



ENCARE

EUROPEAN NETWORK FOR CHILDREN
AFFECTED BY RISKY ENVIRONMENTS
WITHIN THE FAMILY



ENCARE V: ChAPAPs

Reducing Harm and Building Capacities for Children Affected
by Parental Alcohol Problems in Europe

Capacity Building Toolkit

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Introduction

The Capacity Building Toolkit is a manual containing best practice examples from different European institutions concerning prevention and intervention activities, recommendations for new policy guidelines, and models of data collection that aim at helping children affected by parental alcohol problems. These examples were collected within ENCARE V (Chapaps) - a project dedicated to those children.

The Capacity Building Toolkit is meant to provide professionals with useful data, information concerning ongoing activities in the field of Chapaps and a source of ideas for further projects in partner countries and institutions.

Best practice examples Prevention and Intervention

Project name	Target Group	Content	Aims	Institute
Becoming independent	Elementary school teachers, parents and pupils in Austria	Training for teachers to train pupils (including distribution of curriculum, teacher's manual and materials for 12 life skill lessons), lectures on prevention of addiction in the family for parents	<ul style="list-style-type: none"> • Comprehensive establishment of early prevention • Early development of life skills for children • Training for and rising awareness of parents concerning addiction in the family and it's effects on children 	Institut Suchtprävention http://www.praevention.at/sites/index.php/nav.18/view.49/level.3/
Trainings for pedagogues "Support with sense"	Pedagogues in Upper Austria	Children affected by parental alcohol problems, family work, alcohol as a drug, life skills	<ul style="list-style-type: none"> • To provide basic knowledge on children affected by parental alcohol problems • To enable pedagogues to intervene at school and work with parents 	Institut Suchtprävention

Project name	Target Group	Content	Aims	Institute
Trainings for parents “How can I protect my child from becoming an addict?”	Parents in Upper Austria	Information for parents: causes for addiction, protection, alcohol in the family, special focus on children affected by parental alcohol	<ul style="list-style-type: none"> • To enable parents to actively work with the problem of addiction in the family • Breaking the taboo • Awareness rising 	Institut Suchtprävention http://praevention.at/seiten/index.php/nav.76/view.92/level.3/
Kija on Tour	Children affected by parental alcohol problems	<ul style="list-style-type: none"> • Play “Mummy is not doing well today” for children from 8 to 12 • Musical “Heroes” for adolescents • Training and counselling for teachers concerning children affected by parental alcohol problems 	<ul style="list-style-type: none"> • To break the taboo of having an alcoholic parent • To de-stigmatise • To enable teachers to help 	Institut Suchtprävention http://praevention.at/seiten/index.php/nav.4/view.18/level.2/www.praevention.at/seiten/index.php/nav.18/view.422/level.3/www.praevention.at/seiten/index.php/nav.422/view.424/level.4/

Project name	Target Group	Content	Aims	Institute
ENCARE Upper Austria	Experts in the field of children affected by parental alcohol problems	Network	<ul style="list-style-type: none"> • Development of strategies in order to improve the situation of children affected by risky environments e.g. parental alcohol problems 	Institut Suchtprävention http://www.praevention.at/seiten/index.php/nav.18/view.289/level.3/
Prevention in the kinder-garden	Kindergarden pedagogues	Special training on children affected by parental alcohol problems, preventive concepts like the “toyfree kindergarden”	<ul style="list-style-type: none"> • To start prevention at a very early stage and integrate it in kindergarden pedagogy 	Institut Suchtprävention http://www.praevention.at/seiten/index.php/nav.3/view.13/level.2/
ENCARE.at Website	Austrian regional networks of experts	Specific information on children affected by risky environments, quarterly newsletter to experts	<ul style="list-style-type: none"> • Support of information exchange between the regional networks 	Institut Suchtprävention http://www.encare.at/

Project name	Target Group	Content	Aims	Institute
Campaign “Thinking instead of drinking”	Upper Austrian population	Series of 6 articles on alcohol in an Upper Austrian newspaper (“Rundschau”), the last article exclusively deals with children affected by parental alcohol problems	<ul style="list-style-type: none"> • To provide a broad Austrian public with recent information on the situation of children affected by parental alcohol problems • To network and to develop the topic 	Fonds Gesundes Österreich http://www.praevention.at/seiten/index.php/nav.422/view.425/level.4/
Brochure “Where to get help”	Austrian population	Manual that contains advice centres and higher education institutions in Austria (aot. annex of handbook for parents)	<ul style="list-style-type: none"> • To provide parents, teachers, doctors, social workers, counsellors, therapists... with information on where to get help for children affected by parental alcohol problems 	Institut Suchtprävention http://www.praevention.at/materialien/index.php/nav.4/view.315/level.2/

Project name	Target Group	Content	Aims	Institute
Magazine 4TY FOUR	4.000 multipliers, key persons in prevention (appears twice a year, one feature was exclusively dedicated to the topic of children affected by parental alcohol problems)	Reports, interviews, news concerning addiction and prevention, annual symposium for multipliers	<ul style="list-style-type: none"> • Information and service for target group • Connecting target group and institute • Sustainability of public presence of the topic of addiction 	Institut Suchtprävention http://www.praevention.at/seiten/index.php/nav.6/view.34/level.2/
TAKA TUKA	Children (from 3 to 13) affected by risky environments	Groups, therapy, counselling, information on policy, information for parents	<ul style="list-style-type: none"> • Support for children to cope with their momentary situation • To strengthen qualities of children • Increase of resilience • Decrease of deficits 	Caritas Diözese Innsbruck Heiliggeiststraße 16 A- 6020 Innsbruck http://fp.tsn.at/kinder/ibk/docs/TakaTuka.pdf

Project name	Target Group	Content	Aims	Institute
KASUino	Children affected by parental alcohol problems	Groups of 6-8 Children, different group methods (psychodrama, mythodrama, systemic approach, gestalt therapy)	<ul style="list-style-type: none"> • Break the isolation and silence • Create a protected space for communication • Increase the ability of self expression • Increase resilience, self-esteem • Build up problem solving abilities and coping strategies • To unravel emotional entanglements like feelings of guilt and shame • To support the children in their process of forming an own identity and living the life of their own generation 	<p>Ambulanter Familiendienst Mehraurerstr.11 A- 6900 Bregenz</p> <p>www.kasulino.at/doku.pdf</p>

Project name	Target Group	Content	Aims	Institute
PEPAU Counselling centre	Adolescents from 12 to 18 affected by parental alcohol problems	Open group, peer work	<ul style="list-style-type: none"> • To strengthen life competence • Reflection of own experience • Empowerment • Development strategies for problematic situations • Prevention of addiction 	Zentrum Spattstraße Willingerstr. 21 A-4030 Linz www.spattstrasse.at/index.php?menu=17
DB- Drug Counselling	Children and adolescents affected by parental alcohol problems	Counselling, Hotline Psychotherapy for children, parents Diagnosis	To provide anonymous, free support	Drogenberatung Steiermark Leonhardstr.84/II A- 8010 Graz www.drogenberatung-stmk.at

Project name	Target Group	Content	Aims	Institute
Alateen	Children, adolescent family members and friends of alcoholics	Self- help group 12- step program of alcoholics anonymous	<ul style="list-style-type: none"> • To share experience, strength and hope with others • To find a way of coping with difficulties • To encourage others and to get encouraged • To understand the principles of the 12- step program 	Al- Anon Austria Postfach 117 A- 6600 Reutte www.al-anon.at
KIDKIT Website	Adolescents affected by parental substance misuse and/or domestic violence	Age-specific information concerning parental addiction and/or domestic violence, opportunity to receive online counselling, inquiry	<ul style="list-style-type: none"> • To provide age-adequate information • To offer (online) counselling • To establish contacts to other affected young people • To establish contacts to local help system 	KOALA e.V. c/o Katholische Hochschule (KatHO) NRW, Abteilung Koeln Woerthstrasse 10 D- 50668 Koeln www.kidkit.de

Project name	Target Group	Content	Aims	Institute
Parent- Child- house Grüner Kreis	Pregnant women, mothers, fathers affected by drug and alcohol abuse, and their children	Rehabilitation and Integration centre for parents and their children Stationary (10 to 18 months), parents have to be clean	<ul style="list-style-type: none"> • Abstinence • Stabilisation of person and integration of family in positive environment • Establishment of a healthy parent child relationship • Prevention of addiction for children • Helping children to take an adequate position in the family 	Grüner Kreis Eltern- Kind- Haus Marienhof Zöbern 3-5 A-2870 Aspang www.gruenerkreis.at

Project name	Target Group	Content	Aims	Institute
MAKS	Children and adolescents of all age groups (3 – 17+) from families affected by addiction	Groups for children and adolescents, talks with parents, Counselling for substance abusing mothers or pregnant women, informative meetings, further trainings and supervision for professionals who are confronted with addiction problems within the scopes of their work.	<ul style="list-style-type: none"> • To enhance the general developmental chances of affected children • To reduce the risk for the children of developing an addiction related disorder themselves. • To support professionals and parents 	MAKS – Modellprojekt Arbeit mit Kindern von Suchtkranken Kartaeuserstrasse 77 D- 79104 Freiburg www.maks-freiburg.de

Project name	Target Group	Content	Aims	Institute
Shadow World Website	11-18 year old children and adolescents who suffer from the substance misuse of a close adult	Comic book and interactive web service information on the issue (addiction, dynamics, feelings), the rights of the child, and how to seek help (relatives, professionals in school, anonymous services). The website allows sharing one's story anonymously.	<ul style="list-style-type: none"> To provide children and adolescents with information support and means to deal with the difficult life situation. 	A-Clinic Foundation Paasivuorenkatu 2A, 00530 Helsinki, Finland www.varjomaailma.fi/english www.lasinenlapsuus.fi/english www.a-klinikka.fi/english

Project name	Target Group	Content	Aims	Institute
<p>Committee for protection of children and youngsters at risk (CPCJ) Network of specialists</p>	<p>Children and youngsters at risk</p>	<p>Specialized network: Application of law for the protection of children's rights and protection of children at risk. (parental alcohol problems or any other situation)</p>	<ul style="list-style-type: none"> • provide the family with parental skills, direct parents to treatment if necessary and provide support for both children and their parents. • address the best interest of the child • be as timely as possible • be as least invasive as possible • promote parental responsibility • make the child or adolescent and their parents aware of their rights and duties • allow both parents and children to be heard on the adequacy of the proposed solutions 	<p>CNPCJR – Comissão Nacional de Protecção das Crianças e Jovens em Risco</p> <p>Rua Castilho, n.º 24 - 7º Esquerdo 1250-069 Lisboa</p> <p>http://www.cnpcjr.pt</p>

Project name	Target Group	Content	Aims	Institute
Helping Families of alcohol dependent Patients	Families of alcoholics and alcohol dependent patients.	Counselling and treatment for alcoholics and their families: psycho-educational sessions, multifamily sessions, familiar therapy, individual psychotherapy of family members (parents, partners, sons and daughters).	<ul style="list-style-type: none"> • To help families to cope with their difficulties in dealing with an alcoholic parent • To help the recovery of the affected member and the family. • To improve the children's situation • To help them dealing with their personal conflicts and minimise the negative consequences of living with an alcoholic parent. 	UAC – Alcoholology Unit of Coimbra Unidade de Alcoologia de Coimbra Conraria 3040-714 - Conraria <u>secretariado@crac.minsaud.e.pt</u>

For further information on European best practice examples please also see upcoming publishing at the Encare homepage (Best Practice Manual March 2010) as well as an already existing collection of best practice examples at www.encare.info/goodpractices

Policy Recommendations (Draft)

1. A framework

- a. A National plan of action for the Chapaps issue is necessary within a broader cross-sectional approach, where attention for chapaps is guaranteed in an integrative way.
- b. Awareness must be raised for the notion of chapaps and the regard of alcoholic parents as a risk factor for a broader scope of problems for the child
- c. To guarantee a solid, multidisciplinary and inter-institutional networking structure, the government must maximally facilitate cooperation of service providers.
- d. This framework is built in a participatory method where parents, children, experts and services are involved from an early stage on.
- e. The framework must set the scene for a thorough coordination, not only in development of policy, but also of strategies, services and in their implementation.

2. Diversity and cultural differences

In developing and realising these policies related to chapaps the national government must guarantee quality of care with special attention to an appropriate access to services for migrants, asylum seekers, refugees, cultural and other minorities. To achieve this it will be necessary to apply an intercultural or cross-cultural approach.

3. Legislation

- a. Some basic laws must be assured in national legislation, covering (1) Shelter, (2) Restraint orders, (3) Obligation to report.
- b. For this (not exhaustive) list all possibilities must be examined to include them in the legislation:

Chapter one: FAS

Chapter two: Warning systems on bottles...

4. Alcohol policy impact

The government should take account of the social and familial impact of the national alcohol policy. Interventions in this alcohol (or other drug-) policies must

be evaluated on their possible consequences on availability, demand, risk assessment, perception of approval or disapproval and other influences on consumption.

5. Develop and improve methods of intervention

- a.** With a focus on methods of early intervention, outreach, selective and indicated prevention. Where universal prevention is targeted at a whole population, selective prevention aims for vulnerable groups and indicated prevention at vulnerable individuals.
- b.** With attention to (1) early identification methods and intervention in pregnancy and (2) self help and self management strategies for as well chapaps as parents.
- c.** Respecting a cautious balance between responses to proven high risk factors and prudence to labelling.
- d.** In those interventions we must exhaust the opportunities of the internet and other telematic means and networks.

6. Community awareness

- a.** Politicians on all levels need to take action and committed responsibility in providing help and support for chapaps. Raising awareness for this group is a necessary building stone.
- b.** Implement evidence based strategies to promote a healthy lifestyle and to train health related intrapersonal and interpersonal skills.
- c.** In those interventions we must exhaust the opportunities of the internet and other telematic means and networks, with extra attention for those networks or tools used by children at risk.

7. Mental health mainstreaming

The Mental Health notion must be included in all other public areas. This demands a long term and thorough coordination and planning of health-related departments and instances.

8. Capacity building

- a.** Training must be provided for professionals on differentiated levels, with attention to basic mental health orientation for teachers, caretakers, educators in direct contact with children and especially chapaps or their parents
- b.** Parents must be reached by education support initiatives to train responsible parenthood or good parenting
- c.** Young people including very young children must have access to basic information and training resources with special attention to three main lines for chapaps: (1) You're not alone, (2) It's not your fault, (3) There is help
- d.** In those interventions we must exhaust the opportunities of the internet and other telematic means and networks.

9. De-stigmatise

A specific accent must be put on the extra burden that stigmatization of parents of chapaps put on the children and on the reluctance of those parents to approach help services. De-stigmatisation of the parents as individuals must be taken up in the aims of awareness interventions, without leading to a perception that approves of abuse behaviour.

For a more detailed collection of policy recommendations please visit www.encare.info for upcoming publishing in March 2010.

Curriculum

“Children affected by parental alcohol problems”

(Kinder in alkoholbelasteten Familien)

**Courtesy of Alexandra Puhm
Anton Proksch Institut am
Ludwig Boltzmann Institut
Wien**

Adapted by ISP for training sessions held within ENCARE V- Chapaps

Download of original publication in German at www.api.or.at/lbi/download.htm

Introduction

This curriculum was created within the study “Children affected by parental alcohol problems- Theory and Practice of Prevention”. From 2004-2006 the Ludwig Boltzmann Institut for Addiction Research in Vienna carried out the study which can be downloaded at www.api.or.at/lbi in German. Chapter 8 of the study describes the basis and process of developing the concept for a curriculum in detail. The curriculum is meant to be an indirect support of the target group “children of alcoholics”- to improve the skills of social workers, teachers, and so on- people who can get in touch with children affected by parental alcohol problems.

A curriculum serves the task to choose and prioritize topics from a wide range of possible contents (central and more specific topics that lead to an overall goal: overall qualification). This curriculum is structured in an open way, which means that the courses can be adjusted according to the individual needs of the trainees concerning knowledge, time, abilities, experience....

The modules can be seen as closed entities of working elements. Some are essential for the overall goal (marked as F- fundamental) and some are not (marked as A- add-on). In this way the curriculum serves the needs of most trainees which were defined within the study. Didactic advice is meant to be an inspiration, the didactic-methodological realization of the curriculum stays task of the trainer.

In Austria, help for children affected by parental alcohol problems is mostly being delivered implicitly. Within the different professional fields people are confronted with children affected by parental alcohol problems in different ways. Also problem specific education and qualifications concerning the target group are quite heterogeneous. Because of those differences it is exceedingly important for the trainees to extract the possibilities and borders institutionally and personally when dealing with the target group. It is also essential in order to avoid situations in which participants who lack basic knowledge could feel urged to intervene and therefore cause more harm than being able to help the child.

This curriculum is a manual for trainings held by the personnel of institutions dedicated to the prevention of addiction. Those multipliers possess the necessary experience and most actual knowledge concerning the issue at hand as well as knowledge transfer to heterogeneous target groups. They also have access to all the different professional fields that work with children of alcoholics.

According to different education and experiences in the variety of professional fields, also the needs of the trainees vary significantly. In order to be able to deliver a training that matches the needs of the trainees it makes sense to survey those needs first. Modules like “specific knowledge about addiction” might be relevant for trainees that do not work with addiction.

Within the course of the study, the following elements were identified as relevant:

- Theoretical knowledge concerning addiction: effects of parental alcoholism on children- psychological, physical, social level
- Decision- making and responsibility skills: how to support children in their every day life, communication skills concerning both children and affected parents
- Information concerning regional institutions that can deliver general and target-group specific help and support
- Networking: how to make contacts that support cooperation
- Literature: recommendations help trainees to deepen their knowledge or to focus on a specific aspect which cannot be explored within the training. Also children’s books and other materials that access the topic can be of help when working with children.

Overview Curriculum

The curriculum focuses on the situation of children affected by parental alcohol problems and therefore excludes other addictive disorders.

Module 1- Alcohol and Addiction

Block 1: Epidemiology and habits of consumption

Block 2: Alcohol dependency

Block 3: Development and transmission of alcohol dependency

Block 4: Possibilities of intervention and treatment

In the different professional fields, there are big differences concerning specific knowledge on addiction. Especially youth workers often articulate the need for information. To cover this demand is essential and relevant for the following reasons:

- Specific knowledge on addiction is a basic prerequisite for an understanding of the situation of children affected by parental alcohol problems.
- Specific knowledge contributes to a common conceptual field. It enables practitioners to classify the different concepts and ideas they are confronted with when working with colleagues from other professional fields and working with alcoholic parents.
- To be able to understand the complexity of an alcoholic disease leads to a better understanding of the situation of such parents which influences the attitude towards them and improves compliance.
Specific knowledge can help to pre-estimate the behaviour of parents
- Specific knowledge can help to destigmatise addicts and to
- Create sensitivity concerning the heterogeneity of addictive disorders which does not allow to draw conclusions concerning the effects of the disorder on the family or suitable intervention.
- It also creates sensitivity concerning the complexity of the nature and causes of addictive disorders, avoids recrimination and facilitates to show starting points of possible support, which is the basis for increasing the scope of action.

Generally, it is important to communicate transparency concerning the connection between specific knowledge on addiction and the understanding of the situation of children affected by parental alcohol problems. This is especially relevant for individuals who, based on their education or experience, already possess specific knowledge on addiction.

Module 2 – Alcohol in the Family

Block 1: Co- Addiction

Block 2: Family dynamics in families affected by alcoholism

Block 3: Alcohol and violence

This module focuses on the changes that take place in the family caused by alcohol issues of a parent.

- The concept of co- addiction has widely spread and allows a systemic view on addiction - yet it often implicates guilt of the person concerned. Therefore it is important to handle the term “co- addiction” with care.
- The knowledge about and understanding of changes within the family is crucial in order to be able to help a child. It is only possible to assess the situation of a child in the context of their family relations.
- For the evaluation and assessment of familial risk circumstances on the one hand and resources on the other hand knowledge about possible changes of familial environments caused by parental alcohol problems is crucial.
- Most professionals working in this field are familiar with the description of roles and behaviour of children affected by parental alcohol problems. Those descriptions mostly focus on the negative effects of the quite rigid roles. It is important to also focus on possible positive effects.

The feelings of affected children often are ambivalent and sometimes difficult to comprehend by outsiders. In intervention, this ambivalence should be considered as well.

- Another important aspect is the fact that not all changes which can be observed within the families of alcoholics are typical effects of the addictive disorder of a parent. Some changes can be observed in other dysfunctional families as well and are based on a variety of risk circumstances.

Module 3- Effects on the Children

Block 1: Parental disorder and early stages of the child's development

Block 2: Developmental course of children affected by parental alcohol problems

Module 3 focuses on the possible effects of a parental addiction to alcohol, on the course of development of children and adolescents and their way of experiencing the world.

- One of the most important contents concerning the effects on children is to increase awareness concerning the heterogeneity of this group. Not only the different factors responsible for development, but also their different effects on the individual have to be taken into consideration. There are no “checklists” that allow reliable indication. Problematic behaviour can also be caused by a wide range of other factors.
- Since the topic “parental addictive disorder” for professionals working with children mostly comes up when a child shows problematic behaviour, individuals confronted with such children run the risk of applying a deficit-oriented approach. Therefore it is crucial to focus on resilience. Confronting parental addictive disorders it is especially important to focus on child related resources. Risk circumstances (especially parental alcohol addiction and its psychosocial effects) are extremely resistant to change, so the mobilization of environmental resources is fundamental. The increase of protective factors in some professions is essential part of the intervention process (e. g. psychotherapy), while in other professional fields the dominating view is that the only possible help would be to change the risk factors, in this case the parental disorder.
- This leads to two important factors: in order to avoid a feeling of helplessness it is essential help participants define their role within their professional fields, as well as their scope of action and limits on an institutional and personal level. It is substantial to create awareness for the fact that is possible to support children in all kinds of professional fields, independent from parental efforts to be abstinent.

- Sufficient understanding of the heterogeneity of children affected by parental alcohol problems acknowledges the necessity for individual support and the vast variety of approaches needed.

Module 4- Prevention and Intervention

Block 1: Basics of support

Block 2: Explicit action

Block 3: Provision of information related to the addictive disorder

Block 4: ENCARE

Module 4 focuses on the different approaches of supporting affected children, adolescents and their families. Case studies and role plays are in the centre of attention.

- Being confronted with affected children often triggers an impulse to act. Unconsidered, impulsive action can have various undesirable effects. Reflected, prepared strategies should be the basis of any intervention.
- A description of possible approaches concerning the target group and their advantages and disadvantages enables individuals from different professional fields to find possible solutions in accordance with their own background.
- On the basis of the described offerings local resources can be explored and a need for action can be defined.
- Psychological education for children of alcoholics is an important factor in prevention and can be applied in many professional fields. Therefore it is crucial to improve the competences of trainees as well as to consider their personal limits.

Methodological Recommendations

- Trainees possess a lot of experience acquired over the years and therefore can provide important impulses for the training which absolutely should be included.
- Since the knowledge and needs of the trainees are quite heterogeneous, an assessment of expectations before the training is an important guideline for the planning and the didactic- methodological implementation of the training.
- Transfer of knowledge forms an important part of trainings and should be complemented by reflection, exercises and case studies.
- In order to avoid distraction through taking notes and to reduce a notion of helplessness suitable written material and documents as well as supportive information (biography, regional address list) should be provided at trainings.

Module 1- Alcohol and Addiction

Block 1	Aims	Contents	Didactical hints
Epidemiology and habits of consumption (F)	<ul style="list-style-type: none">• Trainees have got an overview over alcohol abuse and addiction in Europe and are able to relate this to other substance abuse• Trainees understand prevalence of children affected by parental alcohol problems• Trainees are acquainted with different approaches for classification of different kinds of habitual consumption	<p>Epidemiology:</p> <ul style="list-style-type: none">• Prevalence of alcoholism in Europe• Prevalence of children affected by parental alcohol problems in Europe <p>Classification of different habits of consumption:</p> <ul style="list-style-type: none">• “Normal” approach• Harmful consumption (criteria of ICD- 10)• Harmlessness and its limits defined by WHO	<ul style="list-style-type: none">• Input of theory• Reflection

Module 1- Alcohol and Addiction			
Block 2:	Aims	Contents	Didactical hints
Alcohol dependency (F)	<ul style="list-style-type: none"> • Trainees have got sufficient knowledge about the background of an addictive disorder and its effects on the addict • Trainees can apply this knowledge to the situation of affected children • Trainees are able to reflect their own norms and habits of consumption and their possible impact on the professional field they are working in 	<ul style="list-style-type: none"> • Criteria for addictive disorder (ICD- 10 or DSM IV) • Acute delirium • Secondary disorders of alcoholism • Comorbidity 	<ul style="list-style-type: none"> • Input of theory • Reflection

Module 1- Alcohol and Addiction			
Block 3:	Aims	Contents	Didactic hints
Development and transmission of alcohol dependency (F)	<ul style="list-style-type: none"> • Trainees understand complexity of an addictive disorder and the factors that influence its development • Trainees are able to deduce suitable approaches for preventive action in order to help children affected by parental alcohol problems • Trainees are able to understand different ways of transmission 	<ul style="list-style-type: none"> • Typical development of alcohol addiction (model) • Transmission of alcohol addiction • Model of transmission • Influential factors 	<ul style="list-style-type: none"> • Input of theory • Reflection

Module 1- Alcohol and Addiction			
Block 4:	Aims	Contents	Didactic hints
Possibilities of intervention and treatment (A)	<ul style="list-style-type: none"> • Trainees know different approaches of intervention concerning problematic alcohol consumption or an addictive disorder • Trainees are able to inform persons suffering from alcohol addiction and their families 	<ul style="list-style-type: none"> • Intervention • Basics • Aims (controlled drinking, abstinence) • Methods of treatment (ambulant, stationary, self help) 	<ul style="list-style-type: none"> • Input of theory

Module 2- Alcohol in the Family			
Block 1:	Aims	Contents	Didactic hints
Co- addiction (F)	<ul style="list-style-type: none"> • Trainees know different concepts of co-addiction and their implications for the persons involved • Trainees understand different reactions of children on a parental disorder • Trainees are able not only to focus on the negative aspects of the children's roles but also on the resulting resources 	<ul style="list-style-type: none"> • Concept of co-addiction: co-addiction as a reaction • Help for grown up co-addicts • Typical roles and behaviour of children: concept, description of roles, functionality of children and family, resources for children 	<ul style="list-style-type: none"> • Input of theory • Reflection

Module 2- Alcohol in the Family			
Block 2:	Aims	Contents	Didactic hints
Family dynamics in families affected by alcoholism (F)	<ul style="list-style-type: none"> • Trainees know typical experiences and feelings of children affected by parental alcohol problems • Trainees know effects of a parental disorder on family dynamics • Trainees are able to recognize similarities and differences to other dysfunctional family structures 	<ul style="list-style-type: none"> • Experiences and feelings of children affected by parental alcohol problems • Family dynamics (rules, family structures, educational strategies of parents) 	<ul style="list-style-type: none"> • Input of theory

Module 2- Alcohol in the Family			
Block 3:	Aims	Contents	Didactic hints
Alcohol and violence (A)	<ul style="list-style-type: none"> • Trainees understand the complexity of interplay between an addictive disorder and violence in the family • Trainees are able to understand different ways of transmission • Trainees know different approaches of intervention according to actual priorities • Trainees are able to inform affected persons, family members and helping professions. 	<ul style="list-style-type: none"> • Psychoactive substances and their impact on violent behaviour • Effects of experiencing violence (physical, psychological) 	<ul style="list-style-type: none"> • Input of theory

Module 3- Effects on the children

Block 1:	Aims	Contents	Didactic hints
<p>Parental disorder and early stages of the child's development (F)</p>	<ul style="list-style-type: none"> • Trainees understand interplay of different influential factors as basis of a child's development • This understanding relativizes parental addiction as only risk circumstance for the development of the child • Trainees know about the concept of resilience and its influential factors, especially about those relevant for children affected by parental alcohol problems 	<ul style="list-style-type: none"> • Concept of resilience (protection and risks, vulnerability and resilience) • Stages of development of children • Influential factors (alcohol specific, non specific) • Implications for practise 	<ul style="list-style-type: none"> • Input of theory • Reflection

Module 3- Effects on the children			
Block 1:	Aims	Contents	Didactic hints
Parental disorder and early stages of the child's development (F)	<ul style="list-style-type: none"> • Trainees possess possibility to apply learned knowledge on protective factors within their professional fields 		

Module 3- Effects on the children			
Block 2:	Aims	Contents	Didactic hints
Developmental course of children affected by parental alcohol problems (F)	<ul style="list-style-type: none"> • Trainees possess basic knowledge about possible effects of parental alcohol problems on physical and psychological health of children • Trainees are able to attribute observable problematic behaviour of children and adolescents to heterogeneous factors 	Problematic behaviour of children/ adolescents: <ul style="list-style-type: none"> • Performance at school • Intelligence/ linguistic competence • Challenging behaviour/ hyperactive behaviour • Anxiety disorders/ depression • Somatic/ psychosomatic disorders • Abuse/ neglect Alcohol and pregnancy: <ul style="list-style-type: none"> • Definition, appearance, prevalence • Preventive approaches 	<ul style="list-style-type: none"> • Input of theory • Reflection

Module 4- Prevention and Intervention			
Block 1:	Aims	Contents	Didactic hints
Basics of support (F)	<ul style="list-style-type: none"> • Trainees are aware of possible tensions in the practical work with affected children and adolescents • Trainees know basic difficulty to reach target group • Trainees are able to reflect the meaning of stigmatization 	<ul style="list-style-type: none"> • Areas of tension • Approachability of target group • Stigmatization 	<ul style="list-style-type: none"> • Input of theory • Reflection

Module 4- Prevention and Intervention			
Block 2:	Aims	Contents	Didactic hints
Explicit action (F)	<ul style="list-style-type: none"> • Trainees know different explicit approaches to target group, know possible contents, methods, advantages and disadvantages of different methods • Trainees know relevant national and international offerings of help 	<p>Group setting</p> <ul style="list-style-type: none"> • Contents • Focus • National examples <p>Medium Internet</p> <ul style="list-style-type: none"> • Offerings • National examples <p>Self help</p> <ul style="list-style-type: none"> • National examples <p>Stationary treatment of parents and children</p> <ul style="list-style-type: none"> • Content • National examples 	<ul style="list-style-type: none"> • Input of theory

Module 4- Prevention and Intervention

Block 3:	Aims	Contents	Didactic hints
<p>Provision of information related to the addictive disorder (F)</p>	<ul style="list-style-type: none"> • Trainees possess basic knowledge on psychological education of children affected by parental alcohol problems • Trainees are able to reflect problematic aspects of psychological education in general and of their own action in a professional context • Trainees are able to inform children and adolescents about addictive disorder of parents 	<p>Procurement of information:</p> <ul style="list-style-type: none"> • Relevant information • Basic considerations • Guidelines for communication <p>Literature based information transfer</p> <ul style="list-style-type: none"> • Children's books and literature for young people 	<ul style="list-style-type: none"> • Input of theory • Reflection • Role play

Module 4- Prevention and Intervention			
Block 4:	Aims	Contents	Didactic hints
ENCARE (F)	<ul style="list-style-type: none"> • Trainees know existing networks for professionals • Trainees are able to reflect possibilities and limits of their own professional actions 	<ul style="list-style-type: none"> • Networking: ENCARE international/ national/ regional 	<ul style="list-style-type: none"> • Input of theory • Reflection • Case study

Appendix Didactic Hints

Reflection

- What kind of support do I experience as helpful in times of crisis?
- What kind of support can I offer to children of alcoholics within the frame of my professional field, what kind of support am I not able to give?
- Which persons/ institutions can I cooperate with?

Models of Data Collection

ChAPAPs – Questionnaire for project partners and trainees

(to be filled out BEFORE training)

Part A

1. General Information

Name of Organisation/Institution

Name project partner/ trainee

Phone

E-Mail

Part B

2. What do you associate with the term „Capacity Building“?

(it is possible to choose various options)


- empowerment approaches
- help for developing lasting institutional structures
- integrating results of research into practical work
- further training and education
- a long-term process
- something else:

3. Which expectations do you have concerning the training „Capacity Building“?

(Which points are most important for you, personally?)

4. According to your experience and observation, how often do the following problems occur with children affected by parental alcohol problems?

(it is possible to choose various options)

	the problem never occurs				the problem always occurs		Don't know
	1	2	3	4	5		
Health problems							
Feeding problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADS/ADHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movement disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social behaviour							
Aggressive/ destructive behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disturbed attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility too early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence							
Parental violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence of other legal guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime							
Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumption of...							
Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tobacco/ Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illegal Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Which experiences do you personally make when working with children affected by parental alcohol problems?

	Very True	True	Neither yes nor no	Not true	Not true at all	I have no particular experience
If I really try, I always manage to solve difficult problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since I am capable of solving problems, I am used to staying calm in difficult situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem, I usually find more than just one solution for it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am in trouble, I usually find a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whatever happens, I will manage to get along with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Are there institutions in your country that *primarily* take care of children affected by parental alcohol problems?

Yes, various Yes, some No Don't know

7. If yes, have you ever gotten in touch with these institutions in your work?

Yes No

8.

Are there institutions in your country that take care of such children even if it is not the main task of the institution?

Yes, various Yes, some No, none Don't know

9. If yes, have you ever gotten in touch with these institutions in your work?

Yes No

10. If you have been working with children affected by parental alcohol problems within the last 12 months, which of the following institutions did you get in touch with?

(it is possible to choose various options)

	Yes	No
Nurseries	<input type="radio"/>	<input type="radio"/>
Schools	<input type="radio"/>	<input type="radio"/>
Institutions for open youth work	<input type="radio"/>	<input type="radio"/>
Institutions for educative support	<input type="radio"/>	<input type="radio"/>
Institutions that host immigrants	<input type="radio"/>	<input type="radio"/>
General social service	<input type="radio"/>	<input type="radio"/>
Institutes for prevention of addiction	<input type="radio"/>	<input type="radio"/>
Institutions that help addicts	<input type="radio"/>	<input type="radio"/>
Network ADDICTION	<input type="radio"/>	<input type="radio"/>
Local organisations (district body)	<input type="radio"/>	<input type="radio"/>
Neighbourhood management	<input type="radio"/>	<input type="radio"/>
Sport clubs	<input type="radio"/>	<input type="radio"/>
Doctors/ therapists for children	<input type="radio"/>	<input type="radio"/>
Gynecologists	<input type="radio"/>	<input type="radio"/>
Hospitals	<input type="radio"/>	<input type="radio"/>
Police	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>

Please specify:

11. Thinking of your work with children affected by parental alcohol problems, how do you estimate your own competence and knowledge concerning the following points?

	Very good	Good	Average	Poor	None
Knowledge about intoxicants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Origin, development and prevention of addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge about non substance addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Characteristics of addiction and it's effects on families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What do children, parents and families need?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation with guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods for work with families affected by addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with families affected by addiction as cooperation task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge about institutions- who offers what?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal basics concerning the work with children affected by parental alcohol problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
„Best interest“ of the child – necessity and limits of intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Do you personally see the need for yourself to learn more in order to act more effectively when dealing with problems of and supporting children affected by parental alcohol problems directly or indirectly?

- Yes, much need
- Yes, average need
- Yes, little need
- No, no need

ChAPAPs – questionnaire for trainees
(to be filled out AFTER the training)

Part A

1. General Information

Name of Organisation/Institution

Name project partner/ trainee

Phone

E-Mail

Teil B

2. What do you associate with the term „Capacity Building“?

(it is possible to choose various options)

- empowerment approaches
 - help for developing lasting institutional structures
 - integrating results of research into practical work
 - further training and education
 - a long-term process
 - something else:
-
-
-

3.1 Did the training meet your expectations?

- Yes Partly No

3.2 The demands concerning the trainees were


- too high
- a bit too high
- just right
- a bit too little
- too little

3.3 Please describe briefly what you found positive/ useful:

3.4 What can be improved?

4. According to your experience and observation, how often do the following problems occur with children affected by parental alcohol problems?

(it is possible to choose various options)

	the problem never occurs				the problem always occurs		Don't know
	1	2	3	4	5		
Health problems							
Feeding problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Institutes for prevention of addiction	<input type="radio"/>	<input type="radio"/>
Institutions that help addicts	<input type="radio"/>	<input type="radio"/>
Network ADDICTION	<input type="radio"/>	<input type="radio"/>
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Sport clubs	<input type="radio"/>	<input type="radio"/>
Doctors/ therapists for children	<input type="radio"/>	<input type="radio"/>
Gynecologists	<input type="radio"/>	<input type="radio"/>

Hospitals	<input type="radio"/>	<input type="radio"/>
Police	<input type="radio"/>	<input type="radio"/>
Other:		
Please specify:	<input type="radio"/>	<input type="radio"/>

11. Think of your work with children affected by parental alcohol problems: How do you estimate your own competence and knowledge concerning the following points?

	Very good	Good	Average	Poor	None
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Characteristics of addiction and it's effects on families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What do children, parents and families need?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation with guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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For an extensive collection of models of data collection applied in European studies please visit the login section of www.encare.info