

Note: This training material is continually being evaluated and updated to reflect current needs and best practices therefore it should be viewed as work in progress.

Any person, organization, or institution making use of these materials must acknowledge that they were developed by the Tanzania Institute of Social Work, Jane Addams College of Social Work, and the Midwest AIDS Training and Education Center with support from the US President's Emergency Plan for AIDS Relief (PEPFAR), USAID/Tanzania, and the American International Health Alliance's HIV/AIDS Twinning Center.

Day 6:

Support and Behavior Change for Vulnerable Children and Their Families

Recap — Review of previous day and overview of coming day

Note: Transition from Day Five: Developing and Implementing a Plan of Support

Day Six builds directly on the concepts and practice of case management explored in-depth on Day Five. Day Six focuses on the actual development of plans of support and how to support the behavior changes required to implement a plan of support. It also focuses on the role of the Para Social Worker in effecting change and how the Para Social Worker can support and strengthen the family and child at risk.

Review of Social Work Process Social Work Process for Working with Most Vulnerable Children and their Families and Location of this Day's Activities (Slides 2-3)

1. Identifying Vulnerable Children and their Families
2. Engaging Vulnerable Children and Families
3. Assessing the Strengths and Needs of Vulnerable Children and their Families
4. Developing a Plan of Services for Vulnerable Children and their Families
5. Implementing the Plan of Services
 - Identifying and Referral to Other Resources
 - Providing direct services: problem solving, support and coordination
 - Empowering and supporting caregivers
 - Addressing HIV related prevention and care concerns
6. Evaluating Progress, Revising Service Plan and Following Up Through Ongoing Case Management, Family Support and Advocacy

Learning Activity:

- Review the social work process and discuss elements of behavior change relevant to points five and six above.

Trainer Tip:

At the end of the day recap before the small group workshop, it might be useful to ask how participants think their new knowledge of behavior change helps them to gain a broader understanding of the social work process.

Objectives for the Day (Slide 4)

At the end of the Day Para Social Workers will be able to:

- Explain the basis of behavior change and the stages of change model
- Explain the concept of risk reduction and how to support risk reduction decisions
- Demonstrate skills in family-based problem solving and risk reduction for vulnerable children, families and caregivers
- Explain the process of grief and loss in the context of vulnerable children and families

Topical Outline Overview

There are two major sections of this day:

Behavior Change

- What it is
- Risk Reduction
- Stages of Change
- Problem Solving
- The role of the Para Social Worker focusing on the problem solving model

The Life of the Child Experiencing Grief and Loss

- Developmental review of the grief process
- Review of how a caregiver can support the grief process
- Review of how a Para Social Worker supports behavior change and creates a plan to support behavior change and/or children and families experiencing grief and loss. These plans should refer back to the concepts of case management taught in Day Five

1. Planning for Behavior Change (Slides 5-9)

- a. Para Social Worker as a change agent supporting vulnerable children and their families
- b. Aspects of planned behavior change include adapting change based on environment, altering change based on internal motivation and modifying behavior target based on circumstances.
- c. Change is affected by:
 - Developmental growth, maturity
 - Changes in situation: family, income, external situations
 - Other factors within the person or the situation: peer impact, increasing knowledge, family/community pressure, changes in health and illness, policy and community impacts

Learning Activities:

- Brainstorm and discuss how ordinary behaviors are changed.

- Ask for an example of a behavior to change. Participants will suggest examples like changing a habit, changing eating or smoking behavior learning how to take a pill at a certain time of day in a certain way.
- This example of change will continue to be used to illustrate key points throughout the day. Note, that the example is probably going to have to be focused on children and families.
- Discuss how changing behavior in reaction to extreme need or a crisis feels different from changing behavior because a free and conscious decision is made to change. Focus the discussion on how this might be different and how it might feel different can frame the entire discussion of the day.
- Discuss the social context of behavior change: the importance of development, for instance peer pressure; the importance of environment and community support. Illustrate these concepts in group discussion of how change is affected by families, communities, peer groups, school and, of course, illness.

Trainer Tips:

- The initial examples of behavioral change should be simple and then should start looking at how people dealing with OVC issues and/or HIV issues deal with changes which are much more difficult
- If an example related to pill taking is introduced here, it can be referenced to on Day 7 in the sections on adherence
- The other underlying issue in this section on behavior change is that we are talking about people who are being forced to change because of illness, poverty or death; or people for whom acquiring the resources for or the insight required to change is difficult
- Consider the question, “In a crisis what is the role of the Para Social Worker who is trying to help a family transition into a better circumstance?” This question could frame a discussion of professionalism and the trainer might make reference to the kinds of changes required to emerge as a para professional in the group case conference situation or the kinds of insight gained in the previous day’s discussion of boundaries, or in Day Four’s discussion of the strength’s approach
- Given that behavior change is difficult, this section refers constantly to the role of the Para Social Worker in identifying, implementing and supporting behavior change. But, also, this section references the concepts embedded in the sections on identification and engagement. We must always stay with the client; we start from where they are and support them and encourage them and we provide resources to implement.

2. Risk Reduction (Slides 10-14)

- a. What is Risk Reduction?
 - Model of behavior change that can be helpful in understanding how behaviors change and how para social workers can be helpful in that process. It focus on modifying the risk instead of modifying the action/behavior
 - Risk Reduction strategies reduce harm while giving the client the space, time and positive feedback required for permanent behavior change
 - Risk Reduction may provide useful ways to change over time by reducing negative behaviors or increasing positive ones

- b. What are some examples of risk reduction behaviors (negative or positive)
- c. Roles of the Para Social Worker in planned behavior change
- d. Planned change - an approach to problem solving based on:
 - 1) Problem assessment
 - 2) Knowledge of the individual's readiness for change
 - 3) Change focused intervention
 - 4) Para Social Worker functions as a change agent with the child/family and jointly plans with them for change
 - 5) Risk reduction and behavior change
- e. Risk reduction or harm reduction approaches assume that:
 - 1) Behavior change is a process that occurs over time rather than a single event
 - 2) Risk reduction involves many factors, including psychosocial relationships as well as other social and environmental factors
- f. Risk reduction strategies must be broken into small enough steps for the person to do successfully

Learning Activities:

- Pick a behavior for discussion involving personal risk or risk to others that would be well known to the participants.
- Talk about why risk reduction is a very good first step. If smoking is used as an example, talk about the element of addiction. Alcohol abuse is also a very good subject around which to frame this discussion.
- Strategize through a brainstorm how that behavior could be lessened and therefore making it less risky.

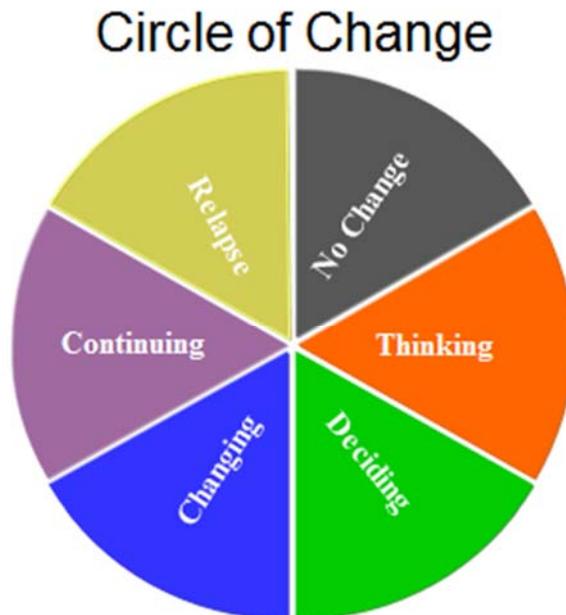
Trainer Tips:

- The concept of risk reduction is often difficult. Most people, when they think about changing a behavior, think about stopping the behavior completely. However, when the behavior involves risk and difficult physical, mental, emotional or situational aspects (think of smoking or changing eating behavior or reducing fighting with a spouse or other family member), reducing the behavior might be a better and more realistic strategy.
- The slides suggest that the trainer might want to talk about reducing the number of sexual partners, but the example chosen could also be more general: Smoking, over eating and alcohol abuse are very common and the discussion of the risk related to multiple sexual partners will occur on the next day.
- Slides 13-14 are transitional to the idea that the person engaging in risky behavior can plan to change. Planning to change is a theme that runs through Days 5 and 6 of this curriculum. Planning to change might require support from a Para Social Worker and it might require a strategic process. For example, if the discussion centers around alcohol abuse and the person always abuses by going to a bar after work, guide the discussion toward strategies which might change the behavior, for example, changing the route or time or the people who lead to the behavior.
- Emphasize the fact that the role of the Para Social Worker is to support the client where they are and to help them come to decision to change and then to support the change

(recognizing that the change may require additional resources for example) and also recognizing that the root cause of risky behavior might not be obvious. For example, many men drink not because they want to, but because they are depressed and angry about their inability to provide for their families or because they have no other way to help themselves to feel better. This is a difficult discussion and perhaps it will be easier and more specific to bring this aspect of the discussion out in the Small Group Workshop.

3. Stages of Change (Slides 15-26)

a. Circle of Change



- The model “circle of change” describes the stages of change each person goes through on the journey to changing behavior
- This model is not presented to suggest that change is simple or easy, but rather to emphasize that change is complex and involves a process
- Para Social Workers can assess where a person is in the change process and choose interventions appropriate to that stage
- This helps Para Social Workers “begin where the person is”

b. The Stages of Change

- **No change** planned (Pre-contemplation)
- **Thinking** about change (Contemplation)
- **Deciding** to change (Decision)
- **Changing** behavior (Action)
- **Continuing** the change (Maintenance)
- **Relapse** returning to the harmful behavior (Relapse)

Learning Activities:

- Ask the groups the steps they use to make a change in their behavior or the behavior of one of their own children
- Present an interactive lecture discussion, getting feedback and questions from each slide in the series.
- Demonstrate the steps of behavior change with the trainers role playing various stages of a behavior change, then ask the participants to find a word to describe each stage

- Discuss how the process can be circular, or how the client can go from relapse to decision, skipping some parts of the circle

Training Tips:

- The main idea to communicate for this section is the fact that change occurs in small pieces and there are a variety of phases, however they may not always occur the same way. Change may be one step forward, two steps backward
- These stages describe a continuing process; they are not a formula or a checklist for changing behavior.

4. The Role of the Para Social Worker as an Agent for Problem Solving (Slides 27-39)

Learning Activities:

- Ask the participants to think about what are the steps in solving a problem, specifically as it applies to vulnerable children and their families. Brainstorm their responses.
- Summarize the response, raise questions and “control the discuss” (e.g. when the participants begin to give the same answers move on to the next question)
- Anchor the discussion within the context of a case. Either create a case to fit the parts that are seem natural to illustrate, or even better, use Mwakaila because as a group case it provides general reference for everyone.

a. Roles of Para Social Worker: Helping Families to Solve Problems

- Helpers
- Links to services in the community (discussed on Day 5)
- Family and community advocates

b. Who are the Community Resources Who Can Help Solve Problems?

c. Para Social Worker as an Agent for Problem Solving

Learning Activity:

- Brainstorm a list of how Para Social Workers help solve problems
- Discuss and connect with slides 31-32.

d. Overview: The Problem Solving Model

- Building the Relationship
- Exploring the Problem
- Understanding the Problem
- Planning for Action and Evaluating Results

5. Life of a Child: Grief and Loss (Slides 40-60)

Learner Activity:

- Conduct an interactive discussion with the participants, using the slides as reference and for direction
- Pose questions about the participants' own experience and ideas about how to deal with grief and loss
- Specific rituals or spiritual approaches may be discussed as well as what happens when an individual does not have a chance to experience these rituals
- These sections can be unified through a group role play of a child losing a parent. Develop the role play so that the circumstances of the loss are the same, but the child's age change: a 3-year-old, a 6-year-old, a 10-year-old, a 13-year-old, an 18-year-old
- The trainer can also focus this discussion to look at gender roles in grieving by age. Would/could a 13-year-old girl express her grief at the loss of her mother differently from a 13-year-old boy? If the role play technique is used, be sure to give the players instructions and be sure to make it very brief.

Trainer Tips:

- This section often creates great interest by participants as everyone present has experienced grief and loss and everybody has something to say and this may not have been discussed in the cultural context
- The major challenge to the trainer is to control the discussion so that it proceeds in line with the slides and doesn't become a group therapy session, focusing on a particular loss given as an example by a member of the learning community. This is a delicate balance because successful teaching of this topic depends on anchoring the knowledge to be transferred in the experience of the learning community; at the same time, the discussion cannot focus on personal problems or issues. If the conversation veers toward a particular personal experience, the "Parking Lot" can provide an escape valve, so that the trainer can then refocus the discussion on the slides. If this happens more than once, change teaching techniques to a lecture discussion and go through the slides
- The second major point of this section is that, like behavior change, the grief process has stages (shock, anger, bargaining, sadness, acceptance – see slide 45) and it is circular or at least non-linear, that sometimes oscillating back and forth or among these stages of grief at various times
- Finally, it is extremely important to emphasize that children experience grief according to their developmental stage. This process of developmental grieving is explained in Slides 46-48 from a different perspective in Slides 53-58.
- Inexperienced role players exhibiting grief in front of a group just tend to weep and wail as an expression of grief. Think carefully about how grief is really expressed: silence, withdrawal, anger, ignoring the situation, acting out, running away, engaging in risky behaviors, etc. If the role play just involves a lot of screaming, ask the audience to comment how grief is experienced or how they have seen it in various circumstances.

Topic Outline

- a. Overview
 - All children experience grief and loss when separated from their parent(s) whether by illness, death, or abandonment

- Like other aspects of human development, grief and loss depends on gender and developmental stage among other factors
- Feelings about grief and loss may cause many behaviors that indicate grief and loss, for instance: Anger, Sadness, Hyperactivity, Being Withdrawn
- These feelings are appropriate but may produce behaviors that are harmful to the child, others, or property

b. The Grief Process

- Grief, like behavior change, is a process that may assume a circular form. People experiencing grief and loss may revert to prior stages depending upon other circumstances. An unrelated event or trauma may evoke a renewed grief reaction for the earlier loss.
- What do you think are stages in the process of grieving? Brainstorm
- Stages of Grieving: Shock/Denial, Anger, Bargaining, Sadness and Depression, Acceptance
 - Note: Everyone may grieve differently, may not go through stages in order and may move back and forth between the stages.
- Developmental Grieving
 - Sometimes children seem to have reached acceptance but have simply “bottled up” their feelings. These strong feelings may erupt at a later time
 - Multiple losses trigger strong, but unresolved emotions from previous losses
 - The pain of separation and loss is a type of trauma
 - Children can become stuck at one level, or even go back to an earlier level of development
 - When we see a child who angry this may reflect their experiencing loss and pain (“Whenever you see anger, look for the pain”)
 - Other children may appear charming and carefree. This is a way of hiding the pain of loss
 - Events and Contexts that Trigger Grieving: Anniversaries, Birthdays, Holidays, Special songs, etc.
- Factors that Affect Ability to Grieve
 - Nature of the loss
 - Health and self-esteem
 - Age at time of each loss
 - Degree of attachment to lost person
 - The intrinsic vulnerability of the person experiencing the loss
 - Factors that Affect Ability to Grieve
 - Circumstances causing loss
 - Number of previous separations
 - Support and help provided during the process of the loss (before, during or after)

c. How the Para Social Worker helps the child

- Shift child's focus from feeling worthless to strengths and hope
- Provide information
- Assure children are connected in terms of personal relationships and within greater environment
- Secure financial support for the child.

- Involve the child in age appropriate groups: the family, groups focusing on issues of interest to the child, etc.
 - Help the child perform significant roles in the family, at school, within peer groups, etc.
 - Help identify experiences that provide a source of Joy
 - Teach Constructive Values and Attitudes
 - Help Maintain or Develop Personal History
- d. How the Para Social Worker helps the caregivers to understand that:
- as child grows and develops, all the steps in the grieving process may need to be expressed over and over again
 - Grieving children may be confused about parent-child relationships.
 - Helping the child takes persistence, skill, patience
 - Helping the child requires continuing help over time
 - Child's needs and feelings are important
 - Child is safe and is going to be cared for
 - Child's needs can be expressed and met
 - Parents can be consistent and trusted

6. Summary (Slide 61)

Learning Activities:

- Ask participants to recall each topic covered today and restate the major topics:
 - Behavior change
 - Risk Reduction
 - Stages of Change
 - Problem Solving Model
 - Grief and Loss for a child
 - Process of Grieving
 - Developmental aspects
 - Grief and Loss from the Caregiver Perspective
- Focus this discussion by looking at the role of the Para Social Worker in each of the topics
- The trainer might end by noting that this same role has also been described as central to case management and case planning as well as to outreach, identification, engagement and assessment

Trainer Tip:

The discussion should make it clear that the role of the Para Social Worker, while large and difficult, is to be a helper and supporter over time and specifically to refer difficult cases to a higher level professional and to acquire resources required to stabilize children and families in these difficult circumstances.

Recap of Day 6 & Preview of Day 7