

„Es ist befreiend zu erzählen... sich von der Seele reden.
„It is relieving to tell...to get it of one's chest,
was den Weg verbaut hat.“
what blocked the way.“

„Weil man trotzdem, auch wenn die Kinder in der Wohngruppe leben,
„Because one can still, though the kids live in a residential
Arzttermine wahrnehmen kann und die Kinder merken,
group take the kids to the doctor and the kids notice
dass die Eltern trotzdem da sind.“
the parents still being there.“

Help that's not helping:

The Hardship of Parenthood (if children live in out-of-home-placements)



**If parents fail, professionals come to the
rescue!**

or

How it all began.



Help that's not helping – problem talk

Clients learned to tell their history of problems.

Those narratives are shaped by:

- focus on deficits,
- negligence of stories about success, exceptions, resources,
- the feeling of hopelessness, powerlessness and imbalance of power.

Existing social and political ascriptions are internalized and show in:

- self-depreciation,
- depreciation of significant social relationships.

Dominating patterns of narration are developing, that construct reality and circularly increase themselves at the same time.



Help that's not helping – problem talk

Narratives in team meetings are shaped by:

- children's problems, the professionals try to solve,
- deactivated or to be activated parents, who make it difficult or impossible for professionals to do their work
- parents, entitled to custody of their child, who are informed and parents, visiting the residential group, who are invited by professionals
- children and youngsters being on 'visits' with their parents,
- the youth office deciding,
- active professionals,

increasing the stabilizing process of problems.



Help that's helping – solution talk by accident

By reviewing the help process with clients and professionals (contact person) being part of the concomitant counselling:

- a client told a unknown part of her history of getting help, that explained her inactivity,
- the behavior of that client could be understood in another context and professionals realizing her competence,
- the family and expert consultant and contact person told a different story in the next team meeting, that enabled the rest of the team to see the client differently,
- all professionals met this client with a different attitude, that changed her subjective perception of help,

that in the result enabled the client to tell her story of competence.



Help that's helping – solving narrations

Aim at:

- questioning problem associative descriptions,
- externalization: deconstruction of self-identification with the problem,
- developing new views of the problem as well as solution strategies,
- offering an outside perspective,
- new narrations having a problem dissociating and a solution associating effect.

In three phases:

- phase of separation: differentiation between problematic behavior and identity of clients
- phase of liminality: critical view of and abandoning old ways; trying something new (competences of clients are focussed)
- phase of reinkorporation: changed structure of identity is notable



Exercise:

Take 2 minutes time to talk about your narrations concerning your work and / or your clients and its effects?

**The listener starts each sentence with „But“.
After a minute the listener start each sentence with „And“.**



Professionals – the better parents!

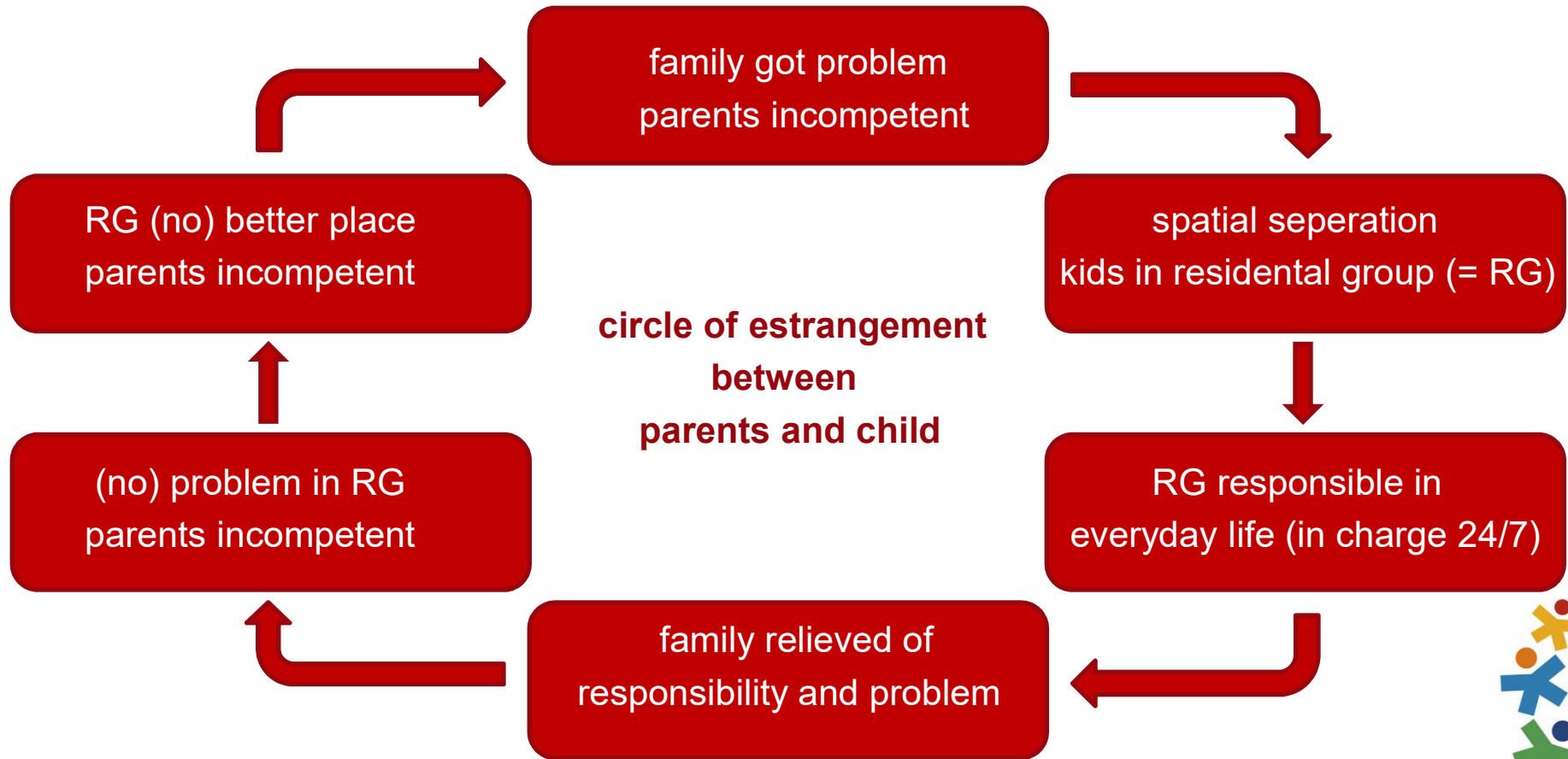
or

**How to implement new ideas in old
help structures?**

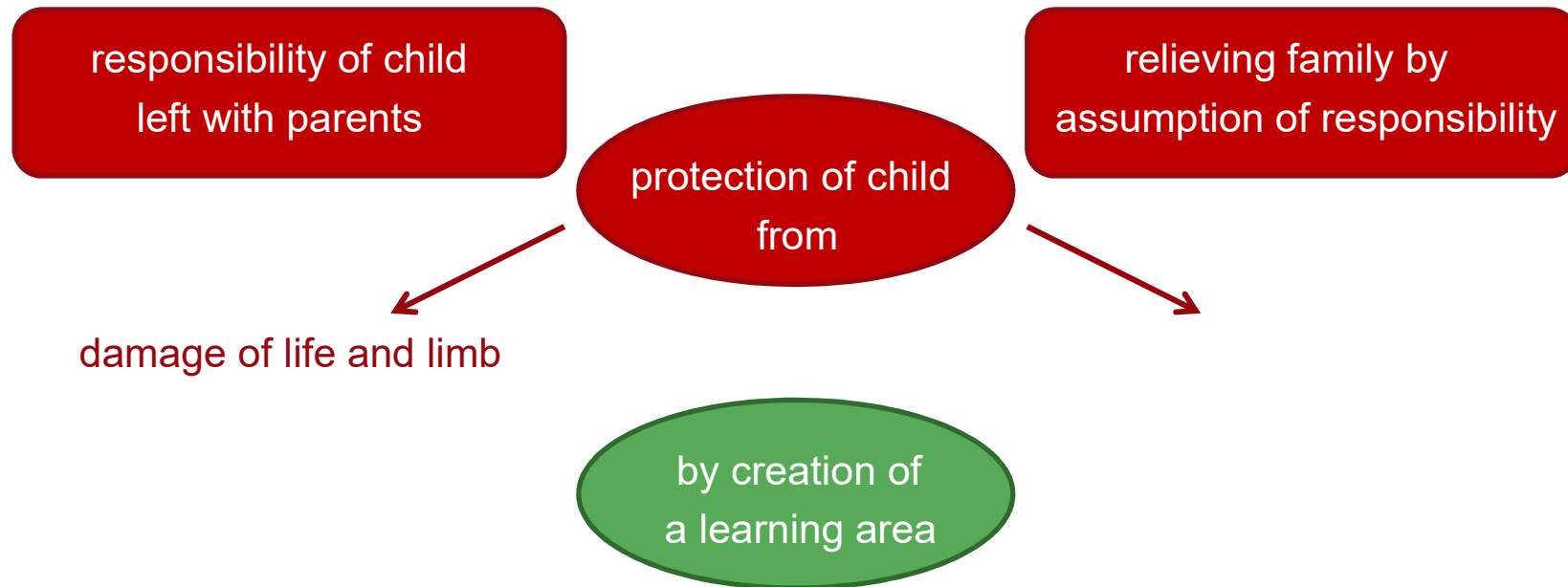


Help that's not helping – deactivation

Sabine Janzon (family and expert consultant), 12.9.2016



Help that's helping – working in/with dilemma



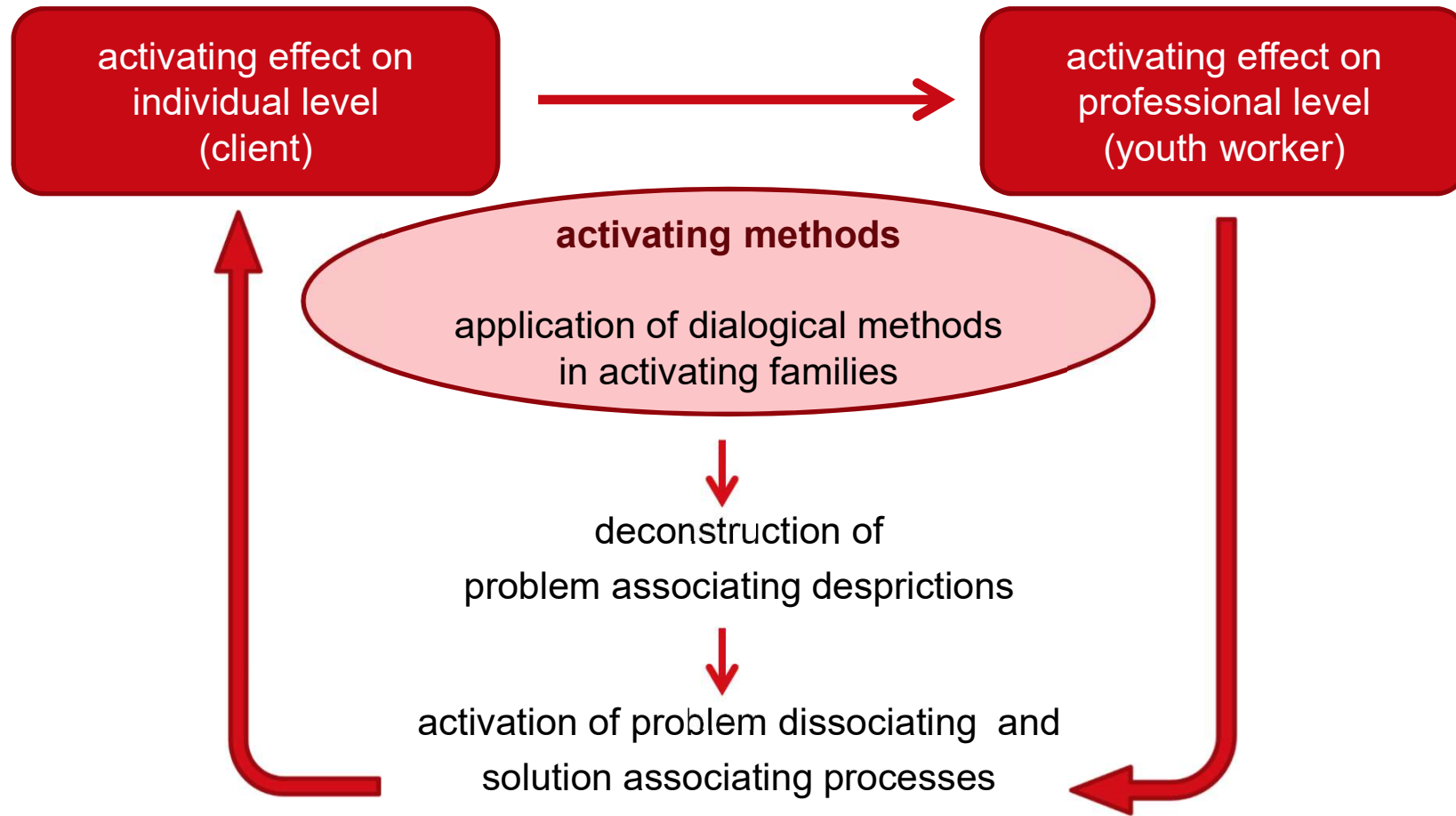
which is activating, self-determined and in this way shapeable by the clients, leaving responsibility with them.

How much protection and relieve of responsibility is necessary and how big a learning area and therefore responsibility is needed for the family to develop?



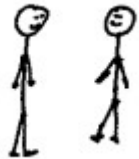
Help that's helping – talking with clients

Sabine Janzon & Stefan Lahmer (family and expert consultants), 4.8.2016



Exercise:

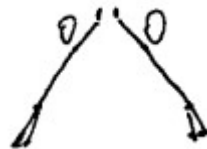
Let go!



Pair up – one being client and the other therapist.



Stand one meter apart facing each other.
Stretch out your hand and put them together.



Lean against each other and both
step back as far as you dare.

Then the therapist steps back and lets go... without
announcement



Being and remaining parents

by

Talking ,to‘ instead of ,about‘



Help that's helping – being and remaining parents

Activating families / clients in residential groups

Successful help processes are based on active parents.

Active parents are parents, who are still responsible and in charge, though their child lives in a residential group.

Responsible parents are parents, who act like parents in everyday life in the residential group – hence parents, who decide.

Attitude towards parents in one sentence:

„How would you like us educating your child?“



Help that's helping – dialogical work

understanding motives		evaluating and judging behavior
searching for individual solutions		presenting individual solutions
percieving needs and ressources of parents		focussing on deficits and claiming (middle class) normativity
reflect oneself	instead of	eying parents
learning		lecturing
exploring		diagnozing
asking parents, what's best		telling parents, what's best
welcoming partners		being bothered by others

Johannes Schopp and Jana Marek: „Zukunft im Dialog – Veränderungen der Zusammenarbeit mit Familien durch (dialogische) Elternbegleitung“
Workshop at the German Children and Youth Help Day (Deutscher Kinder – und Jugendhilfetag), March 2017



Exercise:

Pair up and take 5 minutes time to talk with each other about:

What's a good life to you?



Help that's helping – talking with clients

Examples of dialogical work in daily work:

- Preparation of the meeting to agree on the help plan - review of help process with family and professionals
- Case conference with parents - both professionals and parents discuss and decide how to deal with a child's problem working together (like a split up couple)
- Residential group assembly – parents, children / youngsters and professionals discuss issues of daily life (holidays, rules, problems and solutions) being a learning sphere for everyone involved
- Review of help process with parents – therapy, implementation and evaluation (activating processes by dialogical work)



Help that's helping – third perspectives

Please, no Copy of the movie!



Ein Film von

Kristina Ruscher, Sabine Janzon & Amelie Woitzel

im Auftrag der

Gemeinnützigen Gesellschaft
für Kinder- und Jugendhilfe
des ASB mbH in Rostock

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Help that's helping – Discussion

- How to implement solution focussed work?
- How to not take responsibility for the families problem and / or solution in the setting of out-of-home placements?
- How to talk to clients instead of about them?
- How to include systemic counselling / therapy in the help setting of residential groups?



**If that's the solution,
I want my problem back.**

**Sabine Janzon – systemic therapist
sabine.janzon@asb-kjh.de
+49-381-700 78 321**

