



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

## Aseiad

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

Deilliant Dysgu 3

Canolbwyntio ar Blant

## Assessment

Unit 444 Support the assessment and  
care and support planning process

Learning Outcome 3

Focusing on Children



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 ein rôl a'n cyfrifoldeb wrth gefnogi'r broses asesu wrth weithio gyda phlant a'u teuluoedd

## Aim

- To consider our role and responsibility when supporting the assessment process when working with children and their families



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## Facilitator Notes

### Welsh

atgoffwch y myfyrwyr eu bod wedi ystyried cymhwysedd yn Narlith 1

### English

remind students that they considered eligibility in Lecture 1

## Amcan

- I gynyddu fy nealltwriaeth o'r broses asesu

## Objective

- To increase my understanding of the assessment process

## Darlith yr wythnos ddiweddar

- Dull sy'n canolbwyntio ar gryfder
- Sgwrs yr hyn sy'n bwysig
- Paratoi ar gyfer asesiad
- Pwy ddylai fod yn rhan o'r asesiad?
- Rheoli heriau
- Gwerthoedd

## Last weeks lecture

- Strength base approach
- What matters conversation
- Preparation for assessment
- Who should be involved in the assessment?
- Managing challenges
- Values

### Facilitator Notes

#### Welsh

Rydych wedi cymhwyso'r meini prawf cymhwysedd i sefyllfa plentyn yn narlith gyntaf yr Uned

Mae llawer o'r cysyniadau a archwiliwyd yr wythnos diwethaf yn berthnasol i'n gwaith gyda phlant

darllenwch drwy'r rhestr gan roi enghreifftiau o sut mae hyn yn cysylltu â phlant

#### English

you have applied the eligibility criteria to a child's situation in the first lecture of the Unit  
Many of the concepts explored last week apply to our work with children

read through the list providing examples of how this connects to children

## Astudiaethau dan gyfarwyddyd

## Directed study

- Darllenwch drwy'r astudiaeth achos ar Nathan ac atebwch y cwestiynau
- Read through the case study on Nathan and answer the questions

### Facilitator Notes

#### Welsh

Yr hwylusydd i ddsbarthu'r astudiaeth achos

#### English

Facilitator to hand out the case study



## Ymarfer Grŵp

- Rhannwch yn grwpiau o 3 o bobl nad ydych chi fel arfer yn eistedd gyda nhw.
- cyflwynwch eich hunain a darganfyddwch pwy sydd wedi cyfarfod â'r person mwyaf enwog
- y person hwnnw i ddechrau gyda rhannu beth yw'r peth mwyaf a ddysgodd a'i gwestiwn mwyaf

## Group Exercise

- Get into groups of 3 with people you do not normally sit with
- Introduce yourselves and find out who has met the most famous person
- That person to start with sharing what their biggest learning and biggest question

## Facilitator Notes

### Welsh

Hwylusydd - sleid wedi'i hanimeiddio.

dosbarthu sticeri i'r myfyrwyr ysgrifennu eu hatebion arnynt, yr hwylusydd i gasglu'r rhain a'u hychwanegu at ddwy golofn ar y siart troi - Dysgu.....cwestiynau. Mae angen ysgrifennu hwn a'i rannu yr wythnos nesaf fel taflen.

Mae hwn yn ymarfer 20 munud

Myfyrwyr i symud o gwmpas yr ystafell ddosbarth - unwaith y bydd myfyrwyr yn eu grwpiau symudwch ymlaen at y cyfarwyddiadau.

mae gan fyfyrwyr 10 munud felly byddwch yn ddisgybledig yn eich grwpiau i sicrhau bod pawb yn cael cyfle i rannu

10 munud yn rhoi adborth i'r grŵp cyfan – Hwylusydd i gasglu adborth ar y siart troi.

Yr hwylusydd hefyd i gasglu themâu sy'n cysylltu â'r canlyniadau dysgu

### English

Facilitator – slides are animated

hand out stickies for students to write their answers on, facilitator to collect these and add to two columns on flip chart- Learnings.....questions. This needs to be written up and shared next week as a handout.

This is a 20 minute exercise

Students to move around the classroom- once students are in their groups move on to the instructions.

students have 10 minutes so be disciplined in your groups to ensure everyone has the opportunity to share

10 minutes feeding back to the whole group – Facilitator to capture feedback on flip chart.

Facilitator to also capture themes linking to the learning outcomes

## Ymarfer parau

- Beth all fod y rhwystrau posibl i adeiladu perthynas broffesiynol gyda phlentyn?
- Sut allech chi oresgyn y rhain?

## Pairs exercise

- What might be the potential barriers to building a professional relationship with a child?
- How might you overcome these?

### Facilitator Notes

#### Welsh

Ymarfer 5 munud

Hwylusydd i gasglu'r adborth ar y siart troi.

#### English

5 minute exercise

Facilitator to capture the feedback on flipchart.

## Sut mae cadw'r plentyn wrth galon y broses asesu?

Meddu ar wybodaeth am ddatblygiad plentyn.

Ffocws clir ar ddiben yr asesiad

Cynnwys y person(au) gyda CRh yn y broses

Dysgu am y plentyn

Dal llais y plentyn ym mhopeth a wnaif

## How do we keep the child at the heart of the assessment process?

Have a knowledge of child development

Clear focus on the purpose of the assessment

Involve the person(s) with PR in the process

Learn about the child

Capture the child's voice in everything I do

## Facilitator Notes

### Welsh

hwylusydd – mae animeiddiadau ymlaen.

Gofynnwch y cwestiwn cyntaf a chasglu adborth ar sut mae myfyrwyr yn cadw'r plentyn wrth galon yr asesiad?

Yna rhannwch eich barn ar sut rydych wedi rheoli hyn e.e

Datblygiad plentyn – mae hyn wedi fy helpu i gael llinell sylfaen/syniad o'r hyn y dylai plentyn fod yn ei gyflawni a lefel ei ddealltwriaeth. Er enghraifft byddwn yn defnyddio geiriau a lluniau ar gyfer plentyn 6 oed, yn y person cyntaf ac nid o reidrydd gyda phlentyn 14 oed.

Pwrpas - rydw i, y plentyn a'r rhiant person â chysylltiadau cyhoeddus yn glir ynglŷn â'r ffocws a'r pwrpas

dal llais y plentyn drwy gynnwys yr hyn mae'n ei ddweud – ystyriwch eiriolaeth yma ar gyfer pob plentyn er enghraifft bydd angen eiriolwr ar blentyn 8 mis oed i sicrhau bod ei lais yn cael ei glywed – gallai hyn fod yn deulu, teulu estynedig/gweithiwr.

## **English**

facilitator – animations are on.

Ask the first question and gather feedback on how students are keeping the child at the heart of the assessment ?

Then share your thoughts on how you have managed this e'g

Child development – this has helped me to have a base line/idea of what a child should be achieving and their level of understanding. For example I would use words and pictures for a 6 year old, in the first person and not necessarily with a 14 year old.

Purpose- both myself, the child and parent person with PR are clear about the focus and purpose

capture the child's voice by including what they say – consider advocacy here for all children for example a child who is 8 months old will need an advocate to ensure that their voice is heard- this might be family, extended family/worker.

## Rhwystrau i blant yn cael gfael ar gymorth

- mewn grwpiau o 3

trafodwch a chytuno ar rai o'r rhwystrau a sut y gallech eu goresgyn.

## Barriers to children accessing support

- In groups of 3

Discuss and agree what some of the barriers might be and how you might overcome them.

## Rhwystrau posibl

- Tlodi
- Unigedd
- Rhieni ddim eisiau i chi siarad â'u plentyn ar ei ben ei hun
- Rhieni ddim yn cydnabod bod problem
- Plant ddim yn cydnabod bod problem

## Potential barriers

- Poverty
- Isolation
- Parents not wanting you to talk to their child alone
- Parents not recognising there is a problem
- Children not recognising there is a problem

## Facilitator Notes

### Welsh

Mae animeiddiadau hwyluswyr ymlaen.

darllenwch drwy bob un gan ofyn i fyfyrwyr am enghreifftiau o sut y gallent fynd i'r afael â'r rhwystrau hyn

Tlodi - cael sgwrs am incwm cyfredol a gweithio gyda'r rhiant ac asiantaethau eraill i wneud y mwyaf o gyllid -

ystyried taliadau uniongyrchol

ynysu: genogram i egluro rhwydwaith sydd wedi'i gysylltu'n naturiol. Gofyn cwestiynau megis – pwy oedd y 5 person diwethaf i chi gysylltu â nhw? Pan gawsoch chi newyddion da / newyddion drwg / pwy oedd y person cyntaf i chi ffonio. Ar eich pen-blwydd gyda phwy ydych chi'n siarad - Archwiliwch pa mor anodd yw hi i rannu gwybodaeth amdanoch chi'ch hun gydag eraill.

ddim yn siarad gyda phlant- Mam, Dad beth sy'n eich poeni fwyaf amdana i'n siarad gyda'ch plentyn? A oes unrhyw beth nad ydych am i mi siarad amdano? ac ati

ddim yn adnabod y broblem - Mam / Dad allwch chi ddweud wrthyf yn eich geiriau eich hun pam rydw i yma heddiw ? Beth wnaeth i'r person wneud atgyfeiriad i'r gwasanaeth hwn? etc

Plant ddim yn cydnabod bod problem- Eglurwch pam eich bod chi yno. Gofynnwch gwestiynau i'r plentyn i fod yn gliriach am y pryder gyda ffocws ar yr hyn sy'n gweithio'n dda. Er enghraifft, lle mae yna bryderon ynghylch grwpiau cyfeillgarwch gofynnwch beth yw'r peth gorau am eich ffrindiau? Sut maen nhw'n eich helpu a'ch cefnogi? ac ati

### **English**

Facilitator animations are on.

read through each one asking students for examples on how they might address these barriers

Poverty- have a conversation about current income and working with the parent and other agencies to maximise finances-

consider direct payments

isolation: genogram to clarify naturally connected network. Asking questions such as – who were the last 5 people you contacted? When you had some good news/bad news/ who was the first person you phoned. On your birthday who do you speak to- Explore how hard it is to share information with others about yourself.

not talking to children- Mum, Dad what is your biggest worry about me talking to your child? Is there anything you do not want me to talk about? etc

not recognising the problem- Mum /Dad can you tell me in your own words why I am here today ? What was it that made the person make a referral to this service ? etc

Children not recognising there is a problem- Clarify why you are there. ask the child questions to be clearer about the worry with a focus on what is working well. For example where there are worries over friendship groups ask what is the best thing about your friends? How do they help and support you? etc



## Gwrthsafiad

- O safbwynt proffesiynol, gall 'gwrthsafiad' ymgorffori gwadu, osgoi, cydymffurfio cudd a gelyniaeth.

Wiffin (2010)

## Resistance

- From the professional point of view, 'resistance' can incorporate denial, avoidance, disguised compliance and hostility.

Wiffin (2010)

## Sut gallai gwrthsafiad ddangos ei hun?

- Trwy fod yn barod i ystyried meysydd 'diogel' neu flaenoriaeth isel i'w trafod yn unig.
- Trwy beidio â dod i apwyntiadau
- Trwy fod yn rhy gydweithredol gyda gweithwyr proffesiynol.
- Trwy fod yn ymosodol ar lafar/neu'n gorfforol.
- Trwy leihau'r problemau.

(Egan, 1994)

## How might resistance show itself?

- By only being prepared to consider 'safe' or low priority areas for discussion.
- By not turning up for appointments
- By being overly co-operative with professionals.
- By being verbally/and or physically aggressive.
- By minimising the issues.

(Egan, 1994)

## Gweithio gyda gwrthsafiad

- Pa sgiliau mae Ruth yn eu defnyddio i weithio gyda rhieni gwrthsafol?

## Working with resistance

- What skills does Ruth use to work with resistant parents?

<https://www.youtube.com/watch?v=wgQEoB9UbmY>



### **WELSH**

Cyswllt Fideo - <https://youtu.be/bCiy8XHhk4A>

### **ENGLISH**

Video Link - <https://youtu.be/bCiy8XHhk4A>

## Pendantrwydd

- 'Mae'n golygu gallu gwneud eich cyfraniadau eich hun yn hyderus tra'n gwerthfawrogi a pharchu'r cyfraniad a wneir gan eraill' (Moss.2017:29)

## Assertiveness

- 'It involves being able to make your own contributions confidently whilst valuing and respecting the contribution made by others' (Moss.2017:29)

## Assertiveness can be divided into four styles of behaviour

(adapted from McBride 1998:13)

### Gellir rhannu pendantsrwydd yn bedwar math o ymddygiad

(addaswyd o McBride 1998:13)

	<b>Assertive Pendant</b>	<b>Aggressive Ymosodol</b>	<b>Passive Goddefol</b>	<b>Passive aggressive Ymosodol goddefol</b>
<b>Communication Style</b>  <b>Arddulliau Cyfathrebu</b>	I say what I think or feel in a respectful way  Rwy'n dweud yr hyn rwy'n ei feddwl neu'n ei deimlo mewn ffordd barchus	I will say what I want and am not overly concerned about how respectful I am  Rwy'n dweud yr hyn yr wyf ei eisiau ac nid wyf yn poeni gormod am ba mor barchus ydw i	I will not say what I want  Nid ydw i'n dweud yr hyn rwy' eisiau'i ddweud	I will communicate in an unclear way that does not respect your feelings  Rwy'n cyfathrebu mewn ffordd aneglur nad yw'n parchu eich teimladau
<b>Goal</b>  <b>Nod</b>	To reach agreement, to communicate clearly  I ddod i gytundeb, i gyfathrebu'n glir	To win at all costs  I ennill ar bob cyfrif	To avoid confrontation even if I am inconvenienced  I osgoi gwrthdaro hyd yn oed os ydw i'n dioddef anghyfleustra	To win without even seeming to be in the competition  I ennill heb hyd yn oed ymddangos fy mod yn y gystadleuaeth
<b>In a Conflict Situation</b>  <b>Mewn Sefyllfa o Wrthdaro</b>	Keeps calm and objective, looks at all viewpoints  Yn cadw'n dawel ac yn wrthrychol, yn edrych ar bob safbwynt	Attacks the other person in order to win  Yn ymosod at y person arall er mwyn ennill	Avoids conflict  Yn osgoi gwrthdaro	Tries to find someone else to blame  Yn ceisio dod o hyd i rywun arall i feio

## Ymatebion pendant

- Mae tad yn dweud wrth ei weithiwr gofal na fynychodd slot noson rieni ei blentyn oherwydd ei fod yn cyddaro â'i hoff raglen deledu.
- Sut allech chi ymateb?

## Assertive responses

- A father tells his care worker that he did not attend his child's parents' evening slot because it coincided with his favourite television program.
- How might you respond?

### Facilitator Notes

#### Welsh

gofynnwch i'r myfyrwyr ystyried y pedwar math o ymddygiad ac ysgrifennu ymateb i'r tad

3 munud ar eu pennau'u hunain

5 munud o rannu gyda'r person nesaf atynt  
gofyn am wirfoddolwyr i rannu eu hymatebion.

#### English

ask students to consider the four styles of behaviour and write a response to the father

3 minutes on their own

5 minutes to share with the person next to them  
ask for volunteers to share their responses.

## Enghreifftiau o herio a bod yn bendant

Mae tad yn dweud wrth ei weithiwr gofal na fynychodd slot noson rieni ei blentyn oherwydd ei fod yn cyd-daro â'i hoff raglen deledu.

- **Ymateb pendant...** "Mae'n ddrwg gen i glywed hynny. Nid wyf yn siŵr a yw hyn orau i'ch merch. Sut ydych chi'n meddwl y gallai hi fod yn teimlo?"
- **Ymateb goddefol....**"O ydy mae'n rhaglen dda yn tydi?"
- **Ymateb ymosodol...** "Rydych chi'n jocian. Onid oes gennych unrhyw syniad sut mae'ch merch yn teimlo. Stopiwch feddwl amdanoch chi'ch hun am unwaith."
- **Ymateb ymosodol goddefol....**" Ac rydych chi'n meddwl bod hynny'n bwysicach na llesiant eich plentyn ydych chi? (Cournoyer 2010)

## Examples of challenging and being assertive

A father tells his care worker that he did not attend his child's parents' evening slot because it coincided with his favourite television program.

- **Assertive response...** "I am sorry to hear that. I am not sure that this is best for your daughter. How do you think she might be feeling?"
- **Passive response....**"Oh yes it is a good programme isn't it?"
- **Aggressive response...** "You are kidding. Have you no idea about how your daughter feels. Stop thinking about yourself for once."
- **Passive aggressive response....**"And you think that's more important than your child's wellbeing do you? (Cournoyer 2010)



## Defnyddiwch ddull sy'n canolbwyntio ar gryfder

## Using a strengths based approach



Tra bod myfyrwyr yn gwyllo'r fideo hwn, gofynnwch iddyn nhw ysgrifennu sut maen nhw'n gwneud gwahaniaeth yn eu gwaith gyda phlant ac oedolion

Pontio i'r sleid nesaf

Gwnaethom archwilio pendantsrwydd yr wythnos diwethaf a sut y gallem strwythuro sgwrs i weithio trwy heriau.

sut fydddech chi'n ymateb i'r sefyllfa hon?

Whilst students are watching this video ask them to write down how they are making a difference in their work with children and adults

Transition to next slide

We explore assertiveness last week and how we might structure a conversation to work through challenges.

how would you respond to this situation?

### **WELSH**

Cyswllt Fideo - <https://youtu.be/bCiy8XHhk4A>

### **ENGLISH**



Video Link - <https://youtu.be/bCiy8XHhk4A>

## Gwaith grŵp

- Trafodwch dechnegau/ffyrdd eraill o weithio gyda phlant a'u teuluoedd
- Cyfeiriwch at Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn
- Enwebwch rywun i roi adborth

## Group work

- Discuss other techniques/way of working with children and their families
- Reference the United Nations Convention on the Rights of the Child
- Nominate someone to feedback

## Facilitator Notes

### Welsh

Yr hwylusydd i gofnodi adborth ac i ymhelaethu ar yr hyn sy'n cael ei rannu.

### English

Facilitator to record feedback and to amplify what is being shared.

## Astudiaethau dan gyfarwyddyd

- Darllenwch drwy God Ymarfer Rhan 4 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 - Diwallu Anghenion
- Pam mae cydgynhyrchu yn bwysig wrth ddatblygu cynlluniau gofal a chymorth?
- Sut ydych chi'n cysylltu â theuluoedd, ffrindiau, rhwydweithiau a'r gymuned ar hyn o bryd wrth ddarparu cymorth i'r unigolyn?
- Sut ydych chi'n adolygu cynlluniau gofal a chymorth ar hyn o bryd? Pwy arall sy'n rhan o'r broses hon?
- Dewch â chopi gwag o gynllun gofal a chymorth a ddefnyddir gan eich asiantaeth

## Directed study

- Read through Social Services and Wellbeing (Wales) Act 2014 Code of Practice Part 4 – Meeting Needs
- Why is co-production important when developing care and support plans?
- How do you currently connect with families, friends, networks and the community in providing support to the individual?
- How do you currently review care and support plans? Who else is involved in this process?
- Bring a blank copy of a care and support plan used by your agency



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Diolch  
Thank you

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