

Before using this toolkit, you must complete the associated [eLearning](#) to understand CPCA and the approach in Lincolnshire.

Child to Parent/Carer Abuse

Practitioner Toolkit

Foreword

Lincolnshire's Youth Justice Service commissioned a piece of work to scope and understand the prevalence and nature of Child to Parent/Carer Abuse (CPCA) locally with a view to ultimately producing an intervention specifically designed to meet the needs of our children and families who experience this form of harm. Since that time, the project has evolved, and local partners have become involved in developing the work and ensuring a consistent and collaborative response to a very complex and nuanced form of abuse.

Child to Parent/Carer Abuse has far reaching implications for children, parents, carers, families and communities and as practitioners and professionals, the response and support also needs to equal that impact. Consequently, this piece of work and subsequent toolkit is supported and endorsed by Lincolnshire's key strategic partnerships, Lincolnshire Domestic Abuse Partnership, Lincolnshire Safeguarding Adults Board, Lincolnshire Safeguarding Children Partnership, and the Safer Lincolnshire Partnership.

This Toolkit is the culmination of the years of work which has included child and family engagement and practitioner co-production and consultation, with oversight from the Domestic Abuse Operational Group. The journey has facilitated more than the production of a resource but a change in culture and understanding of the behaviours and responses to this form of abuse. This has included developing a standard use of language around the behaviours, promoting consistency in identification, changing how MARAC supports parents/carers when they are heard in those forums and confirming how the DASH assessment is used.

I would like to extend my thanks to all those that have been involved in the development of this toolkit and am again impressed by the innovation and commitment of all the partners in striving to improve outcomes for children and families across Lincolnshire.

Thanks go to Dr Ceryl Davies from the University of Bangor on leading and continuing to support this piece of work. Her passion and dedication to this area of work is truly motivating and the experience of working alongside Ceryl previously and in the years to come will be of great benefit to practitioners across the County and ultimately the families they support.

If you use this toolkit in Practice, please can we ask you to provide some feedback on how this has supported you and the children and families you work with. You can also provide developmental feedback which will be considered when making any updates to the toolkit and the process in Lincolnshire. This can be completed here - [CPCA Feedback Form](#)

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Glossary of Terms

Anti-Social Behaviour: Anti-social behaviour is defined as ‘behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person’ (Anti-social Behaviour Act 2003 and Police Reform and Social Responsibility Act 2011).

Child to Parent/Carer Abuse: There is no specific legal definition of child to parent/carers abuse, but it is important to recognise that this form of abuse is likely to involve a pattern of behaviour. This can include physical violence from a child towards a parent or other family members such as siblings and a number of different types of abusive behaviours, including damage to property, emotional abuse, and economic/financial abuse.

Section 235 of the Domestic Abuse Act 2021 does highlight some considerations to be made around the dynamics, impact risk and safeguarding.

Coercive Controlling Behaviour: Section 76 of the Serious Crimes Act (2015) outlined a criminal offence of coercive and controlling behaviour in an intimate or family relationship (with a penalty of up to five years in prison). It must be demonstrated that the behaviour had a serious effect on the victim, that there was intent by the perpetrator and that the perpetrator and victim were personally connected when the incident took place (e.g. intimate or family relationship).

Domestic Abuse (Domestic Abuse Act Statutory Guidance, 2021):

Section 1: Definition of “domestic abuse” (1) This section defines “domestic abuse” for the purposes of this Act. (2) Behaviour of a person (“A”) towards another person (“B”) is “domestic abuse” if— (a) A and B are each aged 16 or over and are personally connected to each other, and (b) the behaviour is abusive. (3) Behaviour is “abusive” if it consists of any of the following— (a) physical or sexual abuse; (b) violent or threatening behaviour; (c) controlling or

coercive behaviour; (d) economic abuse (see subsection (4)); (e) psychological, emotional or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct. (4) “Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to — (a) acquire, use or maintain money or other property, or (b) obtain goods or services.

Section 2: Definition of “personally connected” (1) Two people are “personally connected” to each other if any of the following applies — (a) they are, or have been, married to each other; (b) they are, or have been, civil partners of each other; (c) they have agreed to marry one another (whether or not the agreement has been terminated); they have entered into a civil partnership agreement (whether or not the agreement has been terminated); they are, or have been, in an intimate personal relationship with each other; they each have, or there has been a time when they each have had, a parental relationship in relation to the same child (see subsection (2)); (g) they are relatives. (2) For the purposes of subsection (1)(f) a person has a parental relationship in relation to a child if — (a) the person is a parent of the child, or (b) the person has parental responsibility for the child. (3) In this section — “child” means a person under the age of 18 years; “civil partnership agreement” has the meaning given by section 73 of the Civil Partnership Act 2004; “parental responsibility” has the same meaning as in the Children Act 1989; “relative” has the meaning given by section 63(1) of the Family Law Act 1996.

Parent/Carer: A parent or carer is someone over 18 years old who provides care and support for a child for whom they have parental responsibility. A non-parent carer is someone over 18 years old who provides care and support for a child for whom they do not have parental responsibility (such as a grandparent)

Introduction

This is a professionally marginalised issue in the UK, with limited policy, guidance, legal remedies and interventions available to constructively address this matter. Within both an academic and practice arena, this remains a silent form of family abuse. CPCA is a hidden, stigmatised and taboo social problem. Not only is it under-researched but also lacks a consistent strategic and operational response from a range of multi-agency services. This is in sharp contrast to the growing awareness around other forms of family abuse, including adult forms of domestic abuse (DA), teenage DA, child protection and elder abuse concerns.

There is currently no legal definition of CPCA, and it is not included as a form of sub-harm/abuse within the legal definition of DA. There have been several key discussions on the exact definition to be employed, with a range of terms used across UK-based literature. For this Toolkit, the term CPCA is adopted. The term 'child' is used as it covers a wider age span, and 'abuse' reflects a broader pattern of behaviour beyond physical violence. In Lincolnshire, there is an agreed response where CPCA concerns exist and the child is aged 10 or over, aligning with the profile of need for Futures4Me and the age of criminal responsibility. The applicability of DA legislation depends on the child's age; Any child 17 and under should have a safeguarding response, however for those children who are 16 and 17 a DA response is also required.

The notion of this matter as a 'crosscutting' issue, and one that requires a shift from traditional perspectives of 'victim' and 'perpetrator', also requires addressing. The reversal of children as those causing harm and parents as victims/survivors challenges existing frameworks. Current conceptualisations do not acknowledge the limits of parental control or the impact on parental

relationships. This contributes to secrecy, stigma and shame, acting as a barrier to reporting, meaning parents/carers often do not seek support.

CPCA and intimate partner abuse share similarities around control, power and impact on wellbeing; however, the parent/child relationship is fundamentally different. It is ongoing both emotionally and legally, with parental responsibility and duty of care. A further complexity is that the child displaying harmful behaviour also requires an age-appropriate response, often requiring a balance between welfare and justice.

The challenge of framing and naming CPCA creates complexity in determining how it fits within current agency frameworks, including DA, child protection, adult safeguarding, anti-social behaviour, youth justice and mental health services. Despite a perceived power imbalance favouring parents, the parental bond, duty and care can leave parents/carers feeling powerless. Professionals do not routinely identify this as abuse, instead framing it as challenging or anti-social behaviour, often linked to perceptions of poor parenting.

This Toolkit provides professionals with evidence-based tools to address this issue collaboratively with parents/carers and children on a multi-agency basis across Lincolnshire, while outlining local processes for assessing risk and responding. Any professional can use this toolkit to support children or families. The assessment tools are designed to complement existing assessments (e.g. EHA, CFA) and include flexible activities for direct work.

Background

The toolkit is based on the findings from an evaluation of CPCA completed across Lincolnshire that was funded by the Lincolnshire Youth Justice Service (YJS).

The aim of the project was to: -

- Explore the construction of child to parent abuse and violence;
- Establish the nature, extent and patterns of this issue within a sample of YJS cases;
- Examine the response to it across the range of professions within the YJS;
- Evaluate the various professional conceptualisations of this issue, and the impact of each in terms of the strategic response to this issue;
- Evaluate the various professional conceptualisations of this issue and the impact of each in terms of professional operational response;
- Focus on reviewing police response to this issue (in particular, the degree of discretion adopted & incidence of prosecutions and withdrawn statements);
- Examine the link between this form of abusive behaviour and other incidences of DA and abuse within other related intimate or family relationships (poly-victimisation);
- Evaluate the impact of this form of abusive behaviour;
- Examine potential barriers to reporting, seeking advice, support and intervention;
- Establish the awareness of YJS professionals of the practical steps to be adopted when addressing these types of cases;
- Evaluate the professional awareness of policy, guidance and legal frameworks to be used when addressing these types of cases;

The intention was to use the evidence gathered during the evaluation to inform the development of clear operational research outputs, including

the design of a practitioner toolkit. This project was completed in partnership across several key agencies across Lincolnshire. Therefore, the aim of this toolkit is to offer a multi-agency framework to be used with families experiencing this form of abuse.

This document has been designed as a flexible and collaborative toolkit to be used in partnership with families, to establish: -

- A profile of the family's well-being and needs in relation to this form of abuse;
- A joint understanding of the key issues and risks associated with this form of abuse;
- An outcome focused action plan;
- A clear pathway to offer support and intervention to meet the needs of the child and the parent/carer in a bespoke manner.

Principles

This is a collaborative tool, allowing workers on a multi-agency basis to have a conversation with a family, and to come to a joint agreement on the current areas for development to address this form of abuse in a 'whole family', compassionate and safe manner.

The tool aims to:

- Promote honest and sensitive conversations to establish a clear assessment that informs the intervention plan to address this form of abuse;
- Build on strengths and promote positive empowerment
- Give parents/carers a voice as experts of their own experiences to discuss a complex form of family abuse that is often 'hidden' and misunderstood.

Safeguarding and identifying risk

Safeguarding is everybody's responsibility.

Where risk factors are identified for a child or adult during the screening, assessment or intervention process, you should follow your organisations safeguarding processes. This should include speaking with your Line Manager or Designated Safeguarding Lead without delay about what further action is needed from one of the following options:

- A safeguarding referral; to either Children's
- Or Adult Social Care where relevant
- Seeking advice from specialist services in relation to the risk identified (for example, Social Care, CAMHS and Mental Health, Police, Domestic Abuse).

This toolkit is a positive step forward as part of the multi-agency work to address this complex and harmful form of family abuse across Lincolnshire.

Child to Parent/Carer Abuse

Toolkit: Part 1

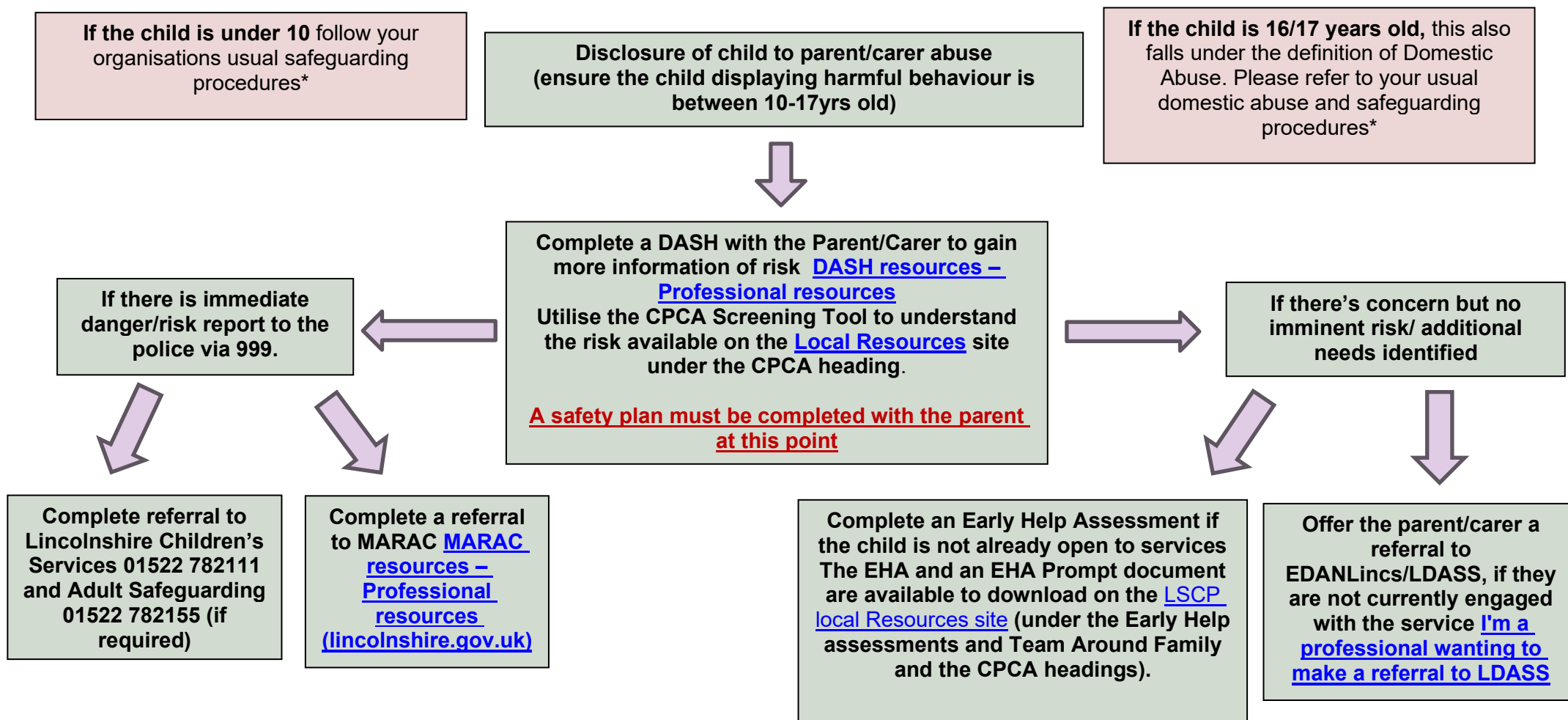
Practice Based Tools

1.Practitioner Flowchart

2.Traffic Light Screening Tool (TLST)

Child to Parent carer/Abuse Flowchart

Using this flowchart is covered in the associated [eLearning](#). This should be completed when working with CPCA to inform your knowledge around responding.



If the parent/carer or child are already open to services, liaise and share information with professionals involved and consider what your service can offer as part of a multi-agency response to reduce risks. Attend any meetings/share relevant information.

* A referral to children's services should be considered where there are safeguarding concerns.
An early help assessment should be considered if there is a concern but no imminent risk.

Child to Parent/Carer Abuse: Screening Tool

Traffic Light Screening Tool Guidance

The aim of the Traffic Light Screening Tool (TLST) is to provide the referring agency or the lead practitioner with the ability to undertake the initial screening of the degree and level of risk and the child's behaviour. Risks identified on the TLST should be considered alongside any risks highlighted on the DASH form.

1. Scoring Criteria:

Within the screening tool there are 23 behaviours, which are discussed on a continuum of severity or frequency of the behaviour: - Green (low), Amber (medium) and Red (High). Only tick one colour per row/behaviour. The aim is to screen behaviours that are socially acceptable, normal, problematic, abusive and violent.

Each threshold is scored as follows: -

Green: Each behaviour in the green column to be scored 0.

Amber: Each behaviour in the amber column to be scored 10.

Red: Each behaviour in the red column to be scored with 20.

The lowest score on the tool is 0, whilst the maximum score on the tool is a total score of 460. The aggregated score of the behaviour at the end of the screening tool will provide the practitioner with the initial level of risk as follows: -

Low (Green): Score of 0-60

Medium (Amber): Score of 60-230

High (Red): Score of 230-460

When completing the screening tool, make sure you gather all sources of information on a multi-agency basis and directly from the child and parent/carers as appropriate.

2. Measuring Behaviour:

Within the screening tool outlining the 23 behaviours, which are discussed on a continuum of

severity or frequency of the behaviour, the following terms are measured as: -

Green: If there is no evidence of this type of behaviour, with the behaviour regarded as within the child's development and normative behaviour range. For example, if there is no evidence of abuse, violence, concerning or harmful behaviour. Scoring within this domain also reflects positive behaviour, environment and support networks.

Amber: If there is evidence of this type of behaviour, with behaviours occurring on a one-off or less frequent basis, therefore the behaviour is 'sometimes' occurring and has not reached the level of being ingrained or occurring as a daily episode. For example, if there is evidence of abuse, violence, concerning or harmful behaviour occurring as a trigger to a specific factor. Therefore, to score within this domain there is evidence of the behaviour, but the behaviour is more predictable and can be managed with a safety plan.

Red: If there is evidence of this type of behaviour, with behaviours occurring on a daily or frequent basis, with a clear established pattern of behaviour, which is often severe and a significant course of concern. For example, if there is evidence of abuse, violence, concerning or harmful behaviour occurring on a frequent or daily basis. Therefore, to score within this domain there is evidence of the behaviour, but the behaviour is unpredictable and requires immediate safeguarding and multi-agency safety planning.

3. Actions following completion of TLST:

You should follow the flowchart above to ensure the correct response is provided dependent on risk. When making a safeguarding referral you should verbally share that the TLST and a DASH have been completed. You should share as much information as possible from both assessments to ensure all information is understood and Children's services can assess risk.

If an EHA or TAF is appropriate the TLST can be referenced within this to ensure everyone understands the current risk and circumstances. For more support on this, you can utilise the EHA Prompt document available on the [LSCP Local Resources](#) site under the Child to Parent carer Abuse heading. Assessments should be reviewed on a regular basis to assess risk regularly.

Green score: This indicates low risk and can be used in identifying what is working well, setting goals and evidencing change.

Amber score: If behaviours are ticked in the Amber or Red section, you should use the TLST and a DASH to understand risk. An EHA should be considered as per the flow chart as well as referral to LDASS. It is not necessarily about how many statements are ticked in the Amber/Red columns, but the potential risk of these statements, and the risks identified in the DASH.

Red score: Consideration of the need for urgent safeguarding and safety planning for the whole family. A referral to be made to children's services, discussion on allocating a lead agency and professional, referral to be made to the multi-agency group/MARAC

Child to Parent/Carer Abuse: Traffic Lights Screening Tool (TLST)

This screening tool is covered within the associated [eLearning](#) which should be completed to inform your knowledge around responding to CPCA

Green Behaviours:		Amber Behaviours:		Red Behaviours:	
Child never frightens parent/carers		Child sometimes frightens parent/carers		Child significantly and/or frequently frightens parent/carers	
Child does not illustrate inappropriate anger		Child can sometimes illustrate inappropriate anger		Child frequently illustrates inappropriate anger	
All family members feel safe		Some family members feel unsafe on occasions		Some or all family members feel unsafe and fearful on a daily basis	
Child demonstrates positive attitude towards parent/carers		Child sometimes demonstrates negative attitude towards parent/carers		Child demonstrates victim blaming attitudes justifying violent and abusive behaviour	
Child has a clear understanding of the unacceptability of abuse		Child has some understanding and knowledge of abusive behaviour		Lack of knowledge and understanding of what abuse looks like	
There is no history of domestic violence or abuse in the family home & there are positive role models of healthy relationships		Some examples of problematic and concerning behaviours and some examples of healthy relationships		Key family members are abusive and violent. Examples of abusive and violent behaviours that are a cause of concern, evidence of the misuse of power and control from other individuals within the household	
Positive home environment focused on support		Some positive elements of support within the home		Lack of support in the home environment	
Positive peers and friendships		Some examples of negative influence from peers and friends. Child is at risk of becoming a bully and/or of being bullied		Association with peers and friends who display anti-social, harmful, abusive, and offending behaviour. Evidence of bullying behaviour	
Child positively engages with school, education, or employment		There is sporadic or limited engagement with school, education, or employment		There are concerns around school attendance, engagement in education and employment (NEET)	
Child development is age appropriate		Child development is slightly impaired		Child development is delayed	
Child is happy and settled. No emotional well-being concerns		Child reflects some indicators of low mood and self-harm		Evidence that the child has mental health issues, self-harm, or suicidal tendencies	
No identified issues around Drug/Alcohol use		Evidence that the child is using drugs and/or alcohol on a frequent basis		Evidence that the child is using drugs and/or alcohol daily	
No history of inappropriate sexually harmful behaviour by child towards others		Some display of sexually harmful behaviour by child towards others		Display of frequent harmful sexualised behaviours by child towards others	
No identified issues around the use of pornography		Some identified issues around the use of pornography		Evidence of obsessive and inappropriate use of pornography	
No concerns around child sexual exploitation		Some concerns around child sexual exploitation		Significant concerns around child sexual exploitation	
No episodes of being 'missing from home'		Some episodes of being 'missing from home'		Frequent episodes of being 'missing from home'	
No issues surrounding the use of social media		Some issues around the use of social media		Significant issues around the use of social media	
No identified issues around the use of violent games		Some identified issues around the use of violent games		Evidence of obsessive and inappropriate use of violent games	
No concerns around anti-social behaviour or criminal behaviour		Some concerns around anti-social behaviour or criminal behaviour		Significant concerns around anti-social behaviour or criminal behaviour	
No concerns around threats/action with weapons.		Some concerns around threats/action with a weapon		Significant concerns around threats/action with a weapon	
No concerns around gang involvement		Some concerns around gang involvement		Significant concerns around gang involvement	
Child has good support network		Child has some support		Child is socially isolated and has no support	
Child does not need professional support		Child has some links with professional services		Child refuses or avoids professional support	
Green/low: Number of green behaviours		Amber/medium: Number of amber behaviours		Red/high: Number of red behaviours	

Once completed review with your Line Manager, Safeguarding Lead or other appropriate colleagues, where necessary, to discuss and plan next steps as this will depend on the types of behaviours ticked, not necessarily the number of behaviours ticked. You should consider these details alongside the DASH and follow the steps identified in the information above and in the flowchart.

Child to Parent/Carer Abuse

Toolkit: Part 2

Intervention Toolkit

1. Interventions Brief Guide

2. Each Session Outline

3. Intervention Worksheets

What is Child to Parent Carer Abuse?

CPCA is serious and harmful. Evidence from an evaluation conducted in Lincolnshire suggested that this is increasing. It is a form of abuse that is seen perpetrated against all family members. It is a complex form of family abuse that can happen due to many challenging and harmful issues. Evidence suggests that this can impact on the safety and well-being of the whole family.

Parents/carers who experience this explain that they feel isolated, ashamed, stigmatised and extremely concerned about the impact of this form of harm on the whole family. This form of abuse can happen to any parent/carer irrespective of gender, race, culture, nationality, religion, sexuality, disability, age, class, or educational level. Abuse is not about a child 'getting angry' or 'out of control'. This form of abuse is about power and control that threatens, coerces and dominates the parent/carer and often the whole family.

This abuse can take many forms, including physical, emotional, psychological, verbal or financial abuse. It is normal for parents/carers who experience this form of abuse to feel alone, isolated, shamed, humiliated, in denial, fearful, concerned and anxious about losing their relationship/bond with their child.

What is the focus of this intervention?

This toolkit was developed in partnership across Lincolnshire, in response to an increasing number of families experiencing this. The toolkit applies strength-based practice for the whole family, which includes a focus on well-being, compassion, restorative justice and respect.

The main aim of the toolkit is to:

Raise awareness of child to parent/carer abuse

Reduce the stigma and shame associated with this form of abuse;

Reduce incidents of child to parent/carer abuse;

Increase family safety within the family homes of those experiencing this form of abuse;

Promote positive relationships with families;

Improve positive outcomes for the whole family in a safe manner;

Offer strategies to address this form of abuse as a whole family issue;

Offer a multi-agency and clear pathway for screening, assessing and addressing the issue

Who are the interventions for?

These interventions can be offered and delivered to parent/carers and to children (aged 10-17) who display harmful behaviours associated with CPCA. The sessions are flexible and can be used separately with the parent/carer and child, or during joint sessions, where appropriate.

What do the interventions involve?

The intervention toolkit consists of flexible intervention sessions. A key ethos of the toolkit is well-being, reducing shame and stigma and improving family safety. The sessions delivered to parent/carers and children can run in parallel, if working with both. Participation as part of this toolkit is voluntary and should not be enforced. This toolkit is underpinned by an ethos focused on promoting positive well-being in a safe, compassionate, non-judgmental and anti-oppressive manner.

This toolkit is flexible and can be adapted and used on a one-to-one basis with the parent/carer and/or the child displaying harmful behaviour. The interventions can also work as a weekly programme, if this fits with your role. If you deliver these interventions as part of a programme, you should include regular check-ins and reviews of the previous sessions. The Traffic Lights Screening Tool (TLST) should be completed prior to the first session, along with a DASH risk assessment, to gain an understanding of the circumstances and risks. The associated [eLearning](#) should be completed prior to any intervention to inform your knowledge around responding to CPCA.

Who can use this toolkit?

*This toolkit has been adopted on a multi-agency basis across Lincolnshire. The associated [eLearning](#) **should** be completed to aid with the understanding of CPCA and the process to follow.*

This toolkit is detailed and provides clear flexible activities that ANY practitioner can use when working with a parent/carer or child.

The Key Principles Outlining this Practice Model

The ethos of this is based on developing a Practice Model focused on:

- A bespoke, person centred and flexible model of interventions that is adaptable to the needs of each family experiencing this form of abuse.
- A model that is focused on support, active listening and understanding.
- A model that evaluates the family needs and the unmet needs of the family as a 'whole system'.
- A model that considers and offers de-escalating parenting techniques.
- A model that focuses on safety planning for the whole family.
- A model that includes and 'gives voice' to the participants.
- A model that creates and encourages the importance of a system of support.
- This is NOT a parenting model. This model does not focus on parenting as the key

issue or cause of this form of family abuse.

The Framework of this Practice Model of Interventions

The framework for this model is based on key principles focused on:

- Power & control
- System & whole family
- Strength based
- Safety planning (signs of safety)
- De-escalation
- Positive Behaviour Support (PBS)
- Mindfulness Based Compassion
- Well-being model

Content of sessions/activities

- Introduction, aims, objectives & ground rules
- Discussion of wishes, feelings, aims and concerns
- Anger, triggers, emotions
- Attitudes and beliefs

- Gender & socialisation
- Communication
- Choices
- Consequences & responsibility
- Decision making and conflict
- Triggers and escalation/ de-escalation
- What's OK and not OK (abuse v respect)
- Coping strategy and safety planning
- Self-care & well-being
- Positive empowerment & self-awareness
- Check-in

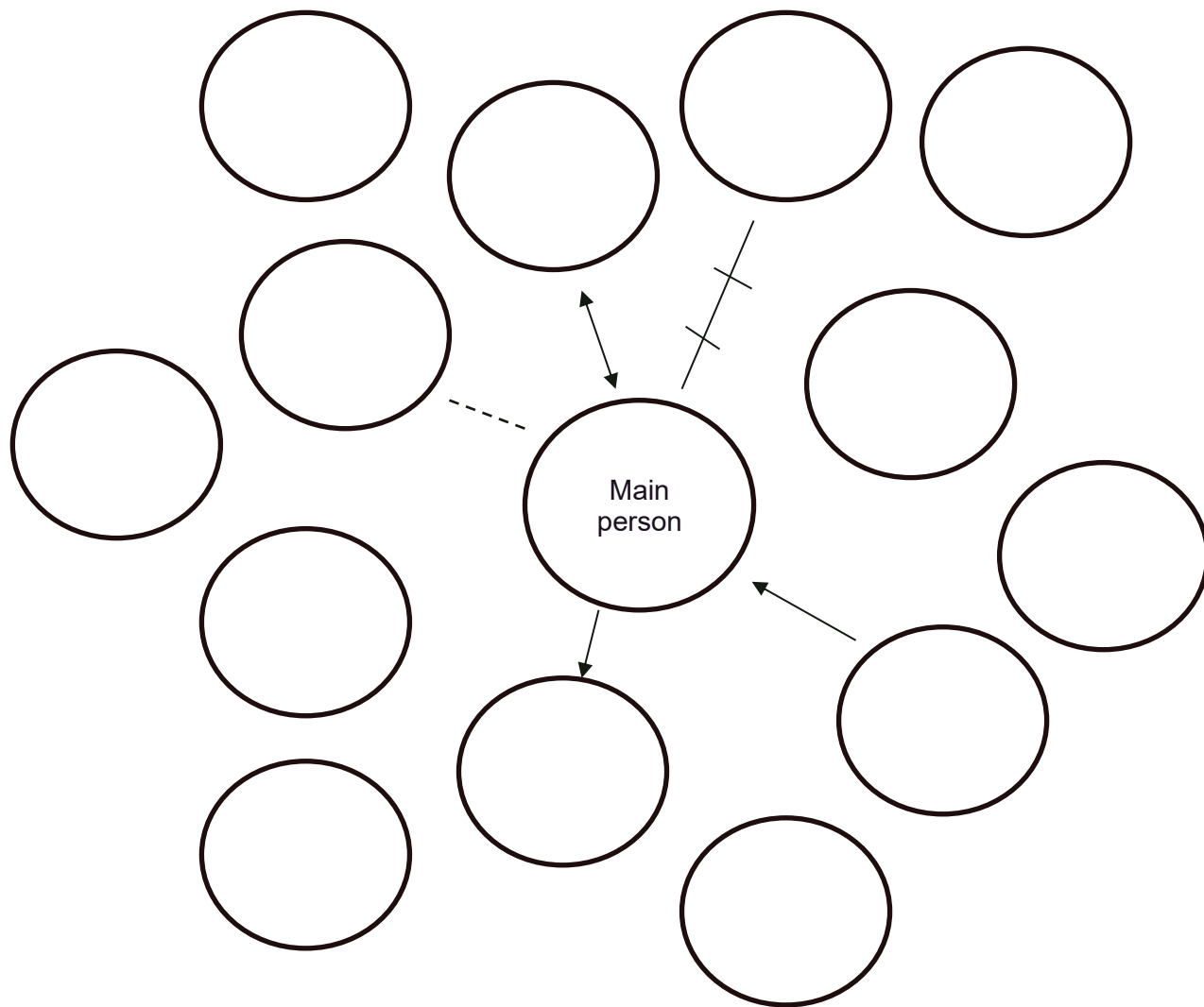
Resources and tools

The toolkit includes several tools and resources that can be used with families to understand their support networks, lived experience, and the dynamics of child to parent carer abuse. Some interventions link to specific resources which have been designed to support discussion and activities. Prior to the intervention sessions there are three resources that should underpin your practice in this are

Ecomaps

Ecomap

Date:



Ecomaps are an important tool which can support with identifying family networks. These should be completed with the family to understand their support network, to inform assessments and safety planning.

Ecomaps should be completed early on to build up this picture for everyone involved.

*An example Ecomap is provided here, additional examples, useful questions and guidance is available in the **Family Network Toolbox** which is available on the [LSCP Local Resources Site](#) under the heading 'Early Help Assessments and Team Around the Family', within the 'Early Help Resources' Section.*

Key:

Close and strong relationship



Less close or occasional relationship



Difficult or stressful relationship



Equal relationship



One-way relationship



The focus of this Practice Model/Intervention

What the interventions are	What the interventions are not
This practice model is focused on active listening.	This is not focused on parenting styles.
It is focused on empathy.	This is not parenting work.
It is focused on promoting positive empowerment and well-being.	This is not about parents/carers taking 'control' of their child.
It is always about maintaining whole family safety and following appropriate safeguarding processes.	This is not about anger management.
It is focused on building on family strengths.	This is not treatment or therapy.
It is about encouraging a reflective approach to interventions.	This is not about labelling individuals/families or reinforcing stereotypes
It is about clear planning and communication. It's about knowing your audience-preparation!	This is not about victim blaming.
It is about encouraging a flexible and bespoke approach to intervention delivery.	This is not about the idea that abuse is about learned behaviour
It is about offering interval support to families	This is not about encouraging excuses or justifications for abusive behaviour.

Reminder: What effects a Child's development within the family?



Session 1: Parents and Carers – Setting the Scene

Introductions:

This is not a parenting course to judge or advise them on their parenting skills.

What's the best piece of advice you've been given? What's the worst piece of advice you've been given? What advice would you give to yourself as a 16-year-old??

Ground rules:

- Confidentiality
- Have respect for each other
- Provide a gentle reminder that some of the discussion may be challenging, difficult and sensitive.
- Anything family would like to add.

Aims & Objectives:

- Outline the context, aims and objectives.
- You can also discuss the importance of having a family / friends' network to support.

Key definitions and knowledge

- Discuss the available definitions of child to parent carer abuse. This task will begin the discussion around the complexity of the topic, the lack of clear definition, legal definition and a lack of social understanding of this issue as a complexity in family dynamics. Reinforcing the understanding of this issue as a complex topic is a key part of the discussion.
- The aim is to reduce the stigma and shame experienced by the parent/carers and explain that this form of harmful behaviour covers a broad spectrum of behaviour.

As part of the discussion, you could reinforce the following

The nature of this form of abuse:

- It can happen to parents/carers, stepparents, kinship carers, foster carers, siblings or grandparents. The nature of this is complex and often significantly impacts on the parent/carer.
- It can often include a broad spectrum of challenging behaviour, including physical, verbal, emotional, property damage, financial and coercive controlling behaviour.

The lack of clear definition:

- The key points to highlight is that this form of behaviour is serious, unacceptable, causes fear, is based on a pattern of behaviour that demonstrates power and control, and often causes the family as a whole to adjust or adapt their behaviour due to the challenging behaviour experienced.
- It would be useful here for participants to identify examples where they have had to negotiate their own behaviour or accommodated their child's challenging behaviour.

Briefly reflect on the myths:

- That this form of complexity only happens to particular families or parent/carer.

Safety Planning:

- It needs to be reinforced that during this work parent/carers may be facing their difficulties.
- It is important that the issue around safety planning and safeguarding is revisited here (the

plan should have been discussed and implemented as part of the initial assessment, Traffic Light Screening Tool, you can also consider the 6P's framework available on the [LSCP Local Resources](#) site under the Child to Parent carer Abuse heading.

- The discussion could review the key headings of 'what going well', 'what are you worried about' and 'what needs to change'.
- You can also reinforce the advice/plan of action if the situation reaches crisis or emergency point. The Deescalation Strategies (pg.20) might be useful to consider here.

Compassion:

- Discuss self-care tips and how they need to focus on taking care of themselves during this time.
- Also, highlight that they may see changes in their child's behaviour during this time, which may be a challenge at times.
- You can also discuss that the daily diary sheet (pg.21) is a tool that they can use if they wish to reflect on their feelings and experiences during this work.
- Outline that the aim of the session is to focus on their needs and well-being in a compassionate and kind manner.

Discussion on home practice and Interval Support

- With the parents/carers and extended family if required, support them to set up to three realistic goals to work on ready for the next visit/session

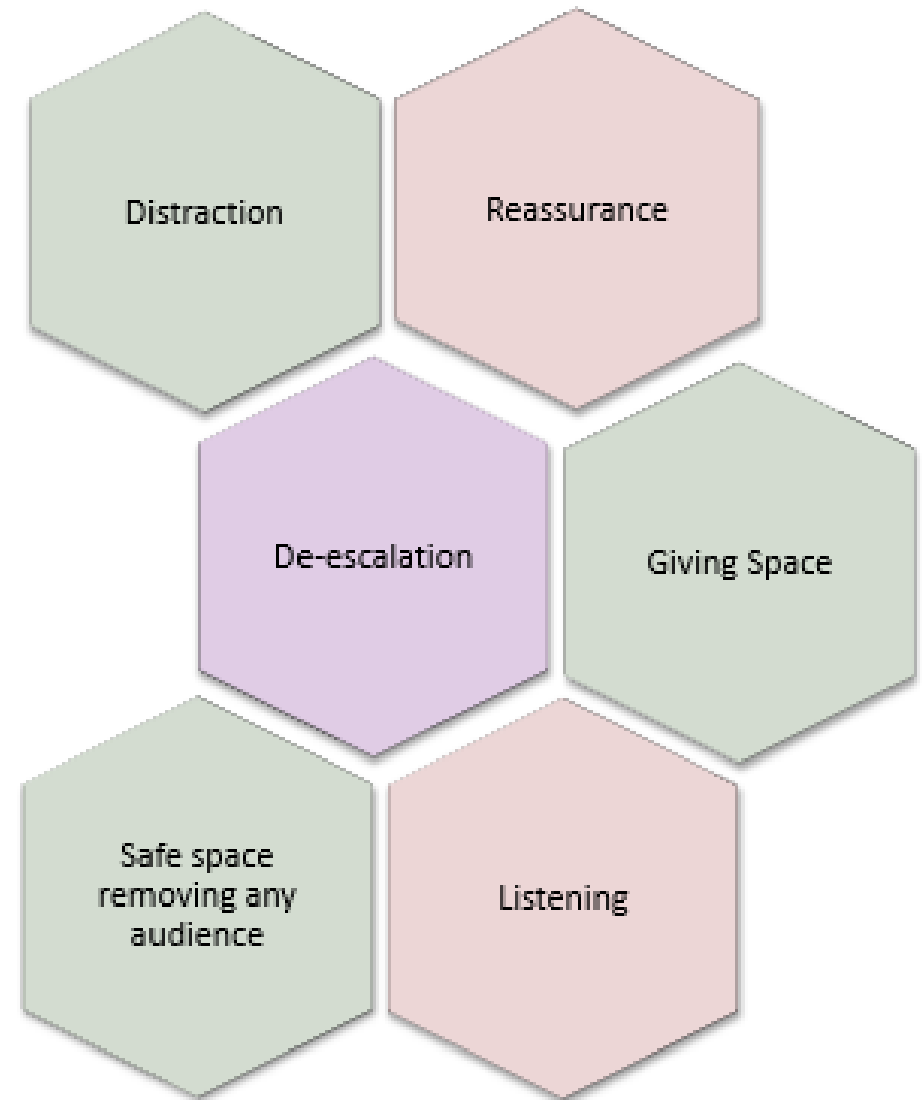
De-Escalation Strategies

If it is safe to do so, the parent/carer should aim to:-

- Speak to their child respectfully and calmly
- Aim to reduce conflict
- Adopt a calm stance and body language
- Ensure enough 'recovery time' for their child to calm down after the incident
- Be clear and consistent
- Be clear and specific about acceptable and unacceptable behaviour
- Making sure that you do not make unreasonable demands
- Be clear around respectful behaviour and boundaries
- Is there any other support that would be helpful?
- Does there need to be a review of risk of the safety plan?

De-escalation script is a prepared script to be used when a situation of conflict requires addressing. The script should be adopted consistently by those in a parental/caring role.

1. Note the child's name
2. I can see something has happened
3. If you explain to me what happens, I'll listen to you and we can talk things through.



Daily Diary sheet

Goals for the day

Reflections on the day

Any difficulties?

Sessions 1: Re-Framing the Parenting Model and 'setting the scene'

Aims of Session: Child

- To 'set the scene' for the Child, to outline the session and any future work you may be focusing on from the toolkit
- To ease them into the work in a friendly and child/ focused manner.
- Set ground rules and joint expectations.
- To outline the foundation of this practice model focused on promoting positive empowerment for their parents/carers, respect, de-escalation of behaviour (identifying triggers), solution focused, safety planning and promoting compassion and kindness.

Ground rules (examples below):

You can agree these with the child and ask for any additional ideas.

- Confidentiality.
- Anti-oppressive and active listening. Having this as a key ground rule may assist to reduce the likelihood of any tensions in the Child.
- Have respect for each other: I value your input and you value mine.
- Expectations around time management.
- Provide a gentle reminder that some of the discussion may be challenging, difficult and sensitive.

Session Plan

Introduce self and background; include boundaries, confidentiality and safeguarding processes.

Suggested Icebreaker:

- Desert Island: Start by telling the Child that you have a luxury yacht outside and that in 10 minutes they are to be taken to a desert island,

ask them to think of 3 things they will take with them to the island. You could do the task using paper or verbally.

- You could also use the following: What's the best/worst piece of advice you've been given? What advice would you give yourself as a 30-year-old adult? You can then reflect and respond to the answers given as part a discussion.

Child/ work Aims & Objectives:

- Outline the context, aims and objectives. Remind them of the joint expectations agreed. You can also discuss the importance of having a support network here.

Key definitions and knowledge:

- Mind map exercise:
- Work to identify types of behaviour that they see as a) always acceptable b) sometimes unacceptable c) always unacceptable.
- Ask them to expand on the discussion of the behaviours in the 'always unacceptable' category and ask them to place some of these behaviours under the definition of 'abusive behaviour' (depending on their views of the nature of the behaviours they have placed in this category).
- Explore some of these behaviours. They can place this on paper or draw pictures, whatever feels OK for them (and also depending on their level of ability). The child can then place particular behaviours discussed in each of the three categories on three separate pieces of paper (always acceptable, sometimes unacceptable and always unacceptable). Explore with them their thinking around their decisions and assignments of category.

Safety Planning:

- It needs to be reinforced that during this work the Child may be facing difficulties.
- Consider any changes in risk and safeguarding (return to the process flowchart above and take appropriate action).
- As part of the discussion, you could review the key headings of 'what is going well', 'what are you worried about' and 'what needs to change'.
- You can also reinforce the advice/plan of action if the situation reaches crisis or emergency point.

Compassion:

- Discuss self-care tips and how they need to focus taking care of themselves.
- You can also discuss that the daily diary sheet (pg.21) is a tool that they can use to reflect on their feelings and experiences.
- Outline that the aim of these sessions is to focus on their needs, behaviour and well-being in a compassionate and kind manner.

Discussion on home practice and Interval Support Home Practice:

- Reflect on three key goals that they wish to set for themselves during this work
- The goals will be reviewed once all relevant sessions have been completed with the child
- The importance of establishing key goals can be written in the daily diary sheet (pg.21).

Sessions 2: Attitudes & Beliefs

Aims of Session: Parents/Carers session

- To identify and explore harmful attitudes and beliefs that reinforce behaviour.
- To discuss harmful myths and stereotypes in further detail.
- To explore harmful social norms that reinforce harmful behaviour, power and control.

Introduction:

- Introduction to the session and the aims of the session, gently remind parent/carer of the ground rules.
- Check in around their experiences since the last session. Do they have any questions?

Reflect on home practice from previous session, if appropriate:

- Goal setting exercise - was it easy? Was it a challenge? Discuss Examples of goals to be achieved.

Attitudes and beliefs:

- What are 'OK' and 'not OK' attitudes about harmful behaviour?
- Go through each statement and facilitate a discussion around the attitudes scale (Pg.25)
- The aim is to discuss key causes, potential reasons and justifications for this form of harmful behaviour (Pg.26) e.g. particular diagnosis, part of being a teenager...

- The aim of this exercise is to also highlight the impact of this form of behaviour as a manner of using power to control others in a potentially harmful manner.
- It is also important to highlight that this is harmful and often leads to the whole family having to adjust their everyday lives to accommodate this form of behaviour. Participants should be encouraged to begin to reflect on the nature of the behaviours they're experiencing and how this impacts on them as individuals, and the whole family.

Myths & Stereotypes:

- What are the key stereotypes associated with harmful behaviour?
- Parents/Carers to identify myths and stereotypes around the causes of harmful behaviour, issues associated with who perpetrates and experiences this.
- Discuss key points.
- The aim here is to explore the impact of stereotypes and outside judgement on their ability to disclose the nature of their experiences, how these harmful stereotypes often function as a barrier to reporting and how as parents/ carers they can feel judged, shamed and stigmatised as a result of their child's behaviours.

Social norms:

- Define the meaning of social norms and give examples from everyday life e.g. how women are

perceived and expected to be the caregiver whilst men are expected to be the breadwinner.

- Move the discussion to focus on the social norms surrounding parenting and the consequences of not aligning yourself to the agreed social norms.
- Ask parents/carers what they think is expected of them as a parent/carer (social norms/society view and the expectations of their child/ren) and how they view that their experiences are different to the expected norm. During the discussion begin to reflect with participants any feelings of stigma and shame that may arise because of not 'fitting in' to the agreed parent/carer/child relationship social norm.
- You can also explore the consequences of not conforming to the expected social norms.

Compassion:

- Discuss self-care tips and how they need to focus on taking care of themselves during this time. Ask them for any examples of their self-care activities over the past week.

Home Practice:

- The aim of this week's home practice is for the parent/carers to reflect in their daily diary (Pg.21) on examples of how they think that they adjust or adapt their behaviour as a response to the demands/ harmful behaviour of their child.

Sessions 2: Attitudes & Beliefs

Aims of Session: Child session

- To identify and explore attitudes and beliefs that reinforce harmful behaviour.
- To discuss harmful myths and stereotypes in further detail.
- To explore harmful social norms that reinforce behaviour, power and control.

Introduction:

- Introduction to the session outline and the aims of the session, gently remind child of the ground rules.
- Check in with child around their experiences over the past week.
- Give them an opportunity to ask any question before you start this session.

Reflect on home practice:

- Goal setting exercise was it easy? Was it a challenge? Examples of goals to be achieved.

Attitudes and beliefs:

- What are 'OK' and 'not OK' attitudes about harmful behaviour which may escalate to abuse?
- Child to complete Attitudes Scale (Pg.25) to be completed privately and there's no need for child to discuss their responses openly if they don't wish to do so.
- The aim is to discuss key causes, excuses and justifications for this form of challenging behaviour or abuse (Pg.26) e.g. particular diagnosis, part of being a teenager...
- The aim of this exercise is to also highlight the impact of this form of challenging behaviour as a form of using power to control others in an abusive manner which is harmful.
- This behaviour also often leads to the whole family having to adjust their everyday lives to accommodate this.
- Child should be encouraged to reflect on the impact of their behaviour and the notion that challenging behaviour that may escalate to abuse is never acceptable.

Social norms:

- Define the meaning of social norms and give examples from everyday life e.g. how women are perceived and expected to be the caregiver whilst men are expected to be the breadwinner.
- Move the discussion on then to focus on the social norms surrounding parenting.
- Ask child to discuss with you what they expect from their parent/carer.
- During the discussion begin to reflect with child whether their expectations of their parents/carers is OK and acceptable.
-

Home Practice:

The aim of this week's home practice is for the child to reflect in their daily diary (Pg.21), in particular to focus on examples of how they think that others in their household have had to adjust or adapt their behaviour as a response to the demands/ harmful behaviour

Attitudes Scale: What's OK and Not OK attitudes about abuse	OK	Don't Know	Not OK
Relationships work best when one partner pleases the other	..	..	..
Anyone who slaps their partners once deserve a second chance	..	..	..
There is never a reason to threaten someone	..	..	..
One partner should not damage the other's belongings	..	..	..
A child should not damage their parent's belongings	..	..	..
It's OK for one partner to slap the other if they won't stop arguing	..	..	..
It's OK for a child to 'lash out' if their parent/carer is nagging them	..	..	..
It's OK for one partner to shout at the other as it doesn't really hurt them	..	..	..
It's OK for one partner to be abusive if they say 'sorry' afterwards	..	..	..
It's OK for a child to be abusive towards their parent/carer if they say 'sorry' afterwards	..	..	..
It's OK for one partner to slap the other if they have cheated	..	..	..
It's OK for one partner to slap the other if they get drunk	..	..	..
Boyfriends/Girlfriends sometimes cannot help but swear at their girlfriends/boyfriends	..	..	..
Children cannot help but swear at other family members	..	..	..
Pushing or kicking is a good way for one partner to get back at the other	..	..	..
One partner should not see their friends if it bothers their partner	..	..	..
One partner should always start sexual activity	..	..	..
Parent/carer should let their child have their own way all the time	..	..	..
It's OK for one partner to put pressure on other to have sex, but not to physically force them	..	..	..
It's OK for one family member to take charge of what other family member spend their money on	..	..	..

Myths, Stereotypes and Justifications associated with CPCA

This only happens to mothers

Abuse always involves physical violence

Girls can't be abusive, they are feminine

It only happens in poor families

Parent/Carer must cause the abuse and deserve it

It just happens 'now and again' when my child 'loses control'

It is about rage, anger and 'being out of control'

You just need to set boundaries as a parent/carers and the abuse will stop

There is no support available for parents/carers experiencing this form of abuse

Boys should be macho, they 'kick off' and 'lashout'

It's caused by stress

It is caused by bad parenting

A parent/carers shouldn't report abuse from their child

It's only boys who are abusive

This isn't a common issue – it is only happening to my family

It's a personal/private family matter and shouldn't be discussed

It's a phase: the child will grow out of it, so it's ok

It's an anger management issue

I won't be believed

The parent/carers provoked the abuse

The abuse must be due to mental ill-health

Teenagers can't control their behaviour

It is a normal part of growing up

The abuse isn't that bad

They are ok at school – so can't be abusive

Session 3: What's 'OK' and 'Not OK'

Aims of Session: Parent/Carer session

- To identify and explore harmful behaviour and acceptable behaviour.
- To identify and explore roles, responsibilities and identity.

Session Plan:

What's 'OK' and 'not OK':

- The focus of this discussion is around facilitating a mind map exercise to discuss behaviours, the definitions of and examples of harmful behaviour
- Clarify the discussion with key definitions of harmful behaviour and ask the parent/carers to compare their definitions with the official definitions. For example:- the definition of Domestic Abuse outlined in the glossary. It is important to recognise that this form of harmful behaviour is likely to involve a pattern of behaviour. This can include physical violence from a child towards a parent/carers and several different types of harmful behaviours, including damage to property, emotional, economic abuse.
- Challenging behaviour, harmful behaviour and violence can occur together or separately. Abusive or harmful behaviours can encompass, but are not limited to, humiliating language and threats, belittling a parent, damage to property and stealing from a parent and heightened sexualised behaviours.
- Patterns of coercive control are also a key part of this form of harmful behaviour with some families

- Experiencing episodes of explosive physical violence from their child.

Although practitioners may be required to respond to a single incident of challenging, harmful or violent behaviour, it is important to gain an understanding of the pattern of behaviour behind an incident and the history of the relationship between the Child and the parent/carers. The CPCA EHA Prompt document is helpful in considering patterns, including using chronologies, it is available on the [LSCP Local Resources](#) site under the Child to Parent carer Abuse heading.

Role & responsibilities:

- Facilitate a discussion around the parent/carers identifying their key roles and responsibility within the family.
- Ask them to focus on 3-5 key role that they have and how this links to their responsibilities.
- Ask them then to complete a simple grid on paper to list the role and responsibilities of each family member.
- Following this, ask them to consider one thing they wish to change about their role/responsibilities grid. E.g. they may wish others to take more responsibility.

Sense of self:

- Place the outline of a person on a flipchart/piece of paper and place it on the wall/table
- Discuss how experiencing your child's harmful behaviour and anxiety can affect you in the body (beyond the notion of the impact of direct physical violence). Discuss the

- impact on your confidence and self-worth (there can be an impact on well-being, including depression and anxiety).
- This exercise is focused on exploring the stress/reaction cycle to assist parents/carers to be able to identify a sense of their own body and the self-care required when they begin to notice these signs. The aim is to review this sense of self and body at any future sessions to gain a sense of how parents/carers react to stressful situations and how they can be supported to identify the signs.

Uses & limitations of support:

- Review the family network and the ecomap (Pg.16) to identify and discuss positive and negative family, friendship and professional support.

Safety planning:

- It may be worth 'checking in' with the parent/carers around their safety plan and whether they feel that anything needs to change.

Compassion:

- Discuss self-care tips and how they need to focus taking care of themselves during this time. Ask them for any examples of their self-care activities over the past week

Home Practice:

- The aim of this week's home practice is to complete the 'OK' and 'Not OK' event log sheet (Pg.28).

‘OK’ and ‘Not OK’ event log sheet (Parent/Carer)

OK log sheet

What was the experience?	How did you feel?	How did you feel in the body?	How did you respond?

Not OK event log sheet

What was the experience?	How did you feel?	How did you feel in the body?	How did you respond?

Session 3: What's 'OK' and 'Not OK'

Aims of Session: Child session

- To identify and explore harmful and abusive behaviour and acceptable behaviour.
- To identify and explore roles, responsibilities and identity.

Session Plan:

What's OK and not OK:

- The focus of this discussion is around facilitating a mind map exercise.
- The focus is on discussing harmful behaviour, the definitions of abuse and examples of harmful behaviour.
- Clarify the discussion with key definitions of harmful behaviour and ask the child to compare their definitions with the official definitions. For example:- the definition of Domestic Abuse outlined in the glossary. Ask them to give list types of harmful behaviours on their mind map e.g. physical violence: kicking, slapping etc Economic Abuse: Stealing, taking money without asking etc.
- You can also discuss the context of the harmful behaviour from the Child's perspectives around feelings, anger, emotions and reaction.
- For example, you can focus on what anger looks like for them, what happens when they get angry, examples of when this happens and gain a sense of their reflections on how this may impact on others within the family.
- As part of this discussion, it would be good to also discuss what they feel is 'OK' or good and what they feel is 'Not OK' or bad about their emotions/anger.
- Depending on their age, they could produce the mind map on a poster. It is important to gain an understanding of the pattern of behaviour behind an incident and the history of the relationship between the Child and the parent/carer.
- In an age-appropriate manner, you could focus the exercise on asking the child to compare being angry/ displaying 'Not OK' behaviour to a cartoon or TV character of their choice or to animal. You could also ask them to draw a poster here and to illustrate the 'Not OK' emotions, behaviour and actions in the picture. You can also use the 'OK and Not OK' event log sheet (Pg.31) 'behaviour mapping' (Pg.32) 'When I'm angry' (Pg.33), or the 'de-escalations' (Pg 34) resource.

It is important to recognise that CPCA is likely to involve a pattern of behaviour.

- This can include physical violence from a child towards a parent and several different types of harmful behaviours, including damage to property, emotional abuse, and economic/financial abuse.
- Violence and harmful behaviour can occur together or separately.
- Harmful behaviours can encompass, but are not limited to, humiliating language and threats, belittling a parent, damage to property and stealing from a parent and heightened sexualised behaviours.
- Patterns of coercive control are often seen in cases of CPCA, but some families might experience episodes of explosive physical violence from their child with fewer controlling, abusive behaviours.
- Although practitioners may be required to respond to a single incident of CPCA, it is important to gain an understanding of the pattern of behaviour behind an incident and the history of the relationship between the Child and the parent. The CPCA EHA Prompt document is helpful in considering patterns, including using chronologies, it is available on the [LSCP Local Resources](#) site under the Child to Parent carer Abuse heading.

Role, responsibilities & boundaries: Role & responsibilities:

- Facilitate a discussion around the child's role, identifying their key roles and responsibility within the family.
- Ask them to focus on 3-5 key roles that they have and how this links to their responsibilities.
- Ask them then to complete a simple grid on paper to list the role and responsibilities of each family member.
- Following this, ask the child to consider one thing they wish to change about their role/ responsibilities grid.

Sense of self:

- Place the outline of a person on a flip chart/paper
- Discuss how challenging behaviour, abuse and anxiety can affect you in the body (beyond the notion of the impact of direct physical violence).
- Discuss the impact of harmful behaviour on your confidence and self-worth (including the impact on well-being, depression and anxiety) try to get the child/ to understand the impact of their behaviour on others.
- By asking child to reflect on the impact of harmful behaviour on the body and where it is felt in the body, they can begin to understand the impact of harmful behaviour on the overall well-being and sense of self of others.
- This exercise is focused on exploring the stress/reaction cycle.
- The aim here is for the child to be able to begin to identify how stress can trigger different feelings in their body, for them to be able to identify the feelings in their body before their reaction. You could complete the 'when I am angry handout' (Pg.33) with them.
- You can begin to discuss here triggers to their behaviour and de-escalation techniques that can be used. You could use the behaviour mapping tool (Pg.32) and the de-escalation tools (Pg.34 and from Session 5 Pg.40) with them here.

Home Practice:

The aim of this week's home practice is to

- If they have not yet done so, they can complete the worksheets below. If they have completed these as part of the session, they can take this away and reflect on these and add anything to share when they next see you.

'OK' and 'Not OK' event log sheet

Level	Person, Place, Thing or Situation	Makes me feel... Not OK. OK
5		 Not OK Not OK, not listening anymore. I could hit, kick, swear. I need a quiet place to calm down.
4		 OVERWHELMED Things are getting difficult and I am starting to lose control
3		 FRUSTRATED I'm not getting it and starting to feel stressed
2		 ANXIOUS This sometimes bothers me and I start to feel nervous
1		 OK This never bothers me

Behaviour Mapping

Behaviour/Situation			
			😊
			😞

When I am Angry

I want to cry

I breathe quickly

I feel panicky

My body feels tense

My Heart beats really fast

My hands become fists ready to fight

I want to run away

My body and hands sweat

My face becomes hot and red

I can't keep still

I grit my teeth

I get tummy ache

I shout



Session 4: What does change look like?

Aims of Session: Parent/Carer session

- To identify and explore 'OK' and 'Not OK' events.
- To identify what change looks like.
- To explore the idea of Respect.
- To explore and review your goals, communication and de-escalation.

Session Plan:

Start the session by checking in on the events of the past week.

What's 'OK' and 'Not OK'?:

- Review discussion of previous session and home practice (if appropriate) focused on the completion of the 'OK' and 'Not OK' event log (Pg.28)
- You could also discuss the de-escalation and behaviour mapping here, if this has been completed. If not, return to session 3 to structure a discussion on this.

Change:

- Facilitate discussion on change and what change looks/feels like.
- Parent/carers for 5 minutes to talk about three key things that they wish to change in their life.
- The facilitator should take on the role of the listener to listen and not respond or offer advice – this is an opportunity to hear the parent/carers, to provide empathy and encouragement, it is not about providing solutions or being directive.
- The idea behind this exercise is that the parent/carers is given space to begin to think about change and what this may look like.
- The aim is for this difficult notion of change to be voiced in a space without judgement or direct response.

'Map Out' Emotions:

- You could do this exercise as a 'quick fire' round where you ask parent/carers to say the first 'emotion' that they can think of, or as more of a discussion, dependent on what is considered the best approach
- As you go through write the comments down.
- Ask parent/carers to breakdown a key emotion e.g. respect, anger, sadness, happiness etc.

Midpoint review of goals (if following sequentially or if multiple sessions have been delivered):

Parent/carers to reflect and review their goals.

Session 4: What does change look like?

Aims of Session: child session

- To identify and explore 'OK' and 'Not OK' events.
- To identify what change looks like for them.
- To explore and review their goals.
- To explore communication and de-escalation.

Session Plan:

Start the session by checking in on the event of the past week.

What's 'OK' and 'Not OK'?:

- Review discussion in the previous session and the home practice focused (if appropriate) on the completion of the 'OK' and 'Not OK' event log (Pg.31)
- You may wish to also discuss the anger tool, behaviour mapping and the de-escalation grid now. If this session has not been completed, return to session 3 and focus some discussion on this area here.

Change:

- Facilitate an overview discussion on change and what change looks/feels like.
- Then, for 10 minutes to talk with the Child about the three key things that they wish to change in their life.

- The role of the listener is to listen and not respond or offer advice.
- The facilitator should take on the role of the listener to listen and not respond or offer advice – this is an opportunity to hear the parent/carer, to provide empathy and encouragement, it is not about providing solutions or being directive
- The idea behind this exercise is that each participant is given space to begin to think of change, their wish to change things and what this may look like.
- The aim is for this difficult notion of change to be voiced in a space without judgement or direct response at this stage (in an age appropriate manner).

Emotions:

Name the emotion' game: Pictionary:

Ask Child to select an emotion and draw details of this specific emotion on a paper. The aim of the game is for you to guess the emotion. Key discussion points:-

- I remember feeling this emotion...
- It made me feel...
- I felt this way because...
- This emotion made others feel...
- My response was to...
- If I could change my response...
- List good ways to manage this emotion...

- Discuss the feelings/emojis grid (Pg.37)
- Ask them to select the top three emojis that describe their 'everyday' emotions

Midpoint review of goals (if following sequentially or if multiple sessions have been delivered):

- Child to reflect and review their goals.
- Ask them to write down their hopes and fears and discuss and then discuss are then choose their main ones.

Respect:

Discuss their understanding of the meaning of respect.

Communication and De-escalation:

Review communication styles and de-escalation strategies (Pg.34)

Home Practice:

- The aim of this week's home practice is for the child to review their goals if these have been set. If not goals can be discussed here.
- The child may wish to link in with their parent/carer to complete the weekly routine chart (Pg. 38 & 39) (as appropriate).

How do you feel today?

								
LOVED	HAPPY	CONTENT	SLEEPY	SAD	HEARTBROKEN	STRESSED	WORRIED	ANGRY
								
ECSTATIC	WARM	AFFECTIONATE	SHOCKED	ANXIOUS	HESITANT	CONFUSED	DEPRESSED	BETRAYED
								
INTELLIGENT	LUCKY	CONFIDENT	SCEPTICAL	SCARED	HELPLESS	DISAPPOINTED	IRRITATED	EXPLOSIVE
								
ACCEPTED	HOPEFULLY	PLAYFUL	HOPELESS	INVISIBLE	FRUSTRATED	POWERLESS	DISGUSTED	VIOLENT
								
STRONG	SILLY	GOOD	UNSURE	EMPTY	WORTHLESS	GUARDED	SNEAKY	RAGE
								
UNBREAKABLE	EXCITED	ABANDONED	LOST	ALONE	REJECTED	TOXIC	HURT	OVERWHELMED

Weekly Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Lunch							
Afternoon							
Tea							
Evening							

Night-Time Routine

		Choose an activity. TV, Phone, Gaming, Bath
		Choose an activity. TV, Phone, Gaming, Bath
		Hand Back Phone Choose a calm activity to wind down
		Try to get to sleep

Session 5: Focus on the Child (Parent/Carer Session)

Aims of Session – Parent/Carer Session:

- Discuss and unpack the child's personality and behaviour.
- Discuss and unpack the impact of the child's harmful behaviour on the parent/carers.
- Discuss and unpack the impact on the whole family.
- Identify what change looks like for them and review their goals.
- To explore communication and de-escalation

Session Plan:

Check-in with the parents/carers around the events of the past week. Discuss the home practice (if appropriate) and review their goals if any have been set.

Child's personality and behaviour:

- Draw a picture of their child to highlight their personality.
- Now add to their picture around visualising their child's top five behaviour traits.
- Now add to the picture by visualising the key influences on their child's behaviour traits.
- Discussion held around this exercise, focus on the following key themes:
 - » **Key themes:** The child's personality
 - » **Key themes:** The child's behaviour
 - » **Key themes:** The impact of the child's behaviour on whole family
 - » **Key themes:** The barriers and challenges to change
 - » **Key themes:** The support available and/or the gaps in support
 - » **Key themes:** Discuss the solutions to addressing key issues with the child's behaviour

Influences on child's behaviour (peers, family, siblings, school, work, social media, leisure activities, addiction).

Promoting positive behaviour & de-escalation techniques: See de-escalation information and resources below and Pg.50.

Mutual respect:

- Have a discussion around the meaning of the word respect. Get the parent/carers to outline one example when they have felt most respected, another example of when they have felt the least respected and the final example when they felt mutual respect. Reflections on how they felt and their reactions.

Review of safety planning

Home Practice: Reflective log: The focus of this week's home practice is for the parent/carers to reflect on their child's behaviour and personality throughout the week and to log their views on the weekly planner below.

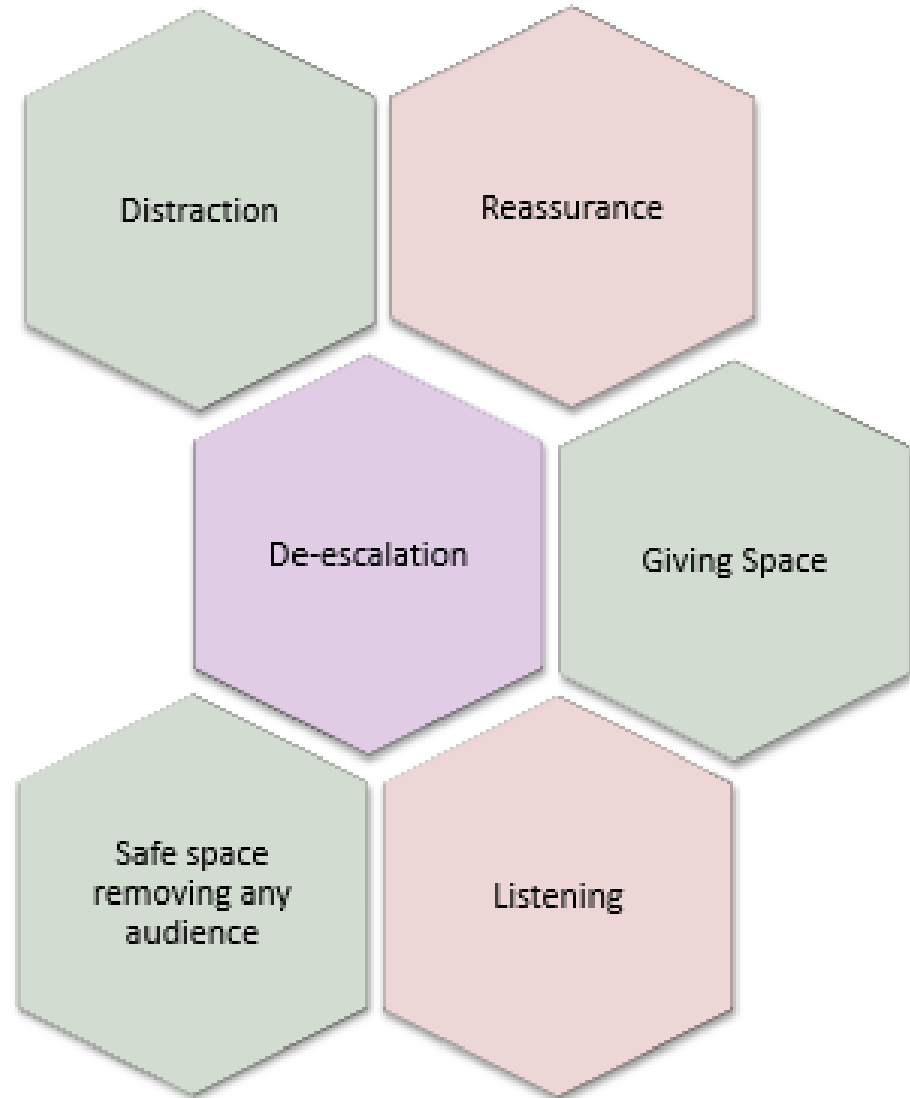
De-Escalation Strategies

If it is safe to do so, the parent/carer should aim to:-

- Speak to their child respectfully and calmly
- Aim to reduce conflict
- Adopt a calm stance and body language
- Ensure enough 'recovery time' for their child to calm down after the incident
- Be clear and consistent
- Be clear and specific about acceptable and unacceptable behaviour
- Making sure that you do not make unreasonable demands
- Be clear around respectful behaviour and boundaries
- Is there any other support that would be helpful?
- Does there need to be a review of risk of the safety plan?

De-escalation script is a prepared script to be used when a situation of conflict requires addressing. The script should be adopted consistently by those in a parental/caring role.

1. Note the child's name
2. I can see something has happened
3. If you explain to me what happens, I'll listen to you and we can talk things through.



De-escalation Advice

Speak to your child respectfully and calmly

Aim to reduce conflict

Adopt a calm stance and body language

Ensure enough 'recovery time' for your child to calm down after the incident

Be clear and consistent

Be clear around respectful boundaries

Be clear and specific about acceptable and unacceptable behaviour

Make sure you do not make unreasonable demands

Is there any other support that would be helpful?

Does there need to be a review of the safety plan?

Reviewing Impact

Sharing feelings:

Using 'I' statement, being honest communicating clearly & calmly

I feel....

I wish...

I need...

I want...

Weekly Planner Template

Day of the Week	Child's personality	Child's behaviour
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Session 5: Focus on the Child/Young person

Aims of Session: Child/ session

- To focus on the child's personality and behaviour.
- To identify what change looks like for them.
- To explore and review their goals.
- To explore communication and de-escalation.

Session Plan:

- Check-in around the events of the past week.
- Discuss the home practice (if appropriate) and review their goals if any have been set.

Child's personality:

- Ask the child to draw a picture of themselves to highlight their personality.

Child's behaviour:

- Now ask them to add to their picture around visualising their top 5 behaviour traits.

Influences on child's behaviour (peers, family, siblings, school, work, social media, leisure activities, addiction):

Now add to their picture around visualising the key influences on their behaviour traits.

There are multiple handouts and prompts below which can support with considering emotions, feelings, influences and options.

Promoting positive behaviour & de-escalation techniques: See de-escalation resources below and Pg.43.

Mutual respect:

- Discuss the meaning of the word respect.
- Ask the child to outline one example when they have felt most respected, another example of when they have felt the least respected and the final example when they felt mutual respect. Reflections on how they felt and their reactions.

Review of safety planning

Home Practice:

- Reflective log: The focus of this week's home practice is for the child to reflect on their behaviour and personality throughout the week and to log their views on the weekly planner (Pg.44), reflections log (Pg.53) and deescalation stresses and triggers (Pg.54)
- Depending on age, as part of the home practice the child may wish to complete the handout: How do I feel today? (Pg.46)

How do you feel today?

								
LOVED	HAPPY	CONTENT	SLEEPY	SAD	HEARTBROKEN	STRESSED	WORRIED	ANGRY
								
ECSTATIC	WARM	AFFECTIONATE	SHOCKED	ANXIOUS	HESITANT	CONFUSED	DEPRESSED	BETRAYED
								
INTELLIGENT	LUCKY	CONFIDENT	SCEPTICAL	SCARED	HELPLESS	DISAPPOINTED	IRRITATED	EXPLOSIVE
								
ACCEPTED	HOPEFULLY	PLAYFUL	HOPELESS	INVISIBLE	FRUSTRATED	POWERLESS	DISGUSTED	VIOLENT
								
STRONG	SILLY	GOOD	UNSURE	EMPTY	WORTHLESS	GUARDED	SNEAKY	RAGE
								
UNBREAKABLE	EXCITED	ABANDONED	LOST	ALONE	REJECTED	TOXIC	HURT	OVERWHELMED

Session 5 of intervention: Child session

Handout: Emotions

Pick a behaviour or an emotion (e.g. anger, fear)

Find out the facts about this behaviour or emotion

List the positive outcomes of this behaviour or emotion

List the negative outcomes of this behaviour or emotion

Discuss potential reactions/solutions

You can pick a scenario if you wish:

Arguing/fighting over computer use

Arguing/fighting over bedtime routine

Arguing/fighting with a sibling

Emotion example: see page below

Brainstorm exercise: Managing Anger: Discuss key themes around personality, feeling anger in the body, how anger is demonstrated in behaviour and what are the solutions/options to addressing anger as an emotion (before it turns into aggression). You can also discuss that anger sometimes is OK and needed, e.g., when you need to express how you feel about something in an honest way (without being aggressive).

Advice on sharing feelings: Use 'I' statement, being honest communicating clearly and calmly

Visualising exercise

- Sitting Practice: Ask the child to close their eyes, sit quietly and visualise a strong emotion.
- Discussion: What does it feel like in their body? What colours do they see? How does it shape their emotions?
- Explore with them: What's difficult about feelings?

Example: Anger

What happens inside our body?

Pressure in the head

Go red in the face

Become Tense

Heart beats faster

Shakes

Sick in the stomach

Fingers swell up

What happens when we get angry?

- Go crazy
- People can hurt themselves
- Damage property
- Throw tantrums
- Over-react
- Swear or say things we don't always mean

Example: Anger

What is anger?

- A response to a situation
- A reaction inside your body
- Frustration
- Feelings (mean or strong)

What are some bad consequences of anger?

- Getting into trouble
- Being yelled at
- Being grounded
- Hurting yourself
- Detention
- Anger hurts your insides



Session 5 of intervention: Options Scripts

How do you usually react?

What is the usual outcome?

Is there anything new you can try?

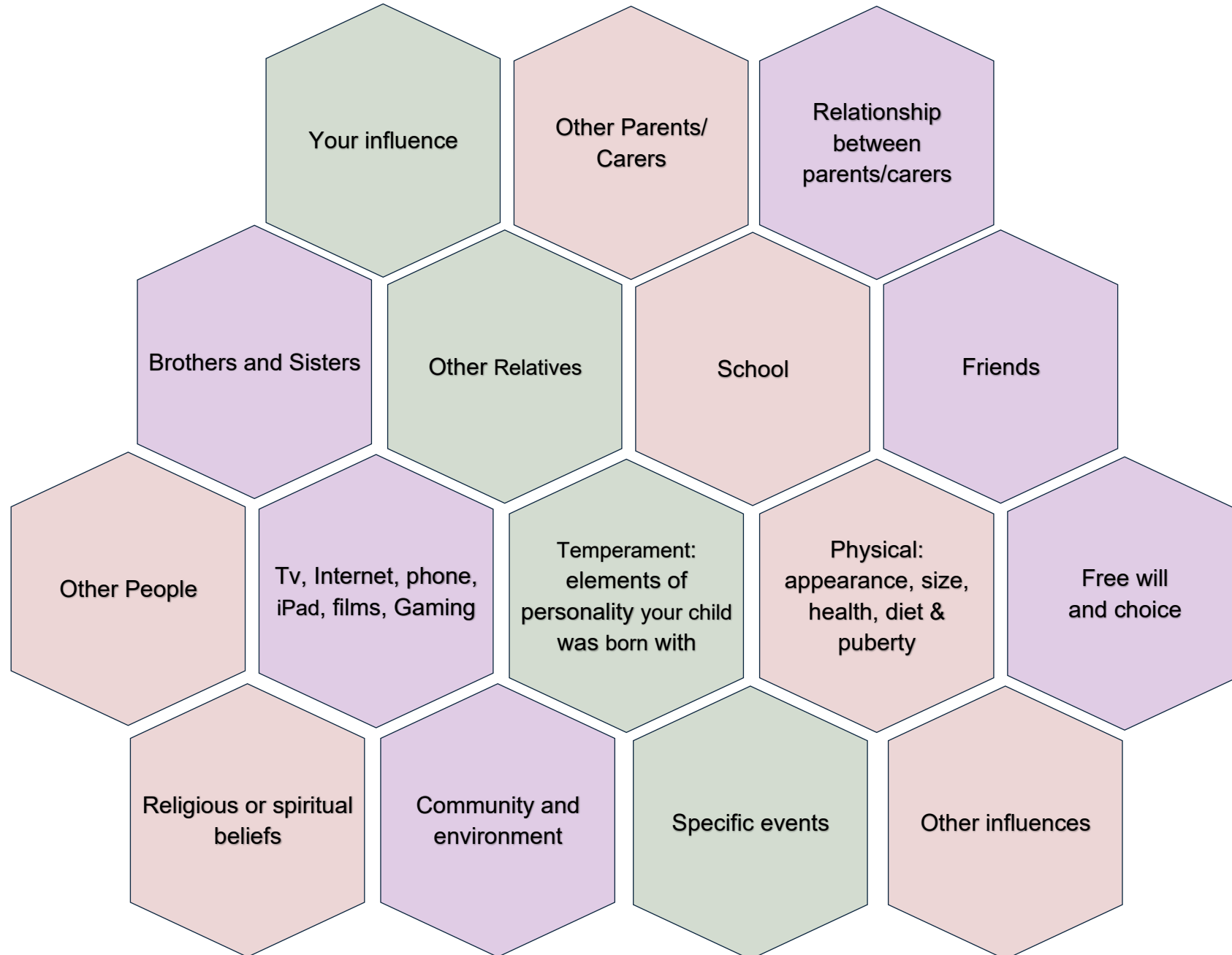
What would this look like?

How do you feel about trying something new?

What do you worry about / find challenging about this?

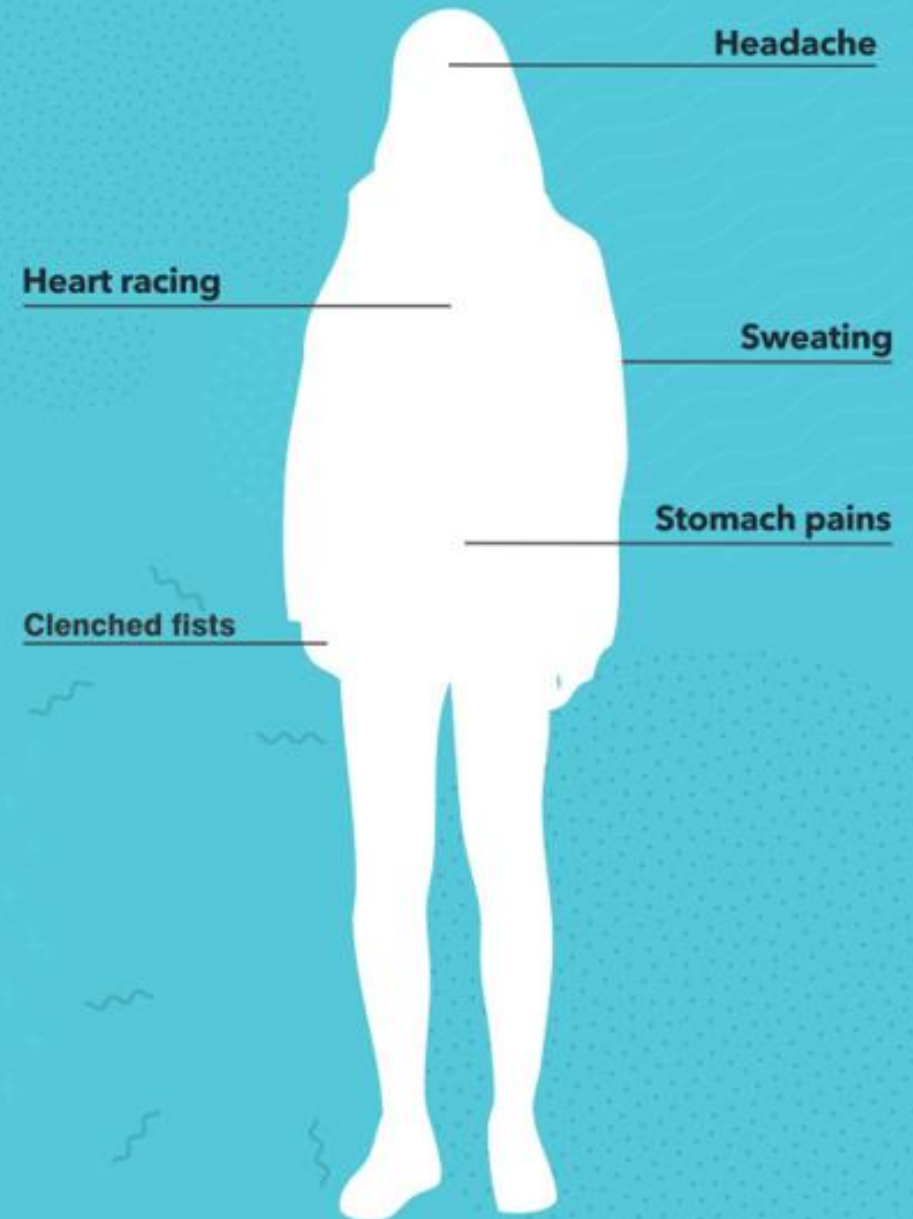
Responding vs Reacting
(Pg.56)

Session 5 of intervention: Influences Map



Session 5 of intervention: Feelings in the Body

- What happens in your body when you feel (angry, sad, fearful)?
- How is this the same or different to when you are feeling (calm, happy, content)?
- What helps you handle these emotions?



Reflections log

What was the issue or problem?

Was there a trigger to cause the event/incident?

What would help in future?

What next steps are required to make things better?

De-Escalation: Stresses and Triggers

Outline the key stresses

Outline the key things that make you upset

What would help to manage your stresses?

What can I do differently: How can I change this behaviour?

Session 6: Focus on the Parent/Carer (Parent/Carer session)

Aims of Session: Parent/Carer session

- Discuss and unpack the parent/carer personality and behaviour.
- Discuss and unpack the impact of the harmful behaviour on the parent/carer.
- Discuss and unpack the impact on the whole family

Session Plan:

Introduction:

- Check-in with the parent/carers around the events of the past week. Discuss the home practice and the focus of the weekly planner on their child's personality and behaviour, if the previous session has been completed with them.

Parent/carer personality and behaviour:

- draw a picture of themselves to highlight their personality.
- now add to their picture around visualising their own top five behaviour traits.
- Assist the parents/carers to visualise the key influences on their own behaviour traits.
- As part of the discussion around this exercise, focus on the following key themes:
 - **Key themes:** The parent/carer's personality
 - **Key themes:** The parent/carer's behaviour
 - **Key themes:** Link to last week's sessions discussion, if appropriate, on the impact on the child's behaviour on whole family
 - **Key themes:** The barriers and challenges to change
 - **Key themes:** The support available and/or the gaps in support
 - **Key themes:** Discuss the solutions to addressing key issues with the child's behaviour

Influences on their behaviour:

- Now add to their picture around visualising the key influences on their behaviour.

Revisit promoting positive behaviour support & de-escalation techniques (Session 5 and consider Pgs. 57-59)

Review of safety planning

Home Practice:

- Reflective log: The focus of this week's home practice to reflect on their behaviour and personality throughout the week and to log their views on the weekly planner (Pg. 56)

Weekly Planner Template

Day of the Week	Parent/Carer Personality	Parent/Carer Behaviour
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Session 6: Responding Vs Reacting

Responding

Taking a step back to listen to and understand other perspectives to avoid blaming others in a reactive way

Walking away from an argument, give yourself time and space to reflect on the incident

Being mindful of your communication style, tone and language

Be mindful of body language

Avoid an immediate and reactive response

Reacting

Avoid reacting by raising your voices or getting angry quickly

Avoid reacting to an argument or threats, getting angry, raising voices or inflicting controlling or violent behaviour

Avoid using sarcastic, negative, derogatory or aggressive language - essentially avoid reacting and saying hurtful things

Avoid the use of aggressive body language

Slow down to avoid an impulsive and emotional reaction

Session 6: Active Listening Script

**Accept
ALL feelings**

**Avoid hidden
agendas
to change feelings**

**Show you are
listening**

**Tell your child
what you hear
them saying**

**Name your
feelings**

**Validate your feelings and
your child's feelings (but
not necessarily their
behaviour)**

**Offer advice,
reassurance,
problem solving**

Strength-Based Praise

**It's easy to only focus on
the negatives**

**Also focus on
positives**

**Select target behaviours
to praise**

**Also praise
qualities**

**Be aware praise may be a
trigger (many children self-
blame)**

Non-Trauma Informed	Trauma Informed
They have anger management problems	They have difficulty regulating emotions
They are disruptive	They have been triggered
They have poor coping skills	They have survival skills
Don't talk about it	Talking gives permission to heal
They are permanently damaged	They can learn, heal and recover
They need consequences	They need support & routine

Session 6: Focus on the Parent/Carer (Child session)

Aims of Session: Child session

- Discuss and unpack the parent/carer personality and behaviour.
- Discuss and unpack the impact of the harmful behaviour on the parent/carer.
- Discuss and unpack the impact on the whole family.

Session Plan:

Introduction: Check-in around the events of the past week. Discuss the home practice and their weekly planner, if completed.

Parent/carer personality and behaviour:

- draw a picture of their parent/carer on a piece of paper to highlight their personality.
- Now add to their picture around visualising their parent/carer's top five behaviour traits.
- Challenge any justifications provided and make the link to myths and stereotypes associated with the child's harmful behaviour towards their parent/carer. Discuss the importance of taking responsibility of your own behaviour. (Examples might include – "I can steal cash from the savings pot as Mum gets my child benefit, so the money is mine?" "Dad is bigger than me, so it doesn't hurt when I hit him." "They control me so I can control them.")
- As part of the discussion around this exercise, focus on the following key themes:
- **Key themes:** The parent/carer's personality
- **Key themes:** The parent/carer's behaviour
- **Key themes:** Link to last week's discussion on the impact on the child's behaviour on whole family, if appropriate.
- **Key themes:** The barriers and challenges to change
- **Key themes:** The support available and/or the gaps in support
- **Key themes:** Discuss the solutions to addressing key issues with the child's behaviour

Influences on parent/carer's behaviour:

- Now add to their picture around visualising the key influences on the behaviour traits of their parent/carer.

Promoting positive behaviour support & de-escalation techniques (Session 5 and Pg.61)

Review of safety planning

Home Practice:

- Reflective log: The focus of this week's home practice is to reflect on the behaviour and personality of their parent/carer throughout the week and to log their views on the weekly planner (Pg.56)

Session 6: Child Session

Options Script: Child

How do you usually react?

What is the usual outcome?

How would this feel for the parent/carer?

Do you need to respond differently?

What would this look like?

How do you feel about trying something new?

What do you worry about/ find challenging about this?

Statement promise: I will try...

Session 7: Power & Control

Aims of Session: Parent/Carer session

- To focus and explore the influence of power and control
- To identify and explore the impact of shame and stigma
- To explore the idea of choice and consequences

Session plan

- Check-in with the parent/carers around the events of the past week. Discuss the home practice and their weekly planner, if appropriate.

The focus of this session is to:

- Discuss and unpack the view of power and control
- Discuss the influence of stigma & shame
- Discuss barriers to change
- Review options and choices

Power & control:

- Ask the parents/carers to explore their definition and understanding of power and control.
- Discuss meaning of power
- Discuss meaning of control
- Key aim: unpack the impact of control & discuss examples of harmful behaviour.
- Power & Control is the driver for harmful behaviour.
- Challenge any examples of: Minimisation, unhealthy family norms, language choices
- Review both cycles (Pg. 66 & 67) with parents/carers, advise that they can add or change the cycle. You can facilitate discussion around the key themes and experiences emerging from the discussion on both cycles.

Shame, stigma & social isolation:

Family Portrait exercise

- Ask parents/carers to create their picture of family timeline, focus on their relationship with their child, outlining key events (see timeline handout Pg.68) Be mindful that this exercise might be difficult for a parent/carers depending on their lived experience – consider what other support might be available for them if necessary, professionally or through family/friends.
- Link the discussion on the family portrait timeline to the pictures of the parent/carers from any previous sessions. Make the connection between key events with the parent/carers and child's personality and behaviour.
- Reflect on relationship: changes, progression, key events, key incident and triggers
- The CPCA EHA Prompt document is helpful in considering patterns, including using chronologies, it is available on the [LSCP Local Resources](#) site under the Child to Parent carer Abuse heading.
- You could also ask them to score key events on a scale from 1-10 (1 being a negative/poor experience and 10 being a positive/good experience).
- You could also expand the discussion to focus on support available when the parent/carers was experiencing the key events outlined in the family portrait timeline.

- Explore the influence of negative labelling, stigma, shame and social isolation as a result of the harmful behaviour experienced by them or others from their child.

Stigma & Blaming Stories

- Discuss harmful stereotypes & blaming stories of CPCA e.g. discuss key stereotypes: this form of behaviour is the fault of the parent/carer, it only happens to mother, if it happens to fathers, they are weak, it only happens to poor families etc
- Link the key discussion themes and experiences with common stereotypes
- Discuss stigma, shame and social isolation as key barriers to change.

Barriers

Consequences & choices:

- Choices = consequences & unintended results
- Discuss examples & scenarios of their experiences and the choices that were made at the time (you can link this discussion to their family portrait/timeline)
- Offer them the space to suggest the answer, choices and options to the experiences from their timeline that they are discussing
- Offer them the space to create their own options script – see example (Pg.50)
- This would be a good time to review the safety plan

Well-being:

- What happens in your body when you feel (angry, sad, fearful)?
- What happens inside & outside of the body (e.g. heart racing, stomach pains, headache, sweating, clenched fists etc)?
- How is this the same or different to when you are feeling (calm, happy, content)?
- What helps you handle these emotions?
- What could you do differently?

Home Practice:

- Invite participants to attend a one-to-one facilitated session with their child to compare and discuss their pictures from weeks 5 and 6. This session might need to be considered on a multi-agency basis, working together to consider who might be best placed to facilitate this session is key here, (eg. LDASS, Family Help Worker, Lead Professional of TAF). This can also be a 'check in' around weekly planners and goals, if these have been set in previous sessions.

Session 7: Power & Control

Aims of Session: Child session

- To focus and explore the influence of power and control
- To identify and explore the impact of shame and stigma
- To explore the idea of choice and consequences

Session plan:

- Check-in around the events of the past week. Discuss the home practice and their weekly planner, if appropriate.

The focus of this session is to:

- Discuss and unpack the view of power and control
- Discuss the influence of stigma & shame
- Discuss barriers to change
- Review options and choices
- Review progress and home practice

Power & control:

- Undertake a mind map exercise to explore the definition of 'power' and 'control'.
- Discuss meaning of power
- Discuss meaning of control
- Key aim: unpack the impact of control & discuss examples of controlling behaviour
- Power & Control is the driver for abuse
- Challenge any examples of: Minimisation, unhealthy family norms, language choices
- Review both cycles (Pg. 66 & 67), advise that they can add or change the cycle. You can facilitate discussion around the key themes and experiences emerging from the discussion on both cycles.

Consequences & choices:

- Choices = consequences & unintended results
- Discuss examples & scenarios of their experiences and the choices that were made at the time (you can link this discussion to their family portrait/timeline, handout below to aid discussion Pg.68)
- Offer them the space to suggest the answer, choices and options to the experiences from their timeline that they are discussing
- Offer them the space to create their own options script– see examples (Pg 50 & 61)
- This would be a good time to review the safety plan

Mutual respect:

- What does this look like?
- What needs to change?
- Explore key words around respect, relationships as a 'two way' process, communication, trust, problem solving/solutions, safety and well-being.

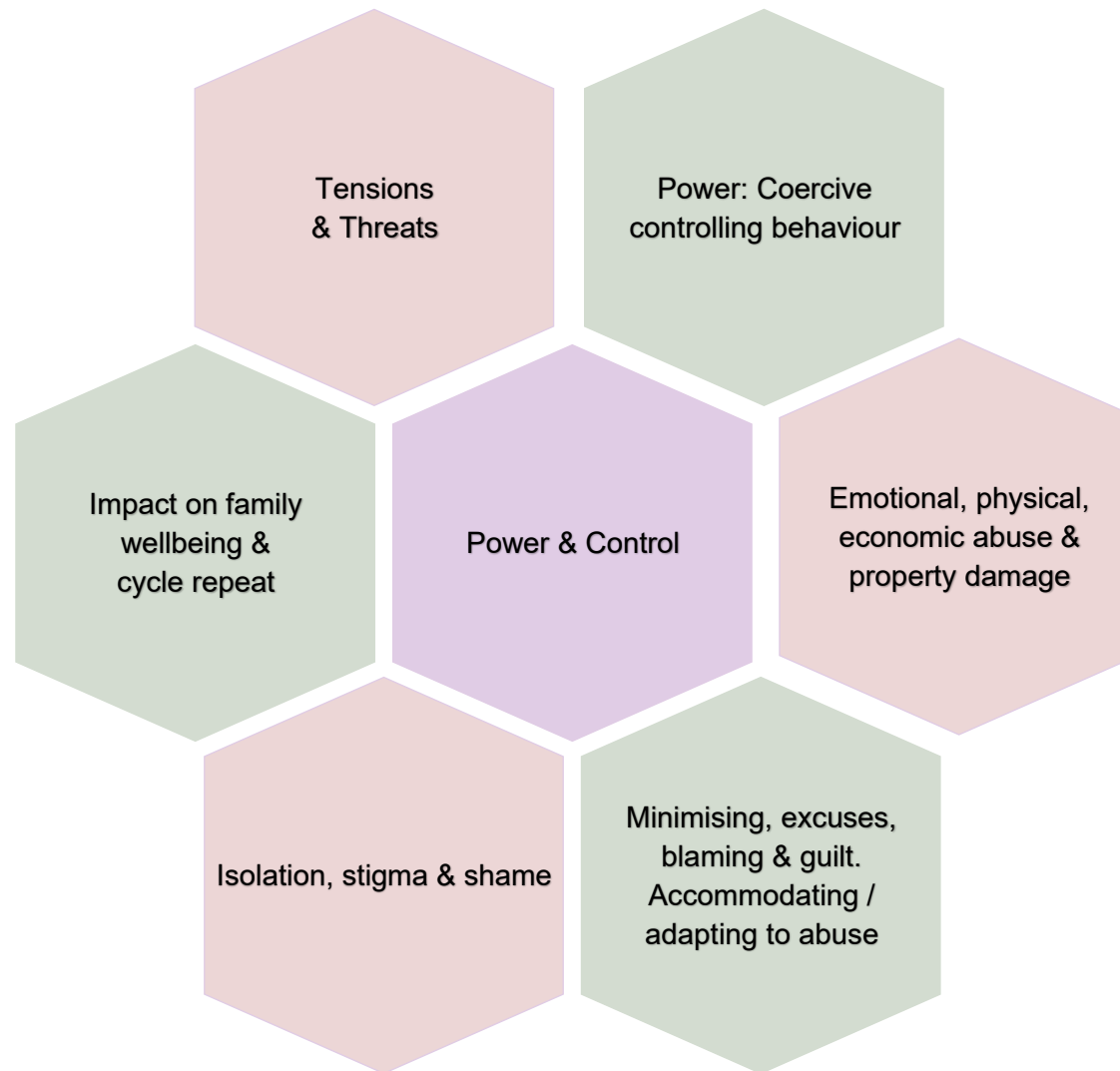
Well-being:

- To end this week's session, invite child to undertake a breathing exercise laying down (10 minute body scan). (if appropriate)
- What happens in your body when you feel (angry, sad, fearful)?
- What happens inside & outside of the body (e.g. heart racing, stomach pains, headache, sweating, clenched fists etc)?
- How is this the same or different to when you are feeling (calm, happy, content)?
- What helps you handle these emotions?
- What could you do differently?

Home Practice:

Invite Child to attend a one-to-one facilitated session with their parent/carer to compare and discuss their pictures from weeks 5 and 6. This session might need to be considered on a multi-agency basis, working together to consider who might be best placed to facilitate this session is key here, (e.g. LDASS, Family Help Worker, Lead Professional of TAF). This can also be a 'check in' around weekly planners and goals, if these have been set in previous sessions.

Power & Control Cycle



Reflections: Creating a new cycle



Family Timeline - Major Events in My Life

2019	2020	2021	2022
2023	2024	2025	2026

Facilitating Parent/Carer & Child Session

The aim of this session is to provide the parent/carers and the child with the option of a joint facilitated session.

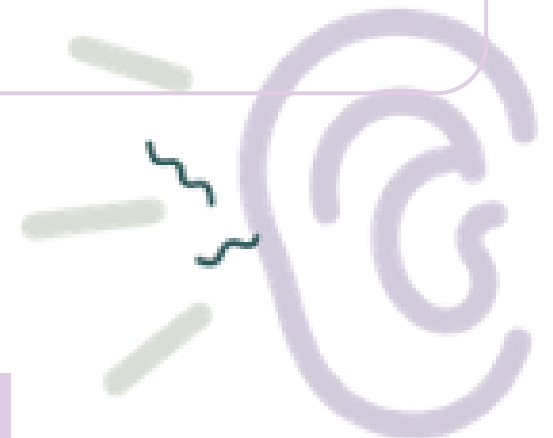
- Aim: Compare their 'visual pictures' from session 5 & 6
- Key Themes: Personality, behaviour, impact, barriers, support & solutions
- Review & establish new family routines
- As part of the session, you can also review the Options Scripts (Pg 50 & 61) and the Influences Map (Pg 51).

Outlined below is the key advice when planning this session.

- Check-ins: Ensure that you undertake an individual assessment of the parent/carers and the child's needs before the session
- Consider the safety and well-being needs of parent/carers and the child
- Consider the timing and plan for the session
- Ask the question: Are they emotionally ready for a joint session?
- Establish boundaries & expectations at the start of the session
- Be flexible: e.g. does there need to be more than one joint session?
- Remain neutral throughout the session
- Have a clear structure for the session: Introduction, information gathering (individual space to talk without introduction for the parent/carers and child), discussion & session closure.

Share the key guidelines for the session with both the parent/ carer and the child:-

1. It's OK to be honest
2. Giving praise is a positive step forward if it feels OK
3. Making a positive contribution is a positive step forward
4. It's OK to express a concern or negative emotion
5. It's OK to request a different behaviour
6. Utilise the communication advice below



Communication Advice

- **Active listening skills:** Try to remain focused on the discussion and maintain positive eye contact
- **Body language:** Be mindful of your posture and body language
e.g. avoid closed or guarded body language

Try to focus on open questions: How do you feel about your situation?



Session 8: Well-being and looking to the future

Aims of Session: Parent/Carer session

- To focus on well-being and positive change
- To revisit goals and safety plans
- To explore what is required to shift the power and control in the relationship
- To establish new goals for the future and to work to maintain change

Session plan:

Check-in around the events of the past week. Discuss the home practice and the check in/sit in offered to them and their child., If appropriate.

Well-being & Sense of self:

General discussion

Post it on a wall:

- Ask parent/carers to write their responses on a post it note/paper to the questions below and share them with you.
- What do you do for yourself?
- How do you relax?
- What do you enjoy doing?
- Highlight your three key strengths.
- Reflect on the answers facilitate a discussion around any changes, progress or any key barriers identified.

Shifting power and re-building relationships, ask the parents/carers to reflect and write down their scores for the following key statements: -

- Frequency of how frightened they feel of their child
- How they feel about the safety measures implemented
- How they feel about the nature of their child's behaviour towards them
- How they feel about the support available to them
- Note: Scoring criteria: 1-10 (10 being 'OK' and 1 being 'Not OK')
- Ask parent/carers to discuss their scores for each statement. The aim is to also cover some of these key statements.

Revisit safety planning arrangements and outcomes outlined in the EHA/other assessments or agreements.

- Discuss any outstanding behaviours or concerns displayed by their child (and refer to the EHA, TLST, DASH and any other assessments).
- This may also be a key opportunity to review any ecomaps completed, with a focus on evaluating the network available for each parent/carers.
- Ask the parent/ carer to consider the original key goal and worry statement when originally discussed, in particular how they feel this has changed and if not,
- what are the key remaining barriers to influence any changes required.

Compassion:

- Revisit change: Ask Parent/Carer to write a letter that they will open in 8 weeks' time. The letter is based on kindness towards yourself and the three key things you wish to change in 8 weeks, place the letter in the envelope. Dependent on your role, there are two options to consider:
- 1) The Parent/Carer can write their address on the envelope. The facilitator will post the letter in 8 weeks after the end of the support.
 - 2) The Parent/Carer should set a reminder for 8 weeks' time and open the letter. They can read this independently or share with their family.

Future goal setting and follow-up arrangements.

- Ask parents/carers for their three key goals for the future, how they feel about the work coming to an end.
- You can offer to undertake a review of their goals within the EHA/TAF in three months and in 6 months' time (if required).
- Finalise the session by undertaking a review of the sessions carried out, the progress made and by reiterating their future goals for change (including the options available, if they need support. This should include a review of the safety plan that has been in place, including what has been achieved, what the plan is moving forward and how this will be achieved, including what support there is in place for the family and what to do if risk returns

Session 8: Well-being and looking to the future

Aims of Session: Child/ session

- To focus on well-being and positive change
- To revisit goals and safety plans
- To explore what is required to shift the power and control in the relationship
- To establish new goals for the future
- To look to the future to work to maintain change

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Session Plan:

Check-in around the events of the past week.
Discuss the home practice and the check in/sit in offered to them and their child., If appropriate

Well-being & Sense of self:

- ask child to write their responses on a post it note/paper to the questions below.
- What do you enjoy doing?
- Does any of your behaviour impact on others in a negative way?
- What would you most like to change?
- Highlight your three key strengths.
- Reflect on the answers and facilitate a discussion around any changes, progress or any key barriers identified.

Shifting power and re-building relationships, ask the Child to reflect and write down their scores for the following key statements: -

- How they would measure any change in their attitudes towards being challenged.

- How they would measure any change in their behaviour
- How they feel about the support available to them
- Note: Scoring criteria: 1-10 (10 being 'OK' and 1 being 'Not OK')
- Ask child to discuss their scores for each statement.

Revisit safety planning arrangements & and outcomes outlined in the EHA/other assessments or agreements.

- Discuss any outstanding behaviours of concern displayed by them (and refer to the EHA, TLST, DASH and any other assessments).
- This may also be a key opportunity to review any ecomaps completed, with a focus on evaluating the network available for them.
- Also, review if there are any key areas that concern the child.
- Ask the child to consider the original key goal and worry statements, when originally discussed, in particular how they feel this has changed and if not, what are the key remaining barriers to influence any changes required.

Compassion:

Revisit change: Ask the Child to write a letter that they will open in 8 weeks' time. The letter is based on kindness towards yourself and the three key things you wish to change in 8

weeks, place the letter in the envelope. Dependent on your role, there are two options to consider:

- 1) The Child can write their address on the envelope. The facilitator will post the letter in 8 weeks after the end of the support.
- 2) The Child should set a reminder for 8 weeks' time and open the letter. They can read this independently or share with their family.

Future goal setting and follow-up arrangements.

- Ask the Child for their three key goals for the future, how they feel about the end of the work and their reflections on the group.
- You can offer to undertake a review of their goals within the EHA/TAF in three months and in 6 months' time (if required).
- Finalise the session by undertaking a review of the sessions carried out, the progress made and by reiterating their future goals for change (including the options available, if they need support. This should include a review of the safety plan that has been in place, including what has been achieved, what the plan is moving forward and how this will be achieved, including what support there is in place for the family and what to do if risk returns