

# Extending our Reach.

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# Extending Our Reach

Why, when and how to include parents and/or family members in supporting issues around resilience and self-esteem in children and young people.

# It's my aim that you leave today feeling that you have the confidence.....

To begin to include parents/families in your interventions with children and young people

To know where and when it might be appropriate and

To know where to seek/develop the necessary skills to do so

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- And you'll have the opportunity to engage in dialogue with colleagues about the strategies and interventions you currently and the suitability and/or relevance of extending our reach to parents.

# Rationale

- Explosion, both actual cases and awareness of mental health issues amongst children/YP, and a desire by all parties to ‘do’ something about it.
- Systems and the Family First approach
- Development of the F in CYPF and professional dialogue in this area
- Your own question/case
- Mindful that it may not actually be an appropriate way to support the child/YP in the counselling space

# Family First Principles

- “Stronger Together”
- “Can do” approach
- Thinking differently, delivering services differently
- Working with the whole family
- Empowering, focus on resilience and strengths
- Flexible and promote personal responsibility

# The Family Systems Perspectiv

*(can also read 'organisations')*

- Individuals - are best understood through assessing the interactions within an entire family
- Symptoms -an expression of a dysfunction within a family
- Problematic behaviours
  - serve a purpose 'to help stabilise' equilibrium.
  - are a function of the family's ability to operate productively in the here and now
  - often symptomatic patterns handed down across generations

*A family is an interactional unit and a change in one member affects all members*

# Recent professional dialogue .....

- Working within the family Dynamic - bacp CYP&F June 2018

*A major part of the work is encouraging the parents to shift form seeing the child as ‘the problem’ to understanding the child within the context of his development, his history and his family”*

- Opinion- bacp CYP&F June 2019

*Lyn Martin discusses “ a move towards collaboration becoming the norm rather than the exception”*

# Fears Challenges Barriers

- Discussion in small group of 3, thinking in particular about the therapeutic alliance, challenges for the client and counsellor....

# *Some suggestions...*

- Readiness or not of child/YP
- Our philosophy on what counselling is or isn't, may come from training but also from....
- Own story about parents', authority, family in any support/struggles as a child or adolescent
- Trust and extending the therapeutic relationship beyond the two of you
- Lack of knowledge/skill base
- Confidence in managing the dynamic, balance of power
- Conflicts with Service model you work in
- Boundary setting
- Overload - too much information can cloud the initial relationship building

# My professional journey/experiences

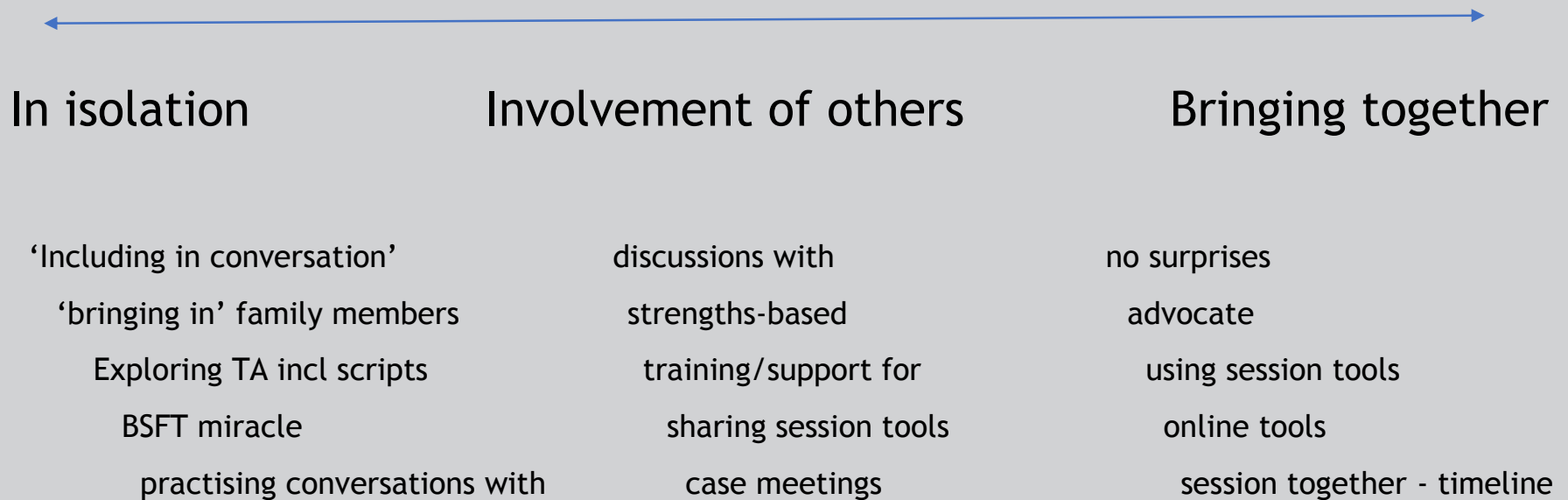
- School Counsellor - Primary, Secondary, State, Independent, International, Boarding.
- Local Authority CMH provision, Agency, Children's Centre, Charity ( disabilities)
- Researcher - small Action Research projects
- Counsellor Supervisor
- Lecturer FE and HE
- Small amount of private practice with children/YP
- UK and abroad - most recently Australia
- Teacher
- Mother



# Continuum of depth, reach and timing

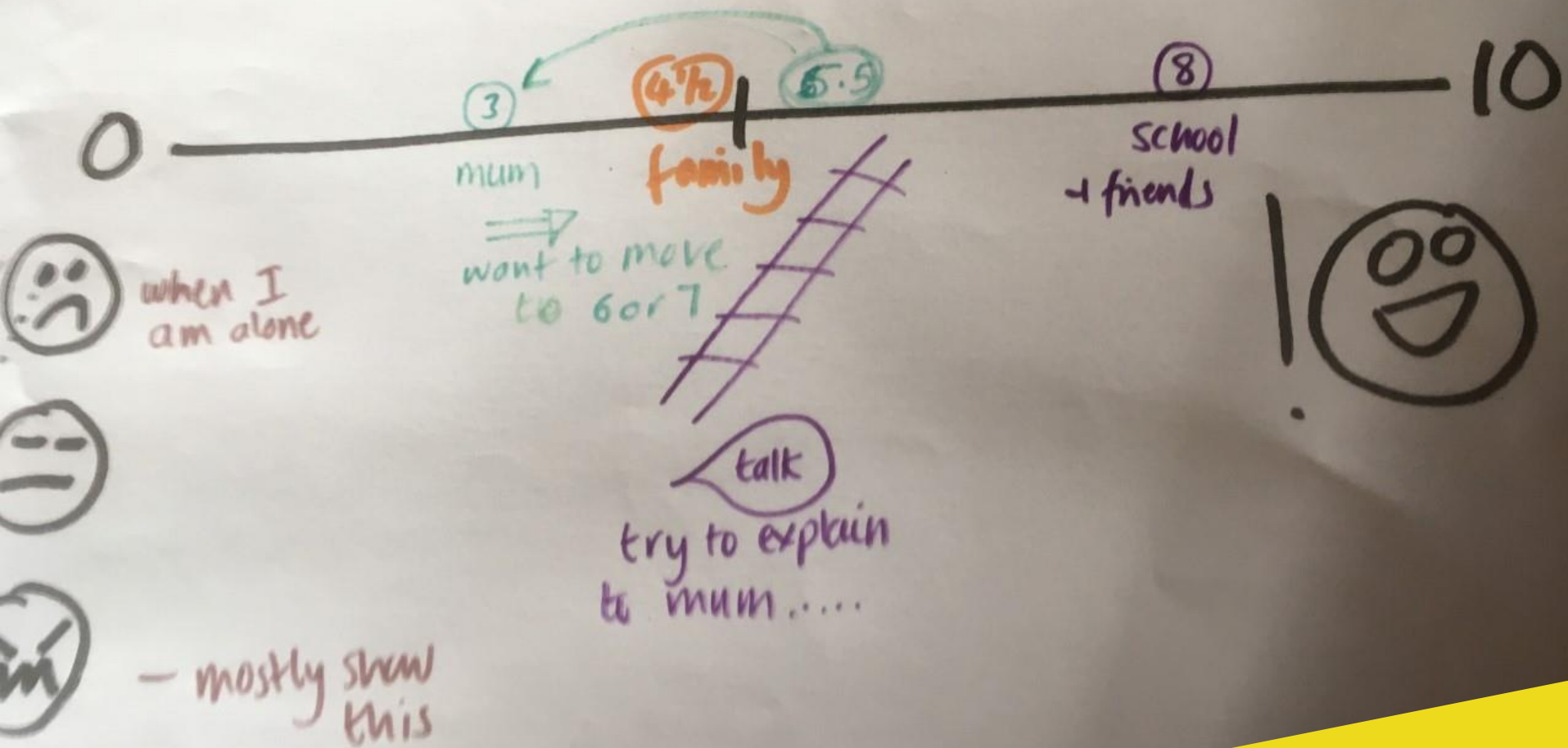
- The child/YP's needs must always be at the heart of any decision making. Likewise the pace and depth of work with others will depend on the needs of the child/YP
- Build the relationship with the child or young person before introducing anyone else into the mix
- Balance of power / locus of control
- Contracting at the start for safeguarding exclusions otherwise, as far as possible, the child/YP to be in the front passenger seat

# Continuums



# Approaches and Tools

- Child/YP at the centre
- Possibly the same tools and programs you already use
- Protecting the therapeutic relationship - no surprises
- Your role advocate, mediator, facilitator
- Bridging Tools

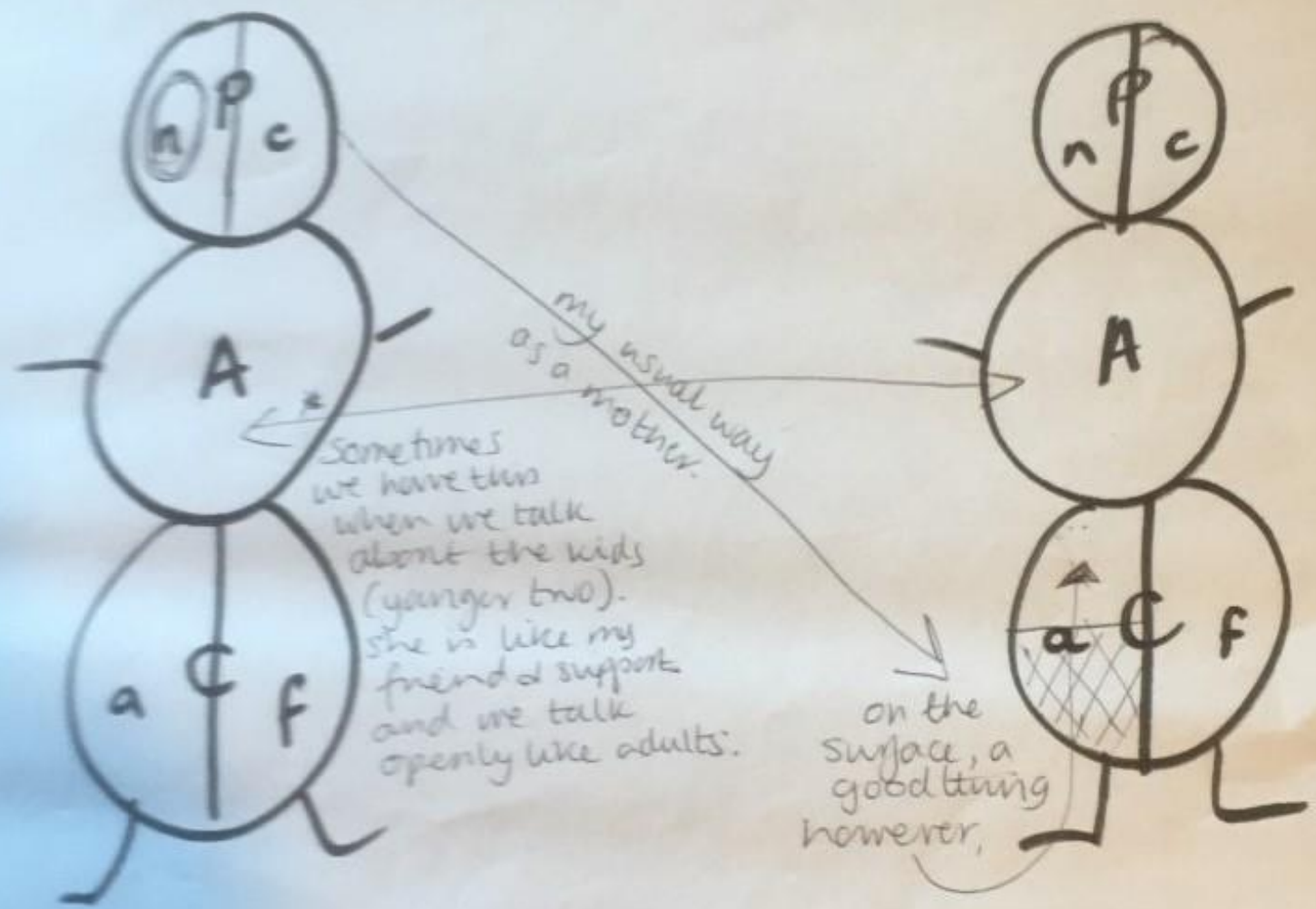






Faye 17/12/18.

(all parts not necessarily "adult" if she is  
then supports - into another into parent.)



Faye: I can see how it might limit her, she has always  
I know I can make changes, don't

I can find a way to do things.















I care about other

people's feelings.

# How do I feel? what do I need?

18/12/18 Hayley  
5/2/19 shared with  
mum & Hayley

(seaweed  
jellyfish)

I am not  
scared.  
I am Brave

I don't  
know yet  
what I  
need.....

but I would  
like to have a



(H)



(m)

(+) must  
feel  
scared

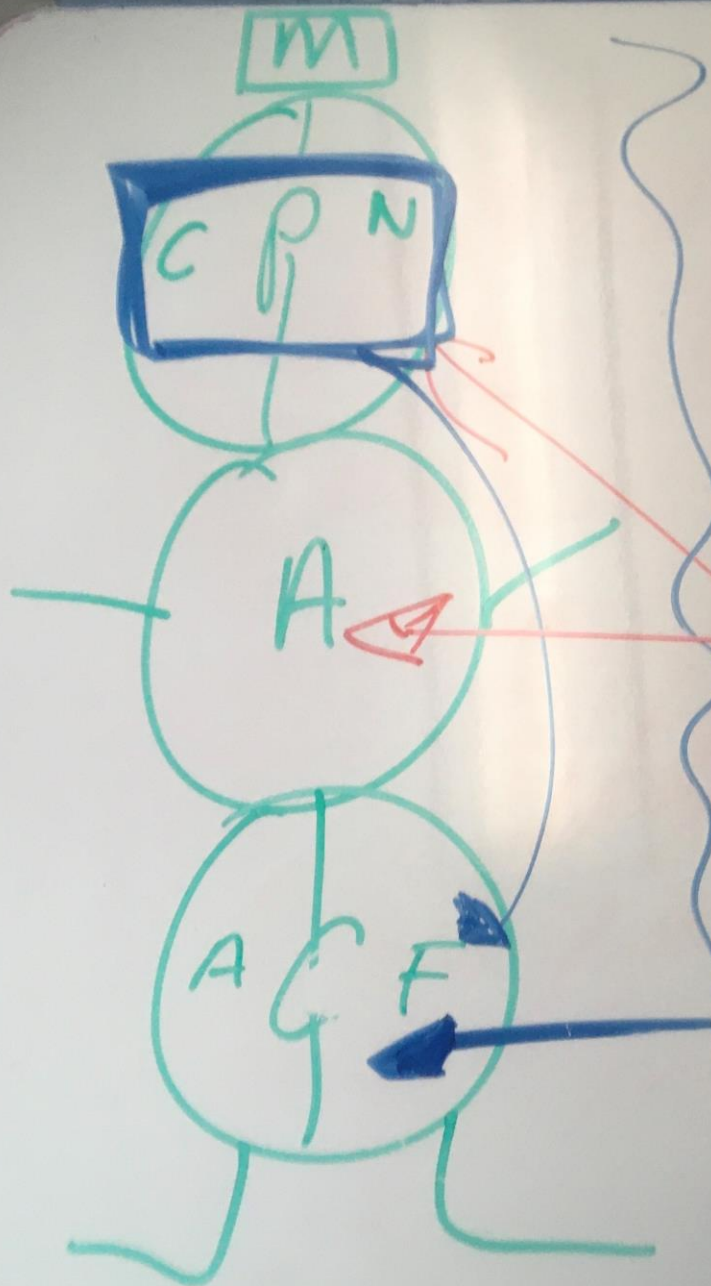
need  
company  
wherever I  
go







I am good at doing things.







	HOW DO YOU FEEL	THINGS THAT MAY HAVE CONTRIBUTED	SUPPORT / CALMING TECHNIQUES
	 Frustrated Ignored Furious	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Exclusion from games</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with Holy Cross Counsellor</li> <li>• Report to Office for support person</li> <li>• Report to class teacher</li> </ul>
	 Alone Sad Frightened	<ul style="list-style-type: none"> <li>• Taking hats from friends</li> <li>• Not being allowed to sit with friends</li> <li>• Teasing</li> <li>• Unkind comments</li> </ul>	<ul style="list-style-type: none"> <li>• Find the teacher on duty</li> <li>• Find a Playground Guardian</li> <li>• Report to class teacher</li> </ul>
	 Unsure Confused Lost	<ul style="list-style-type: none"> <li>• Cannot locate buddy</li> <li>• Not enjoying the game being played</li> <li>• Unsure of the rules of a game</li> <li>• Game not going according to plan</li> </ul>	<ul style="list-style-type: none"> <li>• Go and sit on the Buddy Bench</li> <li>• Go to Lunchtime Launcher activity</li> </ul>
	 Happy Supported	<ul style="list-style-type: none"> <li>• Class teacher supports --- with choosing friends to play with before break time</li> <li>• Class teacher to support ----- on where to play before break time</li> <li>• Check in with ----after play</li> </ul>	<ul style="list-style-type: none"> <li>• Designated friends to play with</li> <li>• Designated area to play in</li> <li>• Time each day set aside to check in with Class teacher</li> </ul>

# Case Study approach to your own context - cohort/setting

- Working with one or two others who work in a similar setting to you. Decide whether to extend the reach, with whom and which interventions might be best suited.



# Context exercise

- Age/stage of client group
- Type of setting
- Accessibility/practical considerations
- Your honest feelings/confidence/philosophy on working with parents/other adults

# Thoughts.....



# Resources References

- Massie H. (2003) Lives Across Time Holt Co, New York a 30 yr. study on the relationship between parent-infant interaction Child Trauma and subsequent mental health.
- Murray, L. (1988) Effects of Post Natal depression on Infant Development in Motherhood and Mental Illness 2 Causes and Consequences, Wright, London/Boston, pp159-90
- Thurwell. K. et al (2013) randomised controlled trial “Treatment of anxiety disorders via guided parent delivered CBT” British Journal of Psychiatry 203, 436-444
- Van Fleet,R. and Guerney, LF. (2003) Casebook of Filial Therapy. Boiling Springs PA Play Therapy press Coping Cat 8-13 plus adolescence - parents  
<https://www.cebc4cw.org/program/coping-cat/detailed>
- ‘Friends for Life’ CBT based program for 8-11 - teachers  
<https://www.nbss.ie/interventions-and-projects/wellbeing/friends-for-life>

# Questions?

# Thank you

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