

*In my shoes*

Using *In My Shoes* in schools to work with children and young people who may be difficult to engage

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# Initial use of In My Shoes

BARNARDOS, mainly in 3 projects:

1. Fostering
2. Youth Offending Team
3. 5A Project

and in

West Kirby Residential School

# 1. Professional Fostering Project



- Children with severe learning disabilities who were unable to live with their parents.
- place on a voluntary basis
- subjects of court proceedings.
- Placed with professional foster families on long term basis.
- Families received intensive support from S.W.s and Psychologists



## 2. Youth Offending Team

- Young people, mainly male teenagers who had committed an offence
- Attended court
- Rather reluctantly agreed to attend the Barnardo's project for a limited time as an alternative to a custodial sentence.



## 3. 5A Project

- Children and young people who had exhibited sexually inappropriate behaviour.
- Referred to the project to work with specialist social workers / police officers for further assessment

# West Kirby Residential School



- For 2 days a week as the School psychologist I worked:
  - Directly with pupils
  - Their families and carers
  - Teaching staff in school
  - Support staff in school including nursing staff, speech and language therapists, physiotherapists



# The School

- 110+ day and residential pupils
- Multiple Diagnoses including:
  - Autism
  - Asperger's Syndrome
  - ADHD Attention Deficit and Hyperactivity Disorder
  - ADD Attention Deficit Disorder
  - SEBD Social, Emotional and Behavioural Difficulties
  - EBD Emotional and Behavioural Difficulties



# Philosophy of the School

- The school followed the national curriculum
- Strong emphasis to help the pupils fulfill their potential in formal external examinations
- Gaining qualifications and experience in other areas e.g. The arts, music, physical activities, sailing, cycling, cultural visits, volunteering etc..





# West Kirby Staff

- There was a heavy investment in training and supporting staff, this was very necessary with this complex and often volatile population.
- I presented In My Shoes to the whole staff team on a training day and explained that I would be introducing it to all the new pupils on entry and would be happy to take referrals from staff for other pupils

# Introducing IN MY SHOES to children



- The children and young people in both places of work presented with common factors
- Disruptions both in their care and educational placements. Many had had multiple disruptions and separations from their carers.
- Some had experienced traumatic events
- They had usually been assessed multiple times and met many professionals from a variety of disciplines.



# The important first meeting

- It is vital that this should be positive for all children but especially with this population
- A session with a psychologist is rarely something that they want to engage in
- Baseline for our assessment and future work with them
- In My Shoes offers an excellent entrée for an interviewer



# Responses from Children and Young People to meeting new professionals

- Afraid / scared
- Anxious
- “ Not more Questions ! ”
- Wondered what I was going to ask/say
- Just didn't want to be there



# THE NEW TOOL IN THE BOX

- Initially the laptop was a novelty
- Still remains so although they may criticize the graphics !



# In My Shoes

- Facilitates a first session.



# Why does it work so well?

- Empowers the children
- Working alongside the child avoids eye to eye contact which maybe stressful
- Aide memoire, visual prompts
- Chance to change and reconsider or even delete things



# Modules in In My Shoes

- Build in modular form
- Can be used as a whole assessment or in a series of short sessions.
- Can be repeated looking at various areas in the child's life.





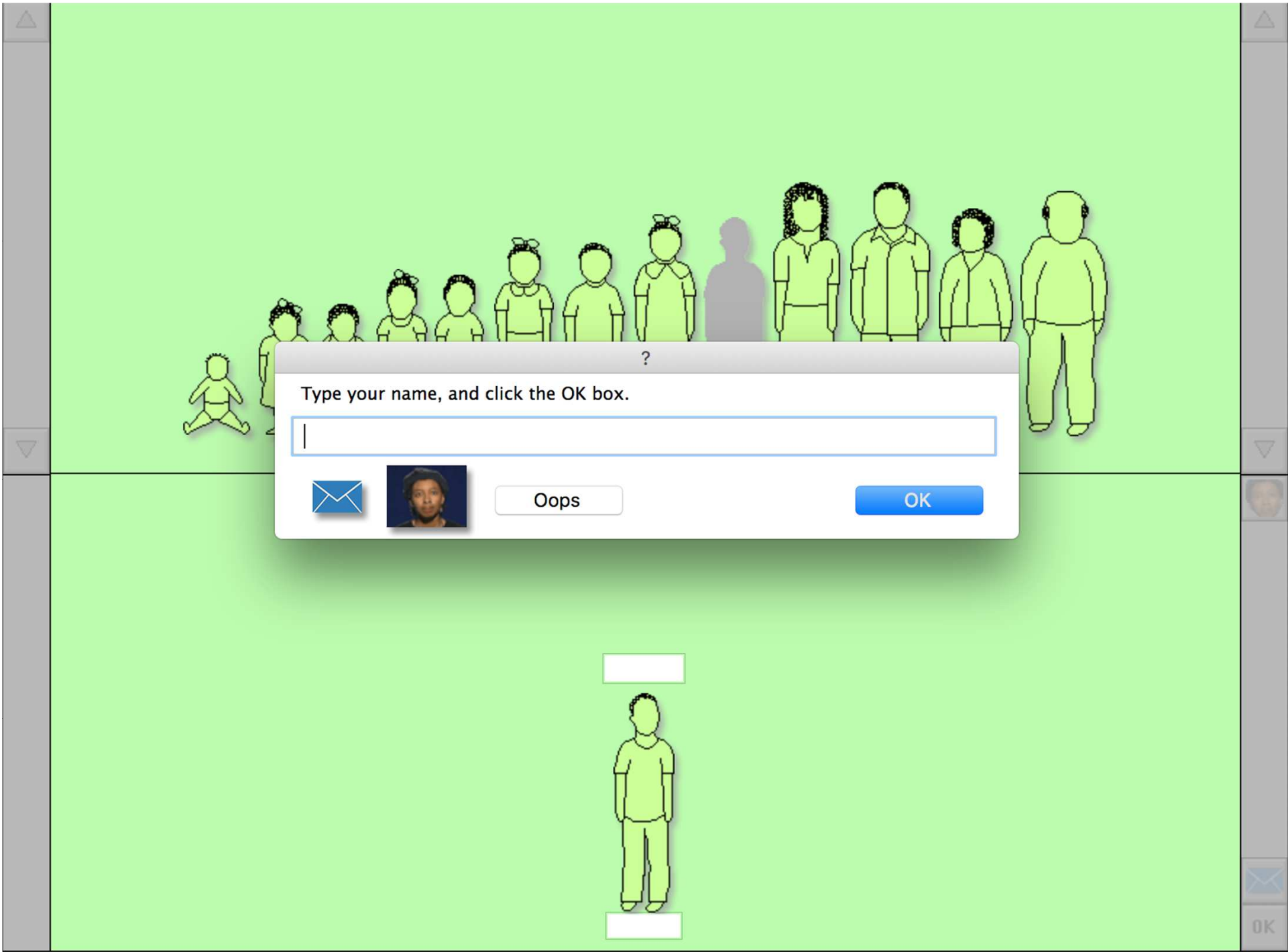
# Refer to the template?

- Insert template



# IMS used as rapport building exercise on first seeing a child

- I use 3 Modules:
  - Introduction
  - Emotions [ Labeling ]
  - Emotions and Scenes



Type your name, and click the OK box.



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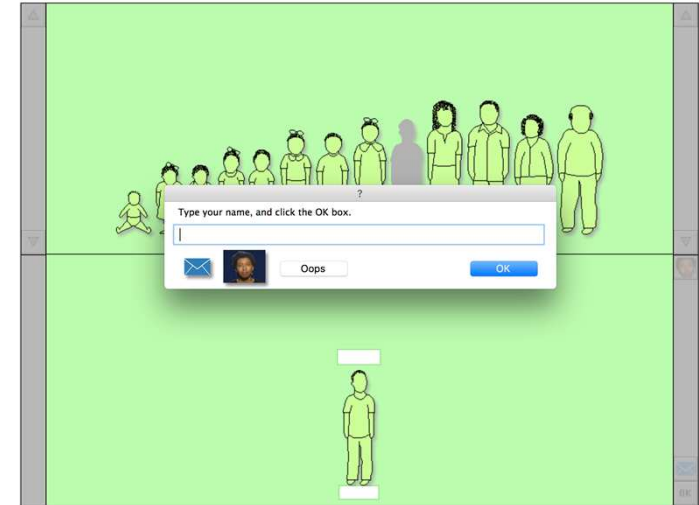
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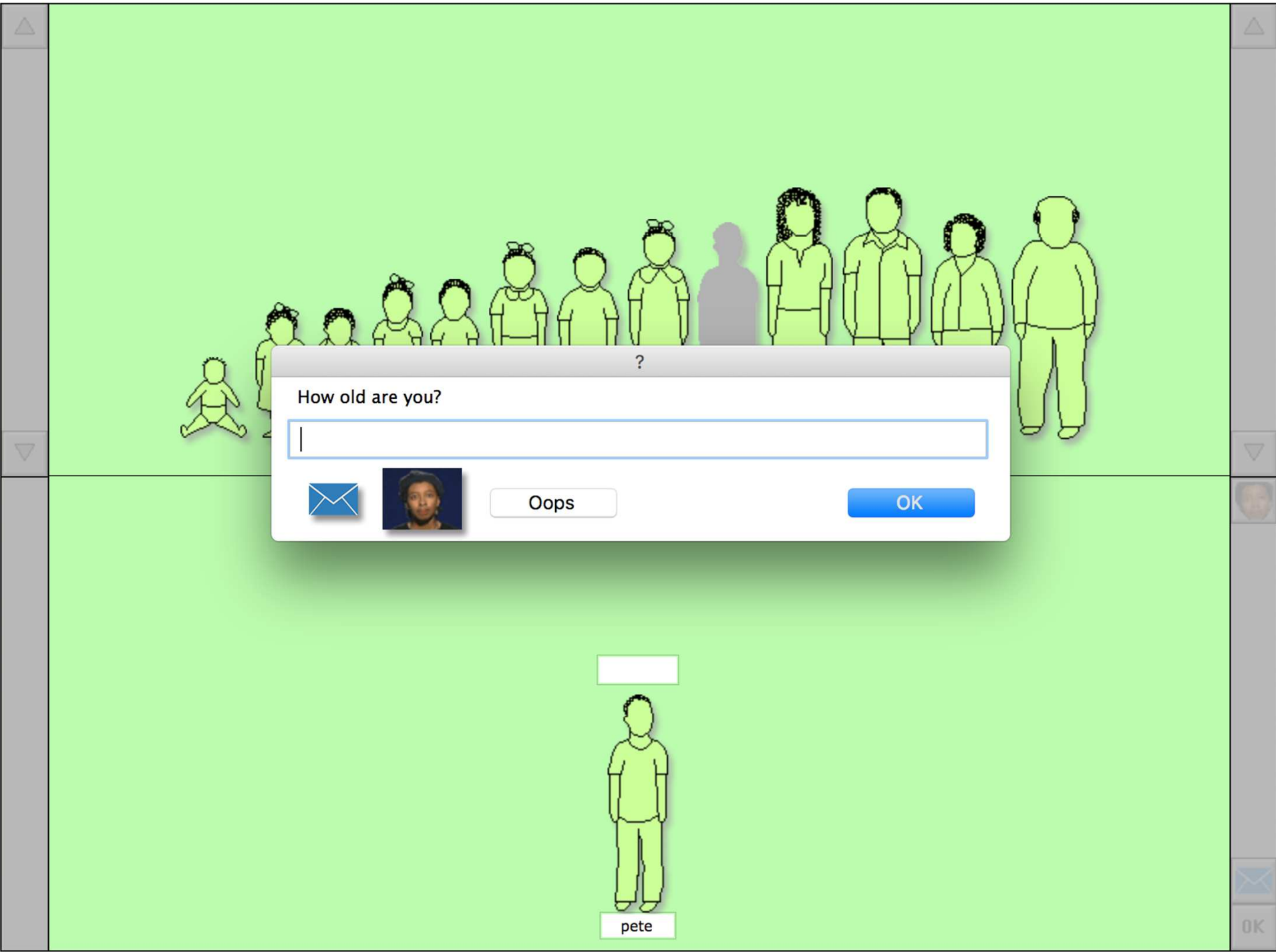


OK

# “Write your name”

- John
- Katy Jane Jones
- Thomas, my dad’s called Thomas and my grandad’s called Thomas. All the first boys in the family have the same name.
- My real name is Max Ian Jordan Smith, I’m called Max after my Mums brother, Ian after my Dad’s brother and my Mum liked the name Jordan. My Dad calls me “ Son” and my Mum calls me Jordan in school they call me Jordy”





?

How old are you?



Oops

OK



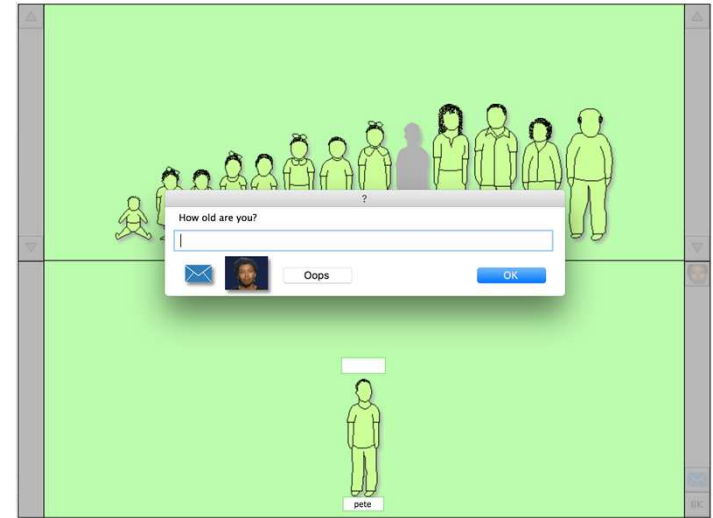
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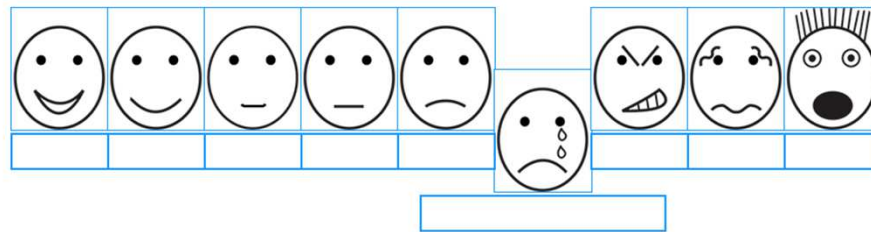


OK


# “How old are you?”

- 7
- How old do you think I am?
- Nearly 10
- I’m 9 next year ( they had just had their 8<sup>th</sup> birthday the week before)
- 12 years, 11 months and 3 days - I’ll be a terrible teenager!!
- 16, but I look older and I’ve a fake ID so I can get into the pub with my mates.





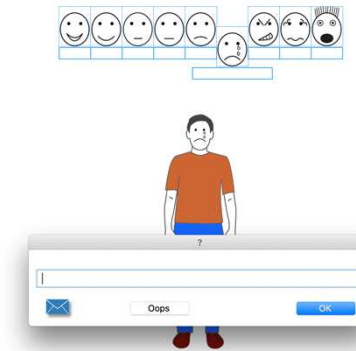
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OK



# Emotion Labeling



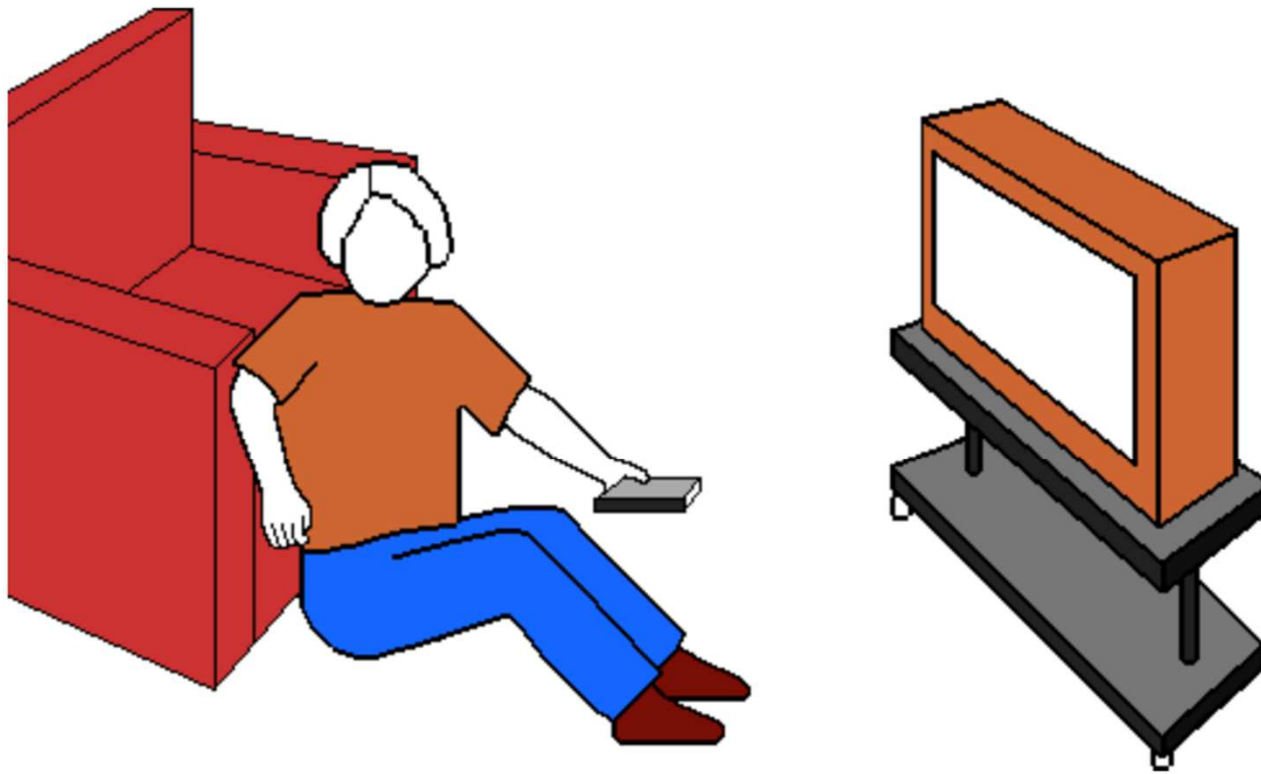
- Gives you a quick guide to their emotional literacy.
- Information about their vocabulary and language
- A few examples:
  - He's feeling very very very very sad.
  - Feeling “boss” ( great)
  - Feeling “sweet”
  - Extremely disappointed
  - No idea





# So called neutral scenes!

- A few interesting examples of responses from what was meant to be a neutral scene
- How wrong we were!





# Emotions and scenes

- Happy face added
- I'm happy because there's no video and my foster Mum watches awful videos when my Dad goes out and and I have to watch them as I'm not allowed to go to bed.



# TV

- Happy face selected
- “I don’t watch TV downstairs, I watch it in my bedroom, I watched it until 2 am last night. With my headphones on, no ones knows. Did you see that scary film?”

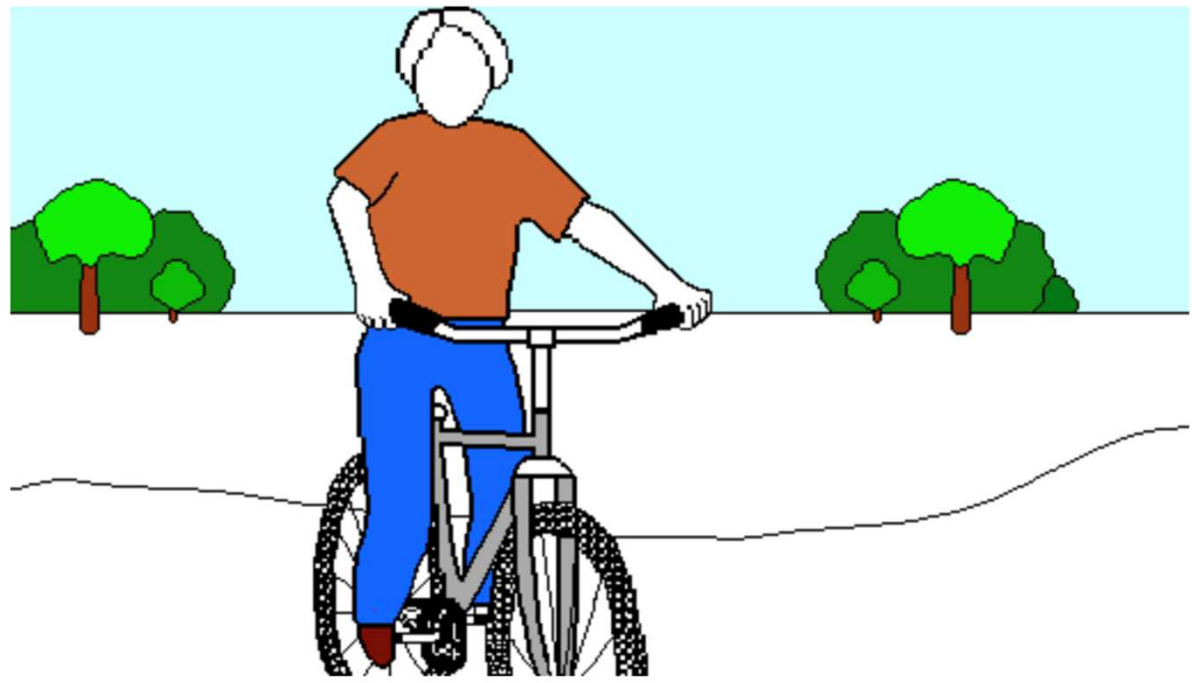


# TV

- Sad face selected.
- “I’m not allowed to sit on the sofa”
- Child in foster family.
- Parents sat on the 2 armchairs
- 3 Children from the family had their places on the 3 seater settee
- Foster child had to sit on the floor



ery happ			bored		sad	angry		shocked





# Bike Scene

- I'm getting a bike for my birthday, my Dad is doing overtime at work to pay for it. We will go out for rides together.
- I used to do that but my old bike got stolen when we had the burglary



# Bike Scene

- Happy face selected:
  - “I go to Chester on my bike and I saw Joe from Class 9 there on Sat. We did bunny hops in the new skate and bike park there. I often go there its great.”





# Bike Scene

- “Its easy to get there, you go to the end of that road with Sainsburys in and there’s a big blue sign that says Chester. You go down there and its safe as there’s a lane there that the cars never go in.”

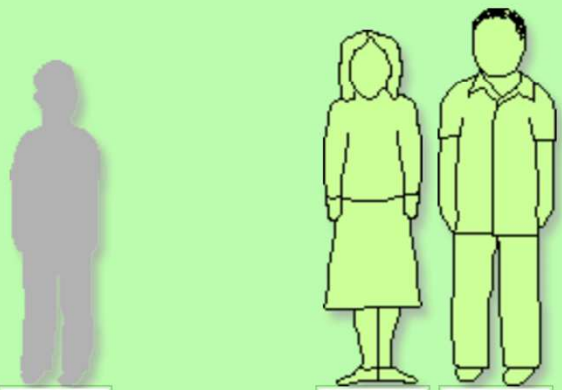
**He was cycling all the way in the emergency lane of the M53 !!**

## 2 Modules that I found particularly useful



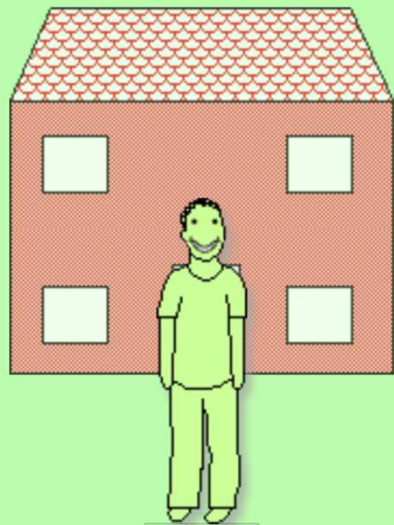

- Emotions and People
- Somatic Experiences

our house (12 high street)



pete mum dad

our house (12 high street)



very happy

pete

OK



# Emotions and People Module

Used to revisit what the child felt happened, who said/did what

- Then to analyse the situation that had occurred.
- Then plan what could have been said or done to avoid the negative outcome.
- We used it jointly to formulate sentences with the child to help them say things that they want to say but found difficult.



Pain Shapes

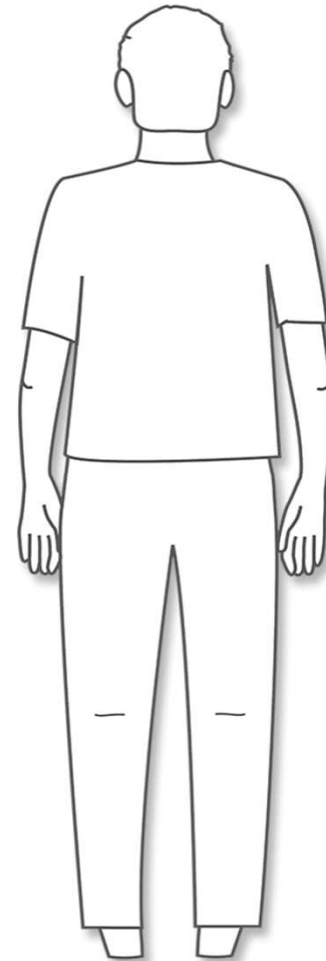
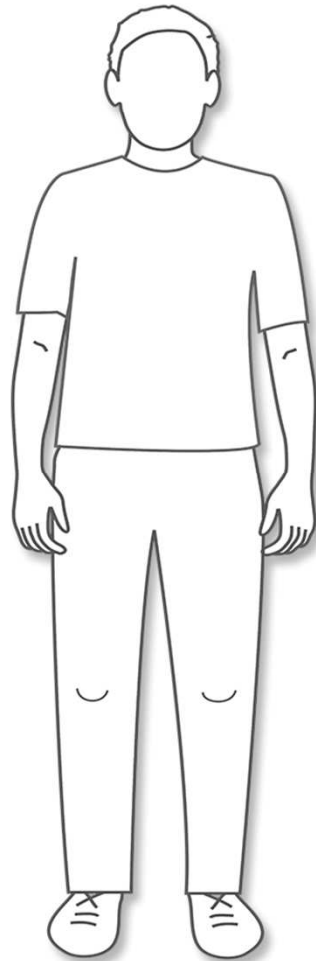


Shading



Moving

no pain




Page 1



OK





# Somatic Experiences

- Although initially this module was used to discuss areas of physical pain and hurt I used it with children to discuss physical sensations relating to the emotions they were experiencing.
- It was very useful to use as a teaching tool to identify experiences like rapid heart beat, head ache, butterflies in the tummy , sweaty palms, etc. help

# Using the body map and symbols



- Helped them identify and verbalise the situations that caused the stress, identify their level of heightened emotion and plan to avoid these when possible or develop and plan coping strategies.



# Revisiting IMS

- Easy to repeat modules and evaluate interventions at later stages
- Allows children to see their results and monitor their progress.
- Easy to print out co-working projects to give the child





# BAAF IMS Collaboration

- Presented IMS to BAAF – decided it would be useful to enhance “Be My Parent” profile of some of the children waiting to be adopted.
- Several LA’s were contacted to join the project.
- SW’s presented candidates (unable to find families for them)
- I did IMS interviews with each child whilst being observed by SW.



# BAAF IMS Collaboration

She gave her wishes and feelings / gave me insight into background – her itinerant lifestyle, her siblings etc.

- Very helpful in showing what he believes re his birth family.
- It clarified that he believes his father is someone different from the truth.



# BAAF IMS Collaboration

- L... likes using the computer, so his attention span was very good. Doesn't normally tap into feelings but he understood the concepts. Because he is behind with his written and literary skills it is sometimes difficult to know what he thinks/feels. But he understood this.

# Enabling



Made loads of eye contact when working with the computer. I always said he didn't make eye contact

**FANTASTIC TOOL.**

She has been so clammed up! She was able to be a different child. Real insight into what she had suffered.



# Training to use IMS

- I use In My Shoes both as an assessment and a therapeutic tool
- We have trained:
  - Social Workers, Psychologists, Psychiatrists.  
Teachers, Carers, Speech and Language therapists,  
Pastoral Care workers, Nurses, residential care  
staff and family support staff, Vocational advisors.



# The Negatives... ...all good!!

- It takes some time to learn and get to know the multiple uses of each module. We still hear new uses for it
- You need practise to feel confident using it with the child
- The child will probably talk to you for much longer and give you more information that you bargained for... ...could give you extra work!!!



- BUT, once mastered it will certainly enhance your tool box and usually make it so much easier for you to help the child or young person you are working with.



# The Positives

- The In My Shoes Team are very experienced at delivering training on IMS
- Post training Evaluations are excellent
  - 77% of trainees felt that IMS would greatly contribute to their work
- The team are always on hand to respond to queries by email or phone.
- Refresher days and updates are also available.