

## “Çocuk Korumada Değerlendirme ve Analiz Çerçevesi” (SAAF) ile Çocuk Koruma Kararı Eğitimi -2.Gün

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## Çalışma Anlaşması

- Mahremiyeti koruma
- Başkalarına saygı ve değer verme
- Farklılıklara saygı
- Benzerlikleri temele alma
- Dikkatli dinleme/ifadeye imkan verme
- Yapıcı eleştiri yapma hakkına saygı
- Zamansal sınırlara uyma
- Cep telefonları/mesajlaşma

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## Structure of Training for Day 2

- Reflections on Day 1
- Research presentation
- Planning interventions
- Identifying and measuring outcomes

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## Oturum 10

### Bazı Güncel Araştırmalar



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## İstismarın ve Aile-içi Şiddete Tanıklığın Etkileri

Bkz. Bentovim et al 2009 p 16

- Çocukların istismar ve aile-içi şiddetle ilgili deneyimleri oldukça **farklılaşır**
- **Sonuçları** belirleyen çocuğun yalnızca doğrudan yaşadığı deneyimler değil, onun daha önce de mevcut olan gelişimsel ihtiyaçları, daha önce mevcut olan ve daha sonra da devam eden ebeveynlikle ve aileyle ilgili faktörlerdir
- İstismar deneyimleri ile görünürlük kazanan, ve çocuğun gelişim örüntüsünde değişmelere yol açan **bu faktörlerin bileşimidir**
- **Olumsuz faktörlerin** yoğunluğu, gelişimi, fiziksel ve ruh sağlığını olumsuz etkileyebilir
- **Koruyucu faktörler** çocukların sağlıklı ve dayanıklı kalmalarını sağlayabilir

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## Çocuklukta İstismar Deneyimlerinin Yaygınlığı

(NSPCC Radford et al 2011)

**Gençler, genç yetişkinler ve ebeveynler üzerinde yapılan temsili alan araştırmalarının sonuçlarına göre:**

- **Aile-içi ciddi fiziksel istismar** 4.3%
- **16 yaş altında istem disi cinsel istismar** 5%
- **Çocuklara yönelik ciddi ihmal** 9%
- Aile içinde her yaşa yönelik en yaygın kötü muamele türü **ihmaldir**
- Kötü muameleye uğrayan çocukların **çoğu bilinmemektedir** (yalnızca 11'de 1'i biliniyor)

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## Travmanın Genel Etkileri

Bkz. Bentovim et al 2009 p 42-47

- Beynin işleyişinde bozukluklar
- Bağlanma bozuklukları
- Davranışlarının baskalarında yaratabileceği tepkiler düşünme yetilerinde bozulma ve 'bağlanma yetilerinin travmaya uğraması'
- Gerçeklikten kopma
- Yeniden-travma yaşama tepkileri
- Saldırganla özdeşleşme

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## Stresin rolü

1. Rahatsızlığa yönelik temel karşılık stres tepkisinin ortaya çıkmasıdır, stres tepkisinin etkisi çocuğun sağlığı ve gelişiminde hasarı içeren uzun ya da kısa süreli etkiler yaratabilir.
2. Yeterlikle ilişkili 'Olumlu yönetilebilir stres' kısa süreli fizyolojik tepkilere neden olur, sosyal destek ve bağlanma figürleri burada tampon görevi görür. İlgili beceriler uzmanlık ve olgunlaşmayı besler. Makul düzeyde strese maruz kalmak **dirençliliği artırır**.
3. Çocuklar ciddi boyutta mağduriyete 'Kompleks travmaya' maruz kaldıklarında – sosyal destek alamazlar ise- 'ağır (toxic stress) olarak tanımlanır ve 'travmatik tepkiler' ortaya çıkarabilir, bu tepkiler de zihinsel sağlık, fiziksel sağlık ve eğitim üzerinde ve yaşam boyu süreçte uzun süreli etkiler doğurabilir.

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## Toxic stress

- Harvard toxic stress video

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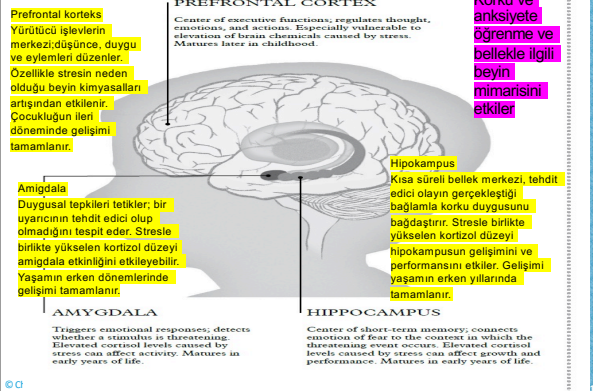
## Ağır (Zehirli/Toxic) Stres – gelişimi nasıl etkiler

**Çocukluk dönemindeki ağır stres beyin sağlığı ile ilişkilendiren kuram** ardışık bir zincir tanımlar – erken dönemdeki kronik stres, stres biyoloji sisteminin homeostazını bozar-bioaraçlar inflamasyon ve HPA eksen hormonları-kortizol –beyin yapısının normal gelişimine zarar verir-belleğin ve dikkat kapasitesinin sınımmasında gözlemlenebilir bozulmalar

**Yapısal ve işlevsel bulgular** hipokampus, amigdala, striatum, prefrontal korteks, frontal korteks ve anterior singulatu da içeren beyin frontal ve limbik bölgelerinin devreleri – Korku koşullamasında ve negatif duygulanımda stres amigdala boyutunu etkileyebilir.

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## Fear and anxiety affect the brain architecture of learning and memory



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## Travma ve Ara tanılar

En az dört süreçli bir etiyolojik zincir içerir:

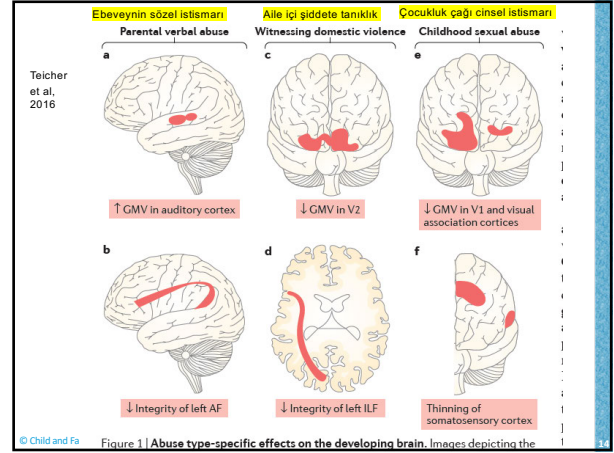
- **Stresi içe yerleştirme:** tehdit sistemlerindeki nöral değişimler ileride oluşabilecek incinebilirlikleri/yatkınlıkları başlatır.
- **Stresi genelleme:** kötü muamele görmüş bireyler yaşamlarında olumsuz başka olayların ortaya çıkmasına katkıda bulunacak biçimlerde davranırlar.
- **Strese duyarlılaşma:** erken dönemde kötü muameleyle maruz kalmak yakın dönemde ortaya çıkacak daha sonraki stresörlere yönelik incinebilirliğe yol açar.
- **Stres hassasiyeti:** bazı bireyler genetik olarak çevresel etkiye daha fazla ya da daha açıktır (Belsky, 2015)

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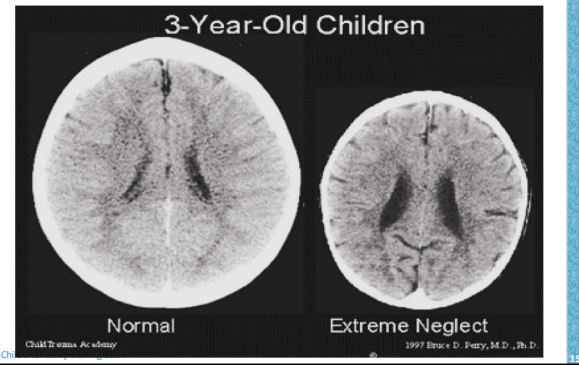
## Gri hücre hacminin etkisi

- Teicher ve arkadaşlarının (2016) araştırması kötü muamelelerin belirli biçimlerinin beyin gelişimiyle ilgili anahtar bazı bölgeleri etkilediğini ortaya koymuştur.
- Bunlar ebeveynin sözel istismarına, ebeveyn arasındaki şiddete tanık olmaya, cinsel istismar deneyimlemeye yönelik tepkileri içerir.
- Bkz. Sıradaki şekil

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## Beyin taraması kanıtları



## Travmatik deneyimlerin zamanlaması ve etkisi, ara tanı etkileri

- Erken dönem rahatsızlıkları **incinebilirliğe** işaret etmekte ve net biçimde psikiyatrik semptomlar arasındaki pek çok ayrımın belirli bir düzeye kadar keyfi olduğunu ortaya koymaktadır.
- Çocukluk dönemindeki kötü muamele genel ve geniş çaplı** faktörleri etkilemektedir (örn; **içselleştirme, dışsallaştırma**) bu durum **yalnızca spesifik bir bozukluk ya da semptom kümesi için değil** pek çok farklı türdeki bozukluk için geçerlidir.
- 'P' - genel psikopatoloji faktörü**– zekadaki 'G' gibi

## 'Sürekli duyusal istismarın Zarar Verici Sonuçları' Egeland (2009)



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## Engelli Çocuklara Yönelik İstismarın Yaygınlığı (Sullivan and Knutson 2000)

- Engelli olmayanlarla karşılaştırıldığında, engelli çocukların ihmal ve istismara uğrama olasılıkları 3.4 kat daha yüksektir.
- İstismar ve ihmale uğramış bir çocuk örnekleminde engelli çocuk oranı %31 iken uğramamış grupta %9

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### Engelli Çocukların İstismara Yatkın Olma Nedenleri (Murray & Osborne 2009)

- Engelli çocukların daha az istismara uğrayacağı varsayımı
- Uygun olmayan bakım ve uygulamaların engelliler için kabul görmesi
- İstismar belirtisi davranışların engelin bir belirtisi olarak görülmesi
- Stres altında olan bakım verenleri sorgulamada tereddüt
- Bir çok bakım-verenin çocuğa yakından erişebilmesi
- İletişimde güçlükler

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### Koruyucu Faktörler / Dayanıklılıkla İlişkili Faktörler (Banyard and Williams 2007, Dumont et al 2007, Egeland et al 2002) Bkz. Bentovim et al 2009 p39

- Yeterli bir beraberlik ve ait olma duygusu
- Zeka; sağlıklı olmak; beğenilir olmak (attractiveness)
- Kız çocuk olmak; ailede ilk ya da en küçük çocuk olmak; kardeşi doğmadan makul bir süre geçirmiş olmak
- Okul uzmanlarını, geniş aile desteğini, toplum ve sağlık hizmetlerini içeren aile-dışı destekler
- Önemli zamanlarda terapi hizmetinin mevcut olması
- Güvenli bağlanma oluşturabilen, çocukla olumlu etkileşim kuran, stres toleransı yüksek bir ebeveynin varlığı

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### Kötü muamelenin etkisi- özet

Bir çocuğun yaşamının **yükü** potansiyel olarak çok ağır olabilir, bu durum bireysel yaşamı, gelecekteki aile yaşantısı üzerinde önemli bir etki ve toplum için de bir yük oluşturur.

Kötü muamele görmüş pek çok çocuk mağdur edilmemiş çocuklarla karşılaştırıldıklarında anlamlı biçimde daha yüksek oranda **psikiyatrik ve tıbbi bozukluk** oranına sahiptir.

Ağır mağduriyetin uzun süreli olumsuz sağlık sonuçları yetkinlik yaşamına uzayarak tıbbi rahatsızlıklar ve zihinsel rahatsızlık riskini beraberinde getirir

Bilişsel, sosyal ve duygusal gelişimin çeşitli alanlarında birbirleriyle bağlantılı bozulmalar görülebilir. Zayıf akademik başarı, düşük kazanç, suç davranışında bulunma riski.

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## Session 11

### Müdahale İle İlgili Araştırmalar

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### UK:Çocuk istismarı ve ihmaline yönelik NICE rehberi

#### Onbeş elkitabı

- Gelişmiş Üçlü P Programı, Sağlık Birimi'nin Sağlıklı Aileler Modeli ve Erken Yardım bağlamlarında Baskı Altındaki Ebeveynler
- Bağlanma-temelli müdahaleler-Örn. Bağlanma ve Biodavranışsal Yakalamalar ve 5 yaşın altındaki çocukların fiziksel istismarı , duygusal istismarı ve ihmali için **çocuk-ebeveyn psikoterapisi**
- 12 yaşın altındaki** yaştaki çocukların fiziksel istismarı , duygusal istismarı ve ihmali için **Özbakım, ebeveyn çocuk etkileşimi terapisi**
- 10-17 yaş arasındaki ergenler için **Çocuk ve İstismar İçin Çoklu-sistemik terapi (MST – CAN)**
- Trauma-focused cognitive behavioural therapy, Individual psychoanalytic therapy, group psychotherapeutic and psychoeducational sessions for sexual abuse** where there is evidence of anxiety, sexualised behaviour or PTSD symptoms
- Oregon ebeveynlik programını temel alan KEEP yaklaşımı** (Chamberlain, 2008) istismar ve ihmale uğramış çocukların koruyucu aileleri için uygun görülmektedir

Source: NICE, 2018

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### EB araştırmalarını müdahaleye uygulama önündeki engeller (1)

- Etkili müdahalelerin çok çeşidi vardır**–psikodinamik, bilişsel davranışçı, video geri bildirim
- Odak noktaları çok çeşitlidir**– bireysel, ebeveyn ve aile
- Farklı yaklaşımlar** diğer müdahalelerin etkili unsurlarının birleşimi, örn; travma-odaklı müdahaleler
- Benzer modeller**- farklı kötü muamele türlerinde başarılı biçimde uygulanır ve
- Araştırma bulguları tutarsız**,istismarın bazı biçimleri daha geniş çaplı çalışılmış

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## EB arařtırmalarını mdahaleye uygulama nndeki engeller (2)

- Uygulayıcı/uzman farklı dzeyde beceri ve eēitim gerektiren **birbiriyle rekabet halindeki etkili modellerden** birini seēmek zorundadır
- Kt muamele alanında çalıřan bir uzmanın yetkin olması** iēin uzun yıllar sren karmařık bir eēitim gerektirir.
- Uygulayıcılar kaēınılmaz olarak **bir yaklařımı seēerler** ve bu uygulayıcıların ve kurumların karmařık kt muamele rntlerine sahip ailelerin ihtiyaēlarını karřılama kapasitelerini kısıtlar (Kolko, Iselin and Gully 2011).

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## Bir Çzm– modller (Marchette and Weisz 2017; Bentovim & Elliott 2014)

- ...çoklu bozuklukları ve sorun alanlarını tespit eden, kılavuz haline getirilmiř saēaltımlardan faydalanan ve çocuklar ve ailelerinin karmařık gereksinimlerini karřılayabilecek esnekliēi kazanmaya çalıřırken bunları kanıtlarla destekleyecek saēaltım yaklařımlarının geliřimi** (tek odaklı olmak yerine çok odaklı) (Marchette & Weisz, p. 271)
- Ortak ilkeler yaklařımı** psikopatolojinin çoklu biēimlerini temel alan ve her biri iēin yaygın biēimde kullanılan teraptik prosedrleri bir araya getiren mdahale kılavuzlarından damıtılmıřtır (Chorpita & Weisz, 2009) Saēaltım sresince ortaya çıkabilecek sorunlar ve gelecekte baēlantılı biēimde oluřabilecek çoklu bozuklukları bir araya getirir.

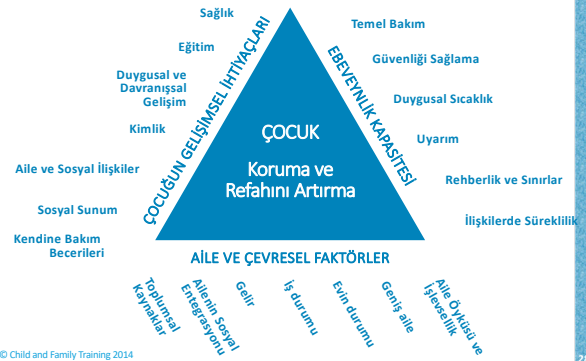
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## Ortak Uygulama İlkeleri

- Ortak uygulama ilkeleri** ‘İřtismarın zarar verici etkileri’, ‘Karřı gelme davranıřını ynetme’, ‘Sosyal beceriler ve gvenlik becerileri’, ‘fke kontrol’, ‘Çocukları destekleyici biēimde dinlemek’, ‘Stres verici travmatik olayla ilgili bir travma yks oluřturmak’, ‘Gevşeme becerileri’, ‘Proaktif bir ynetim yaklařımı’ konularında ebeveyn ve çocuk iēin psikoeēitim
- Adım adım hazırlanmıř uygulama kılavuzları ile entegre hale gelmiř ortak uygulama ilkeleri bir modller ve kılavuzlar kitapliēı oluřturmuřtur ve bunlar kt muamele alanında, ebeveyn ve çocukların ihtiyaēlarını karřılayacak biēimde kullanılmaktadır...**

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## Deēerlendirme Çerçevesi Toplanacak veriye iliřkin harita



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## Components of the guides – Each module includes

Practitioner briefings	Summarising theory and research, and approach
Content and materials	Focus parents, children young people, or families
Practitioner briefings	Summarising theory and research, and approach
Practice	Role plays and coaching approaches reinforce learning
Handouts for parents	To remind them of particular approaches outlined
Worksheets	Children and parents to negotiate the various steps

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## Session 12

Make decisions and develop a plan of intervention

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## Değerlendirme, Analiz ve Müdahale Planlamada 7 Evre

### 4. Evre Zarar verici ve koruyucu örüntüleri analiz etme

İlgili bilgilerin kronolojisini oluşturma  
Süreçler ve etkiler

### 5. Evre Çocuğun korunma kararını verme ve bakım planlarını yapma: Koruma Analizi

Hasar/zarar ve gelişimsel bozulmanın profilini çıkarma

Çocuk üzerinde olası zararları öngörme: yeniden-istismar ya da gelecekteki zararlar (sistemik analiz)

Müdahalenin başarı şansını yordama

Koruma analizini özetleme

### 6. Evre Bir müdahale planı oluşturma

### 7. Evre Müdahale çıktılarını ve nasıl ölçüleceklerini belirleme

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## Müdahaleleri Planlamak

(a) sağlık ve gelişimde güçlü yönleri desteklemeye yardım edecek

(b) sağlık ve gelişimdeki bozulmaları gidermeye yardımcı olacak

- Müdahale **seçenekleri** nelerdir?
- Her bir müdahale sağlık ve gelişimdeki hangi güçlü yönü/bozulmayı **hedef almaktadır**?
- Hangi **kaynaklar** ulaşılabilirdir?
- Ulaşılabilir olanlardan hangisi aileyle **işbirliği** yapmaya elverişlidir?
- En **hızlı yararı sağlayabilecek** ve **uzun zaman alabilecek** müdahaleler hangileridir?
- Müdahalelerin **sırası** nasıl olmalıdır ve neden?
- **Çocuğun gelişimsel çizelgesinde yeterli** değişimi sağlama olasılığı nedir?

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## Çocuk koruma analizi

### Değerlendirme:

- Bir bölüm-Ben odasını kirlettiğinde Gina öfkeleniyor, Ben'i yakalıyor ve yukarı ittiriyor. Merdivenlerin sonunda Gina'nın elinden kurtulmaya çalışan Ben merdivenlerden düşüyor, Frank bağırışı duyuyor, kaburga kemiğinde yaralanma olan Ben'i doktora götürmek için ısrarcı oluyor. Röntgende kırık kaburga kemiği ve geçmişe ait iki çatlak tespit ediliyor-3 yaş- köprücük kemiği ve 4 yaşa ilişkin rapor yok
- Ben'in geçici olarak babaannesi ile yaşaması konusunda ve endişeleri belirlemek için uzmanla çalışma konularında uzlaşma-

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**Sağlık**

- Küçük, zayıf kilo almı, aktif, sık sık küçük kazalar, parçalanmış dirsek, 2 yaşında kemiği kırık
- Tatmin edici büyüme ve göbe gerekliliği gelişim
- Huzursuz, okuyor ve yazıyor, geniş sözcük dağarcığı, iyi bir hayal gücü, biraz huzursuzluk

**Duyusal ve Davransal Gelişim**

- 2 yaşında ben'i anneye karşı gelme, Annie'nin duygularıyla arınma, yağın öfkeli, sakılgan oyun, nesnelere fırlatıyor, dikkate almıyor, ani ve sert tepki veriyor.
- Baba ile uyumlu, yönergeleri takip ediyor, sıcak yanıtama, güvence arama

**Kimlik**

- Atılgan ve benlik farkındalığı yüksek fakat anne kötü olduğumu düşünüyor, bakımevine gitmek istiyor.

**Aile ve sosyal ilişkiler**

- Babaya yakın,anneden korkuyor-anne ona sürekli kızgın, diğer çocukları korkutuyor

**Sosyal sunum**

- Hiç giymeli, yüksek standartta hijyen, uyumlu olabilir ve uygun biçimde yanıt verebilir

**Öz bakım becerileri**

- Hümmet, yeterince sabunlam.

**Temel Bakım**

- Baba Ben'in yaralanmalarını ve annenin rahberliği konusunda endişeli
- Mevlâki temel bakım:
- Güvenliği sağlama
- Ben'i elektrik ocağından uzak tutmaya çalışırken omuzunda çıkmaya sebep olma
- Ben'i bir saat süreyle odaya kilitleme
- Duygusal Sıcaklık
- Baba sıcak ve fiziksel yanıt veriyor, Anne reddediyor, Ben'e karpı eleştirel, sert, kötü bir çocuk olduğuna söylüyor, övgü ve sıcaklık eksikliği, baba çatışmayı yumuşatıyor
- Kızgın
- Baba Ben'i dışarı çıkarıyor, öğrenme etkinliğine katıyor, anne TV izletiyor, Bababirlik ve Sıcak
- Anne Ben'in davranışının giderek artan biçimde zorlandığını düşünüyor, sıkı biçimde tazat alıyor, ders veriyor, siniriyor, savunucu, cezalandırıcı, öfkeye ve reddetmeye meyillidir. Baba Ben'i kurtarıyor.
- Karamlık
- Zevceyle 2 gün süreyle ayrılmış

**Aile Öyküsü**

- Anne sorunlu ve okuldan kaçan bir ergenmiş, görevlere karşı saldırganmış, okuldan atılma öyküsü var, evden kaçma öyküsü var, onlu yaşların ortalarında yoğun madde kullanımı. Aşırı doz öyküleri, madde satın alabilmek için hırsızlık yapıyor
- Baba üç erkek kardeşin ortancası, önceki partneriyle mutsuz çatışmalı ilişki, kızıyla zayıf ilişki.
- Anne Ben'in doğumu sonrası depresif, bir kız bebek beklerken rahattımsı, baba ev dışında geçirdiği zamanı arttırmış.

**Aile İşlevselliği**

- Hiç iyi işlevi, anne baskın, baba pasif, anne Annie'yi çok fazla koruyor, babayı dışarda bırakıyor, işbirliği yapmıyor.

**Geniş Aile**

- No contact with MGM, rare contact with MGM. Regular contact with PGP

**Barınma**

- Temiz, iyi döşenmiş, konforlu
- Frank tam zamanlı olarak çalışıyor

**Gelir**

- Genel olarak yeterli gelir ve çocuk yardımı

**Ailenin Sosyal Entegrasyonu**

- Anne bebek grubuna katılmı, anneleri, komşuları tanıma. Frank'ın mahallesinde arkadaşları var

**Topsuzluk Kaynakları**

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■2 yaşında beri anneye karşı gelme, Annie'nin doğumuyla artmış

■Baba ile uyumlu, Kimlik

■Atılgan ve benlik farkındalığı yüksek fakat anne kötü olduğumu düşünüyorum, Aile ve sosyal ilişkiler

■Babaya yakın,anneden korkutuyor-anne ona sürekli kızgın, diğer çocukları korkutuyor

**Duyusal Sıcaklık**

- Baba sıcak ve fiziksel yanıtlar veriyor. Anne reddediyor. Ben'e karşı eleştirel, sert, kötü bir çocuk olduğunu söylüyor, övgü ve sıcaklık eksikliği, baba çatışmayı yumuşatıyor
- Üçgenleşme

**Aile Öyküsü**

- Anne sorunlu ve okuldan kaçan bir ergenmiş, görevlere karşı saldırganmış, okuldan atılma öyküsü var, evden kaçma öyküsü var, onlu yaşların ortalarında yoğun madde kullanımı. Aşırı doz öyküleri, madde satın alabilmek için hırsızlık suçları
- Baba üç erkek kardeşin ortancası, önceki partneriyle mutsuz çatışmalı ilişki, kızıyla zayıf ilişki.

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**Summary of the Prospects for Successful Intervention Instrument – assessment of the likelihood to change – (Handout p. 9)**

**Using the Baseline assessment of the likelihood to change**

- Hopeful prognosis for change
- A doubtful outlook for change
- Poor prognosis for change

▪What is the **prognosis for the Bradshaws** for Ben to be safely united with his family from what you have seen so far

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**Future outlook for health and development SAAF assessment**

**Overall prospect for intervention.**

- Ben has suffered physical, emotional harm, broken ribs.
- Strengths in several areas. Father is protective
- Ben articulate, clear wanting his mother to stop smacking him.
- Gina blames Ben, does not understand her role.
- Gina acknowledges she needs help with Ben’s behaviour,-

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**Which guides and modules would you choose**

- Which guides and modules would be most relevant to the Bradshaw family
- What are the priorities for work with the parents, child and family
- What are the goals which would indicate a good outcome

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**Implement the plan of intervention, monitor and review progress**

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Hope for Children and Families  
Building on strengths, overcoming difficulties

Intervention guide for practitioners

**Engagement and goal setting**

Intervention guide editors: Arnon Bentovim, Jenny Gray and Phil Heasman  
Series editors: Arnon Bentovim and Jenny Gray

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**Engagement Skills with Children and Families**

**Engagement with children and families**

- Concepts and structure underpinning the Hope for Children and Families (HFCF) approach, and the initial stages of engagement and goal setting
- Promoting hopefulness. [ES-M1] involving children and family
- An orientation by referring professional, concerns, strengths and difficulties
- Provides information -why it may be helpful to work with the practitioner
- A specific discussion on goals, assessing and monitoring outcomes

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## Practitioner Guides –Initial Stages

**15b. Plan, goals and proposed HICF resources**

**Guidance notes:**

- These summarise the key elements of the proposed plan for the child/young person with some indication of specific SMART goals linked to their health, development and well-being, and related to the HICF resource that you are seeking.
- The elements of the plan are likely to come from your agency's required forms e.g. Early Help Plan as part of a Single Assessment process, Child in Need Plan, Child Protection Plan etc.
- You may well have had a chance to consider and detail ongoing work as part of the 'Initial Stages' workshop.
- SMART: Specific, Measurable, Achievable, Realistic/Relevant, Time framed

**Date of completion:**

Key elements of plan	Specific SMART goals	Matched proposed HICF resources

**modules:**

- Assessment, analysis, establishing a profile for intervention
- Engaging families, parents and children:
- Promoting hopefulness
- Goal setting

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## Intervention guide for practitioners

Hope for Children and Families  
Building on strengths, overcoming difficulties

Intervention guide for practitioners

# Working with families

Intervention guide editor: Carol Jolliffe  
Series editors: Arnon Bentovim and Jenny Gray

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## Engagement Skills with Children and Families

### Engagement – working with families

'Working with families' to provide a sufficiently stable family environment to enable children to develop and maintain organised attachments to caregivers to provide a secure base

Promoting healthy family functioning, family communication and problem-solving skills. [WF-M1] setting up family meetings; facilitating more positive parent-child communication; creating a communication hierarchy.

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## Arranging family meetings 1

**Main steps**

- Explain the purpose of arranging a meeting of family members, referring to the work done so far (see 'Setting up family meetings' [WF-1]).
- Outline the advantages of meeting as a family to explore anxieties, emphasising the opportunity for everyone's voice to be heard, no matter how young or old they are.
- Teach intent and impact
- Present the basic intent-impact model of communication (see 'Discuss filters' below):
  - The speaker has an 'intended message'.
  - The message has an 'impact' on the listener.
  - The message is affected by filters that the speaker has.
  - The message is also affected by the listener's filters.
  - The goal is for intent to equal impact.

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## Arranging family meeting (with Bradshaws) 2

- Practise speaker skills [WF – 3]
  - Be brief.
  - Be clear.
  - Be filter free.
  - Use statements starting with 'I' – e.g. 'When x happened, I felt... /I thought... /I noticed...'
  - Notice verbal and nonverbal information.
- Practise listener skills
  - Make eye contact.
  - Stay quiet until the speaker has finished.
  - Summarise what you heard – no comments!
  - Listen to the speaker's response to your understanding.

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## Arranging family meetings contd. 3

- Practise 'floor' skills
  - Allow each person to speak until they feel heard and understood.
  - Use the 'floor' object to pass around and denote who has the 'floor' – i.e. who is the main speaker.

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### Basic Psycho-Education

#### Psycho-education about the impact of maltreatment – parents

**'Modifying abusive and neglectful parenting'** supports work with parents responsible for physically, sexually or emotionally abusive actions towards their children, have seriously neglected their care, or have exposed their children to domestic violence.

Psycho-education - How abusive and neglectful parenting affects children's emotional and physical development: [MP-M1] helps parents recognise the harmful impact on their children, the way toxic stress impacts on the child's developing brain, assists parents to take responsibility for their abusive actions.

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### Modifying abusive and neglectful parenting

#### Modules:

- Psycho-education - How abuse affects children's development, what helps
- Modifying parental stress - a key factor in abusive parenting
- Modifying negative perceptions
- Reconciling and clarifying the impact of abuse and neglect

**Neuroscience:** Fear and Anxiety Affect the Brain Architecture of Learning and Memory

**NEOCORTICAL LAYER:** Center of executive functions, regulates thought, emotions, and actions. Supports rationality in response to fresh stimuli. Can be hijacked by stress. Memory can be distorted.

**AMYGDALA:** Triggers emotional responses, attracts attention to stimuli in situations. Emotional responses caused by stress can affect ability. Memory is very poor of this.

**HIPPOCAMPUS:** Center of short-term memory, connects emotion of this to the context in which the memory was formed. Emotional context helps recall. Stress can affect growth and performance. Memory is very poor of this.

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### Taking responsibility for harmful impacts, and tackling negative perceptions of children

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### Psycho-education - Responsibility for violence (Script: p.13 in Handout)

#### Responsibility for violence

- Discuss who parents feel is responsible for what has happened to their child.
- When children are harmed, who do you think they blame?
- Do you think they blame themselves?
- Do children blame parents?
- Would you be surprised to know that when children have been directly harmed, they often blame themselves, feel it was their fault that a parent got angry with them or said unkind things or acted in ways that caused them harm?**
- Why do children blame themselves?
- They have a limited capacity to understand what is happening to them, and they easily blame themselves.
- Who is responsible for choices? Is it the child who is being provocative and difficult, or the adult who has lost their temper and hits out harder than they meant?

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### Interventions to Modify Maltreatment

#### Interventions to modify maltreatment – physical and emotional abuse

Parents coping with stress and the link with abusive and neglectful parenting. [MP-M2] how stress arises and affects parents, behaviour and capacity to provide good quality care. Explore factors (e.g. children's temperaments, parents, personal health and relationships, responses to family of origin issues and environmental stressors) that can increase parental stress. Provides practical ways of managing stress.

Helping parents cope with negative perceptions of their children. [MPM3] consequences of being in a stressful situation and the negative consequences, thoughts, feelings and actions associated with this stress. Identify and challenge these thoughts and change negative perception of their children's behaviour.

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### Parents coping with stress and link with abusive parenting

#### Stress as a key factor linking with abusive and neglectful parenting and the impairment of children.

#### Stress as a way to speak about the way abusive and neglectful actions can arise.

A way of introducing a factor which is inherent for all parenting and which can be modified.

#### Using CBT principles to manage stress

**Parental/carer stress**

A situation → Thoughts → Behaviour → Consequences → Feelings → Thoughts

**Cycle of situations, feelings, thoughts, behaviour and consequences**

Situation → Thought → Behaviour → Consequences → Situation

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# Parents own childhood

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## Parents own childhood. 1

(Handout: Modifying abuse and neglect, p. 22)

- Many parents tell us about the way they were treated themselves in childhood. This may have an effect on the way they parent. Perhaps they were physically punished a lot, or suffered some serious breakdowns of family relationships, physical or sexual harm or neglect. Have you had any of those sorts of experiences and what effect do you think they have had on you?
- Many parents say that what was right for them as children would be right for their own children; others take the view that the last thing they would want to do is treat their children in the way they were treated. What about you?
- Sometimes, as you know, this can mean that parents find it hard to be strict, or are scared to be relaxed. What about you?

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## Parents own childhood. 2.

- Experiences can continue to have an effect, causing some stress and confusion about your parenting. Situations may get out of control and children get hurt. Does this make sense to you?
- Thinking about your history of stressful events, which many parents would find stressful, what would your partner or family members say about this? Have you been affected?
- There may have been times during your child(ren)'s life that have been particularly stressful – for example, their pregnancy or a particular phase of their development. How have you have been affected by these stresses?

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## Videos of the parents childhood

- Watching videos of parents background- how does change your perceptions of the case?

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# Changing perceptions of children's behaviour

### Spilt milk example

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## ABC's of CBT

(Handout: Modifying abuse and neglect, pp. 28, 29 and 48)

**ABCs of CBT**  
Source: Kolko and Swenson (2002)

	Thoughts	Feelings	Behaviour	Consequences
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <b>Child Spills Milk</b> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ He's so clumsy                      ▪ He's trying to annoy me                      ▪ He is bad                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ Anger                      ▪ Disgust                      ▪ Impatience                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ Hurt Child                      ▪ Refuse to give child more milk                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ Referral to Child protection                      ▪ Child is thirsty                 </div>
	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ It was an accident                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ Displeasure                      ▪ Patience                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ Help child clean up                      ▪ Refill milk                 </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content;">                     ▪ Nothing                      ▪ Maintain control                      ▪ Child gets needs met                 </div>

- How might Gina be helped to change her perceptions of Ben's behaviour?
- Go through one of the incidents when Gina gets cross and hits out at Ben – how might that process be re-framed

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### Intervention guide for practitioners

Hope for Children and Families  
Building on strengths, overcoming difficulties

Intervention guide for practitioners

## Promoting positive parenting

Intervention guide editor: Rosemarie Roberts  
Series editors: Arnon Bentovim and Jenny Gray

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### Basic Psycho-Education

#### Psycho-education on children's behaviour

'Positive Parenting' helping parents understand the factors that lead children to behave in a disruptive fashion, to misbehave, and ways to turn this around.

Understanding children's difficult behaviour. [PP-M1] the causes of difficult behaviour and factors which contribute to it; how factors link to the family and caregiver; understanding the situational context; the importance of consistency and difficulties in maintaining it.

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### Promoting Positive parenting: Guidance and boundaries (Handout p. 6)

Modules:

- Praise
- Attention and ignoring
- Giving effective instructions
- Rewards
- Shaping challenging behaviour
- Modifying disruptive behaviour

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### Antecedents, Behaviour and Consequences (Handout: Promoting positive parenting, p. 44)

Most triggers are immediate but on occasions distance triggers exert influence.

Memories (or thoughts) may give rise to particular behaviour. For example, a child may unexpectedly respond with anxiety or aggression if he sees his parents arguing as he is reminded of times when people were upset or hurt.

In a similar way, a child's thoughts about themselves may affect their behaviour. If a child

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### Triggers consequences finding an alternative (Handout: Promoting positive parenting, p.11)

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## Understanding the context: Triggers and consequences



When we are thinking about how to improve or change a child's difficult behaviour it's helpful first to look at and try to understand what might be driving the behaviour and how the consequences or what happened afterwards may be helping that behaviour to be maintained. The 'ABC of behaviour' [PP-3] and 'ABC of behaviour worksheet' [PP-4] can help us do this.<sup>5</sup>

**A** is for Antecedents (triggers): What was happening before the behaviour occurred?

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## Finding a replacement

- Techniques for managing challenging behaviour
- Finding a replacement behaviour
- Previously we discussed using the ABC of behaviour to analyse what was happening to trigger or reinforce difficult behaviours. Another technique parents have found helpful involves turning this behaviour on its head and finding a positive replacement behaviour that can be rewarded and reinforced.
- It's important to name the behaviour that we want to see, not just the opposite of what we don't want.
- So, for example, if your child is constantly arguing with you when asked to do something, the replacement behaviour might be 'doing what you're asked the first time'.

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## Task: Choosing a replacement

### Activity

- Using the 'ABC of behaviour worksheet' [PP-4; p.46] and 'Choosing an alternative behaviour' [PP-11; p.60], help the parent to identify a replacement behaviour for the behaviour they want to change.
- Identify what rewards they will use to reinforce the behaviour and how they will deal with the unwanted behaviour.

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## Consequences

- The best way of achieving the results that you want is by giving clear instructions, **praise, support, ignoring and rewards**. However, all parents need to have fair, **quick ways of doing something immediately** when behaviour is challenging, unacceptable or there is a high level of opposition.
- **Consequences**

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## Consequences

- **stopping the game**, moving the child away or removing the toy or object
- **leaving the area**/playground/park
- **withholding privileges** for a specific length of time – e.g. watching television, computer time
- **withdrawing treats** – e.g. sweets, dessert, snacks
- **withdrawing an opportunity** to visit a friend or go out and play if a child hits someone or behaves unkindly
- **removing a toy** if the child breaks it or having the child contribute to the cost of replacement if they break another child's toy.

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Hope for Children and Families  
Building on strengths, overcoming difficulties

Intervention guide for practitioners

## Working with children and young people: Addressing emotional and traumatic responses

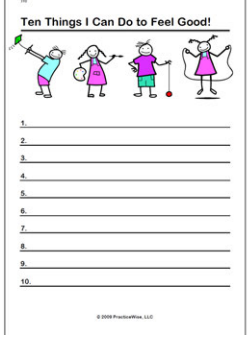
Intervention guide editor: Tara Weeramanthri  
Series editors: Arnon Bentovim and Jenny Gray

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### Working with children and young people: Addressing emotional and traumatic responses (1)

**Modules:**

- Developing a child-centred approach
- Psycho-education about the effects of maltreatment
- Safety Planning
- Coping Skills
- Relaxing and calming
- Describing and monitoring feelings
- Activity selection
- Problem solving



Ten Things I Can Do to Feel Good!

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

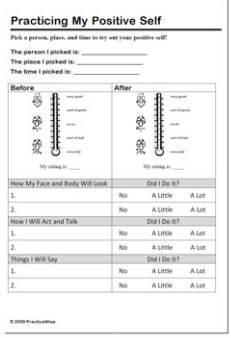
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### Working with children and young people: Addressing emotional and traumatic responses (2)

**Modules:**

- Working with anxiety problems
- Mood problems
- Trauma problems
- Maintenance, building resilience
- Positive relationships with family and friends



Practicing My Positive Self

Pick a person, place, and time to try and your positive self!

The person I picked is: \_\_\_\_\_

The place I picked is: \_\_\_\_\_

The time I picked is: \_\_\_\_\_

Before: \_\_\_\_\_ After: \_\_\_\_\_

How My Face and Body Will Look	Did I Do It?
1. No A Little A Lot	A Lot
2. No A Little A Lot	A Lot

How I Will Act and Talk	Did I Do It?
1. No A Little A Lot	A Lot
2. No A Little A Lot	A Lot


Things I Will Say	Did I Do It?
1. No A Little A Lot	A Lot
2. No A Little A Lot	A Lot

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### Developing Resilience in Children and Young People – Positive Parenting

#### Promoting resilience – generic interventions for children and young people



**Relaxing and calming.** [WR-M5] staying calm and relaxing a good way to affect the way we feel when stressed out and tense. Demonstrate relaxation feels like, relaxation skills applied at the proper time, in certain situations (e.g. bedtime).

**Describing and monitoring feelings.** [WR-M6] the child to describe, measure and monitor feelings, how feelings can be affected by different events in positive and negative directions.

**Activity selection.** [WR-M7] the child to learn about the connection between things we do and how we feel, link positive activities and feeling good, identify activities to improve their mood and make them feel good.

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### Duyguları tanımlama ve izleme

(C&FT Unpublished)



**I Feel...!**

When I was SAD

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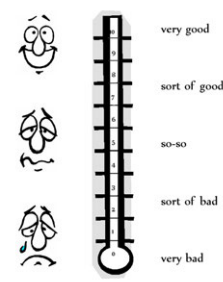
- Bazı çocukların duyguları anlamak için daha fazla odaklanılmış çalışmalarla ihtiyacı olabilir
- Duyguları tanımlamak- duyguların çizelgesi/pullar/top/kartlar/duyguların canavarları
- Karışık ve çok çeşitli duygulardan söz etmeye teşvik etmek-gökkuşuğu/yama
- Bir duygu nedir, bir eylem ya da düşünceden nasıl farklılaşır?
- Bir duygu dedektifi olarak kendinle konuşabilirsin-duygularının farkına var ve aralarında bağ kur

### Measuring feelings

- Feelings thermometer and monitoring feelings
- Encourage the child to draw a thermometer with a scale of 1 to 10. If the child finds this too difficult you can help. Depending on the child's main difficulties, the scale can be used to rate happiness (mood problems), worries (anxiety problems) and distress (trauma problems).

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### Feelings Thermometer



very good

sort of good

so-so

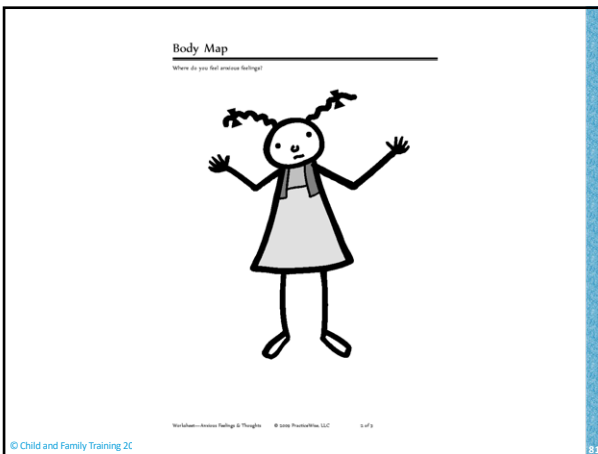
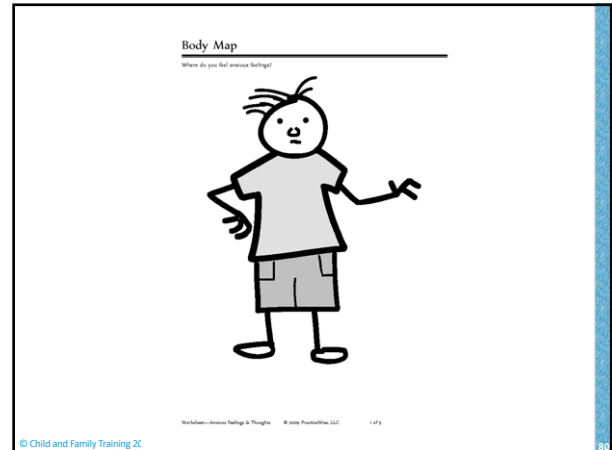
sort of bad

very bad

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### Measuring feelings (Handout: p. 29)

- Searching for clues to construct a picture of the child's typical feeling states
- Encourage the child to search for clues for feelings, like a detective, by:
  - looking at their own body
  - looking at their face, hands and posture
  - listening to their voice, tone and volume when talking
  - thinking about how their head, stomach, chest, neck and shoulders feel
- thinking about how they feel and paying attention to these clues to identify their own or someone else's feelings.



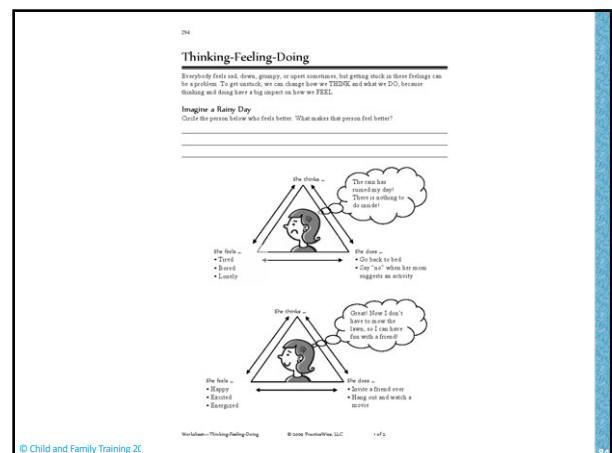
### Feelings detective – feeling better (Handout: p. 85)

#### Identifying feeling states

Very happy	Happy	OK	Confused	Not happy, not sad, strange feeling	Wired, quite sad, crying, not very happy feeling	I'm angry, annoying, gets on my nerves, mad, upset	Terrified, Worried, upset, not nice, painful	Really unhappy, terrifying, shocked

### Thinking, feeling and doing (Handout: p. 87)

- Use 'Thinking-feeling-doing' [WR-10]. In this exercise, you are helping the child explore how our thoughts, feelings and behaviours are interconnected and affect each other, by looking at simple, everyday examples and the child then working on their own examples.




29

**What Do YOU Think, Feel, and Do?**  
 "What about YOU?" Think of a time recently when you got stuck in a bad mood. What did you THINK, FEEL, and DO? If you had different thoughts or took different actions, would you have felt differently?

What was happening?  
 \_\_\_\_\_  
 \_\_\_\_\_

What could you have thought instead?  
 \_\_\_\_\_  
 \_\_\_\_\_

You thought -  


You SA ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

You DID ... \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How might you have SA instead?  
 \_\_\_\_\_  
 \_\_\_\_\_

What could you have done instead?  
 \_\_\_\_\_  
 \_\_\_\_\_

Worksheet—Thinking/Feeling/Doing © 2006 Practitioner, LLC 1 of 4

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## Mentalisation


- **Mentalisation:** Describing the feeling states of the child and of others
- **Encourage mentalisation.** This is awareness that we and others each have intentional mental states – that is, thoughts, feelings and beliefs that govern our behaviour and actions. It may be helpful, with the child, to draw diagrams, pictures or cartoons of the child and others and write thought bubbles in order to think about how the child and other people may think and feel in a range of interactive situations.


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## Worksheets and handouts – relaxing and quick calming (Handout: pp. 81 and 82)


**My relaxing place**

My relaxing place is \_\_\_\_\_

What I see: \_\_\_\_\_  


What I smell: \_\_\_\_\_  


What I feel/hear: \_\_\_\_\_  


What I taste: \_\_\_\_\_  


**Quick calming**

When children feel sad, worried, or upset, they may feel tense and agitated in their bodies. One way to help children change the way they feel emotionally is to help them change the way they feel physically. Relaxation training can improve mood because children are more positive and calm when they feel physically relaxed.

One kind of relaxation your child can use is called Quick Calming. This is a way to calm down as quickly as you can in a hard to find a quiet spot, when time is short, or when your child is unable to leave for a moment's relaxation. With practice, your own or daughter can learn to use Quick Calming to feel more relaxed and calm in a variety of situations. There are three steps to Quick Calming they call **BACK**:

**R**elax your muscles.  
 Focus especially on the muscles that feel most tense.

**B**reathe your breathing.  
 Take slow, deep breaths and exhale slowly each time.

**C**hange your thoughts.  
 Think of a peaceful place and imagine that you're relaxing there.

**How Can I Help?**  
 When you see that your child is feeling sad, worried, or upset in public or when there is short, encourage them to use the Quick Calming skill. Remind them that Quick Calming can be used at school, and (1) breathing in the professional or their home. (2) other an appropriate work is found at school, and (3) breathing in the first instance that working plans have been cancelled. Your permission to use this document is granted for personal use only. For more information, visit www.childandfamilytraining.com

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## Intervention guide for practitioners

Hope for Children and Families  
 Building on strengths, overcoming difficulties

Intervention guide for practitioners

# Promoting attachment, attuned responsiveness and positive emotional relationships

Intervention guide editors: **Clare Gates and Jenny Peters**  
 Series editors: **Arnon Bentovim and Jenny Gray**

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## Promoting attachment, attuned responsiveness and positive emotional relationships

**Modules:**


- Promoting attachment, attuned responsiveness
- younger children
- older children – one on one time
- in adolescence, providing emotional support



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## Task: Building secure attachments (Handout: p. 20)

The goal of one-on-one time, which is to build a positive history



One of the problems that occurs when there have been difficulties between parents and children is the setting up of a longstanding 'persistent' pattern with futile, unnecessary squabbling. There seems to be a backlog of difficult times and unhappy experiences for both parents and children, and that makes it very difficult to rebuild a more positive interaction. We all of us try to do better, but that is not always effective. Does that fit for you?

What we have found with other parents is that short periods of positive interaction between you and your child on a regular basis of one-on-one time seem to be a way of rebuilding a history of good experiences, which can be 'banked' – positive exchanges now to help with challenging times that may arise later, 'cashing in' on the positive relationship.

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## Task: Establishing one on one time (Handout: p. 20)

### Establishing one-on-one time



To get started, you can either make a regular time together each day or try to find a time when, for example, a younger child seems to be enjoying a play activity alone. Always ask the child what they would like to do together, or if it is not arranged, wait until they are playing in a positive way.

Join in the child's play. Do not try to do it when you are upset or busy or planning to rush off to do something because you will be preoccupied and you will not really be able to give your full attention.

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## How to use the SAAF and Intervention Resources in participants own practice

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## Oturum 13 – Sonuçlar/Çıktılar

### Çıktıları Belirleme ve Değişmeyi Ölçme

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and  
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### Çocuk için Çıktılar

En önemli **çıkıtı** çocukta sağlanacak gelişimsel ilerlemedir

#### Amaç aşağıdakileri değerlendirmektir:

- Çocukta bir **ilerleme olup olmadığı** ve hangi yönde olduğu?
- İlerlemenin veya kötüleşmenin **nasıl** meydana geldiği?

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### Çıktıları Belirleme ve Değişmeyi Ölçme

**Müdahale çıktılarını değerlendirmek için aşağıdakilerde zaman içinde meydana gelen değişimler ölçülmelidir:**

- Çocuğun gelişimindeki değişimler
- Çocuğun gelişimini etkilediği düşünülen faktörler ve süreçlerdeki değişimler

Temel-düzey (baseline) ve izleme ölçümleri gereklidir

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### Çıktıları Belirleme ve Değişmeyi Ölçme

**Temel düzey ve izleme ölçümlerinin sahip olması gereken özellikler:**

- Geçerlilik: aracın ölçmek istediğini ölçüyor olması
- Güvenirlilik: zaman içinde tekrarlandığında ve farklı kişiler tarafından kullanıldığında aynı sonucu vermesi

**Ölçme araçları şöyle olabilir:**

- Standart veya
- Vakaya özel

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## Oturum 14

### SAAF Eğitimi Değerlendirme



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## Eğitimin Gözden-geçirilmesi

### Eğitimi gözden-geçiriniz ve aşağıdakilerle ilgili geribildirim veriniz:

- Öğrenilenler
- Sürprizler
- Tatmin olunan noktalar
- Tatmin olunmayan noktalar
- Keşifler

**Bu yaklaşımı kendi çalışma ortamınızda nasıl kullanmayı düşünüyorsunuz ve etkili olarak kullanabilmeniz için hangi sorunları ele almanız gerekir?**

### Eğitimi Değerlendirme Formları

### Sertifika Sunumu

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