

Ideas on what makes change possible and solid over time



- ☞ Actions , experiments and reflections
- ☞ Working with the relations
- ☞ A close look on patterns of family life
- ☞ Mentalization – being interested in ones own and others minds. See myself from the outside and others from the inside
- ☞ New understandings - Giving words to a new story for every person, identity work for parents and children

The dilemmas of the families the secret problem – escalation and violence



- ☞ The children live in very complex families, often under surveillance of authorities. Vikasku is often an alternative to fostercare or other placement
- ☞ - We know about the family life from the children, (and the parents / socialworker) and its a challenge to work around the hidden and prohibited issues with the parents and children –they have a lot to protect.
- ☞ We talk / read about what happens, but we dont see it in action
- ☞ How can we find ways to discover the patterns, carry the knowlegde together and work around it ? MFT is a way...

Reasons why MFT invite the parents to become (the central) clients



- ❧ Vikaskus approach is through the school life, to meet the children with a caring and appreciative approach with very skilled teachers / familyworkers
- ❧ The children in general become extremely skilled in relations in this context, as well as good mind readers and problem solvers
- ❧ Vikaskus approach is very inspired of systemic and narrative thinking – an important focus is on our stories about ourselves and others. In relations with peers and teachers they develop new meaning and understanding during the school life
- ❧ The risk is to create something that is "too" local or "too" different from the home life experience and thereby not getting the family deeply involved – teachers can get "too important" reflecting partners. Children want their parents to understand them, connect with them and to find new solutions together. They want a good family life
- ❧ The gap from school to home is sometimes a gap too big, the understanding of the child's behavior and state of mind is understood so differently in the two settings

Resilience research :



- ☞ **The need for the experience of coherence - my "worlds" are connected**
 - ☞ **To understand what is happening around me**
 - ☞ **Creating meaning of what is going on in my life**
 - ☞ **The ability to be able to handle and take actions**

The MFT / Daphne approach:



- ☞ Supports the Sense of Coherence (we begin to understand, to see meaning, and we can act – together)
- ☞ The parents (and not the teachers) become central in the changes, they refer to homelife and can be transferred to homelife
- ☞ The parents get their voice back – often not believed to be valued by themselves or others for a long time.
- ☞ The child's development of skills is accompanied by parents
- ☞ The child's story of identity is created together with the parent and is framed in a "we"
- ☞ Good possibility for an interaction of the landscape of action / meaning to a development of new understandings of our selves
- ☞ "I had to change for him to change"

Benefits for the parents and for the school



- ☞ Through the MFT program problems and resources has been enacted deliberately and spontaneously, and can now be dealt with more openly in the work with the family
- ☞ It becomes a mandate to carry on with the important cooperation with the family – it is an icebreaker to discover what have been difficult to see before, but often talked about
- ☞ New understanding of the families context , and the childs life
- ☞ Supports the family work that is always in focus, creates a necessary disturbance in the family/ school life