



# 4th INTERNATIONAL CONFERENCE ON NON-VIOLENT-RESISTANCE 2016

## **The international conference timetable and content program**

In the text below you'll find the detailed program of the conference with abstracts of the key-note lectures and all the workshops. More detailed and up-to-date information is always available at the [conference website](#).

### **Content of the document and shortcut links**

You can scroll down this document to look at all the detailed lectures and workshops or just click the link and go directly to the workshops you look for.

For the whole program's titles and timetable - [click here](#).

For the abstracts of the key-note lectures [click here](#).

For workshops in cluster A (Thursday 13:00 - 14:15) [click here](#).

For workshops in cluster B (Thursday 16:45 - 18:00) [click here](#).

For workshops in cluster C (Friday 12:45-14:00) [click here](#).

For workshops in cluster D (Friday 14:30-15:30) [click here](#).



# 4th INTERNATIONAL CONFERENCE ON NON-VIOLENT-RESISTANCE 2016

## The Conference Timetable

Thursday 26<sup>th</sup> of May

**8:30 – 9:00**

Registration and coffee

**9:00 – 9:15**

Scandinavian opening (SE+DK)

Welcome

**9:15 – 10:15**

Paul Johansson, Rikke Lyngdam & Nina Boelsgaard (SE+DK)

NVR in Scandinavia: Coordination and Loving Footprints

**10:15 – 10:45**

Coffee break

**10:45 – 12:00**

Frank van Holen (BE)

Training in Non Violent resistance for foster parents

**12:00 – 13:00**

Lunch

**13:00 – 14:15**

**WORKSHOP A (75 MINUTES)**

Choose between 7 workshops

(see the workshops options below)

**14:15 – 14:45**

Coffee break

**14:45 – 16:30**

Haim Omer (IL)

The anchoring function for parents

**16:45 – 18:00**

**WORKSHOP B (75 MINUTES)**

Choose between 7 workshops

(see the workshops options below)

**19:00**

Dinner, Drinks and Dance!



# 4th INTERNATIONAL CONFERENCE ON NON-VIOLENT-RESISTANCE 2016

Friday 27<sup>th</sup> of May

**9:00 – 9:45**

**Uri Weinblatt (IL)**

"You are too tough!" "And you are too soft!"

Regulating the Shame of Parents and Helping them to become the Best Team They Can Be

**9:45 – 10:30**

**Peter Jakob (UK)**

**From larger system to child focus: treating trauma with NVR**

**10:30 – 11:00**

**Coffee break**

**11:00 – 11:45**

Choose between two exercise workshops:

**Peter Jakob (UK)**

**Uri Weinblatt (IL)**

**11:45 – 12:45**

**Lunch**

**12:45 – 14:00**

**WORKSHOP C (75 MINUTES)**

Choose between 7 workshops

*(see the workshops options below)*

**14:00 – 14:30**

**Coffee break**

**14:30 – 15:30**

**WORKSHOP D (60 MINUTES)**

Choose between 7 workshops

*(see the workshops options below)*

**15:45 – 16:45**

**Idan Amiel (IL)**

**From NVR and Attachment to redefining the concept of Authority**

**16:45 – 17:00**

**Scandinavia says goodbye**



# 4th INTERNATIONAL CONFERENCE ON NON-VIOLENT-RESISTANCE 2016

## Keynote lectures - Abstracts

### **The Anchoring Function for parents**

**Haim Omer, Israel**

The concept of the anchoring function unifies the field of the new authority with attachment and mentalization theories. When parents manifest parental presence, vigilant care, non-violent resistance and other elements of the new authority, they provide the child with a positive and stable relational frame that furthers secure attachment. Parental anchoring helps to protect the child and the family against damaging emotions (aggressive, self-destructive or anxious), and creates a positive mental representation of the parents' in the child's mind. In the lecture practical examples will be given how the parents' anchor both themselves in the child in daily contacts and activities.

### **From NVR and Attachment to redefining the concept of Authority**

**Idan Amiel, Israel**

The lecture focuses on the concept of 'Authority' from a socio-cultural perspective and suggests guidelines and acts to redefine it. Authority is about relationship between unequal parties – may it be a relationship between a parent and a child, a teacher and a student, or the relationship between residential team and a group of children living there. As much as NVR, metallization and attachment theories are closely related to our inner attitude, authority is closely connected to the social and cultural context that people grow in. Side by side with understanding the historical roots and legitimacy of authoritative entities (may they be the Church, the University or... Google), we will try to combine old and new ideas in redefining the concept of authority for caregivers. Using clinical examples from schools, residential settings and psychiatric wards we will see how (new) authority figures can bolster the feeling of belonging of children and adults alike and how the traditional African proverb “It takes a village to raise a child” can set a compass to modern professionalized teams and caregivers in their work with kids.

### **From larger system to child focus: treating trauma with NVR**

**Peter Jakob, UK**

This presentation will introduce delegates to the three aspects of the adapted NVR model for trauma: transforming the larger system, enabling traumatised parents and other care-givers to acquire a position of strength through trauma-focused methods, and developing a child focus.

When trainers in NVR speak to practitioners who work with traumatised children and their families, foster carers and residential homes, they are likely to hear: That may work with more resourceful families, but the families we work with are too isolated.... the children are too traumatised.... the parents have mental health problems. NVR requires a support network; it requires resilience in parents – so NVR won't work for our clients.... However, we can put things on their head: Because it is so difficult for these parents to feel connected and supported within the wider family and community, because they suffer from mental health problems that were created by a lifetime of suffering from domestic



# 4th INTERNATIONAL CONFERENCE ON NON-VIOLENT-RESISTANCE 2016

abuse, because the child has been subject to developmental trauma they need NVR. Peter Jakob will present his adaptation of NVR for working with trauma. Using NVR methods to transform the larger system so it becomes safer for the family, the nuclear family becomes a recovery environment. In a second stage, by actualising internal and interpersonal resources, nonviolent methods can be used in a trauma-focused way to help parents process the trauma that consistently gets re-evoked by their child's aggressive behaviour. Finally, from a position of strength, the care-givers one-sided use of child-focussed reconciliation gestures enables them to facilitate the caring dialogue, in which the child can communicate unmet needs, and the parent is able to respond to the child's distress signals by addressing their need.

## **"You are too tough!" "And you are too soft!" Regulating the Shame of Parents and Helping them to become the Best Team They Can Be**

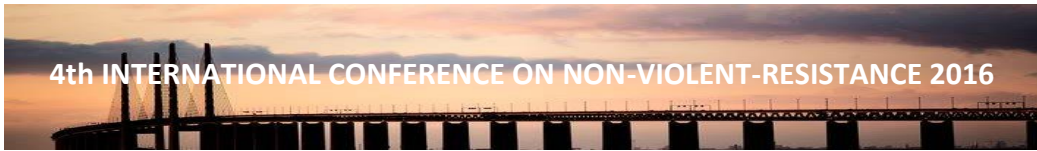
**Uri Weinblatt, Israel**

The biggest danger to a successful NVR parent training process is the situation in which the parents begin fighting between themselves. When father and mother criticize, accuse, blame, yell or reject each other, they make it extremely difficult for the therapist to suggest any constructive intervention. Most parental fights are a result of unregulated shame – parents feeling humiliated, unappreciated and alone. And while parents are extremely vulnerable to experiencing shame, they also have a built-in advantage in regulating shame, namely, the advantage of being two. Actually, parents' greatest resource for shame regulation is their relationship with each other. When parents work well as a team, give each other supportive feedback, and comfort each other after having a painful fight with the child, they provide the nurturance that keeps shame away. In the presentation, we will learn to identify the effects of shame on parents and participants will observe specific interventions on how to turn parental fights into intimate and empowering moments for the parents.

## **Training in Non Violent resistance for foster parents**



**Frank Van Holen, Belgium**

A high proportion of children placed in family foster care suffer from severe emotional and behavioural problems. These are associated with parenting stress and non-effective parenting practices in foster parents, and with unplanned premature endings of foster care placements. Consequently, interventions aiming at improving the well-being of foster children and foster families are urgently needed. This presentation addresses the adaptation of the NVR-approach for foster parents. The training manual is presented providing guidelines, and outlining the sequence and contents of on average 10 treatment sessions. The main modifications for foster families and foster children are described, including when and how to involve members of the biological family in the supportive network, how to meet special needs of foster children such as trauma and attachment problems. Finally, findings from the evaluation of this intervention for foster parents are described.

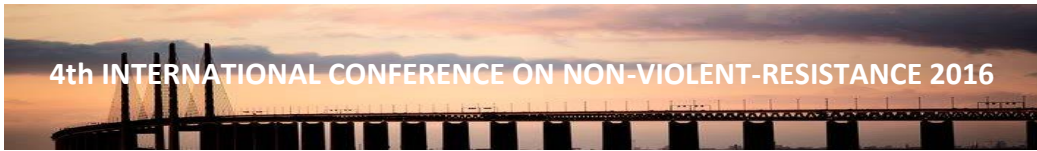


## Workshops - Abstracts




**Thursday - 26<sup>th</sup> of May 2016 13:00 – 14:15**  
**WORKSHOP A (75 MINUTES)**  
 Choose between 7 workshops (see the workshops options below)

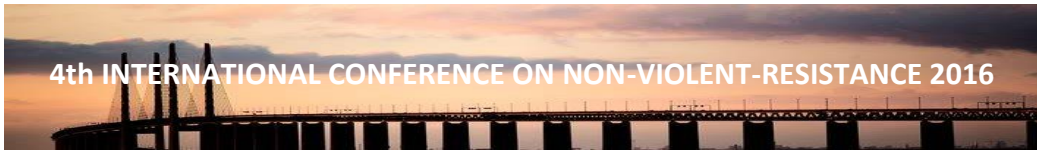
Subject and workshop no.	 <b>Meta</b>	workshop no. 14
Title	<b>The Presence Mind: functional states of consciousness and responsiveness</b>	
presenters	<b>Peter Jakob</b> , Consultant Clinical Psychologist and Director, PartnershipProjects, UK. <b>Daniel Dolberger</b> , Psychologist, Tel Aviv Center for NVR Psychology, Israel. <b>Michaela Fried</b> , Child Psychiatrist in private practice, Austria.	
Abstract		
<p>We recognize the need for a theory of Presence as a fundamental conceptualization in our NVR work. We construe the "present state of consciousness" as different from states of mind which are marked by high activation of the brain's survival system, as in escalatory, trauma-related responses (fight-flight-freeze). We view these responses as manifestations of what we call Erasure. What are the cognitive characteristics of the "present state of mind?" What different narratives surround a such a mind-state – e.g. how does the person see him/herself differently if they see themselves as resisting rather than as coping (e.g. survivor) or as a victim? What differences are there in the social engagement and in the person as connected with a community? These questions and perspectives can broaden the meaning and appeal of NVR, so that non-violence can be seen as an aspect of therapy or psycho-social intervention in general, not just in doing NVR with families with children and young people. Our workshop would combine a presentation of our core notions, an experiential exploration of presence and erasure via role play exercises and an all-round discussion.</p>		
Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 19
Title	<b>Can we repair instead of punish?</b> <b>Reparation Acts as an NVR tool in cases of "explosive" youth &amp; children</b>	
presenters	<b>Idan Amiel</b> , Clinical psychologist and director of the parents' counseling clinic at Schneider Medical Center in Israel.	
Abstract		
<p>We all know that toddlers (usually by age 2) tend to have temper tantrums when they are frustrated - this phenomena was also termed the "terrible two". Most of the kids pass this phase, but some of them, according to parents' report never end it... When those kids grow up, the temper tantrums turn into "explosions" that might include aggression and violent acts towards others. In the lecture we will demonstrate and understand the reasons for these phenomena, specifically from the child's point of view. We will understand why when care givers are trying to set limits or react with rewards and punishments; they are going the wrong way. Reparation acts are a valuable alternative to rewards and punishments in confronting those children's</p>		





behavior. Through case examples we will present reparation acts as a prominent act that demonstrates the uniqueness of the NVR in front of violence. Reparation acts enables care givers, as well as teachers, to respond in a much better way in front of the "explosions" and stop the vicious cycle of escalation. More than that, we will understand how those acts enable the child to undergo a process of reintegration in the community from which he separated himself by the violent act.

Subject and workshop no.	 <b>TREATMENT/RESIDENTIAL</b> 	workshop no. 6
Title	<b>Parents group NVR</b>	
presenters	<b>Muriel Princen</b> , Family Therapist, Obc ter Wende, Belgium <b>Philippe Collart</b> , Case Manager at Sporen, Belgium <b>Lieve Wijkmans</b> , Family Therapist, Obc ter Wende, Belgium <b>Lief Caluwaerts</b> , Family Counselor at Sporen, Belgium	
Abstract		
<p>Two examples of how NVR is done in parents groups: In Leuven, Belgium, the two organizations “ter Wende” and “Sporen” have introduced NVR in their work with children and their families since several years. Because of our similar population we were challenged to work together. We needed to build a support group for our children because they were gathering in there peer group which led to more and more severe problems. This tradition of connection and working together, made it obvious for us, to propose our workshop together.</p> <p>Ter Wende is a residential organization for observation and treatment for 30 children with behavioral and emotional problems. In multidisciplinary teams we offer therapeutic support for children and their families. We have also the possibility for mobile support. In Sporen, a rather large organization with several residential settings and a mobile team for home guidance and crisis intervention we choose to offer an concrete NVR-program to parents of children also guided in one of the wards of the organization. Both organizations started with parents groups with child psychiatrist Hendrik Van Moorter as our mutual mentor. In this presentation we like to show how both NVR parents groups are organized, how the programs has been compiled, composed, putted together, what the experiences are, obstacles and successes. The NVR parents group in Ter Wende is an continuing group: during the guidance of one to three years, parents can participate in the monthly parents group. In this group we train parents in the NVR and NA principles in an open and group dynamic way. We connect these ideas with the trauma theory especially “the window of tolerance”. There is a link between this group and the family therapy that’s is given in the center. In Sporen, two times a year, a series of 5 parents evening ‘Other times, other parenthood’ is organized where parents can participate. From the beginning this series of parents evenings was opened: fellow workers (colleagues) also could participate as a parent.</p> <p>In this presentation we’d like to tell you how we work, explain our program and show some videos: interview with parents, role play, and other material.</p>		
Subject and workshop no.	 <b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 20
Title	<b>Building a supporting network for children and parents in times of (emotional) absence</b>	
presenters	<b>Elfi Vandenhoute</b> Child and adolescent psychiatrist groepspraktijk InZicht, Belgium <b>Kerstin Thys</b> , Psychologist, Minoe-Ndako, Belgium <b>Elke De Groot</b> e Educator MPC Sint-Franciscus, Belgium	
Abstract		
In our counseling practice we often meet parents who aren’t available to their children. Some parents due		



to their own psychiatric diagnosis or intellectual disability. Working in different settings (a private practice, in residential care for children with an intellectual disability and a residential care for non-accompanied minors), we are faced with the same difficulty.

We try hard to involve these parents and other adults in the care for these children. How can they improve their relationship with their children? How can we use the concept of mentalisation to reinforce the bond between parents and their children?

The introduction of our workshop is a brief explanation about how we work after which we will focus on interacting with the participants using case studies, exercises, theorem's and group discussion.

Our aim of the workshop is the exchange of experiences.

As a result, we would like to have refreshing ideas about how to work when encountering these difficulties. Our belief is that we, as professional counselor, also need a large and powerful network to help us deal with these difficulties and to persist in trying to empower parents and ameliorate the bond with their children. This workshop can empower also ourselves as counselors in creating a network. In conclusion we would like to emphasize the importance of persisting towards parents as we do towards children. As a professional counselor we need the help of the parents in order to succeed.

Subject and workshop no.	 <b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 21
--------------------------	--	-----------------

Title	<b>Non-violence Resistance, it's teamwork</b>
-------	---

presenters	<b>Ron Ottenbros</b> , Social worker at Bascule Child and Adolescent Psychiatric Ward and trainer in schools and residential settings, Netherlands.
------------	---

Abstract

Non-violent Resistance is a way out of a situation where there is violence, stress and helplessness. Teams, just as parents, can be overwhelmed with feelings of powerlessness when confronted with violence or other destructive behavior in their daily work. NVR is a way to empower teams (or staff) by regaining self control. NVR is for everybody who believes that they can make a change by being the change. In this workshop we will show you how we do NVR within teams. We're going to inspire you by presenting our ideas and make you want to create the WE in your situation. In this workshop we will show you how important it is to create optimal circumstances and how to make your team even more effective. Main topics in our workshop are:

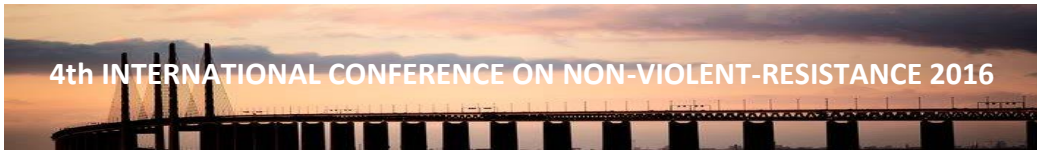
- The "WE"



Teams that we have trained in the last years have told us that they feel less powerless and feel more in control. Something has changed after implementing NVR and they feel great about it. Team members who really feel like a part of their TEAM are capable to resist not only the violent situation in their work but also to resist their own intern default impulses in violent situations. The WE supports the team members in breaking the circle of violence or escalation, making it almost an antidote against violence or escalations.

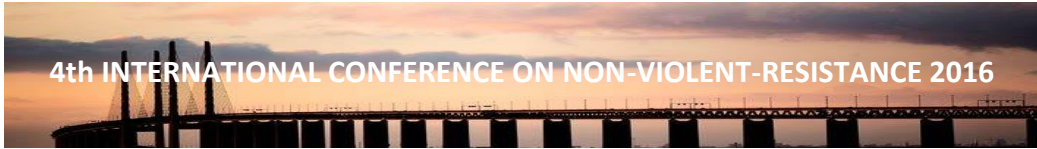
- The parallel process is always around, so why not use it?

Most of the teams have a tendency to (re)act in a similar way as their clients, and they use often the same solution strategies as their clients. This is called a parallel process. Parallel processes are present, even if we try to look away and don't want to see them. A Parallel process, when we are aware of it, is a great thing to explore and to use. What if we use the parallel process to improve the way WE work with NVR as a team? And what if we use it the other way around? How can we use our influence to make a change? If you think that NVR is only useful for parents this workshop will open your eyes. We'll show you how NVR is used by professional teams. We will inspire you to push your limits. NVR can be used by anyone!"





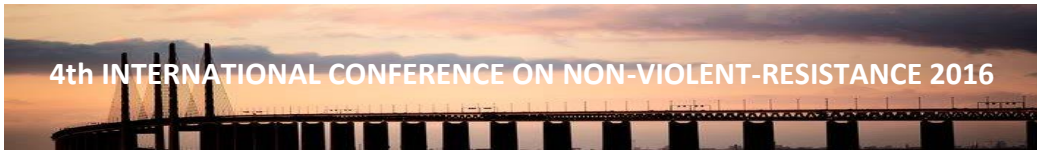
Subject and workshop no.	 <b>SCHOOL</b>	workshop no. 15
Title	<b>How to create a powerful NVR support network in schools?</b>	
presenters	<b>Hilde Leonard</b> , schoolpedagogue and trainer, Belgium. <b>Hilaire Dolfeyn</b> , teacher and trainer, Belgium. Both members of the Flemish trainer network NA & NVR at schools	
Abstract		
<p>When we implement NVR in schools, it's not always easy to create support in and around the team. Some teachers don't feel comfortable with the idea of needing support. Others feel reticent about helping the "weakest link" in the team. Teachers inform parents when things go wrong, but this doesn't mean they consider parents as equal partners. Teachers and parents tend to blame each other when dealing with children's misbehaviour. We are a group of Flemish professionals, all working in schools or with teachers. We strongly believe that NVR has a lot to offer for schoolteams in working with students' troublesome behaviour. Three years ago, we started to implement NVR in schools. One of our biggest challenges is: How can we, trainers, stimulate teachers to establish visible collective support?</p> <p>In this workshop, we want to show you how we target the strength of standing together as authority figures at school: teachers, parents, school counsellors and directors. We will let you experience and participate in what it feels like to be a teacher and what you need to feel supported. All questions related to acting and presenting oneself to pupils as one team of authority figures should be taken seriously, e.g. What are my actual needs in dealing with students' misbehaviour? Which actions from colleagues and parents feel helpful, which don't? What do I need to give my colleagues and parents real support? We'll be glad to show you how we elaborate these delicate issues.</p>		
Subject and workshop no.	 <b>SCHOOL</b>	workshop no. 22
Title	<b>NVR needs a change from within</b>	
presenters	<b>Will van Nus</b> , Teacher and special trainer, Netherlands	
Abstract		
<p>In this workshop I will explain, by means of practical examples and exercises, the implementations of NVR in Dutch education. A change from within increases the chance of a successful implementation. Therefore teaching professionals can bring about a faster and better change where social workers, therapists or other 'outsiders' probably will fail. It is important to incorporate what education professionals already know. Non Violent Resistance does not replace any didactical or educational interventions but offers additional tools where teachers get stuck in an impasse in their daily work. The starting point is not the powerlessness and anger, but a 'need' from which can be worked towards a common attitude of concern or opposition, and where cooperation with the environment becomes normal. In this way new authority and vigilant care become natural key concepts that are closely related to the practice of education. Effective handling of daily impasses in school (such as aggression and behaviour problems, angry parents, unwillingly colleagues or a critical society) is based on a collective effort and cooperation. Therefore the first steps in the process of giving an answer to the 'need' are vision development (where do we stand for?) and formulating a joint starting point. How do teachers interpret the goals and values of education? How do they look at themselves? And how towards society, outside the school?</p> <p>NVR can be an amazing supplement to the professional skills of teachers. Having a good relationship with the pupils, reflecting on your behaviour and feeling supported by a team of in- and outsiders of the school will help teachers to make their craftsmanship a masterpiece!</p>		



**Thursday - 26<sup>th</sup> of May 2016 16:45 – 18:00**

**WORKSHOP B (75 MINUTES)**  
Choose between 7 workshops (see the workshops options below)

Subject and workshop no.	<b>TREATMENT</b>	workshop no. 7
Title	<b>An integrated approach in using NVR with direct trauma work</b>	
presenters	<b>Michelle Shapiro</b> , psychologist affiliated with PartnershipProjects, UK.	
Abstract		
<p>There appears to be considerable value in offering direct trauma work, such as EMDR or Advanced Integrative Therapy (AIT), my preference, as an integral component in the NVR program for individual families as well as multiparent groups. The role of the trauma work is to enhance, support and expedite the effectiveness of the NVR program. Traumatized persons find it harder to de-escalate or access loving and nurturing feelings for their challenging child, and therefore compromise the re-building or building of an improved relationship. In offering the trauma work specifically to support these areas of the NVR program - it has been found that parents experience a marked increase in their parental presence as well as their ability to understand and address the child or young persons' needs. This effect has been replicated with parents of children who are neuro-typical as well as with children who are not neuro-typical. The benefits have also been seen with parents of an adopted child. Case examples will be delivered and a parent who has undertaken the combined approach will share their experience.</p>		
Subject and workshop no.	<b>TREATMENT</b>	workshop no. 23
Title	<b>Networking with NVR</b>	
presenters	<b>Andreas Aamodt</b> , teacher and family therapist, Poppelgården, Denmark. <b>Mikkel Borg Rasmussen</b> , psychologist, Poppelgården, Denmark.	
Abstract		
<p>In our family therapy work, we consider NVR as a tool to work with relationships, trust, transparency, development through close relationships with important and relevant adults, who show their presence by standing shoulder to shoulder. We offer close cooperation with the family and other important people in the child's network, where we seek to solve the problems, not only lessen the symptoms of the problems. Nothing can be understood in neither isolation, nor the problems and challenges you as a child or parents are facing and must help to resolve. We therefore work with network meetings with the various institutions, professional helpers, friends and relatives that may be in a child's life. This may be a single child or larger groups of children. We work with the family and institutions around the child, the empowerment of adults and their relationship with the child is in focus. The work often shows new possibilities to also empower the relationship between the parents and the institutions trying to support</p>		



the family and child.

The workshop will demonstrate specific means of:

- How to focus on the work together with the network around common concrete challenges.
- How to convey a nonviolent resistance and loving imprint.
- Known tools for anti-escalation.

The methods are particularly useful in relation to:

- Children with school refusal.
- Teens in trouble, who finds it difficult to accept help.
- Promote cooperation between school and home, regarding students in trouble.

The workshop will be based on a specific case, where our ideas of networking with NVR are used.

Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 24
--------------------------	--	-----------------

Title	<p style="text-align: center;"><b>Get the Fear out of here!</b>  <b>How family and friends joined forces for a girl that couldn't get any sleep...</b></p>	
presenters	<b>Willem Beckers</b> , Systemic Psychotherapist at Interactie-Academie, Antwerp, Belgium and affiliated with PartnershipsProjects..	

Abstract

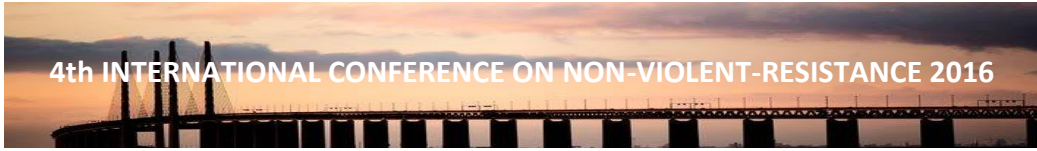
This workshop tells the story of the quest a 9-year-old girl and her therapist set out on together, during which they tried to find a way to deal with the girl's severe anxieties, which also had a significant impact on her family life. What started out as a simple brainstorm during a stuck-in-a-rut therapy session eventually exploded into a demonstration by family & friends, who collectively made the decision to pick a fight with the girl's fear of the night. Dozens of signatures and supportive little notes were collected, a lot of noise was made, a march was organised and speeches were given! Aren't you tired of The Fear deciding that He's in charge? Wouldn't you agree that children deserve a good night's rest? Our thoughts exactly! This workshop illustrates a creative way in which to combine the principles of NVR with a narrative approach in therapeutic work with anxious children and their families. It tells a story of movement, connectivity & hope in a situation that for an instant may have seemed hopeless. The workshop is constructed like a kaleidoscope, with storytelling alternated by theoretical insights, fragments of actual letters, and pictures and video clips shot during the process.



Subject and workshop no.	 <b>SCHOOL</b>	workshop no. 17
--------------------------	---	-----------------

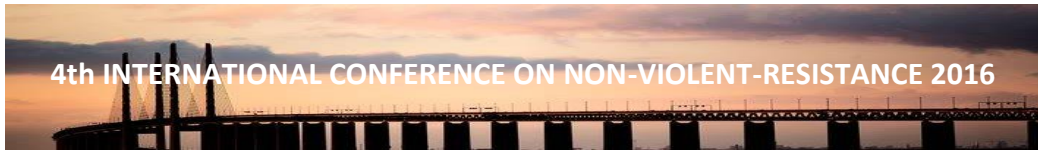
Title	<p style="text-align: center;"><b>NVR for Schools - let's do it together</b></p>	
presenters	<b>Stefan Ofner</b> , Psychologist, leader at INA, Austria. <b>Hans Steinkellner</b> , Diplom Socialwork, leader at INA, Austria. <b>Tobias von der Recke</b> , Systemic Therapist at Misw, Munich, Germany.	



Abstract

The most important factor for successful learning in schools is the relationship between the teachers and the students. NVR helps the adults to create an atmosphere of respect, clarity regarding values and rules and a confidence in reaching the ambitious aims of education. In the workshop you will experience, how we work with teachers and how NVR helps finding ways out of problematic situations, like disciplinary challenges or refusal for example. A crucial Issue in this regard is the ability of the teachers to work together. So we will "do it together"!

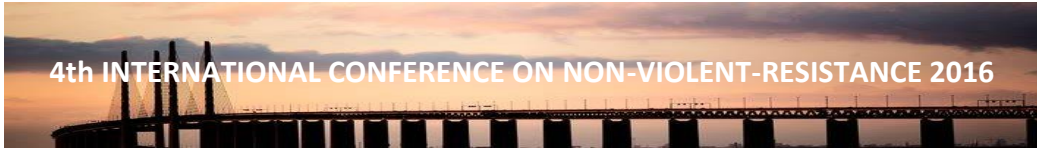


Subject and workshop no.	 <b>COMMUNITY</b>	workshop no. 4
Title	<b>Constructive Struggle of Police in Conflicts with Citizens</b>	
presenters	<b>Ziv Gilead</b> , Organizational Psychologist, Israel	
Abstract		
<p>A group of policemen who participated in a one-day workshop in constructive struggle was compared with a control group in a simulation involving intervention in a conflict between neighbors. Results showed a larger change in the ability to implement steps of constructive rather than destructive struggle in the simulation. Police activity involves daily conflicts with high potential for violence, such as arresting citizens, dealing with demonstrations and quarrels between neighbors. The violence may cause physical and emotional harm and damage public trust in the police. The aim of this workshop was to investigate the potential effect of police training in constructive struggle on the attitudes and behavior of police in conflicts with citizens.</p> <p>In this workshop we intend to show and explain the questionnaire measuring constructive and destructive attitudes and let participants experience simulations. We will also show films of policemen who undertook the workshop dealing with conflict simulations and compare them to control group dealing with the same simulations.</p>		
Subject and workshop no.	 <b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 25
Title	<b>How NVR assist in reducing forced interventions on an acute psychiatric unit specialized for children and adolescents</b>	
presenters	<b>Elizabeth Miedema</b> , child and adolescent Psychiatrist, Kinnik – Netherlands <b>Freddy van der Veen</b> , Manager at Child and Adolescent Psychiatric unit Kinnik, NE.	
Abstract		
<p>The goal of this presentation is to gain knowledge about how NVR changes the social climate on an acute psychiatric unit for children and adolescents. This presentation will demonstrate how staff and group workers are able to give extra direction to these clients without using constraint interventions like fixation, forced medication and/or separation. Recent data will be shown on how radically NVR reduces the number of forced interventions. It demonstrates that a team is able to work together in difficult situations and is able to continue on and not to give in by using constraint measures. NVR promotes the approach by standing next to (aggressive) young patients demonstrating, often, unacceptable behavior and collaborate with them and their parents.</p> <p>Method: During this power point presentation we want to illustrate in an interactive way how the NVR methodology was introduced on this unit. We want to share some of our team experiences, but also those of the clients and their families, and the positive effect NVR has on all of us. Video material is used to supplement the NVR method.</p> <p>This is 'how we do NVR' in Fryslân (Leeuwarden, the capital city of the province of Friesland, the Netherlands) and we are proud to see that since our start with NVR we have been able to inspire other institutions in Fryslân with it's accomplishment. We strongly believe that the NVR method will not only work for residential settings for children and adolescents but also on adult units where teams are confronted with aggressive and unacceptable behavior. We have made the first steps to inspire them.</p>		





Subject and workshop no.	 <b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 8
Title	<b>Out-patient Child Psychiatric Clinic: what about the child's message?</b>	
presenters	<b>Annik Lampo</b> , child and adolescents psychiatrist at Child and Juvenile psychiatric ward, PAika, UZ Brussel, Belgium. <b>Edward Campforts</b> , Child and adolescents Psychiatrist at Child and Juvenile psychiatric ward, PAika, UZ Brussel, Belgium.	
Abstract		
<p>The Child Psychiatric Out-patient Clinic from the University Hospital Brussels approximately welcomes 800 new patients every year. The members of the multidisciplinary team have a systemical and/or psychodynamic background and all are trained in basic (or advanced) NA/NVR approach. All children/adolescents are seen together with their parents/caregivers.</p> <p>NA/NVR approach is useful, even recommended, in case of externalising problems of the child. However, when problematic child behaviour is combined with internalising problems of the child or/and parental (inter)action, toxic divorce situations or personality disorders in parents, professional vigilance becomes necessary. The question remains however it is recommended, especially in those complex cases, to actively involve the child/adolescent. In our clinical setting, we have chosen to always include both parent(s) and child in order to address this complexity. By installing messages/announcements going both ways we try 1) to identify how safe it is 2) to introduce some justice and 3) to restore some healthy balance. NVR can be an amazing supplement to the professional skills of teachers. Having a good relationship with the pupils, reflecting on your behaviour and feeling supported by a team of in- and outsiders of the school will help teachers to make their craftsmanship a masterpiece!</p>		
Subject and workshop no.	 <b>ORGANISATION</b>	workshop no. 26
Title	<b>NVR in management and leadership</b>	
presenters	<b>Philip Streit</b> , Clinical-and health psychologist and psychotherapist, Austria	
Abstract		
<p>Cameron 2009, 2011 states what is necessary for extraordinary success of institutions and enterprises: positive communication, positive relation, and positive meanings from Schlippe (2002, 2004, 2010), Omer (2002, 2004, 2010) and Haberstroh (2015). Ed said that it is necessary to have this extraordinary success. Managers who are presently full of vigilant care are able to organize support, are able to talk in a deescalating manner and to inform the public in the right way. The workshop will establish first of all a model how the tools of nonviolent resistant-psychology can be used for management and leadership. Special attention will be focused on the fact how to establish the right way of thinking, to exercise non-violent resistance. Then a six step model will be presented and explained by best practice examples. The participants can exercise the interventions and at the end of the workshop they will have a portfolio of tools to use immediately in their context. In this workshop, we want to show you how we target the strength of standing together as authority figures at school: teachers, parents, school counsellors and directors. We will let you experience and participate in what it feels like to be a teacher and what you need to feel supported. All questions related to acting and presenting oneself to pupils as one team of authority figures should be taken seriously, e.g. What are my actual needs in dealing with students' misbehaviour? Which actions from colleagues and parents feel helpful, which don't? What do I need to give my colleagues and parents real support? We'll be glad to show you how we elaborate these delicate issues.</p>		

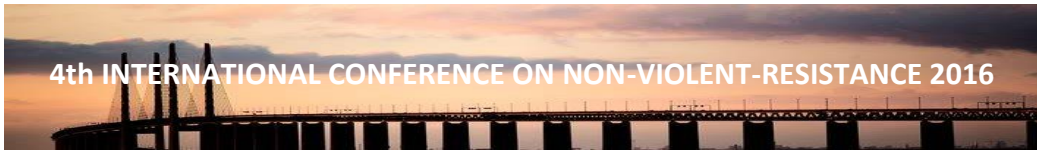






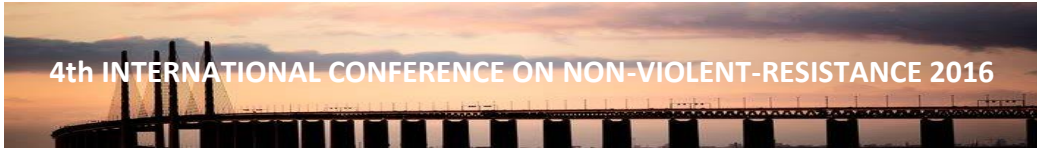
**Friday the 27<sup>th</sup> of May 2016, 12:45-14:00**



**WORKSHOP C (75 MINUTES)**  
 Choose between 7 workshops (see the workshops options below)

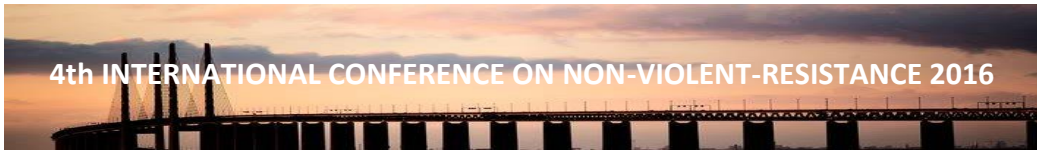
Subject and workshop no.	 <b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 12
Title	<b>IAT an Intensive Ambulant Team – working in at home situations with Non Violent Resistance challenges in Intellectual Disability</b>	
presenters	<b>Corine van Vliet</b> , Child- and adolescent psychiatrist, The Banjaard, Netherlands. <b>Nadine van Ooijen</b> , At-home-Therapist, The Banjaard, Netherlands. <b>Claire Dekker</b> , Play Therapist, The Banjaard, Netherlands. <b>Monica Quist</b> , Psychiatric Nurse, The Banjaard, Netherlands.	
Abstract		
<p>The Banjaard is a multidisciplinary clinic for children and adolescents between 0 and 19 years old with a psychiatric disorder and Intellectual Disability.</p> <p>In our outpatient clinic we have established a special team: “Intensive Ambulant Team” (IAT). The added value of this team is that we work with families by daily contact with parents and young people to repair their relationship, to help them cope with different escalations and support them by resisting the problem behavior. We do this at different places (at home, at school, at the Banjaard).</p> <p>In this workshop we tell you about how NVR is adapted to the intellectual disabled population and the IAT program. Practical implications will be presented, we will take you on a journey through the interventions by assignments, videos and case reports.</p>		
Subject and workshop no.	 <b>COMMUNITY</b>	workshop no. 18
Title	<b>Repairing Relationships through Trauma Work</b>	
presenters	<b>Elisabeth Heismann</b> and four mothers from the Mother-support-group from Oxleas NHS Foundation Trust London, UK.	
Abstract		
<p>This workshop will demonstrate how parents from a specialist NVR Group/Gangs and CSE have been helped to recognise how feelings of shame, guilt and loss have prevented them from effective parenting. Through the process of developing empathy and forgiveness for themselves they were enabled to understand their child’s difficulties and to write and deliver an effective announcement, thereby increasing their parental presence.</p>		





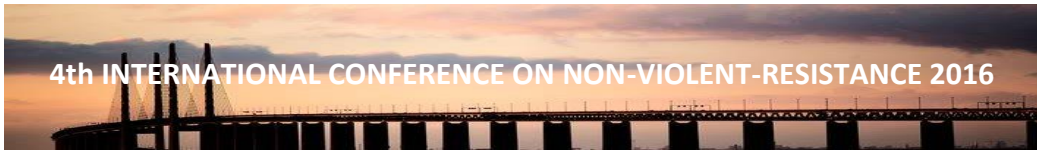
Subject and workshop no.	 <b>COMMUNITY</b>	workshop no. 1
Title	<b>No Place to be a Child in Gaza: Combating the impact of trauma using NVR</b>	
presenters	<b>Ahmed Abu-Twahina</b> , Clinical psychologist, human rights and peace activist, Palestine. <b>Dr Michaela Fried</b> , Child Psychiatrist in private practice, Austria.	
Abstract		
<p>Palestinian children in Gaza have lived through three devastating wars within six years (2008-2014), resulting in extreme and chronic trauma. According to one recently conducted study 75% of sampled children exhibited traumatic symptoms ranging from one PTSD cluster to full syndrome. In a reality where there is no safe physical place, nor time, to heal from trauma, violence remains the only coping mechanism for both children and adults. What can NVR mean in an environment immersed in despair and suffering, where chronic violence and continuous trauma are the only certainty, where Old Authority is irreparably shattered, and where religious fanaticism is the only available refuge?</p> <p>In this workshop we summarize our ongoing collaborative effort to adapt the concepts and tools of NVR to Palestinian culture under conditions of continuous trauma and siege, based on joint consultation work in schools, hospitals and NGOs in Gaza.</p>		
Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 16
Title	<b>Non-Violent Resistance workshop for parental training to reduce problematic internet usage among adolescents</b>	
presenters	<b>Yaron Sela</b> , Clinical Psychologist and specialized in children and parents training in TELEM, Israel.	
Abstract		
<p>Background: Adolescents are widely exposed to significant hazards while surfing online, such as problematic content (e.g. pornography, gambling and violence), negative encounters (e.g. cyber-bullying and pedophiles) and extensive usage; therefore they are prone to develop Problematic Internet Use (PIU). PIU was found to be associated with depression, social anxiety, avoidance, health problems and functioning impairment in academic and social domains. The most important buffer for children in face of these hazards is their parents. Nevertheless, many parents feel helpless coping with PIU mainly due to lack of technological knowledge and low sense of legitimacy. Thus, attempts of setting boundaries by parents for using internet and media devices is a significant source of conflicts. Using principles of Non-Violent Resistance (NVR), a new protocol was developed in order to assist parents coping with PIU.</p> <p>Goal: The main goal of the workshop is to teach therapists how to assist parents to (1) create a dialogue with their children in regard to online activities (2) increase parental efficacy to become more involved in the digital world of their children; and to (3) reduce functioning impairment of children as a result of PIU.</p> <p>About the workshop: During workshop, first, an introduction of PIU will be delivered; Afterwards NVR protocol will be shown and discussed. The group-counseling protocol focuses on adjusting parental involvement to risk levels of online behaviors, while balancing between a positive dialogue in regard to online activities, and also taking protective actions by parents when necessary. In addition, the protocol introduces for parents techniques of identifying and addressing children's anxieties and avoidant patterns which are reinforced by using the internet compulsively. The workshop will be accompanied by clinical examples and role playing of participants.</p>		



Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 2
Title	<b>Impasses in Treatments: creating space with the concepts of Non Violent Resistance and Connecting Authority</b>	
presenters	<b>Eliane Wiebenga</b> , Clinical Psychologist and Psychotherapist, Lorentzhuis, Netherlands. <b>Hans Bom</b> , Clinical Child Psychologist, Lorentzhuis, Netherlands.	
Abstract		
<p>Impasses and treatments are demanding for professionals. Not only parents and supporters, but also teams and professionals can feel powerless and desperate. Frequently the people involved tend to get stuck in escalation processes. What can we as a therapist do in situations like this? What are realistic goals? It can be wise to ask for a consultation.</p> <p>In the process of consultation it is important to reflect on which philosophy, which concepts, which instruments and skills are helpful? The more complex the case and the more severe the impasse the more important it is to stay close to the experiences en phenomenological scenes. How do people do, act, think, move, feel and react in specific situations. We explore the impasses in terms of distance and closeness over time. We are sensitive for the struggle of people with their experienced lack of influence. We see the interactional patterns and the broader context. We use basic concepts of Non Violent Resistance and Connecting Authority and their systemic impact, which appeared to be also very useful in impasses, such as: deescalating, seeking for support, presence/contact and resistance/boundaries, embedded in an attitude of 'illusion of control'. We look for small but significant changes in the mind-set or behaviour of the people by acknowledging the pain and the efforts they made and by exploring their own resources and possibilities for seeing or doing things different instead of focusing on the problem and what 'the other should do different'. It might give them new perspectives and the strength to continue, they might feel less desperate or realize why not continue to intervene in the same way.</p> <p>We will show in an experiential way the course of a consultation-process in which participants can see and feel the development from impasse to 'movement' and recovery of strength.</p> <p>We take a real case from our own practise as starting point and follow the process of a consultation. Participants of the workshop will get the opportunity to experience in the role of clients or professionals how a conversation can evolve and what is the effect on them.</p>		
Subject and workshop no.	 <b>SCHOOL</b>	workshop no. 28
Title	<b>Experiences with the new authority model in Styrian primary, secondary and high schools</b>	
presenters	<b>Philip Streit</b> , Clinical-and health psychologist and psychotherapist, Austria.	
Abstract		
<p>In the federal state of Austria- Styria- over 30 schools are using the model of new authority as a principal of teaching over the last four years, after explaining the implemented model the participants will get explained the steps how to establish a NVR model in a complete school institution. Beside a couple of cases that show very practically how NVR tools can be used and adapted. The main focus of the workshop will be which steps are probably most successful to establish the spirit of non-violent resistance psychology in a school and what is to do to have a continued presence of the model at school.</p>		





Subject and workshop no.	 <b>TREATMENT/RESIDENTIAL</b> 	workshop no. 5
Title	<b>The learnings of integrating New Authority in residential settings</b>	
presenters	<p><b>Paul Meganck</b>, NVR coach and trainer in Wingerdbloei, a residential and ambulant Child Welfare organization, Belgium.</p> <p><b>Sieska Baert</b>, NVR coach and homecounselor at Wingerdbloei, Belgium.</p> <p><b>Mies De Cock</b>, Master in child and youth psychology and have been trained in Psychodynamic and systemic psychotherapy, Belgium.</p> <p><b>Maisam Madi</b>, pediatric psychologist, Belgium.</p>	
<b>Abstract</b>		
<p>Wingerdbloei is a residential and ambulant Child Welfare organization that offers educational support to, at year basis, approximately 400 children/youngsters and their family. During the first international 2012 congress in Antwerp we presented a lecture on how we were integrating the New Authority and the NVR approach on an organizational level in compliance with the existing mission and vision statements. During the last 4 years we've continued to explore how new authority and Non Violent Resistance could provide added value to support our clients as well as our care-takers. Providing training in other youth care organizations, we've identified similar challenges.</p> <p>We will report what we've learnt from integrating New Authority in residential settings. We 'll do this by presenting a "timeline" of the process we went through, illustrating interventions on organizational level with desired as well as unwanted effects on clients and teams. We will use video presentations of educators talking about how they experience working with NVR and how it affects them in their professional attitude and skills. We will add also fragments of a live coaching of a team as we use it for now.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>•choices we made, giving the desired effects or other sometimes opposite</li> <li>•the impact of training and coaching</li> <li>•parallels in the process of integrating NA in the organization and work with clients</li> <li>•assumptions making us blind for needs of our workers</li> <li>•influence of the existing expertise and culture on the integration of NA</li> <li>•actual changes in our vision on education, residential care, team coaching</li> <li>•new challenges</li> </ul>		

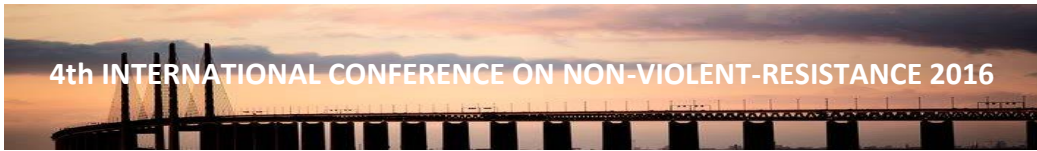


**Friday the 27<sup>th</sup> of May 2016, 14:30-15:30**

**WORKSHOP D (60 MINUTES)**  
 Choose between 7 workshops (see the workshops options below)

Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 29
Title	<b>International co-therapy in a case of extreme and chronic social withdrawal</b>	
presenters	<b>Henk Breugem</b> , Social Worker and Family Therapist, Molemann, Netherlands. <b>Dan Dolberger</b> , Psychologist, Tel Aviv Center for NVR Psychology, Israel.	
Abstract		
<p>A case will be presented of our work with a 64 year old mother of a 33 year old man who was living in almost total seclusion for over ten years in his parents' home in the Netherlands, and under the radar of social and health services, due to his stubborn refusal to accept any form of therapy or contact except that of his mother. The case is interesting as an illustration of NVR practice because: a. it was conducted as co-therapy between Israel and Holland, with one therapist present via Skype; b. no other form of intervention except NVR could work; c. the case proceeded without any possibility of diagnosing the young man; d. suicide risk was high e. social support was thin and problematic; f. the family was highly dysfunctional. The young man's self-cloistering was terminated and he is now in the process of treatment. We would like to bring the mother to the workshop to share her experience. In case this not possible we shall think of another way to bring our audience closer to the experience.</p>		
Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 13
Title	<b>Non-violent Resistance workshop</b> <b>Parental Vigilant care among Juvenile delinquents</b>	
presenters	<b>Zohar Lotringer</b> , Psychologist, Tel-Aviv university, Israel.	
Abstract		
<p>The proposed Non-Violent Resistance workshop will elaborate on a project conducted in collaboration with the Israeli Juvenile Probation Service, which is affiliated to the Israeli welfare ministry. "Vigilant Care" is a central concept by Prof. Haim Omer, drawn from the NVR approach. The concept emphasizes a graded parental attitude taken according to the danger signals the parents detect from their child, from open attention, through focused attention, to active protection. Our project, which will be presented in the workshop, offers a way to implement prof. Omer's vigilant care model, while modifying it to parents of juvenile delinquents. A detailed therapeutic manual was developed, describing a 12 session's group intervention for the designated population. Our main intention, as of our collaborators' in the probation service, is to implement the aforementioned intervention for parents of young delinquents throughout Israel. Our project's theoretical framework will also be presented in the workshop, including Prof. Omer's "Parental Anchoring" concept. This concept is drawn from the attachment theory, while adding essential elements of parental authority. The pilot study we have conducted, which showed very</p>		





promising results, will also be presented.

Emphasis will be placed on the treatment manual and the basic NVR principles and strategies that we teach and exercise with parents. For example: the three levels of parental Vigilant Care, the detection of risk signals from the child, reduction of escalation, enhancement of self-control and broadening the parent's support system. Those would be illustrated through clinical examples and active role playing, aimed to enable an understanding of "how we do NVR".

Subject and workshop no.	 <b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 11
--------------------------	--	-----------------

Title	<b>Non-Violent Resistance in a residential setting: The bridge between science and practice</b>	
-------	---	--

presenters	<b>Kirsten van Gink</b> , NVR trainer, Bascule, VUmc, Netherlands. <b>Katharina Visser</b> , VUmc, de Banjaard, Netherlands.	
------------	---	--

Abstract

The Bascule has successfully adjusted the original Non-Violent Resistance (NVR) method for use on their residential wards (2009). More and more institutions became interested in implementing this adjusted version of NVR creating an opportunity to further evaluate this version of NVR. The most important practice based questions were if and how NVR could reduce aggression and contribute to improve working and living climate and if this method would be suitable for mildly intellectual disabled youthcare. We are happy to share our first results and give insight in how we DO practice based research on such an extensive matter as NVR by presenting results from both our quantitative and qualitative research. In this workshop we will give you the opportunity to take a look at our gathered information from questionnaires measuring working climate and group climate. We will show you video material from our in-depth interviews with NVR trained staff and engage you to discuss the use of this information to improve and adjust the implementation of NVR in residential settings and particularly for mildly intellectual disabled youthcare with us. This workshop will result in a better understanding and give you tools how to DO research in the field of NVR. It will illustrate the bridge between practice and science and will discuss the importance but also the difficulties in combining these two aspects.

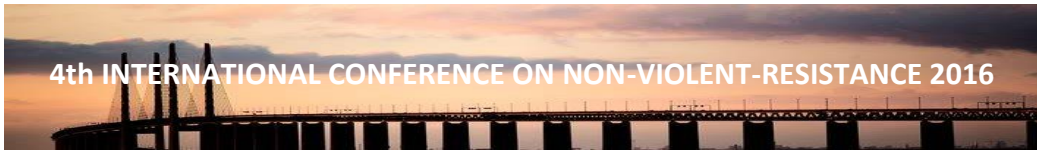
Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 30
--------------------------	--	-----------------

Title	<b>Supporting Parents and Practitioners with the Non Violent Resistance Programme – Practitioners Responses to an NVR training program in Ireland</b>	
-------	---	--

presenters	<b>Declan Coogan</b> , Family Therapist, Social worker and lecturer in social work, National University of Ireland, Galway, Ireland.	
------------	--	--



Abstract

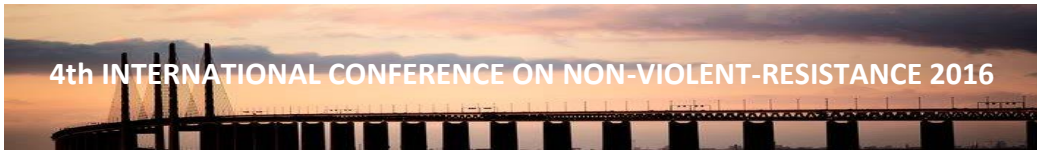
Background and aim: Child to parent violence and abuse raises a variety of dilemmas and questions for practitioners and for researchers – what is the best response, how to work with families and how to support practitioners? The aim of this workshop is to demonstrate the links between training, practice and research with Non Violent Resistance in Ireland. Drawing from personal practice and research, the facilitator will share the experiences of practitioners in Ireland supporting parents living with child to parent violence. Delegates will also hear about an action research project involving 5 countries (Bulgaria, England, Ireland, Spain and Sweden) exploring the response of practitioners to 2 models of intervention – Non Violent Resistance and Break4Change. Methods: Following a brief review of research conducted in Europe on child to parent violence, the theme





of 'this is how we do NVR' is addressed when the facilitator uses case examples from practice and quotes from practitioners to illustrate how practitioners in Ireland responded to NVR training and implemented support aspects of NVR. A case discussion and role play will encourage participants to 'think through' practice dilemmas in NVR implementation and to resolve challenges. A question and answer session where the facilitator and workshop participants will explore ideas and dilemmas that emerged in earlier parts of the workshop.

Results and Conclusion: Research and experience indicates that NVR effectively supports practitioners and parents in addressing child to parent violence and abuse.

Subject and workshop no.	 <b>SCHOOL</b>	workshop no. 3
Title	<b>Attachment in the classroom: obstacles and opportunities</b>	
presenters	<b>David Herpolaert</b> , Psychotherapist and Lector in Socio Educational Care Work - Applied Juvenile Criminology, Belgium.	
Abstract		
<p>In schools there is a growing concern about coping violent and nonviolent conflicts in the classroom. The outcome of a conflict is a result of the interaction between the pupils provocative behavior and the reaction of the teacher. Furthermore the reaction of the teacher is rooted in the attachment style that he or she embodies.</p> <p>In this presentation we'll investigate attachment styles of teachers and their effect on student behavior. Because the attachment style of a teacher not only tells us something about the teaching style. It also correlates with self-esteem, self-regulation and the internal image a teacher has about his/her relationship with the pupil. These factors evoke expectations about pupil behavior, provoking some typical pupil behavior. In order to obtain a secure classroom atmosphere, teachers must be trained in dealing with conflict and crisis situations. But before one can cope crises on a proximate, emotional supportive and protective way, one has to feel secure and supported.</p> <p>After describing the different attachment interactions, we explore the possibilities and pitfalls that involve implementing NVR &amp; New Authority in the classroom. We'll discuss the positive effects of teacher physical &amp; psychological availability, persistent support and emotional readiness on the own behavior, reflecting and resulting in pupil feelings and actions of autonomy and connectedness. On the other hand we'll examine the obstacles evoking resistance due to attachment styles. Finally we'll give some concrete interventions implementing NVR in the classroom, increasing the safety of both teachers and pupils.</p>		
Subject and workshop no.	 <b>TREATMENT</b>	workshop no. 31
Title	<b>Foster parents – special constellations in foster families</b>	
presenters	<b>Martin Fellacher</b> , Diplom in Social-work, PINA, Austria.	
Abstract		
The workshop abstract will soon be published on the website.		



Subject and workshop no.		<b>ORGANISATION</b>	workshop no. 10
Title	<b>NVR in leadership – New Authority in leadership</b>		
presenters	<b>Frank H. Baumann-Habersack</b> , Bachelor of Arts and work science, Germany.		
Abstract			
<p>In many organizations (not only companies) still alive is the leadership spirit of the industrial age: order and obedience, often wrapped in cooperative behavior and furthermore a taboo to talk about it. Relationships between leaders and employees are poisoned. No wonder that employees (and sometimes leaders, too) show resistance. Of course in such culture we do not really need to talk about having fun, do we? I am from Germany. I know what I am talking about ...</p> <p>In my workshop I would like to experiment with the attitude of new authority in leadership. We will explore the differences between the old attitude of authority out of the industrial epoch and the attitude of new authority.</p> <p>My aim is to introduce you to the seven elements of new authority in leadership. With three elements we will take the approach by using body language. My vision is through changing the attitude of authority in leadership to see more healthy, motivated and productive people in organizations. Clients or customers will be thankful.</p>			
Subject and workshop no.		<b>CHILD AND ADOLESCENT PSYCHIATRY</b>	workshop no. 32
Title	<b>In-patient clinic: the combination of NA/NVR and "Circles of Presence"</b>		
presenters	<b>Karolien Ten Haaf</b> , Child and Juvenile psychiatric ward, PAika, UZ Brussel, Belgium.		
Abstract			
<p>PAika, child and adolescent psychiatric in-patient center at the University Hospital Brussels, Belgium, has started in 2009. Children under the age of 18 with diverse psychiatric problems are hospitalized for diagnosis and treatment. Working with complex, and sometimes destructive, behavior of children demands a lot of mental and physical capacity of all team members.</p> <p>In 2011 we started with Nonviolent Resistance and New Authority. The implementation of this vision, as well as the difficulties we encountered during this process, is one part of our presentation. A few years later, the principles of NVR and NA were further developed into a vision that fits our ward. For example, with teenagers the concepts of Vigilant Care have been translated into a working model, called 'Circles of Presence'. In the group of children under the age of 12, a 'Supporting network' is used as a daily operating principle. In the second part of our presentation, both working models will be illustrated.</p>			