WHAT IS NVR?

NVR is a Parenting Approach for families experiencing problematic behaviours

NVR – Non-Violent Resistance:

- is principles-based

- addresses children and young people's violent, destructive and harmful behaviours

- teaches parents/carers how to modify their own reactions to their child's problematic behaviours

NVR Parenting Approach

- Reduces feelings of parental helplessness, hopelessness and powerlessness

- Restores parental authority

- Fosters caring and respectful relationships within the family and wider communities

- Increases child/young person's sense of safety

However …

- The NVR Parenting Approach is easy to understand

- Difficult to implement

- Counter-biology

- Counter-intuitive

- Counter-society

- BUT REALLY WORTH DOING

Socio-Political Origins of NVR

The concept of Non-Violent Resistance first developed within confines of socio-political struggles.

Figures we most admire are advocates of NVR:

Central Principles of the NVR Socio-Political Struggles

- Avoiding violent reactions

- Realising continued struggle is necessary

- Creating transparency in the struggle

- Recruiting support

- Taking unconditional reconciliatory action

Origins of the NVR Parenting Approach

- Professor Haim Omer and team – University of Tel Aviv, Israel

- Central aims:

  - Raise parental/carer presence rather than trying to develop insight in the child/young person

  - Improve the relationship between the parent(s)/carer(s) and child/young person
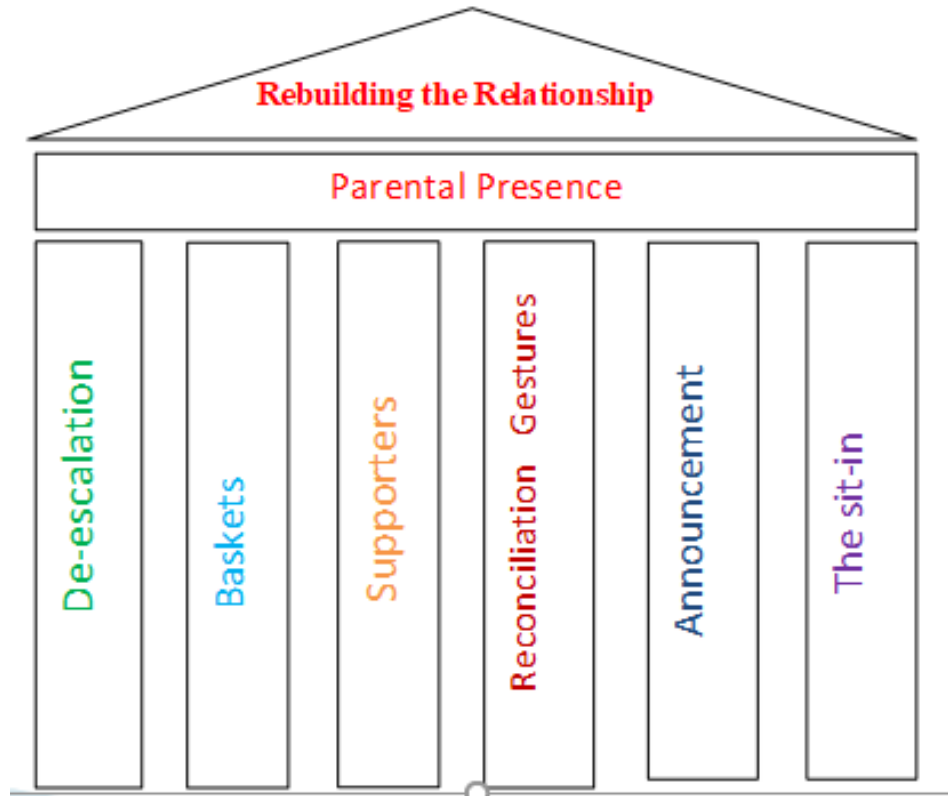
NVR Parenting Approach - The Principles

- Raising Parental Presence

- (Re)building the relationship

- De-escalation
- Looking After Yourselves
- Reconciliation Gestures
- Baskets
- Supporters
- Announcement
- Sit In
- Siblings
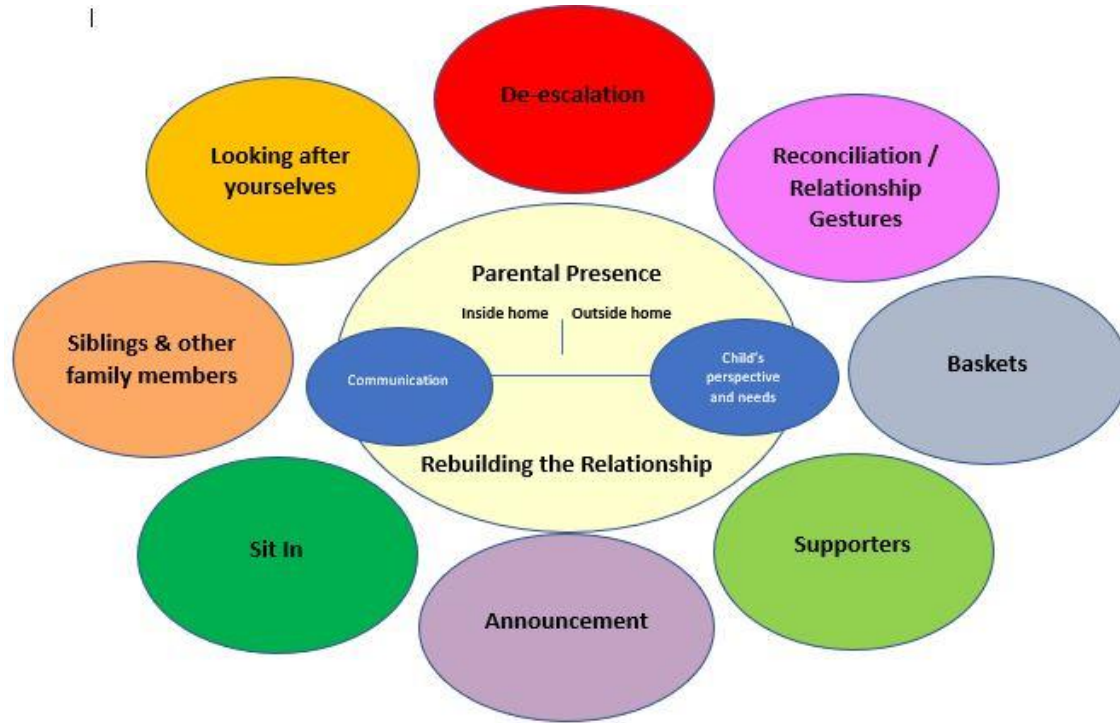
NVR - Pictorial Representations

- The Lighthouse

- Pillars of Strength

- Map

NVR - The Lighthouse

NVR - The Pillars of Strength

NVR –
The Map

The Two Hands of NVR - Essential

Nurture

Acceptance

Empathy

Firmness

Structure

Boundaries

Safety

WARNING!

THERE ARE NO REWARDS AND PUNISHMENTS IN NVR

Parental Presence – *Parents' Objective Experience*

Being physically present with their child

Being aware of where their child/young person is

Being aware of what their child/young person is doing

The influence they have on their child/young person

Parental values and beliefs transmitted
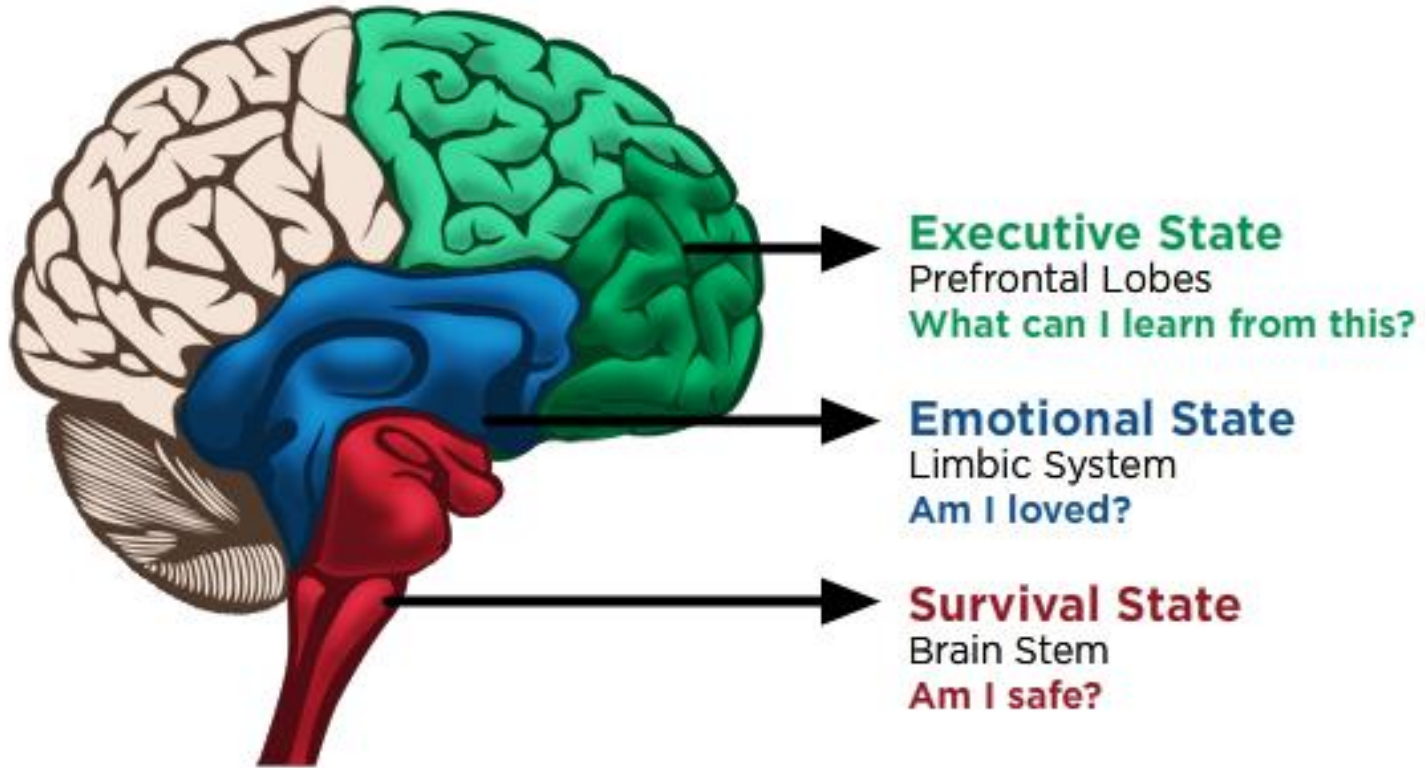
Central Aims - *The Relationship*

- If the parent(s) and child do not have at least mutual liking it is unlikely that the child will do as asked

- A positive relationship between parent(s) and child leads to co-operation and joint working

- Other modalities can be woven into NVR and address the relationship directly, e.g. Theraplay, DDP/PACE, sensory integration and direct trauma work
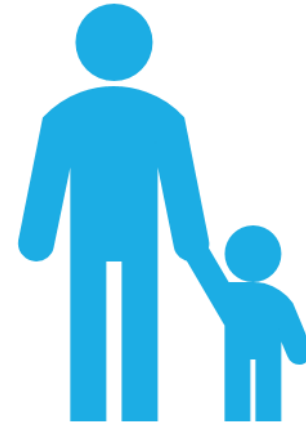
Central Aims - *Parental Presence*

Objective experience of parent and child with each other

Subjective experience of parent and child with each other

Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

What Can Trauma Look Like in Children?

- Impaired self regulation:
  - of feelings and actions leading to extreme emotional highs and lows and self-destructive behaviours to cope with daily life
  - use of unhealthy coping mechanisms or disconnect/dissociate
  - difficulties in processing sensory experiences and regulating the body

Parental Trauma

Parents and carers may have a complex mix of traumatic experiences including:

- Pre-existing

- Current

- Vicarious

- Adoption-specific

De-Escalation - Escalation

Two types of escalation*:

- joint or symmetrical

- giving-in

Neither type of escalation helps family unity

*Restraint is escalatory

Looking After Yourselves (continued)

- Self Care is a spectrum

- Being encouraged to take a bath with oil and candles can feel overwhelming to a lot of parents

- Instead, encourage them to start with taking 2 minutes to 'just breathe'

- The aim is for them to build up to doing things that really fulfils them
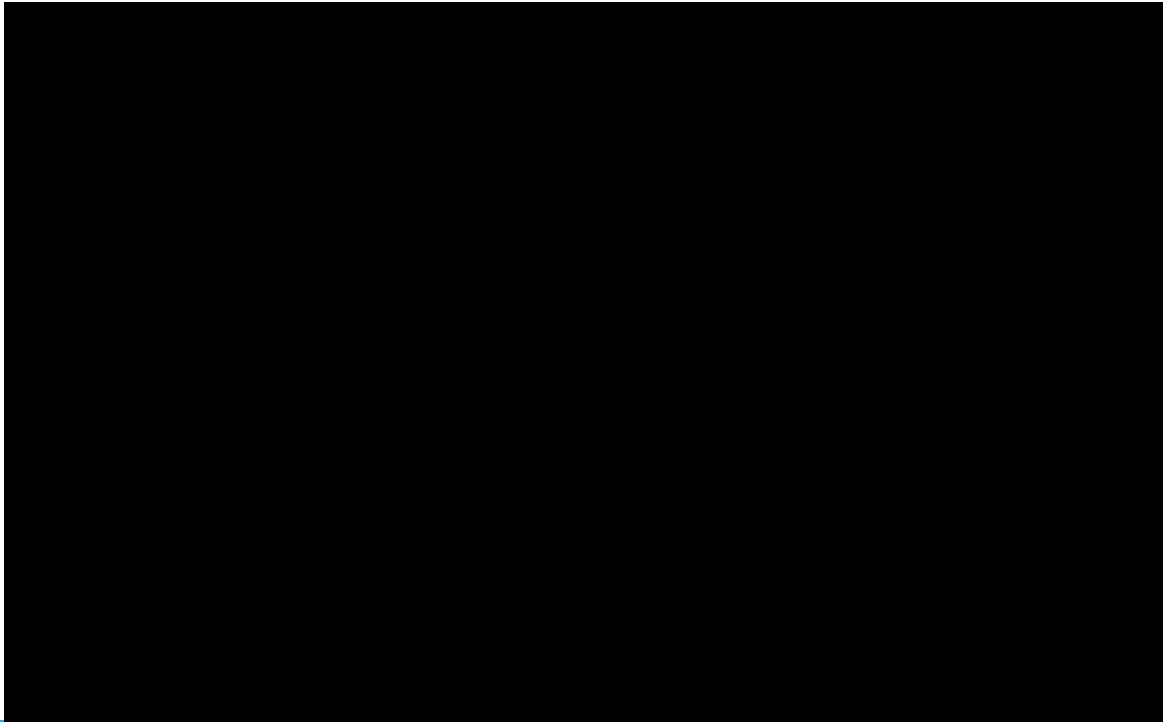
Areas of Self-Care
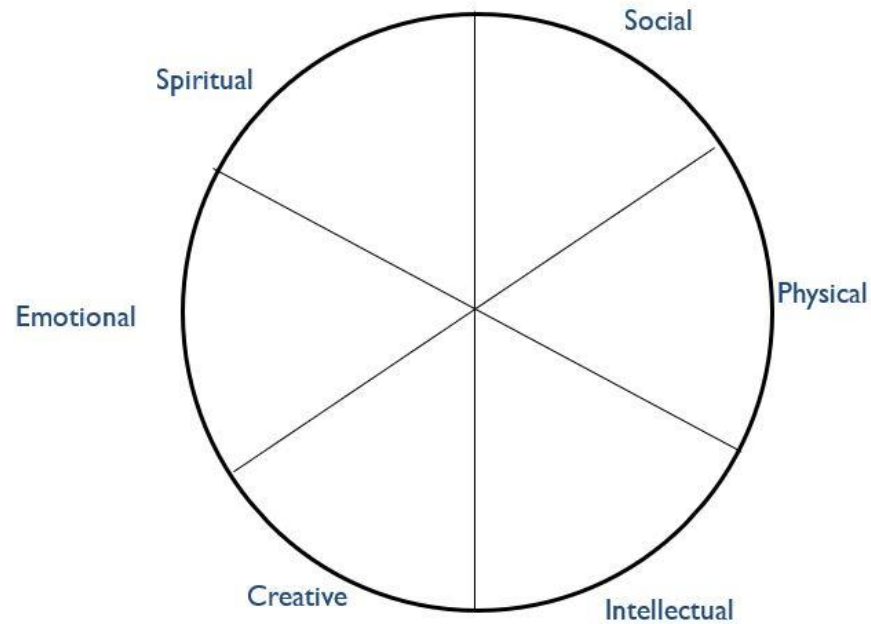
Things that make you feel well

Examples of Self-Care

- Creative – art, cooking, DIY, singing, playing instruments

- Emotional – laughing, crying, talk therapy, chatting with a friend

- Intellectual – reading, journalling, theatre, cinema, opera

- Physical - dancing, exercise class (boxercise, LBTs), sit-ups/push-ups/plank, ball games, skating

- Social – meet with friends, join a club

- Spiritual – breathing, mindfulness, faith, yoga

Segal, Perry, Shore

CP and NVR