

Welcome

Day 4

Session 4

**Women's Aid, England
National Training Centre**

Dr Bianca Petkova



Week 6 – How to deal with my child's challenging behaviour

Session summary

Exercise 1 Group work – revisiting P & C wheel –links between abusive strategies & effects on women as mothers

Exercise 2 Group work - flipchart links between feelings, thoughts and behaviours for mothers, p. 78

Exercise 3 Group work – flipchart links between feelings, thoughts and behaviours for children

Exercise 4 Encourage mothers to see how the perpetrator is at the centre of conflicts/ problems between mother and child, using the figure on p. 79

Exercise 5 - Work in pairs with everyday essentials – ‘what can I do?’, p. 81 and 82

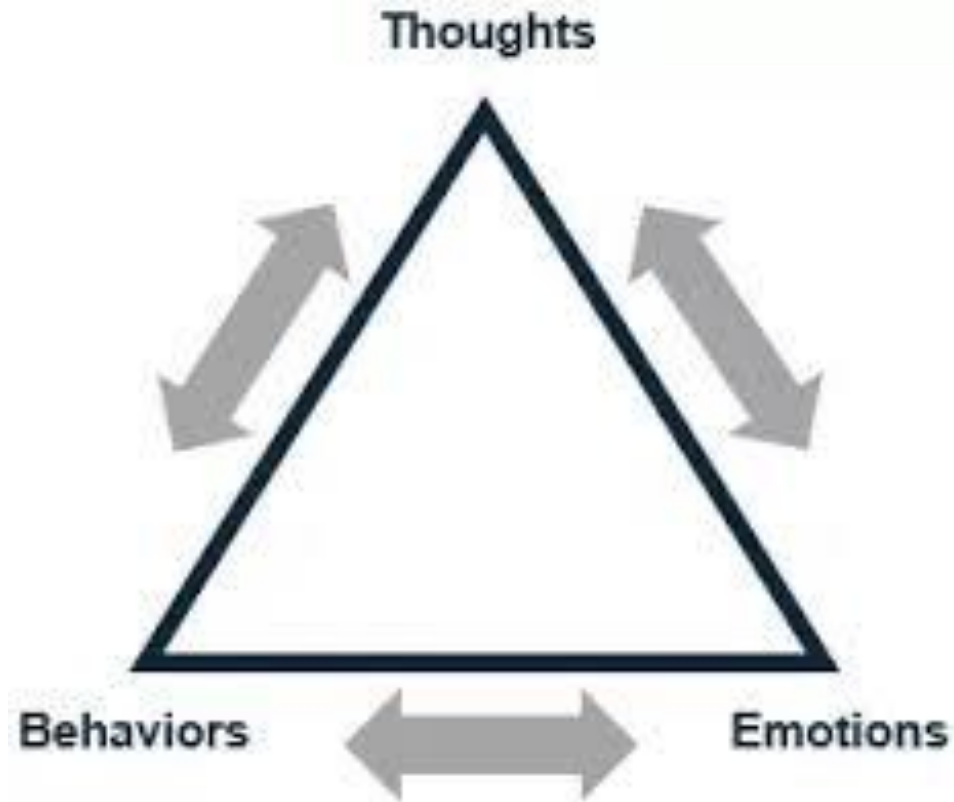


You & Me, Mum

Capacity Building Training

women's aid

Federation Northern Ireland



<https://www.christiecampus.com/stay-informed/blog/september-2019-%281%29/cognitive-behavioral-therapy>



Rooms 1 & 2

Links between thoughts, feelings and behaviours

Mother	Child
Thought 'My children don't listen to me, I am a useless parent'	Thought: 'My mum can't tell me what to do'
Feelings	Feelings
Actions/Behaviours	Actions/Behaviours

Rooms 3 & 4

Links between thoughts, feelings and behaviours

Mother	Child
Thought 'My child is just like his father'	Thought 'I'm a bad person, just like my dad'
Feelings	Feelings
Actions/behaviours	Actions/behaviours

- *'Absent presentence'* of the perpetrator
- A tendency for a spiralling effect; a reproduction of original thoughts/convictions for parties involved
- Similarities in underlying feelings between mothers and children (e.g. love, fear, guilt, anger) – yet empathy might become difficult to access
- Possible expressions of mutual dissatisfaction/blame - perpetrator's responsibility is often not 'in the picture'
- There is a need to interrupt the above processes



Week 7: When children and young people act abusively in your home.



Summary of the session:

Exercise 1 - Large group work – flipchart examples of challenging/abusive behaviours

Exercise 2 Small group work - Case study work – Yolanda's story. p.86

Exercise 3 Large group work – flip chart appropriate responses / handout 2, p. 88

(Suggested – further work with Everyday Essentials)

Exercise 4 – longer (guided) relaxation exercise, p. 89-90

Week 7 – Training trainers work



Case study - Yolanda's story (p.86)

In your group:

Discuss David's behaviour and then suggest alternative and positive responses that Yolanda might use.

Consult also other suggestions (e.g. mother's handbook, 'room clean up' p. 61 & 62; negotiations with a teenager, p. 73 -77).



Handout 2:

When you see or experience your child being abusive..

- do **not give in** to a threat or demand
- do **not use abusive behaviour** (i.e., yelling insults, hitting) in response
- do **not ignore the behaviour**: your child needs to learn not to be abusive
- tell the child you both need some **time apart to calm down**
- **tell** the child you will speak with him or her later



Handout 2, continued

Sometime later...

- find an **opportunity** to talk **calmly** with the child
- **validate his or her feelings** by saying something like *"You were angry at me because I would not let you watch this film"*
- **make a link between** his /her behaviour **and the abusive** behaviour he / she saw in the past
- **clearly state** why the behaviour **was wrong** (e.g., it is NOT okay to call people mean names, even when you are angry)
- make it clear that there will be **consequences for abusive** behaviour in the future (and mean it)

Dealing with anger

It is important to help by:

- telling children it is **okay** to have angry feelings
- helping them **put a name** to their feelings such as anger
- expressing your anger in ways that **do not hurt others** (e.g., by talking about why you are angry)
- **showing them ways** to be angry that do not hurt others

coffee



How to support my child with protective behaviours & safety planning

Summary of the session:

Exercise 1 Explain protective behaviours concept

Exercise 2 Large gr work – gingerbread men (*early warning signs* theme 1)

Exercise 3 Relaxation exercise - to consider experientially feelings of safety, p. 95 6

Exercise 4 Introducing theme 2 (*there is nothing so awful we can't talk about it*)

Exercises 5 & 6 Using 'the hand' – work on safety planning (work that the women can do with the children); Safety planning work for mums, **handout 1**, p. 97-102 (suggestions) and 2, p. 103 (blank safety plan to complete)

Protective Behaviours

Protective Behaviours refers to **behaviours** which enable children to recognise situations in which their personal space and sense of safety may be compromised.

Themes :

1. *We all have the right to feel safe all the time*
2. *There is nothing awful that we cannot talk about it*
3. *Others have the right to feel safe with us*



https://www.youtube.com/watch?v=0_cSgq9yfSs

Week 8 – Training trainers work



Warning
Signs



My
Support
Network

As a large group - complete these tasks (as described in the manual) – if needed

Safety planning

(start by asking asking what she already does that works for her)

ROOM 1

For when you take the children for child contact with their dad

ROOM 2

For when your abuser stalks you/ harasses you at your place of work

ROOM 3

For when you are going to the family courts

ROOM 4

Safety planning with your children

Week 9 – Effective communication with CYP

Session summary:

Exercise 1 Group discussion of a case study – Kathy's story,
handout 1 p. 109

Exercise 2 Group discussion - what children need to hear about
DA, **handout 2, p. 110**

Exercise 3 Listening exercises – work in pairs

Exercise 4 Group discussion – good listening skills & listening
for emotion, **handout 3, p.113**

What children need to hear about DA

- What happened / the abuse is not ok
- It's not your fault
- It must be scary for you
- You can tell me how you feel/ see things
- I want to know/ I am here for you
- I am sorry to hear that
- You do not deserve this to happen to you in your family
- There re things I /we can do to make you feel better/ safe
- I care for you / you are important



Listening & not listening

Handouts 2 & 3 extracts, wk 9

Not listening	Listening
Tell our own experience	No interruption
Offer advice	Look at the person
Deny the other person feelings	Answer in a way that shows listening
Psychoanalyse	Let the person know you respect their opinion
Change the subject	Try to hear what the other person is saying, even if you don't agree
Interrupt	Listen for feelings & validate these
Defending the other person	



(possible) Group work

- Room 1 – how 'not' to listen
- Room 2 – how to listen



How would you respond if you were **not** listening for feelings & then **if you were** listening for feelings to statements such as:

1. Why do you always have to tell me what to do?
2. It's my room! Why should I clean it?
3. I am not going to school anymore!
4. She ripped my picture, now I'll rip hers!
5. You are mean! A hate you!

Week 10 - My hopes, dreams and plans

Session structure:

- Individual and pairs exercise

Exercise 1 - My hopes and dreams - how they can become reality, table p. 119

- Large group discussion

Exercise 3 Refer back to the 'ideal' family (week 1) & discuss

- Large group discussion

Exercise 2 Draws attention the strengths of the women and their children

- Greeting card exercise

& Evaluations



Week	Session topics
1	An 'ideal family'
2	How domestic violence can affect me as a mother (part 1)
3	How domestic violence can affect me as a mother (part 2)
4	How domestic violence can affect my child or young person
5	Survival strategies of children and young people
6	How to deal with my child or young person's challenging behaviour
7	When children or young people act abusively in the home
8	How to support my child with <i>Protective Behaviours</i> & safety planning
9	Effective communication with your child/young person
10	My hopes, my dreams & plans

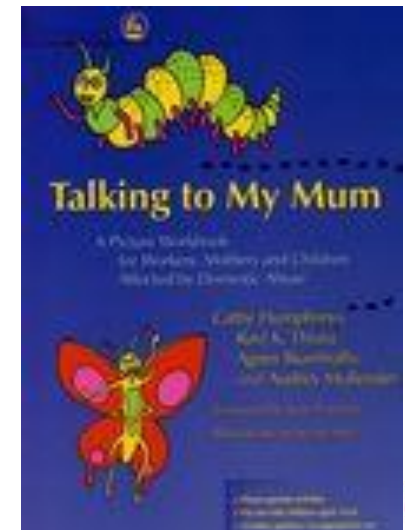
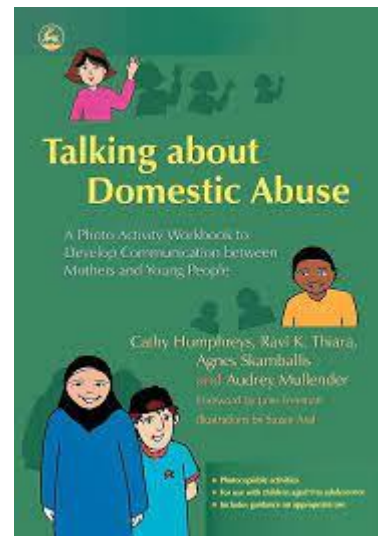
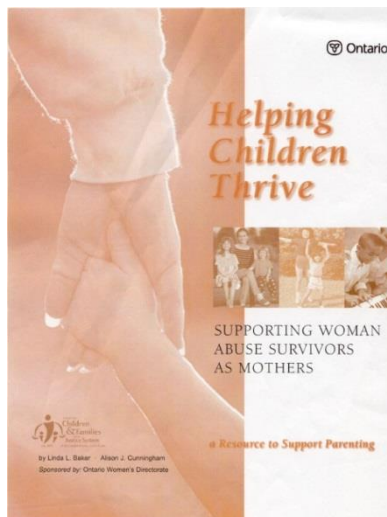
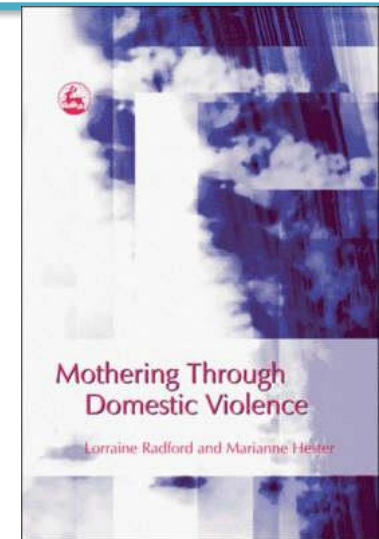
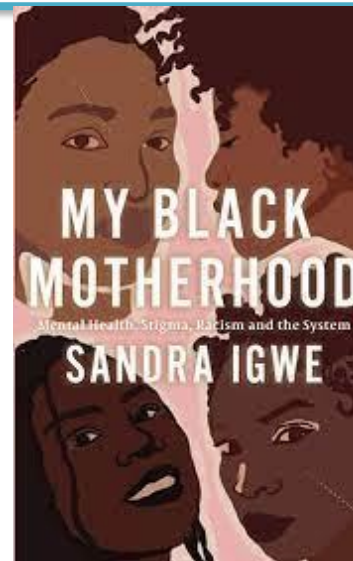
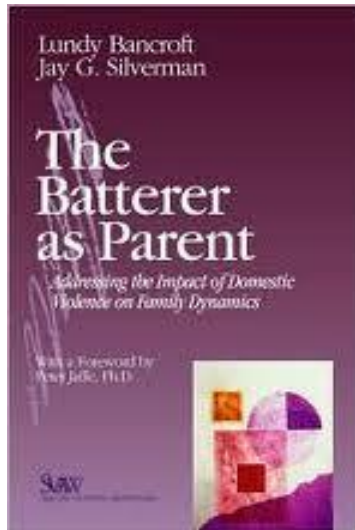


You & Me, Mum

Training the Facilitators

women's aid

Federation Northern Ireland



until women & children are safe

www.womensaid.org.uk

- **Break4Change** -<https://www.justice.gov.uk/youth-justice/effective-practice-library/break-4-change>
- **Holes in the Wall** – blog (developed by Helen Bonnick)
<http://holesinthewall.co.uk/tag/child-to-parent-violence/>
- **Respect - Adolescent to Parent Violence:** Our Respect Young People's Programme is developing resources for working with 10-16 year olds who are abusive towards a parent.
- **Step-Up Program** – USA - a nationally recognized adolescent family violence intervention program designed to address youth violence toward family members. <http://www.kingcounty.gov/courts/clerk/step-up.aspx>
- **Non-Violent Resistance** – Support for Parents Facing Child to Parent Violence - <http://www.lecheile.ie/non-violence-resistance-support-for-parents-facing-child-to-parent-violence/>



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You and Me, Mum A Handbook for Mothers and Facilitator's Handbook

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Materials for delivery

You can order PACKs which include:

- 10 Mothers handbooks
- 30 leaflets
- 10 posters

Cost: £150 plus postage / shipping costs



end of session

thank you



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feedback

