

## **CAMHS Parent Offer**

Parenting programmes are recommended by NICE as evidence-based interventions for several child psychological problems and are also recommended for parents of children with Autism and children with learning disabilities. There are known correlations between parental stress and coping and levels of challenging behaviour and sleep disturbance in children (NSF, Standard 8).

### **Autism Post Diagnosis Groups (APDG)**

Post Diagnosis groups for parents and carers of children with a diagnosis of Autism have been running in Salford since January 2010. They were first introduced following an evaluation of the service which identified variance in parents' experience of diagnosis, the information given at diagnosis and the support offered following diagnosis.

- The APDG is a parenting support and information group for parents and carers of children and young people with Autism.
- The groups are offered to all parents and carers following their child's diagnosis of Autism.
- Parents and carers can be supported at the groups by other professionals if this is appropriate.
- Parents and carers can be supported by interpreters if English is not their first language.

### **Aims of the APDG**

- For parents and carers to have access to appropriate knowledge, skills and support to enable them to find practical solutions to build confidence in their family life
- To increase parents'/carers' understanding of Autism and how it affects their child.
- To help parents/carers to understand what motivates their child's behaviour.
- For parents and carers to meet others and to share the positives and the more challenging aspects of having a child with Autism.

### **What does the APDG Involve?**

Following referral, parents and carers are requested to opt-in and express a preference for a daytime or an evening group. Parents and carers are then allocated to the next available group. Daytime groups take place each month during term time and consist of 2 two hour sessions a week apart. Evening groups take place at least twice a year due to demand.

The sessions include information on Autism and diagnosis, Social communication, Restricted, Repetitive Behaviour, Interests, and Activities and Sensory Behaviours

The APDGs are facilitated by Clinical Psychologists and experienced CAMHS clinicians who are joined by members of the Psychiatry team when available. Some groups have also benefitted from the involvement of parents from previous groups and by a founder of Salford Action for Autism (SAFA).

Feedback from the groups is generally very positive with parents benefiting from the social networking opportunities and the sharing of information about resources and activities. Some parents do however express their dissatisfaction with other aspects of their children's lives and the care and support they receive from other services and this information is treated sensitively and is shared as appropriate

with other services and agencies. Some parents request additional support in managing their children's behaviour following completion of the group and are offered appointments accordingly. Other parents request information about other parenting support programmes and their details are held for when appropriate interventions are available in CAMHS.

### **Riding the Rapids Parent Training (RTR)**

Riding the Rapids: Living with Autism or Disability is an eleven session parent-training course for parents and carers of children and young people with a diagnosis of Autism or other complex needs including severe learning disabilities. It consists of 10 weekly sessions followed by a booster session 3 months later. The course aims to increase parents' understanding of their child's behaviour in the context of their additional needs, and enable them to apply strategies to manage their child's behaviour, reduce their stress and improve relationships

Riding the Rapids is a behavioural intervention based on the principles of social learning theory and functional analysis. There is a strong body of evidence in support of these approaches for modifying challenging behaviour and a number of studies have provided support for behavioural group-based interventions with parents of children with disabilities (e.g. Todd et al, 2010).

Riding the Rapids is divided into different modules:

- Self-care
- Understanding the function of behaviour – the principles of functional analysis
- Promoting positive interaction (through play and effective communication)
- Encouraging positive behaviour (through effective use of positive reinforcements)
- Problem solving

### **Aims of RTR**

- To help parents understand why their child behaves as they do
- To reduce levels of challenging behaviour at home
- To promote positive attachments
- To give parents strategies for encouraging positive behaviour
- To help parents manage their own stress
- To give parents skills they can take on their journey with them
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RTR groups are currently offered at parents of Springwood School and are facilitated by two school staff and a Clinical Psychologist. Four groups have been held thus far and there are plans for at least two per year according to demand. All parents who have attended the groups made significant progress in attaining their goals and described improvements in their coping and role satisfaction. Qualitatively parents described enjoying the interactive and engaging nature of the group. They also described benefitting from the social networking opportunities and the sharing of information. The

parents enjoyed the small group size and described how they had felt able to share their positive and challenging experiences in a safe environment. One parent described how the group had enabled them to “stay afloat”.

Other parents commented:

*“Meeting families who are going through similar struggles and being able to share ideas and tips has been a real godsend.”*

*“More confident in my ability to look after my children, understanding better but also celebrating all achievements no matter their size”*

*“Really good group. Need more like these to hear about other children in the same boat”*

### **POST DIAGNOSIS ADHD Information Sessions**

These sessions are run about 6 times a year and are for parents who have a child or young person who has been newly diagnosed. It gives information to parent/carers about what is ADHD, ADHD and school issues, ADHD and medication. Reflects with parents how the process of getting the diagnosis has been and the impact on them and the young person. The pathway is that you attend this first and then are referred for the ADHD Triple P Group.

### **ADHD Triple P Group for Parents**

We recognise that assessment and diagnosis of Attention Deficit Hyperactivity Disorder can be a long and sometimes challenging process. There can be lots of information presented that might be hard to understand and sometimes as parents we may have many questions that we want to ask about ADHD and how we manage it.

With this in mind we have designed a group for parents that aims to:

- Increase parents / carers understanding of ADHD and how it affects their child and their behaviour.
- To provide strategies to help manage children’s behaviour
- For parents and carers to have access to appropriate knowledge, skills and support to enable them to find practical solutions to build confidence in their family life.
- To meet other parents and share the positives and more challenging aspects of having a child with ADHD.
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#### **Who is this group for?**

- The group is for Parents / carers of children and young people who are going through assessment or have been diagnosed with ADHD.

#### **What does the ADHD Group involve?**

1. The group takes place over 9 weeks; each session lasting up to 2 hours.
2. Sessions include:
  - ADHD and diagnosis
  - Understanding & managing behaviour - Developing strategies through discussion, direct teaching, practising ideas and watching videos of other parents talking about strategies they use. (Parents and carers putting strategies into place between sessions).

### Do I have to attend every session?

- Whilst we recognise that there are many factors that can influence attendance, each session builds upon the previous week and so we emphasise the importance of attending each session.
- The group gives you the opportunity to meet other parents/carers and so it is really important that you try to attend every week to get the most out of the group.

### **Group Workshops: Training session for parents**

#### What parenting training sessions are offered?

Information workshops have been offered as part of psycho-social support to parents whose children are currently engaging with CAMHS. This has covered topics including self-harm, depression, anxiety, family communication and coping with change.

#### How is the training delivered?

The training is delivered on a referral basis from either the parent themselves or via case manager here at CAMHS. Schools have also been informed of sessions so they can encourage and support parents to attend.

#### Who is delivering the training?

The training is delivered in collaboration with the i-Reach and Core CAMHS team

#### Who is training being delivered to?

This is a targeted intervention and as the moment, only parents whose children are open cases to CAMHS are offered the intervention.

#### Where is training carried out?

Salford CAMHS at Pendleton Gateway

#### Parent feedback

Parents feedback has been very positive with the opportunity to meet with other parents often cited as a very empowering experience for parents who have often felt they are 'alone' with their worries about their child.

We continue to offer and promote these sessions as part of the CAMHS offer and welcome parent feedback re adaptations and improvement of the groups.

### **Parent Child Game Clinic**

PCG is an intensive parenting program in which carers/parents are coached by the team while they are interacting with the child. It is based on Social Learning Theory and Attachment Theory principles, and is evidence-based, which means that it has been proved effective in several trials. It is also recommended by the NICE guidelines. The aim of PCG is to improve the observational and discriminative skills of parents and to increase the sociable and cooperative behaviours of the child.

The carers will learn to express interest, warmth and approval when their child is displaying appropriate/acceptable behaviours and safely ignore or extinguish inappropriate behaviours.

**Parent-Child Game** is helpful for families with children aged 3-9 where there are:

*Very challenging behaviours;*

*Problems in relationships;*

*High levels of stress.*

In **Parent-Child Game**, we use a live, play-based approach to help:

*Parents take control in a positive, loving way;*

*Children's behaviour and security improve;*

*Parents and children get along better;*

*Language, attention and communication improve;*

*Parents feel more confident.*

In the **Parent-Child Game clinic**, we:

*Make you part of our team;*

*Meet weekly for 60-75 minutes, over 3-4 months;*

*Have a guided play session to practice techniques;*

*Help parents bring out the best in their children;*

*Set and practice homework.*

### What does the Parent-Child Game Involve?

The Parent-Child Game involves weekly appointments. Ten minutes of the session is spent with you and your child practising "live" the skills that you have been learning. While you do this, your therapist will be in the next room, able to hear and see you and talk to you using special equipment. In this way, your therapist can help you without interrupting your play session. This can feel quite strange to begin with, but most people enjoy it when they have got used to it. The remaining 50 minutes is used to discuss your progress and any thoughts and feelings that arise from the play session.

You will be asked to practice the Child's Game for 10 minutes at home each day and to record your child's response to this. The skills used in the Child's Game are quite difficult to master at first and so practising at home is very important. There will also be other homework set most sessions and your therapist will help you plan how to make the most of what you're learning when you're at home.

Most children respond very well to positive attention and you will learn how to use this to encourage good behaviour in your child. Occasionally this is not enough to control a child's frustrations/anger and you will therefore also be taught techniques to deal with temper outbursts and non-compliance. To make sure that you and your child are well supported and no-one is at risk of getting hurt or hurting themselves in the session, your therapist is trained to support a child in crisis through a "positive handling" programme which may include the therapist holding your child in a safe and calm way so no-one gets hurt. This happens very seldom but is something your therapist will discuss with you and seek consent for.

We all know that being a parent is not an easy job. Unlike other important jobs we get no training to help know what to do. All children misbehave at times, and relationships between parents and children can also become difficult. For some families, and at certain times this happens even more. This leaflet tells you about an approach "The Parent-Child Game" that has been found to be one of the most effective ways of helping families who are facing these problems.

### Understanding Children's Behaviour

The Parent-Child Game is based on the following ways of understanding children's behaviour.

- Behaviour is learned and children can be taught more desirable ways of behaving. Children learn from the situations and people around them. It is important to be aware that your behaviour affects your child's behaviour, just as your child's behaviour affects how you feel and what you do.
- Children need attention and will do things to get it from their parents because it is rewarding to them. For children, even negative attention (being shouted at or smacked) can be rewarding. They like this better than no attention at all.
- Any behaviour that gets attention (positive or negative) is more likely to happen again. Any behaviour that does not receive attention (i.e., is ignored) is less likely to happen again.
- There are two ways to change your child's behaviour.
  - 1) Decrease your child's problem behaviours by using punishment. However, this does not teach your child how you want them to behave instead and so is not very successful when used as the main strategy. It also spoils relationships if it is used too much.
  - 2) Increase your child's desirable behaviour. This automatically reduces the amount of time your child has to misbehave and is very effective indeed.

### What is the Parent-Child Game?

The Parent-Child Game is a "hands on" approach to help you to:

- Bring out the best in your child's behaviour, by showing them how much nicer it is for them when they behave well.
- Get along better with your child.
- Get to a point where your child wants to please you and enjoys being with you.
- Take back control in your relationship with your child in a positive and loving way.

What will we be doing?

The Parent-Child Game consists of two parts:

- Phase One: The Child's Game

The Child's Game aims to increase the amount of time that your child spends doing good things. It involves a free-play session with you and your child where you help to make your child feel really special and bring out the best in their behaviour. This involves using praise, rewards, positive attention for good behaviour, ignoring minor naughty behaviour and avoiding using commands, questions and teaching your child (more detailed information will be given on this later).

This helps you to become really skills at giving your child positive attention for “good” behaviours to increase the chances of these types of behaviours being repeated. It also helps you to ignore minor naughty behaviours to decrease the chances of these reoccurring.

- Phase Two: The Parent's Game

The Parent's Game aims to reduce the number of times that your child refuses to do as you say. Instead of free-play you structure the play session, issuing clear commands and providing clear and consistent consequences according to whether or not your child does as you ask.

This involves learning to give your child, direct commands as well as strategies for managing your child's behaviour if they do not do as your say. These skills help you to lovingly take control back in your relationship with your child. This can only be achieved after learning and using the skills learned in Phase One.