

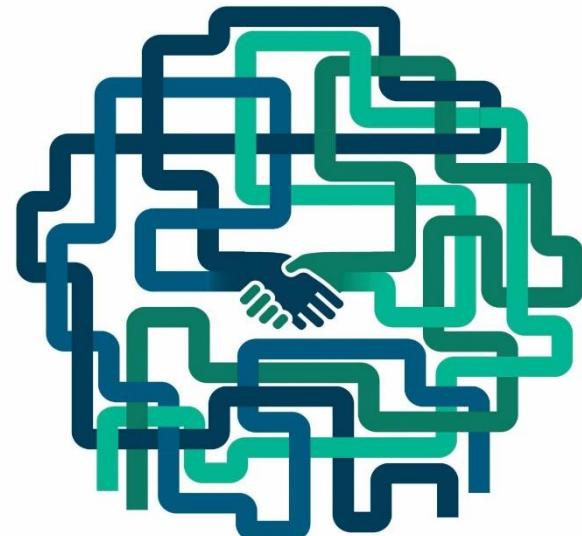
Ekologicky zaměřený management případů dětí v zranitelných situacích

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CASEMANAGEMENT



*de methodiek
van interdisciplinair
samenwerken*

Meer
dan 17.500
exemplaren
verkocht!

Case management

Case management zahrnuje organizování sourodého (kohezního) balíku péče týkajícího se komplexního problému, stejně tak jako zabezpečení kontinuity a udržitelnosti poskytované péče ve vztahu k potřebám klienta.



Overstroom ik?
Zaplavuji

Denominaties
Nominace, různé církve

Co se děje v Nizozemsku?



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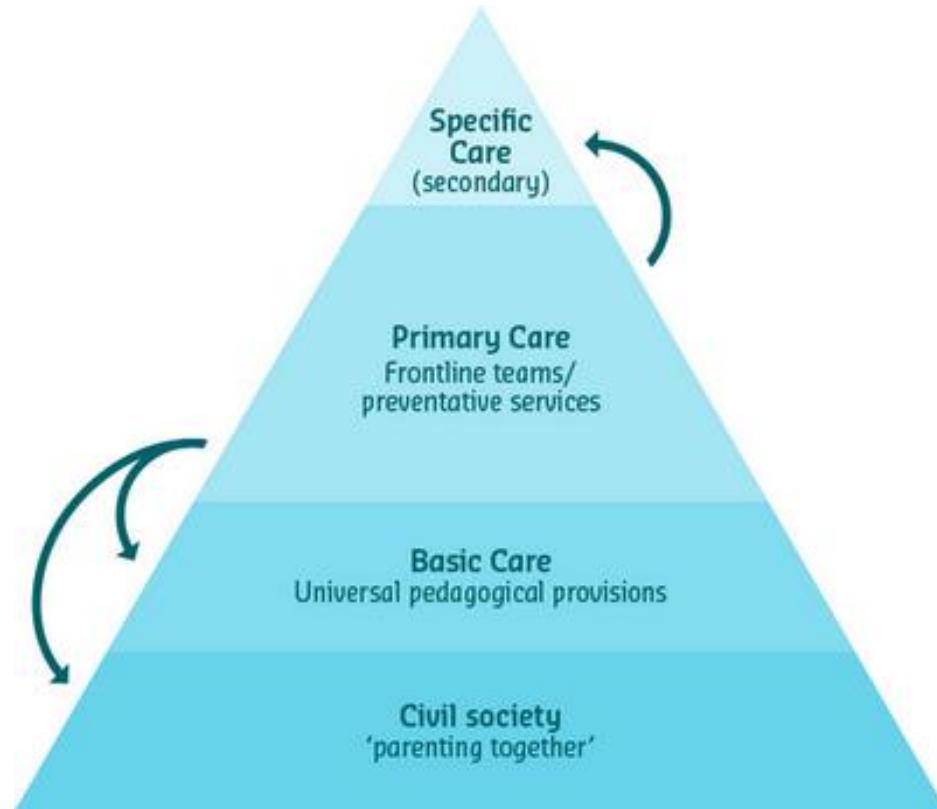
Co se děje v Nizozemsku?



Co se děje v Nizozemsku?



Universal, preventive and specialized services



from government to governance

od vlády po vládu

Dutch legislation on youth care

- Child and Youth Act (Jeugdwet, 2015)
- Social Support Act (Wmo, 2015)
- Participation Act (Participatiewet, 2015)
- Act on Appropriate Education (Wet Passend Onderwijs, 2014)

Dutch legislation on youth care

- Child and Youth Act (Jeugdwet, 2015): states that within their youth policy local municipalities are responsible for decreasing the number of children in specialized care, increasing preventive and early intervention support, and promoting the use of social networks.
- Social Support Act (Wmo, 2015): holds municipalities responsible for setting up social support with the aim of all citizens participating in all facets of society.
- Participation Act (Participatiewet, 2015): aims to enable and support the participation of young people with developmental or behavioural problems in society.
- Act on Appropriate Education (Wet Passend Onderwijs, 2014): assigns a duty of care to schools to include children as much as possible in mainstream education.

Paradigmawisseling

Niet meer zorgen voor mensen, maar uitgaan van eigen kracht

- 1 **Už nejde o to o lidi přímo pečovat, ale vycházet z jejich vlastního potenciálu (síly, možností,schopnosti).**

Niet meer de overheid verantwoordelijk, maar de burger zelf!

- 2 **Zodpovědnost již neponese stát, ale sami občané!**

Andere manier van kijken en handelen

Jiné způsoby jak na věci nahlížet a jak se chovat

Kanteling

Van

- verplicht zorgen vóór

naar

- compensatieplicht: gemeenten moeten beperkingen compenseren zodat burgers kunnen participeren

Van

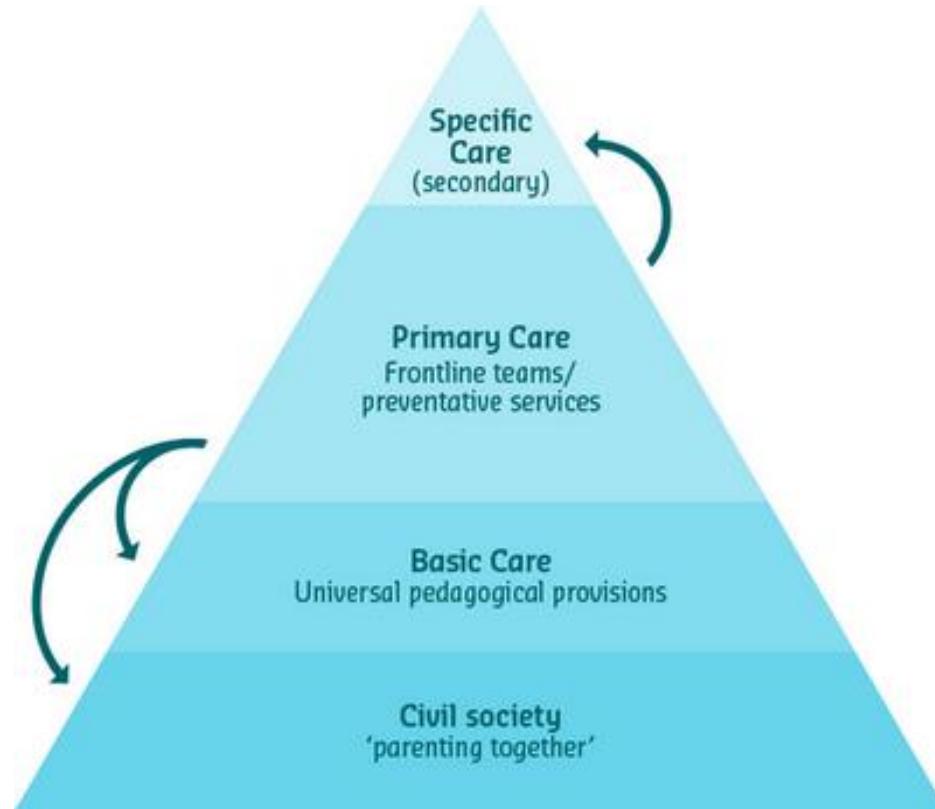
- claimgericht en aanbodgericht denken (voorzieningen en hulpmiddelen)

naar

- vraaggericht en resultaatgericht werken (zelfredzaamheid en participatie, maatwerk i.p.v. standaardvoorzieningen)

- Od
Povinnosti povinnosti péče
k
Povinnosti kompenzovat: městské úřady musí kompenzovat různá omezení tak, aby občané měli možnost participace
- Od
Myšlení/postoje vycházejícího z požadavků a nabídky (zařízení a pomůcky)
k
Práci zaměřené na požadavek (potřebu) a výsledek (soběstačnost a participace, řešení na míru místo standardizovaných postupů)

- 1 Zaměřeno na požadavek skrytý za vlastním požadavkem.
- 2 Založeno na využívání vlastního potenciálu občana.
- 3 Přímo k řešení problému.
- 4 Formální a neformální stránka v optimálním poměru.
- 5 Promyšlená rovnováha mezi kolektivní a individuální složkou.
- 6 Integrovaný způsob práce.
- 7 Není to nezávazné, ale zaměřené na řešení problému.
- 8 Založeno na prostoru pro profesionála (např. sociálního pracovníka).



pedagogická občanská společnost

The social environment surrounding the family is of crucial importance for the quality of upbringing which parents can offer. Informal support to parents by other (supportive) adults can contribute significantly to the well-being of children.

The term ‘pedagogical civil society’ refers to ‘the significance that voluntary relationships and mutual involvement can have for growing up and for parenting’ . More concretely this relates to the promotion of shared activities of citizens with regard to raising children and creating a strong social environment in which more adults have an interest in children’s upbringing. An environment characterised by warmth and support, clear boundaries and high expectations, shared responsibility for parenting and shared values, in which most of the upbringing is undertaken by non-professionals. We see four tasks of social support:

pedagogická občanská společnost

1. Offering emotional support when parents have questions, doubts or problems
2. Practical support (for instance child minding or housekeeping)
3. Information support , giving advice, information or feedback which may increase parents' knowledge and skills
4. Normative support, by setting standards of behaviour and proposing models for desired behaviour.

T Shaped professional

Monidisciplinární

|

Multidisciplinární

|||

Interdisciplinární

TTT

Casus



Een gezin, een werker, een plan

jedna rodina,
jeden sociální pracovník,
jeden plán



Haal het beste
uit jiewijk



Hanzehogeschool
Groningen
Professionals en Bedrijver

MEE



DWI

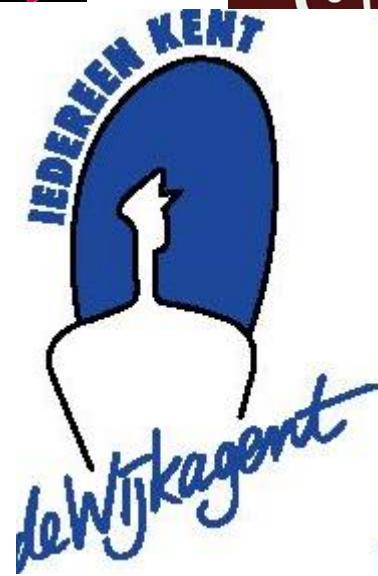
Bureau Jeugdzorg





Hanzehogeschool
Groningen
Professionals en Bedrijver

MEE



DWI

Bureau Jeugdzorg



Centrum voor
jeugd en
gezin



mEE

MAATSCHAPPIJK WERK

Actualiteiten
Schuldhulpverlening



swwelzijn

IEDERHEIDEN

leWijkagent

woonbron

Wmo-loket
Achtkarspelen

Bureau Jeugdzorg

Haal het beste
uit je wijk



DWI



G/G/D

Reclassering



T-shaped professional

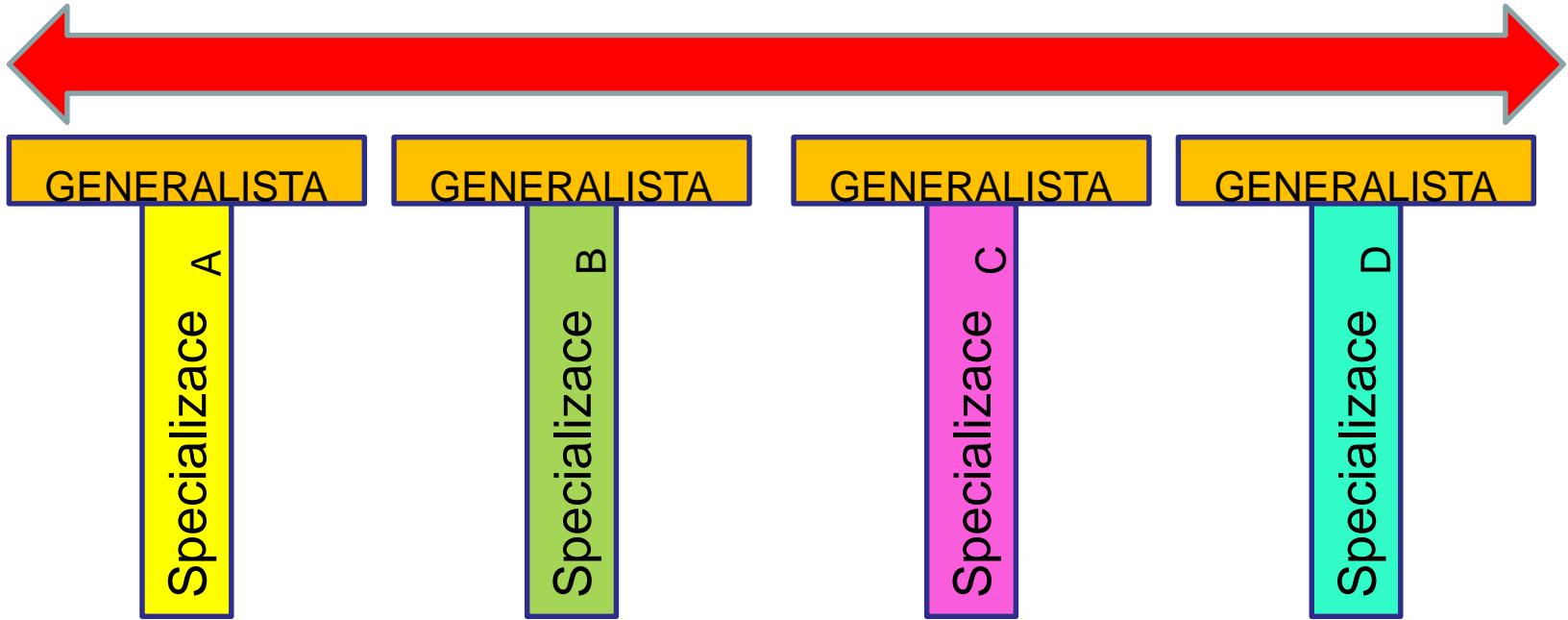
Generalist/Broad knowledge

Specialist

Horizontal:
Ability to understand multiple fields
(disciplines)

Vertical:
Depth of
under-
standing in
the field
(discipline)

Spolupráce v rámci daného týmu



T Shaped professional

- | = Vlastní odborné kompetence eigen vak competenties
- = Interdisciplinární spolupráce:
znamená, že na situaci nahlížíte nejen na základě svého vlastního referenčního rámce, ale že se Jste také schopen přemístit do referenčního rámce toho druhého. A rovněž to, jakým způsobem můžete přispět k (vy)řešení problému, se kterým se Váš kolega odborník (profesionál) potýká
Vanuit het referentiekader van je collega kijken en kijken wat jij kunt bijdragen aan het oplossen van zijn probleem

Model nového profesionála

is bereid zijn autonomie op te geven en te functioneren als schakel in het netwerk

- Je schopen vzdát se své autonomie a fungovat jako spoj v rámci sítě/řetězce.

beroepstrots niet in het handhaven van professionele grenzen maar het doordringbaar maken van de schotten

- Pýcha na svoji profesi není v udržování profesních hranic, ale v tom, aby bylo možné prolamovat to, co nás odděluje.

Top 10 ochranných faktorů

This top ten may assist social workers and municipalities to outline an offer of services that will bring about a positive development of young people while at the same time protecting them against risk factors.

Top 10 ochranných faktorů

- 1. Social bonding.**
- 2. Opportunities for engagement**
- 3. Prosocial standards.**
- 4. Acknowledgement and appreciation of positive behavior.**
- 5. Support from important adults in the environment.**
- 6. Constructive pastime**
- 7. Competences.**
- 8. Cognitive skills.**
- 9. Commitment to learning**
- 10. Positive identity.**

Top 10 ochranných faktorů

1. **Social bonding.** Social bonding relates to the emotional bond and the commitment that a child has with social relationships in the family, the peer group, the school and the neighbourhood. More concretely, it involves warm, supportive, affective relationships with the family and non-parental adults around them.
2. **Opportunities for engagement.** Children and young people need opportunities to contribute in a concrete, meaningful and valued way to relationships that they are part of (family, school, community).
3. **Prosocial standards.** In order to develop in a healthy manner, children need to grow up in an environment that sets and lives up to clear standards and values for positive behaviour

Top 10 ochranných faktorů

4. **Acknowledgement and appreciation of positive behavior.** To strengthen their social behaviour it is extremely important that children's positive behaviour is acknowledged and appreciated. Positive confirmation determines young people's motivation to repeat this behaviour in future. People who confirm their social behaviour are essential for the development of positive behaviour. They can belong to the young person's family, school, peer group and community.
5. **Support from important adults in the environment.** Support by non-parental adults may contribute significantly to children's well-being. These are adults who contribute to children's well-being, either directly (for instance by offering emotional support and being a role model) or indirectly (by assisting parents to fulfil their parental obligations). Children with supporting networks are more resilient, better able to cope with stress inducing circumstances and have more chance of growing up to be healthy adults. The protective effect of social networks has been demonstrated specifically with children who are faced with a lot of risk factors for a problematic upbringing

Top 10 ochranných faktorů

6. Constructive pastime. Children's and young people's constructive pastime relates to the opportunities offered by the family and the community to participate in for instance creative activities.

7. Competences.

Social competences Social, emotional and behavioural competences.

8. Cognitive skills. Two types of cognitive skills can be distinguished: general cognitive skills such as logical and analytical thinking and abstract reasoning, and specific cognitive skills, such as reading and mathematical skills that are important for success in school.

Top 10 ochranných faktorů

9. **Commitment to learning.** This relates to a combination of personal convictions, values and skills that have been proven to contribute to school. It concerns engaging in learning activities, bonding with school, commitment to achieving and positive expectations with regard to one's own success. Commitment to learning is influenced among others by parental attitudes, parental involvement and encouragement. Standards and values propagated by the community and the peer group are also important contributing factors.

10. **Positive identity.** Positive identity relates to how young people see themselves in relation to the future, their self-respect and sense of self-efficacy. Self-efficacy is the conviction that one can achieve personal goals through one's own behaviour. The belief in self-efficacy is a decisive factor for motivation, affect and behaviour. The higher the belief in self-efficacy, the higher the goals people set themselves and the greater the motivation to achieve these goals

Příklady

Themes

Problem Focused

- How can I help you?
- Could you tell me about the problem?
- Is the problem a symptom of something deeper?
- Can you tell me more about the problem?
- How are we to understand the problem in light of the past?
- What defense mechanisms are operating?
- In which ways is the relationship between the therapist and the client a replay of past relationships(psychodynamic models)?
- How many sessions will be needed?

Solution Focused

- How will you know when therapy has been helpful?
- What would you like to change?
- Have we clarified the central issue on which you want to concentrate?
- Can we discover exceptions to the problem?
- What will the future look like without the problem?
- How can we use the skills and qualities of the client?
- How can the therapist collaborate with the client?
- Have we achieved enough to end?

Příklady

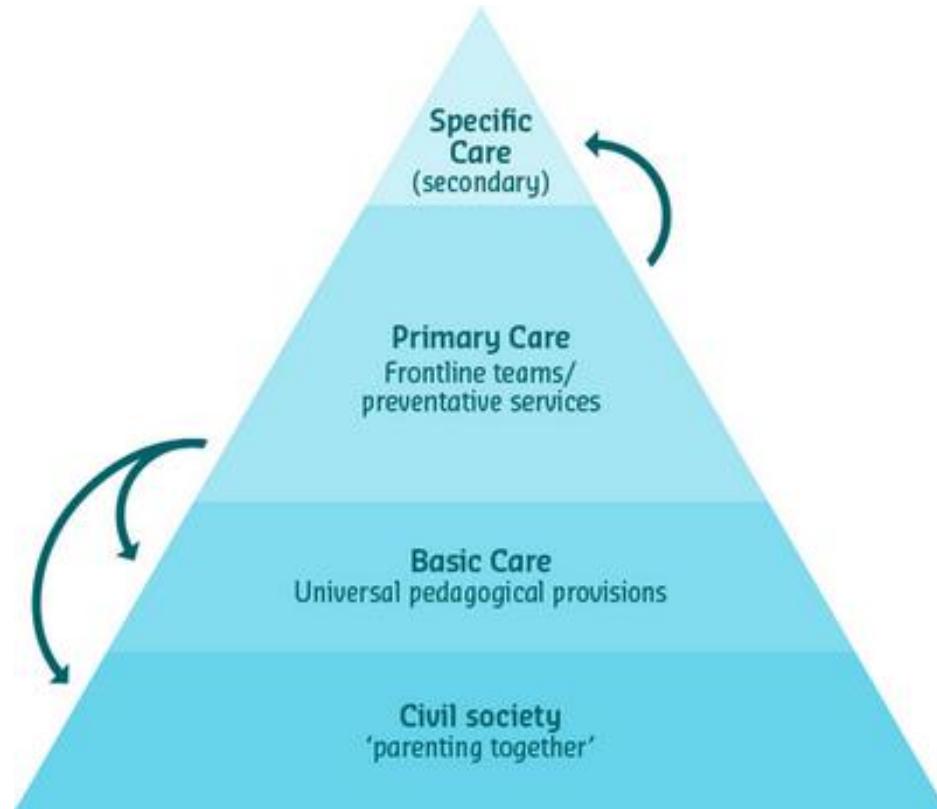
Signs of safety

Roege boys

Family group conference

Presence Approach

individuální, sociální, strukturální, problém



Jednoduchá řešení neexistují



Máte nějaké dotazy?

