

Communication with Children

Level 1 Module 3



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



USAID
FROM THE AMERICAN PEOPLE

Session 1

Module Opening

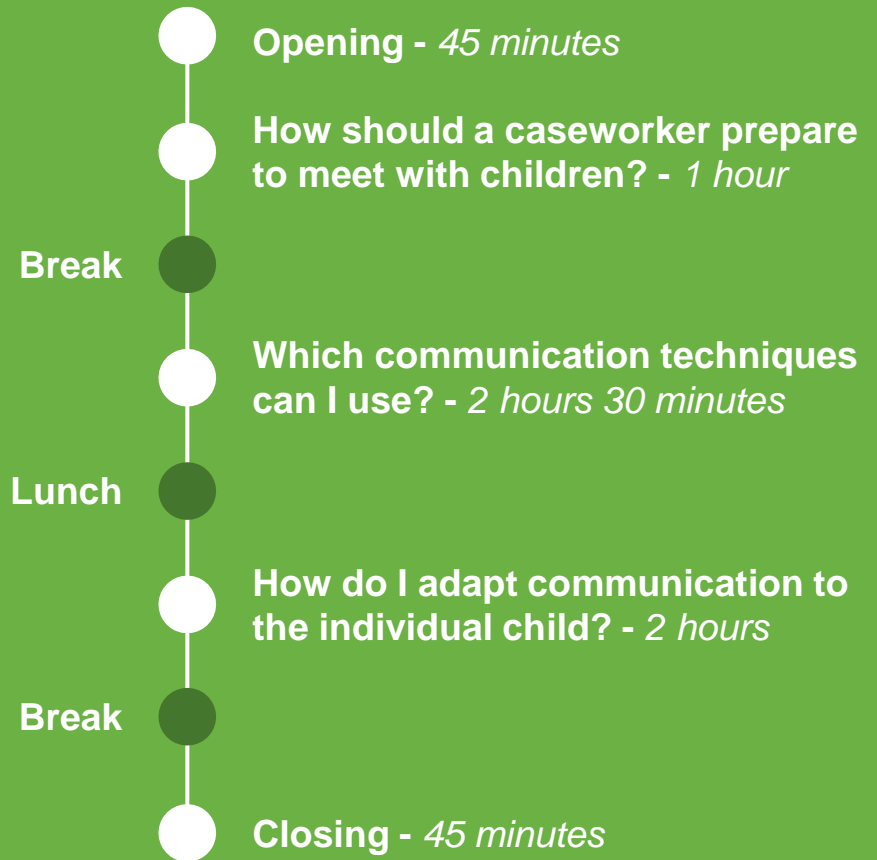


Module Aim

To provide the opportunity to practice the **core skills** necessary for caseworkers to **communicate** with children of **different ages** and **developmental stages**.



Agenda



Recap: Lucky Draw!



Learning Objectives



Summarize how to prepare for meeting with a child and their families.



Describe how to adapt communication style to the individual child.



Demonstrate communicating with children at different developmental stages.



Demonstrate verbal and non-verbal communication techniques.

Lead Your Partner



Lead Your Partner



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Session 2

How should Caseworkers Prepare to Meet with Children?

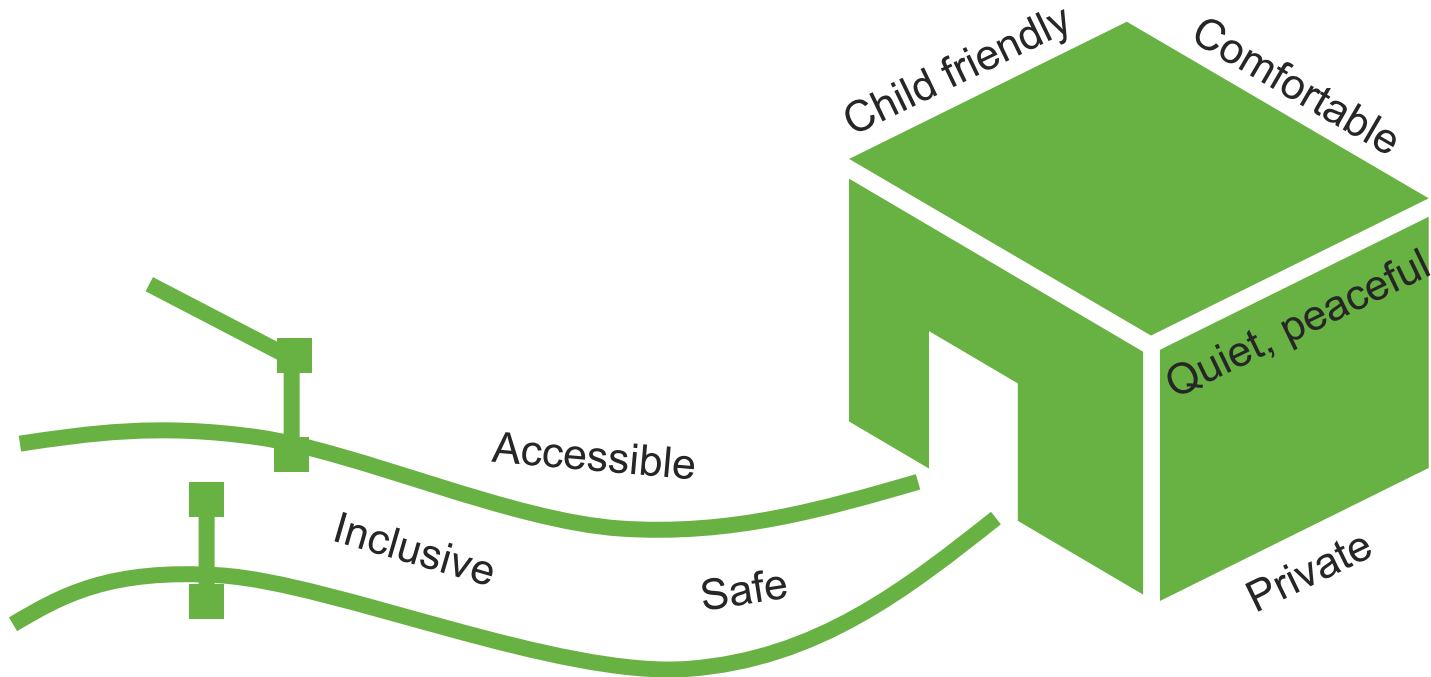


Identifying the Right *Space* to Meet



**What should
be considered when
selecting a space to
meet with the child?**

Identifying the Right *Space* to Meet



Identifying the Right *Space* to Meet

SAFE

Is it safe for the child if I visit their home? Is it safe for the child to meet at another space outside of their home?

PRIVATE

Is the space private or can anyone overhear your conversation with the child?

QUIET

Is the space quiet and peaceful to allow you to have a calm conversation with the child?

ACCESSIBLE

Can the child and their parent, caregiver, trusted adult access the space? Is too far or too expensive to reach? Do they need to pass a checkpoint?

CHILD-FRIENDLY AND COMFORTABLE

Does it have the necessary facilities to make a children of different ages feel Comfortable? Can younger children play at the space?

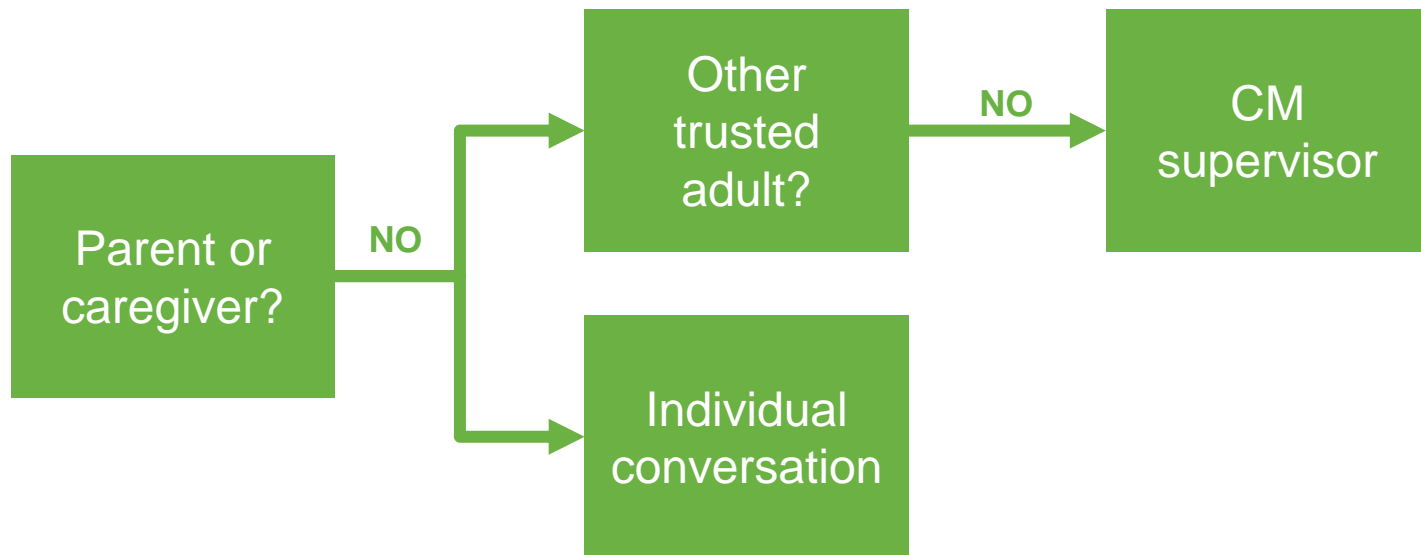
INCLUSIVE

Are there any specific barriers that might exclude children with disabilities?



Identify *Who* should be Present

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Identify *What and How to Document Information*

Information collected during the meeting can be **personal and sensitive.**



Information must be collected and documented with **care, respect, in a safe and child-centered way.**



Preparation Checklist

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Preparation Checklist



I have identified the most appropriate (i.e. safe, private, quiet, accessible, child friendly) **space** to meet.



I have identified the most appropriate **trusted adult** who can support the child and provide consent (if relevant), prioritizing the **child's parent/primary caregiver** if safe and appropriate.



I have identified the most appropriate (i.e. safest, child friendly) way to take **notes** and manage the child's information.



Key Learning Points



Identify the most appropriate space to meet a child.



Identify a trusted adult to support the child if the parent or caregiver can't or shouldn't be present.



Decide how you will take notes to minimize and protect data.



Use your preparation checklist before meeting a child and their family.



Session 3

Which Communication Techniques can I use?

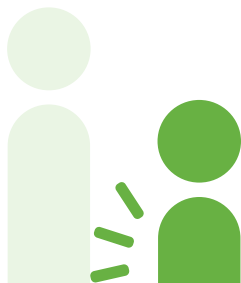
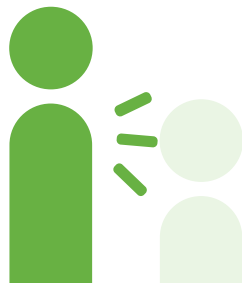


Non-verbal Communication Techniques



Non-verbal Communication Techniques

Non-verbal communication to build trust with the child



Non-verbal communication to understand the child better

Remember to use

- body language
- facial expressions
- eye contact

Non-verbal Communication Techniques

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DO

- Use calm, relaxed body language.
- Sit or be at the child's level.
- Use open body language with no folded arms or legs.
- Face the child.
- Encourage appropriate facial expressions (e.g. nodding, smiling).
- Use eye contact that conveys emotions (e.g. smiling with the eyes).

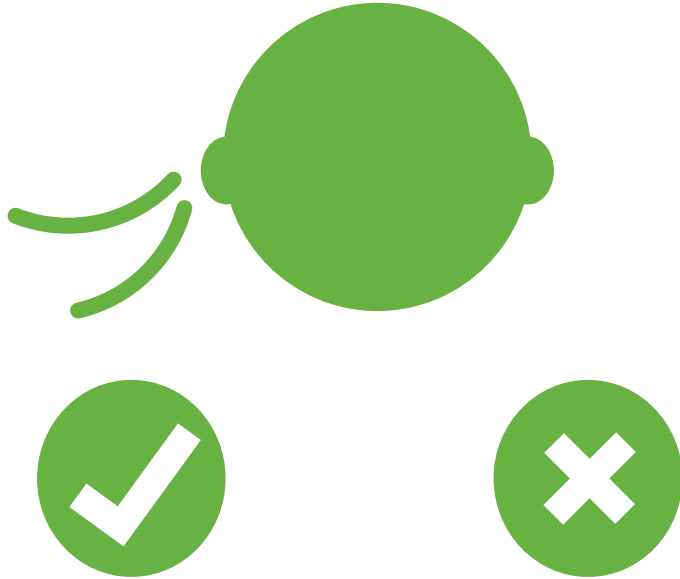
DO NOT

- Use rigid or tense body language.
- Stand over the child.
- Use hand or arm gestures that might appear big or aggressive.
- Turn away or turn your back to the child.
- Position your body 'too close' to the child where the child does not have enough 'personal space'.
- Use touch that is inappropriate or unacceptable in the child's culture.



Active Listening Techniques

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**What are some do's
and don'ts of active
listening?**



Active Listening Techniques

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ACKNOWLEDGEMENT

Using words or other signs/body language to show that you are listening and acknowledging the child's feelings.



MIRRORING

Copying or repeating back something that a child has said. Use (mirror) the same words the child used.



CLARIFYING

Asking for more information about something a child has said.



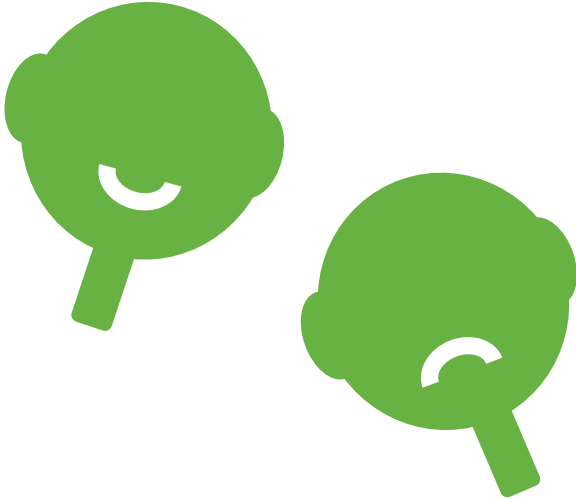
SUMMARIZING

Using your own words (paraphrasing) to give an overview of what the child has said in order to check that you understood correctly.



Role Play

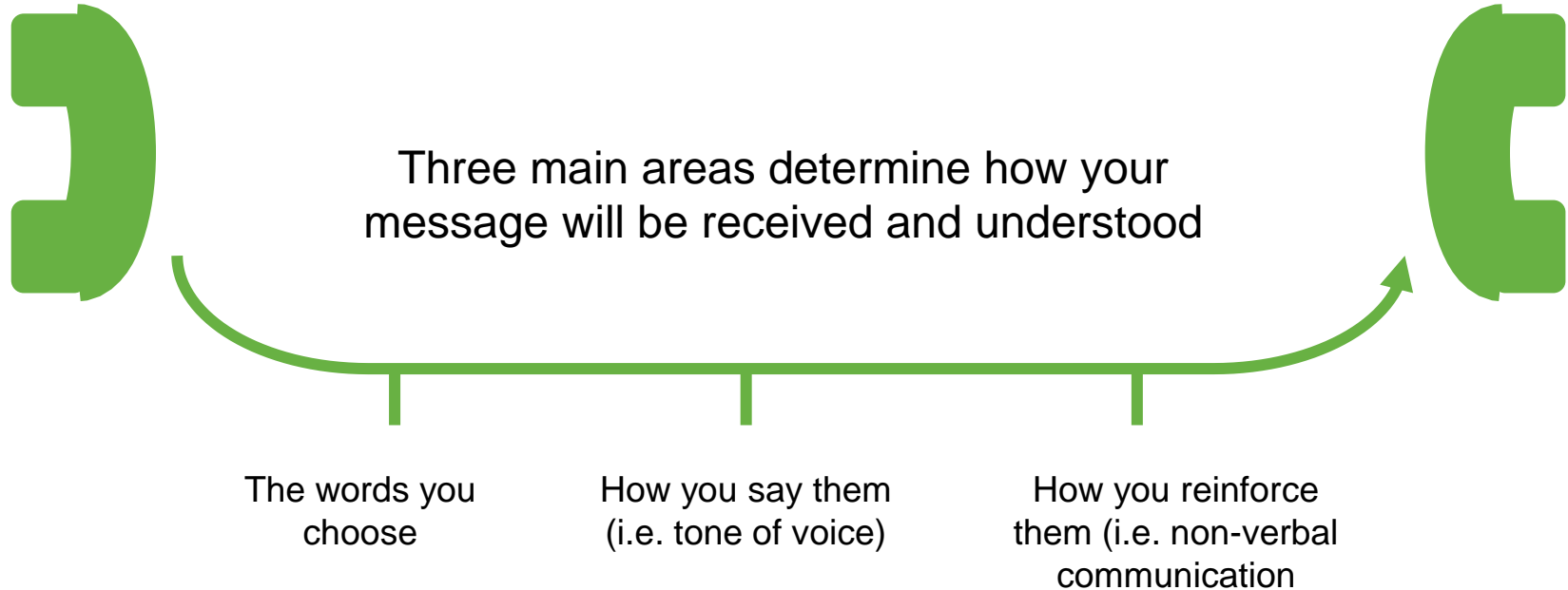
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**Practice
communicating
with children in a
role play!**



Effective Speaking Techniques



Effective Speaking Techniques

Use simple words.

Use shorter sentences.

Explain what different words and concepts mean.

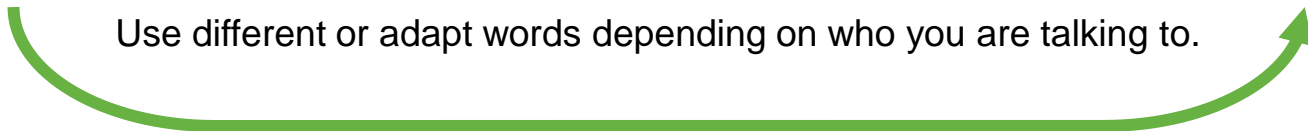
Repeat and paraphrase yourself.

Choose your words carefully.

Avoid judgmental or stigmatizing language.

Think about what language to use to describe sensitive topics.

Use different or adapt words depending on who you are talking to.



Choose Your Words Carefully

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QUESTION TYPE

CLOSED QUESTIONS

E.g. Do you sleep well? Do you like school? Is your father nice to you?



OPEN QUESTIONS

E.g. How do you feel today?
Can I help you with anything? Is there anything you would like to tell me?



LEADING QUESTIONS

E.g. You like living with your uncle, don't you? You are doing better now, aren't you? Everything is fine, isn't it?



ANSWER

The child is likely to give a one word response such as "yes" or "no".

The child is likely to express themselves and give a detailed answer.

The child is likely to give a one word answer such as "yes" or "no".



Choose Your Words Carefully



CLOSED QUESTIONS

Positive

- Allows the caseworker to get a response on a specific question.
- Possibly easier for younger children to understand.
- Could shorten the discussion if the caseworker opts for mostly closed questions due to potential time limitations or safety concerns.

Negatives

- The child might give a one word answer such as "yes" or "no".
- The child might feel pressured to give the 'right' answer.
- The fact that the caseworker remains 'in control' also means there is no space for the child to talk or fully express themselves.



OPEN QUESTIONS

Positive

- Creates space for the child to express themselves.
- Is more likely to result in a detailed answer.
- Might help the child, especially an older child feel respected and listened to.

Negatives

- Takes longer to answer and makes the conversation or meeting longer.
- Could be too conceptual for a young child to understand.
- Could require several questions to get to the topic the caseworker wants to discuss.



LEADING QUESTIONS

Positive

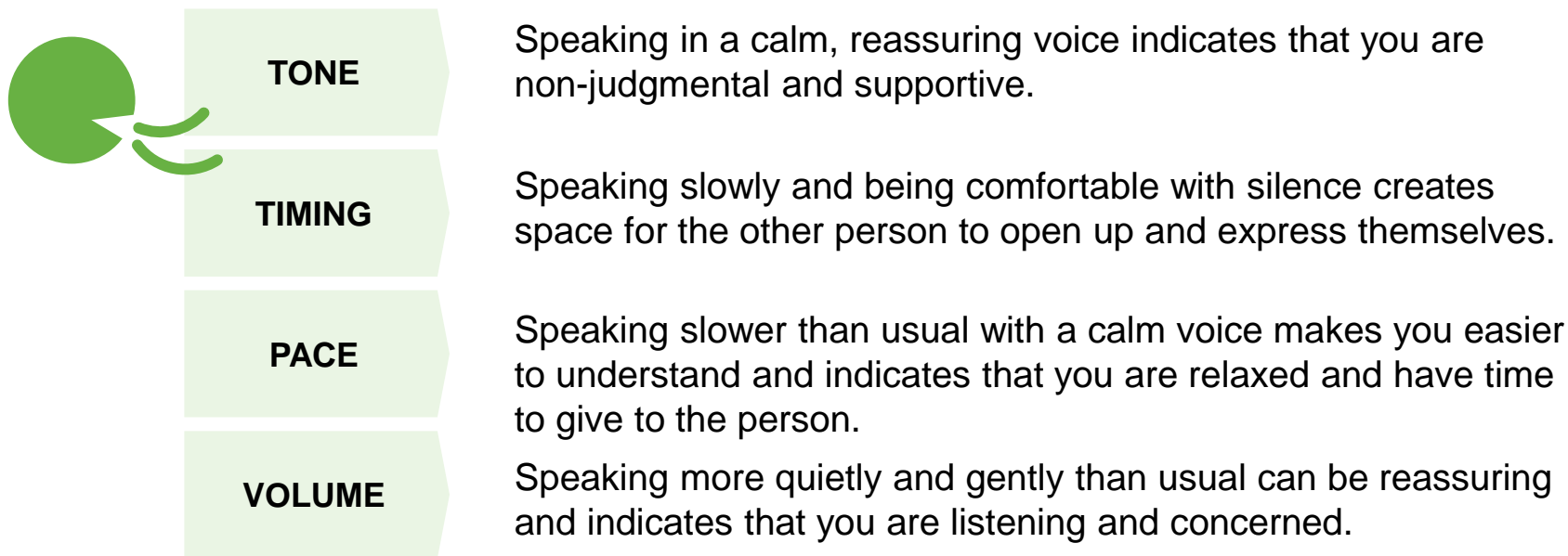
- Could be used to clarify or confirm what a child has been trying to say.
- Could help a shy or hesitant child to open up.

Negatives

- Potential for harm by forcing the child to 'agree' with the statement.
- Hard for a child, especially younger children and girls, to say "no" and disagree with what the caseworker is suggesting.



How You Choose to Speak



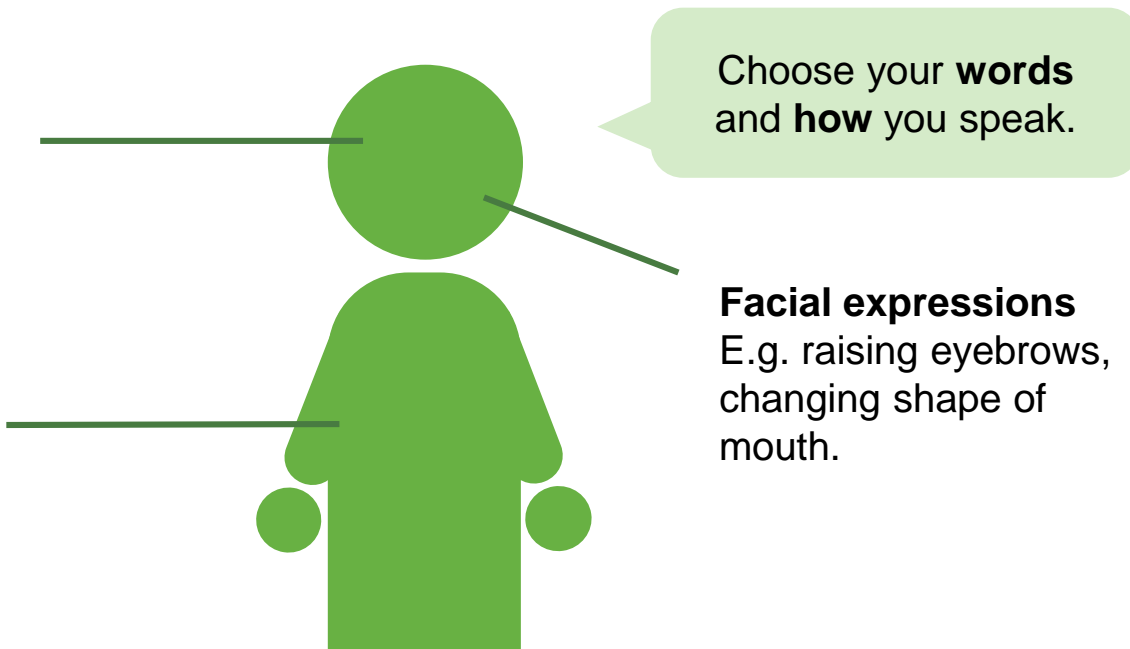
Reinforce Speaking with Non-verbal Communication

Eyes

E.g. looking into eyes, looking towards door, using eyes to convey emotion.

Body language

E.g. arms folded or relaxed, body facing away or towards the speaker, sitting straight or hunched over.



Choose your **words** and **how** you speak.

Facial expressions

E.g. raising eyebrows, changing shape of mouth.



Communication Techniques Overview



Non-verbal communication techniques

- Eyes
- Facial expression
- Body language
- Physical contact



Active listening techniques

- Acknowledge
- Mirroring
- Clarifying
- Summarize



Effective speaking techniques

- The words you choose
- Question you ask
- How you speak (tone, time, pace, volume)

Key Learning Points



Caseworkers can use non-verbal communication techniques to build trust.



Caseworkers can use different active listening techniques, such as acknowledgment, mirroring, clarifying and summarizing.



A caseworker should choose their words and questions carefully.

Session 4

How can I Adapt Communication to the Individual Child?



Perspectives on child participation and communication

50-51

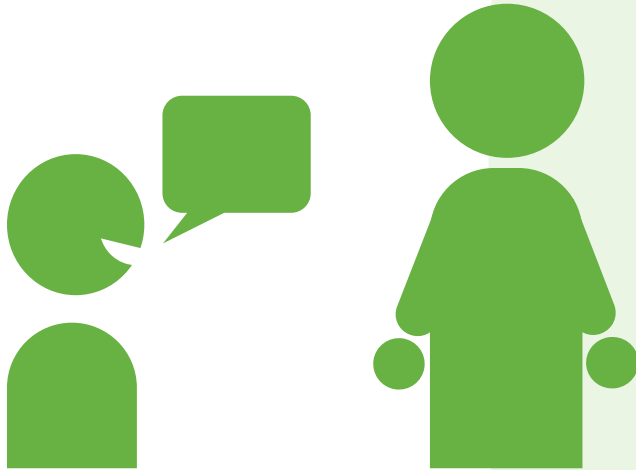
What is considered an appropriate way of greeting, speaking, and listening to children?

Are there differences in how adults communicate with children based on age, gender or other characteristics?

Are children encouraged to express their ideas, views and opinions?



Child Participation Principle



Adapt communication style based on cultural perspectives

Always encourage child participation

Plenary Discussion



What are examples of adapting communication styles to a child's gender, age and/or culture?

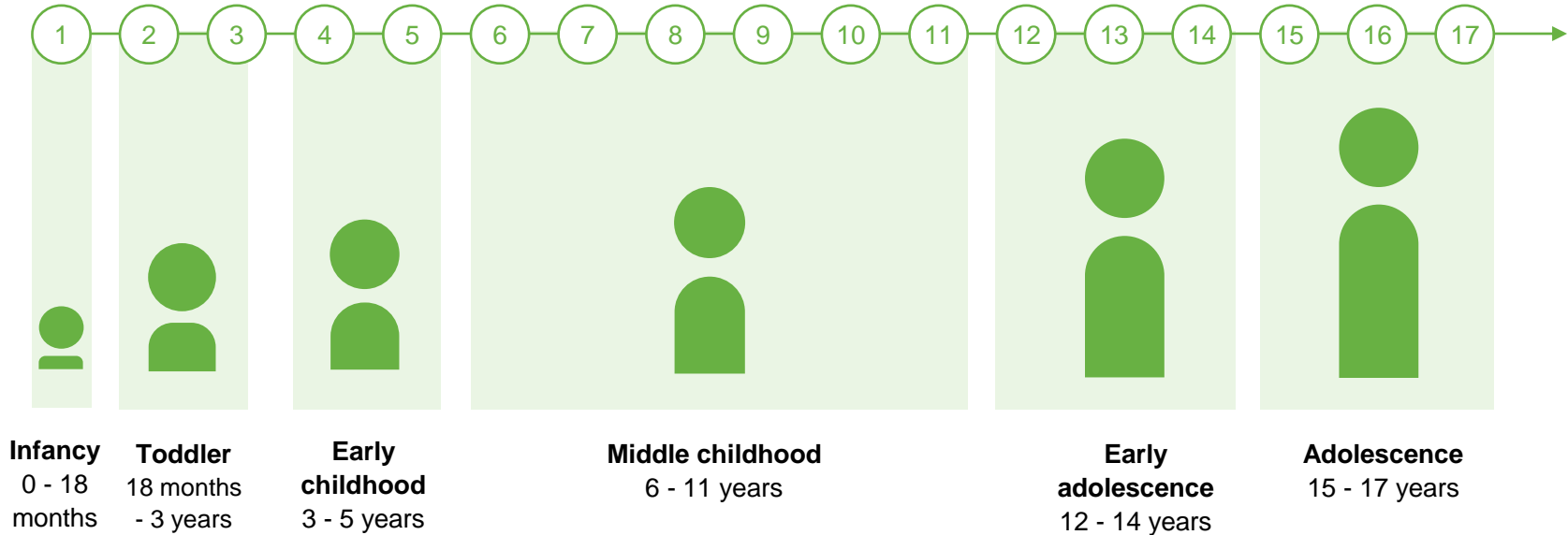
Plenary Discussion



**What are examples of
adapting communication
styles to a child's age and
abilities?**

Age and Developmental Stage

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Age and Developmental Stage

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How would you introduce yourself as a caseworker?

How would you explain case management and your role to the child?



Diego



Ze Naw



Amina

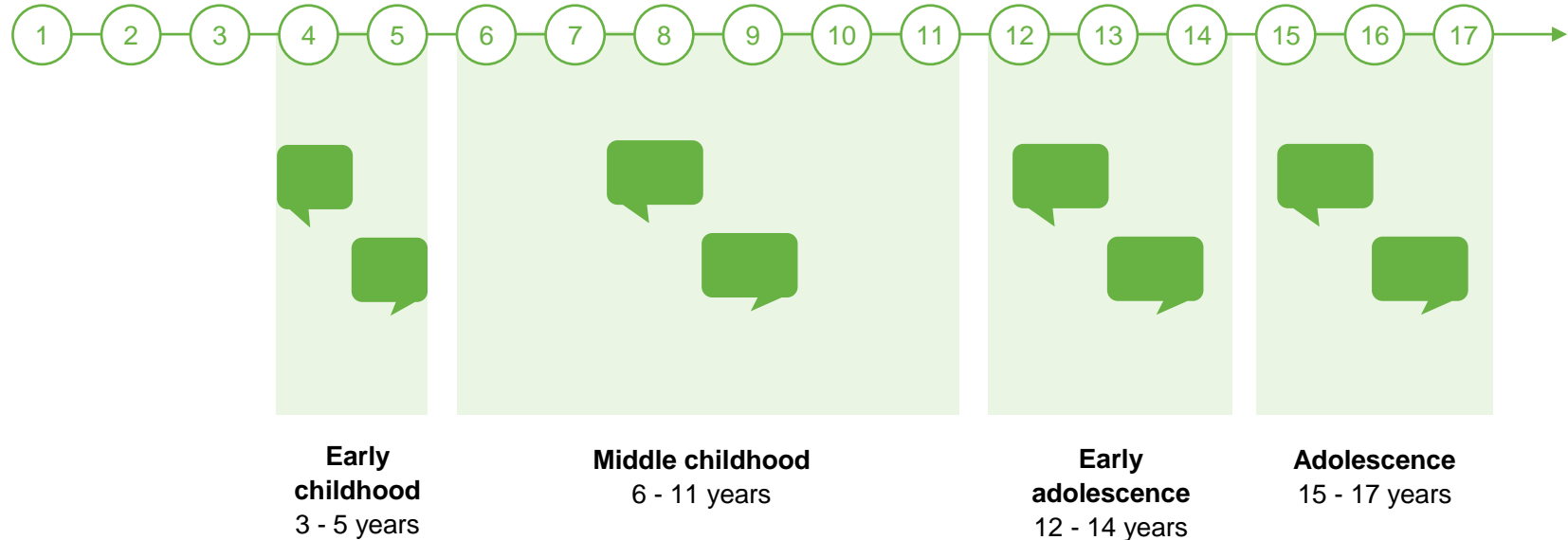


Selim



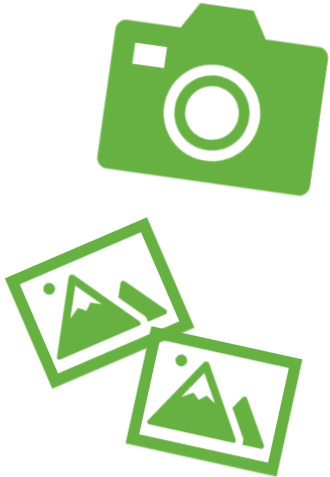
Communication at Different Ages

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Communication with Children that have Different Abilities

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TOOLS

- Photography and videos.
- Pictures, symbols or cartoons.
- Puppets.
- Visual questionnaires.

TECHNIQUES

- Non-verbal communication.
- Active listening.
- Effective speaking.



Key Learning Points



Understanding cultural perspectives on communicating with children allows a caseworker to adapt their style of communication.



Children are safer if they can express themselves and if they are listened to.



Adapt your communication style to the child's age, developmental stage and abilities.



Session 5

Module Closing



End of Module 3

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Review learning
objectives

Reflection and
feedback

Closing



Self-care

