

Getting it Right for Children

session guide

**Practitioner
Toolkit**



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INTRODUCTION

About this session guide for practitioners

This session guide is for practitioners delivering the *Getting it Right for Children* digital intervention. It is designed to be used alongside the [Practitioner Guide](#) to help you deliver the resource with confidence to the parents you are working with.

To use the material you will need an active license to the *Getting on Better* package. This could be through your family hub or an umbrella organisation such as an NHS trust or local authority.

In this session guide, you will find information on:

- Introduction to *Getting it Right for Children* including key messages and further reading.
- How to prepare for sessions with parents.
- How to use session plans, including additional support resources.
- Post-session tasks.
- Sample session plans for one-to-one and group sessions.
- A reminder of core skills for delivering the resources to parents.
- How to promote *Getting it Right for Children*.

About OnePlusOne

Expertise in relationships and getting on better

OnePlusOne is a leading research and innovation charity with over 50 years' experience in relationship science. We bring together teams of relationship experts, researchers, psychologists and frontline practice specialists to create innovative resources that help people develop, maintain, and strengthen their relationships.

About *Getting it Right for Children*

Getting it Right for Children helps new and expectant parents prepare for changes in their own relationship, giving them the skills to communicate better and support each other at this important time in their lives.

Using the session plans

A guide for using *Getting it Right for Children* with parents

How to use digital interventions with parents

Getting it Right for Children is a flexible tool that can be used in different settings, either as a universal self-directed online intervention, or as a blended approach with practitioner support. The material can also be delivered in group settings, virtually or in-person.

It is unlikely that separated parents will want to go through this resource together. If you can persuade them both to do it separately, it is likely to be more effective. Some parents will be able to work on the digital resource independently, while others will require your help to get started.

Research indicates that parents' ability to parent collaboratively after separation depends on their emotional readiness to negotiate with their ex-partner. This may be where you need to offer some additional support to help them prepare. Talking about and acknowledging hurt, anger, and other emotions can help parents feel ready.

In the next section, you will find a series of sample session plans to help you structure your sessions with parents. These are offered as a guide. You will find your own way of working with the intervention, and tailoring the material to the needs of the parents you are working with.

Before you begin delivering sessions to parents, please make sure that you:

- ✓ Have completed the four *Getting on Better* e-learning modules.
- ✓ Are familiar with the digital intervention, the online practitioner guide, and additional resources provided by OnePlusOne.
- ✓ Have read this session guide fully.
- ✓ Have received further guidance and support from your manager or team who are trained in supporting families and delivering interventions to parents.
- ✓ Reach out if you need any additional support from OnePlusOne.
- ✓ Are up to date with your organisation's safeguarding measures.
- ✓ Have undertaken additional training on domestic abuse and are familiar with relevant screening methods and referral pathways within your organisation.

Who can deliver *Getting it Right for Children*



**Self-
directed**

**Any practitioner
can signpost
and refer.**



**Semi-
supported**



**Fully
supported**



**Group
work**

**Delivered only by practitioners who have
completed OnePlusOne's e-learning, and
with the appropriate skills and support.**



A note on domestic abuse

OnePlusOne's digital interventions are designed to be used in preventative and early intervention settings. They are not suitable where conflict is deeply embedded or where domestic abuse has been identified. Please make sure you are familiar with your organisation's inhouse DA/DV training and pathways, and have completed the e-learning module on the differences between parental conflict and domestic abuse. You can find further information on the [government's website](#). When working with families in conflict, it's important to maintain a professional curiosity. If you notice any signs of domestic abuse, follow your organisation's policies and practices.



A note on evaluations

OnePlusOne is an applied research organisation. We conduct ongoing evaluations and have a process in place for continuous improvement of services based on feedback and effectiveness.

If you want to receive accurate data about how the intervention is being used in your area, it is important that practitioners encourage parents to complete the pre- and post-test questionnaires. These are built in to the course and parents will be prompted to complete them as they progress through.

When running group sessions, practitioners will need to take additional steps to ensure evaluations are completed (see *Group sessions*). Accurate data enables commissioning organisations to better understand and support their service users, while gaining the evidence required to make strategic choices.

The data is only ever as good as the completions, so we encourage you to make every effort to ensure that parents use their own accounts and don't skip the questionnaires.

Sample session plan 1

Semi-supported by practitioner

The semi-supported approach is recommended for *Getting it Right for Children*. Parents are introduced to the resource by a practitioner who offers guidance and proposes a way of working with the material. Practitioners will have regular check-ins with the parent or the couple over a period of time.

Course title	Getting it Right for Children
Method of delivery	Blended approach – one co-parent works through the intervention independently, but with structured support and guidance from practitioner with regular check-ins, ideally spread over five sessions.
Learners	<ul style="list-style-type: none"> ● Parents who are no longer in a relationship with their child's other parent. ● Co-parents who are separated or in the process of separating from their child's other parent and who are finding it difficult to communicate with one another. ● For targeted work, co-parents who are experiencing significant stress, have poor relational skills, or are engaging in conflict that is frequent, hostile, intense, and poorly resolved.
Learner objectives	<ul style="list-style-type: none"> ● Raise co-parents' awareness and understanding of how they are putting their child in the middle of their conflict. ● Help parents to develop positive communication skills. ● Support parents to cooperate and work out solutions together.
Session duration	This session plan is based on five one-to-one 30-minute check-ins by a practitioner with a co-parent. Additionally, co-parents will need to spend three 30-minute blocks independently working through the course. Total practitioner time commitment is approximately 2hrs 30mins. Parents will need approximately 4 hrs, which includes their meetings with the practitioner.
Equipment and material	<ul style="list-style-type: none"> ● Device for practitioner. ● Device for parent to create their own account (a computer, tablet, or smartphone). ● <i>Getting it Right for Children</i> skills cards x 5 – Keep calm, See it differently, Speak for yourself, Negotiate, Work it out. ● <i>Getting it Right for Children</i> flyer with QR code to access parent registration website (optional). ● <i>Getting on Better</i> cards – <i>Child roles</i> and <i>Parent roles</i> (optional).
Preparation	<ul style="list-style-type: none"> ● Be clear about your role in working with the parent. ● Where relevant, review referral information, check eligibility and background history, identify any risks involved, and be aware of other services accessed or other teams and partners that the parent may be working with. ● Consider the length of session you will need and adjust accordingly, based on additional topics or activities you may be covering with the parent (eg other assessments, tools).

Preparation	<ul style="list-style-type: none">● To deliver <i>Getting it Right for Children</i> using a blended approach, read previous section, <i>Using the session plans</i>, and make sure you have completed all the required training and preparation tasks set out. Please refer to the Practitioner Guide for more information.● Set up your own <i>Getting on Better</i> practitioner account and familiarise yourself with <i>Getting it Right for Children</i>.● Set up an initial meeting with the parent, with a view to organising four subsequent sessions. Ensure the location is quiet and free of distractions. The parent may not have any knowledge of the resource, so you can use the start of the session to build connection and interest.● Make sure the parent will have access to Wi-Fi or mobile data. If connectivity is an issue, you may need to hotspot them or find a location to meet with free Wi-Fi, eg a family hub.● Be prepared with any toolkits or conversation starters, such as relevant <i>Getting on Better</i> cards.● Depending on their circumstances, be aware of any support organisations you may need to signpost the parent to.● Confirm parental consent for involvement and be ready to explain confidentiality and data sharing protocols.● Prior to your meeting, check if the parent might require any extra support (due to additional needs, language, accessibility, disability) and make plans for adjustments as necessary.● Be aware of your organisational policies and guidelines around confidentiality, safeguarding, domestic abuse, etc.
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Time	Session details	Practitioner prompts
30 mins	<p>Session 1</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Greet parent, introduce yourself, and check in on how they are. ● Engage the parent at an appropriate moment. ● Introduce <i>Getting it Right for Children</i>. ● Tell them why the course would be helpful. Acknowledge and normalise some of the challenges of being a co-parent, go over the course objectives, or share an anonymised case study of how the course helped another client or service user. ● Offer a suggested structure, an idea of the time commitment, and an idea of your involvement. ● If the parent is happy to proceed, help them find the registration website. Either provide the URL or use a flyer with QR code. ● Help the parent create an individual account using their own device. ● Get them to log in and show them how the dashboard and digital interface work. ● Choose <i>Getting it Right for Children</i>. ● Go through the introduction page and explain that each of the five children's stories are linked to a specific skill. Each skill builds on the next, and by watching the videos in sequence, co-parents will learn how to integrate the different skills for effective communication with their ex-partner, while reducing the impact of conflict on their children. ● Clarify that this is a step-by-step approach to learning new skills which requires practice and reflection. This isn't something they can complete in one session. It is simple to use but it will take time and it won't always be easy. Remind them of why they are doing this – learning to parent collaboratively is in the best interest of their child ● Encourage them to complete the survey at the beginning. ● Introduce the first video sequence, <i>Tom's family</i>, where specific skills are demonstrated. Some of the different ways that children get caught in the middle of parental conflict will also be explored as they work through the material. ● Explain how the Behaviour Modelling Training (BMT) videos work. They will see a situation going badly, and then the same situation going better as one parent uses the new skills. Each scenario is followed by reflections from the family. ● You may want to watch the first video together. ● Let them know that they will need a block of time, perhaps 30mins, to look through both <i>Tom's family</i> (Staying calm, Listening) and <i>Mia's family</i> (Seeing things differently) before you next meet. ● Tell them there will be three short questions to answer at the end of each scenario. ● Emphasise that they will notice improvements when they intentionally set goals and practice the skills they are learning, even when the other co-parent is not taking part in the intervention. ● Mention that you will review the material from the first two sections with them when you next meet, including reflecting how they get on in practising the skills. ● Affirm their intention to do the best for their children. ● Signpost to other relevant services if necessary. ● Confirm date for second meeting.

Additional notes

- Focusing on the children can be a way of building engagement with parents. “How do you think Sylvia is coping at school at the moment? Is there anything you are noticing about their behaviour since the separation? How are things between you and your ex-partner at the moment? How do you think your interactions might be impacting your child?” Encourage the parent by noting what is going well. Questions like these can create opportunities to emphasise how communication with co-parents can impact children. You can point to this resource, saying that it is designed to support co-parents in building healthy communication and co-parenting strategies so that their children can benefit.
- You can show them a video or two from your own account to give them a taster of the content, but make sure they create their own account to do the course.
- You could use a *Getting on Better* card to introduce some of the ideas, eg *Child roles* or *Parent roles*.

Time	Session details	Practitioner prompts
30 mins	Complete first two scenarios Parent	<ul style="list-style-type: none"> ● Parent completes the first two sections, <i>Tom’s family</i> and <i>Mia’s family</i>, in their own time.
30 mins	Session 2 Practitioner and parent	<ul style="list-style-type: none"> ● Check in with co-parent and remind them how much time you have together, eg 30 mins. ● Find out how they got on with the first two sections of <i>Getting it Right for Children</i>. ● Could you identify how the children in the videos were put in the middle? How might that have made them feel? ● Did you see how one parent changing their behaviour (staying calm, listening, trying to see it differently) de-escalated the argument? ● Recap main points and learning from the first two sections, <i>Tom’s family</i> and <i>Mia’s family</i>. You may want to draw out how the children in each scenario were caught in the middle and the roles they took on. ● Ask some reflection questions: <ol style="list-style-type: none"> 1. What skills were you able to try out? 2. How did a recent interaction with your ex-partner go? 3. If you were able to use the skills, what did you notice about the impact on the conversation with your ex-partner? 4. How are your children doing now? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent. ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Keep calm</i> and <i>See it differently</i>. Go through relevant skills outlined in the cards so co-parents can build on what they have already tried. ● Introduce the third and fourth sections, <i>Emily and Jordan’s family</i> (Speaking for yourself and Sticking to the rules) and <i>Josh’s family</i> (Negotiating). ● Remind them that you will review the material from the third and fourth sections with them when you next meet, including reflecting how they get on in practising the skills. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you’ve covered together this session. ● Confirm date for third meeting.

Time	Session details	Practitioner prompts
		<p>Key skills from <i>Tom's family</i>:</p> <ul style="list-style-type: none"> ● Keep calm. ● Listen. <p>Key skills from <i>Mia's family</i>:</p> <ul style="list-style-type: none"> ● See it differently. <p>Children in the middle:</p> <ul style="list-style-type: none"> ● Messenger ● Witness ● Spy ● Judge ● Reward and punishment
30 mins	<p>Complete second and third scenarios</p> <p>Parent</p>	<p>Parent completes the third and fourth sections, <i>Emily and Jordan's family</i> and <i>Josh's family</i>, in their own time.</p>
30 mins	<p>Session 3</p> <p>Practitioner and parent</p>	<ul style="list-style-type: none"> ● Check in with co-parent and remind them how much time you have together, eg 30 mins. ● Find out how they got on with the second and third sections of <i>Getting it Right for Children</i>. ● Could you identify how the children in the videos were put in the middle and how that might have made them feel? ● Did you see how one parent changing their behaviour (staying calm, listening, trying to see it differently, speaking for themselves, sticking to the rules, and negotiating) de-escalated the argument? ● Recap main points and learning from the third and fourth sections, <i>Emily and Jordan's family</i> and <i>Josh's family</i>. You may want to draw out how the children in each scenario were put in the middle. ● Ask some reflection questions: <ol style="list-style-type: none"> 1. What skills were you able to try out? 2. How did a recent interaction with your ex-partner go? 3. If you were able to use the skills, what did you notice about the impact on the conversation with your ex-partner? 4. How are your children doing now? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent. ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Speak for yourself</i> and <i>Negotiate</i>. Go through relevant skills outlined in the cards so co-parents can build on what they have already tried. ● Introduce the final section, <i>Ellie and Jake's family</i> (Work it out). ● Remind them that you will review the material from the third and fourth sections with them when you next meet, including reflecting how they get on in practising the skills. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you've covered together this session. ● Confirm date for third meeting.

Time	Session details	Practitioner prompts
		Key skills from <i>Emily and Jordan's family</i> : <ul style="list-style-type: none"> ● Speak for yourself. ● Stick to the rules. Key skills from <i>Josh's family</i> : <ul style="list-style-type: none"> ● Negotiate.
30 mins	Complete fifth scenario Parent	Parent completes the fifth section, <i>Ellie and Jake's family</i> , in their own time.
30 mins	Session 4 Practitioner and parent	<ul style="list-style-type: none"> ● Check in with co-parent and remind them how much time you have together, eg 30 mins. ● Find out how they got on with the fifth sections of <i>Getting it Right for Children</i>. ● Could you identify how the children in the video were put in the middle and how that might have made them feel? ● Did you see how one parent changing their behaviour (staying calm, listening, trying to see it differently, speaking for themselves, sticking to the rules and negotiating) de-escalated the argument? ● Recap main points and learning from the fifth sections, <i>Ellie and Jake's family</i>. You may wish to draw out how the children in each scenario were put in the middle. ● Ask some reflection questions: <ol style="list-style-type: none"> 1. What skills were you able to try out? 2. In what ways have you been able to build on the skills that you've learned from the previous sections? 3. How have you noticed improvements in recent interactions with your ex-partner? 4. What are you noticing about your children now? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent. ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Work it out</i>. Go through relevant skills outlined in the cards so that co-parents can build on what they have already tried. ● Affirm the new skills the parent has been learning and practising over the course. ● Check they have filled out the final questionnaire. ● Now they have completed the course, reflect on the learner objectives and check for understanding. ● Ask if they would appreciate any further follow-up. A fifth session is recommended. ● Encourage them in their efforts and their progress. ● Signpost to other relevant services if necessary. ● Summarise what you've covered together this session. ● Confirm any future meetings to review progress.

Time	Session details	Practitioner prompts
		Key skills from <i>Ellie and Jake's family</i> : <ul style="list-style-type: none"> ● Work it out.
30 mins	Session 5 Practitioner and parent	<ul style="list-style-type: none"> ● Check in with co-parent and remind them how much time you have together, eg 30 mins. ● The fifth session allows for a recap of the course, giving time to reflect on the main learnings from <i>Getting it Right for Children</i>, discuss achievements, consolidate skills, explore challenges, and look ahead. ● Questions for reflection include: <ol style="list-style-type: none"> 1. What three things did you learn from the course? 2. What are you doing differently? 3. What do you notice has improved in the interactions with your ex-partner? 4. What other areas would you like to work on for the future? ● Summarise what you've covered together this session. ● Confirm any next steps or agreed actions. Consider whether ongoing support may be needed and signpost if necessary. ● Thank the parent for engaging with the course, and offer any positive reflections you have, or anything you have learned in your time working with them. ● Let them know you (or someone from within your service) are available if they need support in the future, and give contact details. ● Wish them the best and make sure you have ended your professional relationship with them well.

At the end of your sessions



- Be aware of the emotions that may come up as you finish working with a parent, and be gentle in your approach as the ending takes place.
- Send a follow-up email if appropriate.
- After sessions have finished, you may want to ask parents for feedback of their experience of your sessions with them. This can form part of your internal data records and inform future interactions and processes.
- Where relevant, complete case notes and update records.
- Address any safeguarding issues if necessary.
- Where relevant, notify any partners or agencies involved.
- Engage in self-reflection or take aspects to supervision. What worked well? What have you learned? What would you do differently? Take time to think about your own feelings.
- You may need to notice your own patterns of behaviour, let off steam, or reflect on how your personal baggage may affect your responses. Seek support where needed.
- Get feedback and guidance.
- Use your reflections to develop your skills, ideas, and knowledge.

Sample session plan 2

Fully supported by practitioner

Sometimes practitioners will need to guide parents through *Getting it Right for Children* and tailor the experience to their needs. Full support may be required when parents:

- Have language difficulties.
- Are from backgrounds where cultural difference is a factor.
- Have learning difficulties.
- Are faced with access barriers.
- Are experiencing illness or disability.
- Exhibit high risk factors.

Course title	Getting it Right for Children
Method of delivery	Practitioner offers full support to a couple, taking them through the course step by step over a series of four sessions. This could be done virtually or in person.
Learners	<ul style="list-style-type: none"> ● Parents who are no longer a relationship with their child's other parent. ● Co-parents who are separated or in the process of separating from their child's other parent and who are finding it difficult to communicate with one another. ● For targeted work, co-parents who are experiencing significant stress, have poor relational skills, or are engaging in conflict that is frequent, hostile, intense, and poorly resolved.
Learner objectives	<ul style="list-style-type: none"> ● Raise co-parents' awareness and understanding of how they are putting their child in the middle of their conflict. ● Help parents to develop positive communication skills. ● Support parents to co-operate and work out solutions together.
Session duration	This session plan is based on four one-to-one check-ins by a practitioner with a parent or couple. Session times will vary. The first one will be longer, to include registration and the first section of the course, and the final session could be a shorter review session. Plan for four 1hr sessions.
Equipment and material	<ul style="list-style-type: none"> ● Device for practitioner. ● Device for parent to create their own account (a computer, tablet, or smartphone). ● <i>Getting it Right for Children</i> skills cards x 5 – Keep calm, See it differently, Speak for yourself, Negotiate, Work it out. ● <i>Getting it Right for Children</i> flyer with QR code to access parent registration website (optional). ● <i>Getting on Better</i> cards – <i>Child roles</i> and <i>Parent roles</i> (optional).
Preparation	<ul style="list-style-type: none"> ● Be clear about your role in working with the co-parent. ● Where relevant, review referral information, check eligibility and background history, identify any risks involved, and be aware of other services accessed or other teams or partners that the parent may be working with. What do you know about the ex-partner or the circumstances around the separation? What prior knowledge do you have about the children and any behavioural challenges or any difficulties they might be experiencing?

Preparation

- Consider the length of session you will need and adjust accordingly, based on other topics or activities you may be covering with the parent, eg other assessments, tools.
- To deliver *Getting it Right for Children* using a fully-supported approach, make sure you have completed all the required training and preparation tasks. Please refer to the Practitioner Guide for more information.
- When fully supporting a parent or couple, it is likely you will need to adapt aspects of the course to suit their needs. Prior to your first meeting, check what extra support they may need (eg due to additional needs, language, accessibility, disability) and make plans for reasonable adjustments. For example, you may just watch the videos and discuss the questions, rephrasing the content in a way that helps the parent to better connect with the material.
- Set up your own *Getting on Better* practitioner account and familiarise yourself with *Getting it Right for Children*.
- Make sure you have done some prior work with the parents to engage them and have their consent to proceed with working alongside them. Read the notes from Session plan 1 (page 7) for ideas around initial engagement.
- Set up an initial meeting with the parent, with a view to organising four subsequent sessions. Ensure the location is quiet and free of distractions.
- Make sure the parent will have a device and access to Wi-Fi or mobile data.
- If connectivity is an issue, you may need to provide a hotspot or find a location to meet with free Wi-Fi, eg a family hub.
- If device access is an issue, you may want to lend them a device to use. Please ensure that they are logged into their own account and are not using your practitioner login.
- Be prepared with any toolkits or conversation starters, such as relevant *Getting on Better* cards.
- Depending on their circumstances, be aware of any support organisations you may need to signpost the parent to.
- Confirm parental consent for involvement and be ready to explain confidentiality and data sharing protocols.
- Be aware of your organisational policies and guidelines around confidentiality, safeguarding, domestic abuse, etc.

Time	Session details	Practitioner prompts
60 mins	<p>Session 1</p> <p>Practitioner and parent</p> <p>Introduction and setup</p>	<ul style="list-style-type: none"> ● Greet the parent, introduce yourself, and check on how they are. ● They should know why they are seeing you, but you may want to remind them why the course would be helpful. You can acknowledge and normalise some of the challenges of being a co-parent, including difficult interactions with ex-partners or the tricky behaviour of children. You can go over the course objectives, or share an anonymised case study of how the course helped another client or service user. ● Introduce <i>Getting it Right for Children</i>. ● Offer them a suggested structure, an idea of the time commitment, and how you will be involved. ● If they are happy to proceed with the course, help them find the registration website. Either provide the URL or use a flyer with QR code. ● Help the parent create an individual account using their own device. ● Get them to log in and show them how the dashboard and digital interface works. ● Choose <i>Getting it Right for Children</i>. ● Go through the welcome page and point out the key skills they will be covering. ● Explain how the BMT videos work where they will see a situation going badly, reflections from each of the co-parents as well as the child, followed by the same situation going better with one parent using the skills, and each person reflecting again. ● Help them to complete the pre-course questionnaire.
	<p>Step 1 – Tom’s family</p>	<ul style="list-style-type: none"> ● Introduce the first story, <i>Tom’s family</i>. Tom gets caught in the middle of an argument about financial arrangements, where he has been asked to pass message between his parents. This scenario covers the basics of staying calm and listening. ● Go through each of the sections with the co-parent: <ul style="list-style-type: none"> • A situation going badly • A better way • Stay calm • Reflections ● Watch the videos, reflecting on the content and allowing space for the question prompts. ● Allow the parent a few minutes to do the three-question survey at the end of Step 1.

Time	Session details	Practitioner prompts
	Step 2 – Mia’s family	<ul style="list-style-type: none"> ● Introduce the second story, <i>Mia’s family</i>. Mia is pressed for information about the time she spends with her other parent. This scenario explores the skill of seeing things differently, becoming aware of the impact on the child, and using conflict management skills with an ex-partner over email. ● Go through each of the sections with the co-parent: <ul style="list-style-type: none"> • A situation going badly • A better way • Stay calm • Reflections ● Watch the videos, reflecting on the content and allowing space for the question prompts. ● Allow the parent a few minutes to do the three-question survey at the end of Step 2.
	Reflections	<ul style="list-style-type: none"> ● Allow the parent time to reflect on the following questions: <ul style="list-style-type: none"> • Were you able to identify how the children in the videos were put in the middle and how that might have made them feel? • Did you see how one parent changing their behaviour (staying calm, listening, trying to see it differently) de-escalated the argument?
	Key skills – Tom’s family	<p>Draw out the key skills from <i>Tom’s family</i>:</p> <p>Staying calm Staying calm is all about slowing down, keeping your emotions under control, and getting your thoughts in order. Take a deep breath. When you’re calm, you’re in a better position to stop disagreements from escalating.</p> <p>Listening Often, when we should be listening, we are too busy thinking about how we are going to reply. It’s not easy to listen to someone you don’t agree with, but you’ll reach an agreement much faster if you make the effort to understand the other person’s perspective before you respond.</p>
	Key skills – Mia’s family	<p>Draw out the key skills from <i>Mia’s family</i>:</p> <p>Seeing it differently Stepping into your ex’s shoes might be the last thing you want to do. It’s easy to assume the worst about someone you’ve separated from, but looking at a situation from someone else’s point of view can help you make sense of their behaviour.</p>

Time	Session details	Practitioner prompts
	Children in the middle	<p>Discuss together how the children in each scenario were caught in the middle by taking on unhelpful roles.</p> <p>Messenger Parents often use their children to pass on information about money or arrangements because they think it will prevent arguments in front of the child. However, being a messenger between parents can make children feel caught in the middle.</p> <p>Witness Seeing or hearing conflict between parents is very stressful for children. They may worry that if you can stop loving each other, you might stop loving them too.</p> <p>Spy Asking your child questions about their other parent’s life can put them in the middle and make them feel like a spy.</p> <p>Judge When you criticise or blame your ex in front of your children, they may feel confused. Children cannot be expected to judge who is right and who is wrong – they don’t like having to choose and they shouldn’t have to stick up for either of you.</p> <p>Reward and punishment Spending time with either parent should never be treated as a reward or punishment. As long as it is safe, children do better when they continue to have a relationship with both parents.</p>
	Review	<ul style="list-style-type: none"> ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Keep calm</i> and <i>See it differently</i>. ● You could use the two <i>Getting on Better</i> cards to build on some of the ideas introduced, eg <i>Child roles</i> or <i>Parent roles</i>. ● Tell them they will notice improvements when they intentionally set a goal and practice the skills they are learning: <ul style="list-style-type: none"> • What new skills would you like to try out when you next interact with your ex-partner? • What new insights might help you with the way you engage with your children, particularly when you are in communication with your ex-partner? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent.
	Ending Session 1	<ul style="list-style-type: none"> ● Mention that you will be reviewing their progress with the goals they have set when you next meet. ● Affirm them in their intention to do the best for their children. ● Signpost to any other relevant service if necessary. ● Confirm date for second meeting.

Time	Session details	Practitioner prompts
60 mins	<p>Session 2</p> <p>Practitioner and parent</p> <p>Recap Step 1 and Step 2</p>	<ul style="list-style-type: none"> ● Check in with parent and remind them how much time you have together, eg 60 mins. ● Find out how they got on with practising skills from the first two sections of <i>Getting it Right for Children</i>. ● Ask some reflection questions: <ol style="list-style-type: none"> 1. What skills were you able to try out? 2. How did a recent interaction with your ex-partner go? 3. If you were able to use the skills, what did you notice about the impact on the conversation with your ex-partner? 4. How is your child doing now? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent.
	<p>Step 3 – Emily and Jordan’s family</p>	<ul style="list-style-type: none"> ● Introduce the third story, <i>Emily and Jordan’s family</i>. Emily and Jordan have a difficult time adjusting between family homes and find themselves defending one parent to the other. This scenario looks at how parents can set blame aside by speaking for themselves and asking for what they need. ● Go through each of the sections with the co-parent: <ul style="list-style-type: none"> • A situation going badly • A better way • Stay calm • Reflections ● Watch the videos, reflecting on the content and allowing space for the question prompts. ● Allow the parent a few minutes to do the three-question survey at the end of Step 3.
	<p>Step 4 – Josh’s family</p>	<ul style="list-style-type: none"> ● Introduce the fourth story, <i>Josh’s family</i>. Josh is asked to pass messages between his parents as they argue about contact arrangements. This scenario shows how parents can negotiate and compromise without putting their child in the middle. ● Go through each of the sections with the co-parent: <ul style="list-style-type: none"> • A situation going badly • A better way • Stay calm • Reflections ● Watch the videos, reflecting on the content and allowing space for the question prompts. ● Allow the parent a few minutes to do the three-question survey at the end of Step 4.

Time	Session details	Practitioner prompts
	Reflections	<ul style="list-style-type: none"> ● Allow the parent time to reflect on the following questions: <ul style="list-style-type: none"> • Could you identify how the children in the videos were put in the middle and how that might have made them feel? • Did you see how one parent changing their behaviour (staying calm, listening, trying to see it differently, speaking for themselves, sticking to the rules and negotiating) de-escalated the argument?
	Key skills – Emily and Jordan’s family	<p>Draw out the key skills from <i>Emily and Jordan’s family</i>:</p> <p>Speaking for yourself Sometimes you may feel angry when you talk to your ex. It can feel like you’re being blamed for everything: “You do this, you do that, you’re a rubbish parent!” You can’t change what gets said to you, but you can help keep things calm by voicing your own thoughts in a less confrontational way. When you want to talk about how you feel, it can be helpful to phrase it in the form of an ‘I’ statement. This means saying what you feel and asking for what you need.</p> <p>Sticking to the rules Sometimes discussions can move from a question about homework to a shouting match about who is to blame for everything that’s ever gone wrong. Keep things simple and stick to one point at a time – you will be far more likely to be heard.</p>
	Key skills – Josh’s family	<p>Draw out the key skills from <i>Josh’s family</i>:</p> <p>Negotiating To negotiate well, you’ll need to put your thoughts across clearly, set aside strong emotions, and be willing to compromise. All the skills you’ve learned so far can come into play as you seek an agreement.</p>
	Children in the middle	<ul style="list-style-type: none"> ● Discuss together how the children in each scenario were caught in the middle by taking on unhelpful roles. ● Remember the unhelpful roles children play when they are placed in middle of conflict between co-parents: <ul style="list-style-type: none"> • Messenger • Witness • Spy • Judge • Reward and punishment

Time	Session details	Practitioner prompts
	Review	<ul style="list-style-type: none"> ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Speak for yourself</i> and <i>Negotiate</i>. ● Discuss what goals they might like to set: <ul style="list-style-type: none"> • What new skills would you like to try out when you next interact with your ex-partner? • How would you like to see your children responding when you communicate with your ex-partner? What part could you play in helping this come about? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent.
	Ending Session 2	<ul style="list-style-type: none"> ● Mention that you will be reviewing their progress with the goals they have set when you next meet. ● Affirm them in their intention to do the best for their children. ● Signpost to any other relevant service if necessary. ● Confirm date for third meeting.

Time	Session details	Practitioner prompts
60 mins	<p>Session 3</p> <p>Practitioner and parent</p> <p>Recap Step 3 and Step 4</p>	<ul style="list-style-type: none"> ● Check in with parent and remind them how much time you have together, eg 60 mins. ● Find out how they got on with practising skills from the third and fourth sections of <i>Getting it Right for Children</i>. ● Ask some reflection questions: <ol style="list-style-type: none"> 1. What skills were you able to try out? Were you able to build on the other skills you were using? 2. How did a recent interaction with your ex-partner go? 3. If you were able to use the skills, what did you notice about the impact on the conversation with your ex-partner? 4. How is your child doing now? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent.
	<p>Step 3 – Ellie and Jake’s family</p>	<ul style="list-style-type: none"> ● Introduce the final story, <i>Ellie and Jake’s family</i>. Ellie and Jake get caught up in their parents’ negative feelings about each other. This scenario shows how separated parents can work it out by suggesting solutions and agreeing to try them. ● Go through each of the sections with the co-parent: <ul style="list-style-type: none"> • A situation going badly • A better way • Stay calm • Reflections ● Watch the videos, reflecting on the content and allowing space for the question prompts. ● Allow the parent a few minutes to do the three-question survey at the end of Step 5.
	<p>Reflections</p>	<ul style="list-style-type: none"> ● Allow the parent time to reflect on the following questions: <ul style="list-style-type: none"> • Were you able to identify how the children in the videos were put in the middle and how that might have made them feel? • Did you see how one parent changing their behaviour (staying calm, listening, trying to see it differently, speaking for themselves, sticking to the rules, negotiating and working it out) de-escalated the argument?
	<p>Key skills – Ellie and Jake’s family</p>	<p>Draw out the key skills from <i>Ellie and Jake’s family</i>:</p> <p>Work it out</p> <p>You can work it out by deciding on solutions to problems together. You need to be able to explore possible solutions, agree to try one out, and be prepared to see how it works. You may later need to make changes and agree to try something else.</p>

Time	Session details	Practitioner prompts
	Children in the middle	<ul style="list-style-type: none"> ● Discuss together how the children in the scenario were put in the middle and the roles they took on. ● Remember the roles children play when they are placed in middle of conflict between co-parents: <ul style="list-style-type: none"> • Messenger • Witness • Spy • Judge • Reward and punishment
	Review	<ul style="list-style-type: none"> ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Work it out</i>. ● Discuss what goals they might like to set: <ul style="list-style-type: none"> • What new skills would you like to try out when you next interact with your ex-partner? • Is there anything else you'd like to try to help your children so they don't get caught in the middle of any conflict with your ex-partner? ● Encourage discussion around any of the main themes that came up for the co-parent. ● Use your practitioner skills to tune in, listen, and support the parent. ● Get the parent to complete the final end of course questionnaire.
	Ending Session 3	<ul style="list-style-type: none"> ● Once the parent has submitted the final questionnaire, they will receive a completion certificate. ● Mention that you will review their progress with the goals they have set when you next meet. ● Encourage them in their efforts and their progress. ● Signpost to any other relevant service if necessary. ● Summarise what you've covered together this session. ● Confirm a date for the fourth and final meeting.

Time	Session details	Practitioner prompts
60 mins	<p>Session 4</p> <p>Practitioner and parent</p> <p>Recap Section 3</p>	<ul style="list-style-type: none"> ● Check in with parent and remind them how much time you have together, eg 60 mins. ● This is the final session to recap the course, reflect on the main learnings from <i>Getting it Right for Children</i>, discuss achievements, consolidate skills, explore challenges, and look ahead. ● Find out how they got on with practising skills from the fifth section of <i>Getting it Right for Children</i>. ● Review their goals and progress. ● Encourage discussion around any of the main themes that came up for them. ● Use your practitioner skills to tune in, listen, and support the parent.
	Reflections	<ul style="list-style-type: none"> ● Further questions for reflection include: <ul style="list-style-type: none"> • What three things did you learn from the course? • What are you doing differently? • What do you notice has improved in your relationship with your ex-partner? • What changes have you noticed about your children? • What other areas would you like to work on for the future? ● Summarise what you've covered together this session.
	Review and ending	<ul style="list-style-type: none"> ● Confirm next steps or agreed actions. Consider whether ongoing support may be needed and signpost if necessary. ● Thank the parent for their engagement with the course, any positive reflections you have, and anything you have learned in your time working with them. ● Let them know you (or someone from within your service) are available if they need support or want to get in contact again in the future, and give any contact details. ● Wish them the best and make sure you have ended your professional relationship with them well.

At the end of your sessions	<ul style="list-style-type: none">● Be aware of the emotions that may come up as you finish working with a parent, and be gentle in your approach as the ending takes place.● Send a follow-up email if appropriate.● After sessions have finished you may want to ask parents for feedback of their experience of your sessions with them. This information may form part of your internal data records and inform future interactions and processes.● Where relevant, complete case notes and update records.● Address any safeguarding issues if necessary.● Where relevant, notify any partners or agencies involved.● Engage in self-reflection or take aspects to supervision. What worked well? What have you learned? What would you do differently? Take time to think about your own feelings.● You may need to notice your own patterns of behaviour, let off steam, or reflect on how your personal baggage may affect your responses. Receive support where needed.● Get feedback and guidance.● Use your reflections to develop your skills, ideas, and knowledge.
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Sample session plan 3

Group sessions

Below you will find a basic session plan for face-to-face delivery of a *Getting it Right for Children* parent workshop run over four sessions. This session plan can be adapted for online delivery over the same number of sessions. Please use ideas and reflection questions from Session plan 2 (page 14) for expanded content and discussion prompts.

Course title	Getting it Right for Children	
Method of delivery	Parent workshops, delivered to parents by a trainer or facilitator, face-to-face or online.	
Learners	<ul style="list-style-type: none"> ● Parents who are no longer a relationship with their child's other parent. ● Co-parents who are separated or in the process of separating from their child's other parent and who are finding it difficult to communicate with one another. ● For targeted work, co-parents who are experiencing significant stress, have poor relational skills, or are engaging in conflict that is frequent, hostile, intense, and poorly resolved. 	
Learner objectives	<ul style="list-style-type: none"> ● Raise co-parents' awareness and understanding of how they are putting their child in the middle of their conflict. ● Help parents to develop positive communication skills. ● Support parents to co-operate and work out solutions together. 	
Session duration	This session plan is based on four parent workshops of 90 mins each for face-to-face sessions, or 60 mins online. Total time is 4 to 6 hours.	
Equipment and material for parent sessions	<p>Face-to-face sessions</p> <ul style="list-style-type: none"> ● Laptop and charger for facilitator – logged into practitioner's parent account. ● Projector or large screen for presentation, with HDMI cable. ● Printouts of this lesson plan or your version of an agenda. ● Register of attendees. ● <i>Getting it Right for Children</i> skills cards x 5 – Keep calm, See it differently, Speak for yourself, Negotiate, Work it out (ideally, you will have copies to distribute to parents at the end of the session). ● Parents bring their own device for each person to create separate account (eg their phone or tablet). ● Table – to display any materials. <p>Optional items:</p> <ul style="list-style-type: none"> ● <i>Getting it Right for Children</i> flyer with QR code to access parent registration website. ● <i>Getting on Better</i> cards – <i>Child roles</i> and <i>Parent roles</i>. ● Flipchart, markers, name labels. ● Snacks or refreshments. 	<p>Online sessions</p> <ul style="list-style-type: none"> ● Laptop and charger for facilitator – logged into practitioner's parent account. ● Platform for video calls – Zoom or Teams. ● Printouts of this lesson plan or your version of an agenda. ● Register of attendees. ● <i>Getting it Right for Children</i> parent registration URL to share with participants. ● Parents have a device available for creating their own account.

Course title	Getting it Right for Children
Preparation	<ul style="list-style-type: none"> ● Make sure the course has been well promoted. See section on promoting <i>Getting it Right for Children</i> (page 37). ● Have administration systems in place to receive course bookings and send out welcome information. ● Ensure a training plan has been formulated. You will need to dedicate time to review the materials, and expand this session plan to include timings, discussion points, and activities tailored to your group. ● For online sessions, be aware of how and when you might use breakout rooms. ● Where relevant, be aware of registrants’ referral information, check eligibility and background history, identify any risks involved, and be aware of other services accessed or other teams or partners co-parents may be working with. ● Please note that ex-partners should not attend the same sessions together, so they can feel safe processing and sharing without emotions becoming overwhelming. ● Adjust session length for any additional refreshment breaks or activities. ● To deliver <i>Getting it Right for Children</i> through co-parent workshops, make sure you have completed all the required training and preparation tasks set out. Please refer to the Practitioner Guide for more information. ● Prior to running co-parent workshops, you may need to adapt certain aspects of the course to suit their needs. Before your first meeting, check what extra support anyone may need, eg due to additional needs, language, accessibility, disability. Make plans for reasonable adjustments as necessary. ● Set up your own <i>Getting on Better</i> practitioner and parent account and familiarise yourself with <i>Getting it Right for Children</i>. ● Make sure all co-parents have a device and access to Wi-Fi or mobile data. ● Depending on their circumstances, be aware of any support organisations you may need to signpost the parent to. ● Be ready to explain confidentiality and data sharing protocols. ● Be aware of your organisational policies and guidelines with regards to confidentiality, safeguarding, domestic abuse, and other relevant areas.
Venue (F2F)	<ul style="list-style-type: none"> ● For face-to-face group sessions, choose a venue that has enough space to accommodate parents, plus additional equipment. ● Access to a restroom facility (ideally on the same floor) will be important.

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 1	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout
10 mins		<ul style="list-style-type: none"> ● Welcome. ● Inform learners of toilet location, planned break times and refreshments, fire safety, and emergency procedures. ● Mention learner wellbeing and wellbeing breaks due to course content. 	
20 mins		<ul style="list-style-type: none"> ● Learning objectives. ● Agenda. ● Group working agreement. ● Introductions and hopes. 	
5 mins		<ul style="list-style-type: none"> ● Introduce <i>Getting it Right for Children</i>. ● Parents create login for intervention and complete the first pre-course questionnaire. 	Parents use their own device to register
20 mins		<p>Step 1 – Tom’s family</p> <ul style="list-style-type: none"> ● Take the group through the first section of the course, focusing on the skills of <i>staying calm</i> and <i>listening</i>. ● Stop at various points to encourage discussion in pairs or groups. ● Include some space to reflect on how the child was caught in the middle of the parental conflict. 	Use Session plan 2 for ideas on reflection questions.
20 mins		<p>Step 1 – Mia’s family</p> <ul style="list-style-type: none"> ● Take the group through the second section of the course, focusing on the skill of <i>seeing it differently</i>. ● Stop at various points to encourage discussion in pairs or groups. ● Include some space to reflect on how the child was caught in the middle of the parental conflict. ● You could use the two <i>Getting on Better</i> to build on some of the ideas introduced, eg <i>Child roles</i> or <i>Parent roles</i>. 	
10 mins		<ul style="list-style-type: none"> ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Keep calm</i> and <i>See it differently</i>. ● Get co-parents to set some goals they would be willing to practice between now and the next session. ● Allow time for the group to reflect on key learnings from the session. 	
5 mins		<ul style="list-style-type: none"> ● Summary of first session. ● Take any questions. ● Reminders ahead of the next session. ● Close. 	

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 2	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout
15 mins		<ul style="list-style-type: none"> ● Welcome. ● Housekeeping: toilets, timings, safety, and wellbeing. ● Reminder of learning objectives, agenda, and working agreement. ● Introductions or settling exercise. 	
10 mins		<ul style="list-style-type: none"> ● Group reflections from the first session, looking at the first two children’s stories. ● Get parents to log into the intervention using their own devices and complete the end of module questions for Step 3 and Step 4. ● Summary of key points from last session. 	If appropriate, some co-parents may wish to share how they got on with their goals.
20 mins		<p>Step 3 – Emily and Jordan’s family</p> <ul style="list-style-type: none"> ● Take the group through the third section of the course, focusing on the skill of <i>Speaking for yourself</i> and <i>Sticking to the rules</i>. ● Stop at various points to encourage discussion in pairs or groups. ● Include some space to reflect on how the children were caught in the middle of the parental conflict. 	Use Session plan 2 for ideas on reflection questions.
20 mins		<p>Step 4 – Josh’s family</p> <ul style="list-style-type: none"> ● Take the group through the fourth section of the course, focusing on the skill of <i>Negotiating</i>. ● Stop at various points to encourage discussion in pairs or groups. ● Include some space to reflect on how the child was caught in the middle of the parental conflict. 	
10 mins		<ul style="list-style-type: none"> ● Share the <i>Getting it Right</i> skills cards for this intervention: <i>Speak for yourself</i> and <i>Negotiate</i>. ● Get co-parents to set some goals they would be willing to practice between now and the next session. ● Allow time for the group to reflect on key learnings from the session. 	
5 mins		<ul style="list-style-type: none"> ● Summary of second session. ● Take any questions. ● Reminders ahead of the next session. ● Close. 	

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 3	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout
15 mins		<ul style="list-style-type: none"> ● Welcome. ● Housekeeping: toilets, timings, safety, and wellbeing. ● Reminder of learning objectives, agenda, and working agreement. ● Introductions or settling exercise. 	
15 mins		<ul style="list-style-type: none"> ● Group reflections from the second session, looking at the third and fourth children’s stories. ● Get parents to log into the intervention using their own devices and complete the end of module questions for Step 3 and Step 4. ● Summary of key points from last session. 	If appropriate, some co-parents may wish to share how they got on with their goals.
35 mins		<p>Step 5 – Ellie and Jake’s family</p> <ul style="list-style-type: none"> ● Take group through the fifth section of the course, focusing on the skill of <i>Work it out</i>. ● Stop at various points to encourage discussion in pairs or groups. ● Include some space to reflect on how the children were caught in the middle of the parental conflict. ● Spend some extra time getting the group to reflect on the use of all five skills. 	Use Session plan 2 for ideas on reflection questions.
15 mins		<ul style="list-style-type: none"> ● Share the <i>Getting it Right</i> skills card for this intervention: <i>Work it out</i>. ● Get parents to set some goals they would be willing to practice between now and the next session. ● Allow time for group to reflect on key learnings from the session. 	
10 mins		<ul style="list-style-type: none"> ● Summary of third session. ● Take any questions. ● Reminders ahead of the next session. ● Close. 	

Time	Session details	Practitioner prompts for F2F	Notes
30 mins before session starts	Session 4	<ul style="list-style-type: none"> ● Arrival, setup. ● Refreshments for delegates. 	IT support for laptop and projector setup, check room layout
15 mins		<ul style="list-style-type: none"> ● Welcome. ● Housekeeping: toilets, timings, safety, and wellbeing. ● Reminder of learning objectives, agenda, and working agreement. ● Introductions or settling exercise. 	
20 mins		<ul style="list-style-type: none"> ● Group reflections from the third session, looking at the fifth story. ● Get individuals to log into the intervention using their own devices and complete the end of module questions for Step 5. ● Summary of key points from last session. 	
30 mins		<p>Course reflections</p> <ul style="list-style-type: none"> ● This is the final session to recap the course, reflect on the main learnings from <i>Getting it Right for Children</i>, discuss achievements, consolidate skills, explore remaining challenges, and look ahead. ● Get parents to reflect, individually or in couples: <ul style="list-style-type: none"> • What three things did you learn from the course? • What are you doing differently? • What do you notice has improved in your co-parenting relationship with your partner? • What are you noticing about your children? • What other areas would you like to work on for the future? 	To reinforce some of the themes, you could show a <i>See it differently</i> eg <i>Chloe's family</i> .
20 mins		<ul style="list-style-type: none"> ● Allow time to reflect on key learnings from the four sessions. ● Take any questions. ● Get individuals to complete the final post-course questionnaire. ● Share any additional resources. ● Signpost to any relevant organisations or agencies. 	
5 mins		<ul style="list-style-type: none"> ● Thank the group for their engagement with the course, any positive reflections you have, and anything you have learned in your time working with them as a group. ● Offer contact details for further support. ● Finish. 	

At the end of your sessions	<ul style="list-style-type: none">● Well done on delivering this course! It takes a lot of energy and resource, so remember to look after yourself and be kind in your immediate personal reflections.● File any required records of attendance.● Send any final emails with links to additional resources.● After sessions have finished you may want to ask for feedback of the parents' experience of your sessions with them. This information may form part of your internal data records and inform future parents workshops.● Where relevant, take any follow-up actions as needed.● Debrief the sessions with your co-facilitator or manager. Cover programme aspects such as promotion, communication, environment, welcome, activities, group contribution, dynamics, couple interactions, questions, resources, and timings.● Engage in self-reflection or take aspects to supervision. What worked well? What have you learned? What would you do differently? Take time to think about your own feelings.● You may need to notice your own patterns of behaviour, let off steam, or reflect on how your personal baggage may affect your responses. Seek support where needed.● Get feedback and guidance.● Use your reflections to develop your skills, ideas, and knowledge.
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Skills for practitioners and facilitators

Important skills for effective interactions

Whether running specific sessions or working without an agenda, practitioners can use key skills to build confidence in working with individuals, couples, or parents.

- Showing empathy and kindness, holding the other person in a positive regard, and being open to understanding their lived experience.
- Keeping the other person's mind in mind by looking for clues that explain their behaviour and responses.
- Being curious and open to exploring, resisting the temptation to offer solutions.
- Tapping into your own feelings, being aware of your emotions and how they affect your thinking and behaviour.
- Regulating your own response, and being mindful of what's going on for you, including your physical responses.
- Checking your own beliefs and assumptions, and refraining from making judgements.
- Being flexible and adapting your approach, tailoring your communication to the needs and circumstances of the situation.
- Identifying a shared purpose to help support the person in a way that works for them and for you.
- Listening, focusing, and tuning in to show that the other person has your full attentions.
- Recognising and repairing ruptures by acknowledging the loss of connection, resetting a conversation, and trying again.
- Managing time and boundaries, ensuring there are clear guidelines.

As you use these skills and your confidence increases, you will be better able to build trust and create a supportive environment that helps parents to address sensitive issues. As well as improving your own practice, your confidence will help parents to develop healthier communication, build stronger connections with each other and their children, and contribute to positive outcomes for families and communities.

Skills for group facilitators

Practitioners delivering parent workshops or group sessions will need additional facilitation skills to design and deliver sessions, and to manage group dynamics. Some of these skills include:

- **Planning and preparation:** Designing structured sessions with clear aims and preparing appropriate materials to meet the needs of couples and parents.
- **Understanding group dynamics:** Recognising how individuals interact in the group and responding effectively to engagement, conflict, or power dynamics.
- **Creating a safe and inclusive environment:** Establishing trust, ground rules, and respect so participants feel comfortable sharing and learning.

- **Encouraging participation and collaboration:** Actively involving all group members and promoting shared learning through discussion and group activities.
- **Engaging different learning styles:** Using a mix of visual, verbal, and practical approaches to support diverse ways of learning.
- **Facilitation and active listening skills:** Guiding discussion rather than instructing, while listening attentively and validating participants' experiences.
- **Flexibility and managing challenges:** Adapting sessions in response to group needs and handling difficult situations calmly and constructively.
- **Strengths-based and reflective approach:** Building on what parents already do well and encouraging reflection on learning and real-life application.
- **Evaluation and feedback:** Collecting and using feedback to assess impact and improve future sessions.
- **Professional practice and development:** Maintaining boundaries, recording outcomes, and engaging in ongoing learning and reflective practice.

Key messages for parents

Skills

- **Keep calm.** Staying calm is all about slowing down, keeping your emotions under control, and getting your thoughts in order. Take a deep breath. When you're calm, you're in a better position to stop disagreements from escalating.
- **Listen.** Often, when we should be listening, we are too busy thinking about how we are going to reply. It's not easy to listen to someone you don't agree with, but you'll reach an agreement faster if you **make the effort to understand** the other person's perspective before you respond.
- **See it differently.** Stepping into your ex's shoes might be the last thing you want to do. It's easy to assume the worst about someone you've separated from but **looking at a situation from someone else's point of view** can help you make sense of their behaviour.
- **Speak for yourself.** Sometimes you may feel angry when you talk to your ex. It can feel like you're being blamed for everything. You can't change what gets said to you, but you can help keep things calm by **voicing your own thoughts in a less confrontational way**. It can be helpful to phrase things in the form of an 'I' statement, saying what you feel and asking for what you need.
- **Stick to the rules.** Discussions can move from a question about homework to a shouting match about who is to blame for everything that's ever gone wrong. Keep things simple and **stick to one point at a time** – you will be far more likely to be heard.
- **Negotiate.** To negotiate well, you'll need to put your thoughts across clearly, set aside strong emotions, and **be willing to compromise**. All the skills you've learned so far can come into play as you seek an agreement.
- **Work it out.** You can work it out by deciding on solutions to problems together. You need to be able to explore possible solutions, **agree to try one out**, and be prepared to see how it works. You may later need to make changes and agree to try something else.

Children in the middle

The videos show how children can get put into the middle of their parents' disagreements. Try to avoid putting children in these roles:

- **Messenger.** Parents often use their children to pass on information about money or arrangements because they think it will prevent arguments. Being a messenger between parents can make children feel caught in the middle.
- **Witness.** Seeing or hearing conflict between parents is very stressful for children. They may worry that if you can stop loving each other, you might stop loving them too.
- **Spy.** Asking your child questions about their other parent's life can put them in the middle and make them feel like a spy.

- **Judge.** When you criticise or blame your ex in front of your children, they may feel confused. Children don't want to judge who is right and who is wrong, and they shouldn't have to stick up for either of you.
- **Reward and punishment.** Spending time with either parent should never be treated as a reward or punishment. As long as it is safe, children do better when they continue to have a relationship with both parents.

Promoting the sessions

We're delighted to be working with you to support parents, and we want to help you to share our interventions as widely as possible in your local communities.

We provide course flyers and social media assets to help get you started. We are very happy for you to create your own materials to promote the package – we just ask you to follow the guidelines below. If you would like to discuss promoting the package locally, please contact our communications team at communications@oneplusone.org.uk.

Promotional materials

You will find these in the 'Promotional materials' section of the [Getting on Better Practitioner Guide](#).

In this section you will find a selection of resources to help you promote the *Getting on Better* package, including:

- **Printable flyers.** Flyers promoting *Getting it Right for Children*, and the *Getting on Better* package as a whole. You can display these in public places, or share them with parents. They explain the benefits of the courses and how to access them.
- **Social media assets.** A selection of images and suggested wording to help you promote the parent courses on your social media channels.
- **Video clips.** A collection of video clips which you can use as promotional tools, or to help you engage parents with the resources. Some of these are standalone clips raising awareness of the impact of parental conflict on children, and some are extracts from the parent courses offering tips for parents to try.

Guidelines for use of promotional materials.

1. Please do not edit our resources.

Each resource is evidence based and should be viewed in the context of its original setting. For this reason, we ask you not to take your own clips or screenshots from the course content or reproduce extracts to add into other material.

2. The resources are for use only by residents of your local authority.

In any communications work you do, please make it clear that the resources are available to residents of your local authority area only. It's important that practitioners and parents register their local authority area when they create their accounts to use the interventions. This helps us to ensure the accuracy and relevance of the evaluation reports we share with you.

3. Please ensure you credit OnePlusOne and use our logo.

If you are producing materials to promote the interventions or resources in this package, please make sure you include OnePlusOne's logo. We've produced a simple guide for how to use our logo in different settings. [Access the guide to using our logo \(PDF 283.4kb\)](#). You can also [download different versions of our partnership logo](#).

4. Let us know when you've used our content.

If you have used any of these materials, or conducted your own communications work to promote our resources, please let us know by emailing communications@oneplusone.org.uk. This is useful for the evaluation reports we create for you. We're also keen to share examples of good practice with others, so we may contact you to ask if you would be willing to have your approaches featured in a case study.

5. Please tag OnePlusOne in your social media posts.

Instagram: www.instagram.com/oneplusone_charity

Facebook: www.facebook.com/oneplusoneuk

Threads: www.threads.com/@oneplusone_charity

BlueSky: bsky.app/profile/oneplusoneuk.bsky.social

LinkedIn: www.linkedin.com/company/oneplusone

If you have any questions about these materials, or if you would like to discuss any aspects of promoting this package, please email info@oneplusone.org.uk.

Additional resources

Getting on Better cards

The full set of *Getting on Better* cards is included in your Practitioner Guide to share with parents and children. You'll find lots of cards that are helpful for parents experiencing stress and conflict, but you might want to start with *Balance of stress*.



Getting it Right cards

You also have access to five *Getting it Right* cards, which summarise the stories from each scenario and remind parents of the skills to work on.



See it differently

See it differently is a collection of videos and animations that helps parents find alternative ways of handling disagreements. *Chloe's family* is a great resource if you're looking for a quick way to demonstrate how separated parents argue.

www.seeitdifferently.org/

OnePlusOne website

News, resources, and training from OnePlusOne. Everyone should have the knowledge and skills to form, maintain, and strengthen relationships with the people in their lives. We empower people to do this through evidence-based training and digital resources.

www.oneplusone.org.uk/

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