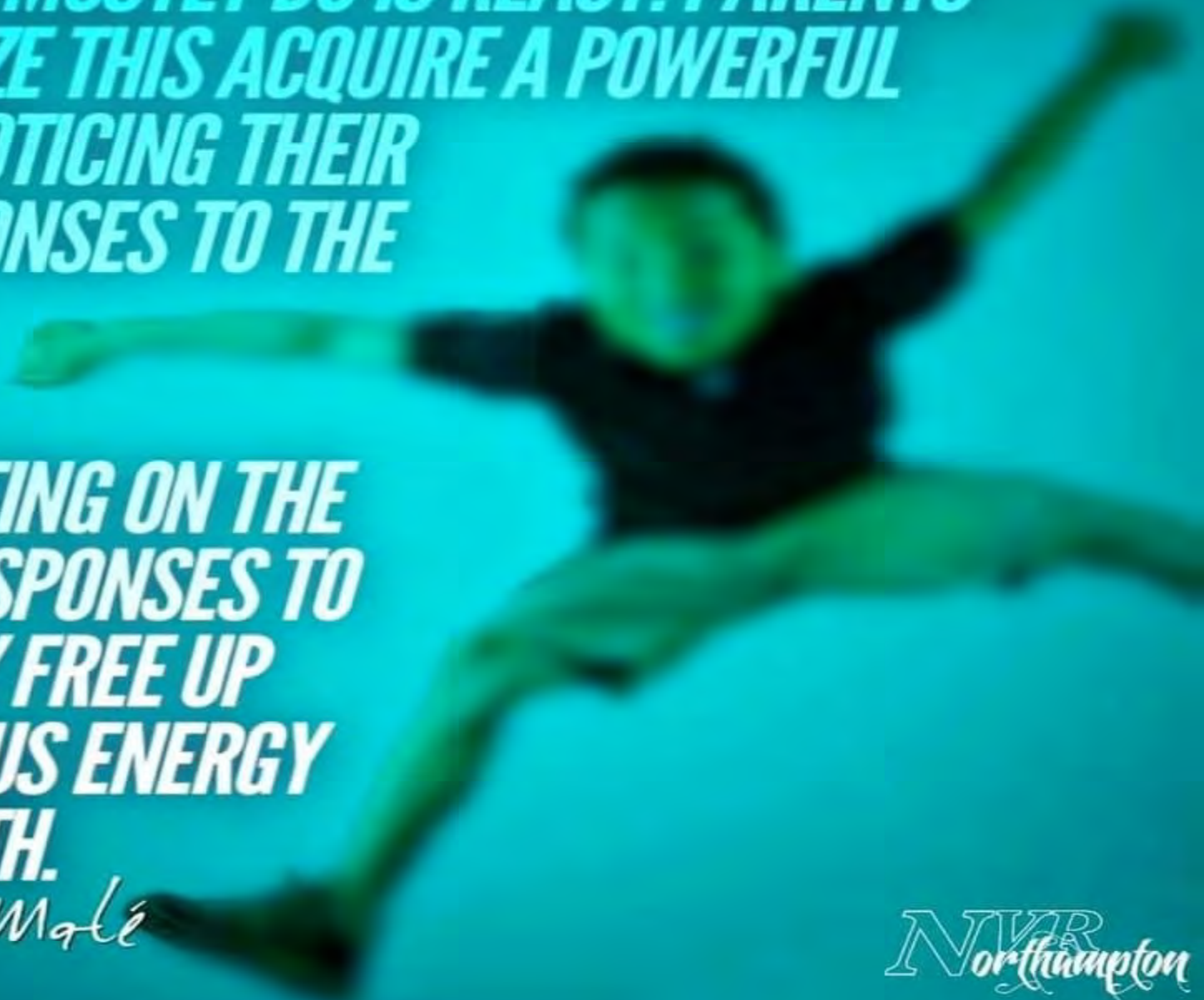


***WE THINK THAT CHILDREN ACT, WHEREAS
WHAT THEY MOSTLY DO IS REACT. PARENTS
WHO REALIZE THIS ACQUIRE A POWERFUL
TOOL BY NOTICING THEIR
OWN RESPONSES TO THE
CHILD,
RATHER
THAN FIXATING ON THE
CHILD'S RESPONSES TO
THEM, THEY FREE UP
TREMENDOUS ENERGY
FOR GROWTH.***

Gabor Maté





SMILE & INTENTIONAL AND CONNECTED

Chaos to connection

- ▶ Chaos and multiple placement breakdowns

PLACE

- ▶ To help move between chaos and connection we need an intentional and connected parenting approach
- ▶ Mosaic has built on Dan Hughes five building blocks Of 'PLACE'

SMILES foundation stones

- ▶ **Extending Empathy**
- ▶ **Intuition**
- ▶ **Self-restraint**
- ▶ **Discretion**
- ▶ **Understanding**
- ▶ **Compassion**
- ▶ **Reflection**
- ▶ **Wisdom**

Ponder time

- ▶ Can you think of some examples where you have used these 'stone'?
- ▶ On reflection, did this work well or was it difficult for you?

Inside Out

▶ <https://youtu.be/QT6FdhKriB8>

Therapeutic Relationship

- ▶ **The relationship with the children and young people is key to understanding how to help them emotionally, socially, and academically. This is because within the relationship children either wittingly or unwittingly, consciously or unconsciously, let themselves be known to the foster parent. FOCUS on the relationships and emotions more than on the behaviour. Relationships are at the core of SMILE, the experience of managing relationships is something these children are not familiar with**

Empathic relationship

- ▶ We cannot underestimate the importance of an empathic relationship

<https://www.youtube.com/watch?v=KZBTYViDPIQ>

Relationship

- ▶ **Relationship is the Key to opening the door to trust and connection**

Intentional parenting includes:

- ▶ **CO-REGULATION**
- ▶ **ATTUNEMENT**
- ▶ **So what do these look like in a relationship?**

Core factors – The 6 R's in relationships

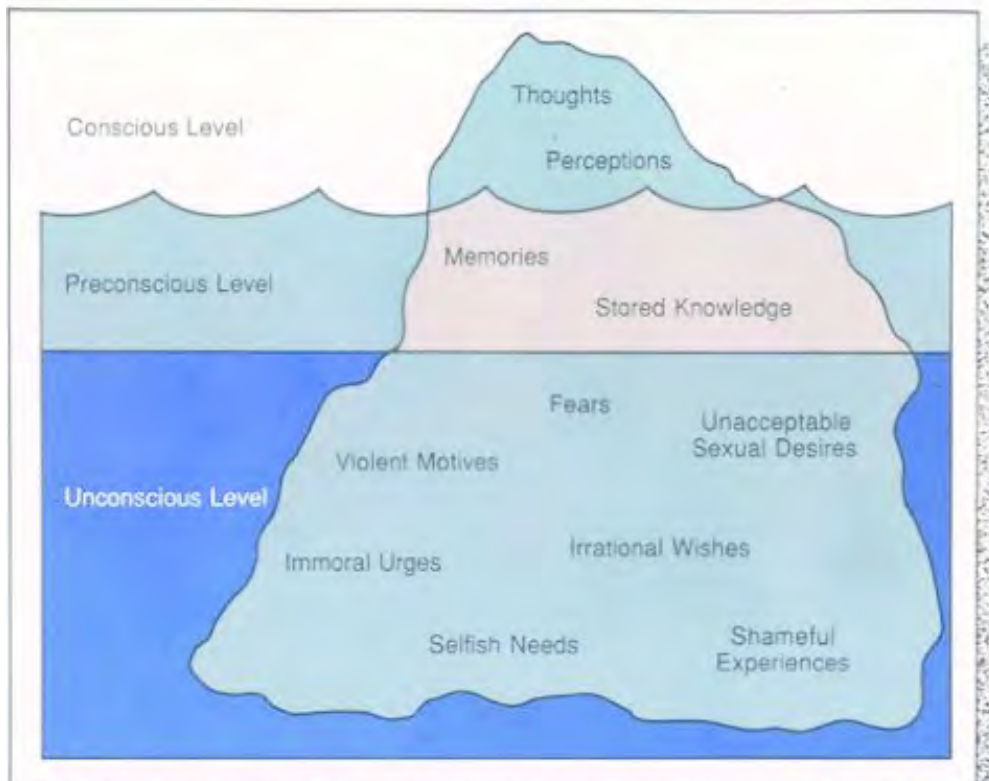
- ▶ Relational (safe)
- ▶ Relevant(developmentally-matched)
- ▶ Repetitive(patterned)
- ▶ Rewarding(pleasurable)
- ▶ Rhythmic(resonant with natural patterns)
- ▶ Respectful(child, family, culture)

BRUCE PERRY

Ponder time

- ▶ Why do we not suggest using reward-punishment thinking?

PERS 5 Freud's View of the Human Mind: The Mental Iceberg



The Human Mind

▶ The iceberg

This is what you see

Withdrawn Controlling
Distant Angry Compliant Rude
Manipulative Defiant Aggressive Overly happy
Oppositional

But if you really knew me

Worthless Scared Stressed
Panicked Numb Unloved Unsafe
Frightened Shamed
Confused

Ponder time

- ▶ Therapeutic parenting needs an intentional toolbox to help the child feel understood and gain a better understanding into ourselves
- ▶ Thinking about the iceberg and the ‘what you see’, what do you think could be the young people’s hidden needs?
- ▶ Think of some examples of these hidden needs and what your responses may be?

Tools for your toolbox

- ▶ We need to listen to the feelings and let go of the concept of fixing things
- ▶ Name the feelings alongside the children ie: Wobbly
- ▶ We cannot make the difficult feelings disappear, but we can diminish them over time by acknowledging them and letting them know that it is okay to feel that way and helping them through that particular situation.

Tools for your toolbox....

- ▶ Use Visual Images as often words can carry many meanings
- ▶ Be careful of the invitations handed out
- ▶ Communication by impact
- ▶ Do not expect to resolve situations in your time frame but in theirs.
- ▶ Manage all expectations
- ▶ Wonder about the behaviour “I wonder if you might be feeling worried about”. You won’t always get it right, but it lets the children know that you care about how they are feeling.

Tools for your toolbox....

- ▶ Create a space for a conversation don't just open it up
- ▶ Sometimes there might be a natural opening where a child wants to verbalise a worry NEVER shut this down.
- ▶ Time in “as being with you can make me more of myself”
- ▶ Sit outside the bedroom if they have taken themselves up there so they know you are near
- ▶ Model Calmness
- ▶ Model repairing relationships
- ▶ Be mindful of Sensory overload

Tools for your toolbox....

- ▶ Distraction Techniques before they flip their lid
- ▶ Flipping your words could instead of would and your thoughts
- ▶ Remain open and enquiring rather than knowing
- ▶ The intersubjective dialogue that happens as the relationship deepens
- ▶ Eye contact, smiles , touch, hugs, rocking, movement, food
- ▶ Emotionally available in times of stress
- ▶ Transitional Object
- ▶ Meet them at their emotional age, not chronological

Tools for your toolbox....

- ▶ Safe surprises
- ▶ Playful, nurturing, holding your child
- ▶ Make choices for them as they grow emotionally then offer a choices but keep them small and not too many-overloading
- ▶ Structure Activities
- ▶ Reciprocal communication of feelings & thoughts – shared activities
- ▶ Humor & be careful with teasing
- ▶ Routines & Rituals to develop a mutual history
- ▶ Every Child is an individual what works for one might not work for another

RAW

- ▶ Mosaic's 'RAW' response to dysregulation

Importantly

- ▶ Stop and think before accepting an invitation from the child or young person

Ponder time

- ▶ Have you been in a situation where you have accepted an ‘invitation’?
- ▶ Would you do anything differently now?

Framework

- ▶ Meet the child where they are at not where we want them to be
- ▶ Create a sense of safety
- ▶ Supporting a sense of calm
- ▶ Boosting self-efficacy
- ▶ Social connectiveness
- ▶ Promoting hope

Let's think about this framework

▶ Boundaries and consequences

You are human!

- ▶ Boundaries gives us the opportunity to role-model to our children how to deal with situations we don't like. Inevitably we are human and therefore will get this wrong from time to time, in which case we are offered a great opportunity to role model how we repair any difficulties that have arisen as a result of our actions

Pausing

"Pausing a moment between an impulse and an action is a life tool. Developing this strength helps a child physiologically and emotionally. But it's a strength that must be learned - we are not born with it."

Dr. Bruce Perry

The most important part!

- ▶ Time & compassion for yourselves to repair, process & regulate

Oxygen masks

- ▶ **Triggers**
- ▶ **Sight**
- ▶ **Sound**
- ▶ **Touch**
- ▶ **Taste**

Things I Need You to Know

► By Mitch Abblett, Ph.D.

WHAT TO TELL MYSELF WHEN I'M FEELING DISCOURAGED

1. This is **tough**. But so am I.
2. I may not be able to control this situation. But I am **in charge** of how I respond.
3. I haven't figured this out...yet.
4. This challenge is here to teach me something.
5. All I need to do is take it one step at a time. **Breathe.** And **do the next right thing.**