

January 2018

# Annual Report 2017 from The Danish Center for ICDP

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This short presentation will illustrate the many facets of ICDP. We work with families, the police, teachers, educators, managers and a wide range of psychologists and therapists. All of them acknowledge the ICDP as the interpersonal engine room. When relationships are good – anything is possible.



*Ph.D. Dr. Phil Poul Nissen*

## **ICDP and research**

We have been affiliated with one of Denmark's most talented researchers for our work, Professor Dr. Phil Poul Nissen. Together with Mr. Nissen we can now evaluate how

participants' benefit from the ICDP processes and thereby give direct feedback that participants have understood the sensitivity principles and are acting upon them.

As I described earlier, I have developed a WebApp, Relatuz, which modernizes ICDP teaching, on one hand by being supported by the title, and on the other hand, it enables us to initiate a shorter evaluation and research process so that we can obtain documentation of the ICDP program.

We are a group of enthusiasts who have been on a study trip to London University during which we visited Professor Brenda Taggart at UCL. Brenda Taggart's research documents show, among other things, that if we are to break the negative social heritage, we must focus on the quality of the interaction between the professional and the child. At the Danish Center for ICDP, the research and inspiration continues to flow. We are working on formulating a description of what distinguishes good interaction from outstanding interaction.

### **ICDP in the Faroe Islands**

In 2017, we held the first ICDP in the Faroe Islands, which is part of the Danish empire. I have travelled up there a total of eight times and taught managers, consultants, psychologists, teachers and educators - all of whom want to use ICDP in a professional context in their work with children and families. Due to current professional conflicts in the Faroe Islands, there is uncertainty as to whether we can start a team in spring of 2018. Otherwise the ICDP program will continue in the autumn.



*ICDP trainee and supervisor Anne Therkildsen*

## **ICDP and Save the Children Denmark**

One of our trainees, Anne Therkildsen has taken 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'. The purpose of the project is to enhance the well-being and vitality of children with a refugee background, in order for them to acquire learning, develop the opportunities and potential they have during the course of their primary school education and, through these efforts, provide the children with the means for coping in a democratic society, such as Danish society. The main focus area in the project is to ensure that the professionals who have the daily contact with these children are better equipped to create social environments that enhance the children's resilience, as well as improve the way adults engage with children - on the children's terms. The methodological approach is composed of ICDP and CRP (Child Resilience Program). We are very much looking forward to implementing ICDP principles in the schools for the benefit of many children. Around 6,000 refugee children will benefit from the outcome of this project over the four years the project is running.



*ICDP trainee Kathrine Jürgensen*

## **ICDP in a German kindergarten - in Denmark**

**Kathrine Jürgensen** is a newly trained ICDP trainee and at the same time head of department in a day care center in the German minority area of Denmark. The language of teaching is German, and the materials have been translated from Danish to German by Kathrine. Kathrine is acutely aware of how knowledge, and in particular, the sensitivity process of the staff, becomes visible in everyday life and how the professional language has evolved. The ICDP and collegial feedback and relationships circle are an integral part of staff meetings.

Another important part of the ICDP's work has also been to focus on how the ICDP principles can sensitize parents. At parents' meetings, the parents have been given the task of describing their ideal teacher and, afterwards, we have linked these statements to

the eight interaction themes - most of the statements were almost identical to the eight interaction themes! Then they were given the task of describing what they felt when they were together with their ideal teacher – a feeling of security, the courage to be challenged, pride, being seen and heard, and feeling valued – the things we would like to give the children. These statements were used to compile a parent portfolio in which we endeavour to bind the combination theme together with the child's well-being, learning and development.



*The book "Friendship Yoga" by Trine Lund and Anne Linder*

## **ICDP and Yoga**

**Trine Lund**, an ICDP trainee has co-written the book "Friendship-yoga" with Anne Linder. The book was published in May 2017 by Dafolo – Denmark's largest publisher. The book uses the 8 themes from ICDP as a basis for the yoga exercises.

The first part of the book describes how friendships need time to develop and that you, by focusing on the relationship between the children and physical exercises, can help friendships develop and grow. The final chapter of the book describes 40 yoga exercises, five for each of the eight ICDP themes. In the first four themes, the focus is on synchronicity, touch and mirroring. The yoga in themes 5-7 focuses on the joint concentration of being silent together. Finally, in theme 8, the focus is on cooperation, trusting and guiding each other. The yoga exercises can be done anywhere – in the classroom or in the schoolyard.

The critics have been very positive about "Friendship Yoga". It is useful for helping the teacher to create exercises with a purpose.



*ICDP Trainee and supervisor Martin Tage Hansen*

### **ICDP and mentally and mentally disabled citizens**

**Martin Tage Hansen**, one of our ICDP trainees and supervisors, has held a level one course at the institution of Bengerd's House. It is a home for people with a variety of handicaps, both mental and physical. Professor Poul Nissen and Anne Linder are working with me and the management team to examine the impact of the education, both on the staff and the residents. The inclusion of the residents is a relatively new feature in this field. The quantitative part was conducted during the course and the follow-up will take place over the coming year. The management team and Anne Linder have written a magazine article aimed at managers to point out to them that the ICDP can be used as a way of making professionals more sensitive to the needs of citizens.



ICDP Trainee Frank Krogh

### **ICDP as the pedagogical and management foundation**

Frank Krogh, an ICDP trainee and manager of a large nursery school writes: My contribution to quality assurance and the dissemination of ICDP is primarily directed at the management's role in incorporating ICDP into practice, particularly at team-level. The teams that work with ICDP, the pedagogical professionalism and educational self-esteem are high, and the cooperation of the parents has resulted in a greater benefit. Parental cooperation has also contributed to a higher degree of trust and the opportunity to raise awareness of the ICDP among the parent group.

During a study trip to London, we experienced ICDP in practice and saw evidence that clearly shows that ICDP has a significant influence on children's well-being, learning and development – across national boundaries and cultures.



*ICDP trainee Eva Christensen*

### **ICDP and pedagogical observations**

Eva uses the ICDP in her documentation and observation in her educational supervision of day carers. Some of the things I observed during my supervision:

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# socio-emotional development

# personal development

# language and communication

# attentiveness

During these sessions, I look at where the children have potential for development within these areas.

On some occasions, the day care worker was filmed and given feedback on what I saw during my 4-hour supervision session. I always finish off by reviewing, together with the day carer, her relationship work.

Give the day carer an understanding of how important it is that they are relations-competent and working to raise awareness.

### **ICDP and supervision**

Together, the two ICDP trainees **Frank Krogh and Martin Tage Hansen** have started a process of supporting the deep implementation of ICDP in everyday practice at team level. Professor Poul Nissen and Anne Linder are examining the results as the process progresses. The team support consists of two hours of observation and is followed up with supervision based on the observations. The results so far have been positive, and the teams manage the mild chaos of the day-to-day life of the institution in a more coordinated manner and adjust the activities and relationships with the children, both as a group and as individuals.



ICDP Trainee Maibritt Nelleman

## **ICDP and interdisciplinary work**

In the municipal sector, we have a strong focus on the fact that the various professions that are active with children, young people and families have a common technical language for social and health care work. Nurse and ICDP trainee **Maibritt Nelleman**, taught ICDP to a group of educators, nurses, occupational therapists and other professionals – in the same ICDP team. She writes: The students were highly motivated and want to continue their work with ICDP. Her students wrote:

- It is a very important course – in many ways.
- It's so good to have a common language
- I've now got more self-esteem.
- It has opened some new doors for me personally.
- I was really moved during the meeting with the children and their families. I have become more calm and sensitive.
- I have become aware of my strengths and the challenges I face - I am now looking to get professional recognition from a work colleague).



*ICDP Trainee and ICDP coordinator Lene- Theresa Hansen*

## **ICDP at a University College – (UCsyd)**

Lene-Theresa Hansen, an ICDP trainee and coordinator wrote: The year 2017 has been marked by marketing activities in the ICDP. We have thus completed theme days for some schools and nurseries. In addition, all Bachelor students receive students at the Department of Education for a three and a half hour introduction to the ICDP. Based on this introduction, the students experiment with applying the ICDP thinking in their future



work with children. These students are associated with UCSYD's three locations in Aabenraa, Kolding and Esbjerg. In addition, a number of specialized institutions have been introduced to the ICDP.

### **ICDP and vulnerable families**

Over the course of the year, we have focused intensely on introducing the ICDP as an educational tool for working with vulnerable children and their families. We have started cooperation with an organization that employs a team of 50 psychologists, consultants and therapists. It also employs family therapists. The entire employee group has been given a two-day introduction to the ICDP's sensitivity principles and interaction themes. The plan is for the work to continue in 2018 and to link it to research in order to measure the effect.



*ICDP Trainee and supervisor Jesper Gregersen*

### **ICDP and leadership**

In 2017 I completed the Danish Center for ICDP's new education course for leaders of educational institutions, kindergartens and nurseries. It's a one-year course in relationship-based management and is based on the ICDP's sensitivity principles and the three dialog forms. A total of nine managers participated in the program.

In addition, I concluded an agreement with Væksthuset (The Greenhouse), a socio-economic organization that works with citizens facing complex challenges, such as substance abuse, mental health issues and returning to education or employment. Together with Væksthuset, we work on developing the good dialog with the citizens. The course is based on the ICDP principles and uses training, sensitization and video recordings as key elements. In addition, the ICDP is being used as a method of supervision for professionals in the field of substance abuse and in homes and institutions for mentally and physically disabled people.

### **ICDP and ergotherapy**

During 2017 we held a presentation about the ICDP and the resilience for teachers at the Ergotherapist Education

### **Concluding comments on the Annual Report**

Not all of our plans for 2017 came to fruition. Among other things, I had to interrupt two projects – one in a hospital and one in a project in a treatment institution that had some managerial and staff-related issues. We abandon projects if there is a risk of our ICDP jewel being damaged or misused.

However, the successful initiatives eclipse those that are problematic:

- I have formed a partnership with a researcher which will help us document the effect of the ICDP.
- A municipality wants to replace the program the "Incredible Year" with ICDP. The assumption is that the effect of ICDP will be much greater.
- Through my psychology network I was invited to Uganda in November. Here, I visited a school and an educational institution for pre-school teachers. In both places I spoke about the ICDP and the sensitivity principles and the eight themes for good interaction. It was amazing to see how powerful the ICDP is in creating coherence across nations, cultures, gender, age and

social status. Out of the blue, a gifted teacher from Uganda said that the ICDP can help create democracy in Uganda. It was a very moving experience.



Kristina Ricken

The little cartoon is from the project ICDP and Parenting

### New initiatives for 2018

- Conference on April 13th 2018: How can we use ICDP as an anti-radicalization tool? In collaboration with the police (MI5).
- New book: Relational Musicality. ICDP and music

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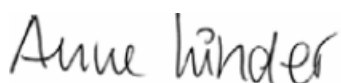
- New book: Relationship-based guidance
- Pilot project: Relationship Based Parental Guidance supported by ICDP and Relatuz – our newly developed WebApp. A researcher from a university will participate.
- We will train three more ICDP trainees from Høje Tåstrup Kommune: Henriette Flæendsdal, Janne Rosenborg, Karina Andersen.
- an extended and closer collaboration with the other two ICDP providers. We stand united in the fight against pirate providers.
- I have been invited to hold a presentation in Budapest on "Relationships in Schools" at the European Congress for Positive Psychology.

As you have read, there are many initiatives projects in progress, but also many new ones in the pipeline. ICDP is a simple language that creates coherence at all levels in an organization and across societies. When we cherish the ICDP, we protect our democratic mindset.

A Happy New Year to one and all!

On behalf of the Danish ICDP Center.

January 2018



Anne Linder

Center Manager, Dansk Center for ICDP