

**Reducing Parental Conflict
Digital interventions**



Train the Trainer guide for training practitioners to use OnePlusOne's digital interventions with parents.

Contents	Page
Introduction	3
Session 1 – What do I need to know about relationships?	8
Session 2 – How do I introduce the digital resources to parents?	20
Evaluation	32

Introduction

Parental conflict can destabilise relationships and damage children's upbringing, potentially harming their opportunities well into the future. There is compelling evidence that conflict between parents – whether together or separated – can have a significant long term negative impact on children's mental health and long term life chances. Not all conflict is damaging, but when it is frequent, intense, and poorly resolved it can harm children's outcomes.

OnePlusOne's digital interventions are designed to help parents reflect on conflict in their relationship with current or ex-partners, and the impact of that conflict on their children. The interventions use videos and animations which incorporate evidence-based techniques to promote behaviour change.

This Train the Trainer guide accompanies the professional training. As a trainer, it is expected that you will have some experience of facilitating workshops and have a relevant background in working with couples or parents.

This training programme aims to provide you with:

1. Understanding and knowledge of the evidence base underpinning the digital behaviour change interventions.
2. Understanding of the structural design of the digital behaviour change interventions.
3. Resources and activities to effectively deliver the practitioner workshops online.
4. Skills to facilitate the practitioners to work with parents using the OnePlusOne digital resource.

The practitioner training programme is designed for anyone who works with parents in a variety of settings including health, children's social care, and education. They are likely to be working with families where there are already high levels of poorly managed conflict between parents who are together or separated. Throughout this guide we have used 'practitioner' to refer to anyone who supports parents, including family support workers, health visitors, social workers, and volunteers.

In recognition of the possibility that many practitioners will have already had training in working with parents in conflict, **Sessions 1 and 2** can be modified to suit learning needs. The training programme for practitioners is delivered virtually on Microsoft Teams or another suitable platform. We recommend that the maximum number of participants per workshop is 16 and that each session lasts three hours.

The practitioner programme is designed to be facilitated over two sessions:

1. What do I need to know about relationships?
2. How do I use digital resources with parents?

Accessing the digital resources

Before starting, it is important to understand the difference between the two online platforms: **the parent resource** and **the practitioner guide**.

***The parent resource* (<https://www.oneplusone.org.uk/parents>)**

This is where parents will access the three main parenting interventions:

- Me, You and Baby Too
- Arguing better
- Getting it right for children

This link can be shared with parents and included on promotional materials and Family Information sites. The link will take parents through to the 'Skills' site where they can access all of the interventions, plus the additional 'Debt and relationships' content. If it is their first time using the resource, they will need to follow the registration instructions on this page.

***The practitioner guide* (<https://www.oneplusone.org.uk/practitioners/introduction>)**

This platform is for practitioners only. It includes detailed guides to the three main interventions which you can use to learn more about the parent resource. In these guides, you will find facilitator notes in yellow boxes with tips and ideas for discussing the interventions with parents.

You will also find information on the evidence base behind the interventions and additional material such as downloadable cards, further guidance on working with parents, and promotional material.

To access these digital resources, parents and practitioners will need:

- A computer, tablet, or smartphone.
- An internet connection.
- Any modern browser, such as Microsoft Edge, Chrome, Mozilla, or Safari.

All of the resources are accessed from the browser so there is no need to download apps or install plugins.

Leading the two sessions

Session 1 – What do I need to know about relationships?

For this session, we have provided a summary of the important evidence for this work, including:

- Why do relationships matter?
- What is the impact of relationship conflict on children and families?
- When is conflict harmful for children?

This is particularly important if the practitioners you are working with have not done any other training around reducing parental conflict. If they are not familiar with what makes relationships work or the impact on children's outcomes, then this session is required.

Session 2 – How do I use digital resources with parents?

Before practitioners introduce parents to the parent resource, it is important that they become familiar with the resource themselves. This session offers protected independent study time so that practitioners can explore the digital interventions and learn how to introduce parents to them.

Each of the interventions will take about 30 minutes to work through and practitioners can use the practitioner guide to help them.

After exploring the parent resource independently, trainees will break into smaller groups for Q&A sessions facilitated by the trainer. Here they will explore some of the challenges they might face in using the resources with parents and discuss practice-focused themes related to working with parents in conflict. Many of these are explored in the 'Further guidance' document, found in the 'Extra material' section of the practitioner guide.

Practitioners are introduced to a simple framework for talking to parents about their relationships. The framework is based on OnePlusOne's tried and tested Brief Encounters® approach. It will help them to recognise when someone is experiencing relationship difficulties, develop

skills and knowledge to have a relationship conversation, and offer support through the most appropriate digital intervention. It may incorporate skills practitioners have already been trained in, so use your discretion and adapt the materials to the learning needs of the group you are facilitating.

Programme aims for practitioners

Practitioners attending the training programme will learn how to:

- Raise parents' awareness of parental conflict and the impact on children.
- Use OnePlusOne's digital resources to help parents recognise conflict and destructive behaviour patterns.
- Enable parents to develop positive communication skills and constructive conflict behaviours.

Workshop resources

In addition to the practitioner guide, trainers have access to an online resource pack where they can access resources to deliver this programme. It includes:

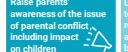
- This 'Reducing Parental Conflict Train the Trainer' guide
- Overview of the three digital interventions
- Quiz for Session 1
- PowerPoint slides for Sessions 1 and 2
- Link to the parent platform
- Pre- and post- evaluation questionnaires for practitioners

The resource pack is available at: <https://www.oneplusone.org.uk/trainthetrainer>

Session 1 – What do I need to know about relationships?

- Why do relationships matter?
- What is the impact of relationship conflict on children and families?
- When is conflict harmful for children?

Slide	Resource	Trainer notes
Slide 1	<p>Digital resources for reducing parental conflict Practitioner workshop</p> 	<ul style="list-style-type: none">• As people arrive, welcome them individually and get them to do the pre-course survey if they have not already completed it.• When most are present, welcome the group and introduce yourself.• Frame the training as being part of the RPC offer within the DWP agenda.
Slide 2	<p>What is the programme about?</p> <p>There are three digital resources available for parents that are aimed at reducing parental conflict:</p> <ul style="list-style-type: none">• Me, You and Baby Too (MYBT)• Arguing better (AB)• Getting it right for children (GIRFC) 	<ul style="list-style-type: none">• The digital offer to local authorities has been developed by OnePlusOne, a relationships research charity that has been designing and delivering relationship support programmes for practitioners and parents for over 50 years.• Give a broad overview of the three resources.• Make a health and wellbeing statement.

Slide 3	<p>Digital resources learning programme</p> <p>Workshop agenda</p> <p>SESSION 1 Programme outline- setting the scene Welcome and introductions Why relationships matter Impact of conflict on children Types of conflict Evidence-based digital interventions Exploring the digital resources</p> <p>SESSION 2 Independently explore the digital resources Discussion group work Getting on Better cards Why we talk about relationships and why we don't A framework for working with parents Relational skills in action Knowing where to signpost</p>	<ul style="list-style-type: none"> The programme consists of two three-hour sessions over two mornings, finishing by 12.30pm with a coffee break in between. The first session on Day 1 covers the background evidence and provides an introduction to the digital resources. The second session on Day 2 will allow dedicated time for practitioners to explore the resources independently and using a group discussion forum following that, to consider the use of the resources in practice. Mention housekeeping and working agreement.
Slide 4	<p>Learning programme aims and outcomes</p> <p>This learning programme aims to enhance your knowledge, understanding, skills and confidence to work with parents to reduce parental conflict using a variety of digital resources</p> <p>By the end of the programme you will be able to:</p> <p> Raise parents' awareness of the issue of parental conflict, including impact on children</p> <p> Use digital resources to help parents recognise conflict and identify helpful and unhelpful behaviour patterns</p> <p> Enable parents to develop positive communication skills and helpful conflict behaviours</p>	<ul style="list-style-type: none"> Outline aims, aligning with group expectations.
Slide 5	<p>Introductions</p> <ul style="list-style-type: none"> What I do Something about me: I'm proud of... or I'm famous for... or a hobby... 	<ul style="list-style-type: none"> If the group is large, trainees can type something about themselves in the chat window. If the group is small, those who want to can verbally introduce themselves.
Slide 6	<p>SESSION 1</p> <p>What do I need to know? OPO digital resources</p> <p> oneplusone</p>	

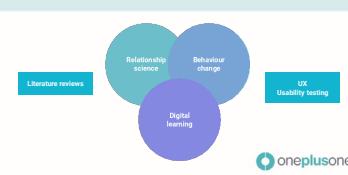
<p>Slide 7</p>	<p>What do I need to know?</p> <ul style="list-style-type: none"> Some important definitions Why relationships matter Impact of conflict on children and families When conflict is harmful for children Evidence base for digital interventions  <p>oneplusone</p>	<ul style="list-style-type: none"> These are the areas we will be covering in the first part of today's session. This session is particularly important if the practitioners you are working with have not done any other training around reducing parental conflict, what makes relationships work, or the impact on children's outcomes. 																																	
<p>Slide 8</p>	<p>Defining parent couple relationships</p>  <p>oneplusone</p>	<ul style="list-style-type: none"> It is how parents define their relationship that matters, not how we define their relationships. Most research has been done on mother-father relationships but couple relationships includes all family formations: <ul style="list-style-type: none"> Extended families Adopted families Kinship families Same sex families Separated families Blended families Stepfamilies As there are now many types of relationships (e.g. polyamorous), we should be focusing on who is in a parenting relationship. 																																	
<p>Slide 9</p>	<p>What does the evidence show?</p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>1. 40-70% of parents report a decline in relationship satisfaction after the birth of a baby</td> <td>T</td> <td></td> </tr> <tr> <td>2. Conflict has an adverse effect on children of all ages</td> <td>T</td> <td></td> </tr> <tr> <td>3. By the age of 16, 47% of children do not live with both biological parents</td> <td></td> <td></td> </tr> <tr> <td>4. Conflict doesn't affect children if they don't see (or hear) it happening</td> <td>F</td> <td></td> </tr> <tr> <td>5. Children living in workless families are three times more likely to experience parental conflict than families where both parents work</td> <td></td> <td></td> </tr> <tr> <td>6. Every child experiencing parental conflict shows signs of distress</td> <td>F</td> <td></td> </tr> <tr> <td>7. Arguing between parents indicates a level of relationship distress</td> <td></td> <td></td> </tr> <tr> <td>8. Children who experience relationship breakdowns are five times more likely to be in trouble with the police</td> <td>F</td> <td></td> </tr> <tr> <td>9. Divorce or separation is always detrimental to the wellbeing of the child</td> <td></td> <td></td> </tr> <tr> <td>10. Mental health problems are more prevalent in people experiencing relationship distress</td> <td>F</td> <td></td> </tr> </tbody> </table>		True	False	1. 40-70% of parents report a decline in relationship satisfaction after the birth of a baby	T		2. Conflict has an adverse effect on children of all ages	T		3. By the age of 16, 47% of children do not live with both biological parents			4. Conflict doesn't affect children if they don't see (or hear) it happening	F		5. Children living in workless families are three times more likely to experience parental conflict than families where both parents work			6. Every child experiencing parental conflict shows signs of distress	F		7. Arguing between parents indicates a level of relationship distress			8. Children who experience relationship breakdowns are five times more likely to be in trouble with the police	F		9. Divorce or separation is always detrimental to the wellbeing of the child			10. Mental health problems are more prevalent in people experiencing relationship distress	F		<ul style="list-style-type: none"> Give practitioners time to read through statements and write down if they think it is True or False (this could be a good opportunity to update the attendance spreadsheet). As you go through each question as a group, draw out practitioner comments. Question 7 often brings up some good discussion (it is True <i>and</i> False).
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<p>Slide 11</p>	<p>Parent relationships matter to children</p>  <p>Children exposed to frequent destructive conflict are more likely to:</p> <ul style="list-style-type: none"> • Experience depression or anxiety • Have physical health problems • Develop behaviour problems • Do worse at school • Struggle with peer relationship • Are more prone to substance misuse/criminality, homelessness, self-harm/behaviours and suicidality <p>These adverse outcomes are evident whether parents are living together or apart, and whether they are biologically related to the child or not.</p> <p>There is a knock-on effect in later life:</p> <ul style="list-style-type: none"> • Adult relationships • Psychological wellbeing • Employment <p>Harold and before (2013) based on Lave and Tolosa (2011); Mezuk, D., Seltzer, R. and Choueiri (2016)</p>	<ul style="list-style-type: none"> • Researchers used IVF and adoptive families, removing genetic factors associated with mental health issues. They also found that these outcomes negatively impact future generations. • Evidence of the impact of parental conflict can be found here: What does the evidence tell us about the impact of parental conflict on children? - Reducing Parental Conflict (eif.org.uk)
<p>Slide 12</p>	<p>Impact of parental conflict</p>  <p>Film clip 1: Kids talk</p> <ul style="list-style-type: none"> • How do children feel when their parents argue? • What happens when they make up? 	<ul style="list-style-type: none"> • Discussion about this video requires us as trainers to model and encourage the use of a reflective approach with parents. • Draw on practitioner reflections e.g. how they felt after watching, any specific statements made by children and why they were impactful, what children might be feeling and how they are affected when parents argue. • Mention that videos like this should be used as a reflective tool, getting parents and co-parents to think about the lived experience of the children in the videos, avoiding judgement, confrontation, and direct questions to the parents of their specific situations. This is a strengths-based approach which helps parents to develop thinking. • Parents can find this video in the Introduction to the <i>Arguing better</i> resource. • See the Further guidance document for more details on the reflective approach and for more notes on how practitioners can use videos when working with parents.

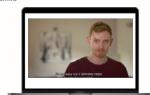
Slide 13	<p>Parental conflict – effects on children</p> 	<ul style="list-style-type: none"> Note that not all children are affected by parental conflict. Protective factors include the presence of a sibling, peer or adult support, and parents modelling healthy conflict behaviours. If a child believes that they are in some way responsible for parental conflict, then the impact is very detrimental. Make reference to the fact that these same externalising behaviours can be associated with atypical neurodevelopmental conditions and/or attachments difficulties. Therefore, when we note such behaviour, it can be more helpful to then be curious about a child's home life, parenting and the couple or co-parenting relationships that they are exposed to. Parental conflict can exacerbate how a child is coping or not with their environment and social experiences.
Slide 14	<p>Conflict in action</p> <p>What conflict behaviours do you see the mum and dad using in this film clip?</p>  <p>oneplusone</p>	<ul style="list-style-type: none"> As they watch this video, ask participants to type conflict behaviours they observe into the chat window. After watching this video, it may be helpful to clarify what participants believe is the difference between parental conflict and domestic abuse.
Slide 15	<p>A note on domestic abuse</p> <p>Resources are designed to be used as an early intervention before conflict is deeply entrenched Not appropriate to use with families where there is ongoing D.A. or a history of D.A. between the now co-parents. It may only be when we start working with a couple or co-parents that D.A. is identified. Follow your LA's policy and procedures for D.A.</p> <p>oneplusone</p>	<ul style="list-style-type: none"> If appropriate and if a discussion ensues, it may be relevant to keep the following points in mind. There are times when a disclosure of physical or psychological abuse may not be made but we suspect domestic abuse (D.A.). It can be helpful to be alert to the following: <ul style="list-style-type: none"> Unexplainable injuries, bruises, or marks An imbalance of power between the two people Someone seeming to be fearful of the other, not only physically but also of their verbal reactions A person being minimised and diminished Autonomy being reduced or taken away

		<ul style="list-style-type: none"> ○ Only one person's voice or thoughts dominating, with little or no space for the other person to air their thoughts and feelings ○ Financial control ○ Children acting clingy to a parent or being fearful of a parent ○ Honour-based abuse ○ FGM ○ Stalking ○ Coercive control <ul style="list-style-type: none"> ● Practitioners can follow up on signs with professional curiosity, maintain conversation and contact with the possible victim to maximise opportunities for a disclosure. Provide a safe space and time for sensitive conversations. ● Please note that this is not a comprehensive list. Abuse can take many forms and it is recommended that practitioners follow up and seek out further information themselves. ● Signpost to D.A. tool (For Baby's Sake) for more info: https://www.forbabysake.org.uk/wp-content/uploads/2021/02/Parental-Relationships-spectrum-updated-generic-version-21-feb.pdf ● Further D.A. information can be found in the Further guidance document for practitioners.
Slide 16	<p>Relationship insight</p> <p>How not to argue</p>  <p>The diagram illustrates four main areas of relationship breakdown as identified by the Gottman Institute:</p> <ul style="list-style-type: none"> Stonewalling: Emotional withdrawal, silence, non-verbal actions like slamming door, turning back. Contempt / Criticism: Denying responsibility, making excuses, counter complaints. Poor Communication: Refusal / avoidance. Defensiveness: Denying responsibility, making excuses, counter complaints. 	<ul style="list-style-type: none"> ● Key research from the Gottman Institute has identified four main areas that contribute to relationship breakdown. <ul style="list-style-type: none"> a) Stonewalling – emotional withdrawal, silence, non-verbal actions like slamming door, turning back. b) Defensiveness – denying responsibility, making excuses, counter complaints.

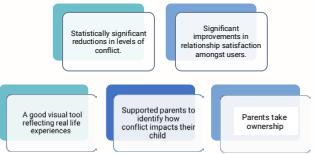
		<p>c) Contempt – sarcasm.</p> <p>d) Criticism – personal attack, disrespect, disapproval.</p> <ul style="list-style-type: none"> These four areas are identified as the 'Four Horsemen of the Apocalypse' – the most destructive and biggest predictors of divorce and separation. Although most relationships have some of these, those in healthy relationships won't use them as often and if so, will do more to repair relationship when they are used. Other elements of relationship breakdown include poor communication, lack of closeness, and avoidance. This image can be used with parents (digital resource or GOB card) as an initial consultation tool. Although the research focused on couple relationships, this tool could be used with separated parents to stimulate discussion about the co-parenting relationship. 				
Slide 17	<p>Types of conflict</p> <table border="1"> <tr> <td>Destructive (relationship damaging)</td> <td>Constructive (relationship enhancing)</td> </tr> <tr> <td> <ul style="list-style-type: none"> Intense arguments Personally insulting Verbal aggression The silent treatment Arguments about or involving the children </td> <td> <ul style="list-style-type: none"> Stay calm and listen Seek compromise Demonstrate warmth Use humour and negotiation Discussion without resolution </td> </tr> </table> <p>For a child, the best ending to an argument between parents is a meaningful resolution with apologies.</p>	Destructive (relationship damaging)	Constructive (relationship enhancing)	<ul style="list-style-type: none"> Intense arguments Personally insulting Verbal aggression The silent treatment Arguments about or involving the children 	<ul style="list-style-type: none"> Stay calm and listen Seek compromise Demonstrate warmth Use humour and negotiation Discussion without resolution 	<ul style="list-style-type: none"> Parental relationships provide a blueprint for children's future relationships, with adults modelling healthy ways of relating and handling conflict
Destructive (relationship damaging)	Constructive (relationship enhancing)					
<ul style="list-style-type: none"> Intense arguments Personally insulting Verbal aggression The silent treatment Arguments about or involving the children 	<ul style="list-style-type: none"> Stay calm and listen Seek compromise Demonstrate warmth Use humour and negotiation Discussion without resolution 					
Slide 18	<p>A magic ratio</p> <p>Gottman (1994) found that couples have better relationships when their POSITIVE MOMENTS outweigh their NEGATIVE MOMENTS</p> <p>For every NEGATIVE MOMENT between you and your partner, you need FIVE POSITIVE MOMENTS to balance it out</p>	<ul style="list-style-type: none"> This research from Gottman was based on observations of couples' interactions and offer the best predictors of how couples stay together. For every negative interaction during conflict, a stable and happy relationship needs five (or more) positive interactions. The couple might argue but they also show signs of affection and humour because they have made emotional connections. On the other hand, couples in unhealthy relationships tend to engage in fewer positive interactions, with 				

		<p>escalating negativity. If the positive-to-negative ratio during conflict is 1 to 1 or less, the couple are more likely to separate.</p> <ul style="list-style-type: none"> A key point is that the loss of the positive interactions is a bigger predictor of relationship breakdown than the increase of the negative.
Slide 19	<p>OnePlusOne digital resources</p>  <ul style="list-style-type: none"> Commissioned by LA with specific number of licenses to be used with parents as part of a targeted or universal approach. Can be self-directed or used with full or partial support from practitioner. <p>oneplusone</p>	<ul style="list-style-type: none"> Commissioned by LA with specific number of licenses to be used with parents as part of a targeted or universal approach. Can be self-directed or used with full or partial support from practitioner.
Slide 20	<p>Evidence-based digital behaviour change interventions</p>  <p>oneplusone</p>	<ul style="list-style-type: none"> The following slides introduce participants to the strong evidence base that underpins the digital resources. How much detail you present for each model will depend on the group. For many practitioners, a brief overview will be sufficient, but some expert or specialist practitioners may want to understand more. OnePlusOne conducted MYBT trials with groups in Blackburn and Darwen in Lancashire in 2018.
Slide 21	<p>Vulnerability-stress-adaptation model</p>  <p>oneplusone</p>	<ul style="list-style-type: none"> The VSA model provides a useful way of understanding what happens to couples when they are facing stressful life events and transitions. It helps us to understand that relationship quality and stability are the result of three interrelated factors: In personal strengths and vulnerabilities, mention adverse childhood experiences (ACE's) and also adult attachment styles which can either be a strength or vulnerability. As adults we have an attachment style that plays out in our adult relationships. This is informed by our childhood experiences with our caregivers as well as our adult romantic relationships.

		<ul style="list-style-type: none">How parents adapt, relate, and communicate is increasingly recognised as a primary influence of effective parenting practices, children's long-term mental health outcomes, and future life chances. The digital resources are the interventions which can help to impact parents' ways of adapting and relating (the grey circle in the middle).As adults we have an attachment style that plays out in our adult relationships. This is informed by our childhood experiences with our care givers as well as our adult romantic relationships.This and the following models are explained in the practitioner guides.
Slide 22	<p>Couple coping and stress</p>  <p>oneplusone</p>	<ul style="list-style-type: none">Research shows that sharing stress results in improved relationship quality; the shared support and problem solving means that the relationship becomes a resource for the couple. (This is a systemic transactional model of dyadic coping, reference is Bodenmann, 1997).Evidence also shows that sharing stress reduces the incidence of smoking and alcohol abuse.In the resources, this is depicted as a couple rowing the boat – an accessible way of explaining the concept to parents.

<p>Slide 23</p>	<p>The funnel method</p>  <table border="1"> <thead> <tr> <th colspan="2">TALKING TO YOUR PARTNER</th> <th colspan="2">LISTENING TO YOUR PARTNER</th> </tr> </thead> <tbody> <tr> <td>1. The problem State the facts</td> <td></td> <td>1. Recognise their stress Look out for verbal and non-verbal cues</td> <td></td> </tr> <tr> <td>2. Thoughts and feelings Share your thoughts and feelings about the situation and the other's behaviour</td> <td></td> <td>2. Ask what happened Ask questions to gain more information from them</td> <td></td> </tr> <tr> <td>3. Personal level Explain why it matters to you</td> <td></td> <td>3. Seek clarification "Why do you think you feel this way?"</td> <td></td> </tr> </tbody> </table>	TALKING TO YOUR PARTNER		LISTENING TO YOUR PARTNER		1. The problem State the facts		1. Recognise their stress Look out for verbal and non-verbal cues		2. Thoughts and feelings Share your thoughts and feelings about the situation and the other's behaviour		2. Ask what happened Ask questions to gain more information from them		3. Personal level Explain why it matters to you		3. Seek clarification "Why do you think you feel this way?"		<ul style="list-style-type: none"> The funnel method is a key model used in parts of the digital training, particularly in relation to healthy communication between parents and coparents. Using this model helps to offer emotional support first. This can be referenced here or could return to it when it comes up in MYBT/AB video activity, or when looking at GOB cards. The funnel method can be explained in a two-step approach. Firstly, as skills for couple or co-parenting communication that feature throughout the 'going better' videos of the BMT approach. Secondly, for parents who need more support, it can be worthwhile for the practitioner to do an exercise with them that gives them the opportunity to practice the funnel method as way of communicating when there are difficult or emotive discussions to be had. The <u>Further guidance</u> document contains more detail about the funnel method, including an activity that practitioners can model with parents.
TALKING TO YOUR PARTNER		LISTENING TO YOUR PARTNER																
1. The problem State the facts		1. Recognise their stress Look out for verbal and non-verbal cues																
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3. Personal level Explain why it matters to you		3. Seek clarification "Why do you think you feel this way?"																
<p>Slide 24</p>	<p>Behaviour modelling training</p> <ul style="list-style-type: none"> Attentional Involves observing ideal behaviours from least difficult to most difficult Retentional Involves the use of symbols to memorise the new skills Reproduction Practising the new skill Motivational Positive reinforcement for demonstrating the newly learned skills <p>Based on Bandura's Social Learning Theory (1977)</p> 	<ul style="list-style-type: none"> Using BMT, the user watches the skills being demonstrated by someone relatable, targeting specific behaviours, and by doing so, increases the user's belief in their own ability to perform that behaviour – this is the core improvement in self-efficacy beliefs. BMT is a key approach used in all the video work, particularly GIRFC, and is based on Bandura's Social Learning Theory. It is a tried and tested visual method used to help promote knowledge and skills acquisition and improvements in attitude, intention, behaviour and self-efficacy. Give an example of how BMT looks in OnePlusOne's resources: e.g. situation going badly, 																

		<p>situation going well, both parents reflecting. When watched in stages, with time for practice in between, skills are being built upon previous skills.</p> <ul style="list-style-type: none"> Introduce the idea that for some service users they may need additional support to bridge the learning from the BMT videos to real world change in their own conflict behaviour. State that this is something we can explore when we review a BMT sequence together. This is very important to do at some point in the training. See Further guidance document for more examples of bridging.
Slide 25	<p>Digital resources</p> <p>  <ul style="list-style-type: none"> Accessible: readability FOG index >9 Available: 24/7 on smart phone, laptop or tablet Adaptable: supported by practitioner </p>	<ul style="list-style-type: none"> In 2019, the Department for Work and Pensions undertook research into where parents in low-income and workless households go online for help and the digital support they might need to reduce parental conflict. The research revealed a number of good practice points for the design of digital resources for parents, all of which have been incorporated into OnePlusOne resources. We also co-produce our resources with our target audience using focus groups. Note: the FOG index determines the readability of a text, measuring how difficult it is to read, and is hypothetically based on the number of years of education a reader needs to understand and digest a piece of text on the first reading. A FOG index of 8 or 9 accommodates most adults who are able to read tabloid papers, making OnePlusOne's parent resources highly accessible.
Slide 26	<p>Outcome measures</p> <p>Parent surveys consisting of demographic questions and standardised measures are embedded in the digital resources:</p> <ul style="list-style-type: none"> Couple coping, stress, and relationship satisfaction (MYBT) Couple coping and stress (Arguing better) Co-parenting cooperation and emotional adaptation to relationship breakdown (GIRFC) <p></p>	<ul style="list-style-type: none"> Monitoring and evaluation is built into the resource with standard measures built into the resource. Emphasise the importance of parents completing the questionnaires as the data gets fed back to each LA on a quarterly basis. These analytic reports outline how parents are engaging with the digital resources and provide indicators of any significant improvement

		<p>in outcomes as a result of using the resources.</p>
Slide 27	<p>Does it work? Key findings</p> 	<ul style="list-style-type: none"> The resources have been piloted with practitioners in England and Wales and we have found that parents report a significant reduction in conflict and an increase in relationship satisfaction. Qualitative feedback from both parents and practitioners includes positive comments on the video-based content and simple messaging. In the Blackburn with Darwen local authority trial, parents took ownership of the resources themselves and were able to use them independently.
Slide 28	<p>Practitioner guide</p>  <p>Each digital resource has an online practitioner guide to help you to work alongside parents. The guide includes evidence-base, tips and guidance for practitioners and key messages for parents. This is only for use within your Local Authority. Create account: https://www.oneplusone.org.uk/practitioners</p>	<ul style="list-style-type: none"> The digital practitioner guide includes most of the content from the interventions as well as the evidence base, tips, and key messages for practitioners. The practitioner guide is what participants will spend their time on in Session 2. Before the end of Session 1, it's important to check everyone has registered and been able to log in so they are ready to begin the individual work promptly the next day. Practitioner guide: https://www.oneplusone.org.uk/practitioners/
		<p>Switch from slide presentation to demonstration of websites:</p> <ul style="list-style-type: none"> Briefly go through the <u>practitioner guide</u> and then use the <u>parent resource</u> to demonstrate a selection of content from MYBT, AB and GIRFC. Mention that parents who complete the interventions can download a certificate of completion. This may be of particular interest to those completing GIRFC as it helps

		<p>demonstrate that work has been done to help separating couples communicate better and find healthier ways of resolving conflict.</p> <ul style="list-style-type: none">• When demonstrating the parent resource, emphasise the importance of parents completing the surveys at the start and end of each intervention. Without this, there may not be enough data to provide quarterly analytics for each local authority.• Before the end of the session, leave some time to show the See It Differently website and draw attention some of the videos: www.seeitdifferently.org
		<p>Closing the session:</p> <ul style="list-style-type: none">• Take any final questions.• Thank the participants and remind them of a prompt start time for tomorrow, being sure to come in on the next day's specific Teams link for Session 2.• After the session is finished, mark the attendance spreadsheet, and allocate groups for Session 2. It can be helpful to type these up so that you can either share the document or paste the names into the chat . If you are working with a smaller cohort, you can keep it to a single group

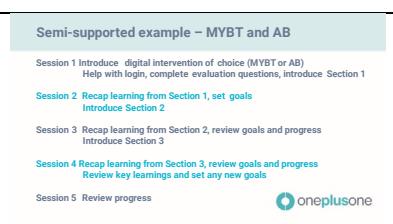
Session 2 – How do I use the digital resources with parents?

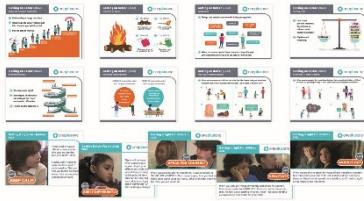
- Why we should and why we don't.
- A framework for relational conversations.
- Relational skills in action.

Slide	Resource	Facilitation notes
Slide 29	<p>SESSION 2 How do I use digital resources with parents?</p> <p></p>	<ul style="list-style-type: none">• Welcome the practitioners to Session 2 and recap on any questions about Session 1.
Slide 30	<p>This morning...</p> <p>9.30: Instructions ➢ Demonstrate websites – practitioner guide and parent resource ➢ Share links ➢ Set up parent resource profile ➢ Answer questions</p> <p>9.45: Independent study time</p> <p>10.45/11.15: Discussion in two groups</p> <p>11.45: Final session together – Talking about relationships</p> <p>12.30: Finish</p>	<ul style="list-style-type: none">• If useful, use this slide to explain what is coming up in Session 2 and how it will be structured.• This session provides an opportunity for practitioners to explore one of the digital resources on their own. Participants are divided into two groups with staggered return times for facilitated group discussions. The final session together will cover a helpful framework for talking with parents about relationships.• The next series of slides (up until Parent Resources, slide 34) should be shown before the two websites (practitioner guide and parent resource) are demonstrated by the trainer.

<p>Slide 31</p>	<p>Practitioner guide – focus of independent work</p> <p>Each digital resource has an online practitioner guide to help you to work alongside parents.</p> <p>The guide includes evidence base, tips and guidance for practitioners and key messages for parents.</p> <p>This is only for use within your Local Authority.</p> <p>Create account: www.oneplusone.org.uk/practitioners</p> 	<ul style="list-style-type: none"> In this session, practitioners will spend their time getting familiar with the practitioner guide as it includes the evidence base, tips, and key messages for practitioners.
<p>Slide 32</p>	<p>Exploring OnePlusOne digital interventions</p> <p>Discussion group 1</p> <p>9.45 Independently explore the digital resources 10.45 Return for Q and A 11.15 Coffee 11.45 Join whole group for final session</p> <p>Discussion group 2</p> <p>9.45 Independently explore the digital resources 10.45 Coffee 11.15 Return for Q and A 11.45 Join whole group for final session</p> <p>Create account #1: www.oneplusone.org.uk/practitioners Create account #2: www.oneplusone.org.uk/parents</p>	<ul style="list-style-type: none"> If you have separated the attendees into smaller groups, you can now let attendees know which group they are in. Either share a slide with the names or paste them into the Teams chat. If you're working with a smaller cohort, you can keep it to a single group with the same return time for everyone. Point out return times for each group: <ul style="list-style-type: none"> ○ Group 1 – 10.45 ○ Group 2 – 11.15 Remind practitioners that there are no breakout rooms, and the Teams link is the same as the morning link.
<p>Slide 33</p>	<p>Questions and answers</p> <p>?</p> <p>What did you find the most useful? Was there anything in the content that didn't make sense? What might be the challenges for you in using these resources with parents? What skills or approaches do you think might be helpful to use when working with parents in conflict?</p>	<ul style="list-style-type: none"> Facilitate discussion around the questions, or whatever else is brought to the group. It is worth noting that the main areas which usually come up are around technology, accessibility, non-engagement, emotional readiness, working with one parent, language or learning difficulties. If there is time and a relevant area hasn't been brought up, feel free to introduce it. Q&A point of exploration: As trainers of the digital interventions, we are often asked about using GIRFC with separated parents and whether it is worthwhile doing it with just one parent if the other is not yet in a position to engage. There is clear guidance on this in the Further guidance document for practitioners.

		<ul style="list-style-type: none">• Q&A point of exploration: Although the resources can be used in groups, they have not been designed for a standalone group course. However, some of the course content can be weaved into existing group discussion situations eg:<ul style="list-style-type: none">○ When is arguing bad for your baby (MYBT, Section 1)○ Children's voice (Arguing better, welcome page).• Remind delegates that OnePlusOne content must be attributed to OnePlusOne.
Slide 34	<p>Parent resources</p> <p>How parents register and get started with the digital courses.</p> <p>This is where you will direct parents to access the three digital resources.</p> <p>Please choose your Local Authority from the map.</p> <p>How to register: https://www.oneplusone.org.uk/parents</p> 	<ul style="list-style-type: none">• After this slide, start demonstrating the websites first, then share links before taking questions and sending people off for independent study.<ul style="list-style-type: none">○ Demonstrate sections of the Practitioner Guide and how to use it during independent study time: Practitioner guide: https://www.oneplusone.org.uk/practitioners○ Demonstrate the process parents go through to register: Parent registration: https://www.oneplusone.org.uk/parents○ From your logged-in account, show how the Parent Resources website looks when parents are logged in: Parent interventions: https://skills.oneplusone.org.uk/enrollments• Share the links. Start with the practitioner guide to which everyone should already have a login. As an option, allow practitioners to set up a 'dummy profile' on the parent resource so they can trial the parent experience.• Take questions and help with any login issues before sending practitioners off for independent work.

Slide 35		<ul style="list-style-type: none"> There are four different ways in which practitioners might engage parents with the digital resources: <ul style="list-style-type: none"> Self-supported: Parents can be referred to the digital resource and work through it independently. This could be very suitable for a universal offer and is promoted through flyers and social media. Semi-supported: Practitioners can work in partnership with parents and guide the intervention over several weeks. This would involve checking in after they have completed each section, assessing understanding, answering questions, setting goals, and monitoring progress. Fully supported: Where families are in very complex and challenging situations or have additional learning needs, it may be preferable for the practitioner to work through the resource week by week or at the most appropriate pace of learning. Use in groups: Although the resources are not designed to be used in groups, they can be weaved into existing group discussion situations. Where this method is used, make sure each individual parent in the group is asked to register for the Parent Resource. See Further guidance document for notes on working with groups.
Slide 36		<ul style="list-style-type: none"> This slide offers a suggested format for engaging parents in a semi-structured way over 4-6 sessions. The Further guidance document for practitioners also includes some phrases that can be used with parents to help introduce the resources.

Slide 37	<p>Semi-supported example – GIRFC</p> <p>Session 1 Introduce GIRFC intervention Help with login, complete evaluation questions Introduce two sequences – Tom's family and Mia's family</p> <p>Session 2 Recap Tom and Mia sequences, reflect on learning, and set goals Introduce Emily & Jordan and Josh sequences</p> <p>Session 3 Recap Emily & Jordan and Josh sequences, reflect, and set goals Introduce Ellie & Jake sequence</p> <p>Session 4 Recap Ellie & Jake sequence, reflect, and set goals Reflect on learning from all five video sequences</p> <p>Session 5 Review progress and focus on bridging behaviour change</p>	<ul style="list-style-type: none"> This slide offers a suggested format for engaging parents in a semi-structured way over 4-6 sessions. These videos should be used initially as a reflective tool focused on the video content, not as a means to directly bring up personal family situations The Further guidance document for practitioners also includes GIRFC-specific information about certain techniques that are helpful to use with co-parents, such as mentalisation, solution-focused questions, bridging, and working with one parent.
Slide 38	<p>Getting on Better – cards</p> 	<ul style="list-style-type: none"> The <i>Getting on Better</i> cards are part of the package of resources available to practitioners. They contain key messages from the digital resources.
Slide 39		<ul style="list-style-type: none"> There are eight regular GOB cards, two of which are relevant for separated parents. They are a great way of introducing the digital resources, or as standalone conversation starters. There are also five new skills cards, specific to GIRFC, focusing on each skill from the video work. These contribute to the 'retention' aspect of the BMT approach. The cards can be printed and used as practitioner resources, or given directly to parents for them to work through independently. These cards can be accessed digitally within the practitioner guide from the 'RPC Extra material' section.

Slide 40	<p>How do I talk about relationships?</p> <ul style="list-style-type: none"> • Why we should and why we don't • A framework for practice • Relational skills in action • Know where to signpost 	<ul style="list-style-type: none"> • These are the areas we will be covering in the final part of today's session on Talking about relationships. • As a preamble, you could stimulate some discussion around how relationship issues might come up when working with parents <ul style="list-style-type: none"> ○ What stops practitioners from talking to parents? ○ What stops parents from talking to practitioners? • It is important to provide an opportunity to explore why we don't always talk about relationships.
Slide 41	<p>Why we don't talk about relationships</p> <ul style="list-style-type: none"> • It's none of my business. • I don't have time. • It might open a can of worms. • I don't have the skills. • I'm not a relationship counsellor. • I'm scared. 	<ul style="list-style-type: none"> • These might be some of the things that come up for practitioners when they think about working with parents and relationship issues.
Slide 42	<p>Why we should talk about relationships</p> <ul style="list-style-type: none"> • To practice with appropriate professional curiosity and respect • To reduce the effect of destructive parental conflict on child outcomes • To work from an early intervention approach • To acknowledge a key area of stress for many parents • To effect positive change in family dynamics, helping to improve the lived experience of the child • To help build healthy relational capability in parents to model to children • To be part of good relational and systemic practice 	<ul style="list-style-type: none"> • Emphasise these key points about why it is important to talk about relationships when the opportunity arises. • Remind practitioners that they are not expected to fix things or provide the solutions. It isn't about being a relationship counsellor, but they can have a conversation and share the digital resources to help parents communicate in ways that are not harmful to their children.

<p>Slide 43</p>	<p>A framework for practice</p>  <p>RECOGNISE Signs of interparental conflict: Active listening</p> <p>RESPOND Empathetic responding: Open questions, clarifying, summarising Solution-focused questions: Reraming and identifying what needs to change</p> <p>REVIEW Action planning for change: Collaborative based on need and shared agenda</p>	<ul style="list-style-type: none"> The Brief Encounters® model is a well-researched and effective way of helping practitioners engage in relationship conversations. It is based on the principle of offering time, attention, and respect to help someone understand their situation and think about what they might do differently. It is proven to be effective in improving relationship outcomes, encouraging parents to find their own solutions and it helps practitioners feel more confident in listening to parent's problems and managing their own limited time. <ul style="list-style-type: none"> ○ Stage 1: Recognise/acknowledge: pick up on the signs, what behaviours might point to a relationship issue, what doesn't seem quite right, what is and isn't being said; you have a choice to respond or not to respond. ○ Stage 2: Respond: basic listening skills and core helping professional skills. ○ Stage 3: Review: collaborative, can signpost at this point or offer a further time to chat. This skills framework is a first step in building trust and laying the groundwork. It uses a relational approach and happens before the introduction of an intervention. Acknowledge that there are other approaches that can be helpful when talking to parents about conflict e.g. PACE, NVR. As trainers it is important for us to give tangible examples of an open question, clarification question, empathetic reflection, a solution focused question. At this point it can also be helpful to remind practitioners of other relevant approaches or skills they may have come across in their frontline practice such as Brief Solution Focused Therapy/Questions, Motivational Interviewing, the broad Systemic approach that they can draw from when working with parents experiencing relationship conflict. It is important to state that these skills are core helping professional skills. They are for
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		<p>frontline practice as it is important to build a relational alliance with parents and service users in service of the work with the family.</p>
Slide 44	<p>Relational skills in action</p> <p>Relational skills – an approach to working with parents in conflict</p> 	<ul style="list-style-type: none"> • This activity helps to reinforce relational skills and helps to reinforce the working model. • Remember that many attendees on the training will already be using these skills as experienced practitioners, so acknowledge that this video will be a refresher of skills being used, but with the focus of the intervention being on relationship issues. • Ask the practitioners to observe and identify the skills the family support worker uses in the clip. They can record their observations in the chat window. Pick out key skills identified, emphasising attentive listening, awareness of verbal and nonverbal communication, prompting and exploration, affirmation, summarising, and review. • Pick out some areas that the practitioner could have done better: e.g. could have improved neutrality, been more tentative, worked with experience, brought Ian in with systemic questions and provided motivational interviewing reflection. • With regards to acknowledging feelings and demonstrating empathy we have moved on from stating the feeling to the person as fact and rather to phrasing it more tentatively and towards the experience, e.g. "Hearing you talk I am wondering if being home alone with two toddlers could feel isolating sometimes. Or would you describe it differently?" • To finish, emphasise what she did well. • Mention that the new digital resources provide an opportunity for practitioners to offer a tool at the 'Review' stage of the working model that can specifically help parents'

		<p>situations.</p> <ul style="list-style-type: none"> Using this relational approach in working also allows practitioners to build trust and lay the groundwork that is needed before an intervention is introduced, so a conversation like this might be a first step before the digital resources are offered to parents. 																				
Slide 45	<p>TOP TIPS</p> <table border="1"> <thead> <tr> <th>DO</th> <th>DON'T</th> </tr> </thead> <tbody> <tr> <td>✓ Do normalise what is normal</td> <td>✗ Don't provide a solution</td> </tr> <tr> <td>✓ Do empathise</td> <td>✗ Don't sympathise</td> </tr> <tr> <td>✓ Do acknowledge what is happening</td> <td>✗ Don't assume you know what's going on</td> </tr> <tr> <td>✓ Do offer to listen with compassion</td> <td>✗ Don't present yourself as having all the answers</td> </tr> <tr> <td>✓ Do maintain neutrality, transparency and curiosity</td> <td>✗ Don't take sides</td> </tr> <tr> <td>✓ Do be sensitive to the child's lived experience of the child</td> <td>✗ Don't forget the child's perspective</td> </tr> <tr> <td>✓ Do be sensitive to cultural differences and explore cultural norms in relationships</td> <td>✗ Don't make assumptions based on culture or ethnicity</td> </tr> <tr> <td>✓ Do tune into their lived experience</td> <td>✗ Don't make assumptions based on your lived experience</td> </tr> <tr> <td>✓ Do explore and facilitate</td> <td>✗ Don't be prescriptive</td> </tr> </tbody> </table>	DO	DON'T	✓ Do normalise what is normal	✗ Don't provide a solution	✓ Do empathise	✗ Don't sympathise	✓ Do acknowledge what is happening	✗ Don't assume you know what's going on	✓ Do offer to listen with compassion	✗ Don't present yourself as having all the answers	✓ Do maintain neutrality, transparency and curiosity	✗ Don't take sides	✓ Do be sensitive to the child's lived experience of the child	✗ Don't forget the child's perspective	✓ Do be sensitive to cultural differences and explore cultural norms in relationships	✗ Don't make assumptions based on culture or ethnicity	✓ Do tune into their lived experience	✗ Don't make assumptions based on your lived experience	✓ Do explore and facilitate	✗ Don't be prescriptive	<ul style="list-style-type: none"> Introduce this slide as a way of recapping the skills that were demonstrated in the video. Emphasise that there is no expectation that practitioners will be relationship counsellors. They can't fix parental couple relationships, but they can have a conversation and share the digital resources or <i>Getting on Better</i> cards to support parents to make small changes in the way they communicate with one another. Be sensitive to cultural norms and gender roles, as relational skills may look different in different cultures. Be careful not to impose your own preferred way. Be aware of the difference between self and other: tune in with the parents' lived experience. Explore the difference between sympathy and empathy. Briefly outline what a neutral stance is when working with parents and how practitioners can respond when we feel that parents are uncomfortable with our neutral stance. Please also direct participants to the Further guidance document for more info on this area of practice. If appropriate, and if practitioners would benefit from an approach to working with difference, signpost to Social Graces: https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Social-
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		<p><u>GRRAACCEESS-and-the-LUUUTT-model.pdf</u></p> <ul style="list-style-type: none"> Refer practitioners to the <u>Further guidance</u> document for more examples and how to ask questions when working with parents.
Slide 46	<p>We are here to help...</p>  <p>Click is a simple service providing evidence-based relationship support from a mobile-friendly platform. It is available 24/7 to help parents understand more about their relationship and how they can improve it. clickrelationships.org</p> <p>See it Differently is a collection of videos and animations that helps parents see family arguments from their children's perspective and offers alternative ways of handling disagreements. seeitdifferently.org</p>	<ul style="list-style-type: none"> If it becomes obvious that there are more serious issues in the relationship, you should consider signposting parents to other services. Some national organisations offer free services, but it may be a good idea for you to check out what is available locally and have the contact details available. Provide link for the Click website as a resource: <u>https://click.clickrelationships.org</u> Show the <i>See it differently</i> website, pointing out <i>Luca's family</i> and <i>Chloe's family</i>: <u>https://www.seeitdifferently.org</u> If time, reference Gottman website for articles and resources: <u>www.gottman.com</u>
Slide 47	<p>Well done on completing the course</p> <p>Please remember to complete the post-course survey</p> <p>If you have any further queries please contact info@oneplusone.org.uk</p> 	<p>Closing the session:</p> <ul style="list-style-type: none"> Wrap up with a brief overview of both days and encourage the practitioners with the knowledge and skills you've observed in them. Remind participants to complete the post-course survey and share link in the chat window. As final remarks are made, ask practitioners to have in mind one family with whom they

		<p>can start using the resources.</p> <ul style="list-style-type: none">• Invite any further questions and mention the ways practitioners can get in touch with OnePlusOne for further support.
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Evaluation

Feedback from parents

We are keen to understand how well parents have understood the content of OnePlusOne's digital resources and whether it has a positive effect on their behaviour. For that reason, there are questions woven into the resources using standardised measures to gauge parents' responses and outcomes. We would appreciate it if parents could be encouraged to complete all the questions by letting them know that their feedback and participation is important in making the resource the best it can be.

Feedback from you

We are also interested in your feedback on the Train the Trainer training and resources as well as the practitioner guides. Please leave your details on the end of your evaluation form if you would be happy to be contacted by our researcher, Dr Shannon Hirst.