## János Kothencz

Viola Osváth - Mária Balog Melinda Pál - Zsolt Balogh

# About them... for them... II.

# Pedagogy of the children and youth taken out of family

Children and youth living in childcare ("living in state care") pedagogical, psychological, psychosocial and social approach of duty at present

# KÁSZPEM® - The Sensitive Pedagogic Therapeutic Method of Kothencz's ÁGOTA®



## **ÁGOTA®** Foundation

Support for the Endangered Youth and Youth living in State Care national community foundation



# " The wind blows there, where wants..."

(**Jn. 3,8**)

János Kothencz Viola Osváth – Mária Balog Melinda Pál – Zsolt Balogh

# About them... for

# them ... II.

# Pedagogy of the children and youth taken out of family

Children and youth living in childcare (*"living in state care"*) pedagogical, psychological, psychosocial and social approach of duty at present

# A KÁSZPEM<sup>®</sup> - The Sensitive Pedagogic Therapeutic Method of Kothencz's ÁGOTA<sup>®</sup>

The work is copyrighted All rights reserved. Any copy, replication or storage in data processing system is prohibited without the written prior approval of the publisher ©ÁGOTA<sup>®</sup> Foundation - © János Kothencz Viola Osváth - Zsolt Balogh - Melinda Pál - Mária Balog Published by



©ÁGOTA<sup>®</sup> -Support for the Endangered Children and Youth living in State Care-National Community Foundation

Proofread by Andrea Szabó

2009 Szeged

#### Involvement...

"Man -who has lived such a life state-lives with many traumas. Of course, a part of these traumas recovers. However, a dozen of our wounds go with us until the end of our lives. If somebody among these people with such a fate decides after all that he / she returns where he /she was damaged and helps, I can only recommend this great profession with circumspection. Surely, we would not be able to cure, if we took our own pain to this process. At the same time our sensibility arisen from this and our knowledge of "getting the swing of things" can make us real talents in a harder situation by all means. I think the helper who is authentic in the involvement must be able to control the situation in his/ her deeds, when he/ she gets the swing of his/ her own injury in others' behaviour. We need to learn how to treat our wounds, to carry them with dignity, and to try to produce the best out of them. Nevertheless, we must be able to open for recovery, which often requires the possibility of fortitude and self-control. We have to become aware of the fact and make it realize in ourselves that our wounds cannot be our links... to ourselves. We don't have to stick to them, but let them go, in order to give space for something else. Something, which fills us in, and means happiness to us. "Only that man can really sympathise and give who lives with himself/ herself in peace".

#### Profession...

"A "helper" who enlists to an orphaned child, has to have absolute trust towards him/her by all means and need to believe in the values and acceptance of the children and youth. A helper can never question the range of this disadvantaged child's emotions or the fairness of his/her hunger for love and defiance. While doing his/her work, a "helper" is aware of the fact, that we are not responsible for our emotions. We need to know, that it is a privilege for us, that we can work with such children and young people for them,...for us. Never believe that the helper cannot get from these children. We do get a lot from them, whatever intimate family we grew up in. Their world of confidence can take us to most awkward and at the same time to the most wonderful path. We have to come along this path very carefully, otherwise we can get lost easily. It can also often happen that we only find one path to the man who is orphan. In this definitely heavy bonds, which connects the helper and helped one, our holy goal always has to be the one where we can make the child feel his/her own lovability irrespective of his/her merits.. If we take the path leading to them seriously, then we also take the fact seriously that in their maze of defenceless, many times we are the ones who can be their company. Since there are many times when the world is frightened of the asking eye of the defenceless man. This profession requires great courage, the ability to fight and strength.

One thing is for sure: If it is destined for meeting such a child, then the providence in that won't encumber us better than that we are able to bear.

#### Confession...

To raise hope, to show the future... To cure the wounds there, where the defencelessness is the lord...

Even if I'm fallible, I know where I came from and I can never forget where I'm heading to. Only the one shares my lot, which is about me: to get time. Time to create, to make and to assist in providence...

To raise hope, to show the future... To cure the wounds there, where the defencelessness is the lord...

János Kothencz The Founder of *ÁGOTA*<sup>®</sup> and

**KÁSZPEM<sup>®</sup>** 

# to the memory of my lost and mislaid companions "in state care"...

together with

# "my milestones", who not only cured me with their love but also that I could love them...

Table of (	Contents
------------	----------

The merit of our volunteers and supporters			8
P	Prologue from the Creator of the KÁSZPEM <sup>®</sup> method		
		al introductory thoughts by Prof. Dr. János Sávai PhD (GFHF) The chil corator of KÁSZPEM®	ld and 15
A	ppetizer	houghts for the second volume of the KÁSZPEM® method by Krisztina	
	isenbart		22
1	chapte	r The background of the KÁSZPEM® methodology	31
	<b>1.1 T</b> 1.1.1 1.1.2 1.1.3	he antecedent and reasons of the foundation of the KÁSZPEM <sup>®</sup> Method The goals of ÁGOTA <sup>®</sup> Against being without methods Based on our research	31
	1.1.4	The pilot pedagogical program of the KÁSZPEM <sup>®</sup>	
	1.2.1 1.2.2	he methodological framework of The KÁSZPEM <sup>®</sup> The selection and time limit of the test groups of the pilot pedagogical program The topical, age, environmental and group group-leading framework of the pilot pedagog n's test groups The quality assurance and the measuring methods of the pilot pedagogical program's tes 32 About the monitoring system of the pilot pedagogical program	gical 32 t groups
		he naming of The KÁSZPEM <sup>®</sup> Method	33 34
		he specifics of the KÁSZPEM <sup>®</sup> method	3 <del>4</del> 35
		he methodological characteristics of the KÁSZPEM <sup>®</sup>	35 39
	1.5.1 1.5.2	The seven cornerstones of the KÁSZPEM method Topics of the "7 feet" in connection with the 7 cornerstones of the KÁSZPEM <sup>®</sup> method.	41
2	1.5.3 <i>chapte</i>	The goals of The KÁSZPEM <sup>®</sup> method in accordance with the 7 basic cornerstones	
2 3	chapte		PEM®
	chapte chapte	r The Foundation stones, educational guidelines and system of the KÁSZ.	PEM® 51
	chapte chapte 3.1 T	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup>	PEM® 51 62
	chapte chapte 3.1 T	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development	PEM <sup>®</sup> 51 62 62 69
	<i>chapte</i> <i>chapte</i> 3.1 T 3.2 T 3.2.1 3.3 T	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home: eam building	PEM <sup>®</sup> 51 62 62 69 70 72
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> 3.2.1 <b>3.3 T</b> 3.3.1	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work	PEM® 51 62 62 69 70 72 72
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> 3.2.1 <b>3.3 T</b> 3.3.1 3.3.1.1	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work Determining the aim and frames	PEM® 51 62 62 69 70 72 72
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> 3.2.1 <b>3.3 T</b> 3.3.1	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> 51 62 62 69 70 <b>72</b> 72 72 73
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> 3.2.1 <b>3.3 T</b> 3.3.1 3.3.1.1 3.3.1.2	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> 51 62 62 69 70 72 72 73 73
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.2.1</b> <b>3.3 T</b> <b>3.3.1</b> <b>3.3.1.1</b> <b>3.3.1.2</b> <b>3.3.1.4</b> <b>3.3.1.5</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work Determining the aim and frames General acquaintance Role determination Rule determination Clarifying the preconceptions	<b>PEM®</b> 51 62 62 69 70 72 72 72 73 73 73 77
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.2.1</b> <b>3.3 T</b> <b>3.3.1</b> <b>3.3.1.1</b> <b>3.3.1.2</b> <b>3.3.1.4</b> <b>3.3.1.5</b> <b>3.3.1.6</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> 51 62 62 69 70 72 72 73 73 73 77 77
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.2 T</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> 51 62 62 69 70 72 72 73 73 73 73 77 77 78
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.3 T</b> <b>3.3 T</b> <b>3.3 1</b> <b>3.3 1</b> <b>3</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM <sup>®</sup> he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> 51 62 62 69 70 72 72 73 73 73 77 77 78
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.2.1</b> <b>3.3 T</b> <b>3.3.1</b> <b>3.3.1.1</b> <b>3.3.1.2</b> <b>3.3.1.4</b> <b>3.3.1.6</b> <b>3.3.1.6</b> <b>3.3.1.6</b> <b>3.3.1.7</b> <b>3.3.1.8</b> <b>3.4 T</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> <b>51</b> <b>62</b> <b>62</b> <b>69</b> 70 <b>72</b> 72 73 73 73 77 78 78 <b>78</b>
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.2 T</b> <b>3.3 T</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b> <b>3.1</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> <b>51</b> <b>62</b> <b>62</b> <b>69</b> 70 <b>72</b> 72 73 73 73 77 78 78 <b>78</b> 78
	chapte chapte 3.1 T 3.2 T 3.2 T 3.3.1 3.3.1 3.3.1 3.3.1.2 3.3.1.4 3.3.1.5 3.3.1.6 3.3.1.7 3.3.1.6 3.3.1.7 3.3.1.8 3.4.1 3.4.1 3.4.2	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM</b> <sup>®</sup> 51 62 62 69 70 72 72 73 73 73 73 73 73 73 73 73 73 73 73 73 73 73 73 73 73 77 78 78 79
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.2 T</b> <b>3.3 T</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.4.1</b> <b>3.4.2</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work. Determining the aim and frames. General acquaintance Role determination Clarifying the preconceptions. Aimed acquaintance Questions. Reflexion and starting. he functioning of the built-up teams from the re-building to the closing Arriving. Collecting information of the helped ones Work discussion	<b>PEM</b> <sup>®</sup> 51 62 62 69 70 <b>72</b> 72 73 73 73 73 73 77 78 78 78 <b>78</b> 79 79 79
	chapte chapte 3.1 T 3.2 T 3.2 T 3.3.1 3.3.1 3.3.1 3.3.1.2 3.3.1.4 3.3.1.5 3.3.1.6 3.3.1.7 3.3.1.6 3.3.1.7 3.3.1.8 3.4.1 3.4.1 3.4.2	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM®</b> <b>51</b> <b>62</b> <b>62</b> <b>69</b> 70 <b>72</b> 72 73 73 73 73 77 78 <b>78</b> 78 <b>78</b> 79 79 79 
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.3 T</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.3.1</b> <b>3.4.1</b> <b>3.4.1</b> <b>3.4.3</b> <b>3.4.3</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.4.4</b> <b>3.5.4</b> <b>3.5.4</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5.5</b> <b>3.5</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work. Determining the aim and frames. General acquaintance Role determination Clarifying the preconceptions. Aimed acquaintance Questions. Reflexion and starting. he functioning of the built-up teams from the re-building to the closing Arriving. Collecting information of the helped ones Work discussion	<b>PEM®</b> <b>51</b> <b>62</b> <b>62</b> <b>69</b> 70 <b>72</b> 72 73 73 73 73 77 78 <b>78</b> 78 <b>78</b> 79 79 79 80 80
	chapte chapte 3.1 T 3.2 T 3.2 T 3.3.1	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work. Determining the aim and frames. General acquaintance Role determination Clarifying the preconceptions Aimed acquaintance Questions. Reflexion and starting he functioning of the built-up teams from the re-building to the closing Arriving Collecting information of the helped ones Work discussion. Requests, questions. Preparation for work. Work. Sharing experience and ventilation	<b>PEM®</b> <b>51</b> <b>62</b> <b>62</b> <b>69</b> 70 <b>72</b> 72 73 73 73 73 73 77 77 78 78 <b>78</b> 79 79 79 79 79 79 79 79 79 
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.3 T</b> <b>3.3 T</b> <b>3.3 T</b> <b>3.3 1</b> <b>3.3 1</b> <b>3.4 1</b> <b>3.4</b> .1 <b>3.4</b> .2 <b>3.4</b> .3 <b>3.4</b> .4 <b>3.4</b> .5 <b>3.4</b> .6 <b>3.4</b> .7 <b>3.4</b> .8	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home:	<b>PEM</b> <sup>®</sup> 51 62 62 69 70 72 72 73 78 78 79 79 79 79 79 78 79 
	<i>chapte</i> <i>chapte</i> <b>3.1 T</b> <b>3.2 T</b> <b>3.3 T</b> <b>3.4 T</b> <b>3.5 T</b> <b>3.5T</b> <b>3.5T</b> <b>3.5T</b> <b>3.5T</b> <b>3.5T</b> <b>3.5T</b>	r The Foundation stones, educational guidelines and system of the KÁSZ. r The more important aspects of the group dynamics of the KÁSZPEM® he phases of group development he teamwork The composition of the team within the frames of children's home: eam building The basic steps of team building in case of a newly created work. Determining the aim and frames. General acquaintance Role determination Clarifying the preconceptions Aimed acquaintance Questions. Reflexion and starting he functioning of the built-up teams from the re-building to the closing Arriving Collecting information of the helped ones Work discussion. Requests, questions. Preparation for work. Work. Sharing experience and ventilation	PEM® 51 62 62 69 70 72 72 73 78 78 79 79 80 80 80 81 81

3.5	To operate the built-up teams from the rebuilding to the closing	82
4 cha	pter Anonimised report-extracts to demonstrate the KÁSZPEM®	87
4.1	TRUST	88
4.2	INTERPERSONAL RELATIONSHIPS	130
4.3	TRAUMAS, DIFFICULT LIFE SITUATIONS	170
4.4	NORMS AND GUIDELINES	210
4.5	DEFENCELESS FEELING AND THE RELATION TO IT	252
Fee	edback	
4.6	SELF-DETERMINATION	283
4.7	RELATION TO ACCOMPLISHMENT and FUTURE VISION	313
5 chaj Method	pter The developmental sheets which show the efficiency of THE KÁSZPEM® I	® 351
5.1	Starting points	351
5.2	The children's opinion of their caregiver's opinion in connection with them	353
5.3	The efficiency of THE KÁSZPEM <sup>®</sup> Method according to our observations	356
5.4	A The efficiency of THE KÁSZPEM <sup>®</sup> Method according to the caregivers' opinions	358
5.5	Individual developments (1)	361
5.6	Individual developments (2)	369
5.7	Individual developments (3)	386
5.8	The developmental indexes of the group	394
6 chaj affectio	pter The theoretical considerations of the KÁSZPEM® in connection with the n	topic, 404
6.1	About the affection in general	404
6.2	The development of the affection and social relationships	407
6.3	The factors influencing the development of affection	408
6.4	Affection theories	412
6.5	The affection in the light of personality and development theories	412
6.6	The sub-phases of separation- individualisation:	414
6.7	Affection disorders	418
6.8 family	The role of family in the development of the child and the consequences of the absence o y:	f the 419
7 cha	pter The theoretical considerations of the $KASZPEM^{ otin }$ in connection with the	
psychos	social development	422
7.1	The psychosocial development theory of Erik Erikson and the foundations of the KÁSZ	PEM® 422
7.1		423
7.1		
7.1 7.1		
7.1		
	.5.1 The characteristics of psychosocial crisis of adolescence in case of children taken out of fa	
	ÁSZPEM®)	429
7.1	- <i>o</i>	
	.6.1 The characteristics of psychosocial crisis of young adulthood in case of children taken out hily (KÁSZPEM <sup>®</sup> )	
7.1		
7.1	.7.1 The characteristics of psychosocial crisis of adulthood in case of children taken out of fam ÁSZPEM <sup>®</sup> )	nily

	7.1.8		
	7.1.8 (KÁS	.1 The characteristics of psychosocial crisis of elderly age in case of children taken out of fastering SZPEM®)	
8 de	-	er The theoretical considerations of the KÁSZPEM® in connection with leave the and nonverbal communication	irning, 435
	-	The boundaries of learning	435
	8.2	The practical benefit of the model	436
	8.3	Nonverbal signs in communication	438
9	chapt	er Theoretical considerations of the KÁSZPEM® in connection with childe	care 449
	Viola O	sváth The childcare	449
	9.1	The historical summary of childcare	451
	9.2	The present situation of childcare	454
	9.3	The characteristics of children living in childcare	460
9.4 The status and mental characteristics of children living in childcare accordin surveys		The status and mental characteristics of children living in childcare according to differ	ent 465
	9.5	The attitude of children living in childcare to accomplishment	467
	9.6	Rights and responsibilities within the childcare system	470
	9.7	The characteristics and difficulties of children raised up by foster parents	474
	9.8	Keeping contact with parents	476
E	pilogue		479
B	ibliogra	uphy	480
A	PPENL	DIX	485
1/	1/. The activity of ÁGOTA <sup>®</sup> Foundation		
/2	/2/. Journal Commendatory 4		

## The merit of our volunteers and supporters...

This pedagogical program could not have been accomplished if there had not been such excellent volunteers who were willing to make sacrifices like the staff of ÁGOTA<sup>®</sup> Foundation's charity community. They did their jobs with serious and accountable respectability. All the respect and honour goes to them. Thank you for all, especially the children and youth, finally yet importantly in the name of all the contributors of the national child and youth care. Thank you.

### Thank you...

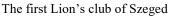
László Bacsa, Csaba Bak, Zsolt Bak, Mária Balog, Zsolt Balogh, Róbert Baranyi, Mrs Gyula Barta, Dániel Budai, Erika Bula, Csilla Csepregi, Éva Dobó, Ildikó Haszán, Mónika Hell, Tímea Kiripóczki, Zsuzsanna Kódor, János Kothencz, Mrs Viola Osváth Kothencz, Klaudia Major, András Mitykó, Judit Mitykó, Melinda Pál, Tamás Pálffy, Valéria Petrovics, Renáta Rafael, Mihály Dávid Fehér, Kálmán Kódor, Mrs Kálmán Kódor, Csilla Kódor, Dávid Kódor, Ágnes Gelcz, Ferenc Forgó, Gabriella Rittler, Mrs István Révai, Csaba Simondán, Renáta Szabó, István Szekeres, Csaba Szilágyi, Tímea Szlancsik, Viktória Takács, Edit Torma, Mihály Vida, Dr. Gábor Feleky, János Lőrinczi, Attila Rácz, Krisztina Eisenbarth -for our helpers.

We also have to say thank you for all the volunteers of  $AGOTA^{\mathbb{R}}$  Foundation, the Sociological department and teachers of Szeged University of Liberal Arts School, the pedagogical department of Szeged Theological College, and for Dr. Alfréd Turai, Dr. János Sávai, Attila Kiss, Endre Gyulai county bishop, Dr. László Kiss-Rigó county bishop, Imre Podmaniczki parish priest, the students of "theology in Szeged", the sociologist students of the Szeged University, and for our main supporter the RENOVABIS organisation, András Bodó, Mrs Júlia Kovács Zsolnai, Júlia Kovács, György Bódi and the Foundation for Szeged, Árpád Barna, Imre Bodó, the Isaac Roman Catholic vicarage, the Catholic vicarage in Tátra square in Szeged, Dr. Mihály Laurinyecz, Mewaldt Andrea, Péter Simon and the organisation of LOSZE, the <u>Raiffeisen Bank</u> Zrt, and all the founders and encouraging people.

We specially thank you for Zsolt Balogh, Melinda Pál, Viola Osváth, Mária Balog, who helped to write down, edit and publish the thoughts and teachings of János Kothencz - who created this method. All the directors, guardians, children's nurses of TEGYESZ and children's homes, and especially for the children and youth ...

The edition was supported by:





Social and Labour Ministry

Local Government of Csongrád

### **Introductions**

Prologue from the creator of the KÁSZPEM<sup>®</sup> method

The KÁSZPEM<sup>®</sup> as a possibility for change ...

The KÁSZPEM<sup>®</sup>, creates a pedagogical and psychosocial system

Why is the KÁSZPEM<sup>®</sup> actual and useful?

How you mustn't ...

Professional introductory thoughts by Prof. Dr. Sávai János PhD (GFHF)

The KÁSZPEM<sup>®</sup> is the interior decorator of the children and youth

The KÁSZPEM<sup>®</sup> method's educational and psychological aspects

The source of the Personality's healthy development

Trust: natural claim

The acquirement of life

Appetizer thoughts for the second tome of KÁSZPEM<sup>®</sup> method by Krisztina Eisenbarth

# Prologue from the Creator of the KÁSZPEM<sup>®</sup> method

#### The KÁSZPEM<sup>®</sup> as a possibility for change ...

The wind really blows where it wants... Like it is also true that in a family a *"relatively"* healthily (*considering our age of* society) socialized, grown-up child and youth, and also children taken out of family and living in childcare, all of them should have the chance and the possibility to develop, and if necessary, to be cured and to be integrated into society. **The KÁSZPEM®** -besides many things- shows the way that everyone equally can live with this possibility. Although this program was created to educate and cure children and youth taken out of family, it is also an excellent tool to help people socialized in any other areas.

#### How you mustn't ...

Before I would say some words of the usability of this method, I would draw our dear Reader's attention to the fact that this methodological manual is not suitable for the enquirer to practically use the KÁSZPEM<sup>®</sup> method. Since, by reading this book, it will not automatically mean that the reader will have the required basic criteria to use and transmit this method. It's about conditions like this: to work with our own life story and experiences, due self-knowledge, to have correct knowledge of the training and game library of KÁSZPEM<sup>®</sup> and also the methodological, practical knowledge of it, the adequate development level of skill for efficient team lead, and last but not the least to have that kind of mental maturity and helping attitude by which people who use this method can provide safety and the possibility of change for their clients. I think it is important to make things clear in the beginning, because for example if somebody tries to do teamwork based on only fragmentary game instructions, he/she - because of the previously mentioned criteria- can do unforeseeable damages. Therefore, I am asking the reader -possessing the knowledge of this book- not to try to use anything from this book. This book is suitable primarily to show the pedagogical system of the KÁSZPEM<sup>®</sup> which does not intend to be exhaustive. It is not a coincidence that we train those people in a deliberate, thematic structure who would like to get to know and use this helping method. Not only the context of the book will not make anyone suitable to transmit this knowledge, but even the beneficial, self developing effect of the KÁSZPEM<sup>®</sup> (accredited) training cannot be suitable for this. Like the different knowledge of methods of educations and trainings (even tertiary education) will not make anyone to be competent for the disclosure of this. Nevertheless, I will draw the dear reader's attention to the fact that the KÁSZPEM<sup>®</sup> is protected by methodological, patent and royalty rights (we took care of this in time), namely, the exclusive transmitter can only be the creator of the program and the ÁGOTA® Foundation, as well as those ones who learnt the method at the Foundation's Adult Education Institutions and got eligibility under the agreement with the institute..

Therefore, anyone who does it in an unauthorized way, so in a "such as it is" way, he/she not only can cause damage professionally and humanly, but he/she also breaks the law. Unfortunately taking the present tendencies of Adult education into consideration, it was my obligation to draw the attention for all of these, since we often experience that having fragmentary knowledge make people believe that they are able to keep team works mixing the different methods. Therefore, it is needless to say that this kind of attitude can cause unforeseeable consequences.

In creating The KÁSZPEM<sup>®</sup> I only let people cooperate in this system created by me, who are expert in using a concrete specific method. I acquired many supporting methods myself in the fields of experience pedagogy and psychosocial pedagogy. During the 15 years dealing with these methods, I not only learnt that how humbly I have to manage these

techniques, but also if I want to apply these as part of other helping structures and topics then I can only do it with great circumspection. Of course it is also important that I have to be able to discuss my concepts with a professional colleague who is expert in a specific field.

Like every thematic or thematic-convertible method (*can be any client group*), so could the KÁSZPEM<sup>®</sup> be born through many years of experience, work and **maturing**. Not only the frames of quality assurance supported this in creating the program, but also the measuring tools were selected carefully not to mention that they were authentic, by which we could test the efficiency of our method. In the time frame we had to work out The KÁSZPEM<sup>®</sup> we consequently administrated every part of the process. We measured, consulted, discussed and tested every aspect of the program for a long term (*3 years*).

#### The KÁSZPEM<sup>®</sup>, creates a pedagogical and psychosocial system

The KÁSZPEM<sup>®</sup> is not only a special method (its difference can be found primarily in its specifics apart from other methods), but it is the system or facility of the mixture of those techniques which support the children and youth taken out of family *in a special way*. Therefore, it is also a supporting (mainly pedagogical) **system**. The KÁSZPEM<sup>®</sup> is critical and very ambitious with itself, (it has been tested and they worked on it for years) because its elements are fitted in the genre of team method, in a way that it is able to serve the development of the client (or rather the child) in the most optional way. Among other things, that is the reason why The KÁSZPEM<sup>®</sup> system is **able to raise the organic development of the children and youth to a much more efficient level** among children living in childcare, as the other educational and therapeutic methods do it in a less efficient way. However, I also have to say that, **there is not a single salvation method** in the field of efficient assistance.

#### Why is the KÁSZPEM<sup>®</sup> actual and useful?

Of course, we are going to demonstrate the aims of KÁSZPEM<sup>®</sup> in the *methodological* background chapter in a detailed way, however we think it is important to draw the attention of the people involved in childcare to some things. I often do training(s) in several fields of child and youth care for professional directors, leaders of foster homes, educators, caretakers. I experienced the fact that in several points of the country the colleagues deal with the children in a way that they ignore their own personality. I believe that everyone who intended to raise children must have that kind of personality, in which the children feel themselves home, and the children are able to find their own path required for their life. Therefore, it is obvious that the KÁSZPEM<sup>®</sup> implies the development of the personality as well arising from its nature. Our personality is also an essential aspect in our educational and pedagogical work since it does matter what kind of personality a teacher has when he/she teaches a subject. The diversity, colourlessness, attractiveness or reproved strength of the teacher's personality defines fundamentally the interest and sympathy of the child toward a specific subject. The teacher using his/her personality is even able to motivate his/her students. Like the teacher is also able to threaten them from loving and thereby acquiring a specific subject in a higher level.

Therefore, as it is true that the teacher works with his/her personality, it is also true for everyone who is active in the educational field. In the case of colleagues (professional directors, leaders of foster homes, educators, caregivers) cooperating in the institutes of child and youth care, the importance of the issue – *competent personality*- cannot be neglected. I believe that for a child or youth taken out of family (*like for other children as well*) a helping caregiver the personality of this helping man is like a suitcase. Since the suitcase can be full of valuable content, but when we give this suitcase into the hand of the child or youth, it does matter how he/she is able to grab it. As a result, our personality is like a suitcase, and the flap of it in which the child can grab into, only if he/she feels its touch and tangibility or in other words, he/she can grab it and wear it. That is why it is not incidental when a colleague in one

of my training group says that; "he is not willing to talk about himself because he just cannot do it". Because he does not notice that in the case of the child, he is supposed to deal with, how important for that youth or child to have deeper conversation. When we educate or work with children as a caregiver or in any similar structure, then our communication cannot be always cursory or routine in the level of weekdays. So, it is not enough to ask the child if he/she is hungry, or he/she has had a bath yet, but we have to be able to communicate with the child. If the child dares to draw up his/her feelings, fears, or joy in these conversations, then we cannot handle this situation as if we are not even able to speak about ourselves. If we do not work or deal with our personalities, and if we are afraid to let ourselves in situations where we could mature, and if we are unable to speak about this with our partner, then the self-division of the child remains only a barren of try, and we do have to confess, that, this time the education and development of the child's personality will fail because of us. According to my experiences, the problem is not that these colleagues live a life with their own damaged personality and this can be the reason why they are unable to talk about themselves. I think the real problem is that they do not wish to do anything about this, they do not want to deal with themselves, with their own personalities. Because they cannot become a tool in the service of the child. I also experienced many times that these colleagues cheated themselves. They say, "There is nothing wrong with the fact that I am unable to talk about myself, the child will talk, and I will say something."

Well, this is also a typical situation, which "falls on deaf ears". Where the child obviously cannot find -through his/her approach to the helping hand- the path leading home and the further potential opportunities arising from it. I have also encountered such situations where the colleagues could not even imagine that they represented **child and youth care**. When I drew their attention to the importance of this, in most cases they started talking about childcare as some distant concept, which was not more than legal regulation and which was embodied in the principal's expectations of the specialised or children's homes. When I am going to introduce later that they are the ones who become the primary support of the children via their work, they usually just then start to understand that they have a lot to do with childcare. However, it may sound trivial, unfortunately, **I must emphasize and it is worth emphasizing that the caregiver and the child sitter dealing directly with the children together with all the other participating members represent the childcare itself.** 

Childcare is not an impersonal reality, not only a forever-changing confused ordinance of laws. The primary character of the social net protecting the child is the human himself/herself. Just imagine dear Reader what would have happened if your former teacher had told you during the lesson that he/she did not want to teach you anything, since in fact it was the task of educational policy. Alternatively, let us imagine if our general practitioner told us in one moment that he/ she did not intend to cure us, since it was the task of the big Hungarian healthcare. We do have to accept that childcare primarily depends on the attitude of those who are in direct relationship with the children and youth. That is why it does matter what is primarily our humane and professional qualification and quality like in those situations when we support children and youth taken out of families.

Naturally, I have sad experiences and such that make us think not only in these fields of professional provision. I saw this kind of helplessness and such frequent devicelessness not only among the workers of children's and residential homes. In many cases, I have realised this problem closely related to personality among foster parents as well. Among these latter ones, namely among foster parents I felt even more striking that usually they are unable to think over the issue of attachment of the children and their own and unfortunately the structure itself does not provide any help either how to handle the difficulties arising from the attachment.

Besides the above-mentioned ones, I also feel that the treatment in connection with childcare is still amazingly politics orientated (*as in many other social fields, too*). After all, it should be a big responsibility in itself that who and based on what considerations should somebody be seated into the chairman position of TEGYESZ, who should be assigned to be

the leader of a children's home or who should be assigned to be given other professional management tasks. These are such questions in which politics should not be involved. It should be thought over by the actual decision makers exclusively along the humane and professional criteria. We can see and experience on a lot of occasions that politics does not only build (*in a good case*), but also uses (*through its administrative apparatus*) the childcare in order to reach its often less noble aims, too. It is exactly the reason why it has extraordinary importance where the child is situated in this system. Because if the educator dealing with the child does not even have a captivating personality, if he/she is unable to talk about himself/herself and above all these assistant providers are employed by those who are the servants of the political public life, or they are on the involuntary path in the society's periphery, then we can talk about only darkness (*in which the child just gropes his/her way*)

I know these are tough words, but if somebody takes it seriously and does not only examine the surface, but goes deeper into it then he/she can also encounter with it. At the same time, I also think that like in the case of each and every initiation coming from below, in our case as well, something has to be added to this situation. Presumably, I will never have the opportunity to talk into the practice of this structure on the political level. However, I have the possibility to draw the attention to the importance of primarily the humane and professional quality related to the direct treatment with the children and to the significance of must-dos in it and at the same time offering constructive devices into the hands of the colleagues.

The KÁSZPEM<sup>®</sup> offers an answer to many things. Knowing the national reality, the colleagues raise the objections against the fact. That it is almost impossible to do their tasks with the arrival of such children who get into the professional treatment in their later years (*at the age of 14, 15, 16*) The KÁSZPEM<sup>®</sup> offers a solution for these in a properly thematic way. Since that is exactly why we can (also) talk about team method, because it is able to receive the newly arrived children and youth into this process, and by doing so it helps them to be integrated into the life of the children- and flat home. If a person uses the repertoire of the KÁSZPEM<sup>®</sup> method properly, then there can even be solutions in the case of those children and youth, who are socialized in a peculiar way and so they are the odd ones out of the children and youth who have been living together in a residential home for a long time.

The KÁSZPEM<sup>®</sup> offers a way in the courses of national higher education as well, in the case of all majors where the graduated people probably will be in touch with children. So first, the teacher trainings (*mainly educator fields*), psychosocial, social worker and psychologist trainings are the ones where The KÁSZPEM<sup>®</sup> can be useful. Nevertheless, it is also useful in the system of national adult education whether they are courses or trainings. The method is open in order to be an effective tool in the hands of people who are dedicated to childcare. Whether he/she is a child foster attended a course, or a professional leader of an institute.

The training and teaching of the KÁSZPEM<sup>®</sup> was worked out in various thematic ways. In the following years there will be the implementation of the method in other words to set in or to plant it to the practice of national children and youth care, and generally to the co-operators in the social field. It is obvious that training or a course in adult education requires different thematic system.

It is <u>the 3 block (or steps) adult education course in ÁGOTA® Adult Education</u> <u>Institute where you can primarily and exclusively acquire the KÁSZPEM® method.</u> Considering its number of lessons, topics, detailed knowledge and method, this is the only way where someone can get competence in KÁSZPEM<sup>®</sup>. Every other implementation form (at least as for the trainings) can be presented only in details or in a fragmentary way, and can only serve as an appetizer. Although our own personality can develop with KÁSZPEM<sup>®</sup> during training or it can give the helper many careful considerations, but it will not give the possibility -with the knowledge acquired in the expanded number of lessons- to use the technique directly among the foster-children. The adult education training is in the same shoes, because the framework there will not let anyone to acquire the KÁSZPEM<sup>®</sup> properly. I have to add that there is sad feature of the higher education, which I experienced in my 30 semesters in my 4 subjects. I mean what we often say in cliché: "*It teaches to everything, but it does not teach to anything really*). I think it is very important to publicise (even if it is not intended to be exhaustive) the professional pedagogy, professional psychology, professional sociology and last but not least the social work of children and youth taken out of family. There is not a specialization of this topic in the higher education in Hungary at present. The KÁSZPEM<sup>®</sup> creates new paths in this connection.

Dear Reader! I offer this method to everyone with all my heart. Primarily to those ones who really want to acquire it. This pedagogical program system, -similarly to our survey- is a gift.

It is gift for the profession, for the caregivers of the children, for the educators, for the leaders of children's homes, for the professional and residential home leaders, for the TEGYESZ directors and for all the people cooperating in the professional treatment. Who – according to my experiences- can be as lonely as the children and youth who they try to take care of (*many times without devices*). Of course, in the basic service (*whether it is child welfare service or family counselling service*) KÁSZPEM<sup>®</sup> can be used well. I also show the way for teachers and students in the higher education. In the system of adult education, we particularly want to use this program. They should acquire it in a proper way, also try it, in other words use it. And if they do all these with courage, then as a child said once said in the pilot pedagogical program of KÁSZPEM<sup>®</sup>: "Not every sweet is sour"

The beauty of this method (*pedagogical system*) is that it is able to show effectively the importance of the faith of the child's own lovability. It is able to prove that the child can be accepted apart from his/her merits. **The KÁSZPEM®**, is the tool of hope in an expert's hand who is able to use this professionally. The hope in which there is the defenceless child's realizable future, tenable family and last but not least the desired picture of society which he/she can embrace apart from his/her life story. Because our fellow human beings taken out of family or deprived of family are entitled for this hope the same way as anybody else. Yes..., in their cases it is particularly true "the wind blows where it wants..." Consider this everyone as a gift with good intentions... *-from a man taken out of family*.

János Kothencz KÁSZPEM<sup>®</sup> founder

## Professional introductory thoughts by Prof. Dr. János Sávai PhD (GFHF) The child and interior decorator of KÁSZPEM<sup>®</sup>

# The psychological and educational aspects of The KÁSZPEM<sup>®</sup> method

The Kothencz's ÁGOTA<sup>®</sup> Sensitive Pedagogical Therapeutic Method (referred to: KÁSZPEM<sup>®</sup>) is the practice of education for those youth who were left without families from the beginning or some time later. The education of the children and youth taken out of family ("children in state care") and their integration into society means a specific pedagogical task. For presenting this, first let us see the components of the identity, which- affects life. In most cases the adults and children taken out of family lack for these components.

#### The source of the personality's healthy development

The method presented here is built up in the development-, personality, and psychological principles just as the man's personality can take shape. According to E. Erikson becoming an adult is a process during which the set of experiences from childhood "matures" into personality. The identity depends on a lifelong developing process, which is strongly determined by a particular environment. The identity is a result of the integrating activity of "the self" as long as it seeks to create balance between the individual and environment, as well as between the instincts and the superego.

Introducing the helping and interfering factors of the development briefly, we can talk about *basic needs*. The perception of ourselves significantly determines the fact whether these are fulfilled or not.

The adult whose needs were mostly *fulfilled* in their childhood:

- He/she is satisfied in his/her relationship with the reasonable distribution of need fulfilling;

- He/she is able to love without conditions, but he/she does not bear the abuse and circumventions in his/her relationships;

- He/she puts the emphasis of trust on himself/herself from others in such a way that when others are loyal to him/her, he/she gets loyalty;

- He/she can manage disappointment.

The adult whose needs were mostly not *fulfilled* in their childhood:

- He/she overstates the needs, so that they become impractical, and passionate;

- He/she creates situations where the previous harms and rejections are replayed; he/she seeks and maintains the believes beating up himself/herself, instead of confronting and blowing them away;

- he/she is not willing to recognize that he/she is cheated or unhappy ; he seeks objections against the hope of change, he/she is afraid to fight the non-changeable;

- He/she lets his/her feelings go into illegality;

- He/she accepts the true love, the self-revealing, or others' generosity with fear; (*in fact, he/she is not accepting it now, what he did not get at earlier times*).

We are going to talk of the primary socialisation in connection with the family. The various definitions and components are unable to express the real *emotivational* meaning of the family. When we are talking about emotions then we feel some kind of scientific

bashfulness: -it is a virtue of which we can say tons of characteristics, but the essence of it is missing.<sup>1</sup>

#### 1. Trust: natural need

"The human is the only being who is hungry for love. He/she only lives when he/she loves and he/she is loved, and where there is no love, there is disease. The self –to exist-needs a "you", who acknowledges it, smiles on it and calls it. As you need air to breathe, you also need love to live. Two emotional things help the individual to adapt himself/herself into the needs of the environment:

- the feeling of love and closeness;
- the feeling of hatred and distance.

The hatred and love are the 2 poles of jerk, one is leading to a union, the other is leading to escape from the bad things which are dangerous. Nobody is enough for himself/herself: the other one is the reason to live. The normal human self-acceptance suffers from rejection and indifference. The indifference and disinterest against us do not leave our freedom for us but leave us alone and outlaw us. It lets man be lost.<sup>2</sup>

According to the surveys and tests before The KÁSZPEM<sup>®</sup> program then according to the reports made during the occupational therapies, basically we face the following difficulty: the distrust coming from rejection. They not only lost the trust against their environment, but they also lost it against themselves. This is the next factor of the development: He/she feels himself/herself unfit to be a complete man. Roughly speaking: man feels that he/she is *not competent* in his/her life. Instead of the normal practice of relationships, there is shamefulness and aggression. The main enemy is himself/herself, his/her own being.

Erikson considers it the first step of identity or rather the first threshold of it: if the trust does not come at the very first time, we will become questionable in front of ourselves.

The question is not that whether not all our wishes were fulfilled in our childhood, or our needs were not satisfied. The break of the personality's development means, that we still have not mourned these "distresses" as an adult yet. The damaged, deprived, orphaned child is still in us. In fact, the privation does not tell us that how much we want from others, but how important it is to mourn the irreversible and bleak past, and then explore the internal resources.<sup>3</sup>

Regarding the mental health of an adult, the chances of the family socialization are better against any other upbringing. The family means a much better chance than every other solution regarding the harmony of the later adult's personality (namely being free of deviances) Besides these, being in a family can be the source of such joys, which can be the everyday realization of the meaning of life through generations. In the lack of this the phenomenon *anomie* appears.<sup>4</sup> The anomie is the weakening of social norms, and common ethical principles. The basic of the socialization is that there is a community where I belong to, who I can trust, and when the function of society is predictable. The life has meaning and goal. The lack of these results in constant uncertainty, "learnt inertia" and chronicle stress situation.

<sup>&</sup>lt;sup>1</sup> For the researches in connection with the early development and family: <u>Zsuzsanna</u> Kulcsár: Early

development of personality and self-functions. Psychoanalytical theories analyzed bio psychologically. Argumentum Kiadó, Budapest, 2006.

Zsuzsanna MIRNICS: The building blocks of personality. Type, feature- and biological theories. Bachelor of Arts Consortium, Budapest, 2008. 37

<sup>&</sup>lt;sup>2</sup> V. ö.: BRESCIANI NICASIO, Flora: The joy of education. The art of educating the man. Don Bosco Publisher, Budapest, 2006, 11.

<sup>&</sup>lt;sup>3</sup> Mária KOPP, - Árpád SKRABSKI: *Hungarian affection*, Végeken, Budapest, 1992. H. F. HARLOW, *Learning to Love*, Albion, San Francisco, 1971

<sup>&</sup>lt;sup>4</sup> Anomie (greek word, "no compliance") : It is a phenomenon in the modern societies , where the traditional norms and rules are loosened in such a way, when new ones are not created instead of them in a particular field of social life –because of the unclear rules- the social norms lose their influence on the behaviour of individuals. It can be the social factor of much deviant behaviour (e.g. suicide) Durkheim, E.: Suicide. Bp. 1982.; Merton, R. K.: Theory of society and social structure. Bp. 1980.

We are not going to discuss here the details of the psychological mechanism of the family socialization. It is obvious that there are families who bring up badly functioning and even pathological and deviant personalities. On high average, children brought up in families have much better prospects than the ones taken out of families, or the broken families' children.<sup>5</sup>

In so far as, we want to do something for the mental state of the future generation and then primarily we have to support and strengthen the families, so that they can be suitable for their socialized basic task. Every step or measure, which helps the interests of families bringing up children- and not households! - , is more resulting than any other programs, we can say they are perfect mental hygienic "investments".<sup>6</sup> What the man acquires in the family is his /her own life's "competency". Professor Tringer summarizes the role of the family as constructive personality in the following points:

*Common experiences* – The repair of communication within a family remains only a password, it there are no concrete activities in favour of this. Common experiences can serve as the content of the conversations. In the lack of these, the communicational need is satisfied in no time and without common experiences from common life, these are restricted to topics in connection with living together with someone.<sup>7</sup> In the human relations, the common experience is like the rainfall to the thirsty land. The well-functioning families are seeking to have *common experiences*. The order of common activities and cult are created this way. The common experience can be evoked through the individual message. The common experience enriches if not I am the only one who experiences it, but to experience the other one's as well. The family is a "place" where the compulsion of hypocrisy is abolished by the everydayness. It not only teaches "to behave", but to live with others.

*Family rituals, celebrations* – The communication and the common experiences are the basics of the family life's autonomy. It is very important to have really intimate gatherings and celebrations within a family. In these the child can acquire the "culture of giving" It means not only the gift giving, but to deepen the meaning of giving and getting. We have the possibility not to put ourselves into the centre of our lives, but to put another man, and give ourselves to him/her as a gift. Love requires gift giving. We can give a lot of things: our spiritual and material possessions, our time, our attention, our forgiveness, our understanding, our talent, our ideas, our experiences, creating the culture of giving.<sup>8</sup>

*Generational relations* – The most families dispense with the frequent relationship and presence of older generations. The complexity of the different generational family connections is the source of the enrichment of the personality. It means support as well, because of the fact that the child can choose a "model" to process his/her conflicts or it can serve as a helpdesk. The presence of the elder people is the source of the mutual serenity and trust. The children –first unconsciously then consciously- see their own future in the adult or mainly in the elderly.

<sup>&</sup>lt;sup>5</sup>I observed in Middle Asia which was hit by economical difficulties: They are not defending themselves with birth restrictions against the depression because of poverty. There are loads of children and the convergence is unbelievably strong among families and relatives. And all of these make the everyday of them really happy! The family-social tenses are moral question. V. ö. EISENBERGER, Naomi I. - LIEBERMAN, Matthew D.: Why rejection hurts: a common neural alarm system for physical and social pain TRENDS in Cognitive Sciences Vol.8 No.7 July 2004

 $<sup>^{\</sup>rm 6}$  László TRINGER: The role of the family in preserving and rebuilding the mental health

http://www.magyarpaxromana.hu/kiadvanyok/csalad/tringer.htm

<sup>&</sup>lt;sup>7</sup> It is the poverty of communication, that the children cannot ask or say thank you. It is essential in the family, to be together with joy. The other one is not a device to satisfy my needs, but a partner who I can be happier with. <sup>8</sup> From the program of The Day of Universal Brotherhood.

www.fokolare.hu/vf/sajto/hatter%20forumok%2006jun.doc

The family as a community of life and work – The family is not only an accommodation for a night, its real function is the complete biome. In this function, the family was not only connected by emotions but common functions.

*Conflict-solving methods ("coping" strategies)* – The guarantee for being in a family is that the individual is able to acquire those conflict-solving strategies which are essential in the society. The child will take this model with him/her, when he/she builds his /her own family.

*Roles* – What we call role is the system of behavioural expectation in the case of an individual. The family is the workshop for learning the primary social roles (the roles of, parent, husband, wife, child, sibling, and the variations of these). The family is also the starting point for the expectations coming from the external society (the roles of student, classmate, employer, employee, etc.). Moreover, the well-functioning family background can also help in acquiring roles connected to professions.

*Values*- The individual's actions are generally determined by the values. The values are not really in things, they are rather in us. The family provides orientation for a susceptible young man regarding the values. It is also able to evolve tolerance against other values.

*Educating for family life-* They are trying to introduce education for family life at school education worldwide. The misunderstanding of the family's role led to the fact that under this title mainly sex education is happening. The sexual loyalty is not presented as a value, but an important tool against *AIDS* prevention.

If any of the above mentioned components are damaged, then it has severe consequences; the gaps in childhood can be filled up in adulthood, but in many cases this replacement does not happen but "substitutes" occur instead of the real values, daze instead of amusement, getting instead of giving, the means of violence (*a gun in the pocket*) instead of safety in the heart.

Education for family life should show values, which can be connected to the family, and realized in the family. F. Fukuyama said, that the man –because of the freedom and liberal realization of society- can make changes, which can interrupt the million years of human evolution, the process in which the human nature, the *natura humana* formed and survived safely. Where is the borderline of freedom? – asks the author.<sup>9</sup> Acquiring the emotional safety is possible where you are supported and accepted without conditions. Although acceptance is not equal with "allowance". The previously mentioned freedom wants to identify itself with morbid egotism and autonomy, based on values which are respected not only by the family members, but the components of their personality.

In the family to acquire, security means to get courage for life. The KÁSZPEM<sup>®</sup> method builds these components into its educational method.

<sup>&</sup>lt;sup>9</sup> FUKUYAMA, Francis: Our post human future (Európa Publisher, Budapest, 2003.) New Pedagogical Survey 2003/07-08 <u>http://www.oki.hu/oldal.php?tipus=cikk&kod=2003-07-kf-Schuttler-Mit</u> 2009. 11. 05.

#### 2. Acquiring life

It is not about expropriation, but to "study" it, by which we can get rid of the constant lack of inhibitions, on the other hand we get in touch with others by enriching each other." **The** *anonimised reports* **of The KÁSZPEM**<sup>®</sup> **group trainings draws up a versatile and an easy to follow development line about that** *interior architect*, what this method means. It does not dissolve the sadness (anger?) of the children in spectacular and likeable programs. It does not make them forget, it does not make them believe that "anyway", everything is all right and "be grateful" It is much more than this: becoming adults, becoming the positive creator of their own life. They learn not to expect, but to build up of their own reality. This is the KÁSZPEM<sup>®</sup>. If I mentioned the gratefulness, then it will happen, if... The forgiveness and gratefulness are the fruit of the human adult's internal freedom. Even if it cannot be manifested by many youngsters, but there are many of them who usually not only grateful for life, but they are able to forgive their mother and thank the life *for her*. **The KÁSZPEM<sup>®</sup> program goes on the following way:** 

1) *Trust-distrust:* It reveals –mainly for himself/herself- the fact of his/her self-locking and not belonging to others. The final impact of the practices of trust: There are people beside me, who I can open toward, the way I am.

2) *Interpersonal relationships:* the practical meaning of tuning to each other. While they are excepting something from the other, they do not realize that their capacity is deficient. To face with our less tolerated features by others.

3) *Traumas, - difficult life stories:* we often cannot put these in words. Escape and, huffish silence is the reaction: We are in anger "with life". In the family and in foster care, the most serious traumas when "he/she was not needed by anyone" or he/she was exactly needed by the one he/she was hoping. All of these are followed by remorse and anxiety: I do not want to know about it. It will depressurize us, until we dare to face it, and tell our pain. The "nameless" pains are like poisons, which affect us in secret, they are working in us unconsciously. They affect us like motives, which make our relationships impossible or very difficult. It is not a coincidence, how hard the preconceptions were dissolved in the presented practices. It is a very important part of the method, because this is the point where the SELF replaces the nameless and impersonal events of the past.<sup>10</sup>

4) *Norms and guidelines:* to clear our values. The basis of this is not to let the child/youth to objectify. The basis of the values is the self-evaluation of the person, and he/she sees it in the adult who is working with him/her. Therefore, the norm is not simply an external law, but the way of life, the picture created of the man. As a result, it is not "well-groomed" or "tended", but it is one in the community who can be counted on and they expect something from it. This is a constant and mutual share in success, failure, and fight, and starting over. At his point the individual responsibility appears.

5) *Defencelessness-feeling:* to depend constantly from others, to belong constantly to others. To verify the right to the life. It is the deepest part of the program: To face the memories of detestation, incredible injustice and defencelessness. The complexity of the situation, the concerned ones' bad conflict managing. <sup>11</sup> The ability to solve the tensions coming from the discrimination/preconception – the authentic helpers 'example is very

<sup>&</sup>lt;sup>10</sup> PETITCLERC, Jean-Marie sdb: L'éducateur, un semeur d'espérance dans une société en perte de confiance <u>http://www.coopdonbosco.be/telecharger/doc2006-14.pdf</u> 2009. 10. 21.

<sup>&</sup>lt;sup>11</sup> The tense coming from the unprocessed traumas is the reason for the suicidal (auto aggressive) behaviour: The fear of growing up, and distrust against life dominate in the survey of suicidal behaviour at young age. CREPET, Paolo: Le dimensioni del vuoto. I giovani e il suicidio. Feltrinelli Ed. Milano, 2004.

important. The defenceless person is isolated, because he/she feels himself guilty and "cannot find his/her place among them".

6) *Self-determination:* He/she is only able to control the situation, when he/she knows himself/herself, his/her capabilities. As long as he/she cannot express himself/herself, or he/she is afraid to take his/her values into account, till then only the negatives live in him/her. At this state of the practice he/she learns to read the feedback of the environment, and to measure his/her values. Acquiring the balance of rights and responsibilities is the key to participate in the society responsibly.

7) *Relation to accomplishment, future vision:* It is based on the previous experience: the fastidiousness toward himself/herself and respecting others' values are taking shape. The man would like to be "successful" and efficient. The fear (shame) from the judgement of himself/herself and the environment is filled with the down-to-earth planning of future vision. The authentic helpers gather momentum again: they went on the road together, they saw that they took the same steps, what they are doing now. They are not dreaming of special abilities (self-knowledge, feedbacks). The authentic helper specificity in the method is an excellent notion and practice.

#### Summarizing

The Sensitive Pedagogic Therapeutic Method of Kothencz's ÁGOTA<sup>®</sup> is the device of education. It is not simply a method, which the "adults" or how the concerned children and youth say "the outsiders" use over the "insiders". Unfortunately, the literature has been- for a long time -about the method how to "handle" (not to say to make a score with them), these children. We tried to influence them, what- of course-in many cases they resisted. Reaction also happened: living a world of his/her own, aggression, which sometimes takes a serious form. Then the "outsiders" prove the truth of their preconceptions: these are cussed malefactors. Every relationship, including the education has 2 sides. The KÁSZPEM<sup>®</sup> against the above works as a very simple law: organic joint edification. As the threads of life interwoven each other, though everything has a specific inherent role. I wanted to show the eligibility and values of The KÁSZPEM<sup>®</sup> by using its consistent psychological circumstances. This is the basis of the organic development, and whose components are better featured as organic personal integration.<sup>12</sup> As soon as we talk about stages and steps, we enviably think of separate units. The developmental concept of The KÁSZPEM<sup>®</sup> is organic. This means that, in a way it is realized with impunity, in an individual rhythm.

The great value of the personal combination is that beside the group leaders, there are the *authentic helpers*. They show examples and do not allude. The youth participating in the group know themselves as equal with the "leaders". This is provided by the mutuality (without forcing, simulation) and the possibility of frank utterance. The fear for command is not resolved. So authentic helpers infiltrated into these conversations, who had already travelled this road, and not managing the situation from the top side. They are even on their way now. The children (even many adults!) do not have appropriate words to talk about their own inner world: they could not talk for fear of being ridiculed, mocked or having handicap of it. There are no irreversible absences or errors, only when we do not fix them, or let them to proliferate into "infinite" or taboo. By sweeping the absences and injuries, they gain power with their words over their untouchable factors of their own life.

They can get over it only by possessing it. <u>The KÁSZPEM<sup>®</sup> leads the children and</u> youth to *their own truth*. The method does not want to "make them forget" the past... It

<sup>&</sup>lt;sup>12</sup> The education always happens in "difficult" time. It is not the time which is inappropriate, but our tools and attitude are dubious. V. ö. H. Svi SHAPIRO (edited by): Education and hope in troubled times: visions of change for our children's world New York ; London : Routledge, 2009.

makes them aware of their life, which they do not have to be ashamed of, but to process it. It does not intend to create positive feelings. There is no hurry. Every small detail (covered-up feelings, hidden pains, fears) is important. Their self-perception and awakening are a long process. One element of the method is: there are not only successes, or immediately and unconditionally soluble cramps. We live the life with others. We wear the injuries and healing of our companions and our own (even the society) together. One of the questions of internal struggle, which the participants of The KASZPEM® program have, is the following: the state of deprivation. This not only means that they did not get parental love and care. This is just one factor of the absence. It caused at least such a serious damage that they could not give filial. About this previously mentioned "loss" the most educational program forgets. The KÁSZPEM<sup>®</sup> does not! The completion of the man lies in its ability to make others happy. In the second part of The KÁSZPEM<sup>®</sup>, it prepares us discretely: to exit of the feeling of your hurt. Your absence is not only what you could not get, but what you could not give to others. You do not have the power to redo the previous one. But you are able to redo the other one! Mourning the past creates another feeling of absence, the possibility to miss the big chance of the good. This is the sanity viability of the life's step: and you can fill in the gaping void with precious life.

Finally, another important feature of the KÁSZPEM<sup>®</sup> educational program. **This is the** *discretion*. Not only in the sense that it is not curious or does not tear up unnecessarily painful wounds. It *offers* the opportunity: it takes the form of this *playfulness*, *respect* for *freedom* and a certain kind of residence. The participants start for their own internal, voluntary act. The firstly resident, "depressed" ones will eventually be incorporated into the friendly twist, where they do not need to perform stunts. They can be themselves, and they do not even realize how far they got from their hiding places. This personalized development satisfies the basic requirements of internal healing and normalization. Mainly it is due to the absence, why these children and young people are so often brought to despair.

The constant feedbacks, the awareness of the commonly found "treasure" and "gift"

# The biggest discovery is that they are the gift themselves. They are able to give life, to hurrah. To love.

#### Thank you for... the KÁSZPEM<sup>®</sup> method.

#### Prof. Dr. János Sávai PhD (GFHF)

member of the THE ÁGOTA<sup>®</sup> Professional Advisor

Board

#### Literature:

Emőke BAGDY, Zsuzsanna MIRNICS. and András VARGHA (editor) (2007). Individual - Couple - Family. Studies of the psychodiagnostical, test adaptational and test developmental surveys. Animula, Budapest.

BRESCIANI NICASIO, Flora: The joy of education. The art of educating the man. Don Bosco Publisher, Budapest, 2006, 11.

BLEZZA FRANCO: La pedagogia sociale: che cos'è, di che cosa si occupa, quali strumenti impiega. Ligouri Editore, Napoli 2005.

EISENBERGER, Naomi I. - LIEBERMAN, Matthew D.: Why rejection hurts: a common neural alarm system for physical and social pain TRENDS in Cognitive Sciences Vol.8 No.7 July 2004.

FUKUYAMA, Francis: Our post human future vision (Európa Publisher, Budapest, 2003.) New Pedagogical Survey 2003/07-08 <u>http://www.oki.hu/oldal.php?tipus=cikk&kod=2003-07-kf-Schuttler-Mit</u> 2009. 11. 05.

ZSUZSANNA KULCSAR: Early development of personality and self-functions. Psychoanalytical theories analyzed bio-psychologically. Argumentum Publisher, Budapest, 2006.

Zsuzsanna MIRNICS: The building blocks of personality. Type, feature- and biological theories. Bachelor of Arts Consortium, Budapest, 2008. 37

PETITCLERC, Jean-Marie sdb: L'éducateur, un semeur d'espérance dans une société en perte de confiance http://www.coopdonbosco.be/telecharger/doc2006-14.pdf 2009. 10. 21.

H. Svi SHAPIRO (edited by): Education and hope in troubled times : visions of change for our children's world New York ; London : Routledge, 2009

László TRINGER: The role of the family in preserving and rebuilding the mental health <u>http://www.magyarpaxromana.hu/kiadvanyok/csalad/tringer.htm</u>

# Appetizer thoughts for the second volume of the KÁSZPEM<sup>®</sup> method by Krisztina Eisenbarth

The diagnostic reports of the group sessions held among the 15-22-year-old young people living children- and residential homes reveals the most exciting and most authentic part of a rich research and teaching materials. It is considered to be an exciting reading of the reports, and the entire educational program because they reflect the actual purpose of setting up the diagnosis: **THE CHANGE.** Not only the condition and the situation is presented, where the young people currently are, but it also suggests the **direction of the development**, the development, which was launched by these trainings and which was claimed not only by the participants, but all the professional helpers and every expert in the field of child care who wants to enjoy the fruit of his/her work. Since nobody likes to fight windmills, or to do futile efforts, or to work for low salary without any results (in the lack of social honour). No sane person would fight in the battlefield full-time, moreover, continuing the fight on two fronts: on the one side fighting against the maintainer- with the state, local government, laws etc. - for worthier conditions of circumstances, in the other side fighting against the children and youth "*in state care*" who are deeply wounded in their childlike innocence, losing their basic security, fighting the whole world, facing themselves.

The **deepening** and **expending** of The KÁSZPEM<sup>®</sup> pedagogical program allures, that the education and the personality development of these young people can be made more effective primarily on the benefit of the aim group (*children is state care*) but also all the participants in child- and youth care (*educators, teachers, social workers, psychologists, lawmakers, priests, and mental caregivers*)

The reports of The KÁSZPEM<sup>®</sup>'s group sessions claim that a **professionally led group in an atmosphere of mutual good will** which is geared to the benefit of the participants, works in a beneficial way, by which its members' physical and mental health (psychosomatic balance) is developing.

Hereinafter I would like to show the methodological reasons of the beneficial (*therapeutic*) effect of the group sessions from the diagnostic reports, and I would like to draw the **curve of the development** by referring to it with concrete examples. Of course, I am aware of the fact that the method's founder (János Kothencz) intended the program to have pedagogical nature primarily, but it also has therapeutic effects.

I hope, I can raise interest in the KÁSZPEM<sup>®</sup> program and it will be an "appetizer" even for the experts in child and youth care. I would like, if it did not only create a desire to read the material, but to obtain the professional knowledge required for facilitating a group and to obtain the proper practice of it. Moreover, this program can be achieved easily in this prolonged period of economic crisis, since it does not have any cost of material, one does not have to invest in it other than in oneself, it is our own personality development, in other words **our mature helping, group leading personality** can be the basis, tool and guarantee of a more efficient child and youth care.

The high-sounding principles, the unrealized promises make all the participants of child and youth care terribly frustrated.

This earlier detection of life experiences and the <u>"sensitive" program</u> for the perception of reality promise the easing of the tension. It provides the great possibility for the needy and their helpers so that they "earth" the high-sounding principles, in other words to collect them and bring those "good forces" down to the reality of everyday life, the forces which is provided by our constitute and law, but these are only effective through the devotion of people of good will.

The KASZPEM<sup>®</sup> of course, is not a miracle worker program and it will not solve all the problems of this field with one stone, but hopefully it will move with bigger steps toward the direction of solution. The KÁSZPEM<sup>®</sup> does not create a new world of nothing; more modestly and wisely: it builds (also) of the multi-tested materials. To keep the interior features of the well-known research area in mind, it combines community and pedagogical games, training components, drama- pedagogical techniques and pedagogical practices taken from the method of the role games of social-therapy.

It has a curative effect that a 10-14 people small team meet the leading team 7-8 times in a semester, to deal with the **vital questions of the youth.** 

According to the reports, most of the young people have never talked about themselves, have not told the important stories of their life to others and they do not have any experiences how to listen to others. Themselves, they talk about their feelings -evoked by the unusual situation- in sentences like these: "I have never talked about this." –realises a 19-year-old boy. "I have never talked about this with anyone either. I did not feel myself relieved, the whole thing stirred in me again. But it was good to tell someone at the same time." says a 20-year-old boy." I felt good. I found out things about the others, which I never knew, although we had been living together for a while."- realises another 20-year-old.; "It was good to listen to the others, I found out lot of new things about them. Otherwise it was good, but hard." –defines her experiences a 15-year-old girl.

Besides these normal -or sometimes we can call it-wise manifestations, there are young people, who could never have the possibility to talk about and to get to know themselves, such a person has no self-respect, self-confidence, and can have no idea of what self-determination means, because his/her life has been about depending on others, and the total vulnerability: "*Others know better what kind of person I am, you should ask the others… That is very strange for me to talk about myself, I am not used to it.*"-says a 17-year-old women with embarrassed smile. In these very simple statements the unique of the KÁSZPEM<sup>®</sup>'s client groups is reflected, since the young people, who have been living together for years, have already talked- but mostly made a slip in talking –just like they learnt it from their environment.

The bad habit of circumlocution and raving in a group session can only be victorious, when the group" *gives ideas and brainstorms*, at the same time and when they want to excel by overbidding each other with scream speak, in other words when their statements are not connected to their personal experiences; they just speak into the wider world, because they cannot resist the prefabricated speak panels and the attraction of the popular rhetoric. (*The adult society promoted by the communication of the media, unfortunately only gives examples for this.*) Examples for this- as we can read later- only happen by drawing up list of values and slogans, but the group leading of the KÁSZPEM® diverts these into a more personal riverbed and thus into the direction of acceptable statements of utterances.

Practicing the <u>more effective</u> and <u>more expedient communication</u> is not a training, but it comes from the nature of sessions or trainings, in other words from the fact, that everyone, is competent with his/her own life experience, moreover every time the person who is sharing his/her life experience is the most competent one in what he/she says, and no one has the right to countermand him/her. The commonly agreed <u>framework and rules</u> have also therapeutic effects.

The commonly developed group norms increase the chance of their compliance, but mainly the group members' feeling of responsibility and inhesion and the repetitive structure of the gatherings (*arrival-tuning-in; thematic- the games and practises of the 7 cornerstones, night ritual and farewell*) develop their feeling of security.

We know that in an adult's life the freedom, the independence and the autonomy cannot be achieved otherwise than among the accepted rules of coexistence.

Otherwise, it is disrupted by the confusion, and the chaos sweeps away our lives. It is not hard to imagine, why a 17-year old boy living in state care offers 30 "dumps" as a bid value of anarchy, moreover 30 "dumps" for freedom. However, at the same time it is surprising that the same young man also offers "50 "dumps" for restraint and moderation. Our young man - as it turns out- do not quite understand the meaning of the word anarchy, but he is suspecting in the desire of freedom that the anarchy, which he is not able to compensate with self-control and calmness can put him at risk.

We have the possibility –within the protected frameworks of The KÁSZPEM<sup>®</sup>'s small groups- to try, to practice and to measure the consequences of our actions, and also to approach and widen the limits, and even to cross them, without any "fatal" consequences.

Under normal circumstances, the family offers a protected practice field for the upbringing child, and allow them to try out the wrong actions and their consequences.

In a normally functioning family, the confrontation with the consequences helps the youth to find the prosperity in life, and it does not represent the vengeance of the norm creating, authoritarian-person's (parent) punishment, so it is not arbitrary punishment. The host institution should make up for the family for the youth growing up in state care, for example by the safe and accepting framework of group sessions, which help in the personality development. The diagnostic reports of The KÁSZPEM<sup>®</sup> method convince us that these group sessions provided security and acceptance for the participants, and thus their injuries of trust were cured.

In spite of all laws, ensuring human dignity and privacy rights, in spite of the stories of unconditional acceptance of the so-called *foster children*, if there is no such significant person in every child's life from who he/she receives the unconditional acceptance. The increasing sincerity of the group members reveals from the atmosphere of the unconditional acceptance. In a group session held after Christmas and New Years Eve, several people report, that they drank massively during the holidays, some of them even used drugs, and in the list of values and norms the sex often precedes love, trust and honesty (though they have top values) – however it is supposed that the team leader does not share these attitudes or opinions.

But if the drinking, using drugs, or the sex serve as an undue prominence to verify adulthood in the wide circles of Hungarian society, then admitting the confusions, bad decisions and mistakes is certainly not chic.

For most people, the stigmas of the family are even harder to undertake, it is the failure of the parents' parental role. The youngsters still confess with growing sincerity about such things. In the reports, there is no mentioning of condemnation, public reprimand, criticising the group members, or condemning the behaviour of their families.

The conforming atmosphere of the KÁSZPEM<sup>®</sup> group sessions is exemplary and can gradually solve serious wound caused by the early and / or repeated refusals. Only the man will be able to listen to others, to accept others with their mistakes, to stand by others despite their mistakes, to forgive others, to trust in others- knowing that himself/herself was also trusted once, before he/she could have proven this-, and there was someone who saw how he learned to walk, and during learning, there were times when he fell and this was regarded as a necessity and was not punished. That man will be able to accept others- who are not typically likeable persons- who in his life had people who gladly accepted him with all his mistakes, and did not reject him. Yes it is true, love can only be learnt or requited by a loved man, that cannot be replaced by any law, specification or circumstance - but the initial gap can be subsequently replaced, though not perfectly. The deep wounds caused by rejection cannot be made not-happened, but they can be cured.

Probably the evening prayer also strengthened this unconditional acceptance and the experience of God's goodness, otherwise it had not been mentioned while they gathered all the positive things at group closing. The one, who is able to introduce God -as the Creator who created his creatures with good sense of humour, as the Father who takes care of his children, as the Good Shepherd who takes home his stray sheep in danger, on his shoulder - to

those youngsters, (who feel their existence unnecessary and useless, and who barely had any connection with personal care, and judgeless good will), will enrich their life.

(Of course, the transcendent values do not become a personal treasure or life-creating force, if they remain in the height of moral principles, if there is no such unconditionally loving man, a role model, who is able to make the faithful life attractive for young people through his behaviour.)

The so-called trust-practices tried at the beginning of the group sessions, worked as a state of experience and therefore they are effective: there is chance to equivocation, our body does not lie.

Every report of the practice of "blind guiding" says that the guided ones opened their eyes in their uncertainties several times, concerning the "trust bell" game, which requires even more daring reliance on others from the group, only a few youngsters dared to try it, the "free-fall" activity was the toughest of all concerning the confidence level of the participants. At the beginning of a group process these indicators can refer to a sober assessment, which may also indicate that their level of trust is lower than average, because they should not have relied on strangers, but on their fellow sufferers living with them. The fact that the setup of the diagnosis in other words measuring the present state of development for the design of its direction, tempo in a therapeutic process, perfectly illustrates the repetition of the blind guiding practice at the end of the group process.

It happened only in one group (because the program itself was experimental that time), and it is particularly heart-warming, that it was requested by a 22-year-old girl with severe breathing problems, who took part in her first group session and she kept opening her eyes because of her strong fears. It seems very realistic, that this half-year group session did not completely remove the 22 years of anxieties (she drew a knife, with pool of blood under it into the shield prepared by her) but it reduced them significantly, since our "hero" during in the final (8<sup>th</sup>) occasion of the blind-guiding, opened her eyes and stopped because of the shortness of her breath, not "more than ten times" but only four times.

The documents are a great opportunity for readers, to follow the development of a group or only one group member, and to draw themselves to the curve of their development, which of course is not always unbroken, and not always as spectacular as in the case of a 17-year-old girl *who first, at the beginning ("Name card" – socio-therapeutic role-play) was odd to talk about herself, but in the end (after sharing her good and bad experiences in connection with trust) she said: "It is strange that we have known each other for years, and we have never talked like this. But this is good, and I will get used to it. It is very good."* 

I recommend for all those readers who are interested, and for our sceptical readers who are dubious about the efficiency of KÁSZPEM<sup>®</sup> group sessions, to follow along the manifestations of a group member -who is although anonymous but easily identifiable with letter sign- during the 7-8 times(from the reports). So these readers can think about the youngster's absences coming from his/her most serious traumas, about his/her strengths reflected in the reports, they can also draw the line of his/her development line, and can plan those helping interventions which they think the person may need to achieve his/her goals *in his/her life-plan*, and the goals *displayed in 15 years later role play*.

The bound to the experience and own life experience, which is the characteristic feature of the "blind trust" and also the characteristic of the most elements of the KÁSZPEM<sup>®</sup> program's group sessions, particularly the socio-therapeutic role-games. (Name card, evoking the life experiences in connection with trust, relational game, feeling great empathy with a problematic person by the group and situational, talking and problem-solving games; "There is a man somewhere for me" game, creating bunch of flowers group, fantasy travelling etc.)This method sees the efficiency of the therapeutic effect in the participants who playfully bring back memories from the past and by doing so they face a previous life situation, which effects on the present that can be examined by them and so they can decide what meaning and significance they will ascribe to the past.

Attention directing to only one topic at a time /for instance to the topic of trust and distrust, possibly concentrating on the different spheres of life (family, school, neighbours, leisure activities. workplace etc.) enables us to find and re-evaluate the key memories, to re-live the oppressed feelings remaining from difficult fate experiences, and to process the painful memories so that the participants of the group sessions can and live and control their life as vivid and emotional people. A well-functioning group can provide invaluable help in processing the experiences, because it shows that many suffer from similar problems, and they may have found better solutions for a problem than one or another group member. This will increase solidarity, the sense of belonging somewhere, and it reduces the crippling burden of shame, and enables to look at the unalterable past events in a new perspective, which provides learning possibility for the future. The so-called "group empathies" offers a great opportunity to elaborate the togetherness, to develop a new perspective and to walk in the shoes of others. The girl, who was unable to understand the behaviour of his younger brotherwho escaped to the world of computer games, and rejected her approach-, received many new aspects of her group members who took the role of her brother and spoke for him. At the end of the practice, the girl who sought help for her problem, could hardly speak and she was very grateful for the new aspects which convinced her that her brother still loves her, just unable to show it, so she is the one who should do everything to maintain and improve their relationship.

The reports also reveal that while the sympathy towards others leads to new recognitions, then the direct advice is often fruitless. This is evidenced by the failure of a sympathy circle, where the group members - probably because of their own immatureness- could not take the role of a 15-year-old girl's mother threatening with suicide. The ones, who spoke, told advices like this: "If the girl lowers her mother in the hole, then leave her there. She should help herself instead."; She must be able to say no, it is important for the girl to stand up for herself etc." The girl could not accept these opinions (so not identifications but opinions!), because she was tied to her mother, and she was sure that she will help her even in case of trouble. After this unsuccessful attempt, the persuasion of the girls- who raised newer and newer arguments for the independence from the blackmailing mother- was in vain. This external opinion expression did not lead to such results, which may have happened in the case of taking the role- so in case of group empathy- of the mother.

The socio-therapeutic role-game, and all the methods and techniques of KÁSZPEM® used in group process, avoids the direct opinion expressions, the judgement and the condemnation of others' things. The justice of the game rules does not allow such utterances, everyone can only "argue" with his/her life. There is only one of the game types, which gives us the possibility to tell what we should do in the in the other's situation. In addition, it is significantly different from as if we would say: what we think the other should do in his/her own situation. The group process certifies that the sample giving can only be effective if we certified it by our own life, and in fact, it always is. However, this communication -which is not accepting, does not give advice and does not rely on the overwhelming strength of clever arguments-, has a weak culture in the country, so even in the environment of disadvantaged young people. Therefore, there is great significance in the fact that according to the basic rule of KÁSZPEM<sup>®</sup> socio-therapeutic role-game, the group leader is a group member as well and who gives samples- what the indirect controlling of the group requires- through his/her own stories, difficulties and failures. This equality applies to the group sessions of the KÁSZPEM<sup>®</sup> program as a whole; the leading team takes part in the game and practices with the others, confess about the painful and pleasant feelings accompanied by these, he is in the group sessions having the attitude of social workers. The sample giving of the "authentic helpers" -who are in present in all teams- is the most effective device, since these young people who achieved something with similar fate, prove better than anything that it is worth hoping and fighting for.

(See: American type of interviews with the authentic helpers) This is one of the pioneer specifics of The KÁSZPEM<sup>®</sup>. The <u>co-operational practises</u> (like the so-called egg flying, the joint assembly of plane) the socio-therapeutic role games-which <u>require such negotiations</u> as the relational game or presenting the group members as *bunch of flowers*-fill important social gaps.

The reports prove that the cooperation for the most participants is unknown and therefore, it is hard to really do it, the creative and faster ones try to solve the tasks alone, the unimaginative and the slower ones sunk in complete passivity and become torn, some of them manage it in a difficult way that others horn in their place and role of the group, and that they have to negotiate and make compromise because of the protection of creating their own and common standpoint. A significant part of the "foster youth" meets first the challenge in the group, for which neither the immediate abandonment of its position, nor the total disregard of the other's position can respond properly since by doing so the world would be divided into winners and losers, which is of course the only familiar alternative for the majority. Therefore, it is of great importance to know such alternatives by which something of everyone's conception is achieved, moreover, in case of common work the individual ideas are outdone. Thus, everyone should feel himself/herself as the winner. Thank God we meet records referring to development of cooperation and consensus- skills: For instance, three small groups each differently but equally successfully solved the task of granting an egg to reach the land, and revelled themselves more and more in their own creativity, and they could be proud of their own victory in such a way that they were also able to appreciate the solution of the other two groups, and after that they carried on the newfound willingness of cooperation without notice, and ran their face in another task. Perhaps it goes without saying that in our world -which is set to defeat the other or to destroy the weaker- it is very important that in the long run we can only be winners if our aim is not to destroy the enemy in short term, but to practice the modalities of cooperation with him/her. The system of KASZPEM® program offers a variation of many familiar games and possibilities to practice this aspect and behaviour.

The group sessions promote the personality development by increasing its social competence and integration ability into the community and society. The "Who am I really?" What lives in me and what am I able to do? What would I like to be and what am I really like? How can I get to know my abilities and barriers? How do others see me and how I see myself?" these are the questions of which the man searches the answer in all his/her life, but especially in his youth and adolescence. His/her self-identity (identity) is solidified and his total unique personality is unfold by these and similar questions. Under normal circumstances, the family offers the first samples of identification: our gender is solidified by the identification with the same-sex parent, and by imitating the people in our narrow environment, our whole identity is solidified and we step into the adulthood's substantive path, which *integrates* the individual into the society as well. If the child and youth care want to meet the objectives why they were set up to achieve, in other words they want to achieve their own identities, then they have to fill the gaps with the long-range therapeutic group sessions of the KÁSZPEM® program, what was left out of the life of children growing up in state care, but what is essential for everyone to prosper. The KÁSZPEM<sup>®</sup> program is a rich repository of answers to the questions posed to facilitate the rituals, practices, techniques and therapeutic games. We meet many introductory and closing rituals of group sessions, which can be called positive reinforcements collectively. At the very beginning of the group process, the youngsters can only say good things about themselves for 3 minutes, then this "eulogy" need to be repeated by their partner, and in return, they do the same act. (No wonder that many of them are confused of the many praises and self-praises). At the end of many group sessions the group members write a greeting to the "back" of each other, which -despite of the unusualness- is good for everyone, the young ones are eager to read about the words of appreciation of them. The gestures, the group clambers, putting their arms around each other and the hugs also have conforming and even "identity creating"

power, since the "body language" cannot lie, or experiencing and showing tenderness is an essential element for the whole humanity. It does not need any special explanation how big gap needs to be filled regarding praises, since these children and youth were lack of family atmosphere, and they received scolding, censure and even beating and punishment instead of appreciation and encouragement. However, we should beware of balancing one extreme with another one: there can never be balance of it. It is easy to see that a child, -who is totally rebuked, condemned for all his/her deeds, who always stands in other's way and therefore, "kicked up"-, will be confused when suddenly everyone hugs and kisses him/her, and praises him/her for all his/her deeds (with equally meaningless phrases),(great, you are the best, Cool, awesome, you are so perfect, others cannot trail you),and if others only say good things about him/her even if he/she does good and bad things too.

The miserable one who got from the cold shower to the hot one does not know who he really is: a villain or saint, a loser or a celebrated hero. *The reports of the group process reflect the multiple self-evaluations of the same person balancing between the inferiority complex and feeling of omnipotence.* There is nothing surprising in this, the diagnostic phase indicates that where I am standing now (e.g.: for self-knowledge, self-evaluation, self-awareness). From this solid starting point, we are able to design the desirable direction of change, and to draw the development curve of a group and persons who created it. *Some examples for the encouragements of "hot shower": "Power, ability, will: it is all in you, just trust yourself; because the majority of the society do not think that you are precious and everything is in you which needs for you to prosper".* In the development plan, I prefer the affirmations, praises, and acceptances-, which are involved in the group process, in the games, and in the practice-, and which can be connected to one concrete action, they manifest themselves in a more hidden way, and therefore they are more efficient than the direct, -sometimes slightly reminiscent of the American advertisements- "smile techniques".

We have already mentioned the self-esteem enhancing effects of the KÁSZPEM<sup>®</sup>'s group process: such as the focus of listening; non-qualified, unconditional acceptance, the experience that I am not the only one feeling shameful because of my almost unbearably difficult experiences, because others also experienced similar tragedies; the experience of others' sympathy and appreciation; the experience of the feeling that I can be a role model for others; my budding creativity and increasing self-esteem, the joyful experience of my increasing competence etc.

Some socio-therapeutic role games were specifically designed to extend the detection capability of our self-perception and perception of others, and the issues- How do I see myself?, How do others see me?- are raised by analysing the difference of the 2 perspectives so that they help the development of a realistic self-image. The "relationship game" clarifies the position and role of the participants in the group. It is also worth an analysis that the "children suffering from the ghetto" why want another" ghetto" why they choose a separate island far from the mainland (even they were offered another symbol) for the scene of their common life, but for this we probably return later in the supervision of group leading. Here I only want to call the attention to the fact that because of the compliances of the group norms, and fear of rejection, how hard it is- using the assistance of symbols- to be responsible for ourselves. The ounce who is inhabited in the island of the V. group, is not a predator but a fabled animal, who has flowers after its steps, the chimpanzee lives as a small nice monkey on the island, although we know that it is a large scale primate, the gum-bear left the land of animal reality utterly, the tiger is tamed by the group until it becomes an innocent house cat, the volcano does not shoot lava but rainbow, the giraffe does not graze the leaves of bushes, the piglet is rather a fabled animal than a real piggy, the eagle wants to excel with its vivid colours, rather than undertaking proudly that it is a majestic bird of prey who can see from the heavenly height, never misses its target, and superlative in its strategy and tactic. This struggle is touching how everyone would like to fit into the warm mother's lap of the newly discovered group. This unconscious desire for merge makes totally sense for youth who had to leave the family nest too early. A therapist and even a well-trained leader also have to see that this symbiosis, this regression cannot be final; one of the characteristics of the adulthood

is to undertake and control the reality, both sides of ourselves that seem appealing and dangerous too. The group is an appropriate field for this recognition and acceptance, which if reaches beyond the stage of developing group intimacy and get to the recognition of the differences( differentiation) stage, then it can be helpful for example for the tiger to enjoy its power, speed and agility and also to recognize the danger in its abilities and treat them accordingly. For example the tiger is able to get food for its cubs and protect them but by doing so it can be dangerous for other animals. The wise owl does not seem very wise when it settles on its back, it should be glad that it is able to use its wings for instance, it can fly to the top of a tree to get in touch with the majestic animal from sufficient distance. The bush should not be settled close to the giraffe, if it wants to keep its leave, and the giraffe should not believe that it is capable of resisting itself from the young leaves, when it is hungry etc. Analysing the "relationship games" and "our bunch of flowers" game is an incredibly exciting task, the reports themselves offer a versatile, and elaborative material. The introduction can be an appetizer, or may be a compass for this rich material.

I can only welcome the KÁSZPEM<sup>®</sup> method, since it has great importance of concentrating on the children in state care, and this pedagogical system helps them in a focus-oriented way, in other words it was made and constructed for them. This program is truly effective.

People, who got in touch with the world of childcare for children growing up in state care through their own experiences and through the research and documentation of educational system launched by János Kothencz, can only wish that the fate of "children is childcare" takes a good turn with the help of this and similar programs, and to wish that the professionally exigent methods of the personality's post-curing should be more widely spread, and to make the work of more and more childcare experts, and caregivers of foster homes more efficient. There is a chance for this, since for example, the Hungarian Socio-therapeutic Role-play Association launches 150-hour trainings nationwide, and those who attended it, can use the method successfully among the clients, but there are also 35-hour accredited trainings in the social sphere. The KÁSZPEM<sup>®</sup> program itself also offers accredited training courses, by acquiring it, which may also contribute to the effective acquisition of the work of youth care. It is worthwhile to acquire it.

I heartily wish that it should be like this:

Krisztina Eisenbarth

Member of the ÁGOTA<sup>®</sup> Professional Advise Board; Vilmos Apor Catholic College Retired teacher of the Department of Education; Trainer of the socio-therapeutic role games and supervisor; Bibliodrama trainer and supervisor

### 1. chapter

The methodological background of The KÁSZPEM<sup>®</sup> The antecedent and reasons of the foundation of the KÁSZPEM<sup>®</sup> Method The goals of AGOTA® Against being without methods Based on our research The pilot pedagogical program of the KÁSZPEM® The methodological framework of the KÁSZPEM<sup>®</sup> The selection and time limit of the pilot pedagogical program The topical, age, environmental and group leader framework of the pilot pedagogical program of the KASZPEM<sup>®</sup> The measuring methods and quality assurance of the test groups of the pilot pedagogical program About the monitoring system of the pilot pedagogical program The naming of the KÁSZPEM<sup>®</sup> method The characteristics of the KÁSZPEM<sup>®</sup> method The 7 cornerstones of the KÁSZPEM<sup>®</sup> method Topics of "The 7 feet" in connection with the 7 cornerstones of the KÁSZPEM<sup>®</sup> method The goals of the KÁSZPEM<sup>®</sup> according to the 7 cornerstones The specifications of the KÁSZPEM<sup>®</sup> method The 7 cornerstones- the "7feet" as a system Indirect-activity and cautious curing Age group-specifics Aim group-specifics Authentic helpers Kothenc's intuitive model Sensitivity Group method style The KÁSZPEM<sup>®</sup> as the model of common organic edification KÁSZPEM<sup>®</sup> as teamwork and approach

## *1 chapter The background of the KÁSZPEM® methodology*

### 1.1 The antecedent and reasons of the foundation of the KÁSZPEM<sup>®</sup> Method

#### 1.1.1 The goals of *ÁGOTA*<sup>®</sup>

As we have already mentioned in the first volume, our foundation found it important to support the children and youth living in state care not only by our creative experiential programs but by creating and publishing such helping methods, through which we can help the work of the colleagues who deal directly with children taken out of family. In this way, children and young people can be integrated more easily into the society.

#### 1.1.2 Against being without methods

According to our experiences, the professionals often have great difficulties of teaching the children in state care. This is especially true when the child arrives too late to the basic and professional care. In other words, his/her specific socialisation and his older age make him/her less possible to form or maybe change his/her entrenched patterns in his/her behaviour, which obstructs the child and the youth in their personal social integration. The founder of the method was also motivated through his nearly one and half decade charity work, he met professionals several times, who were often burnt out (*mainly*) because they did not have any device or method. Many failures of the colleagues became a failure-avoiding behaviour after a while, and in such form became a child-avoiding behaviour as well. The KÁSZPEM<sup>®</sup> offers a tool and leads us back to the child.

#### 1.1.3 Based on our research

In 2004, the founder launched that national state rationalized research which was a highly efficient base of knowledge for his later educational program. According to his intention and determination, one cannot and must not create a pedagogical module for the children and youth taken out of family, because one first needs to find out what kind of specific feature of feeling- and life-state they have.

The information of the research is included in the I. Volume of About them.. For them... He launched the pilot pedagogical program, only after these results have been established (*which of majority were also agreed by the assumptions of the founder*).

#### 1.1.4 The pilot pedagogical program of the KÁSZPEM<sup>®</sup>

This pilot pedagogical program lasted for three years supported by our main sponsor, the German Renovabis. Almost all Hungarian regions were involved in the development of the test groups. The KÁSZPEM<sup>®</sup> namely the <u>K</u>othencz's <u>Á</u>GOTA<sup>®</sup> <u>S</u>ensitive <u>Pe</u>dagogic-therapeutic <u>M</u>ethod could be born -with serious quality assurance framework and with the involvement of several consultants -by 2009. Of course, the 3-year-long method polishing and efficiency-tests were preceded by 10-year work of experience collection.

### 1.2 The methodological framework of The KÁSZPEM®

#### 1.2.1 The selection and time limit of the test groups of the pilot pedagogical program

In 2006, I began to select the test groups with circumspection. Between 2006 and 2009, the previously mentioned group sessions were realized in 12 children's homes. Of course, the *pilot-work* programs of the method were part of this. During the selection, one of the most important criteria was that we offered this method primarily for such institutes in which we were already known and had supportive relation in the children and residential homes with them. These were organised in the following counties: Bács-Kiskun, Jász–Nagykun-Szolnok, Veszprém, Hajdú-Bihar, Baranya, Szabolcs-Szatmár-Bereg, Csongrád, and Pest counties, and in the capitol. We ran our pilot pedagogical program in the children's homes for a half year. In this study we publish 8 *extracts ( anonimized client group reports)* with the aim that the reader should have deeper knowledge of the KÁSZPEM<sup>®</sup> program. The groups met 7 max. 8 times (*in accordance with the 7 cornerstones + 1 extra occasion*), which occasions meant a whole weekend. At a weekend, we spent 20 "useful" hours with the group, which means 160 hours in the total of the pilot process. The 8 weekends per group were carried out under a half year, and its chronology was constructed like this.

# 1.2.2 The topical, age, environmental and group group-leading framework of the pilot pedagogical program's test groups

We defined various topics such as trust, interpersonal relationships, norms and guidelines, trauma processing, defencelessness-feeling, self-determination, relation to accomplishment and future vision.

The group consisted of children and youth -with age division- in one case between 12 and 15 in the other case between 15 and 24. Each group had a constant group leader (*educator, social worker, psychologist or therapist*) and beside him/her there was facilitator-, co-group leader leader. Their work was helped by an authentic helper (*his/her presence is one of the basic specifics of the methodological background's characteristic.*) who himself/herself also grew up in state care. Every group member concerned in the group leading was trained-to acquire the structure and approach of the KÁSZPEM<sup>®-</sup> by the founder of the method through many years. The group sessions -regarding the dimensional framework- realized in a properly separated room of a certain children's home (*so in children's life sphere*), or in Szeged in the Methodological Property of ÁGOTA<sup>®</sup> Foundation.

The happenings in our client group were administrated in the so-called game reports and process reports. The process realized in the group sessions was anonimised in this document. (*in order to present it*)

# 1.2.3 The quality assurance and the measuring methods of the pilot pedagogical program's test groups

We followed the developmental level of the children taking part in the program all the time. Before the program, we made the children and youth fill in a self-characteristic questionnaire, and we also did that at the end of the program. By this time concentrating on the changes. We also did this research with caregivers of the children, in which we enquired how they see and characterise their children who they took care of. We also did the research with them before and after the program. During the program, we kept doing consultations with the caregivers of the children. The questionnaires were not quantitative, but could be evaluated in a qualitative way. Of course, we cannot only follow the development of the children and youth, but we also measured the realisation process of our own work and objectives. The devices of the monitoring system accomplished all this.

#### 1.2.4 About the monitoring system of the pilot pedagogical program

The accomplishment of the projects' goals was also supported by a kind of quality assurance process the so-called monitoring. The aim of the monitoring is to get continuous feedback of the activity's process during the project. We did the monitoring as a group. In this monitoring group, there were persons who-because of their field of profession and concernwere key figures in realizing the project. We called them *stakeholders*. In our project, the stakeholders represented their field of the foundation, the church, the authentic helpers, the volunteers, the teachers and the psychologists.

At the beginning of a work period, the monitoring group determined the focuses, which were designed to measure the successful progress of the project. The focus was never the whole of the project, more of a priority area in which one could measure the efficiency of the activity. This could be the personality development of the child, the connection with the media, the enrichment of the games, the quality of the relationships with state institutions, or even the number of volunteers involved in the project.

At the beginning of the work period -in the light of the project-, the monitoring group members determined that on what basis a successful, further developing or failed activity would be classified. The monitoring group usually did the evaluation of a half-year work period. The test results presented at the end of the project was evaluated based on the different focuses, and meanwhile the success of the project as well. If the other received a high priority in the following work periods, the focus was changed accordingly. This monitoring activity ensured that the progress, intensity or activity focus of the project could also be flexibly changed in accordance with the achieved success or the meantime discovered needs.

### 1.3 The naming of The KÁSZPEM<sup>®</sup> Method

A KÁSZPEM<sup>®</sup>, as it turns out, is an acronym.

 $\frac{\underline{K}}{\underline{A}}GOTA^{\mathbb{R}};$   $\underline{S}ensitive;$   $\underline{Pe}dagogic-therapeutic$   $\underline{M}ethod$ 

The "Kothencz's", refers to the founder of the method, namely János Kothencz.

The "ÁGOTA<sup>®</sup>", is stands for <u>Állami Gondoskodásban Élő és Veszélyeztetett Fiatalok</u> <u>Támogatásáért Alapítvány</u> in English; <u>Foundation For The Support of Endangered Youth</u> <u>Living in State Care (it is also a trade mark)</u> The ÁGOTA<sup>®</sup> was designed to implement (to implant or, to fit) the KÁSZPEM<sup>®</sup> method into the practice and system of national and international child and youth care and also into the society.

The expression *"Sensitive"* is based on the *sensitivity* to the nature of perception and observation and it applies to the method to assist in this capacity respectively, and its readiness refers to the importance of its upgradeability.

The "Pedagogic-therapeutic" naming refers to the fact that this method *is basically effective because of the education but it has also therapeutic in other word curing effect as well.* If we look at the exact meaning - also with regard to the history- of this term , one should know the following things:

The 'Pedagogic-therapeutic" word comes from the Greek words: "paisz" =child, "ago" =to dive; the combination of these is the "paidagógosz" =educator, that the Greeks originally used as a slave who accompanied the child to school. The word "therapy" = healing, nursing, service also connected to this. Therefore, the term "sensitive pedagogictherapeutic" means that the helping man based on his/her own sensitivity, leads the child on his/her way to recovery with educational attitude.

The term "*Method*" (*method- 'methodus': procedure, methodology- 'methodica' :methodology*) makes clear that it not an improvised undertaking, but a methodological (*'methodicus'*), in other words a **methodically and systematically**, <u>well-designed and assisted procedure which was constructed deliberately and systematically</u>. That is to say, the preliminary studies and experiences have proved its necessity and it was continuously tested and polished after its creation in order to use it in the most effective way. Nevertheless, the effectiveness of this helping method was continuously measured from the beginning until the completion of the direct method's application, and even after all this. The method works <u>as a group method</u>. One of the reasons and goals of this is to provide individual assistance, and also to bring the surplus of group accomplishment. Furthermore, it is supported by serious technical literature and theoretical background ,as well as its effectiveness is demonstrated **by the involved ones** (*the helped ones and their helpers*). Although the method has a system, it is not closed. It has that kind of openness, which can be continually tuned, and upgraded, regarding its tools. It is flexible to the variability and it is crystallized by the aim of increasing applicability.

<u>The definition of KÁSZPEM<sup>®</sup></u>: The KÁSZPEM<sup>®</sup> is a group method and pedagogical system, which was called to life by János Kothencz and it is published by the ÁGOTA<sup>®</sup> Foundation in order to lead the vulnerable children and youth - *on the basis of its own sensitivity*- in the way of recovery with educational attitude. The method is basically educational in nature, but also has a therapeutic manner.

### 1.4 The specifics of the KÁSZPEM<sup>®</sup> method

#### (1) specific: The 7 cornerstones – "The 7 feet" as a system

The Method is based on the 7 cornerstones, which cover the significant part of the problems of the children and youth taken out of family. These cornerstones were created by János Kothencz on the basis of the following points:

- the results of the ÁGOTA<sup>®</sup> Research, which were the clear indicators of the difficulties the children taken out of family had;
- the 14 years of work experience which was collected by the ÁGOTA<sup>®</sup>'s voluntary group and which was resulted by the hundreds of implementation of the experience-like programs made among the children in state care, the endangered children and severely disadvantaged youth;
- The personal experiences of the founder of ÁGOTA<sup>®</sup>, Kothencz János, who spent 24 years in state care and the conclusions of his pedagogical work among his fellow sufferers;
- The conclusions of the theoretical works related to this field;

#### (2) Indirect-activity and careful aging

The characteristic of the KÁSZPEM<sup>®</sup> Program is that it indirectly approaches to the child's experience world. Games, activities, discussions, thematic workshops make up of its tools. Thus, it accomplishes the aging and post-aging of the child's personality. It is very important in this method to discover, to identify and name the latent emotional states, which means a kind of milestone step in the case of the child's problem solving.

Unlike certain therapies, it carefully focuses on the child's difficulties, on the conformation of his/her understanding, and positivism, on the gradual development of his/her part-skills that strengthen each other, as well as on the fine and delicate personality forming. This will make the method possible for the helpers and teachers who do not have specific knowledge in the field of healing, psycho-therapy or special education. At the same time, the method is also suitable-if used properly- to confront the needy one with his/her own reality in a protected (*in safe*) environment. Of course, not in a direct way.

The processing of the recognitions and morals -coming from this- has great responsibility for the user of the method.

#### (3) specific: Age group-specific

We concentrate on 2 basic age groups within the ÁGOTA<sup>®</sup>'s KÁSZPEM<sup>®</sup> Pilot pedagogical program:

<u>12-15-year-old</u>: In the Ericson's psychosocial era of evolution, this period means the end of the crisis, which has a focus on accomplishment (*it is also the start of the identity's crisis, which means one likes to deal with the definition of himself/herself*) It can be also generally said that the psychosocial development of the children taken out of family are often lower than their peers and the major problems occur in early adolescence age (*including the characteristics of pubertal development phase and because of the serious challenges of this era*) which result serious sometimes irreversible psychosocial problems in the life of the growing-up child.

The age group starts at the age of 12, because the child at that time has such self-control, that he/she is able to take part actively (self-building) in the group sessions offered by us. The KÁSZPEM<sup>®</sup> does not focus on this age group. Since during our pilot pedagogical program it clearly turned out that the above-mentioned age group can only be effectively supported by easier practises. In this group age, the children and youth are not so active e.g.: in the

existential issues than their older fellow sufferers. That is the reason why KÁSZPEM<sup>®</sup> mainly focuses on the children and

<u>16-24-year-old</u>: In the theory of Erikson this includes 2 psychosocial eras: the basic conflict of the adolescent identity or role-confusion and the young adult age, intimacy or isolation. Since at the age of 16 a youngster can live the new level of self-determination (*e.g. marriage means increased freedom in the field of having children or even career.*)

Since at the age of 16, the youngster can experience a new level of self-determination (*e.g.: he/she is given bigger freedom in the field of marriage, childbearing, or profession selection*), though at the same time as a characteristic of the institutional educational system, even at the age of 24, the young might have serious self-supportive, self-maintenance and social integration problems, therefore, the formation of the second age group in this way was reasonable.

#### (4) specific: Aim group – specificity

The Methodology exclusively helps those children and youth who were taken out of their families via child protective services and who are educated at non-blood families or relatives (*so, children and youth in temporary or constant state care, post-cared children and youth, and those living at foster parents*) Therefore, the KÁSZPEM<sup>®</sup> primarily addresses these segments of the child protective professional provision. It is also important to mention that the method does not make a difference based on the measure of the children's drawback.

#### (5) specific: Authentic helpers

One of the methodologically pioneer considerations of the founder of the method concerning the specifics is the presence of the authentic helper in the client group. On the one hand, it is important from the aspect of authenticity and the motivation of the group's participants. On the other hand, they enrich the theoretical, methodological and developmental work with new elements by integrating their life experience and peculiar knowledge and by doing so, the group activity has more dimensions. The authentic helper, via his/her sample giving, helps the group process, and the individual within it. He/she provides sample in several such issues, where the group members might not dare to state their point of views. While at the same time, the helping presence of the authentic helper is built upon a severe condition system. Naturally, such person who has not taken part in a self-knowledge and personality-developmental training, cannot be an authentic helper, not to mention that person who is unable to take part in a constructive way, owing to his/her personal difficulties, in the group's work. Therefore, the presence of the authentic helper presupposes that the person has suitable self-knowledge, his/her personal difficulties and potential traumas are not destructive concerning the development of the group members. He/ she is aware that his/her presence serves as a sample provision due to the personal involvement. The helper knows both the perspective and the structure system of the KÁSZPEM<sup>®</sup> method. In the group process, the helper helps the work of the group leader and the leading team, being the member of it, as well. The authentic helper (*he/she is authentic concerning his/her involvement, too*) provides a sample by sharing emotions and experiences with the group in order to show them that the fate of being taken out a family does not automatically mean a state of futureless, and also that there are reachable aims and life, in itself makes sense. The good authentic helper is a model in the group (he/she must be authentic). Since he/she shows a good example about how to get over those difficulties, which might seem insurmountable in the eyes of the children and youth of the group. This authentic role is the reason why it is so important for the authentic helper to be personally involved and to be recovered. If the authentic helper does not meet the above-mentioned criteria concerning the involvement, then the saying "blind leads the blind" becomes relevant. However, if he/she meets this criteria, then he/she can have beneficial effect on the group, can provide excellent support to the group leader and above all can mean safety and benchmark for the children and youth.

#### (6) specific: Kothencz's Intuitive model

**Intuition** (*intuitio*) primarily means instinctive perception, discernment, recognition and the deeper vision of things. Besides, according to the idealist epistemological approach, it means the special ability of inner perception and the inspiration through which the truth can be recognised suddenly without the intellectual and logical operation of the mind.

The gist of the Kothencz's intuitive (*it is based on intuitions*) model is that the helper (here, we primarily think of a therapist having vast group experience) might have the ability to use his/her intuitive perceptions in the aspect of the group *members, individuals* and *the whole group itself*.

The founder and creator of the KÁSZPEM<sup>®</sup> often relied and relies on these instinctive perceptions. He also gives space to his instinctive perceptions during his therapeutic work and educational activity. For an outsider the *solutions suggested by perceptions* can appear in the most unexpected situations, which have been practiced by the founding father of the method for decades in his profession. In almost each and every client group led by the founder, He, himself preceding the gatherings of the groups, watches and observes the members of the groups more precisely. His intuitive attitude and his knowledge acquired from his impressions, play a huge role in establishing the atmosphere of the group work (for instance when he appoints pairs in a trust activity). Though he does not only associate this skill to the easier development of the group atmosphere but also to the recognition of the latent perception-mechanisms which can be also felt on the group members' individual level and on the level of the whole group. Furthermore, he associates this ability for making the curing work more effective by carefully grabbing and using these perception mechanisms. According to many people this is easy (and a so-called "secret weapon") for the founder as he is also involved and has been helping his fellow sufferers for decades. However, according to his opinion intuitivism can be grabbed and practiced by anybody if he/she devotes enough time and energy for accomplishing the given activity. As far as the founder is concerned helping human intuitions can evolve and appear if his/her therapeutic techniques, sensitivity and experience are aging and improving as time goes by. At the same time, the founder warns everybody not to put too much emphasis on personal intuitions. Since these can easily confuse the man. This methodological book does not discuss in a detailed way what is called "intuitive helping behaviour" by János Kothencz. He only talks about it in details in person, and just with those who are chosen and trained by Him and he makes only these people practice the KÁSZPEM<sup>®</sup> in a deeper level. As for the founder intuition cannot be really learnt, it is a skill, which can be rather found in the man that can be as dangerous as blessed in the hands of the good expert applying KÁSZPEM<sup>®</sup>. Therefore, relying on this method presupposes humility, self-temper, and due serious self-criticism.

The **importance of sensitivity** is probably even more significant owing to its **ability-improvement**. The founder did not accidentally put the emphasis on sensitivity and its improvability instead of intuitivism when he refers to this specific even in the name of them method.

#### (7) specific: Sensitive

The expression **sensitive** (*sensitive*) means: affectionate, susceptible to the happenings of the outer world and highly-strung.

If somebody can be considered sensible (*sensibilis*) then he is considered to be sensitive, "gently-sensing" and susceptible.

The expression *"Sensitive"* refers to the method's nature of sensitivity based on perception and refers to the importance of the improvability of this ability and skill used by the helper who applies this method. The sensitivity can become more and more increased, in

other words it can truly improve in the person using the KÁSZPEM<sup>®</sup> method. This is an obtainable and improvable ability which is not only important from the aspect of the perception and sensitivity of the client's, more exactly the helped party's reality, but it also plays a significant role concerning what helping, educating and healing techniques we choose and use in order to get to know the reality of the ones whom we are in charge of in a more increased way. One of the important process elements of the KÁSZPEM<sup>®</sup> trainings is the development of sensitivity. Naturally, this sensitivity may improve only with the deepening of the group work, its beneficial effects can be felt only as time goes by and it can become an effective tool in the hands of the applier of the KÁSZPEM<sup>®</sup>

#### (8) specific: Group method nature

It is important to note that the KÁSZPEM<sup>®</sup> is not an individual, educational method but it is accomplished in a group form. This specific has to be highlighted because it includes the possibility of the group performance's surplus.

This extra performance shows its effect in both the details and forms of opinionmaking and self-reflexion. In a given case the child manifests with a different kind of revelation concerning certain questions when he/she has to form his/her opinion alone and acts differently if he/she can define or represent it together with his/her mates.

#### (9) specific: the KÁSZPEM<sup>®</sup> as the model of organic co-building

The KÁSZPEM<sup>®</sup> is an organic co-building. As life threads interweave each other, although, each and every thread has its own inalienable role. The organic development is there in the method the components of which can be better mentioned as *organic personality integration*. As soon as we talk about grades and steps, we inevitably mean *separated units*. The KÁSZPEM<sup>®</sup> development thinking is *organic*. This means that in a certain way this is accomplished freely at a unique pace and more directions of the development can be observed together.

#### (10) specific: The KÁSZPEM<sup>®</sup> as team work and sample to the aspect of community

The participant of the method not only gives but also receives. He/she does not only give love but gives space to experience how the client loves. The regeneration of the client is dynamic, since he/she has the chance to trust, give and love. Due to its absence, one can be hurt as much as if he/she were not loved.

The method works only in the hands of authentic co-operators who are the models of showing how to belong to somewhere at a community level. The team can also give experience to the client concerning this. The KÁSZPEM<sup>®</sup>'s aspect is an accepting and empathetic approach based on friendship, partnership and trust. It is the method of humanity and hope giving in the intimacy of the community. It is solidarity, which gives the basis of and fills in the...- *regarding the intention of the founder*. The KÁSZPEM<sup>®</sup> 's team work requires special attention (*more on this topic in the methodological chapter dealing with team work*).

# 1.5 The methodological characteristics of the KÁSZPEM®

# 1.5.1 The seven cornerstones of the KÁSZPEM method

Concerning the aim of the creator and founder of KÁSZPEM<sup>®</sup> method (*János Kothencz*) the method is based on the 7 cornerstones. These cornerstones also show the characteristics of the state of emotions and the lifestyle of the children and youth taken out of family. The below mentioned cornerstones do not have to be interpreted in chronological sequence (*That always requires the most suitable theme of the group's reality*) Besides this, it turns out from our research and experience, that regarding the difficulties they have to structure the helping method along this path.

# I. Picture of trust

- Group trainings/introductions
- Classical practice of trust
- The role of trust in our life
- o Differentiation/trust (preconception)
- o Self-confidence/strengthening
- Trust/experience-processing of distrust
- Transcendental need

# II. Interpersonal relationships

- Contemporary relationships
- Reference persons
- Relationships
- Family and the relation to it
- Role of adults in my life
- o Transcendental need

#### III. Norms and guidelines

- Values: preferences of values, caretaking, motivations (hidden motor), learnt inability, emotional drive
- o Moral
- Transcendental need

# IV. Processing of trauma

- Family background
- o Affection-separation
- o Circumstances, antecedents of getting into institutions
- The beginning of socialization into institution
- Negative form of getting experiences in groups/relationships out of institution
- Violence inside/outside the institution
- The institution as "authority" experience
- Confrontation with the law

# V. Managing defencelessness (dissatisfaction experience, power, fear of future) at present state

- Family background
- Reservations, fear, anxiety
- $\circ$  Fear of the future
- The characteristics of the system/structure of institution (unwritten rule)
- $\circ$   $\,$  Circle of issue of the addiction to institution and the avoidance

# VI. Self-determination

- Managing conflicts/power
- Rights/obligations
- Decision/responsibility
- o Identity
- Independence/self-sufficiency
- Self-reflection/self-critic

# VII. Relation of accomplishment/future vision

- Study accomplishment
- Anxiety of accomplishment/learnt inability
- Avoidance of failure
- Competition
- Goals of life
- Feedback: defencelessness and fear of future
- Realization of level of need (the circle issue of fit of *reality and desires*)

# 1.5.2 Topics of the "7 feet" in connection with the 7 cornerstones of the KÁSZPEM<sup>®</sup> method

# I. Trust

# Fields related to the topic:

- The role of trust in our life: The phenomenon of trust, its benefit and its meaning.
- Self-confidence and self-confirmation: strengthening the child's fate in him/her, awareness of their positivism and strength.
- Differentiation and trust- connection of self- and group picture: presenting the characteristics of relational groups and personal detection. Differentiated detection of own group, homogeneous perception of external group, and their danger.
- Trust or distrust and processing of experience: damage of trust picture and binding, and its consequences.
- Transcendental trust: fate in transcendental entity. The circle issue of hope.

# II. Interpersonal relationships

#### Fields related to the topic:

- Contemporary relations: relations with the peers with the same age as the child, particularly with the children in foster homes and schoolmates.
- Family: kin relations, relative lines. The circle of experience of taken out of family.
- Relationships: attraction, love, searching of safety, point of reference to the healthy relationships.
- Role of adults in the child's life: adults with informing role in the past and the present.
- Reference persons: persons in the role of the child's self-definition, idols, antiidols.
- Transcendental relations

# III. Norms and guidelines

#### Fields related to the topic:

- Standards: values, preferences, motives (laying emphasis on the circle of phenomenon of the emotion driven behaviour, and the learnt inability).
- Moral: the criterion of moral behaviour, dither of black and white way of thinking, categorical judgement, self-critic, self-reflection.
- Transcendental guidelines
- The importance of solidarity.

# IV. Processing trauma

#### Fields related to the topic:

Family background: Traumas before getting into institution Affections-separations: loss and missing of loved, desired persons

Getting into institution and its circumstances

The beginning of socialization into institution: new habits, difficulties of integration

Negative form of getting experience in groups/relationships out of institution: the difficulties of experience of the certain state of fate

Violence inside/outside of institution: circle issue of physical and mental violence

The institution as "authority" experience Confrontation with the law

#### V. Defencelessness

#### Fields related to the topic:

- o Family background: previously experienced defencelessness
- Reservation, fear, anxiety
- Fear of the future
- Characteristics of the system/structure of institution (unwritten rules)

 $_{\odot}\,$  Circle issue of addiction to institution and the avoidance: "awaited and feared" freedom

- Relation to power: managing power situations, the domination, repression, and circle issue of interest enforcement
- Dissatisfaction experience: The phenomenon of general dissatisfaction of the child's life state, its recognition and its managing

#### VI. Self-determination

#### Fields related to the topic:

- Managing conflicts, connection with power, consensus: solutions of conflict situations, enrichment of the coping set of devices, managing aggression
- Rights and obligations: justification of rights and obligations, balance between rights and obligations
- Decision: behaviour in optional situation, active participation in forming the own fate, dangers of passivity and resignation
- Responsibility: the role, power and scope of personal responsibility
- Identity, identification: building self-concept, forming self-concept, self-identification, references
- Independence, self-sufficiency: fear of independence, addiction to institution, increasing self-power
- Self-reflection, self-critic: review of own activities, conscience, self-examination, self-interpretation

# VII. The relation to the accomplishment and future

#### Fields related to the topic:

- Learning accomplishment: the relation to the school studies, the knowledge as value
- Accomplishment anxiety, learnt inability: To reveal the possible reasons of the school failures, to manage the low self-esteem, to form values, to recognise and manage the accomplishment blocking phenomena, to stimulate activeness
- Managing failure : coping techniques, to recognise the faulty coping mechanisms
- Competition: a healthy competitive spirit, sportsmanship, practical support
- Future vision, life goals, own family: past-present-future relationship, the prejudices against ourselves, the question of inherent determination, the differences between the optimistic and pessimistic thinking
- Realisation of the pretence-level: To appraise our own development, to reveal the unrealistically high or low expectations, to clarify the pretence-level, the question of own responsibility in accomplishing dreams
- Norms and defencelessness: values and their consequences, the role of actions

# 1.5.3 The goals of The KÁSZPEM<sup>®</sup> method in accordance with the 7 basic cornerstones

# I. <u>In the field of picture of trust</u>

#### Short-term goals

- To make the children understand the significance of trust
- To ease the tension of trust and distrust, to strengthen the trustful behaviour
- To strengthen the child's faith in himself/herself and his/her faith in the lovability of himself/herself, to raise awareness of his /her positives and strengths
- To refine the person- and group-perception
- To realize the preconceptions and to teach the managing techniques
- Transcendental trust, to clarify the meaning of faith in transcendental entity
- to strengthen the hope in the children (something of the reality, becoming someone, hopeful future, the exciting and joyful perspectives ahead of us)

#### Medium-term goals

- Understanding the importance of trust
- Strengthening of mutual trust behaviour, and to try to make the child dare to live alone in absolute confidence
- Strengthening the child's faith in himself/herself and his/her faith in the lovability of himself/herself, **improving self-awareness**
- The more and more frequent appearance of the differentiated group- and personperception, good improvement of prestige
- Downgrading prejudicial behaviour

- To teach the ability to give and receive trust by educating them
- To develop personalities with strong self-confidence, good self-knowledge, and who are not in doubt with their own lovability
- To educate adults who have correct value judgements, who are tolerant, and understanding

# II. <u>In the field of interpersonal relationships</u>

# Short-term goals

- The realization of projecting the absolute love-desire
- To clarify the contemporary relationships, to experience the relations with children from children's home and from school, and to learn the correct handling of these
- To improve the relations to natural family relationships and kinship fibres, and to ease the emotional tenses in connection with this
- To process the experience of being taken out of family
- To improve the ability to differentiate the following pieces of phenomenon: affection (in the field of relationships), love, and seek for security
- Giving indications for healthy relationships
- To clarify the roles of adults in the life of a child
- To recognise the persons, idols and anti-idols who are important in the child's selfdetermination and to make aware of their characteristics and impact
- To realise the emotional attachment to the deceased and lost people
- To make them feel the importance of loyalty with their fellow sufferers

# Middle-term goals

- To improve the contemporary relations, and to increase the acceptance in the community of school and children's home
- To make the relation with the blood relation family and kinship more real
- To develop the behaviour for initiating a healthy relationship
- To make fruitful contact with adults
- To reduce the number and intensity of the occurring interpersonal conflicts
- To give good role models for children while developing an appropriate sense of criticism
- Easing of the grief and death-related fears
- Deeper awareness of loyalty with the fellow sufferers

- To educate children who can establish and take care of good and healthy relations with their peers
- To learn the real handling of blood relationships and how to handle the emotions in connection with the family and also to remiss the grievances
- To reduce the number and intensity of the bad peer-relations in the child's life, to improve a sense of criticism
- To educate adults who are able to create and take care of a healthy relationship, and who are able to establish their own families, and educate their children with responsibility.
- To make fruitful contact with adults
- To educate quiet adults who can live with others
- To educate adults with good self-identity who are able to choose their scope of friends and human relations
- To educate adults who can manage grief and death in a healthy way
- To become adults who are solid with their fellow sufferers

# III. In the field of norms and guidelines

# Short-term goals

- To experience values, preferences and motives, to acquaint the real values
- To experience the emotion-driven behaviour and phenomenon of learnt inability, to make aware of their dangers and to enrich the managing methods of them
- The consensus adoption of the criteria of ethical behaviour
- The shade of black and white thinking, the fight against categorical judgements by increasing the flexibility of thinking
- To improve the ability of self-criticism and self-reflexion
- To experience the values of community conduct
- To make them feel the importance of loyalty to the fellow sufferers

# Middle-term goals

- To improve the high standards of values and preferences, to improve the sensitivity and the need to develop conscious value seeking
- The appearance of a calmer behaviour, the increase in activeness, and the development of an increasingly active participation of shaping own destiny
- To become aware of the ethical behaviour
- To improve the ability to think in a nuanced way, to improve the flexibility of thinking, to improve the ability to change perspective
- The enhancement of the self-criticism and self-control without external control
- Deeper awareness of loyalty with the fellow sufferers

- To create good set of values
- To act in accordance with good set of values
- To educate adults who are balanced, active and able to keep their own fate in their hands
- The reduction of the self-fate-destroying behaviour among the children and youth
- To create the basis of adult behaviour which is moral with others and vice versa
- To create the ability for conscious self-reflexion and self-criticism in the child
- To become adults who are solid with their fellow sufferers

# IV. In the filed of trauma processing

# Short-term goals

- To reveal traumas and difficult life situation before getting into institution
- The loss and missing of loved and desired persons, and the awareness of the mental problems relating to them and to teach how to handle these
- To talk about the difficulties of getting into institution, mutual help giving and coping techniques
- Understanding the phenomena of physical and mental violence, fight against violence, and assisting in peaceful conflict-managing
- Realizing the institute as a relation to authority
- To process the experience of confrontation with the law

# Middle-term goals

- To clarify the traumatic experiences, and to encourage the gradual fight against them
- To begin the continuing on the past
- To learn gradually the behaviour in connection with violence and power-situation
- Understanding the importance of help and support request

#### Long-term goals

- To learn how to use the past in a constructive way
- To educate personalities who know their roots but being unable to further develop them
- To continuously heal the wounds of traumas and difficult life events
- To educate adults who are able to be independent
- To become man who lives in peace with himself/herself

#### V. In the field of feeling defencelessness

#### Short-term goals

- To make aware of defencelessness experience earlier experienced in family
- To make aware of the reservations, fear and anxiety, and to teach how to handle these
- To define the fear of the future and to encourage of forming the future in an active way
- Proclaiming the unwritten rules and teaching how to handle them due to the characteristics of institutional system/structure
- Understanding the relation to the power and understanding the issue of power situations, domination, oppression and advocacy
- The recognition and treatment of the phenomenon; the general dissatisfaction due to the child's life-state

# Middle-term goals

- The managing of the defencelessness experience appears more and more consciously in the child's life
- Reducing the defencelessness of fears
- The discovery of freedom, and the gradual teaching of the correct treatment with
- To teach the peaceful ways of advocacy
- To increase the satisfaction-experience in the child, to strengthen the capacity for reconciliation

# Long-term goals

- The ability to develop independence from the external factors
- To educate adults who are able to treat freedom
- To develop assertive personality
- To educate such personality, who is satisfied with its fate and capable of active shaping of it
- The awareness of future as a joyful possibility

# VI. <u>In the field of self-determination</u>

#### Short-term goals

- To improve conflict-solving methods
- To enrich the coping tools, to improve aggression handling
- To understand the meaning and characteristics of rights and obligations, to create balance between rights and obligations
- To prepare one for the behaviour in case of choosing situation
- To encourage active participation in shaping own destiny
- To discourage and raise awareness of the phenomenon of passivity and acquiescence
- To clarify the role, power and scope of personal responsibility
- To develop and raise awareness of shaping and building self-image and self-identification
- To develop the ability of autonomy and self-sufficiency, to increase self-power
- The awareness of the fear of autonomy and the phenomenon of institute-addiction
- Self-reflexion, and to improve the level and quality of self-criticism
- To explain the role of conscience and self-examination
- To develop self-determination behaviour and thinking
- The awareness of consensus-skill

# Middle-term goals

- To improve the handling of conflict- and frustration-situations
- To improve the sense of responsibility and to increase activity
- To improve the quality of self-sufficiency
- To improve the quality of self-reflexion and self-interpretation
- To develop the consensus-skill

- To develop the ability for advanced conflict management and frustration-tolerance
- To develop a responsible lifestyle that is equal in right and duties
- To develop ability and skill for self-sufficiency

• To create a self-interpreting personality

# VII. <u>In the field of the relation to performance and future vision</u>

#### Short-term goals

- To improve the relation to the school studies, to recognise the knowledge as a value
- To acquaint the phenomenon of performance-anxiety and learnt helplessness, and to teach the handling of them
- To explain the possible reasons of school failures, to recognise and treat the inhibit phenomenon of performance and to encourage activity
- Low management of self-estimation
- To form values in connection with studies and performance
- To improve failure management, to teach coping techniques, to recognise defective mechanisms
- Healthy competitive spirit, sportsmanship and to understand and improve the importance of help-giving
- To realise future vision
- To realise life goals and the picture of own family
- To understand the past-present-future relation
- To recognise the child's prejudices against himself/herself
- To clarify the issue of being foredoomed
- To strengthen the optimistic thinking
- Realisation of need-level
- To develop the ability to appreciate their own development
- To reveal the unrealistically high or low expectations, to clarify the need-level, to understand the issue of own responsibility in making dreams come true

#### Middle-term goals

- To realise the expectations and attitude in connection with performance
- To improve the relation to school and studies
- To strengthen the faith in their own development

- To improve successfulness at school, to develop the willingness to get the highest qualification
- To create the gradual need of self-development

# 2. chapter

The educational policies and system of the KÁSZPEM®

The starting points of education

Educational attitude

Educational aim

Direction, task

Educational method (grip, action)

# 2 chapter The Foundation stones, educational guidelines and system of the $K\acute{A}SZPEM^{\circledast}$

	The STARTING POINTS of education	Educational ATTITUDE	Educational AIM, TASK, DIRECTION	Educational METHOD (grip, action)
1	We believe that a child can be educated with any injuries and at any age.	The child can be educated and developed (We believe in it!)	The child should believe in himself/herself. That he/she is able to change and develop.	To give faith and strengthen the child in his ability for development.
2	Every child is individual. Unique, unrepeatable miracle.	We treat the child as personality.	Development of his/her person; To educate adults with positive personality.	To strengthen the child's personality in a positive way.
3	Every child's basic need is the security.	We need to protect and take care of the child.	To create safe (educational) environment around the child.	To give security- in every situation. To take responsibility, consistency, congruency. Constant attention toward the child- often in a way that he/she does not notice it
4	When the child gets into children's home, he/she is not a blank paper anymore he/she has already had past.	We take the child's skills and social environment into consideration when we educate.	<ul> <li>We help the child to get to know and process his/her past and to find a steep ascent (root) to his/her future.</li> <li>Continuous discretion, honesty, protection and the pace of the child leads the adult in this.</li> <li>To reach the highest level of development of the child concerning his/her maturity, and proper abilities. (He/she does not have to be perfect in everything!)</li> </ul>	<ul> <li>First we explore the child's abilities and social environment, and then we take these into consideration.</li> <li>We always expect the highest level of performance of the child in accordance with his/her state of development and age. This determines the direction of the education (development).</li> </ul>

5	The child has natural need of moving and it has effect in his whole life.	We believe that a proper extent of exercise forms the body and soul.	To make the child healthier and to satisfy his natural need of exercise.	We build upon the child's natural need of exercise (lot of sports, exercise, activity) in every age.
6	Most children instinctively like the music.	We use the music for building, developing and healing, beside of its experience nature.	To make the music part of the children's life, which he/she can use –beside its enjoyment nature- for self- expression, self- healing and self- development.	Music is our very important tool. We set out from the music, which the children most like. We use the music for education, taste forming, self-expression, and communication.
7	Man needs own property and space.	We respect the child's own property and space.	The child is able to treat his/her and others' personal property and space in a healthy way: We have to make him/her capable of the protection of personal space	The child can have own personal property and space, which he/she does not need to share with others if he/she does not want to. He/she also needs to respect the other man's personal property and space at the same way.
8	The childhood is a joyful, developmental state.	We accept that the childhood and being a child is a source of joy.	To support the child in order to live his/her childhood as a child.	The child can play the fool, joke, play, he/she can be light-hearted, dirty and carefree. The adult has to give space and time for experiencing the childish- being.
9	The human basic emotions (anger, joy, sadness, fear, disgust, wondering, and curiosity) are the basic and natural cornerstones of the human's emotional being which provide his/her healthy emotional development.	The children CAN express their emotions, perceptions in the community respecting themselves, mates and adults, without endangering their own safety.	To educate adults who can differentiate and handle their emotions.	To give space for the expression of the child's emotions and expectations.

10	We believe in the basic human goodness.	We always turn toward the child supposing the best of him/her.	The child must be clean with his/her good characteristics and values. He/she must be able and willing to use them. To preserve, strengthen and enrich the good characteristics of the child.	We strengthen the good in him/her, we try to change the less good for better- together with him/her!
1	All men have the right for dignity.	Mutual respect.	To educate adults who respect themselves and others.	We respect the child, we expect him/her to respect us and himself/herself too. We treat the child as equal partner- regarding his/her maturity and age. The responsibility is ours. We make the child's aware tactfully for his /her embarrassing behaviour and habits.
1 2	Each child has equal right for success and for the support connected to it.	To have faith in that the children can reduce –with proper support- their starting disadvantages.	We should do everything what we can to help the children to compensate their disadvantages.	To provide equal opportunities. There are no favourite ones or scapegoats.
1 3	Successful education can be realised only by mutual trustful relationship.	We approach toward the child with trust and we basically believe that the child will be able to give us trust. We trust in the child, that is why we dare take risk.	To build trustful relationship.	We create safe, stable, and consequent emotional- educational environment for the child. Trust does not mean leaving him/her alone, but it means an independent action with constant protection.
1 4	Taking advantage of a situation coming from the child's defencelessness and vulnerability is: SACRILEGE!	We protect, guard and respect the defenceless child.	To reduce the defencelessness of the child.	The adult does not base his strength and influence on the child's defencelessness. We do not make them feel embarrassed in front of others. We educate the child in every field of the life to avoid, fight and handle defencelessness.

15	The man has natural need and right to live in peace, to enforce his/her interests without hurting others' interests.	We hope that the children are able to solve their conflicts independently and in such way that it is satisfactory for both parties. We only need help from the outside to develop their abilities and tools of conflict- solving.	To educate such adults who are able to solve their conflicts and enforce their interests with the least aggression, creatively and by respecting others.	To develop our ability and tools for conflict-solving by providing samples and alternatives. We reflect positive values, in which we educate the children not to hide from the problems but to arrange and solve them. To create healthy competitive spirit, which teach them to fight for their goals. We teach the child for his/her determined respectful and possibly violence-free protection.
1 6	The child has the right to be alone.	We respect the child's private sphere.	To educate such adults who have undisturbed personal space and in which they can be loaded.	We need to provide space for the child so that he/she can be alone sometimes. Bu the adult should not let him/her to become lonely.
1 7	The development of the man appoints to the direction of being independent.	We believe that the children are able to independently solve the tasks in accordance with their age and state of development.	To educate independent personalities.	We let and support the children in doing tasks in accordance with their age and state of development. We do not do his/her tasks instead of the child but we give all our support for his/her success. We need to know when our role ends in the child's life, where our assisting and educational borders are.
1 8	Every man has the right to choose faith and religion freely, and to practice it.	We accept the faith and reli- gion-searching and practicing of the child.	To educate adults with strong faith (even religion) who gain fix point by this.	We have to provide alternatives for the child to find and practice faith and religion and to protect them from the extremes.
1 9	The man gains his knowledge from others' teaching besides getting experience.	We can give our own experiences and wisdom to the child during the process of education.	To educate such people who cannot only learn lesson from their own experience or on their cost, but by others' guideline.	We have to dare to share our experiences with the child, but we should bear the following things in mind; the child's extroverted attitude toward this, his/her maturity, and the fact that we do not want to show ourselves as perfect man, but someone who is able to learn from his/her faults, and shows good example for the child. We do not preach.

2 0	Every man is valuable and his/her existence has a goal.	We do not give children up as a bad job.	To educate adult who is able to live with his/her possibilities and abilities.	There are always more chances for the child. We do not give him/her up as a bad job, because he/she did not do it and not in a way, how we suggested it.
21	The man possesses freedom together with responsibility.	We are responsible for our decisions, mistakes, and we can learn from this.	To educate adult who is responsible for his/her decisions and mistakes.	We hold a mirror for the child in order to measure the consequences of his/her actions. We take responsibility for our decisions, mistakes and actions and we teach the child for personal sample giving. We do not put ourselves on a pedestal, we dare to use our own personality. (the child often learns more from our mistakes than from our speech.) We admit if we did mistake, if we were injustice, and it is not a shame to say sorry for the child. If we punish or reward, we always explain the child what and why he/she gets. The action, the punishment and the reward have to be connected to each other in time and have to be proportional.
2 2	The man needs an environment rich in stimulus for his/her healthy development.	The adult has an important role in creating an environment rich in stimulus.	To educate adults with healthily versatile developed personality.	We create an environment, which is rich in stimulus, and where they can spend free time in a versatile way, and we motivate them to use it.
23	The man is a social being, the child basically likes the company of others.	Being together with the child cannot be only obligation, but an amusing, joyful and social good time together.	To educate men who like the company of others.	We try to live common experiences with the child in accordance with his/her interest and personality. The adult can be a playmate for the child, but he has to bear his/her responsibility in mind all the time. An activity together with the child strengthens the adult's acceptance and honour in a great extent, and the child treats him as a partner, and it does not endangers his/her prestige in front the child.

2 4	Man needs reinforcement for his/her development.	Turning toward the child in a positive, strengthening and objective way.	The child should perform the best in accordance with his/her abilities.	We praise him/her if he/she did something good, or if he/she did a part of the task well, and we continuously encourage him/her for continuation and persistence. The strengthening has to be usually without object or tool, and has to be proportional with the performance.
2 5	One of the most emphasised ways of the human learning is imitation and sample following.	The adult has to be an example to follow for the child.	To fasten and make the process of successful learning simpler.	Personal example giving.
2 6	The humour is a part of our human nature.	We accept the humour as a part of our everyday life.	To educate adult who is able to treat humour in a healthy way.	We often use humour for the child's understanding, self- expression, tension-easing and healing. For the child, the humour can be a tool for making connection.
2 7	The child is not a little adult, but one who is in a particular developmental state from the aspect of communication as well.	We consider the child's age, development and social state in the communicatio n.	To help the child to understand the adult's statement in an adequate way and that he/she could answer that in accordance with his/her abilities.	We define our message in the child's language. Do not burden the child's mind with inadequate communication.
2 8	One of the highest forms of human learning is consideration.	We trust that the child is able for sober consideration.	To educate such man who is able to change others' behaviour through sober consideration.	We often use guiding and consideration when we want to change or feedback of the child's behaviour.
29	Self-expression is our basic need.	Openness toward the child's self- expression.	The child should possess and use the self- expressional ways, which fit into his personality, and he should be able to understand the self-expression of others as well.	To help the child in self- expression. Every form of vocabulary, formations, communication (verbal and non-verbal) without hurting others' rights. We have to make the child open toward the self- expression of others.
3 0	The community is the basis of the healthy development of	We treat the child's behaviour in relation with	To educate social man. The development and awareness of	We support the socialization of the child with education in the community.

	the man's	the	his/her relational	
	survival, and successful	community.	system.	
	adjustment.			
3 1	Gift giving has an important role in the interpersonal communication.	We must be able to give and get presents.	To educate man who appreciates the gift.	We thank and preserve the gift of the child, and we do not handle it of its market value. Gift is the word, the drawing, the attention, the smile, and the happy minute too. We always select gift for a child set to a person.
3 2	The human needs are built on each other's system.	During education, we consider that the needs are built on each other.	To provide a proper basis for the child in order to be able to serve the purpose of a higher level of development in connection with his/her needs.	We organise our education according to the human needs, which are built on each other. We advance from satisfaction of the basic needs to the higher ones.
33	The man is unable to totally get to know and control his/her environment and fellow mates therefore, he/she needs continuous adjustment.	Flexibility: we have to maintain the possibility of mistake and continuous recognition.	<ul> <li>We always determine the educational situation from the child's reality.</li> <li>We have to improve the child's ability to adjustment and have to increase his/her flexibility.</li> </ul>	First, we ask the child, then we ponder, and we take action only after these! We have to be mutually ready for judging our routine behaviour and thinking. It is always the knowing of the child and knowing of the child and knowing of the circumstances of the situation which helps to solve a problem in an effective and fast way. Let us give security, constant and stable starting points and alternatives for the child to adapt himself/herself to the constantly changing and opening world.
3 4	The child can get such knowledge from his/her contemporary relationships which he/she cannot –or with great difficulty- acquire from his/her relationship with adults.	We accept that the contemporary relationships have special and not substitutive role in the child's personality development. We believe that the nature of contemporary relationships of the child can be constructive.	The child should be able to fit in his/her contemporary group, to get experiences there and to build relationships with constructive nature.	We build on the contemporary relationships in education. We support the child in getting experience among his/her peers. Integrating authentic samples to the education (e.g.: contemporary helpers, roommates etc.)

35	For human survival, we need basic life- managing and self-supporting abilities.	We have to believe that the child will become capable of independent life- management and self- supporting.	To educate adult, who is capable of self-supporting and independent life-management.	Let us support the practical way of getting experience and stand by the child all the time, in order to provide him/her protective background. "Do not only give him food if he is hungry, but we have to teach him how to catch fish and how to make net." To educate him/her for self- supporting.
3 6	The health can be accomplished only by body, soul and spirit.	The holistic approach of the child.	To create a harmonic state for health in body soul and spirit.	To support the resuming, preserving and improving of the child's health in a versatile way.
3 7	The solidarity is the basis of the equal opportunity among people.	We prefer the devotion, assistance taking responsibility for others instead of selfishness and indifference.	To educate adults who are capable of solidarity.	Personal sample giving. Let us encourage the child that all the good things he/she got from others hand on to the one who is in need.
3 8	It is the man's characteristic that he is capable of self-reflection and he/she is able to develop along this as well.	We have to base on the self-reflective abilities.	Improving and strengthening the self-reflective abilities.	To strengthen the self- confidence and self-esteem. To support self-reflexion and self-criticism with constructive nature. To give and organise objective feedbacks with constructive nature for the child from adult, and peers as well. Personal sample giving.
39	For certain situations, only forgiveness can give comforting solution.	The willingness for forgiveness and apology.	To educate adult who is able to give, ask and accept forgiveness.	Let us support the child to experience the absolving and comforting effect of forgiveness and the way, which leads there. Let us support the child to be able to forgive himself/herself and the people who hurt him/her (even his/her closest relatives) Let us dare to apologize from the child and in case show example to him /her how to accept this.

4 0	Every man has the right to choose freely.	To respect the other man's freedom of choice.	To educate people who are able to choose freely with responsibility, and take responsibility for the consequences of it.	We have to make an effort not to let the child that his/her defenceless influences his/her freedom of choice. We support the child in considering his/her decision, it is our obligation to raise his/her attention to the possible dangers of his/her decision, but the decision is his/hers.
-----	---	--	---	---

# 3. chapter

The more important aspects of the group dynamics of the KÁSZPEM<sup>®</sup> The phases of group development The teamwork The basic unit of the users of the KÁSZPEM<sup>®</sup> Method is: the team The composition of the team within the frames of children's home The adoption in children's home Why teamwork? The advantages of a well-functioning team Team building The basic steps of teambuilding in case of a newly created work group Determining the aim and frames General acquaintance To lay down the common professional bases **Role determination Rule determination** What we worth building into the team rules Clarifying the preconceptions Aimed acquaintance Questions **Reflexion and starting** The functioning of the built-up teams from the rebuilding to the closing Arriving Collecting information of the helped ones Work discussion **Requests**, questions **Preparation for work** 

Sharing experience and ventilation

Evaluation

Determination of further actions

Thank giving and closing

Professional and ethical considerations for operating the team

# 3 chapter The more important aspects of the group dynamics of the KÁSZPEM<sup>®</sup>

# 3.1 The phases of group development

The group's life has a characteristic curve from its beginning to the disorganization, which means the end of the group's activity. If we know well the group's phases of development and the group leading tasks and possibilities of action connected to them, then we can not only understand and control the events in our group but also to form them in an active way. The phases of group development can be followed in any community despite of their composition, purpose, and lifetime. In the group of children taken out of family, especially in the frequently changing group of children's home, it is extremely important to know these phases properly.

1.

#### Name of the developmental phase: Formation (forming)

Group activity: To get to know the group members and the task of the group

#### The noticeable phenomenon in the group:

- Acquaintance
- Sounding out, to find out the rules and ways of reaction, to search for common features
- Giving impressions: "masks" often appear in the behaviour. E.g. giving the best impression, conspicuous opposition with the group, leader or situation
- Reserve, apparent passivity, the group member rather watches but not in an active way
- They require the confident leading and the frames given by the leader
- Anxiety from the new situation (non-verbal signs, frequently mentioned break, etc.)
- This is when they determine the group's task and receive the new group member into the group
- To make a contract about basic rules and framework of the group

#### Managing tasks:

- To help in acquaintance
- Clear and conspicuous framework, to create and understand the group contract (e.g. how long a meeting last, who and how long can stay in the group, when they can smoke, how they can participate or say "pass" in the game)
- To build trust and give security
- Openness toward the suggestions and rule-ideas of the group members
- To show good experiences in advance
- To reveal the group members of their fears
- To declare the forming of the group (even with a reception ritual e.g. everybody signs the group contract)

#### The specifics of the children taken out of family

- They require, and accept the rules given by the leaders better, because they got used to this in the institutional structure.
- We have to consider the preventing factors, and to arrange the length of games and conversations and the rhythm of the sessions (e.g. smoking, concentration difficulties. hunger, too much moving, taking pills).

- We have to gradually pay attention to the atmosphere of discretion, trust and security. Children taken out of family often have attachment difficulties. They give others a vote of confidence too easily or too hard. We have to make an effort from the first minute to create a healthy balance.
- A new group compared to a child's usual environment can be unmanageably rich in stimulate for the child. We have to take the initial tools of impression giving into consideration, but we cannot over evaluate it (e.g. the image of the toughest or spectacularly bored child). This is often protection against new impressions and rich waves of stimulations.
- The child taken out of family lives the defenceless more difficultly comparing to the other children. He/she can decide of his fate and live only in a restricted extent. We have to manage the suggestions and notices in a very flexible and supporting way, because the child often meets here first with the fact that he/she has the possibility of choice.
- From the first moment the group-leader and the team members have to join the game as participants too, and that is how we can distinguish the situation from the traditional adult-child setup, and in which the adult appears not as a partner but an authority.

#### 2.

# Name of developmental phase: Storming

**Group activity:** The individual differences become obvious, this is the period of fight and conflicts for roles and statuses.

#### The noticeable phenomenon in the group:

- The common work begins, and in the group suddenly tense appears (members can turn against each other, and also against the leader)
- Competition, competing for roles (who will be the leader, who will be the justice of the peace, who has more friends, boy-girl opposites)
- The flip, leg-pulling and teasing of each other
- Argument, quarrel and open conflict
- Rumouring, hinting, manipulation, hidden conflict
- Making scapegoat, expulsion
- Conspicuous behaviours for getting the attention (e.g. dramatic outburst, spectacular way of feeling bored, staying out of the game continuously, constant phone making)
- Leaving the group or threatening with it
- Establishing groups of interest ("cliques")
- Criticising the group leader, the appearance of simultaneously self-appointed "group leaders" from the group members.

#### Managing tasks:

- To get the group to make a consensus, concerning that they undertake to do the tasks of the group and stay together in the future too
- To keep those one in the group for whom there is a possibility, and let those ones who are impossible to keep in the group
- The group rules can be rewritten based on the suggestions of the group members
- To strengthen and to preserve the leading status of the group leader, to win the group member(s) with leading status in the group
- We have to give space for the constructive solving of the appearing conflicts (IMPOSSIBLE managing ways: physical violence, hurting each other, isolation within the group, threatening, keeping somebody in check, "preaching". SUGGESTED managing ways for instance: sport, common activity, discussion

(the group member cannot shout, and cannot turn to violence neither in physical nor in verbal level), humour, art expression (e.g. dance duel)).

- We must not sweep the conflicts under the carpet, we must not sweep them aside or stifle, or overemphasize them. The unsolved conflict situations will later turn up in a strengthened way. We have to support the group members so that they can learn and build from their conflicts.
- The team teaches the group members with its own example for conflict-solving and role-determination.
- The group leader cannot judge and cannot lecture the group members. The conflict is a natural concomitant of the group, and it is not a good occasion to bring discredit upon the members.

#### The specifics of the child taken out of family

- Their reaction to conflicts and aggression is often not appropriate and it makes their integration into society difficult. Many children do not bear the tenses caused by disagreement, because many of them came from families where they were insulted. There are often situations, which are closed by physical or verbal violence, escaping from the situation (he/she ran out of the room, he/she continuously listens to music in order not to talk to him/her, to keep telling that everything is all right), turning into submissiveness and passivity.
- Those children who lived continuously in conflicts in their family, and those who usually had aggressive communication with each other, they often repeat this communication model in the group too. They cannot find peaceful solution for their conflicts alone, only through violence that is why they need to be supported gradually to organise the quarrels in a constructive way.
- They often experience failure and frustration in their human relationships, that is why they are extremely sensible for the mental psychic pressure and verbal emphasis and often an apparently every day gesture (a hand reaching for him/her, an innocent joke) can frightened him/her and can make the child protect himself/herself.
- We can often meet such child who fights against the feeling of being lost, learnt inability and discrimination. In the period of storming, we can give him/her the experience of a properly chosen role as a gift (the wise, the strong, the one with good humour).
- The adult is often the symbol of authority and dictator, even if he/she is very well disposed towards the child. This cannot be taken as personal offend. The partnership terms in which the adult takes part in the game too, he/she has the willingness to change stand points or to apologise, these will convince the child as time goes by, that the adult can not only be an enemy. (If the child changes from an informal tune to a formal one, let us just think it over, whether he lives this situation again or not.)

# Name of the developmental phase: Forming

3.

**Group activity:** The group accepts common group norms, attitudes that help to solve the conflicts coming from the storming period

#### The noticeable phenomenon in the group:

- The phenomenon of "we-consciousness" and the group-surplus appear. The group starts to see itself as a unit. If somebody is not there, they miss and ask about him/her
- The atmosphere of trust takes shape, The frequency of distance keeping and giving impression is reducing
- The group members tolerate each other, they introduce commonly accepted norms to handle difficulties
- They finalise, keep and make the rules keep
- Developing common habits, common language and own words(e.g. greeting characterised by the group, ritual of morning coffee, using group name)
- The communication is open, the expectations, explanations, and thoughts can be announced in a straight way
- The most important activity is to preserve and strengthen the relationships within the group
- The group members still do not focus on the task of the group but on each other
- They accept the group leader in his/her status

#### Managing tasks:

- To strengthen the atmosphere of trust further.
- To accept and protect the group members.
- To create a state of balance (e.g. if somebody is too loud, then he/she silences him/her, he encourages the introverted person to speak out, in case of an immature child, he strengthens his/her manifestations in accordance with his/her age).
- The leader can activate the group; to keep the rules in an unasked way, to strengthen and support each other, to increase independence.
- To help creating the "we-consciousness" by practices, common programs and by emphasising fellow community and common features.
- He/she has to turn the group's self-determination into a good channel (e.g. it cannot become a group norm, we belong to each other because we hate the other group.)
- At this time, the group's composition cannot change. Still if it happens, the group work has to be restarted from its formation.

#### The specifics of the children taken out of family

- The own rules and freedom of decision can often make the child -growing up in an institute structure- uncertain. The most important thing is that in a protected functionary the child can try out the experience of creating norms, and follow them in a voluntary way. It is an extra experience for him/her that the team members and the group leader follow the group's norms, and he/she can apply sanctions against the contravention. (E.g. If somebody is late, he /she will be applauded, when he/she arrives. Even the leader. This does not occur as a reward at all, it serves–on behalf of the group-to point out of being late)
- These children often attach to their group in an extremely strong way (to the community of children taken out of family, to their flatmates and to their inside friends) if they had already accepted the fact of being taken out of family. Honour among thieves and the inner laws against adults are very typical of them. It is a

double-edged sword in the leader's hand: one can base on the group's selfregulation, on the informal leaders, but one cannot reach the point when the group of the children unit against somebody. A common aim (e.g. to make a Christmas celebration, to prepare a birthday surprise, to support a group member who is in need of reinforcement) strengthens the group and gives positive norms for it.

• The trust in the leader has basic significance for the child. The child continuously watches and he/she can put our reliability on mettle. This can be meant as relationship-building and not as a test.. However, we cannot let the child take control, we should promise as much as we can keep, and what we promised, we should do that.

#### 4.

#### Name of developmental phase: Performing

**Group activity:** The sample of personal relationships and group roles develop, the group does its task, for what it is determined.

#### The noticeable phenomenon in the group:

- The rules and behavioural rules become clear and solid for the members of the group.
- The members of the group are able to deal with group's task, the emphasis goes from the building of person relationships to the common action.
- Creating, cooperation, creating common products.
- They seek common solutions for common difficulties.
- Each group member contributes to the group's work in accordance with each member's role and ability.
- The group is becoming more and more independent, they ask the guideline of the leader for their decisions more rarely.
- They often organise activity apart from common settled session (group trip, common entertainment) they determine common aims for themselves (creating projects, collecting money for a new game, etc.).

#### Managing tasks:

- If the group's self-regulation works well, the leader can give the tight control out of his/her hands more frequently. The leader rather just follows the group and gives feedback. At this time, the leader's faith in the group comes to a challenge.
- Giving background: To provide resources to solve the common task (e.g. device supply, getting money).
- To provide alternatives to solve the tasks.
- To emphasise and strengthen the individual abilities in connection with the group members: how they can contribute to the performance of the group.
- In case of successful task-solving to strengthen the group and the members one by one and to give positive feedback. If the group's conditions accounts for it, then he/she -together with the group- may determine newer and higher group aims.
- In case of unsuccessful or not satisfying task-solving, he/she helps the group to find a common solution, points out the good part-solutions and strengthens the uncertain group members.
- He/she does not participate necessarily in the outer programs organised by the group, even if he/she is particularly invited. As a result, the group will become more independent, and the roles can be separated. However, we should always consider if we come along with the group, since our participation can help or hold back the group work as well. During these programs, we have to increasingly pay attention to keep the group secret and nobody can use the free time activities for creating a parallel group process.

#### The specifics of the children taken out of family

- Because of the phenomenon of the learnt inability and the environment -poor in stimulus- surrounding the child, the children can or dare to initiate less and less, and they cannot enforce their creativity and independence. As a group leader, he/she has to pay extra attention for the motivation of the children. It can often help, if we catalyse the task solving with some ideas, when introducing games, or determining tasks (if the situation requires it). However, we cannot let the children ask for and get ready schemes for problem solving, or to let the leader take the leading role in the solution.
- The children taken out of family have several disadvantages of privacy, they meet more often with the phenomenon of failure, therefore their frustrating tolerance, and their failure bearing is usually at a low level. In case of successful task solving, it is extremely important to have a praise, which is honest and acknowledges the individual and group performance as well. Although, in case of failure, we have to reduce the accumulating tense in the child in an active way and we have to help him/her to be successful.
- There are several talented creators, sportsmen/women, artists who had such a difficult childhood earlier. The difficulties suffered in under age made these extraordinary people especially susceptible. Let us try to discover and strengthen the forms of self-expression in the child, which can help his/her personality developing and recovering too.

#### 5.

#### Name of developmental phase: Ending

**Group activity:** After the group completed its task, it dissolves and it is separated into individuals again. The main happening is the break-off and the farewell from the group

#### The noticeable phenomenon in the group:

- The group completed its set task (or the destined time for the group has just been up).
- Increased communication-compulsion can appear ("I am going to tell this for the last time) or the members can be characterised by locking in and estrangement (,,I am not going to tell you anything anymore").
- Appearing of nostalgia of the old good times and experiences which they lived through together.
- The group members compare their experiences, which they lived through in the different phases of the group ("do you remember how clumsy we were in the beginning?").
- The attention of the group members turn toward the future and individual life aims.
- The extent of mutual dependence is decreasing.
- The previously experienced conflicts can flare up and the antiquated behaviour samples and reaction ways (regression) can appear.
- The group members are much more sensitive because of the separation. (They can get angry or burst into tears more easily. Maybe they get into love or friend relationship in a deeper way).
- Some handle the situation -coming from the tensions of separation- with escaping (e.g. he/she does not come to the last occasion, he/she can become sick during the session, or he/she can turn into silent, or can act like a clown during this period.)
- The group members are stretched, the "we-consciousness" is disappearing, the uncertainty of the situation and the anxiety of the future come to the front.
- The members -who are tied to the group in a stronger way-, try to maintain the connection with the others later on as well (exchanging addresses, fixing meetings).

#### Managing tasks:

- To provide possibility to express emotions, and to give bed for emotional manifestations.
- To provide certain, fix point with good memories as to the future by recalling the development reached in the group, and by reinforcing positive features and successes. For this, he/she can call the group without fear.
- He/she has to keep the remembrance in bed so that the group will not stick in the events of the past and it will be able to go on.
- We have to express the negative feelings as well, and we have to make these acceptable for the group. (We make the group aware that the tense is natural and we are more sensitive this time, and it is all right in the group. However, let us try that everyone leaves the group with good memories.).
- Let us ease the tension of the group and solve the conflicts. This is the time of learning from disagreements.
- Do not try to stack every important and missed thing into the last occasions. By doing so we just overload the already overloaded group, the group leader has to say goodbye to the not-accomplished possibilities and missed situations as well. However, to draw our consequences is not just an expedient step but an essential one as well.
- By this time, we can talk about how they imagine their future outside the group. They can even make individual life-path plan as well.
- We have to treat the connection between the group leader and members very carefully. In case of pedagogical and therapeutic groups, the long-term individual connection just increases the dependence of the former group member and damages his/her long-term fighting potential. We will have success if the group member can fight his/her tasks alone later on, but we will not have success if he/she constantly depends on the help, opinion or recognition of the group leader.

#### The specifics of the children taken out of family

- Since these children, at least once, (often several times) lived the trauma of losing a person important for them, or losing a life situation, the emotions and experiences coming from them, will be recalled again when breaking off. We can expect glaring manifestations from rage to falling asleep during conversation.
- Children were often taken away from their loved ones without any farewell or competent reason. That is why, they do not always have proper behavioural samples of farewell and breaking off. We have to help them with concrete sample giving and personal leading so that they experience the breaking off not as a tragedy, but as an ending of a good thing.
- Though they live their everyday life in a relatively big community, they are often lonely and isolated during weekdays. It is especially important for them to draw their attention to the possibilities of keeping connection later on, and we should encourage them to build new instinctive relationship with the group members.
- Because of the burdening nature of farewell, the children often question their own lovability. For their tiniest sign of uncertainty, we have to strengthen them that the breaking off does not happen because of their fault, and the love remains.

# **3.2** The teamwork

#### The basic unit of the users of the KÁSZPEM<sup>®</sup> Method is: the team

The developing, testing and using of the KÁSZPEM<sup>®</sup> happened in group form. We always use the method by cooperating with a group work or in other words *team*. To use the method by pairs is much more successful than use it alone, however, a team usually consists of 3 persons.

**Team**: The work group of the helpers who follow the basic principles and methods of the  $KASZPEM^{\mathbb{R}}$ 

**Team- member**: member of the work group.

Group: group of children and/or youth who are educated and healed by the KÁSZPEM<sup>®</sup> Method.

Group member: the child or youth in the group who is not a member of the team.

#### The composition of the team within the frames of children's home

**Group activity:** Intensive, permanent series of group session which is based on the practises of KÁSZPEM<sup>®</sup> Group and which is a unique unit among the programs of children's home. The therapeutic nature is stronger than the common use of it. The participant member of the group can be the members of a residential home community or even the members of a children's home.

- Group leader: He/she is the responsible leader of the group, and he/she is the main source of the information. He/she organises the group sessions according to the feedbacks of the team members. He/she can manage or create games. The group leader delegates the tasks in connection with the group and he/she collects the feedbacks in connection with the group. Only a Group Leader or Method Therapist and Master of KÁSZPEM<sup>®</sup> can fulfil this task.
- Co-group leader: He/she is the number one help of the group leader and if necessary, he/she can substitute him/her. He/she has already acquired the use of the method and he/she is learning the group leading and structuring. Only a Group Leader or Method Therapist and Master of KÁSZPEM<sup>®</sup> can fulfil this task.
- Team member: he/she is an active member of the work group, who does not manage a game yet, but he/she helps the group process with his/her personal sample giving, and he/she learns the use of the method. Only a user of KÁSZPEM<sup>®</sup> (or somebody who took part in a User training), a Group Leader or Method Therapist and Master can fulfil this task.
- Authentic helper: The involvement of an authentic helper is one of the KÁSZPEM<sup>®</sup>'s specifics. It means an adult, who grew up as a child taken out of family (in children's home or at foster parents), and by sharing his/her personal experiences of life, he/she can be a model to be followed for the group members (children, adults). His/her effect and convincing power are priceless, and he/she can support the group process in such extent, for which a helper brought up in a family cannot or just hardly can. To train and prepare the authentic helpers requires a special method, it is essential to do the task, and for this role inviting a successful youngster to the group is not enough. It can be fraught with serious dangers for the unprepared youth and also for the group members, if an authentic helper works in the group without professional preparation (see: special KÁSZPEM<sup>®</sup> training). If there is not a trained authentic helper who can be involved, then we use the good samples of the group members as a model to be followed.

IMPORTANT: Only that person can be the member of the group within the framework of group sessions, who received the special training of KÁSZPEM<sup>®</sup> to solve the task. Any other person -despite of his status in the children's home- can be exclusively a member of the group

equivalent to children, he/she cannot manage game or group process, and he cannot be a member of the team.

(For instance: If a caregiver or a development educator is a KÁSZPEM<sup>®</sup> User, then he/she leads the group. If the director or professional leader is not a KÁSZPEM<sup>®</sup> User then he/she can only be a group member, he/she cannot be involved into the team in spite of his/her professional experience and skill.)

#### 3.2.1 The composition of the team within the frames of children's home:

Using it in children's home: we use the Method for everyday education and healing leadership, the focus is on the sensitive understanding and developing of the KÁSZPEM<sup>®</sup> System during the events that spontaneously appear in the life of the children's home. During the adaptation in children's home, the group leader can use practises and games from the KÁSZPEM<sup>®</sup> System, however, these occasions are distributed to life of children's home and these programs are built-in the programs there. In the children's home the team always consists of those persons who are member of the children's home's work group (e.g.: residential home leaders, caregivers). There must be always one (at least one) user in the group with KÁSZPEM<sup>®</sup> degree, who can support the process of education with his knowledge and preparation. The team can work together with other experts for further consultation, for instance with developing teachers, psychologist, caregivers and schoolteachers as well.

#### Why team-work?

The method deliberately builds on the different skills of helpers working in a work group. The diversity of the team gives its strength.

#### The advantages of a well-functioning team:

- The helpers -with different personalities-, who work in the team, can help the same child in different ways. So the child can be supported from many sides but as a unit.
- In case of a possible communicational barrier between a team member and a group member, usually there is at least one team member who the child can turn to.
- Different people often see the same situation in a different way. The different views of the team members can help understand the situation of the child in a deeper way.
- The information runs into the team on multiple channels. Not everybody can know everything as one person, but during work, such information can be shared with the others, which were previously unknown for the others.
- Working together, the efficiency of the helper is bigger in the field of information gathering, maintaining attention, remembering, practising the impact of education, creating opinion and decision.
- Working in a group, the amount of collected information is multiplying and it can help to create an objective assessment of the situation.
- During the group process we cannot concentrate on every group member equally, although, if we have a colleague then the attention can be shared.
- Just as our attention, our scale of memory is also limited. It is easier to recall the created plans and events in the group together.
- The tasks can be shared as well, so that one person is less burdened and the team can perform various tasks at once. Different things can have different people in charge.
- If the team works as a unit, the real information will continuously flow among the members and if everybody commonly shares the goals and methods of the team the impact of the education will be much more successful, since the child gets various but also the same guidelines for his/her personality development.

During the decision making process, we can reach a more objective, more nuanced, realer decision by coordinating the various points of views.

- Different people can have different treatment methods for the same situation. So that there is a greater chance to find a solution during a certain decision.
- If something prevents the team members to fully perform their tasks (e.g.: fatigue, difficulty in privacy, disease) on the one hand the other members can support him/her, on the other hand they can ease the burden on him/her. If someone leads a group alone then for him/her there cannot be ailment, resting, and difficult moments.
- The team members have totally different experience material, life story and samples of behaviour. It is not only the children who can learn from their helpers, but also the team members who can learn from each other.
- The behaviour and the interpersonal communication of the team can be a model to be followed for the child, when they cooperate with their peers.
- It can help to prevent burnout and the Helfer-syndrome, since the team is also the scene of feedback, control and reinforcing.
- Since in a team, several difficulties can be cured, super vision or external help can only solve difficulties, which are beyond their own power.
- The team's second gain (since it is obviously not created for this) is that it contributes to the professional and personality development of the helper: he/she can get feedback and professional reflexion from his/her behaviour, and just as the child, he/she learns (further) the integration into society, and the cooperation with the peers.
- In case of a disagreement with the group or group members, the team can represent his standpoint so they can protect and strengthen each other.
- More people have more relationships: if the team or group is in need of special support, the team members can assist in finding the appropriate co-operator by their acquaintances (e.g.: family assistant, psychiatrist).
- The work group helps to protect the helper from the omnipotent experience (we believe that we are almighty) and from becoming lonely, it helps to be aware of our barriers and strengths, it reminds us for our mistakes and previous successes.

# 3.3 Team building

The basic unit of the KÁSZPEM<sup>®</sup>'s application is the team. We should distinguish the team building and the group building from each other. The *group building* refers to substantiate any group in the system of the KÁSZPEM<sup>®</sup> (children group, participants from an experience program, self-supportive group). The *team building* means purposeful team building in this context, during which we create a group -dedicated to work- from the staff who works together (experts, helpers). Since the successful application of the KÁSZPEM<sup>®</sup> depends on the proper use of the method and on the maturity of the users' personality, and we do not only accept the rules of common work during team building but also prepare our device of work and personality to deal with the helped ones. The steps of team building outlined below can be useful for the creating of any helping work group, so it is worth using it for establishing e.g.: work groups of children's home, family assisting teams or therapeutic work groups.

The team building is an answer to the natural professional and human needs, which requires that the helpers - who work together-, could work in an atmosphere of trust and understanding, on common basis and with open communication.

#### IMPORTANT: DO NOT MISS THE TEAM BUILDING WE HAVE TO DO IT IN CASE OF EACH AND EVERY ENTERING MEMBER OR NEWLY CREATED TEAM, EVEN IF WE HAVE ALREADY KNOWN EACH OTHER FROM EARLIER.

#### 3.3.1 The basic steps of team building in case of a newly created work

#### 3.3.1.1 Determining the aim and frames

Description of the team's purpose. Usually the group leader presents the team members that what kind of task the team was established for and under what circumstances (e.g., a for a test group in a summer camp, or for a housing unit for the operation of a children's home, etc) and for how many years. By doing so, the boundaries of the team are simply limited by space, time and mentality. Seemingly, it is a trivial step but we can obviate the possible excesses of competence and role-confusions. (For example, we indicate that the margins of the work group cover the education and control of their own group of children, but it does not affect the work of the maintenance department. Alternatively, that the group will work together for ten days then disbands.) This step toward the team members can mean one single sentence, but it provides assistance for a new environment or task situation so that everyone could feel himself/herself safe in regard to his/her affiliation and basic task. If we talk about a work group operating in a bigger organisation, then we need to present the organisation in this point (e.g. children's home or the foundation). We need special attention for determining the aim and frames in case of a new entering member, even if we know the member from earlier. The determination of the aim and frames need to be accepted by team with the consensus. Without establishing of the consensus, the team cannot be built on. With this step, we can avoid staggering misunderstandings. For example, a trained teacher colleague regularly tidied and organised wardrobes while the student were loitering without supervision. He was embarrassed, he did not know exactly what his task was, and he just tried to do something "sensible". We had to make it clear for the colleague that his task is to deal with the children, and not to work instead of the cleaner. We had to tell this in spite of the fact that he was a college graduate, an expert on the path for many years.

#### 3.3.1.2 General acquaintance

We mean the ordinary level of self-description and the acquaintance process under it. The team members collect and announce basic pieces of information -during the general acquaintance-, from each other (for example age, marital status, place of residence, workplace, and hobby). Its period and form can be varied, though; it should take place before the start of the work and deeper cognition. Some teams connect the acquaintance with some recreational program when they can talk (e.g. a common trip, a coffee) so that they can build relationship in a more spontaneous way. Other teams take this step with targeted practises (there are very good methods in games of the KÁSZPEM<sup>®</sup> for general acquaintance.) If the members know each other from earlier and they would talk about themselves beside the general acquaintance, then they can tell about the times when they did not work together. The aim of the general acquaintance is to get the team members closer to each other, and to enable the possibility to make the first impression and to provide an initial basis for confidence building. During the trainings, we often experienced that even the colleagues working together for many years, do not know each other, not even in general level. In many cases, we received reflexions from the participants who have been working together since ancient times, that they did not know each other's known things. That is the reason why in the KÁSZPEM<sup>®</sup> Groups we always hold general acquaintance, even if we have known each other for five years, because they can always say something new to each other.

#### +To lay down the common professional bases

In case of a work group, which is dedicated to do a targeted task, it is very important to get to know the professional background and readiness of the team members. In case of the KÁSZPEM<sup>®</sup>, the team members should know the basic principles of the method's use, and that what level they are in acquiring the method. This preliminary qualification can be obtained by a method-specified KÁSZPEM<sup>®</sup> training, the college, university and even the therapeutic qualification do not qualify anyone to use it. In case of a children's home team, where the work group is consisted of the residential home leader, educators and caregivers, we have to create common professional bases: if the colleagues do not know the pedagogical program applied to the children's home and the (often) unwritten rules, then we have to apprise this information to the colleague in advance. In case of the cooperation of the representatives of different sciences, each member has to tell the others his/her qualification, and that what segment of his expertise can be contributed to a certain job (e.g. cooperation of a children's home team and external experts, psychologists, supervisor, and development teacher). This step got the + sign because we do not use it during "traditional" team building.

#### 3.3.1.3 Role determination

This step can be connected to the general acquaintance as well, which serves the goal that the team members understand their role in the team. At this time, it will be declared who the leader, co-leader or substitute is, who the authentic helper is and what roles have each person have at the level of work group. A leader can be found even in the most democratic groups, who can practice at least a part of the decision rights. The role determination serves to designate the boundaries of the competence and to make the members aware of the expectations.

#### 3.3.1.4 Rule determination

This is one of the most complicated and most useful steps of team building. We make the rules applied for the team, only in accordance with the members' proposal, and these rules can be accepted only by the consensus from one point to another. If a member in his particular form cannot accept a rule, then it has to be developed until it will be acceptable to everyone. The rules of team fix the basic communicational and behavioural processes, which have to be

used as axiom (*principle, which was not disputed*) in the work later on. While the team rules have not reached the full consensus, team building cannot continue.

What the team rules should contain:

- TEAM SECRET: What we say in the team, it remains in the team. We cannot talk about it with a third person, and it cannot be a conversation outside the team (e.g. between 2 members in the toilet). Only the group leader can issue the things they said to a third person, only in case the third person is under the obligation of confidentiality (for instance a supervisor).
- SECRETS OF THE HELPED ONES: All the relevant information in connection with the group (the helped ones) can be shared and should be shared with the team to a <u>necessary extent</u>. Therefore, the information is published relating to the children, but the obtained information must not be used in an indiscrete way. The balance is delicate in this issue. The team members can talk about the confidential affairs of the children (group members, helped ones), if they clearly help a particular person or group. For example in case of auto aggression. However, we must not gossip about the children (the helped one), and we cannot issue him without professional bases.
- MANAGING OF DISAGREEMENTS: in a team, disagreement occurs as naturally as agreement. It should be a basic rule that in case of a disagreement in the team, we should reveal our standpoint honestly, though in such a way that team members-just like the children- cannot use any personalities, insults or any form of damages. It is a communication model to be followed, to discuss the disagreement with the person who originated the case, if this means difficulty. The gossiping, "rotation" and manipulation undermine the functioning of the team.
- MANAGING INFORMATION: In the team, the information needs to circulate continuously in both verbal and non-verbal level. In this point we can agree on what signs the team use, for instance for pause (e.g. palm of the hand shows a T letter), for change pace (e.g. twiddle fingers forward indicate acceleration, backward mean deceleration) or for task sharing (e.g. short eye-contact and eye-wink). Managing information is a pivotal point for the functioning of all teams. It is a basic behavioural rule, that we do not take advantage of the received information and we strive to share it as objective as possible (let us try to say our message accurately without any colouring).

In a children camp, the children were rushing to a volunteer to go and help them because the upstairs shower was plugging, the water flooded everything and the floor was soaking. The volunteer collected the buckets, rags, pump, he spoke to the colleague who the children came with, the colleague said that the water did not flood everything, it just reached the threshold, of the bathroom. After going upstairs, the volunteer started to look for where the drain was blocked, because he did not find any water on the floor in the bathroom. He asked another colleague who were standing near the shower where the blockage was. The colleague said that he just told the children, that the shower could gum up any time because many of them used it and the water could go down only slowly. As a result, we slipped on the communicational banana peel.

• RELIANCE ON EACH OTHER: We have to consider 2 aspects of the reliance on each other when we create the team rules. First, the <u>reliance on each other in the division of labour</u>: when the team members get their task, each team member is responsible for the given task, whether we talk about tea cooking or managing a game. If our associate has difficulties in his/her task, everyone has the right and duty to offer his/her help to him/her, but this cannot come to the expense of the own task. In case of help giving, we cannot take over the task solving from the responsible team member, even if we did it in a better way. Only the leader has the right to intervene and take

control and only in cases when the fault of the team member would cause a considerable amount of rupture for the group or helped ones. Then the group leader has to make every effort to preserve the dignity and prestige of the beneficiary team member. (For example, we cannot scald our colleague by taking his task away from him/her. However, we can offer our help discretely.) If the team members trust in the group leader, then they automatically accept the group leader's help or intervention.

Another aspect of the reliance on each other is to accept the mutual interdependence: It is a general basic rule, that in a group with helping aim, the team members can rely on the leader when there is no time or possibility for a democratic decision-making. In emergency, this can be a life-saving importance. In a specific situation the team members follow the guideline of the group leader, the children and the helped ones do not question his/her decision. After the situation is completed, away from the helped ones (for example feedback conversations in the evening) the team can talk about the assessment of the situation and the collection of background information.

In summer during an outdoor adventure with 50 children, the work group was ordered to go out with the kids after one of the team members and do what that member tells them. The team member took the children away from the outdoor program, he put them in a car and within a few minutes, he took the group into a roofed building. The team members did not ask questions, did not make proposals, and did not try to look deeper into the case in the given situation. During the evening discussion, the group leader told the team members that he was notified that a storm was approaching towards the outdoor program, which whipped up roofs and lumbered trees in the other side of the town. The exculpation of the children was required to prevent the immediate danger of life and accident. Imagine what could have happened if they had held a vote of the solution during the flying tiles and falling boughs.

Similarly, the leader must accept that the support of the team members is essential for the successful work. He/she has to share the trust and information with them, and he/she has to let them to be independent during work. If the leader cannot give out the work out of his/her hands (not the leading!) then we cannot talk about team. The mistrust and the feeling of omnipotence and all the burdens carrying as one person, soon make the leader unviable in his/her own team.

The basic condition of the mutual interdependence is the open and genuine communication, and the existing trust in the group. The team members have to make certain that the order is really from the leader or not.

In the camps of AGOTA® the children soon recognise this rule. After few days if they want to make a joke of somebody then they just say: "the camp leader searched for you". The new colleagues often search the camp leader for half an hour, whilst the more experienced ones just call him/her on the phone to check whether the information really came from him/her or not.

• DECISION MAKING: In decision-making situation, every team member has equal right to take part in the process of decision making (*regardless of his/her status*). The team member is only exempted from this if there is a risk of involvement or concern, which makes him/her unable to assess objectively (e.g. conflict with a group member). Although, every team member can contribute to the decision and therefore the responsibility is shared practically, but the final professional and ethical responsibility burdens the group leader! However, if the group makes a wrong decision, then it has to correct it together.). In an emergency, the leader has the primary right to make a decision. It is a basic rule that we do not question each other's decisions before the children (helped ones). By doing so, we could deeply undermine our colleague's

prestige. It is usually easier to correct the wrong decisions than to restore the shattered prestige.

For example, we do not give chocolate to the child if our colleague forbade it to him/her, even if we could avoid a conflict situation. Moreover, we do not start to argue before the child about whose decision is better.

- UNITY AND LOYALTY: the team should work as a unit in every sense of the word. If there are tenses in the team, loyalty (for each other) must characterise the behaviour of the group members before the group or outsiders.
- SAMPLE GIVING: The team members should consciously strive to give models to be followed for the children and helped ones. That nothing destroys the genuineness of the group member such as if someone preaches water and drinks wine.
- MUTUAL SUPPORT: The team has to function as a kind of community. Just as the members know their strengths, so there is a high-yield of talking about their difficulties among each other. If somebody hides his/her tenses, sadness or frustration, then it can strike back in the group. If we have such difficulty, which we cannot ignore, be sure to share it with the others. We have to accept the external help, if the team itself does not get along with something.
- OPEN COMMUNICATION: The open communication is the basic condition for the team's functioning. Among the members, there is no place for whatnot, lie, secretiveness, hinting, gossips and coded language or any specialised texts that the others do not understand. The evaluation, the praise or the conflict should be accomplished through open communication. Open communication does not mean raw terms, indiscretion or rudeness, we always have to be aware of the conditions of the concerned person.
- FIRST ASK, THEN JUDGE: It is valid for all situations: instead of sudden judgement we should rather ask the <u>concerned one</u> first.
- HONOUR AND PROFESSIONAL HUMILITY: The openness for each other's perceptions, keeping the dignity of the team member in mind and accepting the mutual basic principle of respect, can prevent several conflicts. This rule applies to all areas: from that point on, that we do not interrupt each other, until, we do not engage ourselves to discussions in which we are not competent.
- THERE IS NO BAD QUESTION: In the team, there must be always a place for a question. If somebody dares to undertake his/her uncertainty or ignorance in a question then he/she is entitled to reply him/her respectfully. The colleague should rather ask five times, than to make a wrong decision without the proper knowledge.

An example of a functioning team's rules on the basis of the above mentioned basic principles:

- What is said in the team that will remain among the team members.
- Discretion in connection with the helped ones.
- The shortest way is the straight. (for conflict management and communication)
- Information is power, live wisely with it!
- Reliance on each other and mutual support.
- Everybody has the right to make a proposal and to take responsibility for his/her proposals!
- *Unity and loyalty.*
- If you preach water, then drink water.
- The helper also needs help.
- *First ask then judge!*
- Honour and professional humility.

There is no stupid question.

We write down the rules of the team and everybody authenticates it with his/her signature by accepting it. Therefore, the rule of team can be easily recalled at any time and can give directions in case of controversial cases. The group rule applies to each member who accepted it and can be brought to book for it. (from the leader to the assistant). We have to make the newly entered team members know and accept the rules of the team.

# 3.3.1.5 Clarifying the preconceptions

In this point, there is a possibility to share the previously appearing expectations, presuppositions, hypotheses, emotions and possible prejudices.

The clarification of expectations is a good occasion to stronger outline the expected challenges of the task and team and to anticipate such situations in which, instead of reality, we react based on our hidden or unconsciously existing presuppositions.

Clarify-able areas:

- Do I have previous experiences in this field?
- What do I expect from this situation (from work, group, camp, etc.)?
- What could make me happy during work?
- What am I afraid of? What do I fear of?
- Is any anticipation hiding in me in connection with the present job? If yes, why?

The sincerity -shown during the clarification of the predictions-, greatly strengthens the team members' trust for each other, and it helps better understand the reaction of the colleagues.

# 3.3.1.6 Aimed acquaintance

It is the step of the team building, in which the personality appears as a work tool in the team. The aimed acquaintance intends that the members of the group get to know us from professional and human point of view as well based on certain criteria. This is a lengthy process, which requires patience, however, it connects the team in great extent.

During the aimed acquaintance, we can talk about the following characteristics:

- Motivations: Why did I undertake this task? Why do I need this?
- Antecedents: Do I have experience in this field? If yes, what kind of?
- Strengths: What are the strengths of my personality, the things that go well for me, in which I can be expected to help? What am I proud of?

- Weaknesses and barriers: What are the weak points of my personality? What makes me angry, tense and frustrated? What am I like if I am tired, sad or angry? In what situations am I blocked? (What makes me unresponsive?) What am I afraid of? Is there taboo for me? If yes what is that topic which I would like to avoid? What is the thing that I certainly do not want to do? What is the thing, which I cannot bear? Is there a factor which blocks me to do my task (we should think about families with small children, people who work at several workplaces, chain smokers, or ill people)?
- Success criteria: What do I consider success? What makes me satisfied?
- Stress release: What turns me out? How is it possible to release my tense? How do I communicate in conflict and stress situation?

As we can see, the aimed acquaintance requires great self-knowledge from the helper. If our colleague has not thought about the above mentioned questions yet, or he has not been on his self-knowledge level yet to be able to answer, then let us support him/her to be able to give the most thorough answer (even with greater patience, self-development and to observe him/her in practice and the following interpretation). In the field of helping, we cannot satisfy with an ordinary level of self-reflexion.

#### 3.3.1.7 Questions

In this point, the team members have the possibility to formulate all their questions for which they did not get any answers in the past without any topical constraints.

If somebody does not say anything important about himself/herself, feel free to ask, do not take the information granted.

It is important to know: the discussion of specific work tasks, the work organisation and the issue of absenteeism do not happen during the first team building. These steps belong to the operation of the built-up teams.

#### 3.3.1.8 Reflexion and starting

The team members –as the final momentum of the building- get the possibility to formulate a short feedback of the process that took place and of their expectations in connection with the team. By doing so the group process gets a frame and the team itself, can prepare the situation to start work.

After the reflexion, the group leader declares that team has established and can start its work.

# **3.4** The functioning of the built-up teams from the re-building to the closing

We should pay special attention to the already built-up team at each meeting. This does not mean of course that as Kelemen Kőmíves, we have to start to structure from ground day by day. However, we always need the repeated gatherings, the harmonisation, the conduct and the closing. It depends on the nature of the work, and it can spread from the daily regularity to the group meeting's frequency.

For example in case of a KÁSZPEM<sup>®</sup> Group, team meetings must be held daily, because the intensity of the program requires it. In a children's home the team must sit together at least once a week. In our experience, however, in many children's homes the workers do not hold even an average meeting in the unit, so the work is much less efficient than it could be.

# 3.4.1 Arriving

"To make the members arrive" is necessary from mental and emotional aspect too. It is essential for the group work that the participants are in the meeting not only in body but to join the events with their attention and whole personality. The arrival tunes the participants to the atmosphere of the group and it creates a common knowledge basis, and it helps to 'put down' the everyday difficulties. The arrival deflects the attention from the everyday troubles to the member in the team.

Directing questions to the arrival (the questions of daily meetings in bracket):

- How are you? What's up with you? (How are you? How did you sleep?)
- What happened to you in the period you since we last met? (How did you spend the last night?)
- Did anything move you from the happenings last time? (Did anything move you from the happenings yesterday?)

The questions of arrival apply to everybody. The group leader is usually the last one who speaks, firstly because he is courteous, secondly he indicates that the stage comes to an end.

# 3.4.2 Collecting information of the helped ones

This point is relevant if the team members are in touch with the helped children (with adults, clients) between the meetings, and if they can provide their acquaintance circle and information about them. At this time, the team members can report, for example if in the intervening period the child asked for help or told about his/her life, or one of the group members got into trouble (e.g. disease, room confinement). At the same time, we can talk about the second-hand information, which was received from the caregivers, friends or teachers of the child.

IMPORTANT: The information received from second-hand should never be taken for granted, we always have to check –from first hand- its authenticity and truth. If the child does not certify the veracity of the news or would not like to share with us that information, then we should treat it as if we did not know about it. This is also the part of the in-directivity and discretion.

# 3.4.3 Work discussion

After the arrival the group -as being a work group- turns to discuss the tasks relating to the unit (with the given day, program, or with the next week) and to share the work. The topics related to the work discussion:

The topics related to the work discussion:

- Topic of a certain period (E.g. Picture of trust)
- The main objective of a certain period (E.g. to reveal the damaged picture of trust, to assist for a new positive trust experience)
- The necessary basic work task for the sake of achieving the aim (E.g. What kind of play are we going to play).
- The necessary, special work tasks for the sake of achieving the aim (E.g. how do we relate to the children apart from the structured game time, what should we talk about with him/her in leisure time and to find out what kind of care needs each child)
- To determine the sequence and time chronology of the work tasks (What do we do and when we do we do it, Which game follows the other one, When will be break)
- To select the one, who is in charge of the work tasks (e.g. Who leads the given game, who prepares the accessories of the game, who speaks with the given child)
- The deadline for completion of the given work task (e.g. We have to talk with the child today)
- Practical support: Who needs help for his/her task? Who has capacity to help?
- Agreement of the attitudes and strategies required to do the work (for example: we have to show calmness to tranquilize the child. If somebody shouts, we will not shout back. If we lose confidence, the team will meet to consult immediately.)
- Preparing for possible exceptional situations (For example: We have to separately prepare for the eventuality, if a conflict between the team members "will explode", or

if one of the children has a dying relative whom the he/she can lose while in the group.)

A helper needs to handle a lot of information, so it is worth to fix the enacted agreements in writing.

In the programs of the ÁGOTA<sup>®</sup> Foundation the employees often make miniature daily agenda, and they also publish the day's events on a message wall.

#### 3.4.4 Requests, questions

In this point, we can formulate the questions, which can appear during the work sharing. At the same time, there is a possibility to ask questions from the colleagues (for example that they should help to make the members obey the group rules, or that they should try to be with the children more like in the past).

The group leader declares when will be the next meeting.

# 3.4.5 Preparation for work

The team stays together, however, it prepares all the tools and materials and it updates its knowledge, which is required for work. There will be no time before the group sessions, to start searching for scissors or to seek for manuals in the game book. Besides this, the ones who do one work task together can consult of the joint work and they can divide the part tasks. Thus, the team members can help each other, they can prepare their colleague according to their experience and they can memorise task of each other.

# 3.4.6 Work

After proper preparation, discussion during work only needed if there is an extraordinary incident, or the team gets new information, or there is a need of changing the sequence of the events. Of course, during a specific task, the professional and ethical recommendations - relating to the functioning of the team- are also valid.

If there is an unexpected situation, it may be necessary to rethink the tasks again. In this case there is a possibility (with the group leader's consent) to have a joint repeated workshop to plan the tasks again.

In the KÁSZPEM<sup>®</sup> groups we call this "aquarium". Then the team gathers before the group and holds a short discussion silently, quickly and with the participation of <u>all team members</u> about the tasks. In this case, the group sees and knows that there is a discussion, but it cannot hear properly what is happening, hence the name of the aquarium is. To keep an aquarium increases the flexibility of the work group, and in our experience, it reassures the group members, since it shows that the team is able to adapt to the group and it decides as a unit in the issues in connection with them. We should often use such a thing, if there is an unexpected obstacle roll in front of the team.

#### 3.4.7 Sharing experience and ventilation

During work, we have to provide the team members the possibility to share the experiences coming from task solving and to give feedback of their feelings. By doing so the team members get a picture of their colleague's state of mind, they can clear the air, they can resolve the conflicts and finally yet importantly, they can share new pieces of information and the joy.

Sharing experience and ventilation is a very important tool of ensuring that the team member appears not only as a "working tool" but also as a subject before himself/herself and the others. If we omit the experience sharing, then it can easily happen that the processing of the events will tie down the team member in such an extent that he/she will not be able to deal with other than his/her own feelings. Unfortunately it is often an effect of the burnout syndrome that man with helping profession does not have the possibility to share his/her emotions and experiences, as a result the ongoing tensions will make him believe that it does not matter anymore who he/she is, what he really feels, the point is to do his work even at the cost of his/her personality.

# 3.4.8 Evaluation

During evaluation the group leader and the team members judge the success of the work of the given work unit's success together.

Possible evaluation criteria:

- Did you manage to do the given job?
- How did you manage to do the given job?
- How did the team function as a unit? Was there cooperation?
- Who needed help and why?
- What could have been improved?
- What can we learn from the bygones?
- What did we learn from each other?
- Who deserves recognition and in what field he/she deserves it?

The evaluation is really important to prevent burnout, and from the aspect of personal and professional development.

# 3.4.9 Determination of further actions

Based on the evaluation, the team can determine such actions for itself which increase the efficiency of the team (e.g. who must speak more, what situations should we avoid in the future, how to capitalise their abilities more.).Thus, we can uphold the achieved results.

# 3.4.10 Thank giving and closing

The group leader thanks the team members, that they helped him/her in the work. The team members can also say thank you, if they feel so. In the state of mutual and constructive interdependence, we have to remember that our successes are not only our merit.

As closing the team members say goodbye to each other (if there is a new meeting then they will discuss the time and place of the next meeting.).

The process of team building and running seems very long at first reading. However, in practising teams where they regularly use this procedure, this naturally fits into the life of the work group, and for example, a daily routine discussion does not last longer than 10-10 minutes. This time, however, takes the fruit with interest, when we see that the team –as almost one man- is able to work together for the common goal.

# 3.5 To operate the built-up teams from the rebuilding to the closing

The team building is basically the group leader's task. The well-structured and operated team is able to multiply the educational process and so the efficiency of the KÁSZPEM<sup>®</sup>, but a badly ( or God forbid, not at all) structured or operated team usually causes more harm than good, and its successes can be rather related to luck than team work. I would like to give some good advice and ethical consideration for creating and operating a team. Unfortunately, it is not possible to summarise all the possibilities what we can expect from the cooperation with our colleagues, so we strived to collect those pieces of information, which -according to our experiences- are the most necessary for teamwork. The principles outlined below can be applied to any helping group (in children's home, family support service, etc.) where the personality is the main work tool.

- TO KNOW EACH OTHER: It is essential to know each other thoroughly if a work group wants to work together successfully in long term. In this case, the normal procedure in the traditional work groups is not enough, in which the knowledge of work tasks and related rules is a sufficient basis for cooperation. During education, the helper uses his/her personality as a work tool. Our colleagues have to know this "work tool" and we ourselves have to give "instructions" for it. We have to make our strengths, weaknesses, barriers, and development directions open for our colleagues. Similarly, it is necessary to know each other's values as well, since during education our behaviour is based on values hiding behind it.
- TRUST: In the team, the colleagues rely on each other mutually. Another basic condition of the efficient operation is trust, which simultaneously means to keep the secrets of the team and to share our own thoughts, feelings, impressions, and experiences.
- INNER SECRET: It is the team members' duty to preserve everything what has been said in the team as a secret. All relevant information with the group can be and usually should be shared with the team. If we keep the relevant information concerning the child, then we take away the possibility from our team members and ourselves to understand and help the child in the best way. Thus, we publish the information relating to the children, but it is forbidden to use the obtained information in an indiscrete way. The balance is delicate in this question. The team members can talk about the children's (group members, helped ones) confidential affairs, if they clearly help that given person or group. For example, in case of auto-aggression or professional puzzlement. However, we must not gossip about the child (the helped one) and let him/her out without professional bases.
- THE DISAGREEMENT AS A POSSIBILITY FOR DEVELOPMENT: arising differences in opinions, different solution methods in 1-1 case, but also in the case of an interpersonal conflict we have to interpret the resulted situation in a special way: the different opinions can teach the group for flexibility, can widen its horizon, can solve old lingering problems and can enrich the knowledge base of the team. In case of disagreement, we can reveal our own standpoint, but neither the children nor we can let ourselves to any personalities, insult, or any form of damage.
- INFORMATION IS POWER: In the team, the information has to flow continuously in verbal and non-verbal level. Thus, on the same bases of knowledge, the team can be supported in an adequate way. However, since having the information, we also hold the decision in our hands, we always have to publish information for our colleagues only after thorough conviction and precision: the vague, one-sided or even manipulated information can cause serious difficulties.
- SHARING WORK: The team has to be able to share the encountered tasks of group work. The group leader and the team members must have confidence in each other too, and come to each other's aid, if necessary. The group leader has to learn often consciously to dare to call others' assistance. Nobody can underestimate the task, which he/she got in the teamwork. (Who has the right to decide whether for the body

is the heart, the head or the hand is more important? Every part on its place is essential. Unit can be created only with the cooperation of the parts.) Sharing the work means that we have to take responsibility for the given job in person, however, our attention can never be restricted to our own thing only. If somebody does his/her work in a work group in such a way that de/she does not pay attention to his/her colleagues (whatever perfect his/her work is), he/she is guilty of irresponsibility.

The group leader can never forget: Sharing work does not mean "to assign" work. Let us involve the team in our decision and as far as possible give space to our colleagues.

• MAKING DECISION: In decision-making position, every team member has equal right to participate in decision making (regardless of his/her status). The team member can only be exempted if there is a danger of involvement or concern, why he/she is not able to weigh up objectively (e.g. in conflict situation with a group member). Although, all team members can contribute to the decision, and therefore the responsibility is shared, but the final professional and ethical responsibility burdens the group leader. However, if the group makes a wrong decision, they have to correct it together.

If there is high cohesion in the team, the leader is strong and the team members are committed to the team success very much, and they are convinced that they make good decisions, then we have to face the group-thinking by all means. This means that these groups isolated by communication make fatally bad decisions because of their excessive self-confidence, one-sided thinking, strong influence by the leader, or even the maintain of the group's unit, so that the facts convinced them about the opposites of the things. The risk of group thinking can be reduced by using rational decisionmaking methods (for example we balance the positive and negative outputs of the situation, or we imagine how we behaved after decision has been made) or for example by involving supervisor.

- DIVERSITY IS WEALTH: The team members with various personalities are all able to enrich the common experiences, ideas and tools of the team. However, the differences can cause not only joy but irritation as well. Every member of the team has to pay special attention to accept the diversity of his or her colleagues and to the coexistence with them. What annoys us, it may be a blessing for the child. (*One of the great group leaders spoke and acted very slowly. However, for the children it assured a sense of calm and prudence. One of the dynamic members of the team bore this very hard, however, he did not express his tension, because he saw the practical benefit of this behaviour.)* It means the higher level of acceptance if the team members- very wisely- learn from each other.
- UNITY AND LOYALTY: the team has to function as a unit in every sense of the world. Usually we formulate in singular in connection with it: despite of the fact that it is made up of more people, we speak about it as ONE, and it has to function as ONE. If there are tenses in the team, loyalty (for each other) must characterise the behaviour of the group members before the group or outsiders. (E.g. If the child senses that there is a conflict between 2 team members and he/she asks for it or initiates a game, then the proper answer can be the following one: "We are not in one opinion with X. Y. now but apart from this I admire him and I know that we will solve our problems."). However, even in the well-functioning teams, the agreement should not be taken granted: we need continuous open communication in order to be able to follow the changes caused by the constantly changing environment.

We experienced in work groups -which have been working together for long- that the communication narrowed to the activities of everyday things. Every team member thought it was automatic that the other man thinks the same as him/her. Unfortunately, this kind of comfort can lead to serious conflict, and as its solution, it often reveals that many things have changed on the fly but they did not speak to each other about it.

Loyalty protects the unity, prestige and reliability of the team. Team members who turn to each other with loyalty and respect, can provide security for the group where the child (or the helped one) can move with between clear boundaries, regardless of contacting one of the members of the team.

The factious, disloyal team can be easily victim of games and the internal conflicts, the lack of communication and the decisions made independent from each other will soon make the work group dysfunctional. The situation is the same if the team is "nice from the outside", they feel themselves great together, they comply with the rules, however, under the surface lurks a deep tension and isolation.

- SAMPLE GIVING: It was repeated 1000 times but it is a more often forgotten truth: so is the caregiver such as it is the child, so is the team such as it is the group. The team provides a living example for the group. The team members' behaviour, speak, values and communication with each other and also their non-verbal signs can be an example for the group members. If the team represents a real unit, over time, strong cohesion will develop in the group for each other. If the team is unorganised, there is no understanding in it, the communication is insufficient, and then so will be our group like. The emotionally loaded people, -so are the children taken out of family-, are very sensitive for the meta-communication. They often cannot formulate their feelings, but they had better sense the processes in the team. The group can easily take over the team's state of mind: if the members are calm and cheerful, it is shown in the group, the same is true for the tension (even if we try to hide it with all our powers). If the group functions not in accordance with our expectations, we should always ask from the work group: what had we done that this happened. The group and the child in it, is the living reflection of our own work. (Our duty is to look into this mirror, however we need a lot of courage for it.).
- THE HELPER ALSO NEEDS HELP: The team has to function as a community as well. Just as the members know their strengths, so there is a high-yield of talking about their difficulties among each other. If somebody hides his/her tenses, sadness or frustration, then it can strike back in the group (for example in an innocent game it can lead to fury or collapse). If we have such difficulty, which we cannot ignore, be sure to share it with the others. We have to accept the help the same way as the team itself does not get along with something. A good supervisor or advisor or maybe an expert who deals with children or a family member can help a lot with the proper perception or background information. To learn and ask for help is not a shame and it is not the sign of weakness. Rather to be deaf, blind and conceited.

We always have take into consideration that the team is not the therapy of the team members or that it was created because of development of self-knowledge. If somebody's problem creeps upon the team (e.g. an old unprocessed bereavement continuously returns and it "settles on" the mood of the team.), then we need to ask for external help for the team member..

- STRENGHTENING: As it is basically important to strengthen the child in the use of the KÁSZPEM<sup>®</sup> it is also important to strengthen each other in the team. In the teamwork, it has equal space for the feedback of the not very well-succeed things and for pointing out the positive things. So we can improve the helper's awareness and resoluteness, his/her self-sufficiency can be also improved and his/her personality can be polished. In the helper profession one of the most frequent reasons of the burnout is the lack of feedback and recognition, however the feedback of a well-functioning team functions as a "vaccination" for the helper. Let us be proud of what we achieved.
- OPEN COMMUNICATION: It is a crystal clear expectation toward our group or foster child so that we communicate them in a light and open way. For this expectation, he should grow up over time. The same criteria apply to the team from the beginning: among the members, there is no place for whatnot, lie, secretiveness,

hinting or gossips. The evaluation, the praise or the conflict should be accomplished through open communication. It applies to every situation: instead of sudden judgement, we should rather ask from the <u>concerned one</u>. Open communication does not mean raw terms, indiscretion or rudeness, we always have to be aware of the conditions of the concerned person. (E.g. We can ask him alone what bothers him/her. It is needless to talk about it before three people.)

• CONSTRUCTION: A team is never fully ready. From time to time the team members should arrive for the team and group and there is a continuous need to strengthen, form or improve the team. The construction is a natural part of the group-dynamic. If the team does not devote enough time, attention and effort for the continuous development, it will get empty and it will not be more than a functioning but lifeless work machine.

In the professional adult and child group and experience programs of the  $AGOTA^{\otimes}$ Foundation, the work groups hold a short discussion-with arrival nature- every single day and at the end of each day, they hold an evaluation, feedback type discussion.

• RETAINING ROLES: We should clearly lay down the roles in the team in the beginning of the work. All team members must ensure not to exceed their competence, however, in their own roles they have to seize all the opportunities to support their peers and the group. It is a serious ethical question to retain the boundaries of the helper role. One has to be very sensitive to sense if somebody crosses him/her or others want to get him/her to do this. In this case, the team has to defend the member from the role-miss as one man. The principle of roles retaining of course does not mean that they cannot clown with the group, or that they have to supervise the children as a 24-hour guardian angel. Retaining roles becomes particularly important in cases where a different behaviour of the role causes an undue advantage, disadvantage or harm for the helper or the helped one.

Exceeding the role for example are the followings; extortion of the child, to treat him/her as pal, confidential ("as weeping wall, complaint box") or as a romantic partner, to hold out promises of advantages in order to get information, to involve the child in privacy (for example to take him/her home at the weekend), but it is also true when the helper conspires with the helped one against a third person.

• PROFESSIONAL HUMILITY: In spite of the fact that we are well-prepared helpers, professionals with years, or even decades of experiences, let us believe it: there is always someone who can cause surprise to us. It is an honourable and developing attitude, if somebody is open for the new perceptions or even for the constructive criticism on his/her person. At the same time the helper who ignores opinion of others and who is convinced that he/she does not need any advice, then he/she is certainly in need of urgent help to continue his/her profession. The one who is able to learn from his/her own colleague, younger one or from the child-who he takes care of- is a wise man.

# 4. chapter

Anonimised minutes-extracts to illustrate the KÁSZPEM®

Trust

Interpersonal relations

Traumas, difficult life event

Norms and guidelines

Defencelessness and the relation to it

Self-determination

Relation to performance and picture of future

Group closing

# 4 chapter Anonimised report-extracts to demonstrate the KÁSZPEM®

The extracts being presenting now have already been the part of our first chapter. It had significance there because of the research aspect, since these pages call the attention for several aspects which may make the inquirer think.

Now it is important or even more important because this way the atmosphere of the program can be made much more sensitive for the caregiver. This time, we do not ask the dear reader to select among these lines but to follow bravely the curve of development which can be obviously shown by this program.

# 4.1 TRUST

#### Anomisied report- extract

I. group/1. occasion

2006

# TRUST

Personal frame: Group leader Co-group leader 2 Authentic helpers

Arrival of children

2006. - day 1

#### Presentation of the weekend program

What is the goal of the meetings? To lay down the rules: trust, secret of the group, obeisance to the other one, exact time compliance, tolerance.

#### Introduction, acquaintance

Aim: Introduction to each other, everybody could say good things about himself/herself in 3 minutes, then they changed, then the introduction of the other one with hands of his/her shoulder in a big circle.

The group leader created pairs.

Evaluation: What was it like to talk about myself?

What was it like to listen and listen to others, get to know them?

What was it like when you had to listen?

<u>Feedback</u>: The members of the group basically liked the game, their initial restlessness was disappearing. They were uniformly strengthened that it was much more difficult to talk about themselves, they are not used to this. It was good to listen to the other one and it was much easier. After: Resting (Bathing, bedtime, bedtime story)

2006. - day 2

#### Introductory, warming conversation about trust

Brain storming" (Problems of trust among child living in state care)

- They do not pay attention to me
- There is not secrecy
- There is not convergence
- Nobody cares for me
- They have abused my trust several times
- The caregivers discuss the things I told them among each other

#### Practice of trust

Blind guide- Its aim: to experience the feeling of reliance, give and get trust in practice.

Blind guide- Nearby lake and its surroundings→Restaurant

The group leader stood the participants in pairs.

*First round:* everybody coped the task, with more- less success. All of them opened their eyes, they felt fear. A member of the group had to stop several times because he/she was afraid so much. They were holding the hand of their co-leader very tightly.

<u>Second round</u>: The eyes of the team members were closed. The group members could experience what it is like when they are responsible for somebody. After going around the lake they led their mates through a busy city section to the restaurant.

*Evaluation:* How much did you trust in your partner? What was it like when you were the leader and when you acted the role of the blind?

<u>*Feedback*</u>: They were afraid very much during the game but when they sensed they could calmly trust in the other one, they could rely on the other one they became braver and they felt themselves safe. It was good to try this feeling and it was also good that they could rely on their mates.

#### Practices of trust II.

• <u>Practises of trust in pairs</u> (Facing each other with holding hands while crouching; standing back while crouching; to fall with outstretched body while holding hands. The couples stayed the same, as in the blind guiding.

• <u>Trust bell</u> (the group members made a tight circle /shoulder to shoulder/, one man stood in the middle of the circle, he folded his arms before his chest, and let himself to tilt in every direction. The circle of group members tilts him the other direction as a living wall. Not everyone dared to try it.)

#### The "free fall" game followed led by the group leader

This game not only points out the defencelessness and the trust but it is also a good group building exercise. Based on free appliance, we blindfolded B. I. group member's (boy) eyes. We escorted him to a higher place with the help of the group leader. Meanwhile, the other team members lined up before the higher place in silence, then they crouched while facing each other and they clasped their hands. The group leader gave a signal to the group members and tilted B. I., who fell to the hands of the group members.

Feedback: they felt good during the practises of trust. He would not have dared to try the free fall. B. I. was afraid very much, because he did not know what was going to happen to him, but he hoped that the others would take care of him.

Name	BAD	GOOD	Feedback of feelings
V. B.	My brother wanted to beat	During my operation the	It was bad to recall the
(22-year-old	me because of a child who	theatre orderly wished me	bad experience, but it
girl)	I reprimanded because he	Happy Birthday and my	was good to remember
-	had taken liberties.	brother also came to visit me.	the good again.
Co-group	After the death of my	After I finished the eighth	The game was good. It
leader	father, the family wasn't	grade and went to another	always brings back the
	comfort for me, I was left	school, my girlfriend protect-	hope that it is worth to
	alone.	ted my little sister. She didn't	risk and trust.
		let them say "gipsy" to her.	
K. I.	My mommy wanted to	I pushed off my brother and he	The game was good. It
(17-year-old	hang herself, when we	didn't beat me.	wasn't good to
girl)	were taken to the		remember the bad.
	children's home.		
B. I.	I often went to one of my	We went to harvest to my	It was good to talk about
(19-year-old	schoolmates, I was	foster parent's husband. We	this. I have never talked
boy)	welcomed there. Then her	had a good conversation and	about this.
	mother sent me away and	we have had a good	
	told me that I could never	relationship since then.	
	go there again.		
Boy authentic	A girl and her family did	A friend of mine told me that if	It was very good to talk
helper	me out of everything then	I feel like I could come to help	about my negative ex-
	she sent me away	the foundation.	perience as well. I
			haven't talked about it
			since then. Thank you
			that I could share it with
			you.

#### Sharing the negative/positive experiences in connection with trust

m v		· · · · · · · ·	× · · · · ·
T. K. (23-year-old boy) K. M.	At Christmas I visited my real mother. They humiliated me, they didn't even give me any food.	I talked with a musician in a disco, who placed confidence in me.	It was bad to recall the events connected to my real mother, but I don't even care about it. Anyway the game was good.
K. M. (20-year-old boy)	My older brother tried to blame me with the whole hoo-ha, what we had done together. That's why I got into prison.	My dad should have worked at Christmas as well, but he could make it and came home. We could spend the holiday together with the family.	I felt good. I learned such things about the others which I have not known, despite we have been living together for a while.
Sanyi (20-year-old boy)	My older brother sent my mother packing- and I was looking it without a word.	I wasn't left alone by K. M., when I was drunk.	It was good. I haven't talked anyone about this either. I didn't relieve, the whole thing stirred in me again. But at the same it was good to speak it out.
Girl authentic helper	My father almost stabbed me with a knife.	I was praised because of my work in front of the director and my boyfriend.	It was very good to have conversation. Thank you that I could listen to your experiences.
N.Z. (17-year-old boy)	I was really disappointed with my my sister. I didn't think that she would get to where she is now.	B. I visited me in the hospital, despite of the fact that theoretically no one knew that I had an operation.	It was good.
Group leader	I got almost blind and a boy whom I always protected from everyone: he jeered me.	We were on a study competition and they tried to humiliate us. To protect one of my peers, I stood up without hesitation and I said all the data. We were the first ones.	I felt good in the game. It was good to recall these things. I haven't thought about these experiences for a very long time.
N. M. (15-year-old girl)	I was disappointed in my mother. Why she let us get in to children's home.	My older brother called me on the phone, whom I have never heard of before. The first meeting will be now.	It was very difficult to talk about this, I have lot of bad feelings about his badly chosen picture. It was good to listen to the others, I learned a lot of new things about them. Anyway it was good, but hard.
L. É. ( 17-year-old girl)	My foster father beat me very much, because he got angry because of fixing the shutter.	The director+mum were at the director's office and we discussed that I could go home if I don't run away anymore.	It was good.

#### Gypsy block

- Story of origin From the tales of Vrana mommy
- Famous Gypsies The introduction of a famous gypsy (József Choli Daróczi)
- Learning a song/learning a dance

Then: Rest (bathing, sleeping, tale), common games -light and vivid

# 2006. - day 3

#### Screening with evaluation

Screening the film, Good Will Hunting then film-evaluation module

They liked the film very much. During break they called up the scenes of film as well. The basic story: a sharp-witted boy, who grew up in state care, cleans in a department of university. He meets series of alternatives in life and his continuous distrust stands in the way of his happiness. A real psychologist changes him.

#### Rejector - "The circle of love"

They had to write a conformation sentence –reflecting the weekend- in person. They read the sentences feelingly.

II. group/ 1. occasion

2006.

# TRUST

Personal frames: Group leader Co-group leader 2 authentic helpers

# 2006-day 1

The professional team arrived to the children's home

Beginning of the group

- Program at the weekend
- What is the goal of the meetings
- To lay down the group rules
  - trust
  - to give respect to the other
  - to observe the exact time
  - tolerance, group secret

#### Introduction, acquaintance

<u>Topic</u>: "Tell me about yourself as many positive things as you can for 3 minutes" Then the one who spoke became the listener and the other one had the possibility to talk about himself/herself for 3 minutes.

Thereafter the one who was the listener had to introduce the other in first person singular. Assessment: What was it like to speak about myself?

What was it like to listen and to listen to the other one, get to know the other one What was it like when you had to listen?

<u>Feedback</u>: The members of the group liked the game. There were people who preferred listening, but there were also ones who liked to talk about themselves.

# Practices of trust

The "free fall" game followed which was led by the group leader. This game not only points out the defencelessness and the trust but it is also a good group building exercise. Based on free appliance, we blindfolded S. D.'s (18-year-old boy) eyes, then the group leader escorted him to a higher place. Meanwhile, the other team members lined up before the higher place in silence, then they crouched while facing each other and they clasped their hands. The group leader gave a signal to the group members and tilted S. d., so S.D. fell to the hands of the group members.

Feedback: "I was very scared. I didn't know what was going to happen."- said S. D.

K. R. (22-year-old girl): "I couldn't have been there and done all this"

#### Practises of trust II.

#### "Blind guide"

We didn't do this practice in the residential home. There was an empty area about 150 m from the family house, where the group leader took the group and the practice began. The couples stood up. One of the members was the blind one, whose task was to close his eyes and to follow his partner according to his instructions. Then they changed. The one who was blind before, now he was in control, and the one who controlled before, he followed the instructions what his partner said.

Feedback: How much did you trust in your partner? What was it like when you were the leader and when you acted the role of the blind?

The practice was usually successful. Many of them opened their eyes at least once. It was good to experience that they already took the practice seriously at the first meeting.

#### 2006-day 2

#### Screening and its evaluation

We screened the film GOOD WILL HUNTING, which was popular among the group members and they found it very instructive. It perfectly suited into the thematic of the corner stone.

III. group/1. occasion

2006.

# TRUST

Personal frames: Group leader Co-group leader Authentic helper Facilitator

#### 2006- day 1

Beginning of the group

- Program at the weekend
- What is the goal of the meetings
- To lay down the group rule
  - trust
  - to give respect to the other
  - to observe the exact time
  - tolerance, group secret

#### "Brain storming"- Trust problems among the ones living in state care

- They cannot understand our situation
- He betrayed me, he played my trust
- He cannot keep secret
- He does not get to know me completely
- Interest friendship- he uses me
- Fear of the fact that it is not a long-term relationship  $\rightarrow$  defencelessness
- Insincerity
- Lack of self-confidence
- No secrecy
- Too many secrets  $\rightarrow$  over brim
- They look at me like I was stupid, they disdain
- Disappointment in parents, psychologists  $\rightarrow$  in adults
- Disappointment in children, in fellow sufferers
- Lack of attention, care
- Distrust from the educator and guardian
- Stranger tries to dictate
- Irresponsible parents  $\rightarrow$  I am not important for them either

To promote trust: They can listen to us better, they can watch for the kids, e.g. with games

#### I'll follow you!

Everyone's name is on a note, the one we draw his/her movements have to be imitated. The game was in a very good mood, we completely attuned to each other. The apices of the game: The group followed H.I. (15-year-old boy) as one man.

#### Trust bell

N. L. (14-year-old boy) and B. K. (15-year-old boy) stood in the middle of the circle only after lengthy persuasion. The group treated the one inside the circle very carefully, although, personal conflict could be observed as well. The team members had to be very alert in this case. There were case when if we do not get there, then they would have fallen on the ground, e.g. R. A. (14-year-old girl), K. Á. (13-year-old girl). The same child caught one of the children but did not catch the other one. In this case we had to help them, and intervene. After each of such occasion we drew their attention to responsibility. At group and individual levels as well.

Note: The team members have to be equally spaced from each other, so that they could reach the whole circle in case of problem. Later on, we did the practice in small groups.

#### Talk about trust

We talked about the positive and negative trust experiences currently affecting their lives. The personal sample giving was very important on behalf of both the authentic helper and the both the team members. There were several reports of serious disappointment experiences, so the emphasis was on community building in the rest of the afternoon.

#### Anonimised report- extract

IV. group/ 1. occasion

2007.

# TRUST

<u>Personal frame:</u> *Group leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper* 

#### Practices of trust

Blind guide- practice in pairs while one of them with closed eyes (blindly) let his/her pair lead him/her.

*First round:* everybody cope the task, relatively fast. The touch caused some problems in the role of the leader for the group members. More of them opened their eyes, they were afraid.

<u>Second round</u>: They already leaded their pairs in a more experienced way. They dared to touch more bravely and they formulated more clearly in their communication.

*Evaluation:* How much did you trust in your partner? What was it like when you were the leader and when you acted the role of the blind one? *Feedback*: It was good to lead and it was good to be the leaded one. The best thing was that after opening their eyes they were astonished how far they got. They enjoyed the game.

I. group	II. group	III. group
Trust does not develop,	Between adult- child:	Trust does not develop, trust
trust loses:	• There is not secrecy	loses:
• Caregiver tells other	• The educators does not know	• Insincerity
ones what I told him/her	us	• Lie
• Other people do not	• There is no common trust	Disappointment
know what it is like to	Discrimination/favouritism	• Hoax
be a child in state care	Between parent-child:	• Telling
but the teacher tells	THEY SENT ME TO THE	• Disregard (he/she does not
everyone about it.	GHETTO!	listen to me!)
• Lack of honesty	• Parent is uncertain in	• They do not help me
• He/she tells other ones	himself/herself.	• They do not pay attention to
about his/her problem	Why does not trust develop:	me
• Jealousy	• Cheat in relationship	• Protection: nobody will
• I do not talk about my	• Lie	place confidence in
problem to other people	• He/she steals, cheats, lies	someone who is able to beat
• I will stay alone with	• Anxiety (what is nice to	a smaller one.
my problem	him/her)	• Protection: they do not
• I rather trust in myself	<ul> <li>Judgement- look</li> </ul>	protect the smaller one,
• I am afraid that they	Outward appearance	he/she will not trust me
will not treat me as a	• External environment (it does	because I did not protect
normal person	matter where we acquaint,	him/her, I let them beat
• He/she did not keep	make friends:	him/her.
his/her promise	pub→←restaurant	• Lack of love
• Fear of disappointment	After disappointment:	• Lack of honour (he/she does
• Fear of they tell bad	• Keeping distance (I do not	not think I am on a par with
things about me	share with him/her)	him/her)
• Fear of taking	• We do not go out together	• Friendship does not develop
advantage	• He/she does not approach to	because of the lack of
• The "friends" hurt me	him/her anymore	sympathy
because of being a child	• Estrangement between 2	• To be unknown
in state care $\rightarrow$ they lost	people	• Lack of empathy
• Fear of he/she twists my	• We search for a sure point but	• Caregiver: know where you
words	beside somebody else	came from (you should
• They disdain me	• Educator does not give advice	appreciate that the roof is
• They hurt the ones in	for my problem but he/she	over your head. Be glad that
state care if he/she trusts	wants to solve it or he/she	you can be here!)
in somebody	sends me to a psychologist.	
L		

They created 3 groups and they formulated the next remarks:

Name	BAD	GOOD	FEEDBACK OF FEELINGS (How did you feel in the game? How important is trust for you? Are you reliable?)
P. L. (17-year-old boy)	I arrived home from school and my mother told me I had to go to children's home- there was not any prelude.	They forbade me to go home ever again because I did bad things. However, an educator managed the resolution and this way I can go home.	I do not really talk about bad things; it was not also good to recall it. I feel reliable myself reliable.
Boy Authentic helper	A girl and her family did me out of everything then she sent me away	I met my girlfriend in the Serbian dance group, she introduced me to her mother who took a fancy to me very much and after my disappointment, I could rely on her, she showed me the path in the life.	I do not really talk about bad things but sometimes it is good only to speak out those things because I relieve.
N. I. (18-year-old boy)	I went to the shop and I saw my best friends with my loved one. The girl cheated me with him.	The educator tells me that the resolution arrived which meant I could get driving licence.	The conversation was good although I would rather not talk about bad things.
Facilitator	My knees are bunged up, I am lying in my room, and my parents are downstairs. I asked them to take me to the doctor but they did not, they left me there alone.	During one of the camps: they have a good party down there and I have to make 300 certificates, gifts. In that time a good friend of mine came who promised me to help me, and he/she really came.	I am reliable and I developed much in the field of trust.
F. H. (18-year-old girl)	The form-master told the class that I was a child in state care.	The good relation with my classmates remained after turning out that I was a child in state care.	I consider myself reliable but I do not trust easily.
Girl Authentic helper	My crummy classmate laughed at me when I told her I was from the ghetto and what it was like to be from the ghetto.	In a PE lesson, one of my classmates and me started to talk about that I got into state care and I became a child in state care and what this existence state was like. Once I realised that approximately thirty persons were sitting crossed-leg around me and everybody was listening to me without taking breath- inquiringly and nicely.	It is hard to me talking about bad things but every time it comes to my mind that it brings relief and if they see, I dare to talk about difficulties then the others also will. I would like to help.
Group leader	My stepmother was not self-supporting this way I asked our neighbour to do the shopping in change of money to have something to eat and drink. Every month I sent her the money via	I had a theologian partner but we did not get on well. Then we became friends thanks to an obligatory school year task. The morning found us sleeping in front of the church we have been friends since then.	I am reliable. I know many secrets, which depressurize me.

r			
	post. Our neighbour		
	spent the money for		
	herself; she did not		
	take care of my		
	mother.		
R. I.	My mom confessed	A lot of students (from 80	I don't talk about the bad
(19-year-old	what she had done,	persons) voted me to be the	things and everybody talks
girl)	what she had prepared	president of the student council.	about the good things.
	to do against me. I		
	was really		
<b>T7</b> A	disappointed with her.		
K. A.	My foster parents told	I told my 2 best girlfriends that I	I trust my girlfriend, we
(18-year-old	me that I was "just"	had become a child in state care,	only talk about the good
girl)	an adopted child, and	and they didn't leave me, and	things, and we rather talk
	now they give me	we have been good friends since	with the educators.
	back. I had to go to	then.	
D F	the institute.	<b>XX</b> Y <b>1 1 •</b> • •	
B.E.	My parents put me in	We had a picnic at a swimming	I trust in everyone.
(18-year-old	state care, and told me	pool where I told my friends	
girl)	that I had to go.	that I'm a child in state care. My	
		friends received it well, we	
L. N.	My mother tald and	stayed friends.	I do not truct cosiler only in
	My mother told me	I told my girlfriend that I	I do not trust easily, only in
(17-year-old	that I had to go to the	became a child in state care	1 person.
girl)	institute. I was	while we were riding a bike. We	
	standing outside while	have been friends since then.	
	my mother was		
	smoking inside the room. She doesn't		
	even bother me that		
G. R.	time.	I mat many paople in the sport	There are many accrete in
	The foster parents told me that I got into	I met many people in the sport camp, who accepted me and we	"There are many secrets in my head!" I don't trust My
(18-year-old	another residential	had a great time together	friends say I am reliable. I
boy)	home while we were	had a great time together	-
	eating, without any		have many friends, but I couldn't share my secrets or
	antecedents.		difficulties with any of
	antecedents.		them.
			(The group confirmed that
			<i>he is reliable.)</i>
Т. Т.	When I got into the	I had to do the double twist with	I don't trust anyone only
(17-year-old	institute, my mother	a motorcycle. I fell many times,	myself. I tell some things to
boy)	and father were	my hands and legs were	my group mate sometimes.
	standing in front of	bleeding and it also broke, But	, , , , , , , , , , , , , , , , , , ,
	me and they told me	my father said; You can do it	
	that I had to go.	My Son! And I could really do	
		it.	
Co-group leader	On the day of my	After moving I had to prove a	I basically trust- until the
	father's funeral I was	lot, since we were the only	first disappointment. I
	standing at bottom of	gipsy family in the village	closed myself 5 years ago
	the staircase. My	which was full of prejudices. I	(my father's death), but
	godfather was	could bear up under class, I	then someone came and
	laughing with a	became class leader and the	didn't let me close myself. I
	stranger instead of	new classmates voted me for	trust him the most.
	providing me support.	the deputy post of Mókus őrs	
	~ 11		

# At the bus station

At a chosen place in a chosen role an imaginative role game during which we can try out behavioural patterns inherent our relationships.

Name	Role	Reality relation	Meetings	Feedback of feelings
P. L.	Gypsy peddler	What is it like when	With everyone,	The game was good.
(17-year-old	woman	you are selling,	except with the	That wasn't good that
boy)		when you are rejected.	ticket salesman. Memorable meeting: with the cleaner, who rejected me today but for tomorrow she ensu- red a certain selling.	I was rejected many times and they didn't want to buy from me anything, but anyway it was good.
Boy Authentic	25-year-old	I could meet a lot of	With mayor,	The game was very
helper	Gipsy ticket salesman	people closely.	African, average girl, cleaner, and citizen soldier.	good. The parallel can be between the game and my real life: I should meet more people, with new people.
N. I. (18-year-old boy)	17-year-old Romany boy	I don't know.	Gypsy peddler woman – he didn't buy anything from her, he didn't help to hold the shovel to the cleaner. Other- wise he saw everyone.	The game was good.
Facilitator	Toilet lady (Manyika)	I wanted to have a certain point, I don't like cavalcade.	Average girl, young gipsy girl, cleaner, mayor, homeless, gypsy peddler woman.	It wasn't good to be in a certain point because I got into periphery. I should jump over my fear more frequently; otherwise I am going to stay out.
F. H.	17-year-old	They have met such	Cleaner, an African	I liked the game very
(18-year-old girl)	gipsy girl	girls many times, they are hurt a lot.	stepped on her foot accidentally, toilet lady, student, student girl.	much.
Girl Authentic	citizen soldier	What is it like when	Homeless, ticket	I would like to be
helper		I can give security. Everywhere/in everything.	salesman, she protected an African, toilet lady, student, mayor.	among people, I would like to help them and understand everything.
Group leader	Homeless Józsi	I got in touch with many people who were out of periphery. The railway station is his living space, there are his feelings.	Average girl, African, high school girl, cleaner, ticket salesman, mayor, citizen soldier.	I am socially sensitive, but in the last few months I am more emphatic with the socially disadvantaged ones. I see the loneliness of the people.
R. I.	average girl	I don't know.	Toilet lady, cleaner,	It was totally same as
(19-year-old			ticket salesman,	in the reality. The
girl)			gipsy peddler, mayor.	game was good.

K. A.	Student girl	I don't know why	Se was sitting with	The game was good.
(18-year-old	Student gill	this came. I could be	student girls, she	The guine was good.
girl)		open with many	helped the cleaner to	
6 /		people.	hold the shovel, she	
			was sitting with	
			gipsy woman.	
B. E.	High school	I don't know.	Student, gipsy	The game was good.
(18-year-old	girl		peddler woman, a	
girl)			homeless flannelled	
			his hands in her hair.	
L. N.	Big gipsy	I have seen them	Student, student girl,	The game was good.
(17-year-old	woman	many times, I	gipsy student girl-	
girl)		wanted to try out.	they were sitting,	
			she was chatting	
			with the student and	
			she was listening to	
			the cleaner's	
<u> </u>			complaints.	
G. R.	African	With	Cleaner, ticket	The game was good, I
(18-year-old	migrant	communication	salesman, homeless,	liked it, but it wasn't
boy)		difficulties how am	citizen soldier,	good to experience the
		I able to make	young gipsy student	incomprehension, and
		myself understood?	girl.	that they tried to cheat
Т. Т.	XX	T 1	II	me with money.
	XY, mayor	I don't know.	Homeless, ticket	It was good to try it
(17-year-old			salesman, citizen	out, it was a good
boy)		What is it like when	soldier, cleaner.	game.
Co-group leader	cleaner	a lot of hard work	She met everyone.	It was good not to be in the centre and the
leader				
		doesn't have any benefit.		observer, silent, parti-
		benefit.		cipant role is also very
				good.

# Screening with assessment

# Good Will Hunting

Assessment (What caught you in the movie, your relationship with your fellow sufferer in the field of trust, do you have soul mate?

Name	Comment
R. I.	When the psychologist broke the unbreakable. He let himself close to him.
(19-year-old girl)	According to his opinion there can be only one good friend $\rightarrow \leftarrow$ she has many
	soul mates.
F. H.	She doesn't have a soul mate. She liked the whole movie.
(18-year-old girl)	
Girl Authentic	First she wanted to be just like the boy. He learnt to replace the lack of love. She
helper	has got a soul mate.
K. A.	She has got a soul mate. I liked the film.
(18-year-old girl)	
P. L.	He took advantage of the girl because he had sexual relationship with her,
(17-year-old boy)	although, he didn't love her. (Question: Then why did he go after her? $\rightarrow$
	because he needed a partner. Question: did he say it because he really didn't love
	her or he was afraid to trust? He doesn't have a soul mate. He has conversation
	sometimes but only with outsiders.
G. R.	DISTRUST ISN'T GOOD BECAUSE IT SEPARATES. The man is left alone.
(18-year-old boy)	He can't highlight parts from the film, because the whole film got him.
Boy Authentic	He was surprised that the boy learnt from the psychologist as well. Question: do
helper	you think that the good helper treats you from the upside? The psychologist
	dared to open $\rightarrow$ that's why he started to change.
N. I.	He has a soul mate: his room mate.
(18-year-old boy)	

V. group/1. occasion

2007.

# TRUST

Personal frames: Group leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

After the team arrived to the children's home

#### Group start

Antecedents, our goals, to ask for their help, to lay down the group rules, to agree in the group norms, to present the weekend, introduction, acquaintance

#### OUR RULES

- ☺ Be each other's GIFTS!
- ③ Cheerfulness
- © SECRECY: what we are talking about here, we do not talk about it outside the group.
- ③ Solidarity
- ③ Honesty
- ☺ Everyone should be here!
- © If someone speaks, we listen and pay attention to each other.
- © Everyone has the right to speak, and if somebody is speaking we let him/her finish.
- ③ There is NO stupid question!
- © Do not mess around, or disdain each other!
- ☺ You can offer only yourself!

#### Our calling cards

Group member	Relations (Who connected to	<u>REALITY</u> RELATION	FEEDBACK OF FEELINGS	<u>Mimicry/</u> gesticulation
member	him/her and by what?)	(What is it true for you? What is not really true for you at all?) How did the group	What was it like to hear about other's acquaintance with the same name, do you	gesticulation
		member describe himself/herself?	like your name, is it a characteristic of you to divide others, what is it like to be similar?	
J. É.	A girlfriend who is	I like laughing	It was good to	She was confused
(18-	quiet, very clever, and	very much, the	listen that others'	a bit, but she
year-old	likes laughing very	thing I get, that	Anna has such	relieved soon.
girl)	much	will I give back.	characteristics,	When she was
	A friend, who became a	Although, I am not	which I also	talking about her
	nun, she is very kind-	a nun but it is very	possess. I was	relationship with
	hearted and helpful	important to have	disappointed a lot	god, she was
		good relationship	in life, so I don't	playing with her
		with God. I do	have a real friend	necklace.
		pray, and what I	and I give as	
		ask from God I	much as I got.	
		always get it. He is		
		very kind-hearted.		

Boy Authent ic helper	He is a very nice man, family-centred, he does everything to help he has a big heart, he works a lot. He is a great party face, he is a good guy, but aggressive, he drinks, at present he is on detoxication cure.	He likes to work, it does not matter what, but he needs to have a job beside school, hw would also like to have a family. He likes to go to parties, but he is never aggressive, and he does not drink that much to be drunk.	One of their acquaintance with similar name does not look like me at all, but if I do not start to use my brain maybe the same fate would have waited for me, I just decided that I do not want a life which brings me down on the slope. Since then I have been strug- gling, working and doing everything not to get into a defenceless situation.	He quickly overcame his aphasia before strangers and he formulated clearly, understandably and calmly.
G. Cs. (17- year-old girl)	She is a shy girly, who is a real friend. She is quiet.	This is totally true for her. She is reserved.	I got used to my name, it was good to listen to the others, I got to know lots of new things.	She was embarrassed very much, she started to laugh sometimes.
B. Gy. (17- year-old girl)	Her sister, who worked as a stripper, then gave birth to 2 children. She left the 2 children, nobody knew what was with her or where she was. 2 years later she was found in a ditch, she was completely regressed, her brain was at 1 month-old level she does not even know about herself, but she recognised them. She is helpful, I can talk about everything with	"I could never leave my children, and I am not a stripper"	Others know better what I am like, you should ask others. It was good to listen to the others, and that how they see themselves. It is very strange that I have to talk about myself I am not used to it.	She was embarassed, she was smiling embarrassed.
K. J. (17- year-old girl)	her. She had a caregiver, who was humane, fair and she learnt a lot from him, she never struggled for respect with her strength. She had a caregiver who was caring and nice. Her godfather, who loved music, played the guitar nicely, he had a huge soul.	She has a sense of justice but she rarely gives voice to it. She also protects the smaller ones. she also likes the music very much.	The game was good.	She listened to her peers with encouraging attention, she nodded many times and she was embarrassed during the talk.

	Cha is we will			]
	She is very quick-	She is also quick-		
	tempe-red, she quickly	tempered.		
	loses her mind and then			
	she does a lot of stupid			
	things.		4	
	Her boyfriend is	She tries to learn		
	maxima-list, quick-	how to handle-		
	tempered, but he can	repress it in		
	treat himself, he loves	herself. She also		
	sports. (basketball,	likes sports.		
	handball)			
Girl	Heris first quiet,	She is the same,	It was good to	First, I was
Authent	because he thought that	but she thinks	listen to	embarrassed, she
ic helper	nobody listens to him	herself to be lucky,	everybody, it was	felt that she was
_	and he just muttered	because she is	a good feeling	not sympathetic
	under his breath. Then	surrounded by	that other'	for one of the
	he realised that there is	good people, who	acquaintance is	group member,
	someone who is	really listen to her	similar to her. She	but she managed
	interested in him and	and they taught her	felt good.	to speak in the
	listens to him, and then	to believe in		end.
	he dared to open.	herself.		
	Her classmate, who is	She is also	1	
	very loudmouthed, she	cheerful, she often		
	laughs a lot and she is	laughs and likes to		
	always cheerful, nice	help where she		
	-	can.		
D. L.	and helpful.	She does not know	It was good to	She listened to
	Mentor, who sponsored		It was good to	
(17-	her, though he did not	whether he will	listen to the	everyone with full
year-old	have to, but she could	help her or not.	others, the game	heart, and when
girl)	rely on him in		was good. We do	she had to talk,
	everything.	<u>C11.</u>	not talk with each	she was joking all
	Her aunt, who is warm-	She also likes to	other this way,	the time, because
	hearted, funny, family-	laugh and can be	despite of the fact	she was
	centred, selfless and	selfless.	that we have been	embarrassed.
	nice.		living together for	
			a while. It is	
	Her name in the school,		strange but I think	
	that is how everyone		I will get used to	
	calls her.		it.	
R. F.	He is family-centred,	He likes mending	I liked the game,	He was calm, at
(16-	manual worker, he likes	things.	it was good to	the end he did not
year-old	tinkering, he can do		listen to the	listen vigilantly,
boy)	everything.		others. I am a bit	but before he did
	They had parties a lot,	He also likes to go	tired, because I	
	he got him into bad	to parties, he	got up at 5 in the	
	things. He was fired.	sometimes drinks,	morning. I felt	
	Everyone said that he is	but he does not do	good.	
	insincere.	bad things, and he		
		does not get		
		anybody into bad		
		things.		
	<b>TT</b> 1 1.1	He is not like this	1	
	He smashed the room			
	He smashed the room up, because he got			
	up, because he got	at all.		
	up, because he got angry on something. He			
	up, because he got			

Facilita- tor	He is a mate, schoolmate. He is a	He does not disdain anybody	I felt good in the game, it was very	Active presence.
	party face, drug addict, and he did not disdain him because he was "gyeris".	either, he likes to go to parties.	exciting and interesting to hear others' speech. Than you for	
	His lover. He can totally rely on her. He loves him, what she plans she usually accomplishes it, she tries it several times	He does not give up easily, he is a maximalist and man can rely on him.	sincerity.	
K. P. (18- year-old boy)	His brother was called like this, whom he has never seen in his life, but he would have liked to meet him, but he rejected him telling that if they have not known each other so far then it is pointless to meet now.	He could never reject his brother.	It was good to listen to the others and it was good to speak. I hope there will be many more like this.	Very active attention and presence. During speaking he often flushed, he required the attention and he often changed his seat.
	He had a classmate and friend whom he has known since he was 10. He has a good sense of humour, hey laughed a lot together, they went to high school and university together. He stammered and now he is a lawyer and a clerk. He respects him very much because he could overcome himself and struggled the way which he set for himself.	He also likes to laugh and he would be able to fight if he really wanted to		
F. K. (17- year-old girl)	Her classmate whom he first considered fastidious. Then they started to talk and became friends.	She likes to talk and she always tries to give herself- but she has difficulties to talk about herself, because she is afraid of being spoken bad things about her.	The game was good, but it was very strange that we talked in this way. I never even talk with my boyfriend. like this. It is hard but I try to trust.	Vigilant attention, empathy. During speaking she covered her face with her hair, she was playing with her hands, she was talking very quietly, jabbering, in order to finish
	She has very definite aims, she tries to breaks up from her present situation, she fights a lot and she reaches her aim.	She has also aims which she will fight for. She is fighting now too, but she has not planned so forward that she needed to have big fights, she just lives her life.		the conversation as soon as possible.

Comment	Ho is holoful coming to	He is also the	It was your good	Calm active
Co-group leader	He is helpful, caring, he has not known him for	He is also the same.	It was very good to listen to the	Calm, active presence.
	a long time and he was	same.	others. He felt	presence.
	afraid to trust in him.		good in the game.	
	Then they spent a lot of		good in the game.	
	time together and they			
	are starting to become			
	friends.			
	His nursery mate, who	He always rather	_	
	always rebelled against	tried to accept and		
	the rules of the nursery.	keep the rules. He		
	He is nice, friendly the	did not get into the		
	clown of the class.	centre in those		
		days.		
P. T.	20-year-old teenager,	He also likes	It was good to	He made a lot of
(16-year-	who likes parties and	parties and music.	listen to the	jokes in the
old boy)	music.		others, it was	beginning, then
			strange to talk,	he paid attention
			but he liked it.	and listened.
				When he listened
				to K. P. (18-year-
				old boy) he
				became very sad,
				there were tears in
				his eyes, he
				listened eagerly to
				F. K. who knows
				P. T. his never-
				seen brother. He
				was embarrassed
				during speaking,
				so far he only
				dares to speak to
				the group leader.
				For request he
				looks at the others
				and tries to make
Crear	Ha lilraa ta lawala aw i	Ha lilrea ta 1a1	The come me	joke of it.
Group leader	He likes to laugh and fight.	He likes to laugh.	The game was	Active presence
	His foster mother who	He likes to help.	very good, thank you for the	
	is warm-hearted and	The likes to help.	attention to each	
	helpful.		other, thank you	
	Selfless friend who is	Selfless and he	that despite of the	
	fair and has a huge	tries to be fair. he	fact that "you	
	heart.	does not tolerate	know what are the	
		injustice.	"gyeris"-es like	
	She helped him, she	His sense of justice	they gossip about	
	introduced him to	is strong, and he	everything" and	
	everyone, she did not	tells if he considers	despite you dared	
	let him alone.	something injustice.	to formulate	
	His aunt. When his	helpful	characteristics	
	parents divorced, she		and give trust to	
	took him in to avoid		each other. I felt	
	them to get into the		good.	
	street. She only looked			
	in what way she could			
	help him			

# Brain storming" (Trust problems among people living in state care- actualised to my personal experiences)

- ☺ I am afraid that he will tell the other what I told him
- $\bigcirc$  Here is no such thing that; friend
- ⊖ Gossip
- Disappointment
- $\bigcirc$  Love without not interest
- ☺ Bad knowledge of mankind
- $\bigcirc$  If there is no sincerity
- ☺ Trust and sincerity is not mutual
- $\bigcirc$  I know what the people are like
- $\bigcirc$  If I do not know  $\rightarrow$  there is no trust
- I protect myself
- $\bigcirc$  First impression- inelasticity  $\rightarrow$  I do not change my opinion, even If I experience something else in the meantime (I do not dare)
- $\bigcirc$  They take advantage of trust

#### Practices of trust

#### Blind guide

#### Pairs:

1. Girl Authentic helper D. L. (17-year-old girl)

The Girl Authentic helper was not sympathetic for D. L. (17-year-old girl), so the group leader put them in one pair.

First the Girl Authentic helper was with closed eyes, D. K. (17-year-old girl) led her, firstly she does not really take care of her, and when the Girl Authentic helper was not angry on her, but laughed and told that she was afraid, then her responsibility became stronger. She did not hold her, the Girl Authentic helper hooked on her. The Girl Authentic helper took care of D. L. (17-year-old girl) very much, she controlled her with touch and her words, so D. L. (17-year-old girl) felt safe. Both were good, but it was better when she did not have to close her eyes. D. L. opened her eyes during the act.

- 2. Boy Authentic helper J. É. (18-year-old girl) They trusted in each other, they controlled each other with touch and words. They did not open their eyes during it.
- 3. K. J. (17-year-old boy)-K. P. (18-year-old boy) The do not use touch, so the boy with closed eyes put his hand on the one with open eyes and they went like a train. They did not open their eyes, K. J. got his eyes blindfolded, because he knew that we would not be able to keep them closed. It was better to be with opened eyes.
- 4. R. F. (16-year-old boy)\_F. K. (17-year-old boy) They controlled each other with words and touch, they trusted in each other they listened to each other. It was better for F. K. to be with closed eyes.
- 5. B. Gy. (17-year-old boy)- P. T. (16-year-old boy) They laughed a lot during it, but P. T. took care of B. Gy. and vice versa. For both of them it was better when their eyes could be open.
- 6. Facilitator- G. Cs. (17-year-old girl) They managed to do the practice with closed eyes, they helped each other with words and touch as well. Both were equally good, for G. Cs. it was better to lead than to be led.

## Free Fall

After proper preparation such person undertook the role of freefall practice who stack out of the group a bit, who was in marginal situation, the others did not respect him, they did not take him seriously. During the practice the group members watched out for him better than for their own lives ("my wrist would rather broke but I will keep him") and then they looked the communication with him.

Feedback

In the feedback they also expressed their changed feelings toward the candidate. D. L. (17-year-old girl) thanked that the Girl authentic helper did not let her fall. They felt good, and many of them expressed that they did not feel the practice embarrassing they rather enjoyed it.

#### The big trust game

It serves for group building: Each group member "lent" one of his/her personal item to another group member who has to keep personal item-important for the other- at himself/herself until Sunday morning.

Within the group everybody offered a personal item, which is given to another group member to keep it until next morning. Such personal items were offered which are really important for that person. They wrote their names and the offered item on a note. We put the notes in a hat, and everybody pulled one, and what was on the note that personal item was given to the person.

#### Sharing positive/negative experiences in connection with trust

NAME	1. PICTURE	BAD	did he/she put it back?	2. PICTURE	GOOD	Did he/she put it back?	FEEDBACK (How did he/she feel during the game, how is he/she now, how is he/she with trust in general, what is he/she up to his/her disappointments, does he/she give a new chance?	CONNECTIONS /MIMICRY/ GESTICULATIO N
J. É. (18- year-old girl)	Black and white normal size	One of my caretakers was my educator for 12 years. In the canteen he humiliated and shouted at me in front of everyone. "He raised me out of shit"- that is what he shouted and he peeled me of everything.	yes	Very colourful, normal size	A caregiver. he told me that his door is always open to me, any trouble I will have in life.	no	It was hard to talk about the bad, but I felt good in the game. I do not have any friend I only speak with my partner about spiritual things. It is hard. I do not give new chance or only if I lost my confidence in someone and he fights for it.	She did not have any connections. Flushing, shuttered eyes, she was playing with her hands, active attention at the others, strengthening gestures toward the one who was speaking.

Boy Authent ic helper	Livid, colourful, normal size	My real mother contacted me when I was 18, and she took me in. I went, because I thought that I finally could have a real family and a mother. But I only got indignity and beatings, they took my money away too.	yes	Colourful A5 size	I feared of a friend very much, he was a fellow sufferer of me. 2 years ago he came to me and we started to talk. We have been real friends since then.	no	The game was very good. It was difficult to listen to the bad experiences, since I experienced the same things day by day. Trust was a very good feeling, how you dared to tell the bad in the circle. I trust and give new chance easily, but I am much more careful.	I was connected in the feedback. Wide gesticulation with his hand, he was embarrassed during the bad and became quieter, but it could be seen that he coped with it. Calm, vigilant attention.
G. Cs. (17- year-old girl)	Colourful, normal	My brother believed me I was different, a stranger, and he disinherited me.	yes	colourful	A girl who took care of me in secondary school, she helped in everything, we have been in contact since then.	no	It was good. I feel good now too.	She does not like to talk, but she paid attention to the others all time.
B. Gy. (17- year-old girl)	Colourful, small size	My oldest brother disinherited me: "you are inferior, because you are "gyeris". My oldest brother was never in an institute.	yes	Colourful, normal size	My room mate was first very unsympathetic, but then we started to talk and the girl trusted me.	no	It was good to listen to the others, I feel fine now. It is strange that we have known each other for year and we never talked like this. But it is good and I will get used to it. It is very good.	She encouraged the others with her attention and look. She is very shy and when she had to talk it was very difficult for her to start it. During her bad experience she was shrugging as if she was not interested, but her eyes were full of tears.
K. J. (17- year-old boy)	Big size, black and white its side is	My biggest disappointment was with my father. He drank, killed people, he beat our mother in front of our eyes, he took away our money, and he beat my sister too.	Yes, he threw it	Colourful, normal	There is an educator, who I can turn to if there is something trouble. He has never taken advantage of it.	no	It was good. Now I feel a bit bad, because it was very difficult to find a picture, since I did not want to think of this. But it is better now. That is strange too that we do not talk. It is not bad it is rather strange. I trust and give new chance easily.	During bad experience the others strengthened him, he was telling the story spreading out his hands. He was sad and resigned. He listened to the others with interest, with vigilant attention.

Girl Authent ic helper	Colourful, about half-year-old	I opened my heart after a long time and I gave trust to a man who got out of my life from one moment to the other, he did not say a word about the reason why he left, how long he would stay, where he went, or what was with him. He had to leave.	no	Colourful,A5	My fellow sufferer. We have been in the most confidential relationship since then. We tell everything to each other, and I never had to disappoint in him.	no	The game was good, I feel good now too. It was a very good feeling that everyone was sincere and that we trusted in each other. It is difficult for me to trust, but it is better now, since I am more open and I protect myself.	She had tears in her eyes during sharing the bad experience of her but she coped with it and she overcame herself. Active attention to everybody.
D. L. (17- year-old girl	Colourful, normal picture	My oldest sister disinherited me, howled down on me, just because I am "gyeris".	yes	colourful	My best girlfriend. I can talk about everything with her, and I do so, I never had to disappoint in her.	no	It was tough to recall the bad, I do not even think about it, but it does not matter to me anymore really, I do not want to deal with it. It was good to listen to the others too. It is good to know that there is a man who I can trust in totally. I trust in her but I do not trust in others. I do not give new chance to someone in who I already disappointed once.	He listened to the others with great empathy. She tried to make a joke of her own bad experience she tried to understate and quickly just get over it. She had tears in her eyes, I did not disturb her.
R. F. (16- year-old boy)	Colourful, normal size	There was a married couple who were my patronizing parents and they were to adopt me completely. I introduced the couple to one of my friends. My friend rooted me of my place and the patronizing parents took adopted the friend. It is perhaps because I am a gipsy and my peer is not. I lost my confidence in both the friend and in the patronizing parents.	Yes, he threw it	Colourful, small	A friend who I can trust, outside as well.	yes	The game was good, I feel fine now too. I take into consideration whether to give new chance or not and whether I can trust in people or not.	During good experience he did not look sincere, his words hit each other. However he was calm all the time, and he listened to his peers calmly.

Facilitat or	Colourful, normal	My car broke down. Beside the road my best –believed to be the best-friend went away leaving me in the trouble with a grin on his face.	yes	Colourful, normal	I am younger than my water- polo group mates, but they practiced with me even in the late night. They trusted in me.	no	I am fine, thank you for the sincerity and openness. I do not give new chance.	Active attention
K. P. (18- year-old boy)	Colourful, normal	When I was younger we did crime with my mate (theft, burglary). He finked on me in the police and he blamed the whole thing on me.	yes	Colourful, normal	My brother was a drug addict. "I was the only one who he listened to and went to the tapering-off cure."	no	It was good to talk, now I am a bit tired but I am fine.	He paid attention to everyone. He had lot to say, he could hardly wait to speak. In the end he was yawning a lot, he could not concentrate.
F. K. (17- year-old girl)	Colourful, normal	My older brother threw out the birthday present which I bought for him in front of my eyes. "I was sensitive that time."	yes	Colourful, normal	I first thought that my classmate is fastidious, because she was snooty, but then we became friends. We are friends now too.	no	It was good and strange too. It was interesting to listen tot he others, it was difficult to talk about myself, we have never talked about like this in front of each other before. It is unbelievable that we dared to say out such things. It was good. I trust easily and I give new chance.	He was very empathetic. he commented everyone's story under her nose and he expressed her feelings. When she had to talk she was embarrassed very much, she flushed and stuttered and she hid her face with her hair.
Co- group leader	Colourful, normal	I had a very good girlfriend, who did not call me and looked for me after a while. When I aksed her the reason of it, he answered that she "closed herself".	yes	Colourful, normal	I was very ill, I could not go for medicine. One man came to my mind who I could turn to: my sister who works in the catering industry late until night. I told her that I feel sick and she ran for me leaving everything behind.	no	I felt good, I feel fine now too. Thank you very much for the sincerity.	Active attention and presence.

P. T. (16- year-old boy)	Colourful, normal	I got into state care, my mom and dad drank.	Yes, he threw it	Colourful, normal	After I got into there, one of the big boys protected me took under his wings, he helped me he did not let me to be hurt. He was sympathetic to me.	N, he put it into his heart, he fondled it	I felt fine, it was good I but I got tired a bit during it.I do not rust and I do not give chance. There are a lot of mates, but I do not trust anyone. He knows that K. J. would stand for him and he would also stand for K. J., but it is not trust just standing for the other.	His own story and the story of the others also struck him in the heart. In the beginning he tried to make joke of it, but then he paid attention and did not make any jokes. In the end it was hard for him to concentrate.
Group leader	Colourful, normal	The death of my father, everything broke in a minute. I was scared that I could lose anytime some one who I love so deeply. But I gathered myself, stood up and I dare to trust again but I also protect myself a bit.	yes	Colourful, normal	I worried what was going to happen with my younger sisters when I would not be there to protect them from calling them gipsies. My girlfriend took this role after without asking and she stood for my sisters anytime.	yes	It was good to experience that you trust each other in an extent that you tell the good and bad experiences to each other too, thank you the honour very much in the name of the group members as well. I trusted easily and now I relatively easily trust easily. I give new chance if I see that the other fights for the new chance	ACTIVE ATTENTION

# Screening film with assessment

Good Will Hunting

After the film we talked, where the "master of fun "in the group got strengthening that he does not always need to make fun of everything he can dare to be serious. The group leader strengthened him in this with the group members.

They liked the film, everyone had a favourite scene.

# Controlled talk

What do I need to be able to trust?		What do I need to be trusted?
© Recognition	$\odot$	Let me be frank
Sincerity	$\odot$	Reliability
So Openness-not always!	$\odot$	Responsibility
80 Curiosity	$\odot$	Honesty
80 Understanding	$\odot$	Openness
$\mathfrak{B}$ He/she should not be with me because of	$\odot$	Similarity
interest	$\odot$	Respect
Do not just care about myself	$\odot$	Understanding
by Mutuality	$\odot$	Care
80 Risking	$\odot$	Acceptance
Stand by me!	$\odot$	Recognition
∞ Self-confidence	$\odot$	Devotion
80 Secrecy	$\odot$	Perseverance
80 Consideration	$\odot$	Will
80 Care	$\odot$	Kindness
So Do not be too proud	$\odot$	Attention
80 Perseverance	$\odot$	To love him/her
80 Will	$\odot$	To keep my word
80 Respect	$\odot$	Honesty
Not to humiliate each other	$\odot$	Do not be superficial
80 Dignity	$\odot$	Believability
80 No jealousy	$\odot$	Do not be too proud
So No envy	$\odot$	Truthfulness
80 No fear	$\odot$	Common things, aims
So Acceptance without condition		
so Reliability		
50 To love me		
Do not be followed: BUT		
Do not have too strong self-confidence		
Do not be telling		

(What do I need to be able to trust?/What do I need to do to be trusted? The significance of trust in my life)

# Closing circle: strengthening poster

We stuck an A4 sheet on everyone's back, on which everyone wrote a personal message a positive confirmation, a greeting. After everyone wrote on everyone's back then we sat back to our places and the group members picked excitedly the posters off their own backs. They read it touched and quietly and they wondered who wrote which.

<u>Homework:</u> They should think it over who are those persons who play or played an important role in their lives(preparation of the topic of the next occasion)

<u>Farewell</u>, confirmation of date, request that everyone should be here. A group name was created. They first said such things:

"Waifs"

"State dogs"

"Gyerisek"

Then the group decided to have a nice name- such nice as we are.

VI. group/ 1. occasion

2007.

# TRUST

Personal frames: Group leader Co-group leader Facilitator 1 Facilitator 2 Girl Authentic helper

After the arrival of the children:

## Group start, programme description

Weekend program What is the purpose of the meetings Our first most important task was to give safety to the children. So we laid down the group rules together, which everyone accepted with his/her own signature:

Group rules:

- 1. Trust (Group secret)
- 2. Mutual respect
- 3. Not even a word of animals
- 4. To keep time
- 5. Respect of each other's feelings
- 6. Let us recommend ourselves, not else.
- 7. Face to face, honestly
- 8. To strengthen each other positively
- 9. We listen to each other

## Our calling cards

Group member	Relation	REALITY RELATION	FEEDBACK OF	Mimicry/Gesticulation
H. G. (17-year-old boy)	Co-group leader	RELATIONMy friend withwhom myrelationship isgetting better.	FEELINGS I liked the game.	He was a bit embarrassed, but his attention was in presence.
L. S. (17-year-old boy)		I have a classmate who is fly and he helps me in many things.	I liked the game.	He was tired, he had difficulties to concentrate.
K. R. (17-year-old girl)	Group leader Co-group leader D. K. (16-year- old girl) F. O. (17-year- old girl)	I get a lot of help from one of my friends.	I liked the game.	She smiled and listened to her peers attentively.
Cs. É. (16-year-old girl)	L. S. (17-year-old boy) Facilitator 2	My roommate who does not want anything, he is not precise.	I liked the game.	It was difficult for him to concentrate by the end of the game.
F. O. (17-year-old girl)	K. R. (17-year- old girl) D. K. (16-year- old girl) Facilitator 2	My boyfriend who is often nervous, he helps in everything. he likes dancing.	I could discover many similarities.	There was not any tense in her, she smiled and listened.

P. I.	Cs. É.	One of my	I could discover	She started to get tired at
(20-year-old	(16-year-old	classmate, with	many similarities	the end.
girl)	girl)	whom we are very	relating to the	
8 /	H. G.	good terms.	criteria that he	
	(17-year-old	8	likes learning.	
	boy)		8.	
T. D.		An old friend who I	I felt fine, I could	It was difficult for her to
(16-year-old		do not love anymore.	discover many	concentrate.
girl)			similarities.	
D. K.		A guy growing up in	The game was	She was tired, it was
(16-year-old		foster home.	good.	difficult for her to
girl)			-	concentrate.
Co-group	D. K.	My classmate who	I liked the game	He listened to the game
leader	(16-year-old	likes the children	and it was good to	attentively.
	girl)	very much and she is	hear others'	
	Group leader	a good leader.	similar	
		-	characteristics.	
Group leader	L. S.	My old classmate	I could discover	He listened to the game
	(17-year-old	who was a good peer	many similarities	process attentively and
	boy)	of me.	while listening to	calmly
	D. K.		other's	
	(16-year-old		acquaintance with	
	girl)		the same name. "I	
	-		do not want to	
			worry"	
Facilitator 1	L. S.	A brother, who I	I like the game.	He paid attention.
	(17-year-old	really love.		
	boy)			
	F. O.			
	(17-year-old			
	girl)			
Facilitator 2	Co-group leader	One of my girlfriend	It was good to	He got tired a bit.
	T. D.		hear the	
	(16-year-old		acquaintance of	
	girl)		the co-group	
			leader.	

#### Practices of trust

# Blind guide

Pairs:

- 1. Facilitator 1- L. S. (17-year-old boy)
- 2. T. D. (16-year-old girl)- P. I. (20-year-old girl)
- 3. K. R. (17-year-old girl) D. K. (16-year-old girl)
- 4. H. G. (17-year-old boy)-Cs. É. (16-year-old girl)
- 5. Facilitator 2- F. O. (17-year-old girl)

Sharing of experiences:

- 1. They both managed to do the task. They managed to keep their eyes closed. It was easier for L. S. (17-year-old boy) to be the leader.
- 2. (The group leader put them in a pair, because they had conflict between them. This practice could helpt them solve the conflict, as P. I. (16-year-old girl) said in the afternoon before the group: she would not have thought that she would be able to get closer to T. D. (16-year-old girl). T. D. (16-year-old girl) was the blind one first in the game who could follow P. I.'s (20-year-old girl) instructions with closed eyes. The leader role was easier for P. I. (20-year-old girl) but she kept her eyes closed all time.
- 3. K. R. (17-year-old girl) thinks that D. K. (16-year-old girl) gave her safety, but she could have said more instructions. D. K. (16-year-old girl) could keep her eyes closed. She was afraid sometimes, but she trusted in K. R. (17-year-old girl).

- 4. They have known each other for a long time. It was very important for H. G. (17-year-old boy) to prove his own seriousness for Cs. É. (16-year-old girl, since they often laugh and now he thought that it is important to make Cs. É. (16-year-old girl) realise the fact that he can be serious too. It was important for Cs. É. (16-year-old girl) too, to feel H. G.'s (17-year-old boy) truthfulness and safety. They both carried the practice through. (When H. G. (17-year-old boy)had to walk with closed eyes, he pressed his hand clenched by the end of the process).
- 5. F. O. (17-year-old girl) could give me big security- said the Facilitator 2, we touched and palpated everything. Facilitator 2 liked the practice. F. O. (17-year-old girl) felt totally fine and she trusted in Facilitator 2.

## Sharing our negative/positive experience in connection with trust

To chose such pictures from our own life which present the negative and positive experience of the same topic. In this case we worked with our positive and negative experiences relating to trust.

NAME	BAD	Relation	GOOD	Relation	Feedback of feelings	Mimicry/ Gesticulation
H. G. (17-year old boy)	My classmate got angry because I forgot his birthday, and after all he treated me very badly.		My relationship with my sister. So far we passed away each other. Lately our relationship has been better and better.		I liked the game but my feelings are mixed.	There was a tense in him all the time.
L. S. (17-year old boy)	My friend let me down, though I trusted him.		My girlfriend's parents, that they accepted me.		It was good to talk about it.	He often searched for feedback, the eye contact.
K. R. (17-year old girl)	Bad behaviour of the relatives.		At school I trust in my peers.	Co- group leader.	She liked the game very much but she was disturbed of the fact there were crying people around her.	I saw her scared, when her peers started to cry.
Cs. É. (16 -year old girl)	There was a theft at my school and my classmates blamed it on me.		Things were settled with my parents.		I brought the experience which I thought was the past because it was done up, But I realised that I have some things to do with it.	She was upset and cried.
F. O. (17 -year old girl)	My sister let me down, because I beat her boyfriend.		I trust in my girlfriend because she accepted me as partner in the children's home.		I liked the game.	She stirred a lot but she could listen.

P. I. (20 -year old girl) T. D.	I was disappointed with my classmate.		I have a classmate who I can tell everything. My old		I did not like the game. /During the game she asked if it was direct whether we bewail her peers./ I liked the game.	She was disturbed and upset.
(16-year old girl)	boyfriend does not show me whether he loves me or not.		boyfriend was the one who I can completely trust.		T fixed the guilte.	for him to pay attention. He was deconcentrated.
D. K. (16 -year old girl)	Dad beat me for a long time but I loved him very much.		Mom who died was everything for me in my life.		I could not process my bad experiences yet.	She cried strongly, she was disturbed.
Co-group leader	Disappointment in my colleagues.	S. T. (17 - year old girl)	In the children's home where I grew up, the preparation of my first program where my peers helped me a lot.		I liked the game.	He was open and listened to them very carefully.
Facilitator 1	Disappointment in my friend.		We could finally work with my brother.		I liked the game.	He was open and listened to them very carefully.
Facilitator 2	My colleague backstabbed me, he undermined my dignity and spread lies about me.	D. K. (16 - year old girl)	ÁGOTA camp where I found trust and family.	Co- group leader	I liked the game and I was glad that the children opened toward me.	He was often to cry, but listened to them very carefully.
S. T. (17 -year old girl)	My classmate crossed my plans which I organised.	D. K. (16 - year old girl)	The conduct of an own program.		I liked the game too.	He could give security to his peers in the group. He listened to them very carefully.

Closing: "What do I bring home from the weekend?"

H.G. (17-year-old boy)	I learnt a lot. "I realised that I could be mistaken and not only my peers, and I have to recognise this."
K. R. (17-year-old girl)	I liked the games, I felt fine. It is important for me to trust in others, but if I am disappointed it is very hard for me to open again.
T. D. (16-year-old girl)	Many games and the experiences.
Cs. É. (16-year-old girl)	I am going home with mixed feelings. I realised that I do have unsolved tasks.
D. K. (16-year-old girl)	I am going home with mixed feelings too. I liked the weekend. I hope what S. T. (17-year-old girl) and the psychologist said in the movie that there are things which I am not responsible for, that I will be able to realise this, but I doubt it. I felt fine.

Facilitator 1:	Your trust and the games. Your directness and openness.
P. I. (20-year-old girl)	I felt fine and I bring home many games and the experience.
Facilitator 2:	I am going home with mixed feelings. What I really liked that you dared to share more of yourselves than when we are together. It was really good for me.
L. S. (17-year-old boy):	I realised that we should give the trust to everyone and we have to show trust toward everyone. I liked the weekend.
F. O. (17-year-old girl)	I liked everything and the conversations were good.
Co-group leader:	I am going home with one not-yet-solved task, and I have the trust in my pocket which you gave me.
S. T. (17-year-old girl):	It is a pleasure for me that you took me in and accepted me. I am bringing home the trust too.

#### Anonimised report- extract

VII. group/ 1. occasion

2008.

# TRUST

Personal frames: Group leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

#### Group start

Request of the activities, antecedents, aims, help and cooperation of the ÁGOTA Foundation, the discussion of the group rules and basic group norms.

OUR RULES:

-To give respect: I listen to the other, I will not laugh at him/her.

- Esteem: I do not disdain my partner.
- Fun.
- Secrecy.
- Honour: I do not touch the other's things. Ask for it!
- Duty: We take it seriously what we discussed:

Steadiness, I will complete the program.

## To keep appointments.

- Protection: Solidarity, unity.
- Openness: Be each others' gift, be open toward our partners.
- Consideration: Enquiry

Support

#### Just recommend yourself

- Acceptance: If we are out of the line, we should have a place in the circle.
- Peace (Y)
- Love
- Cosiness
- Activity

#### Introductory, tuning talk about trust. - Brain-Storming.

Children brought their own experiences. These were mainly bad experiences about educators.

#### Brain-storming:

- The one who I know well, I will trust him/her.

- I trusted in my educator and he told my secret.
- I need time to get to know him and to trust him.
- If I am disappointed, then I close myself and I do not trust.
- They talk about bad things in village of us.

Blind guide:

Pairs:

# A. E. (17-year-old girl)-Sz. M. (19-year-old girl)

<u>A. E. (17-year-old girl)</u>: She trusted easily, when she was led by Sz. M. (19-year-old girl). She felt that Sz. M. (19-year-old girl) was afraid when she led her. She tried to give security (she gave information she tried to calm her down).

When she saw that she made it, she calmed down too.

<u>Sz. M. (19-year-old girl)</u>: She knows how to lead. She felt that A. E. (17-year-old girl) trusted in her. When she was led by A. E. (17-year-old girl), she was afraid she felt anxiety. She knew that A. E. (17-year-old girl) took care of her but she was afraid. She was afraid mainly between the two trees, that she would hit the tree. She was calmed down by her, but she was afraid.

# L. I. (17-year-old boy)- Boy Authentic helper

L. I. (17-year-old boy): As he said he was not afraid when he was led by the Boy Authentic helper. He was not afraid to lead the Boy Authentic helper.

<u>Boy Authentic helper:</u> He felt that L. I.'s (17-year-old boy) hands were shaking when he led him. He told pieces of information and we touched the trees with L. I. (17-year-old boy) when we got there. This calmed him. He trusted in L. I. (17-year-old boy), when he was led by him.

# H. B. (16-year-old boy)- Facilitator 1

<u>H. B. (16-year-old boy)-:</u> When he was led  $\rightarrow$  He was afraid very much in the embankment. "It was like there were arms around me and as if they wanted to hold me" He reached out his hands in front of him. He hurried he wanted to be over it. "I am glad that I made it alive from the embankment. (During Feedback his anxiety was reflected in his posture  $\rightarrow$  he hid his face with his hands, his posture was stooped. He spoke of her experienced feelings surprisingly open.)

When he led: he was really worried about Facilitator 1 and he took care of him.

<u>Facilitator 1:</u> When he was led: There was some tension in him because of his weight, but he felt that H. B. (16-year-old boy) took care of him very much. He trusted in him.

When he led: He felt huge tensions and fear in H. B. (16-year-old boy) He tried to ease this, but it was not too successful. H. B. (16-year-old boy) was like running, and he really worried him of falling.

<u>N. B. (16-year-old boy): K. T. (17-year-old boy):</u> In the beginning of the game K. T. (17-year-old boy) was disturbed by the hand holding $\rightarrow$ , This is like we were gays." I told him that this is not necessary to hold each others' hands we can give security to each other in other way too. But then they went with holding hands.

<u>N. B. (16-year-old boy)</u>: When he was led  $\rightarrow$  K. T. (17-year-old boy)led him with such safety that he did not even notice that they were going on a bridge, only at the end.

When he led  $\rightarrow$  He was afraid of leading. It was good for him that K. T. (17-year-old boy) was relied on him totally. "It was flash."

# K. T. (17-year-old boy):

When he was led: He let himself to be led easily. HE knew that he knows the field.

Sharing our	nagativa	nocitivo	avnoriance	rolating	o transt
Sharing our	negative/	positive	experience	relating t	lo uusi

Name	1. picture (negative)	Did he/she put it back?	Relation	2. picture (positive)	Did he/she put it	Relation	Feedback
	- · · ·	Did Pi bi			Did	Rel	
K. T. (17- year- old boy)	I am sitting on a bench in front of the house alone. My childhood friend moved away suddenly. I loved him as my brother. We have not met since then.	No, he burnt it.		Football championship. The team chose me as the best player. They trusted in me.	Yes.		You need maturity for trust. Until someone is not enough mature, then he will not deal with the other one. (Meanwhile he looked out to the one who often laughs at the other one.) I have 4 friends inside with whom I share everything.
A. E. (17- year- old girl)	I am walking with my mom in the street. My mother took me for a walk, she told me that she had been ill, but it was not serious. She asked me to stay with her, but she died. I was very angry on her.	No She burnt it too. After K. T. (17-year-old boy).		The present group. I gave and received trust in the group. And I have not been disappointed yet.	Yes.	To Boy Authentic helper	I have to feel that at least someone believes in me.
N. B. (16- year- old boy)	I am standing with the caregiver in a room. "There was a bad thing I did" I told the caregiver, and the following day I heard it back.	Yes.		"We talk with my mate and we tell everything to each other."	Yes.		Openness. I take it easily if someone trusts me, but I find it more difficult to trust in others.
H. B. (16- year- old boy)	There is a bed which I am sitting and crying on. Mum promised me to be with me until I am 18. The following day mum died a few minutes after 10.	Yes.		Mum's Christmas present: 3 bionicle robots. I would have liked to have a bionicle robot for Christmas. Mum bought me 3. I always had one at me (He could hardly find a positive picture.)	Yes.		Do we play football? When will be football?
B. I. (16- year- old boy)	He did not find		It was good to meet my friends again.				

Sz. M. (19- year- old girl)	She threw back the first picture then seh ran out crying. Her second picture is small, then her caregiver left. Her other caregiver (who she loved as well) told her: you will not be the favourite one of anyone, and I do not really see the other why the other caregiver loved you.	по	Spelling task Dictation- I did not learn in advance and I got a 4. The others got a 1.	She put the positive picture in her pocket.	We need openness. Time is needed for it.
L. I. (17- year- old boy)	We are standing under the Christmas tree with my brother (older brother). Then we left my mother. We have not met since then.	оц	I asked if I could go tot the disco and they let me go there.		I need very long time (1-2 years is not enough) to get to know the other. Then I trust him/her. He has one friend. He is a person like this. HE is a childhood friend.

# The big trust game- Keeping treasure

This game served the purpose to experience the group building and trust. The group members took it seriously and they entrusted their important property to each other. They said why this item is important for them. They asked the person –who they gave it- to take care of it. The one who got the item ensured him/her that he/she will take care of it and he/she tried to calm her in this way.

Name	What did he offer?	Who did he/she entrust it to?
Boy Authentic helper	silver necklace	N. B. (16-year-old boy)
N. B. (16-year-old boy)	birthday plush bunny	Boy Authentic helper
B. I. (16-year-old boy)	earrings	A. E. (17-year-old girl)
A. E. (17-year-old girl)	ring (from mum)	Facilitator 2
Facilitator 2	ring (from brother)	Facilitator 1
Facilitator 1	ring (from colleague)	Sz. M. (19-year-old girl)
Sz. M. (19-year-old girl)	ring	K. T. (17-year-old boy)
K. T. (17-year-old boy)	pullover(he got it from his older	L. I. (17-year-old boy)lady
	brother)	
L. I. (17-year-old boy) auntie	ring	H. B. (16-year-old boy)
H. B. (16-year-old boy)	birthday teddy bear	B. I. (16-year-old boy)

#### Screening film with assessment

Good Will Hunting. We talked after the film. The children liked the topic of the film. K. T. (17-yearold boy),Sz. M. (19-year-old girl) and A. E. (17-year-old girl) took part in the talk actively. The quieter ones were pressed, because they thrown into the conversation so much. B. I. (16-year-old boy)and L. I. (17-year-old boy) also posted some serious comments. They started to accept the group norm. VIII. group/ 1. occasion

2008.

# TRUST

Personal Frames: Group leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

#### Group start

- To formulate group aim
- To lay down group norms
- To make group contract
- 1. Respect each other
- 2. Tolerance-acceptance
- 3. Secrecy
- 4. Attention
- 5. To keep time frame
- 6. Face to face
- 7. We only recommend ourselves

#### Introduce me well!

The group leader made some pairs. One half of the pairs talked about himself/herself for 3 minutes, while his/her pair was listening to him/her, then they changed. The task was to introduce the other person in first person singular, with his/her hands on the other's shoulder, expletively with own personal impressions in first person singular. There was only one passage: everyone could only say good things about themselves.

#### Feedback:

Several people indicated that they do not like to talk about themselves. It was good to listen to their partners, when they introduced each other in first person singular. Many of them were open and the practice was active. This practice helped the team and it showed that, who were those group members who could be put in pairs in the practice of pairs. There were some of them who did not take it seriously.

#### Introduction of the topic, tuning talk

What does trust mean to you as a phenomenon?

- ➢ Listening
- > Secrecy
- I can be myself (release of own emotion)
- > Respect
- ➢ We do not tell it....
- > To give and undertake security
- Mutual bond
- Sincerity
- Acceptance
- ➢ In good, bad and friendship

- No gossip
- > No theft

After introduction the pairs are assigned to the following practices, observing the comments of the previous day. I asked the pairs to be together and to walk to the nearby park.

Blind guide

Pairs:

- 1. Girl Co-group leader- S. H. (17-year-old girl)
- 2. Boy Co-group leader F. P. (17-year-old boy)
- 3. Boy Authentic helper- T. B. (16-year-old boy)
- 4. D. R. (20-year-old girl)C. M. (17-year-old boy)
- 5. R. A. (20-year-old girl)–K. B. (18-year-old boy)
- 6. G. Zs. (15-year-old boy)P. K. (23-year-old girl)
- 7. L. L. (15-year-old girl)N. Cs. (18-year-old girl)
- 8. Z. M. (17-year-old girl)) -J. R. (16-year-old girl)

#### Feedback of the pairs

- 1. They both said that it was good to lead. I liked the game by the way. We managed to keep our eyes closed during the practice.
- 2. They both said that the other one was a better leader. (This is important because F. P. (17-yearold boy) according to her is stubborn and proud.) They enumerated everything in a detailed way to each other.
- 3. T. B. (16-year-old boy) was a cool face. That is what Boy Authentic helper said. I completely dared to trust in T. B. (16-year-old boy). He helped a lot, I trusted in him. T. B. (16-year-old boy) also liked the practice, he knew about everything.
- 4. In the beginning they both acted foolishly, then they realised, that they wanted to take it seriously. D. R. (20-year-old girl) was the first one who led, which was not too successful. C. M. (17-year-old boy) showed that if they take it seriously then the practice could be more successful. What they could both experience.
- 5. The practice was good and successful. According to L. L. (15-year-old girl) she did not trust in K. B. (18-year-old boy) at all, but he could give her total safety, so she could keep her eyes closed until the end of the practice. K. B. (18-year-old boy) completely relied himself on (15-year-old girl). He liked the practice.
- 6. Everything was successful. It was very good. They trusted each other blindly, and they controlled each other skilfully.
- 7. Everything was successful. It was very good. They trusted each other blindly, and they controlled each other skilfully.
- 8. Everything was successful. It was very good. They trusted each other blindly, and they controlled each other skilfully.

This was followed by the practices of trust

Almost every pair managed to do the practices. The L. L. (15-year-old girl) and the K. B. (18-year-old boy) pairs could not make the practice. L. L. (15-year-old girl)tried it with me and she could do it with some difficulties.

# Trust bell

We divided the for 2 group because of the group number. Many of them dared to stand in the circle. In the beginning they did not dare to let themselves go, then many of them still managed to do the practice. It was a big experience for them.

After the practices L. L. (15-year-old girl) came to me and asked me to do the practices of trust one last time again.

Name	Negative photo	He/she put it back	He/she did not nut it h	Positive photo	He/she put it hack	He/she did not nut it back.	Feedback of feelings	Relations, Gesticulation- mimicry
K. B. (18- year- old boy)	I was disappointed in a girl, I loved her very much and I still love her. I was disappointed in her.	+		There is a girl, who I trust and I can talk about everything with her.		+	I felt fine. It was good to talk about this.	K. B. (18-year- old boy) was very excited when he had to talk. He was very embarrassed. He was continuously waiting for feedback from L. L.
L. L. (15- year- old girl)	We had a very bad quarrel with my older sister. I kept fighting with her. It was very bad.	+		When my sister was waiting for me at a bucket, I was afraid that I cannot have a conversation with her. I managed to tell everything to her, she trusted me.		+	I can rely on my older sister. Now I can tell everything honestly to her.	She was quiet and embarrassed. She listened to the others very much.
J. R. (16- year- old girl)	MY stepfather put me in state care after the death of my mother.		+	I have a friend, who I can trust, I can rely on him.		+	It was bad to talk about the photo and my foster father. I can rely on my friends. That was good that I could talk about the bad experience. I have not told it to many people yet.	She cried herself at the negative photo, so we had to walk out with her. After arriving back she seemed to be calm.
S. H. (17- year- old girl)	I had a conflict with my father and he decided to put me in state care.	+		My present boyfriend who is older than me with a few years. I can talk about a lot of things with him.		+	It was good and I can rely on my friend if there is any trouble. I feel fine.	S. H. (17-year- old girl) was very embarrassed during the game she rather looked down than to her peers. She was rather only an observer.

# Sharing our positive and negative experiences in relation with trust

G. Zs. (15- year- old boy)	The death of my mother. When my father said that my mother had died- after one month.	+		We camped with my older sister. We used to meet very rarely, but now we discuss everything.		+	I can rely on my sister. I liked the game. I treat my disappointment in such a way that I discuss it with my older sister.	G. Zs. (15- year-old boy) pulled his pullover in front of his mouth and he was laughing and talking to everyone like this.
Z. M. (17- year- old girl)	My mother promised me that she would not send me to state care she would not give me to pawnshop. The police and guardianship officers came for me on the following day	+		I have an educator with whom I can discuss everything and he does not pass it on.		+	I liked the game. I usually keep my disappointment for myself, or I discuss it with my educator.	He paid attention very much. J. R. (16-year-old girl) was sitting next to her, she was very empathetic.
P. K. (23- year- old girl)	I got into state care, and I told everything to the secretary at the desk, then I heard it back from the director word by word.	+		They love me in my present school. The friends count on me, and I have a soul mate there.	+		I liked the game. I always discuss my disappointments with someone.	She was open.
R. A. (20- year- old girl)	An old photo. My mother promised me to come for me. She did not come, although she promised it. I was about 3 years old.		+	My friend wanted to commit suicide, I told this to another friend of mine, who did not pass it on.		+	I always discuss my problems with my educator, boyfriend and family	She paid attention very much. In the beginning she was talking quietly then with a little help she gained courage and became more strong- minded.
D. R. (20- year- old girl)	I got into another home, where nobody stood up for me when there was a discussion.		+	My girlfriend with whom I can discuss everything.		+	I do not trust anyone, I keep it in myself, but sometimes it is important to discuss it with someone.	He was continuously watching her friend F. P. (17-year-old boy). He often made faces to others' comments.
N. Cs. (18- year- old girl)	My younger brother was revivified in the ambulance. My brother has known for long that he was ill, but he did not say a word about it.		+	My boyfriend with whom I have been together for 3 years and we can discuss everything.		+	I keep it in myself, if there is some trouble, I only discuss everything with my boyfriend. The game was not good because I do not talk about this.	She was looking down and avoided eye-contact.

F. P. (17- year- old boy)	I had a German teacher who came to me and helped to learn, but then she deceived me.	+	A round photo. I am with my friends on it. I can rely on them.	+	I did not understand why we had to choose the picture first and then tell the story. Anyway there are times when I discuss it with someone and times when I do not.	He listened to the other leaning forward. He could not escape from the face of (20- year-old girl).
C. M. (17- year- old boy)	Loss of a very good friend. The ambulance did not arrive in time. I was not there either. I am angry with myself.	+	We have a party with many-many friends.	+	I liked the game, it was a bit bad to talk about my friend.	Until T. B. (16-year-old boy) was inside, he paid attention to him, then he listened to the others more. He constantly circled with his eyes. During the whole game he throbbed with his feet.
Girl Co- group leader	Classmate who spoke me out behind my back.	+	The girl was pregnant, I noticed it, and then they told me that I was spreading rumours, in the end it turned out to be true.	+	It was good. It was good to talk about the bad too. I rely on my friends if something bad happens to me.	She paid attention.
Boy Authe ntic helper	I told the form- master that my mother had committed suicide and therefore I could not go to school, and she told it to the others.	+	I had a trainer, who I could rely on. He demanded a lot, so I was angry with him, but it was a good feeling when we talked.	+	I used to choke the disappointment in myself, but I have an educator and a friend with whom I can discuss everything.	He paid attention, the tensed moments could be noticed too.
Boy Co- group leader	We got quarrelled with my brother 8 years ago after the death of our father.	+	Good friends, most of them live in state care.	+	I felt fine in the game. I also discuss my disappointments with someone, but there are cases when I go to them and we discuss it with each other.	He paid attention.
Group leader	At school the form- master did not stand up for me, when I was blamed to steal the class money.	+	When I was chosen to class- trustee in the high school.	+	I felt fine in the game. I also discuss my disappointments with someone, but there are cases when I go to them and we discuss it with each other.	He paid attention.

They found it difficult to find a positive photo. When they were looking for the negative photo, they found it much sooner. They had difficulties to talk. They managed to acquire that commonly determined norm, that we listen to each other.

# Closing: Strengthening shield

While I was saying goodbye to the group, the group members were putting their hand on each others' shoulders. It was a very nice view.

What do you bring home?

۶	Boy Authentic helper	Trust
۶	C. M. (17-year-old boy)	Experience
$\triangleright$	P. K. (23-year-old girl)	Experience, trust and deeper recognition
۶	Boy Co-group leader	Group trust, deeper recognition of the group
۶	K. B. (18-year-old boy)	Openness, self-confidence
۶	S. H. (17-year-old girl)	Acceptance
۶	T. L. L. (15-year-old girl)	Group experience
۶	R. A. (20-year-old girl)	Openness and trust
۶	D. R. (20-year-old girl)	Trust
۶	Cs.D. R. (20-year-old girl)	Experience
۶	G. Zs. (15-year-old boy)	Trust and listening
۶	Group leader	Experience, trust, openness which you gave me.
۶	N. Cs. (18-year-old girl)	A lot of things
۶	F. P. (17-year-old boy)	Trust
۶	J. R. (16-year-old girl)	Good experience, trust
۶	Z. M. (17-year-old girl)	Good experience, trust, caring

# 4.2 INTERPERSONAL RELATIONSHIPS

Anonimised report extract

I. group/2. occasion

2006.

# INTERPERSONAL RELATIONSHIPS

Personal frames: Group leader Co-group leader Facilitator Authentic helper

2006-day1

Arrival of the children

# Arriving circle

What happened with them in last period? Its aim: arrival, tuning on each other as well as indirect information gathering on the group members status.

Introduction of the new group member, who could not come at first, because he was ill. Description of group rules- the group members told him.

## 2006-day 2

# Snarling game

More group members knew it, they always play it with joy.

# Common Octopus

Standing in circle everybody stretched their hands to the middle and clasped them. Without word with one person's guidance, -whose appointment was made through eye contact by the group leader- the whole group was waving, crouching and spinning as one. Several people have tried the role of the leader. The group followed every leader.

# For the assessment talk:

- How did they feel themselves?
- How did they experience power?
- Did everybody try to control?
- How did they sense others' control?

**Feedback:** The game was good, It was strange that we could not speak, because we –"really"- had to listen to each other much better. For the leader it was a very good feeling that he was followed by the group.

#### Community of our dreams

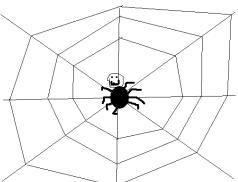
After introduction the group members worked in 3 small groups. Aim: to formulate the components of the ideal community for the group members. (How would they build up the community? What would they do in order to be operable?)

I. group	II. group	III. group	
Friendly, good HARMONY	• To connect strangers	Let us start networking!	
Understanding	Consistency	Somebody has to start in order to be	
• Leading personality (this is the	• Trust	more of us. (This is like faith.)	

<ul> <li>person, who is exemplary, fair, compassionate, honest, and treats the parties as equal partners.)</li> <li>Acceptance</li> <li>TRUST</li> <li>Absolute reliance</li> <li>Sincerity</li> <li>Compromise</li> <li>SOLIDARITY</li> <li>attention to each other</li> <li>standing up for the other one</li> <li>positive, common experiences</li> <li>common goal</li> <li>sharing opinion</li> <li>change of experience</li> <li>SYMPHATY</li> <li>Common each other-(harmonisation?)</li> <li>On the drawing:</li> <li>Tranquillity, nature, diversity, potency (internal attitude), reassurance,</li> </ul>	<ul> <li>Love</li> <li>Group secrecy <u>It has to be operable:</u></li> <li>Social, open people</li> <li>To control myself: <u>self-discipline</u></li> <li>Do not be lie or scam</li> <li>Consideration</li> <li>Acceptance</li> <li>To get to know each other</li> <li>Helpfulness</li> <li>Encouragement</li> <li>Incentives (its manifestation)</li> </ul>	<ul> <li>For making contacts:</li> <li>Openness= Cheerfulness= Acquaintance= mates= love= true friend!</li> <li>You have to be amusing→ so you will attract the attention of the majority and it will also accept you.</li> <li>There should be pitiful skill</li> <li>You have to be honest in friendship or relationship as well</li> <li>Without trust and honesty none of the relationships will work</li> <li>There must be 2 men for a relationship.</li> </ul>
---	--	---

# Spider-web

Spider-web game - an outline of relationships. The most important persons go to the innermost line, to the outer likes those persons go, who play- whether from negative or positive aspect- an important role in our lives.



NAME	INNER LINE	MIDDLE LINE	OUTER LINE	OUTERMOST
	(the one who is			<u>LINE</u>
	the closest to			
	him/her)			
N. Z.	his brothers	director,	Teacher, partner in	My classmates and in
(17-year-old boy)		caregivers,	state care	the very end my
		church members		father and mother
B. I.	My caregiver and	friends	caregivers, director	father
(19-year-old boy)	his wife			
K. M.	My love	Group leader	family	my friends
(20-year-old boy)				
Girl Authentic	Girlfriend; Aunt	Group leader,	girlfriend, dad, my	My older sister,
helper	Tünde ; Józsi,	caregiver, mom	classmates	relatives
	ÁGOTA, friend;			
	my older brother:			
	Miklós			
Z. B.	ME	My girlfriend	my friends	On the very edge of
(20-year-old boy)				the paper: educator
Facilitator	his wife	Daddy, mom; his	Godmother at confir-	scouts, politicians,
		younger brother;	mation, people from	relatives
		granny	ÁGOTA,	
			from ÁGOTA	

N. M.	my younger sister	Children in the	director, my caregivers	Even more in the
(15-year-old girl)		house, my mom,		edge: my classmates,
		my friend, my		in the outermost
		cousin		line: my step
				"father"
Т. К.	The GOD	My brother and	Band, ÁGOTA,	Mates, my parents,
(23-year-old boy)		circle of friends	(caregiver)	ill-wishers, the ones
				who are obstacle in
				my life with whom I
				have bad
				relationship, Satan
C. S.	my brothers and	Peers at	her classmates	Teachers, caregivers
(15-year-old girl)	sisters,	children's home		
K. I.	Director,	Dad, girlfriend	my caregivers	
(17-year-old girl)	caregiver			
L. É.	My mother, my	Director,	caregivers, my father	
(17-year-old girl)	boyfriend	caregiver		
Co-group leader	Family, ÁGOTA	Big family, my	My leaders at	politicians
		friends	workplace	
Boy authentic	Children and my	My past foster	A girlfriend, who is a	These are the bad
helper	partner in life	mother, she	good friend of mine,	ones: my former
		advocated me in	she can always make	landlord, who kept
		life. A friend	me cheerful.	nagging at me, she
		because he also		disdained me
		gave meaning for		because of my
		my life.		Romany origin.

# Relationship game- Our Island

# Aim: to reveal and diagnose the relationships within the group

NAME	ROLE (chosen islander, the creator)	<u>CONTACTS</u>	REALITY CONNEC TION	<u>FEEDBACK OF</u> <u>FEELINGS</u>
N. Z. (17-year-old boy)	elephant	The young tree and the tree pulled away from him, because they fear that he would trample them, and eat their shoots. The 2 palm trees said that they are not disturbed by him. He agreed with everyone that he would stay on that part of the island which is separated by the river across the island, and there would be only the 2 palm trees.	It is big and strong, it can cross through everything, its skin is thick which protects him.	It was a bit bad that everyone thought he would trample them, but all in all he felt fine.
B. I. (19-year-old boy)	Stilt house grab machine	It stands on the very edge of the Island, giving shelter for birds who hide from the rain and for wandering animals.	He wanted to be useful	It was good.
K. M. (20-year-old boy)	Huge mountain	The fire moved to it to be a beacon, and it gives shelter for the colourful bird. He moved to his new location from the other side of the island, in order to be able to protect all the inhabitants of the island.	It is huge, strong which protects everybody.	It was good to see that everyone found their place in the end. The moving was bad a bit, but he felt fine.
Girl Authentic helper	Clean water spring	The beginning pint of the river. This spring quenches the thirst of everyone on the island, it feeds the plants.	It is clean, essential and useful for everyone.	It was very good. Mainly that we could discuss everything.

Z. B. (20-year-old boy)	palm tree	Another palm tree and an elephant	isolation	It was good
facilitator	bonfire	It lives on the mountain it functions as a beacon as well. It shows the way to the islanders, it provides warmth. It provides warmth to the colourful birds and gorilla too. It moved together with the mountain.	It is a beacon, it gives security, it shows the way as a torch.	The game was very good.
N. M. (15-year-old girl)	A river which covers the whole island	It got into contact with everyone, it feeds the trees and the orchard. Everyone's situation depended on its position.	It is clean, essential it got into contact with everyone. It is useful and precious.	It was a good feeling that I could give to everyone.
T. K. (23-year-old boy)	Colourful bird	He made contact with the mountain and the fire. Both of them promised protection for him. Just like the stilt house.	It is nice and free. It sees everything from above.	It was a good feeling that the mountain and the house protected me and they did not ask for anything in return and I was free. The game was very good.
C. S. (15-year-old girl)	tree	Its existence depends on the existence of the river, in close relationship with it. It was afraid of the elephant.	It is simple, natural it is merged into the nature.	I felt good.
K. I. (17-year-old girl)	Big, strong gorilla	She arranged herself near the river not too far from the stilt house. The orchard moved to her.	It is big, strong, frightening to be able to protect its family if anybody wants to hurt it.	The game was good, I felt fine.
L. É. (17-year-old girl)	Thin-branched tree	It was equal distance from the river and the spring point in order to be supported by nutrition and life-giving element.	It is weak, thin-branched, it is exposed to the life-giving elements.	I felt good.
Co-group leader	Orchard	It was connected tightly to the gorilla, in order to always have something to eat. The smaller trees also mover close to it. It is on the river bank to get nutrition from it. It protects one side of Island with its dense foliage.	It gives food, shelter, it protects and take care.	It was good to see the willingness to compromise, that there IS a place for everyone on the island. He felt fine during the game.
Boy Authentic helper	Forest with meadow flowers glade	The group moved it from its original place, because it was afraid of the river very much, that it would spread it and washed it away. It was afraid so much that it would not even care about getting nutrition for itself. It was not afraid of the elephant it could come and go on it.	Strong trees which give shelter. Beauty. It does not think about itself.	He felt very good in the game.

Group leader	Palm tree with	Another palm tree, elephant,	It is tough,	The game was very
	rainbow	river. They stayed on the	strong,	good. He felt fine. He
		field separated by the river.	colourful, it	was glad that everyone
			gives	could manage to find
			protection and	their place.
			company. It	-
			dares to be	
			itself.	

## Screening film: The Basketball Diaries

We can follow along a young boy's relationship system, and that how does his deepening relation with drugs influences his system of relationship which has provided security for him so far. The film -using naturalistic elements- does prevention against drugs.

The group members liked the film very much. During assessment they recognised those points where he could have decided otherwise. They also recognised the crises in relationship which was accomplished in the relationships of the main actor.

## Closing and assessment

The group members felt good, and they are looking forward to the next meeting, which topic was presented by the team.

#### Anonimised report extract

II. group/ 2. occasion

## 2006.

# INTERPERSONAL RELATIONSHIPS

Personal frames: Group leader Co-group leader 2 authentic helpers

## 2006 - day 2

The starting of the group. Arriving group, what happened to whom: focusing on each other

Then:

- •weekend program
- •What is the aim of the meetings
- •Revision of the rules of the group (trust, giving respect to the other, punctuality, tolerance,

etc.)

# Problem solving practice

Tuning in: The group leader asked the group members to think their relationships over, and that how they manage their conflicts in these relationships. Then he made 3 smaller groups and asked the members of the group to recall their present conflicts in the smaller groups.

1. group	2. group	3. group
C. Zs. (15-year-old boy)	S. D. (18-year-old boy)	P. I. (18-year-old boy)
Conflict with caregivers	Trust with the educator	Skin colour
6 votes	10 votes	7 votes
		Police brutality 9 votes
S. D. (26-year-old girl)	D. K. (17-year-old boy)	R. S. (17-year-old boy)
Conflict with parents	To keep contact with the	My problem with the caregiver
8 votes	caregivers	8 votes
	11 votes	My life has changed 2 votes
R. M. (17-year-old boy)	K. R. (22-year-old girl)	L. T. (16-year-old boy)
Conflict with the boss	Conflict with friends	Conflict with children
5 votes	10 votes	7 votes
S. D. (18-year-old boy)		
Conflict with parents		
3 votes		

# 2. To choose the problem

3. Clarifying the problem and gathering the necessary information

D. K. (17-year-old boy) A young girl came here 2 weeks ago, who works with us, her name is aunt Lili. She is always yelling, she cannot cook, and we cannot discuss anything with her. If I am late 1 minute then she shouts at me and write down everything to the exercise book. (The other boys were nodding in favour of the D. K.'s (17-year-old boy) observation). The group leader asked the other members of the group if it was an imaginative situation for everyone.

4. Choosing the game scene- The group leader put two chairs in the middle. At one of the chairs he said that we were aunt Lili and at the other chair we could walk in D. K. 's "shoes".

Relations	Relation	Possible solution
Aunt Lilli	D. K. (17-year-old boy)	
D. K	Group leader	He tried to be calm
Co-group leader	R. S. (17-year-old boy)	He explained everything
S. D. (26-year-old girl)	Boy Authentic helper	She stayed calm and staid
L. T. (16-year-old boy)	S. D. (18-year-old boy)	He made aunt Lil even more upset
C. Zs. (15-year-old boy)	S. D. (26-year-old girl)	

Assessment:

What was it like to be in others shoes, was it successful to find a solution for the present conflicts?

D. K.: Boy Authentic helper provided me the most help. He was very calm, S. D. could not yell with him.

S. D.: I do not like to argue with the educators. It was not good to be in aunt Lili's shoes.

C. Zs. (15-year-old boy) It was good to be aunt Lili.

S. D. (26-year-old girl) was standing very calmly and staidly in front of aunt Lil and she was listening how aunt Lili snapped at her loudly. It was one of the solutions for the group, since thanks for the calmness aunt Lil could not answer.

#### Common octopus

The participants were standing in circle then they put one of their hands in the middle, then their hands were resting on each other. The task was the following; somebody had to control the hand-crowd to any direction without any sign or speak. Unfortunately this practice was not successful.

Name	Role Chosen symbol	Meetings	Reality relation	Feedback of feelings
Boy Authentic helper	Forest	He was afraid of the crusader spider, but he took it in.	It takes in the animals	He felt fine.
S. D. (26-year-old girl)	Lake	There was not any.	To drink from it	She felt good.
Co-group leader	Eagle	She was afraid of the volcano but it was a very old one it will not erupt.	With intention of protecting	She felt good.
Group leader	Panther	He met with the tiger, who was afraid of him, but he reassured him that he would not hurt him.	It can go anywhere, it is free.	He felt good.

#### Relationship game - Our island

S. D.	Scorpion	He also wanted to	If it is necessary I	He felt good.
(18-year-old boy)		stay on the edge.	will attack.	
R. S.	Grass	The group tried to call	It is lonely (He did	He felt good.
(17-year-old boy)		him in, but he also	not even move)	
		stayed at the edge of		
		the island.		
C. Zs.	Gravel	There was not any.	I cannot be hurt and	It was not good.
(15-year-old boy)			no one can tread	
			upon it.	
R. M.	Volcano	There was not any.	It likes to be a big	He felt good.
(17-year-old boy)			thing	
K. R.	House	The waterfall is	To have shelter	She felt good.
(22-year-old girl)		blurring the house,	anytime.	
		The elephant tramples		
		in the house.		
O. B.	Waterfall	He wanted to stay at		They were always
(17-year-old boy)		the volcano, the		packing but it was
		others asked him to		good.
		go to the lake.		
L. T.	Elephant	There was not any.	It is big and it is not	He felt good.
(16-year-old boy)			hurt.	
D. K.	Tiger	There was not any.	Because of the	He felt good.
(17-year-old boy)			protection and it also	
			lives on the land.	
P. I.	Spider	He just spins net.	It can hide	He felt good.
(18-year-old boy)				
К. В.	Earth	She accepted the	Because of the	She felt good.
(18-year-old girl)		elephant and called	fertility.	
		the scorpion to		
		herself.		

# Gypsy block

We were talking about the origin of gypsies. An authentic boy helper read out an interesting story from the book titled: Vrána mommy. On the first occasion we were talking about where the gypsies originated from, by doing so we wanted to increase their identity-awareness. More of them said that there are such gypsies, we have to be ashamed of but there are also such who would like to prove to the society. They felt good. More of them said that they could not come on Sunday, or they had something else to do. So we got to the conclusion that we would arrive at them for a whole day on the following occasion.

# 2006-day 2

# Screening film: The Basketball Diaries

The tile of the film: The basketball diaries. Although it is a very tough film, they liked it since it about reality and does not try to cover it. It was useful and a good choice to watch it.

In connection with the weekend: The children expected us with love. This weekend was spent by warning. At them, it is an everyday thing to use a bad word in each and every sentence. We could think that it is a very good community, since they spend 10 hours out of 24 in one place together. They can hurt each other very badly. It also made things difficult that during that weekend it was not so beloved Mrs Lily who looked after them. The promised 12.00 o' clock lunch started at 14.00 We were about to calm down the children. They often expressed their dislike towards us and Mrs Lili loudly.

III. group/2. occasion

## 2006.

# INTERPERSONAL RELATIONSHIPS

Personal frames: *Group leader Co-group leader Authentic helper Facilitator* 

Role game- in 2 small groups. TOPIC: When I was disappointed in someone...

<u>K. O. 's(13-year-old girl) problem</u>: her mom promised her that she would take her out from the institute within few weeks, but she has not come for her since then. (she had been in for 2 years).

Cast: Mom = K. O. (13-year-old girl)Girl = K. Á. (13-year-old girl), Guardianship officer = N. L. (14-year-old boy), Storyteller = Co-group leader

They acted the scene, when the mother could not cope with her daughter, so she put her in state care, promising her that she would bring her out in one month, then the storyteller told that 2 years passed and still nothing changed.

Advices of the viewers: Mom should ask advice for upbringing a child

The girl should not bum

The guardianship officer should help the mom communicate with her

daughter

The mom should keep her promise

Continue of the role play: mom asked help from the guardianship officer to settle her relationship with her daughter.

At role exception: K. O. (13-year-old girl) has already offered the girl in the role that she would help her settle her relationship with her mother.

<u>Role game: F. Zs.'s (15-year-old girl)problem</u>: She was disappointed in her boyfriend, because he did not go out with her after she had got into state care, and she was also angry with her mother because she forbade her to meet her boyfriend.

Cast: Mom = R. A. (14-year-old girl)Girl = B. M. (13-year-old girl)Boy= F. Zs. (15-year-old girl)Storyteller= B. K. (15-year-old boy)

they acted how the mother tried to separate her daughter from the boy, then in the second scene, they acted that the boy did not searched for the girl after she had got into state care.

Advices of the viewers: The boy should be stronger and more sustained

The girl should fight for the boy

The girl should settle her relationship with her mother

The mother should help her daughter

The girl should forget the boy, since she is much more precious than the boy

Continue of the role play: D. E. (13-year-old girl) played the role of the boy and he discussed the things with the girl and her mother.

Co-group leader played the role of the mother and they sat down to speak with the girl in normal tone of voice.

At role exception: F. Zs. (15-year-old girl) advised the girl not to bother with the boy and that she should try to be more tolerant with her mother.

Role game: D. E.'s (13-year-old girl)problem: She told her girlfriend that in her opinion the teacher had given her too much exercise for the following day and that girlfriend had told it back to the teacher, but in such a way, she added, that she swore the teacher.

Cast: Girlfriend = D. E. (13-year-old girl)Girl = L. Cs. (14-year-old girl)), Teacher = H. I. (15-year-old boy)Student1 = J. K. (15-year-old girl)Student 2 = Facilitator

They acted the scene, when the teacher gave homework, and the girl made comments. In the second scene the teacher took the girl to task for what she had said. In the third scene the girl pulls up her girlfriend.

Advices of the viewers: There were not any, because the children were very tired and they could not pay attention.

Continue of the role play: there was not.

At role exception: D. E. (13-year-old girl) advised the girl to sort out her friends better.

# Talk about friendship

One of our most important "accessory" of their life is friendship. They want it, but they have trust problems, so it is very common to have friendships of interest. They serve the purpose of not being –at least-alone in the institute.

## Anonimised report extract

IV. group/2. occasion

# 2007.

# INTERPERSONAL RELATIONSHIPS

Personal frames: Group leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

## Our common things

- (5 minutes) We divided the group into pairs. Every pair had to made a list about things in common in them.
- (5 minutes) Every pair searched for another pair, and made a comparison with their list. They made a new list about the things which were common in both of their list. They could add new things as well, if anything came upon their minds.

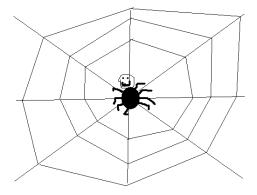
The whole big group sat together and the common things were the following ones:

- ✤ We like to talk, and have conversations
- Music, listening to music
- ✤ We love social life
- ✤ We like the opposite gender
- ✤ we like challenges
- Party
- Sport
- ✤ ÁGOTA
- ✤ Work
- ✤ Bath
- ✤ To watch TV
- Horror movies and comedies
- To watch DVDs
- To have ice-cream
- ✤ We solve conflicts with conversations
- Chips and meat in bread crumbs
- Pizza
- Travelling, trip
- ✤ To chew gums
- ✤ To laugh
- ♦ We do NOT like poppy seed paste!!!! → We established "Down with poppy seed paste"- club!
- Garden party
- We love animals
- ✤ We do not have any children

After the game there was big unity in the group. Markedly it was a good feeling for them that there were such a lot of common things in them.

## Spider-web game

Mapping of our system of relationships, the awareness of so-called keeping relationship web



NAME	INNER LINE	MIDDLE LINE	OUTER LINE
	(the one who is the closest to him/her)		
T. T. (17-year-old boy)	Mother, father, brother, sister, group member	People from ÁGOTA, his boss, mates	Relatives
G. R. (18-year-old boy)	ÁGOTA, caregiver, Group member, Mom		Classmates, house mates
L. N. (17-year-old girl)	Her brothers and sisters, mom	Relatives, her boyfriend, REAL friends, people from ÁGOTA	Classmates, acquaintances
K. A. (18-year-old girl)	Caregivers, her boyfriend, Niki (group member)	People from ÁGOTA, her parents, relatives	Classmates
B. E. (18-year-old girl)	Mom, my brothers and sisters, my lover	People from ÁGOTA, caregivers, Dad	Classmates, relatives
Sz. É. (16-year-old girl)	My cousins, my brothers and sisters, mom, girlfriends	ÁGOTA, caregivers	Classmates, DAD
Facilitator	Mom, God	Grandma, Grandpa	Friends from ÁGOTA
N. I. (18-year-old boy)	ÁGOTA, my brother, my future wife	The ones who I live with	Mates
Boy Authentic helper	My foster mother, ÁGOTA	Friends, Hungarian Army	(Negative relationships) My director in the children's home
P. L. (17-year-old boy)	Caretakers, my lover, mom, the workers from ÁGOTA	My uncle, mates	The wife of my cousin, my future mother-in-law
Co-group leader	Family, ÁGOTA, my older brother, my godson, my lover	mom, cousins	Dad

#### Relationship give-get

We talked about relationship in general. Then the task was the following:

We wrote to one of the papers what we are expecting in a relationship. Then we took another paper on which we enumerated what we give in a relationship. Then we put the 2 papers next to each other and we compared them. We checked what were the common things in the 2 lists?

#### **<u>REFLEXION</u>**:

They liked this little conversation very much. First they were reluctant, mainly the boys who did not want to talk about this topic. But then they shared their personal expectations without any request. During the talk, although the girls were more active, the boys also joint the conversation. They thought the main problem is that how it is possible to filter out that who can be trusted and who cannot.

# Relationship game- Our Island

NAME	ROLE	The reason of	CONTACTS	FEEDBACK,
	(chosen islander, the creator)	<u>choice</u>		REALTION WITH REALITY
T. T. (17-year-old boy)	Cave	It has come to my mind immediately. The cave is always there. It is stable.	It sis not have to move anywhere. Everybody gathered around it. The tiger has a special sun ledge. The big palm tree, the meadow buttercup, the small and the big elephant was getting closer to it.	I am there stable, a secure point. Everyone adapts to me and this is a good feeling.
G. R. (18-year-old boy)	Jungle	There must be a jungle on every island. And the chimps can wander around there.	It had to move away a bit from the side so that the elephant and the palm tree could have enough place. The chimpanzee circled it but then it went to it.	I am in the centre. (it was situated in the middle of the island). I felt good, the monkey was in good place. On weekdays I provide the norms.
L. N. (17-year-old girl)	Stream with spring head, with fish	I like the water and fish.	Chimpanzee, small elephant, meadow buttercup, small palm tree, near the cave.	It was a good feeling that the rest of the islander needed me. I like water very much.
K. A. (18-year-old girl)	Small girl elephant	My favourite animal, because it is so nice.	Near the stream, chimpanzee and the cave.	The game was good. I like the elephants very much, because they are cute and nice.
B. E. (18-year-old girl)	Torrential waterfall	Because it is so nice.	It did not have to move.	I felt very good, I like water very much.
Sz. É. (16-year-old girl)	Small palm tree without crops	It has come to my mind immediately in connection with the island.	It came closer to everyone once.	I felt good, I did not feel myself an outsider.
Boy Authentic helper	2 quintal white girl elephant	Big, cute	It stood in front of the entrance of the cave, to bring tiger on her back. She had to move away, so that others could enter the cave.	It was good for me, no one had any problem with me.
Facilitator	Big coconut palm tree with fruit, and 2 side- shoots	That is what first came into my mind.	It was standing in the edge of the island first. It asked itself closer to the butterfly, the small palm tree, the waterfall and the small elephant, but then everyone left it. Then it went near the cave to put shadow on the tiger, who would have liked to sunbathe.	I wanted to feed the islanders, but no one needed coconut. There must be need for me where I am. This is very important for me. In the final area I really enjoyed myself.
N. I. (18-year-old boy)	Small, pink butterfly	Because it is nice, everyone loves it.	Once it turned its head toward the others.	Everyone loves the butterfly. I do not hurt anyone either, and anyway butterflies are cool.
Group leader	Vegetarian white tiger	Majestic predator. It has big paws. It seems sluggish but it is not. IT is strong.	Cave, white elephant.	I felt good. It was good to be among the others. I really love wild cats. I have big need for relax, idling and recover.

P. L. (17-year-old boy)	Meadow buttercup	My girlfriend came to my mind and that is her favourite flower.	It was near the stream for a long time, then it moved to next to the entrance of the cave.	I felt very good, it was very good next to the entrance of the cave.
Co-group leader	Chimpanze e monkey	It has came to my mind immediately, it is agile and resourceful.	It was circling the jungle from two sides as well. It would have liked to be near the stream and the cave too, but its main driving force was to position around the jungle.	The game was good. I felt very bad once, when I was surrounded from all sides and I did not have any room to manoeuvre. Then I dared to go into the jungle and I immediately got calm. 2 consequences: 1: I do not like confinement, or only if there is a chance for freedom. 2: I circle the obvious, things which are maintained for me, instead of going inside at once.

# Closing practice- STRENGHTENING GIFT (imaginary)

Every group member stood in the middle of the close circle (shoulder to shoulder) and 3 group members told them one-one positive sentence. What he/she learnt from the other one during the weekend, what he/she liked in the other one. There was a very intimate mood. They were reflecting on the previously experienced negative things in connection with the persons. ("Now you were much cooler than last time"; "No you were braver, thanks that you dared to speak, I learnt from it..")

## Anonimised report extract

V. group/2. occasion

2007.

# INTERPERSONAL RELATIONSHIPS

Personal frames:

Group leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

After the team's arrival to the children's home

# Arriving circle

*K. P. (18-year-old boy)* he was at home, it was very good but there are tensions between him and his brother-in-law, they did not get along with each other.

J. É. (18-year-old girl)nothing special happened, she is o.k. she was waiting for the group, her love is here too.

F. K. (17-year-old girl): nothing happened, they went out, she is fine.

*P. T. (16-year-old boy)* an educator spoke very badly with him, but there is nothing special with him. It is good that we came he was waiting for us..

L. S. (21-year-old boy): he had a presentation, he got a job, on....., he hopes that he will be able to come.

G. Cs. (17-year-old girl): nothing special happened, the school goes well for him. She was kissing with K. J. because of a bet.

*R. F. (16-year-old boy)*: nothing special happened, he has to do better in technical drawing at school, because it is difficult for him.

*K. J. (17-year-old boy)*: nothing special happened, the school goes well. He was kissing with G. Cs. because of a bet, but he cannot remember anything.

D. L. (17-year-old girl): she introduced her boyfriend, they played the games, which we had played last time, and she was waiting for us to come.

*Girl Authentic helper*: she was really waiting for us to get here, she was on a 1-week internship at college, she was with homeless people and her initial dislike and fear disappeared, moreover she met with success, because she managed to get a homeless to move into a homeless hostel and to contact his family.

*Boy Authentic helper*: Exams are starting, he learns a lot, he was really waiting for us to arrive. He was asked in the theatre to sing. He is before a big decision, because next month he has to move out from the institute, and he steps out to the capitalised Life????... he is a bit afraid, but he tries to be brave.

Facilitator: he made breakthroughs at his workplace, he is very glad that he can learn a lot. He left the special education faculty, and from February he goes to social pedagogy. He was really waiting for us to be here.

*Group leader*: He was on a Váradi concert, he was waiting for us to come and get here. He worked a lot, he is a bit tired, but it turns him on that he can be here finally, because he missed the group very much.

# Our common things

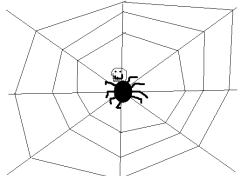
First they collected the common things in pairs, then is small groups, then in big groups. In case of every gathering only the common things in everyone could be put on the summarising paper.

# OUR COMMON THINGS:

- MUSIC
- SPORT
- TO SLEEP
- **•** TO SING
- **•** TO PLAY
- **♥** TO EAT
- **•** TO GO ON A TRIP
- ♥ IF THERE IS CLEAN ENVIRONMENT AROUND US
- SINCERITY, WE ARE HONEST
- ♥ THE MEAT, IF THERE IS NO FAT ON IT
- ♥ OUR OWN COMMUNITY
- CHEERFULNESS
- ♥ TO ACT FOOLISHLY
- **•** TO TALK
- WE ARE HELPFUL
- ♥ ANIMALS
- WE DO NOT TAKE ADVANTAGE OF TRUST
- WE DO NOT EXPLOIT OUR FRIENDS
- WE SHOULD HAVE LESS FRIENDS BUT THEY SHOULD BE REAL ONES
- ♥ TO WATCH FILMS
- **♥** FABLES
- WE EOULD LIKE TO LIVE A NORMAL LIFE
- ♥ CHOCOLATE
- ▼ TO PLAY BILLIARDS AND SOCCER???(CSOCSÓ)
- WE ARE STUBBORN
- ♥ CHIPS
- WE ACCEPT OURSELVES AS WE ARE (WE HAVE A GOOD FRAME)
- WE ARE COOL
- WE ARE BASICALLY NICE
- WE ARE BASICALLY INTELLIGENT
- IT IS HARD FOR US TO OPEN
- IT IS HARD FOR US TO TALK ABOUT OURSELVES
- WE ARE TENACIOUS
- ♥ THEATRE
- ♥ JUSTICE

# Spider-web game

<u>The task</u>: thinking over our relationships who are those people who have + or - effect on our life and were/are close to us. Three-dimensional visual feedback (Innermost circle: the one who is the closest to us, and so going outward...)



NAME	INNER LINE (the one, who is the closest to him/her)	MIDDLE LINE	OUTER LINE
Girl Authentic helper	Mommy Daddy Group member Group member	colleagues from ÁGOTA colleague from ÁGOTA ex partner in state care	former classmate colleague from ÁGOTA Chemist teacher colleague from ÁGOTA group group member wooer First Love (-)
K. J. (17-year-old boy)	sibling group member, his peer caregiver guardian partner	group member partner colleague from ÁGOTA brother peer group member partner	Classmate My father (-) My mother My family (+/-)
Boy Authentic helper	Foster parents love	colleague from ÁGOTA class mate from ÁGOTA colleague colleague from ÁGOTA group member from ÁGOTA colleague	fellow sufferer, adopted brother Kin family: - Uncle (-) Mother (-) This brothers and sisters (-)
F. K. (17-year-old girl)	class mate older sister her love	Group members and colleagues from ÁGOTA	My parents (+/-)
Facilitator	friend Mother, father, grandma, grandpa friends	girlfriend adopted little sister girlfriend adopted little sister girlfriend adopted little sister friends	Group leader people from ÁGOTA children of children's home 3 persons
P. T. (16-year-old boy)	Group members, colleagues from ÁGOTA	Group members, his peer from the ghetto, who was his adopted older brother, he has already got out	group member
R. F. (16-year-old boy)	former educator caregivers, group members	class mate former patronizing person people from ÁGOTA hi s brothers and sisters the children of my brother	
J. É. (18-year-old girl)	former caregivers class mates Friend, sister	My mom	I (-) former caregiver, who humiliated her
L. S. (21- year-old boy)	brother		educator

K. P.	My father	My mom	My brother-in-law (-)
(18-year-old	brother	Form-master	
boy)		brothers and sisters	
G. Cs.	group member	group member	colleagues from ÁGOTA
(17-year-old			Sister Ica (-)
girl)			
D. L.	caregiver	caregiver	
(17-year-old	teacher	group member	
girl)		colleagues from ÁGOTA	
Group leader	My family	people from ÁGOTA	my children from ÁGOTA
		relatives	Team

R. F. (16-year-old boy) started to cry and he could not tell it for a while what had happened. The group reacted in a sensitive and sympathetic way. R. F. (16-year-old boy) was sitting next to the group leader, who felt that he would get calm slowly. The circle moved on with the sharing, the group leader's hand on R. F.'s (16-year-old boy) back provided connection and sedation. In the end R. F. (16-year-old boy) also told that who were in his spider-web. During the break he said that he had started to cry because of 2 reasons. One of the reasons: Why do not his brothers do something to be in the innermost line? The other reason is that those patronizing parents were also put on the spider-web who caused him the biggest loss of trust, when they had not chosen him but his best (believed to be the best)friend. After telling everything he released and he joined the group with the group leader with some tears in his eyes.

### Relationship game - Our island

NAME	ROLE (chosen islande r, the creator )	REALITY RELATI ON	<u>CONTACTS</u>	FEEDBACK OF FEELINGS (how he/she felt himself/herself during the game, how he/she liked the approach of the others, what he/she will generally do about criticism and about the advice which helps him/her)	Mimicry/ gesticulation
R. F. (16- year- old boy)	Bush (2x2 m)	To be food for the other inhabitants	He placed himself to the centre, toward the sea with root Lake: closer to freshwater Piglet: turn his root to the freshwater Ounce: come closer to the others Ladybird: come closer to the centre Monkey: he did not let him	He helps with pleasure, he bothers with his ambience, and he shares anything even his own things. He does not take badly if somebody asks him for some help; he does not consider it	He was calm; he listened to the shares of the others. He got tired at the end.
B. Gy. (17- year- old girl)	Palm- sized seven potted ladybir d	It firstly came to her mind that she was small and nobody caught sight of her.	snug himself, to be on him. Volcano: Let us be bigger Orchard: dare to be bigger Waterfall: come closer Lake: come closer Ounce: do not be alone on the brink of the island, come closer.	as a criticism. It was good to her that they took her in. She knew they meant her well, she hoped it leastwise. She listens to the good advices with pleasure.	She listened to them until the end; she was a little bit nervous.

VI	2 mg	Decenaria it	He was totally cutaids	He is a longly walf.	He wee
K. J.	2 ms	Because it	He was totally outside.	He is a lonely wolf;	He was
(17-	tall	is special	Tame tiger: pooh! come	he talks to his	completely
year-	ounce	and he	closer, do not be alone.	thoughts about the	embarrassed in
old	to	loves the	Lake: come more inside	thing. He can solve	the feedback.
boy)	whom	ado,	Orchard: come closer	everything by	He kept tabs on
	flowers	sensation.	Bush: come closer	himself; there is	the game. His
	arise		Ladybird: do not be a lonely	nothing insolvable	nervousness
	behind		wolf, come to our circle	for him. He will	began with the
	of his		Volcano: keep away from the	think about his	dismissive
	footste		grass which grows in the	future if he needs	comment of the
	p and		roots of the volcano and do	some help and he is	volcano. He
	where		not be near to it or if you want	totally left alone	headed for the
	he		to be near, please, ask the	when it happens.	place of the
	goes.		eagle for a permission which		eagle which
			sits on it.		was his friend.
Boy	Waterf	Because it	Ladybird: He found his final	He needs others'	He paid
Authe	all with	is silent,	place on it	help to be able to	attention until
ntic	caves	calm;	Lake: the waterfall became	make a decision, he	the end, he was
helper		sometimes	calm, its nutritious part is the	is still suggestible,	caring. During
		it is	lake, they are together, they	and he can not	the feedback he
		disgusted.	cohere.	always choose	was
			<b>Gum bear:</b> the safety of the	what the best	embarrassed a
			waterfall's caves should be at	decision is for him,	bit, it is still
			hand, the store of the gum	because he always	hard for him
			bear syrup was there, in one	cares about others	that many of
			of the caves.	and not himself. He	them listen to
			<b>Eagle:</b> he tried the top of the	always wants to	him at once, but
			waterfall as a fix place and	adapt and to fit	he will get over
			then he left. He returned to	between others	it.
			the volcano.	between others	11.
			Volcano, Bush, Orchard:		
			four of them by the waterfall,		
			we protect the community of		
			the island from dour sides.		
			The waterfall is the protector		
			of one of the sides.		
G. Cs.	Little	Because it		She did not move	They laughed at
			<b>Orchard:</b> close relationship		
(17-	Chimp	is a nice	with the monkey. Food,	toward the	her- she was embarrassed.
year-	anzee	animal	security and life sphere.	community but she	
old	monke		Lake: essential for its	accepts it if she is	She is kind,
girl)	У		existence, drinking water, she	called. She accepts	attentive and
			was playing on the beach and	critic -it does not	very sensitive.
			in the water	matter who told	When they
			<b>Bush:</b> it did not allow her to	her. She should try	laughed at her,
			climb on it, to nestle on it,	to learn to make	she overcame
			though the monkey would	difference between	her
			have liked it very much	the supporting and	embarrassment
				the malefic critic.	and she still
					told what she
					thought- only in
					a bit more
					short-spoken
					way. She needs
					a lot of
					strengthening
					before the
					group.
L	1	1	I	1	

K. P. (18- year- old boy)	gum bear	Because it is affectionat e and kind and everyone loves it.	She was out in the very edge, alone Waterfall: come closer. He can use the caves. He hid the store of the gum bear syrup in the cave of the waterfall. He placed it there in safe. Orchard: come closer, do not be alone Tiger: come closer, next to him, he will take care of him.	It does not matter for him where he is, but it was good that hey called him. He likes being alone too. He gladly accepts critic which is good.	He got tired at the end. He did not dare to say fully what was in him, he flushed. He got embarrassed from the kindness which the group members provi- ded for him. She is not used to it.
Girl Authe ntic helper	Fresh water lake (still water), which is not too deep, and there is not any fish in it	Because it she wanted to be a still, calmed down water and not rapid and raging river, she found her place eventually.	Waterfall: constant relationship, waterfall arrives in her Bush: lake feeds it Piglet, Giraffe, Tiger, Monkey:it serves as drinking water for all of them Ounce: she settled down by the lake a bit, but it went on toward the volcano- band. Orchard: it feeds it with water	The game was good. Once she felt herself stuck and drowned, but then she got calm and she could accept it with good feeling that every islander surrounded her. First she gets angry if someone says something. She takes it as an advice, but she needs time to accept it.	She was helpful and caring . She paid attention to everyone, active presence. she was calm.
D. L. (17- year- old girl)	Tame tiger	Because it is her favourite animal.	She had to be convinced not to eat anyone. The eagle, piglet and gum bear were afraid of her. It was hard for her to let herself be gentle. <b>Owl:</b> because he is old, wise and learnt her good things. She was taking Owl on her back throughout the game. <b>Lake:</b> she was resting by the lake. <b>Gum bear:</b> she took him next o her She wanted to eat every animal.	She likes taking care of the elder people, but she does not like the "dirty ones". She likes to take care of others, and she also likes if others take care of her. First she gets angry, if she gets a critic but after calming down she takes the good advice.	She hid her fear behind playfulness and rigidness in order to dare to be gentle, because she does not need to protect herself. There is no one to protect herself from, because nobody wants to hurt her. The constant presence of the owl gave her security. Towards the end of the game she dared to be more and more herself.

TC	V.1	Dans	Fooles construct on the	The second	A a tra a 11 - 11
L. S.	Vol-	Because it is	<b>Eagle:</b> constant contact, at the	The game was	Actually the
(21- year-	cano eject-	interesting,	top of it there was the residential place of the	interesting and good. They look	presence of the eagle was
old	ing	and he	coloured feather eagle. they	well together with	indifferent for
boy)	rain-	wanted to	only moved together.	the eagle, they	him, it only
009)	bow	show that:	<b>Ounce:</b> When she started to	complement each	became
	0011	"the harsh	move toward him, first he	other. He assesses	interesting
		external	changed place, and when she	the community.	when the ounce
		masks nice	got him, then he banned her		started to go
		internal"	to enter his grass. Or if so,		toward them- to
			then sheshould ask		the eagle, from
			permission from the eagle.		that point he
			Every islander: He was four		was proud that
			of the island creator who		the eagle was
			protected every islander from		with him.
			four sides.		Otherwise he
					was calm, an
					outer observer.
Facilit	Wise	Because it	<b>Tiger:</b> He was standing on	He was glad that	Quiet observer
ator	owl	is	his back, they moved together	the tiger took him	
		experience	he learnt him.	in. She accepts	
		s and always		every critic, mainly the negative	
		knows the		because it is more	
		answer.		constructive. In his	
		uns wer.		own company he	
				has the "wise" role,	
				he gives advice to	
				everyone. He feels	
				that he has skill for	
				it, and although he	
				is experienced	
				enough, he has	
				still something to	
E V	<b>F</b> ' (	D		learn.	XX71 1
F. K.	First	Because	<b>Bush:</b> it opposed to eat its	She likes to be in	When she was
(17-	she	she can draw it and	leaves, but when she stayed alone in the island, then she	community, but if she is not called	not in the
year- old	wanted to be a	it is kind.	took her in.	she will not go,	middle, she moved aside
girl)	dolphin	And it can	Ladybug: Come closer nest	because she likes to	with conscious-
5111)	, but	eat the	to it, to be able to have	be alone. It was a	raising
	she	leaves of	conversation with it.	good feeling for	intention, and
	realised	the bush.	<b>Piglet:</b> come closer	her that everyone	she also took
	that is		Orchard: come, eat, and she	called her and	much asking
	is out		will be protected here	everyone made a	during entering.
	of the		Monkey: come closer, be	place for her, that	She really paid
	island,		with it and play	was a very good	attention, she
	so she		Lake: drink from it	felling. She does	kept on eye on
	change		Every islander adapted to the	not care about	everyone, but
	d her		situation so that the giraffe	critic.	she shoed
	mind:		could have place in the		passiveness.
	giraffe		community of the circle.		
J. É.	Piglet	Because it	Lake: she drank from it and	The game was	She paid
(18-	1 15101	is a nice	was on the lakeside.	good, she could	attention, she
year-		animal she	<b>Orchard:</b> she ate there and	accept critic.	was calm,
old		loves it	she was plying there in safe.		active presence.
girl)		and it	Ladybug: she called it in not		· ·
		grunts	to be alone.		
			Giraffe: she made place for		
			it, she called it more inside,		
			closer.		

P. T.	Colourf	It came to	Volcano: he settled on the top	The game was	He got really
(16-	ul eagle	his mind	of it, he found safety there,	good. He felt good.	tired by the end,
year-		because it	they always moved together.	She did not notice	he could not
old		is free	Ounce: it moved toward the	that he is a bird and	pay attention, it
boy)		when it	volcano, because it wanted to	he can fly freely,	was hard for
		flies	have a relationship with the	but he was kept	him to
			eagle, but he ignored it when	looking for the	concentrate. In
			he was with the volcano.	high point from	the end he
			Waterfall: he wanted to settle	where he can look	became a pssive
			on the top of the waterfall, he	around fixed in a	observer
			wanted to have his	fixed location His	
			headquarter there.	relationship with	
			Tiger: They had an argument,	the volcano is not	
			because he wanted to settle on	mutual, but he	
			the back of the tiger, but the	would like it to be	
			tiger did not let him do that.	mutual He accepts	
				what others tell	
				him.	
Group	Orc-	To care	Ladybug: come closer	He felt good, It was	Active
leader	hard	and protect	Monkey: he was called to go	good to be the part	presence.
	mea-		in the middle, but he would	of the common	
	dow		not have liked to go, only if	island, it was good	
			monkey goes with him, whom	to feed and protect	
			he feeds and protects.	them. He could	
			Giraffe: come closer, he fed	imagine this role in	
			it and protected it.	his life too. He	
			<b>Piglet:</b> he fed him and	handles the critic	
			protected him	well and calmly, he	
			Lake: it fed him with	tries to build from	
			drinking water	it- it depends who	
			Eagle: he fed him.	says it.	

## Screening film with assessment

### The Basketball Diaries

Question: can we decide of the quality of our relationships? Who decides of the quality of our relationships? Do we notice the turning points? Can we say no?

I liked the film very much, many said that they will never try it out, because they had felt physically sick at some scenes, which the main actor showed. They saw the turning points they understood them. There was a little talk about the experiences in children's home, when they took part in some mischief. There was a sentence in the end which made all the group members nod.

OUR RELATIONSHIPS	WHY DID IT DEVELOP?	WHAT DO WE DO IN ORDER TO HAVE IT IN LONG- TERM?
FAMILY	Word of blood, love, caring, basic need	Regular contact
Classmate, teacher-student	random	I does not have to be long-term
friendly	Trust, openness, sincerity, caring, intimacy, recognition	Trust, openness, sincerity, caring, intimacy, recognition
L' amour	Interest, trust, acceptance, affection, caring, get to know each other, understanding, honesty, consistency, common interests, perseverance, courtship	Interest, trust, acceptance, affection, caring, get to know each other, understanding, honesty, consistency, common interests, perseverance,
mate	Speaker relationship, sympathy	Speaker relationship, sympathy
business	random	
*Adult caregiver- child	Trust, respect, mutual acceptance	
fellow sufferers	Random situations, trust	trust
Helper- helped one	Trust	trust
distance relationship	Distance	Perseverance, patience, phone, mail, there should be live contact, faith
Boss- subordinate	random	Mutual respect, perseverance
Sexual relationship	Something is missing, current needs, affection	

#### Our relationships

Adult (caregiver)- child:

There were a lot of bad, humiliating experiences which reach the children on a daily basis. Ongoing humiliation and distrust. The group leader said there will also be situations in the outside life when they could not say back, when they will be humiliated, when they have to abide. And if they are smart they can already teach themselves how to manage anger.(smart let...)

# Closing, Feedback of the weekend, strengthening star

K. P. (18-year-old boy):	"I take everything with me and thank you."
J. É. (18-year-old girl):	She takes the whole weekend, the conversations and the game with her.
F. K. (17-year-old girl):	"The good mood, that you take care of us."
P. T. (16-year-old boy):	"The caring, that you take care of us, everything and thank you."
L. S. (21-year-old boy):	"I take everything and thank you and I hope I can come."
B. Gy. (17-year-old girl):	She regrets that she missed the start, and she thanks that she could come.
	It was very good for her that we welcomed her here.
G. Cs. (17-year-old girl):	She takes the games (laughter, good mood) with her.
R. F. (16-year-old boy):	She thanks the feeling that she is not alone.
K. J. (17-year-old boy):	Everything, the games and the laughter.
D. L. (17-year-old girl):	Everything, She thanks for it.
Girl Authentic helper:	"The joy that we are more and more like a group, the trust and that
	miracle that you dare to rely on each other slowly. Thank you!"
Boy Authentic helper:	"I am very glad that I can be with you in a group, because we are a group,
	ad I take your trust, activity, and growing courage with me. Thank you!"
Facilitator:	He takes the strength which he got from the group. He thanks for it.
Group leader:	The trust that you listened to each other, that you dared to be honest and
	that you took care of each other. Thank you.

Our hands stretching to the middle formed a star. P. T. (16-year-old boy) pulled his hand out and put in to the bottom so that everyone could lean on it. 1-2-3: and everyone raised their hands, they said that we have a group name and so let each other in that way.

## Anonimised report extract

# VI. group/2. occasion

## 2007.

# INTERPERSONAL RELATIONSHIPS

Personal frames:

Group leader Co-group leader Facilitator 1 Facilitator 2 Girl Authentic helper

After the arrival of the children:

Arriving circle

What happened to us since we last met?

### L. S. (17-year-old boy):

During the week, I did not feel good in the group (in the residential home), because many talked dirty with each other and with their educator. This confuses me. Otherwise I am tired, I get up early and I go to bed late because of school.

### P. I. (20-year-old girl):

(It was hard for her to start to speak) Since we did not meet, my mom died unfortunately. We did not keep contact in the last three years, but she was the person who had brought me up. I am tired, school makes me tired.

### Facilitator 2:

I had a homework which made me think and work a lot. During the week it was a big experience to see the children as they were learning. There are such occasions when they were still learning although learn time was already over. I am a bit tired, last week I finally spent a whole day without doing anything, which was very good for me. I would like to go on holiday in the near future to relax a bit.

### H. G. (17-year-old boy):

I learn a lot. I am in 11<sup>th</sup> grade, because after school-leaving exam I would like to go to NCO school.

## D. K. (16-year-old girl):

We were on a performance where we had a row during the show. I think both shows were good, and then we became reconciled. "School goes well, just without me", since although I visit classes, but usually only my body is there.

### Cs. É. (16-year-old girl):

Unfortunately I do not have good relationship with my peers in the children's home. I finally found my new circle of friends at school, and I got across my old ones. During the week we quarrelled with one of my ppers and I could not resolve the dispute with her.

### K. R. (17 -year-old girl):

In the residential home I have a bad relationship with one of the adults. I am terribly tired, because my time is bound. I learn and go for dance classes.

### G. B. (17-year-old girl):

Good and bad things also happened to me. The good thing is that I gained admission to the theatre school. This is a very big possibility for me. The bad thing is that I know it will be very hard, since adults admitted me, and in every <sup>1</sup>/<sub>4</sub> year I have to take exam. I do not know how will I accomplish this task beside learning.

# Facilitator 1:

I am tired. Last week the consulate of our main supporter visited us, to whom we reported of our previous work. We were on pig-killing too. I had such week when I could go home for only one day. Otherwise I am fine and I have been waiting for you.

## Co-group leader:

I was at school. It made me sad that the requirement of a college examination was to provide the recipe of a carnival doughnut. I was also on a pig-killing. I also had homework, which I had to organise and it was a good feeling that I managed to do that. I am fine and I have been preparing for this weekend, I have been waiting for you very much.

### Group leader:

I am a bit tired. After meeting the advisors, I got my small working room. It was needed because the band and many things which I deal with ,did not have a place. During the pig-killing we worked a lot for you to have a nice weekend. I have been waiting for you with love.

Group	Inner circle (1)	2 circle	3 circle	4 circle
member				
K. R. (17-year- old girl)	My boyfriend Buster	auntie caregiver L. S. '(17-year-old	Facilitator 1 Group mate, I can talk with him seriously.	
	Mom's boyfriend my older brother Mom friends	boy)siblings	G. B. (17-year-old girl) Group mate, I can talk with her seriously.	
H. G. (17-year- old boy)	Facilitator 2 P. I. (20-year-old girl) Group mate, and his girlfriend as well. Old mate, they did a lot of things. sometimes even bad things.	Buster "buster, but there is no real relationship between them", his <i>Caregiver</i> , Group leader, <i>Group mate</i> , <i>His</i> <i>Classmate who is a</i> <i>soul mate</i> . Dad They do not have relationship but there are times when he	Fellow sufferer Fellow sufferer Fellow sufferer	
Girl Authentic helper	The chosen of my heart soul mate colleagues from ÁGOTA Because we laughed a lot.	can count on him. Nieces Mom Brothers and sisters Such person with whom she can go out, and talk about her problems. Form-master She can count on her. Group leader Group member- she learnt a lot from him.	Ex-boyfriend she has good relationship with him. <i>Classmate</i> Mates Friends Teachers They help her a lot.	

### Spider-web game

G. B. (17-year- old girl)	My older brother Foster mom <i>Educator</i> Caregiver <i>Girlfriend</i> <i>Caregiver</i> People from ÁGOTA , She got a lot from the colleagues.	Soul mate Her friend K. R. (17-year-old girl), Group member Caregiver Educator, Cs. É. (16- year-old girl) Group member Cook	My mother She does not have relationship with her, she is only good, when she needs something. Facilitator 2 Group caregiver, Group member, <i>Caregiver</i> Group, Residential home, her group <i>Her partner</i> <i>Her girlfriend</i> her teacher at the	Caregivers Psychologist
Facilitator 2	His sons friends from ÁGOTA, They talk good ones. they are in good relationship. They have good conversations. His girlfriend with whom he talks good ones. Mom Dad his Stepson	His girlfriends Friends Colleagues Old pupil Good friends	theatre school. H. G. (17-year-old boy) P. I. (20-year-old girl) Cs. É. (16-year-old girl) Cs. É. (16-year-old girl) Children in children's home who were brought up by him.	
P. I. (20-year- old girl)	her younger sister Dad Mom her older sister H. G. (17-year-old boy) her Boyfriend	Buster her cousin her cousin Cs. É. (16-year-old girl) her cousin <i>Classmates,</i> <i>Facilitator 2</i> Her caregiver group member her caregiver	Father-in-law "I do a lot to be able to open in our relationship". Good friend, Classmate Caregivers Group mate in the children's home Very good friend	
D. K. (16-year- old girl)	Mom She loved her very much, but she died. Dad "It is hard for me, but I have to confess that I love him" Cs. É. (16-year-old girl) <i>Group member</i> Her 3-year-old little sister, she loves her very much. BoBo Ex-boyfriend, she loves him, but she does not know the reason of it <i>Girlfriend</i>		A good friend	

Cs. É. (16-year-	My parents	Caregivers	People from ÁGOTA	
old girl)	• •	° .	reopte nom AGOTA	
old gill)	Facilitator 2	Szandra		
	Group member, group caregiver	Group mate in the children's home		
	D. K. (16-year-old girl)	Girl Authentic helper		
	Girlfriend, group member	Group member,		
	G. B. (17-year-old girl). <i>Girlfriend</i> group member G. B. (17-year-old girl),	"If I want to have a serious conversation with someone then it is her."		
	Classmate	P. I. (20-year-old girl)		
		Group member		
		(K. R. (17-year-old girl)		
		Group member		
		Caregivers		
Co-group leader	My adopted mother	His colleague	My colleagues	
	My adopted father, (Adopted buster)	My friends from ÁGOTA		
	Twin brothr	Classmates		
	Educator	Former caregiver		
	Girlfriend			
Facilitator 1	Mom	Friends	Friends	Dad
	Granny		Leader of the orchestra	"He made a lot
	His brothers		Friend Classmate	of bad things to me, he only plays a negative role in my life."
L. S. (17-year-	Dad	Facilitator 2's son	H. G. (17-year-old	
old boy)	Foster dad	Friend	boy)	
	Mom		Classmate	
	Brother			
	Sister			
	K. R. (17-year-old girl)			

# Relationship game - Our island

NAME	ROLE (chosen islander, the creator)	<u>CONTACTS</u>	REALITY RELAT ION	FEEDBACK OF FEELINGS	Mimicry/gesti culation
H. G. (17-year-old boy)	Fortress	With fire He wanted to be next to the river.With marmoset To move to the top of the mountain because of the warm.With river It should turn to him because of his beauty. The river does not see him. Mountain The fortress is far from it, he should move to the top of it.	He wanted to give security to the rest of the inhabitants.	There was a period when I was annoyed, I did not want to move anywhere. I wanted to give protection.	He was often embarrassed, he shut his eyes down, closed hands and legs.

L. S. (17-year-old boy)	Lion	With waterfall He imagined that he will provide food for both animals. Mountain	Strong animal. The king of the animals	I was in a good place, I moved because of the panther. I liked the game.	He paid attention, he was calm.
L. S. (		He wanted him to stay he got scared that he will stay alone.			
K. R. (17-year-old girl)	Waterfall	Panther She called to her that she would provide food for him. She asked the lion to move.	To give food to the animals	I thought there would never be a solution. I liked the game. Where I put myself down, I stayed there, and I wanted to stay there. I got scared when the Varanus said that he reproduces himself a lot, but then he reassured me that he only reproduces himself because of the preservation of the species.	She was calm, she paid attention.
Cs. É. (16-year-old girl)	Panther	Tree She wanted to call her to the river not to be alone. <u>Waterfall</u> He called to himself to give food to her.	It is not a predator, but it is a strong animal.	I t was good to tell that I accept myself. It was a good feeling that the group called me in.	She was at fever pitch. In the beginning she hid the ready-made panther with her foot. She often expressed her tense with her moving leg. The group leader and the co-group leader tried to reassure her.
P.I. (20-year-old girl)	Seagull	Varanus Not to look toward the beach but inside, because she can get food more easily. <u>Tree</u> she invited her to the top of the tree.	Bird with free soul.	I liked the game. It was good that the Varanus feared for her.	There was a period when he was strongly clinging to the armrest. She shut her eyes down, and she pulled her legs under the seat.
D. K. (16-year-old girl)	Varanus	Fire She does not like the warm, so she wants to get lower. Seagull Her turning toward the river. <u>Varanus</u> She adhered to the river, to the food in it.	Because it is a special animal.	I got confused in the beginningThey can accept my otherness, and I found my place.	Passive presence.

Co-group leader G. B. (17-year-old girl)	Marmose t Fruit tree	<u>Cave</u> She was looking for shelter, that is why he asked her to turn outward. <u>Fortress</u> She should move to the top of the mountain because of the shelter. <u>Panther</u> Come down from the beach and got to the river for food.	Because it is a special animal. It is loveable. To provide food for the islanders.	I thought there would never be orderliness on the island. I was looking for security, and I got it. Where I put myself down, I stayed there. It was good to see what fights were around me	Active presence. Active presence.
Co-gro		Seagull She invited him to live at the top of the tree.		and what solutions followed them. We inhabited this island.	
Facilitator 1	Mountain	Fortress Move to the top of it. Lion The lion moved away and he would have liked him to stay next to him. Fire He had to give space and that is why he moved higher.	I have been there lately (mountain) and he likes mountains.	I was afraid that I would be left alone. I realised that it is a good feeling that there are people around me.	Active presence.
Group leader	Cave	<u>Marmoset</u> Turn toward him, so that the entrance of him will be more accessible.	It serves a caring and protecting function.	It showed me that my symbol is fixed to a location. In some cases the helper needs to step toward the helped one.	Active presence.
S. T. (17-year-old girl)	Fire	Varanus Because he is afraid of the fire, since he does not like warm. <u>Mountain</u> She had to give place and that is why she moved higher. <u>Fortress</u> The fortress wanted to be next to the river, but fire was on his way.	Because he could provide warm and light to the islanders.	It was a good feeling that islanders accepted me as fire, and that they helped me function as fire on the island.	Active presence.
Facilitator 2	River	VaranusThe river wanted to moveto the place of the varanusso he rather moved to theother sideMountainThey wanted to stay nextto each other.	To provide water and food for the islanders.	I was a bit afraid when no one stayed around me, but I was ready for compromise. I liked the game.	Active presence.

### Anonimised report extract

VII. group/ 2. occasion

2008.

# INTERPERSONAL RELATIONSHIPS

Personal frames:

Group leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

Arriving circle:

<u>Sz. M. (19-year-old girl)</u>: She is fine, everything is all right. She is in peace with the world. She has been really waiting to come. It seemed for her that they have not met for 5 weeks. The time went slowly. (She told within the group that they are together with her boyfriend again)

<u>K. T. (17-year-old boy)</u>: He went to school. He was digging during the practice to be able to come soon, and he helped others too. Last time the teacher picked on him, because he had made a too big pit for the tree. He told that they strictly evaluate their practical tasks. He played football a lot, he scored a goal, but he did not take part in training. He has already left four years out of school, he does not want to miss anymore.

Co-group leader: He is fine, he worked a lot. He closed two trainings. His cat almost died.

L. I. (17-year-old boy): He is fine. He went to school. in his free time he was with his mates.

<u>Facilitator 2:</u> Flat renovating is soon over. At home everything is all right on the whole. Life is going on in the playhouse. She was waiting for the weekend with great excitement.

<u>A. E. (17-year-old girl)</u>: The last period started well, she went home in a good state. The autumn break came, she took care of her sister's child and she was glad to see that the child has grown a lot, since she last saw him. Then on a Thursday she was told that her father had died. But she used what she had learnt in the group, she gathered herself together soon. She was on practice, it is bad that she will not get scholarship. The hairdresser training is expensive and it is good that she does not have to pay for the teacher.

<u>Group leader</u>: He worked a lot, there were many problems in the children's home. The children played the wags a lot. Last week he managed to have a rest a little, because he did not want to arrive tired for the weekend. He could not wait to hear something about the children. It is a big pleasure fro him that everyone came and that there are 2 more members in the group.

<u>B. I. (16-year-old boy)</u>: He played the wags a lot, maybe he will be fired. They learn all kinds of foolish things at school. He learned to be a bricklayer, but they teach him about trees and tractors. She likes practice much better, because time goes faster there and they also get some money.

<u>H. B. (16-year-old boy)</u>: He got cold, but he is better now, he had a little flu. His Form-master did him in the eye, he became "more stupid". They wrote the same test with his classmate, he got 1 mark, his peer got a 4. He always writes his test to 3 or 4 mark, and he always gets 1. This is because once he went down to smoke, and the teacher promised him that he would pull down his marks.

<u>Facilitator 1</u>: He was on business training. He worked last week. He worked all time, but he could have a rest now. He was really waiting for the children to come, and to be here.

<u>K. N. (16-year-old girl)</u>: She did not want to come, because she did not want to be here. She is not in a good mood. There are many reasons of it. (She did not want to come because of her boyfriend. Her room mates in the group A. E. (17-year-old girl), N. B. (16-year-old boy) and B. K. (19-year-old girl) persuaded her.)

<u>B. K. (19-year-old girl)</u>: She had an operation on her eye, which was delayed for a long time, because she wanted to take school-leaving exam. She did not have any pain in her eyes anymore, but she still sees vaguely. She cannot lift big weight, and it is considered at the practical place. She is the little boss here. The others are irresponsible. He had to report one of her classmates because she did not go to school and to practice either. In January there will be an investigation and next week it will turn out what caused her illness.

(The others were asking her inquiringly about her operation and condition.)

<u>Boy Authentic helper</u>: His position at work has been finalised. He had three contracts, because his papers were not all right. But everything is all right now. He was waiting for the weekend very much. One of his colleagues had a retired farewell party, but he did not stay there to be with the group as soon as possible. He is experiencing it now how it feels to learn beside work. Earlier he had more time, but now he had to delay several exams, because he had little time to learn beside work.

<u>N. B. (16-year-old boy)</u>: He played the wags a lot, he only went to school once last week. They do not know in the residential home, because he leaves it in the morning and he is on the loose. He does not go to chool because he is bored and he does not feel like listening to the stupid techers.

The arriving circle started a little hard, The group leader asked the shyer ones: How are you? What happened to you in the last weeks?

But during the arriving circle there were spontaneous conversations of various topics. E. g. : school truancy, questions of practical places. It appeared as a group norm that it is good to go to practice but it is nnot good to go to school.<u>Relationship game – Our Island</u>

Nam e	Role (chosen islander, the creator)	Reality relation	Contacts	Feedback
Sz. M. (19- year- old girl)	Snake-angry, but only if they hurt it. Chosen one: wise mushroom, which creates an energy field.	It is enough if they think about it. She gives wise pieces of advice to the one who needs them.	She put herself to the left side of the island. (K. T. (17-year-old boy) Palm: come closer we need your advices. Kangaroo (Group leader): come closer, because not everyone could come to you. Seal: (A. E. (17-year-old girl) go together toward the others.	The game was good. It was a good feeling that the others went inside .I changed symbol to help the other islanders. Usually I do not let people too close to me. Only one and it is not my boyfriend. I do not like people's excessive closeness, I need space. I do not like it either, if they embrace me, I only let it for my boyfriend. Once my uncle embraced me and I ran away crying. We are the same in this with A. E. (17-year-old girl). We discussed that we would not get along with each other, but this has not come out yet. And it was good that A. E. (17-year- old girl) came with her it was easier for her.
K. T. (17- year- old boy)	Palm tree (huge, colourful, thick trunk)	It gives shadow and food to the islanders	It was situated in the middle of the island and it stayed there <u>Fehér tigris (B. K. (19-year-old girl:</u> can I sharpen my claws on you? <u>Hó párduc:</u> is that a problem if I shrapen my claws on your trunk? <u>Stream (Co-group leader):</u> I come closer, to give you water.	The game was good I felt fine. I did not move. I went to the middle, since I can give support for everyone from here. I felt good here. There are some people who I get on well with. He was disappointed a lot because the caregivers laughed spoke out of him. But there are cool faces as well.

Co- group leader	Stream	It gives drinking water and food for the islanders.	He put himself to the left side of the island, a bit far from everyone <u>Oasis (Facilitator 2):</u> come closer to give water to my trees. <u>Lake(N. B. (16-year-old</u> <u>boy)</u> Join me to feed my water. <u>Seal (A. E. (17-year-old</u> <u>girl)</u> Can I move into your water? <u>Fish (H. B. (16-year-old</u> <u>boy)</u> Connect the sea with the lake so that I can swim up to the lake!	It was a bit strange, when I had to change place, and had to flow into the sea, but I did it for the sake of the seal and the fish. I used to be the person who was rather far away from people . I am not in the centre now either, but I like being with the others. I need a little space too, but I am glad that the seal moved there.
L. I. (17- year- old boy)	Ounce	He likes felines. It is tame, vegetarian, it only sharpens its claws.	Palm (K. T. (17-year-old boy)You can sharpen your claws on me! <u>Oasis (Facilitator 2):</u> You can find food on my trees <u>Panda:</u> Won't you eat me?	He is o.k. He did not move a lot. He just moved to the palm tree, to sharpen his claws. He was disappointed a lot in people. He closed himself because of bad experience with a caregiver. The door is closed. He can open a bit sometimes, but only in small steps.
Facilit ator 2	Oasis with fruit trees	To give food and shadow to the islanders.	Panda: I climb on your trees and I eat from your fruit. <u>Kangaroo (Group leader</u> ): I eat from your fruit. <u>White tiger (B. K. (19- year-old girl):</u> Can I sharpen my claws on your trunk?	The game was good, now I am fine. They girded at me a lot, because of my step glitch. People thought strange things about me and this disturbed me. I realised that they think strange things about me because of my closeness. I opened and others also opened toward me, and we accepted each other with these people.
A. E. (17- year- old girl)	Seal	Because I like the seal. It is funny and it can swim freely in the sea.	She was on the island and in the sea. <u>Palm (K. T. (17-year-old</u> ) <u>boy)</u> come closer to the island, here you will be safe. <u>Lake (N. B. (16-year-old</u> ) <u>boy)</u> : You can find fish in my water. <u>Stream(Co-group leader)</u> : Let us go together higher to the lake. <u>Kangaroo(Group leader)</u> : I will bring you fruit if you like it. <u>Mushroom</u> : Let us go together higher.	She pressed a bit during the game. It was hard for her to come closer, but it was a good feeling for her that she was called. She needed to ba farther, but when they called her to be closer, and she came in to the others, she did not press anymore. The past bad events (the death of her father) made her turn inside, but it is a little better now.
Group leader	Kangaroo	He became a kangaroo, so that he can go to everyone to help, if they need it. He can keep a lot of fruit in his ouch.	He was situated in next to the orchard, and he rather called closer the ones in the edge. He fed the seal. The mushroom (Sz. M. (19-year-old girl)went close to him.	The game was good, I am fine right now. It was good to see that the small team settled down together on the island. And that the team called those ones who were on the edge. I usually like to help people, mainly those ones who I did not disappoint in. I am close to them, and if they require it I will help them.

B. I. (16- year- old boy)	Treasure chest	He hides his treasures in the chest. (the material value is important for him)	He put himself to the right bottom side of the island. To the seaside. <u>Panther (L. I. (17-year-old boy):</u> Come closer to the island, because the sea will wash you away. <u>White tiger (B. K. (19- year-old girl):</u> If you come closer, I will take care of you.	The game was good. I have bad experiences with the caregivers. Many believe that I do something bad because I live in state care and I am a gipsy. The security guards follow me in the shops most of the time. Even my old caregivers look at me sometimes like I had committed sin. The same situation is at school, they ask me questions and it disturbs me. Because it is like if they did not understand me. But when I started to talk about myself, they accepted me more easily. He was also afraid here, but he is not afraid anymore. He feels that we
H. B. (16- year- old boy)	1. A twenty- thousand- forint He changed his mind. 2. Smiling catfish	It has great value. It can swim freely.	Panther: You are not worth anything on the island.Seal (A. E. (17-year-old girl)They step on you in the sand.He put the catfish into the sea. To the left corner of the island. he was out of the paper.Cave (Boy Authentic helper): You are very far from us, come to the island!He called the stream to the sea so that the seal could crawl upon it.Lake (N. B. (16-year-old boy)It is good that you moved to my lake.	accepted him. The game was good and now I am sleepy. (he usually escapes to sleepiness, if the game moves him psychologically) I was surprised when the others called me from the very edge of the island. (from the corner of the paper.) I do not believe in acceptance, because on my first day in children's home, I asked a towel from the caregiver, and he just sent me to hell. Since then I do no open toward people. Here is different, it is much better here, because they listened to me better. (He turns his face, he does not dare to look at the others. But he does not cover his face anymore.)
Facilit ator 1	Apple tree	I feed the islanders with my fruit and I give shadow for them.	Kangaroo (Group leader): I pick from your apples and I take some to the others. Panther (L. I. (17-year-old boy)Can I sharpen my claws on you? Koala bear: I climb to your branches and I eat apples.	I was rather a passive observer. At the sticking I slid outward a bit, but the heart of the tree – my heart- looked inward. I am often among people because of my job (nurse), and I am open toward them. But this is only superficial openness, because I need time for deeper openness.
K. N. (16- year- old girl)	Koala bear	It is a very cute, tiny and special animal.	She put herself immediately to the middle of the group. She was looking for the protection and company of the islanders. <u>Cave (Boy Authentic helper):</u> If the weather is bad, you can hide in my cave.	It was good for me in the middle. I was not afraid to go among the others. To be alone is shit. I have classmates and I like to be with them. At my new school I found such people with whom I like being together, and for the sake of them I put out the earphones of my ears. (She escapes to music from the world) They listen to me.

DV	XX 71 · ·	m1		
B. K.	White tiger	The tiger is	Koala (K. N. (16-year-old	It was a good feeling that they asked me
(19-		my favourite	<u>girl)):</u> Won't you eat me?	to come closer, I did not expect on it. My
year-		animal.	Kangaroo (Group leader):	foster father does not letme to keep
old		It is white,	Don't you eat the rest of	contact with my mother. But I do anything
girl)		because it is	the animals?	to reach my mother. Mom also does
		rare.	(Vegetarian tiger)	everything for me. My father is an
			Panther (Gabi): Come	alcoholic and he calls me at nights. The
			closer, you are far away	first memory of my life: my drunk father,
			from us.	my mother and an object. My father asked
			Cave (Boy Authentic	me to forget him, but I cannot.
			helper): Come closer, if	
			you want you can have a	
			rest in the cave.	
Boy	Cave	It is warm,	Koala (K. N. (16-year-old	I did not move a lot. It was a good feeling
Authe	cure	you can find	boy)	that they called me closer. I am open to
ntic		shelter in it.	Does the Sun shine into the	the people, sometimes too open. I used to
helper		It gives	cave?	be remote. I always looked for the
neipei		protection.	Come closer so that I can	company of the older people. Then I
		protection.	hide in case of danger.	realised if I open then I can talk with
			Panther: Come closer and	many people. I thought for a while that
			turn your entrance toward	there would be no common topic, because
			us.	I could not comment on the conversations.
			White tiger (B. K. (19-	Later I realised that it is easy to learn.
				Later Treatised that it is easy to learn.
			<u>year-old girl)</u> Can I rest in	
N. B.	Lake	Ordet enla	the shade in your cave?	The serve was a d Dut i was a main 1
	Lаке	Quiet, calm,	He put himself between the	The game was good. But i was surprised
(16-		but it is	palm and the cave.	that the catfish (H. B. (16-year-old boy)
year-		deep. Its	(K. T. (17-year-old	moved in. I did not call him. It is like in
old		depth hides	boy)Boy Authentic helper)	life. If someone comes to me, I talk with
boy)		a lot of	Catfish (H. B. (16-year-old	him/her, but I will not go to others even if
		things.	<u>boy)</u> I am moving to your	I am curious about them.
			water. There must be a lot	
			of fish in your water	

# Spider-web

# To reveal our system of relationship, to provide grab- retaining relationship web

Name	Inner line	Middle line	Outer line
K. N. (16-year-old	old schoolmate	mates	mates
<u>girl)</u>	friend		
	friend		
	old pawnshop partner		
	Brother		
	B. K. (19 -year-old		
	girl)present pawnshop partner		
	girlfriend		
	girlfriend		
	friend		
B. I. (16 -year-old	K. T. (17-year-old boy)	roommate	Negative circle:
<u>boy)</u>	roommate	roommate	Caregivers (old, new),
	friend	Colleagues	Guardians (old, new)
	H. B. (16-year-old boy) friend		
	friend		
L. I. (17-year-old	Family: (mom-) Dad, granny.	K. T. (17-year-old boy)	Mates
<u>boy)</u>		friend	
		H. B. (16-year-old boy)	
		friend	
		friend	
		Mates	

E 114 4 0		D 1	<b>T</b> · 1
Facilitator 2	Sister	Dad	Friends
	Mom	friend	Girlfriends
	friend	Group leader-ÁGOTA	Colleagues
	friend	colleague	
	Brother-in-law	Facilitator 1-ÁGOTA	
	Sister's child	friend	
	Brother's child	friend	
	Brother	grandparents	
Co-group leader	Mom	brother	colleague
	Grandpa- grandfather	sister	colleague
	Dad (†)	brother	Facilitator 1 ÁGOTA mt.
	God	Granny	Foster father
	friend	cat	Neighbours
	friend	friend	-
Facilitator 1	Parents	Family	Colleagues
	brother	girlfriend	- ÁGOTA
	ÁGOTA	friends from home and	1100111
	girlfriend	Szeged.	Colleagues
	Facilitator 2-girlfriend	Colleagues	Concagues
Dary Arithantia			Callesanas
Boy Authentic	My foster parents ÁGOTA	Co-group leader- ÁGOTA mt.	Colleagues
helper		-	Family members
	friend	Group leader- ÁGOTA	
	friend	mt.	
	- ÁGOTA	friend	
		Facilitator 1- ÁGOTA mt.	
		friend	
		friend	
		adopted brother	
		friend	
N. B. (16-year-old	my younger brother	mate	mates
boy)	my older brother	mate	
	5	mate	
		mate	
Sz. M.	My boyfriend	Relatives	Caregivers, who I hate (-)
		Friends	Caregivers, who I had (-)
(19-year-old girl)	caregiver		
Α. Γ. (17 1.1	M - 11	You (group)	Maria Inc. (h
A. E. (17-year-old	My older sister	$Aunt(\dagger)$	My grandmother
girl)	My older brother	Dad (†)	My foster mother
	roommate	Co-group leader-group	Colleagues from ÁGOTA
	K. N. (16-year-old	foster father	
	girl)roommate	friend	
	Sz. M. (19-year-old girl)group	Boy Authentic helper-	
	mate	group	
	K. T. (17-year-old boy)-group	Group leader-group	
	mate	Facilitator 1-group	
	B. K. (19-year-old girl)-room		
	mate Mom (‡)		
	$Mom(\dagger)  \leftrightarrow$		
Course la cha	$\begin{array}{cc} \text{Mom} (\dagger) & \leftrightarrow \\ (\text{she put an arrow next to her}) \end{array}$	Marri (†)	A COTÁ SOV
Group leader	$\begin{array}{ccc} \text{Mom}(\dagger) & \leftrightarrow \\ \text{(she put an arrow next to her)} \\ \text{Grandmother}(\dagger) \end{array}$	Mom (†)	ÁGOTÁSOK
Group leader	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \end{array}$ $\begin{array}{c} \operatorname{Grandmother}(\dagger) \\ \operatorname{friend} \end{array}$	Dad (†)	ÁGOTÁSOK
Group leader	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \end{array}$ $\begin{array}{c} \operatorname{Grandmother}(\dagger) \\ \operatorname{friend} \\ \operatorname{Co-group} \operatorname{leader-friend} \end{array}$	Dad (†) pupil	ÁGOTÁSOK
Group leader	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \end{array}$ $\begin{array}{c} \operatorname{Grandmother}(\dagger) \\ \operatorname{friend} \\ \operatorname{Co-group} \operatorname{leader-friend} \\ \operatorname{friend} \end{array}$	Dad (†) pupil Colleagues from	ÁGOTÁSOK
Group leader	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \end{array} \\ \begin{array}{c} \operatorname{Grandmother}(\dagger) \\ \operatorname{friend} \\ \operatorname{Co-group} \operatorname{leader-friend} \\ \operatorname{friend} \\ \operatorname{child} \end{array} \\ \end{array}$	Dad (†) pupil Colleagues from Pedagogical Program	ÁGOTÁSOK
Group leader	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \end{array}$ $\begin{array}{c} \operatorname{Grandmother}(\dagger) \\ \operatorname{friend} \\ \operatorname{Co-group} \operatorname{leader-friend} \\ \operatorname{friend} \end{array}$	Dad (†) pupil Colleagues from	ÁGOTÁSOK
Group leader	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \end{array} \\ \begin{array}{c} \operatorname{Grandmother}(\dagger) \\ \operatorname{friend} \\ \operatorname{Co-group} \operatorname{leader-friend} \\ \operatorname{friend} \\ \operatorname{child} \end{array} \\ \end{array}$	Dad (†) pupil Colleagues from Pedagogical Program	ÁGOTÁSOK
Group leader B. K. (19-year-old	Mom (†)       ↔         (she put an arrow next to her)         Grandmother (†)         friend         Co-group leader-friend         friend         child         child	Dad (†) pupil Colleagues from Pedagogical Program colleague	ÁGOTÁSOK Godfather (-)
B. K. (19-year-old	Mom (†)↔(she put an arrow next to her)Grandmother (†)friendCo-group leader-friendfriendchildchildfriendsA. E. (17-year-old girl)-	Dad (†) pupil Colleagues from Pedagogical Program colleague friend Boy Authentic helper-	Godfather (-)
-	Mom (†)↔(she put an arrow next to her)Grandmother (†)friendCo-group leader-friendfriendchildchildfriendsA. E. (17-year-old girl)-roommate	Dad (†) pupil Colleagues from Pedagogical Program colleague friend Boy Authentic helper- friend	Godfather (-) Heni (-)
B. K. (19-year-old	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & $	Dad (†) pupil Colleagues from Pedagogical Program colleague friend Boy Authentic helper- friend Dad ←	Godfather (-) Heni (-) Negative man from the
B. K. (19-year-old	$\begin{array}{rcl} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ $	Dad (†) pupil Colleagues from Pedagogical Program colleague friend Boy Authentic helper- friend Dad ← girlfriend	Godfather (-) Heni (-) Negative man from the village.
B. K. (19-year-old	$\begin{array}{ccc} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & $	Dad (†) pupil Colleagues from Pedagogical Program colleague friend Boy Authentic helper- friend Dad ← girlfriend friend	Godfather (-) Heni (-) Negative man from the
B. K. (19-year-old	$\begin{array}{rcl} \operatorname{Mom}(\dagger) & \leftrightarrow \\ (\operatorname{she} \operatorname{put} \operatorname{an} \operatorname{arrow} \operatorname{next} \operatorname{to} \operatorname{her}) \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ & \\ $	Dad (†) pupil Colleagues from Pedagogical Program colleague friend Boy Authentic helper- friend Dad ← girlfriend	Godfather (-) Heni (-) Negative man from the village.

H. B. (16-year-old	Dad	Group leader-group	Caregivers (-)
boy)	Mom	Facilitator 1- group	
	My older brother	A. E. (17-year-old girl)	
	My little brother	group	
	Grandpa	friend (group)	
	Granny	friend	
	(he does not talk about them)		
K. T. (17-year-old	Mom	A caregiver.	mates
boy)	Brother	girlfriend	4. circle: All the group
	friend	mates	members and a colleague
			from ÁGOTA

# Relationship get-give

The children did not feel like writing so we collected to a paper all the thoughts connecting to the topic, the Co-group leader wrote them down. what do we give and get in a relationship?

I get (expectations)	I give
- Pretty, nice	- Trust
- Hygienic, well-groomed	- Loyalty
- Choosey	- Sincerety
- Understanding	- Domesticity
- Polite	- Openness
- Domesticated	- Attention
- Masculine/Feminine	- Spiritual security
- Humanity	- Protection
- Support me	- Romance
- Do not be cocky	- Honesty
- Faithful	- Caring
- Reliable	- Understanding
- To be able to love	- Patience
- Honest	- Good mood
- Fair	- Common programs
- Busy	- Gift
- Family-centred	- Togetherness
- Love children	- Listening
- Do not be ordinary	- Secrecy
- Firm	- Family
- Dutiful	- Respect
- Protect me	- Diversity
- Be open for me	-
- Caring	
Saraaning film	· · 1

Screening film with assessment

# The Basketball Diaries

The children were interested in the topic very much. Many of them were involved in drug using. They only used light drugs.

### Closing the weekend

Strengthening poster:

Compared to the fact that many of our children have problems with writing, they wrote surprisingly well formulated, whole sentences. There were children, who wrote quotation. Everyone was reading their own poster with pleasure. They tried to figure out who could have written it. Everyone put it away and took their own strengthening with themselves.

## Anonimised report extract

VIII. group/ 2. occasion

### 2008.

# INTERPERSONAL RELATIONSHIPS

Personal frames:

Group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

## **Ball Practice**

This game reaped success in the group. They did the practice in a very short time. During the feedback of feelings we got round to talk about how important paying attention to each other is. Since during the practice N. Cs. (18-year-old girl) and Z. M. (17-year-old girl) were underplayed, though they wanted to represent their interests.

## Spider-web

During the game I considered it serious that hose ones who would like, can tell and show their relationship web. Before the feedback Z. M. (17-year-old girl) and R. A. (20-year-old girl) rumpled their diagrams. They said that was not real because those persons who had written on it were not real friends. Many of them said that the inner circle was important for them and at leas they could rely on them. They try to maintain this good relationship. Most of them wrote only a very few people in the inner line. Several people mentioned that hey have not ranked their relationships so far, and they mentioned themselves that how important it was to rank all this.

### Relationship game - Our island

On the scene (an island) of our imaginary trip chosen by the group, we had to choose a figure form to whom we would have become on this island. After this we had to find a place which was appropriate for everyone.

Who	What	Why	Relation	Feedback	Mimicry
L. L.	Owl	Because it is	She did not feel good. I am not	The bad thing was that	She was
(15-		clever and	patient, I was bored with the	many of them had an	constantly
year-		wise in the	game. I did not want to get	argument.(We managed to	
old		tale too. (It	closer. One half of the island	make her understand with	was constant
girl)		was hard for	is completely empty. (She	helping questions that we	eye.
5)		them to	accepted it at the half of the	can achieve our goals with	
		accept)	circle, when the others called	cultured arguments.)	
		Because of	her in).		
		the hoot and			
		the food.			
G.	Penguin	I like the	He acted upon the group	I did not like the game, I	He hid himself
Zs.		penguin. It is	again. Because of the group's	was bored.	behind a mask.
(15-		cute how it	impact he turned the penguin		He went after
year-		goes.	inward and so he got closer to		the others'
old			them. She liked this very		behaviour.
boy)			much that the group called		
			him in.		

Z. M. (17- year- old girl)	Cascade	I like swimming, it is nice and I can be on the land too.	After her settlement she wanted to change , but she stayed because of Csilla. This conflict lasted for a while then it was solved.	She was that person, who dared to say her subjective opinion in the group, and she brought her whole day experience during	
				feedback. She was standing opposite the small island then she got near the spring and after the conflict she got next to D. R. (20-year- old girl). Everything was written on her face. She was very active in the beginning of the game, then she went down because of the conflict.	
F. P. (17- year- old boy)	Bear (bear cub)	Because they are very cute and they do not hurt anyone.	He moved immediately next to the albatross. In conflict situation first he made the albatross quiet, (Csilla's girlfriend) then he was standing for her in every situation and the bear was the guardian angel. He was there all the time.	He did not like that the albatross was hurt. He enjoyed the game.	He paid attention until the end. He was not strained and he liked the cub.
R. A. (20- year- old girl)	Dolphin	Because it is her favourite animal and it likes swimming.	Maximal help giving, she had the closest relationship with the hummingbird. It could bring in the forest dwellers to the island on her back.		She was very active and during the game she sat down on the floor and she was watching the events from there.
J. R. (16- year- old girl)	Sun	It always shines and it gives nice light.	She put the Sun in the middle of the island and everybody liked that she illuminated the island.	The game was strange for me but I could identify with the sun. There was not a parallel between the role and my own life.	She got tired during the game, she listened to the events enquiringly.
P. K. (23- year- old girl)	Guardia n angel without face	I would have liked to protect and help everyone. (mock of self- sacrifice)	She had relationship with the castle. She put her figure on the top of the castle and she moved on with it. She can see everything from here.	The game was very interesting for me. The parallel is that I want to help everyone in the reality too.	Active presence.
K. B. (18- year- old boy)	White tiger with blue eyes.	He likes animals.	He wanted to be situated next to the owl by all means. He moved with it together.	He is closely liked with L. L. (15-year-old girl) in the present too. We recognised close relationship between the present and the game. He did not say it. The game was interesting for me.	Active presence during the game.
C. M. (17- year- old boy)	Hummin gbird	The smallest animal, it can hide and fly among the islands.	During the preparing of the island he drew a small island for himself where he could stand away. He let only through Sz. that someone fly through or that the islanders visit him	I was o.k., the island was mine.	Shared attention.

Co-	spring	I can give	He connected to almost every	The parallel in my life is	Active
group	spring	food to the	islander and he had remark.	that I like to be a support to	
leader		islanders.	islander and he had remark.		presence
	-			people.	
Boy	Castle	It is the	He connected to almost every	The parallel is the power	Active
Authe		embodiment	islander and he had remark.	and giving security.	participation.
ntic		of the power			
helpe		and the			
r		protection.			
Grou	Lion	It is the	He connected to almost every	The parallel is the leading	Active leading
р		embodiment	islander and he had remark.	ability and the protection.	during the
leader		of the leader.			whole game.
Girl	Albatros	It is the	He connected to almost every	I see the parallel fully in	Active
Co-	S	embodiment	islander and he had remark.	taking the freedom and	presence.
group		of freedom,		distance.	_
leade		bridging the			
r		distance with			
		the help of			
		wings.			

# 4.3 TRAUMAS, DIFFICULT LIFE SITUATIONS

Anonimised report extract

I. group/3. occasion

2006.

# TRAUMA PROCESSING, PROCESSING DIFFICULT LIFE EVENTS

Personal frames: Group leader Cp-group leader Facilitator Authentic helpers

Arrival of the children

## Arriving circle

## What happened with everyone

One of the group members got out of the children's home. She had tiffs with one of the caregivers. The situation had become untenable, so she go got into the street. She is staying at one of her friends at he moment. Nevertheless, she intends to continue to remain the member of the group, therefore she is willing to sacrifice as a private man to continue to be the member of the group.

### 2006-day 2

## Practice which helps to solve problems

We divided the group to 3 small groups. To share a chosen problem in the small group. Share in big group then to choose the problem which the group members would like to deal with. The numbers in brackets indicate the votes.

<u>1. group</u>	<u>2. group</u>	3. group
<ul> <li>B. I. (19-year-old boy): To meet with father. (to meet my father for the first time after 6 years)-<u>9</u> votes</li> <li>K. I. (17-year-old girl)Greedy (dad said that they take advantage of me, and that my brother always comes to ask money. He takes advantage of me.) <u>5 votes</u></li> <li>N. Z. (17-year-old girl)Jest (She and her peers tried to joke) <u>0</u> votes</li> <li>Facilitator: Maniac (his neighbour makes him mad.) <u>4</u> votes</li> </ul>	<ul> <li>N. M. (15-year-old girl): Getting out (she will soon gets to foster parents. There is a housekeeper who keeps picking on her and she tries to influent her emotionally.) <u>10 votes</u></li> <li>K. M. (20-year-old boy): Injustice (Hard feeling because of the injustice of the circumstances of getting out.) <u>7</u> <u>votes</u></li> <li>C. S. (15-year-old girl): Separation from each other (the caregivers do not look kindly her love, they want to separate them) <u>8 votes</u></li> <li>Girl Authentic helper: Taking advantage (her classmate takes advantage of her in everything) <u>5 votes</u></li> </ul>	<ul> <li>L. É. (17-year-old girl): Change (to change the relationship with her foster father) <u>6 votes</u></li> <li>V. B. (22-year-old girl): Fear (She is afraid of her brother who is ao computer addict that he is able to assault and battery as well, if someone speaks to him while playing.) <u>11 votes</u></li> <li>Boy Authentic helper: Marriage (he wanted to marry his partner in life but his "mother-in-law" prevented him to do that because she said that would be only marriage of convenience because she thinks that he is only a fink gipsy, who came from the "ghetto". <u>9 votes</u></li> <li>Co-group leader: The step father (his mother has a partner in life who he could not accept because he is alcoholic and does not work.) <u>9 votes</u></li> </ul>
	Encoder sincle	

Empathy circle

The group members could ask from V. B. (22-year-old girl), by doing so they collected information and they received help to the in-positioning. In a darkened room the group members made such a close circle that the armrests of the chairs touched each other. After tuning in they imagined themselves as V. B.'s (22-year-old girl) brother. V. B. (22-year-old girl) was a quiet observer in the circle, she could not say a word or could not respond

### Comments - as V. B.'s (22-year-old girl)brother:

Why don't they finally leave me alone to play the computer. This is the only thing which understands
me.
I should buy a new mouse
No one understands me.
Anyway I feel sorry for my sister that she would like to be with me so muchbut I do not want to
have a conversation.
I do not care about anyone or anything. I want to be alone with my computer.
I love my younger sister
I want to retire from the world.
Maybe I should ask for help because it is not normal like this. My poor sister is just circling around
me, and she just makes me angry. I am faraid that I will hit her.
I love my sister.
I should ask for help. My addiction toward computers is stronger than anything else.
I need my sister. She would need me too.
Life and the existence in the children's home is terrible and painful, Than it is better not to think and
interrupt every connection with people. Then at least disappointment will not reach me.

I want to get out of the ghetto with my sister. I do not want to lose her. I love her, But I cannot control myself at the moment.

**Feedback:** V. B. (22-year-old girl) could hardly say a word. An entirely different perspective was revealed before her, and the group terminated her biggest fear: that her brother does not love her. Now she knows again that he does. It is also easier for her to see that her brother is also looking for love and care just like her. She got strength for perseverance in relation with her brother. She owed very much that the group members were so kind and helped her so much.

# Controlled talk

For this weekend the homework was to formulate or draw a thing which was a very hard life event for them. Many of the group members drew or formulated how they got into the institute. Or the series of events before getting into state care. We usually discuss "the homework" before the night of arrival, but this task arose great anxieties in the group members. During the sharing they listened to each other with attention and empathy. After sharing there were often handshakes and sympathetic glances. After everyone revived these difficult situations, the group leader and the members of the professional team strengthened the group members with their comments. The role of the authentic helpers was especially important, since they were standing as living sample givers in front of the group. The same important was the role of the team members who were brought up in 2 families, since it is important for the group members to know that the difficult life events are not characteristics of living in state care.

# 2006-day 3

# Somewhere there is a person for me

Despite of our difficult life events –somewhere there is a person who helps(ed) us through our difficulties Strengthening practice

NAME	CHOSEN PERSON	REALITY RELATIONS	FEEDBACK OF FEELINGS
L. É. (17- year-old girl)	girlfriend	a girl who I have known for 13 years. She is kind, helpful and I can always count on her.	It was good to recall her.
K. I. (17 - year-old girl)	Imagined love partner	I would really like to have a partner who gives me security. Who protects me from everything, because he is strong and honest and who never leaves me.	That would be very good if I found that partner. The game was very good.
B. I. (19- year-old boy)	my former caregiver and his wife	They are helpful, I can go to them anytime. I can discuss everything with them. They give me support.	It is a good feeling that they exist. I felt good.
K. M. (20- year-old boy)	my love	I am in love. I would like to live my life with her.	It was good. I totally imagined the future with my love.
N. Z. (17- year-old boy)	the singing- master	She was a caregiver in the children's home. I can discuss everything with her. She is kind and discreet.	It is good to know that there is somebody, who I can talak baout everything with, and she cares what is up with me.
N. M. (15- year-old girl)	Foster mother	They will take me and my little sister out of the children's home. We have known each other for 3 years, they helped me a lot. I trust in them. They are sincere and honest.	It was very good to utter that I do trust my foster parents. The game was good.
V. B. (22- year-old girl)	the girlfriend	I can discuss everything with her, she laughs a lot. she always laughs.	I felt good. It cheered me up that this girlfriend, who always laughs came into my mind.
Boy Authentic helper	Former caregiver, who became my godmother	After the disappointment of my life this dame helped me stand on my food and to find work and security.	It was a good feeling again to recall that there was someone who wore my destiny on her heart.
Co-group leader	Dad	He gave me security, he helped me find my way in the world. He taught me to be strong-minded and fair. Although, he is not with me anymore- his teaching is.	I like talking about dad who misses me very much and I can owe everything to him. I felt very good.
Facilitator	my younger brother	We have started to move toward each other and rely on each other not for a long time. Trust developed between us.	I uttered the first time what I feel about my younger brother. It was very good to make it aware. Thank you for the game.

C. S. (15- year-old girl)	my love	I am in love. I want to live my life with him.	I felt good.		
Group leader	Daddy	He is the person, who knows how to treat me. He is a correct, straight, tough and wise man to whom I can always turn with anything.	It is always a good felling if I think about daddy. I felt good in the game.		
Closing and assessment					

The tenses coming from the difficulties of their talks dissolved well in the group members. They behaved in a released strengthened much calmer way. The group cohesion is strong, they support and help each other outside the occasions as well. We can experience a constant and steady improvement. They are really looking forward to next occasion too.

2006.

# TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames: Group leader Co-group leader 2 Authentic helper

The professional team arrived to the residential home in the morning.

Name	Negative	Reality relations	Positive	Feedback of feelings
R. M. (17- year-old boy)	The death of my partner in state care.	I deal with it a lot.	I found good partners.	I felt good, I have not dared to talk about the death of my peer so far.
C. Zs. (15- year-old boy)	I got into institute.		School results.	It was good
Boy Authentic helper	The caregiver beat me in the institute in such way that my head was broken		I have a family.	It was good and finally I have a family.
Co-group leader	We always fought in the institute.		I passed my school leaving exam	I am proud of myself. It was good.
K. B. (18- year-old girl)	I was afraid that I would be fired from the institute.		I have a very good relationship with my girlfriend.	I felt good during the game.
O. B. (17- year-old boy)	I cannot go home.		We had a very great party on the beach with friends.	It was good.
S. D. (18- year-old boy)	I got away from house number eight.		I also played good on the beach with friends.	It was good, but it would be still good to get back.
R. S. (17- year-old boy)	The death of my partner in state care. (I saw it)		I was afraid of getting in, but I was surprised.	I feel sorry fro my dead partner.
Group leader	When I could not stay with my parents.		When we could catch up with our peers so that the big ones could not hurt us.	

K. R. (22- year-old girl)	The bad relationship with my foster father.	I work in the printing house, my school leaving exam was successful.	I felt good during the game.
S. D. (26-	The conflict	I was engaged.	It was good.
year-old girl)	with my family.		

# Strengthening game

The group members' task was to think in the present. In the circle everyone could say what makes them afraid. The group members gave one-one positive strengthening.

Name	Fear
O. B.	The absence of my family
(17- year-old boy)	
K. R.	My future
(22 - year-old girl)	
S. D.	Family: whether I will be a good mother or not.
(26- year-old girl)	
R. S.	Compliance with myself, I would not like to be a father, I would not like to
(17- year-old boy)	be alcoholic.
S. D.	I am afraid of myself. I will not be able to stand on my feet in life.
(18- year-old boy)	
C. Zs.	I am afraid of dark.
(15- year-old boy)	
K. B.	I am afraid of getting out of the children's home.
(18- year-old girl)	
Co-group leader	I am afraid of the test on Monday.
Boy Authentic	I am afraid of the future.
helper	

### Screening film with assessment.

Screening and assessment of the movie, Forrest Gump- the group members liked it, many of them have already seen it, but the evaluation proved to be the most useful, during which we were able to shed light on many obscure details. Several of them did not always understand the film.

# Anonimised minutes extract

III. group/3. occasion

2006.

Personal frames: Group leader Co-group leader Authentic helper Facilitator

# Spider-web game – outline the system of relationship

NAME	INNER LINE	MIDDLE LINE	OUTER LINE	<u>Megjegyzés</u>
	(the one, who is the closest to him/her)			
K. O. (13- year-old girl)	Mother, female friend, brothers and sisters, female friends	team members group members friends	Caregiver, work mates from ÁGOTA, female friends	Across the outer line: Dad, Grandma, Grandpa, Gyurcsány
B. K. (15- year-old boy)	Mom	Group mates, team members	Group mates, team member	
B. M. (13- year-old girl)	Dad, team mate, work mate from ÁGOTA	Her younger brothers, caregiver	her sibling, her love, her younger brother, female friend, Mom, dude	
F. Zs. (15- year-old girl)	her love, Grandpa, group mates, Mom, Dad	Group mates, caregiver	Team members, caregiver	She also drew a line there: group member
H. I. (15- year-old boy)	Grandma, Dudes	group members	Team members	He also drew an outer line there and wrote: mom, dad, sibling
N. L. (14- year-old boy)	Grandma, friends	Team members	group members	
boy) K. Á. (13- year-old girl	Grandma, team members, my cousin, dad, mom	female friends	group mates	
D. E. (13- year-old girl)	friends	My elder brother, Gabi, Mom	Group mates, friends	
R. A. (14- year-old girl)	caregivers	Caregiver, friends	Team members, friend	
Facilitator	family	friends		
Group leader	My husband, My sons	My parents, my siblings, former people from ÁGOTA	Boss, colleague, people from ÁGOTA, my students, my grand- mother, my cousins	

Authentic helper	Grandma, Grandpa, Buster, his/her love, friends	School mates, friends	post-caregiver, my former caregiver	
L. Cs. (14- year-old girl)	team members	Brother	Mom, team members	
Co-group leader	family	friend		

# ON THE BUS STATION

To create, develop relationships in imagined scenes and in imagined roles, to experience and try out different behaviour patterns

Name	Role	Meetings	Reality relations	Feedback of feelings
Authentic helper	Information man	He gave food to the homeless people He discussed the problems with the cleaner He chatted with the ticket salesman	An information man sent me away and I wanted to be kind now.	He felt good, he was released.
N. L. (14- year- old boy)	Security guard	He wanted to send the "szotyi" (sunflower seeds) salesman out He made order when the homeless people stole He hauled the alcoholics over the coals	I saw a tough security guard and I wanted to try out how it feels.	It disturbed me that I could not solve the situation.
B. K. (15- year- old boy)	Alcoholic	The cleaner rebuked him The security guard wanted to send him out. Others avoided him.	One of my male relative is often drunk.	I did not care about the whole thing.
R. A. (14- year- old girl)	Old woman	She chatted with her grandson. She bought from the "szotyi" (sunflower seeds) salesman	When we came we saw an old woman with her grandson.	I played good.
K. O. (13- year- old girl)	25-year-old plaza cat	She stole from the "szotyi" (sunflower seeds) salesman and when she almost precipitated, she gave it to the homeless ones and she made them get into trouble.	I would like to be like this	I felt good, I was glad that I mixed up things.
B. M. (13- year- old girl)	Homeless	He was begging from everyone. She got food from the information man. She was with another homeless all the time. She got food from the plaza cat for which she was accused of theft she almost fought with the security guard.	Just for fun.	I was angry to be accused.

Co-group	Homeless	He was begging from	I wanted to try	I was angry but I
leader	TIOINCIESS	everyone. She got food	out.	played good.
icadei		from the information	out.	played good.
		man. She was with		
		another homeless all the		
		time. She got food from		
		the plaza cat. He		
		protected his mate when		
	G 11 · 1	he was accused.	x 1111	X C I I
L. Cs. (14-	College girl	She bought food from	I would like to	I felt good.
year-old girl)		the "szotyi" (sunflower	study.	
		seeds) salesman.		
		She discussed with the		
		cleaner how big the dirt		
,		was there.		
K. Á. (13- year-	College girl	She went to the	I see college girls	I felt released and
old girl)		information desk and	on the bus.	fine.
		the ticket salesman to		
		enquire.		
		The inspector asked for		
		her ticket but the others		
		protected her that she		
		had not been on the bus		
		yet.		
D. E. (13- year-	Grandchild	She translated to her	When we came	It was good to play.
old girl)	of old	deaf grandmother, when	we saw an old	
	woman	she wanted to talk with	woman with her	
		others.	grandson.	
		Homeless people were	0	
		begging from them, but		
		they did not give them		
		anything.		
H. I. (15- year-	Inspector	He asked the ticket from	I was fined by an	It hurt me a bit that I
old boy)	mspector	the college girl.	inspector and I	could not fine.
010 009)		He talked with the	wanted to fine	
		information man and the	too.	
		ticket salesman.		
Facilitator	"Szotyi"	He tried to sell his	He knows	It was good, I played
1 definitation	(sunflower	goods for everyone.	everyone and he	good.
	seeds)	Plaza cat stole from him	can talk with	5000.
	salesman	but he found his goods	everyone.	
	salesillall	at the homeless, so he		
		accused them.		
F. Zs. (15- year-	Ticket	She had good	I don't know I	I had a good fun of
-	saleswoman	conversations with the	wanted to chat.	the trouble from
old girl)	saicswolliall	information man	wanted to chat.	outside.
				outside.
		The student bought		
		monthly ticket from her.		
		She gave food to the homeless.		
		LINUMATARS	i i i i i i i i i i i i i i i i i i i	1

Group leader	Cleaner	She talked with the	What it feels like	It was good to play.
		information man and the	for a cleaner who	
		ticket salesman.	is always	
		She praised the student	complaining.	
		and she complained her		
		how big the dirt was		
		there.		
		She ran down the		
		alcoholic, who made the		
		waiting room dirty.		

### Bunch of flowers

Every group member had to choose a symbol (flower), which represents them- what they are like ot what they want to be like... After justification and the acceptance of the group they had to develop into the group symbol (bunch of lowers), in which everyone finds their place and feels good.

K. Á. (13- year-old girl) = L. Cs. (14- year-old girl) = B. M. (13-year-old girl)= Co-group leader = H. I. (15- year-old boy)= K. O. (13-year-old girl) = R. A. (14- year-old girl) = Facilitator = N. L. (14- year-old boy) = Authentic helper = F. Zs. (15- year-old girl)= B. K. (15- year-old boy) = Group leader = budding yellow rose, because it is so nice daffodils, because is it so small but special red rose. which is the flower of love white rose, it is his favourite one orchid, because it is special and lasting gladioli, there is always one bunch of it blue rose because it is special poppies, it grows wild, natural and free white snowdrops, because it blooms first white snowdrops, it is my favourite one too sunflowers it only open from the Sun yellow rose, no reason freesia, because it is a cheerful spring flower IV. group/ 3. occasion

2007.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames: Group leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

## Presenting the homework

On the previous occasion the group members got the task to think about their difficult life events and to present it to the group by freely chosen way of expression. Two of the group members shared it with the others.

B. E. (18-year-old girl): she wrote a composition, which was read by the Co-group leader for her request. After the reading, she answered the questions and she did not cry herself.. (Her love died in a car crash on Christmas day)

Sz. É. (16-year-old girl): she also wrote a composition, which she read by herself. (wandering from foster parent to foster parent because of the arguments and divorce of the parents)

## Life map

We place the main determining points of our life in a coordinate system, classifying them as a range between -5 and 5.

Name	Main tu	rning points	5	Feedback	Mimicry,
		Age	Scale		gesticulation
B. E. (18- year-old girl)	<ul> <li>Childhood molestation</li> <li>Home conditions, beaten by dad, the birth of her younger sister</li> <li>Loss of her love car crash</li> <li>Getting into residential home</li> <li>New mates new love</li> </ul>	3-year- old 6-7 - year-old 8-11- year-old 14 -year- old 16 -year- old 17 -year- old	-5 +2 +5 -5 -3 +2	It was hard to start to talk about it but it was a huge release to say it out finally. It is a strange but good feeling look through my life, because now she is moving upward on the scale. I control my fate.	At childhood period; stutter, blush, tears in her eyes

	<b></b>	0.5	-	<b>T</b> . 1	
	<ul> <li>Happy childhood</li> </ul>	0-5	+5	It was good to	Calm, quiet, in
	School	6-7	+4	talk about it	the end smiling
	• Staring	8-10	+3,5	and to see it as	C C
	U		- ,-	one	
	arguments of the				
	parents	11-12	125-211		
	<ul> <li>Continuous</li> </ul>	11-12	+3,5→+1		
	fights, beatings				
L N (17	between mom		_		
L. N. (17-	and dad	13	-5 -3		
year-old girl)	• Getting into	14	-3		
	institution				
	• Integration,				
	0	15	0		
	school	-	-		
	• Calming down.	16-17	0→+4		
	decisions	10-17	0774		
	<ul> <li>Secondary</li> </ul>				
	school, love				
	• Brought up by	0-6	+4-+5	It was not easy	In the
	her grandmother,			to talk about	beginning he
	happy period	6	+3	this, but I knew	avoided eye
		0 7-10	+3+4	I could do this	contact, at the
	• School (fooled				
	him as Gipsy)	10-13	+4 <b>→</b> -5	here and now I	end of his
	<ul> <li>School years</li> </ul>		_	have good	granny there
	• Disease of	13	-5	feeling in me	were tears in
G. R. (18-	granny then her		_	that I told it.	his eyes, he
year-old boy)	heath	13-17	-5 <b>→</b> +3		spoke with pain
	• Getting into				about the
	institution				humiliations,
	• Years of				but now he is
					over it.
	integration,				
	school studies,				
	secondary				
	school				
	Motorcycle	6-7	+5	It was hard to	His voice was
	period			speak about it, I	trembling, and
	• Accident he got	8	-4	have never	he was
	into bath chair	9	-4	talked with	speaking very
	• School+money			anyone about it	softly. He was
	• School+money fine	10	-3	as a whole.	embarrassed
	-	10		us u wildie.	too, and his
	• He broke his leg,	11-12	-5		face became
T. T. (17-	lying chair	11-12	-5		
year-old boy)	• He stopped	12	<i></i>		red.
	motor race	13	-5,5		
	• Getting into	14	+4		
	institution	17	+5		
	Integration				
	,	18	+5,5		
	• ÁGOTA Camp				
	That he can be here				
	in the program				

	• Normal	0-9	+2-+3	It is a good	He was
	childhood	9	+2	feeling to look	speaking
	Moving			back, since I	calmly and
	• School	9-14	+3-+4	would not have	softly.
	integration,			thought it a few	
	make himself			years ago that I	
	accept, fight	14.10	~	could come out	
	against	14-18	+5	of the	
	discrimination	16	+2	mourning. It is a good feeling	
	• Secondary	10	$\pm 2$	that I did not	
	grammar school	18-22	+4 <b>→</b> -5	give up, and the	
Co-group	• Disappointment	20	-1	fighting is also	
leader	<ul><li>in the family</li><li>Disease of dad</li></ul>	22-24	-5	good even if it	
	• Disease of dad and the death of			is hard.	
	him	24	-5		
	• Grandfather's				
	death	22-27	-5 <b>→</b> +2		
	• Years of				
	mourning				
	• Death of my				
	godfather				
	• Work, becoming				
	adult, college				
	again				
	• Happy childhood	0-7	+5	I have not	He was
	• Parents'			talked with	embarrassed
	alcoholism,	7-14	+5 <b>→</b> +1	anyone about it	but in the end he calmed
	fights	/-14	+J-7+1	yet, when I found my dead	down.
	• Love	14	+5	foster father.	40 WH.
	• Getting into institution	15	+5 <b>→</b> -2	that was a bit	
P. L. (17-	Successful			bad, but it was	
year-old boy)	integration	16	-2 <b>→</b> +1	good to talk	
	<ul><li>Hoboism,</li></ul>			about it	
	keeping contact				
	with the family,	16,5	-3		
	finding foster				
	father dead	17	2 \ 1		
	My present life	17	-3 <b>→</b> 1		

			_	1	<b>ر</b>
N. I. (18- year-old boy)	<ul> <li>Kindergarten.(he got everything, he was loved by the kindergarten teachers)</li> <li>Dad started to drink</li> <li>Parents' divorce</li> <li>Hoboism</li> <li>Getting into institution</li> <li>I continued my studies-profession</li> <li>I started to get driving licence</li> </ul>	3-5 5-6 8-9 9-10 11-14 14- 17	$+5$ $+4$ $+2$ $0$ $0 \rightarrow -3$ $-3 \rightarrow +1$ $+1 \rightarrow +5$		
Facilitator	<ul> <li>Birth, childhood</li> <li>Kindergarten</li> <li>School</li> <li>Parents' divorce</li> <li>Moving</li> <li>Mother's new marriage</li> <li>Active period with adolescent period</li> <li>Real father's dead</li> <li>Love</li> <li>University, fifth year, ÁGOTA</li> <li>Big breaks, changes</li> </ul>	0-5 5 6 8 9 10 10-12 15 16 16- 16-	$+5$ $-3$ $+5$ $-3$ $-4$ $-5$ $-5 \rightarrow +5$ $-5,5$ $+4$ $+4 \rightarrow +5$ $+4 \rightarrow -5$	It was good to talk about it.	calm
Sz. É. (16- year-old girl)	<ul> <li>Family relationships, dad drank, he hurt mom</li> <li>Divorce, separation of family</li> <li>She got to foster parents</li> <li>back to institute, they were only taken out because of money</li> <li>other foster parents</li> <li>getting into residential home</li> </ul>	5-7 8 9 10 13 15	-2 -5 +1 0 +1 +3		

Boy Authentic helper	<ul> <li>Infant home</li> <li>getting into residential home</li> <li>years of children's home- defencelessness, beatings, queers</li> <li>getting out, drift</li> <li>Hungarian Defence Force- military service, then professional soldier.</li> <li>Independent living, commissioner ich</li> </ul>	4-9 9-10 10- 18 18-21 21- 25 25	$0 \rightarrow +2$ $2 \rightarrow 0$ $0 \rightarrow -5$ $-5$ $-5 \rightarrow +3$ $+3,5$	I like to talk about this, because I think that you do not need to be disappointed, if someone lives in state care, but you can stand up, if there is perseverance and will and if we do not afraid to face our destiny.	calm
Group leader	job • Infant home • children's home • Foster parents • Getting to the foster parents • University years • ÁGOTA	$\begin{array}{c} 0-3\\ 3-9\\ 9\\ 11 \rightarrow\\ 18-23\\ 23 \rightarrow\end{array}$	$0 \rightarrow -1$ -1 0 1 1,5	I demonstrated my life events with the feelings accompanied it, from the hopelessness to the desire to do something.	Calm

Brain storming- What kind of difficult life events usually characterise the youngsters living in state care?

## (2 small groups)-> big group

- Divorce of the parents
- Death
- Getting into institution
- Humiliations
- School failures
- To accept that his/her family throw him/her away
- Gipsy -ing
- Disappointment
- loss of trust
- Disdaining
- Beatings
- Queering
- Being without love
- Bad family life
- Molestation
- alcohol

## Practice which helps solving problems

## Sharing of own experience in small group Presenting in big group, Voting Empathy circle

(It was important that there should be such difficult life event which moves the group member, and it has not been closed yet, no result of it, and it is connected to a certain person.)

NAME	SHARING	Voice
B. E. (18- year-old girl)	Conflict in the residential home with one of the boys, who continuously "makes her a queer" and he thinks that he can do everything.	9
L. N. (17- year-old girl)	Disappointment in a friend, whom she thought that they are equally important for each other, but it turned out that they are not.	5
G. R. (18- year-old boy)	He is going to get back to the children's home, where he had to leave because he did not get along with one of the caregivers. He was libelled. One of the children kept provoking with him, and he tried to dump on him where he could.	10
T. T. (17- year-old boy)	The director likes gipsies very much. Gipsy students can do anything he always protects them.	10
Co-group leader	Disappointment in a friend. He did not directly hurt him but his loved ones.	9
P. L. (17- year-old boy)	The relationship with his own mother. She drinks, and lets herself go. He does not know what to do with her. He would like to make the relationship better, but he also has anger in him for the reason she left him.	9
N. I.	Love disappointment	6
(18- year-old boy) Facilitator	Relationship with mom	5
Sz. É. (16- year-old girl)	The caregiver speaks badly with her, even if she does not do anything bad.	<u>11</u>
Boy Authentic helper	Conflict at work	8

## **Practice:**

- 1. to have detailed knowledge of the story and the persons, from Sz. É.'s (16-year-old girl) telling. The other person of the story is a caregiver (we make mention of the appearance, marital status, everything which can be known from the circumstances). Then we become familiar with the details of the difficult life event. (What happened, how often, history, what does Sz. É. (16-year-old girl) do in this case, what does the caregiver do, what are the circumstances). When everyone could imagine the caregiver and the situation and also the circumstances, then making a closed circle of the chairs everyone tried to walk in the caregiver's shoes- except for Sz. É. (16-year-old girl), the problem bringer. She was also the part of the circle, but only as a listener, she could not say a word during the whole process, and she could not try to walk in the caregiver's shoes, but stayed on her own
- 2. Remained silent, everyone walked in the shoes of the caregiver and the following comments sounded from the group members as caregivers:
  - I am very lonely. I work among children, but I cannot treat them. I need help.
  - This girl reminds myself, that is why I hurt her.
  - I spend all my rage on this poor girl. But I love this girl.
  - I have to fight this mistake in myself, because by doing so I always hurt the children.
  - I wish this girl came to me.
  - I am lonely
  - I know that I am rude
  - I have to ask for help

- It is sure that she will not forgive me since I have hurt her so many times.
- I cannot take step, since I am the caregiver.
- Nothing is all right at home either, my whole life is at the top of its head.
- I channel the problems from on the children. Poor them.
- She is already a big girl, I would trust her.
- This is my problem, I have to solve it. But I am so weak.
- I channel all my tenses on her.
- And she always comes and whatever I tell her she does it. this girl helps me a lot.
- I feel ashamed. Before her and before myself too.

The group leader gave possibility to Sz. É. (16-year-old girl) that if something hurts her, she can tell it bravely utter it. But she was crying a bit, she did not want to talk about it.

**Feedback:** (what motivated us in our comments as a caregiver )

- The child should be sometimes wiser, stronger and more generous.
- She should speak with the caregiver
- Have to try it many times
- Have to dare
- There is no one around the caregiver, she should count on him. (on Sz. É. (16-year-old girl))
- The caregiver projects all the bad feelings, so the situation is even worse because of this, so he blames himself again and feels ashamed. Maze circuit.

Here Sz. É. (16-year-old girl) had the possibility for feedback. She said with tears in her eyes that she had not thought about these viewpoints and she was very grateful and she would go to the caregiver to discuss these things with him.

## Nile Crocodile

The islands were represented by newspaper which were put down 1 to 1.5 metres from each other, through which the group (with tied legs) had to get to the land which meant security for them. During tying we paid attention that those group members should be close to each other, who are not in such a close relationship. The point of the practice is that they could only get from 1 to 2 at a saunter, without being fallen to the prey of the crocodiles. First they tried to step without any touch, but then they dared to grab and embrace each other bravely, and they paid attention to every single group member. There was a very good mood.

## Confidence cradle

A group member lied down to the middle with closed eyes, the other group members carefully lifted him from the ground and held him as high as they could.

Feedback: The braver ones felt safe, it was a very good feeling for them that the other took care of them so much. The holder – lifter group members felt their responsibility and this was very good that the group (as one) took care of the one who was lifted.

V. group/ 3. occasion

2007.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames: Group leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

After the arrival of the team to the children's home

Arriving circle

*K. P. (18- year-old boy)*: He got many good grades at school, she was out at his older sister, where she could play with her baby cousin. They celebrated that he came of age, he got a lot of presents and he also brought a lot. He asked money from his family account. He bought himself branded clothes, and a watch. He is going to have the prom at school and he is waiting for it very much because his older sister is going to make him a big party. He is going to spend the Christmas at his sister to, he is waiting it very much.

J. É. (18- year-old girl): she does not like December, but she has been waiting for the occasion. She is sorry that her love will not be anymore. Otherwise everything is all right with her, school goes well too.

F. K. (17- year-old girl): She got a grade 1, but otherwise there is nothing special with her.

*P. T. (16-year-old boy)*: He feels very ashamed because he got 5 little children to fight. He has not have them dismantled but laughed a good one at the whole thing. He really feels ashamed, he will not do such thing ever again. (Group: He should not really do this, since he also was a child once.)

*B. Gy. (17- year-old girl)*: She was with her sisters during the whole week which was very good. She went up to her mother for 2 minutes which ended in quarrel again of course. Anyway apart from this she is fine and she has been waiting for us to come.

*L. S. (21- year-old boy)*: He got a role in a rock opera, so for this reason he will not be able to come again. He feels sorry for this. (There was telephone appointment before with the group leader)

G. Cs. (17- year-old girl): Nothing happened, everything is all right.

*R. F. (16-year-old boy):* He organises the Santa Claus show as the president of the DÖK, they are preparing the packages. He is fine, school goes better too.

K. J. (17-year-old boy): He tried to act things "foolishly", but then he became serious. There is nothing special with him anyway, everything goes simply and nicely on their way. (School, life at home)

*D. L. (17- year-old girl):* Her boyfriend got a job, so they will not be able to meet so often that makes her sad. She is also very excited, because now first in her life she will have the Christmas with a real family. (At her boyfriend's family) 'It is so strange'

*Girl Authentic helper*: Exams will soon start, but everything goes well. she is fine, she was waiting very much to come to the group, and she thought a lot of them. Basically she does not like December, but she was waiting for it because of the group.

Facilitator: He is happy that we arrived in safe, and he was waiting for us to be here.

*Boy Authentic helper*: He had to move out from the institute, he steps out to the big letter Life...She is still afraid a bit, but he tries to be brave. He has a rented room, he got help to the moving as well, he found a job where he could start in December, and he managed to pass all his exams. He undertook a big job where he hadto deliver 2000 pieces of phone books. It was very hard but he did it-, with help. He could not wait to put this trouble down and to be with the group.

*Group leader:* his godson was 3 years old, and they celebrated this, and it was very good. He became sick, and he could not go to his workplace, and he suffered from this very much, anyway he does not like to be ill. He was really trying to recover from it. He was on a 9-year high school class meeting,

where many of his classmates gathered together and that was really good. He thought a lot of the group and he is glad that he is finally here.

## Brain storming: What kind of difficult life events usually describe the life of people living in state

## care?

- $\ensuremath{\mathfrak{S}}$  Getting into institution
- $\ensuremath{\mathfrak{S}}$  Loss of a close relative
- $\ensuremath{\mathfrak{S}}$  Loneliness, I do not have anyone
- $\ensuremath{\mathfrak{S}}$  Loss of a friend (loss of trust)
- $\ensuremath{\mathfrak{S}}$  Life without family
- $\ensuremath{\mathfrak{S}}$  Constant disparagement: I will never get anything out of me
- $\ensuremath{\mathfrak{S}}$  They take our faith
- $\otimes$  "prison" feeling. (We cannot do anything of joy.)
- $\ensuremath{\textcircled{}}$  They always rebuke us for everything, noting is ever good.
- $\ensuremath{\mathfrak{S}}$  They cannot treat us

After collecting these a conversation was started about the "institute" life-feeling, about the attitude of the caregivers, the wound which thought to be forgiven, and about the relationship without general faith and love which usually developed between the caregiver and the child. During the controlled talk the caregiver's situation and feelings often appeared. In discussing own wounds, the own roles and behaviours were discovered.

## Practice which helps in problem solving

Problem-seek in small group, actual difficult life events.

Occurring problems:		
I. group	II. group	III. group
Attempt 0 votes New caregivers' scarcity of initial enthusiasm Barriers 10 votes He could not go to his brother, who has just come back from Ireland, despite the guardian always says to keep contact with the family.	The child's abuse Thing got organised. One of the children abused with his trust and stayed out longer than he had let him. The boys organised it. The girl acted it out like she was brought up stifling. After the common caregiver discussion the girl apologised him.	Nightmare 11 votes When he was a child (2-3. class) he had to go to the toilet, and he stood out from the school line to ask the teacher to let him out. It is not that he did not let him out, but he also threw a key to his head and his head started to bleed. the caregiver did not care about this either.
Generalisation 9 votes The caregivers continuously pick on him so that he should not keep contact with his family, because they come and visit him only for money, and he should remember from where and how he got to the institute. Hypocrite 11 votes When he was a child his slippers were torn, and he went in to ask for another one. The caregiver did everything nicely and well before the deputy but he slewed him in the storage with high- heeled shoes, key and hands Racism 8 votes At school a teacher bundled off only them from the smoking	The disdain 11 votesThe caregiver argued with everyoneand he was passing right there. Thecaregiver told him that he wouldnever be anyone since he had a tattoo.Brutality of caregivers 6 votesAfternoon program: We have to go tothe pitch and we have to be there. Wecannot do anything. They found out:they build a bunker, and they brokedown branches for this. The caregivermade them take the balls inside andhe beat them in the storehouse. Ofcourse with a wand.Awareness0, because it not happened with him.Some bigger kids beat the smallerones frequently. The caregiver doesnot say anything, moreover if the	The canteen 0 it is already all right They had to sit in the canteen with their hands in the back, and he ate the cookie earlier than he should have. As a result the caregiver beat him, but his brother stood up for him and did not let the cargiver beat him further. They made me cry 10 votes The caregiver and the "gyeris" children, who know where I came from, how poor we were, the keep striking back with this, they remind me of this. they hit me where they should not have. Betrayal 10 votes The caregiver who he trusted told all of his things to the other
area. The teacher is known to hate gipsies.	<ul> <li>small one goes to him to tell it, he/she even gets a slap.</li> <li>Defamation 4 votes A pair of trousers disappeared from the area and he was blamed that he had stolen it. When the trousers were</li> </ul>	caregivers. <u>Fight for our right</u> 10 votes The caregiver disdained him. But he was persistent and kept telling him that he would have such a good job and such an organised and nice

found and turned out that he had	life.
nothing to do with it, then no one	
apologised him for the blaming.	

Based on the voting D. L. (17-year-old girl) and K. J.'s (17-year-old boy) problem came to the foreground. D. L. would not have liked if we dealt with his problem, and may of them indicated that such kind of problems do not appeal to them anymore- however almost all of them went through similar problems like that.

So we decided that we are going to deal with K. J.'s (17-year-old boy) - Disdain- problem, which could be everyone's own problem too.

We have to deal with organising and creating of our own behaviour and conflicts. We also agreed in this.

## ROLE PLAY

We recalled the commonly chosen situation asking for K. J.'s (17- year-old boy) help in a thoroughly and detailed way, and we also made him formulate his feelings. After selection we asked K. J. (17- year-old boy) to describe the problem, and that he should try to present the problem in a more detailed and more nuanced way t. The group helped the talk with questions.

The most difficult problem was that he did not know what to do with these kind of situations, he did not know how to behave or react. So far, there were always conflicts from these events. He does not know how to behave.

The biggest problem that in these situations he cannot do anything, he only gets angry, strikes back, talks badly, by which he only does even bigger trouble, and gets into even worse situation. The other group members nodded eagerly too, that they had exactly the same problem.

We arranged the room, that K. J. (17- year-old boy) was sitting on a chair in the middle, behind him there were 2 group members, the Facilitator and Boy Authentic helper as "bodyguards". The task was that for the caregiver's pickings he should be able to react calmly. The caregiver was personified by the girl Authentic helper. The bodyguards' task was to speak to the caregiver on behalf of K.J. with their hands on his shoulder if they feel that K.J. freezes.

In this situation when Girl Authentic helper played the role of the educator, K. J. could not say anything, he just hung his head. The "bodyguards" spoke instead of him 1x-1x, however, there was no solution, the bad feeling remained.

STOP: what was the situation here, why was not there a way out, how does K. J. (17- year-old boy) feel, how do the bodyguards and the Girl Authentic helper as a caregiver feel. (K. J. (17- year-old boy): the ill-feeling that bitters his everyday life, it is in him, he does not do what to do. Girl Authentic helper felt very badly in her skin, because he did not want to be the caregiver. She emphasised in the "bodyguards" and in the "caregiver" that they were not in their roles anymore. (She took them out of their roles) Then the group leader offered the group members the possibility to take the roles- except for K. J.'s (17- year-old boy) role. Then the roles were modified: (nobody wanted to be the educator!)

STOP: P. T. (16- year-old boy) made a joke of it, Girl Authentic helper asked the help of the caregiver, as a result the caregiver could not keep on picking on her  $\rightarrow$  <u>1. possible solution alternative</u>. From sharing of feelings: K. J. (17- year-old boy), although he was not the one who spoke again, but he was thinking of it and he felt better. He emphasised in the "bodyguards" and in the "caregiver" too that they were not in their roles anymore. (He took them out of their roles) Another possibility to take roles, which was the following:

Girl Authentic helper's role was taken by J. É. (18- year-old girl), but she could not say a word. K. J. (17- year-old boy) spoke 2 times, but it was always a source of conflict. D. L. (17- year-old girl) asked funnily, what kind of problem the caregiver had with her, and why they did not laugh at it together instead. It was a dangerous water, a sense of humour is also needed for it, so we accepted it as a half solution. Feedback of feelings from everyone (in impulses), He emphasised in the "bodyguards" and in the "caregiver" too that they were not in their roles anymore (He took them out of their roles), the he offered another change of roles, in which we bring the good caregiver example too. In the following way:

The Facilitator brought a chair, he did not treat the sitting person from above. He asked what was the situation with him, what he thought what would be with him if he do not go to school and only collects tattoos, which are the negative subject of people's perception. K. J. (17- year-old boy) started **to talk** with the "caregiver", listening carefully to his words.

STOP: the children were applauded, K. J. (17- year-old boy) also had a great time. However we could agree, that, although, it was a good feeling to see that it can be in this way, but we cannot except the caregivers to behave exemplary. And we are also involved in how the adult-child relationship develops. After on e impulse of feedback of feelings he emphasised in the "bodyguards" and in the "caregiver" too that they were not in their roles anymore (he took them out of their roles), another possibility of taking roles, specifically seeking <u>a non-conflict generating, initiative conversation, open behaviour.</u>

After seeing the good caregiver example K. P. (18- year-old boy) dared to take the role of the caregiver (!), K. J. (17- year-old boy) answered 2 and 3 times that there was no conflict of it anymore. On the top of it, when he added this request to his third comment:

"Please, help me to find the right way in these things!"

STOP: the children found this a very good question, and "the caregiver" also relented. They applauded themselves, the Group leader emphasised in the "bodyguards" and in the "caregiver" too that they were not in their roles anymore (he took them out of their roles), he asked K. J. (17- year-old boy) what were his feelings then, and he took him out of his role too. When this happened, leaving "the stage" we organised back to the usual group situation, in circle and:

## **FEEDBACK:**

K. J. (17- year-old boy): it was bad to experience the same feeling, but the more we did the scene, the smaller was the wrong feeling. In the end it was good that there was not a bad feeling, and he did not feel him disdained. He notices it.

According to the participant players telling: It was good; it was strange; it was hard to be caregiver. According to the viewer participants' telling: It was good to watch and it turned out, that if I am not cocky then it is possible that the caregiver will talk with me and help me. It is not sure that it will be successful. It is hard to initiate and open.

It was strange to think about the role of the caregiver. *Conclusion:* 

- maybe we should take the caregiver's feelings into consideration more often. ...
- the caregiver is also human
- maybe, he/she has problems too
- the one does not care about me, it is not sure that he disdains me
- if I am more open, I could get help too
- to speak with paying attention and respectfully

Summarising: they enjoyed the practice, they are still thinking about it. They do not know if there would be result or not. It was instructive.

## Hot chair

The essence of this game, that they put out an empty chair, on which anyone can sit. If he/she sits on it, then he/she can decides to ask for a task or answer questions. He/she can only answer honestly to the questions. They can ask such things from each other which otherwise they would not dare to ask.

P. T. (16-year-old boy):

He asked for a task and he got one: During lunch he had to put the food to everyone's tray and at the same time he had to make conversation nicely with the cook. He did it very cleverly.

Group leader:

- 1. What does it mean to him to deal with people living in state care, why does he deal with G.-s?
- 2. What would he like within 10 years?
- 3. Why did he come here?

R. F. (16 -year-old boy):

- 1. has he ever been in love?
- 2. what was the first love like? (pass)
- 3. was the first love a real one? e?

B. Gy. (17- year-old girl):

- 1. why is she so helpful?
- 2. is there anyone who can help her and how does she experience this?
- 3. what would she like to do after school?
- K. J. (17 -year-old boy):
  - 1. how does he imagine the real partner from inside and outside?
  - 2. what kind of person would he like to be after getting out from the ghetto?
  - 3. what kind of family would he like?

G. Cs. (17- year-old girl):

- 1. why is he so quiet and speechless, why doesn't she accept if someone is approaching to her?
- 2. Who is the closest to her?
- 3. what was the first like?- pass

K. P. (18 -year-old boy):

- 1. What does he think, does he have fear from being aggressive in the outside life?
- 2. what kind of family would he like?
- 3. How does he imagine his life?

Boy Authentic helper:

- 1. why did he become ÁGOTA employee?
- 2. what would he like from life?
- 3. how does he feel in ÁGOTA?
- Girl Authentic helper:
  - 1. what kind of characteristics does he consider the most important in life?
  - 2. why pink is her favourite colour?
  - 3. how does she imagine her life?
- D. L. (17- year-old girl):
  - 1. Is her present love the real one?
  - 2. What is her biggest fear? Pass
  - 3. what is her biggest fear, if there is any?

#### Facilitator:

- 1. why did he become a caregiver?
- 2. does he have a conflict at his workplace because of child centeredness?
- 3. how did he get to ÁGOTA?
- F. K. (17- year-old girl):
  - 1. Is her present love the real one?
  - 2. what is her expectation in a relationship?
  - 3. how does she experience this?
- J. É. (18- year-old girl):
  - 1. Is her present love the real one?
  - 2. What would she like to do in 5 years
  - 3. What is she going to do after getting out?

#### "Calm him/her down" non-verbal strengthening practice

<u>The task</u>: a blindfolded group member sits in the middle of the circle. The group leader told, that he is in a difficult life situation, he is afraid, and the group's task is to reassure him, give him faith and strength for going on, for standing up from the hole- without words. Sitting in the middle of the circle can on ly work on voluntary basis, nobody can be imposed on it.

(We turned off the lights and the light of the candles made environment magical and we did the practice in this intimate environment.)

**G. Cs. (17-year-old girl)** sat in the middle first, she was a volunteer. The group members stoodup in line and kissed and embraced her. They stroked her hair and took her hand. D. L. (17 -year-old girl) knelt down next to her, she took off the scarf of her eyes and embraced her. The group leader went to them and embraced both of them. The group members stood up and everyone embraced G. Cs. (17 - year-old girl). she started to cry, but the common embrace( which lasted for seconds) and the group

members' loving encouragement made her calm. (K. P. (18 -year-old boy) and F. K. (17 -year-old girl) only came to her at the common embrace)

**D. L. (17 -year-old girl)** offered herself. All group members went to her except 2 (K. P. (18 -year-old boy) and F. K. (17 -year-old girl)). She started to cry and ran out of the room. Girl Authentic helper went after her. (during subsequent team meeting Girl Authentic helper told that when she had gone after the girl, she had fallen on her neck and started to cry, telling her that she had never felt before that so many people loved her. That she could be loved too. G. Cs. (17 -year-old girl) cried for the same thing.)

When D. L. (17 -year-old girl) went out, many of them turned to the Group leader that it was not a game and this was very tough. The Group leader reassured them that there was nothing wrong, the 2 girls only cried because of too much positive feelings toward them, and anyway they were more sensitive during that day. He nudged P. T. (16 -year-old boy)with his knee, indicating that: his role is to ease the emotions in the group. And so it happened.

**P. T. (16 -year-old boy)** he sat in the middle and made the group laugh a little, while he received the embracing arms kisses on his head and hand shakings. K. P. (18 -year-old boy) stood up the first time, and boxed playfully into P. T. (16 -year-old boy). The out-runners came back too and D. L. (17 -year-old girl) went to P. T. (16 -year-old boy) immediately and embraced him very strongly and comfortingly. P. T. (16 -year-old boy) did not act foolishly anymore. When every group member wnt to him one by one- F. K. (17 -year-old girl) did not- then we take off the scarf of his eyes. P. T. (16 -year-old boy) said: this was really good.

**Group leader** followed. K. P. (18 -year-old boy) embraced him strongly (**Girl Authentic helper's** telling). When everyone, one by one went to him to embrace, to kiss, and to put their hands on his head (F. K. (17 -year-old girl) too), then the whole group arrived to him with big common hug. He felt an unbelievable love unity.

**J. É. (18 -year-old girl)** followed, to whom every group member went. akihez minden csoporttag odament. The boys first a bit awkwardly, but then they were braver and braver to embrace her, caress her face gently, or to give her a kiss. It was very good for her too.

Every group member sat in the middle of the circle voluntarily, and everyone got big common hug, in case of **Facilitator** és Girl Authentic helper there was a big tickling.

**K. P. (18 -year-old boy)** he went through an unbelievable process during the practice. After the initial residence, when the ice broke at the Group leader, from that point he took part actively in the practice with unbelievable gentleness at the girls and with brave (suggesting real man power) movements at the boys. In the end he also knelt down in front of the girls and he caressed their hands and shoulders like that. The group reaction was amazing. When he went to ....: they started to laugh. But the Group leader and team were afraid that he was being laughed, gave strengthening that it was good to see how kind he was. During feedback the group members said that they did not laughed at him, but it was unbelievable for them that the boy- who already crushed a door in the "gyeri" – was able to that kind of kindness and gentleness. They liked it very much.

When K. P. (18 -year-old boy) sat in the middle, he drew apart from touch, because he was afraid. By the time everyone went to him, he accepted the calming calmly. In the end he let the whole group embrace him. He adopted himself in that hug. He, who never ever let anyone to touch him.

**K. J. (17 -year-old boy)** in the beginning he was afraid to sit in the middle, then he calmed down. (he did not put through his legs anymore and he lowered his hands in front of his chest too.) His legs did not jump nervously. He comforted bravely.

**R. F.** (16 -year-old boy) he embraced everyone very much, he tried to act foolishly inside, but the same happened with him like with P. T. (16-year-old boy). It was a good feeling for him.

**B.** Gy. (17 -year-old girl) She tried to guess everyone who came to her. She was strong when there was need for comfort, reassurance, and strength.

Boy Authentic helper he was embraced with love, and he reassured as a strong bastion.

**Girl Authentic helper**: he did not let anyone so far (except for 1 or 2 persons) to touch his face. In the feedback he told that it did not come to his mind to protect his face, because so many good feelings were circling in him.

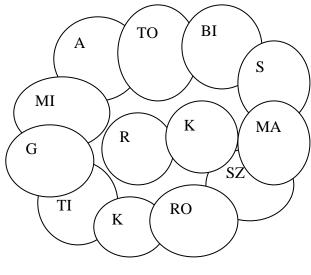
**F. K. (17 -year-old girl)** after the initial passive state he encouraged her peers. She accepted the ones who came to her with pleasure.

**In the feedback:** Every group member indicated the good feelings back. G. Cs. (17 -year-old girl) and D. L. (17 -year-old girl) also told that they have never felt to be loved in such way. They are not used

to it. It was strange for them, but it is a very good feeling. During the feedback everyone indicated the same back.

R. F. (16- year-old boy)Green Carnation Greenish- it has yellow petals tooGreen is his favourite colour-It was good and nice. We could be a nice bunch.B. Gy. (17- year-old girl)Purple Organ Woody stems, good fragrant, purple flowersShe loves its fragrance-It was a very good feeling to be the centre of the buncheveryone was very good.K. J. (17- year-old boy)Black rose mice and blueBlack is his favourite colour-We were together, it was good.Boy Authentic helperPrimrose mice and bluewonderful-We were together, it was good.G. Cs. (17- year-old girl)Violent ragrant and is small.Her favourite flower because it is smallHe felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent ragrant and it does not prickHer favourite flower because it is smallIt was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautiful.It was very good, we were very nice.It was good and I really did not have to really did not	Name	Choice	Why	Conflicts	Feedback
yellow petals tooyellow petals toobunch.B. Gy. (17- year-old girl)Purple forgan Woody stems, good fragrant, purple flowersShe loves its fragrance-It was a very good feeling to be the centre of the bunchveryone was around us, this was very good.K. J. (17- year-old boy)Black rose Without thornsBlack is his favourite colour-We were together, it was good.Boy Authentic helperPrimrose mice and bluewonderful-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent flower because it is smallHer favourite flower because it is smallIt was good.K. P. (18- year-old girl)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old by), J. E. (18- year-old girl)It was very good, we were very nice.Girl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautiful.Almost everyone was afraid that she with the thorns. It was very very hard for he to change them to retractableIt was good and I ralaymore. It was good.FacilitatorPurple gladiolus par-old girl)Because it is his favourite flower favourite flower-It was very good to be in alter of the bunch.FacilitatorPurple gladiolus par-old girl)Because it is his favourite flower favourite flower-It was good.FacilitatorPurple gladiolus par-old girl)Because it is ni	R. F. (16-			-	
iooLowLowLowB. Gy. (17- year-old girl)Purple Organ Woody stems, good fragrant, purple flowersShe loves its fragrance-It was a very good feeling to be the centre of the buncheveryone was around us, this was very good.K. J. (17- year-old boy)Black rose Without thornsBlack is his favourite colour-We were together, it was good.Boy Authentic helper nice and bluePrimrose mose flower because it is small.Wonderful-He felt fine, and we were a nice and unique bunch.K. P. (18- year-old girl)Yellow rose ti does not prickHer favourite flower because it is smallIt was good, it was a strong bunchGirl Authentic helperBlack rose ti does not prickOnce he got one like this and that was very beautiful.It was very good, we were very nice.Girl Authentic helperBlack rose ti ka storns, but is like the cat's claws: retractableOnce he got one like this and that was afraid that she was afraid that she was afraid that she was afraid that she would prick them with the thorns. It was afraid that she would prick them with the thorns. It was good, if was a good, if was a good, if was afraid that she would prick them with the thorns. It was agood, if was a good, if was a fallen, I did not need it anymore. It wa	year-old boy)		favourite colour		
B. Gy. (17- year-old girl)       Purple Organ Woody stems, good fragrant, purple flowers       She loves its fragrance       -       It was a very good feeling to be the centre of the buncheveryone was around us, this was very good.         K. J. (17- year-old boy)       Black rose Without thorns       Black is his favourite colour       -       We were together, it was good.         Boy Authentic helper       Small, modest, nice and blue       wonderful       -       He felt fine, and we were a nice and unique bunch.         K. P. (18- year-old girl)       Yellow rose ti does not prick       Her favourite flower because it is small.       -       It was good, it was a strong bunch         Girl Authentic helper       Blue rose No thorns       Once he got one like this and that was very beautiful.       Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)       It was very good, we were very nice.         Girl Authentic helper       Black rose No thorns       Once he got one like this and that was very beautiful.       Almost everyone was afraid that she would prick them with the thorns. It was afraid that she would prick them to retractable       Hm. It was good and I really did not have to let my thorns out. One has already been favourite flower         Facilitator       Purple gladiolus       Because it is his favourite flower       -       It was good.         F. K. (17- year-old girl)       Sonodrop       Because it is nice favourite flower       -       It was good to be in the		yellow petals			bunch.
year-old girl)Woody stems, good fragrant, purple flowersfragrancefeeling to be the centre of the buncheveryone was around us, this was very good.K. J. (17- year-old boy)Black rose Without thornsBlack is his favourite colour-We were together, it was good.Boy Authentic helperPrimrose small, modest, helperwonderful-He felt fine, and we were a nice and unique bunchG. Cs. (17- year-old girl)Violent fragrant and it does not prickHer favourite flower because it is smallIt was good, it was a strong bunch.K. P. (18- year-old girl)Yellow rose it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractable thorns.Hm. It was good and I really did not have to let mythorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus special.Because it is his favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year					
good fragrant, purple flowersgood fragrant, purple flowersof the buncheveryone was around us, this was very good.K. J. (17- year-old boy)Black rose Without thornsBlack is his favourite colour-We were together, it was good.Boy Authentic helperPrimrose nice and bluewonderful-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent Fragrant and is small.Her favourite flower because it is smallIt was good, it was a strong bunch.K. P. (18- year-old boy)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R, F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: claws: claws: claws: erractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns.Hm. It was good and I really did not have to las afraedy been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus special.Because it is his favourite flower-It was good.F. K. (17- year-old girl)Snowdrop we cause it is his favourite flower-It was good feeling, we could be nice.<				-	
purple flowerspurple flowersbuncheveryone was around us, this was very good.K. J. (17- year-old boy)Black rose Without thormsBlack is his favourite colour-We were together, it was good.Boy Authentic helperSmall, modest, nice and blue-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent Fragrant and is smallHer favourite flower because it is small-It was good.K. P. (18- year-old boy)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R F, (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose is like the cat's claws: retractableOnce he got one from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns.Hm. It was good and I really did not have to let my thorns out. One has already been fallen, 1 did not need it favourite flowerFacilitatorPurple gladiolus favourite flowerBecause it is his favourite flower-F. K. (17- year-old girl)SnowdropBecause it is nice favourite flower-F. K. (18- year-old girl)SnowdropBecause it is nice favourite flower-J. É. (18- year-old girl)SnowdropBeca	year-old girl)		Iragrance		
K. J. (17- year-old boy)Black rose Without thornsBlack is his favourite colour-We were together, it was good.Boy Authentic helperPrimrose small, modest, nice and bluewonderful-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent Fragrant and small.Her favourite flower because it is smallHe felt fine, and we were a nice and unique bunch.K. P. (18- year-old boy)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we wer very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableShe modified it from blue. That is special.Almost everyone was afraid that she would prick them was very very hard for her to change them to retractableHm. It was good and I really did not have to has already been fallen, I did not need it anyone. It was good.FacilitatorPurple gladiolus special.Because it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice favourite flower-It was good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is niceIt was a good feeling, we could be ni					
K. J. (17- year-old boy)Black rose Without thornsBlack is his favourite colour-We were together, it was good.Boy Authentic helperPrimrose mice and bluewonderful-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent Fragrant and it does not prickHer favourite is smallIt was good.K. P. (18- year-old boy)Yellow rose it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose it has thorns, but is like the cat's claws: retractableShe modified it from blue. That is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractableHm. It was good.FacilitatorPurple gladiolus special.Because it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice favourite flower-It was good.F. K. (18- year-old girl)Sunflower perialThat is beautiful ravourite flower-It was good.F. K. (18- year-old girl)Sunflower perialThat is niceIt was a good feeling, we could be nice.F. (16- pear-old girl)SunflowerThat is nice. <td></td> <td>purple nowers</td> <td></td> <td></td> <td>-</td>		purple nowers			-
K. J. (17- year-old boy)       Black rose Without thorns       Black is his favourite colour       -       We were together, it was good.         Boy       Primrose Authentic helper       Without thorns       wonderful       -       He felt fine, and we were a nice and unique bunch.         G. C.S. (17- year-old girl)       Violent       Her favourite flower because it small       -       It was good.         K. P. (18- year-old boy)       Yellow rose it does not prick       That is nice.       Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)       It was yend, it was a strong bunch         Girl       Blue rose Authentic helper       Once he got one like this and that was very beautiful.       -       It was very good, we were very nice.         D. L. (17- year-old girl)       Black rose is like the cat's claws: retractable       She modified it from blue. That is special.       Almost everyone with the thorns. It was very very hard for her to change thorns.       Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.         Facilitator       Purple gladiolus       Because it is his favourite flower       -       It was yeny good to be in the centre of the bunch.         F. K. (17- year-old girl)       Sunflower       That is beautiful       -       It was a good feeling, we could be nice.         F. K. (18- year-old girl)       Sunflower       That is					
year-old boy)Without thomsfavourite colourwas good.Boy Authentic helperPrimrose Small, modest, nice and bluewonderful-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent Fragrant and smallHer favourite flower because it is smallIt was good.K. P. (18- year-old boy)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was very beautiful.Girl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableOnce he got one from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change thorns.Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus special.Because it is nice favourite flower-It was very good to be in the centre of the bunch.F. K. (17- year-old girl)SonwdropBecause it is nice favourite flower-It was agod feeling, we could be nice.F. K. (18- year-old girl)SunflowerThat is beautiful ratio be niceIt was good feeling, we could be nice. <td< td=""><td>K. J. (17-</td><td>Black rose</td><td>Black is his</td><td>-</td><td></td></td<>	K. J. (17-	Black rose	Black is his	-	
Boy Authentic helperPrimrose Small, modest, nice and bluewonderful-He felt fine, and we were a nice and unique bunch.G. Cs. (17- year-old girl)Violent Fragrant and smallHer favourite flower because it is smallIt was good.K. P. (18- year-old boy)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for blue, because it is special.Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolusBecause it is nice favourite flower-It was very good to be in the centre of the bunch.F. K. (17- year-old girl)SonwdropBecause it is nice favourite flower-It was a good feeling, we could be nice.F. K. (18- year-old girl)SunflowerThat is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.					C .
Authentic helperSmall, modest, nice and blueHer favourite flower because it is small-It was good.G. Cs. (17- year-old girl)Violent Fragrant and is smallHer favourite flower because it is smallIt was good.K. P. (18- year-old boy)Yellow rose it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns.Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus gera-old girl)Because it is nice favourite flower-It was very good to be in the centre of the bunch.F. K. (17- year-old girl)Sunflower pear-old girl)That is beautiful flower-It was a good feeling, we could be nice.F. K. (18- year-old girl)SunflowerThat is niceIt was good I felt fine.				-	
G. Cs. (17- year-old girl)       Violent Fragrant and small       Her favourite flower because it is small.       -       It was good.         K. P. (18- year-old boy)       Yellow rose It has thorns but it does not prick       That is nice.       Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)       It was good, it was a strong bunch         Girl Authentic helper       Blue rose No thorns       Once he got one like this and that was very beautiful.       -       It was very good, we were very nice.         D. L. (17- year-old girl)       Black rose It has thorns, but is like the cat's claws: retractable       She modified it special.       Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractable thorns.       Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.         Facilitator       Purple gladiolus       Because it is his favourite flower       -       It was good.         F. K. (17- year-old girl)       Snowdrop       Because it is nice favourite flower       -       It was good.         J. É. (18- year-old girl)       Sunflower       That is beautiful real is nice.       -       It was a good feeling, we could be nice.         J. É. (16-       Red tulip       That is nice.       -       It was good I felt fine.		Small, modest,			
year-old girl)Fragrant and smallflower because it is small.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose I thas thorns, but is like the cat's claws: retractableOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose I thas thorns, but is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractable thorns.Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus par-old girl)Because it is his favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	helper	nice and blue			
smallis small.K. P. (18- year-old boy)Yellow rose It has thorns but it does not prickThat is nice.Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)It was good, it was a strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautiful.It was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableOnce he got one like this and that was very beautiful.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractableHm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus special.Because it is his favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.J. É. (18- year-old girl)SunflowerThat is niceIt was good I felt fine.				-	It was good.
K. P. (18- year-old boy)       Yellow rose It has thorns but it does not prick       That is nice.       Is it sure that it does not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)       It was good, it was a strong bunch         Girl Authentic helper       Blue rose No thorns       Once he got one like this and that was very beautiful.       -       It was very good, we were very nice.         D. L. (17- year-old girl)       Black rose It has thorns, but is like the cat's claws: retractable       She modified it from blue. That is blue, because it is special.       Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractable       Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.         Facilitator       Purple gladiolus       Because it is his favourite flower       -       It was very good to be in the centre of the bunch.         J. É. (18- year-old girl)       Snowdrop       Because it is nice       -       It was a good feeling, we could be nice.         J. É. (18- year-old girl)       Sunflower       That is beautiful       -       It was good I felt fine.	year-old girl)	Ū.			
year-old boy)It has thorns but it does not prickIt has thorns but it does not prickdoes not harm? (R. F. (16- year-old boy), J. É. (18- year-old girl)strong bunchGirl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractableHm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus specialBecause it is his favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was good I felt fine.					
it does not prickF. (16- year-old boy), J. É. (18- year-old girl)Girl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- 			That is nice.		5
Girl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractableHm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	year-old boy)				strong bunch
Girl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change thorns.Hm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolusBecause it is his favourite flower-It was very good.F. K. (17- year-old girl)SnowdropBecause it is nice fallen,-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.		it does not prick			
Girl Authentic helperBlue rose No thornsOnce he got one like this and that was very beautifulIt was very good, we were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractableHm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus grar-old girl)Because it is his favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.				÷ / .	
Authentic helperNo thornslike this and that was very beautiful.were very nice.D. L. (17- year-old girl)Black rose It has thorns, but is like the cat's claws: retractableShe modified it from blue. That is blue, because it is special.Almost everyone was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractableHm. It was good and I really did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus granold girl)Because it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice anymoreIt was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	Girl	Blue rose	Once he got one	-	It was very good, we
helperwas very beautiful.Manual and the second of the second o					• •
Image: Constraint of the section of	helper		was very		5
year-old girl)It has thorns, but is like the cat's claws: retractablefrom blue. That is blue, because it is special.was afraid that she would prick them with the thorns. It was very very hard for her to change them to retractablereally did not have to let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus Purple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice Purple gladiolus-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was good I felt fine.	•		beautiful.		
is like the cat's claws: retractableblue, because it is special.would prick them with the thorns. It was very very hard for her to change them to retractable thorns.let my thorns out. One has already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolus favourite flowerBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice P. T. (16It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.					-
claws: retractablespecial.with the thorns. It was very very hard for her to change them to retractablehas already been fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice retractable-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	year-old girl)				-
retractableretractableretractablewas very very hard for her to change them to retractable thorns.fallen, I did not need it anymore. It was good.FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice P. T. (16It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.					-
FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice favourite flower-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful That is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.			special.		
FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice Because it is nice-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful Home-It was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.		retractable			
FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice Because it is nice-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful Hat is niceIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.				•	anymore. It was good.
FacilitatorPurple gladiolusBecause it is his favourite flower-It was good.F. K. (17- year-old girl)SnowdropBecause it is nice-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful-It was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.					
F. K. (17- year-old girl)SnowdropBecause it is nice because it is nice-It was very good to be in the centre of the bunch.J. É. (18- year-old girl)SunflowerThat is beautiful mean constraints in the centre of the bunchIt was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	Facilitator	Purple gladiolus	Because it is his	-	It was good.
year-old girl)in the centre of the bunch.J. É. (18- year-old girl)Sunflower P. T. (16-That is beautiful Red tulip-It was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.		1.9			6 · · · · · · · · · · · · · · · · · · ·
J. É. (18- year-old girl)Sunflower HThat is beautiful H-bunch.P. T. (16-Red tulipThat is niceIt was a good feeling, we could be nice.It was good I felt fine.	F. K. (17-	Snowdrop	Because it is nice	-	It was very good to be
J. É. (18- year-old girl)SunflowerThat is beautiful read to a second deling, That is beautiful P. T. (16-It was a good feeling, we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	year-old girl)				
year-old girl)we could be nice.P. T. (16-Red tulipThat is niceIt was good I felt fine.	,				
P. T. (16-Red tulipThat is niceIt was good I felt fine.		Sunflower	That is beautiful	-	0
		D. L. P			
		Red tulip	That is nice.	-	It was good I telt fine.
Group leader White rose That is his - It was a very good	year-old boy) Group leader	White rose	That is his		It was a very good
No thorns, it is favourite flower, it feeling to create such a	Stoup leader				• •
fragile is innocent. It is strong, nice and					-
special bunch. He felt					
fine.					

# Bunch of flowers



## Closing

What was it like, what do you bring with you from the weekend?

- o That you were here
- Everything
- The love, the embracement which I got yesterday afternoon. (G. Cs. (17- year-old girl)
- $\circ$  The caring
- The mayonnaise 🕲 (the bunch) (P. T. (16- year-old boy)
- The game when we also were bodyguards (K. J. (17- year-old boy)
- K. P.'s (18- year-old boy) kindness (J. É. (18- year-old girl)
- Yesterday afternoon...

VI. group/3. occasion

2007.

# TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames:

Group Leader Co-group leader Facilitator 1 Facilitator 2 Girl Authentic helper

After the arrival of the children:

Arriving circle

## G. B. (17-year-old girl):

I celebrated my birthday three times. I felt very good. I tried to look for my mother, but I did not succeed. I am attending a theatricals, which is very difficult because the requirements are very high. I cannot do it, since the ones who learn with me are much older than me. They force me to choose, because they told me to decide whether to come here or to the theatricals group. I would like to come here, so I will not be able to attend on the Friday rehearsal. At home my caregiver is insincere, since if I tell him something privately, he goes right away to tell it to others.

## H. G. (17-year-old boy):

My studies at school are getting better, they praise me a lot. Unfortunately, I almost beat a homeless again, he is always picking at me. I protected my peers, because he came to ask for a cigarette again although I already told him last time that I would not give him. I was in the cemetery and I lit a candle.

## K. R. (17-year-old girl):

I was abroad on a trip with L. S. (17-year-old boy). I wanted to come home after the first day but then it was good. I should learn.

## L. S. (17-year-old boy)

I was abroad too, it was very cold, but we were in very nice places. I liked it very much. I have good relationship with my peers, that is a good thing.

## Cs. É. (16-year-old girl):

I also celebrated my girlfriend's birthday with her. Nothing else happened to me. (*The Group leader's provoking questions helped us get more knowledge about Cs. É. (16-year-old girl)*) I am fine, I learn, and I felt good with . G. B.

## P. I. (20-year-old girl):

I have two 1 grades, but I think I learn well. I have been turning on for 4 weeks, I could hardly wait to come to you.

## D. K. (16-year-old girl):

/She did not really want to speak, so we came to know from the Group leader what had happened to D. K. (16-year-old girl)./ I also had a party at G. B.'s (17-year-old girl) birthday party. I learn. I do not love my previously mentioned boyfriend, I would rather kill him. I have a girlfriend whose brother I like very much, but my girl friend doe not notice it that I do not want to be with her.

## Co-group leader:

Within a frame of a program I crossed my boundaries, since I dared to go down from 55 m. I liked this very much. I am learning and preparing for my exam.

## Facilitator 1:

I am attending a college. I started to learn English. I was on a luxury car exhibition with my nephew. During the week the family gathered at my brother on the farm.

## Girl Authentic helper:

I was on a 24-hour quiz. On which no one could have fallen asleep. I was the one who took. We were the last ones.

Group leader: I felt fine. I live my everyday life. I launched a clinical child group.

Facilitator 2: I sent a child again to school from my group. Things got organised at home.

## Practice which helps to solve problem

The Group leader separated the group to pairs. The task was that everyone should find a conflict with a person whom he has currently connected with.

## Co-group leader-H. G. (17-year-old boy):

H. G. (17-year-old boy):

## - Friend or not friend - 6 votes

My best friend always experiences my advices as an attack, so we often argue because of this.

## - I am insincere 7 votes

During my favourite teacher's lesson, I told a joke, which he resented. I have a very good relationship with this teacher. We can have great conversations outside the classroom. After my joke he told me that I was insincere.

#### <u>Facilitator 1 – G. B. (17-year-old girl):</u> Facilitator 1

## - Conflict with a colleague 7 votes

We travelled in group by car. Another male colleague was driving. At a stop a woman colleague told me (alone) that she was afraid, and later during the trip I asked the driver to drive more carefully (keeping the lady's anonymity). She was the one who gave the lie to me, when she told that she had absolute no objection against the driving style.

## - Facilitator 1's mum 2 votes

Facilitator 1's mum called him several times for dinner, but he could not go immediately because he had some more things to do. Approximately for the fifth invitation Facilitator 1 ran out of his patience and he should at his mother.

## G. B. (17-year-old girl):

## - My first birthday without you 5 votes

G. B.'s (17-year-old girl) older brother went to work to Ireland. she misses him very much. She indicated this for him on the phone and they quarrelled.

## - Am I not your daughter? 11 votes

G. B. (17-year-old girl) looked for her mother several times, she would have like to arrange arrange their relationship. She would have liked to embrace her honestly, but her mother pushed her away from her, she spat on her, and denied her several times.

## P. I. (20-year-old girl) – Facilitator 2

**Facilitator 2:** 

## - My brother who isn't really 7 votes

I helped my sister several times, who was in trouble. But when I turned to her for help, she cut me off.

## P. I. (20-year-old girl):

## - Two pipers do not have space in one inn 7 votes

In the class two of us are the advocates. This leads to conflict sometimes, not only between us, but it also divides the class.

## Cs. É. (16-year-old girl) – L. S. (17-year-old boy):

## Cs. É. (16-year-old girl):

## - Gossip behind other's back 9 votes

In the class my girlfriends talk behind my back, and the problem is that they do not tell their problems to me.

## K. R. (17-year-old girl) - D. K. (16-year-old girl)a:

## D. K. (16-year-old girl):

## - Leech 8 votes

I have a friend who sticks on me, although I do not want to deal with her but with her brother who I really fancy.

## II.

The group leader **summarised** the problems and asked the group to decide **by voting** that which was that problem which they would like to deal with. / *the numbers after the conflict mean the numbers of the votes.*/

## III.

## Clarifying the problem

## The Group leader asked G. B. (17-year-old girl)t to give detailed description about her conflict

I was very young when my mother gave birth to me. She was fourteen intact. After my birth, my mother got into prison and I got into state care. Since my mum did not officially resigned from me, so I could only get to foster parents. They adopted me at the age of three. My aunt was the one who pushed my mother to contact me. I met mum at the review for the first time. This lasted for a few years, than it ended. I was the one who looked for her the next time in ......, she lived in a gipsy camp with her partner in life. After a while I asked her who my father was. For this she became very angry and beat me. She did not want me to look for him, because there are a lot of problems with him. She did not tell me so I asked my guardian to look for my father. After they found my father's address, we went to my father with my guardian. He is a gang leader there. When we knocked at him, he asked us who we were looking for, for this I could only answer; my father. Unfortunately he was not sure that he was my father. He helped me by coming to mum's flat with my guardian. When my mother saw how many people were at her flat, she became angry and sent everyone away, she invited me to her flat. It is still difficult for mum to open. It would be important for me to meet her.

## IV.

## Empathy circle

Once everyone understood G. B.'s (17-year-old girl) problem, the Group leader asked us to pull the chairs together. After introduction he asked the group, except for G. B. (17-year-old girl) to walk in mum's shoes. Let us all be mums. Then by candle light, we had the possibility to speak about our feelings as we were mothers.

- I was really young when I gave birth to my daughter.
- I am afraid that this girl steps into the same shit as I did.
- I feel ashamed, because I could not raise my daughter.
- I f everything had gone well, I could have raised you.
- I fear for you, I do not want to meet your father.
- I would like to get closer to you, but I am stubborn.
- I would like to embrace you, but I cannot.
- It hurts me that I was not the one who raised you.

- I have the most beautiful daughter. I tell this to my aunt so many times, but I am afraid to tell it to my daughter.

After such feelings have been told, The Group leader asked the group to tell what they felt when they walked in the mother's shoes.

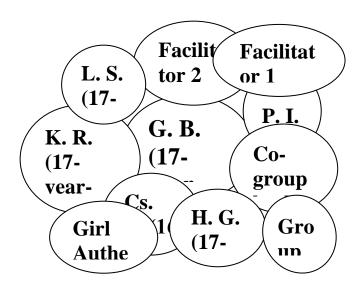
<u>G. B. (17-year-old girl)</u>: She burst out in tears. She felt earlier that the ship always leaves without her. Now for the first time she felt that not everything had lost, she felt that it sis not go that far from her, so she would go after it.

Name	What did he choose/How does it	Conflicts	Feedback of feelings
Co-group leader	look like? Poppy Soft petals, green stems.	They accepted it	I felt good during the game. It disturbed me that D. K. (16-year- old girl) did not reassured me of her cactus, that it would not hurt me. I would have been glad if she had been also in the bunch.
Facilitator 2	White Calla Potted flowers	They accepted it.	I missed D. K. (16-year-old girl) too.
Facilitator 1	Orchid white petals with black spots on it	P. I. (20-year-old girl) asked what were those black spots. Facilitator 1 answered that it was simply this colour, and it was not my specialty.	I felt fine. It was a wonderful feeling to get organised to a bunch, I just missed D. K. (16-year-old girl) very much.
Girl Authentic helper	Cactus Potted, medium size, not too big, medium red flower.	They accepted it	I felt fine. I missed D. K. (16- year-old girl) too.
Group Leader	Organ Purple-coloured, it has woody stems	They accepted it	I felt fine, It disturbed me too that D. K. (16-year-old girl) had given up the fight and she did not fight for her flower.
H. G. (17-year-old boy)	Gladiolus Purple and leaf-free. It lives outdoor.	They accepted it	I wanted to be in the centre, but I got to the edge. I thought that the big flowers would be in the centre and the smaller ones would be in the edge. I liked the place where I was standing anyway.
L. S. (17-year-old boy)	<b>Frostwork</b> White, small size.	They accepted it	I felt fine. D. K.'s (16-year-old girl) distance confused me.
K. R. (17-year-old girl)	Red rose	It had thorns which she could let fall for the request of poppies, lilac and marguerite, as a result the bunch took her in.	I started to get nervous why D. K. (16-year-old girl) could not fight for her interests. Otherwise I liked it.
G. B. (17-year-old girl)	Chrysanthemum	They accepted it	She felt good. I was situated in the middle, that was strange so I ask forgiveness from you. /The group reassured her that she was standing in the right place and she should accept it./
P. I. (20-year-old girl)	Marguerite Big-flower, orange flower.	They accepted it	I thought they would not accept me because of my specialty. I missed D. K. (16-year-old girl) too, it disturbed me that he had given it up, although other time she fights a lot for what she would like.

## Bunch of flowers

v.

Cs. É.	Pansy	They accepted it	It disturbed me that I was small.
(16-year-old	It is small it is in pot.		Everyone was big.
girl)			
D. K.	It started to be a	It first pricks	I got angry. I do not like to quarrel
(16-year-old	cactus	Poppies: I fear for my	that much.
girl)	Medium size, prickly	petals	
		Cactus: I do not prick	
		Marguerite: I fear for my	
		flower.	
		As a result D. K. (16-year-	
		old girl) gave up	
		everything, she did not	
		want to continue it. The	
		group accepted D. K.'s	
		(16-year-old girl) decision.	



VII. group/ 3. occasion

2009

# TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

## Brain storming

What kind of difficult life events usually describe people living in state care – Brain storming Typical problems

- Peers' conflicts (within the Church)
- Clash of views between adult (Caregiver children
- Lack of education
- Disdain, on behalf of adults and children
- Prejudice
- Lack of consideration

## Practice which helps to solve problem

#### Collecting problems in small groups.

Group	Who	What difficulties he/she has	Vote
Leader			
B. I.	B. I.	- Annoyingness	8
(16-year-	(16-year-old	Roommate picks a quarrel with everyone, he does not	
old boy)	boy)	accept anyone's opinion.	
	H. B.	- Accusing number 1	5
	(16-year-old	H. B. (-year-old boy) is accused of stealing by one of his	
	boy)	classmates.	
	L. I.	- Accusing number 2	3
	(17-year-old	L. I. (17-year-old boy) suspects that one of his roommates	
	boy)	steals his cigarette, although he always gives him if he	
		asks.	
	Facilitator 2	- Former woman colleague	5
		She can meet with her old woman colleague more rarely	
		because they do not have time for each other. She is afraid	
		of losing her friendship.	
	Facilitator 1	- Woman colleague	7
		She is the one who interprets the patients' medication	
		freely. She does not comply with medical instructions. the	
		responsibility is common with the colleague working in	
		the same shift.	

A. E.	B. K.	- Trouble making	6
(17-year-	(19-year-old	My old girlfriend causes trouble in my relationship.	
old girl)	girl)		
	Boy Authentic	- Rejection	3
	helper	A colleague, who leaves the community	
	K. N.	- Word of incredibility	2
	(16-year-old girl)	Her caregiver does not believe her, he doubts her words.	
	Sz. M.	- Backstab with a knife	8
	(19-year-old	Brother, who does not stand up for her.	
	girl)	- Bouncing gum-man	5
		Smaller roommate who bounces a lot, and annoys	
		everyone.	
		- sly friend	13
		Her boyfriend, who expects her to lose 10 kg by	
		Christmas or else he will leave her.	
K. T.	K. T.	- Friendlessness	11
(17-year-	(17-year-old	A friend, who gave up friendship because of a girl.	
old boy)	boy)		
	N. B.	- Opened gum?	6
	(16-year-old	Annoying roommate, who does not dare to stand up, if I	
	boy)	want to settle the disagreements with him.	
	Co-group leader	- Doorbell and the policeman	2
		A resident who is a policeman and wants to install the	
		door phone, he picks at everything and impedes our work.	

During voting the group chose Sz. M.'s (19-year-old girl) Sly friend-problem. It got 13 votes.

## Describing the problem

- <u>To describe a typical situation</u> The friend tells Sz. M. (19-year-old girl) if she does not lose 10 kg by Christmas, then he will break the relationship with her.
- <u>Choosing persons</u>
   Sz. M. (19-year-old girl) chose her own role
   K. T. (17-year-old boy) undertook the role of the boyfriend
   K. T. (17-year-old boy) knew Sz. M.'s(19-year-old girl) boyfriend, she knew a lot about their relationship, because they lived in the same residential home.
- <u>Playing the situation, in given case role-change</u>
  - In the beginning of the role playing, Sz. M. (19-year-old girl) and K. T. (17-year-old boy) got into a weekday quarrel. K. T. (17-year-old boy), in the role of the boyfriend kept humiliating Sz. M. (19-year-old girl), who tried to protect herself or attacked back. With the role changes they tried to strengthen Sz. M. (19-year-old girl) that her boyfriend does not have the right to treat her like this. She does not need to tolerate the humiliations and hurting. It is true that she is a bit overweight, but she has a lot of other good characteristics, which she can be proud of. We encouraged Sz. M. (19-year-old girl) to dare to utter her negative feelings against her boyfriend. In order to keep this relationship she does not need to necessarily tolerate everything.
- <u>Role feedback</u>
- <u>Feedback question</u>: Standard questions, did you have similar relationship, how did you feel in this relationship, how did it end, what message did you try to send in your role?

## H. B. (16-year-old boy)

I felt good in the game. I did not undertake a role. I had a similar relationship. After two weeks I sent her away.

## Facilitator 1

I had expectations in the beginning of the game. But I felt miserable in the game. I wanted to strengthen Sz. M. (19-year-old girl) by the role-taking, I wanted to emphasize her positive things. I had a similar relationship, while I took the role of Sz. M. (19-year-old girl), I experienced again those

bad feelings, which I had had in my former relationship. My ex-boyfriend kept chasing me with his jealousy. Before the relationship would have turned into serious I quitted.

## K. N. (16-year-old girl)

I did not undertake any roles, and I did not have similar relationship. I f I had, I would surely leave him. I would not let anyone to hurt me.

## B. K. (19-year-old girl)

I did not undertake a role. I had a similar relationship. I managed to quit from it with big difficulties. Now I managed to develop friendship with him.

## **Boy Authentic helper**

I did not feel good in the game. I could hardly walk in the boyfriend's shoes. I could not humiliate and hurt my partner in a relationship. That's why it was not really successful. I had similar relationship where my partner hurt me, I suffered for 3 months, and then I quit. The friends and the distance from her helped me.

## N. B. (16-year-old boy)

I felt good in the game. But I could not take any of the roles. I didn't have a similar relationship.

## K. T. (17-year-old boy)

I felt moderately in the game. It wasn't difficult to take the role, because sometimes I can be rude with my girlfriend too. If I feel that she isn't really a partner in the relationship. However it was a very bad feeling to hurt someone I love. I wanted to provoke Sz. M. (19-year-old girl) with a lot of hurting to rebel against me. She shouldn't tolerate all these things without any words. Sz. M. (19-year-old boy) was a very good partner for that boy, she should deserve more.

## L. I. (17-year-old boy)

I didn't walk in their shoes. I didn't have such relationship.

## **Facilitator 2**

I did not feel good in the game. I couldn't undertake a role, because an earlier relationship of mine came to my mind. I was already his fiancé, when he didn't stand up for me in a quarrel. He rather gave truth for his parents. I was looking at the ring and I realised that I would not have a lot of words in that relationship. I realised that I was the only one who could decide about her life, and I had to quit that relationship.

## A. E. (17-year-old girl)

I felt good in the game. I took the role of Sz. M. (19-year-old girl). Relating to this, in connection with my problem I could formulate some things for myself. What I have already uttered during the game. K. T. (17-year-old boy) and Sz. M. (19-year-old girl) helped me to find a solution fro my own problem.

## **B. I.** (16-year-old boy)

I felt good during the game. I didn't take any of the roles. I would send him away without thinking if I had such a relationship.

## **Co-group leader**

I did not feel good in the game. It was very difficult to walk in the boyfriend's shoes. I don't like these aggressive, arrogant people. By undertaking the role, I wanted to indicate Sz. M. (19-year-old girl) that she should decide herself what was worth to sacrifice for a relationship. I also had similar relationship and what helped me to break up, that was the moment when I realised that I had to decide about my life. I don't have to tolerate everything for love.

## **Group Leader**

I did not feel good in the game. It's difficult to play such person's role who is who is hurt by so many people. I felt that Sz. M. (19-year-old girl) needed strengthening. If she were strengthened maybe she could decide what she would do in her own interest in the future. I wanted to send this message to Sz. M. (19-year-old girl). I was living in a marriage for 20 years in which I got a lot of hurting, but I hoped that I could change her. I thought that a woman had to tolerate a lot of things, since her task is to keep the family together. A disease made me realise that it's useless to continue it. In a relationship if ony one part gives and he/she didn't' get anything in return, and then nothing will remain after a while. By doing so there wan' a point in it to continue, I had to give chance for myself for a more normal life.

## Sz. M. (19-year-old girl)

I didn't feel too good in the game. It wasn't easy to bring my problem for the group. I told about my relationship for several members of the group. I felt that I could get help from the group. Thank you for the strengthening, in my mind I know that I should quit this relationship but my heart tells something else. I trust that I could change Him with my love. (H. B. (16-year-old boy) kissed Sz. M.'s (19-year-old girl) hands in the end of the game.)

Name	Picture/object	Relation	Did he/she	Feedback
			put it back?	
K. T. (17-year- old boy)	I started playing football at the age of seven. This year I got a complete football kit from the grandparents.		No	For me the real Christmas is when I am with my mum and siblings.
Sz. M. (19-year- old girl)	Last year we left before Christmas. they told me that there wouldn't be a celebration, and when we had arrived back there had been a big surprise. There were Christmas tree and presents in the residential home.	To the Co-group leader and N. B. (16-year-old boy ). My first more serious present was a Nintendo game, which I never got. My father put it on the top of the wardrobe and it became rotten there. We were always closed in our rooms by our father and we could watch the Christmas tree through a gap in the door.	Yes	for me the real Christmas would be if I could spend it with my boyfriend in calmness.
B. K. (19-year- old girl)	I always spent Christmas with grandmother. My granny died and since then There hasn't been real Christmas.	To Co-group leader and N. B. (16-year-old boy). We didn't get present at Christmas either, because we were poor, we, the children were sitting at the table and got candy. That was the present.	No	I'd like to spend it with my mother, who wouldn't' be ill, and my stepfather wouldn't' be there.
Facilitator 2	I like Christmas very much recently. Mainly since my sister's children were born. It's a big pleasure that the kids rejoice at the gifts and the Christmas tree. Every year we leave am ornament in the flat to remind us for Christmas during the whole year.		Yes	I'd like to have a peaceful and calm Christmas without argument.
A. E. (17-year- old girl)	I was small. Mum brought me a humming top. she arrived home late. She was near me until I fell asleep.		No	I would like to go back to those Christmases, when the whole family was together.
H. B. (16-year- old boy)	I go back seven years in time. Everything started well, but then bad news came. Mum had heart failures. From this point the Christmas was never good again.		No	If I could do it, I would spend the Christmas with mum again.

## Christmas picture

Group Leader	Christmases with my sons came to my mind. We baked, cooked and chatted together. There is a scent of orange, pine and cinnamon.	H. B. (16-year-old boy) My mother died at an early age too. She had her first heart attack before Christmas. She died shortly after that. She is always with me in my heart at Christmas. I always light a candle for her at Christmas.	Yes	For me the real Christmas is when I am home with my children in peace and quiet.
L. I. (17-year- old boy)	I would like a rich Christmas, because I never had one. I would like to get an X-box for Christmas. I would like to spend it with mum and dad.		Yes	I spend the Christmas with mum and dad.
Facilitator 1	We went to see Bethlehem to grandparents with my brother and dad. By the time we arrived home the house and the Christmas tree had been decorated.		Yes	That Christmas came to my mind when there was no argument in the family. This Christmas was peaceful and quiet.
Co-group leader	We didn't' have richness at Christmas in our childhood. From the Christmas the fried apple came to my mind. We always baked apple.	N. B. (16-year-old boy) My first present was a tale card at the age of 6- 7. We played with it with my brother but we always got quarrelled.	Yes	I love Christmas. What is about relaxing and calming down.
K. N. (16-year- old girl)	My classmate' parent took me out for Christmas. It was a very nice Christmas. They also wanted to take me out, but I didn't' want it.		Yes	I aspired to a real celebration. Fro calmness.
Boy Authentic helper	The Christmas ornament reminds me for a lamp. My foster parents had such lamp. At Christmas we always prayed and sang with my foster mother.	B. I. (16-year-old boy)hoz A few years ago I spent Christmas with a very good friend of mine. By then my foster mother has already died, I lived alone in a lodgings. I didn1t have anybody to spend the Christmas with. Then my old friend called me if I wanted to spend the Christmas with him, because he was also alone. It was very good to recall the old memories and that I wasn't alone at Christmas.	No	Last year I spent Christmas with my friends, that was the nicest.
N. B. (16-year- old boy)	I got into residential home at the age of 8. At that Christmas I got my first present in my life. At home there was nothing.		Yes	

A. E. (17-year-old girl) and B. K. (19-year-old girl) kept the Christmas ornament. B. K. (19-year-old girl) suggested that the one, who puts back the ornament, he/she should put it on the common Christmas tree which was already in the room. everyone hang their ornament on it.

#### **Celebration**

The final part of the game was evaluative discussion about celebrating Christmas. Instead of discussion we gave example for the children of the the way of celebration. We held the group's Christmas celebration. The decorated Christmas tree was already standing in the room. We stood burning candles to the middle of the circle. The children were waiting for the start excitedly at the entrance of the room. Everyone brought their own-prepared gifts. We started the celebration with common singing and reading a Christmas tale and then everyone gave the gifts made by themselves. To that person who they had pulled put. We tried to make the dinner festive, we pleased the children with fruit and cookies.

The celebration of Christmas recalls the memory of separating from the family and other bad memories for the children. By the common celebration we tried to ease this difficult feeling. We gave sample for them to experience Christmas in a nicer way. We wanted to provide them with the joint intimate experience and experience of common fate.

VIII. group/ 3. occasion

2008.

## TRAUMA PROCESSING, TO PROCESS DIFFICULT LIFE EVENTS

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

## Brain storming: Why is it difficult for our fellow sufferers?

- educators do not trust us
- they don't want us
- 'were you at school?' disinterest
- distrust
- paper orientation
- the caregiver rakes up the past
- creating guilt
- no background
- they do not adapt
- they are prejudiced with us, too prejudiced
- no faith in ourselves
- they don not treat us as partners
- Our peers who gout out of institute, they are often involved in crime
- dishonest, theft
- getting into bad company
- escape to drugs, alcohol
- pull down each other
- lack of willpower
- stringency
- exploitation $\rightarrow$  parents, teachers
- lack of experience

They were very active, they gave pieces of advice by reflecting it to themselves from their present life state. The quizmaster had to keep constant control over the group, because the game freed up large emotions.

## Practice which helps to solve problem

Small group leader	Problem bringer	Problem	Votes
N. Cs.	R. A. (20-	You'll be like your mother- the caregiver makes	They don't want it
(18-vear-old	year-old girl)	me feel this uncertainty.	to be voted, because
girl)			he didn't want to
<b>9</b> )			deal with it.
	C. M. (17-	You're like your father. I went home drunk	11 members
	year-old boy)	2years ago, and my mother constantly	
		hammered this sentence into me.	
	N. Cs. (18-	You're not my daughter'	13 votes
		I haven't had a proper relationship with my	

		father for five years. There are many conflicts	
	<b>.</b>	and I don't know why.	
	R. A. (20-		4
	year-old girl)	to the further part of life. E.g. further education	<u></u>
	S. H. (17-	5	9
	year-old girl)	months. His partner in life affects him, he	
	<u></u>	separates him from me.	_
	Girl Co-group	Ostrich man. Colleague-child, constant conflict	5
	leader	situation, the school is responsible for the lack	
	N. C. (10	of education of the child and the $\rightarrow$ the teacher.	10
	N. Cs. (18-	•	10
	year-old girl)	they are adults and live their own life I can't	
D IZ	Daar	move to them.	(
P. K.	Boy Authentic	Liar sister. The younger sister of the 3 lies. She	6
(23-year-old		doesn't give me those photographs which are	
girl)	helper	important for me. I don't know whether there will be Christmas together or not?	
	J. R. (16-	will be Christmas together or not? Mother+Sister. My older sister is insincere, she	11
	year-old girl)	runs me down behind my back. She asks for	11
	year-old gill)	money back and forth. So far unsolved situation.	
	F. P. (17-	'My caregiver makes me mourn',	12
	year-old boy)	The caregiver often interferes in my things. She	12
	year-old boy)	also picks at my girlfriend that she doesn't earn	
		much and spends too much. She shouts a lot and	
		does the nice before my male caregiver.	
	P. K. (23-	Anti-Semitic caregiver. My caregiver brings up	5
	year-old girl)	a lot in politics. She brought up Jews. She mixes	C
	J 8/	up the right side with the left side in politics.	
		THE ROLL CSIK were very rich and they	
		generated the holocaust. It wasn't much for 6	
		million sentenced people.	
	N. Cs. (18-		
	year-old girl)		
	Z. M. (17-	I find it difficult to forgive. The caregiver didn't	10
	year-old girl)	want to let me go. I spoke with another caregiver	
		to let me go, and they said that I had attacked	
		from the back. They don't believe me, which is	
		a problem. I cried and they let me go.	
		A caregiver, who forgot where he came from.	13
	year-old boy)	He was also in state care. I am already 18 years	
		old. He wants to teach me about the things in	
		life, but in the meantime he fools me that I am	
	I D (10	from the ghetto.	
	K. B. (18-	Annoying children. The others are picking at	11
	year-old boy)	me, I want to get away from the children's	
	Data C	home.	0
	Boy Co-	5 6 6	8
	group leader	can do anything, even the music can be loud	
		The subject of the debate: 1 branch hangs over	
	T T (17	the neighbour.	14
	L. L. (15-		14
	year-old girl)	She puts her problem on me. I have to do	
		everything for her. To protect her.	

L. L.'s (15-year-old girl) problem, since it has been chosen by the group with 14 votes.

## **Clarifying the problem:**

I got to foster parents at the age of 4. My relationship broke with my mother during this time. I have 2 older sisters, who has already lived their own life and they don't keep contact with Mother at all. I am bound to my Mother, so I always help her if she appears suddenly. Mother has a partner in life, who lives in a homeless hostel. (he lives together with Mother) Mother works in a restaurant as a cleaner. She earns 80 thousand Ft, which she spends on mainly her partner in life and less on herself. She spends her salary in a very short time. She has constant financial problems. She keeps blackmailing me with her suicidal attempts, which se once almost completed successfully.

## **Clarifying questions:**

- Does your mother show that she loves you?
- Can you rely on her?
- Doesn't she look for you only for your support?
- When could you trust in her?
- Was there a case when you asked for help and you got it?

By the help of these questions, by outlining the problem situation and by pulling the chairs together I asked the group to take the role of the mother except for the one, who brought the problem.

## Feedback:

## N. Cs. (18-year-old girl)

she was active she could fully walk in the mother's shoes. She was passionate, she experienced similar life situations. I tried to convey to her that if she lowers her mother in the hole then she should leave her there. She should help herself instead. She should give her a rope by which she will be able to pull herself out of the hole.

## Z. M. (17-year-old girl)

She was active during the game. It was hard for her to dissolve, but she could easily walk in the mother's shoes.

## S. H. (17-year-old girl):

She was alternately active and passive. It was hard for her to formulate her thoughts. She has never been in a situation like this.

## J. R. (16-year-old girl)

She was not fully active. It was hard for her to talk. She had to be reassured, because others' remarks told a lot to her. She did not want to talk about her own problem, because if her mother takes her out, then she will not let her go anywhere.

## K. B. (18-year-old boy)

There were signs of anxiety at her. The life outside is hard for him. He has no support. His father died and her mum is a homeless too. Her mother is unable to help herself. There were tears in his eyes! At the end of the game he freaked out, he had to be supports and strengthened. It is hard for him to express his thoughts. It was an affirmation which he told for L. L.

## P. K. (23-year-old girl)

She felt the situation, although she has never been involved in such a situation. "She was very active during the game."

## R. A. (20-year-old girl)

She could not feel the game because of her own experience. she did not want to. She was passionate because of the mother. In the comments she tried to convey several times that L. L. should dare to say no.

## C. M. (17-year-old boy)

He ran away! (He fell asleep) He told little. He also experienced many problems with his mother. He thinks that L. L. should make a limit in the relationship with her mother.

F. P. (17-year-old boy)

He doesn't know the circumstance, so he did not say a lot. He was paying attention quietly.

## Girl Co-group leader

She encouraged L. L. that she should be able to say no and it is important to stand up for her. She was very active.

Boy Co-group leader

He encouraged her supportably, that he is at her side. Mother is important, but L. L. (15-year-old girl) should not want to be a mother so early.

## Boy Authentic helper

He was a very good sample giver, since he also experienced similar life situation. He tried to suggest, that L. L. (15-year-old girl) should trust in herself and she should give her mother more freedom so that she could solve the crisis situations by herself.

## Group Leader

He wanted to strengthen and support Viki so that she shouldn't want to be an adult at such a young age.

## L. L. (15-year-old girl)

I can't accept the opinions, since I'm bound to my mother. If there is trouble I help her anyway. After the talk it came out that he tries to make a limit and give space for her. She is stubborn but she was partly broken. N. Cs. (18-year-old girl), P. K. (23-year-old girl), tried to tell their thoughts over and over again with great impact and diligence.

## Closing: What does the sack of Santa Claus hide?

Z. M. (17-year-old girl), N. Cs. (18-year-old girl), L. L. (15-year-old girl), J. R. (16-year-old girl), R. A. (20-year-old girl): They bring the whole weekend and the previous occasion home.

P. K. (23-year-old girl) Tale

S. H. (17-year-old girl) The whole weekend. She felt very good.

K. B. (18-year-old boy) He felt fine here, he insists on the others. "I am accepted here."

F. P. (17-year-old boy), C. M. (17-year-old boy) They also bring the whole weekend, the game, since they brought it (Cards)

# 4.4 NORMS AND GUIDELINES

Anonimised report extract

I. group/ 4. occasion

2006.

# NORMS AND GUIDELINES

Personal frames: Group Leader Co-group leader Facilitator Authentic helpers

2006-day 1

Arrival of the children

Arriving circle

Its aim is to tune in to each other, as well as to give useful information for the professional team about how the children are. Presentation of homework. Then informal conversations.

## 2006-day 2

## Bumper Sticker Practice

Purpose: to create such slogans which raise awareness of the own community and values of childrensuch as stickers on the cars. In 3 small groups.

I. group	II. group	III. group
The key is in your hands, the	Be honest and we're going to be	Those, who are in love, the
decision is yours	honest with you!	world will open before them!
Love is free.	If you feel that you are not	Trust, to live trusted!
	strong enough, come to us and	
	you will get courage from us!	
Toughness is not help.	You can reach and give	The one, who gets on to the
	everything with your heart!	other, he/she will find the good and the bad!
Turn to us, we will help you.	Patience is above all! We are	Least said, soonest mended.
	patient, you can join us!	
We are not different!	Are you looking for a soul	The one, who finds happiness,
	mate? You can find it in us and	he/she will find himself/herself
	at us! Join us!	in life!
Love us!	We know how you feel!	The one, who loves the other cannot be a wrong man.
Help me, so that I can help you!	I you have fallen into one of the	Persistence is an important
	deep holes of life, turn around	element of life.
	and climb out.	
Grin, so that I can grin!	Strive always for the good, and	Make love, not war!
	to reach this we will show you	
	that you only need to want!	
Take care of me!	You different, you aren't	It is easier with trust.
	different either!	
Real friend is a great value.		You're my friend!

## Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

VALUE (They dictated the values- which they considered important- in such sequence)	HOW MUCH WAS IT SOLD FOR	WHO BOUGHT IT
AFFECTION	600 000	
TRUST	35 000	
HONESTY	95 000	
CHEERFULNESS	150 000	
FAMILY	640 000	
LOVE	230 000	
SOLIDARITY	20 000	
UNDERSTANDING	15 000	
BEAUTY	10 000	
WILL	10 000	
MAKING LOVE	60 000	
BRAVERY	25 000	
SELF-CONFIDENCE	10 000,-	
LIFE	100 000+20 000	
CONVERSATION	5 000	
ÁGOTA	265 000	
SECRECY	10 000	
FRIENDSHIP(CIRCLE OF FRIENDS)	30 000	
WORK	20 000	
LEARNING	20 000	
GRADUATION	10 000	
DIPLOMA	10 000	
SIBLING	200 000	
MONEY	10 000	
HEALTH	65 000	
FASHION	5 000	
CULTURE	10 000	
NEATNESS	5 000	
ATTENTION	20 000	
CIGARETTE,COFFEE,ALCOHOL	15 000	
SINCERITY	10 000	
HEARTEDNESS	10 000	
SPORT	15 000	
CHILD	60 000	
PARTNER	85 000 (EVERYONE BID TO 80 000!)	
JUSTICE	100 000	

## THE 10 MOST IMPORTANT VALUES

- 1. FAMILY 2.
- CHEERFULNESS 6. 7. LIFE

JUSTICE

- AFFECTION
- 3. ÁGOTA®
- 4. LOVE
- 9.

8.

- 5. SIBLING
- SINCERITY 10. PARTNER

## Value Pro and contra

# THE FORMULATION OF THE COHERENCY OF THE FEW-SCORE VALUES BY THE GROUP MEMBERS:

(money, cig, coffee, alcohol, will, work, self-confidence, beauty, neatness, fashion, learning, graduation, diploma)

## **Coherency (FORMULATED BY THEM):**

THERE IS WILL  $\rightarrow$  TO LEARN. YOU LEARN  $\rightarrow$  YOU HAVE A JOB  $\rightarrow$  YOU HAVE MONEY  $\rightarrow$  YOU CAN DO ON  $\odot$ , AND YOU WILL FIND YOUR PLACE IN THE WORLD!

The values of my home

The goal is to collect imaginary values in which everyone will fell completely well.

Values of an ideal children's home			
I. group	II. group	III. group	
To provide safety for the child in every case	Solidarity among children	There should be joining forces: Between child-child Between child- caregivers	
<ul> <li>There should be joining forces:</li> <li>Between child-child</li> <li>Between child-caregivers</li> </ul>	Mutual trust: • Between children- caregivers	Love	
Love	Attitude of caregivers	Friendly atmosphere	
Motivation for preparation of life	Equality	Caregivers should be more polite with the children and vice versa.	
To accept each other	Care (material and psychological)	There shouldn't be exploitation!	
Respect, fairness	Love	Competent people should deal with the children! That's the basic!	
Trust, honesty	Good company (community)	There shouldn't be otherness, children should accept each other	
Equality(par)	It provides security	The children should respect each other, the caregiver's opinion and actions.	
TREAT ME IN ACCORDANCE WITH MY AGE!			
In all 3 groups the following one • Safe • Love giving • Community			

- Community
- Equally treating

• Mutual trust and collaboration between the children and the caregivers

Attitude of the children:

- Less conflict with the caregivers
- Proper behaviour, attitude in the society
- Openness, trust and courage are needed on behalf of the children
- Dutiful
- Cohesive
- Respecting each other
- Cheerfulness
- The ability share problems among each other
- Secrecy

During feedback everyone commented and they got to the following summary. They understood that they could do for the better circumstances.

## 2006-day 3

#### Film screening with assessment

Screening the film Forest Gump <u>Assessment:</u>

- importance of will power
- kindness of ineptitude
- Forrest's love often exploits Forrest.
- The friendship with BB, the fulfilment of the promised made to him
- You can ease the tension in other way too, it is unique by everyone
- Lieutenant made peace with god in the big storm

## Closing and assessment

The group members felt very good and they turn to each other and the team members with absolute confidence.

II. group/4. occasion

## 2006.

# NORMS AND GUIDELINES

Personal frames: Group Leader Co-group leader 2 Authentic helper

The arrival of the professional team to the residential home, then arriving circle---)ts aim is to tune in to each other, as well as to give useful information for the professional team about how the children are.

## **Bumper Sticker Practice**

Purpose: to create such slogans which raise awareness of the own community and values of childrensuch as stickers on the cars. In 3 small groups.

I. group	II. group	III. group
Come on go for it, they are	Life starts at 180km/h	Here is a brief occasion, you can
already waiting for your blood.		spin along the road.
Give me the car mate.	Look out!	The external does not matter but
	Don't touch it, the car is stolen!	the internal.
	Go fast, my friend writes	It is not the point that I'm
	coffins.	rushing but that I'm running.
	Life is important.	
	Start with a safety belt.	

The group members were not able to disassociate from cars...

## Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

VALUE (They dictated the values- which	HOW MUCH WAS IT SOLD	WHO BOUGHT
they considered important- in	FOR	IT
such sequence)		
Flat	120.000	
Boots	100.000	
Cig	120.000	
Sex	70.000	
Family	100.000	
Child	40.000	
Joint	110.000	
Love	30.000	
Solidarity	30.000	
Friendship	70.000	
Condom	40.000	
Partner	30.000	
Music tools	150.000	
Jewellery	30.000	
Music	60.000	

Drum	40.000	
Sibling	50.000	
Car	40.000	
ÁGOTA®	30.000	
Wine	30.000	
Football	Bank	
Learning	Bank	
Work	10.000	
Myself	Bank	
Persistence	Bank	
INSTINCT	60.000	
Trust	20.000	
Bravery	20.000	
Will power	10.000	
Dignity	20.000	
Love	30.000	
Marriage	20.000	
The dog of the House	50.000	
Gift	Bank	
My property	Bank	
Humility	Bank	
Celebration	Bank	
Honour	20.000	
Sincerity	10.000	
Faith	Bank	
Норе	30.000	
Money	Bank	
Wish	Bank	
Passion	Bank	
Food	30.000	
Instinct band	100.000	
Dream	50.000	
Beauty	20.000	
Career	20.000	
Victory	40.000	

# The values of my home

The goal is to collect imaginary values in which everyone will fell completely well.

The values of an ideal children's home			
I. group	II. group	III. group	
I could imagine the dream of my	To avoid conflict situations, To	We would need such	
children's home, that there would be	solve psychological problems	caregivers who feel the	
rules to keep and in the same time there	toward each other, by giving aid.	fate of the children and	
would be solidarity. Since, if one person		they do not consider	
is out of the circle, then the others will	There should be smaller circle, so	them as criminals.	
relate to him like that. So I think we	that the caregivers can provide		
should solve the problem together. And	greater attention.		
then again during resting conditions,			
solidarity and friendship would develop.			

I would prefer to live in such residential	Children should relate to each	The caregivers should
home, where there are no girls, who lie,		0
cheat and steal! I would like if there were	sisters. They should not keep each	e
always solidarity and not debates. IT	other's fault in mind but each	gave it to their own
would be better if some girls didn't keep	others' qualities. We should give	children, and that they
lying to the caregivers. If such residential	the mutual respect to every child.	wouldn't regard them
home has already been organised and		as some "thrown
founded then we could live in peace.		game toy."

After the ideal children's home game, we were talking about our opinions about the children's home. What is negative and what is positive.

+	-	Who is it possible to change all these (the children said the solutions)
Acquaintance	Bad company	We are aware who we make friendship with.
Friendship	Fight, argument	We will treat our passions; patience
To be more free than at home	Little pocket money	
	Not competent caregiver /food/	We will help in cooking
	Lie	I will lie if it is necessary
	Non-motivated caregiver /he/she only works for money	

# Closing and assessment

We finished the day with closing and assessment. The youngsters felt good during this weekend. The most important thing is that we could harvest the fruit of our work at the weekend. S. D. (18-year-old boy), who is a really dominant person in the group, and who has been demoralising the girls and his boy fellow sufferers very badly so far, he showed a basically positive change. He did not speak badly, he was the one, who rebuked the others.

III. group/4. occasion

# 2006.

# NORMS AND GUIDELINES

Personal frames: Group Leader Authentic helper Facilitator

#### Lap leaf

It is a cooperation game where we combine the participants' legs in chain, and the group has to go along in an obstacle course (lap leaves in the middle of the marsh).

The front and the back of the group went well, but in the middle they did not pay attention to each other, so the rope kept breaking away on their feet. During assessment each of them blamed the other one, and many blamed K. Á. (13-year-old girl), because she fell too. We could take the conversation in such direction that each of them could have listened to the other and they could have helped each other in some way. In general we were talking about how one should pay attention to the other one in life, and that there people who do not pay attention although they should. In the end the tension dissolved.

	What body	y .	part would	you be?	(Body	, .	part =Q	Juality	/)
--	-----------	-----	------------	---------	-------	-----	---------	---------	----

Name- Body part		The reason of selection
Authentic helper	Mouth	I like to talk a lot
K. Á. (13-year-old girl)	Heart	Because she likes to love/be loved
B. M. (13-year-old	Heart	Because she likes to love/be loved
girl)	Heart	Because she likes to love/be loved
F. Zs. (15-year-old	Heart	Because she likes to love/be loved
girl)	Leg	Because he likes dancing
H. I. (15-year-old boy)	Heart	Because he likes to love/be loved
K. O. (13-year-old girl)	Heart	Because she likes to love/be loved
D. E. (13-year-old girl)	Leg	She likes to do exercises
Facilitator	Heart	Because she likes to love/be loved
N. L. (14-year-old boy)	Hand	Because his manual dexterity is good
B. K. (15-year-old boy)	Hand	Because he would like to have good manual
J. K. (15-year-old girl)		dexterity
Group Leader		

#### Egg-flying machine

In small groups. To create a machine that if we drop an egg from 1 meter height, then the egg should not break. Creative task. Available accessories: straw, paper, Scotch tape, scissors, coloured chalk and pencil for decoration.

#### 1.group

#### Egg-flying - RAFT

During planning K. Á. (13-year-old girl) and D. E. (13-year-old girl) stayed passive. The girls were also carried away by B. K.'s (15-year-old boy) enthusiasm. B. K. (15-year-old boy) entrusted them with tasks, so that they could feel themselves useful. We made a raft-base, the a nest from straw and the bag of straw. In addition we made a pipe from paper glued with Scotch tape. Raft, nest on it, then paper pipe on it. Stable fixation. We lowered the egg from  $1 \text{ m} \rightarrow \text{it}$  did not break! The small group members were very proud, it was a sense of achievement.

# 2.group

### Egg-flying - ROCKET

Rocket-shaped paper frame. The bottom of the rocket was lined with straw, and in it there was the egg. In the bottom of the rocket there were curved straws fixed, so there was proper flexibility. They actively participated in the planning and the preparation. During the presentation they were very proud, and they were excited from the success.

#### 3.group

# Egg-flying- PARACHUTE

B. M. (13-year-old girl) and J. K. (15-year-old girl) took aback from the task, but seeing the skills and positive approach of Facilitator and N. L. (14-year-old boy), they helped to do it. During the presentation they were watching the successful flight with pride.

# Summary:

After watching all three presentations, the group members changed from the initial competing to common pride. Everyone found the other's solution clever, and real team spirit prevailed. In such extent that the combined the 3 work: the raft became the carrier, the shooting station of the rocket and the landing course of the parachute.

Creating egg-flying machine in small groups: very creative and imaginative works were born, the groups works together in a democratic and enthusiastic way, even the shyer ones could be involved in the common work.

#### Pointing at the board game

For the external expression of moods and attitudes. They liked the game very much despite that the group members could not express the differences among the feelings properly. They liked very much when it came to the team members. The children had exemplary behaviour and they got a picture from certain individual behaviours and feelings of different ways of expression.

IV. group/4. occasion

2007.

# NORMS AND GUIDELINES

Personal frames: Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

#### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

VALUE		
(They dictated the values- which	HOW MUCH WAS IT SOLD	WHO BOUGHT IT
they considered important- in	FOR	
such sequence)		
FAME	10	
HOUSE	85	
WORKPLACE	30	
FAMILY	115	
MONEY	25	
LIFE	50	
EQUIPMENTS FOR THE	100	
HOUSE	100	
CAR	30	
MOTOR	190	
FOODSTUFF, FOOD	20	
ALCOHOL, DRINK	10	
TELEPHONE	15	
AFFECTION	120	
SEX	130	
PLEASURE	60	
SPORT	25	
KIND-HEARTED	60	
TV	5	
HOLIDAY, TRAVELLING	5	
HOME CINEMA	40	
LAUGHING	40	
WOMAN	10	
FRIENDSHIP	85	
SINCERITY	110	
ART TREASURE	0	
TRUST	70	
PERSISTENCE	60	
FIRE EXTINGUISHER	5	
OUR SENSORY ORGANS	30	
LIMBS	5	
CLOTHING	35	
HEALTH	40	

SLEEPING	45	
NATURALISM	40	
GOOD INNER QUALITIES	20	
CLEVERNESS	20	
PEACEFUL NATURE	10	
MARRIAGE	40	
BRAVERY	5	
JUSTICE	25	
EQUALITY	45	
RADIATOR	0	
CHILD	70	
BEAUTY	10	
PEACE	5	
SAFETY	25	
FIDELITY	50	
LOVE	35	
PARENT	20	
LEARNING	15	
BUSINESS	10	

# **THE SEQUENCE:**

- 1. MOTOR-190
- 2. SEX-130
- 3. AFFECTION-120
- 4. FAMILY-115
- 5. SINCERITY-110
- 6. EQUIPMENTS-100
- 7. HOUSE- 85
- 8. FRIENDSHIP-85
- 9. TRUST-70
- 10. CHILD- 70
- 11. PLEASURE- 60
- 12. PERSISTENCE- 60
- 13. KIND HEARTED- 60
- 14. FIDELITY- 50

From the set up list the group members had the possibility to choose the 3 most important. (several of them indicated that they would have liked to buy a lot more.) The results of the selection:

NAME	1.	2.	3.
N. I. (18-year-old boy)	trust	affection	Sincerity
P. L. (17-year-old boy)	fidelity	trust	Family
T. T. (17-year-old boy)	life	motor	Affection
L. N. (17-year-old girl)	trust	affection	Family
B. E. (18-year-old girl)	sincerity	family	Affection
Sz. É. (16-year-old	trust	fidelity	Sincerity
girl)			
Co-group leader	affection	sincerity	trust

These are the REAL values for them.

In many cases the house appeared as a symbol. At our request they explained that the house maens safety, family, future and the life itself.

# Bumper Sticker Practice (in 2 small groups)

Purpose: to create such slogans which raise awareness of the own community and values of childrensuch as stickers on the cars. In 3 small groups.

I. group	II. group
If you would like, I won't have you on.	It's not good to be alone!
Friendship is the most important in the world!	I am friendly, come and reverse in me!
I am always hungry, but I will leave some for	Do you know what it was like?
you too!	
I like the beer but I disdain alcoholics.	It is good to be with my loved ones! 😊
I you are hungry I will give you food and I will	Joy is the biggest happiness.
not wait for gratitude in return!	
If you like your workplace don't quip the boss!	Live healthily!
I am faithful.	Don't hurt the elders! 😊
My sincerity is my biggest virtue.	Don' disdain the smaller ones!
I am a family man!	Women have to be loved! (the men too!)
I love sex, just scream!	I am happy about my limbs!
My favourite sport is sleeping	We are equal!
I am kind-hearted, if you need I'll give you	I couldn't' live without music.
cigarette!	
I am kind-hearted, if you need I'll give you	Music makes me complete.
cigarette!	
I like, if there are children around me!	I will love my family, if I have.
I love my clothing.	I V Motors!
I love life, take care of me!	Be honest, I am honest with you too!
Watch out! Baby is in the car!	I love you, don't make any foolish things!
I am a brave child.	Peace be with you!
I you are a child: play with me!	Be my friend, not my enemy!
I am able to date!	Trust me, please!
I do belly dance, come on, I'll teach you too!	From the front or back?
Just tell me and I'll jump!	I want children !
Beauty queen!	Small children are loveable.
I am kind-hearted come and hitchhike!	The journey is long
I am a kitchen fairy!!!	Come on girls, I am free!
I am honest, I don't lie!	The world is for businessmen!
I like persistence within the group.	I like eating!
Love is the most important in life.	I am afraid to love! Help me!
Peace be with you!	I love you, because you love me too!
I am ambitious and hardworking, so that's why I	Money doesn't make you happy!
work at nights too. (if I have to)	
I am looking for a partner! I cook, wash and	I am collecting for a house!
clean!	
Taste my cooking, you will suffice sooner or	Trust so that I can trust!
later.	
I you like your workplace, drive carefully!	You only have one family, take care of them!
I like to bake, if you like I will bake for you.	I become attached with you easily, don't take
	advantage of it!
I leave you the money, because you handle it	I like the policemen if they protect us.
wisely.	Lom on ANCEL!
I like the long-suffering people, I am one of them	I am an ANGEL!
them.	

Watch out I'm a married man!	I like it, when we are honest and open with each other within the group.
I am sporty and patient!	Tell me your secret, because I'll keep it!
I share with you what I have. Do you share it	
with me what you have?	

# Controlled talk about the learnt inability

Facilitator told about the research with the dog, and we discussed the results of it. (a dog which jumped over a draught-screen with current below his feet. Then in both sides current was led below the feet. This time the dog did not jump it was only sitting helplessly and howled.) According to the group member's claim they do not know such person. By the end of the talk several of them were nodding.

# Bottle post (to Rumcájsz, the hermit of the uninhabited island)

Rumcájsz is an educated, helpless man, who lives with the lonely island in a symbolised way, since he has done nothing for welfare, he is lonely and alone, and he only whines from the pain. Task: To write letter in bottle post, which Rumcáisz will receive

Task: To write letter in bottle post, which Rumcájsz will receive.

 $\rightarrow$  what can YOU do so that Rumcájsz will not be a hermit anymore in life? Everyone wrote their message, which we collected in a vessel in the centre, on which Rumcájsz was sitting, who was presented by a teddy bear. The vessel went around everyone took one out, and read it loudly. Then he/she also shared the advice with the group and how he/she felt if that advice could help his/her own life or not.

Who got it	message	parallel
P. L. (17-year-old boy)	Only because the majority of	He would need this kind of
	society does not think this, it does	strengthening many times, since he
	not mean you are not valuable,	has only little self-confidence and he
	you have everything which you	often feels that.
	need to welfare.	
T. T. (17-year-old boy)	I miss you from the community.	It made him think: He really often
		misses from the community, because
		he always ride a motorbike.
L. N. (17-year-old girl)	Strength, ability, will: It is all in	That is what he exactly needs. For
	you, just trust yourself. You are	such strengthening.
	not alone.	
Facilitator	Don't be "üüüü", trust yourself.	This message did not accidentally
		find him, he should have trusted in
		himself much more.
B. E. (18-year-old girl)	I would like to help	He would be glad, if someone helped
		him.
Sz. É. (16-year-old girl)	I will buy a flat and get a job. I	That is good.
	will help you.	
N. I. (18-year-old boy)	Nobody hurts you, dare to live.	He puts this message away.
Boy Authentic helper	You should try to trust	Maybe, he should really try it
Co-group leader	I would like to help if you accept	To accept help, it is often a hard task.
	it.	

Messages to Rumcájsz:

#### Closing: Strengthening star

(Every group member stood up one by one. They hand in their hands to the centre and tell what they take from the diary. The next one puts his/her hand on the first one's hand, and so on..)

L. N. (17-year-old girl): I can be here Sz. É. (16-year-old girl): the whole thing it was very good N. I. (18-year-old boy): the small group talk in the room T. T. (17-year-old boy): that he arrived P. L. (17-year-old boy): we are together. The group Boy Authentic helper: that I can be with you Facilitator: the whole day Co-group leader: the sincerity.

# Screening film with assessment

Screening the film, Rain man

They liked the film very much, many of them has never seen it. During the assessment it could be seen well, that they understood and felt the difference of the main actor's orientation of values in the beginning and in the end of the film.

V. group/ 4. occasion

2008.

# NORMS AND GUIDELINES

<u>Personal frames:</u> Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

After the arrival of the team to the children's home

#### Arriving circle

**K. P. (18-year-old boy):** During the holidays he drank and drank. His average was 4,5 and he is proud of it. He was on school leaver's ball. He spent Christmas at his sister, there were about 40 guests. He travelled to .... to visit his previously mentioned 2 children of his sister, who he has never seen. He brought them presents and introduced himself: "I am your uncle." He also drank in New year's Eve, he was here then.  $\rightarrow$ New Year's wow: he never drinks again.

J. É. (18-year-old girl): She got 2 warnings from the form-master, she got an "unsatisfactory" from biology and she has 6 unjustified lessons. She was not at school for one day, but she indicated that she would bring the justification for the following day. The teacher told her that he did not care, since he had already written the unjustified lessons in the diary. Nobody told him that he had to go to the school leaver's ball, so she got a warning from the form-master. She answered the teacher's question from biology in from master lesson and she got an "unsatisfactory". She felt it was unfair, and she called her guardian, who asked her to turn over the phone to the form master. The guardian was speaking with the from-master for half an hour. At the end of the conversation he was nervous and uneasy. At the end of the lesson he sent everyone from the class- except her. He told her that: "I know, that you live in state care, and that your soul is hurt and blah – blah... the teacher justified the 6 unjustified lessons, and since then he has not dared to hear the lesson from her, and in the first time of her life he treated her nicely. She visited her real mother with his brother and love at Christmas. Her love did not go there with him. Her mother is very unassuming. Her mother told her that "you're a bitch", she also bawled her brother out, "she doesn't have the right, since she wasn't the one, who raised her". She feels sorry for her little brother, who speaks gypsy to her, but she J. É. (18-year-old girl) told him that she did not understand him. R. F. (16-year-old boy). "can you tell her that mommy??" "No, I don't know how to call her..." Otherwise she feels fine and she told the whole story laughing.

**F. K. (17-year-old girl):** her brother came home from Italy and spent the holidays with her. It was very good. She went out without permission, and soon warrant was issued against her, but then she called her guardian and reassured him that she was fine and told him where she was and she would be back by the evening. She got a lot of presents and waited for us to come. She talked a lot. C

**P. T. (16-year-old boy):** he got an FA- set and a Morocco game for Christmas, but he broke it, He will fail from music, despite he was copying the music exercise book for a week. He will get a scholarship, he asked the form-master to convince the singing-master to let him sing to correct his grades. He had a party on New Year's Day. He met K. P. (18-year-old boy) at half past four in the morning, who was very drunk and who was looking for his coat, which was taken by someone. P. T. (16-year-old boy) saw that K. P.'s (18-year-old boy) coat was taken, but he did not care..

**B. Gy. (17-year-old girl):** she did not want to spend the Christmas with her siblings, so she lied to them. It was good to be on the celebration in ÁGOTA, that was the best. She got a mule, she was very happy about it. She spent the New Year's Eve in the institute, she waited for us to come.

**G. Cs. (17-year-old girl):** she was in ÁGOTA on the celebration, that was very good and he was glad. There was bad thing too: a girl messed things up for her, and several of them wanted to beat her, and

they also wagged their fingers at her. However G. Cs. (17-year-old girl) did not let her, and protected herself ALONE. She did not let her girlfriend either to protect her, because she wanted to arrange things for her. That happened. It was bad for her, that when she started to cry because of her anxiety, P. T. (16-year-old boy) laughed at her. She also said it in P. T.'s (16-year-old boy) eyes.

**R. F. (16-year-old boy):** Christmas was very nice, it has never been so nice before. The French fries was hot and tasteful and crispy at the dinner. they made present for all the teachers at school. They were on a celebration in ...., where they saw L.L. Junior. They were on a celebration in ÁGOTA Foundation that was the best. On Christmas day, after the celebration he did not run up for the presents, because he has already given it up. On New Year's Day God looked down on him, because he could go to party. Hw waited for us to come.

**K. J. (17-year-old boy):** everything was o.k., ha went to party on New Year's day. He got an AXE package for Christmas. (During the break he said to Boy Authentic Helper: "Everything was very bad inside.")

**D. L. (17-year-old girl):** she will have a disciplinary at school. In the lesson they can make Christmas presents, and she would have liked to sew grip gloves. She asked the teacher to help, who went to her and sewed one of the gloves for her, then left her to do the other one. D. L. (17-year-old girl) asked her to help. She asked her several times. The teacher told her that D. L. (17-year-old girl) wants her to do it, and she kept saying it until a point when D. L. (17-year-old girl) quipped for her. As a result she will have a disciplinary. During the debate the teacher told her such things that everyone in the class is afraid of her. Christmas was good, although they did not want to let her out to her family because of the disciplinary. The holidays went well..

# (When she asked the teacher to help, she did what we taught to her. To ask for help...)

**Girl Authentic helper:** now first time in her life, she did not spend the Christmas alone and it was very good. The New Year's Eve was also good. Her exams soon start. She really waited for us to come., otherwise everything is fine around her.

**Co-group leader:** in the last long period, he worked a lot and he managed to make things right. He is glad that he can be here.

**Boy Authentic helper:** Christmas was good, he was not alone, and he had a party on New Year's Day too. Her exams start too. He broke up with his girlfriend. He waited us to come.

**Group Leader:** holidays were all right, he waited for it to end. He played a lot with his younger brothers, he sledged. Exams star, he spent a whole day watching matches. He really waited us to be here.

#### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

VALUE (They dictated the values- which they considered important- in such sequence)	HOW MUCH WAS IT SOLD FOR	WHO BOUGHT IT
TRUST	140	G. CS. (17-YEAR-OLD
		GIRL)
AFFECTION	150	F. K. (17-YEAR-OLD
		GIRL)
SINCERITY	150	BOY AUTHENTIC
		HELPER
ONE DROP OF HOPE	100	P. T. (16-YEAR-OLD BOY)
LOVE	210	J. É. (18-YEAR-OLD GIRL)
PERSISTENCE	130	GIRL AUTHENTIC
		HELPER
HUG	50	B. GY. (17-YEAR-OLD
		GIRL)

GIVING ALD         70         B. GY, (17-YEAR-OLD GRL)           INDEPENDENCE         100         CO-GROUP LEADER           RESPECT         80         P. T. (16-YEAR-OLD BOY)           PLEASURE         50         GROUP LEADER           SOLIDARITY         30         P. T. (16-YEAR-OLD BOY)           CHILD         80         K. P. (18-YEAR-OLD BOY)           CHILD         80         K. P. (16-YEAR-OLD BOY)           CHERFULNESS         30         R. F. (16-YEAR-OLD BOY)           CHERFULNESS         50         CO-GROUP LEADER           ORGANISATIONAL SKILL         40         R. F. (16-YEAR-OLD BOY)           GOOD ADVICE         30         G. G. (17-YEAR-OLD BOY)           GOOD ADVICE         30         G. G. (17-YEAR-OLD BOY)           GOOD ADVICE         30         B. GY. (17-YEAR-OLD BOY)           TEACHING         20         BOY AUTHENTIC           HELPER         FRIENDSHIP         50         K. P. (18-YEAR-OLD BOY)           TEACHING         30         G. CS. (17-YEAR-OLD BOY)           CONSIDERATION         30         K. P. (18-YEAR-OLD BOY)           RELIABILITY         50         K. P. (18-YEAR-OLD BOY)           NISTINCT         30         K. P. (16-YEAR-OLD BOY)	GIVING AID	70	D CV (17 VEAD OLD
INDEPENDENCE100CO-GROUP LEADERRESPECT80P. T. (16-YEAR-OLD BOY)PLEASURE50GROUP LEADERSOLIDARITY30P. T. (16-YEAR-OLD BOY)CHILD80K. P. (18-YEAR-OLD BOY)CHILD80R. F. (16-YEAR-OLD BOY)CHILD140D. L. (17-YEAR-OLD BOY)CHERFULNESS50CO-GROUP LEADERORGANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)GOODNESS30G. C. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)WISDOM40GRIL AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)CONSIDERATION30G. C.S. (17-YEAR-OLD BOY)OCARING30K. P. (18-YEAR-OLD BOY)CALMNESS/CALM15R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER50K. J. (17-YEAR-OLD BOY)SELF-CONTROL/SELF-50K. J. (17-YEAR-OLD BOY)POSESSION	GIVING AID	70	
RESPECT         80         P. T. (16-YEAR-OLD BOY)           PLEASURE         50         GROUP LEADER           SOLIDARITY         30         P. T. (16-YEAR-OLD BOY)           CHILD         80         K. P. (18-YEAR-OLD BOY)           CHILD         80         K. P. (18-YEAR-OLD BOY)           GROUP LEADER         GIRL)         GIRL)           WARMNESS         30         R. F. (16-YEAR-OLD BOY)           CHEERFULNESS         50         CO-GROUP LEADER           ORGANISATIONAL SKILL         40         R. F. (16-YEAR-OLD BOY)           GOOD ADVICE         30         B. GY. (17-YEAR-OLD GIRL)           GOOD ADVICE         30         B. GY. (17-YEAR-OLD GIRL)           WISDOM         40         GIRL AUTHENTIC           HELPER         FRIENDSHIP         50         K. P. (18-YEAR-OLD BOY)           TEACHING         20         BOY AUTHENTIC           HELPER         GONSIDERATION         30         G. CS. (17-YEAR-OLD BOY)           CONSIDERATION         30         K. P. (18-YEAR-OLD BOY)           CARING         30         K. P. (18-YEAR-OLD BOY)           DEVOTION         20         BOY AUTHENTIC           HELPER         GIRL)         GIRL           CALINESS	INDEPENDENCE	100	
PLEASURE       50       GROUP LEADER         SOLIDARITY       30       P. T. (16-YEAR-OLD BOY)         CHILD       80       K. P. (18-YEAR-OLD BOY)         FAMILY       140       D. L. (17-YEAR-OLD BOY)         WARMNESS       30       R. F. (16-YEAR-OLD BOY)         CHEERFULNESS       50       CO-GROUP LEADER         ORGANISATIONAL SKILL       40       R. F. (16-YEAR-OLD BOY)         GOOD ADVICE       30       G. CS. (17-YEAR-OLD GIRL)         GOOD ADVICE       30       G. CS. (17-YEAR-OLD BOY)         GOOD ADVICE       30       B. GY. (17-YEAR-OLD BOY)         GOOD ADVICE       30       B. GY. (17-YEAR-OLD BOY)         TEACHING       20       BOY AUTHENTIC         HELPER       FRIENDSHIP       50       K. P. (18-YEAR-OLD BOY)         TEACHING       20       BOY AUTHENTIC         HELPER       GIRL)       GIRL)         RELIABILITY       50       K. P. (18-YEAR-OLD BOY)         CARING       30       R. F. (16-YEAR-OLD BOY)         OCONSIDERATION       20       BOY AUTHENTIC         HELPER       10       R. F. (16-YEAR-OLD BOY)         CARING       30       K. P. (18-YEAR-OLD BOY)         SESUE-CONTROL/SELF- <td></td> <td></td> <td></td>			
SOLIDARITY30P. T. (16-YEAR-OLD BOY)CHILD80K. P. (18-YEAR-OLD BOY)FAMILY140D. L. (17-YEAR-OLD BOY)GRANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)CHEERFULNESS50CO-GROUP LEADERORGANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)GOOD ADSS30G. CS. (17-YEAR-OLDGOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPERGIRL)GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)ONSIDERATION30G. CS. (17-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER15R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER50K. J. (17-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)AGGTA45R. F. (16-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)AGGTA45R. F. (16-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY)AGGTA45R. F. (16-YEAR-OLD BOY)AGGTA45R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20BOY (1	L		· · · · · · · · · · · · · · · · · · ·
CHILD80K. P. (18-YEAR-OLD BOY)FAMILY140D. L. (17-YEAR-OLD GIRL)WARMNESS30R. F. (16-YEAR-OLD BOY)CHEERFULARESS50CO-GROUP LEADERORGANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)GOODNESS30G. C.S. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD OGIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPERGIRL)GIRL)RELLABILITY50K. P. (18-YEAR-OLD BOY)CARING30G. C.S. (17-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER50K. J. (17-YEAR-OLD BOY)SELF-CONTROL/SELF-50K. J. (17-YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100G. C. (17-YEAR-OLD BOY)<			
FAMILY140D. L. (17-YEAR-OLD GIRL)WARMNESS30R. F. (16-YEAR-OLD BOY)CHEERFULNESS50CO-GROUP LEADERORGANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)GOODNESS30G. CS. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)WISDOM40GIRL AUTHENTIC HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD BOY)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-			
WARMNESS30R. F. (16-YEAR-OLD BOY)CHEERFULNESS50CO-GROUP LEADERORGANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)GOODNESS30G. CS. (17-YEAR-OLD BOY)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)WISDOM40GIRL AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)TEACHING30G. CS. (17-YEAR-OLD BOY)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER50K. J. (17-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)PANTHERGIRL)GIRL)RIGHT DECISION20BOY AUTHENTICHELPER10F. K. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY) <td></td> <td></td> <td></td>			
CHEERFULNESS50CO-GROUP LEADERORGANISATIONAL SKILL40R. F. (16-YEAR-OLD BOY)GOODNESS30G. CS. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)WISDOM40GIRL AUTHENTICHELPER50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPERGIRL)GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30G. CS. (17-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER15R. F. (16-YEAR-OLD BOY)OKALNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF-50K. J. (17-YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY)ANARCHY100F. K. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTICHELPER10R. G. (17-YEAR-OLD GIRL)OPENNESS			
ORGANISATIONAL SKILL       40       R. F. (16-YEAR-OLD BOY)         GOODNESS       30       G. CS. (17-YEAR-OLD GIRL)         GOOD ADVICE       30       B. GY. (17-YEAR-OLD GIRL)         WISDOM       40       GIRL AUTHENTIC HELPER         FRIENDSHIP       50       K. P. (18-YEAR-OLD BOY)         TEACHING       20       BOY AUTHENTIC HELPER         CONSIDERATION       30       G. CS. (17-YEAR-OLD BOY)         RELIABILITY       50       K. P. (18-YEAR-OLD BOY)         OKARNG       30       G. CS. (17-YEAR-OLD BOY)         CARING       30       G. CS. (17-YEAR-OLD BOY)         RELIABILITY       50       K. P. (18-YEAR-OLD BOY)         CARING       30       G. CS. (17-YEAR-OLD BOY)         DEVOTION       20       BOY AUTHENTIC         HELPER       BOY AUTHENTIC       HELPER         CALMNESS/CALM       15       R. F. (16-YEAR-OLD BOY)         SELF-CONTROL/SELF-       50       K. J. (17-YEAR-OLD BOY)         POSSESSION       30       K. J. (17-YEAR-OLD BOY)         AGOTA       45       R. F. (16-YEAR-OLD BOY)         AGOTA       45       R. F. (16-YEAR-OLD BOY)         NARCHY       100       F. K. (17-YEAR-OLD BOY)	WARMNESS	30	R. F. (16-YEAR-OLD BOY)
GOODNESS30G. CS. (17-YEAR-OLD GIRL)GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)WISDOM40GIRL AUTHENTIC HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD BOY)RELIABILITY50K. P. (18-YEAR-OLD BOY)ORARING30K. P. (18-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESION50K. J. (17-YEAR-OLD BOY)POSSESION30K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)PANTHER0GIRL)RELATION30K. J. (17-YEAR-OLD BOY)SOUL CARE10R. F. (16-YEAR-OLD BOY)RELATION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)OPENNESS	CHEERFULNESS	50	CO-GROUP LEADER
GOOD ADVICE30B. GY. (17.YEAR-OLD GRL)GOOD ADVICE30GIRL AUTHENTIC HELPERWISDOM40GIRL AUTHENTIC HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)OCARING30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17.YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17.YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)PANTHER CALMINES30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)RIGHT DECISION20B. GY. (17.YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17.YEAR-OLD GIRL)NATURE PROTECTION20B. GY. (17.YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17.YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17.YEAR-OLD GIRL)FORGIVENESSFORGIVENESSFORGIVENESS40GIRL AUTHENT	ORGANISATIONAL SKILL	40	R. F. (16-YEAR-OLD BOY)
GOOD ADVICE30B. GY. (17-YEAR-OLD GIRL)WISDOM40GIRL AUTHENTIC HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD BOY)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30G. CS. (17-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ÁGOTA45R. F. (16-YEAR-OLD BOY)ÁGOTA45R. F. (16-YEAR-OLD BOY)ÁGOTA45R. F. (16-YEAR-OLD BOY)ÁGOTA20BOY AUTHENTIC HELPERLOVE OF ANIMALS20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	GOODNESS	30	
GIRLGIRLWISDOM40GIRL AUTHENTIC HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD BOY)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)MARCHY100F. K. (17-YEAR-OLD BOY)BOBY, THE PLUSH PANTHER10F. K. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)OPENNESS			,
WISDOM40GIRL AUTHENTIC HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)BOBY, THE PLUSH PANTHER10F. K. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)SOUL CARE10R. F. (16-YEAR-OLD BOY)MATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)OPENNESS	GOOD ADVICE	30	
HELPERFRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTICHELPER0GCS. (17-YEAR-OLD GIRL)CONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPERHELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPERGIRL)GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTICHELPER10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTICHELPER40GIRL AUTHENTIC			,
FRIENDSHIP50K. P. (18-YEAR-OLD BOY)TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)PREEDOM30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)REIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTICHELPER40GIRL AUTHENTIC </td <td>WISDOM</td> <td>40</td> <td></td>	WISDOM	40	
TEACHING20BOY AUTHENTIC HELPERCONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)MELPER30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20BOY. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER		~0	
HELPERCONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (16-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)FREEDOM30K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. C. S. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. C. S. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
CONSIDERATION30G. CS. (17-YEAR-OLD GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30R. F. (18-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)FREEDOM30K. J. (17-YEAR-OLD BOY)BOBY, THE PLUSH PANTHER10F. K. (16-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RELATION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. C.S. (17-YEAR-OLD GIRL)OPENNESS	TEACHING	20	
GIRL)RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF-50K. J. (17-YEAR-OLD BOY)POSSESSION99ANARCHY100K. J. (17-YEAR-OLD BOY)FREEDOM30K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)PANTHER0F. K. (16-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD BOY)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLDOPENNESSREGRET30GIRL AUTHENTICHELPER10GIRL AUTHENTICHELPER10GIRL AUTHENTICHUMOUR10G. CS. (17-YEAR-OLDOPENNESSREGRET30G. CS. (17-YEAR-OLDORL)GIRL)GIRL)FORGIVENESS40GIRLAUTHENTICHELPERHUPENENHELPER		20	
RELIABILITY50K. P. (18-YEAR-OLD BOY)CARING30K. P. (18-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPER15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF-50K. J. (17-YEAR-OLD BOY)POSSESSIONNAARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)PANTHERGIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPERUOVE OF ANIMALS20SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)OPENNESS	CONSIDERATION	30	
CARING30K. P. (18-YEAR-OLD BOY)INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTICHELPERAUTHENTICCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)POSSESSIONNARCHY100K. J. (17-YEAR-OLD BOY)FREEDOM30K. J. (17-YEAR-OLD BOY)ANARCHY100F. K. (16-YEAR-OLD BOY)POSSESSION30K. J. (17-YEAR-OLD BOY)AGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)PANTHERGIRL)GIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTICHEALTH10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTIC	DELIARII ITV	50	,
INSTINCT30R. F. (16-YEAR-OLD BOY)DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)GREDOM30K. J. (17-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)BOBY, THE PLUSH10GIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)MATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)NATURE PROTECTION20GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
DEVOTION20BOY AUTHENTIC HELPERCALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)FREEDOM30K. J. (17-YEAR-OLD BOY)ÅGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)BOBY, THE PLUSH10GIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
CALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)POSSESSION			
CALMNESS/CALM15R. F. (16-YEAR-OLD BOY)SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)ÁGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20BOY AUTHENTICHEALTH10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTICHELPER10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTICHELPER10GIRL LOTHENTICHELPER10G. CS. (17-YEAR-OLD GIRL)HUMOUR10G. CS. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTIC </td <td>DEVOTION</td> <td>20</td> <td></td>	DEVOTION	20	
SELF-CONTROL/SELF- POSSESSION50K. J. (17-YEAR-OLD BOY)ANARCHY100K. J. (17-YEAR-OLD BOY)FREEDOM30K. J. (17-YEAR-OLD BOY)ÅGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLD BOY)PANTHER0GIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTICHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTICHELPER40GIRL AUTHENTIC	CALMNESS/CALM	15	
POSSESSIONImage: Constraint of the second secon			
FREEDOM30K. J. (17-YEAR-OLD BOY)ÁGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH10F. K. (17-YEAR-OLDPANTHER0F. K. (17-YEAR-OLD BOY)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTICHELPER10R. F. (16-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTICHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
ÁGOTA45R. F. (16-YEAR-OLD BOY)BOBY, THE PLUSH PANTHER10F. K. (17-YEAR-OLD GIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	ANARCHY	100	K. J. (17-YEAR-OLD BOY)
BOBY, THE PLUSH PANTHER10F. K. (17-YEAR-OLD GIRL)RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	FREEDOM	30	K. J. (17-YEAR-OLD BOY)
PANTHERGIRL)RELATION30K.J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADER GIRLSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	ÁGOTA	45	R. F. (16-YEAR-OLD BOY)
RELATION30K. J. (17-YEAR-OLD BOY)RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	BOBY, THE PLUSH	10	F. K. (17-YEAR-OLD
RIGHT DECISION20BOY AUTHENTIC HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
HELPERLOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER		30	
LOVE OF ANIMALS20F. K. (17-YEAR-OLD GIRL)SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	RIGHT DECISION	20	
SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
SOUL CARE10R. F. (16-YEAR-OLD BOY)NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	LOVE OF ANIMALS	20	
NATURE PROTECTION20B. GY. (17-YEAR-OLD GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER		10	· · · · · · · · · · · · · · · · · · ·
HEALTH10GIRL)HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
HEALTH10CO-GROUP LEADERSPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	NATURE PROTECTION	20	
SPORT30GIRL AUTHENTIC HELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER		10	,
HUMOURHELPERHUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER			
HUMOUR10G. CS. (17-YEAR-OLD GIRL)OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	SFORT	50	
OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	HUMOUR	10	
OPENNESSREGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	nemour	10	
REGRET30G. CS. (17-YEAR-OLD GIRL)UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	OPENNESS		
GIRLUNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER		30	G. CS. (17-YEAR-OLD
UNDERSTANDING25B. GY. (17-YEAR-OLD GIRL)FORGIVENESS40GIRL AUTHENTIC HELPER	-		
FORGIVENESS40GIRL AUTHENTICHELPER1000000000000000000000000000000000000	UNDERSTANDING	25	
FORGIVENESS 40 GIRL AUTHENTIC HELPER			
	FORGIVENESS	40	,
SURPRISE(THE ABILITY25K. P. (18-YEAR-OLD BOY)			HELPER
	SURPRISE(THE ABILITY	25	K. P. (18-YEAR-OLD BOY)

TO JOY)		
INTIMACY	20	B. GY. (17-YEAR-OLD
	20	GIRL)
KNOWLEDGE(LEARNING)	20	K. P. (18-YEAR-OLD BOY)
IMAGINATION, FANTASY	30	K. J. (17-YEAR-OLD BOY)
MY DREAMS, GOALS	95	D. L. (17-YEAR-OLD BOY)
STRENGTHENING	25	BOY AUTHENTIC
		HELPER
SECURITY	45	CO-GROUP LEADER
K. P. (18-YEAR-OLD	30	B. GY. (17-YEAR-OLD
BOY)ASSERTIVENESS		GIRL)
GOOD MEMORIES	80	R. F. (16-YEAR-OLD BOY)
STUBBORNNESS	25	D. L. (17-YEAR-OLD
		GIRL)
BAD MEMORIES	30	F. K. (17-YEAR-OLD
		GIRL)
WILL POWER	40	F. K. (17-YEAR-OLD
		GIRL)
SENSIBILITY	40	J. É. (18-YEAR-OLD GIRL)
THE ABILITY TO	30	P. T. (16-YEAR-OLD BOY)
DISCERNMENT		
CURIOSITY	25	BOY AUTHENTIC
		HELPER
		1

# THE FIRST TEN MOST IMPORTANT VALUES:

1.	LOVE	210
2.	AFFECTION, SINCERITY	150
3.	TRUST, FAMILY	140
4.	PERSISTENCE	130
5.	SEPARATENESS, ANARCHY, A DROP OF HOPE	100
6.	MY DREAMS, AIMS	95
7.	CHILD, RESPECT, GOOD MEMORIES	80
8.	GIVING AID	70
9.	HUG, FRIENDSHIP, PLEASURE, CHEERFULNESS, RELIABILITY, SELF- CONTROL	50
10.	SAFETY, ÁGOTA	45

**5 minutes break, in which K. J. (17-year-old boy) gets a task: to give presentation of anarchy!** It turned out that the only thing he knows of anarchy that there you can do anything. We told him what it really means. Then he did not want it to be among the values, so he pulled it off from the list by himself.

	WHAT DID HE/SHE BUY?	WHY DID HE/SHE BUY THAT?	THE 3 MOST IMPORTANT in sequence.
GIRL AUTHENTI C HELPER D. L. (17-	PERSISTENCE, WISDOM, SPORT, FORGIVENESS FAMILY, MY DREAMS-	I have these, but it's good to have more of these. She needs wisdom very much. She would really like a family. She	1. MY DREAMS- AIMS 2. TRUST 3. SINCERITY 1. SINCERITY
YEAR- OLD GIRL)	GOALS, STUBBORNNESS	is stubborn, and her dreams are really important.	<ol> <li>LOVE</li> <li>FRIENDSHIP</li> </ol>
CO-GROUP LEADER	INDEPENDENCE, JOY, CHEERFULNESS, HEALTH, SECURITY	He has a part of these, and recently he has felt that he would need much more joy and cheerfulness, that's why he bought them.	<ol> <li>AFFECTION</li> <li>SAFETY</li> <li>HEALTH</li> </ol>
F. K. (17- YEAR- OLD GIRL)	LOVE, LOVE OF THE ANIMALS, BOBY, WILL POWER, BAD MEMORIES	She insists on the bad memories, because they help her not to commit these.	<ol> <li>AFFECTION</li> <li>TRUST</li> <li>ÁGOTA</li> </ol>
J. É. (18- YEAR- OLD GIRL)	LOVE, SENSIBILITY	There is everything in love: respect, love, devotion, caring, attention, she is not lonely She's quite sensible.	<ol> <li>HEALTH</li> <li>FAMILY</li> <li>SOLIDARITY</li> </ol>
P. T. (16- YEAR- OLD BOY)	RESPECT, SOLIDARITY, THE ABILITY TO DISCERNMENT	He has respect, but sometimes he needs more. He has the ability to discernment, the solidarity is what he misses very much.	<ol> <li>CHILD</li> <li>MY DREAMS- AIMS</li> <li>STRENGHTENIN G</li> </ol>
R. F. (16- YEAR- OLD BOY)	WARMNESS, ORGANISATIONAL SKILL, INSTINCT, ÁGOTA, SOUL CARE, CALMNESS, GOOD MEMORIES	These are the ones he has, but he needs them furthermore.	<ol> <li>MY DREAMS- AIMS</li> <li>IMAGINATION, FANTASY ORGANISATION AL SKILL</li> </ol>
B. GY. (17- YEAR- OLD GIRL)	GOOD ADVICE, GIVING AID, HUG, INTIMACY, SELF- CONFIDENCE, UNDERSTANDING, NATURE PROTECTION	We had to explain the intimacy to her but then she needed. she would need more self-confidence and hug.	<ol> <li>AFFECTION</li> <li>SAFETY</li> <li>TRUST</li> </ol>
K. J. (17- YEAR- OLD BOY)	SELF-CONTROL, ANARCHY, RELATIONSHIP, FREEDOM, IMAGINATION- FANTASY	HE PULLED ANARCHY OFF FROM EVERYWHERE WITH A PEN IN HIS HAND!	<ol> <li>SINCERITY</li> <li>WISDOM</li> <li>RELATION</li> </ol>
BOY AUTHENTI C HELPER	SINCERITY, TEACHING, DEVOTION, RIGHT DECISION, STRENGTHENING, CURIOSITY	he would also like to teach, he often needs right decision, and strengthening. Curiosity helps him be brave.	<ol> <li>SINCERITY</li> <li>PERSISTENCE</li> <li>SAFETY</li> </ol>
G. CS. (17- YEAR- OLD GIRL)	TRUST, GOODNESS, ATTENTION, HUMOUR, REGRET	She has all these, but it's good to have more of these.	<ol> <li>SAFETY</li> <li>SINCERITY</li> <li>AFFECTION</li> </ol>

K. P. GIRL)	CHILD, FRIENDSHIP,	These are the most important in her	1.	FREEDOM
	RELIABILITY, CARING,	life. She is reliable, she doesn't	2.	LOVE
	SURPRISE,	have friends here. To care with	3.	FAMILY
	KNOWLEDGE	others. Knowledge is the base to		
		have job and life.		

# The values of my home

After the ideal children's home game, we were talking about their opinion about the children's home. What is positive now and what is negative.

The values of my home	What is not good
Shelter	Food is not good enough
Safety	A lot of injustice
Food	Cooks push the food in front of us
Full board	Adults do not listen to us
Infrastructure	Aggression, beating, knife
Meals	Adults do not protect the children
Toiletries	Little money
Clothing	Disdain
Company	Adult bring their problems
Money	Defencelessness
Learning possibility	Vampires
Work	No support
Music	
TV	
Driving Licence	
Outgoing (with permit)	
Affection	
Acquaintance	
To make friends	
We did not become homeless	
Summer holiday (abroad)	
Collecting money (for getting out)	
Recruitment, life experience	
We became clever	
We can protect ourselves	
To speak nicely	
To integrate into society	
To live in community	
Positive adult sample	
To honour what we get- we will appreciate it in	
life too (each other)	
The significance of the holidays (to keep them)	
To experience creativity sometimes	

There is not really solution for bad things. What we can do is that we learn to adapt and live together with the present conditions. Several of them indicated that they do not know of many possibilities because nobody informs them..  $\rightarrow$  they should ask, go after things, and they should not let themselves to be worked off.

# Bumper sticker practice

	I. group		II. group		III. group
$\odot$	Trust yourself, because	6	Beauty comes from	$\odot$	Knowledge is the father
	you can trust in others!		inside.		of workplace.
$\odot$	Wisdom is the teaching	$\odot$	Help yourself and God	$\odot$	Child is the nicest gift.
	master of life.		will help you too.hu	$\odot$	Give me inspiration!
$\odot$	To love is a good and	$\odot$	I trust in my self since	$\odot$	Respect and honour!
	noble thing.		other trust in me too.	$\odot$	I you organise for others,
$\odot$	I love others, because I	$\odot$	Be happy about others'		that's good, but if others
	am loved too.		joy and you will be		organise for you: that's
$\odot$	Give wings for yourself		happy too!		even better.
_	and you can be free!	$\odot$	Treat others in such a	$\odot$	Don't be stubborn, it
$\odot$	Care with others and		way that you would like		doesn't lead you
	others will care about	0	to be treated.!	0	anywhere!
	you!	$\odot$	Lots of hearts and souls,	$\odot$	Dream bravely and you
$\odot$	Fight for your dream		but there is one aim: the	0	will achieve your aim.
	for which you hold on.		happiness.	$\odot$	Respect others and
$\odot$	Real wisdom comes	$\odot$	Love is the greatest		others will respect you!
	from life.		treasure.	$\odot$	Form the happiness of
$\odot$	Embrace others to give	$\odot$	Make your dreams come		love you will be
	joy!		true and you can achieve		drenched by warmness.
Û	Embrace others so that you can feel the	$\odot$	your goals! Love makes life happy.	$\odot$	Be independent and you will be free!
	warmness of your heart!	0	The ÁGOTA is the	$\odot$	Don't forget: there is a
©	Join with each other and	0	beginning of the creation		drop of hope!
۲	the relationship will be		of a new world.	$\odot$	Don't be afraid of
	also stringer.	$\odot$	Persistence and faith	۲	forgiveness!
$\odot$	Be brave to be in love!	۲	take you forward in life.	$\odot$	Don't forget:
0	Live your life with love,	$\odot$	Life is a gift, which is	٢	relationships must be
Ũ	with openness and	0	full of surprises.		nurtured.
	sincerity, and you will	$\odot$	Don't dream your life	$\odot$	Money makes you
	wake up in a morning	-	but live your life!	-	happy.
	that your dreams have	$\odot$	Health is the greatest	$\odot$	be the prisoner of love
	come true.		treasure, if there is no	$\odot$	Love and others will ove
$\odot$	Trust is half life, but if I		health, and then there is		you.
	am trusted, I could be		nothing.	$\odot$	Be open and others will
	whole.	$\odot$	Keep deep respect in you		open for you.
$\odot$	Don't hurt others since		toward those ones, who	$\odot$	Realise life laughing.
	it would be also painful		really love you.	$\odot$	Be wise and strong.
	to you if you were hurt	$\odot$	Although I am from the	$\odot$	Security is the biggest
	by someone.		ghetto, but I can believe		protection.
$\odot$	Wisdom is the only		and love.	$\odot$	Base your future, so that
	thing which, they can	$\odot$	ÁGOTA is the best:	-	it would be good for you.
	never take away from	0	Push Up Effect!	$\odot$	Laugh and I will laugh
0	you.	$\odot$	Care for yourself don't	0	too!
$\odot$	Family is the nicest	0	be frugal!	$\odot$	Goodness forgives
	thing in life.	$\odot$	Don't hit the child,		everything.
Û	Live all your days as if		because you tread in his/her soul!	$\odot$	God said: Forgive those,
÷	all would be your last. Those are the most		ms/ner sour!	$\odot$	who do wrong.
0	expensive things, which				Keep the good memories, and throw the
	cost nothing at alle.g.				bad ones away, as if you
	kiss, hug, smile				would take off your
	kiss, nug, sinne				clothes.
				$\odot$	Trust in others so that
				Ū	you won't be lonely.
				$\odot$	Family is the child's
				Ũ	patron.
<u>.</u>				•	*

### Controlled talk about the learnt inability

Facilitator told about the research with the dog, and we discussed the results of it. (a dog which jumped over a panel with current below his feet. Then in both sides current was led below the feet. This time the dog did not jump it was only sitting helplessly and howled.) According to the group member's claim they do not know such person. By the end of the talk several of them were nodding.

#### Bottle post

#### (to Dínó, the hermit of the uninhabited island)

Dínó is an educated, helpless man, who lives with the lonely island in a symbolised way, since he has done nothing for welfare, he is lonely and alone, and he only whines from the pain.

Task: To write letter in bottle post, which Dínó will receive.

# →what can YOU do so that Dínó will not be a hermit anymore in life?

(Everyone wrote their message, which we collected in a vessel in the centre, on which Dínó was sitting, who was presented by room slippers which shaped a dinosaur. The vessel went around everyone took one out, and read it loudly. Then he/she also shared the advice with the group and how he/she felt if that advice could help his/her own life or not.)

Who got it	message	parallel
(who wrote it?)		
R. F. (16-year-old boy) (P. T. (16-year-old boy)	Don't be lonely, be brave and you will succeed. Dare to talk with people.	HE is brave and he dares to talk with people.
B. Gy. (17-year-old girl) (D. L. (17-year-old girl)	Don't give up, trust yourself, Don't forget there is always a drop of hope.	Yes, he should trust in himself much better, he will take it.
K. J. (17-year-old boy) (Co-group leader)	If doors are closed, crawl in the window. Don't be afraid of change, dare to talk with people, because there are still good people.	He can take everything and he will crawl in the window.
Boy Authentic helper (K. J. (17-year-old boy)	Don't give up, trust yourself and you will find your real pack.	He didn't understand it then he said he had already found his pack, he had friends and community and that was good.
G. Cs. (17-year-old girl) (Group Leader)	She should not give up, she will be able to do anything, she just needs to believe in herself. God will help through all kinds of difficulties, just need to stand up and take the first step.	She believes in this, and that she will be able to this and that she will take this step.
K. P. (18-year-old boy) (F. K. (17-year-old girl)	Don't give up!	He won't give up.
Girl Authentic helper (J. É. (18-year-old girl)	How long would you like to live like this? wouldn't you like to find happiness and a family? Do you want to stay lonely forever? Think about these things and take the step! I trust in you.	It has already been like that, when this "whipping agitation" pulled him out of the pothole and that was very useful.
D. L. (17-year-old girl) (B. Gy. (17-year-old girl)	Don't give up, dare to be persistent and dare to ask for help. You are not alone.	Hr often gives it up, he is not persistent, so he will take the advice. He won't ask for help.
Co-group leader (R. F. (16-year-old boy)	Be cheerful and joyful, because it is very bad to be lonely. Be brave.	We need cheerfulness and pleasantry.

F. K. (17-year-old girl)	There obstacles in life, which we	She welcomes all kinds of advice
(Boy Authentic helper)	have to overcome and we need to	like these, and she has to overcome
	survive, hop lives in you, and you	the obstacles.
	should trust yourself, and you will	
	be able to make it.	
J. É. (18-year-old girl)	Don't give up, trust yourself so	-cliché, he does this all the time,
(G. Cs. (17-year-old girl)	that others van trust you, because	but: he is trusted and he can give
	it can cause happiness.	happiness, because he is able to do
		it.
P. T. (16-year-old boy)	Dream dreams, set your goals, and	That's how it is.
(Girl Authentic helper)	if you find the right way, you will	
	find happiness.	
Group Leader	To have a good life, trust in others,	He can take all the advices, and
(K. P. (18-year-old boy)	get friends, be cheerful all the	anyway he gets over bad things
	time, and believe that once	like that, because he knows that
	everything will turn right.	God always helps in everything.

# Crest and shield

	CDECT	CHIELD
		SHIELD
	(WHAT IS HE/SHE PROUD	(BY WHAT DOES
	OF, WHAT ARE HIS/HER	HE/SHE PROTECT
	VALUES, WHAT DOES	HIMSELF/HERSELF
	HE/SHE LIKE TO SHOW THE	AGAINST THE WORLD)
	WORLD)	
R. F. (16-YEAR-OLD	Solidarity, ÁGOTA, talk	Bad talk
BOY)		
B. GY.	talk	smile
(17-YEAR-OLD GIRL)		
K. J. (17-YEAR-OLD	Stick, machine gun, tank. We	Talk, fist
BOY)	protect and serve.	
<b>BOY AUTHENTIC</b>	Friends, children, love, sincerity,	Learning, his eyes, talk,
HELPER	the fact that he is a gipsy,	music, isolation
	ÁGOTA	
G. CS.	TV, learning (he adores	mouth
(17-YEAR-OLD GIRL)	learning), laughter, music,	
(,	sleeping, the ability to love, her	
	hair	
K. P. (18-YEAR-OLD	TV, book (knowledge), (he is	Mouth, hands, legs
BOY)	very proud of this, because he	
/	wants to show that he can get a	
	profession from his family, since	
	nobody has on in his family),	
	sleeping, family, friends	
GIRL AUTHENTIC	Friends, ÁGOTA, learning,	keeping distance
HELPER	family, house	Reeping distance
D. L. (17-YEAR-OLD	Sleeping, smile, music, love,	Talk, fist
GIRL)	friends, faith	1 um, 115t
CO-GROUP LEADER	Diploma, cooking, independence,	He doesn't talk, faith,
CO-GROUI LEADER	nature, change, ÁGOTA	work, friends, change
	nature, change, AOOTA	ÁGOTA
F. K. (17-YEAR-OLD	Love, ÁGOTA, friends, smile,	talk
GIRL)	music	
J. É. (18-YEAR-OLD	Smile, love, sleeping, TV, open	Praying, talk
GIRL)	door, affection, love,	
/		1

P. T. (16-YEAR-OLD BOY)	he was born	The children's home
GROUP LEADER	Faith, ÁGOTA, horses(freedom and dignity), friends, family, Gipsy music, learning	Smile, handshake, love

#### **Closing: Strengthening**

one in the middle, 3 people can tell him/her ONLY positive things.

Every group member stood in the middle and 3 people told them a positive experience, or an utterance which appreciate their inner values. K. P. (18-year-old boy) asked why we couldn't write these down: because we have to learn to be able to utter it.

The group members strengthened each other, in the following ways for example:

#### They assessed positively:

- S K. P.'s (18-year-old boy) apparent kindness, confidence and that he showed how amazingly sensitive he could be. They have never seen this K. P. (18-year-old boy), and it is very good that they can finally get to know him like this. (Group Leader, P. T. (16-year-old boy), J. É. (18-year-old girl)
- © G. Cs.'s (17-year-old girl) growing openness, courage and self-confidence. (Girl Authentic helper, Boy Authentic helper, Group Leader)
- ③ F. K.'s (17-year-old girl) talkativeness (Boy Authentic helper, Girl Authentic helper, Group Leader)
- K. J.'s (17-year-old boy) huge heart, emotion-wealth, wisdom and sincerity. (Group Leader, J. É. (18-year-old girl), Girl Authentic helper)
- D. L.'s (17-year-old girl) caring, she will be a very good mother, and that she hides her kind-heartedness less and less. (mother hen) (F. K. (17-year-old girl), J. É. (18-year-old girl), Co-group leader)
- B. Gy.'s (17-year-old girl) ability to help, laughter, openness, toward everyone. The group psychologist call her auntie because one can really turn to her for help.(Group Leader, Girl Authentic helper, R. F. (16-year-old boy)
- P. T.'s (16-year-old boy) seriousness, because he can be like that too, they are grateful that he always makes them laugh, and he helps if he can, but he doesn't expect others to help him too. (Group Leader, Girl Authentic helper, J. É. (18-year-old girl)
- R. F.'s (16-year-old boy) sincerity and willingness to help, and that he less an less walk in others' shoes and he dares to give himself.(J. É. (18-year-old girl), Co-group leader, Group Leader)
- ③ J. É.'s (18-year-old girl) exemplary effect of his sensitivity (Group Leader, Girl Authentic helper, K. J. (17-year-old boy)
- © Girl Authentic helper's courage and openness (Group Leader, D. L. (17-year-old girl), P. T. (16-year-old boy)
- Soy Authentic helper's caring (J. É. (18-year-old girl), P. T. (16-year-old boy), K. P. (18-year-old boy)
- © Co-group leader's return (R. F. (16-year-old boy), D. L. (17-year-old girl), G. Cs. (17-year-old girl)
- Group Leader's characteristic that he outs everything aside for them, that he is always cheerful and P. T. (16-year-old boy) thanks that he loves him (D. L. (17-year-old girl), P. T. (16-year-old boy), J. É. (18-year-old girl)

VI. group/4. occasion

2007.

# NORMS AND GUIDELINES

Personal frames: Group leader Co-group leader Facilitator 1 Facilitator 2 Girl Authentic helper

After the arrival of the children:

Name	+	Connec tion	-	Connection	Feedback
Co- group leader	This week I celebrated my birthday with my friends, which was a great surprise.		During the week my brother and my mum from got ill in the same time.		I like to arrive, it is important for him to belong to somewhere.
Girl Authent ic helper	I could finally embrace my father, which I have not done for a long time. I had a presentation in the OM.		We were preparing for the common performance with my friends when everyone stood against me. They treated me badly.	Facilitator 2 I was also in the ball, it was very good.	I like to arrive especially to my friends.
Facilitat or 1	In the morning I spoke with the group leader and that was a very good feeling for me.		I had a row with my older sister.	-	I like to arrive, because I am happy about meeting with others. I missed you and it is good to see you again.
K. R. (17- year-old girl)	I was in a fair with L. S. (17-year-old boy) where we found a poppy that we liked and took it home.		My group mates made a fool of me, since they said that my father (who I haven't seen for 3 years) had been looking for me on the phone.		I like to arrive.
L. S. (17- year-old boy)	We danced with K. R. (17-year-old girl) in the Katalin ball and we were a big success.		We had to give the poppy to K. R.'s (17-year-old girl) mother.	L. S. (17- year-old boy) I also had a dog, but I had to give it away.	I like to arrive, it is good if someone is waiting for me.

What has happened to me recently- bad and good thing

D. K. (16- year-old girl) P. I year-old girl)	I made friend with a classmate at school. I beat my previously mentioned rival in a test in chemistry.	My girlfriend hooked up with my boyfriend. I was ill and my mother came to me to deal with me. Meanwhile I wanted to show her the copies and photographs made of me, but my mother didn't want to deal with anything so I sent her away	I don't like to arrive, sometimes it is good if I am by myself. I like to arrive too. To those ones, who love me.
H. G. (17- year-old boy)	We had a performance with the group in Katalin ball, and this was very good.	sent her away. Fight in the children's home. The caregivers were watching it that they wanted to beat the girls. In the end the adults were commended because they protected the children. Although it didn't happen like this.	I like to arrive, because it's good to be among you.
Cs. É. (16- year-old girl)	I felt good in the Katalin ball.	I had a row with one of my classmates.	I like to arrive, to a good company.
Facilitat or 2	The ball was the biggest joy for me. I was very proud of the children.	Conflict with colleagues.	I like to arrive, because I know that there are people, who are waiting for me, and that's a good feeling.
Group leader	I gave all my dissertations to the university and the CD was also prepared.	Late in the evening, I was forced to listen to one of my client's mother, who kept telling me pieces of information. Meanwhile, I was very hungry and wanted to relax and be with my family.	I like to arrive. I know if I really want to go somewhere, then I like to arrive there.

G. B.	We sent off my	I was standing alone	I like to arrive. I
(17-	caregiver. The	in the room and	wouldn't miss this
year-old	positive thing was	packed up, because I	Friday, since I
girl)	in it that we gave	had enough of	know that it's
	gift to him with the	everything. I needed	good to arrive
	group together. I	loneliness, so I left	here. I love you.
	felt for the first	the children's home	
	time, that we do		
	something together,		
	and it was not only		
	me, who wanted to		
	do something.		

# Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

Value	How much was it sold for?	Who bought it
Honesty	30	Facilitator 2
Affection	140	G. B. (17-year-old girl)
Faith	40	F. K. (17-year-old girl)
Sincerity	130	K. R. (17-year-old girl)
Bravery	110	Girl Authentic helper
Freedom	110	P. I. (20-year-old girl)
Love	120	Group leader
Patience	100	Facilitator 2
Attention	120	Cs. É. (16-year-old girl)
Openness	20	Girl Authentic helper
Норе	70	Facilitator 2
Safety	70	P. I. (20-year-old girl)
Selflessness	30	Cs. É. (16-year-old girl)
Helpfulness	50	K. R. (17-year-old girl)
Responsibility	40	G. B. (17-year-old girl)
Kind-hearted	30	L. S. (17-year-old boy)
Diligence	10	Girl Authentic helper
Self-criticism	50	D. K. (16-year-old girl)
Acceptance	30	P. I. (20-year-old girl)
Patronage	30	Girl Authentic helper
Respect	10	Girl Authentic helper
Weakness	30	K. R. (17-year-old girl)
Optimistic	20	Facilitator 2
Fighting	30	L. S. (17-year-old boy)
Persistence	50	Cs. É. (16-year-old girl)
Devotion	20	G. B. (17-year-old girl)
Will	60	Group leader
Trust	70	D. K. (16-year-old girl)
Psychical ability/Knowledge	20	Girl Authentic helper
Will to live	40	P. I. (20-year-old girl)
Positive thinking	10	Girl Authentic helper
Confidence	10	Girl Authentic helper
Face to face/fairness	30	Facilitator 2
Credibility	20	Group leader
Empathy	40	Group leader
Creativity	10	Girl Authentic helper
Humour	10	H. G. (17-year-old boy)

Outlaw honour	60	L. S. (17-year-old boy)
Sensuality	20	Girl Authentic helper
Sensitiveness	20	L. S. (17-year-old boy)
Self-esteem	30	Cs. É. (16-year-old girl)
Self-discipline	30	H. G. (17-year-old boy)
Proud	30	Cs. É. (16-year-old girl)
Stand up for the other	20	G. B. (17-year-old girl)
Harmony	60	H. G. (17-year-old boy)
Peace	40	H. G. (17-year-old boy)
Orderliness	60	H. G. (17-year-old boy)
Life	60	G. B. (17-year-old girl)

# Bumper Sticker

Purpose: to create such slogans which raise awareness of the own community and values of childrensuch as stickers on the cars.

Name	Sticker
Cs. É. (16-	"Do it the way I do, or leave!"
year-old girl)	"I'm a woman and I can drive!"
	"If you don't keep repentance, you all will be lost!"
	"Don't come closer, otherwise you will go in my ass!"
	"TAXI-900 (I only carry women!)"
	"Stop, I will get out immediately!"
D. K. (16-	"Because it's good to race!"
year-old girl)	NO FEAR (It's not correct)
	"Watch out!!!!
	Explosion ©
	Danger!!!!"
	DON'T ALWAYS
	GO ON
	THE STRAIGHT
	WAY!
G. B. (17-	"Pedestrian 10 points:" 😳
year-old girl)	"I wont apologise for my clemency. "
	"I'm from the pawnshop, don't judge me!"
L. S. (17-year-	"I count a lot, don't put me down!!!"
old boy)	"Before you hurt yourself, look at how much they love you!"
	"If you say an opinion about someone, it won1t hurt if you get to know him/her a
	little bit!"
K. R. (17-	"I'M OLD BUT I'M STILL GOING!!!"
year-old girl)	"I'm from woman, don't judge me!"
Facilitator 2	"Comedians of the world unite!!©!!"
	"Problem?? Solve it!! Don't be scared!"
H. G. (17-	"Only with Condom. With winter tires!!"
year-old boy)	"I'm virgin! Don't come in me"
Facilitator 1	"TRUST ME, SINCE I AM GOING IN FRONT OF YOU!
	"I go my own way"
P. I. (20-year-	WOMAN is DANGER
old girl)	"BE PATIENT I'M NOT PERFECT EITHER!"
	"DON'T SOUND THE HORN! BECAUSE YOU CANT CLIMB A TREE JUST
	TO BE HIT BY A SHIP"

Girl Authentic helper	Red isn't green, even if you don't care about anything, only your inviolableness! "I'm glad that you know where you are heading to! I understanding that you hurry in haste. But be so kind and note that re isn't flashing green. Even of there is no patience left.

# Values of ideal home

- Calm environment
- Loving family circle
- Subsistence
- Sincerity
- Acceptance
- Understanding
- Patience
- Openness
- Full family
- Positive moral norms
- Attention
- Consequent education
- Relying on each other help
- Respect each other
- Open conflicts honest

- Discussion of- peaceful layout
- Peacefulness
- Mutual trust
- Attention, diligence
- Harmony
- Staidness
- Safety
- Good environment
- Consistency
- Sympathy with people in my environment
- Love, that others wait for me with love, good feeling, happiness
- Sincerity
- Trust
- Order
- Humour

# Assessment

After collecting the values, Facilitator 2 and Co-group leader showed that the quality of life is determined by everyone by themselves.

#### Facilitator 2

I started as a cleaner in the children's home. I took to the children very much. Beside my job I attended socio-pedagogy higher education. I didn't come along with my husband. I live with my two sons, they mean the family to me. I wanted to work as a leader among you to give all the good things which I got and considered important to give.

#### Co-group leader

After hearing the assessment conversation, I think that I was a good community man in the children's home. I always strived to keep the group together, and to achieve something together. I think of the caregivers' birthday here, the reorganisation of the common room and that we visited the girls at night in secret. I always confirmed them that they have to discuss every problem, and the don't have to fight. On one occasion the boy had a bad row. I told them to discuss it. The best was that they sent the adults away from the living room and they arranged the conflict among themselves in a civilised way.

# Closing: Strengthening star /What am I taking home/

Co-group leader: I'm taking home cheerfulness and openness.

G. B. (17-year-old girl): Thank you for the weekend, I became stronger.

Facilitator 1: One for all, all for one.

Girl Authentic helper: The weekend was good; I know what I have achieved so far, and what I will have to do.

K. R. (17-year-old girl): Thank you, I've learnt a lot.

L. S. (17-year-old boy): I'm taking the games home.

H. G. (17-year-old boy): I like to arrive.

Facilitator 2: I have things to do and that's good.

Cs. É. (16-year-old girl): I'm taking the kabala home.

D. K. (16-year-old girl): Thank you for the weekend, the problem is that I can't take the playhouse... home.

P. I. (20-year-old girl): I'm taking home viruses and good experience.

VII. group/ 4. occasion

2009

# NORMS AND GUIDELINES

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

# Arriving circle

We could start the arriving circle only later because we had to wait for H. B. (16-year-old boy). He visited his former foster parents, so he arrived later.

# Sz. M. (19-year-old girl)

The Christmas passed away. The ghetto Christmas was very good in the Ph. The children from the play house gave a very good show. I was sleeping during New Year's Eve. We didn't go anywhere with my boyfriend. I celebrated it on the third day I got really drunk by myself.

### K. T. (17-year-old boy)

I spent Christmas at home at my mother. On New Year's Eve I was with my friends. I drank a lot, an I haven't stopped drinking since then. Since 6 January I have celebrated my birthday too. /The child arrived in an illuminated state, but he sobered up to the arriving circle. /

### K. N. (16-year-old girl)

/She arrived upset, but she didn't reveal the cause of it. / Good – bad! Good: I spent Christmas with my boyfriend. Bad: She didn't tell it.

#### N. B. (16-year-old boy)

I spent Christmas in the residential home. There was a hairy (embarrassing) celebration. (it was organised by the children from the residential home and A. E. (17-year-old girl) blazed up, since N. B. (16-year-old boy) didn't help in it.) On 27 December there was a big party, we drank and smoked with friends. I was invited for New Year's Eve, but I didn't have anymore money left to go. So I spent New Year's Eve at home.

#### B. K. (19-year-old girl)

Not much happened. I couldn't go home for Christmas. My mother's health condition is bad; she has heart disorder.

#### H. B. (16-year-old boy)

I spent Christmas in the residential home. This afternoon I was at my former foster parents, before I arrived here. I ate at them and I went to bed for a bit, that's why I was late.

#### A. E. (17-year-old girl)

I was at my sister on Christmas Day, but I had a row with her and I left them. My older brother came after me and I spent Christmas at him. After Christmas I prepared for exams (hairdresser's practical exam). On New Year's Eve we were at my boyfriend's family, there were many people and we had a good party.

#### L. I. (17-year-old boy)

At Christmas I was at home with dad, mum and my older brother. On New Year's Eve we held a house party and drank a lot.

### **Co-group leader**

At Christmas we watched a lot of DVDs. I spent New Year's Eve with my friends. My cat was watching the Christmas ornaments and it sometimes took one down.

#### **Boy Authentic helper**

I spent Christmas with my peers from the ghetto. We ate, watched DVDs and played cards a lot. I spent New Year's Eve with friends.

#### **Facilitator 2**

The Ph Christmas was very good. I was glad that I met everyone. Christmas passed away peacefully, I spent New Year's Eve with friends. I was waiting for you very much.

#### Facilitator 1

Christmas was nice. I spent it at home with my family. I spent New Year's Eve with friends. I'm glad you are here. I work a lot and when you are here it is a relaxation for me.

#### **Group Leader**

I spent Christmas with my sons. Before that we held a celebration in the children's home too. Fortunately not many children spent Christmas in the institute. For me the biggest joy would be that the group would be empty at Christmas. That would mean that every of my child would spend Christmas in a family. My sons were happy about the fact that we could spend a few days together, I managed to relax a little bit. I was waiting for you very much.

#### Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

What	Who	How much did he/she buy it
Food-drink	N. B. (16-year-old boy)	10
Friendship	K. T. (17-year-old boy)	100
Love	L. I. (17-year-old boy)	100
Family	Sz. M. (19-year-old girl)	100
Reliability	N. B. (16-year-old boy)	60
Respect	H. B. (16-year-old boy)	50
Safety	Facilitator 1	120
Persistence	Group Leader	70
Domesticity	L. I. (17-year-old boy)	10
Hygiene	B. K. (19-year-old girl)	100
Affection	K. N. (16-year-old girl)	120
Aims (life)	Facilitator 2	90
Faith	Boy Authentic helper	80
Accomplishment	H. B. (16-year-old boy)	50
Trust	Group Leader	60
Health	A. E. (17-year-old girl)	60
Beauty (Body, Inner)	L. I. (17-year-old boy)	10
Knowledge	Boy Authentic helper	20
Partner	K. T. (17-year-old boy)	30
Present (received from love)	K. T. (17-year-old boy)	20
Clothes	H. B. (16-year-old boy)	40
Staying alive	N. B. (16-year-old boy)	10
Desire	Boy Authentic helper	20
Peacefulness	Sz. M. (19-year-old girl)	30
Honour of others	Facilitator 2	20
Self-confidence	Group Leader	10
Money	L. I. (17-year-old boy)	10
Workplace	A. E. (17-year-old girl)	10
Flat	K. N. (16-year-old girl)	20
Cheerfulness	Facilitator 2	30

Honesty	N. B. (16-year-old boy)	20
Openness	A. E. (17-year-old boy)	40
Honour of our partner	Sz. M. (19-year-old girl)	20
Understanding	Facilitator 1	20
Attention	L. I. (17-year-old boy)	10
Giving aid	Boy Authentic helper	20
Sincerity	B. K. (19-year-old girl)	20
Cooperation	Group Leader	10
Selflessness	A. E. (17-year-old girl)	20
Trust	L. I. (17-year-old boy)	10
Faithless	B. K. (19-year-old girl)	20
Communication	Boy Authentic helper	10
Variety	Facilitator 1	10
Норе	A. E. (17-year-old girl)	20
Sadness	N. B. (16-year-old boy)	10
Coolness	N. B. (16-year-old boy)	10
Self-knowledge	N. B. (16-year-old boy)	10
Solidarity	N. B. (16-year-old boy)	20

#### First ten

- 1. Love 120
- 2. Safety 120
- 3. Hygiene 100
- 4. Family 100
- 5. Love 100
- 6. Friendship 100
- 7. Aims 90
- 8. Faith 80
- 9. Persistence 70
- 10. Health 60

#### Bumper sticker

- Come over here and love us!
- The radiators are very warm, but there are o bad children!
- Be open like a rose, because the cuisine is good here!
- There is everything here, drink, food, no one has any problems!
- The best part of 2000-2009, now I'll introduce my group, enter.
- If we are here, there are not many rules, but be aware of respect and cleanliness.
- Be brave as we are and the terminator!
- Solidarity is our advantage and it is also our virtue!
- Everyone should be each others' gift and by doing so you will have a lot of friends!
- Life's good, we are with you! (This was made by K. N. (16-year-old girl) she drew hearts and flowers with blue and red colour/
- Come with us to love and among us you will get it back! (K. N. (16-year-old girl))
- The many good pieces of advice will bring fruit by time.
- One more last goal!
- The system sometimes swallows something, but it also spits it over time!
- We know that you are worth more than, what others made you believe.
- It's good to be here, because we can drink coffee here!
- Everyone is nice to each other and everyone makes friends with the other's partner.
- We accept you here, even if you don't ask for it!
- You have to love because you have to live too. If someone doesn't love he/she will be unhappy.
- Until you're alone you will be bored, but if you're here you can be happy!
- Love and peace are the bottom line. If some one isn't interested in them then he/she cannot enter.

- Pay attention, otherwise you will miss the sure thing!
- Cheerfulness and humour can be found in every extent!
- Just 5 minutes more! (Morning wake-up)
- The ÁGOTA camp is very good, the Santa Claus ha been her not for a long time.
- Love, trust and peace! /written into 3 colourful flowers!/
- The one, who is brave and strong, he/she will beat anything!
- We give you support, do you want from it?? /K. N. (16-year-old girl)/
- The team is good, there is a lot of laughter, here we bury bad mood for sure!
- We are the champions, we are waiting for our brave challengers. We won't blackball you for sure!
- Look at me down oh you pearl-haired girl, here is a fantastic karaoke party waiting for you!
- Trust is an important thing that's why there is the group secret!
- It's good to be and eat here!
- Com with us you will find your place among us!
- Here is your place to be! /K. N. (16-year-old girl)/
- We are brave with you! /K. N. (16-year-old girl)/
- If something hurts you, you can easily come to us!
- Here we love you even if you can't smile!
- Here is the island of tranquillity, so let it be yours!
- The Qvarg Lipi team is before expansion! If you feel yourself dedicated enough to CHEESE, then here is your place to be!
- Attention, attention the ÁGOTA fattening centre has opened, with occasional opening hours you are welcome here.
- Trust us we won't betray you, /K. N. (16-year-old girl)- 2 padlocks drawn to a heart/

# Our bouquets

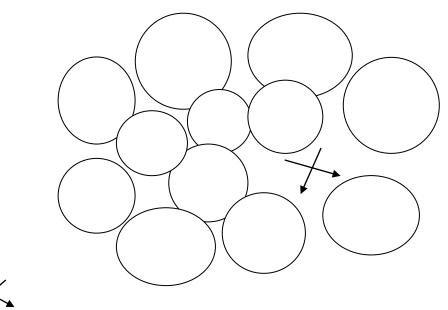
We have to choose a flower which symbolises us. If the group accepts us as the chosen flower, then we will create a common bouquet , in which everyone feels good.

Who	What	Why	Feedback
K. T. (17-year-old boy)	Geranium Red, potted and its leaves are a bit stinky. He didn't know the name of the flower. Before he stood in the bouquet, he changed by himself. Yellow Leander, dwarf tree.	Because it lives in pot and doesn't die out. In summer it's in outdoors, in winter it is out in the flat. It isn't picked up from the ground and it is outdoors in winter and summer. It survives the winter.	I was standing right in the middle in the bouquet. It was a very good feeling that everyone surrounded me.
Sz. M. (19-year-old girl)	Red rose, it has spikes, to which he insisted.	She has been cut down by many times, but it still blooms. Her spikes weren't accepted. As a compromise) retractable spikes. If she is hurt she will let them out, if she isn't hurt she will pull them back. It's evergreen and it is always outdoors.	I was happy that they accepted me in the bouquet. I changed my flower so that everyone would be happy. It was a bit strange to stand with the others so tight. (For Sz. M. (19-year- old girl) it is difficult to bear the physical conflict.)

H. B. (16-year-old boy)	Marigold. Low-growing, yellow-headed, green- stemmed flowers. <b>Before he stood in the</b> <b>bouquet, he changed by</b> <b>himself.</b> Yellow-flowered poppy. Weak stems, frail	It blooms at night. (K. T.'s (17-year-old boy) quip: Then turn off the lights.) It needs water within 2 minutes, other wise it will fade. He changed because he was afraid that the other would not accept him. But the others accepted him.	It was a good feeling that they accepted my change. They accepted me in the bouquet, I felt fine in the bouquet. Those ones were around me, who took care of me.
L. I. (17-year-old boy)	Red tulip. It is completely open and there is a white strip in its middle.	Because it's a nice flower.	I felt good.
A. E. (17-year-old girl)	White organ. It exceeds, they always ha a look at it, it smells good, its smell is stronger than the purple organ. <b>Before she stood in the</b>	L. I. (17-year-old boy) asked her if she would have enough place in the bouquet. Only a party of mine will be in the bouquet	I felt good in the bouquet It disturbed me that K. N. (16- year-old girl) did not stand in. (A. E. (17-year-old girl) called her several times before standing in the bouquet.)
	<b>bouquet, he changed by</b> <b>himself.</b> Narcissus Orange, tube-shaped. Its middle comes from a tube.	Everyone come to her, looks at her and picked her. It isn't a problem if she is cut down since she has a few more plants flowers.	
B. K. (19-year-old girl)	Carnation, red petals White, small, green oblong leaf. It grew in horticulture, there is no wire in is it stands without it. <b>Before she stood in the</b> <b>bouquet, he changed her</b> <b>colour by himself.</b>	She like carnation. She changed because white is a too boring colour. 	I felt good in the bouquet. I wasn't boring coloured, I was nice red.
N. B. (16-year-old boy)	Organ Purple, small-flowered. It has a very good smell.	Stable and it has a good smell.	It was a strange feeling to be in the middle of the bouquet. Because I am generally not in the middle, but it was a good feeling.
K. N. (16-year-old girl)	She couldn't choose flower, she had a couple of ideas. No flower, invisible flower. Wattle was the group's idea, but she didn't accept it. She missed the game.		K. N. (16-year-old girl) did not say a word. She started to cry. The feedbacks of the group gave her a shoulder.
Facilitator 1	Cornflower Light blue if it is opened and budding	He likes its colour.	He felt good in the bouquet. He missed K. N. (16-year-old girl). It was a good feeling that his place was left out.
Co-group leader	Apple blossom White, it opens at daytime and closes at night, because it's cold.	That's what came to my mind, and I like it very much.	I felt good in the bouquet, I was glad that I pulled in H. B. (16- year-old boy), who came with me and stood in the bouquet.
Facilitator 2	Cornflower Sky blue, wildflower with bushes, with many buds on it.	He likes wildflowers better than grown flowers.	I felt good in the bouquet, because it was a nice and tight bouquet. It wasn't a good feeling that there was a hole in the middle of it and that K. N. (16-year-old girl) was missing from it.

Tulip Red, black, tabby and its pistil is yellow.	I like tulips very much, it looks good in the garden in the vase.	Thank you that you accepted my flower. It was a very good feeling to be in the bouquet with the others. I missed K. N.
		(16-year-old girl) from the bouquet.
Pansy Purple, tiny it has green, round leave.	Because I'm tiny too. The pansy is a perennial plant, it lives for long and it's colourful.	I'm tiny but I felt good in the bouquet. It was a good feeling that we were so tight together. I missed K. N. (16-year-old girl) from the bouquet.
	Red, black, tabby and its pistil is yellow. Pansy Purple, tiny it has green,	Red, black, tabby and its pistil is yellow.looks good in the garden in the vase.Pansy Purple, tiny it has green, round leave.Because I'm tiny too. The pansy is a perennial plant, it lives for long and it's

# **Group mirror**



Sign, indicates K. N.'s (16-year-old girl) place in the group, which was unconsciously put together in the bouquet in such way that K. N.'s (16-year-old girl) place was left empty.

#### Bottle post

Everyone sent a value-centred message from which everyone pulled one and looked at it if that message means any help for them or not reflecting it to themselves.

Everyone got their messages, then after reading it they reflected them for themselves one by one. There were people who took them home and there were some who left them there.

#### Sz. M. (19-year-old girl)

"Reach out your hands, I am beside you, we will get out of trouble together."

#### Feedback:

My mind knows what to do, but my heart says something else. I should quit my present relationship, but I can't do it. I know that there many people who help in this, but I have to make the decision. (K. T. (17-year-old boy) folded boat from the paper, to send it to him and to finally sit in the boat.)

#### **Boy Authentic helper**

"Trust in yourself. If you trust in yourself, you will be able to solve it."

I was in similar situation. According to my experiences, I have to trust in me, but I also need such people, who stand beside me, help me and believe in me.

#### **Co-group leader**

"Trust in yourself, you know and I know that you can do it. You can beat them. With love……" I was in similar situation too, now I don't want to beat my ill-wishers with strength either.

# A. E. (17-year-old girl)

"Don't bother with your ill-wishers. Don't give reason to be picked upon you."

/A. E. (17-year-old girl) here told an amiss which she hasn't been able to make it right until today. She didn't dare to utter her conflict which she experienced with K. N. (16-year-old girl) earlier. She indicated for my questions that she regretted it and that she wanted to make things right, but she still didn't dare to say that she had experienced this conflict with K. N. (16-year-old girl) and that she is the one whom she needs to apologise./

# B. K. (19-year-old girl)

"Reach out your hands for help."

I have already tried to save a man like this. I lost him since my ill-wishers turned him against me.

### N. B. (16-year-old boy)

"This is your life, it depends on you what will be with you!!! You have the power to do what you can do!"

The problem is that I don't rust in myself yet.

# K. T. (17-year-old boy)

"Behind the clouds the sun always shines. Please don't give up! Since there is always a drop of hope! You are brave and strong and I know you can make it."

I have thought this so far, but now I'm afraid a little bit of getting out. I'm not sure if I am strong enough.

# **Facilitator 2**

"Tell me on which island it is and then I'll take it from there."

Over time I had to realise, that it is hard alone and I need others' help too. I had to learn to ask for help.

# L. I. (17-year-old boy)

"Dear Dínó! –Shout so that somebody could hear that you need help. 13 people are waiting to help you. Trust us! We are waiting!"

I have trusted in only a very few people so far, I have to get used to this feeling.

#### **Group Leader**

"Stay in one place and calm down. Maybe someone will go there and help him! Just be calm!" During my life there were many times when I had to pull myself out of trouble. Recently I have found people who I can count on. I'm still learning how to ask for help.

#### K. N. (16-year-old girl)

/She didn't participate in the game, she threw the note back, but then we smuggled it into her things to take it home. / She got the message, that "if she accepts help, she will get out of difficulties more easily, if someone stands beside her!"

#### H. B. (16-year-old boy)

/He took his paper home/ I got the message to trust in myself, then I will be able to achieve my goal. I don't trust in myself now. It is hard to me to open, I had a lot of problems in the past. I'm starting to realise that good people are around me and they want to help.

#### Facilitator 1

"Dinó, you're a smart one. Don't be disappointed. We need you! Come out of the island!" I need to know that I'm important for someone, for some people. I have to feel that my help means a lot.

#### Anonimised report extract

VIII. group/ 4. occasion

2009.

# NORMS AND GUIDELINES

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

# Controlled, definition talk

We talked about what represents value to them and what kinds of norms define their lives? We formulated it together.

- Friendship,
- affection,
- money,
- learning,
- What carries life forward
- Ab norm: Bad characteristic
- To take responsibility for it (it's worth) (For the family or my deed)
- To hide emotions, it's not good, but useful. This is a very important value.
- What is really important; physical, mental, emotional, physical (chemical) values.
- Tolerance (To accept homosexuality)
- Family
- The norm for ourselves- our principles
- The thing which we can carry one and give to others.
- Own personality

#### Our common things

The group was divided into 4 small groups by Girl Group Leader. After the calling into the game, every small group started its task.

The common things of the group

- We live in state care
- We love sex
- To eat
- We are from ÁGOTA
- We learn
- Listening music
- Party
- Faith
- We don't like insincere people
- We like to sleep
- We are a cool team
- We love the Group leader and people from ÁGOTA
- We sing
- We like to play
- We don't like cottage cheese pasta
- We want a family

# Value bid

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by themselves) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

What	Who	How much did he/she buy it
Cheerfulness	C. M. (17-year-old boy)	30
Sex	C. M. (17-year-old boy)	80
Affection	N. Cs. (18-year-old girl)	90
FAITH	Group Leader	40
Норе	P. K. (23-year-old girl)	60
Tolerance	J. R. (16-year-old girl)	50
Friends	L. L. (15-year-old girl)	110
Trust	Z. M. (17-year-old girl)	100
Wealth	F. P. (17-year-old boy)	20
Group mate	J. R. (16-year-old girl)	70
Forgiveness	Group Leader	80
Sleeping	C. M. (17-year-old boy)	40
Independence	F. P. (17-year-old boy)	40
Health	F. P. (17-year-old boy)	60
Family	Boy Group Leader	90
Day dreaming	P. K. (23-year-old girl)	30
Safety	J. R. (16-year-old girl)	20
Persistence	S. H. (17-year-old girl)	40
children	S. H. (17-year-old girl)	50
TV	Group Leader	30
Self-sacrifice	F. P. (17-year-old boy)	30
Internet	Boy Co-group leader	20
Race	G. Zs. (15-year-old boy)	10
Car	Bank	
Fantasy	Boy Co-group leader	30
Music	L. L. (15 éves lány)	10
Prudence	Boy Co-group leader	10
Nature	Bank	
Sport	S. H. (17-year-old girl)	10
Skirt	Bank	
Jewel	S. H. (17-year-old girl)	10
Telephone	L. L. (15-year-old girl)	20
Love	K. B. (18-year-old boy)	60
Bravery	bank	
Respect	Z. M. (17-year-old girl)	10
Poetry	P. K. (23-year-old girl)	10
So called stubbornness – the	R. A. (20-year-old girl)	70
opposite of stubbornness	$\mathbf{D} \mathbf{K}$ (22 year and airl)	50
Siblings	P. K. (23-year-old girl)	
Food	N. Cs. (18-year-old girl)	20
Freedom	K. B. (18-year-old boy)	40
Chocolate	L. L. (15-year-old girl)	10
Flat	Z. M. (17-year-old girl)	40

# The most important ones:

- 1. Friends 110
- 1. Trust 100
- 2. Family 90
- 3. Affection 90
- 4. Sex 80
- 5. Forgiveness 80
- 6. Group mate70
- 7. So called stubbornness 70
- 8. Love 60
- 9. Health 60
- 10. Hope 60

After brainstorming, with the help of Girl Co-group leader, we had the possibility to bid on the given values. It was a great experience. After the game we lined up the 11 most important values. Then we looked it again that if we had the possibility to bid again which 3 values we would buy again. values.

R. A. (20-year-old girl):	So called stubbornness
C. M. (17-year-old boy):	Sibling, Chocolate
Z. M. (17-year-old girl):	Love, music, respect
Group Leader:	Faith, respect, children
<b><u>P. K. (23-year-old girl)</u></b> :	Hope, Affection, family
L.L. (15-year-old girl):	my mate
<b>F. P. (17-year-old boy)</b> :	Siblings, telephone, sport
<u>S. H. (17-year-old girl)</u> :	Freedom, flat, love
<b>K. B. (18-year-old boy)</b> :	Freedom, Family
J. R. (16-year-old girl):	Love, Friendship
Boy Co-group leader:	Friends, tolerance
N. Cs. (18-year-old girl):	Persistence
Girl Co-group leader:	Hope, friends, bravery

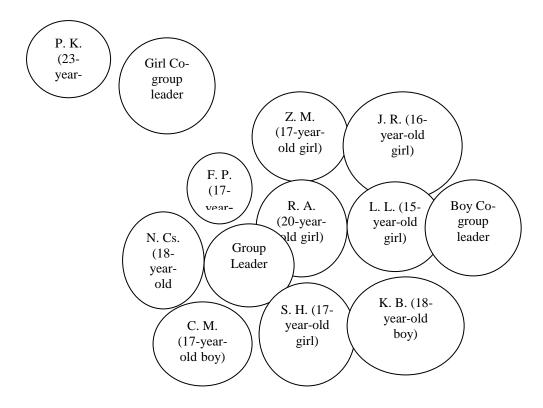
#### Our bunch of flowers

What kind of flowers would we be in our imaginary bouquet and why?

Who	What	Why	Feedback
Р. К.	During douting it's a aloging	I'm a unique one with	Acceptance- repulsion It was very hard for her to hear
	During daytime it's a closing	I'm a unique one with this flower. I like to be	5
(23-year-old girl)	flower, at night it's an		the notices of the group. It was
	opening one. It had spikes,	alone.	a good feeling for me that the
	but it was very hard for him		group missed me. That was
	out them off of her. You		also a good feeling that they
	can't go close to her, because		wanted to call me in but I
	it spreads poison. Because of		didn't stand in the group. It was
	the group she changed to		a good feeling for her that the
	fever attenuation poison. She		Girl Co-group leader didn't let
	wasn't poisonous anymore.		herself alone.
Girl Co-group	Yellow Kale with leaf	I love this very much an	I missed P. K. (23-year-old
leader		I got this for my leaving	girl), but it was good to belong
		ball.	to the group.
N. Cs.	Large-headed red and white	I got it from my last	It was bad that we always had
(18-year-old girl)	frilled edge carnations.	boyfriend.	to convince P. K. (23-year-old
			girl) to do anything. It was such
			a feeling if he didn't belong to
			us.

	r		1
F. P. (17-year-old boy)	Waxy red rose His spikes were bitten down by L. L. (15-year-old girl).	When mum was ill, she asked for her favourite artificial flower next to her bed.	L. L. (15-year-old girl) was a good mate. I gladly put off my spikes.
Z. M. (17-year-old girl)	Blue rose, with raindrops, so pikes, but it has black leaves.	I saw such flower abroad.	I missed P. K. (23-year-old girl) and she annoyed me. ŰIt lasted for long.
R. A. (20-year-old girl)	Rose-lily alloy	I saw such flower in Netherland the home of flowers. I got this from my boyfriend.	It was good to help for the others.
Group Leader	Poppies	I love it, especially when there are a lot of poppies in the field.	I liked the game and I missed P. K. (23-year-old girl) too.
L. L. (15-year-old girl)	White rose	I like this flower and I would like this flower for bouquet on my wedding day.	It was good I gladly put off my spikes. I could accept the notices of the group.
S. H. (17-year-old girl)	Gladiolus with red flower	At home my boyfriends mother has a flower like this.	I liked it! (She squirmed during the game) She was disturbed by P. K.'s (23-year-old girl) behaviour.
J. R. (16-year-old girl)	Big organ-purple	In front of the flat there is a flower like this ands it's very fragrant.	She wanted to stand next to the Group leader but she didn't have a place there and it disturbed her. Otherwise she liked the game.
Boy Co-group leader	Cockscomb-birdie	At home my grandmother took care of this flower. Because of the group she put the top of it down.	Because of the group she gladly put off the top of the flower down.
K. B. (18-year-old boy)	Bamboo	Thick and big, stable.	(It was hard for him to soften his stems and it was also hard for him to become smaller.) "It was good that they didn't leave me alone and that I can belong to here. I am not used to be convinced by so many people. I like to implement my ideas."
C. M. (17-year-old boy)	Poinsettia flower	My caregiver brought me a flower like this. At home I only water this one.	The game was long and he was disturbed by P. K. (23-year-old girl), "Although she belongs to us."

# **Group mirror**



#### American interview

I often heard from them that I wanted to leave the school, I skulk and I'm on the loose. I want to go out to the life because they don't give me the family allowance. The group showed me that looking at the authentic helpers' life the children can learn a lot. We strived with the interviewee to tell it together what the outer life and social norm mean, and how much the values and relationships influence the everyday life of people. The group members listened to him in sepulchral silence. In the end they thank with a kiss or handshake for him that he had visited us.

# 4.5 DEFENCELESS FEELING AND THE RELATION TO IT

Anonimised report extract

I. group/5. occasion

2006.

# DEFENCELESS FEELING

Personal frames: Group Leader Co-group leader Facilitator Authentic helpers

2006-day 1

Arrival of the children

# What does it mean?

Topic-introductory- talk. "Let's talk about it!" (Concept of defencelessness-feeling, the meaning of the word, exchange experiences through OTHERS' experiences.)

In small groups: personal experiences, exchange of experiences. Giving concrete examples

### **Big group:-** Given examples

NAME	THE EVENT I FELT DEFENCELESS IN				
Z. B.	To make card so that I could get the family allowance. I got into bad company,				
(20-year-old boy)	which of course took his money away, so he lived in a railway station for 3				
	years. He could get his card back from the mafia after 3 years				
C. S.	They were very poor, with a lot of debts People burglarized to collect the				
(15-year-old girl)	money $\rightarrow$ so he got into state care				
N. Z.	Because of his bad study results he didn't get anything to eat only beating. A				
(17-year-old boy)	friend helped him. 5 votes				
Boy Authentic	To have roof over his head $\rightarrow$ he had to meet the expectations of his mother-in-				
helper	law, he had to bear he disdain. 5 votes				
K. M.	He has nowhere to live, he can live at one of his acquaintances, who -he thinks-				
(20-year-old boy)	can't bear him anymore. $\rightarrow$ as a result, uncertainty 10 votes				
B. I.	- He undertook a job in Szekszárd. For a garage-sized flat we had to bear and do				
(19-year-old boy)	everything. He wasn't paid. He was afraid of his employer very much.				
	- Bigger ones discipline the smaller ones.9 szavazat				
K. I.	She is being ordered a lot of kinds of things, and she is afraid to say anything				
(17-year-old girl)	because she is afraid to stand up for herself. 11 votes				
N. M.	The family got into street. The parents didn't want to solve, they lived there they				
(15-year-old girl)	slept in the bus-stop. Solving of the house-question,: the foster father terrorised				
	the environment, the flat owners, mother, and children. (the brother of the foster				
	father raped her, but even the police didn't believe her. Nobody believed her				
	except her mum, as a result her foster father beat her very much. 12 votes- but				
	she wouldn't' like if we bothered with this. That was also good that she could				
	finally tell it.				
Facilitator	The Lada was stolen he was already in, he was just before wedding. He was				
	towed to the police station, from where he had to take it immediately otherwise				
,	he would have been fined. 6 votes				
L. É.	- At home she was terrorised by her foster father, he beat her several				
(17-year-old girl)	times.				
	- After getting in, loneliness came, nobody helped her 10 votes				

Girl Authentic	Her mother-father were alcoholic, 6 children grew by themselves. Feeling of
helper	being alone 10 votes
V. B.	The dependence on his sister's love makes her defenceless-
(22-year-old girl)	
Co-group leader	After the death of his father insecurity came. The sure ground slipped out from
	under his feet. 8 votes.

According to the choice of the group, we worked with 2 problems: with K. M. (20-year-old boy) and K. I.'s (17-year-old boy) case.

### Empathy circle - K. M.'s (20-year-old boy) problem

The group members took the role of the landlord. In the comments it clearly turned out that it is probably not about the problem but about a bad feeling. And its solution must be an open discussion. At the end of the circle K. M. (20-year-old boy) got the courage to ask about his feelings openly and to discuss this thing with his landlord. The group members confirmed him that he had to settle his unsolved conflict with his caregiver too, since the safest option for him is definitely to get back to the institute.

# Situational practice- K. I. 's(17-year-old boy) problem

K. I.'s (17-year-old girl) problem is that she cannot stand up for herself, she is afraid to tell what she thinks, as a result she is often joshed by the bigger ones.

We put down K. I.'s (17 year-old girl) chair, behind it we out 2 chairs on the two sides, where the "bodyguards", defenders were sitting (Boy Authentic helper, Co-group leader) The task of the defenders was that when the "one who picks at K. I." comes and K. I. is afraid to say a word, then they should talk for K. I. and defend themselves as K. I. (=K. I.). The group members came and wanted to make K. I. do many kinds of things. (Make the bed, rush to the shop when her favourite program is on TV, sweep the floor instead of everyone for the request of the caregiver, etc. The group members came out to pick at her.)

K. I.'s defenders didn't have to say anything; they just had to sit behind her. She stood up for her own interests with voluble language and logical reasoning. After 3 situations for the sign of the Group leader, the two defenders sat among the group members leaving alone K. I. The Co-group leader and 2 group members also went out to pick at her. K. I. has already had the courage to stand up for herself. It was only hard for her for the first time, but when she first made it then it wasn't a problem anymore. She also dared to protect herself against the rudest one who picked at her. Even against the one who was physically superior to her.

**Assessment:** K. I. felt very fine and she was proud of herself. The group members repeatedly declared their liking with applause, when she defended her views smartly, and she didn't let herself to be joshed.

Feedback: It was instructive and surprising for the others how strong-minded she was, and that they experienced the strength by representing themselves.

#### Life path plan making

Individual work. Necessary accessories: papers and pens. Aim: One of the cornerstones of the way out from defencelessness: realistic, clear plans, goals, with the steps which are leading to them.

NAME	LIFEPATH PLAN
Z. B.	Family foundation(wife, child), stable workplace (carpenter, bricklayer)
(20 year-old boy)	

C C	
C. S.	- I will finish eighth class
(15 year-old girl)	- I will learn a profession for 4 years
	- I will leave the institute for my love at the age of 18
	- I will attend the shop assistant school
	- I will learn the waiter profession
	- I will have a house and 2 children
	- I will work with my love and we will send the children to school
N. Z.	- I would like to get the certificate of the baker profession, and later I
(17 year-old boy)	would like to get the master baker profession. The following one is
	also among my plans; I want to get the driving licence, so I will be
	employed in more work fields (good transport)
	- I would like to have a very nice and clever wife, who won't let me
	be lost in the ways of life and who will always stand up for me. I
	would like to have 2 children, one boy and a girl, to whom I would
	be a caring father.
	- I would like to have an own flat, where my children can grow up in
	happiness, peace and love.
Boy Authentic	- To deal with people in state care
helper	- To do social-therapeutic role game
	- To live a normal family life
	- To have a job, to work
	- To bring up my family with honesty
K. M.	- In a month: getting back to after-care
(20-year-old boy)	- In a year: To obtain a profession of construction industry
	- In two years: To buy a flat
	- To provide a permanent and well-paying job
	- To marry with love within 2 and a half years
	- In 5 years 2 children: a girl and a boy
B. I.	- Profession(will is needed to obtain one)
(19-year-old boy)	- Driving licence
	- To bring back ma family together (father) and take care of it
	- own flat
	- family
	- and to prove in life
	- to achieve dreams
	- to die at an old age
	- meanwhile to work of course
K. I.	- further education
(17-year-old girl)	- husband and children
	- workplace
	- grandchild, peaceful family
	- I want to live until I'm 90
	- To raise up my younger brother, I would like to help my younger
	brother and father
N. M.	- I will finish school where I'm going now, I will take the
(15-year-old girl)	intermediate English language exam and I will graduate. It will take $\zeta$
	5 years.
	- I wouldn't' like to go immediately to university or college, but I
	would like to attend the financial administrator course in my present
	school, by which I want to get a job in the bank sector.
	- After graduation I want to go to to college to learn maths+
	another major, which I don't know yet. Here I want to get a
	diploma. Then looking for a mortuplane formily foundation. I will do
	- Then looking for a workplace, family foundation. I will do
	everything for my family what I can.
	- My younger sister, who I love very much, I would like to raise her
	and pave her life. I never want to lose her.

<b>T</b> 11'4 4	
Facilitator	- Strengthening of family funds. ( I moved to a new place)
	- I want children
	- I want a job
	- Romology, To take language exam of Lovári language
	- To create AGOTA Village
L. É.	- In the near future I would like to get out to my mother
(17-year-old girl)	- I would like to continue my studies in the high school at home in
	<ul><li> I would like to work with the obtained profession.</li></ul>
	<ul> <li>Family, secure background.</li> </ul>
Girl Authentic	<ul> <li>I will finish my present school, only 2 years left.</li> </ul>
helper	
	- To work as a hairdresser $\rightarrow$ master hairdresser, professional teacher
	- College (psychologist), after that I would like to deal with people
	and children by all means. I want to stay as a volunteer colleague. I
	will be 28 then.
	- To work in what I like, meanwhile to create my own family, own
	flat.
	- Own hairdresser saloon.
	- Child, husband, secure future vision, which I have created.
	- To give presents for my grandchildren
	- To help others
	- Secure atmosphere in my own family
	- To notice others that I want to help and not hurt
	- To keep, what I've got
	- To provide everything for my children what I can
V. B.	- I will finish school;
(22-year-old girl)	- I won't stop dancing.
	- I won't let my brother down;
	- I will start to organise my life: e.g. I will buy a house, I will lokk for
	a workplace.
	- Everything which I didn't get in the children's home and I get
	outside: I will honour it.
	- I would like to get another profession.
Co-group leader	- Such workplace where I feel good (that's what I have now)
	- Diploma, because I promised it to my daddy. (in progress)
	- Romology, To take language exam of Lovári language
	- To create AGOTA Village
	- Own child
	- To help the situations of Gipsies

Then within frames of individual presentations, everyone showed their own life path plan. The personal sample giving from the team members were very important and useful.

# 2006-day 3

# Screening Film with assessment

Screening the film Life is beautiful, then assessment module: They liked the film very much, the girls even cried. During assessment they said they liked the film because of the persistence and caring of the main actor. The fil was a good choice, it made the cornerstone full.

#### Anonimised report extract

II. group/5. occasion

# 2006.

# FEELING OF DEFENCELESSNESS

Personal frames: Group Leader Co-group leader 2 Authentic helpers

The professional team's arrival at the residential home, then the arriving circle which aim is to tuning to each other, and it also provides useful information for the professional team about how the children are.

# Tuning-on talk

What does defencelessness mean? Concept clarification According to the children the following things can make us defencelessness:

- Our human comforts
- Society
  - work
  - taxing
- In field of trust
  - Nature
    - weather
    - disease
- Our own and others' feelings
- Addictions
- drug, alcohol, slot machine, smoking
- Theft, cheat, lie
- Standing on our own feet (getting out of institute)
- A kind of satisfaction of needs - in the institute
  - in life
- Fear of life
- Distrust
- Loss of family

Then we asked them to collect, who they have conflict with, what makes them or who they feel themselves in this situation defencelessness.?

# Practice which helps to solve problems

The group leader created 3 smaller groups and asked the members of the group to recall (in smaller groups) their conflicts and difficulties coming from their present defencelessness.

# 1. Problem seeking, 2. Choosing the problem

1.group		2. group	2. group		
S. D. (26-year-old girl) 3 votes		O. B. (17-year-old boy) 5 votes			
Family					
		Family			
I can't go home because of					
lies		I lost my family at the age of ten			

K. R. (22-year-old girl)	2 votes	S. D. (18-year-old boy)	3 votes
Friend		Myself	
He plays with my emotions		I got in the institute because of my fault	
C. Zs. (15-year-old boy)	4 votes	R. S. (17-year-old boy)	7 votes
Parent		My girlfriend	
They sent me		I came to know that I would have a child, but I couldn't keep it	

After this I asked R. S. (17-year-old boy) to tell the group in detail, what the difficulty was in this situation...

#### Story:

R. S. (17-year-old boy) I have been going out with a girl -not from state care- for a year. 2 months ago it turned out that she is pregnant. I wanted to keep the child, but we didn't even dare to tell my girlfriend's parents that she was pregnant. We went to the doctor together, and we discussed that she will reject the baby.

Conflict: In fact that we have been arguing since then, and I am afraid that I will lose her, and she is afraid to tell her parents. I feel embarrassed and I do not know if I did the right thing.

We put two chairs in the middle:

- 1. it was for the one, who brought the problem
- 2. on the other chair we had to give a positive strengthening to the one who sat there.

The group members tried to strengthen R. S. (17-year-old boy) with incredible sensitiveness and helpfulness, they paid his attention to the joint decision making, that he did not make this decision alone and that he wasn't responsible for the relation between his girlfriend and her parents.

#### Common octopus

Now the practice succeeded. C. Zs. (15-year-old boy) also dared to try it, I was very happy about it. C. Zs. (15-year-old boy) basically doesn't feel good in the group. He guided and he was very glad that he could make it. S. D. (18-year-old boy) could make the practice for the second time. Then we played relaxing unstressed practices.

#### Screening film with assessment

Screening the film, Life is beautiful. The group members liked the film very much. Several of them noticed that how strange it was that they do not know the films screened by us, although they make them think so much during the period between 2 occasions.

III. group/5. occasion

2007.

# FEELING OF DEFENCELESSNESS

Personal frames: Group Leader Co-group leader Authentic helper Facilitator

#### Group greeting+arriving circle

(At his time we discuss/would discuss that what happened to them in the last period, and we review the weekend. I groups they don not speak about their hurts, so that's why the professional presence of the professional team is very important and to create a trustful atmosphere to conversations.)

We experience for umpteenth time that the children are frustrated and anxious on their arrival night. They always wait for the group-occasion but to relieve stress they hurt each other, which make the concerned ones anxious and sad. Thus the nights of the arrival after the conversations usually go with (tension-easer, active) games. On the one hand to reconstitute the unity of the group, on the other hand to ease their tensions.

It is also a difficulty that the time periods between the group-occasions demolish the behavioural and moral norms which had been created during the weekends. Between the 2 occasions – because of the residential home system- they do not really meet each other. So every time they have to lay the group rules again and plenty of time go away for discipline. They recognise but don't use the norms given and represented by us. (Example: when they meet in their familiar surroundings and hurt the other one, the person asks the other to apologise (- they learned how to apologise).). In the groups this does not mean any difficulties for them, but in their everyday surroundings they cannot do this.

On the night of their arrival they extremely need the personal caring and maximal attention. These make them calm and feel themselves safe.

## Brain storming- Conflict situations

- Teacher is picking at me
- Selectivity
- The caregiver is picking at me
- I pick at the caregiver
- The caregiver lies in my eye
- The caregiver abuses with my trust, and gossips about me. He tells my secrets to the other caregivers/children (they talk about me behind my back)
- My friend misleads me
- We have other fields of interest $\rightarrow$ rows coming from this (TV- programs)
- Disputes arising from the difference in age (the bigger ones josh and hold the smaller ones at bay. It is always what the bigger one wants)
- We like the same boy/girl
- Thefts from each other
- The richer ones disdain me
- Racism (on bus, at school) because of being Gipsy
- Quips
- Policy/cleaning order
- Rows, fights between siblings
- Different habits

## Alternative solutions for conflict situations

CONFLICT SITUATION	SOLUTION
Teacher is picking at me	• I don't bother with it, I ignore it
• Selectivity	• You have to discuss the reason and you have to draw the caregiver's attention to this fact
<ul> <li>The caregiver is picking at me</li> <li>The caregiver is picking at me</li> <li>The caregiver lies in my eye</li> <li>The caregiver abuses with my trust, and gossips about me. He tells my secrets to the other</li> </ul>	<ul> <li>Don't give reason to it</li> <li>Self-discipline (I try to control myself)</li> <li>Calm discussion</li> <li>Confrontation, asking, discussion. To choose better, to whom I give trust. I don't extradite myself.</li> </ul>
caregivers/children (they talk about me behind my back)	• If we cannot discuss it, friendship will be broken
• My friend misleads me	• To increase acceptance based on common agreement
<ul> <li>We have other fields of interest→rows coming from this (TV- programs)</li> </ul>	• Permissiveness, the other one has the same rights as me, and he/she is in the same bad situation as me.
• Disputes arising from the difference in age (the bigger ones josh and hold the smaller ones at bay. It is always what the bigger one wants)	• Discussion, consideration: What is more important the one who you like, or friendship
• We like the same boy/girl	<ul><li>To obey strict rules</li><li>To prove that there is no reason for it</li></ul>
<ul> <li>Thefts from each other</li> <li>The richer ones disdain me</li> <li>Racism (on bus, at school) because</li> </ul>	<ul> <li>Not to go into meaningless debate, and not to support it with my behaviour</li> <li>Not to bother with it, not to talk back</li> </ul>
of being Gipsy Quips Policy/cleaning order	<ul> <li>To create a single system, everyone takes part in creating it and obeying its rules.</li> <li>Understanding of each other, discussion of the problem</li> </ul>
<ul><li>Rows, fights between siblings</li><li>Different habits</li></ul>	Permissiveness, acceptance, respect

According to our experiences, that their main problems come from the bad management of their conflict situation. So the team-members decided that hey give another occasion to give out the possible alternatives to them.

#### Screening film with assessment

# Remember the Titans!

The initial lack of interest faded away as the film progressed. Basic story: Strict white town, at the time of the liberation of the black people. The black people can got to the same school with the white ones. The school has a rugby team, where a black coach is appointed and black people can also play in it. Series of basic conflicts come from discrimination which gave birth to tensions. The personal sample giving and decisiveness of the coaches put an end of it.

**Assessment:** everyone liked it. In the end the children rooted as one man for the success of the final, where black and white people (in one team, for each other) struggled for the success- cooperating with each other. Of course this one and a half-hour was difficult for a part of the children. It's a recurring problem, that it is very hard to have their attention. During group sessions they constantly ask permissions to go to the toilet, or to drink a sip of water. Anyway after the film they recalled the most memorable scenes in supercharged and excellent mood. The film was a very good choice.

Anonimised report extract

# 2007.

# **DEFENCELESSNESS FEELING**

Personal frames: Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

A picture when I was defencelessness, but got out well from it.
---

NAME/ NICK- NAME	PICTURE SHARING	CONNE	DECI- SION	FEEDBACK	GESTURE, MIMICRY
Facilitator	Picture from childhood When my mother remarried, they didn't even ask me, just a stranger came, who I didn't want for my father at all.		BACK	It was a very bad feeling at that time, I don't like to get into similar situation ever since that.	
P. L. (17-year- old boy)	The group is on the picture. I am speaking on the phone with my girlfriend, who is breaking the relationship with me. I cannot do anything, because the girlfriend is at home, and I'm here.		NOT BACK	I didn't put it back, since I know that I have still things to do with this. I have to make my relationship work again.	
N. I. (18-year- old boy)	The day of getting in, when I had to move in the residential home.	Group Leader, B. E. (18-year-old girl)	BACK	"they threw me away"- he said. It was very bad.	Lively gestures.
Sz. É. (16-year- old boy)	There is my family all together on the picture. It was made when my parents divorced, we were together for the last time.		BACK	It's bad to think of this.	There were tears in his eyes and he was on his way to cry.
Girl Authentic helper	A committee is sitting around the table to decide whether I get into state care or that they send me back to parents.		BACK	IT was a very bad feeling at that time. I knew if hey decided to send me home, then my fate would have been sealed, since the conditions at home were untenable.	
L. N. (17-year- old girl)	Me and my Ukrainian girlfriend is on the picture. The girlfriend moves. There will never be another one who I can trust so much.		BACK	It wasn't good to recall that feeling.	
B. E. (18-year- old girl)	Getting in. I didn't know what was going to happen with me. There was only big uncertainty.		BACK	It was very bad then, but now it's good to think about it that it has already gone.	

Group Leader	I am standing in front of the huge gate of the children's home, twice: Getting in and out.	BACK	That feeling was very bad only the great fears were circulating in me.	
G. R. (18-year- old boy)	I am walking in the park at the age of 13. At the death of my mum, before getting in: I am wondering: what will be with me.	BACK	I don't like to think about it ever since that.	
Boy Authentic helper	The period after getting out. I was in love with a girl, I moved out to her. Her family took my money and I got into street without everything. I didn't know what was going to happen with me.	BACK	It was a terrible feeling. Total insecurity. Now I'm fine and it's good to think back that I have already climbed out of that HOLE.	
Co-group leader	The period after the death of my father: we had to unregister the mortgage from the house not to lose everything what my father had worked for. We depended on a stranger's goodwill.	BACK	It isn't good to remember for this, but it's very good that it has already been over.	

### Calm me!

Strengthening practice( non-verbal) which makes them experience

During the practice every group member sat on a chair in the middle with blindfolded eyes. Then the group members went to them one by one –in freely chosen sequence- and tried to ease the uncertainty, defencelessness of the one sitting in the middle with touch, caress and reassuring. Everyone took place.

#### Feedback:

#### What was it like to sit in the middle with blindfolded eyes?

It was a very good feeling to experience that they were in safe and thought they were afraid first, it wasn't hard to overcome fear. The caress and encouragement was good for them.

What was it like to reassure the one sitting in the middle?

It was good to be responsible. It was a very good feeling.

The group definitely liked the practice. The potential security of the strength in touch served as a reassurance against the defencelessness feeling. One of the group members despite that at the beginning of the group training he was abstaining from touch, which was solved he didn't dare to sit in the middle. But sitting on his place, he took part in the exercise with blindfolded eyes. Since after being defencelessness in the group- he got good feelings, kindness and love.

#### Screening film with assessment

Screening the film Life is beautiful- They liked the film very much and they didn't have to assess it, since they could totally admit it They really liked the film.

V. group/ 5. occasion

#### 2008.

# DEFENCELESSNESS FEELING

Personal frames: Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

After the arrival of the team at the children's home

#### Introduction of the topic talk. "Let's talk about it!"

(Concept of defencelessness feeling, meaning of the word, exchange of experiences through OTHERS' experiences.)

CONVERSATION ABOUT DEFENCELESSNESS what can be the reason that a man is defencelessness – the connection of these)

Nobody was aware of the concept they mixed it with the concept of service.

**The defencelessness:** a situation when you are helpless with a part of your own fate and you depend on others' decisions, actions, and goodwill. When I specifically cannot do anything to influence the outcome of the things. Or when there is an element which determines what will happen, which you cannot control. (e.g. weather etc.)

Depending on something or somebody. Is this bad in all situations? (Do we dare to ask for help e.g. ,risking to become defencelessness..) When everyone understood the concept, we started to collect examples.

#### Things which make us defenceless:

- Lack of self-confidence
- Blackmail
- Law
- Circumstances
- Confinement
- Workplace
- Family
  - Step parent in the family
  - Alcoholism
  - Disappearance of security
  - $\circ$  Child is disdained (e.g. they force him/her to beg)
- If you give up the hope (there is always a drop of hope!)
- If there is no help
- Being without money
- Breach of personal privacy
- Majority(physical superiority, oppression)
- Lowlife, homelessness
- If you don't learn
- I you don't honour the good things
- Love

# Things which make a child in state care defenceless:

- Desire for love and caring. (,,he/she wants to be loved and to care for him/her). For this reason he mixes with bad companies, hoping, that they will care for him there, or he involves himself in superficial relationships.
- Searching safety
- Trust
- Friendship (from interest, for money)
- Adults
- The life itself: life situation
- The appearance (,,state dogs"; going out, clothing, gang)
- His/her fate that he became a child in state care
- Feeding with promises (that he only needs to stay in for a month then he/she can go home)

Passionate conversation was developed, they interrupted each other and complemented each others' ideas.

NAME/ NICK- NAME	PICTURE SHARING	CONNE CTION	DECISION Did he/she put it back?	FEED- BACK	GESTURE, MIMICRY
R. F. (16- year-old boy)			-	Too fresh experience, he didn't want to talk about it, but he listened to the others.	There were tears in her eyes, he drew back almost out of the circle. His attention was active all the time.
B. GY. (17- year-old girl)	5-6-year-old picture, colourful. I helped granny clean the house. My older sister in the other house came down on me saying that I was a bitch, and I didn't do or help in anything. When I got home the family waited for me to rag me. I cried, it was very bad, because I couldn't defend myself. But I knew that I was right and I also had witnesses for it.		she threw it back $\checkmark$	It wasn't good to talk about it, because the feeling came back, but not so strongly like before. Now I'm fine. I try to protect myself, I strive to be right. Group leader- strengthening.	Folded legs, he chewed her nails, strong gestures told about her intense emotions.

### Picture when I was defenceless, but I solved it

K. J. (17- year-old boy)	One and a half year-old picture, colourful. On the street three strong children took my papers and wallet away. I went home and told the caregiver, we denounced them, they caught the perpetrators who were also from state care form another town, who have been jail since then. I did NOT afraid, but I was scared.		>	I'm fine. I prove my right, I go after things. I avoid conflicts. (I don't fight or tease anymore!) The Group leader praised for that.	He told the story in an objective, formal style, he turned out from the circle with his body- he only spoke to the Group leader.
Boy authenti c helper	5-6-year-old picture, colourful. My real parents took me to Pest to work, whom I contacted after I was 18, but they left me without anything in the unknown. The shift leader lady took me under her wings, she helped me a lot.		1	I'm fine. It's a good feeling that it's much easier to talk about it than before. I trust myself and I got friends who I can count on.	He was calm and balanced.
G. CS. (17- year-old girl)	13-year-old picture, black and white, small. Strangers came, who told me that they were taking me to relatives, but they took me to the institute. At home my parents drank. The good thing in it that I got here that I'm safe. (What I felt defencelessness then, that became security)		*	I try to trust my friends who help me. (SAFETY). I'd rather not think about it. (Group Leader: in himself he has the ability to create security, because he is strong and decisive.)	There were tears in her eyes, but she stayed calm. She had honest little girl face, she experienced it again, she looked up as she could look at adults. The "I 'm safe" feeling stayed on her face.
K. P. (18- year-old boy)	About 5-year-old picture They accused me of knocking about a car which was in the car park. But I played football 5km away from it, I have 18 witnesses for it. In the end it turned out that it wasn't me. I'm not proud of it but I beat that child very much who spread the suspicion.	D. L. (17- year-old girl), P. T. (16- year-old boy)	>	I discussed it with acquaintances outside but here I cannot talk about things like this. Now I can in the group and that's good.	she didn't blush as she spoke!!! (this is very good!) She was categorical, she listened to the others' messages, and she often nodded meanwhile.

DI	7.0 man ald a los 6.1.0	рт		T4	Cha hara
D. L.	7-8-year-old, colourful. On	P. T.		It wasn't anything	She became
(17-	the picture she and some	(16-		like that, It wasn't	nervous, her
year-old	adults are standing in front of	year-old		good to talk about it,	gestures were
girl)	the house.	boy), K.		I don't want to talk	sharp, she
	They accused me of seeing	P. (18-		about this and things	talked with
	that I had gone to one of the	year-old		like that. (Group	passion, in the
	house to steal cookies.	boy)		Leader: he knows	she retired
	Meanwhile I was in the			that it's hard to talk	herself into her
	market, and I met that			about these things.	shelf, but she
	policeman, who later stated			He called her	also calmed
	that he saw me near the house			attention to the fact	down. Her
	although it was in the			that she stands up for	attention eased
	opposite direction. I had to		>	herself many times	down
	leave a footprint next to a			and the caregivers	
	webbed footprint, I had			also protect her. She	
	striped shoes. By the time I			asked and received	
	got there the webbed footprint			help and she has all	
	vanished and I had to put next			the abilities to protect	
	to my own footprint another			herself.)	
	footprint of mine. I was upset				
	and I couldn't say a word. I				
	felt the situation hopeless and				
	unfair. Then my caregivers				
	stood up for me, and so they				
	believed that it wasn't me.				
Co-	My parents left me(at the age			It was hard to talk	Relaxed, calm,
group	of 6) at home with my 3-year-			about it, because I'm	active
leader	old younger brother. We were			not used to it. I'm	attention.
	hungry we wanted to slice			independent and I am	
	bread with a big knife but we		>	not afraid to go	
	couldn't. So we went to the			through wit plans	
	neighbour to ask for help.			which I target, even if	
				I'm left alone	
				halfway.	
F. K.	Black and white picture which	Group		I don't like to talk	Tears in her
(17-	was made 3 years ago.	Leader		about things like this,	eyes, her voice
year-old	My step father often drank.			because I am touched	trembled, and
girl)	He hit me on the face and my			and I won't be strong.	The Group
	mother didn't protect me.			I close it in me and I	leader's
	(Now I know that she was		lck	don't do anything.	connection was
	afraid of my stepfather that he		ba		good for her.
	would beat her too.) Then		She threw it back $\checkmark$		-
	they didn't let me go, they		<b>v</b> ev		
	closed me in a room from		th :		
	where my mother helped me		She		
	· · ·		<b>U</b> 1		
	to escape. Since then I haven't				
	to escape. Since then I haven't been at them. Though I heard				
	been at them. Though I heard				
	been at them. Though I heard reports from them that they				
	been at them. Though I heard				

J. É. (18- year-old girl)	My daddy died, but before his death he took care of me to get into children's home, since my mother was unable to raise us. It was bad that time, I didn't know what was going to happen, than for God I got here.	To K. J. (17- year-old boy) on the bust, he was threaten ed, he was afraid very much, but thank God they got off.	>	It was bad to talk about it, now it's average. I'm not used to talk about things like this, although we all experience it. Strange. We always discuss everything. "I can manage the constant defencelessness."	He said it calmly and naturally. She has already processed and handled it.
P. T. (16- year-old boy)	About 1-year-old. There is a trouser on the picture (He is NOT holding it!!!) I was accused that I had stolen a a pair of trousers in the district. then of course it turned out that it wasn't me, but the feeling was very bad.	D. L. (17- year-old girl), K. P. (18- year-old boy)	1	It wasn't good to talk about it. M wound is hurt. I can manage it.	He communicated in an intense and heated emotional sound. He tried to pay attention all the time.

Creating blasting bombs which prevent defencelessness

Brain storming practice.

VI. group/ 5. occasion

2008.

# DEFENCELESSNESS FEELING

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Girl Authentic helper

After the arrival of the children:

Arriving circle

### **Co-group leader:**

I passed all my exams. We held 2 Christmas celebrations for the children. The Christmas celebration at home was also very nice. Between 2 holidays I relaxed a lot. I have been already waiting for you. It's good that you are here.

### **Facilitator 2:**

For me the nicest Christmas would be if nobody were in the children's home. I would know that everyone spends Christmas with their family. Otherwise the celebration was very nice and intimate in the children's home. So was at home. I also relaxed a lot. I started social-therapeutic training.

### H.G. (17-year-old boy):

I improve at school. I spent Christmas with P. I. (20-year-old girl) and we were in the cinema together. I'm afraid a bit because I'm getting out to a bachelor flat. I have already been used to live with the others. Here, my fortune is that P. I. (20-year-old girl) will be with me.

#### P. I. (20-year-old girl):

There wasn't anything special. I felt good with H. G. (17-year-old boy) we spent Christmas together. Everything is good at school.

#### K. R. (17-year-old girl):

We spent Christmas at the mother of my friend. We spent New Year's Eve with my siblings. I started to improve at school, I learnt a lot, but it will turn out ho much it is worth. On Monday I move down to after-care level, which I am very afraid of.

#### **Girl Authentic helper:**

Between the 2 holidays I took part in family visit. The nicest thing was that I persuaded the other family members to go to my father together. It was a big surprise for him. I have just had my exam. I am afraid that it didn't succeed, since they didn't tell the results of it. I only saw that they liked my first work, but they didn't look at my other works they went by on it. I hope it succeeded..

#### **Group Leader:**

I have finally passed my exam. It was very hard, but I got a 4 mark. I also spent Christmas here and at home with my family.

# D. K. (16-year-old girl):

I hooked up again with my ex boyfriend. We hooked up on the mountain. I spent Christmas alone in the children's home. We made a very nice show with the help of the 2 graces. Almost all of the teachers were touch except one, who had serious face while looking at the program. I don't like him. I won a drawing competition at school. It was very embarrassing when you had top go for the award. It was very embarrassing..

/She was very open compared to herself, She spoke a lot and smiled./

# Cs. É. (16-year-old girl):

I spent Christmas at home. Mum slept. The New Year's Eve was the best, I spent it with my friends. We did a lot of foolish things. We laughed a lot.

/Extroverted/

## G. B. (17-year-old girl):

My group Christmas wasn't very good. I got a surprise. My brother was at home he came home from England. At New Year's Eve my aunt spoke a lot about my mother. I called her and called her mommy. I was also surprised from this. I went to her and we did not argue. We talked a lot. It was very good for me.

Name	Negative photo	Connection	Positive photo f	Connectio	Feedback of feelings
1 (unic	reguire photo	connection	i ositive piloto i	n	recubuck of rechnigs
Co- group leader	My after caregiver wanted me to get out of the children's home at all costs as soon as possible. The photo was made in his office, when we signed the contract and meanwhile he suggested with some comments that I wouldn't' be able to keep those points.	P. I. (20- year-old girl) I was also forced to choose. I didn't like as they did it.	In college one of my old peers from children's home protected me from initiation.	P. I. (20- year-old girl) When at high school they were looking for class leader, I was the one, who stood up and undertook the role.	I felt good during the game. I could compensate my defencelessness in such way that I focused on my targeted aim. It is important to me to listen to and accept others' opinion. I believe in myself.
Girl Authen tic helper	On my 18 <sup>th</sup> birthday I had to go to the aftercare house without any preparation. I wasn't prepared.		I was transferred and the co-class leader helped me a lot to felly myself good there.	H. G. (17- year-old boy) When I moved out, then I found a man who I could trust.	I liked the game. With the help of the Group Leader she was strengthened in the following way: I'm a Student president. I can cut. I learn. I go to ÁGOTA to good people, and they surround me. I get friends.
K. R. (17- year- old girl)	My aunt adopted me to her family, but later I realised that I was only important for her because by doing so, she got the social support after 3 children when she bought her house. They always took advantage of me, I couldn't even withdraw my collected money from the bank without them, when I got away from them.		My sister-in-law and her daughter always stood up for me. I got into children's home with the help and encouragement of my sister-in-law.		I liked the game. I have goals, but we will se if I can achieve them or not. Group Leader called her attention to be able to trust herself, since she has everything in her what she needs in life.

Positive/negative experiences in connection with our defencelessness

Facilita	Hospital bed. I	Cs. É.	It is also related to	I would start with the past.
tor 2	became ill. For me disease means defencelessness.	I wanted to commit suicide, I took many pills. It was bad that I was alone in the hospital.	the hospital. In my disease a lot of people stood by me and encouraged me, those who I couldn't expect.	I would start with the past. I wanted to be big girl soon, so I got married. We divorced after 20 years. Now my 2 sons mean strength to me.
H. G. (17- year- old boy)	I got the possibility to get out to a place outside. I didn't want it for the first time. I was afraid. My situation was uncertain for a long time, and now they would like me to move out.		On my first school day, I took a bus which carried Gipsy students. It wasn't told which bus to choose, it came naturally. When I got on the bus I was a little bit scared, because they quipped me. A guy, who I knew from the past, protected me.	I liked the game. I'm afraid of getting out, but I trust in my partners I get a lot of strengthening mainly from P. I. (20- year-old girl). Earlier I always thought that I could solve it and I didn't mean it seriously when they wanted to help me. Not I'm done with stubbornness. /H. G. (17-year-old boy) finally is bale to accept help/ I would like to learn.
P. I. (20- year- old girl)	I was forced to choose; to learn or to leave the children's home. I got scared, but I didn't learn but went to work.		I dared to stand before the class and I dared to tell who I was and where I came from. My Form Master supported me in this.	I liked the game. Several people would like me to go to party with them, but I'm not a social man. /Group Leader helped P. I. (20-year-old girl) to recognise her positive characteristics in her, that she is good as she is./ P. I. (20-year-old girl) thanked the Group leader's support nodding.
D. K. (16- year- old girl)	I would have like to get to grandma in the children's home, but my mother told me that in the Guardianship office I had to tell that I wanted to get to her.		My mother often picks at me for things, but grandma was the one ho told her to leave me alone because I was only a child.	I experience my defencelessness in my loneliness. Recently I have had peers and it has been good with them. I'm going to the mountain.
Cs. É. (16- year- old girl)	My mother often moved. Last time we moved to a temporary home for families. She often beat me. There was her drunken partner in life. If I wanted something, she immediately beat me. I didn't dare to tell it to the caregiver. So I was exposed to my tough mother and moving.		When I got into school, I felt several times that they were going to hurt me. A classmate was the one, who stood by me and took care of me.	I liked the game. I'm fine. I have plans for the future, but I'm afraid too. /Group Leader also gave Cs. É. (16-year-old girl) a great strengthening. /

Group	We worked a lot at	I was also	In the children's	I liked the game, and I'm
Leader	foster parents. My	afraid of	home they thought	fine. I really liked others'
	foster mother often	getting out,	that we would do	sincerity.
	wanted more what I	but my faith	every work for free.	
	could bear, her son,	helped me.	First we liked to	
	Zsolti often	We left with	apply for work, but	
	protected me.	one	then the more often	
		luggage. I	we went the less	
		trusted	they paid. When we	
		myself in	didn't want to pack	
		such was	bricks, our	
		that I would	caregivers even had	
		be able to	to go.	
		stand on my		
		feet.		
L. S.	The most beautiful		When I was at	I'm often afraid, but K. R.
(17-	thing in my life was,		home my mother	(17-year-old girl)is beside
year-	when I could meet		often picked at me	me, whom we often talk
old	K. R. (17-year-old		and made me to do	with, and so I can
boy)	girl). When I feel		a lot of things.	overcome my fears.
	that here is trouble I		There were times	
	like to go to her and		when on a day I had	
	ask for help.		to go the shop five	
C D	Maria		times.	T 1'1 - 1 - 1
G. B.	My mother was often drunk and hurt		I could rely on my	I liked the game very much and I feel fine. I can
(17-			aunt, even when I	
year- old	me. There was		got into institute.	manage my defencelessness and there
	always what she wanted.		She helped me a lot, it is as if she were	
girl)	wanteu.			are people who I can rely
			my mother even	on.
			until today.	

# Life path making

Name	Age	Planned	My previous results	My aims in the future
		age		
G. B. (17-year-old girl)	17		<ul> <li>8 years dance</li> <li>Performances, rankings</li> <li>I gained admission to the theatre</li> <li>I completed 8 grades</li> <li>I go to ÁGOTA</li> </ul>	<ul> <li>Workplace</li> <li>I would like to go to England</li> <li>To take the theatre more seriously</li> <li>To finish school, then graduation</li> <li>I wouldn't like to lose people, who are important for me</li> <li>To go to ÁGOTA</li> <li>People, whom I am not friend with, turn it to good (my mother)</li> </ul>
Co-group leader	27	85	<ul> <li>I learnt- graduation</li> <li>I formed a community</li> <li>I gave trust to others</li> <li>College</li> <li>ÁGOTA</li> <li>I developed, writing, speaking</li> </ul>	<ul> <li>Learning</li> <li>Family foundation, 2 children</li> <li>To help and deal with children</li> <li>I finish szocter??</li> </ul>

Group Loador	34	80 100	8 gradas alamantary Destaral desus
Group Leader D. K. (16-year-old girl)a	34	80-100 62	<ul> <li>8 grades elementary</li> <li>Secondary school- graduation</li> <li>AGOTA</li> <li>MgOTA</li> <li>Improvement of Berci</li> <li>Development of co- group leader</li> <li>Diplomas</li> <li>Own CD</li> <li>Ped. Program</li> <li>To finish elementary school</li> <li>My poems, drawings</li> <li>I realised that relationship is</li> <li>S grades elementary Secondary school</li> <li>Doctoral degree</li> <li>To publish</li> <li>Accreditation</li> <li>Accreditation</li> <li>Special deep therapeutic program</li> <li>Huge ÁGOTA camp</li> <li>Huge ÁGOTA camp</li> <li>To be happy about my children's success</li> <li>To improve my band</li> <li>To leave a lasting one to others</li> <li>A small house</li> <li>Stables</li> <li>Dog</li> </ul>
C. F		50 20	<ul> <li>important for me</li> <li>Mates, who accept me the way I am</li> <li>My boyfriend with whom I have a serious relationship</li> <li>We hate each other with my foster mother</li> <li>Man – maybe a husband</li> <li>Own Photographer- maybe a florist</li> <li>Driving licence</li> </ul>
Cs. É. (16-year-old girl)	16	50-60	<ul> <li>Poetry reciting competition II:-III. Rank</li> <li>Reading competition</li> <li>Reading competition</li> <li>Family competition</li> <li>To bring up a child</li> <li>To get to Arizona, where I can save the lives of animals</li> <li>If I won the lottery, I would open an animal shelter</li> <li>To support and take care of my parents</li> <li>To grow up, to become steady</li> <li>Travelling inland and abroad</li> <li>To get to ÁGOTA camp in summer</li> </ul>
Girl Authentic helper	19	80	<ul> <li>Elementary school</li> <li>Dök</li> <li>Gyök</li> <li>Chess</li> <li>A lot of smiling faces</li> <li>Others' trust</li> <li>I could settle a lot of things in me</li> <li>I can shape on myself and on others</li> <li>I can shape on myself</li></ul>

DI	20	70	
P. I. (20-year-old girl)	20	70	<ul> <li>cook profession</li> <li>Poetry reciting competition</li> <li>versifier competition</li> <li>I learned to weave</li> <li>I learned to sew</li> <li>I learned embroider</li> <li>Sport /Handball, aerobic /</li> <li>Singing</li> <li>relationship</li> <li>To finish secondary school</li> <li>to complete a middle-level school</li> <li>To build a career and ambition</li> <li>To buy a flat</li> <li>Family foundation</li> <li>In addition I would like to try myself in other areas: Radio</li> <li>broadcasting, program production, and maybe to manage a restaurant.</li> <li>Travelling</li> </ul>
H. G. (17-year-old boy)	18	80	<ul> <li>I gave up drugs</li> <li>I found my partner</li> <li>I reconciled with my father</li> <li>To gain recognition</li> <li>graduation</li> <li>To be appreciated in secondary school</li> <li>I became of age, more independent</li> <li>I do ÁGOTA</li> <li>I thought my life over</li> <li>I learned to trust and love, to take care, I see the world different now. I'm</li> <li>To get the partner of my life totally</li> <li>To gain recognition</li> <li>To ducate further to be a policeman or soldier</li> <li>To start work</li> <li>To buy a flat</li> <li>To provide future for my children, partner and myself.</li> <li>To give more.</li> </ul>
Facilitator 2	44	76	moving-College-work- well-functioning group, which everyone feels as their-My sonswhich everyone feels as their homeMy job is my profession-Family- To help boy to stand on their own feet, grandchildren-To take care of mny existing relationships-Relationship- To find a real prtner, who accepts me and who I can rely onGood children came out of my group and the could stand on their feetÁGOTA – VILLAGE-To finish social-therapy - friends-To finish social-therapy

I see that.....

- 1. The task was that the group members had to give good feelings to each and every group member except for the helpers, who were there.
- 2. They stood behind each other's back and they tried to explain and strengthen each other with their own words.

Each and every participant did the whole practice in an emphatic, honest and attentive way.

They strengthened, encouraged and comforted each other with the following sentences.

- Not every sugar is acid.
- You are good as you are, dare to fight for yourself.
- It' sure that your life will be successful, because you are persistence, and what you have set for yourself, it has always been successful.
- Trust yourself.
- You are cool, be more open.
- Don't forget that my door is always open for you.

- There is someone, who would like to help you, don't push the good people from yourself.
- Be stronger and trust yourself.
- If you have started, take it along, because your dream was to get into the theatre.
- Don't give up anything.
- Dare to fight for yourself and be more open.
- We will miss you if you leave us. (D. K. (16-year-old girl) began to cry here.)
- I get strength from you, because I see that you are strong.

#### Anonimised report extract

VII. group/ 5. occasion

2009

# DEFENCELESSNESS FEELING

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

Arriving circle

# K. T. (17-year-old boy)

Nothing special happened. I was at school for 1 week from 3 weeks. Meanwhile I was at home at my mother. Otherwise I go to school every day. I drank only once during the week, because I had a toothache. My terminal certificate was OK.

## Sz. M. (19-year-old girl)

I became single, I broke up with my boyfriend. After this I was at my girlfriend. I jerked to the doctor that I was sick and he gave me medical certificate. My girlfriend helped me a lot. The first two days were the worst. The Instinct CD helped me through the first two days. Now I'm better, my certificate was 4,3. I got one or two 1 marks. You don't have to be good all the time.

#### B. K. (19-year-old girl)

Of course only bad things happened to me. I experienced very difficult moments during my operation (inflamed gland was taken off from her neck). Because of my previous eye operation it's possible that I will get glasses. I will ask myself for a new practical place to a shop.

#### A. E. (17-year-old girl)

I was on a hairdresser competition as a viewer. A man from 1<sup>st</sup> grade won it. I am also going to hairdresser competitions, I have already planned some hairdos. I was examined, I have kidney stone. I failed from many subjects.

#### H. B. (16-year-old boy)

"good-medium-bad" I didn't fail of anything. I had some things to do with the cops (police). I stole in the TESCO, where I was caught by the security guard. He was quite normal and talked with me. Then the policemen took me to the TEGYESZ and from there they took me home. (Sz. M. (19-year-old girl) and L. I. (17-year-old boy) provoked him to talk about his other things too. I admit that I took one of my peers' mobile phone. The police found at me, and they hit me in the face. I'm really sorry what I did. If I'm 18, I will go to England and change my name. I feel sorry for my name only because of my mother.

#### L. I. (17-year-old boy)

Nothing happened. I go to school. My certificate has been good. I polished my finger with an angle grinder.

#### K. N. (16-year-old girl)

I truant a lot from school. I broke up with my boyfriend and a half week ago. I failed from 3 subjects. Everything is OK with the girlfriends. I managed to spend 4 hours from 5 at school on Friday.

# N. B. (16-year-old boy)

I will have a disciplinary procedure at school. I missed from classes a lot. This is my third disciplinary procedure at school. He argued with (B. K. (19-year-old girl) about the rules of the disciplinary procedure and told B. K. (19-year-old girl) not to be smart without being there.)

# **Group Leader**

I was at my friends. I work a lot, I have some children, who failed, but many of their GPAs improved. This is a good feeling. I have been waiting for you very much. I need to relax what I can experience with you here.

### Facilitator 1

I work very much. There were a lot of sick people at my workplace Finally we can go to party with my girlfriend. I'm fine and I've been waiting for you.

#### **Facilitator 2**

I was in the playhouse. Finally more people visit it. I'm not bored. I decided that I will apply for college. It's good that you are here. I slept a big one yesterday to be able to spend the weekend with you in an active way.

### **Boy Authentic helper**

School went hard, because I had to work overtime a lot, and I didn't prepare for the exams. I decided to adjourn a semester, to make things better financially but I will continue it from September. o I will have a half year to get used to work.

### **Co-group leader**

My work progresses well, I could catch up myself at work. We sent in many applications, to get money fro the summer camp. My cat is fine it bums a lot.

## Practices of trust

Blind guiding with sound and trust bell

K. T. (17-year-old boy)

I could trust, it didn't mean any problems. I knew that Co-group leader would not guide me to anything. When I guided I feared for the one, whom I was responsible for. (N. B. (16-year-old boy)

I was the first one, who stood in the bell. It was a similar feeling to drunkenness.

#### Sz. M. (19-year-old girl)

Neither of them was difficult for me. I knew that A. E. (17-year-old girl) trusts me and that she would do what I told her. The responsibility of guiding doesn't mean any problems for me. (She did not stand in the bell. For the first time the boys laughed at her and made her uncertain.)

#### B. K. (19-year-old girl)

I didn't want to guide. I don't like guiding, because I do no trust in me either. Once someone has already trusted in me, but I didn't believe him. She didn't play the games, she said that she felt dizzy with closed eyes, she referred to a previous game (which she didn't play with us), where she didn't get any help and felt bad.

#### A. E. (17-year-old girl)

I was afraid, because I felt that I was closed. In my childhood I was closed many times, where I couldn't escape from. Now I am experiencing the same. (Sz. M. (19-year-old girl) guided her) Once I have to overcome what I am afraid of. Didn't you trust me? (asked Sz. M. (19-year-old girl)) I knew that I could trust you, because you have always done good things to me so far. What disturbed me was that you were far away and your voice came from the distance. I felt good in the bell. It was a feeling like to be the smallest in the family, when everybody takes care of me.

#### H. B. (16-year-old boy)

I was afraid a bit since I knew that L. I. (17-year-old boy) likes to do foolish things. I hoped that he wouldn't suck me in. I felt that the game went well. First I was afraid in the bell that I would fall between 2 men, but then I calmed down when I felt that they took care of me.

#### L. I. (17-year-old boy)

I feared for H. B. (16-year-old boy) because I mixed up the left and the right side. H. B. (16-year-old boy) was scared sometimes because of this. I was afraid very much that I couldn't guide him through, so I rather pulled the chair away from him. I didn't want him to be hurt. I was glad when he reached me in one piece. I knew that H. B. (16-year-old boy) trusts me, otherwise he didn't even start the game. (He did not stand in the bell.)

## Co-group leader

I gladly guided K. T. (17-year-old boy) and it was good to experience that he relied on me. I was a bit afraid to stand in the bell, but I knew that you took care of me.

## Facilitator 1

It was good to see, how seriously you took the practice. I was gladly a shoulder in the bell.

### Boy Authentic helper

N. B. (16-year-old boy) guided me. I could totally rely on him. I could have born the bell. I felt fine.

K. N. (16-year-old girl)

I feared the one, who I guided. On the one hand it was scary that I was responsible for the other one. Bu on the other hand it was a good feeling that he trusted in me. The best thing was when Sz. M. (19-year-old girl) arrived. (She did not stand in the bell)

### N. B. (16-year-old boy)

I trusted in K. T. (17-year-old boy). In the beginning I was afraid that I would go to something or fall. I was thinking how big that room was. I thought that would never end. I calmed down since I knew that K. T. (17-year-old boy) guided me. First I was afraid in the bell (he left) then I calmed down, since I felt that the others took care of me. It was a strange feeling.

#### The most Moderate A little Fears To come of age Outsiders • • • State (They give Teachers Circumstances: • • money, everything) someone gets me into Classmates bad things Caregivers Boss, practice leader • Lack of cooperation Children's home -Lack of security with • environment Age come of age Roommates Lack of will Social expectations • • Lack of self-confidence Lack of culture • ... Desire for freedom Mistakes of education Rules • Own peers • • and society • What is created in the Discrimination • Integration difficulties home Gullibility • Timidity • Family • Money Audacity • Lack of Information Desire for love Family • Outsiders Lack of schools Society Friends • Lack of health Friends, buddies • We don't know where • we belong to Fear from future • Loneliness, being • without a partner Exclusiveness • School • Love relationship • The unknown •

## What can make a foster child defenceless?

When I felt defenceless, but came out of it well
--

Name	Picture	Connection	y/n	
				Feedback
				What/who helps you to be able to manage your defencelessness in your everyday life.
K. T. (17-year-old boy)	<ul> <li>"Me and my protector" Because of my previously committed crimes I'm under protection. I can't do any stupid things. My fate depends on his opinion.</li> <li>I realised that it depends on me whether I will get out of this situation well or not, It's good that I got in, because I got out from that environment in which I would shortly go to jail.</li> </ul>	L. I. (17-year-old boy) and N. B. (16-year-old boy) I was waken up from my dreams and I was taken to the TEGYESZ. Now I do not mind it since otherwise I would get into jail. He connected to H. B. (16-year-old boy)since he took pills and was lying unconsciously in the embankment for hours.	Y	I can rely on my mother and some of my friends. To be honest I only trust myself.
Sz. M. (19-year-old girl)	"Me and my ex-boyfriend" I was defenceless in this relationship for two years. Then I quitted. This situation is still very difficult. There is still a place in my heart for him. - What helps me to have good conversations with friends and the group. The fact that I start to believe in myself.	H. B. (16-year-old boy) I got into hospital because of suicidal attempt, I took some pills, I also think of it now sometimes, but I do not want to commit suicide anymore. A man from ÁGOTA made me promise that I would never ever do anything like this.	n	I can rely on my caregiver and girlfriend if I get into hard situation. I'm still learning how to trust in myself, in this the group helps me.
B. K. (19-year- old girl)	",Operation" My eyes were operated. During anaesthesia I was very defenceless for the doctors. Disease makes me defenceless. The nurses and friends helped me, since they missed me. They called me back to community.		N	It's difficult for me to manage these situations, there are only a few people, who I can rely on. From most of the difficult situations I climbed out alone, but it was never easy.
Facilitator 2	"Rude boss" Who wanted to seem considerate, but he didn't assign complete tasks to me. The reason of my defencelessness was my physical vulnerability and another person's prejudice. I proved at another workplace that I could do full job. My persistence and an acquaintance of mine helped me since he offered me a new job and trusted me.		Y	What helped me through was my persistence. I thought for a long time that I could do things alone. Now I realised that it's easier if friends help me too.

A. E. (17-year-old girl)	"We were taken to GYIVI from our father" We did not know anything why we were taken. A police car appeared and we were taken. In the residential home they welcomed us nicely and we were adopted in the home. My older brother and friends also helped me.	Old relationship, which was hard for her to end, but now they are friends.	n	I can rely on my siblings sometimes, and my friends at home also help me. But many times I have to do things by myself.
H. B. (16-year-old boy)	<ul> <li>"H. B. (16-year-old boy) and the hospital"</li> <li>I drank detergent and the doctor didn't believe that I was sick. My mom took me to hospital at night. They gave me cure to vomit. It was a good feeling when my mom and older brother visited me.</li> <li>It was a good feeling that I could rely on my mother and brother.</li> </ul>		N	Since my mother died, I felt that I can't count on anyone. I got a lot of things from ÁGOTA and this group and this hasn't happened for a long time before.
Group Leader	"Former marriage" It lasted for 20 years and I couldn't quit neither financially nor emotionally. It gave me strength that I had to bring up my children. My children, my friends and ÁGOTA helped me to quit from this situation.		у	I could cont only for myself for a long time. Now I have found such friends, whom I dare to ask help from and I also accept their help.
L. I. (17-year-old boy)	"Me and the court of guardians" We got a letter to go to the court of guardians with my father. From there me and my brother were immediately taken. We couldn't even say goodbye and my father could take our staff after us only the following day. The mates enlightened me, and told the rules. I have never disappointed in mates.		Y	My friends are the only ones whom I have never disappointed in, and they always help.
Facilitator 1	"From enemy to friend An enemy of my childhood, to whom I wasn't sympathetic. He was the reason why I was ostracised from class. This was very bad for me that time. My openness helped me to get closer to my enemy, who accepted me later and we became friends.		у	My family is such a certain background which I can always rely on. I have a lot of friends, who also help me.

Co-group	"Me and the de-scaling"	K. N. (16-year-old girl)	Y	My persistence and
leader	Because of my inattention I drank a dose of diluted de- scaling. The first doctor whom I turned to rejected me saying that there weren't consulting hours at him. Fortunately I didn't give up and called another doctor on the phone, who helped me. I went on till I found help.	When I was a kid I was at the mercy of my family. Several times I had to go to my grandmother to get food.		toughness help me in hard situations.
K. N. (16-year-old girl)	"Me and the grandmother" I got in from grandma when I was 3. Grandma told me about how I got in. The thing which made me defenceless was that I was very young. I couldn't do anything against the situation. The caregivers, the children and granny helped me.		Y	I have some friends whom I can always count on.
Boy Authentic helper	"Greedy landlord" After a while my landlord demanded a disproportionate amount of money from me. The thing which made me defenceless was my naivety and the fear of moving. The friends helped me to get out of that situation. They took me from there gave roof over my head.		у	A long time ago I always wanted to get along alone. My friends proved me that I can easily ask for help from them.
N. B. (16-year-old boy)	<ul> <li>"Me and my getting in"</li> <li>Policemen came and took me with my brother away on a microbus.</li> <li>In the residential home they were nice with us. There are good circumstances, there is water, it's warm and I can learn.</li> </ul>		Y	So far I can only count on myself. Mates are only in the party with me. I still have to learn how to trust in myself.

# American type interview

I made an interview with Boy Authentic helper. I asked him about his life concerning him, focusing on his defenceless situation after getting out and on the solutions of these. The children listened to him agape. It was very strengthening and instructive for all of us.

#### Closing the weekend – what am I taking home

#### K. T. (17-year-old boy)

The game was good, I wasn't afraid in the cradle. I'm taking the interview and the film home.

#### Sz. M. (19-year-old girl)

I was very excited, when they lifted me up, but I was also excited when I lifted them up. I'm taking home the interview, the cradle, the tale of the Co-group leader and the film.

# B. K. (19-year-old girl)

I'm taking the whole weekend with me. It was good to relax from the doctor to doctor visits and from the things at home. I was afraid very much but I laid in the cradle.

# **Facilitator 2**

I'm taking the whole weekend with me, the serious and deep conversations and the sharings. It was good in the cradle, it completely made me calm.

### A. E. (17-year-old girl)

I'm taking home the cheerful games and the interview. I was afraid in the cradle, but then it was good to feel that they were around me.

## H. B. (16-year-old boy)

I'm taking home the interview and everything else. It was very good to take part in the cradle game.

### **Group Leader**

I'm taking home the whole weekend, the conversation from Saturday night, the arriving circle, the morning wake-ups, the chases and everyone. It was good in the game, I can only relax in the water like this.

### L. I. (17-year-old boy)

I'm taking home the interview. I felt good in the cradle game.

### Facilitator 1

I'm taking home the general experience game, the film and the cradle game.

### **Co-group leader**

I'm taking home the atmosphere of the nights and the cradle game. The game was good. I got up from the cradle as if I had slept for a day.

#### K. N. (16-year-old girl)

I'm taking home everything. I was afraid in the game, but then I felt that the others took care of me.

#### N. B. (16-year-old boy)

I'm taking home the cradle and the interview. the game was good.

#### Anonimised report extract

VIII. group/ 5. occasion

#### 2009.

# DEFENCELESSNESS FEELING

Personal frames: Group Leader Co-group leader Boy Authentic helper

After the arrival of the children:

# Arriving circle

P. K. (23-year-old girl) went abroad to continue education and to work, that's why she couldn't come, but sent her greetings to the group. G. Zs. (15-year-old boy) wasn't at the last time either. She is psychiatrically treated, so she got out of the group.

L. L. (15-year-old girl) told proudly that she told her mother to do something for herself. She cant be with her in every minute. the others also reported about good experiences.

#### Introduction of the topic

Generally what makes people living in state care to feel defenceless and what are they defenceless for?

- they don't know money
- They live in state care
- They don't undertake their past
- the caregivers made us believe that we are nothing
- bad friends
- for teachers
- bad community
- because they are Gipsies
- prejudice
- administration

With the help of Boy Co-group leader, we did not only collect the defenceless situations, but we ourselves told examples and stories for these shortcomings. After this we started to talk about what can I do no to be defenceless.

Not to be defenceless:

- I learn
- I accept that I am a Gipsy
- I believe what the honest people say
- I dare to ask for help
- I select thoroughly my friends
- I trust myself

#### Blind Snake

In this practice every group member's eyes are closed, except one, who is chosen to be the leader and stand in the end of the line. Everyone grabs the shoulder of the one, who stands in front of them, and we blindfold their eyes with a kerchief.

the group chose R. A. (20-year-old girl) for leader. R. A. (20-year-old girl) set up the group very carefully. She put N. Cs. (18-year-old girl) in the front. She became immediately nervous and did not dare to undertake it, but for the influence of the group she took the other leader role. The practice went very nicely, but nevertheless I saw the tense in N. Cs. (18-year-old girl) and J. R. (16-year-old girl). When they took off the kerchief, N. Cs. (18-year-old girl) was very freaked and ran away.

#### Assessment

The group liked the practice. The group members strengthened N. Cs. (18-year-old girl) very much. She didn't believe it in the beginning that she was the leader. She thought that R. A. (20-year-old girl) wanted to trick her. R. A. (20-year-old girl) told, that she has known her for a long time and she trusted her the most. She knew that the group would function, but she considered it important to stand one in the front who she trusted. After this N. Cs. (18-year-old girl) accepted the notices. She got a big bear-hug. This practice was a success for the group.

## Creating Life path plan

Everyone wrote down what they have achieved in life so far, and what they would like to achieve. Despite that they were tired, they were very active and we spent a long time talking about this practice. I felt that at this weekend they dared to be empathetic. They started to support each other. F. P. (17-year-old boy) has a lot of fears. The group told how he had behaved earlier and how much he had changed recently. They also told him to learn otherwise he would be a bricklayer. I wanted to ask for the papers, but after they read it everyone folded them and took them home. Authentic helper helped a lot in this practice for his group members as an authentic helper. While he was telling about his plans many of them asked questions from him.

#### Closing: strengthening practice

Their task was to write on a paper affixed to the wall that in their opinion in what the group members developed, what strengths they have and what they will become. After they finished the task, everyone had to sit down next to their papers and I asked them to read it. Many of them still could not believe that what they got was a message for them. After a great strengthening they sat down to have lunch with a big smile and in a good mood.

# 4.6 SELF-DETERMINATION

Anonimised report extract

I. group/ 6. occasion

# 2007.

# SELF-DETERMINATION

Personal frames: Group Leader Co-group leader Facilitator Authentic helpers

#### Strong wind blows there...

Tuning-in game, in which we offer different alternatives. The one, who feels himself/herself concerned, has to sit to another place. (Conflict managing alternatives: the one who uses his/her fist..etc.)

#### When the pump goes up Brain storming, solution alternatives

To search for those situations in which we are likely to lose self-control. We started in 3 small groups, and then we discussed it together as well. The fist-won truth problem often occurred. However it is a growing tendency to treat tenses with appropriate communication.

Conflict situations-, when the pump goes up	Solution ways (Bomb disarming)
• They pick at me without any reason (5)	<ul> <li>✓ The smart one yields and the fool suffers. Don't bother with it.</li> </ul>
<ul><li>Flame-war (1)</li><li>Mockery (1)</li></ul>	<ul> <li>✓ "and how is your mother? with this I put on my gloves and there won't be peace.</li> <li>✓ I can't do anything about it. The answer</li> </ul>
<ul><li>Getting up early</li></ul>	<ul> <li>shouldn't be aggressive.</li> <li>✓ To go to bed in time, to map in out (coffee)</li> </ul>
<ul> <li>To hurt my loved ones (10)</li> <li>To worry for love when he/she isn't</li> <li>To hurt and pick at my younger brother</li> <li>helplessness</li> </ul>	<ul> <li>✓ discussion before hitting</li> <li>✓ trust, to notify in time</li> <li>✓ to discuss it with the abuser. You have to stand up for the brother calmly.</li> <li>✓ to ask for help</li> </ul>
<ul> <li>constant picking</li> <li>my brother upsets me</li> <li>I cannot do something</li> <li>they do not pay attention to me</li> <li>to hurt the weaker one</li> <li>picking at because of origin</li> </ul>	<ul> <li>✓ I won't get involved the game, I leave him/her</li> <li>✓ I cry and smoke a lot</li> <li>✓ I leave him6her there, I don't even start it. I don't force it, or ask for help.</li> <li>✓ I open my mouth I don't let myself oppressed. I tell them to listen to me too.</li> <li>✓ I try to discuss it with him/her not to hurt him/her. If it doesn't work : fighting</li> <li>✓ Not to get involved. Not to bother with it. If it doesn't work: fighting.</li> </ul>

# Crest and shield

Making a drawing:	Crest- what I'm proud of.
	Shield-, which protects me, by which I can protect myself.

NAME	CREST	SHIELD		
V. B. (22-year-old girl)	her sibling	Knife and, pool of blood under		
	She, as she dances, ÁGOTA,	her		
	affection			
L. É. (17-year-old girl)	ÁGOTA, affection, learning,	I fight for my right.		
	smile			
N. Z. (17-year-old boy)	My knowledge of drawing, my	My brain		
	faith, ÁGOTA, singing			
K. M. (20-year-old boy)	The power, my humour,	With my mind, my fist and		
	persistence in work, love	literacy		
C. S. (15-year-old girl)	My siblings	With my mouth, with love		
N. M. (15-year-old girl)	ÁGOTA, affection, learning,	With my mouth.		
	my sibling			
K. I. (17-year-old girl)	My family	With learning		
B. I. (19-year-old boy)	Reading, cig, smile, power	with my brain		
Boy Authentic helper	ÁGOTA, job, myself, where I	with my brain, my fist,		
_	got.	handshaking (to rely on		
		somebody)		
Co-group leader	My ability to love, music, that	Smile, music, affection		
	I'm Gipsy			

#### Consensus practice without words

In 3 small groups: each group got a two-dimensional figure, which was cut into various size of pieces. They had to dump the two-dimensional figures in such way that they couldn't speak.

Assessment, feedback: It was very difficult. It was much harder this way as if we could have spoken. We really had to pay attention to each other. K. M. (20-year-old boy): I wanted to do it alone, but \_I realised that the others could also help and that I didn't need to do it alone. I can rely on others. I'm in a group.

15:45 Hot heart- cold head (problem solving, conflict managing practice)

Basic situation: Boy Authentic helper, a miserable child, who is weak and cannot protect himself, so he is always being picked at. Girl Authentic helper is the main picker, who picks at everyone. The group members are coming and trying to "protect" Boy Authentic helper, who is picked at.

Co-group leader: "Why do you hurt him? Do you know him? Have you ever spoken to him? Come, let's go to play football and take him too. Let's go 3 of us. It would be a mistake to miss this nice weather. If you are bored, we will look for a meaningful occupation"

N. Z. (17-year-old boy): "Why don't you play football in this nice weather? You will see how smart this kid is!"

B. I. (19-year-old boy): "I think you should better look into yourself, before you pick at others!"  $\rightarrow$  new conflict twisted".

K. M. (20-year-old boy): "Do you think that you are so good and perfect??"  $\rightarrow$  new conflict twisted. Assessment, feedback:

- Violence creates violence
- In the fight of Eye for an eye, everyone goes blind
- You cannot kick into an open door
- Good conflict managing-, which is good for both sides.
- Ability to compromise

### 2007-day 3

#### Screening film with assessment

Screening the film Remember the Titans

<u>Basic story</u>: Strict white town, at the time of the liberation of the black people. The black people can go to the same school with the white ones. The school has a rugby team, where a black coach is appointed and black people can also play in it. Series of basic conflicts come from discrimination which gave birth to tensions. The personal sample giving and decisiveness of the coaches put an end of it.

<u>Assessment:</u> everyone liked it. In the end the children rooted as one man for the success of the final, where black and white people (in one team, for each other) struggled for the success- cooperating with each other. Anyway after the film they recalled the most memorable scenes in supercharged and excellent mood. The film was a very good choice.

## Closing and assessment

Approaching the end of the group processing, mourning reaction and sadness have appeared. The

group members work a lot with themselves in between the given occasions, too.

#### Anonimised report extract

II. group/6. occasion

2007.

# SELF-DETERMINATION

Personal frames: Group Leader Co-group leader 2 Authentic helpers

Arrival of the professional team into the residential home

### Tuning-in talk

With the help of the Group leader, we started to talk how they settle their conflicts. Who had problem of losing self-control?

In small groups they collected conflicts about their present situations which is actual and connected to one man.

1.group		2. group		
K. R. (22-year-old girl)	3 votes	O. B. (17 –year-old boy)	2 votes	
Her friend		I always argue with my caregiver		
L. T. (16–year-old boy)	4 votes	S. D. (18–year-old boy)	6 votes	
I always fight with my school mate.		My younger sister uses drugs.		
S. D. (26–year-old girl)	5 votes	D. K. (17–year-old boy)	7 votes	
I have problem with my caregiver since I always have to clean.		She would like to get out of children's home, but the director doesn't let her go.		
C. Zs. (15–year-old boy)	6 votes	R. M. (17–year-old boy)	4 votes	
I always argue with my caregiver		I always argue with my girlfriend		
R. S. (17–year-old boy)	5 votes			
I came home late and my caregiver told me that I				
couldn't go home.				

Since D. K.'s (17-year-old boy) problem was chosen by the group, we asked him to tell about his problem in a detailed way.

**Problem:** I'm 17,5 years old. I would like to get out, but my guardian (director) doesn't let me go since I'm not 18 yet.

In this case with the help of the group member we could explain D. K. (17–year-old boy) that he would soon be 18 so he would be able to comply laws and stand on his own feet.

After this, we processed the problem of the group members, who had indicated that there were some problems with one of the caregivers.

I asked C. Zs. (15-year-old boy) to tell in detail what causes the problem.

<u>Problem:</u> A caregiver works here, who is sometimes very nice, but he often shouts at us. He picks at everything and always hurts someone. (As C. Zs. (15–year-old boy) told the story, his peers confirmed his story by nodding)

Solution:

We asked C. Zs. (15–year-old boy) to take the role of the caregiver. The others' task was to give themselves, and to strive for making themselves understood.

Connection:

Several of them connected and they could identify themselves with the role very well, since they were concerned. The breakthrough happened with S. D. (26–year-old girl) group member: She explained very quietly and calmly why he was late. That was the first time when the caregiver couldn't yell.

<u>Conclusion</u>: We evaluated it together. They realised that relationship must be maintained, and that they can't kick into an open door.

#### Consensus practice

First of all we divided the group into two small groups. Both groups had the task to put together the fragmented A4 paper in such way that they cannot talk to each other and cannot touch each others' paper either.

**Note:** There were big differences between the two small groups. While some members of the group nicely figured out the solution of the task (eye-contact, etc.), the other group kept trying to whisper to each other while sitting. After this we stopped the practice to discuss what needed for this task to be successful. After all these both teams successfully solved their task.

**Assessment**: Several of them were anxious since they couldn't talk, although it would have gone faster. O. B. (17–year-old boy) said that he wanted to leave the whole thing (in fact he almost really did). After this we discussed together what consensus meant in the reality and that they could rely on their peers.

#### Screening film with assessment

We watched the movie Life is beautiful, which greatly influenced the group members. The assessment included emotion-definitions and relations, so we didn't need to interpret it.

#### Closing feedback

The group members strengthened each other: every group member stood in the middle of the circle, thus getting into spotlight, and 3 group members could step up to them to say something positive, which highlighted their strengths and known qualities.

#### Anonimised report extract

III. group/6. occasion

2007.

Personal frames: Group Leader Co-group leader Authentic helper Facilitator

#### Conflict managing role game- introduction, tuning-on

Role game- data collection in 3 small groups, processing, theatre

**1. group:** Relationship conflict

A girl seduced his boyfriend. In the solution they discussed the conflict instead of fight and hair lint.

2. group : Children's home situation

A couple of youngsters are planning aggro, and a well intentioned fellow of them heard it. He tells it to a caregiver to stop them. The others consider him as a traitor, although he just wanted go about their bodily fear.  $\rightarrow$  A conflict situation developed, where everyone is angry at everyone.

Solution: The caregiver involves –the non-participants- into the aggro and put the matter before plagiarism. The other roomers stood by the "one who was said to be a traitor", bearing the principle of reasonableness in mind. After lengthy discussion and arguments they accepted the good intention and they also thanked for it

#### Build a statue!

Qualities which are needed for good connections, The layout is also important. In 3 small groups: Relationship-Friendship-Adult-child.

They didn't want to build a statue, so we collected such qualities which help and make these relationships difficult. The paper was at every small group so everyone's opinion was on the paper, but we could work with them better in small group and we could discuss what they meant in connection with their opinions. In the end, we summarised and highlighted which things were the most important in their lives and how they could use the ones we collected there.

Торіс	Positive	Negative
	Understanding, fidelity, reliability,	Argument, Self-will, unreliability,
	kindness, attention raising attention,	jealousy, forgetfulness,
	bravery, compliance, trust, sincerity,	stubbornness, insolence, sometimes
Relationship	argument, affection, devotion, common	hatred, selfishness, being ace,
Ketationsnip	topic, conformity, persistence, standing up	insincerity, insecurity, lack of love,
	for each other, seriousness, common	violence, lies, flippancy, a circle of
	leisure activities, date, maturity	friends, work, cheating, childishness,
		maturity, attitude
	Sincerity, trust, secrecy, affection,	Lack of secrecy, insincerity, gossip,
	persistence, common topic, style, attention,	betrayal, lack of trust, lying,
	devotion, helpfulness, fidelity, kindness,	inattention, taking risks, start to hate,
Friendship	understanding, attitude, stand up for the	lack of honesty, opposite style,
rrienasnip	other, protection, solidarity, attention,	flippancy, jealousy, heckling,
	raising attention, in good and bad,	insolence, annoying, berates to
	indulgent, luck, seriousness, life	everything, quarrelling, lack of
	protection, cheerfulness	kindness

	Seriousness, speaking, intellectuals (being	Quietness, age gap, lack of
	meaningful), decent behaviour,	understanding, lack of interest
	understanding, kindness, attitude, honesty,	argument, forgetfulness, jealousy,
	charity, care, enthusiasm, confidence,	gossiping, impatient, flippancy,
	attention, assistance, confidentiality,	indulgent, keeps distance, disdain,
Adult-child	patience, devoted, helpful, compassionate,	irreverence, being flip, lack of topic,
	tolerant, lenient, a common topic,	lack of confidence, they don't
	resourcefulness, loyalty, persistence	understand us, he/she cant
		experience the situation, impatience,
		evilness, lack of compassion, taking
		advantage, insincerity

## Anonimised report extract

# IV. group/ 6. occasion

2007.

# SELF-DETERMINATION

Personal frames: Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

When the pump goes up	Bomb disarming
• Flame-war	• You have to leave, you don't have to listen to what he/she says, you don't have to talk to him/her
<ul><li> Quip</li><li> If they hurt my loved ones</li></ul>	<ul> <li>Humour, to ask what his/her problem with me</li> <li>I protect my loved ones, law, I strengthen my loved ones.</li> </ul>
• They don't understand me	• Patience, understanding, clear, simple talk, I don't say it but show it
• they speak about me behind my back	• Discussion, to talk with the one who gives the message not to listen to the source, confrontation.
• They steal	• Hit, adult or police involvement, confrontation, taking evidence
• If they mix up things around me	• Discussion, to talk with the one who gives the message not to listen to the source, confrontation.
<ul> <li>If they convict me though they don't know me</li> <li>If they don't listen through</li> </ul>	<ul> <li>I try to integrate, adaptation, patience</li> <li>I ask whether I can tell it, or leave him/her or send him/her away or I just wait for his/her</li> </ul>
<ul> <li>If someone doesn't respect me</li> </ul>	<ul> <li>I remind him/her for his/her rights and responsibilities, I respect him/her.</li> </ul>
<ul> <li>Discrimination</li> </ul>	• I speak to him/her as a human, I prove him/her that I am human too, I bear him/her, humour, dignity
• Animal abuse	<ul> <li>Explanation, animal rights, to make them experience.</li> <li>I openly ask, confrontation, I search for good</li> </ul>
• Atrocity- to face kind, behind my back bites	friends
<ul> <li>If someone quips me, then I speak to another man</li> </ul>	• I ask the interferer to go away. I stand away with my conversation partner, I warn myself fro patience.
• If they disdain me	<ul> <li>I don't bother with him/her, proving, to meet the other's requirement, I make him/her really know me.</li> <li>I asked him/her where he/she got his/her information, why he/she was accusing me,</li> </ul>
• If I'm unjustly accused	and that I will prove my right.

### Brain storming (When the pump goes up- bomb disarming)

<ul> <li>Picking</li> <li>Insincerity</li> <li>Envy</li> <li>Disrespect, insolence</li> <li>Taking advantage</li> </ul>	<ul> <li>I share with him/her what I've got, I speak to him/her and I'm kind with him/her, I show example.</li> <li>I won't let him/her away, I send him/her away, discussion, I ask him/her if she feels me debtor.</li> </ul>
<ul> <li>Pseudo-humble</li> <li>Lies</li> <li>He/she wishes for the good thing, and he/she</li> </ul>	<ul> <li>Confrontation</li> <li>Confrontation</li> <li>Confrontation with his/her life, I motivate him/her and look for tools for this</li> </ul>
only cries when there is good thing.	

### To make an egg flying machine

During practice the teamwork, the individuals' situation in the group and the creativity also got strong role. After clarifying the task, nothing happened. They were sitting and watching the accessories. N. I. (18–year-old boy) told an idea, which was howled down by the others. Then G. R. (18–year-old boy) stood up and told the same thing which N. I. (18–year-old boy) did, he explained how they should do it, then sat down and waited for the group to comply his instructions. The rest of the group members started to do G. R.'s instructions, which ultimately reflected the idea of N. I. and it implemented his idea indeed.

## Feedback

They felt good during the game. The girls completely relied on the boys, since this task was a DIY job by its nature, and it only could accomplish according to the boys' ideas. At least that's what the girls thought. The boys would have waited for the girls' ideas as well. There was no rivalry among the boys for the leading position. N. I. (18–year-old boy) clearly considers G. R. (18–year-old boy)as a leader. But the realisation happened based on he idea of N. I. (18–year-old boy) in- G. R.' (18-year-old boy) telling. N. I. (18–year-old boy) was confirmed by the group that his ideas were good, and that he should dare to carry them out. G. R. (18–year-old boy) also confirmed him in this. However the group confirmed G. R. (18–year-old boy) that whether if he wanted or not, he was a leading type, which has to be taken into consideration. G. R. (18–year-old boy) is shy in the aspect of taking responsibility.

#### Consensus practice

It's a non-verbal practice where the group members (without words) have to dump certain 2dimensional figures which were cut from various sizes of pieces. The members of the group had to dump a certain number of 2-dimensional figures in such way that they were mixed. They could only give the figures if the other group member needed for that figure.

The team members noticed the following ones:

<u>B. E. (18–year-old girl)</u>: she was the first, who managed to do the task. She gladly accepted the offered figures. When she was ready, she sat back and she was watching passively the other's attempts.

<u>L. N. (17–year-old girl)</u>: she also managed to do the task within relatively short time and when she saw that the other group members couldn't make it so easily, she disassembled her own and gave the pieces to the others- thereby encouraging them that they could be successful only if they give the pieces to each other.

Sz. É. (16–year-old girl): she was just sitting and waiting. When she was ready she sat back and she was watching the events passively.

<u>N. I. (18–year-old boy)</u>: he wanted to help at all costs, he saw the context of his own and of the others' fields. He felt bad that he couldn't speak and that he couldn't do the others' task as well.

<u>G. R. (18-year-old boy)</u>: He couldn't do the task and he couldn't ask for help. When everyone gave all kinds of figures to him, that didn't work either, he couldn't do anything with them, but he didn't even give it tot he others, who disassembled their own finished 2-dimensional figures. Then the machine turned on and thanks for the lot of rotations he managed to dump the 2-dimensional figure. He relieved.

## Feedback:

During practice it was difficult not to speak, not to solve the task alone. It was hard to rely on the other, to ask for help. They found out how great tool was speaking and communication. They experienced what was it like to be together, to help each other by relying on each other. We closed down the practice in a good mood.

### Who am I?

Each group member got 10 notes, on which they had to write 10 qualities which were characteristic of them. Then they had to put them in sequence from the most characteristic qualities to the least craggy ones. Then we went back from the least craggy quality one by one. We took the note to ourselves, we looked at the quality and we answered to the following questions:

- To what extent is this quality typical of me?
- How did I get it?
- How does this define my behaviour?
- Why is this quality good/not good?
- Does everything help/interfere me?
- Can I let it go? Can I get rid of it, do I need to get rid of it?

After the last question each group member could decide, what they were going to do with that quality. he could drop it to the ground as a paper ball-by getting rid of it- or they could keep it.

At the end of the introspective kind of practice, the group members stayed on their places absorbedly and quietly, they didn't rush out for break. It was a very useful practice for the group members. Later on many of them reflected that they had never thought about those qualities, and they could see that they had a lot of good qualities. They felt them very useful. V. group/ 6. occasion

2008.

# SELF-DETERMINATION

Personal frames: Group Leader Facilitator Boy Authentic helper Girl Authentic helper

After team's arrival at the children's home

## Arriving circle

**K. P. (18-year-old boy):** At school nothing special happened, everything is all right, he learns well. One of the kids here had key to the school canteen. They went there. They looked into the cash register, where there was quite a lot of money. He decided that he wouldn't touch it, he wouldn't take it away. Answering the Group leader's question; why he decided not to take the money, he said that it would have turned out anyway. Every member of the group confirmed him in his right decision. The Group leader added that he had to know that the fact they went there that also was a crime itself. And he was very glad that he didn't get into hoo-ha, and that he also called the attention of the others to his story: In the reformatory there are a lot of boys, who didn't do anything actually, they were just there-on the scene of the crime with the gang... K. P. (18-year-old boy) said he didn't want to get there.

**P. T. (16-year-old boy):** his family contacted him, since he is getting closer to his 18<sup>th</sup> birthday... he seemed to be sad and confused, and according to him he won't take care of this relationship, although he misses the family and his mother gave birth to him, but he knows that at is all about money.( the other asked him the following question: it's true that she gave birth to you, but then where was she in the past 15 years??)

**J.** É. (18–year-old girl): Everything is all right at school. They were in the reformatory, it was shocking for her. He feels sorry for them, the ones, who were in the wrong place in the wrong time. IT was also good that they were there, since it was very instructive for her. She would never like to get into a situation like them.

**<u>F. K. (17–year-old girl)</u>** nothing special happened. She has been waiting for us to come and she has been waiting for the autumn break since she is going to her older sister.

**Boy Authentic helper:** he is very tired, since he worked a lot and went into school in the same time. In his rent his landlord takes advantage of him, by asking vast amount of money from him, without giving any account for him. Now he knows that it's not right, since he was told by the Group leaders, so he is looking for another rent.

**Facilitator:** he worked a lot, and he has been waiting very much for us to come. His things are going well, he has been over a difficult period.

**Group Leader:** He has been waiting for them to come very much, he has thought a lot of the group. He was ill, he had high temperature. He doesn't like to be ill. He went upset, since his sister was told to be a Gipsy by a teacher in the college. He wrote a letter to the dean, as a result, there has been a telephone call today from the dean in person, who apologised in the name of the college asking to give that message to his younger sister.

## My rights and responsibilities

	MY RIGHTS		MY OBLIGATIONS
٠	TO PROTECT OURSELVES	•	TO ADAPT
•	TO BE MY OWN PROPERTY	•	TO KEEP POLICIES
•	- TO HAVE THAT (EG: POCKET MONEY)	•	TO KEEP THE RULES
•	TO LEARN	•	TO GIVE RESPECT
•	TO EAT AND DRINK, TO GET	•	TO KEEP THE CONTRACT
	ACCOMODATION	•	TO LEARN DUE TO MY ABILITIES
•	TO KEEP CONTACT WITH FAMILY	•	PRE-CONSERVING
•	TO LOVE	•	TO BEHAVE NORMALLY
•	POSSIBILITY FOR SPORTS	•	VOLATILE APPEARENCE TO THE
•	TO SPEAK		OCCASION
•	TO PROTECT BODY	•	TO ASK FOR AFTER-CARE, IF I WANT TO
•	I HAVE THE RIGHT TO TURN TO PLICE		STAY IN
	AND COURT IN CASE OF DANGER	•	TO TREAT EACH OTHER WITH RESPECT
•	TO ASK FOR AFTER-CARE	•	TO CLEAN
•	TO BE MY OWN STYLE	•	TO CONSERVE
•	TO PLAY, TO RELAY, TO BE A CHILD	•	TO LEARN
•	RIGHT FOR WORK(STUDENT WORK)	•	INTEGRATION INTO SOCIETY
•	FOR FREEDOM	•	TO STAND ON MY FEET
•	MEDICAL CARE, TO KEEP HEALTH,	•	TO TREAT ADULTS WITH RESPECT
	DENTIST	•	TO GIVE EVERYTHING TO MY
•	TO STAY IN QUIET		CHILDREN, WHAT i DIDN'T GET
•	ТО ВЕ НАРРУ	•	TO TAKE CARE OF MY LOVED ONES
•	FOR THE FUTURE		AND THE NEEDY ONES
•	TO CHOOSE	•	TO TAKE CARE OF WHAT IS IMPORTANT
•	TO LISTEN TO MUSIC, TO PARTY	•	TO RESPECT OTHER'S PROPERTY
•	TO BE CHEERISH	•	TO TAKE RESPONSIBILITY FOR MY
•	TO ASK FOR HOUSING BENEFIT		DEEDS AND WORDS
•	TO STAY IN UNTIL THE AGE OF 24- IF I	•	I AM RESPONSIBLE FOR MY LIFE
	LEARN OR WORK		
•	TO LEARN ABROAD		
•	FOR DIGNITY		

## <u>Picture, when I made a good decision in a difficult situation</u> (the causal relation of the decision and taking responsibility)

NAM E	PIC- TURE	EXPERIENCE	CONNE	PUT IT RACK?	FEEDBACK	MIMICRY/ GESTURE
R. F. (16- year- old boy)	-	-	-	T	Tired. He asks for help in making decisions, but he usually decides fast and in 60% decides well. If the situation is hot he doesn't undertake it. He knows that its not good.	Though he didn't choose a picture, he nodded at the other shares and listened to the others carefully. He really seemed tired and as if he wasn't awaken.
K. J. (17- year- old boy)	Huge, colourfu l poster- sized, he and his family are on it 2005- 2008	I visited my family and I wanted to keep in touch with them, but my family only wanted money and wanted to take advantage of me, I didn't break the relationship with them, mainly because of my brothers, but I don't take them seriously anymore.	-	yes	I'm fine, it was good to listen to the others. I's good that I made a good decision. Ask advice from someone who stands close to me. Then I decide. I usually take responsibility.	It was hard for him to choose, he told the story with full of emotions. There was pain and resignation in his voice, but he really kept himself. His mind knows that he made a good decision, but his heart hurts.

Boy Authe ntic helper	2004, colourfu l, normal photo size, he is alone on the picture.	When I contacted my real parents, they took advantage of me, they made me work, and didn't bother with me. Then I went to Pest to work, but I soon became a homeless. I had to decide whether I go back to my parents, or stay there, or I travel to my old friends to ask for help, telling the situation honestly. I travelled to my old friends, I asked myself back to after-care status, I go to school, I work. I dared to ask for help and from the good man.		yes	It's difficult to talk about it, although it's getting easier. I'm fine now, it was bad in the game that 3 people didn't tell anything. It's hard for me to make a decision, I can be influenced easily. Now I'm trying not to listen to everyone's opinion, only to ask for advice, then decide by myself. I take responsibility.	Calm, caring, honest
K. P. (18 - year- old boy)	Normal size, colourfu l, it was made 2 years ago, he is on the picture and that man	I break the relationship with the friend of the family, because he was violent, aggressive and wanted to bring me to trouble. Since then I haven't even talked to him, though I see him sometimes in the street, he became homeless.		yes	I was good in the game too. I usually decide with my mind, I try to take all the possible circumstances into consideration. If needed, I ask for help. I don't always take responsibility. Moreover, I mainly don't.	He easily spoke about this. He was embarrassed a bit in the feedback, when he realised that it's more when he doesn't take responsibility. He listened to the others carefully.
D. L. (17- year- old girl)	-	-		1	I usually make a decision, which is good. I try to discuss my decisions. I understood that it was bad that I hadn't chosen a picture. I take responsibility. And I listened to what the others told, and that was good.	His defiance eased, he listened to the others carefully, but it was hard for him to get out of his defiance. He regretted it.
Facilit ator	Black and white, the girlish, colourfu l, the diploma	In the primary school they told me that I would never have diploma, and I didn't learn so well to educate further. But I decided that I would fight and learn and I would be somebody. And that is how it happened. diploma	To P. T. (16-year-old boy)	yes	It was very bad that 3 people didn't speak. I felt myself as if it wasn't interesting what I was telling. But I shared some things of myself. Otherwise it was good to listen to the others. I consider my decisions. I usually decide alone. I take responsibility in every case.	Calm, active attention.
F. K. (17- year- old girl)	-	-	I	ı	I usually decide alone. I try to take responsibility.	She listened to the others, she was rather passive.

J. É. (18- year- old girl)	About 10-year- old, colourfu l, normal, she is on it alone	When the foster parents wanted to take me out. I really wanted to have a family, but I was also afraid. In the last moment I decided not to go with them, I made a really good decision, since then many bad things have turned out of them.		yes	The game was very good, and it's so strange that hese everyday things were told in this way. I often get into decision making situations, I think everyone does, we just don't talk about it. The game is also good since I learn a lot from the others' telling. That's why it was bad that several of them didn't say anything, although I surely could have learnt a lot from them. If there is a possibility to learn from others' mistakes and stories then I will gladly do it. I usually ask for advice for my decisions, but not here. I take responsibility.	She was very interested in the others, she listened to them with compassion, she paid attention and she was active. She always shows example with her behaviour. When 3 of them couldn't choose a picture, she indicated that she could have told an example of all their lives. But it didn't help for the defiance brigade either.
P. T. (16- year- old boy)	5 years ago, colourfu l, normal size, he is on it and his father	I contacted my real family. My father one came drunk and discredited me before everyone. I love my mother, I keep in touch with her, but not with my father, I'd rather kept myself away from him, and it's good as it is.		yes	The game was good and now I'm fine. I don't like to decide. When I decide, I decide by myself, and not always well. I usually don't take responsibility.	He was lost in thought, he paid attention, but got tired in the end.
Group Leader	It was made in 2000, colourfu l, normal size, he is on it and his mother and father	I was a student at university, dad started to be ill. Mom worked, dad was alone a lot at home, and he was weakened and he had to visit the hospital monthly because of his heart. I decided to leave university and go home to be next to dad. Dad was the one, who was the angriest of all, since would have liked her daughter to finish university as soon as possible. However inside he was grateful for the caring. I listened to my heart and I made a good decision.	He connected to P. T. (16-year-old boy) and K. J. (17-year- old boy)	yes	It was good to listen to the others. Now I don't decide as fast as I used to. I try to look at decidable things from different perspectives, also taking the circumstances into consideration. I always decide by myself. But I gladly listen to others suggestions as well, which helps me in making the right decision. I always take responsibility for my words and deeds too. That's how I was educated. Even in hot situation or if I did something foolish. Because it's cuter not to take. I couldn't look in the mirror.	Active attention

## Inventory practice

(self-reflexion, self-criticism)- further modulated

Questions:

- 1. What are my strengths?
- What way am I developing?
   Which are those things, which cause difficulties?
- 4. How can the others help to fight my difficulties?5. How can I ask for others' help?

NAME	1.	2.	3.	4.	5.
P. T. (16-year- old boy)	Dance, music, joke, kind- heartedness	I'm learning in a good way and in bad as well. I am not that bad anymore.	Family, laziness, tiredness	If they had such problems, they could solve it. They could help with that.	Just nicely and smartly
K. P. (18-year- old boy)	History, reliability, friendship, I'm honest in relationship and I tell everything to her.	I'm developing in a good way. Since I can control myself, I don't smoke or use drugs, and I learn.	To control myself: I cant's stop getting drunk in a party. What is also hard: to speak about myself for several minutes.	They reassure me. They give good advice: not to drink anything.	I go to a psychologist and get advice. I speak politely, nicely and I ask him to help.
R. F. (16-year- old boy)	My kind- heartedness , my ability to organise things, truthful, sometimes I tell stories.	I'm growing up, I'm more serious, I'm gathering experiences.	I'm not open for everyone, only for good friends, whom I trust.	They encourage me and give pieces of advice.	If I tell what my problem is.
D. L. (17-year- old girl)	Many people said that I can make a lot of people laugh, so I'm funny. I have a good manual dexterity and movement.	I'm starting to move toward seriousness, because I have been very giddy so far. I'm starting to realise what it is and what it is going to be.	My big mouth and that I'M to jealous if I have a boyfriend. Returning to my mouth: I hurt everyone, if I'm not in a good mood. And I cannot talk about my feelings.	They give me pieces of advice, which I accept or not. Sometimes they want to send me to psychologist.	I ask for help through speaking.
K. J. (17-year- old boy)	I'm emotionally strong and brave I dare to love and I think I have a huge heart with those ones, who stand close to me, I don't hurt them. If they ask something, I gladly give. And I can really keep friends.	I think I'm going in good way, I learn, I have a lot of relationships whom I can count on and who help me. I like to communicate.	Learning a bit, since I am bored with it. I'm afraid a little bit of the life outside.	They give me advices or prepare me for the life outside.	I usually tell everything openly to friends and they whether help or give advice.
F. K. (17-year- old girl)	sport				

Anna	I'm empathetic	I think I'm	Becoming an	A good	I should dare to
	and understanding. I'm mentally strong, but I don't show it. Anyone can trust in me.	learning in quite a good way, since I learn and I have and will have more and more experiences, and as a result I'm developing better and better.	adult will cause me quite a lot of difficulties, but I will get used to it.	conversation and some good advice can help me a lot.	go there and ask for help

## **BIG COMMON INVEENTORY**

NAME	STRENGHTS According to the rest of the group members	WAY OF DEVELOPMENT According to the rest of the group members	WHAT KIND OF ADULT WILL HE/SHE BECOME? According to the rest of the group members
R. F. (16- year- old boy)	Organising good way of thinking, positive opinions, reliable, decisive, he can protect himself from the feeling-attacks.	Good. He appreciates what he gets. He is better and better at listening to to others He became more serious. His heart is open. He has more experiences.	Good. He will be a good father. He will be able to help the needy ones He would be a good manager. He stands on his feet. He communicates and works well, who is able to fight and stand up for his goals.
K. J. (17- year- old boy)	He has a big heart, he is really nice and gives a lot of people. Considerate and warm-hearted He is with great stamina, authentic, great-hearted. The one, whom he loves, is very loved. He sees the good and he's helpful and brave. He has a broad shoulder © - he is with great stamina Moderate Moxie (piercing)	He is more open and honest. He speaks about his feelings too. He dares. He is going in a good direction. He doesn't drink protein-staff anymore. Teeny, tiny! A LOT OF! In a good way.	He will be a great father and he is with great stamina and a righteous worker. He will be a very good head of the family, who stand on his feet. He will be a good husband for someone, he will be a good MAN, hard-working and righteous! Kind-hearted, hard-working man!!!! You would be good!
K. P. (18- year- old boy)	He has a strong heart. He knows perfectly what he doesn't want to be like He can really love, he is nice. He is open, he dares to change to be better and better. He dares to say no He learns well and nimble. He is persistent for his goals. He is nice!!!! He is hard and he learns.	He is more open, he dares to show his feelings, not only his strength. He will develop in his profession, and he is getting more peace-loving. He knows himself better and better. He is more open and he tries to go into the good direction. Less anxiety! He develops well.	He is an educated man, who stand on the good side. He will have an own business and he will be a loving family man. He will be a clam and quiet man. He is righteous, strong, hard- working, who gives the most and the best to his family. He will be a good father! He will have a good workplace. Good. Righteous!!

	Nice, reliable, cool, funny,	She tells her opinion.	Caring mother, who pays
B. Gy. (17-year- old girl)	humorous. She is very wise, the others accept her opinion. She is calm. Speech She is very nice. She sees the good and the bad too, and she also finds solution for them. She can love and she can be loved Wise, nice and she can pay attention well.	He is more concrete and reliable She is getting braver to stand up for her opinion Reliable You have a good way of thinking and it helps you in a lot of things Openness, she is more open and she starts to believe in herself. In her own strength.	attention to his environment and loved ones You will be a good psychologist! You will be a great MOTHER. She will have an own household and she will be a good mother and wife. A good mother, understanding, REAL TREASURE, and real partner.
P. T. (16- year- old boy)	You can joke with him, he dances and sings well. Humour Friendly, real, natural clown Dance Dance Need to move He can make people laugh, he brings cheerfulness, but you can talk with him seriously as well.	He is better in learning He is getting more serious Little experience He is more serious, and he pays attention more to others and his environment. He dares to be serious, because ha already KNOWS, that he is not only loved if he is funny. Smart, intelligent, he learns	He will act on stage, he will be a good friend You will be a good family father Cheerful, party-face, he has a desire for love and vivacious.
D. L. (17- year- old girl)	She can express her opinion What's in her heart it's in her mouth, so she tells the truth, what she is thinks. Dance Singing Protective, sensible, she can love very much, she is a very good friend Funny, she can love, she can be loved, nice, cheerful She has a good heart and a good way of thinking	She tries to move into the good direction She is more experienced and deliberate She finds good solutions to create peace and it getting harder to upset here She is getting wiser She gains power and acts. She jumps over her difficulties She treats her anger. She learns	Good dancer She will be a fighter mother, she will do everything for her child You will be a good family mother She will work very well and she will have a nice family. She will make the ones who live around her happy. She will stands on her feet Real mother tiger, who stands up for her own and for others' right! XENA!!!
F. K. (17- year- old girl)	She is very restrained, she hardly speaks, but if the other one is nice to her, you can have a good conversation with her. You can have a good conversation with her, helpful She has a big heart, protective Loveable and nice Reliable Real teenage girl. She is hungry for love, and she can love very much. Your nice and your soul is nice too, just show it and give from it to others, and by doing so you will be a more precious woman.	She gives more from herself She is getting braver and more open She is getting looser and more feminine She fights more and more with herself with her non-speaking She tries to adapt herself to the outer life She studies as long as she can	She will be a very good mother and wife who will spoil her loved ones. You will be a very good mother and you will have a good workplace You will be a very good work power.

J. É. (18-year- old girl)	Kind-hearted, nice, you can trust in her She always evaluates positively, cheerful smart, wise, she sees clearly, she has a big heart, she can protect herself She is sophisticated and she has a wry sense of humour. STRONG! She has a big heart	Courage She is more self-confident, and open Helpful, she encourages her environment, she is a mother type Helpful it is getting better, where you are developing perfect	Understanding, caring, who you can count on Mother, who protects her children, who stands up for her and others' rights. She gives security for herself and her environment too. One day, there will be a lot of people, who will be grateful for you. You will be a very good mother
G. Cs. (17-year- old girl)	She has a big soul, she is lovable and very kind-hearted People-friendly, respectful, a good friend, who you can count on She loves people Kind-hearted, she has ability to organise, and reliable Very brave. Sometimes uncertain, although she is very smart and a good girlfriend Brave, kind-hearted, exemplary, love-able	She has many bad experiences, which can strengthen her and she can learn a lot from these. She is braver, who stand up for herself too. She is more powerful, more experienced I think she's going in te right direction She is getting braver and more open She is much braver, she tells her opinion, and shows her feelings. She talks about her feelings. She trusts.	She will give everything to her family She will find the one, who loves and respects her. You will find the One and you will have a good workplace. She will be a great worker, and mom. She will lead a small community, because the people trust in her. She will have a protective husband She will be a good mother, who creates safety in her environment.
Boy authentic helper	Ambition, the will to fight, dance, smile Kindness, good word. She listens to others She can help others give advice. She dances well. She dares to talk about her feelings. She is a good listener!!! Good dancer. Smart, clever.	She is getting braver and more outspoken. She is more concentrated and more focused. You are persistent, never give up what you want to achieve. She tries to solve problems by herself. A lot of firmness! Decisive. She develops a lot and she's getting better.	He will have a nice home and he will always be able to support himself. He will do everything to make his family happy. Reliable and open who fights with heart and soul. He will have a big family. He works decently. He will have a good workplace. He will be tough and cool.
Facilitator	Good social woman, she knows her way about easily. Helpful! You are a very keen and clever woman! You are loveable and it's very good to talk with you! Caring, clever, intelligent, she can pay attention very much, she organises, precise. Thoughtful, nice!!! nice, warm-hearted. She has a big heart. She has a big heart.	Braver. She shares her feelings, she isn't afraid, she is more experienced and not theoretical. SHE LIVES! You're brave. You are brave and strong! You are clever. Your wisdom is forceful.	Understanding, caring, who you can count on. Mother, who takes care of her child, who stands up for her and others' truth. She gives security: for herself + for her environment One day, there will be a lot of people who will be grateful for you. You will be a very good mom!

Both members of the coup speak for 3-3 minutes about their desires. If they are ready, they give present to each other, which help the other one to achieve his/hr aims.

# Pairs:

### D. L. (17-year-old girl)- Group Leader

D. L. (17-year-old girl): a magic filter, to hear only the good things, persistence, strength and diligence for achieving her aims.

Group Leader: he got a big sack, in which there are; persistence, courage and a happy partner. P. T. (16-year-old boy)- Facilitator

P. T. (16-year-old boy): a bottle of water of life, in which there is courage, which strengthens his heart when he has difficulties.

*Facilitator:* a bag, in which there are; family, power, car, money and everything one needs.

## K. P. (18-year-old boy)- J. É. (18-year-old girl)

J. É. (18-year-old girl): she got a magic talisman, which protects him if she gets into trouble K. P. (18-year-old boy): he got a photo album, in which he can put the photos taken of the happy moments in his life.

### Boy Authentic helper- R. F. (16-year-old boy)

<u>R. F. (16-year-old boy)</u>: he got a sack in which there are; family, happiness and strength, which help him to become a balanced and happy adult.

Boy Authentic helper: he got a bag, in which there is everything to achieve his aims.

## F. K. (17-year-old girl)- K. J. (17-year-old boy)

F. K. (17 -year-old girl): he got a magic feather, a magic hat and magic glasses to have a successful graduation and to know the highway code.

K. J. (17-year-old boy): he got a magic box, from which he can take courage anytime, not to be afraid in the outer life.

Feedback about the weekend- how did you feel yourself? What are taking with you?

<u>P. T. (16-year-old boy):</u>	he took everything		
<u>D. L. (17-year-old girl)</u> :	the kindness, the laughter and the loose feeling		
<u>R. F. (16-year-old boy):</u>	the ACTIVITY and the laughter		
<u>F. K. (17-year-old girl)</u> :	that we were together		
<u>K. J. (17-year-old boy):</u>	love, caring and that we were together		
<u>J. É. (18-year-old girl):</u>	the conversations and the good decisions		
<u>K. P. (18-year-old boy):</u>	everything and thank you		
Boy Authentic helper:	courage, honesty and laughter		
<u>Facilitator:</u>	a lot of laughter		
<u>Group Leader:</u>	the miracle that you overcome your barriers, how you get out of defiance,		
	how you take on your gloves. I'm taking your strengths. And the		

ACTIVITY, because I haven't laughed so much for a long time. Thank you.

VI. group/ 6. occasion

2008.

# SELF-DETERMINATION

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Girl Authentic helper

After the arrival of the children:

Arriving circle

## **Co-group leader:**

I'm fine. I went down with some disease, but I don't have high temperature. Yesterday I relaxed a lot. Since the terminal study results have just been given out, a lot of children asked for help to learn. I couldn't wait to be here.

### Facilitator:

One of my eyes is crying, the other one is laughing. In my group the girls had good results, while the boys didn't learn and failed from many subjects. It was good when in the terminal meeting my group was highlighted.

### **Girl Authentic helper:**

A lot of programs have been realised recently, so I don't have the possibility to be bored. I turned on gum very much. I can eat almost half kilogram a day. I'm fine and everything is OK at school.

## P. I. (20-year-old girl):

A lot of things happened to me, and if I told everything then we would sit here until morning. My terminal result has been good, but I would like to reach a higher level of result. We furnished at my boyfriend. I can't wait him to come home, I miss him very much. And there is a possibility to get to England. An old friend of mine called me to hold our birthday together in England. I said no, because I do not know how we would get home.

#### L. S. (17-year-old boy):

I was at the doctor, I got over my illness. I haven't failed from any subjects. My German teacher is black-hearted.

## D. K. (16-year-old girl):

Nothing happened. (she spoke more with the help of the Group leader) "My boyfriend had been stupid recently and I'm afraid." (He hasn't attended to me recently. His mates are more important..) /She was far more open than she was in previous arriving circles. She spoke more than she used to./

## Cs. É. (16-year-old girl)

Nothing happened. An arrogant guy called me, that he was going to go out with me. I sent him away, I didn't even know who I was talking to.

#### Group Leader:

I passed my exams. I work a lot. I also have been pressing a lot recently and I have fears.

#### K. R. (17-year-old girl):

It was very hard but I managed to move down. We have a lot of common things in us with P. I. (20year-old girl) and we discussed this with each other. I'm not waiting next week, since we are writing a test. I could try it hard I could have better study results. NO I have brought maths so that Co-group leader could help me with that.

### Secret Place

In small groups we have to show each other- in silent- our favourite places in the scene. We have to accomplish the practice without words. What kind of non-verbal tools do we know?

At the beginning of the practice we collected the non-verbal tools of the communication:

- Eye contact
- Mimicry
- Body language
- Head nod

After we collected the non-verbal tools of communication, 2 groups were formed. They did the practice within 15 minutes. As an observer I saw that hey did the practice by concentrating and by keeping the rules.

Feedback:

What do you think, what are those values and things by which we could accomplish the game? - Trust

- Relying on each other
- Paying attention
- To know each other
- Attention
- Patience
- Empathy
- Mimicry
- Eye contact
- Body language

#### Consensus practice

It's a non-verbal practice where the group members (without words) have to dump certain 2dimensional figures which were cut from various sizes of pieces. The members of the group had to dump a certain number of 2-dimensional figures in such way that they were mixed. They could only give the figures if the other group member needed for that figure. The practice weltered in 2 small groups.

They could work together very smartly. They finished the practice within short time. They dumped the cut square without any tenses.

What did you need to work together?

Empathy

- Tolerance
- Patience
- Caring
- Acceptation
- P. I. (20-year-old girl) "We don't have to stick to our own solution."

#### Brain storming- Our present conflicts

K. R. (17-year-old girl) group Facilitator: Conflict with a child within the group.	5 Votes
Vicus Group Girl Authentic helper: Backstabbed	6 Votes
<b>D. K. (16-year-old girl) Group</b> <b>Co-group leader:</b> Disappointment <b>D. K. (16-year-old girl):</b> - Laci-	3 Votes 8 Votes

### Practice, which helps to solve problems- Situational practice

#### **D. K. (16-year-old girl):** Antecedents

I have a boyfriend who doesn't deal with me enough. He prefers his buddies. He usually doesn't come at the appointed time, I go after him.

### The history of their relationship:

They had a relationship earlier. This relationship was broken by D. K. (16-year-old girl).

#### The following group members took the role of the boyfriend:

- P. I. (20-year-old girl)
- Cs. É. (16-year-old girl)
- Girl Authentic helper
- Facilitator
- Group Leader

#### The following persons took the role of D. K. (16-year-old girl):

- K. R. (17-year-old girl)
- L. S. (17-year-old boy)
- Co-group leader
- Group Leader
- Facilitator

What did you represent during practice, what did you try to message?

#### P. I. (20-year-old girl):

I explained the boyfriend's disappointment. I saw that he was disappointment and uncertain. He is an immature personality. He isn't mature enough for a relationship.

#### Cs. É. (16-year-old girl)

I didn't dare to enter the practice. I know the boy and the conflict too. Earlier I tried to help in the solution, but I don't see that their relationship would develop. I have an own opinion, I tried to represent it.

#### Facilitator:

I couldn't take the role of the boy. "You like to suffer!"

## Group Leader:

I confronted her that I play with D. K. (16-year-old girl).

#### K. R. (17-year-old girl):

I felt sorry for D. K. (16-year-old girl). That's not good like that. I couldn't bear that in a relationship.

She has to represent herself her own interests. That's what I tried to represent in the role of D. K. (16-year-old girl).

#### L. S. (17-year-old boy):

It was hard for me to take he role of D. K. (16-year-old girl) as a man. I tried to help , but the others were often faster than me.

#### **Co-group leader:**

I could feel D. K.'s (16-year-old girl) problem. I felt sorry for her! I strived for discussion, but unfortunately I couldn't talk with her for long since she shifted a lot of things. I tried to strengthen myself as D. K. (16-year-old girl). I have proud and self-esteem. "I'm not in love with love." I'm looking for a partner and if it doesn't work I'll break up the relationship.

#### **Group leader:**

"I'm not a sneaky, worm, nobody."

I have dignity and I'm a girl, who has girl aplenty of sand. I' won't let myself to be humiliated, to be put to others' mental terror, I deserve a better partner.

## Facilitator:

I tried to discuss and when I saw that there was no point in it, I tried to express that I was able to break that relationship and that was no good for me." Then we are done"

1. D. K. (16-year-old girl) wanted to join the practice, but because of her own problem the Group leader didn't let her to join.

2. Before feedback the Group Leader asked D. K. (16-year-old girl) what she wanted to tell.

D. K. (16-year-old girl): What do you feel about me?

3. Questions toward D. K. (16-year-old girl):

- Was there a thing what you heard , which made you think , after the first question-round? D. K. (16-year-old girl): I thought about the fact what would it be like when our relationship would be over.

4. Was there anything D. K. (16-year-old girl), which you would completely spurn? D. K. (16-year-old girl): First I've found something, but rather not (she indicated by nodding) /She didn't say anything.

## 5. Feedback

Group Leader: D. K.'s (16-year-old girl) strengthening.

K. R. (17-year-old girl): Trust yourself. Dare to stand up for yourself, because you are able to do it.

P. I. (20-year-old girl): Is there a couple around you from who you can get example?

D. K. (16-year-old girl): Unfortunately there isn't an ideal couple around me.

P. I. (20-year-old girl):

I built-up my relationship by watching an ideal couple "I have also improved a lot in relationships."

#### Anonimised report extract

VII. group/ 6. occasion

2009

## SELF-DETERMINATION

Personal frames: Group Leader *Co-group leader* Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

Making an "Egg-flying machine

The girls' group:

The leader and the source of idea was Sz. M. (19-year-old girl). There weren't anymore ideas. A. E. (17-year-old girl) had an additional idea, which was accepted by the others. Later on K. N. (16-yearold girl) also latched on to the building. Sz. M. (19-year-old girl) and A. E. (17-year-old girl) cooperated well. B. K. (19-year-old girl) didn't do anything. She sometimes formulated a critic.

Boys

There was absolute teamwork. K. T. (17-year-old boy) brought his basic ideas and from that everyone could develop it in an equal way. No conflict was occurred, they worked together in a focused way, then they went to smoke. The eggs broke, but they didn't experience it as a failure. Sz. M. (19-yearold girl) and K. T. (17-year-old boy) thought subsequently that the machine could have been better.

#### Rights and Obligations.

My obligations	My rights	
Learning	To be choosey	
To keep policy	Health care	
To respect others	Free school choice	
To keep appointments	To decide	
Perfection	Freedom of speech	
To give respect	To practice our culture	
To respect others' rights	• Right: for otherness	
To help other people	to listen	
To protect our family	for life	
To bring up the children	to eat and drink	
	Religion	
	• Free time	
	Work	
	Personal rights	
	Letter secret	
	Property rights	
	Right to assembly	
	• Right for protection (our children too)	
	Family establishment	
	• To throw away or keep a child	
	Right for privacy	
	• Right for self-protection	

#### Escape from prison

K. T. (17-year-old boy) had the main role in creating the idea, H. B. (16-year-old boy), L. I. (17-year-old boy) and A. E. (17-year-old girl) keenly helped the others. B. K. (19-year-old girl) prefers to rely on herself, she was afraid that the others would not help her. A. E. (17-year-old girl) rather likes to help, it's more difficult for her to accept help, but she felt that she could count on the others. Sz. M. (19-year-old girl) didn't take part in the practice, and she had great tense in her because of this. As a Group leader I tried to ease the feeling of guilt. I confirmed her that it was her decision, and that decision was tolerated by the group. The practice was successful, The recorded this as a success. Sz. M. (19-year-old girl) apparently calmed down.

#### Bound feet - practice

K. T. (17-year-old boy) has been nervous because he became immobilized due to the bound feet. B. K. (19-year-old girl) didn't cooperate. Between Sz. M. (19-year-old girl) and K. T. (17-year-old boy) there was a noticeable tension (later it turned out that they had bought that tense from home because of a caregiver) they bent away from each other, they didn't help each other. A. E. (17-year-old girl) supported B. K. (19-year-old girl) very nicely. K. T. (17-year-old boy) became aggressive because of the binding. (old memories in connection with handcuffs) K. T. (17-year-old boy) quipped Sz. M. (19-year-old girl), since she was the one, who led again, and Sz. M. (19-year-old girl) cannot rely on the others. Apart from the difficulties the practice was completed successfully.

#### Closed gate- open gate non-verbal practice

The children weren't aggressive, when they were looking for the gate. They pushed themselves gently. Anikó said: "come even closer and closer, touch up. (This is important, since earlier it was difficult for Sz. M. (19-year-old girl) to bore a direct physical contact.)

#### At school

Name	Chosen role	Why	Meetings	Feedback
				How do you treat your conflicts in
				your every day life?
A. E.	A. E. (17-year-	Because I	With Julcsi and Rozi.	I like to discuss my conflicts, If I can.
(17-	old girl) girl,	cannot be other	They dragged her, first she	(she played the drums with her feet
year-	17-year-old,	than myself	liked it and then she	strongly. She apologised, that she was
old	reserved		turned in herself. At the	in bad mood a bit during the game.)
girl)			end of the game she sat	Recently I have been unstable. It was
			down in the corner facing	bad for me that Sz. M. (19-year-old
			the wall.	girl) dragged me. Now I'm fine.
N. B.	N. B. (16-year-	Because I hate	With A. E. (17-year-old	Now I have less conflict than before. I
(16-	old boy) boy,	the teachers,	girl), Julcsi, and Mrs. Gizi.	used to fight a lot. Now I rather try to
year-	10. class, during	that's why I	He looked for all the other	discuss it, if I don't succeed, than I
old	breaks he is a	didn't choose a	students to sell them	leave. If he comes after me, I stand up
boy)	dealer (selling	teacher role.	weed. He asked for	and stand in front of him. I hope that
	weed)	It's good for	tutoring from Mrs. Gizi.	he won't come after me, since if I stand
		me like this.		up then there will be trouble. I used to
				stand up immediately. (He has had n
				non-discussed residential home conflict
				and tense with A. E. (17-year-old girl)
				and the quarrelled in the group. This
				generated a serious tension in N. B.
				(16-year-old boy). Mimicry: He
				wrinkled his eyes and nose.

Controlled role-game

B. K. (19- year- old girl)	Andrea, quiet girl, who doesn't speak	I wanted to try another way of communicatio n, that's why I didn't speak	With Julcsi, the canteen girl, doorman and with Mrs. Julika. It was good for her to be with them, although she didn't speak a lot.	I avoid conflicts, I ask for others' opinion. That's not the point. After that I know what the truth is.
K. N. (16- year- old girl)	Angéla, the she changed her name to dust- bin, in who various kinds of garbage is thrown, and she didn't speak.	I didn't feel like playing, I didn't' have anything better, which came into my mind.	With the director, Ákos protected her against the director. She also met Rozi and Mrs. Julika who told her not to walk on the freshly mopped corridor. She also met Andrea and Rozi, from who she bought a sandwich.	I sometimes quip if they do not listen to me I tell it. If I love someone, then I won't quip. They accept me the way I am. I do not have a conflict with N. B. (16-year-old boy) we discuss things; we have known each other for a long time. I also quip N. B. (16-year-old boy), but he doesn't take it on himself. I would never discuss my problems with my mother. She is as if she were dead for me.
K. T. (17- year- old boy)	János my P.E. teacher, he is 40, but he doesn't seem to 40, he is funny he picks at the others, but he is funny.	I like this teacher, everyone thinks that he is rude, but he is a cool guy.	With Julcsi, Mrs. Julika, Gizike, the doorman, Rozi and with N. B. (16-year- old boy). Rozi told him not to jump in the corridor and not to drag his peers. He discussed with Julcsi that she should move more during P.E. lessons.	I did not have conflicts. (A lot of words coming out of him) If I drink too much, it's hard for me to handle my conflicts, I become aggressive. In many cases my friends pulled me out of tough situations. If I'm sober I don't fight. I don't care about others' opinion, I always had to decide about my life by myself, but sometimes if I had listened to the adults, I wouldn't sit here. It's very difficult at school, since the boys pick at each other. If youngsters are like this now, what will they become if they grow up? (he completely forgot about the group during talking)
Sz. M. (19- year- old girl)	Rozi, 16-year- old, rossz, rambunctious lány	I'm not a bad child; I wanted to try out what it feels like for a bad kid.	She met everyone. Mrs. Julika put her in her place, since he made a mess of the mopped corridor. Mrs. Gizi, who was on duty also caught her, since she ruffled. János the P.E. teacher protected her, and they discussed that she would got trainings more often. The director ran her down because of her behaviour and Rozi protected her.	I rather discuss my conflicts. The foolish things of the smaller ones do not bother me. I hate insincerity. (it came up several times, that she would expect the praise of the caregivers. A colict at school of her also came out, which she wasn't able to handle
H. B. (16- year- old boy)	Ákos, maths teacher, 30- year-old, strict	I hate that teacher, I wanted to walk in his shoes, and by doing so I admit that they have a hard task, since the blustering children were handful.	With Julcsi and Rozi, where he also bought a sandwich. With the director, whom he joint with to handle the bad children. He met with Mrs. Julika and the dust- bin whom he protected. He also met Mrs. Gizi and Rozi.	I avoid conflicts (it was hard for him to bear the tenses coming up during the game from Sz. M. (19-year-old girl), A. E. (17-year-old girl), N. B. (16- year-old boy) and from K. T. (17-year- old boy), he escaped by sleeping.

L. I. (17- year- old boy)	School director, 30 -year-old, director for 10 years	I wanted to try out what it feels like for a director	With he doorman, with whom they discussed, how long he had been working for the school. The doorman made the director to sit down for a short time. With Mrs. Gizi, János the P.E. teacher, Rozika, Julcsi and with A. E. (17-year-old girl). He also met the dust- bin, whom he had conflict with, and met Mrs. julika.	I don't have any conflicts. If they pick at me, first I let them then I leave them. Then fight. Once I tried to discuss it, but 20 of them came there. It almost ended up in a fight. But we managed to discuss the problem in the end.
Facilita -tor 1	Mrs. Julika , 60 -year-old	I always had good relationships with the cleaners.	She almost met everyone. She got into conflict with Rozi And the dust-bin, because they were running in the mopped corridor. Mrs. Gizi discussed with her not to mop the corridor during break.	I manage my conflicts in various ways. It depends on who we are talking about. There are people who I do not bother with, and there are those who I like to shout with. (these are the family members) I used to swallow a lot, now it's important to be able to discuss the problems.
Facilita -tor 2	Rozika from the canteen, a büfés, 40-year-old, she has been at school for a very long time.	I had a favourite canteen woman from at high school.	With N. B. (16-year-old boy), the director, Ákos, the dust-bin and Andrea. Several people bought a sandwich from her and talked with her. She also met the doorman and the cleaner.	Nowadays I like to discuss the conflicts, I used to collect the tenses, and then I exploded. I lost a lot of friends because of this, who I shouldn't have lost.
Boy Authen tic helper	Doorman, who has been working for the school 50 years	I wanted to try out, since the doorman always stands out of things, I know a lot of doormen and they feel good in their own little world.	He met everyone except with Ákos and N. B. (16- year-old boy). He got into conflict with the director.	When I got into the children's home, I always had to adapt, I rather got along with the older ones, I had a troublemaker friend, who never had an argument with me and always protected me.
Group Leader	Gizi the physics teacher, who is the teacher on duty	I hate maths and physics; I have never wanted to be a teacher, that's why I tried this role.	With the director, with N. B. (16-year-old boy), whom he offered tutoring. With Mrs. Julika, whom he offered not to mop the floor during break. With Rozi, who ruffled in the corridor. He also met Ákos and the doorman.	I used to swallow the conflicts, and I got sick from that seriously. Since that I've been learning to stand up for myself. I tried to tell things in a cultured way.
Co- group leader	Julcsi, 16-year- old, two pigtailed smart one	I have always been a good student and they always thought of me that I wasn't a cool girl. I wanted the people to think it differently.	She met everyone. She talked with János the P.E. teacher.	I'm afraid of conflicts. Mainly with the big, strong men. It's hard for me to face the fact if someone is right.

At the end of the game N. B.'s (16-year-old boy) tense had to be resolved, with face to face conversation. the conflicts and tenses in N. B. (16-year-old boy) which have been accumulated for years, finally resolved. We had to resolve that tension, which made him feel guilty because of his past aggression. After prolonged discussion N. B. (16-year-old boy) felt reassured.

#### Anonimised report extract

VIII. group/ 6. occasion

#### 2009.

## SELF-DETERMINATION

Personal frames: Group Leader Co-group leader Authentic helper

After the arrival of the children:

#### Arriving circle

T. B. (16-year-old boy) gladly told that he had got a reprimand, but his friend was kicked out of school. He finally has relationship with his brother again, who refused him earlier. Regarding the group it was very hard for them to talk. Almost every time I have to re-build them and encourage them. Several of them experienced conflicts with caregivers and teachers.

#### "Egg flying" machine

We created 2 groups. One of the observers was Z. M. (17-year-old girl), the other observer in the other group was R. A. (20-year-old girl). They were the leaders of both groups since Z. M. (17-year-old girl) still has to learn that there is an option to be quiet. R. A. (20-year-old girl) is very creative and if she gets a task like this, she likes to solve it as soon as possible. It was hard for them since they couldn't do anything. Z. M. (17-year-old girl) couldn't wait to speak. This practice was a great experience for N. Cs. (18-year-old girl). She undertook a leading role in Z. M.'s (17-year-old girl) group and her idea was accepted. K. B. (18-year-old boy) and S. H. (17-year-old girl) stayed in the background, but with the help of the group they both involved in the work. Both egg-flying machines were made well. The egg wasn't broken.

#### At the bus station

Name	Chosen role	Why	Connection	Feedback Parallel with reality
N. Cs. (18-year-old girl)	Toilet lady Juliska, 70 -year- old	She wanted to try out and she liked the role very much.	The rich one was a cool guy. The homeless didn't pay but she suckered the security guard into paying as much money as he had. The daughter of the rich one disdained the cleanliness so she gave her a good tongue- lashing.	No parallel, but now I know that the toilet lady has a hard task. I will respect her in a better was.
S. H. (17-year-old girl)	Mammy, Young, 25 -year-old	She wanted to try it out, last time she helped a mammy to stand up. (Of course it was hard for her to ignore reality)	The gipsy woman and the homeless bundled her off by swearing. The security guard policed. Otherwise she was sitting all the time and stroked her belly.	I would like to have a child. I would like to sit there too. I fear the mammies of the homeless people we talked about if there had been a possibility to send the homeless people away in a cultured way or not.

F. P. (17-year-old boy)	Homeless, torn, junkie, 40 -year- old	He had a fight with a junkie 3 weeks ago, since he picked at him when he was going home. That's why he wanted to try what if feels like for a junkie	Everyone bundled me off, everyone was rude, except the security guard and the inspector. I talked with the cool guy to give up drugs and be rich.	No parallel. I feel sorry for them.
Boy Co-group leader	Inspector 50 -year- old beefy	for a junkie. He doesn't' like to fight, but he was very curious.	He met everyone. The toughest of all were the homeless and the Gipsy woman, since they picked at everyone or begged.	I liked the game. No parallel, only that I'm beefy and I think everything can be solved through speaking.
J. R. (16-year-old girl)	Gipsy woman Aranka, she sells	One of them predicted for her the last time, she didn't give money and she swore.	She freaked everyone out, she laughs a lot and it was very good.	No parallel. I wouldn't like to be so penniless, that's why I'm learning.
K. B. (18-year-old boy)	Roman cigarette vendor	He often meets them.	The toilette lady bought cigarette. The security guard told him to go out, since he cannot sell cigarette there.	It was good. No parallel.
Group Leader	Security guard, beefy, Kázmér 35 -year- old	I like to give security and to take care of people.	I met everyone and I helped where I could.	The parallel is that I like to give security the people around me.
L. L. (15-year-old girl)	Red-shoe college girl, Kamilla	She would like to go to college. they were very phlegmatic with her.	She talked with the rich one and the student girl and she bought cigarette.	the parallel is that I will never be stuck-up, if I will be a college girl.
R. A. (20-year-old girl)	A rich man's daughter, who is a pupil.	Her classmate is very rich and she is sometimes rude but they get on well with each other.	She was with the college girl and the rich one. They laughed at everyone.	I didn't like it, since I was phlegmatic with everyone.
T. B. (16-year-old girl)	Good man in tuxedo., 40	He would like to change. He would like to be a good man. He wants to give up all kinds of foolish things.	I wanted to change the homeless. And when the others were mocking I tried to stop them.	The game was good. The parallel is that I want to change.
Z. M. (17-year-old girl)	A lady selling pumpkin seeds, 70 -year-old, Mrs. Julcsi	She feels sorry for them. She wanted to try it out. Originally she wanted to be a toilet lady.	She spoke to the toiket lady all time. She was watching the homeless and gave seeds to him.	No parallel. I liked the game.
Boy Authentic helper	Old man! János, who is smoking a pipe and always begs.	Last time he went to Szeged and the old man lit a pipe and was sitting there very calmly.	He almost met everyone, the security guard told him not to smoke. It was hard for him to accept it.	No parallel. I would also like to be such a calm old man.

# 4.7 RELATION TO ACCOMPLISHMENT and FUTURE VISION

Anonimised report extract

I. group/ 7. occasion

## 2007.

# RELATION TO ACCOMPLISHMENT/ FUTURE VISION

Personal frames: Group Leader Co-group leader Authentic helpers

### 2007-day 1

#### Arriving circle

After the arriving circle there is always free activity and common games which help the children to arrive. The personal conversations create an intimate atmosphere.

Then: conversations, bath, going to bed, bedtime story

2007-day 2

## Lifelines

Goal: the awareness of previous results and positive things, the establishment of future plans and concrete activity plans, emphasising our played role in creating the future

My main results I have achieved in my life so far...currentAge, until I'dbirthagelike to live0X

My main goal, what I would like to achieve in the rest of my life..

NAME	CURREN	MY RESULTS SO FAR	Planned	MY AIMS FOR THE
	T AGE		age	FUTURE
N. Z.		I learn a profession		To learn the profession,
(17-year-old	18		65-70	to work in the profession
boy)				and to sing on a CD.
Group Leader		My son, the ÁGOTA, my studies		I'm working on creating ÁGOTA Village, I will
	33	studies	65-70	get my fourth diploma
				and I will have a
				language exam.
N. M.		I learn at high school, I take		Graduation and to go to
(15-year-old		care of my younger sister,		college. To get to foster
girl)	15	I'm highly responsible.	65-70	parents, to take care of
				my younger sister all the
				time.
C. S.		My siblings my love		To finish school, to learn
(15-year-old	15		80	a profession. To marry
girl)				my love.

V. B.		She learns her 3 <sup>rd</sup>		To finish the currently
(22-year-old girl)	22	profession, she takes care of her brother	50	learnt profession and then work in that profession. To buy a house with my brother and to live together.
Co-group leader	26	He learns and works, ÁGOTA, he is highly responsible, adult-like behaviour	65-70	Diploma, Gipsy language exam. To work in ÁGOTA Village.
K. I. (17-year-old girl)	18	She takes care of her younger brother, she learns with very nice results and she would like to learn a profession, she also applied for a profession.	100	To finish school, to educate further, then to finish it. As long as she can, she wants to stay in the institute, she wants to learn more professions to get on easier in Life. Husband, child, family.
B. I. (19-year-old boy)	19	He learns a profession (baker), he works, and that he connected his father.	100	To make the relationship with his father right, to finish profession, to work, to get home.
Boy Authentic helper	25	His military insignias and that he got a position apart from his foster existence. He has a family, he works. He is the breadwinner.	65-70	To finish socio- therapeutic course, to live a happy family life, to stay in ÁGOTA. (ÁGOTA Village)
K. M. (20-year-old boy)	20	His strength and love. When he got out from the children's home, he didn't give up, he didn't get into evil ways, but he holds on with strong will and works. He has a beautiful girlfriend, whom he wants to marry.	65-70	To get back to after-care status. To learn a profession with the help of the Labour Office. To marry his love, to establish a family.
Girl Authentic helper	18	Despite of the fact that her life has been tough so far, she learns. She regularly goes to hairdresser competitions. She is persistent and has goals.	80	Graduation, to go to college (psychology). To stay in ÁGOTA as a helper.

We didn't collect the plans, but everyone took their own and when they will be at the accomplishment of their plan they can have a look at their plans again.

## Fantasy journey

The aim of the game to get to a	desired -for some reason-	landscape with the help of a chosen
"imaginary carrier animal".		

Name	Role	Chosen destination	Reality connection	Feedback of feelings
N. Z.	Baby dragon	He watched the war of	They have just learnt	His own journey was very
(17-year-		the ancient Greeks	about this at school	interesting and it was also good to
old boy)		during his travel.	and he was curious.	listen to the others' one too, he could imagine. And the baby dragon became his friend.
Group	Morzsa dog	He was in a house where	He was thinking	It was a very reassuring feeling to
Leader	_	there was a family. They	about his rarely seen	know about them, he felt good
		didn't hear hear or see	loved ones.	during the game.
		him, although he wanted		
		to communicate with		
		them.		

NM	White hares	Enimy tolo forest where	Ha paada aaaniita	He falt your good He will wish
N. M. (15-year- old girl)	White horse	Fairy-tale forest, where everything is green, calm, beautiful colours and butterflies are his playmates.	He needs security.	He felt very good. He will visit this place more often.
C. S. (15-year- old girl)	Owl	He went to a battle, back in time. He found himself in the middle of discordances at home. Family battle.	She is very interested in life at home. Her little sister has been born recently, she worries about her.	It was good to play, she calmed down a bit, because things got settled at home. It was good to listen to the others.
V. B. (22-year- old girl)	White pigeon	She got on the pigeon's back, whom she entrusted herself to, and it could take her wherever it wanted. It took her to her baby age, and everything was calm, orderly and safe. Love was around her. The pigeon asked her if she wanted to stay there, since she could re-live her life.	She doesn't know what the connection is.	It was a very good feeling, she would gladly experience the journey further, but she wouldn't stay there. It can't be a coincidence that her life was like that. This game was very good, and it was a real pleasure to listen to the other group members, to experience their journey.
Co- group leader	White horse with wings	He walked through the forest, bending his head on his horse' neck. Then he flew up and found a miracle glade between earth and sky, where there were colourful flowers, fairies, and his long-time-ago seen loved ones. There was tranquillity and sincerity. There were no words.	There is mishmash in his life and he really wanted to be in a quiet and beautiful place. He really misses his lost loved ones and he wanted to meet them.	He gladly spent time in his destination. He felt good in the game. He gladly listened to the others' journey. He could imagine all and that was very good.
K. I. (17-year- old girl)	Giraffe	She was in war (I. World War)	They have just learnt it at school, and she was curious.	It was interesting to see it, but that wasn't good how the people were bleeding. (She was with closed eyes for a very long time, the one next to her stroked her arm and she returned for that.)
B. I. (19-year- old boy)	American car (Cadillac)	He was at home at his father. There were the other family members too and they didn't want to adopt him in the family. The looked at him as if he was a stranger.	He is building his relationship with his father again. He is full of fears, expectations and hope.	The family's rejection was very bad. The game itself was good. It was good to listen to the others.
Boy Authenti c helper	Ostrich	He went out to space, he saw the whole Earth.	He wanted to get out of the world a bit. He has privacy problems which makes his life difficult a bit.	He felt very good in the game. It was good to be alone a little bit. He gladly listened to the others' travelogue, and he experienced all of them a bit. He liked the game very much.

K. M. (20-year- old boy)	Elephant	He went forward to the future, he has already had a family and they were together with his love.	He was curious about the following years, because he desires fot his very much.	It was a good feeling to see his family, to be in the whole family. In safe and love. It was a good feeling to take responsibility for them, to take care of them. The game was very good, I liked it very much.
Girl Authenti c helper	Dolphin	She went on a deserted island where there was an oasis on the island and there were natives, she did not understand their language, but they dance and had a good time. They also swam in the sea together.	She likes the dolphins very much, that's her favourite animal. She is curious about other people's culture, that's why he looked at it on the island.	She felt very good in the game she was loaded. She gladly listened to the others, she empathised herself.

#### Contract with myself

What are the 3 first steps what we have to do-in favour of the aims which were set up in the morningso that their set goals become reality. During the 15-minute period of thinking time everyone wrote the steps for themselves. Then they also shared their thoughts with the others in the big circle, who rewarded with applause and encouraged each other with "amen" and "let it be".

#### American type of interview

- with the 2 authentic helpers, with the group leader's controlled questions.

The essence of questions aimed at whether there was a point of their lives, when they could have fallen -strengthening the negative statistics. If there was: What did they do in order to avoid this, who did they hang on, who could they ask for help. How close do they allow people for themselves? Did they feel themselves defenceless? What did they do with their defencelessness? When did they feel that their situation became stable? (That there is an escape?) How did their self-esteem develop? What did they do with tenses coming from getting-in? What kind of alternative solutions did they choose to bear the the older ones' "initiation" ceremonies? How did/do they protect themselves in life? What help them in achieving their aims? What do they suggest to the group members (fellow sufferers)?

<u>Girl authentic helper</u>: she doesn't let anyone close, she doesn't trust anyone. She achieves her set goal at all costs. Not by overriding everyone, but she forgets to live during it. She doesn't have a real deep relationship, since only desire to prove lives in her. She fights against the prejudices facing people living in state care with tenacious will. She is a living proof of the success, which can be achieved with persistence and will.

What her message is: you can achieve your goals with will and persistence, and you must never give up. She also sent a message to herself: to pay more attention for her relationship, and to dare to experience them in a better way.

**Boy** Authentic helper: Atrocities, humiliations at school in the "ghetto". Series of discrimination because of his origin.  $\rightarrow$  To get out at 18 at all costs. He didn't think about anything, he didn't plan anything, he just wanted to escape from "prison". When he realised that he had nothing and nobody, then he asked for help from a man, who always helped him (former caregiver).  $\rightarrow$ he joined the army. This was the turning point. He leant discipline and forged a life plan. He built relationship where he learnt a lot. "He became serious "After disarmament he went to work and established a family.

What his message is: When you touch bottom you have to have a desire to prove, which motivates you and shift you out of the hole. They are as precious as anyone else. And they shouldn't do it as he did, since he suffered from the will to escape very much. It was hard for him to work his way up from nothing. What is important: persistence, persistence and persistence.

### 2007-day 3

## Screening film with assessment

Screening the film Almighty, with assessment.

The children liked the film very much. It was a bit lighter than what we usually watch, but taking the seriousness of the previous day in consideration, that's what we exactly needed.

## Closing and evaluation

Due to the strong attachment another occasion was needed for the proper group closing. Therefore we said good bye to the group like this.

I. group/ 8. occasion

2007.

# **GROUP CLOSING**

Personal frames: Group Leader Co-group leader Facilitator Authentic helpers

After finishing the seven cornerstones we spent an opportunity for the period of separation. We also had a guest,

The national advisor of our main supporter.

2007-day 1

After the arrival of the children:

### 2007-day 2

#### Practices of trust

Blind-guiding in the surroundings of the nearby like. Creating pairs, then completing the practice.

### Feedback:

<u>Co-group leader- V. B. (22-year-old girl)</u>: her anxieties still appeared when she had to rely herself with closed eyes, but she didn't let it dominate on herself. The first time we had to stop more than 10 times, so that V. B.'s (22-year-old girl) respiration stands back to normal. She was afraid very much. We also had to stop at the closing, but only 3 times. When she felt that her fear was growing, she stopped.

<u>Advisor- Girl Authentic helper:</u> the language barrier was overcome. They controlled each other with tight hold, the directions were indicated by pulling the current hand. Development could be seen on out helper, since he bravely relied on our advisor.

<u>C. S. (15-year-old girl)- K. M. (20-year-old boy)</u>: They are a couple. There was no problem with trust, they dared to trust each other. They guided each other with great attention and care.

<u>N. M. (15-year-old girl)- B. I. (19-year-old boy)</u>: During the group process, a really deep trustrelationship developed between them, and they also took care of it after the group sessions. As a result the the practice did not cause any difficulties for them. They both told that they could trust in each other and that was a good feeling for them.

<u>K. I. (17-year-old girl)- N. Z. (17-year-old boy)</u>: At the first time they had different partners. They were afraid of the practice because of their past determinate experiences. Their fear vanished after the first common steps, they felt free to trust in each other. According to them that was a very good feeling and they weren't afraid at all

It was very good

- Trust practices in pairs (pairs created during blind-guiding)
- Trust bell (they dared to stand in the middle of the circle, although they did not dare do it at the first occasion)
- Free fall (K. M. (20-year-old boy) tried it. The others folded their hands in a protective way. They felt their responsibility in the practice.)

Returning to the Methodological estate: feedback, its main aspect: comparing to the first occasion. The feedback of the blind-guiding: see above. In overall it can be said that the group members could bravely relied on their partners, who took care of them with responsibility during the practice.

Name	BAD (difficult)	GOOD	REALITY CONNEC-	Feedback of Feelings
			TION	
V. B. (22-year- old girl)	To talk about my siblings and fears. And that it's over.	A lot of little pictures: The tales, the joint meals, the prayer. The conversations in the evening. The caring what we got here.	Constant conflict with her sibling, she is afraid of loneliness. She learns to trust. Farewell.	It was a bit bad to recall, I'm really sorry that it is over, but I know that these experiences will always stay with me.
Co-group leader	We always showed you to the bus station and you were waving as one man from the bus.	A lot of small memories about personal conversations and moments. It was wonderful and exemplary to see that you overcame your fears.	Farewell, the end of group process, closing.	It was very good to recall the previous occasions. It's not the end but the beginning of something. You became really stronger during the last occasions. the game was a great pleasure.
K. I. (17-year- old girl)	To meet daddy, and my brother made me disappointed very much.	To be in the group.	I'm always afraid that I cannot resist and that I don't dare to tell daddy what I would like.	I felt good in the game. I'm sorry that it is over.
B. I. (19-year- old boy)	A girl acquaintance of mine told me that she had cancer. (that happened to me during group process, but nit in the group but in his home, everyday life) She did not even find a picture first	Dad is standing with arms wide open, and I am running into his arms. K. M. is standing in the background and she is bringing the big bags.	I contacted my father again after 6 years, I'm going to visit him in the summer. I hope I will be a family member again.	The game was very good, I hope everything will be all right with my meeting with my father.
Boy Authentic helper	When we showed you to the bust station and you were waving as one man from the bus.	The whole group. Every occasion. We really go t a lot of things from each other.	Farewell, the awareness of the importance of the authentic helping role.	I will really miss you, but I know that everything will be all right, and I can only congratulate you since you became really stronger.
K. M. (20-year- old boy)	When I got out of the children's home. Loneliness, uncertainty, fear of losing my love.	Holding hands, which mean toehold, his toehold. That there was something to hold into.	He is over uncertainty, he will have a roof over his head. He can always hold into the things which he learnt in the group. Farewell.	I'm sad that it is over. I got a lot of things from you, what I really thank you. I will really miss the group.
Girl Authentic helper	With a group member in the corridor.	After the interview V. B. told her in the room that she grew a lot in her eyes.	She became stronger in her soul, she knows what she wants to do and she feels the importance of role taking.	I felt very good with you. I keep all the little pictures of you in my heart.

N. Z.	When my group	The whole group. The	I really like to be	I will really miss to
(17-year-	mates put me in my	conversations. The joint	here with you	come here. I felt really
old boy)	place because of my	meals and praying.	nere with you	good. I have got to know
	behaviour. And that	F J8-		a lot of mates just
	was also bad that it			recently, new, deep
	was the last occasion.			friendships were woven.
Group	The farewells. I am	The whole group was	The "pioneering"	I felt good, it's a great
Leader	standing in the court	fantastic.	nature, the	pleasure to me to see
	And I'm looking at		strengthening,	you strengthened in the
	the leaving group.		the way the	end of the group.
			program works,	
			and that there	
			will be ÁGOTA	
			Village.	
N. M.	When I had to go	The bedtime stories. The	Now I know that	I will very, very miss
(15 -year-	home, I always	fact that you took care of us,	I belong to	you, and it's very good
old girl)	wanted to stay.	you listened to us. The	somewhere. I	to recollect everything
	Picture: the bust	games. The whole time what	have a spare.	what happened here, But
	station, when we	we spent together.	family and I	I know that I can count
	were waving to the		know that I can	on you all.
	ones standing down		achieve anything	
	there.		with persistence.	
C. S.	There were bad times	When we sat in the group	We created an	Everything was very
(15-year-	when there was no	room in a group session and	orb, my love was	good. When we were in
old girl)	group.	we talked and played.	here with me too.	group, there was a time
				when we just talked
				about different kinds of
Facilita-	Elongated picture,	The fact that we really were	Fast-paced	things. I felt really good with
tor	when there were the	a present to each other, and I	changes	you in the game, and I
101	moments of farewell:	could learn a lot from you.	characterise my	thank you for all the
	in the corridor, in the	could learn a lot from you.	life. (moving,	occasions with you very
	court, at the bust		new job) I was	much.
	station.		reassured among	
	Station.		you and I could	
			pay attention.	
			After the groups	
			at the intervals I	
			thought about the	
			events of the	
			weekend a lot.	
Interpret-	-	Its a kind of art gallery	They came into	I felt very good
ter		which is a slide projector. In	my mind a	
		this pictures are waiting,	thousand times	
		when we visited them in the	since the visit.	
		children's home and the		
		children showed me their		
		rooms and one of them		
		rapped to me. Through my		
		personal notoriety, further		
A.1.'		picture were put in the box.	<b>TT</b>	T
Advisor	-	At the arrival of the evening	His visit	I was very curious and I
		a show which was presented		was very glad that I
		with candle flame and the		could experience the
		emotion of the professional		wotk personally and that
		team. I painted the picture, I'll take it with me to the		I could see the entire
		everlasting life, since the		group.
		photographs go wrong		
		quickly.		
		quickly.		

## Fantasy Game - 15 years later

The group leader asked everyone to think about where they will be 15 years later. What will they do? Who will they live with? What will be their jobs? If they succeeded, then they should introduce themselves as their future selves 15 years later to the rest of the group and after everyone introduced themselves they should act it out. After finishing the scene they organise themselves to the normal group situation and after that there is feedback.

Name	Role	Meetings	<b>Reality connection</b>	Feedback of feelings
V. B.	I'm a 37-year-old	She talked with a horse-	To learn my	It was a bit hard for me
(22-year-	kindergarten	breeder- transporter man,	professions in	to let my imagination
old girl)	teacher, who deals	who was her husband. She	sequence. In my plans	loose, it was hard for me
U ,	with disabled	discussed with her waitress	this is the dream-	to imagine myself and
	children. I have a	mother that they would go	work, that's why I	the group members 15
	big family house	to help in ÁGOTA Village;	wanted to try it out.	years later. But when I
	and I live with my	she talked with the others		succeeded- seeing the
	partner in life. I	about changes in the last		others' game, I felt very
	don't have an own	few years.		good, and only had
	child.			positive experiences.
				Thank you for the game.
Co-group	I'm a professional	She met the Group leader,	At the moment I'm	It was a great pleasure
leader	with 3 diplomas,	they discussed that things	learning, and that's	for me to participate in
	who works in the	were going right, and how	what in my future	the game. I was pleased
	ÁGOTA Village as	much better they looked	plans. I want to be the	to confirm that every
	a general servant. I	like 15 years ago.	helper of the ÁGOTA	group member found
	have a nice Gipsy	She talked with the	at all costs.	their calculation and has
	husband, 3	kindergarten teacher, since		an orderly and well-
	children, a horse	they hadn't seen each other		balanced life. I felt good
	and a dog.	for a long time.		and thank you for the
		She didn't meet the bank		game.
		clerk for a long time either,		
		so they were happy about		
		each other. There was a		
		need for her to go to help		
		in ÁGOTA Village.		
		She discussed with the		
		horse-breeder that she		
		would help to take care of the horses. She also talked		
		with the others a few words		
		about the good old times.		
K. I.	I'm a waitress and	She met the co-group	I would like to learn	The game was very good,
(17-year-	mommy. I have a	leader and they discussed	waitress profession.	I like to imagine if it
old girl)	husband and I'm	that she would like to go to	To have a child is	really would be like this
olu gill)	happy with him. I	camps to serve, since she	very important in my	15 years later. I will do
	also work a lot and	would like to help. She	life, I would like to be	everything to be like that.
	I have a beautiful	also met the others and	a good mommy, I'M	I felt fine.
	family.	they recalled the good old	just afraid that I won't	
	5	times. She offered her help	be a good mommy.	
		in the events of ÁGOTA	с .	
		Village, while she met the		
		Group leader.		
B. I.	I'm a transit driver	He talked with the co-	The relationship with	The game was good. It
(19-year-	at a Bakery. I'm	group leader about the	my father seems to be	was good that several of
old boy)	also a horse-	horses. They greeted each	settled and anyway I	them asked my advice in
	breeder on a farm,	other with pleasure.	really want to live on	connection with the
	on my own farm.	N. M: old friends, they	a farm and to deal	horses.
	The kindergarten	regularly keep contact.	with horses. I also like	
	teacher is my wife.		to drive since that job	
	I have many horses		is diversified.	
	and I do farming.			
	I'm happy.			

Boy	I work in AGOTA	Co-group leader-past years,	I like my present job,	I felt it real, I could

Authentic	Village as a	common things,	I want to retire from	totally imagine. It was a
helper	bricklayer. But I also have my present workplace.	Group leader- how is he and what needs to be built, and what's the plan? Advisor, interpreter, it they feel good or not. Kindergarten teacher- if she married or not, but was a good feeling to see her. Facilitator- the situation of the Gipsies is still difficult, but at least they let him work.	here. I want to stay in touch with ÁGOTA at all costs, I'm best at masonry, that's why I offered my services.	pleasure for me that those ones whom I hadn't seen for long, had an orderly life. I felt good in the game.
K. M. (20-year- old boy)	I'm a bricklayer entrepreneur. My love is my wife, we have 3 children. I work a lot, but we live well. In my free time I go to the gym.	His wife He conciliated about the details of the work with the Group leader. He talked with the kindergarten teacher how they were doing. He also greeted the others with pleasure.	My love and me are a couple, I plan my life with her. I would like to fend for my family as a bricklayer entrepreneur	I felt really good, we do plan, so it was good to experience what we talk about with my girlfriend. It was very good, that the group leader greeted me with pleasure and I got a lot of work opportunities. I really enjoyed the game
Girl Authentic helper	I'm a young woman with 2 diplomas, who, has her own hairdresser saloon. I have a loving husband and 2 children.	There was a big meeting: They greeted each other with pleasure, and they gladly recalled the past common times. She talked a few words with the Group leader about how they were.	Currently I'm learning to be a hairdresser, and I love it, so this profession will surely give the basis of my life. My cherished plan to go to college, and I know that I can make it with persistence.	It was very good to see the old acquaintances. I felt really good during the game.
N. Z. (17-year- old boy)	I'm a baker, I have my own business (a bakery). I have a family and 2 children. I have an own CD, on which I sing.	Kindergarten teacher: they were interested in each others' fate. (interpreter) He also latched on to the conversation with B. I. He greeted the others.	Currently I'm learning the baker profession. I like it very much, that's what I would like to do. Singing is a very important expressive tool in my life. I would like to deal with in my free time at all events.	It was very good to try out, and to think about it what it might be like 15 years later. He felt good during the game.
Group Leader	I work in ÁGOTA Village. Beside children I'm also a carpenter. I have a wife and 8 children. I do not deal with the business and management part of it.	He discussed with the co- group leader that everything was going well and how much better they looked like than 15 years ago. He gave a task to the facilitator. He hugged the kindergarten teacher, since they hadn't seen each other for a long time. He conciliated in bricklayer work. He was pleased to confirm that his life was all right and had a nice family. He also greeted the others.	The realisation of my plans. I like to do workmanship. My colleagues give me security.	It was a very good feeling to see that everyone's life was going well. It was a good feeling to rely on the colleagues and to be near the children. A real and tangible feeling accompanied me during the game. I felt good during the game.

N. M.	N. M., I'm a bank	With co-group leader: she	That's what I would	It was a very good game,
(15-year- old girl)	clerk, a mother of a little girl, I don't have a husband.	is applying for a helper post in ÁGOTA Village. She would like to be a colleague. Kindergarten teacher: long- lost dear friends. B. I: old friends, and anyway they regularly keep contact.	like. I want to change my name. She finds the name changing essentially important for the prosperity in life. ( in her meetings the personal attachment was dominant)	I am sorry that I couldn't meet with more people. I could fully imagine my my realised meetings.
C. S. (15-year- old girl)	Mrs. K. M., I'm a mommy, the mother of 2 children, my profession is waitress.	With her husband. She talked with the kindergarten teacher about the children and how they lived. She discussed with K. I. that they gladly go to serve anytime. The children are bigger so she also works.	I plan my life with my love.	The game was good.
Facilitator	I'm a social worker and archaeologist. I work in ÁGOTA Village. I have 5 children with a house what I need.	He met co-group leader as if they were colleagues, he talked with the group leader, his boss and the kindergarten teacher about their fate. He conciliated the daily activities with the Boy authentic helper. He met the bakers during transporting (bakery products), they gladly greeted each other.	That's my dream, my desire. I tried myself out in various fields of the social sphere, but what I really want to do is this.	This imagination was so tangible. I felt really good in the game. Good feelings came to the surface, seeing the long- lost acquaintances.
(interprete r)	I'm a mommy, who deals with tourism, I have twins, husband and a happy family.	She was talking with the horse breeder about the horses. He enquired about the fate of the baker. He greeted everyone nicely.	In my life the family is going this way at the moment, we have talked about it with my brother recently.	I felt very good, it was a pleasure to me to discover the common features in the others' imagined future life with mine.
Advisor	I'm retired, I live for my family.	He smiled at everyone, the language difficulties came to the front.	In my present life I travel so much that I'm never at home. I'm waiting for that period when I can be at home as a retired person and I can live only for my family.	I felt very good during the game. It was very exciting to see – compared to the German trends- that everyone would like to have children and family.

## 2007-day 3

### Screening film with assessment

Screening the film; Unshackled.

The film processes the topic of racism, discrimination and prejudice under extreme conditions. During the reflection our individual role in conflict managing came to the front, and where were those behavioural patterns which brought the situation toward the solution.

### Closing, Farewell

Strengthening poster, in which we glued an A4 paper on everyone's back, on which each group and team member wrote a message, which the group member could take with him/her for his following life. The group members were reading them intently and all group members put the received messages away carefully.

#### 2007

# RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

Personal frames: Group Leader Co-group leader 2 Authentic helpers

After the arrival of the children:

### 2007-day 1

#### Arriving circle

With regard to the new environment: the laying of policy, then introducing the weekend. After this stress-relief games followed.

### 2007-day 2

#### My positive-negative experiences

Name	Negative experience	Positive experience	Feedback of feelings
L. T. (16-year-old	The death of my institute partner. He called me to go to swim, the	ÁGOTA® Camp	I don't like to recall the bad things, but I like the
boy)	caregiver didn't let us go, so referring to my brother (that I'm going to him) we escaped to take a swim. Unfortunately I watched my peer's choking.	I found a lot of friends	nice and good things.
C. Zs.	Getting in	ÁGOTA® Camp	I'm neutral for the bad
(15-year-old	There was a knock on the door and a	I was crying when I had	and good things. I
boy)	guardianship officer took me away, while my mother was watching it.	to go. I felt very good.	remember to all of them the same way.
R. M.	I had to watch the death of my best	ÁGOTA® Camp	It's bad to recall the bad
(17-year-old	friend with L. T. He was the one, who		things, I like to forget
boy)	adopted me when I got in.		them. I keep the good
			ones.
D. K.	Court- getting-in	Friends, with whom I had	It's difficult for me to
(17-year-old	I had some case, why I got in.	a lot of parties.	digest those things,,
boy)			which happen to me, but
			I like to remember the
			good ones.
K. R.	Bomb alert at school	Lake Balaton	I do not care about bad
(22-year-old	I caused the bomb alert as a result my	My best caregiver	things.
girl)	father beat me with his belt.	dispensed with the fact	
		that we drank.	
S. D.	I cannot go home, since my mother	Lake Balaton	It's very hard to forget
(26-year-old	died.	We drank in such way	the death of my mother.
girl)		that we felt good.	The parties are good.
S. D.	I cheated in the game	ÁGOTA® Camp	I do not care about
(18-year-old	In the game Who's laughing at the		anything. I live for
boy)	end?, but they beat me very much.		today.
Girl Authentic		ÁGOTA® Camp	It's good to recall the
helper	I have a caregiver, who doesn't love	I was a doctor.	good things.
	me		

Boy Authentic	The director beat me a wand.	Pioneer impregnation.	It was good to recall the
helper	Since we played loudly and whistled.	I got a lot of candies.	good things.
Co-group	They beat my brother.	Pyjama party	I can draw a lot of
leader	It was bad to see that he was crying,	W went to the girls in	inferences from bad
	and I couldn't do anything.	Adam costume with	things. I try not to make
		friends.	that same mistake again.
			I like the good ones.

#### Practices of trust Blind-guiding

Then trust bell, balance practices with different variations

Feedback: After the game battle of words emerged among the boys again. We –with the team- tried to explain them (and make them play), how to handle such diverging views.

#### Send a positive message to your partner

The aim of the practice was the strengthening from a credible source. The group members could strengthen each other on the right points with deep empathy.

#### <u>Closing</u>

We were sitting on the carpet, in total tranquillity in an intimate atmosphere. Question: what am I taking home from these 7 occasions?

What is he/she taking home?	Who?	Reason
Trust	S. D. (18-year-old boy),	
	K. R. (22-year-old girl),	
	D. K. (17 -year-old boy)	
Colour world	C. Zs. (15-year-old boy)	"I'm taking colours home, since we cannot only live in grey world, the team showed me example for this.
		To give trust to others: I didn't dare earlier."
Seriousness	L. T. (16-year-old boy)	I managed to learn, that UI need to be serious sometimes.
Relationship	S. D. (26-year-old girl)	I dare to open, what I didn't dare to do earlier.
I'm taking home the 7 occasions	K. R. (22-year-old girl)	
Par	R. M. (17-year-old boy)	You were with us and I felt that there was a relationship and that you played with us.
I am need for the solution of the problem	D. K. (17-year-old boy)	
Conflict managing	Girl Authentic helper	
We learnt, we acted foolishly	S. D. (18-year-old boy)	
Trust is more different toward the caregivers	C. Zs. (15-year-old boy)	There is trust.

#### 2007.-day 3

#### Screening film with assessment

Screening the film; Unshackled. The film processes the topic of racism, discrimination and prejudice under extreme conditions. During the reflection our individual role in conflict managing came to the front, and where were those behavioural patterns which brought the situation toward the solution.

III. group/ 7. occasion

2007.

## **GROUP CLOSING**

Personal frames: Group Leader Co-group leader Authentic helper Facilitator

#### Arriving circle

One of the group members' coming was a gift, since his parents didn't' want to let him come because of hoo-ha at home. The Co-group leader sat down to talk with him and another group member who also often gets into trouble.

According to them they really get into situations like these.

**<u>Reasons</u>**: the residential home is very close to the Gipsy settlement. The inhabitants there often beat and chastise the kids, as soon as they step out of the residential home. There are regular street battles, which are continued at school as well. There are also constant clashes with the police, who- after the hoo-ha- beat the kids in state care, or take the beaten child in state care to the police station, or they only dab that these are only children in state care.

#### Group closing:

To make a crest, which has 4 parts (4 small groups) and on which they had to plot the following things (by recalling the group occasions):

What good things happened to us? - 2 small groups

What did I learn here? - 2 small groups

#### The good things:

I. group	II. group
• foosball, table tennis, billiards	• foosball, table tennis, billiards
• group games	Group programmes
bedtime stories	• Playground "anaconda" (huge hanging swing, on
• skewer	which the whole group could swing together at
• ÁGOTA, as a community	the same time)
Cheerfulness	• Common programs with people from the
Conversations	playhouse
Giving aid	New relationships
Musical, dance evenings	• Shared meals, prayer and songs
Solace	Discussions
Personal care	everyone love everyone
Attention	Music and dance entertaining evening
Straight talk	
• respect	

#### What I learnt here:

I. group	II. group
adaptation	• Honesty with each other and with ourselves
• group unity	Devotion
• giving aid	• To understand the other's standpoint
• we do not hurt each other	• Justice
• solidarity	• Trust
• changes on our nature (instead of our	• Attention
former sadness, we laugh more and see	• Love!!!
thing more positively.)	• Safety
<ul> <li>Communicational disorders →</li> </ul>	• To solve bad things well (discussion instead of
understanding, normal communication.	fighting)
• We can express ourselves better	• To avoid bad things
• We can solve each and every situation	• We do not answer back
• Laughter	Apology
	• Forgiveness
	Conversation

#### Strengthening poster

Everyone was overcome, but they hung themselves on. After everyone had written on everyone's back, they couldn't wait to read what the other wrote. The children wrote positive things, but they paid attention not to write too personal messages. After the reading we clang together (1 teddy bear hug, 2 teddy bear hug, 5 teddy bear hug, everyone teddy bear hug).

During the hug N. L. (14-year-old boy), - started to cry for the others' big surprise. Then they also started to undertake their emotions.

During the whole weekend the loss-feeling and mourn-mood dominated. It was because of the group and also because of the fear of losing the newly developed relationships. As a strengthening we often repeated the fact that this is not the over of something but this is the beginning of a beautiful thing, for which we provided crutches. We ensured them of the future meetings, since the professional team agreed —in the spirit of follow-up- that we are going to invite them again in August.

#### 2007.

# RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

Personal frames: Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

### Lifelines

In this practice the group members make their so-far achieved results aware, and they determine aims in regarding their future.

•	n results I have achieve	•
	current	Age until I'd
oirth	age	Ũ
, <b>11 (11</b>		like to live
0		v

My main goal, what I would like to achieve in the rest of my life..

NAME	CURREN T AGE	MY RESULTS SO FAR	Planned age	MY AIMS FOR THE FUTURE
Facilitator	29	<ul> <li>He became independent</li> <li>He loved and he was loved</li> <li>He learnt for 18 years and he had a diploma</li> <li>Humane</li> <li>ÁGOTA</li> <li>He was not afraid to be open</li> </ul>	88	<ul> <li>To stay human</li> <li>To stay honest</li> <li>To be happy</li> <li>To be a good ÁGOTA colleague and good psychologist</li> <li>Real partner</li> <li>Security (physical, mental, material)</li> <li>Health</li> <li>Nicer flat</li> <li>To see a beacon</li> <li>To see a sunflower field</li> <li>To go on summer holiday</li> </ul>
Sz. É. (16-year- old girl)	15	• I have never failed of any subjects	70	<ul> <li>To finish school</li> <li>If he leaves the system, he wants to buy a house with a garden.</li> <li>A job→baker- she wants to work as a confectioner in a mill.</li> <li>Children and wants to marry someone</li> </ul>
B. E. (18-year- old girl)	18	<ul> <li>She got friends after getting-in</li> <li>She helps others if they are in trouble</li> <li>She became steady</li> <li>She can pay attention what is good for the other one</li> </ul>	65	<ul> <li>2 professions + graduation</li> <li>Wedding</li> <li>Child</li> <li>House</li> <li>Driving licence</li> <li>She wants to open a business</li> <li>She wants to be a grandmother</li> <li>She wants to travel on a military plane</li> <li>To keep in touch with the group at old age too</li> </ul>

L. N. (17-year- old girl)	17	<ul> <li>She got friends after getting-in</li> <li>1<sup>st</sup> profession</li> <li>She became steady</li> <li>She can pay attention what is good for the other one</li> </ul>	75	<ul> <li>Graduation</li> <li>Workplace</li> <li>Husband, nice house- within 4 years</li> <li>Child within 6 years</li> <li>Child from kindergarten age- she wants to work</li> <li>To live in happiness, to go on holiday with her partner and kids</li> <li>To be a grandmother</li> <li>To die in peace</li> </ul>
G. R. (18-year- old boy)	18	<ul> <li>He became steady</li> <li>He finished elementary school</li> <li>ÁGOTA</li> <li>He didn't do any foolish things when his mother died</li> <li>He can pay attention what is good for the other one</li> </ul>	80	<ul> <li>To finish school</li> <li>He wants to be a professional soldier</li> <li>Massage course</li> <li>To open a massage saloon</li> </ul>
N. I. (18-year- old boy)	18	<ul> <li>8 elementary</li> <li>Secondary school</li> <li>He has friends</li> <li>He will have the driving licence</li> <li>He plays football well</li> </ul>	70	<ul> <li>To get the driving licence</li> <li>House</li> <li>Profession</li> <li>To work, workplace</li> <li>He will have a serious relationship</li> <li>To establish the future of his children</li> <li>To raise his children</li> <li>To pass away quietly</li> </ul>
Co-group leader	27	<ul> <li>I stood on my feet after the death of my father</li> <li>I learn by myself (financially)</li> <li>I support myself</li> <li>Graduation</li> <li>To have role in the reduction of anti- Roma stereotypes ÁGOTA</li> </ul>	80	<ul> <li>Partner</li> <li>Driving licence</li> <li>Diploma</li> <li>Romology</li> <li>ÁGOTA</li> <li>To help</li> <li>To stay healthy</li> <li>To be a support for my loved ones all the time</li> </ul>

We didn't collect the plans, but everyone took their own and when they will be at the accomplishment of their plan they can have a look at their plans again.

#### I went to the fair with a note

We left with 5 notes. On the 5 notes there were such characteristics of us. which brings us forward in life, help in achieving our aims, and are needed to prosper in life or give security.

NAME	ORIGINALLY IT WAS	AT THE END OF THE FAIR IT WAS
B. E.	• Health	• Health
(18-year-old girl)	Work	• Work
	• Learning	• Learning
	Money management	Money management
	Seriousness	Seriousness
		Persistence and diligence
L. N.	Money management	Money management
(17-year-old girl)	• Health	• Health
	Seriousness	• LOVE
	Constant learning	Constant learning
	Work	Work
G. R.	Routine	Routine
(18-year-old boy)	Work	Work
	• Love	SERIOUSNESS
	• Friends	• FAITH- IN MYSELF, IN GOD, IN THE
	Money management	PEOPLE
		SELF-CONFIDENCE
N. I.	Work	• Work
(18-year-old boy)	• Learning	• Learning
	Courage	• Courage
	Seriousness	CLEVERNESS
,	Self-confidence	PRESISTENCE
Sz. É.	Courage	• Courage
(16-year-old girl)	• Health	• Health
	Work	• Work
	• Learning	• Learning
	Partner	SERIOUSNESS
Facilitator	• Health	• Health
	• Flexibility	• Flexibility
	Smartness	• + THOUGHT AND FREEDOM
	Persistence, diligence	• PARTNER
	Courage	FRIENDS
Co-group leader	Work	• Work
	• + thought and freedom	• COURAGE
	• Learning, openness to new things	• Learning, openness to new things
	• FAITH in myself, in God, in the people	I MANAGE MONEY WELL
	Persistence	

In the beginning there was:

#### "Market process"

WHO?	WHAT?	WITH WHO	FOR WHAT?
L. N. (17-year-old girl)	Seriousness		For love
N. I. (18-year-old boy)	Self-confidence		FAITH(- in myself, God, people)
B. E. (18-year-old girl)			persistence
Facilitator	Smartness		For a partner
	Persistence and diligence		For friends
	Courage		+ Thought and Freedom
Co-group leader	Self-confidence		I manage money well
	Persistence		
	FAITH(- in myself, God,		
	people)		
	+ thought		courage
B. E. (18-year-old girl)	Persistence		FAITH(- in myself, God,
			people)

Sz. É. (16-year-old girl)	smartness	seriousness
B. E. (18-year-old girl)	FAITH(- in myself, God,	Persistence and diligence
	people)	

#### Contract with myself (3 first steps)

What are the 3 first steps what we have to do-in favour of the aims which were set up in the morningso that their set goals become reality. During the 15-minute period of thinking time everyone wrote the steps for themselves. Then they also shared their thoughts with the others in the big circle, who rewarded with applause and encouraged each other with "amen" and "let it be".

#### American type of interview with 2 authentic helpers, with the group leader's controlled questions

The essence of questions aimed at whether there was a point of their lives, when they could have fallen -strengthening the negative statistics. If there was: What did they do in order to avoid this, who did they hang on, and who could they ask for help. How close do they allow people for themselves? Did they feel themselves defenceless? What did they do with their defencelessness? When they felt that their situation became stable? (That there is an escape?) How did their self-esteem develop? What did they do with tenses coming from getting-in? What kind of alternative solutions did they choose to bear the older ones' "initiation" ceremonies? How did/do they protect themselves in life? What help them in achieving their aims? What do they suggest to the group members (fellow sufferers)?

<u>Girl Authentic helper</u>: She never trusted anyone, she is alone in the big world. Then she met 2 people, whom she adopted as her grandparents, and they adopted her as their granddaughter. She was hurt and beaten a lot in the ghetto when she was a little girl. She learnt that since nobody was there to protect there, she had to protect herself. She lived like this until she was 18-19. Then she met a community, where she did not have to prove anything, and whatever shameless she was, they loved her and smiled at her. She started to watch these people silently and she realised that she could not only protect her self by fist. She started to learn, she goes to college and learns to trust. In herself and in the people too.

<u>Boy Authentic helper</u>: Atrocities, humiliations at school, in the "ghetto". Series of discriminations because of her origin.  $\rightarrow$  He wants to get out at 18 at all costs. He did not think anything over, did not plan anything he just wanted to escape from "prison". He also looked for his real parents in Szabolcs county. They left him at New Year's Eve, they just waited for his money. They bundled him off to work, but they were there for him at the end of his work time, not to let him put the money away. He did not have any clothes, they took their ID card away, they made him work at home too, and beat him. The neighbour helped him to escape. He got to Pest, where he worked, but his worker hostel was closed, so he became homeless overnight. He tried to stay on his feet, but he couldn't. So he bought a train ticket to ...... and there he looked for that man whom he had met 4 years before in a camp. He asked for his help. He wasn't rejected, he wasn't disdained, and he didn't have to tell anything. They got accommodation for him without any words. He realised that he had one solution in his life. If he learns. So he finished elementary school, he got a profession, and now he is preparing for the graduation. He really suffered in the last period, but we do not stay in the depths of life with persistence and foresight.

What his message is: They are as precious as him. And they shouldn't do it as he did, since he suffered a lot of the will to escape. It was difficult for him to work his way up. What is important: persistence, persistence and persistence.

## Fantasy journey

The aim of the game to get to a desired -for some reason- landscape with the help of a chosen "carrier".

Name	Role	Chosen destination	Reality connection	Where is the chosen animal now?	Feedback of feelings
Facilitator	Iridescent butterfly	They were flying, the sitting was very comfortable on the butterfly. They were flying over beautiful landscapes, the saw sunflower field and beacon too.	I would like to see the chosen destination very much. The butterfly is beautiful.	I released it, but it can come back to me anytime.	I felt fine and it was very nice. I would linger there any time.
Sz. É. (16-year-old girl)	elephant	Seaside with forest. they took a swim, they played, and then they went home.	I love them all. The elephants, the forest and the sea.	She went back to the sea, but I can call it anytime.	It was a very good feeling, tranquillity.
B. E. (18-year-old girl)	White horse	A big field with full of flowers, small lake they were running there. They flew a lot and she saw nice landscapes.	I love horses.	In the field.	I would really like to go back to that place, because it was really good to be there. The trip there was also good.
L. N. (17-year-old girl)	dolphin	An island in the sea. The were playing and relaxing on the beach.	I love dolphins, since they are mart and intelligent.	In the sea.	I like the practice very much, I really enjoyed it and I would go back there any time.
G. R. (18-year-old boy)	eagle	They were flying high in the sky, they saw the forest, settlements and huge waters.	Huge, strong, free the master of itself.	In its nest.	It was good. First it was a little bit hard to imagine, but then it completely captivated me. It was very good; we will play this another time too.
N. I. (18-year-old boy)	elephant	They were on plenty of exotic landscape.	I felt safe with my elephant.	Her in my pocket.	It was good and interesting, I liked it very much.
Co-group leader	Black horse	Forest in the middle there is a glade and blue coloured clear lake, where they took a swim with the horse.	I love nature and the horses, I always cheer up near them.	In its own home freely, but if I want, it will be there immediately.	I feel very good, I always dip in this lake with pleasure. I'm settled and relaxed.

#### Group closing

The closing took place in the following way:

We darkened the room, we lit candles, making the mood intimate. Under guided conversation we recalled from cornerstone to cornerstone; what we were talking about, what they liked the best at weekends, and what they took with them. At the end of this, we ask them about the whole group process. What they learnt, what they took with them, what meant the biggest help of all. At the end of the conversation we pleased the group members with a gift which was accompanied by a hug and encouraging words. The group members felt good during the group process, they often bethought. They felt that conflict managing and the practises played at trust question issues were very useful. They took a lot of things with them and the discussed topics will often come to their minds. They will miss caring very much and that they could talk with us about everything.

#### 2008.

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

<u>Personal frames:</u> Group Leader Co-group leader Facilitator Boy Authentic helper Girl Authentic helper

#### Controlled talk

Competition, How do I cope with challenges? (Do they prompt me? Do they depress me? Do I fight? <u>Things were found out:</u>

- \* Competing is not a bad thing, you just cannot tread down others.
- \* What I really want, I have to fight for it.
- \* I have everything to achieve what I would like.
- \* You don't need to be afraid, but you have to consider.

#### If I were you...

Everyone got a paper, on which there were 2 sentences:

- Recently the thing which has been in my mind in connection with my future is that.....
  - I'm really afraid of...

These sentences had to be completed, they did not have to sign, and when it was ready they had to put it in a box folded. We sat back in big circle and everyone pulled a paper.

They read the sentence(s) on it as their own problem and fear and they told how they would solve that problem. Then the other group members had the possibility to tell what they had done in similar cases and how they had solved it.

NAME	Recently the thing which has been in my mind in connection with my future is	I'm really afraid of
K. J. (17-year- old boy)	What will I be? How will I play my part in the outer life? Where should I look for human resources, who can help me find work to stand on my feet? whether I will be a respectful man or not? Will I have a happy family, with whom I will be happy?	In the outdoor life not everything will happen the way I imagined or thought. Maybe I cannot rely on anybody, or I will lose self-control over myself, or I will be involved in something bad which may cost my freedom or maybe my life
K. P. (18-year- old boy)	How will the exam succeed? Shall I manage to find that woman whom I can live my life with? Shall I manage to establish a real family or find a real job? What will happen to me in life out there?	If I get out of children's home, my things won't happen the way I planned, but the opposite will happen

G. Cs.	That I will be able to help and comfort a	If I go out to the big life, then I cannot count on
(17-year- old girl)	few people and sometimes I like to make others laugh. I'm not like the others, I rather choke it to	anyone, because It will be only me, I have to solve all the problems. I won't be able to count on anyone, which will be a bit bad, but
	myself what I think, since by doing so I do not hurt anyone. I often thought about the fact, what I was	everything must be solved and has to be done throughout several times.
	going to do with myself I will learn until I can, I will take advantage my only chance, until I live in the residential	
	home.	
Boy	Can I go through those things( school,	That I cannot do it longer and give it up, I won't
Authentic helper	work) which I had already started I would really like to enjoy myself in the	have neither home nor money to support myself. That those people (friends) will shove off.
neipei	company of such people, who help me	That I some times go wrong I hope I never go
	through the difficulties of everyday life. I	wrong, although I sometimes teeter, when I
	would like to be adopted by the society as well as possible. There are big obstacles	decide something wrong.
	which I fall through, but I stand up and go	
	on, but still: sometimes I do not know	
DE	what is right.	
R. F. (16-year-	To leave the children's home as soon as possible, because I think I have to get to	What is going to happen with me, will I stand on my feet or not
old boy)	know the outer life after many years, but I	
	am rather low-key with this.	
J. É. (18-year-	Graduation What to do after getting out	I won't find my place I will stay alone, lonely
old girl)	In what way to get abroad to work there	I don't know what to be exactly
	for fundraising purposes	Where should I live my life? At home or abroad?
B. Gy.	To get a German language exam What will be with me?	What will be with me?
(17-year-	Can I trust in my siblings?	Of my family. That I cannot think and plan
old girl)	I will get through on this way.	forward
D. L.	I hope I will achieve what I would like	I will be homeless.
(17-year- old girl)	and I will! What will be my family like?	And if not, if I have a child, I do not want him/her to get there and to experience the things
8/	What mother will I be?	what I did
	What will be the life outside like?	
Р. Т.	Will I achieve what I would like to be?Will I pass my exams at the end of the	If I'm 18, I won't have anyone and anything
(16-year-	year and will everything be all right?	I will be homeless, I won't have a workplace,
old boy)	My family would be for money	friend, house in other words nothing.
	I don't know what I want	There won't be anyone, whom I can ask help for. Will I have a family? I'm afraid of this too
		I hope it won't be like this, since I will have
		someone whom I can ask help for: the group
F. K.	She wrote nothing	She wrote nothing
(17-year- old girl)		
Facilitato	Can I study further to be a	I will stay alone for my old age.
r	homoeopathist?	I won't have enough money to accomplish my
	If I ever have a partner and family. If I can start daily sports again?	dreams.
Group	If I have strength and persistence for my	That the one I love will shove off from me
Leader	goals?	I won't find my real partner, because I often see
	At what extent do I have to help the one	that love goes wrong despite the biggest love and devotion
	one I love, so that she could profit the most of it	
	most of it	

We had to put P. T. (16-year-old boy) in his place once, since for the problem- which he gothe only said: you don't have to deal with it. He snubbed it. After he was put in his place, he didn't act foolishly anymore he took it seriously. F. K. (17-year-old girl) did not write anything. After the 4<sup>th</sup> -5<sup>th</sup> problem she also commented with her own experiences.

The whole group: the practice took place in a very intimate and honest atmosphere. They were often surprised of the utterances. That their fears were common. They gave advice- often to themselves! It was unbelievably deep. They strengthened each other.

### Feedback:

- \* It was strange and good to hear my own problem from others' mouth.
- \* It wasn't difficult to adapt myself to other's problems.
- \* I got a lot of good advice.
- \* They aren't such big problems hearing the similar things what others told.
- \* These conversations are very good. We never talk about things like these, although we have been here for more than 10 years...

#### Introduction: Resuscitation of the cornerstones and summarising of our experiences The worst and the best moment from the group

NÉV	the worst	the best
K. J.	There weren't any bad things. It was a bit	Lots of laughter, foods, and that we were
(17-year-old boy)	strange to talk about myself.	together. the caring and love that we got.
K. P.	The time when we weren't together.	I could show what I am really like. The
(18-year-old boy)		games. Everything.
G. Cs.	When you left, that was the worst.	Lots of laughter and caring. That we
(17-year-old girl)		became friends.
Boy Authentic	Leaving was the worst.	When you dared to be honest. when you
helper		were brave. Lots of laughter and good
		mood.
<b>R. F.</b>	When I had to talk about myself.	The Activity game and lots of laughter. The
(16-year-old boy)		conversations.
J. É. (18-year-old	There was always little time.	the films and conversations were the best.
girl)		She felt them very useful.
B. Gy.	When once she didn't return in time and she	The games, the conversations, when we
(17-year-old girl)	could only join in the afternoon.	were just dancing in the breaks. The snacks.
		The Activity. The attention and love that
		they got.
D. L.	In the beginning when I couldn't be with	The games, lots of laughter and the
(17-year-old girl)	my boyfriend.	Activity. The fact that I started to think.
Р. Т.	There weren't any bad things.	The love. Lots of laughter.
(16-year-old boy)		
F. K.	That he sometimes couldn't say a word.	Everything was good. The games, lots of
(17-year-old girl)		laughter, the films and love.
Facilitator	The times between the meetings were bad,	When you took back to the group. Lots of
	when I wasn't with the group.	laughter and your courage.
Group Leader	Leaving. It was bad that sometimes not	The honest atmosphere and to see your
	everyone was others' gift and stinted their	friendships. How you relied on each other
	values and experiences from the group.	when you were each others' gift. (he told
		everyone(one by one) a concrete thing)

<u>COMMON CREST</u> (tempera- handprint- 1 wisdom, what they learnt here)

K D (10 1 1		
K. P. (18-year-olod	I learnt to trust in the other one. I showed who I am really.	
boy)		
"D. L. (17-year-old	Tiger (she used it as mother tiger synonym. Her biggest fear that she won't be a good	
girl)"	mother)	
R. F. (16-year-old boy)	I learnt to treat people in a better way through a lot of experiences, that I got from the	
	flowery meadow.	
Boy Authentic helper	I understood why it is difficult to talk about our feelings. I learnt that we have to pay	
	attention to each other. And that there is a good thing in every bad thing. I learnt to	
	express my thoughts.	
K. J. (17-year-old boy)	I dared to talk in front of others. I learnt a lot from the others I listened to the others.	
Facilitator	I became more open. I live more in the present. I dare to dream.	
P. T. (16-year-old boy)	I learnt to love, I learnt everything. I love you.	
B. Gy. (17-year-old	I became braver. I dare to help. More open. ©. I learnt that my future is important and	
girl)	I have something to plan on. I learnt to share myself with people with whom I did n	
	dare. Thank for everything. I learnt to see. Thank you for each and every man from	
	"flowers meadow" that you gave me some treasure of yourself.	
F. K. (17-year-old girl)	than k you for everybody for everything! I learnt to manage those situations which	
	meant problem for me.	
Group Leader	Courage is rewarding. Together we are more. We are strong!	
J. É. (18-year-old girl)	I learnt that every man is important, precious and loveable. And the world could be so	
	nice if everyone thought the same. and I can do for this too.	
G. Cs. (17-year-old	That I opened in front of others and that I can listen to others as well.	
girl)		

There is always a drop of hope

#### 2008.

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

Personal frames: Group Leader Co-group leader Facilitator Girl Authentic helper

After the arrival of the children:

#### Arriving circle

#### **Co-group leader:**

I worked a lot during the week. I'm tired. There are private students, who help me in maths. As soon as I saw you in the bus stop, I immediately got into a spin. I'm very glad that you're here.

#### Facilitator:

I relaxed during the week, I could finally be with my 2 children at home. There is a little girl in my group, we looked for her own flesh and blood. That was very good for me. I'm fine.

#### H. G. (17-year-old boy):

I'm fine. Last time I went skiing. I couldn't wait to come home, since I was really cold. That was my first day to move in my new home. I would like to apply for college, but they said that they will take the health exam very seriously. I have asthma. I hope there won't be any problems.

#### P. I. (20-year-old girl):

Nothing happened. I had a quarrel with my classmate at school. He kept quipping me. So I also quipped him. I told him if he hurts me one more, I will beat him. Since then he hasn't dared to talk to me.

#### K. R. (17-year-old girl):

I'm fine. Finally I start to get used to my new place. We were on a dance competition, which was very good. P. I. (20-year-old girl) often helps me, we rely on each other.

#### **Girl Authentic helper:**

I'm looking for boys again, to have an exam on their hair. I learn a lot. I was in the radio. I was very ill and I had to give an interview that time. There was a professional, who told me what said the childcare law worked and how the aftercare worked in everyday life. And I told him that in reality it worked completely differently. Now I'm fine.

#### **Group Leader:**

I had no end of work. I also have problems in private life. There was someone, who I gave a chance, but I felt that she could not accept that chance. It's good that you are here. Anyway I'm fine.

#### D. K. (16-year-old girl):

We do not go to the mountains anymore. I had a situation when I went to my partner's mother. And a relative there wanted to make a pass at me. I had to call my boyfriend to come for me, since I couldn't bear it. When they arrived, I told them, but they did not hurt the guy, since he was drunk. He sometimes still hazes me, but the most time he comes after me.

#### Cs. É. (16-year-old girl):

No too much happened. I was at school.

#### G. B. (17-year-old girl):

I got a 2 mark for my exam at the theatre. This could have been better if I had got the theorems. I looked for my guardian that I would like ask for a DNS examination again in connection with my father. Unfortunately the court can't do anything about it, sin we had already tried it once.

Our successes so	far/Relation to	accomplishment

Name	Positive photo	Connection	Feedback of feelings
K. R. (17-year- old girl)	I got good marks at school and I learnt a lot for it.	<b>Co-group leader</b> I was also surprised when I went to 6 <sup>th</sup> class, when the whole group entrusted me with a task and I could successfully accomplish it.	This success experience helps me a lot. This is what helps me to step forward. I felt good during the game.
H. G. (17-year- old boy)	There are 2 stories in the picture. When this program did not start and when it finished. I feel that it was a big accomplishment from me, that I could change that much. I dare to speak in front of others and I dare to be open.	Cs. É. (16-year-old girl) I also learnt to ride a bike. My father put a broomstick in the back and I could ride a bike by myself.	I felt good. After something is successful I know that I did it and I am able to do it. Success is important for me.
Group Leader	Class meeting, when I met by biology teacher. She was the one, who brought me down when I did the school-leaving exam. After a couple of years I had a diploma. The teacher told me that she did good to me since I learnt at least. Several of them quipped her.	<b>D. K. (16-year-old</b> <b>girl)</b> I also had a favourite adult, whom I could go to and talked with him. I felt that I belonged to somewhere.	Success drives me. I also learn from my negative experiences, I know what could be done ion a better way. I felt good during the game.
Facilitato r	I am standing in front of an exam committee and I am defending my dissertation. Whatever they asked me, I could originate in the ones, who live in foster-home. They couldn't find a mistake in me.		Just like the Group leader, the negative and positive successes are also important for me. I can learn from these.
D. K. (16-year- old girl)	/In the beginning she did not find her picture, then she joined us later/ In the photo there is my boyfriend's mother and me. We talked about a lot of things. When she got to know me, she accepted me and now I'm her mental dustbin. It is a big success.		I have to do something to have success. If I do for it, I will often have success. That's a good thing.
Cs. É. (16-year- old girl)	I learnt to ride a bike when I was a child. I rode at a car and I didn't have any problem, and I did not have to pay for the damage.		I liked the game. Successes mean a lot for me too.
G. B. (17-year- old girl)	Admission to the theatre. Many people came from higher and more élite schools to gain admission. They told me that it was not sure that I would made it. everyone had to read a poem. I could tell the poem without stuttering, I gained admission immediately. I was very proud of myself.		I would like to achieve a lot of things. What I really wanted and prepared for it so far I always achieved it. I was proud of myself in these cases.
L. S. (17-year- old boy)	The last dance exam. The ones, who were there, highly applauded me. We danced with K. R. (17-year-old girl) together.		I felt good during the game. Success means a lot for me too, since this is the only way to step forward.
Girl Authentic helper	I gave an interview in Kossuth radio. This was an experience for me, since a lot of people tried to show that everything was all right and I could be completely honest.		Thank you for the game. It was good to talk about my successes. For me the most important this is that when I do something then I must have success in it. If it happens then I will do it with pleasure.
P. I. (20-year- old girl)	In the class I had the second best terminal result. The one, who was my rival, I also outraced him.		The game was good. I like to move forward and go after my successes. For me success is very important.
Co-group leader	At high school after the first month I was chosen to be the class trustee. I did not apply but it was a big experience, since I was the only Gipsy in the classroom.		I also thank for the game, it was a good feeling to talk about my experiences. For me success means a lot, I can learn from it.

## Where will I be in 10 years

Name	Where will I be in 10 years
K. R. (17-year-old girl)	- I will have graduation
	- a profession
	- College
	- I will live in a small family house with garden
	- A lot of animals
	- 1 child
	- I will have a good workplace
	- A good husband
Facilitator	- ÁGOTA Village
	- I'm among my foster children and friends
	- Grandchildren
	- A partner who accepts this big family
	- Socio-therapist
H. G. (17-year-old boy)	- graduation
	- my diploma
	- I will have a house from my savings
	- decent job
	<ul> <li>I will have a family and 2-3 children in 10 years time</li> <li>Maybe I will have a car then</li> </ul>
	<ul> <li>I won't have a cal then</li> <li>I won't have any financial problems</li> </ul>
	<ul> <li>ÁGOTA 22. camp co-leader</li> </ul>
	<ul> <li>I will be a perfect family father</li> </ul>
Cs. É. (16-year-old girl)	- graduation
CS. E. (10-year-old gill)	- technical qualification
	- college (music of the Future)
	- I will try to work
	<ul> <li>I will attend a massage course</li> </ul>
	<ul> <li>I flat, not too small</li> </ul>
	- A partner-in-life
	- Child, but it's not sure
	- Small car
D. K. (16-year-old girl)	- A child
( ) 8,	- A horse
	- Driving licence
	- Motor - Car
	- I will have a catering qualification
	- Marriage
	- 1 small pub (Boss: me)
	- Constant contact with my younger brother and sister
Co-group leader	- I will have 2 children + 1 child in state care
	- I will have a full-time job
	- ÁGOTA Village
	- I will finish Socio-therapist.
	- I will finish pedagogy
	- I will deal with children
L. S. (17-year-old boy)	- Graduation
	- Nice flat in a little village
	- Driving licence
	- Car
	- I work as a cook
	- Normal, happy family with children
Girl Authentic helper	- Hairdresser qualification
	- Graduation
	- University or college
	- Own flat
	- Reliable partner
	- Constant workplace

P. I. (20-year-old girl)	- Good workplace
	- Family, children (2)
	- Own flat
	- Graduation, profession
G. B. (17-year-old girl)	- I work in the theatre
	- Graduation
	- Child
	- Flat
	Good partner

After the game we collected those values which are required to achieve the life goals.

- I fight
- will
- proving skills
- persistence
- partner
- faith
- sex
- trust
- will to live
- money
- Love
- Independence
- Strength
- Friends
- Sincerity
- Acceptance of help
- Gerincesség??
- Health
- Honesty
- Luck
- + attitude
- Success
- ÁGOTA
- Peace
- Harmony
- Acceptance
- Loyalty
- Love
- Happiness
- Guide
- Patience
- Learning, Curiosity, Persistence, Humility with job

#### 2009

## RELATION TO ACCOMPLISHMENT, FUTURE VISION, GROUP CLOSING

Personal frames: Group Leader Co-group leader Facilitator 1 Facilitator 2 Boy Authentic helper

After the arrival of the children:

#### Arriving circle

#### H. B. (16-year-old boy):

He went to school, he missed 2 days, he is competing who gives up first. He won the competition. He goes out to his mom and he would like to to her for the weekend too.

#### A. E. (17-year-old girl):

A lot of things happened to her. She will have a disciplinary since she went to a hairdresser competition for a model. She doesn't understand why since it was related to that profession. She met her older sister, she was a bit angry with her, since she did not come for her on Friday, but they came on Saturday morning and they were together all day. She couldn't meet her sister's daughter since she was ill. Her older brother couldn't come, because he was on training, he is a soldier.

#### Facilitator 2:

He applied, maybe he will be a social worker. Life goes on his workplace, he got cold, he plays with the baby a lot, but he is afraid that the baby will catch it.

#### B. K. (19-year-old girl):

She changed workplace. It will be better like this, since she doesn't have to get up early. She wasn't for a week, it was break. They had a long weekend with A. E. (17-year-old girl). 13 February was a memorable day.

#### Sz. M. (19-year-old girl):

A lot of things happened, she was in Budapest in the Joshi Bharat show. She found her never-seen older sister, who lives in ..., they have already talked on the phone, it was an old dream of her to find her, she is very happy. In the show she told her mother where to get off, but in such way that she stayed as an adult woman. She goes to solarium. From 3 weeks she stayed one at home, she always went there. She got 4 and 5 marks at school.

#### K. T. (17-year-old boy):

He got her terminal results, which he only accomplished partly, but he will be able to correct it wean there will be practice. It's hard for him to know the teachers' way about, what they expect from him, since there are some of them, who are strict, and there are the ones who easily give good marks. He decided to go out and next week he is coming to TEGYESZ to take care of this. He has a feeling that his after-carer hid from him.

#### N. B. (16-year-old boy):

He played the wags for 2 weeks. He had a disciplinary, he fell into abeyance for 6 months. If he does anything, he will be moved to another school. (He smoked weed during the last two weeks, now he feels bad and tired – out of the circle). /A. E. (17-year-old girl) confirmed that he is not aggressive with a few people – e.g. with her, but he started to negotiate. /

#### **Boy Authentic helper:**

He continues school. He was on holiday. He has a big party with his friends, they danced, they didn't know anybody and they had a good time. At his workplace he is entrusted with more and more responsibility and from September he supervises the children too. He had a quarrel with his colleagues because of the trimming and he protected a miserable of colleague of him.

#### K. N. (16-year-old girl):

She had a disciplinary. She will be moved to another class where she can learn a profession. (professional school) /The group suggested the profession change/ She was at home for a week, she relaxed, watched TV, she slept but she always had to get up because of hte small ones and her roommate.

#### **Co-group leader**:

He worked and prepared for the training. He went to swim and party with his friends. He zold about his cat.

#### Facilitator 1:

His work wasn't too busy, he is fine. He went to party, he felt very good, he arrived home after half past three. He recovered from the cold, the last way to home was mesh cover.

#### L. I. (17-year-old boy):

He didn't play the wags, he went to school, there was a subject which he had to correct, but he will correct it later. In the afternoons he went after girls.

#### Group Leader:

He has already come on Tuesday. He did exercises, he went to swim and rank coffee. The caregivers freaked him out. He has a lot of things which are full of expectations before him, he will launch a socio-therapeutic group in juvenile prison. He is also preparing because of an ÁGOTA training to give his knowledge to the colleagues. His sons are all right, his smaller son was on a competition, he is going on training in summer and h hopes that he can stay abroad to work.

Name	Chosen	Why	Where he travelled	Feedback
	animal	_		Parallel with reality
K. N.	Black	Because it's	We flew to Paris. We went	I let my mustang go among
(16-year-	mustang.	free.	sightseeing there, we saw the Eifel	the wild horses in America. I
old girl)			tower and visited a lot of museums.	felt fine. I would like to get
			On my way back I saw a lot of	to Paris. I will get there once
			countries.	during my life.
A. E.	Dragon.	It can fly and	I flew with it to the North pole. then	I let the dragon hide in the
(17-year-	Huge,	it protects	we went to Japan. We landed at the	floodplain, not to be hurt. In
old girl)	scaly, and	him.	edge of a village. Where the people	my fantasy I imagine
	grey. It		were frightened of the dragons. We	everything.
	belches		met with a little dragon and a little	
	fire.		girl. The big dragon taught the little	
			dragon to belch fire. And to fly. On	
			our way back they flew a round	
			together. We flew fast back but we	
			did not come back with pleasure.	
N. B.	Horse with	Because I	We went to America. We visited a	I let my horse go. I do not
(16-year-	black and	love horses	couple of big cities. Then we went	know where it went. I would
old boy)	white legs.	very much.	to the Niagara Fall. We came back	really like to go to America.
			fast, we flew then.	
B. K.	White	Because I	We flew to a forest to a glade where	The parallel is my boyfriend.
(19-year-	horse, with	would really	there was a lake. I met my	I like to be with him. I
old girl)	a star on	like to ride a	boyfriend, whom we played ball and	would really like to spend
	its	horse.	played with. I felt good in the glade.	more time with him.
	forehead.		I let my horse go.	

#### Fantasy journey

L. I. (17-year- old boy)	Huge, black dragon. Armoured scales. It belches fire.	It's huge and it can protect me.	We flew across the Ocean and flew to New York. We saw the skyscrapers and Statue of Liberty. Then we flew to Las Vegas, where I went in a casino and won a lot of money. We flew fast across the Ocean.	I tied it to the garage where the ostrich is parked. I would like to get a lot of money in my life and live well.
H. B. (16-year- old boy)	Stork in the middle, elephant in the back, and tiger in the front. It can also fly.	Since I love all of them, and I couldn't decide which one to fly with.	We flew to Africa and we saw a lot of animals. I don't remember anything else. On our way back the three parts separated. The tiger and the elephant stayed in Africa and went back to their own ones. The stork brought me back, whom I let and it flew away.	The game was good. No parallel.
K. T. (17-year- old boy)	Östrich	It's very fast. It can run fast and it's strong. You can give speed on its neck.	I went to Amsterdam to the motorway. We went sightseeing then we sat down in a café where he smoked a lot and I gave to the ostrich too, to make it feel good. On our way back we came fast.	He put the ostrich down among the houses. I would really like to get to Amsterdam, I like that free life there.
Sz. M. (19-year- old girl)	Grey, huge kangaroo.	I chose it because it is warm and its pouch is soft and you can hide in it.	We went to Africa. The kangaroo jumped huge ones. We saw huge animal hordes in Africa. Then we went to Austria where we jumped with the other kangaroos in the prairies. We got back soon, since I fell asleep in the pouch.	I let the kangaroo go back to the other ones. I can call it back. I saw Africa a lot in natural documentaries, it would be very good once to get there, because the animals live there freely.
L. I. (17-year- old boy) aunty	Gorilla, grey- backed huge one	Since I love gorillas. It's big, smart and it protects its loved ones.	We went to the mountains in the jungle. It brought me to its family, where we ate bananas and fruit. I played with the little gorillas. I climbed to a huge tree, where we made a nest and went to sleep there. It was really hard for me to come back, I didn't even want to get up the gorilla woke me up.	I let my gorilla go to the other ones. If I wanted it would come back to me. I would like to relax more in the nature.
Facilitator 2	Big, grey and white dog, bobtail dog.	Because it played in my favourite cartoon.	I went to a wooded-area with flowers. I swam in the creek and lay down on the grass to relax. I walked slowly back with the dog, we weren't in a hurry.	I let the dog go playing. I can call it back whenever I want. I should relax more, especially in the nature.
Co-group leader	Buffalo, huge and has a big mane that you can hang on.	Because it's big and protects me.	I sat up on its back and flew to America. We rode on the prairie and fell asleep on its back. I woke up when we returned.	I work too much. I'm overloaded and need some rest.
Boy Authentic helper	Gorilla, with golden hair	Because he loves it.	I sat up on its back and it just ran forward. We got into a glade where we both swam in a nearby creek and then we went to sleep. We went back very slowly.	I let the animal go. It ran very fast. I would like to go for a trip a lot.
Facilitator 1	Eagle	I love it and it's huge. It protects me.	I went to Szarvas. Where there were my friends and I introduced my animal to everyone. Then we relaxed.	I got back. It flew fast. I let it go by myself.

#### 2009.

## RELATION TO ACCOMPLISHMENT, FUTURE VISION

Personal frames: Group Leader Co-group leader Authentic helper

After the arrival of the children:

Ideal home

Ideal home	What can I do to be like this
No quarrel	Communication
• The adults do not pick at me	• To do what they ask for
Clean environment	• To put the others in their place
<ul><li>Not to to ruin the house</li><li>Not to be gossips</li></ul>	• To put one in his/her place and to honour what we have
• To have love	Open communication
<ul><li> Party</li><li> Normal food</li></ul>	• To get to know people and let them to love you
<ul> <li>Anyone can come</li> <li>Good adults</li> </ul>	<ul> <li>To organise and discuss. common power</li> <li>To help with the cooking</li> </ul>
• To have money	• To discuss it with the adults, at least we should invite them to the living room.
	• To accept them and never ask their help.

This controlled talk was important, because several of them told that it was so bad to be at home. After the chart was made, we were talking about how they imagined their future home. I ask them to thing it over where they would be in 10 years time.

#### Where will I be in 10 years

Name	What and how	What he/she will do
R. A.	I will be in Netherland, I will be	I will keep in touch with them. They offered it
(20-year-old girl)	surrounded by leather furniture, I will	for me. There is a guy, who I went out with
	have a child, I will be a Designer, I will	earlier.
	take part in a Dutch family business.	
N. Cs.	I will have an enterprise, I will be a	I'm learning I will have an exam soon. I collect
(18-year-old girl)	hairdresser. I would like to have a 2 room	the child benefit I would like to buy a flat near
	flat. With a courtyard and I would like to	my home place. I'm very understanding. I would
	have a partner, who accepts me.	like to have a husband like this.
F. P.	I would like to get to my older brother. I	My after-caregiver helps me and I get every
(17-year-old boy)	have a municipal flat, I inherited it through	help. My older brother doesn't work, but I want
	my mother. I would like to live with my	to live with him. I have a lot of quarrels with my
	girlfriend. In ten years time I think, now I	girlfriend.
	would like to be cool, but I do not want	/F. P. (17-year-old boy) was very open for the
	any children.	communication before the group. We discussed
		that why was it important for him to live with
		his older brother.
		We were torn apart from each other in our
		childhood. My older brother is a backdoor man,
		he fights a lot and kicks a lot of riots, but I
		wouldn't like to leave him. Maybe he is a
		backdoor man, but I won't let him to ask for
		money from me. I told him, if he doesn't work
		then I wouldn't like to live with him.

K. B. (18-year-old boy)	I would like to have a 3-room apartment. A football team and an understanding wife. I would like to deal with Gipsy teaching. I would like to teach it for children. For me the most important thing is to live my life in peace.	At home I'm making an effort to achieve my goal. My caregiver told me that I could have a flat since I have CB. (Child benefit) I'm looking for the One.
Z. M. (17-year-old girl)	I would like to be a cook. That's why I learn. I would like to have 3 children. I wouldn't' like to follow my father's example. He has a very nice house, but he neglects it. It's me who cleans up and he sent his children to institute. I will have a nice colourful house and there will be calm atmosphere in it. (Z. M. (17-year-old girl) finally dared to speak continuously and she wasn't impatient. She had more questions toward F. P. (17-year-old boy).)	I learn a lot. I didn't touch CB. I would like to ask for the aftercare support. There are guys whom I have good relationship with, but none of them will be my partner. I do not help my mother that much, since it is her house. Last time I went to her and told her to clean up, I would come later. If R. A. (20-year-old girl) is so smart with her mother, then I could also tell her.
C. M. (17-year-old boy)	I really want to change. I would like to have an own flat, and children in 20 years. I would like to live and get graduation.	I would like to take advantage of the state. I would like to stay in for 24 years. Then from the collected money I would like to buy a flat. I would like a nice and understanding lady.
Boy Co-group leader	I will have a child. I will have the graduation. I will work. I will do ÁGOTA. I will deal with children.	I'm on the good way. I have to start high school. I1m looking for a good partner.
Boy Authentic helper	I will finish college. I will have a flat with my brother. I will have 2 children. I will do ÁGOTA.	I will have my graduation now, and I do hope that I will gain admission to college.
Girl Co-group leader	I would like to teach in the future too. If I had the possibility I would like to get abroad and work there. I'm looking for the One. I really want to have 2 children.	I learn English and German very much. I have a partner. I was on an interview but my foreign language knowledge was not enough. I wasn't disappointed, I continue learning.
Group Leader	I will have 3 children. One of them will get into state care. I will do ÁGOTA. I work in this in the future too. I'm also looking for tranquillity and an understanding lady.	I still learn, since I consider it important. I have a relationship, but before the baby was born, it is important to get to know her well and to live with her.

#### Running to the future

In this practice everyone has to run for their goal between a hedge created by the group members and who appeared as a last-minute avertable obstacle in front of the runners. We do not give feedback in this practice. Yet many people were frightened, or could go through this only for encouragement. R. A. (20-year-old girl) started running three times. She did not only trust herself but she did not trust the group either. During the assessment talk she tried to distract her answer. Through controlling she told her fears. That was a good felling for her that the group showed that she could trust them.

K. B. (18-year-old boy) was also very frightened, but for the second time he ran it with great energy. C. M. (17-year-old boy) walked over and asked to let him do it again one more time.

Z. M. (17-year-old girl) told during the feedback that this practice gave her strength. She has trusted the group so far, but she didn't think that everyone would open the gate.

VIII. group/ 8. occasion

2009.

## **GROUP CLOSING**

Personal frames: Group Leader Co-group leader Authentic helper

#### Practices of trust

Blind-guiding – Practices of trust

- 1. Group Leader- C. M. (17-year-old boy)
- 2. Boy Authentic helper- K. B. (18-year-old boy)
- 3. L. L. (15-year-old girl)- J. R. (16-year-old girl)
- 4. N. Cs. (18-year-old girl)-S. H. (17-year-old girl)
- 5. R. A. (20-year-old girl)- Z. M. (17-year-old girl)

#### Feedback

How did you feel, what was easier, and has your picture of trust changed in you since the first occasion, if yes in what way!

1. Group Leader

It was very good to get together with C. M. (17-year-old boy). He gave me all the necessary information I needed, I trusted him. We both managed to do this task. My picture of trust keeps changing. It became stronger. You gave me strength that I can trust in you. It was good to see that you trust me too.

2. C. M. (17-year-old boy)

Group Leader supported me in various things during the practice. Once I wanted to open my eyes, but I didn't do it. Since I've come here, I trust much better in my real friends. I select those, who are the real ones. I learnt to keep distance.

3. K. B. (18-year-old boy)

I stand up for myself in a better way now. I was glad that I was in pair with Boy Authentic helper. This big man took care of me. I changed a lot, I feel that. the caregivers say that I even stand up for myself when I shouldn't.

4. Boy Authentic helper

It was good with K. B. (18-year-old boy) I totally let myself go, and let him take me. I will never forget when I started the pedagogical program. I didn't trust anyone. I became sick immediately if I had to do such things like this. Here I got trust from you and it's a good feeling that you strengthened me with your trust.

#### 5. L. L. (15-year-old girl)

I have already known J. R. (16-year-old girl). I totally trusted her. During the program I got to the point when I can completely trust in adults.

#### 6. J. R. (16-year-old girl)

We live in the same room with her. I tell her a lot of things. I did not speak that much before this. Now I can speak with her as well. Before this we always had an argument.

7. N. Cs. (18-year-old girl)

I was afraid very much, when I drove. S. H. (17-year-old girl) got to us not a long time ago and we are in one room. I have known it for a long time that she is pregnant. I was afraid that she would fall. S. H. (17-year-old girl) is a pleasant disappointment to me. If she has a question at home, she always asks me. Anyway I trusted her. My trust has changed, it became stronger, but now I select what relationship I keep with whom. I dare to give trust to people.

8. S. H. (17-year-old girl)

I wasn't afraid. I knew that N. Cs. (18-year-old girl) took care of me. I trust my friends the most. I can discuss everything with her. I can rely on her. Since I was in after-care I've liked to talk with N. Cs. (18-year-old girl). /N. Cs. (18-year-old girl) was surprised. /

- 9. R. A. (20-year-old girl) / R. A. (20-year-old girl) was difficult to treat the whole day, she was in a tantrum all day. /I paid attention to Z. M. (17-year-old girl). She also took care of me. I didn't feel good. I'm glad that the balance was successful. I do not trust anyone. I do not rely on anyone. I was disappointed several times.
- 10. Z. M. (17-year-old girl)

It was good with R. A. (20-year-old girl). First time I was really afraid of this exercise. Now I completely dared to commit myself to R. A. (20-year-old girl). It was good. I also developed a lot. I discuss a lot of things with my caregiver. I sort it out.

#### Escape from prison

After telling the task the girls got immediately frightened. C. M. (17-year-old boy) and F. P. (17-year-old boy), as men showed strength. They started to discuss the task thoroughly. Z. M. (17-year-old girl) and N. Cs. (18-year-old girl) did not do the practice. During assessment Z. M. (17-year-old girl) and N. Cs. (18 -year-old girl) were talking about their own fears. Accordingly they are fat and they did not dare to start the practice. They were not passive. From the other side they helped the others to get through to the other side of the rope. We managed to strengthen both girls. I wanted them not to experience this practice as a failure. It was good for Z. M. (17-year-old girl) that the others indicated that they would have taken him to the other side. For her it was important that if he uttered something than it was good like that. They did the practice in a very short time.

Name	What
R. A. (20-year-old girl)	This place
	• Trust which you gave me
	• Goodwill
	• Openness
	• Learning
N. Cs. (18-year-old girl)	Love
	• Easing the tension
	Open communication
	• Trust
	Colleagues
	• Every weekend
F. P. (17-year-old boy)	• Friends
	Solutions
	• Thoughts
	• Jackson
	• Trust
	• It is not a shame to talk about myself
	• Party
K. B. (18-year-old boy)	• Teaching
	• Trust
	• I'm not alone
	• Friends
	• Respect
L. L. (15 -year-old girl)	Working with my mom
	• Joint work
	• Openness
	• Karaoke
	• Trust

#### Closing: What am I taking home

J. R. (16-year-old girl)	• Fear of what will be with me after this, since I was in safe here.
	• Trust
	Loving people
	• Faith
	• You
S. H. (17-year-old girl)	Volume
5. II. (17 year old gill)	<ul><li>I have to stand up for myself</li></ul>
	· ·
	Common being
<b>7</b> M (17	Mainly trust
Z. M. (17-year-old girl)	• Faith
	Change in speaking
	• First to think then to act
	• Trust
	• Love
	• I'm not alone in my defencelessness
C. M. (17-year-old boy)	• Safety
	• Togetherness
	• Team
Boy Co-group leader	• Team
	• Trust
	• Норе
	<ul><li>Learning in the future</li></ul>
Girl Co-group leader	Togetherness
Sin Co group leader	-
	<ul> <li>My wish that I couldn't do it anymore</li> <li>Trust</li> </ul>
	• Love

## 5. chapter

The developmental sheets which show efficiency of THE KÁSZPEM<sup>®</sup> Method

Starting points

The children's opinion of their caregiver's opinion in connection with them

The efficiency of THE KÁSZPEM<sup>®</sup> Method according to our observations

The efficiency of THE KÁSZPEM<sup>®</sup> Method according to the caregivers

Individual developments (1) Presenting K. I.'s (17-year-old girl) development during the program

Individual developments (2) Presenting K. P.'s (18-year-old boy) development during the program

Individual developments (3) Presenting K. B.'s (18-year-old boy) development during the program

The developmental indexes of the group

The developmental phases of the group

The efficiency of the group

The conjectural success of social integration in the individual adjudication of the group members – Result before and after the program

The conjectural success of social integration according to the whole group – Results before and after the program

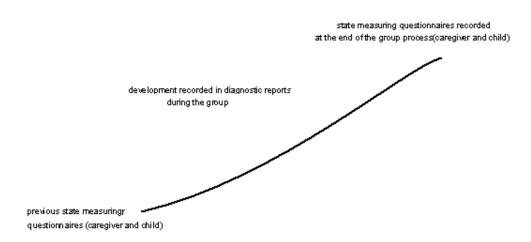
The conjectural success of social integration in the individual adjudications of the group members – Result before and after the program

The conjectural success of social integration according to the whole group – Results before and after the program

# 5 chapter The developmental sheets which show the efficiency of THE KÁSZPEM® Method

According to the efficiency of the method, we have results from 12 children and residential homes. In this chapter, we selected results from 8 test groups.

The group session was always made up of 7 occasions, each group process took place in minimum six-month time period. Each group occasion lasted for 3 days in other words for a long weekend. As already discussed in the methodological chapter, the first group session was always preceded a previous preliminary status-survey, in which we recorded both the children's and the caregivers' opinions and insights. At the end of the group process, we repeated the survey questionnaires with the caregivers and the children. In our method the continuous consultation, (*this is an important part of the preparation of the organisation*) with contact caregivers before each group occasion was an important measuring tool of the efficiency of development. In addition, before, during and after the group process we consulted with all the caregivers, who were in connection with the children. Since we used the same measuring tools before and after the group process, so we got suitable data to measure the efficiency of our method. The difference between the two results (before and after) shows well the effectiveness of the method, and the diagnostic reports also confirm the results.



In this chapter, we would like to present the efficiency of the KÁSZPEM<sup>®</sup> in the aspect of the development of both the group and the individual.

#### **5.1 Starting points**

To identify the extent of development, we have to define the starting points. The children and youth living in state care suffer from a number of disadvantages, which often come from their injuries of their socialisation process. It points out the number of difficulties and shortcomings of the  $AGOTA^{(R)}$  nationwide state-rationalising research<sup>13</sup> conducted between 2004 and 2009. The recorded state-survey questionnaires in the beginning of the group process – in accordance with the results of the research, show problems in the following areas:

<sup>&</sup>lt;sup>13</sup> János Kothencz: About them...for them...I. The social characteristics of children and youth taken out of families ("those living in state care") nowadays-National Research among children and youth living in state care ÁGOTA<sup>®</sup> (Support for the Endangered Youth living in State Care) national, non profit Foundation 2009 Szeged

- ▶ Low self-esteem, lack of self confidence, identity, self-concept
- Problems of social relationships (caregivers, fellow sufferers, friends, kin family), Low level of tolerance, integration difficulties, Aloofness, isolation
- Difficulty of choosing a proper model
- Attachment ability (excessive or weak)
- Existence and processing of family trauma
- Damage of picture of trust (adults, peers)
- Emotional instability
- Communicational problems (destitution of self-expressional toolkit)
- Problems of self-determination: self-reflexion, lack of ability for self-criticism, selfcontrol, the difficulties of self-discipline, sense of responsibility, rights, responsibilities
- Concentration: Dispersion, being collected
- Difficulties of self-advocacy, sometimes the complete absence of it (subordination, conformism, suggestibility)
- Difficulties of conflict-managing- Emotion-driven behaviour (violence, action from anger)
- Problems arising from defencelessness-feeling
- Relation to accomplishment: Avoiding failure, learnt helplessness
- Low motivation (one feels that he/she has nothing to fight for, he/she does not even fight for himself/herself)
- Reality of level of demand are one's demands and possibilities consistent with each other
- Future vision (aimless, or irrational future vision; fear from the future)

The founder of this method organised these developmental areas into 7 cornerstones, which are built up along the KÁSZPEM<sup>®</sup>. The 7 cornerstones are the following ones:

Trust; Interpersonal relationships; Processing of difficult life events; Norms and guidelines; Defencelessness feeling; Self-determination; Relation to accomplishment and Future vision.

It can be seen from the above list that precisely those areas show gaps and difficulties, which are essential for prospering in life, so we need to achieve a complex and comprehensive personality development in the children and residential homes.

Seeing this gruelling task, we could make a balk, saying: there is no tool in our hands, which could fill these gaps in and handle these difficulties. The strengthening, listening to each other, the loving and relatively constant presence, providing proper norms and values in an authentic way, providing emotional security, these are all such pedagogical tools, for which you do not need special education especially not a diploma. Simple and *honest attention and humanity are needed*, by which the child and youth living in state care can gain emotional stability.

# 5.2 The children's opinion of their caregiver's opinion in connection with them

Before we would start to present the results in individual developments experiences during the KÁSZPEM<sup>®</sup> method, we would like to call the workers' (in any sphere of childcare, but specially those colleagues', who directly deal with children) ) attention to a very interesting and considerable fact. During the assessment of the pre- and post- tests, we experienced a very thought-provoking difference. To that question what the children think, how their caregivers would describe them, such responses came, in which they do not even suppose that their caregiver can think good of them. The given answers were much more negative in the significant percentage of the cases, than the real opinion of the caregiver. (We also asked the caregivers to describe the child)

Name of the child	What do you think how would your caregiver describe you?	Caregiver's description of the child
Girl 1 (I. group) Boy (I. group)	Lots of bad things. (unfortunately) I'm slob (but it's not true). I'm lazy (that's true)	Talented, compassionate, helpful, very strong at need of love, can be influenced easily, often marginalized in communities (generally). Usually she has positive human qualities, when she does not mock about, she is a 'sample child'. Affectionate, he often seeks the company of adults. He requires love, caring, and individual way of treatment. He is such personality who can be influenced easily.
Girl 2 (I. group)	I'm sure of some say good things and some say bad things.	An extremely affectionate and friendly big girl. Despite the fact that she is so open and friendly, she has only a few serious friends, she rarely goes among people, she doesn't have a boyfriend. She's reliable. She always (if she feels like) completes the tasks assigned to her. She's affectionate and humorous.
Boy 1 (II. group)	He has positive and negative qualities too. Nevertheless, he has more negative qualities. He is respectful but when he drinks, he changes.	He is mentally average. He is emotionally instable. He is a communicative, open and proactive personality. He creates connection easily and he has a lot of friends. He is polite, respectful, and has an impression of a well-educated man. His positive qualities include his interpersonal skills, respectfulness, courtesy, openness and optimism.
Boy 2 (II. group)	That I'm the worst child.	Intelligent, he is a strong average, taking his abilities into consideration. He is widely read, he is in the know, communicative, and advocacy personality. He is communicative, he is a young man, who can formulate his opinion and feelings. He is an inquirer, humour-loving young person.
Boy 3 (II. group)	Nothing. They write what they want.	A modest and shier personality, so he needs more attention and love. He is a respectful and hardworking man, who often undertakes additional duties voluntarily. He is cheerful and has engaging manners. He has average intellectual abilities, he is not so stable emotionally unfortunately, because of his relatively fresh mental wounds. He considers the adults' pieces of advice, he is a helpful personality. Fun and cheerfulness are also a characteristic feature of him.

Boy 4       I do what they tell me.       He has average intellectual abilities. He was worn out emotionally by the loss of his mother, so his integration happened in a more difficult way. He is reliable, well-intentioned, respectful, regardful and open toward his peers and adults.         Girl 1       I do the bound work, I have a few unjustified but she is less persistent. She does not like to do efforts. She is humorous and endearing. She is well-intentioned. Open. Sensitive.         Sometimes I'm not reliable.       She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         Girl 2       Scattered, nice, helpful and saucy       Wery kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, honest, open, open towards her shings. are very strong.         Boy (III. group)       I don't know, but I think not too much good.       Mature, serious and reliable. He is a bit procecious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 1       He can be normal and evil too normal and tak the driver's seat with her peers. She is usually cheerful. Sometimes passional set, helpful and nere in the children's home, she lives independently in the coldren's home since here with a set advert seat with her peers. She is usually cheerful. Sometimes passional set, helpful and nere.         Girl 1       He can be normal and evil too. 'Ke we prove se	Dor 4	I do mileot the arr ( - 11	He has an an intellectual abilities. He may not
group)       happened in a more difficult way. He is reliable, well-intentioned, respectful, regardful and open toward his peers and adults.         Girl 1       I do the bound work, I have a few unjustified lessons at school. Sometimes I'm not reliable.       She has desires and imaginations in connections with the future, have a few unjustified lessons at school. Sometimes I'm not reliable.         Girl 1       Featherbrain.       She is a girl in her early adolescence. She is helpful and chever in the rown way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         Girl 2       Scattered, nice, helpful       Very kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very strog.         Boy       I don't know, but I think not to omuch good.       Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 3       I'm scummy sometimes.       Child, who entered adolescence. Accordingly, she has the property does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.         Girl 1       We on treally know me. We just say hello and there she helps if she is asked.         Girl 3       They do not really know me. We just say hello and more matu	-	I do what they tell me.	
Girl 1         I do the bound work, I have a few unjustified lessons at school. Sometimes I'm not reliable.         Sometimes I'm not reliable.           Girl 1         Featherbrain.         She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open.			
Girl (II. group)         I do the bound work, I have a few unjustified lessons at school.         She has desires and imaginations in connections with the future, but she is less persistent. She does not like to do efforts. She is humorous and endearing. She is well-intentioned. Open.           Girl 1 (III. group)         Featherbrain.         She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.           Girl 2 (III. group)         Scattered, nice, helpful and saucy         Very kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herseff. Her family ties -especially towards her siblings- are very strong.           Boy (III. group)         I don't know, but I think not too much good.         Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.           Girl 1 (V. group)         Mature, serious and reliable. He is a bit greocolous but this is due to the fact that he experienced a lot of thins, he has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She is a monest, helpful and finendly tenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.           Girl 1 (V. group)         The yd on or eally know me. We just	group)		
(II. group)       have a few unjustified lessons at school. Sometimes I'm not reliable.       but she is less persistent. She does not like to do efforts. She is humorous and endearing. She is well-intentioned. Open. Sensitive.         (III. group)       Featherbrain.       She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         (III. group)       Scattered, nice, helpful and saucy       Very kind, loveable little-big girl. She is looking for her place. She is seattered (doesn't have stable bases), we compensate her deficiencies with dult help. She is helpful, she adores creating relationships, she creates good mood around herseff. Her family ties -especially towards her siblings- are very strong.         Boy (III. group)       I don't know, but I think not to omuch good.       Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 1 (V. group)       I'm scummy sometimes.       Child, who entered adolescence. Accordingly, she has the properly does the task assigned to her, she could have better study results. She helps a lot for her siblings.         Girl 1 (V. group)       Not nice.       We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and hehelps if she is asked.         <			
GIL group)         have a few unjustified lessons at school. Sometimes I'm not reliable.         but she is less persistent. She does not like to do efforts. She is humorous and endearing. She is well-intentioned. Open.           Girl 1 (III. group)         Featherbrain.         She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.           Girl 2 group)         Scattered, nice, helpful and saucy         Very kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herseff. Her family tess -especially towards her siblings- are very strong.           Boy group)         I don't know, but I think not too much good.         Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.           Girl 3 (III, group)         I'm scummy sometimes, if I don't like something.         Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.           Girl 3 (Y.         We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.	Girl	I do the bound work, I	She has desires and imaginations in connections with the future,
group)       lessons at school. Sometimes 1'm not reliable.       humorous and endearing. She is well-intentioned. Open. Sensitive.         Girl 1       Featherbrain.       She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         Girl 2       Scattered, nice, helpful and saucy       Very kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very strong.         Boy (III. group)       I don't know, but I think not too much good.       Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 3       I'm scummy sometimes. I help a lot with work. I if I don't like something, if I don't like something, veri too       Child, who entered adolescence. Accordingly, she has the properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.         Girl 1       He can be normal and cvit too       She is an honest. helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.         Girl 1       They do not really know me. We just say hello and talk a few sentences with each other.	(II.	have a few unjustified	
Sometimes I'm not reliable.         Sensitive.           Girl 1 (III. group)         Featherbrain.         She is a girl in her early adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open. open towards caregivers and she is friendly.           Girl 2 group)         Scattered, nice, helpful and saucy         Very Kind, loveable little-big girl. She is looking for her place.           Boy (III. group)         I don't know, but I think not too much good.         Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.           Girl 3 (III. group)         I help a lot with work. I sometimes answer back if I don't kie something. if don't kie something.         She is an honest, helpful and friendly teenager. She could have better study results. She helps a lot for her isblings.           Girl 1 (V. V. group)         Not nice.         She is an honest, helpful and friendly teenager. She is usually cheerful. Sometimes pasionate. Helpful, cheerful and honest.           (V. V. group)         I'm to to a trally know me. We just say hello and talk a few sentences with each other.         She is an honest, helpful and friendly teenager. She is generally respectful and she helps if she is asked.           Girl 1 (V. group)         I'm not bad, I should just learn.         She is independent.           For mot bad,	group)	lessons at school.	
Girl 1 (III. group)       Featherbrain.       She is a girl in her carly adolescence. She is helpful and clever in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         Girl 2 group)       Scattered, nice, helpful       Very kind, loveable little-big girl. She is looking for her place.         Boy (III. group)       I don't know, but I think not too much good.       Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 3 (III. group)       I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.       Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.         Girl 1 (V. group)       Not nice.       We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and shelps if she is asked.         group)       They do not really know me. We just say hello and talk a few sentences with each other.       She attends further education. Her conduct is exemplary. She is talk a few sentences with each other.       She attends further ducation. Her conduct is exemplary. She is talk a few sentences with each other.       She attends further ducation. Her conduct is exemplary. She is talk a few sentences with each o		Sometimes I'm not	
(III. group)       in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         (III. group)       and saucy       Very kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very strong.         Boy group)       I don't know, but I think, not too much good.       Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 1 group)       I hep a lot with work. I sometimes answer back if I don't like something.       Child, who entered adolescence. Accordingly, she has the propely does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.         Girl 1 group)       He can be normal and evil too       She is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is generally respectful and she helps if she is asked.         Girl 3 group)       They do not really know me. We just say hello and me. We just say hello and me. We just say hello and take the driver's seat with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is appropriate with his a clean.         Boy (Y. group)		reliable.	
(III. group)       in her own way. She mostly does the tasks which are entrusted to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly.         (III. group)       and saucy       Very kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very strong.         Boy group)       I don't know, but I think, not too much good.       Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.         Girl 1 group)       I hep a lot with work. I sometimes answer back if I don't like something.       Child, who entered adolescence. Accordingly, she has the propely does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.         Girl 1 group)       He can be normal and evil too       She is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is generally respectful and she helps if she is asked.         Girl 3 group)       They do not really know me. We just say hello and me. We just say hello and me. We just say hello and take the driver's seat with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is appropriate with his a clean.         Boy (Y. group)	Girl 1	Featherbrain.	She is a girl in her early adolescence. She is helpful and clever
group)to her. She has great need of exercise. She is helpful, honest, open, open towards caregivers and she is friendly. Girl 2Girl 2 (III. group)Scattered, nice, helpful and saucyVery kind, loveable little-big girl. She is looking for her place. She is seattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very strong.Boy (III. group)I don't know, but I think not too much good.Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (III. group)I'm scummy sometimes. I help a lot with work, I sometimes answer back with ke something. if I don't like something. if I don't kike something. She is a booking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her's he doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further doucation. Her conduct is exemplary. She is always an ice and intelligent little girl. She spends the weekends here in the children''s home, she lives independe	(III.		
Girl 2 (II. group)Scattered, nice, helpful and saucyVery kind, loveable little-big girl. She is looking for her place. Very kind, loveable little-big girl. She is looking for her place. She is scattered (desar't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family use -sepcetally towards her siblings- are very strong.Boy group)I don't know, but I think not too much good.Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the propely does the task assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 wil tooHe can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is sually cheerful Sometimes passionate. Helpful, cheerful and honest.Girl 2 (V, group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She is she has been brought up in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home, she lives independently in the college. She is a kind, obedient and houeset din everything, he likes to ryout everything and he is honest. He is to oop	group)		
Girl 1 (III. group)Scattered, nice, helpful and saucyVery kind, loveable little-big girl. She is looking for her place. She is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very stong.Boy (II. group)I don't know, but I think Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (II. group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.(V. group)They do not really know we we only meet very rarely. There is 'n' a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.(V. group)They do not really know we we say a lice and intelligent little girl. She spends the weekends here in the children's home since her childhood. She is ince, honest, modest and respectful with her peers and adults too. She is a kind, obedient and loveable child. She ha			•
(III. group)and saucyShe is scattered (doesn't have stable bases), we compensate her deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties -especially towards her siblings- are very strong.Boy (III. group)I don't know, but I think not too much good.Mature, serious and reliable. He is a bit precoious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (III. group)I'm scummy sometimes. I ledp a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is gually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Boy (V. group)I'm not bad, I should just learn.She it a clean, trustful, and kind-hearted little girl. She is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interseted in everything, he likes to try out everything and he is honest. He is open and can be influenced easily.Girl 3 (V. group)I'm not bad, I should just learn.Senistive deeply patriotic, she looks for t	Girl 2	Scattered, nice, helpful	
group)deficiencies with adult help. She is helpful, she adores creating relationships, she creates good mood around herself. Her family ties - especially towards her siblings- are very strong.Boy group)I don't know, but I think not too much good.Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (III. group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 group)He can be normal and evil tooShe is an honest, helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and tak a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent title girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is ince, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is fatlend and independent.	(III.	•	
Boy (III. group)I don't know, but I think Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (III. group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's scat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and tak a few sentences with each other.She is a linelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home, she lives independently in the college. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Senitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 1 (V. grou	group)	2	
Boy (III. group)I don't know, but I think not too much good.Mature, serious and reliable. He is a bit precocious but this is due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (III. group)I'm scummy sometimes. I I don't like something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know m. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talenation in the side sendently in the college. She is a lead independent.Boy (V, group)I'm not bad, I should just learn.Smiling, always cheerful and blanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything, he likes to try out everything and he is honest. He is too open and can be influenced easi			· · · ·
Boy (III. (III. (III. (III.) (IIII.) (IIII.) (III.) (III.) (III.) (III.) (IIIII.)			
(III. group)not too much good.due to the fact that he experienced a lot of things. He learns from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talened and independent.Boy (V. group)I'm not bad, I should just learn.Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and commu	Boy	I don't know, but I think	
group)from his experiences. He is persistent, reliable, purposeful and honest.Girl 3 (III. group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 3 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and tak a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as	(III.		
Girl 3 (III. group)I'm scummy sometimes. I help a lot with work. I sometimes answer back if I don't like something. Tool ike something.Child, who entered adolescence. Accordingly, she has the problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There is n't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends brought up in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and it's difficult for her to dissolve. Sensitive adily.Girl 1 (VI. group)Saucy, evil and arrogant!Quiet, reserved and it's difficult for he	group)	-	
(III. group)I help a lot with work. I sometimes answer back if I don't like something.problems of this age. She would like to be a bigger and more mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (V. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. <th></th> <th></th> <th></th>			
group)sometimes answer back if I don't like something.mature girl. She is looking for such girls' company. She properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 	Girl 3	I'm scummy sometimes.	Child, who entered adolescence. Accordingly, she has the
if I don't like something.influe control of the something.if I don't like something.properly does the tasks assigned to her, she could have better study results. She helps a lot for her siblings.Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is susually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and talk a few sentences with each other.She is a kind, obedient and loveable child. She has been brought up in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is a laented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	(III.	I help a lot with work. I	problems of this age. She would like to be a bigger and more
Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Girl 2 (VII. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	group)	sometimes answer back	mature girl. She is looking for such girls' company. She
Girl 1 (V. group)He can be normal and evil tooShe is an honest, helpful and friendly teenager. She sometimes takes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.<		if I don't like something.	properly does the tasks assigned to her, she could have better
(V. group)evil tootakes the driver's seat with her peers. She is usually cheerful. Sometimes passionate. Helpful, cheerful and honest.Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Girl 2 (VII. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		-	study results. She helps a lot for her siblings.
group)Sometimes passionate. Helpful, cheerful and honest.Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Semsitive deepId and policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		He can be normal and	She is an honest, helpful and friendly teenager. She sometimes
Girl 2 (V. group)Not nice.We only meet very rarely. There isn't a particular problem with her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		evil too	takes the driver's seat with her peers. She is usually cheerful.
(V. group)her. She doesn't have an extreme behaviour. She is generally respectful and she helps if she is asked.Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			
group)respectful and she helps if she is asked.Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. speak badly.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		Not nice.	
Girl 3 (V. group)They do not really know me. We just say hello and talk a few sentences with each other.She attends further education. Her conduct is exemplary. She is always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			Ç ,
(V. group)me. We just say hello and talk a few sentences with each other.always a nice and intelligent little girl. She spends the weekends here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			respectful and she helps if she is asked.
group)talk a few sentences with each other.here in the children's home, she lives independently in the college. She is a kind, obedient and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyQuiet, an obset, quiet and obedient young boy. He complies with the policy and he plays football very well.		• •	
each other.international and international and international and loveable child. She has been brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			
Boy (V. group)I'm not bad, I should just learn.brought up in the children's home since her childhood. She is nice, honest, modest and respectful with her peers and adults too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII. (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	group)		· ·
Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		each other.	÷
Boy (V. group)I'm not bad, I should just learn.too. She is a clean, trustful, and kind-hearted little girl. She is talented and independent.Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			
Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant! I'm impulsive and I speak badly.Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm sometimes good! But there is badness in everyQuiet, reserved and it's difficult for her to dissolve. Sensitive the policy and he plays football very well.			
Boy (V. group)I'm not bad, I should just learn.Smiling, always cheerful and balanced. He complies with the policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			•
(V. group)learn.policy and the agenda. He has autonomy, which is appropriate with his age. He likes helping in everything sometimes even in pranks as well. He is open and interested in everything, he likes to try out everything and he is honest. He is too open and can be influenced easily.Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	Dor	T2	*
group)printy and the light and th			
Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		iearn.	
Girl 1 (VI. group)Saucy, evil and arrogant! Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	Proch)		
Girl 1 (VI. group)Saucy, evil and arrogant! Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VI. there is badness in everyI'm sometimes good! But the policy and he plays football very well.			
Girl 1 (VI. group)Saucy, evil and arrogant!Sensitive deeply patriotic, she looks for the company of adults. She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VI. group)I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.			
(VI. group)She is friendly, cooperative and communicates well.Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VI. there is badness in everyI'm sometimes good! But the policy and he plays football very well.	Girl 1	Saucy evil and arrogant!	
group)One is friendly, cooperative and contained on the contained		Saucy, cvii and arrogant!	
Girl 2 (VI. group)I'm impulsive and I speak badly.Quiet, reserved and it's difficult for her to dissolve. Sensitive and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	-		she is menury, cooperative and communicates well.
(VI. group)speak badly.and she has a big heart.Boy 1 (VII.I'm sometimes good! But there is badness in everyHe is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.		I'm impulsive and I	Quiet, reserved and it's difficult for her to dissolve. Sensitive
group)I'm sometimes good! But (VII.He is a modest, quiet and obedient young boy. He complies with the policy and he plays football very well.	(VI.		
(VII. there is badness in every the policy and he plays football very well.			
		-	
group) child.		•	the policy and he plays football very well.
	group)	child.	

Girl 1	They think I'm	She has definite ideas about life. She is an obedient, intelligent	
(VII.	moaning and sensitive.	and open-hearted young adult. She is helpful, kind, obedient and	
group)	Anyway, they think	kind-hearted. She usually tells the truth. Most of the time, she is	
	I'm a cute, nice and	reliable too. She teaches the smaller ones for housework.	
	smart girl.		
Girl 2	I'm a rude, arrogant	Dynamic, leadership type. The one whom she takes a liking for,	
(VII.	child with abnormal	she protects him/her. She dresses cleanly and nicely. She likes	
group)	behaviour.	talking, in other words speaking. She is helpful, if we ask her, she	
		usually helps in everything. She acts in a "motherly" way with the	
		smaller ones. She has beautiful singing voice, and she dances well.	
Boy 1	Well, the caregivers	He is a kind, nice-looking young man with optimistic view. His	
(VIII.	would like me not to	learning moral is very good. Since changeable mood is	
group)	do my foolish things,	characteristic to him/her, it can be strongly felt in his/her	
	to give them up.	relationships. Though he is not a leader type, his peers like him.	
		What he is interested in, he is persistent in it. He is well-	
		intentioned and munificent toward his peers.	
Girl	Sometimes I'm not the	Open, liberated and independent-minded personality. Liberated in	
(VIII.	best! But intelligent	nature, leading figure, she won the leading position for herself.	
group)	and nice.	Her peers like her, they need her opinion and also follow it.	
		Leadership ability, creative thinking, focused attitude, persistence.	
Boy 2	They wouldn't say any	Intelligent, talented kid. It is easy for him to conclude superficial	
(VIII.	good things.	acquaintances, however, it is difficult for him to make real deep	
group)		friendships. He has a fast and logical thinking. He can be very	
		helpful and empathetic, if he wants to. He plays chess and table	
		tennis well.	

Until the child is not aware of the caregiver's (who deals directly with him/her) opinion, we cannot expect the child to accept his/her situation or to feel good in the given place of care; to be an active member of his direct environment ("his community"). What motivates him in his actions if he does not get proper feedback or strengthening? We cannot expect him to be a successful member of society, if his obvious disadvantages and difficulties are associated by a silent adult presence, who keeps stressing his negative things. Since the child learns the ability, boundaries and strengths of self-reflexion from the feedbacks of the surrounding environment, and as long as he does not acquire the reflexion ability for his own deeds, feelings and thoughts, the environment must compensate this until then. It is a fact that the self-reflexion and self-criticism can only develop in a healthy way if the negative and the positive feedbacks arrive to the child in a roughly equal extent and intensity. One of the most important aspects (during constructing the method) of the founder Kothencz János was that the self-reflexive ability or skill should develop in the child. The praise without merit can be such harmful just as the constant criticism. The emphasis in on the existence of feedback. Without correct feedback,-in the tangled emotional world-, the child cannot find the way of a healthy and confident adulthood path.

Let us think about it and try to imagine,- without the knowledge of our good qualities, encouraging words or positive feedback, - our life, goals, hopes and desires. Try to live with the wounds and the feeling that "My parents didn't need me", or "they threw me away". It is hard, isn't it? For this reason, everyone has to consider the importance of a clear and concise communication and the consistency of verbal and no-verbal signs. This is recommended for every colleague, who deals with children.

# 5.3 The efficiency of THE KÁSZPEM<sup>®</sup> Method according to our observations

We achieved significant development with our method in the following problem fields:

Г

Problem field	<b>Results achieved by the KÁSZPEM<sup>®</sup> method</b>
The problem of low self-esteem and lack of self-confidence	During our program, from the feedbacks of the group members and by taking the moral of the feedbacks into consideration, the participating children and youth showed definite strengthening in this field. With the help of the real praise, the possibility to show the changing of view points, and with the caring listening to the youth participating in the group, they realised their lovable qualities, their readiness for action, their strengths and boundaries. This is a kind of indirect careful maturing in which everything is formulated by the child, and in this process the team and group members are only "merely". The increased frequency of strengthening about our trust, unconditional acceptance, reverence, resulted such development by which our participant youngsters' self-esteem and self-confidence grew. It is an important "trump" in our hand that it is not important what he did so far, it is not his past what is important in his "judgement", but his present performance, goals, deeds and future. The entire group process serves the solution and easing of this problem field. See also: Anominised report
Damage of picture of trust (adults, peers)	extracts We have to approximate the problem of the damage of trust from several aspects, we have to separate the period before and after getting in. Before getting-in and because of getting-in, the disappointments from the family made serious wounds on the youngsters' picture of trust. After the period of getting-in, the youngsters often reported that when they gave some confidential information to the caregiver or other youngster, in many cases it often ended up in "retailing". We did practices of trust and preserved the group secret to regenerate this injury. Awareness is an important tool of us in the KÁSZPEM <sup>®</sup> , which was not formulated by the team members, but the group members formulated it. The team members' model was very important, since they saw other examples beside others. During a practice, they gave their most precious and personal "treasure" to their group mates. The team members also took part in this exercise of course, who mutually entrusted their personal "treasure" to the group members- so to make them experience an adult's absolute trust <sup>14</sup> . The youngsters, participating during the group process, learned to trust again.
Problems in social relationships (caregivers, peers, friends, kin family, the difficulty of choosing a proper model)	During the group processes, our main goal was to teach how to handle relationships in a differentiated way, which we achieved by various tools. From the role-plays to the visual practises. The unconditional acceptance helped me a lot, and the presence of the attention and respect from all the group members helped me too <sup>15</sup> . <sup>16</sup> The group members handled their relationships in a more differentiated way and built new relationships more consciously, thanks to the application of our tools. Their stormy relationships became consolidated in 80% of the cases.

 <sup>&</sup>lt;sup>14</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports I- VIII. group 1. occasion
 <sup>15</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group 2. occasion
 <sup>16</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports VIII. group 2. occasion

	· · · · · · · · · · · · · · · · · · ·
The existence and	In many cases, the children and youth living in state care silently bear
processing of family	the experienced difficulties and traumas. They learned to talk about these
trauma	difficulties with the help of the KÁSZPEM® <sup>17</sup> (trusting atmosphere), and
	in the given cornerstones they could also get various perspectives to
	understand their difficult life events. It meant a big development that they
	could mutually share their experienced events, by which the group member
	was aware that he/she was not alone with his/her difficulty.
Lack of emotional	This field of problem is the most prominent in the development of
stability	integration difficulties and disadvantages of children and youth living in
5	state care. In the KÁSZPEM <sup>®</sup> -during the group process- the constant
	personal composition, the repetitive habits from the developed norms
	(meals, alarms, arriving circles, continuous information, etc.), all served the
	development of emotional stability. See also: anonimised report extracts
Communicational	In case of youngsters living in state care, we often experienced
difficulties (poor	frustration coming from the difficulties of self-expression and
toolkit of self-	communicational problems. (No word on what I feel). In the KÁSZPEM <sup>®</sup> ,
0 0	one of the most spectacular developments in all cases was the development
expression)	in communication. This is partly due to the predominantly verbal practices,
	the visual practices and the samples provided by the group. <sup>18</sup> . The
	development was confirmed by the smoother, clearer and clearer formulas,
	the emergence of a more subtle way of expression and beside their
	vocabulary expansion the feedbacks of the surrounding environment
	(residential community, school).
Problems of self-	In the KASZPEM <sup>®</sup> the development of self-knowledge (by the
determination: self-	feedbacks of the group members) helped the development of self-reflective
reflexion, the lack of	abilities. The sample giving of the authentic helpers served as an example
ability to self-	for the responsible thinking <sup>19</sup> for the group members. <sup>20</sup> It is a common
criticism,	problem to overemphasise the rights against the obligation. In our method,
responsibility, rights,	we approached the proportion of rights and obligations into each other with
obligations	various awareness-rising exercises and personal sample giving. The self-
	determination of youngsters was in balance with the use of not one-sided
	approach and by developing the "balance of thinking" This was
	demonstrated well by the clear, real and conservative goals and the
	emergence of targeted activities.
The concentration in	In the KÁSZPEM <sup>®</sup> , we acutely strived to develop a positive
(disorganised,	relationship with the children, so that they could be motivated for learning
organised), in the issue	and maintaining their attention and for the delay for our recognition. (the
of persistence and	child basically does not learn for the joy of knowledge, but for the
diligence	recognition of his good accomplishment, which he/she gets from the
	important person for him). As we see it, we always gave positive
	strengthening for the importance of learning and for strengthening the
	persistent and realistic goals.
The difficulties of self-	One of the key elements of our method, that the surplus performance
advocacy and	of the group should serve the development of the individual. To achieve
sometimes the	this, we used such practices, which -in an indirect way- did not let the
complete absence of it	possibility to the group member to fade or merge. In the practices, we
(Subservience,	pointed to the weaknesses in representation of their interests <sup>21</sup> , as well as
conformism,	the group members' individual needs were also formulated because of the
impressionability-	practical impacts. The group members in some cases learned to say no for
selection of the proper	their own family members too $^{22}$ .
model)	then own fulling memoers too .
moucij	1

<sup>&</sup>lt;sup>17</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports I. group 5. occasion
<sup>18</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group 5. occasion
<sup>19</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group 6. occasion
<sup>20</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group 6. occasion
<sup>21</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports IV. group 6. occasion
<sup>22</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports VIII. group 3. and 5. occasion

Conflict-managing	In our method we achieved breakthrough in case of a youngster, who
difficulties- emotion-	was in juvenile prison, which resulted that the boy, who was famous for his
driven behaviour	aggressive manifestations, who could only rely on himself, who solved his
(anger, action from	conflicts with fist instead of discussion, this boy solved his difficulties by
anger against self-	cooperating with the group - after he realised that he was in a recipient
control, difficulties of	environment and not in a judgemental one <sup>23</sup> . Each group experienced a
self-discipline)	significant improvement by acquiring the alternatives of conflict-managing
	techniques.
Problems arising from	The reliance on others and the lack of ability of reliance cause a strong
the defencelessness	ambivalence in case of the youth living in state care, making their situation
feeling, learnt inability	even worse. In the KASZPEM®, we managed to offer a well-adoptable
	alternative for the group members, in which they became more aware of the
Future vision (aimless	possibility of controlling their life. The effect of the method made the group
or irrational future	members able to determine the goals and steps needed for their goals, thus
vision; The realistic	providing security. At the end of the group process, the group members
level of need – its	were not characterised by the neglected and aimless being, they did not hide
needs and	behind their guise of learned inability, but they became an active part of
possibilities; fear from	their fate. <sup>24</sup>
<i>the future)</i>	

# 5.4 A The efficiency of THE KÁSZPEM<sup>®</sup> Method according to the caregivers' opinions

The answers to the questions of the caregivers' opinions, which are inquisitive about the success of the school integration, they gave answers to the relationship with the caregivers and peers, they certified the development of the community. Some examples (*not exhaustive*) from the opinions of the caregivers, which reflect the efficiency of the method. In the chart, the *Topic* indicates the asked questions. In the *Before* column, we can see the state before the program, whilst in the *After* column, it shows the state after the program along the same question.

Name	Topic	Before	After
of the child			
Girl	How does she	She adapted herself in the life of	She shows a much-dissolved
(VIII.	adapt herself?	the home with smaller problems.	behaviour in the group's life. She supports the minors.
group)	How does she adapt herself to her peers? What is her relationship with her caregivers like?	She got a stable position for herself in the group community She could make a good relationship with her caregivers. She is polite with the adults and shows respectful behaviour toward them.	She has much better relationship with most of the group. She tries to overcome her anger. She has good relationship with adults.
Name of the child	Торіс	Before	After
Boy 1 (VIII. group)	How does he adapt himself?	His integration to the life of the group was difficult. It was hard for him to adapt himself to the different rules, since his previous life was characterised by the absence of limits.	He follows the rules more. There is improvement in the field of self-confidence.
	How does he	The integration difficulties of him	His closeness dissolved, he has

<sup>&</sup>lt;sup>23</sup> ÁGOTA® Pilot Pedagogical Program Diagnostic reports I. group 6. occasion

<sup>&</sup>lt;sup>24</sup> ÁGOTA® Pilot Pedagogical Program Diagnostic reports I- VIII. group 5. occasion

	adapt himself to	did not develop among their peers.	good relationship with a big part
	his peers?	The community adopted him with	of the group. The number of his
		dispatch.	external relationships increased.
	What is his	He does not want closer, more	There is an improving tendency
	relationship	intimate relationship with	in his relationship with the adults
	with his	caregivers or other adults. In	working in the group. There is
	caregivers like?	conflict situation, he has	also positive improvement in his
	categivers like?		
		aggressive manifestations.	style, communication and
NT	<b>—</b>	D.C.	behaviour.
Name of the	Торіс	Before	After
child			
Girl 2	How does she	She adapted herself well. She feels	It is rather her relationship with
( <b>I</b> .	adapt herself?	well.	boys, which changed. She is not
group)			so modest anymore, she dares to
			speak with the boys.
	How does she	She integrated, since she adapts	She tightened her relationship
	adapt herself to	herself well, her peers accepted	with some of her peers –with
	her peers?	her soon.	whom she used to go to Szeged.
	What is her	She is insistent, she often turns to	She is more open, she speaks
	relationship	her caregivers with her joy and	more about herself, and she dares
	with her	sorrow.	to ask for advice.
		sonow.	to ask for advice.
N	caregivers like?	D.C.	A 64
Name	Торіс	Before	After
of the child			
Boy 1	How does he	His relationship with the children	He is clearly tolerant with his
(II.	adapt himself to	is balanced, they mutually accept	peers and more accepting than he
group)	his peers?	each other.	was before. He is sensibly
8 1/	1		involved in his peers' problems,
			he tries to help them.
	What is his	He is a respectful and thoughtful	He has less conflict with his
	relationship	personality, he considers the	caregivers, he performs his tasks,
	with his	advice of the adults, and he had	he is respectful and he always
	caregivers like?	good relations with the staff of the	arrives home in time from his
		residential home.	leaving.
Name of the child	Торіс	Before	After
Boy 2	How does he	Unfortunately, he has sometimes	He successfully adapted himself.
(II.	adapt himself?	disruptive impact on the group.	Previously he had problems with
(II. group)	adapt minoti .	Caregivers often have to give him	accepting the other children.
group)		warning. There are such persons,	Today he is more mature and
		÷ .	tolerant than before.
		with whom his relationship will never rationalise.	
	How does he	There are such children, whom he	The relationship with his peers
	adapt himself to	has good relationship with, while	has improved, since he managed
	his peers?	with others he has constant	to find the common voice with
	ms peers.		
	ins peers.	conflict.	such boy with whom the
	ins peers.	conflict.	such boy with whom the cooperation had been totally
	ins peers.	conflict.	such boy with whom the cooperation had been totally unthinkable.

	What is his relationship	It is similar to the children's case, since he has preferred caregivers and	His relationship with the caregivers became more balan-
	with his caregivers like?	there are such adults, with whom he does not have a good relationship at all.	ced, since the major con-flicts resolved with some adults. He is cooperative, thoughtful and polite. personality.
Name of the child	Торіс	Before	After
Girl (IV. group)	How does she adapt herself?	She is helpful, but the effect on her mood always determines his life. It was very difficult for her to adapt herself, she is still like a hedgehog sometimes. She is a guardian of the smaller ones, her sense of justice is overwhelmed, her self-esteem is low and her self-respect is increased.	When a problem occurs, she does not shout immediately or she does not exit from the problem situation, but she tries to solve it by discussion and persuasion. She is more helpful and patient toward her peers than before.
	How does she adapt herself to her peers?	It was very hard for her to adapt herself, the first impressions are important for her. She likes to be treated as a partner and if she can perform tasks of confidence among her peers.	She prefers to be with her own age group, if they go to party, she is completely reliable. There is no state of alcohol this time. What she promises, she complies it.
	What is her relationship with her caregivers like?	She has single, strong and confidential relationship. The one, she does not like or does not approve, she shows it with her current behaviour immediately, even in brutal way.	She likes to talk about serious matters, she requires the planning talking too. She is more respectful and less aggressive with the adults than she used to.
Name of the child	Торіс	Before	After
Boy (IV. group)	How does he adapt himself?	The children's caregivers (females) utilize his potency for "solving" problem situations. He utilizes the experiences of the residential home for his work in the student government.	Positive change can be experienced. He considers better with his task by his function. He makes himself aware of his potency in the presence of his mates. He studies more intensely to finish this school year effectively.
	How does he adapt himself to his peers?	He marks out with his physical power, prestigious appearance. When he tells his opinion, his mates listen to him.	His relationship became more intensive. His public work is more efficient. He has made recent relationships with young people from other homes, schoolmates and also with young villagers.
	What is his relationship with his caregivers like?	He is respectful. He grumbles during tasking, but he completely carries it out. He is more active with male children's caregivers.	His behaviour, his speech became more "mature". His relationship with adults also was good earlier, but this one became even better. He gave a hand several times to help the children's caregivers in solving the conflicts.

# 5.5 Individual developments (1)

In this part, we intend to demonstrate the curve of the personal development through the development of a young person from showing the states before the program, through the procedure of group, until the states after the program.

We would like to present the developmental curve through the mentioned documents below:

- The results of the previous questionnaire in the composition of the caregivers and the participating young person
- the parts of diagnostic report extract which affects the participating young person and consists of 7 occasions- 7 corner stones
- The results of the questionnaires after the program (The questions asked in this questionnaire correspond with the questions asked at the beginning of the program in case of the participating young people and the caregivers. This ensures the data that shows the efficiency of the program.)
- Of course, we could present the personal development of more young people but in this case, we can follow up the development of 3 young people hereinafter.

# Presenting the achieved development of K. I. (17-year-old girl) through the program

Name of the child	Торіс	The opinion of the children about himself/herself BEFORE the program
K. I. (17-year-	5 characteristics:	I'm nice, cute, and diligent. I'm in love.
old girl)	A few features that you are proud of:	She's diligent and clever. I'm proud of my buster, my sister and my father.
	Not really good qualities of her:	I'm blustering with others. I speak evil of my sister's boyfriend.
	What do you think how your caregiver would describe you?	Nice, cute, diligent, clever, helpful, and obedient.
	What do you think how your roommates would describe you?	Sincere and cute girl, who likes to tell many stories.
	What do you think how your friends would describe you?	Good friend, buddy, best female friend, best buddy
	What do you think how your classmates would describe you?	Diligent, cute, she talks a lot, sincere, honest, and excellent student
	What difficulties do you have in the children's home?	Most of the times I would be at home with my dad, my nephew and with my younger sister
	What difficulties do you have in the school?	Particularly, there isn't any problem in school
	What other difficulties have you had recently?	Lívia -who has escaped- is always in my mind. I would like her to come back.

## The opinion of the child about himself/herself BEFORE the program

Name of the child	Торіс	The opinion of the caregiver about the child BEFORE the program
K. I. (17-	Her characteristics:	Quiet, modest, conformist
year-old	Her good qualities:	Obedient, punctual, precise, attentive
girl)	Her less good qualities:	Sometimes stubborn, reserved
	How does she adapt herself?	She adapted herself well, she feels good
	How does she adapt herself to her mates?	She adapted herself because she adapts herself well, her mates received her quickly
	What is her relationship with her caregivers like?	She is insistent, she often turns to her caregivers with her joy and sorrow.
	Do you have any difficulties in the children's home?	Basically, I don't
	Do you usually go to school?	Yes
	What type of school do you go to? Which class do you go to and what results did you have there?	In course (she is overage with 3 years – her parents did not make her go to school before the entry). Excellent student, diligent, obedient, with 4,8 of GPA (grade point average)
	What do you think how she adopted herself to the school?	She adapted herself well, there aren't any problems
	Other difficulties of her:	Shy, it is hard to make her get autonomy (E.g.: she doesn't dare to go to the doctor alone –at the age of 17). She does not have enough self-confidence.

The opinion of the caregiver about the child BEFORE the program

# The curve of the development by the testimony of the diagnostic report extracts as a corner stone DURING the program

## 1. occasion: Trust

#### SHARING THE NEGATIVE/POSTIVE EXPERIENCES IN RELATION TO TRUST

Name	BAD	GOOD	Feedback of feelings
K. I. (17-	My mom wanted to hang	I pushed off my brother and he	The game was good. To
year-old	herself on the gallows	didn't beat me.	remember the bad things
girl)	when they took us to the		wasn't good.
-	children's home.		_

# 2. occasion: Interpersonal relationships

#### COMMUNITY OF OUR DREAMS

The group members worked in 3 small groups after the introduction. Aim: the composition of an ideal component of community for the group members. (How do you build up the ideal community? What would you do to make it operable?)

II. group				
Making relationship with strangers	• Not to be lie or scam			
• Harmony	• Attention			
• Trust	Acceptation			
• Love	Knowing each other			
• Group's secret	Helpfulness			
To be operable:	• Encouragement			
Social, open-minded people	• Motivation (its appearance)			
• Hold in myself: self-discipline				

#### SPIDER'S WEB

#### Spider web game – outline of relationship system

NAME	INNER LINE	MIDDLE LINE	OUTER LINE
	(the one who is the		
	closest to him/her)		
K. I.	My caregiver, my	Dad, my female friend	2 of my caregivers
(17-year-old girl)	brother		

#### OUR ISLAND

NAME	ROLE (chosen islander,- creator)	<u>CONTACTS</u>	REALITY RELATION	<u>FEED-</u> <u>BACK OF</u> <u>FEELINGS</u>
<u>K. I.</u>	Big,	She settled in near to the	Big, powerful,	The game
<u>(17-year-</u>	powerful,	river, not so far from the	tremendous for	was good, I
<u>old girl)</u>	gorilla	stilt house. The orchard	protecting her family if	felt good.
		garden moved to her house.	they want to injure them.	

# 3. occasion: Difficult life events

#### PRACTICE, WHICH HELPS SOLVING THE PROBLEM

We divided the group into 3 small groups. The division of a chosen problem in small groups. The division in big groups and then choosing the problem that the group members like to deal with. The numbers in parenthesis sign the votes.

K. I. (17-year-old girl): **Grabber** (dad told me that they traded me on and my brother always comes to ask for money. He trades me on.) 5 votes

SOMEWHERE THERE IS ONE MAN FOR ME (In spite of our difficult life events –there's one man somewhere who will see us through our difficulties. Affirmative practice)

NAME	CHOSEN PERSON	REALITY FEEDBACK	FEEDBACK OF FEELINGS
K. I. (17- year-old girl)	Imagined love mate	She would like a mate so much who gives her safety. Who protects and defends her from everything because he is powerful and honest, and he never leaves her alone.	It would be great if she could find this mate. The game was good.

#### 4. occasion: Norms and guidelines

#### VALUEBID

VALUE	HOW MUCH WAS IT SOLD	WHO BOUGHT IT
	FOR	
SINCERITY	95 000	K. I. (17-YEAR-OLD GIRL)
MATE	85 000 (EVERYBODY BIDDED UNTIL 80 000!)	K. I. (17-YEAR-OLD GIRL)

# 5. <u>occasion: Defencelessness</u>

#### INTRODUCE TOPIC BY CONVERSATION.

"Let's talk about it!" (The concept of the defencelessness feeling, the meaning of the word, exchange of experience through OTHER's experiences.)

*In small groups*: exchange of personal experiences. Bringing concrete experiences *Big group:- Brought examples* 

NAME	THE EVENT I FELT DEFENCLESS IN
K. I.	They order about many things and I don't dare to say anything
(17-year-old girl)	because I 'm afraid of standing up for myself. 11
	votes

SITUATION PRACTICE - K. I.'s (17-year-old girl) problem is that she cannot stand up for herself, she is afraid to tell what she thinks, as a result she is often joshed by the bigger ones.

We put down K. I.'s (17 year-old girl) chair, behind it we put 2 chairs on the two sides, where the "bodyguards", defenders were sitting (Boy Authentic helper, Co-group leader) The task of the defenders was that when the "one who picks at K. I." comes and K. I. is afraid to say a word, then they should talk for K. I. and defend themselves as K. I. (=K. I.). The group members came and wanted to make K. I. do many kinds of things. (Make the bed, rush to the shop when her favourite program is on TV, sweep the floor instead of everyone for the request of the caregiver, etc. The group members came out to pick at her.)

K. I.'s defenders did not have to say anything; they just had to sit behind her. She stood up for her own interests with voluble language and logical reasoning. After 3 situations, for the sign of the Group leader, the two defenders sat among the group members leaving alone K. I. The Co-group leader and 2 group members also went out to pick at her. K. I. has already had the courage to stand up for herself. It was only hard for her for the first time, but when she first made it then it was not a problem anymore. She also dared to protect herself against the rudest one who picked at her. Even against the one who was physically superior to her.

Assessment: K. I. felt very fine and she was proud of herself. The group members repeatedly declared their liking with applause, when she defended her views smartly, and she did not let herself to be joshed.

NAME	LIFE PATH PLAN
K. I. (17-year-	- further educate
old girl)	- husband and children
U /	- workplace
	- grandchild, peaceful family
	- I want to live until the age of 90
	- Bring up my younger brother, I'd like to help my
	younger brother and my dad

#### MAKING LIFE PATH PLAN

# 6. <u>occasion: Self-determination</u>

CREST AND SHIELD

Making draws: Crest-, what I am proud of

Shield-, which protects me, what I protect myself with

NAME	CREST	SHIELD
K. I. (17-year-old girl)	My family	With learning

# 7. occasion: Relation to accomplishment, future vision

#### LIFELINES

	Birth 0	results I have achieve Current age   goal that I would like		so far Age, I'd like to live X n the rest of my life
NAME	CURRENT AGE	MY RESULTS SO FAR	Planned age	MY AIMS FOR THE FUTURE
		She look after her	uge	Finish school further educate and

	AGE	FAK	age	
K. I. (17-year- old girl)	18	She look after her younger brother, she learns with good results and she wants to learn a profession and she already applied for it.	100	Finish school, further educate and then finish it. Stay in the institute as long as she can, learn as many professions as she can to prosper in Life more easily. Husband, child, family.

We did not collect the prepared plans but everybody put them away for the moment when their plans come true and then they can take them out and look at them.

#### THE RIDER.

The aim of the game is get to a place, with the help of a chosen "deliverer", where we yearn after for a reason.

Name	Role	Chosen destination	Reality connection	Feedback of feelings
K. I. (17- year- old girl)	Giraffe	She was in war (The II. World War)	They have just learnt it at school and she was curious.	It was interesting to see, but that wasn't good how the people were bleeding. (She was with closed eyes for a long time. The sitting men beside her caressed her arm, she returned for that.)

# 8. <u>occasion: Closing</u>

Blind-guiding in the surroundings of a nearby lake.

<u>*K. I. (17-year-old girl)- boy:*</u> At the first time they had different partners. They were afraid of the present practice because of their past determinate experiences. Their fear vanished after the first common steps; they felt free to trust in each other. According to their telling that was a very good feeling and they were not afraid at all. It was very good.

Trust practices+ FEEDBACK

- Trust practices (pairs created during the blind-guiding)

- Trust bell (K. I. (17-year-old girl) also dared to stand in the middle of the circle that she did not dare to do for the first time)

Name	BAD (difficult)	GOOD	REALITY	Feedback
			CONNECTION	of feelings
K. I. (17-	To meet daddy, and	To be in the group.	I'm always afraid	I felt good in
year-old	my brother made me		that I cannot resist	the game.
girl)	disappointed very		and I don't dare to	I'm sorry that
	much.		tell daddy what I	it is over.
			would like.	

# FANTASY GAME- IN 15 YEARS

Name	Role	Meetings	Reality connection	Feedback of
				feelings
K. I.	I'm a	She met the co-group leader	I would like to learn waiter	The game was
(17-	waitress and	and they discussed that she	profession. To have a child	very good; I like
year-	mommy. I	would like to go to camps to	is very important in my life,	to imagine if it
old	have a	serve, since she would like to	I would like to be a good	really would be
girl)	husband and	help. She also met the others	mommy, I'm just afraid that	like this in 15
	I'm happy	and they recalled the good old	I won't be a good mommy.	years. I will do
	with him. I	times. She offered her help in		everything to
	also work a	the events of ÁGOTA Village,		happen like that.
	lot and I have	while she met the Group		I felt fine.
	a beautiful	leader.		
	family.			

#### PERSONAL PRESENTATION

They sang a song with K. I. (17-year-old girl), which is about the providence. Every member of the group sang with her. K. I. (17-year-old girl) danced.

Visiting the bath (K. I. (17-year-old girl), by winning her bad experiences with water she dared to come into the water. She held on and convulsively pressed the Co-group leader's hand hard, but after that, she became braver and braver and she even dared to go into the water alone.

Name of the child	Торіс	The child's opinion, created about himself/herself AFTER program
K. I. (17-	5 characteristics:	Modest, brave, sincere, honest, open- minded
year-old girl)	A few features that you are proud of:	Learning, opening, that I'm in ÁGOTA.
	Not really good qualities of her:	My sulking, my "big" mouth
	What do you think how your caregiver would describe you?	I became more open-minded, sometimes I speak a lot, I became braver
	What do you think how your roommates would describe you?	I opened up, I became brave
	What do you think how your friends would describe you?	I opened up, I'm not reserved
	What do you think how your classmates would describe you?	I'm open-minded, I speak a lot in the class
	What difficulties do you have in the children's home?	I'm reserved anymore, I learn by myself
	What difficulties do you have in the school?	I like to learn, I don't meet boys, I screw around
	What other difficulties have you had recently?	The further education. To buy a house in the future. To be placed under curatorship.

The opinion of the child about himself/herself AFTER the program

The opinion of the caregiver about the child AFTER the program

Name of the child	Торіс	The caregiver's opinion, created about the child AFTER the program
K. I.	Her characteristics:	
(17-year- old girl)	Her good qualities: Less good qualities of her:	
	How does she adapt herself?	Her relationship with boys rather changed. She is not so modest anymore; she talks bravely to her male mates.
	How does she adapt herself to her mates?	She strengthened her relationship with some of her mates whom she had gone to Szeged with.
	What is her relationship with her caregivers like?	She is more open; she talks more about herself, she dare to ask for advice.
	Do you have any difficulties in the children's home?	
	Do you go to school?	According to the feedback of the Form master, K. I. (17-year-old girl) became braver at school. She even participates in the events of the school and the children's home with pleasure.
	What type of school does she go to? Which class does she go to and what results did she have there?	

Change after the j	program	We experienced a big change in her case: she became more open-minded,
		braver, self-confident

#### Summation of our experiences:

K. I. (17-year-old girl) got over her shyness and her discomfort, which is visible in the diagnostic report extracts. The girl, who was reserved, quite in the beginnings, became determined and braver to the end of the group session. During the group session, she participated braver and more actively in the practices. Her self-confidence increased in a linear way with her determination, her ability to self-advocacy, which was tolerated with encouragement by her ambience. She had more realized goals in her future vision in the end of the group session and she made real the necessary steps to achieve these goals furthermore the execution of the necessary steps have also become conscious. The improvement in her communication and her self-expression helped her become more self-confident. In our case, the plus accomplishment by the group, which was visible in the acceptation and persistent feedback of the group members, helped very much. The founder did not accidentally decide to use the group method.

# 5.6 Individual developments (2)

Presenting the development of K. P. (18-year-old boy) during the program

The opinion of the child about himself/herself BEFORE th	the program
--	-------------

Name of the child	Торіс	The opinion of the child about himself/herself BEFORE the program
K. P. (18- year-old boy)	5 characteristics:	I like playing football and sleeping 12 hours a day. I like working out. I like reading and running in the morning for at least 1-2 hours.
	A few features that you are proud of:	There aren't any.
	Not really good qualities of him:	I'm very aggressive and I'd like to change it. I think there's no more.
	What do you think how your caregiver would describe you?	I'm considered as a good guy, a nice guy, a little hard-boiled guy. I'm also considered as a helpful guy.
	What do you think how your roommates would describe you?	I'm hard-boiled, but a good guy, nice and helpful.
	What do you think how your friends would describe you?	I'm a good guy, hard-boiled, helpful
	What do you think how your classmates would describe you?	A good guy, good student, friendly
	What difficulties do you have in the children's home?	I have problems with some adults and some children.
	What difficulties do you have in the school?	I don't get on well with some children at school.
	What other difficulties have you had recently?	I have only one problem which is: if I leave the children's home, what will I do with myself in this life?

The opinion of the caregiver about the child BEFORE the program

Name of the child	Торіс	The opinion of the caregiver about the child BEFORE the program
K. P. (18- year-old boy)	His characteristics:	K. P. (18-year-old boy) is a short and muscular boy. The colour of his hair eyes are brown. He seems quiet and reserved for the first time. After he makes friendships, he becomes opened-minded. He gets into conflicts easily with his mates. His ability to tolerate his failures is low.
	His good qualities:	He entirely tries to do the tasks entrusted to him, he is helpful. He likes to help other people. He is diligent and insistent in the field of learning. He likes the cleanliness; he is fastidious with his ambience.
	His less good qualities:	Aggressive manifestations.

How does he adapt himself?	He adapts himself easily to his ambience and so to the life of the children's home. He does not make an effort to fill the role of a leader. He accepts and keeps the rules, which apply to him. He considers the circumstances acceptable here.
How does he adapt himself to his mates?	As I mentioned before, he often gets into conflict with his mates. He mainly looks for the company of the children who are younger than him. He still loves tales, he believes in them. They get along with him with nice words easier.
What is his relationship with his caregivers like? Do you have any difficulties in the children's home?	His relation with his caregiver is good and his relation with the other workers is also appropriate. No, I don't.
Do you usually go to school?	Yes, I do.
What type of school do you go to? Which class do you go to and what results did you have there?	He's been attending an Agricultural Secondary Technical School for 12 years. He finished the 11 <sup>th</sup> class with good results, the best mark is a 5, the worst one is a 2.
What do you think how he adopted himself to the school?	He adapted himself well. There were problems because of the missing, usually from the last lessons.

# The curve of the development by the testimony of the diagnostic report extracts as a corner stone DURING the program

We can follow, -through the next pages-, the development of a child in the diagnostic report extracts of the group session, which is built up from 7 occasions. We collected the characteristics from the diagnostic report extracts, the concrete shares, the reflections of this child from every group session. Of course, we do not demonstrate the entirety of the certain group sessions, but the parts, which apply to the child, will introduce the personal development.

# 1. occasion: Trust

OUR CALLING CARDS

(Indirect friends, which is appropriate for collecting more information. In the chart the texts with grey background are K.P.'s sharing)

Group mem- ber	Relations (Who connected to him/her and by what?)	<b><u>REALITY</u></b> <u>CONNECTION</u> (What is it true for you? What is not really true for you?) How did the group member describe himself/herself?	FEEDBACK OF FEELINGS	Mimicry/ gesticulation
Boy Authent ic helper	He is a very nice man, family- centred, he does everything to help, he has a big heart, he works a lot. He is a great party face, he is a good guy, but aggressive, he drinks, at present	He likes to work, it does not matter what, but he needs to have a job beside school, he would also like to have a family. He also likes to go to parties, but he is never aggressive, and he does not	One of their acquaintance with similar name does not look like me at all, but if I do not start to use my brain maybe the same fate would have waited for me, I just decided that I do not want a life which brings me down on the slope.	He quickly overcame his aphasia before strangers and he formulated clearly, understandably and calmly.
	he is on tapering-off cure.	drink that much to be drunk.	Since then I have been struggling, working and doing everything not to get into a defenceless situation.	
B. Gy. (17- year-old girl)	Her sister, who worked as a stripper, then gave birth for 2 children. She left the 2 children, nobody knew what was with her or where she was. 2 years later, she was found in a ditch, she was completely regressed, her brain was at 1-month-old level she does not even know about herself, but she recognised them. She is helpful, I can	"I could never leave my children, and I am not a stripper"	Others know better what I am like, you should ask others. It was good to listen to the others, and that how they see themselves. It is very strange that I have to talk about myself I am not used to it.	She was embarrassed very much, she started to laugh sometimes.
	talk about everything with her.	"i like to help		

K. J.	She had a caregiver,	She has a sense of	The game was good.	She listened to
(17-	who was humane,	justice but she	The guine was good.	her peers with
year-old	fair and she learnt a	rarely gives voice to		encouraging
boy)	lot from him, she	it.		attention, she
	never struggled for			nodded many
	respect with her			times and she
	strength.			was
	She had a caregiver	She also protects		embarrassed
	who was caring and	the smaller ones.		during the talk.
	nice.			
	Her godfather, who	She also likes the		
	loved music, played	music very much.		
	the guitar nicely, he			
	had a huge soul.			
	He is very quick-	She is also quick-		
	tempered, she	tempered.		
	quickly loses his			
	mind and then he			
	does a lot of stupid			
	things.		4	
	Her boyfriend is	She tries to learn		
	maximalist, quick-	how to handle-		
	tempered, but he	repress in herself.		
	can treat himself, he	She also likes		
	loves sports. (bas-	sports.		
R. F.	ketball, handball)		T 111 1 (h 1)	II
	He is family-	He likes mending	I liked the game; it	He was calm,
(16- year-old	centred, manual worker, he likes	things.	was good to listen to the others. I am a bit	At the end, he did not listen
boy)	tinkering, and he		tired, because I got	vigilantly, but
00y)	can do everything.		up at 5 in the	before that, he
	They had parties a	He also likes to go	morning. I felt good.	did.
	lot; he got him into	to parties, he	morning. I folt good.	uiu.
	bad things. He was	sometimes drinks,		
	fired. Everyone said	but he does not do		
	that he is insincere.	bad things, and he		
		does not get anybo-		
		dy into bad things.		
	He smashed the	He is not like this at	1	
	room up, because he	all.		
	got angry on			
	something. He is			
	aggressive, funny,			
	and he has 2			
	daughters.			
	His lover. He can	He does not give up		
	totally rely on her.	easily, he is a		
	He loves him, what	maximalist and man		
1			1	
	she plans she	can rely on him.		
	usually	can rely on him.		
	usually accomplishes it, she	can rely on him.		
	usually	can rely on him.		

K. P. (18-	His brother was called like this,	He could never reject his brother.	It was good to listen to the others and it	Very active attention and
year-old boy)	whom he has never seen in his life, but he would have liked to meet him, but he rejected him telling that if they have not known each other so far then it is pointless to meet now. He had a classmate and friend whom he has known since he was 10. He has a good sense of humour, they laughed a lot together, they went to high school and university together. He stammered and now he is a lawyer and a clerk. He respects him very much because he could overcome himself and struggled the way, which he set for himself.	He also likes to laugh and he would be able to fight if he really wanted to.	was good to speak. I hope there will be many more like this.	presence. During speaking he often flushed, he required the attention and he often changed his seat.
P. T. (16- year-old boy)	20-year-old teenager, who likes parties and music.	He also likes parties and music.	It was good to listen to the others, it was strange to talk, but he liked it.	He made a lot of jokes in the be- ginning, and then he paid attention and listened. When he listened to K. P. (18-year-old boy) he became very sad, there were tears in his eyes, he listened eagerly to F. K. who knows P. T. his never-seen brother. He was embarrass-sed during speaking, so far he only dares to speak to the group leader. For request, he looks at the others and tries to make joke of it.

Group		He likes to laugh.	The game was very	Active presence
Leader	He likes to laugh		good, thank you for	
	and fight.		the attention to each	
		He likes to help.	other, thank you that	
	His foster mother		despite of the fact	
	who is warm-		that "you know what	
	hearted and helpful.		are the "gyeris"-	
		Selfless and he tries	children (in state	
	Selfless friend who	to be fair. He does	care) like, that they	
	is fair and has a	not tolerate	gossip about	
	huge heart.	injustice.	everything" and	
		His sense of justice	despite, you dared to	
	She helped him, she	is strong, and he	formulate	
	introduced him to	tells if he considers	characteristics and	
	everyone, she did	something injustice.	give trust to each	
	not let him alone.		other. I felt good.	
		helpful		
	His aunt. When his			
	parents divorced,			
	she took him in to			
	avoid them to get			
	into the street. She			
	only looked in what			
	way she could help			
	him			

#### CLASSICAL PRACTICES OF TRUST- BLIND-GUIDING

*Pairs:* <u>boy group member-</u> K. P. (18-year-old boy): They do not use touch, so the boy with closed eyes put his hand on the one with open eyes and they went like a train. They did not open their eyes; K. P. got his eyes blindfolded, because he knew that we would not be able to keep them closed. It was better to be with opened eyes.

#### TRUST BELL

The group stood in tight circle, a voluntary stood in the middle- capper- and canting in the circle in the bell. The ones who tried it:

K. P. (18-year-old boy) he wanted to try out whether they would hold him. They held him)

#### THE BIG TRUST GAME

It serves for group building: Each group member "lent" one of his/her personal item to another group member who has to keep personal item-important for the other- at himself/herself until Sunday morning. Within the group, everybody offered a personal item, which is given to another group member to keep it until next morning. Such personal items were offered which are really important for that person. They wrote their names and the offered item on a note. We put the notes in a hat, and everybody pulled one, and what was on the note that personal item was given to the person.. It happened in the following way:

NAME	WHAT DID HE OFFER	Who did he pull out, WHOM DID HE ENTRUST IT TO?
K. P. (18- year-old boy)	wristlet	Boy group member

# SHARING OUR NEGATIVE/POSITIVE EXPERIENCES IN CONNECTION WITH TRUST

NAME	1. PICTURE	BAD	Did he/she put it back?	2. PICTURE	GOOD	Did he/she put it back?	FEEDBACK	RELATIONS /MIMICRY/ GESTICULA TION
K. P. (18- year- old boy)	Colourful, normal	When I was younger, we did crime with my mate (theft, burglary). He finked on me in the police and he blamed the whole thing on me.	yes	Colourful, normal	My brother was a drug addict. "I was the only one whom he listened to and went to the tapering-off cure."	no	It was good to talk; now I am a bit tired but I am fine.	He paid attention to everyone. He had a lot to say, he could hardly wait to speak. In the end he was yawning a lot, he could not concentrate.

# 2. occasion: Interpersonal relationships

#### ARRIVING CIRCLE

*K. P. (18-year-old boy):* he was at home, it was very good but there are tensions between him and his brother-in-law, they did not get along with each other.

#### SPIDER WEB GAME

<u>The task:</u> thinking over our relationships who are those people who have + or - effect on our life and were/are close to us. To picture the characteristics and deepness of the relationship by three-dimensional visual feedback. (Innermost circle: the one who is the closest to us, and so going outward...)

NAME	INNER LINE	MIDDLE LINE	OUTER LINE
	(who is the closest		
	to him/her)		
K. P.	My father	My mom	My brother-in-law (-)
(18-year-old	brother	Form-master	
boy)		brothers and sisters	

#### OUR ISLAND – RELATIONSHIP GAME

NAME	ROLE (chosen islander,- creator)	REALITY CON- NECTI- ONS	<u>CONTACTS</u>	FEEDBACK OF FEELINGS	Mimicry/ gesticulation
K. P. (18- year- old boy)	gum bear	Because it is affectionat e and kind and everyone loves it.	She was out in the very edge, alone Waterfall: come closer. He can use the caves. He hid the store of the gum bear syrup in the cave of the waterfall. He placed it there in safe. Orchard: come closer, do not be alone Tiger: come closer, next to him, he will take care of him.	It does not matter for him where he is, but it was good that they called him. He likes being alone too. He gladly accepts critic, which is good.	He got tired at the end. He did not dare to say fully what was in him, he flushed. He got embarrassed from the kindness, which the group members provided for him. She is not used to it.

#### CLOSING, FEEDBACK FROM THE WEEKEND, STRENGHTENING STAR

K. P. (18-year-old boy): "I am taking everything with myself, and I thank you."

# 3. <u>occasion: Difficult life events</u>

#### ARRIVING CIRCLE

*K. P. (18-year-old boy)*: He got many good grades at school; she was out at his older sister, where she could play with her baby cousin. They celebrated that he came of age, he got a lot of presents and he also brought a lot. He asked money from his family account. He bought himself branded clothes, and a watch. He is going to have the prom at school and he is waiting for it very much because his older sister is going to make him a big party. He is going to spend the Christmas at his sister; he is waiting it very much.

#### PRACTICE, WHICH HELPS IN PROBLEM SOLVING

Problem-seek in small groups, from our actual difficult life events. Occurring problems: <u>The canteen</u> 0 it is already all right

They had to sit in the canteen with their hands in the back, and he ate the cookie earlier than he should have. As a result, the caregiver beat him, but his brother stood up for him and did not let the caregiver beat him further.

#### Betrayal 10 votes

The caregiver, whom he trusted, told all of his things to the other caregivers.

# We chose the problem of another group member that was processed by a situation practice. Every group member participated actively. K. P. too.

Seeing the caregiver's good example, K. P. (18-year-old boy) dared to fill the caregiver's part (!). And K. J. (17-year-old boy) answered 2 or 3 times in such way that there was not any conflict anymore.

#### "CALM HIM/HER DOWN" NON-VERBAL STRENGTHENING PRACTICE

<u>The task</u>: a blindfolded group member sits in the middle of the circle. The group leader told him that he is in a difficult life situation, he is afraid, and the group's task is to reassure him, give him faith and strength for going on, for standing up from the hole- without words. Sitting in the middle of the circle can only work on voluntary basis; nobody can be imposed on it.

(We turned off the lights and the light of the candles made the environment magical and we did the practice in this intimate environment.)

**K. P. (18-year-old boy):** he went through an unbelievable process during the practice. After the initial residence, when the ice broke at the Group leader, from that point he took part actively in the practice with unbelievable gentleness at the girls and with brave (suggesting real man power) movements at the boys. In the end, he also knelt down in front of the girls and he caressed their hands and shoulders like that. The group reaction was amazing. When he went to ....: they started to laugh. However, the Group leader and team were afraid that he was being laughed, gave strengthening that it was good to see how kind he was. During feedback, the group members said that they did not laughed at him, but it was unbelievable for them that the boy- who already crushed a door in the "gyeri" (children's home) – was capable of that kind of kindness and gentleness. They liked it very much.

When K. P. (18 -year-old boy) sat in the middle, he drew apart from touch, because he was afraid. By the time everyone went to him, he accepted the calming calmly. In the end, he let the whole group embrace him. He adopted himself in that hug. He, who never ever let anyone to touch him.

**In the feedback:** Every group member confirmed the good feelings. G. Cs. (17 -year-old girl) and D. L. (17 -year-old girl) also told that they have never felt to be loved in such way. They are not used to it. It was strange for them, but it is a very good feeling. During the feedback everyone indicated the same feedback.

Name	Choice	Why	Conflict	Feedback
K. P.	Yellow rose	That is nice.	Is it sure that it	It was good, it
(18-	It has thorns		does not harm?	was a strong
year-	but it does not		(R. F. (16- year-	bunch
old	prick		old boy), J. É. (18-	
boy)	_		year-old girl)	

#### **BUNCH OF FLOWERS**

#### CLOSING

What was it like, what are you taking with you from the weekend? • K. P.'s (18- year-old boy) kindness (said J. É. (18- year-old girl)

## 4. occasion: Norms and guidelines

#### ARRIVING CIRCLE

K. P. (18-year-old boy): During the holidays, he drank and drank. His average was 4,5 and he is proud of it. He was on school leaver's ball. He spent Christmas at his sister, there were about 40 guests. He travelled to .... to visit his previously mentioned 2 children of his sister, whom he has never seen. He brought them presents and introduced himself: "I am your uncle." He also drank in New Year 's Eve, he was here then.  $\rightarrow$ New Year's wow: he never drinks again.

#### VALUE BID

In this practice every group member gets 260 buttons, which he/she can spend on the values (considered important by them) collected during the brainstorming. That value, which is not sold despite the listing, will stay at the bank. (Professional team)

VALUE	HOW MUCH WAS IT SOLD FOR	WHO BOUGHT IT
FRIENDSHIP	50	K. P. (18-YEAR-OLD BOY)
RELIABILITY	50	K. P. (18-YEAR-OLD BOY)
CARING	30	K. P. (18-YEAR-OLD BOY)
SURPRISE(THE ABILITY TO JOY)	25	K. P. (18-YEAR-OLD BOY)
KNOWLEDGE (LEARNING)	20	K. P. (18-YEAR-OLD BOY)

	WHAT DID HE/SHE BUY?	WHY DID HE/SHE BUY THAT?	THE 3 MOST IMPORTANT in sequence
K. P. (18- YEAR- OLD BOY)	CHILD, FRIENDSHIP, RELIABILITY, CARING, SURPRISE, KNOWLEDGE	These are the most important in her life. She is reliable, she doesn't have friends here. To care with others. Knowledge is the base to have job and life.	<ol> <li>FREEDOM</li> <li>LOVE</li> <li>FAMILY</li> </ol>

BOTTLE POST (to Dínó, the hermit of the uninhabited island)

Dínó is an educated, helpless man, who lives with the lonely island in a symbolised way, since he has done nothing for welfare, he is lonely and alone, and he only whines from the pain.

Task: To write letter in bottle post, which Dínó will receive.

→What can YOU do so that Dínó will not be a hermit anymore in life?

(Everyone wrote their message, which we collected in a vessel in the centre, on which Dínó was sitting, who was presented by room slippers, which shaped a dinosaur. The vessel went around everyone took one out, and read it loudly. Then he/she also shared the advice with the group and how he/she felt if that advice could help his/her own life or not.)

Who got it (who wrote it?)	message	parallel	
Group Leader (K. P. (18-year-old boy))	To have a good life, trust in others, get friends, be cheerful all the time, and believe that once everything will turn right.	He can take all the advices, and anyway he gets over bad things like that, because he knows that God always helps in everything.	
K. P. (18-year-old boy) (F. K. (17-year-old girl))	Don't give up!	He won't give up.	

	CREST	SHIELD
	(WHAT IS HE/SHE PROUD OF,	(BY WHAT DOES HE/SHE
	WHAT ARE HIS/HER VALUES,	PROTECT HIMSELF/HERSELF
	WHAT DOES HE/SHE LIKE TO	AGAINST THE WORLD)
	SHOW THE WORLD)	
K. P.	TV, book (knowledge), (he is very	Mouth, hands, legs
(18-	proud of this, because he wants to	
YEAR-	show that he can get a profession from	
OLD	his family, since nobody has one in his	
BOY)	family), sleeping, family, friends	

#### CLOSING: STRENGTHENING

One in the middle, 3 people can tell him/her ONLY positive things.

Every group member stood in the middle and 3 people told them a positive experience, or an utterance which appreciate their inner values. K. P. (18-year-old boy) asked why we could not write these down: because we have to learn to be able to utter it.

The group members strengthened each other, in the following ways for example:

#### He was evaluated positively:

SK. P. (18-year-old boy) his apparent kindness, trust and that he shows, how wonderfully sensitive he can be. They have never seen this K. P. (18-year-old boy), although they have been living here for more than 10 years and it is very good that they could finally got to know him. (Group Leader, P. T. (16-year-old boy), J. É. (18-year-old girl)

# 5. <u>occasion: Defencelessness</u>

TOPIC-INTRODUCTORY TALKING. "LET'S TALK ABOUT IT!"

(phenomenon of Defencelessness- feeling, meaning of the word, exchange experiences

#### through OTHER'S experiences.)

TALKING ABOUT DEFENCELESSNESS- what can make a man defenceless- the context of these)

No one was aware of the phenomenon, they implicated with the phenomenon of service. <u>The defencelessness:</u> a situation when you are helpless with a part of your own fate and you depend on others' decisions, actions, and goodwill. When I specifically cannot do anything to influence the outcome of the things. Alternatively, when there is an element, which determines what will happen, which you cannot control. (E.g. weather etc.)

Depending on something or somebody. Is this bad in all situations? (Do we dare to ask for help e.g., risking to become defenceless..) When everyone understood the concept, we started to collect examples.

Things which make us defenceless:

- Lack of self-confidence
- Blackmailing
- Law
- Circumstances
- Confinement
- If you don't learn
- If you don't honour the good things
- Desire for love and caring. ("he/she wants to be loved and to care for him/her). For this reason, he mixes with bad companies, hoping, that they will care for him there, or he involves himself in superficial relationships.

- Searching safety
- Trust
- Friendship (from interest, for money)
- Adults
- The life itself: life situation
- The appearance (,,state dogs"; going out, clothing, gang)
- His/her fate that he became a child in state care
- Feeding with promises (that he only needs to stay in for a month then he/she can go home)

Passionate conversation was developed, they interrupted each other and complemented each others'

Things which make a child living in state care defenceless:

- Desire for love and caring. ("he/she wants to be loved and to care for him/her). For this reason, he is mixed up with bad companies, hoping, that they will care for him there, or he involves himself in superficial relationships.
- Trust
- Adults
- The life itself: life situation

## PICTURE WHEN I WAS DEFENCELESS, BUT I SOLVED IT

NAME NICKNAME	PICTURE SHARING	CONNE CTION	DECISION Did he/she put it back?	FEEDBACK	GESTURE, MIMICRY
K. P. (18-YEAR-OLD BOY)	About five-year-old picture He was accused of beating one of the cars, which was standing in the car park. Although he was playing football 5 km away, he had 18 witnesses for it. In the end, it turned out that he was not guilty. He is not proud of it but then he beat that child, who spread the suspicion.		•	He talks about it with acquaintances in the outside world, but he cannot talk about it with anyone here in children's home. Now in the group, he can and this is good.	He did not blush, while he was talking!!! (this is very good!) He was strong- minded and he listened to the other's say, he often nodded.

# 6. <u>occasion: Self-determination</u>

#### ARRIVING CIRCLE

<u>K. P. (18-year-old boy)</u>: There is nothing special at school, everything is all right, he learns well. One of the children from the children's home had a key to the school canteen. They went there. They looked into the cashier's desk, where there was quite a lot of money. He decided that he did not touch it and he did not take it. For the group leader's question why he did not take the money, he answered that it would have turned out anyway. All members of the group confirmed him, that he made a good decision. The group leader added that he should know that the fact that they had gone there was a crime. And he was very glad that they didn't get into trouble and he also called his attention to ....'s story: There are many boys in the approved school, who did not do anything bad concretely, they were just there in a crime scene with a gang... K. P. (18-year-old boy) said that he did not want to get there.

PICTURE, WHEN I WAS IN A DIFFICULT SITUATION AND I MADE A GOOD DECISION (the causal relation of the decision and taking responsibility)

NAME	PICTU RE	EXPERIENCE	CONNE	Put it back?	FEEDBACK	MIMICRY/ GESTICULATI ON
K. P. (18-year-old boy)	Normal size, colourful , it was made 2 years ago, he is in the picture and that man	He broke off the relationship with a friend of the family, since he was violent and aggressive and wanted to have him on. Since then he hasn't spoken to him, though he sees him on the street sometimes, he became a homeless.		yes	He is OK, it was good in the game too. He usually decides with his mind, he tries to consider all the possible consequences. If needed, he also asks for help. He does not always take responsibility. Moreover, mostly he doesn't.	It was easy for him to talk about this, he was a bit embarrassed during feedback, when he realised that it was more when he did not take responsibility. He listened to the others carefully.

INVENTORY PRACTICE (SELF-REFLEXION, SELF-CRITICISM) - FURTHER MODULATED

Questions:

- 6. Which are my strengths?
- 7. In what way do I develop?
- 8. What are those things, which cause me difficulty?
- 9. How can the others help to fight my difficulties?
- 10. How can I ask for others' help?

NAME	1.	2.	3.	4.	5.
K. P.	History,	I'm developing	To control	They reassure	I go to
(18-	reliability,	in the right way.	myself: I can't	me. They give	psychologist
year-	friendship,	Since, now I can	stand not to get	me good	and get good
old	I'm honest in	control myself, I	drunk in a party.	advice: not to	advice. I
boy)	relationship, I	don't smoke,	What is difficult:	drink anything.	speak
	tell her	don't use drugs	to talk about		politely,
	everything.	and I learn.	myself for		nicely in an
			minutes.		asking way.

#### **BIG COMMON INVENTORY**

	HIS STRENGHTS	WAY OF	WHAT KIND OF ADULT
NAME	According to the other	DEVELOPMENT	WILL HE BE?
	members of the group	According to the other members of the group	According to the other members of the group
K. P. (18- YEAR- OLD BOY)	He has a strong heart. He knows perfectly what he is NOT going to be like. He can really love, he is nice. He is open, he dares to change and be better and better. He dares to say NO. He learns well and nimble. He is persistent in his aims. He is decent!!!! He is tough, he learns a lot.	He is more open, he dares to show his feelings not only his strength. He will develop in his profession and he is getting more and more peace-loving. He knows himself more and more. He is more open and he tries to go in the right direction. Fewer nerve disease! He is developing well.	He is an educated man, who stands on the right side. He will have his own business and he will be a loving father. He will be a calm and peaceful man. He is respectful, strong and hard-working, who gives the most and the best for his family. He will be a good father! He will have a good workplace. Good. Trustworthy!!

#### THE ART OF ATTENTION- MAGIC GIFT

#### Couples:

K. P. (18-year-old boy)- Girl group member

<u>*Girl group member:*</u> she got a magic talisman that protects her if she gets into trouble <u>*K. P. (18-year-old boy):*</u> he got a photo album, in which he can put photos of his best moments in life.

FEEDBACK ABOUT THE WEEKEND - HOW DID YOU FEEL YOURSELF? WHAT ARE YOU TAKING HOME WITH YOU?

<u>*K. P. (18-year-old boy):*</u> everything and thank you

# 7. occasion: Relation to accomplishment, future vision

#### ARRIVING CIRCLE

K. P. (18-year-old boy): everything is OK at school, anyway everything is OK, they were at a school party, where he hooked up with a girl.

IF I WERE YOU...

Everyone got a paper, in which there were 2 sentences:

- $\circ$   $\,$  Recently the thing which has been in my mind in connection with my future is that.....
- I'm really afraid of...

These sentences had to be completed, they did not have to sign, and when it was ready they had to put in a box folded.

We sat back in big circle and everyone pulled a paper.

They read the sentence(s) on it as their own problem and fear, and they told how they would solve that problem. Then the other group members had the possibility to tell what they had done in similar cases and how they had solved it.

NAME	Recently the thing which has been in my mind in connection with my future is	I'm really afraid of
V D	× ×	
K. P.	Will my exam be successful?	If I get out from the children's
(18-year-	Shall I manage to find that woman,	home, then my things won't
old boy)	whom I can live my life with?	happen how I planned them, but
	Shall I manage to establish a real family	they go to the opposite extreme
	or find a proper job?	
	What will be with me in the outer life?	

INTRODUCTION: REVIVAL OF THE CORNERSTONES, SUMMARISING OUR EXPERIENCES- THE WORST AND THE BEST MOMENT FROM THE GROUP-

NÉV	the worst	the best
K. P.	The time, when we weren't together.	I could show, what I was really
(18-year-		like. The games. Everything.
old boy)		

COMMON CREST (tempera- hand-print- 1 wisdom, which he learnt here)

K. P.	I learnt to trust in others. I could show, who I am really like
(18-year-old boy)	

Saying goodbye, embrace. (K. P. (18-year-old boy) also embraced me strongly. So far, he showed aversion to touch)

The child's	opinion al	bout hims	elf/herself	<b>AFTER</b>	the program
	- F				P O

Name of the	Торіс	The child's opinion about
child		himself/herself AFTER the program
K. P.	5 characteristics	I'm a kind man. I'm an educated man. I'm
(18-year-old		well-mannered. I'm a bit neurotic. I'm a
boy)		sporty man.
	A few qualities, that I am proud of:	I'm educated; things get stuck easily in my
		head. I'm reliable.
		In the AGOTA, I got to know 11 people
		better.
	His not really good qualities:	I don't like emotional breakouts, I get
		nervous soon and I would like to change
		this. I have already started.
	What do you think how your	I'm a good learner. I'm developing in the
	caregiver would describe you?	good way.
	What do you think how your	I think he hasn't changed.
	roommates would describe you?	
	What do you think how your friends	I became kinder and calmer.
	would describe you?	
	What do you think how your	I think he hasn't changed.
	classmates would describe you?	
	What kind of difficulties do you	
	have in the children's home?	
	What kind of difficulties do you	
	have in school?	
	What other difficulties and problem	What will be with me after getting out of the
	have been in your mind recently?	children's home.

Name of the	Торіс	The caregiver's opinion about the
child		child AFTER the program
K. P.	5 characteristics:	I think he seems to be a bit calmer. He
(18-year-old		started to do sports actively. He is more
boy)		tolerant with his peers.
	His good qualities:	
	His less good qualities:	
	How does he adapt himself?	He got into a new group in September, in
		the beginning he was a bit reserved. Today
		he is much more open and talkative. He
		pays more attention to the smaller (younger)
		ones. He complies with the policy.
	How does he adapt himself to his	He is friendlier with his peers, before that
	peers?	he played with the younger ones and
		searched for their company.
	What is his relationship like with his	Nowadays it also occurs that he gets into a
	caregiver?	quarrel with adults, but much more rarely. It
		seems that he has bigger respect toward
		them.
	Does he have difficulties in the	
	children's home?	
	Does he go to school?	K. P. (18-year-old boy) lies and liked to go
		to school. His study result is good. He
		doesn't miss classes, he has good
		relationship with his teachers.
	What other difficulties occurred in	
	connection with him?	
	His difficulties after the program:	

# The caregiver's opinion about the child AFTER the program

#### Summary of our experiences

In case of K. P. (18-year-old boy), we could see the following development: Before the start of the program, this boy was notorious for his aggressive outbreaks, he frequently got into brawls, and he also crashed the front door of the children's home, which was an example for his emotion-driven conflict managing. Basically, he was averse from touch. (*We found out that many of the children living in state care are nervous when a caressing hand approaches them, they lean away scarily, because of the previously experienced aggressive behaviours.*) Once the program progressed, most of the times he initiated the touch in form of a pat on the shoulder or hand pleated on the shoulder. According to the feedback the shaking, stuttering and blush disappeared from his mimicry and gesticulation. His way of expression became more polished and more nuanced. Concerning his improvement in self-confidence and self-knowledge, his answers after the program indicate that in contrast with his superficial and external characterisation before the program, he now lists inner qualities as positive qualities, and he dares to be proud of his qualities.

He became friendlier and more tolerant with his environment, which reflects in the opinion created and shaped by himself and his caregiver. His relationship to his peers are characterised by openness and will to trust. When choosing his models, he could formulate what man he never wanted to become and he was aware of what he had to do to avoid bad examples. By the end of the program, he could handle his relationships and affections in a more differentiated way. By sharing his difficult life events, K.P. realised that he did not have to feel ashamed because of the happenings in his family and that his judgement happened based on his deeds and behaviour. He started to become more open because his feeling of shame relieved, and when he shared his difficult life events, no one condemned him, moreover, his peers in the group also told him about their own similar experiences. The plus-

achievement of the group (the accepting attitude and similar experiences of his peers) catalysed the process. The feedbacks of the group encouraged him to dare to show his sensitive, kind and caring side as well. (Just like when the butterfly emerges from the cocoon.)

According to the feedbacks of caregivers, none of the youngsters - participating in the group- shared what happened with them during a group occasion and this fact contributed greatly to the regeneration of K. P.'s trust picture in his peers. (This was a very important experience in contrast with the experience that "the children always gossip everything") The reconstruction of the trust in adults was helped by the behaviour and guide of the team members, the beneficial effect of this was also confirmed by the colleague, who dealt with him. The fact that he became calmer indicates that his emotional stability has increased. The improvement in K. P.'s self-reflexive abilities meant a great leap. It was caused by the motivation of his emotion-driven conflict managing, the poorness of his self-expression forms and the lack of possible alternatives of managing and expression. The behaviours and expressions during the group process helped K. P. in great extent to be aware of his emotions and feelings. The formulation and expression of his feelings made the feelings of him tangible, wearable, and solvable for him. His decisions and choices were mentioned several times during the group process and they showed increasing self-discipline, conscious, clean and more responsible mentality. Besides, his difficulties of conflict-managing have eased, the aggressive elements disappeared from his behaviour. He eased his anxiety -coming from his defencelessness feeling- by experiencing the controllability of his own fate, by planning clear, well-formulated goals and by planning the necessary steps for these. His fear from the future decreased by accomplishing these steps. The knowledge of his own skills and good qualities also eased his fear, by which he certainly planned difficult but certain prosperity after getting out. (Realised future vision)

All in all we can say that we could achieve significant improvement in the previously mentioned problem field...

# 5.7 Individual developments (3)

Introduction of the development of K. B. (18-year-old boy) during the program

Name of	Торіс	The child's opinion about himself BEFORE
the child	_	the program
K. B. (18-	5 characteristics:	My name is K. B. (18-year-old boy). I'm
year-old		learning a profession now. My profession will
boy)		be upholsterer.
	A few qualities that you are	I have such a nature that I like to learn, and
	proud of:	I'm proud of this. I am proud that I won't
		follow my parents' path, and I try not to get
		into a situation like that.
	His not really good qualities:	I don't like my foolishness at all!
		I'm stubborn.
	What do you think how your	Well the caregivers would like me not to do
	caregiver would describe you?	my foolish things to give them up.
	What do you think how your	I'm satisfied but there are times when he
	roommates would describe	freaks me out.
	you?	
	What do you think how your	I don't know, they have to find this out.
	friends would describe you?	
	What do you think how your	I don't know either.
	classmates would describe	
	you?	
	What difficulties do you have	For me the problem is that it used to be
	in the children's home?	something else. They did not dictate me how
		much I should eat, and they always pick at
		me.
	What difficulties do you have	To tell you the truth, there is no problem.
	in at school?	
	What things, problems have	I will be 18 now, and that I cannot come up to
	been in your mind recently?	any expectations anywhere.

The child's opinion about himself BEFORE the program

Name of the	Торіс	The caregiver's opinion about the child BEFORE the program
child K. B. (18- year-old	5 characteristics:	He is characterised by mood swings and emotional swings and it dominates in his relationships with his peers. Although he is not a
boy)	His good qualities:	leading personality, his peers like him. He is persistent in the things he is interested in. He is well-intentioned and benefactor toward his peers. He sees the point.
	His less good qualities:	Because of his mood swings, he occasionally becomes aggressive.
	How does he adapt himself?	Though he has conflicts sometimes, he is basically accepted and loved by the others.
	How does he adapt himself to his peers?	Upon the whole, he is accepted.
	What is his relationship like with his caregivers?	He is a bit stubborn, he insists on his ideas, his views can be changed with a well-structured reasoning. The tolerance of the adults is also needed for the good cooperation.
	Do you have difficulties in the children's home?	Since he is an 18-year-old young man, we sometimes get into conflict. These oral duels can be managed usually.
	Does he go to school? What type of school does he go to in what class and what results he had?	Yes
	What do you think how he adapts himself at school?	According to his Form master, there is no problem with him. In the institute, he respects authority. He also gets scholarship.

The caregiver's opinion about the child BEFORE the program

The curve of development based on the diagnostic report extracts as a cornerstone DURING the program

# 1. occasion: Trust

- BLIND-GUIDIING
- R. A. (20-year-old girl) –K. B. (18-year-old boy)

It was good, the practice was successful. According to the Girl group member, she did not trust in K. B. (18-year-old boy) at all, but she could give great security for him, so she could keep her eyes closed until the end of the practice. K. B. (18-year-old boy) could completely relied himself on the Girl group member. They liked the practice.

# SHARING THE POSITIVE AND NEGATIVE EXPERIENCES IN CONNECTION WITH TRUST

Name	Negative photo	Back	Not bac k	Positive photo	Back	Not back	Feedback of feelings	Gesticulation/ mimicry
K. B. (18- year- old boy)	I was disappointed in a girl, I loved her very much, and I still love her. I was disappointed in her.	+		There is a girl, whom I trust and I discuss everything with her.		+	I felt fine. It was good to talk about this.	K. B. (18-year- old boy) was in a fever very much when he had to talk. He was very embarrassed. He constantly waited for feedback from the Girl group member.

#### WHAT AM I TAKING HOME?

➢ K. B. (18-year-old boy)

Openness, self-confidence

# 2. <u>occasion: Interpersonal relationships</u>

## OUR ISLAND- RELATIONSHIP GAME

On the scene (an island) of our imaginary trip, we had to choose a figure form to which we would have become on this island. After this, we had to find a place, which was appropriate for everyone.

Who	What	Why	Relation	Feedback	Mimicry
K. B.	White	He likes	He wanted to be	He is closely linked	Active
(18-	tiger with	animals.	situated next to the	with L. L. (15-year-old	presence
year-	blue		owl by all means.	girl) in the present too.	during the
old	eyes.		He moved together	We recognised close	game.
boy)			with it.	relationship between	
00y)				the present and the	
				game. He did not say	
				it. The game was	
				interesting for me.	

#### STRENGHTENING POSTER

Assessment and perception at the strengthening poster: They found the utterances of them very amazing. Several of them were overcome by emotions and they put the paper away in their hands or in the bag deeply. (Perhaps for the purpose of preservation <sup>©</sup>). Many of them looked for the group leader, if it was really for them or not? They could utter the positive things too. (Girl group member 2 and K. B. (18-year-old boy))

# 3. occasion: Difficult life events

from. He lived in state care too. I am already 18 years old. He wants to teach me from the things of life, meanwhile he girds at me, that I come from the ghetto.
Annoying children. The others pick at me, I want to leave the home.

#### PRACTICE, WHICH HELPS TO SOLVE PROBLEMS

We did not deal with this problem. I knew that the difficulty chosen by the group would give K. B. (18-year-old boy) help in that he has to stand up for himself.

#### Feedback

K. B. (18-year-old boy)

There were signs of unrest with him. For him the outer life is difficult. He has no support. His father died and his mother is homeless. His mother is unable to help herself. There were tears in his eyes! He freaked out at the end of the game he had to be supported and strengthened. It is difficult for him to express his thoughts. The things that the Girl group member told was strengthening.

## STRENGTHENING STAR

K. B. (18-year-old boy): He felt fine, he sticks to the others. "I am accepted here."

# 4. occasion: Norms and guidelines

#### VALUE BID

What	Who	How much did he/she buy for
Love	K. B. (18-year-old boy)	60
Freedom	K. B. (18-year-old boy)	40

After brainstorming, with the help of Girl Co-group leader, we had the possibility to bid on the given values. It was a great experience. After the game, we lined up the 11 most important values. Then we looked them again that if we had the possibility to bid again which 3 values we would buy again.

K. B. (18-year-old boy): Freedom, family

#### FLOWER POT

What kind of flowers would we be in our imaginary bouquet and why?

Who	What	Why	Feedback
K. B.	Bamboo	Thick and big, stable.	(It was hard for him to soften his stems
(18-			and it was also hard for him to become
year-old			smaller.) "It was good that they didn't
boy)			leave me alone and that I can belong to
			here. I am not used to be convinced by
			so many people. I like to implement
			my ideas."

# 5. <u>occasion: Defencelessness-feeling</u>

#### **BIG COMMMON INVENTORY**

In this group, in written from, everyone felt much easier and quicker to show the deeper and more honest feelings to each other. When everyone had the possibility to see what presents they got from their group members, then K. B. (18-year-old boy) ran out and started to cry. He did not believe it! It was important to confirm him in the reality of the written things.

HIS STRENGTHS	WAY OF DEVELOPMENT	WHAT KIND OF ADULT
According to the other	According to the other	WILL HE BE?
members	members	According to the other members
Funny	He stands up for himself!	Purposeful
More persistent	He stands up for himself!	Clever, persistent
Development in everything	He starts to feel, that he can	Honourable!
He is developing	also say good things! He is	Persistent
He is funny and kind in	more open!	Нарру
everything	He developed in speaking	Trustful
He can control himself	He speaks more and that is	He can be himself
He can stand up for himself	right like that!	Helpful
Respectful	He can make himself	Honourable, kind
Persistent, funny	understood in a better way!	He will respect his wife and
He can compliment well, he	He can make himself	love his children!
is kind and funny	accepted!	
	He developed a lot in	
	speaking!	
	"He stands up for himself and	
	he is more open and he starts	
	to believe that he is not	
	anymore different than us!"	

# 6. <u>occasion: Self-determination</u>

Before this week, the Co-group leader and I visited the adults, who deal with the children. Every group leader provided help in giving help for the youth during the next two occasions. The caregivers' opinion about K. B. (18-year-old boy)

He is finally more independent. He goes to doctor by himself. Although, there are still "matches" with the caregivers, but they reached a point, they set up a joint contract in which they see what expects one from the other one. This allows more freedom for K. B. (18-year-old boy). Now he protects himself much better. If he needs to talk, he does not tremble or falter.

Name	Chosen role	Why	Connection	Feedback Parallel with reality
K. B. (18- year-old boy)	Rumanian cigarette vendor	He often meets them.	The toilette woman bought cigarette. The security guard told him to go out, since he cannot sell cigarette there.	It was good. No parallel.

#### EGG-FLYING MACHINE

We created 2 groups. K. B. (18-year-old boy) stayed in background first, but then with the help of the group he actively wrapped up in work. Both egg-flying machines of the groups were operable, they made them in a clever way. The egg did not break. The group members experienced it as a success.

# 7. occasion: Relation to accomplishment, future vision

#### LIFE PATH PLAN

Name	What and how	What he does for it
K. B. (18-	I would like a 3-room flat. I would	At home, I am intent on not having
year-old boy)	like a football team of children and an	quarrels. I learn a lot to achieve my
	understanding woman. I would like to	aim. My caregiver told me that I
	deal with Gipsy teaching. I would	could have a flat since I have CSP.
	like to teach children. For me the	I'm looking for the One.
	most important thing is to live my life	
	calmly.	

# 8. <u>occasion: Supplementary occasion</u>

# BLIND-GUIDING -- PRACTICES OF TRUST

Boy Authentic helper-K. B. (18-year-old boy)

K. B. (18-year-old boy):

I stand up for myself in a better way. I was glad that I was in pair with Authentic helper. This big man took care of me. I have changed a lot, I feel that. The caregivers say that I stand up for myself even if I shouldn't.

Boy Authentic helper

I am in easy street with K. B. (18-year-old boy), I could totally let myself go, and let him take me. It was good.

#### WHAT AM I TAKING HOME?

К. В.	• Your teaching
(18-year-old boy)	• Trust
	• I'm not alone
	• Friends
	• Respect

Name	Торіс	The child's opinion about himself AFTER the
		program
K. B. (18-year- old boy)	5 characteristics:	I'm an understanding person, I like to get to meet people, and I'm cheerful but not always. I like to draw, do sports and listen to music.
	A few qualities that you are proud of:	What I am proud of is that I can stand up for myself. I can talk louder now, I couldn't do it so far. I can protect myself now.
	Not really good qualities:	My outbreaks of temper, to send the caregivers away and to warm up. These are my problems.
	What do you think how your caregiver would describe you?	Yes, I could tell my opinion, I could express what I would like. We have already discussed what I would like.
	What do you think how your roommates would describe you?	Well I don't know what they think, but I know what a few people think.
	What do you think how your friends would describe you?	Yes, they look up on me.
	What do you think how your classmates would describe you?	Yes, I think I am a cool guy.
	What difficulties do you have in the children's home?	Yes, I try to adapt myself with more or less success.
	What difficulties do you have in at school?	Just as usual
	What things, problems have been in your mind recently?	

The child's opinion about himself AFTER the program

Name of	Торіс	The caregiver's opinion about the child AFTER the
the		program
child	~ 1	
K. B.	5 characteristics:	His communicational skills have improved. Since he is a
(18-		kind and lovable person – beloved by all.
year-old	His good qualities:	
boy)	His less good	
	qualities:	
	How does he adapt	
	himself?	
	How does he adapt	In his skill of expression, he became more relaxed, he
	himself to his peers?	recognises and summarise a topic in a more accurate way.
		This makes his integration easier.
	What is his	He could be affected by loving and caring attention so far,
	relationship like with	otherwise, he closes. He became aggressive sometimes,
	his caregiver?	and it is still true, but in a decreasing way.
	Does he have	
	difficulties in the	
	children's home?	
	Does he go to	There haven't been any problems with his school
	school?	education so far. He respects authority, he likes to
	What other	accomplish, and he waits for the recognition. He receives
	difficulties occurred	it during school and professional training. He gets
	in connection with	scholarship from school constantly. In this field, we can
	him?	experience continuity.
	His difficulties after	
	the program:	
L	10	

The caregiver's opinion about the child AFTER the program

#### Summary of our experiences:

Based on the extracts of the diagnostic reports, which refer to K. B., a well-visible development can be seen. These 8 occasions meant a stepping-stone for K. B. (18-year-old boy) in the development process. It helped him to assess himself more realistically, to learn to trust himself and to manage his conflicts with his caregivers and peers in a calmer way. At the beginning of the group many of the group members picked at him, they did not like him. Thanks to the KÁSZPEM<sup>®</sup> method as the group process progressed, it was his peers, who encouraged and abetted him. The first two times there was a very big desire in him to come up to the expectations. It was hard for K. B. (18-year-old boy) to express himself, he stuttered, he sweated and played the drums with his feet.

As the group process progressed, he could release his tension and anxiety and by doing so, he could express himself more easily. He became more and more self-confident. Most of the times he talked about freedom and his tenses at home. He was hurt and they did not let him go anywhere, and he could not handle his aggression. At us, he has learned that he has to try solve his difficulties with other people with discussion first. Concerning his self-advocacy, he became more outspoken, he could accept the support and help. His self-esteem has greatly increased, it became more realistic. He saw his mistakes and development extent. Concerning his development of communication and self-reflexive abilities, he made a big progress. The signs of these can be well seen in the report extracts and the caregivers' feedbacks also support this tendency of development.

His initial seclusion eased from the second occasion, he became more open according to his feedbacks.

# 5.8 The developmental indexes of the group

We often experienced that although the children and youth living in state care live in a large community, they still live their everyday life isolated as a 'lonely island'. Their life often lacks the supporting social background. Although there are many of them in one place, the community of the children does not develop into a supporting community toward each other. This can be searched in the traumatic experiences, moreover, in the damage of the picture of trust<sup>25</sup>. Their parents were adults, whose irresponsibility, failure or death made them get into state care. In the children's homes adults take care of them again, they make the rules, and decisions in the questions concerning their lives. They usually tell about their peers: " you know what children living in state care are like, they always gossip everything"<sup>26</sup>. According to these cognitions one of the most important aim of KÁSZPEM<sup>®</sup> is to make a community of the youngsters participating in the group, thus becoming a retaining and supporting force to each other. Nevertheless, the goal for them is that by becoming more open, they should find certain points and gain handrails in their surrounding environment, which -and who - are able to keep them in their difficult situations. We begin to build thisfrom the very first time with the commonly created group rules, which are the following ones usually:

#### Group rules<sup>27</sup>:

- ➤ Trust (Group secret)
- > Mutual respect
- ➢ To keep the time frame
- Respect each others' feelings
- > We should recommend ourselves and not others.
- ➢ Face to face, honestly
- Strengthening each other in a positive way
- $\blacktriangleright$  We listen to each other

Alternatively, in a case of another group:

#### OUR RULES<sup>28</sup>

- © Let us be each other's gift!
- © Cheerfulness
- © SECRECY: The things that we talk about here, we do not talk about them outside the group
- © Solidarity
- ③ Honesty
- © Everyone should be here!
- ③ If someone talks, we listen to him and pay attention to each other.
- © Everyone has the right to speak and if someone speaks, let him/her to speak along.
- ☺ There is NO stupid question!
- © Don't pick at, don't disdain each other!
- © You can only recommend yourself!

Some points may seem trivial, but believe me, keeping many of these points can be only achieved through a lot of learning and self-discipline, since this is not the norm. The method taught them how to pay attention to each other, they got to know each other and they became

<sup>&</sup>lt;sup>25</sup> János Kothencz: About them...for them...I. The social characteristics of children and youth taken out of families ("those living in state care") nowadays-National Research among children and youth living in state care ÁGOTA<sup>®</sup> (Support for the Endangered Youth living in State Care) national, non profit Foundation 2009 Szeged

 <sup>&</sup>lt;sup>26</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group/ 1. occasion
 <sup>27</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports VI. group/ 1. occasion

 <sup>&</sup>lt;sup>28</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group/ 1. occasion

more open. In one of the groups, where the group members have lived together at least for ten years, the group formulated the following things<sup>29</sup>:

"It's strange that we have known each other for years and we never talked like this like now. But it's good and I will get used to it. It's very good." "It was very good and very strange. It was interesting to listen to the others, it was difficult to talk about myself, we never talked with each other or in front of each other like this before. It's unbelievable that we dared to say these things in front of each other."

The team felt the changes after the first occasion in the following way:

"All in all the first occasion was good, the trust developed toward the group members (even toward the ones with caregiver status) and it is being developed toward each other. They indicated that it was a difficulty that they were together day by day and the children living in state care always tell everything to each other at once. Nevertheless, by warning each other for the group rules, they can overcome their fears. They are waiting for the second occasion anxiously."<sup>30</sup>

#### The developmental phases of the group

After the group was formed, it went through well-observable developmental phases. In the first period, the group members started to get to know each other (development), and looked for their later roles. As the development process progressed, the period came in which the role conflicts within the group came up to the surface (storming). Everyone has their own function in the group and this is applied through the roles. •There were task-orientated (conductor, organiser) and relationship-orientated roles (clown, star, quiet). Since the group has successfully solved the early conflicts, it was likely that it would become a mature group, which had strong cohesion and operated along common norms (norms). Consensus, confidence and also positive feelings developed toward each other in the group, as a result, the individuals felt themselves as if they belonged there. (The importance of the feeling of belonging- somewhere is particularly significant in case of children and youth living in state care.) At the end of the group process, the group disbanded. (detachment)

#### The efficiency of the group

When we look at the efficiency of the group, we have to check how successfully it achieves its aim. In our case, there were the following target aims:

- > To develop the children's self-evaluation
- > To strengthen the children's identity
- > To improve the children's social integration
- To develop the children's ability for self-reflexion and for the communication about this
- To increase satisfaction
- > To increase adaptability and level of tolerance.

The groups were very effective tools for learning and development. The group had positive effect on the emotional state of its members and the members could acquire a lot of knowledge, by which their attitudes were also changed. As the group process progressed, they developed into a real community, in which they supported and helped each other, where they paid attention to each other and struggled with similar problems but they could also solve them. Due to the interpersonal learning, the participants in the groups could get feedback from their behaviour, and they could use the learnt elements –which they got from each other (*group members, team members, authentic helpers*) - as a possible alternative in their later decision-making.

<sup>&</sup>lt;sup>29</sup> ÁGOTA® Pilot Pedagogical Program Diagnostic reports V. group/ 1.occasion

<sup>&</sup>lt;sup>30</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group/ 1.occasion

The strongest impact on the development of the group was definitely the recurring feeling of universality from occasion to occasion, in which the group members discovered their similar life events and feelings ("we are in the same boat", my partner is afraid of getting out"), which ,however:

### "They are not so big problems, since the others also told similar things; "<sup>31</sup>

This feeling greatly helped the development of cohesion, which increased as the group occasions progressed and it developed their emphatic sensitivity toward their peers and their emotional stability. In our case, the strengthening group cohesion also resulted the performance surplus for the individual. In one of the groups during the last occasion, we did an empathy-developing and problem-solving practice that happened in the following way:

"Considering the whole group: the practice took place in a very sincere and confidential atmosphere. They were often surprised by their utterances. That heir fears are common. They gave advices- often even to themselves! It was unbelievably deep. They strengthened each other.

### Feedback:

- It was strange and good to hear my problem from someone else's mouth;
- It wasn't difficult to indentify myself with others' problems;
- I got a lot of good advices;
- They are not that big problems, as the others also told almost similar things;
- These conversations are very good. We never talk about things like these, though we have been here for more than 10 years..."<sup>32</sup>

The participants' positive social identity developed in the KÁSZPEM<sup>®</sup> groups, and the (*sometimes just feigned defence*) indifference and harshness were replaced by the occurring hope and decisiveness, which were awaken in them by the continuous strengthening and by the accepting community which tolerates the individual differences. The fact that the self-confidence of the group members became stronger and that their emotional state became more positive and stable, shows that the group developed. This is a great achievement, taking the nationwide representative ÁGOTA<sup>®</sup> research statements into account, stating that 49,2% of young people living in state care bethought themselves of there was no sense of their lives<sup>33</sup>.

The group's development is also shown by the fact that according to the arriving circles they organised program and also looked for each other's company apart from the group occasions. They were not "lonely islands" anymore. The basic norms developed in all groups and the group operated along these common norms.

A simple empirical example: During the joint meals, we could often observe in the groups, that after they received the meals they went for them immediately. However, the group members noticed that the team members did not touch their meals until everyone got their own meal or until they did not say a prayer together. The next time the children waited for each other patiently, (moreover they gave the food to each other!) and they held their partners' hands and said the prayer together like that. All the meals happened in the same way in further group occasions.

Alternatively, another example, which also illustrates well how the norms became inner ones:

"As I have already mentioned it at the previous session, the boys behave very badly with each other and they hurt each other. We would like to give norms

<sup>&</sup>lt;sup>31</sup> ÁGOTA® Pilot Pedagogical Program Diagnostic reports V. group / 7.occasion

<sup>&</sup>lt;sup>32</sup> ÁGOTA® Pilot Pedagogical Program Diagnostic reports V. group/ 7.occasion

<sup>&</sup>lt;sup>33</sup> János Kothencz: About them...for them...I. The social characteristics of children and youth taken out of families ("those living in state care") nowadays-National Research among children and youth living in state care ÁGOTA<sup>®</sup> (Support for the Endangered Youth living in State Care) national, non profit Foundation 2009 Szeged page 266

and values. We started to introduce, that in our companionship we do not tolerate bad language.<sup>34</sup>...

...S. D. (18-year-old boy), who is a real dominant person in the group and who badly demoralised the girls and his male fellow sufferers, he basically went through a positive change. He did not speak badly and he was the one, who put the others in their place".<sup>35</sup>

During the program, we found out from the group members' sharing and from the feedbacks of the caregivers that the group members – instead of using the old norms- started to use the group norms in their everyday life.

"Arriving circle, Girl group member: she shared it with her friend- in  $\acute{A}GOTA$  way-, how glad she would be, if the boy talked about his feelings toward her and what she meant to her."<sup>36</sup>

Or a school example:

"Arriving circle, Girl group member: She asked the teacher to help her, who went there and sewed one of them for her and then he left her telling her to do the other one by herself. The girl asked him to help. She asked him several times. (When she asked the teacher to help her, she did what we had taught her. To ask for help"

#### Likelihood of successful social integration according to the children's opinion

One of the important indicators of the group development how the group members evaluate the likelihood of their successful social integration. Of course, their individual development is reflected by the higher result after the program, and concerning the group as a whole, the indicators show that a common set, regulated and unconditionally accepting environment in what way and to what extent influences the likelihood of successful social integration. In one of our questionnaires, we were curious how the group members judge the position in society and integration into society.

The survey questions were stated like this:

Where would you put yourself <u>NOW</u> in the following social ladder? (1= very low, disdained class. 10= socially the most respected and revered class)

<sup>&</sup>lt;sup>34</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports II. group / 3.occasion

<sup>&</sup>lt;sup>35</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports II. group / 4.occasion

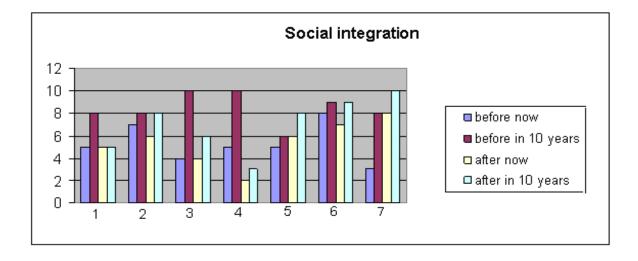
<sup>&</sup>lt;sup>36</sup> ÁGOTA<sup>®</sup> Pilot Pedagogical Program Diagnostic reports V. group / 5.occasion

The survey questions were stated like this:

Where would you put yourself **IN 10 YEARS** in the following social ladder? (1= very low, disdained class. 10= socially the most respected and revered class)

The differences of the answers before and after the group process can be seen in the diagrams below, which show the individual development of the group members and the development of the group:

Likelihood of the success of social integration ion the assessment of individual group members - Results before and after the program (7 group members' opinion)



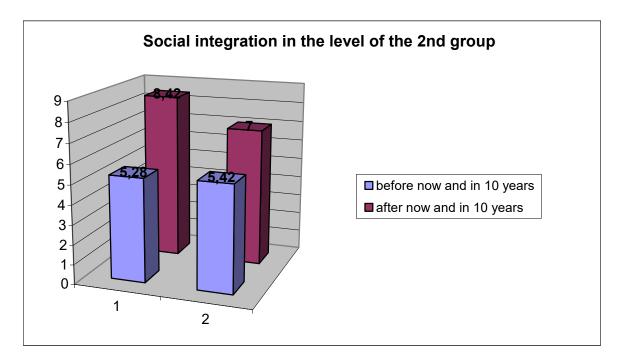
*Before now:* Before starting the program where the child would put himself/herself in that time

*Before in 10 years:* Before starting the program where the child would put himself/herself in 10 years

*After now:* Before finishing the program where the child would put himself/herself in that time

*After in 10 years:* Before finishing the program where the child would put himself/herself in 10 years.

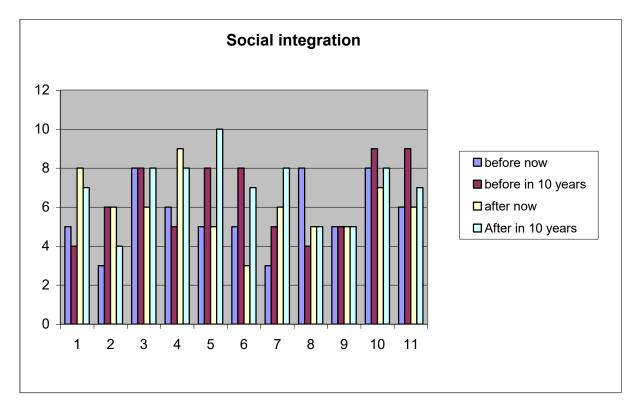
Likelihood of the success of social integration ion the assessment of the whole group - Results before and after the program (summary of 7 group members' opinion)



*Before now and in 10 years* – Before starting the program where the child would put himself/herself in that time and in 10 years

After now and in 10 years – After finishing the program where the child would put himself/herself in that time and in 10 years

Likelihood of the success of social integration in the individual assessment of the group members - Results before and after the program (11 group members' opinion)



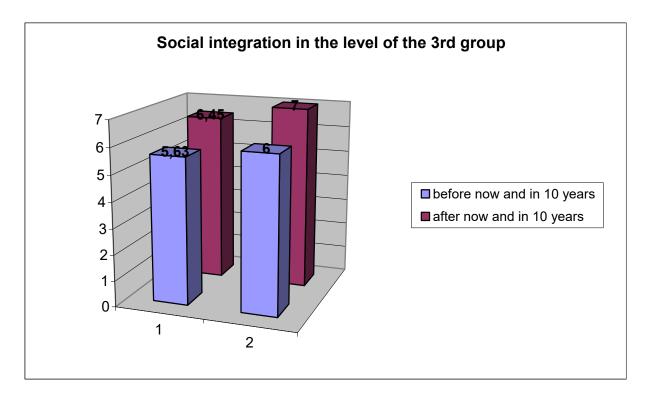
*Before now:* Before starting the program where the child would put himself/herself in that time

*Before in 10 years:* Before starting the program where the child would put himself/herself in 10 years

*After now:* Before finishing the program where the child would put himself/herself in that time

*After in 10 years:* Before finishing the program where the child would put himself/herself in 10 years

Likelihood of the success of social integration in the assessment of the whole group - Results before and after the program (summary of 7 group members' opinion)



*Before now and in 10 years* – Before starting the program where the child would put himself/herself in that time and in 10 years

After now and in 10 years – After finishing the program where the child would put himself/herself in that time and in 10 years

The KÁSZPEM<sup>®</sup> method can be a good tool in our hands -taking the above-mentioned things into consideration- for treating the difficulties of children and youth living in state care. Every colleague working with them is equal with the objectives of the KÁSZPEM<sup>®</sup>: to teach them to live together with the past and to show them -by strengthening their self-esteem- that the control of their fate and future are in their own hands. With the help of this well-usable tool, we can achieve significant changes in the success indicators of the national childcare.

### 6. chapter

The theoretical considerations of the KÁSZPEM® in connection with the topic, affection

About the affection in general

The development of the affection and social relationships

The factors influencing the development of affection

Affection theories

The affection in the light of personality and development theories

The sub-phases of the separation- individuation

Affection disorders

The role of family in the development of the child and the consequences of the absence of the family

### 6 chapter The theoretical considerations of the KÁSZPEM<sup>®</sup> in connection with the topic, affection

(Looking at the issue of affiliation)

Looking at the entire professional background of the KÁSZPEM<sup>®</sup>, it is essential to speak about attachment. According to our experiences, the colleagues experience serious difficulties mainly in connection with the situations coming from the children's attachment. In this chapter, we are placing this issue under the magnifying glass.

### Viola Osváth

### The affection

### 6.1 About the affection in general

### The primary affection

The affection is for the tendency of the infant that he/she looks for the closeness of certain people in order to feel himself/herself safe beside these people<sup>37</sup>.

The "primary affection" is the most important background of the child's emotional but also his/her physical and mental development. That close communicational and physical affection is called primary affection which evolves by the time the children turn about half a year and it links them to their mother and their direct surrounding and other people are definitely not part of it.<sup>38</sup> If this affection cannot develop or damaged, that will definitely lead to physical or mental symptoms. In such case, a backlog can be detected in the children's development.

The importance of the primary affection was revealed only in the middle of the 20<sup>th</sup> century by the psychologists. There were signs earlier too, which could have been a warning, -for example the mortality rate of children living in shelters often reached the 90% rate-, but the improvement of health and demographic conditions were needed for these to become conspicuous. Within the psychology, the emergence of psychoanalysis focused the attention on the importance of early love-relation. Alice Bálint explained this in the following way; during the analysis, in each case they had to go back to the pre-oedipal times, and they had to search there the damages in connection with the relationship with the mother<sup>39</sup>.

René Spitz published an article in 1946, in which she wrote down what symptoms an infant or child -separated from his/her mother- have due to hospitalisation. According to his observations, depending on the length of separation, more and more serious damage occurs in the child. The big motion is damaged, the manipulative activity decreases or terminates and the ability to make contacts is also damaged. She found out during her observations that the orphanage children's developmental curve falls steeply comparing to the normal one. Spitz thought the situation of the age-group of half year old children was critical. She wrote a symptom list sorted by months, which describes the separation of the infants older than half year:

<sup>&</sup>lt;sup>37</sup> Atkinson R.L., Atkinson R.C.: Psychology, Osiris-Szabadvég Publisher Budapest, 85.page

<sup>&</sup>lt;sup>38</sup> Zs Vajda.: The psychological development of the child. Helikon Publisher, Budapest, 2006. 94. p.

<sup>&</sup>lt;sup>39</sup> Alice Bálint: Mother and child. Párbeszéd Publisher, Budapest, 1990. 39. p.

- 1. month: fussy, crying all the time, cannot be satisfied
- 2. month: does not cry any more, only wails, keeps losing weight, does not develop
- 3. month: lies in weariness, rejects contact, his/her face does not express a thing, sleeping and eating problems are characteristic
- 4. month: indifferent, exhausted, tired, lethargic
- 5. month: starting from this the separation causes lasting damage. If the infant gets to a new mother before this period, the symptoms can get more moderate, or can even be terminated. <sup>40</sup>

Bowlby (1969) has a defining role in the recognition of the importance of affection. He defines affection as the search for proximity and its maintenance with another person. According to him, the affection behaviour is an inborn urge, in other words the infant possesses such behaviour patterns which foster the proximity and the contact with his/her mother, or an equivalent person. Such behaviour is crying, laughing, kicking, etc. Bowlby emphasizes the parent's skill to answer this behaviour of the child, and finds it important to stress that there is such a sensitive or critical phase in the early state of the child's life when this behaviour must evolve. From the evolutionary point of view, this behaviour or behaviour system increases the chance of survival.

According to Bowlby, the affection is a kind of a regulating system between the child and the mother in which the regulation is carried out by a two-sided interaction process.<sup>41</sup>. The maintenance of the proximity of the protecting adult represents that primary mechanism which controls the safety and survival of the infant. According to Bowlby, the affection does not rely on the satisfaction of our basic needs, but it is rather an independent motivationbehavioural system and from the aspect of survival it has a determined function<sup>42</sup>. He built his thesis on the imprinting theory, that is, the infant is born with such an instinct group, which ensures him/her the connection with his/her mother. Since the reflex of clinging is very weak in case of humans, therefore such inborn behaviour patterns are needed, which urge the mother to pick up her child and look after him/her. So according to Bowlby, there is on the one hand such a reaction-kit in the child which has a signal function (smile, gurgle, cry) and on the other hand there is also such an inborn behaviour repertoire which serves to establish connection (hugging, clinging, later approaching and following). The infant born as a social human being in the phase of the human imprinting, which as for Bowlby is the first six weeks, is looking for the other significant person looking after him/her. <sup>43</sup>

As for the experiments carried out with monkeys by Harry Harlow in 1969, the attachment evolves via the physical contact with the mother and does not depend on whether they were fed by the subject of the primary affection or not (the little monkeys spent most of their time on the "substitute mother" covered by hair, even if they were given food from a mere "wire-mother"). These experiments also highlighted the fact that physical contact in itself is not enough to evolve a healthy affection. Since those monkeys which were given the chance to get pleasant stimulus via a plastic monkey covered by hair ("hair-mother") only, later in the field of the social connections showed serious falling behind with their mates developing beside an alive mother.

Harlow and his co-workers have found that these animals were either indifferent or aggressive with their mates and they were unwilling to have sexual intercourse or look after their offspring.<sup>44</sup>

<sup>&</sup>lt;sup>40</sup> Katalin Galambos: The basics of developmental psychology and socialisation. Műszaki Publisher, Budapest, 2000. Page 48

<sup>&</sup>lt;sup>41</sup> Cole M., Cole S.R.: Developmental psychology, Osiris Publisher, Budapest, 1997, page 243

<sup>&</sup>lt;sup>42</sup> Bernadette Péley: The role of the narration in the development of the self, Hungarian Science, 2002/1, page 71

<sup>&</sup>lt;sup>43</sup> Anikó Zsolnai: Attachment and education. Eötvös József Publisher, Budapest, 2001. page 25-26

<sup>&</sup>lt;sup>44</sup> J. Hadházy (edit.): Selected passages from the developmental psychology, Élmény '94 Dc., Nyíregyháza, 2003. page 25-27

Goodall in 1980 announced his observations carried out among chimpanzees living in their natural habitat based on which he wrote that little chimps staying alone without their mother were always left behind at the bottom of the hierarchy and on many occasions became victims of the battles among the monkey groups.

In 1979, Stephen Suomi repeated the experiments of Harlow, but changed the period of the separation. He established two groups, one of which he separated for a short while and he found that these monkeys required physical contact too intensely after the separation. They were clinging to each other all the time and neglected all the useful activities: did not eat, did not clean each other and did not learn the suitable sexual behaviour. As opposed to this, the monkeys being separated for a long time completely rejected any kind of contact with their mates: they avoided physical touch, did not cooperate and they were aggressive with each other. In case of them, the difficulties of the evolvement of connection have remained by their adulthood, too.<sup>45</sup>

The human child does not only need a mother in order to fulfil his/her biological needs, either. "The mother is warm, mother is the food and mother is the pleasant state of safety and satisfaction<sup>46</sup>. According to Fromm, the first positive emotion an infant experiences is the "feeling of being loved". Based on these, love is a learning process. First, we experience the feeling of being loved then after following the sample, we acquire the "art of love".

Peck defines love as "willingness to the extension of the self in order to foster the mental development of the self and of the others.<sup>47</sup> This definition also suggests that love is the result of a socialisation process.

Affection means the guarantee for that the child can later define himself/herself and can recognise the phenomena of the outside world based on fix grounds. Along the suitable satisfaction of the physical and emotional needs, the ancient trust can evolve in the children<sup>48</sup>, which makes it possible in his/her later self-development that higher needs (need for being loved and being appreciated) might appear and might be satisfied.

According to Bowlby, affection relations are regulated by a behavioural-motivational system which evolve in infancy. This system monitors the physical proximity and psychological availability of a "stronger and wiser" affection person –usually of the motherand activates/regulates the affection behaviour towards this person. When the child feels safe, the mother serves as a safe background and with her supportive presence fosters such activities as the discovery of the surrounding, the play or other social behaviours. Bretherton and Munholland stated in 1999 that if a child gets scared, the exploration aims are destroyed by the search for shelter and encouragement by the mother, the younger the child is, it is more true. Bowlby compares this behavioural system to the operation of a thermostat. If the distance between the child and the mother is too big, the "system" is being activated and the child is looking for the proximity of the mother. If the proximity is suitable, the activity of the "system" reduces. Therefore, the affection creates a balance between the safety need and the need of the various learning experiences<sup>49</sup>.

<sup>&</sup>lt;sup>45</sup> Éva Balogh: Developmental psychology, Didakt Ltd, Debrecen, 2004

<sup>&</sup>lt;sup>46</sup> Fromm, E.: The art of love. Helikon Publisher, Budapest, 1984. Page 52

<sup>&</sup>lt;sup>47</sup> Peck, M.S.: On untravelled roads, Láng Publisher, Budapest, 1990. page 67

<sup>&</sup>lt;sup>48</sup> Erikson E.H.: Childhood and society, WW Norton, New York, 1963

<sup>&</sup>lt;sup>49</sup> Cole M., Cole S.R.: Developmental psychology, Osiris Publisher, Budapest, 1997, page 283-284

### 6.2 The development of the affection and social relationships

According to observations, even infants prefer human face as opposed to other forms and the high female voice. A part of their reflexes also fosters connection (e.g.: Morro-reflex). In the past decade, the imprinting nature of the child-mother relationship has been emphasized. According to this, even the very first minutes of their gathering is important, it can determine their later relationship.

At the age of 4-6 weeks, the social smile appears at the infant, which is a conscious reaction to the outside world, especially to the person taking care of him/her.

By the time the infants reaches the age of 6-7 months, he/she can actively participate in interactions, can mediate his/her emotions, desires and needs with non-verbal signs and in simple ways (with facial gestures, body language and voices) can answer to the stimulus of the social surrounding. By then the primary affection to his/her caregiver has already evolved, which has clear well-distinctive signs in the behaviour.

According to Eleanor Maccoby, these signs are the followings:

- 1. They make efforts to stay in the proximity of their primary caregiver
- 2. They become restless if they get separated from their caregivers
- 3. They express happiness at the time of the reunion
- 4. They direct their activities to the other person even if that person is not  $present^{50}$

At the age of 8 months, the fear from strangers appears which represents the stabilisation of the affection. At this age they get frightened if a stranger approaches them, touches them especially if the known person is not present. Separation anxiety is the most expressed at this age, too. According to the observations of Schaffer and Emerson, separation results in crying at the beginning in case of the leave of any person, then by the age of about half a year this is limited to the primary affection person. During the next couple of months, affection is extended to more members who are surrounding the child<sup>51</sup>.

At the age of half a year, the secondary inter-subjectivity occurs, the main characteristic of which is that the children and their caregiver participating in the interaction can not only make the emotions referring to each other common, but are also able to direct their attention and emotions to outsider objects or people. For instance, the child can follow the eyes of his/her mother when she looks at something. Secondary inter-subjectivity helps the operation of the so-called social reference. While discovering the surrounding, the child has a look at his/her mother or caregiver to see how she judges the given act. Based on the acquired information, the child learns how to treat certain situations and objects and learns what the right emotion and attitude is like when he/she gets into contact with it<sup>52</sup>.

At the age of 1-3, the strong selective affection continues towards the parents and so does the distrust towards strangers. At this time, there are 3-4 preferred people in the life of the child and still an affection hierarchy can be observed. The affection to the mother is the strongest, this is what reduces the anxiety of the child the most, but in playful situations, often the father is privileged by the children.

<sup>&</sup>lt;sup>50</sup> Cole M., Cole S.R.: Developmental psychology, Osiris publisher, Budapest, 1997, page 219

<sup>&</sup>lt;sup>51</sup> Hetherington E., Parke RD.: Child psychology, A contemporary viewpoint, McGraw-Hill, New York, 1986, page 247-249

<sup>&</sup>lt;sup>52</sup> Cole M., Cole S.R.: Developmental psychology, Osiris publisher, Budapest, 1997, page 219-220

By the time the child goes to kindergarten, he/she can make friends with a stranger, by then the separation anxiety reduces. The child does not require so strongly the physical proximity, and if the leave of the parent is explained to him/her clearly, he/she does not or hardly shows any negative emotions. If the parent leaves in an unexpected way, in an unimaginable way or among threatening circumstances, the separation anxiety can manifest again. Many people think that on such occasions the selective affection can weaken although the observations show that elder children or adolescents much more frequently react to the loss of parents with an extended mourning reaction and they find it much more difficult to express their emotions to the new parent if they are given a foster parent. The reality is rather that in the maintenance of the connection, the role of the physical proximity reduces. By then the child can perceive that the connection can exist over time and distance, too<sup>53</sup>.

At a junior school age, another change occurs concerning the social relations. Although the child has already been interested in his/her contemporaries, it is this period when he/she gets mature enough to take part in the formation of his/her social relationships. As an equal partner, he/she is able to communicate based on mutuality.

During the adolescence, the separation off the family begins, and the role of the contemporaries is becoming more and more emphasized. However, this does not mean that the role of the parents completely disappears in this period. It is absolutely necessary for the healthy development that the parents and the adolescents find the optimal rate of the self-fulfilment and identity search with mutual adjustment. If the parent is not a partner in it, this might cause a serious crisis in the development of the child (this is also true for the permissive and for the too strict behaviour, as well). During the adolescence, the emotional independence off the family takes place, although it is important that this should happen only in case the child is emotionally mature for the separation. If the affection earlier was not suitable, the separation often takes place too fast, in many cases as an escape. The contemporary relations have a significant role during this period in the life of the adolescents. The youth spend much more time with their friends than before and time spent together becomes especially important for them. Friendships give them the chance to be honest and open, to be themselves in front of the others. Besides, for the youth the friend can also mean a social reference, to whom they can turn to in case of uncertain situations.

Wander-Zanden finds the effect of the contemporary groups important in 4 fields:

- 1. As the arena of independence they foster the separation off the parents
- 2. They help to acquire the rules of mutuality, competitiveness and cooperation
- 3. Here the child does not have a marginal status just like among adults
- 4. They are the carriers of the child-youth culture<sup>54</sup>

### 6.3 The factors influencing the development of affection

The development of the affection is influenced by several factors from the moment of birth. According to certain researchers, one of the factors is that whether the mother is let to meet the infant immediately after his/her birth. In case of several animal species (for example in case of rabbits it has been proved that if the cubs are taken away from their mother, then she does not accept them back any more.

According to Klaus and Kennell<sup>55</sup> in case of humans (in case of the mothers) there is also a sensitive period to develop affection. According to their research data, those mothers who are given the chance to get into touch with their infants, even after 11 months they took better care for their children and reacted more sensitively to their needs.

<sup>&</sup>lt;sup>53</sup> Á. Vetró, Perry-Jones WLL.: Child and youth psychiatry, SZOTE, Szeged, 1996

<sup>&</sup>lt;sup>54</sup> Wander-Zanden, JW.: Human development. Alfred A. Knopf, New York, 1985, page 322

<sup>&</sup>lt;sup>55</sup> Cole M., Cole S.R.: Developmental psychology, Osiris Publisher, Budapest, 1997, page 135-136

The affection is a two-sided process. From the mother's point of view, the early experiences are as important as from the infant's point of view. Salk stated data concerning this first in 1973. As for his observations, in the development of the maternal love, the "sensitive period" followed by the birth of the child has an important role.

According to the observations, the mothers instinctively hold their infants on their left arm, ensuring them to be able to listen to the maternal heart beat similarly to the situation inside the womb. Salk<sup>56</sup> found based on his observations carried out in a London hospital that only those first-labouring mothers have become definitely "left arm holders "who can establish a physical contact with their infants within the first twenty-four hours after the labour.

Lynch stated in 1975 that in those families where there are more children and the mother beat only one of her children regularly, one or more of the following factors could be shown:

- 1. abnormal pregnancy
- 2. abnormal labour
- 3. the child was separated from the mother longer than usual after the labour
- 4. later separation from the mother in the first six months
- 5. the chronic illnesses of the child in his/her first year of age
- 6. the chronic illnesses of the mother in the child's first year of  $age^{57}$

There are also such data, which suggest that among those children who are brought up with heavy beating and corporal punishment, we can find premature babies in a disproportionately big rate whom their parents could see only months after their birth, who could be seen only via a mirror for a long time. (Klaus and Kennel, 1976). Ranschburg and his co-workers examined such infants and their mother in their article published in 1980 who were separated after the birth for a shorter or longer period because of the illness of the child. The parents were asked to put their 8-month-old baby on the baby dresser in a surgery and to deal with him/her. Then a nurse appeared in the door and asked for the mother's identification card. "According to the statistics, the longer the separation was between the mother and the infant after the labour, the more likely it was that the infant was left all alone on the baby dresser at the time of the calling." It was also observed by them that the longer the separation was, the mother showed the less sympathy, anxiety or comfort during the medical examination and the less protective she was<sup>58</sup>.

Another factor –parallel to the animals- from the aspect of the development of the affection is that the baby-like features of the children evoke the caregiver behaviour from the mothers. This was first stated by Lorenz (1943) in connection with animals. According to the research results of Fullard and Rieling<sup>59</sup>, in case of girls around the age of 12 and 14, in case of boys around the age of 14 and 16, a preference shift can be perceived from the adults towards the children.

The reflexes appearing at the infants might also foster the development of the affection. Every mother is filled with warmth when her child holds her finger tight and does not let it go (holding reflex), if the child reaches after her when he/she feels falling (Moro-reflex), if the child turns his/her head towards her when hearing her voice. These reactions

<sup>58</sup> Dr. Ranschburg J.: Love, moral, autonomy, Integra-Projekt Ltd., Budapest, 1993. page 58-60

<sup>59</sup> Fullard W., Rieling AM.: An investigation of Lorenz's babyness. In: Child development, 1976, (47) page 1191-1193

<sup>&</sup>lt;sup>56</sup> Salk, J.: The role of the heartbeat in the relations between mother and infant, 1973, Scientific American, 288. page 24-29

<sup>&</sup>lt;sup>57</sup> Lynch, M. A.: Ill-health and child abuse, Lancet, 1975. VIII. 16

increase the self-confidence of the mother, which fosters the development of the sensitive answers given to her child.

The first smile of the infant has also self-confidence growing effect on the mother, although it is not necessarily addressed to her. This social smile is even more effective when the mother can sense that this smile is absolutely different from the previous smiles. In addition, in case of the differentiated smile she can be sure that it was only for her.

From the aspect of the mothers' feeling of competence, the child's temperament is also important. This expression covers the style how the child usually reacts to his/her surrounding. Thomas and Chess (1982) separated nine different behavioural characteristics in order to describe the temperament of the infants. Based on the nine characteristics, they were listed into three categories. The "easy "infants are usually playful, systematic and can easily adapt to new situations. The "difficult" infants are unsystematic, hot-tempered and find it hard to adapt to new situations. The so-called "slowly-warming up" children's activity level is low, they treat the new situations intermediately badly and their reactions are usually weak. The easy infants fulfil the mother with the feeling of a good and effective parent. "And this parental self-confidence fosters the treatment of the child with bigger patience, bigger devotion and more sensitive care."<sup>60</sup> However, the difficult infant evokes anxiety from the caregiver who –because of this- "can lose the ability to get to the same level with his/her child."

### *The nature of the affection:*

According to Ainsworth, the relationship depends on the quality, it is more important than quantity. Inside the quality, there are three important factors:

*Exclusiveness:* Only one person looks after him or not. None of the extremities of exclusiveness is good. (at the age of 15-18 months the children are the most sensitive to get into nursery, because the separation anxiety is the biggest then).

*The ability to react:* How much the mother answers the needs of the child. Smile from the mother's part is one of the strongest reactions, but the expressive mimics are also important. It is not only the specific behaviour what counts but its quality as well (e.g., how the mother changes the diaper of the child). If the mother's answer skill is suitable, the child's cognitive behaviour is better.

*Mutuality:* Tuning to each other, taking each other's needs into consideration.

Ainsworth and his co-workers<sup>61</sup> carried out a research in 1978 during which they separated different affection types at one-year-old children. The experiment was based on the observation of behavioural characteristics: the child's playing activity in the presence of the mother, his/her behaviour at the departure of the mother, at her return and in the presence of a stranger.

Based on this, the following affection types were described.

- $\Rightarrow$  Safely affected (B typed): In the presence of the mother the child feels safe, plays calmly and is friendly with the stranger, too. If the mother leaves the room, he/she becomes restless and the stranger cannot comfort him/her. As soon as the mother returns, he/she calms down quickly and gets back to playing. 60-65% of the American children show such affection pattern.
- $\Rightarrow$  Anxious/ avoiding (A typed): As long as they are together in the room, the child is neutral towards the mother. He/she does not always cry when the mother leaves the

<sup>&</sup>lt;sup>60</sup> Pulay K., 1997, About affection and the lack of the mother, In: Bernáth L., Solymosi K., (editors.) Developmental psychology students' book, Tertia Publisher, Budapest, 1997,

<sup>&</sup>lt;sup>61</sup> Ainsworth MDS, Bell SMV, Stayton DJ: Individual differences in strange-situation behaviour of one year olds. In: Shaffer HR (ed.): The origins of human social relations. Academic press, New York, 1971

room, but if he/she does, even the stranger can comfort him/her. When the mother returns, the child does not search her proximity, does not go to her to get comforted. About 20% of the American children belong to this category.

- $\Rightarrow$  Anxious/ resisting (C typed): This group is often called ambivalent, too. Such a child stays close to the mother at the beginning of the examination. When the mother leaves, he/she gets completely desperate and does not calm down even when she returns. He/she searches the proximity of the mother, but resists at the same time. If she picks him/her up, the child wants to be put down. About 10% of the American children belong to this category.
- $\Rightarrow$  Disorganised: Main and Solomon described the fourth category later in order to rank children. The child who belongs here does not show an affection pattern, his/her behaviour is confused and fear from the mother can be recognized at him/her. It can happen that a child "becomes paralysed". According to Main and his coworkers the explanation to the child's behaviour is that the approaching and the moving away from the mother tendencies are simultaneously present. About 10% of the American children belong here.

The condition of the safe affection is that the parent should react sensitively to the signs and needs of the child and that they could tune to each other mutually. By doing so, the child can feel safe, because he/she knows that the mother helps if it is needed. On the other hand, the mother of the uncertainly affected child puts her wish and mood on the first place. The anxious/avoiding child based on his/her experiences expects to be refused in case of approaching therefore he/she does not even try to search proximity. For the ambivalent child, once the parent is available, on other occasions, the parent is not available and because of this the child does not rely on the availability of his/her mother<sup>62</sup>.

According to later examinations, in case of children growing up in different cultures, there may be huge differences concerning the nature of the affection. In a study carried out in a kibbutz in Israel, it was shown that only 48% is the rate of those who got affected safely, while the rate of the resisting children was one-third<sup>63</sup>. Another study examined the children's affection in Germany and found that here almost 50% of the children belonged to the avoiding category, which was explained by the fact that the German parents do their best to educate their children to independence quite early<sup>64</sup>.

The question is whether these affection qualities are durable characteristics or not. In the post-following analyses it was found that the characteristics shown at the age of one (safely affectionate, refusing, ambivalent) remained in most of the cases. In the analysis carried out five years later, the stories were determining: for example making up or finishing such stories where the parents of a little child leave home. The results have shown that the other little child's imagined separation situation has recalled solution methods and such emotions which fit the safety of affection from the children. The results of other examinations were not that obvious: Bates and his co-workers did not find any connection between the affection at the age of one and the behavioural problems at the age of three<sup>65</sup>. However, Lewis and Feiring have stated that only 8% of the children who affected safely at the age of one

<sup>&</sup>lt;sup>62</sup> K. Pulay, 1997, About the affection and the lack of the mother, In: Bernáth L., Solymosi K., (adit) Davalanmental neurabalagu students/hook. Tartia Publicher, Budapatt, 1007

<sup>(</sup>edit.)Developmental psychology students'book, Tertia Publisher, Budapest, 1997,

<sup>&</sup>lt;sup>63</sup> Sagi A., Lamb ME., Lewkowicz KS., Shoham R., Dvir R. Estes D.: Security of infant-mother, -father, and metapelet attachments among kibbutz-reared Israeli children. In: Monographs of the Society for Research in Child Development. 50(1-2), 1985, page 257-275

<sup>&</sup>lt;sup>64</sup> Grossmann K., Grossmann KE, Spangler G, Suess G, Unzner L.: Maternal sensitivity and newborns orientation. Responses as related to quality of attachment in Northen Germany. In: Monographs of the Society for Research in Child Development. 50(1-2), 1985, page 231-233

<sup>&</sup>lt;sup>65</sup> Bates J., Maslin C, Frankel KA: Attachment security, Mother-child interaction and temperament as perdictors of behavior problem ratings at age three years. In: Monographs of the Society for Research in Child Development. 50(1-2), 1985, page 167-193

suffered from psychiatric problems at the age of six, while those who did not affect safely suffered from such problems in  $27\%^{66}$ .

Hazan and Shaver have found close connection between the features shown in the adult relationships and the patterns of the early affection<sup>67</sup>.

Devotion and affection cannot be used as synonyms since the search of proximity does not equal the high-level affection safety. The intense devotional attitude indicates the strength of the affection, although its safety is shown by how much the child believes that his/her mother will be there and helps if it is needed<sup>68</sup>. The strength and the safety of affection

are in inverse relation with each other. According to the experiment of Harlow and Rosenbaum (1963) those little monkeys who were swept off the hair-mother by a strong airstream in other words the hair-mother "turned her back" to them, spent much more time with swinging on her than those whom she "did not turn her back to". The devotional behaviour is reducing gradually if the child's affection safety is suitable.

### 6.4 Affection theories

The most important theories explaining the reason of affection represent completely opposite point of views. The three most important among these:

- 1. Starting from the learning theoretical point of view, the little child starts to get affected to his/her caregiver because that person satisfies his/her basic biological needs. The relationship itself –according to this theory- appears as a secondary drive because of the consequence of learning. Therefore, the claim of the relationship building is not present as an autonomous necessity.
- 2. Considering the affection from the ethological approach, the affection is determined by the inherited patterns evolved during the evolution. According to this, affection is an autonomous motive which is determined by genetically inherited basic forms and the manifestation of which is determined by maturing processes and not by the experience.
- 3. The psychoanalytical approach does not have a united concept concerning the affection, some of its representatives put the emphasis on the satisfaction of the urges similarly to the learning theoretical approach (e.g. Freud), while others emphasize its inherited nature (e.g. School of Budapest). <sup>69</sup>

In order to understand affection more, it is worth summarizing how the different personality and developmental theories discuss this topic.

### 6.5 The affection in the light of personality and development theories

If we survey the ideas of the different personality and developmental theories concerning the first few years, behind the apparent contradictions we can everywhere find the relation to the mother as the defining factor of the development.

<sup>&</sup>lt;sup>66</sup> Lewis M, Feiring C: Attachment as personal characteristic or a measure of environment. In: Gewirtz JL, Kurtines (edit.): Intersections with attachment, Lawrence Erlbaum, New York, page 3-19

<sup>&</sup>lt;sup>67</sup> Hazan C, Shaver P: Romantic love conceptualized as an attachment process In: Journal of personality and social psychology, 1987. no.59. page 270-280

<sup>&</sup>lt;sup>68</sup> Pulay K., 1997, About the affection and the lack of the mother, In: L. Bernáth, K.Solymosi, (edit.) Developmental psychology students' book, Tertia Publisher, Budapest, 1997,

<sup>&</sup>lt;sup>69</sup> Anikó Zsolnai : Affection and education. Eötvös József Publisher, Budapest, 2001. page 25-26

According to the *classical analytical* theory, the first year is considered to be the phase of oral, the main "problem" of which is whether the mother can satisfy the child's oral urges and needs. According to Freud in this period, solitude is the natural state for the child in other words he/she is featured by primary narcissism. The role of the mother is only to foster the satisfaction of the erogenous zones (mouth and anus) occupied by the self-loved libido.

The members of the *School of Budapest* gradually refuted this idea in the first half of the 20<sup>th</sup> century. Sándor Ferencz realised that even in the mother's womb the child is not alone and later the loving atmosphere is also essentially important for him/her. Imre Hermann wrote down the inborn urge of holding which ensures the physical affection to the mother<sup>70</sup>. *Alice Bálint* talks about archaic mother-child affection<sup>71</sup>, while *Mihály Bálint* some decades later completely refutes the existence of primary narcissism and says that the infant is featured by the primary love, which links him/her to the close surrounding starting from the very first days<sup>72</sup>.

According to *Alice Hermann* most of our fears can be traced back to the fear of solitude, even mortal fear can be considered as separation anxiety. It is particularly true in the childhood when the child is completely at the mercy of his/her surrounding, depends on them both biologically and mentally<sup>73</sup>.

*Melanie Klein* dealt with child analysis and she founded the theory of object relationship. According to her, "the object means a beloved or hated person, place, thing or fantasy". She identified the fantasies, feelings and memories towards another person as inner objects, while the person or the thing itself appears as an outer object.

*Margaret Mahler* separates the biological and psychological birth of the child. This latter one, according to her, is the result of a long development and its condition is the separation from the mother. She calls this process separation-individualisation which is fulfilled in more steps and which is preceded by two so called "forerunner" phases:

- The normal autistic phase: the infant according to the supposition of Mahler is in a sleeping-like state, he/she is indifferent to the stimuli of the outsider world. This phase is terminated when the child opens to the external world.
- The normal symbiotic phase: the child turns to the stimuli of the external world, the mother's "katexis" (occupation by the libido) takes place but the child still handles himself/herself and the mother as a dual unity, the self has not been demarcated yet. The self emerges from the memory traces of the experiences acquired during the symbiotic phase. However, for the healthy development, the interactional model of the mother and the child must match so that the "holder behaviour" could be accomplished from the mother's part.

<sup>&</sup>lt;sup>70</sup> I. Hermann : The ancient instincts of the man, Magvető Publisher, Budapest, 1984. page 71-72

<sup>&</sup>lt;sup>71</sup> A. Bálint: The development of love and the sense of reality. In: Soul analytical Studies, Somló Publisher, Budapest, 1990. page 30-41

<sup>&</sup>lt;sup>72</sup> M. Bálint: Two Notes on the Erotic Component of the Ego-Instincts. In: Primary Love and Psychoanalitic Technics. Liveright, London, 1953

<sup>&</sup>lt;sup>73</sup> A. Hermann: Education to become a man, Tankönyv Publisher, Budapest, 1982. page 189-190

### 6.6 The sub-phases of separation- individualisation<sup>74</sup>:

1. Differentiation (the development of the body image) : from the age of 4-5 months to 7-9 months

The important element of symbiosis is the physical contact, which via the Tactilis stimulation, helps in the separation of the physical self, in other words the infant's body limit and body image evolves. One of the important stages of the differentiation is hatching which means hatching from the symbiosis, in other words the stage when the child starts to turn towards the external world, wakefulness and sleeping get completely separated from now on. The baby pushes his/her mother so that he/she can have a closer look at her, to get to know her better. Simultaneously fear from strangers also appears which shows that the baby can differentiate himself/herself from the mother and the mother from a stranger.<sup>75</sup>.

2. Practice: it has two phases: from the age of 7 months to 10-12 months and from the age of 10-12 months to 16-18 months

The child is separated physically from the mother in the practice phase and at the same time, a specific relationship develops with the mother and finally the autonomous ego apparatus starts to develop very fast. The child during this phase holds onto a "temporary object" in the absence of the mother (teddy bear, blanket) since this object provides the feeling of safety.

- ➤ In the first phase, the child gets separated from the mother (crawls and climbs) and that is how he/she discovers the world but time to time he/she gets back to the mother to "refill", to be re-loaded emotionally.
- The second phase starts with walking, which according to Mahler is featured by the own functions on the one hand and the extended reality on the other hand. The child falls in love with the world, but his/her narcissism is at its peak.
- 3. Re-approaching: it has two phases: until the age of 15-18, and 18-24 months

The intentional search or refusal of the intimate contact is characteristic, communication is enriched with a vocal and non vocal symbolic language. The child's relation to the mother is featured by ambivalence: simultaneously the desire of reunion with the mother and the fear from being swallowed are present.

In the phase of practice, the child is featured by a kind of an omnipotence feeling, behind which there is the fact that he/she interprets the mother as a complementary self, however, during the re-approaching phase he/she realises that the mother is an independent being who does not necessarily satisfy all his/her needs. The child realises that he/she is a small defenceless being. It is very important in this phase that the mother remains available despite all her difficulties because the autonomous ego can evolve only like this.

4. The consolidation of individualisation and the start of the universal object constancy: age of 3

Two important tasks of the period is the development of the individuality (self-constancy) and the object constancy. Stable self limits evolve and the fusion of the positive and negative object images takes place which is the pre-condition of the object loyalty (the object of love is not rejected and does not change easily if it does not satisfy his/her needs.) According to Mahler, in the background of the development of the antisocial (psychopathic) personality is that in the lack of the good and the bad object images necessarily a utilitarian relationship pattern evolves. Since the mother is the main character of this complete process, so if she cannot give enough love and mediate enough empathy towards the child, then she makes the differentiation of the self and object difficult, the result of which can be splitting, burst of anger or withdrawal from the mother. In the adulthood relationship difficulties, in extremely

 <sup>&</sup>lt;sup>74</sup> Mahler, M.S.(1963): Toughts about development and individualisation. The Psychoanalytic Study of the Child
 18. International Universities Press, New York, page 307-324

<sup>&</sup>lt;sup>75</sup> Hamilton, G.N.: Object relationship in practice, Animula Publisher, Budapest, 1996. page 33

severe cases borderline or the development of antisocial personality can be the result if the individualisation does not take  $place^{76}$ .

*Otto Kernberg* deviates from the theory of Mahler. Concerning his supposition differentiation depends on the experiencing of satisfaction and frustration. According to him, the good and bad intra-psychic structures get separated from the very beginning. The pleasant joyful experiences serve the basic of the development of the good self-object image, while the frustrations lead to the evolvement of the bad self-object image. At around the age of 3, the "good" and the "bad" self images get integrated and so do the "good" and "bad" object images. It means that even in a frustrating situation, the child can think of his/her mother as a good mother. The severely frustrating or insufficient parental behaviour can hinder the integration of the bad object and self images which might result in either the development of a too strict superego or strong suppression. Both of them make the healthy development difficult.<sup>77</sup>

*John Bowlby* divides the development of affection to four phases:

- 1. phase (from 0 to the  $8^{\text{th}}$   $12^{\text{nd}}$  week): they can hardly or not at all differentiate people
- 2. phase (from the 12<sup>th</sup> week to the 6<sup>th</sup> month): the child builds an emotional relationship with only one person (the mother)
- 3. phase (from the 6<sup>th</sup> month to the 3<sup>rd</sup> year): the child claims the presence of the mother but builds relationship with others, as well.
- 4. phase (after the age of 3): the child gets separated from the mother gradually. He/she can sense the feelings and the aims of the mother instinctively, and so a more complex relationship evolves between them.

According to him, if affection does not evolve between the mother and the child, or if out of any reason the mother cannot give the emotional safety to her child that can be the source of later behavioural problems. This, according to his observations, happens if harmony cannot evolve between the child and the mother (unexpected pregnancy or the exaggerated expectations of the mother).

### *Mary Ainsworth* describes three phases in affection:

1. phase: 0-6<sup>th</sup> month. Preparation phase: in this phase the child is able to give social answers, indicates his/her needs and pays attention to the signs of his/her social surrounding and prefers acquaintances. The mother scheme evolves and the child reacts sensitively to the changes concerning it (e.g.: the bad cough of the mother or the change of her hair colour);

2. phase: 7-24<sup>th</sup> month. The child seeks proximity actively;

3. phase:  $2-3^{rd}$  year. The phase of partnership. The child can consider even the parent as an outsider person.

*Henri Wallon* emphasizes the changes of the mother-child relationship and the changes of the affection quality in the different phases of the development<sup>78</sup>:

- 1. *the period of the impulsivity of moving*: the needs of the child are satisfied via the mother, this will be the base of their emotional personal relationship. By the time the child reaches the age of 6 months, he/she has a colourful repertoire to the emotional expressions.
- 2. emotional phase: The emotional affection towards the surrounding, especially towards the mother is so strong that he/she cannot separate himself/herself yet, total subjectivity describes this phase which is called subjective syncretism by Wallon. In

<sup>&</sup>lt;sup>76</sup> Zsuzsanna Kulcsár: Early personality development and self-functions. Psychoanalytical theories in biopsychological analysis, Argumentum Publisher, 2006. page 56-57

<sup>&</sup>lt;sup>77</sup> Kernberg, O.: Object relations theory and clinical psychoanalysis, Jason Aronson, New York, 1976

<sup>&</sup>lt;sup>78</sup> Wallon, H.: Selected studies, Gondolta Publisher, Budapest, 1971. page 56-65

this phase, the infant and the mother live in complete emotional interaction with each other.

- 3. after the age of one, the child almost completely turns towards the outside world. The development of walking and talking enable him/her to separate himself/herself from the outside world. At the age of three, *personalisation* starts, the task of which is the independence of the self and its enrichment. In this period, the family he/she depends on has a very important role since he/she will identify with the role inside the family for a longer period. Frustrations and negative effects suffered during this period foster the development of the "complexes" which is very difficult to get rid of later. Wallon differentiates three phases of personalisation:
  - a. defiance and denial: in this phase the child protects the newly acquired autonomy of his/her personality so in his/her behaviour rejection dominates.
  - b. graceful phase: the child intends his/her self to be acknowledged , he/she wants to be attractive, he likes being appealed to others (narcissistic phase)
  - c. with the help of imitation he/she tries to identify himself/herself with others. He/she does not only imitate one-two moves but the person he/she loves or envies.
- 4. *differentiation* starts at around the age of 6 and lasts until about the age of 11. The child realises that the personality is polyvalent and he/she can evolve various, changeable relations in his/her affections, too. This is needed since for the development of school regulations and friendships, flexibility is highly essential. The child can adjust to various situations without being frittered away and so he/she gets to know himself/herself better and better.
- 5. *adolescence* is the last quite vivid period towards adulthood. This is a very controversial, ambivalent period. Shyness, blustering, the desire to be liked and the mocking of others are characteristic. This very same duality describes their relationships, as well.

**Daniel Stern** used the results of the modern developmental psychological observations and experiments in order to create his theory. According to his supposition, certain self-feelings are present even at the moment of birth. He was especially interested in to know how the self manifests in social interactions.

His fundamental concepts are:

- The sense of agency: acting self, this is the condition of the feeling of control over external and internal happenings
- Experiencing the physical unity of the body: this is an essential condition of the development of the body and the self-concept.
- Continuity or the feeling of continuance: the motor and the affective memory enable it, which, according to Stern, appears at the age of 2-6 months.
- Affectivity: he means the moments of the emotional experiences by it.

According to the theory of Stern, joining the social relations, the inter-subjectivity is the function of the subjective self. He talks about the following developmental stations:

- 1. *Revealing self-feeling* (0-2 months): this is the period of the careful interaction. The child already seeks the relationship with the outside world; this is preceded by the real relationship.
- 2. *Self seed feeling* (2-8 months): the search of the eye contact, the appearance of the social smile. The social needs dominate. The self opposes the other, and the other controlling the self gives security.
- 3. *Subjective self-feeling* (8-15 months): those affection patterns evolve which later have a big significance in the social relationships. The social self appears which enables the adjustment to the other. The affections develop with the other who is taking care.

- 4. *Verbal/symbolic self-feeling* (over 15 months): by then the self-consciousness develops and this appears in speaking, too. The language enables a new type of relationship but renders both the integration of the self-experience and that of the interpersonal experience. During this period, the root of empathy starts to develop at children.
- 5. *Narrative self feeling*: the child's own narrative starts, he/she can describe both the historical and the imagined reality, he/she enters the socio-cultural world<sup>79</sup>

**Winnicott** emphasizes the role of the "quite a good mother" in the healthy development. Among the function of this he highlights three as defining ones<sup>80</sup>:

- *Holding*: enough care, in the lack of which extreme amount of tension appears in the infant. The feeling of falling apart might evolve from this tension and that he/she does not consider the outsider world as a comfort zone.
- *Care giving*: eases the development of the psychosomatic relation, the improvement of the coordination and the evolvement of the skill, which helps the child find pleasure in the physical operations and in existence.
- *Subject representation*: it means the realization of the infant's creative potential, this starts the subject affection and also helps the infant experience his/her relations in the world of subjects and phenomena as real.

He defines development as an inherited maturing process, which however, can be realised only among suitable circumstances. If the surrounding is not suitable for the infant, the development of the self is interrupted, it is coming to a deadlock. This remains as far as the child finds such an accepting atmosphere, which enables a more spontaneous, more authentic personal experiencing.

He divides development into three major phases:

- 1. *absolute dependence*: in the first few weeks of life, dependence is not conscious, therefore Winnicott calls it absolute.
- 2. *relative dependence*: The infant is aware of the dependence and as a result of this, he/she will be able to let the surrounding know when he/she wants their attention.
- 3. *heading for independence*: the infant is very gradually heading for getting independent from his/her mother. At the age of one, the infant can hold the image of the mother for a while, but dependence appears repeatedly for a long time.

According to Winnicott, the development of the healthy personality is defined by the harmonizing of the mother and infant from the earliest infancy age. If the mother is not susceptible enough to her child's personal, unique characteristics, if she neglects or abuses her child, that might lead to the development of fake- self -confusion. Fake-self-confusion, in Winnicott's eyes, is the "deficiency disease of the surrounding". "It is not feeding what is important but rather the pleasure and love that the mother experiences while taking care of her child." Thus, the decisive thing is how sensitive the mother is to her child's states of mind.

If the parent does not or does not really understand the child's thoughts and feelings and does not reflect them back to him/her, then the omnipotence illusion of the child gets hurt. So the child can react in a lot of ways: his/her self can be flooded, can become anxious, can hide his/her gestures, can imitate his/her surrounding and so hinders his/her own creativity. He/she

<sup>&</sup>lt;sup>79</sup> É. Balogh: Developmental psychology, Didakt Publisher, Debrecen, 2004. page 76-77

<sup>&</sup>lt;sup>80</sup> Winnicott DW.: The development of the self and the family, Animula Publisher, Budapest, page 21-26

adjusts to the gestures of the surrounding obediently and therefore creates a false selfstructure which lacks originality and spontaneity. Winnicott says that people owning such fake self stay in close symbiosis with the subject of their original affection or as they grow up, they look for another strong personality whom they can fuse with<sup>81</sup>.

### 6.7 Affection disorders

The disorders of social relationship appeared in BNO-10 first as independent disease groups, previously they were among the other disease forms. BNO-10 talks about three disorders inside this topic:

reactive affection disorder unhindered affection disorder selective mutism

However, the main component of several other psychic diseases in childhood can be the problematic nature of affection.

Such clinical pictures: separation anxiety

school phobia emotional disorders

Concerning those who are in childcare, typically, the first two affection disorders are present, therefore we are going to talk about these in details, but the emotional disorders are also frequent in this population.

### Reactive affection disorder:

The children lack the affection behaviours (in accordance with their age) towards the parents and the caregivers and their social answering ability is poor. Its seriousness is changeable but the symptoms might appear in the first months: the social answer does not appear, the presence of the mother does not calm down the child and for the leave of the mother, the infant reacts with crying. At the age of around half a year, they lack the ability of the vocal answer and the playing activity. Later they gradually reject the contact, they are becoming less and less interested in their surrounding, sometimes they react apathetically, on other occasions they react aggressively to the relationship building attempts of their surrounding. The concomitant symptom of this clinical picture is that the child is falling behind with the linguistic and motion development, and very often the most obvious symptom is the slowing down and the delaying of the growth. The independence skills in accordance with the age are missing, the attention and the concentration performance is weak, emotional lability, aggression and impulsive and/or oppositional behaviour feature the child. Eating disorders, sleeping disorders and hypersensitivity to touch and voices can accompany it (e.g. the child shudders if we want to caress his/her head). The age of appearance is under 5, but the diagnosis can be set up even in the first few months. Above the age of 5, this clinical picture does not evolve even in case of severe pathogen care.

*Etiology, pathogenesis*: in the background of the symptoms there is always severe pathogen care. Usually the child's needs towards the basic emotion, comfort or stimulation are not satisfied. Often this is associated with the fact that his/her physical needs are also unsatisfied and that his/her surrounding does not protect him/her from the physical dangers and attacks (including the physical or sexual abuse). Reasoned factor can be the repeated change of the caregiver, which makes the development of the stable affections impossible.

The mothers/caregivers usually think that they treat their infants/children suitably, however, direct observations showed that they lack the ability to answer the child's voice and behaviour indicating his/her needs and wishes.

<sup>&</sup>lt;sup>81</sup> P. Fonagy: The rethinking of the definition of Winnicott's fake self In: Winnicott DW.: Soul evolving in a relationship, Új Mandátum Publisher, Budapest, 2004. page 254-259

### Unhindered affection disorder:

The child's increased affection need is not selective, it appears equally with everybody: without selection but superficially affects to the adult who gets into connection with him/her. In case of separation he/she does not cry, does not object, not even when a new person starts to look after him/her. At around the age of two he/she sticks to the caregiver in an exaggerated way and at the age of 4, this is substituted by the intention to call attention: "the child does everything to get into the centre of the attention". It is typical in all ages that the child is too friendly to every adult without selection, "hangs on them", and the contemporary relations are less nuanced.

Associating symptoms: hyperactivity, reduced durability of attention, emotional unstable nature, aggression, low frustration tolerance and school performance disorders can be characteristic.

The age of appearance is under 5, above the age of 5, this clinical picture does not evolve even in case of severe pathogen care.

*Etiology, pathogenesis*: this disease can be identified mostly at infants and children brought up in institutions, where there were not the basic needs of binding, since they were surrounded by constantly changing caregivers. In case of children living in family it is caused by the ever-changing caregiver because of the antisocial or marginal parental lifestyle, and because of the family's constantly changing position and moving.

Today it is still uncertain if this disease is about deficit of the ability to make relationships or it is a learnt nature in the child's behaviour, since within the institute this behaviour may be adaptive, even if it hardens the integration outside.

# 6.8 The role of family in the development of the child and the consequences of the absence of the family:

So far, we have only talked about the relation towards the mother or the primary affected person, although the family has a similarly important role in the life of the child. In each and every historical era and social regime, the child lives his/her first few years in a family relationship, he/she has to obtain the basic needs in order to become a social being in this micro surrounding.

The families do not carry out their social tasks with equal attitudes, abilities, devotional skills and success. The reasons of the difference are not simply in the socializing relations and in other circumstances, but also significant diversities might evolve –especially in developed civilizations- due to the family structures and the layer specific traditions. The family members' emotional features and the changes of their psychic balance are important.

The socializing functions:

- provides the care needed for the survival and the development of the child;

- the intimate relation between the parent and the child establishes the emotional base of the self development;

- the child learns the verbal and meta-communication in family interactions;

- the child must acquire the basic socio-cultural habits, attitude schemes and values in the family;

- the conditions of the age, family, sex and social roles of the developing individuals are based on the attitude towards the family members;

- the child's self-concept, identity and self-ideal evolve.

From the above-mentioned list of the family's socializing tasks, it becomes obvious that although the early mother-child affection is the decisive condition of the evolvement of the personality's emotional-cognitive relationships, the subsequent family experiences are also defining elements of the individual's harmonious or disharmonious development.

The children excluded from their families and brought up in institutes socialize differently than those children who are brought up in families: instead of the effect of the family's intimate micro surrounding, the big grouped, uniformed, more or less impersonal care conditions become their primary experiences mainly in case of those who are brought up in children's homes starting from infancy to the verge of adulthood. The rich emotional diversity of belonging to the parents and siblings cannot be substituted by the occasional love-relation towards the caregivers and the mates.

During adolescence, in the behaviour of those children who are brought up in institutes, it can be experienced that the self-development gets stuck in an infantile rate, the child's emotions are poor, his/her temper reactions are unpredictable and inadequate. His/her personality was built up in a way that his/her ego and superego have not become effective enough, the young is not able to subordinate his/her instinct urges in a reliable way to the realistic expectations of his/her surrounding, to the social norms.

These children's institutional socialization, tasks, and opportunities are defined by their earlier life circumstances, the way they used to react emotionally to them and last but not the least the age when they got into state care, getting out of their families. These factors can appear in countless variations, therefore socialization aims and methods should have a unique form in case of each and every child. However, since this cannot be carried out within the institutional framework, out of practical reasons we try to categorize those children who got into state care according to some typical life situations. The majority of the state cared children used to live among the following socio-cultural conditions:

- in a stimulus poor surrounding, in a neglected way, retarded concerning the psychosomatic development;

- in a deviant family, traumatized by brutal treatment;
- in a torn family, mostly after the initial good feeling as the parents have started to become enemies, the child has got more and more neurotic;
- in a badly structured or completely unstructured family, being absolutely lonely due to pathogen and significant educational mistakes, turning against their family and the society.

Besides the above-mentioned life events, they could experience several other traumas, for example they got into state care from "adoptive parents", or the torn family is at the same time a deviant family, as well. In the big foster home groups, the children having been hurt from different harms cannot become a community. As long as their retardations, neurotic symptoms and dissocial states do not decrease or are not cured, they cannot give each other support.

### 7. chapter

The theoretical considerations in connection with the psychosocial development

The psychosocial development theory of Erik Erikson and the foundations of the  $K\acute{A}SZPEM$ ®

Infancy: Trust or distrust

The characteristics of psychosocial crisis of infancy in case of children taken out of family

Early childhood: Autonomy or shame and doubt

The characteristics of psychosocial crisis of early childhood in case of children taken out of family

Pre-school age: Initiation or guilt

The characteristics of psychosocial crisis of pre-school age in case of children taken out of family

School-age: Performance or feeling of inferiority

Adolescence: identity or role-confusion

The characteristics of psychosocial crisis of adolescence in case of children taken out of family (KÁSZPEM®)

Young adulthood

The characteristics of psychosocial crisis of young adulthood in case of children taken out of family (KÁSZPEM®)

Adulthood

The characteristics of psychosocial crisis of adulthood in case of children (adults) taken out of family (KÁSZPEM®)

Elderly age

The characteristics of psychosocial crisis of elderly age in case of children (adults) taken out of family (KÁSZPEM®)

### 7 chapter

# The theoretical considerations of the KÁSZPEM<sup>®</sup> in connection with the psychosocial development

# (The model of personality development lasting for a life) 7.1 The psychosocial development theory of Erik Erikson and the foundations of the KÁSZPEM<sup>®</sup>

The knowledge of the psychosocial developmental phases is a basic condition for most experts working in the field of pedagogy, psychology and sociology. Besides the compulsorily taken tertiary courses, its real value is shown when we would like to understand the developmental state of the child or adult helped by us and when we would like to work out a future plan concerning the goals to achieve. Theory also helps a lot to identify which developmental phase the person got stuck at and also to know which is that task solving potential, the lack of which continuously hinders him/her in the development and to learn how we can support him/her to step forward. Theory can be well used in the system of KÁSZPEM<sup>®</sup>, too since it basically sees the main task of the personality's development in the adaptation to the social surrounding.

Erik Erikson has interpreted the development of the personality as a change going on in the social surrounding. The self-identity of the personality (Self-identity: "...the conscious self experience which is evolved along the interaction with the social reality." In Carver-Scheier 2006. (page 298) changes from the moment of birth until death continuously.) Development lasts all lifelong and does not finish with the end of adolescence. The different ages and life situations set the personality newer and newer tests, in other words psychosocial crisis or conflict. The psychosocial crisis is a chance to quality further development although also includes the chance of the danger of increased sensitivity. Such periods last for at least a year but might also last for as long as thirty years. Each and every life phase is featured by a different crisis depending on what the most important social task of the personality is in that phase. In the psychosocial crisis, there are several possibilities to solve the main life task, which solution methods are in the two counterpoints of the same psychological quality. One of the outputs of the counterpoints helps the social adjustment of the personality in a much bigger rate than the other output of the pole. In order to ensure the personality to develop healthily, both poles of the counterpart must be experienced in some rate. The enforcement of the positive output or exaggerated care might as well make finding the balance difficult as the succession of negative experiences. At the end of the psychosocial crisis, the personality – with the help of the solution found in the crisis- achieves a newer level of the adjustment. Erikson calls the such newly acquired operational method self-quality which enriches the individual and helps him/her in further more successful conflict solutions. Since conflicts or crisis do not end by the closure of a certain phase, but return during our life on more occasions. The new self-quality helps the personality in coping with the old or repeated challenge in a new, more successful, more adaptive way. The acquired self-quality durably builds into the personality. Although, Erikson has tried to associate the psychosocial developmental phases to the ages, too, he also emphasized that these are only approximate limitations since the personal life path and development of the individual highly influences the time when the crisis comes (e.g. although the conflict between identity and role confusion is put to the time of adolescence by theory, in case of children taken out of families this period, because of falling behind with school frequently, might start only at the age of 16 and can last even until young adulthood). In case of children taken out of families or struggling with family problems, it is especially important not to examine only the given life phase's crisis and self quality according to the age when observing the child since it may occur that the child got stuck in a much earlier crisis or due to his/her striking experiences a crisis which can theoretically be put to a much later phase dominates in his/her life (let us think to that child who is forced to become a breadwinner at a very young age).

Psychosocial phase (age limitation)	The counterpart of the basic conflict of the crisis	New self quality evolving in case of a successful solution
Infancy (1 year)	Trust or distrust	Норе
Early childhood	Autonomy or shame and	Willpower
(from the age of 2 to 3)	doubt	
Pre-school age	Initiation or guilty	Intention
(from the age of 3 to 5)	conscience	
School age	Performance or minority	Competence
(from the age of 6 to 11)	complex	
Adolescence	Identity or role confusion	Identity
(from the age of 12 to 20)		
Young adulthood	Intimacy or isolation	Love
(around the age of 25)		
Adulthood	Generative stagnation	Care
(around the age of 60)		
Old age	Self integrity or despair	Wisdom

Erikson described eight psychosocial developmental phases:

### 7.1.1 Infancy: Trust or distrust

The psychosocial crisis of the first year of age is between the counter poles of *trust* and *distrust*. The child is very defenceless in this period. It is not only his/her well-being, health and mental development but practically also his/her survival which depends on the attitude of the care giving surrounding. The care giving surrounding which reacts well to the needs of the infant, which communicates regularly and positively, which is accepting, stable and emotionally supportive contributes to the fact that the feeling of ancient trust can evolve in the child. Via the ancient trust, the child is reinforced in the faith that the future is predictable and can have positive outcome. Therefore, the self-quality of *hope* evolves. If the infant is surrounded by a constantly changing social surrounding, or if his/her needs are not reacted in a suitable way, if he/she is neglected or abused, the feeling of distrust gets reinforced in the child. We all know well that we have to experience distrust as well in order to evolve a basic self-defence skill, but too many negative experiences might hinder the development of social relations.

# The characteristics of psychosocial crisis of infancy in case of children taken out of families

The trust image of children taken out of families can get damaged severely even in infancy. The reason of taking the child out of the family is often the not suitable behaviour of the care giving surrounding (let it be the mother, the father, or even the grandparents, siblings or acquaintances). The endangering of the infant might take place at foetus age via drinking, the abuse of the mother, improper lifestyle or the rejection of the foetus. After the birth these problems may intensify. In a surrounding, which is rejecting, neglecting and endangering, the infant can only experience that he/she can trust nobody and that it is never sure what to expect from anybody. This feeling cannot be cured easily with getting into state care, either since in the children's homes the child must share the attention and care of the staff with their fellow sufferers -until the end of a shift... Therefore, among children taken out of families it can be stated in general that the phenomenon of ancient distrust is present. They find it hard to build social relations and they always have to be ready to get disappointed in somebody or lose someone. Because of the ancient distrust, typically, they get isolated and keep the distance or

as its complete opposite, they would like to practise total control over the person they rely on, in order to be sure that they will never be disappointed in him/her.

Although the wounds of trust make social adjustment extremely difficult, they can be cured. With a stable personal relationship, in a cosy and accepting atmosphere with consequent, positive education, the child can be helped to move towards the pole of trust. Since the psychosocial development is a lifelong process, there is a possibility to reach the self-quality of trust and hope in any age. However, as long as this crisis is not arranged in a satisfactory way, then –similarly to every other phase- he/she will bump into conflicts concerning trust repeatedly without real solutions. Therefore, it is our task as experts helping children to build or rebuild the structure of the lost confidence.

### 7.1.2 Early childhood: Autonomy or shame and doubt

For the young child during his/her maturity and development, as moving progresses the world is getting more and more open. Manipulation, change of situation and place and later the intentional activities all contribute to the fact that the child can experience the feeling of autonomy, the feeling that he/she can practise control over him/herself and the surrounding (e.g. he/she gets toilet-trained, he/she can intentionally calls the adults' attention or can reach the cookie box on the top of the fridge). The new self-quality brought by this crisis is the willpower, in other words experiencing determination and the possibility of free activity. If the child faces serious obstacles in order to enforce his/her autonomous intentions (for example he/she pisses in unintentionally, his/her parents do not appreciate his/her efforts or humiliate him/her) shame and despair will gain control over the child as a result of his/her deeds. It can be stated that the successful solution of one of the phases can help the solution of the following crisis. So, for example, it also proved to be true during the experiments that those children who stick to their caregivers more surely and trust him/her, dared to explore the new things more bravely and so could achieve the feeling of autonomy more successfully.

# The characteristics of psychosocial crisis of early childhood in case of children taken out of family

If we examine the development of the child in connection with a previous crisis, we can easily realise that the damage of trust might have negative effects on the intentions towards autonomy, too. It is either the unsuitability of the surrounding or the characteristics of the institutional background, which have a disadvantageous effect on children taken out families. The controlling of the pissing and bowel movements is more difficult to such a child whose toilet training does not take place for the pleasure of the parents, for the acknowledgement of the social surrounding, but because the rules or the comfort of the caregivers dictate so (e.g. it is tiring to constantly change the diaper of the child or the parent humiliates his/her child if the child cannot keep it back). The children's homes -often despite the best intentions- mean a stimulus poor surrounding for the child. There is less possibility to discover the world. Let us think of the fact that state cared children almost always move in a group with the others from the very beginning from the street to the bathroom alike and concerning the available resources (let it be a toy or the attention of the caregiver) they must share on several occasions. The damaged trust image owner child less easily leaves his/her caregiver for discovering a new toy or playmate since there is a constant fear in him/her: "What if she also disappears by the time I come back?". At this age the child can fall into the trap of defencelessness: instead of the feeling of autonomy and control, his/her life is filled with the feeling of defencelessness and he does not even try to act independently when he/she is given the chance to do so. If a child can be motivated in a very difficult way, if he/she gives up in advance the fight without struggling, if he/she does not dare to face challenges, if he/she is unable to do simple things alone, if he/she cannot make decisions or does not ask to have his/her needs to be fulfilled (e.g. a lot of state cared children do not ask for food if they are hungry because they learnt that they can eat only if they are given food), we must take into consideration that in the crisis of early childhood, the child could not acquire the feeling of autonomy and the willpower's self quality. As helpers, our primary task is to ensure a safe background to the child that protects him/her if there is a failure and awards him/her if he/she is successful. As a second step, it is important to establish the possibility for the child according to his/her skills to reach success independently, and therefore to experience success. If we overprotect the child or give him/her readymade solutions, we will bring up will powerless, nondependent and on the long run condemned to depend adult instead of a strong, autonomous one.

### 7.1.3 Pre-school age: Initiation or guilty conscience

In a healthy developmental process, at around the age of 3, the child is able to give trust and hope, proudly practises autonomy and announces his/her will (starting from independent getting dressed to the spite which makes adults crazy to the toilet trained state). It is high time to experience what he/she can evoke from the surrounding with his/her freshly acquired independence and willpower and to know where the limits are. This period is the period of being in control, which includes several forms of getting into power: for example the ability how to establish social relationships even with contemporaries, how to practise ownership (how to get the shovel of the other child in the sandpit), how to get to know and understand the world the most (this is the well-known "Why-period") or even the permanent "acquirement" of the beloved person (this is called as Oedipus period in the psychosexual development, when for example the little boys would like to marry their mother or caregiver.) If positive answer arrives to the child's initiations, the child later bravely dares to initiate, to realise his/her aims without being afraid of the punishment -this is the self-quality of the intention. If the child's initiations constantly end up in failures, if his/her activities are accompanied by the surrounding's disapproval, rejection and punishment, guilty conscience will rule his/her whole behaviour. Naturally, rational limits must be set up for the child, since he/she learns in this period how to validate his/her own will without hurting the interests of others, although the balance must be found by the educational surrounding.

# The characteristics of psychosocial crisis of pre-school age in case of children taken out of family

The state of guilty conscience is unfortunately not only characteristic to pre-school aged children who are taken out of families. The child-except from some rare cases- is taken out of his/her family. The reason of taking him/her out is most often the neglect of parental duties, the not suitable educational surrounding and only very rarely the child's deeds or lifestyle (e.g.: truancy or wandering). Frequently the children are not aware of why they had to leave their families. Even if the new caregivers make an attempt to tell the children about the reason why they were taken out of the families that cannot be accepted by the child because of either the experienced trauma or the adults' judging, criticizing far from the child language way of communication. Therefore, a lot of children are forced to come up with explanations for themselves and live with that very severe burden that it was him/her who is to blame. He/she feels guilty and the huge rate of guilty conscience prevents him/her of forming new relationships. ("I am so bad that even my mother did not need me. How would anybody need me?"). Since the children taken out of families often get to a new socialization community-to a temporary home, to a children's home, to foster parents (based on our research very often they get to a dozen places until they reach majority)- the challenge of initiation must be made again and again. If the child faces subsequent failures during their self-enforcement, after a while he/she does not want to express his/her intention anymore and becomes passive, introverted and anxious towards his/her social surrounding. What he/she experiences is that no matter what he/she does, it will not happen anyway.

As a helping adult, it is a complex task to help the child over this crisis. On the one hand, we must notice even the child's tiniest initiation and opening intention and must react positively. We must also take into consideration that if the child has already only experienced rejection

by his/her surrounding, then our positive reaction might mean a so far unknown experience for him/her and can also make him/her close up or protect him/herself. A new pattern must be provided for the child to accept. (A kind caregiver practice: in a Hungarian children's home each and every newcomer is said that besides the leader of the residential home, nobody will know his/her previous life story. For two months, they do not open the personal file of the child, so he/she will have to time to "paint" a desired picture of him/herself. This gives the child the possibility to re-try initiation and to experience the self-quality of the intention). On the other hand, we must encourage the child to express his/her intention more often and more assertively to evoke acceptance from the surrounding.

### 7.1.4 School-age: Performance or feeling of inferiority

As the children turn school age, they experience an absolutely new form of self-enforcement. As they get into school, it is not enough to initiate only, in order to achieve the acknowledgement of the parents and teachers, it is not enough to draw a colourful picture or perform a children's rhyme. On the one hand, they must meet the expectations of the external surrounding (parents, teachers, etc.) and must perform based on these expectations. On the other hand, this performance is compared to the other children's performance and is valued, as well. Performance does not only affect school performance. The child's social surrounding also changes: integration among the classmates, becoming the member of the community is a serious social learning process during which the surrounding also evaluates the child's social performance. If the child performs well both in the field of learning and social integration and gets good marks, if he/she is hardworking, active and can achieve a favourable position in the class, his/her personality is enriched with the self quality of competence: in such a case the child experiences that he/she can do such things what are found useful and proper by his/her surrounding. However, if the child constantly gets negative feedbacks from the surrounding, concerning his/her deeds -he/she is degraded, discriminated and unsuccessful both in integration and learning- minority complex will strengthen in him/her. He/she does not feel equal with the others anymore and can get to that devil circle where as a result of the minority complex he/she starts performing more and more weakly, therefore increasing the rate of leaving behind and discrimination.

# The characteristics of psychosocial crisis of school-age in case of children taken out of family

A significant rate of children taken out of families performs much more badly at school than their mates. It might have several reasons:

- School is again a new surrounding in which the child should experience the conflicts starting from trust building to deliberate initiation. If the child is over-burdened mentally, psychically (for example he/she is worried about problems at home, scared to change surrounding) is not able to accept the expectations coming from his/her surrounding and is less able to meet them.
- Because of stimulus poor surrounding, chaotic lifestyle (e.g.: the child can wander around in the street all night), the different value system of the family (it is not learning but getting money is what counts to be a value) and the frequent inconsistent nature of expectations, for the child school seems to be a world which is too rich in stimuli, too disciplined and full of incomprehensible rules.
- Usually the child performs well in order to be acknowledged (IMPORTANT: The child basically does not learn for the good mark but for the acknowledgement received for it.). If he/she did not evolve such a relationship with an adult in the family or in the new educational surrounding (children's home, foster parent) for the sake of whom he/she would feel like learning, then good performance can be motivated in a more difficult way.

- In order to cure the disadvantages of the child, often professional assistance is needed with the help of either personally tailored courses and small classes or developing teachers. However, in Hungary the possibilities are very much limited concerning it.
- Minority complex almost counts to be a general phenomenon among these children, which evolves in them because of the fact that they were taken out of their families. Guilty conscience and the experience of uselessness and alienation filter into their life so deeply that they simply cannot handle rejection experienced at school.

Any of the reasons above in itself could also lead to school failure even in case of skilful children. The consolidation of the minority complex is even more dangerous to these children than to those who live in families. Since if the child cannot attain acknowledgement with school or social performance, the natural urge encourages him/her to find a field where he/she can be proud of his/her performance. In a lucky situation, he/she finds such an out-of-school activity, which is of building nature: the child can be gifted at sports, music or arts. Although it often happens that minority complex plunges the child into an endangering surrounding of doubtful value where he/she can also stand out by being the naughtiest. If the child does not have such a relationship with his/her caregivers who could protect him/her from this threat and he/she is still not accepted at school, on the long run it can lead to falling behind at school and getting lost in the society. As helpers, it is our extremely important task to form the feeling of competence in the child (again). Primarily, we must make an effort to establish such a relationship with the child in which punishment from us has a retarding force, while acknowledgement has a motivating effect on the child. We should pay special attention to the child's school progress and if needed let us include further help (the parent of the child, the teacher, the siblings to motivate, a developmental teacher, a special teacher who can help to put up with the loss). It is extremely important to form the child's lost and shaken value system: he/she has to see such examples via which good school performance and integration into the community might become attractive in his/her eyes. (It can also be a friend or a group mate who does well at school. However, approaching adolescence a well-chosen film or the fate of a singer can be unexpected life belts, too.) (The achievement of the experience of competence cannot be encouraged only at school. Successful integration into a positive and supportive contemporary group (e.g.: in a KÁSZPEM<sup>®</sup> training or in the group of the children's home) often helps the child to start to believe in himself/herself. It can also help the child to get the experience of competence if we match the surrounding's expectations the most flexibly possible to his/her abilities.

Children cannot be measured by one scale.

Let us protect the child we are in charge of, from abuse. Let it come from an outsider, from the direct surrounding or from the child himself/herself. The feeling of competence cannot be built out in the child's personality if he/she has minority complex.

### 7.1.5 Adolescence: identity or role-confusion

Adolescence brings a huge change into the child's life. Besides physical and hormonal changes, expectations concerning young adulthood also appear and persuade the child to find new rules and new self-identity. This period requires a higher level of self-knowledge from the child: on the one hand, the self image brought from childhood must be matched with the present changed situation; on the other hand, the social surrounding of the child must be also in harmony with the expectations towards himself/herself. It sounds simple like that, but it is enough to think only of some typical difficulties of adolescence (let's think of our child who is anxious about spots, who writes mysterious diaries, who stays out late, who is a rebel, who once talks back, other times gets mute, who has extreme looking friends, etc.) to confess: finding the new self identity is extremely difficult even for also those children who are brought up in harmonious families. If the child can successfully find the balance between his/her changed outfit, feelings, opinion and the opinion and expectations of other people who

are important to him/her, then at the end of the process, the young is enriched with the feeling of identity which means that he/she will be aware which features characterize him/her, and therefore interpreted as self-identical and which he/she feels apart therefore interpreted as self-stranger. The so-acquired new self-quality is loyalty which means that we insist on ourselves and our new self-identity. If the children cannot find a fitting role while searching self-identity, a comforting answer to the "who am I?" question, then they get into the state of role-confusion and as a result they cannot place themselves in their surrounding world. Because of the state of role confusion, adolescents can often be unable to decide, do not have a clear image of the future, do not know how to go on, or are often bored (this can also be the sign of having missed the target). However, it can happen that because of the lack of independent identity, the children choose models whom they often copy loyally and therefore give guidelines to their self-determination (let us just think of the child who does not only put the poster of his/her favourite singer but also starts to copy the star's way of dressing, style and behaviour as well.)

James Marcia and his co-workers further developed the theory of Erikson and the results of this work also give a helping hand to the experts dealing with personality development. According to Marcia, finding the balance between identity and self-confusion depends on two factors: how devoted the person is towards the new identity and whether he/she has experienced an identity crisis or not. Based on the analyses Marcia described four identity states:

- 1. The state of identity: the individual has gone over a self-crisis, has searched for his/her self-identity actively and has been already dedicated to his/her new self-identity.
- 2. Moratorium state: the person is still in the crisis, the phase of search has not been finished yet and the person has not become devoted towards his/her new identity, yet.
- 3. The state of early closure: the individual has only experienced a slight rate of crisis and has already become devoted. This is the example of a young soldier who joined the army because his father and grandfather were also soldiers. The short role-searching period appears in this case, too though this does not mean serious selection and the decision is made quite quickly. These persons are usually in a closer relationship with their parents compared to the others and they more often involve their family members into decision-making.
- 4. The state identity confusion: the person has not experienced a crisis and has not become dedicated to identity, either. These persons usually do not wish to deal with the problem of identity search. They often feel to be on the verge of society, isolated from others (Donovan 1975.). Individuals in the state of identity confusion often say that they have drifted apart from their parents and this phenomenon refers to the confusion of the development of ancient trust.

It can be stated in general that it is much better to reach affection via early closure than not reaching affection towards an identity at all. According to Prager, (1982) the devoted ones usually feel better in the world. Those youth who experience/experienced identity crisis (those who own ready identity and those who are in moratorium) are often very critical with their parents (caregivers), accept their advice less often and are much more independent in decision making. Neither group members are attached closely to their parents, although those who are in moratorium find the relationship with their parents more controversial: all they know is that they definitely do not want to be like their parents/caregivers. Disharmonic family background leads to identity diffusion in many cases (Oshman és Manosevitz, 1979), however, according to the 1979 research of St. Clair and Day, problematic childhood might as well help finding the identity.

### 7.1.5.1 The characteristics of psychosocial crisis of adolescence in case of children taken out of family (KÁSZPEM®)

As soon as adolescence arrives, the burden of children taken out of families multiplies. Besides the necessary changes, the children must cope with such tasks, which would even increasingly burden children living in harmonious families. One of such difficulties is the problematic issue of the state-cared children's life sphere. In children's home, the possibilities to create an intimate atmosphere are limited, which would otherwise be basically important because of the constantly changing body and roles. Unfortunately, what can be solved easily in a family often cannot be fit into the house rules of a children's home or into the unwritten rules of the community. The lack of a room which can be locked or a separated corner (even by turning in some wardrobes), the lack of the undisturbed bathroom and toilet usage is a frequent problem. Apart from these, we have not talked about that unsolved issue that when and how the child can see guests, how he/she can be alone with his/her love or how the adolescent's personal belongings (diary, mobile phone, wardrobe, letters) are not respected by the community. As helpers, we must be aware that the child needs the personal life sphere. Even in such a serious situation where the child or his/her mates are endangered (for example in case of a suicide attempt or abuse) we can only interfere into the child's life -followed by severe caution and professional consideration- without hurting his/her private sphere. If for example we felt like searching the child's wardrobe without his/her permission (or what is even worse: while he/she is away) saying that we are worried about him/her, let us not get surprised that he/she will never ever tell us anything or next time it will be him/her who will search our bag, saying that he/she was also worried about us. Before entering the child's private sphere, let us never forget: how our child or we would react to such a process we are about to plan and let us try to act as cautiously as possible.

Identity search in case of children living in families might be eased by the good parental model. However, in case of such children who were torn out of their families exactly because of their families' unsuitable nature, this period can be very painful and dangerous. It often happens that the children do not find a precious model to follow in their surrounding.

In such a case, the children rather look for an identification point of doubtful value, than just to "float" in an uncertain state. Unfortunately, in many cases it is easier to identify themselves with a troublemaker friend than to find their new, valuable completely different identity via a lot of difficulties. However, if we can find them such a model which can be accepted and build the children, we have already helped them a lot to find their identity. (Their model does not necessarily be Einstein. A good football player or a charitable pop star is much better model than a cartoon figure or Dracula). It is important to bear in mind: children are more likely to choose a person as a model whom they stick to, and experience positive feelings with. No matter how positive models there are in front of the children if they do not feel close to them and vice versa: maybe it is not needed to search a distant model since it is perhaps one of the workers of the children's home they like the best.

(During our research, we have come across such a children's home where one of the most popular workers was the cleaner. The girls attached to her and liked to follow her sample: they chose simple but sure job and held the community of the home together via their communication).

It can happen that the child let it be told or untold, but feels ashamed of his/her family. In such a case, if a child notices in his/her own behaviour such features which characterize his/her parents, it can fill him/her with guilty conscience, shame or even horror. ("If I am angry I shout like my mother. It's horrible, I don't want to be like her!") As helpers, it is important to identify these situations. From the aspect of the child's future, this is a lucky situation since it means that the child can also treat himself/herself with a kind of a criticism. In such a case, the adult's task is to ease the child's negative feelings and must reinforce the child in the belief that although he/she might take after the parents, he/she is not identical with them: the possibility of the final decision is always in the child's hands. Although, if we keep on telling

the children: "Learn, not to make the very same mistakes as your parents!" we might give them the chance to protect their parents and the sweetness of the forbidden fruit might plunge them into the situation we wanted to protect them from.

In case of those children who are brought up by foster or adoptive parents, we must mention an unfortunately typical problem which appears around the time when the children become adolescents and which in many cases might lead to the falling apart of the family. The adolescents might put on such behaviour and role patterns because of their identity crisis, which can be hard to manage for the care giving surrounding, and in an extreme case, it can be even unbearable. In case of an own, blood child, there are several biological, mental and social factors which help the parents in keeping the child inside the family and tolerating all his/her adolescent naughtiness. It is funny, but true: life begins with childhood so that we can get to love our child so much that we will be able to bear all the terrible things of adolescence. If we bring up the child by adopting him/her into our family, failure in connection with him/her can be interpreted not only as our own failure but criticism can also reach us from our direct surrounding, too. This pressure is very difficult to cope with as parents. However, let us not forget: as foster or adoptive parents, there are more possibilities to ask for professional help from family caregivers, psychologists and teachers. It can be embarrassing and humiliating to experience that the sweet little child, whom we used to take to kindergarten so proudly, has transformed to an impertinent and annoying teenager. Horror stories might come to our mind about children who lost control and suddenly started to take after their blood parents. In such cases, it is an easy explanation to contribute the child's behaviour to "heritage" and "blood". There are things what we inherit but the memories the children preserve in their heart are much more important: the things the loving adults imbued with them. Feeling ashamed of the children or rejecting them has never made any children change their mind on the long run. Let us ask for help, since we are neither omnipotent nor almighty. Nobody will repair our child, nobody preserves the philosophers' stone but good advice can be also given by either a good teacher, a foster parent counsellor, an experienced "parentcolleague" or even the child's own parent. Before we expose the child again to the pain of losing a family, let us consider all aspects: the child's fate can easily get worse if we do not protect him/her any more.

### 7.1.6 Young adulthood

In the crisis of young adulthood, the counter-pole of intimacy or isolation brings challenge to the personality. At this age, it becomes extremely important for the young adult to be able to form a loving, intimate relationship with somebody, where the relation between the two persons is featured by openness, acceptance, sacrifice and devotion. If the young adult can reach the state of intimacy, then the newly developed self-quality and love help him/her in preserving the intimate relationship on the long run. In Erikson's interpretation love is "such mutuality which wins a victory over contradictions evolving from separate identities", and by doing so, ensures the individual not to get isolated from his/her social surrounding and to be able to rely on at least one fix person in the awaiting difficulties.

If the young adult either does not have the chance to establish an intimate relationship (e.g.: he/she lives in an isolated way) or drifts apart from people around him/her intentionally, he/she gets to the state of isolation. Basically, we can talk about two types of isolations: social isolation means that the person fits into the society unsuccessfully, does not find an accepting community and thus becomes undefended and has to struggle difficulties alone. In emotional isolation the person drifts apart mentally from his/her mates and therefore it leads to loneliness. This is more difficult to recognize, since those who live in marriage or stable partnership can also get isolated emotionally next to their partner. This is the phenomenon of social solitude. Emotionally isolated people can open to their partner less and find it more difficult to accept the impulses of others, look introverted and inscrutable and these further increases their isolation. According to Erikson, the more positive the outcome of each crisis

is, the more successful the solution of further crisis will be. Similar relation between intimacy and identity was also discovered. The stronger the identity acquired in adolescence is, the more likely it is that the young adult will be able to reach intimacy and the self-quality of love.

## 7.1.6.1 The characteristics of psychosocial crisis of young adulthood in case of children taken out of family (KÁSZPEM<sup>®</sup>)

We do not have to be scientists to conclude concerning this crisis what kind of difficulties children taken out of families might have in the agreement between the counter poles of intimacy and isolation.

The young adults themselves state in connection with finding a partner and starting an independent life that they do not have or have only a very bad sample to follow in building up and maintaining cosy, intimate relationships with others. Often a huge amount of uncertainty and fear of making mistakes motivate them to close this crisis dramatically: they either get completely isolated or try to establish such an exclusive love relationship in which they can give all their absolute love to the chosen person: their partner can be a parent figure, a friend, a lover, a sibling, a loving partner and a protective angel at the same time. In this crisis having children also often includes the hope to experience the so far unfulfilled love relationship. Said or unsaid the young can hope that if he/she has a child, then at last somebody will belong completely to him/her, will love him/her without conditions, will never leave him/her and so he/she will never ever be lonely again.

However, many youth get into the trap of isolation, especially because of the surrounding prejudices. For example that silly prejudice which says that children taken out of families got into state care because they behaved badly, is still thought by many. A lot of people equal children's home with the young offender institution. The reality is that the rate of those children who were taken out of their families because of their behavioural problems is insignificant compared to the majority of children who got into state car because of their families' difficulties and cannot be blamed for living without their families! Because of such prejudices, unfortunately the children brought up in state-care have to prove repeatedly in a new community let it be the company of friends or a workplace. Ault and helpers supporting these young adults must reinforce them in the belief that they can be loved, and must prepare them how to solve conflicts in a peaceful way and how to practise determined self-enforcement in case of discrimination or attacks. The system of KÁSZPEM<sup>®</sup>'s group sessions provides very good devices to do so.

At young adulthood, the task of the helper is getting more and more difficult. The young persons have already reached majority and the self-determination is practically in their hands. We can mainly base on the self-qualities developed earlier and on the results of our former educational and helping work. If youth are filled with fear and uncertainty, they must be reinforced at an earlier phase that they are capable of starting an independent life and integrating into society. Strength and faith must be given to them to believe: they are not statistical figures, not only numbers in the diary, but such people who are free to love and make good decisions but also have the right to make mistakes and correct the bad decisions. Let us help the youth in focusing their love on not only one person: the sooner the better, as teenagers we should find them such community/communities where they are accepted and appreciated, where they can make friends and can see samples how others form their personal relationships. A sport circle, a fan club of a pop group, an ecclesiastical community, leisure time clubs, a KÁSZPEM<sup>®</sup> group, but even a model family can be all suitable for this.

#### 7.1.7 Adulthood

Adulthood involves the conflict of creativity and stagnation. This is the longest psychosocial phase, it can last for even decades. It is adulthood when we mostly face the desire to form something lasting, something which points to the future, which survives us. Fertility might have several aspects, which include having and bringing up children, handing traditions down, educating new generations as well as creating such pieces of arts, which last on the long run and make our life memorable and productive either in our private life or in our work. If the life of the adult is filled with creativity, then he/she experiences the self-quality of care giving which can range from taking care of children to feeling responsibility for the whole society, let it be either creation, a job or the result of a fruitful relationship. Those who cannot experience creativity, get to the state of stagnation. Stagnating persons cannot or do not want to deal with the future, turn towards their own world, become self-centred and mostly satisfy their own needs only. Thus, they can become part of their surrounding only in a slight rate.

### 7.1.7.1 The characteristics of psychosocial crisis of adulthood in case of children taken out of family (KÁSZPEM<sup>®</sup>)

Children taken out of families as adults can often leave all their childhood sufferings behind in this phase and can start a happy independent life without all the pains of the past. Many of them start to experience the joy of independent creation by forming an own family in this phase. For a lot of them, the birth of their child is not only a chance for a new love relationship but also a possibility to create a happy future for their child remembering all the shortages and disadvantages experienced in their childhood and by doing so they heal themselves, too. The adults need a huge willpower and the support of their social surrounding for this. Children taken out of families frequently suffer from low self-confidence (in many cases because of the less successful solutions of the previous crisis) so when they must stand on their own feet, they need increased support from their helpers. Since these youngsters and adults are mainly terrified from the future (this has been verified by our research and experience many times) building the future image, easing the tension and anxiety concerning the future and conscious future planning play a central role in the system of KÁSZPEM<sup>®</sup>.

Because of the fear from future and independence and the harmful effects of the institutional surrounding (here I mean the limited possibilities of experiencing independence) these young adults still often get to the state of stagnation. They do not dare so they cannot fulfil in creation, therefore their isolation from the world is getting bigger and bigger. Adults must be encouraged to search an area -suitable for their possibilities and abilities- where they can experience the joy of creation. Not everybody has to work as a top manager or bring up five children. Often the most simple things, such as a nicely cultivated friendship or a tidy flat (or honest self-maintenance in itself), or taking care of an animal or a plant contribute to experiencing self-esteem and creativity. There are many such adults who –after handling their own difficulties well- devote their life to help their fellow-sufferers. These adults' devotion is the base of KÁSZPEM<sup>®</sup>.

We also have to devote some sentences to the phenomenon evolving from a special life situation. At the beginning of the topic, I have drawn the attention to the fact that it is not enough to have a look at only one-two life phases of our helped ones, since children suffering from family problems do not necessarily follow each other in soldierly order. For those who work in childcare the child who has to take the role of an adult at the age of 8-10 can be similar. He/she looks after his/her younger siblings, it is him/her who earns money to maintain the family or who takes home his/her parents from the pub at night. These children cannot experience childhood at all. According to our research, the children's home can be a blessed release for many such children, where they no longer had to live as small adults, but where they could play, be carefree and learn, too. If we look after and support such children, we have to pay special attention to ensure them real childhood years. Of course, besides this,

we also have to teach them how to be self-sufficient (although besides self-sufficiency sometimes they are more experienced at looking after others than their contemporaries), however special attention must be given to playing, activities without stake just for the sake of creation, the real leisure time and relationship building with the contemporaries. By doing so, we can prevent the child as an adult to suffer from constant substitution for the lost childhood instead of living a full life and experiencing the self-quality of care giving.

#### 7.1.8 Elderly age

Elderly age is the last psychosocial developmental phase. This is the period of summary and looking back on the life path. If in such a case the old men examining their life path conclude that they are satisfied and if they could restart, they would not live significantly differently, they reach the state of life integrity. The self-quality acquired like this is called wisdom. However, if after examining their life path, they conclude that they have made the series of mistakes, they have lost their chances and cannot be satisfied, they get into the state of despair and suffer from the feeling that they have no more chance to correct their previous mistakes and that they have wasted their life.

## 7.1.8.1 The characteristics of psychosocial crisis of elderly age in case of children taken out of family (KÁSZPEM®)

According to Erikson, the conflict of the psychosocial crisis accompanies our whole life, reappearing time to time. Similarly, the successful outcome of previous crisis can promote the more effective solution of a later conflict. Thus, the elderly satisfaction of people taken out of families largely depends on the fact what outcomes the individuals experienced during their previous crisis. As helpers, our task is to provide such helping solutions to the individuals, which they can be satisfied with during their elderly years. These good solutions are not only needed in an elderly age: at the time of the closure of a given life phase (e.g.: starting an independent life), as a result of a serious loss experience (e.g.: divorce, losing a family member), or when facing mortality, the acquired positive self-qualities can help the individuals in the process of saying goodbye, divorce and in even in case of restarting. If -as helpers- we stand by the individual at a time of the crisis of self-integrity and despair , it is important to try to find as many things as possible via which they can feel their life is precious and makes sense.

#### 8. chapter

# The theoretical considerations of the KÁSZPEM® in connection with learning, development and nonverbal communication

The boundaries of learning

The practical benefit of the model

Nonverbal signs in communication

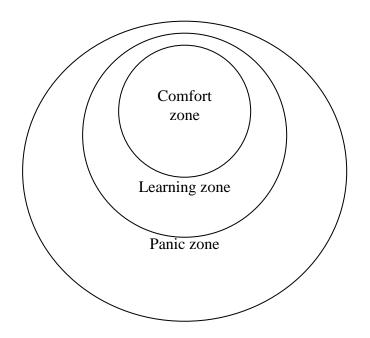
#### 8 chapter

# The theoretical considerations of the KÁSZPEM<sup>®</sup> in connection with learning, development and nonverbal communication

#### 8.1 The boundaries of learning

In case of the KÁSZPEM<sup>®</sup> method, we use the expression of learning in its psychological sense in other words we do not only consider knowledge acquirement among school frames learning but all such improvement movements during which the individual acquires new abilities, skills and facts. Therefore, learning is a lifelong process which helps people adjust to their constantly changing surrounding.

We differentiate three zones in learning based on how risky the individual subjectively interprets a given learning situation to his/her personality. Knowing these zones, we can very precisely build up our educational conception and according to the principles of sensitivity, we can be sensitive to the personal needs and possibilities of the child (or adult) participating in the educational process by using the method correctly.



**Comfort zone**: For the individual this level includes the routine like, familiar, practised behaviours. The emerging problems can be solved with the already known solutions. The individual is aware of his/her strengths, weaknesses and possibilities. This zone means comfort and safety for the personality.

**Learning zone**: Such situations and behaviours belong to the learning zone which are not known enough or have not been known yet by the individual and so he/she does not have successful solving methods for them. Getting into the learning zone goes with tension which as a result of its frightening or exciting nature can also make the individual energetic in favour of improvement. In this zone, there is possibility and need to evolve new abilities, skills and solution methods to solve new tasks.

**Panic zone**: In this zone the individual does not feel competent, and does not even see a chance to cope with the problem successfully. The situations of the panic zone exceed the individual's (supposed or real) productivity and lead to permanent frustration without reaching

a solution. Instead of learning and fighting, panic zone forces the individual to flee or to give in passively.

#### 8.2 The practical benefit of the model

The learning process according to this interpretation means that via improvement in the learning zone, the given zones become wider and wider, therefore more and more such abilities get into the comfort zone which increase the individual's competence experience and the feeling of safety and comfort.

The model can be used easily and effectively together with the child in the following way:

• We draw him/her and introduce the different zones. We do not necessarily have to introduce the model with technical words (instead, we can say for example: familiar – adventurous – dangerous – comfortable – exciting – horrible). We can also define like this: "Look, I will show you a picture which can help me to get to know you better and we will both know among what circumstances you feel good, what you could change and what you have not been able to do yet." Afterwards we explain him/her what each zone means. It is very important to tell him/her what feelings accompany each zone, since disadvantageous children often find it difficult to recognize their own feelings, they often do not know where to link their reactions or they simply do not have the right words to express them.

Zone	Characteristic	Physical signs of	Characteristic thoughts of the
	feeling of the zone	the feeling	zone
Comfort	Comfort,	The muscles are	I know this. This is not difficult.
zone	being known,	calm, the hands	I have already met such a thing,
	safety, efficiency	are warm and dry,	so I can do it. It is not a
		we feel strong and	problem to solve it. I am good
		relaxed	at this.
Learning	New experience	Butterflies in the	This is something new, but
zone	feeling, excitement,	stomach, red face,	interesting. I am afraid but I
	fear which can be	quick heartbeat,	think I can do it. I don't know
	handled, reduced	0 1	how it will end, (but I undertake
	feeling of safety		the consequences) It would be
			better to deal with something
		the throat	simpler. Can anybody help? I
			must find a solution.
Panic	Frustration, panic,	• •	I am unable to solve this. Help,
zone	· · ·	•	someone should save me! I will
	the complete lack of		be sick. I cannot bear it.
	the feeling of safety	•	Anything but this! I am
		muscles,	terrified! What will happen to
			me? Leave me alone!
		stomach	

• Let us draw the child's own learning "map" in a given situation (in a paper or in a computer, we can write but draw, too, let us use vivid colours or we can even stick photos into it. It is important to keep the picture so we can look back on it.). The situation can be for example public performance. Buying a ticket from the bus driver can belong to the comfort zone, greeting the classmate on a house birthday party can belong to the learning zone, while speaking up in front of the class can belong to the panic zone.

- Let us agree that the child tries to practice his/her behaviour in the comfort zone more and more (*e.g., the child asks product from the shop assistant in a shop*). By doing so we can make them aware of a range of safety behaviours and so the child can get competency experience. It increases his/her self-confidence and independence.
- We should set goals together in the learning zone and accept it with the consensus. (*E.g. he should toast the next child, who has birthday in the children's home*). Just such step is acceptable, which means a real forward step to both parties, but it does not subject the child to excessive stress. We should guarantee it for the child that if he/she needs helps to achieve his/her goal, we provide it for him/her (e.g. we will be there at the toast and we will applaud the most for him/her). As a helper, it is the period of the child's confidence test: let the child act independently and note that in case of failure we have to provide secure background for the child. After achieving the aim, we should never delay to praise the child and be sensitive and attentive about the achieved success. The external and material rewards can only be considered in special cases (for example successful graduation): the act, itself has to be reward-value, the joy is the award, which the child feels because of a successful solution and because of our recognition. It we generate this with a chocolate or a new dress, after a while we will fall into our own trap and the child will not do his/her basic tasks without rewards.
- Assure the child that we will not step into the panic zone in the learning period that awaits us. If we break this, we "throw the child into deep water", we can lose the child's confidence in us for good because of the feeling of frustration coming from the situation, and then the child will use only his/her behaviour in the comfort zone and he/she will not leave safe field for our sake.
- Let us be always open for re-planning! If we did not assess the child's possibilities, abilities correctly, then we have to re-check the extent of the zones in a flexible way. The anxious children, who experienced a lot of failures, often set the barriers of their comfort and learning zones in a too narrow way and they do not dare to try new things, because they do not want to meet failure again. With proper motivation, we can boost these children's willingness of taking risk. Those children, who get gets only a few or series of negative feedbacks about their accomplishment during their life, they often set the standard too high for themselves. By doing so, they compensate the previously suffered difficulties and they protect themselves even of the thought of failure. ("I'm 17 years old, I'm finishing eighth grade no. I am going to be a master hairdresser in a noted salon in Pest. I won't go to technical school, I don't have to learn this, I know everything, what this profession requires."). Concerning these children, we have to determine the learning zone in such way, that the target aim should lead to success, but also to put the child to a trial and make him/her feel proud and recognised of the little result as well. Give the child a lead on the experience to dare to be proud of little success as well. According to a very talkative result of the ÁGOTA Research<sup>®</sup>, the children living in state care suffer from such type of unreality from the phenomenon of under- or overestimation of personal accomplishment, so we always have to take this into account.

The concept of learning zone is well understood by even small children. By using this model, there is a very good tool in our hands, by which the independence of the child is growing and our supporting role is gradually getting into background. If we consistently use the zoned development, then in the child's personality, effective self-regulatory mechanisms can be developed and he/she will be able to become for a self-conscious and self-rewarding future planning.

#### 8.3 Nonverbal signs in communication

Since this book is essentially for facilitators and professionals, who already have prior knowledge from the field of communication, so we dispense with clarifying the basic concepts of communication (transmitter, receiver, disorder etc). However the deeper understanding of non-verbal (not transmitted by words) communication can give good pointers for the pedagogical work, group leading, the structuring of children communicational for the healing activity with children. This is one of our most important communicational channels with the work of children taken out of families, since these children do not get proper sample from their environment in their verbal communicational development, they do not have adequate tools to express their feelings and assert their wishes, so we have to pay attention in an increased way for the messages without words.

As a facilitator when you interpret the non-verbal signs, we have to take the helping basic rule into consideration: We cannot judge, whatever we sense. If we see that the behaviour of the person communicating with us (it can be children or even an elderly man), sends different messages through words and through non-verbal level, we have to refrain from interpreting this as a lie or deliberate deception, the more fearful we can do is to confront the helped one with this. All men have the right to defend themselves from others or from the recognitions and feelings in them. If we cannot keep this basic rule, we will not be more different than the TV show men, who analyse the speaker in 5 minutes than leave him scalded. In the system of KÁSZPEM<sup>®</sup> we always show the solution to the helped one in an indirect way, that he still considers acceptable and feasible. (See the chapter of the boundaries of learning).

According to Goffmann, we communicate things about ourselves non-verbally in four levels:

- Current emotional state (joy, fear, etc.)
- Personal qualities (ambition, shyness, etc.)
- Attitudes towards social relationships (compromises, sympathy, etc.)
- Social status (gender, age, status, etc.)

The non-verbal communication can affect the signals reported in verbal communication in several ways:

- It can be repeated: the non-verbal sign sends the same message as the verbal one (E.g. we say: "Be quiet!" and we lift our index finger in front of our mouth)
- It can be emphasised: One of the messages or elements of the verbal communication is emphasised by the non-verbal message (E.g. we say the previous command aloud and we watch the child meanwhile)
- It can be replaced: We replace the verbal communication with the non-verbal one (E.g. We just lift our index finger in front of our mouth to ask for silence)

In the above-mentioned cases, there is consistency between the verbal and non-verbal communication: we send the same message with words and without words. If the two communication channels are not in harmony with each other, then we can talk about incongruence. If the verbal and non-verbal communication do not overlap each other, that decreases the credibility of the communicating party to the ordinary man. This message means much more for facilitators and teachers and the professional can have a deeper understanding of the person. Generally speaking, if the person communicates in an incongruent way, then the receiver or audience believes the non-verbal signs. The fact, that we give more credit to the non-verbal communications, it usually proves to be a good choice, since the verbal tools are easier to be directed voluntarily, whilst it is very difficult to keep our non-verbal signs under control, and it is even great effort for the professional communicators (E.g. It is useless to say for our dreadful mother-in-law: "How good that you came to see us!", if our smile is stiff and snarling, or our muscles are tightened during hug. So probably, she will immediately have a clear image, how much we were waiting for her).

The most important non-verbal channels are the following ones (According to N. Kollár and Szabó 2004.):

- Eyes and look: the direction, context and duration of the look have indicative value. It can send a message about interest, but also about boredom and aggression too.
- Paralinguistic or vocal communication: we mean the verbal elements on it, which cannot be expressed by voice, such as timbre, pitch, volume, speech tempo, scales that do not count for words (hemming, er-ing, etc.) and laughter.
- Mimicry: it means the smooth movement of the facial muscles and muscles around the eyes and mouth. (e.g. smile, pursed up mouth, tucked eyebrows).
- Posture: the position of the limbs and trunk in space and compared to each other. (e.g. military, careless, proud)
- Gestures: the mediated signals coming from the movements of the limbs (e.g. hand signal, waving, pointing, thrum)
- Touch: One of the very important tools of intimacy, however, one has to be particularly cautious of using it in a helper-helped one relationship.
- Space control (proximity): it is the position of the communicating parties related to each other. Basically we distinguish four types of space-control zones based on the relative distance between two persons:
  - Intimate zone: 0-40 cm distance, in which we usually let people, with whom we have an intimate relationship and whom we know really well. We can hear the other person's whispering, we can feel his/her smell, we can touch him/her, however, we cannot see his/her face precisely from such distance, since it is too close. In this case, we often use common personal terms, the language of conversation is direct, and the parties often rely on communication without words. If we –without our consent- get intimate with strangers close to the intimate zone (e.g. in the elevator or swimming pool), we usually avoid direct eye-contact and straining our muscles, we try to keep distance from the other person.
  - Personal zone: 40-120 cm (about arm's length), this zone is used for casual conversations and for making contacts. We can see the other person and nonverbal signals well here, but the signals of the intimate zone are not so strong (e.g. odour). We are less vulnerable in this distance, although it is still close enough for the person to talk about such topics that mean personal importance for us. If in such situation a third person enters close to the conversation, they usually stop chatting. In case of entering an intimate or personal zone of children taken out of families, we always have to consider if the child could suffer from attachment disturbance or if the child had been abused. The rapid convergence or a badly chosen distance may cause excessive adherence or on the contrary, it can cause intense defence.
  - Social zone: 120-360 cm, a more distant zone in keeping contact with others. This time we can see other person's whole shape, clothes, we can survey the other's posture and gestures. In this situation, we talk about personal things. This is the distance of administration, work, social events (e.g. at a party). If someone is 300 cm away from a chatting company, he/she no longer needs to feel cramped for room, if he/she does not join the conversation, since distance more than 3 metres isolate people from each other.
  - Public zone: 360-750 cm, the communication zone of "performance" in nature, when others see the subtle gestures and mimicry less. In this distance, our volume is greater, we formulate sentences elaborately, we speak slower and clearer and we do not touch upon personal issues. We use this zone for example at performances, appearances before large groups, celebrations and airs.
  - There is an interesting observation regarding the space-control that the distances -considered yet comfortable-, greatly depend on how busy social

environment the person lives in. In a big city, a person living in a block of flats feels much less distance comfortable while talking than in villages with low population where the houses stand airy, and where people often talk comfortably with each other from the two sides of the street. If a child is too close or too far during the conversation relative to us, it is not certain that this indicates an attachment problem, remember this factor as well..

- Turning and rotation: the position of the front part of the body compared to the other person. It clearly expresses the relationship between the parties, the degree of attention.
- Cultural signals: culture-specific signals, which gave signals directly about the person (e.g. hairstyle, body decorations, jewellery, the things and environment surrounding the person). These are the so-called static signals as in the communicational situation they stay generally stable (they do not change with speaking, such as e.g. intonation).

In the chart below, we summarise the non-verbal signs of some mental states and intentions. However, it is important to note that always the whole assessment of the certain person and situation gives us a lead on more successful signal identification. The chart is more advisable to use as a compass rather than as a recipe.

Nonverbal signs	Considerations to helpers
	We should primarily dissolve the
	nervousness and anxiety, since this
e,	condition prevents the child from
01	smooth self-expression. The "Calm
	down" call is usually not worth too
	much.
	Try to find out the cause of anxiety
	and nervousness then eliminate it.
5	Let us speak on a calm and natural
deepens, beating the lips, the	voice, our movements should be
forehead is pulled up with a strained	loose, do not take the child's
expression on the face, frequent	strained communication.
body positioning (squirm,	The children taken out of families
embarrassment), standing from one	often get into strange, unexpected
leg to another, drumming with leg,	situations, when they feel that they
leg-shaking, activity, which is not	do not have control over the events.
closely related to the activity- (e.g.	In this case, it may be helpful if we
during a conversation he willows	describe the event accurately (e.g.
pearls, or vacuuming) finger crunch.	we discuss how the change of
There are red spots on the face, neck	school will take place), we create
and chest (they are not the same as	security for them (e.g. we draw
blushing), nail chewing, finger	their attention to give such amount
sucking, frequent gum-chewing,	of information what he can handle),
scratching (e.g. scratching of chin,	and we provide freedom of action
	for them (This is usually the easiest
twitching and trembling lips or eyes,	thing to do: they can open the
insomnia, irritability, striking	window, if the air would be good
	for them, or we encourage them to
	dare to express themselves)
	1
	Jerky or rapid breathing, frequent swallowing, dry mouth (the tongue can be heard as "clacking"). The hand searches for grip. (hands are folded, they beset the armrests, they crinkle tissues, etc.) Sweating, stiffness of the facial and neck muscles (smiling is a difficult), the inflexion suddenly rises and deepens, beating the lips, the forehead is pulled up with a strained expression on the face, frequent body positioning (squirm, embarrassment), standing from one leg to another, drumming with leg, leg-shaking, activity, which is not closely related to the activity- (e.g. during a conversation he willows pearls, or vacuuming) finger crunch. There are red spots on the face, neck and chest (they are not the same as blushing), nail chewing, finger sucking, frequent gum-chewing, scratching (e.g. scratching of chin, face, scalp and neck), involuntary twitching and trembling lips or eyes,

Happiness, joy	Wide smile, bright eyes, even hilarious antics, cheerful shouting or also tears of joy can appear, increased interest in the world (how lovely this picture is, I haven't seen it so far), he/she sits close to us (to share his/her joy with us), longer and more enquirer eye-contact, the shoulder is pushed back and it is tight.	Sharing the joy is very important in a child's life. Thus he/she can get attention and solidarity from his/her environment and this is the most pleasant way for him to learn what is approved by his/ her environment. Always be open to the delight of the child, try to listen even when his/her things are going well. The children taken out of families often do not have a model on how to express the joy and good feeling of him/her. If we share the happy moments with him/her, we can give them a sample to show that life is not only about difficulties but also about happiness and thus we can strengthen his/her ability to joy. ( <i>In a children's home there is a "joy – gallery" a wall on which the children put pictures of their happy moments</i> .)
Curiosity, hunger for information	The eyes are wide open, the look scans the interesting sights (scanning), the head or the ear turns in the direction of the interesting voice, eyebrows are tucked and smooth frown of the forehead (in horizontal direction), forward inclined posture, perhaps closer positioning to the interesting phenomenon (in case of adolescents this can be disguised. As it would have happened by chance, e.g. the young boy accidentally stumbles upon the chosen lady), the head falls in one direction.	To satisfy the child's curiosity Diversion: To divert the child's attention towards new aims. In case of children taken out of family, there can be numerous obstacles before the discovery of the world, which may come from an environment lack of stimuli, from the regulated institutional world or from learnt inability. As a facilitator, we must encourage the child to explore and experience the things, in which he is interested, but we still need to assure him that in our person he can always find accepting and supportive background, where besides allowance there are clear rules and limits which protect the child from damage.

Defiance	Expressionless face (pretending not to hear what we say), threading his way through us (if he cannot avoid the ban, then he passes by our body), interlaced arms, continuing the not-desired behaviour, entering personal zone and gawking at the other's face, (open confrontation for fee-faw-fum), shrug of the shoulders, flapping objects,	One of the most important steps to do is not get frightened of the child's reaction. The defiance is the manifestation of will and self- expression, which is not very pleasant to take in its present form, but we should try to see in it that the child strives for self-advocacy. So our task is to give space for the <i>child's self-advocacy effort</i> . In the
	increased timbre and volume, slue and splice in the arms, non- response.	treatment of defiance, it helps a lot, if we try to find out what the child wants and to find an opportunity with consensual solution to enforce his will. The subtle humour can help a lot in case of defiance. The disparagement of defiance, the understating of the desire for independence, or the aggressive response is just oil on the fire. However, if the child wants to overthrow our consistent decision with defiance, we should try to avoid it to exert pressure on us this way
Frustration (the feeling of tension when we encounter obstacles in achieving our goal)	Difficult breathing, blow (the forerunner of shouting), usually through the nose, which may result a great, decisive sigh in case of older children and adults, smack with tongue, clenched fist or moves made with it, clenching teeth with stretching of the muscles (it is visible between the jaw and the temple) throwing or dropping an object.	The frustration is still very difficult to handle as an adult. Teach the child frustration-managing techniques (no need to think about specific things: sports, patience, conversation and understanding the situation of the other one is simple and available everyday solution). Reassure the child, since tense caused by frustration may often be an obstacle to understanding and development. In general, we should encourage the child to fight, since the children taken out of families often give up the frustrating situations easily, even if they feel them important.

Shyness, aloofness, uncertainty	Clamp hands (e.g. arm of the chair, a handkerchief, a mascot), grip into a close person (e.g. he does not stand out alone to talk only with his girlfriend), avoiding eye-contact, covering the eyes, (with hands, cap or hood), blush, faint inflection, crossing the legs at the ankles or knees (Crossing the legs alone, without other signs, does not indicate aloofness, people usually sit like this in our culture. If one crosses the leg with the arm in the same time, that indicates hostility or self-defence!), slow joint in the conversation, if some speaks in the conversation, he usually stops immediately and does not continue or only great draw, going to passivity.	The shyness can be dissolved well by continuous confirmation of the child. In this case, the confirmation does not only mean the praise (this may be sometimes incredible or too much for a shy child), but the attention toward their comments or self-expression, which can be confirmatory in nature. It helps a lot if in a well-functioning group if we leave the shy child to the others: if he speaks, everyone pays attention, if he says good things we can even applaud him, if someone hurt him, we would protect him. A handhold is very important for the shy and insecure children: we should be available for the child, when he tries to exit his aloof position (e.g. let us be there with our attention, with our look, watch him while talking, read and keep his letter or drawing and let him know about this., let us be available for him personally or by phone if he shared his experiences, but a mascot can also help that we give him). If he does not communicate with words, let us be sensitive for that too (e.g. if he draws, plays music, greases the bread to others,
Unhappiness	Rounded down shoulders, hanging muscles, lethargy, lying posture, apparent disinterest and boredom, down-turned lips and eyes, crying (in case of boys you can only see that "their eyes are steamed up"), withdrawal, or there can be increased need for conversation or touch, loss of appetite, insomnia, irritability.	lets someone go in advance at the door, or helps someone). The child is much less bored than we think.He often hides his unhappiness behind feigned indifference. Draw the child's attention to the fact that the real toughness does not mean that we are ashamed of our tears or sadness, we often need more strength to assume the difficulties. Encourage the child (very gently and if needed indirectly) to dare to give voice for his unhappiness. For the children taken out of family it is not a state which lasts for years -and not a temporary one-, in which many of them are born into, so happiness means strange feeling for them. Let the child express his feelings (even if it accompanies with roar and shout), and aspire that the child

	1	
		could get valuable and joyful experiences in all the fields of his life.
Anger, rage	The head leans forward, the mouth is pulled away or tight lipped, in case of concealed anger the mouth is a straight line, the eyes are stretched, he "destroys" the object around him (e.g. he tears up his handkerchief in silence, he scratches his chair), high tone, increased volume, interlaced arms, the body leans forward, flapping hands, hands on the hip, approaching to the other's face in the intimate zone with rigid eye- contact, red spots occur on the face, neck and chest. (they are not the same as blush)	The first and most important thing: the anger and rage are natural feelings! In the system of the KÁSZPEM <sup>®</sup> there is a special place for anger and rage treatment. Those forms of expressions are allowed, which do not harm other people or environment significantly: for example one can shout aloud, pack objects aloud (but we do not scathe them), kick the ball, hit the boxing bag, but they cannot scathe the objects, insult or become personal. Teach the child for assertiveness (the peaceful but firm self- advocacy). It is extremely helpful for the child, if he learns conflict- managing through the facilitator's example: how we handle our anger with him, with his peers or with our own colleagues. It is extremely important to teach the child for forgiveness: many times, it can be the only peaceful solution against family or personal problems, which seem to be unsolvable.
Self-defence, resistance	Crossing of the arms and legs simultaneously, the voice goes up sometimes, the look becomes sharp, the mouth is closed as a stripe and it is drawn out, or the upper lip is drawn up and the teeth are visible, forward or up-drawn shoulders, retraction of the body, he retires into his shell, or sitting with wide- sprawling legs (no one can sits next to him, by doing so he protects his personal place), sudden, but quickly passing nausea (e.g. dizziness, stabbing headache, colic), the mobile "accidentally" stays on, listening to the music player, or keeping the headphones in the ears (it serves the purpose of exclusion of the stimuli, if there are too many impulses), falling asleep, feigning total passivity, (later, it usually turns out, that he remembers everything, and paid attention all the time), running out of the room (under colour of a dramatic thing or	We should not construe the self- defensive reactions as personal attacks against us. Self-defence means action against our person only in the rarest cases. We can talk more often about the fact that the institute, role or values represented by us, generates resistance in the child. In a pedagogical or medicinal situation, the self-defence or resistance usually protects the unity of personality against changes or painful recognitions. The resistance should indicate us that we reached a turning point, where we can help the individual to find solutions and recognitions only in a patient, indirect and gently way. We should not directly interpret or judge (You are resisting me. But what are you afraid of? This whoop-de-doo is useless.) In such case, we should leave the child (adult) time to start and accept the change by him/her. The manifestation of the resistance

	something else), passing in the game.	can often be the expression of self- will. The children taken out of families have often less latitude to say no, or to initiate their own actions. Reassure the child that he has a choice to choose, he can decide freely, he can protect himself bravely, but he has also the possibility to try new things out. In children groups -after a couple of months- in the atmosphere of trust and openness, no one passes in a game, the hats go off from the heads and the MP3 player stays in the bag.
Fear	The eyes are wide open, the breathing is jerky, the face becomes red, the pupil dilates, avoidance of the situation, escape, the muscles are stretched, sweating, elevated tone, quick response, decreased attention (it's focus is limited only to eliminate the frightening situation), passing in the game.	We have to dissolve the child's fear. We have to ensure him that we stand by him, this can happen by words, but also with physical acts (After the trust has developed, a soothing touch can help too). The encouragement works only after the level of fear has been decreased: if fear blocks the child, it forces him to escape, and then there is no other choice but to dissolve the pressing situation first. The small sign giving safety help a lot (e.g. mascot, small lamp turned on at night, the closed door of the group in order to keep group secrets) We can tell the child that his fear is a natural feeling, and helps us to recognise the dangerous situations. However, there are such fears, which do not protect us, only hinder us to live more happily and freely. These need to be faced bravely.
Boredom	The face seems to be expressionless or close to sleeping status, search for redirection activities (e.g. picking at the neighbour, stretching chewing gum, drawing to notes), curling the hair, passivity, the attention is scattered and difficult to control, spectacular stretch, "flat look" – half-open eyes.	The attention eases down quickly particularly in case of smaller children or children, who have learning difficulties. Let us try to create an interesting, stimulating and motivating environment for the child. Spending hours of watching TV (as one of the most common activity among children living in children's home) does not mean a constructive leisure time for them. However, we do not have to necessarily engross or give too many tasks for the child. There are such children who think boredom

		(and the droning accompanies with
		it) gives opportunity sometimes to find interesting activities by
		themselves and to recharge. For those, who do not find a suitable
		activity independently, they
		definitely need some motivation.
		The feigned boredom can be
		recognised from the non-verbal communication (e.g., the child
		yawns with lion roar, he falls from
		his chair spectacularly). This can be
		the sign of self-defence or impatience.
Impatience	Foot or hand drumming, knocking,	The awaiting, listening to the
	frequent loud sighs, flicking tongue, back and forth swing, while sitting,	other's telling, and the patience are basic social skill, which requires a
	suddenly reclining and stroking the	lot of patience from the adult and
	face "as a bite", then pull a bored,	even more self-control from the
	tense facial expression.	child. The development of
		improving the frustration-tolerance and the skill for delay is a central
		task from pre-school age. We
		should try to provide a longer
		period of patience by reassuring,
		gently persuasion, and visioning the future result (if you await this, you
		will get what you want). However,
		we should beware of frustrating the
		child excessively, since that may
		easily lead to unmanageable tension or aggression. Sometimes it is wiser
		to let, for example by inserting a
		short pause or by a few-minute
		game during learning, so that the
		child can focus on the task more
Will to	The body turns to us, the head is	calmly. We should also accept the child's
cooperate,	upright, the mouth can be slightly	will to cooperate in an open way.
openness	open, the eyes are wider open than	By doing so he can learn to be self-
	usual, the eye-contact is long and	reliance and the partnership in
	steady, tucked eyebrows, or the forehead is wrinkled with a calm	cooperation.
	facial expression, the upper body	
	leans forward us while sitting (but	
	with a calm posture), the shoulders	
	are straight, the body is bolt upright (and not humble), he reacts with joy	
	(even with hug) if we believe him	
	(since if he is not telling the truth,	
	then he reacts with a relieved sigh	
	that we believed him), after the	
	conversation he feels reassured and leaves us.	
	100/05 05.	I

Partial	The mouth remains open for a	The partial confession is not a lie.
confession (he	minute, when he finishes speaking	The child is often ashamed or afraid
only tells one	(as if he had wanted to say	to tell the things, which are
side of the	something), or maybe he mumbles	unpleasant for him. We should
story)	a few words, which can be hardly	appreciate that he shared a part of it
	understood, he is restless after the	with us, and that he trusted in us.
	conversation, his eyes are wide	However, if we really need to know
	open, his forehead and eyebrows	more, or if we see that something
	are drawn (this is the sign of	distresses the child, then we can
	disbelief: the child knows that he	gently motivate the child to share
	did not tell everything and he	more with us. (E.g., We should not
	convinces himself too.), after the	ask again, just wait patiently and
	conversation he stays close to us	quietly, perhaps the child will say
	(e.g. in the breaks after the	something more or we can ask him
	sessions) he drums with his fingers	if he want to tell a bit about this).
	or feet, he looks back and back	
	whether we believed him or not,	
	covering his mouth at the end of the	
	conversation (he keeps the rest of	
	· •	
He would not	his telling in him). He bites into his lip for long, he	If the child is trying to hide
like to tell		
	0 11 1	something or finds out a "story"
something	prevent the words slip out), he does	instead of telling the truth, then
	not keep eye-contact, if we ask him	there is always a reason behind this.
	to look at us, he swings his face or	We should try to understand and
	tightens his eyes or perhaps on the	find this reason, and talk with the
	contrary: during speaking he raises	child. The abused children often do
	his forehead, he pushes his face	not dare to tell the truth even if they
	close to us and opens his eyes	did not have any problem from it,
	greatly (he is trying to convince),	or if they helped by telling it. We
	embarrassment, the signs of	should never regard this as a lie,
	nervousness or anxiety (see above),	since often this is the only chance
	blush, covering the mouth during	for the child to "survive" or to self-
	speaking, or shutting and picking at	defence. Reassure him indirectly
	the mouth (even with fingers or	that he can trust in us and we
	drawing the mouth with the palm of	appreciate if he really tells the truth
	the hand)	(e.g. "Thank you for the trust that
	~ ~ ~ /	you told me this. That remains
		between you and me.")
		between you and me. j

#### 9. chapter

Theoretical considerations of the KÁSZPEM® in connection with childcare

The childcare

The historical summary of childcare

The present situation of childcare

The forms of childcare

The difficult possibilities of child custody

The characteristics of children living in childcare

The mental damages from the period before getting to childcare

Taking into care as a traumatic event

Problems coming from the life in children's home

The status and mental characteristics of children living in childcare according to different surveys

The attitude of the children living in state care to accomplishment

Rights and responsibilities within the childcare system

The characteristics and difficulties of children raised up by foster parents

Keeping contact with parents

Epilogue

**Bibliography** 

#### 9 chapter Theoretical considerations of the KÁSZPEM® in connection with childcare

#### (About childcare)

#### Viola Osváth The childcare

The childcare system, which is responsible for the healthy development of the children, helps to educate the children in the families and if absolutely necessary it helps them to be taken out of families and helps in their further education. In the next chapter, we review the structure and function of the childcare system, since without this knowledge it is difficult to understand the situation of the children living in state care.

Childcare is as old as humankind. The existence of all societies is based on to provide the living conditions and living circumstances of the generations, since without this the societies cannot reproduce themselves. Therefore all legal systems try to foster the proper development of the rising generations, however, the way the legal systems accomplish this, is influenced by several factors (economical, social, ideological contexts, relevant scientific results, needs., etc.).<sup>82</sup>

The protection if the children cannot be sharply separated from the social and economical problems. Several definitions were born in connection with childcare, among which we mention the following ones:

- 1. "...the childcare and youth care: the sum of those measures and applied tools used by the family, the authorities and the society which foster the youngsters' economic, physical, mental and moral improvement from the moment of birth to acquiring"<sup>83</sup>
- 2. The childcare is essentially competent in everything, from the birth of child to the period of becoming an adult, everything what happens with him or for him in the family, in the kindergarten, in the school, in the workplace, and in any fields of society. More narrowly interpreted, the competence of childcare includes; the protection and education of children , who are in need of the protection of state, who are orphans or half-orphans, the ones, who became unmanageable in their environment, who got into dangerous situation, who were afraid to become downgoing children, who were left, and whose souls were damaged<sup>84</sup>.
- 3. We use the concept of childcare in multiple senses. The most common and widely understood way of interpretation is; that childcare is a special activity that trends to take up, patronize and protect the orphaned, abandoned or endangered children or adolescents.

The special childcare is only a part of the general child- and youth care with broader content, which includes the institutes that play a social role in the children and youth, - such as family, school, youth organisations, etc. – it covers all fields of the children and youth's physical, mental, moral and educational work<sup>85</sup>.

<sup>82</sup> A Volentics.: Childcare and resocialisation, National Publisher, Budapest, 1996

<sup>&</sup>lt;sup>83</sup> K. Csorna,: The system of social childcare, Budapest, 1929

<sup>&</sup>lt;sup>84</sup> Glossary of the parents, Kossuth publisher, Budapest, 1966

<sup>&</sup>lt;sup>85</sup> K. Hanák,: Society and childcare, Akadémiai Kiadó, Budapest, 1983

- 4. Broadly interpreted, the childcare applies to those children, who are at risk for some reason, or who need special assistance and require special attention and assistance because of their social, emotional or other deprivation or because of their physical or mental disability<sup>86</sup>.
- 5. The protection of the children foster the following things; to educate children in families, to eliminate their vulnerability, and to ensure substitute protection for the children, who got out from parental or relative care. The protection of the child is ensured by the child welfare benefits providing protection in cash, in kind and in person, and it is also ensured by childcare specialist care and statutory authority actions. The actuation of the childcare system is a state and local government task.<sup>87</sup>
- 6. "It is a combination of activities and institutions, which aims at the rights of the children, the physical, mental, emotional and moral development of the children, the children's education in the family, the prevention and elimination of taking risk of the children, and the reinstatement of the children (who were already taken out of families) to the family."<sup>88</sup>

<sup>87</sup> 1997th XXXI. Law § 14

<sup>&</sup>lt;sup>86</sup> L. Csókay, A. Domszky, V. Hazai, M. Herczog: The national practice of childcare, Pont Publisher, Budapest, 1994

<sup>&</sup>lt;sup>88</sup> G. Gosztonyi, K. Pik: The dictionary of social work, Grafit Publisher, Budapest, 1998

#### 9.1 The historical summary of childcare

In order to have deeper introspection to the system of childcare, it is important to know the history of its development, therefore, we are going to describe the most important moments of its development. On the recommendation of Dr. József Veczkó<sup>89</sup> we can separate four sections concerning the history of childcare:

#### I. The situation of the abandoned and un-housed children at the ancient peoples

In the ancient societies, the children's education was the task of the community. Several generations lived in the families together, as a result, the functions of the large family were complex. As an accepted norm of communities, the dubiously originated and non-viable children were ostracized, or killed /Sparta/. The surviving orphan or abandoned children became slaves and deprived people through generations for an entire life.

#### II. The issue of poverty in the frame of charity carried out under childcare

In the Middle Ages, by strengthening the churches, orphanages and shelter were developed as a sign of charity care. Caring for the abandoned children took place in the village communities. In the early Middle Ages, in Hungary the orphans, elderly, the sick and poor people were taken care in church shelters. The orphaned children or those ones, who were torn out of families, supported themselves by begging.<sup>90</sup>

#### III. The period of public and charitable institutions in childcare

In the time of the Enlightenment, the importance of education came to the front, they tried to achieve social reforms by re-educating the people.<sup>91</sup>

In Hungary, in 1898, first, the II Poor Law and the national Nursing Act stipulated that the state support the orphans until the age of two. The XVIII. Century was the age of orphanage-establishments, so in the XIX. Century, there were not only church-run institutions. In the turn of the century, there were 105 orphanages among them 9 state, 4 county, 18 municipal, 45religious and 29 association-run.<sup>92</sup>

A memoir remained from this time, which can be still instructive, and which identifies the main lines of education in the following ways:

"I. The education should be familiar and individual.

- II. The main tools for education:
  - 1. The development of the religious feelings and in general the sincere religiosity of the students
  - 2. The work and particularly the domestic and economic work
  - 3. Teaching in schools
  - 4. "Regulation, discipline and cleanliness with love but strictly organised."

Each group number can have 20 members and it recommends keeping a diary of all students, and the teachers should discuss it at weekends with each other.<sup>93</sup>

 <sup>&</sup>lt;sup>89</sup> Dr. J. Veczkó: The psychological and pedagogical basics of childcare, Tankönyv publisher, Budapest, 1990
 <sup>90</sup> Dr. J. Veczkó: The basics of child- and youth care, APC Studio, Gyula, 2000

<sup>&</sup>lt;sup>91</sup> K. Ákos (editor): The world of culture. The health. Psychological education. Sport and body culture, Economical and Legal Publisher, Budapest, 1964

 <sup>&</sup>lt;sup>92</sup> L. Csókay, A. Domszky, V. Hazai, M. Herczog: The national practice of childcare, Pont Publisher, Budapest, 1994

<sup>&</sup>lt;sup>93</sup> Barth L.: Budapest capitol's poor-case, Franklin Association, Budapest, 1877

*IV. The systematic and institutional period of development in childcare* 

The 1901th Act VIII. and XXI. Act resulted in actual state of responsibility: "the Hungarian state has acknowledged all abandoned children's right of state defence.<sup>94</sup>

All these are created, based on the state orphanages, in which the children were initially looked after until the age of 7 then until the age of 15. In this period, there were 2 major problems related to the children: the high infant mortality and the juvenile criminality. Both were characteristics of the poorer classes, therefore, the childcare also related to the poor children. As a defence against child mortality, they established the system of children shelters. The ones,-until the age of 12- who were taken into state care because of moral desolation, they were taken to foster parents, which was a good practice, while the elder ones were looked after by the patronizing associations, or they were placed in institutions.

Between the 2 world war, as a result of major cohesion and state support, the organisation of childcare were created which later became nationwide. Such institution was the Childcare League and Stefánia Association.

In this period, the principle for the children's replacement was to provide "the benefits of family care" for them, therefore, they tried to place them at "perfect families". Accordingly, they were placed at either at their kin family or at families undertaking the role of foster parents, at so-called children sites.

At the end of the 1930s, the official need for building a "social Hungary" was risen, the family protection and the prevention came to the foreground. The world war caused severe damages to childcare, while it increased the neediness greatly.<sup>95</sup>

After World War II, childcare became a state task, the foster parental network started to waste. It had two reasons:

- 1. The families took the child the "foundling" to themselves, to make him or her work, because they were so poor that the minimum state aid was needed, which they received for a child. Thus, majority of cared ones shuffled, many of them died. Therefore, the child protectors showed strong prejudice against the foster care system and they rather preferred the state-guaranteed care forms.
- 2. After World War II, the community education became valuable, as a result the creation of big institutions has become the major goal of childcare.

After 1949, the orphanages and league homes were abolished, the charitable organisations were banned, only the "state childcare homes" remained. In the 1970s e.g. in 131 children's homes there were 25-28 thousand children (on average a home has about 200-person capacity). In such circumstances, although, the state spent significant money on childcare, the children homes could not satisfy the children's basic attachment need and could not provide the role patterns for their proper socialisation and other important needs for their development.

Until the 1960s, 80-90% of the children got into state care due to poverty, however, this tendency turned over from the second half of the last century and from the 1960s, there was only about 20% of children, who got into state care because of financial reasons. The remaining approximately 80% of the children got into state care because of the value disturbances of their environment. This means that the already overcrowded institutions, operating in large-group systems (20-30 children were left to one caregiver's supervision), could not cope with the new challenge and as a result, growing number of antisocial-behaved youngsters came out from the institutions.

Under child protection, they still meant mainly institutional education, the preventive childcare (family care, social benefits) did not work properly. There was a "territorial childcare, under which the child remained in his or her family, his education was controlled

<sup>&</sup>lt;sup>94</sup> Dr. A.K. Szilágyi: The National Childcare League. In: The Paper of Childacre, Budapest, 1926/3

<sup>&</sup>lt;sup>95</sup> F. Gergely: The history of Hungarian childcare (1867-1991), Püski Publisher, Budapest, 1997

like this by the school and state apparatus."<sup>96</sup> Uniform code of childcare, however, the lack of control, the hardly definable competencies and the decision right at the persons, who could not deal with the children, these all made the effective operation of childcare difficult.

By the end of the 1970s, the profession agreed that the field of childcare needed serious reforms. The 1980s were characterised by a kind of professional debate as to, what this reform meant, in the early 1990s a series of conferences were brought into effect about a draft, however, the Children's Act was still pending until 1997. The profession have already thought since the 1980s, that the childcare needs to be built upon families based on personal values, and a transformation also began in this direction, but without a legal background, this process has been very slow and can be accomplished hardly.

During this period, the first dwelling house-family groups were created, they try to divide the traditional children's homes into small-family groups (max. 12 people). The professional and traditional foster care network reawakens again.

The Child Protection Act made in 1901, created the administrative framework of the abandoned and orphaned children's care, but the scientific basis for this filling was still missing. The development of children psychology and pedagogical psychology needed this, to have theoretical background. The traditional approach (according to it, the aim is to habit for obedience and to break the bad qualities) was pushed back very slowly and gradually against the effective pedagogical methods. Unfortunately, I have to note that here are still caregivers, educators and child sitters, who prefer the former one.

<sup>&</sup>lt;sup>96</sup> Gáti F.: Childcare at school, Textbook publisher, Budapest, 1987.

#### 9.2 The present situation of childcare

"Hungary ratified the UN Convention on the Rights of the Children in 1991, which brought the first change -at the level of the legislature- in the Hungarian family law 5 years later. The 1997<sup>th</sup> XXXI. Act brought the legal framework of modern childcare in Hungary, which built up the childcare system more widely"

Many people have criticised the law, since they believe, the family law is supposed to foster the protection of the children, since this is part of its system. Gábor Szöllősi, by analyzing the international relations, says that although the European Council is coherent and it proposes an integrated family policy in 1994, but in 1996, it supplemented with a strategy for the children on the need for General Assembly Resolution.<sup>97</sup>

The basic idea of the law is that the harmonious unfolding of the child's personality can only happen in happy family environment, therefore, the state has to provide all necessary support for the family, which is needed for the parents to raise their children in their own families. We must help them to be able to solve all their problems related to raising children, the exaltation of the children of their original environment could only take place as a last resort.

"The child can be separated from his or her parents or other relatives only in his or her own interest, only in the manners and cases prescribed by the law. The child cannot be separated from his or her family, when it is justified only by purely financial reasons.<sup>98</sup>

The actuation of the national childcare system is the responsibility of the state and local governments. The most important duties of child protection are the following ones;

- 1. to foster the child's upbringing in the family;
- 2. to prevent and eradicate the endangerment of the children; in addition
- 3. To ensure the substitute protection of the child, who gets out of parental or relative care.

The endangerment is considered to be a basic concept, therefore without its definition, the explanations of childcare actions cannot be understood. Generally, we can separate two groups of it:

- a. Abuse: physical abuse, causing emotional or psychological injury, sexual abuse, endangering the child's life, using excessive punishment, and actions, which abuse the child's physical and mental health
- b. Neglect: physical and medical neglect, emotional neglect, neglect of parental obligations, abandonment

The vulnerability is a very broad category. The things that the concept includes, determined by the specific culture, social norms, habits and family picture. <sup>99</sup>

There is a further complication, that from other approach, the child can be regarded endangered, when he or she has integration difficulties and it is not always associated with the above-listed environmental dangers. Therefore, the primary cause of threat can be the child's

<sup>&</sup>lt;sup>97</sup> Szöllősi G.: The antecedents of the child welfare service, and its public affairs and functions, in: Family, Children, Youth, 2001/4. page 17-24

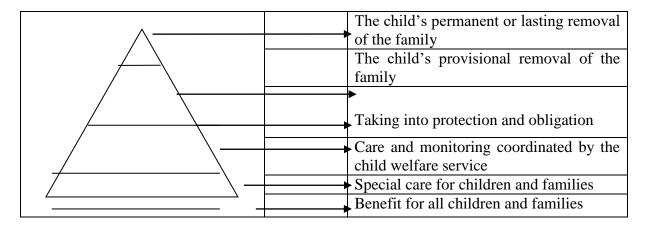
<sup>&</sup>lt;sup>98</sup> 1997th XXXI. Law on Protection of Children and Guardianship Administration, 7 §

<sup>&</sup>lt;sup>99</sup> A. Domszky: Childcare services. Auxiliary materials for the social qualification. Institute of National, Family, Social and Political Affairs, Budapest, 2004. page 34-37

family or friend-environment, but at the component of the child's personality, it is equally important.  $^{100}\,$ 

It is very hard to determine precisely when and in what extent the state has to intervene in the life of families and children. There is no consensus even in the specialised literature, about what the main source of endangerment is: in one perception, the problem is primarily in the satisfaction of the child's emotional needs, which is related to the social and environmental effects too; the other perception, we have to solve the social and economical problems first, since these determine the emotional ones. Mária Herczog stresses that all these affect together, none can be borne in mind, if we talk about endangered children or we deal with them.<sup>101</sup>

*There are three important functions of childcare,* prevention, intervention and aftercare. Mária Herczog summarises these in the following ways:<sup>102</sup>



The above chart clearly shows that the present childcare depends on the wide base of prevention, the children's removal of the family only means the "tip of the iceberg". This "tip of iceberg" is not as small as the chart suggests, since thousands of children are concerned. In 2005, (according to the KSH data currently available) 16.671 children lives under temporary or permanent education in Hungary.

The removal of a child of a family usually precedes the other above-mentioned childcare forms (in the chart), among which, I would review the different forms of childcare. The "mildest" form of care also imposes obligations on the parent, family, this makes it different from the previous consultations and care, if

- a. the elimination of risk cannot be guaranteed with the cooperation of the parent
- b. The child does not have a parent capable of- and entitled to- exercising of custody rights, the prevention of the endangering circumstances concerning the child cannot be provided by guardian either
- c. The child's care in his or her own family is not ensured because of the parent's health status or justified absence.

<sup>&</sup>lt;sup>100</sup> S. Illyés: Prologue. In Dr S. Illyés (editor): Endangerment and school. Textbook publisher, Budapest, 1988. page 7-14

<sup>&</sup>lt;sup>101</sup> M. Herczog: Childcare manual, KJK-KERSZÖV Legal and Business Publisher, Budapest, 2003. page 149-150

<sup>&</sup>lt;sup>102</sup> M. Herczog: Childcare manual, KJK-KERSZÖV Legal and Business Publisher, Budapest, 2003. page 34

Official actions must be taken concerning the child's protection, if

- 1. the support, which is needed for the child's physical, mental, emotional and moral development, cannot be guaranteed by the parental consent; and
- 2. this endangers the child's development.<sup>103</sup>

#### The forms of childcare are the following ones:<sup>104</sup>

#### 1. Taking into care

If the child welfare care and counselling are not sufficient to ensure the healthy development of the child (e.g. the lack of cooperation from the parents), during taking the child into care, the guardianship appoints a family assistant, and take official actions (e.g. noticing the parents to change lifestyle, the use of certain treatments, and to lay down the rules of conduct concerning the children)

#### 2. Adoption into Family

For the parent's request- because of the parent's health status, justified absence or other family reasons- the child (as long as necessary) is accommodated and cared for temporarily by a family designated by the parent, supposing that it is in the child's interest.

#### 3. Ordainment of provisional placement of effect

The ordainment of provisional placement of effect is justified, if the child

- 1. is left unattended; or
- 2. his or her physical, emotional and moral development is seriously endangered by his or her family environment or the child itself, and therefore his or her immediate replacement is needed.

If the above-mentioned circumstances are met, then the competent organ disposes of the child's temporary placement. From the beginning of the temporary placement, the parent's right to care for or educate is suspended, other rights of parental authority (such as the right for legal representation) is not.

#### 4. Ordainment of temporary foster care

Taking the child into temporary foster care, ensures the child's home-care, as long as his or her family is able to take him or her back. In this context, the child gets full care and support to overcome the endangering circumstances and for the replacement to the family environment. All these happen in accordance with a personalised, individual plan.

The guardianship takes the child into temporary foster care, if

1. his or her development is endangered by his family environment, and his endangerment could not be terminated by the provided basic framework of services (e.g. day-care, temporary care), and it could not be terminated by taking into care, and result cannot be expected from it.

The custody right of the child's (who was taken into temporary foster care) parent is suspended during the period of registration but he or she can keep in touch with the child.

<sup>&</sup>lt;sup>103</sup> G. Szöllősi: The basic child welfare services in the system of childcare. in.: G. Szöllősi (editor.): Baisc child welfare service. Auxiliary materials for the social qualification. Institute of National, Family, Social and Political Affairs., Budapest, 2004. page 126-128

<sup>&</sup>lt;sup>104</sup> Dr. E. Filó, Dr. Mrs. Katona dr. E. Pehr: Childcare, guardianship, HVG-ORAC Newspaper and Book publisher, Budapest, 1998

#### 5. Ordainment of the long-term foster care

The long-term foster care provides the child's home-care according to an individual placement plan and prepares the child for adaptation and individual life.

The guardianship takes the child into long-term foster care, if

- 1. the custody of the parent or both parents was terminated by the court;
- 2. a parent or both parents died and the child does not have parent of guardian;
- 3. the child is descended from unknown parents;
- 4. The parent made a contributory statement for adoption, without knowing the personal information of the adoptive parent, supposing that the child cannot be placed on a provisional basis at the adoptive parents.

#### The difficult possibilities of child custody:

The children living in childcare are placed in the following ways. The possible solutions of the placement

#### 1. traditional foster parent

The child is being raised at the foster parent temporarily or permanently, this care is actually an alternative form of children's home care. The task of the trained foster parents to keep in touch with the child's parents, to strengthen the kin-family and to help the children return to their birth family.

In case of traditional foster parents, with their own child(ren) a maximum of five children can be raised in a family. Being a traditional foster parent does not mean employment. The future foster parent and his or her spouse (partner in life) have to take part in 60-hour preparatory course, which is required by the law. By doing so they can make sure of their suitability and they can get knowledge about how to obtain foster care work.

#### 2. professional foster parent

This is a professional foster parent relationship. Here, the number of children is minimum three and with own child(ren) it can be a maximum of eight. The professional foster parent works as the employee of TEGYESZ. The perquisite of the employment, beside the high-quality traditional foster care activity, to attend a 300-hour course, where one can obtain the foster parent qualification. Of course, a proper size of flat is a perquisite for professional foster parents, where more children can be placed in accordance with the legislative provisions.

#### *3. residential home*

The residential homes are the preferred forms of childcare placement by the new Child Protection Act. In these homes there can be a maximum number of 12 children, and in case of children who require special care (e.g. mentally handicapped or with behavioural problems) it is a maximum number of 9. In the residential home, children do housework with the adults, they see into (in principal) the housewifery, and by doing so they can prepare for their independent life when they become adults. The transformation, as well as abroad, did not go smoothly. Prochaska<sup>105</sup> points out that the situation did not become easier from the staff reduction, since in the new structure, new tasks came to the foreground.

It happened similarly in Hungary. The "family life" means that the caregiver has to organise every step of the maintenance of the household from cooking to cleaning, and in this- in principle-, the children help him or her, the practice shows that it is often easier for them if they do these work alone, because they can finish them faster. It is also very common, that they distribute the simple elements of work (e.g. dishwashing, taking the trash, vacuuming) among the children as a punishment, and so the common feeling of work with full of mettle is lost. It complicates the situation that there is only one adult with the children and on weekday afternoons there is a home leader -qualified as a teacher-, who is responsible for organising the administrative background, going on parental meetings, and all other activities that happens outside the residential home. As a result, the employees cannot really find an opportunity for personal attention, even if they would be motivated for this. In clinical practice we begin to get used to the practice that since there were residential homes, we can

<sup>&</sup>lt;sup>105</sup> Prochaska, A.: The reform and development of the foster home education in Germany since the "foster home campaign". In: Changes in the foster homes of Middle-Europe, FICE Publications, Budapest, 1993., page 47-57

only take the hetero-anamnesis by phone, since the adults, who know these children cannot leave the area of residential home, therefore, a driver or medical colleague accompanies them, who does not know anything of those children.

#### 4. Children's home

The Child Protection Act allows the children's homes to further operate with a maximum of 40 employees, which, however, have to consist of small groups. The groups can operate under the same conditions such as the residential homes.

#### 9.3 The characteristics of children living in childcare

Before we would start with substantial part of this chapter, I would like to clarify a conceptual matter. Over the past several decades, there were several names of the children taken out of families. In the beginning, they were mentioned as orphans, which of course did not reveal the truth, since most of these children's parents lived. It followed by a wide spectrum of expressions, among which the last ones were the children in state care, children living in state care, children living in children's homes, and the newest one was children living in childcare. During the literature review, I will use all of them, since I will always take over the given expression during procession.

Several psychological tests proved, that children growing up in childcare are disadvantaged in all fields against their counterparts living in families, their personality development is significantly different from theirs. As a background, almost all literature distinguishes 3 types of the traumatising factors.

- 1. psychological injuries coming from the period before taking into care
- 2. the trauma of taking into foster care
- 3. problems coming from life in the foster home

#### The mental damages from the period before getting to childcare

Period before birth:

- Many of the children are from unwanted pregnancies, which can play a huge role in their later development of their low self-confidence and depressive tendency.
- during pregnancy, the mothers' not-appropriate lifestyle (e.g. alcoholism, drug abuse, inadequate nutrition) can cause serious physical and mental injuries in their development.
- Period after birth:
  - neglect:
    - > The child's physical neglect (poor nutrition, inadequate clothing, inadequate housing) can cause insecurity feeling, hopelessness, and constant tense in the child.
    - Intellectual neglect: The child's environment is often lack of stimuli, no one deals with him or her, they do not talk with him or her, as a result, his or her cognitive skills do not develop at an appropriate level, and therefore, his or her schooling is only possible in a school with different curricula. They "slip out of the critical period" concerning many of their abilities, so their later development can be also difficult (in clinical practice we often meet such 5-6-year-old children, who had been raised on a farm with TV or in better case with domestic animals, and it turns out only during the mandatory preschool years, that they cannot speak at all, or they may communicate with the baloney –"learned by watching"- from the cartoon channels).
    - Because of the emotional neglect, some forms of the affection disturbances almost inevitably develop before taking the child into state care. The family is broken up and atomised, as a result, the child cannot pay attention to others, cannot commit him or herself to relationships, which can lead to "emotional insanity". However, the emotional neglect plays a significant role in the development of the child's "moral insanity".<sup>106</sup>.
  - Bullying, aggression: The reason for taking a child into care, is often serious physical or sexual abuse from a parent (or both parents). These can cause serious psychological injuries for the children. Anxiety and frustration arise in them, which evoke aggression or regression from them. It is not common either, if hyper-sexuality or depression

<sup>&</sup>lt;sup>106</sup> Dr. Kálmánchey Márta: Psychological problems in case of children living at foster parents. In: Family, Child, Youth, 2001/2. page 24

occurs due to the violence, which the supply system cannot handle or does not tolerate.

During the analysis of physical punishment, argument, travesty, and lack of love, Sears, Maccoby and Lewin got the result that these methods are typical of the aggressive boys' father' upbringing. All these deeply affect the child's self-evaluation and provoke resentment against the parents. Although, this resentment cannot be expressed towards the aggressor, therefore, he or she turns his or her anger toward others.

- The parents' alcoholism or recent drug addiction is also a frequent reason for taking a child into care. The parents' addiction causes serious traumas even if it is not accompanied by abuse or aggression, although, in most of the cases the 2 things are closely linked. Such families are highly unstable, the parents are unpredictable, and their moods are fluctuating. In accordance with this, the children become very uncertain or they are forced to grow up soon. We often see, that the older children take the parental role (they became parents), while the younger ones escape to regression in such families. The children's feeling towards the parents become ambivalent: the child love and hate them at the same time, he or she is ashamed and regrets, which of course, leads to serious internal struggles and tense.
- It is not uncommon that the parents lead a criminal lifestyle, or that there is prostitution in the family. These convey distorted values toward the child. During socialisation, he or she cannot learn the normal moral rules, since his or her environment treats crime and prostitution as natural. It is very difficult to understand for children -coming from such environment-, why they need to learn, why they need to integrate into society and how they are able to accomplish all these, they do not have any idea about it.
- Almost every child living in state care can tell about traumatic experience before getting into state care. The countenance and extent of this cannot be measured in the tragedy of the story, but in what consequences it has for the child's development. These can be the following ones; a close relative's serious illness or death, experiencing violent scenes, crimes, accidents and anything else. As an 11-year-old girl, who had nightmares for years in the children's home, (typically she was taken to psychologist only after years, since the caregivers did not notice, until it did not become so serious that she was screaming in her dream). During the therapy, it turned out that her father jumped out of the 9<sup>th</sup> floor before her eyes, and she tried to stop him but she failed. In this case, the experience of trauma (but I have already met many similar ones in my work) was aggravated by the mixture of guilt and blame. The symptoms were mild at first, but since no one helped her processing the trauma, they increasingly strengthened.

#### Taking into care, as a traumatic event

Only a very small proportion of the children get into state care at infant age, we have already talked about its effects apropos of the early disruption of attachment. However, if the separation from the family happens at an older age, it also causes psychological trauma. The loss of family and familiar environment causes uncertainty. If the feeling of ancient-trust developed earlier,(which could not be so strong due to the previously listed things), it knocks the bottom out of the child's confidence in the adults and in the world. The feeling of repudiation, the fact that his or her family does not need him or her, on the one hand evokes anger and defiance on the other hand self-accusation. Either way, his or her faith in love (if he had such faith) is shaken, his self-esteem decreases.

#### The characteristics of taking the child into care:

In the *first year* of the child's life, the selective affection has not developed or strengthened yet, therefore, the separation is not difficult because of losing personal contact. At that time, the mother could be substituted with a person, who means similar care, love and attachment. However, while taking the child into care, this factor will become impossible, since the child gets into a system, where he or she has to share 3-4 caregivers with 10-15 peers. In such circumstances, the constant and reassuring presence of the caregiver is almost impossible. Therefore, the selective affection cannot develop at these children. The mental and physical development of such children lag behind their peers. In the lack of experiencing the symbiosis, the differentiation of the self cannot happen in a healthy way, as a result, the personality development of the children cannot go into a healthy direction. Later, in case of these early-hospitalised children, it often develops unblocked attachment and de-socialisation in adulthood.

From the year of 1-3, the already developed specific affection breaks, which means trauma for the child, at the same time, this relationship cannot be compensated (according to the previously mentioned things) by another secure affection. In case of taking this age group into care, it can also means difficulty that the child gets into a new environment, in which the previously regular things with the newly experienced unfamiliar things make the child scared. The frightening effect of these unfamiliar phenomenon group cause difficulty for children of advanced age as well. A child, living in children's home, is able to sense the changes around him or her. If we consider that the familiarity of the sole caregiver, parent or mother is replaced by a child sitter or caregiver who is equally "kind" and "warm" to every child, and this cause disappointment for the child. In today infant homes, they pay attention to the fact that every baby should have an "own caregiver", who looks after his or her more than the others, but it is also a rule that hey cannot have deeper emotional attachment with the children, since it would make things difficult for placing them in families, when they find them adoptive or foster parents. According to the Mahleri theory, this is the phase of practice, the period of the world's discovery. However, in order to be able to turn to the outside world, he or she would need a certain basic of attachment. The disruption of this leads to introversion, withdrawal, and anxiety. Such young children will have no interest in the things of the outside world, and their need for autonomy is withdrawn.

In kindergarten age beside the sense of frustration, the sense of want also occurs and children look for security as intensively as possible. Previously, we already talked about, that in this age the intensity of affection is loosened, only the need for physical contact remains, and if the separation from the parents happens suddenly, in a threatening situation, that can cause protracted grief reaction. At his time, a relative stable relationship breaks and the more ambivalent the relationship was, the more difficult the grief reaction will become, which follows the separation. In the clinic, we often experience at this age group, that their separation from their crassly insulting parents can cause serious depressive symptoms. This often disturbs their caregivers, since the symptoms of their emotional disorder often occur as

behavioural problems. Since, this is the period of the development of individuality, it makes things difficult for self-barriers to develop. In this period, the "good" and the "bad" selfconcept and object image should be integrated, which cannot happen, lack for the certain attachment point. As a result, utilitarian relationships, borderline personality or antisocial development can develop in the children.

At primary school age, the child is aware of his or her situation very much. At this time, the emotional attachment goes more difficultly to another caregiver, as a result the development of the attachment to a caregiver or foster parent is much more difficult. At his age, most children would do anything to get back to his or her family. Several cases are known, when the primary-school age child escapes home every day to his or her alcoholic, abusive parents, in case of physical but sexual abuse as well. The child's ambivalent, guilt laden attachments, raise difficulties in the separation from them. The older the child is in the moment of taking him/her into care, the longer life path is behind him and at the majority of the children, this life path is burdened with neglect, abuse, serious conflicts and traumas. The child would need personal attention and close attachments to process all these, however, the defenceless situation and apathy often result hostile behaviour in the children. Their need for love is wrapped in feigned indifference, and defiance, which makes their situation even harder, since they get into constant conflicts with their caregivers.

When taking adolescents into care, we have to consider, who initiates the taking into care. It happens relatively rarely, that the child asks the placement from his or her parents by himself or herself. For this decision, the child needs a certain level of maturity and in most cases, he or she finds a supportive adult whom he or she can rely on in making this decision. As a clinician, we are often supporters of the youngsters in such decision-makings, we help them get through it, if their extreme family circumstances (which threaten them) require it. Perhaps, because it is a relatively mature decision on their part and because they generally have an adult support and these youngsters lose their way least in childcare. In contrast this, the most "lost" youngsters are the ones, who are taken into care in adolescent age because of their "own fault". Over the past few decades, it has become increasingly common that the children in adolescent age were sent to state care by the parents, since they could not handle their behavioural problems. It is often about youngsters living in apparently orderly circumstances, whom were put into state care by their parents, since they felt the child's control slipped out of their hands and they could not handle their behavioural problems (e.g. gangs, drinking, drug abuse). So the youngsters, -entering the childcare system-, have many conflicts and copes with their caregivers and peers. It was their deviant lifestyle why they were put into state care and the disappointment with their parents and sense of exclusion makes them difficult to trust in other adults or even want to adapt themselves to the new environment. They get rejection from the most important persons for them in a sensitive period of their personality and identity development, and this rejection completely destroys their self-assessment. Since they experience this exclusion as the attack of the adults' society against them, from that point the only important thing is to meet the expectations of their peers. This contemporary group will be that subculture, from which the parents wanted to "protect" them, when they put them into institute...

We often meet such case, that the adolescent child suddenly becomes untreatable when the single parent find a new pair for himself or herself and the adolescent doesn't "fit" in the family picture in case of a new relationship.

In each case the problem with such placements is that the parent rears all his or her educational responsibility to the child, the child will be wrong for everything, and the parent affects his or her already fragile self-concept with burden, which makes him or her impossible to develop further in a healthy way. I know several cases, when the parents put their child into institute in such way that they told the child if he or she improved in 2-3 months he or she could go back to his or her family. The majority of the children prove this time and try to

integrate. The trouble begins, when the parents do not keep their promise (according to our experiences, they do not keep it), and the child realises that he or she has no chance to get home. From this point, the child has nothing to lose, therefore, his or her environment cannot affect him or her.

So the socialisation of children and youth living in childcare is a serious educational and therapeutic task, -at any age of the child was taken into state care-,in which the teachers and psychologists, who deal with him or her, (would) have an important role.

#### Problems coming from the life in children's home

The classical symptoms of hospitalisation:

- Physical symptoms: underdevelopment, several diseases, disorder of identifying own needs, higher pain threshold
- Mental symptoms: backwardness in movement, speaking, game activity and drawing
- Emotional symptoms: different attachment problems, mood disorder, anxiety
- Behavioural abnormalities: stereotypic actions, increased masturbation, bed wetting, lack of danger, anxiety, aggression, passivity.

Other damaging effects of institutional education:

- Uniformity: The personality is missing from the relationships, they are always in groups, so the development of the personality is more difficult
- Stressors: constraints, closeness, isolation, discipline, order. Their free time is unorganised and unstructured which can also be a stressor
- Rivalry, hierarchy: The children make ranking among themselves, in which the stronger and bigger reigns over the smaller ones. This can cause enmity and hatred.
- Creating scapegoat: the one, who is a little bit different from his or her peers, he or she will be excommunicated and hurt
- "Institutional" condemnation: they live their situation as a failure and shame. They try to hide or if it fails, they overcompensate it. They experience the mistakes and misdemeanour of the parents as a shame.
- Separation from the past and future: they only live for the present, they deny the past because of shame and they deny the future because of uncertainty and anxiety.

## 9.4 The status and mental characteristics of children living in childcare according to different surveys

The specialised literature deals a lot with the topic of attachment, but you can find less data in the literature on the psychological characteristics of children living in childcare system. In the 1960s and '70s there were surveys, which tried to understand children in state care better, but the latest surveys released only general information about them, they discuss their living conditions. Reading the literature, the man has the impression, that the psychologists have no competency field with them. The most recent writings on childcare made for only social workers and teachers.

In the early 1970s, the psychological study -made by Szabó and his colleagues-, suggests that children living in state care are at a disadvantage in all fields more than their peers raised in adverse family milieu as well. According to the Rorschach tests made by them, the brake-system and mental function of the children living in state care are lower, and only third of these children are characterised by the affective stability. More than half of the children being raised in the institutes have serious affective disorders according to the results and they likely have adjustment disorders, which were confirmed by their later life stories and the reports of the teachers. According to the analysis of the ÉT, MF, and IT indicators, most of them have relationship-making disorders and they are reluctant and introverted.

The authors explained all these, since the consequences of the children's past and loss of family are exacerbated further by the psychical "sterile" world of the institute. They think they are not threatened by major trauma, but they do not have the possibility to make stable relationships with full of emotions, as a result, their needs of emotions remain unsatisfied.<sup>107</sup>

Mrs Endre Murányi-Kovács draws the attention, that not only those children can suffer injuries, who were separated from their mother before the age of three, but the ones who were put into state care later (although, their personality development is different from the ones hospitalised earlier), show significant differences compared to their peers being raised in families. Their emotional and affection ability is not damaged in such way, they are highly capable of connecting to their parents, caregivers and peers, however, they are characterised by large degree of emotional stability, anxiety, ambivalence, self-esteem problems, and often aggression. The author stresses that they "live in constant attachment crisis", which means that the identification with the parent, the anger and hatred for the parent are almost unresolvable for them. E.g. the parent do not deal with him for years, meanwhile he is angry with his parents, he makes good relationship with other adults, but if the parent re-appears, he turns away from the long-established relationships and insists on his "real" parents again.<sup>108</sup>.

In another study, Mrs Endre Murányi-Kovács and Mrs Miklós Járó measured the personality traits of children living in state care: 433 students from primary school and 144 students from secondary school were tested. As a result of their study, they tried to capture the distortions of the personality structures in accordance with the following types:

- a) Over-sensitive, anxiety type: he tries to hide his anxiety, but it often makes him reluctant, he adapts himself to the community in a formal way, but he is not connected to anyone deeply. His performance is poor because of his anxiety and self-evaluation problems. His mental capacity is low, realistic self-concept did not develop. He is often characterised by systemic symptoms or depressive phases:
- b) Tempered- negative type: he is characterised by defiance, discontent, frustration, temper outbreaks, conflicts of interest and aggression. Their self-esteem is usually

<sup>&</sup>lt;sup>107</sup> P. Szabó, M. Ladocsy, B. Róna: Environmental factors on personality development in childhood. (the complex analysis of children living in family and state care) In.: F. Lénárd (editor): Environment and activity. Psychological studies, 13. volume. Akadémiai Publisher, Budapest, 1972, page 247-251

<sup>&</sup>lt;sup>108</sup> Mrs. E. Murányi-Kovács E.: The emotional development of the not hospitalised children and adolescents being raised in institute. In: F. Lénárd (editor): Environment and activity. Psychological studies, 13. volume. Akadémiai Publisher, Budapest, 1972, page 253-261

negative, their self-confidence is low, their mental capability is a bit better than the previous group, but it is still low.

c) Dissocial type: They are in a very small proportion (2-5%). He feels himself as outsider and rebel, his personality is disintegrated, he is characterised by extreme indiscipline and total inhibition.

Comparing the children's personality problems with their environmental and life historical background, there were no differences in connection with what families they came from, how long they were in state care, however, there were significant differences regarding their emotional attitudes toward the parents. 18-20% more of the problematic children, who were difficult to handle related negatively and with ambivalent feelings to their parents than the group mean. Among their peers, there were outstanding adaptive children or orphans, who had already processed their situations, or those with at least one parent, who could provide them emotional-moral support. On this basis, the authors conclude that the children's personality development is endangered if:

- a) They keep up the contact with their morally depraved children
- b) The parents' feelings are unclear or extremely negative <sup>109</sup>

The seemingly trivial statement -said in the early 1970s- has still not resulted change in the care system. Eszter Zsámbéki's survey published in 2004, assessed the situation of the residents living in modern residential homes. Unfortunately, her results confirm the same, that many of us, who deal with children, feel that the material conditions improved, the children-living in childcare system- live under nicer and more comfortable conditions, but they do not get bigger support emotionally than in the past decades.

The survey found that 82% of the children keep in touch with their parents (a Baranya county survey found smaller proportion than this, but there also 63% of the children keep in touch with their family<sup>110</sup>), at the same time only half of the children can talk about their family and from 176 children, only two said that they had talked about this topic with a psychologist. The part of the Child Protection Act, that says the child has the right to keep in touch with his or her birth parents, seems to be successfully satisfied, however, the system does not help the child to process the psychological burdens in connection with his or her family, which can be just complicated by keeping touch with them.

Another important conclusion of the study is that the attachments of the child are arbitrary within a residential home. Insomuch as this is only a few years of study, since it was made after the establishment of residential homes, it is a sad data, that 66% of children went through a change in the composition of the adults caring for them, and this meant not only one but often 2-3 adults' leaving. Among them, there were such children, who experienced the exchange of 6 adults. Considering, that the team of a residential home consists of 5-6 persons, this number is very high and it shows that the children do not have the possibility to build secure attachments, since by the time they become attached to someone, he or she may not work at the home anymore, since he or she got a better job offer, or left the home for other reason. The research also showed that those people leave the residential homes, whom the children loved. (78% of them felt sorry for the adult's leaving). According to my experiences, this has many reasons. The better-qualified, more enthusiastic and less burnt-out colleagues sooner get offer from other places (the children's home's caregiver, and child sitter status is less honoured profession financially and in terms of prestige). Another reason is that many of them arrive to this field with a lot of expectations, they think that they will "redeem" the children with their love and care, they will improve everyone and as we know the overenthusiasm and unrealistic expectations are the first step for disillusionment and burnout.

<sup>&</sup>lt;sup>109</sup> Mrs. E, Murányi -Kovács: Additions to the personality development of adolescents being raised in foster homes. In: Pál Gegesi Kiss (editor): Psychological studies, 10. volume Akadémiai Publisher, Budapest, 1967. page 287-293

<sup>&</sup>lt;sup>110</sup> Faológia, Faág Baráti Kör Egyesület, Pécs, 2005. page 30

The third reason why those who are beloved by the children leave is that the burnt out, degrading staff does not like those colleagues who really act in favour of the children, who "do not stand into the row". I know a few stories where the colleagues joined forces against their enthusiastic colleague who was dealing with children, and since such people usually high and dry in administration or in other fields (they do not have time for it, since they deal with children), they often leave their workplace with disciplinary. It is also not uncommon, that the reason for their dismissal is, that they are too lenient, so the children are untreatable. For example, I know such child sitter, who was entrusted with 10 children, and they went on a vacation to a bicycle tour and to a swimming pool, and he was dismissed, saying that the children demanded in the others' shift that they did not want to sit alone at home.

Another finding of Eszter Zsámbéki's study is that the children cannot be each other's constant partner. 71% of the respondents reported that their peers left the children's home, and many of them experienced the loss of at least 3 peers. Knowing that the number of residential homes is 12 persons, it is shocking, that 9 children experienced the leave of 6 peers, and several of them reported 8, 9, 10, or even 14 children's leave. Knowing all this, the next result of the study is not surprising, that in children's homes there are rather mate relationships and not "real" friendships. To the question what they like the most in the residential home, 42% of the children say that everything (it is a pretty meaningless answer, suggesting a bit as if there was not anything/anyone outstanding). 12% of them emphasises the children, 18% of them the house, but there is no data of adults or caregivers, although 5% of them mentions them too.<sup>111</sup>

It would be an important token for the child's security feeling, if after he was put into state care, there would be a place where he could "settle in" for long term. The frequent change of places results that after a while he does not even try to adapt, since by the time he learns the local rules, he might be placed elsewhere. Regarding his affections, each change of place is a trauma for him, which will sweep him towards that he will look for love-relationships less, since they will be broken anyway. By processing ministry statistics, I would emphasise the following relevant data: in 2005, 25% (a quarter of them!) of the children living in children's homes changed their care-location in a year, and in this I only counted those ones, who stayed within childcare or were adopted, and their care was not terminated because they became of full age. In the foster care network, the situation is better, there, "only" 5 % of the children 's homes changed their place of residence in every 4 year, but also children being raised at foster parents change it at least once when they are 18-24 according to statistics.<sup>112</sup>

#### 9.5 The attitude of children living in childcare to accomplishment

The emotional development of the growing children taken from their family, is disturbed by so-called hospitalisation disturbances. Their emotional and intellectual development is in close symbiosis. In the lack of love, care and touch, the infants and small children's brain does not develop to the extent that it should. Their brain can be even 30% smaller than their normally developing peers. In case of the emotionally neglected or abused children, the anxiety centre, which is in constant readiness makes it difficult for the rest of the brain fields to function normally, in case of other children, the left frontal lobe of the brain is responsible for happiness and it shows a small than normal neural activity, namely the child did not learn to be happy. Therefore, by the time the children living in childcare system reach school age, they often have incomplete knowledge irrespectively of their abilities, speaking or/and part-

<sup>&</sup>lt;sup>111</sup>Eszter Zsámbéki: The situation of the children living in residential home. In: Family, Child, Youth. 2004/2, page 5-19

<sup>&</sup>lt;sup>112</sup> Ministry of Social Affairs and Labour: Information on the family-, child and youth care 2005, Budapest, 2006., page 53-56

ability disorders, attention problems, psychiatric problems, which greatly hamper their school career development.<sup>113</sup>

The expectations of the environment and the inner motivations of the child are determining in the child's relation to his or her accomplishment. From humanistic approach<sup>114</sup> to reach the self-fulfilling tendency, it would be essential to accept the environment unconditionally. Maslow formulated this in his motivational hierarchy theory that the self-realisation as a more complex need, only occur after satisfying the basic needs. In case of children living in childcare, in good case, the physiological needs are satisfied of the basic needs, although, the children often remain hungry due to the low food-norm. Their need for security can only be satisfied more or less, since there is no one, who stands up for them to protect them, and their environment often know this about them. I know several children's homes, where the children are constant targets of gangs in the area, and their caregivers do not stand up for them (from fear, or they do not care about is, but often they do not know that the child -entrusted to themis chased and beaten every day). Their uncertainty in connection with their future is a constant source of anxiety from their childhood. I have already referred to the dissatisfaction of the need for belonging somewhere apropos of Eszter Zsámbék's above-mentioned study. They rarely get satisfaction of their need for appreciation from the adults, so they rather try to get the appreciation of their peers. The position, which they get by showing negative values in the adults' eyes (e.g. antics, rowdyism, fighting), does not give enough positive self-assessment basis to start on their way of self-realisation, and self-completion. The higher motives, such as cognition, the need for aesthetic experience, or self-realisation are all important components of school performance.

Against this background, it is not surprising why the children living in childcare system have much lag in educational qualification comparing to their peers living in family.

Data of primary school children in the school year of 2004/2005 <sup>115</sup> (data of children living in					
family are from the Ministry of Education):					
	Normal	Over-	Total	From this took part in mentally	

	Normal	Over-	Total	From this took part in mentally
	age	aged		handicapped care
Children's home	43%	57%	100%	34%
Foster network	63%	37%	100%	17%
Ones living in a family	No	No data	100%	9%
	data	No data	10070	270

The further education of children finished primary schools in the school year of  $2004/2005^{116}$  (data of children living in family are from the Ministry of Education):

School type	Children's home	Foster network	Living in family	
He/she learns in high school	4%	4% 14%		
He/she learns in secondary	12%	26%	36%	
technical school				
He/she learns in vocational school	70%	57%	25%	
He/she takes part in courses out of	2%	1%	No data	
school system				
He/she does not learn	12%	2%	No data	

<sup>&</sup>lt;sup>113</sup>Mrs I. Gönczi Veress.: The pedagogy of childcare, Kossuth Akadmémiai Publisher, Debrecen, 2002. page 33-37

<sup>&</sup>lt;sup>114</sup> Atkinson, Hilgard: Psychology, Osiris Publisher, Budapest, 2005. page 505-510

<sup>&</sup>lt;sup>115</sup> Ministry of Labour and Social Affairs: Information on family-, child- and youth care 2005. year, Budapest, 2006. page 58

<sup>&</sup>lt;sup>116</sup> Ministry of Labour and Social Affairs: Information on family-, child- and youth care 2005. year, Budapest, 2006.page 58

Although, I did not find any relevant data in connection with the children growing up in family, and thus the statistics is not fully comparable, the percentage differences are so great that they speak for themselves. Only 16% of the children living in children's homes start secondary school in such institute where they can get graduation (only a fraction of them will complete it successfully on the basis of the statistics), but only 40% of the ones living at foster parents start this type of school, while in case of children growing up in family, it is 85%. Therefore, the recipients of childcare system start their way of "life"-when become of agewith serious disadvantages, since the more lower-educated you are, the harder you can find a job, and there is a greater chance to be marginalised, to become indigent, especially if there is not a stable family background behind him or her, who could support them.

It is the experience of long line of research, that expectations against the children highly influence their performance. The understanding of this context relating to the consequences of childcare services is an important point in organising the concerned children's education. If the caregivers and children have low expectations against "institute children", only because they grow up in an institute, or because they come from difficult family and life circumstances, then it greatly affects their performance and thus their future opportunities. This kind of prejudicial and stereotypical attitude is a direct consequence that the school success of the youngsters does not get enough priority in planning the care and education. The youngsters do not get that educational help that they need. The caregivers understate that psychological burden and difficulties, which the youngsters have to cope with.

The youngsters in children's homes or at foster parents do not receive the attention similar to parental care or in the field of study either. It can be seen, that in the management of children's homes, the tendency is that they monitor primarily the physical development of the children in professional care, and they consider their studies to the sole responsibilities of the schools.

The praise, respectively its absence, is another important component of the achievements of the youngsters growing up in childcare. The caregivers –from ignorance, or that they do not care- very often do not pay attention to praise the child's effort, even if it does not bring too impressive results immediately in the first days. By doing so, the child will lose the mood to make further efforts towards a better performance. It is not uncommon either, unfortunately until present day, that even those children are discouraged of learning, who would have internal motivation. I know of such a third-year social worker student –who used to live in state care- ,whom his caregiver did not allow to continue his high school study, saying that it was too strong for him after village school (where, incidentally, he was a prominent student), but his caregiver enrolled him to a secondary vocational school. The young man was lucky, because he later found such patronisers, who persuaded him for further education, thus he graduated alongside work, and currently he is attending college.

The situation is not only in Hungary so sad. In England, the school performance of children living in childcare system lags behind comparing to their peers growing up in family environment. During their later life, the bad school experience contributes to the social marginalisation: a quarter-third of the homeless people sleeping in the streets lived in state care, and at least a quarter of the people living in adult prisons spent some time in state care.<sup>117</sup>

In England, this research, which showed such extent of lag of the children living in state care, followed by an action plan, and its workout preceded by a wide range of social discussions. The research of the school-accomplishment of the adult children living in childcare clearly shows that you can achieve significant improvement only by coordinating the educational and social services.<sup>118</sup>

<sup>&</sup>lt;sup>117</sup> Barnardo's Foundation's publication, 2001, London, www.barnardos.org.uk

<sup>&</sup>lt;sup>118</sup>Zsuzsa Kravalik: Cooperation in childcare system. In: Family, Child, Youth, 2004/4, page 28-34

#### 9.6 Rights and responsibilities within the childcare system

"Today's children only have rights, not obligations" This sentence can still be heard many times in caregivers' meetings, I also often faced with this, when I tried to continue discussion with caregivers, child sitters about why it would be important to educate with praise instead of punishment, and to discuss what ideas they have to motivate the children. This statement appears to be legitimate at first glance, and it "protects" many adults from seriously thinking of what educational tools could be used. Since the issue of rewardpunishment is always a delicate part of the pedagogical work. Adults dealing with raising children, often feel that they are trapped when they want to punish, since whatever they find out, that usually violates the rights of child, usually the child's constitutional right to human dignity. In 1998 an ombudsman's report was born, which criticised the ways of sanctions applied to children's homes, such as the physical abuse of the children, preventing them to keep in touch with relatives, the confinement, the distraction of pocket money, and forbidding the attendance in special circles. Therefore, the professionals involved in raising children, often ask the question: how can we punish them at all? As it turns out from Eszter Zsámbéki's study, the ways of punishments still show varied picture, and the hurting, degrading punishments to human dignity are still in quite a large number, although, corporal punishment is in retreat. From the children's responses, it turned out that the most severe punishments consider the possibility to place them to another home.

If a child breaks the rules ser	iously, what happens then? <sup>119</sup>
No punishment, only scolding	31
Withdrawal of day-out	46
Threat with placing them to another institute	26
They cannot watch TV	23
They will be taken to the director	15
Confinement	14
They cannot use the computer	13
Standing in the corner, squatting, kneeling	13
Group assembly	11
Disciplinary	8
Written warning	7
Distraction of pocket money	7
They cannot take part in joint programs	5
Spanking	4
A-month-long washing-up	4
They cannot take part in special circle	3
They do not get pocket money	3
They are sent to the bathroom	2
They cannot go home	2
They are sent to walk	1
They have to apologise	1

The perception of the children is conspicuous, that they focus on the punishment: "there is no punishment, only scolding" phrasing suggests as if the punishment would be the "normal" solution. The discussion and conversation do not even arise as a problem-solving method, which suggests that they may not know this "ordination" method. This is very important, because a very big disadvantage of the children living in childcare system is that where their barriers are, which rules are important in his life and which are less important. Mária Herczog draws the attention, that the duty-fulfilment can only be expected from such child, who had

<sup>&</sup>lt;sup>119</sup> Eszter Zsámbéki: The situation of children living in residential homes. In: Family, Child, Youth. 2004/2, page 5-19

the possibility to accept himself, love himself and his environment<sup>120</sup>. In order to be able to learn the "normal" behavioural patterns and rules, we have to set consistently formulated barriers ahead of them (which are occurring in a loving and accepting atmosphere). If he did not get this as an infant, that can be built later only with difficult, coherent and conscious pedagogical work. One thing is for sure that does not help in the development of the child's sense of responsibility and duty: If he gets constant rejection and punishment for his actions. The reactions of the children- under childcare protection- to the environment is usually characterised by adaption moseying coming from despair. If the expectations are negative, then the result will be, that the negative spiral develops, which results in the deviant socialisation of the child. One of the components is that they only pay attention to the child, if there is problem with him, since this time, he means problem for his caregivers. Thomas Gordon<sup>121</sup> is researching in the family circle, that who bears difficulty on himself, in other words, who owns the difficulty. Who is the problem-master? From his composition, a fundamental distinction turns out, by which: when a child does something that prevents the adult from satisfying his or her need (here we have to think of the behaviour as a not acceptable thing, since it causes problem to the adult), then the adult will be the problemmaster.

However, if the child is the one, who is not able to satisfy a need of him, we consider the situation that here the child has some discomfort, and in this sense, he is the bearer of the difficulty.

He summed up all this in a behavioral rectangle:

ACCEPTABLE	It is the child's difficulty	The child's behaviour causes discomfort to the child.	
BEHAVIOUR	No difficulty field	The child's behaviour does not cause difficulty to either the child or the adult.	
NOT ACCEPTABLE BEHAVIOUR	It is the adult's difficulty	The child's behaviour causes discomfort to the adult.	

So, if the caregiver (since he fills the role of the parent in the children's home) only reacts, when the child's behaviour causes problem for him, this only keeps him in that negative spiral, which is the classical model of the emergence of bad child. In a group session, a 16-year-old big girl, - who has already had police case-, said that she had started to "kick up a riot" deliberately for 2 years. Until then, she was a relatively good student, she always kept the rules of residential home, and she tried to adapt herself. At that time, none of the adults dealt with her. Then she decided that she would quit for the good girl role, so they might pay attention to to her, but it did not happen like that: she was punished, scolded but no one asked her what happened to her or what was with her. She thought she would go to the limit, when she could reach this and only when she was summoned to the police station, she realised that was waiting for this question in vain. Therefore, the compliance of the rules and obligations are on the one hand a learnt process, in which the children coming from families with deviant lifestyle start their way with strong shortfalls. On the other hand, the trust and love is equally important, and without the existence of these, there is no chance to make up for the earlier faults when they become older.

<sup>&</sup>lt;sup>120</sup> Mária Herczog: Manual of childcare. KJK-KERSZÖV Legal and Business Publisher, Budapest, 2003. page 36-38

<sup>&</sup>lt;sup>121</sup> Dr. Thomas Gordon: Teach your child for self-discipline, Assertiv publisher, New York, 1989, page 145-170

It is also my own experience that in a caregiver meeting, we discussed the further fate of a boy approaching to his age of discretion. The young boy has lived in the home since he was 6, (respectively, the predecessor of that home in a bigger institute), where he still was, so a part of his caregivers have known him for 12 years. The meeting consisted of that they listed the boy's "sins": aggressive, angry, stubborn and he does not keep the rules. I got in touch with the boy a few weeks earlier, as I see it, he was characterised by very strong desire for love, need for attachment, and desire for adequacy. For me, the most shocking point of the discussion was, that for the question; what good characteristics the boy have, the teaching staff (6 persons) unanimously declared of the child- growing up in their hands in that 12 years- that he did not have such characteristic. The saddest thing was not the fact that they dared to declare this, but that they did not feel their responsibility that this happened like that. The development of negative self-concept is an important "component" of the criminal development. During a follow-up study, Reckless and his colleagues found that the acceptance of the "bad boy" role influenced the most when choosing criminal behaviour<sup>122</sup>. The "I am bad" self-imagination begins with the emotional rejection of the parent, since "the one who is not loved, cannot be good". Since the child is approaching to his caregivers with this self-concept -if the adult surrounding him do not seek for "destroying" this self-image-, then he will "win" constant scolding and rejection on the part of them. Therefore, he will have more and more negative self-concept, and accordingly he will behave more and more in a deviant way. If he endows his self-concept with criminal life norms (based on the feedback of the environment), then that will advance his criminal behaviour<sup>123</sup>.

The media, the prominently advertised aggression in the street and the moral laxity greatly affect the child's thinking. For the young teenagers, especially for the ones living in state care, the socialisation confined to such experiences (without the presence of adult control) that the view of the loitering and different video films and advertising of violence provide them. According to the surveys conducted in children's homes, the children living here spend most of their free time with watching TV, since TV is the best "nursery", they do not have to deal with them while sitting in front of it. Another important scene of their socialisation is the disco, where also the 12-13-year-old teens want to look older than their age in clothing and in other things. They want to bear on themselves all the features of the images dictated by the different entertainment TV channels. The child - in such alignment- will become excluded and not accepted, where this measure of value does not comply. When they make closer relationships, they feel it natural that the courtship is unnecessary. It is common, that after half an hour of acquaintance, they offer sexual act. Eventually, it is not uncommon that pregnancy from such acquaintances or rather non-acquaintances is not a desired state on the part of any of them. The result is: abortion. I could also mention the encouraging alcohol and drug for which the children growing up in children's homes are more vulnerable comparing to their age group. The driving force of all these is the desire for acceptance and the fear of exclusion.

The main value for the children and youth living in state care is to be accepted and loved. Every errant path-searching, which they think is good, corresponds to this intention. All of us meet failures, when our performance lags behind the level we expected, it violates our self-concept. Normally, this time we multiply our efforts or set another goal for us. However, if the failures returns sometimes and fill our life, then they get particular importance and we cannot sweep them aside. They remain in the form of latent, haunting memories. In this way the deeply rooted feeling of disability can develop, which can later aggravate unstoppably. A variety of reasons may cause a sense of disability: physical weakness, negative externality,

<sup>&</sup>lt;sup>122</sup> Reckless, W.-Dinitz, S.-Murray, E.: Self concept as an insulation against Delinquency, American Sociological Review. 21. page 744-746

<sup>&</sup>lt;sup>128</sup> Dr. I. Münnich: The child and juvenile delinquency. In: Dr. I. Münnich - Dr. F. Szakács: Young offenders, Economics and Legal Book Publisher, Budapest, 1977. page 29

social non-conformity<sup>124</sup>. The inferiority complex can be determined as a strong and sustained tension, which bears a relation to the sense of disability relating to our personal aptitudes. They try to make up for this absence coming from these frequent difficulties, with the so-called substitute compensation. We talk about this, if a person is unable to eliminate his or her disadvantageous situation, however, he or she finds satisfaction in other fields. Since a high number of the children cannot win the appreciation of adults, they are forced to excel with something in contemporary relationships. During group sessions with children living in state care, we often use the game, when children have to represent themselves on drawing depicting people, based on how they feel within the community. Therefore, the essence of this game is to assess where the child lists himself in his own environment. Among the 14-18 year-old residents of the children's homes, almost all of the children drew their names to the part of the heart in the drawn human figures. The place of the heart show their desire to be accepted and honoured for the community, respectively their peers love them.

Observing András Feldmár's analytic approach, he says that man cannot be free, cannot live a full life until he removes his experienced traumas. According to him, the traumas lead to cleavage in almost every case, in other words, we separate a part of our self from ourselves, but from then, this part subconsciously controls our life. In case of children living in state care, the "compulsion of encore"<sup>125</sup> is traceable, and in the background of this, there are the unprocessed -therefore exiled to unconscious- traumas. The most outstanding example for this that while as an adolescent, they claim they will never put their child into state care, while most of them put their child into state care as an adult. In prison, I met many fathers, who spoke pejoratively about the fact that their father had also been in prison, however the children of these fathers were in state care because they got into prison. András Feldmár says the only way to exit this fateful recurring happening-chain, if "we can embrace" the exfoliated part of our self. To do this, we have to face this part of our self, we have to experience the pain of the trauma again. However, this can only be done by clinging to someone. We can experience the trauma in such way, if man experiences that someone loves him, and there is someone he can rely on.<sup>126</sup>

<sup>&</sup>lt;sup>124</sup> G.W. Allport,: The development of personality, Budapest, 1997, page 146-149

<sup>&</sup>lt;sup>130</sup> S. Freud,: Introduction to psychoanalysis. Gondolat-Talentum, Budapest, 1994. page 225-235

<sup>&</sup>lt;sup>131</sup> A. Feldmár: Destiny, fate, free will, In: A. Feldmár, P. Popper, J. Ranschburg: Destiny, fate, free will, Saxum-InfoMed Ltd, Kaposvár, 2004. page 86-98

## 9.7 The characteristics and difficulties of children raised up by foster parents

The specialised literature relating to the children living at foster parents is even poorer than residents of children's homes. Several articles and books deal with adoption, but less deal with children living at foster parents. The foster parents have to take part a 60-hour course, in which, (in principle) they acquire all the knowledge and skills which they will need in connection with the children. However, our experience is this is rarely enough to cope with all these problems, which arise in the actual encounter.

The typical difficulties of foster parental placement on the part of the families <sup>127</sup>:

- The foster parent is disappointed, he or she expected for another child (e.g. it is very common that foster parents do not know what disease or disability the child has, whom they get, only when the child arrives to them and his or her "file" from which truth will turn out)
- The life of the foster family highly changes, the order and peace upset, the whole family life has to be re-structured
- The blood relatives (especially the children) will be jealous
- They cannot treat the consequences of the earlier psychological injuries (e.g. theft, arson)
- The feelings for the biological parents (with all their ambivalences) shift to the foster parents and they cannot handle this.
- The foster parents expect immediate gratitude and appreciation from the child, which generates counter in him/her.
- They need to make up for their previously failed emotions and relationships to recover, to develop healthily, therefore they require specific care and cherish (at a level of younger children).

The typical difficulties of foster parental placement on the part of the child: The situation of the child, who gets into foster care, is very difficult, since he is burdened by all those injuries, which we had discussed earlier, and to all these, some special difficulties are added, among which the most notable ones are the followings:

- Transience: In most case, the children know what the difference is between the foster parent and adoptive parent. Those, who got to foster parents from children's homes, know such children who were given back, who were not raised further. At best, the official relationship with the foster parents ends when they become of age, and it makes them difficult to consider the foster family as their own family.
- Conditionality: the most foster parent says, but if not, the children feel that their staying depends on how they behave. In the clinic, we treated several teens and teenagers, who were raised by their foster parents keenly, until the first adolescent rebellion and quarrels started. However, at this point, the foster parents did not undertake the child any longer, they put the child back to the institute. We often meet the fact that it becomes a "pedagogical method" of the parent to threaten him with putting him back to state care. This is a very heavy burden on the child, and under this pressure, he will certainly do some action to reach this redemption (he goes ahead, since he cannot stand the tension and anxiety, which cause the threat). This tendency is particularly well marked at such children, who had already been at several foster parents, and who were given back earlier because of various problems.

<sup>&</sup>lt;sup>127</sup> Dr. Márta Kálmánchey: Psychological problems occurring at children living with foster parents. In: Family, Child, Youth, 2001/2, page 24-29

- Loyalty-conflict: this problem still exists, if the child does not know his biological parents, since he still has a picture of them, that he belongs to another family because of his origin. It is even harder, if he keeps in touch with his original family, since this time, he may feel, if he loves his foster parents, that he betrays his real parents and vice versa. In these situations, it is hard to decide for the child where he belongs actually and it is difficult for him to understand that he can have place in both families.
- Self- identity problems: In most cases, the values, norms and customs of the foster family are different from the values, norms and customs of the child's previous environment. In most cases, the child is the one, who has to take over the lifestyle of the new family, which may result that he feels swallowed and that his own personality is lost.
- Feeling of second class: the children living at foster parents very often formulate that they feel not to be full members of the family. Especially, if the foster parents have an own child, then it is heavily strained. The parents may often show favour toward the birth children and by doing so the foster children feel themselves excluded.

Children react differently to all these difficulties, but almost all of them have some kind of symptoms, in which their problems are manifested.

The most common symptoms are the following ones:

- Regression: the children do not function at age-appropriate level. On the one hand, this is due to the fact that they want to achieve care and attention, on the other hand the feeling that he cannot meet the expectations of the outer world.
- Defiance, tantrums: these are the not too adaptive but more frequent manifestation forms of raising awareness. There is the same desire for attachment behind it, as the case of regression, however, in case of such children, the fear of anxiety and rejection can turn this desire into opposition.
- Bolt-down, concealment of items: on the one hand, in the background of these phenomena there are the previous deprivations, on the other hand it has a symbolic meaning, the acquisition and annexation of love.
- Stealing, lying, vandalism: in the background there is usually raising awareness, severe attachment disorder and often emotional problems. Such behaviour can be observed at children, who had already been with more foster parents, and their confidence was shaken in adults, or they were exposed to serious abuse in their family of origin.

#### 9.8 Keeping contact with parents

"It was grey what had happened so far. I'm away from the family, no love, nothing."<sup>128</sup>

It was a part of Katalin Hanák's survey published in 1983, the analysis on the lifehistorical report of people living in state care, which contains interesting additions of the children's relationship to their parents.

The structural feature of the biographies was that 80% of the children talk about the time before getting into state care in a colourful and emotional way (although we will see later mainly in a negative way.) and after the period of getting into state care they have almost nothing to say. The author explains the asymmetry in this proportion that the separation of the family means trauma for the children, which the years spent in the children's home cannot make him forget.

The family-centeredness of the stories shows that the family is a very important value for the children that they place in front of many other things.

Another possible explanation for this is that the children bring such overwhelming, traumatic experiences from the family, which they cannot process over the years either.<sup>129</sup>

Furthermore, the author examines what associations stick to the activity of the family and children in the reports: <sup>130</sup>

Keywords re	elating to the family	Keywords relating to the activity of the children			
<ol> <li>beating</li> <li>money</li> <li>death</li> <li>disease</li> <li>alcohol</li> <li>bad flat</li> </ol>	<ul> <li>7. divorce</li> <li>8. quarrel</li> <li>9. unemployment</li> <li>10. suicide</li> <li>11. accident</li> </ul>	<ol> <li>learning</li> <li>prowling</li> <li>runaway</li> <li>theft</li> <li>game</li> <li>fighting</li> </ol>	<ul> <li>7. police</li> <li>8. lie</li> <li>9. shame</li> <li>10. sorrow</li> <li>11. sexual abuse</li> <li>12. joy</li> </ul>		

The list shows exactly in what circumstances the children got into institute, what they could experience earlier and what injuries they may bear on themselves based on these.

Considering the parent image, the author also gives interesting results: the first thing he states is that in the vast majority of the cases, the concept of parent relates to two insular persons: the mother and father, referring to the broken families, in which the parents are separated, many times as conflicting parties. It is also worth emphasising the emotionally charged language signs relating to the parents. Only 20 % of the children spoke of their parents in positive terms, almost half of them formulated negative feeling against them, while 31% talked about them with indifference and without emotional charge. This "neutrality" indicates the damage of the children's personality the most, since the impoverishment and desolation of the emotional life may be behind it.

Based on the survey, the foster parents play an important role in the children's life, although, this picture is quite controversial regarding this. They speak of their foster parents in a higher than average proportion (26%), but regarding the negative assessment, the foster parents are also on the lead (57%). The results suggest that a foster parent can uphold the children, he or she can be their helper, can strengthen them, but unfortunately in most cases, the foster parent rather further complicate the situation of the already difficult fated child.

<sup>&</sup>lt;sup>128</sup> K. Hanák: Society and chilcare. Akadémiai Publisher, Budapest, 1983., page 130

<sup>&</sup>lt;sup>129</sup> Mrs. E. Murányi Kovács: Additions to the personality development of the adolescents in state care raised in foster homes. In: P. Kiss Gegei (editor): Psychological studies. 10. volume, Akadémiai Publisher, Budapest, 1967., page 287-293

<sup>&</sup>lt;sup>130</sup> K. Hanák: Society and childcare. Akadémiai Publisher, Budapest, 1983. page 127-147

Those data also refer to the children's previous traumas, which are about the things, what the participants in the survey convicted in connection with their parents: the picture of mothers who vanished into thin air, who lived an immoral "bad life", who were alcoholic and who placed their individual happiness in front their child and all these descriptions appeared with embarrassment, anger and hatred. In case of the fathers, mainly the brutality and alcoholism dominate, but rape also appears in connection with them.

The next important result of the study is that it also examines what the attitudes-toward their parents- are like of the different children coming from different family situations.

The children were divided into 7 subgroups:

I. Not anti-behaved

- 1. without family: no parents or minimal contact with them
- 2. unfortunate: disease of the parent or child, family tragedy
- 3. financially fallen, broken families: fallen single parent
- 4. broken families and families with deviant behaviour: family breakup, deviant family
- 5. ill-fated and broken families, mostly families with deviant behaviour: the mixture of the 2<sup>nd</sup> and 4<sup>th</sup> type

II. Anti-behaved (ones, who were put into state care because of truancy, vandalism, and theft)

- 6. orderly family circumstances: parents live in orderly circumstances
- 7. disordered family circumstances: disordered, family with deviant behaviour

It was found in the survey that the more negative is in a family, the more the parents appear in the life stories and usually in case of anti behaved children who experienced disordered family circumstances.

The emotional charge of these reports shapes differently, depending on which parent we are talking about (the fathers are judged much more negatively), on the other hand it is variable as subgroups. (See chart below):

The chart shows that in case of broken families, the proportion of neutral responses are very low, since the breakup and conflicts of the family take the child's bearings to one of the parties' side, which is manifested in the high nature of negative responses. However, this does not mean a sincere affection, since the positive manifestations are low.

The most love-manifestations were found in case of ones with antisocial behaviour and from disordered families, although the negative responses are also very common. The neutral responses appear in the lowest rate at them. Katalin Hanák explains this, if the parents break the written and unwritten norms of human coexistence and they force their children to experience extreme experiences (e.g. brutality), then they could not evade the emotional attitude of mind. Their emotional attitude of mind often has ethical content (condemnation), but it comes in the same proportion (it is just related to their own antisocial behaviour) that their ability to make difference between "good" and "bad" is missing.

Another important result, which the chart shows that in case of antisocial children growing up in orderly family, the neutral responses highly dominate regarding both parents. This shows that the emotional barrenness and the "lukewarm indifference" can be just as disruptive as the open aggression.

Children without family feel dislike towards their father the most, at the same time, their positive emotional expression toward the mother is relatively common. This may be due to the fact that a large percent of them never knew their father, and so they blame him for every problem they have, but they reflect all their love need to the sometimes appearing mother who deals with her child in some wise.

Groups of types	Emotio	n toward	the father (	(in %)	emotion	n toward t	the mother	(in %)
Groups of types	positive	neutral	negative	total	positive	neutral	negative	total
1. ones without								
family	-	19	81	100	32	47	21	100
2. ones with								
miserable fate	28	72	-	100	40	39	21	100
3. financially fallen,								
broken families	14	9	77	100	16	41	43	100
4. broken families								
with deviant	22	2	76	100	19	15	66	100
behaviour								
5. Broken families								
with miserable fates	10	14	76	100	19	36	45	100
and with deviant								
behaviour								
6. ones with								
antisocial behaviour	22	63	15	100	17	66	17	100
but with orderly								
family								
circumstances								
7. ones with			< <b>7</b>	100	10	10	47	100
antisocial behaviour	32	1	67	100	43	10	47	100
but with disordered								
family								
circumstances								

The mentioning of the father and mother's in accordance with their emotional charge at some type-groups.<sup>131</sup>

<sup>&</sup>lt;sup>131</sup> K. Hanák: Society and childcare. Akadémiai Publisher, Budapest, 1983., page 145

#### Epilogue

If the dear reader got this far in the book, then maybe I do not have to explain what the KÁSZPEM<sup>®</sup> is good for. I sincerely hope that the method presented here and the pedagogical system may help the children and youth living in childcare, and it may work as an effective tool in the hands of the colleagues, who work with them.

I must emphasise repeatedly that the childcare is not some distant and elusive structure, but it is a human behaviour, which was formed into reality by the contributors, who deal directly with the children taken out of families. I do hope that this method will reach them too. Since I made it for them.

We believe that the children and youth living in residential and children's home have future. We believe that they can be accepted and they are loveable apart from their merits. We believe that they can be made awaken for this insight too.

#### Dear Reader!

If you can, follow the creation of the professional program system of the ÁGOTA<sup>®</sup> Foundation. Because we will give forth of us... in favour of the children and youth taken out of families.

The III. and IV. chapter of About them... for them soon arrives..

János Kothencz Founder of ÁGOTA<sup>®</sup> and KÁSZPEM<sup>®</sup>

#### **Bibliography**

János Kothencz: About them...for them... I. The sociology of the children and youth taken out of family; The social idiosyncrasies of the children and youth living in childcare ("ones living in state care") (*social features*) nowadays;- National research on "children and youth living in state care" ÁGOTA<sup>®</sup> (Állami Gondoskodásban Élő és Veszélyeztetett Fiatalok Támogatásáért) national non-profit Foundation 2009 Szeged; The child protection and guardianship of the 1997th XXXI. Law **1997**th XXXI. Law About the child protection and guardianship

ÁGOTA® Pilot Pedagogical Program Diagnostic reports I- VIII. group all occasions

Ainsworth MDS, Bell SMV, Stayton DJ: Individual differences in strange-situation behaviour of one year olds. In: Shaffer HR (ed.): The origins of human social relations. Academic press, New York, 1971

K. Ákos (editor): The world of culture. The health. Psychological education. Sports and body culture, Economics and Law Publisher, Budapest, 1964

Allport, G.W.: The development of personality, Budapest, 1997

Andrea Mewaldt – Žilvinas Gailius, Practical manual for youth group leaders, Nagyító Foundation, 2005

Atkinson R.L., Atkinson R.C.: Psychology, Osiris-Szabadvég Publisher Budapest

Atkinson, Hilgard: Psychology, Osiris Publisher, Budapest, 2005

**A. Bálint: The development of love and sense of reality**. In: Studies of soul analysis, Somló Publisher, Budapest, 1990

Bálint Alice: Mother and Child. Párbeszéd Publisher, Budapest, 1990

**Bálint, M.: Two Notes on the Erotic Component of the Ego-Instincts**. In: Primary Love and Psychoanalytic Techniques. Liveright, London, 1953

É. Balogh: Developmental Psychology Didakt Publisher, Debrecen, 2004

Publication of Barnardo's Foundation, 2001, London, www.barnardos.org.uk

L. Barth: Budapest capitol's poor case, Franklin Society, Budapest, 1877

**Bates J., Maslin C, Frankel KA: Attachment security, Mother-child interaction and temperament as predictors of behaviour problem ratings at age three years**. In: Monographs of the Society for Research in Child Development. 50(1-2), 1985

Charles S. Carver – Michael F. Scheier: Personality psychology, Osiris Publisher, Budapest, 1998

Cole M., Cole S.R.: Developmental Psychology, Osiris Publisher, Budapest, 1997

L. Csókay, A. Domszky, V. Hazai, M. Herczog: The international practice of childcare, Pont Publisher, Budapest, 1994

K. Csorna,: The social system of childcare, Budapest, 1929

**A. Domszky: Professional childcare**. Auxiliary material for the social qualification, National Institute of Family and Social Affairs, Budapest, 2004

**Dr. E. Filó, Dr. Katonáné Dr. E. Pehr: Children rights, childcare** HVG-ORAC Book and Journal Publisher, Budapest, 2006

**Dr. E. Filó, Dr. Katonáné Dr. E. Pehr.: Childcare, Guardianship**, HVG-ORAC Book and Journal Publisher, Budapest, 1998

**Dr. Márta Kálmánchey: Mental problems of children living at foster parents.** In: Family, Child, Youth, 2001/2

**Dr. I. Münnich: The child and juvenile delinquency**. In: Dr. I. Münnich - Dr. F. Szakács: Young offenders, Economics and Law Publisher, Budapest, 1977

Dr. J. Ranschburg: Love, moral autonomy, Integra-Projekt Ltd., Budapest, 1993

Dr. Richard Woolfson, Child body language, Trivium Publisher, 1999

**Dr. A.K. Szilágyi: The National Childcare League**. In: The journey of childcare, Budapest, 1926/3

**Dr. Thomas Gordon: Teach your child to self-discipline**, Assertiv Publisher, New York, 1989

Dr. J. Veczkó: The basics of child and youth care, APC Studio, Gyula, 2000

**Dr. J. Veczkó: The psychological and pedagogical basics of childcare**, Course book Publisher, Budapest, 1990

Eliot R. Smith - Diane M. Mackie, Social Psychology, Osiris Publisher, Budapest 2004

Erikson E.H.: Childhood and society, WW Norton, New York, 1963

Faológia, Branch Friend Circle Association, Pécs, 2005

**A. Feldmár: Destiny, fate, free will**, In: A. Feldmár, P. Popper, J. Ranschburg: Destiny, fate free will, Saxum-InfoMed Kft, Kaposvár, 2004

**P. Fonagy: Re-think of Winnicott's fake self phenomenon** In: Winnicott DW.: The soul developing in relationship, Új Mandátum Publisher, Budapest, 2004

József Forgács, The psychology of social interaction, Kairosz Publisher

S Freud,.: Introduction to psychoanalysis. Gondolat-Talentum, Budapest, 1994

Friedrich W. Kron, Pedagogy, Osiris Publisher, Budapest, 2003

E. Fromm,: The art of love. Helikon Publisher, Budapest, 1984

Fullard W., Rieling AM.: An investigation of Lorenz's babyness. In: Child development, 1976, (47)

**Katalin Galambos: The basics of developmental psychology and socialisation**. Műszaki Publisher, Budapest, 2000 F. Gáti: Childcare at school, Students book Publisher, Budapest, 1987.

F. Gergely: The history of Hungarian childcare (1867-1991), Püski Publisher, Budapest, 1997

G. Gosztonyi, K. Pik: The dictionary of social work Grafit Publisher, Budapest, 1998

K. Grossmann, KE Grossmann, G Spangler, G Suess, L. Unzner: Maternal sensitivity and newborns orientation. Responses as related to quality of attachment in Northern Germany. In: Monographs of the Society for Research in Child Development. 50(1-2), 1985

**J. Hadházy (editor): Excerpts from the scope of Developmental psychology**, Experience '94 Dc., Nyíregyháza, 2003

**G.N. Hamilton,: Object connection, theory in practice,** Animula Publisher, Budapest, 1996

K. Hanák: Society and childcare. Akadémiai Publisher, Budapest, 1983

Hazan C, Shaver P: Romantic love conceptualized as an attachment process In: Journal of personality and social psychology, 1987. no.59.

**M. Herczog: Manual of childcare**, KJK-KERSZÖV Law and Business Publisher, Budapest, 2003

A. Hermann: Educating for human, Students book Publisher, Budapest, 1982

I. Hermann: The ancient instincts of human, Magvető Publisher, Budapest, 1984

Hetherington E., Parke RD.: Child psychology, A contemporary viewpoint, McGraw-Hill, New York, 1986

S. Illyés: Prologue. In Dr. S. Illyés (editor): Being endangered and school. Course book Publisher, Budapest, 1988

**O. Kernberg,: Object relations theory and clinical psychoanalysis, Jason Aronson**, New York, 1976

Zsuzsa Kravalik: Cooperation in childcare affairs. In: Family, Child, Youth, 2004/4

**Zsuzsanna Kulcsár: Early personality development and self-functions**. Psychoanalytical theories in bio-psychological analysing, Argumentum Publisher, 2006

Lewis M, Feiring C: Attachment as personal characteristic or a measure of environment. In: Gewirtz JL, Kurtines (editor): Intersections with attachment, Lawrence Erlbaum, New York, 3-19. o.

Lynch, M. A.: Ill-health and child abuse, Lancet, 1975. VIII. 16

Mahler, M.S.(1963): Thoughts about development and individuation. The Psychoanalytic

Study of the Child 18. International Universities Press, New York, 307-324. o.

Michael Cole – Sheila R. Cole: Developmental Psychology, Osiris Publisher, Budapest, 1997

Mrs. E. Kovács Murányi: Additions to the personality development of the adolescents raised up in foster homes. In: P. Kiss Gegei (editor): Psychological Studies. 10. chapter, Akadémiai Publisher, Budapest, 1967

Mrs. E. Kovács Murányi: Additions to the personality development of the adolescents raised up in foster homes. In: Gegesi Kiss Pál (szerk.): Psychological Studies. 10. volume Akadémiai Publisher, Budapest, 1967

Mrs. E. Kovács Murányi: The emotional development of not hospitalised children and youth living in institutes. In: F. Lénárd (editor.): Environment and Activity.

Psychological Studies, 13. . Akadémiai Publisher, Budapest, 1972

M.S. Peck,: On remote roads, Láng Publisher, Budapest, 1990

**Bernadette** Péley: The role of narrative in the unfolding of self (én), Hungarian Science, 2002/1

**A. Prochaska,: The reform and development of foster home educations in Germany since the " foster home campaign"**. In: Changes in the foster homes of Middle-Europe, FICE Publications, Budapest, 1993

**K. Pulay, 1997, About the affection and about the lack of mother,** In: L. Bernáth, K. Solymosi, (editor.)Developmental Psychology reading book, Tertia Publisher, Budapest, 1997

**Reckless, W.-Dinitz, S.-Murray, E.: Self concept as an insulation against Delinquency**, American Sociological Review. 21

Sagi A., Lamb ME., Lewkowicz KS., Shoham R., Dvir R. Estes D.: Security of infantmother, -father, and -metapelet attachments among kibbutz-reared Israeli children. In: Monographs of the Society for Research in Child Development. 50(1-2), 1985

Salk, J.: The role of the heartbeat in the relations between mother and infant, 1973, Scientific American, 288

Sears, R.R.-Maccoby, E.E.-Lewin, H: Patterns of Child Rearing, Evanston, 1957, Row Peterson

Szabó Éva: Psychology for Teachers, Osiris Publisher, Budapest, 2004

**P. Szabó, M. Ladocsy, B. Róna: The effect of environmental factors for the personality development in childhood**. (the complex analysis of children living in state care and in family environment) In.: F. Lénárd (editor): Environment and Activity. Psychological Studies, 13. Volume. Akadémiai Publisher, Budapest, 1972

Ministry of Social Affairs and Labour: Information on the family-, child- and youth care 2005<sup>th</sup> year, Budapest, 2006

Ministry of Social Affairs and Labour: Information on the family-, child- and youth care 2005<sup>th</sup> year, Budapest, 2006

**G. Szöllősi: The basic child welfare in the system of childcare. in.: G. Szöllősi (editor): The basic child welfare. Auxiliary material for the social qualification**, National Institute of Family and Social Affairs, Budapest, 2004

**G. Szöllősi: The history of child welfare services, relations and functions with public policy**, in: Family, Child, Youth, 2001/4.

Small Lexicon of Parents, Kossuth Publisher, Budapest, 1966

**Zs. Vajda: The psychological development of the child**. Helikon Publisher, Budapest, 2006

Mrs. I. Veress Gönczi: The pedagogy of childcare, Kossuth University Publisher, Debrecen, 2002

Á Vetró, Perry-Jones WLL.: Child and Youth psychiatry, SZOTE, Szeged, 1996

**A. Volentics: Childcare and re-socialisation,** National Course book Publisher, Budapest, 1996

Anna Vörös: Classroom communication, teacher-student interaction in Katalin N. Kollár

H. Wallon,: Selected Studies, Gondolta Publisher, Budapest, 1971

Wander-Zanden, JW.: Human development. Alfred A. Knopf, New York, 1985

Winnicott DW.: The development of the individual and the family, Animula Publisher, Budapest

**Eszter Zsámbéki: The situation of children living in foster home**. In: Family, Child, Youth. 2004/2

Anikó Zsolnai: Affection and education. Eötvös József Book Publisher, Budapest, 2001

# APPENDIX

# 1/. The activity of ÁGOTA<sup>®</sup> Foundation ÁGOTA<sup>®</sup> Foundation

### Support for the Endangered Youth living in State Care National Community Fund



# **General guide**

#### About the Founder and the foundation of ÁGOTA®

#### Support for the Endangered Youth living in State Care National Community Fund

# The ÁGOTA<sup>®</sup> Support for the Endangered Youth living in State Care National Community Charity Fund was established by a young, János Kothencz who was also brought up in state-care on the 6<sup>th</sup> of December in 1996.

The founder, János Kothencz was born in Kiskunhalas on the  $14^{th}$  of December in 1973. He was nearly 3 months old when he got into state-care. The institutional experiences and customs there determined his childhood, and left several such feelings in the soul of that little boy owing to which the  $AGOTA^{\otimes}$  national organisation can thank its existence.

He attended secondary school in Kiskunfélegyháza. After graduating, he was admitted to the Theological College of Szeged where he received his first degree in 1998. Following this he got his second degree in the University of Szeged, Juhász Gyula Teacher Training College Pedagogy Faculty in 2001 and after in 2002 he finished his studies in the University Faculty of the Theological College. Next he finished his studies in the University of Arts where his major was Sociology in 2008. Besides all these, he obtained a certificate in the field of mental-psycho social assistance (Socialtherapeutic group therapist and training therapist).

The  $AGOTA^{\mbox{\sc bar}}$  charity target group operated within the framework of a foundation led by János Kothencz. By nowadays, the  $AGOTA^{\mbox{\sc bar}}$  organisation has grown so big that it became necessary to register it as an legally idependent autonomus fund. So under the establishment of János Kothencz, The csongrád County Court registered it under the name of  $AGOTA^{\mbox{\sc bar}}$ . Support for the Endangered Youth living in State Care- Fund on the  $14^{\mbox{\sc bar}}$  of March in 2002. The activities of the  $AGOTA^{\mbox{\sc bar}}$  Fund is of national nature and in a legally registered way it is a nonprofit organisation. So that is how the mission of the  $AGOTA^{\mbox{\sc bar}}$  started, which grew out of the dreams of a young man who was also brought up in state-care into a national organisation.

The dear reader might get an insight with this guidebook to all that work what the  $AGOTA^{\otimes}$  Foundation does in its target groups.

#### The aims of the ÁGOTA® Foundation

The **main aim** of the Foundation

The foundation, concerning endangered youth and youth living in state-care in order to reach the following aims -according to its "strength" and in a national way- ensures the programs, the financial, the moral, the material and the professional support and the assistance of other helpers for primarily youth living in state-care and also for the endangered youth.

#### The aims of the foundation *in a detailed way*:

In the field of dealing with youth living in state-care

- 1. During their socialisation we organize them helping professional and adventure programs and by doing so we promote their education of sociability
- 2. We organise and carry out such programs which develop their sef-assurance
- 3. We organise them such programs which develop their creativity and other skills
- 4. We support those youth in state-care of special needs who are mentally-disordered, we organise them and carry out skill developing and adventure programs
- 5. We support gypsy youth living in state-care, we try to promote their integration into society effectively
- 6. We realise their perspectives in a positive way
- 7. We provide assistance in education, we organise and carry out tutoring and encourage them in their attitude towards learning by giving them financial and material awards
- 8. We organise and support great "AGOTA" (National meeting of Those Living in State-care) summer camps and trips and we give awards and finance the awards of those who perform above average at the organized events
- 9. After getting out of state-care during the post-care we would like to provide help in struggling the difficulties of the placement and social integration in some cases in forms of specific financial support as well
- 10. We carry out arranged cultural and sport events and establish different adventure programs for the residents of various children's homes

- 11. We provide the possibility for the residents of various children's homes to establish contact with other children from other homes. We promote the relationship between the institutes and support those state-cared who live across the borders
- 12. We provide moral, material and financial help in the transformation of hostel-like children's homes to residential and family homes
- 13. Via training and the involvement of experts we provide opportunity for the charity helpers of the foundation to get to know the complex nature of dealing with children and youth living in state-care and to enable them to create a realistic image about the life and placement of children living in children's homes
- 14. We apply such pedagogic alternatives and potential methods in the professional care provided for children and youth living in state-care which might make it more effective for these youth to realise their situation and help them get more prepared to integrate into society
- 15. Adult education
- 16. We arrange and carry out pedagogic, psychological and sociological researches and support such professional intentions both morally and financially
- 17. We promote the relationship to get to know Christian values (Pre-Evangelisation)
- 18. We keep in touch with churches
- 19. Concerning Pre-Evangelisation and the layer pastorisation of youth, we keep in touch with the Catholic and other historical churches and arrange programs with them
- 20. We provide the conditions of educational practise for the students of Universitas during the completion of professional and adventure programs
- 21. We recruit charity helpers

#### In the field of dealing with otherwise endangered youth

- 1. We organise clothes outlets for homeless youth and we help them to find a workplace and accomodation
- 2. We help them concerning nutrition and accomodation
- 3. We arrange them team workshops to assist them in integrating into society more effectively
- 4. We deal with youth who are endangered by the risks of the entertainment industry
- 5. We arrange programs in connection with prevention. School prevbention programs and keeping in touch with such groups and institutes which can effectively take part in this activity e.g: drug clinics, etc.
- 6. We involve more experts in the different prevention programs from "more fields"
- 7. We try to get acquainted with the family background and the sources of problems of neglected children, mainly secondary school students with the involvement of experts
- 8. We provide them alternative entertainment possibilities in a culture-centralised way (The establishment of a playhouse-program or night playhouse program)
- 9. We establish and operate sef-assisting groups
- 10. We take disadvantageous youth on trips, arrange them sport programs and support their life circumstances financially and materially
- 11. We establish different skill developing groups, such as: learning how to play a musical instrument, modern dance course, etc. and advertise them at schools and clubs
- 12. We arrange film clubs where after watching the film, we discuss what values it was about in a group. It might serve as an alternative as opposed to other uncultural activities
- 13. We represent the interests (legal, moral) of youth living in state-care and endangered youth in order to promote the efficiency of social tolerance

#### During the year work and post-care program among children taken out of their families

The ÁGOTA® carries out its task with a so-called "three steps method" among children and youth in state-care

#### First step: During the year work

- Celebrating regular adventure programs and feasts for these children and youth
- Providing professional, moral, material and financial assistance in transforming the hostel-like children's homes to residential and family homes
- Organizing charity collections: clothes, coins, toys, books' collection and their delivery to the target groups
- Providing individual aid to former state-cared adults
- Providing material and financial aid to the children's homes
- Crisis intervention for former state-cared adults: life leading counselling, mental assistance
- Providing assistance to the present and former state-cared within the framework of the post-care program, titled: "I was born to life": rent and accommodation search, help in moving, advice in further education, assistance in making a living and sharing money
- In unique cases, providing legal assistance (concerning contracts and official papers) to children and youth belonging to the target group

#### Second step: ÁGOTA® Day

It means the summary and celebration of a given district. This day the co-workers of some districts go to another district to the "ÁGOTA<sup>®</sup> Day", where together with all the workers they carry out the planned program. The ÁGOTA<sup>®</sup> day has always has a fix program.

#### Third step: ÁGOTA® Camp

Since 1997 we have organised huge 10 day long camp, so-called celebrating the work of the whole year. We invite all the youth of all the districts to the camp. This camp is a national event which enables the children to meet, to share their thoughts, feelings and desires. This ten day makes it possible through the media that people got more information about our activity and by doing so, we encourage the society to help.

Although our work is tiring many times, in these ten day long camps, unity, a sense of belonging and love affected togetherness become obvious for all of us.

In ÁGOTA® Camps the participation takes place based on invitation defined by the board of trustees.

#### Our supported children's homes can be found in the following settlements

D (	Kecskemét
<u>Bács-Kiskun county</u> :	
	Bácsalmás
	Hajós
_	Kunfehértó
<u>Baranya county</u> :	Pécs
<u>Békés county</u> :	Békés County Child Protection Centre
	Children's homes
Borsod-Abaúj-Zemplén county:	Megyaszó
<u>Csongrád county</u> :	Csongrád County TEGYESZ Children's homes
	Szentes
	Szeged
Fejér county:	Fejér County TEGYESZ Children's homes
Győr-Moson-Sopron county:	Sopron
Hajdú-Bihar county:	Komádi
Heves county:	Lőrinci
	Eger
Jász-Nagykun-Szolnok county:	Szolnok
<u></u>	Kisújszállás
Komárom-Esztergom county:	Komárom
Nógrád county:	Felsőpetény
Pest county:	Budapest Aga Children's homes
	Pestújhelyi Children's homes
	Érd
Somogy county:	Kaposvár
Szabolcs – Szatmár – Bereg county:	1
Blacores Blacman Dereg county.	Baktalórántháza
Veszprém county:	Veszprém County Child Protection Directory
veszprem county.	Residential home
Zala county:	Nagykanizsa
Lata county.	magyKallizsa

The assistance of each and every Regional Child Protection Professional Service.

#### Our plans concerning the work carried out among children taken out of families

- The Foundation with the leadership of János Kothencz established –after years of researches and testing period- the Kothencz ÁGOTA<sup>®</sup> Sensitive Pedagogic-therapeutic Method (its abbreviation is: KÁSZPEM<sup>®</sup>) which gives support effectively and in an innovative way to children taken out of families in integrating into society. We would like to promote this Method at home and at an international level at the widest level possible.
- Our long run plan is that we would like to carry out our work within the framework of methodological children's home.

#### The maintenance of the Helping Basic Circle and its development

- During the year work and the camping we would like to strengthen the role of our Helping Basic Circle. This circle consists of such youth taken out families who undertake the helping of their fellow sufferers as their profession.
- We would like to give bigger and bigger space to those youth who would like to act as young authentic or contemporary assistants.

#### The maintenance and development of our national adventure pedagogic programs

• We would like to maintain our adventure pedagogic –system with the Three Steps Method and according to our possibilities we would like to make it accessible to more and more children.

#### Work for endangered children and youth

Concerning endangered youth, we have provided alternative entertainment, leisure and sports programs since 2000 in the ÁGOTA Playhouse in Tarján district, facing the Víztorony Square in Szeged.

- 1. **Professional services:** Adventure pedagogic group, Social therapeutic role play group, Film club, Conversations on the discussion of the topic, Crisis intervention, Family therapy, Law clinic, Childcare professional consulting, Keeping in touch with the child protection signal system, Drug prevention, Healthcare, Tea afternoon with conversation, Social work in the street
- 2. Adventure programs: Sports programs, Who knows what?, Contests, Teenager Entertainment Evening, Tarján district landscaping, Open day, Family day, Craftsmen workshop
- 3. **Tradition-preservation programs:** Women's day, Children's day, Playhouse Olympics, Santa Claus, Christmas
- 4. Our extra services

\_

- Residential forums, Family events
- Tutoring
- Clothes and present exchange

In our playhouse there are several volunteer and contemporary helping youth and we regularly undertake the training of college and university students, too.

The services of our playhouse are free for all children and adults alike!

#### Our plans concerning the work carried out among endangered living in families

- We would like to maintain the program offer of our Playhouse on the long run for the children and their families.
- We would like to launch a mobile Playhouse within the famework of which we could sometimes get to such children who live outside the base zone.
- We would like to give a significant role to youth growing up in the Playhouse who could support their fellow sufferers as contemporary assistants.
- We would like to accept more and more volunteers and young college or university students to be able to get to more children with our activities.
- We would like to establish a Tutoring Office which would provide assistance by free tutoring to children living in Szeged. We consider the issue of ambition concerning further education a serious problem (mainly in the case of children living in families). With the Tutoring Office we would like to support the willingness to further education.

#### **ÁGOTA Foundation as an Adult Educational Institution**

The headquarter of the Adult Educational Institution of ÁGOTA Foundation is in Szeged but our services are available all over the country.

Our areas of responsibility:

- The execution, the arrangement and completion of social and child protective professional further trainings
- Volunteer trainings
- Team building trainings
- Professional trainings
- Master trainings
- Supervision service
- Free adult educational services

#### The Professional Consulting Board of the Adult Educational Institute of the ÁGOTA® Foundation

Chairman: János Szügyi, the director of the Csongrád County Regional Child Protection Professional Service Eisenbarth Krisztina, the professional leader of the Hungarian Social therapeutic Role play Association Prof. Dr. János Sávai, university teacher

#### Our contact data

Office and customer service: 29, Kossuth L. avenue. III<sup>rd</sup> floor. 301-303 6722- Szeged Telephone and answering machine: +3662/483-446 E-mail: iroda@agotafelki.hu

János Kothencz, Founding father of the method: Telephone: +3630/67-09-227 E-mail: kothencz@agotafelki.hu

#### Melinda Pál, Institute leader Telephone: +3630/67-09-226 E-mail: pal@agotafelki.hu

#### The web page of the Adult Educational Institute: www.agotafelki.hu

#### Trainings for volunteers and contemporary assistants

#### Volunteer training

The ÁGOTA<sup>®</sup> Foundation deals with children and youth living in state-care and with endangered children and youth. It is highly important to prepare our volunteers in advance for the special challenges of this work. Therefore the foundation holds at least three times a year open volunteer trainings for everybody who is interested. The topics of the volunteer trainings cover the following areas:

- The mental, educational and sociological characteristics of children and youth taken out of families and of endangered children and youth
- Useful practical information, educational methods
- Burnout prevention
- Syndrome helping screening
- Obtaining own-experience
- Practical teaching among children
- Group leader and program organiser skills
- Cooperation, communication and problem solving
- Adventure pedagogic assistance provision

#### Contemporary assistance training and the Helping Basic Circle

The work of the foundation is significantly supported by such youth who used to be brought up in children's homes or who used to be in a disadvantageous situation. Their authenticity and personal model are of basic importance in helping their fellow sufferers so the training of these youth mean an extra task for our institute. The contemporary assistance trainings are organised alongside the following topics:

- The mental, educational and sociological characteristics of children and youth taken out of families and of endangered children and youth
- Learning how to treat the own experiences
- The skill of handling the personal life experiences well
- Useful practical information, educational methods
- Burnout prevention
- Synrome helping screening
- Taking responsibility, authenticity, being a model
- Group leader and program organiser skills

#### The ÁGOTA<sup>®</sup> Foundation and the Kothencz-ÁGOTA<sup>®</sup> Sensitive Pedagogic Therapeutic Method's Trainers and Instructors

János Kothencz: Teacher, sociologist, theologist, social therapeutic group and trainer therapeutist (ASIS), KÁSZPEM<sup>®</sup> Method's Founding Father, leader supervisor

**Zsolt Balogh**: social worker, Pedagogy majored student, social therapeutic method applier, KÁSZPEM<sup>®</sup> Trainer **Melinda Pál**: psychologist, teacher, social therapeutic method applier, KÁSZPEM<sup>®</sup> Trainer, Educational coordinator

Mrs István Révai: social teacher, social therapeutic method applier, KÁSZPEM<sup>®</sup> Trainer

Viola Osváth : clinical child specialised psychologist and mental hygiene expert, teacher, supervisor, KÁSZPEM<sup>®</sup> Trainer

Csilla Csepregi: teacher, KÁSZPEM® Trainer

Judit Mitykó: qualified nurse, social therapeutic method applier, KÁSZPEM<sup>®</sup> Trainer

Mária Balog: student majored in special education and healthcare, social therapeutic method applier, KÁSZPEM<sup>®</sup> Facilitator

#### Trainings for the workers in social and child protection fields

The ÁGOTA® Foundation considers it highly important –besides the personal assistance of the disadvantageous children- to provide professional support to those experts and lays who undertake the care and education of these children. With our training programs, we would like to make their work more successful.

#### Our Credit scored Training Program for those working in the field of social and child protection I.

**The title of the program**: Problem solving and empathy developing trainings for experts dealing with children taken out of families and/or children having family problems

The type of the program: professional self-development training

The methods of the training: self-development group sessions with professional reflexion

**The topic of the training**: The training helps to more deeply understand children taken out of families and/or children having family problems from a new approach and also helps to solve their educational problems more successfully.

#### Our Credit scored Training Program for those working in the field of social and child protection II.

The title of the program: KÁSZPEM<sup>®</sup> Training - "Kothencz-" ÁGOTA<sup>®</sup> Sensitive Pedagogic Therapeutic Method Training

The type of the program: professional self-development training

The methods of the training: self-development group sessions with professional reflexion

**The professional background of the further training**: The professional base of the training is given by the "Kothencz-" ÁGOTA<sup>®</sup> Sensitive Pedagogic Therapeutic Method -KÁSZPEM which is based on the ÁGOTA<sup>®</sup> Research and the ÁGOTA<sup>®</sup> Experimental Pedagogic Program.

Concerning the training the Institute reserves the rights of changes!

#### KÁSZPEM<sup>®</sup> Three Steps Training

The training system enables to acquire the Kothencz- ÁGOTA<sup>®</sup> Sensitive Pedagogic Therapeutic Method **1. Step: Basic Training** 

The training is 150 hours long, during which there is theoretical and practical training via theoretical education, professional reflexions and own experience-like teamwork. After completing the basic training, the student gets an insight to the application of the Method and via his/her own experiences he/she receives an image about its function. After getting the qualification, the student beside supervision, will be able to apply the Method Obtainable qualification: KÁSZPEM<sup>®</sup> Applier

#### 2. Step: Leader training

During the second 150 hours of the training, the student beside professional supervision can acquire the master strokes of the Method and can obtain advanced level theoretical and practical knowledge. The student after receiving the qualification, will be able to apply the method individually, too as a group leader and gains a differentiated methodological assistant competence.

Obtainable qualification: KÁSZPEM® Group leader

#### **3. Step: Master training**

During the 150 hours of the training, the student can acquire the theoretical and practical knowledge needed for the teaching of the Method, with the help of which later he/she can teach the Method as both an instructor or a supervisor.

Obtainable qualification: KÁSZPEM<sup>®</sup> Method therapeutist and Master

Concerning the training the Institute reserves the rights of changes!

#### Trainings for the experts in social and child protection fields

- We would like to spread the Kothencz ÁGOTA<sup>®</sup> Sensitive Pedagogic Therapeutic Method (its abbreviation is: KÁSZPEM<sup>®</sup>) in professional and lay circles alike with trainings, practical education and professional meetings.
- We would also like to make the foundation's Adult Educational Institute state accredited and evolve it into a methodological institute.
- We would like to carry out and spread specific training programs and further training forms suiting the needs of the participants of child protection.
- On the long run we are planning to introduce the Kothencz ÁGOTA<sup>®</sup> Sensitive Pedagogic Therapeutic Method (its abbreviation is: KÁSZPEM<sup>®</sup>) as a major and implement it into tertiary education.

#### Supporters, resources

Our programs used to work for years exclusively owing to the support, the generosity and the support (financial, moral, material and service) of our volunteers and those who sympathized with us. These people of good intentions still give the stable base and support for us to carry out our aims.

Besides, in the past few years we were given the chance to be supported by the following resources, too:

- National and international tenders
- Support from the Renovabis, the Humanitarian Charity Organisation of the German Catholic Bishopric
- Ecclesiastical and charity supports
- Business and private donations
- The offers of charity organisations and clubs
- Creative collecting activities: One-forint offer, Toy and clothes exchange, donation offers after a winding up, Offerings, etc.
- The collection of the 1% of the personal income tax
- In order to increase our financial stability our organisation can undertake entrepreneur tasks with secondary nature.

We gladly accept your donations and offers!

Tax number: 18469336-1-06

Bank account number: 11735005-20499220

#### SWIFT Code (BIC): OTPVHUHB

#### IBAN: HU91 1173 5005 2049 9220 0000 0000

Our foundation has a storehouse so we gladly accept your material offers, too!

#### THANK YOU!

You can find the detailed list of our supporters on our web page.

### /2/. Journal Commendatory

We have compiled a bibliography and a journal list –although not an exhaustive one- for the dear reader. This slight bibliographic overview and commendatory can be useful for everybody who try to research in this field.

#### **Further Reading:**

Éva Árokszállási: Waiting for parents (Szülőkre várva) Népszava Publisher 1986 Budapest

**Emőke Bagdy**: Family socialisation and personality disorders (Családi szocializáció és személyiségzavarok) Nemzeti Tankönyv Publisher (4<sup>th</sup> edition) 1995 Budapest

**Emőke Bagdy- József Telkes** : Self-development methods at school (Személyiségfejlesztő módszerek az iskolában), Nemzeti Tankönyv Publisher (4.th edition) 1995 Budapest

András Balogh – László Bujdos: Happy childhood? (Boldog gyermekkor?) Tankönyv Publisher 1989 Budapest

Éva Barkó editor.: Child abuse in Hungary. Study. (A gyermekbántalmazás MagyarországonTanulmánykötet.) Welfare Ministry 1995 Budapest

Mrs László Bencze: Child settlement, keeping children (Gyermekelhelyezés, gyermektartás) HVG – ORAC 1998 Budapest

László Benedek: Play and Psychotherapy (Játék és pszichoterápia) Hungarian Psychiatric Association 1992 Budapest

**Benza- Molnár- Radoszáv- Mikus- Janda- Barta**: And the state takes care... (És az állam gondoskodik...) PolgART 2001 Budapest

**Berne, Eric**: Human games Gondolat Publisher 1987 Budapest

**Berne, Eric**: Faith book. The second part of human games Háttér Publisher 2003 Budapest

**Zsuzsa Böszörményi:** Once upon a time there was... (Egyszer volt, hol nem volt...) Fórum Film Foundation 1998 Budapest

**Béla Buda dr**.: The socialpsycology of self-development and education. Series for the educators of Psychology and Pedagogy.

(A személyiségfejlődés és a nevelés szociálpszichológiája. Pszichológia és pedagógia nevelőknek sorozat.) Nemzeti Tankönyv Publisher (4<sup>th</sup> edition) 1995 Budapest

**Béla Buda**: Empathy ....:the psychology of empathy (Empátia...: a beleélés lélektana) Ego School Publisher (4<sup>th</sup> extended edition) 1993 Budapest

**Péter Büki Péter – Zsuzsanna Szollár** : Special need?! (Speciális szükséglet?!) Editorial Publishing 2004 Budapest

**Éva Csendes**: Life leading knowledge and skills: Guidebook for the educators of the age group between 10 -14. (Életvezetési ismeretek és készségek: A 10-14 éves korosztály nevelőienk tanári kézikönyve) Calibra Publisher 1996 Budapest

**Judit Cseres, dr**. Compiled and translated : Changes in the foster homes in Central-Europe FICE Publications 1993 Budapest

**Dainow, Sheila**: Help! I am becoming a teenager! Park Publisher 1992 Budapest

**Sándor Daróczi**: The educational work of the boarding institutes Tankönyv Publisher, 1979 Budapest

Ágnes Diósi editor.: Case studies. The closing thesises of the project titled: "Anti-discrimination and relationship building program between the family caregivers and the gypsy families" (Esettanulmányok. A "Diszkrimináció- ellenes és kapcsolatépítő program családgondozók és roma családok között" című projekt záródolgozatai) Capital TEGYESZ- Tündérrózsa Publisher 2005 Budapest

László Dobos: Hungarian boarding institutes and youth protection institutes (Magyarországi bentlakásos gyermek- és ifjúságvédelmi intézmények) Child and Youth Protection Independent Department, 1985 Budapest

László Dobos: Confessions: The integration of youth in state-care into society: reports (Vallomások: Az állami gondozott fiatalok társadalmi beilleszkedése: riportok) Educational Ministry Child and Youth Protection Independent Department, 1986 Budapest

András Domszky editor.: Child Protection special provision –Assisting material for the social special examination NCSSZI, 2004 Budapest (Gyermekvédelmi szakellátás -Segédanyag a szociális szakvizsgához NCSSZI)

András Domszky: About the rules and expectations of the operation of the children homes (A gyermekotthonok működésének szabályairól és követelményeiről) National Family –and Child Protection Institute, 1999 Budapest

László Döme: Personality disorders (Személyiségzavarok) Filum Publisher ,Budapest

**Katalin Elter**: Basic knowledge of the education and caregiving in children homes (Gyermekotthoni nevelés és gondozási alapismeretek) Comenius Publisher, 1998 Pécs

**Péter Farkas**: The extension of the further special training of youth in state-care (Az állami gondozottak szakképzésének kiterjesztése) Edukáció Publisher, 1990 Budapest

**Zsuzsa F. Várkonyi**: I have told you a hundred times... (Már százszor megmondtam...) Gondolat Publisher, 1986 Budapest

**Zsuzsa F. Várkonyi**: I learn myself (Tanulom magam) M- érték Publisher, 2003 Budapest

**József Gácser** editor.: Pedagogic Anthology I-V (Pedagógiai Antológia I-V.) JGYTF Publisher 1991-1995 Szeged

Ildikó Garai: My successes, my failures: true stories from child and youth protection (Sikereim, kudarcaim: igaz történetek a gyermek- és ifjúságvédelemből) Jász- Nagykun- Szolnok County Pedagogic Institute, 1996 Szolnok

Károly Gáspár Károly: Child protection and guardianship handbook (Gyermekvédelmi és gyámügyi kézikönyv) KJK Kerszöv. Publisher, 2004 Budapest

**Vera Hazai – Mária Herczog** editors.: The international practice of child protection (A gyermekvédelem nemzetközi gyakorlata) Pont Publisher, 1994 Budapest

Mária Herczog: The dilemmas of child protection (A gyermekvédelem dilemma) PONT 1997 Budapest Mária Herczog: Child abuse (Gyermekbántalmazás) CompLex 2007 Budapest

Mária Herczog: Child protection handbook (Gyermekvédelmi kézikönyv) KJK Kerszöv. Publisher, 2005 Budapest

**Dezső Horváth**: State instead of their father (Apjuk helyett állam) Szépírás 2006 Miskolc, Upper-Hungary, Szolnok

**Mrs Miklós Járó – László Almássy:** Foster work in the foster homes: methodological studies (Nevelőmunka a nevelőotthonokban: módszertani tanulmányok) Tankönyv Publisher, 1972 Budapest

**Mrs Miklós Járó**: Social integration of youth in state-care and their fare well in life (Az állami gondozott fiatalok társadalmi beilleszkedése és helytállása az életben) Hungarian Pedagogic Association, 1978 Budapest

**Mrs Miklós Járó**:Studies from work going on in the foster homes (Tanulmányok a nevelőotthonokban folyó munkára nevelés köréből) Tankönyv Publisher, 1969 Budapest

Sándor Juhász compiled.: Non-verbal psychotherapies (Nonverbális pszichoterápiák) Hungarian Psychiatric Association Animula Association, 1991 Budapest

**Zsófia Kálmán - György Könczei**: From the Taigethos to equal rights (A Taigetosztól az esélyegyenlőségig) Osiris Publisher, 2002 Budapest

**Mrs Katona Magda Balogh**: Pictures from the life of the youth home (Képek az ifjúsági otthon életéből) Tankönyv Publisher, 1988 Budapest

Klára Kerezsi: The defenceless child (A védtelen gyermek) Economic and Legal Publisher, 1995 Budapest

Valéria Kormos: SOS Táltos, 1988 Budapest

**Mrs Kósa Vera Ormai – Iván Münnich**: Socisalisation disorders, integration difficulties (Szocializációs zavarok, beilleszkedési nehézségek) Tankönyv Publisher,1985 Budapest

János Kothencz: The claim of belonging to a company of youth living in state-care and endangered youth from the subcultures 'point of view (Állami gondoskodásban élő és általában veszélyeztetett fiatalok közösséghez tartozásának igénye a szubkultúrák aspektusából)

Deviant youth subcultures and their educational possibilities (Deviáns ifjúsági szubkultúrák és művelődési lehetőségeik); editors: Miklós Eszenyi Hungarian Cultural, Community and Touristic Association, 2005 Budapest page 86-90.

János Kothencz: About youth protection-"With them...for them...how...?" Our constitution Opinions and analyses about the constitution of Hungary (Az ifjúság védelméről- "Velük...értük...hogyan...?" A mi alkotmányunk Vélemények és elemzések Magyarország alkotmányáról); main editor.:László Trócsányi Complex Publisher, Jogi és Üzleti Tartalomszolgáltató Ltd. 2006 Budapest page 134-135 János Kothencz: About them...for them...I. (Róluk...értük...I.)

The social characteristics of children and youth taken out of families ("those living in state-care") nowadays-National research among "children and youth living in state-care"

(Családból kiemelt gyermekek és fiatalok ("állami gondoskodásban élők") társadalmi sajátosságai (*szociológiai jellemzői*) napjainkban- Országos kutatás az "állami gondoskodásban élő gyermekek és fiatalok körében")

ÁGOTA® (Support for the Endangered Youth living in State Care) national community Foundation, 2009 Szeged

#### János Kothencz – Viola Osváth - Zsolt Balogh - Melinda Pál - Mária Balog:

About them ... for them ... II. (Róluk ... értük ... II.)

Pedagogical, psychological, psycho-social and social approach of children and youth taken out of families ("those living in state-care") nowadays

(Családból kiemelt gyermekek és fiatalok ("állami gondoskodásban élők") pedagógiai, pszichológiai, pszichoszociális és szociális munkaköri megközelíthetősége napjainkban)

The KÁSZPEM<sup>®</sup> (Kothencz- ÁGOTA<sup>®</sup> Sensitive Pedagogy-co-therapeutic) Method ÁGOTA<sup>®</sup> (Support for the Endangered Youth living in State Care) national community Foundation, 2009 Szeged

János Kothencz - Melinda Pál - Judit Mitykó: Training document for the training of volunteers working for ÁGOTA<sup>®</sup> (Support for the Endangered Youth living in State Care)

(Képzési dokumentum az ÁGOTA<sup>®</sup> (Állami Gondoskodásban Élő és Veszélyeztetett Fiatalok Támogatásáért Alapítvány) önkénteseinek képzéseihez) (*The inner training notes of ÁGOTA<sup>®</sup> Foundation*)

Ágnes Kovács: "Nest"(the support of mothers and their children): the professional work of a childrens home from 1989-2000 ("Fészek": (anyák és gyermekeik támogatása): egy gyermekotthon szakmai munkája 1989-2000-ig) Author' s Edition, 2001 Gyula

**Csilla Lantai**: Child and youth protection, guardianship control (Gyermek- és ifjúságvédelem, gyámügyi igazgatás) BM 1996 Budapest

**Mrs Dezső Lányi**: Bibliography for the further training of the foster homes' caregivers (Bibliográfia a nevelőotthoni nevelők továbbképzéséhez) National Pedagogic Institute, 1966 Budapest

**Ildikó M. Kis**: Children about children for children (Gyerekek gyerekekről gyerekekért) Alma Mater Bercsényi Foundation, 2006 Jászberény

Anna Magyari Beck: Child and youth protection (Gyermek- és ifjúságvédelem) National Pedagogic Institute, 1983 Budapest

**Zsolt Balázs Major**: "Armchair or armrest": practice and device centred education methodological handbook in child protection for workers of children's and residential homes ("Fotel vagy karfa": gyakorlat- és eszközközpontú nevelés módszertani kézikönyv gyermekvédelemben, gyermek- és lakásotthonokban dolgozók számára) Zenin 2008 Budapest

Katalin N. Kollár - Éva Szabó editor.: Psychology for teachers (Pszichológia pedagógusoknak) Osiris publisher, 2004 Budapest

**István Orbán**: For the children (A gyermekekért) Pro Educatione Sociale Foundation, 2006 Kaposvár

**Gyula Pataki**: Boys' village: memory album (Fiúkfalva: emlékalbum) Hungarian pedagogist Society, 2007 Budapest **Károly Priszlinger**: The Children' Town of fót is 50 years old (50 éves a Fóti Gyermekváros) Author's edition, 2007 Budapest

**Balázs Rácsok**: Wounds (Sebek) Social and Labour Ministry, 2007 Budapest

Andrea Rácz editor.: The situation and the future prospects of the Hungarian child protection system (A magyar gyermekvédelmi rendszer helyzete, jövőbeli kilátásai) (Senior editor.: István Szikulai) National Family and Social Policy Institute CD- edition, 2006 Budapest

**Ferenc Rehák**: The big family of Lőrinc (report book) (A lőrinci nagycsalád (riportkönyv)) Tankönyv Publisher, 1970 Budapest

Ferenc Rehák: Emergency brake (Vészfék) Kozmosz Publisher, 1967 Budapest

Maintenance of order for the foster homes, student homes and hostels (Rendtartás a nevelőotthonok, a diákotthonok és a kollégiumok számára) Tankönyv Publisher, 1970 Budapest

Mária Roth: Introduction to child protection (Bevezetés a gyermekvédelembe) Publisher of the University of Kolozsvár, 2008 Kolozsvár

Mrs Tibor Rozgonyi – Mrs János Szombathy: The situation of child and youth care in Szabolcs- Szatmár county in 1989: Target study, SZSZMPI 1989 Nyíregyháza (A gyermek- és ifjúságvédelem helyzete Szabolcs- Szatmár Megyében 1989-ben: Célvizsgálat)

László Siklós: Children in danger (Gyerekek veszélyben) Szépirodalmi Publisher, 1983 Budapest

László Siklós: Ill-mannered children (Neveletlenek) Kozmosz Publisher, 1979 Budapest

Anna Tardos: Let's talk about it... (Beszéljünk róla...) Mózeskosár Association, 1985 Budapest

**Mrs Mária Molnár Tóth**: Twenty-five years in the girls' boarding school (Huszonöt év a leánynevelőben) Author's edition, 1983 Budapest

**Mrs Erzsébet Szilágyi Tóth**: the 100 year old story of the Foster home of Óbuda and its legal predecessors (Az Óbudai Nevelőintézet és jogelődeinek 100 éves története) Author's edition, 2001 Nagytarcsa

László Vabrik: The education of those state-cared who have been deployed to foster parents (A nevelőszülőkhöz kihelyezett állami gondozottak nevelése) Hajdú-Bihar County Pedagogy Institute, 1985 Debrecen

**Zsolt Varga**: State and child (Állam és gyermek) Anthology Ny Lakitelek, 1993 Budapest

**József Veczkó, dr**.: The basics of child and youth protection. For the child-centred society (A gyermek - és ifjúságvédelem alapjai. A gyermekközpontú társadalomért) APC Studio,Gyula

**József Veczkó , dr**.: Child and youth protection. Family and child interests (Gyermek- és ifjúságvédelem. Család és gyermekérdekek) APC Studio, 2002 Gyula

**József Veczkó, dr**.: Child protection from the aspect of Pedagogy and Psychology (Gyermekvédelem pedagógiai és pszichológiai nézőpontból) Nemzeti tankönyv Publisher, 2007 Budapest Mária Vincze: References for the foster homes accepting infants and little children (Ajánlások a csecsemőket és kisgyermekeket befogadó otthonok számára) CSOSZ 2006 Budapest

**József Vock**: The handbook of foster homes' child supervisors (Nevelőotthoni gyermekfelügyelők kézikönyve) Szociális Munka Foundation, 1993 Budapest

Anna Volentics: Child Protection and Re-socialisation (Gyermekvédelem és reszocializáció) Nemzeti Tankönyv Publisher, 1999 Budapest

Anna Volentics: Psycho-pedagogy: Foster home education (Pszichopedagógia: Nevelőotthoni nevelés) Nemzeti Tankönyv Publisher,1994 Budapest

**Anna Volentics**: Selection from the methodological papers of the special institutes (Válogatás speciális intézetek módszertani írásaiból) FICE Publisher, 1993 Budapest

**Mária Zsíros**: The children of the state (Az állam gyermekei) Author's edition, 1984 Budapest

#### **Recommended articles, studies:**

#### Pedagogic Review (Pedagógiai Szemle):

Aranka Biczó: Post-cared in the foster homes (Utógondozottak a nevelőotthonban) Pedagogic Review Periodical XXXI. Year 1981/5. Edition, 1985 Budapest

**Ferenc Gáti**: About the education of state-cared children (Az állami gondozott gyerekek neveléséről) Pedagogic Review Periodical XII. year 1962/9. Edition, 1962 Budapest

**Mrs György Horányi**: About the conference titled the psychological issues of the institutional education (Az intézeti nevelés pszichológiai kérdései c. konferenciáról) Pedagogic Review Periodical XXX. Year 1980/7-8. Edition, 1980 Budapest

**Mrs Miklós Járó**: Some problems of the children's home educational work (A gyermekotthoni nevelőmunka néhány problémája) Pedagogic Review Periodical IX. year 1959/2. Edition, 1959 Budapest

**Mrs Miklós Járó**: The manifestations of the disorderly family relations in the emotions, behaviour and performance of state-cared children (A rendezetlen családi kapcsolatok megnyilvánulásai a nevelőotthonban nevelkedő gyerekek érzelmeiben, magatartásában és teljesítményében) Pedagogic Review Periodical XVI. year 1966/9. Edition, 1966 Budapest

Mrs Antónia Huszka Kabai – Mrs György Heller – Márta P.Mirtse – Zsuzsa Flam – Mrs Antal Sági: The relationship searching forms of those children who are brought up without their families (A család nélkül felnövő kisgyermekek kapcsolatkeresési formái) Pedagogic Review Periodical XXVII. Year 1977/4. Edition, 1977 Budapest

**János Kóti**: The problems of starting an independent life among ex state-cared youth (Az önálló életvitel elkezdésének problémái a volt állami gondozottak körében) Pedagogic Review Periodical XXVIII. Year 1978/11. Edition, 1978 Budapest

László Körmöczi: The efficiency and tiredness of the teacher (A pedagógus teljesítőképessége és fáradtsága) Pedagogic Review Periodical XXIV. Year 1974/2. Edition, 1974 Budapest **József László – Klára Földes:**About the XXII<sup>nd</sup> General assembly of the international association of children's homes (A gyermekotthonok nemzetközi szövetsége XXII. Közgyűléséről)

Pedagogic Review Periodical XXI. Year 1971/7-8. Edition, 1971 Budapest

**Ferenc Lénárd**: About the education of the state-cared ones (Az állami gondozottak neveléséről) Pedagogic Review Periodical XXX. Year 1980/5. Edition, 1980 Budapest

László Mitró: Coeducation and institutional education (A koedukáció és intézeti nevelés) Pedagogic Review Periodical XII. year 1962/9. Edition, 1962 Budapest

**Mrs Endre Murányi-Kovács**: Some characteristics of the personality of children brought up in foster homes (A nevelőotthonban nevelt gyermekek személyiségének néhány sajátossága) Pedagogic Review Periodical XIV. year 1964/3. Edition, 1964 Budapest

**Mrs János Nagy** : Some issues of education in children's homes (Gyermekotthoni nevelés néhány kérdése) Pedagogic Review Periodical XII. year 1962/4. Edition, 1962 Budapest

**OPI Child- Youth Protection and Supervision Independent Department's co-workers**: Suggestion for the educational conception and functions concerning the coeducated foster homes with wide age-limit (Javaslat a széles korhatárú, koedukált nevelőotthonok funkciójára, nevelési koncepciójára) Pedagogic Review Periodical XXXIII. Year 1983/11. Edition, 1983 Budapest

**Mrs Marietta Lukácsi Papp**: The cooperation of the psychologist an the teacher in the leadership of the conflict solving teams (A pszichológus és a pedagógus együttműködése a konfliktusmegoldó csoportfoglalkozások vezetésében) Pedagogic Review Periodical XXXVII. Year 1987/9. Edition, 1987 Budapest

**Ede Peterdi**: Some issues of education in children's homes (the theoretical and practical issue of a cosy atmosphere in foster homes) (A gyermekotthoni nevelés néhány kérdése (az otthonosság néhány elvi és gyakorlati kérdése a nevelőotthonokban)) Pedagogic Review Periodical XV. Year 1965/7-8. Edition, 1965 Budapest

**Dezső Rizner**: The significance of the development of a family model in the education of the state-cared (A családmodell kialakításának jelentősége az állami gondozottak nevelésében) Pedagogic Review Periodical XXX. Year 1980/4. Edition, 1980 Budapest

#### New Pedagogic Review (Új Pedagógiai Szemle):

Ferenc Deák: Child Protection and Re-socialisation (Gyermekvédelem és reszocializáció) New Peadagogic Review Periodical 1997/September <u>http://www.epa.oszk.hu/00000/00035/00008/1997-09-kf-Deak-Gyermekvedelem.html ( downloaded in May, 2009</u> );

Katalin Forray R. – András Hegedűs T.: The three week long camp of gypsy children in 1990 (Cigány gyerekek háromhetes tábora 1990-ben) New Peadagogic Review Periodical XLI. Year 1991/2. Edition, 1991 Budapest

**Judit Hegedűs**: Violence committed against children (A gyermekek ellen elkövetett erőszak) New Peadagogic Review Periodical L. Year 2000/1. Edition, 2000 Budapest

**Krisztina Lelesz**: About the "burning out" of the teachers as a syndrome (A tanári kiégésről mint tünetről) New Peadagogic Review Periodical LI. Year 2001/12. Edition, 2001 Budapest

**Éva Makai**: Truants? Or school cases at a child welfare service (Iskolakerülők? Avagy iskolásügyek egy gyermekjóléti szolgálatnál) New Peadagogic Review Periodical XLIX. Year 1999/1. Edition, 1999 Budapest **Sarolta Ónody**: The development and solving possibilities of burnout syndromes (Kiégési tünetek (burnout szindróma) keletkezése és megoldási lehetőségei) New Peadagogic Review Periodical LI. Year 2001/5. Edition, 2001 Budapest

#### Tie Periodical (Kapocs Folyóirat):

10 year-old nestling (10 éves fióka) Tie Periodical VII. year 1. edition 2008/February 2008 Budapest, page 32-47

**Miklós Bálint**: Absences in the professional provision- the secondary endangering of the children (Hiányosságok a szakellátásban-a gyermekek másodlagos veszélyeztetése) Tie Periodical VI. year 4. Edition, 2007/August 2007 Budapest, page 26-30

Éva Both – Zoltán Békés: The child professional provision in the capital in 2001

(A fővárosi gyermekvédelmi szakellátás 2001-ben) Tie Periodical II. year 1. edition 2003/February 2003 Budapest, page 34-54

(**Judit Cseres**: The analysis of post-care provision I. Az utógondozói ellátások vizsgálata I.) Tie Periodical IV. year 1. Edition 2005/ February 2005 Budapest, page 46-57

**Erzsébet Forrai:** About those drug addicts who live in the addicts' social boarding institutes (A szenvedélybetegek bentlakásos szociális intézményeiben élő kábítószer-fogyasztó lakókról) Tie Periodical V. Year 5. edition 2006/Okcober 2006 Budapest, page 34-53

**Erzsébet Hatvani – Tibor Papházi**: Life paths after the young offender institution (A javítóintézet utáni életutak) Tie Periodical II. Year 2. edition 2003/April 2003 Budapest, page 34-38

**Rita Medveczky**: Report on the practice of post-care in young offender institutions II. (Helyzetkép a javítóintézetekben folyó utógondozás gyakorlatáról II.) Tie Periodical VII. Year 5. edition 2008/October 2008 Budapest, page 40-55

Mária Neményi – Vera Messing: Child protection and equal opportunities (Gyermekvédelem és esélyegyenlőség) Tie Periodical VI. year 1. edition 2007/February 2007 Budapest, page 2-19

**Tibor Papházi**: The qualification of those working in personal care (A személyes gondoskodást végzők szakképzettsége) Tie Periodical IV. Year 4. edition 2005/August 2005 Budapest, page 42-50

Mrs Tímea Zomi Papp: How to go on? (Hogyan tovább?) Tie Periodical VII. year 1. edition 2008/February 2008 Budapest, page 24-31

Andrea Rácz: The challenges of the education in children's homes and the future image of youth before reaching majority (A gyermekotthoni nevelés kihívásai, a nagykorúságuk előtt álló fiatalok jövőképe)

Tie Periodical V. Year 4. Edition 2006/August 2006 Budapest, page 14-31

Andrea Rácz: The opinion of those working in children's homes about the content of the professional work (A gyermekotthonokban dolgozók véleménye a szakmai munka tartalmáról) Tie Periodical IV. Year 6. edition 2005/December 2005 Budapest, page 54-64

**Renate Kränzl-Nagl – Mattia Makovec:** The disadvantageous situation of children. Actual trends and political challenges (Part I.)

Tie Periodical IV. Year 2. edition 2005/April 2005 Budapest, page 52-55

**Renate Kränzl-Nagl – Mattia Makovec**: The disadvantageous situation of children. Child poverty and child welfare in Europe (Part II.) Tie Periodical IV. Year 3. edition 2005/June 2005 Budapest, page 62-64 **Renate Kränzl-Nagl – Mattia Makovec**: The disadvantageous situation of children. When the parents divorce: the effect of the separation of parents on their child (Part III.) Tie Periodical IV. Year 5. edition 2005/October 2005 Budapest, page 52-55

István Szikulai: Report on the post analysis of those youth who got out of state-care after reaching majority (Beszámoló a gyermekvédelmi rendszerből nagykorúságuk után kikerült fiatal felnőttek utánkövetéses vizsgálatáról)

Tie Periodical II. Year 2. edition 2003/April 2003 Budapest, page 22-32

**István Szikulai:** The key issues of the Hungarian child protection – the steps of a potential professional strategy (A magyar gyermekvédelem fejlődésének kulcskérdései – egy lehetséges szakmai stratégia lépései) Tie Periodical III. Year 5. edition 2004/October 2004 Budapest, page 58-64

#### Family, Child, Youth Periodical (Család, Gyermek, Ifjúság Folyóirat):

**The staff of the Szegletkő Children's home:** For the more complete life of drug addict youth (Drogos fiatalok teljesebb életéért...) Family, Child, Youth Periodical XVI. Year 2007/3. edition 2007 Budapest, page 36-40

**Antal Barcsi– László Beőthy-Fehér:** The application of the mentor system in the child (A mentori rendszer alkalmazása a gyermekvédelmi szakellátásban) Family, Child, Youth Periodical XIV. Year 2005/2. edition 2005 Budapest, page 19-24

Conversation: Only the child can be the loser... (Beszélgetés: Csak a gyermek lehet a vesztes...) Family, Child, Youth Periodical VIII. Year 1999/2. edition 1999 Budapest

**Emőke Both:** The connection between the the child protection system and crime (A gyermekvédelmi rendszer és a bűnözés összefüggései) Family, Child, Youth Periodical XII. Year 2003/4. edition 2003 Budapest, page 5-12

**Péter Büki:** Endangered adults in the children's homes (Veszélyeztetett felnőttek a gyermekotthonokban) Family, Child, Youth Periodical VIII. Year 1999/6. Edition 1999 Budapest

Judit Dénes: Time of changes (Változások ideje) Family, Child, Youth Periodical XV. Year 2006/5. Edition 2006 Budapest, page 68-73

Márta Balikó dr.: The placement trial -the forum of child orderings (Az elhelyezési tárgyalás- a gyermek sorrendezésének fóruma) Family, Child, Youth Periodical XII. Year 2003/5. edition 2003 Budapest, page 22-29

Ágnes Hantos dr.: Clarified roles (Tisztázódó szerepek) Family, Child, Youth Periodical XV. Year 2006/3. edition 2006 Budapest, page 44-50

**Ilona Kardos dr.:** Report on the Psynapsis or the king is naked (Tudósítás a Pszinapszisról, avagy a király meztelen) Family, Child, Youth Periodical XII: Year 2003/2. edition 2003 Budapest, page 38-40

**Balázs Somfai dr.:** The relations of children taken out of families (Part I.) (A családból kiemelt gyermek kapcsolatai (első rész)) Family, Child, Youth Periodical XV. Year 2006/4. edition 2006 Budapest, page 7-12

**Mrs Katalin Szendi Gál:** Teaching adults brought up in state-care how to live in a family (Intézetben nevelt fiatalok családi életre nevelése) Family, Child, Youth Periodical VI. year 1997/3. edition 1997 Budapest

**Károly Gáspár:** The relating clauses of crime and justice with special care to the prevention and re-socialisation (A gyermekvédelem és a fiatalkorúakra vonatkozó büntető-igazságszolgáltatás kapcsolódási pontjai, különös tekintettel a megelőzésre és a reszocializációra)

Family, Child, Youth Periodical XV. Year 2006/2. edition 2006 Budapest, page 12-18

**Péter Győrki:** We have bound a contract (Szerződést kötöttünk) Family, Child, Youth Periodical VII. Year 1998/6. Edition, 1998 Budapest

Herczog Mária: One of my eyes... (Egyik szemem...) Family, Child, Youth Periodical XIV. Year 2005/3. edition 2005 Budapest, page 4-5

Mária Herczog: The chances in children's homes (Gyermekotthoni esélyek) Family, Child, Youth Periodical XIV. Year 2005/5. edition 2005 Budapest, page 4-5

Mária Herczog: Summer child protection (Nyári gyermekvédelem) Family, Child, Youth Periodical VII. Year 1998/4. edition 1998 Budapest

Mária Herczog: Children of special needs, families, experts, institutes (Speciális szükségletű gyerekek, családok, szakemberek, intézmények Family, Child, Youth Periodical XVI. Year 2007/3. edition 2007 Budapest, page 6-7

Viktor Józsa: Family-focused children's home (Család-fókuszú gyermekotthon) Family, Child, Youth Periodical XV. Year 2006/6. edition 2006 Budapest, page 21-31

**Viktor Józsa:** We row in the same boat (Egy csónakban evezünk) Family, Child, Youth Periodical XV. Year 2006/2. edition 2006 Budapest, page 25-33

Viktor Józsa: Remarks on the professional document titled: "Professional protocol for the psychologists working in the children's homes or residential homes (Észrevételek a "Szakmai protokoll Gyermekotthonban vagy lakásotthonban dolgozó pszichológusok számára" című szakmai dokumentumhoz) Family, Child, Youth Periodical XVI. year 2007/1. edition 2007 Budapest, page 21-25

**Viktor Józsa:** Thoughts about the judgement of the special needs (Gondolatok a speciális szükséglet megítéléséről) Family, Child, Youth Periodical XVI. year 2007/3. edition 2007 Budapest, page 20-24

Viktor Józsa: Principles, standards, protocols (Irányelvek, standardok, protokollok) Family, Child, Youth Periodical XVI. Year 2007/2. edition 2007 Budapest, page 22-36

**Viktor Józsa:** Who needs the children's home and who is it good for? (Kinek jó és kinek kell a gyermekotthon?) Family, Child, Youth Periodical XIV. year 2005/5. Edition 2005 Budapest, page 18-26

**Viktor Józsa:** What should we and what shouldn't we do in favour of the children? (Mit tegyünk és mit ne tegyünk a gyermekek érdekében) Family, Child, Youth Periodical XV. Year 2006/3. edition 2006 Budapest, page 35-46

**Orsolya Juhász Mrs Józsa :** Interference opportunities in a residential home (Beavatkozási lehetőségek egy lakásotthonban) Family, Child, Youth Periodical XIV. Year 2005/6. edition 2005 Budapest, page 44-51

**Orsolya Juhász Mrs Józsa:** The professional work of the residential home (Lakásotthoni szakmai munka) Family, Child, Youth Periodical XVI. Year 2007/4. edition 2007 Budapest, page 16-23

**István Kádas:** "The saviours of the state-cared orphans" ("Állami gondozott árvák megmentői") Family, Child, Youth Periodical XVI. Year 2007/4. edition 2007 Budapest, page 12-16 István Kádas: Nummus (Nummus) Family, Child, Youth Periodical XV. Year 2006/5. edition 2006 Budapest, page 8-15

**Kálmánchey Márta:** Adolescent crisis – as one of the main causes of getting into state-care (A serdülőkori krízis- mint az intézetbe kerülés egyik oka) Family, Child, Youth Periodical VI. year 1997/6. edition 1997 Budapest

**Rózsa Kenyeressy:** "I got used to the fact that everybody was against me" ("Megszoktam, hogy mindenki ellenem volt") Family, Child, Youth Periodical VI. year 1997/1. edition 1997 Budapest

**Orsolya Kibicher:** "I can only rely on myself..." ("Csak magamra számíthatok...") Family, Child, Youth Periodical XIII. year 2004/5. edition 2004 Budapest, page 34-36

**Orsolya Kibicher:** Rendered life start (Nehezített életkezdés) Family, Child, Youth Periodical XIV. year 2005/3. edition 2005 Budapest, page 29-30

**Sándor Kiss:** He does his task (Teszi a dolgát) Family, Child, Youth Periodical IX. year 2000/5. edition 2000 Budapest

**Veronika Krámer -Viktória Szotyori Nagy:** Children living in institutes: prevention and alternative care (Intézményben élő gyermekek: megelőzés és alternatív gondoskodás) Family, Child, Youth Periodical XIV. year 2005/5. edition 2005 Budapest, page 9-12

**Ferenc Margitics:** School maturity of children in state-care in the mirror of an empirical study (Állami gondozott fiatalok iskolaérettsége egy empirikus vizsgálat tükrében) Family, Child, Youth Periodical VI. year 1997/6. edition 1997 Budapest

What is inside the onion or psychoplastic aspect in special care (Mi van a hagyma belsejében, avagy pszichoplasztikus szemlélet a speciális gondozásban) Family, Child, Youth Periodical XVI. year 2007/3. edition 2007 Budapest, page 57-62

**Mária Móga:** Home establishing support and post-care (Otthonteremtési támogatás és utógondozás) Family, Child, Youth Periodical XVI. year 2007/5. edition 2007 Budapest, page 22-26

**Molnár László-Dr. Radoszáv Miklós:** Fragment thoughts in a special case (Töredék gondolatok speciális ügyben) Family, Child, Youth Periodical XVI. year 2007/3. edition 2007 Budapest, page 4-5

László Molnár - Miklós Radoszáv: The mirror of ten years without illusions (Tíz év tükre illúziók nélkül) Family, Child, Youth Periodical XV. Year 2006/5. edition 2006 Budapest, page 6-7

**Ágnes Oláh:** Power in unity, or family protection at an advanced level (Egységben az erő avagy családvédelem haladóknak) Family, Child, Youth Periodical VII. year 1998/1. edition 1998 Budapest

Reader's letter Family, Child, Youth Periodical VII. year 1998/4. edition 1998 Budapest

Mrs Ernő Otti, Tünde Mitták, Ágnes Herczegh: The post –following analysis of the fate of temporarily placed children

(Ideiglenes hatállyal elhelyezett gyermekek sorsának után-követéses vizsgálata) Family, Child, Youth Periodical XIII. year 2004/4. edition 2004 Budapest, page 20-27

**Róbert Pósa:** Will it make me better? (Ettől jobb leszek?) Family, Child, Youth Periodical XVI. year 2007/3. edition 2007 Budapest, page 53-56 **Judit Prokai:** Like at home (Úgy, mint otthon) Family, Child, Youth Periodical, VII. year 1998/3. edition 1998 Budapest

János Szegedi:The Social and Labour Ministry's Children' home in Zalaegerszeg (Szociális és Munkaügyi Minisztérium Zalaegerszegi Gyermekotthona) Family, Child, Youth Periodical, XVI. year 2007/3. edition 2007 Budapest, page 42-44

**Eszter Székács:** Without a mother (Anya nélkül) Family, Child, Youth Periodical VI. year 1997/1. edition 1997 Budapest

#### Zsuzsanna Mrs Szőts Karkus, Éva Pap, Kornélia Pál, Csaba Jankovics, Dr. Zsuzsanna Mirnics:

"The emotional intelligence, struggling strategy and anxiety of adolescents living in state-care and in families" ("Gyermekvédelmi gondoskodásban és családban nevelkedő serdülő korúak érzelmi intelligenciája, megküzdési stratégiája és szorongása.") Family, Child, Youth Periodical XVI. year 2007/2. edition 2007 Budapest, page 17-22

**Tamás Tenczer:** Media: Crutches or knob (Média: Mankó vagy bunko) Family, Child, Youth Periodical VIII. year 1999/1. edition 1999 Budapest

**Julianna Tóth:** The special situation of those who live in child protective provision (A gyermekvédelmi szakellátásban élők speciális helyzete) Family, Child, Youth Periodical XVI. year 2007/2. edition 2007 Budapest, page 51-65

**Katalin Tóth-Csaba Tóth -Dr. Ágnes Lőrincz:** Added value and the most added value possible: Experience collection and personally tailoring (Hozzáadott érték és a lehető legtöbb hozzáadható érték: Tapasztalatgyűjtés és személyre szabás) Family, Child, Youth Periodical XIV. year 2005/1. edition 2005 Budapest, page 46-48

**Mrs Ulrich Károly:** Start Hotel (Start Szálló) Family, Child, Youth Periodical VI. year 1997/3. edition 1997 Budapest

Aranka Varga: Children in child protection at school (Gyermekvédelmi gondoskodásban élők az iskolában) Family, Child, Youth Periodical XV. year 2006/6. edition 2006 Budapest, page 13-20

**Xénia Varró:** Those who find it difficult to get away from their memories (Aki nehezen szakad el az emlékeitől) Family, Child, Youth Periodical VII. year1998/5. edition 1998 Budapest

**Eszter Zsámbéki:** The situation of children living in residential homes (A lakásotthonokban élő gyermekek helyzete) Family, Child, Youth Periodical XIII. year 2004/2. edition 2004 Budapest, page 5-19

#### Esély (Chance) Periodical:

**Amartya Sen:** Social discrimination: Definition, application and examination II. Chance Periodical 2004/1. edition 2004 Budapest, page 3-25

**Melinda Kassai:** The role of violence inside the family in the further life path (A gyermekkorban elszenvedett családon belüli erőszak szerepe az életút későbbi alakulásában) Chance Periodical 1995/4. edition 1995 Budapest, page 77-91

**Judit Kozma:** Child protective polygon (A gyermekvédelmi sokszög) Chance Periodical 1998/3. edition 1998 Budapest, page 126-132

**György Ligeti:** Disadvantageous youth at university Chance Periodical 2001/6. Edition 2001 Budapest, page **Robert Castel:** Discrimination I. Chance Periodical 2008/4. edition 2008 Budapest, page 3-24

**Robert Castel:** Discrimination II. Chance Periodical 2008/5. edition 2008 Budapest, page 3-26

**Júlia Szalai:** Ramifying future images (Széttartó jövőképek) Chance Periodical 2008/2. edition 2008 Budapest, page 26-46

**Erika Sziszik – Andrea Klér:** For whom the law tolls (Akikért a törvény szól) Chance Periodical 2002.2 (16-40) <u>http://szochalo.hu/hireink/article/101301/1306/</u> (2009 májusában letöltve)

**Gábor Szöllősi:** Child protection problem as a social construction (A gyermekvédelmi probléma mint társadalmi konstrukció) Chance Periodical 2003/2. edition 2003 Budapest, page 75-95

**FerencVidra Szabó:** "I will never ever go home again...!" ("Soha többé nem megyek haza...!") Chance Periodical 2001/5. edition 2001 Budapest, page 12-34

#### Other articles and studies:

Lívia Antus: Home, sweet home... (Otthon, édes otthon...) Amaro Drom Periodical http://www.amarodrom.hu/archivum/2002/05/14.html (2009 downloaded in May)

**Bernard Golse:** Little child brought up in an institute (Az intézetben nevelkedő kisgyermek)

**Béla Bondor:** Child and youth protection (Gyermek- és ifjúságvédelem)

Péter Breitner: Steps of becoming homelesses (A hajléktalanná válás lépcsőfokai) http://www.menhely.hu/main\_valtozo/tanulmanyok/main\_lepcsofokok.html (2009 downloaded in May)

Ágnes Kende: The apple of our eyes (Szemünk fénye) Amaro Drom Periodical 12.2002.1. (8-10.)

**Eszter Kovács:** What do we know about the sexual abuse of children living in state-care? (Mit tudunk az intézményben élő gyermekek elleni szexuális bántalmazásról?) http://www.szochalo.hu/hireink/article/100879/1252/ (downloaded in May 2009)

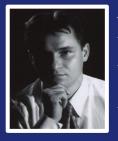
**Szuhányi, Mária Kenessey- Sándor Janowszki, dr.:** Individual Psychology in the service of education (Az individuálpszichológia a nevelés szolgálatában) Developing Pedagogic Periodical 5th year, 6th edition, 1994

**Farkas Olga, dr.:** The application of individual centred approach in elementary school Art and college Pedagogy lessons (A személyközpontú megközelítés alkalmazása általános iskolai rajz-, és főiskolai pedagógiai órákon) Developing Pedagogic Periodical 15th year 6th edition, 2004

**Sándor Janowszky – Mrs Nagy Krisztina Janowszky:** Educating power in playing, playing in education (Nevelőerő a játékban, játék a nevelésben) Developing Pedagogic Periodical 11th year 3rd ,2000

#### ISBN 978-615-01-7103-6

Created by Csaba-Könyv Ltd. Manager: Somogyi Attila www.csabakonyv.hu



János Kothencz... was born in Kiskunhalas. He was 3 months old when he got in to state care. He spent in children's home the 70's and 80's. He finished his primary studies at Hajos, and his secondary studies at Kiskunfélegyháza. In 1994 he start his university studies at Szeged. He finished pedagogy, sociology, theology, social-therapy, and child protection specialist courses. Today he works in National Child Protection Service. The positive effect of his work and initiations help those taken from families and endangered youngster (ones in child care) to have a better life. In 1996 he found AGOTA® movement, later it become a Foundation (AGOTA® Foundation for the Support of Young People in Care

and Endangered Youth). Today AGOTA® is represented in all counties in Hungary, support over a 100 children's home and provide creative service to over 1700 children. He also founded and organized in the last 14 years the "National Meeting of State Care Children", or as it known the famous AGOTA® Camp.

The Civil Organization led by him, provides experience-pedagogical-, material-, financial-, ethic and professional help to many area of Child Protection Service. In 2003 he reassessed his work experiences, and realized it is not enough to help with his creative movement to his fellow sufferer, but he also needs to help those who work directly with state care children (children supervisor, pedagogical-educator, social worker etc.). In 2004 he started his research and extensive enquiry in domestic children's home.

Between 2004-2009 he led and coordinated that domestic statement rationalization research the documentary which partly could be found in "About them... for them" volume one. Based on the result of the statement rationalization research, his 14 years work experiences with AGOTA® and his personal observations, he create KASZPEM® Kothencz's AGOTA Pedagogical Therapy ® Sensitive Method between 2006 - 2009.

Today this aim group specific pedagogical method is accredited in different shapes, and the members of AGOTA® teach it for those who work in Child Protection Service. The book about this method "Abut them.. for them" volume two, which you have hold in your hand Dear Reader. János Kothencz's obvious goal is to change the basic attitude in Child Protection Service which involves human-, professional-, pedagogical-, educator work in the system.



Beside his accomplished ambition in civil sphere, he earned many experiences at state sphere as well. Between 1999-2001 he was boarding school teacher and cultivated in Children's Homes. From 2001 to 2003 he worked in basic attendance (Children Welfare Service) and in local public administration (Youth Rapporteur of the City of Szeged). Between 2004-2007 beside his civil and other work, at the College of Szeged he teach social-therapy for pedagogues, psychologists, social workers and other worker form psycho-social area. Until 2009 he organized over a 100 of therapy client groups for children who were taken from their family. In 2009 as the member of Csongrád County's Children and Youth Protection Authority Committee he helped and

collected new experiences. Parallel with it, he worked as a methodological associate at the regional range Methodological Establishment at South-Flat Region which is operated by the Responsible Ministry of Child Protection Service.

Today János Kothencz is publishing – after couple of smaller AGOTA® professional publications - "Abut them... for them" two-volume book, in society and pedagogy subject these days. The first volume started as a research study but points beyond it's framework after all. In the writer's opinion knowledge which can be fitted to reality the nearest is the base to create efficient pedagogical construction for those living in state care. The second volume shows this pedagogical approach. The writer has visited each corner of domestic Child and Youth Protection like he was once a state foster children and today as a professional in Child Protection. He believes that those children and youngster taken from families are educable and they could be more successfully integrate into society.



which is his profession as well – is view changing and has a pioneer character. His belief and enthusiasm not only source of the 270 members of AGOTA® creative community, but also that more and more workers are sympathize with AGOTA® in Child Protection Service. Just like János Kothencz's attitude which he summarize like this:

"We could and we need to raise hope, where the defenselessness is the Lord."

One of his close colleague