



FAMILY INCLUSIVE PRACTICE

Responding to Youth, Alcohol and
other Drug Issues

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*Promoting wellbeing through the inclusion of families
and communities in the process of change*





When a person has an alcohol, drug or other addiction problem it is also a family and community issue, and involving family in the process means more chance of successful recovery

(Kina Trust, 2004)

Kina Trust

Fostering family inclusive practice through:

- **Keeping FIP 'on the page'**
- **Supporting service development**
- **Aligning with current research**
- **Resources, teaching and training**

The workshop

- Youth, families and inclusive practice
- Strategies to engage with youth and their families
- Family and youth resilience
- Facilitating the plan
- Challenges and dilemmas



Kina Family Inclusive Practice Training is not...

- Specialist training e.g. family therapy
- Core counselling or AOD training
- Introductory training
- Other limitations?



Abstinence, Social Use, Abuse and Dependence



E.g. Alcohol – how are youth drinking?

Abstain

Social Use

Binge use

Dependent

Harm reduction approaches or abstinence?

Youth Statistics

Youth and substance use in NZ and Australia

- Cannabis use
- Alcohol use
- Other drugs
- Access to alcohol and other drugs

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FIP - approaches

- Thinking - Who is family for this young person?
- Thinking 'contextually'
- Thinking 'systems'
- Thinking 'resilience'



FIP and culture

- Whanau roles
- Connections
- Environment
- Te Whare Tapa Wha, Te Wheke.....
- Working across a range of cultures
- Knowing the local issues - both risk and protective factors



Clinical, cultural and relational skills

(Tania Cargo, 2007)

Inclusion

(Ainslow,2005)

- Fully informed
- Presence
- Participation
- Achievement

Participation Levels

(Hart,1997; Shier, 2001)

Non participation

- 1. Listened to**
- 2. Supported in expressing views**
- 3. Involved in decisions and goal setting**
- 4. Shared power and responsibility**

The '5' Step Model

(Copello et al., 2000)

- Intervention for family members
- Primary Health focus
- 5 Step model to mitigate stress impacts
- Providing support and information
- Identifying advantages and disadvantages of coping styles
- Utilising ***Living Well***

Social Behaviour Network Therapy – SBNT

(Tober, Leeds Addiction Unit 2007)

- Developing a social network to support change towards youth wellbeing
- The worker actively facilitates the network but is not central to change
- Agreeing on goals
- Applying behavioural principles to form a plan – the 'ABC'
- Increasing positive, alternative activities

Involving Families with Youth in practice?

1. Family Therapy models.
2. Providing parent interventions in parallel to youth interventions e.g. MDFT
3. Parent support groups e.g. 'Living Well'
4. Working together with family members and youth e.g. SBNT

Sharing the Kete

- A social model – behavioral, ecological, resilience ideas
- Focus on engagement
- Whanau and youth capacities – reciprocal processes
- Working with the tensions between individual and family
- Transparency, flexibility
- Visual and hands - on processes



Thinking about resilience

A focus on positive outcomes - what works?

Views of youth risk and resilience

Both individual and environmental protective factors

Mechanisms promoting resilience – the same for youth and family?



(Howard & Johnson,1999; Luther & Cicchetti, 2000;
Rutter,1987; Werner& Smith, 2002)

Family Resilience

Organisational patterns

Rituals and routines

Extended family support

Flexible roles and structures

Belief systems

Viewing adversity as a challenge

Positive outlook

Communication and problem solving

Humour, decision making, expressing feelings

(Walsh, 2003; Wolin & Wolin,1995)



Features of FIP tools

- Interactive
- Visual
- Reciprocal processes
- Externalising issues
- 'Process' focused

Examples – genograms,
sociograms, strength cards



Motivational Interviewing

- Assumes motivation is fluid and can be influenced
- Principle tasks - to work with ambivalence and resistance
- Motivation can be influenced in the context of a relationship
- Goal - to influence change in the *direction of health*
- Congruent with 'Stages of Change'

Some key approaches in establishing MI with families?

- Normalise and validate the difficulties (and resistance) the family may be experiencing and stressing the ways in which sessions might help with these (hope).
- Be clear about expectations and responsibilities between parents, young person(s) and professional
- Identify and respond to different family members' fears or anxieties.

GRACE

Five Principles of Motivational Interviewing

- **G**enerate a Gap
- **R**oll with Resistance
- **A**void Argumentation
- **C**an Do
- **E**xpress Empathy

Express Empathy

- Identify family strengths, values, achievements and goals - motivating whānau by focusing on their values and what is important to them as a whānau.
- Create a 'family friendly space' to explore difficult issues
- Use reflective listening
- An accepting attitude facilitates change, pressure to change thwarts it (paradox)

Generate a Gap

- Develop a discrepancy between family current behaviours *and* their stated values and interests
- Let family present arguments for change
- Acknowledge both the positives *and* negatives of behavioural change

Roll With Resistance

- Seek to clarify, understand
- Invite consideration of new perspectives
- Reinforce family role as a problem-solver

Avoid Argumentation

- Focus on family values/goals
- Arguing for change often promotes resistance, thus causing family to defend the behaviour you want them to change

Can Do

- Increase the family perception as a capable unit
- Affirm positive statements and behaviours
- Offer options, instill hope
- Identify, reframe and amplify resilience
- Encourage consideration of role models

Family Sessions

- Welcoming and connecting with all whanau members present
- Actively involving families as agents of change
- Exploring the mediators and reinforcers of change
- Engaging whanau in the plan

Maintaining and developing Youth FIP

Where is FIP now in your practice with youth?

Key roles and mechanisms

Where to from here?

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