

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

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Learning to Work with Orphans and Vulnerable Children

**A Project of the Social Work HIV/AIDS Partnership
for Orphans Vulnerable Children in Tanzania**

Day 6

A Framework for Counseling OVCs

Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

- 1. Outreach and Identification**
- 2. Engagement of Orphans and Families**
- 3. Assessing Needs and Strengths**

Required

Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV

- 4. Developing a Plan of Care: Networking and Identifying and Referral to Other Resources**
- 5. Providing Support and Services within the context of your organization**
 - **Helping HIV Affected Orphans and Vulnerable Children**
 - **Counseling OVC and Their Families**
 - **Developing Support Structures for OVC and their Families**
- 6. Ongoing case management, Advocacy and Followup**

Required

Counseling & Problem-solving Model

1. Developing and maintaining rapport
 - Tone of voice
 - Attending behavior
 - Questioning
 - Paraphrasing
 - Reflecting feelings
 - Summarizing
 - Non-judgmental

Required

Counseling & Problem-solving Model

2. Identifying and exploring the problem
 - Use questions to help you and the client understand the problem
 - Make the problem specific
 - What is the problem?
 - When did it start?
 - How much of a problem is it?

Required

Counseling & Problem-solving Model

3. Identify & explore feelings

- Label the feelings – sad, happy, angry
- Notice nonverbal messages/feelings and reflect them back
- Acknowledge and affirm conflicting or ambivalent feelings
- Tie the feelings to the facts or to the problem

Required

Counseling & Problem-solving Model

4. Explore solutions and options for solving the problem
 - What have you tried in the past to solve a problem like this?
 - What would you like to do?
 - Share your own ideas about solutions

Required. Training Suggestion: Brainstorm

Counseling & Problem-solving Model

5. Select an option/solution and make a plan

- Help the client choose a realistic solution
Which solution do you like the best?

Which one are you able to do?

How and when would you do it?

Required. Training Suggestion: Brainstorm

Counseling & Problem-solving Model

5. Select an option/solution and make a plan (cont.)
 - Talk about how you/para social worker or others (friends, family, NGOs) might be part of the solution
 - Decide who will do what, when, and where
 - Make referrals as appropriate
 - Follow-up to see if the plan was followed

Required. Training Suggestion: Brainstorm

RISK REDUCTION AND BEHAVIOR CHANGE

Meaning of Change

- Alteration or adaptation.
- Each and every individual, group and community undergo changes.
- The change may be major or small, to the better or to the worse. Change is inevitable.

Skip - Trainer Resource Only

Change as adaptation

- Active, dynamic process where people, together with their environment form an ecosystem in which each shape the other.
- People may change environments to conform to physical and psychological needs
- At times people conform or adjust to environmental imperatives to satisfy needs and their goals.

Required

Meaning of Behavior

- “The total response, motor and glandular, that an organism makes to any situation with which it is faced” (Psychology Dictionary)

Skip

Behavior Change/Risk Reduction

- Reducing HIV/AIDS and/or substance abuse risks involves changing behaviors.
- A model of behavior change that can be helpful in understanding how behaviors change and how para social workers can be helpful in that process has been developed by researchers Prochaska and DiClementi.

Required

Change processes and planned change

The role of Para-social Workers

Source: Prochaska, J.O., DiClemente, C.C., & Norcross, J.C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47 (9), pp. 1102 – 1114.

Components of the Change Process:

- **Experiential component** – how the client experiences him or herself in a new or different way
 - May discover that he or she is being dealt with differently by other person(s) in his/her life
 - May also find new kinds of feelings or symptoms arising within self

Required

Components of the Change Process:

- **Rational component**–
 - perception of self and how one exists through the process of reflecting and conceptualizing about oneself
 - the cause-effect relationships in the background,
 - how one has handled recent situations
 - the meaning of a new way client has experienced self.

Required

Planned change

(The role of Para-Social Workers)

- Para-Social Work intervention is based on a process of planned change.
- Change is indicated when client systems have unresolved problems and/or feel a need to change.
- Planned change is an approach to problem solving based on
 - problem assessment,
 - knowledge of the client systems' readiness for change
 - focused intervention.

Required

Planned Change

(The role of Para-Social Workers)

- Para-Social worker functions as a change agent in this process and jointly plans for change with the client.
- Planned change is purposeful and increases the likelihood of predictable outcomes as a result of the change efforts. (Hefferman, et al., 1988:10)

Required

Specific application

- Change efforts may be geared toward assisting
 - individuals,
 - groups, or
 - communities
 - or all three

Required Training Suggestion: Brainstorm

Risk Reduction And Behavior Change

- **Risk reduction or harm minimization**
approaches are based on the realization that behavior change is difficult and is a process rather than a single event.
- It involves very complex patterns of psychosocial relationships as well as economic requirements.
- Realistic solution strategies to such problems may focus on risk or harm reduction.

Required

Stages of Change

Circle of change

- The model “circle of change” describes the stages of change each person goes through on the journey to changing behavior.
- This “stage of change” model was developed by Prochaska and Diclementi (1982) who differentiated six stages in the change process.

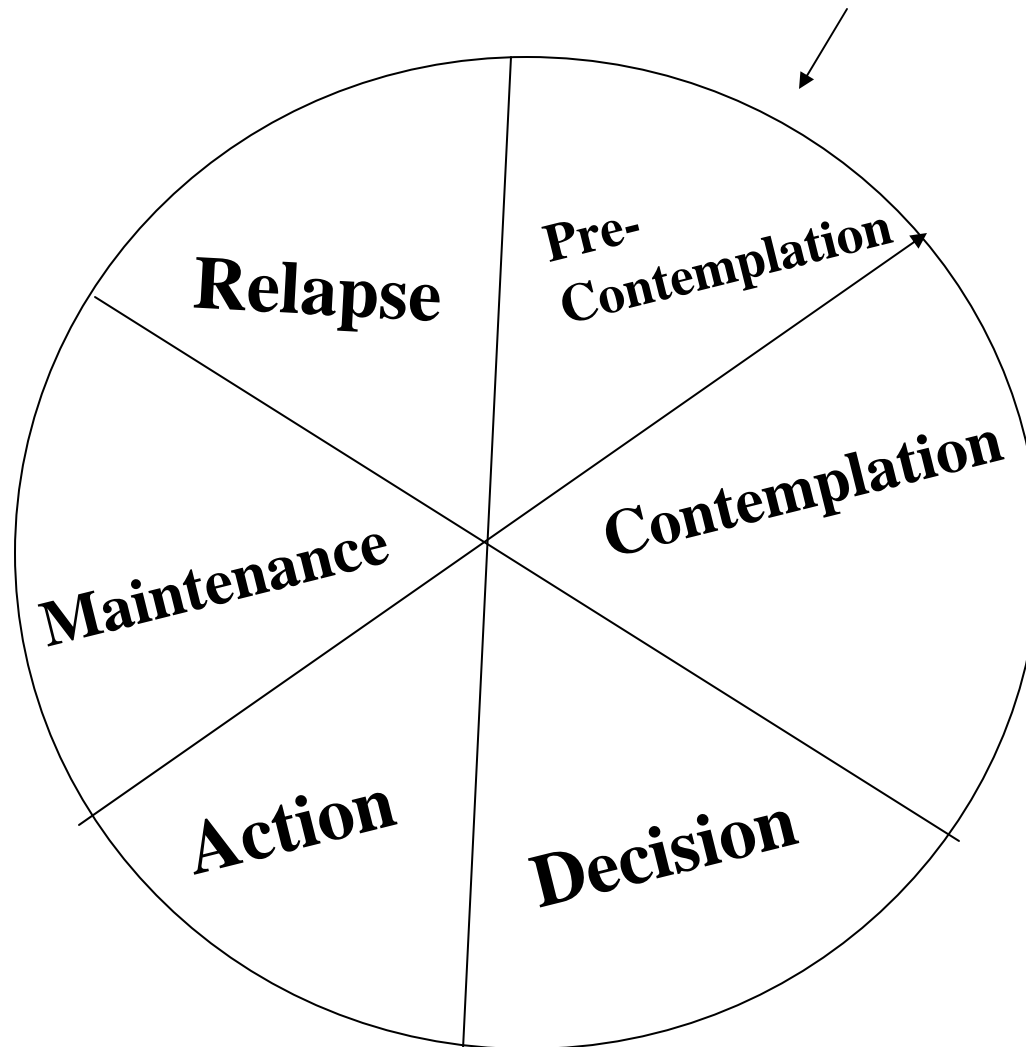
Required

Circle of Change

- 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 client is”

Required

Circle of Change



Required

Pre-contemplation

Person has no desire to change, either not aware of the problem or is ignoring it.

- Sees no need to change
- Para-Social Work Action
 - Provide information and feedback to raise awareness of the problem and the possibility of change.
 - Do not give prescriptive advice.

Required

Contemplation

- Thinking about change, feeling somewhat concerned about the behavior, but not having yet made commitment to change.
 - May be a lengthy process requiring the person to have moved from accepting the problem existing to accepting some responsibility, feeling a need to do something about the problem
 - Considers change, but also rejects it
- Social Work Actions
 - Help the person tip the balance in favor of change
 - Help the person see the benefits of changing and the consequences of not changing

Required

Decision

- Determined to change, taking a decision to do so but has not yet put the decision into practice
- Wants to do something about the problem
- Social Work Actions
 - Help the person find a change strategy that is:
 - Realistic
 - Acceptable
 - Accessible
 - Appropriate
 - Effective

Required

Action

- Making the change, trying to change
- Takes steps to change
- Social Work Actions
 - Support the person
 - Advocate for the person
 - Help accomplish the steps for change

Required

Maintenance

- Maintaining new behavior or a lifestyle without the old behavior
- Maintains goal achievement
- Social Work Actions
 - Help person identify possibility of relapse
 - Help person identify and use strategies to prevent relapse

Required

Relapse

Relapse is possible in both action and maintenance stages.

- Not the end of the changing process
- Can lead to realization of the danger of getting back to the old behavior and a renewed commitment to further work on the problem (a return to contemplation).
- Relapse can result in going back to the old behavior which will put the person back at the beginning of the cycle.

Required

Questions to process eco-maps

- 1. What was the experience of completing your own eco-map like?
 - What feelings did you have?
 - Comment: Children and families will also have feelings as they think about their life situations: surprise, relief, sadness, anger, etc. Para social workers must be prepared to validate and respond to these feelings. This is an important part of the para-social work process.
- 2. What did you learn from this experience?
- 3. How can you use what you learned in working with children and families?

Life of a Child III

Loss and Stigma

Required

Introduction

- All children experience crises when separated from their parent(s) whether from illness, death, or abandonment.
- Feelings about loss cause behaviors that indicate the child is angry and sad.
- These feelings are appropriate but may produce behaviors that are harmful to the child, others, or property.
- Para-social workers and caregivers need to understand these feelings and behaviors.

Required

The Grief Process

- The death of a close loved one such as a parent results in a process of grief
- We often think of grief in terms of the cultural rituals we observe at the time of death.
- While these customs are helpful in coping with the immediate feelings of loss, the grief process does not end when the customs have been observed.
- Rather, coming to terms with the loss of a loved one takes a long time.
- Children grieve anew at each developmental stage

Required

Grief Process

- Shock/Denial
- Anger
- Sadness
- Acceptance

Required

Developmental Grieving

- Moving through the stages of grief is not a linear process
- Rather, people move back and forth along the pathway
- We may grieve even after we believe we have achieved acceptance
- Children revisit losses at each stage of development

Required

Impact of Developmental Grieving

- Children may seem to forget the loss for a while, then suddenly become very sad or angry
- 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

Required

Impact of Developmental Grieving

- Children who are separated from their parents due to illness, death, or other cause will be grieving
- The pain of separation and loss is a type of trauma
- Children can become stuck at one level, or even regress to an earlier level of development

Required

Impact of Developmental Grieving

- Children who are separated from parents may appear angry, depressed, or hostile
- “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

Things that Trigger Developmental Grieving

- Anniversaries
- Birthdays
- Holidays
- Special songs, foods, etc.
- Certain places
- People who have the same name or look like the missed person

Optional

Factors that Affect Ability to Grieve

- Nature of the loss – loved one, health, self-esteem
- Age at time of each loss
- Degree of attachment to lost person
- Ability to understand why person is gone
- Emotional strength
- Circumstances causing loss
- Number of previous separations
- Help given prior to, during, and after the loss

Optional

Challenges of Helping

- Helping children with loss may be challenging because:
 - Separation and loss are painful experiences
 - It is uncomfortable to be with children who are angry and sad
 - Other people's grief reminds us of our own painful experiences

Required

Challenges of Helping

- Dealing with painful losses takes a long time – even a lifetime
- Developmental grieving may be frustrating - after all we are the ones who have loved child

Required

How to Help

- Recognize that children who have lost their parents can best be helped by connecting them to nurturing caregivers who make a lifetime commitment to them.
- Connections to other caring adults can provide important supplemental support but **CANNOT** substitute for a committed caregiver who functions as a loving parent figure.

Required

How to Help

- Para-social workers can have the most positive impact on a child by strengthening the capacity of parents and other caregivers to provide nurture and appropriate structure.

Required

HOW TO HELP CAREGIVERS

- Recognize children may be confused about parent-child relationships, caregivers need to model relationships with the child and clarify roles when needed
- Recognize that helping the child takes persistence, skill, patience
- Demonstrate 24/7
 - 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

Required

HOW TO HELP CAREGIVERS

- Understand that as child grows and develops, all the steps in the grieving process may need to be expressed over and over again

Required

Reference

- Pasztor, E., Blome, W., Cavin, B., Langan, J., Leighton, M., McFadden, E., Olea, M., Petras, D., Polowy, M., Ryan, P., Sweency-Springwater, J., & Wynne, S. (1993). *FosterPRIDE/AdoptPRIDE: Preparation and assessment program for foster and adoptive families*. Washington, DC: CWLA.

Large Group Activity

Trainer note

You are going to have a big party to celebrate a major accomplishment. You are able to invite 5 people in addition to your family and friends. Choose the 5 people you would invite to your party from the list below.

- Medical doctor
- Politician
- Beggar
- Movie star
- Daladala Conductor
- Street cleaner
- Famous singer
- Prostitute
- Witch doctor
- Street vendor
- Policeman
- Teacher
- Mentally retarded man
- Shoe shiner
- Village leader
- Farmer
- Para social worker
- Translator
- Religious leader
- Driver

Required

Stigma

Required

Introduction

- Orphans and vulnerable children experience stigma due to:
 - HIV/AIDS
 - Family circumstances

Required

Stigma Defined

- Stigma is “severe social disapproval of personal characteristics, circumstances or beliefs that are against cultural norms.”
- A powerful tool of social control
- Used to marginalize, exclude, exercise power over individuals with certain characteristics

Required

Factors that Contribute to HIV/AIDS Related Stigma

- HIV/AIDS is a life threatening disease
- People are scared of contacting HIV
- HIV is associated with behaviors that are already stigmatized
- People with HIV/AIDS are thought of as being responsible for becoming infected
- HIV/AIDS is often seen as result of moral fault that deserves punishment

Required

Forms of HIV/AIDS Related Stigma/Discrimination

- Laws, rules and policies
- Community-level responses
- Women
- Family
- Employment
- Health Care
- Denial

Required

Effects of Stigma/Discrimination

- Isolation
- Self-rejection
- Reduced opportunities – employment, education, social relationships, etc.
- May create anger, resentment and retaliation
- Reduces the humaneness of the society
- Deprives the society of the contributions of those who are stigmatized

Required

HOW TO HELP

- Societal Level
 - Legislation
 - Education
 - Monitoring
 - Enabling Environments
 - Public Messages

Required

HOW TO HELP

- Personal Level
 - Shift child's focus from perceived worthlessness to strengths and hope
 - Combat marginalization and disconnectedness by assuring children are connected in terms of personal relationships and within greater environment

Required

HOW TO HELP

- Work to assure child is connected to :
 - Information
 - Children need information about themselves, their family, their situation, decisions being made about them.
 - Having information about their lives helps children feel secure and safe.

Required

Work to assure child is connected to :

– Significant People

- Minimize the losses children experience by maintaining the child's connections to siblings, extended family, and other people of importance to the child.
- Work to develop attachment relationships with caregivers.

– A means of Support

- Secure financial support for the child.

Required

Work to assure child is connected to :

– Group Membership

- Involve the child in age appropriate groups: the family, groups focusing on issues of interest to the child, etc.

– Meaningful Roles

- Help the child perform significant roles in the family, at school, within peer groups, etc.

Required

Work to assure child is connected to :

– Source of Joy

- Celebrate the child's achievements.
- Include the child in family and cultural holidays and celebrations.

– Values and Morals

- Involve the child in religious or other activities that teach a system of values and morals to guide the child's behavior.
- Consistently model the values and morals you wish to impart to the child

Required

Work to assure child is connected to :

– Personal History

- Due to their young age, orphans and vulnerable children often forget the details of significant events in their lives. They may develop a confused sense of their own history.
- Preserve for the child information about events in their own lives such as: where they were born, places they have lived, people they have lived with, schools they have attended, people who have been significant in their lives. Memory books or other scrapbooks or boxes can be helpful in this.

Required

Work to assure child is connected to :

– Place

- Most people have an emotional attachment to a place they identify as “home”. Children who have moved often or lived on the street may not have a sense of where “home” is.
- Stabilize the child’s living situation and minimize moves to help the child develop a sense of stability and belonging.

Required

Reference

- Folaron, G., & Wagner, M. (1998). Children in the child welfare system: An ecological approach, Chapter 55, pp. 113-133, in R.R. Greene & M. Watkins (Eds.), *Serving diverse constituencies*. New York: Aldine de Gruyter.