



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Asesiad

Uned 444 Cefnogi'r broses asesu a chynllunio gofal a chymorth

Deilliant Dysgu 2

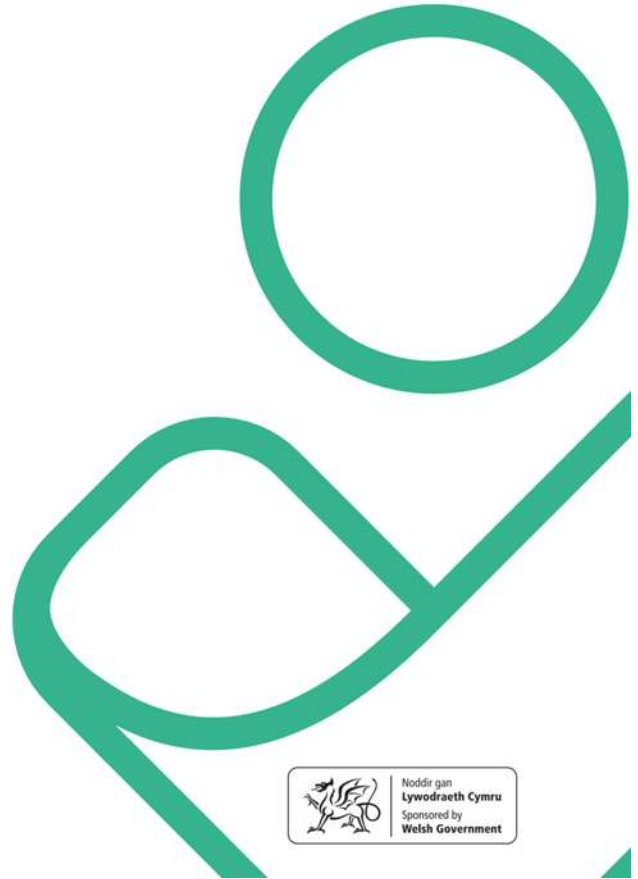
Cyfathrebu â Phlant 12-18 oed

Assessment

Unit 444 Support the assessment and care and support planning process

Learning Outcome 2

Communicating with Children aged 12-18



Mae'r adnodd hwn wedi'i ddatblygu mewn partneriaeth â'r Consortiwm Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar ran Gofal Cymdeithasol Cymru. Mae'r consortiwm yn cynnwys y partneriaid canlynol:

This resource has been developed in partnership by the Social Services Practitioner (SSP) Consortium on behalf of Social Care Wales. The consortium is made up of the following partners:



Gofal Cymdeithasol Cymru a'i gyngorwyr penodedig sy'n berchen ar hawlfraint y deunyddiau hyn. Gall darparwyr dysgu, awdurdodau lleol a darparwyr gwasanaethau gofal yng Nghymru gopïo, atgynhyrchu, dosbarthu neu drefnu bod y Rhaglen Ddysgu Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael fel arall i unrhyw drydydd parti arall ar sail ddielw yn unig. Rhaid i unrhyw bartïon eraill sy'n dymuno copïo, atgynhyrchu, dosbarthu neu fel arall wneud y Rhaglen Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael i unrhyw drydydd parti arall geisio caniatâd ysgrifenedig Gofal Cymdeithasol Cymru ymlaen llaw.

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Sgiliau Astudio / Study Skills



Cyfeirnod / Referencing



Darllen / Reading



Ysgrifenu / Writing



Myfyrdod Beirniadol /
Critical Reflection



Cyfathrebiad /
Communication



Gwaith Grŵp / Group Work



Cyflwyniad / Presentation



Ymchwil / Research



Sgiliau rhyngpersonol /
Interpersonal Skills



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Sgiliau Astudio Cudd / Hidden Study Skills

Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...

Trefniadaeth

Cadw amser

Cynllunio

Cymryd nodyn

Cynllunio Traethawd

Gwrandawriad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngpersonol hefyd.

Don't forget there are a range of skills embedded including...

Organisation

Time keeping

Planning

Note taking

Essay planning

Listening

Problem solving

Decision making

Questioning

Effective speaking

Verbal communication

Some of these may form part of your Interpersonal Skills too.

Nod

- Ystyried sut rydym yn siarad â phlant yn y grŵp oedran hwn
- Cynyddu ein dealltwriaeth o ddatblygiad plant
- Mabwysiadu dull gweithredu seiliedig ar hawliau wrth asesu sefyllfa plentyn.

Aim

- To consider how we talk to children in this age group
- To increase our understanding of child development
- To adopt a rights based approach when assessing a child's situation.

Amcanion

- Cymhwyso'r hyn rydyn ni'n ei ddysgu heddiw i astudiaeth achos
- Disgrifio rhai o'r rhwystrau i weithio gyda phlant yn ystod y cyfnod hwn o fywyd.
- Ymarfer defnyddio gwahanol offer a all ein helpu i weld byd y plentyn trwy ei lygaid.

Objectives

- To apply what we learn today to a case study
- To describe some of the barriers to working with children during this life stage.
- To practice using different tools that can help us to see the child's world through their eyes.

Facilitator Notes

Welsh

Atgoffwch y myfyrwyr bod y glasoed – yn dal i fod yn blant.

English

Remind students that adolescents – are still children .

Astudiaethau dan gyfarwyddyd

- Gwylwch Fideo Dan Siegal
- Gwylwch y fideo - Adam
- Sut mae theori yn eich helpu i ddeall y cyfnod bywyd y mae Adam yn ei brofi?
- Pa gwestiynau, offer, dulliau cyfathrebu y byddwch chi'n dibynnu arny'n nhw i ddechrau datblygu perthynas ag Adam?
- Pa ffactorau fydd angen i chi eu hystyried?

Directed study

- Watch the Dan Siegal Video
- Watch the video - Adam
- How does theory help you to understand the life stage Adam is experiencing?

<https://www.youtube.com/watch?v=pLaHfZgSOYY> Adams story

<https://www.youtube.com/watch?v=001u50Ec5eY> Dan Siegal video Dan Siegal: The Purpose of the Teenage Brain

Dan Siegal is a clinical professor of psychiatry at The University of California, Los Angeles School of Medicine and the founding co-director of the [Mindful Awareness Research Center](#) at UCLA.

N.N - No Welsh translation provided

Mewn parau

- Rhannwch eich barn ar sut y byddech chi'n mynd i'r afael â'ch gwaith gydag Adam.

In pairs

- Share your thoughts on how you would approach your work with Adam.
- What questions, tools, methods of communication will you be relying on to start to develop a relationship with Adam ?
- What factors will you need to consider?

Facilitator Notes

Welsh

Disgyblaeth: Gofynnwch i'r myfyrwyr gymryd eu tro i rannu eu meddyliau cyn dechrau gofyn cwestiynau i'w gilydd ac ati.

Mae hyn yn cefnogi eu sgiliau cyfathrebu ymhellach - gwrando ar y person arall - gwrando ar glywed yn hytrach nag ateb.

Hwylusydd i gasglu'r adborth gan dalu sylw i gysylltiadau ag unedau ac offer blaenorol y gellid eu defnyddio.

English

Discipline: Ask students to take it in turns to share their thoughts before they start asking each other questions etc.

This further supports their communication skills- listening to the other person – listening to hear as opposed to reply.

Facilitator to capture the feedback paying attention to connections to previous units and tools that might be used.

Reflection exercise Ymarfer myfyrio



Facilitator Notes

Welsh

Pan fyddwn yn ystyried y gwahanol bersbectif damcaniaethol, yr offer a ddefnyddiwn i gyfathrebu â phlant, y cyfnod bywyd (ailgysylltu â datblygiad yr ymennydd a archwiliwyd mewn unedau blaenorol) mae angen i ni hefyd ystyried y tristwch, a'r boen y mae plant yn ei brofi o fewn eu teulu/cymuned

Hwylusydd i gael balŵn ac egluro eich bod yn mynd i chwythu'r balŵn i fyny ac ar ryw adeg efallai y bydd yn popio neu beidio. Gofynnwch i'r myfyrwyr gau eu llygad tra byddwch chi'n chwythu'r balŵn i fyny. Bydd yr ystafell yn llonydd felly gwnewch yn siŵr bod myfyrwyr yn gallu eich clywed yn anadlu'n ddwfn wrth i chi chwythu'r balŵn i fyny. Ar ryw adeg, rhowch bin ar y balŵn - gofynnwch am wirfoddolwyr i roi adborth ar sut roedden nhw'n teimlo yn ystod yr ymarfer hwn.

Yna cysylltwch yr adborth â phrofiad y plentyn gan fyfyrwyr ar stori Adam, ailymweld â pheth o'r gwaith. Cwestiynau y gwnaethoch eu paratoi, a fydddech chi'n newid unrhyw rai ohonynt - gwneud pethau'n wahanol?

English

When we consider the different theoretical perspective, the tools we use to communicate with children , the life stage (reconnect with brain development explored in previous units.) we also need to consider the sadness, and hurt children have and do experience within their family/community

Facilitator to have a balloon and explain that you are going to blow the balloon up and at some point it might pop or not. Ask the students to close their eye while you blow up the balloon. The room will be still so ensure that students can hear you take deep breaths as you blow up the balloon. At some point pop the balloon with a pin- ask for volunteers to feed back how they were feeling during this exercise.

Then connect the feedback to the child's experience reflecting on Adam's story revisit some of the work. Questions you prepared, would you change any –do things differently?

Dan Siegal – Ymennydd y Glasoed

- Beth yw'r peth mwyaf i chi ei ddysgu am ymennydd y glasoed o wyllo'r fideo hwn?
- Sut gallai hyn lywio eich ymarfer gyda phlant yn ystod cyfnod bywyd y glasoed?

Dan Siegal – Adolescent Brain

- What is your biggest learning about the teenage brain from watching this video.?
- How might this inform your practice with children during the life stage of adolescence ?

Llywodraeth Cynulliad Cymru (2003:4) Plant a Phobl Ifanc: Hawliau i weithredu.

Dylid ystyried plant a phobl ifanc fel dinasyddion ifanc, gyda hawliau a barn i'w hystyried. Nid ydynt yn rhywogaeth ar wahân, i'w parhau a'i sentimentaleiddio bob yn ail, nac yn oedolion dan hyfforddiant nad oes ganddynt le llawn eto mewn cymdeithas. Rhaid i oedolion beidio â syrthio i'r fagl o siarad yn awtomatig drostynt a gwneud rhagdybiaethau am yr hyn sydd ei angen arnynt. Nid mater i wasanaethau statudol yn unig yw diffyg parch. Mae'n canolbwyntio ar y ffordd y mae oedolion yn ymddwyn tuag at blant a phobl ifanc yn gyffredinol - mewn bwytai, mewn ciwiau bysiau, mewn ysgolion, canolfannau hamdden a siopau.

Welsh Assembly Government (2003:4) Chil dren and Young People: Rights to action.

Children and young people should be seen as young citizens, with rights and opinions to be taken into account. They are not a species apart, to be alternately demonised and sentimentalised, nor trainee adults who do not yet have a full place in society. Adults must not fall into the trap of automatically speaking for them and making assumptions about what they need. Lack of respect is not just an issue for statutory services. It centres on the way adults behave towards children and young people generally - in restaurants, at bus queues, in schools, leisure centres and shops.

Canfyddiadau

“Nid yw’n gymdeithasol dderbyniol gwatwar a phardduo sectorau eraill o’r gymdeithas... Ond yn rhyfedd iawn, mae’n dderbyniol gwatwar a phardduo pobl ifanc yn eu harddegau.”

Niwrowyddonydd Sarah-Jayne Blakemore

Perceptions

"It is not socially acceptable to mock and demonise other sectors of society... But it is, strangely, acceptable to mock and demonise teenagers."

neuroscientist Sarah-Jayne Blakemore

Ymennydd y glasoed

Yn seiliedig ar gam datblygiad eu hymennydd, mae'r glasoed yn fwy tebygol o:

- Ymddwyn yn fyrbwyll
- Camddarllen neu gamddehongli ciwiau cymdeithasol ac emosiynau
- Cael damweiniau o bob math.
- Cymryd rhan mewn ymladd
- Cymryd rhan mewn ymddygiad peryglus neu llawn risg.

Adolescent brain

Based on the stage of their brain development, adolescents are more likely to:

- act on impulse
- misread or misinterpret social cues and emotions
- get into accidents of all kinds
- get involved in fights
- engage in dangerous or risky behaviour

Facilitator Notes

Welsh

atgoffa myfyrwyr o'r dysgu y maent eisoes wedi'i brofi mewn Unedau eraill a bod plant yn y cyfnod hwn o fywyd yn fwy tebygol o feddwl cyn gweithredu oedi i ystyried canlyniadau eu gweithredoedd newid eu hymddygiad peryglus neu 'amhriodol' Mwy o ymwybyddiaeth o rywioldeb.

Gofynnwch i'r myfyrwyr a yw hyn yn achosi mwy o bwysau? Dewis? i blant a ninnau fel gweithwyr?

English

remind students of the learning they have already experienced in other Units and that children in this lifestage are more likely to think before they act
pause to consider the consequences of their actions
change their dangerous or 'inappropriate' behaviours
Increased awareness of sexuality.

Ask students does this present More pressures? Choice? for children and us as workers.?

Hawliau

- Mae Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn 1989 (daeth i rym yn y DU ym 1991). Mae Cymru wedi cynnwys CCUHP yn ei holl bolisiâu ar gyfer plant ers 2004.
- Mesur Hawliau Plant a Phobl Ifanc (Cymru) 2011
- Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 - canolbwyntio ar ganlyniadau llesiant i blant. Mae eiriolaeth, cael llais, cael fy nghlywed a chydabod fy nghryfderau fel plentyn, wrth wraidd y darn hwn o ddeddfwriaeth.

Rights

- United Nations Convention on the Rights of the Child 1989 (came into force in the UK in 1991) Wales has included the UNCRC in all its policies for children since 2004.
- Rights of Children and Young Persons (Wales) Measure 2011
- Social Services and Wellbeing (Wales) Act 2014 – a focus on the wellbeing outcomes for children. Advocacy, having a voice , being heard and acknowledging my strengths as a child, is at the heart of this piece of legislation.

Myfyrio

Pa heriau a chyfyng-
gyngor y gallai gweithiwr
eu hwynebu mewn
perthynas â'r agwedd hon
ar ddatblygiad?

Reflection

What challenges and
dilemmas might a worker
face in relation to this
aspect of development ?

Facilitator Notes

Welsh

hwylusydd – i ysgrifennu ymatebion ar siart troi, gwahodd myfyrwyr i dynnu llun o'r adborth ar ddiwedd y ddarlith.

English

facilitator – to write responses on flip chart, invite students to take a photo of the feedback at the end of the lecture.

Tasgau allweddol yn ystod glasoed

Sefydlu ymdeimlad sicr o bwy ydych chi

Perthynas fwy rhyngddibynnol gyda theuluoedd

Cyflawni aeddfedrwydd corfforol fel oedolyn

Sefydlu perthynas gyda chyfoedion

(Wilson et al 2011:173)

Key tasks of adolescence

Establishing a secure sense of who you are

More inter-dependent relationship with families

Achieving physical adult maturity

Establishing relationship with peers

(Wilson et al 2011:173)

gofynnwch i'r myfyrwyr - At beth mae Wilson yn cyfeirio yma? A allant uniaethu â'r broses hon pan oeddent yn eu glasoed?

ask students -What is Wilson referring to here? Can they relate to this process when they were an adolescence

Glasoed ac Ymlyniad

- Oherwydd newidiadau mewn perthnasoedd teuluol a chyfoedion, a newidiadau yn yr ymennydd, gall y glasoed fod yn gyfle posibl i ddatblygu perthnasoedd ymlyniad newydd a gwahanol.
- Mae pwysau gan gyfoedion yn fwy o broblem i bobl ifanc nad oes ganddynt berthynas ymlyniad gadarn ag oedolyn sydd ar gael.

Adolescence and Attachment

- Due to changes in family and peer relationships, and changes in the brain, adolescence can be a potential opportunity to develop new and different attachment relationships.
- Peer pressure is more of an issue for young people who do not have a secure attachment relationship with an available adult.

Ymlyniad

- **diogel** – Rwy'n ymddiried ynof fy hun ac yn ymddiried yn y rhai o'm cwmpas, rwy'n unigolyn ymreolaethol ac mae fy mherthnasoedd wrth i mi ddod yn oedolyn yn gyd-ddibynnol.
- **pryderus/amwys**- Nid oes gennyf unrhyw ymddiried ynof ond rwy'n ymddiried yn llwyr mewn eraill. Wrth i mi ddod yn oedolyn mae llawer o ddadleuon ac mae angen i mi wybod fy mod yn cael fy ngharu yn y perthnasoedd sydd gennyf a bod angen dweud hyn yn aml wrthyf. Byddaf yn ceisio eich plesio.
- **gochelaidd** - Rwy'n ymddiried yn llwyr ynof ond nid wyf yn ymddiried yn neb arall. Rwy'n osgoi perthnasoedd, mae angen i mi fod mewn rheolaeth felly byddaf yn dewis partner sy'n ddibynnol arnaf

(Gibson a Gibson, 2016)

Attachment

- **secure** – I trust myself and trust those around me, I am an autonomous individual and my relationships as I enter adulthood are interdependent.
- **anxious/ambivalent**- I have no trust in me but totally trust others. As I enter adulthood there are lots of arguments and I need to know that I am loved in relationships that I have and need to be told this often. I will try to please you.
- **avoidant** – I totally trust me but have no trust in anyone else. I avoid relationships, I need to be in control so will chose a partner who is dependent on me

(Gibson & Gibson, 2016)

Rhannu Gwybodaeth

Sharing information

Eisiau i faterion gael eu trafod yn gyfrinachol ond os oes rhaid rhannu pethau eisiau cael eu hymgyngori yn gyntaf cyn eu rhannu – (a yw hyn yn bosibl?)

Want matters to be discussed in confidence but if things have to be shared want to be consulted first before they are shared – (is this possible?)

Credu bod ymddiried mewn gweithwyr proffesiynol yn ormod o risg. (Ydyn nhw'n iawn?)

Believed confiding in professionals was too much of a risk. (Are they right?)

Facilitator Notes

Welsh

Ymchwil gan Butler & Williamson (1994)

ailedrych ar gyfrinachedd – Deddf Diogelu Data 2018 a GDPR

English

Research by Butler & Williamson (1994)

revisit confidentiality – Data Protection Act 2018 and GDPR

Rhwystrau i gyfathrebu

Angen gallu gwahaniaethu rhwng ymddygiad gwrthgymdeithasol, gwrth-awdurdod a phobl ifanc a all fod ag anawsterau seicolegol -

Mae plant a phobl ifanc yn dysgu o fodelu – hy seilio eu hymddygiad ar ymddygiad yr oedolion y cawsant eu magu gyda nhw.

Efelychu yn arbennig oedolion y mae ganddynt berthynas dda â nhw. Edrychwch ar bwy sydd ganddyn nhw o'u cwmpas e.e mae rhieni sy'n anghyson yn fwy tebygol o gael '*plant ymosodol ac anodd*' (Walker a Crawford 2010: 96).

Barriers to communication

Need to be able to make the distinction between anti-social behaviour, anti-authority and young people who may present with psychological difficulties –

Children and young people learn from modelling – i.e. base their behaviour on those of the adults they grew up with.

Particularly imitate adults that they have good relationship with. Look who they have around them e.g. parents who are inconsistent are more likely to have '*aggressive and difficult children*' (Walker & Crawford 2010:96).



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www.socialcare.wales



Facilitator Notes

Welsh

Sut mae hyn yn cysylltu â sefyllfa Adam - meddylwch am y geiriau a ddefnyddiodd cyn iddo daro cyd-fyfyriwr - 'dere ymlaen ddyn mawr'. Pwy arall a ddywedodd hyn ym mywyd Adam? Pa rwystrau eraill a allai fodoli.

Archwilio pwysigrwydd ysgrifennu mewn ffordd y mae'r plentyn yn deall yr hyn rydych chi'n poeni amdano? Mae angen i hyn hefyd fod yn ddi-fai, gadewch i ni roi cynnig arni

English

How does this connect to Adams situation- think of the words he used before he hit a fellow student- 'come on big man'. who else said this in Adam's life?

What other barriers might there be.

explore the importance of writing in a way that the child understands what you are worried about? this also needs to be blameless, let give it ago

Ymarfer unigol

- Ysgrifennwch beth sy'n digwydd yn nheulu Adam mewn ffordd y bydd yn ei deall
- Beth ydych chi'n meddwl yw'r peth gwaethaf a allai ddigwydd i Adam os na fydd dim yn newid?
- Beth ydych chi'n meddwl sydd angen digwydd i wneud pethau'n fwy diogel i Adam?

Individual exercise

- Write down what is happening in Adam's family in a way that he will understand
- What do you think is the worst think that could happen to Adam if nothing changes?
- What do you think needs to happen to make things safer for Adam?

Facilitator Notes

Welsh

bydd gan fyfyrwyr 10 munud ar eu pen eu hunain - yr hwylusydd i ofyn i fyfyrwyr beidio â thrafod gan ei bod yn bwysig fel rhan o'n datblygiad i ystyried ein persbectif ein hunain yn y lle cyntaf, PEIDIWCH AG ANGHOFIO sicrhau bod hyn yn ddi-fai.

10 munud o rannu gyda'r person nesaf atynt.

hwylusydd i ddatblygu eu hesiampl eu hunain i'w rhannu gyda myfyrwyr – bydd y ddwy sleid nesaf yn cynnwys hyn.

English

students will have 10 minutes on their own- facilitator to ask students not to discuss as it is important as part of our development to consider our own perspective in the first instance, DON'T FORGET to ensure this is blameless.

10 minutes sharing with the person next to them.

facilitator to develop their own example to share with students – next two slides will accommodate this.

Ymarfer grŵp

Group exercise

Disgrifiwch beth yw camfanteisio'n rhywiol ar blant i blentyn 12 oed. Defnyddiwch eiriau y byddai'r plentyn yn eu deall.

Describe what child sexual exploitation is to a child aged 12. Use words that the child would understand.

Facilitator Notes

Welsh

10 munud

pob grŵp i lunio datganiad sy'n disgrifio camfanteisio'n rhywiol ar blant – hwylusydd i feddwl am ei un ei hun i'w rannu

Bwriad yr ymarfer hwn yw herio myfyrwyr i fynd i fyd y plentyn a gallu siarad am y pethau 'caled' a phynciau tabŵ yn aml.

English

10 minutes

every group to come up with a statement that describes child sexual exploitation- facilitator to come up with their own to share

This exercise is to challenge students to enter the child's world and be able to talk about the 'tough' stuff and often taboo subjects

Myfyrdod unigol – cyfeiriwch at eich llinell amser eich hun

- Ar eich pen eich hun meddyliwch sut oedd bywyd i chi yn eich ardegau.
- Beth oedd y pethau gorau am fod yn eich ardegau?
- Beth yw eich atgof hapusaf?
- A'ch tristaf?
- Pwy oedd y person mwyaf dylanwadol yn eich bywyd?
- Pwy oedd y person roeddech chi'n ymddiried ynddo fwyaf?
- Pe gallech chi siarad â'ch hun fel ardegwr, a oes unrhyw beth yr hoffech ei ddweud wrthyn nhw am y cam hwn yn eich bywyd?

Individual reflection – refer to your own timeline

- On your own think about what life was like for you as a teenager.
- What were the best things about being a teenager?
- What is your happiest memory?
- And your saddest?
- Who was the most influential person in your life?
- Who was the person you confided in the most?
- If you could talk to your teenage self, is there anything you would want to tell them about this stage in your life?

Offer rydyn ni'n eu defnyddio i ddeall sefyllfa plentyn a'i rwydwaith sydd wedi'i gysylltu'n naturiol

Tools we use to understand a child's situation and their naturally connected network

Mapiau ffyrdd
Coeden Deulu
Mapiau eco
Coeden Drawma
geiriau a lluniau
llwyfannau rhithwir

- Road maps
- Family Tree
- Eco maps
- Trauma Tree
- Words and pictures
- Virtual platforms

Facilitator Notes

Welsh

Yr hwylusydd i ofyn i fyfyrwyr weiddi'r offer y maent wedi'u defnyddio wrth weithio gyda phobl ifanc

Hwylusydd i ychwanegu offer ac enghreifftiau y maent wedi'u defnyddio i ddarparu gweledigaeth i fyfyrwyr

English

Facilitator to ask students to shout out the tools they have used when working with adolescents

Facilitator to add tools and examples they have used to provide a vision for students

Myfyrio

- Beth fu eich dysgu mwyaf?
- Eich cwestiwn mwyaf o heddiw?

Reflection

- What has been your biggest learning?
- Your biggest question from today?

Facilitator Notes

Welsh

gofynnwch i fyfyrwyr ysgrifennu'r rhain ar sticeri os oes amser - yr hwylusydd i ateb unrhyw gwestiynau neu roi atebion ar ddechrau'r ddarlith nesaf

English

ask students to write these on sticky's if there is time facilitator to answer any questions or provide answers at the beginning of the next lecture

Astudiaethau dan gyfarwyddyd

Directed study

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

Cod Ymarfer Rhan 3

Social Services and Wellbeing (Wales) Act 2014

Code of Practice Part 3

Eich rôl a'ch cyfrifoldebau a sut mae hyn yn cefnogi'r broses asesu yn eich asiantaeth.

Your role and responsibilities and how this supports the assessment process in your agency.

Facilitator Notes

Welsh

Gofynnwch i'r myfyrwyr edrych trwy Ran 3 a gwneud nodiadau ar sut mae hyn yn cysylltu â'u rôl a'u cyfrifoldebau yn eu hasiantaeth. Wythnos nesaf byddwn yn ystyried sut rydym yn cefnogi'r broses asesu wrth weithio gydag oedolion. (mae hyn yn berthnasol i rieni hefyd)

English

Ask students to look through Part 3 and to make notes on how this connects to their role and responsibilities in their agency . Next week we will be considering how we support the assessment process when working with adults. (this applies to parents as well)

Diolch
Thank you

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