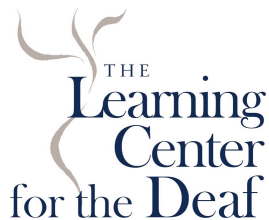# Developing skills of Direct Care staff with the Residential Child and Youth Care Professional Curriculum (RCYCP)

Michelle Dunn, MSW

Walden School

Director of Residential Services

THE Learning Center for the Deaf | WALDEN SCHOOL

# RCYCP Curriculum

The big question: Why RCYCP?

# RCYCP

* This type of training is comprensive includes lectures, experiential activities, and role plays which help staff to internalize and have a better insight of themselves, on their competence level on variety of area of skills.

* A look at today's residence trends.

# Rationale

Rationale for the Training course:

When the decision is made for children to be placed in the residential care center. It means their needs cannot be met by traditional family setting and relationships. They required a more structured environment in which social, emotional, and educational issues can be addressed comprehensively, with appropriate relationship with adult and other young people can be learned.

# Rationale

* Any other professional such as teachers, school psychologist, will be involved in building relationships with children and Youth. But its direct care staff and youth who has the greatest amount of interaction, and therefore their relationship has potentially, the greatest impact on the success of the placement.

# Rationale

With that understanding, its important that direct care staff must understand agency/school philosophy,

program goals and processes.  They must have solid understanding of their roles in their work with their approaches, and interpreting this information to apply their work.

# Rationale

We, administrators must be able to rely on youth care professionals who are skilled at observing children, interacting with them and reporting these experiences.

They are the one who have the most interaction with children. Thus, having this kind of training will help to strengthen the skills and roles of staff as integral parts of residential care services is critical.

# Objectives to cover

This training program is designed to achieve cognitive, affective, and behavioral learning objectives in four content areas:

* Developing a Culture of Care
* Understanding Child Development
* Building Relationships
* Teaching Discipline

# What I can do for the students?

* What are staff's role in the residence?
* Think about why the students are placed in the residence?

# Developing A Culture of Care

*"…a look at the way we care for young people."*

The Learning Center for the Deaf | WALDEN SCHOOL

# Maslow's Hierarchy of Human Needs

**SELF ACTUALIZATION**
reaching one's potential, developing full identity

**SELF ESTEEM/WORTH**
maintaining high opinion of self and having others hold high opinions of self

**LOVE AND BELONGING**
relationships of mutual affection and love; belonging to accepting social groups

**SAFETY**
safe, predictable, orderly environment

**PHYSICAL**
food, water, shelter

# INTERACTION MODEL

THERAPEUTIC APPROACH ← EVERY INTERACTION → EXPLOITIVE APPROACH

## THERAPEUTIC APPROACH

### MESSAGES
I win, you win
You're worth my time and energy
You're important
You can . . . You're competent

### STYLES
Assertive
Influencing
Nurturing

### IDENTITY DEVELOPMENT
Regarded Self
Someone cares about me
Wanted, appreciated, loved

### EXPERIENCE OF SELF
Connected and safe
Secure, competent

### EXPRESSION OF SELF
Caring, invested
Open, self-confident
Cooperative, assertive

## EXPLOITIVE APPROACH

### MESSAGES
I win, you lose
You're worth nothing
You can't do anything right
You can't . . . You're incompetent

### STYLES
Aggressive/Passive Aggressive
Demanding
Abusive

### IDENTITY DEVELOPMENT
Disregarded Self
No one cares about me
Unwanted, unappreciated, unloved

### EXPERIENCE OF SELF
Alone and threatened
Fear, hurt, anger

### EXPRESSION OF SELF
Nonchalant, uncaring tough guy
Watchful, hypersensitive to rejection
Aggressive, verbally and/or physically

# Leadership in Groups

AUTHORITATIVE

PARTICIPATIVE



LAISSEZ FAIRE

# Results of Authoritative Leadership

* Performs short-term tasks quickly.

* Performance will fall off on long-term tasks.

* Members tend to become dissatisfied with the group after awhile

# Results of Participative Leadership

* Slower at short-term tasks.

* Committed to long-term tasks.

* Members are happier.
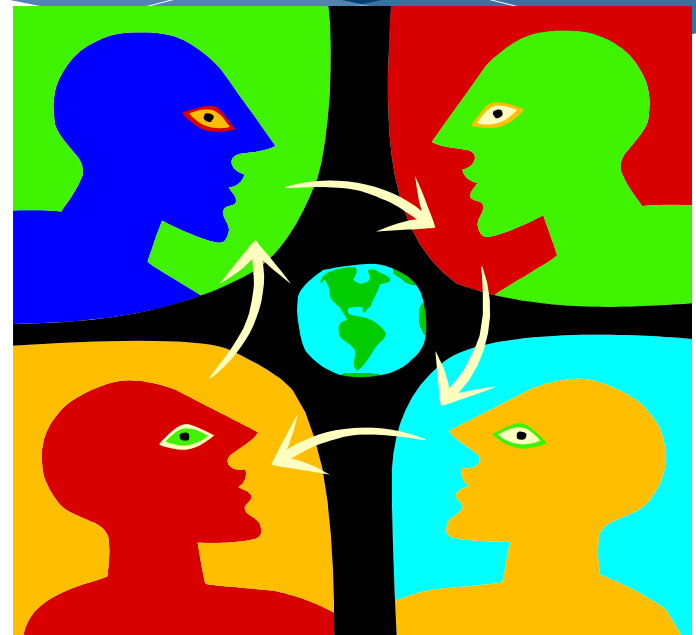
# Results of Laissez Faire Leadership

* Perform poorly on short-term tasks.

* Will do poorly on long-term tasks.

* Member satisfaction tends to be low.

# Participative Leadership

* Good for long term goals

* Emotions count

* Mature members

* Knowledgeable members

* Members have necessary job skills

# Authoritative Leadership

* Good for short-term grou
* Emotions are secondary
* Immature members
* Inexperienced members
* Members lack many job skills

# Building Relationships

*"an opportunity for behavior change"*

# INTERACTION MODEL

**THERAPEUTIC APPROACH** ← EVERY INTERACTION → **EXPLOITIVE APPROACH**

## MESSAGES
I win, you win
You're worth my time and energy
You're important
You can . . . You're competent

## MESSAGES
I win, you lose
You're worth nothing
You can't do anything right
You can't . . . You're incompetent

## STYLES
Assertive
Influencing
Nurturing

## STYLES
Aggressive/Passive Aggressive
Demanding
Abusive

## IDENTITY DEVELOPMENT
Regarded Self
Someone cares about me
Wanted, appreciated, loved

## IDENTITY DEVELOPMENT
Disregarded Self
No one cares about me
Unwanted, unappreciated, unloved

## EXPERIENCE OF SELF
Connected and safe
Secure, competent

## EXPERIENCE OF SELF
Alone and threatened
Fear, hurt, anger

## EXPRESSION OF SELF
Caring, invested
Open, self-confident
Cooperative, assertive

## EXPRESSION OF SELF
Nonchalant, uncaring tough guy
Watchful, hypersensitive to rejection
Aggressive, verbally and/or physically

# The Spectrum of Attitudes

| Young People Viewed as OBJECTS | Young People Viewed as RECEPIENTS | Young People Viewed as RESOURCES |
|---|---|---|
| The adult is in control with no intention of youth involvement | The adult is in control and allows youth involvement | There is a youth/adult partnership (shared control) |
| *The Objective:* Personal Growth of Young People | *The Objective:* Personal Growth of Young People | *The Objective:* Increased Organizational Effectiveness |
| *The Byproduct:* Conformity of young people and acceptance of the program as it is | *The Byproduct* Increased Organizational Effectiveness | *The Byproduct:* Personal growth of young people and adults |

# Using "I" Messages

* Messages that tell about speaker's feelings and wants.

* Avoids accusing and laying blame on the other person.

# Teaching Discipline

THE Learning Center for the Deaf | WALDEN SCHOOL

# Teaching Discipline

"What do we do when the young person does something wrong/" rather than, "What can I provide so young people learn to make better choices?"

Important to focus to think about the differences between discipline and punishment.

In our work, discipline needs to be about providing opportunities to learn new behaviors.

# Teaching Discipline

* Natural and logical consequences

* Natural consequences that result directly from the behavior.

* Logical consequences that result from an outside intervention that are logically tied to, but not a result of behavior.

# RCYCP information

Residential Child and Youth Professional Curriculum (RCYCP)

The University of Oklahoma Outreach National Resource

Center for Youth Service

www.nrcys.ou.edu