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SOCIAL INCLUSION IN THE DAY CARE OFFER – HEALTH AND COMMUNITY

The Day Care Offer – Langeland Kommune

Disposition

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- ❑ Fundamental knowledge.
 - ❑ Social inclusion – what is it?
 - ❑ What has social inclusion to do with health?
 - ❑ What has social inclusion to do with learning and development?
- ❑ Social inclusion in practice.
 - ❑ Examples of **practical tools**.

Social Inclusion

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- ❑ There is no exact definition of the term social inclusion.
- ❑ Social inclusion is a positive term that aims for one overall political goal: **To create equal possibilities for all.**
- ❑ Thus also:
 - ❑ In spite of a social structure with **equal access** to various **welfare outputs**, there is *not* **equal possibilities** for all.
 - ❑ There is a difference in children's **life chances**.
- ❑ The work with social inclusion involves the focus on vulnerable children.

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What Characterizes a Vulnerable Child?



Vulnerable Children I

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- ❑ Children with somatically conditioned stress.
 - ❑ Concerns the child's sickness; both physically and mentally.

Mathilde has reduced hearing. She finds it difficult to concentrate and maintain her focus, and a result of this is that she oftentimes does not understand what is happening in the day-care. So she feels insecure and hits the other children.

Vulnerable Children II

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- ❑ Children with stressful socio-cultural relationships.
 - ❑ Concerns the family's living conditions.

Søren comes from a family where his dad works as a unskilled worker at the local factory, and his mom does not work. This means that the family is at hard-pressed economically.

Søren's spare clothes is too small and even though the day-care taker has mentioned this to the parents several times the spare clothes has not been renewed.

Vulnerable Children III

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- ❑ Children with stressful family relationships.
 - ❑ Concerns the families' life together and the way in which the parents are spending time with their children. It also concerns problems such as sickness or abuse in the family.

Ida's mom has a mental illness. She has been hospitalized several times and in these periods Ida lives alone with her dad and two bigger siblings. Ida is a quiet girl and keeps herself to herself.

Vulnerable Children IV

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- ❑ Children with stressful experiences in the institution.
 - ❑ Concerns the social community in the day-care and whether or not the child can participate in this community on his/her own terms.

Jonas experienced that it was difficult to conform to the day-care as a boy. He found it difficult to relate to the activities that he was supposed to participate in in the day-care, and it was difficult for him to play with the other children.

Signs of Vulnerability

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- Signs of the child.
- Signs of the parents
- Signs of the child's relationship to other children (and adults).

Social Inclusion and Exclusion

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- ❑ A part of the two terms inclusion/exclusion.
- ❑ Social inclusion is about **the participation** in important social communities.
 - ❑ The Day-care is an important social community.
- ❑ Social exclusion is about **the lack of participation.**

Participation is also a Condition of Learning and Development

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- ❑ Learning is a fundamental social phenomenon.
- ❑ Learning takes place in practice in the community with others – in communities of practice.
- ❑ The child's learning is thus conditional on the child's participation in important communities of learning; e.g. the communities that are established and emerge in the day-care.

Meaningfulness is a Condition of Participation

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- ❑ The child should be able to understand and relate to the things that take place in the community.
- ❑ The child should be able to understand the rules that apply to the community.
- ❑ The child, to a certain extent, should be able to control the tools that are used in the community.
- ❑ The child should be able to contribute actively in the activities that are performed in the community.

- ❑ The community acknowledges and confirms the child.
- ❑ The community is an equal community

Health and Community

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- ❑ Research has shown that people with good and stable social relationships are less sick, happier to be alive and have a longer life.
- ❑ The community is thus an important health promoting factor (The social capital hypotesen).

Capital (resources)

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- ❑ Economic capital; e.g. money or material goods.
- ❑ Cultural capital; e.g. the use of language, status of education and aesthetic preferences.
- ❑ Social capital; resources based on networks, connections and a sense of belonging to groups.
- ❑ (Symbolic capital; that which has value in a given context).

The Connection between the Volume of Capital and the Position/Inequality of Life Chances

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- ❑ Capital; economic, cultural and social.
 - ❑ The individual's and the group's placing in the field is defined in relations to the volume of the capital.

(Tallene angiver volumen fra 0-100)

	Barn/familie 1 Child/family 1	Barn/familie 2 Child/family 2	Barn/familie 3 Child/family 3
Økonomisk kapital Economic capital	80	50	20
Kulturel kapital Cultural capital	70	80	20
Social kapital Social capital	70	80	30
Position	Høj	Høj	Lav

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Kapitalkonvertering

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- ❑ Any form of capital can be converted to any other form of capital.
 - ❑ Economic capital \rightleftharpoons cultural capital.
 - ❑ Social capital \rightleftharpoons economic capital.
 - ❑ Cultural capital \rightleftharpoons social capital.

Delimited Social Capital

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- ❑ Homogenous communities; the members look alike.
- ❑ The resources that emerge here can be used primarily within communities that look like each other.
- ❑ "Getting by"

Bridge-building Social Capital

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- Heterogeneous communities; the members do not look alike.
- Social references are insignificant.
- The participation is characterized by equality.
- The resources that emerge here can be used in many connections.
- "Getting ahead".

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Social Inclusion in Practice!



A cartoon illustration of Winnie the Pooh, a yellow bear wearing a red shirt, sitting on the back of Eeyore, a blue donkey with a red bow on his tail. Winnie the Pooh is holding a wooden honey pot. A speech bubble is next to him, and a thought bubble is above Eeyore's head.

I'm looking forward to visit Kanga. We are going to lie in the sun all day long.

She's probably not home and I think it's going to rain anyway.

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Your Approach to the Child and Your Daily Activity is Important!

When you are like Winnie the Pooh you are looking for positive experiences. You spot other people's resources, it is easy for you to acknowledge both children and adults and you believe that other people act with their best intentions.

Stories of Learning – Pooh and Donkey

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I have just received a new child in day-care. I have heard many negative things about the parents beforehand, so it is easy to become like Donkey and worry about how they child is going to be. But instead of this I will try to be more positive and receive both the child and the parents with a positive attitude.

We are sitting at the table and eating and suddenly one of the children tips over his cup. My way to handle the situation is to give the child a cloth so he can clean up after himself, and then we continue eating. They were very surprised because no one was scolded, but what done cannot be undone. However, if the worst comes to the worst we can always just clean the mess up.

In the group we say, "Well, now you're like Donkey – try to be Winnie the Pooh instead." Then we all laugh and it is easier to say stuff like that to a colleague without hurting anybody.



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Your Interest and Curiosity is Important!

When you turn on your IN-button you choose to be open to what other children and parents have to say.

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Push Your IN-Button!



Stories of Learning – The IN-Button

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A mother came to the day-care and complained about the fact that her child had sand in her diaper when she picked her up yesterday. I turned on the IN-button and listened to her concerns and asked her questions about it. This meant that she became more relaxed and we quickly found a solution to the problem.

A boy suddenly tells me that he feels "grubby". I am thinking: now I have an excellent opportunity to turn on my IN-button! I am also thinking that I want to listen to what the child is really trying to say. He repeats that he feels grubby and then says "My dad is grubby" I say: "Do you really think that?" and when he says it again I realize that he is saying: My dad is a paver".

Stories of Learning – The IN-Button

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One day in the day-care we are three people to take two groups of children for a walk: a pedagogue and two day-care takers. I am talking to the pedagogue and I do not realize that one of the boys is trying to say something to me. My colleague says to me " You should try and press your IN-button. Maybe it is the one right there on the baby carriage." I notice the boy and try to concentrate on what he is trying to say. He starts talking and becomes very eager to talk when he feels that he is being listened to. We have a good talk with each other and the boy smiles and is happy.



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Your Ability to See the Child from a Positive Angle is Important!

When you flip the coin and look at the other side of it there is another story to be told.

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Look at the Other Side of the Coin!

Negative statements	Positive statements
Importunate	
Disturbing	
Interfering	
Noisy	
Violent	
Strong reactions	
Passive	

Kilde: Schulz & Pedersen 2010

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Turn the Coin!

Negative Statements	Positive Statements
Importunate	Curious
Disturbing	Active
Interfering	Participating
Noisy	Lively
Violent	Active
Strong reactions	In contact with his/her emotions
Passive	Thoughtful

Kilde: Schulz & Pedersen 2010

Stories of Learning– Turn the Coin

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When I see the positive aspects of a child that is acting stubborn or annoying, is biting or hitting back, then it becomes easier for me to grasp it. My focus changes when I turn the coin. When I think positive thoughts about the child, then it seems as if the child does not need to behave in a negative way.

A mother is telling me that she thinks her child is incredibly stubborn and hysterical. I tell her that I have learnt to view the child as very persistent and that this is a good quality to have when her child grows up. It was a great experience to see the mother's relief and the joy of viewing the child in new light. I think the child's persistence is decreasing or maybe the child manages to use it in a better way.

A child is gathering all the toys around herself. Now we have turned the coin and we tell her that she is good at finding all the best toys, and maybe she will help the smaller children to find the toys. This way she is a part of the game.



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It is Important that You Express What you Want!

You should not think of a light blue giraffe!

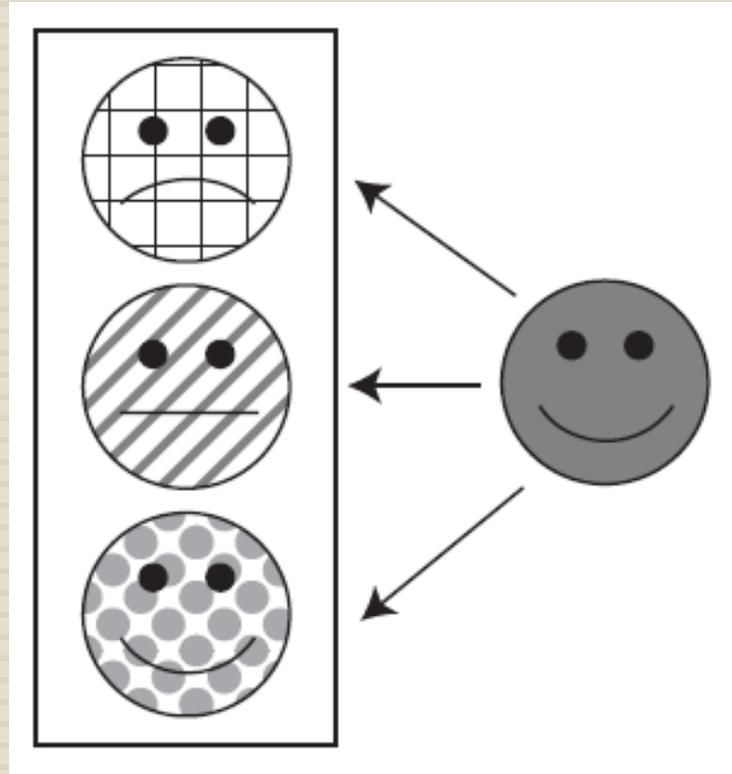
Stories of Learning – Do Not say No

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I bring all the children to the toilet so they can wash their hands. One of the active boys wants to play with the toilet brush while he is waiting for his turn. I look at the boy and say: "You could also put the toilet brush back and wait on the floor right here." The boy do as he is told and sits down on the floor to wait.

A boy was playing with a toy car and pushing it across the glass on the door to the garden. As soon as he had the toy car in his hand he would go directly to the door and do it again and it did not help to take him away or say no to him. Instead I told him that he could use the toy car on the floor and I sat down beside him and showed him how to do it. The next couple of times he had the toy car in his hand I sat down and said to him: "Show me how to push the toy car across the floor." – he never uses the glass as road anymore.

A girl was hacking the kitchen table with a fork while we were eating. I said to her: "Stop doing that." This did not make her stop – it only made it worser, but when I turned the situation around and said: "You can use the fork to eat with", then it worked.



Source: Schulz & Pedersen 2010

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It is Important that You Are Aware of Your Relations to the Children!

It is a good idea to stop and evaluate: do you give all the children in the day-care positive attention every day?

Stories of Learning – Day-Care Taker/Child-Relations

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I was giving the children smilies and one of the girls received two red and two yellow smilies in a week. The cause of that was that she was making the other children crying because she was biting them. I chose to make an effort to make her stop doing it so our relationship could become "green": I kept an eye on her all the time, stopped her in time and instead I helped her to solve conflicts without biting. She no longer bites and I can give her green smilies.

In the day-care there is a boy who is stubborn and for a long time I have been annoyed by him. If I should give him a color it would be yellow or red. Then I spoke with the pedagogue in the day-care about him and it made me think of him in another way. Maybe he wanted to say something to me when he was acting stubborn. It actually made me happy because I could feel that it was easier to listen to him now. The result of this is that the boy listens more to me now and he is no longer acting stubborn.

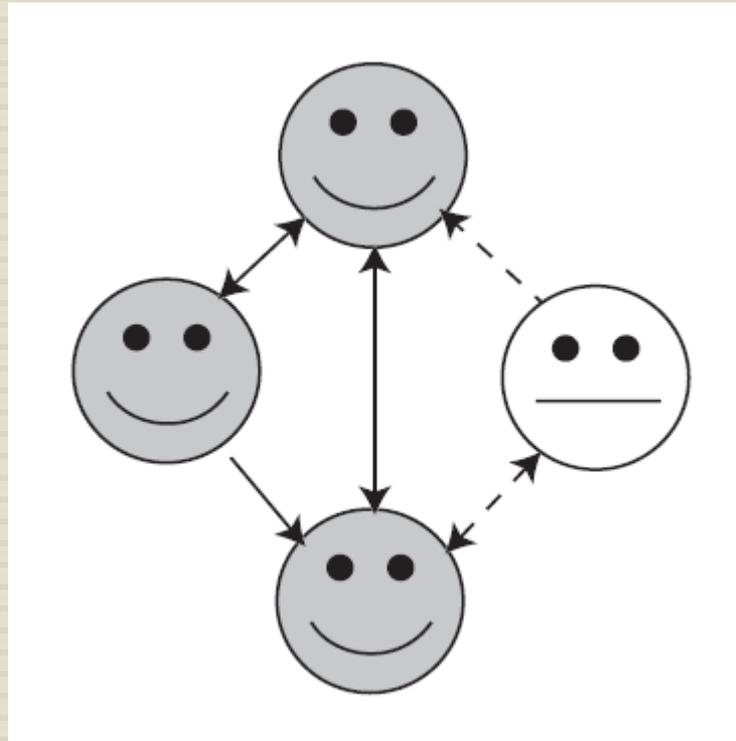
Work With Your Relations to the Child!

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- ❑ **To meet the child**
 - ❑ Show positive emotions and show that you like the child.
 - ❑ Adjust your actions in relation to the child and follow the child's actions.
 - ❑ Have a conversation with the child about the things the child is engaged with.
 - ❑ Be encouraging and acknowledge the things the child is able to do.

- ❑ **To go explore with the child**
 - ❑ Seek out shared experiences.
 - ❑ Show emotions and enthusiasm in these experiences.
 - ❑ Describe the things you experience together – it will ascribe meaning to the child's experience of the world.

- ❑ **To guide and plan with the child**
 - ❑ Help the child to control himself/herself by making limits in a positive way by the use of guidance and by showing positive alternatives and by planning things together.



Kilde: Schulz & Pedersen 2010

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It is Important that You Are Aware of the Children's Mutual Relations!

The relations between the children are changing all the time, and when you are aware of these relations you have the possibility to create the best conditions when the children are spending time together.

Stories of Learning – Child/Child Relations

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In the day-care I have three older children that function well and are very happy in the company of each other and play happily together. A one-year-old girl has recently begun in the day-care centre. She is very isolated. The older children do not think she can participate with anything and she does not like the older children anyway. It is important that I teach them how to play together because they do not know how to do it themselves.

In the day-care there is a girl with bad social competences. I helped her taking contact to the other children by using song games, games where you touch each other, hold hands, throw balls to each other, play with other children and games of sensations. She is doing much better now and frequently contacts the other children.

Regularly I make notes about the relations in the day-care and I evaluate the strength and weaknesses. This becomes interesting when the grouping of the children changes because it has an effect on the children's relations. I am also aware of the fact that I, by joining the children's games, have an influence on their relations to each other. When I e.g. sit down with a child, that has been left out, then the other children wants to participate in our game.

Work With the Relations in the Group of Children!

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- ❑ Activities that put focus on the individual child and where they have to wait for their turn.
- ❑ Activities where the children have to wait their turn.
- ❑ Games and activities that only succeed if everybody help and join hands.
- ❑ Ask the child what he/she thinks the other child is going to do in a specific situation.
- ❑ Play “follow me”.
- ❑ Practice names: Who is he/she?
- ❑ Practice with the children and make them say “never mind” and show them how to be consoling.

Literature

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- ❑ Petersen, U. & Schulz, A. (2012). *Inkluderende fællesskaber i dagplejen*. Frederikshavn: Dafolo. (IN PRESS).

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