

Certificate in Non Violent Resistance Therapy and Intervention 8-day training course

- Syllabus- *

Workshop one: Theory and practice of Non Violent Resistance in the family 15/16 Mar 2012

Workshop two: The New Authority in the family, school and community 10/11 May 2012

Workshop three: Child focus - working with families with abused children 20/21 Sep 2012

Workshop four: Multi-stressed families - integrating trauma focus and NVR TBC.

Day 1

- Symmetrical and complementary forms of escalation within the family.
- Cognitive processes involved in escalation, including dominance thinking and the logic of control.
- Facilitating attitudinal shifts towards nonviolence and de-escalation;
- Supporting parents, carers and teachers to practice de-escalation, reducing risk and disruption during incidents and showing deferred responses.
- Reducing levels of psycho-physiological arousal within the family.
- The concept of parental/adult presence, including presence by vigilant care, physical and emotional presence, systemic presence.
- New applications of NVR: anxiety – OCD type behaviour and social withdrawal; adult entitled dependency; paediatric illness; eating disorders.
- Evidence base for NVR.

Day 2

- Initial assessment interview in NVR, including: assessing parental/carer helplessness; adults' automatic obedience to the child; repetitive interaction patterns between parents/carers and the aggressive child and controlling child behaviours; escalation patterns; supportive relationships and schism between parents/carers/teachers/neighbours and members of the community; exceptions to the problematic interactions; family resources.
- Presence-raising methods in NVR: initial announcement; sit-in; documentation and campaign of concern; telephone round and tailing; breaking taboos; refusal of services
- Developing support networks and facilitating working alliances between parents/carers, wider family, school, professionals and members of the community.
- Supporter roles.
- Mapping the social network and identifying social support resources.
- Reconciliation gestures as acts of unconditional love and care for the aggressive child.
- Establishing a sequence of nonviolent action in the family/foster family.
- Telephone support.

Day 3

- Structure and programme of NVR multi-family parent groups.
- Developing support structures among parents who have completed the multi-family parent programme.
- Training 'graduate parents' as NVR lay facilitators.

Day 4

- Engaging fathers in the NVR process
- Carrying out Support Network meetings involving parents or carers, family, friends, school, community: engaging with the family's social environment; 'rhetoric of alliance building'; utilising difficult adult to adult relationships in the support network meeting; planning joint action.
- Anxiety, aggression and the survival system, psychological aspects of aggression, introduction to the psychology of nonviolence (V.K. Kool).
- Executive functioning and hyperarousal.
- Mediated negotiation between adult and child within the NVR process.
- Integration of reparation and restorative justice.
- New Authority work in school: developing alliances amongst teaching staff and between teaching staff and family; reversing the upward delegation of responsibility for dealing with behaviour problems in school by developing teacher support groups, developing inclusive forms of discipline.
- Working with siblings of the violent child (or other children in the foster home - assessing siblings' perceptions and understanding of the lack of parental protection; motivating siblings to document and participate in the therapeutic process; establishing regular cooperation between sibling and 'trusted adult'; engaging siblings to de-escalate.

Day 5

- Developing a child focus in NVR / working with looked after children and children with abuse histories.
- Frightened parenting, frightening parenting and the development of disorganised attachment.
- Controlling behaviour as a self-protective strategy in children with abuse histories.
- Facilitating more secure attachment by developing the anchoring function of attachment.
- Constraints to adult care responses and reduced perception of child distress: adult threat awareness and adult post-traumatic stress (e.g. dissociative responses in the presence of the child); depression; learned helplessness and parent / carer blaming/self-blame; the adult's negative internal representation of the child and demonic beliefs about the child.
- Constraints to the child's expression of distress: anger as a threat response of the hyper-aroused child; the child's difficulty in recognising his/her own distress and unmet need; negative internal representation of adults with the expectation of rejection or abandonment; the child's inability to experience care when controlling responses.
- Unmet needs of aggressive and violent children: the need to feel safe and protected; need for developmental support; the need for a sense of belonging (especially in looked-after children); the need for a sufficiently benign narrative of family and self.

Day 6

- Working with a child focus in NVR: using reconciliation work to help parents and foster-carers re-sensitise themselves to the child's distress and unmet need.
- Methods for supporting parental/carer re-sensitisation / actualising the child's unheard voice of distress: need-focused question sequences; interviewing the internalised child; visualisation techniques.
- Facilitating therapeutic network meetings with adult supporters who act as advocates of the child's unmet need.
- Delivering need-focused reconciliation gestures.
- Developing coherent and sufficiently benign attachment narratives in reconciliation work.
- Specific NVR techniques for autistic spectrum disorders.

Day 7

- Complex trauma, mental health problems and self-medication in parents with abuse histories.
- Symmetrical escalation as re-production of post-traumatic triggers.
- Forward panic and the interaction of fear and rage.
- Positive connotation of self-medication with drugs or alcohol.
- Utilising professional networks and overcoming the social isolation of multi-stressed families.
- Responding effectively to parent(mother)-blaming by professionals.
- Self-protective parenting strategies of traumatised parents.
- Victim/perpetrator narratives and heroic narratives – use of exception and unique outcome in shifting the narrative structure of the therapeutic conversation in NVR to facilitate motivation.
- Solution-focused family sculpting as a method to support heroic narratives.

Day 8

- The sit-in as desensitisation for traumatised parents.
- Trauma Re-associative Conditioning (TRC) in NVR
- Grounding techniques in the self-regulation of psycho-physiological arousal during sit-ins.
- Utilising supporter presence in the self-regulation of arousal and emotions in parents.

*In addition to the training days outlined above, the certificate course will also include two clinical supervision days.

*Further supervision in NVR will be available from PartnershipProjects for professionals who have completed the Certificate Course. Participants are also advised and encouraged to form peer-supervision groups to support their practice in NVR.

*For the completion of the certificate, participants will also be required to carry out the following tasks:

Selected reading;

Keep a reflective log of their NVR / New Authority client work;

Submit three 2000-word case studies.