

## BODYSYSTEMICS IN YOUTH CARE: USEFULL OR NOT?



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## PREAMBLE

Here before you is my thesis on:

*“What improvement in the quality of the training of the client would be noticeable when the professional has a better knowledge of non-verbal language, Bodysystemics in specific?”*

The research for this thesis is done at TriviumLindenhof, Stek and FlexusJeugdplein, three Youth Care organizations in the South West of the Netherlands. This thesis is written in the framework of my graduation to the education Bodysystemics of the institute Bodysystemics in Switzerland and commissioned by TriviumLindenhof. From January 2017 till May 2017 I have been working on the research and writing of this thesis.

I formulated the research question myself but it was approved of by my manager Drs. S. Fehr. My manager gave me sufficient space and time for the research and the writing, even though all the developments in the company and its surroundings ask for more than a fulltime commitment.

I want to thank all the colleagues who were willing to plan an interview with me and those who participated in one of the six workshops I organized. I learned a lot of them!

I wish you a lot of pleasure in reading this thesis.

Maja de Jonge

Lage Zwaluwe, 19 mei 2017



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## INTRODUCTION

This research was about the importance of a good perception of Bodylanguage in the field of Youth Care. The reason that I choose to investigate the importance of a better knowledge of non-verbal language, in specific Bodysystemics, for Youthservice workers is that I experienced the benefits of a better knowledge of bodylanguage myself especially the benefits of the method by Bodysystemics.

The problem to investigate was:

*The professional has insufficient knowledge of the non-verbal language and thereby he misses a lot relevant and important information which might result in inadequate observations, conclusions and decisions about what they should advise the client.*

When I was studying Bodysystemics I realised that I was asking better questions and got more information out of a client than before. Besides, colleagues started to notice that as well and they got interested in my knowledge. When I started Synergology and Bodysystemics I started to wonder why there was so little attention for such an important part of communication, especially in my line of work. This lead to the researchquestion:

*What improvement in the quality of the training of the client would be noticeable when the professional has a better knowledge of non-verbal language, Bodysystemics in specific?*

In order to find the answer to the main question I formulated a number of subquestions:

- *What exactly do they know about the non-verbal communciation?*
- *Are they interested in learning more about non-verbal communication?*
- *To what extent would they have to learn about the ingredients of non-verbal language to be able to make good use of it in daily practice?*
- *How would Bodysystemics have to be implemented in Youth Care?*

Besides the above described reason there was another reason that I choose to investigate this question: I wanted to make good use of my knowledge and share it with others. Because, what is the use of a good method if nobody knows about it? So that is why this research is not about a special item (a gesture, a facial expression, an itch...). Maybe this sounds more like a marketing research, which it partly was, but on account of the importance of putting this method into practice and make good use of it, together with letting others benefit by it, it seemed to me that is was an appropriate subject to use as a final thesis.

I used interviews (on HBO institutes), organized workshops for Youth Care workers and gathered a number of questionnaires in order to find out what their knowledge about bodylanguage was, if they would get motivated to learn more about it after a workshop and how they looked upon the value of Bodysystemics in their line of duty. In order to get to a good and justified conclusion I used the theory on the different methods that are most popular in the branche of Youth Care and connected them to the method of Bodysystemics. Without a clear connection between the literature that Youth Care workers (and their advisors, the behavioral scientists) work with and the basics of Bodysystemics I would not achieve anything with regards to implementing it in Youth Care.

In chapter one I explain about the developments in Youth Care that influenced Youth Care. In chapter two I go into the daily work of the Youth Care Worker in order to complete the picture of this field of work in combination with chapter one. Then, in chapter three, I attempt to make the connection between the theoretical side of Youth Care, the methods used and the skills that are required, with the method of Bodysystemics. Chapter four is about the Marketing Research which I did in order to

get a good picture of what has to be done in order to put Bodysystemics on the agenda of Youth Care in the Netherlands. Chapter five is about the proces of the research itself, ending in chapter six with the results of the research. In chapter seven you find my conclusions and advise. At the end there is an additional chapter eight with a few concepts of products that I have written as a foretaste of the further development of Bodysystemics in Holland.

May 2017



## **1. YOUTH CARE IN THE NETHERLANDS**

In this chapter I explain the important changes in the field of Youth Care that influenced the work, the workfield and the organizations a lot. All the changes call for a good marketing strategy of all the Youth Care organizations and an improvement of their quality in work, besides a higher speed of completion time, meaning more clients in less time, with less employers. It meant in general that they had to develop new or extra skills when it came to communication abilities. Nonetheless nobody seemed to pay any attention to this void and how to fill it.

In order to establish an opinion about the results of the investigation and validate the conclusion(s) one needs to know something about the system of education in the Netherlands, the current developments and the rules and regulations in the branche of Youth Care. In the next paragraphs I give a short outline.

### **1.1. Developments in the field of Youth Care**

In 2013 the Government started to make preparations for a big change in Youth Care. The direct motive was cost-reduction. Knowing that the recess was going on this was plausible. Long before this, the government had already made changes and cost-reductions in the field of elderly care and mental care so it was to be expected that a similar action was due in Youth Care.

The change in the organization of Youth Care in 2015 was enormous. The main change is that everything had to be cheaper, shorter and more innovative. It is still developing and the expectation is that organizations have to be much more flexible with their products than ever before. This might ask other skills of their employers than before, even of their staff members who have to deal with the new system.

In annex V-VIII you find more details.

### **1.2. The level of education, 2013**

In 2013 the Government made it clear that they demanded at least an HBO-level of education before you could get a job with full responsibilities in this branche. That was a big change because before that you could work at Youthcare or Youthservices with an MBO3 or 4 degree and there were a lot of MBO-workers in this branche. Up till this point the only difference that was made by organizations on account of the level of education was that the workers that were working directly with families and children in a one-on-one situation needed to be HBO-educated (They had a higher salary on account of that).

The change was gradually getting visible. At first organisations started to refuse MBO students who applied for an internship, so it became very difficult for these students to finish their MBO-education. Most of them who successfully went through the four years of MBO-study felt obliged to choose a following education on an HBO-level because it became rather difficult to get a job. In next V the schoolsystem of higher education in the Netherlands is described.

### **1.3. Duty of registration, 2014**

Beside the condition of a higher level of education the professional register for Youthcare was started. At first it was BAMW that worked out a complicated system of branch certification, after two years, SKJ (Stichting Kwaliteitsregister Jeugd) took over. This system resulted in more attention for perpetual development of the skills and knowledge of the Youth Care worker.

The importance of the registration for this research is that it influenced the work, the workers and the way society looks at Youthcare. The workers are tested on the 23 competences. The complete list you can find annex IV.

#### 1.4.The Transition, 2015

The Transition is the term that is used to describe the change that took place in this field of work in 2015. Almost simultaneously with the start of the registration duty the national government decided in order to cut the costs of Youth Care that they would give the responsibility for the monitoring of the expenditure of Youth Care to the local governments, the Municipals. Before this the monitoring was done by the District Government. After a preparation period of two years the change was entered in 2015.

The whole idea behind the cutback was that those in charge believed that if support was given in an early stage of the development of a problem there would be no or less need for the more expensive specialized organizations. So Youth Care in general started to cut back in residential facilities which meant that there were substantially less beds for kids that could not live at home for a period of time. The general idea was that help should be focussed on 'close to home, as short as possible and as light as possible'. The outcome was that clients who should get the opportunity to benefit from a group setting, either daycare or training, had to do with a consult of one hour per week or less. And long(er) waitinglists for residential settings.

Another result of the Transition was that organizations had to transfer from all round organizations into specialized organizations. There was a shift from ambulant workers that joined the new Youthteams or Social Teams and those who chose to stay with their mother organization and were looked upon as specialists. The work did not change in relation to the contents, it was more a change of infrastructure, which asked for a change of attitude.



Fig.1: Interventionpyramid of Youth Care



### 1.5.Passend Onderwijs, 2014: “Schooleducation that is made fitt for everybody”

Youth Care is also influenced by the changes that took place in the field of Education. Youth Care is for youngster from 0-18 years, with the possibility of prolongation up to the age of 23 if the support has started before reaching the age of 18. So basically the biggest group of clients has to go to school. There has been changes in demands that the government puts to taking care of students that need extra attention. In Dutch this is called “zorgplicht” (duty of care). Every school has to build a caresystem around their students in order to create optimal possibilities to get through the study and end up with a diploma. Schools get a reward if 95% of their students succeed (performance payment).

On account of the number of enlisted students the school gets a governmentgrant (a certain rate per student, depending on the level of education). On the first of October, (referencedate) the government runs a check on the schooladministration and for every student enlisted on that date the school is paid. A second check is done in February. Schools make a big efforts to keep difficult students in the school, at least up to the 1st of October.

In the schools you have careteams. The first you come across is the mentor. Every class has it’s own mentor and he or she is the connection between school, the student and their parents. Besides the mentor there is a carecoordinator who assists all the mentors in their attempts to take good care of their class and, in case a student causes trouble of any kind, the carecoordinator and the mentor discuss the possible solution with the parents. They can make a plan together with the student and parents in order to improve the situation and prevent drop out. If isn’t possible to do that inside the school they either put the student in a reboundsetting of their own, send them to a school for special education or go to the Youthcareteams or Social teams to let the training be done bij specialists. There is a lot of contact between schools and organizations of Youthcare and the Social Youthteams.



Fig. 2: Passend Onderwijs

## **1.6.Summary**

In this chapter I point out the changes that influenced the work of the Social Worker in Youth Care:

1. Transition Youth Care 2015
  - The formation of YouthCareteam
  - Municipals are responsible for Youth Care instead of the District Government
  - A cutback in funds
2. Registratieduty 2013
3. Passend Onderwijs 2015
  - School had to make a new Careplan
  - More students with problems in regular schools
  - Cutdown in government allowances

Besides that I pointed out what the visible effects were on their line of work:

1. The problems of the clients seem to be growing more complicated
2. Organizations had to develop new skills in co-working and networking
3. Organizations have to stand out to other organizations and offer something special in order to get contracts

## **2. THE TASKS AND FUNCTIONS OF A YOUTH CARE WORKER.**

In this chapter I explain the field of work of Youth Care: the different tasks, what that means for their quality of communication abilities and how this connects with the research.

A big part of a workday of a youth care worker consists of communication, either in a group or individually, with children and parents, but also with schoolteachers, other professionals, police, rehabilitation officers, child protection and so on. In the following paragraphs I intend to explain about the different tasks of a Youth Care worker in general.

### **2.1. The different tasks of a Youth Care Worker (a general outline)**

In these four paragraphs I will describe the headlines of tasks that a Youth Care Worker will carry out. There are differences between the organizations throughout the country but the big lines are the same.

#### **2.1.1. Ambulant work**

An ambulatory worker is a professional that works mostly alone, makes housecalls and performs the work at different places. It is, in general, not connected to working with groups and group dynamics. They focus on the educational skills of the parents and the interaction between parent and child. The second variation worth to be mentioned is *Family Therapy* (FF) and *Crisis Care* (ASH, ambulant crisis care) in which the worker has to be able to analyse the situation in about two contacts in a situation that is considered risky for a child. This is a short, intensive therapy, lasting 4 weeks and with about 16-24 hours of face-to-face contact per week.

A very heavy form of ambulant treatment is *Parental Access Guidance*, for situations in which divorced parents are unable to come to an agreement with each other on a visit scheme, the so called "Vechtscheidingen" (Fighting Divorces). This method is indicated by a judge and therefore obligatory.

And at last, the Video Home trainer who works with his camera as a means to help the parents in improving the interaction with each other and/or with their child(ren). They did a special training at AIT (Associatie Interactiebegeleiding en Thuisbehandeling (Association Interaction Guidance and Hometreatment). They have a protocolled way of working and each consult consists of a videomoment of a situation in the family and the analysis of it together with the clients. They seem to have a reasonably good understanding of the non-verbal signals and how to interpret them but in their guideline there is no mentioning of the importance of the non-verbal as such. There is a similarity between Video Home training and Bodysystemics but there are also differences. I did not look into this further because it was not of primary relevance for this investigation.

#### **2.1.2. The Youth Care Worker in Daytreatment**

In daytreatment a Youth care worker guides a group of children with behavior problems. Often it leads to school drop outs. The goal is mostly to train them in conducting positive and accepted behavior and lead them back to school. In case of psychiatric problems they get a therapy alongside the group activities. Social skills is almost always part of the daily program. The Youth Worker is interacting with them for about 6 hours a day, on 5 days a week, and has to be aware of group dynamics, besides the individual behavioral aspect.

### 2.1.3. The Youth Care Worker in Residential Settings

When the problems are very big, children can be placed in a living facility: (crisis)group, a familyhome or fostercare or trainingcentres where they can learn to live on their own. In the Transition the cutback on beds was enormous, the number of homeless kids was increasing. There is, by the way, no investigation on the possible correlation between the Transition and the gradual increase of homeless children. The focus of the professional in a Residential Setting is often on taking care of the clients and less on treatment. They intend to build up a good relationship with the clients but it often fails, especially with adolescents, because they tend to reject grown ups and authority figures. The adolescents often say that the professional is not listening to them. They might be right, at least they miss a great deal of signals send by the clients. The method of Bodysystemics could help them to improve that.

### 2.1.4. Observationdiagnostics

In this form of Youthcare the goal is to do and write an objective observation about the behavior of a child and /or its parents. This is mostly done in a few sessions and sometimes during a daytreatment. This asks a lot of the observarionskills of an Youth worker, who has to be very objective in describing what was seen. Bodysystemics as a method could contribute to that because it is a rather systematical approach of observation.

## 2.2. Conclusion

In the different tasks of the Youth Worker the direct contact with the clients is the most important part of the daily routine, whatever task they have (group or individual). The clients the relation between client and professional is the most important part of the chance to succeed. Therefore there is a big claim on the communication- observationskills. Knowing that it seems justified to conclude that Youth Care Organizations need to invest in the improvement of that skills and look for more tools than just new methods. Because the basic of all methods is still a good observationability: if you miss information you undermine the results. Again, according to the systematic approach by Bodysystemics it could be of added value to all the tasks mentioned above and would certainly lead to a more objective observation.



Fig.3: The heavy responsibilities of Youth Care

### **3.THE PROCES OF THE RESEARCH**

In this chapter I describe the way in which I worked on my investigation, how I started, what methods I used: interviews, questionnaires (on three moments in the research) and workshops, together with deskresearch with the focus on marketing and, off course, literature.

#### **3.1. Educational institutes for Social Work.**

At the start of my investigation I went to a number of schools that trained Social Workers a.o. in order to find out how much time was spend on the subject "Non verbal". I was astounded. During the subjects like Communication or Interview Technics you would expect that the attention was at least equally divided between the verbal and non-verbal part of communication and that there would be time spent on improving their skills in reading bodylanguage. Nothing was further from the truth. Taking into account that the teachers aren't trained in bodylanguage either, it seemed logical, besides the fact that the curriculum had no criteria for this subject and it was no obligatory competence they had to acquire. But they do teach the students the percentages of verbal-nonverbal in communication so they are aware of the void.

#### **3.2. Workshops**

I planned workshops and gave Social Workers of my organization the opportunity to subscribe one of the six workshops. Because we are preparing for a merge with two other organizations I had the opportunity to reach the employers of the other two organizations as well. I also used my network at the Youth Care Teams in order to enlarge the range. It resulted in 6 workshops and in total 33 participants. There were 3 more workshop that I did at another organization, Dushihuis (specialized in children with attachment disorders), as a result of my investigation because they were very interested in what I had to offer. Because of the deadline of this investigation I unfortunately could not take the findings of these three workshops into this paper.

I made a powerpoint presentation with information about the following subjects:

- The headaxes
- The Y method
- The gestures
- The sitting positions
- The crossing of the legs and arms
- The mouth
- The eyes

My goal was to give them a lot of information in order to trigger their curiosity for bodylanguage. My subgoal was to find out what would be a good way of teaching, what would be the ammount of information they could handle and what would be the basic knowledge that could help them to start practising it in their daily work.

In the workshop there was room for videomaterial to let them practice with the information they had received. At the end I showed them a longer video in which they could try to see all the different items.

#### **3.3. Questionnaires**

I used three kinds of questionnaires: one when they enlisted for one of the workshops, one before the start of a workshop in order to measure their expectations and goals and one at the end of the workshop, to evaluate the workshop itself, what they had learned and to check if they were

interested in a additional training. The general results of these questionairs you find in chapter 6, the details in annex I - III.

### **3.4. Interviews**

Before actually starting the research I did 8 interviews throughout my organizations in order to find a good subject for the research. During the process of the workshops and questionnaires I interviewed 10 people on their knowledge of and interest in the non verbal communication. After the workshops were done I interviewed 8 participant a few weeks later, in order to find out what they had done with the information I had given them. In chapter 6 you will find the outcome.

### **3.5. Literature**

I used a number of books about the methods that are most current at the moment to look for elements about bodylanguage. Besides that I read through a number of books, written by Dutch people and which had Non- Verbal language as a topic. I used the information on the campus of Bodysystemics to compose my presentation and the reader for the workshops.

### **3.5. Deskresearch**

Meanwhile I did some deskresearch on the internet in order to find out how the market on Bodylanguage in the Netherlands looked like, what were the specifics that would be interesting for the field of Youth Care, which trainingmethods were offered and how they would fit in the regulations of Quality of the Youth Care organization.

Beside that I looked for information about bodylanguage in general, on the internet as well as in articles and books. An extended list of literature can be found in the Reference List (page 34).

### **3.6. Products**

I ended my investigation by making a few concepts on how to (further) introduce Bodysystemics into the Netherlands and what could be a good system of accreditation of those who followed some training in this method. You will find them in chapter 8.



**Fig. 4: Input - Output**

#### **4.THE VALUE OF KNOWLEDGE OF BODY LANGUAGE IN YOUTH CARE.**

In working with clients the Youth Care worker needs to be highly sensitive of what is or might be going on in the minds and lives of their clients in order to come to the heart of the problem in a short time. If it comes to working together with other organizations (which is stimulated by the local governments) this sensitivity is almost of similar importance but with another goal: working together towards multidisciplinary care, trying to reach an intended goal, get the other to understand what you want and what would be best for the client, getting the other to pay for something.

Actually the only instrument in this field of work is the worker himself. He has to be prepared and equipped to the optimum. If there is any malfunction, the client will not get the optimum quality of help. The Youthworker is supposed to be into contact with his clients for at least 60% of his working hours, being either children between the age of 0-18 or their parents. Of the remaining hours he will spend 30% of communicating with colleagues, other care-organisations or Youthprotection or the local government. All-in all he is communicating about 75% of his working hours, of which verbal communication, as opposite to written communication, takes up the biggest part. That comes down to 27 hours a week in a full time contract (36 hours).

Knowing this it is interesting to discover that in the literature that the students are offered, there is still little to be found about the value of the non-verbal part of communication, let alone information of how to apply this in the daily work, even though it is known that a big part of communication is the non-verbal part. Interviews with interns in our organizations and with schoolteacher on 3 HBO-institutes supported the conclusion:

*The hours of contact with clients are supported by only 600 hours of lecture on the subject of non-verbal communication in 4 years, opposite to 3400 hours of lectures on all the other subjects. A worker has to cover 75% of his working hours with only an average of 15% knowledge about the subject that is said to form the bigger part of communication, being the non-verbal.*

Even the changes I have pointed out in chapter one did not initiate a change in competences that were required or the search for additional knowledge that would help in achieving the goals that the government wanted. Not at the educational institutes, nor at the Youth Care organizations itself. Everything has to be done with less money and in less time than a few years before and people were focussing more on a changing the way in which they organized their care than looking for additional knowledge to help them.

I looked into the most important and popular methods that are common in Youth Care nowadays and described them in the next paragraph (4.1). I have added some information about the demands on the competences of the professional (4.3. – 4.4.) and the method Bodysystemics (4.5.)

##### **4.1 The theoretical basis**

Youthcareworkers are in contact with clients and their system for about 60% of their workday. They work with the clients on goals they want, or have to, achieve, either individually or in groupsettings. Research has found out that the best results are achieved when there is a good relationship between the professional and the client. The used methods appear to be less important than relation. The clients want to work with somebody whom they can trust and with whom they feel comfortable. That is, off course, very logical, as the professional comes into the private world of the client, literally and figuratively. People aren't very keen on sharing personal problems with somebody they do not trust or with whom they do not feel very comfortable. And the greatest population of a Youth Care worker is clients of the so called lower Social Economic Class, which often implies less intelligence

and a more violent way of dealing with problems, leading to a greater pressure on the skills of the Youth Care Worker in interpreting the signals of the client timely and correctly. Besides that, there are also a lot of clients who do not come to Youth Care voluntarily. They are either send by Youth Protection (by a judge) or Rehabilitation. In those cases it can be even more difficult to gain the trust of the client which implies an even greater importance for reading the signals a client sends. Youth Care, throughout the years, shows trends in methods that are popular at a certain time. In the next four paragraphs I zoom in on the most significant methods that are popular in Youth Care.

#### 4.1.1. System Orientated Method, 2000

Around 2000 it the *System Orientated Method* was very popular (and still is), which was then, at the introduction, considered to be innovative because it replaced the focus from the individual client to the whole context of the client. From different investigations it appears that the System Orientated approach was growing popular from the fifties but was only fully embraced around the nineties. The latest development of evidence based methods are MFT (Multi Family Therapy) and MDFT (Multi-Dimensional Familie Therapy). These methods are considered an acquisition in Youth Care. It caused a change: professionals started to pay more attention to the interaction and relation between parents and their children. According to Van Yperen (van Yperen, van der Steege, Addink, & Boendermaker, 2010) this method was of great influence on the effectivity in Youth Care and improved the professionalization of the caretakers.

The System Orientated Method says that you cannot look upon a person as a singular thing, it has to be understood in the context of his relations. People behave differently in different situations and on account of different experiences. People have a great behavioral repertoire and change per situation, so people are very sensitive to their context. Bodysystemics shares this opinion and instructs always on observing the moment of change, in other words, not the movement in itself is important but the moment in which it occurs. In Bodysystemics the context is considered of real importance because the right interpretation of a bodymovement in all its aspects depends largely on the situation or the moment in which it occurs. You could conclude that Bodysystemics and the System Orientated Method agree and therefore Bodysystemics could be a good supplement to the System Orientated Method, especially because this method refers to the importance of observing properly how people behave in the interaction with others.

<b>Stysteemgericht kijken ↔ systeemgericht werken</b>	
<b>Visie</b>	<b>Werken</b>
<b>Kijken vanuit en naar de onderlinge relaties, hun aard en betekenissen;</b>	<b>Met een systeemgerichte “bril” op gesprekken voeren met idealiter meer gezins- en familieleden</b>
<b>Meerzijdige partijdigheid</b>	<b>Ieder gezinslid actief vragen stellen; overeenkomsten én verschillen benoemen en tolereren</b>
<b>Kijken vanuit verschillende loyaliteiten</b>	<b>Circulair vragen stellen om de dialoog op gang te helpen; Beurten geven; Genogram</b>
<b>Kijken vanuit circulaire causaliteit</b>	<b>Ieders aandeel benoemen zonder in te gaan op de schuldvraag</b>
<b>Kijken naar de machtsbalans</b>	<b>Machtsbalans t.a.v. belangrijke thema’s in kaart brengen vanuit ieders positie</b>
<b>Kijken naar de balans van geven en ontvangen</b>	<b>Normatief handelen: grenzen en grenzeloosheid bespreken en benoemen</b>
<b>Visie op bij de positie en leeftijd passende verantwoordelijkheden</b>	<b>Benoemen parentificatie proces stoppen en herstellen</b>

Fig.5 System Orientated Model



#### 4.1.2. Attendancy Theory of Baart, 2006

The Attendancy Theory (Baart, A.J. 2006) is about connection and fully understanding and acceptance of the (situation) of the client. The origin was an investigation of the Pastoral Work, so its roots are actually religious. This theory and the method are nowadays embraced by professionals in, for instance, Youth Care. The characteristics of this approach are: being there for the other, a good and close relation (more than solving the problems), care for and dignity of the other, acknowledgement of the other, reciprocity and accurate alignment on the context of the other. This way of working gives space to what is not forcable. Human dignity are central values in this theory. The professional needs to have an eye for details, links and contexts, in other words: the logic of the world of the other. The theory describes what attention is, what it does (the result) and what it sees. It describes the dilemma of attention (because it does not recognize and respect its own character and has the risk of getting locked up in its own obsession by prejudice), it refers to the current situation in which (Youth) Care finds itself at this moment: the cultural and bureaucratic demands and sanctions on their wish to give full attention to their client. Baart describes that as "serendipity": by looking attentively we find what we are not looking for and we are, nevertheless, extremely happy with it, because we connect with the client and his real emotions and intentions. Bodysystemics could support the practice of Attendance Theory because it enables the professional to look behind the obvious, find the unspoken words behind the verbal and interpret the detailed bodymovements.

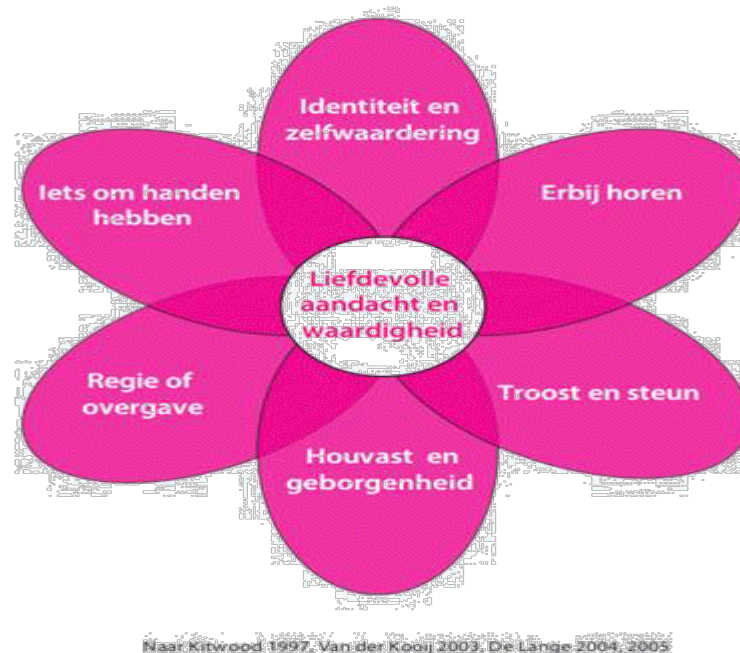


Fig. 6: Attendance theory model

#### 4.1.3. Competence-based Method, Slot en Spanjaard (2007)

The competence-based method focusses more on what the client is good at instead of what he cannot do, with the goal to improve his skills and deminish behavioral problems. There are 4 main elements: 1. The physical surroundings (safety and daily routine), 2. Acting methodically by the professionals, 3. Phasing and feedbacksystem, 4. Assessments, either by other specialists and of the situation and networkinterventions. It is a motivating approach, focussed on improving competences that are already there. They use the term 'developmenttasks', referring to characteristics of a certain phase in live that ask for specific skills. It is based on three main theory's:

Classical Conditioning (Pavlov,1924) , Operant Learning Theory (Thorndike,E, 1901) and Social Learning Theory (Bandura, 1977).

The method asks for good observation- and communication qualities for the worker has to zoom in on what the client tells him about his or her competences. One needs to derive the authenticity from the answer to the question “what are you good at”, and analyse the value of the answer very quickly. After all, the complete learning process is based on those answers! In this method Bodysystemics could be supporting as well for it gives the professional the ability to see and interpret what is not said but is definitely shown.



Fig. 7: Competence-based Model

#### 4.1.4. Solution Focused Brief Therapy, 2011

The present tendency is that Youth Care pretends to work according to the method *Solution Focused Brief Therapy*. The pioneer of this method is Insoo Kim Berg (1934-2007), a Korean-born American psychotherapist. The book “The power of solutions” (by Peter de Jong and Insoo Kim Berg) is used in almost all the HBO-institutes. There is half a page on the non-verbal behavior saying:

“We noticed that most of the clients are very sensitive for the fact that we listen respectfully and carefully. Especially at the beginning of the contact. They seem to decide on whether we really listen on account of our words and non-verbal responses”. They refer to Okun (Okun, 1992, p.24) who says that clients rely on the following non-verbal reactions of the professional, to judge the degree of respect and understanding:

- A manner of speaking which is equivalent to the way the client speaks
- Eyecontact
- Occasional nodding by the professional in order to show that he or she is following what the client is saying
- Occasional gestures
- Being physically close to the client
- Using a relaxed rate of speech
- Lean somewhat forward in the direction of the client to show interest and concentration
- Occasional touching

Further on they write: “Some of the professionals emphasize the importance of non-verbal competences. We think that non-verbal behavior is important. We however believe that what you choose to say is of more importance when you want to show the client that you listen respectfully. Moreover, you will develop your non-verbal competences by nature when you learn to let go of your

own frame of reference and start listening more carefully to whom and what is important to your client.”

“Nevertheless effective non-verbal behavior can add to the creation of an attentive and respectful atmosphere during the professional conversation. Little or no eyecontact, unseemly smiles of unseemly facial expressions, unusual gestures, unpleasant one of voice, speaking very quickly or very slowly; all that can work contraproductive (Okun, 1992). From this we conclude that it can be usefull to make regular video-tapes of your conversations with your clients in order for you to evaluate how your non-verbal behaviors influence your interactions with the client”

This paragraph of the book creates the impression that they focus more on the non verbal behavior of the professional than on that of the client. Besides that, they also suggest that a person can learn more about the non-verbal just by letting go of your own frame of reference! You could ask yourself the question : How would one develop more knowledge of non-verbal behavior if you are not instructed on how to interpret gestures, movements in the face, sitting postions, movements of the head, itches and caresses? How will you be sure about your intrepretation when you are not aware of the right meaning of the things you see? In my workshops I noticed that the lack of knowledge of and proper training in bodylanguage lead undoubtedly to missing important items or misinterpreting them. A simple example is the interpretation of crossed arms of legs: in general it is believed that crossed arms are always a sign of closure. The difference that it is only closure when there is tension (in the wrist f.i.) or the influence on the hight of the arms and the importance of the moment in which somebody is crossing the arms (or legs) is not known at all, and most of all: thr moment in which it occurs. Besides that, the book does not mention the ammount of practicing hours it takes in order to achieve sufficient abilities to read the non-verbal signs correctly.

Fortunately the book gives some information about the non verbal behavior of clients on the next page:

“.....As an observant you wil most probably observe the same signs in your clients because their non-verbal behavior is also meaningfull. Clients who react on a remark by smiling, rolling their eyes, crossing their legs or arms, changing their tone of voice, lean backwards in their chair, sighing, of stop talking communicate by the non-verbal as well as with their words. You will notice these non-verbal signs when you are fine tuned with the client, as well as the context in which they occur, the different patterns that clients use and the change in these patterns. When you notice these non-verbal signals you can decide to mention them tot he client or investigate them or not....”

The above suggests that you only have to fine-tune on the client to make you notice the non-verbal signs in stead of the other way around: If you are fully aware of the bodysignals and you know how to interpret them you will be able to fine-tune to the client.

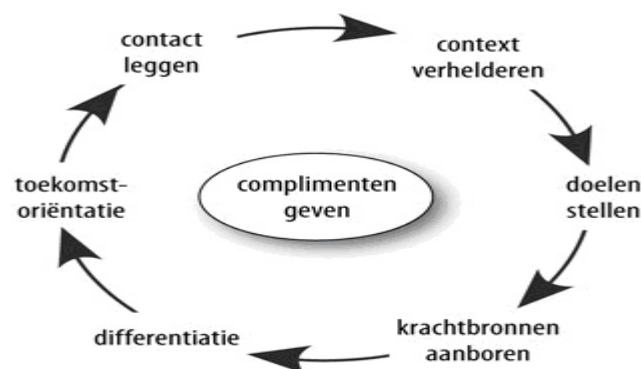


Fig. 8: Solution Focussed Model

#### **4.2. The YouthCare Worker according to Peter Vonk, 2014**

Peter Vonk is the director of Vonk Competence Expertise, an assessment bureau that advises on Human Resources. Before he started this Bureau he was a professional in Youth Care. He is a well respected advisor and developed for instance a special assessment for Familyworkers (professionals who live together with a small number of clients 24/7). This book is written as an answer to the question "Who do we actually need to offer help, care and protection to children and their parents", a question that is threatened to be forgotten in all the tension by the Transition. Peter Vonk decides on seven abilities that are needed to be a good and effective professional and divides them all into five aspects: the ability, the importance, the talent you need for that, indicators (hear, see, feel) and development. The theses of the book is that professionals in Youth Care, the town councillors, Youth Care organizations and Child Protection, should be aware of the importance of recruitment and selection of people who connect as closely as possible to the given profile and in addition facilitate the necessary personal development.

The 7 abilities according to Vonk are:

- Listening
- Taking your position
- Giving direction
- Support without taking over
- Plan-based working
- Work together
- Reflection

Vonk calls the ability of listening one of the most important abilities of a professional. The first reason, he says, is that behavior is often the messenger of the underlying feelings. Often people have different backgrounds and different, even opposing and unspoken interests. Vonk refers to the importance like "an active attitude in listening you need a higher than average empathic competence in order to see behind the surface. But throughout the book there is no mentioning of how to interpret the non-verbal unconscious signs even though he is more or less suggesting it. Knowledge of Bodysystemics could support an optimal selection procedure just because it makes one able to see what is often missed, like tension in hidden parts of the body (f.i. feet, legs) quick movements of the eyes, eyebrows, mouth, a shoulder shrug or arm movement... This could lead to other questions and getting a better view on the authenticity of the applicant.

#### **4.3. The competences by Stichting Kwaliteitskader Jeugdzorg, 2014 (SKJ)**

In annex IV you find the complete list of competences of SKJ that a professional in Youth Care has to prove by showing a great number of documents like reports, certificates, diplomas. The required competences by the registration organization are of great importance in this research. If there would be no competences that could be improved by Bodysystemics it makes implementing Bodysystemics in Youth Care much more difficult.

There are 5 competences in this list that need good communication skills, more than the others. It concerns: make contact and has contacts with children and their parents (2), choose a fitting intervention (5), create a safe pedagogical environment (7), deal with children and their parents who are not voluntarily with Youth Care (20), deal with verbal violence and (light) aggressive behavior (23). These competences could benefit from more knowledge of Bodysystemics because this enables you to have an eye for more details in non-verbal signals and will result in better contact, better

observations and interpretations and even a better relationship between the professional and the client.

#### **4.4. The guidelines by National Institute of Youth (NIJ)**

NIJ is a National Institute of Knowledge that works for the Youth Care institutes and offers free consultancy and training facilities to the organizations. They make (new) knowledge available for the professional but they also generate questions from the daily practice. Their goal is to enlarge the problem solving capacity of organizations and the individual professional. If you want to get an intervention being registered as an evidence-based programme or method this is the organization that starts the process of getting there. It is an important player in the field of Youth Care, even though they don't actually work with clients. The organization consists of 9 teams who each have a specific field in which they work: strong basis, basic care Youth and Family, growing up safely, effectiveness and integral Youth Care, craftsmanship, connection between education and Youth Care, support team Transformation, Monitoring and research, programme of knowledge. The last two fields could be interesting to investigate further when it comes to the introduction of Bodysystemics.

#### **4.5. The role of knowledge of the non-verbal language and the method of Bodysystemics**

The most important qualifications that a Youth Care Worker needs to employ is the ability to listen and make a connection with the client, regardless of the method used. The client has, in general, a good antenna for 'fake' behavior: if the professional puts up an act, asks the right theoretical questions but is not authentic, the client will notice it and react on that. When the professional reacts only on what is said, a conversation can turn out to get awkward because the client might sense that there is no real connection, no real understanding. Professionals are trained to be objective and not judging. In their training they are given 'standard' questions like: "do I hear you right, do you say...", "I see that you are sad..." , "do I understand you correctly", "how do you feel about that..." or even the advise never to use the "why" question. They get no manual on reading bodysigns correctly, so it could well be that they miss a lot of information and therefore fail to ask the right questions with the result of either missing the point, failing to understand what the real problem is or how the client really feels. Or the time they need to get the necessary results is much longer. For instance, during an evaluation the client will say how hard he or she has practised with the exercises the professional has given and with what results. The professional will be pleased and gives a compliment. If he watches carefully he might have seen that the bodylanguage was not congruent with the words: the client was tense, crossed the legs towards the professional, did not once show the palms of his hands, hardly blinked ..... or other signs that could have told the worker that there was an incongruence between the verbal and non-verbal.

Bodysystemics is a method that helps to systematically come to an objective observation. The basic question is: is there tension (T)? If you perceive tension you can go into that by asking a question. The second layer is speed (S): this can be an indication of restlessness. Then comes the "Y"(Y- or Y+): two movements at the same time, coming closer together or moving wider apart. The "Y" gives you the tools to decide if there is an incongruence in verbal – non-verbal or maybe a negativity/positivity. If you notice that you can formulate a question to get a clearer picture of what lies underneath the movement. And last but not least the more detailed I: the items. These are the gestures, the caresses, the itches, the fixations. The "I" describes the mood of underlying meaning with a very detailed precision.

#### 4.6. Conclusions

When you look at all the current and most prominent theories and methods used in Youth Care nowadays you can draw the conclusion that they all intend to improve the skills of the client and state that the professional has to work on that, besides gaining the trust of the client. Attention and listening are the leading qualities required to achieve that. On account of that you could say that whatever method or theory you follow, the quality of listening is the most prominent quality you need to develop.

You have two kinds of listening: passive and active listening ([www.sociaalluisteren.nl](http://www.sociaalluisteren.nl)). The passive listening is described as "hearing what the other persons says without actually bothering to find out what is behind the word. And active listening which means "you try to really understand the other person and what the message behind the words really is". So in passive listening the nonverbal part of communication is very important, even though it is not actually mentioned as such.

Coleman (Emotional Intelligence, 2001) states that people hardly ever refer to their emotions in words rather than showing them by other signals like inflections, gestures, facial expressions. He also states that the key to sensitivity for other people's feelings lies in the ability to understand and interpret the non-verbal signs where it comes to reading emotions. This is another definite and concrete indication to the importance of knowing and understanding the non verbal language: reading the right emotion from a face of a client is definitely one of the main subjects in Bodysystemics.

The assumption that you can learn to read the non-verbal signs by just paying attention to them (Isoo K, 1992) is definitely one that should be open for discussion. In chapter 6, the results of the workshops and questionnaires show you another conclusion: it requires a serious training in order for the professional to get familiar with all the information you can get from reading the non-verbal signs. It goes even further: it requires a lot of practice to just notice them all!

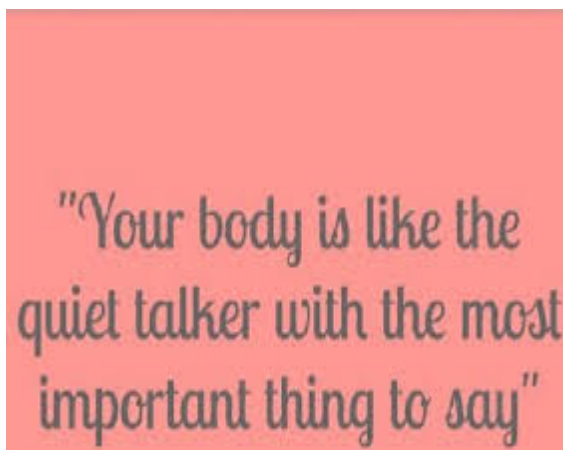


Fig.9: Wisdom

## 5. MARKETING RESEARCH

Even though there seems to be little knowledge of, and little attention for, the benefits of a good knowledge of the nonverbal part of communication there are a number of reasonably solid organizations in the Netherlands that give lectures or training on this subject. They focus on different parts of the market. None of them seem to be specifically interested in Youth Care.

I selected the ones that came up most, tried to find out what makes them special and to what bigger (international) organisation they are connected. Most of them focussed on the field of Sales and Coaching in general, a few organisations used it in a more antroposofic way. The significance of knowing that in connection to my research is that if the conclusion is that Youth Care would benefit from a better knowledge of the non verbal language it would be interesting to know and argue why they should choose Bodysystemics instead of another organization/method to achieve that.

### 5.1. The most important institutes in the Netherlands

- Body and Mind Language institute ([www.bmli.nl/opleiding](http://www.bmli.nl/opleiding)) claims that everything in communication and bodymovement is important, as well as attitude in life and body-posture. Their training is divided into three levels, with respectively 10-10-6 days of training. Level two and three have an exam at the end.

They advertise with “a unique approach of coaching” in which one of the goals is improving your self image. They make use of the book Body and Mind language of Jos Dolstra, the founder of the organization. The training is recommended for fysiotherapists, teachers, psychologists, manager and social workers. The information on their website gives the impression that it concerns a partly filosofical approach of body language.

BMLI has an HBO-aknowledged level is registered at a number of organizations and is their trainings: VIV, LVNG, KTNO, BATC, CRKBO, ADAP, KZAG, UWV, CAT, ABvC. (In the list of abbreviations you find a short clarification).

- Expertise Centrum Lichaamstaal Nederland (<https://www.expertisecentrumlichaamstaalnederland.nl/>)

Expertisecentrum Lichaamstaal Nederland is connected to the CRKBO en PE-online and works together with Bodysystemics® and the Swiss Association of Specialists in Non-Verbal Communication. The curriculum of the institute is based on scientific knowledge from Psychology, communication-and neuroscience and behaviorscience. It follows the paradigma’s of the social constructivists, like the Palo Altogroup, where the relation (individual and its context), a better understanding of intention, emotion and motivation in the verbal context is primair, with understanding of cultural differences. The institute works in the field of international organisations in the field of public safety and education in order to put non verbal communication on the map. It uses the Bodysystemic method of observing body language. This organisation is registered at SKJ, where every YouthCareworker has to be registered.

- Centrum voor Lichaamstaal (<http://www.lichaamstaaltraining.nl>)

The leading trainer of his institute is Eddy Vandeweyer, certified trainer and leading partner of the institute; He works together with Patryk Wezowoski, the founder of this centre of Body Language, the world number one training in Bodylanguage for Business, as they claim. International media like CBS and FOX regularly ask them to make an analyses of politici and celebrities Their books are bestsellers and they publishehd a Dutch book “Bodylanguage”. They developed the only

programme in the world that teaches facial expression by video, alongside a great number of tools for non-verbal communication. They developed the BLINK method, a combination of bodylanguage and interview techniques. They offer a basic training and a Mastertraining and a free e-training for 8 weeks.

- Bodylanguage Academy (<https://bodylanguageacademy.nl>)

Denise Dechamps is the founder of this organisation and she is psychologist and specialist in bodylanguage. The training they give consists of two parts: Bodylanguage professional en Bodylanguage Master. The first is two days, the masterlevel is three days. The organization is described by: "a specialized institute of non-verbal communication and human behavior. With interactive sciencebased training and coaching we support companies to go for their ambition in the most important and significant part of communication: the non verbal". On her website there is no reference to national organizations she is connected to. She does a good job on her Public Relations because lately she is on tv a lot, to give analyses on celebrities and politicians for instance.

- Offermans & van Gemert BV (<http://offermansvangemert.nl/non-verbale-communicatie>)

They give a two day training in nonverbal communication for professionals. Their corebusiness is coaching of professionals in various branches in the field of communication skills, advise, and personal development. They have de CEDEO-certificate, which implies that they have a certain qualitylevel of education.

- Stichting lichaamstaal (Watsu Instituut Nederland)

This foundation is a volunteer non-profit organization that produces and spreads information about non-verbal communication in the interaction with babies, young children and the mental disabled. This organisation uses bodylanguage as a support for Watsu ( a water Shiatsu method, using Shiatsutechnics while floating in water). There is no mention of organizations they are registered or further information of their background.

## 5.2. Summary

- There are about 4 organizations in the field of Bodylanguage in the Netherlands that seem to be important.
- E.C.L.N. is the only one that is registered at SKJ.
- Some of the organizations have an inspiring website with short video's that most probably trigger the potential client to contact the organization.
- Stichting Lichaamstaal.nl has developed a game for bodylanguage
- Centrum voor lichaamstaal had it's own method: BLINK (*Body Language Interpretations Nominology Know-how*)
- 'Centrum voor lichaamstaal' gives you the opportunity to follow a free videotraining for 2 months. Subscribing works fast and the information is very clear, supported by pictures and homework. They send a new lesson every week.



### 5.3. Conclusion

If Bodysystemics as a method is to be successfully introduced in this county and specifically in Youth Care, it has to offer something special to potential students and educational organizations and add something significant to their competences and abilities. If Bodysystemics wants to obtain a serious market position in Youth Care (and Education) there has to be at least an inspiring website, a good advertising campaign and efficient networking at the HBO-schools and YouthCare Organizations and Childprotection.

A connection with SKJ (Stichting Kwaliteitsregister Jeugdzorg) is an important issue because there are 30.000 people working in this field who are all registered at SKJ, besides 5000 students. It would also be interesting to find out if there is a possibility to be connected to NJI (Nederlands Jeugd Instituut, Dutch Youth Institute), who work on the Dutch Youth Quality System and which is the institute that works on registration and acknowledgement of evidence based methods. Both organisations could be a good support in every action to put Bodysystemics on the map as a field of knowledge that is embraced by the Youth Care Worker.

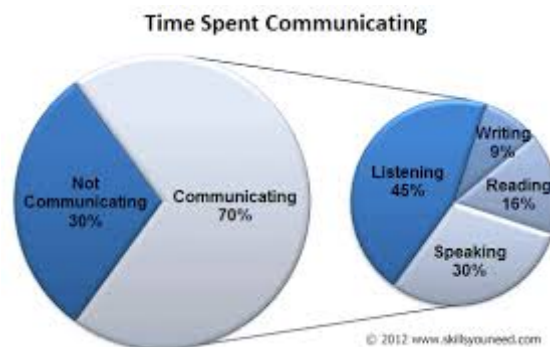


Fig. 10: Communication

## 6. RESULTS

In this chapter I show the results of all the questionnaires, interviews and workshops that I have done during the research. I divided them in three parts: interviews, questionnaires and conclusions. The interviews were at schools, with interns and with colleagues and a few weeks after the workshops with a number of participants(8). The results of the questionnaires are divided into (1) knowledge before the workshop, (2) expectation, (3) value after the workshop.

### 6.1. Interviews

For the interviews I used open meaning questions and checked the authenticity with closed questions or control questions. I interviewed 8 people that did not participate in the workshop, expect for one. I interviewed several kind of professionals: management (2), quality worker (1), behavioral scientists(2), communication manager (1), directors (2). I did those interviews already in januari when I was looking for a good subject for my research. At the end of may I interviewed 8 participants of the workshops to see if they were still enthousiastic, used the information I gave them and what their opinion was of introducing Bodysystemics in Youth Care in general.

The managers (2) and quality worker (1) were not very enthusiastic. During the interview it became apparent that they knew little about bodylanguage and were not familiar with Bodysystemics. They were convinced of the fact that it was learned behavior and that you could prevent yourself from non-conscious movements or learn how to change them. Their affinity with the non-verbal part of communication was low. They stated that there was, to their opinion, insufficient scientific research for them to decide to invest time and energy in learning more about this subject. These persons are in a position that they can order or motivate those who work directly with the clients. In other words: they could be the group that might prevent the introduction of bodylanguage in Youth Care....

Later in the interview the qualitymanager seemed to open up and agreed on another interview after finishing the investigation, provided that the results would indicate that the participants were very positive. We agreed on another meeting in July to discuss the results. One manager oddly enough had shown interest when I was printing the sheets of the workshops but during the interview she told me that it she thought that is was no priority because of all the pressure that was allready on all the workers. In general the timeaspect is an important item to take into account if we seriously want to make an attempt in profiling Bodysystemics in Youth Care.

The behavioral scientists (2) were especially interested in the scientific basis Bodysystemics. This, off course, was to be expected. They agreed that it was a little weird that there was so little attention for such a big part of communication, even though they mentioned that there were different dividing figures to point out how communication was build up. They were interested in the possibility of offering a training to the workers that was build up in a way that it would give enough information and skills to make immediaten and efficient use of it during the contacts with the clients. They were also charmed by the fact that E.C.L.N. was connected to the SKJ, on account, off course, of the registrationrules. They did not realise that they could also make use of those skills themselves in coaching the professionals, which is a great part of their job. All three of them reacted surprised when I pointed that aspect out to them. One of them reacted that she didn't need the extra knowledge in order to give a good coachingsession.

The directors (2) were surprisingly enthousiastic about the method because they perfectly understood my argument about the small part of attention for the biggest part of communication and could well deduct from that what the benefits of the method of Bodysystemics could be. Both

of them gave me an extra assignment in May. One director, of Dushihuis, booked me for three workshops on his locations in Ellecom, The Hague and Dordrecht. The other director, of my own company TriviumLindenhof, asked me and the behavioral scientist of a special project MATE, to give knowledge of bodylanguage a “space” in the methodology. (MATE is a trainingprogram for underprivileged youngsters to get an education for sailor with job guarantee).

The following questions were presented to 8 participants of the workshops:

- If you look back on the workshop and the information you got then, are you still enthusiastic about the method of Bodysystemics?
- Do you use your reader and if so, how do you use it. And if not, what is the reason?
- Are you (still) interested in another workshop or training?
- Are you capable of putting the new knowledge into practice?
- What would you need to improve your skills?

All the interviewed participants said that they were still enthousistic about the method of Bodysystemics and 7 said that they regularly used the reader. One said he did not have the time to look into the reader but tried to practice it by heart. Six of them trained themselves by trying to observe just one item of just look for tension, speed or the Y. They all said it was still difficult. This was the reason that they were all interested in an additional training.

## **6.2. Questionnaires**

Thirty-one participants filled in the questionnair before the workshop. There were 33 participants but two of them did not subscribe beforehand, they just came in spontaneously because they were on one of the locations at that time. Thirtythree people filled in the evaluation questionnair.

### **6.2.1. Questionnaires before start (30)**

I divided the results in three groups: those who had an mbo/hbo education in Social Work or Youth Care (27), University degree (3) and management and others (1). There were 13 questions and 33 possible answers.

In general their knowledge was reasonable, however, most mistakes were made by the University scholars, mostly about the crossing of the arms and legs and the difference between the information you get from the right or the left. Because the respons in this categorie was so low you cannot deduct a serious conclusion from this.

A part of the questionnair consisted of pictures that they had to analyse. They scored reasonably with the exception of the question about interpretation of the mood of Dafne Schippers, the bodylanguage of Wim Kieft in photo 1 and the meaning of the handposition of the politicians.

The analysis of the pictures of Obama and Trump gave interesting information of how they interpreted it. There were 168 different aspects mentioned as observation of which there where 108 objective, based on gestures, position or facial expression and 60 (30%) were more or less subjective, giving the personal opinion about the person observed. It was striking that especially in the observation of Trump people showed a negative attitude and interpretation of the image. I pointed that out in the workshops while analysing a video about Trump and Obama in the Whitehouse and asked them again how to interpret the photo. The result was that they made a better, more objective, observation, based on movements and the right interpretation. During the discussion we concluded that the so called ‘self fullfilling prophesy’ could be an explanation of the

negative interpretation of the picture of Trump in the assignment. This made them aware of the risks of a subjective prejudiced observation without the method of Bodysystemics.

The conclusion of all the information that I got out of the questionnaires was that the participants were reasonably capable of interpreting a bodyposition and gesture but had the tendency of interpreting on account of what they thought the observed person felt or intended. This seems to be an item that needs attention for it is important to describe and interpret behavior objectively.

### **6.2.2. Expectation Questionnaires**

This questionnaire was offered to the participants before the start of the workshop. The goal was to find out what their intention was and if the workshop gave them what they came for. Twenty two of the participants wanted to learn how to apply their new knowledge in their daily work and two wanted to find proof that it wouldn't add anything to their work. The goal of most of them was just to learn more about the non-verbal influence on communication and 90% wrote down that they knew little about it. Six persons said they believed that it was a very important part of communication but they didn't know how to apply it. Almost everybody would be satisfied if they could apply the newly acquired knowledge directly.

### **6.2.3 Evaluation Questionnaires**

The result of the workshop was that 90% of the participants were very enthusiastic about the information. They got a lot of information and 8 persons wrote down that it was very complicated and a lot of information. They were surprised that it went to such a detailed level, they had never expected that. The average rating of the workshops on a scale of 0-10 was 8,2.

### **6.3. Workshops**

I gave 6 workshops divided over 3 locations and 33 participants. The workshops took 2,5 hours and consisted of a theoretical part, alternated with exercises with video's and discussion and question moments. Most participants gave the feedback that it was a lot to absorb in such a short period of time but all of them were very interested in more information or more possibilities for practising. They realised how complicated it was to make a detailed observation and had some difficulties with the Y-method, the axes of the head and that you have to be alert that the object of observation is a mirrorimage: your right side is his left side and vice versa. It confused them a lot.

They were enthusiastic about the information between right and left, in combination with the information that the different bodyparts were representatives of a specific "field of information". They imagined that they could put this information into practice right away.

The reaction they gave at the end of the workshops was mostly that Bodysystemics was very interesting and useful but too complicated to remember and practice in just one session. They indicated that they were very busy, with high work pressure that an intensive training program would not appeal to them. They were more interested in a short training or a training that was built up in clear parts that could be followed separately and were in itself informative enough to apply in their daily work.

## 6.4. Conclusions

From the above information I deduce the following conclusions:

- The professionals are interested in (more) information about Bodysystemics and they think that it would add something positive to their daily work
- The professionals are interested in more training on this subject but they mention a problem with the time that it requires.
- The professionals agree on the statement that the method Bodysystemics makes the risk of a subjective observation (report) much smaller
- The professionals agree on the value of Bodysystemics in getting a better communication between them and their clients and will enable them to see through their clients sooner
- Only one workshop is not enough to perpetuate the given knowledge or skills that participants acquire during the workshop. Repetition is required.

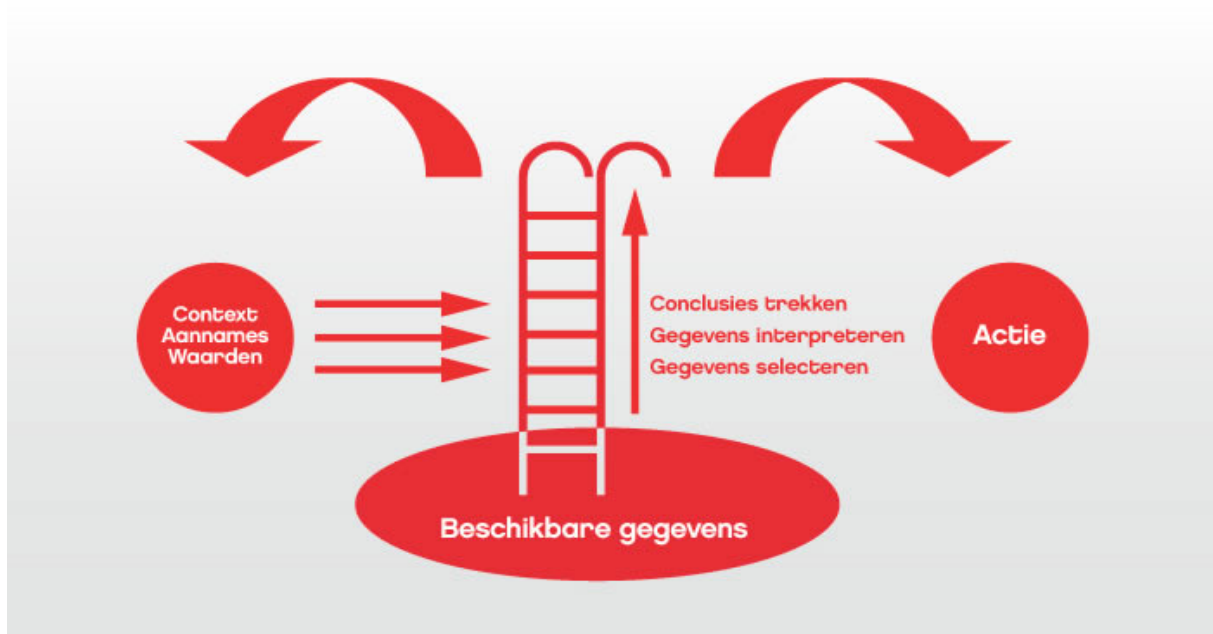


Fig. 11: Proces of drawing conclusions

## 7. CONCLUSIONS AND ADVICE

In this chapter I give you my conclusions and advice, but also the action I will be going to take hereafter. I start with the main question in 7.1 and in 7.2 you find the answers to the subquestions. I end with my intended action after the exams.

### 7.1. The main question

*What improvement in the quality of the training of the client would be noticeable when the professional has a better knowledge of non-verbal language, Bodysystemics in specific?*

The “popular” methods used in Youth Care to guide the clients to improvement all point out that connection with the client and “real listening” is one of the most important qualities for the professional. They fail, however, to actually point out how to achieve that. You find some indications of techniques in the way you ask questions, or even what questions to ask or not to ask, but there is no mentioning of how to read the most important signals a person can give you. Even the proposition that the non-verbal part in conversation takes up a big part of communication doesn’t seem to alarm anybody to take action and start investigating this important part.

One could conclude from the above that it would help the Youth Care Worker to improve his communications- and observationskills, which would help him to get the required “connection” with the client much sooner than before. Besides that it might help them to check on the real emotions and problems that their client is dealing with because the non-verbal signs will tell him if the client is authentic or trying to hide something.

Bodysystemics is a method that gives you skills to see the more detailed bodysigns, which give you an insight in the world of your interlocutor. With good skills on reading the non-verbal signs during a conversation with the clients the professional could come to the real problem much quicker and more trustworthy when he or she is familiar with, and trained in, applying, for instance, Bodysystemics. The professional will be less vulnerable to misinterpretations by missing out on obvious signs or subjective observations. The same goes for the supporting employees, the staff, who have to develop better skills in effective communication on account of all the changes that have taken place and will take place in Youth Care. The staff needs to develop more commercial skills and could benefit from the possibilities that Bodysystemics give you. In the workshop there was one staffmember, of communication, and she was very positive about the given information and exercises even though she was somewhat skeptical in the beginning.

### 7.2. Subquestions:

- *What exactly do they know about the non-verbal communication?*

From all the instruments I used, interviews, questionnaires, workshops, literature- and deskresearch I got the following information:

There is hardly any attention for the non-verbal part of communication in the education of Youth Care Workers., even though they are told that the bigger part of communication is formed by the non-verbal language. Schoolinstitutes seem to have no knowledge whatsoever about this subject and do not seem to be very interested in developing it. Schoolbooks do not give a lot of information about the non-verbal and the importance of it. The main thing that is communicated about this subject is the fact that in communication the non-verbal takes up a large part, larger than the verbal.

- *Are they interested in learning more about non-verbal communication?*

The reason that they participated in the workshop was mainly because they were interested and wanted to learn more about the non-verbal language. They had never heard of Bodysystemics (or Synergology) by the way, so I think that it was not that important for them which method of reading bodylanguage was introduced, as long as they got information that they could use rightaway. The interviewed participants were unanimous about their interest for another workshop.

- *To what extent would they have to learn about the ingredients of non-verbal language to be able to make good use of it in daily practice?*

The amount of information I had given them during the workshops was considered as very much and complicated and they give the feedback that more time to exercise would help to learn and understand it better, together with a more limited amount of subjects. On account of that I have done a proposition about a customized program for this target group (with the implication that a customized program would most probably apply for other targets groups as well). You find that in chapter 8.2.

From the questionnaires that the participants of the workshops filled in I concluded that they were aware of the role of the non-verbal and were sincerely interested to learn more about it and most of all wanted tools to help them put their knowledge into direct practice. They were surprised by the detailed information they could read from the non-verbal signs. They also realised that it took a lot of practise before they would be able to read it quickly and correctly. On account of the high workload and the pressure that rests on registering “declarable” hours (direct contact with the client) the professional is reluctant to start a complete and intensive training on whatever subject, including Bodysystemics. The participants of the workshop were unanimously in their opinion about the value of expanding their knowledge of this method but all mentioned the time-problem (or energy-problem?)

- *How would Bodysystemics have to be implemented in Youth Care?*

To implement Bodysystemics in Youth Care you need to choose between a number of options to go about it. You can either start with one Youth Care Organization and later on approach the SchoolInstitutes, or a combination of both. It might be a good start to make an analyses of the time-aspect and success-aspect. I have no concrete plan or idea of how to implement it.

It is advisable that NJI is approached as well because they are very important when it comes to making a start of becoming an evidencebased method. I did not mention them in the thesis before but JSO, Expertisecentre for Youth, Society and Upbringing, would be worthwhile considering because they are often hired by Youth Care Organizations or Town Councillors to introduce new methods or apply new knowledge. Basis thing is, in implementing Bodysystemics in Youth Care, you need a good Plan of Action and one cannot do it alone, you definitely need a team.

### **7.3. Summary of the conclusions**

In this paragraph I make an outline of the most important conclusions of the research:

1. Participants of the workshop were unanimous in their opinion about the value of knowledge of the non-verbal language, Bodysystemics in particular.

2. The professional would definitely benefit by more knowledge of the non-verbal and in specific of Bodysystemics because it would at least diminish the risk on a subjective observation.

3. Professionals are interested in Bodysystemics and would be enthusiastic about short effective training in Bodysystemics but are very reluctant in starting a complete training in the subject on account of the lack of time.

4. The market on non-verbal language in the Netherlands is still rather virginal all though there are a number of organizations that have a firm position. None of them, though, is especially working in the field of Youth Care. So that is still an open spot.

5. Youth Care is binded by a number of rules and regulations and will not be interested so easily to adopt Bodysystemics as an added value to their work of important institutes like NJI of SKJ are not involved in the implementation. One needs to invest in that and one needs to be realistic in the amount of time it will be going to take.

6. Schools teach next to nothing on non-verbal language in the major subjects or Minors. This is a big void to fill and recommendable to mak a Plan of Action for the introduction in school as well, considering that they work with the same children as Youth Care does!

#### **7.4. Advise: make a serious attempt to introduce Bodysystemics in Youth Care**

My advice is to make a good developmentplan in order to get attention of Youth Care Organizations and Educational Institutes for Bodysystemics. Be realistic that it will be timeconsuming. Once the professional sees the actual effects of Bodysystemics he will probably change his reluctance in starting a training next to his daily job.

#### **7.5. My actions**

Because I am convinced that there is a market for Bodysystemics in the Netherlands and Youth Care in specific I will make a start in introducing it. A conceptplan you will find in annex IX.





## **8.PRODUCTS**

The additional result of this investigation is a number of concept documents that can be used as a start for the foundation of the position of Bodysystemics in Netherlands and are obligatory if Bodysystemics wants to get itself in a high position in Youth Care because these products are required by this branche.

### **8.1.System of Licence CONCEPT**

#### **Programme of Licence Bodysystemics**

##### *INTRODUCTION*

The most important thing to realise in the act of positioning the method of Bodysystemics in whatever country you plan to, is to make it look trustworthy to its members and the world around them. It is not sufficient to just tell that you deliver quality; people want to make sure.

So besides offering an education and exams of a certain level, good quality of studymaterial and literature together with a clear digital campus, it is important to implement a system in which students and teachers and other members are regularly tested on the level of their knowledge. By such a system you diminish the chance of quackery and bad advertising.

In other branches there are lots of examples of licence programs. A football umpire for instance, has to do an annual test on his knowlegde and physical condition, a teacher has to attend a certain number of workshops or trainingsessions a year, a Youth Care worker has to gather a number of credit within a period of 5 years in order to keep his/her lilcence, a doctor has to go to annual refresh courses...

So it isn't such an unordinary idea to introduce a similar programme for members of the organization that is going to implement Bodysystemics in Holland. I would even advise to implement it in all the countries that have graduated experts in Bodysystemics. This gives the organization the reputation of a valid organization that delivers quality.

Why is it especially important to introduce a licence pogramme for Bodysystemics, besides as a good Public Relation, for gaining a good position in the market? Bodystystemics is a method to read bodylanguage, analyse it and draw a conclusion to the analyses. There are numerous application areas and if there is no check on the quality of the knowledge and the competence of the people that work with it and who are maybe doing interviews or even an analyses on suspects for police or lawyers or who teach others, you run the risk of proliferation. The damage to this fairly new field of knowledge would be enormous and the risk of being looked upon as a group of charlatans who can't be taken seriously would be great.

My proposition of a Licence Program is based on the program that Trigger Point Coach is employing for their members. I know their licence programme well because I'm a member myself and I have to subdue to this system in order to be allowed to use the titel Trigger Point Practitioner.

(<http://www.triggerpointcoach.nl>)

## **C O N C E P T**

### **The association of Bodysystemics**

The board of the association consists of at least 4 members. There is a chairman and a secretary, a treasurer and the head of education. The last one is assigned to perform the license program.

#### **Program of educationlevel:**

- APPRENTICE, level 1    inscription                  € 50,00

When a student starts with the training he enters the society as an apprentice . The student has to attend at least 80% of the classes and hand in all of his assignments belonging to the year of study. . When the student is succesfull in the exams he can go to level 2. An apprentice is not yet allowed to teach or give workshops.

- ASPIRANT MEMBER, level 2    inscription                  € 80,00

You are an aspirant member when you have succ esfully finished the second level . You can give workshops under supervision of a full member.

- FULL MEMBER    inscription                  € 125,00

The member that has attended every level of the training and succesfully did the final exam and the thesis is regarded as being a full member. Full members are allowed to teach, starting with 3 modules under supervision of a senior full member. A full member is allowed to perform in the media in the third year of the full membership , following the rules of media-action. Experience done during the second level of the training is counting for the full membership.

## **LICENCE PROGRAM**

Every full member has to attend 2 annual congresses within 4 years

Every member has to attend at least 1 practice day a year

For each level there is a workshop program, matching the level of education

Once a year there is a meeting for all the members, independent of their level and membership, in which everybody is informed of possible changes, new information and results of investigations.

### *- ASPIRANT MEMBER*

An aspirant member has to make an analysis of a video of 2 minutes every year.

An aspirant member gets an assignment of the board which has to be handed in and will be judged by the board of the organisation.

An aspirant member has to attend to 2 workshops every year if the membership lasts longer than the 2nd level of education.

### *- FULL MEMBER*

Every year a full member has to do one analysis of a video of 4 minutes. This analysis has to be judged by at least two senior full members.

A full member has to do one investigation every two years in order to contribute to this field of knowledge. He writes an article about the investigation which is published on the campus.

A full member hands in video material for the student campus, yearly at least 15 videos about one or two items, with a small analysis of the material.

## **Planning**

1. Annual international congress
2. National workshop for interjudge reports
3. National information meetings
4. Workshop on different subjects

## 8.2. Concept: Proposition of an educational system

During and after the workshops it became clear that it might be a good idea to make different programs for the different professionals. Bodysystemics is rather detailed in all the aspects that can give you information. It can also feel rather complicated in making the analyses of another person because you have to be aware all the time that you have to do with a mirror-image. That makes it confusing in the beginning of the process of learning.

For Youth Care it is important to take into consideration that they are limited in the time they can spend on instructions or education during working hours. There is great pressure on the amount of hours that they score in direct contact with the clients (direct time) because that is the only time that is paid for. All the time that is spent on meetings, sickleave, holidays, professional development, peer consultation etc, is not declarabel (indirect time). So either a professional chooses to enlist in a training in his own free time or he selects only those trainings that are obligatory for his SKJ-registration.

The training programme therefore, should be short, interesting and directly applicable. My idea is the following\*:

- In general      1 hour of theory, 3 hours of practicing  
                         1 assignment (that takes about an hour in average)
- Lesson 1:        the difference between right and left  
                         Explanation of the bodyparts and what they refer to  
                         Sitting positions
- Lesson 2:        The axes of the head  
                         The Y method
- Lesson 3:        Gestures
- Lesson 4:        The detailed information of the itches on the face and body
- Lesson 5:        recognizing emotions  
                         Movements of the mouth

Besides that my advise is that is a list of articles and literature that is to be read by the students and is relevant for the subject that is on the programme. A short test the next lesson could be a wise condition: you force the students to take it seriously. The condition of scoring 60% on the test in order to get a certificate, could be considered as well.

\*this is ment for a basic training, not for a full education on Bodysystemics, with the goal to apply this in daily (professional) life and benefit from it. A complete Bodysystemic-training is worked out by Bodysystemics.ch

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<https://www.youtube.com/watch?v=-Cu69gUkQNY> FILIP BOYEN

<https://www.youtube.com/watch?v=TVAxM0eumR4> AMY CUDDY

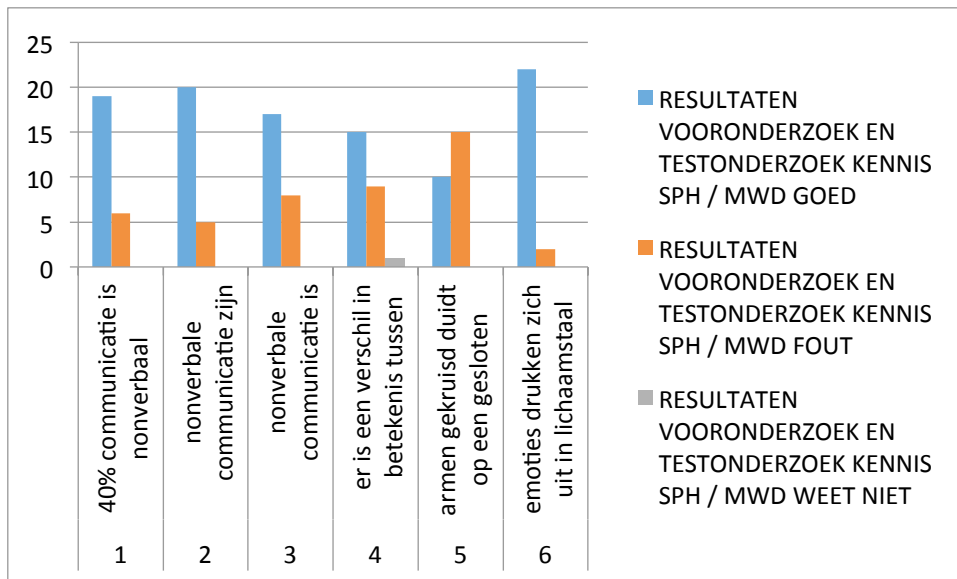
<https://www.youtube.com/watch?v=XHMEmlSGTg8> DE WESMETHODE

## LIST OF ABBREVIATIONS

ABvC	Beroepsvereniging voor Counselling
ADAP	Accreditatie Deskundigheidsbevorderende Activiteiten Paramedici
ADHD	Attention Deficit hyperactive Disorder
AIT	Associatie Interactiebegeleiding & Thuisbehandeling
ASH	Ambulante Spoed Hulp
BAMw	Beroepsregister voor Agogen & Maatschappelijk Werkers
BATC	Stichting Belangenorganisatie Therapeut en Consumentn
BMLI	Body & Mind Language Institutes
CAT	Catcollectief
CRKBO	Centraal Register Kort Beroepsonderwijs
FF	Families First
HBO	Hoger Beroeps Onderwijs
KTNO	Stichting Kwaliteit en Toetsing Natuurgerichte Opleidingen
KZAG	Keurmerk Kwaliteit Therapeut
LVNG	Landelijke Vereniging voor Natuurlijke Geneeswijzen
MBO	Middelbaar Beroeps Onderwijs
MDFT	Multi Dimensional Family Therapy
MST	Multi System Therapy
PDD-Nos	Pervasive Deveolpmental Disorder, not further discribed
SKJ	Stichting Kwaliteitsregister Jeugdzorg
UWV	Uitvoeringsinstituut Werknemers Verzekering
VIV	Vereniging Integrale Vitaliteitskunde

## ANNEX

### I RESULTS OF THE QUESTIONNAIRES BEFORE START 6.2.1



tabel 1

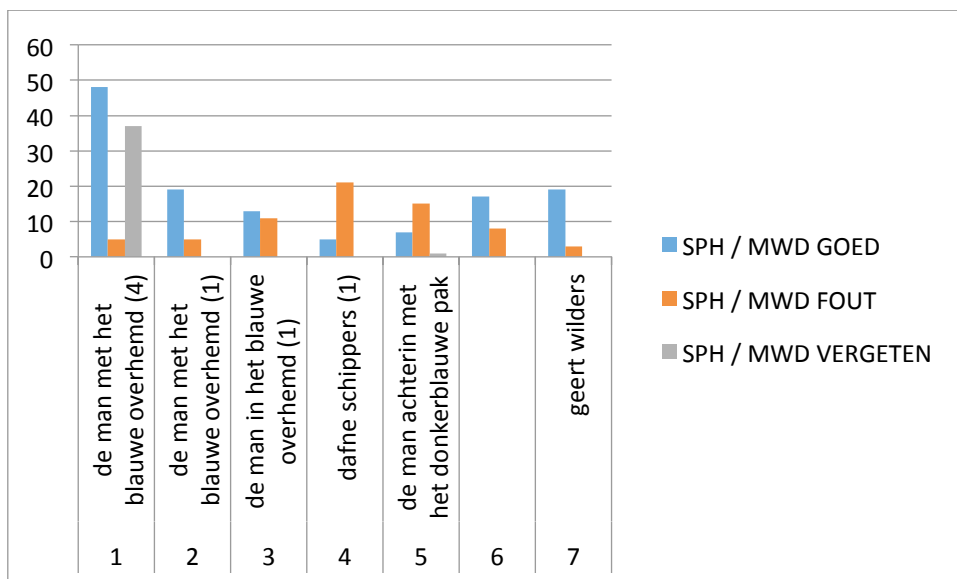


table 2



## ANNEX

### II RESULTS OF THE EXPECTATION QUESTIONNAIRES 6.2.2.

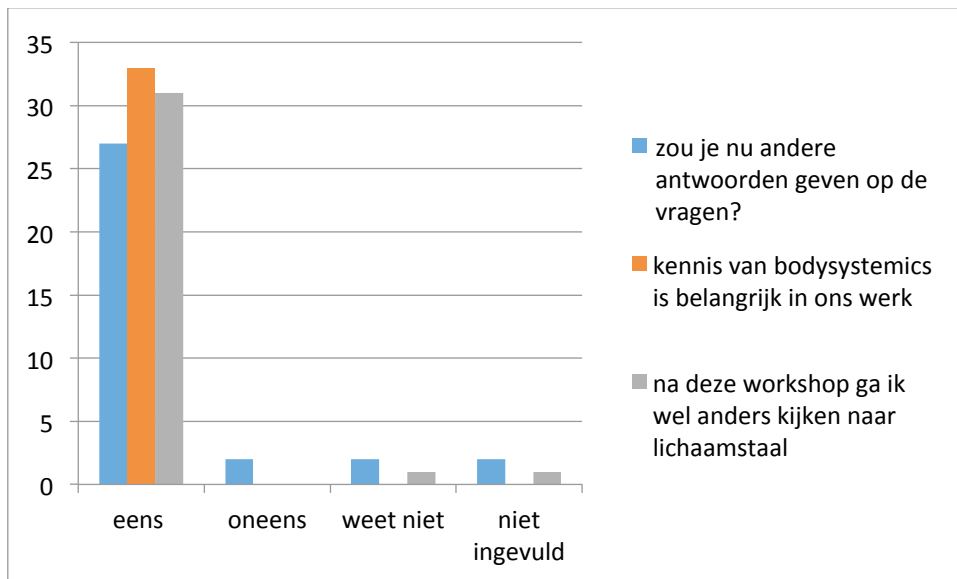
de verwachtingen van de workshops	aantal
meer leren over bodysystemics/lichaamstaal	15
kennis toepassen in mijn werk	18
bewijs vindend dat meer kennis van lichaamstaal niets toevoegt aan mijn werk	2
<i>anders namelijk: geprikkeld worden</i>	6

I enlisted because:
Out of curiosity (2)
I'm still studying and I want to investigate what I find interesting
Communication appeals to me (2) but I find it hard sometimes.
I believe in the theory that the verbal says less than the non-verbal
I want to learn more about it (5)
I want to get tips and tools
I know little about this subject
This is essential in life
I want to learn to understand/read the clients of my group better
I know that bodylanguage is important in communication and communication is my profession

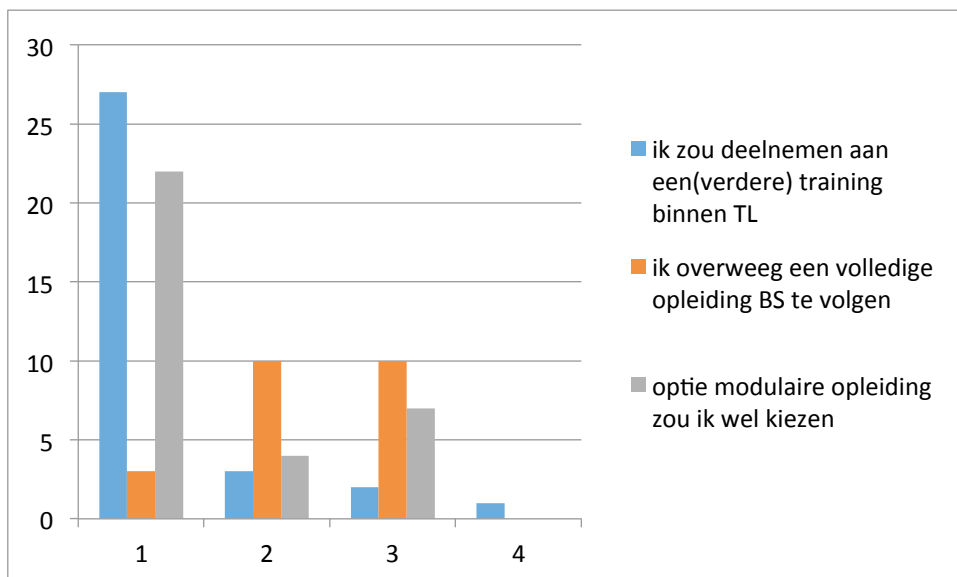
I am satisfied when:
I get information that I can use, that I know how to read it
I get tools to work with
I can apply it directly and easily
I understand what it means and have examples that I can apply
I get stimulated
I get more tools to go deeper into the subject
I know how to interpret certain movements or looks
My knowledge on this subject is enlarged

## ANNEX

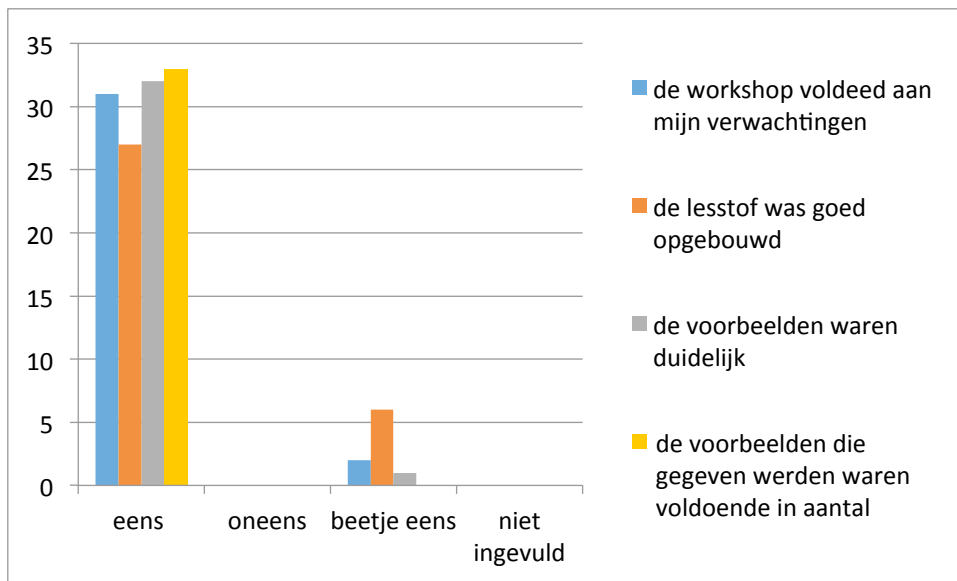
### III RESULTS EVALUATION QUESTIONNAIRES



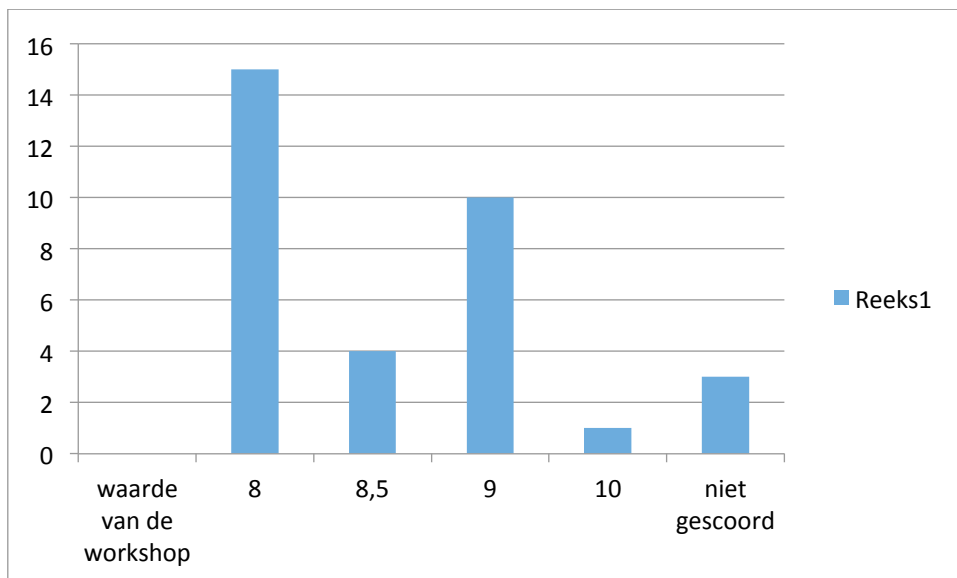
Tabel 3



Tabel 4



Tabel 5



Tabel 6

## ANNEX

### IV THE COMPETENCE LIST OF STICHTING KWALITEITSKADER JEUGDZORG (SKJ)

Nr	Omschrijving
1	gives information and advice in an understandable way
2	makes contact and has contacts with children and their parents
3	maps the situation around the client
4	formulate the question that the client has and modulates it
5	choose a fitting intervention
6	is outreaching, in a system-orientated context
7	creates a safe pedagogical environment
8	works in a team
9	coordinates the care around the system of the client
10	forms a judgement
11	takes reasoned decisions
12	has a vision on education and development and works accordingly
13	works methodically
14	executes an appropriate intervention
15	works responsibly
16	reflects on his or her actions
17	influences his or her own working conditions
18	contributes to the policy of the company or branche
19	develops his or her own work
20	deals with children and their parents who are not voluntarily with Youth Services
21	deals with diversity
22	deals with suspicions of domestic violence
23	deals with verbal violence and (light) aggressive behavior

## ANNEX

### V SCHOOLSYSTEM IN THE NETHERLANDS

The schoolsystem in the Netherlands is rather complicated. After primary school, which takes 8 years (starting at 4 years old), children go to secondary education, at the age of 12, in general. Depending on your level of intelligence, which they test in the 8th grade (CITOtoets), you go to either 4 years of VMBO (lowest level), 5 years of HAVO, 6 years of VWO or Gymnasium (highest level). VMBO is divided into Theoretical line (TL), Basic Professional, Kader and Practical education. If you finish secondary school, you go to an MBO (for VMBO students), HBO (for HAVO and VWO students) or University (for VWO or Gymnasium students). MBO is divided in the Entree-level, consisting of 1 year of basic training, MBO-2, MBO-3, MBO-4. In the Netherlands you have to go to school until you have a beginnersqualification which implies at least a diploma of HAVO or MBO-2. When you reach the age of 16 you no longer due to compulsory education but quitting school before you have a beginnersqualification can have implications for the rest of your life.

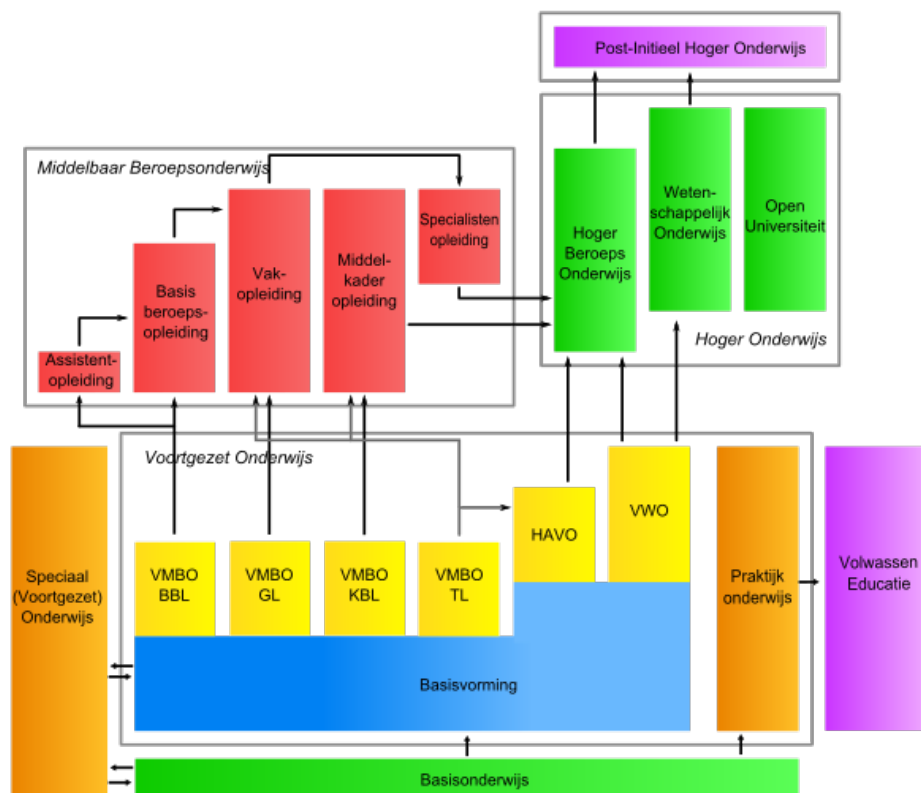


Fig. 14: Dutch Schoolsystem

## ANNEX

### VI DUTY OF REGISTRATION, 2015

Every worker in the field of Youthcare had to register in order to get their certificate to be allowed to work in this branch. For those who had an HBO-certificate it was sufficient to upload their certificate in the BAMW-register. The employees who had an MBO-degree had to hand in a lot of information and documents in order to prove that they had enough competences to be liable to work with children and their parents without any risk. A committee would decide on which level their registration was ranked. There were three levels (1-3) and each level led to a different obligatory action. If they scored all of the 24 competences on level 1 registering was sufficient. If they scored on a lower level they had the opportunity to enter an EVC-training. The contents of this training depended again on the level of the results. All-in all it was a great deal of paperwork in which you could ask yourself the question if it really added anything to the work and the workers in the field and also if the clients would benefit from it...

The registration is valid for 5 years. In the 5-year period all the workers have to collect points on different items in order to be sure that their registration will be extended in 2018, for another 5 years. Meanwhile, those who did not enter the registration because they did not commit to the basic registration condition are experiencing the uncertainty of what will happen to them in 2018: will they still have a job in 2018 or do they have to look for another job, or something in between? There seem to be no national rule or Government Decree about this issue so it might be different per organisation.

During the past 4 years, on account of the complaints about the way BAMW worked, or did not work, the registration of professionals in the Youthcare was taken over by SKJ (.....). They will be responsible for all the actions of the re-registration of all the youthcare workers. It will be a hell of a job again, I suppose, in 2018.



Fig. 15: Professionalization in Youth Care

## ANNEX

### VII THE TRANSITION

In the old system every Youth Care organisation had their own contactperson in the Districtoffice, whom they could call if there was a problem, a special request, an intended change. Twice a year they visited the big organizations to get an impression of the work that was done there. The lines of communication where short and reasonable efficient.

With the transition this changed, and not for the better. We have 12 Districts in the Netherlands and 388 Municipals! There was no aational decree of how to organize things, so each Municipal had the freedom of orginazing everything to their own idea. The result was that the Youth Care Organizations had to deal with substantially more local governments than before. They had to deal with a lot of extra work, had to start networking among administration officials of the Municipals and Councillors.

The first year, 2015, was a transition year in which all the current agreements were retained and extended for 1 year, so beside a slight cutback of the budget (2%) the organizations could go on as they where used to and got the time to develop a more business attitude. In 2016 another cutback struck all the organizations and organizations started to merge or got bankrupt. For our organization the cutback was up to 20%!

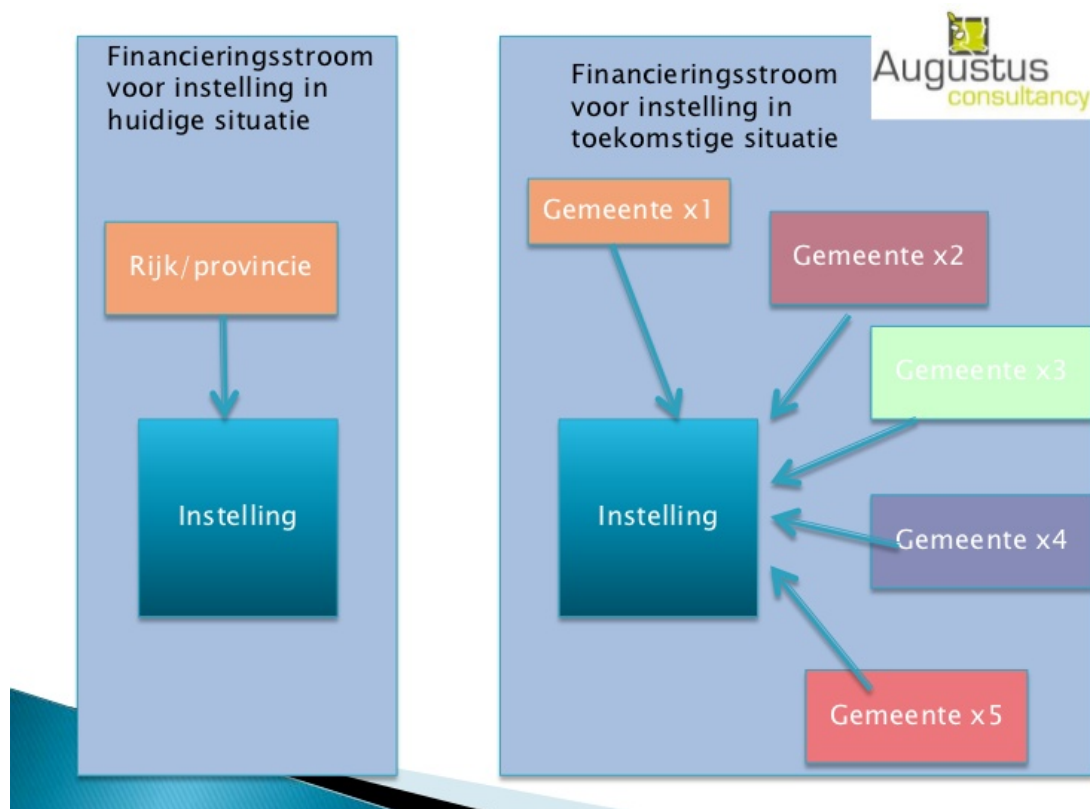


Fig. 16: Cashflow in Youth Care

## ANNEX

### VIII PASSEND ONDERWIJS (EDUCATION THAT FITS ALL), 2015

Around 2015 the Ministry of Education decided that schools should put more effort in organizing care in the schools in stead of sending boys and girls to Special Education, which is much more expensive. The idea behind is was that every child has a right to normal education. Besides that it was a money matter: schools had to cut down on expenses. The Government worked out a big plan, called "Passend Onderwijs" (Fitting Education) in which every school had to rewrite their careplan in two years time. Every school had to prove that they could take care of students that needed extra attention, like students with ADHD, Autism, Dyslexie, PDD-Nos. Only those with an IQ beneath 70 could claim a seat in Special Education. All the others have to attend regular education.

The result is that classrooms are filled with more students that need extra attention. Teacher were badly prepared for that. During their training there are, off course, topics dealing with problematic behavior but the core business of a teacher is giving education. Youth Care was partly involved in the new plans but not that much that they could prevent schools from taking bad decisions about care students. The result is that the children that come to Youth Care often have more problems than before because the schools do not call in the right professionals in time or keep trying themselves while they are not qualified to deal with the actual problem.

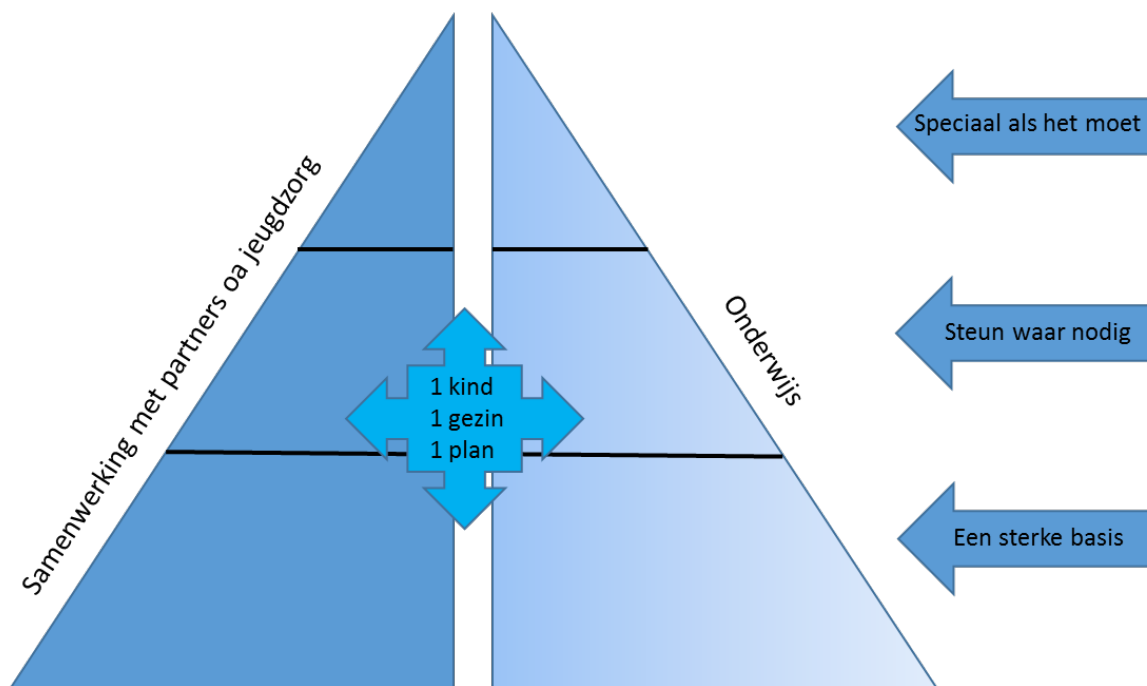


Fig.17: Connection School and Youth Care



## ANNEX

### IX PERSONAL PLAN OF ACTION

ACTION	WHEN	HOW
Finish the education Bodysystemics	July	
Give some additional workshops at Dushihuis	May and Juni	Powerpoint presentation Plan them on 3 different locations Send them a questionnaire afterwards
Develop the project MATE and connect Bodysystemic to it	May and june	Together with the behavioral scientist
Make an appointment with the director of Dushihuis to talk about the results of the questionnaires that his employers have filled in	July	By email
Discuss the results above and write a report about it	July	Written report
Make an appointment with the senior behavioral scientist to introduce Bodysystemics to her and make an appointment to do a workshop for the team of behavioral scientists of the organization	July / august	
Use the questionnaire again and write a report about the results	September	Written report
Make an appointment with the bureau of education of my organization to talk about putting the workshops on the campus of our organization	September	
Do deskresearch on keyfigures at the institutes of our interns and try to make an appointment to see if they can be interested in enlisting Bodysystemics as a minor	October	Me and other students of Bodysystemics
Start organizing the Bodysystemics congress in 2018 in the Netherlands	October	Together with Rabah and other students