



Families Learning
about *Self Harm*

FLASH
Online Guidelines
Session 1

These Guidelines are **ONLY** to be implemented and undertaken by professionals who have undertaken the FLASH programme 3-day training.

For more information on the FLASH training please e-mail Jeannie Gordon at Jeannie.gordon@theministryofparenting.com or Debbi Barnes at debbi.barnes@theministryofparenting.com

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Session1 - Group welcome session (Introduction)

Pre group

- Have session 1 PowerPoint uploaded onto desktop
- Have a calculator to hand
- Handout and pre evaluation form ready to email post group

Plan overview

Topic	Platform	Attachments
Introductions and parent years of experience	Online Whiteboard	
Online Housekeeping	Online Whiteboard	
Agenda	PowerPoint	Session 1 PowerPoint
Online group rules	Online Whiteboard	
Personal goals	Online Whiteboard	
Overview of FLASH	PowerPoint	Picture of FLASH Bridge-on session1 PowerPoint
Optional – common feelings	Online Whiteboard	
Actions of self-harm behaviours.	Online Whiteboard	
Home tasks	Email to parents post session	Pre online sessions evaluation form
Handouts	Email post group	First aid for self – injury handout

Post group session.

Transfer whiteboard text to file document. File in word Group Rules and Personal goals

Session 1- Group welcome session in more detail

Welcome and Introduction

Group leaders should introduce themselves and then invite all parents in turn to give their name and the age of the young person they are concerned about. A facilitator should record the age of each young person and then add up all the numbers. This number will equate to the number of years of parental experience in the virtual room; highlight this to the parents. Explain that FLASH has a collaborative approach. As group leaders we aim to provide the best evidence-based information and as a group we will share our thoughts and experiences, so we collectively put theory into our everyday family lives.

Online Housekeeping:

Explain if there is to be a break

Indicate how families will let others know they want to speak; Use chat function or raise their hand.

No recording unless agreed by group.

Explain that online break out rooms will be used for small group practices.

Encourage the group to make the session as comfortable as possible, have a cup of tea/coffee or cold soft drink to hand.

Explain that a pre online sessions evaluation form will be emailed to all parents to complete

Explain agenda for the session

Show PowerPoint slide of agenda. Explain to the parents that it is important that they look after themselves. They are to be kind to themselves during and after each online session.

Group Manners/rules

Explain the need to be safe and comfortable in these online sessions. Brainstorm and establish with the group the groups rules/manners for discussions, such as muted microphones to avoid disruptive background noise (regular in-person ground rules will still apply- respect others, take turns, confidentiality, etc.).

Co facilitator to write up the rules/manners on whiteboard.

Group leader considerations: If parents are unsure of using the word 'rule', alongside 'manners' another suggestion is 'good will agreement'.

Also, sometimes the term 'agree to disagree' can be a bit vague for some parents so a suggestion is 'challenge the statement not the person'

Personal goals

Ask each parent to state their goal is for attending the online sessions. Write up on the whiteboard each person's name and write their goal beside their name.

Group leader's consideration: most parents/carers want the self-harm to just stop and/or to understand why. As professionals we can appreciate this is not always the safest option for the young person. As professionals we need to support the parents/carers to understand that a personal goal for the self-harm to stop or to understand why may not be reached during your work together or even ever. As professionals we must accept and validate the parent's disappointment, frustration, and fear. As professionals we have to support the parents to understand that in the longer term it is more effective for the young person to have different strategies to replace the "feelings" the young person experiences from their self-harm acts.

Overview of FLASH Online Guidelines

Explain background to the FLASH Online guidelines and how its foundation is based on the FLASH programme. Show PowerPoint slide of the picture of the Bridge. Explain how the sessions build on each other. Explain some of the handouts will be from the original FLASH manual.

Actions of self-harm behaviours.

As in the face to face groups, brainstorm with the group what are the actions of self-harm. Write up list of actions on the whiteboard.

Group leader's consideration: depending on the experience of the parents, facilitators may need to add actions to the list to show the range of self-harm actions.

Optional- Common feelings – as in the FLASH manual

Group leader's consideration: this activity is only optional as it is very dependent on the group of parents. If the atmosphere feels flat or if as a group leader you are feeling some apprehension this is a useful activity to address parents' concerns.

Group leader's consideration: to be mindful that some parents may struggle with feeling empathic as they may have become detached from the emotions which occur around self-harm due to over exposure. These feelings should be validated.

Home task

Explain that the pre group evaluation form will be emailed to the parents.

Handouts

Email to the parent the First aid for self – injury handout

Evaluation of the session

Post group session.

Transfer whiteboard text to file document. File in word Group Rules and Personal goals