

BUILDING RESILIENCY WITH PSYCHOEDUCATIONAL PARENTING CLASSES

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OVERVIEW

- Resilience and vulnerability
- Changing the balance with psycho educational groups
- Key principles
- Group Implementation Approaches
- Assuring Effectiveness

WHAT IS RESILIENCE?

- ◉ A dynamic process
- ◉ Interaction of individual, family, and community risk and protective factors
- ◉ Ability to withstand stress and critical life transitions

INTERACTION OF RISK AND VULNERABILITY FACTORS

○ Individual

- Temperament
- Physiological
- Attachment history
- Trauma and loss

○ Family

- Attachment & relationships
- Parental history of trauma and loss
- Life circumstances

○ Community

- Safety
- Resources
- Stability
- Social cohesion

PSYCHOEDUCATIONAL GROUPS-- CHANGING THE BALANCE

- ◉ Psychoeducational groups can inform, normalize
- ◉ Promote mastery and skill development
- ◉ Revisit trauma, loss, developmental crises in a safe, structured way
- ◉ Offer coaching, practice opportunities
- ◉ Offer continuity and stability- a frame for positive change

KEY PRINCIPLES

- **Resiliency Theory**
- **Efficacy Theory/Cognitive Theory**
- **Psychosocial Rehabilitation**
- **Ecological Theory**
- **Object Relations & Attachment Theory**
- **Life Cycle/Developmental Theory**
- **Systems Theory**

GROUP IMPLEMENTATION APPROACHES

- ◉ Work with parents and children together
- ◉ Work with parents and children in parallel
- ◉ Work with parents only
- ◉ Work with children only
- ◉ Stand alone groups
- ◉ Groups in conjunction with treatment or home visiting services
- ◉ Multiple content /curricula frameworks

ASSURING EFFECTIVENESS

- ◉ Organizational and staff capacity
- ◉ Structured
- ◉ Well supervised
- ◉ Consistent
- ◉ Sustained over time
- ◉ Follow a set of principles—theory of change (such as TFCBT)

EXAMPLE: CENTER-BASED GROUPS

- ◉ Family Resource Center-based groups as part of a multidisciplinary home visiting and treatment approach
- ◉ Home visitors and treatment staff participate in groups
- ◉ Opportunities to practice new methods in vivo, with home visitor support
- ◉ Integrated program of child and parent groups, including therapeutic child care and parent-child interaction groups
- ◉ Logistics supports
- ◉ Rituals, including goodies
- ◉ Skill building, cognitive restructuring and emotional education
- ◉ Incorporate graduates

SOME TAKE-AWAYS

- ◉ No one-size fits all
- ◉ Research needed on how the cognitive, emotional and skill components interact
- ◉ Research needed to better determine how effective stand alone and integrated groups are
- ◉ Importance of having a framework, organizational capacity training, and supervision