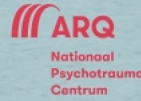




National  
Psychotrauma  
Centre



# Multi-family approach, & education

September 27 2019, Beirut





# Program

- ~ Background of working with families
- ~ Multi-family groups: how
- ~ Feasibility of multi-family groups in different settings
- ~ Connecting to schools



# **Background of working with families**

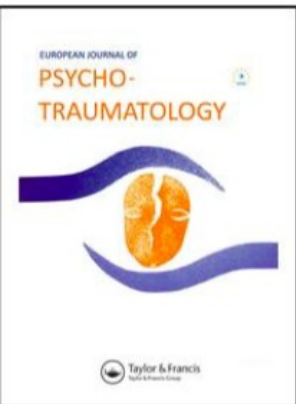




# Former Dutch East Indies



Mooren, T. T., & Kleber, R. J. (2013). The significance of experiences of war and migration in older age: long-term consequences in child survivors from the Dutch East Indies. *International Psychogeriatrics*, 25(11), 1783-1794.



## European Journal of Psychotraumatology

ISSN: 2000-8198 (Print) 2000-8066 (Online) Journal homepage: <https://www.tandfonline.com>

# Intergenerational consequences of the Holocaust on offspring mental health: a systematic review of associated factors and mechanisms

Patricia Dashorst, Trudy M. Mooren, Rolf J. Kleber, Peter J. de Jongh, J. C. Huntjens

To cite this article: Patricia Dashorst, Trudy M. Mooren, Rolf J. Kleber, Peter J. de Jongh, J. C. Huntjens (2019) Intergenerational consequences of the Holocaust on offspring mental health: a systematic review of associated factors and mechanisms, *European Journal of Psychotraumatology*, 10:1, 1654065, DOI: [10.1080/20008198.2019.1654065](https://doi.org/10.1080/20008198.2019.1654065)

To link to this article: <https://doi.org/10.1080/20008198.2019.1654065>



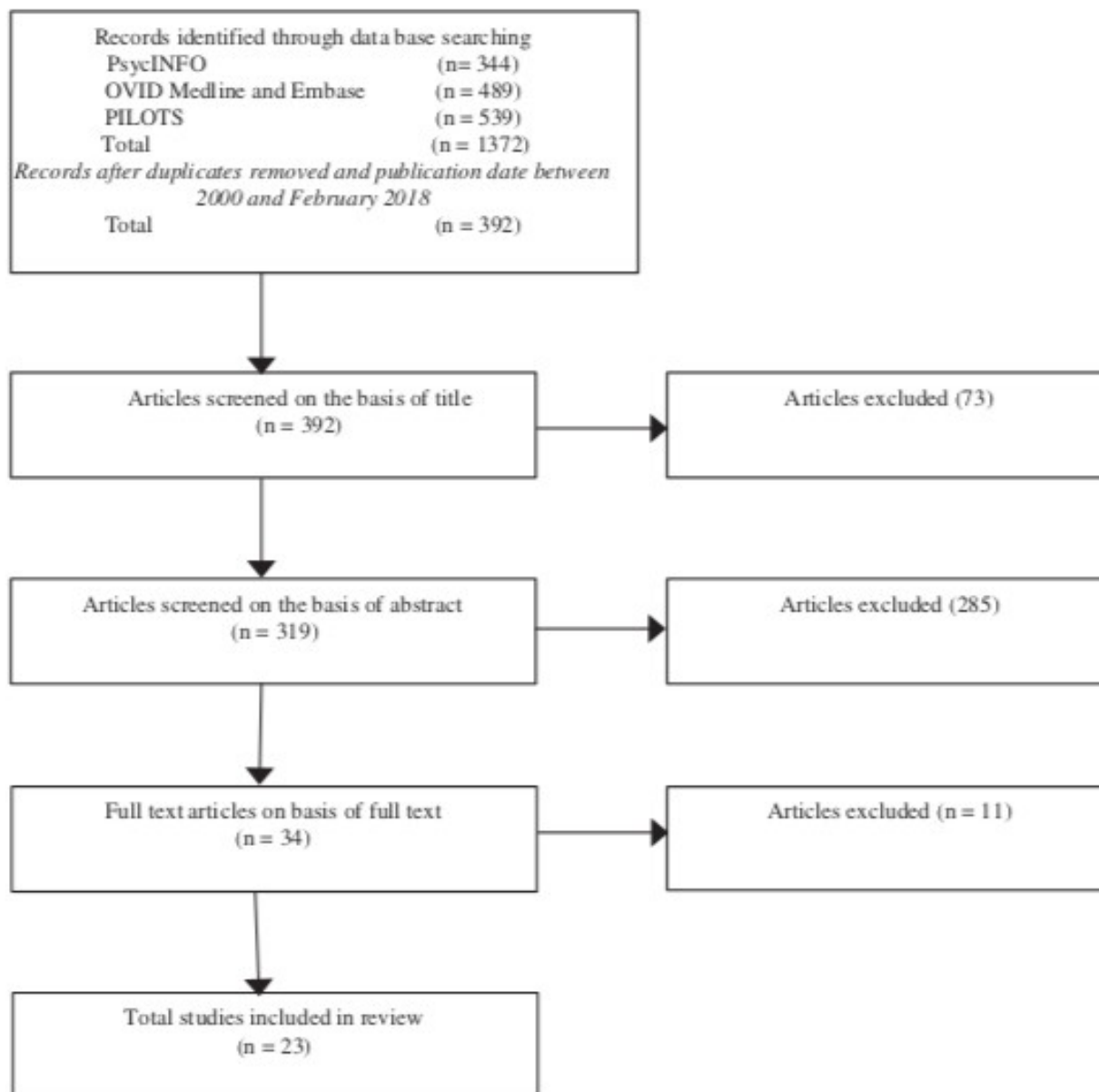


Figure 1. Flowchart study selection.



van Ee, E., Kleber, R. J., Jongmans, M. J.,  
Mooren, T. T., & Out, D. (2016). Parental  
PTSD, adverse parenting and child  
attachment in a refugee sample. *Attachment  
& human development*, 18(3), 273-291.





Mooren & Bala (2016). Good parenting in difficult times.

# Resilience

The way a family organizes itself around traumatic experiences determines whether adjustment will be functional or dysfunctional.

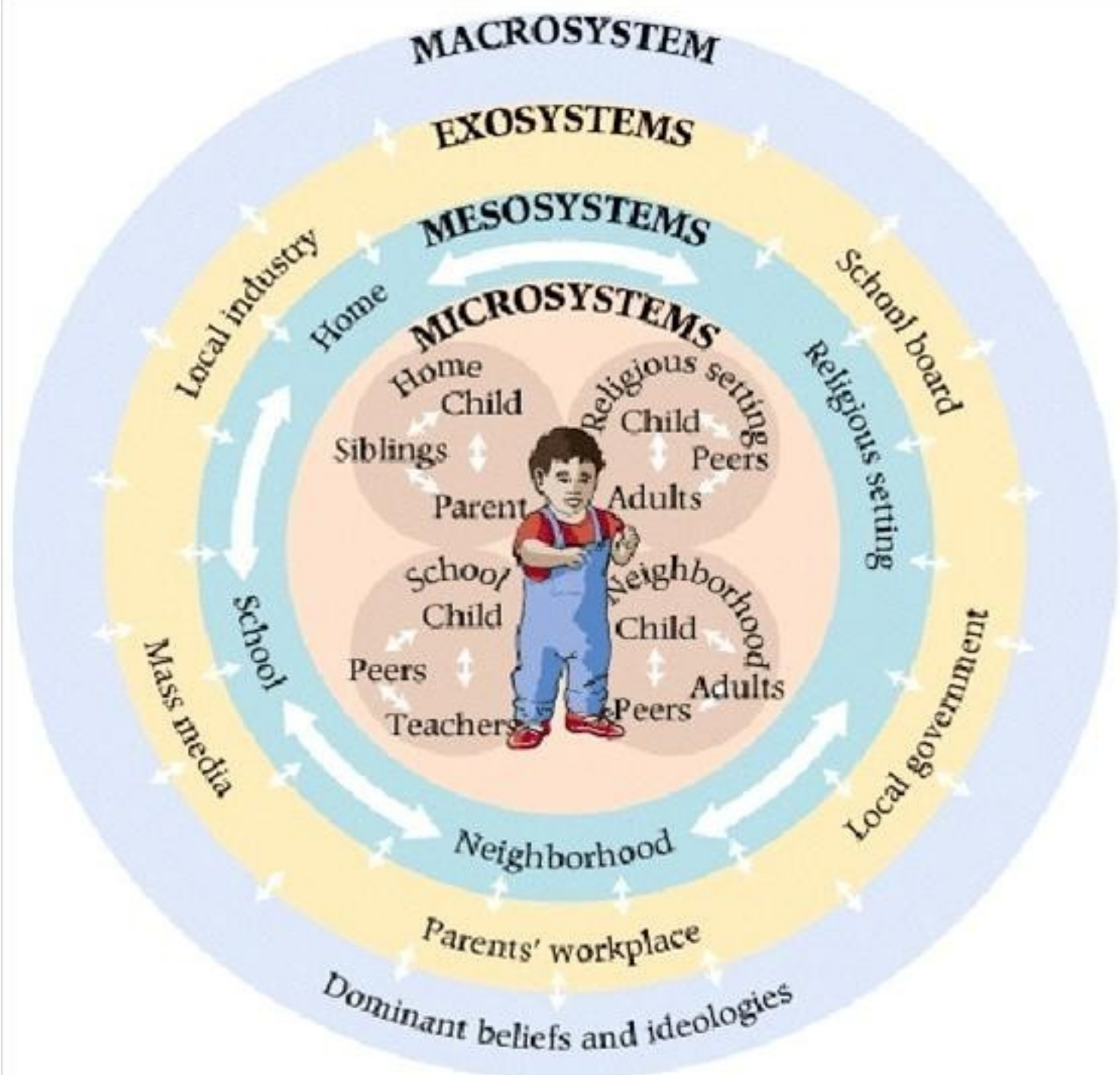


“We cannot choose our external circumstances, but we can always choose how we respond to them”

*Epictetus*

*Romeins stoïcijns filosoof*





# Multi-family groups: how



# Multi-family groups

- Group x family intervention
- More powerful than focus on one family
- More powerful than peer support group
- Social networks

(Asen, 2002; Asen & Scholtz, 2010)

# Aims

- Positive parent-child relationships / interactions
- Parental competencies
- Coping with consequences of traumatic experiences and losses
- Empowerment: strengthening resilience “Yes, I can”

## Principles

- Create context for the problem, 'all in the same boat'
- Families support each-other
- Parents are responsible for their own children
- Mobilizing own strengths, resources

## “Context for change”

- Problems are in the ‘*social*’ & ‘*real*’ setting
- “Highlighting” interactions
- Creating intensity (‘Hot house’)
- Invite suggestions and reflections
- Interventions focused on “here & now”
- Apply the acquired experience in daily context, at home

# Flexible settings

- Intra-family
- Inter-family
- Parents & children
- Mothers & fathers
- Facilitator - individual

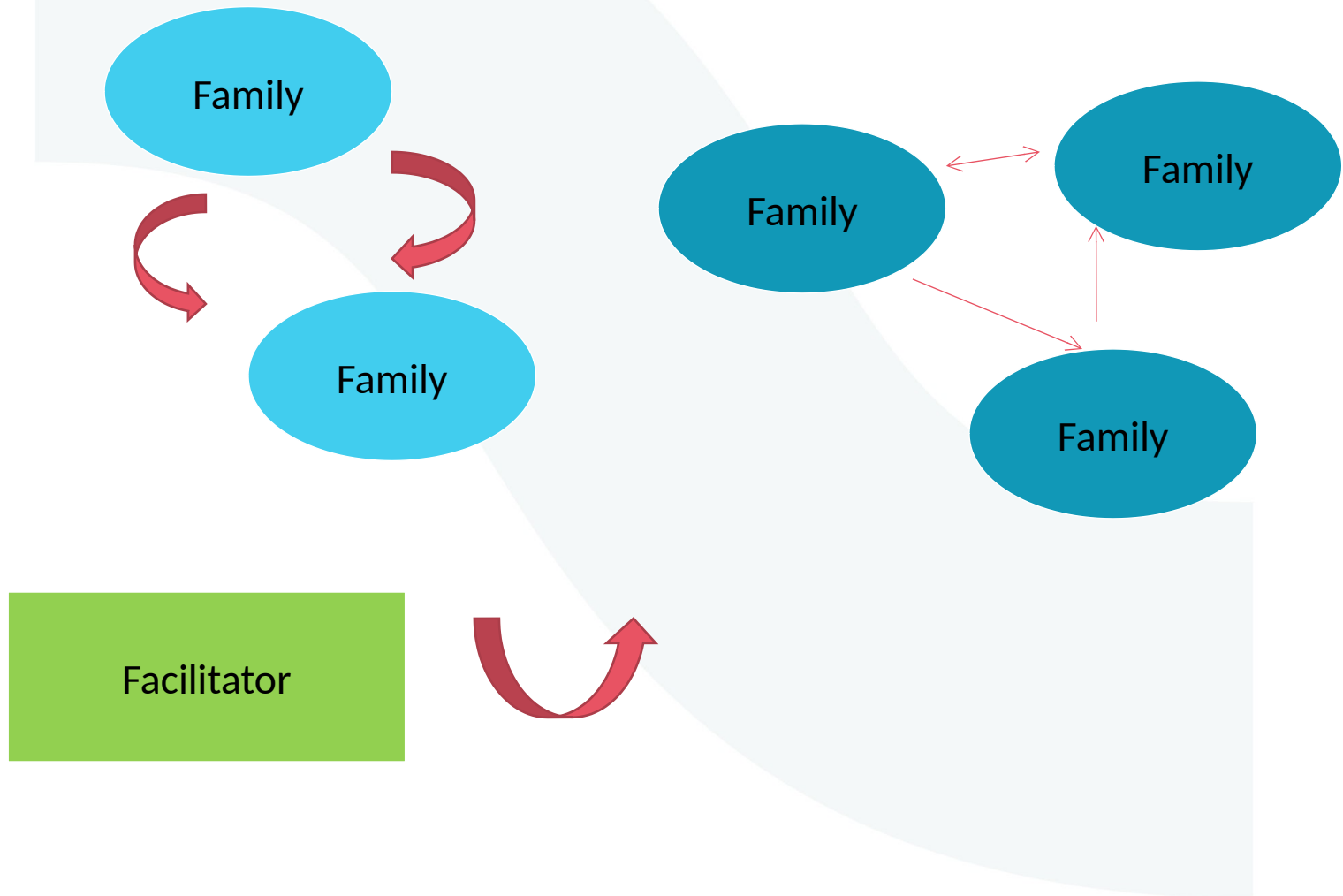


# The facilitator

- Distance
- Structures and facilitates activities that foster exchange
- Focuses on interactions where needed
- “On the move”, “eagle”



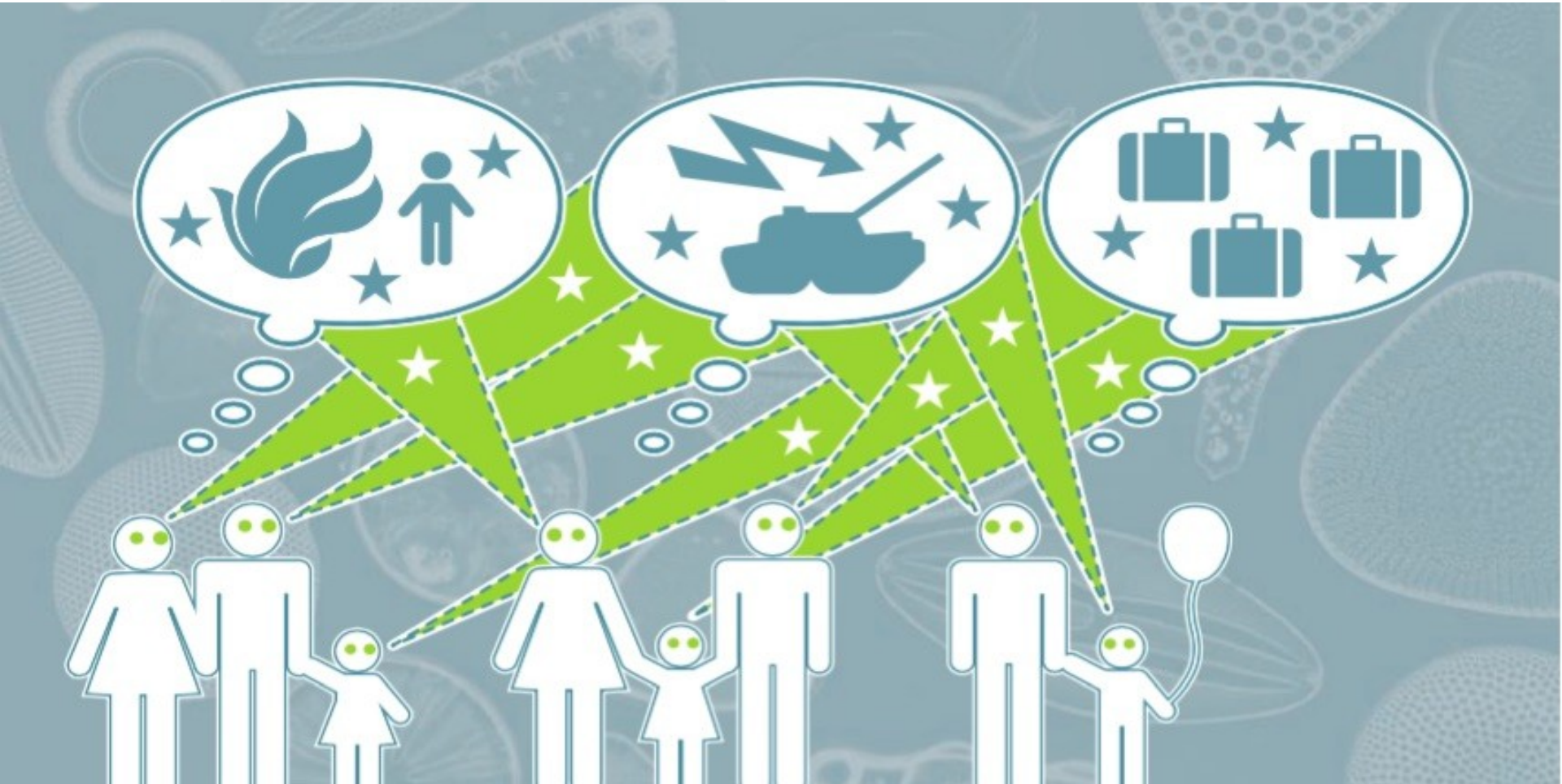
# The facilitator in the background



# The effect of groupmembers

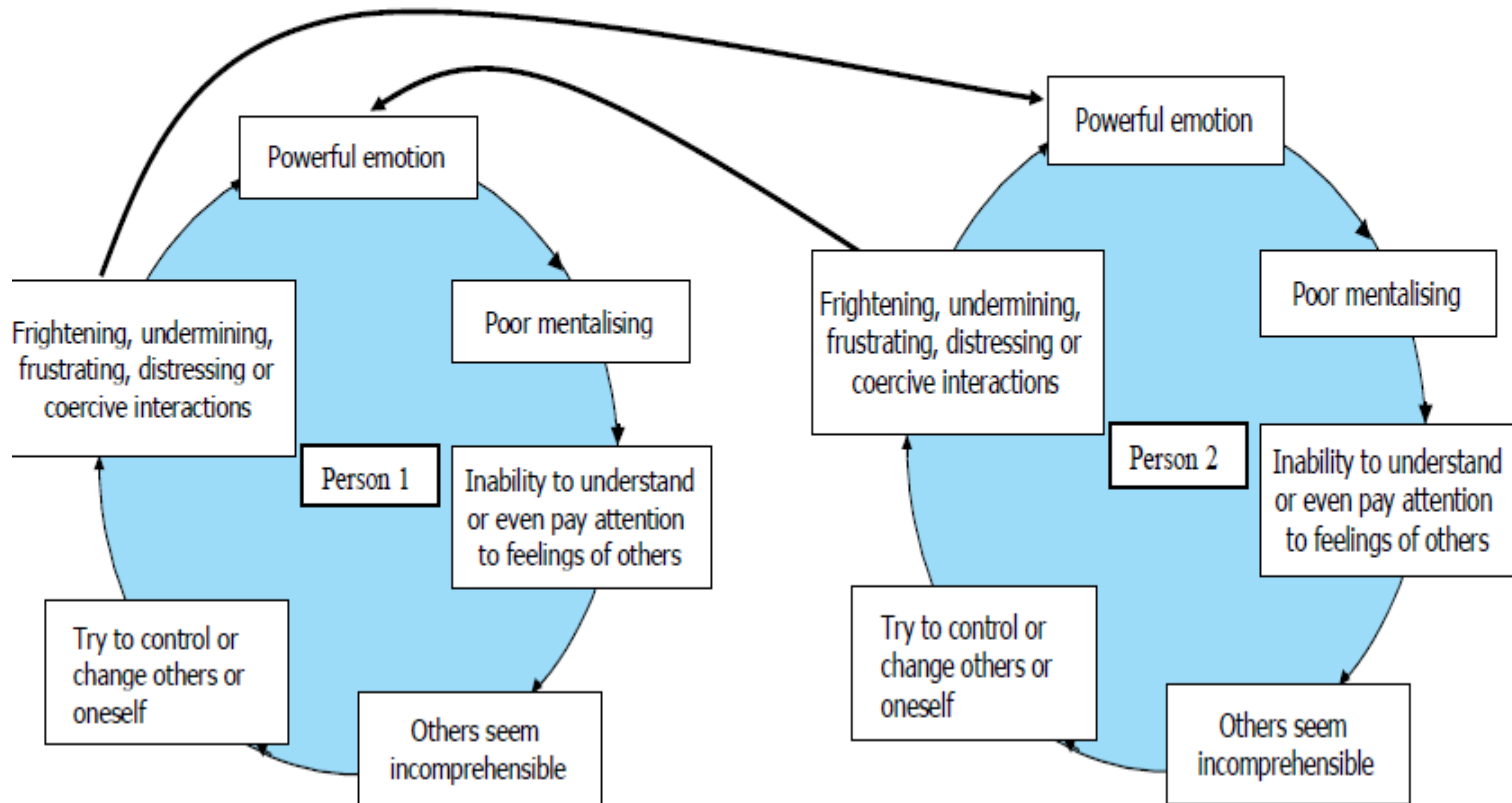
- Put pressure on change by critical feedback on behavior
- Demonstrate alternatives
- Mirror behavior

# Mentalization



“Seeing oneself from the outside and others from the inside“

# Vicious Cycles of Mentalizing Problems - Within the Family

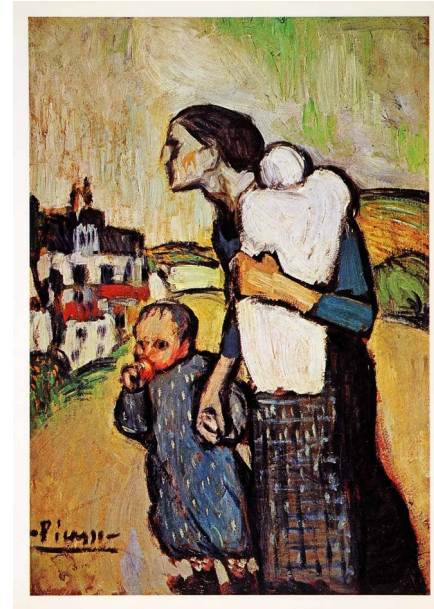


## Effective elements

- Create new multiple perspectives
- Activate mutual support & feedback
- Learning of each other (analogy and identification)
- Stimulate active parental involvement
- Decrease social isolation
- Strengthening motivation
- Generate hope

# Feasibility of multi-family groups in different settings





**Multi-family therapy (MFT)**

**Multi-family Approach (MFA)**

**Family Empowerment (FAME)**

**Multifamily groups for asylum-seeker families**

Van Es, C. M., Mooren, T., Zwaanswijk, M., te Brake, H., & Boelen, P. A. (2019). Family Empowerment (FAME): study protocol for a pilot implementation and evaluation of a preventive multi-family programme for asylum-seeker families. *Pilot and feasibility studies*, 5(1), 62.

# Background

This study evaluates FAME, a preventive intervention for asylum-seeker families that aims to strengthen parenting skills and social support

# Intervention: FAME



- A preventive multifamily group program
- $\pm$  7 sessions,  $\pm$  2 hours per session
- Bucket: stressful factors
- Treasure chest: sources of support
- Families offer each other feedback and support
- Trainers zoom in on problematic/positive family interactions
- 1 or 2 interpreters aid in translating

# Questions

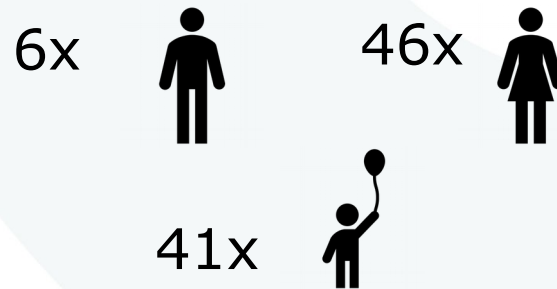
- What are stressors and resources experienced by asylum-seeker families?
- How is FAME evaluated by parents?

# Methods

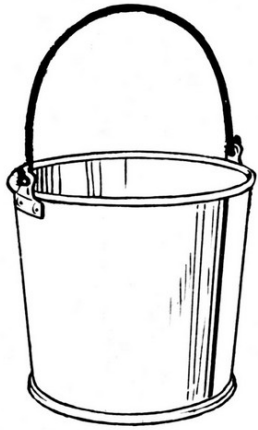
- Semi-structured interviews before and after FAME

# Preliminary results

- Three locations, six groups
- 50 families took part



# Stressors (bucket) & Resources (treasure chest)



## Stressors

Asylum procedure

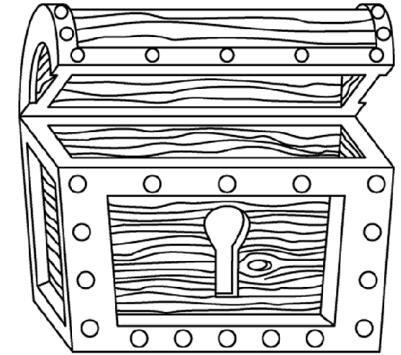
Worrying about family

Limited privacy at living

location

Financial issues

Insecurity



## Resources

Hope/optimism

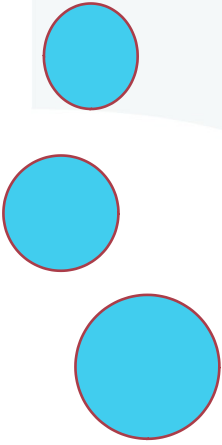
Religion

Social support

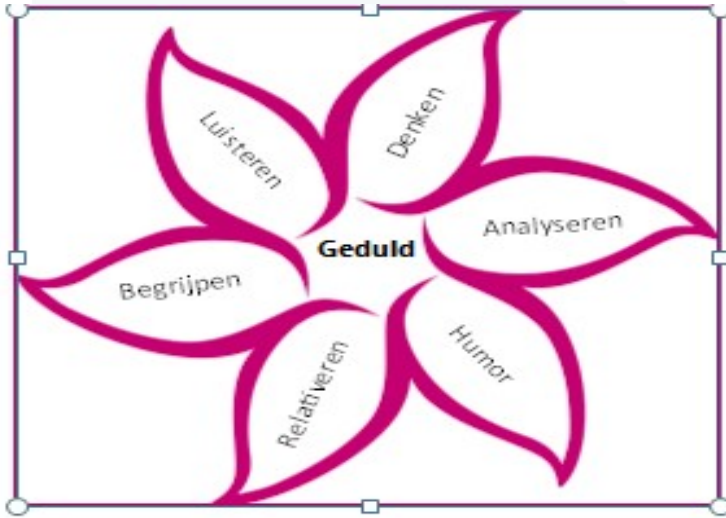
Sports, walking

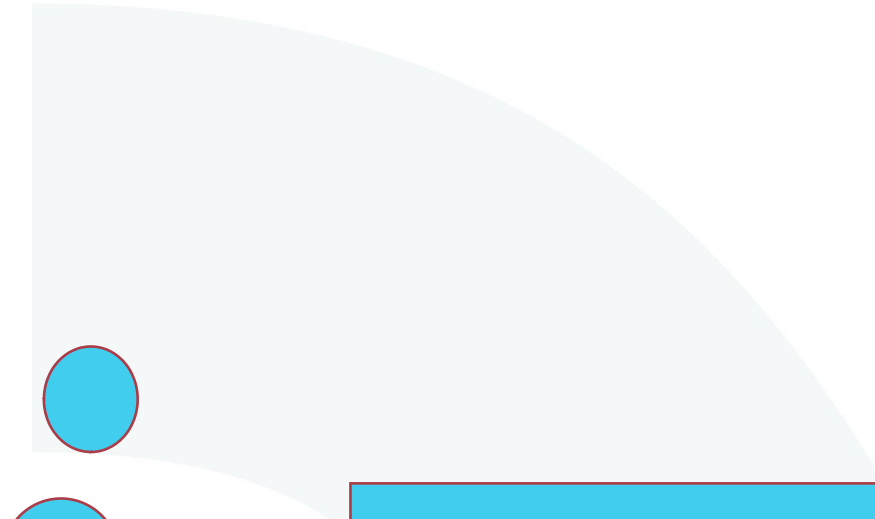
Keeping stress from children

Music, dancing



“Throwing my problems in the bucket  
felt like a relieve.”





“I learned that my stress impacts my child. This awareness has changed how I deal with stress.”

# Program integrity

- ~ Adherence
- ~ Exposure
- ~ Quality of delivery
- ~ Participant responsiveness

# Evaluation of FAME by parents

- Experiencing positive consequences of sharing with other parents
- More positive approach towards children (e.g. complimenting)
- Improving own coping strategies
- Being aware of effect stress on children
- Support within group, but not outside FAME
- Learning to ask for help

# Connecting to schools



# FAME in the community

- 5 sessions plus closing session: Eritrean coffee ceremony, Syrian picknick



Syrian group: 8 families, total 29 persons

Eritrean group: 10 families, total 31  
persons







# Adapting to context

- ~ Work closely together
- ~ Study local context, e.g., choice of target group
- ~ Cultural mediators, interpreters (training)
- ~ Organisation: location, food & beverages, timetable, facilities for kids
- ~ Training with “professionals” on the spot: translation, idioms, attitude (“*sit on your hands*”)
- ~ Preparation and feedback/reflection, super- and intervision
- ~ Enjoy

Empowerment  
Resilience  
Trauma  
Stress  
Coping



# Future research

- Continuing data collection
- Quantitative analyses (family functioning & parental symptoms of depression and posttraumatic stress disorder)



**Picasso et la famille**

27 September, 2019 to 6 January, 2020



Thank you!

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