

# CONVERSATION CARDS

## PRINT VERSION



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THEMED CARDS TO SUPPORT PHSB CONVERSATIONS WITH CAREGIVERS & CHILDREN

**This document is designed for you to print your own set of cards. Colour is included to help you navigate the themes in the cards, so a colour printer is recommended.**

**Print as A4 size, single-sided pages. When printed, fold each page in half to make a double-sided card.**

Safe Wayz



# CONVERSATION CARDS



THEMED CARDS TO SUPPORT PHSB CONVERSATIONS WITH CAREGIVERS & CHILDREN

## Safe Wayz



FOLD IN HALF



NSW Health MSN

ISBN Number 1876969466  
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We would like to acknowledge the following people and services for their significant contribution to this work:

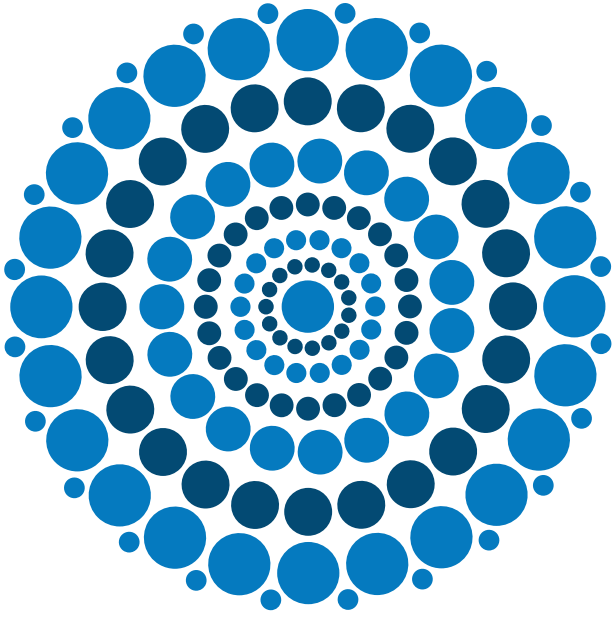
The Companion Guide and Conversation Cards were developed by NSW Health in partnership between the Program Delivery Office (Ministry of Health) and the Education Centre Against Violence (NSW Health).

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Elham Hatiz, Accessibility Consultant  
The Education Centre Against Violence, Management & Project Team  
NSW Ministry of Health, Program Delivery Office  
Sydney Children's Hospital Network, Children and Young People's Sexual Safety  
NSW Health Safe Wayz clinical and provider workforce  
Safe Wayz Community of Practice  
Rosie's Place



FOLD IN HALF

The Safe Wayz artwork symbolises the  
key messages of the Safe Wayz program.  
The artist, Lani Balzan, is a proud  
Aboriginal woman from the Wiradjuri  
people of the three-river tribe.



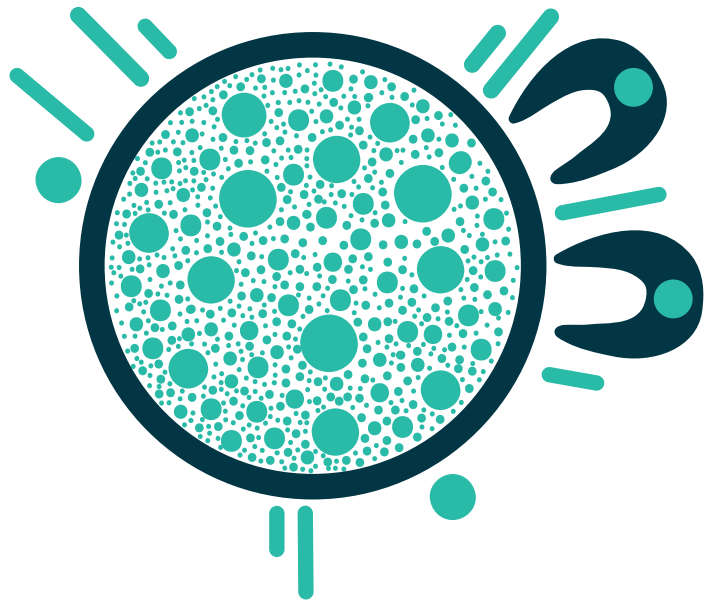
## Culturally safe and inclusive

We welcome children of all abilities, languages, cultures, experiences and backgrounds. Each district has at least one Aboriginal Safe Wayz worker.

FOLD IN HALF

Focused on  
working with  
families

We work with families and carers. We will listen to your concerns. We will help you to make positive changes. We will talk with you about supports in your community that might be able to help.



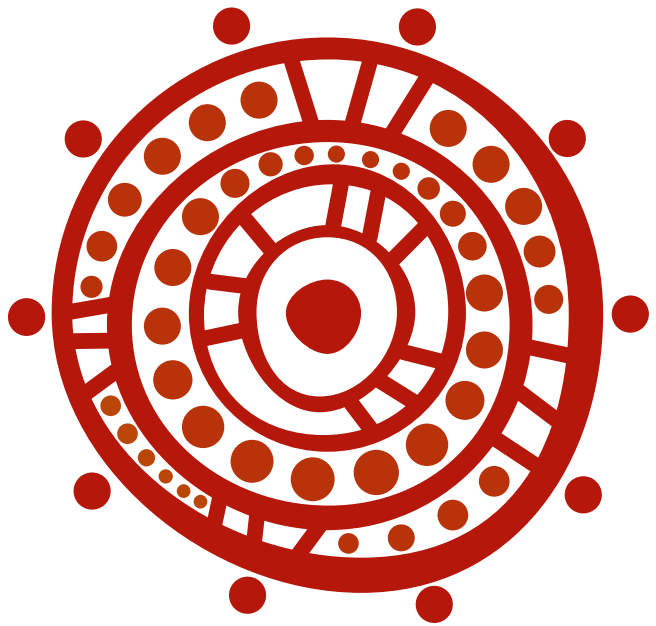


## Focused on supporting children

Children are free to express themselves, and ask questions. We provide information in a way they can understand. We build on their strengths.

FOLD IN HALF

Safe and respectful  
We support children and families with dignity. We listen to your concerns and help build understanding. We will support you around the safety of your child(ren).



# Using the conversation cards

These cards support your frontline, clinical practice with children under 10 years old who have displayed Problematic and Harmful Sexual Behaviours (PHSB). Together with the companion guide they offer guidance and ideas for therapeutic engagement with families and children.

The companion guide and these cards are designed to build on concepts you will have seen already in tertiary level PHSB training and related frameworks. They are not intended to replace therapeutic knowledge or expertise, but suggest prompts to help you navigate the PHSB landscape, connecting relevant themes to counselling conversation starters.

## Introducing the conversation ‘anchor themes’



The cards are structured around 7 anchor themes to support conversations with parents/carers and children who have been referred for specialist/tertiary counselling. The questions for each theme use plain language and concepts which are straightforward, inclusive, and adaptable for use with diverse client needs and circumstances.

FOLD IN HALF

CHILDREN & SHARED CONVERSATIONS		PARENTS & CARERS		SUB-THEME
Who are your friends? What do you like to do together?	Who is in your family? What's your favourite thing to do with them?	Who would you never talk to about what happened?	Who does your child feel closest to? Who do they go to for support?	Being together
Who would you like to spend more time with?	Can you tell me about a good friend you have?	Do you know people who fight and argue? What do you do when this happens?	Who do you go to when you need help or support?	Favourite people
Who would you like to spend less time with?	Are any relationships or family connections stressful or difficult?	Who would you never talk to about what happened?	Who would you never talk to about what happened?	Unhelpful people

You can see the full list of suggested questions at the back of the companion guide.

Each theme splits into 3 sub-themes; Each sub-theme offers 2 questions for parents/carers, and 2 for shared conversations together with the child. There are 12 questions in total for each theme.

*Here's an example from 'Family & Relationships':*



# Using cards to support conversations

The conversation cards are to support clinical conversations. You might use them to open the discussion on certain topics, or to change the pace and format of conversations during sessions. Questions are intentionally short and straightforward so they can be adapted for different ages, cognitive abilities, language and cultural contexts.

In the majority of cases, conversations with parents/carers should come first. You can also guide them in preparing for the conversation with their child by discussing any concerns they might have and how they can best support their child during conversations.

**The companion guide and conversation cards do not replace the therapeutic conversation, nor are they considered to be a 'one size fits all' resource. Trust your own clinical expertise to adapt language, interpretation and context to best align with the needs of your clients.**

## Sequencing: Linking, layering and 'looping back'

Each theme appears individually, but should be considered as interconnected elements that help us work towards a holistic understanding of a child's behaviours in the context of their family, environment and community. The themes are not intended to be used in a particular order and you are encouraged to explore suitable topics in response to the needs of each family and child. Suggestions for linking, layering multiple themes and 'looping back' to previously discussed themes are included in each section of the companion guide.

FOLD IN HALF

..then turn the card and show/read the 3 sub-themes

You could show or read the description first..



Each theme includes a brief description which you can use if you find it helpful:

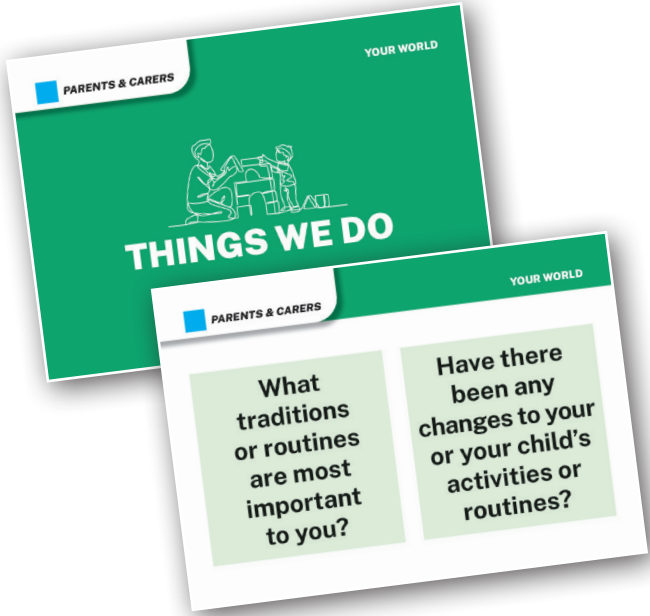
## Introducing a theme

# Introducing the questions

Each sub-theme has 2 questions for parents/carers, and 2 questions for children/shared conversations. The cards are always labelled to show who the questions are for.

## PARENTS & CARERS

## CHILDREN & SHARED CONVERSATIONS



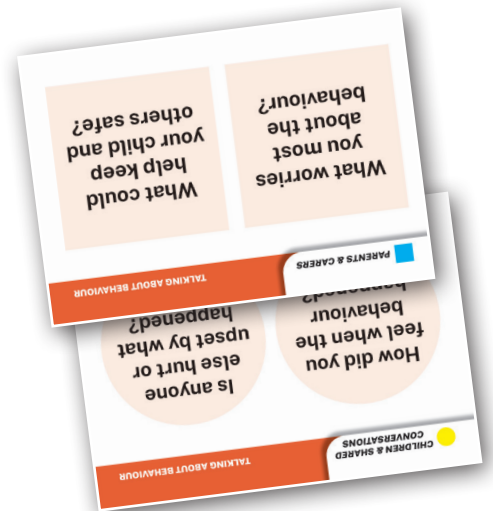
FOLD IN HALF

- When a 'sub-theme' is chosen, show or read the 2 questions for that theme.
- The parent, carer or child might want to answer one, both, or none of the questions on the cards. If you have your own preferred question, ask that instead.
- Extend and build on the conversation based on their responses. If they want to choose a different question or switch to another theme, that's okay too.

## Introducing questions: choose one, both or neither

- The cards are designed so you can always offer choice to parents, carers and children.
- Show or read out the 3 'sub-themes'. If needed, you can also suggest what the parent, carer or child might be able to talk about.

## Offering choices: theme and sub-theme



# Card themes: overview

## FEELING SAFE



These conversations are about creating a feeling of safety and establishing your therapeutic relationship and trust. You don't have to start talking about the problematic behaviour straight away – it may be better to begin more broadly, then use these conversations to link to more specific discussions about PHSB as needed, when clients are comfortable.

## TALKING ABOUT BEHAVIOUR



These conversations can help to regulate and calm families, giving them a chance to be heard, understood, and held without catastrophising behaviour. It can help us explore what's behind the behaviour (e.g. unmet need, emotional response, not a rational decision) and explore safer ways to talk and respond to needs. Conversations move away from reinforcing stigma and shame about the behaviours, helping children and parents/carers talk about them in different ways.

## YOUR WORLD



These conversations help you gain insights into the circumstances that may be impacting the child and PHSB, e.g. culture, education, social, financial, and other factors. Be curious, seeking to understand the child and family context holistically without preconceived ideas. Consult with experienced colleagues as needed around specific contexts such as working with disability, cultural diversity, age, gender and so on.

FOLD IN HALF

These conversations are about exploring appropriate ways to work with clients' individual needs and involving them in choices. You will need to adapt language and activities to fit the child's age, disability or cognitive development, for example. You don't have to be the expert in every specialist area – draw on the wisdom of other clinicians (and the carer/family) when you need it.



PHSB can be a trauma response, and a way of communicating and coping for a child. In these conversations, we are constantly assessing, exploring and being curious about what has happened to this child/family. What do they need from this process in order to repair and recover? This will be a theme across all conversations, but the suggestions and questions here can help to facilitate these conversations.



PHSB doesn't happen in isolation, and support must be holistic, involving children and their families. We want to build connections between us, the family, carers and child, with conversations that support safety and communication both within and outside the sessions. These conversations are also helping us to work out what may be contributing to the behaviour.



Talking about common PHSB myths and misunderstandings can be a helpful way to start conversations with new clients or to re-visit as needed. You can acknowledge strong emotions related to PHSB, but also help to build trust by answering questions and sharing what you know. It's important to gauge clients' current state of regulation (fight/flight/freeze) and use your therapeutic skills to validate, reassure, regulate or simply listen and be ready to explore their current understanding and response to the PHSB.





# FEELING SAFE

Let's talk about feeling safe and helping other people feel safe. We could talk about what you do to feel safe, and who helps you feel safe.

FOLD IN HALF

Safe  
people

Safe  
places

Feeling  
safe

Is there a topic here  
you would like to start with?



# **FEELING SAFE**

FOLD IN HALF

**How can  
you tell if  
your child is  
not feeling  
safe?**

**When you  
don't feel  
safe, what  
does it  
feel like?**



# FEELING SAFE

FOLD IN HALF

What happens in your body if you don't feel safe?

What do you do when you feel happy? What about when you feel sad or scared?





# **SAFE PLACES**

FOLD IN HALF

**Do you change things at home to make it safer? How?**

**When/where do you feel safe?**



# SAFE PLACES

FOLD IN HALF

How do you  
feel when  
you are in a  
safe place?

Where do  
you go if you  
don't feel safe  
or okay?





# **SAFE PEOPLE**

FOLD IN HALF

**Who helps  
your child to  
feel safe?**

**Who helps  
or supports  
you?**



# SAFE PEOPLE

FOLD IN HALF

When you  
feel sad  
or scared,  
who do you  
go to?

Who can  
you tell  
if you don't  
feel safe?





# TALKING ABOUT BEHAVIOUR

We could talk about what happened,  
how you are feeling about it  
and what it means to you.

FOLD IN HALF

What  
behaviour  
means

What  
happened

How I  
feel

Is there a topic here  
you would like to start with?



# HOW I FEEL

FOLD IN HALF

**How are  
you feeling  
now?**

**How did you  
feel about what  
happened  
with your child?**



# HOW I FEEL

FOLD IN HALF

Is anyone  
else hurt or  
upset by what  
happened?  
Who?

How did you  
feel when the  
behaviour  
happened?





# WHAT HAPPENED

FOLD IN HALF

**What could  
help keep  
your child  
and others  
safe?**

**What worries  
you most  
about the  
behaviour?**



# WHAT HAPPENED

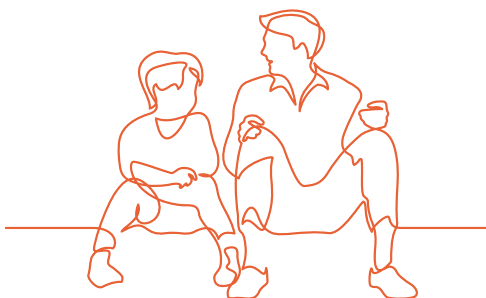
FOLD IN HALF

When this happened how did you feel?

Can we talk about what happened?

This is a safe place to talk about what happened and we are all here to help you.





# WHAT BEHAVIOUR MEANS

FOLD IN HALF

What do you  
know about  
the sexualised  
behaviour?

What do you  
think makes  
the behaviour  
happen?



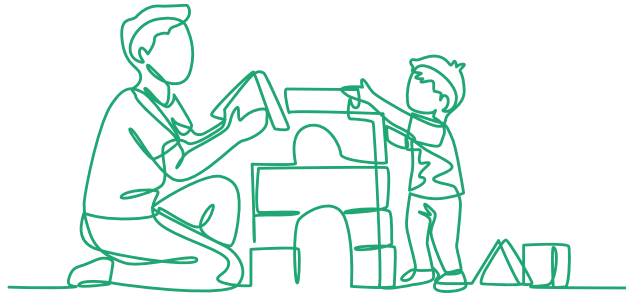
# **WHAT BEHAVIOUR MEANS**

FOLD IN HALF

**Why do  
you think  
this behaviour  
happens?**

**Why do  
you think we  
are talking  
about what  
happened?**





# YOUR WORLD

What's your world like?  
We can talk about what you do each day,  
people you see and what you like or don't like.

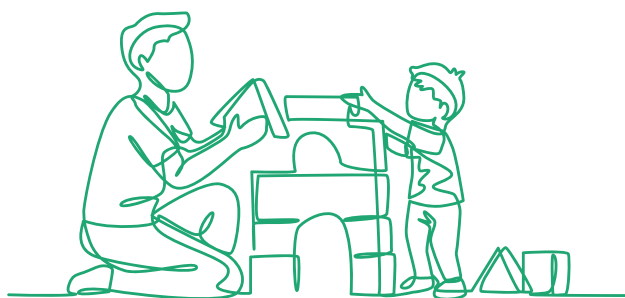
FOLD IN HALF

Things  
we do

My  
people

My  
day

Is there a topic here  
you would like to start with?

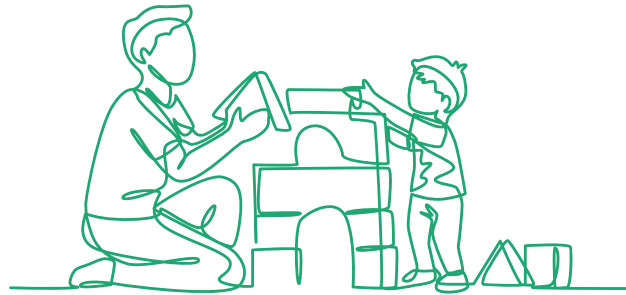


# MY DAY

FOLD IN HALF

**What makes  
life easier for  
you? What  
makes things  
more difficult?**

**What does  
a typical day  
look like  
for you?**



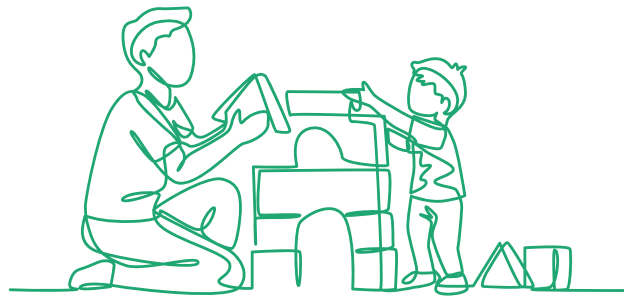
# MY DAY

FOLD IN HALF

What do  
you like  
to do on the  
weekend?

What's your  
favourite  
time of  
the day?



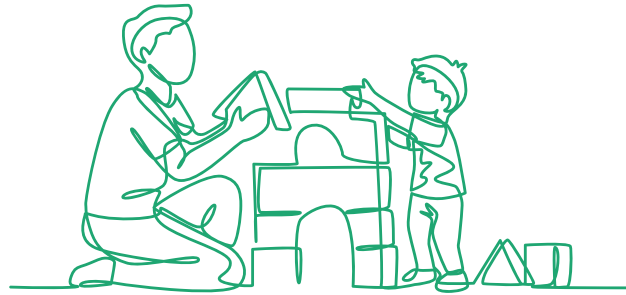


# MY PEOPLE

FOLD IN HALF

**Has this  
situation  
(behaviour)  
impacted any  
relationships?  
How?**

**Who do you  
spend most  
time with?**



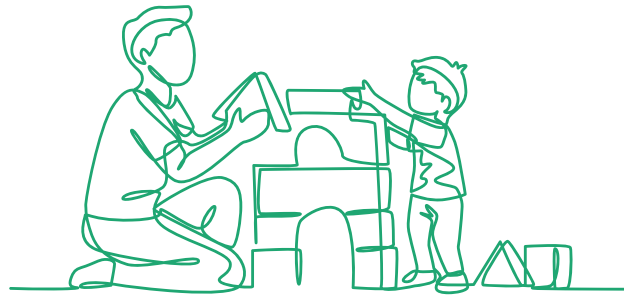
# MY PEOPLE

FOLD IN HALF

Who would  
you like to  
spend more  
(or less)  
time with?

Who are  
your friends?  
What do you  
like about  
them?



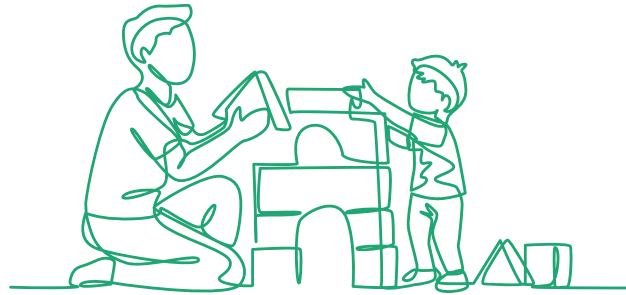


# **THINGS WE DO**

FOLD IN HALF

**Have there  
been any  
changes to your  
or your child's  
activities or  
routines?**

**What  
traditions  
or routines  
are most  
important  
to you?**



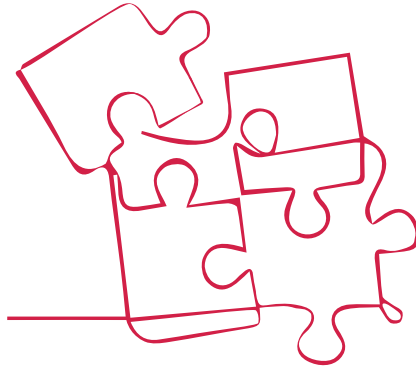
# THINGS WE DO

FOLD IN HALF

**What are  
your favourite  
places?**

**What do  
you like to do  
before/after  
school?**





# QUESTIONS & FACTS

Here we can explore what's true  
and what isn't true about this behaviour.  
We can talk about any questions you have, too.

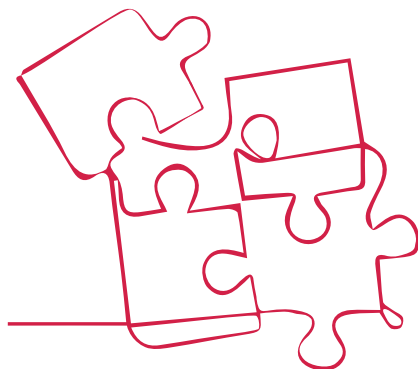
FOLD IN HALF

What  
happens  
next

What other  
families &  
kids ask

Questions  
I have

Is there a topic here  
you would like to start with?

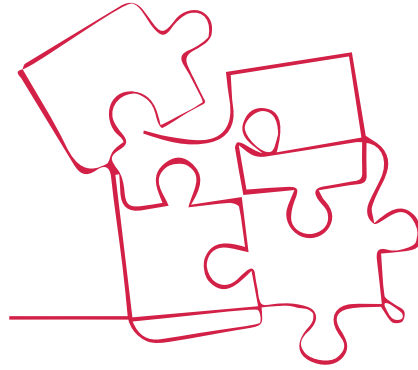


# QUESTIONS I HAVE

FOLD IN HALF

**What  
questions  
do you  
think your  
child has?**

**What  
questions  
do you have  
about this  
behaviour?**



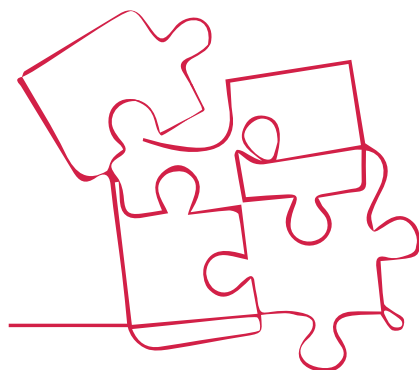
# QUESTIONS I HAVE

FOLD IN HALF

What are  
you most  
confused  
or unsure  
about?

What do  
you want to  
know or ask  
about?



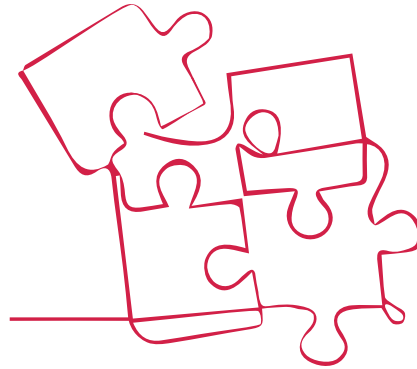


# **WHAT OTHER FAMILIES & KIDS ASK**

FOLD IN HALF

**Will the  
behaviour  
stop?  
How likely  
is that?**

**Is there  
something  
wrong with  
us/my child?**



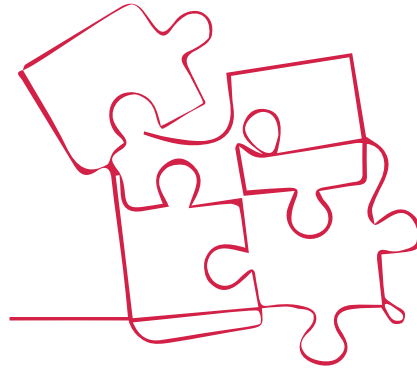
# **WHAT OTHER FAMILIES & KIDS ASK**

FOLD IN HALF

**Do we  
have to tell  
everybody?**

**Are we  
in big  
trouble?**



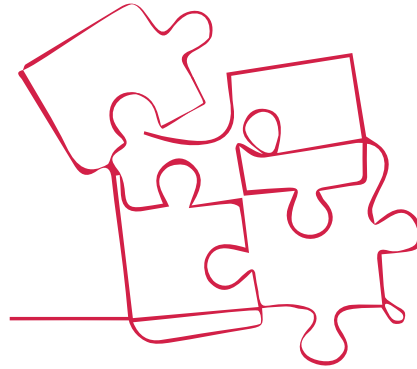


# **WHAT HAPPENS NEXT**

FOLD IN HALF

**What would  
you like to see  
happen for  
your child,  
in the future?**

**What do you  
think will  
happen in  
the future?**



# WHAT HAPPENS NEXT

FOLD IN HALF

Can you  
picture yourself  
a year older than  
now? What are  
you doing?

What do  
you wish  
could be  
different?





# **FAMILY & RELATIONSHIPS**

We can talk about your family,  
relationships, and people  
who are important to you.

FOLD IN HALF

**Unhelpful  
people**

**Favourite  
people**

**Being  
together**

**Is there a topic here  
you would like to start with?**



# **BEING TOGETHER**

FOLD IN HALF

**How is your  
family doing  
right now?**

**What's  
family/home  
life like?**



# BEING TOGETHER

FOLD IN HALF

Who are  
your friends?  
What do  
you like to do  
together?

Who is in  
your family?  
What's your  
favourite thing  
to do with  
them?





# FAVOURITE PEOPLE

FOLD IN HALF

Who does  
your child feel  
closest to?  
Who do they  
go to for  
support?

Who do  
you go to  
when you  
need help or  
support?



# FAVOURITE PEOPLE

FOLD IN HALF

Who  
would you  
like to spend  
more time  
with?

Can you  
tell me  
about a  
good friend  
you have?





# UNHELPFUL PEOPLE

FOLD IN HALF

Who would  
you never  
talk to  
about what  
happened?

Are any  
relationships  
or family  
connections  
stressful or  
difficult?



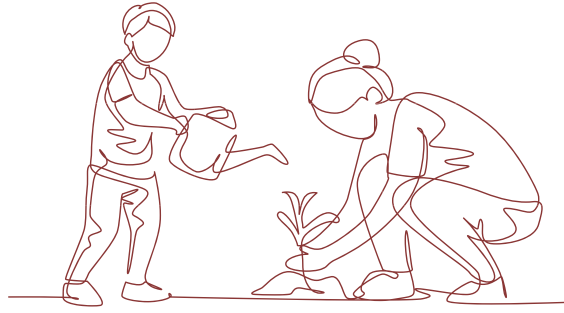
# UNHELPFUL PEOPLE

FOLD IN HALF

Who would  
you like to  
spend less  
time with?

Do you  
know people  
who fight and  
argue? What do  
you do when this  
happens?





# YOUR LIFE STORY

We can talk about your life now and before now.  
It might include things that have been hard  
for you, and how you feel about that.

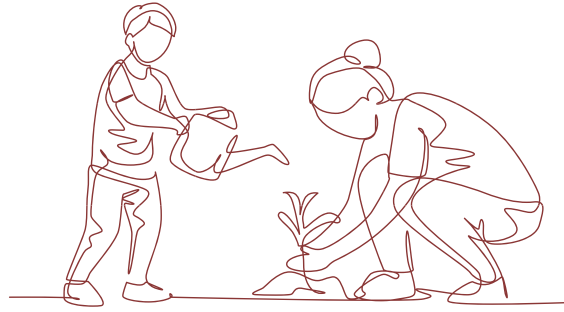
FOLD IN HALF

**My life  
now**

**The hard  
stuff in life**

**My  
story**

**Is there a topic here  
you would like to start with?**

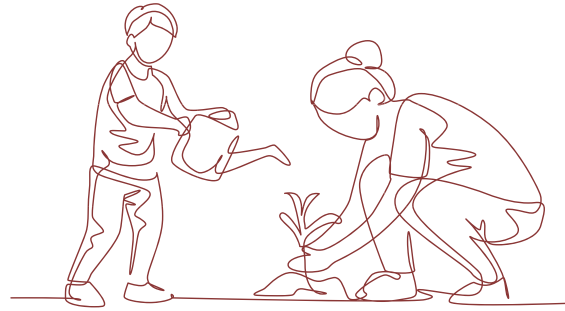


# MY STORY

FOLD IN HALF

**What do I  
need to  
understand  
about your  
child's life?**

**What do I  
need to  
know about  
your life  
(past or now)?**



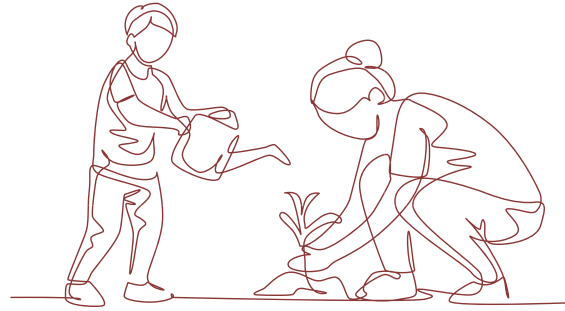
# MY STORY

FOLD IN HALF

If you describe your life, what does it look like?

What's been happening at home or school recently?



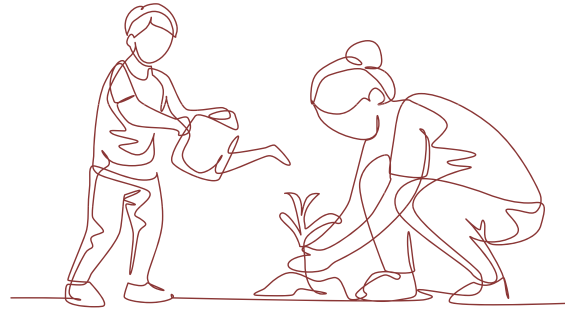


# **THE HARD STUFF IN LIFE**

FOLD IN HALF

**What made  
things hard  
for you  
child in the  
past?**

**Can you  
tell me about  
when things  
have been  
difficult  
for you?**



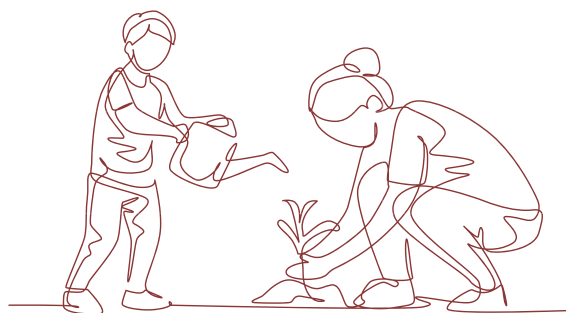
# **THE HARD STUFF IN LIFE**

FOLD IN HALF

**When  
something  
was hard or  
upsetting  
for you, what  
happened?**

**What  
do you wish  
could be  
different  
at home or  
school?**



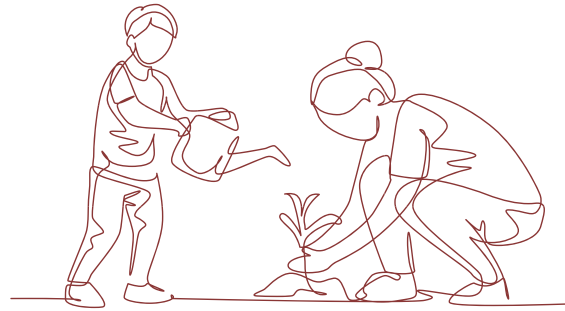


# **MY LIFE NOW**

FOLD IN HALF

**What's  
difficult in  
your child's  
life at the  
moment?**

**What's on  
your mind  
right now?  
What help do  
you need?**



# MY LIFE NOW

FOLD IN HALF

What  
helps you  
feel happy  
right now?

What  
is your  
biggest worry  
right now?





# WHAT'S RIGHT FOR YOU

Listening to you and  
getting to know you better.

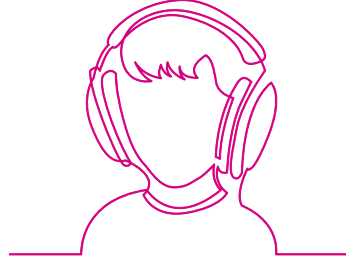
FOLD IN HALF

What  
doesn't  
help me

What  
helps  
me

You  
need to  
know...

Is there a topic here  
you would like to start with?



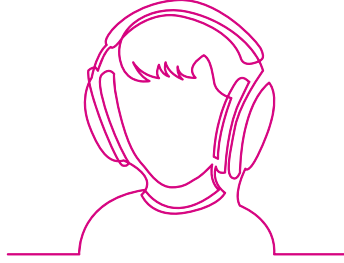
# **YOU NEED TO KNOW...**

FOLD IN HALF

**In these sessions, I need you to...**

**The most important thing to understand about my child is...**

**How would you finish this sentence?**



# YOU NEED TO KNOW...

FOLD IN HALF

I want our  
sessions to  
feel like/  
include...

When I  
come here,  
can we  
please...?

How would you finish  
this sentence?





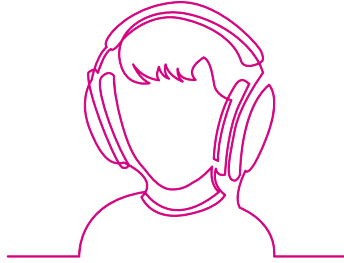
# WHAT HELPS ME

FOLD IN HALF

What helps  
me when  
we talk  
here is...

Talking  
to my child  
is easiest  
when...

How would you finish  
this sentence?



# WHAT HELPS ME

FOLD IN HALF

Spending  
time with you  
feels better  
when...

It's easier  
for me to  
talk to you  
when...

How would you finish  
this sentence?





# WHAT DOESN'T HELP ME

FOLD IN HALF

This won't  
work for  
us if...

When we  
are not  
getting the  
right support,  
I feel...

How would you finish  
this sentence?



# WHAT DOESN'T HELP ME

FOLD IN HALF

Other  
people don't  
understand  
that I...

When  
I come  
here it's  
hard to...

How would you finish  
this sentence?

