For professionals working with families where young people are violent/abusive towards their parents/carers
We would like to acknowledge that in doing this particular piece of work we are grateful to the Responding to Child to Parent Violence project funded by the Daphne programme of the European Union, having worked with the following partners: National Association XXI Rhodope Mountain Initiative, Bulgaria, Brighton & Hove City Council, England, National University of Galway, Ireland, University of Valencia, Spain and Åmåls Kommun, Sweden. The contents of this publication are the sole responsibility of the Break4Change Programme and can in no way be taken to reflect the views of the European Commission. Published 2015.
# Break4Change Programme Toolkit

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Foreword

We assume that some professionals who use this resource toolkit may have much experience working with families affected by Child to Parent Violence (CPV), and years of experience in using tools such as Motivational Interviewing and Brief Solution Focus techniques with their clients. We hope these professionals will not feel patronised by the fact we felt we had to cover the basics regarding CPV and the above mentioned tools, for the benefit of workers with less or little experience.

We recommend accessing training on domestic violence awareness, Motivational Interviewing and Brief Solution Focus work prior to running a Break4Change programme if you haven’t already used these strategies in your work.

This resource has been developed based on research and ongoing evaluation and is not intended to be prescriptive but rather used as a way of sharing knowledge and experiences with you. We would appreciate, however, that if you do choose to use and or adapt this work that you reference the Break4Change resource.

The film resources were produced by AudioActive who are a music and arts organisation that works with young people. Accompanying this resource are a series of film resources that can be used when training practitioners. These are available on the accompanying USB key or can be accessed by contacting break4change@brighton-hove.gov.uk

With thanks to these professionals who have contributed their time and expertise to setting up and running this group work programme that enables young people and parents to bring about their own changes in developing mutually respectful relationships.

Sarah Buchanan, Debbie Bowden, Dennis Byrne, Debbie Corbridge, Jenny Collins, Ben Cox, Charlotte Eminson, Anna Gianfrancesco, Paul Goodwin, Angela Howes, Roz McLean, Michelle Pooley, Martyn Stoner, Marc Teare, Matt Warin (Brighton & Hove City Council).

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Katherine Travis and Michelle Pooley for the compilation of this resource.

All the parents and young people who have made the commitment to change and have embraced mutual respect in their relationships.

“We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.”

Marian Wright, Edelman African-American Children’s Rights Advocate
Part 1: Introduction

- What is Child to Parent Violence?
- Why is there a need for this resource?
- Who is this resource for?
- What is in this resource?
- What are the definitions and terms used in this resource?
- What is the Break4Change programme about?
- How to use the Break4Change programme?
1.1 What is child to parent violence?

Child to parent violence (CPV) is any behaviour used by a young person to control, dominate or coerce parents. It is intended to threaten and intimidate and puts family safety at risk.

Whilst it is normal for adolescents to demonstrate healthy anger, conflict and frustration during their transition from childhood to adulthood, anger should not be confused with violence. Violence is about a range of behaviours including non-physical acts aimed at achieving ongoing control over another person by instilling fear.

Most abused parents have difficulty admitting even to themselves that their child is abusive. They feel ashamed, disappointed and humiliated and blame themselves for the situation, which has led to this imbalance of power. There is also an element of denial where parents convince themselves that their son or daughter’s behaviour is part of normal adolescent conduct.

So what sort of behaviour could be considered abusive?

Abuse is broadly confined to four categories – verbal, emotional/psychological, physical and sexual. If a young person is experiencing sexual abuse or is involved in sexual violence then they would be referred to the appropriate sexual violence agency.

**Verbal abuse:**
- Yelling, screaming and swearing in an abusive manner
- Making intimidating comments

**Emotional/Psychological abuse:**
- Playing mind games – being intimidating to family members, running away, hurting themselves or telling lies to control parents or the household

**Physical abuse:**
- Pushing
- Hitting
- Kicking
- Throwing objects around the house
- Breaking family property
- Hurting family pets

**How do I know it is abuse? Maybe it is just normal young people’s behaviour?**
- Behaviour is abusive if you are fearful of a young person and change your behaviour to avoid conflict
- You find yourself tiptoeing around your child
- You’re constantly creating situations that your child approves of
- Your child engages in put downs or behaviour that humiliate and embarrasses you
- Your child threatens to leave home, hurt themselves or hurt another family member if you do not comply with their wishes
1.2 Why is there a need for this resource?

Child-to-Parent Violence (CPV) is experienced within all family backgrounds and socio-economic situations. Yet, the issue of adolescent violence towards their parents has been a neglected area. Family violence literature to date has primarily focussed on domestic violence from intimate partners and on child abuse. Professionals find themselves under-resourced to support parents experiencing this type of abuse and to work with young people.

“I am a lot stronger in myself now, a lot more determined. It’s been brilliant, my life has totally turned around by going on this course, it is 100% better” Parent, Break4Change Programme, (2013).

Fortunately, CPV is now being highlighted in the media, by academics, statutory agencies and NGOs. The issue is gaining greater attention, via newspaper articles. For example the Observer’s “Parents living in fear of their bullying children” (8 Nov, 2009) and from the work of organisations, such as One Parent Families and some of the intervention partnerships such as Break4Change. However, resources for professionals are still very scarce. The Respect toolkit offers excellent group-work activities suggestions for working with young people who use violence in their close relationships.

As with other types of interpersonal violence and abuse, it is likely that child violence towards parents is more widespread than the available literature and studies suggest. Under-reporting is likely to be influenced by the nature of the relationship between the young person and their parents. Internal factors such as parental shame, fear of blame and external factors such as community judgement of their capacity to parent (Bobic, 2004) may also contribute to parents denying or minimising their experiences and maintaining secrecy (Agnew & Huguley, 1989).

Cottrell and Monk (2004) suggest that reluctance to disclose is likely to be exacerbated by the limited access to means of intervention. Social service agencies increasingly recognise the prevalence of this type of violence, however, research that could provide practice models of how to respond to this type of violence is lacking (Cottrell, 2001).

Creating solutions to effect changes in abused parents’ and young people’s lives will ultimately help reduce domestic abuse. It will also break the isolation of affected parents, and offer them effective tools to reduce the abuse or prevent it from occurring. Importantly, addressing and challenging young people’s abuse early may prevent an abusive pattern worsening and continuing into adulthood (Laing, 2000).

In 2009 when we reviewed Perpetrator programmes and Parenting Programmes, it became clear that to support families affected by CPV, a new type of intervention needed to be designed. This Break4Change resource brings together in one easily accessible place, the resources and materials we have developed and used locally in Brighton & Hove.
1.3 Who is this resource for?

This resource contains a programme for people working with parents/carers of children and young people with violent/abusive and/or destructive behaviour and for the children and young people who are being abusive and violent.

This means you should be committed to working in an ethical, respectful and client centred way to bring about positive changes in relationships. Many of the practitioners involved in Break4Change have a family therapy or systemic background or have worked in youth offending or domestic violence.

It is important to see the children's violent behaviour as only one part of what is happening in a family and be aware that everyone has the responsibility and the potential to help things change.

The programme is suitable for use by social workers, youth offending services workers, youth workers, looked after children services, mental health practitioners, domestic violence agencies, fostering agencies, integrated family workers and community and voluntary organisations who have a good working experience of group work and working with families with complex needs and issues. The programme is for use with groups of parents and groups of young people simultaneously. The concepts and activities can also be used with individuals.

This resource is complemented by some film resources. If you are not reading this via the USB key the film resources are available at www.rcpv.eu. Film resources are indicated where you see the following symbol:

1.4 What is in this resource?

The resource comprises five parts:

Part 1: Introduction

This is the section you’re reading now. It introduces the programme and tells you what the resource contains.

Part 2: Background information about the programme

This section gives you the information on the background and principles of the Break4Change programme, the role of parents’ group and young people’s groups in addressing violent and destructive behaviour, the theories and models that facilitators can draw on in running the programme, the practice informing the group work, how adults and young people learn, how to set objectives and how to review and evaluate any Break4Change programme.

Part 3: How to set up a Break4Change programme

This section tells you how to setup and run the Break4Change programme for parents and young people. It covers the planning and the practical aspects that need to be put in place to enable the smooth running of the programme as well as giving an overview of the main elements.

Part 4: The Break4Change programme

This section tells you how to run each aspect of the Break4Change programme. Each session has aims and objectives and a detailed outline of activities, handouts, reading materials as well as tips for managing issues that come up during the sessions.

Part 5: Resources

This is a list of resources that we have used including examples of referral, assessment and consent forms. It also includes an example of publicity, as well as further reading and a bibliography.
Part 1: Introduction

1.5 What are the definitions and terms used in this resource?

- ‘Violence’ occurs within a broader social context that takes into account issues of gender, power, entitlement and responsibility
- ‘Parents’ and ‘carers’ – this resource can be used with both parents and carers and the terms are used interchangeably throughout this resource
- ‘Children’ and ‘young people’ – for the purpose of this resource these terms are interchangeable as the programme has been aimed primarily at the 11 to 18 age group but some of the resources can be used with younger children
- ‘Adolescence’ is defined as between 10 to 19 years and “youth” between 15 to 24. Because of the complex biological and socio-cultural conditions associated with these age groups they are often combined to represent young people. (WHO, 2006).

1.6 What is the Break4Change programme about?

Break4Change is designed for parents whose children are abusive, violent or who are using destructive behaviour (including self-destructive behaviour such as: violence towards parents, siblings or pets, school refusal, running away and self-harming). The programme is for the children themselves and aims to address this behaviour and reduce the instances of abuse and violence by developing more effective relationships. The programme follows a solution based group work approach, with pre-assessments and interviews to assess suitability and progress. It is important to ensure that the referrer gives continued support throughout and following the intervention, and on participants being at least at pre-contemplation stage on the Cycle of Change (Di Clemente & Prochaska, 1982) See page 19.

The programme consists of two groups running in parallel: one for parents/carers, and the other for young people.

The group provides a chance for parents and young people to explore new ideas and reassess the types of relationships they want with one another and is a chance for them to explore new ways of relating to one another. The learning that happens as part of the programme enables parents and children to relate these elements to their own situation and then consider how this relates to the situation at home.

The parents’ sessions provide a space for them to relook at their approaches to parenting, to understand the scale of the abuse in the family and the effect on them, the child who is abusive and other siblings. The sessions also build in peer support and a chance to share experiences with other parents thus breaking the patterns of isolation and shame.

The young people’s sessions are structured to combine a therapeutic / educational part followed by a creative part. The creative part uses lyric writing, rapping and film work as a medium to embed progress, deepen reflection and develop empathy. The creative part of the programme has been a powerful tool to build awareness and insights in participants and to effect and embed change.

Film is used to enable dialogue and learning between the parents and young people who are working in separate groups. The film process captures the views of both young people and parents about the violence and abuse experienced or used, and explores how this affects the relationships that each has on one another. By filming individual comments and then linking this together as a set of answers to questions, both parents and young people explore the effects of the violence and abuse. This enables them to look at new ways of developing relationships that are built on a more sound basis of mutual respect and understanding.

The film is not intended to purely document or evaluate the project but acts as a session-by-session visual communication tool between the two groups to enable safe communication between the young people and their parents/carers.
1.6.1 What are the aims and impact of the programme?

The ten session programme for parents and young people are designed to:

- create belief in the possibility of change and stop or substantially reduce the abuse
- help young people learn to manage their frustration in a non-abusive manner
- enable better listening, communication skills and sense of responsibility to enable more mutually respectful behaviour in young people
- clarify boundaries of what is acceptable and unacceptable behaviour
- increase parents’ sense of well-being and reduce their isolation
- assist parents to hold the young person accountable for his/her violence while maintaining the relationship
- examine strategies for creating meaningful and practical consequences for unacceptable behaviour
- enhance parents’ skills in listening, communicating, conflict avoidance, resolution and negotiation
- reinforce progress and provide a forum for emotional support while parents attempt to become more assertive parents.

1.6.2 Who are the programme participants?

Break4Change works with all types of family structures, including young people and parents from many backgrounds, abilities, cultures, classes, ages, sexual orientations, religions and ethnicity.

Since running the programme we have found that parents we have worked with are more likely than the general population to experience domestic violence, to have had mental health difficulties and to have substance misuse issues with alcohol and drugs.

The programme has an inclusive approach and has worked with young people who have: attention deficit hyperactivity disorder (ADHD), who are on the autistic spectrum and who have learning difficulties.

The programme can be used to support foster carers but there needs to be some thought and preparation to ensure that issues of attachment are dealt with and that there is an understanding of absent, chaotic and maligned parenting.

1.7 How to use the Break4Change programme?

You are encouraged to allow the Break4Change programme to develop, by treating the content as a starting point within the Break4Change framework of principles rather than a limiting structure. You should feel free to run the sessions in a different order, spend longer on some aspects and leave out others, as you feel appropriate. The resource is not intended to be prescriptive. We ask that if you use the content that you reference the work and feedback to Brighton & Hove on how the programme has been developed by emailing Break4change@brighton-hove.gov.uk.
Part 2: Background information about the programme

• The need for a Break4Change programme
• A co-ordinated and multi-partnership response
• The skills, attitude and experience required by facilitators
• Facilitator considerations re participants
• The underpinnings of Break4Change
• The creative element
• The film dialogue process in Break4Change
**2.1 The need for a Break4Change programme**

Social workers, children mental health services, schools, General Practitioners, Domestic Violence agencies, and voluntary organisations receive many requests for help where young people who have been excluded from school, in trouble with the law and are being violent to their parents. Many people are concerned about the apparent increase in antisocial behaviour in children reported in the media on a regular basis.

Break4Change is a new type of intervention developed in the last 10 years for children and young people where anti-social behaviour is inflicted on the family, within the family home or extended family structure. The programme is about working with parents about extreme behaviours in their children as well as working with children to look at how they may change their behaviours to prevent abusive and violent behaviour.

It is important to understand that besides the issues of controlling behaviour, families also have other difficulties such as but not exclusively: poverty; social deprivation; education problems; family breakdown; and domestic violence. Some young people and their parents may be described as having attention deficit hyperactivity disorder (ADHD), conduct disorder (CD) or oppositional defiant disorder (ODD). CD is usually identified in adolescents whose behaviour goes to anti-social extremes.

The Break4Change programme outlined in this resource addresses issues of power and control in families including gendered power relationships in a bid to enable mutual respect to flourish. The programme focuses on re-wiring communication and relationships so both parties understand the roles and responsibilities of parent and child and work with these in a non-violent and non-abuse way. The group work environment forms a support group for parents and for the young people, a place where the facilitators and peers can challenge abusive behaviour to bring about change in the parent-child relationship. These changes reduce the effects of the child’s behaviour on the family and moderate the behaviour itself.

Break4Change can address the needs of families with teenagers who present more challenging behaviours than those that are normally identified as part of the Triple P teen programme and therefore can be used as an extra programme to Triple P.

**2.2 A co-ordinated and multi-partnership response**

Break4Change uses a co-ordinated partnership approach. Partnership working is not a new phenomenon. One of the strengths in the English child protection system is the extent to which the many agencies and professions work together to co-ordinate their work with children and families. Formal procedures for agencies and professionals working together have been in place since the 1950s [1], but as institutions, organisations, boards, and partnerships evolve, responsibilities and lines of accountabilities change with them (Munro, 2011). Indeed, there has been an increasing emphasis on working together in partnership across professional and organisational boundaries (Anning et al., 2006). Given the current wave of radical reform in each of the major public services, it is important that the formal mechanisms for working together to safeguard and promote the welfare of children, and the lines of accountability within and between different organisations, are as clear and unambiguous as possible (Munro, 2011).

Every Child Matters (DfES, 2003) and the Children Act (2004) were explicit ‘joined up’ responses from professionals when addressing the needs of children, young people and families identified as being at risk of social exclusion. In keeping with the Munro Review, the operational nature of the Break4Change programme has embedded a multi-agency approach which ensures that each partner in the collaboration is accountable through their own lines of accountability making sure that this is as clear and unambiguous as possible. Responses need to be flexible and require practitioners to be able to work together to support and put the client/s at the centre of the interventions.

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Part 2: Background information about the programme

The Government expects to see effective partnership work to address domestic violence. In the absence of a forum addressing CPV, interventions/partnerships may be required to highlight the issue to statutory partners. Any partnership will need to ensure that the issue is specifically and practically addressed (such as by running a Break4Change programme) and that key non-statutory organisations, such as Women's Aid/Respect and Victim Support are consulted and involved to offer further support to the parents/carers, and maybe also to the young people themselves, if they have grown up witnessing domestic violence. It is essential that these organisations be involved, to ensure the proper use of their day-to-day expertise of working with survivors and their knowledge of the impact of local policies on service users.

The Break4Change partnership has a steering group overseeing the outcomes, service level and management information. Critical to this is how measures relate to the safety of all children and parents within the area and how this is a collective responsibility of all partner agencies; the service level information is used to help partners assess the quality of the experience across a number of areas for example accessibility; responsiveness; cultural competence; timeliness; quality of settings/buildings; communication; involvement and so on; the management information helps to identify standards that provide intelligence around service management, development and improvement. Partnership working between different agencies might at times seem time-consuming and difficult, but families with such complex needs will benefit from a coordinated and comprehensive response.

2.3 The skills, attitude and experience required by facilitators

Deciding on the facilitators for a Break4Change programme is key. Facilitators should be willing and able to see, appreciate, respect and be curious about the hidden strengths, resources and creativity of participants. Where there are young people who have difficult attachment, the facilitators are encouraged to focus on connecting with and expanding the young people's other qualities that would lead to their engaging with parents and siblings more effectively, and expand their expectations that they can connect successfully with others. Facilitators also need to appreciate and think through how the creative and film work is embedded in the process.

2.3.1 Skills

The following skills are considered necessary for a facilitator to run a Break4Change programme:

- **Group work and listening skills**: Parents can be angry and stressed and group members can be demanding. You need to be able to ensure that everyone gets enough time and attention.
- **Presentation skills**: You need to communicate ideas and in a clear and coherent way.
- **Facilitation skills**: You will need to be prepared to manage difficult interactions between group members in a calm and accepting way. Parents can have some patterns of communication that are unhelpful but you should avoid arguing, lecturing or taking a defensive position. You should model the principles of the Break4Change programme as described in Part 2 in the way you interact in the group and with your co-facilitators. With young people it is important to challenge the issues around violence and abuse/bullying and discriminatory behaviour.
2.3.2 Attitudes

You must be able to resist giving advice from traditional and behavioural parenting methods as these differ from the Break4Change programme in some significant ways. You need to:

- believe in the principles of the Break4Change programme
- be aware of your own parenting values, religious, sexual orientation, cultural, gender specific and family beliefs about parenting
- have decided what information you are prepared to share about your own experiences of being a parent and or a young person, as well as what you are not prepared to share
- value parents as experts
- be committed to promoting new ways of relating
- be ready to challenge stereotypes and be non-blaming
- be interested in participants ideas and maintain a non-judgemental approach
- be aware of your own attitudes about young people
- be clear that violence is not to be tolerated

2.3.3 Knowledge

Most people have experience of some kind of a family unit and will know what some of the joys, tensions and difficulties can be. You don't need to be a professional expert to help people who are struggling. This resource is for people working with parents in some extreme situations and with young people who have to face up to their behaviours; the following knowledge will help you to understand the problems that families face and how to help them:

- knowledge of safeguarding issues and local safeguarding policy and procedures
- an understanding of domestic violence and how this can affect children and parenting
- an understanding of how discrimination, in all its forms, disadvantages children and their families and limits their opportunities
- ideally you will also have an understanding of mental health difficulties and their impact on families
- awareness of how therapeutic work and how art, music and drama can be used to enable people to explore behaviour change

2.3.4 Personal qualities

The following qualities will help you to run a successful Break4Change programme:

- you need to be able to communicate in a calm and containing way without seeming bossy or patronising
- some parents’ stories and young people's stories and histories will be distressing. You need to be able to listen and manage this material without becoming overwhelmed. Supervision sessions can help with this.
- you need to be able to work with your co-facilitators in an effective and caring way
- you need to be flexible but also able to keep to the programme
- you need to be able to seamlessly integrate group work with the creative and filming processes
- at least one of the facilitators needs to be well organised
2.4 Facilitator considerations re participants

Is a child who is a victim of abuse by the parent they are living with, either currently or in the past, appropriate for Break4Change?

Break4Change is a programme for children who are perpetrating violence toward parents or family members, and are not currently victims of abuse or violence. A child who has been a victim of violence during childhood by a parent or caretaker he or she does not currently live with, is appropriate for the programme, provided the current residential/custodial parent (who is attending the group with them) is not abusive or violent toward them. There may be cases where the parent has responded to the child's violence by pushing away or restraining that resulted in unintended injury, or they may have responded by slapping or pushing out of anger. If this has occurred, they are appropriate for Break4Change if the behaviour is an unusual occurrence and the parent recognises it as inappropriate and is committed to non-violent/non-abusive parenting.

Parents of violent teens face many of the same victim blaming attitudes faced by adult victims of domestic violence

As with adult domestic violence, stereotypes about parents who are victims of their children's violence/abuse exist and make it more difficult for them to get support. These parents are often seen by others as too permissive and unable to set limits with their children. Some of these beliefs are expressed in the following statements people say about the parents of abusive teens:

“If these parents were more consistent in their parenting, they wouldn’t have children who are abusive and violent”.

“Parents shouldn’t let their kids run all over them”.

“They should just lay down the law and let their kids know they can’t get away with their bad behaviour”.

Most parents who are victims of violence already feel they have failed as parents and take responsibility for their children’s behaviour. The stereotypes reinforce these feelings and leave parents feeling even more isolated and hopeless. Parents who are living with a violent teen are usually doing the best they can to deal with their teenager’s behaviour. Support and understanding is what is most helpful to parents who are victims of their teenager’s abuse.

Children that are violent may also be stereotyped

Children who are violent may be viewed as both sociopathic and dangerous or as innocent victims, neither stereotype helps a child make positive change. Some children who are violent with family members have been exposed to domestic violence in the home or have experienced violence in the past. It is not helpful to children when their own violence is excused because of this, because they come to believe they have no control or choice about their behaviour. It is most helpful to acknowledge their past experiences in a supportive and understanding manner, while at the same time letting them know that even though they witnessed or experienced abuse, they are not bound to repeat the behaviour. The message that they are capable of not repeating the violence or abuse is empowering to them, and helps them feel supported to make positive change.

Separate the behaviour from the person

When talking with children about their use of violence or abuse it is most helpful to refer to the specific behaviour they are using, as separate from who they are as a person. It is not helpful for children to be labelled as ‘abusers’. Keep the focus on the specific behaviour they are using, not on the child as a person.
Part 2: Background information about the programme

Give support to respectful behaviours

Break4Change has developed two wheels based on the Duluth power and control and equality wheels. One wheel helps to identify abusive behaviour whilst the other seeks to enable a process of developing mutually respectful behaviour. (See Part 4, p37). The wheels act as a tool in both the groups to gain understanding of the behaviour that has been witnessed and that is now present in the parent/child relationship. The Mutual Respect wheel gives the children a chance to talk about the respectful behaviours they use and also gives the facilitators and parents a chance to support positive, respectful behaviour that their children use. Identifying respectful behaviour that children use with family members is a more effective way to support change than identifying only the abusive behaviours they use.

Being accountable to family members is a sign of personal strength

Often children feel ashamed when they talk about the abusive and violent behaviours they use in their families, and sometimes, they see themselves as weak and incompetent when they are asked to talk about their behaviour. When young people understand how their behaviour impacts their family members and they learn ways to be accountable, such as talking about it with their parent and taking action to repair harm done (making amends), their sense of shame is reduced and they begin to feel better about themselves. This reduces further acts of abuse and violence.

Violent and abusive behaviour is usually a choice

Low self-esteem, substance abuse, stress and some mental health issues can contribute to acting out aggressively. Most children who are violent are not thinking about their choices, and do not recognise that they have options. Once they learn that there are other ways to respond to conflict that work out much better, they usually stop using violence. An important part of the Break4Change programme is to help children understand that regardless of the difficulties in their lives, they have control over their own behaviour and they have choices about how to respond to most situations.

Helping children become non-violent is most successful with a team approach where there is collaboration between intervention providers, community and family

When children receive clear, consistent messages about the use of non-violence in their relationships from everyone they come into contact with, including social workers, police, teachers and other family members, they will more likely be successful in making positive change.

It is important to recognise each family has its own history of values and traditions

Ethnic, religious, class, ability, age, gender, sexual orientation and cultural backgrounds of group members provide a context for family members to resolve conflicts and to communicate with each other. When facilitators remain aware of each family’s differences, they can facilitate the programme in a way that respects differences and supports change whilst upholding the principle that violence is not to be tolerated.

Clarity on parenting styles

It is important that there are shared agreements between the facilitators regarding their views about parenting styles, particularly between the young people and parenting facilitators. It is vital that the young people are given clear, consistent guidance about boundaries and unacceptable behaviour. The facilitators must be aware of the danger of giving mixed messages that will allow an element of ‘splitting’ to occur. These are elements that take place in many families, particularly in the cohort of Break4Change families and the importance of all ‘singing from the same song sheet’ is vital to helping the family get back on track.
2.5 The underpinnings of Break4Change

For anyone working on Break4Change they need to be conversant with the Cycle of Change, understand barriers to disclose for parents, group work skills, the learning cycle, solution focused tools, use of film as a dialogue and creative approaches with young people and should be experienced in and or committed to using these in their practice.

2.5.1 Understanding motivation and working with the Cycle of Change

Professionals need to understand that for any change to take place the parent and child need to be motivated. Further information on Motivational Interviewing can be found at www.motivationalinterviewing.org

Capacity to change is made up of motivation and ability, and if either of these is missing, change won’t happen. Assessments often focus on information gathering. We suggest that professionals engage parents and young people in considering their motivation and feeling of self-efficacy in modifying their behaviour/responses, and assess the readiness to make changes. Di Clemente & Prochaska’s, model of change (1982) reproduced underneath has been very helpful.

When working with parents and young people, professionals should be collaborative rather than prescriptive in approach, and should honour young people and parents’ autonomy and self-direction, and explore their capacity rather than incapacity, with a genuine interest in their experience and perspectives. It is also important that there are members of the team with a background and experience of domestic violence both with individuals and in group work environments. The group work aims to create forward momentum and to support young people and parents to harness that momentum to create change. See Cycle of Change and The Assessment film resources.

The trans-theoretical model conceptualises behaviour change as involving a process that occurs in increments and involves specific and varied tasks. People pass through a series of stages as they change behaviour (Di Clemente & Prochaska, 1982).

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Part 2: Background information about the programme

They progress through pre-contemplation, where they are not considering and not ready for change, to contemplation, when they seriously evaluate the pros and cons of change, and when they may experience ambivalence and cognitive dissonance between what they believe, do and say, to preparation when they plan, select strategies and commit for change, setting goals and adapting their life style, to action and then maintenance to sustain long term change. Termination is when this has been achieved. Lapse and relapse can happen at every stage of the cycle.

We recommend that young people and parents who are in the pre-contemplation stage are not invited onto the programme unless some work has been done with them on an individual basis. Parents or young people who are at the contemplation or decision/preparation stage should be invited to attend the Break4Change Programme.

At contemplation, parents and young people recognise that there is a problem, and can explore ways of tackling it. Professionals might want to assess sources of motivation and recognise the ambivalence, commitment and capacity to change being expressed. In the contemplation stage, parents / young people usually:

- accept that there is a problem
- accept some responsibility for the problem
- have some discomfort about the problem
- believe things must change
- see themselves as part of the problem
- make a choice to change
- consider the next steps towards change (Horwath & Morrison, 2001)

While discussing referral to the programme, professionals might want to encourage young people to talk themselves into change, eliciting why they want change/should change, and exploring what keeps them from changing their behaviour.

During the programme, we aim for young people to feel less and less comfortable with the status quo and increase the cognitive dissonance that will hopefully move them into preparation while addressing the issues of denial, lowering of self-efficacy (“I can’t help it, I have no self-control / my parents provoke me”) and self-esteem.

The referrer should spend time explaining the programme to the parent and young person (separately), and discussing the likely benefits of attending. The initial meeting or interview might offer the opportunity for family members to express the way CPV has affected them and the changes they wish to/should make.

When families are at pre-contemplation, as they might be at the start of contacting agencies, they are unable to make a full psychological commitment to change. We recommend giving them information about the programme, using open ended questions to explore the effect the abusive behaviour is having on the family, making positive affirmations and using reflective listening, as well as exploring the potential consequences of not addressing the abuse. These families should feel free to get in touch if/when they want to move forward and be re-contacted at regular intervals to check whether they are now ready to address the issue and wanting to access the programme.

The realities of facilitation and working with a group and supporting people at different stages on the cycle, poses various challenges. Yet, it is a joy to see individual young people at more advanced stages of readiness helping less motivated ones to build discrepancy and resolve ambivalence, so they start moving into change.

It is our recommendation that the referrer/key professional will work with the parents and young people from the referral process to completion of the group programme and beyond, to consolidate changes made, support families through any possible relapse into abuse behaviour, ideally until parents /young people have been able to internalise changes even when external motivators are relaxed (Horwath, 2001).

Although external motivation can sometimes be transformed in internal motivation, we recommend that the programme is not used as part of a contract or order for the parent or as a form of “punishment”. Motivation should be “owned” by the family and not just the referrer.
Faced with resistance to change from either parents or young people, we suggest workers use a motivational interviewing approach, and that referrers do a one-to-one piece of work with the parent/young person between weekly sessions.

You might find the following pointers helpful:

**Express empathy:** Parents and young people are often isolated by the abuse. Empathy will relate to the experiences conveyed. It is marked by the underlying attitude of acceptance, respect and warmth. Reflective listening will be used as a means to understand feelings and perspectives without judging, criticising or blaming. Ambivalence is accepted as a normal part of the process of change.

**Develop discrepancy.** Awareness of the consequences and adverse effects of the status quo on the whole family is important. A discrepancy between present behaviours/situation and important goals will motivate change. Practitioners could assist the client to present the arguments for change, and provide an atmosphere that is conducive to self-disclosure through trust.

**Avoid Arguments.** Arguments are counter-productive. Opinions and beliefs are respected. The professional may hold different views but they are not expressed in rebuttal to the parent/young person’s beliefs. A “non-confrontational” approach to resistance or denial is utilised. Defending breeds defensiveness. Resistance is a signal to change strategies. Labelling is unnecessary.

**Roll with resistance.** New perspectives are invited, not imposed. The group is used as a valuable resource in finding solutions to the problems

**Support self-efficacy.** Support, encouragement and the belief in the possibility of change is essential and an important motivator (Sciaccia, 1997). Parents and young people are responsible for choosing and carrying out personal change. There is hope in the range of alternative approaches available.
2.5.2 Identifying and working with barriers to disclosure

Parents might be reluctant to disclose the violent and or abusive behaviour of their children until it gets very serious. There are many reasons for this, some of them linked to the stigma parents feel they will face if they do, or the response they got from a range of professionals when they attempted to disclose.

In England, children's behaviour is generally assumed to be directly caused by parents' behaviour (Harris, 1998), children are seen as 'victims' within families where there is violence (as of course they often are) and we have difficulty dealing with those who are both 'victim' and 'victimiser' (Gallagher 2004), or abusers only. On top of this, young people's behaviour problems are often 'explained' by the use of a clinical label, such as ADHD, which obscures who is actually doing what to whom and to what extent (Gallagher 2004).

Other factors which might prevent disclosure of the abuse include

- embarrassment or shame
- denial about the impact of the child’s behaviour or failure to recognise that the behaviours constitute abuse
- normalisation of the abusive behaviours, with parents seeing a certain level of abuse as an unavoidable part of the teenage years.

2.5.3 The Break4Change group work model

Although working in a group might mean there is more potential for resistance, discrepancy diffusion, non-participation and collective argumentation and therefore strong change statements are limited, the interpersonal pressure of the majority might have a pull on those less interested in change and draw the less ready toward a mutual public commitment. The group also provides a support system, which assures the individual that they are not isolated in the desire for action. Individual resistance might also be minimised.

The Break4Change model uses parallel groups for young people and parents. The young people’s group integrates a creative process so that each young person is able to revisit and process their learning from the sessions. There is also a filming aspect to the programme which enables young people and parents to hear, often for the first time, aspects of the young person’s views of themselves. The programme is strongly supported with supervision for both the therapeutic and creative practitioners.

The programme works with young people to stop their abuse and recognise the consequences of their behaviour. The model does not use the traditional problem focussed, instructional, expert led and abuse focussed processes that are used in traditional perpetrator programmes. The programme is not focussed on confrontation and deficit, as we feel that blame would mirror the strategies that abusers use themselves. Research highlights that many young perpetrators have themselves grown up with domestic violence, may have been abused themselves, had problems with drugs or alcohol, low self-esteem and high insecurity. Some also may have complex personalities, and a very fragile sense of self, which does not respond well to criticism.

Break4Change has been developed as a short programme. Participants and professionals are under high pressure to use the time effectively: work is focused and intentioned, and conveys the message that we believe in each participant’s ability to make positive changes within a short period of time if they are willing to work with commitment. This is indeed borne out by research, showing most therapeutic gains occurr within the first eight sessions (Garfield 1986), and that Brief Solution Focused approaches postulate that positive and long lasting change can occur in a relatively short space of time. It is facilitated rather than expert led.

The young people’s and parents’/carer’s group is open to both genders and both are facilitated by male, female and gender queer/trans workers. The programme also works with the wide range of gender expressions and identities, which are contrary to mainstream male-female binary. This approach is taken to enable modelling of good relationships between men and women and to also be able to challenge misrepresentation of gender norms and to diminish the risks of collusion. The programme is structured to work with different family structures including same-sex, foster, adoptive and extended families.
To reduce abusive behaviours, Break4Change does not focus on deficits and “the problem” of abuse but mainly on solution building. Facilitators focus on identifying exceptions (no one is always abusive, there must be times when they are not aggressive or violent and use other means to resolve conflicts and differences) and solution behaviours, which will be amplified, supported and reinforced. They will focus on young people’s and parents’ success in dealing with their problems, and how to notice and use them more often. Participants will be required to “develop concrete, behaviourally defined personal goals that they believed would positively impact their important relationships” (Lee, Sebold & Uken, 2003). Group members will be asked to “describe in detail what they were doing from session to session in their effort to make progress in their relationships” and be expected to create and construct solutions with the support of the group process.

In the young people’s group, the following will be particularly beneficial: exploration rather than exhortation, discussing pros and cons of any behaviour, eliciting young people’s concerns on their behaviour, using the Cycle of Change model, and designing action plans with a focus on the preparation and action stage. Professionals should aim to create an open, non-judging, caring and safely challenging atmosphere, where young people are able to do their own weighing-up of their relevant reasons to change, in relation to the rewards and costs of some of their behaviours.

Facilitators use solution talk and conversations about change, resisting diagnoses or languages that label their problem with violence as stable and unchanging. Assuming a neutral stance during the initial contacts, without going straight into a dialogue about the abusive behaviours, will give time for the young people to trust that as facilitators we are not interested in blame, and therefore that they do not need to be defensive or offensive.

2.5.4 Learning cycle and reflection

“Tell me and I will forget. Show me, and I may remember. Involve me, and I will understand.”

Confucius 450BC

In essence, when a person carries out an action they can then both observe and reflect upon its underlying processes and possible consequences. As a result, action becomes open to conceptualisation as a type of action with generalisable outcomes, a concept that can then be further tested through new experiences in order to both validate them and develop them further.

“Reflection is part of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting, and the term ‘reflective learning’ emphasises the intention to learn from current or prior experience.”

(Moon, 2004)

As part of the Break4Change programme reflection as a process allows parents and young people to establish connections between new and existing knowledge and experiences, to understand their own position within that relationship and to deepen the level at which they work with them at the personal level. For practitioners this is also essential in any Break4Change programme and so we ensure that all facilitators and creative practitioners receive supervision.
2.5.6 Achieving a balance between, education, therapy, discussion and reflection

Adults and young people learn in different ways. The Break4Change programme provides a good balance between teaching (learning and reflection) and play (action and experimentation). Humour and laughter are as much a part of the process as tears and outbursts of emotion, introspection and debate. Each group will develop its own unique character. It is useful to get parents and young people to move from their seats and regroup in new and different combinations, but remember to give some thought to developing continuity and safety, particularly in the early stages. Parents and young people need gentle encouragement to enable them to change their physical, emotional and mental positions.

2.5.7 The creative element

A key element of the Break4Change programme has been that the young people’s group work programme has embedded creative activities that involve the young people in using lyric writing, visual art, music production and other creative media. The young people in the group are supported by professional practitioners to use Rap, lyric/song writing and visual art as a medium through which participants can discuss, articulate and hopefully process some of their attitudes, opinions and feelings around CPV and their role in the issue.

The creative process involves much discussion and reflection with/between participants and staff, in order to reach a point where they have some material to start to work with and it is undoubtedly this part of the process that carries a lot of the value to the work. The writing workshops are interspersed with music technology and production workshops where the young people learn how to make tracks and beats to record their work onto.

We have learnt that the young people’s groups can be very different in their dynamic, both between programmes and even session to session. It has been essential to work with practitioners that can think on their feet and regularly rely on strong improvisational skills to adapt their session to what is happening around them. Sometimes they may need to draw out more from something that the therapeutic session has brought up that day.

The creative workshop immediately follows the therapeutic session, which the creative practitioner uses to stimulate discussion and generate material for the lyric writing or art, for this reason it is very important that the therapeutic staff and the creative practitioners put aside some time just before the workshop to discuss the preceding session’s content, outcomes and ways that the creative workshop could help to elaborate or reflect on this work. For the same reason it is equally important where possible for the creative practitioners to be involved in session debriefs or reflections on the participants’ or project’s progress. See Part 4 for more details about how the creative element works in each session.

See film resource.
2.5.8 The film dialogue process

Break4Change uses film to enable a unique ‘filmed dialogue’ between young people and their parents within a group work setting.

A question and answer format is used within the parents’ and young people’s groups to help participants talk about the issues that they are facing as children and parents, within their relationships and consider how their behaviours impact on each other.

Using film to convey dialogue from young people to parents and vice versa (as opposed to facilitating face-to-face discussions) means that parents and young people can be heard without interruption, which starts the process of understanding and empathy for the other.

All questions are designed to promote empathy. Participants are encouraged to say how they feel rather than tell any detailed personal information. They are asked not to go into grievances. Often the question would be asked a second time if the answer given is one word or seems to be misunderstood. These questions are always met with differing levels of anxiety and participants are always told there is no wrong or right answer, they can’t get it wrong as it’s all about their thoughts and feelings. The aim is to put them at their ease. If they really can’t think of an answer, that’s fine not to worry and thanks for trying as it’s not easy having a camera filming you. It’s recommendable to have the participant look at the person asking the questions and to try to ignore the camera. Ideally the interviewer stands directly behind the camera, so the film looks engaging as the participant has eye-line to the interviewer. If someone really doesn’t want to be on camera they are given the option to answer the questions and just have their voices recorded or they can write something down to be included as text in the edit.

This process shows parents and young people another side to their family member that they may not have seen before. Participants say that the film process has helped them to get a different perspective or understanding of their parent/child. They also say that many of the things that were said during the interview would never have been said face-to-face.

Parent comments: “it was one of the only times that I’ve seen my son show remorse for his actions”.

“In the film, my son said that he loved me. Before this, I’d never heard him say that”.

In session 9, participants are filmed giving more general feedback about the project. In session 10, the parents and young people come together for the first time in the project to view the film that brings together several of the individual dialogues that have been happening between young people and their parents/carers. Seeing the films as a group is very important as it detracts from over personalised interactions and helps give both young people and parents the added perspectives of other young people and parents they wouldn’t have had access to otherwise.

Watching the film in this way, gives rise to positive peer-to-peer contributions within the groups where, for example, parents will praise a young person who doesn’t have a parent on the programme and a parent without a young person on the programme will hear similar messages that they may have heard from their child but not heard them in the same way prior to the Break4Change film process. The process can help to build empathy with family members and the parents and young people can use these insights in a positive way to work towards change. More details about how the film dialogue process works is available in Part 4.

If they really can’t think of an answer, that is fine and they are asked not to worry. They are thanked for trying as it is not easy having a camera filming you. It is recommended that the participant look at the person asking the questions and to try to ignore the camera. Ideally, the interviewer should stand directly behind the camera, so the film looks engaging as the participant has eye-line to the interviewer. If someone really doesn’t want to be on camera they are given the option to answer the questions and just have their voices recorded or they can write something down to be included as text in the edit.
Part 3: How to set up a Break4Change programme

- Advertising the programme
- Referral and referrers
- Assessment, home visits and initial meeting
- Monitoring and evaluation
- Facilitators, group dynamics and supervision
- Preparing for the film dialogue process
- Programme session practicalities e.g. frequency, time of sessions, group size
- Creating a welcoming environment for participants
3.0 Overview for setting up a Break4Change programme

Once you have decided to run a Break4Change programme it is important to consider how to advertise, deal with referrals, think through how you might evaluate the programme and support both the participants and facilitators.

We recommend you work in partnership to address CPV, both at the strategic and at the practice-based local level and that you access our training on CPV, before you run your first programme.

You will need to have familiarised yourself with the concepts of Break4Change so you can explain them to the parents and young people in a clear and straightforward way. If you have run parenting or young people's programmes before, you need to know the ways in which Break4Change differs from those programmes.

The more prepared you are, the better the programme will be. There are things that you can prepare for and some, which you cannot. Whilst you can make sure you have all the practical aspects covered, you cannot always predict how people and young people will interact.

What you need to be aware of is that participants will be a combination of distressed, angry, hostile, isolated, funny, difficult, inspirational and unforgettable. Always be prepared to be flexible in relation to the content and what the group requires, whilst retaining the focus and timing, or you will not be able to complete the programme and get through the material.

3.1 Advertising the programme

Parents and Young people need enough notice of dates and you need to tell them details about the programme and how it relates to parents and young people so they know how they will all benefit. E-mails, presentations and word-of-mouth all help getting the message out.

Leave enough time for advertising your Break4Change programme, especially in the early stage when the programme is less well known. As time goes on you’ll be overwhelmed with requests.

You need to decide how people are going to get onto the programme. E.g. Are people going to self-refer, or do they have to be referred by someone else?

See Part 5 for an example of publicity.

3.2 Referrals and referrers

If you are to use referrers, some initial negotiations and contracting between the referred parents and young people and the referrer should happen (e.g. be clear about the referrer’s role, obligations and tasks both during and at the end of the Break4Change programme).

A preliminary meeting for referrers will give more information about the programme and provide the opportunity to ask questions, make suggestions and discuss what sort of referral would be appropriate.

Ask referrers to avoid giving parenting advice that might conflict with the Break4Change programme while parents and young people are attending the programme.

See Part 5 for an example of a referral form.
3.3 Assessment, home visits and initial meeting

Assessment is an important aspect of the Break4Change programme as this is the time when the facilitators can get to understand and make sure that the parent and young person are suitable for the programme. Part of the assessment process is also about enabling parents and young people to decide whether they feel that they are ready to go on the journey of change.

We have found that the most successful process for assessing participants should happen after a referral has been received. A parent facilitator and a young person’s facilitator will discuss with the family the best place to meet each member of the family individually and carry out an interview with them. Risk assessments have been completed in the home or at a location that works for the parent and respective young person. The parents and young person are always seen individually.

In some programme runs we have not visited the families in their home but instead have met at an agreed location. We have also run an introductory meeting evening with the parents and young people in a central location. We have found that the two later approaches are not as successful as the home visits, especially in ensuring that children attend the young people’s group.

See Part 4 for full descriptions and details of how to run home visits and initial meetings.

In both situations, the facilitators use solution-focused questioning techniques as part of the initial meetings, with both parents and young person. This questioning approach guides and supports parents and young people to change.

The aims of the meetings/interview(s) are to:

• build a positive, working relationship. Look for strengths and resources in the family, and use compliments to develop a collaborative stance
• build initiative for change and activate the change process
• provide prospective participants with the opportunity to assess their readiness and interest in attending the programme.
• emphasise choice and respect their right to assess what is best for them
• support the young person to explore any barriers to group attendance (which could be very intimidating)
• resolve fears or worries about how they will be treated. We suggest you give a detailed description of the programme so potential attendees know what to expect, explain the working parameters and what will be required of them.
• develop an understanding regarding the expectations of the group.

The facilitators explain that the programme is 2 to 2.5 hours a week for ten sessions, and that we recommend both parent and young person attend regularly. It is vital that they make the first session, as this one will include an explanation of the group rules, and an introduction to developing an acceptable goal. They also stress that lots of hard work has to be done in a short amount of time.

The facilitators explain that participants will be developing a set of strategies to deal with problematic or abusive behaviour to work on throughout the ten sessions, something participants would choose to work on, in order to improve the situation at home.

Time will be spent in the first three sessions helping parents develop and clarify their strategies so they are as specific as possible regarding their behaviours. These are behaviours/strategies that they believe will improve the relationship, given that the behaviours must be the presence of something rather than the absence of something.

They then explain that, once the strategies start to be used and are established, participants would be expected to work on them between sessions and to report on their effectiveness. It is key that facilitators enquire about the participants’ strategies on a session-by-session basis to evaluate change over time.

The idea of take away handouts and reading might be introduced at this stage too. These are given to parents and young people at the end of some of the sessions.

See film resource.
Based on the model from Lee, Sebold and Uken (2003), we suggest the following questions (feel free to make your own/to modify them) as a way of building confidence in the possibility of change:

- what are some of your recent successes?
- what kinds of things do people compliment you on?
- what have you done that you are proud of?
- what have you done that required a lot of hard work from you?
- have you ever broken a habit that was hard to break?
- have you ever had to do something you really didn’t want to do and still made it work?
- you are facing an incredible challenge to attend this group. I am wondering if you’ve ever been able to get through something this difficult before?

Potential group members need to understand that they will be empowered to solve their problems and that the facilitators fully believe that they are capable of doing so and that they will discover resources within themselves and in sharing with the group, to manage their emotions in an acceptable manner and to find strategies that will change the family dynamic to ensure abuse and violence are not acceptable.

The interview process includes both an assessment of the situation and gravity of the abuse to provide a baseline to later measure the change effected by the programme as well as enabling the facilitators to meet with the parent/young person to introduce themselves and explain what the programme is about. These interviews are also an opportunity to complete pre-evaluation questionnaires for young people and parents.

Parents and young people need to know what they’re signing up to and how much commitment will be required. These are explained in more detail in Part 4. Spending time on engaging with parents and young people at this stage reduces the drop-out rates during the programme.

### 3.4 Monitoring and evaluation

#### 3.4.1 Referral forms and registers

There are templates for referral forms in Part 5, and it’s useful to set up a register to record all referrals received, referrals accepted, and which session’s parents and young people attended. Collecting this information is essential if you’re going to produce statistics or evaluate the success of your programme.

#### 3.4.2 Demographics

There is information on collecting data for evaluation on attendees and their age, gender, sexual orientation, ethnicity, disability and family composition in Part 5.

#### 3.4.3 Evaluation and evidence

A number of people are doing research into the effectiveness of Break4Change. The Break4Change programme has constantly evaluated the effectiveness of the programme and is part of a Daphne European Union funded project - Responding to Child to Parent Violence. The programme is an action research project working with Bulgaria, England, Ireland, Spain and Sweden to develop an evaluation framework.

The amount of information you collect depends on what you are interested in looking at. So any evaluation process requires collecting the relevant qualitative and quantitative data to show impact. At Break4Change we use the details from the referrer, the assessment process, registers and pre and post programme questionnaires as well as interviews to assess the effectiveness of the programme. At Break4Change we have had an external evaluation undertaken by a Masters student from the University of Brighton and we have also continually evaluated the effectiveness of the programme. Our most recent data is being analysed by the University of Brighton and University of Valencia.
3.5 Facilitators, group dynamics and supervision

The facilitators must be able to support the referral and assessment process as well as be experienced group facilitators. The group work sessions include both large group and small group activities. You need enough facilitators to support the two parallel groups plus at least one person who can support the filming element of the programme. For the young people’s group you also need to have the creative facilitators.

We advise working with

a) Up to 12 parents, which means that you need at least two facilitators for these sessions.

b) Up to 10 young people, which means that you need at least two facilitators plus a creative facilitator.

We therefore recommend three to deal with the dynamics of the group.

Each facilitator should feel confident enough to manage the dynamics of individual and group work and be very familiar with the content of the activities and the Break4Change concepts including the filming and creative approach.

3.5.1 Group cohesion and bonding

After parents overcome their initial fears of being judged and the common tendency to look for differences, as opposed to similarities in other people’s stories, they are likely to become very supportive of each other. They often exchange telephone numbers and stay outside the building talking after the group programme is completed.

Young people often take a while to bond. It is important that the facilitators ensure that group agreements are developed with all young people and that abusive/discriminatory behaviour between young people is challenged. The different age differences in the group can be really helpful as often younger children challenge their older peers. Be prepared to work with the group dynamics but keep in mind the aims and objectives of the group.
3.5.2 Supervision for facilitators

'Reflective supervision produces reflective practice'. This is significant because it can take into account and both value and evaluate any response to a given situation. Feelings are as important as facts, gut reactions as valuable as theory. Only by allowing and exploring them can those that distort or promote defensive practice be discarded'. “In short, the ideal supervisor requires a constellation of abilities which assist in the integration of the (...) worker’s knowledge, understanding, sensitivities and existing competencies, while facilitating a learning process which both illuminates present and past experience and enables competent professional judgements” (Pritchard, 1995, p26).

“Children and adults benefit from group treatment because it reduces perceptions of isolation and the feeling that their family is the only one with problems of violence” (Carter et al, 2003, p188).

Supervision is essential in the Break4Change model to consider the impact of domestic violence and abuse on the parent who may have accommodated a level of abusive behaviour and may feel powerless and helpless; for the young person who will have a distorted view of healthy relationships, feels unsafe and fearful; and for the transference of those powerful emotions that the facilitators will absorb and ‘feel’. “The ability of the team (of facilitators) to experience and contain the painful emotions projected on to them enables the child (young person/carer) to take back the feelings again in a more manageable form” (Pughe & Philpot, 2007, p.46).

It is also essential to allow the facilitators consider what is going on in their own dynamics as facilitators. “..not being good enough or not getting it right, feeling helpless, feeling intrusive, or, perhaps in reverse, feeling intruded upon, feeling lost and confused, are liable to beset most of us at times when attempting new endeavours or difficult situations. This is doubly difficult when we have to be relating to our own anxieties and distinguishing them from feelings evoked by the client” (Copley and Forryan, 1987, p.48).

Being aware of the effects of Domestic Violence

For supervisors it is important to have an understanding of the effects of domestic violence. For young people who have not experienced domestic violence in the home, 1 in 3 report they do not feel they know enough about what constitutes a healthy relationship (Dept of Health 2009). There is a belief that they live in an instant access culture, which is interpreted as having what you want when you want it. Consequently they do not know how to tolerate feelings of frustration when they don’t get what they want. They can experience a sense of shame if they see themselves as different from their peer group by not getting what they want and a powerlessness that they are not in control of how they can get what they want i.e. they don’t have sufficient money of their own or the means to get it. This leads to coercive behaviour that can lead to more emotionally abusive behaviour and/or violence. Equally, unresolved issues in the parent/child relationship such as attachment or family breakdown can lead a young person to becoming abusive due to a lack of being able to communicate and the parents avoidance in discussing what the issues might be. This can generate feelings of shame and guilt.

Being aware of gender and gender identity

Within the supervisory role it is important to consider gender differences which may affect how the facilitators react to what the attendees are presenting and to encourage discussions regarding the issues of gender as they can often illuminate what might be going on in the family in terms of acceptable/unacceptable behaviour. Furthermore a supervisor should be aware of the issues relating to transgender identity or where gender identity is uncertain or non-binary (does not fit into notions of male and female). Further information is available from the Gender Identity Research and Education Society http://www.gires.org.uk/families.php
3.5.3 The skills, attitude and experience required by supervisors

Knowledge and experience of working with domestic violence. A supervisor that has an understanding and ideally a level of experience of working in the domestic violence field will help guide facilitators who may have little or no understanding of the domestic violence processes. The family that has experienced domestic violence and abuse from another significant adult will be more vulnerable for abuse to continue through the young person’s behaviour. The parent will have a higher level of tolerance to unacceptable behaviour due to the abuse they will have already experienced. Whilst we are very clear that we do not identify the young person as a perpetrator, we are aware that there are similar behaviours enacted by the young person.

Shame and powerlessness are significant emotions that often generate abusive behaviour. For children growing up in an atmosphere of domestic violence, this can produce a feeling of shame that it happens in their family or that they are the ‘cause’ of it and powerlessness in not being able to stop it. Young people in these circumstances will rarely hear those committing domestic violence saying sorry or taking responsibility for their actions, making it more difficult for them to take responsibility for their own behaviour.

When setting up and running supervision for the facilitators, it is important to:

- provide a reliable and protected space for supervision
- run supervision sessions frequently enough to explore issues
- ensure that each member is aware of therapeutic matters and understands the basic approach of the programme
- create the space where the concerns of the person supervised can be aired and explored
- ensure that issues round domestic violence, gender dynamics and substance misuse are able to be discussed
- ensure that discussions about the facilitators’ own experiences of being parents and of their own experiences of childhood might affect the way they work
- provide training which allows the supervisor to help the supervisee underpin practice with theory
- manage in the sense of giving direction where necessary.

The Break4Change supervision has been run as follows:

- A two-hour session runs once every three weeks for the duration of the programme. All facilitators from the parent and young people’s group attend, and the session is facilitated by the supervisor.
- The supervision session enables both sets of facilitators to have a reflective time to review how the children and parents are progressing, tease out any issues of concern, put in place any measures that need to be addressed both within and outside of the intervention and also ensure that the dynamics of the children and the parents’ groups are progressing on their journey of change.
- This enables the supervisor to ensure that the sharing of appropriate information happens between each group and that the overall effect of the intervention is helpful to both the parents and children on the programme.
- The supervision sessions also provide a forum to check-in with each facilitator as to any issues they may be facing as practitioners working with Child to Parent Violence.
- Over time we have realised the importance of providing supervision for anyone involved in the filming and the creative session. These workers attend the supervision group twice during the programme.

See Part 5 for an example of the terms of reference for supervision.
3.6 Preparing for the film dialogue process

The film dialogue can be a simple or more complex process. It can be filmed using smart-phone technology or you can engage a film-maker. This will depend on budget. The film process is not about producing a slick end product, but rather enabling parents and young people to articulate and share the issues they have been facing with each other honestly. Think of the film making aspect as a critical tool to extend your work rather than a show reel/documentation or evaluation material. When using a smart phone or a film camera make sure that you also have a PC /Mac film editing programme. Before starting make sure you test the footage from your smart phone on the editing software to check compatibility. Be aware that you need to factor in time to make the edits before the last session. Make sure you consider any risks that may be present if the information is held post-programme. We have always been clear that the footage is only for use within each family and should not be distributed further.

The film dialogue takes the following form:

- During the early stages of the group work programme and as part of the therapeutic sessions, participants of both groups, supported by either the film-maker or facilitators identify common sticking points around the issue of CPV (power and control, entitlement, respect, anger etc.) and start to generate interview questions to be posed to their child/parent. Some examples of questions are available on page 41.
- Participants then take part in a series of filmed interviews where they:
  a. Listen and respond to the questions posed to them by their parent/child, and later on in the programme.
  b. Watch their parent/child’s response to their question and record a further response to be viewed by their parent/child.

This process is repeated several times throughout the programme:

- In session 9, participants give more general comments and feedback about the project and their progress.
- In session 10, the final session, the two groups come together for the first time in the project and watch a short film which brings together the most powerful aspects of the several different film conversations that have taken place. Details of how the film process takes place per session is available in Part 4 of this document.

The film dialogue is an integral and powerful element of the Break4Change programme. For it to work effectively it is imperative that:

- Participants are aware of the process (ideally ahead of the programme commencing) and encouraged to participate.
- Facilitators plan adequate time into their session to accommodate the film dialogue activities.

3.7 Programme session practicalities

3.7.1 Frequency

The programme is designed to run once a week for 10 sessions. We have run the programme in a variety of ways: running a 12-session programme and also an 8-session programme. In our experience running the programme weekly seems to be best. If you start to think about running it fortnightly, it can mean that someone who misses a session has a four-week break between sessions. Weekly sessions work well because it’s easier to remember to attend every week and if parents or young people miss a session, the gap is smaller. This means that the participants stay connected to the ideas and remain more engaged with the programme.

If you are going to run sessions fortnightly you may need to build in some telephone support for parents and young people who miss a session.

3.7.2 Time of day and session lengths

The Break4Change programme has been run mid-week from 5.30pm. The parents’ group lasts 2 hours and the young people’s group 2.5 hours. This enables participation of both the parents and young people.

However, this can mean that time and care needs to be taken to work out what support needs to be put in place to support parents with other siblings’ care requirements.
3.7.3 Group size
As with all groups there is an optimum size that promotes good group formation and cohesion. We found that fewer than 10 parents make group discussion less rich and more than 14 made the group too large. As there can be early drop-outs, it’s worth having a large group at the beginning. With the young people we found that having a group size of 10 is large enough. Group size is something you need to decide in the context of local constraints (room size, number of facilitators, etc.).

3.7.4 Venue
The venue should be central and easily accessible. There should be at least two rooms, preferably these should be accessible by different entrances for the parents and the young people. The rooms should be reasonably sized and well lit so that both parents and young people are comfortable. Ideally the rooms should be spacious to enable small group activities to happen.

Some parents are unable to attend unless there is childcare for other siblings, so ideally if there is childcare on site this is a real bonus. Sometimes parents ask family or friends to provide childcare during the programme hours.

3.7.5 Telephone support
Phone support can be provided in two ways: a) facilitators can ring parents and young people between sessions or b) facilitators can identify a time when parents and young people are able to ring them.

3.8 Creating a welcoming environment for participants

3.8.1 Refreshments
It is always a good idea to let parents have refreshments, although for some they may see this as a distraction. For young people having refreshments that are healthy is a great idea. Whether or not you provide refreshments will depend on the time of day that you run your programme, what resources are available and what parents want. As a minimum, provide drinking water and cups.

3.8.2 Setting up the rooms
As suggested, two rooms that enable the parents and young people to be kept separate is ideal. This enables both sets of people to have their own space during the period of the programme.

1. Place chairs in a circle
2. Set up the DVD
3. Put out refreshments
4. Make sure you have all the resources required for the session e.g. flip chart paper, pens
5. Make sure you have all the hand-outs you are going to use
6. Make sure you have space for the therapeutic and creative sessions for the young people
7. Make sure you have a quiet space to do the filming

3.8.3 Welcoming parents and young people
Allocate one facilitator from each of the parent and young people’s group to welcome parents and one to welcome the young people.
Part 4: The Break4Change Programme

- Introductory event information
- Individual interviews/home visits
- How the film dialogue process works per session
- Creative sessions for the young people’s group
- Parents’ group sessions plans with handouts (ten sessions)
- Young people’s sessions plans (ten sessions) with further details
- Young people’s session handouts
Part 4: The Break4Change Programme

4.1 Introductory event information

This session gives prospective participants:

• An overview of the programme
• An opportunity to discuss commitment and to ask questions
• Information related to confidentiality
• A chance to assess the situation that they are dealing with related to Child to Parent Violence
• An opportunity to watch the filming process on DVD

The session begins the group work process. It gives parents and young people an outline of the Break4Change programme, allows the parents to break the feeling of isolation and despair knowing there will be other parents trying to deal with violent and abusive behaviours, shows them that there are other parents in the same situation and gives an experience of being in a group. The young people get to meet other young people who have instigated abuse or violence towards their parent/s and or carer/s. It is pointed out that both groups are mixed gender.

Within the session a DVD is shown showing some of the past participants views of Break4Change. If you are able to, the introductory session is also a time where you could introduce the perspective parents and young people to previous participants of the programme.

Parent comment: “It’s great to hear from others who are going through the same thing that we went through six months ago. At the time it felt like we were the only ones.”

Aim: To enable parents and young people to know what to expect from the programme and for them engage in the process.

Objectives

By the end of the session participants will:

• have met the other potential group participants and the facilitators
• understood the ground rules of group work
• have an overview of the Break4Change programme
• have an idea of what previous parents and/or young people think about the programme (through the DVD)
• be in a position to decide if they want to participate in the programme

Before the session

Have a 15 minute meeting with all facilitators before the session to prepare the room, refreshments, allocate tasks and discuss any last minute decisions. Welcome the participants.

Timing: The session usually lasts an hour and is structured as a supportive drop in

Resources necessary for the sessions

• Register
• Name labels and felt tip pens
• Session overviews printed copies
• Flip chart paper and pens
• Promotional DVD
• DVD player and TV
• Flyer of dates, times and venue for the group work programme
• Tissues
Instructions for facilitators

Activity one: meeting and greeting

This happens as parents and young people arrive. One facilitator stands near the front door, Welcomes parents and children as they arrive, explain what rooms they are using, where the toilets and refreshments, give out name labels if you feel these are necessary and ask parents to fill in the strengths and difficulties questionnaire and the assessment form.

Activity two: welcome, confidentiality and housekeeping

Open the session, welcoming everyone explain this is an introductory session that will give the parents and young people an idea about what it might be like to come on the programme. The aim is for parents and young people to have enough information to be able to decide whether they want to sign up to the programme. Give out the strengths and difficulties questionnaire and the assessment form and explain that these are used to assess what is happening in the family and will also be used to evaluate the effectiveness of the programme. Explain how the questionnaire should be answered and be aware that some participants may struggle with reading so be on hand to work with those that are struggling.

Activity three: introductions of facilitators and participants

Activity four: playing the DVD

Activity five: Is Break4Change for you? A quiet time with the facilitator to answer the assessment form

Activity six: questions, information and decisions

Activity seven: endings

After the session this is an opportunity for facilitators to discuss how the event went. Make sure you have a record of who attended, check that you have all the strengths and difficulties questionnaires and all the assessment forms and any evaluation questionnaires.

Decide who is going to follow up with the young people and parents to check whether they want to attend the programme. Check that all facilitators have the dates and venue of the programme and decide who will lead the first session allocate tasks for the first session.
4.2 Individual parents and young people interviews/home visits

Individual interviews are an alternative to holding an introductory/surgery event. They take up more time than the introductory event but offer the opportunity to talk about personal situations in a confidential space. When meeting with parents and young people it is important to meet the young people and parents separately. The prospective parents and young people learn about the group work programme, discuss hopes and expectations and are able to talk through their individual situations. The purpose of the interview is not to select people but to give parents and young people enough information to enable them to decide whether the Break4Change programme is right for them.

Part of the process is also to ascertain motivation, assess levels of abuse and violence and the desire to make a change. It is important to discuss issues such as child care arrangements; any needs that the parent and/or young person has to enable them to make the best use of the Break4Change programme. This gives an insight into their support systems at the same time. Starting the Break4Change programme is a real commitment and attending an interview is a demonstration that parents and young people are willing to take the steps towards a more respectful parent/child relationship improving things at home.

Individual interviews allow more personal engagement with prospective parents and young people than the introductory sessions. The interviews should not last more than an hour and a half. All parents and young people have said that the most important thing they want to know before coming on the programme was whether it worked. In Break4Change we have used a DVD to enable parents and young people see what previous participants both parents and young people have said in the past.

See film resource.

Aim: To find out more about the parents and child’s experience. To tell parents and young people what to expect from the programme and to engage them in the process.

Objectives

By the end of the interview participants will:

• have met some of the facilitators
• have explained how they experience child to parent violence
• understand how confidentiality will work
• have considered what they might bring to the group
• be in a position to decide whether they want to commit to the group
• started to think about hopes and expectations for the programme

Before the interview: Allocate tasks

Timing: One hour and a half

Resources

• Assessment criteria forms for young people and parents to complete
• Strengths and difficulties questionnaire for parents to complete
• Details of the sessions
• Dates times and venue plus map of how to get to the venue
• DVD
• Materials
• Tissues

In our experience allowing time to see parents and the young people in their home setting has proved more useful to the facilitators and increased the attendance of the young people. It is also important to make sure that the family will receive continued support from the referrer or if passed to another agency they will remain involved for the duration of the Break4Change programme.
4.3 How the film dialogue process works per session

**Equipment:** These are the minimum requirements for each session

- Separate quiet room to film in
- Camera / microphone for sound recording
- DVD player and TV / laptop (with the edited footage as appropriate per session)

**Timing:** Filming will take up a full hour ideally depending how many participants there are.

**Process:** Parents and young people are filmed on alternate sessions in the following sessions:

**Parents – Sessions 4, 6, 8, 9**

**Young people – Sessions 3, 5, 7, 9**

In the tenth session there is no filming but an edited version of the film is then played to all. It is important to explain to each group in which sessions they will be filmed. The filmmaker also documents the young people’s creative session which provides a background for the final DVD.

**Session 1 – Introduction to filming for young people’s and parents’ groups**

**Total session time for introduction to film dialogue:** 10 minutes

**Introduction:** The filmmaker (if appropriate) and group to introduce themselves to each other. An overall summary of how the filming works is explained to groups. In the first two sessions each group decides what questions relate to the abuse and violence that is happening within their family/between parent and young person - based on their group work. These questions will be shared with the relevant group and the participants respond with their answers. If participants have not formulated questions by their first filming session, some questions are suggested.

**Suggested questions – asked for both young people and parent / carers:**

- Describe what you think your child’s/parent or carer’s behaviour is caused by.
- Describe how you think they feel when you’ve had an argument or difficult time.
- If you were the young person/parent or carer how would you react to and deal with your child’s/parent or carer’s behaviour?
- How do you make yourself feel better after an argument?; What do you tell yourself has happened?
- After an argument what frame of mind are you in and what do you tend to think about?
- After an argument how do you get yourself back into being able to pick up and carry on with day to day life?
- What do you wish for yourself and your family in the future if you could have anything you wanted, apart from winning the lottery?
- What do you feel your child/parent or carer doesn’t understand about you?
- What do you like about your child/parent or carer’s?
- What could you do to make things better? Just one simple achievable thing like making the occasional cup of tea, or perhaps something you used to do but don’t do any more like playing football / going fishing / watching a film together

**Questions or messages**

- Is there anything you’d like to tell or ask your child/parent or carer or all the young people/parents or carer’s that you’d like them to answer/think about?

See film resource.
Session 1 continued

Examples of past questions parents asked their young people

- How do you define respect? Is it different in different situations with different people and if so why?
- How can I make you believe that I love you just as much as your brothers and sisters?
- How would you feel if you saw someone else being violent towards me in the same way that you are to me?
- Why do you feel that you have special licence or that it’s ok to behave abusively towards me?
- Why do you answer back?

Examples of past questions young people asked their parents

- Why when I ask you to leave my room do you continue to talk to me until I lose my temper?
- Please don’t ask me repeatedly again and again to do things I will do them in my own time.
- Why I’m like this?, Why is it happening to me and my family?
- Am I less important than the other children because I’m older and they’re younger?
- Do you still care about me?

Messages for parents/carers

- I’ve ruined everything by being violent and disagreeing with everything my mum and dad say.
- I love you and I’m sorry for what I’ve done I just want things to go back to how we were.

Messages for young people

- Why do you push it to the point that I have to fight you and feel like I want to hit you when it is the last thing I want to do?
- Believe in yourself you can achieve anything.
- All the young people seem very mature and brave as they admit their problems and want to make things better so well done to them.
- Keep coming to the sessions, everyone is really proud of you.

Session 2 – Young people’s and parents’ groups agree questions

In the parallel groups, the young people and the parents work out what the first set of questions will be that they want to ask each other as part of the therapeutic session.

Each of the groups work on their first therapeutic sessions and any questions or messages that may arise are noted down and collated by the facilitators. Participants will have seen the full list of the types of questions (see above) from previous Break4Change programmes.

Session 3 – Young people are filmed

Young people are asked the initial questions and these are recorded for parents. See the list of questions in session 5. These will all be asked of each participant. Each young person is filmed individually for this first filming session.

Session 4 – Parents are filmed

Parents are asked the initial questions and these are recorded for their young people

See questions in session 5. These will all be asked of each participant.

Two x 30 minute sessions - half the parent group in first half hour and the second half in the other.

This takes place in the second hour of the session.
Session 5 – Young people are filmed

Young people see their parents questions and their response are recorded. Young people see the recording as a group, and their responses are filmed individually. Depending on the group size half the group in the first 30 minutes and then the other half in the second can work well.

**Note:** Once the maximum 10 minute edit is finished note down key points of all that’s covered in the film you show. This is a useful reference when asking participants what they thought of what’s been said in the video and helps to refresh their memory.

Some suggested prompt questions which can be used each time the groups are preparing their responses:

- Can you tell me your general impression of the parents/carers group?
- Did anything in particular stand out or surprise you?
- Do you remember what your parents/carers said?
- What did you think of what they said?
- Do you have a message or question for all the parents/carers?
- Do you have a message for your particular parents/carers?

If possible try to ask them to find a positive statement, even around something negative e.g. : ‘I know it’s hard for you and everyone in my family and I don’t feel good about how things are and I want to make a change’

**Note:** A copy of the video shown is delivered to the general programme manager and made available to any participants who were away and they can feed back written comments to the video editor as soon as possible to be included in the edit.

Session 6 – Parents are filmed

Facilitators from both groups meet prior to the session to watch the video shown in session 5 above.

Parents see their child’s questions and their responses are recorded. Two x 30 minute sessions - half the parent group in first half hour and the second half in the other. This will take place in the second hour of the session.

**Note:** Once the maximum 10 minute edit is finished, note down key points of what’s covered in the film shown. This is a useful reference when asking groups what they thought of what’s been said in the video and helps to refresh their memory. See suggested prompt questions in session 5 above.

Session 7 – Young people are filmed

All group facilitators meet prior to the session to watch the video shown in session 6.

Young people see parents response to their questions and their response is recorded. The group see the DVD together, then their responses are filmed individually.

**Note:** Once the maximum 10 minute edit is finished, note down key points of all that’s covered in the film you show. It’s a really handy reference when asking people what they thought of what’s been said in the video and helps to refresh their memory.

See suggested prompt questions in session 5 above.
Session 8 – Parents are filmed

All group facilitators meet prior to the session to watch the video shown in session 7. Parents see young people’s responses to their questions and their responses are recorded.

Two x 30 minute sessions, with half the parent group in first half hour and the second half in the other. This will take place in the second hour of the session.

**Note:** Once the maximum 10 minute edit is finished note down key points of all that’s covered in the film you show. It’s a handy reference when asking people what they thought of what’s been said in the video and helps to refresh their memory.

See suggested prompt questions in session 5 above.

Session 9 – Parents and young people are filmed

All group facilitators meet prior to the session to watch the video shown in session 8. This is an evaluation session for young people and parents/carers to be asked the questions below.

This consists of two x 30 minute sessions. Parent group in first half hour and the young people in second half hour or vice versa. The groups can be interviewed half the group at a time. This would usually take place in the second hour of the session.

Suggested questions for evaluation filming:

- How was Break4Change compared to how you’d expected it to be before you came?
- What’s the best thing about Break4Change?
- What specific tools do you now use that you learned at Break4Change?
- If you were to encourage someone you knew and felt would benefit from Break4Change how would you persuade them to come?
- If you were explaining to someone who’s never heard of Break4Change how would you describe it?
- What’s most surprised you about Break4Change?
- What do you do differently now after attending Break4Change that you didn’t do before?
- Now that Break4Change is finishing how do you think you will be moving on to the future?
- Can you tell me what child to parent violence means? Or, What is child to parent violence?

Session 10 – Groups watch final DVD together

Parents/Carers and young people come together to watch final DVD together. A copy is given to participants to take home to remind them of their successes and commitments for the future.

Footage from all the filming is drawn upon to make the final film a picture of the journeys participants have made. A positive upbeat picture as possible is presented, whilst addressing the issues at hand. Using the music the young people produce and footage of the creative workshops makes for an involving combination with the participants comments interwoven. The DVD is usually 15 to 20 minutes in length.
4.4 Young people’s creative sessions

If setting up your own CPV intervention using a creative aspect, it would be advisable to brief the creative practitioners or partner organisation to develop activities that make best use of their specific skills and expertise to respond to the principles and objectives described below, rather than use the information below as programme/session-plan. The overview below is an example of the approach used by AudioActive, a music and arts organisation that works with young people.

The key aims of the creative sessions of Break4Change are to provide activities where the learning from the weekly therapeutic workshops can be embedded and explored further, but also to enable a sense of achievement and positivity in the young people, to bring them together as a group and help develop their self-confidence and self-expression. This allows them to maximise on the therapeutic and group work elements of the programme. In the Brighton & Hove project, although the work is process-driven, recording of the lyrics is also an important aspect of the creative element. The young people get a huge sense of achievement, a challenge to learn new skills and express themselves, and gives the young people a sense of their potential for change. Hearing their own words, in their own voices is a vital part of the song writing process and benefits the group, however difficult this might be for some of them to do.

They take risks in the group with each other, encourage one another to try new creative skills and later on, often start to challenge each other’s values or behaviours. In many cases this has also paved the way for them to progress onto creative projects beyond Break4Change.

Regardless of the creative medium being used the sessions need to be fast moving to maintain engagement. This often means that the practitioner needs to look after any tedious or technical bits of the creative process (e.g. arrangement or mixing down of tracks or bringing in ready-prepared stencils or canvas backgrounds) which can sometimes be counter-intuitive to other participatory youth arts contexts.

The creative element of Break4Change also helps young people to get into a reflective mind-set which greatly helps them to engage with and benefit from the film element in a more open and fluent way.

Sessions 1 – 6 are delivered in alternate sessions by a music producer and lyric writer (rapper/performer). Session 7 is the final recording of the song. Sessions 8 and 9 are delivered by a visual artist.

Session 1 – Music production

Overview

• Break the ice
• Introduction to collaborative music making
• Have fun!

The first session is to have fun with the group and demonstrate that it’s easy for them to contribute to collaborative music production not pressurising the group to pick up instruments. The group gets to know each other, play name games and ice-breakers, use any items in the room to make sounds and rhythms e.g. clapping, finger clicks, crunching a plastic cup etc. These sounds are recorded. The music producer uses triggers, plug-ins and software to create, record and arrange these sounds into a basic track.

Everyone is included in the process, it is accessible, immediate and not instrument based at this point.
Session 2 – Lyric writing

Overview

• Break the ice
• Introduction to lyric writing

A gentle approach is used with questions such as ‘how do you see your future?’ The aim of this is for young people to envision a future, with no limits to their imagination. This helps capture the personality of participants and enables facilitators to get to know the group. The practitioner works with an overall aim to illustrate basic elements of songwriting as one. In this case, the main elements being rhythm, rhyme and topic.

Rather than have young people work individually the practitioner will encourage the group to work together helping them to feel like a unit.

Rhythm – can be found in anything and is just as, if not more important than rhyme. The practitioner will demonstrate this by reading out any piece of writing in rhythm. Although the words being read don’t rhyme, the rhythm used to read them makes them sound as though they do.

Rhyme – often young people think this is difficult to do so the practitioner uses accessible rhyming exercises to facilitate this.

Topic – drawing on notes from the preceding group workshop, the facilitator will often use spider diagrams to unwrap the elements of the young people’s vision of their ‘future’; Making it seem easier to capture. Useful exercises include:

• ‘tell me one strength you’ve noticed about other members of the group’.
• create 2 or 4 lines of lyrics each

This is all pulled together to form the basis of a ‘song’. The practitioner often uses ‘call and response’ for young people to repeat what has been said, in the same style and rhythm. This gives those not engaging in depth a much easier way to contribute.

Session 3 – Music production

Overview

• Start producing a track for the lyrics
• Introduce other tools or instruments
• Keep it fast moving and with immediate results

A keyboard is often introduced at this point and everyone has a ‘go’ at playing some notes and experimenting. Other instruments can be introduced and participants are challenged more to engage with music making. The creative practitioner will record elements of what they produce, play it back – very immediate and flexible arrangements are required here. All this is done ‘in the room’, with young people present – not a technical focus. If what’s being produced doesn’t work, young people can start afresh and try new options.

The aim is to develop confidence, skills and experimentation of the group, enable them to take ownership and responsibility for their part in creating a song. These are further building blocks for a final recording and helps group overcome their fears. Remember, the aim here is not to produce a song that carries a ‘message to parent/carers’ although this is a helpful by-product of the process, we’re primarily aiming to provide activities which help young people to explore and discuss their values and insights around their behaviours along the way.
Session 4 – Themed lyric writing

Overview

• Themed lyric writing - gains and losses of behaviour
• Everyone writes 4 – 8 bars each
• Facilitators and young people explore and/or challenge insights shared by participants during writing

Gains and losses is covered in the therapeutic session and notes from the session feed into lyric writing well as a means of verbalising what they have been discussing earlier. What do you gain from your behaviour? What do you lose from your behaviour?

Exercise in ‘automatic writing’ can help capture emotional depth of what's been covered in other sessions. Young people verbalise feelings and emotions quickly and spontaneously which means they don’t edit themselves, but also helps them to share their experiences with the group.

A ‘moral orientation’ element can be explored in ‘agree v disagree’ statements – where the group are asked what behaviour is ok and what’s not – often they challenge each other about what is and isn’t acceptable behaviour towards their parents or family members.

Session 5 – Music production

Overview

• Develop and refine the track further
• Try out the lyrics with the music
• Come up with a hook/chorus

Group will have some lyrics by this stage, and the practitioner will bring music and lyrics together to test these out with the group. Often, they need to find a chorus. Again ‘call and response’ works well here so that everyone can be involved. Young people start to ‘find their voice’ and refine the song and all agree a way forward for different elements of the song to fit together. The practitioner starts to record some of the lyrics on the music produced and creates a rough edit of a final song. There will be discussion to find a way so that all ideas can be incorporated in some way in the final song, this requires the practitioner to be able to edit/respond and move the lyrics or arrangement of the song proficiently.

Session 6 – Lyric writing

Overview

• Tie up loose ends with lyrics

Final lyric session in which the music and lyrics are brought together to give the group a sense of the ‘whole’ song. Nothing new is started here, the aim is to make something comprehensive and that they can record together.

Session 7 – Music production

Overview

• Recording the track

The practitioner works with the group to help them record the music and lyrics together. ‘Call and response’ is a useful technique, often some young people might want to record their voice in a separate space until they are happy with result. All young people can re-record their section until happy with outcome. Facilitator will record and edit the song immediately as it’s recorded, with the group present – often capturing some of the sounds of the group’s work together – e.g. laughter, screams from session as appropriate and as a background or soundtrack to the song.
Sessions 8 and 9 – Illustration and street art

Overview

- Introduction to illustration and street art
- Exploring mark making
- Creating an environment to stimulate ‘non-facilitated chat’

Session 8

**Materials:** charcoal, pencils, marker pens, large roll of paper

Introductory session in which the artist and young people get to know each other. Artists often show examples of their work and talk to the group about what their art means to them, their inspirations and how they work. The artist also acknowledges that the work they create on any given day can depend on how they feel at that time. Different artists materials are available to use by the group – and the young people are encouraged in ‘mark making’. Questions can be used to stimulate ideas e.g. ‘what place would you go to when you want to feel good?’ The group are encouraged to express themselves in whatever creative form they feel comfortable - there are no limits on what’s ‘allowed’ or not. This session gives the young people permission to express themselves and grow their self-confidence in a creative way.’ The artist will tell the group that in the next session they will produce a piece of art to take away with them.

Session 9

**Materials:** charcoal, pencils, spray paint, canvasses prepared, stencils as appropriate

The artist brings in stencils of the young people’s names, or backgrounds on which the young people can begin to work on their piece of art. The group use any of the materials provided - this can range from charcoal to spray paint. The aim of this session is to encourage self-expression, explore ideas and for young people to think about their identity. The session builds self-confidence and is an opportunity for young people to experience new forms of creative expression, and learn new skills which can be continued at home. Each young person creates a piece of art that they can be proud of and that they take home – encouraging ownership and confidence in themselves.

It is important that the facilitators of the young people’s group are present during and engage with both of the art workshops. The activity often provides a distraction for the young people from the themed aspect of the programme and just sitting doodling can allow their conversations, insights and opinions to emerge organically sometimes from a more sincere and authentic place. This gives facilitators the opportunity to explore their values further and challenge them when necessary.

Session 10 – Ending and celebrating achievements

Although there is no practical element to the final session the music producer attends the final session when the film is shown to both groups, to be part of presenting and celebrating the young people’s achievements.
Parents’ group work sessions and handouts
4.5 Parents’ group work sessions and handouts

Session 1: Parents’ group work

Session aims: To establish a safe space for parents to get to know and start to trust each other, and take responsibility for what they share in the group.

Timing: 2 hours, break after 1 hour or by agreement with group members.

Materials/equipment: Flip chart, flip chart pens, handouts

- Introductions: Facilitators and group introduce themselves - display facilitators’ mobile numbers on flip chart. Parents to introduce themselves, an icebreaker exercise can be useful depending on the group.
- Complete evaluation forms
- Complete consent forms for filming
- Housekeeping
- Group rules. Aim: For the group to establish their own rules. Helping to make them feel safer and be clear about their expectations of each other. To establish confidentiality for work with parents and be very clear about this agreement. Agencies will be guided by national safeguarding policies that potentially relate to significant harm of a minor or imminent severe injury to an adult. Essentially, things will be passed on to make people safer – so if parents report something about imminent harm to themselves or another then there is a need to tell Social Services or a supervisor to help keep the child or parent safe. Also it’s important to raise that it’s the parent’s responsibility for what they share with the group in order to keep themselves safe while attending the group.
- Your expectations, hopes and fears of the group. Aim: to gain an understanding of what participants hope to get from their group. To start to share their anxieties around attending a group of this type. Use the flip chart in the room each week.
- What you can expect from us. Aim: to enable the group to know what they can expect from the facilitators. This often helps to make people feel safer. This is an opportunity for facilitators to model boundaries. Use flip chart to display the facilitator’s commitment to the group and display this each week. E.g. Handouts, punctuality, time keeping and keeping the group safe.
- Your commitment to the group. Aim: Parents take ownership of group. The group may be given reading material every week. They will also be asked to complete tasks after some sessions to feed back at times to the group. It will be explained that this is an important part of the programme to help monitor any positive or negative changes in the family dynamics.
- 10-week overview of Break4Change sessions. Aim: group gain an awareness of the content of the programme. With an overview providing each individual with a copy of the programme (see handout).
- Use of your support worker / referrer. Aim: To make the parent aware that the referrer is there to support them through any difficult issues that may come up in the duration of the group. Gather the names of any agencies the family are working with and offer reminder that the referrer is there for support during the programme and beyond.
- How will you know if anything has changed? Aim: to track progress. After 10 sessions of attending the group has improved the relationship with your child? What will be different? What will life at home be like? Use flip chart to write up the group’s hopes for their relationship with their child. To be displayed in the room each week. This is useful for the group to be able to look back and monitor how things have changed.
- Brief overview of the Cycle of Change. Use flip chart and handout to go through the stages of the Cycle of Change, use examples of what the group participants have tried before i.e. diets, joining the gym etc. (see handout).
Home task: What positives do you observe in your child – think about this at home.

Handouts
- Cycle of Change
- Process of transition
- 10 session overview of programme

Film dialogue notes
- Consent forms are given to participants to sign for themselves and their child
- Young people and parents’ group leaders agree what time is best for filming to be done

Introduction: The filmmaker (if appropriate) and group to introduce themselves (10 minutes).

Film maker will give summary of how the filming works – i.e. in the first two sessions each group will decide the questions that relate to the abuse and violence that is happening within their family/between each parent and young person - based on their group work. These questions will be shared with the other group and participants will respond with their answers. Examples of questions asked are shown to the group. Parents will be filmed in sessions 4,6,8,9 and in the final session an edited version of the film is played to everyone.
The six stages of change

1. **Pre-contemplation:** Where you cannot see that the family has a problem. You may have been told by friends and family that you should seek some support or advice, but remain in denial. At this stage, no personally convincing reason for change has been presented yet.

2. **Contemplation:** The family are ambivalent, it is when you recognise that there is a problem or things need to change and you look at the positives and negatives of making changes.

3. **Decision:** You decide that making changes would benefit you and your family. So you are preparing and planning for change.

4. **Action:** Putting your decision into action. You may start with the help of a worker to look at small steps that need to be put in place to change the situation. This may involve negotiation with other members of the family, school and friends and your teenager.

5. **Maintenance:** Where with help from workers, friends or family you identify coping strategies to maintain the changes and not slip back in to old patterns of behaviour. This may involve working or talking to other agencies that can support you and maintain and expand on your problem solving skills. The changes are being integrated in to family life.

6. **Lapse/relapse:** This is when you return to old patterns of behaviour. There will be times when you are not as consistent as others, we all have our off days, but you can learn from those times / days to reinforce the positives of the decision and action you have taken.

Lapse and relapse are viewed as intrinsic to the Cycle of Change and do not mean failure. It does not mean that lapse or relapse is desirable or even expected. It simply means that maintaining change is difficult, and it is unreasonable to expect everyone to be able to make changes in their family perfectly without any ‘slips’. When relapse occurs, several trips through the stages may be necessary to make lasting changes. Each time the person is encouraged to review, reflect and learn from their slips.

“The principles you live by create the world you live in; if you change the principles you live by you will change your world” Blaine Lee

“Change comes more from managing the journey than from announcing the destination” William Bridges
The process of transition

Summary of parent’s sessions

Session 1 handout: Parents’ group work

Session aims: To establish a safe space for parents to get to know and start to trust each other, and take responsibility for what they share in the group.

Timing: 2 hours, break after 1 hour or by agreement with group members.

Introductions: Facilitators and group introduce themselves - Display facilitator’s mobile numbers on flip chart. Parents to introduce themselves, an icebreaker exercise can be useful depending on the group.

- Complete evaluation forms
- Complete consent forms for filming
- Housekeeping
- Group rules – Aim: For the group to establish their own rules. Helping to make them feel safer and be clear about their expectations of each other
- Your expectations, hopes and fears of the group
- What you can expect from us. Aim: to enable the group to know what they can expect from the facilitators
- Your commitment to the group. Aim: Parents take ownership of group
- 10-week overview of Break4Change sessions. Aim: group gain an awareness of the content of the programme. With an overview providing each individual with a copy of the programme. (see handout)
- Use of your support worker / referrer. Aim: To make the parent aware that the referrer is there to support them through any difficult issues that may come up in the duration of the group
- How will you know if anything has changed? Aim: to track progress. After 10 sessions of attending the group has improved the relationship with your child? What will be different? What will life at home be like?
- Brief overview of the Cycle of Change (see handout)

Home tasks:

What positives do you observe in your child – think about this at home

Handouts

- Cycle of Change
- Process of transition
- 10 session overview of programme

Film dialogue notes

- Film: Consent forms are given to participants to sign for themselves and their child
- Young people and parents’ group leaders agree what time is best for filming to be done

Introduction: The filmmaker (if appropriate) and group to introduce themselves (10 minutes).

Film maker will give summary of how the filming works – i.e. first two weeks each group will decide questions that relate to the abuse and violence that is happening within their family/between each parent and young person - based on their group work. These questions will be shared with the other group and participants will respond with their answers. Examples of questions asked are shown to group. Parents will be filmed in sessions 4,6,8,9 and in the final session an edited version of the film is played to everyone.
Session 2 handout: Parents’ group work

**Session aims:** Open discussion around communication and emotion and how this impacts on relationships within families.

**Timing:** 2 hours, break after 1 hour or by agreement with group members.

**Exercises**
- Check in. What positives did you notice in your child? (follow-up from last week)
- The Communication process: ‘it seems logical’ (active listening work sheet) and The ‘Communication Cake’ (see handout).
- Transactional Analysis (see handout).
- Drama Triangle – (see handout).
- I-Messaging – discuss handout

**Handouts**
- Communication cake diagram
- Active listening work sheet
- Transactional Analysis
- Drama Triangle
- I-Messaging
- UN Convention on children and parent’s rights (take away)

**Home tasks:**
- Parents’ goals for change.
- Extra reading (Handouts), ‘empathy, trust and diffusing conflict’ and ‘Good listeners’

**Film dialogue notes**
Parents work on any questions or messages that may arise in their therapeutic group sessions. These are noted down and collated by the facilitators. Please refer to list of suggested questions in the film dialogue section.

Session 3 handout: Parents’ group work

**Session aims:** Spend time looking at some of the things that influence/cause young people’s behaviour.

**Timing:** 2 hours, break after 1 hour or by agreement with group members

**Exercises**
- Check in. Discuss any issues from last week’s session and any incidents during the week
- Identify parents’ goals for change
- What influences are there on your child’s personality and behaviour?
- Time out versus walk out – (see handout)

**Handouts**
- What influences are there on your child’s personality and behaviour?
- Time out versus walk out

**Home tasks**
- Parents asked to write down a couple of statements of they feel when in confrontation with their child

**Film dialogue notes**
No filming for parents this session. The young people’s group will be recording their questions.
Session 4 handout: Parents’ group work

Session aims: look at the correlation between expectation and responsibility and how this can influence young people’s behaviour.

Timing: 2 hours, break after 1 hour or by agreement with group members

Exercises
- Check in. What were the statements of how they felt when in confrontation with your child? (from previous session). Have there been any incidents this week: How has communication changed (ref to Transactional Analysis and The Drama Triangle)
- Abuse wheel and Mutual respect wheel (see handout)
- Entitlement versus responsibility (see handout)
- Consequences – natural – logical (see handout)

Handouts
- Mutual respect wheel
- Entitlement versus responsibility
- Consequences – natural – logical
- Parent or servant - What you do for your child?

Home tasks
- ‘What do you do for your child?’ Handout for parents to use and bring back next week to record all the things they do for their child in a week, plus one off treats each month. Once done a copy of this is given to the young people’s group.

Film dialogue notes
Parents are asked some initial questions and these are recorded for their children.

Session 5 handout: Parents’ group work

Session aims: For parents to see what they do for their child, linking that to the previous week, of expectations and responsibilities. This is also an opportunity to look at what we bring as parents from our experience of being parented.

Timing: 2 hours, break after 1 hour or by agreement with group members.

Exercises
- Check in. What did the group identify that they do for their child during the week?
- Parenting styles – authoritarian – authoritative – permissive – uninvolved. An opportunity for parents to look at how they use all four parenting styles at different times, and ask would they like to make any changes to their style of parenting? (see handout)
- What do you bring from your experience of being parented? (see handout)
- Parenting behaviour – aggressive – assertive – submissive. (see handout)
- Note to inform parents in this session: That this is half-way through 10 sessions and they can remind their child that the sessions will be ending at session ten

Handouts
- Parenting Styles and behaviour of those styles – authoritarian/authoritative/permissive/uninvolved
- What influences do you carry from your experiences of being parented?
- Diagram of parenting styles

Home tasks
- What would be one thing the parents would like to do together with their child?

Film dialogue notes
No filming for parents this session.
Session 6 handout: Parents’ group work

Session aims: To look at anger in a positive aspect. How do parents deal with their anger? How do their young people make them angry?

Timing: 2 hours, break after 1 hour or by agreement with group members

Exercises
• Check in. What did the parents come up with to do together with their child.
• Anger management, what is anger, how do you deal with your anger? How do you make your child angry? How do you deal with their anger? (see handouts)

Handouts
• What is anger?
• The process of anger
• Physical signs of anger
• Anger scale
• Anger, hurt, need and fear
• The vicious cycle
• Emotional funnel
• Fight or flight

Film dialogue notes
Facilitators from both groups meet prior to the session to watch the video shown in session 5. Parents see their child's questions and their responses are recorded. Two x 30 minute sessions.

Session 7 handout: Parents’ group work

Session aims: Assertiveness, what is assertiveness? Why do we need to be assertive? What’s the difference between assertiveness and aggressiveness?

Timing: 2 hours, break after one hour or by agreement with the group

Exercises
• Check in. What changes have you observed in yourself or your child since the last session?
• What is assertive behaviour? Why do we need to be assertive? Pitfalls of being assertive and aggressive.
• Assertiveness test – do this with the group

Handouts
• Assertiveness test
• Strategies for being assertive
• What is assertive behaviour? take away handout
• Behaviour types – take away handout
• Body language – take away handout

Film dialogue notes
No filming for parents this session.
Session 8 handout: Parents’ group work

Session aims: Parents to identify changes in their relationship with their child. Looking at parents and young person’s self-esteem

Timing: 2 hours, break after one hour or by agreement with the group

Exercises
- Check in. Discuss any issues from last week’s session and any incidents during the week. Ask if parents have noticed any changes in their relationship with their children.
- Self esteem for parents and young people.
- Do parents feel their child has positive feelings of self?

Handouts
- What is self-esteem?
- Maslow’s hierarchy of needs
- Self-esteem tap
- Self-esteem funnel

Film dialogue notes
Facilitators from both groups meet prior to the session to watch the video shown in session 7. Parents see young people’s response to their questions and their response is recorded.

Session 9 handout: Parents’ group work

Session aims: Discuss how their set goals are progressing.

Timing: 2 hours, break after one hour or by agreement with the group

Exercises
- Check in. Discuss any issues from last week’s session and how things have been this week
- Goals – how are they progressing?
- How do you look after yourself?
- What support do you have?
- Review a plan of joint activity with their child

Note for facilitators to tell group: Your child will be asked to write something about another member of their group next week – please help prepare them for this, so they have time to think about it

Handouts
- ‘Parenting Teenagers’- take away handout
- What support do you have – take away handout / exercise

Film dialogue notes
Facilitators from both groups meet prior to the session to watch the video shown in session 8. Evaluation filming: Parents/Carers are asked questions about their experience of Break4Change programme.
Session 10 handout: Parents’ group work

Session aims: Encourage families to reflect on positive changes. Look at what is working well and look towards further aims for the future.

Timing: 2 hours. First hour with Parents and in final hour both parents and young people come back together.

Exercises
- Check in. Clarify anything over the last nine sessions that the group would like to revisit.
- What has changed?
- Card and positive affirmations
- Certificates
- Watching DVD - Young person’s group and parents group come together to watch final DVD and creative work as appropriate
- Final evaluation forms completed by parents
- Ribbon exercise - ending the sessions

Handouts
- Useful phone numbers or agencies you can contact

Film dialogue notes
The last hour of the session parents and teenage group are brought together to watch the completed DVD.
Session 2: Parents’ group work

Session aims: Open discussion around communication and emotion and how this impacts on relationships within families

Timing: 2 hours, break after 1 hour or by agreement with group members

Materials: Flip chart, marker pens, handouts (see below)

Exercises

• Check in. What positives did you notice in your child? (follow-up from last week)
  Aim: Group to identify any exceptions in behaviours. Parents bring examples of exceptions they have noticed. Discuss any issues from last week's session and any incidents during the week.

• The Communication process/Active listening. ‘It seems logical’ (active listening work sheet) and the ‘Communication Cake’. Aim: Look at aspects of communication and how important clear communication is.
  To deepen our understanding of the connection between how we communicate, including tone and body language. Ask the group what proportion of communication they feel is, tonal, speech and non-verbal?
  Draw diagram of communication cake and discuss. Use the ‘active listening’ sheet to open discussion and demonstrate ‘communication with teenagers’ (see handout).

• Transactional Analysis. Aim: a basic introduction to transactional analysis, the three ego states and the importance of staying in our “Adult”. Group looks at the differing roles of TA. “Parent”, “Adult” and “Child”.
  Describe how an individual can be in each of these states at different times and how interaction between a Parent and their child can be significantly different depending on which state each is in (see handout).

• Drama Triangle. Aim: Build on the learning from the Transactional Model of how we can “step out from different roles”. Using the drama triangle explain each of the three roles and how they interact with each other, how one gets caught in all three roles in different relationships and how the parent can step into a more “Adult” role (see handout).

• I-Messaging. Discuss handout

Note to facilitators (Last 10 mins) these questions are useful to prepare for filming, and to be discussed next session:

• What type of thoughts constantly come in to your mind?
• What is it you do not understand?
• What would you like to ask?
• Invite the group to start to formulate their own questions for session 4 (Young people’s group will also be doing the same exercise)

Handouts

• Communication cake diagram
• Active listening work sheet
• Transactional Analysis
• Drama Triangle
• I-messaging
• UN Convention on children and parent’s rights (take away)

Home tasks

• Parents’ goals for change.
• Extra reading (handouts), ‘empathy, trust and diffusing conflict’, ‘Good listeners’ and ‘Types of listening’.

Film dialogue notes

Parents work on any questions or messages that may arise in their therapeutic group sessions. These are noted down and collated by the facilitators. Please refer to list of suggested questions in the film dialogue section.
The Communication cake

(Adapted from Mehrabian, 1981)
Active listening

It seems logical to think that the communications process is like this:

<table>
<thead>
<tr>
<th>I</th>
<th>SPEAK</th>
<th>LISTEN</th>
<th>SPEAK</th>
<th>LISTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOU</td>
<td>LISTEN</td>
<td>SPEAK</td>
<td>LISTEN</td>
<td>SPEAK</td>
</tr>
</tbody>
</table>

Unfortunately the quality of communication in real life and what actually happens is rather different. Instead of each of us listening while the other speaks and then speaking in turn while the other listens to us we only listen partially to what the other says. Like this:

<table>
<thead>
<tr>
<th>I</th>
<th>SPEAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOU</td>
<td>LISTEN</td>
</tr>
</tbody>
</table>

For example if I’m criticising you, from an early stage your attention is focused on reacting to what I’m saying; to planning your response; to working out what you’re going to say to me (if anything – you might ignore me!) That means you probably hear little of what I say after the initial words that tell you this is criticism.

If on the other hand, I’m telling you something of advantage to you, or that really interests you, you’ll concentrate more and for longer on what I say before you begin to think about a response.

The point we want to establish and reinforce is that critical success factor in good communication is active listening. To listen actively is not the ‘natural’ way. You’re certainly not doing that when you are thinking about your reaction and planning a response. In fact, you may only be listening in order to be able to tell when the other is providing you with a pause to leap in. Quite often you don’t even wait for a pause. If your response is now what matters most, you interrupt the speaker.

Active listening means disciplining yourself to hear enough to be sure your response is appropriate and based on what the other actually said, or implied, not on your early impression of what he or she said.

(Developed by Break4Change, 2014)
Transactional analysis

**Eric Berne’s (1961) Transactional Analysis (TA) theory development and explanation.**

Transactional Analysis is a theory developed by Dr. Eric Berne in the 1950s. Originally trained in Psychoanalysis, Berne wanted a theory which could be understood and available to everyone and began to develop what came to be called Transactional Analysis (TA). Transactional Analysis is a social psychology and a method to improve communication. The theory outlines how we have developed and treat ourselves, how we relate and communicate with others, and offers suggestions and interventions which will enable us to change and grow. Transactional Analysis is underpinned by the philosophy that:

- people can change
- we all have a right to be in the world and be accepted

Initially criticised by some as a simplistic model, Transactional Analysis is now gathering worldwide attention. It originally suffered much from the popularised writings in the 1960s. Also, summarised explanations, such as this, which can only touch on some of the concepts in Transactional Analysis, led their readers to believe that there was very little to it. Many did not appreciate the duration and complexity of the training which takes a number of years to qualify.

Theoretical concepts within the Transactional Analysis world are constantly being challenged and developed making it a rich dynamic process. Berne died in July 1970 at the age of 60. However, Transactional Analysis has not stood still and continues to develop and change, paralleling the processes we encourage in ourselves and others.

The key concepts in Transactional Analysis are outlined below in the form of introductory information.

**Transactional analysis - contracting**

Transactional Analysis is a contractual approach. A contract is “an explicit bilateral commitment to a well-defined course of action” Berne E. (1961). Which means that all parties need to agree the following:

- why they want to do something?
- with whom?
- what they are going to do?
- by when?
- any fees, payment or exchanges there will be?

Sometimes contracts will be multi-handed with all parties to the contract having their own expectations. If these expectations are all congruent then fine, if not then discussing everyone’s expectations will lead to greater understanding and therefore to a clear contract.

Contracts need to be outlined in positive words i.e. what is wanted, rather than what is not wanted. Our minds tend to focus on the negative and so this encourages failure. For example, how many times do we look round when someone says to us “Don’t look now but...........”, the same is true when we set up contracts which start “I don’t want to do .............. anymore”.

All parties need to state what are they are prepared to do. Are they able and willing to undertake what is being asked, is this appropriate? Does it fit within any statements of purpose and function? Is it legal? Do they have the competence to deliver this? Do they want to? What does each party want of the others?

An example of contracting and remaining in ‘adult’ is when, on a Monday morning your teenager is frantically looking for their school work/clothes. As an ‘adult’ you can tell them where they can be found, rather than be a “critical parent’ and say “you should know where they are, if you only look after your things and stop relying on me”, which is likely to set up an argument. You can have the conversation about responsibility later that day, to talk about their responsibility for tidying up, and knowing where to find their school clothes/work. A suggestion may be to work out a system where you can both agree that items for school/college are sorted out the evening before. If you constantly come from your nurturing state and always do it for them they will not learn to take that responsibility for themselves.
In summary contracts need to be: measurable, manageable and motivational. Measurable means that the goals need to be tangible. That each party involved in the contract will be able to say in advance how they will know when the goal has been achieved. The goal will be specific and behavioural and clearly defined. The contract will also need to be manageable and feasible for all those concerned.

‘Contracting’ in Transactional Analysis, and indeed many other aspects of TA, provide a helpful way to understand the Psychological Contract in employment and similar organizational relationships.

Transactional analysis - ego states

Berne devised the concept of ego states to help explain how we are made up, and how we relate to others. These are drawn as three stacked circles and they are one of the building blocks of Transactional Analysis. They categorise the ways we think, feel and behave and are called Parent, Adult, and Child. Each ego state is given a capital letter to denote the difference between actual parents, adults and children.

Parent ego state
This is a set of feelings, thinking and behaviour that we have copied from our grandparents and significant others.
As we grow up we take in ideas, beliefs, feelings and behaviours from our parents and caretakers. If we live in an extended family then there are more people to learn and take in from. When we do this, it is called introjecting and it is just as if we take in the whole of the care giver. For example, we may notice that we are saying things just as our father, mother, grandmother may have done, even though, consciously, we don’t want to. We do this as we have lived with this person so long that we automatically reproduce certain things that were said to us, or treat others as we might have been treated.

Adult ego state
The Adult ego state is about direct responses to the here and now. We deal with things that are going on today in ways that are not unhealthily influenced by our past.
The Adult ego state is about being spontaneous and aware with the capacity for intimacy. When in our Adult we are able to see people as they are, rather than what we project onto them. We ask for information rather than stay scared and rather than make assumptions. Taking the best from the past and using it appropriately in the present is an integration of the positive aspects of both our Parent and Child ego states. So this can be called the Integrating Adult. Integrating means that we are constantly updating ourselves through our everyday experiences and using this to inform us.

In this structural model, the Integrating Adult ego state circle is placed in the middle to show how it needs to orchestrate between the Parent and the Child ego states. For example, the internal Parent ego state may beat up on the internal Child, saying “You are no good, look at what you did wrong again, you are useless”. The Child may then respond with “I am no good, look how useless I am, I never get anything right”. Many people hardly hear this kind of internal dialogue as it goes on so much they might just believe life is this way. An effective Integrating Adult ego state can intervene between the Parent and Child ego states. This might be done by stating that this kind of parenting is not helpful and asking if it is prepared to learn another way. Alternatively, the Integrating Adult ego state can just stop any negative dialogue and decide to develop another positive Parent ego state perhaps taken in from other people they have met over the years.

(Adapted from Berne, 1961)
**Child ego state**

The Child ego state is a set of behaviours, thoughts and feelings which are replayed from our own childhood. Perhaps the boss calls us into his or her office, we may immediately get a churning in our stomach and wonder what we have done wrong. If this were explored we might remember the time the head teacher called us in to tell us off. Of course, not everything in the Child ego state is negative. We might go into someone's house and smell a lovely smell and remember our grandmother's house when we were little, and all the same warm feelings we had at six years of age may come flooding back.

Both the Parent and Child ego states are constantly being updated. For example, we may meet someone who gives us the permission we needed as a child, and did not get, to be fun and joyous. We may well use that person in our imagination when we are stressed to counteract our old ways of thinking that we must work longer and longer hours to keep up with everything. We might ask ourselves “I wonder what X would say now”. Then on hearing the new permissions to relax and take some time out, do just that and then return to the work renewed and ready for the challenge. Subsequently, rather than beating up on ourselves for what we did or did not do, what tends to happen is we automatically start to give ourselves new permissions and take care of ourselves.

Alternatively, we might have had a traumatic experience yesterday which goes into the Child ego state as an archaic memory that hampers our growth. Positive experiences will also go into the Child ego state as archaic memories. The positive experiences can then be drawn on to remind us that positive things do happen.

The process of analysing personality in terms of ego states is called structural analysis. It is important to remember that ego states do not have an existence of their own, they are concepts to enable understanding. Therefore it is important to say “I want some fun” rather than “My Child wants some fun”. We may be in our Child ego state when we say this, but saying “I” reminds us to take responsibility for our actions.

**Contamination of the Adult ego state**

The word contamination for many conjures up the idea of disease. For instance, we tend to use the word for when bacteria has gone into milk. Well, this is similar to the case with the contaminated Integrating Adult ego state. This occurs when we talk as if something is a fact or a reality when really this is a belief. Racism is an example of this. The Integrating Adult ego state is contaminated in this case by the Parent ego state. If we are white we might have lived with parents or significant others who said such things as “Black people take our jobs”. Growing up it is likely, that having no real experience to go by, we believed this. We might also have been told that Black people are aggressive. In our Child ego state may well lodge some scared feelings about Black people and in this ego state we may start to believe “All black people are scary”. This would mean that there would be a double contamination of the Integrating Adult ego state. However, we would think that such statements were facts rather than beliefs and when this happens we say that this is Integrating Adult ego. That is, they fit with the Integrating Adult ego state and only those people outside of our situation and sometimes outside of our peer group or culture can see that, objectively, such beliefs are just that and therefore they can be changed.
## Transactional Analysis

<table>
<thead>
<tr>
<th>Ego State</th>
<th>Words and phrases</th>
<th>Tone of voice</th>
<th>Body language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlling parent</td>
<td>‘should’ ‘ought to’, ‘do’, ‘don’t’, ‘you can’t’, ‘there’s no need to’</td>
<td>Judgemental, stern, harsh, sneering, commanding, punitive, indignant, condescending</td>
<td>Points finger, bangs table, frowns, rolls eyes upwards, head leans back or strains forward.</td>
</tr>
<tr>
<td>Adapted child</td>
<td>‘Oh please’, ‘I’m sorry’, ‘I should/must’, ‘did I do alright’, ‘I’ll try’, ‘if only’, ‘it’s not my fault’, ‘one of these days’, ‘won’t’, ‘you can’t make me’</td>
<td>Appealing, whingeing, placating, grumbling, protesting, wheedling, cajoling, insolent, apologetic, defiant</td>
<td>Pouting, sulky, slumped shoulders, dejected, downcast eyes, head tilted to one side, forlorn expression</td>
</tr>
</tbody>
</table>

(Adapted from Berne, 1961)
The Karpman Drama Triangle

The Drama Triangle was originally conceived by Steven Karpman (1968) and was used to plot the interplay and behavioural “moves” between two or more people. The basic concept underpinning the Drama Triangle is the connection between responsibility and power, and their relationship to boundaries.

Karpman’s original premise was based on the Transactional Analysis (TA) model as proposed by Eric Berne in the 50’s. Berne’s hypothesis is that people form a “Script” which is essentially an individual’s belief about who they are, what the world is like, how they relate to the world, how the world relates to them, and how others treat them. Psychologists theorise that an individual forms their script by the time they are four or five. A script is based on what an individual is told, what they experience, and how they interpret these external stimuli from their own internal frame of reference.

Berne suggested that each of us play “Games” which are unconsciously motivated behavioural interactions with the world, our environment and those people with whom we are in contact. A “Game” in this context is an unconscious belief/s which drives our actions/behaviour, in such a way as to result in either contributing to, or causing situations to occur that evoke a familiar feeling – usually negative. This feeling reinforces our beliefs or perceptions about ourselves, the world, other people, and how we fit in, and how we are treated. – i.e. our “Script”. Not all Scripts are negative, and Berne talked about having a positive Script, however in reality, 99% of Scripts are negative and support a limiting belief about ourselves, other people, or the world.

How does the Karpman Drama Triangle work?

Whilst it was originally devised as a therapeutic tool, it is also a communications device and plots the moves of a series of transactions between people. It is in this context that we use it in Break4Change, although its use will also give us insights into our client’s belief system and behaviour.

Essentially Karpman devised a simple formula which plots the moves of a “Game”.

Con + hook = Series of complementary transactions ➔ Switch ➔ Pay off
The moves of the Game are as follows:

Someone – usually the Victim – presents a con: “Can you help me?”

The particular con matches the specific hook of the person to whom it is directed, who will usually be a Rescuer, however some Victims play to and “hook” a Persecutor.

The other party – (let’s imagine it is a Rescuer) responds by saying “Yes, of course I can help you!”

[Note. If the con does not match, the perspective Rescuer/Persecutor usually will not be “pulled in” or “hooked”, and the Victim will wander off to find someone else to play the game. Alternately the Victim may try to initiate another Game, this time from the position of being a Persecutor, e.g. “You’re a lousy parent” or perhaps "Are you able to parent?"]

Once the Game begins, a series of complementary transactions will continue as long as it suits both parties. In some instances this series of complementary transactions can go on indefinitely and may take the form of a life-long friendship or marriage as both parties are content to stay in the Game, without going for the pay off. However, more often than not, one party becomes discontented or unhappy, for whatever reason, and pulls the Switch ............Oh dear. Things then usually fall apart pretty quickly, and the players whiz round the triangle like players on a snakes and ladders board!

Usually at this point, the Rescuer becomes the Victim, and the Victim often becomes the Persecutor, The Game is over and both retire with that “Old Familiar Feeling” to nurse their wounds. Game Set and Script!

It can be observed that the Karpman Drama Triangle works at both the social level – that is observable behaviour, and at the internal dynamic level – that is what a player feels inside. It is therefore quite possible to feel a Victim and be seen by others as a Persecutor, or present as a Victim but in reality be a Persecutor.

Definitions of the roles – Rescuer, Victim and Persecutor

A “Rescuer” is someone who often does not own their own vulnerability and seeks instead to “rescue” those whom they see as vulnerable. The traits of a Rescuer are that they often do more than 50% of the work, they may offer “help” unasked for, rather than find out if and how the other person wants to be supported, and what the Rescuer agrees to do may in actual fact not be what they really want to do. This means that the Rescuer may then often end up feeling “hard done by” or resentful, used or unappreciated in some way. The Rescuer does not take responsibility for themselves, but rather takes responsibility for the perceived Victim, whom they rescue.

The Rescuer will always end up feeling the Victim, but sometimes may be perceived by others, who are on the outside looking in, as being the Persecutor.

A “Victim” is someone who usually feels overwhelmed by their own sense of vulnerability, inadequacy or powerlessness, and does not take responsibility for themselves or their own power, and therefore looks for a Rescuer to take care of them. At some point the Victim may feel let down by their Rescuer, or perhaps overwhelmed or even persecuted by them. At this stage the Victim will move to the Persecutor position, and persecute their erstwhile Rescuer. They may even enlist another Rescuer to persecute the previous Rescuer. However, the Victim will still experience themselves internally as being the Victim.

The position of “Persecutor” is synonymous with being unaware of one’s own power and therefore discounting it. Either way, the power used is negative and often destructive. Any player in the “game” may at any time be experienced as the Persecutor by the other player/players. However their own internal perception may be that they are being persecuted, and that they are the Victim. Of course, there are instances in which the Persecutor is knowingly and maliciously persecuting the other person. If this is the case, then strictly speaking the Persecutor is no longer playing a “Game”, in the Transactional Analysis sense of the word, as the Persecutor is operating from a place of conscious awareness; it could then be argued that they are in fact employing a strategy.
Each of the positions is taken up as a result of an issue being discounted or disowned. To remedy this:

- The Rescuer needs to take responsibility for him/herself, connect with their power and acknowledge their vulnerability.
- The Victim needs to own their vulnerability and take responsibility for themselves and also recognise that they have power and are able to use it appropriately.
- The Persecutor needs initially to own their power, rather than be afraid of it or use it covertly.

**Drama Triangle - How can we get out of it?**

There are various ways to get out of a drama triangle in a constructive way depending on the situation and our own personality. Regardless of the method we are going to use, it can be summarised in five steps:

1. **Step 1:** First of all, we need to be aware that we are in a dysfunctional triangle. We must also feel enough dissatisfaction about the situation to find it worthwhile to react and provoke a change that will cause a temporary discomfort in our own and the other players life.
2. **Step 2:** We must take some distance vis-à-vis the situation in order to clearly identify the role each player is currently playing. In coaching jargon, we call this the “meta-position”. We observe the situation, the players (including ourselves) and the interactions from a certain distance.
3. **Step 3:** We mentally analyse the situation by using the method we prefer: humour, expression of our feelings about the interaction, search for positive intentions behind behaviours, symbolisation of the players and their interactions by placing real objects on a surface, etc.
4. **Step 4:** We clearly express our analysis of the situation to all other players. This is called “meta-communication”: we communicate on the interaction itself rather than on its contents. We should meta-communicate until everybody begins to agree on some facts. We emphasise on the areas of agreement and thank each player for his contribution to the restoring of a well-balanced relationship.
5. **Step 5:** We check if everyone feels comfortable with the areas of agreement, we intensify this resourceful state to an appropriate level and then we anchor it in order to maximise the lasting effects of the agreement.

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**ASSERTIVE**

**Reality**
Act in own interests

**Characteristics of assertive people**
Asks for what he/she wants
Say no to what they do not want
Give feedback and initiate negotiation
Makes changes in order to get his/her needs met
Do not punish

**Skills**
Assertion Skills

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**CARING**

**Reality**
Concern for the vulnerable person

**Characteristics of caring people**
Do not do the thinking
Do not take over unless asked (and they want to)
Do not do more than their share
Do not do things they do not want
Awareness – does not do things he/she does not want to do

**Skills**
Listening skills
Self Awareness

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**VULNERABLE**

**Reality**
Suffering or potentially suffering

**Characteristics of caring people**
Use Adult Ego State for thinking and problem solving
Awareness – use their feelings as data for problem solving

**Skills**
Problem solving, Self Awareness

(Adapted from Karpman, 1968)
Information sheet I-Messaging

An I-Message is a way of expressing clearly your point of view about a situation. It includes an expression of how it is affecting you, and how you would like to see it change. The best I-Message is free of expectations and blame. It opens up the area for discussion and leaves the next move for the other person.

- Aim for your I-Message to be clear (‘the point’) and clean (free of blame and judgement).
- Beware of ‘you’ messages which place blame on someone else, hold them responsible, demand change from them or hold a threat. For example, ‘When you deliberately clump around the house when everyone else is asleep, you are being defiant and disrespectful and you have got to stop doing it before things get really out of hand’.

I-Message formula

**The action.** A statement of fact. Make it as objective and specific as possible: ‘When you run down the stairs with boots on it’s very loud’ rather than ‘When you’re banging around the house it’s very loud’. The objective formulation carries no blame and allows no possibility of denial from the other person.

**My response.** This should be worded in such a way as to acknowledge the subjectivity of your emotions (‘I feel angry, hurt, put down, ignored’) or the way you want to act (‘I feel like giving up’).

It should be clear these feelings carry no blame and impose no expectations on the other person. Say ‘I feel hurt’ rather than ‘I feel like you’re being mean’. Add a reason if it helps to clarify the situation for both of you: ‘I feel hurt because I enjoy seeing you’.

**What I’d like is.** The message of a desired change or preferred outcome, but without expectation of change from the other person. It is ok to say what you want, but not to demand it. Say ‘What I’d like is to make arrangements that it’s possible for us both to keep’ rather than ‘I’d like you to stop cancelling meetings with me’.

Examples of clean I-Message

1. When fed up about others not washing up their coffee cups at the end of each day: ‘When I arrive in the morning and see dirty coffee cups on the table I feel frustrated, and what I’d like is to organise a washing up rota’.

2. When feeling irritable about sharing a double desk with a colleague who isn’t tidy: ‘When your papers spread over to my side of the desk I feel cramped, and what I’d like is for us to decide where the separating line is so I know how much space I’ve got’.

3. Youth worker annoyed by young club members taking drugs on the premises: ‘When you break the rules I feel anxious about the welfare of the club as a whole, and what I’d like is for everyone to share responsibility for keeping the rules’.

4. Youth worker to young people continually interrupting a girls’ football session: ‘When you walk in the room in the middle of a session I feel disappointed at not being able to finish the work I want to do, and what I’d like is to arrange a time when you could have the room to yourselves’.

5. Youth worker annoyed about colleague arriving late and having to run the club single-handed in the meantime: ‘When I’m alone in the club at the start of the evening I feel anxious and uneasy, and what I’d like is not to open the club until there are enough youth workers to cover it’.

Notes

This is a structured format and may seem strange to start with. It takes time to absorb new skills and begin to use them unconsciously. Adapt the language to suit your situation. Use it to extend your understanding of situations you are unhappy about, even if you don’t want to say it. (I-Messaging is also known as I-Statements)

(Adapted from Gordon, 1970)
A summary of the UN Convention on the rights of the child and parents

The UN Convention on the rights of the child is the first document to attempt to write down all the rights of children up to 18 years. It may help to think of these rights as basic needs, try replacing “right to” with “need for”. It is important to also highlight that with “rights” comes “responsibility”.

Children have rights

• Children have a right to be respected by their parents or guardians, and to be involved in decisions that affect themselves.
• Children have a right to say what they want and think and feel so long as doing so does not break the law or affect other people’s rights.
• Children have a right to personal privacy, including not having personal letters opened or phone calls listened to unless the law allows this.
• Children have a right to a wide range of information, especially any which would make life better for them.
• Children have a right to proper care and protection from all forms of violence including cruel punishment, belittling or lack of respect.
• Children have a right to an adequate standard of living, good food, good health care and the best possible chance to develop fully.
• Children with a disability have to be enabled to take an active, full part in everyday life and become as independent as possible.
• Every child is entitled to rest and play and have the chance to join in a wide range of activities.

And parents have rights

• Parents have the same rights to be listened to and respected by their children as their children have the right to be listened to and respected by their parents.
• Parents have a right to time for relaxing and developing themselves, also a right to time on their own with a spouse or other significant adult.
• Parents have a right to postpone making a decision until they have had time to think.
• Parents have a right to say “no” to set reasonable limits for their children and within reason to let them experience the effects of ignoring those limits.
• Parents have a right to have their work at home valued and appreciated by the significant people in their lives as well as by government and state bodies.
• Parents have the right to ask their children for reasonable help around the home according to each child’s ability.
• Parents have the right to communicate their values and opinions to their children though they cannot force their children to have the same values.
• Parents have the right to proper support in providing their children with due rights and respect.

Good listeners

- Give the talker 100% attention
- Do not interrupt
- Maintain comfortable eye contact
- Are relaxed (facially/posture)
- Do not fidget
- Nod and smile appropriately
- Use encouraging appropriate verbal responses (e.g. I see, that’s interesting, mm, uh huh, really, yes, OK, right etc.)
- Are interested and genuine
- Are, when possible, at the same eye level as the talker
- Don’t judge or criticise
- Do not feel the need to tell their own story
- Do not make assumptions
- Are trustworthy
- Allow the talker their own personal space
- Do not react with exaggerated shocked or horrified expressions
- Allow silences
- Are clear about how much time they have to listen
- Reflect back the feelings and content of what has been said
- Ask appropriate questions
- Do not feel they have to “make things better” and solve problems
- Are not tempted into offering advice
- Empathise rather than sympathise
- Allow the talker their personal space
- Allow the talker to discharge emotions (by acknowledging what is going on for them and approving – e.g. “I can see how very upset / sad / frightened / angry you are. That’s fine – this is a safe place to let go”)
- Thank the talker if they have shared something personal

Remember: Active listening is a powerful tool
and
When I am talking, I am not listening

(Developed by Break4Change, 2014)
Empathy, trust and diffusing conflict

Empathy skills - for relationships, communication, and conflict and levels of listening types

Empathy and trust are a platform for effective understanding, communication and relationships. Empathy and trust are essential to developing solutions to avoid or diffuse conflict. These days we need to be more effective communicators to be successful in life and build harmonious relationships. Empathy, trust, understanding and sympathetic communication builds better relationships. One-sided persuasion is not sustainable and can often be insulting, especially when trying to handle compliance. Trust and empathy are far more important in achieving and sustaining successful personal relationships.

Empathy is finding a way to understand the other person’s position and feelings. Being able to ‘step back’, and achieve a detachment from our own emotions, is essential for effective, constructive relationships.

Part of the ‘empathy process’ is establishing trust and rapport. Creating trust and rapport helps us to have sensible ‘adult’ discussions (see Transactional Analysis, which is a useful model for understanding more about empathy). Establishing trust is about listening and understanding - not necessarily agreeing (which is different) - to the other person. Listening without judging.

A useful focus to aim for when listening to another person is to try to understand how the other person feels, and to discover what they want to achieve.

It is difficult and rarely appropriate to try to persuade another person to do what we want; instead we try to understand what the other person wants, and then try to help them to achieve it, which often includes helping them to see the way to do it. It can be more helpful to work collaboratively with people, to enable them to see what they want, and then help them to see the ways to achieve it.

The act of doing all this establishes trust.

Listening

- Of all the communication skills, listening is arguably the one which makes the biggest difference.
- The most brilliant and effective speaker ultimately comes undone if he/she fails to listen properly.
- Listening does not come naturally to most people, so we need to work hard at it; to stop ourselves ‘jumping in’ and giving our opinions.
- Mostly, people don’t listen - they just take turns to speak - we all tend to be more interested in announcing our own views and experiences than really listening and understanding others.
- This is ironic since we all like to be listened to and understood. When we are understood we feel affirmed and validated.

Carl Rogers (1902 – 1987) was an influential American Psychologist and among the founders of the humanistic approach to psychology. He believed all individuals exist in a continually changing world of experience of which they are the centre. Rogers is known for practising “unconditional positive regard,” which is defined as accepting a person “without negative judgment” of a person’s basic worth.

Levels of listening - ‘effective listening’

There are different types of listening. Typically they are presented as levels of listening.

Various people have constructed listening models. In the table below, is an attempt to encompass current listening theory in an accessible and concise way. Sometimes what you are listening to will include other sounds or intonation or verbal/emotional noises. Sometimes listening involves noticing a silence or a pause. You might instead be listening to a musical performance, or an engine noise, or a crowded meeting, for the purpose of understanding and assessing what is actually happening or being said. Also, listening in its fullest sense, as you will see below, ultimately includes many non-verbal and non-audible factors, such as body language, facial expressions, reactions of others, cultural elements, and the reactions of the speaker and the listeners to each other.
**Empathy, trust and diffusing conflict**

**Levels and types of listening**

<table>
<thead>
<tr>
<th>Type of Listening</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passive listening or not listening</strong></td>
<td>Noise in the background - you are not concentrating on the sounds at all and nothing is registering with you. Ignoring would be another way to describe this type of listening. There is nothing wrong with passive listening if it’s truly not important, but passive listening - which we might more aptly call ‘not listening’ - is obviously daft and can be downright dangerous if the communications are important.</td>
</tr>
<tr>
<td><strong>Pretend listening</strong></td>
<td>You are not concentrating and will not remember anything because you are actually daydreaming or being distracted by something else even though you will occasionally nod or agree using ‘stock’ safe replies. This is a common type of listening that grown-ups do with children. This level of listening is called ‘pretend listening’, as this reflects that there is an element of deceit on the part of the listener towards the speaker. You will generally know when you are ‘pretend listening’ because the speaker will see that glazed look in your eyes and say firmly something like, “Will you please listen to me. I’m talking to you!” Especially if the speaker is a small child.</td>
</tr>
<tr>
<td><strong>Biased listening or projective listening</strong></td>
<td>You are listening and taking in a certain amount of information, but because you already have such firm opposing or different views, or a resistance to the speaker, you are not allowing anything that is said or any noises made to influence your attitude and level of knowledge and understanding. You are projecting your position onto the speaker and the words. You would do this typically because you are under pressure or very defensive. You would normally be aware that you are doing this, which is a big difference between the next level and this one.</td>
</tr>
<tr>
<td><strong>Misunderstood listening</strong></td>
<td>You have an interest and perhaps some flexibility in respect of the words spoken and your reactions to them, but because you are not thinking objectively and purely you are putting your own interpretation on what you are hearing - making the words fit what you expect or want them to fit. This is a type of projective listening like the level above, but you will not normally be aware that you are doing it until it is pointed out to you. This is a type of listening that is prone to big risks because if you are not made aware of your failings you will leave the discussion under a very wrong impression of the facts and the feelings of the other person. It’s a deluded form of listening.</td>
</tr>
<tr>
<td><strong>Attentive ‘Data-Only’ listening</strong></td>
<td>You listen only to the content, and fail to receive all the non-verbal sounds and signals, such as tone of voice, facial expression and reaction of speaker to your own listening and reactions. This is fine when the purpose of the communication is merely to gain/convey cold facts and figures, but it is very inadequate for other communications requiring an assessment of feelings and motives, and the circumstances underneath the superficial words or sounds. Attentive listening is a higher level of listening than ‘misunderstood listening’ because it can gather reliable facts, but it fails to gather and suitably respond to emotions and feelings, and the situation of the other person, which is especially risky if the other person’s position is potentially troublesome. This type of listening can achieve short-term gains, but tends to wreck chances of building anything constructive and sustainable.</td>
</tr>
</tbody>
</table>
| **Empathic listening or empathetic listening** | You are listening with full attention to the sounds, and all other relevant signals, including:  
- tone of voice  
- other verbal aspects - e.g., pace, volume, flow, style, emphasis  
- facial expression  
- body language  
- cultural or ethnic or other aspects of the person which would affect the way their communications and signals are affecting you  
- feeling - not contained in a single sense - this requires you to have an overall collective appreciation through all relevant senses (taste is perhaps the only sense not employed here) of how the other person is feeling  
- you able to see and feel the situation from the other person’s position  
You are also reacting and giving feedback and checking understanding with the speaker. You will be summarising too if it’s an important discussion. You will be honest in expressing disagreement but at the same time expressing genuine understanding, which hopefully (if your listening empathy is of a decent standard) will keep emotions civilised and emotionally under control even for very difficult discussions. You may also be instinctively or consciously bringing elements of Transactional Analysis into the exchange. |
| **Facilitative listening** | This goes beyond even empathic listening because it implies and requires that you are able to extend an especially helpful approach to the other person or people. This element is not necessarily present in empathic listening. Another crucial difference is the capability to interpret the cognisance - self-awareness - of the speaker, and the extent to which you are hearing and observing genuine ‘adult’ sounds and signals (as distinct from emotionally skewed outputs), and to weigh the consequences of the other person’s behaviour even if the other person cannot. In this respect you are acting rather like a protector or guardian, in the event that the other person is not being true to themselves. This does not mean that you are making decisions or recommendations for the other person - it means you are exercising caution on their behalf, which is vital if you are in a position of responsibility or influence towards them.  
Facilitative listening also requires that you have thought and prepared very carefully about what you will ask and how you will respond, even if you pause to think and prepare your responses during the exchange. Many people do not give themselves adequate pause for thought when listening and responding at an empathic level. Facilitative listening contains a strong additional element of being interested in helping the other person see and understand their options and choices. It is devoid of any selfish personal motive, other than to extend help, rather than achieve any sort of normal material gain. The other person’s interests are at the forefront, which cannot truthfully be said of any of the preceding levels of listening. Facilitative listening is not an age or money-related capability. It is an attitude of mind. |
Session 3: Parents’ group work

Session aims: Spend time looking at some of the things that influence/cause young people’s behaviour.

Timing: 2 hours, break after 1 hour or by agreement with group members.

Materials: Flip chart, marker pens, handouts (see below)

Exercises

• Check in - Discuss any issues from last week’s session and any incidents during the week.

• Identify parents’ goals for change. Aims: parents’ to share their goals for change with group.
  Exercise: Get group, if comfortable, to read out their individual goals for change. Write up on flip chart
  as often people may get ideas from others’ suggestions.

• What influences are there on your child’s personality and behaviour? Aims: To identify influences
  and causes of young people’s behaviour (genetic, peer group, school, media, parents and family). Group
  discussion of influences on young people’s behaviour on a flip chart and gain tools to reduce the likelihood
  of these occurring.

• Time out versus walk out - explain and discuss handout. Aim: demonstrate strategy to allow parents
  to calm down with facilitators’ role play of how it works (if time allows).

Handouts

• What influences are there on your child’s personality and behaviour?

• Time out versus walk out

Home tasks

• Parents asked to write down a couple of statements of they feel when in confrontation with their child.

Film dialogue notes

No filming for parents this session. The young people’s group will be recording their questions.
What influences are there on your child’s personality and behaviour? What helps shape their standards and morals?

• Your influence
• Other (biological) parent
• Relationship between parents
• Step-parent – new relationships
• Brothers and sisters
• Other relatives
• School
• Friends
• Any other people
• TV, Internet, Smart phone, I-Pads, Films, X Box, PS3
• Temperament - elements of personality your child was born with
• Physical: appearance, size, health, diet and puberty
• Free will and child’s own choices
• Religious or spiritual beliefs
• Any specific events
• Any other influences you can think of:

In our experience of working with families in Brighton & Hove, we as parents often underestimate the importance of our role modelling and the messages we give as parents. If you feel your parental messages are not very strong it could mean that your child lives an active, interesting life and you have taught them to think for themselves which has allowed them to develop a strong personality, not that your parenting is unimportant. But they still might not be able to think through the consequences of their action / choices or take responsibility.

If you feel you have a lot of suggestibility on your child it may indicate a very close and important relationship or could mean that your child has few other close friendships and will need to develop the ability / confidence to start to build their independence.

Parents are probably the biggest influences on their child, (on a deep level children will always want to please their parent or significant carer) even if you feel you have only a small influence you still have a huge responsibility to guide your child through adolescence and even small influences can make a profound difference at the right time. It is easy for parents to feel they should shoulder all the blame for their child’s failures or behaviour. If you are parenting on guilt it will hinder you from being assertive and putting in place appropriate boundaries and consequences while trying to achieve the desired behaviour changes your family wants.

We need to be realistic about what we can and cannot control and what we can and cannot influence. We have a responsibility to be the best parent we know how, but our taking too much responsibility for our child’s behaviour may mean them taking less responsibility.

This is what is being addressed on Break4Change!

(Developed by Break4Change, 2014)
Time out versus walk out

This is to give a clearer idea of the difference between deciding to take time out and walking out during an argument.

<table>
<thead>
<tr>
<th>Time out</th>
<th>Walk out</th>
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<tr>
<td>You identify your feelings</td>
<td>You are uncertain of your feelings</td>
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<tr>
<td>You communicate with the other person about what you’re feeling, angry, sad mad</td>
<td>The other person is left confused as to what is going on for you</td>
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<tr>
<td>It is an agreed strategy between you and the other person (parent and child) this has been discussed when things were calm</td>
<td>It has often not been an agreed strategy and is a reactive spontaneous action which can inflame the situation and will lead to heightened anxiety for the other person</td>
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<tr>
<td>You take responsibility for your feelings, beliefs and actions during the conflict</td>
<td>You blame the other person for making you angry or believe they are being unreasonable (you are not getting your way)</td>
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<tr>
<td>Your intention is to work towards conflict resolution</td>
<td>Your intention is to avoid conflict</td>
</tr>
<tr>
<td>Your time away (ideally 20mins) is spent focusing on your self and looking to solve the issue</td>
<td>Your time away is spent blaming others for your feelings and behaviour</td>
</tr>
<tr>
<td>You return with ideas for change (resolution) on how can we resolve this issue differently</td>
<td>You return either more angry and frustrated than you were before or you want to avoid the issue, hoping it will blow over</td>
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It is helpful if you can learn some positive self talk; think about prioritising what are the most important issues for you and your family.

(Adapted from Leap, 2014)
Session 4: Parents’ group work

Session aims: look at the correlation between expectation and responsibility and how this can influence young people’s behaviour. Group acquire tools to use natural/logical consequences in response to problem behaviours.

Timing: 2 hours, break after 1 hour or by agreement with group members.

Materials: Flip chart, marker pens, handouts (see below). DVD player and TV.

Exercises

• **Check-in.** What were the statements of how they felt when in confrontation with their child? (from previous session). Have there been any incidents this week: How has communication changed (ref to Transactional Analysis and The Drama Triangle). This will be shared with young people’s group. Discuss any issues from last week’s session and any incidents during the week.

• **Abuse wheel and Mutual respect wheel.** Aims: For parents to discuss what they feel is abusive behaviour and what they feel a more respectful relationship would look like. Exercises: Write up on flip chart what parents feel is abusive behaviour, use handout to help explain what a more respectful relationship would look like. (see handout)

• **Entitlement versus responsibility.** Aims: For parents to look at the correlation between expectation and responsibility. Use flip chart - what do parents feel are their children’s expectations of them? Use entitlement V responsibility handout to explain the concept and discuss. What are their child’s expectations of their parents and their responsibilities, what other things would they like their child to start to take responsibility for? (see handout)

• **Consequences – natural – logical handout.** Aims: For parents to gain ideas of logical consequences including personal examples. Use logical consequences handout to explain / discuss. Get group to come up with examples of logical consequences. Discuss natural consequences.

Handouts

• Mutual respect wheel
• Entitlement versus responsibility
• Consequences – natural – logical
• Parent or servant - What you do for your child?

Home tasks

• ‘What you do for your child?’ Handout for parents to use and bring back next week to record all the things they do for their child in a week, plus one off treats each month. Once done a copy of this is given to the young people’s group.

Film dialogue notes

Parents are asked some initial questions and these are recorded for their young people.

Please refer to film dialogue section (from page 41).
Mutual Respect Wheel

Unrealistic expectations
Demanding that family members serve you, give you money and do what you want them to do. Having a sense of entitlement about your role and being selfish.

Physical abuse
Attacking family members, hitting, pushing, shoving, kicking, grabbing, poking, punching, using weapons.

Breaking trust
Ignoring or violating family rules, leaving home without telling your family, stealing, making promises you don’t keep.

Breaking trust
Attacking family members, hitting, pushing, shoving, kicking, grabbing, poking, punching, using weapons.

Minimising, denying, blaming and justifying
Acting like abuse is no big deal, saying it is someone else’s fault, not taking responsibility. Building a case about why something happened without considering the effect on others.

Emotional abuse
Putting family members down, making them feel guilty, ignoring them, name-calling, swearing, doing things to hurt family members to push them away, making them feel they don’t belong in the family.

Abuse
Choosing to use violence to get your own way

Disrespect
Unrealistic expectations
Demanding that family members serve you, give you money and do what you want them to do. Having a sense of entitlement about your role and being selfish.

Physical abuse
Attacking family members, hitting, pushing, shoving, kicking, grabbing, poking, punching, using weapons.

Breaking trust
Ignoring or violating family rules, leaving home without telling your family, stealing, making promises you don’t keep.

Minimising, denying, blaming and justifying
Acting like abuse is no big deal, saying it is someone else’s fault, not taking responsibility. Building a case about why something happened without considering the effect on others.

Emotional abuse
Putting family members down, making them feel guilty, ignoring them, name-calling, swearing, doing things to hurt family members to push them away, making them feel they don’t belong in the family.

Choosing to use violence to get your own way

Disrespect
Unrealistic expectations
Demanding that family members serve you, give you money and do what you want them to do. Having a sense of entitlement about your role and being selfish.

Physical abuse
Attacking family members, hitting, pushing, shoving, kicking, grabbing, poking, punching, using weapons.

Breaking trust
Ignoring or violating family rules, leaving home without telling your family, stealing, making promises you don’t keep.

Minimising, denying, blaming and justifying
Acting like abuse is no big deal, saying it is someone else’s fault, not taking responsibility. Building a case about why something happened without considering the effect on others.

Emotional abuse
Putting family members down, making them feel guilty, ignoring them, name-calling, swearing, doing things to hurt family members to push them away, making them feel they don’t belong in the family.

(Adapted from Duluth, 2008)
Mutual Respect Wheel

Building mutual trust and respect in families

- **Respecting property and household items**: Valuing your home; respecting other family members’ property, contributing to the care of the home.
- **Being accountable**: Recognising the impact of behaviour, taking responsibility for your behaviour; taking steps to make your behaviour right, communicating truthfully.
- **IT and social media**: Agreeing with family how to and when to use and share, being aware of the impact of your abuse on others, not looking at abusive materials.
- **Non threatening behaviour**: Acting so that all family members feel safe and comfortable expressing themselves and doing things.
- **Recognising the needs of others**: Thinking through how your attitude, behaviour and language affects others; being aware of other’s needs and how you interact.
- **Being trustworthy**: Being open and honest when negotiating family agreements, doing what you say you will do; being reliable and honest.
- **Communication**: Expressing needs and feelings directly, clearly and calmly. Being assertive; being willing to compromise; talking to family members the way you would want to be talked to.
- **Problem solving respectfully**: Being willing to listen, to value each other’s position and to work towards compromise.

Choosing to stay non-violent

(Developed by Break4Change, 2014)
Entitlement versus responsibility

Traditionally parents felt entitled to have their teenager obey them and treat them with deference and “respect”. Fathers often felt entitled to even more obedience and “respect” not only from their teenager but often also from their wives. Where parents sought the views of their teenager, their teenager’s sense of entitlement was open to negotiation.

It appears that parents have lowered their expectations in recent years. They often feel they have less authority and less respect.

Parents often feel that they have ‘lost control’ of their teenagers if they give in to their demands. This becomes a battle of ego’s rather than a platform for healthy negotiation, where both sides can voice their opinion and be respected, without the belittlement of either opinion. Parents can see it as a win / loss situation.

According to a survey in 2006 carried out by Parentline Plus of 49,057 parents, the four most common challenging behaviours are, “conflict with parents 42%, by far the highest, conflict with siblings 10%, lying and running with a bad crowd both 7%. However we have to remember these are the perceptions of the parent, not necessarily the perception of the adolescent.

A typical statement heard in our work with parent(s) in Break4Change is “my child’s lack of respect and strong willed attitude”, leading to parental and teenage conflict.Often in the course of the parenting work we do with the parents it is evident that they do not give respect to their teenager either, there is often the belief by the parent(s) that it is a given that young people should give them respect.

The TV, magazines, internet and computer games feed into teenagers being more demanding and materialistic, in some ways it is a good thing that teenagers are no longer expected to treat adults with fearful reserve and to give total obedience. Teenagers are more confident and capable in many ways because of a more child centred democratic parenting style.

Some teenagers have developed excessive expectations of parents. Such teenagers are not necessarily “spoiled” in the traditional sense of being brought everything they desire (though some are), but have a high sense of being entitled to their parent’s attention and services.

They believe they have a fundamental right to a life that is easy, comfortable and exciting often completely disregarding parents’ rights.

Teenagers who have a low level of responsibility will often become abusive towards parents in an attempt to control them or out of frustration when their demands are not met.

You may say they treat their parents as servants and it is easy to be abusive to a servant.

Teenagers may only begin to take responsibility when parents stop taking all the responsibility for them, and when they are made to face the consequences of their actions.

Parents can also over time reduce their teenager’s feelings of entitlement by not automatically responding to their demands. Parents will get more respect when responsibility outweighs feelings of entitlement.

Rebalancing the scale may take a long time but the benefits to the teenage/parent relationship is worth the hard work.
“We find ourselves slaving after teenager who laugh in the face of our weak attempts at discipline, demand to be amused all day, stay up late because we’re to exhausted to put up the struggle it takes to get them to bed. These kids are fully in charge”.


“lack of authority by the parent and the symmetrical feeling of physical prowess on the part of the adolescent can result in adolescents’ manifesting a grandiose sense of self along with an enormous sense of entitlement… the violent teenager they describe in such terms as ‘bully’ ‘little dictator’ and ‘bossy’


“We are a generation who put our energy into making teens happy and comfortable instead of responsible. We have attempted to change the role of parent from authoritative disciplinarian to partners in a more equal relationship in which parents’ are ‘friends’ with their teenager. The result is that teenagers develop images of parents as the people whose job it is to make them happy”

Consequences

Rewards and punishments

Everyone uses rewards and punishments in raising children. However, these can sometimes appear arbitrary to the child and more about the parent’s power (or emotions) than about the child’s behaviour. Punishments can discourage children from taking responsibility if they are simply obeying orders rather than making choices.

Rewards can also discourage taking responsibility if the child feels they are being paid, or bribed to behave. But having said that, it is true that most children need rewards and punishments and difficult children may need those most of all. Although it is true that many “consequences” are really a form of reward and punishment it is still useful to use this term as it can help us change our focus to a more co-operative and logical way of influencing children's behaviour.

Natural consequences

The classic example of a “natural consequence” is the child who wants to go out in the rain without a coat. The natural consequence of this is that they get wet. Children learn efficiently by being allowed to make such mistakes and suffer the consequences. People learn best from consequences (or rewards) for the following reasons:

• It is much easier to understand and easier to remember the connection between a natural consequence and the behaviour that led to it.

• When a consequence is imposed by someone else there are emotional complications which can greatly impair learning. If a child focuses more on your unfairness, or gets angry, or feels unloved, these emotions can overshadow the lesson they were meant to learn. This seldom happens with natural consequences.

• By imposing a consequence (or giving a reward) we are taking some of the responsibility on ourselves and hence giving the child less responsibility.

Generally punishments that are more than a week away are likely to be ineffectual in changing the behaviour of most pre-teen children and many adolescents.

Obviously children’s mental time frame sets severe limits on the effectiveness of many natural consequences. So letting such behaviours be solely determined by natural consequences may not be practical. Most children will eat unhealthy diets if we don’t exercise some control and some children would go for months without washing unless some kind of pressure is applied.

What we feel we can leave to natural consequences will be guided by our own values, by our assessment of risk factors and, very importantly, by what we know about our own child. Like most things to do with parenting there are no hard and fast rules and ultimately there are value judgements to be made by the parent.
Logical consequences

Since we cannot rely solely on “natural” consequences we can go for the next best thing: creating consequences that are logical but not actually natural. For example, leaving things lying around can lead to the natural consequence of them getting lost or broken. However, this does not happen often enough or consistently enough for most children (and some adults) to learn from this.

If we create consequences that are similar to natural consequences, or at least appear to make sense to a child’s logic, we gain some of the benefits of natural consequences along with other important benefits.

- As with natural consequences, logical consequences are easier to understand and remember than unconnected punishments or rewards.
- As with natural consequences, but to a slightly lesser extent, the child is more likely to focus on his own behaviour rather than be distracted by considerations of injustice or anger at the adult.
- In addition, with logical consequences we as adults have much more control over the situation and can ensure that the consequence follows the behaviour more quickly and more consistently than with many natural consequences.

Sometimes allowing ourselves to act naturally creates a logical consequence. E.g. instead of saying, “I’m not giving you a lift as a consequence for your behaviour,” you might say, “I’m not taking you anywhere in the car because your present behaviour (abuse) could make it unsafe,” or even, “I don’t choose to be with you while you are behaving so badly.”

Illogical consequences

It is not always possible to find a logical consequence that you can apply. This is particularly true for teenagers who don’t care about very much. A consequence has to be something you can control and something that they care about at least a little. For some serious misbehaviour (e.g. abusive or destructive behaviour or defiance that puts them or others at risk) it is better to have any consequence than none.

The problem with having no consequence for truly unacceptable behaviour (especially any form of abuse) is that the young person may lose more and more respect for their powerless parent. In some cases a consequence or reward (or combination of the two), even if it is not at all logically connected to the behaviour, may be better than doing nothing. Sometimes such illogical consequences can be very effective; a common one is to apply a loss of pocket money for swearing. Try to find a way of making these consequences appear logically connected if you possibly can.
When to apply consequences

Any technique can be abused. If we try to control every aspect of a child's behaviour using consequences we create a stressful, artificial environment in which children are likely to rebel. It is very important that we are clear about what we are trying to influence and why. Some behaviour (dangerous or abusive) is clearly unacceptable and some kind of consequence should be applied by responsible parents. Some things are clearly the child's business and we should not interfere. In between are a lot of behaviours that are undesirable, annoying, inconvenient, inefficient or just stupid but whether or not a consequence should be applied may be arguable. We have to make a judgement call as to which child's behaviour is unacceptable. We may choose to ignore some of the lesser behaviours and concentrate on the more unacceptable behaviour / abuse. In two parent families it is crucially important than both parents are working together and it is often a good idea to write down what the rules are and which behaviours are to be discouraged or encouraged. Children can be involved in this process but listening to them and respecting them does not mean that they have an equal say to the adults.

If a child is showing a lot of challenging behaviour it is very important not to try to change too much all at once otherwise you could be setting yourself up to fail. Decide on your priorities and focus on behaviour that can be clearly defined and is clearly unacceptable.

Since having no consequences for serious misbehaviour can mean they escalate over time, some consequence should be applied, even if it seems not to be working in the short term. Applying consequences can also be important in the message it gives other children in the home. If they see an older brother or sister swearing at Mum (for example) and there is no consequence they are likely to lose respect and later copy behaviour.

If the consequences are all negative, then try to find positives and use rewards for improvement or for trying. Even bribes (money or other payment for desired behaviour) can have their place if used sensibly as a short term solution to a problem, such as breaking a bad habit. If bribes are used as an on-going part of family life they discourage responsibility. Thus children should not be paid for helping out with every day family chores, or they continue to see this as their parents' responsibility, not theirs. They can be paid for doing jobs that are clearly not their responsibility (such as washing cars or mowing the lawn).

Be firm and consistent

Being firm means being clear and consistent.

It is actually easier to be firm with fewer rules. Harsh punishments often lead to parents disagreeing with each other or to one or both parents ignoring misbehaviour for an easy life. Parents using harsh punishments, such as hitting are especially likely to go from passive to aggressive. They passively ignore misbehaviour although it is stressing them or escalating until they explode. And since anger breeds anger their children are more likely to use aggression to get their way.

Clear consequences make it easier to be assertive: calm, clear and firm.

Although it is always a good idea to be clear and consistent, parents are not perfect and most children can cope with a certain amount of inconsistency. However, with some children who display difficult or abusive behaviour it is crucial that we are clear and consistent. Even if you follow through and are consistent 90% of the time some teenagers will gamble on the other 10% and for them small inconsistencies can mean they will see how far they can push the boundaries. This does not mean that you are being a bad parent, but for such children you need to be consistent with your consequences and rewards.

Don't make threats

Many parents make threats that they are not at all likely to follow through. This allows your teenager to ignore you and your words lose their impact. If you always follow through your words become an immediate consequence. Try not to make any unrealistic consequences or offer rewards when you're angry.

A good habit to get into for any serious consequence is to not give the final word until you have had to think about it or been able to discuss it with your partner. This helps keep consequences meaningful and achievable and shows a united front.
Keep it simple, keep it short

Good consequences should not be too complicated or the family forget all the rules and the consistency can break down.

Whenever possible make the consequence short term. Generally giving a consequence for a week will have the same effect on a child's behaviour as for a month. The parent is usually the first to give in if the consequence is for a long period. In fact a week can be a long time, it is worth trying for a couple of hours or an evening to see what effect this has on the behaviour.

You don’t have to decide on the spot how long a consequence will last. If it is logical for a child to lose the use of their mobile, X-box etc., then tell them this immediately but wait till you have the opportunity to think about it or talk to your partner or other people you use as a support, before telling them for how long.

However, do give a definite time as soon as possible. If you do not give a defined period for the consequence it invites children to give up trying to behave.

Most of the time keep it simple and short, to the point, stay focussed on the issue at hand, do not get drawn into what happened in the past as this allows your child to get in to a blame game. If this is the first time you have put in a consequence, tell them what for and that this will be the way we will be dealing with unacceptable behaviour / abuse in the future. Long explanations about what the child has done wrong will lead to the child to switch off in their head.

Working out clear consequences

If a child is highly unco-operative or abusive it can be hard to find a suitable consequence. Anything that you do for a child can potentially be used as a consequence.

It is useful to make a list of these.

There are several important points to think about:

- How comfortable are you and your partner about using such a consequence?
  - If you are going to be full of guilt or more inconvenienced than the child then it is not likely to work.
- Does the child care about it?
  - However, children don't necessarily have to care a lot about something for it to be a useful consequence.
- Does it need cooperation from the child? If so, do you have enough cooperation to get the desired effect?
  - Sometimes you need to first give, in order to have the possibility of taking away. Giving regular pocket money allows you to make children pay for breakages or thefts and can even be used as a fine for swearing. If you have already removed all privileges on an indefinite basis then think hard about giving them back and starting again.

It is not possible to work out clear consequences for every possible misbehaviour, but the most worrying and annoying behaviours are usually ones that are repeated.

When consequences are well enough established they become part of how you all live as a family, rather than a punishment imposed by a particular adult. It should no longer matter which parent is enforcing them. It takes the heat out of the situation, reducing the arguments and starts to build respect for each other as long as you remain consistent. This can be particularly important for step-parents.

(Adapted from Gallagher, 2004)
Parent or Servant - What do you do for your child?

Write down all the things you do for your child in a week, plus any one off treats you may give in a month. What do you buy, (clothes, DVD’s, games) pay for, (mobile contracts) what do you give in time (taking and collecting in the car, making snacks)?

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Tick which you do out of guilt and the ones would you choose not to do. Which ones could your child start to take responsibility for?

**Note:** This handout is for parents to take-away and think about at home. (Adapted from Gallagher, 2004)
Session 5: Parents’ group work

Session aims: For parents to see what they do for their child, linking that to the previous week, of expectations and responsibilities (were there any tasks parents thought they may be able to hand over?) and do we apply any consequences? This is also an opportunity to look at what we bring as parents from our experience of being parented.

Timing: 2 hours, break after 1 hour or by agreement with group members.

Materials: Flip chart, marker pens, handouts (see below).

Exercises

• **Check-in.** What did the group identify that they do for their child during the week? Go through the list – in light of their behaviour (use flip chart) linking to entitlement and responsibility and consequences. Aims: For parents to decide what they wanted to be responsible for and what they would like their child to take responsibility for. Exercise: parents to read out what they have written and put on flip chart common themes. Discussion around how they will get their child to take responsibility and any consequences that can be applied for non-cooperation (age appropriate). Discuss any issues from last week’s session and any incidents during the week.

• **Parenting styles – authoritarian – authoritative – permissive– uninvolved.** An opportunity for parents to look at how they use all four parenting styles at different times, and ask would they like to make any changes to their style of parenting? (see handout)

• **What do you bring from your experience of being parented, what messages do you still hold onto?** What influences do parents carry from their experiences of being parented? What messages did they receive growing up that are now applied to their parenting? The handout is a useful check-list for discussion. Use flip chart - two comments from each parent. Aims; to look at what message parents carry with them from their own experiences of being parented. Do they still need them? Are they still helpful? (see handout)

• **Parenting behaviour – aggressive – assertive – submissive.** Discussion of types of behaviour.

• **Note to inform parents in this session.** That this is half-way through 10 sessions and they can remind their child that the sessions will be ending at session ten.

Handouts

• Parenting styles and behaviour of those styles – authoritarian/authoritative/permissive/uninvolved

• What influences do you carry from your experiences of being parented?

• Types of behaviour

Home tasks

• What would be one thing the parents would like to do together with their child?

Film dialogue notes

No filming for parents this session.
The four parenting styles

Developmental psychologists have long been interested in how parents impact child development. However, finding actual cause-and-effect links between specific actions of parents and later behaviour of children is very difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have astonishingly different personalities from one another.

Authoritarian parenting

The parent knows they are right and their way is best.

In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, “Because I said so.” These parents have high demands, but are not responsive to their children. These parents expect their orders to be obeyed without explanation.

Aspects of this style means that the child is given clear firm instructions, reinforces the conventional position of parents in society, their position is consistently clear, boundaries are well defined and teenagers can blame parents if they are not allowed to do things with their peers.

The negative aspects of this style is a teenager who cannot develop his/her own initiative and remains dependant on parent(s). This can foster resentment and possible rebellion at some stage. Teenagers can only make the parents mistakes so have little opportunity to learn from their own mistakes, the teenager needs to be able to formulate his/her own views, attitudes and experiences not just the parents’ views.
Authoritative parenting

Like authoritarian parents, those with an authoritative parenting style establish house rules, standards and morals giving guidelines that their children are expected to follow. However, this parenting style is much more democratic, open and honest. Authoritative parents are responsive to their children and willing to listen, appreciating that they need to have their own experiences and to learn from them. These parents are more nurturing and open to negotiate rather than just issuing consequences for misbehaviour. Authoritative parents give clear messages for their children’s behaviour. They are assertive. Their parenting is supportive, rather than punitive. They are parenting their children in an educative way, so they will also become assertive as well as socially responsible. This type of parenting style will lead to a more co-operative relationship within the family. The authority comes from mutual respect. We also know we can learn from our teenagers. Some outsiders see this as weak as parental control is exercised by agreement but it is preparing children for negotiation in the adult world.

Permissive parenting

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. This style often feels that teenagers only learn from their own experiences and the parenting is limited to giving information if asked for, in other word parents leave them to get on with. These parents rarely discipline their children because they have relatively low expectations and avoid confrontation. Permissive parents are generally nurturing often taking on the status of a friend more than that of a parent. They are normally inconsistent and “do anything for a quiet life”. This may allow a teenager grow up quicker and learn responsibility but they are open to a lot of outside influences which may not be in their best interest as they move towards adulthood.

Uninvolved parenting

An uninvolved parenting style is characterized by the parent appearing uninterested, distant and neglectful; parents put few demands and have little communication. While these parents often supply their child’s basic needs, they are generally distant from their child’s life. In extreme cases, these parents for whatever reason reject or neglect the needs of their children. Even if they supply the basic needs drink, food, shelter and warmth the child often lacks safety, affection or emotional support.

The impact of parenting styles

Researchers have conducted numerous studies that have led to a number of conclusions about the impact of parenting styles on children.

• Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem.

• Authoritative parenting styles tend to result in children who are happy, capable and successful.

• Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.

• Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers.

Why is it that authoritative parenting provides such advantages over other styles?

• “First, when children perceive their parents’ requests as fair and reasonable, they are more likely to comply with the requests.”

• “Second, the children are more likely to internalize (or accept as their own) the reasons for behaving in a certain way and thus to achieve greater self-control.”

The bottom line: parenting styles are associated with different child outcomes and the authoritative style is generally linked to positive behaviours such as strong self-esteem and self-competence. However, other important factors including culture, children’s perceptions of parental treatment, and social influences also play an important role in children’s behaviour.
What influences do you carry from your experiences of being parented?

Our own families have had a great deal of influence on our thoughts and behaviour, often more than we realise.

- What parental messages do you still carry which have influenced the way you parent or the type of relationship you have with your children?
- The rules you live by – written or unwritten.
- The way decisions are made.
- The behaviour of children, what is acceptable, what is not acceptable.
- What are our attitudes towards:
  - changing standards and values
  - constant changes in the use of technology
  - sex and how does this affect the way we parent?
  - handling money and budgeting
  - boundaries and freedoms
  - working ethics
  - schooling
  - chores around the house
  - dealing with issues of anger, conflict and frustration - how did your parents show their emotions? Were you allowed to show your emotions?
- Did your parents influence your relationships?
- Did your parents have expectations of you? Were they realistic or not?
- How clearly did your parents communicate with you and others in the family?
Types of behaviour

Aggressive behaviour

This means expressing our opinions and feelings so forcibly that the other person is threatened, punished or ‘put down’. The intention is to get our own way no matter what the consequences. To achieve this we can be verbally violent, sarcastic, manipulative or devious. If we ‘win’ and get what we want, other people can be left with feelings of bitterness, resentment and even a desire for revenge because they have ‘lost’. ‘Losers’ often remember their feelings and hoard them until an occasion where they can ‘pay back’ their aggressors! Aggressive behaviour, whilst sometimes providing immediate gain can therefore jeopardise any future contact / relationship with that person. Even for the ‘winner’ there can sometimes be feelings of guilt arising from the questionable means used to achieve the victory.

Passive behaviour

This means hoping to get what we want—but leaving it to chance or even to the eventual ‘goodwill’ of the other. In being non-assertive, we often end up regretting that we did not get what we wanted, perhaps annoyed with ourselves or with the other person who we believe should have been sensitive and known or guessed what we wanted. It can sometimes mean that we persuade ourselves that we are so unimportant that our needs don’t count. If being passive is our usual style of behaviour, we may finish up feeling bitter and discounted, storing up resentment which may ‘blow-up’ in an inopportune moment.

Assertive behaviour

This means telling someone directly what we want or would prefer in such a way as to neither threaten nor punish. The person is respected and not ‘put down’. Assertive behaviour helps us to achieve more of what we would prefer more often, but it is not aimed simply at getting what we want by trampling over the rights or the needs of others. It also does not mean being totally frank and open about one’s feelings at all times. Being assertive involves three main dimensions:

• Expressing positive feelings
• Expressing negative feelings constructively
• Standing up for one’s rights—but not violating others’ rights
Session 6: Parents’ group work

Session aims: To look at anger in a positive aspect. How do parents deal with their anger? How do their young people make them angry?

Timing: 2 hours, break after 1 hour or by agreement with group members.

Materials: Flip chart, marker pens, handouts (see below), DVD player and TV

Exercises

• Check in. What did the parents come up with to do together with their child. Use flip chart to write up the activities they identified. Discuss any issues from last week’s session and any incidents during the week.

• Anger management. What is anger, how do you deal with your anger? How do you make your child angry? How do you deal with their anger? Aims: to see how individuals use their anger, what strategies for calming down do they use? How do parents prevent their anger becoming destructive to their relationship with their child? Work with handouts (below).

Handouts

• What is anger?
• The process of anger
• Physical signs of anger
• Anger scale
• Anger, hurt, need and fear
• The vicious cycle
• Emotional funnel
• Fight or flight

Film dialogue notes

Facilitators from both groups meet prior to the session to watch the video shown in session 5. Parents see their child’s questions and their responses are recorded. Two x 30 minute sessions.

Please refer to film dialogue section (from page 41).
What is anger?

Anger is an emotion related to one’s psychological interpretation of having been offended, wronged, or denied and a tendency to react through retaliation. Anger is a normal emotion that involves a strong uncomfortable and emotional response to a perceived provocation. People have published a massive amount of literature on the subject, it has been broken down into three types, cognitive (what you’re thinking), feelings, (tension and agitations) and behavioural (withdrawal and response). Anger has been described as a pressure cooker: we can only apply pressure against our anger for a certain amount of time until it explodes.

Anger may have physical correlates such as increased heart rate, blood pressure, and levels of adrenaline, the external expression of anger can be found in facial expressions, body language, physiological responses, and at times acts of aggression. Most of those who experience anger explain its arousal as a result of what has happened to them, “You made me so angry”.

Modern psychologists view anger as a primary, natural, and mature emotion experienced by virtually all humans at times, and as something that has functional value for survival. Anger can mobilize psychological resources for corrective action. Uncontrolled anger can, however, negatively affect personal or social well-being. Psychologists, in contrast to earlier writers, have also pointed out the possible harmful effects of suppressing anger. Displays of anger can be used as a manipulation strategy for people to get their needs met at the cost to others.

In close relationships we assume that others cause our anger, but the same behaviour by others will produce markedly different reactions depending on who does it, how we feel and the circumstances, showing that we do have choices in how we respond / behave.

After an abusive act people often say “I just saw red” “I was so angry I could not control myself”. The implication is that we do not have choices or self control over our reactions.

If we can control our selves in social setting we can learn strategies to control our selves in close relationships as well.

(Adapted from Leap, 2014)
The process of anger

Calm
(You are relaxing in front of the TV after a long day watching one of your favourite programmes)

Something happens to upset you
(Your partner comes in and starts switching the channels)

Negative thoughts
(How dare he) I was watching that! He's taking over again! This is so unfair)

Body changes
(Possible changes: stomach churns; puts you off your tea; shaky; head spins; red face; palpitations; clammy hands; head thumping; stress; increased / decreased adrenaline)

Incident

(Developed by Break4Change, 2014)
Physical signs of anger

Everyone has a physical response to anger. Your body releases stress hormones such as cortisol and adrenaline, which increase your heart rate, blood pressure, temperature and breathing (this is known as the “fight or flight” response).

This allows you to focus on the threat and react quickly, but it can also mean that you do not think straight, and maybe react in ways you might regret later on.

When your body has to cope with large amounts of stress hormones due to angry outbursts, you may become ill.

Reactions to being angry

How people react to feeling angry depends on many things including the situation, their family history, cultural background and stress levels.

It may be shown in many different ways, including:

- sarcastic comments
- swearing
- shouting
- name-calling
- bullying
- physical violence, such as hitting, pushing, kicking or breaking things

Other people might react to anger by hiding it or turning it inwards against themselves. They can be very angry on the inside but feel unable to let it out.

It is important to deal with anger in a healthy way that does not harm you or anyone else.

Managing anger

Dealing with anger in a healthy way includes:

- recognising when you get angry
- taking time to cool down
- reducing your general stress levels in life

You can also look at what makes you angry and how you deal with those feelings.

Exercise is one of the best ways to release built-up anger and tension. Running, walking, swimming, yoga and meditation are just a few of the activities that boost your production of the “good mood” hormones (such as endorphins) and help reduce stress.

Listening to calming music, such as classical music, can help you relax. It can slow your pulse and heart rate, reduce stress hormones and lower your blood pressure.

Discussing your feelings with a friend can be useful and can help you get a different perspective on the situation.

Examples of unhelpful ways are thinking: “It’s not fair”, or “People like that shouldn’t be on the roads”.

Thinking like this will keep you focused on whatever it is that is making you angry. Let these thoughts go, and it will be easier to calm down.

Do not use phrases that include:

- **always** (for example, “You always do that”)
- **never** (“You never listen to me”)
- **should/shouldn’t** (“You should do what I want” or “You shouldn’t be on the roads”)
- **must/mustn’t** (“I must be on time” or “I mustn’t be late”)
- **ought/oughtn’t** (“People ought to get out of my way”)

(Developed by Break4Change, 2014)
## Anger scale

Rate your anger

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Raging</td>
</tr>
<tr>
<td>9</td>
<td>Furious</td>
</tr>
<tr>
<td>8</td>
<td>Mad</td>
</tr>
<tr>
<td>7</td>
<td>Angry</td>
</tr>
<tr>
<td>6</td>
<td>Pretty angry</td>
</tr>
<tr>
<td>5</td>
<td>Annoyed</td>
</tr>
<tr>
<td>4</td>
<td>Frustrated</td>
</tr>
<tr>
<td>3</td>
<td>Very irritated</td>
</tr>
<tr>
<td>2</td>
<td>Irritated</td>
</tr>
<tr>
<td>1</td>
<td>Mildly irritated</td>
</tr>
<tr>
<td>0</td>
<td>Calm, at peace with the world</td>
</tr>
</tbody>
</table>
Anger, hurt, need and fear

Anger is a feeling that often arises in conflict. We experience many feelings and anger is one of those – it is not a bad thing to feel angry, but it is what we do with that anger that is important. Anger is often only the ‘tip of the iceberg’, and there are usually several layers to this feeling, which include hurt, need and fear.

I felt angry because...

I felt hurt because...

I need...

My fears are...

(Adapted from Leap, 2014, p7)
The vicious cycle

(Adapted from Leap, 2014, p14)
Emotional funnel

Scared
Lonely
Small
Stupid
Excited
Apprehensive
Humiliated
Silly
Pathetic
Tired
Confused
Hurt
Belittled

Anger      Rage      Violence

(Adapted from BHCC, Living Without Violence, 2009)
**Fight or flight**

When we are threatened by something, for example a conflict situation with someone we care about, or are afraid of, or whose good opinion of us we value, our brain and body have a natural tendency to adopt one of two behaviours.

One is an aggressive stance towards the source of threat. We prepare to stand up for ourselves, to fight our corner, to stand our ground. Our minds and bodies prepare for a confrontation just as our primitive ancestors might have done when faced with a powerful predator.

The other natural reaction is to take a passive stance to the source of the threat. The most obvious is to run away from it and our minds and bodies prepare us to do that, again as our primitive ancestor might have done rather than stand up to certain death. ‘Running away’ could include physical withdrawal, but it could also show up as avoiding the conflict, speaking softly to the source of the threat, giving-in to the opinions or wishes of the other person who is in conflict with us.

Sometimes of course, we are not able to do either. We may be frozen with fear at the prospect of the conflict or confrontation. In primitive ancestor terms, we neither flee nor do we advance. Presumably we join the untold and unsung numbers who were ‘eaten by something that disagreed with them’.

Model:

```
Threat
  e.g Conflict / Confrontation

Fight
  Insist on our point of view
  Argue our own case
  Have it out with the other person

Flight
  Withdraw from the conflict
  Agree with the other person’s p.o.v
  Back-off from our point of view
```

(Adapted from Leap, 2014)
**Session 7: Parents’ group work**

**Session aims:** Assertiveness, what is assertiveness? Why do we need to be assertive? What’s the difference between assertiveness and aggressiveness? Look at pitfalls and the differences between being assertive and aggressive.

**Timing:** 2 hours, break after one hour or by agreement with the group

**Materials:** Flip chart, marker pens, handouts (see below), DVD player and TV.

**Exercises**

- **Check-in.** What changes have you observed in yourself or your child since the last session? Discuss any issues from last week’s session and any incidents during the week.

- **What is assertive behaviour?** Aims: for parents to assess how assertive they are and for them to feel confident that they are using assertive behaviour, and for those who would normally be passive to try out some assertive statements, whilst talking about their fears around stating their needs. Discussion using Transactional analysis – remaining in ‘adult’ and not using aggressive behaviour/tone of voice to get co-operation.

- **Assertiveness test.** Do this with the group (give each a copy of questions). Feedback from parents, are the results what they expected?

- **Strategies for being assertive.** Discussion with group about what types of behaviour are assertive/passive/aggressive. Pitfalls of being assertive and aggressive.

**Handouts**

- Assertiveness test
- Strategies for being assertive
- What is assertive behaviour? take away handout
- Behaviour types – take away handout
- Body language – take away handout

**Film dialogue notes**

No filming for parents in this session.
## Assertiveness test

The following is a rough test of your assertiveness or passivity. Consider the statements and circle the number that describes you best. **There are NO right or wrong answers.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I hesitate to speak up in case people think me stupid or aggressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I sound like I am asking a question when I am making a statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I look down or fold my arms when speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I brush off compliments when I receive them</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel uncomfortable taking credit for what I do well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>People find it easy to take advantage of me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I tend to stay quiet to keep the peace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I often find myself saying yes when I mean NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I feel guilty when I say NO</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>I often avoid expressing my opinions</td>
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<td></td>
<td></td>
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<tr>
<td>11</td>
<td>I make promises which I regret later</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I easily allow myself to be persuaded to do things for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I accept what I’m offered even when it’s not what I wanted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I do not speak up when I feel I have been treated unfairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I allow my self to be inconvenienced in order to avoid conflict</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I beat around the bush rather than express my feelings directly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I get other people to speak for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I feel disappointed that I did not say what I meant or felt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I suffer in silence when unfairly criticised or insulted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I find it hard to sound confident even if I know I am right</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I ask for help easily with out feeling anxious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Under stress I get short and snappy with people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I hide behind humour and sarcasm to deal with difficult situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I blank people who upset me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add up the numbers to get a rough score. The higher you are the more passive you are the lower the score will show how assertive you are. **Total**

(Adapted from Alberti & Emmons, 1986)
Strategies for being assertive

<table>
<thead>
<tr>
<th>Describe</th>
<th>Describe the situation e.g. I was expecting you at 10am, as we arranged last week and you did not turn up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express</td>
<td>Express how you feel e.g. I was not very happy I got ready to go and I could have got on with something else had I known you were not coming.</td>
</tr>
<tr>
<td>Specify</td>
<td>Specify what you want e.g. if we organise something in future and you cannot make it or are going to be late, could you ring me before hand.</td>
</tr>
<tr>
<td>Clarify</td>
<td>Clarify what will happen if they do not do this in future e.g. if it happens again I will not be making any future arrangements with you.</td>
</tr>
</tbody>
</table>

The continuum:

<table>
<thead>
<tr>
<th>PASSIVE</th>
<th>ASSERTIVE</th>
<th>AGGRESSIVE</th>
</tr>
</thead>
</table>

(Developed by Break4Change, 2014)
**What is assertive behaviour?**

"Between people as among nations, respect of each other’s right insures the peace".

Benito Juarez

People manage to be assertive because they respect themselves, and value their personal judgements, opinions, wishes and needs and more important they recognise these rights in others as well.

**Definition**

Behaviour which enables a person to act in his or her own best interest, to stand up for herself or himself, without undue anxiety, to express honest feeling comfortably, or to exercise personal rights without denying the rights of others, we call **assertive behaviour**.

To act in one’s own best interest: refers to the capacity to make life decisions (career, relationship, life style, time activities), to take initiative (start conversations, organize activities), to trust one’s own judgment, to set goals and work to achieve them, to ask for help from others, to comfortably participate socially.

To stand up for oneself: includes such behaviours as saying ‘No’, setting limits on one’s time and energy, responding to criticism, or put downs or anger, expressing or supporting or defending one’s opinions.

**Barriers to assertiveness**

- What are some of the barriers to asserting yourself?
- Many people do not believe that they have the right to be assertive.
- Many people are highly anxious / fearful about being assertive.
- Many people lack the social skills for effective self expression.
- However, research has shown that learning to make assertive responses will help to alleviate the anxiety previously experienced in specific interpersonal relations.

**Bill of assertive rights**

Everyone is born with unique potential and free will - to decide for themselves, to judge for themselves, make mistakes and learn from them, refuse requests, and say ‘I don’t understand’ or change one’s mind. As children we had no doubt about these things. Most children are assertive - they know what their rights are and do not hesitate to express them - sometimes from child to adult, we rob ourselves and allow others (due to childhood training and false notions) to rob us of our rights.

As a first step towards becoming assertive, we should become aware of our rights as an individual. The following list is the ‘Bill of assertive rights’. For those who believe that they do not have the right to lead a free, independent life, and still enjoy lasting and good interpersonal relationships, they would be advised to consider the following bill. If you have become very disillusioned about people and life in general, or their inability to have close and meaningful relationships and at the same time, retain their identity. The following table will help you to reaffirm your **self** as being of the greatest value!

‘**The Bill of assertive rights**’

1. You have the right to be treated with respect and dignity.
2. You have the right to have and express your own feelings and opinions.
3. You have the right to be listened to and taken seriously.
4. You have the right to judge your own behaviour, thoughts and emotions, and to undertake the responsibility for their initiation, and consequences upon yourself.
5. You have the right to make mistakes and be responsible for them.
6. You have the right to say: “I don’t know”.
7. You have the right to say: “I don’t understand.”
8. You have the right to ask for information (including from professionals).
9. You have the right to change your mind.
10. You have the right to get what you pay for.
11. You have the right to choose your profession.
12. You have the right to practise your own religion.
13. You have the right to ask for what you want (realising that the other person has the right to say `no').
14. You have the right to acquire knowledge.
15. You have the right to say `No' without feeling guilty.

You have the right to do anything so long as it does not violate the rights of others. You can add to this list too!

**Importance of non-verbal behaviour in assertiveness**

Another misconception among people is that in order to be assertive, you need to have a very good command of your language.

Many people view assertiveness as a verbal behaviour, believing that they must have just the right words to handle a situation effectively. The manner in which you express an assertive message is a good deal more important than the exact words you use. What we need to do is be honest and direct, as much of any message is communicated non-verbally.

**Component of assertive behaviour**

Very often, besides knowing the right words to say, how we act, and how we say something can have an even greater impact.

**Your body:** Developing an assertive body image.

Your body does communicate. Your emotional expression, posture, facial expressions and tone of voice are all tremendously important to you in becoming assertive.

**Eye contact:** While addressing another person, where do you look? If you look directly at the person as you speak, it helps to communicate your sincerity and to increase the directness of your message. But if you look down or away much of the time, you present a lack of confidence. Women often have a problem of making eye contact with another person, because many of us have been taught that it is more feminine to look away or look down. In some cultures, like in India, it is considered disrespectful for women to make direct eye contact with men or authority figures.

However, making relaxed eye contact is essential when you want to appear assertive and interested and shows respect for the other person. This does not mean staring continuously till the other person becomes uncomfortable. Look at their eyes, then perhaps look away for a few seconds, or drop your gaze slightly so that you are focussing on their mouth, as they speak to you.

Practise making good eye contact and be aware of any differences in the quality of your communication. Are you listening better? Are you conveying more interest and receiving more interest in what you are saying?

**Facial expressions**

Ever see someone trying to express anger while smiling or laughing? It just doesn’t come across. Effective assertion requires an expression that agrees with the message. Let your face say the same thing your words are saying. With a greater awareness of the feeling in your face, you can begin to more consciously control your facial expression to become more natural.

**Body posture**

In a situation where you are called upon to stand up for yourself, it is useful to do just that - stand up! An active and erect posture lends additional assertiveness to your message, whereas a slumped, passive stance gives the other person an immediate advantage as does any tendency on your part to lean back or move away.

**Gestures:** A relaxed use of gestures can add depth or power to your message, and can suggest openness, self confidence and spontaneity on the part of the speaker. However, gesturing must not be erratic or nervous.

**Voice:** Tone, inflection and volume. The way we use our voices is a vital element in our communication.
Consider the three dimensions of your voice.

Contents: What you say is of course important, but honesty and spontaneity of expression is much more important. This means saying, for example, “I am very angry with you” rather than “You are an S.O.B.” or calling names or abusing people. People, who hesitate because they don’t know what to say, should make a practice of saying something, to express their honest feelings at the time. It makes a great difference and adds to your assertiveness.

There are other components which convey our message such as fluency, timing, listening, distance/physical contact, even weight and physical appearance.

Reducing anxiety and promoting relaxation

While facing threatening situations, many people (especially non assertive people) become anxious. Their anxiety immobilizes them and controls them. What happens to your body when you become anxious? Headaches, a “nervous stomach”, asthma, and “dizzy spells” are common bodily indicators of anxiety. In more extreme forms, anxiety can be severe enough to cause ulcers, migraine headaches, and heart attack. In addition to physical discomfort, anxiety can also cause emotional discomfort, e.g. “cold feet”, “clamming up.”

Learning to relax can combat anxiety. It can help you to feel more in control of your body. Relaxation can be achieved through yoga, meditation, a walk, relaxing the muscles.

Techniques of assertiveness

God grant me the serenity to accept the things I cannot change, courage to change those I can, and wisdom to know the difference. Anon

Broken record: or persistence. One of the most important aspects of being verbally assertive is to be persistent and keep saying what you want over and over again without getting angry, irritated or loud. By practiseing to speak as if we were a broken record, we learn to be persistent and stick to the point of the discussion, to keep saying what we want to say, and to ignore all side issues brought up by the person we assert ourselves to. In using broken record, you are not deterred by anything the other person may say but keep saying in a calm, repetitive voice what you want to say until the other person accedes to your request or agrees to a compromise.

In order to become an assertive communicator, in social setting, you must master two skills. First you have to practice listening to the clues other people give you about themselves. In addition, it makes it easier for people to talk about themselves, when you show an interest in things important to them.

The second skill is self-disclosure. It involves disclosing information about you - how you think, feel and react to the other person’s information. It allows the social communication to flow both ways. Eye contact is of great value here.

What they call fogging is a skill that teaches acceptance of manipulative criticism by calmly acknowledging to your critic the probability that there may be some truth in what he/she says, yet allows you to remain your own judge of what you do. It is a very effective skill for desensitising you to criticism and actually reducing the frequency of criticism from others. It rapidly sets up a psychological distance, boundary lines between you and the person you fog. Fogging should be used with negative inquiry. In negative inquiry, you do not respond to your critic’s statements with denial, defensiveness, or counter manipulative criticism of your own. Instead, you break the manipulative cycle by actively prompting more information from the critical person in a low key, unemotional manner. We need to have acceptance of our errors, and faults without having to apologise. It allows you to look more comfortably at negatives in your own behaviour or personality without feeling defensive and anxious or resorting to denial.

Workable compromise: In using your verbal assertive skills, it is sometimes practical (when you feel that self-respect is not in question) to offer a workable compromise to the other person, or to cooperate when offered one.

By now, you may have discovered that assertiveness is not a simple characteristic. It is person and situation specific, and above all, it is a way of life, composed of privileges as well as obligations for each individual.

However, no one is assertive all the time. There are (and will always be) times when we act non-assertively, aggressively and assertively. A goal of Break4Change is to help you maximise your assertive skills, and your capacity to choose how one is going to act in a particular situation, is in itself an act of assertiveness.

(Developed by Break4Change, 2014)
Behaviour types

**Direct aggression**
- If I were you I’d do it this way
- Get out of my way
- How dare you
- What you could do with...
- I don’t give a xxxxx about you
- I always win

**Indirect aggression**
- Of course I’m not angry
- That’s pretty good for someone like you
- I’ll be ill if you behave like that
- Martyrdom is my way of life
- Can’t you take a joke?

**Passivity**
- Whatever you want is ok by me
- I’m waiting for my life to get better
- Nothing goes right for me
- I mustn’t rock the boat
- I’m really sorry

**Assertiveness**
- I have the right to be me, you have the right to be you
- My life is my responsibility
- I feel...
- I’m ok, you’re ok
- I’ll take a risk
- I’m not perfect

**Bossy / arrogant / bulldozing / intolerant / opinionated / over-bearing**

**Sarcastic / deceiving/ ambiguous / insinuating / manipulative / guilt inducing**

**Waiting / moaning / helpless / submissive / indecisive / apologetic**

**Direct / honest / positive / accepting / responsible / spontaneous**

(Developed by Break4Change, 2014)
## Body language

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<tr>
<th>Body space</th>
<th>Assertive stance</th>
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<tr>
<td>Respect other people's space.</td>
<td>Stand tall.</td>
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<td>Too close? Too far?</td>
<td>Hold your head high.</td>
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<td>Feel strong and equal.</td>
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<td>Believe in your self.</td>
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<th>Facial expression</th>
<th>Eye contact</th>
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<tr>
<td>Is your face saying what you are saying?</td>
<td>Look at the person - not at the ground.</td>
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<tr>
<td>Gestures</td>
<td>Avoid a fixed stare.</td>
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<td>Avoid fidgeting.</td>
<td>Use a comfortable, direct gaze.</td>
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<td>Use appropriate gestures.</td>
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<th>Intonation</th>
<th>Volume</th>
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<td>Be interesting not monotonous.</td>
<td>Adjust your volume control.</td>
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<tr>
<td>Avoid sarcasm.</td>
<td>Check your speed.</td>
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(Developed by Break4Change, 2014)
Session 8: Parents’ group work

Session aims: Parents to identify changes in their relationship with their child. Looking at parents and young person’s self-esteem.

Timing: 2 hours, break after one hour or by agreement with the group.

Materials: Flip chart, marker pens, handouts (see below), DVD player and TV.

Exercises

• Check in. Discuss any issues from last week’s session and any incidents during the week. Aims: Encourage parents to identify changes in their relationship with their child. Facilitators are looking for situations being managed in a different way. Write positive changes up on flip chart (Note: some parents may feel negative due to a recent incident or if they are low in mood – facilitator to help these parents to reflect on changes they may have mentioned in previous sessions).

• Self-esteem for parents and young people. Aims: Parents to recognise what drains their self-esteem and their child’s self-esteem, and identify things that can build our self-esteem. Using Maslow’s hierarchy of needs with the group, look at the importance of our needs being met. From the basic needs of safety, warmth and security, the need for affection and love, through to self-esteem and the need for achievement and recognition. Discuss first what impacts on parent’s self-esteem. Then ask about their child’s self-esteem (get practical examples). Use flip chart.

• Do parents feel their child has positive feelings of self? Use handouts to encourage discussion. Look at how we think these acts of love and affection positively impact on young people. How do you know your child cares about you?

Handouts

• What is self-esteem?
• Hierarchy of needs (Maslow)
• Self-esteem tap
• Self-esteem funnel

Film dialogue notes

Facilitators from both groups meet prior to the session to watch the video shown in session 7. Parents see young people’s response to their questions and their response is recorded.

Please refer to film dialogue section (from page 41).
What is self-esteem?

Self-esteem is our self-image, or how we feel about ourselves. It is made up of thoughts and feelings we have about ourselves. These may be positive or negative. The more positive feelings we have about ourselves, the higher our self-esteem. The more negative feelings we have about ourselves, the lower our self-esteem.

Good self esteem can be gained from:

- Feeling confident
- Feeling good about ourselves
- Being positive
- Enjoying our children
- An enjoyable job
- Our surroundings
- Other people
- Our appearance
- Receiving compliments
- Taking charge
- Friends
- Partners
- Being with positive people

Low self-esteem can make us feel:

- Down about ourselves and our lives
- No confidence
- Negative
- Passive
- Lonely
- Critical of ourselves
- Feel rejected
- Misunderstood by people
- Unable to follow our dreams

adapted from United Nations Convention on Rights of the Child, 1989
The original hierarchy of needs five-stage model

1. Biological and physiological needs - air, food, drink, shelter, warmth, sex, sleep.
2. Safety needs - protection from elements, security, order, law, limits, stability.
3. Belongingness and love needs - work group, family, affection, relationships.
4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility.
5. Self-actualisation needs - realizing personal potential, self-fulfilment, seeking personal growth and peak experiences.

Maslow (1954), posited that human needs are arranged in a hierarchy:

(Adapted from Maslow, 1954)
Self-esteem funnel

Who feeds my self-esteem?

Others

Me

Filter

If levels of self-esteem get too low you may need to see your GP or get other professional help to support you through this period.

Continual leak

Levels of self-esteem are dependent on external factors and self-“feeding”

Others

Me

Handout

(Developed by Break4Change, 2014)
Self-esteem tap

Things that add to my self esteem:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Things that take away from my self esteem:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Developed by Break4Change, 2014)
Session 9: Parents’ group work

Session aims: Discuss how their set goals are progressing. Parents identify how they relax and look after themselves and what support they have. Review if they have recently spent time doing something enjoyable with their child and how this went.

Timing: 2 hours, break after one hour or by agreement with the group.

Materials: Flip chart, marker pens, handouts (see below), DVD player and TV.

Exercises

• Check-in. Discuss any issues from last week’s session and how things have been this week.

• Goals – how are they progressing? Discussion in group, how are you progressing with your goals?
  Display goals on flip chart from previous weeks.

• How do you look after yourself? Looking after yourself, recognise the importance of looking after yourself. Identify what parents are doing to look after themselves. How important it is to do things for yourself and to be able to relax if you are to look after others and function as a parent.

• What support do you have? Aims: To identify what support parents use/want and why this is so important. (Be mindful of those in the group that may not have support. Help them reflect on the support from the group if appropriate). Use the flip chart and generate discussion around different supportive mechanisms or people. Parents often suggest that they find it a support to know that there are other people experiencing similar problems. This can be a time that if people feel comfortable and the facilitators feel it is appropriate that they exchange contact numbers.

• Review a plan of joint activity with their child – how did it go? Aims: to highlight the benefit of positive experiences between parents and children. Parents give examples of doing specific positive activities with their child. Reflect on how this was for them and their child, and how this may have impacted on their relationship.

Note for facilitators to tell group: Your child will be asked to write something about another member of their group next week – please help prepare them for this, so they have time to think about it.

Handouts

• ‘Parenting Teenagers’

• What support do you have?

Film dialogue notes
Facilitators from both groups meet prior to the session to watch the video shown in session 8. Evaluation filming session in which parents/carers are asked questions about their experience of the Break4Change programme.

Please refer to film dialogue section (from page 41).
Parenting teenagers

Now that your child’s a teenager, the demands on your time and energy are different from when your child was younger.

In the early years, you needed to feed, bath and comfort your little one. Now they are big and looking after themselves more and more. But your teenager still needs practical help and active involvement from his/her parents. For example, they might be involved in a wide range of social and extra-curricular activities so you need to drive, or take them from one activity to another. At the same time, you might be working more hours or involved in other activities yourself.

Along with practical demands on your time there might be some new emotional challenges. For example, the onset of puberty can bring feelings of insecurity for your teenager and worry for you. You might also feel concerned about your teenager’s social and emotional changes. And then there are the emotional ups and downs of adolescence.

Friends and peers will become more important to your teenager in these changing years, but this does not mean you are less important. You still play a big role in your teenager’s life and a strong relationship with family and friends are vital for your teenager’s health, social and emotional development.

Finding time for you

Parenting a teenager can be hard work, and it’s as important to take good care of yourself now as it was when your child was younger. Looking after your physical and mental well-being can help you stay calm and consistent, and deal better with any stress and conflict that comes up.

You might be finding that juggling your child’s needs with your work and other commitments is leaving you with little time to yourself. Here are some suggestions for clearing time in a busy family schedule.

Household responsibilities

For parents with partners, it can help to talk with your husband/wife/partner about how the household work can be managed between you and your children. You might look at giving your children more responsibility for jobs around the house.

Negotiating with your teenagers about chores might help break down any resistance they have to the idea. For example, you could allow them to pick one or two chores he/she wouldn’t mind doing. There are a couple of benefits here: jobs get shared around more, and your teenager gets some practice for independent living. For example, they might be interested in learning to cook simple meals or wash and iron clothes.

Family plans and schedules

Having a weekly family schedule might help you keep on top of everyone’s commitments and to also find time for yourself. It can give you the chance to explain to your teenager that you need time for yourself too. Having this time will give you more energy and enthusiasm for the time you spend with your teenager.

Support networks

Grandparents, family and friends might be able to spend time with your teenager to free up some time for you. Or you could organise with other parents whose teenagers are involved in the same activities as your child to spend some time with them. This might give you a few more hours in your week, and have the added bonus of helping you build new friendships and support networks.
Keeping your relationship fresh

For parents with partners, research shows that feeling happy about your relationship and feeling happy with your parenting are strongly related.

So nurturing your relationship with your partner is actually a way of nurturing your parenting ability.

Here are some suggestions from parents about keeping partner relationships fresh and strong:

• Talk about your feelings and experiences as the parents of a teenager together
• Show affection, admiration and appreciation for your partner
• Spend time talking with your partner – something as simple as making time to discuss your day with each other can be a good idea
• Find time for just the two of you each week. This could be doing all kinds of things – playing sport, going for an after-dinner walk together, having a regular coffee date, playing cards or games, or whatever you enjoy as a couple
• Make time for fun experiences as a couple. For example, if your teenager is old enough, he/she might be able to spend the weekend at a friend’s house or at grandma’s while you have a mini-break.
• Spend time together at home. For example, you could make a date to have a special dinner, watch a favourite movie or put on your favourite music while your teenager is in his/her room, has a friend visiting or out.

Staying happy and healthy

Your physical and mental well-being is vital to your ability to keep up with your family. But physical and mental health doesn’t just happen – you have to look after yourself if you want to stay happy and healthy.

Staying positive and keeping things in perspective might help you get through some of the ups and downs of the teenage years. If you’re having a bad day, or a fight with your son/daughter, you could try asking yourself, ‘Do we really need to fight about this? Can I just give way on this one?’ When you let go of the small stuff, you save your energy for more important issues such as your child’s health, safety and well-being.

Positive self-talk can also help you feel less stressed and happier. For example, if your teenager offers to help someone out, you might say to yourself, ‘Nice – I’m glad I’ve taught my child to think about others like that’. It’s time to congratulate yourself on all the good work you’ve done to get your teenager to this stage.

Family rituals can build family togetherness and well-being. No matter how bored they might seem, teenagers also find family rituals comforting. Examples might include a regular Sunday dinner, religious ceremonies or regular family outings. Rituals help teenagers feel loved and part of the family. They can also help you feel positive about your family relationships.

Physical activity is important for many parts of your life, and 30 minutes a day is what you need to keep you physically and mentally healthy. It could just be a half-hour walk or an exercise class, but if you’ve got more time as your teenager gets older you may wish to try something new. If you’re looking for something new, you could try relaxing activities such as yoga, meditation or deep-breathing exercises, as well as something more physical.

It is important you make sure you are meeting your own needs, as well as the needs of the family. Remember that a healthy happy parent is an effective one.
Being connected

Adolescence is a time when parents and children begin to spend more time apart. This is partly because teenagers need to explore relationships with friends and others outside their family. It helps them:

• develop a sense of independence
• understand their place in the world as young adults
• work out independent values and beliefs.

But your teenager still needs a strong relationship with you to feel safe and secure as he/she meets the challenges of adolescence.

Staying connected is about building closeness in a relationship by being available and responsive to the other person. It’s more than just spending time around each other – after all, family members can sometimes share the same physical space without really connecting.

Connecting can be casual, which involves using frequent everyday interactions to build closeness. Or connecting can be planned – this is when you schedule time to do things together that you both enjoy.

Keeping it casual

Casual connecting is a way of using everyday interactions to build closeness. The best opportunities for casual connecting are when your teenager starts a conversation with you – this generally means they are in the mood to talk.

Tips for casual connecting

• Stop what you’re doing and focus on the moment. Even for just a few seconds, give your teenager your full attention. Connecting works best when you send the message that ‘Right now, you’re the most important thing to me’.
• Look at your teenager while they are talking to you. Really listen to what they are saying. This sends the message that what they have to say is important to you.
• Show interest. Encourage your teenager to expand on what they are saying, and explore their views, opinions, feelings, expectations or plans.
• Listen without judging or correcting. Your aim is to be with your child, not to give advice or help unless they ask for it.
• Just be there – you might be in the kitchen when your child is in his bedroom. Teenagers benefit from knowing that sources of support are available.
• When you stop what you are doing and really listen to your teenager, you are telling them that they are really important, respected and worth your time.

Planning your connections

Planned connecting involves making time to do things with your teenager that you both enjoy.

Busy lives and more time apart can make it difficult to spend fun time together. That’s why you need to plan it. Teenagers aren’t always enthusiastic about spending time with their parents, but it’s worth insisting that they do – at least sometimes.
Tips for planned connecting

- Schedule time together. You need to find a time that suits you both. Initially, it can help to keep the time short.
- Let your teenager choose what you can do, and follow their lead. This will motivate them to want to spend time with you.
- Concentrate on enjoying your teenagers' company. Try to be an enthusiastic partner and actively cooperate with what your teenager is doing – the activity itself is less important than shared fun and talking with your teenager.
- Be interested and accepting, rather than correcting your child or giving advice. It’s not easy to give up the teaching and coaching role, but this is a time for building and improving your relationship. So if you see a mistake or an easier way to do something, let it go without comment.
- Keep trying and stay positive. At first, your teenager might not be as keen as you to take part in these activities, but don’t give up. Keep planned times brief to begin with, and your teenager will come to enjoy their time with you.

Overcoming obstacles

Your child refuses to talk with you about what he’s doing.

You and your teenager might feel closer if you make the most of casual conversations during the day. Every little chat is an opportunity to listen and talk in a relaxed, positive way.

You feel you're the only one who’s making an effort.

If you’re kind and considerate with your teenager, this can help create goodwill and positive feelings. Often, simple things make a big difference – for example, saying please, giving hugs, pats on the back, knocking before entering a bedroom, cooking a favourite meal, providing treats or surprise fun activities.

This approach creates a more positive environment, even if your teenager is not joining in. Make a point of doing kind things, even when you do not feel like it. If you wait to feel positive before you act positively, you might never do it.

A parent’s experience

“When my son was a young teenager, I was concerned about a friendship he had with a friend he’d known since nursery. At the time they had often been moved from each other for talking and laughing too much. As they both moved to the same secondary school I worried that the friend was a bad influence on my son and would hold him back.

I came across a paragraph in a parenting book that really helped me. The author said that as a parent we will never understand what our child sees in particular friends. However it can help if we take some time to see what the friend offers our child, and what positives could be observed, this would help. When the friend next visited I heard lots of laughter coming from my son’s room and it was a laughter that had real pleasure in it. I realised that his friend made my son laugh the most, out of all the friends that came to our house. He could make my son happy and enjoy things.

From that moment on my attitude to the friend changed and I felt happier that he and my son were friends. They are still friends and he is one of my son’s most loyal friends and I know that I can trust him to take care of my son if it was ever needed.”

Pam Nicholls, Rise

(Adapted from Raising Children Network (2014) http://raisingchildren.net.au)
What support do you have?

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<thead>
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<th>Positive support</th>
<th>Support that is unhelpful</th>
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What are the benefits of these supporters? Why are these supporters unhelpful?

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What other support would be helpful to your family?

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Session 10: Parents’ group work

Session aims: Encourage families to reflect on positive changes. Look at what is working well and look towards further aims for the future. Clarify anything over the last 9 sessions that the group would like to re visit. Look at any progress on identified barriers from week 9.

Timing: 2 hours. First hour with parents and in final hour both parents and young people come back together.

Materials: Flip chart, marker pens, handouts (see below), DVD player and TV.

Cards (for affirmations exercise), certificates for both groups and snacks/drinks (if applicable), ribbon and images from the sessions for final ending exercise.

Exercises

• **Check in.** Clarify anything over the last nine sessions that the group would like to revisit. Ensure they have a good understanding of the useful strategies / theories. Go over previous work if required. Look at progress and any identified barriers from session nine.

• **What has changed?** Aims: Parents to say what has worked well. Are there any goals they would like to set in the future? Clarify what has worked well and how parent’s relationships with their children has changed. Discuss as a group what has changed for each family. Use flip chart to enable group to see the significant changes they have made.

• **Cards and positive affirmations.** Parents/carers to each receive a card of positive affirmations from members of the group. Provide a card with each participants name on. All members of the group write a positive affirmation on the other participants’ cards. Exchange cards.

• **Certificates.** Give certificates out (can be done when group comes together as a whole to watch DVD).

• **Watching DVD - Young person’s group and parents group come together to watch final DVD and listen to CD* made by the young person’s group (*or other creative work produced).**

• **Final evaluation forms.** These are completed by parents.

• **Ribbon exercise.** (A suggested ending exercise). Using a piece of ribbon, all participants brought together in a group, all holding a long piece of ribbon in a circle. The ribbon is then cut at various points to ‘join’ young person and their parent/carer together. This is a symbolic gesture that they will be leaving ‘together’. On the floor in the circle it can be useful to add some of the handouts they have used throughout the sessions, as well as where they can get support for example:
  - Mutual Respect Wheel
  - Photo of mobile phone
  - Children and parents have rights
  - Local women’s services and Police services

Handouts

• Useful phone numbers or agencies the parents can contact

• Certificates - ‘Well done’ and ‘I pledge’

Film dialogue notes

• The last hour of the session parents’ and young people’s group are brought together to watch the completed DVD and listen to the CD.
This is to certify that

[Blank]

has completed the 10 session

Break4Change Programme

Date

Well done!

Certificate of completion
I promise...

I promise to:

✓ Take responsibility for my own behaviour
✓ To reflect on my behaviour and learn from my mistakes
✓ To treat our family with respect
✓ To treat our home with respect
✓ Be supportive and confident in myself and my ability to change

Signed parent

Young person

Date
Young people’s group work sessions
4.6 Young people’s group work sessions

Young person’s 10 session programme

Each session is in run into two parts: therapeutic discussion then a creative aspect. Further notes about each of the exercises described are available towards the end of these session notes.

Session 1: Young people

Materials

- Flip chart paper, colour pens, pens, scrap paper and Blu-tac
- Pre-evaluation questionnaires – Young people to complete before session starts

Exercises

- **Welcome to Break4Change and introductions.** Young people introduce themselves. What’s your name and what made you laugh this week?
- **Group agreement**
- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses.
- **Hopes and barriers to Break4Change.** What the young people want from the programme and possible barriers to engagement (flip chart exercise).
- **Narrative therapy / Desert Island.** What strengths and skills do the young people possess to facilitate change in their behaviour? How can these can be used to enhance their personal relationships? (p137)
  - See film resource.
- **Take away.** Young people express what they have learnt, will consider to take on board or what they got out of the session.

Summary of tasks for session one

- Pre-group questionnaires
- Record mobile numbers of young people
- Register
- Facilitators’ session evaluation

Creative session 1

Please refer to the creative session notes (see page 45).

Film dialogue notes

Introductory session overview (10 minutes)

Please refer to film dialogue section (from page 41).
Session 2: Young people

Materials/equipment

- Flip chart paper and pens, register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised

Handouts to facilitate discussion

- Agree/disagree statements
- Agree / disagree images of 'thumbs up' or 'thumbs down'
- Desert island image for discussion/exercise

Exercises

- Welcome and refresh group agreement (for the benefit of any newcomers)
- Chuck out. Young people to focus on session ahead by putting aside their daily worries and stresses.
- Agree or disagree? Aims: To identify young people’s thoughts, feelings and attitudes to abusive behaviours. Enable facilitators to understand young people’s perspectives on the lives they are leading. Use handout ‘agree or disagree’ (p137).
- Take away. Young people express what they have learnt, will consider to take on board or what they got out of the session.

Creative session 2

Please refer to the creative session notes (see page 45).

Film dialogue notes

Young people work out what questions they want to ask their parents/carers and any questions are noted by facilitators.

Please refer to film dialogue section (from page 41).
Session 3: Young people

Materials/equipment

- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised
- Vignette ‘Controlling behaviours’ to be shown via DVD player/TV

Handouts to facilitate discussion

- Identifying abusive behaviours – list of statements ‘What is abusive behaviour?’

Exercises

- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses.
- **Where do we see violence and abuse?** In small groups the young people explore and identify where they see abuse, threatening and violent behaviour. Help ascertain young people’s perception of abuse and violence in society and inform facilitators of young people’s experience of violence and abuse (p138).
- **Identifying abusive and controlling behaviours.** Using vignettes (one step removed technique) young people able to identify abusive behaviours, what they gain from their behaviours and the possible impact on others (p138).
- **Types of abusive behaviours.** Introducing the four different types of abusive behaviours, using those identified from previous activity (p139). Note that these will be used in later sessions to show how they fit with the Mutual respect/abuse wheel.
- **Take away.** Young people express what they have learnt, will consider to take on board or what they got out of the session.

Creative session 3

Please refer to the creative session notes (see page 45).

Film dialogue notes

Young people are asked the initial questions and these are recorded for parents

See list of questions in the film dialogue section. These will all be asked of each participant. Each young person is filmed individually.

Please refer to film dialogue section (from page 41).
Session 4: Young people

Materials/equipment

- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed –
  group agreements; questions to ask and issues raised

Handouts to facilitate discussion

- Gains and losses diagram (p149)
- Mutual respect wheel – abuse side (p150)

Exercises

- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **Mutual respect wheel.** Young people explore the abuse cycle and identify the abusive behaviours they use
  to manipulate their relationships with their parent(s)/carers and siblings.
- **Gains and losses.** Group identify what they get out of their abusive behaviour and what they lose from it.
  Includes materialistic, emotional, relationships, education and financial aspects. Split group into 2 and focus
  on 1 component, then swap and feedback as whole group (more information is available on p139).
- **Take away.** Young people express what they have learnt, will consider to take on board or what they got out
  of the session.

Creative session 4

Please refer to the creative session notes (see page 45).

Film dialogue notes

No filming for young people - parents are recording their questions.
Session 5: Young people

Materials/equipment
- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised

Handouts to facilitate discussion
- **UN Convention on children and parent’s rights** (page 71)
- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **Impact of my abusive behaviour on others.** Young people to explore the harm that is caused to other people as a result of their behaviour, to include family, friends, wider family, pets, neighbours etc.
- **Young person versus parent job description:** Young people to consider what are their rights and responsibilities as young people in their family and what they expect from their parents. Aim of this exercise being to reinforce suitable boundaries and beliefs around entitlement, as well as to enable the young people to acknowledge and appreciate all that their parent/carer does for them.
- **Take away.** Young people express what they have learnt, will consider to take on board or what they got out of the session

Creative session 5

Please refer to the creative session notes (see page 45).

Film dialogue notes
Young people view their parents’ questions and record their responses. Young people see the recording as a group, and their responses are filmed individually.

Please refer to film dialogue section (from page 41).
Session 6: Young people

Materials/equipment
- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised

Handouts to facilitate discussion
- How do we communicate? (diagram)
- Communication styles (types of communication)
- I-Messaging

Exercises
- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **How do we communicate?** Explore how we communicate and look at verbal and non-verbal communication.
- **Communication styles.** Explore using pictures of communication (assertive, aggressive and passive) and understand how these impact on how they interact with others and the outcomes they can achieve in their lives.
- **I-Messaging** - explore and learn strategy for how to communicate assertively. Look at how to address other people, own their own feelings and assertively ask for what they want/need. Homework – practice ‘I’ Messaging and feedback next week how it went on one occasion. See further notes at end of these session notes (p141).

Endings. To know that the programme is ending in four weeks. Explore how the young people are feeling, how to prepare for an ending, what they might want to go over again, what other support and/or help they might want and/or need in place following the end of the programme? (use flip chart).

What’s changed? Group to identify positive changes they have made to bring about change in the home. This enables young people to start to focus and identify pro-social behaviours and interactions.

Take away. Young people express what they have learnt, what they will consider taking on board and what they have got out of the session.

Creative session 6

Please refer to the creative session notes (see page 45).

Film dialogue notes
No filming of young people in this session.
Session 7: Young people

Materials/equipment

- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised.

Handouts to facilitate discussion

- Anger control sequence (bomb/devil/body cues images) (Diagram on Page 159)

Exercises

- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **Anger.** What is anger, what does it feel / look like?
- **Anger control sequence.** Introduce and practice the anger control sequence, demonstrated by a facilitator and then the young people. Focus on external triggers – what are the sorts of situation that cause young people to get angry?
  - See film resource.
- **Negative self-talk.** Young people to identify the kinds of negative thought processes they have in reaction to a trigger and why these serve to justify their behaviour / wind them up further, so are unhelpful.
- **Endings.** Mention of endings again – programme will be ending in three weeks. Explore how the young people are feeling, how to prepare for an ending, what they might want to go over again, what other support and/or help they might want and/or need in place following the end of the programme? (recorded on flip chart)
- **Take away.** What’s changed?

Creative session 7

Please refer to the creative session notes (see page 45).

Film dialogue notes

Group facilitators meet prior to the session to watch the video shown in session 6.

Young people see the parents’ responses to their questions and their response is recorded.

Please refer to film dialogue section (from page 41).
Session 8: Young people

Materials/equipment

- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised.

Handouts to facilitate discussion

- Body diagram
- Positive self-talk – angel image
- Anger reducers

Exercises

- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **Review anger-control sequence.** Focusing on the next steps:
- **Body mapping.** Young people identify their physiological responses to anger. Young people draw round another young person or facilitator to produce a body map and then draw or write their responses.
- **Positive self-talk (consequential thinking).** Young people revisit the consequences of abusive behaviour and how will impact on their future lives, how they are treated and what they get from life.
- **Positive self-talk (empathy).** Young people identify reasons why they like/love their parent(s)/carers (emotional, practical) and record three positive things about them.
- **Anger reducers.** Young people learn and practise three anger reducer techniques - breathing, counting and visualisation.
- **Endings.** Mention of endings again – how are the young people feeling, how to prepare for an ending, what they might want to refresh, what other support/help they might want/need in place following the end of the programme?
- **Take away.** What’s changed?

Creative session 8

Please refer to the creative session notes (see page 45).

Film dialogue notes

No filming of young people in this session.
Session 9: Young people

Materials/equipment
- Flip chart paper and pens, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised.

Exercises
- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **What can you do instead of using abuse?** Using the Mutual Respect Wheel, young people identify behaviours, strategies, tools and emotions they can use that are non abusive and pro-social to change their abusive behaviours, improve their relationships with their parent(s), family and future relationships. To be stressed at this point that it may be that it is not a quick a process as young people would like trust to be regained. Emphasise that they need to stick to positive changes, young people have a choice to behave in an appropriate way and long-term benefits and rewards will be reaped!
- **Recap of programme.** Revisit tools that young people identified and practise strategies. Put up aspects of group around the room and allow young people to choose any that they wish to explore or practise further.
- **Mention of endings again.** Programme will be ending in one week. Explore how the young people are feeling, how to prepare for an ending, what they might want to refresh, what other support and/or help they might want and/or need in place following the end of the programme? (recorded on flip chart)
- **Take away / What's changed?**

Creative session 9

Please refer to the creative session notes (see page 45). This is the final creative session for young people.

**Film dialogue notes**
Both young people and parents’ group facilitators meet prior to the session to watch the video shown in session 8.
**Please refer to film dialogue section (from page 41).**
Session 10: Young people

Materials/equipment
- Flip chart paper and pens, cards for positive comments, Register of attendance, food/snacks, weekly charts to be displayed – group agreements; questions to ask and issues raised.

Exercises
- **Chuck out.** Young people to focus on session ahead by putting aside their daily worries and stresses
- **Recap of programme.** Re-visit tools that the group identified and practice strategies. Put up aspects of group around the room and allow group to choose any that they wish to explore or practice further.
- **Positive comments.** Each young person to identify something they like/respect about each other. If this has already been done in the creative session through a “compliments battle”, could look at doing an exercise on positive role models for the future, qualities they like in themselves and how they could continue to work on these skills in the future.
- **What's changed for them / goals for the future?** Each young person to highlight the main change for them in their behaviour / families and one thing that they would like to continue working on in the future.

Facilitators notes for final session
The last hour of the session, instead of having the usual creative session, parents and the young people's group are brought together to watch the completed DVD and listen to the music CD as a celebration of their efforts. Certificates are awarded.
- **Ribbon exercise.** (A suggested ending exercise). Using a piece of ribbon bring all participants in a group together and cut the ribbon at various points to ‘join’ young person and their parent/carer together. This is a symbolic gesture that they will be leaving ‘together’. On the floor in the circle it can be useful to add some of the handouts they have used throughout the sessions, as well as where they can get support for example:
  - Mutual Respect Wheel
  - Photo of mobile phone
  - Children and parents have rights
  - Local women’s services and Police services

Film dialogue notes
The last hour of the session parents and young people’s group are brought together to watch the completed DVD.
4.7 Young people’s exercises in more detail

Chuck out (all sessions)

**Aims**

- Modelling behaviour through sharing, even if they have a difficult day it’s useful for young people to share with group. Facilitators also share. Young people share issue’s that are affecting them currently to enhance communication and trust between the group participants.
- Be able to understand that although you may have problems/issues affecting you, you are still able to focus and concentrate on other life challenges and responsibilities.
- Able to put issues aside so they can fully engage with the programme.

**Equipment**

- Scrap paper / pens / bin

**Method**

1. Facilitators explain the task ahead – “write down anything that is bothering you or on your mind that might be affecting your concentration and focus on the group.”
2. Young people and facilitators write down what is affecting them.
3. Each person communicates their issues 1 by 1. N.B. Facilitators need to challenge young people’s prejudices, criminal or anti-social behaviour. After each person has expressed themselves and challenges made they throw their papers into the bin
4. Facilitators ask the group what the purpose of the task was and solicit a response.
5. Explain the purpose of the task – share issues, throw in bin to put the trouble away, support one another, focus on the session and develop a life skill to be able to cope even if facing difficulties.

**Hopes and barriers (session 1)**

**Aims**

- identifies what they want from the programme
- identifies what may stop them engaging in the process or making changes

**Method**

- Go round the group to allow for each member to say what they want to achieve from attending the Break4Change programme.
- Gather as many barriers to engagement and encourage the group to find solutions and/or provide them yourselves.
Part 4: The Break4Change Programme

Narrative therapy / Desert island exercise (session 1)

Aims
- To begin with a safe session that highlights the young people's strengths and skills.
- Build confidence and esteem.
- Disarms the group as it focuses on their strengths and is a change from what they usually experience.
- Identify transferable strengths and skills they possess to facilitate change in their behaviour and how these can be used to enhance their personal relationships and reduce their abusive behaviours.

Equipment
- Paper/flip chart paper
- Marker/felt tips pens
- Desert Island image

Method
- Split into small groups

“I know that you have got some problems but today we are not going to focus on these and hope that is ok? Today we want to find out what skills and strengths you have and what you have achieved in the past and what you are good at”

Can you tell me what you are good at?

“I am ship wrecked on a desert Island and have no skills you (the young people) have arrived on my island. What would I come to appreciate about you while we are ship wrecked or what can you bring to the party?”

- Ensure you get the young people to identify why they are good at something and how they achieved it e.g. young person says “I am good at skate boarding”, response is “how did you get that good?”, “by practising”, “how long? What do you do when you couldn’t do something?”, “I kept trying and if I felt angry I took time out, “so you can control your anger at times and therefore can be dedicated to improve at something?” This can be linked to doing homework, school work etc.

🔗 See film resource.

Agree / disagree (session 2)

Aims
- Young people express their views and opinions on questions asked by the facilitators and asked to explain their reasons why
- Facilitators understand the young people values and beliefs in relation to abuse, power and control, respect, gender, etc.
- Issues raised may inform future areas of work for the programme

Equipment
- Signs for agree and disagree at each end of the room
- Space to move about

Method
- Clear a space and place the signs at opposite ends of the room
- Read out prepared statements
- Young people stand by the sign they most agree with
- Ask different members of the group for their reasoning
Where do we see violence and abuse? (session 3)

Aims
• Understand the settings and mediums that young people experience and observe abusive behaviours and violence.
• Highlight to the young people and facilitators the prevalence of violence.
• Look at the difference between violence and abuse and controlled violence e.g. sports live and on TV.

Equipment
• Marker pens
• Flip chart and paper

Method
• Get the young people to write or draw all the places and mediums that they see violence or abuse.
• Develop discussion to identify the difference between violence and abuse versus controlled violence e.g. sport on TV i.e. boxing
• Initiate debate about how to avoid violence
• Enable facilitators to ascertain the prevalence (real or perceived) of violence and abuse that young people experience

Identifying abusive behaviours (session 3)

Aims
• Using vignettes young people able to identify abusive behaviours
• Able to understand what people gain from abusive and controlling behaviours
• Identify the possible impact on others

Equipment
• Vignettes on DVD player/TV, ‘Controlling behaviours’ DVD
• Power and Control log
• 4 sheets of flip chart paper

Method
• Young people watch the vignettes on DVD (if available)
• Using the anger control log (on flip chart for the group) the young people identify areas of abuse, what the young people were thinking, the impact on the other person to build empathy and what did the young people want and what did they get?

Anger control log (session 3)
• What did they want?
• What did they get?
• What abusive behaviours were they exhibiting?
• What do you think they were thinking?
• What were they feeling?
• How did the behaviour affect the other person/how did the other person feel?
• How did they feel after the event?
What is abuse? (session 3)

**Aims**
Young people able to identify the different categories of abuse

- identify where their abusive behaviour fit into the abuse cycle and recognise that their behaviour is abusive
- identify the violent and abuse isn't just violence.
- Enables facilitators to raise issue of sexual abuse.

**Equipment**

- 4 separate sheets of A 4 paper
- Marker pens

**Method**

- 4 separate sheets of paper put up around the wall without titles.
- Get young people to call out their identified abusive behaviours and facilitators put the examples onto the relevant sheets or facilitators can guide the young people to write or draw their behaviour on the relevant sheet
- Elicit further examples of abusive behaviours
- When the lists are full and young people can’t identify further behaviours ask them why they are separate and to identify what category of abuse they think they have been perpetrating
- Identify the different young people's examples of abuse on top of each category that the young people ensure they identify types of abuse as violence, emotional, financial and sexual
- Explain each category and highlight that all are abusive behaviours

What abusive behaviours am I displaying? (session 3)

**Aims**

- Young people identify/acknowledge the abusive behaviours they are displaying at home

**Equipment**

- Flip chart paper and pens

**Method**

- Go round the group and get young people to identify all the abusive and controlling behaviours they are using at home. Keep soliciting responses for an exhaustive list

Gains and losses (session 4)

**Aims**

- young people to identify what they get out of their abusive behaviour and what they lose from it. Includes materialistic, emotional, relationships and financial aspects.

**Equipment**

- Flip chart paper and pens

**Method**

- Go round the group and elicit what the young people get out of their abusive and controlling behaviour – items, feelings, financial aspects, control etc.
- Go round the group and elicit what they lose from their abusive and controlling behaviour – sanctions, relationships, money, feelings etc.
Mutual Respect Wheel (session 4 and session 9)

**Aims**

Young people identify what abusive and controlling behaviours they use to control and manipulate their relationships to get what they want

- To look at how they can use their power and control in a positive way to bring about change in their behaviour and relationships
- To recognise that the controlling behaviours can become the norm and affect their future relationships and life outcomes

**Equipment:** Abuse Wheel and Mutual Respect Wheel (p150/p151)

**Method**

- Breaking the mutual respect wheel model into ‘pizza’ sections the group explore the Mutual Respect Wheel and identify the abusive behaviours they use to manipulate their relationships with their parent(s)/carer(s) and siblings and what categories they come under.
- Use one category at a time for the whole group or split into smaller groups and distribute the ‘pizza’ slices between the groups and then pass round after a set time.

Young people responsibilities (session 5)

**Aims**

- Identify what their roles and responsibilities are within the household and what they can do to interact positively with their parent(s)/carers
- Begin to help out around their homes and take more responsibility for their actions.
- Build resilience and responsibility in young people
- Identify life skills the young people will need for the future

**Method**

- Identify what the young people currently do around the home, looking after themselves etc.
- Look at how they can improve relationships and support the running of the household by identifying what they will do differently in the future e.g. young person doing the washing up regularly and without prompting.

Parent’s job description versus young people (session 5)

**Aims**

- Young people to understand what their parent’s responsibilities are towards them.
- Young people to understand the complexities of being a parent and all their responsibilities.
- Challenge beliefs around their unrealistic expectations and rights.
- To understand their responsibilities in the home and develop empathy for their parent(s) carers.

**Method**

- Ask young people what they think their parent should be doing i.e. tasks, support, finance, etc.
- Challenge young people’s misconceptions around rights, responsibilities and expectations i.e. young people feel it’s their right to have an I-phone or laptop. Young people feel that that is ok to be out after 2am in the morning at 11+ years of age etc.
- Discuss with the group an example of a parent’s job description.
Impact of behaviour on others and young people themselves (session 5)

Aims
• Young people identify how their abusive behaviours affect their parent(s)/carer(s), siblings and wider family members. Young people also identify how it will affect their futures

Method
• Split the group into two and work on one area. The groups then swap subject areas to add their views. Each group feedback their views and opinions

How do we communicate (session 6)

Aims
• To identify how we communicate – verbal, space, body language, tone, technological etc.
• Group start to become aware of how people react to different types of communication and how it impacts on others

Equipment: Flip chart paper/pens. (Optional) image of two people standing together with bubbles where the young people need to identify the young people’s communication (p155).

Method
• Young people call out and identify how they think people communicate. Facilitators either record or get the young people to write/draw
• Using the image of the two people (p155) or by drawing two stick people, the group identify the different ways people communicate verbally and non-verbally
• Stimulate discussion as to how young people feel about the methods

Communication styles (session 6)

Aims: To identify communication styles and practice and role play of different communication styles

Equipment: Pictures of different communication styles

Method
• Identify a conflict situation that the group experience with their parent(s)/carer(s). Young people role play the situation using each communication style.
• The actors express how they felt each time
• Use another example where one actor is abusive and controlling, the ‘victim’ and who then tries to be assertive. Others in the group can pause the situation and give advice to the ‘persecuted’ actor

I-Messaging (session 6)

Aims
• Young people practice and develop a script to communicate assertively with others and enhance their chances of getting what they want or a win-win situation

Method
• Role play a situation when the young people had a conflict situation and it ended without an agreeable and acceptable outcome.
• Get the young people to identify why a suitable solution was not achieved.
• Get the young people who role play to explain how they felt and why they did not consent to an agreeable outcome
• Introduce I-Messaging and practice the tool. Young people identify why it works. Re-play the role play. Example below.

"NAME" – Use the person's name and elicit why this is important. Get the young people to relate to themselves why they liked to be called by their names.
"I FEEL..." Get the young people to identify the emotion and how they feel and highlight that blaming puts the others person's back up leading to conflict.
"BECAUSE..." Express the reason/behaviour and again do not blame the other person e.g. you haven’t returned my PSP game as agreed.
"IN FUTURE I WOULD LIKE..." Identify a clear outcome/what you want.

See film resource.
What is anger? (session 7)

Aims
• Young people identify what anger is and the difference between emotion and behaviour

Method
• Young people call out what they think anger is and record the examples. Alternately let young people draw or write down what they think anger is
• Assist the young people to understand that what they have been identifying as anger is a behaviour and thus a symptom of anger – not anger itself
• Explain and explore anger as an emotion

Anger control sequence (session 7)

Aims
• Develop and learn a technique to manage their anger within the moment
• Explore the stages of anger and identify what they need to work on to stop violent outbursts
• Identify their triggers
• Identify negative self-talk and how this affects behaviour and impacts on the young people’s decision making process and long term behaviour
• Body map – young people explore the physiological changes in their bodies resulting from the feelings of anger
• Positive self-talk (consequential thinking) – young people explore the consequences of abusive behaviour and how this will impact on their future lives
• Positive self-talk (empathy) – the group identify reasons why they like/love their parent(s)/carer(s) (emotional, practical) and record three positive things about them
• Anger reducers – young people learn and practise three anger reducing techniques

See film resource.

Take away (every session)

Aims
• Young people identify one aspect of the session that they will take away as a learning point, change their behaviour or consider someone else’s point of view

Equipment: Flip chart and pens

Method
• Each young person takes it in turn to say what they have learnt or will consider during the week and the facilitator’s record this. N.B. Every young person to contribute.
Young people’s handouts
Desert island image (session 1)
Agree or disagree? (session 2)

Stand and comment, line up and ask group:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>If/when I throw things and damage stuff at home, I am made to replace them or pay for their repair.</td>
<td></td>
</tr>
<tr>
<td>I feel bad after I have made threats at home to get what I want.</td>
<td></td>
</tr>
<tr>
<td>I’d never carry out my threats so that makes it ok.</td>
<td></td>
</tr>
<tr>
<td>Calling your Mum a bitch/whore/slag is abuse.</td>
<td></td>
</tr>
<tr>
<td>I don’t get enough money.</td>
<td></td>
</tr>
<tr>
<td>If someone is winding me up on purpose I have the right to respond with violence.</td>
<td></td>
</tr>
</tbody>
</table>

(Developed by Break4Change, 2014)
Agree or disagree? (session 2)

Agree
Agree or disagree? (session 2)
Identifying abusive behaviours (session 3)

What did the young person want?
What did the young person do?

- Physical violence
- Emotional abuse
- Threatening behaviour
- Financial
- Destroying property
- Other hurtful behaviour

What did the young person get?

How might the young person feel during the incident?
How might the other person feel or how were they affected?

- Physical pain
- Fear or stress
- Embarrassment
- Guilt
- Disappointment
- Lost of trust in others

How might the young person feel about their behaviour after the incident?
Gains and losses (session 4)
Mutual Respect Wheel

Undermining mutual trust and respect in families

Abuse Disrespect

Unrealistic expectations
Demanding that family members serve you, give you money and do what you want them to do. Having a sense of entitlement about your role and being selfish.

Physical abuse
Attacking family members, hitting, pushing, shoving, kicking, grabbing, poking, punching, using weapons.

Breaking trust
Ignoring or violating family rules, leaving home without telling your family, stealing, making promises you don’t keep.

Emotional abuse
Putting family members down, making them feel guilty, ignoring them, name-calling, swearing, doing things to hurt family members to push them away, making them feel they don’t belong in the family.

Threats and intimidation
Using looks, actions, shouting, making statements to intimidate family members, making threats about self harm or suicide, threats to use weapons.

Minimising, denying, blaming and justifying
Acting like abuse is no big deal, saying it is someone else’s fault, not taking responsibility. Building a case about why something happened without considering the effect on others.

Damaging and destroying property and household items
Damaging or destroying family member’s things, damaging the family or another person’s home or putting it at risk.

IT and social media
Using messages / social media to embarrass or harm family members, accessing online bank accounts or spending without consent, impersonation.

Choosing to use violence to get your own way

(Adapted from Duluth, 2008)
Mutual Respect Wheel

Respect

- **Recalling the needs of others**
  - Thinking through how your attitude, behaviour and language affects others; being aware of other’s needs and how you interact.

- **Non threatening behaviour**
  - Acting so that all family members feel safe and comfortable expressing themselves and doing things.

- **Being accountable**
  - Recognising the impact of behaviour, taking responsibility for your behaviour; taking steps to make your behaviour right, communicating truthfully.

- **Being trustworthy**
  - Being open and honest when negotiating family agreements, doing what you say you will do; being reliable and honest.

- **Respecting property and household items**
  - Valuing your home; respecting other family members’ property, contributing to the care of the home.

- **Communication**
  - Expressing needs and feelings directly, clearly and calmly. Being assertive; being willing to compromise; talking to family members the way you would want to be talked to.

- **IT and social media**
  - Agreeing with family how to and when to use and share, being aware of the impact of your abuse on others, not looking at abusive materials.

- **Problem solving respectfully**
  - Being willing to listen, to value each other’s position and to work towards compromise.

(Developed by Break4Change, 2014)
UN Convention on the rights of the child and parents (session 5)

This is a summary

The UN Convention on the rights of the child is the first document to attempt to write down all the rights of children up to 18 years. It may help to think of these rights as basic needs, try replacing “right to” with “need for”. It is important to also highlight that with “rights” comes “responsibility”.

Children have rights

- Children have a right to be respected by their parents or guardians, and to be involved in decisions that affect themselves.
- Children have a right to say what they want and think and feel so long as doing so does not break the law or affect other people’s rights.
- Children have a right to personal privacy, including not having personal letters opened or phone calls listened to unless the law allows this.
- Children have a right to a wide range of information, especially any which would make life better for them.
- Children have a right to proper care and protection from all forms of violence including cruel punishment, belittling or lack of respect.
- Children have a right to an adequate standard of living, good food, good health care and the best possible chance to develop fully.
- Children with a disability have to be enabled to take an active, full part in everyday life and become as independent as possible.
- Every child is entitled to rest and play and have the chance to join in a wide range of activities.

And parents have rights

- Parents have the same rights to be listened to and respected by their children as their children have the right to be listened to and respected by their parents.
- Parents have a right to time for relaxing and developing themselves, also a right to time on their own with a spouse or other significant adult.
- Parents have a right to postpone making a decision until they have had time to think.
- Parents have a right to say “no” to set reasonable limits for their children and within reason to let them experience the effects of ignoring those limits.
- Parents have a right to have their work at home valued and appreciated by the significant people in their lives as well as by government and state bodies.
- Parents have the right to ask their children for reasonable help around the home according to each child’s ability.
- Parents have the right to communicate their values and opinions to their children though they cannot force their children to have the same values.
- Parents have the right to proper support in providing their children with due rights and respect.

**Parental job description (session 5)**

*An example – author / source unknown.*

If they wrote a help-wanted advert for the job of parenting, who would have the nerve to apply?

**Job description**

- Long term team players needed for challenging permanent work in an often chaotic environment.
- Candidates must possess excellent communication and organisational skills and be willing to work variable hours, which will include evenings and weekends and frequent 24-hour shifts on call.
- Some overnight travel required, including trips to primitive camping sites on rainy weekends and endless sports tournaments in faraway towns.

Travel expenses not reimbursed. Extensive courier duties also required.

**Responsibilities**

- Must provide on-the-site training in basic life skills, such as nose-blowing. Ability to suture flesh wounds is a plus.
- Must have strong skills in negotiating, conflict resolution and crisis management.
- Must reconcile petty cash disbursements and be proficient in managing budgets and resources fairly, unless you want to hear, “He got more than me!” for the rest of your life.
- Must be able to drive motor vehicles safely under loud and adverse conditions while simultaneously practicing above-mentioned skills in conflict resolution.
- Must be able to withstand criticism, such as “You don’t know anything.” Must be willing to be hated at least temporarily, until someone needs £5 to go out with friends. Be willing to bite tongue repeatedly.
- Must possess the physical stamina of a pack-mule and be able to go from zero to 60 mph in three seconds flat in case, this time, the screams from the backyard are not someone just crying wolf.
- Must be willing to face stimulating technical challenges, such as small gadget repair, mysteriously sluggish toilets and stuck zippers.
- Must screen phone calls, maintain calendars and coordinate production of multiple homework projects.
- Must have ability to plan and organise social gatherings for clients of all ages and mental outlooks.
- Must be willing to be indispensable one minute, an embarrassment the next.
- Must handle assembly and product safety testing of a half-million cheap, plastic toys and battery-operated devices.
- Also, must have a highly energetic entrepreneurial spirit, because fund-raiser will be your middle name.
- Must have a diverse knowledge base, so as to answer questions such as “What makes the wind move?”
- Must always hope for the best but be prepared for the worst. Must assume final, complete accountability for the quality of the end-product.
- Responsibilities also include floor maintenance and janitorial work throughout the facility.
Possibility for advancement and promotion

Virtually none. Your job is to remain in the same position for years, without complaining, constantly retraining and updating your skills, so that those in your charge can ultimately surpass you.

Previous experience

Non required, unfortunately. On-the-job training offered on a continually exhausting basis.

Salary

You pay them, offering frequent raises and bonuses. A balloon payment is due when they turn 18 because of the assumption that college will help them become financially independent. When you die, you give them whatever is left. The oddest thing about this reverse-salary scheme is that you actually enjoy it and wish you could only do more.

Benefits

Whilst no pension, no tuition reimbursement, no paid holidays and no stock-options are offered, the job supplies limitless opportunities for personal growth and free hugs for life!

(Developed by Break4Change, 2014)
How do we communicate? (session 6)
How do we communicate? (session 6)
### Communication styles (session 6)

<table>
<thead>
<tr>
<th>Communication style</th>
<th>Description</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>Passive</td>
<td>A ‘victim’</td>
<td>• Avoidance of eye contact</td>
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<td></td>
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<td>• Defeated tone of voice</td>
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<td>• Hesitant</td>
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<td>• Quiet voice</td>
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<td>• Closed body</td>
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<td>• Backs down</td>
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<td>• Gives in</td>
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<td>• Keeps apologising</td>
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<td></td>
<td>• Avoids confrontation</td>
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<td></td>
<td>• Pressurised by others</td>
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<td></td>
<td>• Gets pushed around</td>
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<tr>
<td>Aggressive</td>
<td>A ‘bully’</td>
<td>• Loud or sharp tone of voice</td>
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<td>• Stands to close to others</td>
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<td>• Confrontational posture</td>
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<td>• Interrupts</td>
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<td>• Angry</td>
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<td></td>
<td>• Dominating</td>
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<td></td>
<td>• Hostile</td>
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<td></td>
<td>• Threatening</td>
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<tr>
<td></td>
<td>• Takes no account of others feelings or rights</td>
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</tr>
<tr>
<td>Assertive</td>
<td>• Stands up for their rights</td>
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<td></td>
<td>• Respects others needs and feelings</td>
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<td></td>
<td>• Focused</td>
<td>• Open body posture</td>
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<td></td>
<td>• Determined</td>
<td>• Firm stance</td>
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<td></td>
<td>• Win-win</td>
<td>• Speech clear</td>
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<td></td>
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<td>• Calm and controlled</td>
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</table>
I-Messaging exercise (session 6)

Aim

• Young people practice and develop a script to communicate assertively with others and enhance their chances of getting what they want or via a win-win situation

Method

• Role play a situation when the young person had a conflict situation and it ended without an agreeable and acceptable outcome
• Get the group members to identify why a suitable solution was not achieved
• Ask the young people who role played to explain how they felt and why they did not consent to an agreeable outcome
• Introduce I-Messaging and practice the tool with the young people
• Members of the group identify why it works
• Re-play the role play

Summary

“NAME” – Use the person’s name. Elicit from the young person why this is important. Get them to relate to each other, and themselves why they liked to be called by their names

“I FEEL...” Get the young person to identify the emotion and how they feel. Explore how blaming other people puts the other person’s back up leading to conflict and not getting what you want. How does it feel to be blamed?

“BECAUSE...” Express the reason/behaviour and again do not blame the other person e.g. you haven't returned my PSP game as agreed

“IN FUTURE I WOULD LIKE...” Identify a clear outcome/what do you want?

See film resource.
Anger/anger control sequence (session 7)

- **Trigger**
  Behaviour, incident, or characteristic we choose to be angry with.

- **Negative self talk/devil talk**
  Make your excuses for your behaviour, blaming others.

- **Body cues**
  How your body reacts to anger.

See film resource.
Positive self-talk (session 7)

‘Angel talk’
Positive self talk / angel talk (session 8)
Offset the negative self talk and calm yourself down.

Consequential thinking
What will happen to me/what will I lose out on if I am abusive?

Empathy
Thinking of others, putting yourself in their shoes.
Anger reducers (session 8)

1. Deep breathing
Breathe in for 8 seconds, pause and breathe out for 8 seconds.

2. Backward counting
Start with a high number and count backwards in either 2's, 3's or 4's.

3. Visualisation/safe/calming image
Imagine or picture a scene or place that relaxes you. Alternatively it may be an important person in your life who has an influence on you.
Body map (session 8)

Where do you feel anger?
Identify the physiological changes in your bodies resulting from the feeling of anger.
Well done!

This is to certify that

[Blank space for name]

has completed the 10 session
Break4Change Programme

Date
I pledge

I promise...

I promise to:

✓ Take responsibility for my own behaviour
✓ To reflect on my behaviour and learn from my mistakes
✓ To treat our family with respect
✓ To treat our home with respect
✓ Be supportive and confident in myself and my ability to change

Signed parent

Young person

Date

Break4Change Programme Toolkit
©Break4Change Partnership 2015
Part 5: Resources

- Referral form
- Young people’s assessment questionnaire
- Parent’s assessment questionnaire
- Strengths and difficulties questionnaire for parents
- End of session form
- Parental consent form
- Supervision terms of reference
- Example of Break4Change publicity
- Further reading: key texts, references and resources
5.1 Break4Change referral form

Please ensure before making a referral that you have spoken to parents/carers about the Break4Change programme.

Break4Change(B4C) is a Brighton & Hove programme for families where young people are abusive towards their parent(s)/carer(s) i.e. hitting, name calling, making threats, stealing money or damaging possessions in the home etc. This is NOT an anger management course.

It is a partnership between the Integrated Team for Families (ITF), Rise, Youth Offending Service (YOS) and including Youth Crime Prevention and AudioActive.

- The 10 session programme starts on \(\text{add date here}\) for both young people and their parents with a 1 week break at half term.
  - The Young people’s group - (time) 5.30pm to 8.00pm
  - The Parent’s group - (time) 6.00pm to 8.00pm
- The 2 groups run in parallel with each other.
- We encourage both young people and parents to attend; but there may be a space if only the parent wishes to attend. However, priority will be given to those who wish to attend as a family.
- Each session will include strategies for addressing behaviour and creative sessions using Art, Music and Film with AudioActive within the Young Person’s group.

If you know a young person/parent/carer who you think would benefit from, and be motivated to, attend the group please consider the following criteria:

- Participation is voluntary and consent is required from the young person and parent(s)/carer(s).
- The groups are open to young people of secondary school age 11-16 with ongoing and reported abuse or violence towards parent(s)/carer(s) in the home over the last 6 months and to parent(s) or carer(s) who have experienced abuse/violence from their child.
- The group is only open to people who are wanting to and prepared to address their behaviour.
- It is essential that the referrer/key worker/member of the TAF gives continued support to the young person and parents/carers in applying the strategies that are delivered as part of the programme. The Break4Change facilitators would be happy to support the referrer with this.
- The referring agency has responsibility for facilitating and supporting attendance by the young person and parent/carer including travel cost.
- You will need to fill in the referral form below and send to the following email address break4change@brighton-hove.gov.uk. This is so that each person can be assessed to ensure that they are appropriate to attend the Break4Change programme.

Following the referral process each person will be invited to attend a pre-meeting to undertake a pre-programme assessment.

Break4Change will organise a post course assessment following completion of the programme.

If you require further information about Break4Change please email Break4change@brighton-hove.gov.uk
Part 5: Resources

Please ensure all the questions are answered

Name of young person:  
Age: Date of Birth:  
School:  
Name of parent(s)/carer (please state whether parent or a carer)  
Parent/Carer’s address:  
Postcode:  
Does the young person stay here  Yes  No  If No please state their address as well:  

Contact number for parent/carer:  
Contact number for young person:  
Name of referrer and agency:  
Contact number and email address:  
How long have you been working with the family?  
CAF Assessed:  Yes  No  Lead Professional:  
Current social care involvement  Yes  No  Please circle those that apply: CIN, ACAS, CP  
Has a risk assessment been done  Yes  No  
Please forward any completed assessments or any additional information you hold concerning the family?  
What other services are involved?  
How does the Break4Change programme enhance any existing support plans?:  
Is there any domestic violence, current or historic, in the family background?:  Yes  No  
Please give details:  
Has a DASH/risk assessment been completed?  Yes  No  If Yes for who in the family? Please state:  
Is there any alcohol or drug use by either the parent or young person that may prevent them using the Break4Change programme effectively and successfully? Please state who and what possible implication this will make for them attending the Break4Change Programme.
Part 5: Resources

Are there any barriers for either parent or young person in attending the Break4Change Programme? Please specify any issues we need to be aware of so we can make adjustments e.g. language needs, disability, learning difficulties, etc.

Have you spoken to the parent/carer about Break4Change? ☐ Yes ☐ No

Have you spoken to the young person about the Break4Change Programme? ☐ Yes ☐ No

Motivation

To gain an understanding of both the parent and young person we also would like you to discuss with the parent/carer and young person what their motivation is to attend.

Working with the parent how do they rate their and the young person’s motivation to attend? Where 1 = extremely unlikely to attend and 5 = extremely likely to attend. Please circle the appropriate number.

<table>
<thead>
<tr>
<th></th>
<th>extremely unlikely</th>
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<th>extremely likely</th>
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<tbody>
<tr>
<td>Young Person</td>
<td>1 2 3 4 5</td>
<td>Parent/Carer</td>
<td>1 2 3 4 5</td>
<td></td>
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</table>

Working with the young person how do they rate their and their parent/carer’s motivation to attend? Where 1 = extremely unlikely to attend and 5 = extremely likely to attend. Please circle the appropriate number.

<table>
<thead>
<tr>
<th></th>
<th>extremely unlikely</th>
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<th>extremely likely</th>
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<tbody>
<tr>
<td>Young Person</td>
<td>1 2 3 4 5</td>
<td>Parent/Carer</td>
<td>1 2 3 4 5</td>
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Please note that if all the questions are not answered we cannot accept the referral.

Also if there is a FCAF/ Core Assessment / Child Protection Plan please send us a copy.

Please forward referrals to break4change@brighton-hove.gov.uk or send by post to (address supplied).
5.2 Assessment questionnaire young person

Break4Change is a group work intervention programme working with parent and young person which uses elements of a restorative approach. Processes can also be used in one to one settings in parallel. The programme aims to: address the young person's abusive/violent behaviour, reducing the instances of abuse and violence and develop more effective relationships between parent/carer and young person.

Name of young person:

My age:

Date of birth:

Gender:  ☐ girl/woman  ☐ boy/man  ☐ other  ☐ unsure

Referral agency:

Name of your parent/carer.

Please list all the adults and / or other young people in your family and the relationship they have to you:
You could use this type of diagram or another (so please delete if you use another diagram).
Thinking of ALL the incidents that may have happened in the last 6 months, please tell us how many times you have done the following to your:
A) Mum, B) Dad, C) Carer, D) Other Adult in your family (please state)

Please indicate in the final column for each whether the young person has done this to Mum (A), Dad (B), Carer (C), Other adult (D) or any combination.

### Section 1: Physical violence in last six months

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
<th>A, B, C, D</th>
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</thead>
<tbody>
<tr>
<td>1. Kicked, slapped and/or punched him/her</td>
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<td>2. Pushed and/or shoved him/her in any way</td>
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<td>3. Thrown things at him/her</td>
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<td>4. Damage to the home e.g. Punched a hole in the wall/ door.</td>
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<td>5. Damage to his/her family members personal property</td>
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### Section 2: Emotional/verbal abuse in last six months

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<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
<th>A, B, C, D</th>
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<tbody>
<tr>
<td>6. Threatened him/her verbally with physical violence</td>
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<td>7. Called him/her names (bitch, bastard, whore, etc)</td>
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<td>8. Threatened to kill him/her or someone else in the family</td>
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<td>9. Threatened to run away</td>
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<td>10. Ran away or stayed away all night without his/her permission</td>
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<td>11. Threatened to report him/her to social services / Childline / Police. (Please state)</td>
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<td>12. Reported him/her to social services under false pretences. (Please state)</td>
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## Section 3: Financial abuse in last six months

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<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
<th>A, B, C, D</th>
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<tbody>
<tr>
<td>13.</td>
<td>Stole some of his/her family members money</td>
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<tr>
<td>14.</td>
<td>Stole some of his/her family members belongings</td>
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<tr>
<td>15.</td>
<td>Sold some of his/her family members possessions without permission</td>
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<td>16.</td>
<td>Incurred debts his/her family members had to pay for</td>
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<td>17.</td>
<td>Demanded he/she buy things family members could not afford</td>
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## Section 4: Controlling behaviour in last six months

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<th>Yes</th>
<th>No</th>
<th>How Often?</th>
<th>A, B, C, D</th>
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<tbody>
<tr>
<td>18.</td>
<td>Told him/her to shut up</td>
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<td>19.</td>
<td>Insisted he/she drop whatever you are doing to comply with their demands</td>
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<td>20.</td>
<td>Controlled the running of the household e.g. (please state)</td>
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<td>21.</td>
<td>Isolated him/her from his/her family and/or friends e.g. (please state)</td>
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<tr>
<td>22.</td>
<td>Sent him/her abusive or threatening Texts/SMS messages</td>
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<td>23.</td>
<td>Have you been sexually abusive or violent?</td>
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<td>24.</td>
<td>Threatened to harm yourself or harmed yourself? (please state)</td>
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<td>25.</td>
<td>Refused to do the chores</td>
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<td>26.</td>
<td>Anything else (please state)</td>
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Part 5: Resources

Section 5: The worst incident

27. Have you called out the Police and why?

28. Have Police been called out on you?

29. Could you describe the worst incident

Section 6: You and your parent/carer/other adult family member

30. What is going well in your relationship with your parent/carer/other adult family member?

31. Where and who do you get support from?

32. Who does your parent/carer/other adult family member go to for support (inside or outside the family)?

33. Do you get on with all adults in the family? Please answer this question to tell us about any other adults who have a role with caring for you. It can include how you feel about any parent/carer who may not live in the same house.

34. What do your parent/carer/other adult family member do to deal with your violence towards them?

Please tick all the ones they have tried:

- Rewards/ punishments (e.g. taking off privileges, setting consequences)
- Crying or shouting back
- Communication (e.g. listening)
- External control (e.g. calling the police, using legal sanctions)
- Internal control (e.g. mum/dad/carer walking away calmly and addressing the problem later)
- Physical punishment

Other strategies: (please describe)
35. What is your best hope from you and your parent/carer/other adult family member attending the Break4Change programme?

36. Are you going out with someone at the moment?  
☐ Yes  ☐ No

37. Have you experienced or witnessed domestic abuse (either physical, verbal, emotional, financial, or sexual) - in the past while growing up?  
☐ Yes  ☐ No

38. Are you still experiencing/witnessing domestic abuse now?  
☐ Yes  ☐ No

39. Do you have supporting friends around you?  
☐ Yes  ☐ No

40. Do you ever feel quite isolated?  
☐ Yes  ☐ No

41. Are you /have you been bullied at school?  
☐ Yes  ☐ No

If yes are you currently being bullied?  
☐ Yes  ☐ No

42. Have you ever been a bully at school?  
☐ Yes  ☐ No

43. Do you like school?  
☐ Yes  ☐ No

44. Do you drink alcohol?  
☐ Yes  ☐ No

a. If yes, does drinking alcohol affect your behaviour in your everyday life, and if so please state how?

45. Do you use any types of drugs?  
☐ Yes  ☐ No

a. If yes, please state what types

Any other points you would like to make in relation to behaviour?
5.3 Assessment questionnaire for parents/carers

Break4Change is a group work intervention programme working with parent and young person which uses elements of a restorative approach. Processes can also be used in one to one settings in parallel. The programme aims to: address the young person's abusive/violent behaviour, reducing the instances of abuse and violence and develop more effective relationships between parent/carer and young person.

The focus of these questions are to help us to ascertain whether the Break4Change model and group work content will be appropriate for you; this is in the sense of covering the issues currently raised for you as a parent/carer by your son/daughter/child. In asking these questions we aim to differentiate between usual or normal unruly teenage behaviour and what is abusive behaviour for your family.

It is important to stress that this is not an Anger Management Course. If you feel after assessment that the incidents you are experiencing are about your child not being able to control his/her/their temper at certain times, rather than being verbally and physically abusive over a period of time, it may be that a Positive Parenting Programme (PPP) or an agency who is offering anger management (YMCA or CAMHS) would be more appropriate.

See film resource.

<table>
<thead>
<tr>
<th>Name of Parent /Carer</th>
<th>Date of birth</th>
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<tbody>
<tr>
<td>Gender: male</td>
<td>female</td>
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<thead>
<tr>
<th>Name of young person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender: male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DoB/Age of young person</th>
<th>Referral agency:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Partner’s name (if is one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender: male</td>
</tr>
</tbody>
</table>

Please list all the adults and young people in your family and the relationship they have to you. Please use a a this or a similar diagram to show how people are linked.
Please firstly ask the parent to go through the **Strengths and difficulties questionnaire** with parents of 4-16 year olds. Next please raise these questions to start a dialogue with the parent that you are working with:

- What behaviour (in the last 6 months) is your child displaying that is most worrying?
- Tell me a time when you have felt threatened by your child? What sort of things will (name) say or do?
- After or during an argument, has [name] run away or stayed away? What do you do? (do you know where they have gone, are they safe?)
- What do you do if it things turn physically or verbally aggressive? (looking for boundaries and consequences)

When a parent highlights any of the below behaviours please mark them down on this table below and ensure that all statements are covered.

Thinking of **ALL** the incidents that may have happened in the last 6 months, please tell us how many times you have witnessed or experienced the following from your child.

### Section 1: Physical violence

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kicked, slapped and/or punched you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pushed and/or shoved you in any way</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Thrown things at you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Spat at you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Damage to the home e.g. punched a hole in the wall/door or damaged property in any other ways</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section 2: Emotional/verbal abuse

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Threatened you verbally with physical violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Called you names (bitch, bastard, whore, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Threatened to kill you or someone else in the family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Threatened to run away</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Ran away or stayed away all night without your permission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Threatened to report you to social services/ Childline / Police (please state)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Reported you to social services Childline / Police under false pretences (please state)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Financial abuse

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Stole some of yours or another family members’ money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Stole some of your or another family members’ belongings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Sold some of your or another family members’ possessions without permission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Incurred debts you or another family member had to pay for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Demanded you buy things you or other family members could not afford</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 4: Controlling behaviour

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Told you to shut up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Insisted you drop whatever you are doing to comply with their demands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Controlled the running of the household e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Isolated you from your family and/or friends e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Sent you abusive or threatening texts/SMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Tried to be sexually abusive or violent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Threatened to self-harm or harm themselves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Refused to do the chores.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Anything else (please state)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 5: The worst incident

27. Have you called out the Police and why?

28. Could you describe the worst incident that you have experienced?

29. How confident were you in dealing with this worst incident described above?
### Section 6: Fear and risk level

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. I feel at risk from my child at the moment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. I feel fearful of my child at the moment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>32. I feel isolated from my family/friends at the moment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Other people in my family are afraid of my child’s behaviour (please specify who – sibling, other parent/carer/adult in family etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. Have you ever been threatened by another member of your family?  
☐ Yes  ☐ No  
If YES by whom and when?

### Section 7: Your child and yourself

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. My child cooperates with me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. My child spends time with me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. My child controls his/her temper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. My child takes responsibility for his/her actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. My child is helpful/loving with his/her siblings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. My child expresses a range of feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. My child drinks alcohol to a level that worries me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. My child uses recreational drugs (list which ones if known)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. I use recreational drugs (list which ones)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. I drink alcohol at a level higher than the recommended limit (2/3 units a day explain what this is)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. I am suffering from depression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. I have tried to harm myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47. I feel like I am walking on eggshells around my child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 8: Your support

Who is supportive in your parenting and how frequently do they give support?

<table>
<thead>
<tr>
<th></th>
<th>Usually</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. Your partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. Extended family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51. Wider community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52. What is your best hope for you and your child taking part in the Break4Change programme?

53. Are there or have there been any other agencies involved with this family?

54. If you are coming to the Break4Change programme, think about which friends and family will give you support while you are on the group.

As parents there are times we all fall in to doing things we later reflect on and wish we had done differently. The group participants will support you while you all try new strategies to deal with your child who is displaying very challenging behaviour, which may get worse during their later adolescent years.

The support offered by the Break4Change Group will give you the opportunity to develop and practice new ways of dealing with this difficult behaviour: it will also increase your confidence as a parent.

Thank you and we look forward to working with you.

Any further details that come up please write here.
5.4 Strengths and difficulties questionnaire for parents

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child’s behaviour over the last six months.

<table>
<thead>
<tr>
<th>Child’s name</th>
<th>Date of birth</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerate of other people's feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restless, over active, cannot stay still for long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often complains of headaches, stomach-aches or sickness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares readily with other children (treats, toys, pencils etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often has temper tantrums or hot tempers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rather solitary, tends to play alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally obedient, usually does what adults request</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many worries, often seems worried</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantly fidgeting or squirming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has at least one good friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often fights with other children or bullies them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally liked by other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily distracted, concentration wanders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind to younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often lies or cheats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picked on or bullied by other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often volunteers to help others (parents, teachers, other children)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinks things out before acting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steals from home, school or elsewhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets on better with adults than with other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many fears, easily scared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sees tasks through to the end, good attention span</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any other comments or concerns?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____________________________________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please turn over - there are a few more questions on the other side
Part 5: Resources

Overall do you think that your child has difficulties in one or more of the following areas: Emotions, concentration, behaviour or being able to get on with other people?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes - minor difficulties</th>
<th>Yes - definite difficulties</th>
<th>Yes - severe difficulties</th>
</tr>
</thead>
</table>

If you have answered “Yes”, please answer the following questions about these difficulties:

- How long have these difficulties been present?

<table>
<thead>
<tr>
<th>Less than a month</th>
<th>1-5 months</th>
<th>6-12 months</th>
<th>Over a year</th>
</tr>
</thead>
</table>

- Do the difficulties upset or distress your child?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Only a little</th>
<th>Quite a lot</th>
<th>A great deal</th>
</tr>
</thead>
</table>

- Do the difficulties interfere with your child’s everyday life in the following areas?

<table>
<thead>
<tr>
<th>Home life</th>
<th>Not at all</th>
<th>Only a little</th>
<th>Quite a lot</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Do the difficulties put a burden on you or the family as a whole?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Only a little</th>
<th>Quite a lot</th>
<th>A great deal</th>
</tr>
</thead>
</table>

Signature        Date

Mother/Father/Other (please specify):

Thank you very much for your help
5.5 End of session feedback form

Session:                        Date:                        Time:                        
Who attended?

What were the aims and objectives of the session, and where they achieved?

What worked well?

What did not work well, (planning / preparation)?

Did we miss anything?

Did we give everyone equal chance to speak?

How did we work together (were we helpful / supportive to each other)?

Were our interventions disruptive or undermining to each other?

Did the communication between us feel right?

Did we have any difficulties with anyone in the group?

Is there a persistent problem with any members (discipline, avoidance etc.)?

What did we do well?

Any comments from the observer

What decisions did we make and who will carry them out before next week?

Any feelings you wish to share before going home

Any issues you want to take to supervision
5.6 Break4Change parental/carer consent form

Name of parent/carer(s)

Name of child / young person

DOB of young person        Age

Address

Postcode

Home telephone number

Parent’s / carer’s mobile number

Young person’s mobile number

Any medical conditions we should be aware of

I give permission for myself

and

to engage in the filming, photography, art and audio sessions, and evaluation, as part of the Break4Change group.

I give permission for the completed images of myself

and

be used for the purposes of research, training of other professionals in delivering future Break4Change groups, to illustrate strategies on a one 2 one basis with parents / young person experiencing child to parent abuse and in the evaluation and promotion of Break4Change.

I give permission for the filming to be reviewed by Break4Change and Researchers for possible inclusion in toolkits.

Should I or

be identifiable in a clip to be used then the Break4Change will come back for consent.

Signature of Parent / Carer       Date

Essential forms to be signed

Parental/Guardian consent form  □ Yes  □ No

Y.P. agreement form  □ Yes  □ No

Please note: It is the responsibility of the Case Worker to obtain these signatures. Without these signatures we will not be allowed to show the visual / audio work .for training or promotion of Break4Change.
5.7 Supervision terms of reference

Supervision for Break4Change

Supervision for Break4Change facilitators is a reflective, process-driven participation. It is not management supervision but within the supervision, the following Terms of Reference will be adhered to:

- All concerns regarding child and adult protection will be reported to relevant managers and Pan Sussex procedures for Child and Adult protection will be followed.
- Break4Change facilitators will work within their own employment terms and conditions of employment.
- Details of recording the reflective practice will stay within the supervision. Notes will only be shared with the knowledge and permission of the facilitators.
- Line management issues will be raised with the pertinent manager of the facilitator.
- Line managers will be notified if a facilitator fails to attend supervision.
5.8 Example of Break4Change publicity

Supporting families to make Positive Change Brighton & Hove

Break4Change is a programme that supports parents/carer’s and young people in building healthy relationships. The programme aims to help the family break patterns where a young person in the home is:

- Controlling the home environment
- Being violent or aggressive towards the parent
- Putting a parent down
- Making threats

The group is for parents and young people who are willing to make changes in how they communicate to each other and to improve home life.

The group helps parents and young people to see a healthy way of communicating with each other so that they feel equipped to continue to build a stronger relationship in the future.

Work on issues through creative work: The young people group will use graffiti, lyric writing, artwork and music editing to create a music track to take away with them at the end of the programme.

Friendly team: The Break4Change Team will arrange a meeting at a location convenient to you to explain what the programme is about and make sure it is the right support for them. When the families come to the first session, they will already have met some of the team they will work with.

Listen to each other: We use film to create a conversation between the parent and the young person. They are able to ask and answer questions from each other in a safe space. Parents and young people take a copy of this home at the end of the programme.

Feel safe: The groups are able to feel secure in the confidentiality of them and those around them.

Lasting memories: The parent/carer and young person are able to walk away with lasting memories of their hard work together and also leave the programme with strategies and new found ways of working with one another to ensure a non-abusive and or violent future.

Share knowledge and experiences: The families join others who are experiencing similar behaviour. They are able to share their experience.

This programme is by referral only and has limited space.

When: The Break4Change Programme runs twice a year and details are available from break4change@brighton-hove.gov.uk

Who to contact?

If you would like to attend please book places by completing and returning the attached booking form as soon as possible as places are limited. Please book before (insert date).

For further information please contact Michelle Pooley.

break4change@brighton-hove.gov.uk

Tel: 01273 294353
5.9 Further reading: key texts, references and resources


Duluth Model (2008). Domestic Abuse Intervention Project, MN


Part 5: Resources


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Break4Change Programme Toolkit

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With financial support from the Daphne programme
of the European Union