



PIT-STOP

Online Guidelines

These Guidelines are **ONLY** to be implemented and undertaken by professionals who have undertaken and completed the STOP and PIT-STOP programme training.

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Content list

Introduction	Page 4
How to use the Guidelines	Page 4
Why is there a need for PIT-STOP online?	Page 6
Issues to be aware of	Page 7
Online planning	Page 8
Keeping the programme collaborative	Page 9
Setting up an online session (PIT-STOP practitioners)	Page 9
Security - yours and your clients	Page 9
Setting up an online session (Parents)	Page 10
Protecting the young person/children from overhearing comments	Page 10
Looking after you!	Page 10
Looking after the parent's wellbeing	Page 11
Consultation an initial meeting for the online programme	Page 11
Online delivery adaption consideration table	13- 20

PIT-STOP Online Guidelines

Introduction

PIT-STOP Online Guidelines are based on the PIT-STOP manualised programme. The underpinning principles, standards, beliefs, and programme aims are the same as the manualised PIT-STOP programme. The primary function of the PIT-STOP programme is a “one-to-one’ parenting intervention, the programme content and session plan design are very malleable to working virtually with a parent online.

Within the context of the PIT-STOP programme, one of the most important factors is the establishment of an effective therapeutic relationship between the parent/carer and the PIT-STOP practitioner. The PIT-STOP programme delivery should be collaborative in style, encouraging the parent to problem solving, change negative cognitive thinking to constructive, and make positive changes in their relationship with their young person. This is done through discussion: visual handouts, metaphors and some practice activities which support the depth and engagement of the discussion.

To support the programme’s collaborative delivery online, the on online resources include:

- PowerPoint slides of the visual handouts and metaphors
- Interactive online Handouts
- Interactive online evaluation forms

This PIT-STOP guidebook provides some practical recommendations and suggested adaptations in the session content delivery.

The online Guidelines do NOT replace the need for the face-to-face intervention.

Number and length of sessions: The PIT-STOP manual comprises of eight base line content sessions which include subjects such as conflict management, listening skills, praise and encouragement, limit setting, family meetings and personal stress management. The content is presented as a nine-week programme however, we are aware that some parents and carers may need longer, especially when experiencing PIT-STOP online. Looking at a screen for a long period of time requires a lot of concentration and can be very tiring. Just like in PIT-STOP face to face sessions, the delivery of the information is tailor-made to each individual parent; for instance, some parents will need longer to process the information and may need to greater support to make the changes. The goal of the PIT- STOP professional is to impart clinically relevant information to each parent within a therapeutic relationship context; without being pulled into a counselling role. Therefore, we have not stated how many sessions but advocate no less than eight sessions. (eight and nine may be joined if the session is longer)

We suggest no more than an hour per online session (this is dependent on the parent), as this is more accommodating for the parent with childcare commitments, interaction, and concentration levels. Therefore, we have not stated how many sessions but advocate no less than 8 sessions.

How to use these Guidelines

You must have undertaken and completed the full PIT-STOP training to use these guidelines.

You will need the PIT-STOP manual for the planning and delivery of this programme online.

The online delivery adaption table on page 13 indicates any adaptations needed when delivering the PIT-STOP online. The delivery of the content is delivered in the same format as described in the PIT-STOP manual.

In the session adaption table, there are references to visual PowerPoint slides. The slides may be beneficial as they:

- Support the structure of the session, which helps both the PIT- STOP practitioner and the parent to stay focused on the topic content theme, thus keeping the session on track.
- Engages the visual learner
- Helps with concentration, as parents are looking at something new.
- Promote more collaborative discussions, as instead of “telling” a parent, the slides can be used to encourage a parent to give an opinion on what they see.

The rational for using PowerPoint slides

- If there is more than one picture in the visual handout or metaphor, it makes the flow of moving onto the next picture easier.
- PIT-STOP practitioner can add their own flare to the recourse by adding visuals and/or text to the slide.

If the PIT- STOP practitioner is concerned that screen sharing may interfere with the therapeutic relationship or flow of discussion, there is the option not to use them, or print out the PowerPoint slides and use them as paper visuals i.e., hold them up to show a parent.

Each session has an evaluation and session hand-outs. The handouts which require parents to write in i.e., the weekly evaluation forms, are accessible by a link to the forms on the Ministry of Parenting CIC website, www.theministryofparenting.com/professional-resources/PIT-STOP. PIT- STOP practitioners will need to email the link to the parent and include the email address they wish the form to be returned to. The advantage of this is the parents can easily fill the forms in via their phones with no need for a printer, scan etc.

The manual weekly parents’ handouts are also available at www.theministryofparenting.com/professional-resources/PIT-STOP These can be emailed weekly to a parent as a Pdf (download to PC and then send as attachment).

PIT- STOP practitioners are encouraged to use whiteboard functions available on most online platforms (Zoom, Microsoft Teams etc.). If a PIT- STOP practitioner is uncomfortable using the whiteboard or finds it cumbersome, the PIT-STOP practitioner can:

- Use a word document. The word document can be shown to parent using ‘screen share’ functions and typed into in live time.
- Use the “chat” function to capture the parent’s views and thoughts

- Use a paper and pen as if in a face-to-face group and email the parent post the group session the relevant information.
- Alternately the PIT- STOP practitioner can use a flip chart if the parent can view the flip chart on their screen i.e., lowering the flip chart and placing it close to the PIT- STOP practitioner's chair.

Unless stated otherwise, forms such as consent, induction, sign up forms and the evaluation booklet are the same forms recommended in the standard PIT-STOP manual.

The PIT-STOP authors also embrace that many PIT- STOP practitioners bring their own creativity to the programme. Whilst we always advocate that PIT-STOP practitioners should keep to the fidelity of the PIT-STOP programme and the programmes outcomes; we are excited to hear if a PIT- STOP practitioner comes up with an online interactive activity which enhances the parents' learning experience. So please contact us and share your ideas.

Why the need for PIT-STOP online Guidelines /version?

PIT-STOP Online guidelines were developed during Covid-19 to enable PIT-STOP practitioners to connect remotely with families. However, we believe the benefits of an online version of the PIT-STOP programme will benefit families beyond Covid-19, as the PIT-STOP programme online guidelines:

- Allows for greater flexibility of scheduling – helpful to working parents who cannot attend a face-to-face group.
- Allows support to parents who cannot travel to a STOP face to face group due to distance and or childcare
- Parents or other adults who share the parent parenting can join the sessions.

There are however some disadvantages:

- Harder to set up the interactive practices and activities therefore reduces the practicing of the parenting skills for the parents.
- Relationship building between parent and the PIT- STOP practitioner may be less personal & less intimate; facial cues can be misinterpreted.
- Some families may have too many distractions in the home to make it possible to have a quiet space for this discussion and engagement.
- Some families may not have the internet or a computer or phone or have tech difficulties.
- For some PIT- STOP practitioners and families, it can be intense to concentrate on the screen in a robust way; studies indicate when we have increased fatigue, we experience less trust.
- Not all the parents are comfortable with the online format

Issues to be aware of

It is important that the PIT- STOP practitioners and parents are aware of the following:

Safeguarding: The virtual one to one session will need a form of live streaming and whilst this provides a way to connect with the parent with the PIT- STOP practitioner, the PIT- STOP practitioner must be aware of parent, children, and young people's safety. There needs to be clear agreements as to who will be 'in' the virtual session audience and what information is being shared. Any comments a parent makes may be seen/heard by others and they probably will not be able to delete or edit them. It is difficult to 'police someone's living room' and PIT- STOP practitioners cannot know who else will be watching or listening.

Use of virtual platforms. Some parents will need to be provided with appropriate and reasonable support to enable them to use the platforms (e.g., instructions/guidance).

Recording of session. A parent may want to record a session. The normal reasons for this are

- The parent wants to remember the session content
- The parent wants to review the session content at a later date.
- The parent wants to share the session content with a family member
- For some, as evidence of their attendance.

PIT-STOP practitioners must make clear to the parent if recording is permitted or not, this may be dependent on proper permission from the PIT- STOP practitioner service manager/service policy. Not all online platforms screens indicate when a person is recording a session. The PIT- STOP practitioner may choose to disable the recording option for the parent if that is possible. If the PIT- STOP practitioner wishes to record the session for supervision reasons, the PIT- STOP practitioner needs to follow their service protocols on recording client sessions.

Control of environment. PIT-STOP practitioners will need to consider if the parent can effectively 'control' their environment i.e., a child or young person may come into the camera shot. A child or young person could be listening out of camera shot.

Online etiquette. PIT-STOP practitioners will need to help the parent to have an awareness of the etiquette of live streaming. PIT-STOP practitioners will need to be mindful of the more vulnerable parents who may not consider how they are dressed (i.e., dress as if they were 'home alone' rather than attending a face-to-face group). Additionally, they may communicate inappropriately rather than how they would speak in a meeting or group setting for instance. Parents are however, in their own home so the PIT- STOP practitioner should be aware that some parents may vape, smoke, eat, drink alcohol and answer messages etc. while the session is taking place. The PIT-STOP practitioner is encouraged to outline their expectations at the start of the first session. The contract, within the PIT-STOP manual could help with this.

Quiet space. The PIT-STOP practitioner will need to ask the parent to secure a quiet, private, and uninterrupted space for the online session. This will be difficult for some parents due to

having other children around. Likewise, the PIT-STOP practitioner should afford the parent the same courtesy.

Background noise the PIT- STOP practitioner and the parent should remain mindful of background noise. Ideally the mute button is off during a one-to-one session to aid the free flowing of conversation. Microphones and headphones are recommended.

Accessing the handouts If a parent is accessing the online programme via their phone and does not have a laptop/PC, then they may prefer to have a hard copy of the handouts to read. For parents who do not have access to a printer, they will need hard paper copies. In some sessions it is helpful for the parent to have a handout or item to hand at the start of the session i.e., in session 2, the parents need the brain? puzzle. In these situations, the handouts need to be posted to the parent prior to the session.

Online planning

- The online programme is a minimum of 8 sessions. Just like with a face-to-face group, the PIT-STOP practitioner can schedule a break i.e., for a national or school holiday. If there is a break, it is recommended that a card is sent to the parents. This is a positive and personal way of keeping the contact during the scheduled break.
- Offer a trial call to the parent on the online platform before the start of the PIT-STOP online programme. This will increase parents' confidence in attending the programme online.
- Re-check that the parent has a quiet, private uninterrupted space for the online session.
- Have the parent's phone number to hand during the session and make sure the parent has your phone number in case of technological difficulties.
- Expect technical issues at first!
- If using the PowerPoint visual slides, have the slides uploaded already onto your desktop before starting the session.
- It can be useful for PIT-STOP practitioners to use headphones so 'others' do not hear the other parents' conversations.
- To be mindful that often the parent is less verbally interactive during an online session as they are more hesitant about interrupting. PIT- STOP practitioners should use more direct questioning with parent to talk i.e., "Joan, did you have any thoughts on that" "I noticed you shaking your head, what are your views on..."
- Be prepared. Prepare for an online session like you would any other meeting with the parents, long silences as you scramble around for notes or try to think on your feet are magnified during an online session.
- Pay attention. There are loads of distractions to hand when you on an online call i.e., emails in your inbox, work piling up on your desk, social media, to name but a few. Even if the parent cannot see you, it does not mean you should entertain getting side-tracked by these distractions. Do not fall into the trap of having to ask the parent to repeat their question, because you were not paying attention. To reduce potential

distractions and stay engaged: turn off or silence your phone (if you are not using it for the online session).

- Stay focused on the parent session. Close all other apps and browser windows to eliminate notifications, avoid rustling papers, eating noisy foods, or making other distracting noises in the background. Be mindful of 'noisy' jewellery. If working from home for the online session be mindful of the timings of your home deliveries, so you are not distracted in going to collect parcels or home shopping deliveries during the online session.
- Stay professional. When you are working from home, it can feel tempting to be more "casual" than if you were in a face-to-face group setting. But even if the parent cannot see you at home with your bare feet kicked up on your desk, your casual attitude will carry across in the sound and tone of your voice.

Keep the programme collaborative

- Use the white board/chat/word document to record parents' responses and views. Most online platforms have a built-in white board /chat functions that can serve to list the parents' key points learned from their discussions.
- There are some PowerPoint slides for the PIT-STOP practitioners to refer to. These act as the visual stimulus to encourage the discussion. If there is more than one slide it is important that PIT- STOP practitioners use the slides in an interactive way i.e., pause during the slides to ask the parent a question. This is to avoid the session becoming a formal teaching session.
- Encourage and praise parents' efforts. Use reaction button i.e., a thumbs up as a visual praise.

Setting up an online session (PIT-STOP practitioners)

- To set up the meeting, login to the online platform i.e., Microsoft Teams, Zoom etc. and select *Schedule a Meeting* and select a date and time. If you are setting up the meeting to start now, select *Host a Meeting*.
- Select *With Video* on
- Invite participants, via email – send the URL link/Teams calendar invite.
- At the start time, select *Start* on the online platform screen.
- Make sure you have your microphone and video on
- You will see and hear your parent as they join the meeting.
- If you want to film your session (for supervision), follow your service policy guidelines regarding videoing parents.

Security

There are several ways in which you can make your online sessions more secure:

1. Set up the meeting with a password so that the parent must enter that password to join the meeting

2. Enable *Waiting Room* when setting up your meeting, so that you oversee when/if the parent can join the meeting. You can also Enable Waiting Room during the meeting via the Security icon or the Manage Participants screen
3. Lock the meeting after it starts so that no-one else can join.
4. The parent should have the video on during the sessions.

Setting up an online session (Parent)

Some parents will need to be provided with instructions for them to be able to access the virtual platform with confidence.

PIT-STOP practitioners

Guidelines to send to the parents prior to the online session.

1. Before the session slot, check email for an invitation to join the meeting.
2. At the agreed time, click on the email link.
3. A new screen for the 'meeting' will appear, you will see the PIT- STOP practitioners and they will see you.
4. Make sure your microphone and video are on.
5. You can also select Optimise for full screen.
6. You are uncomfortable in watching yourself on screen, most platforms have the option "turn off self-view". This will enable the PIT-STOP practitioner to still see you, but you will not see yourself on the screen.

Protecting the young person/children from overhearing comments

Another issue to consider is how to ensure that the young person does not hear the parent/carer making comments, or asking questions, which it would not be helpful for the young person to hear.

Similarly, PIT-STOP practitioners will need to think about how to ensure that the child does not hear the practitioner making comments, responding to questions, or asking questions, which it would not be helpful for the child to hear. PIT-STOP practitioners could consider asking the parent to wear headphones so that the child does not hear the PIT-STOP practitioners' comments.

Give the parent permission to take a short break and leave the session if their young person or other member of the family enters the room. They can just tell the PIT-STOP practitioners either verbally or in the "chat" that they are taking a few minutes. If they leave the meeting, PIT-STOP practitioners can readmit them when they are ready to return.

Looking after you!

Be mindful that most parents will elect for an evening online session due to work and childcare

Have a break. Online sessions feel very intense, so PIT- STOP practitioners should ensure that they plan a break before the session starts.

Practice It is often off-putting to have to see yourself on screen, so practice before hand so PIT-STOP practitioners are more comfortable viewing themselves. This also prevents the PIT-STOP practitioners from continually looking at their face and enabling the PIT-STOP practitioners to give the parent eye contact. If it is too distracting seeing own face on the screen whilst conducting the session, then the PIT-STOP practitioners to use the “turn off self-view” option. This will enable the parent to still see the PIT-STOP practitioners.

Keep safe. PIT-STOP practitioners to be mindful of their own video background and keeping themselves and their family safe. If a PIT-STOP practitioner is undertaking the online session in their home, check the screen background view. Ensure that the parent cannot identify PIT-STOP practitioners ’s home address or family members i.e., remove family photos on a shelf behind PIT-STOP practitioners ’s chair. Try to have an empty wall with natural daylight. It needs to look professional.

Maintain a professional posture and appearance. PIT-STOP practitioners to dress the way they would as if they were meeting the parents in person.

Looking after the parent’s wellbeing

Parent’s self-care

PIT-STOP practitioners to prompt the parents in every session to remain mindful of their own selfcare. This to be interwoven in the parent’s feedback and content discussions.

PIT-STOP practitioners to clarify in the parent’s discussion that it is normal to experience strong emotions and therefore it is important that the parents look after themselves as well as their young person. PIT-STOP practitioners could encourage the parents to

- Find time for relaxation.
- Pay attention to the physical signs of stress, such as stomach aches, difficulty sleeping, or depression.
- Take time for self when they are upset.
- Do things they enjoy, such as going out with friends, exercise, hobbies, etc.
- Give themselves permission only to do things that really need doing and do not worry about less important tasks. Take time off work if they are able to and accept help from family and friends.

Consultation an initial meeting for the online programme

Before a parent starts the online programme, it is **very important** that the PIT-STOP practitioner implements both the consultation and initial meeting; there is much to cover that ‘sets the scene’. Alongside the genogram, best hopes etc, the PIT-STOP practitioner must explain the format of the online programme and discuss the logistical issues i.e., time, length of session, the online platform, etc. Some PIT-STOP practitioners have spread this

information over 2 sessions in order to give time to the genogram which requires respect, patience and empathic listening. Even if you already know the family, so much can come out.

If your service decides a genogram is not required, it is still very important that PIT-STOP practitioner has an initial assessment meeting. This can be online, face to face or via the phone. This is to ensure the parent has the resources and/or is able to engage in an online platform.

Initial Assessment template (45 min -1 hour)

1. Introductions (if the parent is not already known to the PIT-STOP practitioners)
2. Check the age of young person the parent is concerned about and what behaviours the parent is concerned about.
3. How is the parent currently managing?
4. What other services are involved with the family?
5. What does the parent know about the PIT-STOP programme?
6. Give a brief overview of the PIT-STOP programme
7. Give an overview of the logistics i.e., time, length of session etc.
8. How comfortable are they using an online platform?
9. Do they have the resources to take part in an online platform, i.e., internet, PC or tablet etc.?
10. Do they have a quiet private space in their home which they can use for the online sessions?

Based on the discussion from the initial assessment PIT-STOP practitioners determine if the parent requires online one to one support.

It can be useful for a separate practitioner to do the PiT-STOP work if they are already known to your service and have support. This keeps the two aspects of the work very boundaried. Maybe two practitioners could 'swop' families to deliver PiT-STOP to; so, no extra time is needed?

Online delivery adaption consideration table

The PIT-STOP programme content and manual session plan design is very malleable to working virtually with a parent online. The adaptations listed in the table below are optional and intended support the programme's collaborative delivery online. The additional resources can be accessed at www.theministryofparenting.com/professional-resources/PIT-STOP. These include:

- PowerPoint slides
- Interactive forms
- Interactive handouts
- Handouts to use in the sessions
- Session handout to email or post to parents

Manual Session number	Adaption Considerations	Resources
Consultation an initial meeting	<u>PIT-STOP overview</u>: Show the PowerPoint visual of the session content – note only the topics are displayed. This is because one “manual” session may take 2 sessions, depending on the parent <u>Genogram</u>: to undertake the genogram as you would in a face-to-face session i.e., draw this on paper. Once the genogram is finished hold up the genogram for the parent to see. Make sure you share it with them, maybe photograph it, or once you have written it up send them a copy. It is their family history. <u>Best Hope</u>: Use the whiteboard or chat function to write up parents' best hopes. <u>Contract</u>: explain and discuss the contract as stated in the manual. Email or post the contract to the parent. <u>Optional: RECIPE</u>. Show the PowerPoint visual of the RECIPE. <u>Optional: Maypole</u>. Show the PowerPoint visual of the Maypole <u>Pre evaluation form</u>: Explain that the Strengths and Difficulties Questionnaire form link will be emailed to the parent to complete online.	<u>PowerPoint slide</u> • Session content overview • RECIPE • Maypole <u>Interactive form</u> • Pre-Strengths and Difficulties Questionnaire

Session One – Making the change	<u>Positive & negatives:</u> Option 1: Before the session email the parent the body hand out and ask them to print the handout out. Option 2: Post the body handout to the parent and ask them to have it to hand for the session Option 3: Instead of using the body handout ask the parent to draw a stick person. If they are uncomfortable in doing this, PIT-STOP practitioner to write/draw on the body handout or a drawing of a stick person, using the parent's words. <u>Road to Independence:</u> Show the PowerPoint visual of the Road to Independence, pause Road to Independence for discussion then show what they need to do slide. <u>Two and teens:</u> Show the PowerPoint visual of the Two and teens <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge. <u>Note:</u> to email or post the brain puzzle handout to the parent (Make sure it's the "puzzle pieces with no text handout- this is not in the manual but on the PIT-STOP resources web page). Ask them to have the cut-out pieces to hand at the start of the next session.	<u>PowerPoint slide</u> • Road to Independence • Two's and teens <u>Interactive form</u> • Parents weekly evaluation form <u>Handouts to use in session</u> • The body <u>Handouts to email or post to parent</u> • Session one as per manual
Session two - Transformers	<u>Brain puzzle:</u> Option 1: Before the session email the parent, the puzzle handout and ask then to cut out the pieces ready for the session. Option 2: Post the brain puzzle pieces to the parent and ask them to have it to hand for the session <u>The brain explained</u>	<u>PowerPoint slides</u> • The Brain <u>Interactive form</u> • Parents weekly best hope and self-efficacy evaluation form

	Option 1: Show the visual PowerPoint slides of the Brain. Pause at every slide for discussion. Option1: to present the brain using a flip chart so parents can see the brain sections and descriptions <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly best hope and self-efficacy evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge. <u>NOTE-</u> To email/text the parent before the next session and ask them to have a tea towel to hand at the start of the next session.	<u>Item parent needs for session</u> - Brain puzzle pieces (no text version) <u>Interactive form</u> - Weekly session best hope & self-efficacy evaluation form <u>Handouts to email or post to parent</u> Session two as per manual
Session Three – Avoiding the hook	<u>Fisherperson:</u> Show the PowerPoint of the fisherperson, pause at every slide for discussion. <u>Tug of war:</u> Show the visual PowerPoint slide Optional. Ask the parent to hold a tea towel in both hands. One hand to be the “teen” and the other hand to be the “parent”. Practice the tug of war by encouraging the parent to verbalize the words the “teen” or “parent” would say, whilst at the same time pulling the tea towel in the direction of either the “teen” or “parent”. PIT-STOP practitioner to mirror this with the parent. <u>Escalation curve:</u> Show the visual PowerPoint slide. <u>Kettle metaphor</u> Show the visual PowerPoint slide. <u>Optional: Volcano metaphor.</u> Show the visual PowerPoint slide. <u>I-statements:</u> Show the visual PowerPoint slide. <u>Optional Person goal form.</u> Explain that the weekly evaluation form link will be emailed to the parent to complete online.	<u>PowerPoint slide</u> - Fisherperson - Tug of war - Escalation curve - Kettle metaphor - Volcano metaphor - I-statement <u>Interactive form</u> - Parents weekly evaluation form - Optional: Personal goal form <u>Item parent needs for session</u> Tea towel <u>Handouts to email or post to parent</u>

	<u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge. <u>NOTE-</u> If doing the Lego activity in Session four 1) check the parent has some Lego to use 2) email/text the parent before the next session and ask them to have some Lego to hand at the start of the next session. Ask the parent to have some paper and pen to hand at the start of the next session.	Session three as per manual
Session four- Listening	<u>Drawing game:</u> ask the parent to have some paper and pen to hand. Complete the task as per manual, with the PIT-STOP practitioner as the "describer". <u>Lego Game:</u> to do as in the manual. If on the screen view the parents or PIT-STOP practitioner can see each other hands either adjust the screen viewing height or for both the PIT-STOP practitioner and the parent to use a book or folder so they cannot see (and correct) each other efforts. The PIT-STOP practitioner professional is the "describer". <u>Alternative option:</u> To use one of the listening activities in the STOP group online guidelines session (session 3) but be mindful that these are better used in a group setting. It can be hard to deliver these in a one-to-one session. Many parents are used to not being listened to and heard, we could underpin this if we too do this activity with them, so set up their partner to do it! www.theministryofparenting.com/parents/stop-group/stop-programme-online-guidelines. <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online.	<u>Interactive form</u> - Parents weekly evaluation form <u>Item parent needs for session</u> - Paper - Lego <u>Interactive form</u> - Parents weekly evaluation form <u>Handouts to email or post to parent</u> Session four as per manual

	There is a section on the form for the parent to write in their home challenge.	
Session five Praise	As per manual <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge.	<u>Interactive form</u> Weekly session best hope & self-efficacy evaluation form <u>Handouts to email or post to parent</u> Session five as per manual
Session Six Setting limits and problem solving	<u>Types of parent:</u> Show the visual PowerPoint slides of the types of parent. <u>Problem solving stages.</u> Show the visual PowerPoint slide of the problem-solving and stages 1-5. <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge. <u>Note:</u> it is recommended to email or post to the parent's session sevens handouts, this is so there can refer to the handouts during session seven.	<u>PowerPoint slide</u> • Helicopter • Zebra Crossing • Unplugged • Miner • Absent • Consultant • problem solving <u>Interactive form</u> • Parents weekly evaluation form <u>Handouts to email or post to parent</u> Session Six as per manual
Session Seven Consequences	<u>Parent Fears:</u> Show the visual PowerPoint slide of the I Statement as a reminder. <u>Rules & types of Consequences:</u> Show the visual PowerPoint slide of the Rules and types of consequences <u>Optional:</u> consequence quiz. The consequence session is a very full session. When delivering this online the amount of information can appear a	<u>PowerPoint slide</u> • I-Statement • Rules and types of consequences <u>Interactive form</u>

	bit overwhelming for some parents Therefore, if using the consequences quiz, to do this in a following session. <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge.	Parents weekly evaluation form <u>Handouts to email or post to parent</u> Session Seven as per manual
Session Eight Living as a parent	<u>Optional:</u> to do the consequence quiz as part of the feedback section, this serves as reminder to the parents and gets the opportunity for the PIT-STOP practitioner to correct any misunderstanding. <u>You as a parent:</u> Show the visual PowerPoint slide of the DIV flat pack metaphor <u>Drawing bodies:</u> Option 1) Ask the parent to have a pen and paper to hand, instruct them to draw an outline of a body on the paper. Discuss how our bodies feel when we are stressed, ask the parent to write and draw the words used when describing how the body feels on and round the body. Repeat for how our body feels when less stressed/happy. Option 2) PIT-STOP practitioner to draw an outline of a body on paper or on flip chart. Discuss with the parent how our bodies feel when we are stressed. Using the parent's words PIT-STOP practitioner to write and draw the words used when describing how the body feels on and round the body. Show parent the drawing. Repeat for how our body feels when less stressed/happy. Option 3) Show the visual PowerPoint slide of the stress on body. Discuss with the parent how stress effects the parents physically and emotionally. Show the visual PowerPoint slide of less stress on body. Discuss how less stress effects the parents physically and emotionally.	<u>PowerPoint slides</u> - DIY flat pack metaphor - Airplane metaphor <u>Interactive form</u> - Parents weekly best hope and self-efficacy evaluation form - Parents MOT <u>Item parent needs for session</u> - Paper and pen <u>Handouts to email or post to parent</u> Session eight as per manual

	<u>Optional:</u> Show the visual PowerPoint slide of the airplane metaphor Optional: Parents MOT. Option 1) PIT-STOP practitioner asks the Parent the Parent MOT questions. Discuss with parent their reflections from the activity. Option 2) The Parents MOP form to be emailed or posted to the parent to complete as part of the home challenge tasks. Explain to parent that this is an interactive form so they can complete it online. They can choose if they wish to share it with the PIT-STOP practitioner. If they do not wish to share it, they put their email address in the group leaders' section and then a copy of the form will only go to them. <u>Home challenge:</u> discuss and write up the parents' home challenge in the chat function. Explain that the weekly evaluation form link will be emailed to the parent to complete online. There is a section on the form for the parent to write in their home challenge. <u>Option:</u> A nice idea is to send the parent their PIT-STOP certificate (and gift if able) before session nine (or last session). When posting the certificate, mark the envelope so the parent knows the sender is the PIT-STOP practitioner. Ask them not to open the envelope until asked to by the PIT-STOP practitioner. However, if there is concern that the parent may not remember to complete the online evaluation forms after the last session, leave the posting of the certificate until the parent's evaluation forms have been received.	
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Session Nine Putting it all together	<u>Review of the programme:</u> Show visual PowerPoint slide of the PIT-STOP topics as a reminder of content cover. Remember to refer back to the parent's 'best hope'. Was it achieved? If not, remind them of the progress they have made towards achieving it. This will have been visited in the self-efficacy forms, but it's a nice thing to do in 'endings' too. Celebrate their progress with them. <u>Certificate:</u> Option 1) If certificate was pre- sent to the parent, ask the parent to open the envelope. Ask the parent to hold up their certificate, PIT-STOP practitioner to clap the parent's achievement in attending and completing the PIT-STOP programme. Option 2) Explain to the parent that the certificate (and gift if able) will be posted to the parent when the parents evaluations forms have been completed. However, it is nice to still have the celebration, so PIT-STOP practitioner to hold up the parent's certificate and clap the parent's achievement in attending and completing the PIT-STOP programme. <u>Evaluation:</u> Explain to the parent that the post PIT-STOP programme evaluations (post SDQ form and end of course evaluation form) will be forwarded to them to complete online.	<u>PowerPoint slide</u> • Session content overview <u>Item parent needs for session</u> • Certificate • Gift (Optional) <u>Interactive form</u> • Post-Strengths and Difficulties Questionnaire • End of course evaluation form
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