

Responding to Child to Parent Violence: European Perspectives, Final Project Conference

How to Design a Treatment Programme in CPV

Brighton, 29 January, 2014

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How to design a treatment Programme

1. Accuracy Definition.
2. Responding appropriately to the problem.
3. Programme based on scientific evidence.
4. Integrated into the community.
5. Integration into the organization chart.
6. Structural coherence.
7. Proper planing.
8. Information gathering and evaluation.

Definition

Parent abuse is any harmful act by a teenage child intended to gain power and control over a parent. The abuse can be physical, psychological, or financial.

Cottrell, 2003

Patient characteristics



PSYCHOPATHOLOGICAL DIAGNOSIS

DIAGNOSIS	%	
Everyone have two or more diagnosis. More common: Parent-Child Relational Problem		
	FEMALE	MALE
Adjustment disorder with mixed disturbance of emotions and conduct	25.5%	25.3%
Behaviour Disorder childhood and adolescence/ Oppositional Defiance Disorder	30.8%	45.3%
Attention-Deficit/Hyperactivity Disorder	10.7%	30.2%
Reactive Attachment Disorder of Infancy or Early Childhood	4.3%	7.4%
Borderline Personality Disorder	20.7%	5.4%
Depressive Disorder	5.4%	5.3%

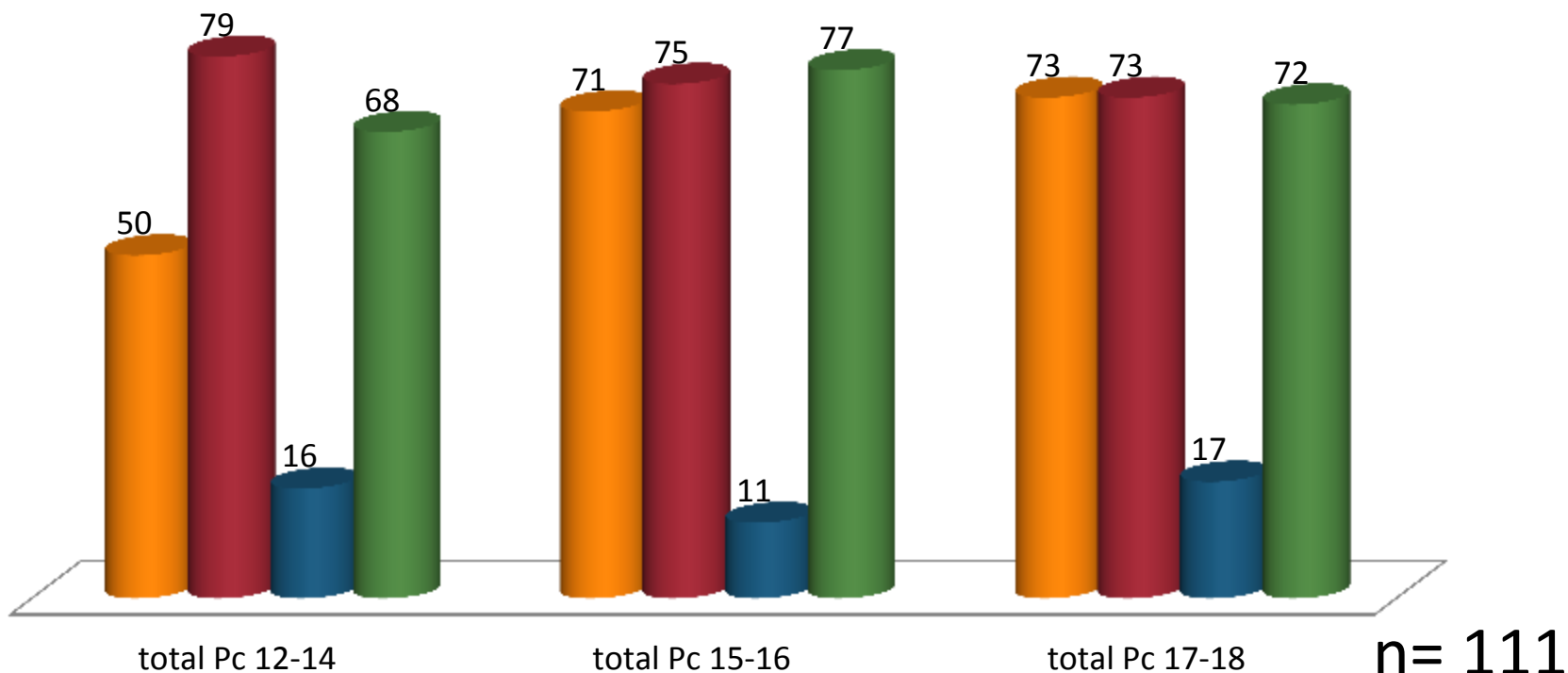
Psychopharmacological TREATMENTS THAT RESIDENTS BRING ON CAMPUS

	Females	Males	Therapeutic Use
Antipsychotics	24.3%	27.6%	Agressive control
Stimulants	10.2%	30.1%	ADHD
Mood stabiliazers	20.3%	12.5%	Impulsive manage
Antidepresants	15.1%	19.8%	
Anxiolytics and Hypnotics	10.4%	15.6%	
85 % Doses reduction			
55% Treatment discontinuation			
10% New treatment (hypnotics)			

Behaviour Assessment System for Children (Reynolds & Kamphaus, 1992) Adolescents

BASC Adolescents

■ Clinical imbalance ■ School imbalance ■ Personal Adjustment ■ Emotional symptom Index



Parental BASC

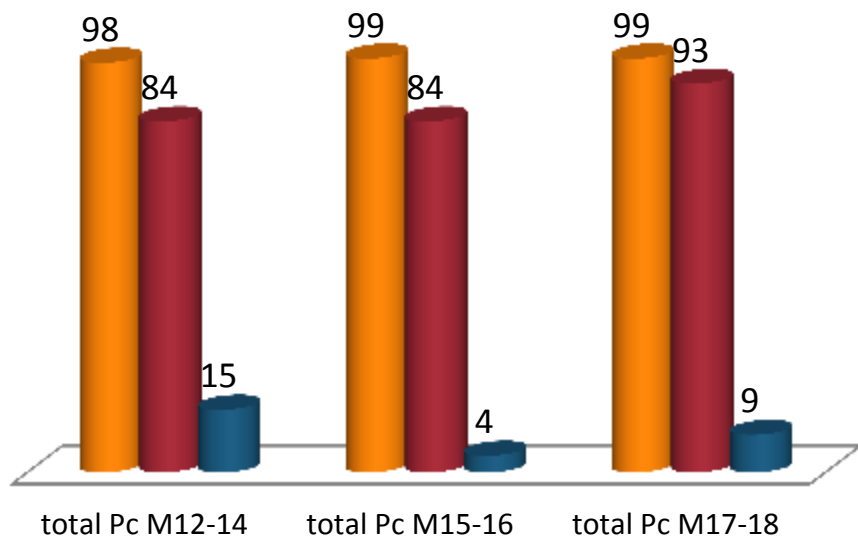
What do parents think about their children?

n=149

BASC Mothers

Externalised problems Internalised problems

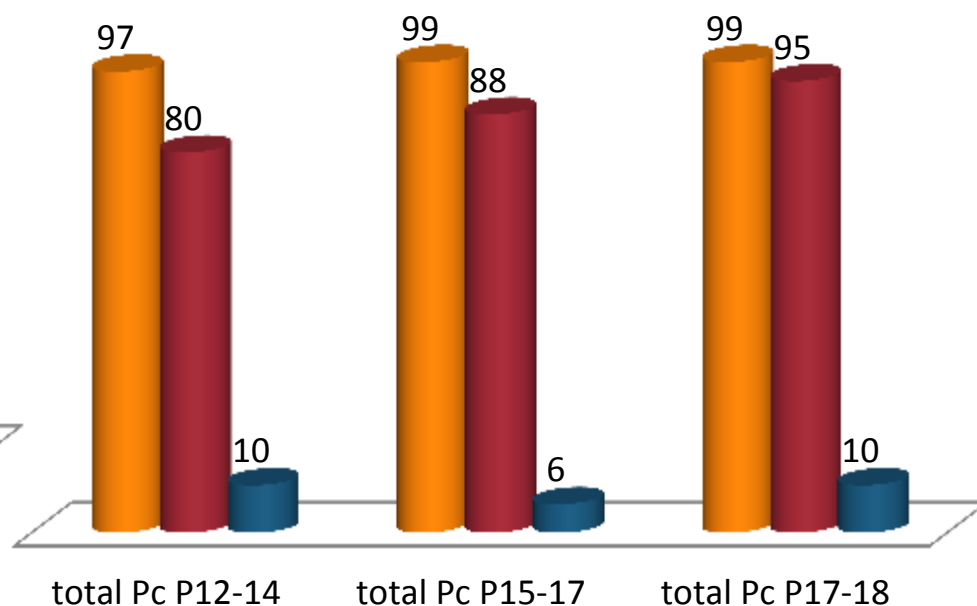
Adaptative skills



BASC Fathers

n=114

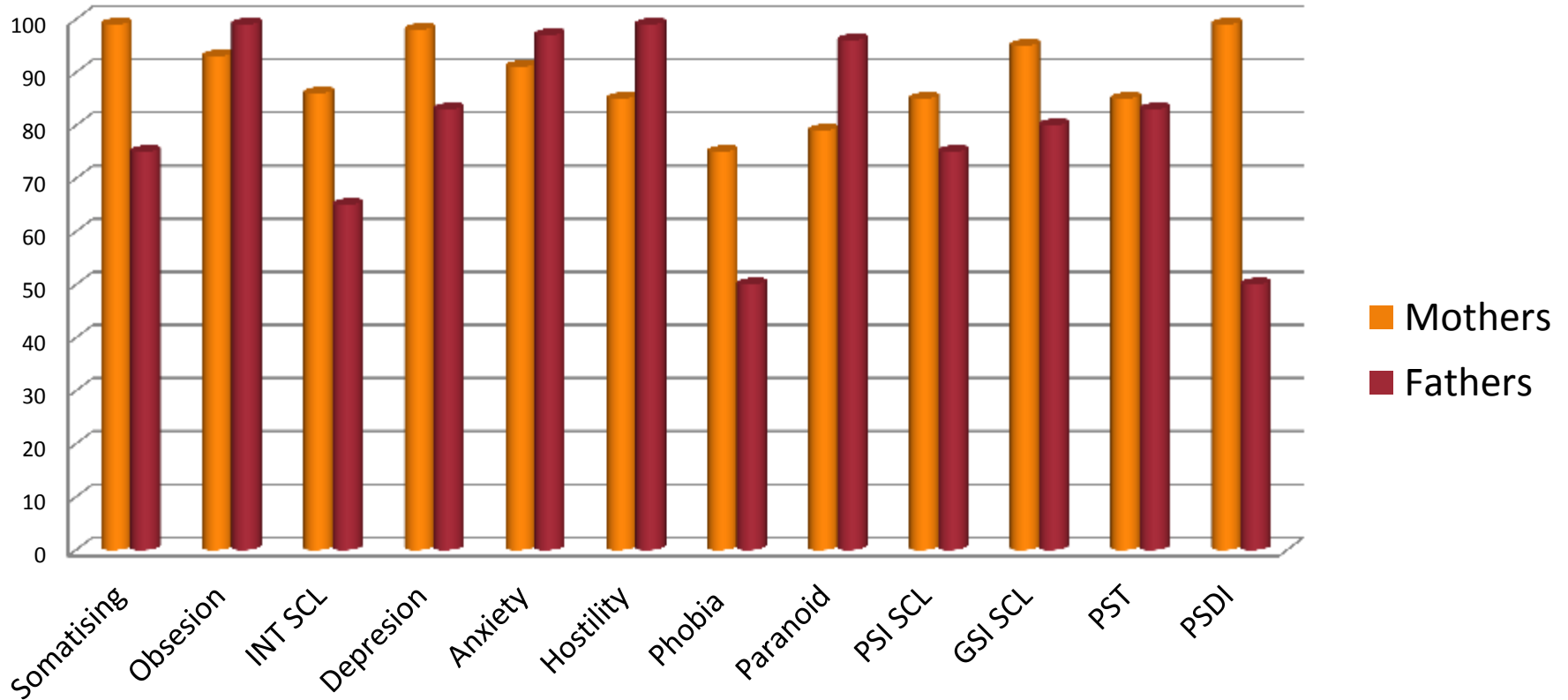
Problem externalise Problem internalise Adaptative skills



SCL 90-R

$n_m=149$; $n_p = 112$

SCL 90-R Parents



Eysenck Personality Questionnaire A

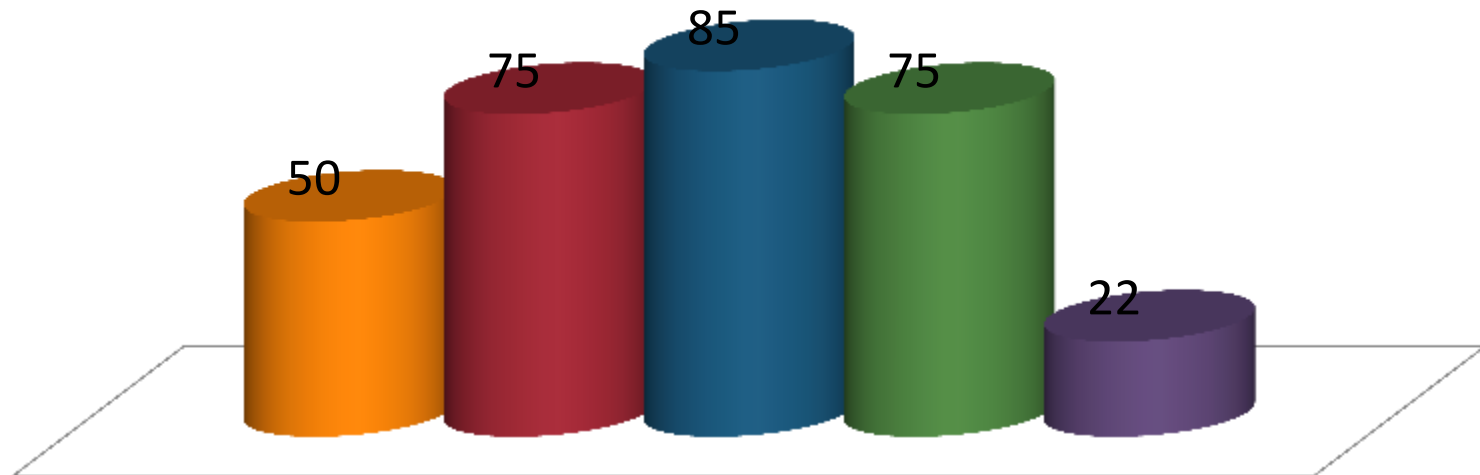
(Eysenck & Eysenck. 1975)

Emocionalidad
honesty

Extroversion
Antisocial behaviour

Psicoticism

n=102

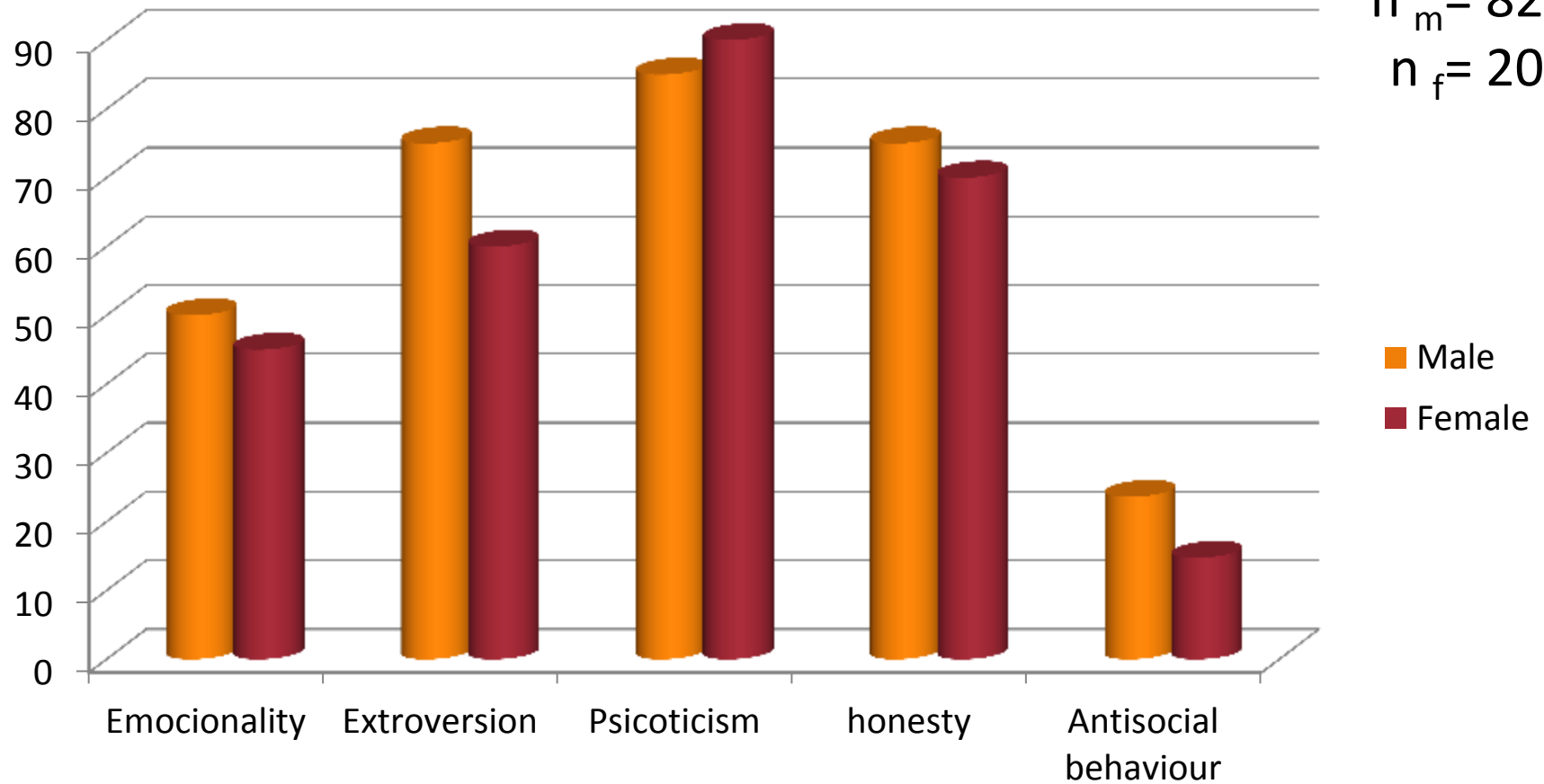


EPQ A

n=102

n_m = 82

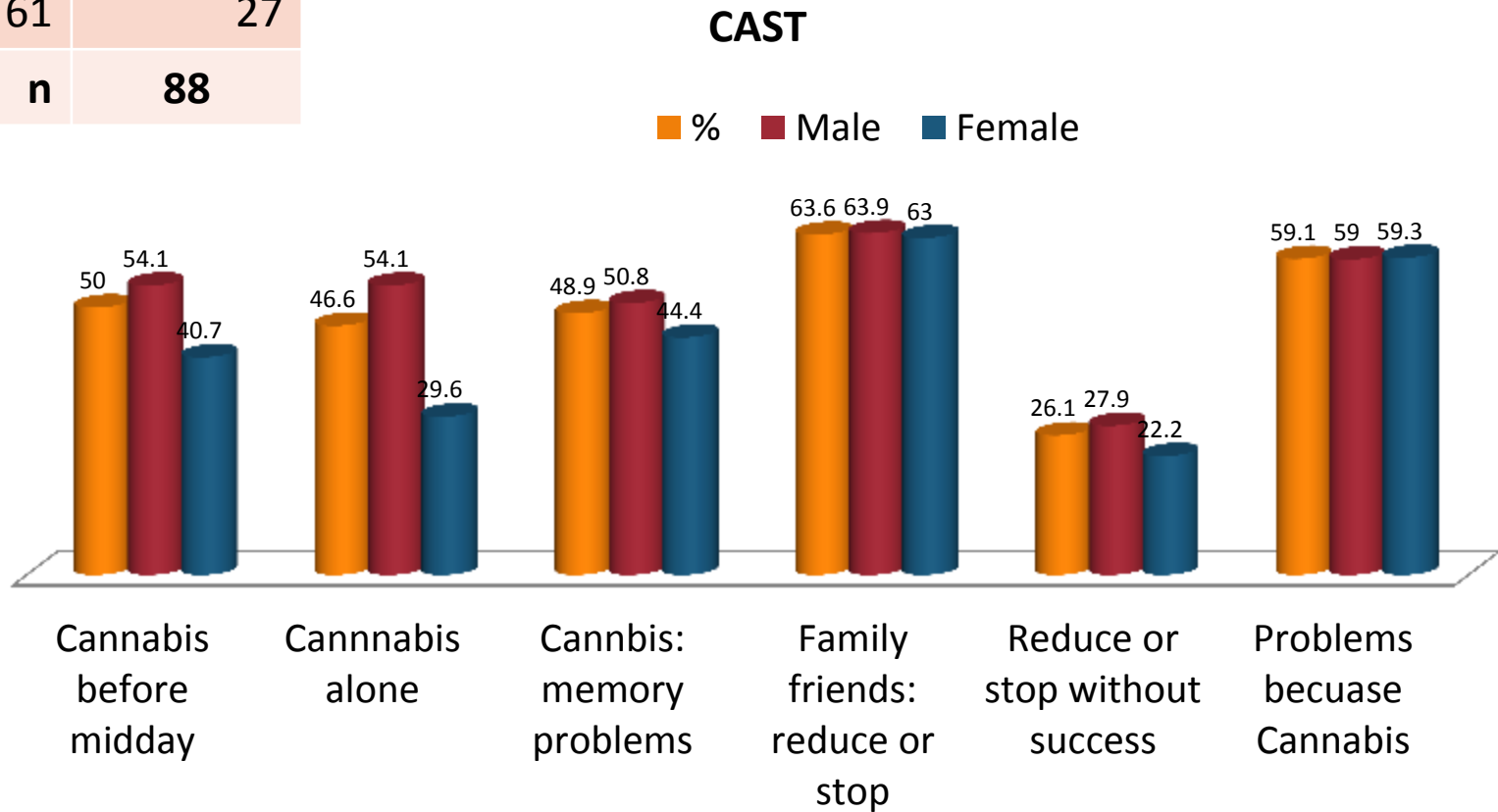
n_f = 20



Cannabis Abuse Screening Test

(Legleye et al., 2007)

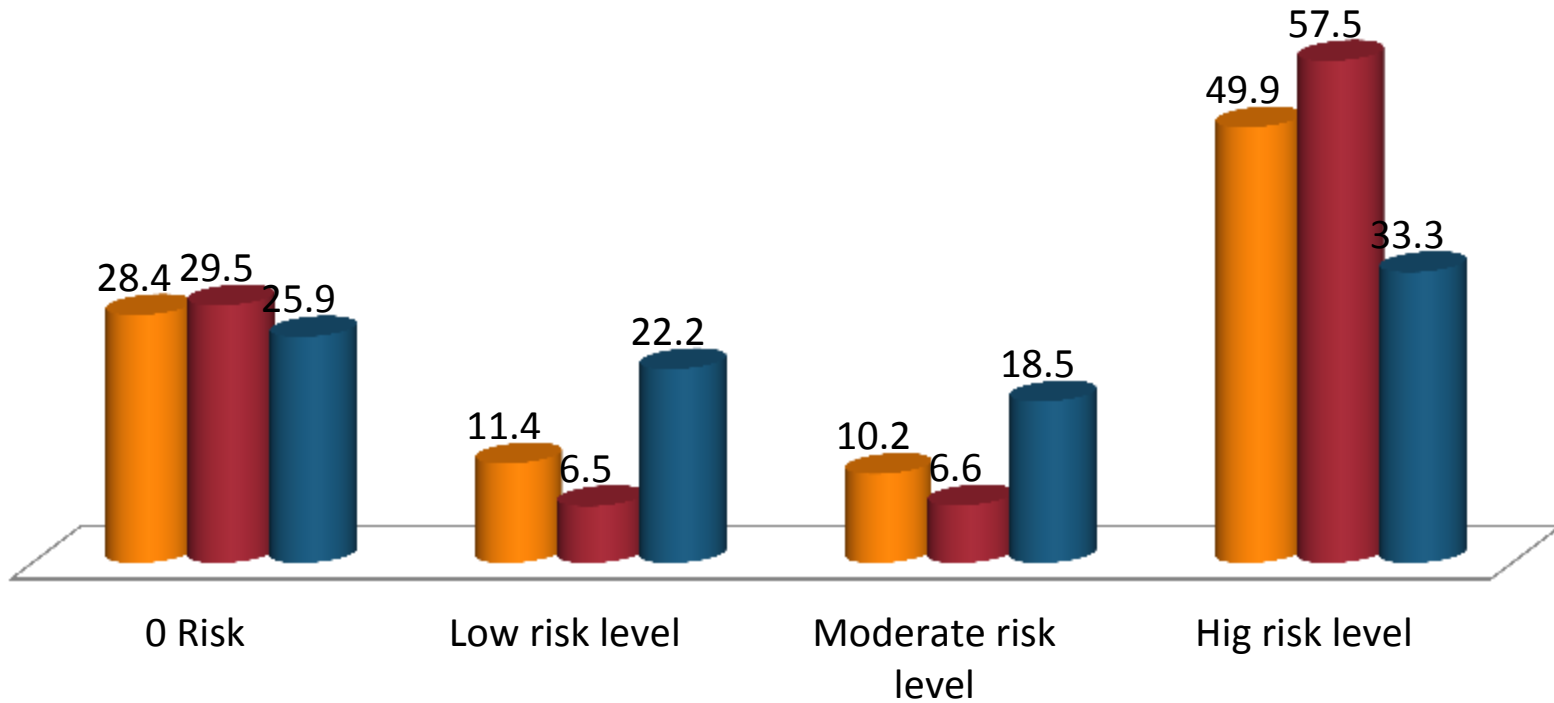
Hombres	Mujeres
61	27
n	88



CAST

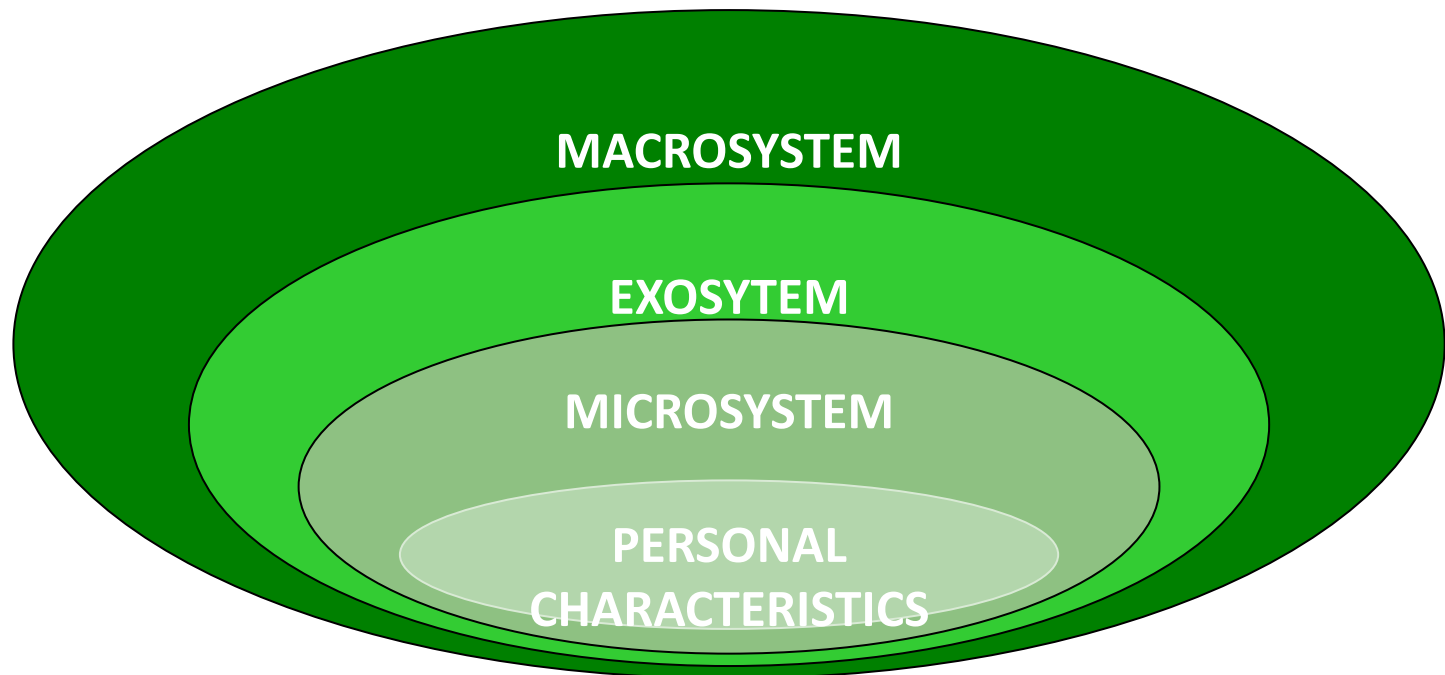
CAST total

■ Total ■ Male ■ Female



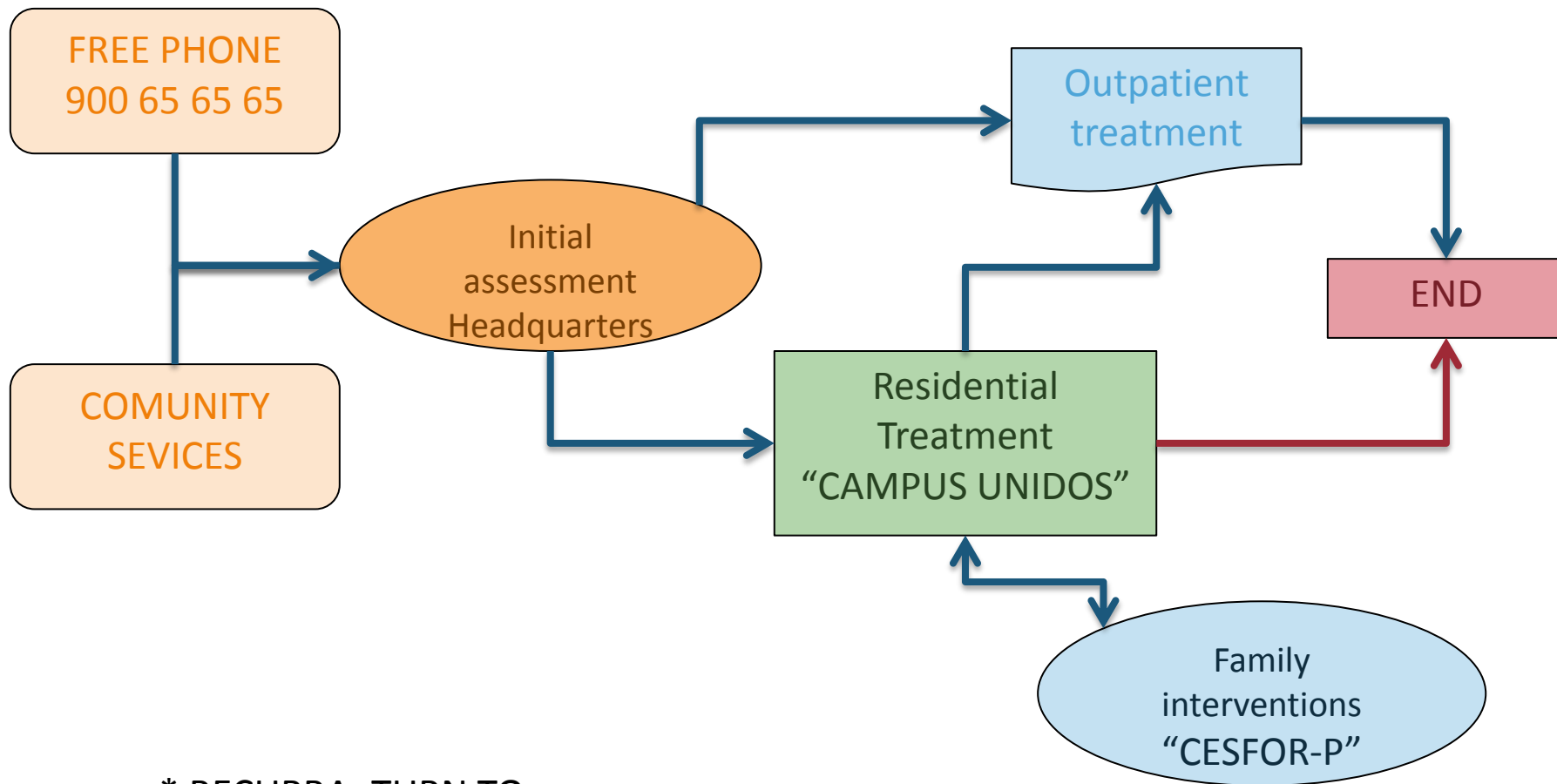
NESTING ECOLOGICAL MODEL

Cottrell & Monk (2004)



Organization Chart

RECURRA*-GINSO PROGRAMME

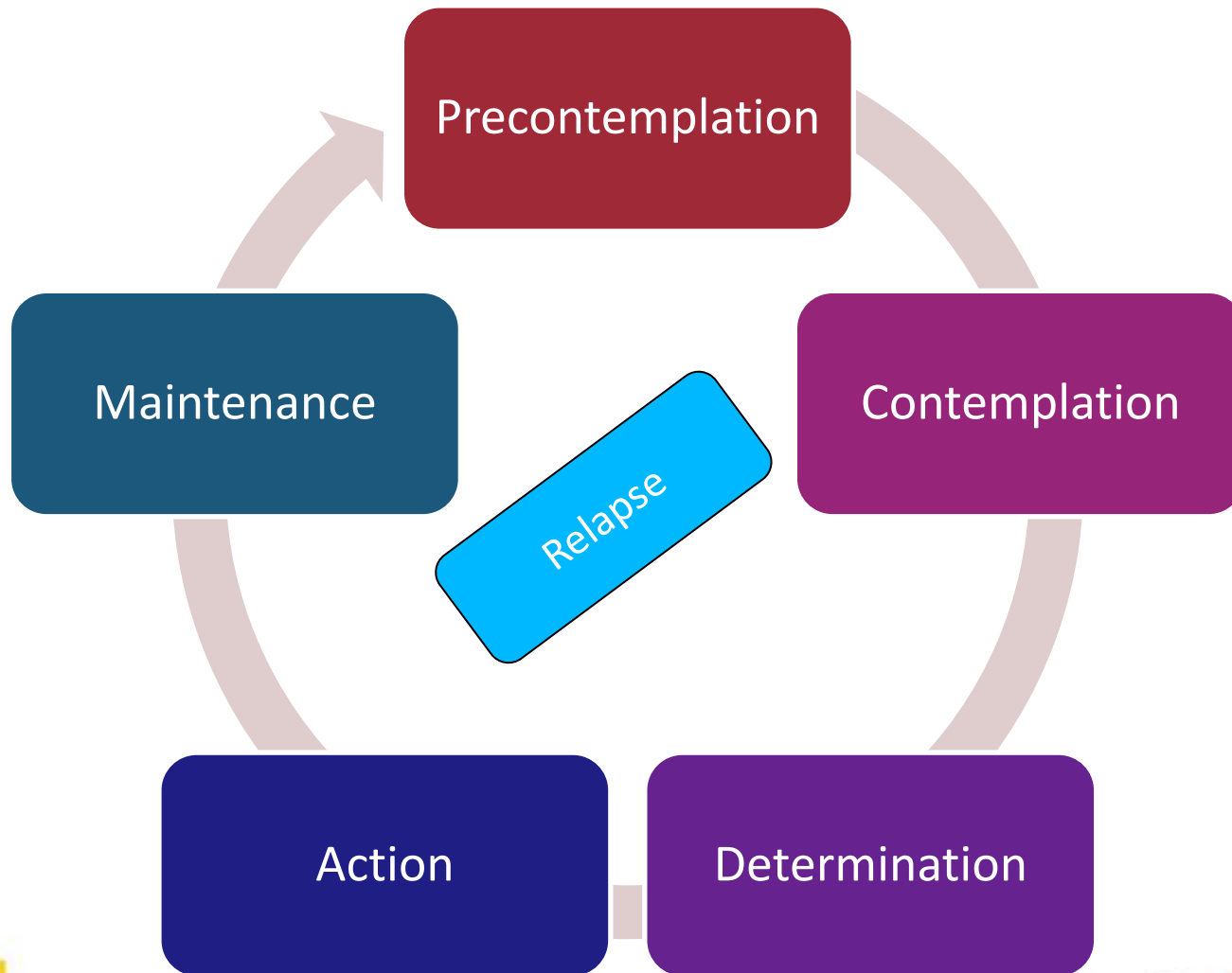


* RECURRA: TURN TO

CAMPUS UNIDOS



Transtheoretical Model



Transtheoretical Model

PROCHASKA, DiCLEMENTE (1983)

Levels (5) <i>What?</i>	Stages <i>When?</i>	Processes (10) <i>How?</i>
1 Symptom- situational.	Precontemplation	<ol style="list-style-type: none"> 1. Conciousness Raising. 2. Dramatic Relief. 3. Environmental Reevaluation. 4. Self-Reevaluation. 5. Self-Liberation. 6. Social Liberation. 7. Contingency Management. 8. Helping Relationships. 9. Counterconditioning 10. Stimulus Control.
2 Maladaptative cognitions.	Contemplation	
3 Current interpersonal conflicts.	Determination	
4 System family conflicts.	Action	
5 Intrapersonal conflicts	Relapse	
	Maintenance	

Changing Processes

Precontemplation	Contemplation	Determination	Action	Maintenance
<p>Consciousness Raising. Dramatic Relief. Environmental Reevaluation.</p>				
<p>Self-Reevaluation</p>				
<p>Self-Liberation</p>				
				<p>Contingency Management. Helping Relationships. Counterconditioning. Stimulus control.</p>

Precontemplation

Contemplation

Preparation

Action

Maintenance

CHOOSE

Adaptation-Containment-Assesment.

- Increased awareness
- Dramatic Relief
- Enviromental Reevaluation

ACT

Practice change.

- Environmental generalization
- Self-awareness & acceptance
- Learning consolidation
 - Management behaviour
 - Helping relationship
 - Counterconditioning
 - Stimulus control

CHANGE

Desire for change, Self-Knowledge.
Action skills.

- Self-reassesment.
- Self-liberation.
- Social liberation

Structure

RESIDENTIAL SERVICE

OUTPATIENT SERVICE

Based on motivational Transteoretical model. Prochaska & DiClemente (1983); Werch & DiClemente (1994), Werch, DiClemente & Norcross (1997)

<i>Intervention tools</i>	INDIVIDUAL THERAPY	THERAPEUTIC GROUP	PSYCOEDUCATIONAL GROUP	FAMILY THERAPY	PARENTS GROUP	PARENTS SCHOOL
CHOOSE <i>Why am I here?</i> <i>(3 months)</i>	- Engagement generation - LIFE STORY: analysis	Here & now: - Campus peer relations: rols, friendship, emotional relationship. Thoughts and funtions of problem behaviours - Me: emotions, commintment and liability - Family: How do I feel?, How our relationship are?, How did my attitude suposse?	- Values - Violence. - Gender - Substance use and abuse. - Sense of belonging with maladjustment groups. - Empathy - Self concept and self-esteem - Distorted thoughts. - Communication skills	- Family Assesment - First visits. - Family therapies	<ul style="list-style-type: none"> ▪ How we work ▪ Anguish ▪ Guilty ▪ Therapeutic alliance ▪ Parent rol during process ▪ Parent expectations 	- What have we happen?: - Adolescence - Parent educational styles - Expectatives, desires and maladjustment necessities
Change <i>What can I do?</i> <i>(4 months)</i>	LIFE PROJECT	RELATIONSHIP STORY Life Project preparation Here & Now	- Values - Emotionality and sexuality. - Alternative skills to agression - Problem solve - Emotion management. - Prosocial Behaviour. - Substance use.	- Family life story - Family therapies	The symptom: starting point The first changes: manipulation? Talking about past What changes we want to do in the teenager backhome	- Communication - Problem solving -Empowerment: asertiveness, rules and limits - Parental Alliance - Self-emotional management
ACT <i>Who would I want to be?</i> <i>(Outpatient service, 6 months)</i>	LIFE PLAN: - Weekly schedule. - Analysis.	<ul style="list-style-type: none"> • Relapse prevention. 	- Alternative leissure time. - Academic and labor orientation.	<ul style="list-style-type: none"> ➔ Family therapies ➔ Teenager Life ➔ Plan Supervision ➔ Family adjustment 	Teenager changing promises How to demand good behaviours Parent agreement Our fears: How will we do about behavioural relapse?	-Adjusted expectatives and necessities - Backhome - Family adjustment.

Evaluation

AVERAGE STAY ON CAMPUS

Therapeutic discharges	Voluntary discharges	Average
11.2 months	9.4 months	10.23 months

Evaluación	Success	High performance	Medium performance	Low performance	limited	%
Therapeutic discharges n=50	19	42	11	4	1	45.29
Voluntary discharges n=61	2	22	29	21	19	54.61
%	12.35	37.65	25.53	14.71	11.76	
6 months assesm	13,95 %	11,63 %	30,23 %	13,95 %	30,23 %	
1 year assesm	14,29 %	9,52 %	23,81 %	9,52 %	42,86 %	

Thank you very much

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