



Values Vs Covid Jake Lukas Chief Executive Novalis Trust

- Novalis Trust is a charity that operates Cotswold Chine School Paradise House and William Morris College. Founded in 1954 we provide for the education of children, young people and adults, including those with emotional and behavioural difficulties, and special learning needs.
- Novalis Trust has an established practice model which is:
Trauma & Resilience Informed, Attachment Focused, Evidence Supported & Relationship based, implemented through a low arousal socially safe and sensitive environmental approach.



Cotswold Chine School
42 Residential placements
18 Day placements
Aged 7-19yrs

Rosa and Stan school support dogs in Cotswold
Chine School Garden

Paradise House

Registered Care Home for 34 adults
18-65 years of age



William Morris
School / College, post 16 and college for students
18-25 yrs.



1861-1925



Rudolf Steiner was a philosopher, teacher, and doctor, he founded the Waldorf schools movement which now has over 2000 schools, 300 special education schools, 60 teachers' colleges in over 50 countries throughout the world.

“Practice Humility knowing that one can always learn especially from children”



The method of education practices a value base of respect for the human being, through love and freedom for the self.

If educational effectiveness is to rely on the personality of the teacher and the strength of their relationship with children



The teacher must always be willing to develop and learn themselves, to learn from life, from the children in their care.

The Novalis Model of Approach

Trauma & Resilience Informed, Attachment Focused, Relationship Based,
Evidenced Supported, Low Arousal Therapeutic School, College & Home Where
Children Young People and Adults Live.

Trauma Informed- means that children and adults who have been traumatised can be supported by trauma informed staff to recover and feel safe.

S Bloom 2001



What do we mean by “**Resilience?**”

The capacity to rebound after disrupting events

The capacity to be generative & creative during times of relative stability

Anticipating potential difficulties and taking preventive actions

Threshold GlobalWorks (c) 2020

Emotional Resilience:

Emotional resilience can be developed through, a shared value base, positive relationships, reflective practice, support and empathy within likeminded people.

B Perry 2003

- **Attachment Focused**-is established by facilitating a secure attachment with key adults.
- Staff are trained to express empathy and acceptance of young peoples particular needs. At the same time staff are supported to encourage the young peoples ability to form positive relationships with key adults.
- Within the safety of these relationships, young people are able to finally face and resolve difficulties.
- People gradually develop a secure attachment and a positive sense of themselves, this encourages skills of emotional regulation, self care and life skills ready for moving on.

Relationship Based



- **Relationship Based-children** young people and adults thrive through the establishment of positive relationships. Good relational health promotes a sense of physical, psychological, social and moral safety, a learning environment where needs are met and achievements are celebrated by everyone.



Staff need information:
We are so needy of this
resource that if we cant
get the real thing we just
make it up.



No guidance
Some guidance
Too much guidance
Conflicting guidance

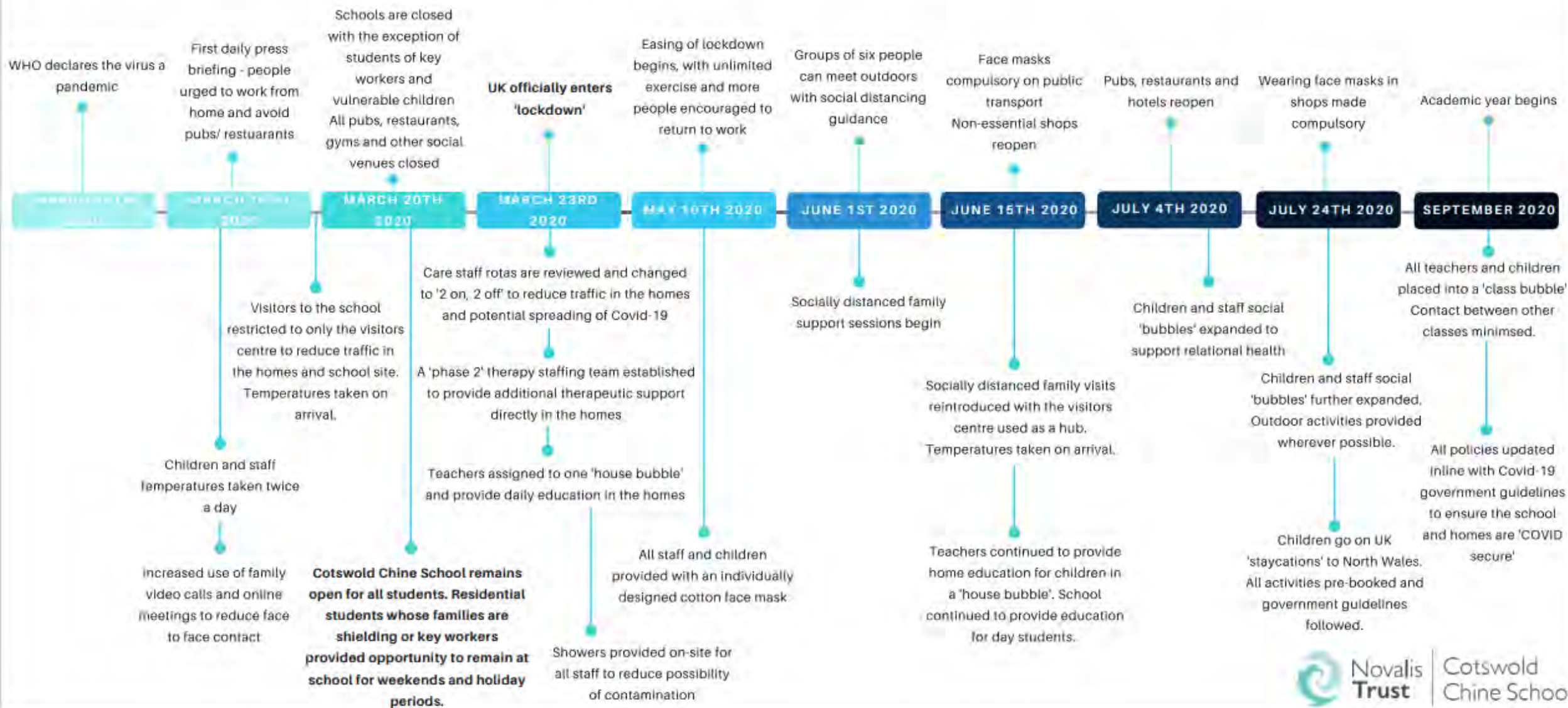
No PPE
Masks don't make a
difference!
Masks are essential get
your masks on!

UK 2035

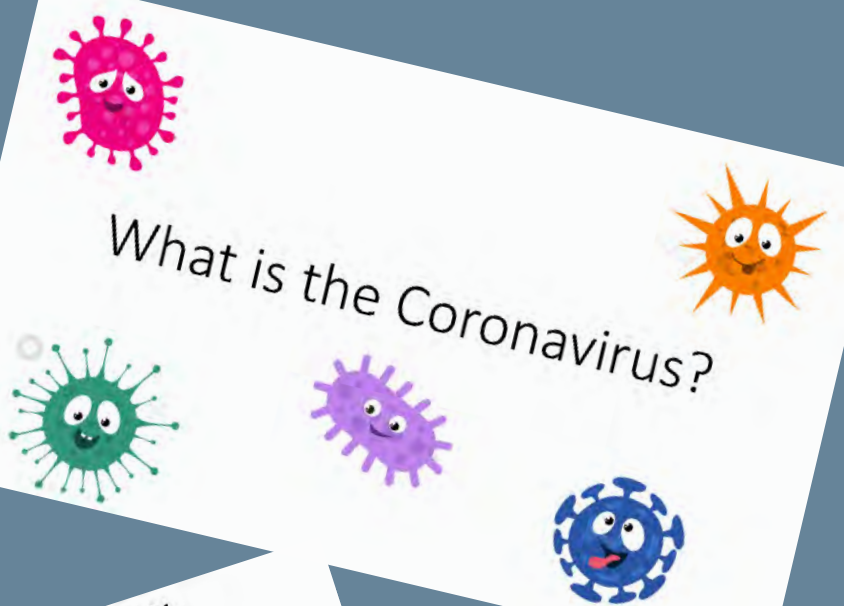


**A FEW MORE MONTHS AND WE'VE GOT
THIS BEAT**


HOW COTSWOLD CHINE SCHOOL RESPONDED TO COVID-19



Covid Social Stories



What is the Coronavirus?




COVID-19

The Coronavirus is a virus that can make people feel unwell. It is similar to the flu. It is also called COVID-19.

People who have the Coronavirus may have:



A Sore throat/ Cough



Runny Nose



A fever
(This is when your body temperature is higher than normal)



Nearly everyone who has the coronavirus will be able to stay at home to get better. They may feel poorly for a few days but then will get better.



The Coronavirus is passed around from person to person. I need to wash my hands lots of times during the day so that I can get rid of any germs.



Because lots of people might get the Coronavirus there will be some changes to my normal activities.

This might mean that activities where I spend time with lots of people might not happen.

Adults will let me know when there may be changes to my routine.



If I feel poorly because of a lot of coughing, a fever or a runny nose then I should tell an adult.



If I do get the Coronavirus I might be asked to “self-isolate”. This means that I will be asked to stay in my home so that I can spend some time getting better with not many people around me.



I will stay at home whilst the school is closed. I will be given school work to do so I can carry on my learning.



To help stop the virus spreading, the school is going to be closed. School will be closed for ____ days.



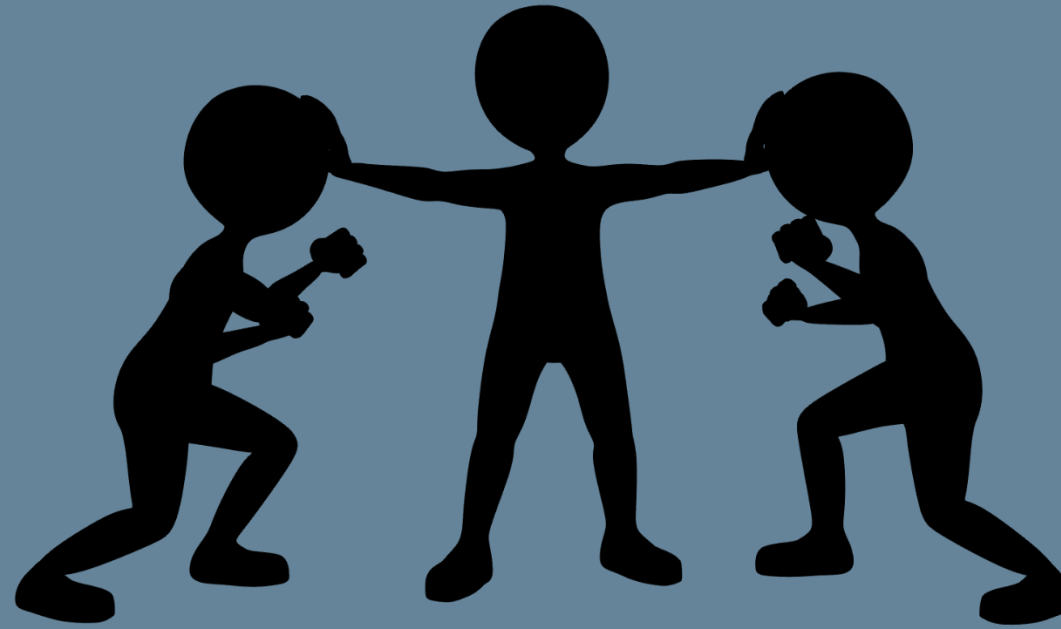
I might have a lot of questions and feelings about Coronavirus. Adults can help me to think through any questions and feelings I might have.



I will be kept safe at home and have lots of things to do so I won't be bored.

Conversations with our staff Became difficult

- 1: The What Happened Conversation
- 2: The Feelings Conversation
- 3: The Identity Conversation



Most difficult conversations involve disagreement normally **what happened?** or **what should happen?**
Who said what?, who did what?, who's right who's wrong?, who's to blame? incidents at work often get stuck at the **what happened ?** stage, did we do the right thing?

How do we take care of those who care?

A recent YouGov survey showed 37 per cent of employees in the UK are suffering worse mental health now compared to pre-Covid levels.

28 percent believing their employer is currently not doing enough to safeguard their mental health.

Difficult conversations asks and answers questions about **feelings**. Are my feelings valid? Appropriate? Should I acknowledge or put them on hold? What to do about the other persons feelings? What if the other person is hurt or angry? if feelings are not addressed directly they tend to leak out anyway, in statements such as, **I'm really busy, I'm working really hard, I'm tired, I've been in everyday, what about my needs? What about my safety, my family?**



The Identity Conversation

This is a conversation we have with **ourselves** about what this situation means to us, an **internal debate** takes place about whether or not we are a **good person, competent** or **incompetent**, worthy of **respect kindness** or **blame**.

How this may then impact on our **self-image, concept of self, dignity, self-esteem** and wellbeing.

How we feel and our answers to the questions posed will impact on our ability to feel balanced during the conversation, or whether we feel off centred or anxious.

Feedback is inevitable
we found during Covid
Choosing the wrong feedback
often led to difficult
conversations

What happened?

The feelings conversation

The Identity Conversation



Feedback: 3 different things with different purposes:

- **Appreciation**-motivates and encourages
- **Coaching**-helps increase knowledge skill, capability, growth or raises feelings in the relationship
- **Evaluation**-tells you where you stand, aligns expectations, and informs decision making.

“A Person will only work to their highest level of perceived value”

Beware of Evaluation:

Evaluation can be a barrier to personal growth, positive evaluation can be as threatening in the long run as a negative one, since informing someone that they are good at something implies that you have the right to inform them they are bad at something.

The skill is to use the concept of empathy gratitude and appreciation.



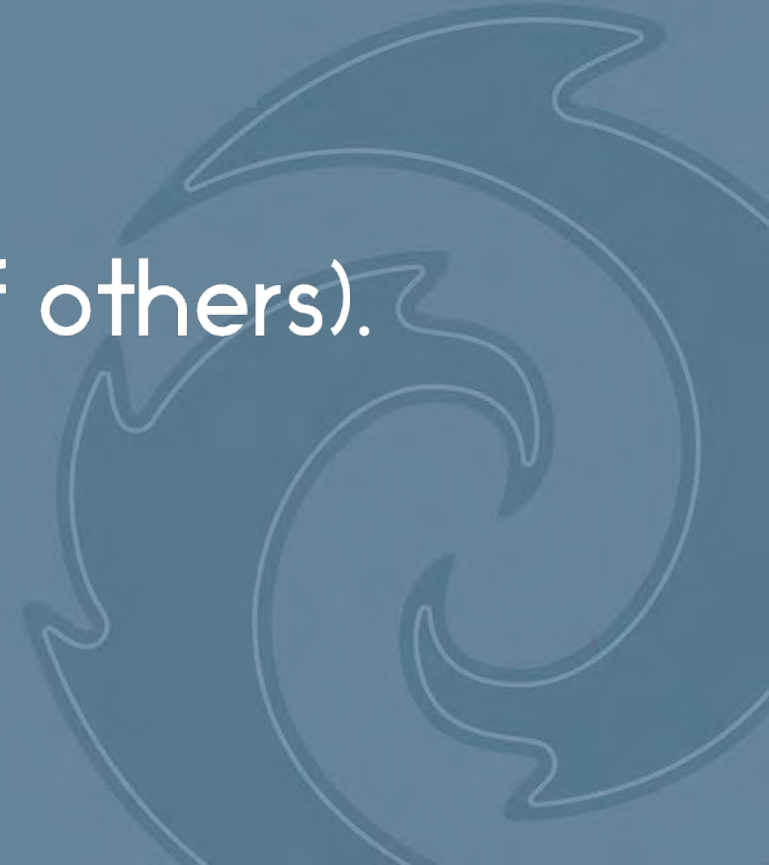
Mentalization

(the ability to understand the feelings of others).

refers to the mind's innate capacity to make sense of social experiences and implicitly know how to respond to them

Reflective Function

(the ability to predict the responses of others).





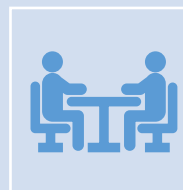
We lost a higher percentage of staff from our 2019 appointments, compared to our 2020 appointments.



The quality of candidates improved as we moved later into 2020, as candidates had more time to see how their current employers responded to the pandemic

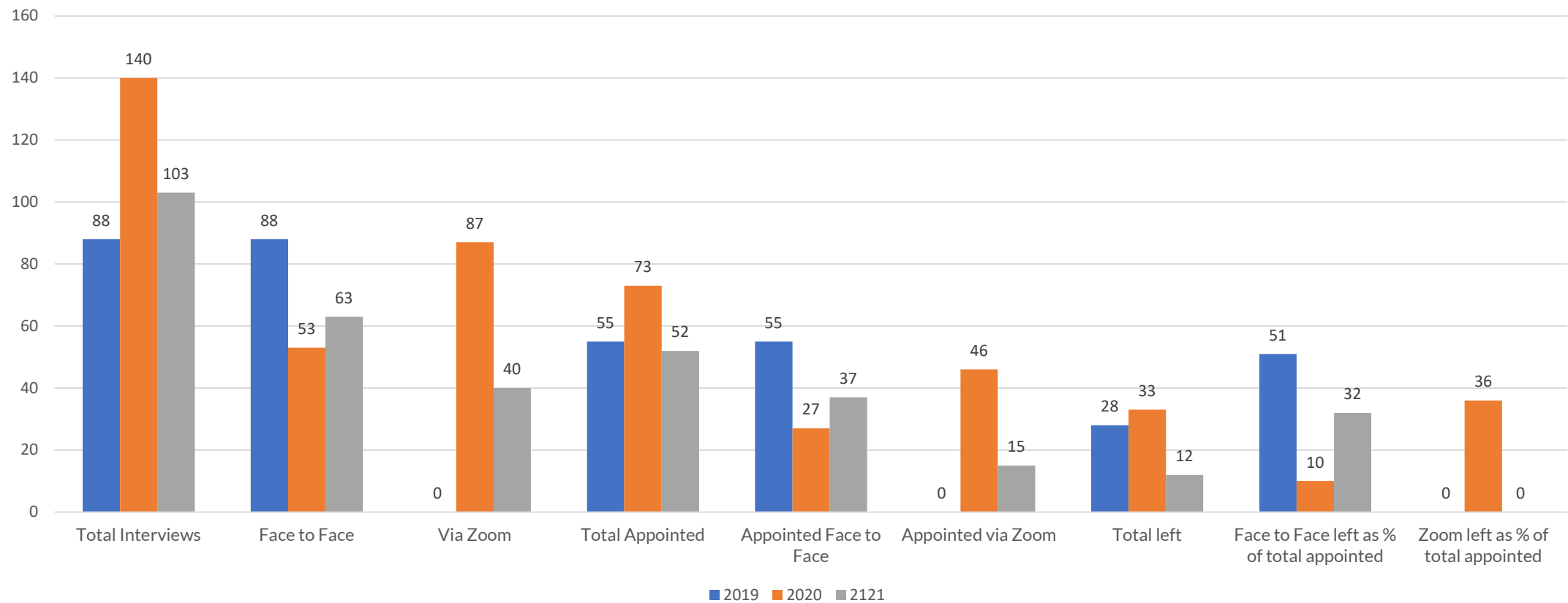


We became more familiar with video interviews and perhaps picked up on things we had missed previously, therefore making the process more effective.



As an organisation that promotes a relationship-based approach we do benefit from informal visits prior to formal interviews and that we are far better prepared for formal interviews, having observed candidates spending time with children/students/residents and staff at respective sites.

Appointments and Leavers



Our Values

Our values not only represent the qualities we look for in our staff members, but they also provide a set of principles and beliefs that guide what we do as an organisation.



Kindness

We always strive to treat others with dignity and respect. We are caring, helpful and considerate.

'Do things for people not because of who they are or what they do in return, but because of who you are'
Harold S. Kushner



Empathy

We understand that life can sometimes be tough and we support others when they need our help. We are accepting, open-minded and non-judgemental.

'No one cares how much you know, until they know how much you care'
Theodore Roosevelt



Creativity

We think outside the box to find imaginative solutions. We are always looking for new ways to make things better.

'You can't use up creativity. The more you use, the more you have.'
Maya Angelou



Curiosity

We have a thirst for knowledge and are open to new ideas. We are inquisitive, questioning and eager to learn.

'Judge a man by his questions rather than by his answers.'
Voltaire



Positivity

We look on the bright side and don't let problems get us down. We are enthusiastic, hopeful and optimistic.

'Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending.'
Carl Bard



Novalis
Trust

Cotswold
Chine School





Kindness

No matter of kindness, no matter how small is ever wasted



How is kindness valued at Novalis?

I think a lot of us have found the pandemic has led us to think more about what really matters to us. In a national study two thirds of people stated this unprecedented time made people kinder. Perhaps because it was so difficult, people took more time to look after each other and noticed the small kindnesses that can make such a difference.

Thank you so much to The Cotswold
Chine School for our beautiful
hamper of handmade goodies
[@NovalisTrust](#) ❤️ we are so touched
by your kindness and generosity 🥰
[@gloshospitals](#) [@tipps1](#)
[@GVJones22](#)



10:50 · 28/05/2021 · [Twitter for iPhone](#)

Tweet your reply



Boys at the Workbench



Inspired by the Mens Sheds Movement in Australia:
Dedicated to the memory of Vaughn Bowie

Boys at the workbench Project



Young men distressed or even depressed by major life transitions may express aspects of this state in irritation, aggression and sometimes violence against themselves or others.

Our aim is to provide activities and experiences where they can regain a sense of meaning, direction and purpose.

Group projects that benefit others creates a sense of moral purpose and meaning, difficulties can be discussed in a less intrusion way.

An extension of our Time In not Time out approach to working with young people

A sense of being, belonging and becoming.

Raphael et al 1999, & Cochran, S. V., & Rabinowitz, F. E. (2000).

time making hampers to deliver to @NHSuk staff to say thank you for their hard work throughout the pandemic.

They have made jam, hand cream, seed bombs, badges, tea selections and chocolates as well as positive messages of support.



Tweet your reply



Kindness Altruistic and Strategic



Being Nice To Someone Literally Makes Your Brain Light Up



Altruistic

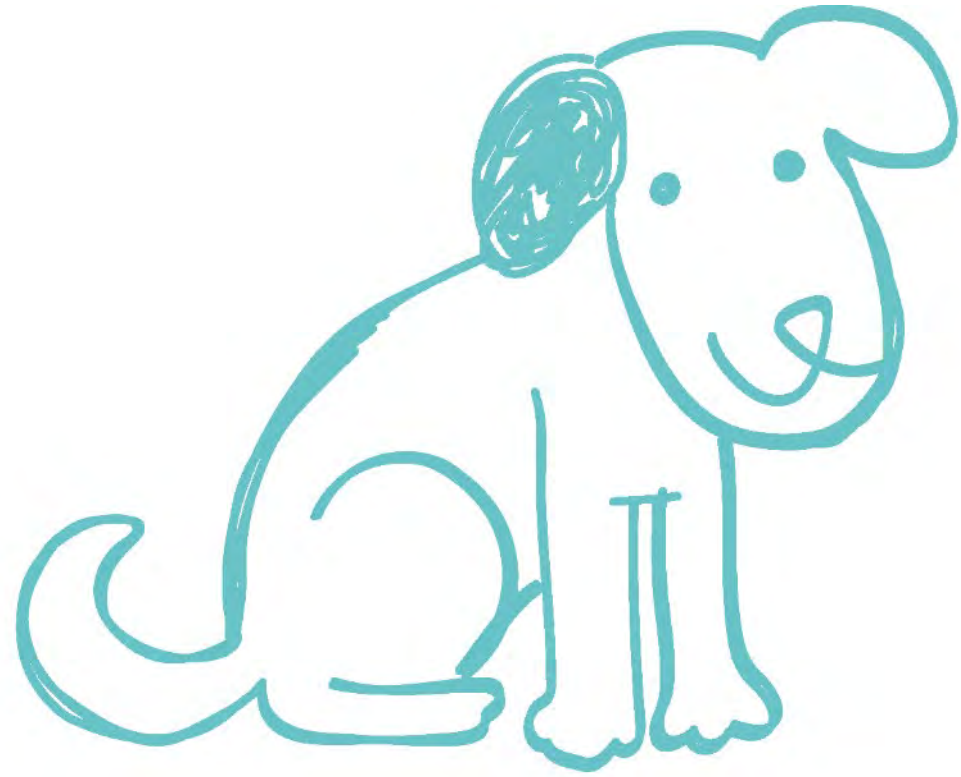
kindness refers to a selfless act of kindness, like paying for someone else's meal or helping someone carry their shopping.

However, if you know you will meet again, your kindness may be perceived as strategic, even in cases when it is not. Strategic kindness is termed "Instrumental Reciprocity" or "Strategic Reciprocity" (Sobel, 2005, Cabral et al., 2014).

Strategic kindness,

Lights up a whole spectrum of the brain. It activates parts of our cortex, which is involved in mood, making us feel positive, if we are being positive and generous we also activate the ventromedial prefrontal cortex, which affects our decision-making and is a crucial part of making empathetic decisions that bond us to others.





Empathy

Empathy is a skill like any other human skill. If you get a chance to practice, you can get better at it.

Simon Baron Cohen

Cognitive:

“Simply knowing how the other person feels and what they might be thinking. Sometimes called perspective-taking.”
If you imagine yourself in someone else's shoes, you know they are likely to be feeling sad, as well as anxious because maybe they are concerned about money. However, having only cognitive empathy keeps you at a distance. To truly connect with your you need to share feelings. This is where emotional empathy comes in.

Emotional:

“When you feel physically alongside the other person, as though their emotions were contagious.”
This type of empathy can also extend to physical sensations, which is why we cringe when someone else stubs their toe. In this case, you would look inwards to identify a situation where you were similarly anxious about the future.

Compassionate:

“With this kind of empathy we not only understand a person’s predicament and feel with them, but are spontaneously moved to help, if needed.”

It is the balance between Cognitive and Emotional Empathy that enables us to act without being overcome with feeling or jumping straight into a problem solving process.



Curiosity

Being Curious about Covid?

Open curiosity about a young person's thoughts and feelings and intentions is likely to facilitate their interest in their own inner life, this in turn helps attuned adults engage and move to a place of **co-creation**:

- 1: People are talking about this virus called Covid, I wonder if you have heard anything yourself?
- 2 We are having to make some changes, such as teaching and therapy moving to the homes, How do you feel about that?
- 3: You said your worried about your family getting Covid would you be able to talk a little more about that?
- 4 What does the idea of lockdown mean to you?
- 5: What do you want to happen?
- 6: If we all do this what do you expect will happen next?
- 7: You seem to be really looking forward to that, do you need anything from us?
- 8: I think I do understand what this means to you, but I just wanted to ask am I missing anything?
- 9: Covid has been tough for everyone I wonder if you could tell me something you have done that was fun?



DDP

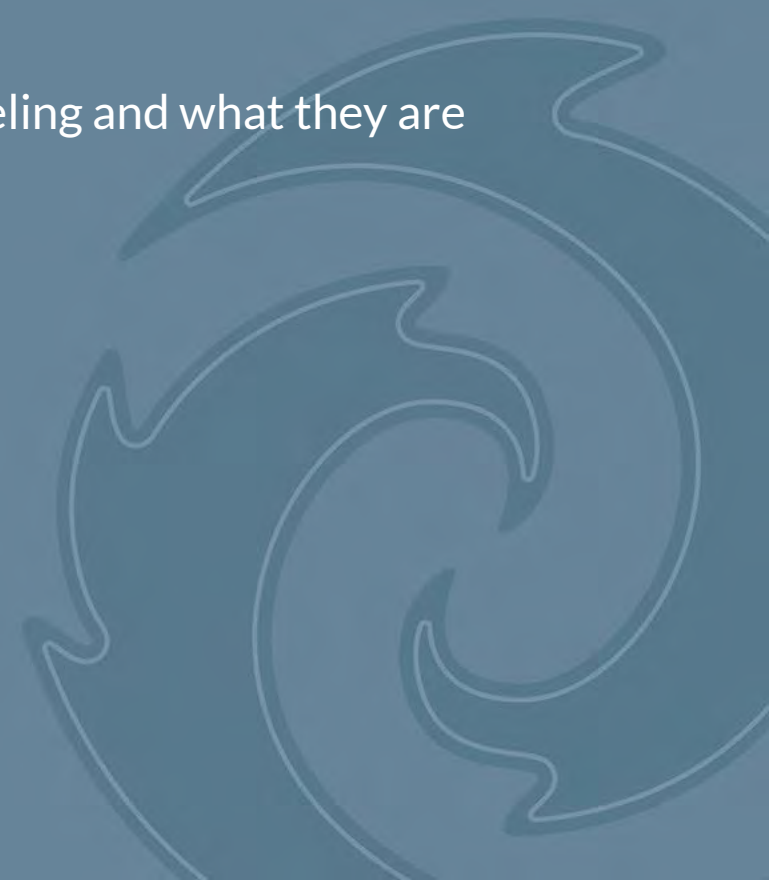
Dyadic Developmental Psychotherapy

(Psychotherapy is a way of helping people find a way to tolerate what they are feeling and what they are experiencing within their bodies, Van Der Kalk 2018)

PACE

Playfulness, Acceptance, Curiosity Empathy

“Connection before Correction”



Playfulness

Its great to see you I thought I was going to be sat on my own again today!

I'm so forgetful have we met before?

Sorry for going on about this but I can't even remember what day it is sometimes it must be my age, can you help me with this.



Acceptance

I get it that you don't want to meet like this.

Well, I don't experience you as being bad, I see you make some mistakes at times like we all do, but not bad.

It's a really difficult feeling to carry around with you.



Curiosity

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Empathy

My feeling is this is really hard for you.

I can see your worried about telling me how you feel.

I can see its difficult for you to hold on to these feelings.

It must be hard for you to think your not liked.





Creativity

Healthy human beings enjoy laughing, playing, and having a good time. They experience humour as a form of personal and shared intimacy between people.

Dr Sandra Bloom Creating Sanctuary
1997





Intersubjectivity:

Refers to the process whereby the subjective experience of each member influences the subjective experiences of their care giver or attuned adult.

The way attuned adults experience the young person will influence and assist in the way they experience themselves,

Marie



Courtney White



Courtney White



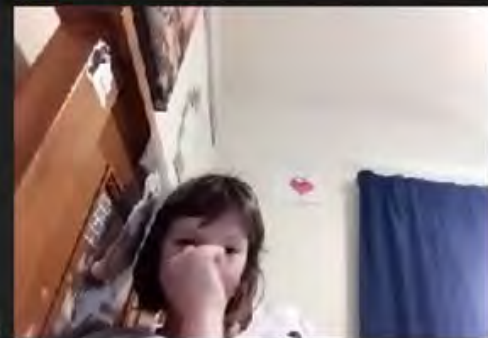
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Ellie Rounds



Jamie



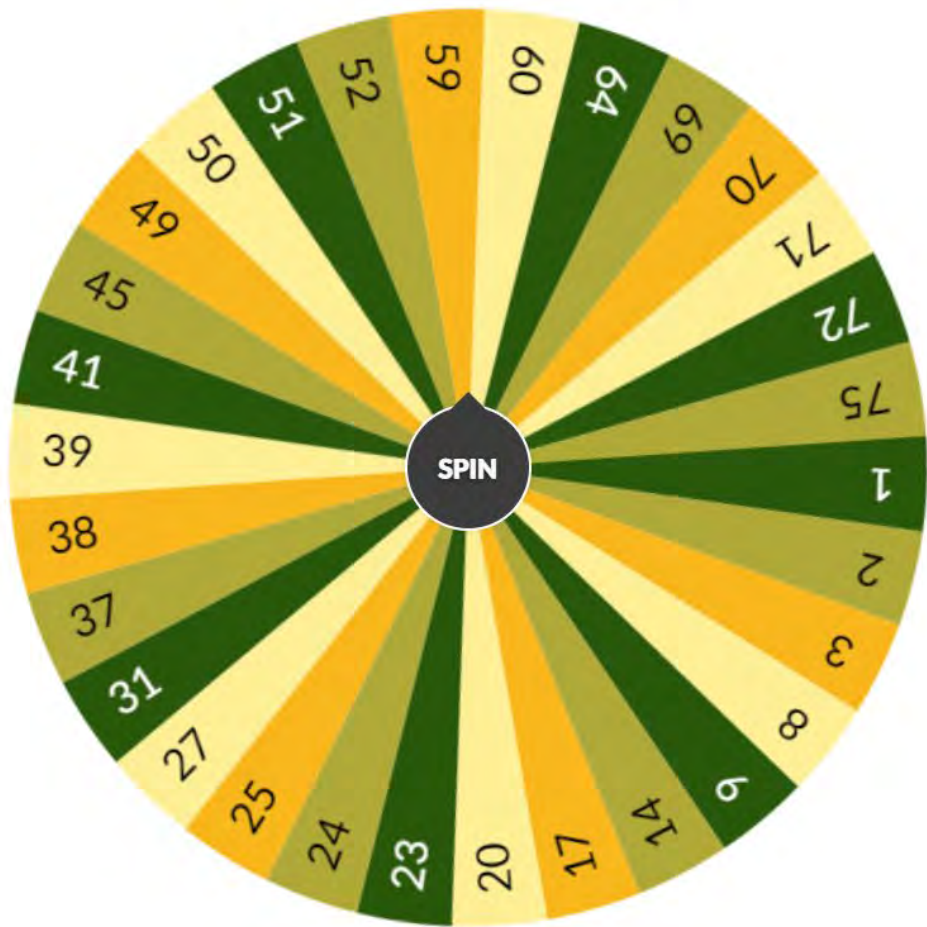
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Humour with children allows for **relationship repair** often in times where negative affect states become too difficult for children to bear, laughter enables both adults and children to enter into a playful interaction.....

Dan Hughes Attachment Focused Family Therapy 2007



History: 30, 32, 44
 66, 55, 34, 13, 22,
 48, 68, 7, 67, 56, 6
 10, 6, 73

Input:

1
 MINI

Input Type:

→

Galaxy Tab A7
 Courtney White
 Jamie
 Courtney White
 Galaxy Tab A7
 Marie
 Galaxy Tab A7
 Ellie Rounds

PROJECT MANAGEMENT



Positivity




Hope is the ability to see a future that's better than the present ,
and it's the power to try to make it happen.

Changing Outcomes with Optimism
Dr Alan Hamilton 2013

Good leaders are a SPONGE to soak up the rubbish, and prevent
it affecting everyone, soak up don't amplify
Dr Bruce Perry 2022

A funny thing happens when leaders consistently act in alignment
with their principles and values: They typically produce
consistently high performance almost any way you can measure
it.

A photograph showing four people walking through a garden. On the left, a woman with long brown hair wearing a grey sweater and matching trousers is laughing. In the center, a young boy in a light blue polo shirt and grey shorts is laughing heartily. On the right, another woman with long brown hair wearing a patterned blouse and black pants is also laughing. They are surrounded by green foliage and yellow flowers. A dark grey semi-transparent banner is overlaid at the bottom of the image.

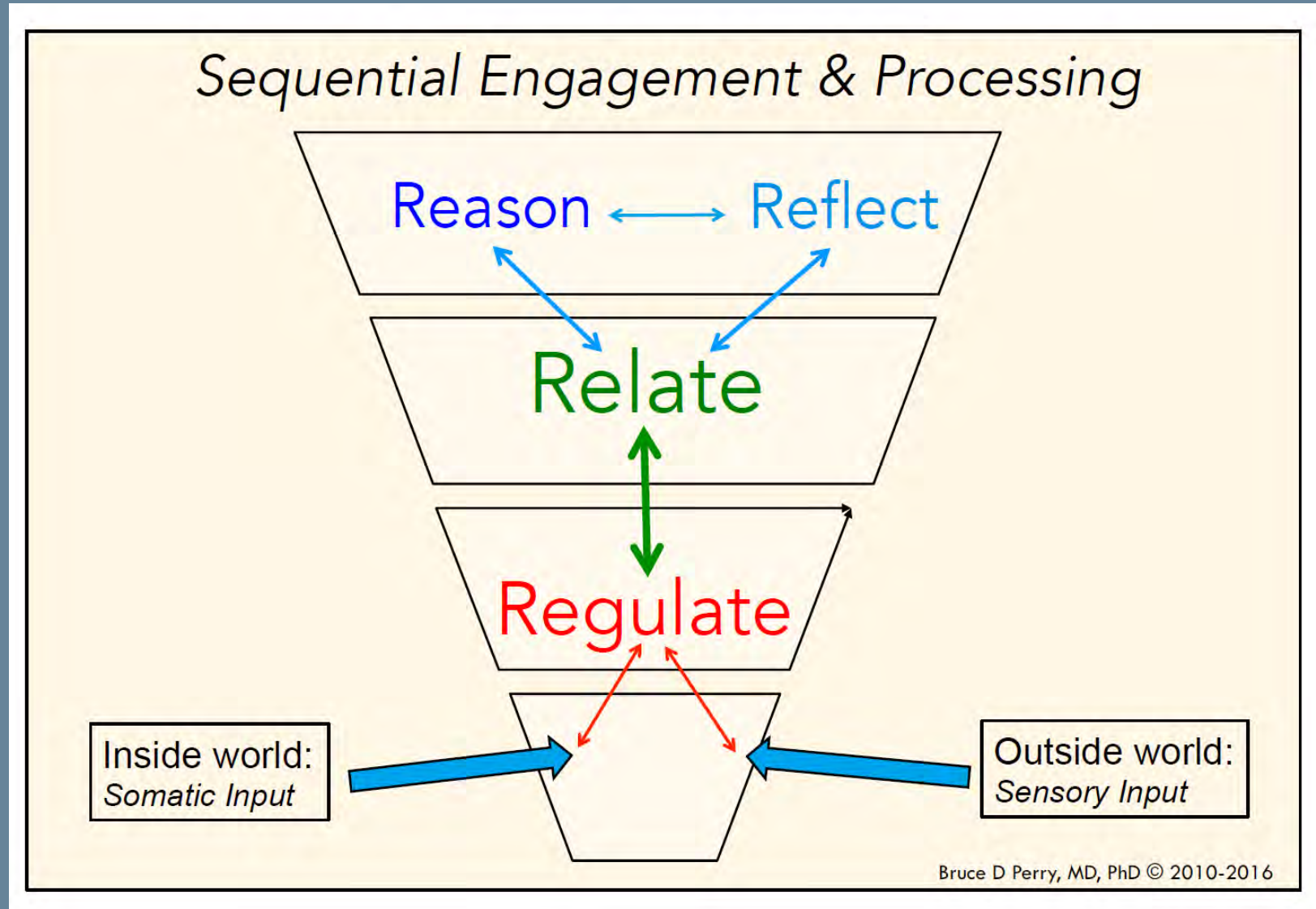
Regulated leaders can regulate colleagues, regulated colleagues can regulate children and young people.

Staying Regulated During Covid

Co-regulation: is a biological imperative: a need that must be met to sustain life. It is through reciprocal regulation of our autonomic nervous states that we feel safe to move into connection and create trusting relationships.

Self Regulation: can be defined in various ways. In the most basic sense, it involves controlling ones behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional **self-regulation** refers to the ability to manage disruptive emotions and impulses.

The children and young people we work with are often **hyper aroused and hyper vigilant**, they have experienced childhood trauma and adversity: young people are often in an **arousal state**, An individual's true cognitive and relational capabilities cannot be accurately determined until they are regulated.

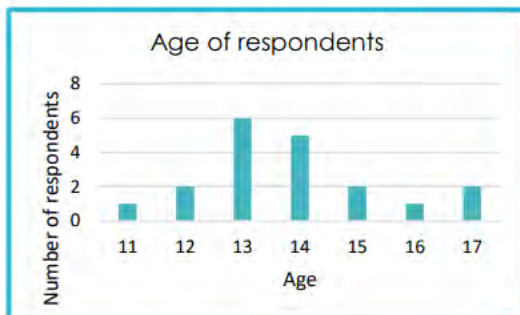


Feedback from young people

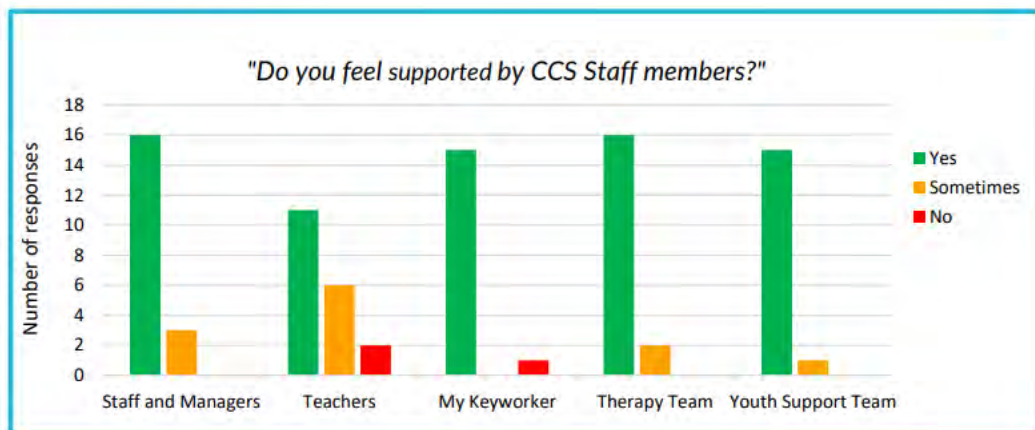
The following shows the feedback received via the Children's Survey that was carried out in October 2021.

Demographics

House group	Number of respondents
Luke House	8
Sunrise Cottage	3
Carpenters	3
Collian	3
Marion Cottage	1
Hermits Lodge	1
Total	19



Support from staff



- Overall, 83% of students felt supported by staff
- Many young people expressed that staff listen to them and help them when they are in need
- It was common for young people to describe staff as "nice" and "kind"

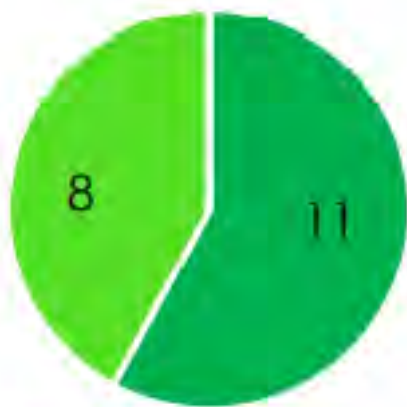
"Staff members are always there if I need to talk to them"

"The staff care about me"

"The staff have made me feel supported and helped me build friendships"



"How safe do you feel when you are at Cotswold Chine School?"



- Very safe
- Quite safe
- Unsafe
- Very unsafe

- 100% of young people responded that they felt safe at Cotswold Chine School.

- A common theme was that the young people don't like it when people are too loud.

"The environment makes me feel safe"

"I'm around adults that I trust"

"There are a lot of staff that stop you getting hurt"

"When people argue it makes me sad"



"When people are mean to me the teachers help me sort it out"

"The teachers make school enjoyable"

"Staff have helped me with my anxieties and emotions"

"I can talk to the staff and they make me feel happy and give me safety"

"I can have a laugh with staff and they understand me"

"Staff have helped me to get healthy and feel amazing"

The Covid-19 Pandemic

- Lots of our young people mentioned using phone calls and zoom calls to stay in touch with their family during the pandemic, and some said they visited their families in person.
- There were lots of comments about all the activities that were available during lockdown, the positive atmosphere, and about staff being supportive and available for a chat.
- It seemed that our young people felt prepared during the pandemic; they mentioned having lots of information available and feeling safe due to masks and regular testing.



Practice Humility Knowing that one can always learn especially from children
Rudolf Steiner 1903



Experiences become memories.
Memories become reflective lenses
New sensations come in and this will resonate with a
memory, and you will respond accordingly.

Bruce Perry 2022

Playfulness

Its great to see you I thought I was going to be sat on my own again today!

I'm so forgetful have we met before?

Sorry for going on about this but I can't even remember what day it is sometimes it must be my age, can you help me with this.



Acceptance

I get it that you don't want to meet like this.

Well, I don't experience you as being bad, I see you make some mistakes at times like we all do, but not bad.

It's a really difficult feeling to carry around with you.



Curiosity

How does this seem to you?

Tell me about that.

You seem to be really looking forward to that.

You seem to be having a hard time, what is it?"



Empathy

My feeling is this is really hard for you.

I can see your worried about telling me how you feel.

I can see its difficult for you to hold on to these feelings.

It must be hard for you to think your not liked.



Survival is more important than reasoning

- Everything about us our minds our brains and our bodies leads to collaboration, social systems, this is our most powerful survival strategy.
- Problem solving in the **neocortex** is philosophical and well thought through
 - Problem solving in the **limbic and diencephalon** is emotional and ultimately reactive
- Problem solving in the **brainstem** is reacting and you're essentially not thinking.

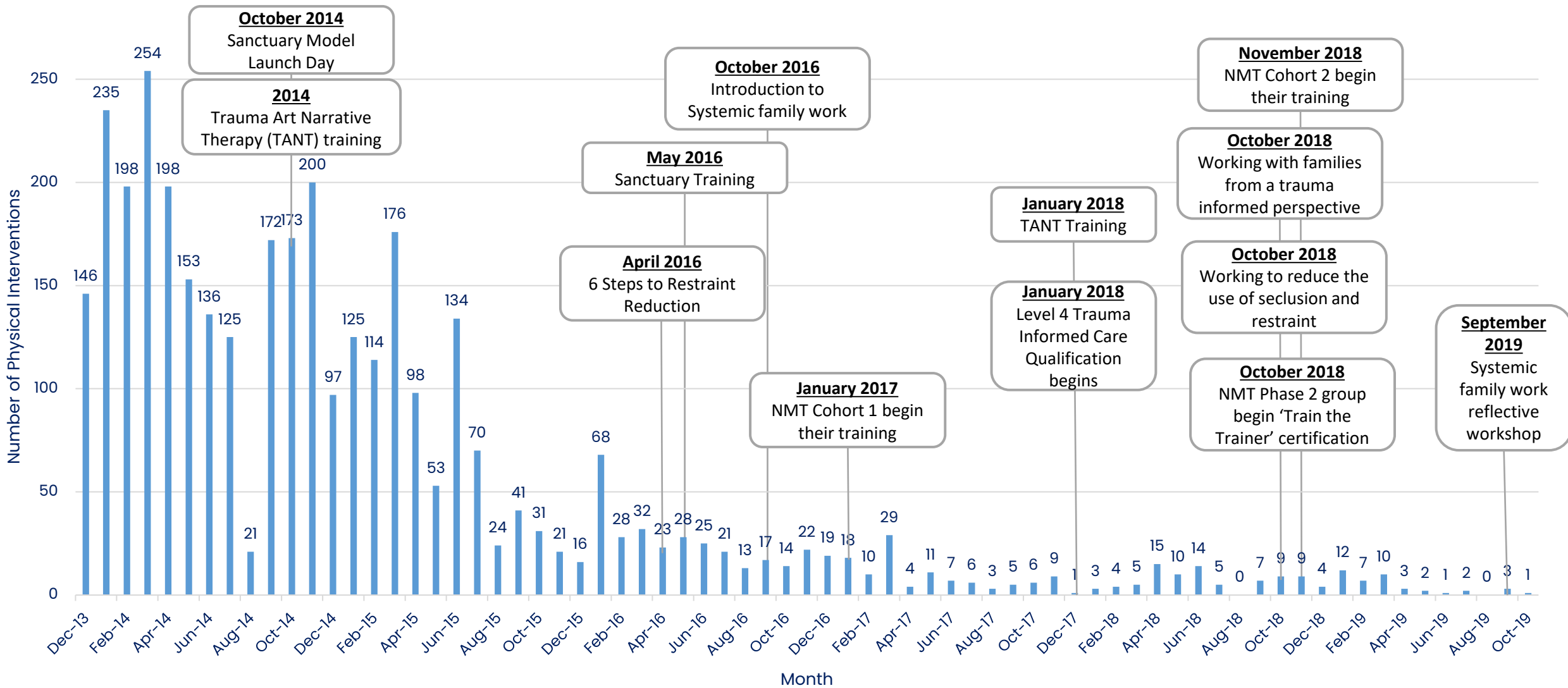


Behaviour that Challenges

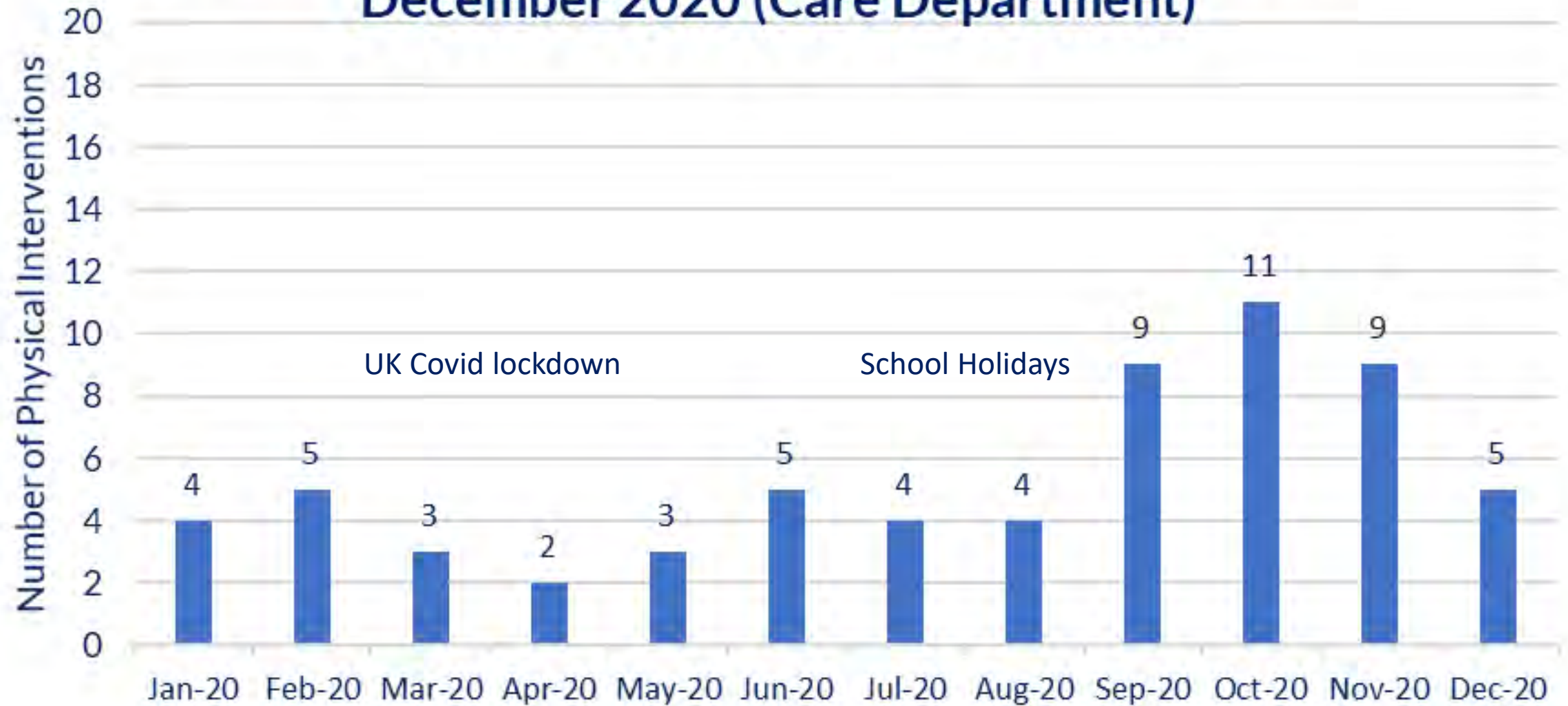
- Challenging for who?
- Challenging behaviour being displayed by someone for them meets a particular need, it may be challenging for us, but its not necessary challenging for them.....
- Our aim is to demonstrate curiosity and ask ourselves what is trying to be communicated to me?
- What am I not understanding.....?



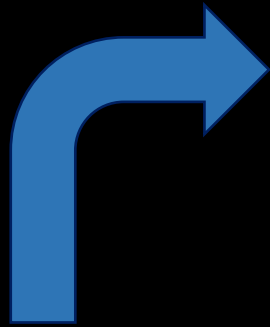
Restrictive Physical Interventions + Training Input : December 2013 - October 2019



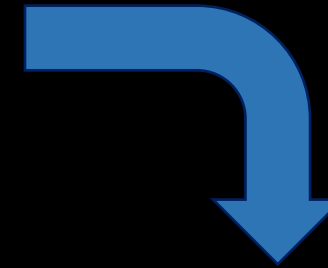
Number of Physical Interventions: January 2020 - December 2020 (Care Department)



Successful de-escalation strategies and Positive Behaviour Support

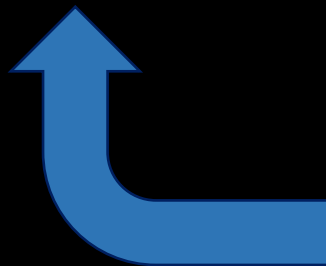


Collection of most successful de-escalation strategies used with the young people and any near misses during the week

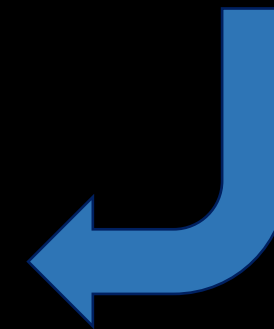


Consultation with staff team about de-escalation strategies that have been effective with young people and what lessons have been learned. Use of case studies.

Data is fed into Support, Advice and Strategy meeting/ Clinical Therapy meeting to review effective strategies. Update to monthly Restrictive Practice Analysis report and individual Positive Support Plans



Direct training to staff on effective de-escalation strategies (informed by current data), relational health, near misses, lessons learned and proactive behaviour support.
Six Core Strategies



Near Miss/ De-escalation successes



Examples of recent successful de-escalation from last week

A child was successfully de-escalated by staff following them becoming upset after another young person became upset. When the child was encouraged to give the peer some space and move to the dining room with staff, they responded by shouting, running out into the garden and shouting and swearing at staff who had followed to support her. The child responded well to being given space with a key-member of staff **using the time-in approach** to calm in the garden. They also used **distraction** by talking about a subject of interest to her (what was for lunch) as well as giving her **plenty of reassurance**.

Another child has recently been struggling with peer relationships in the home and following some name calling and unkind comments made by him to another child, staff had found after a member of staff had initially addressed the behaviours, a **change of face** was very helpful in calming this child down, as well as 1 key person leading the de-escalation with him. A bigger incident was averted by **going to a quieter place, removing the audience, asking how staff can help, offering an alternative activity and re-directing his focus**. This person then calmed quickly.

Recent Child debrief feedback themes of what they said they were upset about that lead to escalations in their behaviour

- Missing family members
- Struggling with recent changes in routine
- Boredom
- Activity restrictions due to Covid 19
- Struggling with peer relationships



Near Miss/ De-escalation successes



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- Boredom
- Activity restrictions due to Covid 19
- Struggling with peer relationships



Gentle Supervision

provides a child with a sense of safety through basic **physical proximity**

In the absence of close support children can fall into a pattern of **negative attention seeking** due to the fact that they are alone and cannot regulate their own emotions or anxieties.



The combination of providing structure and predictability in line with gentle supervision can have the effect of allowing children the safe framework in which to experience success and acknowledge mistakes.

“Supervision and Time in”

should always be seen as a gift and not a punishment.



Rather than **isolating** children when they are misbehaving or having a tough time, adults should consider bringing the child or young person closer to them.

By increasing closer physical proximity in order to provide a background of safety rather than generating anxiety through isolation. We intuitively do this when children are sad or frightened , but it tends to be forgotten when children are angry.



Relationship Repair not Withdrawal



- Daily life often presents circumstances that reduce the young peoples sense of safety.
- Conflict between young people, an unpredictable event, or something that brings back painful memories of the past can present as a sudden change in perceived safety and leave young people anxious and uncertain.



Relationship withdrawal generates **fear of separation** or even abandonment, which is likely to undermine a young person's sense of safety. It can also lead to young people feeling a strong sense of shame.



The Chronicles of Covid Lessons Learned:



We started with Hope

Optimistic and hopeful view points have a direct correlation to better outcomes in the face of adversity,

The importance of hope-linked to the activation in the circular cortex at the front of the brain, this is where we house our belief systems

Dr A Hamilton 2003



OFSTED inspections in the “COVID” period:
Education – Compliance inspection: 8th

December 2020

Education – Full inspection: 25th January 2022

Care – Full inspection: 3rd November 2021

Ofsted - GOV.UK

Ofsted is the Office for Standards in Education, Children’s Services and Skills.

**Cotswold Chine School
7-19yrs**

**Paradise House & William Morris College
18-65 yrs**

(March 2020-May 2022):

Positive cases in Children = 21 (36% of Children)
Positive cases in Teachers = 12 (48% of Teachers)
Positive cases in Care Staff = 17 (74% of Care Staff)
Positive cases in Therapy Staff = 14 (54% of therapists)
Positive cases in YSW team = 5 (83% of YSW)

Cotswold Chine School STAFF Total = 65% of staff have been absent with Covid

Post September 2021 we have had 2 outbreaks (Sept 2021 and (March - May 2022).

19 residents (21 cases) have contracted covid, with 2 getting it twice. 63% of residents.

23 members (27 cases) of staff have contracted covid with 2 staff getting it twice and one member of staff getting it three times. 59% of all Care, Workshop, Activity, Clinical, Admin & Management staff.

Total infected: 42 people
Total cases: 48

"The Great Resignation: 'Whatever the situation is, I want better,'"



At Novalis we employ 278 staff in total.
123 staff + 5 years employment

33 staff over 10yrs, 19 staff over 15yrs, 10 staff over 25 yrs., 9 staff over 20 yrs., 7 staff 25yr-50 yrs. Length of service at Novalis Trust

In 2021, 47.8 million workers in the United States left their jobs voluntarily

In the UK, where an adjustment of the employment market related to Brexit is also unfolding, there are now 4.4 vacancies for every 100 jobs — an all-time high

"It's this recalibration that people have had where they're rethinking the role of work in their lives,"
Renumeration — flexibility, purpose, balance."

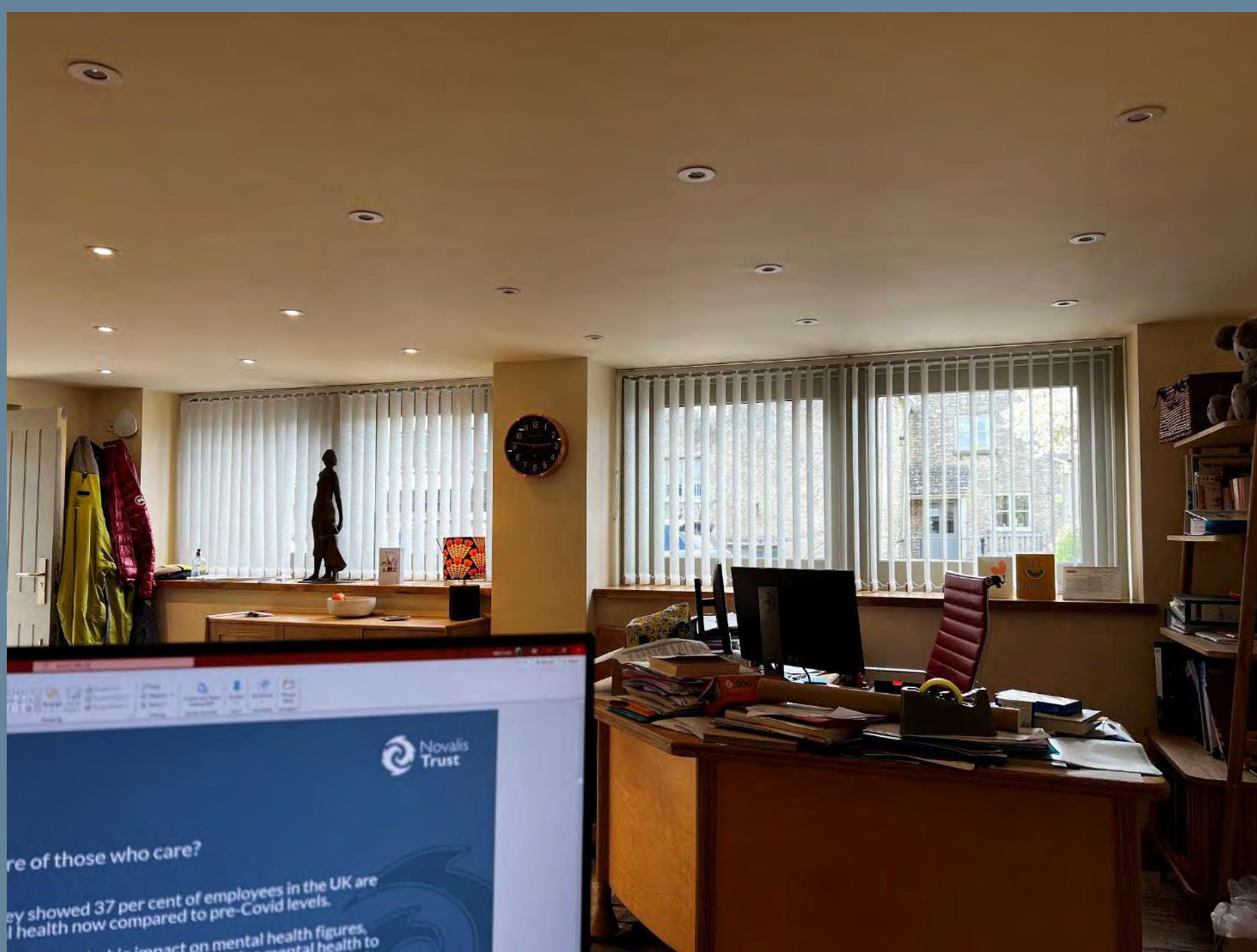
In professions like nursing, especially, there are signs that burnout is reaching unsustainable levels. A survey of more than 9,500 nurses by the UK's Royal College of Nursing published late last year found that 57% of respondents were thinking about leaving their jobs or actively planning to leave. The top reasons given were feeling undervalued and feeling exhausted.

Faces at the office Windows

We have created a new position
to bridge the gap between
“what we say we do” and
What we actually do”

The Training and Practice Supervisor

Full time posts one for each home
7 in total
Mentoring all new staff
Focusing on
Appreciation, coaching, and
evaluation systems



Final Thoughts

Essentially it needs to be Relationship Based

Pandemic (no one was going to rescue us)
Information overload followed by nothing, plot your own course
The remembering self-the experiencing self
Hope and positivity, co-regulation –self regulation
Our young people have coped with so much adversity that in a way they were better prepared than we were.
Gaps in knowledge between what we say we do and what's happening in the homes.
A shift in staff recruitment and support, a focus on appreciation – drop evaluation for now.
Difficult conversations, almost always end up being about identity, feelings am I worthy, do you care?
Hope and kindness, gratitude and a sense of moral purpose helps
An active drive to promote, training, support and good relational health can create a culture that acts as a protective factor in the face of adversity, and equip people with the skills to stay self regulated positive and ultimately avoid the use of restrictive practices.



The “Knower”



The “Doer”



With the “knower” and the “Doer” we often forget the most important person of all the “knowing Doer”



The Team of “Knowing Doers”



The remembering self-
the experiencing self

“Its not what's wrong with you, its
what's happened to you”

Federaro 1997

“I am not what happened to me, I am
what I choose to become”

C Jung 1959

Are we coping with Covid?
Did we cope with Covid?

Hedonic psychology, Kahneman



Questions & Comments

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