

January 2019

Annual Report 2018 from The Danish Center for ICDP

Danish Center for ICDP - 10 years anniversary

In 2018, it was 10 years since I founded the Danish Center for ICDP. It was celebrated with the publication of 2 new books, new teaching material and a new poster. Our mission for the work of ICDP is still to disseminate and assure the quality of ICDP. In this report, we will present some of the activities we have worked with during 2018.

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ICDP level 1

ICDP is now well known in most of the pedagogical sector in Denmark and we have trained lecturers - both post and continuing education - who are now qualified to train students in ICDP.

We work with families, teachers, social-workers, pedagogues, educators, managers and a wide range of psychologists and therapists. All of them acknowledge that working with ICDP is fantastic. When relationships are good – anything is possible.

We have trained 273 persons to ICDP level 1

ICDP level 2

We have trained 30 persons to ICDP level 2

ICDP level 3

We have trained 6 persons at level 3 in 2018. They are now qualified to teach to ICDP level 1.



From Høje Tåstrup Municipality: Henriette Flændsdal, Janne Rosenborg, Karina Andersen.

Janne Rosenborg has related her experiences for this report: I became a qualified ICDP trainer in the spring of 2018. It was a process that not only contributed to the acquisition of new knowledge and experiences, but also had an immense impact on my understanding of what creates good quality in teamwork between individuals.

With a team of 17 pedagogic assistants, I embarked on the task of communicating a method, a way of thinking, a language and a conceptual universe, with help from Anne Linder's book "Professional Relationskompetence", as well as sparring with and communication from Anne herself. It was an amazing journey. Despite many years as a pedagogue and a leader, I had to learn how to teach other people for the first time. Using the same methods and theories that ICDP is based on, it became possible to vitalize, enthuse about and communicate what ICDP is to the fantastic group of pedagogue assistants. Feeling their engagement and absorption, listening to memorable anecdotes from their own practices, witnessing their courage for trying new things and thinking outside the box, as well as experiencing their bravery to lead the way in front of their educated colleagues, gave me so much as a teacher. A long and rewarding process filled with

memorable moments that will stay with me forever. I have no doubt that ICDP is the answer when municipalities are seeking high quality with regard to daycare, school, social care and health care and pretty much every situation in which people interact with each other. In any situation where an upgrading of skills is required, I recommend ICDP because it makes sense and is a way of thinking and language that anyone can adapt to. That might be ICDP's greatest strength, it is not difficult to understand, and it makes so much sense. I am excited to be teaching again, raising the profile of ICDP even further, including in other departments within my municipality, as well as being enriched by the many talented and amazing people I have met through this process. As Anne Linder said when we graduated as ICDP trainers: "Welcome to the ICDP family," I feel so welcome and I know that I have ended up in the right family.



From Dragør Municipality: Anne Søgaard, Lene Bentsen and Mie Schaltz.

Conferences 2018

ICDP conference – May 2018

Topic: How can we use ICDP as an anti-radicalisation tool? in collaboration with the police (MI5). Unfortunately, we had to cancel this conference as we had a large labour market conflict which meant that it was not practicable for the conference to go ahead due to a strike and lockout. The conference has been postponed until the autumn of 2019.

Faroe Islands June 2018

I was the keynote speaker at a special conference in the Faroe Islands at the invitation of the Faroese government. The theme was "The importance of relationships in working with vulnerable young people". I chose to place the focus of the presentations on the link between good relations (ICDP) and the development of a democratic mind.

Budapest July 2018

At the European conference for Positive Psychology held in Budapest I held a workshop with Professor Camila Devis-Rozental from the UK. The theme of the workshop was "Developing Socio-Emotional Intelligence in Higher Education Scholars". Professor Devis-Rozental spoke about her research and I spoke about ICDP.

Middelfart, Denmark, October 2018

Along with the coordinating psychologist Stina Nani, I held a workshop at the Danish National Conference on the subject "How can we use ICDP in our work with vulnerable children and their families?" The workshop culminated in an agreement to write a book together on the subject.

New books



Educational engagement and relational musicality. The art of creating well-being and vital learning environments. (Dafolo, 2018)

Theoretically, the book is inspired by positive psychology and Colwyn Trevarthen from the University of Edinburgh.

I have written this book with neuropsychologist Jørgen Lyhne, who is also a trained musician. Our book is based on the linguistic coincidences between music and the relationship between people. The music describes, among other things, rhythm, resonance and intensity. The same concepts are used when describing the interaction or relationship between people. The core of the book is, of course, ICDP and is recommended for teachers and educators, as an incentive to the importance of well-being in children and in groups of children. Children who do not thrive are often out of synchronicity with other people, and this lack of synchronicity often causes them to feel lonely and isolated.

The book has received fantastic reviews and has been translated into Swedish, with a Norwegian version possibly to follow. The book will form the basis of a conference in autumn 2019.



RELATIONSHIP-BASED GUIDANCE. About creating relational changes that have value for others.(Dafolo, 2018)

I have written this book, published by Dafolo. The book is used in our ICDP level 2 training and is based on the eight themes for good interaction and merges ICDP with SKUB, which is an evidence-based method for creating change.

There is absolutely no definitive list of what constitutes constructive and good guidance, but the book proffers a robust professional language that describes both the relational relationship and presents a template that can be a useful structure in the guidance situation. It is the supervisor's task to secure and steer the guidance environment in a positive direction.

New Materials

To celebrate the anniversary, we have released a new poster. The poster shows the eight themes for good interaction and the supporting hand signs and drawings.

OTTE TEMAER FOR GODT SAMSPIL



Coordinator ICDP Faroe Islands Ugur Kevioğlu

ICDP in the Faroe Islands

In 2017, we had the first ICDP in the Faroe Islands, which is part of the Danish Realm. During the course of 2018, we have trained leaders, consultants, psychologists, teachers and educators – all of whom want to use ICDP in a professional context in their work with children and families.



Red Barnet

Save the Children Denmark

ICDP and Save the Children Denmark

Last year, ICDP trainer and supervisor, Anne Therkildsen, took up the post of Senior Counsellor in Save the Children Denmark on a four-year long project entitled 'A Safe School Start – From Refugee to Student' and this year she wrote: "ICDP plays a major and pivotal role in Save the Children's extensive four-year project 'A Safe School Start – From Refugee to Student. We are aiming for a coordinated effort that focuses on psychosocial support for newly arrived refugee children in Danish primary schools. The purpose of this is to enhance the well-being and vitality of these children in order for them to acquire learning, develop their opportunities and potential during the course of their primary school education, and through these efforts, provide the children with the means to cope in a democratic society, such as Danish society. One way of fulfilling this aim is to ensure that the professionals who are in daily contact with these children are better equipped to handle this difficult challenge.

The project is anchored in primary schools, thus predominantly engaging teachers and school pedagogues. ICDP functions as the core of the educational aspect of the project. However, education also has a role to play in the Child Resilience Program. It is very interesting to combine the two programs in a single educational course and, so far, feedback has been mostly positive.

In this initial phase of the project, we are working with ICDP in two municipalities (Tårnby and Kalundborg), although the aim of the project is to reach no less than 35 municipalities, which is more than 1/3 of all the municipalities in Denmark.

In addition, three of our other colleagues from Save the Children Denmark have almost finished the first level of training and, as an organisation, we strive to incorporate ICDP as a mindset in the capacity-building of our volunteers who work with children in vulnerable situations.

*The Child Resilience Program has been developed in collaboration between Save the Children Denmark and Red Cross Denmark and is used widely across the world. The program is a non-clinical psychosocial and protection methodology that focuses on the resilience of children and their ability to cope positively.

ICDP at university – The University of Aarhus (DPU)

I am a visiting teacher at the university's graduate program in positive psychology - which has recommended ICDP as a method within the framework of positive psychology.



ICDP trainer Martin Tage Hansen

ICDP and children with special needs

ICDP trainer Martin Tage Hansen

2018 offered inspiring training in the form of two level 1 ICDP classes. A total of 35 students obtained their certificate. Wonderful! Both institutions are hosting children and adolescents with psychiatric and social problems.

In addition to the regular ICDP training, we used ICDP as a common platform for the day-to-day work and cooperation between the adults. This was done in both the accommodation section and in the school section of one of the institutions. The result was a better understanding and balance between the children's two most important "worlds" - home and school.

The other institution gained a better understanding of the new goal of their work. From a working goal for the children to comply with their treatment plan - the new goal is "happy children". This shift is pure ICDP. The children are the goal, not the children undergoing a treatment plan. Through ICDP, the entire institution acquired a thorough grasp of the skills required by adults to achieve interaction and create an atmosphere in which children can be happy. Even the legal requirement of providing documentation for the social authorities now constitutes documentation of how the interaction is helping the children, rather than a description of what challenges the child is facing.



ICDP trainer, coordinator and supervisor Lene-Theresa Hansen

ICDP and dementia

ICDP trainer Lene-Theresa Hansen

ICDP's work at UC Syd has been in the field of marketing. Specifically, the three forms of communication and eight topics relating to interplay feature constantly in the educational, health and social science diploma modules.

I have had a particular focus on healthcare professionals, as the national action plan for dementia, the legislation on dignified care for the elderly and the recently published National Research Strategy for Dementia up to the year 2025 is concerned with the non-pharmacological aspects. Specifically, I have introduced ICDP to the Dementia Team at

a hospital (Sydvestjysk Sygehus), held a presentation at Malmö University on ICDP and dignified elderly care, and held theme days at municipal health care departments.

In the research unit at UC Syd, I, along with three colleagues, established a knowledge center for dementia where ICDP will be one of the current research topics.



ICDP trainer Kathrine Jürgensen

ICDP in a German kindergarten - in Denmark

Kathrine Jürgensen

The organisation WIR3, where I work as an inclusion consultant on a daily basis, consists of a number of day-care institutions for children aged 0 to 6 and is part of the German minority's school and language association DSSV (www.dssv.dk) in Denmark. As an ICDP trainer, I have completed ICDP certification courses in DSSV and, with the completion of the current course; we have achieved our goal of the entire permanent staff in WIR 3 being ICDP-certified. At the same time, ICDP has "spread" to such an extent to neighbouring districts that, in 2019, several certification courses will be held in the other districts of the DSSV.

Through the close association with the German culture, it is also natural to include pedagogical theories and methods from Germany. In this regard, I collaborate closely with a research unit (ZNL-Ulm see <http://www.znl-ulm.de/ZNL-eng/>) at the University of Ulm in the German state of Baden-Württemberg. Here, research is being conducted on the early development of self-regulation and how educational staff can support this development through various activities, through dialogue with children and how the physical context can support this. Their work has resulted in the educational concept EMIL (<http://www.znl-ulm.de/emil/eng/>). The research centre has, in recent years, focused particularly on the earliest stages of learning self-regulation (0 to 3 years of age) and, in this regard, research into the adult's role as co-regulator is a major focal point.

In WIR 3, EMIL has been in place and has been effective since 2015 and the staff has been trained in this in conjunction with the ICDP certification courses. We find that many of the educational initiatives in EMIL are in line with the mindset in ICDP and complement each other extremely well. ICDP is not known by ZNL-Ulm. Therefore, during a study visit in 2018, I gave a lecture to the research staff on how we can connect and enrich each others' ICDP and EMIL in practice. The study visit has meant that, in 2019, a two-day introductory course in ICDP is planned for the EMIL researchers, and I have been invited to be co-author of a book on the development of self-regulation in children, whereby my contribution will be about communication with children on the basis of an ICDP perspective.

2019 will thus be an exciting year with new knowledge from the German research world that will surely provide fresh perspectives for my ICDP work here in Denmark.



ICDP-trainer, Health visitor Trine Lund

ICDP and Yoga

ICDP-trainer, Health visitor Trine Lund

Lolland municipality held 1 ICDP course this year. It included a mixed team of pedagogues, occupational therapists and child-minders. They felt inspired and motivated to work with ICDP in the future. In their experience, they have encountered the 8 themes in many situations. We now have 12 new ICDP ambassadors in Lolland municipality.

The health visitors in Lolland municipality have been trained in ADBB, which is a method for determining whether small children from 2-24 months are socially excluded. We use the 8 themes from ICDP to provide guidance to parents on how to be social with their babies.

I held the first class in Friendship Yoga. Over 2 days, pedagogues learned about ICDP and yoga for children. We focused on how to improve the relationships between the children through silence and yoga exercises.



ICDP Trainer Frank Krogh

ICDP and leadership

Frank Krogh writes: 2018 for me, as a leader and ICDP trainer, has been a year of finding new ways to give life to the ICDP program in my large kindergarten. All my staff have now achieved ICDP level 1, and we are working hard to find new ways and opportunities for implementing the mindset of ICDP in our institution. It is exciting, developing and enriching the quality and level of professionalism of my employees. When they use ICDP as the foundation for their educational work, the learning environment improves. 2018 also saw the start-up of an exciting collaboration with the City of Oslo on ICDP, as the basis for elevating levels of professionalism, whereby mutual inspiration, new genius and enthusiasm are pivotal to the collaboration.

Concluding comments on the Annual Report

It has been a busy year. We have come up with many projects and still have many new ideas in the pipeline as to how we can disseminate and assure the quality of ICDP. One step on the way to future-proofing ICDP is to train new trainers so they can take responsibility for certified training.

Nevertheless, some of our projects didn't quite go as planned. Among other things, we have had to postpone our parent education project due to illness and collaboration with a University College has proven to be slow and difficult to get off the ground. We hope we will succeed in 2019.

New ideas plans and projects for 2019

- In collaboration with the municipality of Dragør, we will start a pilot project with parental guidance.
- In March, a conference with the theme: Relationship-based pedagogy - focusing on adult citizens who are mentally dysfunctional. In collaboration with UCL (a University) and Ringsted Municipality.
- In October, A conference on Relational Music, together with Høje Tåstrup Municipality and Children's Education - this is a large organisation for institutions working with pedagogy.
- A deeper and closer collaboration with the other two ICDP providers. We stand united in the fight against pirate providers.
- A new ICDP-trainer on the Faroe Islands, Ugur Kevioglu – who can help us expand our activities in the Faroe Islands.
- A new ICDP-trainer, Katrine Much – from the organisation Save the Children, Denmark.
- Together with the City of Oslo, we have applied to the Nordic Council of Ministers for project funding to work with ICDP and democracy. The co-

operation encompasses 6 institutions in Denmark, Norway and the Faroe Islands.

A Happy New Year to one and all!

On behalf of the Danish ICDP Center.

January 2019

Anne Linder

Anne Linder

Psychologist and Center Manager, Dansk Center for ICDP