Nurturing the Spirit
Beyond Behavior Management

presented by
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Nurturing the Spirit

Beyond Behavior Management
Who

- Master’s Level Psychologist
- Infant and Early Childhood Specialist
- CTSS for LLBH
Who

- Mentors from the University of Minnesota and University of San Francisco
Emotions: Seeds to Identity

- Emotions are experienced in (and patterned by) our earliest relationships
We want this...
Instead of this...
We need this
Core Concepts

Attachment

Primary attachment relationships create 4 core observable patterns
Attachment

Bowlby defined attachment as a strong *emotional* tie to a specific person that promotes the young child’s sense of *security*.
Attachment theory….child needs a constant relationship ....in order to thrive and develop in a healthy manner.

Davies, 2011
Functions of Attachment

“All You Need Is LOVE”

– Providing a Sense of Security
  LOVING PROTECTION

– Regulation of Affect and Arousal
  LOVING ASSISTANCE and ATTENTION

– Promoting the Expression of Feelings and Communication LOVING INTEREST

– Serving as a Base for Exploration LOVING REASSURANCE!

Davies, 2005
Childhood (relationship) patterns are for life

Early relationship experiences are important because they are the first models or prototypes for models of self regulation.

- L Alan Sroufe

Primary researcher, 30 year longitudinal attachment study
Reflection
Who

- Pizza, dog, nature, child, garden, bird, and life lover
Who

Grandpa Jack
Who

Grandpa Jack
Reflection
Core Concepts

Development

Development is complex, adaptive, and relationally produced over time.
Emotion Regulation by age

- Baby – Parent regulation
- Toddler – Guided self regulation
- Preschooler – Self regulation
- School age – Self integration
- Adolescence – Independence
- Transition to Adulthood – Increased Responsibility for Self and Other
Core Concepts

- Self Regulation
- Guided Self Regulation
- Dyadic Regulation
- Infant Participation
- Caregiver Regulation

Emotion
Core Concepts

Complexity

- Neurobiology
- Safety
- Relationships and Experiences
- Emotions
- Motor, Physical
- Language, Vision
Adapted from the Program for Infant/Toddler Caregivers
Core Concepts

Complex & Comprehensive

Secure - loving attachment relationships support ALL areas of development
Parenting? Be prepared. Be very prepared.

**kids**

eat. poop. **love.**

An Infant Care Class for New & Expectant Parents.
Core Concepts

Attachment

Primary attachment relationships create 4 core observable patterns
Attachment Patterns

• The four attachment types are:
  1. Secure
  2. Insecure–Avoidant
  3. Insecure–Ambivalent/Resistant
  4. Insecure–Disorganized/Disoriented

Davies, 2005
Attachment Clues

• Feeding, sleeping, asking for help
• Relationships
• Exploration
• Problem solving
• Attention

Davies, 2005
Secure Attachment Safe, Consistent Love

http://www.youtube.com/watch?v=s608077NtNI
Insecure Ambivalent Resistant

• Baby: fussy, hard to soothe
• Toddler: difficulty soothing
• Toddler: 24 months may cling and not explore, may bite or be aggressive
• Preschooler: lacks independence, trouble calming, ‘resists’
• Future risk for depression, anxiety
Insecure Ambivalent Resistant

• What can you do?
  – Provide secure, clear consistency
  – Routines and structure
  – Soothing – people or distraction
  – Use regulation ½ steps
    • Connect through a toy or activity
    • “Let’s look at dinosaur….together
    • “Now let’s sit close to circle with dinosaur
Insecure Avoidant

- Baby: looks away, seems aloof
- Toddler: ignores mom coming and going
- Toddler: prefers movement and play to people
- Preschooler: very independent, aggressive
- Future risk for conduct disorders, lack of empathy, poor relationships
Insecure Avoidant

• What can you do?
  – “woo” or ‘intrude on’ the isolation
  – Encourage connection with you
  – Use relationship ½ steps (from isolation to connection)
  • You can use computer if you share with….
  • How about helping so and so build …
  • If he / she falls and doesn’t cry “I’m here if you need a break, it can be scary to fall”
  • Introduce emotion and relationship words
  • “I like watching you play, it makes me smile”
Disorganized

- Baby: may ‘space out’
- Toddler: may suddenly stumble or lose a physical ability ‘out of the blue’ or do something that seems ‘disorganized’
- Preschooler: difficulties in all areas of development including mood, planning, problem solving, relationships and thinking clearly
- Future risk for disorganized thinking and difficulty coping in all areas of life
Disorganized

• Safety first...intervene, protect, explore
  – All children need safe, consistent and reliable caregiving....this is the extreme opposite of that
  – -Provide external structure and organization
  – --Help inner organization through relationship and routine
Reflection
Four Directions
Ancient wisdom
Conceptualization Model
Four considerations

- Safety
- Emotion Regulation
- Relationships
- Growth & Development
Conceptualization Model
Developmental considerations

- Ask for help, rely on adults, enjoy others, kindness
- Thinking, Language, Relationships
- Emotion Regulation
- Sleep, Eat, Poop, walk
Conceptualization Model

Intervention Considerations

- Verbal Instruction
- Open vs closed language
  - “next time”
  - plant seeds
- Body Language, breathing, proximity
- Provide structure and safety
Conceptualization

Four considerations

Describe child: age, family
Describe child’s experience
Describe child’s functioning
Describe child’s need

Describe in simple language, not technical language
Conceptualization
Four considerations

Freddy was a nearly 3 year old child who met his grandparents for the first time at age 2-1/2 after spending two days alone at a homeless shelter abandoned by his parents.

PAUSE and FEEL
Conceptualization

- Freddy?
Conceptualization

Four considerations

Aggressive, reactive and mistrustful, Freddy would stomp on his cousin’s hands when he walked by, tried to knock down a supersize tv screen and scream when his grandparents told him to go to bed. He was sent home from Head Start and refused to follow the schedule.

What did Freddy need?
Conceptualization Model

Four considerations

- Safety
- Emotion Regulation
- Relationships
- Growth & Development
Conceptualization Model
Developmental considerations

Thinking, Language, Relationships

Ask for help, rely on adults, enjoy others, kindness

Emotion Regulation

Sleep, Eat, Poop, walk
Conceptualization Model

Intervention Considerations

- **Verbal Instruction**
  - Open vs closed language
  - "next time" plant seeds

- **Body Language, breathing, proximity**

- **Provide structure and safety**

Additionally:

- **'next time'**
Practice
Four considerations

Freddy’s class would have breakfast when they arrived, and then go to a book area to ‘read’ books by picking them out of a bookcase and looking at them. Freddy would find the dinosaurs.

What would you do?
Practice
Four considerations

What would you do? (teacher)

Higher brain / Behavioral directive:
You need to go to the book area. It’s book time, or even “where do you need to be.”

More emotional / limbic /
Understanding his development: It’s hard to slow down when your body feels fast. You can look at books and look out the window when you need to
Practice
Four considerations

Lower Brain / Safety / Body
Language / Building relationship: Nod and watch while he plays with dinosaurs. Hum. Say one or two words. If they fight “ouch that would hurt” Pause

Stay nearby frequently, smile, high five, thumbs up, notice

Once calm and connected, say “You like dinosaurs,” Pause some more.

Wonder out loud “I wonder which is your favorite”….then, MAYBE you can say “let’s find a book about dinosaurs”
Practice
Four considerations

Teach these skills:

Notice “Notice teachers help”
Wonder “I wonder if you would...”
Remember “Oh you forgot!”
Try one small thing “Say hello”
Practice “I need help” or “Camel”
Help others notice, remember, etc
“What would you tell other kids”

Inspired by Developmental Repair and Washburn therapists Lauren Neitz and Matthew Witham. Adapted by Amy Donnan.
Reflection
Reflection

Opening Your Heart
Awakening, Balancing, and Healing Emotions

GUIDED IMAGERY WITH AMY DONNAN, MA, LP
Reflection

- Includes child, self, family
- Includes development, regulation, etc
- Prioritizes safety
- Focuses on what the child needs at this point in time
- Acknowledges experiences and feelings
Reflection

• Noticing examples:
  - Notice when teachers help other kids
  - Notice when other kids say hello
  - Notice that teachers are there every day
  - Notice other kids who need help or ask for help
  - Notice kids having fun at circle
Reflection

• Wondering examples:
  - I wonder if you get scared when you hit
  - I wonder if you know why you hid in the bushes
  - I wonder if it’s hard or easy to ask for help
  - I wonder if you miss your mom at rest time
  - I wonder if it is scary to sit too close
Reflection

• Remembering examples:
  - You forgot you’re safe at school!
  - Maybe next time you’ll remember teachers can help
  - I was right here and didn’t see you needed help
  - You forgot we don’t say those words in school; you’ll remember next time
• Try, Practice, (Celebrate)
  - Let’s read a book together
  - You’re ready for book time. You can keep the dinosaur with you as long as you have a book nearby
  - You found a book about dinosaurs!
Reflection
Practice

- Includes child, self, family
- Includes development, regulation, etc
- Prioritizes safety
- Focuses on what the child needs at this point in time
- Acknowledges experiences and feelings
Tools and Resources

Amy’s tools & toys  www.lovemyfeelings.com
Zero to three  www.zerotothree.org
Incredible Years  www.incredibleyears.com
National Child Traumatic Stress Network  http://www.nctsn.org/
LLBO Head Start 218-335-8353
Leech Lake Behavioral Health 218-335-3050
Language of the Heart, LLC 866-204-KIDS*
Tools and Resources

www.lovenmyfeelings.com