

## Closing Call: Parent's conversation

### Before you start - Remember:

- Remind yourself of the safeguarding code of conduct
- Check with the parent that this is a good time for the call
- Take notes so that you are able to complete the call log accurately after the call

There are options in red for children with special needs. Always begin with the instructions for typically developing children. Move to option 1 for a modified version of instructions for children with mild difficulties. For children with severe difficulties move to option 2 or 3. Visuals will be attached to this document to be shared with the children and parents. A video call is preferred over a regular telephone call with the child.

### Celebrate!

**Share:** It's been great to spend these six sessions together!

Mention that this is especially true for parents of children with special needs. Validate their feelings; example: "This must have been very frustrating for you, putting in the extra effort that xxx (name of child with special needs) require."

*Share some of your reflections on what you have enjoyed about these calls and what you have learnt. Ask the mentee what they have enjoyed about it or found hard about it.*

Even though some things have been difficult, we can be really proud of ourselves for being willing to talk, listen, and learn new things and for trying to put new skills into practice. We know that this takes time and we don't see change overnight, but every small step we take can have a great impact for us and our children.

### What's changed?

**Explain:** We want to take a bit of time in this final call to reflect together about what has changed for us after taking part in the phone mentoring programme, and what we have learnt. In these questions we'll look back at some of the themes we've covered during our previous sessions.

*Take notes of answers to the questions in this section to enable you to log the information in the call log.*

*Stress that there is no pressure on parents to answer positively – we just want to understand their honest, real experience. We know that this is still a hard time, and change can happen over a long time.*

- How often does your child (the mentee) seem stressed or worried [not at all / sometimes / often / most of the time]

- How often is your child (the mentee) able to talk about their problems and share their worries [not at all / sometimes / often / most of the time]
- Do you have any strategies you have to help you when you are feeling stressed or overwhelmed? [Take a break or time-out/ Breathing exercise/ Talk to someone/ Exercise/ Other strategy/ Don't know or No]
- How confident are you in using positive discipline rather than physical discipline with your children? [Uses positive discipline: all of the time / most of the time / some of the time / none of the time]
- Can you think of an activity you have enjoyed doing with your child(ren) in the last 3 days? [yes/no]

It would also be great to hear how you feel like things have changed in your family overall (if at all) since we started this project. If you can think back to before we began – has anything changed in your family life?

*Don't prompt for answers, but use these options to record any observations made by the mentee (there may be multiple options selected):*

*[No change / Things are worse / Better communication / Spend more time together / Enjoy being together more / Understand each other more / Happier or less stressed / Less violence at home / Better behaviour from children / Deal with anger better / Other - note]*

**Ask:** Based on your experience, would you recommend that other families take part in this project? [Yes / no / don't know]

**Ask:** What would you change about the project?

**Ask:** Do you have any other feedback on the project?

### Looking ahead

**Ask:** Thinking about the weeks ahead, what do you think you will do to put what you've learnt into practice even more?

### Close the call

Thank the adult for their time and explain any ways they can still be involved in your network project or church (if applicable) and how they can still give feedback on this project. Remind them of the numbers you have given them to call if they need any additional advice or support in the future.

**Ask:** The parent if it is on for you to speak to the child now. If so then pass the phone over.

## Closing Call: Child's conversation

### Before you start - Remember:

- Remind yourself of the safeguarding code of conduct
- Remember to ask the child if they are still happy to talk to you today
- Take notes so that you are able to complete the call log accurately after the call

Inform the child that they can take breaks. Agree with the child on a sign or word that represents wanting to take a break when they need one (e.g., raising hand, crossing arms, or saying "break"). Prompt them to take a short break to stretch when you feel necessary.

### Celebrate!

**Share:** It's been great to spend these six sessions together! Share some of your reflections on what you have enjoyed about these calls and what you have learnt and ask the child what they have enjoyed most or what were their best bits.

Even though some things have been difficult, we can be really proud of ourselves for being willing to talk, listen, and share, and to work together as a family.

### Spot the difference

**Explain:** We want to take a bit of time in this final call to reflect together about what has changed for us after taking part in these phone calls.

Ask the child to imagine back to the time before they had started these calls – and to imagine themselves now. Can they see any differences?

**Option 1:** Ask the child to draw themselves before and after starting the calls together. Ask them to notice if there are any differences between the drawings.

**Ask:** There are lots of ways we can change – sometimes we learn something new (new information or a new skill), we can change what we do (our behaviour – e.g. how we think, speak, act and treat others) or we can change on the inside (our character – who we are). Do you think you have changed in any of these ways since the beginning of our time together?

Option 1: Break down the question into parts: For example, “Since we started the calls together, do you think that you learned new information or a new skill? If yes, what did you learn?”, “Since we started the calls together, do you think that you changed in how you think, speak, act, or treat others? If yes, tell me more.” Provide prompts for children with special needs if needed using the previously discussed topics.

*Do not prompt the child for answers, but use this list to record the type of answer given by the child:*

[Learnt new information / changed behaviour / character development]

**Affirm:** That's great! And we will continue to grow and change as we put what we have learnt into practice.

**Ask:** Have you noticed any changes in how you are as a family since you have been doing this project?

Option 1: Break down the question into parts: For example, “Since we started the calls together, did you notice any changes in how you and your parents [and siblings] are speaking with each other?” - “Since we started the calls together, did you notice any changes in how you and your parents [and siblings] are behaving at home [or with each other]? ”

*Do not prompt the child for answers, but use this list to record the type of answer given by the child:*

[No change / Things are worse / Better communication / Spend more time together / Enjoy being together more / Understand each other more / Happier or less stressed / Less violence at home / Better behaviour from children / Deal with anger better / Other - note]

**What's next?**

**Explain:** During our sessions we talked about what we can do when we have difficult emotions or when we feel worried or scared. We know that life won't always be easy and we might still have challenges, but we have talked together about things we can do to help when we are facing difficulties.

If the concept of severity is very difficult for the child to understand, stick to the following basic emotions: happiness, sadness, anger, and fear.

**Ask:** What would you do if something happened to make you feel unsafe tomorrow?

Option 1: Using the emotions diagram, encourage the child to point out the difficult emotions while talking about them. Refer to Picture [7.1] or [7.2]

Option 2: Give the child a list of options from the previous themes, and encourage them to choose one or two.

*[Talk to someone I trust/ Tell someone to stop what they are doing/ Get away from the situation/ Don't know]*

**Ask:** What will you do if you feel worried or scared about something?

Option 1: Using the emotions diagram, encourage the child to point out the difficult emotions while talking about them. Refer to Picture [7.1] or [7.2]

Option 2: Give the child a list of options from the previous themes, and encourage them to choose one or two.

*[Talk to someone I trust / Share my feelings by writing or drawing / Do something fun / Do something with my family / Exercise / Don't know]*

**Affirm:** It's brilliant that you know what to do when you are facing difficult times, and that you have learnt so much as a family!

*Share some specific encouragement based on what you have noticed in the child's ability to deal with difficulties and the ways they have learnt and grown during your time together.*

### Ending the call

**Ask:** *Do you think other children would enjoy these calls? [Yes / no / don't know]*

**Ask:** *Do you have anything else you'd like to say about the calls?*

Thank the child again for their time and their commitment, and explain how they can still be involved in your network or project (if applicable). Explain how they can still send feedback or ideas after the calls.

### After the call

- Complete the mentor's call log now for 'Closing call'

- Share Picture [5.1] or [5.2]

**NB – images to share (your supervisor will share these with you)**



7.1



7.2