



**The STOP and Pit-STOP Pre Training  
“what you need to know”  
Guide**



## The training

### Who is the training for?

Participants applying for this training must have a background in working with young adolescents and their families. Have excellent interpersonal skills and an understanding of social learning theory.

### Training requirements & levels

level	Professional & background requirement	Training	Supervision requirements
1 FACILITATOR	Background in working with young adolescents and their families. Excellent interpersonal skills and an understanding of social learning theory	3 Days STOP Training 1 day Pit-STOP training  Group Skills Training or equivalent	Recommended to have at least monthly clinical supervision and peer group supervision (if available)
2 APPROVED FACILITATOR	As above	As above; as well as supervision requirements	Supervision fortnightly with STOP author or level 3 or 4 trainer for each full group
3 TRAINER	As above; as well as qualification in teaching in adult learning i.e. PETALS	As above; as well as co leading a training alongside a STOP author or level 4 Trainer. If level 4 trainer then video footage of training must be sent to Jeannie Gordon before approval	On-going supervision at least monthly with SOTP author or level 4 trainer. Attendance at STOP consultation days (where available)
4 STRATEGIC TRAINER	As above; as well as degree level qualification or equivalent professional experience. To hold position of strategic lead for their service area	As above; as well as co training alongside one of the STOP authors	As above; as well as regular communication with the STOP authors

## **The format of the training**

The STOP group programme content is presented as a three day course, and the Pit STOP delivered post STOP training as a one day training. Both trainings examines the underlying ethos and objectives of the programmes on a week by week basis.

Trainees are taken through the entire programme in chronological order, to provide a basic level of knowledge and skill that they can reflect upon when facilitating their own group. This also includes possible difficulties, experiential scenarios and the opportunity for open discussion around the minutiae of running a STOP parenting programme in practical terms. All course attendees will be provided with their own STOP manual and supporting handouts are available on the Ministry of parenting web site.

<http://www.theministryofparenting.com/resources/stop>

Highly recommended is all trainees undertake a generic group skills course to equip practitioners with the skills required to facilitate in any kind of group scenario. The group skills course undertaken by the practitioner should include basic group dynamic theory, a variety of set tasks, group discussions and individual facilitation opportunities for each participant with both written and verbal feedback from the trainers.

## **Standards**

All STOP/Pit-STOP facilitators need to advocate professional standards. Standards are the 'point of reference', which underpins any exercise in quality assurance. As managers/ service leads /individual workers we should encourage ours/group facilitators to take ownership of these standards and incorporate those into their own formalised group standards.

All Group Facilitators should:-

- Work within national and Local County's Safeguarding Children and Safeguarding Adults guideline.
- Believe in positive non-violent approaches to conflict and managing behaviour.
- Use a collaborative approach both with parents, peers and partnership services.
- Build on parent strengths, not a teacher / client deficit model.
- Seek to set a quality assurance environment for the programme.
- Identify sources of further support for parents where appropriate.
- Link into local and national parenting networks.
- Undertake regular supervision.
- To become familiar with services to which parents can be referred to if necessary.

- Reflect on practice.
- Be accountable.
- Be able to develop strategies for handling sensitive issues and managing conflict.
- To be skilled in communicating.
- To encourage the implementation of the standards of good working practice, STOP trainers should offer mentoring, supervision and support to group facilitators who undertake the STOP training parenting programme

### **General objectives**

By the end of the training learners will be able to:-

- Set specific goals for the learning
- Contribute to group discussion
- Gain a greater understanding of the practical demonstration to increase learning
- To experience the evaluation process of the workshop
- Reflect on and evaluate best practice
- Identify and make use of opportunities to develop and up-date practice and learn from others
- To understand parent's needs and engagement requirements and how they can help the learner may meet these needs
- Understand resistance to praise - the difficulties of self and others to accept praise
- Understand the theory of praise elements: labelling praise and modelling self-praise
- Promote positive self-thinking
- Use specific encouraging statements versus nonspecific
- Gain and give support through praise
- Recognise social and self-regulation behaviours that need praise
- Build teenagers self-esteem through praise and encouragement
- Understand the principles of adult learning and home practice
- Understand how to model & prompt consequence strategies

- Understand the importance of new learning trials
- Avoid power struggles and misbehaviour responses and how to avoid power struggles • Understand how natural and logical consequences increase teenager's sense of responsibility
- Understand the importance of parenting monitoring at all ages.
- Understand the importance of consequences being reasonable, related and respectful
- Understand the importance of reinforcing/ refuelling oneself and others
- Understand the group process of maintaining and ending groups

### **Further support to attendees of the training**

Trainers individual supervision; it is a requirement for the STOP/Pit STOP facilitators to receive ongoing supervision and support. Ideally this should be fortnightly for the duration of their group and consist of a minimum of 4 - 6 individual supervision sessions.

Post training there are a number of consultation and supervision sessions provided via the STOP area lead Linda McCann; [Linda.McCann@oxfordhealth.nhs.uk](mailto:Linda.McCann@oxfordhealth.nhs.uk)

### **Who are the consultations for?**

The consultation sessions/workshops are for all participants who completed the STOP and Pit-STOP training. They do not need to start the programme delivery to attend. Many participants find the consultation really helpful in the planning stages.

### **What are the consultation sessions/workshops about?**

The aim of the consultations is

- 1) To develop skills in parent group programme work
- 2) To brainstorm and problem solve the range of logistical issues which accrue when setting up and delivering STOP and/or Pit-STOP
- 3) To provide a space to become more familiarised in the STOP and PIT-STOP content
- 4) To share experiences through discussion and cued video tapes of groups.

## **Delivery of a STOP group**

### **Who is the STOP programme designed for?**

The STOP programme was originally designed as a specialist group programme for parents with children who are difficult to manage, offenders, or at risk of offending or exclusion .STOP formerly stood for “Supporting Together Offenders Parents”. The criteria for referral to the programme were through the tier two and three services. The programme is still predominantly delivered to parents and carers who are experiencing complex behavioural problems i.e. displaying anti-social and offending problems. However, over the last ten years the programme has also been implemented and proven effective in more universal, tier one settings. As a prevention group programme intervention, feedback from group facilitators has been very positive and inspirational. Parents and carers with fewer complexes respond well to the programme content and arrangement of the weekly sessions.

To enable the programme to be applied across tiers we have renamed the programme as STOP- a supportive programme for parents of teenagers.

This programme is intended for parents with children over ten to sixteen years.

### **How many sessions?**

The Parenting Programme is comprised of ten sessions. The manual is designed to guide the group facilitator through the sessions. The manual provides an outline of what should be covered in each session and suggested resources to facilitate that process. The delivery of the information should be tailor made to the individual client group. The goal of the group facilitator is to impart clinical, relevant information to each parent within a therapeutic group context.

Even though the programme is designed for ten sessions there are additional sessions (Alcohol session, Screeners, Conflict and Aggression session) and a follow up session plan. These can be added as additional weeks or can be replacement for the content sessions in weeks seven and eight. The reason for this is offer enable the group facilitator as much flexibility as possible in catering the STOP content to the targeted parenting group.

### **Timing of the sessions**

The average session for the STOP parenting groups, is approximately two hours per session. Time, however, should be allowed for the setting up of the group, welcoming the parents, allowing time for parents to leave and clearing up after the group. A time should also be given, preferably not on the same day as the group, for a full evaluation by the group facilitators.

## **Preparation**

- STOP is always lead by two trained STOP group facilitators
- In preparation of running a STOP programme group facilitators will need to advertise the group/course out to possible parents and linked practitioners. The ideal amount of time to start advertising for any group/course is around 3 months.
- The ideal number of parents on a group /course is 10-12 (unless venue dictates otherwise).
- A confirmation letter is sent to each parent giving start time and directions to venue.
- Each parent will be asked to complete a pre and post evaluation
- Group facilitators should aim to arrive at least one hour before the start of the group, this will give them plenty of time to make the room ready and have materials set up. Room style should be horse shoe. Group facilitators to be aware of your venues housekeeping needs i.e. fire exits, toilets etc.

## **Recruitment to the STOP groups**

This is extremely difficult. Parents have to overcome their concerns of stigma and blame before they are open to the possibility of looking at their own parenting issues. Therefore we believe advertising is crucial. In promoting the group programme, the publicity is friendly, fun and supportive, but also has a firm objective and aim. The recruitment of the programme however, primarily comes others, therefore marketing the programme to your team colleagues and external agencies is just as important as marketing it to the parents.

Workshops, advertisement in the team, word of mouth through team colleagues and a general feeling of enthusiasm towards the programme supports the recruitment process.

Support from senior management is crucial and awareness to relieve any additional stress or block to a parent attending the programme needs to be considered. Examples include travel and childcare arrangements and funding for each.

We are aware of the issue of parents feeling forced to attend, does cause resistance in some families. The STOP programme has an Introduction session to encourage a parent to attend one session and then make up their own mind. It has been our experience that once a parent has attended an introduction session, they feel comfortable to attend further sessions.

## **Group facilitator's needs**

- Group facilitator's time – to prepare, set up, deliver, clean up, evaluate and complete service requirements re client write ups. This time is reduced as group facilitators become familiar and confident with the STOP content.

- Ensure that the group facilitators and someone at the venue have exchanged contact details especially mobile numbers. With the best will in the world accidents happen, and if group facilitators are delayed then this needs to be conveyed to the group/course participants.
- Group facilitators be aware of their services lone working policy.

### **The need to maintain the programmes fidelity?**

- 1) Group facilitators are expected to follow the number of STOP session (minimum is 10 sessions) and follow the programmes weekly session plans
- 2) Group facilitators are expected to ensure the parents complete weekly evaluation forms
- 3) Supervision and consultation is highly recommended. It is highly recommended that all participants attend the consultation sessions. It should be expected when working with families, that individual and family crises will arise. Experienced professional consultation/supervision is necessary to determine the best course of action at these times

### **Basic requirements**

Venue: They say in life that everything is location, location, location! This is true also with parenting group programmes. For most parenting programmes, you will need a comfortable large, spacious room to seat between 8 and 16 parents. The venue needs to be free from interruptions, but also free from preconceived ideas. For example, past experience has shown that certain statutory organisation's buildings can discourage the parent from attending. Issues, such as easy access, parking and bus routes etc. are all essential when finding a venue. Seating is a priority. The chairs need to be comfortable and arranged in a circle. A flip chart TV will be required.

Group size: Ideally the group should be large enough to enable the content of the course to flow comfortably. Awareness should be given to the complex difficulties some of the families are attending the group for. Therefore large groups can be inhibiting for parents. Ideally the group facilitators should aim to complete the recommended amount of sessions being aware of a dropout rate of approximately 30 to 40 percent. For this it is suggested that the size of the group be aimed for approximately 14- 6 parents and with a natural dropout will ensure that the group ends with a comfortable number. All, participants, including group facilitators, should be counted within this number. Meetings with less than 4 parents cannot be considered a group programme as they will inevitably lean towards a therapeutic group rather than a parenting programme, which in turn affects the whole dynamic. Therefore, it is not recommended to go this low.

Past experience has shown that the programme being held in the evening is more effective in targeting the male carer/parent. Programmes held in the day can exclude working parents and fathers/male carers.

Refreshments: These are very important in any group programme. It is strongly suggested that refreshments be treated with a great deal of respect, initiative and creativity. Each week, parents should be welcomed with a selection of hot or cold drinks. During the group sessions, refreshments should be different each week, be of the highest quality and standard. The refreshment should reflect to the parents the group facilitators' desire to make each parent feel very welcome, respected and valued.

### **Budgeting the stop group costs**

- Venue room rate if no access to a suitable in-house venue room; A large, comfortable room for appropriate amount of people with space for practical activities will be required. Arrange comfortable chairs in a semi-circle / horse shoe design with access to a flip chart
- Travel mileage to venue for group facilitators
- Refreshments for the parents (£10 per session approx.) and small reward items to encourage parental engagement
- Photo copies of handouts weekly for parents
- Postage costs for letters to parents
- Certificates for parents and a small gift items for completion the group/course
- Flip chart, paper, pens

In East Sussex they looked at data for 30 programmes and on the data of 222 parents that have completed the STOP programme; the average cost per parent of £602.75. This breaks down further to an average weekly cost of a STOP group to £54.80 per parent per week.

The Ministry of Parenting (Essex) 2016 average cost is;

- 14 parents per group £293.2 per parent
- 12 parents per group £342.1 per parent
- 10 parents per group £410.52 per parent

The cost includes 2 members of staff time; in the referral filtering, parental engagement time, session delivery and session planning. Costs also includes weekly reward items, refreshments, flipchart, handouts and supervision.

The cost does not include venue, any child care or transport provision.

## **Referrers**

It is of vital importance that the referrer is fully aware of the aim and function of the parenting programme. It is useful to send them relevant details of the group content. Once a group facilitator has the referral form, a personal phone call made to the parents before the session to acknowledge the referral form, has in our experience been very engaging.

## **Home visits**

If time permits, home visits are a very effective way of engaging both partners or a single mother/father and friend. It does give the group facilitator a full understanding of the home situation. However, it will not guarantee the commitment for a parent to attend a parenting session. An introduction session is more of an indication. Awareness also needs to be made of the time commitment for home visits.

## **Safe guarding issues**

All facilitators must work clearly within the guidelines and remit of both their services and their counties Safe Guarding policy. It is very important that at the beginning of the group process this is made clear to all parents. This is explained in the introduction session. Any concern a group facilitator has needs to be given the greatest consideration. Discussion with both managers and co-facilitators and in supervision needs to be sought.

## The Legal Framework of Confidentiality

Mental Health Act (83) Code of Practice (99)

- “Children’s rights to confidentiality should be strictly observed” (DoH; 1999)
- All professionals must have a clear understanding of their obligation of understanding of their obligation of confidentiality to children and make clear the limits of such an obligation to a child who has the capacity to understand them (DoH 1996)

## The STOP and Pit-STOP authors Position on Confidentiality

- No child or adult may be offered a confidential service

Therefore;

- No child or adult can be offered complete confidentiality – where there are concerns about abuse or concerns that a child may be at risk of significant harm, information MUST be shared
- Social care services carrying out an assessment of a child under S.47 (Children Act, 1989 -child in need of protection) requesting information from a service can expect information to be shared

- Social care services carrying out an assessment of a child under S.17 (Children Act, 1989 - child in need) requesting information from a service can only expect information to be shared with the client's consent.

Basic Rule The interests of the child are paramount even where you have never met the child and the adult is your client

### Practical factors

- Provision of paid-for transport to and from the service site (where not a home-based intervention), especially where low-income or rural families are the users
- Selection of a convenient location (e.g. a place where parents might want to go for other purposes)
- Non-stigmatising, comfortable and welcoming venues
- Delivery at convenient times (including evenings where there is a demand)
- Ensuring that the service is properly advertised and marketed, so that parents and agencies on whom referrals may depend know about it

**This table may be useful in considering STOP group delivery requirements**

	<b>Own Service funded</b>	<b>Other funding source</b>	<b>No funding provided</b>
<b>Staff time</b> lead facilitator			
<b>Staff time</b> Co- facilitator			
<b>facilitator materials i.e.</b> manual, rope, laminated sheets for group flip chart notes			
<b>Venue</b>			
<b>Evaluation forms</b>			
<b>Administration support</b>			
<b>Refreshments</b>			
<b>Handouts</b>			
<b>Small reward items</b>			

<b>Gifts &amp; certificates for parents</b>			
<b>Flip chart stand, paper and pens</b>			
<b>Drugs worker for session ( if required )</b>			
<b>Transport</b>			
<b>Car parking arrangements</b>			
<b>Folders/paper/ pens etc.</b>			

### **Insurance**

If you are an employee you should be covered by your services insurance

Insurance should include the staff, building, and parents and children (accidental damage, etc.). Most venues will have this built in but please check.

If you are not employed directly and implementing a group you should have

- **Professional Indemnity Insurance** ; professional malpractice
- **Public Liability Insurance**; protects you from your actions at work and covers you for any damages that a member of the public may be awarded as a result of injury or damages to them and their property (tripping, slipping etc)
- **Contents Insurance** ; insures business items and therefore any personal possessions you require should be arranged by you under separate cover

### **Records**

Maintain records of the parent names and contact details.

Health and safety requirements; First aid box, awareness of fire exits, etc. to ensure the safety of both staff and parents.