

**EXPLORING
STRENGTHS AND
BURDENS
IN CHILDREN WITH
INTELLECTUAL
DISABILITIES
BY USING THE VISUAL AND
TACTILE 'YUCEL METHOD'**



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Koraal wonen
leren
werken

Disease oriented

Limitations

Diagnoses

Risks

Symptoms

Shift in healthcare

Recovery oriented

Needs

Desires

Strengths

Resources

Systemic approach

What is wrong with you?

What happened to you?



Person/situation



Burdens

Strengths

- Personal
- Family
- Eco





BROTHER

FATHER

MOTHER

PET

FRIEND

SOCCER

SOCIAL WORKER

HEALTH CARE

FAMILY

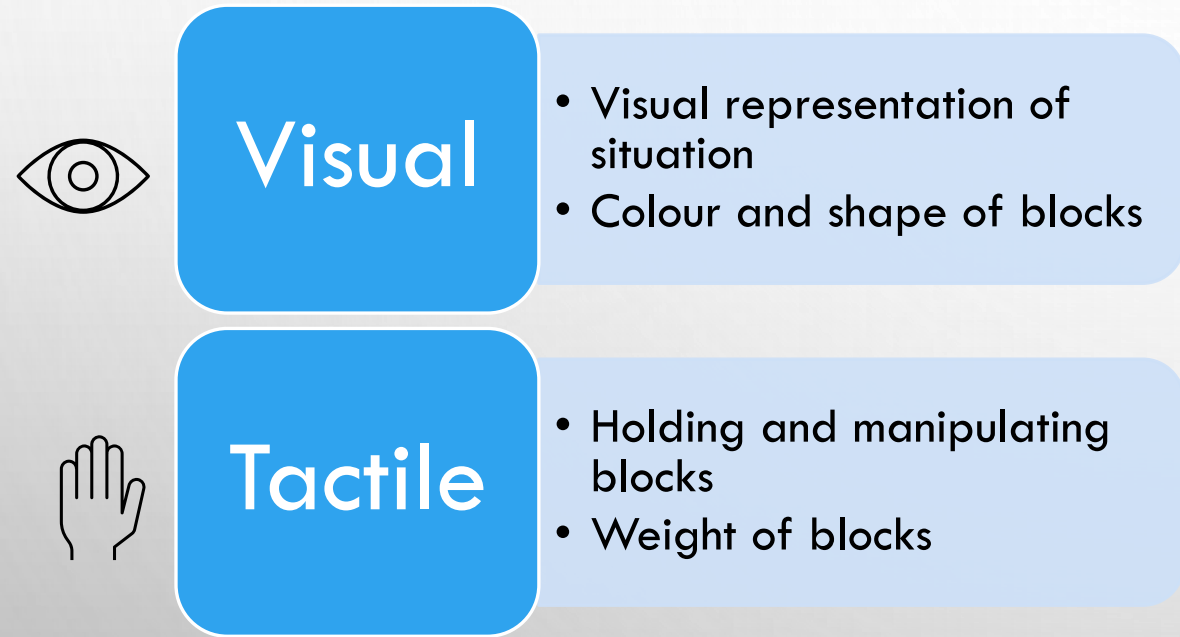
SCHOOL

STRESS

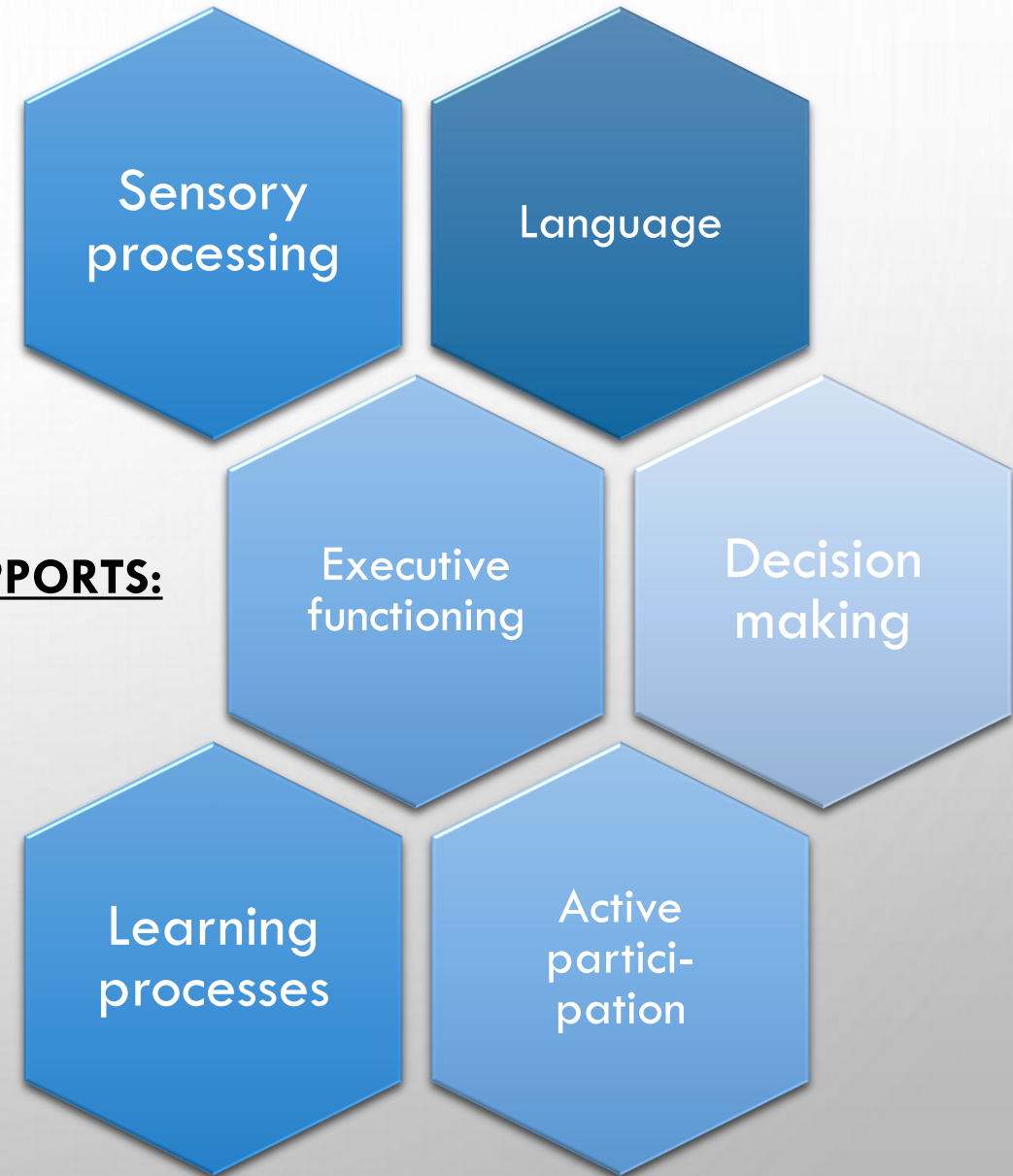
ANXIETY

GRIEF

SUITABLE FOR PEOPLE WITH ID?



SUPPORTS:



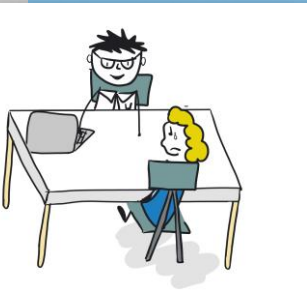
Study 1

Are professionals able to adhere to the protocol of the Yucel method while working with children with ID and their families?



Study 2

To what extent are children with ID, their parent(s) and involved professionals able to share their perspectives on experienced strengths and burdens using the Yucel method?



STUDY 1: ADHERENCE

- ADHERENCE = THE EXTENT TO WHICH THE PROFESSIONAL USES TECHNIQUES THAT ARE PRESCRIBED BY THE TREATMENT PROTOCOL

Green questions

- Abilities
- Chances
- Desires
- Needs
- Coping strategies



STUDY 1: ADHERENCE

PARTICIPANTS: 22 clients
(children and adults with ID)
& 18 professionals

METHOD: Adherence
questionnaire online
(professionals) or during an
interview (clients)

Results based on 67
questionnaires

Key element	Adherence score
Explain blocks	76%
Explain bars	94%
Emphasis on strengths	68%
No directiveness	72%
Green questions	44%
Making and discussing pictures	54%
Average adherence score	69%

- It is possible to adhere to the Yucel method protocol while working with people with ID
- Attention needed for 'green questions' and pictures

STUDY 2 – PERSPECTIVES

Child with ID



'Me'- bar

N = 9

Parent(s)



'Our family'- bar

Involved professionals



'This child in this family'- bar

STUDY 2 – PERSPECTIVES

All participants were able to understand and work with the Yucel method, name strengths and burdens and arrange the blocks accordingly.

Common themes



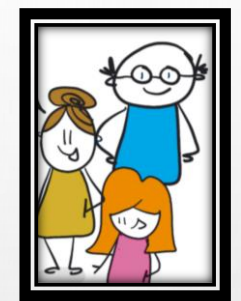
Child



Parent(s)



Professionals



Strengths



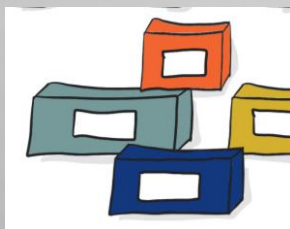
- Sport & leisure activities
- Mental healthcare
- Positive child traits
- Mother

- Visit home
- Friends

- Positive parent traits
- Relationships
- Perseverance
- Positive family dimensions

- Music
- Coping strategies
- Positive family climate

Burdens



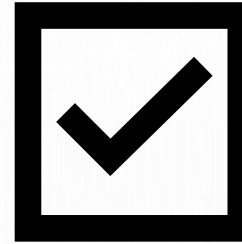
- Mental health problems child and/or parent(s)
- Mental healthcare
- Out of home placement
- Family conflict
- Limited social network

- School
- Conflicts with parents or other children

- Adjusting to child's needs
- Negative parent traits
- Worries about past or future

- Low self-esteem
- Developmental delay
- Adverse childhood experiences

IS THE YUCEL METHOD SUITABLE FOR PEOPLE WITH ID?



TAKE HOME MESSAGES:

- Professionals are able to adhere to the protocol of the Yucel method while working with people with ID
 - Practice 'green questions' and attend to making pictures
- Children with ID and their families seem to be able to use the Yucel method to express strengths, burdens and desires
- Using the Yucel method provides insights in the unique perspectives of all those involved and helps to generate a shared understanding of the strengths and burdens of the child and family



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Mercera et al., (submitted). In the eye of the beholder: visualizing burdens, strengths and desires through the lens of children diagnosed with neurodevelopmental disorders, their parents and professionals using the Yucel method.

Pellemans-van Rooijen et al., (in prep). Adherence to the therapy protocol of the Yucel method.



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