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# Appreciative Encounter in the Child Care Services of Mannerheim League for Child Welfare

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<p>The purpose of this thesis was to analyze how child minders recruited by Mannerheim League for Child Welfare experienced appreciative encounter in their work. Material was gathered from the child minders working for the Mannerheim League for Child Welfare in the County of Southern Finland. Mannerheim League for Child Welfare's primary task is to promote the wellbeing of children, youth and families with children.</p> <p>The research question for this thesis was how the child minders experienced appreciative encounters in their work. The topic was studied from three different perspectives; appreciative encounter with the child, appreciative encounter with the parent and parents' appreciative encounter with the child minder.</p> <p>Theories for this thesis were found while studying appreciative encounter. Appreciative encounter forms through many things, for this reason there are more than one theory examined in this thesis. The theoretical framework for this thesis was formed from appreciative encounter, dialogue and customer centered work. Child's development was also part of the framework, since it is in the centrum of childcare work.</p> <p>Material for this thesis was gathered in group discussions, in which 192 child minders took part. Gathering the material and analyzing the material both were conducted with qualitative methods. Results showed that child minders experienced appreciative encounters differently depending on the perspective. This thesis provides information on appreciative encounter in client work. Mannerheim League for Child Welfare can apply this analysis in the development work of their childcare work.</p>	
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<p>Tämän opinnäytetyön tarkoituksena oli analysoida kuinka Uudenmaanpiirin Mannerheimin lastensuojeluliiton välittämät lasten hoitajat kokevat arvostavan kohtaamisen työssään. Materiaali kerättiin Uudenmaanpiirin Mannerheimin Lastensuojeluliiton kautta Uudenmaan alueelta työskenteleviltä lasten hoitajilta. Mannerheimin Lastensuojeluliiton päätehtävä on edistää lasten, nuorten ja lapsiperheiden hyvinvointia.</p> <p>Haastattelukysymys oli kuinka lasten hoitajat kokevat arvostavan kohtaamisen työssään. Aihetta tutkittiin kolmesta eri näkökulmasta; arvostava kohtaaminen lapsen kanssa, arvostava kohtaaminen vanhemman kanssa, ja vanhemman arvostava kohtaaminen lasten hoitajan kanssa.</p> <p>Teoriat valikoituivat arvostavaa kohtaamista tutkiessamme. Arvostava kohtaaminen rakentuu monien asioiden kautta, tästä syystä useampia teorioita on tarkasteltu. Tämän opinnäytetyön teoreettisena viitekehyksenä toimi arvostava kohtaaminen, dialogisuus ja asiakaslähtöisyys. Teoriapohjaamme kuului myös lapsen kehitys, sillä se on lasten hoidon keskiössä.</p> <p>Aineisto kerättiin ryhmähaastatteluissa, joihin osallistui yhteensä 192 lasten hoitajaa. Aineisto kerättiin sekä analysoitiin kvalitatiivisin menetelmin. Aineistoista kävi ilmi, että lasten hoitajat kokevat arvostavan kohtaamisen rakentuvan eritavoin näkökulmista riippuen. Opinnäytetyö tarjoaa tietoa arvostavasta kohtaamisesta asiakastyössä. Mannerheimin Lastensuojeluliitto voi hyödyntää analyysiä lasten hoitotoiminnan kehityksessä.</p>	
Avainsanat	kohtaaminen, arvostava, lastenhoito, dialogi, analyysi

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## 1 Introduction

Appreciative encounters should be a norm in everyday social conducts and a definite must in professional dialogue. When done properly it can lay the ground floor for a trusting and respectful relationship. For some it might come more naturally than others, but luckily, it is something that one can train and practice. Hopefully with the help of this thesis.

An employee from the Mannerheim League for Child Welfare (Mannerheimin lastensuojeluliitto, later referred as MLL), Southern region of Finland, reached out to our school with a final project suggestion. They had conducted a study about appreciative encounter in child care work and were seeking assistance in analysing the collected data so they could utilize it in the future with the child care workers in MLL. Since we both are interested in working in the field of family work and childcare services, we were excited to take on this task. In addition, the idea of working with a well-known and respected company like MLL was inspiring for us.

Preventive work is gaining constantly more dominant status in the field of social work. According to statistics, there are big differences between Finnish families with children and unequal divide of resources and some of the straining issues for the families are due to societal circumstances. Parents' stress can reflect to the relationship of the parent and the child, and cause harm to their interaction, and ultimately to the child's feeling of safety and development. (Hänninen et al., 2016. p.261).

The childcare service that MLL provides for families with children definitely falls under preventive work. By offering the assistance and support for the families, early enough, possible further challenges and problems can be diminished or avoided. For this reason as well, the topic of this thesis is highly relevant. We hope to produce an analysis that will be beneficial for the future childcare workers of MLL or anyone working in the field, and of course not forgetting the employees of MLL.

As the wellbeing of children is one of the core values of MLL, in this thesis we look into the importance of encountering a child and the building of the relationship between the child minder and the child from the perspective of child development. Child-centred way

of thinking when working with children has gotten more emphasis in recent years, and it has changed the way of understanding how working with children could and should happen. Children should be presented as active actors when comes to matters related to them. Children's own experiences and opinions have become the target of interest and have raised parallel to the information produced by adults. (Forsberg et al., 2006. p.22).

In a situation where helping a family occurs the basic premise, is often the expectation that all family members are simultaneously paid attention to. Even though encountering a child and the information produced by them are recognized as an important part of the working process, the adults usually provide an easier target for the worker to identify with than a child (Forsberg et al., 2006. p. 169). Encountering a child or an adult requires ethical responsibility and sensitivity (Forsberg et al., 2006. p 176). This is why it is important to remember that an equal amount of respect and appreciation should be paid to all members of a childcare situation, regardless of differences such as background, religion or values.

Every employee of any field is responsible for providing a quality service and encounter for the clients. Ethicality of helping is based on critical thinking, dialogue, relationships and acknowledging the existence of multiple ways of thinking. In a way, the quality of interaction and dialogical encountering are putting ethical principles into practise. Ethical way of working happens or does not happen, in every single encounter, client situation or conversation. (Mönkkönen, 2007. pp. 33-34).

## 2 Working Life Partner

The working life partner of this thesis is Mannerheim League for Child Welfare, Southern region (Uudenmaan piiri). The collaboration started in November 2015 when the employee of temporary childcare services of MLL was searching for students to help with their project. Reason why they were looking for students was to do the analysis of the material they had gathered. They had conducted group interviews with the child minders mediated by MLL, the research question being how the child minders see appreciative encounter in their work. In this chapter the working life partner, Mannerheim League for Child Welfare and their temporary childcare service are presented.

### 2.1 The Mannerheim League for Child Welfare

Since every child is entitled to a good, safe and happy childhood, The Mannerheim League for Child Welfare (Mannerheimin Lastensuojeluliitto, MLL) aims to make this possible in cooperation with many other private and public organizations. It is a politically and religiously independent NGO and the membership is free for everyone.

MLL's mission is to promote the wellbeing of children and families with children. They seek to increase the respect for childhood and take more into account the children's own views and opinions in public decision-making. Joint responsibility, humanity and equality also have significant value roles in the organization's activities. (MLL, 2015).

MLL is the largest child welfare organization in Finland. Currently there are 88 780 members and 555 local associations all around the country. MLL emphasizes the importance of partnerships. It works with various organizations, networks and businesses both in Finland and abroad. The central office of MLL is located in centre of Helsinki and it cooperates closely with ministries and officials. (MLL, 2015).

The main goals of MLL are to ensure that all children are equal members of society and that they are able to enjoy happy and safe surroundings. Making sure that parenting and education is respected and supported, is one of the main tasks. There are various services and activities for children and families offered by local associations. These local associations are mostly based on voluntary work. (MLL, 2015).



The Slot Machine Association of Finland (RAY) mainly funds the work of the MLL. MLL also organizes annual fund raising campaigns for financing activities around the country. There are also many local governments, which purchase services offered by MLL. (MLL, 2015).

As part of MLL's vision is to offer an exciting and appreciative participation environment for activities related to working with children, youth and families with children. MLL is the expert of the everyday life of families and a trustworthy and agile companion. Innovative approach and strong will to have an impact on matters are one of their main attributes. (MLL, 2015). MLL uses a reflective approach to their work. Being reflective means being able to reflect to the mind of another person and act in a way that it is beneficial to them. (MLL, 2014). In the following, we will describe the work description of the specific child-care assistance service that the data used in our thesis is connected to.

## 2.2 Child care services

MLL offers childcare assistance for families that have a short time or temporary need for childcare worker, examples being in cases of illness, work related travelling or in cases when the parents just need a moment for themselves. MLL mediates childcare workers for families with the possibility to have childcare assistance at all hours of the day, including the weekends. (MLL, Lastenhoitoapua, 2016).

There is training available for everyone responsible over the age of 16 with the interest and time to commit themselves to childcare work. Everyone interested are interviewed, and introduced to his or her job description and the organization takes care that every person chosen to work is suitable for that task. All of the child minders have gone through a training, which qualifies them with a valid licence issued by MLL. The organization is responsible for the supervision, guidance and further training of all child minders. (MLL, Lastenhoitoapua, 2016).

The goal of the training is that the participants will get preparedness to work with children from different ages in the children's own home environment and being able to take into account the children's individual development stages and needs. They should also be able to create a safe playing and nursing environment and have to of course, be able to take care of the children in a responsible way. The training courses are organized as

day-, evening- or weekend courses. The professionals of fields of social, health and education, or people studying these fields are able to seek a work as a childcare worker directly through induction. (MLL, Lastenhoitoapua, 2016).

The provided service is ordered by the family themselves and the family acts as the employer of the childcare worker. The family is responsible for the employer obligations defined by the labour legislation. The child minders have an obligation of confidentiality when it comes to matters related to the family that they are working for. (MLL, Lastenhoitoapua, 2016).

### **3 Theoretical Background**

The subject of this thesis is appreciative encounters through the eyes of child minders for MLL. They have looked at the subject from three different perspectives, appreciative encounters with the child, parent and parent's appreciative encounter towards the child minder. Bachelors of social services studies in Metropolia, are based on social pedagogy. Therefore, the theory base for this thesis needs also social pedagogical theories behind it. There are three different perspectives to this analysis, which will all be compared to the frame of reference of this thesis that consist appreciative encounters, dialogue, customer centred work and child development.

#### **3.1 Appreciative Encounters**

All encounters that happen between human beings can only happen through humanity. There is no one correct method, specific words that are meant for one situation. If there is already an answer in the listener's mind or they are constantly trying to figure out solutions or advice, one cannot truly listen. Instead of performing there should be being present, sharing instead of advisement and instead of understanding, caring. (Mattila, K. 2007, p. 12).

Appreciation is the cornerstone of good life and therefore it can be seen ethically desirable. Appreciation is respecting and appreciating humane life, experience and feelings in their every form. In addition appreciating humanity, in a way that is not attached to individual's achievements or success. Appreciating everyone's personality is important, understanding that every human being is unique. It is about giving equal value to all. Appreciative and respectful atmosphere makes it possible to have constructive and good interaction. (Mattila, K. 2007, p. 15-16).

People's moral and categorized attitudes make it harder to have appreciative encounters. The pain of one's own life might be causing them to judge and to be arrogant. People's emotional life can also be a big factor. One can have great empathy and understanding but then again they feel anger and disgust because it reminds them of something of their own past. (Mattila, K. 2007, p. 16). No one is able to define which feelings are allowed and what should be felt, since all feelings are justified. However feelings that one gets around a certain person, do not tell anything about that person. They tell about the one having those feelings and about their contact to life. It is important that people acknowledge their own feelings and take responsibility for those. The feelings that they are feeling are not the fault of someone else even though they are the one awakening those feelings. (Mattila, K. 2007, p. 18).

Sarah Banks (2004, p. 32) has listed requirements that are demanded from a social worker in order to have appreciative encounters with the client. Every client is unique, and to acknowledge this and recognize this is the base for appreciative encounter and the first requirement in the list modified from Biestek's casework principles 1957 by Sarah Banks (Table 1) (Banks, 2004. p. 157). Table 1 will be used later in the results chapter, as a tool to perceive the principles of appreciative encounter. Table 1 provides different aspects of appreciative encounter, which will make it easier to compare to the three different perspectives of this thesis.

**Table 1** Biestek's casework principles, 1957

1. *Individualization* is the recognition of each service user's unique qualities, based upon the rights of human beings to be treated not just as human being but as this human being.
2. *Purposeful expression of feelings* is the recognition of service users' need to express their feelings (especially negative ones) freely. The caseworker should listen purposefully without condemnation and provide encouragement when therapeutically useful.
3. *Controlled emotional involvement* is the caseworker's sensitivity to service users' feelings, an understanding of their meaning and a purposeful, appropriate response to them.
4. *Acceptance* entails the caseworker perceiving and dealing with service users as they really are, including their strengths and weaknesses, congenial and uncongenial qualities, maintaining throughout a sense of their innate dignity and personal worth.
5. *Non-judgmental attitude* entails that it is not part of the casework function to assign guilt or innocence or degrees of service user responsibility for causation of problems, although evaluative judgments can be made about the attitudes, standards or actions of service users (that is, the caseworker does not judge service users themselves, but their behavior).
6. *Service user self-determination* is the recognition of the right and need of service users to freedom in making their own choices and decisions in the casework process. Caseworkers have a duty to respect that need and help activate service users' potential for self-direction. Biestek stresses however, that service users' rights to self-determination are limited by their capacity for positive and constructive decision-making, by civil and moral law and by the function of the agency.
7. *Confidentiality* is the preservation of secret information concerning the service user, which is disclosed in the professional relationship. Biestek describes confidentiality as based upon a basic right of service users and as an ethical obligation for the social worker, as well as being essential for effective casework service. However, service users' rights are not absolute and may be limited by a higher duty to self, by rights of other individuals, the social worker, agency or community.

Source: Copied from Banks (2004, p. 32)

### 3.2 Dialogue

In this chapter, the need of dialogue is examined in order to have appreciative encounters. One way of ensuring appreciative encounter is dialogue/ appreciative encounters cannot happen without the presence of dialogue. Appreciating ones uniqueness is the basis for all dialogical relationships (Arnkil and Seikkula, 2014. p.19.)

If people are to work together, they have to be able to create something in common, which can be their shared discussions and actions, instead of one person acting as an authority to others. (Bohm and Nichol, 2004 pp. 3-4) Big part of the industry and technology depends on one person communicating a set of directions to another, as how to carry out a certain operation but this way of communicating is not the only one. (Bohm and Nichol, 2004. p.2) By only using this authoritative voice, people are unable to create a common understanding, and are only forced into confess and relate to what has been said (Arnkil and Seikkula, 2014. p.19.)

The origin of the word “dialogue” comes from the Greek word dialogos, logos meaning “the word” in this case it could be interpreted as “the meaning of the word” and dia means “through”, so going through the meaning of the word. There can be any number of people in a dialogue. In the essence of dialogue, even one person can have a sense of dialogue within. In a dialogue, no one is aiming to win an argument. It is about common participation where people are playing a game with each other and not against one another and the stream of meaning is rolling among the players. (Bohm and Nichol, 2004. pp.6-7)

Even in smaller groups, people have difficulties to communicate, let alone in bigger groups if there is no set purpose or somebody leading the conversation. For the reason that people have different opinions and assumptions, for example assumptions about the meaning of life, about one’s own self-interest, one’s country’s interest, religious factors and what one thinks really is important. These assumptions are usually defended when being challenged and quite often with an emotional charge. Dialogue goes into the process of thought behind the assumptions and not just the assumptions themselves. This is why we need dialogue. (Bohm and Nichol, 2004. pp. 8-9).

### 3.3 Appreciative Encounter and Customer Centred Work

Appreciation is considered ethically desirable. In order to build a good and constructive relationship between a worker and an employee there has to be respect and appreciation towards the person that one is dealing with. (Mattila, 2007. p.17). This goes closely with customer centred work. Customer centred work means taking into consideration not only the needs of the client but also the goals and resources of the organization. The starting point must always be set on the needs and the individual will of the client. In addition to this, an emphasis must be put on the first encounter and its location. (Vuokko, 1997, p.50).

In the childcare services, a worker is allowed into the lives and homes of the clients' family. Therefore it is important that there is appreciation and equal worth given to everyone involved, despite the possible differences in views of life, such as beliefs, religion or personal characteristic. From this comes the appreciation of another person's whole life story. No one should be judged or diminished based on one's own personal prejudices or presumptions. (Mattila, 2007. p.17).

In order to succeed in the client centred work and creating functional collaboration between the client and the employee, the employee must give value to the needs of the client. A client who notices the effort and interest given to their issues will appreciate the service they are receiving and therefore be more invested as a client. Client centred collaboration is a long process that requires participation both from the client and employee. It is based on the needs of the client but will be beneficial for both parties involved, since it is aiming to fulfil the set goals of the client and professional. (Vuokko, 1997, p.100).

In appreciative encounter, one needs to be able to restore their own personal space and respect the given boundaries. This means listening the client or the employer and being able to respect their rules and given guidelines. For example, a worker cannot expect to know the client's life better or presume that the client's way of doing things are not adequate. (Mattila, 2007. p.17). Nobody can be forced to practise client centred working methods. The client will sense if the professional is being fake and repeating a scripted act. Therefore, the professional needs to be motivated and have the will to carry out client centred working methods. (Vuokko, 1997, p.37).

### 3.4 Appreciative Encounter and Child Development

Appreciation of a child happens in the same way as of an adult. Every human being is entitled to their own living space, fair treatment, his or her live story's appreciation and respect for their basic rights. Aiming to enhance child's self-esteem and self-respect is also essential part of respecting and appreciating a child. For this to happen, children need messages from the adults via encouragement and support, that they are exactly who they are meant to be and they are valuable as persons regardless of their performance. (Mattila, 2007. p.49).

Encounter with a child happens also in a very similar manner as an encounter with an adult. However, there is something special when encountering a child because adults and children have different roles. An adult must always carry more responsibility in the encounter, therefore flexibility, discernment, caring and kindness are expected from them. In addition, when we are talking about a parent of a child or a childcare worker, they have promised to be servers of the development of a child. Fulfilling that promise starts by taking the responsibility for the empowering encounter with the child. (Mattila, 2011. p.18).

Children bring their own stories to the encounter and whatever way the adult feels about that they should not show negative feelings or impressions. It is the adult's responsibility to make sure that the child does not lose a sense of security, respect towards their persona or appreciative eyes. (Mattila, 2011. p.18).

According to Vygotsky a child learns through interaction with people nurturing the child, in most cases parents or siblings. He argued that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". With this logic, one could say that social learning tends to come before development. (McLeod, S. A. 2014).

All the higher psychological processes such as voluntary attention, memory, formation of concepts and the development will consist of the assimilation of reality. In the beginning, all of a child's knowledge is social, since social and external functioning transforms through active process of assimilation into internal intellectual actions, that then move on to becoming internalized into the child's cognitive knowledge. As a bridge in this process is a language, that in the beginning, shows itself as a tool of social contact and then

develops forward into becoming a tool of the process of thinking (Karila, K., Kinos, J. and Virtanen, J. 2001. p 165).

The social, cultural and historical environment of a child influences on to her/his development and therefore the development of an individual can be seen as a product of the living environment. Between a child, and the environment, prevail a dialectic interaction and therefore the actions of their objectives connect a child to her/his environment. (Karila, K., Kinos, J. and Virtanen, J. 2001. p 66). A child is built from their persona, self-esteem and their social capability. Therefore, the growth phase of the child also affects the encounter. A child's mind is constantly forming a general impression about sense of self, other people, how to conduct with other people, is the community reliable and about life. Every positive meeting has an impact to the development. (Mattila, 2011. p.18).

Unfortunately, not all of the encounters with adults are empowering for the child. Frequent unappreciative and rough experiences create an atmosphere where the child is harder to have a good life. Empowering encounter encourages children to live their own stories and this kind of encouragement they will need throughout their lives. (Mattila, 2011. p.19).

#### 3.4.1 Touch and Child Development

Something that may also be used as well as in encounters and throughout the building of the relationship with a child is touch. Touch has many beneficial effects on the overall wellbeing of a human being, and it has proven to have many positive effects in child development. Touch has the ability to either decrease or increase physiological stress. Therefore, by understanding the effects of touch better it would be possible to learn to utilize touch there where stress effects negatively on human functioning, survival and development. (Mäkelä, J. 2005. p. 1546). In this sense touch can also be something that could be implemented in a possible stressful situation where the encountering of the child happens by the childcare worker.

It has been showed that the amount of touch has the ability to influence on the nerve system of a developing child. The adequate amount of touch with small babies, e.g. kangaroo treatment or massage, has shown that it has positive effects on the interaction between a child and a parent, and therefore having effects to the whole development process of a child's communication skills development. (Mäkelä, J. 2005. p. 1544). A



child that has had an adequate amount of affection and touch in early stages of life might respond well to touch also in interaction in a childcare service situation.

In later phases of a child's life touch can also be used as treatment of developmental or child psychiatric disorders. In multiple studies, it has been shown that a calming touch can in fact decrease stress levels, have effects on the brain activity and therefore also in the brain development. Long-term effects for this can be better learning abilities and the development of central nerve system. In this way, it can be said that the stress reducing effects of touch are especially important for the still developing nerve systems of small children (Mäkelä, J. 2005. p. 1546).

Touch is also a powerful form of nonverbal communication. It can also be a source of the feeling of security and comfort, especially with children. When working as a child care worker it can be seen useful to remember the benefits of touch already from the first encounter and throughout the built relationship, within the professional boundaries of course, and taking into account cultural sensitivity.

## 4 Implementation

This process started with a meeting in December 2015 with the employees of childcare services in MLL from the region of Southern Finland. They had contacted a lecturer in our school in search of pupil/pupils who could work with their material that they had gathered earlier from child minders working for MLL. They had gathered material from 192 child minders working in MLL from the county of Southern Finland and wanted us to go through it, sort it out and analyze the data. The aim of the project was to learn how the child minders experienced appreciative encounter in their work so it could be used in the future for educational purposes.

### 4.1 Topic of the study

The objective of the interview that was conducted with the child minders of MLL was to study their view on appreciative encounters and how it would be established. The topic, appreciative encounters in childcare services, was divided in to three different subject areas: appreciative encounter with the child, appreciative encounter with the parent and parents' appreciative encounters towards the child minder. All of the material is only from the point of view of the child minders.

### 4.2 Methodology

The nature of the study for this thesis is qualitative. Even though both qualitative and quantitative methods can be used when conducting interviews as a data collecting method. One way to see distinction between qualitative and quantitative can be seen in the hoped outcome of the study. In qualitative research, the researcher should not have a hypothesis that they are trying to prove; researcher is using the point of view of the studied and describing the data. (Eskola and Suoranta, 1998, pp. 13-19). Like in this thesis, where the aim is to describe how the child minders experience appreciative encounters in their work.

Qualitative research examines the social processes that give rise to relationships and interactions. The nature of qualitative research is being in "the field" and observing what is going on, interviewing and analyzing collected data. It tries to uncover and understand

phenomena among those involved, rather than using prediction or trying determine cause and effect relationships. Aim being to comprehend how people understand their experiences, and what meaning they attribute to those experiences. (Merriam, 2014. pp. 5-6).

The data for this thesis was collected from 20 discussion groups organized by MLL. The groups consisted of 192 child minders around the county of Southern Finland. There are three different ways of getting qualitative findings, open-ended interviews, direct observations, and written documents. Open-ended interview method provides us with in-depth responses about people's experiences, opinions, perceptions, knowledge and feelings. (Taylor, 2005, pp. 102-103).

The data that was analyzed in this thesis was collected with theme interviews in groups during the year 2015. In theme interviews, the theme and theme areas are set in advance. However, in correlation to structured interviews the strict form of the questions and order are missing. Interviewer is making sure that all of the themes are gone through. (Eskola and Suoranta, 1998, p. 87).

Group interview means that there are several people taking part in the interview at the same time and possibly more than one interviewer as well. The aim being a group discussion about the subject or theme of the interviewer. One purpose for group interview is to study common norms and ideals. (Eskola and Suoranta, 1998, pp. 95-96).

The employees of MLL were responsible for organizing and conducting the group discussions that provided material for this thesis. All the child minders working in the county of Southern Finland were invited to participate in the organized group discussions. The employer who was present at the group discussion was more of an observer who provided the theme and initialization for the group discussions in the beginning of every group discussion. In the groups, the participants were yet again divided into smaller groups and in those small groups they had open discussions about the themes and wrote down their thoughts in sheets of paper mostly by using pullet points. The employers that were present at the group discussions did not intervene in the content of the material produced in the group discussions.

Some of the benefits of using group interviews and discussions are that it is efficient, and participants can inspire each other to talk about different subjects. A well-functioning

group size would be approximately 4-8 persons, with some exceptions. (Eskola and Suoranta, 1998, pp. 96-97). Depending on the municipality, there were about 5-10 people in one group held by MLL. The authors of this thesis were not present at the group discussions and that will be examined more in the validity and limitations chapter.

### 4.3 Analysis

Since the authors of this thesis were not part of collecting the data used in this analysis, the study will be more analysis driven. In a way, this will be a secondary analysis since the material gathered was done earlier and we got the permission from MLL to use their material. Secondary analysis means that the researcher is using already existing datasets and re-uses the data for their study (Heaton J, 2008. p. 35).

First step of coding and analyzing data is tidying and arranging the data that you have. It involves the following: make copies of all data, put all the notes into a file in order, organize the files based on the type of data, label all the files according to their topics, and create a table of contents for all data. After that review the research question and identify any missing data if there are some questions that are not answered.

Tidying the data up is a necessary first step for the researchers. It enables the assessment of the data set. (LeCompte 2000, p. 148). Once we got the material from MLL, in its original raw paper versions, the first step was to write all of it down in clear and organized way. Categories were written down with computer one by one, and each of the three categories got their own file, appreciative encounter with the child, parent and the parents' appreciative encounter towards the child minder. At this point, everything was written down exactly as it was in the original data.

The next step in analysis is about finding items that are the specific things in the data set, which will be coded, counted and assembled into research results. Data is being sifted and sorted by repeated readings through field notes to identify items relevant to the research questions. To find these items from the data, researcher needs to look for frequency, omission and declaration. (LeCompte 2000, p. 148).

After we had tidied up our data, we wanted to organize it in a way that would make it easier to analyze. We went through the gathered material many times and started to find

similarities in some parts of the data. Since there are three different perspectives to the topic, appreciative encounters with the child, appreciative with the parents and parents' appreciative encounter towards the child minder, we had to go through them separately as well.

Once the items are identified, they must be organized into groups or categories by comparing and contrasting, or by mixing and matching them. This is done so the researcher can find the things that are precisely the same, things that differ a little or things that differ a lot. This allows clear distinctions to be made between different matters. (LeCompte 2000, pp. 148-149).

After the researcher has "the things that go together", patterns need to be identified. Matters need to be taken apart, when collecting data and finding. Locating patterns is about reassembling those parts in a way that presents a coherent picture of the topic that is studied. (LeCompte 2000, p. 150). By assorting the data in to types by looking for similarities, the material becomes more reader friendly. Typing requires some kind of structuring of the story, in other words finding themes. (Eskola and Suoranta, 1998, p.182)

In order to get a more tangible feel of the data, we printed the material out, cut them in individual pieces and started organizing the statements according to their connections. After a while, we started to find possible themes in all of the three different perspectives. It took some editing and organizing but in the end, five different themes emerged. We chose three different colors to represent the different perspectives so that it would be easy to compare the data in the analyzing phase. Eventually we had five different themes in five separate bases for each color code.

Themes that we chose are practical matters, first encounter/impression, behavior and attitude, respectful relationships and communication. Practical matters theme emerged itself quite quickly, since there were many points made about financial and time related matters. In practical matters theme we linked the answers related to money, time, use of phone, house related matters such as where to find what, and things related to house rules. Theme first encounter did not have as many answers related to it, but we felt that it stood out in many of the answer sheets. Importance of first encounter in appreciative encounter is significant; it is the moment, which sets the course for the rest of the relationship. After going through the themes many times, we came to the conclusion that

there were quite many similarities between the themes behavior and attitude and the theme communication. Therefore, we ended up combining these two into a new theme called behavior and communication. Which in the end left us with four themes, making it more clear and precise. The theme behavior and communication is built on answers related to communicational factors, characteristic attributes and ways one should conduct themselves. Lastly, the theme respectful relationship formed itself based on the amount of answers related to trust and importance of respect. Originally, we thought about naming the theme appreciative relationship, but we concluded that respectful relationship was more accurate for the content of the theme. These four themes emerged quite naturally from the material, and none of them felt forced. Each one of them has something to give for the topic of this thesis, appreciative encounter.

Once patterns have been identified, the researcher can structure an overall picture of the program being studied. If there is good data and the analysis is done well, it is easier to solve problems, improve programs, evaluate their effectiveness, or develop theories to explain what happened. (LeCompte 2000, p. 151). To ease the analysis phase we used the four themes first encounter, practical matters, behavior and communication and respectful relationship, in figures. This allowed us to compare the themes in each of the perspectives, appreciative encounter with the child, parent and parent's appreciative encounter with the child minder, and see what aspects the child minders saw important in each of the perspective. (Figure 1, Figure 2, Figure 3). Figure 4 was made to demonstrate the differences between the perspectives.

#### 4.4 Theory Based Content Analysis

Since the aim of our thesis is to analyze how the child minders working for MLL feel that appreciative encounters is present in their work, the analysis will be loosely theory-driven. Content analysis that is been guided by a theory or a concept map is called theory-based content analysis. In theory based content analysis the first step is to make an analysis frame. The frame of the analysis can be loose, and in this case the material that fits inside the frame can be used and also the material that are outside the frame. (Tuomi and Sarajärvi, 2009. p. 113).

According to Tuomi & Sarajärvi (2009), theory's meaning to a study is obvious and not only when writing about the methods, ethics or validity and reliability, but also for the

whole research, since without it there would be no material to provide a study (p. 18). In our thesis, the main theory is appreciative encounter. However, since theories dialogue, client centered work and child development is used as our frame of reference, they were also part of the analysis frame. The four themes that emerged from the data, first encounter, practical manners, behavior and communication, and respectful relationship all have some connections to the theories presented in this thesis.

## 5 Findings and Data Analysis

In this chapter, we will go through our findings from each perspective, parents' appreciative encounter towards the child minder, child minders' appreciative encounter towards the parent and child minders' appreciative encounter towards the child. Each perspective will be analysed from the four themes that we decided on when first going through the data, first encounter, practical matters, behaviour and communication and respectful relationship. Comparisons will also be made between the perspectives and how they differ from one another. Findings will be referred to our frame of reference.

### 5.1 Parents appreciative encounter towards the child minder

Practical matters were definitely dominating in the perspective parent's appreciative encounter towards the child minder (Figure 1). Respectful relationship got the second highest response rate, where many of the answers were related to the need of appreciation and acceptance from the parents. Behaviour and communication perspective and the first encounter perspective got the lowest response rate, which might be because the parents are not necessarily present during the childcare situation.

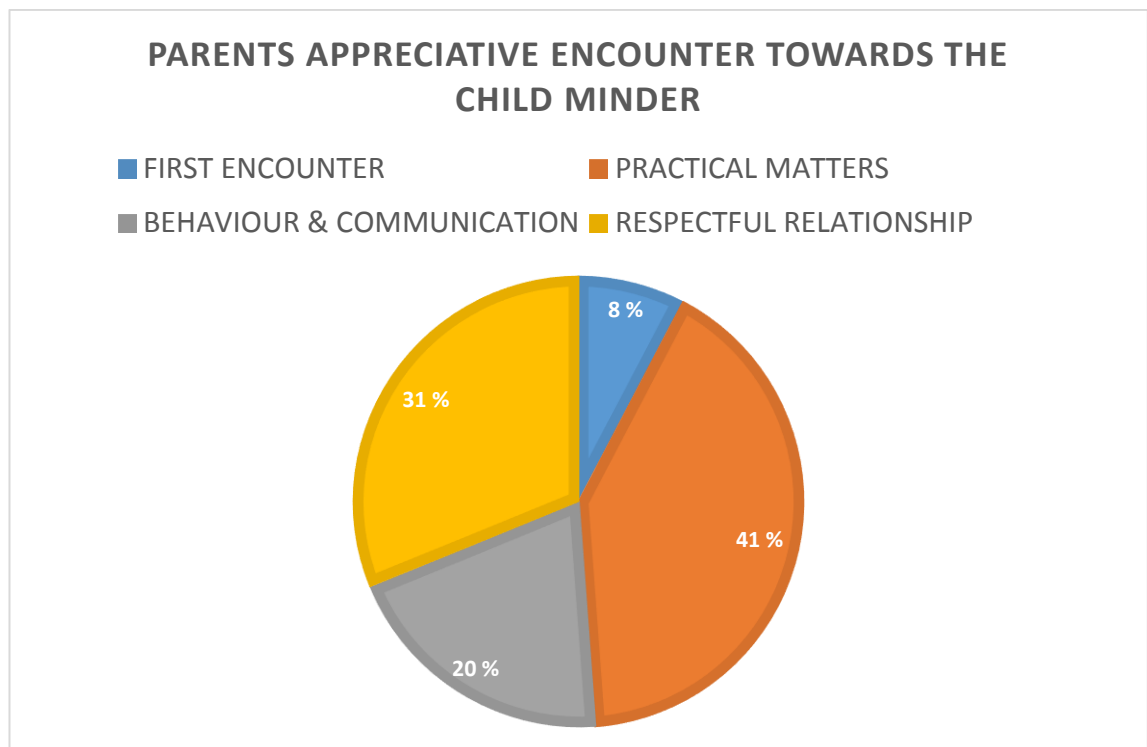


Figure 1. Division of answers in the perspective parents' appreciative encounter towards the child minder



### 5.1.1 First Encounter

The theme First encounter had the lowest amount of answers compared to other themes. Things that emerged the most in this theme were proper greeting, shaking hands and introducing oneself in a polite way. In addition, the introduction of the child was also mentioned as an important factor in the first encounter situation, done by the parents or letting the child minders introduce themselves to the child/children.

### 5.1.2 Practical matters

As mentioned earlier the theme practical matters had definitely the most data. Before the work shift, the child minder should be contacted and informed about the work details. Introducing the house and telling where you can find all of the necessary equipment came up multiple times. The children should be prepared in advance for the arrival of the child minder. The child minders wanted to be informed about the house rules and daily routines, such as can the child have friends over, can they go out, use of television and computer. In addition, telling about the child's preferences, dietary instructions, information on allergies and information on possible illnesses or medical conditions of the children were expected to be given. Clear instructions about the work location were desired and how to get there.

Committing to the agreed schedule and agreements was seen as an important factor for the appreciative relationship. Possible changes in the schedule or any delays or cancellations should be informed well in advance. Insuring the child minders safe journey home was seen important. Parents should also reserve enough time for both beginning and end of the child minders work shift in order to have enough time for instructions in the beginning as well as the practical matters related to the payment in the end.

Child minders wanted parents to be well acquainted and follow through with the responsibilities of employer and instructions of MLL, so that the parents know how to handle payment related details, such as receipts. The payment should be done on time, directly after the shift. The employer's ability to pay came up a few times.

### 5.1.3 Behaviour and communication

Working communication was a big factor in the theme behaviour and communication. In the answers child minders had written multiple times that, they wanted the parents to let them know about their expectations and hopes towards the child minder. Also making sure that the child minder has all the necessary information by ensuring there is enough time to go through everything, and making sure that the child minder has no questions. In addition, understanding that the child minder is new in the situation, so for that reason they cannot speak or command the children in certain ways. Instructions should be given directly to the child minder and not through the children.

Child minders expected the parents to show interest on how the childcare has gone, ask questions and give feedback. Open approach was also mentioned, even when there might be something unpleasant to discuss such as child's misbehaviour; it should be okay to talk about it openly. Thanking after the work was mentioned many times, and that praises should be given if there is something to praise about.

Friendliness was mentioned in many group interviews. Some other characteristics were openness, tolerance, punctuality, professionalism and absence of prejudice. Child minders mentioned the need for appreciation from the parents, and expected nice conduct, so not to treat them as servants. The interaction between the parent and child minder should be equal and decorous.

### 5.1.4 Respectful Relationship

Answer that we placed under the theme respectful relationship, was committing to agreements came up many times. This entailed the schedule, arranging rides home if agreed up on earlier, and so on. For example, calling well in advance if there would be cancellations or the child is ill, thus showing respect for the child minders own time. Welcoming reception and show of interest, the parents should not take the child minder for granted.

Child minders wanted the parents to show trust towards their knowhow; trust that they can do their jobs. Parents should not make assumptions based on the child minders age, but also offer support and understandings if the child minder is not yet that experienced and keep the expectations reasonable. In addition, that the parents understand the child

minders position in a new situation and in a new family, so they should not make assumptions that the child minder knows it all but given proper instructions, and help create the connection between the child and child minder. In addition, parents should tell the child minder where they are and that can they contact the parent in case of emergencies.

Child minders saw that part of appreciative encounters would be the parents showing some kind of interest in the child minders themselves as persons, by asking some questions and at least remembering the name of the child minder. Offering some coffee or maybe even food was thought to be polite as well.

Discretionary use of social media was encouraged, for example should the employee be your Facebook friend and the use of WhatsApp. Appropriative social intercourse was expected, but the parent should not be too intrusive. Discretion during payments was also desirable.

## 5.2 Child minder's appreciative Encounter with the Parent

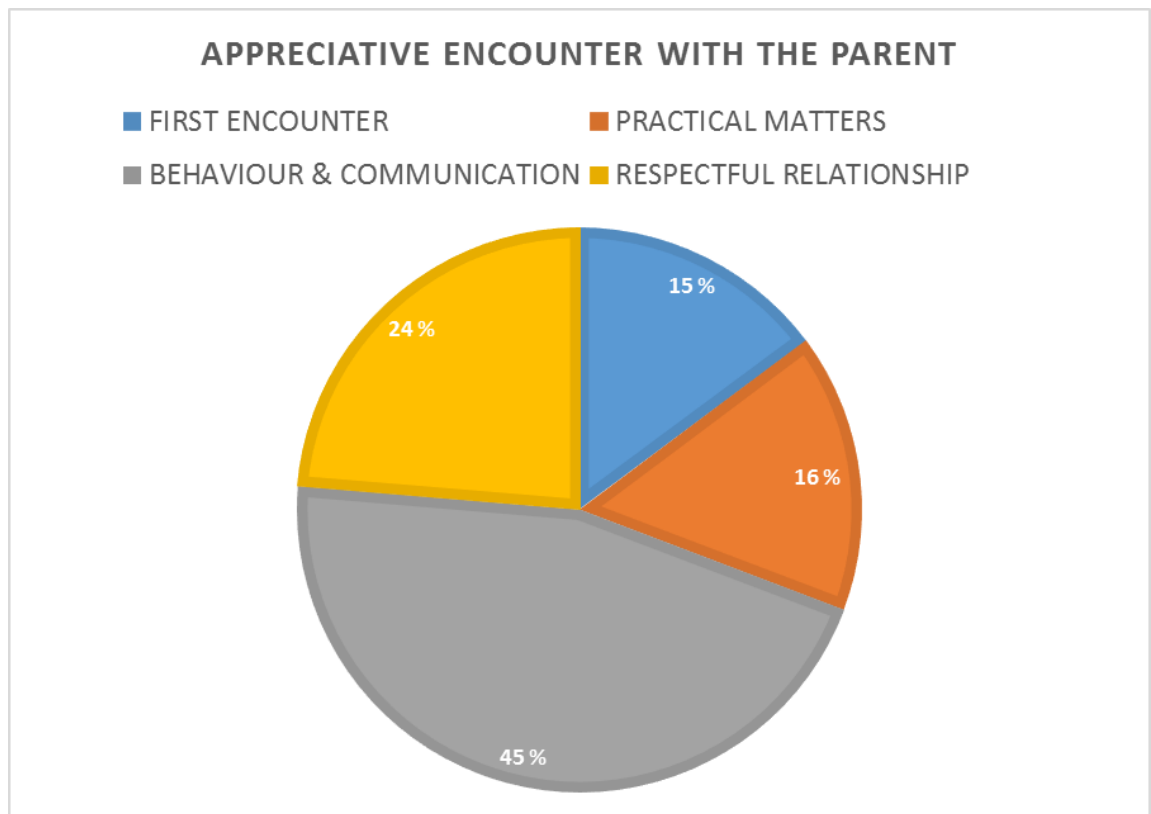


Figure 2. Division of answers in the perspective appreciative encounter with the parent

In the perspective, Appreciative Encounter with the parent, the most dominant of the themes we created was behaviour and communication. Other three themes divided quite evenly.

### 5.2.1 First Encounter

Part of the first encounter is the first contact, phone call. This was mentioned in many of the interviews alongside with being polite and showing motivation. Another important thing that came up, was simply greeting the parent, shaking hands, introducing oneself and wishing good day or night. Eye contact was also mentioned multiple times in order to have appreciative encounter.

In addition to only saying the typical greetings, it was said that asking how the parents are doing and showing some extra interest would be good. Child minders should also tell

little about themselves and reserve some time for the encounter that this is possible. The child minder can ensure a relaxed first encounter by being relaxed themselves.

### 5.2.2 Practical Matters

Being on time and letting the parents know if the child minder was running late or cannot make it at all was mentioned many times in the interviews, and it was the most dominant answer in our theme practical matters. Other one was finding out the rules and routines of the household and going by those rules, following the set sleeping times, outings and so on.

One of the answers was simply just phone call, which we decided to place in the theme practical matters since it is quite vague but is mostly linked to this theme. In addition, linked to these other answers; replying to calls and text messages also during the babysitting shift if the parents want some interlude information.

Professional secrecy was mentioned a couple of times in the interviews as well as knowing the rules of MLL. Another answer that came up a few times was that the child minders should clean up after themselves. A couple other things were that the child minder should be flexible as an employee and check things from the parents if in doubt.

### 5.2.3 Behaviour and Communication

Our theme behaviour and communication grew out to be the theme with the most answers in the perspective appreciative encounter. Asking questions and listening came up many times. By asking questions, child minder can show interest towards the job and show that they are interested about the children and their wellbeing. Being present and interested was seen as important, as well as being respectful towards the house rules.

A child minder should conduct themselves as chipper, joyful, hardworking, initiative, polite, honest, active, trustful, confident, and set good examples. Child minders should give good impressions of themselves and social interaction should be friendly and polite. Good first impression starts already from the first call, after that the behaviour should remain natural, so not to be too nervous, and child minders should maintain good manners.

Giving feedback and reporting about the day was big part of the communication. More specifically giving positive feedback as well, but also to be able to talk about the uncomfortable things. Negative things should be told to the parents, this was mentioned many times in the answers. However, the wording of feedback and how it is presented is important; the child minder should not complain about the child to the parent. The child minder should also understand the parent's worry about the child, be co-operative, and listen how the parents want things to be done.

#### 5.2.4 Respectful Relationship

The family should be taken seriously as employers, which means being on time etc. is important, especially for appreciative encounters. Respecting the family's values and customs and going by their rules emerged many times in the interview results. As well as to respect the parent's trust, by offering intermission information and going by the parent's rules. This also means that the child minder should not be pushing their own life views and advises but to appreciate the parenting style of the parents.

Child minder should also appreciate and respect the culture and religion of the family, and go by their values. In addition, respect the family's privacy and ask for permission if it is allowed to go through their belongings, make coffee or take food. Child minders should also give time for the parents to inform about the house rules and make an effort to adapt.

It was said in the interview that parents should feel good and safe leaving their child/children to the child minders care. Child minders should also be interested about the child; this was stated couple of times in the interviews. In addition, be the responsible adult who can use their own judgement and authority when the parents are not there. Lastly, the child minder should not question the need of extra help of the family.

### 5.3 Child minder's appreciative encounter towards the child

In childcare situations, there should be a certain emphasis on how the child is encountered and introduced to the child minder. A good first encounter can be a constructive base for building a trusting relationship between the child minder and the child. When going into a situation where a child and a family is getting assistance, it is important that also the child's view on different situations is being met (L&S, s. 167).

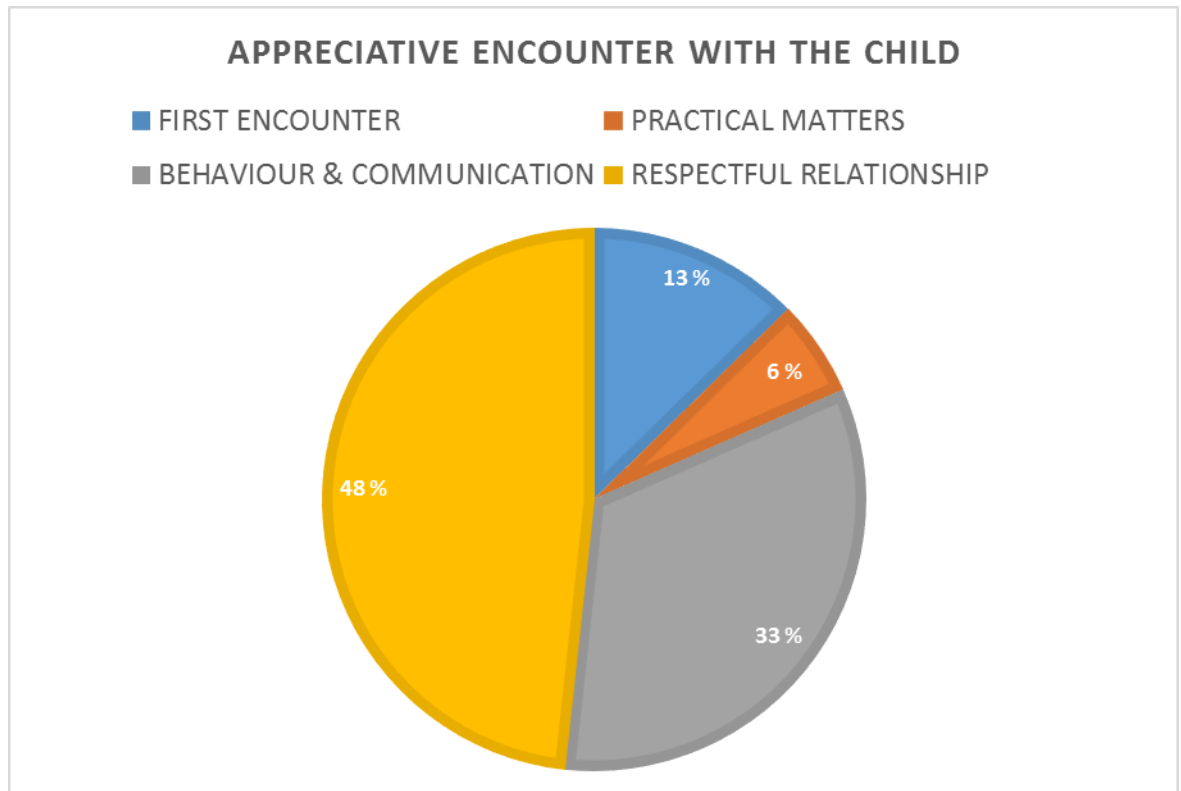


Figure 3. Division of answers in the perspective appreciative encounter with the child

#### 5.3.1 First Encounter

In the data came up a view of how the introduction of the child minder to the child should be done. Firstly, the introduction of the child should not be forgotten, but to be given the same emphasis than to the introduction between adults. By being interested, present and giving a warm and pleasant approach towards the child was seen important. Facial expressions, smile in particular, was seen as an important factor of creating a positive

image to the child. Kneeling to the same level with the child was also seen as beneficial, not forgetting looking into the child's eyes and asking their name.

The introduction should get enough time and be done at the pace of the child, according to their age, personality or developmental stage. Compliments, humour and playfulness were seen as good ways to get into contact with the child and starting the building of the relationship.

### 5.3.2 Practical Matters

The practical matters got the lowest amount of emphasis in the results, probably because most practical matters are to be settled between the parents and the child minder. But that does not diminish or erase the fact that even though guidelines to practical matters are not set between a child and a child minder, are they still expected to be followed.

In order to create and ensure a safe environment to the child, the child minders felt that holding on to agreements, schedules and rules is important. Taking care of the child and alertness in all situations were also seen as part of this. Daily routines of the child should be followed and setting the same boundaries that the parents have instructed was seen as important.

### 5.3.3 Behaviour and Communication

Eye contact and friendly, playful and safe attitude towards the child was seen as the most successful way to communicate with the child. The child should be told that they are safe with the child minder and that their opinions and sayings will be appreciated. In this as well going to the same level with the child and telling about oneself was seen as a good approach. Being authentic, open and interested in what the child wants to say should be paid attention to.

As soon as a child voluntarily takes contact to the child minder, it should be reacted to. Play was seen as a good way to get to know the child and develop the forming relationship. The child's wishes should be listened and taken into account and the adult should



be able to propose plays and throw oneself truly into play situations. In play as well the child's personality should be taken into account and the behaviour should not be too meddlesome.

A good way of approaching and explaining mandatory actions such as washing teeth was seen useful. In any case, the child minder should not force the child or lose their temper. Being fair towards the child, giving compliments and nurturing a positive environment was important.

#### 5.3.4 Respectful Relationship

What was seen as an important part of an appreciative relationship with the child was the fact that a child is encountered as him/herself, by taking into account his/her personality, emotions and temperament. Kneeling to the same level with the child was seen appropriate. Introducing themselves to the child in the beginning in an enthusiastic way was seen important for the child minders, in the child's own pace of course.

It was seen important the time spent in a childcare situation would be used by spending time together with the child, and to also show that they are interested to do so. Showing interested in the child and her/his interests e.g. toys and likes was seen as part of respecting and supporting the child. It was seen valuable to listen to the child's chosen plays and for the child minder to show the ability to throw themselves genuinely in different kind of play situations. In addition to play, the child should be allowed to have alone time as well in situations in which they need some space.

Part of appreciative relationship is appreciating childhood, and treating the child as much as an equal with the adult as possible, premise being that what the child is telling should be taken as the truth. The emotions emerged during the encounter of a child and the childcare worker should be acknowledged, and if needed there should be comfort and safety available for the child's needs.

The child should not be diminished and the own opinions of the child should be taken into account. Judgement and humiliation of the child should not happen, nor should the child be diminished or forced to do something against their will.

Knowing how to encounter diversity is a crucial also in encountering the child as a child, e.g. not bringing up the ethnic background of the child unless the children bring it up themselves. This is part of acknowledging multiculturalism and has a great impact on how a child feels that they are appreciated. The family rules and schedule for the child should be respected and followed, and if setting boundaries comes necessary in some situation, it should be done with respect and appreciation towards the child.

## 6 Results

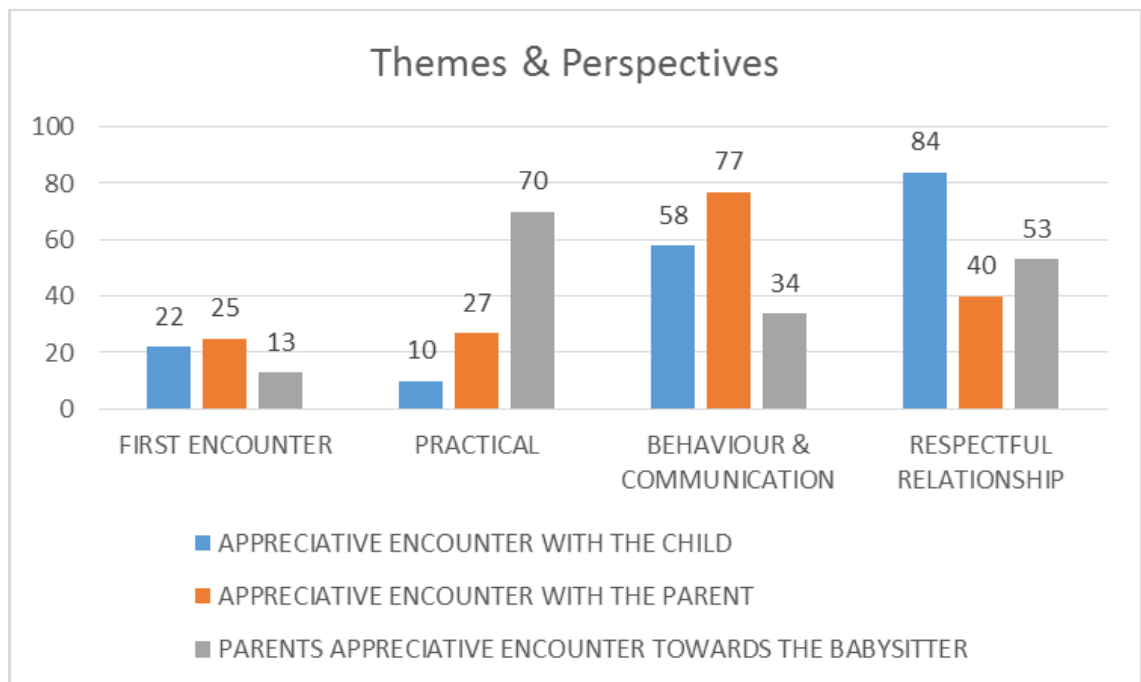


Figure 4. Differences in each perspective by the amount of the answers in all of the four different themes.

As can be seen from the table above, every perspective had rather different weight to it. All three perspectives got one very dominant part from the themes that we created during the analysis phase. First encounter theme was the only one that got more or the same response rate, and the answers were not that different from each other. In both perspectives, appreciative encounter with the parent and the parent's appreciative encounter towards the child, the importance of proper greeting and eye contact were mentioned as factors.

In the perspective appreciative encounter towards the child, there were more about the way you create the connection with the child. Taking into consideration the age of the child, and the child's temper. As Mattila (2007) stated, the encounter with the child and the adult happens fairly similarly, but adults have the responsibility in the encounter to be flexible, have discernment and kindness. In order to ensure the appreciative and empowering situation for the child.

The theme practical matters, was mainly build on the answers from the perspective of parents appreciative encounter towards the child minder. Which makes sense, since the

parents are also the employers as well. In contrast to other two perspectives, parents appreciative encounter got more than twice the amount of answers related to this theme. There were lot of answers about the payments, schedules and clear rules and instructions, which the child minders saw would be important for the appreciative encounter. According to Vuokko (2009), for customer centred work to happen, which also is a part of the appreciative encounter, there is a need for collaboration between the client and the employee. The client, in this case the parent who is also the employer, needs to show commitment as well, and show that they are committed to the rules, agreements, and the guidelines set by MLL.

Perspective appreciative encounter towards the parent got less than half amount of answers than the perspective appreciative encounter towards the child minders, and it was mostly about how the child minder's need to show commitment to the agreed up on schedules and house rules. In other words, be a trustworthy employee. The following of the rules and knowing about MLL's guidelines that the child minders expected from the parents, the same was also expected from the child minders according to the data. Another part of the practical matters was confidentiality. As can be seen that is also the seventh part of Biestek's casework principles to ensure appreciative encounter (List 1), according to Biestek, confidentiality is the basic right of the client and ethical obligation for the employee.

Practical matters theme, with the perspective appreciative encounter towards the child, got the smallest amount of answers. This does not necessarily mean that it is not as important, just that practical matters are handled with the parents before and after the childcare. Child minder can make sure that the practical matters, such as house rules, are followed, to insure the safe environment for the child, which is the job of the child minder.

Answers related to theme behaviour and communication, were most dominant in the perspective appreciative encounter towards the parent. Child minders had listed quite many different personal attributes and traits that they should have as employees, to ensure the appreciative encounter. The importance of clear and honest communication can also be seen from the data. Honest communication happens with the presence of dialogue. Child minders should be able to really listen the wishes of the parents, without their own assumptions, but be able to go behind their assumptions.

The perspectives appreciative encounter with the child the most important factors were stated to be authentic, friendly and interested approach towards the child. By giving the child a feeling that they are safe with the child minder it was seen possible to a good base for communication with children and create a space for purposeful expression of feelings, including negative ones.

In the behaviour and communication towards the child minder, it was seen important that the communication between adults was conducted in an equal way. The professionalism of child minders was expected to be respected, by giving emphasis on time resources, instruction giving and receiving of feedback.

The perspectives appreciative encounter with the child the most important factors were stated to be authentic, friendly and interested approach towards the child. By giving a child a feeling that they are safe with the child minder it was seen possible to create good base for communication with children and create a space for purposeful expression of feelings, including negative ones.

In the behaviour and communication towards the child minder, it was seen important that the communication between adults was conducted in an equal way. The professionalism of the child minder was also expected to be respected, by giving emphasis on time resources, instruction giving and receiving of feedback.

In the respectful relationship theme, the emphasis was seen to be in the child minder's relationship with the child. Authentic approach and encountering the child with the appropriate manner according to the child's age and developmental stage was seen as crucial parts of relationship building. As Mäkelä stated, touch is a powerful form of non-verbal communication and when used right has positive effects on the development of a child. In the results, as well it could be seen that showing warmth, affection and creating positive atmosphere were seen important in the process of creating a safe space for children to be in.

The respectful relationship with the parent got half the attention compared to the relationship with a child and a child minder. This could be explained by the fact that as the child is at the centre of the caretaking situation, the relationship with the parent does not go to same depths. The respecting of the parents came from non-judgmental attitude and respect towards the parent's as the employer, despite the possible differences in

values, opinions or family rules. The child minders also saw that showing the parents that they are committed to the caretaking situation was part of respectful conduct and that the matters related to the child are at their interest. Confidentiality is also a major part of a caretaking situation, and it should be a guarantee in a respectful relationship.

From the parent's the child minders were expecting commitment to make agreements related to matters such as schedule, duration of care taking situation, ways of communication and payment. The child minders saw that their professionalism should not be diminished, but that the parent's should be able to trust on the child minder's knowhow. However, the child minders also expected the parents' to have understanding for possible occasional confusion, hence e.g. working in a completely new situation or surrounding requires the parents' support and understanding. Creating a common space and working alongside each other for a common cause is a good base for a functioning relationship.

## 7 Discussion

The objective of this thesis was to find out what kind of expectations the child minders recruited by MLL's childcare service have about appreciative encounter and how it should present itself in their work. Even though we can say that we got a fair amount of data to work on, the results of the analysis cannot be generalized to concern the understanding of all representative of this profession, especially because all the participants in this study inhabit in the region of southern Finland. Therefore, it can be said there is a need for further research on this topic. From the information derived from the collected data, it can be said that areas in need for further development, are realistic and practicable.

### 7.1 Ethical consideration

The chosen topic, strategy and methods of a study reflect on what kind of ethical questions the one conducting the study need to pay special attention to (Banks, 2005. p 11.) The ethical responsibility of us as the authors of this thesis and the ones responsible of analysing the collected data was to present the results as they were. In addition, all the phases of the data analysis should be honestly presented throughout the whole analysis process.

Questions of ethics, morals and values are inevitable part of social work. A professional working with families and children has the responsibility to promote the welfare of the service user. (Banks, 2006. pp. 11-13). Ethical way of approaching a childcare situation is to make sure that vulnerable service users, in the need of trust from the childcare worker, are being protected from exploitation (Banks, 2006. p.25). However, nor should the child minder's respectful treatment be forgotten, and this showed strongly in their answers.

In this thesis, the anonymity of both the respondents and their clients is secured, as no names of the people participating in the interviews or clients are presented in the data or in the results. The topic of the research question does not discuss matters related to the child-minders' privacy or personal information, so in this sense in the interview situation there should not have been a danger of intruding someone's personal beliefs or privacy.

However, as matters related to their profession was discussed, the one supervising the interview situation should have been aware that the danger of crossing that line could be possible to some extent.

Something that should also have been taken into consideration is that the participants were fully informed on the cause of their presence at that specific occasion. Moreover, that the purpose and topic of the interview was understood by all of the participants, and that every participant fully understands the language being used. This way it can be assured that the participants were not being lead on or misused in the interview situation. The participants should also be informed about how the results will be used after the interview and for what purpose. Participating in the interviews should be done voluntarily.

The size of the groups and large number of participants in the group can easily lead to overlapping when talking, or that the conversation strays from the topic. In this kind of situation, it is important that even though the conversation is desired to stay on the right track, the one supervising must stay respectful and careful not to lead or make assumptions on the conversation too much.

The authors of this thesis are responsible of the conclusions and findings of this thesis. The interview answers were presented in their rightful form and were not modified.

## 7.2 Validity and Reliability

Starting point of a qualitative research is that the researcher is openly subjective and admits this. The researcher is the essential tool in the research itself. When assessing reliability in a qualitative research one of the main criteria is the researcher themselves, and so when assessing the reliability of the research the whole process is been evaluated. As opposed to quantitative research where reliability is connected to measurements. Creditability as reliability's criteria, means that the researcher has to check that their interoperations' matches with the interoperations of the people taking part in the research. Research can be said to be valid, when it describes the research subject exactly as it is. (Eskola and Suoranta, 1998, pp. 211-214).



According to Tuomi and Sarajärvi (2009), there are no clear guidelines how to ensure research reliability, but they have listed some factors to assist in the evaluation. Researcher needs to know the object and the purpose of the study. Researcher should also ponder his/her personal attachment to the study and how has it change during the study. Methodology needs to be presented as well. Researcher needs to reflect on how they have gathered the research material, methods and techniques. In addition, what was the basis, when choosing the informants for the research, how many participants, how were they contacted and so on. However, the researcher has to protect the identity of the participants and make sure that they are not recovered with the help of occupation or residence. Relationship between the researcher and the informant, are they in contact during the analysis and could that effect on the study results. The researcher owes the readers believable explanation on how they have gathered the material and analysed it. (Tuomi and Sarajärvi, 2009. pp. 140-141).

### 7.3 Study Limitations

In this study, the material used in our analysis, came straight from a reliable source. We got the data in its original form, and transcribed it from word to word into electric form. In order to be respectful towards the participants in the study. In the study conducted by MLL, there were 192 participants and all together 20 discussion groups. This is a good amount in order to produce a valid study.

The biggest study limitation in our thesis is the fact that we, the authors of this thesis, were not present ourselves in the group interviews. Therefore, we were not able to observe the participants during the interviews or make additional questions to elaborate on the answers. In the analysing process, there was the possibility of misinterpretation. We acknowledged this danger throughout the process, and handled the data very carefully, especially when thematising the data.

All the data that was gathered was in Finnish, and the analysis in English. Therefore, we had to translate the data. There is always the possibility of errors while translating. Luckily most of the answers were clear and precise, which made the translation process straightforward.

Since the study is only from the perspective of the child minders, and they naturally have personal connections to the subject it might have an impact on the results. For example, in the perspective parents' appreciative encounters towards the child minder most of the answers were related to the practical matters such as money and time management, which is understandable, but there could be a possibility that it got the extra attention for personal reasons. The fact that the material was gathered with group interviews needs to be acknowledged as well. This can have an effect on some participants' answers; maybe they did not want to state something in front of the others or got provoked from other participants' answers.

Overall, all of the perspectives had sufficient attention and there was a decent amount of material to work on. Even though we were not present in the interviews, there was always a professional from MLL to supervise the group interviews. This ensured that conversations stayed on track and all of the perspectives were covered.

## 8 Conclusion

Results that derived from this analysis showed that all of the three different perspectives, child minders appreciative encounter with the child, with the parent and parents appreciative encounter with the child minders, had different emphasises on how the appreciative encounter would be ensured. We only noticed this after analysing our themes for the result chapter, and it was interesting to see how the themes that we found were divided. From this we can assume that the child minders expect parents to be on track as employers, child minders should conduct themselves in a proper way around the parents, and cherish the relationship between the child/children.

As in any work field, the importance of development and acceleration is also crucial in the field of social work. Therefore, improving oneself and self-reflecting on the work is a requirement for social workers. (Laitinen and Pohjola, 2010. p. 142). In MLL, they have annual peer group meetings for the child minders where they can reflect and share experiences about their job. This is important for the wellbeing of the employees and for the quality of the work. Studies like this thesis may also provide valuable information for further development.

For further development of this study, we thought that it might be useful to conduct similar study from the perspective of the parents. The results could be compared to the results from this study and be utilised in the training of the child minders. It would also be a different way of gathering feedback, and find out which matters should be discussed more with the child minders in the schoolings. In addition, to keep doing these reflective discussion circles with the child minders, if not for further analysing just for the benefit of the child minders. Since the study was done only in the Region of Southern Finland, and MLL provides these childcare services all over Finland, it might be useful to conduct the study in other parts of Finland as well, because of possible areal differences.

As a process, conducting this study has been surprisingly challenging at times. This could be explained by the fact that we were only part of the analysis phase and did not get to monitor the interviews. Involvement in the whole process might have given that little extra confidence for those times we were not exactly sure where to go with the analysis. In the future, we think that that would be the one thing done differently.

Our process could have been a bit more concise, since it almost lasted a year altogether, and we did not have that tight of schedule. However, the collaboration between us worked great and in the end, there were no problems connecting our working schedules or workloads. With the employees of MLL, the collaboration was also effortless and they were always quick to reply and answer any of our questions. They gave us a lot of freedom during the process and about the execution, which was great and challenging.

Overall, we feel that the subject of this thesis has great importance. Appreciative encounters are something we all should strive for, not just in our professional lives, but personal as well. Since we all deserve to be encountered with appreciation.

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## Appendix

### Interview Answers

HOITAJAN SUHDE LAPSEEN			
<b>ENSIKOHTAAMINEN</b>	<b>KÄYTÄNTÖ</b>	<b>KÄYTÖS &amp; KOMMUNIKAATIO</b>	<b>ARVOSTAVA SUHDE</b>
ENSIKOHTAAMISSESSÄ KYIKISTYMINEN LAPSEN TASOLLE X 4	PITÄÄ KIINNI SOVITUISTA JA NEUVOTUISTA TAVOISTA/RUTII-NEISTA --> TURVALLINEN ILMAPIIRI X 3	KATSEKONTAKTI	OTTAAP LAPSEN TOIVOMUKSET JA MIELIPITEET HUOMIOON
LASTA VOI MYÖSKÄTELLÄ	RAJOJEN ASETTAMINEN X 3	LEIKKIMIELISYYS JA ILO!	HUOMIOI KAIKKI PERHEEN LAPSET TASAPUOLISESTI X7
ON MUKAVA, LÄMMIN, LÄSNÄ OLEVA	LAPSESTA HUOLEHTIMINEN, VALPPAUS JA TARJOAA LAPSELLE TURVALLISEN HOITOYMPÄRISTÖN X 2	KIINNOSTUNEISUUS X 2	AIDOSTI LÄSNÄ X3
MYÖSK LASTA TERVEHDITÄÄN & ESITELLÄÄN ITSENSÄ X 5	LAPSEN KUTSUMANIMI	EI SAA HERMOSTUA HAASTAVISAKAAN TILANTEISSA X 2	LAPSEN OMAN KIINNOSTUKSEN JA TOUHUAISEN TUKEMINEN
TERVEHTIESSÄ SILMIINKATSOMINEN, HYMYILEMINEN X3	KÄNNYKKÄ POIS	LAPSEN TASOLLE NIIN HENKISESTI KUIN FYYSISESTIKKIN X 2	KUNNIOITTAAP LASTA JA LAPSEN LEIKKEJÄ + MAHD OSALISTUUP ITSE
TUTUSTUTTAESSA OTETAAN HUOMIOON LAPSEN LUONNE/TEMPERAMENTTI X 2		YSTÄVÄLLINEN, ILOINEN, TURVALLINEN HOITAJA X 3	KIINNOSTUNUT: OLEMAAN LAPSEN KANSSA, LAPSESTA, LAPSEN ASI-



			OISTA, JU- TUISTA LE- LUISTA JNE. X7
TUTUSTUU RAU- HASSA		VASTUUN OTTA- MINEN	ANTAA LAP- SELLE OMAA TILAA X 3
KOHTAAMINEN IKÄ HUOMIOON OT- TAEN		ON AVOIN LASTA KOHTAAN	EI ARVOSTELE EIKÄ NÖY- RYYTÄ LASTA X2
HUUMORI/LEIKKI- SYYS VOI AUTTAA ENSIKOHTAAMI- SESSA		HOITAJAN ASIAL- LINEN KÄYTÖS	HYVÄKSYY LAPSEN SEKÄ TÄMÄN MIELIPI- TEET X4
LAPSEN NIMEN KY- SYMINEN		ON TURVALLINEN AIKUINEN X 2	MENEE LAPSEN EHDOILLA(EI PAKOTTA- MITSA) X 2
PIENI LAPSI UU- DESSA TILAN- TEESSA VOI OLLA PAREMPI KOH- DATA, NIIN ETTÄ LAPSI ON ÄIDIN TAI ISÄN SYLISSÄ AL- KUUN		EI SAA TUNGE- TELLA	KOHTAA LAP- SEN LAPSENA (EI TUO ESILLE LAPSEN ET- NISTÄ TAUS- TAA ELLEI LAPSI EI TUO SITÄ ESILLE
PIENI KEHU KOH- DATESSA		OIKEUDEN MU- KAINEN	MONIKULTTUU- RISUUDEN TIE- DOSTAMINEN
ANTAA LAPSELLE TILAA KOHTAAMI- SESSA, JOS HÄN SITÄ TARVITSEE EI VÄKISIN		POSITIIVINEN ASENNE	KÄYTTÄÄ AJAN LAPSEN KANSSA
OLLA KIINNOSTU- NUT LAPSESTA JA HÄNEN ESITTÄY- TYMISESTÄ		AITO LÄSNÄOLO X 2	MUISTAA LAP- SEN NIMEN X 2
ENNAKKOLUULO- TON KOHTAAMI- NEN		HEITTÄYTYY	ARVOSTAA PERHEEN SÄÄNTÖJÄ JA AIKATAULUJA
MITÄ KUULUU?		HYMYILEE LAP- SELLE	ANTAA LAPSEN LEIKKIÄ

		ITSESTÄÄN KERTOMINEN LAPSELLE	KOHDATAAN LAPSI OMANA ITSENÄÄN, HUOMIOIDAAN PERSOONA, TUNTEET JA TEMPPERAMENTTI X X9
		OSOITTAAN KIINOSTUSTA LAPSEN JUTTUJA JA IDEOITA KOHTAAN X 5	LÄHTEE LAPSEN LEIKKIIN/IDEAAN VAIKKA SE TUNTUISIKIN LAPSELLISELTA
		KUUNTELEE LASTA TOIVEITA JA JUTTUJA X 9	ÄLÄ VÄHEKSY
		EHDOTTAAN LEIKKEJÄ	ERILAISUUDEN KOHTAAMINEN
		LAPSESTA VOI KYSYÄ JOTAIN KESKUSTELUN AVAUKSEKSI	ÄLÄ ALIARVIOI LASTA
		TUTUSTUMISEN KAUTTA LEIKKIIN	OLE LAPSEN TASOLLA X 3
		KEHUU LASTA! (EI KRITISOI) X 2	LÄHTÖKOHTAISESTI LAPSEN SANAAN USKOMINEN
		LAPSELTA KYSYTÄÄN MITÄ HÄN HALUAA, ARVOSTETAAN LAPSEN MIELIPIDETTÄ JA KERTOMUKSIA X 6	LASTA TULEE KOHDELLA JA AJATELLA MAHD. TASA-VERTAISENA
		REAGOI HETI KUN LAPSI KOITTAAN OTTAA KONTAKTIA	TOIMII LAPSEN EHDOLLA, EI PAKOTETA
		OSATAAN LÄHES- TYÄ JA SELITTÄÄ LAPSELLE PAKOLLISIA ASIOITA ESIM. HAMPaidEN	RAJOJEN ASETTAMINEN ARVOSTAVASTI

		PESU TAVALLA JOLLA LAPSI YM- MÄRTÄÄ	
		LAPSEN YSTÄ- VÄLLINEN HYVÄS- TELY X 2	LAPSUUDEN ARVOSTAMI- NEN
		PUUHUTELLESSA MENE LAPSEN TASOLLE	LAPSEEN TU- TUSTUMINEN. ESIM KIINNOS- TUKSEN KOH- TEIDEN JA PEL- KOJEN SELVIT- TÄMINEN
		MIELUUMMIN PO- SITIIVISTEN SA- NOMINEN KUIN NEGATIIVISEN IL- MAPIIRIN YLLÄPI- TÄMINEN	OTTA LAPSEN TUNTEET HUO- MIOON, ON VALMIS OTTA- MAAN LAPSEN SYLIIN
		KERRO LAPSELLE ETTÄ HÄN ON TURVASSA KANS- SASI, ANNA LUO- TETTAVA KUVA ITSESTÄSI	KESKITTYY LAPSEEN JA HÄNEN JUT- TUIHINSA
		ÄLÄ VAIN PA- KOTA, KOITA SAADA LAPSI PUOLELLESI	ANNA LAP- SELLE OMAA AIKAA JOS HÄN SITÄ HALUAA
			OTETAAN LAP- SEN IKÄ HUO- MIOON X 6
			ALUSTA ASTI KIINNOSTUNUT, ESITTELEE IT- SENSÄ, JUTTE- LEE KYSELEE
			ETENEE LAP- SEN TAHTIIN X2

<b>HOITAJAN SUHDE VANHEM- PAAN</b>			
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<b>ENSIKOHTAAMINEN</b>	<b>KÄYTÄNTÖ</b>	<b>KÄYTÖS JA KOMMUNIKAATIO</b>	<b>KUNNIOITTAVA SUHDE</b>
ITSENSÄ ESITTELY JA KÄTTELY X13	PERHEEN RUTII- NIEN SELVITTÄ- MINEN	POSITIIVISEN PALAUTTEEN ANTAMINEN	AMMATILLISUUS --> ASIAKASPALVELU, VUOROVAIKUTUS- SUHTEEN LUOMI- NEN, VASTAVUO- ROISUUS
SILMIIN KATSO- MINEN X2	KODIN SÄÄNTÖ- JEN TIEDOS- TELU	PALAUTTEEN ANTAMINEN	VOIMI MYÖS TILAN- NEKOHTAISESTI KÄYTTÄÄ OMAA PÄÄTÄNTÄVALTAA
PUHELINKES- KUSTELU, TER- VEHTIMINEN JA ITSENSÄ ESIT- TELY, KYSELY ODOTUKSISTA	AJOISSA OLEMI- NEN, ILMOITTA JOS MYÖHÄSSÄ X7	KYSELEE PER- HEEN TAVOISTA (SÄÄNNÖT)	PERHEEN OTTAMI- NEN VAKAVASTI TYÖNANTAJANA: ON AJOISSA YM.
PUHELINSOITTO, KOHTELIAISUUS JA ITSENSÄ ESITTELY	SIIVOA JÄLKESI X5	OTTAAN VAN- HEMPIEN TOI- VEET HUOMI- OON	EI TUPUTA OMIA NEUVOJA
TOIVOTTAA HAUSKAA PÄI- VÄÄ/ILTA	SALASSAPITO- VELVOLLISUUS X2	VAIKKA LAPSI EI OLISI KÄYTTÄY- TYNYT KOVIN HYVIN HOITAJA EI KUITENKAAN ALA VALITTA VANHEMMALLE	KUNNOITTAAN PER- HEEN ARVOJA JA TAPOJA X4 (EI AR- VOSTELE)
ALKUTILANTEEN RAUHOITTAMI- NEN --> ON ITSE RAUHALLINEN	SOVITUISTA ASI- OISTA KINNIPI- TÄMINEN, AIKA- TAULUT, UL- KOILU, NUKKU- MAANMENO	HUOMIOI LAP- SET X2	LUOTTAMUKSEN HERÄTTÄMINEN ESIM. VÄLIAIKATIE- DOT JA TARKENTA- VAT KYSYMYKSET
KERTOO HIEMAN ITSESTÄÄN X2	HOITAJAN JOUS- TAVUUS	OHJEIDEN KUUNTELU JA NOUDATTAMI- NEN X8	NOUDATTAAN VAN- HEMPIEN OHJEITA JA KUNNIOITTAAN PERHEEN SÄÄN- TÖJÄ X9
ENSIPUHELU --> OMA MOTIVAA- TIO	MLL:N SÄÄNTÖ- JEN TUNTEMI- NEN	KYSELEE JA OSOITTAAN KIIN- NOSTUSTA HOI- TOTYÖTÄ JA LAPSI KOH- TAA X2	OSOITTAAN KIIN- NOSTUSTA LASTA KOHTAAN X3
AJAN VARAAMI- NEN KEIKAN AL- KUUN	PERUUTUK- SISTA ILMOITTA- MINEN	LOPUKSI KER- TOO REHELLI- SESTI MITEN MENNYT, MYÖS NEGATIIVISET ASIAT X5	KUNNIOITTAAN VAN- HEMPIEN LUOTTA- MUSTA

TERVEHTIMINEN X2	PUHELU	HOITOPÄIVÄN RAPORTOINTI X7	KUNNIOITTA A KOTIA
KUULUMISTEN KYSELEMINEN	TARVITTAESSA TILANNETIEDOTUS	KYSYY JOS JOKIN EPÄSELVÄÄ X6	KUUNTELEE VANHEMPIEN OHJEITA JA TOIVEITA X3
	MAHDOLLISET VÄLIAIKATIETOJEN ANTAMINEN	REIPAS ILOINEN ANTAA ITSESTÄÄN HYVÄN KUVAN	VANHEMPIEN LUOTTAMUKSEN SAAMINEN
	VANHEMMILTA ASIOIDEN TARKISTAMINEN	EI JÄNNITÄ LIIKAA	PERHEEN ARVOT (KULTTUURI YM), PÄIVÄ/VRK RYTMİ
	VIESTEIHIN JA SOITTOIHIN VASTAAMINEN	REIPPAUS JA OIKEA ASENNE, OMA-ALOITTEISUUS	RUTIINEISTA KIINNIPITÄMINEN
		HYMY X2	SAAKO LUVAT; KAHVIN KEITTÄMINEN, KAAPPIEN PENKOMINEN
		HYVÄ ENSIOLEMUS JO PUHELIMESSA	ARVOSTAA VANHMEPIEN KASVATUSTYYLIÄ
		KOHTELIAISUUS	VANHEMMISTA TUNTOO HYVÄLTÄ/TURVALLISELTA JÄTTÄÄ LAPSI
		AVOIN MIELI, ENNAKKOLUULOTTOMUUS X2	ARVOSTAA PERHEEN KOTIA, OMAISUUTTA JA YKSITYISYYTTÄ X2
		LUONTEVA KÄYTTÄYTYMINEN	PERHEEN ARVOMAAILMAN MUKAISESTI TOIMIMINEN
		SILMIINKATSOMINEN X3	ÄLÄ UTELE VANHEMPIEN MENOISTA LIIKAA
		REHELLISYYS X2	EI SAA KYSEENALAISTAA HOIDON TARVETTA
		REIPPAUS X4	JOS VANHMEPI ON KOTONA HOIDON AIKANA, SUHTAUTUMINEN?
		SUVAITSEVAISUUS	KUNNOITTA A ERI USKONTOJA, KULTTUUREJA+ TAUSTOJA, KESKITTYY POSITIIVISIIN ASIOIHIN

		HYVÄT KÄYTÖSTAVAT X2	ANNAN VANHEMMALLE AIKAA OHJEISTAMISEEN, KIINNOSTUSTA PERHEEN SÄÄNTÖJÄ/TAPOJA KOHTAAN
		KUUNTELEE KOHTELIAASTI X2	PERHEESEEN SOPEUTUMINEN
		OLE LÄSNÄ X2	
		ANNA HYVÄ KUVA ITSESTÄSI, OLE AKTIIVINEN	
		AKTIIVINEN JA LUOTETTAVA OLEMUS	
		YSTÄVÄLLINEN, KOHTELIAS JA ASIALLINEN KÄYTÖS	
		ITSEVARMUUS X2	
		KATSEKONTAKTI JA VUOROVAIKUTUS X3	
		YSTÄVÄLLISESTI JA ILOISESTI PUHUMINEN	
		HYVÄ ESI-MERKKI	
		POSITIIVINEN ASENNE X3	
		HELPOSTI LÄHESTYTTÄVÄ	
		KIINNOSTUNUT	
		ASIALLISUUS X3	
		YMMÄRTÄÄ VANHEMMAN	

		HUOLEN LAP- SESTA, VASTAA VIESTEIHIN JA PUHELUIHIN	
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<b>VANHEMMAN ARVOSTAVA SUHTAUTUMI- NEN HOITAJAAN</b>			
<b>ENSIKOHTAAMI- NEN</b>	<b>KÄYTÄNTÖ</b>	<b>KÄYTÖS &amp; KOMMUNIKAA- TIO</b>	<b>KUNNIOITTAVA SUHDE</b>
ANTAA HOITA- JAN ESITELLÄ IT- SENSÄ LAP- SELLE	ILMOITTAÄ JOS MYÖHÄSSÄ, ESIT- TELEE KOTINSA JA LAPSENSA	OLLAAN ASIAL- LISIA & YSTÄ- VÄLLISIÄ	SOPIMUSTEN PI- TÄMINEN X3
TERVEHTIMINEN X 2	KERRO VÄHÄN TAUSTOISTA ESIM. JOS VANHEMPI ON KOTONA	POSITIIVINEN ASENNE	LUOTTAMUS HOITAJAN AM- MATTITAITOON X 8
TERVEHTIMINEN & KÄTTELY	VARAA AIKAA HOI- TAJAN OHJEISTAMI- SEEN X 2	YSTÄVÄLLINEN JA KUNNIOIT- TAVA KÄYTÖS X 2	VIERAANVARAI- SUUS (KAHVI JA RUOKA) X 7
KÄTTELY & ESIT- TELY	AIKATAULUJEN PI- TÄVYYS, MUUTOK- SISTA ILMOITTAMI- NEN	ON MUKAVA HOITAJALLE, ÄLÄ KOHTELE PELKKÄNÄ PII- KANA	SOPII OMAT ME- NOT AIKATAU- LUT KUTEN HOI- TAJAN KANSSA SOVITTU, JA JOS ON PALJON MYÖHÄSSÄ NIIN ILMOITTAÄ HOI- TAJALLE
KÄTTELEMINEN X 2		AVOIMUUS	HOITAJAN LUON- TEENPIIRTEIDEN HUOMIOIMINEN
LÄMMIN VAS- TAAOTTO	MISSÄ SÄILYTE- TÄÄN MITÄ X 3	SUVAITSEVAI- SUUS	KUNNIOITTAÄ HOITAJAA ESIM LAPSEN SAIRAS- TUESSA ILMOIT- TAA X2
ESITTÄYTYMI- NEN YSTÄVÄL- LISTÄ	EI TURHIA PERUMI- SIA	TÄSMÄLLISYYS	EI HETI EPÄILE HOITAJAA VAIKKA HOITAJA OLISI NUO- REMPI/VAN- HEMPI
LASTEN/LAPSEN ESITTELY X 2	KERTOO PÄIVÄN OHJELMAN	ENNAKKOLUU- LOTTOMUUS	MUISTA HOITA- JAN NIMI

ESITTELEE ITSENSÄ KOHTELI- AASTI	KERTOO LAP- SESTA, ESIM MITÄ TYKKÄÄ TEHDÄ	YSTÄVÄLLI- SYYSSYYS X2	ETTÄ PERHEET TAJUAVAT MEI- DÄN OLEVAN VIELÄ NUORIA EIVÄTKÄ OLETA ETTÄ OSAAMME LASTEN HOI- DOSTA JO KAI- KEN
	TALON ESITTELY X 3	AVOIN LÄHES- TYMINEN	HUOMIOI HOITA- JAN, PÄÄSETKÖ HELPOSTI KO- TIIN, HUOLEHTII TURVALLISESTA KOTIIN PÄÄ- SYSTÄ X3
	PAIKKOJEN ESIT- TELY JA RUOKAI- LUOHJEET	KYSYY MITEN ON MENNYT	KIINNOSTUS HOI- TAJAN, KOULU, ASUINPAIKKA
	KERTOO OLEELLI- SISTA ASIOISTA (ESIM ETTÄ KAVERI SAATTA TULLA PYYTÄMÄÄN ULOS, LAPSI SAA MENNÄ/ EI SAA MENNÄ)	KERTOO MAHD HYVIN TOI- VEENSA JA ODOTUKSENSA HOITAJAA KOH- TAA	HOITAJAA PIDE- TÄÄN HOITA- JANA EI ESIM SII- VOAJANA
	VALMISTEE LAP- SET HOITAJAN TU- LOON	JOS ON JTN IKÄVÄÄ/ KIU- KUTTELUA KERROTTA- VANA, OTE- TAA ASIA ASIANA JA KESKUSTEL- LAAN TAPAH- TUNEESTA	VANHEMILLA AIKAA TUTUS- TUA JA ESITELLÄ ENNEN LÄHTÖÄ
	YHTEYDENOTTO- JEN SELKEÄT OH- JEET	"TAUSTATIETO- JEN" KYSELY	ARVOSTAA HOI- TAJAN AMMATTI- TAITOA/ TYÖPA- NOSTA
	KYYTI MAHD TAR- JOAMINEN	KIITOS HOITA- MISESTA	YMMÄRTÄÄ HOI- TAJAN KAN- NALTA TILAN- TEEN UUDESSA PERHEESSÄ
	JOS ON TOIVEITA ESIM ASKARTELU/ ULKOILU VARAA TAVARAT/VAAT- TEET VALMIIKSI	KIINNOSTUS SIIHEN MITEN HOITOAIKA ON MENNYT	EI OLETA HOITA- JIEN TIETÄVÄN KAIKKEA, JAK- SAA KERTOJA OH- JEET KUNNOLLA, EIKÄ PIDÄ NIITÄ ITSESTÄÄNSEL- VYYTENÄ



	MITEN KODINKONEET YMS TOIMII X2	KERTOO ODOTUKSISTAAN	VANHEMPI OSOITTA A KIINNOSTUSTA (MITEN HOITO MENI, MITÄ TEITTE)
	PERHE KERTOO MISSÄ KAIKKI TARVITTAVA ON	VARMISTAA ETTÄ HOITAJALLA "KAIKKI SELVÄÄ" EIKÄ MITÄÄN KYSYTTÄVÄÄ	HYVÄ VASTAANOTTO
	SOVITTU TYÖAIKA TÄSMÄÄ	OHJEET SUORAAN HOITAJALLE EIKÄ ESIM LAPSEN KAUTTA	VANHEMMAT AUTTAVAT KONTAKTIN LUOMISESSA
	KERTOO PERUSJUTUT	ETTÄ PERHEET TAJUAVAT ETTÄ EMME TUNNE LAPSIA ETUKÄTEEN, EMMEKÄ SIKSI VIITSI EMMEKÄ VOI KOMENTAA LAPSIA TIETYLLE TAVALLA	PUHELUIHIN JA VIESTEIHIN ASIAALLISESTI VASTAAMINEN
	PERHE KERTOO ERITYISISTÄ SÄÄNNÖISTÄ ESIM TV/ TIETOKONEEN KÄYTTÖ X2	TOIVEISTA KERTOMINEN HOITAJALLE	KUNIOITUS HOITAJAN OMAA AIKAA KOHTAAN X2
	KYSYY ONKO JOITAIN ERIKOISTA, ALLERGIOITA/ ERIKOISRUOKAVALIOTA	PALAUTTEEN ANTAMINEN X2	HARKINNANVAIRASUUTTA SOSIAALISEN MEDIAN KÄYTÖSSÄ (ESIM WATSAPP ONKO OK PYYTÄÄ FB KAVARIKSI)
	ILMOITTA A TIEDOT TYÖSTÄ	SELITTÄÄ MITEN HALUAA HOITAJAN TOIMIVAN EIKÄ OLETA ETTÄ HOITAJALLA ON KAIKKI JO HALLUSSA	HIENOTUNTEISUUS, ESIM PALKANMAKSU
		KIITTÄMINEN TYÖSTÄ X 6	KOHTUULLISET VAATIMUKSET

	MLL:N OHJEIDEN LUKEMINEN JA NOUDATTAMINEN, TYÖNANTAJAN VELVOLLISUUDET X4	KEHUU JOS AIHETTA	ASIALLINEN KANSSAKÄYMINEN EI LIIAN TUNGETTELEVA
	PERHE TULEE SOVITTUNA AIKANA TAKAISIN --> JOS MYÖHÖSTYY ILMOITUS AJOISSA	KYSYY HOITAJALTA ONKO JOTAKIN KYSYTTÄVÄÄ --> VARAA ALUSSA AIKAA KESKUSTELUUN HOITAJAN KANSSA	EI PERU VIIME TILASSA ELLEI TULE JOTAKIN AKUUTTIA --> PAHOITTELEE JOS JOUTUU PERUMAAN / KERTOO SYYN HOITAJALLE
	VALMISTAUTUMINEN HOITAJAN TULEMISEEN ESIM VELVOITTEET. TARPEELLISET TIEDOT, PALKKA, KUITTI	TASA-ARVOINEN VUOROVAIKUTUS	ETTÄ VANHEMPI KERTOO MISSÄ ON JA MIHIN VOI/VOIKO SOITTA
	PERHE ON LUKENUT OHJEET JA TIETÄÄ OMAT VELVOITTEENSA --> KUITTIASIA, TYEL MAKSUT		EI OTETA HOITAJAA ITSESTÄÄN SELVYYTENÄ
	ILMOITTAMINEN SAIRAUKSISTA (JOISTA EI OLLUT TILAUKSISSA TIEDOT)		SÄÄNNÖISTÄ KIINNI PITÄMINEN, TYÖAIKA, SOVITUT KYYDIT
	AJOISSA SOITTAMINEN ENNEN TYÖTÄ		
	PEREHDYTYS		
	ANTAA SELKEÄT OHJEET ESIM MITEN PUURO KEITETÄÄN, JOS LAPSI HALUAA ETTÄ KEITETÄÄN TIETYLLÄ TAVALLA		
	OTTA YHTEYTTÄ		
	MUUTOSTEN ILMOITUS AJOISSA		

	NOUDATTA A SOVIT- TUJA KELLON- AIKOJA		
	MAKSAA SOVITUN PALKAN JA TOIMII MLL:N SÄÄNTÖJEN MUKAISESTI		
	AJOISTA KIINNI PI- TÄMINEN, ESIM IL- MOITTA MYÖHÄS- TYMISISTÄ JA KY- SYY SOPIIKO X2		
	ILMOITTA TÄR- KEISTÄ ASIOISTA ESIM KAKSIKIELI- SYY, LAPSEN LUONNE, MUUTOK- SISTA		
	SELKEÄT OHJEET X3		
	AJOOHJEET JOS VAIKEA PAIKKA X 2		
	PERHE MIELUUM- MIN SOITTA KUIN LAITTA TXT		
	PITÄÄ KIINNI SOVI- TUISTA AJOISTA, EI PERU KEIKKOJA NS MUUTEN VAAN		
	PALKAN MAKSAMI- NEN HETI TYÖN JÄLKEEN KÄTEI- SELLÄ		
	PALKKA TOSITTEI- DEN ANTO		
	SOVITTUJEN AIKA- TAULUJEN NOU- DATTAMINEN MYÖS LÄHDETTÄESSÄ		
	MAKSUASIA KUN- NOSSA X3		
	SOITTO HOITA- JALLA ETUKÄTEEN		

	PERUMISET AJOISSA X 2		
	PALKANMAKSU AJALLAAN		
	PERHE NÄYTTÄISI OMA-ALOTTEISESTI MISSÄ ULKOVAAT- TEET		
	PALKAN MAK- SUISTA JA KUI- TEISTA HUOLEHTI- MINEN		
	KERROTAAN SAI- RAUKSISTA		
	VARAA MYÖS LOP- PUUN KUITINTÄYT- TÖÖN AIKAAN		
	SOPIMUKSISTA KIINNI PITÄMINEN (HOITOAJAT, PALKKA, KYYSI KO- TIIN ILLALLA)		
	HUOLTAJA VALMIS- TAUTUU ETUKÄ- TEEN HOITOTILAN- TEESEEN		
	VARAA TARPEEKSI AIKAA ALKUUN JA LOPPUUN X2		
	OHJEIDEN ANTAMI- NEN X2		
	KERTOON LAPSESTA HUOMIOITAVIA ASI- OITA, JOTTA HOI- TAJA TIETÄÄ VA- RAUTUA		