



Practical Way To 'Happy Families'

Potential Plus Big Family Weekend, 15th February 2014

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How parents usually (mis)use this

- Come to presentation
- Think it's a great idea
- Go home and:
 - Do it ON the kid without an introduction given when coaching is not needed...
 - Try it out and don't do it well, and then stop, and/or
 - Forget to do it, and/or
 - Sometimes do it
- **PERSISTENCE, COMPASSION, EMPATHY REQUIRED**

Outline of the Workshop

- Attachment theory
- Exercise: what is NOT working in your family?
- Emotional coaching process



Exercise (in pairs, 5 min each):
**What is working in your family?
(start with strengths)**

**What can be better/is really in need
of improvement?**



Total slides: 35

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Main Attachment Styles*

- **Secure**
- **Preoccupied**
 - Clingy
 - Care-giving
- **Avoidant**
- **Disorganised (mixture of Preoccupied & Avoidant)**
- **Infanticidal Attachment**
 - Metaphorical
 - Concrete

*based on Attachment Theory

Secure Attachment

- Characteristics: Consistent, loving, physically proximate, appropriate to child's needs
- Impact on child: Plays easily, social, cheerful, explores environment
- Impact as adult (once child grows up): Resilient; tolerance of loss and disappointment, caring relationships, confident
- Views of self and others:
 - Self: Lovable, loving and competent
 - Others: Reliable, trustworthy



Preoccupied Attachment – Clingy

- Characteristics: over-stimulating, invasive, inconsistent, intermittent recognition of child's self-hood
- Impact on child: Great anxiety about separation from care-giver, clingy, inhibited from exploration, crying more frequently
- Impact as adult: Females often victimised; males insecure. Can get easily overwhelmed by feelings
- Views of self and others:
 - Self: Ineffective, weak, unlovable
 - Others: Inconsistent, unreliable



Preoccupied Attachment – Caregiving

- Characteristics: over-stimulating, invasive, inconsistent, intermittent recognition of child's self-hood
- Impact on child: Great anxiety about separation from care-giver, inhibited from exploration, caretakes parent
- Impact as adult: Difficult to acknowledge own needs as too busy caring for others; often taken for granted. Often caring career e.g. nurse, teacher, therapist
- Views of self and others:
 - Self: Caring, reliable, strong, unlovable
 - Others: Ineffective, weak



Avoidant Attachment

- Characteristics: consistent maltreatment, neglect, and/or rejection
- Impact on child: Boys often bullies, girls depressed
- Impact as adult: Distant, untrusting, alienated from own feelings, lacking in empathy, angry, entitled. Careers: business, law, politics
- Views of self and others:
 - Self: Unlovable, often competent
 - Others: Rejecting, unreliable



Disorganised Attachment

- Characteristics: Inconsistent and mixed with previous two; caregiver is frightened / overwhelmed, and other times is frightening
- Impact on child: Resistant and/or Avoidant behaviour; e.g. can be extremely withdrawn; may approach caregiver with head averted
- Impact as adult: Hampered in ability to create caring relationships with others; development of personality disorders
- Views of self and others:
 - Self: Helpless victim of caregiver, Others: intrinsically evil
 - Self: Intrinsically evil, caused harm to caregiver; Others: helpless victims
 - Self as powerful comforter, Others: fragile
 - Self: Deserving of comfort, Others: loving rescuer



Metaphorical Infanticidal Attachment

- Characteristics: parent ill / overworked and overwhelmed by parenting, child thinks they are not wanted and family is better off without them
- Impact on child: utterly devastated, no belonging, no sense of self, often suicidal, self-harming and/or violent
- Impact as adult: incredibly difficult to connect with anyone, deeply self-sabotaging and destructive
- Views of self and others:
 - Self: no self; void inside
 - Others: dangerous, unloving



Exercise (in pairs, 5 min each):
What is your main attachment style?
Your parents's?
Your partner's?
Your child/ren?



Relevancy of Attachment to Coaching

- **Coaching is very much about creating the secure attachment** that often underlies resilience and emotional intelligence
- To be trusted by the child in this process:
 - You need to be rigidly consistent – either do the process or step into it
 - You need to be as (appropriately) open with the child as you are asking the child to be with you
 - You need to be mindful of attachment issues; be aware there maybe a number of issues NOT being talked about but being addressed
- Relationships to self and others (attachment) stored in procedural memory. Coaching teaches child compassionate, positive relationship to self in procedural memory.

Improvements to coaching model

- To include awareness of and work with attachment issues
- To include family relations
 - Can't be trustworthy parent if slagging off the other or unkind to the other
 - Parents etc. need to work on their relationships with each other to create the safe environment the children need
 - Siblings need to be coached regarding each other – better separate at first if things are quite deteriorated
 - Family as team – family meetings, explicit family values
- Constancy of wellbeing/nature of thought as container instead of getting caught up in drama
- How to manage when it is not appropriate to coach in the moment
 - Time pressure like leaving house for school or work, need to catch train
 - Both in drama
- Congruent with NVC – How to talk so kids will listen and listen so kids will talk
- Use with the adults in your life too!!

Specific use with HLP kids

- Be aware they are likely to turn to cognitive thinking and logic
- Use a variety of learning styles, esp auditory, kinaesthetic, visual, to have the process (e.g. May draw, have visual exercise, or just talk through)
- Match process to attention span of your child – note when they are ‘full up’ and come back to it
- Be willing to be creative over WHERE you do the process – outside on park bench or playing in the park as well as at home

Emotion Coaching Model*

1. Be aware of the child’s emotion
2. Recognise the emotion as an opportunity for intimacy and teaching
3. Listen empathetically and validate the child’s feelings
4. Help the child to verbally label emotions
5. Set limits while helping the child problem-solve.

*based on The Heart of Parenting: How to Raise an Emotionally Intelligent Child by John Gottman and Joan DeClaire

1. Be aware of the child's emotion

- Gender and emotional awareness:
 - Men and women are equally capable of empathy and emotional expression
 - Men/boys tend to hold back, cover up and discount emotions
 - Women / girls tend to be freer at expressing emotions
- Develop emotional awareness, as emotionally unaware parents tend to:
 - Fear losing control
 - Get overly angry / irritated or
 - Hide their feelings from children
- Children communicate with behaviour and mood
 - Read between the lines!
 - Watch out for abnormal behaviour e.g. age regression, unexpected bed wetting

Exercise (in pairs, 3 min each):

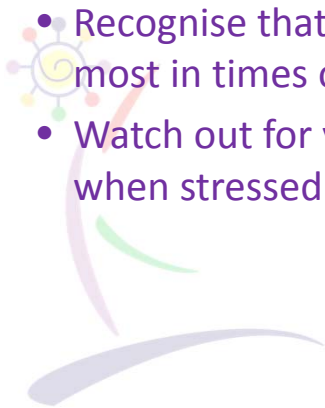
What may stop you from noticing your child's/children's emotions?

What may stop you from reacting appropriately when you do notice?



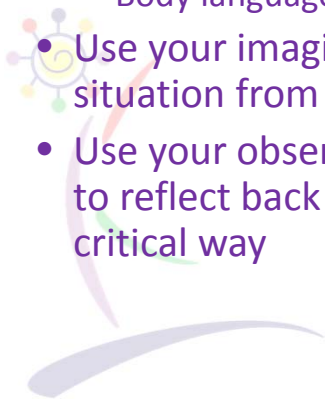
2. Recognise the emotion as an opportunity for intimacy and teaching

- Be proactive and address feelings that are low in intensity before they escalate
- Recognise that kids need your quality input most in times of distress
- Watch out for your own reluctance to engage when stressed / tired



3. Listen empathetically and validate the child's feelings

- Watch for physical evidence of child's emotion
 - Body language, facial expressions, gestures
- Use your imagination to see the situation from child's perspective
- Use your observations and child's words to reflect back in a soothing, non-critical way



Exercise (in pairs, 2 min each):
**Listen to your partner mindfully -
without speaking or THINKING**



Total slides: 35

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4. Help your child verbally label emotions

- Be empathetic and curious
- Suggest rather than assert
- Is your child feeling tense, worried, hurt, angry, sad, afraid? Combination?
- Example: "I wonder if you feel sad?"




Feeling charts



The chart is a grid of 70 yellow smiley faces, each with a unique expression representing a specific emotion. The emotions are listed in a grid below the faces. A decorative swirl is on the left side of the chart.

Smiley-Face Feelings Guide						
Aggressive	Appalled	Anxious	Apolgetic	Arrogant	Bashful	Blissful
Bored	Cautious	Cold	Concentrating	Confident	Curious	Demure
Determined	Disappointed	Disapproving	Disbelieving	Disgusted	Disinterested	Eavesdropping
Ecstatic	Enraged	Envious	Exasperated	Exhausted	Frightened	Frustrated
Grieving	GUILTY	Happy	Horrified	Hot	Hungover	Hurt
Hysterical	Indifferent	Idiotic	Innocent	Interested	Jealous	Joyful
Loaded	Lonely	Lovestruck	Meditative	Mischievous	Miserable	Negative
Obstinate	Optimistic	Pained	Paranoid	Perplexed	Prudish	Puzzled
Regretful	Relieved	Sad	Satisfied	Shocked	Sheepish	Smug
Surly	Surprised	Suspicious	Sympathetic	Thoughtful	Undecided	Withdrawn



5. Set limits while helping your child problem-solve

- Set limits (on inappropriate behaviour)
 - “It’s not OK to hit”, or “it’s not OK to call names”.
- Identify Goals
 - What would your child like to accomplish re: the problem?
- Think of possible solutions
 - Brainstorm ideas, role play /fantasy play
- Evaluate proposed solutions based on your family’s values
 - Is this solution fair? Will this work? Is it safe?
- Help your child choose a solution
 - Come up with a concrete plan for following through
 - Use feedback and adjust if/when necessary

Exercise (in pairs, 10 min each): Coach each other!!!



Total slides: 35

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Parenting Resources

- <http://wellbeingforschools.com/freevideos> - a collection of video recordings of Dr Garfield's previous talks at Potential Plus / NAGC conferences
- The Heart of Parenting: How to Raise an Emotionally Intelligent Child by John Gottman and Joan DeClaire
- Healing from attachment trauma - xxx
- The Attachment Connection: Parenting a Secure and Confident Child Using the Science of Attachment Theory by Ruth Newton (parents of little ones)
- Why Love Matters: How Affection Shapes a Baby's Brain by Sue Gerhardt
- To arrange a family consultation, or a speaking or teaching engagement:
 - Email (PA): carla@shoshanagarfield.com
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