of the groups.
Give the groups 10 minutes to complete the task and then take feedback.</td><td>Resources: Flipchart paper and pens
Comments
When taking feedback, note if there are any differences between the ways in which the explanation is given depending on the group being addressed.

Conclude exercise by sharing explanation of case management and summarise when case management should and should not be used.</td></tr>
<tr><th colspan="2">SUMMARIZING AND CONCLUDING</th></tr>
<tr><td colspan="2">Ask participants to share in large group what they think is case management and when it should be used, and afterwards present summary
As an alternative, rather than asking participants to write their definitions, conduct as role play – one group has to explain to another group/large group what case management is. The group who is being given the explanation can ask questions if they like! Note – this may become lively, so keep an eye on time as it may overrun (and is likely to need more time)</td></tr>
</table>

Topic 2 - STEP OF CASE MANAGEMENT	
Time needed: 30 – 45 minutes **Instructions** Ask participants to get into small groups and give each group a 'set' of case management steps. Each group should: 1. Put the steps in order (to make a flowchart) 2. While putting the steps in order, write on the paper which they think each step means. Give the groups 15 minutes to complete the task and then invite groups to review each other's work. In large group, discuss, making sure that everyone understands the correct order of the steps (see resource guide) and discussing the different explanations of what each step means (according to the groups) in order to ensure that participants are clear regarding what each step refers to (i.e. what is an assessment, what is planning , implementation and so on) Facilitate discussion in a large group regarding steps and explanation by pinning up steps randomly on wall/flipchart and then asking participants what comes first etc.	**Resources: Steps of case management (assessment, planning etc) written onto A4 paper (one step per sheet).** If conducting in small groups, one 'set' of steps needed for each small group. Conduct in small groups if there are more than 6-8 participants on the training course, otherwise individual participants will not have the opportunity to share their ideas Note- It can be helpful here to pin up the correct order of steps, especially for longer courses as this can then be used as a reference.
SUMMARIZING AND CONCLUDING	
• Ask participants to share in group through case scenarios , what are crucial things in each step of case management and what case managers shall keep in mind at each process	

Topic 3 - ROLES & RESPONSIBILITIES	
Time needed: 20 minutes	**Resources: Flipchart paper and pens – with table drawn on with three columns labelled Agency/Stakeholder and Role and Responsibility**

Instructions	Comments
In large group, ask participants to share what type of agency or stakeholder they think should be involved in case management (for example police, teacher etc) – encourage the group to think widely – so for example to also include all stakeholders including the child, parents etc. Write suggestions as called out on flipchart in column one (Agency/stakeholder). When participants have shared their ideas, facilitate discussion to complete columns 2 and 3 for each stakeholder. Conclude exercise by asking participants what they think may be some of the challenges in ensuring that every stakeholder can play their full role and discharge their responsibilities – and crucially what can case managers do to help make sure they do (for example, regular monitoring, follow-up etc.)	Make sure that participants are aware that although the case manager is responsible for managing the process they should work with others, and others should expect to support the case manager! Note – You should have conducted a mapping/scoping, so you are aware of potential stakeholders and resources before conducting this exercise.

Topic 4- UNDERSTANDING VALUES & PRINCIPLES	
Time needed: 20 minutes	**Resources: Post-its/ small slips of paper and pens**
Instructions:	**Comments:**

Give participants post-it notes and pens and ask them to break into small groups Explain that their task is to think about case management, and to write down what principles or values should inform the work of the case manager. If necessary, give example, such as non-discrimination. Participants should write each value/principle on post-it, one item per post it). Once the participants have run out of ideas /after 10 minutes, ask participants to share their post-its in large group, coming up and sticking the post its onto wall/flipchart. Review points made, ensuring all necessary points have been covered	If there are any professional codes of conduct/regulations which are relevant, these can be highlighted here.

Alternatives/Adaptations & links to other topics

- For short course only – Present values and principles and then ask participants to share what they think will be some of the challenges.
- For more in-depth exploration – Ask participants during feedback to think of a specific concrete example to illustrate each value/principle – how it would be demonstrated AND how it could be seen as missing.
- For more in-depth exploration – In addition to exercise, give several difference case scenarios/types of cases and ask participants to discuss in small groups the principle or value that is being applied (e.g. non-discrimination, rights based etc.) or is NOT being applied but should be!
- After conducting the exercise, as an additional activity, ask participants to develop a code of conduct for case managers.

Topic 5- CASE MANAGEMENT – SPECIFIC STEPS AND PROCEDURES Planning and Implementation	
Time needed: 60 – 90 minutes	Resources: Flipchart and pens Case study (from assessment exercise) Any forms or guidance from agreed Standard Operating Procedures (if existing)
Instructions In large group, in order to check understanding, ask participants what they understand by planning, and what the hallmarks of quality plans are. Explain that plans should be: ● Clear and focussed on meeting needs identified in the assessment ● Have time frame and identified person responsible ● Have contingency, in case original plan does not work Ask participants to get into small groups and distribute case study (refer chapter on case management) Explain that their task is to develop a plan for how they are going to ensure the best interests of the child are met, and to meet the needs of the child and family. Groups should develop their plan and write it on flipchart, setting out: ● What is the need ● What is the action/service necessary? ● Who is going to action? ● Timeframe for action · Contingency if planned action fails/is not	**Comments** Make sure that you have read and are familiar with the resource guide section on planning and review, otherwise it will be difficult to facilitate session. At this point can highlight dimensions of planning from trainers' guide or standing operating procedures (if exist).

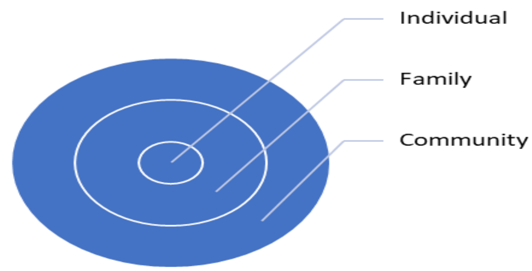
possible (i.e. alternative) Give the groups 20 minutes to complete the task and then invite groups to swop their plan with another group. Groups should then review the plan they have been 'worked ' (allow 10 minutes). Groups to then have 10 minutes to give feedback to each other (all groups feedback at the same time) on their review of the action plan In large group discuss the process and take brief feedback. Explain to groups that it is more helpful to think about NEEDS rather than SERVICES as this can help a plan to be developed more creatively in areas where there are limited resources (for example education is a NEED, school is a SERVICE). Ask participants if there were any creative ways of seeking solutions on the plans or were there mainly services identified? Ask participants what they think is the purpose of reviewing the plan. Conclude session by explaining that plans should be followed up and monitored regularly but that periodically everyone who developed the plan should come together to formally review and see if it still meets child's needs. The plan should be revised and updated accordingly.	

SUMMARIZING AND CONCLUDING

For a short course there will not be time to conduct full planning exercise, so just run through hallmarks of good plan and dimensions that could be considered.

On longer course include discussion of how to make sure that children and families are properly included and consulted/ involved in development of plans. What actions might be necessary to facilitate this?

TOPIC 6 - CASE CLOSURE/TRANSFER	
Time needed: 30 minutes	**Resources: Flipchart and pens** **Any forms or guidance from agreed Standard Operating Procedures (if existing)**
Instructions:	**Comments:**
In large group, conduct short discussion asking participants to identify situations where they think cases should be closed or transferred (e.g. child no longer 18, risk removed etc.) and record answers on flipchart. If necessary, supplement ideas from group until have complete list of situations. Talk through with group procedures for closing or transferring cases. What do they think might be some of the challenges?	Make sure that you have read and are familiar with the hand book section on case closure, otherwise it will be difficult to facilitate session.
SUMMARIZING AND CONCLUDING	
Where there is an existing Standing Operating Procedure, make sure to highlight any specific processes/situations where cases should be closed.	

TOPIC 7- VULNERABILITY AND PROTECTIVE INFLUENCES	
Time needed: 60 minutes	**Resources: Four flipcharts taped together and with large bullseye drawn and labelled as shown.**  **Post-it notes and pens (ideally at least two different colours)**
Instructions:	**Comments:**

In large group, explain that will be considering two very important issue when comes to considering safety and risk – what factors make children more vulnerable, and what factors can help to offer them protection. Ask participants to get into groups of three and give each group some post-it notes and pens (use only one colour post its for all groups). Explain to participants that their task is to write on the post-its, one item per post-it, factors that they think may make a child vulnerable to abuse, considering each of the levels of the bullseye. For example at individual level, age may be a factor, whereas at family level drug use might be a factor. Give participants 15 minutes and then invite them to come to front and present, sticking their post-it notes on relevant level on the bullseye. Repeat exercise, this time with different colour (i.e. second colour) post-its and considering factors that they think might protect a child. After groups have presented their protective factors, review in a larger group	Make sure that you have read and are familiar with the hand book section on protection and abuse, otherwise it will be difficult to facilitate session. If Standard Operating Procedures exist, use categories of abuse identified. NOTE These might be different to the four main categories identified in this session – if so, trainers will need to adapt the instructions for exercises to reflect this.

SUMMARIZING AND CONCLUDING

- Where there is an existing Standing Operating Procedure, make sure to highlight any specific definitions or categories of vulnerability/protective influences identified.
- For a short course, one day or less, only give brief presentation of vulnerabilities and protective influences.

• This session links well with session on risk levels.

TOPIC - 8 RISK LEVELS	
Time needed: 30-60 minutes	Resources: Flipchart and pens Risk levels from any existing Standard Operating Procedures Risk scenarios – either on PowerPoint or as presentation.
Instructions:	**Comments:**

In large group, explain what will be considering risk levels – this is important to do as when we are assessing and planning, we need to make sure that we accurately measure risk so that we can concentrate in putting into place actions that will reduce/remove the risk. Ask participants to get into small groups and then show/distribute risk scenarios. Explain that their task is to rank the cases from most risk to least. After 15 minutes ask groups to feedback top three risk scenarios and bottom three risk scenarios and explain what influenced their decisions. When all groups have presented, briefly discuss in large group, noting any similarities /differences and in particular highlighting the factors that influenced the groups. Present on risk levels from hand book chapter (immediate, high, medium, low) to conclude session, noting that risk changes and should be continually monitored.	Make sure that you have read and are familiar with the resource guide section on risk levels otherwise it will be difficult to facilitate session. Risk scenarios: A. A 6-month-old baby being shaken by mother B. An 11-year-old child living on the streets with parents in an area where sex workers work C. An 8-year-old boy living with her parents – there are allegations of domestic violence between the mother and father D. A 3-year-old child living on the streets with parents in an area where sex workers work E. A 15-year-old boy living with parents – where there are allegations of domestic violence F. A 12-year-old boy covered in bruises – he reports that his father, who he lives with has hit him G. A 12-year-old boy covered in bruises – he reports that his uncle, who lives in the next village hit him while visiting H. An 18-month baby living alone with a mother who has severe mental health problems and suffers from mood swings I. An 18-month baby living with parents and extended family – his mother has severe mental health problems and suffers from mood swings J. A 9-year girl who is sent out to beg by her family
SUMMARIZING AND CONCLUDING	

. Where there is an existing Standing Operating Procedure, make sure to highlight any specific definitions of risk levels (refer hand book chapter).

For a short course, one day or less, only give brief presentation of risk levels.

Chapter 10

Delivering the Course

While delivering the course, trainer would be required to set the expectation, ground rules, take feedback , pre -post activities, Q/ A segment to engage with participants that support evaluating the learning . Even the trainer will be required to do numerous ice breaking activities to keep the session lively and fun for the participants. **Below section gives a guidance to trainer on the kind of activities that can be done while delivering the course**

I . Ground Rules and Expectations

It is useful to explore expectations to ensure that there is no misalignment between what is provided and what participants want (and if there is to be explicit about this from the beginning so that they are not disappointed at the end of the course).

Conduct the activity at the beginning of the course, after giving an overview.

1. Keep two bowls or two chart papers on different side, one written contribution, and the other bowl written expectation. Trainer will give post it to each participant, and ask them to write their contribution to the course and expectation from the course and place the chits in both bowls/ charts. Trainer will then read a few and keep it display throughout the course. This will also help trainer and participants to keep reflecting what is being met as they progress during the course

Trainer use flip chart and ask each participant their expectation from the course, e flipchart can then be pinned up in the training room during the course.

2. Trainer can give post it to participants and tell them to write their expectation and paste it on the chart that remains display throughout the rules.

It is also useful to develop ground rules with participants at the start of the course to establish an agreement on the way the participants and you, as trainer, will work together. Common ground rules

- Respect each other even when you disagree
- Do not interrupt
- Punctuality
- Keep mobile phone silent / off
- Open minded and receptive to new ideas
- Participate actively
- Be regular throughout the course
- Engage with each other

- Be focus and attentive

II. Warm-ups/Icebreakers/Energizers

These are games and activities designed to help participants to get to know each other and to feel comfortable with each other. They are important in creating a sense of trust between the participants. Games also help to clear the mind so that participants can concentrate better.

The trainer should choose the activities that are appropriate for the participants and that will suit the mood of the group. Activities can also be used during or between the other sessions if the trainer feels that it would help the group to work better together, for example by creating a 'break' between exercises or to bring energy into the training. It is important to know what you want to achieve through these games, that would help the trainer to use appropriate game

III. Measuring Learning – Baseline Knowledge Test

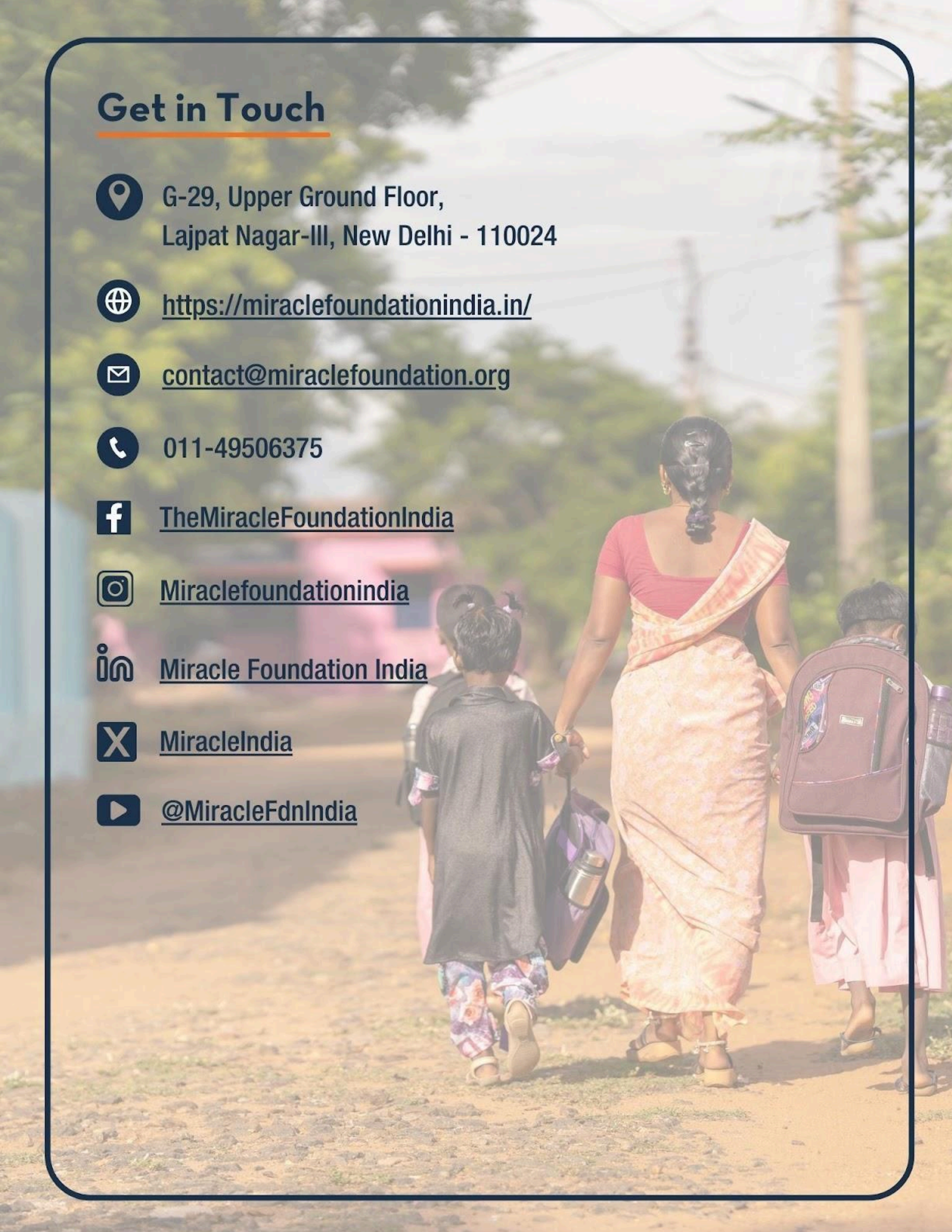
Before starting the course a baseline knowledge test can be shared with the participants as pretest . This should be a short questionnaire (with about 10 questions, multiple choice or scoring from 1-10). Ideally the questions should be geared to learning needs identified before the course starts

Participants should fill in the test without conferring and anonymously. It helps to allocate everyone a random number and ask them to remember this and write it on their test so that you can compare responses at the end of the course.

At the end of the course distribute copies of the baseline knowledge test again (asking participants to write their number on it) and ask them to complete as post test

The pre-course and post-course test baselines can then be compared by the trainers after the course to see if participants believe they have increased their understanding and knowledge. It is also an effective tool for the participants to judge how much they have learned over the course of the program.

In addition, a trainer shall give some kind of assignment to participants as a part of pre engagement before day wise training, and give as a home assignment to complete as reinforce learning . However, the time spent during that shall be very realistic - ideally not more than 30 mins , and its crucial for trainer to do a follow up on the assignment so that participants interest remains active.



Get in Touch

G-29, Upper Ground Floor,
Lajpat Nagar-III, New Delhi - 110024

https://miraclefoundationindia.in/

contact@miraclefoundation.org

011-49506375

TheMiracleFoundationIndia

Miraclefoundationindia

Miracle Foundation India

MiracleIndia

@MiracleFdnIndia