

Bringing Up Great Kids (BUGK)

Facilitating respectful, reflective & effective parenting groups

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Australian Childhood Foundation

The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander people as the traditional custodians of this land and we pay our respect to their Elders past, present and future.

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BUGK: The story so far

- BUGK (birth to 10 yrs) 2011 (updated 2018)
- Aboriginal BUGK
- BUGK Right from the Start** (Incorporating BUGK in the Early Years with the addition of an antenatal component)
- BUGK in Kinship Care
- BUGK for Adolescents

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Resources



Online store:

- Remote controls
- *I Need You* Baby Booklet
- Reflective Parenting Cards

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- Thoughtful Parenting manual & videos
 - Mindful Parenting
 - Connected Parenting



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Online Platform




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 Professional tab
 Online store
 Prosody

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The Primary Aim of BUGK



To increase reflective capacity in parents

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 **Table of Contents** 



- CHAPTER 1: The Message Centre
- CHAPTER 2: Messages from the Past
- CHAPTER 3: Giving & Receiving Messages
- CHAPTER 4: The Messages of Behaviour
- CHAPTER 5: Messages about Me
- CHAPTER 6: Passing on Messages


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 **Rationale** 

- Why yet another parenting program?
- Why the focus on reflection?
- Why the focus on relationship?
- Why self-care & support?
- Why narrative?
- Why mindfulness?

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 **Mindfulness for Parents** 



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Mindfulness & the Brain

Deactivation

Mindfulness deactivates the Amygdala (the "smoke-detector" of the brain) helping us to calm.

Mindfulness also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

Medial Pre-Frontal Cortex: the centre of Mindfulness self-awareness.

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Stop....Pause....Play

STOP

PAUSE
Breathe & reflect

PLAY

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Deep Listening

'To listen in reciprocal relationships with no judgment, just to try to understand'

(JUDY ATKINSON 2017, the Value of Deep Listening-The Aboriginal Gift to the Nation)



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 **Storytime** 


The reading of children's stories to parents, re-engages parents with their childhood experiences of having stories read or told to them and the inherent "messages" within them.




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 **Parent Journal: My Story as a Parent** 

A powerful predictor of secure attachment in children, is coherent self-narrative in parents.



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 **Chapter contents** 

- **Outline & Key Messages**
- Pre-session Facilitator Reflection
- Preparation/set-up/resources
- Welcome/reconnect
- **STOP....PAUSE....PLAY**
- Mindful Listening
- Core Activities & Options
- Self-Care
- **Reflective Journaling**
- Storytime
- Summary

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Chapter 1
The Message Centre



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Chapter 1: The Message Centre
Key Messages


- There is no perfect recipe for bringing up children
- There is no such thing as the perfect parent
- Parents' relationships with their children are critical to children's healthy brain development




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Chapter 1: The Message Centre
Facilitator Reflection

How do you think you/your parents may have parented differently had you/they known more about early brain development?



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Chapter 1: The Message Centre
The Parent Brain

Anatomy of a parent's brain (early stages)

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Chapter 1: The Message Centre
Growing Brains

A child's brain develops through relationships with others. The quality of these relationships shape children's brain development.

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Chapter 1: The Message Centre
Neuronal Connections

Newborn 2 Years Adult

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Chapter 1: The Message Centre
The brain story

Chapter 4
Understanding your child's brain development

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Chapter 1: The Message Centre
Bottom up brain development

Cortex Reasoning/Judging centre 3-6 years
Limbic System Emotional centre 1-4 years
Cerebellum Motor centre Birth-2 years
Brain Stem Basic survival functions Pre-birth-8 months

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Chapter 1: The Message Centre
Hand model of the brain

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Chapter 1: The Message Centre
Mindfulness

Deactivation

Medial Pre-Frontal Cortex
the centre of Mindfulness Self awareness.

Mindfulness deactivates the Amygdala
(the 'smoke-detector' of the brain) helping us to calm.

Mindfulness
also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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Chapter 1: The Message Centre
Where trauma affects the brain

Amygdala
Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats

Hippocampus
Consolidates memory by providing the context/ sequential data for episodic memories. Goes offline if trauma overwhelms and disrupts cortex.

Corpus Callosum
Bridge between the 2 hemispheres. Chronic stress can damage and thin down this bundle of neurons

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Chapter 1: The Message Centre
Lateral Brain Development

8-10 YEARS

2-4 YEARS
6-8 YEARS

LEFT

RIGHT

BIRTH-2 YEARS
4-6 YEARS

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Chapter 1: The Message Centre
Lateral Brain Development

My right brain is dominating.

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Chapter 1: The Message Centre
Waddley Archer

*Waddley Archer, Waddley Archer
Doodley-doo, Doodley-doo*

*Waddley Archer, Waddley Archer
Doodley-doo, Doodley-doo*



*It's just a simple song and there's
nothing to it
All you have to do is doodley-do it.*

*I like the rest but the part I like best
Doodley-doo, Doodley-doo - YEAH!!*

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Chapter 1: The Message Centre
Self-care


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 **Chapter 1: The Message Centre** 

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 2

Messages from the Past




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 **Chapter 2: Messages from the Past** 
Key Messages


- Messages we received in childhood from our parents/caregivers, impact on our own parenting
- Building relationships with our children is essential.
- Self-care for parents is vital.



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Chapter 2: Messages from the Past
Facilitator Reflection

What are some of the messages - both spoken and implied, that you received from your parents?



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Chapter 2: Messages from the Past
Why messages?

Parents are invited to reflect on:

- the way messages from their past might be impacting on their parenting
- the messages they would like to pass on to their children



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Chapter 2: Messages from the Past
Parenting rainbow



What are some of the influences that have shaped the way that you parent?

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Chapter 2: Messages from the Past
Values and goals




Values



Goals



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Chapter 2: Messages from the Past
Activity: Rubbish, Recycle, Reframe









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Chapter 2: Messages from the Past
Self-care







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 **Chapter 2: Messages from the Past** 

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 3

Giving & Receiving Messages





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 **Chapter 3: Giving & Receiving Messages** 
Key Messages

- Non-verbal messages are very powerful in our communication with children
- Being in a calm state is crucial to effective communication



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Chapter 3: Giving & Receiving Messages
Facilitator Reflection

Think about your own childhood memories of communication in your family.



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Chapter 3: Giving & Receiving Messages
Birthday line



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Chapter 3: Giving & Receiving Messages
Deep Listening



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 **Chinese Symbol for Listening:**
'Listen as if you are listening to a king' 

聽 Listen

耳 Ear
眼 Eye
心 Heart
一 One
王 King



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 **Chapter 3: Giving & Receiving Messages**
Listening to young children 

Listening to my **BIG** feelings

SAD ANGRY FRUSTRATED JOYFUL
EXCITED HAPPY FRIGHTENED





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 **Chapter 3: Giving & Receiving Messages**
Self-care 





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 **Chapter 3: Giving & Receiving Messages** 

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 4

The Messages of Behaviour





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 **Chapter 4: The Messages of Behaviour** 
Key Messages

- All behaviour has meaning
- Behaviour is an expression of our feelings and needs
- To be calm when responding to children



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Chapter 4: The Messages of Behaviour
Facilitator Reflection

Think about your parents' typical responses to you as a child when you were in a highly emotional state.




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Chapter 4: The Messages of Behaviour
Children's behaviour




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Chapter 4: The Messages of Behaviour
Shark music



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Chapter 4: The Messages of Behaviour
Behaviour Iceberg/Anthill



The diagram shows a cross-section of an iceberg. The tip above the water is labeled 'Behaviour'. The much larger part below the water is labeled 'Feelings and Needs'. A ship is shown on the water's surface. To the right of the iceberg is a photograph of a large, conical anthill made of red earth. There are also small icons of a house, a heart, and a diamond.

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Chapter 4: The Messages of Behaviour
Behaviour Iceberg



The diagram shows a cross-section of an iceberg. The tip above the water is labeled 'Behaviour'. The much larger part below the water is labeled 'Feelings and Needs'. A ship is shown on the water's surface. There are also small icons of a house, a heart, and a diamond.

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Chapter 4: The Messages of Behaviour
Behaviour Anthill



The diagram shows a cross-section of an anthill. The top part above the ground is labeled 'Behaviour'. The much larger part below the ground is labeled 'Feelings and Needs'. There are also small icons of a house, a heart, and a diamond.

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Chapter 4: The Messages of Behaviour
Feelings and Needs

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Chapter 4: The Messages of Behaviour
'When kids feel right, they act right'

Rather than asking:
 "What are you doing?"
 and
 "How can I stop it?"

Wonder:
 "What are you feeling?/trying to tell me?"
 And
 "What do you need from me?"

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Chapter 4: The Messages of Behaviour
'Good enough' parenting (Ed Tronick)

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Chapter 4: The Messages of Behaviour
Repair after Disconnection



'What you did is not ok, but you are still a good person and I still love you'

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Chapter 4: The Messages of Behaviour
Self-care




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Chapter 4: The Messages of Behaviour

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 5
Messages about me



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Chapter 5: Messages about me
Key Messages

- Understanding that individual differences in temperament, gender and position in the family can affect children's behaviour
- Calm parents equals calm children




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Chapter 5: Messages about me
Facilitator Reflection

Think about yourself as a child.
 What is your position in the family?
 What did you like or dislike about your position?



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Chapter 5: Messages about me
Activity: Position in the family



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Chapter 5: Messages about me
Self-care




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Chapter 5: Messages about me

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?



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Chapter 6
Passing on Messages



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Chapter 6: Passing on Messages
Key Messages

- All parents need help and support at some time
- The best predictor of how a child copes with stress is how their parents cope.
- Calm parents equals calm children





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Chapter 6: Passing on Messages
Facilitator Reflection

Reflect on your own reactions to stress and how do you respond?

Do you ever hear yourself saying things that your mother or father said to you in exasperation/anger?



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Chapter 6: Passing on Messages
Parenting paradigm




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Chapter 6: Passing on Messages
Managing our stress

Reflect on your own reactions to stress. e.g.
Are you generally a 'bottler' of your emotions?
Do you 'explode' easily?

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Chapter 6: Passing on Messages
Children & Stress

Play, relaxation and fun with family, are protective factors for children who are stressed.




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Chapter 6: Passing on Messages
Self Care & Nurturing Parents

What works for you?

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Chapter 6: Passing on Messages
Self-care

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Chapter 6: Passing on Messages

How will you adapt the content of this chapter into your work with parents?

Are there any special considerations you need to take into account?

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Celebration!!!

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Reflective Evaluation for a Reflective Program

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