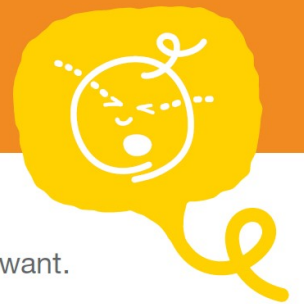




# Foundation BUGK

## Chapter 4 Handouts

# Feelings and Needs Cards



Cut out each card and fold them in half. You may choose to laminate the card if you want.

bringupgreatkids.org

rest/sleep	safety	shelter	touch
play	creativity	hope	belonging
empathy	love	nurturing	respect
security	trust	comfort	support

**Needs**

**Feelings**

calm	happy	proud	playful
curious	enthusiastic	angry	mad
sad	frightened	lonely	scared
bored	excited	fulfilled	relaxed

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bringupgreatkids.org

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**Needs**

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calm	happy	proud	playful
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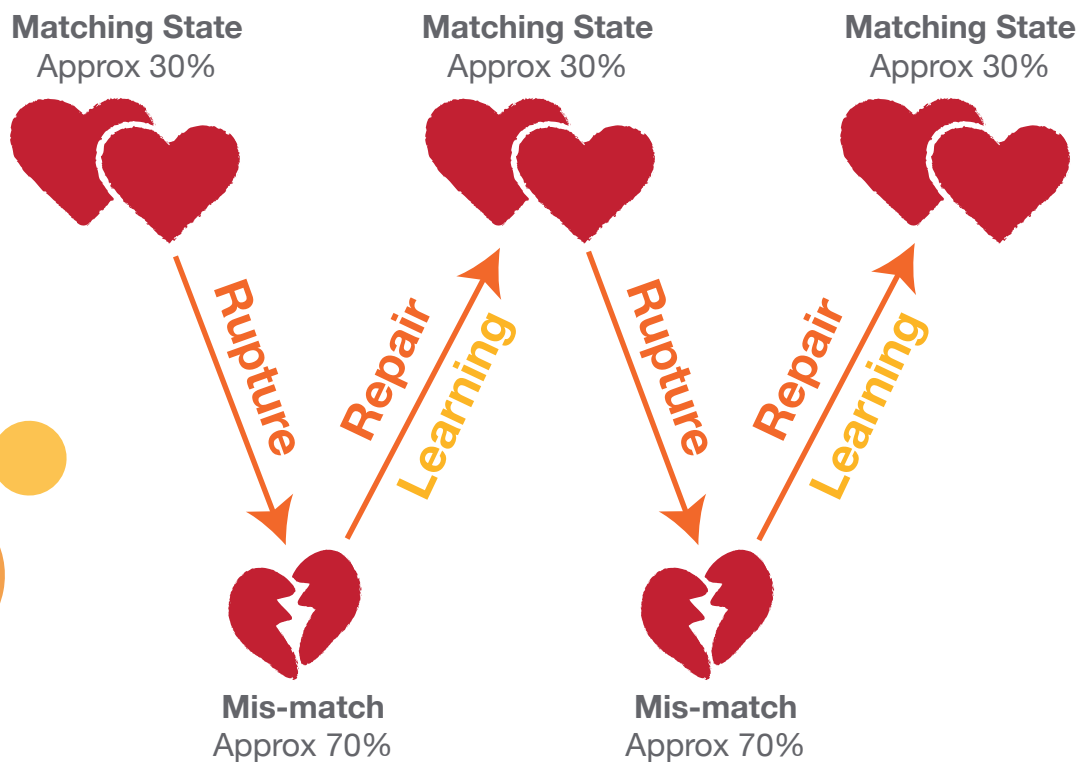
**Needs**

**Feelings**

calm	happy	proud	playful
curious	enthusiastic	angry	mad
sad	frightened	lonely	scared
bored	excited	fulfilled	relaxed

bringupgreatkids.org Australian Childhood Foundation

# Good Enough Parenting (Ed Tronick)



Having a look to this illustration, please discuss the following questions in your group:

- How do you feel about your relationship with your child?
- How can a rupture in relationship be an opportunity for learning and growth?
- Do you feel able to repair after a relationship rupture?



# I still love you



Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.



Empty rounded rectangular box for writing.



# I still love you



**What you did is not okay.....  
I was angry with you.....**

**but you are still a good person and  
you are not your behavior  
but I should not have reacted like  
that.....**



**You are lovable.  
and I love you.**



# Helping Children to Manage Big Feelings



## 1 Listen to the child's feelings with your whole body

- stop what you're doing
- get down to your child's level
- look at child (their focus is on the expression on your face)
- speak using a calm voice (their focus is on the tone of your voice)

## 2 Put your child's feelings into words

Eg: "It looks like you're pretty angry/sad/scared about that."  
"You sound pretty cross."

## 3 Help him to notice what's happening in his body

Eg: "How does that feel in your tummy/head?"  
"Your arms look stiff and tight."

## 4 Empathise with him

"It's tough when ..."  
"I can understand that you might feel annoyed when..."  
"If my friend did that, I'd feel angry too."

## 5 Help him to solve his own problem

"What could you do about that?"  
"What could you do next time that happens?"



# My Parenting Chart



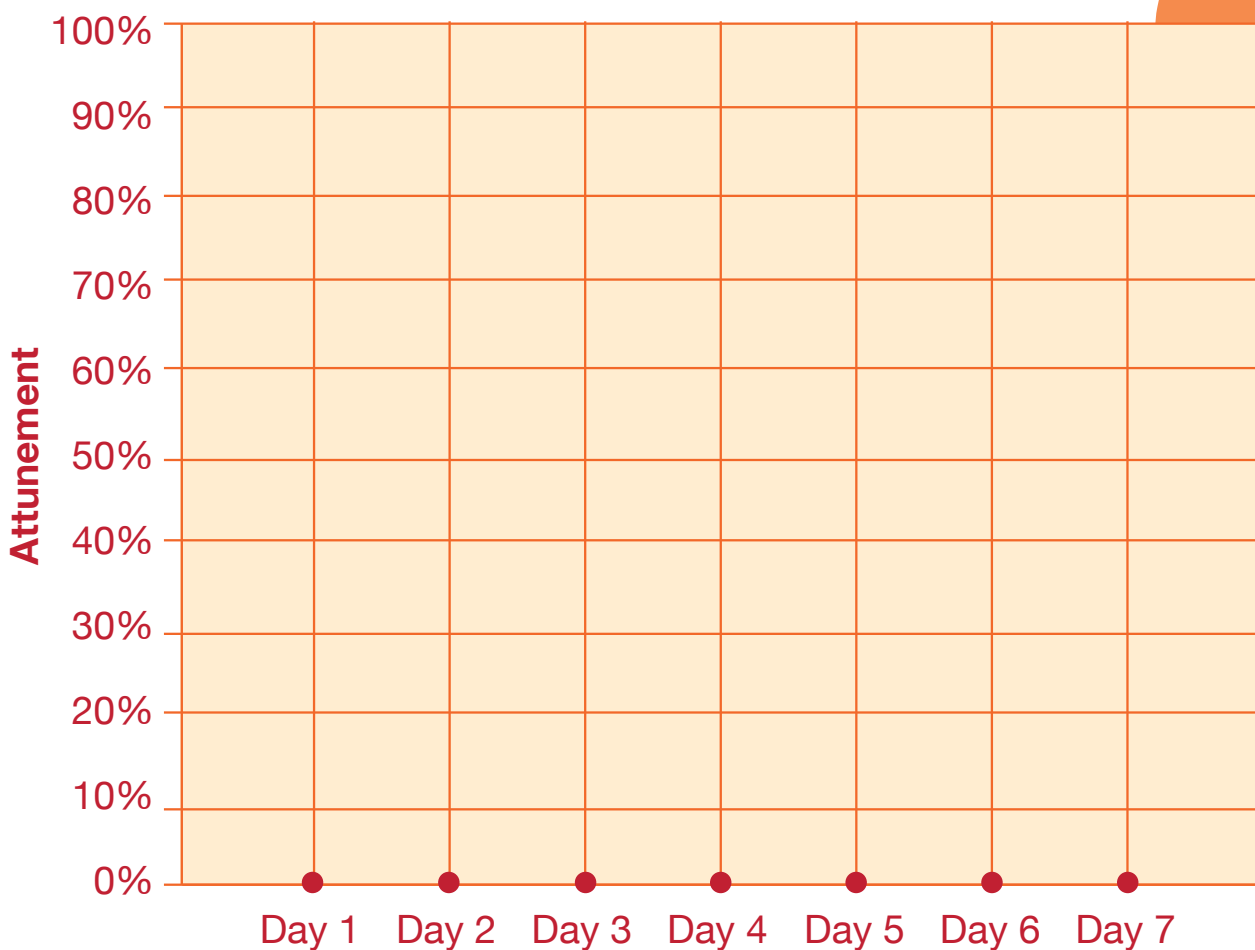
## Let's have a look at our own parenting!

Think of the last 7 days with your children. If you were to put the level of attunement between yourself and your child into numbers, what would be the percentage for each day?

First draw the "expected line": how attuned you expected your relationship to be?

Then draw the "actual line" that describes your actual level of attunement for each day.

Please use two different colours.



# Repairing Relationships



A mother, her 18 month old and newborn baby are in a supermarket carpark. They have just returned to the car with a trolley full of shopping and the mother is putting the baby into her capsule in the car, when the toddler runs off into the carpark and is narrowly missed by a car backing out.

Mum grabs the child's hand and shouts 'what do you think you are doing you stupid thing, you could have been killed' The child is screaming as mum lifts her quickly into the car.

## Time to repair

1

### Restore Calm and Safety

Mum stopped what she was doing and took three deep breaths. She could hear her child crying and needed to be calm to deal with the situation. Mum sat in the back seat of the car beside her children and tuned into her breathing. (Stop, Pause, Play)

2

### See it from your child's point of view

As mums breathing calmed her down she was able to re think what had just happened from her child's point of view. Her child had first been scared by the car backing towards her and then when mum yell at her. Mum felt regret that she had reacted the way she did.

3

### Repairing Relationships

Mum turned to her child and lifted her up, telling her I'm sorry I yelled at you, you must have been scared. It's not ok to run off from mum, I love you and I want you to be safe. Mum strokes her child's hair the way she knew she liked until it calmed them both.

Mum then calmly put her child into her car seat and gave her a kiss. Mum then drove the car home. On the way she sang some of her child's favourite songs and her child clapped her hands and laughed.

4

### Future Plans

Later that day when the children were sleeping mum reflected on what had happened. Now she felt calmer mum was able to recognise that she had expected too much for her 18 month old to recognise danger. She recognised that an 18 month old can be very curious and wander away.

Next time she knew she would make some changes and plan a bit better so things were not so rushed. She would always now put her 18 month old safely into their car seat first so that they could not wander off into danger.

We thank Family Inclusion Network of WA Inc. (FinWA) for their feedback that helped in writing this handout.





# Time In / Time Out



*A toddler runs out on the road when his mother is not looking and is narrowly missed by a car that has to slam on its brakes, frightening the child who starts to scream.....*

## Parent one

....grabs the frightened screaming child, while yelling and crying with her own distress, smacks him and yells, "Naughty boy, never go on the road." She then takes him inside the house, to his room and leaves him there while she goes back to the kitchen.

**What sort of messages might the child take away from this experience?**

I am \_\_\_\_\_

Relationships are \_\_\_\_\_

The world is \_\_\_\_\_

## Parent two

....grabs the frightened screaming child and comforts him. Later, when they are both calm, she talks to him about the danger of cars and the importance of staying close to her when they are near the road.

**What sort of messages might the child take away from this experience?**

I am \_\_\_\_\_

Relationships are \_\_\_\_\_

The world is \_\_\_\_\_



# You are not your behaviour

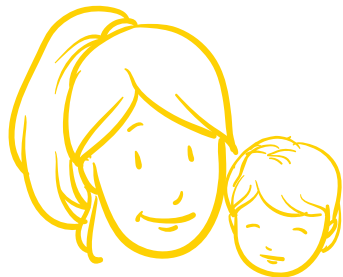
Discuss possible responses to each of these children in ways that help the child understand that:

**What you did is not ok.**

**But you are not your behaviour.**

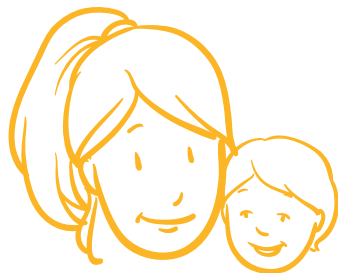
**You are still a good person and I still love you.**

## 18 Month Old



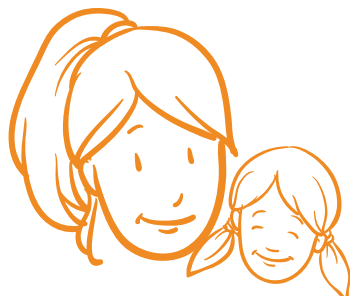
The child feels thirsty. Walks after her mum, pulls her dress and screams.

## 3 Years Old



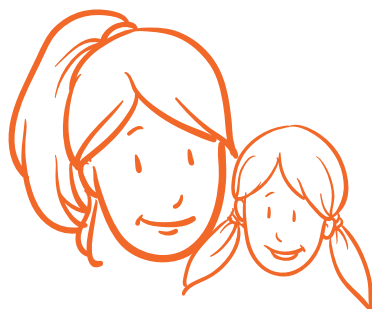
The child has been watching one of her favourite DVD's, when Mum turns off the TV as dinner is ready on the table. The child has already been asked twice to turn off the TV and come to dinner. The child screams, runs to her mother and bites her arm.

## 5 Years Old



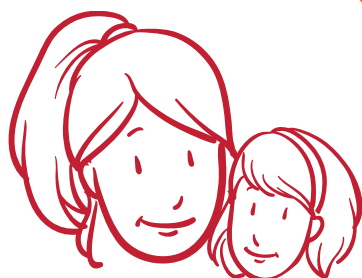
The child is playing with Lego on the floor. Dad comes into the room and tells the child it is time to go to bed. The child cries and throws a piece of Lego, knocking an ornament off a shelf. It falls to the floor and breaks.

## 7 Years Old



Dad and his child have been out for a ride. On arriving home the 7 year-old child leaves his bike in the driveway and rushes inside. The boy has been asked several times before to put away his bike at the end of a ride.

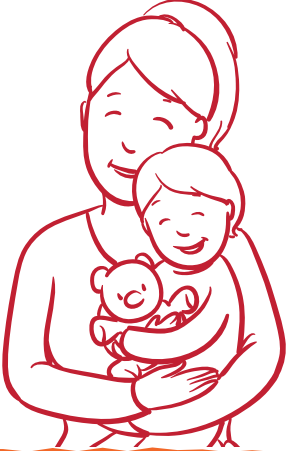


## 9 Years Old



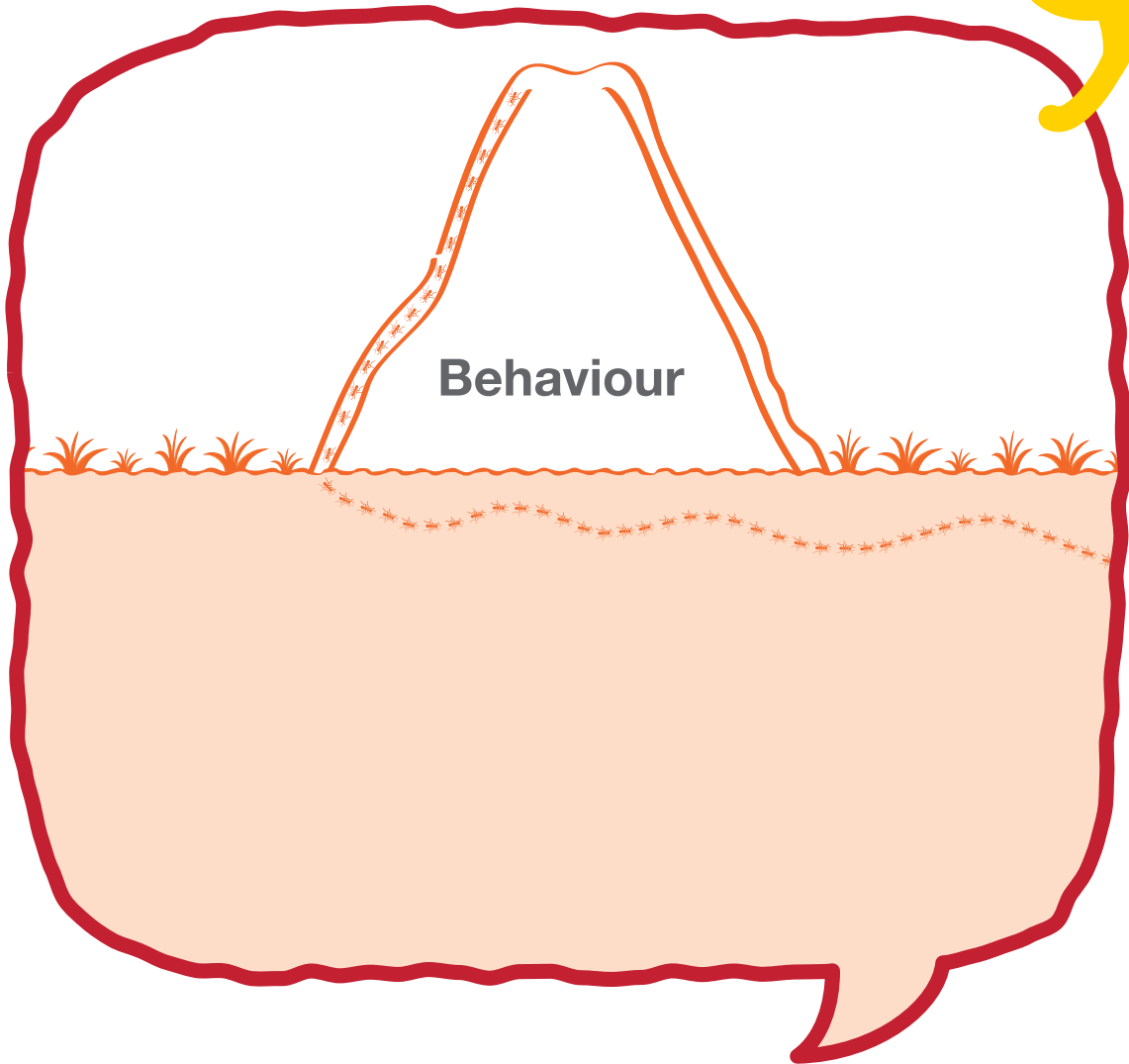
Nine year old daughter runs to her mother crying because her older brother has pulled her hair. The two were fighting because each wanted to watch a different show on TV.

## Children's Behaviour



Situation	Behaviour	Understanding (emotion, reason, intention)
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# Behaviour Ant Hill



Notes

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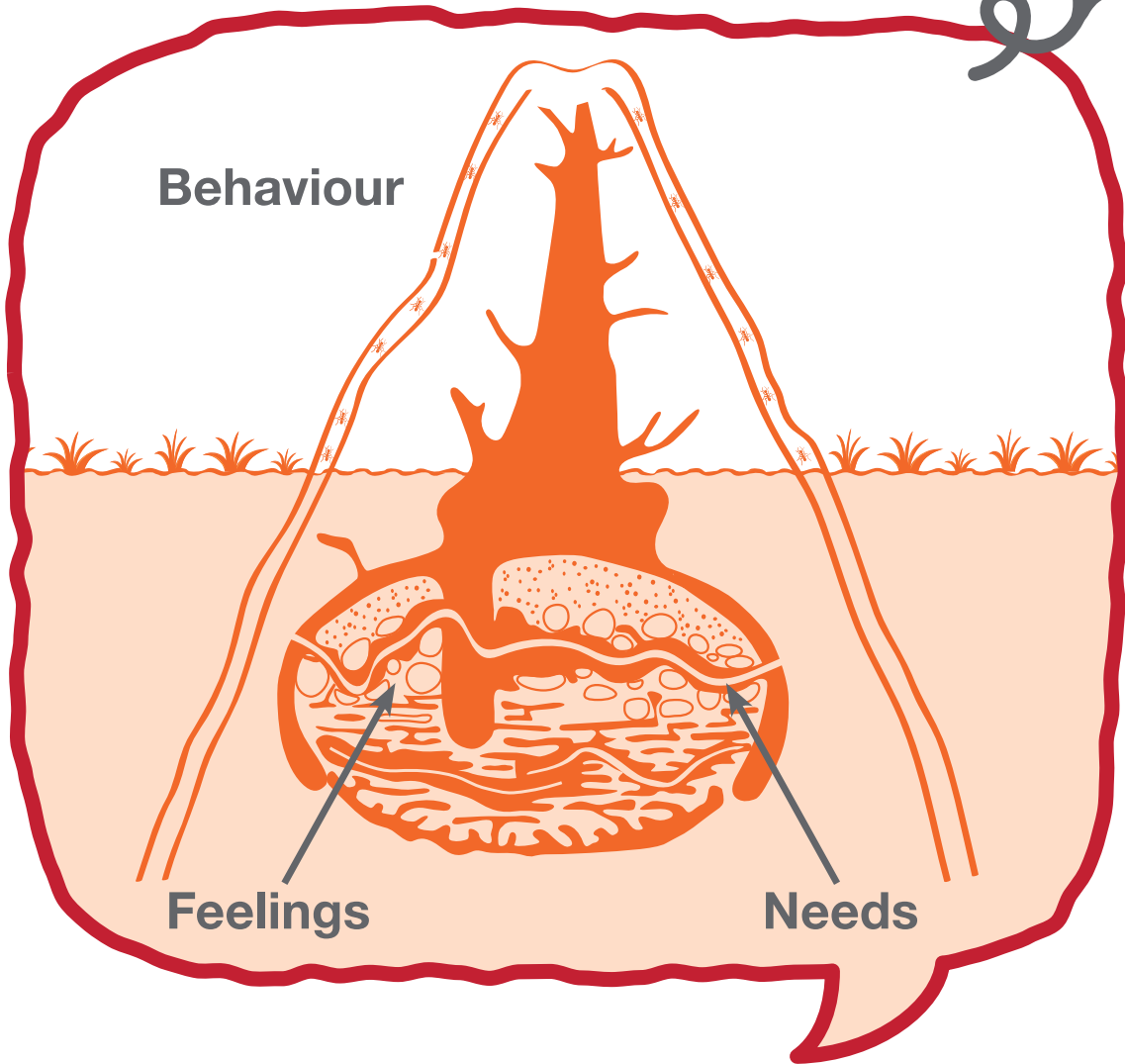
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# Behaviour Ant Hill



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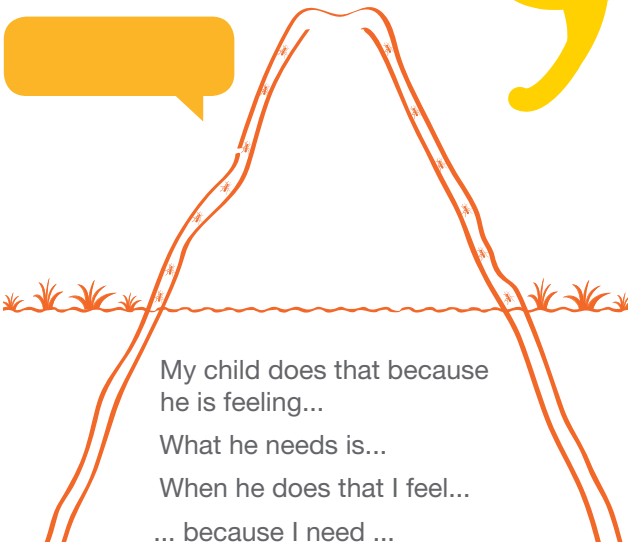

\_\_\_\_\_

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# Anthill Scenarios



My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



My child does that because he is feeling...  
What he needs is...  
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... because I need ...



My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



# Anthill Scenarios



7 month old

Cries loudly when left at Childcare and when put in cot for sleep.

My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...

2 year old

Screams, throws them self on floor and kicks, when taken off coin-in-slot ride at shopping centre.

My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...

4 year old

Cries loudly when left at Childcare and when put in cot for sleep.

My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...

6 year old

Stares at the window during class time, leaves work uncompleted.

My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...

8 year old

Hits other children and disrupts other children's games.

My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...

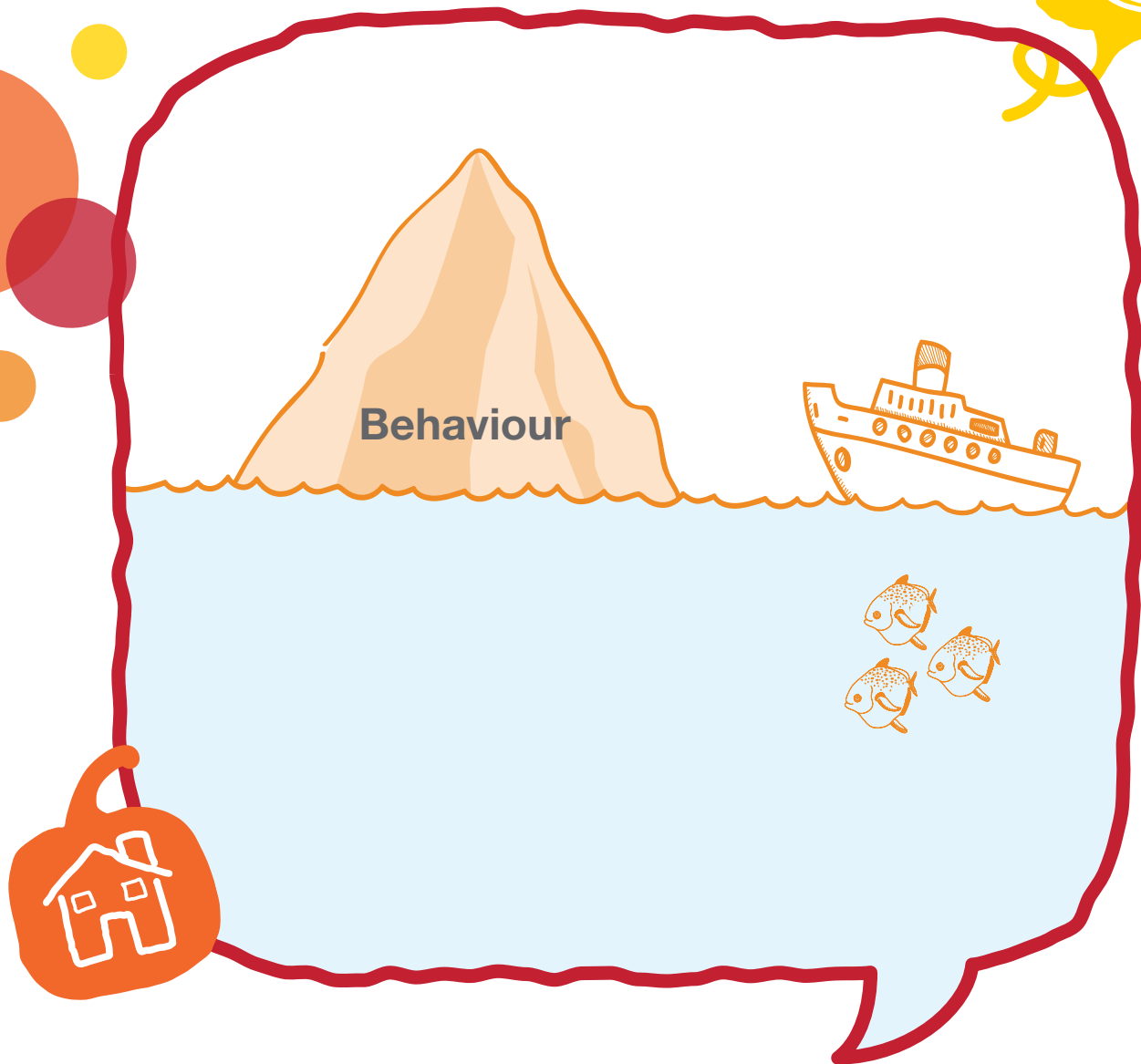
10 year old

Very quiet, with a blank expression on their face. Never asks for help. Chooses to stay in the library at lunchtimes.

My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



# Behaviour Iceberg



Notes \_\_\_\_\_

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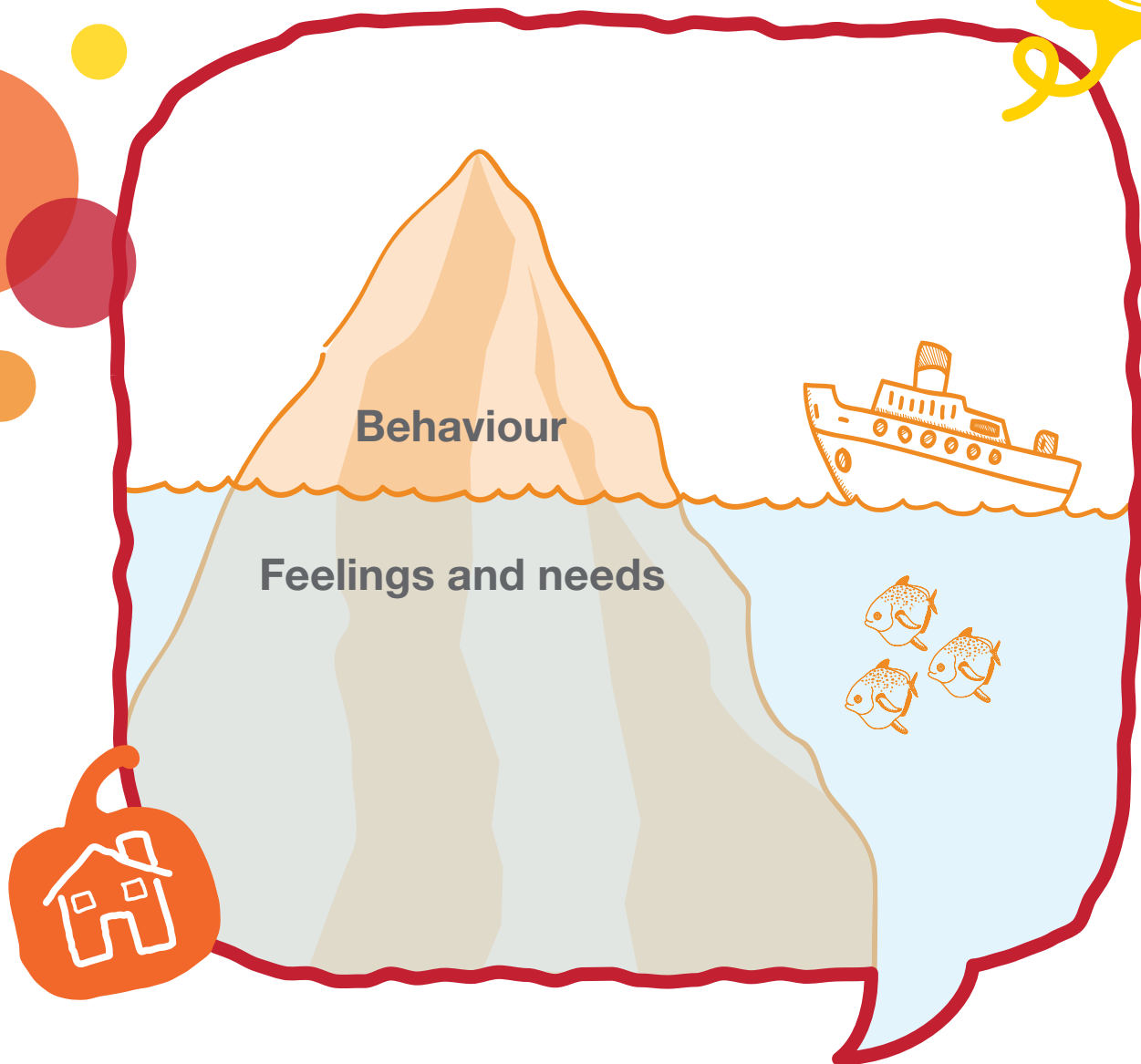
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# Behaviour Iceberg



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# Iceberg Scenarios







My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...





My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...





My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...





My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...





My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...





My child does that because he is feeling...  
What he needs is...  
When he does that I feel...  
... because I need ...



## Iceberg Scenarios



## 7 Months

Cries loudly when left at childcare and when put in cot for sleep.

My child does that because he is feeling...

What he needs is...

When he does that I feel...

...because I need...

## 2 Years

Screams, throws herself on floor and kicks when taken off coin-in-slot ride at shopping centre.

My child does that because he is feeling...

What he needs is...

When he does that I feel...

...because I need...

## 4 Years

At Pre-school concentrates well with stories and puzzles. Recovers quickly when upset.

My child does that because he is feeling...

What he needs is...

When he does that I feel...

...because I need...

## 6 Years

Stares at the window during class time, leaves work uncompleted.

My child does that because he is feeling...

What he needs is...

When he does that I feel...

...because I need...

## 8 Years

Hits other children and disrupts other children's games.

My child does that because he is feeling...

What he needs is...

When he does that I feel...

...because I need...

## 10 Years

Very quiet with a blank expression on his face. Never asks for help. Chooses to stay in the library at lunchtimes.

My child does that because he is feeling...

What he needs is...

When he does that I feel...

...because I need...

