



Families Learning
about *Self Harm*

FLASH
Online Guidelines
Session 6

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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Jeannie Gordon
Debbi Barnes
The Ministry of Parenting CIC

Original Authors:

Jeannie Gordon
Sarah Brazier

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Session Six – walking on eggshells

Pre group

- Have session 6 PowerPoint uploaded onto desktop
- Messages from past handout to email to parents

Plan overview

Topic	Platform	Attachments
Introductions and rules reminder	Word files	Group online rules document
Agenda	PowerPoint	Session 6 PowerPoint
Feedback and group check in	Online Whiteboard	
Agenda	Word files	Group online rules document
Parental reactions- The Fred role	PowerPoint	'think/feel/do' slide from session 6 PowerPoint
Types of parents	PowerPoint	Parenting types slides from session 6 PowerPoint
Power struggles - Parental hooks	PowerPoint	Fisherman slides from session 6 PowerPoint
Responding and associated features	PowerPoint	Associated type slides from session 6 PowerPoint
Reaction cycle	PowerPoint	Reaction cycle slide from session 6 PowerPoint
Home tasks	Email to parents post session	Messages from the past

Session 6 in more detail

Introductions and rules reminder

Reminder of the online housekeeping and group manners or group agreement – show group rules file

Agenda

Show the PowerPoint slide of the agenda and explain agenda for the session

Explain to the parents that it is important that they look after themselves so they should be kind to themselves during and after the online sessions.

Feedback

Either in two break out room groups or as a whole group depending on the group size and dynamic ask the parents to feedback on their thoughts from the last session, practicing praise and self-praise and if they did their self-care task.

Parental reactions

What affects “parental” reactions. Follow the Fred role play as in the FLASH manual. Group leader verbalising the script with gestures. The key message is ‘Parenting- is not just based on the relationship between the parent and child’.

Show the PowerPoint slide of the triangular ‘think/feel/do’ reactions handout. Have a discussion with the parents.

Types of parents

Show the PowerPoint slides of the types of parents. Explain the types of parents as stated in the FLASH manual

Group leader considerations: To pause the slides to ask parents what they think their type is and to generate discussion

Power struggles - Parental hooks

Show the PowerPoint slides of the fisherman metaphor. Explain the fisherman metaphor (as in the FLASH manual). Group leader to ask parents to share normal teenager behaviour hooks i.e. swearing not self-harm.

Link back to the brain development of teens and the need for immediate gratification

Show the PowerPoint slides of the fisherman with the keep safe net. Explain the keep safe net as stated in the FLASH manual (referring to self-harm behaviours).

Group leader considerations: Young person are the fisherman and parents are the fish in the keep safe net.

Open discussion on why it may be important for the parent to stay in the keep safe net i.e. if young person has high anxious feelings of separation (so parent is there, silent if needed).

To highlight that when a young person is self-harming the parent may have to take the bait as the self-harm is an underlining stress, but it is the parent’s awareness that they are taking the bait in order to keep their young person monitored.

Responding and associated features

Show the PowerPoint slides of the associated types, which reinforce parental reactions.
Explain the types of parents as stated in the original FLASH manual

Group leader considerations: To pause the slides to ask parents what they think the type is and to generate discussion

Reaction cycle

Facilitator to show the reaction cycle slide. Facilitator to summarise how the main themes discussed in the session becomes a continuing sequence which emphasises the parent's reactions to setting limits and boundaries

Home tasks

To complete the messages from the past task

Handout to email to parents post session

Message from the past

Evaluation of the session