



1

---

---

---

---

---

---

---

---



2

---

---

---

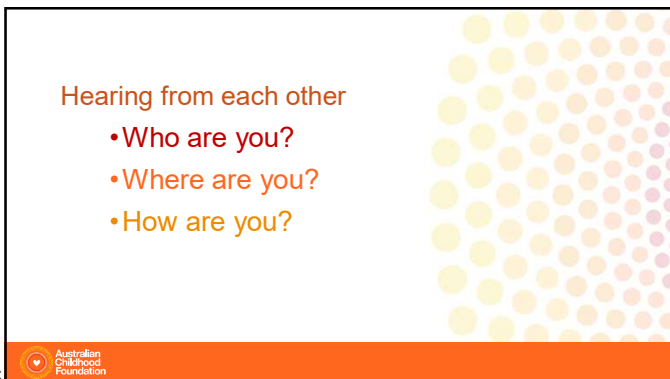
---

---

---

---

---



3

---

---

---

---

---

---

---

---

**Session Goals**

- Challenges in partnership with parents
- The diversity in partnership
- Trauma and partnership
- Resources that support partnership



4

---

---

---

---

---

---

---

---

**Challenges in partnership with parents**

- **Communication**
  - differences in communication styles
  - language barriers
  - scheduling conflicts
- **Different expectations**
  - Parents expectations
  - curriculum and best practices in ECE
- **Lack of engagement**
  - Work commitments
  - Language barrier



5

---

---

---

---

---

---

---

---

**The diversity in partnership**

- **Understanding diversity**
  - Cultures
  - Family structure
  - Understanding of education
  - language



6

---

---

---

---

---

---

---

---

### Trauma and Partnership

- Being trauma-informed
- Create a safe and supportive environment
  - Calm and consistent setting
  - Using positive language
  - Modelling positive communication skills
- Provide resources and support
  - Connecting families with community resources
  - Providing information on coping strategies and self-care



7

---

---

---

---

---


---

---

---

### What we already do

- Building professional relationships with boundaries
- Using open body language
- Maintain eye contact if appropriate
- Demonstrating mindful listening skills
- Displaying a friendly and courteous manner
- Providing a calm and welcoming atmosphere
- Information is kept confidential
- Being respectful
- Acknowledging the parent as knowing their child best



8

---

---

---

---

---

---

---

---

### Resources to support us in

- Talking with parents
  - About listening
  - About themselves
  - About parent-child relationship
  - About communication
  - About brain development
- Talking with carers
  - About child's development
  - About child's behaviour
  - About parent's behaviour
  - About self care
  - About life



9

---

---

---

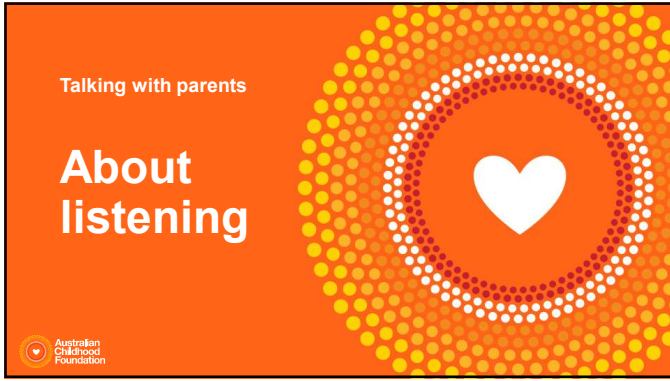
---

---

---

---

---



10

---

---

---

---

---

---

---

---



11

---

---

---

---

---

---

---

---



12

---

---

---

---

---

---

---

---

Chinese Symbol for Listening

聽 Listen

耳 Ear  
眼 Eye  
心 Heart  
一 One  
王 King



Australian Childhood Foundation

13

---

---

---

---

---

---

---

---

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)

Australian Childhood Foundation

14

---

---

---

---


---

---

---

---

Listening intentionally to the Music



- 1.
- 2.
- 3.

Australian Childhood Foundation

15

---

---

---

---

---

---

---

---



16

---

---

---

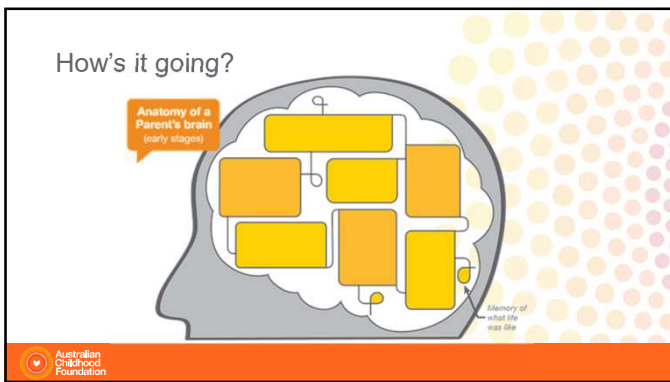
---

---

---

---

---



17

---

---

---

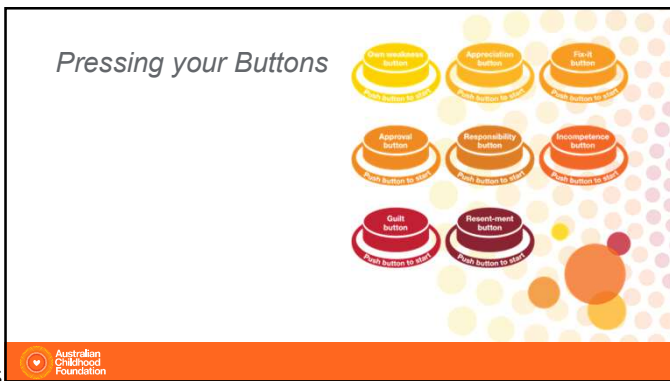
---

---

---

---

---



18

---

---

---

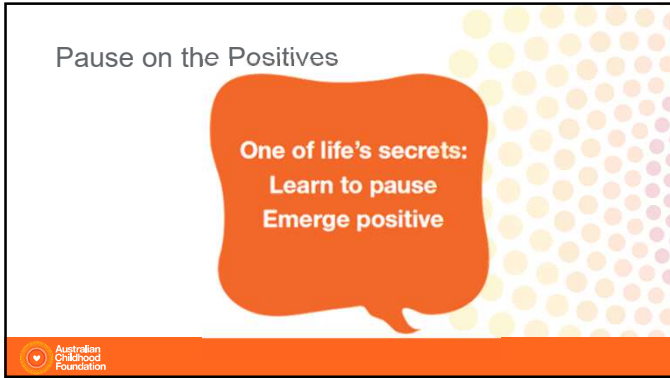
---

---

---

---

---



19

---

---

---

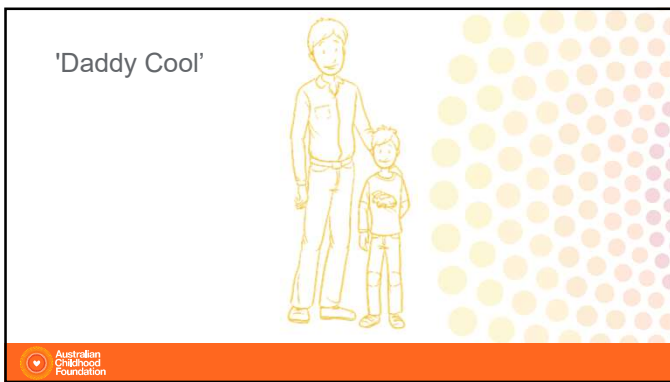
---

---

---

---

---



20

---

---

---

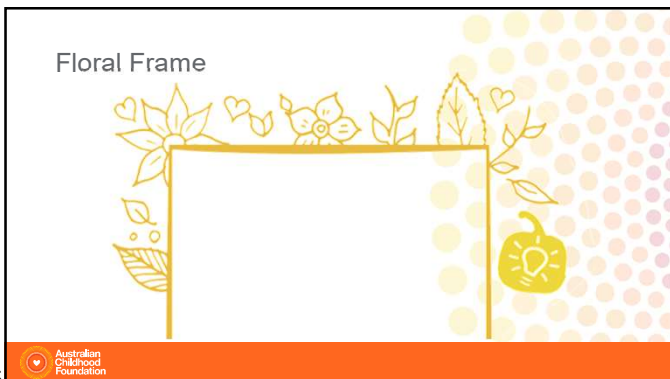
---

---

---

---

---



21

---

---

---

---

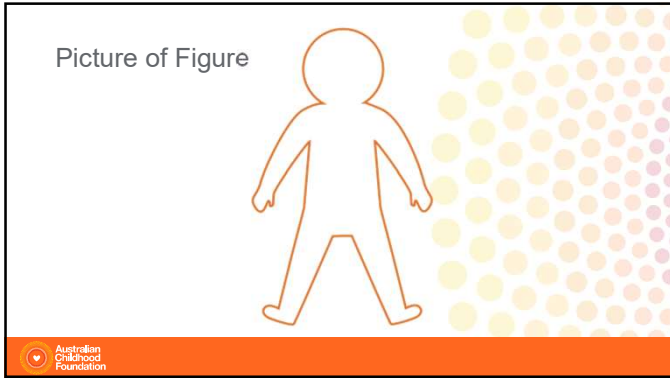
---

---

---

---





22

---

---

---

---

---

---

---

---



23

---

---

---

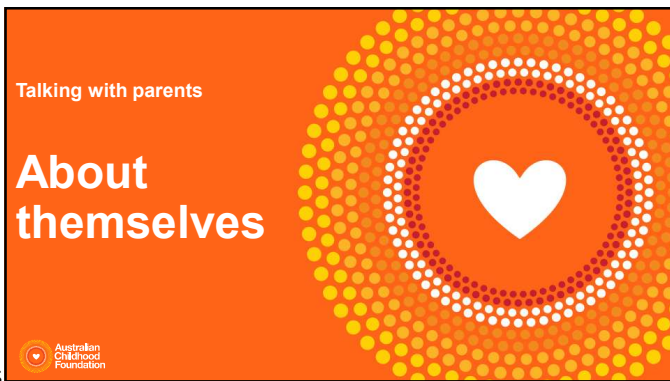
---

---

---

---

---



24

---

---

---

---

---

---

---

---





25

---

---

---

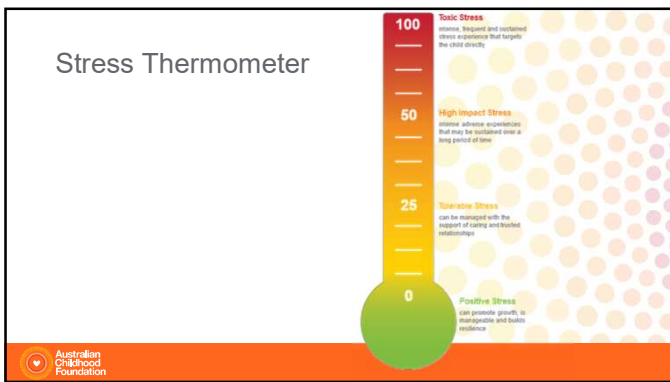
---

---

---

---

---



26

---

---

---

---

---

---

---

---



27

---

---

---

---

---

---

---

---



28

---

---

---

---

---

---

---

---



29

---

---

---

---

---

---

---

---



30

---

---

---

---

---

---

---

---

### Neuronal Connections

Newborn      2 Years      Adult

Australian Childhood Foundation

31

---

---

---

---

---

---

---

---

### My children

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

Australian Childhood Foundation

32

---

---

---

---

---

---

---

---

### Being there for children

I need you to...

Australian Childhood Foundation

33

---

---

---

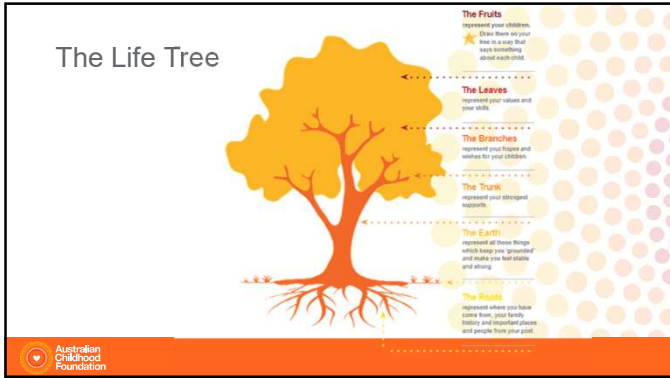
---

---

---

---

---



34

---

---

---

---

---

---

---

---



35

---

---

---

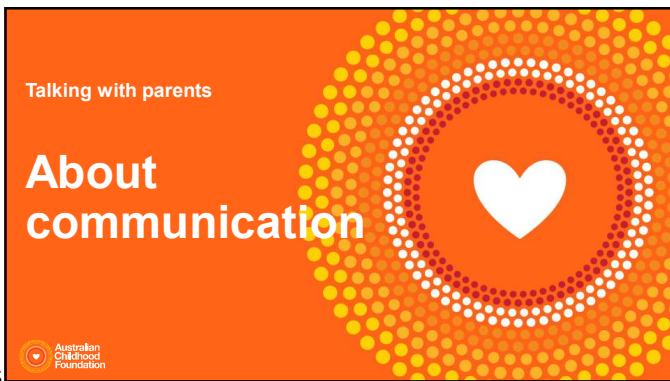
---

---

---

---

---



36

---

---

---

---

---

---


---

---

### 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.



37

---

---

---

---

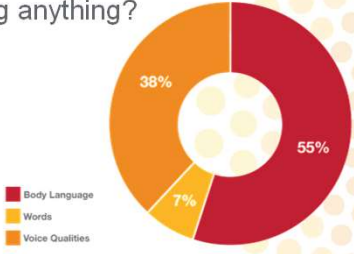
---

---


---

---

### Are we missing anything?



Method	Percentage
Body Language	55%
Words	7%
Voice Qualities	38%



38

---

---

---

---

---

---

---

---

### Barriers To Communication



'Yur bairn is so pworeul, taht it can raed sntences wih mexid up wrdos as Inog as the frsit and Isat lterets are in the right pacle.'

'Wah! tnings get in the way of us cmmunicanig celsaly wih our cilhrdn?'



39

---

---

---

---

---

---

---

---

### Ideas for Reflective Discussions with Children



Australian Childhood Foundation

40

---

---

---

---



---




---

---

---

### Have I told you lately that I love you?

Kind Words	My Preferences	My partner's preferences	Wondering about our baby
			
Quality time			
			

 Gifts  
 Doing helpful things  
 Loving touch

Australian Childhood Foundation

41

---

---

---

---

---

---

---

---

### Playtime Fun Grows Healthy Brains

With hundreds of repetitions of playtime fun with people who love him, baby becomes better able to manage big feelings and to relate to other people



Baby feels good and more connections grow in his brain  
 'Feel good' hormones are released in the baby's brain  
 Baby looks at parents happy face  
 Parent smiles at baby while playing "This little piggy" with his nose  
 Parent's eyes light up with pleasure

Australian Childhood Foundation

42

---

---

---

---

---

---

---

---



43

---

---

---

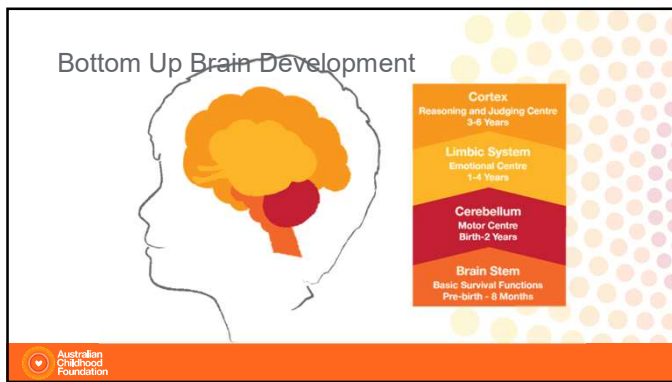
---

---

---

---

---



44

---

---

---

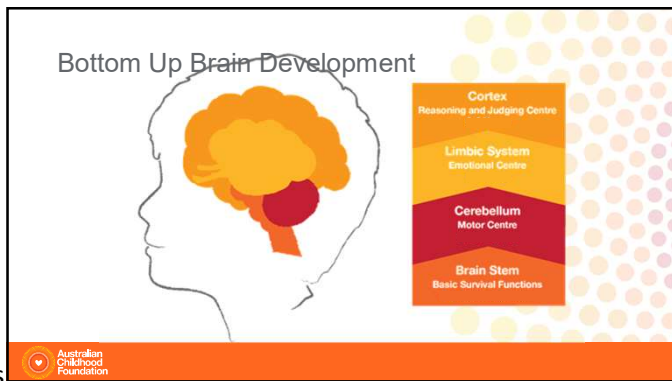
---

---

---

---

---



45

---

---

---

---

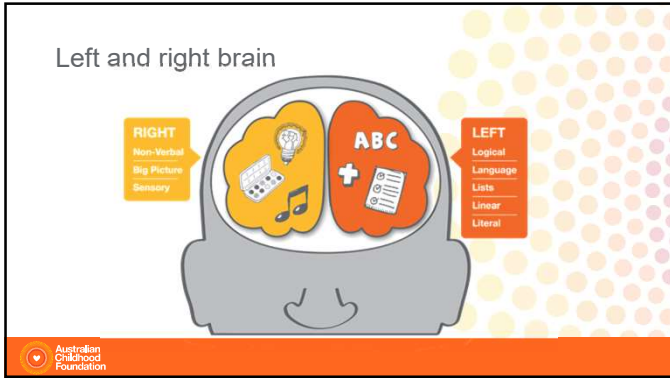
---

---

---

---





46

---

---

---

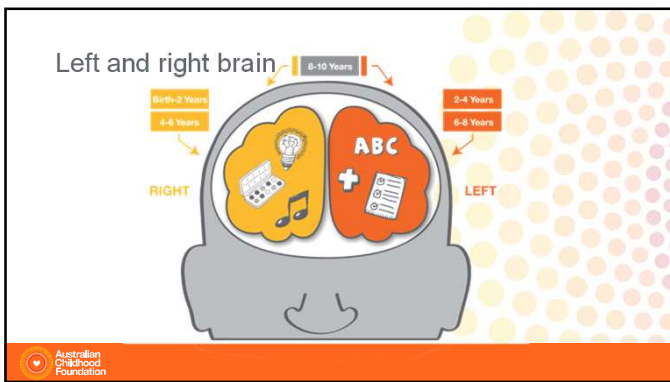
---

---

---

---

---



47

---

---

---

---

---

---

---

---



48

---

---

---

---

---

---

---

---

Talking with parents

# About child development




49

---

---

---

---

---

---

---

---

## Children's Emotional Development Birth - 10 Years

Birth - 18 Months
18 months - 3 years
3-6 years
6-10 years




50

---

---

---

---

---

---

---

---

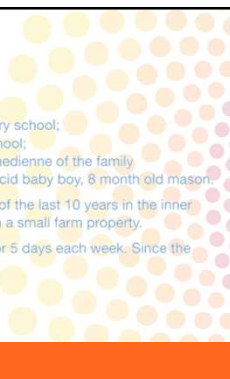

## Family Case Scenario

**Shalini and Jack Murphy have four children:**  
 Darren, their sensitive 10 year old son, attends the local primary school;  
 Kieran, their sociable 6 year old son, is in his early years at school,  
 Three year old Kevina their only daughter, is known as the comedienne of the family and has started an early years program this year; and their placid baby boy, 8 month old mason.

The family has recently moved to the country from their home of the last 10 years in the inner suburbs of a capital city, to a rural area where they now live on a small farm property.

While the family was living in the city, Jack went out to work for 5 days each week. Since the move to the country, he works from home.

Shalini has not returned to the workforce since Mason's birth.

51

---

---

---

---

---

---

---

---



### Family Case Scenario

Consider the child in your 'age group' and what the family's change of circumstances might mean for him or her. Take into account, the child's:

- Stage of development
- Personality
- Gender
- Position in the family

Consider possible impacts on the child's:

- Feelings
- Sense of security
- Friendships
- Behaviour

52

---

---

---

---

---

---

---

---

### Personality

★ Complete the scales for each of your children.

1	.....	10
Very intense		Very easy going
1	.....	10
Very active		Prefers to sit and watch
1	.....	10
Easily frustrated		Very patient
1	.....	10
Can't cope with change at all		Adjusts easily to change
1	.....	10
Takes a long time to feel comfortable with new people		Loves meeting new people



53

---

---

---

---

---

---

---

---

Talking with parents

## About child's behaviour




54

---

---

---

---

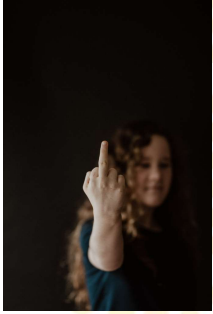

---

---

---

---

Children's behaviour

55

---

---

---

---

---

---

---

---

Children's behaviour

Situation	Behaviour	Understanding <small>(thoughts, feelings, responses)</small>
		
		



56

---

---

---

---

---

---

---

---

Behaviour Iceberg/Anthill



**Behaviour**  
Young child lies on couch and does not respond to parent.

**Parent feels**  
angry, sad

**Child feels**  
respect, love



**Behaviour**  
Young child lies on couch and does not respond to parent.

**Child feels**  
tired, relaxed

**Parent feels**  
wrest/Meep, nurturing



57

---

---

---

---

---

---

---

---



58

---

---

---

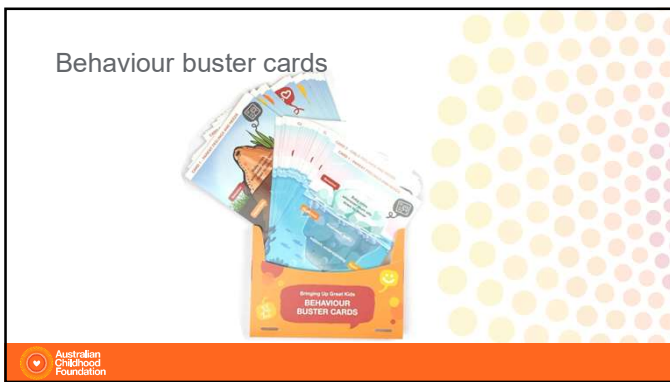
---

---

---

---

---



59

---

---

---

---

---

---

---

---



60

---

---

---

---

---

---

---

---

**Building a shared language**  
 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?"

**Early Years**

61

---

---

---

---

---

---

---

---

**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/feelscared 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?"

Australian Childhood Foundation

62

---

---

---

---

---

---

---

---

Talking with parents

**About parents' behaviour**

Australian Childhood Foundation

63

---

---

---

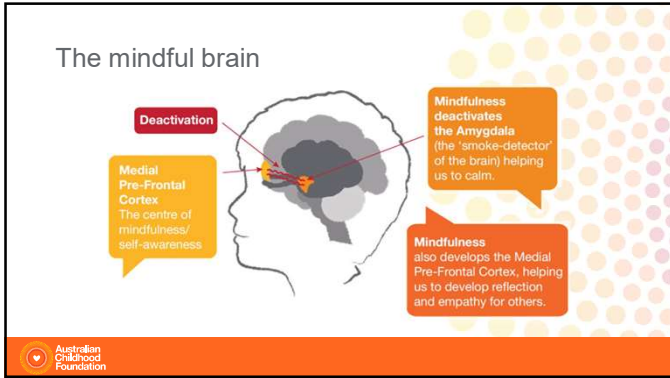
---

---

---

---

---



64

---

---

---

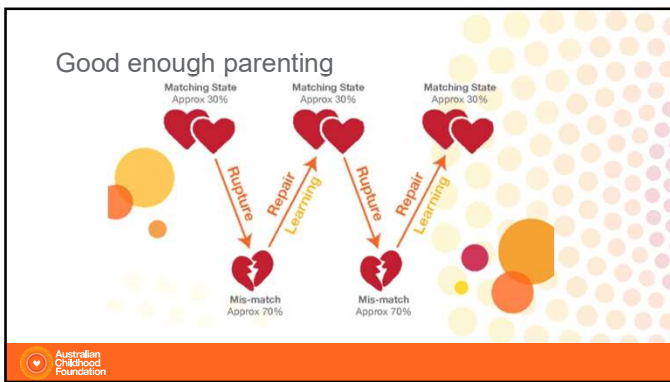
---

---

---

---

---



65

---

---

---

---

---

---

---

---



66

---

---

---

---

---

---


---

---



Talking with parents

# About self-care

67

---

---

---

---

---

---


---

---

## Stop...pause...play



- 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.



68

---

---

---

---



---

---

---

---

## Breathing Relaxation Exercises

69

---

---

---

---

---

---

---

---

### 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**

Australian Childhood Foundation

70

---

---

---

---


---

---

---

---

### Mindfulness Bottle



Australian Childhood Foundation

71

---

---

---

---

---

---

---

---

### Self-Care Prescription

Prescription (My self-care strategy)	Date (How long?)	Study	Working	Homework / Learning	Reading	Writing
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport or exercise						
Take a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen to music for mood						
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						

Australian Childhood Foundation

72

---

---

---

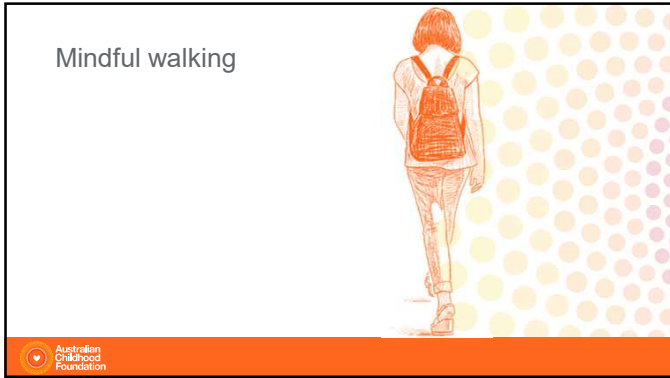
---

---

---

---

---



73

---

---

---

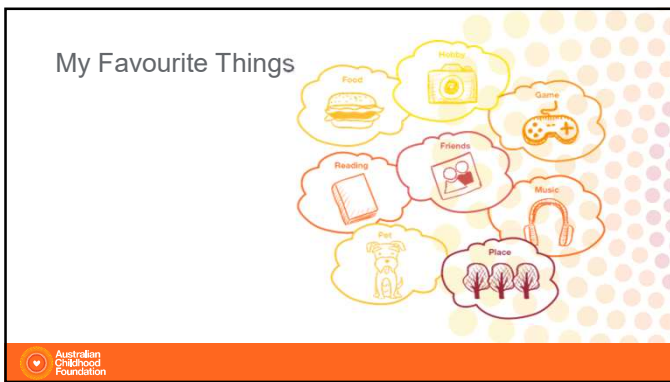
---

---

---

---

---



74

---

---

---

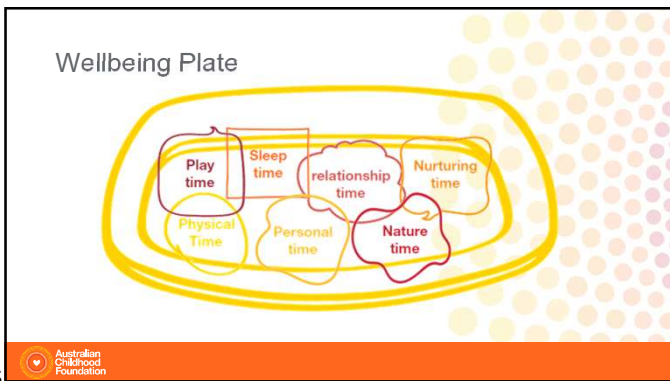
---

---

---

---

---



75

---

---

---

---

---


---

---

---

Talking with parents

# About messages in life

76

---

---

---

---

---

---

---

---

## 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.



77

---

---

---

---

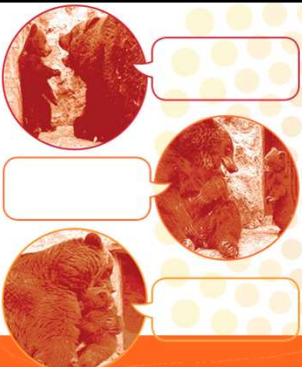
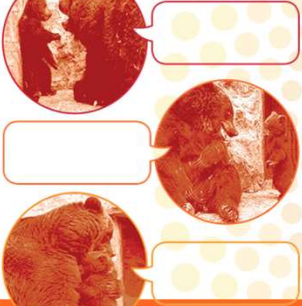

---

---

---

---

## I still love you

78

---

---

---

---

---

---

---

---

### Repairing Relationships

- 1 Restore Calm and Safety
- 2 See it from your child's point of view
- 3 Repairing Relationships
- 4 Future Plans



79

---

---

---

---


---

---


---

---

### 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.....*



80

---

---

---

---


---

---

---

---

### The Story Continues



81

---

---

---

---

---

---

---

---



82

---

---

---

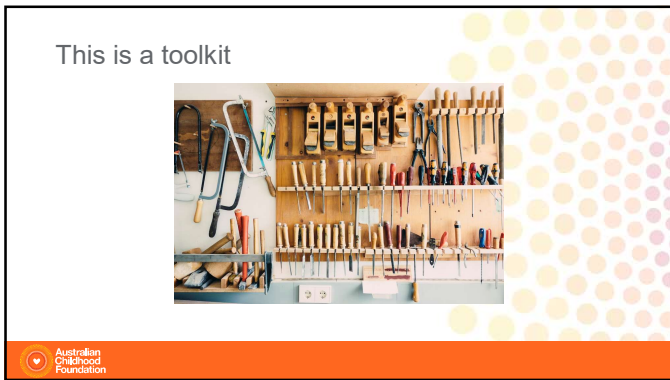
---

---

---

---

---



83

---

---

---

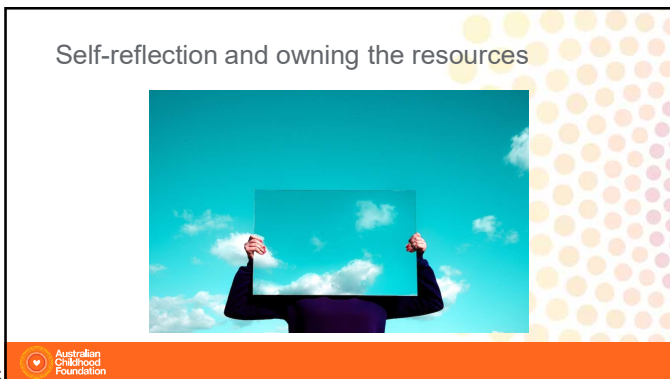
---

---

---

---

---



84

---

---

---

---

---

---


---

---

**Tailoring the resources**

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

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



85

---

---

---

---

---


---

---

---

**Other Trainings**

- Introduction to Relational Trauma
- Trauma-Informed Practice
- Trauma Informed Mentoring
- Healing Relational Trauma through Play
- Bringing Up Great Kids (BUGK)



86

---

---

---

---

---

---

---

---

**ACF Parenting & Early Years**

Website: [www.childhood.org.au](http://www.childhood.org.au)  
 Email: [parenting@childhood.org.au](mailto:parenting@childhood.org.au)




87

---

---

---

---

---

---

---

---