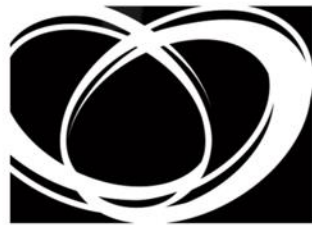


Seeing the world through your child's eyes

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intermountain

Caring Solutions ■ Strong Families ■ Healthy Communities

Goals of this afternoon

- Understanding versus correcting
 - Here and now, you and me.
- Identifying the developmental skews
 - Understanding how your child sees the world.
 - Choosing an intervention that matches the age.
- Creating the narrative
 - Learning the language of hope.

Two versions

- Video will be provided

In the first scene

- Is the behavior in or out of the relationship? Is this something to pay attention to?
- What age would you say Ingrid is chronologically? What age is she emotionally?
- What hooked the adult?
- Is the adult responding or reacting?
- What is the basic feeling?

Second attempt

- Video will be provided

In the second scene

- What is the difference?
- What changed? Is the behavior in or outside of the relationship?
- What age is Ingrid emotionally?
- Is the adult responding or reacting
- What is the basic feeling?

Developmental Age

*Where
is Your
Child?*

Developmental Age	Relational	Social	Emotional	Physical	Cognitive	Sexual	Moral
16							
15							
14							
13							
12							
11							
10							
9							
8	x	x	x	x	x	x	x
7							
6							
5							
4							
3							
2							
1							
0							

Barry and his family



Back to Barry

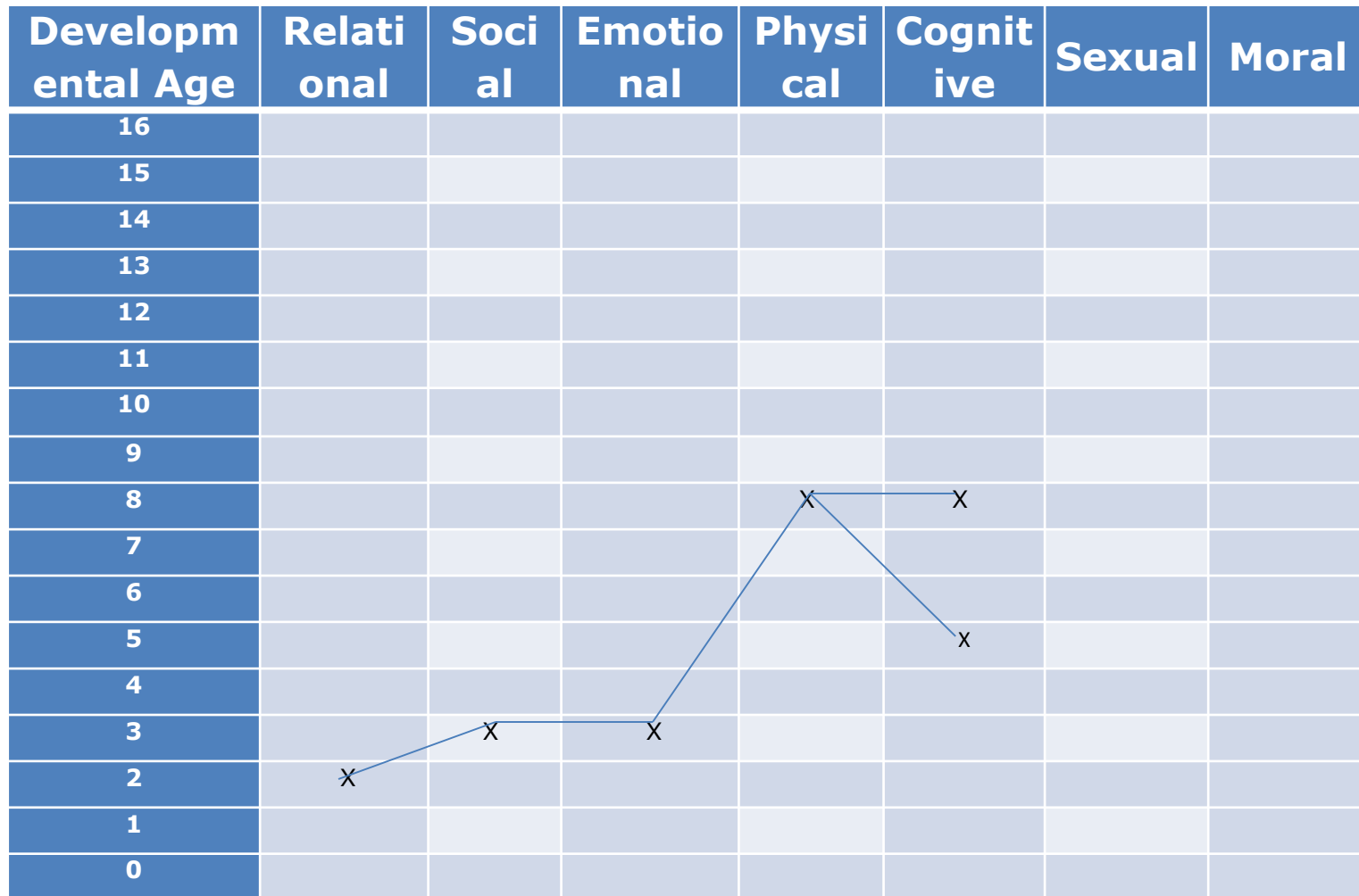
- Barry is now 8. Sister Sarah is now 11.
- Barry hates school and rips up his homework rather than doing it.
- He is mean to Sarah; makes fun of her and punches and pinches her.
- Barry has been seen to harm the family dog. He denies it, but the dog is terrified of him.
- Whenever Susan goes away, Barry destroys things and is wildly aggressive to Doug.

Thinking about Barry

- Relational age (p. 63):
 - During stress – 12-18 months. Think of initial loss and transitions 6 months – 3 years.
- Psychosocial age (p. 65):
 - During stress: 18 months – 3 years
- Emotional age: (p 67)
 - During stress: 18 months – 3 years.
- Cognitive age: (p. 70)
 - When OK: Concrete: when struggling: preoperational

Developmental Skews

Where
is
Barry?



P 65, 67, 70, 77 - 87

Being the therapeutic parent

- **“You and me, here and now”**
 - Remember you are the parent, not the therapist.
- Pick one of the behaviors. Which is the most important? Which could be the most helpful or do the most damage.
- Look for the feeling and create the narrative.

Understanding and intervening – Being mean to Sarah

What do you want the outcome to be?

Correction? Understanding? Being someone for Barry? A peaceful family? Sarah's safety?

What is the emotional need? Age of the

need? Wanting to feel as good as Sarah.

Wanting to be loved. *Social, emotional, relational and cognitive age around 3.*

Pick a time to talk to Barry: Right after the action? A time when things are calm? When you are most upset?

Feelings beneath the behavior (114)

- I HATE Sarah. She is everything I want to be.
 - Mad, ***ashamed***.
- I feel powerless.
 - Glad (when I am powerful). ***Ashamed, scared,***
- I need your attention.
 - ***Scared***.
- You don't care about me as much as you care about Sarah.
 - Mad, ***sad, ashamed***.

Feelings beneath the behavior

- I'm a nobody, I don't belong, I don't fit in.
 - Sad, scared, ashamed.
- When are you going to get rid of me?
 - Scared.
- If Sarah were out of the way, you'd love me more.
 - Mad, scared.

“I can't stand this. Just get rid of me. I'll make it happen so I don't have to wait any more.”

Intervening with a 3 year old

- Most of the intervention would be about limit setting (it's ok to be mad, but not to hit).
- Use your words, tell me about how you feel. (If he can't create the narrative you provide part you know is there.)
- Consequence that is brief. Don't take things away.
- Begin to move him up to his real age.
- Work in therapy to understand jealousy.

Creating the narrative

- “Barry, you and your dad and sister and I are struggling. Our family is struggling .
- You and Sarah are really struggling, but I have hope that we will figure this out together. Because we are a family and that’s what families do.
- Sarah tells us that you are hurting her physically and emotionally by calling her names.

More narrative

- We know this is hard for you. It's hard for all of us as we rebalance our family.
- I know that you want to belong and part of belonging to our family is that we are kind to each other, even when we're mad or jealous or sad or scared. So let's see if we can figure this out together.

Creating the narrative

- I am wondering if you have feelings of mad or jealous over what Sarah has that you don't?
- Remember the hand we drew? Which of those feelings come up for you when you hurt Sarah ? Mad, sad, glad, scared, ashamed?

Going wild when mom is away

– Feeling:

- Mad, ***scared?***

– Age:

- 2

– Reacting:

- Dad gets angry, threatens Barry, takes away privileges OR is placating, just tries to keep the peace. Takes him out for treats.

– Responding:

- Mom gives plenty of warning that she is leaving. Talks to Barry before and after. Leaves notes for Dad and Barry to discover.

Hurts the family dog

- Feeling:
 - Glad (powerful), ***ashamed?***
- Age:
 - 2-3
- Reacting:
 - Scolding, keeping dog away from Barry. Protecting dog.
- Responding:
 - “The dog seems scared of you and it may be because you’ve hurt him. But I know you love him too and want him to like you. Let’s walk the dog together and you and I will train him.”

Speaking the language of Hope (p167 – 168)

- Form an alliance (you and I are struggling).
- Address the current need. (We need to work on this because you want to belong to a family).
- Attuning with emotional and physical proximity. (I'm here with you because I can see how hard this has been).
- Remaining the adult (I statements).

Language of Hope

- Hope forward (some day this will be easier)
- Reframing (seems like you're having big feelings vs. You're being mean)
- Strength and competence as a parent (I don't know what to do right now, but we'll figure it out).
- Needs focused (I know you want to belong).

Language of Hope

- Decreasing failure (We're going to work hard because this is important and we're here to help you get there).
- Right brain to right brain (palms open versus arms crossed).
- Orienting toward preparedness (Let's try this another way because you're just learning how to be in a family).

Trying the language of hope

- Rips up homework (Teacher is calling and saying that Barry is smart, but doesn't bring in homework; he is also mean to other children who are mean to him).
- Forming an alliance:
 - “Barry, we know that you're struggling and we're trying to figure out how we can help.”

Language of hope in homework

- Reframing:
 - “It seems like you get so discouraged and feel like you just can’t do it. It’s all too much.”
- Hope forward:
 - “I hope that someday this will be easier for all of us, but for now, let’s just focus on this assignment.”
- Needs focused:
 - “I know you want to belong and feel as good as all of the rest of the kids and of your sister, and we’re here to try to help.”

Language of hope in homework

- Orienting towards preparedness:
 - “Let’s try this just one step at a time.”
- Decreasing failure and celebrating success:
 - “You try one and see how you do. Then I’ll try one. Let’s get it close. Yipee, you did it! I think this deserves a hug.”

Discussion

- Pick a Barry behavior or the behavior of the child you are working with or parenting and discuss:
 - Is this like any child you know (for a Barry behavior).
 - What is the behavior; in or out of relationship;
 - What is the age?
 - What is the outcome desired?
 - What are the feelings beneath the behavior?
 - How might the parents respond?
- Any thoughts, feelings, reflections?

When nothing works (217- 218)

- Make it the child's choice (you can read or play with legos while I take a time out).
- Remove expectations for the time being.
- Change the rhythm; laugh, be playful, do a role exchange, sit down and do nothing.
- Just focus on care and nurture.
- Refocus on some small positive aspect.
- Focus on what's *good for the child* rather than the *child being good*.

Barry

- Even after Dad talks to Barry, Barry still becomes destructive when mom leaves the house.
 - Solutions? What can dad do?
- Barry continues to hurt the dog when no one is looking.
 - Solutions?

“No short term solutions for long term problems.”

- Remember that your child may have had years of fear, frustration, terror. Or years of feeling he just wasn't good enough.
- Remember that this will take time. Be patient with yourself and with your child.
- Take one behavior at a time and rest.
 - Is it in our out of the relationship.
 - Could be easiest to start with the ones outside of the relationship and move inwards.

You are building a new balance

