

The “Tutor of Resilience” toolkit

Handbook for providers to foster
resilience in domestic workers



UNIVERSITÀ
CATTOLICA
del Sacro Cuore



UNITÀ DI RICERCA
SULLA RESILIENZA
UNIVERSITÀ CATTOLICA DEL
SACRO CUORE



Resilience is a process that allows individuals to face life's difficulties through their own internal and external resources. This process may be sustained by the action of professionals working with them. They can, through their action, promote, strengthen and sustain the person's resilience process: therefore, they are referred to as "tutors of resilience".

Adverse experiences in life may present to the individual the necessity to distance him/herself from a self-image of a victim, and to rediscover him/herself as an active person. Starting from these assumptions, the Resilience Research Unit (RiRes) has thought, developed, and methodologically validated the Tutors of Resilience training program, aimed at training educational professionals able to promote resilience processes in domestic workers.

Following our days of training we present to you this guide containing some of the activities presented during the training.

The activities proposed are just hints that you may rework, enrich or integrate, they are ideas from which to start in **developing new activities** tailored on the specific needs of your beneficiaries.

We wish you the best of work,
RiRes Team

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1. Building a resilience-informed approach towards domestic workers:

POSITIVE REFRAMING

Positive reframing is the main resilience-focused principle that should guide the tutor of resilience's take-charge approach. Indeed, the process of resilience lays its foundations on a substantial **change of perspective** that allows operators to have a global view on the individual experiencing protection concerns. It is fundamental **not to look at the client as a victim but as a survivor**, who can survive and flourish despite adverse circumstances of life.

The lack of hope and expectation for change in life of migrant domestic women, has led operators in the past to reduce social work to mere assistance, depriving individuals of the stimulation and the support needed to promote the individual recovery process.

Therefore, focusing only on the damaged part of the individual is not enough and may hinder the woman's recovery. It is fundamental to look more closely and differently at the client. Even if sometimes it could be difficult to identify resources and protective factors in highly traumatized individuals, who feel totally powerless and hopeless, here the case worker should try to **explore and mirror back their talents and resources**.

Starting from this, **changing people's points of view from vulnerability to resources**, is the starting point for building a resilience-focused intervention as it helps providers in building trusting and meaningful supportive relationship.

1.1 The oyster metaphor



“When a grain of sand penetrates into the oyster and attacked it, the oyster must protect itself. Such a defensive reaction generates a strong, brilliant and precious jewel: the pearl.”

(Cyrulnik, 1999)

- Starting from the metaphor it's possible to implement your activities.

1.2 The 50:50 method

Aim: Explore, balance, and compare client's difficulties and vulnerabilities, with personal strengths and resources.

Materials: papers; pen.

Activity:

- In a table, list the same number of problems/vulnerabilities and strengths/resources that you have been able to identify in the client.

2. The assessment process:

LISTENING AND COMMUNICATING ACTIVELY and SUPPORTING RELATIONSHIP

The assessment process might be challenging for both provider and beneficiary. Indeed, a consistent set of information has to be collected in order to orient the case plan. However, most of domestic workers' have been exposed to traumatic experiences that may have hindered their ability to rely on others and to share their stories with them.

Therefore, through the whole assessment process it is crucial to take in consideration two main resilience-enabling principles: providing an active listening and communication with women, and initiating with them the trust-building process.

In particular, using a **client-oriented specific language** can help providers to be attuned to the returnee, thus, facilitate the process of self-disclosure. This is something that cannot be improvised, but require specific listening and communications skills and techniques that need to be learnt and acquired by each caseworker; a language that may honor the client as being expert of his/her own story. Furthermore, applying a client-centered approach allows to shift the approach from the interviewer as being the expert, to the interviewee as playing the leading role of the interview.

This can be possible if a trusting relationship is built among the provider and the domestic workers. By experiencing an authentic **supporting relationship** with the provider, women may regain trust in others and experience a sense of inner security once more. Restoring confidence in others after being victims of interpersonal trauma involves a process that can be time consuming and not always linear: patience and consistency are two essential components of any attempt to connect with the woman.

2.1 The interviewing roadmap - LISTENING AND COMMUNICATING ACTIVELY

ACTION	DESCRIPTION	SUGGESTED PHRASING
Introduce	<ul style="list-style-type: none"> - Explain your role and the reason why you are conducting the assessment. - Make the client comfortable with a client-friendly environment. - With beneficiary- client: invite the beneficiary to have a caregiver or other adult present until the beneficiary feels more comfortable. 	<ul style="list-style-type: none"> - First of all I would like to present myself... - My role is to... - Case management is.... - Do you have any expectation regarding the case management? - Is there anyone who you would like here for support? - Do you have any concern/question about the case management? - Is there anything else you want me to know?
Engage	<ul style="list-style-type: none"> - Make general conversation to build rapport. - Avoid jargon or acronyms. - Engage the client in a discussion of their care. - Actively listen to the client. 	<ul style="list-style-type: none"> - Tell me about yourself. How old are you? Where do you live? Who lives with you? Are you close to any family members? - Tell me about them. Are there other important people in your life (other than your family) that you are close to? Tell me about them. - What is your favourite: [colour? Hobbies? TV show? Game? Toy? Food? Drink? Thing to do? Football team...]. - When you go out, where do you like to go best? - Tell me about your friends. What do you like to do with your friends?
Ask	<ul style="list-style-type: none"> - Question the client to get a narrative, not specific answers - Ask non-judgmental, solution focused questions. - Try to get a holistic view of the client's life. 	<ul style="list-style-type: none"> - On a scale of 1-10, 1 being that [X] and 10 being that [Y], where would you rate [issue]? Why? What makes it a [#]? - Tell me about how you think your body is doing? Now tell me how you think your mind is doing? - If you woke up without (problem), how would you know? What would be different? - How do you make others know when you are happy/scared/hungry?

Respond	<ul style="list-style-type: none"> - Validate the client's input. - Recite back your understanding of the client's words. - Encourage the client to elaborate 	<ul style="list-style-type: none"> - So, you are saying that X? Is that right? Tell me about it. Tell me more. Then what happens? - What do you think about that?
Closing	<ul style="list-style-type: none"> - Allow a few minutes of silence to let the client think and to give control back to the client. - Move to a neutral topic. - Discuss something good that has happened or play a game (with beneficiary- client). - Give the client contact information . - Make sure the client does not leave the meeting confused. - Answer the client's questions. - Thank the client for his cooperation. 	<ul style="list-style-type: none"> - The next time we see each other will be when... - This is what is going to happen next... - What questions do you have? - Thank you for meeting with me today.

2.2 The trusting staircase - SUPPORTING RELATIONSHIP

Aim: Reflect and identify the different steps that providers have to climb in order to build a trusting relationship with the beneficiaries and, in parallel, specific risks/threats they perceive during this process.

Materials: papers; pen.

Activity:

- Draw a staircase composed by different steps representing the actions that providers should follow in order to build a trusting relationship with the domestic workers. Once finished, draw some rocks that represents events/experiences that might hinder the building trust process.

3. Development of an individual case plan:

AGENCY

One main principle of a resilience-informed intervention is to place **client's agency at the center of the case management process**. Indeed, often domestic workers look at themselves as vulnerable women, who need to stand on others to survive. Therefore, fully engaging them as decision makers throughout the process of case plan definition is fundamental. This entails accompanying the women to set priorities, meet their needs, solve problems, and make decisions about what will happen next. In other words, the provider shall ensure a **client-centered approach** that consider each woman as the actor at the center of the case plan, **not as a passive aid recipient**, and the provider as a facilitator of the process.

The key to achieving this is to accompany the client in **rebuild the sense of control** over her life, which may have been strongly affected by the traumatic past. Furthermore, it is essential to present the case plan as a process where **the decision-maker and the main actor of the change would be the woman herself**.

3.1 Caught in the thunderstorm

Aim: Identifying **risk and protective factors** perceived by the beneficiary.

Materials: white papers, coloured pencils, coloured markers.

Activity:

- Distribute to each client a white paper;
- Ask clients to fold the paper in half;
- Ask the client to draw in the top of the paper a heavy **storm** and to write/draw in the clouds fears and difficulties most threatening for him/her (risk factors, i.e. any event, condition or experience that increase the likelihood of a future negative outcome for an individual);
- Ask the client to draw in the bottom of the paper a big **umbrella** and to write/draw who or what helped or can help him/her (protective factors, i.e. characteristics of the individual, family, and wider environment that reduce the negative effect of adversity on the client outcome).
- It's possible to share the clouds and the umbrella within the group

Notes and suggestions: it's suggested to give to beneficiaries examples of risk and protective factors in order to better clarify their meaning.

4. *Intervention:*

EMPOWERMENT AND RECOVERY

Interventions with domestic workers returnees should be aimed to achieve the following objectives: empowering women through mobilizing and strengthening their own qualities, skills, and talents, and assisting them in their own recovery process.

The loss of the main points of reference in life following the migration process can trigger in returnees feelings of disorientation, helplessness, and powerlessness.

That is the reason why one of the main pillars of resilience principle is to empower women throughout the process by strengthening their own protective factors (i.e. the resources that allow individuals to reduce the negative impact of adversities on their mental health and wellbeing), that can be divided into 3 categories: **“I CAN”** resources, **“I AM”** resources, and **“I HAVE”** resources (Edith Grotberg). “I CAN” resources refer to the talents, abilities, and skills that individuals learn, acquire, and develop in different contexts. “I AM” resources refer to the set of values, personal beliefs, and emotions that represent the stable benchmarks of individual’s inner world. “I HAVE” resources refer to external resources in the shape of significant relations that help individuals dealing with their own adversity, and instill trust and love.

However, while several studies demonstrate the central role played by personal resources in enhancing the resilience process, some domestic workers may need a specific guidance in recovery from the traumatic suffering that characterized their past.

Therefore, it is crucial for providers to adopt a **trauma-informed approach** that may support women in “piecing together” the different parts of their lives’ history (past, present, and future) and integrating traumatic experiences as a part of it.

4.1 EMPOWERMENT

“I CAN” resources

4.1.1 How I see myself

Aim: Help the beneficiary to recognize is/her **qualities and talents**.

Material: white papers; coloured markers; coloured pencils; pictures, newspaper clippings; ornaments and decorations.

Activity:

- Distribute to each beneficiary a paper with a mirror printed or drawn on it;
- Ask beneficiaries to represent themselves on the paper as if they were looking in the mirror. Ask them: “How do you see yourself today?”.
- Let beneficiaries represent themselves using available materials
- It’s possible to share the mirrors within the group
- Hang the mirrors on the wall

4.1.2 Five fingers, five qualities

Aim: help the beneficiary in recognizing his/her own **qualities and talents**, through other’s eyes

Material: white papers; pencil; cryons;

Group: groups of 5.

Activity:

- Brief brainstorming about the concept of talent/quality;
- Make groups of 5 people each and sit down in circle;
- Ask participants to draw on a paper the outline of their hand and to write over the page their names;
- Ask beneficiaries to write or draw one of their talents/qualities on the thumb;
- Ask beneficiaries to turn over the paper so that other beneficiaries can not see it;
- Ask beneficiaries to pass the paper to the mate on their right;
- Ask beneficiaries to write or draw on another finger of the mate’s hand a talent/quality you think that represents him/her;
- Repeat this until each mate receives his/her hand and can read what other people

think of him/her;

- At the end of the activity, discuss on representations about talents.

* Notes and suggestions: it's important to guide beneficiaries during the activity, verifying that the group is proceeding well.

“I AM” resources

4.1.3 My mark on the world

Aim: Reinforce cultural **identity**.

Materials: Papers; white/coloured poster; coloured pencils and markers; scotch; glue and scissors.

Activity:

- Explain the “journey” through the metaphor of the imprint: journey is like a trace or a sign each of us leave in the city/country he passes through;
- Ask each participant to draw on a paper the outline of their hand 3 times;
- On the 1st hand: ask beneficiaries to write or draw who/what they left in their country of origin (concrete elements and symbolic ones);
- On the 2nd hand: ask beneficiaries to write or draw who/what they brought in the hosting city (concrete elements and symbolic ones);
- On the 3rd hand: ask beneficiaries to write or draw who/what they found in the hosting city (concrete elements and symbolic ones);
- Cut out the outlines of the three hands and paste them on a big poster named “our marks on the world”;
- Reflect on the metaphor of “walking in the world”: we can leave something of us and we can enrich ourselves thanks to others

4.1.4 The emotions statue

Aim: Recognize **body as a means to convey emotions**.

Materials: Cards with emotions (happiness, sadness, fear, anger, surprise, disgust); a box to contain emotion-cards

Groups: pairs

Activity:

- Brainstorming on “emotions” and ways to express them;
- Divide beneficiaries in pairs;
- One beneficiary from the pair catch a card from the box, without sharing the emotion written in the card.
- The beneficiary who has caught the card will start to shape his/her mate like a lump of clay, in order to represent the emotion written in the card;
- When all the statues are finished, beneficiaries who play the role of sculptors try to guess which emotions statues represent.
- The activity can continue inverting the roles of beneficiaries.

4.1.5 Chutes and ladders with emotions

Aim: Learning to **express recognize emotions** through their expression,

Materials: A chute and ladder playboard specifically designed and built with beneficiaries' help (either drawn on a cardboard or big enough to let the beneficiaries themselves to act as pawns); pawns, dices

Activity:

- The game is played as the classic chutes and ladders, but the individual boxes represent various emotions (as designed by the beneficiaries)
- When a beneficiary's pawn ends on a certain box, the beneficiary is asked to represent the emotion that box represent, either by miming it or by telling a story pertaining that emotion

**Notes and advice:* it is possible to modify the game by creating new boxes or finding different types of game and/or rules

4.1.6 The neutral mask

Aim: learning to **express and recognize** emotions the help of a mask that protects and makes the task more spontaneous.

Materials: a white mask

Activity:

- Participants take turn in wearing the mask and representing their emotional state

**Notes and advice:* it is possible to use the mask together with another activity, such as the emotional chutes and ladders game, for example inviting the beneficiary to wear the mask if and when he/she shows difficulties in expressing an emotion

4.1.7 Emotions in me

Aim: reasoning together with the participants regarding the expression of emotions through one's own body, by identifying the specific parts of the body that experience emotions.

Materials: beneficiary-sized paper sheets; crayons, colored pencils and felt-tip pens

Activity:

- Place the paper sheets on the ground, then ask the beneficiaries to lay down on them
- Participants are divided into couples: couples' members take turns in drawing their mate's silhouette on the paper sheets, so that each beneficiary would have his/her own shape
- Take a moment where Tutor of Resilience introduces emotions and connect them to the body experience.
- Ask the beneficiary to connect with his emotions and think about the zone of the body in which they feel it.
- Ask the beneficiary to fill the silhouette with colors and drawings that represent the different emotions.
- Ask the beneficiary to connect to specific emotions aspect of his life.

“I HAVE” resources

4.1.8 The two sides of the medal

Aims: Facilitate and identify **support-seeking strategies** and **helping behaviours**

Materials: Papers; colored markers and pencils; colored ribbons

Explanation and execution

- Brainstorm with the group on the concept of helping behaviors with concrete examples from everyday life
- Ask beneficiaries to build the medal by drawing it on the paper (circle shape) and than cut it.
- Ask each beneficiary to draw in a side of the medal a situation in which he has helped someone and in the other an episode in which he has been helped by someone.
- Stick the ribbons on the medals and put them round the neck of each beneficiary

- Discuss with the beneficiaries about the medals and the emotions and feeling they experienced while helping/being helped by others

4.1.9 My relation's grape

Aim: promoting the **importance of relationships**, through the development of symbolic thought

Materials: paper circles 10 cm wide; colored pencils and markers; strings and ribbons; pencil sharpeners; erasers; scissors

Activity:

- Introduce the bunch of grapes metaphor: the whole bunch represents the relationships, and each grape is a reference figure
- Ask beneficiaries to think about people that are important to you that you want to insert in your bunch of grapes
- Ask beneficiaries to draw a number of circles equivalent to the people you have previously thought about
- Ask beneficiaries to dedicate one circle to each person: draw in the circle a symbol which represent the specific person
- Ask beneficiaries to join all the grapes and with a rope and create a relation's grape
- Ask beneficiaries to present to others your relation's grape
- **Notes and advice:* to spare some time, you can also ask the beneficiaries to draw their bunches directly on an A4 paper. An alternative for older beneficiaries is to use newspaper clippings, asking them to choose an image to represent each member of their bunch

4.1.10 Move as a single body

Aim: promote the **observation and cooperation abilities**, initially in couples and then inside the whole workgroup. Work on concentration and body-coordination skills within the group

Groups: at first, this activity is done in couples, then in group of 4, then 8, and so forth until the whole group is included

Activity:

- Create groups of 2 people
- Line up the participants in couples on one side of the room (the starting point). Each couple choose a way of moving, and then is invited to cross the room by moving in

synchrony without speaking, just by seeing or touching each other

- Come to a couple coordination, try to repeat the same exercise into groups of 4 people, 8, and, at the end, with the whole group.
- At the end of the exercise, discuss with the beneficiaries on their feelings, and the difficulties they faced during the exercise

**Notes and advice:* the educator may ask the couples to devise sequences of movements, or may suggest specific moves that each couple should carry out: for example, the educator may require a specific move set (i.e., “raise your arms, then drop them, stop in place, turn around, and flex your leg”)

4.1.11 Blindfold and bounded

Aim: promote **mutual cooperation** through the understanding and identification of the other’s needs

Materials: blindfolds or scarf; various materials to use as obstacles

Groups: two teams

Activity:

- Prepare an obstacle course
- Divide the group into two teams
- Divide each team in two sub-groups: beneficiaries blindfolded, and beneficiaries with their feet tied together
- Explain the goal of the game: reach the finish line as fast as possible
- Each team forms in two lines: the blindfolded beneficiaries on the right, and the beneficiaries with their feet tied on the left. Blindfolded beneficiaries may not see the obstacle course, and must rely on the verbal indications provided by the beneficiaries with their feet tied, who in turn must proceed with little jumps along the course
- When a couple reach the finish line, the following couple is allowed to start
- The team that completes the course in less time wins
- At the end of the race, explain the concepts of empathy and cooperation

**Notes and advice:* as a movement game, this activity is indicated to relieve from tension. It is interesting to repeat the activity by asking the beneficiaries to switch roles (beneficiaries who were have their feet tied together, and beneficiaries who had their feet tied together are blindfolded)

4.1.12 The Memory box

Aim: strengthen the union and bond of the family by accessing to positive memories

Materials: white or colored sheets; colored cardboards, glue; magazines with many pictures; felt-tip pens; stapler; scissors; plasticine, wool strings, pieces of clothes, buttons; various materials apt to be used as decorations; family photos

Groups: families

Activity:

- Distribute to each family various colored cardboards that will be used to create a box
- Invite the families to remember some happy moments they lived in the past, and to represent them by drawing, sculpting them from plasticine, or any other way they would like, or using family photos
- At the end of the activity, all the memories created may be put inside the memory box

4.1.13 A flower for gift

Aim: facilitating the **mutual recognition** by strengthening the **familiar and individual self-efficacy**

Materials: paper sheets; colored felt-tip; pens and pencils

Groups: families

Activity:

- Ask both the parent and the beneficiary to draw a flower with various petals
- Inside each petal, the beneficiary writes/draws a positive trait of his/her parent, while the parent writes/draws inside each petal a positive trait of his/her beneficiary
- At the center of the flower, both the beneficiary and the parent write a positive trait of themselves that they would like to give to the other
- The parent and the beneficiary exchange their flowers
- The parent and the beneficiary share their experience
- The family discuss what emerged during the activity

4.2 Integrate trauma-informed work to increase efficacy of the support being provided to individuals survivors of trauma:

RECOVERY

4.2.1 The lost treasure

Aim: Recognize, accept and process losses.

Materials: Plasticine; recycled materials; pictures; newspaper clippings; paper; a box in the shape of a chest.

Activity:

- Put the material on the table;
- Ask beneficiaries to build an something that is important for them and that they have lost;
- Further on, sit down in circle and share emotions and experiences with others, related to the lost handmade object
- In turn, each beneficiary puts her/his object in a chest-shaped box, in the centre of the circle.
- All together, say bye-bye to the lost objects and – as in a ritual ceremony – put the box in an agreed place.
- The educator points out that, in case of nostalgia, each beneficiary can visit the place where the chest lies.

Notes e suggestions: educators are advised to participate in the activity by creating their own lost object, trying not to influence beneficiaries. It is important to pay attention to the behavioural response of beneficiaries to detect potential difficulties in the loss processing.

4.2.2 The river of life

Aim: promote beneficiaries' access to their **past experiences, give meaning** at both positive and negative experiences and encourage their **integration in the beneficiary life history**.

Materials: white paper; newspaper clippings; pictures; glue; scotch; scissors.

Activity:

- Ask beneficiaries to imagine their life as a river and to think about memories of their life;
- Ask beneficiaries to look at the photos/newspaper clippings and to select the ones that remind memories of their past
- Ask beneficiaries to create a collage on the paper which looks like a river
- It's possible to share beneficiaries' rivers

Notes e suggestions: educators are advised to participate in the activity by creating their own river, trying not to influence beneficiaries. It is important to pay attention to the behavioural response of beneficiaries to detect potential difficulties in the loss processing.

5. Closure

In the case management process, closure is a very delicate stage. Domestic workers are expected to move forward in their lives, but detaching from the providers' help might be scary for the domestic worker, who might feel not ready to do that. A fundamental driving force of change that can be enhanced by the provider is the woman's propensity to plan ahead positively. Therefore, in the last stage of the intervention it is crucial to help women in gaining back the motivation to look towards the future and move forward and **being a leading player in their own life**.

5.1 The wishing chest

Aim: help beneficiary in the expression of dream, wishes and hopes for the **future**.

Materials: Box; white paper; markers; pencils; crepe paper; glue; scotch; rope and coloured ribbons; jewels; glitter; stickers; material for decorations; music.

Activity:

- Tell beneficiaries that the “wishing chest” has the aim to collect and to protect our wishes;
- Ask each beneficiary to think about his/her wishes for the future;
- Ask each beneficiary to draw or write his/her wishes on the paper;
- Ask each beneficiary to roll the paper like it is an ancient scroll then ask to close the scroll using ribbon or rope. When finished invite each beneficiary to put the scroll in the wishing chest.
- After each beneficiary put the scroll in the chest, the group can decorate the box with all material.
- When the wishing chest has been decorated all participants circle it and listen a to a song chosen by beneficiaries and educators; the song has as a topic the importance of dreams and wishes.

Notes and advice: Adolescents can choose a picture that remind them their wishes/dreams for the future. It's important to find how to close the chest and to find a safe place to keep it.

5.2 Peeking the future

Aim: promote **self projection in the future**

Materials: big papers with a key hole printed on; coloured markers; coloured pencils; newspaper clippings, pictures.

Activity:

- Guide beneficiaries into an imaginary journey that bring them in front of the “door of their future”;
- Guide beneficiaries at the “door of their future” in order to peek through the key hole; tell them that beyond the key hole they can see the their own future.
- Distribute to each beneficiary the papers printed with the key hole;
- Ask beneficiaries to fill the key hole whit their wishes, aspirations and hopes for the future, using the available materials;
- It's possible to share beneficiaries' key holes
- Hang beneficiaries' creation's on the wall.

Notes e suggestion: sometimes, is important to verify if the group is proceeding well; give positive feedbacks