



SASW

The professional association for
social work and social workers

#swroleworkingwithfamilies

The Social Work Role in Working with Families – What happens when the children become violent?

#swroleworkingwithfamilies

In collaboration with:



Welcome



Trisha Hall, National Director,
Scottish Association of Social Workers

Welcome



Professor Stephen A. Webb,

Assistant Vice Principle Community & Public Engagement,

Chair of Social Work,

Glasgow Caledonian University

Welcome



Bill Christison

Person with Lived Experience

The Experience of Parents: Making Meaning

*Helen Bonnick,
Social Worker & Campaigner,
Holes in the Wall*



The Experience of Parents: Making Meaning

Helen Bonnick

May 21st 2019

Glasgow Caledonian University

- What do we mean by child to parent violence and abuse?
- What does it look and feel like?
- Making sense of what's going on.

What do we mean by CPV?

- A pattern of behaviour, instigated by a child or young person, which involves using verbal, financial, physical and /or emotional means to practice power and exert control over a parent. *(Holt 2015)*
- Behaviour considered to be violent if others in the family feel threatened, intimidated or controlled by it and if they believe that they must adjust their own behaviour to accommodate threats or anticipation of violence. *(Patterson et al 2002)*

[Home](#) > [Social Care](#) > [Safeguarding And Child Protection](#) > [Council criticised...](#)

Council criticised over failure to protect family from violent son

By Joe Lepper | 03 October 2017



A family who had concerns about their teenage son were not adequately protected by their council, the Local Government Ombudsman has said.

 News > UK News > Murder trial

'Possessed' teen accused of disemboweling mum with scissors 'because she was witch'

Neighbours alerted by her screams found the teenager mumbling incoherently while beating his mother with a claw hammer, the court heard

SHARE      

By [Sam Rkaina](#)

20:29, 24 SEP 2014 | UPDATED 10:36, 25 SEP 2014

NEWS

Mirror online, September 2014

**Untreated psychosis contributed to
child's violent assault on his mother.**



The Times, March 2015

Her son, she says, had come to understand violence to be an acceptable way of handling situations.

“My son accepted violence as a solution to conflict, and because he’d seen it so many times, not only from other family members and ex-partners, but also on TV and video games, to him it was a normal way of dealing with things.”

Kirsty says she always knew that what she was suffering at the hands of her son was family violence. She had, after all, been a victim of it before.

But this time it was different. She didn’t want to go to the police. She was her abuser’s carer, bonded by blood, and she wanted to protect him.

*When your child is your abuser, Sophie Aubrey, Mamamia.com,
September 8th 2017*

“Persistent conflict between parents, whether between intact couples or those in the process or aftermath of separation, has been associated with children’s disruptive behaviour and conduct disorder.”

Utting, Monteiro and Ghate, 2007

Documents: State trooper shot by 11-year-old son because video games were taken away

by LAUREN BECKER, WSBT 22 Reporter | Friday, March 8th 2019

AA

- I got up to my eyes in debt cos [my son] would come in and say 'oh mam I need some money because if I don't they're going to do what they threatened to do', and next thing you know they're going to torch the house.
- I give her money now since I found out she was working as a prostitute to feed her habit. What else can I do?
- I still cry buckets over my son because I'm frightened he's going to die before me

Between a Rock and a Hard Place, Adfam and AVA, 2012

- Feel as though we've leveled up on the #CPV front. First proper hole in door.
- Feel for you (hugs) every door upstairs here is like that and holes in walls too But as you all say its preferable to injuries to ourselves
- All fine now, calm has been restored and the filler is drying in the hole.
- I think they should cover DIY on the prep course.
- It took me a long time to understand that the smashing and trashing I was seeing was the same pain being expressed as when my boy used to headbang as a toddler.
- Boy has also punched holes in doors and he used to head bang as a toddler. Now cuts himself.....I never thought of them as a physical marker for his pain but it's so obvious now, thanks.
- I don't think they always know that's why they need to do it, but I'm sure there's a link. For my boy, when the pressure is too much, if he cannot escape his thoughts / feelings, he has to lash out.

(twitter conversation April 2019)

Mother says she locks herself in the bathroom with her daughter to escape 'Jekyll and Hyde' son, 12, who has Asperger's amid lack of mental health support

- Grimsby mother-of-two has been beaten 'countless' times by her 12-year-old son
- Her autistic boy has 'Jekyll and Hyde' rages and kicks down the bathroom door
- Neighbours complained at the regular police presence and they were evicted
- She said North East Lincs services were 'not interested' in diagnosing the boy

Mail Online, May 7th 2019

There is now convincing evidence to show that narcissism is on the rise, **especially in our youth**. Some researchers have gone so far as to say that it is occurring in **epidemic proportions**, with about 25% of young people showing symptoms of narcissism. The inflated ego of Generation Me is reflected in reality TV, celebrity worship, out-of-control consumerism, voyeurism, materialism ... perhaps even a new breed of president.

Self-entitled, moi?

Lea Waters, The Guardian, Opinion, 3rd June 2017

The children who beat up their own mums and dads: More than 50 kids under 13 have been prosecuted for attacking their parents in London alone

- **Over 800 children between 14 and 17 prosecuted for domestic violence**
- **Alison Saunders, who will soon become Director of Public Prosecutions, warns the violence epidemic has spread beyond deprived families**
- **Blames rise in attacks on a lack of respect among young people**

By [DAILY MAIL REPORTER](#)

PUBLISHED: 15:29, 4 October 2013 | **UPDATED:** 20:31, 4 October 2013

Daily Mail online, October 2013

How a drug gang devastated our helpless family

Joe, 15, was an A-grade pupil. Now he's being groomed, brutalised and terrified by a county lines gang. One family member tells their powerful, traumatic story

The Guardian, April 20th 2019

'Landmark' report reveals lifelong impact of child sexual abuse and Government failure to support survivors

By Adele Forrest | 07/05/2019

Rotherham Advertiser, 7th May, 2019



Agsandrew, Dreamstime.com

Evidence shows that almost half of adolescent entrants come into care as a result of acute family stress, socially unacceptable behaviour, or when family circumstances reach crisis point and breakdown.

*Supporting Adolescents on the Edge of Care,
NSPCC and Action for Children, 2015*



Kids are not going to walk up to you and say, "I'm really struggling with some tough emotions right now and I'm not sure how to cope."

www.thepathway2success.com

They are going to act out and behave in challenging ways.

It means the same thing.

Dr. Kelly
A. Success

Thepathway2success.com

Thank you for listening

helen@helenbonnick.co.uk

[@helenbonnick](#)

www.holesinthewall.co.uk

Standing Up and Standing Strong – Social Workers & Non Violent Resistance

*Dr Declan Coogan,
Lecturer, NUI Galway*

Standing Up and Standing Strong – Social Workers and Non-Violent Resistance

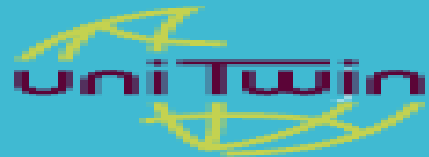
Declan Coogan,

Lecturer, MA in Social Work Programme &
Research Fellow, UNESCO Child & Family Research Centre,
National University of Ireland, Galway

Scottish Association of Social Work, Glasgow, 21st May 2019



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in
Children, Youth and Civic Engagement
Ireland

CHILD AND FAMILY RESEARCH CENTRE



NUI Galway
O'É Gallimh



Hopes for today...

- Ask the questions '**what is it**' and '**what happens to us**' when parents/ carers tell us that they are living with the abusive/ violent behaviour of their child (when that child is under 18 years old) and that **they are afraid?**
- As social workers, can we see these problems as **human rights concerns?**
- Can the Non Violent Resistance intervention model give us the **language and the strategies to stand up and stand strong with parents, carers and children** living with the abusive/ violent behaviour of a child.
- What do **social workers and others working with families in Ireland** say about the NVR model of intervention?
- **Learn** from what I hear and experience here today....

Where am I coming from?

Galway, on the Atlantic coast of Ireland.....

*Galway, on the
Atlantic coast of
Ireland;
Galway hookers-
traditional boats
serving islands
along the west
coast of Ireland.*







Daniel O'Connell, Mary Robinson, President of Ireland, Michael D Higgins

Cultural & historical traditions include commitment to human rights and social justice.

Personal context...



- First encounters with 'challenging behaviour'
- What happens for parents/ carers, for us when children become violent?

**Case example
– not
available on
handouts**

•

Parents experiences in the RCPV Project 2013-15



- Action research project – partnership between universities & practitioners
 - Involved 5 countries – Bulgaria, England, Ireland, Spain, Sweden ;
 - Aims of the project included
- Awareness-raising,
- Mapping knowledge & services ;
- Sharing knowledge & experiences,
- Developing & measuring the impact of 2 practitioner training programmes (one was NVR).

Parents experiences in the RCPV Project 2013-15

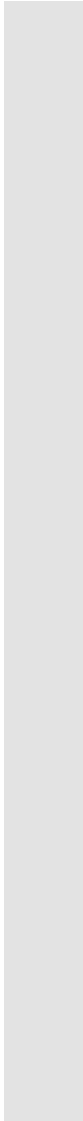



- *“..... lots of shouting,*
- *smashing things,*
- *taking my bag,*
- *threatening to break things, threatening behaviour,*
- *physical violence,*
- *smashing various parts of the house and being very out of control.*
- *This just got worse and worse. All the boundaries I had been using before just were not working”*
- (Jane, mother, England).

Parents experiences in the RCPV Project 2013-15.



- *“It’s very distressing for everybody and it just stresses the other children in the family.....*
- *it’s very wearing, as a parent, to constantly be very conscious of what you’re saying,*
- *how you’re saying it, your tone of voice, and constantly being aware that situations around may influence his outbursts,*
- *that’s very wearing, very tiring”* (Deborah, foster mother, England).



What does it do to us? What does it
feel like to us? How do we respond?

*"Violence is so terrifying,
destructive and
shameful to everyone involved (including the therapist)
that there is a
universal temptation to dissociate oneself from it
completely"*

(Goldner 1999: 331).

Practitioners on
working where
there is violence
in families (see Vetere
2012).

- Practitioners are faced with...
 - **Hearing accounts** of emotional and physical cruelty.
 - **Disappointment** with the continuation of violence.
 - **Inflated sense of responsibility** for stopping violence.
 - **Overload** due to too much information, making it more difficult to retain clarity of purpose and direction.

Practitioners on
working where
there is violence
in families (see Vetere
2012).

- Practitioners are faced with...
 - **Constant demands to make predictions** about unpredictable behaviour,
 - (this can lead to **tension** and **inability** to keep focus on family members' **resilience & coping** skills).
 - The risk of looking for **quick and simplistic** solutions.

Practice dilemmas.....?

- How can I resist the impulse towards a quick and easy solution?
- How can I deal with what this does for me?
- How can I foster resilience and coping skills?
- In other words, ***how can I anchor myself & keep a clear focus?***

Our anchors?

- What are the **core principles of social work**?
- How can we **understand the problems** of children using abusive and/ or violent behaviour towards parents/ carers ?
- What are the **common factors** among families who live with this problem?
- **Where do we stand** when we hear about these problems?



“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the ***empowerment and liberation of people.....***”

Global definition of Social Work agreed by General Meeting of IFSW, July 2014

See <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>



“Principles of *social justice, human rights, collective responsibility and respect for diversities* are central to social work.....social work engages people and structures to address life challenges and enhance wellbeing.”

Global definition of Social Work agreed by General Meeting of IFSW, July 2014

See <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

CPVA? A clear
definition of the
problem.....

- Child to parent violence and abuse is an abuse of power through which a **child** or adolescent (under the age of 18 years) **coerces, controls or dominates parents/ carers**
 - See Coogan, 2018a, b; Coogan, 2016a, b; Wilcox et al, 2015; Lauster et al 2014; Coogan & Lauster 2014b; Holt 2013; Coogan 2012; Tew and Nixon 2010.

CPVA is about

Power & Fear...

- What is the difference between children testing of boundaries and child to parent violence and abuse?
 - The issues of **power** and **fear** clarify the difference.
- If parents feel they must adapt their behaviour due to threats or use of violence/ abuse by a child, then there is child to parent violence and abuse.
 - (Wilcox 2012; Coogan, 2016a, b; Coogan, 2018a, b).

*CPVA as a
Human
Rights Issue?*

CPVA as a Human Rights Issue?

- **everyone** has the right to life, liberty and security of person (art. 3)
- *The Universal Declaration of Human Rights (1948)*

CPVA as a Human Rights Issue?

- **no one** should be subjected to torture or to cruel, inhuman or
- degrading treatment or punishment (art. 5).
- *The Universal Declaration of Human Rights (1948)*

CPVA as a Human Rights Issue?

- *Child to parent violence and abuse infringes the rights of parents and of children.*
- *We are challenged to take a clear position against these problems (not against the child) and to empower people to change.*

Pause point....review & what is next?

- Where are we coming from ?
- Social work perspectives – what happens when children become violent?
- What do we see/ hear?
- How do we feel?
- How do we understand CPVA?
- As a human rights issue
- Common Factors?
- NVR as one response.
- What do we do in NVR?
- What do practitioners do & say?
- Some questions....

What are the common factors among families who live with these problems?

By the way, a note of caution....

- Family composition?
- Family socio-economic status?
- Gender?
- Culture?
- Family experiences of domestic violence/ abuse?
- Juvenile Offending Behaviour?
- Attachment difficulties/ disorders
- Learning difficulties?
- School difficulties?
- Mental health concerns/ diagnosis?
- Parental or child alcohol/ drug abuse?
- Experiences of child abuse and neglect?

It seems.....

But practice experience
& research suggests...

- NONE of the above.....

*Parents who **feel isolated & alone, without support.***

***Relationship patterns/ habits with
escalation cycles that lead to
abuse/ violence***

*Fear of their child,
helplessness,
hopelessness*

Pause for thought – implications for practice?

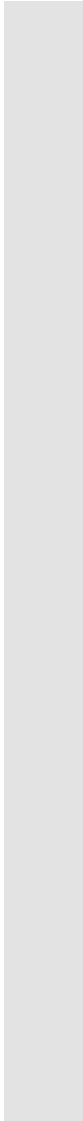

- **If fear & helplessness,**
- **Isolation** and
- **relationship habits with escalation cycles** are common among some families we work with,
- what are the implications of these common factors for what we do next when children become violent?

*Implications?
We can help
by....*

- Making clear where we stand – there is **never any excuse for abusive behaviour**
- Inviting parents/ carers to adopt a similar stance & **commit to non-violence**
- Identifying and providing concrete skills and practical support that **restore confidence & competence**
- For example- *de-escalate; press the pause button; increase positive parental presence*
- Identify different **habits/ patterns of relationship and interaction** – change some, reinforce others (*strengths-based practice*)
- Reduce **social isolation** by **activating social networks**

What is the Non Violent Resistance intervention model – influence, not control....

NVR aims at positively influencing the interactions between the child using abusive/ violent behaviour and the systems within which she/ he is embedded



Emerges from a commitment to non violence & resistance (Omer, 2004; 2011, Coogan, 2018a)

Daniel O'Connell (Ireland) Mahatma Gandhi (India), Martin Luther King (US) &
Leymah Gbowee (Liberia).

Non Violent Resistance (NVR) Intervention Model - emerges from a commitment to non violence & resistance

(Omer 2004, 2011)

- A brief, systemic, evidence-supported intervention model adapted in Ireland (and elsewhere) for responding to the abusive/violent behaviour of some children & young people.
- It adopts a clear and non-negotiable stance against the use of abusive & violent behaviour.

Non Violent Resistance (NVR) Intervention Model

- NVR aims at helping adults give the child a clear message
 - **“I am here.**
 - **I am no longer going to put up with this situation.**
 - **I will do all in my power to change it – except by attacking you verbally or physically”.**

Structure of Non Violent Resistance Session Themes

*NOTE – NUMBERS ARE
NOT session NUMBERS;
NVR MODEL not
programme*

- 1. Forming intervention alliance with parents
 - (either in group sessions or in individual / couple sessions)
- 2. Externalising the behaviour.
- 3. Parental Commitment to Non-Violence & up 15 sessions focusing on NVR.
- 4. Breaking the escalation cycle – (end negative behaviour patterns & press the pause button).
- 5. Developing a new understanding of parental authority

Structure of Non Violent Resistance Session Themes

*NOTE – NUMBERS ARE
NOT session NUMBERS;
NVR MODEL not
programme*

- 6. Increasing positive parental presence.
- 7. Step out of secrecy – parent recruits the supporter network.
- 8. The announcement to the whole family of commitment to Non Violence Resistance.
- 9. Acts of non violent resistance & protest – refusal of orders, service strike, sit in, active involvement of support network
- Throughout the intervention period – Reconciliation & Reparation Steps (drawing out positive aspects of child's personality).

What do
practitioners in
Ireland say about
Non-Violent
Resistance ? (Coogan,
2016a), Listening to the Voices of
Practitioners....; Coogan 2018.)

Child to Parent Violence – An Exploration of Non- Violent Resistance

(Coogan, 2016a)

- Action research & constructivist grounded theory project:
- 3 Research Questions:
 - *How do child and family practitioners assess, engage with and intervene with CPV?*
 - *What is the response of practitioners to the adapted NVR programme?*
 - *What is the effect, if any, of the NVR training on practitioner self-efficacy?*

Child to Parent Violence – An Exploration of Non- Violent Resistance

(Coogan, 2016a)

- *Development of NVR 2 day training programme*
- *Ethical approval (NUI Galway)*
- *Pilot training programme*
- *Full implementation of training, data collection & analysis.*

Child to Parent Violence –
An Exploration of Non
Violent Resistance.

- Quantitative Questionnaires.
 - Pre (T₁); Post (T₂); Follow Up (T₃).
 - Family Support Practitioners in Dublin city;
 - Multi-agency family support group in west of Ireland
 - Child protection social workers in west of Ireland.
 - Wait-list control group (domestic violence service).
 - Components of Practitioner Self-Efficacy:
 - Knowledge & Skill; Understanding;
 - Confidence;
 - Conversations.

Intervention with Child to
Parent Violence – An
Exploration of Non Violent
Resistance.

- Qualitative interviews post training.
 - 19 in total:
 - voluntary agencies = 15;
 - statutory agency = 4.
 - Grounded theory method of data analysis & interpretation – support; 'players'; empowerment.

What did practitioners in Ireland say about NVR? (Coogan, 2016a)

- Participants responses to the 2 day NVR training programme indicated that their sense of self-efficacy ***significantly increased:***
 - ++***Awareness & understanding*** of CPV
 - ++***Confidence & skill*** in responding to CPV
- Practitioners reported that NVR had positive outcomes when implemented by parents with whom they worked

What did practitioners
in Ireland say about
NVR? (Coogan, 2016a)

- “I think NVR looks like a **very good approach...** where parents really have lost, you know, their own sense of their own power and are **feeling a sense of helplessness and hopelessness** around it....”
 - ‘Sean’, Family Support Centre, Voluntary Service.

What did practitioners in Ireland say about NVR? (Coogan, 2016a)

- *So I think, the model, the steps were quite clear and I liked that about it.*
- *It was kind of something that you could get your head round and, and take a parent through.*
- *'Cian', Child Protection Social Worker*

What did practitioners in Ireland say about NVR? (Coogan, 2016a)

- “...having used it (the NVR intervention model), I certainly **think its empowering to the parent** and the solution focused aspect of it is, you know, very important.
- **And I think it works really well ”**
- *‘Ellen’, Family Support Worker, Voluntary Agency.*

What did practitioners in Ireland say about NVR? (Coogan, 2016a)

- “That was one of the main things that stood out for me about it, **that it was more kind of co-operative and open and with dialogue....People feel more listened to**”
- ‘Kate’, Child Protection Social Worker.

NVR in Ireland today...and in the future?

- 700+ children & family practitioners trained in NVR in Ireland
 - Standing with parents in different services:
 - Mental Health
 - Family Support
 - Youth Justice
 - Psychotherapists in Private practice
- Practitioner/ researcher partnerships
 - RCPV Project
 - Practitioner as a part-time PhD student – Parents & NVR

Non Violent Resistance in Ireland – an adapted model. What is happening?

- Experiences of Susan, Ann, Pat and other families,
 - Experiences from RCPV project and other research
 - Feedback from service managers and practitioners
 - Requests for training in NVR.
- NVR seems to be an easy to grasp model responding to the needs of families and services for a
 - Brief & effective
 - & non-blaming intervention model that empowers and supports parents, while also protecting children.

NVR in Ireland today...and in the future?

- A national telephone support service in Ireland offers NVR as one of the supports for parents who call them – Parentline
- Development of national NVR association
- Inter-disciplinary course for practitioners in Non Violent Practice at the university (5 day course)
- Websites www.cpvireland.ie & www.newauthorityparenting.ie
- www.rcpv.eu

NVR in Ireland today...and in the future?

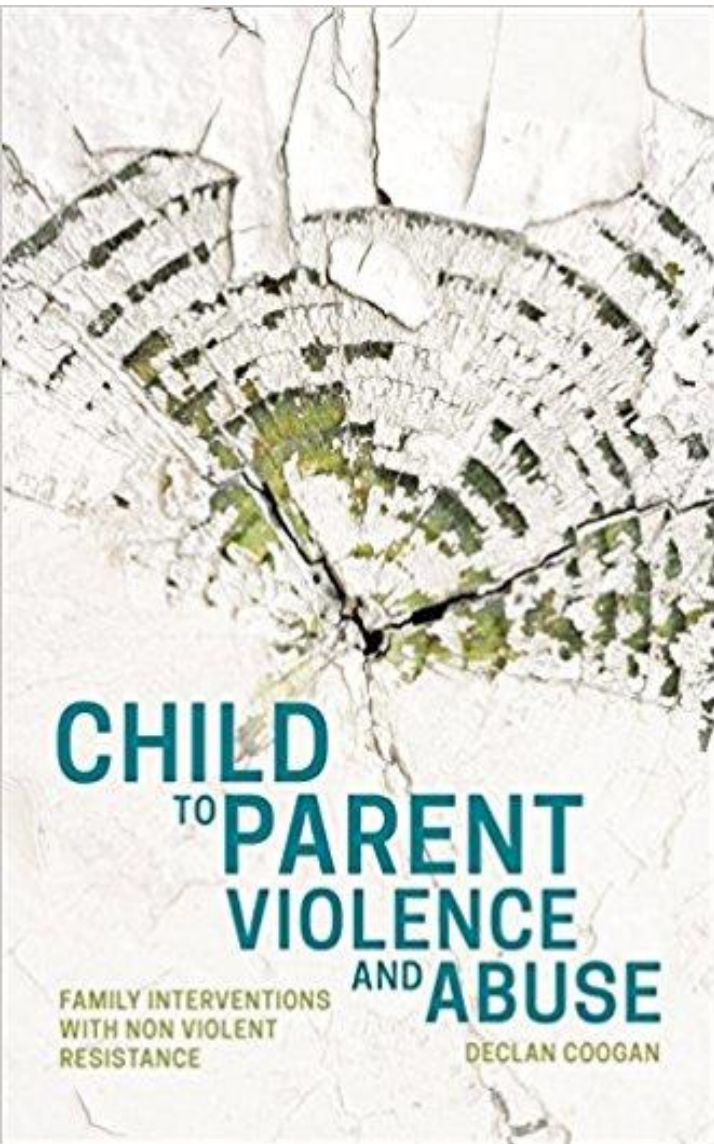
- A practitioner needs to be 'lucky' to find NVR training
- A parent needs to be 'lucky' to find NVR
- How to inform evidence based practice (where evidence is limited)?
- NVR principles & practices – what is essential?
- Is CPVA a domestic violence problem?
- The place & voice of the child in NVR intervention?

The last word...

- **'what is it' and 'what happens to us'?**
- These problems are **human rights concerns.**
- The Non Violent Resistance intervention model give us the **language and the strategies to stand up and stand strong with parents, carers and children** living with the abusive/ violent behaviour of a child.
- **Social workers and others working with families in Ireland** and the NVR model of intervention?

The very last
word.....Parents'
(reported) experience
of the Support
Network

- *"She (a mother)said she felt afterwards she just felt like for the first time that she felt so held by her family and by people, you know, that she wasn't on her own...that was huge for her..."*
- *They (the Supporters) would take the lead from her because, you know, I suppose, parents maybe haven't been able to take their place as a parent in their own family quite often and they are quite empowered as well (by the Support Network)"*
- (Ellen, a practitioner from a voluntary service).



- Paperback book available at www.jkp.com and www.amazon.com
 - Some useful resources: www.cpvireland.ie and also www.newauthorityparenting.ie and www.rcpv.eu
 - My email? Declanp.coogan@nuigalway.ie

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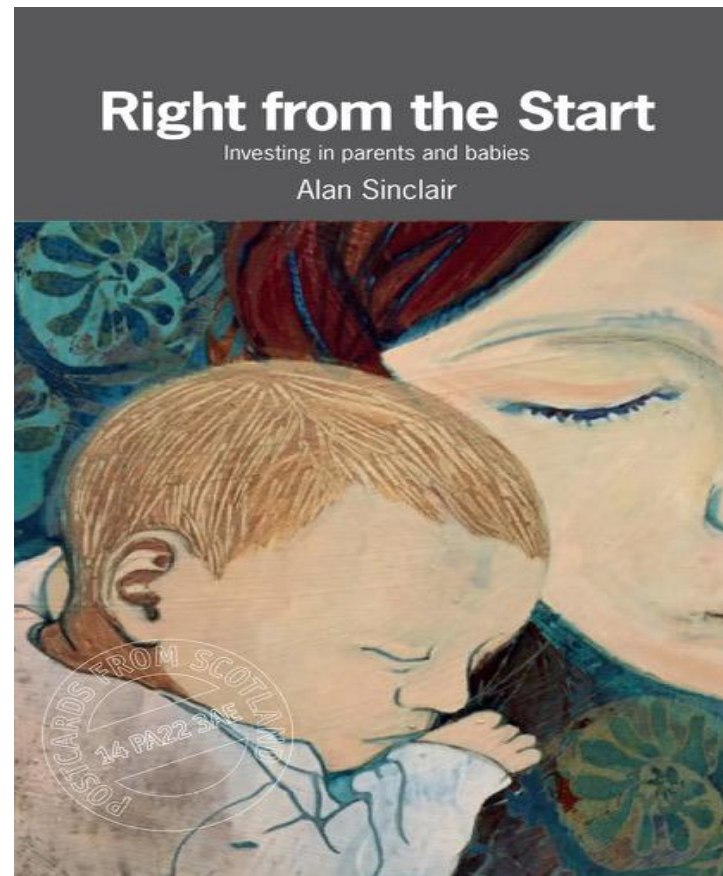
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Helping parents stand on their own feet – preparation, prediction, prevention, engagement and early intervention

Alan Sinclair,

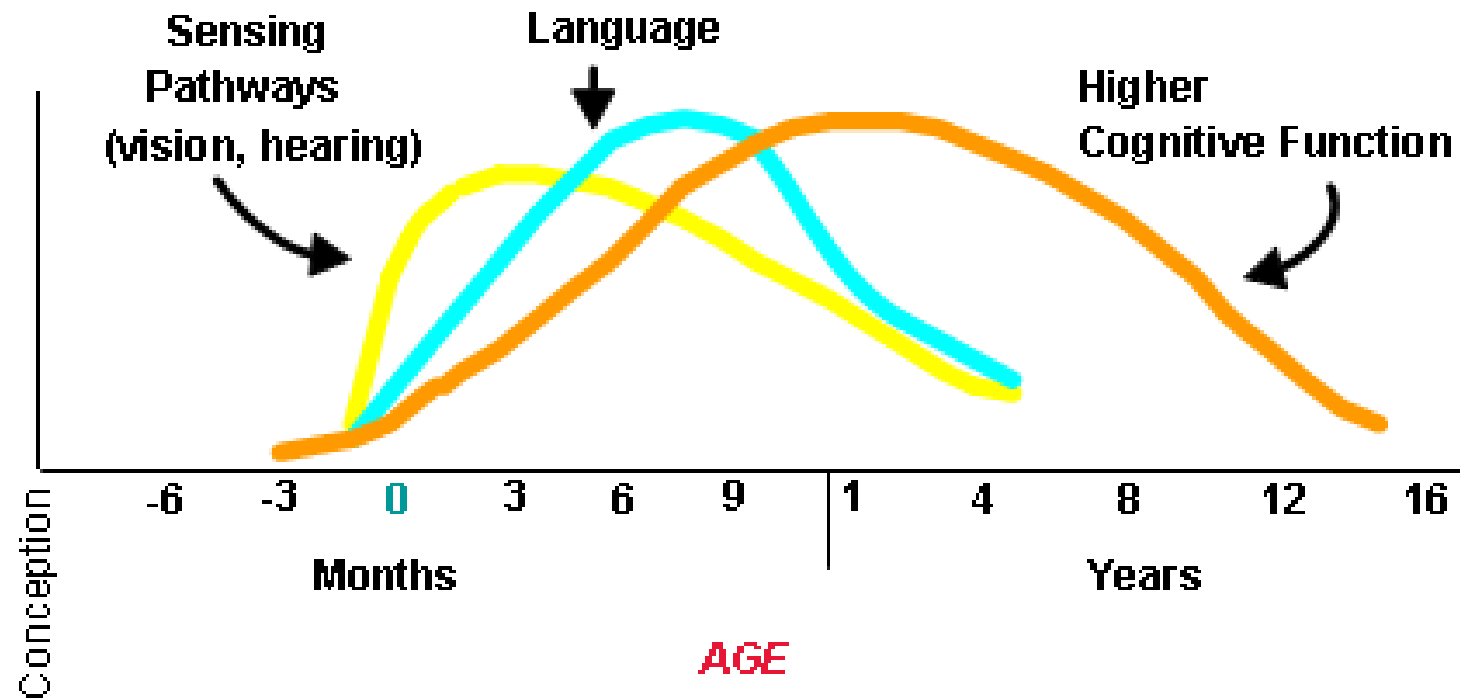
Author of “Right from the Start: Investing in parents & babies”

Helping parents stand on their own feet: preparation, prediction, prevention and early intervention



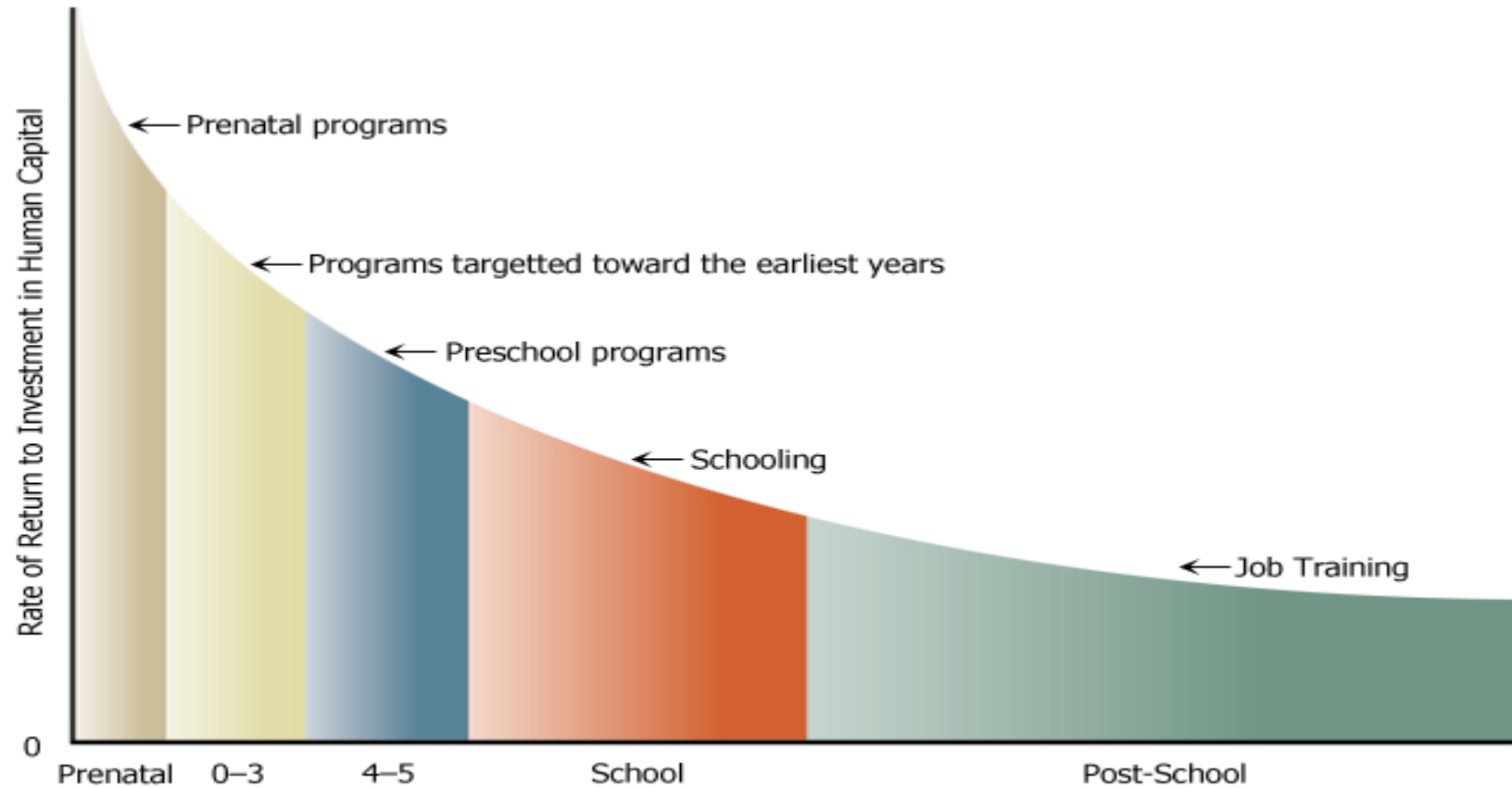
Human Brain Development – Synapse Formation

Early childhood is an optimal moment to support sensory, cognitive, social & language development



C. Nelson, in *From Neurons to Neighborhoods*, 2000

Rate of Return



Source: Heckman (2008)

Dunedin

- Self-control in childhood is more important than socio-economic status or IQ in predicting adults' physical health, wealth, life satisfaction, addiction, crime, and the parenting of the next generation.

Dunedin Violence

- 90% boys tried shop lifting, cannabis or alcohol, fighting in public...and other anti social behaviour
- By age 25 most who were criminally inclined grew out of it
- 5% of boys became life course persistent, used aggression to solve problems
- Girls: low criminal tendencies unless early puberty plus older boy friends

Framing

- First 1000 days from before conception to two years of age
- Prepare for being a parent, pregnancy, birth and first 2 years of life
- Parents and continuity of engagement and support
- What we do and what the state does
- From point of impact to origins

Workshops

		Room
A	Connective Parenting, NVR principals and the adoptive family: how social workers can support <i>Aliy Brown, FASD Project Lead & Alison Parkinson, Service Coordinator Adoption UK</i>	W119
B	Child to Parent Violence, the effects of pre-natal exposure to alcohol, illustrated by one family's experience <i>Rena Phillips, Independent Social Worker, Coordinator of PACS (Post Adoption Central Support) & Bill Phillips, Emeritus Professor of Neuropsychology and Theoretical Neuroscience, University of Stirling</i>	Lecture theatre W110
C	Life experiences of young people in conflict with the law <i>Ross Gibson & Pamela Morrison, Practice Development Advisors, Centre for Youth & Criminal Justice</i>	W108



Life experiences of young people in conflict with the law

Pamela Morrison and Ross Gibson

Practice Development Advisors

21st May 2019

CYCJ Theory of Change

Children & young people flourish



Practice and policy improvements



Practice Development

Advice, peer support,
consultancy support,
trying out initiatives,
guidance, toolkits,
training, supporting
change projects

Research

New knowledge,
synthesising research
evidence, evaluating
initiatives, supporting
evidence use

Knowledge Exchange

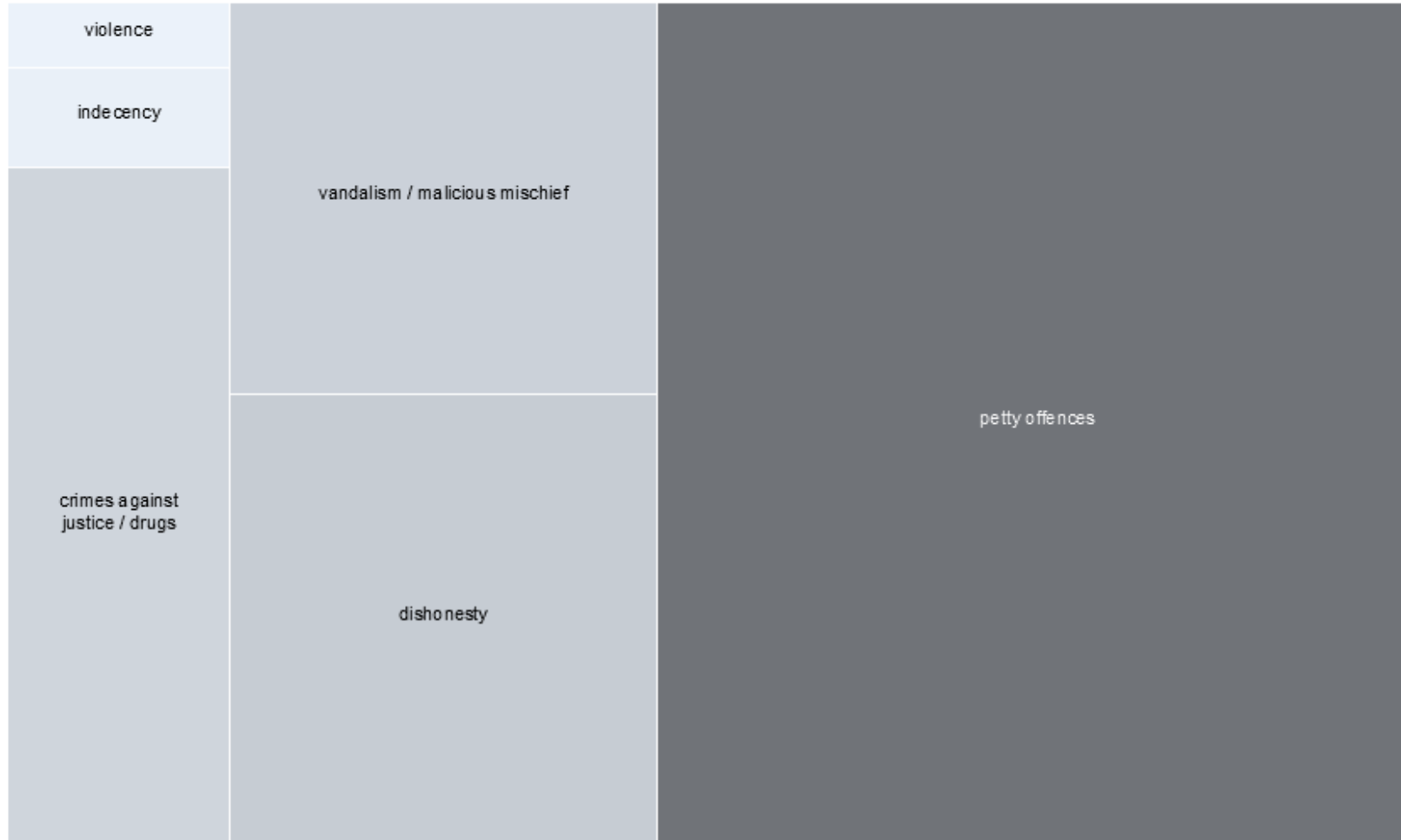
Capturing knowledge,
promoting sharing,
disseminating, improving
access & accessibility,
integrating forms of
knowledge

Aims

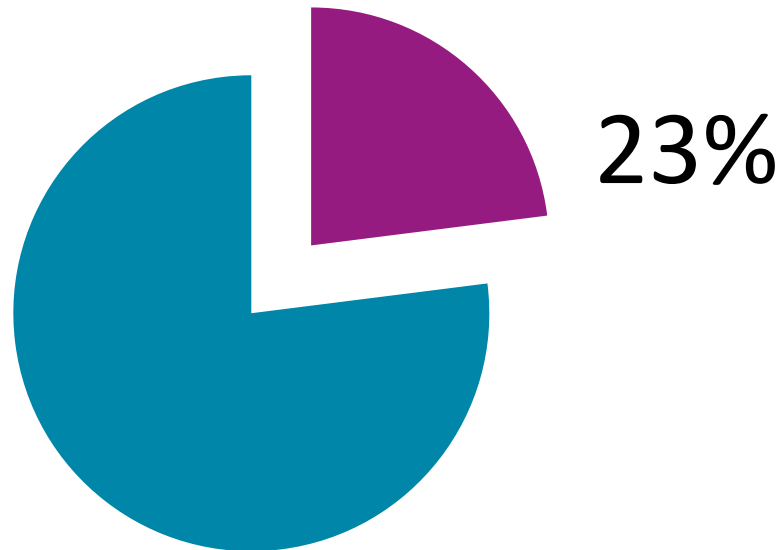
- Provide an overview of the factors contributing to offending behaviour
- Look at what we can do moving forward

What factors contribute to offending behaviour?

Youth offending



Vulnerability, adversity and Victimisation



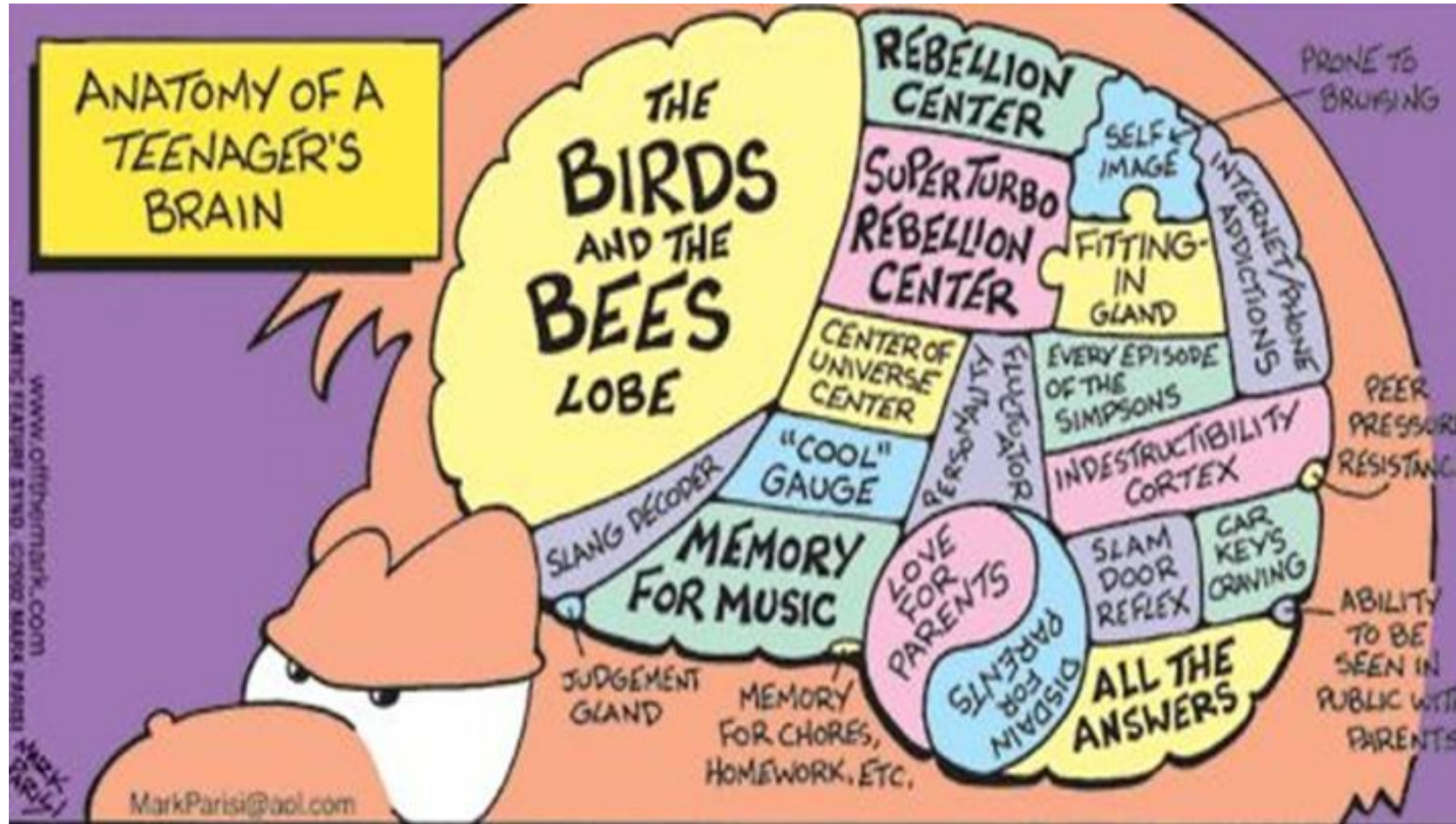
More likely to have:

Experienced victimisation and adult harassment	Peers involved in offending/ bullying
Risky health behaviours	Self-harm/ para-suicidal Behaviour
Experienced social deprivation	Experienced family turbulence
Weak bonds	Personality Measures

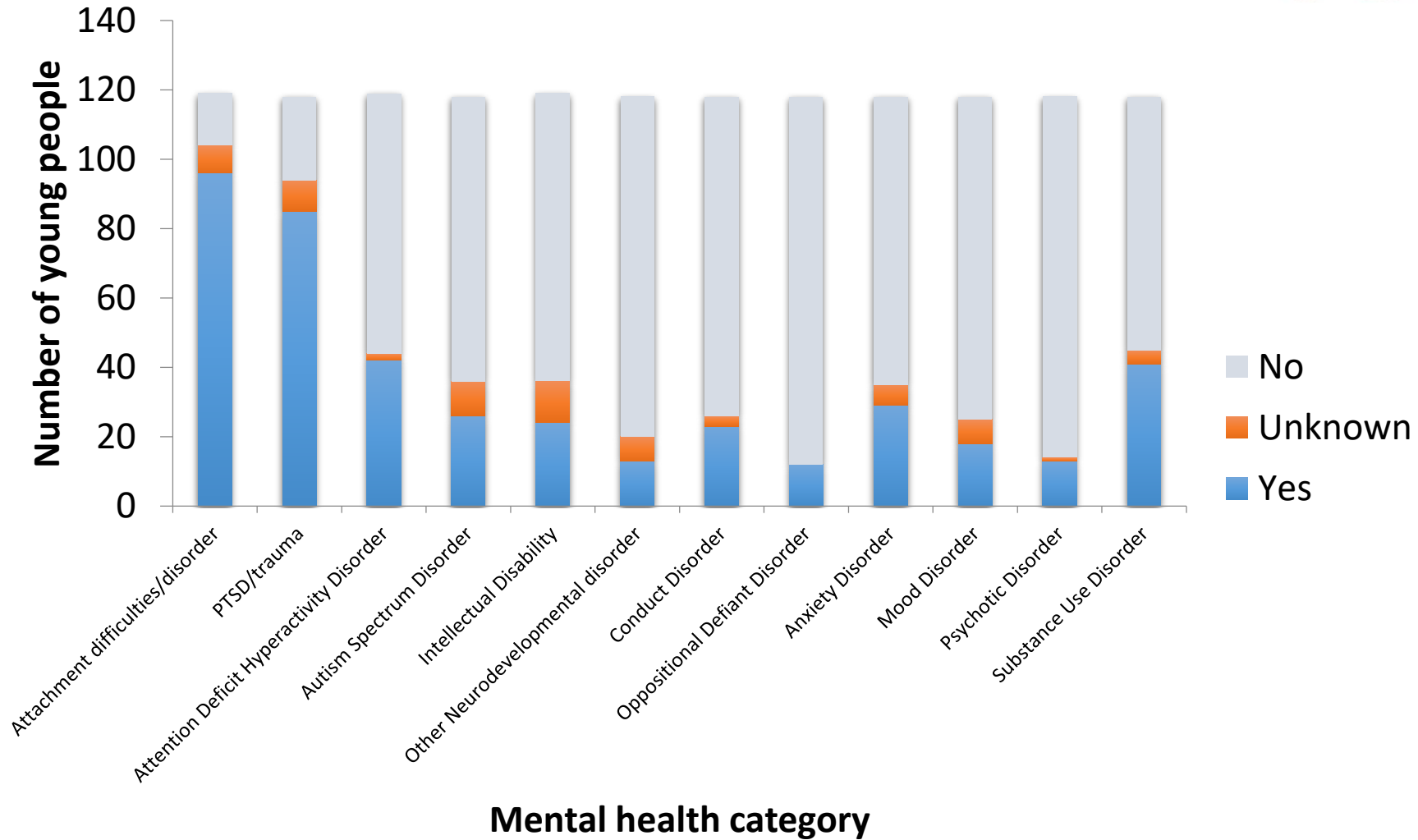
Speech, Language & Communication Needs



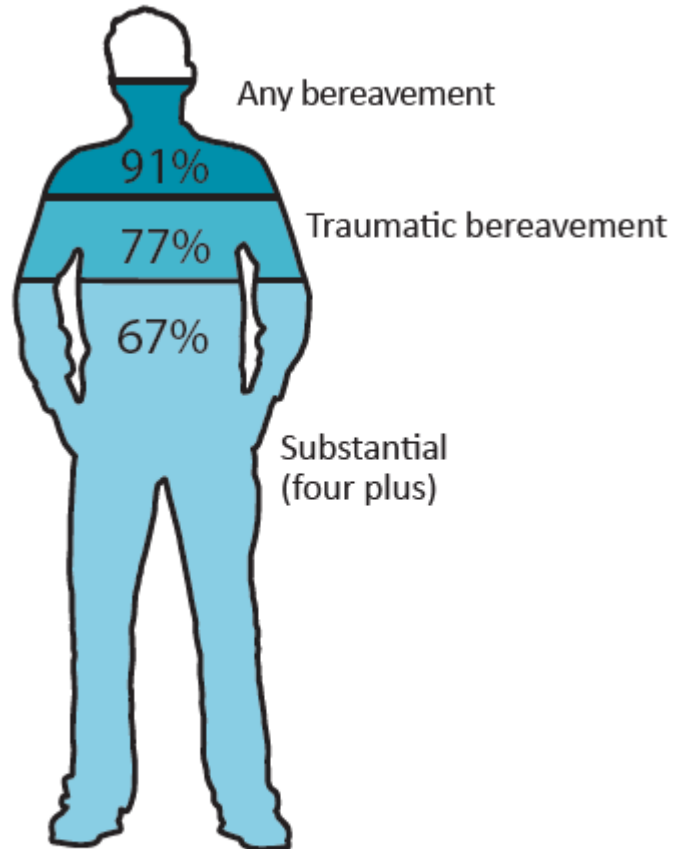
Brain Development



Mental Health



Bereavement & loss



“How many more people do I have to see die? I’m only 19 and that’s five people died already and I keep thinking to myself ‘are the rest of them gonna die?’ And then I’ll grow up alone”

School Exclusion

- 80% of the young men in Polmont had experienced exclusion from school
- Early exclusion predicts truancy and exclusion in later years, early school leaving age, and later engagement in offending, both in terms of 'general' offending and 'serious' offending.
- School exclusion by age 12 increased the odds of imprisonment by age 22 by a factor of 4 and was the strongest predictor of transitioning from the Children's Hearings System to the adult Criminal Justice System

(CYCJ, 2014; McAra & McVie, 2010)

Poverty and Violence

“...it is telling that violence is linked to high levels of self-esteem. Those living in the most difficult and impoverished circumstance may gain a sense of self worth through violence, and their sense of empowerment may support violent responses to threats and antagonism.”

(McAra & McVie, 2016; 75)

Looked After Children

- Double jeopardy
- 46% of these incidents took place in the Children's House
- Vandalism was the most common charge within the house
- Data limitations in Scotland

(Moodie and Nolan, 2016)

100 children under 12

- 100 children under the age of 12 referred to the children's reporter on offence grounds
- 37 children where the offence referral was part of a pattern of behaviour
- 81% of these children had parents who presented risks
- 43% had mental health difficulties
- 70% educational problems
- 30% had been the victims of physical or sexual abuse.

(Henderson et al, 2016)

Adverse childhood experiences

ABUSE

Physical



Emotional

Sexual



NEGLECT

Physical



Emotional

HOUSEHOLD DYSFUNCTION

Mental
Illness



Mother
Treated
Violently



Incarcerated
Relative

Substance
Abuse



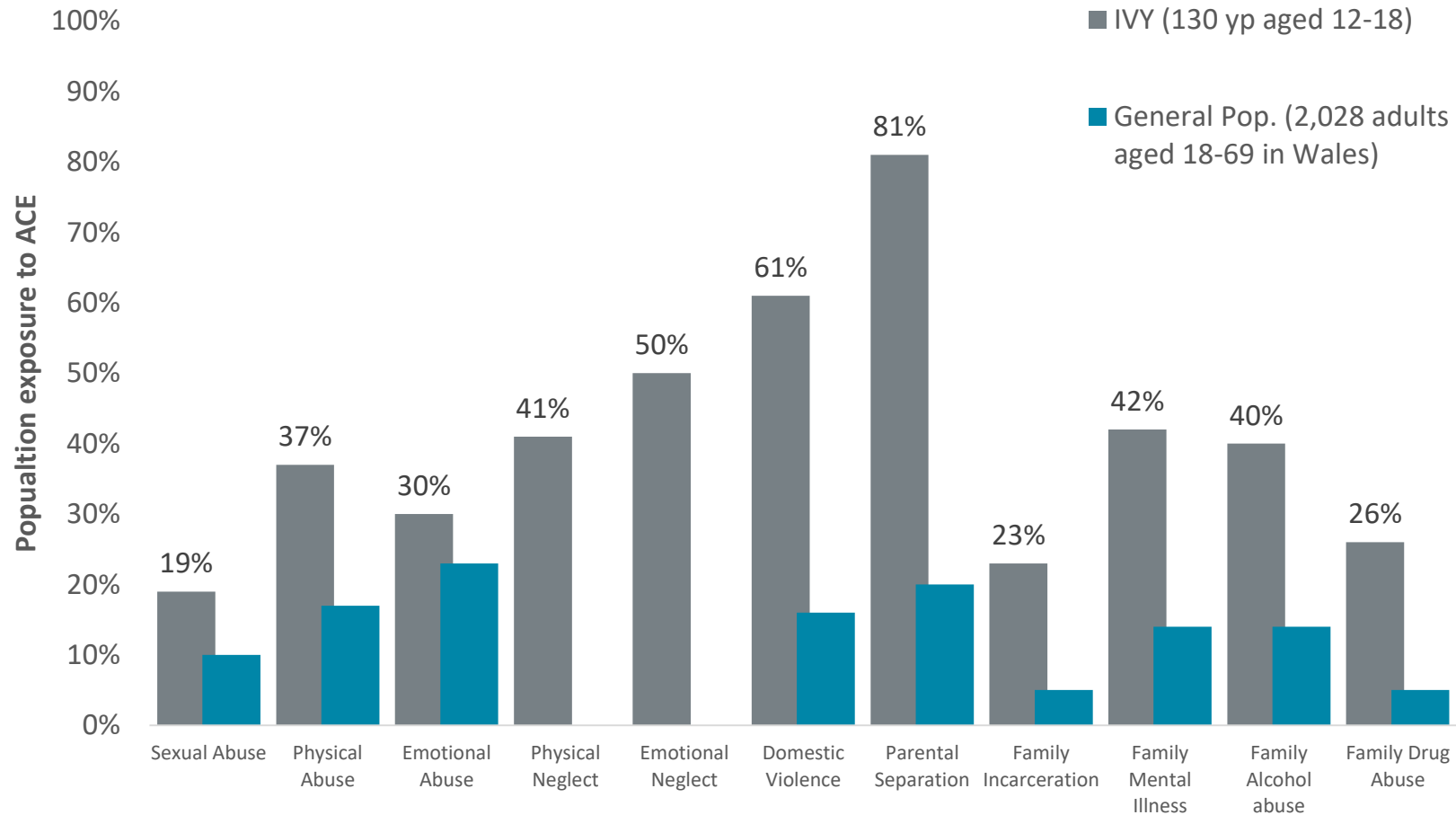
Parental
separation

Adverse childhood experiences

Possible Risk Outcomes:



Adverse childhood experiences



Link between childhood adversity and justice

Those who have experienced 4 or more adverse childhood experiences:

x15

times more likely to have
committed violence against
another person in the last 12
months

x16

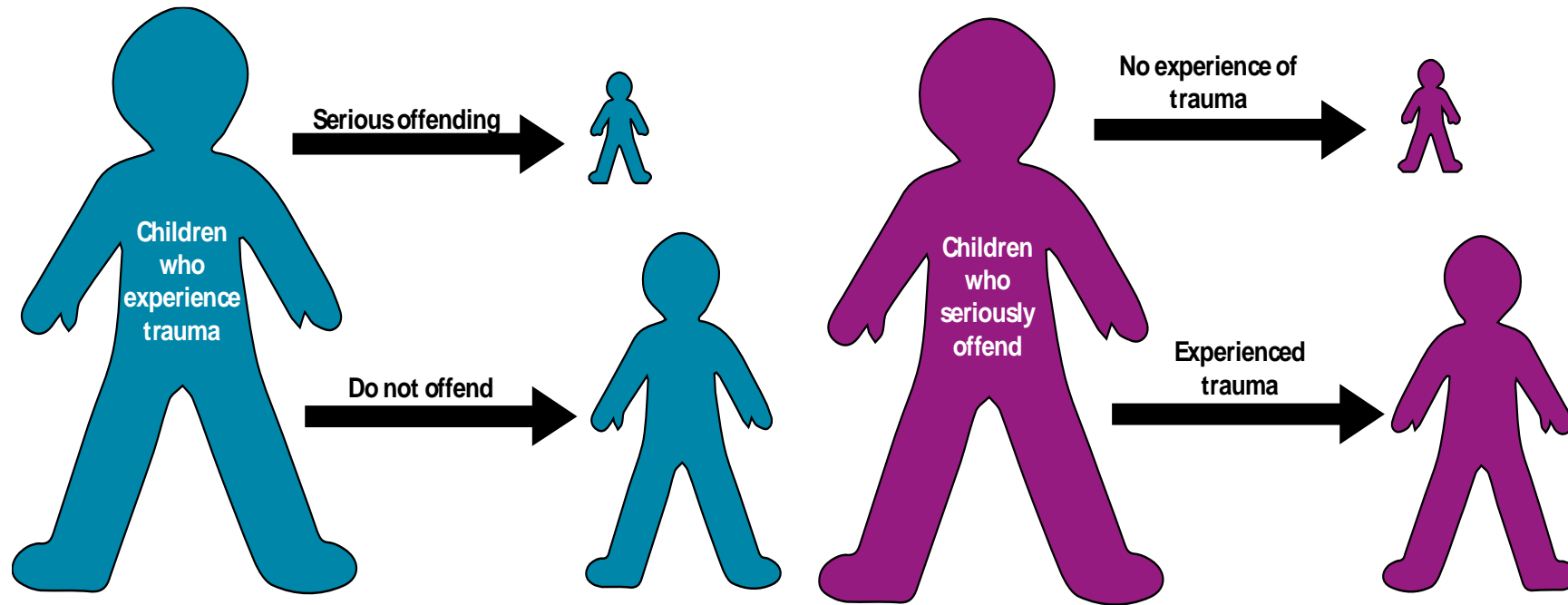
times more likely to have
used crack cocaine or
heroin

x20

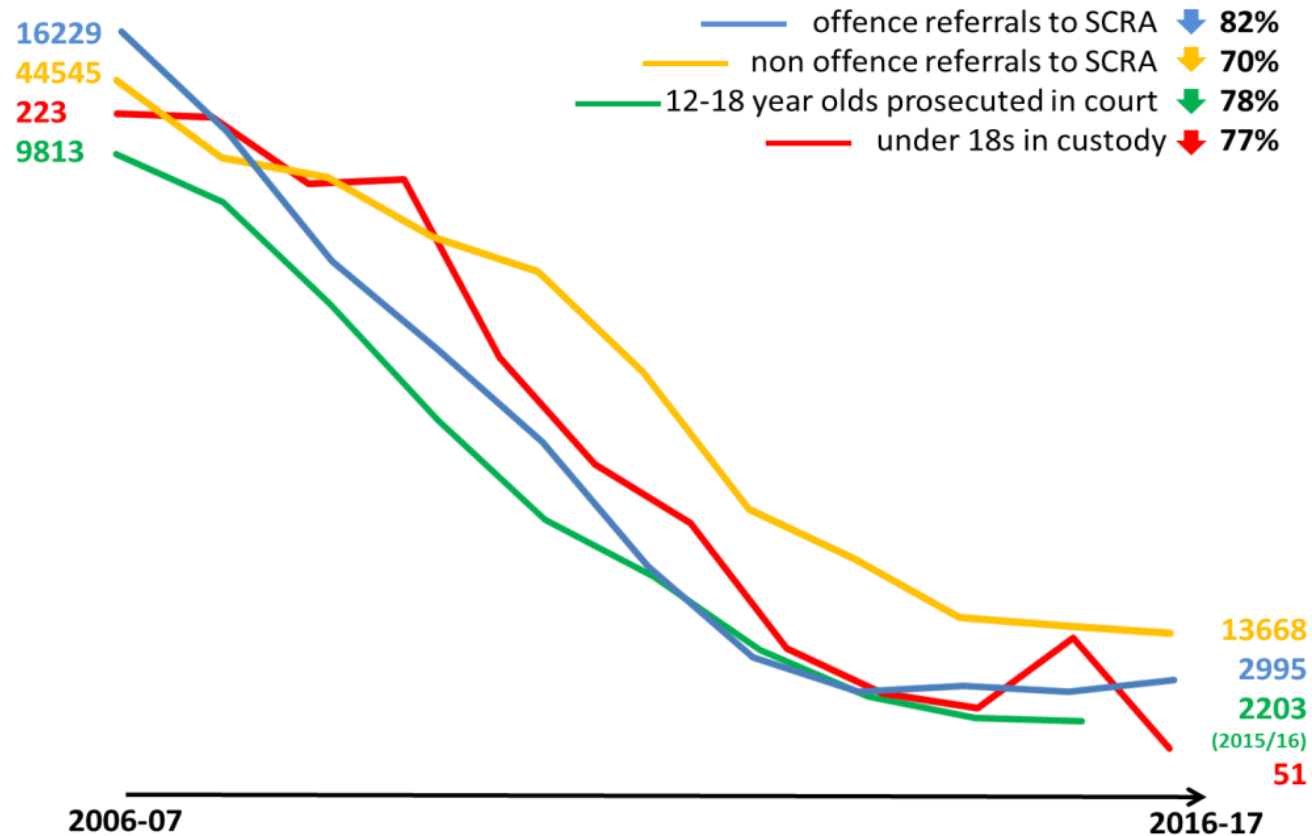
times more likely to have
been incarcerated at any
point in their life time

Compared to those who have experienced none.

Retrospective NOT predictive



“We already have a track record in shifting towards prevention, including Scotland’s recent success with youth justice”





Preventing Offending Getting it right for children and young people (Scottish Government, 2015)

Priority Themes 2015-2020:

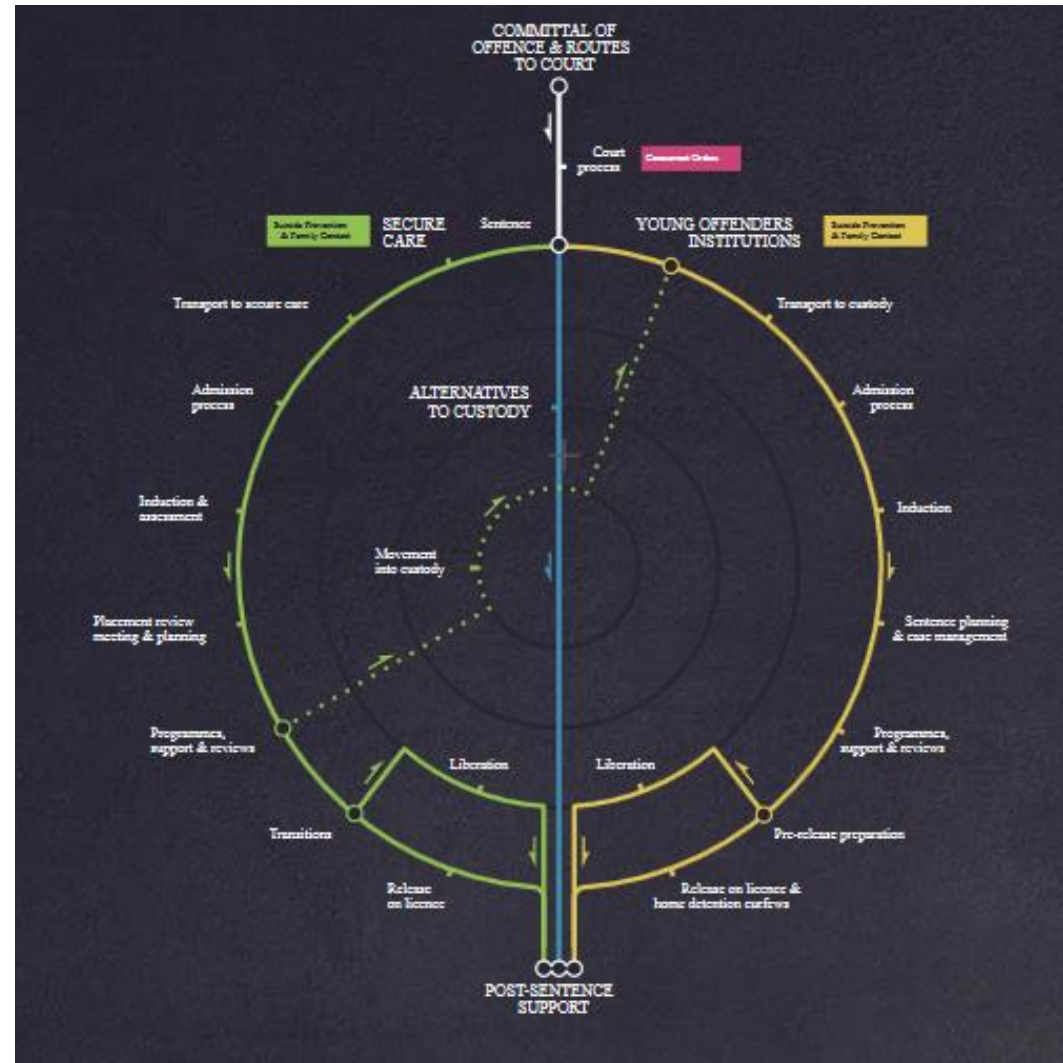
- Advancing the WSA
- Improving Life Chances
- Developing Capacity and Improvement

Whole System Approach

- Early and effective intervention
- Opportunities to divert young people from prosecution
- Court support
- Community alternatives to secure care and custody
- Managing high risk
- Improving reintegration

Young Persons' Journey

<http://content.iriss.org.uk/youthjustice/index.html>



www.cycj.org.uk

developing, supporting & understanding youth justice

Moving forward...

- Universal services... but specialist too
- Early intervention... but not **too** early
- Minimum intervention... but public safety
- Maximum diversion... but robust responses to high levels of risk
- Transitions to community
- Address underlying causes

Addressing the underlying causes of offending



What is Resilience?



What can we do to help?

Common factors that can contribute to improved life chances





Questions?

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Loss and Bereavement - <https://cycj.org.uk/wp-content/uploads/2014/05/Factsheet-25-in-template-final.pdf>
[https://strathprints.strath.ac.uk/53914/1/Vaswani PSJ 2015 A catalogue of losses implications for the care and reintegration of young men.pdf](https://strathprints.strath.ac.uk/53914/1/Vaswani_PSJ_2015_A_catalogue_of_losses_implications_for_the_care_and_reintegration_of_young_men.pdf)

IVY study - <https://www.cycj.org.uk/wp-content/uploads/2018/10/Balancing-Rights-and-Risk.pdf>

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Aliy Brown, FASD Project Lead

Alison Parkinson, Service Coordinator



**Connective
Parenting
NVR principals and
the adoptive
family:
how social workers can
support**

In this workshop...

Provide an overview
of the work of
Adoption UK in
Scotland

Talk about our
Connective Parenting
(NVR) course delivered
across Scotland

Give an insight into
the lessons we've
learnt

How this can be
applied to your
practice

Signpost

Adoption UK...

Who are we?

-
- Established in 1971
 - A voluntary organisation providing information, support, training and advice
 - Set up by adopters, for adopters
 - UK-wide with offices in England, Northern Ireland, Scotland and Wales



What do we do?



TELEPHONE
HELPLINE – WITHIN
EACH NATION



PEER SUPPORT
SERVICES –
VOLUNTEER LED
SUPPORT GROUPS



FAMILY EVENTS –
PICNICS, PARTIES,
RESIDENTIAL
WEEKENDS, TRIPS



WEBSITE WITH
INFORMATION AND
RESOURCES



ONLINE
COMMUNITY
(FACEBOOK),
MONITORED
FORUMS



MEMBERS
BENEFITS:
ADOPTION TODAY,
ACCESS TO ONLINE
TRAINING,
ADOPTION
ADVANTAGE



CAMPAIGNING FOR
KEY CHANGES ON
BEHALF OF
ADOPTERS AND
ADOPTees

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Our Connective Parenting Course

February 2018

Five team members trained by Sarah Fisher in NVR delivery

Funded to deliver a one day workshop as an introductory to NVR across Scotland between February – October 2018

Our Connective Parenting Course

Currently our most frequently delivered course
in our portfolio of training workshops

By the end of April 2019 we will have delivered
a total of 17 sessions, 150 individuals

Established online support for those who have
attended

What is Non Violent Resistance?

- Originally a philosophy used by Gandhi, Nelson Mandela and Martin Luther King, later developed by Professor Haim Omer to be used in family settings.
 - focuses on changing the way the parents interact with their children
 - child focused not child centred
 - NOT changing the child / behavior management
 - NOT a method of restraint

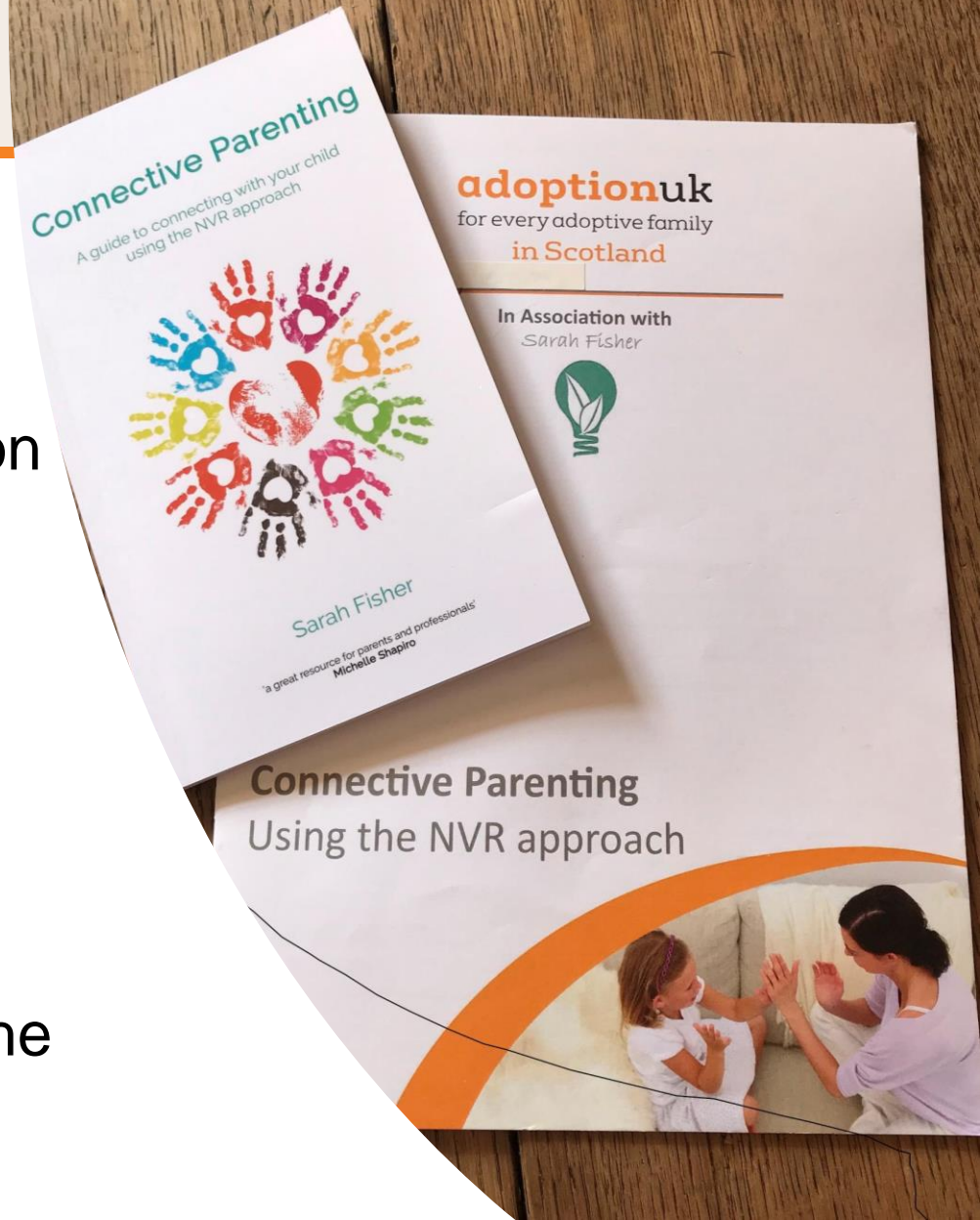


What we cover within the course?

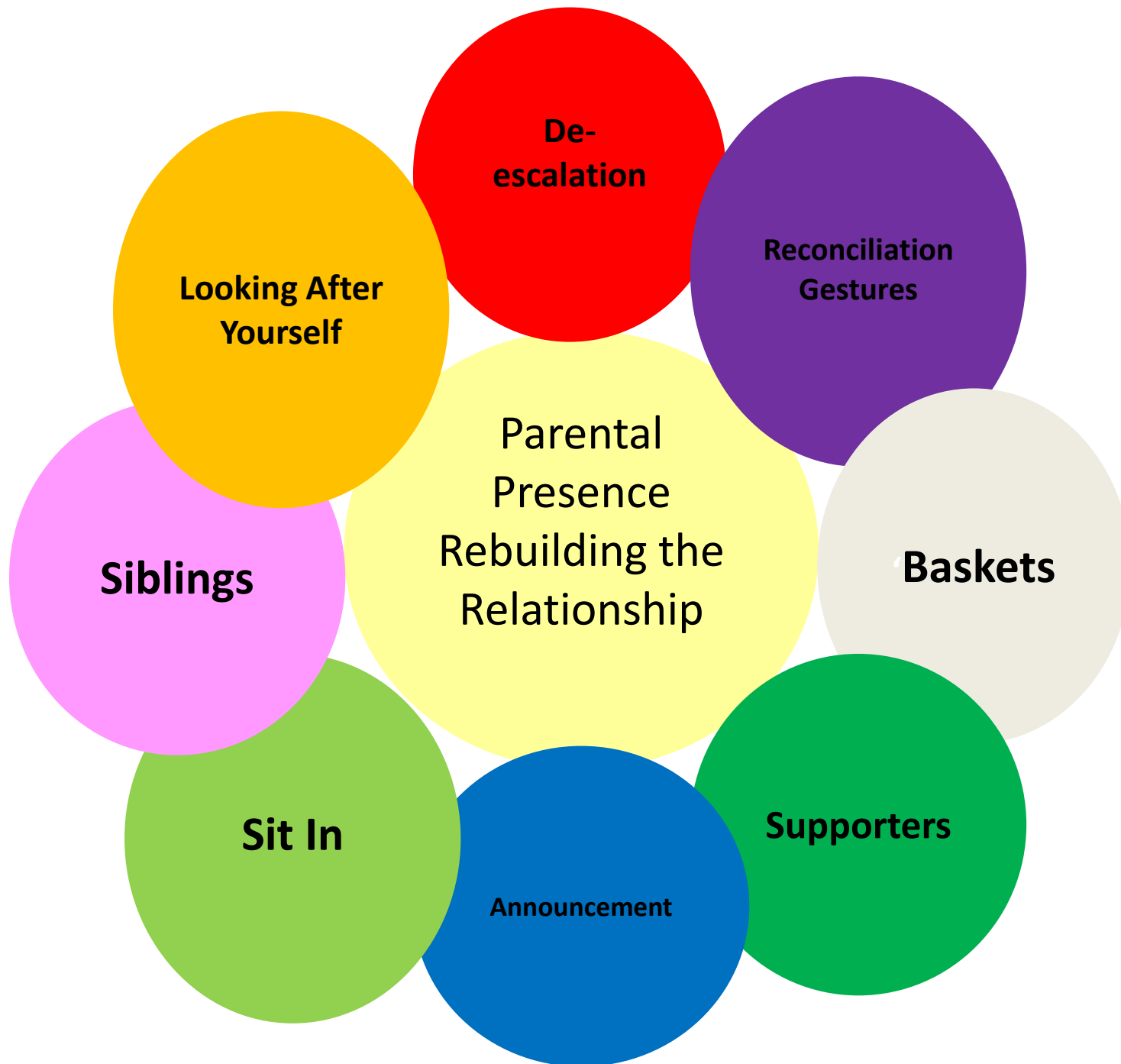
- To understand:
 - the principles of Non-Violent Resistance
 - how it can help parents to create connected relationships with their children
 - practical strategies to give parents a tool kit
 - how to support parents implementing these principles

Structure of the sessions...

- Practical in their delivery
- Helping parents to reflect on their current parenting and what changes they could make
- Series of personal and group activities
- Parents leave the day with identified actions/steps
- Using the NVR map take the group through each area



NVR Map



what we see
 fear thoughts what
 sadness confusion lies
 ACEs. trauma beneath

"You are SO angry,
 I'll help you with these
 big feelings"
 "No wonder you are upset
 that must have been
 so hard"

animated ✓
 not agitated x

Listen until they



empathy

"how they feel"
 "the feeling you pick up"

snap

match = pace
 intensity

OPEN

"I wonder..."
 "Tell me about that..."
 "I will be curious
 for you..."



curiosity

OPEN MIND

suspension
 judgement
 understand

"You are loved
 no matter what"
 "Your feelings aren't right
 or wrong, they just
 are."

unconditional
 positive
 regard



prepare to be
 influenced

Their World



GO
 DIVERSITY
 THEIR TRUTH
 The Well of Understanding



NOW 9'clock

tension

Fun

spontaneous

DON'T SWEAT THE SMALL STUFF

"Can I join in?"
 "Let's skip / dance /
 go crazy"

you are safe



Hug the cactus



sit with the uncomfortable

P.A.C.E.



yourself
 help children
 feel secure

nibbles and bubbles.co.uk
 @emma.l.g.sutton

acceptance



all IS BEHAVIOUR COMMUNICATION



connection with 7 correction

Key messages...

NVR offers a framework

Importance of self-care

Recognising your own feelings and triggers

There are NO punitive consequences within NVR

Developing your own tool kit – what works in your family

We all get things wrong, it's about the repair

Any questions?



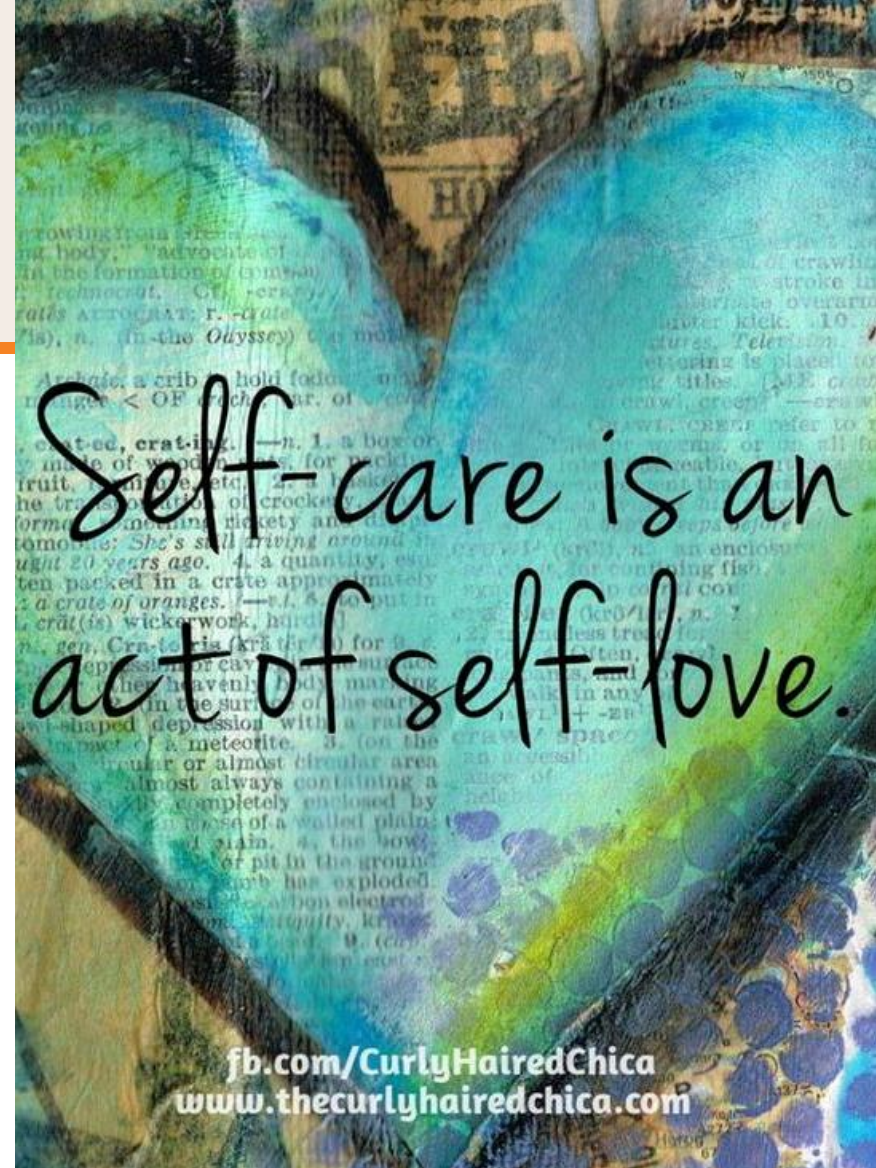
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Self care ...

If relationships are where things developmental can go wrong, then relationships are where they are most likely to be put right.

David Howe Emeritus Professor of Social Work, University of East Anglia



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Self care ...

Looking after yourself is crucial. It is not a luxury.

Self care helps self regulation allowing you to deal with situations in a calmer manner. Being able to regulate yourself is a level of success in itself and a good role model to your child.

survival

maintenance

wellbeing



Teach the Cook's Hook Up

-
- 2 minute breathing exercise
 - You can learn to do this anywhere
 - You can't be a therapeutic parent if you don't have calmness on the inside



Parental presence...

Authority figure – not the 'boss'

Parental anchor

- You provide a secure base or safe harbour

Inside and Outside the home

Lost parental presence – helplessness

Not changing the child, but how they see their parent

Parental presence...

Emotional Presence

- Through emotional self-regulation
- Parental self-control
- Showing interest in your child
- Growing confidence in ability to parent and manage situations

Physical Presence

- Spending time with your children

Cognitive Presence

- Responsive rather than reactive parenting

Social Presence

- Building and maintaining a support network
- Continuously developing the relationship between you and your child

Any questions?



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Communication

Types of communication

Escalation and de-escalation

- Being aware of self
- De-escalation strategies

Tools and techniques for helping with communication

- Body language / tone of voice
- Keeping it zipped
- Deferring a response 'Strike while the iron is cold'

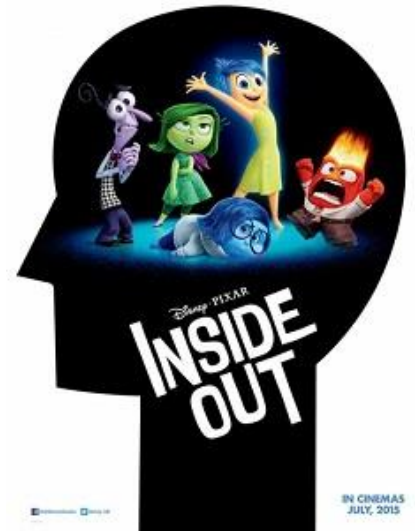
“The foot is down”

- [Inside Out - Riley argues with her parents](#)



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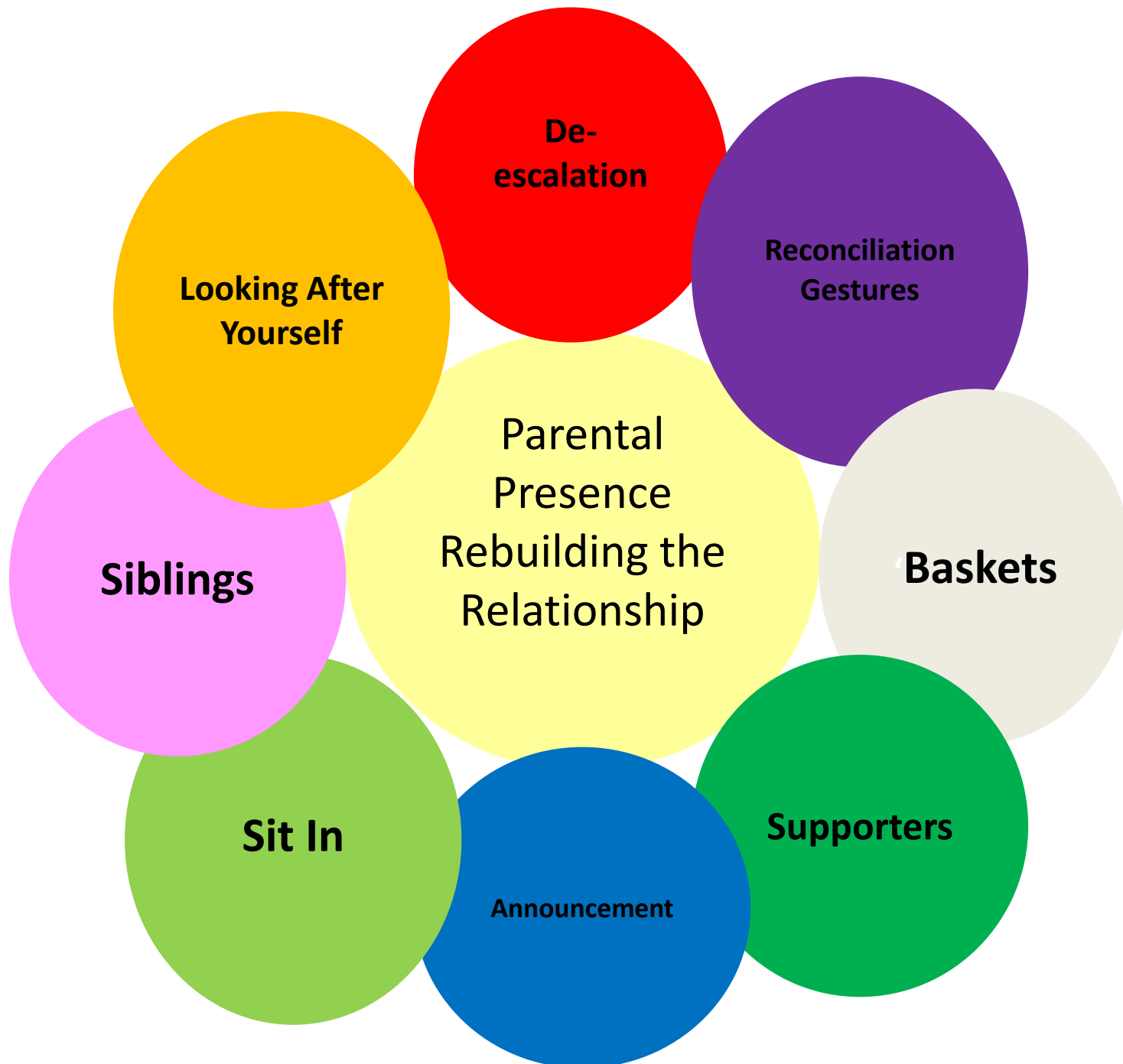
MEET THE LITTLE VOICES INSIDE YOUR HEAD.



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NVR Map



What our parents tell us...

“Listen more, collaborate and resist feeling advice or solutions will solve problems”

“Stay out of judgement as much as possible and find compassion”

“Self-care is important. Don't react, intend response. Talk about it but not in the moment. 'after the iron is cold'. No punishments – natural consequences instead”

“All behaviour is communication, even from parents”

What our parents tell us...

“The importance of the deferred conversation and how hard that can be to get into the habit of it but once you do, that it’s worth it”

“That we can’t get it right all the time and will be non therapeutic sometimes (maybe lots of times!) and to be supportive and reassuring when we do”

“...people’s perception of NVR is that it’s for the really challenging situations (which of course we have!!) but that it is the way we should be parenting all our children - if only we had know about it 10 years ago!”

Key things for you to remember...

-
- Where the child has come from
 - Traditional parenting techniques have limited success (if any!)
 - Adoptive parents are on a journey
 - Seeing the child not the behaviour
 - Seeing behaviour as communication
 - Respect parent's knowledge & experience
 - Self-care has to be a priority not an optional extra
 - No quick fix



What we can do for you...

- Delivery of one off one day introductory NVR workshops for adoptive parents, foster carers and kinship carers: which would be in the region of £600.00 depending on location, venue, timing etc.
- Take out a contract for the delivery of Adoption Support Services, which would include NVR workshops ask to speak to Fiona Dunbar.
- Fund individual families to attend courses as they become available in Glasgow / Edinburgh.

Any questions?



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Our contact details

- **Dedicated Scottish Helpline : 0131 322 8500**
(available to all, open Monday – Friday, 10am to 2.30pm)
- **Email:** scotland@adoptionuk.org.uk
- **Facebook:** @AdoptionUKScotland
<https://www.facebook.com/AdoptionUKScotland/>
- **Twitter:** @AUKScot
<https://twitter.com/AUKScot>
- **Website:** <http://www.adoptionuk.org/scotland>
- **Edinburgh Office: 0131 322 8501**

True empathy
requires that you step outside
your own emotions
to view things entirely from
the perspective of
the other person.

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Final thoughts

Thank you

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Closing remarks

**Trisha Hall,
National Director, SASW**