

# Intervision session 1 01/04/2019



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# Programme session 1

9-9u15	welcome
9u15-10u15	Round 1: <ul style="list-style-type: none"><li>• Which experiences with supporting young people?</li><li>• What have you tried?</li><li>• What worked, which thresholds?</li><li>• Link Rapp &amp; Goscha?</li></ul>
10u15-10u25	Explanation reflecting team intervision
10u25-10u40	BREAK
10u40-11u45	Exercise: round of reflecting team
11u45-12u	Wrap up

# Announcements

- How does your organization work on client satisfaction? (list)
- Google drive for exchange
- Question: can you send us your preparation (homework)
  
- Contact: Wim Van Tongel and Gwendy Moentjens  
[Wim.Vantongel@ap.be](mailto:Wim.Vantongel@ap.be)  
[Gwendy.Moentjens@ap.be](mailto:Gwendy.Moentjens@ap.be)

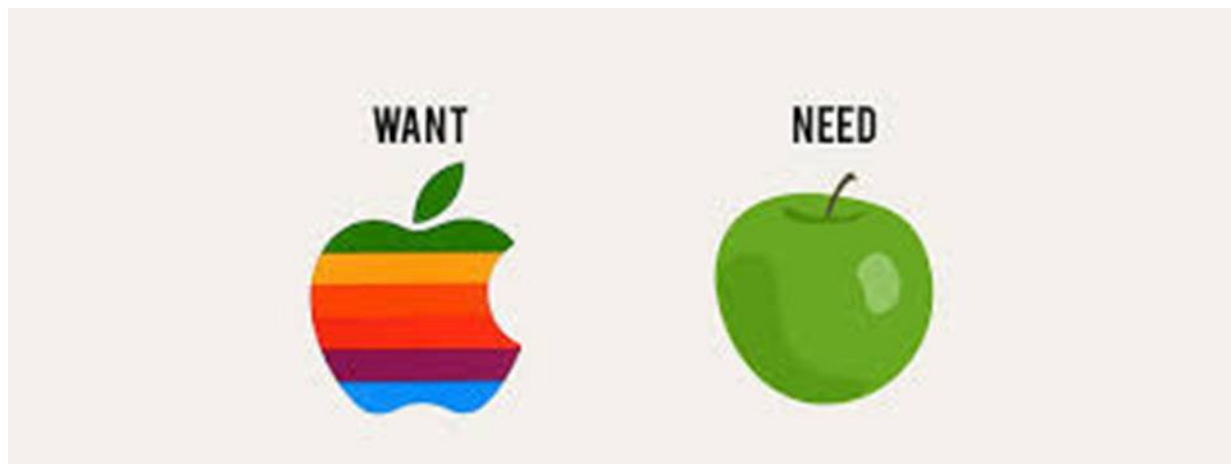
# Intervision



## Course of the training

- Session 1: 01/04/2019
- Session 2: 02/09/2019
- Session 3: 09/12/2019
- Session 4: evaluation/concluding session (20/01/2020)

# What are your needs to start the coaching/intervision?



## Round 1:

- Which experiences with supporting young people?
- What have you tried?
- What worked, which thresholds?
- Link Rapp & Goscha?

# Intervision

- Intervisionmethod → Reflecting team intervention
- Based on
  - equality
  - Strength based
  - Possibility to deal with several learning questions
  - Everyone learns something/takes something home during the intervention

# Break 15'





# Reflecting team step 1: The learning question explored (interview)



## Step 2: The reflecting team reflects on the learning question



## Step 2: possible questions

- What has our colleague already done to resolve his question?
- What other perspective can I offer on the learning question?
- What could our colleague do to resolve his learning question?
- ...

Step 3: The interviewer ask the interviewee what he takes from round 2



## Step 4: every participant reflects on the reflecting team intervison



## Step 4: possible reflection questions

- What did you learn during this meeting?
  - How can you use that? Where and when?
  - Who or what can help you with this?
  - Which question of the interviewer/input of the participants best helped the learning question bringer on his way to his solution?
- 
- Can we go further with this method of reflecting team intervision?
  - How have you experienced this method? Your position in it?

# Concluding thoughts

- What have you seen, heard, ... That you would like to try yourself?
- What have you seen, heard, that has made you think?





## Roadmap of the reflecting team intervision model (Levi van Dam, 2008)<sup>1</sup>

### Roadmap

1. Describe the learning question by interview
2. Raise reflections on the learning question by the reflecting team
3. Question the learning question brought by the interviewer
4. Reflection of each participant on the intervision meeting

### General

**Number of participants:** 4-10

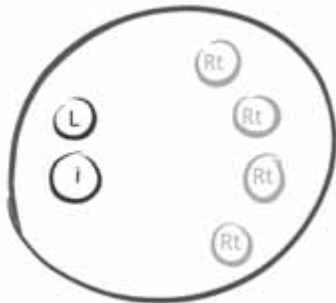
**Duration:** 30-45 minutes

**Role distribution:**

- one learning question bringer (L)
- one interviewer (I)
- other; reflecting team (RT)

### Practical

- All participants are in one room.
- The teacher and the interviewer sit diagonally opposite each other. Their colleagues (reflecting team) sit about 3 meters diagonally opposite them in half a circle. This distance is useful to encourage the reflecting team not to interfere in the interview and vice versa.
- During step 2, one can also close half a circle of the reflecting team, in order to encourage people not to speak directly to the person who asked the question.



### Objectives

- each participant receives at least one reflection from the meeting that is useful for them in practice,
- the colleague who brings in the learning question assesses the ideas presented on their usefulness,
- the colleague who brings in the learning question develops an idea into concrete new action,
- the participants get an insight into the different solutions that the learning question offers.

<sup>1</sup> This text is a translation of "van Dam, L. (2008). Stappenplan reflecting team intervisie model." Consulted on January 20, 2019 [http://pdf.swphost.com/Sozio/82/Stappenplan\\_reflecting\\_team\\_intervisiemodel.pdf](http://pdf.swphost.com/Sozio/82/Stappenplan_reflecting_team_intervisiemodel.pdf)

## **Step 1 Describing the learning question by interview**

### **Example questions**

- What do you want to see changed about the problem?
- What makes you want to discuss this learning question?
- How does this problem hamper your question during your work?
- Can you tell us of a moment when the problem did not hinder you during your work?
- Which solutions do not work for you?
- What else would you like to do?
- What have you already learned about your learning question?
- What is the worst thing that can happen if your question is not answered?
- On a scale of 0-10, where 10 means the most negative influence and 0 the least negative. What grade do you give to the negative influence of this learning question on your work? Where do you notice this?
- What do you want the reflecting team to talk about?

## **Step 2 Calling up reflections on learning questions by the reflecting team**

### **Example questions**

- What has our colleague already done to resolve his question?
- What other perspective can I offer on the learning question?
- What could our colleague do to resolve his learning question?

## **Step 3 Questioning the interviewer about the learning question provider**

### **Example questions**

- What of the things discussed appeals to you and how could you take them further?
- What do you need to turn this reflection into a solution?
- How does this solution solve your learning question?
- Who or what can help you with this?
- What does the situation look like then?
- What is the first difference you notice when you apply this solution and what do you have to do to do it?
- On the scale of 0-10 made in step 1, where does this solution take you? What do you do differently than the previous times? What do you need to move forward?
- How can your colleagues see that you are applying this solution?
- What is the first possibility to apply the solution?

## **Step 4 Reflections of each participant at the intervision meeting**

### **Example questions**

- What did you learn during this meeting?
- How can you use that? Where and when?
- Who or what can help you with this?
- Which question of the interviewer best helped the learning question bringer on the way to his solution?

Best,

Hopefully you have experienced the first training day as inspiring and you have gotten the urge to continue working on it. We are therefore happy to give you 'homework' in preparation for the intervision.

The aim of the A Way Home project is to achieve a better transition for youth care providers. Rather than saying which method is best applied, the track focuses on appreciating what is already being done. We also offer inspiring methods from which you can choose to strengthen the future preparation for the transition.

**This requires an active thinking and working process in the organisation, which we want to support through an intervision methodology.**

From the training we offer 3 tools: a toolbox with existing methodologies, the Rapp and Goscha force model and the intervision.

## THE INTERVISION

Each participant in the intervision will have already taken steps in a different way in preparing the young people. We want to highlight these different initiatives during the intervision and reflect with you on what you/ the young person/ the organisation still needs.

### **Write down for yourself and bring this to the intervision:**

1. What have you already 'changed' after the first training day? (This can be a small step)
2. What do you encounter in the guidance of young people towards their transition? What experiences have you gained in recent months in supporting the transition of young people (what did you try, what did you work, what were thresholds, ...)?
3. Note the less visible (not linked to a methodology) but valuable steps you have taken since the first day of training and why you think this is (g)an added value.  
*This may overlap with your previous preparation for the first day of training.*
4. Starting from what you described earlier, formulate one or more **learning questions that you would like to pass into intervision (which question do you want to submit to the group)**. The learning questions are formulated at the level of the guidance. They can discuss an existing methodology that you may or may not apply, an action that you are undertaking but that is not included in the toolbox, a problem that you encounter in the guidance of young people, ...



## THE TOOLBOX

In the toolbox you can find a collection of methods that are currently being used successfully at various locations.

Scientific international literature and a workshop with Flemish youth care providers, among others, show that young people do not want a standard methodology that is applied to everyone. They want a tailor-made route in which the counsellor involves them strongly (going out with them) and a counsellor who can choose between several action frameworks or methodologies, starting from the needs of the young people.

Basic information about the methods in the toolbox can be found at:

<https://www.awayhome.eu/transition-support-tools/toolbox/tools>

On this website you can find 'sheets' with information and further links to documents or websites that can help you on your way. You can also find additional clarification in the power points of the experts (first training day).

### How can you get started with the toolbox in this phase?

It is important to give youth care providers a say in the preparatory process for the transition. So ask yourself the question whether there is knowledge and insight about what young people in your organisation expect from the transition? **What do you know about their needs and wishes?** How are they involved in the process? What room for manoeuvre do they have?

**Go through the methods from the toolbox** in team and select a number of methods that you find interesting to explore further, in line with your current operation and vision. The toolbox is an inspiring collection, not a ready-made package to get started with. Sometimes only one part of a methodology can appeal to you, you can also select it. A choice to delve into one or more methods is preferably made in a team.

*If you would like to continue working on this with your team and you are not sure how best to tackle it, please feel free to contact us. We will be happy to discuss it with you.*

## THE MODEL OF RAPP&GOSCHA

The Rapp and Goscha model is a guiding model for working with young people in a targeted way. It is not a diagnostic tool, nor a method! It offers important principles with which future (policy) choices or current working methods can comply.

These principles are:

- 1- Have confidence that the young people can (ever) take their lives in their hands;
- 2- Focus mainly on strengths and positive points of departure in the process, rather than on what is missing or problematic;
- 3- Work from the network. Use the young person's environment (own network and environment of the facility/nursing family) as a source;
- 4- Make sure that the young person's voice is central to the care process;

- 5- Recognize that success will strongly depend on the relationship between the young person and the counsellor;
- 6- Signal to policy what is needed to realize 1 to 5.

**During the first training day you got a visual presentation of the model of Rapp & Goscha. How can you get started with the model in this phase?**

Ask yourself:

- *What does the provision/guidance do to find out what the young person himself wants to achieve in different areas (school, work, relationship with the family, friends, living, leisure, administration and rights)?*
- *What does the provident/guidance do to give the young person confidence in what he/she can do and where can be deployed to increase self-confidence?*
- *What does the young person indicate to be able to do and how can you support this so that he/she can actually tackle it him/herself?*
- *What does the young person want to tackle himself? In what is he/she motivated to tackle? How are the wishes of the young people taken into account?*
- *How can informal and formal social networks be involved? How does this network get a place in the support of young people?*
- *What possibilities does the young person have to take independent steps? Which competencies does the young person have and which are lacking to find information, keep administration in order, apply, ...?*
- *What support does the young person indicate that he or she needs, should the transition have been less successful or should problems arise after the young person has left youth care? How can contact be maintained with the young person after the transition?*

Additional questions in the spirit of the model are of course possible!

#### **In summary**

Against the intervision we hope that you, at team level in your organization:

- have gained insight (which may be on a small scale) into the needs and wishes of your young people for their transition
- Gain insight into which (parts) of the methods in the toolbox inspire you.
- (partly) made visible what you are already doing to prepare for the transition
- understand the thresholds you encounter
- have noted one or more learning questions that you can bring along to the intervision

We like to meet you at the intervision,

Best regards,

Wim & Gwendy