

A close-up photograph of a woman with blonde hair tied back, wearing a light pink t-shirt, holding a baby in a blue and white striped shirt. The woman is looking towards the camera with a gentle smile, and the baby is looking slightly to the side. The background is softly blurred, showing an indoor setting with a window and some greenery.

Working with foreign language speakers

Level 3

Kind & Gezin

Who are we?

- Kind en Gezin (Child and Family)
- Flemish Government Agency
- Public Health, Welfare and Family
- Our targetgroup: children between the ages of 0 and 3 years
- Our area of activity
- Our challenges
- Level 2 en 3

Daily challenges

- Standard material is inadequate;-
 - When one or both parents speak a different language
 - When dealing with parents raised in a broader non-verbal culture
 - When dealing with parents for whom the DVD is too quick or who haven't watched the DVD

- What action to take with parents who have difficulty translating the DVD to their situation?
 - What action to take with parents who don't recognise the cause of the problem?
 - How do you keep families focussed on the process when pre-occupied with daily worries?
- **Do you recognise 1 or more of these situations?**

Why did we look for alternatives?

- To avoid pitfalls:
 - The communication is directed to the more 'verbal' parent,
 - Tendency to explain the situation instead of allowing parents to self-regulate
 - Tendency to work to your own rhythm instead of the parents' rhythm
- In order to interact with the process, parents experience:

Adaptations

- Use of visual material
- Planning extra sessions to
 - watch the DVD together
 - support the homework assignments
- Use of cards

Plan extra sessions to watch the DVD

- **Method**

- *What*: After 1 session, plan an extra session to watch the DVD together
- *Why*: parents find it often difficult to link the situations portrayed in the DVD to their own situation
- *How*: getting to the core of the problem by linking their situation to that portrayed in the DVD

- **Advantage:**

- Pausing the DVD creates the chance for parents to integrate the story with their own experiences.
- Watching together - IN **ESSENCE: creating a dynamic with the parents**
 - Enabling them to move on in their role as a parent.

Visual tip sheet

Disadvantage tip sheets (level 2): too wordy

eg **Tip sheet potty training**

Frequent subject for discussion

Aim: to give parents something they can refer to later

Cardgame

- What?
 - Snapshots DVD
 - Causes
 - Some strategies
- How to use?
 - Mainly to clarify causes
 - ABC of their own situation after watching the DVD
 - ABC starting from the parents story
 - Analysing the causes through use of the cards instead of DVD

Challenge purpose of the cards

- To create awareness of IA patterns and to help changing them,
- Process of self regulation

Advantage of the cards

- **Cards on the table**
 - Approach may differ between parents
 - Compare both approaches and their effects/results
 - Possible to decide on a new joint approach starting from a common goal without judging or criticising either party
- **Non judgemental:**
 - How does a pattern work/mechanism?

- **Slows down the process**
 - Apply 'Ask Say Do' with the parent
- Possible to use the technique in a group who will not or cannot watch the DVD

Film fragment

- Shuffle the cards and deal:in practice

Thanks ... any questions?