

Keeping Families Together

A parent treatment manual for the
prevention of abuse and neglect of children

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The Plan Program

- Provides a resource for therapists working with parents of abuse/neglect
- Difficulty with previous models of treatment
 - Psychodynamic Model
 - Family Systems Model
 - Humanistic Model
 - Parent Training Model
- Not a replacement for parent training, family therapy or other treatment modalities

Voluntary vs. Involuntary Treatment

- Similarities
- Differences
- Effective Treatment Strategies

Treatment Objectives

1. Develop a clear understanding of what is abuse and neglect.
2. Understand the consequences of abuse and neglect on children.
3. Accept and take full responsibility for your abusive and neglectful behavior.
4. Identify and disclose your abuse and neglect toward your children.
5. Have a clear understanding of why the abuse and neglect happened.

6. Develop an understanding of your attitudes, beliefs, behaviors, thoughts, and personal issues causing you to commit abuse and neglect.
7. Identify and work through any personal history of abuse and neglect.
8. Learn and practice skills, new attitudes, and beliefs, which may prevent further abuse and neglect.
9. Develop and put together a plan to prevent abuse and neglect from ever happening again.

Therapist Requirements for the P.L.A.N. Program

- The P.L.A.N. Program requires the therapist to have some orientation to cognitive behavioral treatment theory and intervention
- Therapist has working knowledge of related models of abuse & neglect
- If court involvement therapist has knowledge of legal process and their role in providing information and recommendations.

Getting Started The Assignment Plan

Check and fill in the blanks below to help you in completing your assignments:

- I will work ___ minutes on _____ days to complete assignments. (List which days, example: Mon., Wed., Fri., Sat. & Sun.)
- I will turn off the phone and TV and avoid all distractions as much as possible.
- I will ask for help from the following people if I have difficulty understanding the assignments.
 1. _____
 2. _____
 3. _____
- I will read slowly and think about what I am reading.
- I will keep all assignments and material for group in one place so they will not get lost or misplaced. The place I choose is _____.
- I will complete all of my assignments by doing _____.

Getting Started (continued)

- Daily journaling
- Transportation plan
- Education related to the system
- Important dates

Getting Started (continued)

- Visitation Preparation
 - Pre-Visitation
 - Visitation
 - Post-Visitation
- Motivation
 - Cost/Benefit

Barriers to Treatment

- Malan's Triangle
- Character/Defense Mechanisms

VANESSA VICTIM



Vanessa views herself as a victim of the system. She sees herself as a victim of bad circumstances in her life. She has a serious case of Poor Me Syndrome. She will often be heard saying, "no one cares."

If Vanessa has one or two unfair things happen, she can't let it go. Many times she will refer to how other people are doing worse things to their children and how nothing happens to them. Vanessa may try to get you to feel sorry for her and have you start helping her too.

SAMMY SECRET



Sammy lives his life in a little compartment, like a closet. He feels he does not need to talk about any other areas in his life, because he feels it does not apply to the problem that brought him here. Sammy Secret may say, "I will talk about my problem, but nothing else." Unfortunately, he probably will not progress very far in group because all areas of his life apply to the problems that brought him to this point.

MILLIE MINIMIZER



Millie's a special character. She has worked up the thoughts in her head that this is really "no big deal," and everyone is making a big deal over nothing. Millie Minimizer makes her problems so simple and says to herself, "No big deal, I would never do it again anyway." She does not really understand what led to her situation and how she can prevent it from happening in the future.

MARY MOTIONS



Mary puts on a good front and goes through the motions. She acts sad although she does not really believe in any of this. Mary refuses to make any lifestyle changes and is afraid to admit she does not want her kids. She usually is not willing to give up something coming before her children, such as drugs, alcohol, a spouse, or partner. She may get her children back by going through the "motions," but the children return to the system and will be hurt even more.

BONNIE BLAMER



Bonnie blames “the system” for not helping her more. She doesn’t want to accept full responsibility for her behavior and would rather blame others for the situations in her life. Bonnie Blamer blames her husband, her parents, her children, or some crisis in her life.

Bonnie can be heard saying, “It’s not my fault my boyfriend left me, or I lost my job. This wouldn’t have happened if it wasn’t for that.” She will blame anyone or anything she can for her troubles in her life.

JOHNNY JUSTIFIER



Johnny is very reluctant to take responsibility for his own behavior. Johnny will say, “I never intended to hurt him. I was drunk and out of my mind.” He frequently

makes excuses to justify his harmful behavior. Johnny will tell you how it happened to him as a child and he turned out “just fine.” He will complain about not being able to discipline his kids because the laws are too strict on parents.

Working with Defenses

Identifying defenses

Clarification of defenses

Elaborating the negative consequences of their continued use

Post Defense Work

- Therapists assures each client has a good orientation to the cognitive behavioral treatment model

How Feelings are Created

HOW FEELINGS ARE CREATED

We will begin with a story to understand how feelings are created. This story will help us understand how our thoughts connect to our feelings. Read the story below.

One day Mary and Sally were working on an assignment. They had a quick breakfast and worked most of the morning without a break. When it was about time for lunch, both decided to take a break.

When they looked how far they were, they realized they were half way through the assignment. When Mary saw this, she stated, "Oh, that's great, we're half way through." When Sally saw they were half way through, she looked down and shook her head and stated, "Oh no, I can't believe we're only half way through."



An important part of this story is that both Mary and Sally had the same information about how much of the assignment was done. Mary was happy and Sally was sad.

Answer the following questions below:

1. Why did Mary and Sally feel different? Write your answer below:

2. Mary and Sally felt differently about the assignment because they were thinking about it in different ways. What do you think Sally was thinking when she found out half the assignment was done? Write your answer below:

3. What do you think Mary was thinking when she found out half the assignment was done? Write your answer below.

When we think about the answers above, there is an important point: that both Mary and Sally's thoughts were "automatic." Everybody responds differently to situations, depending on the way they think. The story shows us how our feelings about a situation or a person do not come from outside of us. Our feelings come from inside of us, and are caused by how we think about a situation. **What this means is if we can change the way we think, our feelings will change too.**

Thought Feeling Behavior Link

It is important to understand how our thoughts and beliefs cause our feelings and behaviors.

Nothing can make us feel anger, shame, happy,

sad, or mad. **Our thoughts and beliefs create**

the feelings we have. Once you recognize you

have a choice in everything you do or feel, then

you can truly feel free to make different choices

in your life.

Orientation to Treatment Terms

- Thinking Errors
- Triggers
- High Risk Situations
- Escape-Avoidance Strategies

Learning about Abuse & Neglect

- Rejection
- Terrorizing/Mocking/Belittling
- Ignoring
- Isolation
- Corrupting
- Sexual Abuse
- Physical Abuse
- Refusing of Health Care
- Abandonment
- Expulsion
- Custody Issues
- Inadequate Supervision
- Other Physical Neglect
- Chronic Truancy
- Failure to Enroll
- Inattention to Educational Needs
- Emotional Neglect

HINT:

**ABUSE is something you
actually do.**

**NEGLECT is something you
fail to do.**

Situations

1. The parent yells at the child, telling him he is stupid and will never amount to anything.

a. Abuse Neglect
(circle one)

b. Emotional Physical Neglect
Educational Sexual Abuse
(circle one)

c. TYPE OF ABUSE OR NEGLECT: _____
(Pick one from the list on page 43)

2. A parent kicks the child out of the house, without giving her a place to go and saying she can never come back.

a. Abuse Neglect
(circle one)

b. Emotional Physical Neglect
Educational Sexual Abuse
(circle one)

c. TYPE OF ABUSE OR NEGLECT: _____
(Pick one from the list on page 43)

Empathy Training

The Four Skills

- 1). Learning how to identify and talk about your own feelings.**
- 2). Learning how to identify the feelings of others.**
- 3). Learning how to put yourself “in another person’s shoes.”**
- 4). Learning how to deal with the sometimes difficult feelings created by your new empathy skills.**

Making a Disclosure

- Parent Disclosure
 - Child Letter
 - Apology Letter
- Self Forgiveness