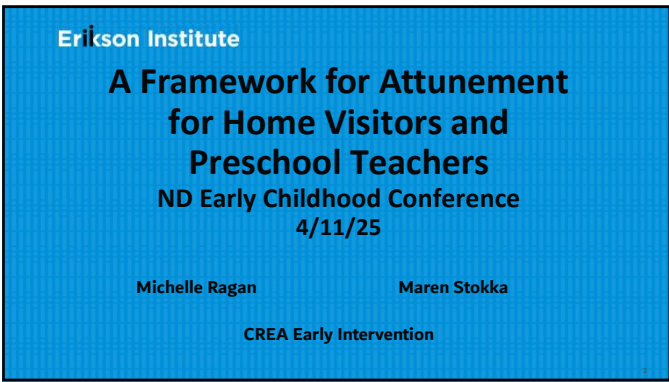
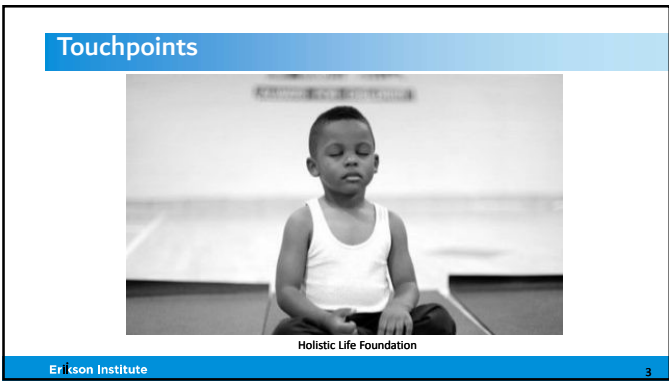


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3

Our Time Together

A Tool for
Attunement

ARC of
Engagement and
the Arc on the
Fly

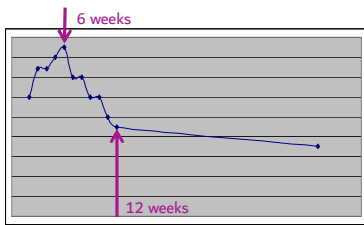
Mindful Self-
Regulation
Empathic
Inquiry

Collaborative
Exploration
Capacity
Building

Integration

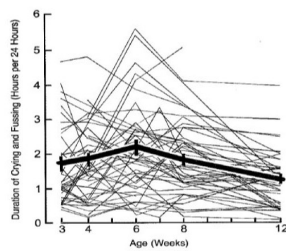
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Normal Crying Curve




5


Normal Crying Curve



6



It's not the amount of crying that matters, it's how the parent experiences it.



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7

A caregiver's inner experience is the key to understanding how any issue is affecting them.









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8

Holding the Caregiver's Experience

 <p>Be where they are</p>	 <p>See the baby they see</p>	 <p>Stay longer in the hard places</p>
 <p>Listen</p>	 <p>Help them find their way</p>	 <p>Have a model that holds you</p>

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9

The FAN

Decide how to respond in the moment

Regulate our own reactions

Reflect on and learn from our experiences

Fussy Baby Network® FAN

Facilitating Attuned Interactions

THINKING

Collaborative Exploration

• ABC: Hold/hold

• Affect Contained

• Understanding baby together

DOING

Capacity Building

• Parent attuned to baby

• Parent helping baby

• Parent ready to try a new way

• Capacity Building Moment

• Angel moment

REFLECTING

Integration

• ABC: End

• Enlight/discovery

• "Aha" moment

FEELING

Empathic Inquiry

• ABC: Beginning

• Verbal/non-verbal

• Release feeling

DOING

Mindful Self-Regulation

• ABC: Pre-contact

• Visitor feels dysregulated

Parents' Concern

Increase Parental Confidence

Strengthen Parent-Infant Relationship

Promote Healthy Development of Parents & Infant

© Erickson, 2010, Jan 2011

Erickson Institute Fussy Baby Network

10

Think to yourself

When you hear the word attunement, what comes to mind for you?

How would you define attunement?

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11

Think about...

What is it like for you when someone tries to

- Change your mind
- Talk you out of what you believe
- Tell you not to feel a certain way
- Jump in with advice

Does that feel like you are attuned with the other person?

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12



Connection is built by BEING WITH


To share in another's experience with no attempt to change what the person is doing or believing

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13



What Do You See?




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14

14



Theory of CHANGE

When someone feels truly understood, or "known," the attunement that occurs creates a space where it is possible to try new ways of interacting.

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15

15




Healing comes through repeated, [attuned] interactions with a compassionate, regulated other



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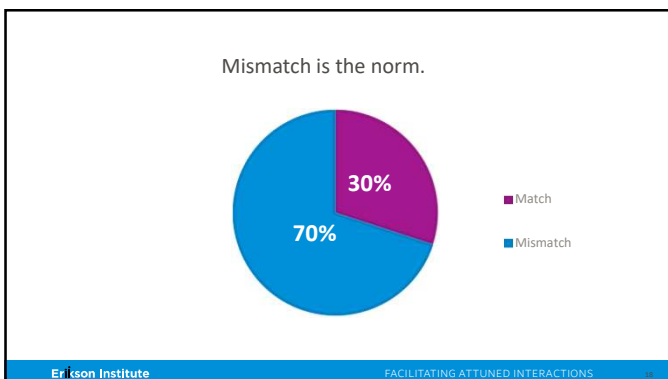
Match/Mismatch

What percentage of time do you think the most “in sync” caregiver/infant relationship is attuned?

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17



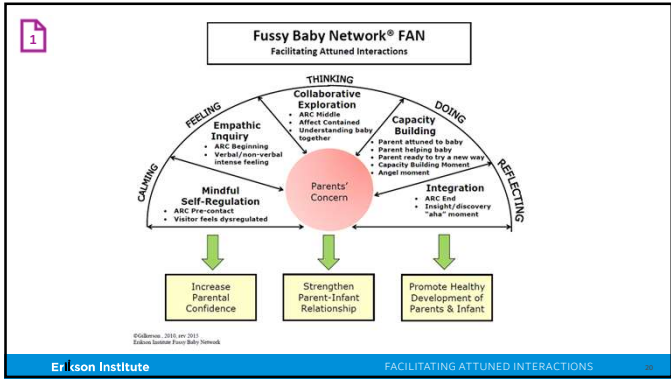
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Video

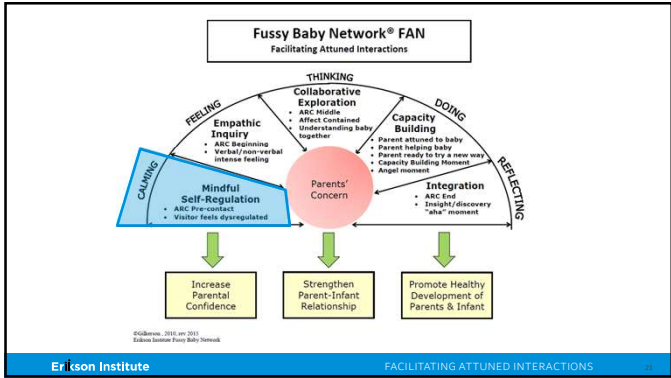
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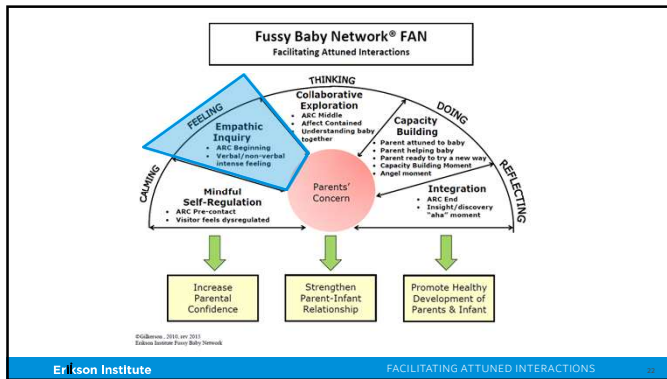
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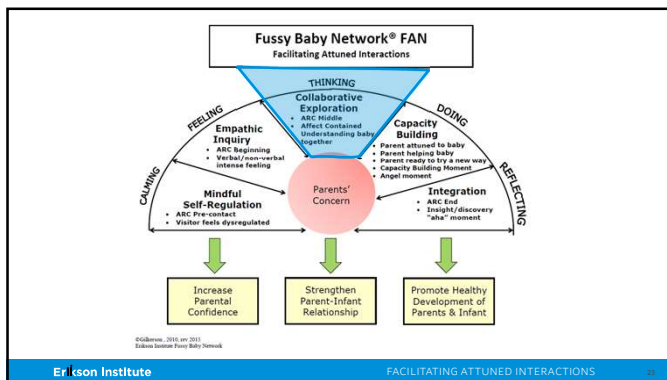
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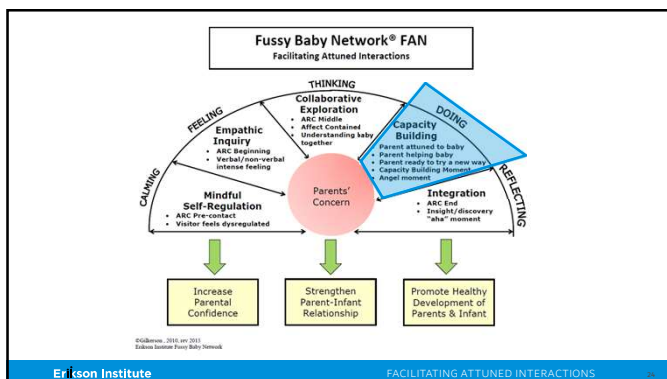
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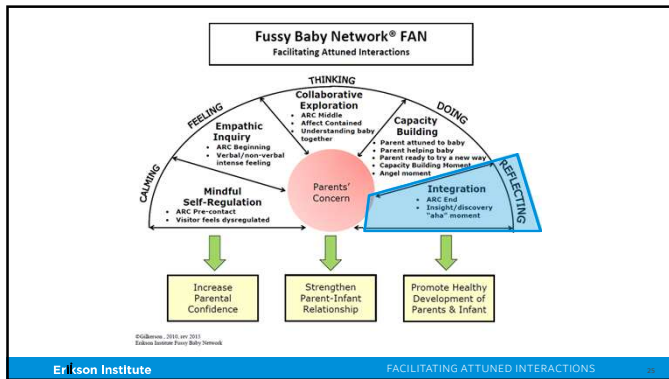
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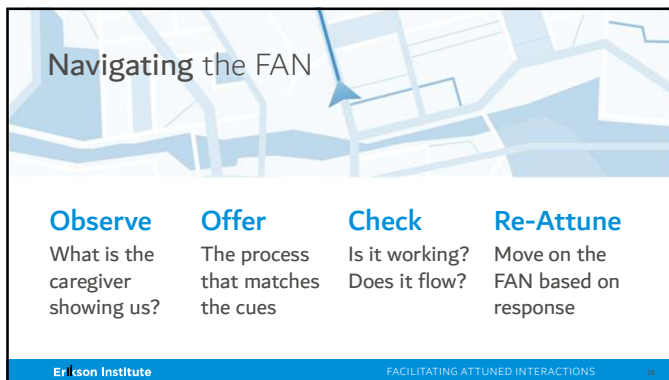
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25



26



27

The FAN and the
ARC of Engagement

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ARC of Engagement: Before

In the beginning

Near the middle

At the end

Before the contact

After the contact

- How am I?
- Who are we to each other?
- What are my expectations?
- What do I need to do to be present?

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FACILITATING ATTUNED INTERACTIONS

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ARC of Engagement: Beginning

In the beginning

Near the middle

At the end

Before the contact

After the contact

- What has it been like **for you** to take care of your child since...

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30

Your ARC of Engagement: Middle

The diagram shows a grey arc representing the 'Middle' phase of engagement. The arc is divided into three sections: 'In the beginning' on the left, 'Near the middle' in the center, and 'At the end' on the right. Below the arc, the text 'Before the contact' is on the left and 'After the contact' is on the right. A blue dot is located in the 'Near the middle' section.

- I just wanted to check in with you. Are we getting to what's most on your mind today?

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ARC of Engagement: End

The diagram shows a grey arc representing the 'End' phase of engagement. The arc is divided into three sections: 'In the beginning' on the left, 'Near the middle' in the center, and 'At the end' on the right. Below the arc, the text 'Before the contact' is on the left and 'After the contact' is on the right. A blue dot is located in the 'At the end' section.

- Three words
- What do you want to remember?
- What would you like me to remember?

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ARC of Engagement: After

The diagram shows a grey arc representing the 'After' phase of engagement. The arc is divided into three sections: 'In the beginning' on the left, 'Near the middle' in the center, and 'At the end' on the right. Below the arc, the text 'Before the contact' is on the left and 'After the contact' is on the right. A blue dot is located in the 'After the contact' section.

- How am I now?
- How might it have felt for them?
- What do I need to do to be present for what comes next?

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ARC Adaptations

In the beginning

- How are things going for you as a parent/caregiver since we last talked?
- What has mom time been like for you?
- How has dad life been for you since last time?

Near the middle

- Is there something else you want to focus on today?
- What do you want to make sure we talk about today?

At the end

- What stood out most from our visit today?

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ARC On-the-Fly

Listen and validate

Thank you for telling me.
That must be really challenging.

Assess and inform

Offer what you can in the moment
Or set time for later
Refrain from offering a rushed solution

Before the contact

Can I commit to listening?
If Yes: I have a moment! What's going on?
If No: That sounds important. Can I call you?

Closing the circle

Thank you again for telling me.
If there's anything else you need, let me know.
Or: I look forward to talking with you more about this

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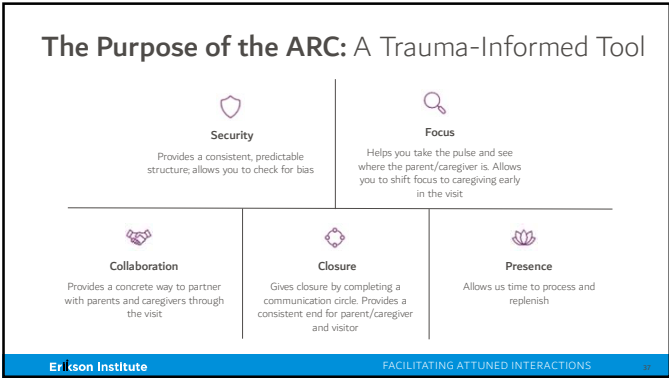
"My child isn't learning anything!"



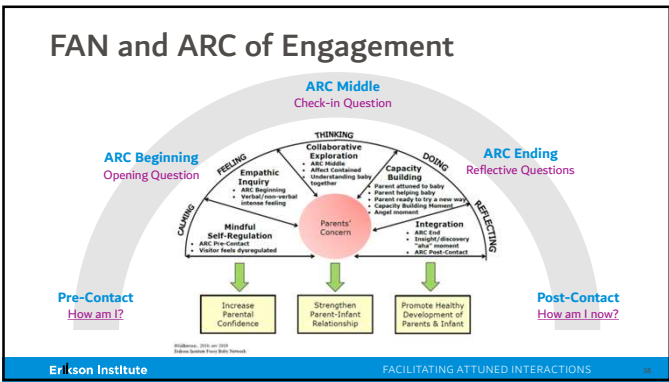
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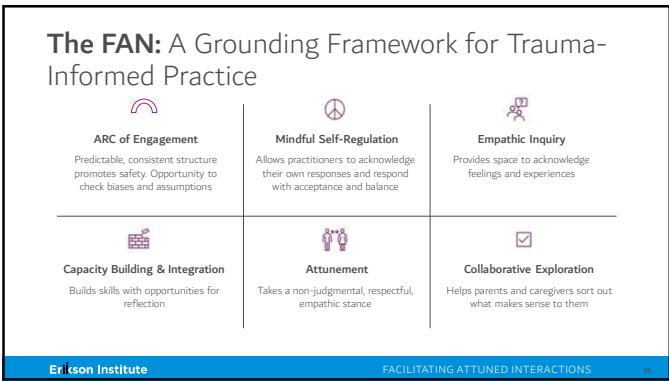
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FAN Training Benefits



- More able to see from the parent/caregivers' or co-workers' perspective
- Are more collaborative;
- Move from "fixing" to "partnering"
- Calmer and more able to think clearly in stressful interactions
- Show increased reflective capacity and decreased burnout

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FAN Training Benefits: Supervisors



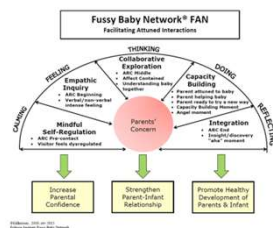
- More aware of themselves and others
- Talk less and listen more
- Ask more questions in supervision
- More able to build reflection in their staff

41

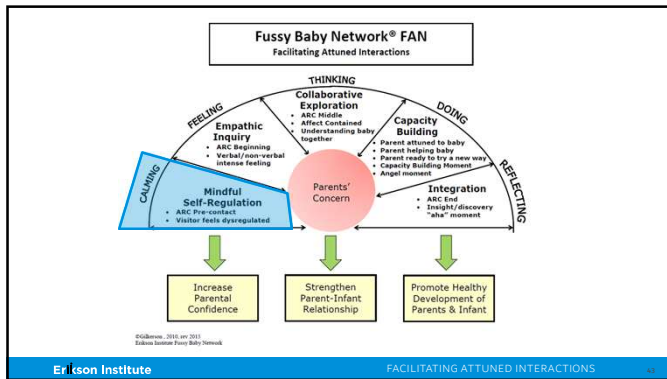


Group Check-In

- What parts of the FAN are making sense to you?
- What are you wondering about?



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“
...it is not possible to work on behalf of human beings to try to help them without having powerful feelings aroused in yourself.
-Jeree Pawl
”

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 **Think about:**

What gets you stirred up?
What shuts you down?

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Dysregulation
is a Cue and
Opportunity

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Continuum of Regulation

Dysregulated

Some Dysregulation

Mostly Regulated

Regulated

↑

Threshold is breeched

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Moving from Reaction to Regulation
with Mindful Self-Regulation

Dysregulated

Some Dysregulation

Mostly Regulated


Regulated

Mindful Self-Regulation

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Four Common MSR Strategies




Breathing



Grounding



Self-Talk



Imagery

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MSR Strategies: Breathing



- Three Conscious Breaths
- Even Breathing
- Double Breath
- Square Breathing
- Breathing to Calm
- Breathing to Activate

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MSR Strategies: Grounding



- Feet on Floor
- The Grounding Chair
- Mindful Walking
- 5-4-3-2-1 Senses (see, feel, hear, smell, taste)

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MSR Strategies: Self-Talk



- "Just keep listening"
- "I can see the light at the end of the concern"
- "By listening, I am partnering"
- "I am creating a safe space for this person to take risks"
- "If I listen, more will be revealed."
- "I've got this."

52

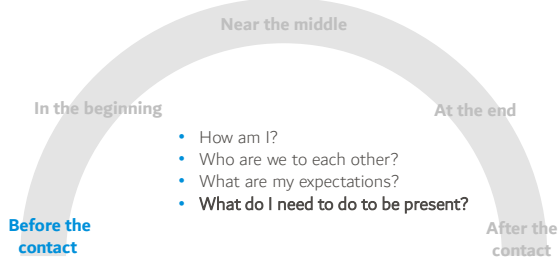
MSR Strategies: Imagery



- Thinking about an image or idea that helps us feel calm, equipped and connected
- Wheat field – flexible, open, moving
- Shifting into low gear
- Clear bubble – close but connected
- Tree—deep roots to ground; swaying branches for flexibility

53

ARC of Engagement: Precontact MSR



54

“I’m here...”
“...to listen.”

“I’m here...”
“..for you.”

A photograph showing a person's arm from the elbow down, resting on a dark wooden surface. The person is wearing a grey long-sleeved shirt with white cuffs. A red and white beaded bracelet is visible on their wrist. The background shows a wooden wall with vertical planks.[illegible]

55

ARC of Engagement: Postcontact MSR

Before the contact

In the beginning

Near the middle

At the end

After the contact

- How am I now?
- How might it have felt for them?
- What do I need to do to be present for what comes next?

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[illegible]

56

Video:
Just Breathe

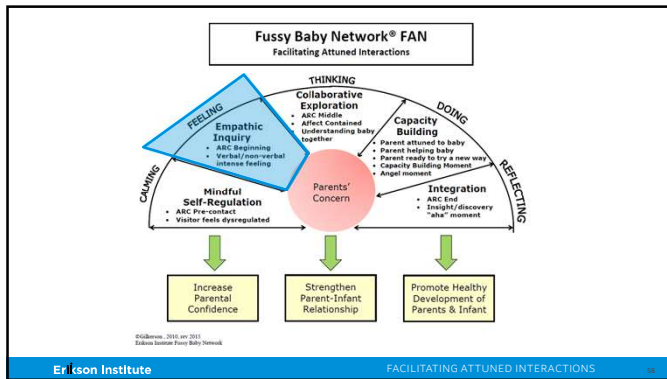


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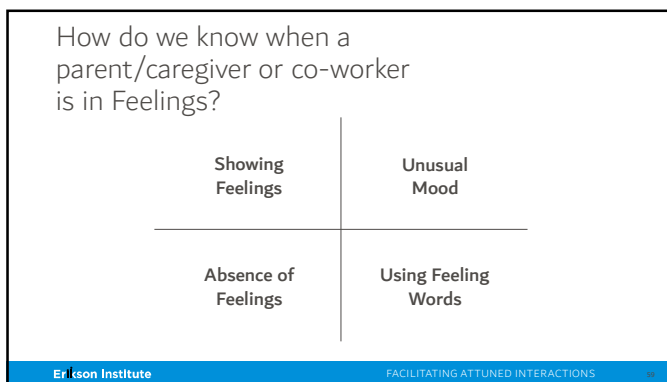
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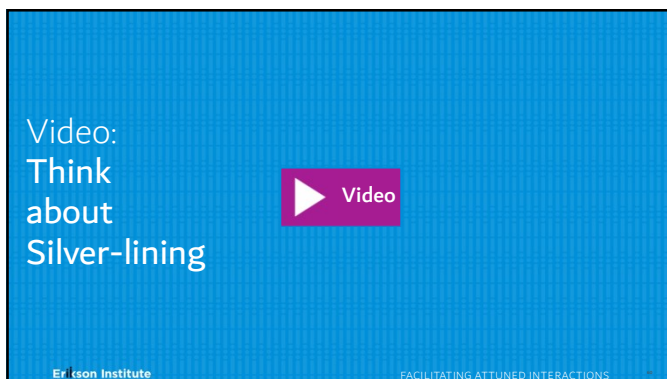
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Empathic Inquiry

Challenging Our Assumptions



“I have come to realize that asking, accepting, and validating are the most profound forms of doing.”

-Vincent Felitti, Founder of the ACES Study

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Empathic Inquiry

Four Strategies



Holding



Validating



Exploring



Bridging


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EI Strategy: Holding



- Let the story be told
- Listen with acceptance
- Attune without acting
- Use few words: “Whew” “Wow” “Ohhh”

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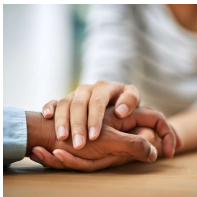
EI Strategy: Validating



Validating ≠ Agreeing

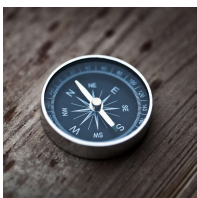
- "That must have been so hard"
- "What an exhausting time"
- "I can hear this was overwhelming"
- "It's understandable how upset you were"
- "How wonderful to hear!"

EI Strategy: Validating



- The power of pause
- Be lean of speech
- Use simple words and let them sink in

EI Strategy: Exploring Feelings



- Can you tell me more about what that was like for you?
- You said you were afraid to go back to school. Could you say a little more?
- I'm wondering how you felt when they were clinging to you and wouldn't stop crying.

EI Strategy: Bridging Feelings



- Putting feelings somewhere safe, knowing we can and will revisit them

67

Bridging Feelings: When to Use It



If you have spent time really hearing and validating the other's experience



If you feel the person is "stuck" in the same feelings, repeating stories without much affect



If the feelings or emotional intensity needs more help than you can provide



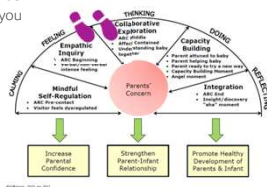
If the feelings are lessening

68

EI Strategy: Bridging Feelings

Feeling:

I hear how hard this has been and how much you want this to change.

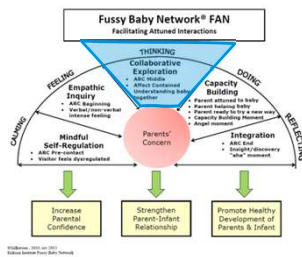


Invitation to Think:

I'm wondering if we're to the place where we might be able to think together about what would help?

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Core Process: Collaborative Exploration



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Thinking: Collaborative Exploration



71

How do we know when a parent/caregiver is ready for collaborative exploration?



Caregiver is calm. May make and/or hold eye contact with you



Parent/caregiver wants to figure something out



Practitioner wants to understand the child that the parent/caregiver sees

72

Collaborative Exploration

Requires:

- Belief in the parent/caregiver
- Pausing before doing
- Openness and curiosity
- Thinking together without pressure to change or do it your way

Instead of trying to fix it, I now know that I need to stay with them

- Supervisor

Giving up control is a relief

- Home visitor

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Don't Conduct the Fix-It Train!



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Collaborative Exploration: Key Areas

These key areas can help us **UNDERSTAND** before acting

Theory of Problem
What do you think might be the cause?

Strategies tried
What's worked?
What hasn't?

Changes desired
What would you like to see change?

Views of others
What do others who are important to you think?

Readiness
How ready do you feel to start?

Planning first steps
What might be a first small step?

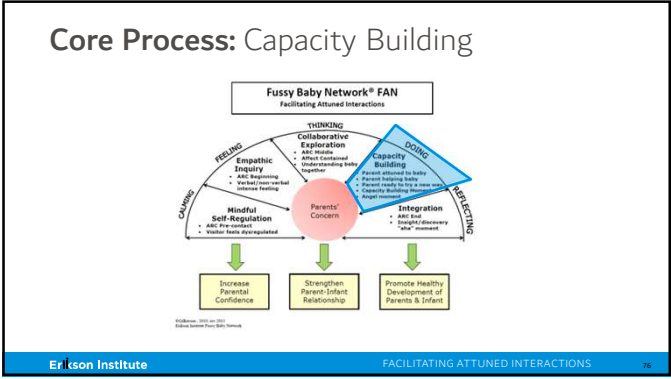
Anticipating doing
What would it be like for you to try this new way?

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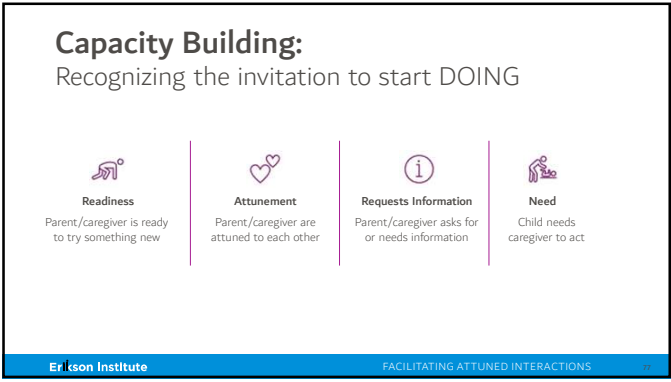
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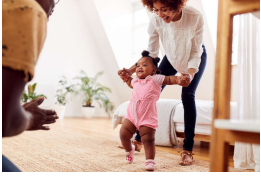
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Highlighting



- Acknowledges what caregivers are already doing to help their child
- Is specific; differs from praise
- "You knew when she could take a step on her own, and when she needed your hand for balance."

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Reflections Highlighting

- Think of a parent/caregiver whose strengths are hard for you to see
- Think of a phrase that you could say to them to highlight a capacity.



80

Drop & Explore




- Drop & Explore is the FAN approach to information-giving


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Information-Giving

is most helpful when:



Parent/caregiver asks for or needs information




Parent/caregiver lacks information that will help them meet their goals

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Drop and Explore



Drop
Anything you can say in one breath



Explore
A question used to engage the parent/caregiver

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Drop and Explore Example: New Foods


Drop (home visitor): You know, it may take babies up to 15 tries with a new food before they accept it.

Explore (home visitor): Have you heard that before?

Response (Mom): No way! I've never heard that.

Drop (home visitor): It can take some time.

Explore (home visitor): What's your sense about how Sofia takes to new things?



"She doesn't like anything"

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Slide 83

AT0 Slide with a bit of animation

Ann Theriault, 2022-09-04T10:40:50.367

AT0 0 There was originally animation on this slide but I wasn't sure what the intent was. Can anyone clarify?

Ann Theriault, 2022-09-04T11:25:07.888

AT1 Explore doesn't have a brief explanation. Add one?

Ann Theriault, 2022-09-05T10:25:48.668

Drop and Explore Example: Preschool

Drop (teacher): Did you know that knowing the routine and following an adult's lead is just as important as knowing letters and numbers?

Explore (teacher): Have you heard that before?

Response (parent/caregiver): No way! I've never heard that.

Drop (teacher): Have you noticed that he hangs his coat up now and goes right to the books when you drop him off? He's also been adding new words every day it seems?

Explore (teacher): What's your sense about how Joey is learning new things?



He doesn't seem ready for Kindergarten.

85

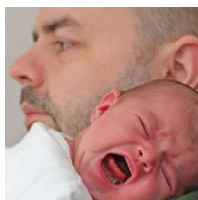
Capacity Building Moment



When the child is doing the thing that the parent/caregiver has been struggling with or is concerned about and you are there.

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Capacity Building Moment:



MSR:
"Take a moment to ground yourself"

Acknowledge
"This is what you were telling me about."

Affirm
"Feel free to do what you need to do."

Offer
"I'm here for you."

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Angel Moments



The “love looks”

- Pause and protect
- Glow with them
- Reflect the emotional tone

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Our Time Together

PART 1

A Tool for
Attunement
ARC of
Engagement

PART 2

Mindful Self-
Regulation
Empathic
Inquiry

PART 3

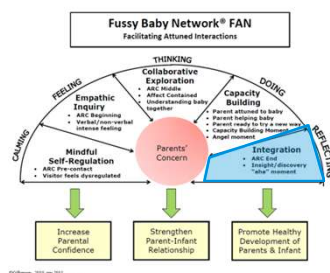
Collaborative
Exploration
Capacity
Building

PART 4

Integration &
Putting it all
together


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Core Process: Integration




90


How do we know when a parent/caregiver is ready for reflection?



Parent/caregiver understands meaning of child's behavior



Parent/caregiver realizes something important to them or their child




Parent/caregiver has an "ah-ha" moment and sees things in a new way

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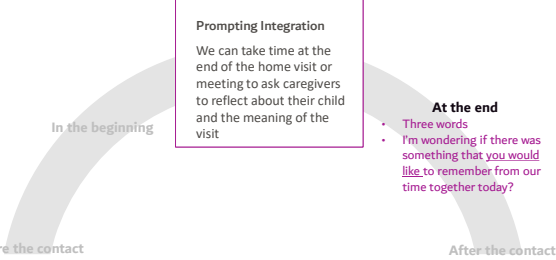
Integration: "Ah-Ha" Moments



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Integration and the ARC of Engagement



Prompting Integration
We can take time at the end of the home visit or meeting to ask caregivers to reflect about their child and the meaning of the visit

At the end

- Three words
- I'm wondering if there was something that you would like to remember from our time together today?

Before the contact After the contact

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Self-Compassion

- Mismatch/Repair – the 70/30 appears to be of growing importance in the training and in clinical practice
- To make a healthy repair, we may need to first repair with ourselves
- Self-compassion is one way to nurture the reparative process

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Self-Compassion

- Self-compassion is compassion directed inward
- Being touched by our own suffering, generating a desire to alleviate our own suffering and treat ourselves with understanding, kindness, and concern

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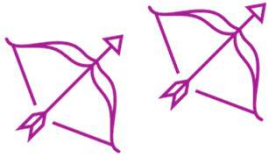
Self-Compassion

“If your compassion
does not include you, it
is incomplete”
- Guatama Buddha

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Self-Compassion

- First arrow comes from the outside
- Second arrow comes from within



97

Self-Compassion helps calm our body as well as our mind.


- Harsh self-criticism activates our threat system
- Self-compassion activates our calming system.
- We are the attacker and the attacked
- We are the soother and the soothed

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Congratulations!



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Reflect & Share

What do you want to remember about our time together today to use in your practice as a home visitor, therapist, or teacher?

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100

100



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ADD TITLE, AREA OF FOCUS, OR DELETE BOX ENTIRELY
101

101

Do you want more of the FAN?


- 1-day FAN for teachers
- FAN Level I for home visitors
 - 2 days
- FAN Level II for home visitors
 - First complete Level I
 - 6 months of practice with self-reflection and coaching from us
 - Day 3 – wrap up and integration

VIRTUAL IS AN OPTION!

- Stop by and chat or text us: 701.527.3966


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Evaluations

- Thank you for completing the training evaluation:
- <https://www.surveymonkey.com/r/JX55S8R>



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