NVR = Non Violent Resistance =
Resistance to violence, aggression & non-cooperation

NVR Intermediate Training
Day 2 (9.7.19)

Contents:

2. NVR course preparation.
3. Brief history of NVR in oxleas
4. Politics of NVR
5. Theory informed practice.
Presentation: Building Resilience and self-care for prof and parent facilitators.
Small groups: Practical applications of NVR concepts

Society changes = more pressure for families = more pressure for the caring professions
The political context of crisis

① CAMHS crisis intervention
② Families in crisis
③ Services in crisis

Pros: more need for NVR
Cons: staff shortages
Professional Resilience toolkit

CONFIDENCE
- Theory to practice (knowledge and confidence)
- e.g. Systems theory, NVR, CBT, lesson plans.
- Group work: understanding and managing group process
Forming, Storming etc Innovators to luddites

REPLENISH
- Support (e.g. family, friends)
- Work-life balance
- Hobbies, interests
- Downtime
- Counselling / Therapy / supervision

REFLECTION
- Manageable caseload
- Reflective practice (before, during, after)
- Supervision (talking through).

Self-care

Theories of change
Professional culture of care

Secondary trauma types

SUDDEN
Worker experiences similar symptoms of PTSD that the trauma victim is experiencing

OVER TIME:
Feeling overwhelmed, isolated and disconnected, impacting all facets of life (typically develops over a period of time, after many sessions of listening to painful experiences).

VICARIOUS RESILIENCE
The telling of horrific events leaves an impression on the worker AND may also 'trigger' past trauma located in the worker.

SECONDARY TRAUMA
Triggers own trauma response

VICARIOUS TRAUMA
The telling of horrific events leaves an impression on the worker AND may also 'trigger' past trauma located in the worker.
Vicarious Trauma & Resilience

**Vicarious Trauma**

Vicarious traumatisation is a transformation in the self of a trauma worker or helper that results from empathic engagement with traumatized clients and their reports of traumatic experiences. It is a special form of counter transference stimulated by exposure to the client’s traumatic material.

(Wikipedia)

**Vicarious Resilience**

Therapists interviewed about their work reported a sense of privilege and great learning from witnessing clients’ courage and resourcefulness. ‘These therapists strongly believed that their work with traumatised clients had made them more resilient, both as therapists and people’.

(Therapy Today, May 2018, p 38).

---

**FACILITATING NVR PARENT COURSES: THE CYCLE OF CARING**

- **Engagement (attachment) phase** (ON BUTTON)
- **Separation phase** (OFF BUTTON)
- **Renewal phase** (OFF BUTTON)
- **Active involvement phase** (ON BUTTON)

**POSITIVES:**
- helping others is good for us.

**RISKS:**
- giving too much, without recuperation time, can lead to compassion fatigue.
Mindfulness

Type 1
Paying attention to *internal experience*  
(INTEROCEPTOR)

Type 2
Paying attention to the *external environment*  
(EXTEROCEPTOR)

Type 3
A mix of the two  
*Blend of internal and external*  
(INTEROCEPTOR & EXTEROCEPTOR combined)
Compassion vs empathy

How to prepare for running an NVR course
How to prepare for running an NVR course

**Professionals**
1. One day + two day training
2. Shadowing an NVR course *(time-in-lieu vs own time)*
3. Facilitating an NVR course *(creativity re caseload)*

**Parents**
1. Attending an NVR course
2. Shadowing an NVR course
3. Facilitating an NVR course
4. two day training

How to get an NVR course running

- Sheer determination
- Thinking outside the box *(positive delinquency)*
- Strategic approach
- Persistence and active resistance
- Think sustainability from the start

- The Greenwich CAMHS story: *‘when I was in Greenwich 18 months ago NVR was everywhere, now it is nowhere’*. 
- Greenwich Early Help story: *‘Can I bring early help workers in as trainee professional facilitators’*. 
- Bexley story: *parent announcement to management*
- Bromley story: *partly written*
- Greenwich HerCentre: *partly written*
Group 1
Using the NVR map, and any other ideas, what NVR concepts may help to get a new NVR course off the ground?
Write an announcement of your plan if helpful.

Group 2
Please summarize and add any ideas re building resilience and self care into the NVR process for prof / parent facilitators
(Use ideas from this presentation, if helpful)
Group 3
What NVR ideas lend themselves to the use of role play or sculpting. Please devise a short role play and / or sculpt to illustrate.

Group 4
Please link at two or more NVR concepts to manage difficult situations at work. Explain via reading out ideas or role play or sculpt.
Group 5
Devise a problematic case scenario and then use the different types of connecting and resisting comments to address the situation.
Explain via reading out ideas or role play /sculpt.

Group 6
Please share ideas as to when an NVR course might work on its own, or when other help (for parent, family or young person) might also be needed.
Group ⑦

How might you use individual NVR ideas; how would you introduce the tools and how might you gain support (stay connected to other NVR practitioners).

All groups optional extra

When introducing NVR what are some ways of creating hope?
A very brief history of NVR in Oxleas

2005: Marcus Averbeck (Oxleas) and Peter Jakob (Partnership Projects) go to a workshop in Germany given by Haim Omer about NVR.

2006: Marcus and Peter invite Haim over to the UK to talk about NVR. Elisabeth Heissman and Liz Day take this forward...

2007: First booklet

2010: Manual and NVR grows from Oxleas to also include social care and schools in Greenwich.

2013: Second booklet

2014: Gangs and CSE

2015: all NVR stops in Oxleas and RBG (except schools)

2016: out of the ashes...

2019: new Innovations in Practice (first 3 publications Oxleas, new one national)

Birmingham, South Wales, Kent, Southampton, Brighton, Hackney, Lewisham, Newham, Kent, etc

2019: Oxleas website re-launch!
Oxleas.nhs.uk/nvr

Non-Violent Resistance (NVR)

NVR is a concept which draws inspiration from those who have sought to bring about changes in society in a non-violent manner; Gandhi and Martin Luther King being amongst the most famous examples.

The programme aims to assist the parents and carers of children who are displaying challenging behaviours. The parents are guided through a set of core principles which are adaptable to many situations. This equips the parents with confidence and self-control and enables them to address those behaviours in an effective manner.

At the same time, the parent focuses on rebuilding the loving parent/child relationship, which may have been lost over a period of time.

For any further information or queries about NVR please contact pete.brown2@nhs.net.

NVR Intermediate Training, Day 2 (9.7.19)

Politics of NVR
NVR controversy

A set of useful tools to use when needed

A way of life

Too evangelical

Too expert

Parent facilitators

Professional invigoration

NVR controversy within services

A set of useful tools to use when needed

A way of life

• Default parenting position is often:
• Correction before Connection (as a way of life)
• Connection before Correction – a new way of life
Position of Parenting courses within CAMHS

- Not part of professional trainings
- Lack of knowledge
- Suspicion
- Variable in availability
- 'Bolt on' courses, usually 3-5 days. Once finding these tools practitioners can become very enthusiastic about them.

- Too behaviourist.
- Not systemic, and if systemic too 'expert' (1st order).
- Not attachment focused.

Common ingredients of Positive Parenting courses

- **Connection before Correction.**
- Parent often use tools applied immediately.
- Catch the child / young person doing the right thing.
- Building on strengths.
- Uses rewards and punishments to reinforce learning.
Some NVR differences

- Uses the principle of delayed parental reactions, whenever possible and safe to do so.
- How to resist difficult behaviours with less possibility of escalation.
- How to criticise and offer negative feedback that is more likely to work.
- Does not use Rewards or Punishments.

NVR Intermediate Training, Day 2 (9.7.19)
Two types of NVR

Painting-by-numbers NVR

Relationship sensitive NVR

Theories of change in NVR

3. The Skillful Teacher: Skills, Changes, and Repertoire in the Classroom by Brookfield.
4. Social Learning Theory (SLT): e.g. Webster-Stratton, Severe.
‘The Goldilocks Zone’ of change

Inspiration: Gregory Bateson and Tom Andersen.

• Bateson: ‘a difference that makes a difference’
• Andersen: Introducing too little difference leads to no change; introducing too much difference leads to the activation of defences; introducing just the right amount of difference leads to change.

I borrowed the term ‘Goldilocks zone’ from the field of Astronomy where it refers to the ‘habitable zone’ where life is possible.

In the trauma field a similar idea is often referred to as ‘the window of tolerance’.

Managing setbacks when learning NVR

‘As learners speak about how they experience learning new skills, knowledge and concepts, they describe a rhythm that might be called ‘incremental fluctuation’. ... This learning rhythm can be understood as one where the learner takes two steps forward, one step back, then one step forward, three steps back, and so on, in a series of irregular fluctuations marked by overall progress’.  

However, during a ‘two or three steps back’ phase the progress may be experienced as completely lost rather than as a temporary setback. Learners believe that they will never ‘get it’ and can fall back into old familiar ways.

Experience shows that following a ‘step back’ week, there is often a ‘step forward’ week on the horizon, but not yet in sight.

One of our tasks is to keep hope alive and support parents to see setbacks as setbacks and not as devastatingly final failures – to help the parent stays with the NVR process of uneven fluctuating change.

Further reading: Stephen Brookfield. The skilful Teacher , 2015
LEARNING FROM EXPERIENCE

THE POTHOLE

I walk down the street, there is a hole. I don’t see it and walk into it.

I walk down the street, I see the hole, but still walk into it.

I walk down the street. I see the hole and learn to walk around it.

(Buddhist saying)

What change can be expected?

• No change – in parent and YP
• Small changes in parent and YP
• Large changes in parent and YP
• Change in parent; less change in YP
• Delayed change in YP over a longer period (e.g. early to mid 20’s)
www.oxleas.nhs.uk/nvr

pete.brown2@nhs.net