

**Bringing Up Great Kids**  
**Online** Parenting After Family Violence

The graphic features a smiling woman with her arms crossed, surrounded by icons: a heart with a pair of scissors, a speech bubble with a person icon, a smiley face, and a house.

Facilitating respectful, reflective & effective parenting groups  
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The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians and owners of this land and waters. We pay our respects to their Elders past and present and to the children who are their leaders of tomorrow. We acknowledge their history and living culture and the many thousands of years in which they have raised their children to be safe and strong.

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**The story so far ...**

**Foundation BUGK**

**GOLD Standard BUGK Facilitator Workshop**  
 Face to face / Online

This workshop enables participants to understand the program and from the demonstrated activities adapt to their own facilitation style with their parent cohort.

**BUGK variations**

- Implementing BUGK
- Facilitating an online BUGK parent group
- BUGK for Aboriginal Families
- BUGK Parenting after Family Violence
- BUGK in the First 1000 Days
- BUGK in Kinship Care
- BUGK Parenting Adolescents
- BUGK Parenting and Mental Health

\* Available July 2021 \*\* Under development

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## BUGK Resources *handout*

➤ Resources in the Australian Childhood Foundation's Website: [childhood.org.au](http://childhood.org.au)

- **The Professional Hub:** Opportunities for professionals to connect with us and each other to reflect, learn, build evidence and emergent knowledge.
- **The Family Blog:** A blog that hosts articles and stories dedicated to innovation, research and practice with children and young people.
- **The Online store:**

➤ The Bringing Up Great Kids [bringupgreatkids.org](http://bringupgreatkids.org) profile

➤ Resources in the Bringing Up Great Kids Website: [bringupgreatkids.org](http://bringupgreatkids.org) (available as PDF print files)



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## The Primary Aim of BUGK

To increase reflective capacity in parents



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## Table of Contents

- Chapter 1: Finding Safety After Violence
- Chapter 2: Challenging the Messages of Violence
- Chapter 3: Reclaiming the Messages of My Parenting
- Chapter 4: Understanding the Messages from My Children
- Chapter 5: Changing the Messages for my Child
- Chapter 6: Understanding and Responding to the Messages of Behaviour
- Chapter 7: Connecting the Stories of our Family



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# Mindfulness for Parents



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# Stop....Pause....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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## Parent Journal: My Self-Compassion Journal

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



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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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## Chapter contents

### Outline

- Key Messages
- Pre-session Facilitator Reflection
- Preparation/set-up/resources

### Part 1

- Welcome/reconnect
- STOP....PAUSE....PLAY
- Deep Listening

### Part 2

- Core Activities & Options

### Part 3

- Self-Care
- Self Compassion Journal
- Storytime
- Summary



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## Who should come?

- What would be the criteria to enable parents to attend the group?
- When would you think parents were not ready to attend the group?

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## Chapter 1 Finding Safety after Violence

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## Chapter 1: Finding Safety after Violence Key messages

- The safety of all participants is critical
- Recognising parental strengths and showing compassion for themselves and for each other is vitally important.




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**Chapter 1: Finding Safety after Violence**  
*Facilitator Reflection*

- What are your experiences of family violence and self compassion?
- How do you see yourself as a family violence parent group facilitator?



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**Chapter 1: Finding Safety after Violence**  
*Defining trauma*

**Trauma** is not what happens **to** you, but what happens **inside** you.

(Gabor Mate 2018)



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**Chapter 1: Finding Safety after Violence**  
*Neuroception of safety*

- "The removal of threat is not the same as the presence of safety" (Porges, 2014)
- We need to help parents who have experienced trauma detect more features of safety in their group environment.



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Chapter 1 Finding Safety After Violence  
Family Soup



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Chapter 1 Finding Safety After Violence  
Bringing safety to life



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Chapter 1: Finding Safety after Violence  
Self-care

One of life's secrets:  
Learn to pause  
Emerge positive

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## Chapter 1: Finding Safety after Violence

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

### Challenging the Messages of Violence



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## Chapter 2: Challenging the Messages of Violence

*The power of small steps*



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Chapter 2: Challenging the Messages of Violence  
How do you talk to yourself?



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Chapter 2: Challenging the Messages of Violence  
Self-care



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Chapter 3  
Validating my Parenting Story



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**Chapter 3: Validating my Parenting Story**  
*Pass the parcel*



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**Chapter 3: Validating my Parenting Story**  
*Five messages about parenting*



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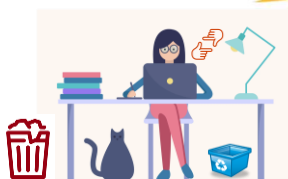
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**Chapter 3: Validating my Parenting Story**  
*Rubbish, recycle or reframe/recreate*



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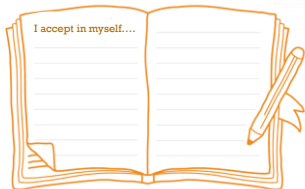
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**Chapter 3: Validating my Parenting Story**  
Self-care



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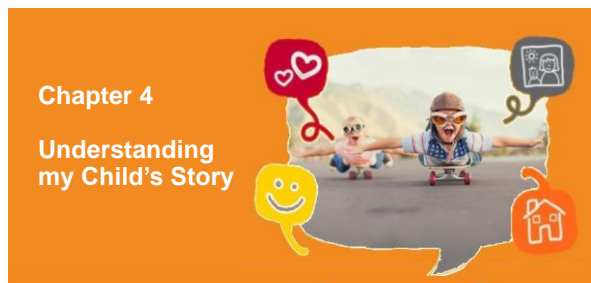
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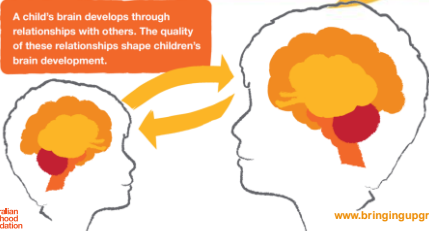
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**Chapter 4: Understanding my Child's Story**  
Growing Brains

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



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Chapter 4: Understanding my Child's Story  
Neuronal connections in family violence



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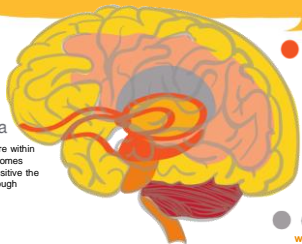
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Chapter 4: Understanding my Child's Story  
Where trauma affects the brain



○ 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.

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

● Corpus Callosum

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Chapter 4: Understanding my Child's Story  
The traumatised brain



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**Chapter 4: Understanding my Child's Story**  
*Self-care*



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**Chapter 5**  
**Changing the Messages for the Child**



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**Chapter 5: Changing the Messages for the Child**  
*Communication patterns*



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Chapter 5: Changing the Messages for the Child  
Barriers to Communication



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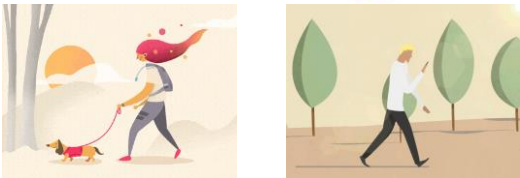
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Chapter 5: Changing the Messages for the Child  
Self-care



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Chapter 6  
Understanding and Responding to the Messages of Behaviour

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## Chapter 6



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## Chapter 6 Anthill/Iceberg



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## Chapter 6 Messages of Behaviour



"The problem for children who have experienced trauma is they can develop a mismatched nervous system that can react to the environment as dangerous, when it is safe." (Porges, 2014)

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Chapter 6  
*'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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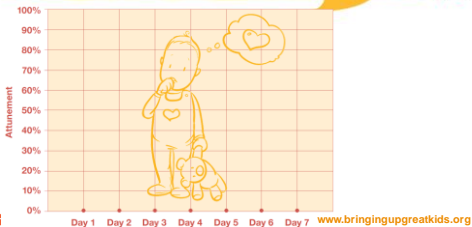
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Chapter 6  
*My Parenting Chart*



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Chapter 6  
*Helping Everyone with Their Big Feelings*

Listening to our **BIG** feelings

SAD ANGRY FRUSTRATED JOYFUL EXCITED HAPPY FRIGHTENED



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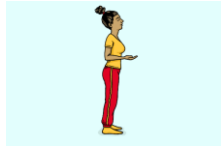
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# Chapter 6 Self-care



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# Chapter 7 Connecting the Story of our Family



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# Chapter 7: Connecting the Story of our Family Strengths



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**Chapter 7: Connecting the Story of our Family**  
Family strengths



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**Chapter 7: Connecting the Story of our Family**  
Good enough parenting (Ed Tronik)



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**Chapter 7: Connecting the Story of our Family**  
Ask for help



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Chapter 7: Connecting the Story of our Family  
Self compassion: be kind to yourself



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Chapter 7: Connecting the Story of our Family  
Self-care



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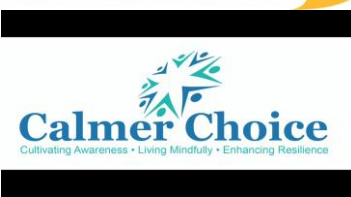
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Chapter 7: Connecting the Story of our Family  
Self-care



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### Hope – An Outcome of Change

*Hope is the first moment in time when they dare to dream . . . . .*



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### Celebration!!!



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### Reflective Evaluation for a Reflective Program



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 **Contacting us** 

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