



# Guide for a child in his/her changing surroundings.

Team of authors



*„Wherefrom do I come?  
I come from my childhood.“ (Antoine de Saint-Exupéry)*



## Acknowledgements

The author team thanks to all who contributed to the creation of this material.

Our special thank you goes particularly to all who dedicate their lives to helping children as from children we learn and they are the future of ours.



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## Introduction

Uninformed public and hard-core opposers of the institutional care for threatened children get goose-bumps even when only hearing terms like infant home or children's home. In many cases the cause is absence of information about structure, organization of care and the reasons for placement of children in these special establishments. The cause is often affected by refusing everything which was founded in the past while other possible alternatives for child care outside the family is, according to critics' belief, not enforced quickly enough.

Also experts understanding the child care outside the family get goose-bumps as they know very well what is actually happening to child organism when not having sufficient correct stimulations in right time and when child for a long time lives in emotionally cold and unincitive surroundings. Just children psychologists, pediatricians, nurses, special pedagogues, neurologists, psychiatrists, physiotherapists, social workers and others working with threatened children are daily fighting against unfortunate retarded development of children in institutions. There are two big invisible enemies and that is duration of the time a child spends in the institution and maturing of the child there. These enemies are dangerous and uncompromising.

Finally realization of projects aiming to calm down insecured and anxious child is getting better. Within the framework of the above-mentioned projects, there are efficient programs helping to slow down formation of early deprivation of the child living in institution. You are now holding in your hands methodology guidelines of one of the programs.

In the beginning we were sceptic about the purpose of the **ŠAFRÁN dětem** civic association's activity. We had experienced many activities which turned out to be naive by the fact that the first ones who could not bear the burden of problems of children living in institutions were merely altruistic amateurish volunteers. However, the spotlight of time has showed the originally unsure and young project called Šafránek (Little Saffron) developing into a very strong, healthy, solitaire and mature Šafrán (Saffron) having a big chance to bloom and seed. Today it is an organization which in our Children's Home Strančice manages very well the problems of children

placed there. For us, employees of the children's home, the association ŠAFRÁN proves to be a reliable and responsible partner in individual children cases. By their faithful activity with children, Šafrán has convinced not only me but other staff as well that their work is meaningful. For me, the strongest part of their methodology is the interest for handicapped children who have no chance to leave the gate of our institution as well as the overrun to the sphere of alternative family care.

I do recommend to read the text attentively. Believe me it was not written by renowned experts in the field of paediatrics, sociology or psychology. It was written by people who by their diligence and skills give to the soul of a child pleasant feelings only. Physiologically the delight brain centre is stimulated and it evokes in the child feeling of safety and relaxation. The Šafrán's unique programs came to existence also thanks to Šafrán members listening well and understanding us. During our discussions and consultations we did not conceal anything. And why would we do it – the only thing which matters is well-being of children.

Strančice on 17<sup>th</sup> May 2010

Pavel Biskup M.D., Head Physician  
Director of Children's Home Strančice



# 1. Civic Association ŠAFRÁN dětem

Civic Association **ŠAFRÁN dětem** (furtheron OSŠ) is a non-govermental non-profit organization which on the 15th June 2010 celebrated 5 years anniversary of its existence in the area of child care for children living outside their biological family.

There were several reasons for selection of the target group:

- ▶ The Czech Republic is unfortunately ranked as first in Europe in number of children (aged 0 to 3) placed in institutions every year.
- ▶ About 8.000 children (aged 0 to 18) live in 33 children's homes and infant's homes out of which 1.418 children (aged 0 to 3) are in infant homes and/or homes for children under 3 years of age.
- ▶ On the whole, it makes 20.000 children living in different institutions (e.g. children's homes, infant homes, social care and educational institutions as well as diagnostic institutions).

**Why do we help to children living in institutions?**

- ▶ Every child has a full right for being loved and accepted.
- ▶ Every child has a right to have his/her emotional needs fulfilled.

**Mission of our organization:**

- ▶ To increase the quality of life of children living in institutions.
- ▶ To improve understanding, contact and communication between all parts of a child's social enviroment.
- ▶ To support the child in the process of socialization and social adaptation in different surroundings.

**What is the basis of our work with children?**

Helping children to live their life **here and now** not solving their problems resulting from their life story.

Finding the child's primary communication channel which helps him /her to **communicate naturally and express his /her feelings**.

Offering a child new experience to help him/her **better understand the outer world** and enable to live better and more intensive life.



### **The target group and reasons for being placed in institution:**

- ▶ social reasons (traumatized children, maltreated, abused and neglected children)
- ▶ children with changed perception, mobility and communication

### **In our work, we follow these three principles:**

**Listen carefully, do not advise.**

**Ask questions, do not make decision.**

**Find understanding, do not evaluate.**

### **Basic principles of our work:**

We open space for more **UNDERSTANDING**.

We put the emphasis on high-quality **CONTACT**.

We develop different forms of **COMMUNICATION**.

### **Specific goals of our work:**

To prevent deprivation of socially disadvantaged child.

To support development of emotional bonds of the child.

To support better communication of the child with his/her surroundings.



## 1.1 Care system for children placed in institutions and the role of ŠAFRÁN dětem in the system

First of all it is necessary to see who enters the social field of a child placed in institution and locate weak spots in the process of the child's transit to their new surroundings.

**Participants in the work process with the target group:**

### A. Direct participants:

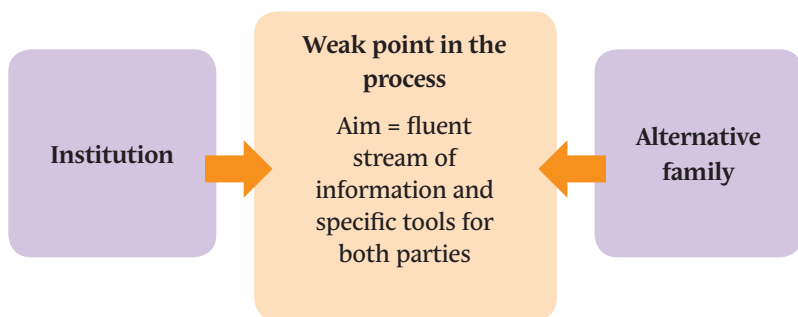
- ▶ Selected and trained **staff of the institutions**
  - ▶ **Biological parents, adoptive parents, foster parents**
- ▶ **Guide of the child in his/her changing surroundings** (field assistants and mediators of ŠAFRÁN dětem)

### B. Indirect participants:

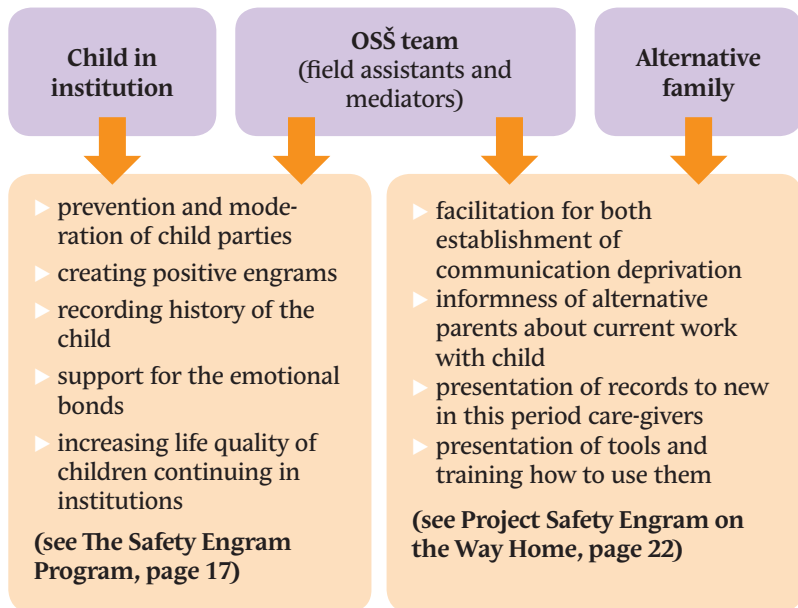
- ▶ **NGO** (non-governmental organization) representatives
- ▶ Representatives of **state and regional organizations**
- ▶ Representatives of **children-focusing institutions** (schools, special schools, diagnostic institutions, children's homes, etc.)



## Where do we find our role?



The role of Civic Association ŠAFRÁN dětem (further OSŠ only) in the process:



## 1.2 Organization vision and strategy of fulfilment

- A.** To create a model of a new social service in cooperation with experts – **The guide for a child in his/her changing surroundings.**
- B.** To train special mobile teams of field assistants and mediators for regular weekly visit to institutions to extend the existing child care by the **Safety Engram Program.**
- C.** To give support and assistance in establishing contact, communication and emotional bonds between the child and their care-givers.
- D.** To support the child in the process of social adaptation in both the institution and the alternative family care, as well as during the transit period.

The selected method is based on our previous 4-years-long experience with long-term field programs. All selected activities are successful and well-proved in practice.



## 2. Child in institution

Development of any child is influenced by their surroundings and by contact with close persons. Child is building experience and creating a map of „engrams“. Above all, it is the family who provides the child with response, experiences and who forms „engrams. But not all children have such option. Various circumstances brought some of them to institutions.

### 2.1 Impact of separation from the family

Children need mainly safe and accepting relationships. The decisive factor in psychical development of a child is the need of life assurance. Separation from close persons and the family causes disturbance in fulfilling of such need. That causes problems with self-acceptance, disturbed perception of personal and social boundaries, problems in experiencing emotions, and general problems in social relationships. According to experts, a child under 3 years of age who spends three months stay in a traditional institution suffers traumas with long-term effects.

A child growing in a functional family is affectionally expected and accepted. After the birth, the emotional bonds from the prenatal period are further developed, mainly via non-verbal communication between the parent and the child. This process creates mutual bonds which fulfills the basic psychical need of love, safety, contact, limits, impulses, solidarity, mutual sharing, joy and communication.

On the other hand, a child of early age living in an institution is primarily refused. It experiences loss of contact with close persons, loss of social identity. The emotional bonds with a close person – mother – is broken, the child experiences trauma caused by separation from the mother and father. This leads to deprivation as infants need, besides physical care, especially social contact, love and interaction with others. We say „the child prospers through acceptance and love.“ Early deprivation causes intelectual, emotional and social deficits leading for example to oversensivity, incommensurate reactions, tendency for regressive behaviour, desire for excessive safety, aggression, etc.

Generally, children living in institutions have poor ability for empathy, they get lost in interpersonal relations, are not able to solve conflicts without aggression, they have poor self-evaluation, poor orientation in moral standards and values. The younger the child is the stronger the adverse effects of their stay in an institution can be.

## 2.2 What is deprivation and how does it develop?

According to J. Langmeier and Z. Matějček, deprivation is **a state arising when a person does not have basic psychical needs fulfilled for a certain time and to a certain extent.**

Psychical deprivation is a serious disturbance of psychical development and it can show across the structure of the personality, in behaviour, in social integration and in the overall life orientation.

In case of children up to three years old, deprivation shows by retardation of the entire psychomotor development. To be more specific, the consequences are superficiality and emotional shallowness, poor emotional awareness, moroseness, problems to differentiate social situations and poorer mental complexity. Another deprivation indicator is retarded development in speech. In addition, the child is missing typical joy and eagerness for knowledge.

Different types of deprivation may develop if the following basic needs are not satisfied:

- ▶ **Need for supply of sufficient number of impulses** (for sight, hearing, touch, etc., contact with cuddling and smiling people).
- ▶ **Need for meaningful world** (certain extent of stability of social surroundings where the child learns from the mother or another close person). Change of social surroundings traumatizes the child. The child loses everything he/she has understood and that has brought him/her certain safety. Such change can bring the development of the child back to lower level, either temporarily or permanently.
- ▶ **Need to fulfill emotional needs** (permanently positive motherly-oriented relation to one person, reciprocal positive relationship with other family members, later with contemporaries; trust in relations gets gradually established).

- **Need to be accepted and belong somewhere** (interaction as a means to build self-conception and self-confidence).
- **Need to share open future** (safety given by family).

## 2.3 What does a child who has experienced separation from mother / family need?

In order to aim our work correctly, it was necessary to locate unfulfilled psychical needs of children living in institutions and saturate them.

**Child needs impulses and stimulation in sight, hearing and physical perception.** Children do not need only nice toys and lovely surroundings but mainly people cuddling them, smiling at them. These impulses influence their general development positively, while their absence or single-sidedness disturbs and slows it down.

**Child needs certain a stable material and social surrounding which he /she learns and gets familiar with via mother.** Already as an infant the child knows how to show joy when finding some rule patterns, regularity and that he /she can influence it by their own activity. This way the child actively „captures the world“ and successes motivate the child to engage in further activities. Change of surroundings traumatizes the child as the child loses all he /she has known (e.g. transit from one institution to another, or transit from a known surrounding to a new family). Due to such change his /her development can get stuck temporarily or even decrease back to lower level (so-called temporary regression).

**Child needs permanent positive relation with mother** (it is necessary to clarify that it does not have to be the child's biological mother) and positive reciprocal relation with **other family members, later with contemporaries.**

**Interaction with surroundings allows the child to gradually realize own „ego“ and build self-confidence, self-concept and personal identity.** He /she needs to feel respect and acceptance, and to realize that he /she is a part of a community (family) having there a concrete role and position.



**Child needs to share open collective future.** Such collective future can be fully perceived in the family as the family ensures a necessary extent of safety and security. Child in an institution cannot have collective future as he/she experiences always-present insecurity in not knowing whether and when he/she might return to the original family. This need is extremely important.

All the above-mentioned needs cannot be satisfied even in the best-managed children's home and unfortunately not even in some families where children are abandoned, humiliated or even tortured.

## 2.4 Is it possible to remedy psychological deprivation?

Researches show that psychological deprivation can be reduced more than expected. An important precondition for reducing psychological deprivation is without any doubt involvement of a high-quality alternative family. But how about the care for the child before there is a chance to place him/her back to the biological and/or foster family? This was one of the questions we asked ourselves when working up the methodology of our programs for our target group.

We based them on researches showing that when favourable circumstances arise, the effects of deprivation can be reduced significantly, though they can never be completely eliminated. The aim of the field program **Safety Engram** is to offer children in institutions enough above-mentioned „favourable circumstances“ – positive impulses in a safe surrounding.



We specified the following goals:

- ▶ To remove emotional strain of the child
- ▶ To develop sensory perception
- ▶ To create new learning strategies
- ▶ To create new communication strategies
- ▶ To create harmonious social contacts
- ▶ To develop spatial abilities.

Equally important we find the transit of the child to an alternative family. Arrival of the child from an institutional surrounding to the alternative family pushes all participants into a new situation. Everyone tries to find a way to communicate, to understand demonstrated feelings and needs. Both the child and the new family have come through different life circumstances and gained different world views. Our experience teaches us that many new care-givers lack information about the arriving child. Nevertheless if the history of the child has been recorded, there is a reference point to look at which can help get to know each other faster; understand each other; follow up specific daily rituals and develop new common experience better.

This supports the identity of the child as well as the identity of the whole family system clearly defines the role of every element within the system (see page 22 – [Safety Engram on the way home](#) project).





### 3. The Safety Engram Program

From 2005 to 2007 in the Children's Home Strančice, we realized two pilot projects – Contact as a Medicine I and Contact as a Medicine II. The projects displayed blank spots in institutional care. The care in this home is of a high quality in the area of child's biological needs but due to staff capacity it is not possible to fulfill psychical needs of children. However, the psychical needs play a significant role in life of children of this age.

When recapping and evaluating results and outputs of our work we realized that if we want to provide children with long term help, it would be necessary to give him/her something to follow and build on in their life. That's how the program **Safety Engram** came to existence as its aim is to „seed“ consciously safety engrams (positive experiences) and fix them by repeated encounters and activities. We built our work on the proved fact that any person uses perception and sense experience to create important memory imprints. Everyone of us has experienced the situation when a scent, a sound, a picture or contact with a body (touch) associated another situation, a person, a thing or a place we had remembered from the past.

For a child, the main source of acquiring such experience is the family. Due to different reasons, the children we work with cannot fully develop these experiences and the staff in the institution, no matter how high the quality of the care is, cannot play the equal role as the family. There we saw an opportunity to help significantly.

The program **Safety Engram** helps children to increase the quality of their life by supplying them with sufficient number of impulses and experiences with their own body. Consequently, it results in further development of motoric, learning, perceptual, communication and social experience, etc.

We have been focusing on:

- ▶ ballanced development of all senses;
- ▶ deepening of communication skills and finding the primary communication channel that child uses to express his/hers needs;
- ▶ support the child to participate actively in mutual contact;

- developing interaction with the child using play therapy (work with glove puppets), musical therapy, art-therapy, baby massage, aroma massage, and in cases of handicapped children also basal stimulation, assistance and communication plays, development of psychomotorics and supportive dialogue.



### 3.1 Concept

A mobile team was built and trained for work in establishments. On regular basis the team comes to the establishments and creates there **the most natural „multisensoric safe surrounding“** which helps the child to enjoy new common experiences targeted to saturate his/her basic psychological needs in **high dosage** as all senses are involved at the same time. Individual techniques were selected on the basis of both long-term and short-term individual needs of individual children. Helpful attitude of the management team and the staff of the establishment was a great help to us.

The program **Safety Engram** tries to create engrams of pleasant feelings associated with specific surrounding and situation. These feelings are necessary preconditions for feeling of love, safety and acceptance.

Through these strong positive feelings we attempt to create safety engrams in the child's mind. The members of the team are carefully recording them for future so the records can be committed to future care-givers, as care-givers and surroundings often change in the social area of the child.

## 3.2 Methodology of the work

The program **Safety Engram** is based on quite simple basal-therapeutic techniques. It primarily builds on the concept of basal stimulation and on elements of aroma-therapy, art-therapy, musical therapy, play therapy, holding therapy, gestalt-therapy, etc.

The whole process is based on emotional harmonizing of the child, creating positive experiences associated with specific elements, such as colours, scent, songs, touching, etc. Strengthening of positive experiences is done via regular systematic long-term repeated impulses.

Through our work, the child realizes what his/her behaviour brings him/her and also how the behaviour can limit him/her. We teach children to realize their needs, feelings, make communication with outer world more effective as well as how to communicate with their own body. The advantage of the child lies his/her spontaneity, i.e. in the fact that the child exactly knows what he/she wants and needs. Our main objective here is therefore to give the child room to express himself/herself.

There is also possibility to test the depth of engrams. Try to imagine the situation when suddenly you smell something you know well, e.g. a pastry, and immediately you recollect the experience – perhaps your grandmother's kitchen where you felt peaceful and calm. In that moment it was an **olfactory engram**. Or you hear a well-known tune and you recollect the experience – you were connected with your **hearing engram**.

When you feel a certain material on your body, it can evoke a pleasant or unpleasant memory relating to a clothing from your childhood or a cuddly toy you loved. Then you „cought“ a **somatic engram**.

## What kind of engrams do we create?

### **Somatic (physical) engrams – somatic stimulation**

The program respects different stages of development as it relates to ability to perceive. Intensive „stimulation“ is based on development stages – somatic (physical) perception – on the body surface starts already at the end of 8<sup>th</sup> week of prenatal development. Therefore the work techniques of the program Safety Engram concentrate on stimulation of **the physical diagram using contact, massage and positioning.**

### **Vestibular engrams – vestibular stimulation**

Vestibular impulses are registered already in the 16<sup>th</sup> week of prenatal development, the fetus perceives the position of the body and changes of position of the mother. Vestibular apparatus is able to assess the position and **realize the movement.** The work techniques we use are: orientation in space, swinging, cuddling, physical education, etc.

## Results of the field work

As the child has sufficient room to express himself/herself and as we actively listen to the child, aggressivity gets lessened significantly. Mainly with handicaped children we have positive experiences (via finding different forms of communication to better understand the child's needs).

The basal therapeutic techniques (basal stimulation, art-therapy, musical therapy, aroma-therapy) used in the program cause continuous stimulation of sensory organs and enable establishment of new dendritic connections in the brain and new neuronal organization in particular regions of the brain. It significantly influences general psychical and physical state of the child.

By active finding and exploring of the primary (main) communication channel we try to allow the child to express his/her needs and communicate more easily. It usually leads to reducing strain and pacification of the child. When the child gets enough new impulses (mainly basal stimulation elements) and intensive „dosage“ of attentiveness, it results in reducing hyperactivity of the child or, in opposite case, it activates a flegmatic child.

### 3.3 Recording outputs of the field work

The information we get from the direct work with the child are recorded. The records are kept in a register with an individual card for each child. In order to find the information easily and understand the records, we created a special **pictogram language**.

We use symbols (icons) for recording the main communication channel of the child, activities and techniques of the work. We have found that using pictograms works very well in practice. Easy picture interpretation helps to pass concrete information from our work to other assistants and care-givers.

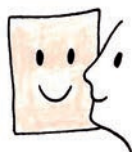
Examples of pictograms used for recording:



*swinging in  
a blanket*



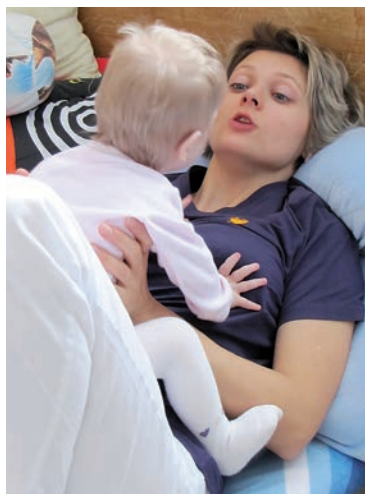
*kitty position*



*working  
with mirror*



*singing (assistant)*



## 4. Project Safety Engram on the way home

During the program **Safety Engram** we realized that we had „seeded“ positive engrams in the child but when the program is over or the child leaves for another institution and/or family then we asked ourselves how the newly gained experiences would be reminded and further developed. Something was missing, something that would make the child remind, associate and help to feel certain safety in changing surroundings and that would help care-givers link fluently to the started work. That's how the project **Safety Engram on the way home**, came to existence. It consists of four programs: Direct work with the child (**Safety Engram Program**), preparation of so called Safety Kit (Production Program) and also the help for new care-givers in establishing contact and communication with the child (Social and Information Program).

**Direct work with the child** is a continuation of the program Safety Engram (see page 17). The program uses the already prepared methodology. Each child which is involved in the project **Safety Engram on the way home** gets a **Safety Kit** which will provide backing for the child in time of change of surroundings or social field. In the kit there are things used for creating positive engrams. They are produced individually for each child depending on what the child likes and is used to. It will provide the child with trust, feeling of safety and strenght for their life journey.

### 4.1 What is the Safety Kit?

Almost everyone of us remembers a box or kit where we kept our favourite toys or other things important to us in the childhood. We had a reason for saving them as they reminded us of something. The **Safety Kit** plays a similar role in the child's life.

The objects in the kit are not universally produced by manufacturers of children supplies. The objects in the kit are very personal. They were consciously used for „seeding“ positive engrams, created individually according to what we found the child likes. The only part which could be regarded universal is scented oil and some tunes on a CD. We do recommend to use them for further work as the child has associated it with pleasant experiences and not to let them lie intact in the child's room or bed during the day. We do not recommend other children or offsprings in the family to use them.



The content of the kit is recommended to be used for targeted work only (see further). It is also recommended to use it when the child is under stress, e.g. in situations like change of surrounding, illness, medical intervention, etc.

### **How to further develop the content of the kit?**

#### **What can and should be added to the kit?**

We do recommend to enrich the kit by other elements that also create positive engrams and would continue in recording the life story of the child and his/her experiences. Such items added could be for example photographs of new members of the family, important objects reminding positive experience and life period, perhaps new scent, etc.

The main function of the kit is to transfer the child cautiously to their new surrounding and give him/her needed feeling of safety and security in the transit period. The kit is passed onto a new caregiver, either to a new member of the staff or to an alternative parent. For this purpose, an information manual for how to use and further develop the kit was prepared.





## 4.2 Social Program of the Project Safety Engram on the way home

The project **Safety Engram on the way home** contributes to communication between individual elements of the social surrounding of the child and to gaining stronger emotional bonds between the child and the adult care-giver. Mediators and field assistants are initially finding concrete needs and communication channels of the child and create new safety relation. They are able to pass autentically gained information to other care givers, educators, parents and thereby prepare for the child surrounding of trust and acceptance from grown-ups. Thanks to contact with the mediator, grown up care-givers can better understand the signals the child is „broadcasting“ and understand his/her needs and satisfy them easily. The result of this is strenghtening of emotional bonds between the child and the grown-up.

The aim of the social program is **to help the child and the parents to grasp commonly created safety engrams, share and further develop them in the atmosphere of understanding.** To educators, care-givers and parents supporting assistance in the form of passing field program knowledges is given which allows to **better understand child's specifics, to learn new options of contact and communication with the child and to resume „safety engrams“** experienced in the past.





### 4.3 How to support the child in the process of social adaptation for a new surrounding?

**The child mediator**, member of OSŠ is present at the moment of transfer of the child to a new surrounding, different institution or in an alternative family. He/she has the information from the program **Safety Engrams** and has the Safety Kit and is competent to hand it over to new care-givers.

Thanks to this information, the new care-givers can understand the child's signals better and satisfy child's needs more easily. This helps to strengthen **emotional bonds between the child and the grown-ups** and offers the base for creation of self-confidence and for future emotional relations.

#### What is the „ritual of accompanying“ the child by the mediator like?

- A. Meeting of the new care-givers with the child while **the child mediator is present**. The child knows the mediator and the meeting is set in open and friendly atmosphere.
- B. During the changeover from institution to another place/family, the emphasis is put on creation of „**known and safe surrounding**“ which the child knows from the program (music, scent, colour, material).
- C. Handing over the **Safety Kit** of the child. Introducing the content of the kit and the outputs of the program to enable continuation of „safety engrams“.
- D. The new care-giver gets also oral information and is offered a follow-up „adaptation period in the new surrounding“.

More information about the Project **Safety Engram on the way home** can be found at [www.safrandetem.cz](http://www.safrandetem.cz) where a documentary film relating the direct work is also available.

## 5. Experience gained from our work

### 5.1 Case reports

#### The Safety Engram Program

##### Erika

At the very beginning of our cooperation she did not accept any touch, e.g. when I touched her back she started to cry. At the end of the project she reacted to our contact very positively. She required it and she exactly pointed at the spot where she wanted massage.

##### Zdeněk

In the beginning he was passive and did not show any reaction to any technique. With the time he started to react very positively for example when caressed on his head. He also smiled. The important advance with him was his start of communication when he expressed his feeling and needs by laugh, look or cry. Another advance was in motorics. At the end of the project he changed lying position for sitting position.

##### Martin

From passive form of accepting any contact the cooperation developed into communication, the trust between him and assistant was gained and when felt safe he started to show his will, disagreement or positively reacted to music therapy (e.g. heart beat, hand-clapping, music).

##### Petr

Thanks to use of basal stimulation technique, giving firm physical borders and full attention during our visits, Petr calmed down significantly. In the beginning of our project he was hyperactive, he was not able to keep attention on a single activity. At the end of the project he fully collaborated and communicated with the assistant.

##### Jitka

In the beginning of the project she was very active in motion. It was difficult to use contact techniques. At the end of the project, after the greeting she came to a specially prepared room by herself and she asked for what she

would need (basal stimulation e.g. contact stimulation, aromatic massage, vestibular stimulation e.g. rocking, giving physical borders, etc.)

## Social program

### Filip

When Filip (diagnosis Down syndrom) left after his 3 years long stay in the Children's Home to his new surrounding (Social Care Institute), after 1 year of work with field assistants he had his Safety Kit (containing his history and positive safety engrams) ready for him. The future care-givers were informed about Civic Association **ŠAFRÁN dětem** and about the possible cooperation so that the transit from one surrounding to another would be as smooth as possible for Filip. As the Social Care Institute staff was interested we could hand over Filip's Safety Kit and support initial contacts. Via his favourite toy – a car, the new care givers succeeded in the initial communication. We have also passed our experiences with individual techniques of basal stimulation and where Filip's body accepts the contact best.

We visited Filip in his new home after 1 month and were told that Filip accepted other children very well and that he fitted well in the collective including educators. His eating habits improved and during baby massages and basal stimulation he calms down and even seeks the contact the most from all children placed there.



## 5.2 The work places where the program Safety Engram on the Way Home is currently running



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Representative of the Institutional Establishment „Children's Home for age from 0 to 5 years“

**Our partner since 2005**

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## 6. Conclusion

Currently, the area of reorganization of family, preparation of the child for transfer to an alternative family and accompanying alternative family during the process of handing the child over is still covered insufficiently. Identification of needs of children living in the institutions as well as passing information on to biological and/or alternative parents, to staff of institutions and to other experts is a critical topic in the preparation of transformation of the care system for threatened children. Therefore, the project **Safety Engram of the way home** is conceived as immediate help to children in institutions and at the same time it is a communication bridge between all adults living in the social surrounding of these children.

The fact that the children living in institutions do not have their basic psychical needs saturated sufficiently brings a lot of obstacles in their further life. It relates to required number, quality and variability of external manifestations, to certain order and purpose of impulses, to initial emotional and social relations e.g. relation to primary educators, to the need of identity and the need to have certain place and value in the society, to open future and/or to have good prospect.

One of the medium-term targets of the Civic Association ŠAFRÁN dětem is founding of a new social service recognized by state, **The Guide of the child in changing surrounding**, which will become an important part of the transformation process of the care system for children living in institutions.



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## Guide for a child in his/her changing surroundings

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