



Cafcass Positive Parenting Programme

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Self-care

CAFCASS Employee Assistance Programme



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support and counseling service
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Introductions



- In pairs, for 3 minutes
- What do you think prompted your manager to nominate you for this event?
- What particular strengths do you think they think you have in this area of work?
- Feedback to the group name, role, and area

Aims & Objectives



- To have the necessary knowledge and tools to apply the new Positive Parenting Model
- To understand the context of this new approach and process
- To consolidate and learn new change methods, techniques and skills to apply to high conflict cases

Support for the project



The Context

- CAP
- 16.4 practice – Review Jan 17
- Impact on children and better outcomes
- Reduce emotional harm by changing parental behaviour

Is the child's system child-centred rather than child-focused?

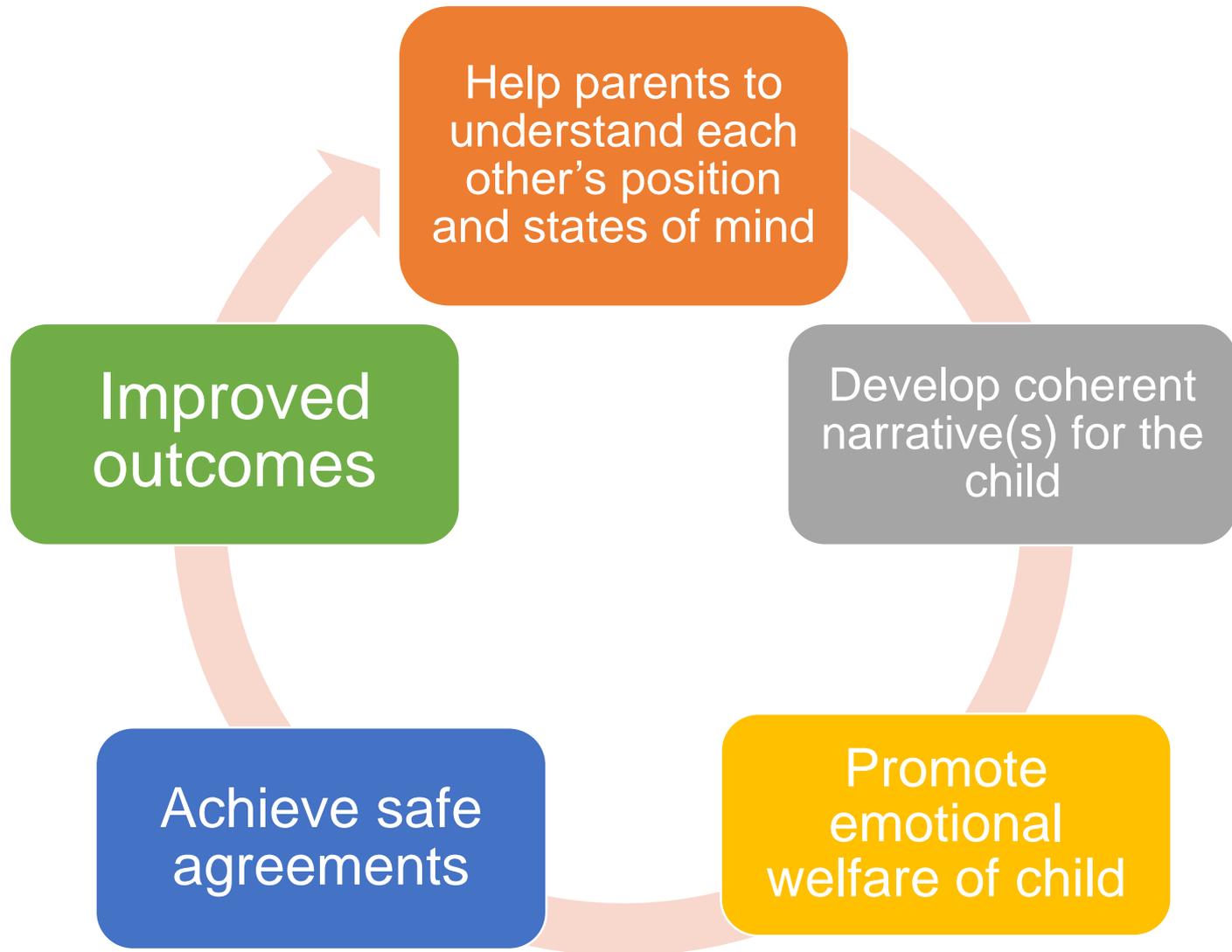


The Model



- Launch Oct 17
- Pilot – 6 months, 50 cases
- 2-5 Guardians for each area
- 4 sessions (12 weeks)
- Suitability Criteria

Purpose of this intervention model



Structure of Model

Session 1 and 2

- Meet parents individually and establish position
- Explore feelings
- Potential to change
- Understanding of impact on child

Session 3

- Meeting with child
- Explain joint meeting with mum and dad
- Ask the child what they want mum and dad to discuss
- Invite them to put this into a letter, picture or list

Session 4

- Meeting with both Parents
- Promoting parent's understanding of each other's positions (mentalising)
- Feedback from child
- Preparation of letter to child and Parenting Plan

Individual Work: Sessions 1 and 2

- Introduction and Engagement (Rapport)
- Ascertain parent's current position (telling the story/empathy)
- Explore themes/issues (mentalise position of other parent and child)
- Identify strengths, 'drivers' and barriers
- Future Focus (Goals/Benefits of change)



Session 3: Meeting with the child

- Explain what is different about this session – we're working with mum and dad
- Engaging with the child:
 - 1) clarify their wishes and feelings
 - 2) discuss what child would like mum and dad to talk about in the our meeting with them
 - 3) work with child to prepare a message for their parents - this may be a letter, picture or list

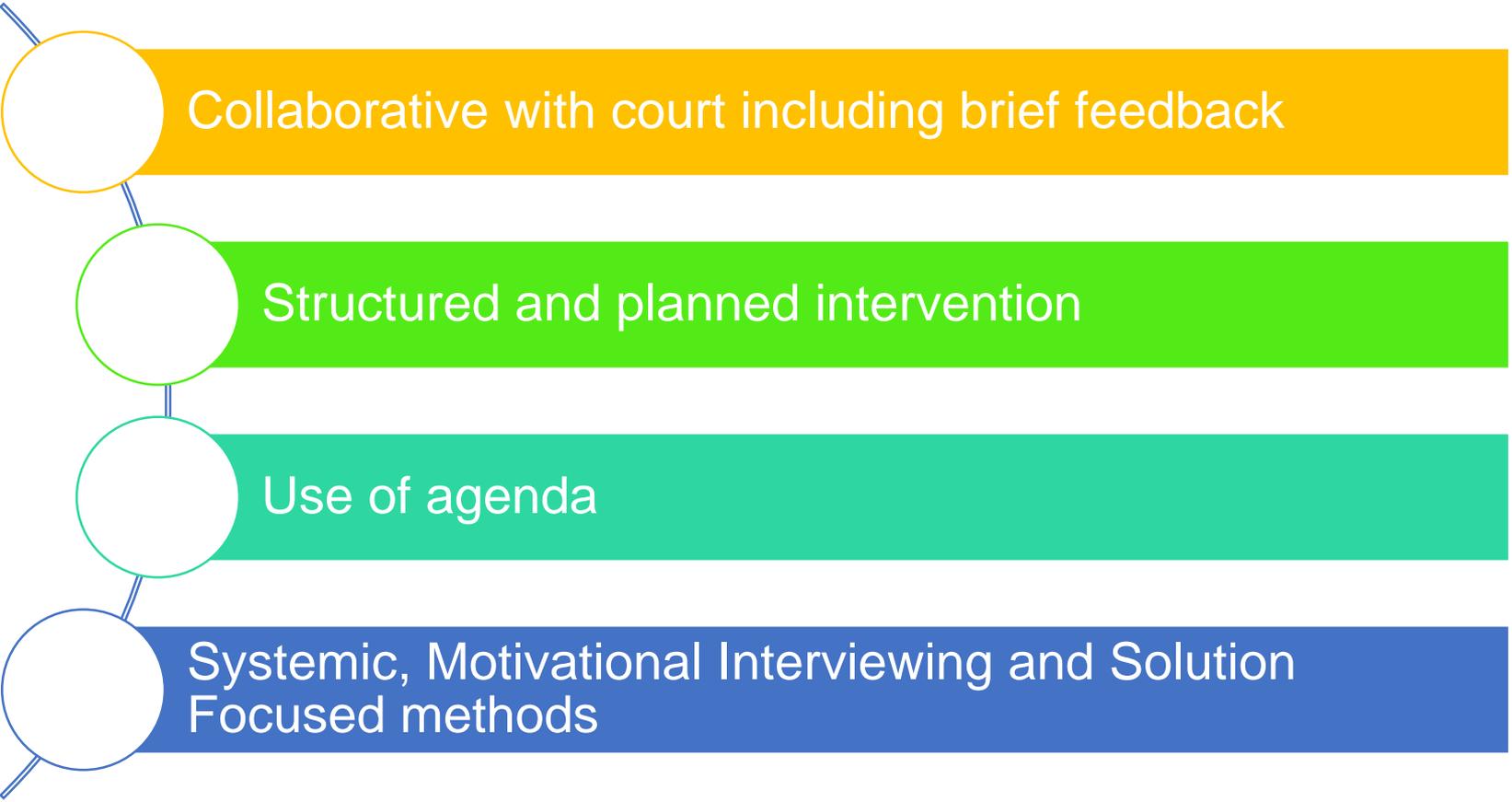


Session 4: Meeting with both parents

- Use of agenda
- Promote greater understanding of each other's positions
- Share message from child
- Discuss developing a shared narrative
- Prepare letter to child
- Agree arrangements/parenting plan
- Agree next steps



Features of the model



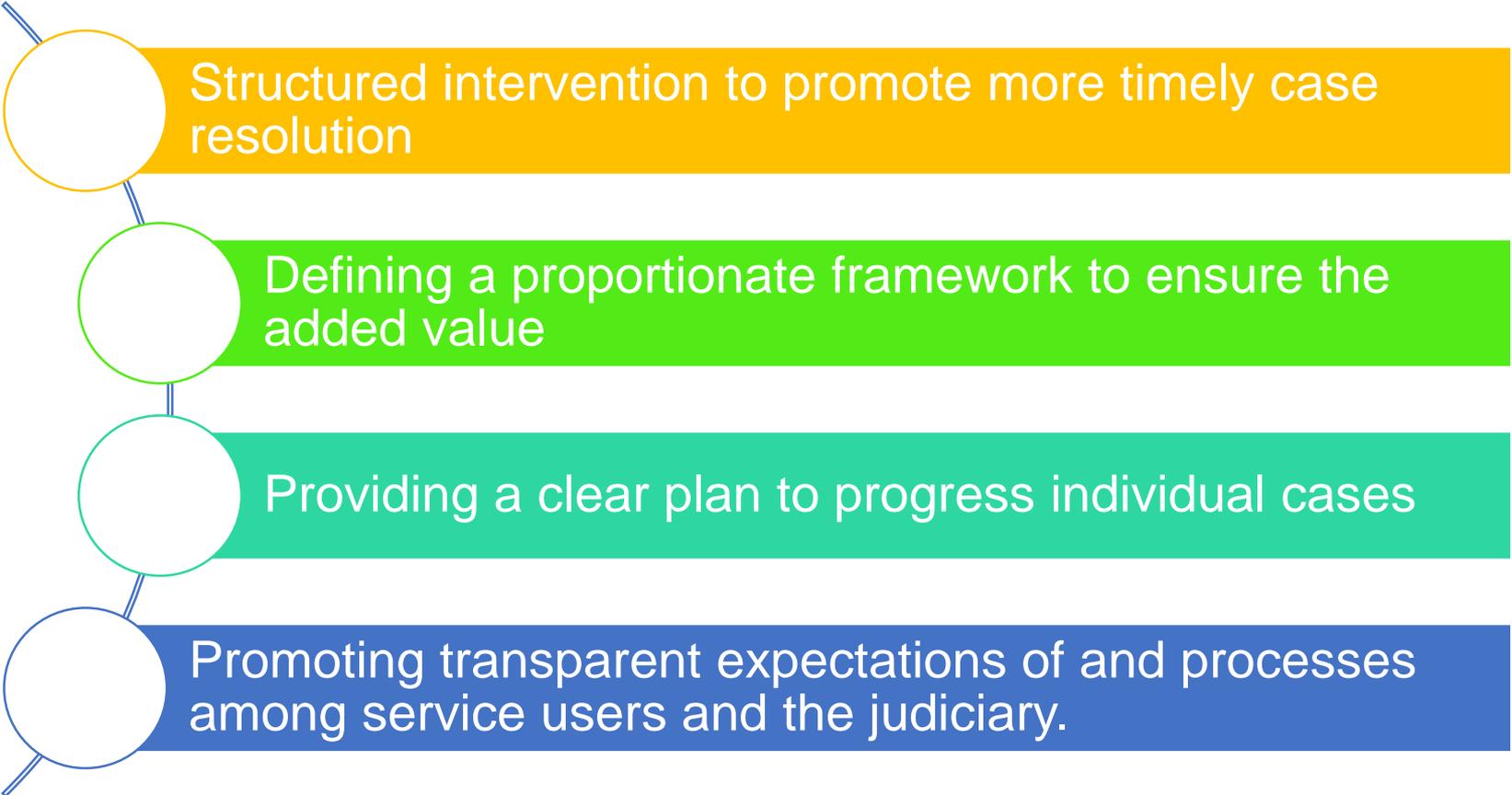
Collaborative with court including brief feedback

Structured and planned intervention

Use of agenda

Systemic, Motivational Interviewing and Solution Focused methods

Model Office Evaluation



Structured intervention to promote more timely case resolution

Defining a proportionate framework to ensure the added value

Providing a clear plan to progress individual cases

Promoting transparent expectations of and processes among service users and the judiciary.

Planning the Meetings

Who

Where



When

Agenda

Agenda

- Introductions
- Clarity over purpose of the meeting
- Current positions of each parent
- Child's position
- Goals (preferred future)
- Develop shared narrative for child
- Confirm areas of agreement (parenting plan)
- Clarify areas not agreed and barriers
- Next steps/feedback to court
- Date of next meeting



Managing Risk

- Separate rooms
- Take breaks
- Stop interview
- Return to court
- 16a duty for ongoing assessment



Refreshment Break



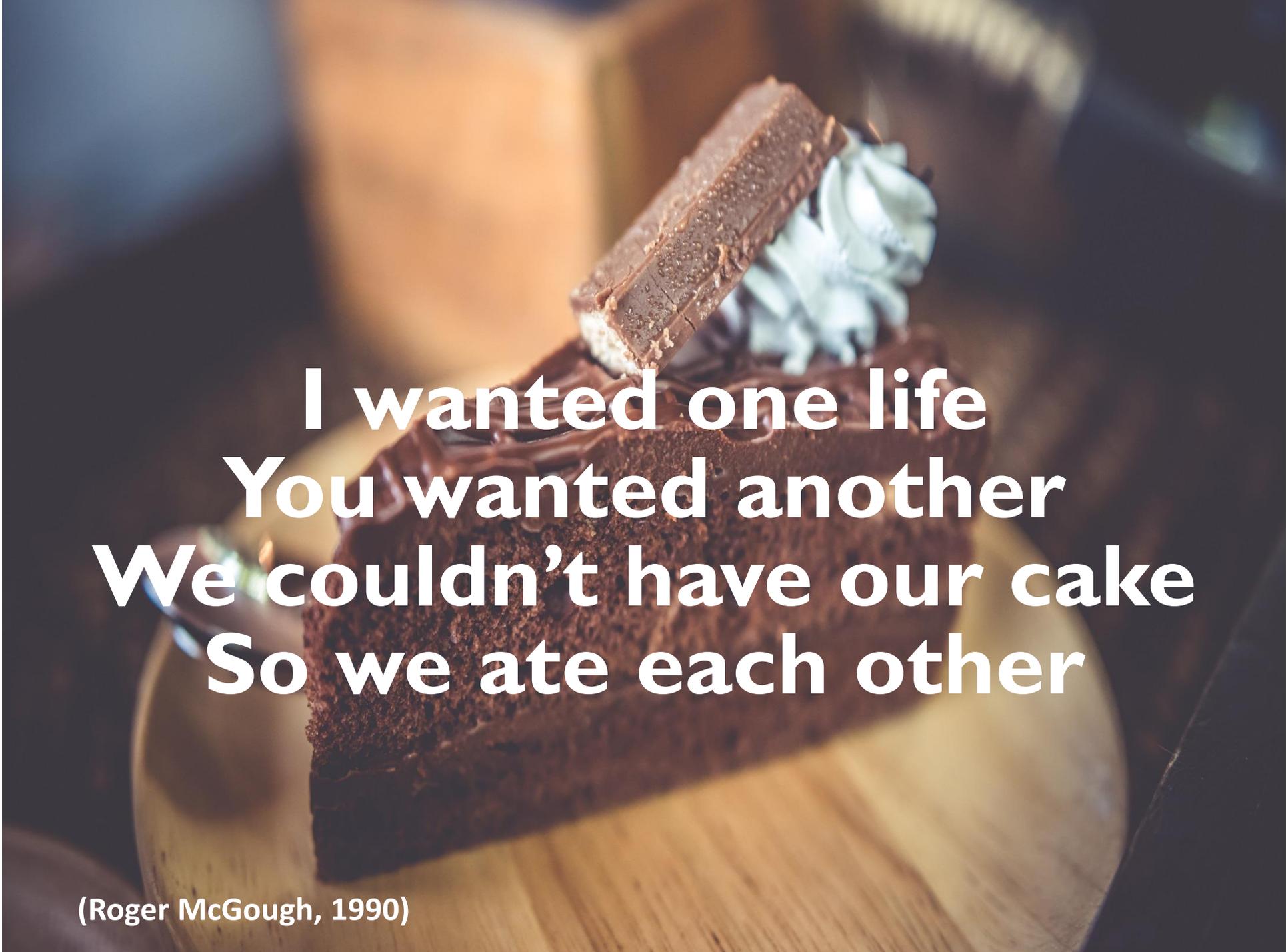
What is it like for parents?



Where is the child?







**I wanted one life
You wanted another
We couldn't have our cake
So we ate each other**

(Roger McGough, 1990)

Youtube Clip: Impact on the child of highly conflicted parenting

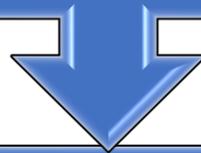
<https://www.youtube.com/watch?v=IbTFZ8cvHo4> – right click and select “open hyperlink” to play

<https://www.youtube.com/watch?v=Edb9plpHO7k>

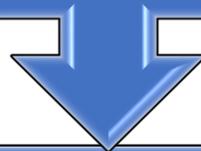
There are lots of you tube clips so it's worth exploring – this is another powerful one.

Systemic ideas

Systemic Practitioners see problems as existing, and being maintained, in the relationships between people rather than being located inside any one person.



Systemic thinking provides a framework for conceptualising beyond the individual to context and the wider system



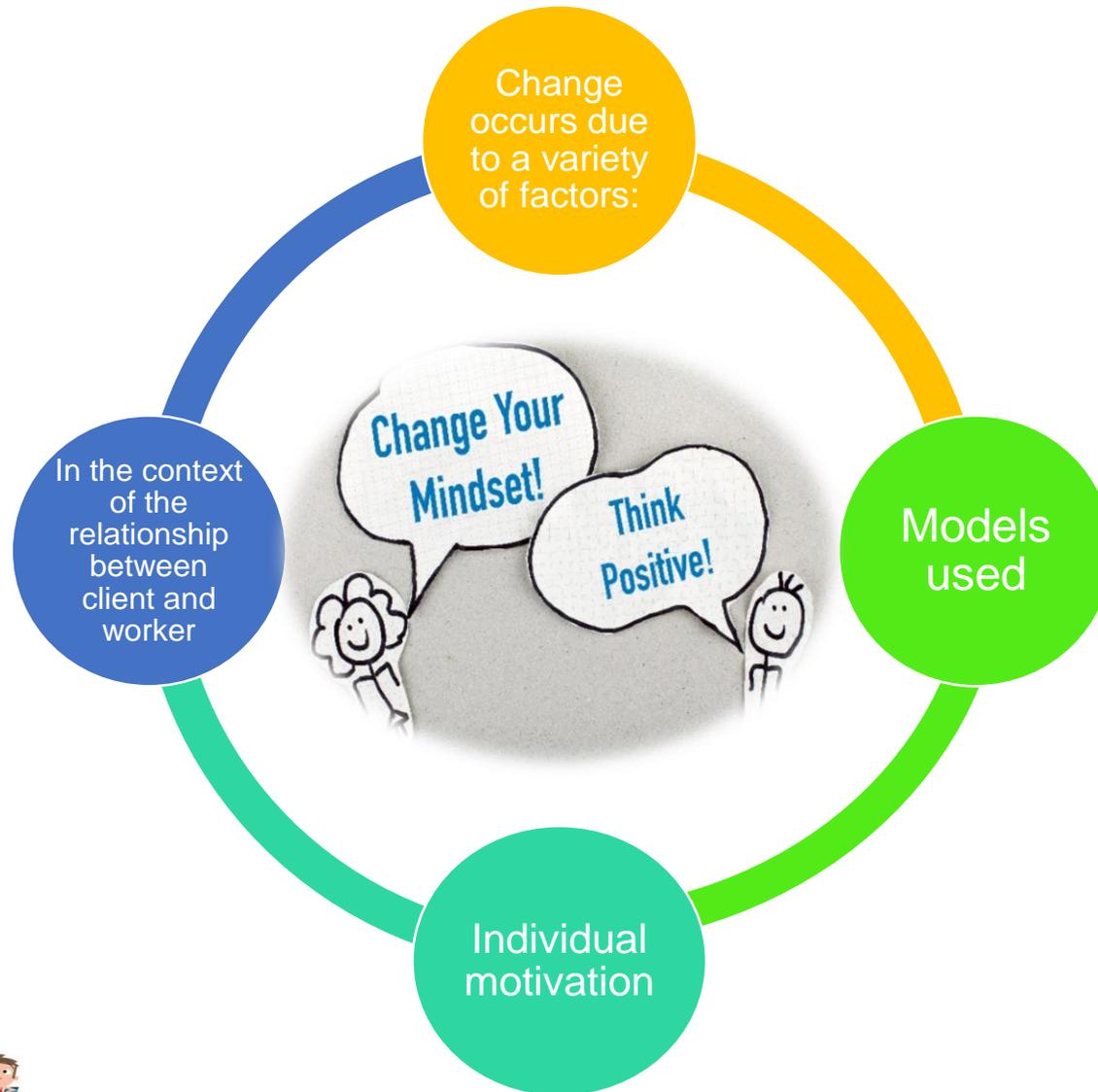
This shifts away from viewing an individual as *the problem*, and suggests that barriers to change stem from relationships within both family and contextual systems

2nd order cybernetics



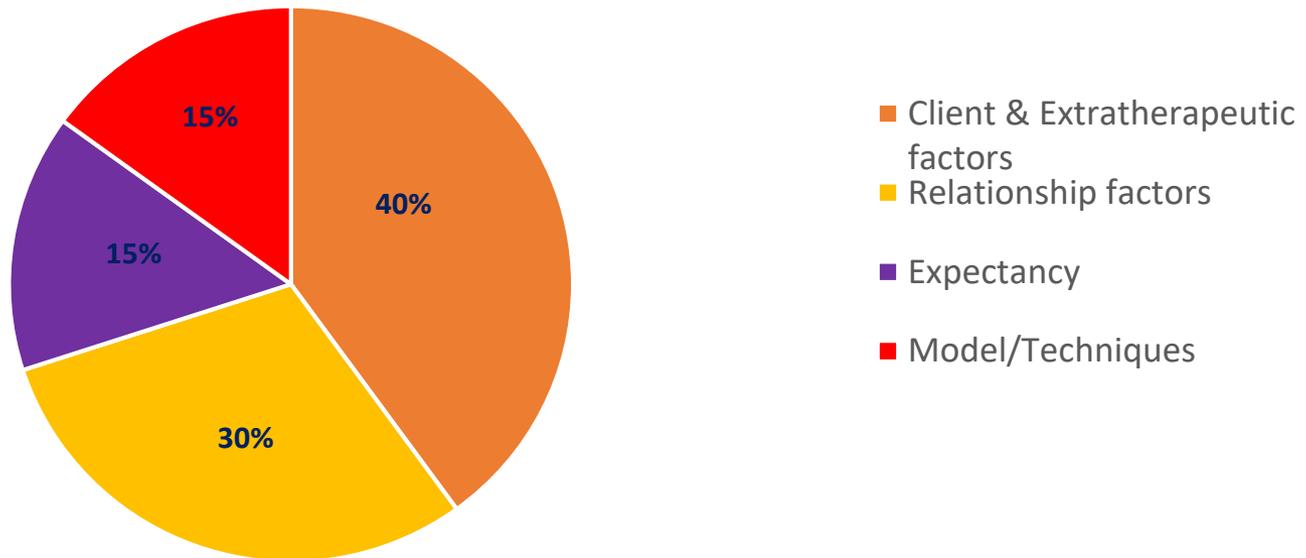
- Social constructionism
- Second order cybernetics asserts that the client is also influenced by us as workers
- The observer is part of the system

Change in the context of the relationship



Change Relationship Worker and Client

Fig. 1 Estimated percentages of the common factors (Miller et al., 1997)



What is this work like for us?

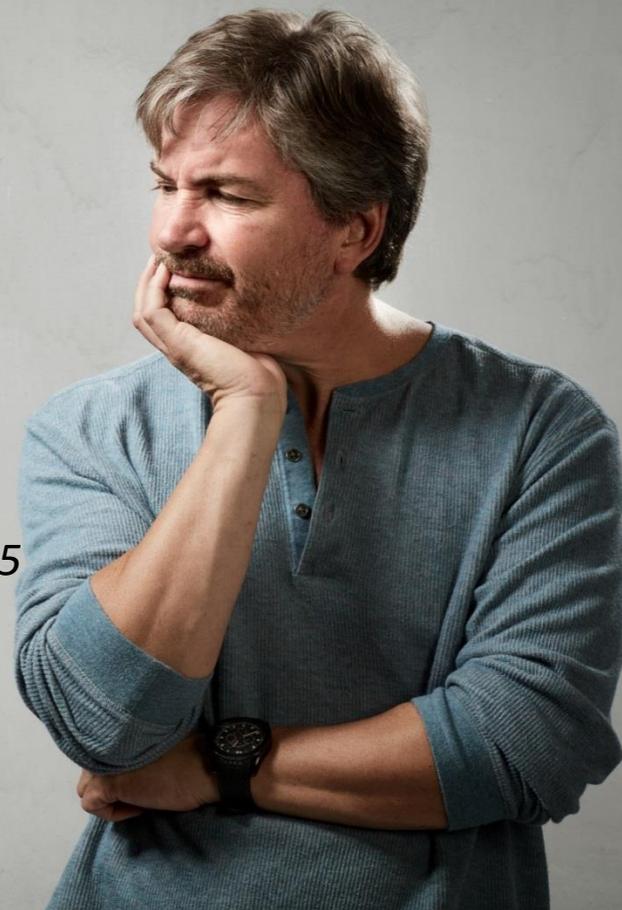


- In pairs, for 10 minutes
- Think about a case you would describe as high conflict
- Identify what feelings the case triggers in you?
- Identify some of your values/beliefs about children and post separation in relation to your own family of origin

Use of Self

- Therapists' effective use of self depends on their awareness of their countertransference
- Practitioners can *avail themselves of their unavoidable emotional reactions to their clients* and to use this tool to enhance the therapy.

Bochner, 2000, Rober, 2005



Mentalisation

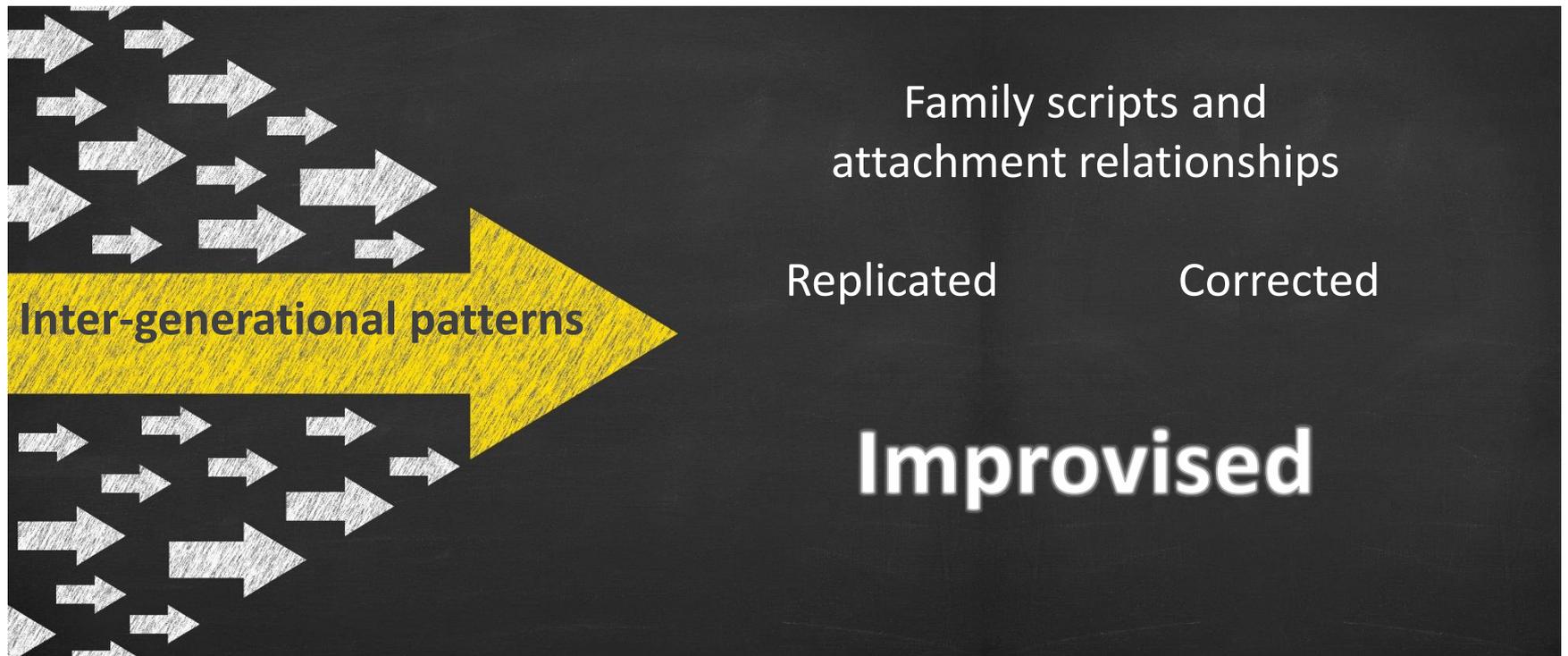
- How we perceive and interpret behaviours as intentional mental states
- Getting into the shoes of others

<https://www.youtube.com/watch?v=kxUHILbZNaY> – right click and select “open hyperlink” to play

Social Ggrraaacceeeesss



Family Scripts



Group Exercise

Practice the introduction of the first session

- Demonstrate empathy
- Explain process and purpose
- Introduce the agenda
- Swap roles (interviewer and observer)
- Feedback

Mentalising.....

- Before people can focus on their children, they may need to understand themselves better:
- This can be supported by asking different types of questions and in different ways ie how we ask questions!:
- Motivational Interviewing
- Circular questioning



Lunch Break



Motivational Interviewing

- A structured form of coaching to help promote changing behaviours
- Useful in future focus and identifying solutions
- Draws on solution focused methods



Motivational Interviewing



Motivational Interviewing



Reframing

Scaling
questions



Strengths-based
questions

Motivational Interviewing Example

- http://www.youtube.com/watch?v=URiKA7CKtfc_ – right click and select “open hyperlink” to play

Group Exercise: Motivational Interviewing

- Begin to think about how you would apply the CPPP model to your case
- Take it in turns to practice MI skills
- Alternate roles



Refreshment Break



Narrative Approaches

- The meaning that people give to events can shape behaviours and actions



In conflict, parents can develop fixed opposing narratives

This is confusing for the child

- Mentalising/empathy can **alter** fixed narratives



(Ref Gorell Barnes and Dowling, 2000, 'Working with children and parents through separation and divorce')

Circularity

‘By circularity we mean the capacity of the therapist to conduct his investigation on the basis of feedback from the family in response to the information he solicits about relationships and, therefore, about difference and change’

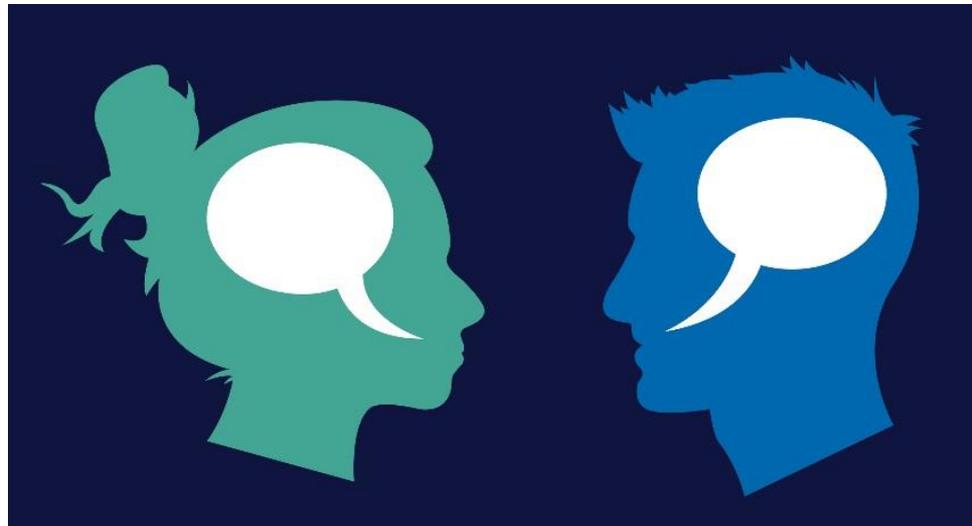
Cechhin et al, 1980 (Milan Group)

YouTube clip: Circular Questions

<https://youtu.be/tHfUHazAxyI> - right click and select “open hyperlink” to open

Group Exercise: Exploring Narratives

- Use circular questions to explore the narratives in your case for:
 1. Parents' understanding of each other's positions
 2. How the parents perceive the child's understanding of those narratives and what the impact for them might be



Wrapping up the session



- The aim of the 4 sessions is to use intervention methods to help parents agree **safe arrangements for their child**
- The **views of the child** are integrated into the work
- Parents are supported in achieving a **shared narrative for their children** about future parenting

Next Steps: Support

- Consultation (NIS)
- Handbook
- Library
- Pilot support group
- Microsoft Teams
- CIAF



Tell us something you have found useful and how you will use it



- Please now complete the evaluation form [on this link](#). If you are viewing the PDF version of this presentation, you can just click the link. However, if you are viewing the PowerPoint version, you will need to select Slideshow from the ribbon at the top and then click on “From current slide”, and then click the link.
- It would be really helpful if you could provide us with some constructive feedback to inform future training events. Thank you.