



STOP and Pit-STOP

Programme and Training Summary

STOP programme overview

The STOP programme was originally designed as a specialist group programme for parents with children who were difficult to manage, young offenders, or those who were at risk of offending or exclusion. STOP formerly stood for “Supporting Together Offenders Parents”.

STOP is still predominantly delivered to parents and carers who are experiencing complex behavioural problems i.e. displaying anti-social and offending problems. However, over the last fifteen years the programme has been implemented and proven effective in more universal, early intervention settings i.e. schools, family hubs etc. As a prevention group programme intervention, feedback from group facilitators has been very positive and inspirational. Parents and carers with fewer complex issues with their young people have responded well to the programme content and arrangement of the weekly sessions.

To enable the programme to be applied across all settings we renamed the programme as STOP- a supportive programme for parents of teenagers.

This programme is intended for parents with children over ten to sixteen years.

What are the programmes aims?

The Programme aims to support parents to:

1. Obtain a greater understanding about the development process of their young person
2. To have a greater awareness of listening skills and communication
3. To have a greater awareness of encouragement and praise skills
4. To provide practical strategies for parents to use with their young person
5. To become more effective in dealing with confrontations with their young person
6. To have more realistic expectations of themselves as a parent
7. To have a greater awareness of the peer influences on their young person

How many sessions?

The Parenting Programme is comprised of ten sessions. The manual is designed to guide the group facilitator through the sessions. The manual provides an outline of what should

be covered in each session and suggested resources to facilitate that process. The delivery of the information should be tailor made to the individual client group. The goal of the group facilitator is to impart clinical, relevant information to each parent within a therapeutic group context. The Programme follows a ten-week outline of:

- Week 1 Making the change
- Week 2 Miss the hook
- Week 3 Listening
- Week 4 Praise and Encouragement
- Week 5 Problem solving
- Week 6 Setting the limits
- Week 7 Drugs, what do you need to know?
- Week 8 Sexual Health and Relationships
- Week 8 Living as a parent
- Week 9 Putting it all together
- Week 10 Programme review

Even though the programme is designed for ten sessions there are additional sessions (Alcohol session, Screeners, Conflict and Aggression session) and a follow up session plan. These can be added as additional weeks or can be replacement for the content sessions in weeks seven and eight. The reason for this is offer enable the group facilitator as much flexibility as possible in catering the STOP content to the targeted parenting group. Each session lasts for approximately two hours.

Pit STOP programme overview

The Pit-STOP programme is based on the theory and content of the STOP programme. Pit-STOP is a home-based parenting programme tailored to individual parents/carers and young people's needs.

The programme is comprised 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 the programme can be delivered over a longer period

Can the STOP and Pit -STOP programme be delivered online to parents?

There are STOP and Pit STOP online guidelines. The guidelines are available on the Ministry of Parenting website www.theministryofparenting.com. The content has been adapted to support parents through an online platform.

STOP Evaluation

Neither STOP nor Pit STOP have undertaken a control research study, however All STOP parenting groups are evaluated. We have also conducted 2 large data pre and post evaluation studies

- 2015 -2018 –Summary report STOP as an early intervention
- 2011- 2014- Summary STOP report. This report included data from a report on the STOP programme by CEDAR Warwick University. Data came from parents in Essex, East Sussex and Berkshire. Main findings are included in the STOP overview report (appendix A P 14).

Reports available on the ministry of Parenting website.

www.theministryofparenting.com/resources/stop/

STOP and Pit STOP Facilitators training

Who is the training for?

Participants applying for this training must have a background in working with young adolescents and their families. Have excellent interpersonal skills and an understanding of social learning theory.

How does the training work?

The STOP training is over three days and focuses on the STOP group programme. Following this training trainees can attend a one-day Pit -STOP training. Pit-STOP is the STOP programme adapted so the programme can be delivered on a one to one.

Both trainings examine the underlying ethos and objectives of the programmes on a week-by-week basis.

Is there a professional progression pathway?

Yes, we hope that through the programme training and delivery experiences that participants will want to advance to approve group leader and we are hoping to identify STOP and Pit STOP trainers.

STOP progression pathway

- 1) Level one; completion of the STOP 3-day training
- 2) Level two (Authorised Facilitator); It is a requirement for STOP facilitators to of implemented a STOP group and received ongoing supervision and support by the person who trained them if they wish to progress to Level 2 (Authorised Facilitator). This should be fortnightly for the duration of their group and consist of a minimum of 4-6 individual supervision sessions.
- 3) Level 3 (STOP Trainer): To achieve Level three, facilitators must have delivered 2 STOP groups which have been supervised by the authors & co-led a STOP training group with

an author or another Level four STOP trainer. Upon reaching this Level, facilitators can now deliver training for Level one trainees.

4) Level 4 Strategic Trainer; To achieve Level four, facilitators are recognised as a strategic lead for the programme in their service area / region. This Level of facilitator is also able to train Level Two facilitators to Level three.

What are the monitors for fidelity?

1) The STOP manual and Pit-STOP guide set out weekly session plans with a session plan hand out for each session

2) In both STOP and Pit-STOP there are weekly evaluation forms to be completed by parents

3) Optional session record handouts for the group leaders

4) Supervision and consultation are highly recommended. It is highly recommended that all participants attend the consultation sessions. It should be expected when working with families, that individual and family crises will arise. Experienced professional consultation/supervision is necessary to determine the best course of action at these times

How STOP similar to existing programmes such as the Triple P programme, Family Links or the Incredible Years:

The aim of STOP as a parent training intervention is to reduce problems by strengthening parental management skills and improve the timing of parental skills by modifying parent-child interactions, this in turn, will increase child and adolescent pro-social behaviours and decrease oppositional or anti-social behaviour. The main aim of these programmes is to teach the parents to change their behaviour, which in turn changes their children's and adolescents' behaviours. The STOP programme is eclectic in its approach and is underpinned by a range of theoretical teachings.

1) Social Learning Theory underpins everything in STOP.

2) The STOP programme is also underpinned by CBT as a thread in its theoretical basis

3) The STOP programme has considerations also from the behaviourist school of thought

4) Solution Focussed Therapy (Kim Berg & Steve De Shazer ,1978), Structural Family Therapy (Minuchin,1974) and Systemic Family Therapy (Gregory Bateson, Milan Team)

5) The philosophy of the STOP Programme was influenced by Carolyn Webster-Stratton's principles and The Incredible Years Series. The content of this curriculum is based on the experiences of the clinical and research efforts by numerous therapists and colleagues in Essex, the United Kingdom and Worldwide, especially the work of the Roller Coaster Project which developed from a multi-agency working party (1999). The philosophy advocates a collaborative approach to training, and this relationship is the underlying structure for the training/teaching intervention. The model's foundational base is on

interacting with attendees. This requires the trainer to be open in their communication pattern and accepting of difference. By building a relationship based not on authority but on building a rapport with each person, the trainer is able to create an environment of trust; thus, making the attendee feel safe and able to experiment with the strategies offered. Emphasis is focused on what the attendee is doing well and empowering them to take the next step in improving what they feel they could be doing better or are not doing so well with.

6) To cultivate this within a learning model for the STOP training the authors promote the notion of constructive learning.

7) In the process of the implementation of STOP, the theory base of Kolb (1984) in learning styles is reflected in the range of activities and homework tasks.

8) There is also an understanding of Group Development which is based on the work of Tuckman (1965)

For more information contact the Ministry of Parenting CIC

administration@theministryofparenting.com