



DDP Interventions for Parenting Developmentally Traumatized Children

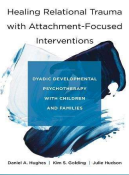

Kim S Golding



Overview

- An introduction to DDP
- DDP practice model
- DDP-informed parenting support interventions
 - Exploring Attachment History
 - Supporting parents to be open and engaged towards the children
- DDP-informed parenting
 - Open and Engaged
 - Parenting with PACE
 - PACE and Behaviour Support
- DDP-informed Parenting Principles and Parenting in the Moment





An Introduction to DDP

Hughes, D. A.; Golding, K.S. & Hudson, J. (2018)
Healing relational trauma with attachment-focused interventions: Dyadic Developmental Psychotherapy with children and families NY: W. Norton & Co, Inc

Dyadic Developmental Psychotherapy (DDP)

- DDP was developed by Dan Hughes as a therapy for children who had experienced trauma from within their families and now lived in foster or adoptive homes.
- This model provides principles for connecting with children, young people and their families.
- Central within these is the attitude of PACE. This provides young people with a relationship which is appropriately playful but also accepting, curious and empathic about their emotional experience of both current and past events.
- This attitude, alongside other DDP informed principles, provides a framework for connecting with young people in a way that increases feelings of trust and safety. This then provides a relationship which is healing.



Theoretical Foundations



Attachment Theory

- Importance of unconditional acceptance from an available, nurturing and responsive parent.
- Provides child with a sense of safety.
- Primacy of relationship over behaviour.
- This contrasts with Social Learning Theory with a focus on evaluation of behaviour and teaching. Safety is taken for granted.



Attachment Theory

- Attachment = Safety. Innate drive to attach, provides the safety to explore. When children feel safe they engage socially and are receptive to learn from another person.
- We are most healthy when we are in social-emotional relationships. Lack of safety = hypervigilance to the environment.



Attachment Theory

- Developmentally traumatized children find parents more frightening than strangers. Anticipate that all parents will hurt them.
- These children avoid relationships. Need to work with parents to offer safety and relationship and with children to engage with relationships.



"I am using attachment to mean a pattern of behaviour which is care-seeking and care-eliciting from an individual who feels they are less capable of dealing with the world than the person to whom they are seeking care." (Bowlby, 1988/1998)

- Development of relationships in order to feel safe.
- Feeling safe is foundation for child development allowing exploration and learning involving integrated brain functioning.

"Security of attachment leads to an expanded range of exploration.... Fear constricts, safety expands the range of exploration." (Fosha, 2003)



Attachment Theory

- Children who do not get healthy attachment experience adapt their pattern of attachment through miscuing to get their needs met.
- Leads to a pattern of hidden and expressed needs.



Bowlby's Model for Intervention

- Provide a secure base, facilitating exploration.
- Provide support, encouragement, sympathy & guidance – enhance developmental pathway.
- Facilitate development of healthy relationships.
- Facilitate positive expectations of attachment figure.
- Understand past – consider ideas and feelings about parents that have been unimaginable and unthinkable.

"By these means the therapist hopes to enable his patient to cease being a slave to old and unconscious stereotypes and to feel, to think, and to act in new ways." (Bowlby, 1988/1998).



Developmental Pathways

- Bowlby considered attachment experience as leading to healthy or less healthy developmental pathways.
- Children adapt their attachment behaviours to these pathways.
- Foster and adoptive care offers opportunities for a different developmental pathway.
- This expands possibilities to increase range of adaptive solutions to life problems, help child move beyond the narrow range of environments that early experience has fitted them for (Crittenden et al, 2001)



Barriers To Change


Lack of trust because of past experience leads to:
Anxiety, distrust, criticism, anger and contempt – “fighting old battles”.

Or

Attention and sympathy leads to unrealistic expectation of all the care and affection that has been yearned for but not received in past.

“...Whenever a therapist is puzzled by, or resentful of, the way he is being treated by a patient, he is always wise to enquire when and from whom the patient may have learned that way of treating other people. More often than not it is from one of his parents.”

(Bowlby, 1988/1998).




Those who cannot remember the past are condemned to repeat it.

Santayana. The Life of Reason, vol1, Scribner 1905


“When you feel you know the future you can be sure that your are reliving the past....because nobody knows the future.”

(Annie Rogers, A Shining Affliction, Penguin, 1993)



“Children are not slates from which the past can be rubbed by a duster or sponge, but human beings who carry their previous experiences with them and whose behaviour in the present is profoundly affected by what has gone before”

(John Bowlby)



Intersubjectivity

- Attachment safety and intersubjectivity are interwoven. Need for safety is hierarchical, need for intersubjectivity is reciprocal
- Trevarthen studied infant intersubjectivity. The contingent and responsive relationship between parent and child.
- Infants need reciprocal relationships, subjective experience of parent becomes subjective experience of child.
- Parent experiences child as delightful, the baby will have sense of self as delightful.



Intersubjectivity

- Parents have positive delusions about their child. Discover what is unique about their baby and fall in love with uniqueness. Baby will organize around parent's experience of him
- Infant discovers he can influence the parent.
- Impacts on the developing sense of an autonomous self.
- Lack of intersubjectivity – parent and child experience shame



“When the infant and young child begins to explore her world, her first interest is the interpersonal world. A central characteristic of such exploration – optimised in circumstances of attachment security – involves primary and secondary intersubjectivity.”

(Dan Hughes, 2006)



Primary Intersubjectivity

- Infant and parent discover each other in a reciprocal relationship.
- In the process discover more about themselves.
- The child develops a sense of self, reflected in the response to her from the parents.



Secondary Intersubjectivity

- Child and parent together focus attention outwards.
- Shared attention helps them to explore the world and learn about the impact on each other.
- Child learns about world of people, events and objects through the meaning the parent gives.
- Helps child develop the capacity to think.
- The world, self and others makes sense.
- Child learns to reflect upon, process and learn from experience.




Matched affect = learn to regulate emotion, when lacking increases risk of mood disorders; and risk of difficulties with dissociation and dysregulation.

Shared attention = learn to regulate attention, when lacking risk of attentional difficulties.

Complimentary intention = learn to engage in co-operative behaviour, when lacking increases risk of oppositional behaviour.



- Children who experience neglect lack early intersubjective experience. They feel not special and not loveable.
- Children who experience anger, fear or rejection experience terror and shame. They learn to avoid intersubjective experience.
- Living with alternative parents – child continues to avoid intersubjective experience.
- This impacts on carer's beliefs about self as a parent leading to a sense of failure, feel unsafe with child.
- Carer also withdraws from intersubjective experience.





Blocked Trust

Failure in social relatedness has profound influence on child



Blocked Trust = "When young children block the pain of rejection and the capacity to delight in order to survive in a world without comfort and joy."

Hughes, 2014



Blocked Trust and development of Mistrust

- No experience of unconditional love in early years – fear and doubt instead of trust and hope.
- Development of mistrust sensitizes nervous system.
- Social monitoring system is hyper-alert and social defence system is active, whilst social engagement system becomes inactive.
- Later experience of unconditional love and acceptance is confused by need for boundaries and discipline. Child anticipates pain and abandonment. Ordinary parenting triggers social defence system.



Impact on child

- 'You do not love me. I am not good enough. You will hurt me and leave.'
- Child learns to resist authority and to oppose parental influence.
- Do not trust in parents' good intentions or in unconditional support and love.
- Trust in self rather than others and thus are controlling in behaviours. Not open to reciprocity. Influence without being open to influence because this feels safer.



Loss of Comfort, Curiosity and Joy

- Afraid to feel sad, anticipating no comfort.
- Help child to feel safe to be sad and be open to comfort again.

Need to recover the capacity for sadness



- Open and engaged.
- Safe to be curious and share in a state of wonder

Need to recover the capacity for curiosity



- Cannot experience joy in relationship.
- Help child to shine in delight of other and to feel joy in being with them

Need to recover the capacity for relational joy



Developmental Goals of DDP




Developmental Goals of DDP

- Developing safety in reciprocal relationships
- Development of: Relationships, Regulation, and Reflection
- Developing age appropriate behaviour: Through a PACEful Attitude toward Child's Experience, alongside Modelling, Coaching, and Natural Consequences.



Role of Practitioner and Parent

- Offering a safe, predictable and available relationship.
- Offering experiences of intersubjective connection, through light moments as well as deeper moments.
- Offering opportunities for social engagement by remaining open & engaged towards the child, and moving back to this when it is lost.
- Noticing defensiveness and paying attention to relationship ruptures, repairing as needed.
- Providing regulation as needed.
- Moving into reflection when the child can manage this.
- Having the PACE attitude as central within the relationship.



DDP trusts the integrative process of developing conversations without shame or fear leading towards coherent life stories that make sense.

Dan Hughes, 2017



DDP practice model



Dyadic Developmental Practice

- DDP is a trauma informed therapy based on the relational theories of Attachment and Intersubjectivity.
- The focus is on building safe and intersubjective relationships.
- DDP provides a set of principles for relationships that can inform and enrich parenting; and can support the child outside of the home, eg school



Dyadic Developmental Practice

- DDP is based on developing and using connection before or instead of providing information, problem-solving, and reassurance.
- DDP slows us down, we go slower allowing time for relationship and find that we get their quicker in the long run.



The power of relationships

DDP has its primary focus on building relationships.
PACE allows us to connect with each other.
If a relationship is open and engaged to the other it will be:

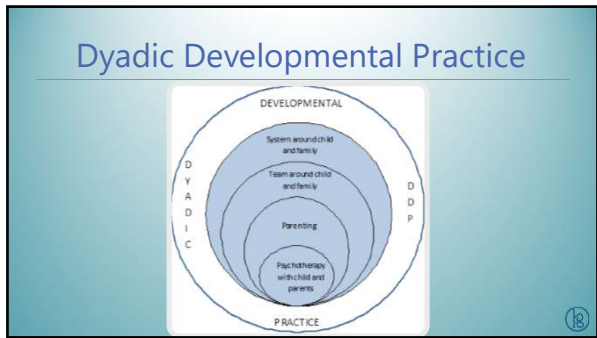
- Predictable, reliable and available.
- Safe.
- Reciprocal - intersubjective.
- Attuned to internal experience as well as outward behaviour.



Therapeutic Networks

- Parents need those supporting them to also have a focus on the relationship.
- If networks remain open & engaged to each other and to the parents it will support the parents to remain open & engaged to the children even at the hardest times.
- It will also help teachers to remain open & engaged to the child thus also supporting the child and parents.





- ### Therapeutic Environments as Foundation for Therapy
- When traumatized children are supported by therapeutic parenting.
 - And they have support in schools where difficulties are understood.
 - They will develop some safety & security.
 - This provides a solid foundation for therapy.
-
- A small icon of a red brick wall with a white mortar line and a red brick being laid on top.


- ### Combining Parenting and therapeutic interventions
- Not either/or.
 - It is important to help children with relationships as a precursor to therapy work.
 - Therapeutic work starts with family and then school.
 - Therapy can support this but it can't replace it.
 - Need flexible intervention packages drawing from whole range of interventions combined in a way that meets the needs of the young person.

DDP-informed parenting support interventions




Parent Support Interventions

- There are no quick fixes. We need to go on journeys with the children, supporting them to adapt to the world they are now living in whilst they recover from the world they previously experienced.
- The most important people in the child's world to do this is the parents.
- We need to offer parent support interventions to help parents to do this to the best of their ability.
- We need to provide emotional support to the parents, recognising the impact upon them of caring for a traumatized child.
- This will increase the likelihood that therapy will be successful, as the child is helped to build trust in parents and other adults.



"In a time so filled with methods and techniques designed to change people, to influence their behaviour, and to make them do new things and think new thoughts, we have lost the simple but difficult gift of being present to each other".

Henri J. M. Nouwen



Challenges to being present with the children

- Children who have been hurt within attachment relationships view current relationships through the lens of this hurt.
- Impacts on Internal Working Model – ‘I will be hurt; you will hurt me.’
- Leads to development of fear of relationships.



Challenges to being present with the children

- Child learns to resist authority and to oppose parental influence.
- Do not trust in parents’ good intentions or in unconditional support and love.
- Trust in self rather than others and thus are controlling in behaviours. Not open to reciprocity. Influence without being open to influence because this feels safer.




‘The most traumatic aspects of all disasters involve the shattering of human connections. And this is especially true for children. Being harmed by the people who are supposed to love you, being abandoned by them, being robbed of the one-on-one relationships that allow you to feel safe and valued and to become humane – these are profoundly destructive experiences. Because humans are inescapably social beings, the worst catastrophes that can befall us inevitably involve relational loss. As a result, recovery from trauma and neglect is also all about relationships – rebuilding trust, regaining confidence, returning to a sense of security and reconnecting to love’

(Perry & Szalavitz, 2006, p 231 -232)



Example of Story Completion



This little girl is going away on a school trip for two weeks. Here she is saying goodbye to her mum and dad. How do you think the little girl is feeling?

©

Child's Story

"She's feeling unhappy because she is going away for two weeks without her mum and dad. Then she gets on the bus and then it went there, and then the girl creeps out of the bedroom in the night and then saw the bus. There was the bus driver. And the little girl says take me home and the bus driver went and then the girl came off the bus and went back home. She climbs in the window because it is open and then she just went to bed because her mum and dad were in their bed. Then the next morning they saw her in the bed. The mum says, "I thought you were going for two weeks" and she says, "no, one day."

©

Impact on Parent

- Parents can experience child's fear and need to be in control as highly rejecting of them.
- It is a challenge to stay open and engaged to the children.
- This can lead to feelings of hurt, frustration and a sense of failure.
- Children can experience this as a sense of disappointment in them.
- Children can respond with more fear and controlling behaviours.
- Parents need support to move out of this destructive cycle. ©

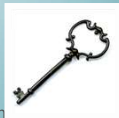
"Let us not underestimate how hard it is to be compassionate. Compassion is hard because it requires the inner disposition to go with others to places where they are weak, vulnerable, lonely, and broken. But this is not our spontaneous response to suffering. What we desire most is to do away with suffering by fleeing from it or finding a quick cure for it."

Henri J. M. Nouwen



Acceptance is the Key

- Can we accept that the child is hurting, fearful and lacking in trust?
- Can we accept the child's need to feel in control?
- Without acceptance the child picks up our disappointment in her
- This reinforces the hurt, fear and lack of trust.
- With acceptance the child builds trust.
- Now she can allow us to gently guide her in to new ways of being, feeling our acceptance when these become too hard again.



Acceptance is a Challenge

- As parents experience fear, hurt and lack of trust from the child as rejection or failure.
- This can trigger memories of other relationships which lead to similar feelings.
- This can lead to defensiveness.
- This impacts on parenting.
- This too can impact on the developing relationship.
- Parents need compassion and acceptance for themselves
- Parents need compassion and acceptance from others.



"Past experiences, in particular unresolved trauma, prevent us from being present to those who are in front of us, because it biases our perceptions. To be a mindful and effective therapist it is vital that we know how our own biases and wounds restrict our ability to be fully present to our patients. When we, as therapist, impose old (unconsciously held) stories on our clients' reality, they feel it and are likely to be retraumatized rather than healed."

Dan Siegel Chapter 7 Beyond the prison of implicit memory. The mindful path to well-being. P155 (in Sieff 2015)



Support Parents

- Help to become therapeutic parents
- May involve therapeutic work with parents first, help them with their own traumas.
- Exploration of attachment history and past relationship experience.
- Link to current experience with child.
- Help parents to stay present and empathically available to child.



DDP Informed Parenting Support

What is different from other parenting support interventions?

- Less focus on immediate problem solving and advice giving and more focus on **CURIOUS EXPLORATION**
- Understand parents' **EXPERIENCE** of parenting the child.
- This includes understanding the **IMPACT** the child has on the parent.
- Understand this in context of previous attachment history and relationship experience.
- Discover the stories together.



"Humans are story-telling animals. We make sense of our lives by creating narratives that connect past, present and future. Some of our stories are conscious; many are not. Some help us to understand our experiences in a valid way; others are the best we could come up with at the time, but are deeply misleading. Our personal identities are wrapped up in these stories. They create hidden top-down models, within whose confines we live our lives, irrespective of whether they are valid or not."

Dan Siegel Chapter 7 Beyond the prison of implicit memory. The mindful path to well-being. P157 (in Sieff 2015)



DDP Informed Parenting Support

This involves the practitioner using PACE to:

- **CONNECT** with the parents and explore how things currently are.
- Help parents to consider the **IMPACT** on them of the experience they are having with the child.
- Elicit any **EXPERIENCE** of shame, anger, fear, despair, with this affective experience being co-regulated by therapist.
- Explore current experience parenting this child in the context of **PAST** relationship experience.
- **CO-CREATE** new meanings of own behaviour.




DDP Informed Parenting Support

Use all this understanding to **INFORM** parenting of the child.


- Support parent to understand the **EXPERIENCE** of the child and **CONNECT** emotionally .
- Help parent to provide **CO-REGULATION** and **CO-CREATE** new meanings of child's behaviour.
- Think with parent about how to **SUPPORT** behaviour of the child




Example

- I will explore one session with a foster carer, Sue. The whole session would be around 1½ hours, therefore this just provides a glimpse of the process.
- She is caring for two boys who were placed at 5 and 6 years of age and are now 9 and 10 years. She is supported by her husband, Dave, but considers herself as the main carer.
- The older boy, James, is causing them most challenge with his generally oppositional behaviour, lying and stealing and resistance to their nurture. This session focuses on him. 

Current experience

Kim: Hi Sue, you are looking tired. Tough week?
Sue: Oh, you know, same old, same old. James is up to his usual tricks.
Kim: It's a bit unrelenting, isn't it? How are you feeling this week?
Sue: Well, it's just he never changes, whatever we do. He stole again this week. I was stupid, I left my purse out. The twenty quid went of course. Will I never learn? 

Current Experiences

Kim: That sounds frustrating. It's tough when you can't put your purse down without thinking about it.
Sue: I think something is going on at school. He won't talk about it of course, but I have a feeling he's struggling with his friends again. Not surprising, he is so bossy with them. They will only take so much.
Kim: And then he won't talk to you either. I guess that is hurtful?
Sue: Well, we've tried rewards, he seemed happy to earn points but as soon as he got the reward it was back to usual. Punishments don't work either. We took his iPad away. He didn't seem to care. Nothing seems to work. I just feel out of ideas. 

Impact of this Experience

Kim: So, he is still lying and stealing. Friendships are tricky and whatever you do doesn't seem to make a difference. On top of that he doesn't want to talk to you. It must be hard to feel you are making any difference?

Sue: Yes, as I said, same old. There are glimpses of a lovely boy underneath all this, but honestly it's hard to see this most of the time.

Kim: Sue, I want to slow you down a bit. You know what I'm like! (Sue laughs). I have noticed that whenever I ask about how you are feeling you talk about James again. Is it hard to think about you in this?

Sue (laughing): I'm doing it again aren't I? I know you will stop me though. It's just so hard to think about. Painful as well I guess. Go on, do

Impact of this Experience

Kim: James is tough; he is resisting all the good parenting you have to offer. It's hard to have good moments with him. I am guessing that has to hurt?

Sue: He is a lovely lad, I can see that. And he has had a tough time

Kim (Touching Sue on the arm): but it has to hurt. Let's think about you now.

Sue (thoughtfully): Well, yes. It does hurt. (tears come to her eyes). It's so hard!

Impact of this Experience

Kim: I can see your tears. So hard. What do you think is the hardest thing about parenting James?

Sue (brushing tears away): I don't know. I just see what he could be I guess.

Kim: And you aren't able to help him be this child, are you? How does that feel?

Sue (more animated): Pretty useless. He just doesn't respond to anything.

Kim (also animated): yes, he makes it so hard for you (quietening) and I am thinking it must feel like such a failure for you?

Impact of this Experience

Sue (tears come again): Yes that's it. I just feel like I am letting him down. I am failing him because nothing ever changes. I dread to think where he will end up – prison like his Dad I guess.

Kim: Such a big fear, and I'm guessing you would think it was your fault?

Sue: Well, yes. I said I would take him on. I should be able to make it different for him. What's the point of him coming into care if we can't make a difference?



Past Relationship Experience

Kim: That sounds like a big worry. What is it all for if you can't make a difference? I would like to stay with those feelings of failing for a bit longer, if it is okay with you. (Sue nods). I am wondering, perhaps guessing, that James isn't the first person who has made you feel like a failure?

Sue (Thinking hard): Well I have been lucky. Dave is great, we have a great relationship. My own kids have done well. I have lots to feel good about.



Past Relationship Experience

Kim: What about before you married, anyone then. (tears spring to Sue's eyes). I'm guessing you have felt like this before?

Sue: I had an aunt. We were very close, but she died. I was about 10. She lived a couple of streets away. I visited her every day on my way home from school. As she got sicker I would cook her stuff, try and get her to eat. Then one day my Mum met me from school and told me she was in hospital. I never saw her again. They wouldn't let me visit.




Past Relationship Experience

Kim: Oh, Sue, how sad. So, you never got to say goodbye?

Sue: She was only 18. Everyone said how clever she was, all the great things she should have done in life. For the longest of times I thought it was my fault. If only I could have got her to eat, maybe she would have got better. Last year, not long before my Mum died, she told me what was wrong with her – cancer. I hadn't known.

Kim: So for all those years you had thought you hadn't looked after her well enough. What a big burden to have carried for all that time.


Sue: I didn't think about it as I got older. I got on with my life. Met Dave, had the kids, but yes, I guess somewhere it was still there, nagging away.



Co-create New Meanings of Parents Behaviour


Kim: As I am listening to you I am thinking about your feelings about James. They are making a lot of sense to me now. Those big fears about failing him. I am guessing they are even bigger for you because of what happened with your Aunt. I wonder if somewhere deep inside you have a sense that you have to get things right with James, because it feels like you didn't with your aunt?

Sue: Well, I don't worry that James might die, but when you say it like that it makes some sense. I haven't really thought about my aunt for years, but she has always been there in the background. I do worry about James' future, and maybe it is more important because my aunt lost her future. It kind of makes sense, but I'm still not getting anywhere with James. I'm not sure how this will help with that.



Co-Create New Meanings of Parent's Behaviour

Kim: I wonder if it is extra hard for you when James doesn't respond. If that is taking you back to the past then it's going to be harder for you to deal with it. It will be hard to wonder what is going on for James when you are becoming preoccupied with what a failure you feel. You may not have understood what was being triggered for you, but the feelings will be very real.



Connect Emotionally to Experience of the Child

Sue: It's strange, I feel a bit lighter somehow, like maybe there is some hope. How odd, we have hardly even talked about James, and nothing has changed there. I have been so desperate to stop all his behaviours, maybe I have lost sight of something.

Kim: Any sense of what?

Sue: Well, why does he need to steal for a start, and what makes it so hard for him to talk to me?



Connect Emotionally to Experience of the Child

Kim: Those are great questions. I can see you are really trying to understand James now. What does he do with the money that he steals? – That seems a good place to start. I know he buys lots of sweets doesn't he?

Sue: Yes, and then tries to buy his friends with it. Of course, it links to how he's feeling doesn't it? He doesn't believe people will like him for who he is. Maybe that's why he doesn't want to talk to me as well.

(We continue making sense of James' behaviour, reflecting on his early experience and thinking about how it could have contributed to his sense of being a bad kid.)



Explore Connection with Child

Kim: I wonder how you could let James know that you get this. Like, when he has stolen, or fallen out with friends. Do you think you could help him to know you understand how bad he is feeling?

Sue: Yes, I could. I just focus on what he's done wrong, or what he could do differently. I don't think I have ever told him I understand how hard all this is for him. I can certainly do this.

Kim: You might need to be a bit patient. I think this will feel a bit strange to him. Give him time, and if you feel a bit despairing let me know, we can think about it together.

Sue: Yes, you are right, I can imagine me being impatient to see change, but I understand that better now. What should I do when he steals though? I can't just let him get away with it.



Explore Behaviour Support

Kim: No, of course, but you might be surprised how James feels when he starts to tolerate your acceptance. You might find he is feeling pretty bad about it.

Sue: And then I punish him, just making him feel worse. But I have tried rewards as well. Wouldn't that make him feel better?

Kim: Rewards can be tricky. It can lead to more pressure, to get things right. Then when he messes up he will just feel like he is letting you down, more evidence that he is the bad kid he fears.

Sue: Well if I can't punish and I can't reward what is there left?



Explore Behaviour Support

Kim: I do think that he will be helped with consequences, but they need to help him to feel better about himself. Consequences that help him repair the relationships. In fact, if you can think about this with him once he is feeling understood he will probably have all sorts of ideas about what he can do. You can figure it out together.

Sue: That feels good, and it feels more focused on him. I see now that I have just been trying to get him to stop stealing, kind of to make me feel better, so I can see some progress. When there isn't any progress I just want to pile on the punishments, make him behave. Now I see that it needs to be more about him, doesn't it?

Kim: Your motivations are really good, but yes I don't think you will be able to punish him into being good.



Explore Behaviour Support

Sue: Thank you, I really think this might be a way forward, but I mustn't rush it. I need you to help me to take one step at a time.

Kim: Sure, we can figure this out together too. You are still going to have plenty of strong feelings provoked by James and his behaviours. It's one step at a time for all of us isn't it?




Exploring Attachment History



Helping parents explore Attachment History

- Impact of previous relationship history especially attachment history.
- Offers template (Internal Working Model) for managing current relationships.
- Multiple models from a range of relationships.
- Current relationships can trigger one of these models.
- Parents, like practitioners, need to understand their own models and to be supported to strengthen parts of themselves.


Eg. Developing need for connection if have a tendency to distance self emotionally; developing capacity to soothe when others give anxiety.



Attachment History Exploration

Practitioner helps the parent to notice any tendencies to:

- Try and avoid feeling things, preferring to rationalize and intellectualize.
- Be easily overwhelmed by emotional experience without being able to reflect on this experience.
- It is especially important to notice any triggers to these tendencies caused by the child's behaviour.



Attachment History Exploration

Help parent to notice triggers and to find the balance between the two tendencies.

In this way they will:

- Become open to their emotional experience.
- Be able to reflect on this experience without becoming overwhelmed.



Supporting Parents to be Open & Engaged towards the children



The PACE Attitude

Therapeutic Attitude for Parents and Practitioners:

- Playful – Light, spontaneous, hopeful.
- Accepting - Unconditional, directed at all the other's experience.
- Curious - Active, non-judgemental, not knowing, interest in other's experience.
- Empathic- Felt sense of the other, actively experienced and communicated.



Parenting with PACE

- A parent will avoid intersubjective connection with her child if:
 - this leads to beliefs that she is failing as a parent
 - it activates unresolved experiences from her attachment history.
- Parents need to be able to reflect upon their experience and have reached acceptance of this.
- To parent with PACE the parents need first to experience PACE for themselves.
- And to have an attitude of PACE towards themselves.



Help parents have PACE for Self

- Playfulness – the lighter side of discovering their inner experience. Exploration does not have to be deep and serious. Conveys a sense of confidence and hope for the future.
- Acceptance – In accepting their own inner experience they are less likely to judge themselves, this is how they feel, think, hope – it is neither right nor wrong, it just is.
- Curiosity – When they curiously explore they come to know themselves more deeply. When they direct non-judgemental curiosity toward their experience they will become more accepting and empathic towards themselves.
- Empathy – the outcome of curiosity and acceptance, as they know themselves better they can experience more compassion towards themselves.



Central Qualities Parents Need

The practitioner support is essential to help parents have capacity to stay open & engaged to the child; and to move back to this state when feeling defensive.

The practitioner helps the parent to have:

- Good reflective functioning which leads to a capacity to be mind-minded in parenting.
- Ability to emotionally regulate when feeling under stress.

This open & engaged state helps the parent with attitude of PACE



Mind-Minded Parenting

- The ability a parent has to treat their children as individuals with their own mind.
- The parents use their own theory of mind, the understanding that their child has thoughts, feelings, beliefs and desires which might be different to their own.
- With this understanding the parent can help the child discover his own mind, to organize his experience and eventually to help him put into words what he is experiencing.
- This in turn increases the capacity for regulation that has begun to develop within the relationship with an attuned, sensitive parent.



Mind-mindedness is an act of discovery. The parent is interested in his child's internal world, is genuinely striving to understand it. As he observes his child, talks to her, interacts with her, he is making guesses, tentative hypotheses about what the child might be experiencing. The tentativeness of this curiosity leaves him open to feedback, ready to abandon or adjust his guesses in light of the child's response to them. In this way the parent truly comes to understand the mind of his child, and can give this understanding back as a gift that will allow the child to come to know herself.

(In Golding & Hughes, 2012, pp137-138)



Mind-minded narratives-parent exploring own internal experience

How many mind-minded words can you spot?



Saturdays are always stressful. I feel like I am juggling plates – trying to keep them all in the air as I make sure the children get to their activities with the right equipment. It didn't help on this Saturday because I was feeling tired and a bit worried about my mother, whose health is not so good at the moment. I know that this meant I wasn't as available to Eleanor. I didn't notice that she was getting worked up about meeting her friends. Eleanor is always critical of me when she is stressed. It makes me feel useless; like I will never meet her expectations of me. The more she demands and complains the more I feel like I am failing. I then get defensive. Instead of empathising with Eleanor's stress I start to get cross with her. I try to push her into showing me some respect, instead of helping her to calm down. Of course that just sends us both into spiralling criticism and anger with each other. It is not helping Eleanor learn to manage stress differently!



Of the three children Eleanor is always the one that I feel I let down. I fear I can't give her what she needs. I am not able to be patient with her. I think she reminds me of my dad; he always had high expectations that I felt I couldn't meet. I think Eleanor brings out the old fear and anger at not being good enough for him. I do feel sad that Eleanor finds life so difficult; she worries so much and friendships are hard for her; but sometimes sadness for her gets lost as I have to cope with all her stress being directed as anger towards me. At these times it is hard to remember that she is a scared girl underneath it all. We both end up scared as we fear not being good enough; not able to live up to others' expectations of us. It will be easier to go and pick her up at the cinema now that I have thought this through.



Mind-minded narratives-parent exploring child's internal experience

How many mind-minded words can you spot?



Eleanor struggles with friendships. She lacks a lot of confidence, but can also be bossy and controlling when she is stressed. Friends tend not to stay around very long. She has been getting on well with Kate and Melissa though. I guess I have relaxed a bit and didn't notice the signs that she was getting stressed about going out with them. I am thinking she was probably feeling anxious about going to the cinema all day. She was so pleased that they invited her; I am guessing that she then started worrying in case it didn't go well. She feared that they might not like her once they have all been out together. She couldn't find the top she wanted to wear, and was accusing me of not washing it for her. I got cross because it was there in her drawer all the time. I think she felt a bit useless; she couldn't even get ready easily.



Then she was fretting about being late and worrying that Kate and Melissa might not wait for her. By the time we set off she was a coiled spring ready to go. As she usually does when she is really worried about something she started getting bossy with me. When I asked her to thank me I think I triggered feelings of shame. She felt worthless and pathetic and a complete waste of space. By getting angry and blaming me she could defend against how bad she was feeling about herself.

Thankfully the cinema trip was a success. When I picked her up she was much happier. I apologised to her, and she even apologised back!



Regulation based parenting

As stress increases arousal also increases; changes what the parent is open to.

- CALM. Arousal is low. Rational and open to reflection. More able to be mind-minded and consider the experience of the child.
- AROUSED. Emotional arousal increases. Some arousal is helpful, increases capacity to be available to the child. As arousal increases further however the parent becomes more concrete in ability to think, and this can interfere with capacity for mind-mindedness.



- ALARMED. Increasingly emotional, reflected in behaviour and more immature responses as dysregulation is increased. Might make unreasonable demands of the child.
- FEARFUL. Very reactive. Unable to reflect on the experience of the child. Perceives child's behaviours as deliberate and evidence of own failure (I am no good. I am useless. Why did I ever think I could do this) or as evidence of the child's feelings towards them. (He hates me. He wants me dead).

- TERROR. Full fight and flight response. Parent and child are at risk. Parent might leave or might be verbally aggressive. Risk of physical aggression also.

Self-Regulation

- We need to support parent to remain regulated as stress increases.
- We can provide co-regulation as they reflect on difficulties they have experienced.
- This increases opportunities for reflection.
- We can help the parent to make sense of their own escalating arousal at these times.

Self-Regulation

- We can provide help to develop parent's self-regulation
- Have PACE towards the parents.
- Explore parents' self care and notice what happens to this under stress.
- Mindfulness and other relaxation interventions can also be helpful.



Helping Parents with Blocked Care

- Vulnerability to blocked care is high when parenting developmentally traumatized children.
- Practitioners need to be alert to notice when parents are experiencing blocked care.
- At these times parenting support needs to be used to help the parents move out of these states.



What is Blocked Care

- When caring for a child is hard, and especially when parent is rejected, resilience is eroded.
- The parent develops feelings of hopelessness and belief in parenting ability is challenged.
- The parent tries to remain open and engaged to the child, but this becomes too painful.



What is Blocked Care?

- Biological impact, as caregiving systems switch off.
- The parent also withdraws from the intersubjective relationship already rejected by the child.
- Parenting becomes a task. Joy in child and parenting is lost. Hard to like or have empathy for the child.



Blocked Care

Neurobiology of caregiving, which is impacted on by stress and feelings of failure.

Brain-based systems for caregiving

1. Approach-Being Close; oxytocin
2. Pleasure-Reward; Dopamine
3. Child Reading-Discovery
4. Meaning Making-Giving Value

These all function most consistently within a reciprocal relationships. Without reciprocity caregiving becomes blocked.

5. Executive System-Doing the Job. If executive function is operating safety is maintained, but without the other systems joy in caregiving is lost.



Signs of Blocked Care

Consistent caregiving needs someone who wants to be cared for. Without this carer feels hurt and rejected and is at risk of becoming blocked. Seen as:

- Predominantly parenting defensively rather than being open & engaged.
- Parenting is more reactive than proactive.
- Focus narrows onto child's behaviour without seeking understanding of meaning of behaviour. Repeats what isn't working.



Signs of Blocked Care

- Social-emotional apathy and heightened sensitivity to rejection.
- More focus on correction than connection, with risk of parenting becoming punitive.
- Shame and despair and/or resentment.
- Living in the moment but with reduced hopes or goals.



Overcoming Blocked Care

- It is hard for the parent to notice when they move into blocked care.
- Others notice parent's blocked care for them.
- Help parent to be open to social support and to accept care from those who are attachment figures.
- Practitioner can help parent understand about blocked trust and blocked care.
- Encourage parent to attend to own self-care



Good Social Support

Reliable and supportive relationships can allow parents to experience PACE from another. This increases social support, building resilience and increasing emotional reserves.

- This will include people who can give practical support and people who can give emotional support.
- Having people parents can turn to and who they can talk openly and honestly with is important for emotional well being.
- Parents need to find people who can have PACE towards



Good Self Care

The Healthy Mind Platter (Rock & Siegel, 2011)
http://www.danisiegel.com/resources/healthy_mind_platter/

Physical Time: aerobic movement to increase heart rate

Focus Time: periods when you do only one thing at a time

Down Time: periods when nothing needs to be done.

Connecting Time: Connect with others to make life more meaningful, healthy, wise and happy

Sleep Time: get enough good quality sleep

Play Time: be spontaneous and have fun

Time in: Reflecting on your inner world will improve your empathy and compassion


Therapy

- It can be hard for parents to seek therapeutic help for themselves.
- It can be especially hard for parents when their children have high needs.
- Therapy for parents with unresolved losses and traumas can also be therapeutic for the children they parent.

DDP-informed Parenting


DDP-informed Parenting

- Helping parents to stay open and engaged and returning to this state when they become defensive.
- Supporting parents to parent with PACE
- Exploring with parents how to combine PACE with Behaviour Support




What is an Open & Engaged Relationship?

- Each is open to the influence of the other.
- Able to reflect, notice and make sense of internal experience.




Example

A parent is trying to help her child complete homework but the child is refusing to co-operate. The parent notices that she is feeling frustrated and hopeless. She is able to be compassionate to herself and acknowledge that this child can evoke these feelings in her. She is then able to stay curious about her child; wondering why she is refusing. She wonders if the child is anxious that she won't get it right. She comments how hard it is to start something when you are not sure if you will be able to do it. The child is then able to tell her that she did not understand the teacher's instructions.




What is Defensive?

- A closed, non-engaged state.
- Can be in response to the defensive state of the other.
- Leads to negative emotions eg anger, frustration, hopelessness.
- Leads to feelings of failure and lack of enjoyment in the relationship.



Defensive Responding

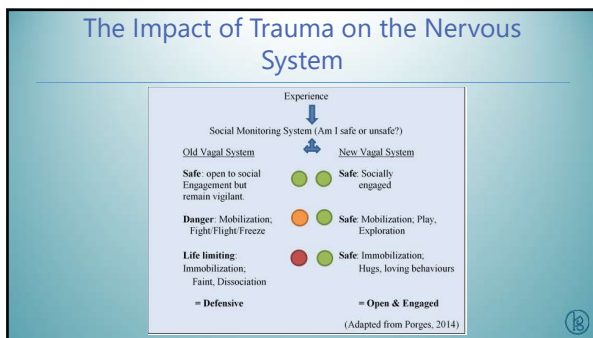
- We can defend against feeling defensive by prematurely moving to problem-solving,
- We can try to change what the other person feels through nagging, lecturing, reassuring .
- Or we can become angry or withdraw from the relationship.
- Lose capacity to reflect, become evaluative and judgmental of self and/or other.
- Emotional connection is lost.

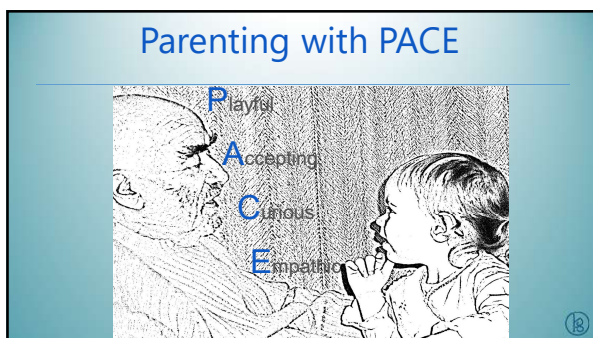


| Open & Engaged | Defensive |
|---|--|
| Open to influence in here and now experience. | Not with you in your experience of them. Fear of future, despair of past. |
| Connected, good eye-contact. | Poor eye contact. |
| Playful, enjoyment in relationship. | Poor ability to be playful and no enjoyment. |
| Feels understood and accepts our acceptance. | Feels misunderstood, communicated via anger, frustration or withdrawn. |
| Curious and reflective. | Incurious and reactive. |
| Open and receptive to empathy. | Rejects empathy. Experiences anger and shame. |



| Practitioner | Parent |
|---|--|
| Stays open & engaged. | Able to move to open & engaged also. |
| Uses PACE | Feels better understood. |
| Avoids judgement and evaluation of internal experience. | Acceptance reduces defensiveness. |
| Holds his mind with their mind. Stay connected and present. | Shares present experience, or past memory. |
| Connects through wondering about other's experience, conveys with storytelling voice, | Becomes open & engaged with this experience of him, and revises own experience of himself. |
| Builds narrative of experience. | Is helped to know and feel his story. |





Playfulness

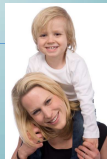
- Help child to become used to positive emotion, helps child to be more open to positive experiences.
- Sense of humour is protective, the part of the brain that is activated when laughing is different to the part activated when experiencing shame.
- Help child to experience being happy, enjoyment and to experience parent as helping him to regulate this.



'Whatever man can do seriously he can do playfully'



Bruner, 1977



Play

- Play is the earliest of the biological socioemotional systems.
- It helps us to feel good; to experience joy and laughter
- It is central in social interactions, ensuring social bonding.


(see Panksepp, 1998)



'In most mammals, play emerges initially within the warm and supportive secure base of the home environment, where parental involvement is abundant.'


(Panksepp, 1998)

Play




Play

- A playful attitude conveys optimism, that things can change.
- Demonstrates that the child is experienced positively as the parent experiences a joyful fascination with the child.
- The parent notices the strengths and uniqueness of the child and takes pleasure in these.
- The child experiences the relationship as unlike past experiences, with unconditional acceptance.
- The child experiences having a positive impact on the parent.
- Builds to provide experience of reciprocal enjoyment within family.



Acceptance

- Accept and don't evaluate wishes, thoughts, feelings, beliefs and desires.
- Demonstrate that child's inner life is safe with the parent. The parent is not judging, nor trying to change this inner experience.
- Reduce shame through acceptance of person, and difference from behaviour.



Acceptance

- The human brain is designed to function with relationships.
- We want relationships where we have a reciprocal impact on each other.
- If a child does not have influence on a parent, the parent will have less influence on the child.
- Rests on the ability to understand the inner life of each other.
- Acceptance means becoming aware of and understanding the inner life of another without trying to change it.



'Being aware on purpose, and nonjudgmentally, of what is happening, as it is happening in the present moment'

Siegel, 2010




'When we fully accept the other, we become aware of features of her that we otherwise don't notice. We become highly sensitive to her experience, which, when we do not judge, evaluate, control or try to change it, emerges much more fully than it otherwise would.'


(Golding & Hughes, 2012)



Acceptance

- Unconditional acceptance provides a foundation of safety.
- Acceptance increases the child's readiness to communicate, to explore and to learn about the interpersonal world.
- Acceptance strengthens the relationship.
- When inner life is accepted behavioural conflicts are easier to resolve and also less likely to occur. 

Curiosity

- An attitude of not knowing.
- Make guesses, but happy to reject them.
- Wondering rather than interpreting.
- Tentative wondering coming out of experience of child.
- Make sense of facts; make sense of experience.
- Help parents to become more mind-minded 



Parenting that builds relationships is parenting that is also curious and reflective



Finding the Alternative Stories

- Curiosity is the search for alternative stories about events, conversations and actions.
- If we are not curious we make rapid judgements leading to non-reflective action.
- This can shut down our relationship with another.



Empathy

- The ability to feel with someone.
- Show child that whatever emotion they experience the parent is sharing it.
- Experience emotion whilst staying regulated ie experience anger without getting angry.



Empathy

- Empathy is at the heart of what makes us social.
- Through empathy we build relationships and make connections.
- When we express empathy, we are expressing our understanding of the other.



'Empathy helps us to stay with the feelings for longer, avoiding a precipitous desire to reassure, to make things better or to solve the problem. We instead share the experience, leading to a deeper relationship within which we might eventually be able to help, built on a more solid foundation of understanding and acceptance.'

(Golding & Hughes, 2012)



'We survive because we can love. And we love because we can empathize – that is stand in another's shoes and care about what it feels like to be them.'

Szalavitz & Perry, 2010




Playfulness, Acceptance Curiosity, and Empathy

- A parent cannot directly change a child's experience, or the way it is communicated through language or behaviour.
- But a parent can change his or her response to it.
- If a parent responds differently, over time he will notice the child change the way she behaves or communicates.




PACE

- Play brings pleasure and joy, a fun connection to our child.
- Curiosity, the search for knowing when you do not know.
- Curiosity leads to different understanding. You come to know the other's story more fully.
- With different understanding can come a deeper acceptance of the child and his experience.
- The child experiences this increased understanding and acceptance through empathy.
- Empathy builds attachment. The child feels more secure in being deeply understood.
- P, the playful approach, brings ACE alive.




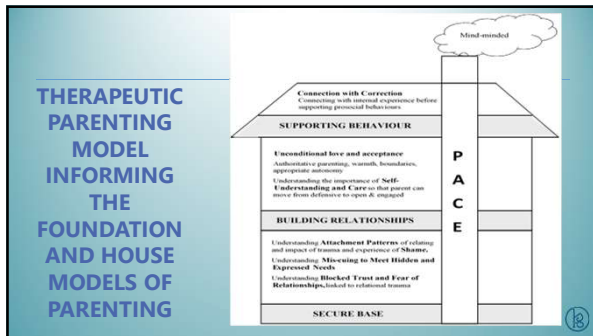
PACE: an attitude to parenting

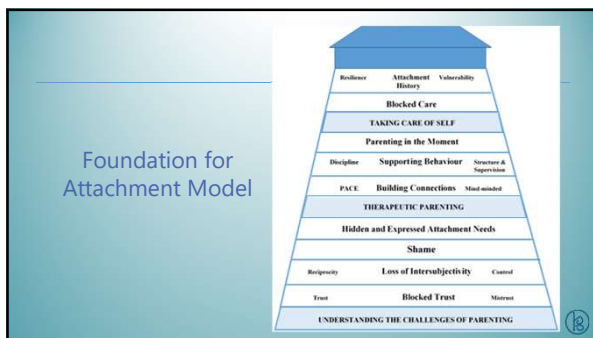
- Each component has a special contribution, but only together will PACE work to its maximum.
- Curiosity = the mind, contributing to thinking and understanding
- Empathy = the heart, focused around feeling.
- Acceptance = the key that allows mind and heart to work together.
- Playfulness brings it all to life.



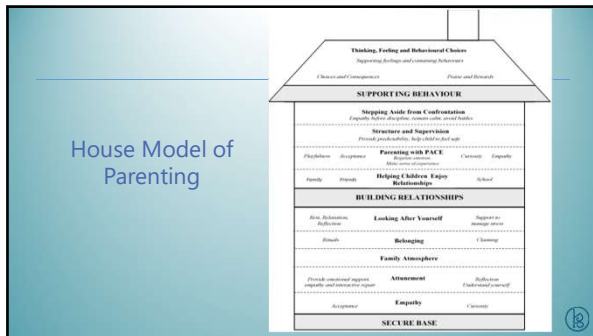
PACE and Behaviour Support

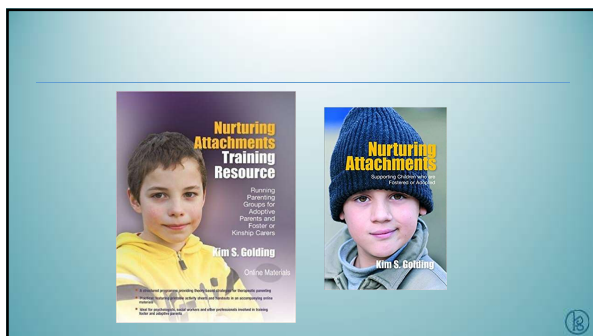













- ### PACE as an attitude, a way of being
- PACE is an attitude which helps children to feel more secure.
 - The parents change their responses to the children without expectation that the child will change.
 - If PACE is used as a technique to change behaviour, acceptance is reduced. This is likely to lead to resistance. Children will react to this with shame, as they experience not being good enough for the parents. This can end up strengthening the behaviour instead.
 - When the parent sits alongside the child, understanding and accepting his experience, the child experiences a sense of being good enough, of unconditional love.


PACE AND BEHAVIOUR SUPPORT

- PACE does not mean that parents will tolerate behaviour.
- Connecting with PACE before discipline increases understanding.
- The child is more likely to respond to the discipline as a result.
- PACE is maintained alongside the discipline so that it becomes a way of supporting the child's behaviour.



PACE and Behavioural Support

- Through the connection that PACE brings the child will experience emotions being regulated.
- Consequences become collaborative rather than imposed by the parents.
- Ongoing PACE before, during and after discipline allows the child to continue to feel understood, accepted and unconditionally loved



Open & Engaged Parenting

Open & Engaged parenting offers the child connection, helping the child with:

- Relationship
- Regulation
- Reflection



Relationship

- It is at the challenging times that the children need connection most.
- Parents find ways to connect with their children at the times that they most want to put some distance between them.
- This openness to the relationship even at these difficult times builds trust.
- The child experiences the security of knowing that they are acceptable to their parents; they are unconditionally loved.



"There is evidence that just one relationship with a caregiver...who is capable of autobiographical reflection, in other words a caregiver who provides a high reflective self-function, can enhance the resilience of an individual. Through just one relationship with an understanding other, trauma can be transformed and its effects neutralized or counteracted."

(Fosha, 2003)



Regulation

- Many of the challenging behaviours stem out of dysregulated emotion.
- Alongside this levels of shame are increasing.
- Notice also the child who dissociates rather than dysregulates; because these children are less challenging to others their struggles with emotion can be missed.



Working with the Traumatized Nervous System

Importance of bottom-up interventions

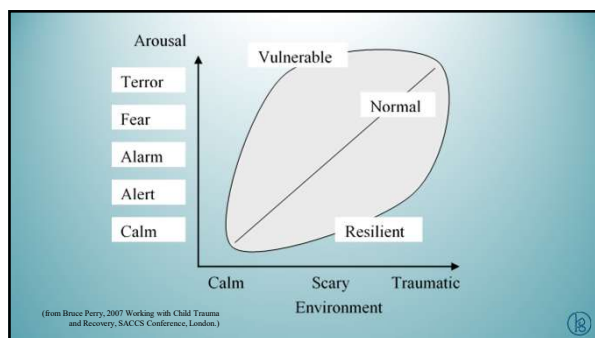
- Children are traumatized by early experience within the family and by being removed from this family.
- Impacts on developing brain.
- Need to address core difficulties of emotional and physiological regulation.
- Abuse occurs in context of interpersonal difficulties – disruption to the attachment system, this context needs to be taken into account when providing therapeutic interventions.
- Relationship provides affect regulation.



Regulation

- Parents need to attend to the regulation of the emotional experience that these children are immersed in. Emotional connection allows the parent to help the child to regulate.
- This approach to parenting is regulatory based rather than behaviour based. Behaviour is still supported, but this behaviour support is successful because it is based upon the child being helped to regulate.





Working with the Brain

| Working with the brain | | |
|------------------------|-------------|----------------------------------|
| Mental State | Cognition | Primary/secondary Brain areas |
| Calm | Abstract | Neocortex/Subcortex |
| Aroused | Concrete | Subcortex/Limbic |
| Alarmed | 'Emotional' | Limbic/Midbrain |
| Fearful | Reactive | Midbrain/brainstem |
| Terror | Reflexive | Brainstem/Autonomic |

(adapted from Perry, 2006)

"Knowing where a child is on the arousal continuum – accurately knowing the child's internal state – can help us determine when to talk, and when to stop talking and start using simple, nonthreatening interactions to quiet and contain the escalating child."
(Perry, 2006)

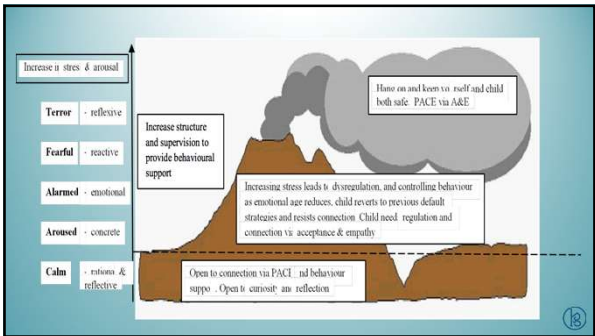
Regulation based parenting with PACE

As stress increases arousal also increases. This changes what the child is open to.

- CALM. Arousal is low. Rational and open to reflection. Verbal child can join in with PACE, open to playfulness and curiosity as well as the connection that acceptance and empathy brings.
- AROUSED. Some arousal is helpful for the child to play, learn and explore.
- As emotional arousal increases under stress the child acts younger and becomes more concrete in ability to think.
- Child might still be open to PACE but will struggle more to engage with curiosity. Her reflection has reduced.

- ALARMED. Increasingly emotional, reflected in behaviour and increasingly immature functioning. Dysregulation is increased. The child needs parent to be curious on her behalf. The parent communicates via genuine acceptance and empathy (A&E). She will not be able to reflect with the parent.
- FEARFUL. Very reactive. A&E might still reach her if clear and simple with a high level of acceptance for her experience.
- TERROR. Full fight and flight response. Parent can only hang on and keep self and child safe. PACE via A&E is aimed at reducing the panic. Acceptance is conveyed in the voice but the words are less likely to reach her until the terror subsides and she starts to go down the arousal continuum again. Now is a time for a high level of structure, predictability and nurture. Only later will the child be calm enough to engage with in PACE again.

“Beginning with cognitive-behavioural techniques are unlikely to have much impact on traumatized children. Cognitive-behavioural approaches assume that the cortex can deal with the emotional limbic system. Under the challenge, arousal and threat of prematurely delivered cognitive therapies, traumatized children are more likely to go into survival model of flight, fight or freeze and therapy halts.”
 (Howe, 2005)




Reflection

- A younger or more immature child needs the parent to reflect on her behalf.
- The child is told the story of what just happened.
- A more mature child is developmentally able to reflect on her behaviour, but needs help with regulation first.
- Now the story can be created together.


Reflection

- Using PACE and having a story-telling attitude strengthens the connection between parent and child.
- Start with the child's experience, and make sense of this before helping the child to think about anyone else involved.
- Curiosity and understanding is communicated as internal experience is explored and accepted.
- Empathy flows naturally as the child's thoughts and feelings are more deeply understood.



Reflection

- Slowing down in parenting; Stay with the child's own experience for longer.
- Strengthens the connection between parent and child whilst providing regulatory support.
- Child can reflect on the consequences of her behaviour
- The consequences for the behaviour can be part of the building of the relationship, instead of parent imposed.
- With curiosity behavioural support will promote security as well as behaviour change




Some DDP-informed Parenting Principles



Parenting Principles

PRINCIPLE ONE: PACE, a consistent feature. Discipline brought in as needed.

- PACE before discipline: Helps child to feel emotionally connected.
- PACE with discipline: Helps to maintain this connection when the child is at her most vulnerable; experiencing shame, and fear.
- PACE following the discipline: Provides the child with a continuing sense of being unconditionally accepted; repairing any ruptures in the relationship.




Parenting Principles

PRINCIPLE TWO: Two hands of parenting;
Connection with Correction and no Correction without Understanding

- Hand one: Warmth, Nurture and Curiosity.
- Hand two: Structure, Discipline and Boundaries

PRINCIPLE THREE: Parenting Sandwich

- Discipline in form of boundaries and consequences is sandwiched between Attunement and Interactive repair.




Parenting Principles

PRINCIPLE FOUR: Adult takes responsibility for relationship with child

- Don't punish with the relationship
- Take breaks when needed if it is practically possible.
- Take responsibility for relationship repair.

PRINCIPLE FIVE: Understanding first


- Don't lecture and delay problem solving.
- Don't rush to reassure; Reassure to give hope rather than to make yourself feel better.



Parenting Principles

Principle Six: Provide appropriate level of structure and supervision


- Notice the child's emotional maturity and adjust expectations in line with this.
- If the consequences are piling up it is a sign that the child needs increased structure and supervision alongside empathy.




Parenting Principles

PRINCIPLE SEVEN: Help the child to manage shifts between playfulness and parental authority.

- Mistrusting children struggle with parental authority.
- When a parent needs to use their authority for keeping the child safe; providing a boundary and structuring the environment the child will revert to controlling behaviours.
- Shifting from playful times with parents ('companionship mode') to a 'parental authority mode' is difficult, Baylin & Hughes (2016)




- These relational transitions can lead to very rapid shifts in the child towards anger and meltdown.
- The parent needs to find a way to stay open and empathic to the child's struggles in letting parents have a benevolent authority over them.



Connection with Correction Parenting in the Moment

1. Notice and deal with immediate actions.
2. Notice impact on self. Compassion for self.
3. Notice the child. What regulation is needed?
4. Curiosity and understanding
5. Connection with acceptance and empathy.
6. Correction – collaborative consequences.
7. Relationship Repair






In Conclusion



In Conclusion

When child-caregiver relationship is source of insecurity and even more so when it is traumatic:

- Interferes with attachment formation and capacity to enter into an intersubjective relationship.
- Child feels helpless and abandoned.
- Leads to blocked trust
- Child attempts to exert control:
 - By disconnecting from social relationships.
 - By acting coercively to others.
 - By restricting processing of what is happening around him.



DDP

- DDP is relationship focused.
- Increases safety, builds trust and facilitates connection.
- Child experiences emotional co-regulation.
- This relationship connection helps exploration of experience present and past through a process of co-construction.
- Reduces traumatization.
- Child experiences healthy dependency through intersubjective and attachment relationship.
- Healthy dependency provides the foundation for successful independence.




DDP Parenting Support

- DDP relies on parents to be able to provide DDP-informed parenting.
- Parents need an appropriate level of support to achieve this.

Help parents to:

- Understand themselves and the impact the child is having upon them.
- Understand the impact of their own attachment and relationship history on this.
- Have support to help protect and recover from blocked care.
- Understand the child's experience and how it links to behaviours
- Provide relationship, regulatory support and reflection all with PACE
- Provide behaviour support through regulatory based and PACE-ful parenting



We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time

T.S.Eliot 'Little Gidding'. Four quartets

