



Social FARMS

WORKBOOK COURSE

THE SOCIAL FARM TUTOR



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THIS INDEX CORRESPONDS WITH THE MAIN COURSE DOCUMENT 01.
ONLY THE BOLD CHAPTERS OR PARAGRAPHS, HAVE CONTENT.

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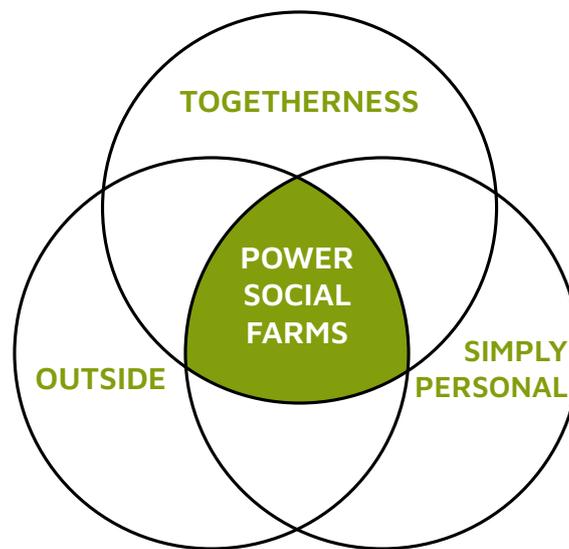
2. VALUES OF SOCIAL FARMS FOR TRAINEES

2.1 The Core Values of Social Farms

Extensive research in the Netherlands about the power of social farms has resulted in these core values.

The power of social farming: Togetherness – Outside – Simply Personal

The strength of social agriculture rests on the core values as stated by the participants and arise at the interface where three different parts of care come together. It concerns the following parts that are interrelated:



TOGETHERNESS

The social structure: the culture that prevails on a care farm and to which everyone contributes. You could describe this as a collective basic attitude that is the starting point for the way in which people on the care farm treat each other.

OUTSIDE

The farm environment: the physical space with its green features influences and gives substance to the basic attitude and the social context.

SIMPLY PERSONAL

The basic attitude: the attitude of the individual care providers that forms the basis for the interaction between the care provider and the participant.

Within each of these three parts, several principles can be formulated that jointly form a yardstick against which care providers within social farming can test their choices and actions. These principles are listed below per part.

Togetherness

Characteristic of a social farm is the atmosphere and culture of togetherness and genuine mutual involvement. Everyone who is on the farm is part of this community, which is

sometimes experienced as a second family. In addition to this inclusion, interactions with animals are also an added value for social-emotional development. Because those responsible for the agricultural part of the business are part of 'real life', they often act as role models for participants and form a bridge to society. Vice versa, the social farm also forms the bridge from society to the participants; the social farm is a place where visitors (such as suppliers, customers, visitors to a farm shop, a vet) meet and contact participants. The social farm therefore contributes to an inclusive society and is a place where participants and other people meet. The main principles of the Togetherness section:

Everyone counts and contributes.

Everyone is part of the group, and everyone's contribution is appreciated.
There is an opportunity to make social contacts and experience support.
Being part of the farm gives a place in the social community.

Outside

The most visible element of a social farm is the farm environment. The farm is a place full of life. The plants and animals need care, so there are always plenty of different activities that need to be done. Every period or season has different activities, and this creates a natural rhythm that offers structure and guidance. The farm as a source of our food offers plenty of starting points for healthy eating and a healthy lifestyle. This is often put into practice directly on the farm by preparing the food together and eating the meal together. The following principles guarantee the use of this farm environment within healthcare:

The green environment is part of the care:

The conscious use of plants, animals and green space contributes to the goals of the participant.
The rhythm of the day, the week and the seasons provides a natural structure.

What we do is meaningful and that is how we experience it:

There is useful work to be done and everyone can contribute to it.
There is a great diversity of activities, and each task has added value.
There is room to bear responsibilities and to learn to deal with risks.

Simply personal

Perhaps the most powerful thing participants cite as part of the core values is the personal relationship they have with the care farmer and the other caregivers on the farm. This relationship is experienced as a bond between one person and another. Being human is central to this relationship and the roles of caregiver and participant fade into the background. With this bond as a starting point, we look together for agreement on the goals that are being worked on. Care farmers are used to accepting changing circumstances and then building from that specific situation. You do not turn a dry land higher up into a wet field, so you look for a crop that suits it. Care farmers also work with participants from this basic attitude: the personal situation of the participant and his or her circumstances form the starting point for formulating appropriate goals and using suitable methods. The emphasis is not on caring, but on how everyone's strengths can be used. Participants describe that as 'we just get along and the farm is not an institution'. Below are the principles that shape the Simply Personal section.

The participant is the starting point:

There is a personal relationship with the participant.
The participant has a say in his own activities on the farm.
The participant is involved in drawing up the plan for care and evaluating it.

The focus is on what is possible:

- The green environment is used to strengthen, utilize and/or preserve what people can do.

2.4 Qualities of different working areas on social farms

1. Livestock farming
2. Horticulture
3. Household
4. Dairy processing
5. Ornamental garden
6. Landscape management and tree cultivation
7. Other working areas
8. Role of animals
9. Making use of the differences

Each working area on a farm has specific work and qualities. For a care farm it is important to develop sufficient variation in activities and qualities and to make the best possible use of the differences between the working areas. The qualities only come into their own if the supervisor is enthusiastic about the work area and can convey this enthusiasm to the participants.

1. Livestock farming area

Activities in this work area are; taking livestock outside and bringing them to the stable, mucking out the stable, taking care of young stock and small stock, driving water to the pasture, placing orders, making new fences, checking fences, cutting sorrel, spreading deep litter, haying.

Character of the work area

Unpredictable

What is specific about animals is the unpredictable, the surprise. Participants must learn to tolerate the tension.

Physical

Some animals such as cows are large, robust. Some participants are afraid of it in the beginning. There is also a lot of physical work; you walk back and forth a lot; people become stronger because of it.

Appeal

Animals make a very direct appeal to you. Animals are emotionally closer to humans than plants. Animals are also very physical. If they are hungry they will become clear and the care immediately produces a positive response. Animals they make a very direct appeal to participants to get moving.

Bond and warmth

Animals are close to humans and have recognizable behavior. You can easily bond with it. Cows and small livestock and young in particular have a warm appearance for many people.

Fixed rhythm in the day

Working in this area is a rhythmic event during the day. In the morning and evening there are regular activities and in between other work.

Goals you can associate with the work area

Trust, Warmth, Attachment

Contact with animals can mean a lot to people who have lost faith in their fellow man. Contact with animals can then be a first step in restoring contact with living beings. The advantage of animals is that they don't gossip about you behind your back and they are honest.

Mirror

Similar processes take place between animals as between humans. In a herd there is a hierarchy; some animals are left out. Participants recognize this and relate it to their own lives. If a young person is very busy and a cow has to calve, it is easy to make it clear that this person needs to calm down for a while. Working with animals also contains many metaphors that can provide insight into your own processes.

Develop self-confidence

Experiencing that you are leading a large animal and that the animal is listening to you contributes to self-esteem and self-confidence.

Developing responsibility

Especially with children and young people, the experience is that taking care of animals is an excellent means of developing responsibility. It is very clear that an animal needs care. Due to the obvious way in which it is clear in the livestock farming work area that you have responsibility for the proper care of the animals, participants can easily take over.

Getting moving

Some participants are hard to tell. Animals react very directly. When you go to the pigs or chickens in the morning, they scream so loudly to be fed that you start moving on your own.

Concentration:

Especially dealing with large livestock requires a lot of concentration. Large animals can react unexpectedly. Your safety depends on sufficient concentration when handling large livestock.

Animal dependent

There is a large variation between the characters of animal species. The experience is, for example, that contact with cows has a calming effect. With goats or horses you can learn to deal with unexpected situations.

For which group does this work area seem very suitable

Emotionally damaged people

The work area seems very suitable for participants who are hurt in contact with other people and have difficulty building contacts. Contact with animals can be a first step.

Young people and children

Among youth care participants, caring for animals often appears to be an incentive for the development of responsible health care.

For other youngsters (with transgressive behaviour), animals can act as a mirror; furthermore, animals can offer safety to more withdrawn young people.

For which group could this work area be problematic?

Psychotic

If people are close to psychotic, it may be difficult to work with animals, because they are too unpredictable. Then the plant world is calmer; this world has more peace and order and that gives support.

Autism

It often takes a lot of time before you can oversee the work area. This is difficult for participants with autism. They can only work well with animals if they can move enough and can handle the unpredictability.

Anxious

Working with large animals is often too threatening for anxious people. It takes time before they can function well in this work area.

2. Horticultural work area

In this work area you are busy with soil cultivation, sowing, planting, hoeing and weeding, watering, harvesting and selling vegetables, fruit, herbs and flowers. You can work in the open field, in a sheltered herb garden or in the greenhouse.

Character of the working area

Rhythm of the seasons

You experience the rhythm of the seasons in horticulture. Sow in spring, grow and bloom and harvest and die back in fall and winter.

life processes

As with animals, there are many parallels with their own life processes. Composting, for example, is a process in which dead plant remains start to heat up and are transformed into food for new life. You can see it as rottenness in your own life that has to digest before something new can grow again. Specific parallels are there (starting something new) sowing, pruning (not everything can grow, then stifle the strong auctions), grooming (you get no good harvest if you have cared for no consideration) and harvesting (here you can enjoy yourself)

Safer

Plants have a less direct appeal to humans than animals and are therefore safer for many people. Taking care of plants requires concentration, just like with animals, but here it is more about attention and not about guaranteeing your own safety.

Diverse environments

Working with plants is very diverse. There is a lot of precise work such as transplanting seedlings, weeding and hoeing and physical work such as digging.

Goals that you can link to this work area

Developing trust

You learn to trust, let go and look ahead. When you put a seed in the ground, you have to have faith that a plant will eventually come out of it. When pruning a tree, you have to be able to create a picture of what the tree will look like in the coming years.

Insight into own processes
Getting in motion

For which groups does this work area seem very suitable?

Depression

For people with depression, physical work, where you get out of your head, can be very suitable. A good activity is, for example, digging the ground.

For which groups can it be problematic

Psychotic

Working in an open field in particular does not seem suitable for people who are dealing with a psychosis. Especially not when there is a lot of sun. Then there are too many incentives and it is better to work in a work area with a lot of structure.

3. Work area Household

Regular activities within this work area are cooking, making coffee and tea, cleaning the rooms, washing clothes, towels and tea towels.

Character of the work area

Female image

Participants with a psychiatric background often dislike the work area. It has a certain image/ image. Cooking and cleaning is feminine; it's not real work and some think they can't do it.

Taking care of the community

Every day you are busy bringing beauty to the environment. You make others happy; you do it for the community. Cleaning up and cleaning the environment also has a link with inner order. The household is also less production-oriented than, for example, livestock or horticulture. Yet there is also hectic: at half past twelve, for example, the food must be ready.

Smells

You are surrounded by the smells of the meal all day long; many people enjoy it

Working together in a small space

Some of the work takes place in a small space, so you have to learn to work together, learn to be social. In this work area, conflicts or crushes have to be talked out.

Central: visible to everyone

In the household you become at home in the house. You also come into contact with everyone. The household is the central work area. You get a lot of reactions from others; often compliments. This contributes to self-confidence. It's also a work area where you can't hide; you also have to take responsibility.

Repeat

The same jobs come up every day. If something doesn't work, you can try again the next day. Other jobs allow you to start and finish it the next day. You also learn to put things into perspective; eg if you drop cups when setting the table, you know you can do it the next day without dropping them.

Interior; something for everyone

There is a lot of interior; this is pleasant in bad weather. For example, you can do chores at the stove. Whatever age you are, you can always participate in the household. There is always work for everyone. More than in many other areas of work.

Celebrating, surprising others

It is also an area where you can indulge and give attention to others. A good example is taking care of birthdays.

Goals that you can link to the household work area

Learning to take care of yourself

Many participants with a psychiatric background take poor care of themselves. In the household work area you learn to take care of yourself and your environment in a very basic way: good food, attention to food, cleaning. You also learn to experience fun in the household. This is important for everyone, because everyone has his/her own household or can have it in the future. Furthermore, you can learn to cook new things, get to know new vegetables.

Develop self-confidence.

The senses are also awakened and attention is paid to the smells of the food and the beautiful serving.

Learning to collaborate

Because you often work in a small space in this area, you have to pay a lot of attention to working well together.

Dealing with femininity and feminine authority

Household has a feminine image. Doing chores can be a good entry point for men who have a hard time with the feminine work area and especially if a woman is in charge of this work area...

For which group does this work area seem very suitable?

Depression

People with depression specifically benefit from housekeeping. In this work area you can start with a simple job in a warm sheltered environment. A typical example is cracking nuts while warm at the stove. In the future, chores can be done where you can slowly come out of your shell.

Psychotic

This working area can have a positive effect on participants who are psychotic, if you offer sufficient structure. An example of a structuring activity is folding cloths.

For which group could this work area be problematic

People who are very busy

For them it is often a difficult work area because you work in a small space and there is a lot of crowds.

People with a fear of contamination

This is a difficult group for this work area. Nevertheless, the work area can also offer an opportunity to get started with the fear of contamination.

People with eating disorders

The household can be very confronting for this group. But here too it offers an opportunity to work on the eating disorder. Some participants have no limits with food. For example, they are uninhibited when eating cookies. The household can help them learn boundaries.

Traumatic experiences at home

For people who have a very traumatic memory of home, the household can evoke too much and it is sometimes good to do something else.

4. Working area Dairy processing

Activities within this working area are: making cheese, quark and yoghurt, bottle filling milk with a filling machine, labelling, coating and inverting cheese, preparing orders, rinsing bottles, cleaning space, taking away dairy.

Character of the work area

Structure, clean and precise.

It is very structured work and you have to work very cleanly and precisely.

Fixed rhythm of work

The work is also imperative; fixed activities must be carried out at fixed times during the week. At the beginning of the week you know exactly what needs to be done.

Closed, isolated

You usually work in a closed, small space. You get few impressions from outside. There is also little walk-in. This creates a kind of family atmosphere. A new person immediately stands out.

Steam and noise

Due to the work there is regularly a lot of steam in the room; this can be oppressive. There is also often quite a lot of noise, including from the bottle filling machines.

Some diversity

There are differences in work between the days. Dairy is made on some days; on other days the orders are taken away. In the morning there is a lot of work pressure to make the dairy; in the afternoon cleaning is often done and it is quieter. There are also quiet jobs, such as coating the cheeses. Coating is a repetitive meditative activity, often in a quiet space.

Goals you can link to the work area

Structure

The work area is ideal for people who like or need structure.

Alertness

It is a work area where you stay alert. You learn to be caring; milk is a fragile product. The work area is not suitable for mourners.

For which group does this work area seem to be very suitable?

Perfectionists

If you are a very perfectionist, you can put your qualities to good use in this work area. You can learn to draw your limits. It can be satisfying if people can use this quality.

Autism

The experience is positive with people with autism, because there are always the same rhythmic activities.

For which group could this work area be problematic?

Energetic & rough

This work area is not suitable for highly energetic, fierce people and those who need space.

Claustrophobia

It is also not suitable for people who are afraid of a small space.

5. Work area Ornamental

Taking care of the ornamental garden, mowing, weeding, setting up and maintenance of the site. Clearing up rubbish on site. Making bird boxes, splitting wood, landscape maintenance, building and maintaining paths and maintaining fruit trees can also be part of this.

Character of the work area

Little work pressure

Siertuin is a little production-oriented work area. Because there is no work pressure, the more vulnerable people come to this work area. There are also more complaints about aches and pains.

Freedom of choice in work

You have a choice in what you want to do in this work area. In the livestock working area, for example, this is much less. Jobs have to be done at a specific time. You can go more into discovering what you like, what you want, how you experience things. You learn to take positions. If someone has resistance, you can do something about it. You have to tap into the motivation elsewhere (not in the fact that a certain job has to be done now). Room for creativity

Room for creativity

There is room for creativity in this work area. You are more free. You are more artistic. More with scents and colors. Making bouquets, works of art, tables, sofas, etc. There is more attention to what you find beautiful. You also make something yourself

Taking care of public space

You become aware of the public space. You can create surprising things, you change the view, the environment. If you make something beautiful, you also get appreciation from others; your work is visible. That can do you well. This is different from, for example, in horticulture.

Other requirements for a tutor

There are fewer routine jobs; people can therefore not get started automatically. You should be more involved as a tutor. Variation in tasks and atmosphere in the group is of great importance. You have to keep appealing to motivation. There is more room to experiment with working alone, trying new things, etc. You can experiment with more open assignments, gradually giving people more responsibility, allowing them to 'grow'. You can provide customization.

Safe, close to home

It is a safe working area: you are always close to home, in a small area. If you are unstable, lost contact with yourself, prepsychotic, then this is nice. In a large field you are rather alone, further away from the farm. That can be too much for anxious, detached people.

Doing less, talking more

In other areas of work, work is often more uniform and requires more tackling. In the garden there is room for the layer below, the perception of clients: depression, etc. More therapeutic conversations arise than in the other work areas. You do not have the fixed work frameworks of other work areas; participants are also more likely to be distracted. You can make them aware of this.

Goals that you can link to this work area

Learning to make your own choices

In this work area, the activities are not very fixed. You can make your own choices here.

Developing creativity

As mentioned, this is an area where you can use and develop your own creativity.

For which group does this work area seem very suitable?

Hardworking

The work area seems very suitable for people who just go on and on, always want to be useful. You learn to relax more easily in this work area; to get out of the way.

Vulnerable people

This work area attracts relatively vulnerable people because there is little work pressure and the work usually takes place in a safe environment.

For which group could this work area be problematic?

Wishy washy

The wishy washy might not be a good fit here. That should give you a tough job. You can, for example, have them chop wood in this work area.

Negligent people

For someone with a negligent attitude – let it blow your mind, this work area also seems less suitable because there is little work pressure and work is not all essential.

Depression

For people with depression, solid work can be good or varied work where you always have to focus on something new. In this work area you have to look for this kind of work.

6. Work area landscape management and tree cultivation

In this work area you are pruning, clearing paths (weeds), tying up trees, clearing trees. In arboriculture, weeding between the trees is also a recurring job. In the forest and the landscape it is also about the experience: the views, water features, winding paths, etc.

Character of the work area

Low work pressure, also experience value.

There is little work pressure in this work area. It focuses on nature and not on agricultural production. Every tree and every place has its own atmosphere; furthermore there are birds, butterflies and other animals. In a varied file you have a diversity of atmospheres. Each tree species has its own character. Trees have an atmosphere that they build up over years. You have trees with straight trunks (straight, straight) and more branched trees (distorted). The art is to initiate people into the development path of each tree. Because a tree grows for several years, the shape becomes increasingly clear. You also have all kinds of landscape elements that appeal to the experience.

Effect over several years

A tree grows for several years, which means that you can work with a product and a tree for several years. When pruning trees or shrubs you have to make choices and the effects are visible over a longer period of time. You can see where you pruned the previous year.

Sheltered but influenced by the weather

You often work in a sheltered environment because you are among the trees. The trees are usually taller than yourself. Here you can experience the environment and the weather, because the trees move back and forth due to the wind.

Goals that you can link to this work area

Learning to make choices

When pruning you choose how a tree can develop further. Many people find it difficult to cut branches and have to overcome a barrier.

Developing identity

Every tree has its own character that becomes clearer over the years. This can be a mirror for people.

Becoming less straight, less tangled (grounding)

There are different types of trees: straight stakes and highly branched, serpentine trees. Different manifestations can give people an idea of how they are and can change.

For which groups does this working

area seem very suitable? The working area seems suitable for people with a diversity of psychological needs.

7. Other work areas

On farms there are sometimes other work areas than the above, each with their own qualities and apple value. Here we briefly mention a few examples.

Bakery

Baking is a creative process. You make something out of water, flour, butter and eggs. All elements (air, water, fire, earth) are deployed. In addition to creativity, attention and accuracy are important.

Catering

In this work area the workload can vary. You have to get the job done together. You develop a team spirit.

Store

In the store you have contacts with people from outside; as a client you represent the care farm. You have to be able to improvise because people can react unexpectedly. The store is especially suitable for clients who are going to take the step outside. This is often in the last phase of the stay on the care farm.

8. Role of animals

We explain the role of animals on the care farm in more detail. The role of farm animals in providing care to different types of participants at care farms is widely researched. Farm animals are an important element of the care farm environment that can address the care needs of different types of participants. There is a multi-faceted importance of interacting with animals on care farms.

Animals can:

- provide meaningful day occupation
- generate valued relationships
- help people master tasks
- provide opportunities for reciprocity
- distract people from their problems
- provide relaxation
- facilitate customized care
- facilitate relationships with other people
- stimulate healthy behavior
- contribute to a welcoming environment
- make it possible to experience basic elements of life
- provide opportunities for reflection and feedback

9. Using the differences between work areas

On a social farm you can create places where work is central: where you can lose your energy, where you make efforts. And also places where it is mainly about the experience of the green space, where you can enjoy the silence, smells, colors and (natural) sounds. Work and experience places can be both entrances to the experience of safety, challenge and involvement. Despite the fact that within each work area can be varied in the emphasis placed on 'work pressure or attitude' and on 'experience', one work area has more work pressure and lends itself more to learning a work attitude while another work area offers more opportunities for experience. In addition to the aspects of perception and work pressure, work areas also differ in other aspects, such as possibilities for contact, size of the workspace and predictability of the work as indicated above. Being aware of these qualities and the characteristic differences between work areas offers counselors the opportunity to use work areas more specifically for different clients.

A number of characteristic differences between work areas at a glance:

Time aspect

Long-term effects

Landscape management, nursery stock

Short-term effects

Horticulture

Physical space

Closed

Dairy processing

Large, wide

Agricultural farming

Close to home

Household

Far away

Landscape management

Smell and color

Bakery, household, herb garden

Sterile

Dairy processing

Social aspects

Little contact with others

Dairy processing

Many contacts

Household

No contact with customers

Dairy processing, ornamental garden

Contact with customers

Shop, catering

Other qualities

Little room for creativity

Horticulture, Livestock Farming

Lots of room for creativity

Ornamental garden, Household

Less possibilities for experience value

Dairy processing

Many possibilities for experience value

Ornamental garden, Landscape management

Regular workload

Livestock farming, horticulture, bakery, catering

Little workload

Ornamental garden, landscape management

4. WORKING METHODICALLY

4.1 Observe & report

Observing your participants is one of the most important tasks of the tutor. You constantly observe unfocused. However, it is more than just looking or listening carefully. Focused observation is conscious, focused and systematic observation. For example, you observe to find out what a participant's behavior means, or what your participant can and cannot do or understand. How you can best guide her/him, how the interactions go in the group or how a participant gradually develops on your farm.

- **Observing systematically** means observing long enough and observing at different times.
- **Goal oriented:** your observations should be directed towards a predetermined goal. That way you can focus on what you need to observe.
- **Accurate:** the observation must describe the behavior. In an observation, a reader must be able to read what is happening. That is why we have to present the situation as accurately and completely.
- **Objective:** An observation must be objective. It must represent reality as faithfully as possible. That means you have to represent what your senses perceive as factually as possible. So what you see, hear, maybe feel and smell is important and not what you think and feel. This is the case when interpreting.

Observe:

- Inconspicuously, when people realize that they are being observed, their behavior changes.
- Not too long in a row, not too much at once, possibly with time intervals.
- Regularly . Don't let too much time pass between two observations.
- Alternate the moments during which the observation takes place as much as possible. Compare the observations of your colleagues with your own observations.
- Do not make assumptions during the observation.
- Also include the situation and the environment in which people behave in the observation.

By being involved in observing in this way, you avoid relying too much on a negative image of a participant. You try to get a picture of reality as best as possible and not just based on your own subjective feelings about a participant and his/her behaviour. Often his/her behavior is a reaction to your behavior and treatment.

The way of observation

As an observer, you may have participated either actively, passively or not in the situation to be observed. You can determine this in advance.

Actively participating: This means that you come into contact with the observation person during the observation. This is the most common way of observing during your work on the care farm. While working together on the farm and at the same time guiding your clients.

Passive Participating: This means that you are in the same room as the observation person but you are not seeking contact. You are present and register what is happening.

Non-participating: here you have not made any contact and you are actually watching the observer invisibly or unobtrusively. You can do that behind a one-way screen. Or by watching film recordings of the person. However, this should always be done with permission. But observing someone in a crowd is also non-participatory.

Register: After observing you have to record what you have observed. Everything must be put on paper in such a way that others can also read the same things as reality has happened and so that they draw the same conclusions. This can be done in various ways.

Descriptive observation: here you write down everything that stands out. That can be many topics. When elaborating the data, you delete subjects or note certain subjects in more detail.

Observation schemes: these are schemes in which you tick certain behavioral points. Often you only need to tick the behavior you observe. Sometimes you can also note the time. Observation schedules are useful in the regular discussion of participants. The whole team uses the same lists.

Rating schemes: this uses numbers or scores. You give a value to certain behavior.

The combination of registration methods.

In observing it is never a matter of one or the other. It is important that you collect all data as carefully as possible. If you have a good reason for it, you can use the different ways of registering together or one after the other. You choose your registration method depending on the possibilities you have on your farm.

Report

Reporting is often done on a daily basis with the so-called daily report. In addition, care or guidance plans are written. Based on objectives in care plans, you observe in a targeted manner and you also report in your daily report aimed at the formulated goals.

Contents

When communicating, you should always take the target group into account. Colleagues may use different words than when talking to a family member. The report must be as objective as possible. That is why you first report the facts, then you give your own interpretation.

Everyone should know the difference between main and side issues. Essentials are the important things in a text. You must not forget them. If you do, the story will no longer be correct or others will understand it. Side issues serve to provide additional information. They are necessary but you can leave them out.

You can find the main points by asking the following questions:

- What happened?
- Why or how did it happen?
- Who played a part in it?
- When did it happen?
- Where did it happen?
- How did it happen?

Interpretation & conclusion

The interpretation does contain the thinking of the observer. From what you have observed, you can interpret the participant's behavior with the knowledge you have about, for example, the handicap of your participant, or the development of the participant during the time that he comes to you on the farm. Of course you make your interpretation regarding the purpose of the observation.

Then you make a short and powerful conclusion in which you do not overthink yourself, but in which you nuance and take into account possible shortcomings in your observation.

Language

A written text is more than words that are put together. There is always a structure in a text. A text without structure is difficult to understand. You create structure by means of sentences, paragraphs, chapters, headings and signal words.

A sentence starts with a capital letter and ends with a period, an exclamation mark or a question mark.

Paragraphs are small blocks of text. These blocks of text are often about one subject.

Headings represent the content of a portion of the text.

Signal words are words that need to attract attention. Signal words make it clear that, for example, a summary, enumeration or a contrast follows.

Tips when writing reports

1. You don't think too long about an opening sentence, it comes naturally. You wait to correct the text until you overwrite this text.
2. Keep the sentences short. A sentence remains readable as long as it has between 10 and 15 words.
3. If possible, write in a direct way. Not: "This participant is being observed by me.", but "I am observing this participant." Active verb use in the present tense.
4. You use simple words that the target group understands. You shouldn't make it harder than it is.
5. You can often omit verbs such as will, can, may, will.
6. You avoid stop words, which actually mean nothing. For example: "well dude, and then, so, I say."
7. Avoid 'not' and 'none'. If you write that someone is not doing something, it is unclear what the behavior is that is being done. We just need that to make a good interpretation.
8. If you have time to write a report, take a break between writing the text and checking and correcting the text.
9. You avoid repetition.
10. In a report you break as few words as possible. It is better to write a word immediately on the next line. Abbreviations should be written in full to avoid confusion.

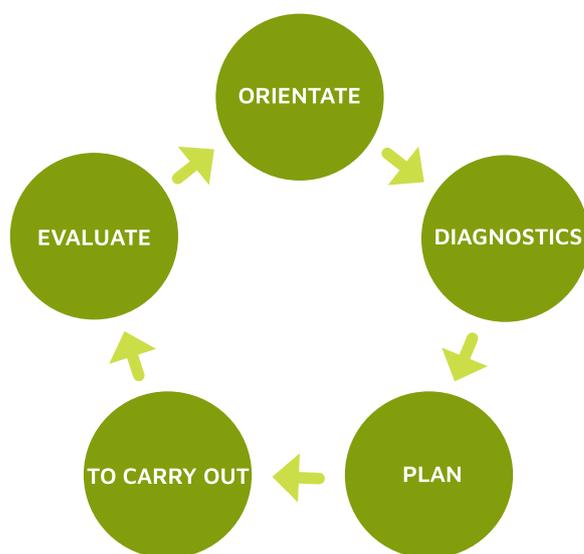
4.3 Cyclic Process

Working according to plan is also often referred to as working methodically. It is no longer about acting intuitively, but about methodically and systematically managing your daily work.

Working methodically consists of several steps: collecting information, determining needs and problems, setting goals, determining, and planning activities, performing the activities according to planning, evaluate and if necessary, adjust the care and support.

Work is carried out cyclically: that is, based on the evaluation, the care or support can be adjusted, and all steps are repeated.

Plancyclus:



ORIENTATE	Signal, asking questions
	Gather information
	Classify
	Formulate preliminary conclusions
	Setting Observation Goals
DIAGNOSTICS	Interpreting information
	Test provisional conclusions
	Search for causes, connections, explanations
	Design overall picture
	Designing indications for further guidance
PLAN	Setting goals and criteria
	Draw up a guidance plan
	Action plan, tasks, appointments
	Merge into a whole
CARRY OUT	Control
	Evaluate
	Reorient
	Re-inform
	Formulate new conclusions

Example of working according to the plancyclus

Orientation, identify and ask questions.

A ten-year-old boy with autism has recently joined us in the weekend shelter, he screams a lot. – if you say something about this, he screams louder and more.

Questions we ask are: when exactly does he do it? What comes before it? When does he do it less? Does he do it in front of certain others or everyone? Does he also do it when not me but the colleagues are working? How do they deal with it?

Getting information

We try to get an answer to the above questions through observation, reporting, and ask colleagues and his parents. Colleagues and parents recognize this behavior. – the screaming mainly happens at the beginning of the weekend and especially during the meals. If the dining room is crowded and he is there for a long time, it gets worse when he is tired. – he yells at everyone, but especially at children who make a lot of noise themselves. with calm children it is the screaming is a lot less.

Classify

This is an autistic child. He has been diagnosed at a very early age.

Preliminary conclusions

It is probably a child who is hypersensitive to sound. probably it is difficult for him to deal with the hustle and bustle of other children and/or being with others for a long time. There are 8-10 other children in the weekend care. He is not used to that because he is an only child and it is always quiet at home.

Setting Observation Goals

Are there any signs that we can show us that the child is becoming overstimulated before starting to scream again?

Interpreting information

The observations and reports show: the child gets a red color beforehand, makes more nervous gestures with hands & mouth. He is easily irritated if he spends more than an hour between more than 3 children in a free play situation. In the dining situation, the difference is clearly noticeable when he sits between the children, or at the end of the table with a view of the outside. When he comes in first he is calm, the more children come in, the more agitated he becomes.

We test the preliminary conclusions

by carefully observing and comparing the various circumstances.

Search for causes, connections, explanations

It is known from children with autism that they are often hypersensitive to sound and other stimuli. It is difficult for them to be able to filter this. Child is calm & manageable in situation with few others. If the child comes in relaxed, is rested, it goes much better. If he's on the right side of the table, things goes better.

Design an overall picture

A diagnostic report is made based on the above observations and information obtained elsewhere.

Designing indications for further guidance

We are looking for ways to achieve less overstimulation of this child. We are looking for ways to prevent overstimulation of this child. How can we isolate this child if necessary.

Setting goals and criteria

In 2 months we will have gained experience in taking care of less overstimulation of this child. We know which way works and which doesn't. Criterion: if the child shouts less at certain moments, the goal has been achieved.

Draw up a guidance plan

A program is made in advance per weekend in which it is clear: who is the tutor for the child. The day program is structured in a number of ways so that the child knows: at what moment do I do what with whom, where, when & how - the plan describes which behavior you notice in advance that a limit has been reached. Instruments/interventions are described that can be used to isolate the child before he becomes overstimulated. If the child is overstimulated, it is stated which interventions will/will not be used, or which will be tried out. Reward system is designed for desired behavior. When he has allowed himself to be calmed down and isolated.

Action plan, tasks, appointments

It is agreed that: social farm worker XX will report the tightened daily structure. It is agreed who will be the regular tutor on which weekend.

Merge into a whole

It is agreed who elaborates the plan. He/She also makes an overview for all colleagues in a very short form (by keyword). This A4 sheet is placed in the front of the child's file. Extended form - beyond that.

Control

Control is the responsibility of the team leader. During the work meeting, it is discussed how things are going in terms of agreements, is everyone sticking to them? What has been reported?

Evaluate

You will evaluate after an agreed period of time. How are the goals going? What appears to work, what does not?

Reorient

Here you ask the questions: What should we do next? What can we stop doing? What should we try new?

Re-inform

We inform each other about the progress, do people have tips on what works well and what does not work, etc.

Formulate new conclusions

After some time there are successful interventions that are consolidated. This remains a permanent part of the approach to this child. There are still situations where things don't go well. You then go through the steps of the planning cycle again.

4.4 The Activity Plan and the Social Farm Tutor

As a social farm tutor, you make activity plans, which is part of a care plan or a support plan. By means of the activity plan you contribute to methodical, planned working.

Below you find a format with supportive questions, which can help you when making the plan.

1. Starting point

CORE QUESTIONS	SUPPORTING QUESTIONS
<p>A. - Who is the participant?</p> <ul style="list-style-type: none"> - What general information is important to mention in the context of the preparation of an activity? - What are the possibilities and limitations of the participant in the physical, mental, and social areas? 	<p>Physical: Disability, Motor skills, Senses, Speech, Psychic, Disease, Intellectual, Memory functions, Concentration, Character, Experience, Social</p> <p>Contacts:</p> <ul style="list-style-type: none"> - Does the participant have contact with other participants/staff/family? - Does the participant take the initiative for this contact? - Does the participant maintain contacts with others independently? <p>Involvement:</p> <p>Does the participant show interest/interest in others?</p> <ul style="list-style-type: none"> - Is the participant appreciated by others? - Is the participant helpful or dependent?
<p>B.</p> <ul style="list-style-type: none"> • What needs/wishes regarding activities can be identified? • How was the participant's previous use of time and how is it now? • What meaning/experience does someone derive from activities? Because the motive can often be derived from this as to why someone does or does not want to participate. 	<p>• Activity need:</p> <ul style="list-style-type: none"> - What concrete activities is the participant interested in? - What motive is the participant interested in? (meaning/sense perception) - At what level does the participant want to be active? - What can activity guidance mean for this participant, or what can be improved for the participant in the field of daytime activities?

C. What do you see when observing the participant during activities?

1. Handling animals, plants, tools and materials.
How does the participant deal with materials and tools? Does he handle it with care? Does he observe safety if necessary? Does he know how to handle a chisel, how to handle a cutting machine?

2. Interest and attention for the activity
In what way and to what extent does the participant show curiosity and interest in a particular activity? For example, a demented elderly person may be curious about what is happening around her and yet show no real interest.

3. Quality
Does the participant have a feeling for finishing, for a good product or piece of work? Does he take the time for a neat finish? Does he check his work for errors? Does the participant work accurately?

4. Quantity
Is it important for a participant to achieve a certain production level, for example during packing activities? How much does someone produce per unit of time, how much work can someone handle, what is the participants' willingness for work and what is the participants' work capacity?

5. Difficulty of actions/activities
What is the difficulty of the activity that a person usually does? What kind of activities does the participant carry out in the field of relaxation, self-care, training and work?

6. Activity program
What does the participant's daily activities look like? Is the day program varied or not? How does the participant experience the activity program?

2. Formulation of the goals

CORE QUESTIONS	SUPPORTING QUESTIONS
<ul style="list-style-type: none"> - What does the participant want? - Which educational goal(s) do you want to achieve with the participant? 	<p>Relaxation</p> <ul style="list-style-type: none"> - Collaborate - Be useful - Develop, maintain skills - Developing hobbies - Maintain, promote independence - Maintaining social contacts
<ul style="list-style-type: none"> - What type of activity is the best to achieve these goals? - What practical goals do you want to pursue with the participant? Which activity is most suitable for achieving the participant's educational goals? 	<p>Training/education</p> <ul style="list-style-type: none"> - Re-learning skills - Maintain skills - Developing social contacts - Increase independence - Improve concentration <p>Self-care</p> <ul style="list-style-type: none"> - Be useful - Re-learning skills - Maintain skills - Promote self-reliance - Gain self-esteem - Establishing social contacts <p>Labour</p> <ul style="list-style-type: none"> - Be useful - Increase self-esteem - Learn to work in a structured way - Realize labour integration - Increase independence - Get reward/appreciation - Develop a sense of responsibility - Developing skills - Maintain skills - Experience status achievement - Discover task tension - Collaborate

3. Organisation

CORE QUESTIONS	SUPPORTING QUESTIONS
<p>How can the goals be achieved?</p> <p>Practical: What is the structure of the activity?</p>	<p>In which (chronological) steps can the activity be distinguished? Should the structure be written instructively or in a more organizing way? Is visualization necessary using pictograms, photos, drawings, etc.? Is sample material needed? Which psychological and technical safety aspects play a role in the structure of the activity? Is the activity sufficiently attractive for the participant from its structure? What is the attraction value of the activity for the participant?</p>
<p>- What role does the time aspect play in the activity?</p>	<p>On what date will the activity be performed? What is the start time and planned end time of the activity? When are there breaks? How is the activity sufficiently attractive and safe in terms of starting time, duration and time structure?</p>
<p>- What necessities are needed so that the participant can carry out the activity in a goal-oriented way?</p>	<p>- What materials and tools are needed? Are adjustments necessary? What is the cost of the materials to be purchased? Are the supplies safe and attractive to the participant?</p>
<p>- Can the participant meet the requirements of the activity?</p>	<p>What requirements does the activity place on the participant in terms of task load, concentration, technical insight, time investment, etc.? How does the activity match the level of the participant, is the activity not too difficult or too easy?</p>
<p>- Which actions/techniques require special attention regarding the performance by the participant?</p>	<p>Does the participant master all actions/techniques? Are adjustments necessary, is additional explanation or practice required?</p>

<p>- Is the space sufficiently suitable for the participant to carry out the activity in a targeted manner?</p>	<p>Where is the activity performed? Is it an indoor or outdoor activity? Do you have alternatives on hand? What requirements are imposed on the space regarding safety, the furnishing, the acoustics, the lighting, the atmosphere, the colours used, the hard and soft materials used, the floor covering, the floor surface, the work surface, the routing, the ergonomics principles, the furniture and so on? Is the space attractive enough to carry out the activity?</p>
<p>- Attraction value</p>	<p>Where is the activity performed? Is it an indoor or outdoor activity? Do you have alternatives on hand? What requirements are imposed on the space regarding safety, the furnishing, the acoustics, the lighting, the atmosphere, the colours used, the hard and soft materials used, the floor covering, the floor surface, the work surface, the routing, the ergonomics principles, the furniture and so on? Is the space attractive enough to carry out the activity?</p>
<p>Educational: How will you guide the participant in carrying out the activity?</p>	<p>Which form of supervision is most efficient in relation to the participant and the objectives set? Are you leading or guiding? How intensely do you want to guide the participant? Where do you sit? Which values and norms of the participant do you want to consider? Which values and norms of your own play a role in this activity and how do you deal with them? How will you stimulate/motivate the participant? What will be the effect of your chosen coaching approach? How do you start the activity? How do you close the activity?</p>

Are the correct preparations made with regard to:

1. The participants	Does everyone know when and where they are expected? Does the participant have to be picked up? Who does that? Does the participant know what preparations to make?
2. The necessities	Is the required material available? Is the required material of sufficient quality? Is the material sufficiently safe? Can I operate all instruments/tools? Do I master all techniques myself?
3. The space	Is the space available at the time the activity is performed? Have the requirements imposed on the space from the activity been achieved? For example, are there enough tables and chairs? Is there a first aid kit available?
4. The organisation	Who should be informed about the implementation of the activity? Do announcements need to be made? Do you need specific expertise, and have you made good agreements with these people? Have you made agreements about extra guidance? Do these people know what is expected of them?

4. The implementation

CORE QUESTIONS	SUPPORTING QUESTIONS
Was the implementation of the activity according to the prepared plan?	Make a chronological, business-like report of the course of the activity. How did you start the activity? How did the activity go? What unforeseen events took place and how did you deal with them? How did you close the activity?

5. The evaluation

CORE QUESTIONS	SUPPORTING QUESTIONS
What is the value of the activity?	- What reactions have you heard and seen, from what can you conclude how the participants experienced the activity? - If you had to do this activity again, would you prepare and perform it in the same way? - What would you change and why? - The goal you have achieved with this activity can be seen as the starting situation for a next activity. Think of an objective that ties in with the objective of the first activity and state that objective. Think of an activity that is related to the first activity and that is suitable for achieving the objective chosen above.
- Have we achieved what we wanted to achieve? (Product evaluation)	
- What should we do differently next time? (Process evaluation)	

5. SUPPORT & GUIDANCE MODELS

5.2 Motivational interviewing

It is often difficult for care providers to motivate participants to make small changes. Motivational interviewing is a technique that can help you with this.

Asking open questions:

Characteristics of good questions

- The question is formulated openly, for example starting with who, what, where, when or how. The question is neutral. The participant must feel free to give a response. The question is not intended as a confrontation, exhortation, or reproach.
- The question aims to stimulate the other to explore his or her world of thoughts. The question does not arise from the professional's need for own understanding or curiosity.

- The question is related to and/or can be deduced from what the other person has just said.
- The question helps the other person forward. By making the participant think, challenging or giving direction. The questions that help the most are questions aimed at examining ambivalence and questions aimed at eliciting change language.

Reflective listening:

A reflection is a statement (not a question) in which you give back what you have heard. A reflection goes beyond a repetition of what someone has said. It is an attempt to guess what someone meant to say or what the thinking behind it is. Reflective listening is a skill that presupposes empathy. As a result, the care provider can name what the participant means to say or expresses with his non-verbal behaviour. The purpose of the reflection is to give back to the participant what he says or meant and shows that the care provider has listened and tries to understand the other person.

Confirm:

Describing what is going well and what is successful plays an important role in the change process. Many participants (and care providers...) tend to look at what is not going well and pay attention to this. As a result, the participant may be inclined to think that he will not succeed. By naming precisely those things that help the change or that have already been realized (however small) the 'mindset' of the participant changes in a change-oriented direction. Change language will also arise earlier as a result.

Example: You are a persistent person that you have already tried so many things and apparently you find it so important that you still want to see if there are ways in which change can be made. After this you will see suggestions of what you can confirm.

- What can you confirm?
- Things that are going well
- Reformulate problems as personal strengths
- Participant successes
- Qualities of the participant
- Attempts or even the consideration of doing something.

Summarize:

Summarizing aspects of the conversation results in you as a care provider showing that you have listened. By summarizing specific elements and not others, it also offers the possibility of structuring and directing the conversation in a way that suits the phase of the conversation.

Providing information and advice:

Providing information should always precede asking for permission to provide the information. A search is then made for what the participant already knows about it (if that is not already clear) and information is offered 'tailor-made'. Finally, the participant is asked what he thinks of the information offered and what it means to him. This technique helps the counselor to only provide information that the participant is open to, listens to and is useful to the participant.

- Always keep in mind that:
- Informing: not one-way, but interaction!
- Request permission
- What does the participant already know?
- Provide 'tailor-made' information
- What does the participant think about the information and what does it mean for her/him?

Motivational interviewing is a guiding way of communicating. In addition, the amount of time and energy is usually limited. By applying focus, the available energy is focused on what could be feasible within the context of your participant contact.

By using the methodology of motivational interviewing you try to increase participants' own motivation by exploring and reducing conflicting feelings, or ambivalence, about change, so that there is a greater commitment to realize the change. Motivation for change should be found by the participant himself.

Ambivalence means something like 'caught in two minds'. Only when a participant is made to doubt his current behavior is it possible to bring about a behavioral change.

Motivation is the foundation of change. Because the extent to which participants are motivated to change appears to be a good predictor of the ultimate result.

Motivation is a combination of:

- **Wanting:** the willingness to change
- **Being able:** the ability to actually change it
- **Being ready:** readiness, the right time to change

The challenge for the care provider is therefore to let the participant express themselves what they find important in order to change. Telling them what is good and what is important to them is never motivating.

The more statements in the course of a conversation that show an increasing willingness to change, the more likely it becomes that change will become a reality. It is best if the participant himself articulates the arguments for change - change language.

Be sure to trigger change language in the following four areas

- Benefits of change
- Disadvantages of not changing
- Optimism about change
- The intent to articulate change

No intention to change has yet been formed with only change language. Therefore, be sure to engage in conversation, ask open-ended questions, expand, confirm, reflect and summarize, and keep the direction of the desired change in mind. Change language must ultimately be converted into 'commitment language': statements by the participant that show an intention to make real change.

Questions that can help to move from change language to commitment language:

- What would change if you decided to do this?
- How would you go about making it successful for yourself?
- What are the 3 main reasons to do it?
- On a scale of 1-10; how important is it to you to change this? And what makes it, for example, a 4 and not a 0 or 1?

Motivational Interview requires:

- The participant has the language skills and can hold a conversation.
- The participant is able to reflect on his own motivation.
- The participant is able to make choices for himself/herself

5.3. Solution Focused Communication

Solution-Focused Therapy: As the name suggests is future-focused, goal-directed, and focuses on solutions, rather than on the problems. It helps participants change by constructing solutions rather than focusing on problems.

The method of solution-focused communication is based on "Solution Focused Therapy". Steve de Shazer and Insoo Kim Berg are the founders of the Solution Focused Therapy. The techniques are also useful and applicable for care providers at counseling moments with participants, supporting colleagues, work consultation with your team, etc. It requires a change in your thinking and interventions as a care provider.

Look at you tube where Insoo Kim gives a clear picture of what you can achieve with the technique. The results are amazing and encouraging.

Insoo Kim Berg Solution-Focused Family Therapy Video

https://www.youtube.com/watch?v=6Fe8D0hAQh0&index=2&list=PLfGFEaK_VAMHJRmOZD5LiX3OmSUK8GHGt

Solution-Focused Couples Therapy Insoo Kim Berg Video

https://www.youtube.com/watch?v=fQBZlIgmewY&list=PLeCdmqiXXgqEjx1YY_DV50Gv1dZx-9dda&index=4

Solution-oriented communication has specific techniques. Some techniques you recognize from the general basic skills for conversation. However, most techniques are fundamentally different with the guiding principle: focus on solutions and not on problems.

- make contact on a non-directive way
- compliment
- clarify context
- find exceptions

1. Make contact in a non-directive way

This is of course something you always do when working with people. You seek connection with the other person and you demonstrate the skills of active listening.

The non-directiveness lies in the fact that you do not broach topics, but pay attention to what the participant wants (and not what bothers him/her). You ask what the participant wants to discuss with you.

Don't think about what more questions you can ask, but keep asking based on what the participant shows and hears.

2. Compliment

Direct and indirect compliments based on careful observation of positive things the participant has done or said are an essential part of solution focused communication. Validating what participants are already doing well and acknowledging how difficult their problems are.

Compliments serve to punctuate and validate what the participant is doing that is working. Indirect compliments are often conveyed in the form of appreciatively toned questions of “How did you do that?” that invite the participant to self-compliment by virtue of answering the question.

3. Clarify context

Behaviour only becomes meaningful when it is placed in context. Together you look and investigate what the solution direction can be and try to identify the unique details of the first small behavioural steps that gradually lead towards a viable solution in the context of their everyday life.

4. Find exceptions

An exception is a realized success that happened in the past and may be repeated in the future.

Questions to ask to find the exceptions:

- WHAT did you do differently?
- HOW did you manage that?

More in detail:

- When is it different and how is it different?
- What would it take to repeat this success?
- What can help with that?
- Who can help with that?
- What would be the first small step in that direction?
- How would you notice that it is already changing?
- How would it be different then?

Some examples from the question technique

Using the miracle question to find out more

If by some magic a miracle occurs tonight as you sleep, and when you wake up you no longer feel the need to be obsessively vacuuming, what, can you imagine now, will your day be like?

You can use the miracle question (or a suitable variation) to glean not just information about what this person really wants in their future but also very useful information about how their problem manifests right now.

For example, the participant might respond to the question above:

Well, I wouldn't wake up with that dreadful knot of fear in my stomach.

Okay, so they still put this in negative terms, but they have nonetheless given you valuable information about what they have been experiencing. This gives you another marker against which to measure future progress – them waking up feeling more positive and calmer.

So, use the miracle question to find out about where they are now.

Coping Questions

This question is a powerful reminder that all participants engage in many useful things even in times of overwhelming difficulties. Even during despair, many participants do manage to get out of bed, get dressed, go to work, and do many other things that require major effort. Coping questions such as "How have you managed to carry on?" or "How have you managed to prevent things from becoming worse?" open a different way of looking at participant's resiliency and determination.

The Miracle 10 Question

The Miracle 10 Question is worded as follows: Imagine a 0-10 scale in which 10 represents that you have now fully achieved your goal and 0 represents the exact opposite. Let's suppose that tonight while you are sleeping something shifts during the night and when you wake up tomorrow you are suddenly at a 10. But since you were asleep when it happened, you don't initially realize it. What will be the first differences(s) that you or people around you notice about you that begins to give you (and/or them) the idea that something has changed, that in fact you are a 10 now?

5.4. Autism communication

You want positive contact with your participant. Then it is important that you learn to understand the participant's autism. Your participant is unable to adapt to you. That's why you have to adapt to him. By immersing yourself in his way of thinking, you learn what he wants to say and what he needs to be able to listen to you.

In the literature, collective terms are used for autistic disorders, such as: PDD or ASD. You can see this as an umbrella that covers all autistic disorders.

However, every person with autism is unique and the disorder manifests itself differently in everyone. However, the method is applicable to everyone and can easily be customized. First of all, it is important to know what makes people with autism different.

In people with an autistic disorder, the brain is insufficiently (differently) developed in the following three areas:

1. Executive Functions - There are specific areas in the brain that allow you to plan what you want to do. And then organize this step by step and concentrated.
2. Central Coherence - is the ability to combine individual stimuli into a meaningful whole. Your brain forms a complete picture, as it were.
3. Theory of Mind - is the ability to empathize with what another person thinks or feels. In daily life, empathizing is a kind of compass for social contacts.

The brain of a person with autism can therefore become confused and cause chaos even with a small change in the environment, so that the participant no longer knows what to do. This often leads to undesirable behaviour. Then as a social work tutor don't focus on the unwanted behaviour (eg kicking, scolding, claiming, refusing work, eating problems or all kinds of physical complaints, such as stomach pain) but look at the underlying causes of this behavior: lack of clarity and unpredictability. The participant has difficulty asking for help due to his autism, he can only make his chaos clear through his behaviour.

General tips to tailor your way of communicating:

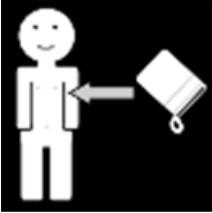
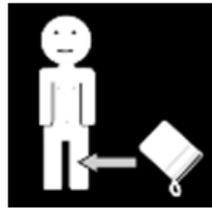
- “Soon” is meaningless to someone with autism. Rather use a clear time indication such as “within five minutes”. The same goes for asking questions. Instead of asking, “What do you enjoy doing most at school/work?”, ask: “I have three activities, which one would you most like to do?”
- People with autism often take words literally. ‘Having a knot in your stomach’ does not mean much to someone with autism. Say exactly what you mean, they will.
- Saying “yes” and shaking your head at the same time sends a confusing signal.
- People with autism are often hypersensitive to sensory stimuli and can panic when touched.
- Then talking about his hobby is a good choice. However, be prepared that he could talk about this for hours. To end the conversation nicely, you can say, “I know enough about this topic now, thank you.”
- People with autism are very direct and don’t always realize that what they say can sometimes be hurtful. However, they do not do this on purpose.
- People with autism often suffer from uncertainty when they find themselves in a situation that they cannot properly assess. Complimenting them when they have done something well can help them understand how best to behave in such a situation.
- Not all jokes will be well understood.
- It is best for someone with autism to have a quiet place as a ‘conversation setting’. The fewer stimuli present, the better he can concentrate on the conversation.

For someone with autism, it is the details that enable him to make the connection. Depending on the mental abilities of the participant and to what extent the participant suffers from his autism, you can make a step-by-step plan. For one this can be very global, while for another it must be very detailed. Following are two examples.

Two examples of visual detailed communication

Detailed planning for taking a shower.

Participant can shower by himself but forgets things. The picto's help him to remember.

<ol style="list-style-type: none"> 1. get your pajamas ready 2. lay towel and wash cloth ready 3. take of your clothes 			
<ol style="list-style-type: none"> 1. shower on 2. wash face 3. wash your hair 			
<ol style="list-style-type: none"> 1. wash arms 2. wash armpits 3. wash your belly 			
<ol style="list-style-type: none"> 1. wash back 2. wash legs 3. wash feet 			
<ol style="list-style-type: none"> 1. wash buttocks 2. wash genitals 			
<ol style="list-style-type: none"> 1. get soap of 2. dry yourself off 3. hang up towel and washcloth 			

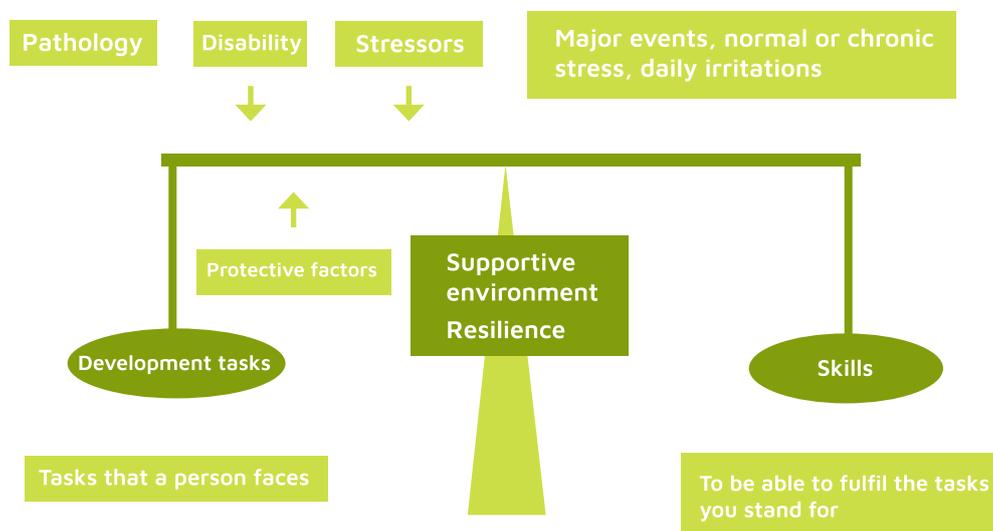
Example of detailed day plan

The participant is on the care farm from Monday morning to Friday evening. Participant has a lot of trouble with the overview of the day. He also finds it difficult to fill his free time. This manifests itself in stereotypical behavior, flapping his hands, vomiting and walking back and forth. The uncertainty causes him a lot of tension.

Example of detailed day plan for when he comes back from school

15.30 – 16.00	Tea drinking	
16.15 – 17.15	Shower and rest Listen to music	  
17.15 – 18.00	Nice weather: karting, walking, play basketball. Bad weather: play games, home trainer	    
18.00	Dinner	
18.30 – 18.45	Help washing the dishes	
18.45 – 19.30	watch television, puzzle, play game	  
19.30	Tea	
20.00	Go upstairs and listen to music. Colouring, crafting.	   
20.45	Toothbrushing, to bed and sleep	 

5.5 The Social Competence Model - the balance between tasks and capabilities



The Competency Model is a method, developed in youth care, to enable children and young people to learn as optimally as possible. The Social Competence Model stems from learning theories and developmental psychology. The competency approach for people with disabilities is aimed at balancing capacity and tasks by increasing the skills step by step and assumes that capacity and tasks must be in balance in order to function well. Capacity stands for all individual characteristics and skills that the person has.

The tasks stand for the total of stressful circumstances (tasks) for the person. The participant is central in this model. How does someone deal with daily life and what does he or she need to function?

For example, learning to deal with others and peers, being able to use free time in a meaningful way, being able to think and live independently, being able to deal with money, living in a group, daytime activities, structure, certain working methods and skills.

How to increase the competence of a participant

- Increasing skills
- Task relief or enrichment
- Relieve stress
- Increase protective factors
- Reduce influence of pathology

Advantages of the Model:

- Has motivating effect
- Emphasis is on empowerment: by paying attention to positive forces
- More results by paying attention to tasks in all areas of life

Example of the different techniques

Break down skills into steps:

Give water to the chickens

- a. Walk to the chicken coop
- b. Take the empty water bucket
- c. Walk to the tap with the empty bucket.
- d. Turn on the tap.
- e. Turn the tap off again when the bucket is almost full.
- f. Walk back to the chicken coop with the bucket
- g. Fill the cup with water.
- h. Open the first (left) cage.
- i. Fill the empty water container with water until it is almost full
- j. Go to the next loft and do the same until all the lofts are done.

Feedback on adequate behavior (Remember you can never do that enough!)

- a. Make a positive or encouraging comment.
- b. Be specific about what the participant is doing well.
- c. Indicate why this is good (mention the positive consequences for the participant)

For example behaviour like:

The participant is (finally!) on time today!

The participant takes off his cap while eating.

The participant pours coffee for his neighbor.

The participant has cleaned up his or her own tools after working

Giving a Why

Behaviour: The participant always interrupts others

Instruction: if you want to say something, wait until the other person has finished talking,

- a. Because then they hear what you say. (this is the best why!)
- b. Because that's decent. (this might not interest the participant)
- c. Because if you talk through it, no one will listen. (this is a why for the inadequate behaviour)

Behaviour: The participant speaks in a screaming tone

Instruction: If you don't agree, say it calmly because....

- a. Otherwise I'll get a headache.
- b. At least then I can hear you .
- c. Then we also listen to what you have to say and then we can solve it.

The challenge is to come up with whys that benefit the participant!

Behavior Suggestion

- a. Connect
- b. Say what the client did well.
- c. Be specific about what the client did less well.
- d. Give your suggestion (or ask alternative)
- e. Give a why
- f. Check whether the client can do something with it

Jan is often bullied by Alex. Today he finally bites off, he immediately gives Alex a thump (when he was taunting again)

Hey Jan, it's good that you show that you don't want that from Alex, but it's not so handy that you hit him. Better say, Alex, I don't like that, I want you to stop doing that. Then there is a greater chance that he will actually stop and you will not get into a fight. Okay?

Corrective Instruction

- a. Connect.
- b. Say what the participant does well.
- c. Say what the participant does not do well/does not do well.
- d. Call it appropriate behavior
- e. Give a why
- f. Close the conversation

Theo enters the office screaming, cursing and cursing. I need to clean the stove but whoever was supposed to do that last time didn't do it. I am not going to do the work of others.

Well Theo, it's clear to me that you're angry (1). I'm fine with you standing up for yourself (2) I don't think you should yell and use words like.... (3) If you tell me what's bothering you in a normal tone and plain words (4) the chances are much higher that I listen to you (5) ok? (6)

Summary

This workbook accompanies the course Social farms 01 tutor, with more detailed background information about the core values of Social Farms, meaning for different target groups, examples of possible activities on social farms, roles, tasks and skills for the social farm tutor, working methodically as a social farm tutor and different support & guidance models.

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