

How to use In my shoes in breakups and separation conflicts to provide an agreement about permanent residence, visits, cooperation and communication

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Before

- Informing the parents about IMS
- Asking the parents with parent responsibility for permission
- Asking them to invite the child to come for a conversation
- Parents tell them that we are going to use a data program
- Parents tell them that we want to know how they are in the family situation and their opinion about where to live and access arrangement

The child has come

- Already in the waiting room addressing the child with my expectation to the conversation
- Talking from a stance where it is expected that we shall be alone without parents
- If they hesitate we can have the parent with us from the beginning and then dismiss him/her after getting more involved in the program and familiar with the situation and the therapist.

Intro to conversation

- Asking what have the parents told about what we shall do and what to talk about.
- Always affirming their explanation and adding what they have not been said or picked up
- Asking them if it is OK for them to talk – and explain why it is valueable to listen to how they are in the situation with the breakup/separation:
- Telling them that I am talking with their parents and need their information to help them the best I can when they shall make an agreement

Intro to In my shoes

- Telling them that I use a data program because it makes it easier to talk and is a bit more fun too.
- Asking what mouse they prefer: the hand hold or the pad.
- Informing about left click, drag and left click when we use the first module.

Choosing modules

- Always choosing labelling emotions
- By their choosing of what emotions they pick first, they show what is most relevant for them or show what they intend to show me.

Depending on age and competence in emotions I choose situation module to practice combination of situation with emotion. That helps when interpreting their relations when using module 6 and 8 |

View of the family and relations

- Choosing who they want to talk about first: mam or dad.
- Establishing the context: the one parent and the child as a frame for the talking by noting it as the option.
- If they have already moved we use modul about where they now live
- Using module 5, persons, and add that with their "general emotions" conveys the important persons in their family and gives a glimpse of the relations

Relations for support and neglect

- Module 6 , emotions and relations helps conveying how they concrete experience the parent in the breakup/separation phase.
- Both resources, problems, attachment and neglect comes forth directly or indirectly to be interpreted by the therapist.
- It is important to ask more questions from what I get from the filling.

Questions

- Every saying can be unpacked.....
 - How is it for you when...
 - How do you experience...
 - What is happening when....
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- Always noting into talking or thinking bubbles or in a text box, so the child experience the importance of what they tell

Variation

- For a less thorough view we use module 8 as a variation when we have used mod 6 before.
- Useful when we know the child well from earlier conversations
- Useful when we are to check how is the situation after some time
- Useful for us to «measure» the emotion on topics that we want to focus on by setting up themes such as conflict, friendship, quarrelling, talking together, new partners, moving back and forth. Thus establishing a starting point for conversation about difficulties.

Plan changes

- Module 8B scaling has been useful to look on the consistence of what is labelled before.
- Has helped to be aware of uncertainty in the relationship with one of the parents
- The externalisation in the module has helped to plan together with the child how to change what they dislike or where they experience problems.

Back to parents

- The information gathered from the IMS conversation is presented to the parents in the ongoing mediation process
- They recognize familiar perspectives and relate to what are new
- The therapist then challenge their opinions from what the children have told
- Helps focus the children and not the unagreement.
- The results effect the agreement