



# Responding to Child to Parent Violence & Abuse in Europe

Training & Learning programme to raise awareness and build resilience -  
Workstream 4

# Workstream 4: Training and Learning

## Training and Learning programme to raise awareness and build resilience

**Responding to Child to Parent Violence and Abuse across Europe: Bulgaria, England, Republic of Ireland, Spain and Sweden**

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In collaboration with National Association XXI Rhodopa Mountain Initiative, Bulgaria, Brighton & Hove City Council, England, National University of Galway, Ireland, University of Valencia, Spain and Åmåls Kommun, Sweden.

*Many thanks go to the young people, parents and professionals in the five countries that took part in this study and made our training, learning and interventions possible.*

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## The Responding to Child to Parent Violence (RCPV) Project

### Funded by DAPHNE III European Union

#### 1.1 Introduction

In 2006 the European Youth Forum identified the need for research and policy on child to parent violence (CPV) and the Daphne II programme (2004-8) indicated a rise in reported cases. As a result the Daphne III programme put out a call for proposals on 'Children as victims and perpetrators of violence'. It was thanks to this call that the 'Responding to Child to Parent Violence' (RCPV) action research project was funded from February 2013 until the end of January 2015.

CPV is one of the most hidden, misunderstood and stigmatised forms of family violence. It involves teenage and younger girls and boys who use physical, psychological, emotional and financial violence and abuse over time to the extent that parents/carers live in fear of their child. The idea that parents, who are responsible for children's welfare, can become victims of abuse from their own child is extremely challenging not only for the parent experiencing violence from their child but also for practitioners and wider society. This particular form of violence in the family is not yet being adequately addressed in Europe; CPV is largely absent from national and European programmes on the violence of young people, domestic violence and on violence against women and girls.

A partnership of six institutions from five European countries was granted a two-year action project (2013 – 2015) within the framework of the Daphne III programme. RCPV examined whether violent and abusive behaviour by children towards parents/carers can be changed in 5 European countries: Spain, England, Ireland, Bulgaria and Sweden; the project's focus was on children aged 10 – 19 (WHO definition of adolescence). Adult 'children' can also be violent and abusive to parents but this aspect of CPV was not included in the scope of RCPV. The project explored the ways practitioners currently respond to this social problem focussing on two European-based interventions: Break4Change (see <https://www.justice.gov.uk/youth-justice/effective-practice-library/break-4-change>) and Non Violent Resistance (Omer, 2004).

The RCPV partnership was led and coordinated by the University of Brighton working with Brighton and Hove City Council (BHCC), England; National Association XXI Century Rhodopa Mountain Initiative, Bulgaria; Brighton and Hove City Council (BHCC), England; National University of Ireland Galway (NUIG); Polibienestar Research Institute, University of Valencia, Spain and Åmåls Kommun, Sweden. There were also two associate partners: COPE Galway (domestic violence and outreach service) and the Regional Directorate of the Ministry of Interior – Smolyan. The project produced a range of useful resources for policy makers and practitioners contained on an RCPV USB card and available on the project website [www.rcpv.eu](http://www.rcpv.eu) : films on CPV, filmed role plays for use in training professionals and tool kits for the Break4Change and Non Violent Resistance models are available on the website via the RCPV YouTube Channel.

RCPV adopted an action research methodology motivated by the quest to map policy, practice and knowledge in relation to CPV in each partner country and to learn how to improve these by reflecting on the changes made through project actions. The aims of the project were as follows:

- To research understanding and raise awareness of CPV
- To improve policy and practice
- To develop an evaluation framework
- To implement intervention programmes
- To develop tools for practitioners and families in Spain, Bulgaria, England, Ireland and Sweden.

All with an underpinning focus on gender dynamics and preventing and responding to violence against women and children.

The two intervention models chosen to be implemented and studied as part of the research project were

Break4Change (B4C) based in Brighton & Hove and works with parents and young people in parallel groups over 10 weeks and Non Violent Resistance (NVR) based in Galway, as adapted in Ireland, works with parents usually on a one to one basis for up to 10 sessions with additional telephone support, if required (NVR can also be used with groups of parents).

## 1.2 The RCPV Approach

During a consultation process with local agencies in England, Ireland and the RCPV Project partners, it became clear that there were a variety of unmet needs in relation to raising awareness about effective interventions that address and prevent CPV. Consultations with practitioners, RCPV partners and researchers indicated an absence of clear policy guidance in relation to CPV and a lack of reliable and research informed methods of intervention. Practitioners also described varying levels of confidence and competence amongst individuals and teams working with parents on this issue. There was a clear need for the provision of training and learning resources to enhance awareness and skills for practitioners working with families in identifying and responding effectively to CPV. The main aim of the RCPV approach was to ensure effective work with parents/carers and children so that they are empowered to overcome the violence and abuse and develop mutually respectful relationships.

A key element of the RCPV approach was to highlight how this often hidden and stigmatised violence is experienced in families as well as to look at how CPV fits within the context of the Convention on preventing and combating violence against women and domestic violence (Istanbul Convention)

[http://www.coe.int/t/dghl/standardsetting/convention-violence/about\\_en.asp](http://www.coe.int/t/dghl/standardsetting/convention-violence/about_en.asp). It was deemed important to try to understand how gendered dynamics and power relations impact on the problem as well as whether and how these are responded to by practitioners. To what extent are current interventions taking account of gender and relating their work to the personal and contextual situations of each individual with different family structures?

## 1.3 Workstream 4 (WS4)

In line with the Daphne Funding bid proposal, the aims of WS4 on training and learning activities were to strengthen knowledge and understandings of child to parent violence and abuse linked in with increasing the ability and skills of practitioners to recognise and respond effectively to CPV. In order to achieve these aims, a range of actions were agreed to achieve the training and learning aims as follows WS4 Training and Learning

- Set up a training and learning sub-group to ensure that the RCPV training and learning programme raises awareness and builds resilience;
- Work with partners to identify good practice and cultural differences so as to include this learning in the training resources developed;
- Carry out training, evaluate its effectiveness and report back on the findings of this training and learning to partners;
- Contract a creative organisation to design and produce a policy film on CPV as well as training role plays to aid practitioners when working with young people and parents;
- Launch and disseminate training manuals and associated policy film via usb cards, the RCPV website ([www.rcpv.eu](http://www.rcpv.eu)) and via social media (@DaphneRCPV).

The projected outcome of all this activity was to have an ongoing legacy of useful resources for policy makers, practitioners, parents and young people after the ending of project funding in January 2015.

## 2. Workstream 4 Activities

### 2.1 The training and learning sub group

The vision was to have a training and learning sub group to drive forward the aims of this Workstream. As this was an action research project partners discussed and came to common understandings of the issues of CPV, highlighted how much was known about this issue and discussed the different interventions in each of the respective countries. It became apparent in discussion that due to lack of awareness and knowledge on CPV one challenge that needed to be overcome was for project partners to embed awareness raising in all aspects of the project; in the training, seminars, conferences and dissemination processes adopted throughout the project. With this in mind the TNSG agreed to adapt the training and learning to include an awareness raising module as explained in 2.4.3 below.

As a result, the training and learning sub group fed into whole partnership via the Skype and TNSG meetings. The training and learning sub group became a virtual ongoing group, which received updates of the training and learning and commented on the effectiveness of training going forward.

### 2.2 Assessing the effectiveness of the training and learning

As this was an action learning project the RCPV partnership was keen to ensure that the training delivered was of use to participants. A training and learning feedback form (see Appendix 1) was developed to be used in conjunction with the self-efficacy tools being developed in Workstream 3. The training feedback forms were analysed and the learning used to inform the further development of the training as the project developed (see Appendix 2). The effectiveness of the training and learning was inbuilt into the evaluation approach so as to ensure that Workstreams 1, 2 and 4 were linked. Self-efficacy research questionnaires and training evaluation questionnaires were distributed to all participants taking part in training throughout the programme (see report Workstream 3). Interviews were conducted with a sample of practitioners in each of the countries, with the exception of Bulgaria where we asked for feedback from training but did not interview practitioners. The interviews asked practitioners to comment on the extent to which the training had influenced and improved their work on CPV (see report Workstream 1).

### 2.3 Contracting a creative organisation

In May 2012, the partnership advertised through the appropriate European portal for a creative arts organisation to be commissioned to work with the partnership to help deliver on aspects of the Break4Change model and to also support the development of learning resources and to film an evaluative film for the programme. The contract was awarded to AudioActive (<http://www.audioactive.org.uk/>) which is a youth based creative arts NGO.

## 2.4 Developing training and learning and evaluating effectiveness

### 2.4.1 Developing and delivering the training

Workstream 4 focussed on developing an effective training and learning process that would help practitioners learn about the two project models – Non Violent Resistance (NVR) and Break4Change (B4C). The aim was that trained practitioners would then take the learning away and implement these models in their own practice settings. Evidence shows that reviewing and reflecting on learning consolidates what practitioners learn (Benet-Levy & Padesky, 2014) and this was a key focus in the way that the learning and training was developed.

As this is a European programme, the aim was to enable a transnational peer education programme to develop which would value interventions which respond appropriately to the violence and abuse that children are using towards their parents/carers.

Brighton & Hove City Council, University of Brighton and the VAWG specialist worker (Rise (<http://www.riseuk.org.uk/>) an NGO working on domestic violence) within England developed a workshop format to enable practitioners to explore the issues of gender within the context of CPV. (See the policy film on the RCPV website for an example of the workshop).

When the partnership explored the country contexts highlighted in Workstream 1, it became clear that Bulgaria needed to develop an awareness raising approach rather than start with an intervention, therefore another workshop was developed as explained in 2.4 below. A learning report was also developed and is available as Appendix 4

Brighton & Hove City Council together with Rise and AudioActive designed a two day training programme for practitioners on the Break4Change model which was adapted to be used with the Break4Change manual.

The focus of this work in particular was to enable participants to have a learning experience at the training but also for this to be complemented with a practical manual so that professionals would be able to use the manual to inform them and their staff team in taking forward work on CPV when back at their workplace.

NUI Galway designed a two day training programme for practitioners on the Non Violent Resistance model and then delivered a series of two day training workshops to practitioners in Brighton & Hove and Ireland. They also developed a manual to support this training.

The inaugural integrated RCPV training was carried out in Brighton & Hove from 20 – 23 May 2013. Following this there was a programme of training rolled out in England and Ireland in both interventions. The summary of the evaluation of this training is attached as Appendix 1.

Both Irish and English partners adapted the training and learning to support workshops and presentations at a number of conferences across Europe. The details of these conferences can be found in the Workstream 5 report.

**In all, 320 practitioners were trained as a key part of the RCPV Action Research Project.**

#### 2.4.2 Support post training for new service development

Within Workstream 4 partners identified that after training, practitioners often required ongoing support and assistance with their practice on CPV. As a result in England, Sweden and Ireland, Brighton & Hove City Council assisted in the development of practitioners being able to use the learning from the training to develop the Break4Change model for use within their own settings and NUI Galway carried out similar work in Ireland for Non Violent Resistance. As the work in WS1 developed it became clear that due to the difference in approaches, legislation and understanding in each country there would need to be further peer support to help practitioners make local adaptations of the intervention programmes.

- In Ireland, BHCC and NUI Galway provided training on Break4Change and Non Violent Resistance to practitioners working with TUSLA North Galway Family Support Services and Youth Work Ireland Galway Treo Nua Garda Youth Diversion Project. Together with AudioActive, BHCC then supported these Irish practitioners in developing the Power to Change Programme.
- In Ireland, NUI Galway collaborated with child and family violence specialists in Ireland in services such as the Irish Probation Service, Parentline and Le Cheile in developing training and intervention programmes specific to the needs of each agency.
- In Sweden, AudioActive and Brighton & Hove City Council supported the development of the Break4Change Parent Programme.
- In England Brighton & Hove City Council collaborated with local authorities such as West Sussex County Council, East Sussex, Kent Council and Oxfordshire Youth Offending Services to develop the Break4Change model

From the 20-23 May 2013 the inaugural pan-European RCPV training event was held in Brighton & Hove, England. Hosted by Brighton & Hove City Council in partnership with Rise and AudioActive, the event included delivery of the Break4Change training by the English partners and delivery of NVR training by NUI Galway who delivered the two-day NVR training. In all **314** people received training in both interventions from across England, Ireland and Sweden.

### 2.4.3 Adapting the workstream to support each partner

Within the project team it became clear that Bulgaria, whilst having a strong commitment to, and understanding of, domestic violence, did not have such well-formed knowledge and awareness of CPV. The partnership, therefore, adapted their approach and developed an awareness raising session on B4C and NVR over 2 days. Brighton & Hove City Council led on the development of the training and on the 24-25th September 2014 in Smolyan Bulgaria, an Awareness Training on Child to Parent Violence was delivered by all partners.

The English and Bulgarian partners worked together to develop an awareness raising training about the issues of Child to Parent Violence which culminated in a two day training event in Smolyan, Bulgaria in September 2013 at which all partner countries participated. 25 Bulgarian police officers and social workers participated.

There were 25 participants including Bulgarian Police Officers and Social Workers. The summary of the evaluation of this session is attached as Appendix 2.

### 2.4.4. One to One work

Within Brighton & Hove two workshops were held to develop the Break4Change programme and look at how the tools and processes could be used to enable practitioners to work one to one with families. The findings from these workshops will inform future development of the one to one work. The results are beginning to be used as part of Brighton & Hove City Council's Integrated Team for Families work.

When we talk about men and women, boys and girls in relation to violence, do we perceive the gender impacts– is violence the same for boys and girls or different, or sometimes the same and sometimes different? When we respond to CPV how and to what extent do these gender differences in relation to violence play out in interactions between practitioners, parents and children?

### 2.4.5 Gender workshops

Since this was a Daphne III project aimed at tackling violence against women, children and young people, the RCPV partners developed workshops on gender and CPV to look at the stereotypes and gendered expectations practitioners hold to a greater or lesser degree when working with families. Two workshops were run in Brighton & Hove and one in Ireland as part of the RCPV First International Project Conference in Galway. See the results at Appendix 3.

We live in a world that thinks in binary ways about men and women and so often people are defined primarily in terms of their biological sex. Therefore, when we start to look at how men and women live in society there are always a range of prior expectations of gender in relation to behaviour – as a man I am supposed to think and behave in a certain way, as a woman I am supposed to think and behave in a different way. These gender stereotypes impact on us all even those of us who try to side-step or avoid them.

These three workshops looked at how the abuse and violence that is used by young boys and young girls against parents and carers may be gendered. This was done by exploring how gender is perceived in different societies and then how practitioners respond to the challenges raised by gender dynamics when working with CPV. The workshop held in Brighton & Hove asked attendees to fill in a postcard highlighting one action they would take from the workshop about gender awareness in their day to day work. These were sent back to them as a reminder of their decision. A resource Gender Equality: The Key to Ending Violence Against Women from Action Aid UK was used in this workshop. This can be accessed at

[http://www.ippf.org/sites/default/files/violence\\_against\\_women\\_and\\_girls\\_-\\_gender\\_equality.pdf](http://www.ippf.org/sites/default/files/violence_against_women_and_girls_-_gender_equality.pdf)

In summary the findings from the practitioner workshops highlighted that professionals have divergent perspectives on gender and that this is an area that needs further research. What we can do here is to reflect what practitioners told us which was that the way girls and boys are expected to behave can be stressful for both girls/women and boys/men. The male provider – female homemaker model is still prevalent and this impacts on the amount of time women in particular spend with their children making the mother-child dyad quite different from the father-child dyad in many cases. In the Brighton & Hove workshop, issues of trans\* people and how they fit within the binary definition were raised and media conventions in portraying women and men was discussed to unpack some of the ways in which they reinforce (hetero)sexism, homo-, bi- and transphobia and facilitate gender-based violence.

Some practitioners raised points about how services are expected to govern families through motherhood rather than fatherhood. Mothers are expected to know about the consequences of health scares, e.g. measles – mummy is expected to know that her child ‘has had measles’ and when, workers don’t expect fathers to know or understand such health issues.

Furthermore, the workshop participants highlighted the stereotypes that abound within European society that men are perceived to be more physically violent and women as more emotionally violent using verbal aggression. Biology lends support to the stereotype above – men tend to have more physical strength and may be more powerful physically. When women are physically violent the violence may not be taken as seriously – excuses may be made for the violence, it may be seen as a one-off and so on. However, where women/girls persist in physical violence they may be/are punished more severely than men/boys.

Furthermore, practitioners identified that it is often viewed as more ‘acceptable’ and ‘rational’ for boys to be violent hence fighting is more likely to be tolerated; e.g. boxing, video games, fights outside pubs. Girls’ violence on the other hand is more likely to be viewed with distaste or evoke more strongly negative emotions. Girls’ video games for example are seen as more passive and related to ‘flowers and home’ whereas boys video games tend to focus on more active and aggressive topics. Girls/women are expected to be ‘lady like’ – not show aggression or violence.

On the other hand people in the workshops felt that gendered roles have been/are changing – metro-sexual man for example, some men stay at home to look after children although they are still in the minority. These changes will over time enable the way societies perceive masculinity and femininity to change. Films/movie models and stereotypes of gendered behaviour have changed too although this may not always be a positive thing; for example Lucy Lu or Angelina Jolie are sometimes depicted as powerful characters whilst others such as Tank Woman follow a masculine depiction.

The use of drugs and alcohol also seems to change the dynamics between women and men, in some cases reducing female inhibitions on violence. Adult addictions can be slightly different to those of young people; in young people – self-harm, cutting, overdosing and alcohol misuse seem to be similar in both boys and girls.

Last but not least participants discussed the need to develop their awareness of gender and other power dynamics that occur in families and be prepared to address these and not collude with abusive behaviour.

## 3. Produce Awareness and Learning Resources

### 3.1 Training toolkits and manuals

In May 2013 the pilot Break4change toolkit was used as part of the Brighton & Hove training. As part of this training Michelle Pooley and the Break4Change team obtained practitioner input and feedback through our training and learning review process. Following feedback from practitioners, creative artists and CPV professionals the content, layout and presentation of the toolkit was updated. We worked with a high quality design agency in order to interpret the ‘user’ needs of the training resources to produce accessible documents that worked for policy and researchers as well as practitioners.

The first edition of NVR handbook for practitioners was developed after the May 2013 training and was launched as part of the first RCPV International Conference in Galway in June 2014. Following collaboration with practitioners the NVR handbook for practitioners was re-written, the results of which have been published on the RCPV USB resource.

The partnership agreed to publish the Break4Change toolkit in different languages in order to aid an understanding of the model. The Break4Change toolkit was translated into Spanish and Bulgarian. A key learning point about these translations was the challenge when working with technical terms that might not necessarily be understood across the breadth of the partnership countries. For example practitioners developed interventions that refer to a ‘one step removed technique’, which was not readily translated into Spanish or Bulgarian. The phrase was used to practitioners who work with parents or young people learn about their own behaviour by seeing others behaving in a similar way.

This kind of example illustrated to us that a project like this needs to allow time to be taken to review how effective aspects of the translation are to ensure understanding of emerging specialist subjects like CPV.

Due to the success of organisations being able to implement the learning from Break4Change and NVR, the project also developed a handbook on the Swedish parenting model and Power2Change in Ireland. In line with our findings about raising awareness in Bulgaria, a raising awareness 'top tips' resource was developed and is available at appendix 4. See also the RCPV website at [www.rcpv.eu](http://www.rcpv.eu) where this resource was published alongside other training resources. The training and learning feedback forms distributed each time training took place highlighted the importance of toolkits and manuals to support the participants' learning. For example in the training in May 2013, a comment was made by participants who suggested that having a manual to support the NVR training would have enhanced their learning.

### 3.2 The policy film

The film resources were developed based on the findings of the action research, the Theory of Change model developed for Break4change and from key aspects of the NVR model.

At two TNSG meetings, a storyboard was developed and the partners highlighted what content and approach the film should take. Early in the project it was decided that rather than develop a DVD resource, changes in technology indicated it would be far better to store the films and manuals developed as part of the RCPV project on a USB card. It was also agreed at the Bulgaria TNSG to develop an animation of the RCPV logo and for the film's look and feel to be in line with the manual's design. The RCPV logo was integrated into a montage showing the RCPV Partner organisations that is featured on the Policy Film. AudioActive developed the look and design of the films.

To ensure a holistic and effective policy film Dr Paula Wilcox and Michelle Pooley wrote a 12 scene script which was then analysed by all partners. A final review of the script was undertaken at the TNSG in Valencia in September 2014

Through the work of Alice Ross at AudioActive, Michelle Pooley and Paula Wilcox, we filmed the majority of the Irish conference and interviewed leading experts in the field of CPV - including Eddie Gallagher, Peter Jakob, Rita O Reilly from Parentline Ireland and all the practitioners who are embedding Break4Change and NVR in their work. This footage is included in the end products. More importantly some of the filming has been used as a resource to help practitioners develop their practice and also provide film for work with parents and young people.

The film was directed by the RCPV Co-ordinator and filmed by Alice Ross on behalf of AudioActive on location in Galway as part of the Galway RCPV conference, in Valencia at the University of Valencia - Polibienstar Offices and then in Brighton & Hove at the University of Brighton Falmer Campus and at Brighton & Hove City Council's Youth Offending Service offices. This took about 15 days of filming which included rehearsals and retakes. The same amount of time was taken for reviewing, editing and producing the completed films which are available on the RCPV USB card and on the website [www.rcpv.eu](http://www.rcpv.eu)

### 3.3 Developing and filming the role plays as a training resource

Aware that people have different learning styles, the RCPV project agreed from the outset to develop a series of short films exemplifying particular aspects of the interventions to help practitioners understand how in practice they could use some of the learning from RCPV when working with children and young people. These films were directed by Michelle Pooley and filmed by Alice Ross of AudioActive.

Using a theory of change model, the English partners analysed with practitioners what were the key outcomes and deliverables of the Break4Change programme. From this a series of potential role plays were identified that would exemplify the way practitioners work with children and parents and would be suitable for training and awareness raising purposes. In all eight role plays were developed for the Break4Change programme and two role plays for the NVR programme relating to working with both young people and parents/carers. The Break4Change films scripted by Ben Cox, Jane Griffiths, Adam Joolia, Pam Nicholls, Michelle Pooley, Alice Ross, Katherine Travis and Martyn Stoner. The NVR films were scripted by Declan Coogan and Eileen Lauster and AudioActive and the University of Brighton sourced Irish speaking actors.

### 3.4 The USB Resources

The credit card sized USB resource was developed and holds the training toolkits, policy film and role-plays.

The 275 credit cards act not only as a resource but also as a powerful dissemination tool. 30 were distributed at the Brussels Round Table event on the 20th January 2015 and 195 at the Brighton Conference on the 28th January 2015.

The remaining cards have been distributed amongst the partners for on-going dissemination in each country. The content is listed below.

The USB (front cover pictured), contains folders which are those with a number in bold, and inside each folder are the files as numbered 1.1 etc)



- 1. RCPV Project Film Findings and Learning**
  - 1.1 The RCPV Action Research Project Findings Film
  - 1.2 Definitions of Child to Parent Violence Film
- 2. Raising Awareness**
  - 2.1 Повишаване на информираността
  - 2.2 Raising Awareness
- 3. B4C toolkits and resources**
  - 3.1 B4C Toolkit English
  - 3.2 B4C Toolkit en Español
  - 3.3 B4C Toolkit български
  - 3.4 Parent Assessment Process Film
  - 3.5 Young People Assessment Process Film
  - 3.6 Cycle of Change Film
  - 3.7 Communication IMessaging Film
  - 3.8 Changing Abusive Behaviour into Respectful Non-Abusive Behaviour Film
  - 3.9 Narrative Therapy Highlighting Skills and Strengths Film
  - 3.10 Anger Control Sequence Film
  - 3.11 Role of Supervision in CPV Exemplifying Gender Film
  - 3.12 The Creative Process Film
  - 3.13 The Film Dialogue Process Film
- 4. B4C Parenting Programme - Sweden**
  - 4.1 Parenting Programme in Swedish
  - 4.2 Parenting Programme in English
- 5. NVR Handbook and Resources**
  - 5.1 NVR Handbook for Practitioners
  - 5.2 NVR The Announcement Film
  - 5.3 NVR The Support Network Film
- 6. Power2Change Ireland**
  - 6.1 Power2Change Ireland
- 7. Evaluation Framework Child to Parent Violence**
  - 7.1 Manual de Evaluación RCPV para intervenciones en Violencia

### 3.5 In summary

Developing and recording the films was an iterative process which was able to draw on the skills and expertise of CPV practitioners, domestic violence practitioners, researchers, film makers, young people and parenting workers, policy makers, parents and children who have experienced CPV. The films also show how the knowledge and experience of the 'actors' contribute to sharing key messages about working with CPV. This approach illustrated the strong partnership and relationship based approach to this work. E.g. young people and parents were included in the policy film using their own words and voices to express how they see CPV (their faces were not identifiable). Through an online survey as a follow up to the Brighton & Hove conference, we will also be inviting people who receive the USB card to give us their feedback, which will mean we receive further feedback about the resources we produced. A key learning from this process was the postproduction process and how important the network of filmmakers in Brighton & Hove was, since Junk TV supported AudioActive with the sound treatments and production of different film resolutions for a variety of media.

## 4. Key learning

With regard to the training that was developed as part of the RCPV Project, the evaluation shows these key learning points:

**Toolkits/manuals:** For Break4Change the evaluation showed that the B4C toolkit was a useful addition to the learning process for practitioners as this helped to accommodate different learning styles. Practitioners felt they learned relevant practical tools and skills to improve their competence and confidence in working with parents and children where child to parent violence takes place. The training feedback in particular shows a significantly high percentage on satisfaction and requirement for the tools that are related to working with young people directly in relation to CPV. The feedback also highlighted that the development of the toolkits were a key support for practitioners as they supported the embedding of good practice post training.

**Ethos and methodology of the Training:** Participants were highly appreciative of the ethos and methodology of the training used by the Break4Change and the NVR teams. The Break4Change facilitators used a parallel process of training which mirrors the group work model whereby a man and women co-facilitate so as to model mutually respectful relationships between both sexes. The trainers also highlight and model non abusive training styles and approaches so as to illustrate the approach taken within the programme which actively addresses gender inequalities, addresses power and supports a solution focussed approach. The evaluation also shows that the theory and ethos of the programme was outlined clearly in training sessions according to participants attending. This illustrates the strength of using practitioners who understand the practical application of the theory as trainers.

**Adaptations:** The B4C programme was adapted in Sweden (Break4Change Sweden) and Ireland (Power2Change) which illustrates that the training methodology identified the need for adaptability to different countries' social and cultural contexts.

**Tools to take away:** For NVR, the training evaluation showed that practitioners trained felt they had learned relevant tools and skills to improve their competence and confidence in working with parents and children where child to parent violence takes place. This was especially high ranking in relation to Sit-ins. With regard to the training content, the feedback shows that the theory and ethos behind the NVR programme was outlined clearly in training sessions with a good link between theory and practical application.

**Role plays:** Across both programmes the use of role plays and small group work was highly valued by participants.

**Openness of trainers:** Across all the training, the openness of the trainers was reported as an important aspect of the training; this shares a parallel finding to that of CPV being infrequently recognised or addressed (stigma/shame/challenging values etc.). As this is an emerging area of family work this approach enabled practitioners themselves to share the same fears. (e.g. name it/tame it/claim it).

**The training formats and forums for discussion** which included a combination of conferences, workshops and specific training events for practitioners working directly with families – raising awareness and improving skills at both practical and policy level. (e.g. Workshops, Conferences in Galway; Brighton & Hove, Bulgaria, Sweden and Spain).

**The Gender workshops** with partners working on the project to explore learning and experience across the partners involved enabled practitioners to explore attitudes, awareness and shared learning.

**The training evaluation forms and the self-efficacy tool** helped the RCPV partners to evaluate practitioners' sense of competence and how their confidence in working with CPV developed as a result of the training.

**The training feedback form linked to the self-efficacy follow up interviews** offered practitioners a useful reflective learning tool. This offered an opportunity for practitioners to consolidate their learning, inviting practitioners to reflect on their skills and abilities and preparedness to work with families where CPV exists. Evidence shows that reviewing and reflecting on learning consolidates what practitioners learn (Benet-Levy & Padesky, 2014).

## 5. Discussion and Conclusion

The training programmes in Break4Change and Non Violent Resistance implemented by the RCPV project:

- increased practitioner awareness and understanding of CPV providing practitioners with the relevant skills to work with parents and children when child to parent violence takes place;
- increased practitioner self-efficacy;
- Requests for RCPV training exceeded the resources of the project to provide the training within the lifespan of the project. This highlights CPV as a social problem and represents a high demand for the practitioner training packages that were developed as part of the Project.

The findings of the gender workshops seem to tally with the known statistical data on physical violence and property damage carried out by teenagers that show that it is mainly mothers who experience CPV and mainly sons who use physical violence:

*“87% of parent victims in our study were mothers – so it is a hidden form of violence against women that people don’t think about” (Condry and Miles 2013)*

That said, the practitioners and partners within the RCPV project felt that this does not necessarily show the full story of CPV, since daughters can also be violent to their mothers and fathers can also be victims of CPV from sons and daughters, although to a smaller degree. The issue is further complicated by the gendered power relations that frequently (although not always) characterise parent abuse as similar to those in IPV: for example, in their observations of restorative justice conferences, Daly and Nancarrow (2009) found that in many ways (e.g. tactics of control, its cyclical nature) son-to-mother abuse mirrors the dynamics involved in adult male-to-female domestic violence within the home.

However, the workshops highlighted how it is important to resist the trap of adopting simplistic ideas around girls/women as victims and boys/men as perpetrators of violence. It is clear from evidence on CPV that girls use violence and abuse against their parents and violence is also used against fathers as well as mothers. Whilst there are similarities across IPV and CPV there are also important distinctions to be made.

Nevertheless, gender is an important sensitising concept not only because CPV is a hidden form of violence against women because it is suffered disproportionately by women, but also because of the impact of gendered thinking and expectations on practitioners' responses to the disclosure of CPV. Gendered norms impact on at least four areas of CPV: firstly, economic and social inequalities between women and men; secondly, differing social expectations of girls, boys, women and men; thirdly gendered power dynamics in the family and fourthly the ways in which the instigation and experience of violence and abuse are gendered. All of these aspects of gender in relation to CPV have not previously been studied and can impact on individuals' and organisations' responses to the disclosure of CPV.

The RCPV project was able to make a start in researching gender in relation to CPV but this area of work needs far more in depth and focused research in order to understand gendered dynamics more fully.

It is therefore important that as we develop awareness raising training and for CPV models of interventions that we look at the implications for men and women as well as trans people, for girls, boys, trans and those children who are unsure of their gender as well as understanding the family structure and gender issues prevalent in their family.

A further conclusion is that this European project illustrates how training and learning has to be complemented with one to one support to embed interventions, but also having a range of resources such as the toolkits and role play films which helps practitioners and managers to take informed decisions about how they progress interventions and address CPV in their own municipalities.

As the RCPV Project is making the training and research resources freely available at the end project conference and via the [www.rcpv.eu](http://www.rcpv.eu) website, further training and research should be provided to track the development of the training support required for the issue of CPV.

**Future European projects should build on and develop the training and ongoing support of practitioners to be able to support effective early assessment of CPV as well as equipping practitioners with the knowledge, skills and practice able to work with parents and children so as to respond to CPV.**

## 7. References

Benet-Levy, James and Padesky, Christine A. (2014) "Use it or Lose: Post-workshop Reflection enhances learning and utilisation of CBT skills". *Cognitive and Behavioural Practice* 21 (2014) 12-19

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Daly, K. and Nancarrow, H. (2009) 'Restorative justice and youth violence towards parents'. In J. Ptacek (ed) *Restorative Justice and Violence Against Women*. New York and Oxford: University Press.

Gender equality and violence – briefing (2013) Action Aid Gender equality: the key to ending violence against women Action Aid UK - Gender & Development Network - Womankind International Planned Parenthood Federation - Orchid Project.

# Appendix 1



With financial support from the DAPHNE programme of the European Commission



## Break4Change Training Course Evaluation 22<sup>nd</sup> and 23<sup>rd</sup> May (B&H City Council, Rise and AudioActive)

### Instructions to Participant:

Thank you for participating in this training programme. In this feedback form, there are no WRONG or RIGHT answers. You do not need to put your name on this form – your responses are anonymous. Please respond to ALL the questions below to help us to improve the curriculum, training materials, and the conduct of the training.

Indicate below, on which days you attended this training (check all that apply)

Day 1  Day 2

For each item below, please circle only a single appropriate response.

	<u>RESPONSE</u>		
	NOT AT ALL	SOMEWHAT	VERY MUCH
1. The training was well organised.	0	1	2
2. The training sessions were relevant to my needs.	0	1	2
3. The presenters were well prepared.	0	1	2
4. The presenters were receptive to participant comments and questions.	0	1	2
5. The exercises helped me to learn the material.	0	1	2
6. There was enough time to cover all materials.	0	1	2
7. The training enhanced my knowledge and skills in responding to Child to Parent Violence.	0	1	2
8. I expect to use the knowledge and skills gained from this training.	0	1	2
10. The training facilities were adequate.	0	1	2
11. I would recommend this training course to a colleague.	0	1	2



## Appendix 2

Inaugural Training - On 20 – 21 May 2013, Hosted by Brighton and Hove City Council, Break4Change training was delivered by Brighton & Hove City Council. On 22 & 23 May 2013 NVR training was delivered by NUI Galway

### Break4Change

Professionals trained	Number of participants /respondents	Most Useful	Least	Ideas to take Away
Social workers, Multi-agency English, Irish and Swedish practitioners from: social work, CAMHS, domestic violence services, voluntary & statutory sectors.	29/27	Group work / exercises and Understanding of how the programme works and combining theory with practice (17%) Working with young people (13%) Parent's group, Talking to others/sharing experiences and course materials/resources (8%) Creative workshop and zero tolerance of abuse	Rushed/not enough time (17%) Relevance of some aspects for artists; first hours of the day; group processes (already known) and end of the day presentations overwhelming (4%)	Toolkit (22%) Listening / communication for Parents and understanding of Young People's behaviour (17%) Combining theory and practice, zero tolerance of violence and Transactional analysis (13%) Anger control info; 'Chuck-out'; Desert Island, Music Sessions; Understanding of child to parent violence and 'Choosing to act' (8%) Self-esteem exercises, Assertiveness and Young People, Gains and losses, Cultural differences, Drama triangle, Referral process, rights and responsibilities, Cycle of Change and Empathy (4%)

### Non Violent Resistance

Professionals trained	Number of participants /respondents	Most Useful	Least	Ideas to take Away
Multi-agency English, Irish and Swedish practitioners from: social domestic violence services, voluntary & statutory sectors.	29/25	Day two/Strategies (28%) Role play / case studies (19%) All useful (14%) Revisiting the model/ putting it into practice (14%) Sit-in, Supporters, slides and discussion, parenting as anchor and Use of language (4%)	Nothing (33%) Role plays (9%) No slides/hand outs (4%) People talking over each other (4%)	Sit-in/Strike (38%) Empowerment (38%) Lack of consequences/ move away from reward /consequence model (28%) Non-violence (19%) Supporters/support network (19%) Statement of intent (14%) Promoting ethos of NVR in families (14%) Change brings about change (9%) Enabling better family relationships (9%) What does 'happy' look like? Achievable goal, listening skills, reconciliation, Solution Focused,

## Appendix 2

**On the 28<sup>th</sup> June 2013, Break4Change training was delivered by the Brighton & Hove City Council in Galway, Ireland**

Professionals trained	Number of participants/ respondents	Most Useful	Least	Ideas to take Away
	32/22	Skills with YPs – 54% Working with groups in parallel – 9% YPs taking responsibility, creative responses, toolkit strategies, parenting session, clear principles of the programme and TA – 5% (each)	None – it was all relevant – 22% Relevance of parents' session for those participants who don't work with parents (13%)	Anger control sequence (31%) Communication styles/importance of communication (22%) YP acknowledging abuse/behaviour and able to change and Chuck out (18%) Use of 'I/I messaging, Parents response to behaviour and DVD (13%) Activity options, exercises for teenagers and power/control tools (9%)

**On the 12<sup>th</sup> & 19<sup>th</sup> March 2013, RCPV Non Violence Resistance Training delivered by NUI Galway in County Galway, Ireland as part of the pilot process.** The training was delivered to School completion programme workers, statutory agency social workers and family support workers in the Tuam and Galway region and 18 people attended.

## Appendix 2

On the 1<sup>st</sup> and 2<sup>nd</sup> July, 2013, RCPV Non Violence Resistance Training - NUI Galway in Dublin, Ireland.

Professionals Trained	Number of Participants/ Respondents	Most Useful	Least	Ideas to Take Away
Senior Probation Officers, Probation Officers, Youth Probation Officers, Le Cheile and Candle Trust staff	28/20	Programme ethos 11% Reflecting and Role plays 7% Building support networks Methods and tools 7% Solution focussed 7% Empowering parent 3% Methods and tools 7% Influence not control 3%	Power point heavy 7% More group work and real life examples 3% Only working with parents 3%	Naming the violence 32% Strength is anchor not fist 17% Persistent resistance 14% Pause button 11 % Skills for parents 11% Skills for parents 11% Sit-in 7% Support network 7%

On the 4<sup>th</sup> and 5<sup>th</sup> December, 2013, RCPV Non Violence Resistance Training was delivered by NUI Galway in Dublin, Ireland.

Professionals Trained	Number of Participants/ Respondents	Most Useful	Least	Ideas to Take Away
Trained Parentline Volunteers, Social Workers, Psychotherapists, Consultant Psychiatrist.	16/16	Redistribution of authority (31%) Role plays (19%) Techniques and actions for parents (13%) Small group work (13%) Commitment to using non-violent approach (13%) De-escalation skills (6%) Openness of trainers about applying the learning (6%) Interaction with other participants (6%)	Not enough time to explore/practice (13%) Musical chairs activity / Traits a therapist needs / Tailgating the YP as intervention strategy (all 6%) Hand outs would be useful (6%)	A new authority (38%) De-escalation skills (31%) NVR attitude/hope and aims (25%) Sit-in (19%) Utilising / valuing support networks (19%) Service/order withdrawal (13%) Statement of intent (13%) That this is a common problem / expect things to get worse before they get better / stay in the present / strength based approach / solution focussed / externalising behaviour / time limited & review / boundary the work to a specific issue / reconciliation gestures / deeper knowledge / share the entire knowledge (all 6%)

## Appendix 2

On the 20<sup>th</sup> and 21<sup>st</sup> January, 2014, RCPV Non Violence Resistance Training was delivered by NUI Galway in Cork, Ireland.

Professionals Trained	Number of Participants/ Respondents	Most Useful	Least	Ideas to Take Away
Juvenile Liaison Officers, Adult Mental Health Worker, Probation Officers, Public Health Nurse and Social Workers	24/20	Strategies of the NVR programme x2 NVR programme Content x 10 Skills learned x6 The ability to ask questions but more so the affirmation that no question was irrelevant and the feeling of openness of the facilitators to welcome training	No hand-outs/guide/manual x 2 Too much theory x 4 None or N/A x 4 Not enough role plays / Video of role plays	NVR Programme structure and techniques x 27 Awareness x 8 Working with Parents x 7 Present to colleagues / role play: wrote down questions/methods used to bring into my own practice

On the 3<sup>rd</sup> April, 2014, a half day follow-up RCPV Non Violence Resistance Training was delivered by NUI Galway in Dublin, Ireland.

Professionals Trained	Number of Participants/ Respondents	Most Useful	Least	Ideas to Take Away
Counsellor, Trainer and Helpline Volunteers	9/9	Role plays / Working with different forms of resistance/motivation / recapping the steps / Discussion / Stepwise approach programme / Embedding and refreshing knowledge / The whole idea of the programme / The initial stages of introducing NVR to the clients / Idea's around resistance and types of clients / Role plays- but needs more processing / Review of motivation	More emphasis needed on later sessions of NVR / Would have liked more time for discussion- too rushed/ N/A	Levels of Motivation x 6 / NVR structure x 6 / Parents as experts x2 / Reference book on Solution Focused Group Work x 2 / EARS technique / Refresher aspect /

## Appendix 2

On the 14<sup>th</sup> and 15<sup>th</sup> April, 2014, RCPV Non Violence Resistance Training was delivered by NUI Galway in Dublin, Ireland.

Professionals Trained	Number of Participants/ Respondents	Most Useful	Least	Ideas to Take Away
Counsellors, Support Workers, Project Workers, Childcare Manager and Case Manager	26/29	All relevant x 6 / NVR programme Content x 6 / Group Work/Discussions x 4 / Motivation/Engagement x 3 Gaining an understanding of CPV / NVR used in conjunction with other programmes x 2. / Well-presented x 2 / Exploring the challenges of NVR- Declan's use of clinical experience really brought it to life / Knowing that it is ok to name the CPV to the parent and that it is opening the door for the parent to talk/ Having a handbook in the future will be helpful / Resource/skill for caller to the helpline who experienced PCV- this was a grey area for me / The part which says that there is no consequences. / Role play	None/All relevant x 11 / Might need more information to fully put in place / Not for older teenagers in my view / I would like to learn more about evidence and cases of people using the NVR with adult children / role plays	NVR Techniques x 39 / Solution Focus/Non-judgmental x 8 / Motivation Level/Engagement x 6 / Option for CPV/ Identifying CPV x 5 / Empowering Parents/NVR has worked x 5 / Role Plays x 2 / NVR with other programmes x2 / Cost-effective / Support/Access to services / No rewards for behaving

On the 24<sup>th</sup> and 25<sup>th</sup> July, 2014, RCPV Non Violence Resistance Training was delivered by NUI Galway in Derry/Londonderry, Northern Ireland.

Professionals Trained	Number of Participants/ Respondents	Most Useful	Least	Ideas to Take Away
Social Workers, Social Care Workers, Counsellors, Managers and Family Support Workers	15 on Day 1 16 on Day 2  /15	NVR programme Content x 8 / All of it x 2 / tools and Skills x 2 / EARS- this will help me tune in / Second day / Handbook/Role plays/ practical examples / the actual practical steps a parent can take. / Working with the parent	None of it/All relevant x 8 / Theory / Working with the child	Strategies of NVR x 28 / Listening Techniques x 9 / Research/theory x 3 / Solution focus x2 / Put into Practice / Skills for parents / motivation/Engagement / Formally record stats of CPV

## Appendix 2

On the 18<sup>th</sup> & 19<sup>th</sup> September, 2014, RCPV Non Violence Resistance Training was delivered by NUI Galway in South Dublin, Ireland.

Professionals Trained	Number of Participant/ Respondents	Most Useful	Least	Ideas to Take Away
Social Workers, Social Care Workers, Juvenile Liaison Officers, Mental Health Social Workers, Child & Adolescent Mental Health Services Staff, Family Support Workers, Gardaí (Police), Area Medical Officer, Education Support Workers and Project Workers	40 on Day 1 38 on Day 2  /33	NVR programme Content x 9 / Role Plays/Discussions x 8 / Motivation/Engagement x 5 / All of it useful x 5 / Techniques easy to adapt x 2 / Solution Focused / Theory/Research / Validation of what I can do well / Training manual / Clear concise power point	None/All was useful x 10 / Programme not applicable to my service x 4 / First session part 1 as already attended this info session in April / Thursday morning I felt like there was too much feedback/discussion by trainees and a lot of it was not relevant. / Role playing / Details about social work	NVR programme Content x 23 / Parent can change/engaging parents x 16 / Solution focus theory x 15 / Increased CPV awareness x 10 / Manageable/do-able programme x 9 / I already have the skills to implement NVR x 7 / NVR can be adapted/used with other programmes / helpful handbook

## Appendix 3 – Awareness Raising & Gender

**Awareness Raising - On the 24-25<sup>th</sup> September 2013 in Smolyan Bulgaria, led by Brighton & Hove City Council with all partners: Awareness Training on Child to Parent Violence**

Professionals trained	Number of participants/ respondents	Most Useful	Least	Ideas to take Away
	25/19	Shared European experience (39%)	None – it was all relevant (54%)	Parents/ children groups (47%)

**Gender and CPV On the 7th May 2014, A RCPV – Break4Change workshop on Working with Gender and Child to Parent Violence was run by Brighton & Hove City Council and the VAWG specialist in Brighton & Hove**

Professionals trained	Number of participants	Most Useful	Least	Ideas to take Away
Family Coaches, Social Workers, Break4Change practitioners, Domestic Violence and Domestic Violence perpetrator	10/10	Group discussion. (100%)	Pressure of time (25%)	Greater awareness of gender issues (what to take back to work, look at gender training tools) (100%) Use inclusive language, aware of definitions and reminder of definition between sexuality and gender (75%) Challenge assumptions, opening up gender with the women more and time to reflect (75%)

practitioners.				
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**Gender and Child to Parent Violence - 12 June 2014 - in Galway, Ireland**

**30 practitioners attended a workshop on Gender and Child to Parent Violence run by Brighton & Hove City Council and the VAWG specialist**

# Raising Awareness

This publication has been produced with the financial support of the Daphne Programme of the European Union. The contents of this publication are the sole responsibility of the National Association XX1 Rhodope Mountain Initiative, Bulgaria and Brighton & Hove City Council, England and can in no way be taken to reflect the views of the European Commission. 2015.



With financial support from the Daphne programme of the European Union

### Introduction

This leaflet captures key learning gained through Smolyan's approach to raising awareness about Child to Parent Violence (CPV) at a municipal and national level in Bulgaria. This learning is drawn from a facilitated discussion in Valencia in October 2014 between the English and Bulgarian partners. These were professionals who had identified CPV as an important social issue and decided to work together to address it.

### Top Tips for Awareness Raising

Before you begin to work with or publicise the issue of CPV make sure you have a clear understanding of what CPV constitutes. CPV is a hidden social issue which is often misunderstood and currently there is no universally agreed definition. It is also important to include researchers in your team to determine the definition of CPV as explained by local people and to help develop the methodologies that would be best to use when working with families affected by the problem.

The definition below will help you agree which aspects you identify with in the contexts faced in your region or country:

...“any act of a child that is intended to cause physical, psychological or financial damage in order to gain control over a parent.” (Cottrell, B, 2001).

- It is important to identify the age range of the children you are working with and any legislation or policy that might be relevant - these will be within the areas of child protection or family/domestic violence and/or parenting.
- Take time to think through the implications of discussing CPV and which organisations need to be part of the discussion.
- Make sure that there is a core of people and organisations prepared to discuss the issue and think through what CPV is and its impacts and are, at least in the first instance, prepared to raise the issues.
- If you are not sure what to do, seek out key people and organisations that might be sympathetic to the issues and start to raise awareness through a range of discussions.
- Work with peers in a number of organisations based in the local area and make sure you network effectively in small cities.
- Make sure you discuss and learn about the issue from more informed people whether locally based in your area, municipality, city, country or within Europe. For example the project trained 30 employees of RD SP, District Police Directorate, psychologists and educators to raise awareness of CPV issue. This has meant that more social workers, the police and NGOs are now aware of the issue
- As you network, identify people who will understand the issues and help you link to appropriate people, resources, policy makers, legal details and to start building a database of stakeholders..
- It would be helpful to run a national survey on CPV and develop a national database that highlights information on past research, monitoring data and support information on interventions to help families and professionals.

## Bulgaria – Learning gained through the RCPV project

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- Make sure you listen to what people are saying about CPV and ensure they understand what you are doing. Many people may not initially understand the issues associated with children who are abusive to their parents. You need to think through why this might be and be prepared to respond sensitively to fears and concerns.
- Make sure that people realise that you still want to make sure that children are brought up in safe and supportive households.
- Ensure that if you are raising the issue of Child to Parent Violence that you also tell people from organisations that are not directly associated with domestic violence, safety or child or adult services; you never know who might be prepared to help.
- Once you have a core of people and organisations interested and committed to working on this topic you might want to set up a more formal network. E.g. In October 2014, Bulgaria carried out a round table with representatives of 25 government and non-governmental organisations to raise awareness of CPV problem
- Ensure that any network you set up has a clear purpose, aims and objectives in order to see effective developments. Structures and systems are critical and therefore you need to find the appropriate people and agencies that are prepared to participate and discuss how CPV fits within current systems and also what needs to change.
- Make sure that you identify appropriate media awareness and build up your resources such as media clips. - Bulgaria see this as important and want to contribute to national media radio spots – in this case it is important to develop key messages on CPV that anyone being interviewed can draw on. It is useful to develop accessible leaflets explaining what CPV is.
- Work with schools and pupils to build understanding of CPV. In Bulgaria the school system has developed special hour-long classes that focus on particular social issues. The Rhodope Mountain Initiative are highlighting CPV in those classes so that young people understand what this type of behaviour involves and why it is not helpful. E.g Rhodope Mountain Initiative organised a Day against Violence at the School "Yuri Gagarin" and the main subject area covered was CPV.
- Teachers will need some training and support to understand the difference between anti-social/bullying behaviour and those children who are being abusive to their parents.
- Be prepared to look at mediation and psychological support needs within families
- You also need to be prepared to work with and explain how parents can recognise CPV and explain how best to support change and support families coming to terms with this phenomenon.
- As you develop the work on CPV think about preventative education programmes with children and parents that you can run. Remember that if people understand what the issue is then they can develop networks to address this issue.
- Try and keep your approaches practical to help and support families to address CPV.
- Make sure you constantly reflect on your practice as this will help you learn and develop examples of good practice relevant to your country.

### References:

Cottrell, B. (2001) Parent abuse: The abuse of parents by their teenager children. Ottawa, Canada: Health Canada, Family Violence Prevention