

HFP-M Overview of sessions 1-16			
<p>1) Starting out: Contracting for our work</p>	<p>2) Exploration/assessment: Getting to know you and your child/ren</p>	<p>3) Exploration/assessment: Getting to know you and your child/ren</p>	<p>4) Clear understanding: Developing a shared and current picture</p> <p>Goals: Setting SMARTER goals for change</p>
<p>5) Review: <i>Checking in on the work so far and our relationship</i></p> <p>Planning: What we are going to do and how</p>	<p>6) Implementing: Parenting Groundwork (module 1)</p>	<p>7) Reviewing: Parenting Groundwork (module 1)</p> <p>Implementing: Connecting & Strengthening: Communication (module 2)</p>	<p>8) Reviewing: Connecting & Strengthening: Communication (module 2)</p> <p>Implementing: Connecting & Strengthening: Connecting (module 3)</p>
<p>9) Reviewing: Connecting & Strengthening: Connecting (module 3)</p> <p>Implementing: Connecting & Strengthening: Celebrating (module 4)</p>	<p>10) Reviewing: Connecting & Strengthening: Celebrating (module 4)</p> <p>Review: <i>Checking in on the work so far and our relationship</i></p>	<p>11) Implementing: Boundaries & Discipline 1: Routines & Structure (module 5)</p>	<p>12) Reviewing: Boundaries & Discipline: Routines & Structure (module 5)</p> <p>Implementing: Boundaries & Discipline 2: Discipline (module 6)</p>
<p>13) Reviewing: Boundaries & Discipline: Discipline (module 6)</p> <p>Review: <i>Checking in on the work so far and our relationship</i></p> <p>Implementing: Selected Top Up module / strategy 1</p>	<p>14) Reviewing: Selected Top Up module / strategy</p> <p>Implementing: Selected Top Up module / strategy 2</p>	<p>15) Reviewing: Selected Top Up module / strategy</p> <p>Ending: On to the future</p>	<p>16) Ending: On to the future</p>

SESSION 1 STARTING OUT: Contracting for our work and building partnership

Reference: FPM RPH p.85; HFP Manual p.C17

Aim	To engage the parent in the Helping Families programme
Objectives	<ul style="list-style-type: none"> (i) To connect with the parent following the screening, helping them feel at ease (ii) To discuss the reason for the meeting and to revisit informed consent (iii) To discuss the intervention structure and practicalities (iv) To discuss how you and the parent are going to work together in partnership (v) To motivate the individual to consider their hopes for change
Learning outcomes	<ul style="list-style-type: none"> • The parent is engaged enough with the practitioner/programme to continue • The parent understands the purpose, principles and processes of the intervention • The parent has started to reflect on their hopes for their family
Practice resources	<p>Hand-out: Working Together</p> <p>Practitioner Guide & Hand-out: Fire-fighting</p> <p>Hand-out: Our Journey (N.B. choice of two)</p> <p>Practitioner Guide: Quick Wins</p>
Practitioner notes	<p><i>... Remember! Use the parent's language wherever possible</i></p> <p><i>... The order of this session is guide: don't forget to seek opportunities to respond to the parent's priorities especially if they share a construct that could get in the way of the purpose/outcome of the session</i></p> <p><i>... Ensure transparency about the focus of the intervention i.e. work will involve a focus on the parent as well as child/ren</i></p> <p><i>... Give control through choice wherever possible (e.g. 'journey' picture)</i></p> <p><i>... Seek opportunities for parent to contribute (e.g. in the review)</i></p> <p><i>... Get clear about what underpins the practice resources: stick to the process!</i></p> <p><i>... Keep the ending present from the beginning</i></p> <p><i>...Practise how I will introduce the concept of Quick Wins</i></p> <p><i>... There's a lot to cover: remember the Bedrock 'enough is enough'!</i></p>

SESSION 1 STARTING OUT: Contracting for our work and building partnership

Reference: FPM RPH p.85; HFP Manual p.C17

SESSION OUTLINE

GETTING STARTED

THE REASON FOR BEING HERE

INFORMED CONSENT

THE 'HELPING FAMILIES' JOURNEY

WORKING TOGETHER

HOPES FOR YOUR FAMILY

COMING TO A CLOSE

GETTING STARTED

Model the model: use the steps from the **Hand-out: Working Together** to start the session (you'll seek permission to use this later in this session)

Steps to start a session:
... Practicalities
... Off-load and settle in
... Review and set an agenda

Fire-fighting (if necessary): **Practitioner Guide & Hand-out: Fire-fighting**

THE REASON FOR BEING HERE

Helping Families programme: what do they understand this work to be about?

How it fits: if relevant, how does it 'fit' with other work (e.g. individual therapy)?

Key aspects of the intervention:
... Tailored to suit their specific needs and those of their child
... Helping them to achieve their goals as a parent
... Drawing on what they are doing well and what is difficult
... Understanding how personality/interpersonal patterns influence our thoughts, feelings and behaviour as parents and interactions with children
... Involves a focus on you as a parent as well as your child/ren
... Learning ways of being with their children so that family life is calmer and more connected

SESSION 1 STARTING OUT: Contracting for our work and building partnership

Reference: FPM RPH p.85; HFP Manual p.C17

INFORMED CONSENT

Understanding of the trial: what is this, based on conversations during screening/debriefing?

Consent: do they still consent to the research? Do they consent to this session?

Confidentiality: ensure clarity about sharing of information, care co-ordination, safeguarding processes

Ongoing review: consent will be informally revisited each session; hoping for a commitment to a minimum of 4-5 sessions following which a full review will take place

THE 'HELPING FAMILIES' JOURNEY

Journey: share and discuss together **Hand-out: Our Journey** (the Helping Process)

Key aspects of the journey:

- ... Stages of the journey (some degree of flex)
- ... Topics covered when we get to strategies
- ... 'Trying out' the intervention for 4 sessions
- ... Frequent opportunities for review

Practicalities: number of sessions, duration, venue, cancellations etc

Hand-outs: introduce the idea of these to guide conversations and share the **Working Together**

Hand-out as an example to gain a sense of how the parent may experience this

Keeping engaged: briefly introduce the concepts of fire-fighting and quick wins

WORKING TOGETHER

Our relationship: what will be more and less useful? What kind of worker would they like you to be?

Learning: what has been more/less helpful about other experiences of help?

Potential hot spots: what would make the parent feel XYZ and how would I know? (e.g. annoyed, angry, guilty, inadequate as well as confident, validated)

HOPES FOR YOUR FAMILY

Introduce the idea: what would they like to look different in 16 weeks?

Outcomes: how will they know if their hopes are being met?

Expectations (if necessary): are there shared expectations of the 'remit' of the work?

SESSION 1 STARTING OUT: Contracting for our work and building partnership

Reference: FPM RPH p.85; HFP Manual p.C17

COMING TO A CLOSE

Hand-out: Working Together: use the second half of this practice resource to close the session

Steps to close a session:
... Review what stood out?
 ... Quick win?
... Working together
 ... Anything else?
 ... Next time

Keeping track: would it be helpful to use a folder? (N.B. could establish as a Quick Win if motivating: see **Practitioner Guide: Quick Wins**)

What and why?

Fire-fighting is a process to help people cope with daily hassles and crises. It is a process where you and the parent decide to 'suspend' the planned focus of the session and how long for. The overall aim of the work is not forgotten.

Supporting parents to use a clear and shared process helps practitioners to:

- ◆ Be responsive to a parent's current concerns
- ◆ Provide parents with choice about the focus of a session
- ◆ Help parents improve their problem solving and emotional coping skills

Reviewing is a very important aspect of the fire-fighting process:

- ◆ It helps parents who are managing busy and chaotic lives to stop, reflect and evaluate the effectiveness of particular coping strategies
- ◆ It is an opportunity to notice patterns or themes in the types of crises that parents are facing: these may then indicate the need for a particular topic/area of focus to form one of the goals for the piece of work overall (e.g. struggling to assert themselves)

Initially fire-fighting is used in sessions. In time, it is hoped that parents can utilise the process outside of sessions.

Fire-fighting is also helpful for practitioners. It can be easy to become 'caught up' in the frequent hassles and crises affecting families. Fire-fighting helps practitioners to stay in partnership and facilitate an explicit decision making process, rather than being left feeling frustrated that another crisis has occurred and that the work is becoming lost.

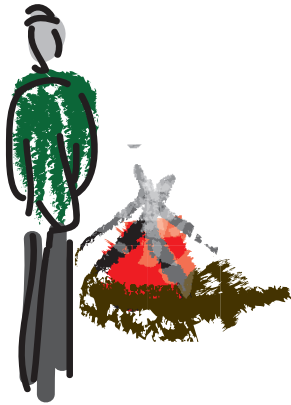
How?

Supporting parents to use a clear and shared process helps practitioners to:

- ◆ Introduce the parent to the principle of fire-fighting at the beginning of your work together so that you can return to it as and when necessary
- ◆ Wherever possible, clearly and openly use the process with parents in session
- ◆ Examples of brief, easy to implement coping strategies that you can draw on are outlined in the fire fighting Hand-out (note: the emotional coping strategies are related to the Parenting Groundwork)
- ◆ Make a decision about what coping strategy to draw on at the time and with the parent wherever possible
- ◆ Given that you won't always be able to explicitly introduce the fire-fighting process (e.g. when a parent is highly distressed), it is important that you and the parent review
- ◆ Reviewing includes making links between the fire-fighting and the parent's overall goals and plans for the intervention



S1 HFP Hand-out | **Fire fighting**



You're faced with a crisis or hassle that's hard to manage, overwhelming and/or stressful

DECIDE if you need to 'suspend' the work you planned to focus on with your practitioner to concentrate on the crisis/hassle

Briefly **EXPLORE** in a focused way, the nature and impact of the crisis/hassle

Briefly develop an **UNDERSTANDING** about what you can and can't change now

Briefly make a **SMARTEN GOAL** to help you cope with the crisis/hassle

Swiftly move on to choosing specific **ACTIONS** to help you manage the crisis/hassle

Practical Coping

Emotional Coping

Drawing up an action plan

Examples:
Be alongside; Taking a breath;
Shake it out; Relaxing images;
Coping mantra

Review

How did the practical and/or emotional coping go?

What are the links between the fire-fighting and your overall goals and plan in the HFP?



Example practical coping strategy

Drawing up an Action Plan

Follow the pointers below to develop a practical action for managing the crisis/hassle:

- ◆ What is the specific crisis/hassle?
- ◆ What is the goal? What would you like to achieve (Check: Is it SMARTEN?)
- ◆ What are the options for action?
- ◆ Briefly review the pros and cons?
- ◆ Agree on an option

Example emotional coping strategy

Be Alongside

It can be helpful to actively listen to the parent and empathise with their situation, checking out your understanding of this and exploring further where appropriate

Taking a breath

- ◆ Take some deep breaths
- ◆ Notice the slowing in your breathing
- ◆ Breathe in through your nose (e.g. for 4 counts) and out through your mouth (e.g. for 6 counts)
- ◆ Ask the parent: what effect do you notice as you repeat the exercise?

Shake it out

- ◆ Tense, hold and then release the muscles in your whole body
- ◆ Do this a couple of times until you feel themselves calming and re-focusing
- ◆ Shake it out!

Relaxing Image

- ◆ Take a couple of deep, slow breaths, closing eyes if possible
- ◆ Imagine your body as a tightly wound coil of rope
- ◆ Gradually visualise the rope uncoiling and with it the stresses and worries slowly drifting away

COPING MANTRA

- ◆ It can be helpful to say a positive and calming statement to yourself
- ◆ e.g. **"Slow down, take stock and focus"; "I'm doing everything I can. I just have to be patient as things can't always change immediately"; "I'm going to act 'as if' I am calm and considered."**
- ◆ Encourage the parent to consider what they could say



S1 HFP Hand-out | Fire fighting



CRISIS:

Decision:

Explore:

Understand:

Goal:

Practical Actions:

Emotional Actions:

Review:





The Exploration Topics listed below are informed by an ecological approach to assessment.

- ◆ There are 6 key areas to be explored, each with a subset of topics. Format: 6 'topic cards' with the title of the area of the front (e.g. My child) and the subset of topics on the back (e.g. Character and Personality; Experience of the world; Health and development).
- ◆ Research therapists will share the areas to be explored with the parent and will take the parent's lead on where to start.
- ◆ 'Prompt questions' help to explore the various topics (e.g. How would you describe your child's developing personality/character?), as do the 'areas to consider' (e.g. temperament, self-esteem, confidence etc.).
- ◆ Feedback from parents includes to use everyday language when asking questions and to give lots of examples so you are clearly understood.
- ◆ Research therapists should not feel constrained or overwhelmed by the 'areas to consider'. They are intended as prompts only and therapists are encouraged to use their clinical expertise to explore areas that are relevant and meaningful to the work.
- ◆ 'Key learning' questions can be used to summarise discussions during exploration, ensuring both strengths and difficulties are attended to. They will inform the development of a clear understanding between research therapist and parent.
- ◆ Therapists are encouraged to listen out for themes that relate to the strategy modules covered later in the intervention.

My Child

Topics and prompt questions	Areas to consider	Key learning (strengths/difficulties)
Character and personality <i>How would you describe your child's personality/character?</i> <i>E.g. are they outgoing, shy, funny, a thinker, bossy ...</i>	Temperament, self-esteem, confidence, view of self/identity, reaction to responsibility, sense of right and wrong, perception of child	What do you appreciate most about your child? What are their strengths?
Experience of the world/Thoughts, feelings and behaviour <i>Tell me about your child's behaviour ...</i> <i>Tell me about your child's feelings and emotions ...</i> <i>E.g. think of times when they are happy/sad/upset/calm ... what happens?</i>	Emotions, feelings, mood, behaviour, actions, thoughts, things they enjoy, don't like, stresses, empathy for child, reflective capacity	What does your child do that worries/stresses you? What is it like when things are difficult with your child? What is it like reflecting on your child and their experiences? Looking out for hotspots: Did any part of this conversation push your buttons/trigger you?
Health and development <i>How would you describe your child's health and wellbeing?</i> <i>E.g. are they healthy, are they reaching their developmental milestones, are there any concerns about their learning?</i>	Diet, weight, health, physical ability, intellectual ability, problem-solving abilities	





My child and I together

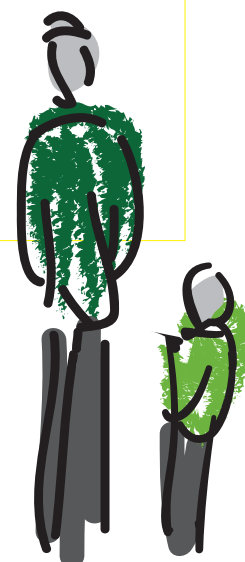
Topics and prompt questions	Areas to consider	Key learning (strengths/difficulties)
<p>Being close, caring for my child <i>How would you describe the connection between you and your child?</i> <i>How close are you?</i> <i>E.g. do you hug/cuddle, are you openly affectionate, do you feel in tune with your child, can you tell what they are thinking/feeling?</i></p>	<p>Emotional connection, warmth and affection, communication of emotions, understanding of each other</p>	<p>What do you enjoy/are the strengths of the relationship between you and your child? What are the more difficult aspects of the relationship?</p> <p>What helps the relationship/makes it easier/more enjoyable? What makes it difficult?</p>
<p>Communication, learning and play <i>How would you describe how you communicate, learn and play together?</i> <i>E.g. how do you let your child know you are happy/proud of them and how do they know if you are unhappy/upset with them, how do you help your child learn, do you play together and if so how?</i></p>	<p>Support of learning and development, presence and style of play, communication, involvement with and occupying child, keeping child interested, praise, reward and encouragement</p>	<p>What is it like reflecting on the relationship you have with your child? Looking out for hotspots: Did any part of this conversation push your buttons/trigger you?</p>
<p>Day-to-day routines and boundaries <i>How would you describe the routines and boundaries in your family?</i> <i>E.g. do you have any routines that help keep your house in order, what are your family routines in the weekdays and at the weekends, are there any house rules/do's and don'ts in your house, how do you enforce these/make sure they happen?</i></p>	<p>Consistency, routines, structure, supervision, safety, managing child's behaviour and conflict, discipline</p>	
<p>Relating to each others <i>What impacts on your relationship and interactions with your child?</i> <i>E.g. when is it easier to get on with your child and when do you clash, what makes a difference? How do your personalities affect how you communicate? When do they work well together and when do they clash? How does your personality affect how you respond to your child?</i></p>	<p>Parent personality, thoughts, feelings and behaviour, child personality, thoughts, feelings and behaviour, personality clashes, personality matches, key events/situations</p>	





Me as a parent

Topics and prompt questions	Areas to consider	Key learning (strengths/difficulties)
<p>My child's needs <i>In your experience, what does your child need from you as a parent?</i> <i>E.g. what do you think they need to feel safe and secure, what helps them be calm and content, what unsettles them?</i></p>	<p>Being close and caring for child, communication learning and play, day-to-day routines and boundaries</p>	<p>What are the easier/more enjoyable aspects of parenting? What do you do well? What are the trickier/harder/less enjoyable aspects of parenting?</p>
<p>Me as a parent <i>How would you describe yourself as a parent?</i> <i>E.g. what kind of parent are you, what style of parenting do you use, how does your personality impact on you as a parent (your thoughts, feelings and behaviour), how would other people describe you as a parent, what is important to you about being a parent?</i></p>	<p>Perception of self as a parent, sense of competence, self-efficacy, personality traits impacting on parenting, boundary setting and consistency</p>	<p>What personality traits, thoughts, feelings and/or behaviours help you to be the parent you want to be? Are there any personality traits, thoughts, feelings and/or behaviours that get in the way of parenting the way you'd like to? What is it like reflecting on yourself as a parent?</p>
<p>Hopes and values <i>What are your values and hopes as a parent?</i> <i>E.g. what values are important to you as a parent, what do you hope being a parent holds for you in the future, what do you hope for your child for the future?</i></p>	<p>Values and constructs of being a parent, hopes and dreams as a parent, for self and child</p>	<p>Looking out for hotspots: Did any part of this conversation push your buttons/trigger you?</p>
<p>Being a parent <i>How do you experience being a parent?</i> <i>What's it like being a parent?</i> <i>E.g. when do you find it easier/more relaxed being a parent, when do you struggle/find it more stressful, what happens in these situations?</i></p>	<p>Thoughts, feelings, behaviours, self-regulation</p>	
<p>Learning to parent <i>What do you think has influenced you as a parent?</i> <i>Are there any key experiences you've had that you think have impacted on how you are as a parent?</i> NEED TO CONSIDER IF AND HOW TO COVER THIS</p>	<p>Own experience of being parented, significant events, role models</p>	



Me

Topics and prompt questions	Areas to consider	Key learning (strengths/difficulties)
<p>My character <i>How would you describe your personality/character?</i> <i>E.g. are you outgoing, shy, funny, a thinker, bossy ...</i></p>	<p>Most important aspects of personality, perception of self, accountability, empathy, persistence and pervasiveness, how long things have been this way, most and least useful aspects of personality, relationship between personality and thoughts, feelings and behaviour</p>	<p>What are the most helpful/useful aspects of your personality, thoughts, feelings and/or behaviour What are the least helpful aspects?</p> <p>What are the most helpful/enjoyable aspects of being with others? What are the harder/trickier aspects of being with others?</p>
<p>Being me <i>What do you do, how do you feel, what do you think?</i> <i>E.g. what stands out to you and other people?</i></p>	<p>Health and wellbeing, stability, adaptability, common/regular thoughts, feelings, behaviours/ actions, crises, managing and regulating thoughts, feelings and/ or behaviour, relationship to traits, sense of competence/self-efficacy</p>	<p>What is the relationships between situations/events and personality, thoughts, feelings and/or behaviour?</p> <p>What have been the most helpful experiences/influences on you? What have been the least helpful?</p>
<p>My relationships <i>In general, how would you describe your relationships with other people?</i> <i>E.g. How do you generally get on with other people? Do you like other people and enjoy their company? Do you think people are annoying and best avoided? Do you feel other people are better than you and feel overawed?</i> <i>What are helpful and unhelpful relationships and why?</i></p>	<p>Helpful relationships, unhelpful relationships, factors influencing how relationships are experienced, accountability in relationships, emotional connections, understanding of others, boundaries and consistency</p>	<p>What is it like reflecting on you as an individual? Looking out for hotspots: Did any part of this conversation push your buttons/ trigger you?</p>
<p>Situations and events <i>Are you aware of any situations or events that impact on how you think, feel and/or act?</i> <i>And vice versa, do your thoughts, feelings and/or behaviours ever impact on situations/events?</i> <i>E.g. ?</i></p>	<p>Stresses, crises, capacity to empathise, accountability, people, events, situations that have an impact, thoughts, feelings and behaviours that have an impact, mental health, substance misuse</p>	
<p>My influences <i>What would you say have been the biggest influences on who you are as a person?</i> <i>How did this/they influence you?</i> <i>E.g. ?</i></p>	<p>Childhood, school experiences, life experiences, relationships, mental health, positive experiences, love, affection, role models, family, friends, achievements, loss, changes, stress, trauma, aggression, bullying, abuse</p>	



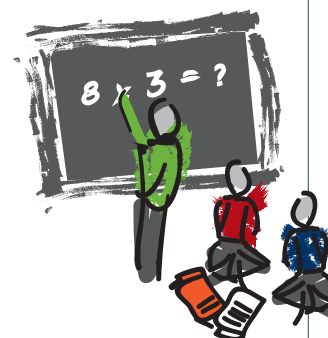
Family and Friends

Topics and prompt questions	Areas to consider	Key learning (strengths/difficulties)
<p>Our family <i>Who is in your family?</i> <i>How do you get along as a family?</i> <i>E.g. what words would you use to describe your family, who are your closest friends?</i></p>	<p>Family composition, people who are 'like family', getting on as a family, getting on as parents, family values and constructs, stability, belonging, adaptability, support and care, mental health, wellbeing, conflict, violence</p>	<p>What/who helps you as a parent and your child? What gives you strength?</p> <p>What/who makes it harder for you and your child?</p> <p>What is it like reflecting on your family and friends?</p>
<p>Extended family and friends <i>Who are your extended family and friends?</i> <i>E.g. who else is important in your life, who is around you, who helps?</i></p>	<p>Wider relationship network, friendships, social life, support and care, mental health, wellbeing, conflict</p>	<p>Looking out for hotspots: Did any part of this conversation push your buttons/trigger you?</p>



School, community and wider circumstances

Topics and prompt questions	Areas to consider	Key learning (strengths/difficulties)
<p>School <i>How would you describe your child's experience of school?</i> <i>E.g. what do they enjoy and not enjoy?</i> <i>How would you describe your experience of your child's school?</i> <i>E.g. do you find them helpful, communicative, what are your relationships like with the staff members?</i></p>	<p>School environment, relationships with peers and people in authority, sense of belonging, behaviour, achievements, learning needs, parent involvement, culture of school</p>	<p>What/who helps you as a parent and your child? What gives you strength?</p> <p>What/who makes it harder for you and your child?</p> <p>What is it like reflecting on your child's school, your community and wider circumstances?</p>
<p>Work and activities <i>How do you spend most of your time?</i> <i>E.g. any hobbies or responsibilities?</i></p>	<p>Employment, work, financial situation, tasks, obligations, activities, hobbies</p>	<p>Looking out for hotspots: Did any part of this conversation push your buttons/trigger you?</p>
<p>Neighbours and community <i>How would you describe your wider network?</i> <i>What are your connections like with your neighbours and your community?</i> <i>E.g. do you know your neighbours, do they help you out?</i></p>	<p>Connection to neighbours and local community, participation in community activities, support and help available</p>	
<p>Security and belonging <i>In general, how safe and secure do you feel?</i> <i>E.g. where you live, are you safe?</i> <i>How would you describe your identity and sense of belonging?</i> <i>E.g. are you religious, is there anything about your culture that is important to you and for me to know?</i></p>	<p>Cultural identity, spiritual identity, discrimination, safety in the community, housing</p>	



School, community & wider circumstances

Family & Friends

My Child



My Child & I together



Me as a parent



Me



School, community & wider circumstances

Family & Friends

My Child

Me as a parent

My Child & I together

Me





Deep breathing -

Sit or stand in a relaxed position, slowly inhale through your nose, counting to five. Let the air out from your mouth, counting to eight as it leaves your lungs. Breathing deeply will mean both your chest and tummy should move in and away from your body together Repeat several times.

It takes 3 minutes for breathing to return to normal when stressed.

Muscle relaxation -

This is a useful way to relax your muscles and body. The hands are one of the first parts of the body to show tension. When we are tense we tend to clench our hands, make a fist, clasp hands together or hold onto something tightly.

When this happens, stretch out your hands so that your fingers are straight and spread out. Hold the position for a few moments and feel the tension across your palms and the backs of your hands. Slowly let your hands relax and drop them to your side or onto your lap. When your hands relax they will feel much lighter.

Tense for count of 5. Release all at once. Rest for count of 10 and then repeat for the following muscle groups: shoulders, neck, chest, legs, feet and body.

Distraction -

What are good ways of distracting yourself?
Examples:

- Go for a walk
- Phone a friend
- Have a cup of tea
- Change of environment or activity
- Do some exercise



Positive self-talk -

Note down positive statements you can tell yourself and put them somewhere that will remind you of them daily. Examples:

"I can get through this, I've managed before and I can now"

"I don't need to do this, it'll only make it worse afterwards"

"I'll regret it and feel awful later"

"It helps for a few minutes, but then it just makes it worse in the long run"

"I can cope for another hour - I can take one hour at a time"

Positive affirmations -

Positive affirmations can be used whenever you notice yourself thinking an unhelpful thought. Some examples are listed below and you can find more from www.getselfhelp.co.uk.
What would work for you?

"I am strong"

"I am a good and worthwhile person"

"I care"

"I am in control of my choices"

"All is well, right here, right now"



Relaxing thoughts -

This is a form of daydreaming where you distract your mind away from stressful thoughts and situations and instead think about something pleasant, such as a happy memory, a sunny day on the beach, laughter, or sitting in a beautiful garden.

Think of a real situation or a dream place; somewhere you would like to be and where you can imagine yourself relaxing and putting aside your worries.

Gradually visualise the details of this place; its sights, sounds and smells. Feel yourself unwinding before gradually returning to the present, slowly bringing with you the positive energy and feelings of warmth and safety.

Mindfulness -

This exercise involves sitting back and "observing" your thoughts, rather than becoming involved in them. As you observe them, you may find your mind quieting, and the thoughts becoming less stressful.

You could use imagery to help you e.g. imagine you are sitting at a stream and as each thought pops up, place it on a leaf and let it float down the stream. Another example is to imagine you are at the cinema and you are watching your thoughts as images on a screen in front of you.

Everyday mindfulness e.g. when cleaning! Mindfully cleaning involves focusing on what you are doing as you are doing it, and nothing else. E.g. focusing on the feel the warm, soapy water on your hands as you wash dishes; experiencing the vibrations of the vacuum cleaner as you cover the area of the floor; enjoying the warmth of the laundry as you fold it; feeling the freedom of letting go of unneeded objects as you put them in the donations bag. It may sound a little silly as you read it here, but if you approach cleaning as an exercise in mindfulness, it can become one!


Mindful breathing. Get comfortable and relax your body keeping your back straight and your feet on the floor. Focus on your body and notice any sensations and stay with these sensations for a few moments. Now focus on your breath and breathe in and out and also notice other sensations like the temperature of your breath or feeling the air go up your nose. Try and focus on the breath reaching down into your stomach and notice it going in and out. Notice each breath and notice any variations or changes. If your mind wanders just notice and come back to your breath.





S6 HFP Hand-out | **Groundwork 1:**

Warm and Authoritative Parenting



Discuss the prompts below with your practitioner and make some notes ...

What other styles of communication are there? How would this look different?
What would the effect be?

Have a go with your practitioner at communicating using different communication styles ...

My thoughts ...

Body language ...

My feelings ...

Tone of voice ...

Warm, authoritative communication:
What does this look like for you?

What I do ...

Eye contact ...

The words I use ...

'What are your hotspots?'

'What effect do these have?'

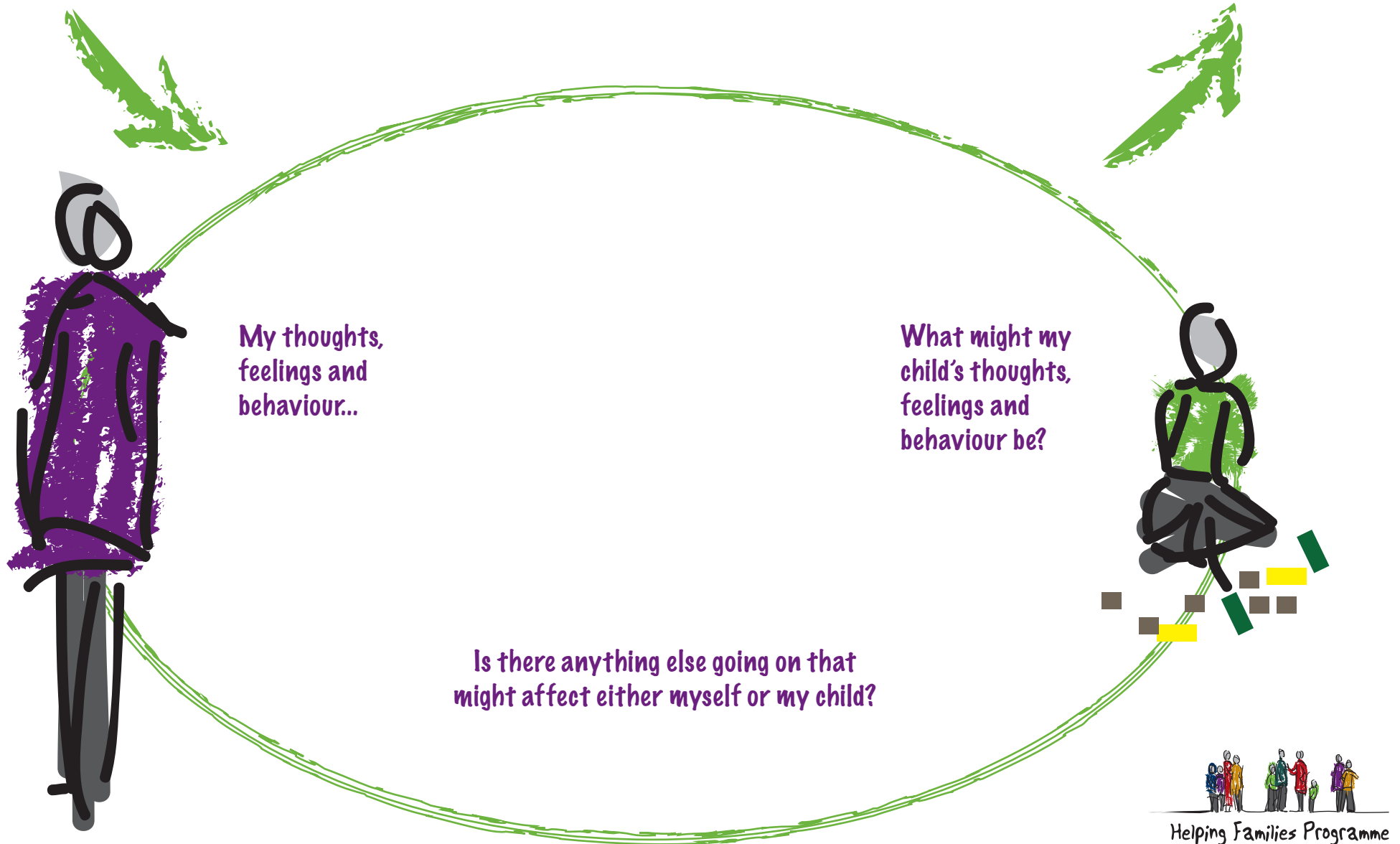
S6 HFP Hand-out | **Groundwork 2:**
Examples of Interactions

Situation:

(Remember to consider real life examples of both when things are going well with your child and when being with your child is difficult)

Reflections:

(What sense are you making of this? Do you have any thoughts about what makes things easier or harder? Is there a role for Groundwork?)



S6 HFP Hand-out | **Groundwork 2:**
Examples of Interactions

Situation:

(Remember to consider real life examples of both when things are going well with your child and when being with your child is difficult)

Reflections:

(What sense are you making of this? Do you have any thoughts about what makes things easier or harder? Is there a role for Groundwork?)

My thoughts, feelings and behaviour...



What might my child's thoughts, feelings and behaviour be?



Is there anything else going on that might affect either myself or my child?





PART 1

What is it?

Introduce this module and explore with the parent their understanding of what this topic means. Encourage them to share examples of this within their family. Build on their understanding, if necessary, by sharing additional ideas based on the following:

- ◆ Connecting & Strengthening refers to strategies to strengthen the connection between parent and child and to reinforce positive child behaviour.
- ◆ This module covers strategies that focus on **Communication, Connecting and Celebrating**.
- ◆ Connecting & Strengthening includes child-centred strategies to help parents enjoy being a parent with their child.
- ◆ The strategies help parents encourage positive and desirable behaviour from their child.
- ◆ Encouragement and positive attention increases the likelihood that their child will repeat such behaviours and as a result are less likely to show difficult or disruptive behaviour,
- ◆ All of the strategies involve the parent and child having positive experiences of interacting with each other.
- ◆ Interactions with a child with severe behavioural difficulties are often negative, focused on discipline and/or punishment. This module aims to increase positive parent-child interactions where qualities such as warmth, affection, mutual trust and respect are fostered.
- ◆ Such qualities help children to feel loved and secure, and contribute to positive outcomes for children

Why is it important for parenting?

Again, start with the parent and their ideas and thoughts. Aim to facilitate a collaborative conversation where you are both genuinely exploring the relevance of the topic to parenting. Strengthen understanding where necessary based on the following:

- ◆ Outcomes of positive parent-child interactions include the child being more likely to be motivated to co-operate with their parent and to behave in more desirable ways.
- ◆ Positive parent-child interactions also help a child's learning. They are modelled and taught how to behave and relate to others in helpful ways.
- ◆ Children are also taught that they are worthy of positive experiences and interactions, which improves their self-esteem.
- ◆ Parents have experience of managing their child's behaviour proactively and with success. They gain feedback that they can feel connected to and have positive interactions with their child. This enhances a belief in themselves as parents.



PART 1 continued...

How can we do this?

Acknowledge any strategies/tools the parent has already introduced during the discussion. Seek permission to share the strategies/tools included in this module:

- ◆ Introduce the hand-out to the parent and seek permission to focus on Communication/Connecting/Celebration (depending on the session).
- ◆ Introduce the specific strategies you have agreed to focus on this week (e.g. for Communication, these would include listening, labelling, positive attention and encouraging).
- ◆ Broadly discuss the strategies with the parent, seeking to facilitate a conversation based on their knowledge and expertise as a starting point.
- ◆ Wherever possible highlight how these relate to the parent's suggestions.

What would you like to focus on?

Support the parent to consider which strategy they would like to focus on:

- ◆ Encourage the parent to consider which of the strategies would have most impact i.e. what would be most helpful to them, their child, and their goals.
- ◆ Discuss what feels realistic. Remember, there will be further opportunities to revisit this topic as the intervention progresses.
- ◆ Once you are both agreed on a strategy to try out (e.g. child centred play), use the prompts in PART 2 to explore and gain a shared understanding of what and why the strategy could be useful, how this is carried out in practice, and how the parent feels about giving it a go.



PART 2

What is the situation/strategy and why are we going to focus on this? ?

Facilitate a conversation about the specific strategy and situations selected:

- ◆ Draw on the parent's own knowledge and experience. What do they know about this already? What has their experience been?
- ◆ Use resources (written/video) to gain a shared understanding of what it is.
- ◆ Before moving on, ensure the parent feels comfortable that the strategy can 'fit' for their family and can see it helping.

How do you do it?

Explore how clear the parent feels about what it would look like to use the strategy in practice:

- ◆ Use resources (written/video) to inform this process. Wherever possible, model and/or role play the strategy within the session.
- ◆ Ensure the conversation is specific, to increase the chances of success in practice. E.g. check that the parent feels clear about the exact steps needed to undertake the strategy (what they say, what they will do, when they will do it).
- ◆ Explore what will help the strategy being used/being useful. E.g. being calm and clear, having the necessary tools/equipment.
- ◆ Discuss and plan for triggers/hotspots i.e. what could get in the way?
- ◆ Consider personality issues that could be obstacles to implementation.
- ◆ Openly discuss the role of the Parenting Groundwork and how this will help parents put the strategy into practice in a warm and authoritative manner.
- ◆ Include discussion about a 'back up' plan. What will they do if it doesn't work out?
- ◆ How will they record what happened?
- ◆ How will they reward themselves?
- ◆ This conversation ensures that the strategy is considered in a personalised and context-specific way, covers practicalities and considers what could get in the way.

How do you feel about giving it a go?

Encourage the parent to reflect on how they feel about making the change/s discussed:

- ◆ What happened when they tried out the strategy in the session?
- ◆ Encourage the parent to be open about how they feel about trying out the strategy.
- ◆ Explore their thoughts and feelings about giving it a go. Explore their motivation and enthusiasm as well as any doubts or concerns.

What do you want to remember?

Encourage the parent to make some notes on the Hand-out record card:

- ◆ Encourage the parent to use the Record Card to note down key points about the conversation and the strategy.
- ◆ This should be personal to the parent, using their words to record what is most salient for them.

Clear instructions



Tips for giving your child clear instructions

For example:

You may find it useful to practise giving clear instructions and following through on these if you repeatedly struggle to get your child to do something, such as stop watching TV at bedtime.

Why?

- ◆ So that you are both clear about what is expected of your child and why
- ◆ Being clear with instructions makes it easier to use consequences if necessary
- ◆ Your child will learn that you will consistently address their behaviour
- ◆ Your child is given the message it is their behaviour (and not them as an individual) that needs to change

How?

- ◆ Read through the tool with your practitioner
- ◆ Make sure you're clear about the steps involved
- ◆ Practice in session with your practitioner
- ◆ Get clear about consequences
- ◆ Decide how you'll have a go at this with your child over the next week or so
- ◆ What support would you like from your practitioner?

S1 1 HFP Hand-out | Boundaries and Discipline
Routines & Structure

Clear instructions

Instructions should be:

- ◆ Clear!
- ◆ Concise!
- ◆ Confident!
- ◆ Calm!
- ◆ Consistent!

"In 5 minutes I'll ask you to start putting away your toys"

"I'd like you to put your homework away so that it doesn't get spoiled when we're having dinner"

In 5 minutes, I'll ask you to put your toys away

"I'd like you to close the door gently because it will wake up the baby if you slam it, it might break; please close the door quietly"



"I don't care, just do it NOW!"

"Oh go on then, just another 10 minutes"

"Right, turn it off, put those away, come with me, grab your bag, quick!"

They shouldn't be:

- ◆ All talk but no action!
- ◆ Unrealistic or unfair
- ◆ Made too often
- ◆ Too long or vague
- ◆ Negative or threatening

S11 HFP Hand-out | **Boundaries and Discipline** **Routines & Structure**

1. Instruction:

To DO something

- ◆ Explain **what** behaviour you want to see from your child
- ◆ Explain **why** you want your child to do something

To STOP doing something

- ◆ Specifically describe the behaviour you'd like them to stop
- ◆ Explain **why** you want your child to stop doing something
- ◆ Explain **what** you'd like to see from your child instead

2. Time:

To DO something

- ◆ Give your child a clear time scale for doing or stopping something
- ◆ Where possible, give a warning e.g. "I'd like you to stop watching TV at 8pm"
- ◆ Remember! It's usual for children to leave it right until the last minute!

3. 1st review & action:

To DO something

- ◆ Review whether your child has done as they were asked
- ◆ If they have: PRAISE!!! And let it go!
- ◆ If they haven't: Give them a clear warning to do as you've asked immediately or there will be a consequence

4. 2nd review & action:

To DO something

- ◆ If they have done what they were asked the 2nd time: PRAISE! And let it go!
- ◆ If they haven't: implement the consequence, explaining why you are doing so
- ◆ See the 'Consequences' tool for ideas

Top Tips!

Check

- ◆ Do you have the time and energy to see it through?
- ◆ Pick your battles! It's better to say "we need to go, I'll put the toys away" than to ask your child to do it and then give in
- ◆ Do you have your child's attention? Move close and make eye contact



Clear

- ◆ Be clear and specific about what behaviour you want and why



Concise

- ◆ Be short and succinct
- ◆ Keep polite and respectful
- ◆ Reduce the likelihood of an argument



Confident

- ◆ Be positive! Let your child know you think they can do it
- ◆ Let your child know what they can do differently, saying "when then" rather than "if you don't you can't"



Calm

- ◆ Try hard to remain calm
- ◆ Remember, it is normal for children to test out limits!



Consistent

- ◆ Stick with it! Be prepared to have to follow through on a consequence
 - ◆ Make sure you are supported by people around you

Roles



Tips for giving your child clear instructions

For example:

You may find it useful to practise giving clear instructions and following through on these if you repeatedly struggle to get your child to do something, such as stop watching TV at bedtime.

Why?

- ◆ Having a role helps your child feel like a valued member of the family
- ◆ They learn that you trust them
- ◆ Your child starts to develop a sense of responsibility
- ◆ You are given more opportunities to praise and interact positively with your child

How?

- ◆ Read through the tool with your practitioner
- ◆ Discuss your ideas about a job or a role with your practitioner
- ◆ Agree on how you will introduce this to your child – practice in session!
- ◆ Be clear about what you need to do to help your child in their new role
- ◆ What support would you like from your practitioner?

S1 1 HFP Hand-out | **Boundaries and Discipline** **Routines & Structure**

Roles

Giving your child a role involves:

- ◆ Drawing on their strengths and interests
- ◆ Encouraging your child to take responsibility
- ◆ Negotiation
- ◆ Checking the role is age-appropriate
- ◆ Positive interactions! E.g. praise, encouragement

"You're so good with the dog; would you like to be the one to feed him?"

"Now that you're a bit older, how about you go on your own to post the letters for me?"



"Seeing as we all love tomatoes, how do you feel about growing your own? We could buy some seeds at the weekend and then you could plant them and look after them"

"Now that you're in Year 4, I want you to walk the dog every day on your own"

"You've got to do your own homework, and do it well; it's your responsibility, not mine"

What it isn't:

- ◆ A list of 'chores'
- ◆ Focused on outcomes rather than your child's effort and enjoyment

House Rules



Tips for setting up house rules

For example:

If you feel that as a family you are showing less respect for your home environment and each other than you would like, house rules are a good way of setting some limits and encouraging ALL members of a family to take responsibility for the rules of their home.

Why?

- ◆ To help your child feel clear about the 'bottom line' when they are at home i.e. what behaviour definitely is and isn't acceptable
- ◆ To help your child have structure and to feel secure at home
- ◆ To help you be consistent regarding your child's behaviour
- ◆ Involving everyone encourages a shared responsibility for the family environment

How?

- ◆ Read through the tool with your practitioner
- ◆ Discuss ideas for your family's 'bottom line' rules and possible consequences
- ◆ Wherever possible, involve your family!
- ◆ Pick 5 key rules
- ◆ Make sure that each of these is phrased positively
- ◆ What support do you need to introduce the house rules?

S1 1 HFP Hand-out | **Boundaries and Discipline**
Routines & Structure

"We will all try our best to put our dishes in the sink after breakfast"

"All members of the household will respect each other's opinions"

House rules are:

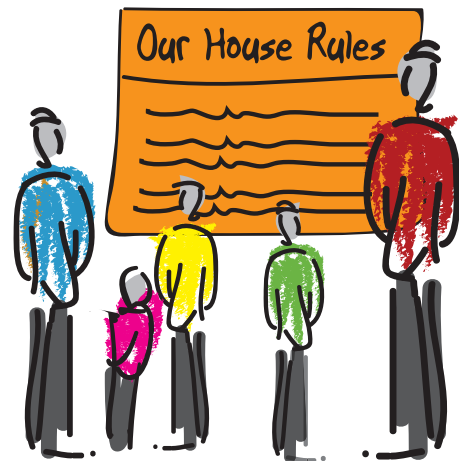
- ◆ The most important rules that apply all the time for your household
- ◆ 'Ground rules' – the bottom line
- ◆ Positively framed
- ◆ Understood by and acceptable to all members of the family

"The family will work hard to talk nicely to one another"

"Never shout"

"Children should not interrupt Dad when he's on the 'phone"

"No more arguing about bedtimes!"




What they aren't:

- ◆ Long lists things children can't do
- ◆ Unrealistic or unfair
- ◆ Only applicable to children – parents should stick to them too!

S11 HFP Hand-out | **Boundaries and Discipline** **Routines & Structure**

House Rules



- ★ With your practitioner, make notes in the boxes below
- ★ If possible, involve your child/family in this too - what do they think?

What ideas do you have for house rules? Think about your 'bottom line' as a family.
You may want to think about daily routines (e.g. meal times, bed times, homework) and behaviour between members of your family (e.g. caring, sharing, swearing, fighting)

What consequences will be used if the rules are broken?

- ★ Now, select up to 5 house rules that you and your family are going to put into place over the next few weeks
- ★ Check whether these are positively framed - if they're not, have a go at changing them now e.g. 'be kind to one another' is more helpful than 'don't be rude to each other'

Our House Rules

- 1
- 2
- 3
- 4
- 5