



Stronger ways with Aboriginal Kids and Families

Yarning Interviews

Aboriginal Kinship Carer Assessment

Yarning Interview

“We acknowledge and recognise Aboriginal peoples as the traditional custodians of Australia. We acknowledge and thank the Elders (past and present) for their wisdom and care of this land. We acknowledge with respect the resilience, contributions and strengths of Aboriginal people”

To be used for ALL Carers of Aboriginal Kids

Introduction for Kinship Carers

Kinship carers need to be interviewed by a worker to make sure that the kids in their care are safe, are being well cared for and that the kid's needs are met.

This resource book is to be used by workers and kinship carers to yarn about the family and the kids. This will help to identify the family's strengths and concerns. This is done by yarning with the worker and answering a range of questions.

After these yarns, the worker will give you a series of cards with common family strengths and concerns about raising kids. Together you will talk about the card and rate it to show whether it is a strength or a concern for your family.

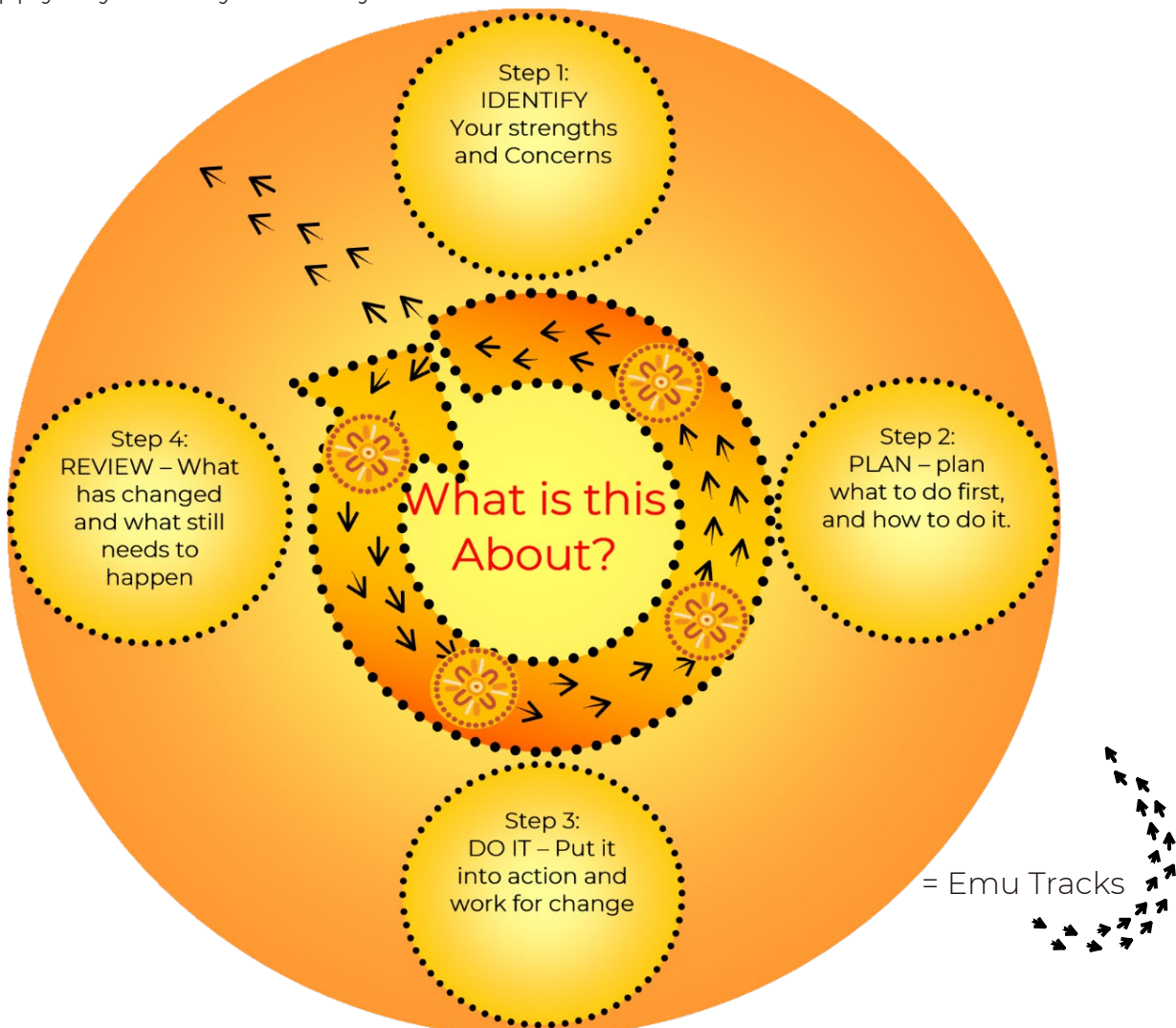
Our strengths are things that will help us to grow our kids safe and strong. Our concerns are about the things that might make this more difficult or cause issues for us or the kids now or in the future.

Why are we talking about strengths and concerns?

If we know our strengths and can identify areas of concern then we can plan the way forward that is best for the kids and you.

Why are we talking about these particular strengths and concerns?

These strengths and concerns have been found to be the most important or critical to you and your kids being strong and safe. Not all strengths or concerns may be relevant or apply to you and your family.



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New Kinship Carers

“Getting to Know You”

Part 1. Environment and Meeting Needs

1. Having the kids come
2. Changing as needed
3. Meeting basic needs

Environment and Meeting Needs

1. Having the kids come

Why do the kids need a new place to live?

How close are you to the kids?

How often do you see the kids?

Why is this the best place for the kids to live now?

Have they ever lived or stayed with you?

Where else could the kids live, if they don't live with you?

What experience have you had in raising Aboriginal and other kids? (How did it go and what were the challenges?)

Have you had any experience raising kids with special needs?

How do you feel about being the kid's carer? (Have you had a choice?)

Environment and Meeting Needs

2. Changing as Needed

What changes will you have to make when the kids come? What help will you need with those changes?

How will the kid's lives improve or be better when they come to live with you?

What do you think will be difficult for them?

Who lives here in the house with you?

(If relevant)

How do others in your household feel about the kids coming to live here?
How might they respond?

(If relevant)

How do you think it will impact on your own kids?

How do you think it will impact on your relationship with your partner or others
in the household?

What worries do you have about the kids coming to live with you? How will
you manage these worries? Who can help you manage these worries?

Environment and Meeting Needs

3. Meeting Basic Needs

What needs have you got in relation to:

 Housing

 Food

 Clothing

 Furniture

 Money

 Transport

 Other?

What changes will you have to make to the house if the kids come?

Who or what could help with these needs?

Do you know what payment and support you will get while the kids live with you?

Other notes or comments:

Use this to complete one plan for the whole process – add additional details and pages as required throughout the sessions.

What strengths or protective factors can you identify?	ACTION PLAN: GENERAL VERSION			
	What are the unmet needs or concerns?	Worker Strategy (and when by)	Carer Strategy (and when by)	How did we do?
Worker's Signature:		Carer's Signature/s	Date Completed:	Page

Add additional pages as required

What strengths or protective factors can you identify?	ACTION PLAN: GENERAL VERSION			
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Remember to take a photo of the Strength and Concerns and put it in the Final Report



A decorative vertical border on the left side of the page. It features a dark red background with a wavy, organic shape. Inside this shape are various patterns: a yellow-to-orange gradient at the top, a green section with a white dotted line, a blue section with a white dotted line, and a blue section at the bottom with a white dotted line. Two stylized flower-like motifs are also present, one in the green section and one in the blue section. Each motif has a central circle with radiating lines and is surrounded by a dotted border.

New Kinship Carers

“Getting to Know You”

Part 2. Staying Strong as a Carer

1. Looking after you
2. Growing, learning and healing
3. Trauma and Aboriginal history
4. Standing up for you and kids

Staying Strong as a Carer

1. Looking after you

Where do you come from? What is your country or mob?

What does being Aboriginal mean to you? What helps you keep your culture strong?

Support, Connections and Culture

Who supports You?



Who supports you now and keeps you going?



What do they do to help?



Who can you rely on?



How could they help if the kids come?



What other help might you need?

Who else do you support?



How do you support or help them?



How often do you see those people?

Community



How are you involved in your Aboriginal community?



What do you do?



What other community groups, supports or services are you involved in?

What else keeps you strong? (i.e., to stay emotionally strong; to look after yourself?)

What 'stresses you out?' or has been tough for you? How will you deal with this when the kids come?

What or who keeps you going during tough times?

How will you have a break, or some time for yourself?

Staying Strong as a Carer

2. Growing, Learning and Healing

What else do you need to know about the kids so you can meet their needs?

How easy is it for you to get support and information about raising kids?

What would you like to learn or know more about to help you as a carer?

Staying Strong as a Carer

3. Trauma and Aboriginal History

Understanding the lived experience of Aboriginal people

Aboriginal culture is strong and resilient, it has survived and thrived for over 65,000 years. Aboriginal people have always cared for their kids. In Aboriginal culture, the responsibility for caring and raising children is not just the responsibility of the parents, that responsibility lies with the wider community.

Aboriginal peoples have experienced multiple losses since colonisation, forcible removal of children across the generations, losses of land, language and culture, family and community, continues to impact Aboriginal peoples. Intergenerational trauma has resulted in high levels of violence and self-harm, drug and alcohol abuse and wellbeing issues for far too many Aboriginal people. Poverty, racism, lack of access to trauma informed, culturally safe support and services has contributed to too many Aboriginal kids coming into the system in the past and now has led to heartbreak and despair in Aboriginal families and communities.

What's great about being Aboriginal?

What makes you proud?

How has what happened, taken the kids away from community and family, impacted and/or hurt your community?

How has it affected the way you were raised and the way you raised your kids?

Trauma, Loss, grief is part of Aboriginal people's daily lives, ho have you coped with that trauma, loss, and grief? Both now and in the past?

If not covered already: Have you or anyone who lives here had any wellbeing or mental health problems?

Do you (or have you) had any physical health issues?

Do you take medication?

If not covered already: Has fighting or family violence been a problem here?

If not covered already: When do you or anyone who lives here, use drugs or alcohol?

Does anyone in the house take any medication? If yes, what types?

Staying Strong as a Carer

4. Standing up for yourself and kids

How good are you at Standing up for yourself? Can you give us an example?

Can you let people know what you need? How do you do that?

If you disagree with someone, what do you do and how do you sort it out?

How do you deal with it, when you feel no one's listening to you?

How do you balance your needs and other's needs at home? How will having the kids come change this?

Who (or what) might help you to stand up for yourself and the kids' rights?

Other notes or comments

REMINDER: Add to your action plan if you haven't already done it

ADDITIONAL PAGE if required

What strengths or protective factors can you identify?	ACTION PLAN: GENERAL VERSION			
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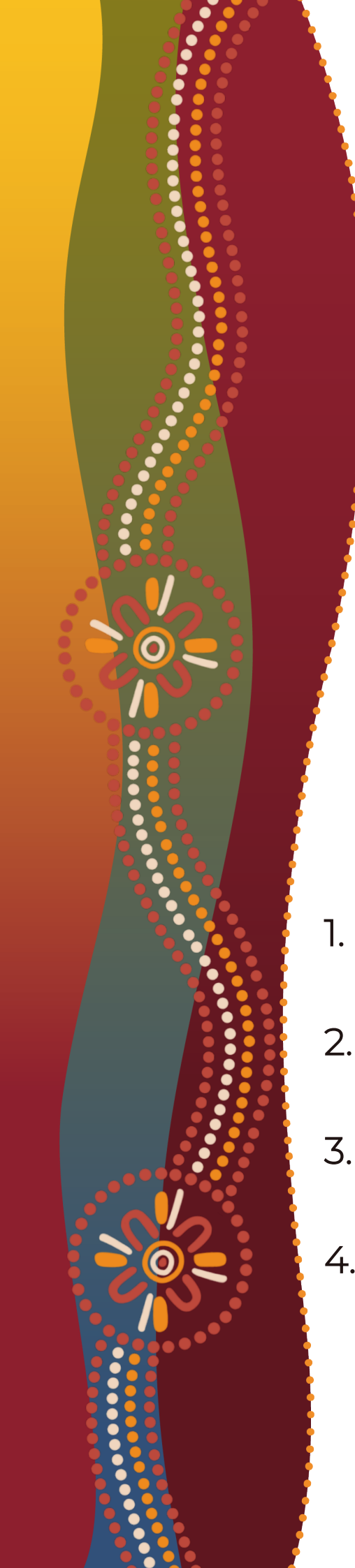
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2.

**STAYING
STRONG
AS A CARER**

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New Kinship Carers “Getting to Know You”

Part 3. Growing our Kids Strong

1. Relationships, Connections and Culture
2. Growing with Community and Friends
3. Meeting basic and healthy needs
4. Supporting and talking with the kids

Growing our kids strong

1. Relationships, Connections & Culture

What community and mobs, do the kids belong to?

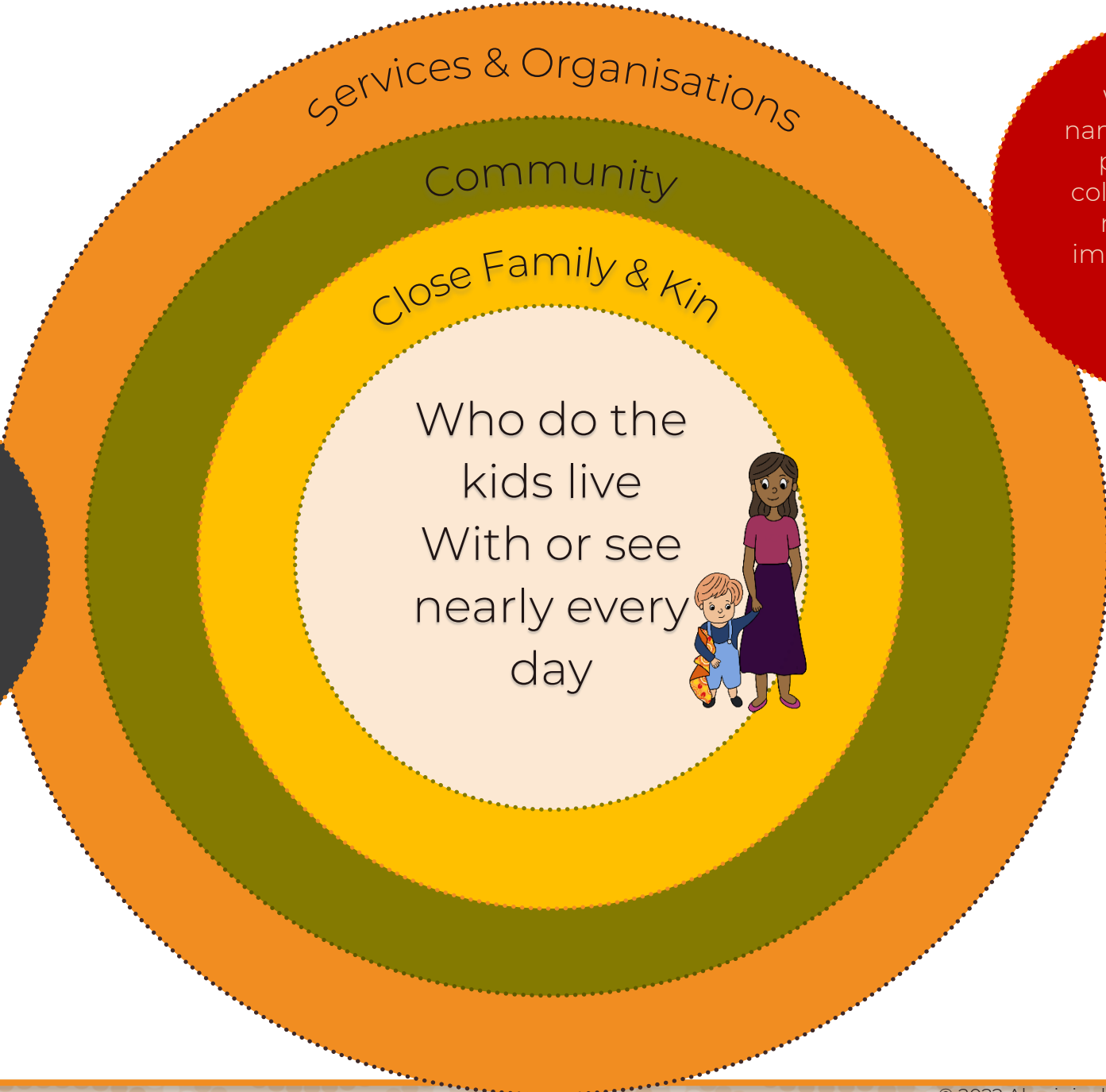
Culture is not just about special days or events. It is about the day to day and ongoing mixing with our community.

How will you involve the kids in their culture?

Who are the important people for the kids? How do they stay in touch with them?

E.g., Aunty Libby – see at church, family BBQ's (complete for each child)
If you like you can circle or colour these people on the eco map (next page)

Circle Map
Complete one
For each child



Write in the names of relevant people – use coloured pens or mark who is important to the child.

Growing our kids strong

2. Growing with Community and Friends

(Be aware these questions can be challenging or distressing if the kids have been away for a while)

Who are the kids' friends?

What will you do to keep them in touch with their friends?

What sports, groups and programs do the kids belong to?

What else do they do in the community?

What are they good at?

What do they need help with?

How will you help them grow strong and get better at things?

How will you teach them to be confident and make good choices and decisions?

How will you help them to get help with school work (when they need it e.g., homework and learning)?

What other help might you need to grow these kids strong?

Growing our kids strong

3. Meeting Basic and Health Needs

How will living here help the kids to be healthy, happy and strong?

What is the kids' health like?

Do the kids have any special health or other needs? Who will help you meet them?

What sort of routines will work for the kids? E.g., will they shower in morning or evening?

Are the kids on any medication? How will you manage this and who can you go to if you need advice?

How will you decide what to feed them?

Where will they play?

Where will the kids sleep?

How do you know it is safe to play there?

How will the kids know you love and care for them and that they belong?
What will you do to show this?

Growing our kids strong

4. Supporting and Talking to Kids

What do the kids know about coming to live with you? Have you talked to them?

How do you think the kids will feel about coming to live with you? *(Provide responses for each child – add extra pages as required)*

How might what has happened in the past affect the kids and the way they think, behave or the things they believe?

Remember – Control, Choice and Good Relationships helps kids heal

How will you know when the kids are **worried**?

What might make them worried?

What will you do?

How will you know when the kids are **angry**?

What might make them angry?

What will you do?

How will you know when the kids are **scared**?

What might make them scared?

What will you do?

How will you know when the kids are **happy**?

What might make them happy?

What will you do?

How will you help the kids to feel safe and better about staying here?

How will you talk to the kids about their feelings and what has happened in the past?

Who will talk to them about:

- The future?
- How long they can stay with you?
- What will happen to them?
- Where they will live?

Other notes or comments...


REMINDER: Add to your action plan
if you haven't already done it

ADDITIONAL PAGE: if required

What strengths or protective factors can you identify?	ACTION PLAN: GENERAL VERSION			
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New Kinship Carers “Getting to Know You”

Part 4. Safety & Working Well with Others

1. Keeping Kids Safe and Sound
2. When things are a challenge
3. Supporting Contact Visits
4. Relationships with other members of the family
5. Working with Workers, Teachers and Others

Safety & Working Well with Others

1. Keeping Kids Safe and Sound

What will you do to keep the kids safe:

- When playing in the yard or house
- Around water or when they go swimming?
- In cars, around cars, on their bikes or on the road?
- From burns, fire or electricity?

What other sort of accidents might the kids have? What can you do to stop them happening?

When you are in the park with kids of different ages (like a 2-year-old and a 10-year-old) how do you manage to supervise both of them?

If relevant: How do you keep a baby safe?

If relevant: If a baby won't stop crying in the middle of the night, what can you do?

If a teenager won't stay home at night, what can you do?

What would you do in an emergency?

How will you teach the kids about what to do in an emergency?

How will you decide who is safe to come into your home when the kids are here?

Where will you allow the kids to go to on their own?

Who would you feel comfortable leaving the kids with? Why?

How would you yarn to the kids about safety and how to keep themselves safe?

Safety & Working Well with Others

2. When things are a challenge

What do you know about what the kids have been through?

Knowing what's happened to the children, how will this change the way you look after them?

What rules and boundaries will you have for the kids? How will they be different from the ones they are used to?

When the kids break the rules what will you do and say?

When the kids are doing something wrong how will you stop them?

How do you keep your cool when kids muck up?

Who will you go to for help, support and advice in handling the kids when things get hard?

Who can you trust to help with the kids and keep the kid's story private?

Safety & Working Well with Others

3. Supporting Family Time

How will you know who the kids want to see and that their wishes are met?
(How will you help them have a say?)

Will the kids have family time? If yes: who will the kids have family time with
and when?

How do you think the kids will feel about family time? What might be difficult
for them?

Do you have any concerns or worries about them having family time? (E.g., safety, being upset, sadness, confusion etc.)

Family time in kinship care can be difficult.
What might be difficult about family time for you?

What can you do before and after family time to help the kids?

What help do you need to support family time better (e.g., supervised visits or family time safety plans with agreed guidelines and processes)?

Safety & Working Well with Others

4. Relationship with Other Family Members

Who have they been close to in the past but don't see so often now?
(e.g., Do they see all of their brothers and sisters?)

What might you do to help the kids reconnect with people they care about?

How will you keep the kids connected to their wider family (especially those not related to you)?

How do you deal with your own feelings about other family members so it doesn't affect the kids?

What other members of the family will the kids have contact with if they live with you? How will this be good for the kids?

If you become a carer how will your role in the family change and how will you manage that?

How do you think other family members will feel about the changing family roles?

It can be helpful for families to get together and talk about how they can meet the kid's needs. Is this something you are willing to be involved in?

Safety & Working Well with Others

5. Working with Workers, Teachers & Others

What school/s, preschools or play groups will the kids attend?

What will it be like for you to connect with school again?

If relevant: What will you do to help the kids to settle into a new school?

How will you handle it if the kids don't want to go to school? (Who can help with this?)

What workers, services and teachers, do you think you will have contact with about the kids?

 Workers:

 Services:

 Teachers:

What other help for the kids do you think you might need?

What else might you need to help you work with others? (e.g., someone to explain the system and how things work, or help find services)

Is there anything else you would like to tell us about?

Other notes and comments.

REMINDER: Add to your action plan
if you haven't already done it

ADDITIONAL PAGE if required

What strengths or protective factors can you identify?	ACTION PLAN: GENERAL VERSION			
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Remember to take a photo of the Strength and Concerns and put it in the Final Report

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**SAFETY
AND WORKING
WELL WITH
OTHERS**

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New Kinship Carers

“Getting to Know You”

Part 5. Kids’: Our Say...



This session can be done at any point in the process that seems appropriate and when the kids are comfortable. Ideally it is done with the kids on their own.

Kids': Our Say...

Do you know why you have to live somewhere else?

Comments:

Do you feel you are being given a say about where else you might live?

No real say

A little say

Some say

I have a big say in this



Comments:

Kids': Our Say...

One option is that you might live with: _____
Write in name of proposed new kinship carer

Is it Ok there, would you feel safe?

No real say



A little say



Some say



I have a big say in this



Comments:

Has there ever been a time when you felt unsafe there?

Kids': Our Say...

Do the people there listen to you?

Never



A little bit



Sometimes



Always



Comments:

What would you like them to hear?

Who would you like to see and stay in touch with if you live there?

Other notes or comments...

Summary from all parts: More on Strengths...

What strengths or protective factors can you identify?

Environment and meeting needs

Staying strong as a carer

Child Well-being

Safety and working well with others

Other notes or comments:

Feedback on the Winangay Kinship Assessment Tool



<input type="checkbox"/> Aboriginal or Torres Strait Islander	<input type="checkbox"/> Worker	<input type="checkbox"/> Rural or Remote location	<input type="checkbox"/> NGO	<input type="checkbox"/> Government
<input type="checkbox"/> Non- Aboriginal	<input type="checkbox"/> Carer	<input type="checkbox"/> Metro area (urban major city)	<input type="checkbox"/> Aboriginal organisation	

Please circle the words you think describe the WINANGAY Kinship Assessment

practical	difficult	easy to use	complicated	deadly
unhelpful	helpful	collaborative	overwhelming	
creative	confusing	clear	useful	not useful
empowering	intrusive	relevant	not relevant	
boring	flexible	not flexible	suitable	not suitable
respectful	not respectful	not innovative	innovative	
just right	way off the mark	not collaborative	participatory	not participatory
not culturally appropriate	culturally appropriate	will help meet needs	doesn't help or change things	

Will using the cards make it easier for workers and the carer to talk about strengths and concerns? How?

Will using the cards result in relevant and useful action plans? How?

Please rate the WINANGAY Resource

0 1 2 3 4 5 6 7 8 9 10

Not satisfied at all with this resource ← → Completely satisfied with this resource

Please rate how culturally appropriate is the WINANGAY Resource

0 1 2 3 4 5 6 7 8 9 10

Not at all culturally appropriate ← → Completely culturally appropriate

What do you see are the strengths of this resource?	What do you see are the challenges or limitations of this resource?
--	---

What was your overall impressions of WINANGAY and the WINANGAY Resource?

Would you recommend WINANGAY to other service providers	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please briefly state your reasons?
---	---	------------------------------------

I finally want to say....

Please return to email: admin@winangay.com

Kinship Carers thoughts on the WINANGAY Assessment Resources

The questions and cards used in his assessment are new. They have been developed especially for kinship carers. We want the tool to be useful and helpful for carers and workers. We would like to know how you feel about things. And your thoughts on what we can improve.

Name (optional)		Organisation		Worker/s	
-----------------	--	--------------	--	----------	--

A few details about

Are you:

 Aboriginal
 Torres Strait Islander

Are you:

 Female
 Male
 Other

Are you:

 In a rural or remote place
 Metro area (urban major city)

Are you:

 Grandparent
 Brother/Sister
 Cousin
 Aunt/Uncle
 Other (Specify)

How many kids in kinship care do you have that you're raising?


How many other kids are you raising?


What did you like about Winangay?


What could make it better?


What would you tell other carers about this?


The cards were:



 Deadly



 Good


 Fair

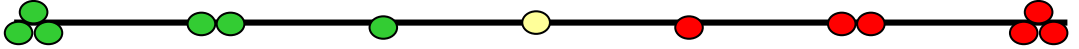

 Okay


 A bit Bad


 Bad


 Really Bad

Comments:



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Yarning Interview V:NSW06-2022

The questions were:

Deadly Good Fair Okay A bit Bad Bad Really Bad

Comments:

How culturally appropriate was it?

Deadly Good Fair Okay A bit Bad Bad Really Bad

Comments:

How good was it?

Deadly Good Fair Okay A bit Bad Bad Really Bad

Comments:

Were you able to participate and have your say?

No real say A little say Some say I had a big Say in this

Comments:

I would also like to say....

Please return to Winangay: admin@winangay.com
M: 0492 957 818 www.winangay.com