

# Supporting Parents And Children Emotionally (SPACE)

- In Partnership with Headstart Kernow



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## Before we get started...

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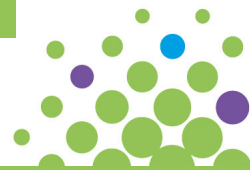
Think about your environment. Where are you sitting? Are you comfortable?

Where possible, try to avoid distractions, and to make the space as private and quiet as possible

If you find it distracting to see your face in front of you, you can switch off your video to you so that other people can still see you

Mute your microphone so that other people are not being distracted by background noise; but remember when talking or asking a question to unmute yourself

Some people prefer seeing who is in the room, others finding so many faces distracting, so if you prefer you can change to speaker view



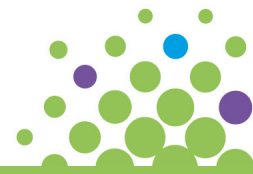
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# Aims of SPACE

For participants to better understand the impact that early life experiences have had on them and on their children

For participants to develop strategies for building their resilience and that of their children

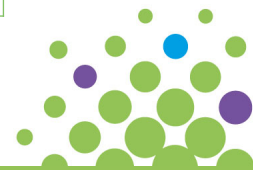


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# SPACE programme

Space is a five-week, trauma-informed educational programme suitable for any parent or guardian

Week	Topic	Week	Topic
<b>1</b>	Introductions The Flight or Fight Response How we manage stress	<b>4</b>	Understanding child development
<b>2</b>	Trauma and ACES Impacts on parents Protective factors	<b>5</b>	Supporting ourselves and our children to manage their emotions and make healthy relationships Actions we can take to positively support our children
<b>3</b>	Understanding behaviours Understanding resilience		



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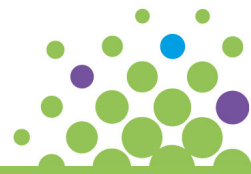
# Session One

## Aims of the Session

To make a safe space

To explore hopes and concerns

To introduce the fight/flight response



# Safety agreement

Tell us about your favourite room in your house  
- what makes it your favourite



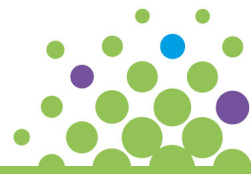
# Introductions

Name

Favourite TV Show

Favourite Food

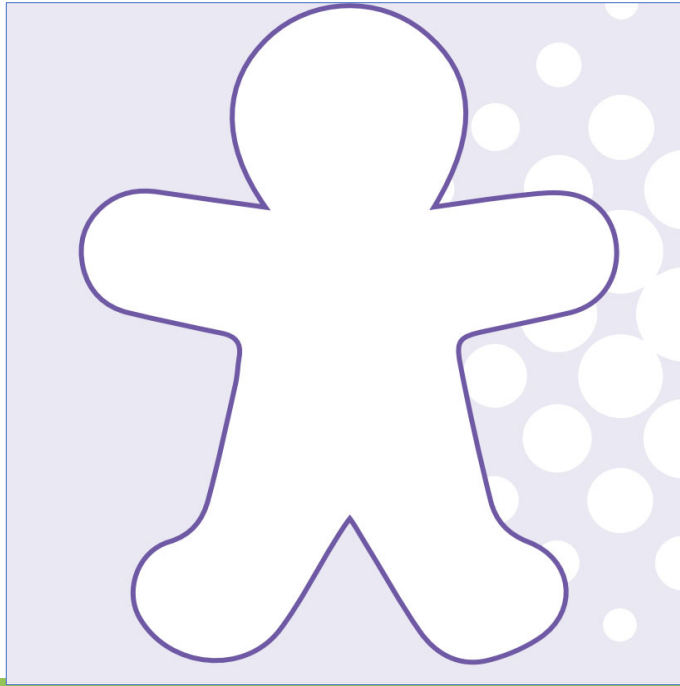
If you were an animal what would you be?



Imagine you are in a wood when suddenly you come face-to-face with a big grizzly bear!



### Gingerbread Person



### Symptoms of stress and anxiety

- the brain mobilises the body for activity
- mouth goes dry
- breathing rate increases
- blood pressure rises
- adrenalin and noradrenalin are released
- sphincters close

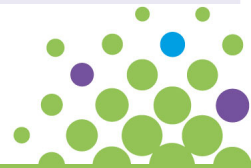


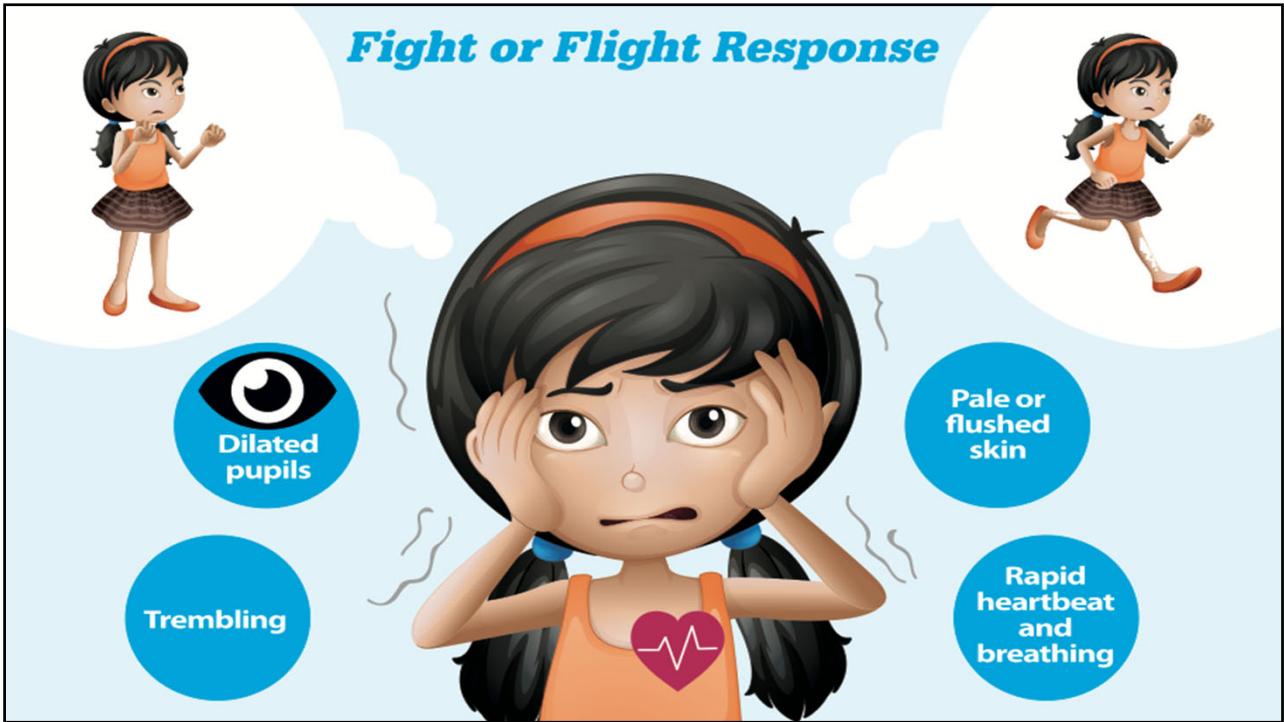
- pupils dilate
- neck and shoulder muscles become tense
- heart rate increases
- liver releases glucose for energy for the muscles
- digestion is disrupted
- sweating increases

- blurred vision
- aching neck and shoulder muscles
- hyperventilation
- excess sugar in the blood
- irritable bowel syndrome
- skin rash
- muscle tics or spasms

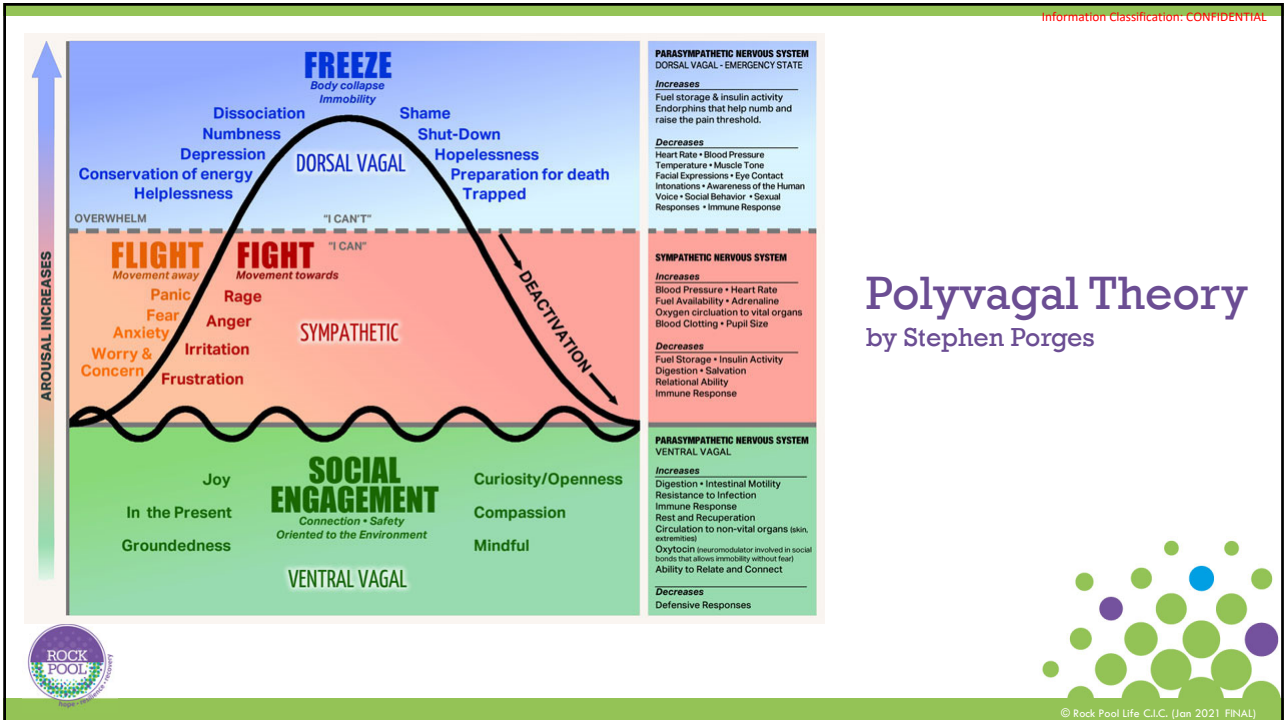


- headaches, dizziness, insomnia
- difficulty swallowing
- high blood pressure, cardiovascular disorders
- palpitations
- ulcers
- backache
- excess sweating
- trembling





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# Fight/Flight video

by tankeboksen

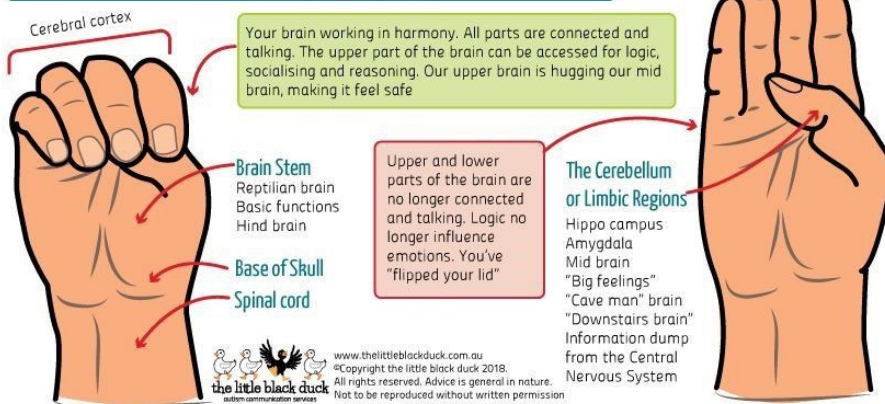


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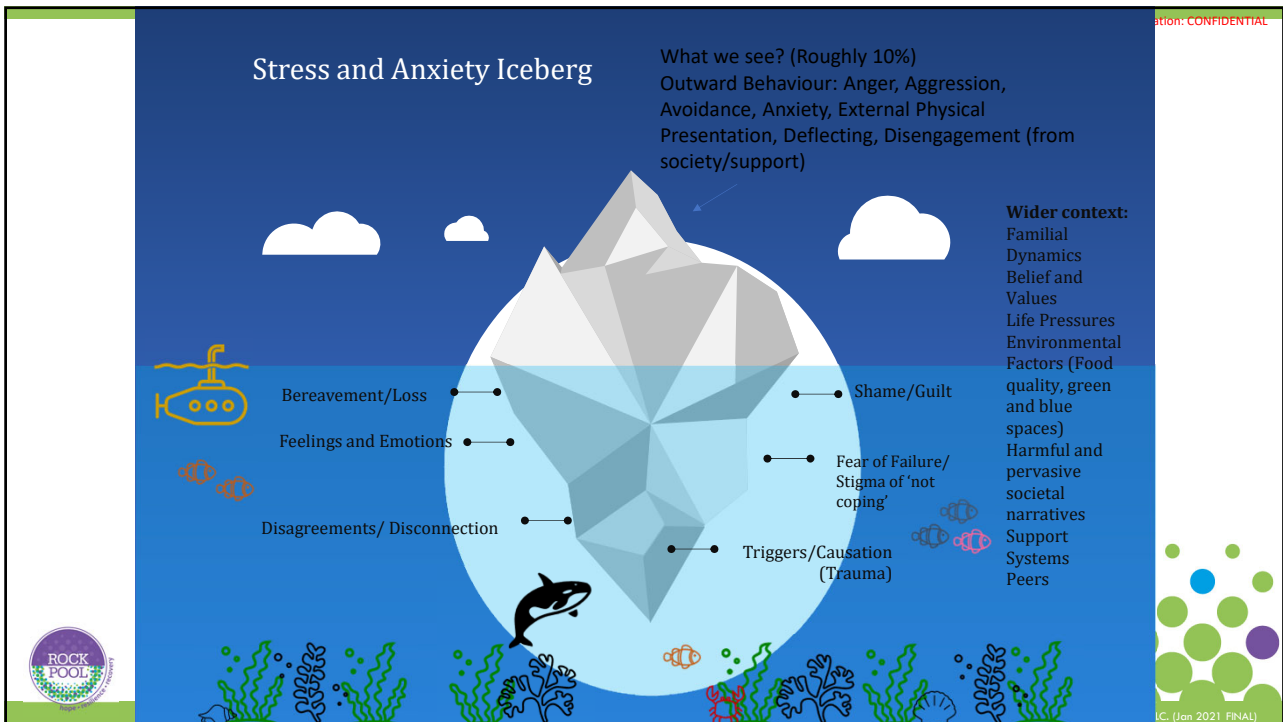
## The Hand Model of the Brain

### What happens when we "flip our lid"

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We "flip our lid" and can no longer access the functions provided by the upper brain



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# Group Exercise

Think of situations that have activated your FFFF response

How did you manage/react?

Could you have managed using alternative strategies/responses?

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# Things that might help

Grounding Techniques

Spending time with people we love and care for

Taking time for ourselves



# Session Two

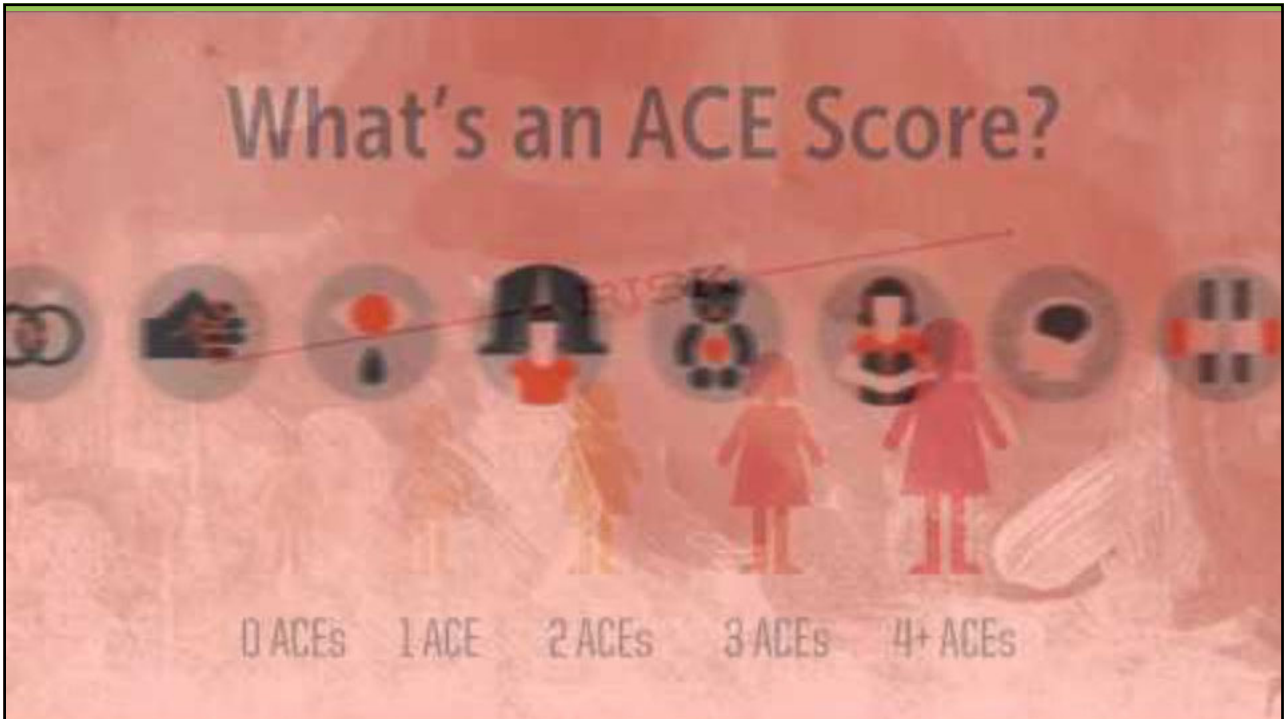
## Aims of the Session

To explore Trauma and ACE's

To explore how this impacts us as parents

To explore protective factors







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# What do we need to feel safe

Emotionally

Physically



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# Maslow's Triangle

Maslow's Hierarchy of Needs

The diagram is a pyramid divided into five horizontal sections. From top to bottom, the sections are: Self-actualisation (light blue), Esteem (light green), Love/belonging (light blue), Safety (light green), and Physiological (light blue).

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# PACE Dr Dan Hughes

**Playfulness**  
Use a light-hearted, reassuring tone - similar to parent-infant interactions - to create an atmosphere of safety and reassurance where no one feels judged, and your child can cope with positive feelings

**Acceptance**  
Acceptance is about actively communicating that you accept the feelings, thoughts and internal struggles underneath the child's outward behaviour. It is not about accepting the behaviour but helping teach the child not to feel ashamed of their inner turmoil

**Curiosity**  
Curiosity, without judgement, is how we help children become aware of their inner life. It's about wondering out loud without necessarily expecting an answer in return. Phrases like "I wonder if..." will help the child to name their thoughts and emotions

**Empathy**  
Feeling a child's sadness or distress and being emotionally available to them during times of difficulty shows the child that they are not alone and that the adult is strong enough to support them

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# WINE from Thrive

W.....I wonder

I.....I imagine

N.....I notice

E.....mpathy



# Attachment

Theory first developed by John Bowlby in the 1950's

Attachments are “formed in the context of early experiences with caregivers and maintained by later interpersonal relationships in adulthood”

Over time, attachment patterns become internalised and shape how individuals see the self and others in close relationships, which in turn influence how individuals perceive and cope with stress through the lifespan



“Attachment does not have to be reciprocal. One person may have an attachment to an individual which is not shared. Attachment is characterised by specific behaviours in children, such as seeking proximity to the attachment figure when upset or threatened”

(Bowlby, 1969)



# Winnie the Pooh



## Winnie the Pooh

Securely attached - happy to be on his own or with others - likes to know Christopher Robin is available but doesn't need to be with him all the day.

Makes mistakes (big black rain cloud, eating too much honey) but doesn't feel bad about them.



## Piglet

Anxious attachment - worries about things all the time (especially drowning) always checking with others if they like him.



## Eeyore

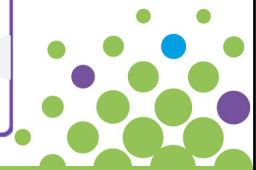
Avoidant attachment - isolates himself from others but then complains no one likes him - finds it easier to be alone.



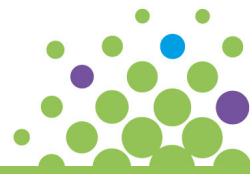
## Tigger

Disorganised attachment - bounces around finding it hard to concentrate - doesn't even know what he likes to eat (first it's honey, then it's acorns)

Makes attachment very easily, almost too easily so could be vulnerable - very enthusiastic but loses concentration.



# Attachment video



# Session Three

## Aims of the Session

Understanding behaviours

Understanding resilience

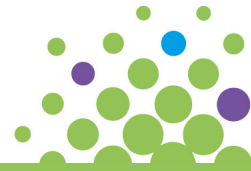


# What do we mean by resilience?

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Bouncing back  
after bad things  
happen

Capacity to cope with  
stress and adversity



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# What are Protective Factors?

Protective factors are conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families



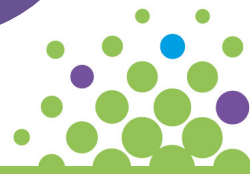
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# Protective factors that develop resilience

Having concrete supports

To have knowledge of parenting and child development

To understand the social and emotional competencies of children



# Protective factors that develop resilience

Having parents that are resilient

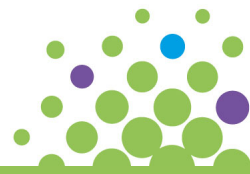
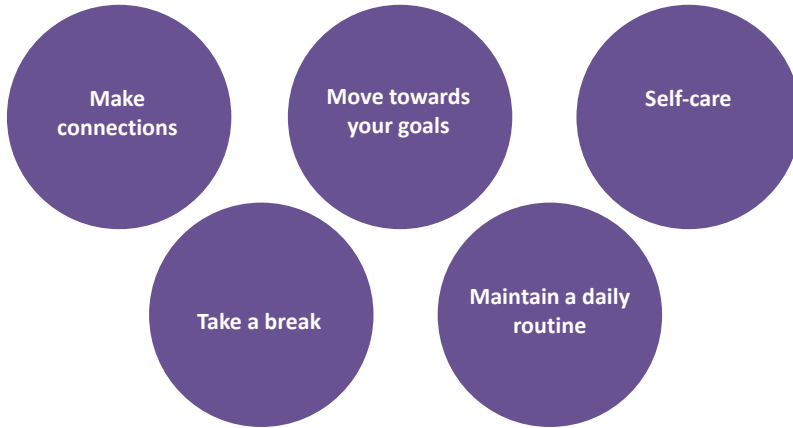
Knowing how to positively attach and be nurturing

Being socially connected

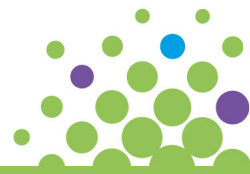




# What can we do to develop resilience?



# What can we do to develop resilience?



## Nautical Nelly video

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## Rupture and repair

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“Ruptures are inevitable breaks in the nurturing connection with the child. What is important is not that ruptures never occur, but that ruptures are repaired. If they are not dealt with, deepening problems in the relationship between the child and caregiver can affect the child’s sense of self”

*Daniel Siegel MD*



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# Session Four

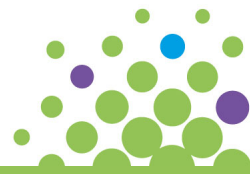
## Aims of the Session

To provide information on child development

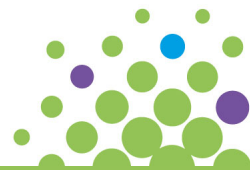
To increase understanding of appropriate expectations of children

To provide information on the impact of trauma on children

To provide information on nurturing children



# Duluth Nurturing Children Wheel



# Reversible Writing video

the script of my life has already been written

don't dare to say

there's still hope for me

if things were done differently

there could be potential

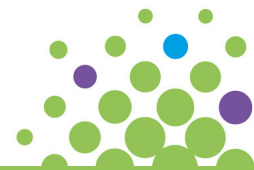


# Session Five

## Aims of the Session

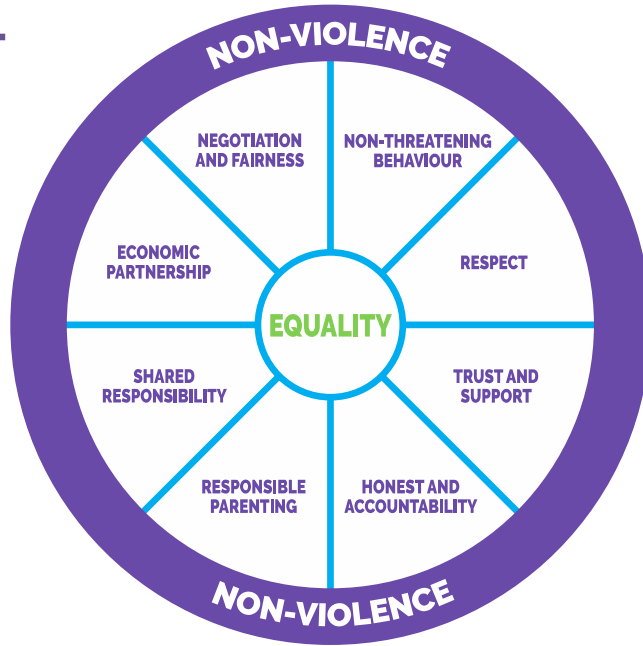
To explore what healthy relationships are between adults

Managing different emotions our children might have



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# Equality Wheel

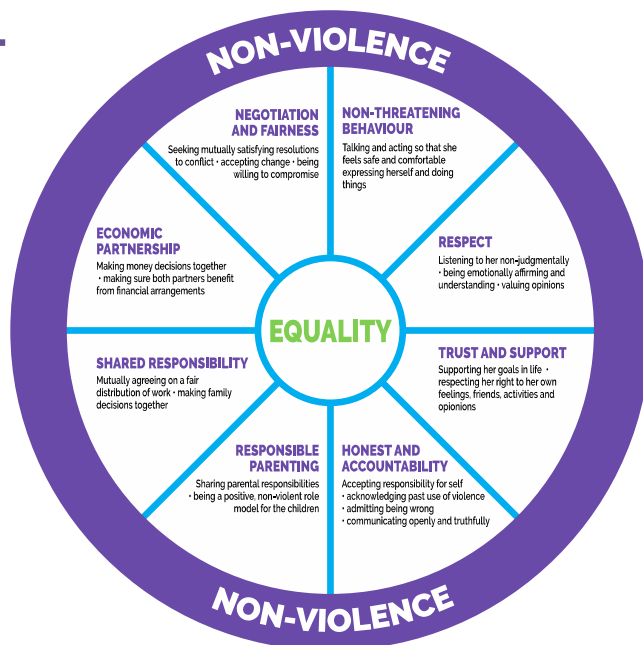


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# Equality Wheel

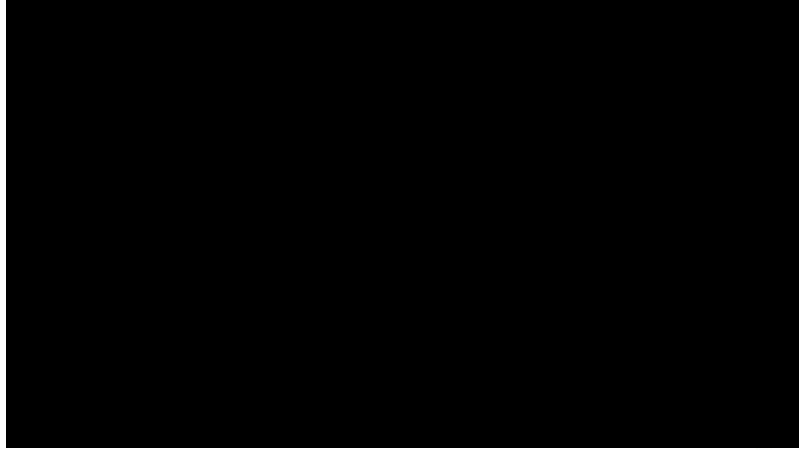


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# Inside Out Riley's First Day of School

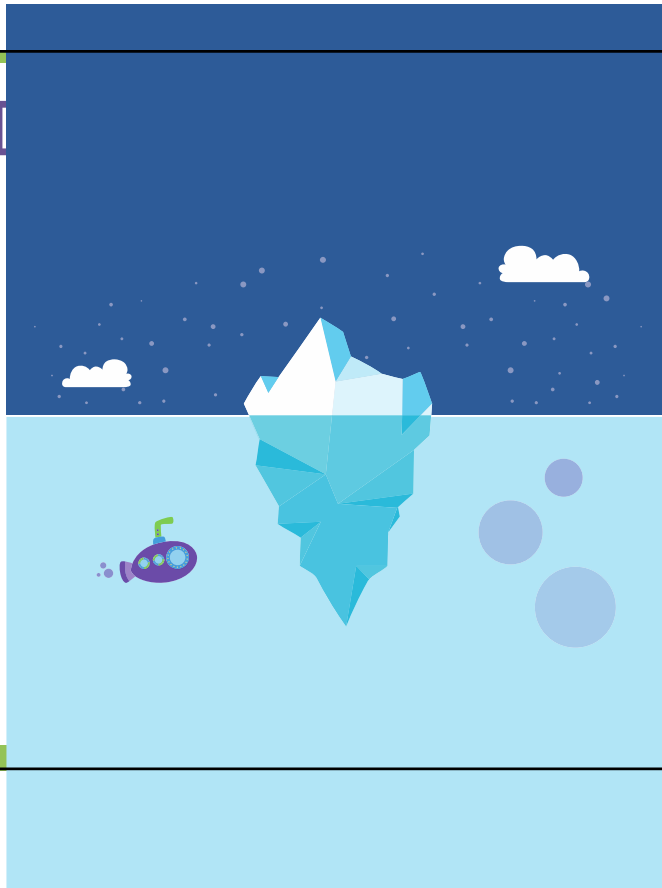


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# The I



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# Just breathe...



# Keep in Touch...

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