



This project has received funding from the European Union's Rights, Equality and Citizenship Programme (2014 – 2020) under grant agreement 764255 BADEV



## Lighthouse MBT-P Training: Warsaw January 2019



Ideally, attendees at the Lighthouse MBT-Parenting Programme training will have completed the MBT Basic training or MBT Skills training. However basic MBT Skills training will be covered and rehearsed throughout the 5 days so attendees without a Basic Training will nonetheless have had a good introduction to MBT by the end of the week.

### What is the Lighthouse Programme?

The Lighthouse MBT-Parenting Programme was developed in collaboration with the Anna Freud Centre. The programme has been written to the strict guidelines provided within the Quality Manual for MBT to ensure treatment integrity (i.e.: treatment adherence, therapist competence and treatment differentiation) and has been approved by Professors Anthony Bateman and Peter Fonagy founders of the MBT approach to working with BPD.



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The Lighthouse Programme is an evidence based intervention, underpinned by research in the fields of attachment, child development and neuroscience and by core psychoanalytic concepts that offer insight into how our minds and relationships work. It draws on advances in Mentalization based Treatment for adults with Borderline Personality Disorder (BPD). The programme aims to improve parental functioning and strengthen the parent-child relationship by means of a unique combination of psycho-education, individual and group-based psychotherapy. It was developed to promote mentalizing<sup>1</sup> modes of thinking and parenting in this high-risk, exacting clinical population. It aims to enhance parents' capacity to mentalize and in particular to mentalize their children, to enhance attunement in parent-child relationships, to promote secure attachment and reduce Disorganization and to reduce risk of harm and risk of trans-generational transmission of psychopathology including BPD traits and attachment difficulties. In addition to using MBT treatment interventions (group, individual and adapted MBT-Parenting techniques), images and metaphors of the lighthouse, sea, sea journeys and the shore etc., help parents grasp hold of key mentalizing, attachment and psychoanalytic concepts.

Currently, in the NHS the programme comprises 20 week (weekly) group treatment and fortnightly individual MBT treatment for each parent. However, there are modified programmes for less disturbed populations providing only the group treatment component and this shortened to 10/12 2 hour sessions, or 6 whole days over three months. The results of a pilot within the NHS were reported in the paper published in November 2018 in the *Journal of Clinical Child Psychology and Psychiatry*.

*Byrne, G., Sled, M., Midgley, N., Fearon, P., Mein, C., Bateman, A., & Fonagy, P. (2018). Lighthouse Parenting Programme: Description and pilot evaluation of mentalization-based treatment to address child maltreatment. Clinical Child Psychology and Psychiatry. <https://doi.org/10.1177/1359104518807741>*

## Learning Objectives

The training will give participants an understanding of the centrality of mentalizing to the parent-child relationship and the literature and research evidence pertaining to this. Participants will be equipped with the clinical skills to enhance parent's capacity to mentalize, and in particular, to mentalize their children. Promotion of mentalizing with parents aims to enhance attunement in parent-child relationships, to promote secure attachment and reduce disorganization and to reduce risk of harm and of trans-generational transmission of psychopathology / attachment difficulties.

The training aims are for participants to:

- a) Pick up the manual and feel able to run the programme with supervision

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### <sup>1</sup> Mentalizing

Mentalizing refers to our ability to attend to mental states in ourselves and in others as we attempt to understand our own actions and those of others on the basis of intentional mental states. A focus on this very human activity as a therapeutic intervention forms the core of *mentalization based treatment (MBT)*. MBT was initially developed for the treatment of borderline personality disorder (BPD) although it is now being used on a wide range of disorders and treatment groups including parents, children, adolescents and families.



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- b) To have a good grasp of the competences (MBT generic and Lighthouse specific)
- c) To experience something of what it is like to be a parent in the group
- d) To have role played at least once as therapist/parent in group real or role plays

The training is designed to be in part 'experiential', so that participants have direct experience of the programme and of the MBT stance and skills. Teaching methods include didactic, role play, 'real-play' and group check-in and check-outs and have been very positively evaluated by participants to date.

### Location

Warsaw

### Day One

1. Introductions
2. Why MBT for this client group?
3. Lighthouse quick tour (including Lighthouse Journal)
4. Introductory group video  
Tea Break
5. Module 1: setting the scene  
Lunch
6. Competences and reflective check-list 1
7. Module 2: illuminating beam
8. Role-plays 1: Individual MBT skills – validating feelings
9. Module 3: scanning beam  
Tea break
10. Modules 4, 5: feelings, safe harbour
11. Modules 5, 6: adventure, rough seas
12. Group check-out (volunteer co-facilitators)

### Day Two

1. Group check-in
2. (Real-play 1: memory box)
3. Modules 8, 9: secure attachment, prism
4. Module 10: how I know who I am  
Tea Break
5. Modules 11, 12: piracy, battleships
6. Lunch
7. Role –play 2 Group: Exploring piracy
8. Competences and reflective check-list 2
9. Group check-out

### Day Three

1. Group check-in
2. (Real-play 2: feelings into harbour)
3. Tea
4. Module 13: raft part 1
5. Lunch



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6. Real-play or Role-Play – Raft 2
7. Tea
8. Group check-out
9. Final feedback and goodbye

#### Day Four

1. Group check-in
2. Modules 15: projecting beam
3. Video of patient group
4. Tea
5. Lunch
6. Modules 17, 18: rocks beneath the surface, wrecking light
7. Tea
8. Module 19: alien self (Role-play 4: alien self discussion)
9. Group check-out

#### Day Five

1. Group check-in
2. Further voyage
3. Lunch
4. Competences and reflective check-list 4
5. Module 16: night seas
6. Further voyage
7. Tea
8. Group check-out
9. Final feedback and goodbye

## Methods

### *Facilitator Guide*

We will provide you with a printed copy of the Lighthouse MBT-P Facilitator Guide and you will have this to hand throughout the training. This also the manual for running the programme.

### *Didactic teaching*

We will model as we train you how you might teach some of these modules to parents in the programme using a mixture of PowerPoint and various media.

### *Role plays and 'real-plays'*

Role playing is used a great deal in MBT trainings so you will be familiar (and no doubt keen) to role play during this training. A **'real-play'** is where you participate as yourself rather than assuming the role of a patient/parent. We offer this with some guidance and cautionary advice not to bring unprocessed personal material that may render you vulnerable beyond the reach of the training to contain and awareness that you are likely to experience, as our parents do, strong feelings associated with



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important figures in your childhood. Where participants have chosen 'real-play' they have felt that they understood at a deeper level, the power of the programme and the experiences of the parents in the programme.

A 'real-play' will involve 6-8 volunteers to sit in the middle of the room with the facilitator(s) and take part in an exercise (usually reflection on Lighthouse material or similar), the others will sit outside and observe quietly. After 30 minutes we will then reflect and discuss as a large group. There is no pressure to participate and if we have no volunteers or as a group you decide this; we can revert to role plays, however, we will strongly encourage you to 'real-play' the first exercise.

#### *Check-in and check-out*

At the end of day one we will facilitate a '**check-out**', much as we do at the end of each group in the programme. It is an opportunity for us to learn what was helpful, what needs tweaking etc. and it is another opportunity for you as delegates to experience being in an MBT group as we will model competences from MBT and MBT-Lighthouse.

At the beginning and end of days two and three we '**check-in**' and out and we will invite one or two of you each time to co-facilitate the group. Again, this is an opportunity for you to role-play being a therapist in a group.

#### **Tutors**

Gerry Byrne

**Gerry Byrne** is a Consultant Nurse and Child Psychotherapist and Head of Attachment and Perinatal Services, Oxford Health NHS Foundation Trust which includes the Family Assessment & Safeguarding Service (FASS Oxford and FASS Wiltshire and BaNES), the Infant Parent Perinatal Service (IPPS) and the ReConnect Service in the UK. As a member of these teams since 1990 Gerry has specialised in the assessment of parent-infant relationships and attachment and the individual assessment and treatment of parents who have abused their infants.

#### *Mentalization-Based Treatment Training*

Gerry has trained in Basic and Advanced Mentalization Therapy Skills with Peter Fonagy and Anthony Bateman and is a MBT trainer and supervisor for the Anna Freud Centre. He co-ordinates with the Anna Freud Centre the MBT trainings in Dublin, Ireland, and regularly teaches MBT Skills in Ireland and the UK.

#### *Teaching and Conferences*

Gerry is a tutor on the Masters in Psychoanalytic Observational Studies Course (Tavistock & University of Essex). He lectures at Oxford University on the clinical trainings for psychiatrists, psychotherapists and clinical psychologists and is an Honorary Principal Lecturer at Oxford Brookes University.