

**COURSE TITLE:**        **Listening and Communicating with Children and Young People**

**Trainer:**

**Chris Anderson** is a registered social worker and independent trainer who has worked extensively with children and young people who present complex and challenging behaviours. Chris began her career in children's residential care and has for more than twenty years worked as a practitioner and Manager in a range of statutory children's teams.

**Chris** currently chairs a Fostering Panel and is a practice assessor for a social work degree course. She provides a range of training and support to a number of local authorities and foster care providers.

**Aims and Objectives:**

Serious case reviews in recent years have noted an increasing emphasis upon process and procedure in statutory child care. These demands have increasingly been met at the expense of time spent listening and communicating with the children and young people we work with. It is increasingly recognised that without the effective use of these skills, it is impossible to plan safe and effective interventions.

The course aims to help redress this imbalance and enable professionals to review and further develop the skills for effective listening and communication, and to promote good practice in direct work with children in all settings.

**Duration of course:**

Whole day (9.30 - 4.30 with breaks)

**Numbers:**

Up to a maximum of 20 participants

**Target Audience:**

The course will be of value to all professionals working with children and young people in health, social care, and education settings. It particularly looks at the needs of practitioners in statutory settings, including those where there is responsibility for safeguarding and care planning.

**Teaching Method:**

The course is conceived in seminar format, to enable maximum interaction between trainer and course participants. There is a comprehensive Powerpoint presentation, together with small group exercises to facilitate experiential learning.

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## **Course Synopsis:**

- Self knowledge and what we bring of ourselves to the encounter
- Active listening skills
- Understanding and promoting the child's right to be heard
- How we learn to communicate
- Principles of good communication
- A reflective approach and reflective language
- Not just words – the importance of body language and posture
- The need to consider culture, identity and diversity
- Understanding how discrimination manifests itself in children's lives