



# Bringing Up Great Kids

Learning the basics for professionals who work one on one with parents

## Resource pack





# Introduction

Welcome to your first look at the Bringing Up Great Kids (BUGK) materials and resources. BUGK has a lot of useful resources that can be downloaded or purchased.

This resource pack is divided into several different sections that highlight the philosophy, beliefs and concepts that make up BUGK.

One of the underlining beliefs is the importance of parents and carers being able to reflect on themselves as parents and to be able to understand the world from their children's perspective. This includes the possible use of a reflective journal as quoted by Dan Siegel "Journal writing is one of the reflective activities which can assist parents to develop a coherent story or narrative about their own childhood experiences and how they influence who they are, their relationships and hopes they have for their lives" (Siegel, 2006).

Wellbeing features strongly in BUGK and is highlighted through the BUGK materials and resources in this resource pack. BUGK looks at self-care, compassion and self-compassion, empathy and gratitude and their role in wellbeing of the professionals who look after families, parents and carers and children.

Mindfulness is another underlying concept of BUGK – supporting all of us to resist reacting by taking a pause that allows the necessary moment to take a breath and think. This enables a thoughtful response where everyone involved feels OK. This resource pack has examples of many different types of mindfulness activities.

This resource pack then reflects on some of the content in BUGK. Starting with brain development and how what is going on in the brain is one of the effects on behaviour. There is also the opportunity to reflect on behaviour. The focus in BUGK is on understanding what is going on beneath the behaviour – how the behaviour affects both parent/carer and child. Once there is a common understanding and response there is less damage to the relationship.

The final reflection section provides opportunities to explore the family and the relationships both in and outside again through a variety of resources.

The resource pack finishes with lists of children's Story Books, resources for parents, and References.

**Welcome to BUGK!**

# Wellbeing



# Self-care Prescription



Prescription (My self-care activity)	Dose (How long?)	Frequency				
		Daily	Weekly	Fortnightly	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport or exercise						
Have a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						



Name: \_\_\_\_\_

Witnessed: \_\_\_\_\_

Displayed: 

Australian  
Childhood  
Foundation

# Self-care reflection



## Psychological Self-Care

Activities that help you to feel clear-headed and able to intellectually engage with the professional challenges that are found in your work and personal life.

- Keep a reflective journal
- Engage with a non-work hobby
- Turn off your email and work phone outside of work hours
- Make time for relaxation
- Make time to engage with positive friends and family

## Emotional Self-Care

Allowing yourself to safely experience your full range of emotions.

- Develop friendships that are supportive
- Write three good things that you did each day
- Play a sport and have a drink together after training
- Go to the movies or do something else you enjoy
- Meet with a social group
- Talk to a friend about how you are coping with work and life demands

## Spiritual Self-Care

This involves having a sense of perspective beyond the day-to-day of life.

- Engage in reflective practices like meditation
- Go on bush walks
- Do yoga
- Reflect with a close friend for support

## Relationship Self-Care

Is about maintaining healthy, supportive relationships, and ensuring you have diversity in your relationships so that you are not only connected to people at work but also in your personal life.

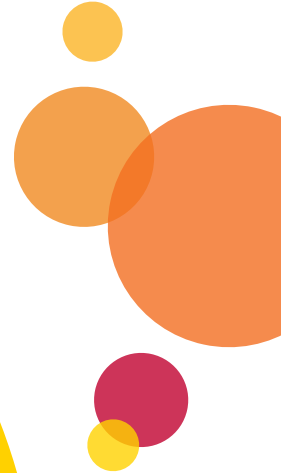
- Prioritise close relationships in your life e.g. with partners, family and children
- Attend the special events of your family and friends
- Arrive to work and leave on time every day

In creating a self-care plan it is important to ask yourself, “what might get in the way?” What can you do to remove these barriers? If you can’t remove them you might want to adjust your strategies. Think honestly about whether any of your strategies are negative and how you can adjust your plan to avoid or minimise their impact. It is important that your plan resonates for you.



# The Wellbeing Plate

★ Design your own wellbeing plate by using the different ingredients provided or by adding your own ideas, shapes and pictures.



# The Wellbeing Plate



**Physical  
Time**

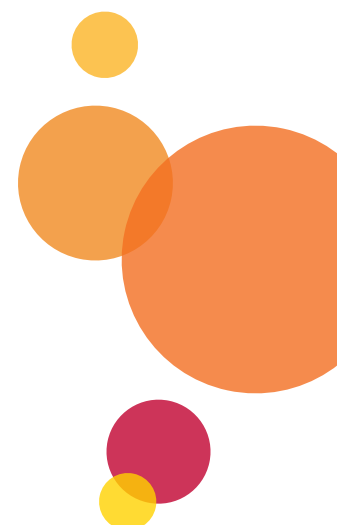
**relationship  
time**

**Sleep  
time**

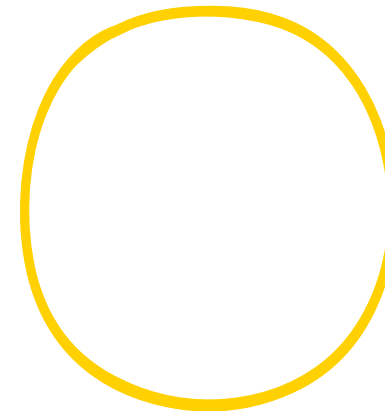
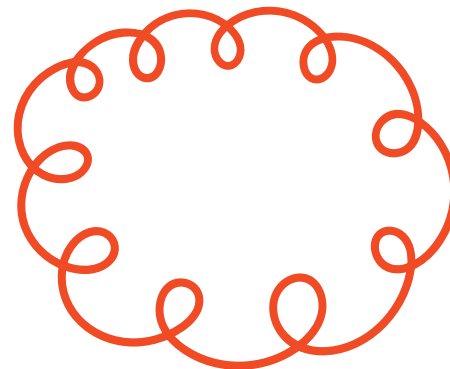
**Nurturing  
time**

**Play  
time**

**Nature  
time**



**Personal  
time**



# Strengths as a parent



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





# Mindfulness

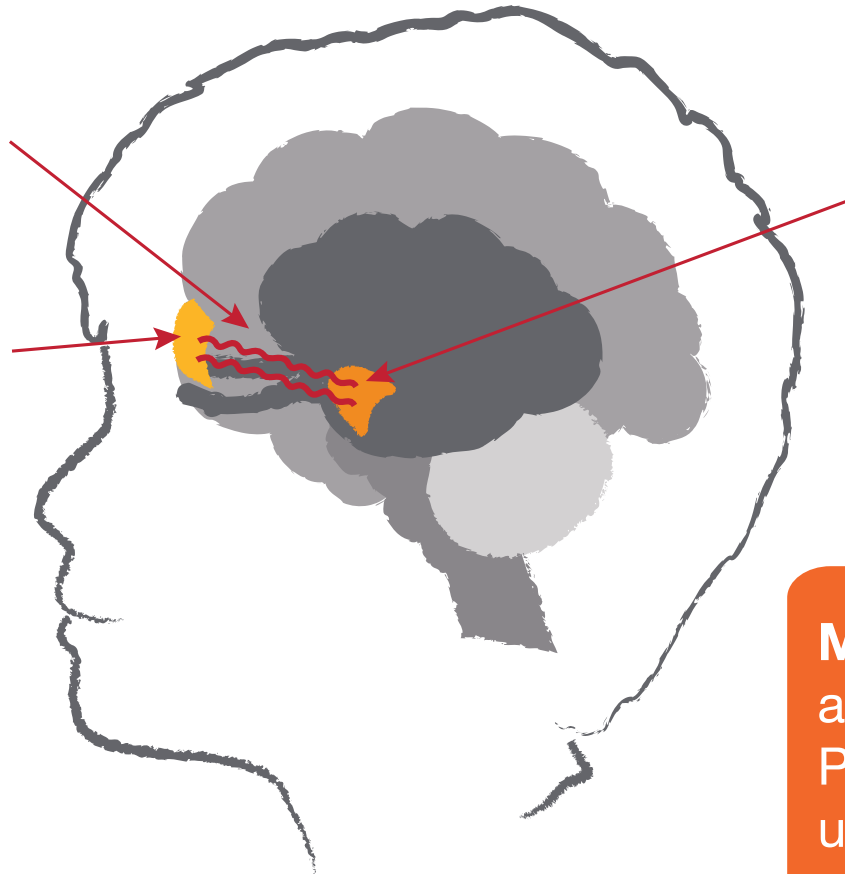


# Mindfulness



**Deactivation**

**Medial Pre-Frontal Cortex**  
The centre of mindfulness/  
self-awareness



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

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



# Stop...Pause...Play



When we can relate to our children with mindful awareness we activate a part of the brain (the medial pre-frontal cortex) which allows our defensive systems to switch off, putting us in a more relaxed state and allowing us to think and act more rationally and to step outside our own experience so that we can **BE MORE PRESENT TO OUR CHILDREN'S NEEDS.**

This is an exercise that we will practice every week or use any time you need to take time out to calm down before you respond to whatever is going on.



## Stop

- Stop what you are doing.
- Make sure your feet are placed firmly on the ground.



## Pause

- Focus on your breath.
- Breathe in slowly, right down into your belly, then exhale completely.
- Take 5 more slow breaths, being aware of each breath in and each breath out.
- Smile and enjoy standing like this for a moment. Feel your body relax.
- Reflect. Ask yourself "What do I need?" and "What does my child need?"



## Play

Respond to your child with new understanding.



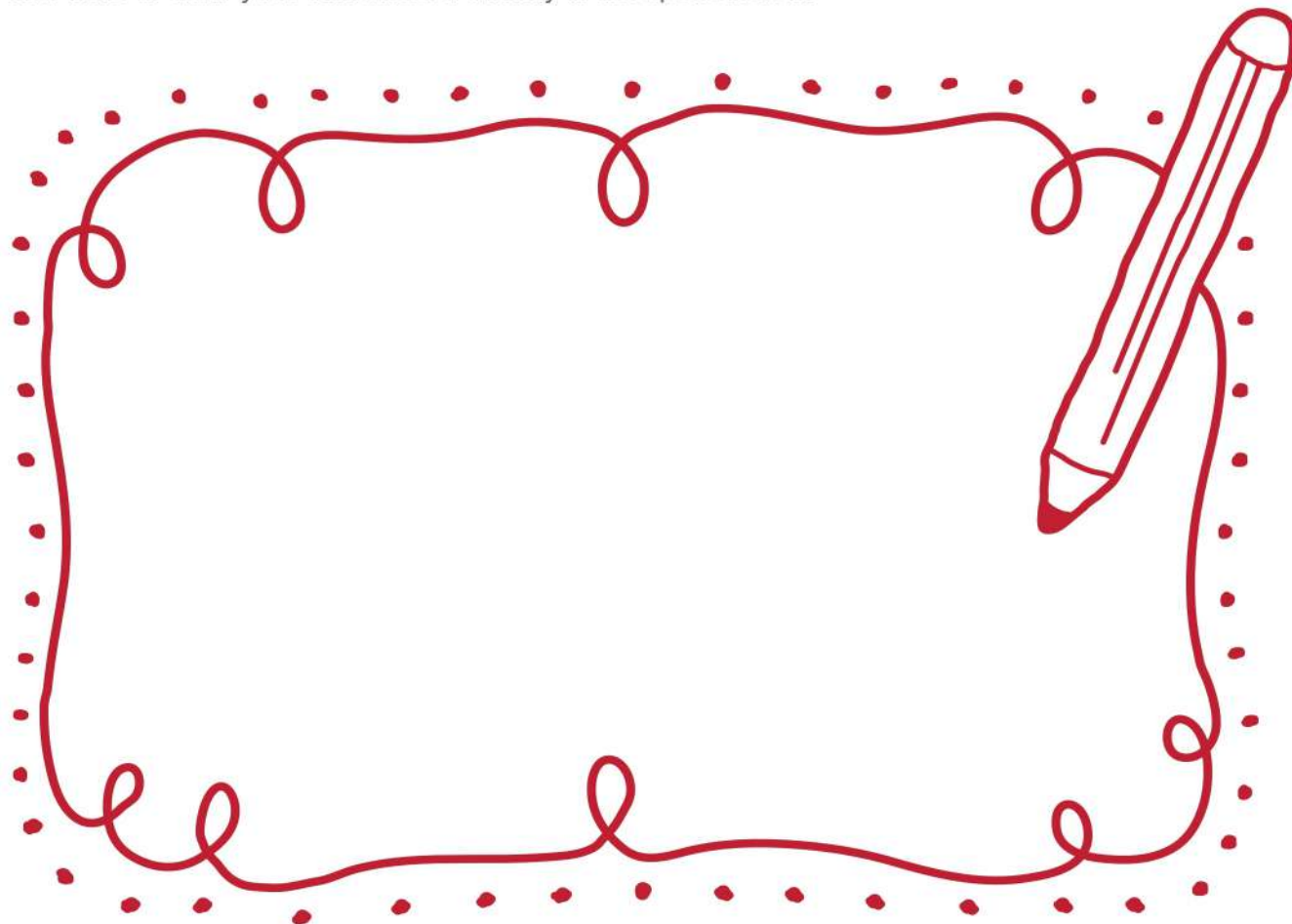
# A mindful start



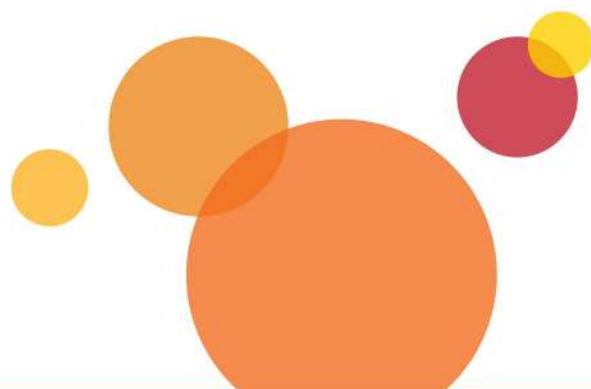
There are lots of activities that we unconsciously repeat for tens, hundreds or thousands of times every day. Walking, breathing, drinking, eating, listening, and even looking are among examples.

A mindful activity is about deciding and doing any of these activities for a couple of minutes intentionally. You will experience examples of mindful breathing, mindful walking, etc. during this program. However, you may design your own mindful activity.

Choose any activity that you keep doing during the day, turn it into a short intentional mindful activity, and write or draw your own mindful activity in the space below.



It is the repetition that builds the capacity and makes a difference. Repeat your tailored mindful activity as many times as you enjoy each day. By doing this simple exercise you are building your mindfulness muscles to use when you need them the most in challenging parenting moments.



# Breathing Relaxation Exercises



## 1 Abdominal Breathing

Place one hand over your heart and the other over your abdomen. Breathe normally, noticing the rise and fall of your chest and abdomen. Continue this practice for about 10 breaths.

## 2 1,2,3.....Sigh!

Count slowly 1...2...3 (either aloud or silently) as you breathe in. Then give a long sigh as you breathe out. Repeat this several times until you feel yourself calming down.

## 3 Snake breathing

Breathe in normally. Then with a long breath out, make a SSSSSSSSS sound like a snake.

## 4 Bee breathing

Breathe in normally. Then make a humming or buzzing sound like a bee as you exhale an extended breath out.

## 5 Feather breathing

Hold a soft feather in one hand and raise that hand as you breathe in. Let go of the feather and breathe out slowly as you watch the feather float to the ground. Try to make your breath out last until the feather reaches the ground.



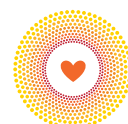
# 10 Breaths

When something wonderful touches you, savour the experience by offering it 10 full breaths. By paying close attention to special moments, we come to see that opportunities for happiness present themselves many times each day.

## Give your 10 breaths to anything that seems wonderful to you

- Something beautiful from Nature
- A special moment with your child/partner/friend
- A piece of music
- Eating something delicious
- A work of art

- 1 Stop whatever you are doing
- 2 Close your eyes, place a hand on your belly and take 3 deep breaths to calm yourself.
- 3 Open your eyes and focus on your special object/person/experience
- 4 Stay focused on whatever has caught your attention as you 'count with your body', 10 slow breaths, by pressing and releasing in turn, each finger resting on your belly.
- 5 If you are still entranced by your special moment, repeat the 10 breaths practice.



## The sandalwood box



Make yourself comfortable. Take several deep breaths. Relax... (momentary pause.)

Close your eyes and imagine you are holding a beautiful carved Sandalwood box in your hands. It has a brass lock on the sides.... (momentary pause)

Look at the box what are the carvings on all sides. Are there figures and scenes? Perhaps you can see some kind of a story being told? The carvings are deep into the wood.....(momentary pause)

Now feel them with your fingers. What does it feel like? Is your box shiny with varnish or not?....Can you feel the carvings? (momentary pause)

Now bring the box up to your nose and open the lid. Can you smell the perfume from the wood? Take a deep breath....(momentary pause)

Now put down the box.

I want you to think of all the things you have been doing today starting with when you got Up. You have been busy making decisions about what to wear today. You have had to travel to the group. Think of all the activities at home and the people you have had to speak with today. There will be other things on your mind too. Perhaps issues about friends, lovers or family. Transfer all these thoughts to a mental list that will appear on a piece of paper.

Take the piece of paper and fold it in two. Open the lid of the Sandalwood box and place the paper inside. Lock the brass lock with the little brass key and place the key in you pocket. Take two deep breaths.

Your mind is now free from the distractions of the day and you will now be able to focus on the session.

Open your eyes.

## Breathing activity



The aim of this activity is to give parents a quiet space in which to reflect on messages, thoughts and feelings..

### **Read out the following to the parent:**

*Let's just take a minute to reflect on everything we have talked about today.*

*If you feel comfortable you can close your eyes and relax.... (pause)*

*Just for a few moments I would like you to focus on your breath – bringing your awareness to your breath .... the air moving in and out of your body.*

*We are going to pay attention to our breath as we breathe in 3 times and breathe out 3 times*

*As you breathe in say to yourself – breathing in*

*As you breathe out say to yourself - breathing out*

*Three times.....*

*Take your mind back to all that we have reflected on and talked about today.....*

*[Pause for individual quiet reflection for 30 seconds]*

*As parents we are sometimes overwhelmed by the task that lies ahead of us but we know that bringing up our children is the most important thing we will ever do .....*

*So let's remind ourselves that in order for us to be up for this task, which, as we know, includes times of happiness and excitement as well as tears and frustration, we need to take really good care of ourselves.*

*The challenge for all of us is how do we do that? How do we find time in our busy lives to take care of ourselves when often we are so used to putting everyone else's needs ahead of our own?.....*

*As we come to the last few minutes of this session today and we start to think about heading home in a little while, lets pause for a moment and identify something we can do this week to take care of ourselves, to renew our spirits and give us a the energy to continue in our parenting role..... ...a walk ... reading a book..... going to a movie...sleeping.....*

*So when you are ready .... open your eyes, take a deep breath, have a stretch if you need to, and we will spend a few minutes exploring ways that we can take care of ourselves.*



## Leaves activity



Preparation: A selection of leaves is needed for this activity.

### *Activity:*

I'll be asking you to choose a leaf from the bowl on the table and to study it. Take some time to focus on your leaf and all of its features and characteristics.

I'll ask you to now bring all of your attention to study your leaf carefully.

If, while you are doing this, any thoughts come to mind about 'what a strange thing we are doing' or 'what is the point of this?' or 'I don't like this' just note these as thoughts and bring your attention/awareness back to the leaf that you hold in your hand.

You may notice that your mind wanders or gets distracted by other things. Maybe you'll be caught by other noises in the room or notice physical sensations within your body. When this happens, know that this is ok and gently bring your attention back to the leaf.

Thinking now about your leaf

What do you notice when you look at the leaf? What colour is it? What shape? When you move it, how does it catch the light? Are there any imperfections that you can see?

How does the leaf feel in your hand? Its weight or weightlessness? How does it feel against your skin? What do you notice about its texture? Explore the textures of the leaf between your fingers. What do you feel when you run the leaf through your fingers? Are there areas of roughness or is it smooth?

Move your attention to the smell of the leaf. Taking it and holding it beneath your nose. Do you notice any smells or fragrances?

Taste?

Sound?

Once you have studied your leaf, I'll ask you to please return the leaf to its bowl.

Once all the leaves are back in the bowl, take a look at the bowl and see if you can locate your leaf, the one that you have held in your hands and studied.

### *Processing Activity:*

Would you like to share your thoughts/feelings about this activity?

Was it hard/easy to find your leaf again?

Practicing mindfulness can remind us to pay attention to what is happening right now within ourselves and within our parenting.

It can also greatly improve ways we communicate with our children and our relationship with our children

## The Sultana Exercise



*Note for facilitator: When reading the following script, there is at least a 10-second pause between phrases. The instructions should be delivered in a matter of fact way at a slow but deliberate pace.*

Explain the following to the parent: I'm going to give you a packet of objects (offer around the sultanas/Smarties - do not use the word 'Smartie' or 'sultana').

Read the following:

*Now what I would like you to do is take out one object from the box and focus on this object and just imagine that you have never seen anything like it before (pause)*

*Imagine you have just dropped in from Mars this moment and you have never seen anything like it before in your life (pause)*

*Take one of these objects and hold it in the palm of your hand or between your finger and thumb (pause)*

*Paying attention to seeing it (pause)*

*Look at it carefully, as if you had never seen such a thing before (pause)*

*Turning it over between your fingers (pause)*

*Explore its texture between your fingers (pause)*

*Examine the highlights where the light shines ... the darker hollows and folds (pause)*

*Let your eyes explore every part of it, as if you had never seen such a thing before (pause)*

*And if, while you are doing this, any thoughts come to mind about 'what a strange thing we are doing' or 'what is the point of this' or 'I don't like these' just note them as thoughts and bring your awareness back to the object (pause)*

*And now smell the object, taking it and holding it beneath your nose, and with each breath in carefully notice the smell of it (pause)*

*And now take another look at it (pause)*

*And now slowly take the object to your mouth, maybe notice how your hand and arm know exactly where to put it, perhaps noticing your mouth watering as it comes up (pause)*

*And then gently place the object in your mouth, noticing how it is 'received' without biting it, just exploring the sensations of having it in your mouth (pause)*

*And when you are ready, very consciously taking a bite into it and noticing the taste it releases (pause)*

*Slowly chew it ... noticing the saliva in the mouth ... the change in consistency of the object (pause)*

*Then, when you feel ready to swallow, see if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow it (pause)*

*Finally, see if you can follow the sensations of swallowing it, sensing it moving down to your stomach and also realizing that your body is now exactly one sultana/Smartie heavier.*

## Quiet Reflection



The aim of this activity is to give parents a quiet space in which to reflect on messages, thoughts and feelings.

### Read the following:

*Let's just take a minute to reflect on everything we have done here today. It's been hard work!*

*If you feel comfortable you can close your eyes and relax.... (pause)*

*Just for a few moments I would like you to focus on your breath – bringing your awareness to your breath ....a the air moving in and out of your body.*

*We are going to pay attention to our breath as we breathe in 3 times and breathe out 3 times*

*As you breathe in say to yourself – breathing in*

*As you breathe out say to yourself - breathing out*

*Three times.....*

*Take your mind back to all that we have reflected on and talked about tonight/today.....*

*Messages that we have brought from our own childhoods .....*

*Messages we have received about parenting.....*

*Reflections on our own beliefs and values. ....*

*We have invited you to consider the sorts of messages you would like to pass on to your children..... and those messages from the past that you are happy to leave behind.*

*Spend a moment reflecting on the whole session.....*

*As parents we are sometimes overwhelmed by the task the lies ahead of us but we know that bringing up our children is the most important thing we will ever do .....*

*So let's remind ourselves that in order for us to be up for this task, which, as we know, includes times of happiness and excitement as well as tears and frustration, we need to take really good care of ourselves.*

# Mindful Walking



Mindful Walking allows you to be more present in your body and in the present moment.

So much of the time we are caught up in our intellectual worlds — thinking of the past or future, planning, imagining...

Paying attention as you walk will help you to enjoy simply being alive and connecting with the present mindfully - paying attention with flexibility, openness and curiosity.

A simple mindful walking practice is just to breathe in while taking a step with the left foot and breathe out when taking a step with the right foot.

Breathing is always available as a point of reference - a reminder to be present.

Walking is almost always available.

Mindful Walking can be done very slowly or at a normal walking pace. It's simply a matter of synchronising breath and footstep.

Before you start walking it is a good idea to stand quietly and focus on your breathing for 3 breaths and then commence your mindful walking practice.

Walk for 3-5 minutes if time allows. If you are busy, walk for as long as time permits. Even one minute of mindful walking will help bring you back into the present moment.



# Mindfulness Bottle



Make your own Mindfulness Bottle. It can support you to be mindful and calm down when you or your children are overwhelmed with big feelings.

## Bring the following items:

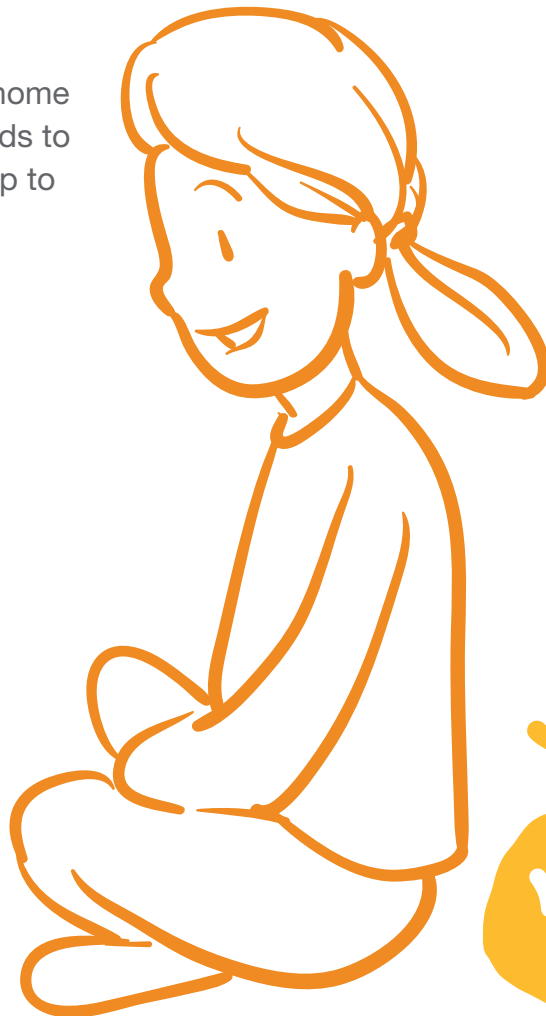
- An empty and clean transparent bottle
- Sparkles or glitter in three or four colors (the tinier the better)
- Glycerin
- Liquid soap

Fill three quarters of the bottle with warm water (not hot, just warm!). Add four drops of liquid soap. Fill the bottle almost to the top with glycerin. Put on the lid and shake the bottle and dissolve soap and glycerin in the water until you have a smooth liquid.

Now the water represents your calm state of mind. Add each color of sparkles or glitter being mindful about one of your feelings. Put the lid back on and your mindfulness bottle is ready.

When you shake the bottle, similar to when we are touched by big feelings, the water gets unclear and the different colors move in all directions and are inseparable and each unrecognisable from the other. As time goes and we are looking at the bottle (and breathing mindfully) the water gets more and more clear and sparkles/glitter settles down to the bottom.

You can use this bottle as a common tool at home with your family members. Anybody who needs to be mindful about their feelings and needs help to manage their big feelings can use the bottle!



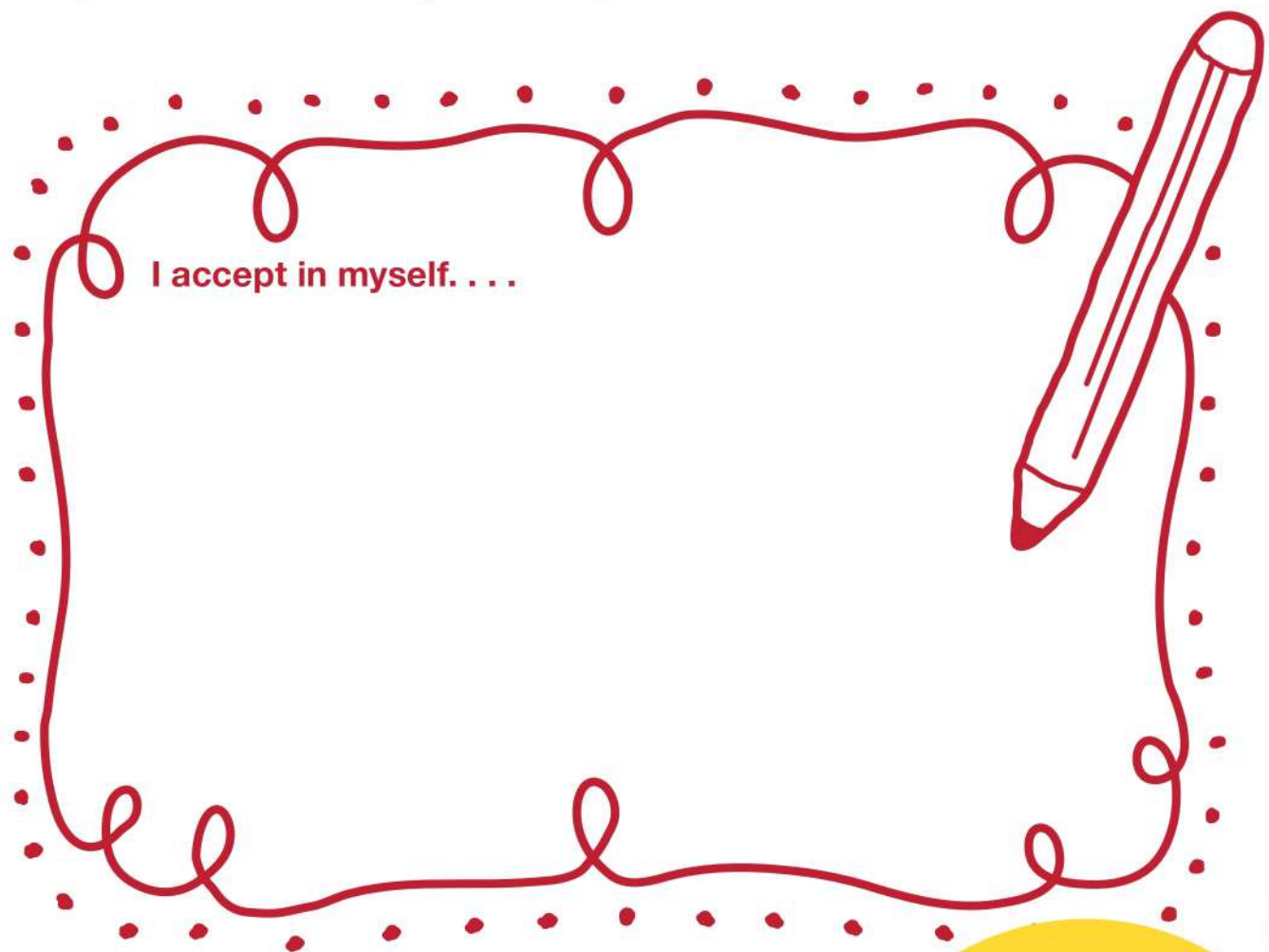
# Mindful acceptance



## Reframe the observations made by your inner critic in a friendly, positive way.

If you're having trouble thinking of what words to use, you might want to imagine what a very compassionate friend would say to you in this situation. It might help to use a term of endearment that strengthens expressed feelings of warmth and care (but only if it feels natural).

While engaging in this supportive self-talk, you might want to try gently stroking your arm, or holding your face tenderly in your hands. The important thing is that you start acting kindly, be accepting and feelings of true warmth and caring will eventually follow.



“Self-compassion is a form of acceptance of ourselves while we’re in pain”

Christopher Germer

# Mindful communication



# Chinese symbol for listening



聽 Listen

耳 Ear

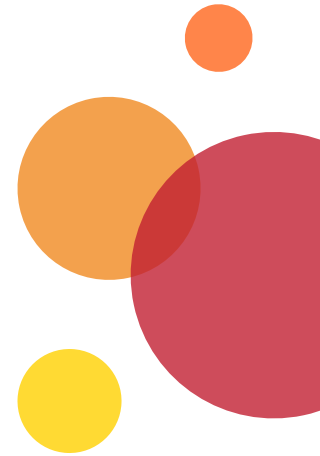
眼 Eye

心 Heart

一 One (whole body undivided attention)

王 King

聽



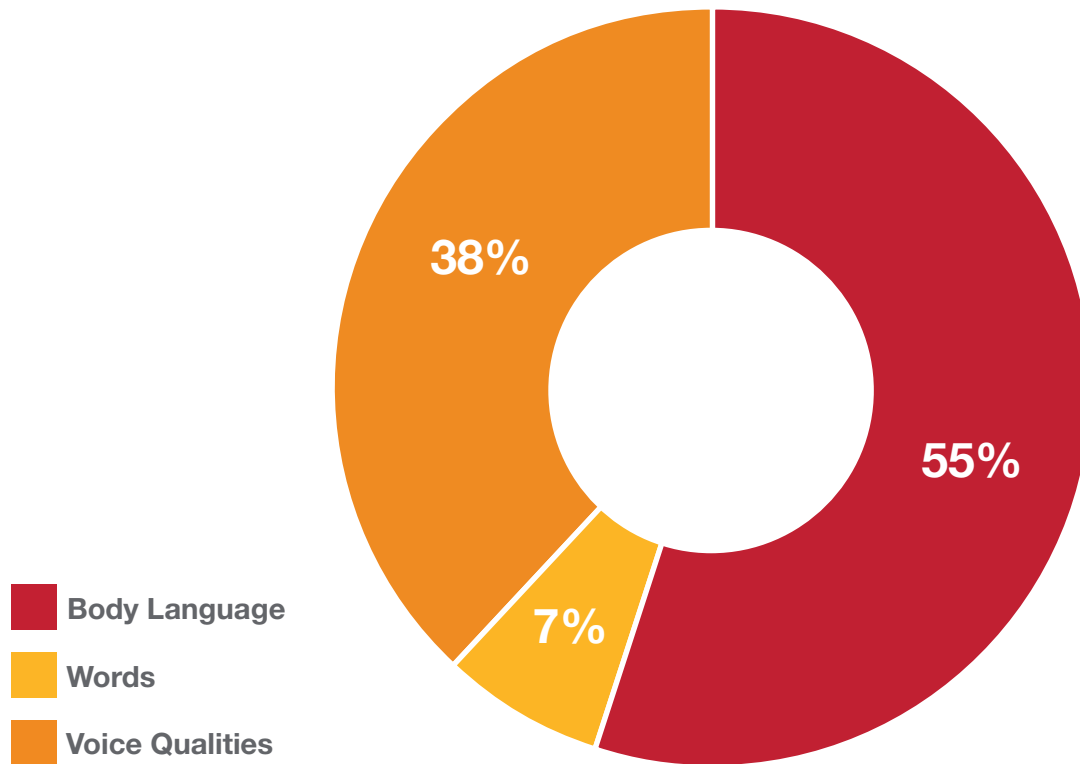


# Are we missing anything?



When parents have a new baby they learn about the baby through their body language “cues”. Some examples would be when your baby is tired they might rub their eyes or when their tummy hurts they pull their little knees up to their tummies.

## Communication Pie



Somehow when children become verbal, parents forget to use the skill of reading body language and only listen to the words. We are only using 45 percent of the communication pie and missing 55% of opportunities to tune into our children “missing cues”.

Are we putting up communication barriers by not embracing all elements of the communication pie?



# Deep Listening



“Deep listening as listening in reciprocal relationships without judgment just try to understand.”

Judy Atkinson, 2017

Try to engage in regular deep listening activities with your child, write about what happened and what you learnt.



# Mindful listening



To practise listening mindfully to your child, be curious about the words he or she uses. Notice facial expressions, body language and tone of voice and to try to 'read' what he or she is feeling.

Listen with the same level of attention that you might give to an Oscar-winning performance by your favourite movie star. Notice every little detail of the facial expressions, gestures and tone of voice of your child.

Avoid interrupting or making suggestions. Listen with no other agenda than to get a sense of what he or she is feeling and thinking.



Use this space to record what you heard and understood about your child as you were mindfully listening.

A large, hand-drawn orange speech bubble with a tail pointing towards the bottom left. Inside the bubble are approximately 15 horizontal lines for writing notes.



# 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?"





## Try to get a clear sense of how you talk to yourself. Recognise your inner-critic.

Notice whenever you're feeling bad about something, reflect about what you've just said to yourself:

- What words do you actually use?
- Are there key phrases or words that come up over and over again?
- What is the tone of your inner critics voice – harsh, cold, angry?

A large, hand-drawn orange speech bubble shape with a wavy border. Inside the bubble are approximately 15 horizontal white lines for writing. The bubble is connected to a circular callout box at the bottom right by a thin orange line.

**“Unlike self-criticism which asks if you’re good enough, self-compassion asks what’s good for you?”**

Kristin Neff



# Mindful responding

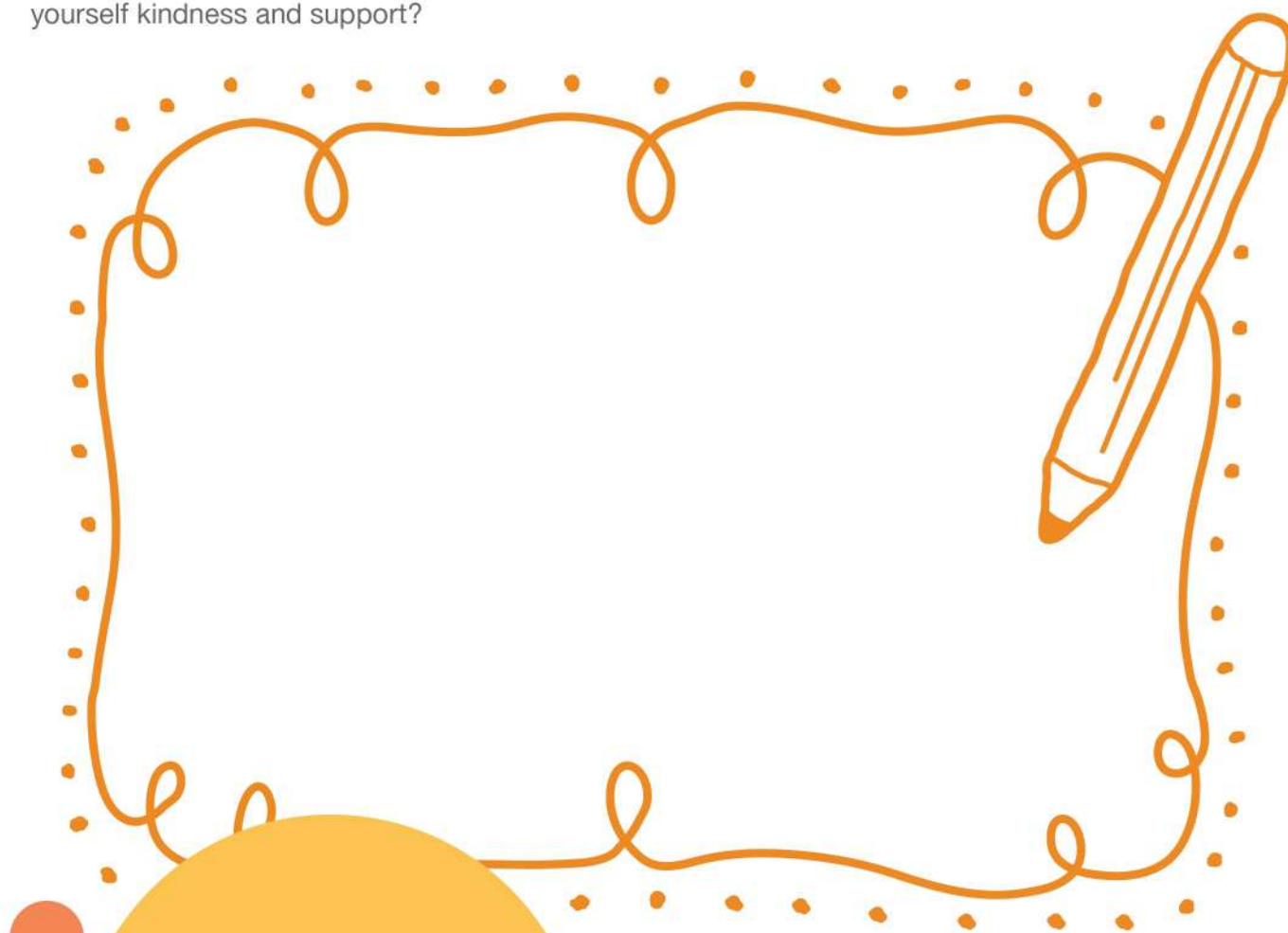


**Think about a time when a good friend was having a hard time with something where they've made a mistake/feel inadequate/being self-critical or feeling stressed.**

How do you respond when a good friend is suffering?

You might say: "Oh that must be so hard for you...! Don't think badly of yourself up about it... you're only human. We all make mistakes. Can I give you a hug?"

Think of a time when you have been stressed. What might you say to yourself if you are offering yourself kindness and support?



**"Self-compassion is simply giving the same kindness to ourselves that we would give to others".**

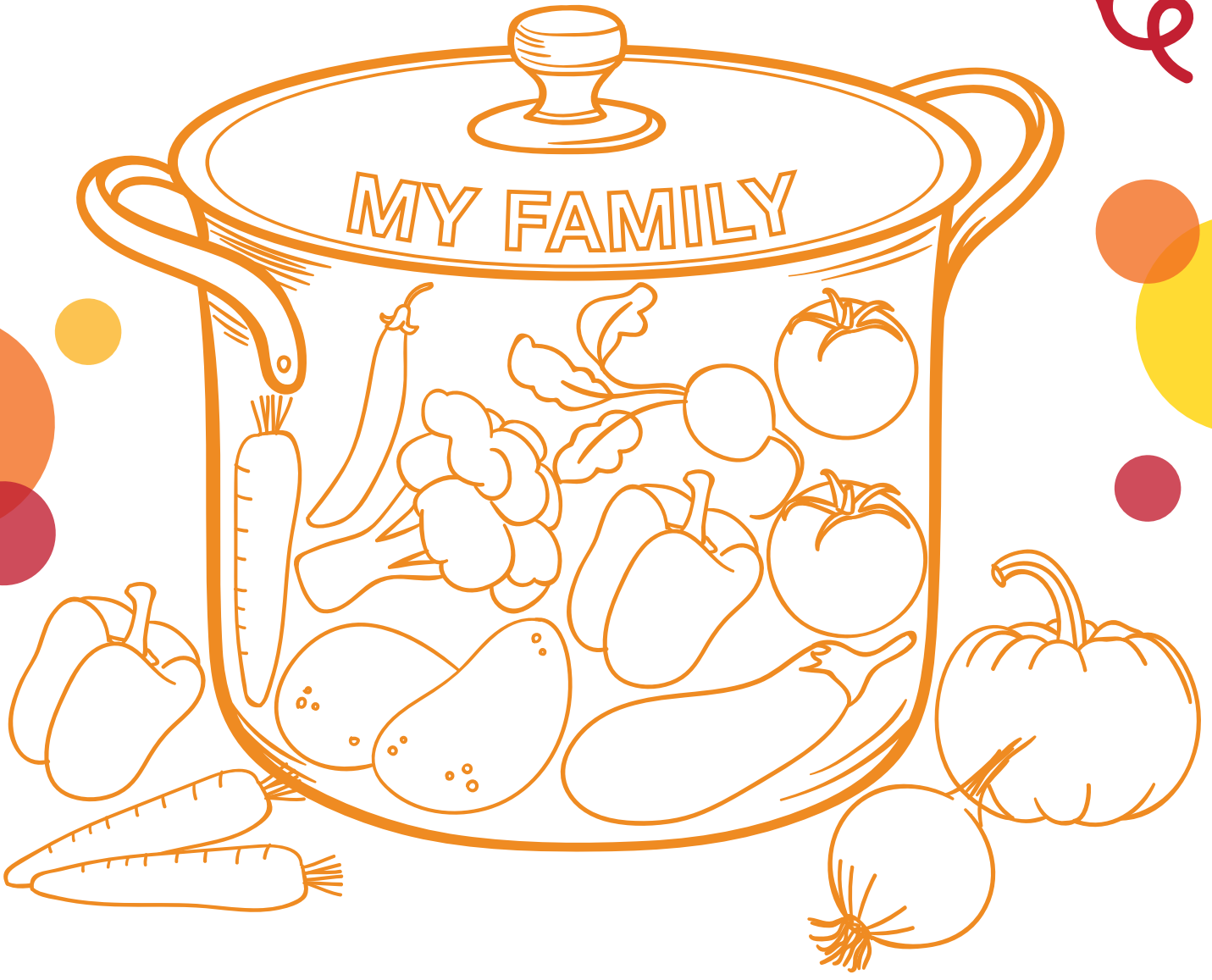
Christopher Germer



# Relationships and Family



# Family Soup



## Notes

---

---

---

---

---

---

---

---

---

---





# Life Tree



## The Fruits

represent your children.



Draw them on your tree in a way that says something about each child.

## The Leaves

represent your values and your skills.

## The Branches

represent your hopes and wishes for your children.

## The Trunk

represent your strongest supports.

## The Earth

represent all those things which keep you 'grounded' and make you feel stable and strong.

## The Roots

represent where you have come from, your family history and important places and people from your past.



# Life Tree



## The Fruits

If you think about your children as gifts that you will pass on to the next generation what are some of the messages you would like them to take with them?

## The Leaves

What are your values and your strongest skills? Who did you learn these from? Think about how you are passing those values and skills on to your children.



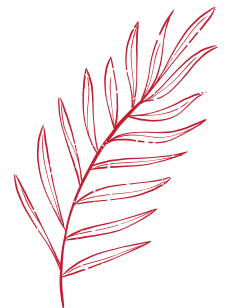
## The Branches

What are your hopes and wishes for your children? Where did they come from?



## The Trunk

Who are the people or organisations you feel comfortable to turn to for help when you need support?



## The Earth

Write about the things that you do to nurture yourself to make you feel good and to keep you calm.



## The Roots

Think about the people from your childhood who were most important to you. Who were they and what are some of the most important messages they gave you? Name some things from your childhood that you would like to pass on to your own children and some you would choose to leave behind.



# Reflection on family



## Think about yourself as a child

★ What I believed to be true about myself as a child was...

---

---

---

---

---

★ What were you good at as a child? How do you know that?

---

---

---

---

---

★ What did that mean for you as a child?

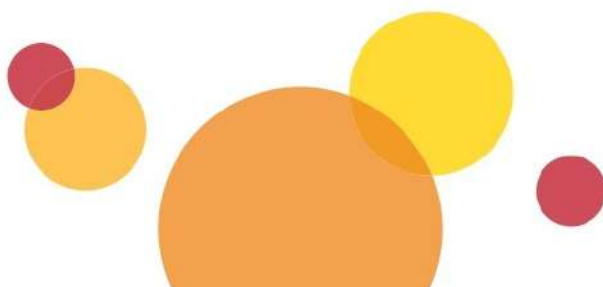
---

---

---

---

---



# The rights of all children & young people



Almost all of the countries in the world came together and agreed that all children and young people have an important set of rights that can never be taken away from them. It does not matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is and whether they have a disability.

They all have the right to be loved, be cared for, be safe, have an education and be special. All adults should try their hardest to make sure that children are supported to grow up free from being hurt.



All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

You have the right to give your opinion, express your view, and for adults to listen and take it seriously.



You have the right to find out things and share what you think with others.

You have the right to live with and be raised by your parents, unless it is harmful for you.



You have the right to practise your own culture, language and religion - or any you choose.



You have the right to your own nationality (to belong to a country).

You have the right to help if you have been hurt, neglected or abused.

You have the right to be protected from being hurt or abused.

You have the right to the best health care possible.



No one is allowed to punish you in a cruel or harmful way.



Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.



You have the right for your personal information to not be given out to anyone without your agreement.



You have the right to special education and care if you have a disability.

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should be able to do many of the things other children can do.



You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country).



If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are ok and right for you.

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

You have the right to choose your own friends.



You have the right to live with a family who cares for you.



You have the right to play and rest.

You have the right to special care and protection if you cannot live with your parents.

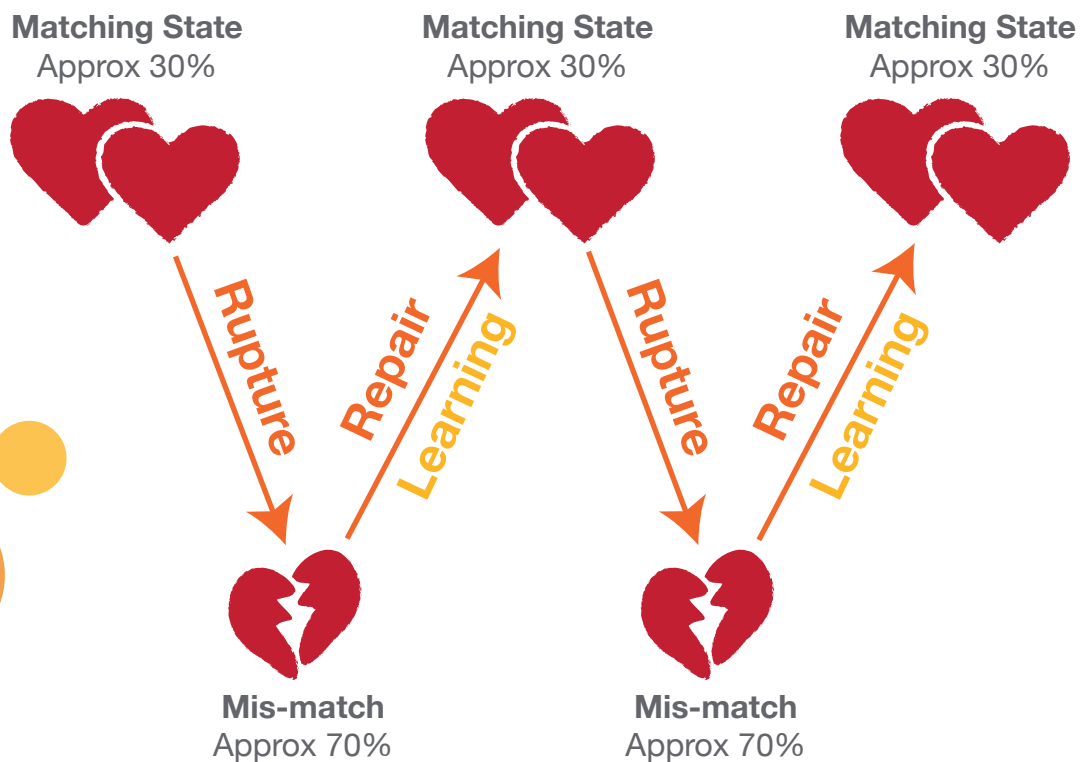
You have the right to legal help and fair treatment by police, judges and magistrates.



All these rights and more are written down in the United Nations Convention on the Rights of the Child.



# 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



**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.**



# Growing and changing

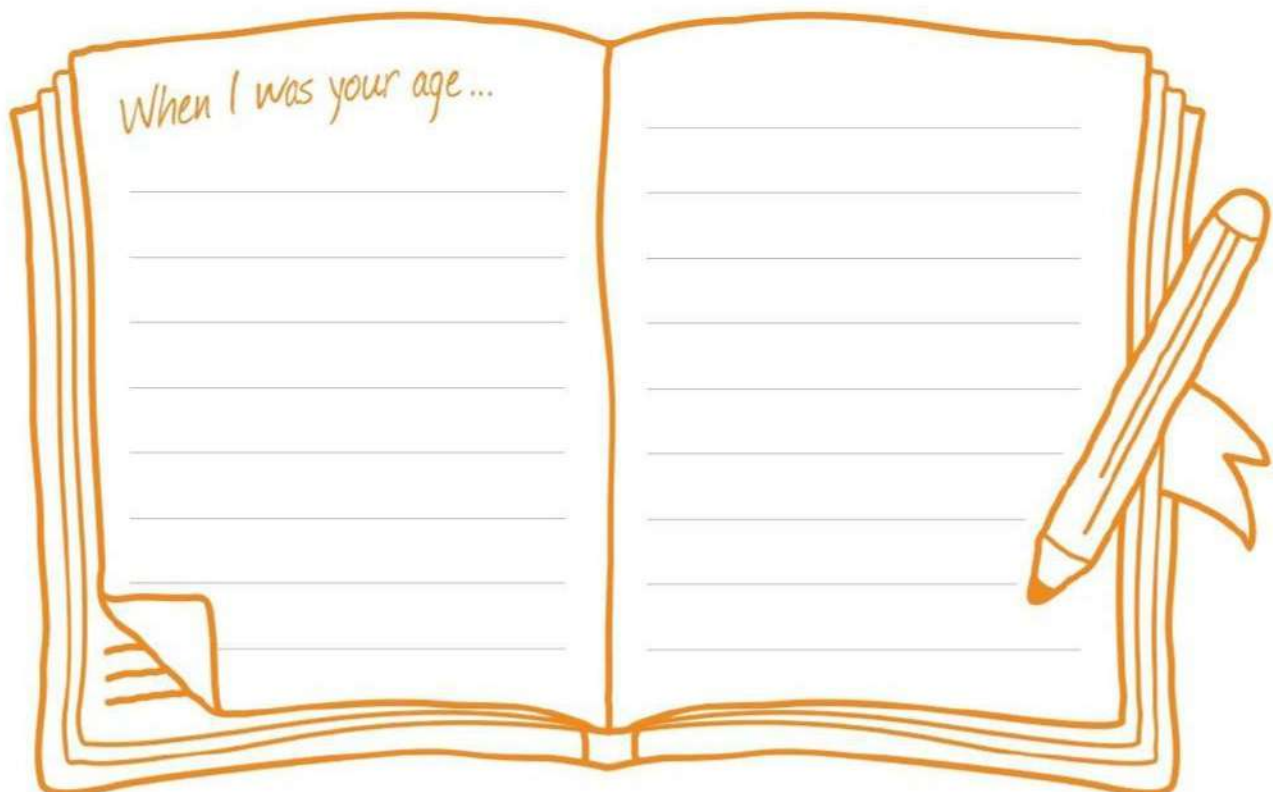


Think about the current age of each of your children and their stage of brain development.

Keeping in mind what you now understand about early brain development, think about yourself as a child at the same ages of your own children today. For instance, if you have children who are 5 years old and 2 years old, find out what you can about yourself when you were five and two.

- ★ You might like to find photos of yourself as a child and show those to your own children.
- ★ Maybe you could tell your child a story about when you were a child—or even write about yourself as a child and read what you've written as a bedtime story.

You might like to begin like this:



# Your three wishes



If you had three wishes for your children  
20 years from now, what would they be?

A large, red-outlined cloud shape containing five horizontal white lines for writing.A large, red-outlined cloud shape containing five horizontal white lines for writing.A large, red-outlined cloud shape containing five horizontal white lines for writing.



# My parents



Think of some words you could use to describe your relationship with each of your parents or childhood carers.

---

---

---



Who were you closest to and why?

---

---

---



Think of some stories that show what your relationship was like with the significant people in your life when you were very young and as you grew older.

---

---

---



Find out what you can about your parents' lives during your early childhood.

---

---

---

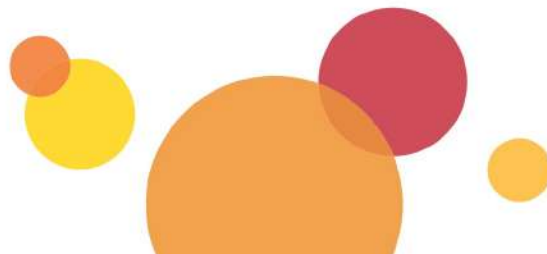


What style of parenting was practised in the time and place of your childhood?

---

---

---



# Once upon a time



★ Think about some of the messages you received from the people who were important to you in your childhood as you consider these...

**My mother always said to me...**

---

---

---

**My father always said to me...**

---

---

---

**Other people always said to me...**

---

---

---

★ Did you get any mixed messages from those people?

---

---

★ Were there any unspoken messages?

---

---

★ What sort of messages do you think you are giving to your children?

---

---

★ Are they similar to those you received as a child?

---

---

★ What might your children say if you asked them about the messages they are getting from you?

---

---



# Childhood memories



★ What are some of the stories your family tells about you?

---

---

---

★ What is your favourite childhood memory?

---

---

---

★ As a child, what was your favourite:



toy? \_\_\_\_\_



piece of clothing? \_\_\_\_\_



present? \_\_\_\_\_



game? \_\_\_\_\_



food? \_\_\_\_\_



story? \_\_\_\_\_



TV show? \_\_\_\_\_

★ What was meal time like in your childhood home?

---

---

---

★ In what ways do any of those memories tell you something about your parents?

---

---

---

★ In what ways do any of those memories influence how you are with your own children?

---

---

---



# Think about yourself as a child



## Reflect on these questions:

★ What are some of your childhood memories of being spoken to, and listened to, by your parents?

---

---

---

★ How was that experience for you?

---

---

---

★ How did your parents communicate with you when you were happy and excited?

---

---

---

★ When you cried as a child, what would happen?

---

---

---

★ Think of a time when you were a child, and you had a strong reaction to feeling angry.

---

---

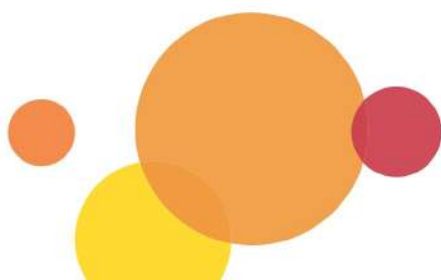
---

★ How did your parents respond to you then?

---

---

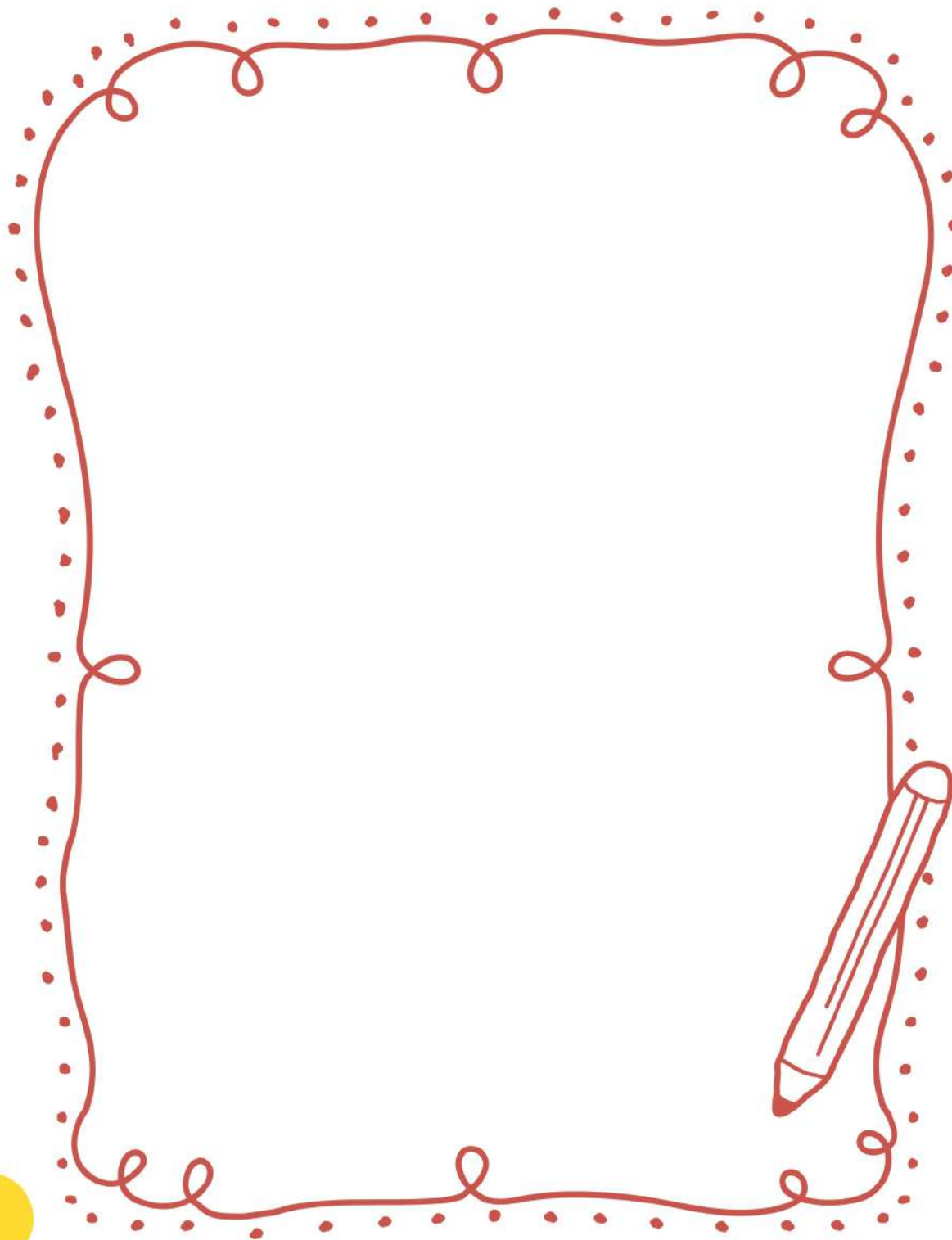
---



# Picture yourself as a child



★ Draw a picture of yourself as a child, find a photo, or write something about your child self.



# Special people



Think about a person who was special to you in your childhood.

Think about a few memories that tell something about your relationship with that person.



What was it about that person and the way he or she interacted with you that made your relationship special?

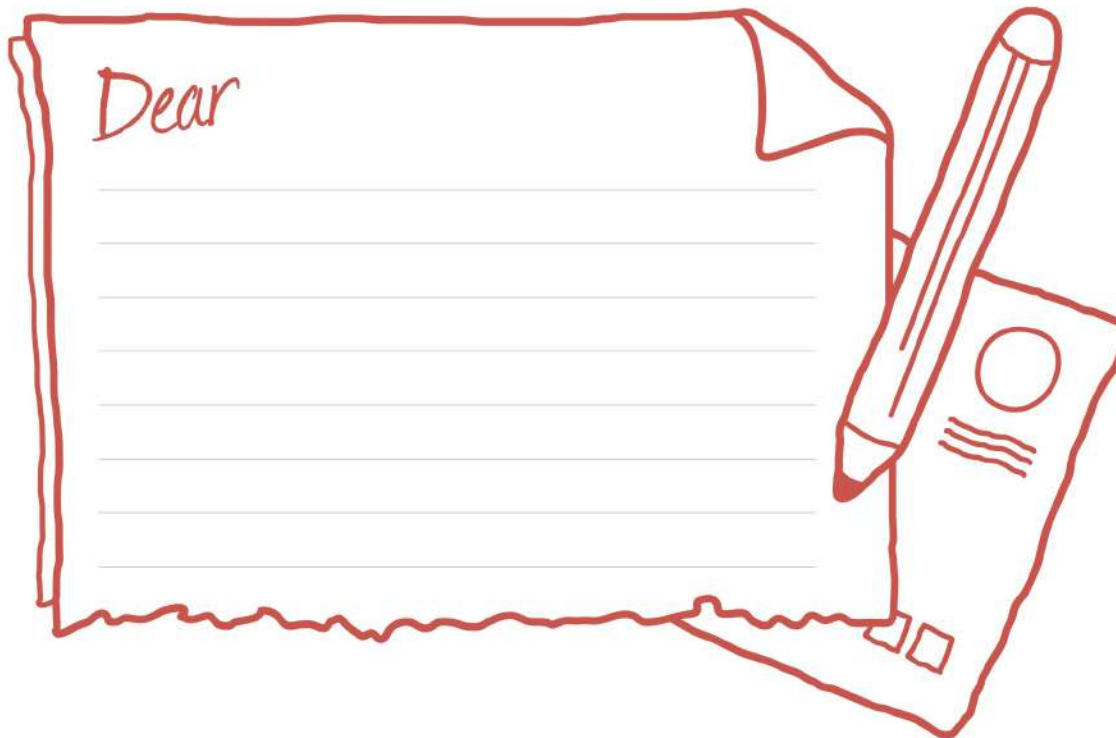
---

---

---



Write a letter to your special person telling him or her about your thoughts here.



## And now



How might the special relationships you experienced as a child have influenced your relationship with your own children?

---

---

---

# My Special Person



What did this person do to make them feel special and important?

---

---

---

---

How did the person know that they were helping you to feel important and special?

---

---

---

---

How did you respond to them whenever you saw them?

---

---

---

---

What do you carry with you from them still now?

---

---

---

---

What messages did they give you about you? How did they do that?

---

---

---

---

What changes did this person support you to make? How did they do that?

---

---

---

---

What do you think they may have received in return from you? How did they know that?

---

---

---

---

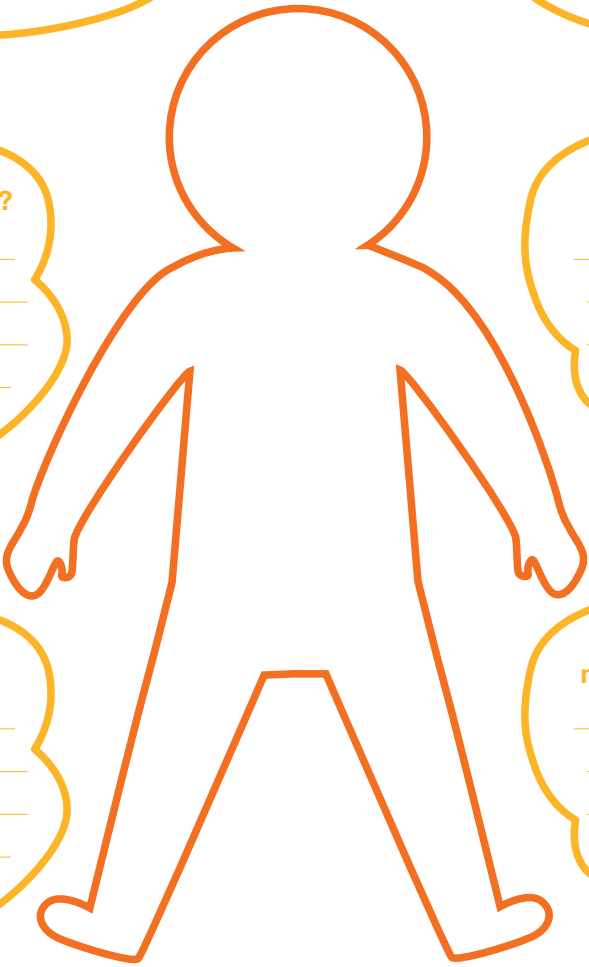
How would your story be different if they had not been in your life?

---

---

---

---



# Every child is unique



For each of your children:



Name 4 words to describe him or her.

---

---



Name 4 words to describe you.

---

---



Who does your child remind you of?

---

---

---



In what ways is he or she different from you?

---

---

---



Name 10 things that you love about your child.



---

---

---

---

---



---

---

---

---

---



How do you show your children that you love them?

---

---

---





# Messages in a lunchbox



What sort of messages about themselves would you like your children to take from their childhood?

---

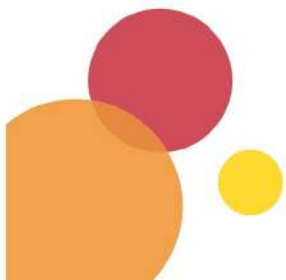
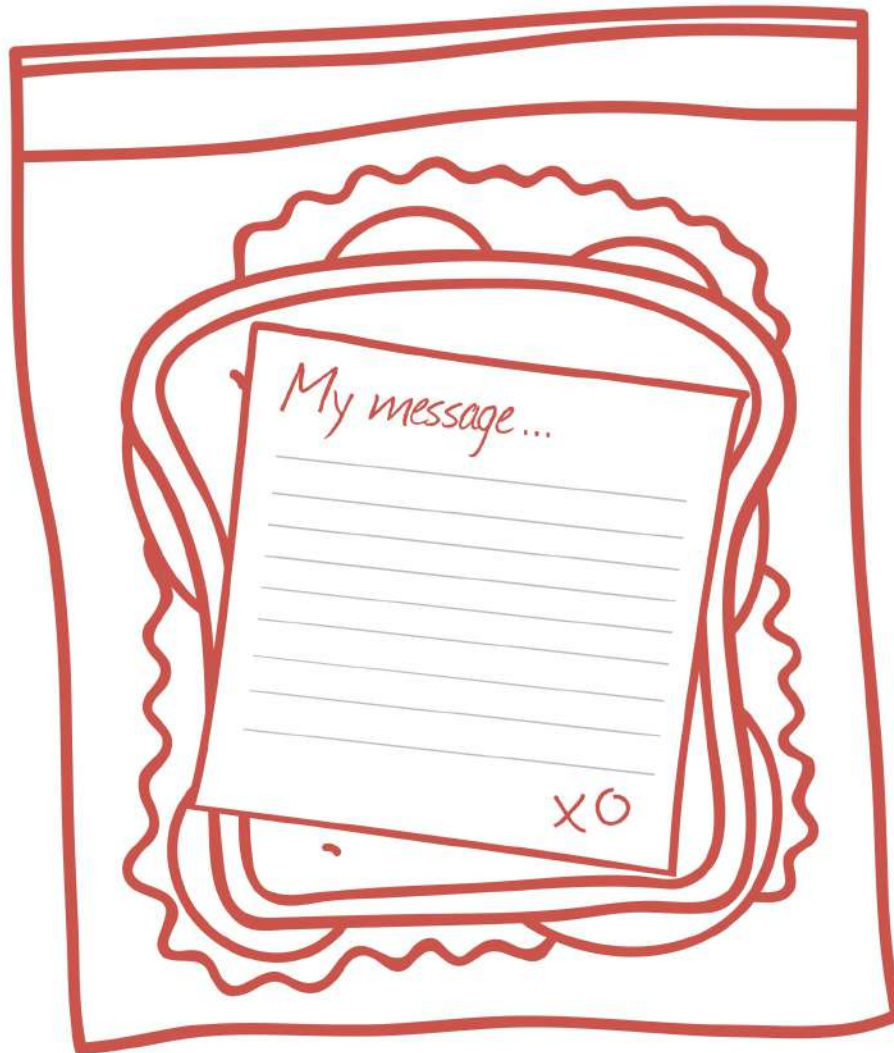
---

---

---



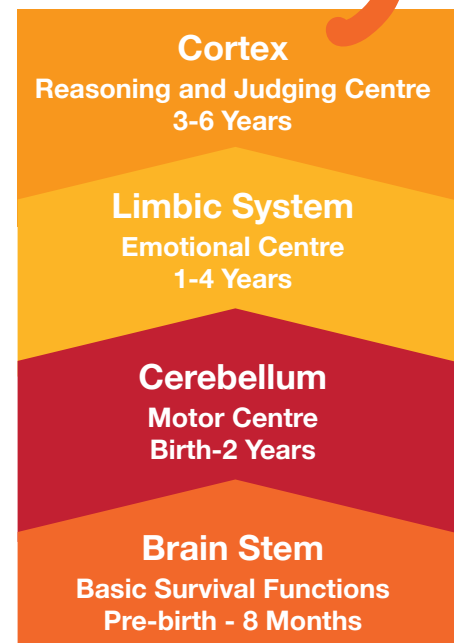
You could write a special message to your child—maybe a Post-It note — and put it in his or her lunchbox.



# Brain development



# Bottom-Up Brain Development



The brain is comprised of different structures that grow and develop at different rates and different times.

The **brain stem** area of the brain develops first and is responsible for basic functions that **keep us alive** such as heart rate, breathing and regulating our body temperature. The brain stem is fully developed at birth. It is the part of the brain that is 'hard wired' and least susceptible to change.

Connected to the brain stem is the **cerebellum** or motor centre of the brain. This area is responsible for **movement** and develops over the first few years of life. Development in this area is seen in babies gaining head control, sitting, crawling and walking. In the next few years, children will gain greater co-ordination, learn to skip, kick a ball, ride a bicycle, cut, draw and eat with cutlery.

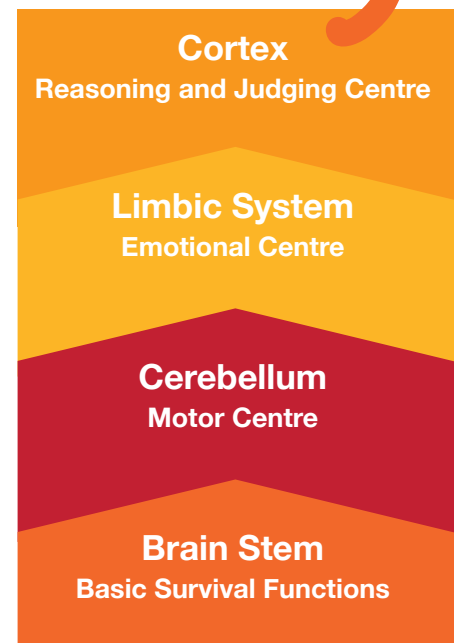
The **limbic system** is the **emotional** centre of the brain and rules the lives of young children up to around four years. During the toddler years, the limbic system goes through a period of rapid development. This helps explain their bursts of irrational behaviour and tantrums. Toddlers need our help to manage their **strong** feelings. Young children **feel** then **act**, they **can't think** then **act**. This is due to the emotional centre of their brain developing before the cortex, or the thinking part of their brain. Young children basically view the world through an emotional lens.

The **cortex**, or thinking part of the brain, is the last part to develop. This is the part of the brain responsible for reasoning, planning and problem solving. This is the part of the brain that enables humans to **think** before they **act**. As children grow and develop, the cortex is gradually able to help us to pause when we are flooded by **strong** emotions, thus allowing us to **feel, think, then act**.

Unlike the brain stem, the limbic system and cortex are highly susceptible to change due to experience and the environment in which the child lives.



# Bottom-Up Brain Development



The brain is comprised of different structures that grow and develop at different rates and different times.

The **brain stem** area of the brain develops first and is responsible for basic functions that **keep us alive** such as heart rate, breathing and regulating our body temperature. The brain stem is fully developed at birth. It is the part of the brain that is 'hard wired' and least susceptible to change.

Connected to the brain stem is the **cerebellum** or motor centre of the brain. This area is responsible for **movement** and develops over the first few years of life. Development in this area is seen in babies gaining head control, sitting, crawling and walking. In the next few years, children will gain greater co-ordination, learn to skip, kick a ball, ride a bicycle, cut, draw and eat with cutlery.

The **limbic system** is the **emotional** centre of the brain and rules the lives of young children up to around four years. During the toddler years, the limbic system goes through a period of rapid development. This helps explain their bursts of irrational behaviour and tantrums. Toddlers need our help to manage their **strong** feelings. Young children **feel** then **act**, they **can't think** then **act**. This is due to the emotional centre of their brain developing before the cortex, or the thinking part of their brain. Young children basically view the world through an emotional lens.

The **cortex**, or thinking part of the brain, is the last part to develop. This is the part of the brain responsible for reasoning, planning and problem solving. This is the part of the brain that enables humans to **think** before they **act**. As children grow and develop, the cortex is gradually able to help us to pause when we are flooded by **strong** emotions, thus allowing us to **feel, think, then act**.

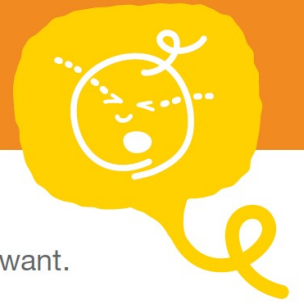
Unlike the brain stem, the limbic system and cortex are highly susceptible to change due to experience and the environment in which the child lives.



# Behaviour



# 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

bringupgreatkids.org Australian Childhood Foundation

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

bringupgreatkids.org Australian Childhood Foundation

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

bringupgreatkids.org Australian Childhood Foundation

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

bringupgreatkids.org Australian Childhood Foundation

# You are not your behaviour

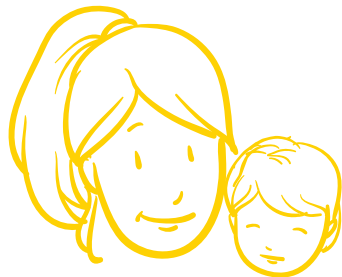
Discuss possible responses to each of these children in ways that help the child understand that:

**What you did is not ok.**

**But you are not your behaviour.**

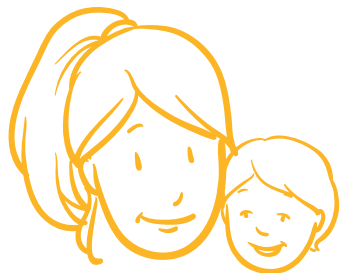
**You are still a good person and I still love you.**

## 18 Month Old



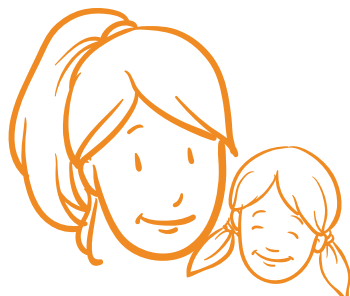
The child feels thirsty. Walks after her mum, pulls her dress and screams.

## 3 Years Old



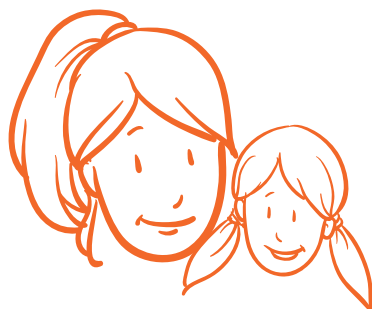
The child has been watching one of her favourite DVD's, when Mum turns off the TV as dinner is ready on the table. The child has already been asked twice to turn off the TV and come to dinner. The child screams, runs to her mother and bites her arm.

## 5 Years Old



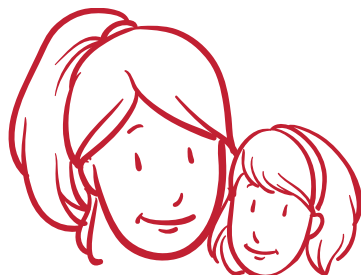
The child is playing with Lego on the floor. Dad comes into the room and tells the child it is time to go to bed. The child cries and throws a piece of Lego, knocking an ornament off a shelf. It falls to the floor and breaks.

## 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.

# Reflection on behaviour



## That was then...

Think of a time when, as a child, you had strong feelings about something.



What was the situation?

---

---

---



What were you feeling emotionally and physically?

---

---

---



What were you needing?

---

---

---



Who was there and how did they respond to you?  
Were you able to communicate to anyone what you needed at that time?

---

---

---



How did you feel about their response?

---

---

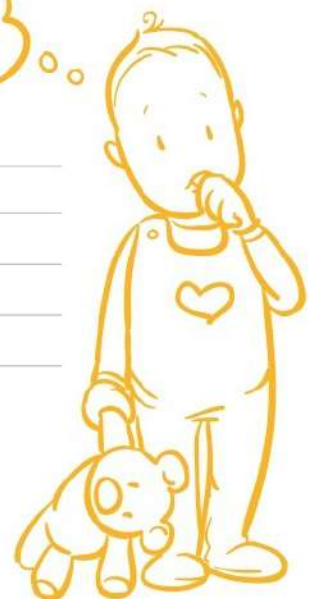
---

---

---

---

---





# Reflection on behaviour



## This is now...

Think about a typical situation with your child/children that you find very challenging.



What does your child do and how do you usually respond?

---

---

---



How do you feel when your child behaves in a way that shows they are experiencing strong feelings?

---

---

---



What happens in your body when you are in that situation?

---

---

---



Can you identify where your feelings come from in those situations?

---

---

---

---



How do you think your child might be feeling when situations like this occur?

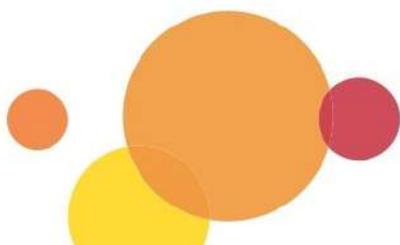
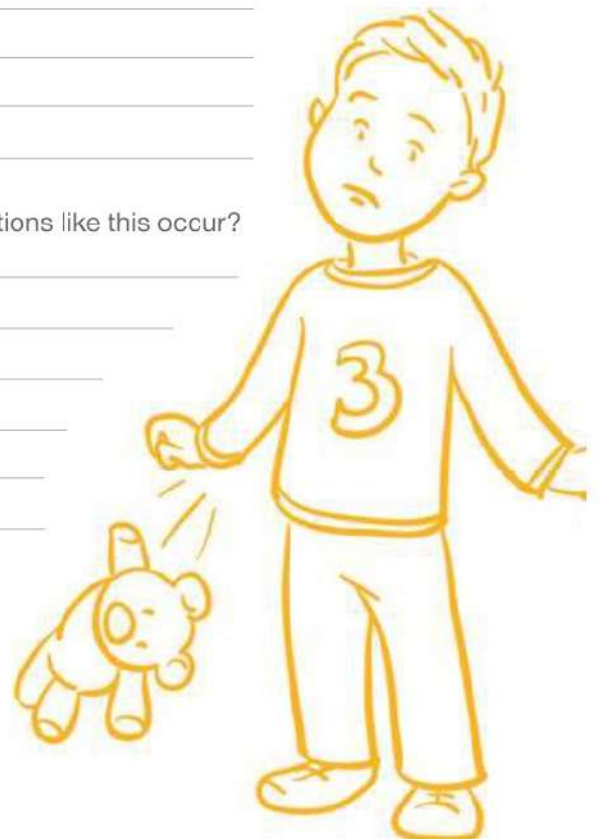
---

---

---

---

---



# Reflection on behaviour



★ What might your child be needing in those situations?

---

---

---

★ How do you encourage your children to ask for what they need?

---

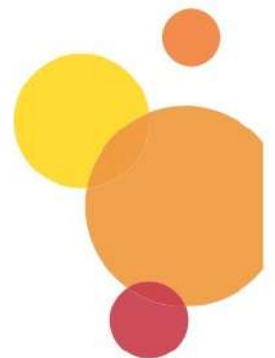
---

---

★ Use this space to think about any times when you feel yourself becoming emotionally reactive with your children.

In particular, note:

- What happened to trigger your reaction?
- How did you feel?
- What happened in your body?
- Are these feelings familiar to you or reminders of situations in your childhood?
- How might situations like this influence your connection with your child?

A large, hand-drawn style rounded rectangular box with a thick orange border. Inside the box are several horizontal lines for writing, providing a space for detailed reflection on the prompts above.

# Asking for help



**1** How easy do you find it to ask for help?

---

---

---

**2** When you are upset or having problems, are you more likely to go away by yourself to try to solve the problem, or talk to someone else?

---

---

---

**3** How do you feel when you leave your child in the care of someone else?

---

---

---

**4** How well do you think your cries for help were answered when you were a child?

---

---

---

**5** What might have got in the way of people meeting your needs as a child?

---

---

---



# Asking for help



**6** How do you feel about these statements?

**“It’s my job to look after my children, no one else’s job.”**

---

---

---

**“It takes a village to raise a child.”**

---

---

---

**“Every parent needs help at times.”**

---

---

---



**7** Who do you feel comfortable to ask for help with your children?

---

---

---



## Appendix 1: Children's Story books



- Alderfer, L & MacLean, K L (2011) **Mindful Monkey, Happy Panda** Wisdom Publications (MA)
- Andreas, G. (2008) **Giraffes can't dance** Orchard Books
- Andreas, G. (2002) **Heaven is Having You** Orchard Books
- Andreas, G. (2011) **I Love My Daddy** Orchard Books
- Andreas, G. (2011) **I Love My Mommy** Orchard Books
- Blabey, A. (2007) **Pearl Barley and Charlie Parsley** Viking Books
- Blabey, A. (2009) **Sunday Chutney** Front Street, Incorporated
- Blackburn, K. and Walker S. (2015) **Where the Wild Mums Are.** Faber and Faber limited
- Blackburn, K. and Walker S. (2016) **Where the Wild Dads Went.** Faber and Faber Limited
- Chissick, M (2012) **Frog's Breathtaking Speech: How children (and frogs) can use yoga** Jessica Kingsley Publishers (Singing Dragon)
- Deal, R (2002) **The Wrong Stone.** Solutions Press. Melbourne
- DiOrio, R (2010) **What Does It Mean to Be Present?** Sourcebooks, Incorporated
- Dr Seuss. (1990) **Oh, The Places You'll Go** Harper Collins
- Frasier D. (1991) **On the day that you were born** Red Wagon Books
- Fox, M. (1997) **Whoever you are** Harcourt Brace
- Fox, M. (1988) **Koala Lou** Cengage Learning, Inc
- Fox, M. (2017) **I'm Australian Too** Scholastic Australia
- Gottman, J M. (2004) **What Am I Feeling?** Parenting Press Incorporated
- Hatoff, A. (2007) **You are my world – how a parent's love shapes a baby's mind** Stewart Tabori and Chang
- Havighurst, S. (2006) **When Lester lost his cool** Mono Unlimited
- Hest, A. (2002) **Kiss Goodnight** Sam Walker Books
- Hest, A. (2016) **Are You Sure, Mother Bear?** Candlewick Press
- Hest, A. (2003) **You Can Do It** Sam Walker Books
- Horse, H. (2007) **Little Rabbit's New Baby** Puffin books
- Ironside, V. (2011) **The Huge Bag of Worries** Hachette Children's Group
- Jousse, B. (2005) **Papa do you love me?** Chronicle Books
- Jousse, B. (1998) **Mama do you love me?** Chronicle Books

# Appendix 1: Children's Story books



- Joosse, B. (2009) **I Love You the Purplest** Findaway World
- Kane, K (2015) **Family Forest** Hardie Grant Egmont
- Kerr, A (2014) **Sorry Sorry**, Boolarong Press
- Lewis, G. (2006) **The Most Precious Thing** Good Books
- McBratney, S (1994) **Guess How much I love you** Walker Books
- MacLean, K L (2015) **Just Me and My Mind** Wisdom Publications
- MacLean, K L (2012) **Moody Cow Learns Compassion** Wisdom Publications
- MacLean, K L (2009) **Moody Cow Meditates** Wisdom Publications (MA)
- Maclean, K L (2014) **Peaceful Piggy Meditation** Fitzherry and Whiteside
- McCloud, C & Martin, K (2009) **Fill a Bucket** Nelson Publishing & Marketing
- McCloud, C (2015) **Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids** Bucketfillers
- McCloud, C & Wells, K (2012) **Will You Fill My Bucket?: Daily Acts of Love Around the World** Ferne Press
- McPhail, D (1984) **Sisters** HMH Books
- McPhail, D (2014) **Brothers** HMH Books
- Marlowe, S (2013) **No Ordinary Apple: A Story About Eating Mindfully** Wisdom Publications
- Mitsumasa, A (1986) **All in a Day** Penguin Books
- Munsch R. (2001) **Love you Forever** Red Fox
- Ormerod, J (1981) **Sunshine** Penguin
- Ormerod, J (1982) **Moonlight** Penguin
- Pryor, Boori Monty (author) & Ormerod, J (illustrator) (2010) **Shake a Leg** Allen & Unwin
- Reynolds, P. (2004) **Ish** Walker Books
- Rogiers, M. (2010) **Take the Time – Mindfulness for kids** Worzalla Books
- Rundall, B & Hogan, M (2008) **Nyuntu Ninti (What you should know)** ABC Books
- Seymour S. (2011) **Sometimes I feel** Finch Publishing
- Shanahan L. (2008) **Sleep Tight My Honey** Lothian Books
- Showers P. (1991) **The Listening Walk** Harper Trophy
- Simon, S. (1999) **All Kinds of Children** Albert Whitman and Co

## Appendix 1: Children's Story books



- Snel, E (2013) **Sitting Still Like a Frog: Mindfulness Exercises for Kids** Shambhala Publications
- Thich Nhat Hanh (2011) **Planting Seeds: Practicing Mindfulness with Children** Parallax Press
- Thich Nhat Hanh (2008) **A Handful of Quiet: Happiness in Four Pebbles** Plum Blossom Books
- Wardell, H. (2005) **You and Me Little Bear** Walker Books
- Wardell, H. (2005) **Well Done. Little Bear** Walker Books
- Wardell, H. (2003) **Sleep Tight Little Bear** Walker books
- Willis, J and Parsons, G. (2008) **There's an Ouch in my Pouch** Penguin Books
- Zolotow, C. (1990) **Big Sister and Little Sister** Harper Collins



## Appendix 2: Resources for parents



- Doidge, N. (2007). **The Brain that Changes**. Scribe Publications.
- Gerhardt, S. (2004). **Why love matters – how affection shapes a baby’s brain**. Bruner-Routledge
- Gottman, J. and DeClair, J. (1997). **The heart of parenting: Raising an emotionally intelligent child**. NY. Simon and Schuster.
- Kabat-Zinn, J. (1990). **Full Catastrophe Living: using the wisdom of your body and mind to face stress, pain and illness**. Doubleday Dell
- Kabat-Zinn, J. and M. (2008). **Everyday Blessings – the inner work of mindful parenting**, Hyperion.
- Kabat-Zinn, J. (2006). **Coming to our Senses – healing the world through mindfulness**, Hyperion
- Siegel D.J. (2014). **Mindsight: Change your brain and your life Australia**, Scribe Publications Pty Ltd.
- Siegel, D.J. (2006). **Attachment and self-understanding: Parenting with the brain in mind**. *Psychotherapy in Australia*,12(2), February.
- Siegel, D. J. and Hartzell, M. (2014). **Parenting from the inside out**. Australia, Scribe Publications Pty Ltd.
- Siegel D.J. (1999). **The developing Mind – how relationships and the brain interact to shape who we are**, Guilford Press
- Thich Nhat Hanh, (2008). **The Miracle of Mindfulness**, Rider and Co.
- Thich Nhat Hanh, (2011). **Healing the Inner Child**, Parralax Press.
- Thich Nhat Hanh, (2008). **Mindful Movements: Mindfulness Exercises**, Parralax Press.
- Faber, A. and Mazlish, E. (2001). **How to Talk so Kids Will Listen and Listen So Kids will Talk**. Picadilly Press.
- Faber, A. and Mazlish, E, (1998). **Siblings without Rivalry**. Quill Publishing.
- Gottman, J. and DeClair, J. (1997). **The heart of parenting: Raising an emotionally intelligent child**. NY. Simon and Schuster.
- Gerhardt, S. (2004). **Why love matters – how affection shapes a baby’s brain**. Bruner-Routledge.
- Hatkoff, A. (2007). **You are my world – how a parents love shapes a baby’s mind**. Stewart, Tabori and Chang.
- Hughes, D. (2009). **Principles of Attachment Focused Parenting. Effective strategies to care for children**. WW Norton and Co.
- Siegel, D. and Hartzell, M. (2004). **Parenting from the inside out**. NY, Tarcher /Penguin.
- Seligman, J. (1995). **The Optimistic Child**. Houghton Mifflin



## Appendix 3: References



- Atkinson, J. (2002) **Trauma Trails – Recreating Songlines The transgenerational effects of Trauma in Indigenous**, Australia, Spinifex Pres.
- Baylin, J and Hughes, D.A (2016) **The Neurobiology of Attachment-Focused Therapy. Enhancing Connection & Trust in the Treatment of Children and Adolescents**, New York, Maple Press
- Barker, R. (2009). **Baby Love**, Australia: Pan MacMillan.
- Barker, R. (2001). **The Mighty Toddler**, Australia: Pan MacMillan.
- Beers, S. and De Bellis, M. D. (2002). **Neuropsychological function in children with maltreatment-related posttraumatic stress disorder**, The American Journal of Psychiatry, 159, 483-485.
- Bloch, M.N., Holmlund, K., Moqvist, I., Popkewitz, S (eds) (2003) **Governing Children, Families and Education. Restructuring the welfare state**. New York, Palgrave Macmillan.
- Brazelton, T. (1996). **Touchpoints**, Australia: Doubleday.
- Briere, J. (2004). **Treating the long term effects of childhood maltreatment: A brief overview**. Psychotherapy in Australia, 10, 12-18.
- Castle, C., and Burningham, J. (2001). **For Every Child, The UN Rights of the Child in Words and Pictures**, New York: Fogelman Books.
- Centre for Community Child Health. (2004). **Parenting information project. Volume Two: Literature review**. Canberra: Department of Family and Community Services.
- Chen, Z.-Y., & Kaplan. (2001). **Intergenerational transmission of constructive parenting**. Journal of Marriage and the Family, 63, 17-31.
- Cook, A., Spinazzola, J., Ford, J., et al (2005). **Complex Trauma in Children and Adolescents**, Psychiatric Annals, 35, 390-298.
- Cozolino, L. (2002). **The Neuroscience of Psychotherapy: Building and Rebuilding the Human Brain**. New York: W.W.Norton and Company.
- Creswell J.D. (2017). **“Mindfulness Interventions”**. Annual Review of Psychology. 68: 491-516.
- Faber, E and Mazlish, E. (1980). **How to Talk so Kids will Listen and How to Listen so Kids will Talk**. New York: Rawson Wade.
- Faber, E and Mazlish, E. (1993). **Siblings without Rivalry**. Quill Publishing.
- Furedi, F. (2001) **Paranoid Parenting. Abandon your anxieties and be a Good Parent**, London, Penguin Books Ltd
- Gerhardt S. (2004). **Why love matters – how affection shapes a baby’s brain**. London: Routledge.
- Gilkerson, L. (2001). **Integrating an understanding of brain development into early childhood education**. Infant Mental Health, 22(1-2), 174-187.
- Glaser, D. (2000). **Child abuse and neglect and the brain - A review**. Journal of Child Psychology and Psychiatry, 41, 97-116.

## Appendix 3: References



- Golding, K.S and Hughes, D.A. (2012) **Creating Loving Attachments. Parenting with PACE to Nurture Confidence and Security in the Troubled Child.** London, Jessica Kingsley Publishers
- Gottman, J.M. and DeClair, J. (1997). **The heart of parenting: Raising an emotionally intelligent child.** New York: Simon and Schuster.
- Grienberger, J. (2006). **Group process as a holding environment facilitating the development of the parental reflective function: Commentary on paper by Arietta Slade.** *Psychoanalytic Inquiry*, 26 (4), 668-675.
- Grienberger J, Kelly K, Slade, A. (2005). **Maternal reflective functioning, mother-infant affective communication and infant attachment: Exploring the link between mental states and observed caregiving behavior in the intergenerational transmission of attachment.** *Attachment and Human Development*, 7(3), 299-311.
- Grose, M. (2003). **Why First-borns rule the world and Last-borns want to change it,** Australia: Random House.
- Gunnar, M. and Quevedo, K. (2007). **The neurobiology of stress and development.** *Annual Review of Psychology*, 58, 145-173.
- Harris R. (2008). **The Happiness Trap,** New York: Constable and Robinson.
- Hawley, T. (2000). **Starting smart. How early experiences affect brain development.** Ounce of Prevention Fund and ZERO TO THREE. Retrieved July 2010
- Hughes, D. A. (2004). **An attachment based treatment of maltreated children and young people.** *Attachment and Human Development*, 6, 263-278.
- Jeffrey, D. ( 2008). **Don't Just Do Something. Stand There and Pay Attention. Promoting attachment by enhancing parents' reflective function,** A paper presented to the Australian Adoption Conference. Sydney, Australia September. Retrieved August 2102.
- Jewell, P. and Blackmore, P. (2004). **From Strength to Strength. A manual for professionals who facilitate diverse parent groups,** Melbourne: Acer Press.
- Kabat-Zinn, J. (1990). **Full Catastrophe Living: using the wisdom of your body and mind to face stress, pain and illness,** Doubleday Dell.
- Kabat-Zinn, J. and Kabat-Zinn, M. (2008). **Everyday Blessings – the inner work of Mindful parenting,** Hyperion.
- Kabat-Zinn, J. (2013). **Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness.** New York: Bantam Dell. ISBN 978-0345539724.
- Kabat-Zinn, J. (2006). **Coming to our Senses – healing the world through mindfulness,** Hyperion.
- Kabat-Zinn, J. (1994). **Wherever you go, there you are,** Hyperion.
- Liefwaard, T, Sloth-Nielson, J (eds). (2017) **The United Nations on the Rights of the Child. Taking stock after 25 years and looking ahead.** Boston and Leiden, Brill Nijhoff

## Appendix 3: References



- Marvin, R., Cooper, G., K. Hoffman and Powell, B. (2002). **The circle of security project: Attachment-based intervention with caregiver-pre-school child dyads.** Attachment and Human Development, 4(1), 107-124.
- McGurk, H. (1996). **Director's report.** Family Matters, 45, (Spring/Summer), 2 -4.
- National Scientific Council on the Developing Child. (2006). **Children's emotional development is built into the architecture of their brains.** Center on the Developing Child. Harvard University. USA.
- Norman, D. (2007). **The Brain that Changes,** Scribe Publications.
- O'Connor, T. G. (2002). **Annotation: The 'effects' of parenting reconsidered: Findings, challenges, and applications.** Journal of Child Psychology and Psychiatry, 43(5), 555 -572.
- Ogden, P., Minton, K. and Pain, C. (2006). **Trauma and the Body – A Sensorimotor Approach to Psychotherapy.** New York: W.W. Norton and Company.
- Perry, B. (2006). **Applying principles of neurodevelopment to clinical work with maltreated and traumatized children – The neurosequential model of therapeutics.** In N. Webb (Ed.), Working with Traumatised Youth in Child Welfare (pp. 27- 52). New York: The Guilford Press.
- Pugh, G., De'Ath, E. and Smith, C, **Confident Parents, Confident Children. Policy and practice in parent education and support.**(1994) London, National Children's Bureau
- Romeo, R.D. and McEwen, B. (2006). **Stress and the adolescent brain.** Annals of the New York Academy of Science, 1094, 202-214.
- Schore, A. N. (2001). **The effects of early relational trauma on right brain development, affect regulation and infant mental health.** Infant Mental Health Journal, 22, 201-269.
- Schore, A. N. (2002). **Dysregulation of the right brain: A fundamental mechanism of traumatic attachment and the psychopathogenesis of posttraumatic stress disorder.** Australian and New Zealand Journal of Psychiatry, 36, 9-30.
- Schore, A.N. (2003). **Early relational trauma, disorganised attachment, and the development of a predisposition to violence.** In M. F. Solomon, and D. J. Siegel (Eds), Healing Trauma: Attachment, Mind, Body and Brain, 107-67. New York: W.W. Norton and Company.
- Schore, J. and Schore, N. (2008). **Modern attachment theory: The central role of affect regulation in development and treatment.** Clinical Social Work Journal, 36, 9 -20.
- Sheridan, M. (1998). **From Birth to Five Years,** Taylor and Francis.
- Siegel, D. J. and Hartzell, M. (2014). **Parenting from the inside out.** Australia, Scribe Publications Pty Ltd.
- Siegel, D.J. (2006). **Attachment and self-understanding: Parenting with the brain in mind.** Psychotherapy in Australia, 12 (2), February.
- Siegel D.J (2010) **Mindsight & Neural Integration Workshop** – Australian Childhood Foundation
- Siegel D.J. (2014). **Mindsight: Change your brain and your life** Australia, Scribe Publications Pty Ltd.

## Appendix 3: References



- Siegel, D.J. (1999). **The developing Mind – how relationships and the brain interact to shape who we are.** Guilford Press.
- Singh N., Singh, A., Lancioni. G., Singh, J., and Winton,A. (2010) **Mindfulness Training for Parents and Their Children With ADHD Increases the Children’s Compliance,** Journal of Child and Family Studies, 19, 2, 157 – 166
- Singh, N., Lancioni, G., Winton, A., Singh, J., Curtis, W., Wahler, R. and McAleavey, K. (2007). **Mindful Parenting Decreases Aggression and Increases Social Behavior in Children With Developmental Disabilities,** Behavior Modification, 2007 31: 749
- Shonkoff, J. P. and Phillips, D.A. (2000). **From neurons to neighborhoods: The science of early childhood development,** Washington DC. National Academy Press.
- Slade, A. (2005). **Parental reflective functioning: An introduction. Attachment and Human Development,** 7(3), 269-281.
- Slade, A. (2006). **Reflective Parenting Programs: Theory and Development.** Psychoanalytic Inquiry, 26, 640-657.
- Slade, A., Grienenberger, J., Bernbach, E., Levy, D., and Locker, A. (2005). **Maternal reflective functioning, attachment, and the transmission gap: A preliminary study.** Attachment and Human Development, 7(3), 2 83-298.
- Slade, A., Sadler, L., de Dios-Kenn, C., Webb, D., Ezepechick, J., and Mayes, L. (2005). **Minding the Baby: A reflective parenting program.** Psychoanalytic Study of the Child, 60, 74-100.
- Solomon, E. P. and Heide, K. M. (2005). **The biology of trauma: Implications for treatment.** Journal of Interpersonal Violence, 20, 51-60.
- Swain, J.E., Lorberbaum, J.P., Kose, S. and Strathearn, L. (2007). **Brain basis of early parent-infant interactions: Psychology, physiology, and in vivo functional neuroimaging studies.** Journal of Child Psychology and Psychiatry, 48, 262-287.
- Thich Nhat Hanh, (2008). **The Miracle of Mindfulness,** Rider and Co.
- Thich Nhat Hanh, (2011). **Healing the Inner Child,** California: Parralax Press.
- Thich Nhat Hanh, (2008). **Mindful Movements: Mindfulness Exercises,** California: Parralax Press.
- Tomison., A.M (1998) **Valuing Parent Education. A Cornerstone of Child Abuse Prevention.** AIFS Issues in Child Abuse Prevention No.10 Spring
- Van der Kolk, B. A. (2003). **The neurobiology of childhood trauma and abuse.** Child and Adolescent Psychiatric Clinics of North America, 12, 293-317.
- Yates, T. (2007). **The developmental consequences of child emotional abuse: A neurodevelopmental perspective.** Journal of Emotional Abuse, 7, 9- 34.