



Who Am I?

**How you can help Looked After Children
know their value through involvement in Life Story Work (LSW)**

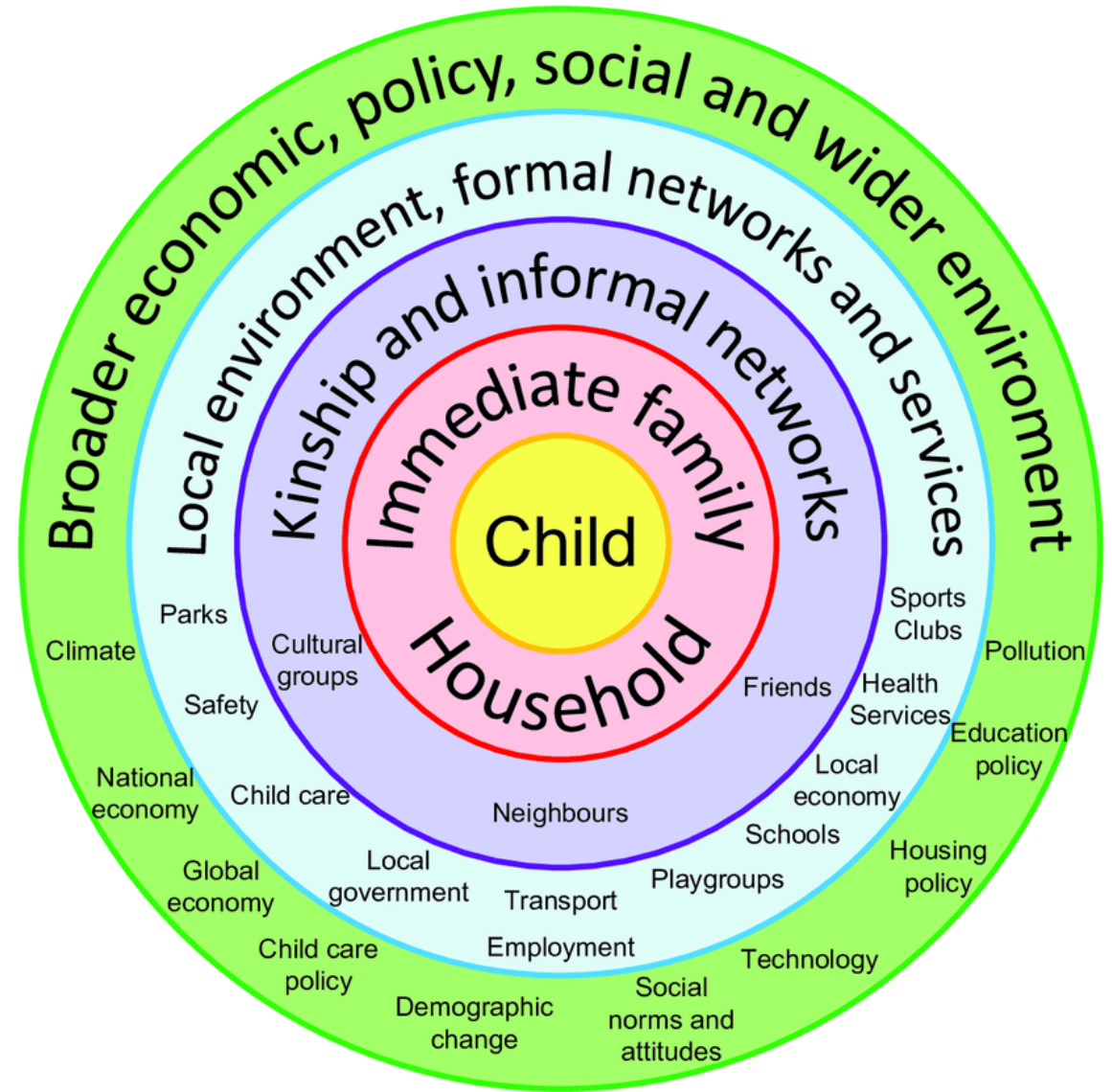
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A Quiz!



Our place in
their story?
Onion model of
surviving?

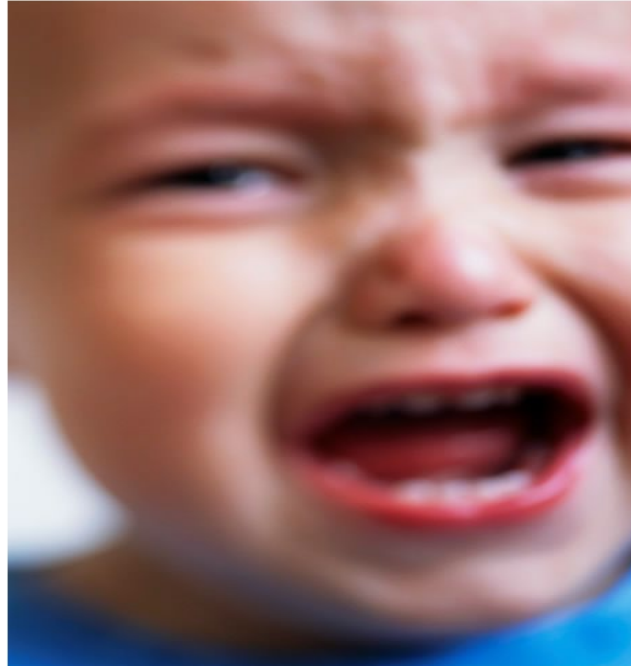


Identity: Internal Working Model



- The early emotional and social experiences that we have help us to construct an internal working model of relationships that affects the way we relate to the external world.
- Very young children experience **themselves**, and their world via their carers view of the world

Identity: Internal Working Model



Not all children will carry positive internal models in their minds and consequently may view the world as a hostile and threatening place and **themselves as *bad or worthless***.

Early neglect / unavailable adults

Tell me who I am?



When I feel this way I always

What is this feeling?
I will show it by.....
I will not show it.

Adults.....
I will be.....

I have to be safe
I can't think about what
she needs...

What does she need?
How do I know...?

My Family



Life Story Therapeutic Sessions 1 - 5

1. Now

Where I am; who I'm with and how I feel about myself and my situation ; what I'd like to know

2. Birth Parents story:

Their childhood; parents; community; culture; struggles

3. My early years

In utero; birth; early years; photos; places

Needs met: positive & negative

Reason for accommodation

4. Up to now

Foster carers; schools; health

Needs met & window of tolerance of me & places

5. Now

Where I am; who I'm with and how I feel about myself and my situation; hopes for the future

Now! You matter!



	Current Staff
	Current support teacher
	Previous staff/ Teachers
	Current Support staff (Extracurricular Clubs, Nutritional Assistant)
	Previous Head Teacher – 6 years ago!
	Friends
	Staff members Dog!



Client ID:	Full name:
Age:	Gender:
Ethnicity:	

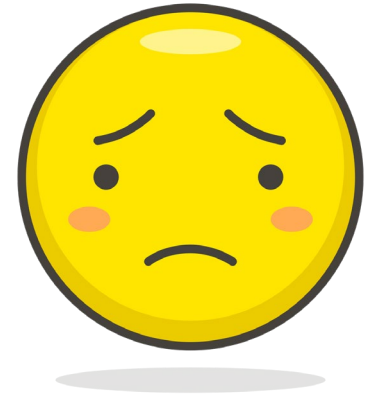
Date or period of event	Significant Event & Key people	Source	Impact on Child & how it will feel to hear about this element of their story





Sometimes it was hard at home.

- Mummy and daddy had some grown-up problems that meant they couldn't always give Sam the care he needed.
- Daddy and Mummy sometimes shouted at each other and hit each other. Daddy sometimes looks angry and scary. Mummy sometimes got sad and scared. This wasn't okay and would have been so scary for Sam.
- Mummy and daddy sometimes found it hard to keep the house clean and tidy enough for Sam. This was hard, boys and girls need their house to be clean enough and tidy enough so that they can play and explore safely.
- Hard times like these can be very scary and hard for little children.



Language tips and examples

- Short sentences
- Use “**grown-ups**” in the place of “professionals”
- “**Big people problems**” – used to refer to problems experienced by the adults in their life
- A lot of repetition of the child’s name
- Acknowledge when something might have been frightening for the child.
- Name whether things are okay or not okay.
- Talk about “**big feelings**” - acknowledge they may have had strong emotions about something.
- Try to be as honest as possible when explaining the child’s and their parents’ experiences, while still using child-friendly language.
- Talk about what everyone needs, e.g. “**happy, healthy and safe**” – used to explain why they are removed from one carer and put with another.
- Very important to name that whatever has happened was not the child’s fault and to remove any blame from the child.



We have used ideas/language from the CPP manual – Lieberman, Alicia (2015). Don't Hit My Mommy



My Story app is easy to use on any phone or tablet

- Content can be uploaded – pictures, videos, documents
- Captions can be added to support memories

ADD TO YOUR STORY SAVE

g170268

WHAT'S THIS ABOUT

what's this about

WHEN DID THIS HAPPEN 18/07/2023

WHAT DO YOU WANT TO SAY

what you would like to say

HOW DOES THIS MAKE YOU FEEL

how does this make you feel

ADD PICTURES AND MORE...    

Recording stories is not a one off, it's a continuing and evolving process throughout a child/young person's care experience

- This '**low-intensity**' life story work has been shown to promote wellbeing and help young people build positive future expectations

Carers can capture 'everyday magic', recording positive aspects of a young person's experiences and everyday successes helping them feel more positive about themselves.

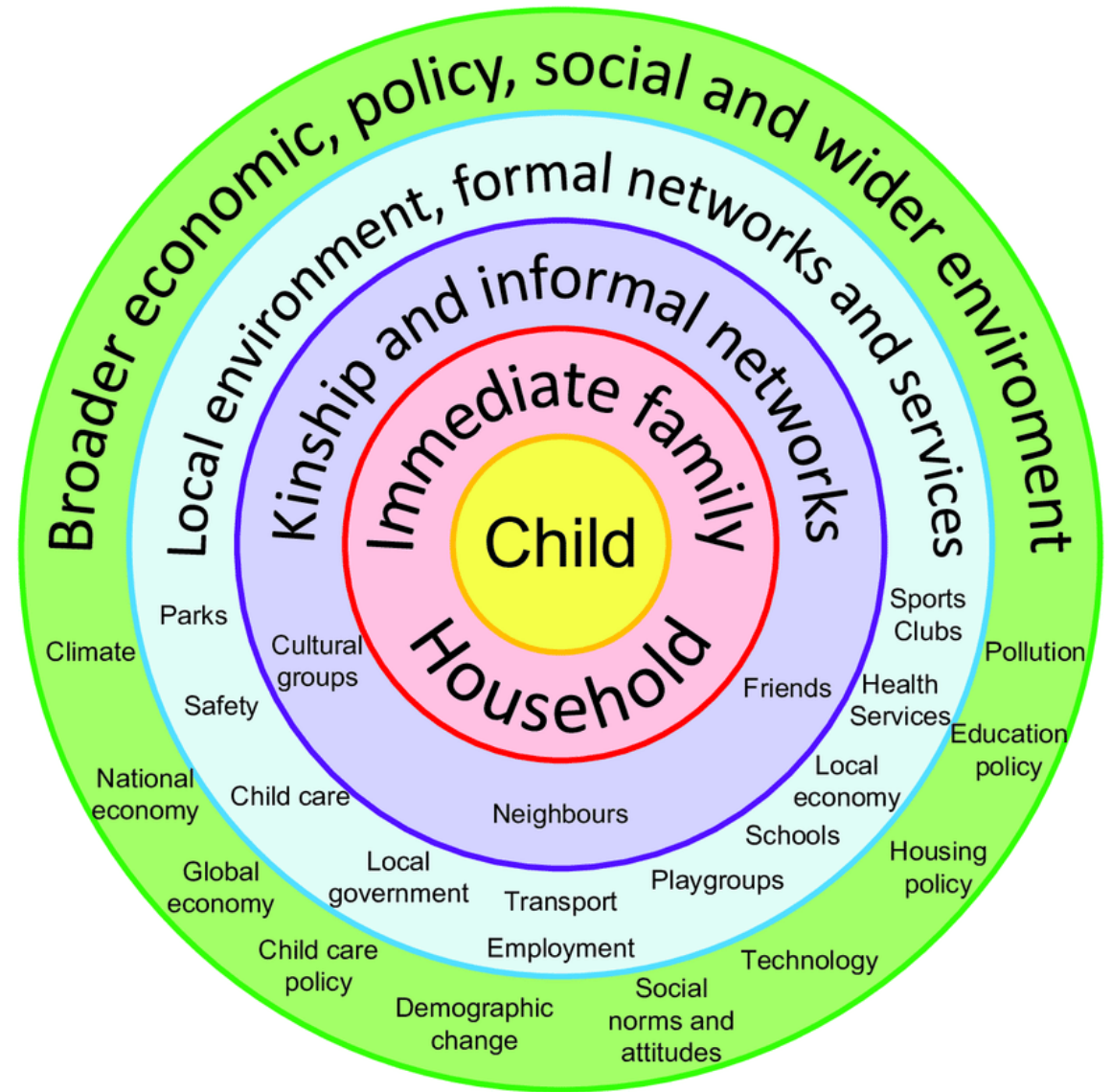


- strengths, skills, talents and aspirations are identified
- achievements and developments displayed
- self-esteem and identity strengthened
- relationships and trust in caring adults developed

Our place in their story? Onion model of surviving?

Birth Connections Team / reviewing files aged 18?

‘Alma’s Not Normal’
BBC iplayer



Join our 'My Story' Pilot



- Become a Promise Keeper
- Become a digital advisor about the App (tech & guidance)
- Liaise with your SLT about who in your school needs photos / stories & wander around their classes being the 'upload detective'
- Link with the SW / school and make Life Story conversations the norm
- Celebrate the exceptions for a child surviving in extreme circumstances
- Record the changes with gentle language, don't assume someone else will do it
- Remember you will be in their story for the next 20 years, today's upload counts!

Life Story Work SW Training days & Enhanced LSN Training: 16.06 am

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