

# Annual Report 2021 from Danish center for ICDP

by Anne Linder og Jens Linder

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## Welcome to our ICDP world

This year as well, our ICDP work has been influenced by COVID-19, but despite the difficulties in dealing with the pandemic, we have had a growing interest in relationship work over the last 2 years. The progress has been so significant that it has been necessary to involve new forces in our administration and management.

I have expanded the ownership of the Danish Center for ICDP in order to have the resources to continue to be able to spread and quality assure the ICDP program in Denmark and on the Faroe Islands.

In this annual report, we will - as we usually do - describe some of the different areas in which we work with the mindset ICDP. Ranging from the ordinary courses to the work in the educational sector to the work with the elderly and demented.

I have worked with ICDP for almost 20 years - and I still find the mindset behind the program vitalizing and meaningful. But I have also had to realize that it is an exhausting coupling that I am getting older at the same time as the scope of tasks is growing.

## Presentation of new Manager

To secure the future of ICDP's significant position in the program landscape in Denmark, I have entered a partnership with my younger brother - who in addition to having a big heart and great sensitivity also has the skills to head the Danish Center for ICDP for the next many years. His name is Jens Linder, he is 54 years old, has 4 children and 2 grandchildren. From November 1 2021, he has taken over the administrative tasks. With the new managerial resources, there are also resources to work on a long-desired development project: an App for parents.



*The new CEO Jens Linder and his sister when the director received his ICDP certificate at level 1.*

## New certified trainees

In 2021 we have certified **XX** persons who have participated in our **XX** educational classes all over Denmark including the Faroe Islands, and we have educated 5 new trainers at level 3. All in all, the total number of trainers are now 40 active professionals – and about 8 “sleeping partners” in all in Denmark and the Faroes Island.

### ICDP level 1

We have trained **xxx** persons to ICDP level 1

### ICDP level 2

We have trained **xxx** persons to ICDP level 2

### ICDP level 3

We have trained 5 persons a level 3.

A big congratulations to our 5 new Trainees.

2 new trainees from a very large school – Mølleholmskolen- from Høje Tåstrup Municipality

- Lisbet Kokhol Flarup. She works as an inclusion coordinator and
- Lise Agri: She works as a special educator

In addition, we have trained 3 other skilled professionals as trainers

- 1 Trainee Elise Linder, Master of Educational psychology, with own company
- 1 Trainee Kristine Deleuran, Master of General Education, with own company

- 1 trainee from Faxe Municipality, Dorthe Marcussen, Daycare Consultant, employed in Faxe municipality

Again, this year our new trainees have been challenged by COVID-19, having their teaching cancelled or rescheduled. But all 5 aspirants have maintained their commitment and joy in the ICDP program and will contribute to spreading and quality assuring the ICDP program in the future. And they have all passed the central trainee test introduced by ICDP International.



*Some of the ICDP trainees 2021 trained in the Danish Center for ICDP gathered at this year's coach meeting in November 2021. (Reduced by COVID-19 😞)*

## Network Groups for trainees

One of the new organizational changes that has been implemented in 2021 - is professional network groups. All the trainees are affiliated with a professional network group. They must meet at least twice a year online or once physically –

and besides that, we all meet once a year, when we hold the annual meetings for trainees. The purpose of the network groups is to share knowledge and to exchange ideas on how to work to maintain your sensitivity - even if you encounter outrage in your daily work.

Currently we have 7 network groups. The network groups represent different professions. We have asked each group for a note to this annual report.

### Network no 1 Schools. Teachers, tutors, and others employed in or around schools

2 trainees to be at Moelleholmskolen: Lisbet Kokholm Flarup og Lise Agri write: "We are part of a development that takes place at Moelleholmskolen, where we revitalize the concept of relationship by educating both teachers, educators, pedagogical assistants and the management in ICDP, level 1. Then a group of bachelor-educated teachers and educators have been trained in level 2, "relationship-based supervisor", and thereby they supervise teams and individuals based on the ICDP. Likewise, the management is in the process of ICDP leadership training.

Moelleholmskolen wants a group of children who are met with appreciation and recognition from a resource-oriented perspective. Where we professionals adjust based on the children's initiatives. We want to create viable children who meet professionals who like them.

To get ICDP implemented, it is important that all the professionals at our school have the same professional language, therefore it has made good sense that everyone at the school get the same ICDP language to speak and reflect on.

It is also expected that the tools from the ICDP will be used at team meetings.

To help the implementation well on its way, all teams have 7 "ICDP meetings" during the school year, where supervisors facilitate the meetings.

## Network no 2 Daycare. Managers, supervisors, and others employed in or around kindergartens.

*By Frank Krogh, Helene Jensen; Hildur Edelberg, Janne Rosenberg, Henriette Flændsdal, Katrine Deleuran, Katrine Deleuran, Maj-Britt Liljequist.*

Throughout 2021, we have had an ICDP coach networking group, where we have had a joint attention towards the work regarding ICDP in the daycare system.

The network group consists of ICDP trainees with different professional backgrounds. Thus, the group includes psychologists, pedagogues, daycare leaders, teachers at UC Syd and consultants.

We have learned that in the group we have been able to enrich each other by discussing quality assurance, implementation and didactic considerations based on a common ICDP understanding, and therefore profit from a common language. At the same time, we speak from different professional backgrounds and thus get several different perspectives on the subject, such as the Strengthened pedagogical curriculum (centrally announced curriculum from the government)

We have, for example, discussed different views on the reflection and evaluation model VERA, and how it can be used in the daycare system.

The common insight and the common language strengthen the collaboration around the children and in between the professionals. We have experienced the importance of different professions, such as pedagogues, psychologists, teachers and others, being familiar with the ICDP program. It provides a professional knowledge and a professional nuance, that complements our professional life, both as an ICDP coach and in our other professional contexts, where we work to create the best conditions for children.

## Network no 3 Supervisors and consultants employed in advisory services.

*By Signe Petersen, Freja Storm Fredsgaard, Michala Spengler Carlsen, Mie Schaltz, Jesper Gregersen og Lene Bendtsen*

Our network group consists of 6 people, all of whom are either consultants or psychologists - and then most of us are employed in a municipality. One is employed as deputy head in Dragør municipality and has direct management of PPR psychologists, speech-hearing teachers, support educators and inclusion consultants. One, as a multilingual consultant in Odsherred Municipality. One, as a child psychologist in Odense municipality. One, as a family care consultant in Bornholm Municipality and one, as an inclusion consultant in Dragør Municipality. In addition, the last in our group is a self-employed occupational psychologist. We are all ICDP coaches.

Common to us all is that we are concerned with spreading the ICDP for the professionals with whom we interact in our daily work. And always with a view to strengthening the relationship between professional and child/family, where the starting point is that the professional must take responsibility for the relationship and be curious about their own relationship competence.

In different ways, we all help to support and help the professionals to reflect on their relationship competence and put it into play when they are with children, parents, families, colleagues, etc. We do this both through guidance and sparring in concrete tasks around children and families, but also when we teach.

We all experience that our students in different ways express great enthusiasm for applying ICDP in their daily practice. They express that it helps to strengthen their pedagogical practice, and that the ICDP supports the methods that are already being used in the municipalities.

It is exciting to follow the development of ICDP as a method and common professional language when it moves into the municipality. To experience how the

ICDP is used as a focal point for the interdisciplinary collaboration - both in specific tasks, but also what it provides in terms of input for reflection in teaching, when a team includes daycare workers, educators, schoolteachers, social workers, PPR people, etc.

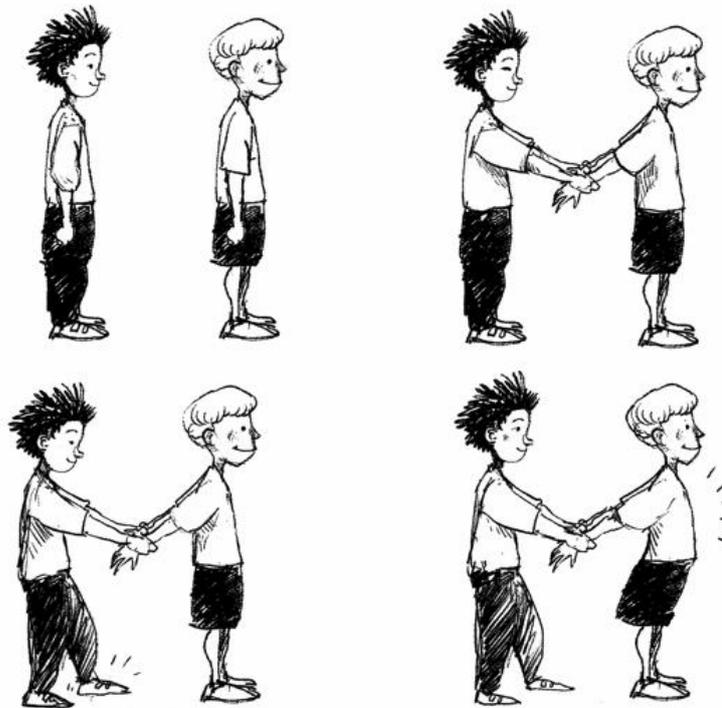
It is exciting to follow the individual journey of discovery in their own professional interaction with others. And at the same time, it is exciting to see how the ICDP grows and grows in the municipalities and becomes something that we share.

There is an experience that working with star/magic moments in the interactions can help to find light and hope when the focus on the negative narratives becomes too great and the pedagogical staff feels locked in and powerless - "When all hope seems lost, where is it possible to find just a little ray of light?". In ICDP we use the saying: "There is always a crack where the lights get in – we just have to find the crack"

A little story from a psychologist from Odense: Recently I worked with a little boy with great social and linguistic problems. His start in kindergarten was very hard, He had little interest in the other kids and the staff kept telling stories to prove that he had a hard time. Ultimately the mother made a wise statement: "We need to direct our light to the areas of potential growth. If it has no potential to grow, then why do we keep lighting it up?" This did not make the despair go away, but it made a platform from where we could work together towards a more positive narrative for the boy.

#### Network no. 4 Nurses employed in or around schools and kindergartens.

Alle courses were cancelled because of the corona pandemic, so it was very good to be back – even if it was only for one day.



*Help me to open my heart. Illustration from the book Friendship Yoga (2017) - By nurse and ICDP trainee Trine Lund and Anne Linder who unite ICDP and Yoga for children.*

Nurse Trine Lund writes about ICDP and Yoga for children: On 17th of November, I had 2,5 hours of friendship yoga with 35 kids from 2 different schools. They were 7-8 years old. Friendship yoga is a cocktail of ICDP and yoga for children. We have a lot of fun, calling our friend and telling them what they are good at and what have been the funniest exercise today. We also took a trip to the sea and imitated a lot of things and animals at the sea.

At last, they take a yoga sleep and relax.

Last year it was cancelled because of the corona pandemic, so it was very good to be back.

## Network no. 5 Consultants and family counselors

ICDP coach Ugur Kevioglu, Faroe Islands writes: We are on a tour all over the country and giving ICDP lectures. We meet a lot of interest after the lectures and plan to start more training teams in 2022. There has been more focus on parental guidance at the political level and here we have caught their attention with ICDP. The same with parenting.

ICDP trainees Anne Søgård and Lene Bendtsen writes: In Dragør Municipality, we have created an ICDP culture, where many parents have been on a parent ICDP course, so now it is the parent who mentions what he/she is capable of, and professionals remember to have a resource focus when we hold meetings, send notes home, etc. There is more respect for the parents who work with self-reflection, and it has become a common approach that PPR (Educational psychological counseling) also works with. For meetings with parents and internal meetings, we use video to analyze and talk about the interaction.

## Network no. 6 Consultants, supervisors and assistant professors working in the education system

Didn't write any rapport this year. I will talk to the network after the holiday.

## Network no. 7 Consultants and others working with dementia and senior citizens

Trainee Martin Tage Hansen writes:

In 2021 my ICDP focus was on elderly and adult handicapped care. I have taught on 3 ICDP educations - and have had our first education for the staff in the dementia area in the healthcare sector.

The challenge in the elderly care is the overwhelming focus on somatic health problems. Even acknowledging that relations are important to prioritize with time to reflection is new to many. The participants are foremost somatic health

professionals, and their relations skills are mostly unconscious and a mirror of their own lives.

The rewards are equivalently remarkable. Getting a theoretical framework through ICDP opens a treasure chest of wonderful insights and knowledge that were until now silent. ICDP shows great promise in a nursing home setting.

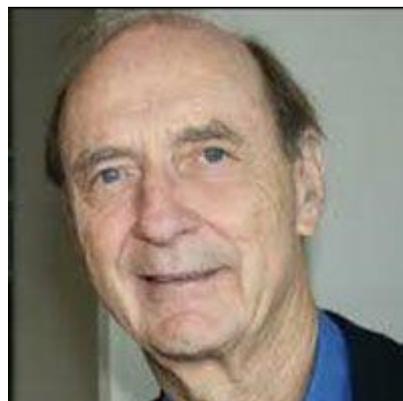
### ICDP in the German minority in Denmark

The Danish Center for ICDP, in collaboration with Kathrine Jürgensen, certified ICDP trainer and Development Officer at WIR 3, will offer a certification course that will be held in German.

In addition to the ICDP certification process itself, there will be a focus on creating professional links to DSSV's Sprachenkonzept to increase awareness of how the sensitization principles and the 8 interaction themes can support one's own and the children's language awareness in connection with multilingual development.

## Conferences and networks

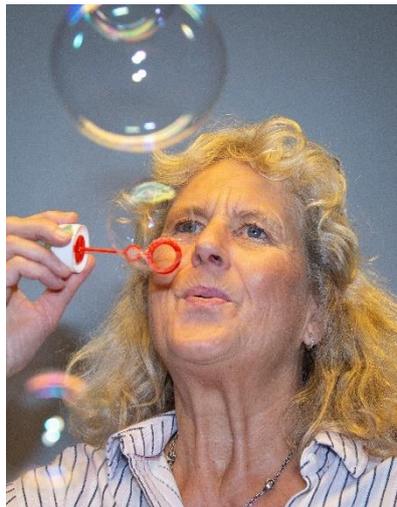
### Nordic ICDP Conferences



*Kenneth Gergen is a professor of psychology at Swarthmore College, Head of the Taos Institute and external professor at Tilburg University, as well as an honorary professor at the University of Buenos Aires.*

Kenneth Gergen is, worldwide, a leading researcher in the development of identity and the importance of relationships. But unfortunately, the conference had to be canceled due to COVID-19.

## Local conference



*Occupational therapist Connie Nissen, who is also ICDP trained.*

In connection with our annual meeting, we have invited a particularly prominent professional person who can enrich our ICDP educations. We had invited the occupational therapist Connie Nissen, who enriched us with the talk about how children's sensory experiences can stand in the way of relationship formation. Children who are particularly sensitive may have difficulty entering relationships where the adult, for example, smells of smoke or has bad breath. The presentation provided great insight into how some children can withdraw from relationships.

## The Children's Council

This autumn, we have been invited to participate in a newly established network led by the director of the Ministerial Children's Council. Together with other significant players in the field, we have been invited to participate in an ongoing dialogue about the efforts concerning our most vulnerable children and young people. We are invited to this network as we - at a national level - have a significant voice within the area. It is a great honor to have this platform talk about ICDP and the mindset behind the program. Organizations such as the Danish Refugee Council and the Red Cross also participate in the network.

### Komponent

All Danish municipalities are united in an organization abbreviated as KL. We have just held meetings with their education department – called “Komponent”, and we have agreed to start a first and careful collaboration. If we find a form of collaboration - it can help to spread and ensure the quality of the ICDP program in Denmark.

### ICDP for Caregivers

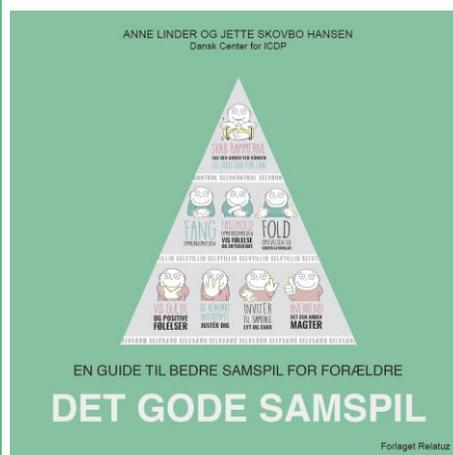
We have established contact with Line Constance Øyasæter-holmsen, Oslo, Norway and together with her held a small virtual conference for key people involved in the elderly and dementia area in Denmark. About 10 people participated - and we have agreed that we, so far, are the key people in relation to developing the cooperation between Denmark and Norway. We are all invited to Oslo when Line Constance has to defend her PhD.

## New Materials and books

As mentioned, many activities have been postponed due to COVID-19. But luckily, we have reached the goal to publish 2 books and some materials for level 2.

### New empirics from a thesis

ICDP trainee Oliver Nani has completed his master's degree with a thesis in ICDP, He writes: "In my thesis I have investigated how daycare educators in practice work with the ICDP program, how this works in different ways respectively. "Opens" and "closes" the educators' practice, as well as how the educators navigate in such complex situations. In the study, I find examples of how the work with the ICDP program helps the educators to "actualize" pedagogical knowledge and ideals that the educators already before the ICDP course have had, but which are thus "awakened", held and "actualized" based on the program. It can be said that the work with the program "awakens the feeling of good pedagogy". In addition, I find examples that the work with the program seems alienating - that an educator "sees interaction themes rather than children" and so to speak in some situations loses his judgment, as the program in his practice acquires the character of categorical action instructions. Finally, I find examples of how such different experiences paradoxically turn out to be each other's conditions of possibility. My study thus points to opportunities and risks in working with the ICDP program and pedagogical concepts as such.



*Publication of a new book "Relationship-based parenting guide" and a booklet to the parents.*

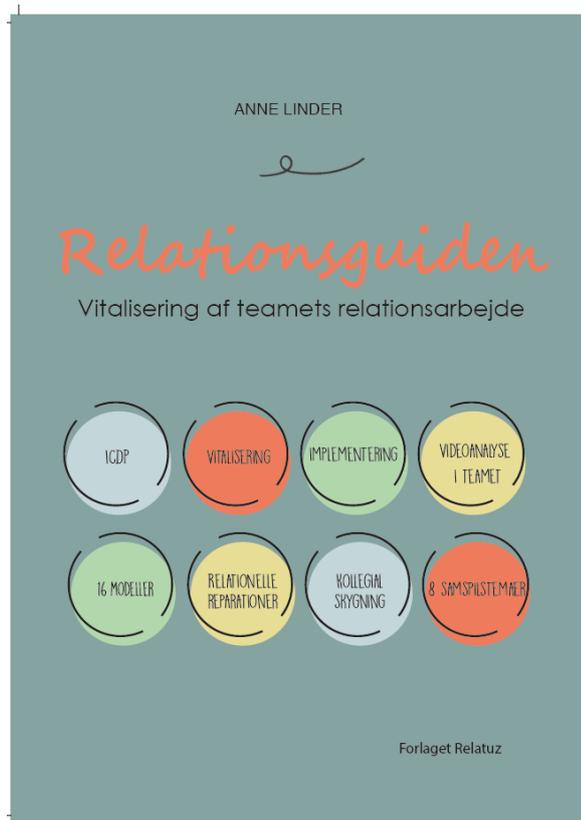
## Book no 1. Relationship-based parenting guide

The book is based on the framework of understanding that good parental guidance takes place in groups, and the book presents a wide range of concrete proposals for how to organize and implement parental guidance in groups. The inspiration for the group guidance is taken from Karsten Hundeide (2004), who was convinced that sharing experiences in groups can provide a social affirmation that can strengthen insecure parents' self-understanding. Through the group's community, parents can mirror their own reality and strengthen their belief that change is possible.

Although most children in Denmark live with their parents, they are in daycare, nursery, or kindergarten/school for many of the daylight hours. A study (EVA, 2016B) shows that parents and daycare center leaders agree that their cooperation must ensure the child's well-being, development, and learning. The relationship-based parenting guide is based on the ICDP program.

Together with the book – there is a booklet to the parents.

## Book no 2. Relationsguiden. The guide to relationship



"The Relation Guide" A toolbox for implementing ICDP in practice, By Anne Linder.

Working professionally with human interaction requires empathy and sensitivity, because only then can we be touched and moved by other people.

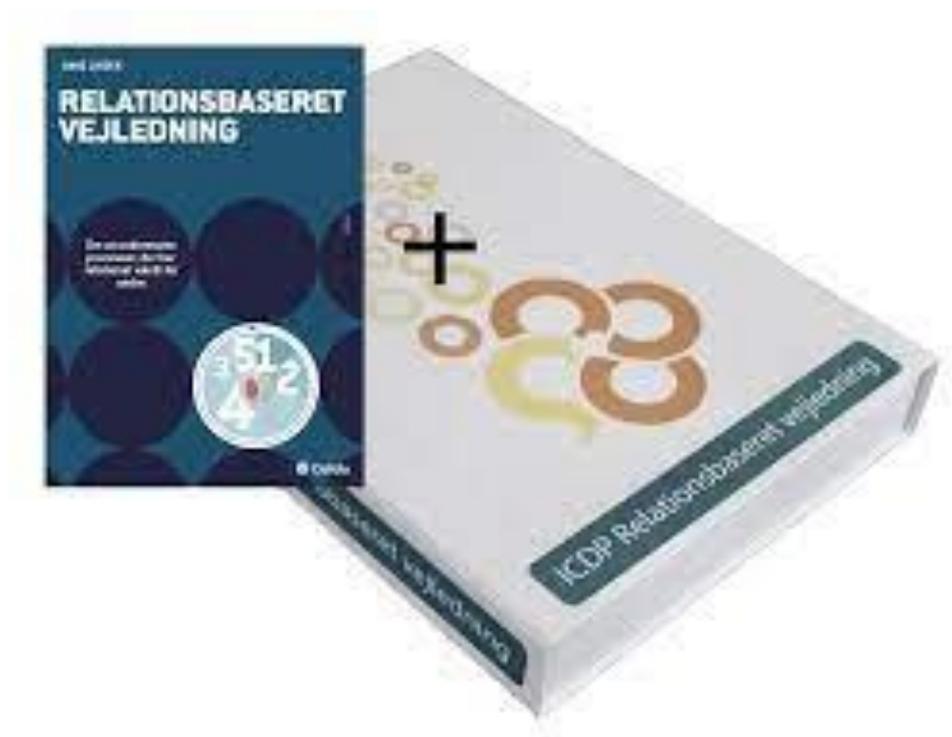
The relationship guide is based on the ICDP program, created by the Norwegian professor of psychology Karsten Hundeide (2004), who calls the program an awareness program or "Empathy in action".

The book is imbued with a systemic perspective and rests, among other things, on the assumption that relational conditions are dynamic and changeable.

With the help of the book, the team can strengthen and qualify the common technical language around the relationship work in the team.

Through the Relationship Guide, a professional terminology and a wide range of models are presented, which can be used to strengthen and revitalize relationship work in the team.

[Material: The supervisor box](#)



The box contains tools to support the guidance process. In the box there are card games, board games and various objects that can concretely support the guidance processes.

## Planned projects 2022

Due to COVID-19 we have been delayed with some of our new projects that we had planned for the year 2021. When we look back at our planned projects, we must realize that our work is always dependent on the context. However, we came to the finish line with some projects - but there will of course be some projects that

extend into the new year. But some goals are new and will also be on our agenda in the future.

### Projects continued from 2021

- Completion and dissemination of our comprehensive research project - which focuses on the professionals' benefits of the ICDP education.
- Students getting a certified ICDP-education during their internship.
- ICDP in practice. The employees are taught ICDP during their working day, by their headmaster.
- ICDP and School headmasters. What can the headmasters do to implement ICDP in the educational work?
- Planned Blended Learning of ICDP Level 2. Relationship Based Guidance
- Training of educators for family counselors in ICDP.
- It is our ambition in 2021 to increase the number of effect studies. This is possible through close collaboration with an independent researcher.

### App for parents

In connection with the hiring of the new administrator, we have also released the necessary resources to proceed with the development of the parent app. The idea is that parents should be offered free help in raising their children based on a resource-oriented approach. In addition, parents must be offered digital tutoring by one of our skilled tutors.

The app will also contain invitations to communities for parents where they can discuss their joys and sorrows together. Danish research documents that 45% of Danish parents call for more pedagogical guidance.

## New digital platform for our educations

Over the last 8 years, we have used and developed our digital platform; Relatuz, to our ICDP programs. The platform works well, but it is still time for us to innovate the platform. In the coming year, we have devoted resources to developing a new type of digital platform that focuses on communities. Communities for participants, for professionals, for parents, for tutors and trainers. The development must be our contribution to securing the future of the ICDP.

## ICDP and the World Goals of the UN



- 1) What is the value to The Danish center for ICDP of making the ICDP visible as a lever in a World Goals Day order?
- 2) Which World Goals best go hand in hand with the purpose of the ICDP? (And how and how many do we select?)
- 3) Where/In what contexts is it relevant to make visible the ICDP is a concrete way to work towards the World Goals?
- 4) How and where can we make noise with the world goals... already tomorrow?

We have asked ourselves these key questions in the Advisory Board. The answers are still somewhat vague, but we have promised to become clearer and far more concrete in the years to come.

## Development work and research

In the coming year, we will continue our collaboration with UCL (University College Lillebaelt). Researcher Ida Skytte Jacobsen is working with us on 3 development courses

1. Moelleholmskolen, ICDP and management
2. ICDP and caretaking for the elderly and dementia
3. Will the pedagogical professionals become more relationally competent through our ICDP training courses?

## Challenges

After all, there are always small and big challenges in leading a program. One of the biggest hurdles we experience in the Danish Center for ICDP is opposition to programs in general. Often, the ICDP program is placed in the category "Programs that reduce participants' own reflection and personal judgment." Although we strive to disprove these claims - this is often the underlying position when we meet opponents of the ICDP program. We always strive to enter dialogue with people who have this point of view - but it is not always that we are invited to talk about the mindset behind the program.

However, after the ICDP International has signed a "code of conduct" on our behalf with the UN and UNICEF - it has strengthened both our position and argumentation.

Currently we are trying to enter dialogue with a large University College about our collaboration. For the past 6 years we have had a good collaboration based on a written and signed Permission, but now we experience that the new director wants to offer ICDP - in one - by them - adapted form. That is why our cooperation is

under pressure. We are currently seeking a solution - to avoid pirated versions of ICDP.

## Final comments on the Annual Report

Working professionally with human interaction requires empathy and sensitivity, because only then can we be touched and moved by other people. All our activities are permeated by this perspective and are based, among other things, on the assumption that relational conditions are dynamic and changeable. With the help of the eight themes for good interaction, we can strengthen the good life for children and young people through the togetherness and upbringing of the new generation. We are proud to be able to contribute to this important task through our management of the heritage from Karsten Hundeide.

On behalf of the Danish Center for ICDP

Anne Linder and Jens Linder