

Language in Care



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What words/images/phrases are associated with or used to describe the young people you support?



Insecure Attachment

Hard to engage

Disconnected

Agency

NEET

Risk behaviours

Trauma Behaviours

SEN

Parents have issues

Abused

LAC

Challenging Behaviour

Abusers

Aggressive

Isolated

Violent

Neurodivergent

Lost

Naughty

Likely to abscond

In the criminal justice system, or likely to end up there

High Risk

Attention Seekers

Challenges

Poor Outcomes

Different

Emotional dysregulation

Struggling

Unwanted

Sexualised Behaviour

Outcomes

Rotas

Disconnected

Reports

Deadlines

Risk behaviours

NEET

Contact

Trauma Behaviours

SEN

Capacity

Parents have issues

Abused

Thresholds

LAC

Challenging Behaviour

Have suffered abuse

Staff

Respite

Isolated

Transitions

Reviews

Neurodivergent

Fees

Lost

Naughty

Likely to abscond

In the criminal justice system, or likely to end up there

Unit

Attention Seekers

Challenges

High Risk

Timelines

Different

Agency

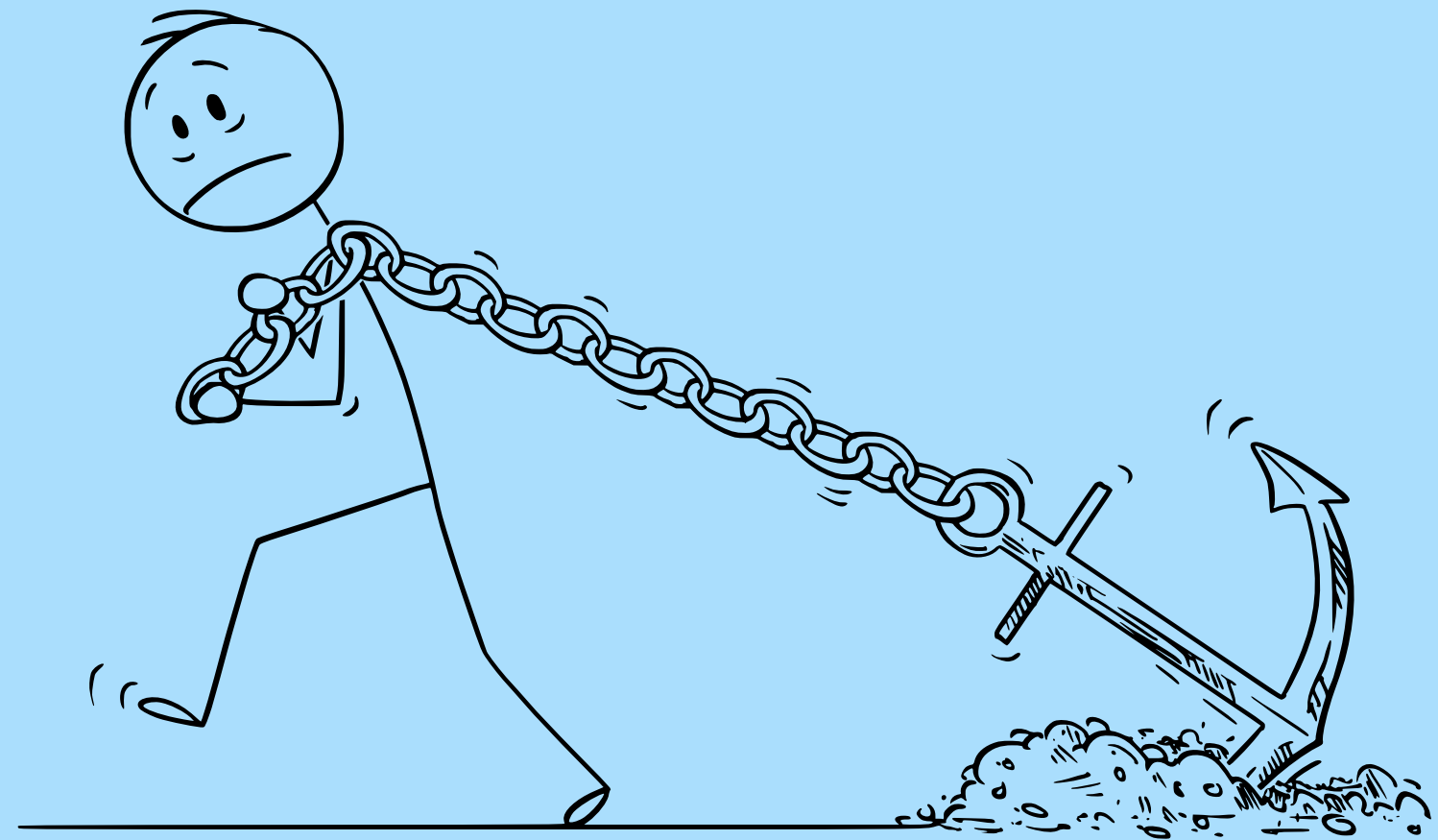
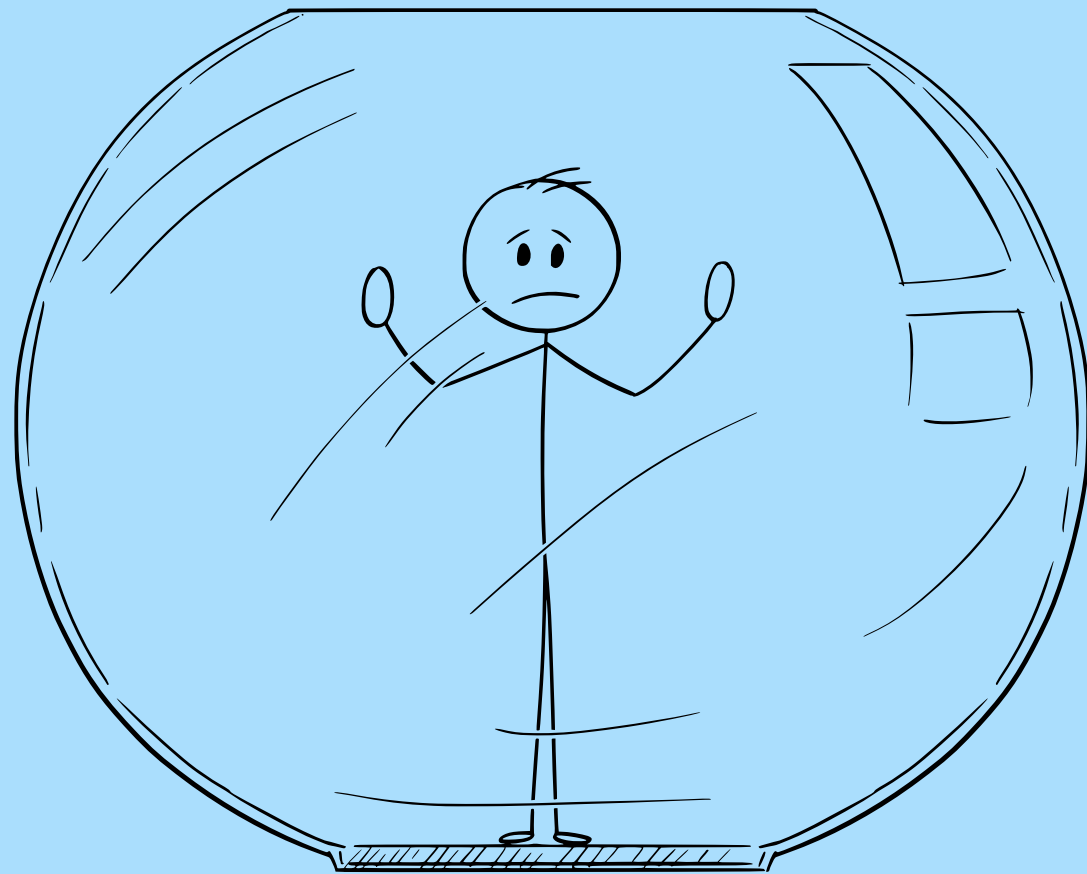
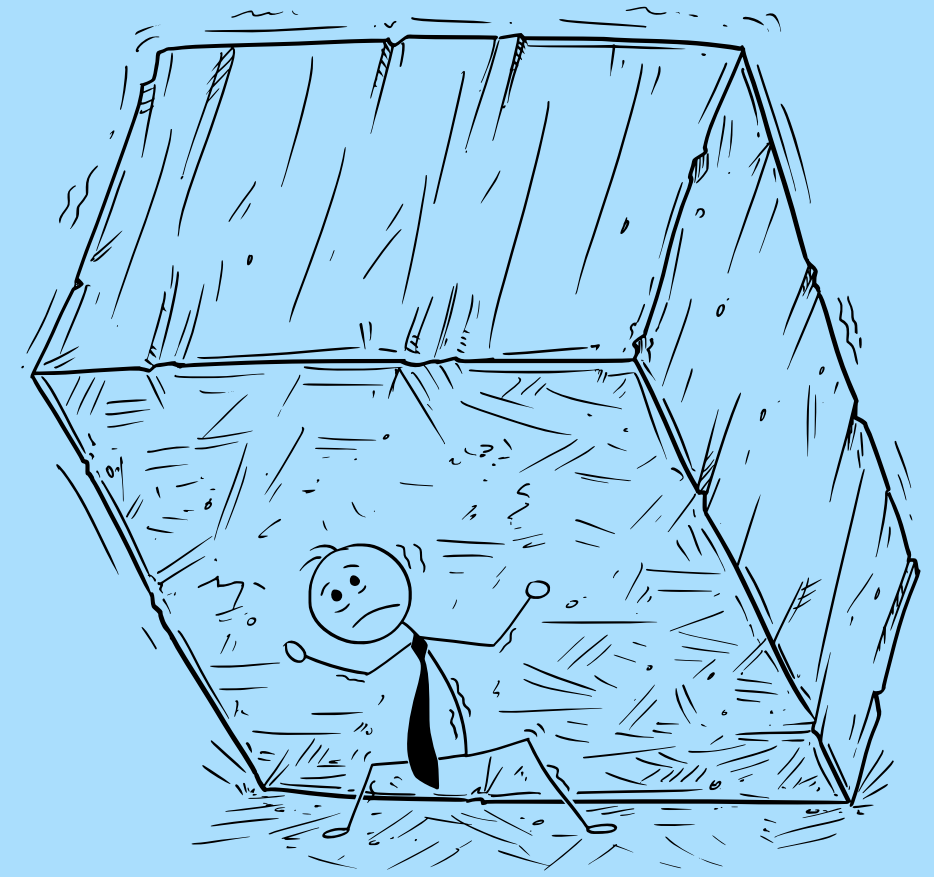
Emotional dsyregulation

Poor Outcomes

Caseload

Unwanted

Sexualised Behaviour



**Young people
deserve to be seen
beyond their
behaviours, beyond
the trauma.**

2



What positive words come to mind when you think about the young people you support?



Empathetic
Insecure Attachment
Trauma Behaviours
Curious
Challenging Behaviour
Thoughtful
In the criminal justice system, or likely to end up there
Creative

Perceptive
Hard to engage
NEET
Intelligent
Determined
Isolated
Resilient

Loving
Caring
Challenging Behaviour
Parents have issues
Have suffered abuse
NEET
Kind
Lost
Funny
Different

Trying

Our stories are not
meant for everyone.
Hearing them is a
privilege, and we should
always ask ourselves this
before we share:
"Who has earned the right
to hear my story?"

BRENE BROWN

vulnerable
distorted perception
unwillingness to change
NFA: dysfunctional. Lack of
unemotional. needs to get herself
out. reliant. talks in a detached mann
unwillingness to change. manipulative. NFA.
overreaction. young person. threat
tears did not MISPER. Strop
complained detached
manner, poor stable.
high risk absorbed.
attachment. absorbed. ue.
needs to. for functi
toxic tri. social skills. Strop. d's.
emotional. psychologically up. childlike;
refuses. of self harm delusional
air of distorted perception of attach
heavily reli. MISPER. Vul. disorder
self absorb. MISPER. Vul. young person
irrational. unemotional. complaints in the past.
talks in. air of grandeur. needs of so
MISPER. with del. panic at
emerging. Strop. has to cha
does not. Strop. unstable
dysfun. psych. health.
a lack. Strop. air of grandeur. vulnerable. high
NFA. Can. air of grandeur. vulnerable. high
childlike. reliant. del. manipulative. mental
very with. refuses to. manipulative. mental
healthy. Strop. dysfunctional. personality disorder
vulnerable. Strop. suicidal. MISPER.
attachment. not cop. rational behaviour.
refuses to. overreaction. hypochondria. emotional
dependent. Strop. self. tears did not appear genuine.
lack of soc. air of grandeur. reli. manipulative.
strop. talks in detached manner. can. predictable.
high risk patri. threatening. harm. strop.
needs to take. manipulative. overrea
manipulative. Strop. Strop. detached unpredict
emotionally and. psychologically. Strop. unstable
poor attachment. of grandeur. manip. unstable
reliant. Strop. manipulative. irrational. predictable. refuses
high risk patient. unemotional. dysfunctional. distor
manipulative. self. lack. skills. air of gra
unwillingness to. to engage.
psychologically. with del
refuses to do so. behaviour
overreaction. is. Strop. needy
heavily reliant. people. Vulnerable so
complained in. Tears did not genuine.

REDACTED

The invisible rucksack

Intergenerational Trauma

The potential impact of early childhood trauma and adversity.... neglect, abuse, household dysfunction

Stigma

Expectations

Systemic challenges



Discrimination

Stereotypes

Socio-economic Factors

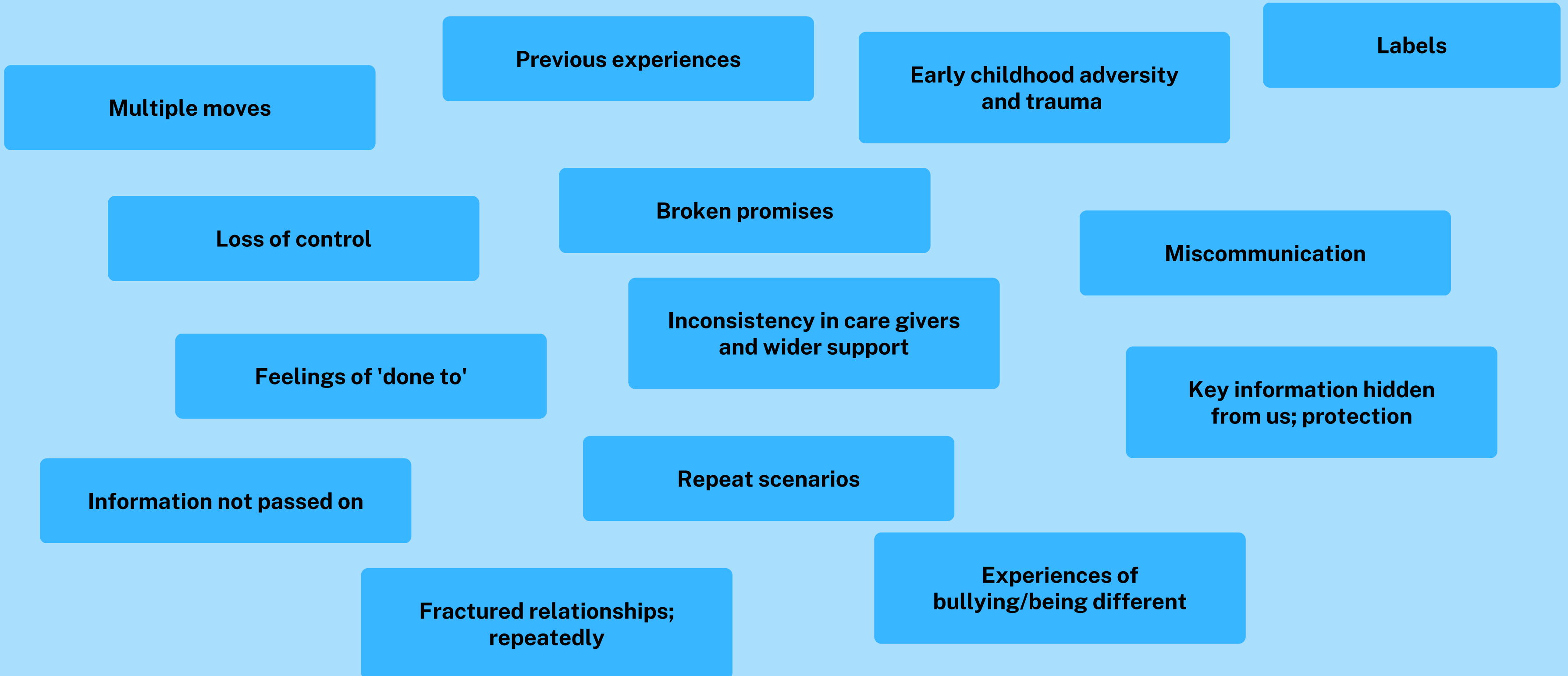
Examples of 9 social workers in one year; 4 'placements'; 2 schools.

→ Inconsistency leads to feelings of mistrust/loss of hope/ feeling unwanted etc

The capacity to care, to share, to listen, value and be empathic – to be compassionate – develops from being cared for, shared with, listened to, valued and nurtured.

Bruce Perry

A picture of disconnection



Young people's priorities/pressures

Developmental
considerations

Fitting in/
standing out

Testing boundaries

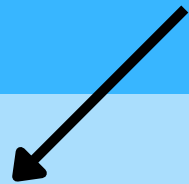
Social norms



Seeking connections

Room to make mistakes

James Mercia's theory of
adolescence



Pressure to
prove ourselves/ have it all
figured out

Being understood/feeling
seen

Wanting to have FUN

Decisions feeling 'final'

What are our values?

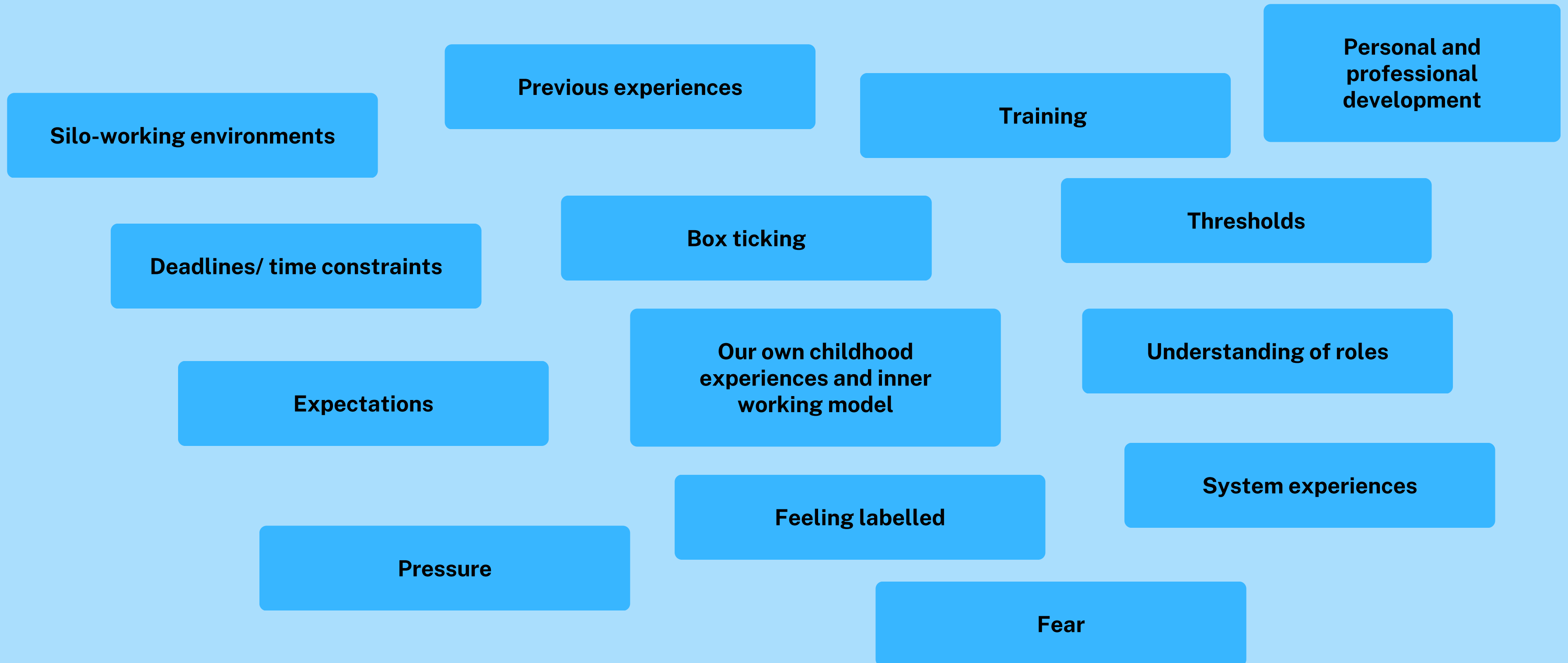
What are our priorities?

What's our purpose?
What's our agenda?

Why do we do what we do?

**How are we coming into
that room?**

A picture of disconnection



Connection is the energy that exists between people when they feel seen, heard, and valued.

- Brené Brown.

**Young people
need to feel they
are invested in,
in order to want
to invest
themselves**

ABC's and Me

Charrise Nixon

Accepted

Belong

Control

Meaningful Acceptance





HOW can we support good outcomes?

Ensuring the young person has a strong advocate

Being good role models

Offer choices-
power with not
power over

Ensuring the young person has at least one person they completely trust in any environment

Establishing predictability-
routines

Demonstrating healthy boundaries

Giving young people autonomy in decisions that affect them

Ensuring young people know their rights

Understanding our own needs- regulate ourselves first

Reframe language

Collaborate and co-produce

A whole-system approach-
understanding how trauma can manifest itself

Time in v time out

A culture where mistakes are a learning opportunity

Looking after ourselves; you can't pour from an empty cup

Having set spaces for supporting regulation

Creating relationships of trust

Intrinsic motivation

**Shame and
blame free
spaces to
develop and
celebrate
practice.**

**A commitment to learning,
growth and change**

**Values of welfare, safety and
security**

**Leaders have a commitment
to wellbeing**

**Relationships are the
priority, agenda comes
second**

**A proactive, supportive
approach**

A culture of care.

A whole system approach

**Environments guided by
empathy**

Appropriate training

**Values co-production and
collaboration**

**Promotes a sense of
community**

**Commitment to a blame-
free, shame-free learning
environment**

