

Bringing Up Great Kids

Parenting After Family Violence



Facilitating respectful, reflective & effective parenting groups

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

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The story so far ...


Foundation BUGK

GOLD Standard BUGK Facilitator Workshop
Face to face / Online

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

BUGK Variations

BUGK Parenting after Family Violence	*Facilitating an online BUGK group	BUGK Parenting Adolescents
BUGK for Aboriginal and Torres Strait Islander Families	*Implementing BUGK	BUGK In the first 1000 Days
BUGK in Kinship & Foster Care	**BUGK Parenting & Mental Health	* By customised arrangement ** Under Development



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BUGK Resources

Available to Purchase

- Bringing Up Great Kids - Reflection Parenting Cards
- Stop, Praise, Play, Review - Cards
- Bringing Up Great Kids - Behavioural Skills Cards
- I Need You A-Z Cards to Support Understanding (Batteries Included)

Free to Download

- I NEED YOU A-Z
- Multi-lingual Parenting
- Connected Parenting

Websites

- www.childhood.org.au
 - Shop
 - Resources
 - Prosody Blog
- www.bringingupgreatkids.org
 - Free Resources
 - Information & Education

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Online Learning Community

Videos

- Thoughtful Parenting

Links to Products & Training

- Bringing Up Great Kids - Facilitator Training

Manuals & Handouts


- Foundation BUGK Parenting Program Facilitator Manual
- BUGK Parenting After Family Violence Facilitator Manual
- Discussion Forum
- BUGK Team Feed

Extra Resources & Activities

- At Home Together with the Four M's
- Connected Parenting Booklet
- Blogs: Explosive Adolescence

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The Primary Aim of BUGK



To increase reflective capacity in parents

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 **Self-care** 

Self-Care
"the practise of taking an active role in protecting one's own wellbeing..."
 (Oxford Dictionary)



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 **Self compassion: an alternative to harsh self-talk** 

Encourage parents to acknowledge their difficulties with children's behaviour, to normalise that, and to be kind to themselves in the midst of that.

- *'When he does that, I find it really hard.'*
- *'All parents find this tricky.'*
- *'It makes me feel...'*
- *'What I need is.....'*



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 **Parent Journal:**
My Self-Compassion Journal 



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 **Table of Contents** 

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

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 **Mindfulness for Parents** 




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 **Stop....Pause....Play** 



- 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.

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 **Deep Listening** 



'To listen in reciprocal relationships
with no judgment, just to try to
understand'

(JUDY ATKINSON 2017, the Value of Deep Listening-The Aboriginal Gift to the Nation)

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 **Storytime** 




The reading of children's stories to
parents, re-engages parents with their
childhood experiences of having
stories read or told to them and the
inherent "messages" within them.

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 **Chapter contents** 


<p>Outline</p> <ul style="list-style-type: none"> • Key Messages • Pre-session Facilitator Reflection • Preparation/set-up/resources 	<p>Part 2</p> <ul style="list-style-type: none"> • Core Activities & Options
<p>Part 1</p> <ul style="list-style-type: none"> • Welcome/reconnect • STOP....PAUSE....PLAY • Deep Listening 	<p>Part 3</p> <ul style="list-style-type: none"> • Self-Care • Self-Compassion Journal • Storytime • Summary

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 **Who should come?** 

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

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Chapter 1

Finding Safety after Violence



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 **Chapter 1: Finding Safety after Violence** 
Key messages

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

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Chapter 1: Finding Safety after Violence
Facilitator Reflection

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



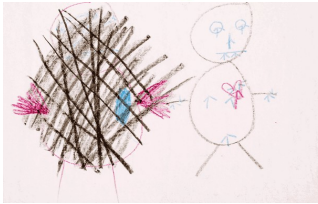


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Chapter 1: Finding Safety after Violence
Defining trauma

Trauma is not what happens **to** you, but what happens **inside** you.
 (Gabor Mate 2018)



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Chapter 1: Finding Safety after Violence
Neuroception of safety

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



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 **Chapter 1 Finding Safety After Violence**
Family Soup 



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 **Chapter 2: Challenging the Messages of Violence**
Shedding light on shame 



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 **Chapter 1 Finding Safety After Violence**
Bringing safety to life 



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 **Chapter 1: Finding Safety after Violence**
Self-care 


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


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 **Chapter 1: Finding Safety after Violence** 

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


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


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Chapter 2

Challenging the Messages of Violence



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Chapter 2: Challenging the Messages of Violence
Key messages

- All individuals find some way of challenging violence, even if at first it is not easy to identify those actions.
- Individuals have inner strengths that enable them to survive the violence, find ways to keep safe and ensure their children are safe and looked after.
- Safety of all participants is critical

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Chapter 2: Challenging the Messages of Violence
The power of small steps



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



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 **Chapter 2: Challenging the Messages of Violence**
Self-care 



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Chapter 3

Validating my Parenting Story



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 **Chapter 3: Validating my Parenting Story**
Key Messages 

 • Messages parents received in childhood from their parents/caregivers shape their own parenting in the present.

• Each parent has hopes for the kind of parent they want to be for their children.

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Chapter 3: Validating my Parenting Story
Pass the parcel



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Chapter 3: Validating my Parenting Story
Five messages about parenting



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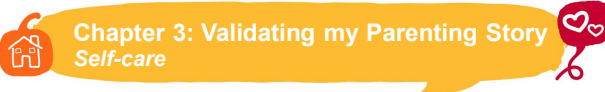
Chapter 3: Validating my Parenting Story
Rubbish, recycle or reframe/recreate



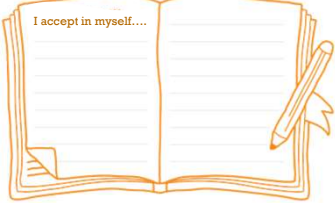
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Chapter 3: Validating my Parenting Story
Self-care



I accept in myself....



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Chapter 4
Understanding my Child's Story



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Chapter 4: Understanding my Child's Story
Key Messages



- Knowing about early brain development can help parents walk in their child's shoes.
- Children's experiences include their perspective, the way their minds and bodies have reacted and their hopes and ambitions for their own lives.
- It is important to understand how children have experienced the relationship in their family.

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Chapter 4: Understanding my Child's Story
Growing Brains

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

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

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

- Amygdala**
Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats
- Hippocampus**
Consolidates memory by providing the context/ sequential data for episodic memories. Goes offline if trauma overwhelms and disrupts cortex.
- Corpus Callosum**
Bridge between the 2 hemispheres. Chronic stress can damage and thin down this bundle of neurons and thus compromises the brain's integrity between the two hemispheres.

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

Three Core Concepts in Early Development

3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child  HARVARD UNIVERSITY

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



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Chapter 5
Changing the Messages for the Child



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Chapter 5: Changing the Messages for the Child
Key Messages


- Non-verbal messages are very powerful in our communication
- Messages we receive from our childhood can create barriers to or enhance effective communication with our children.
- Positive messages that parents give their children from now on will strengthen their development.

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Chapter 5: Changing the Messages for the Child
Communication patterns



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

'What things get in the way of us communicating clearly with our children?'

'Your brain is so powerful, that it can read sentences with mixed up words as long as the first and last letters are in the right place.'

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




<https://dribbble.com/show/3627910-822img>


<https://dribbble.com/show/2671163-Park-Walk-Cycle>

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Chapter 6


Understanding and Responding to the Messages of Behaviour



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Chapter 6: Key Messages




- All behaviour has meaning.
- Behaviour is an expression of our feelings and needs.
- A child learns to regulate and shape their behaviour through the experience of being soothed by a calm and regulated adult.
- Rupture happens in all relationships, it is the relational repair that builds capacity.

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Chapter 6



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Chapter 6
Anthill/Iceberg



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Chapter 6
Messages of Behaviour



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


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Chapter 6
'When kids feel right, they act right'

Rather than asking:
 "What are you doing?"
 and
 "How can I stop it?"

Wonder:
 "What are you feeling?/trying to tell me?"
 And
 "What do you need (from me)?"

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Chapter 6
Helping Everyone with Their Big Feelings

Listening to my **BIG** feelings

SAD ANGRY FRUSTRATED JOYFUL
 EXCITED HAPPY FRIGHTENED



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Chapter 6
Self-care



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Chapter 7

Connecting the Story of our Family



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 **Chapter 7: Connecting the Story of our Family**
Key Messages 





- Connecting parents and children together into a new story that has hope as the basis for moving forward after violence.
- All parents need help and support at some time. It is a strength to seek out support, not a weakness.

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 **Chapter 7: Connecting the Story of our Family**
Strengths, Strengths, Strengths. 

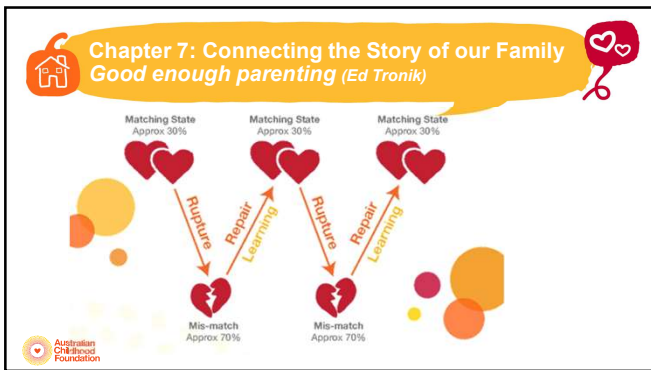


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Chapter 7: Connecting the Story of our Family
Self compassion: be kind to yourself




BE KIND TO YOURSELF

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Gif: <https://tenor.com/view/be-kind-to-yourself-kindness-connection-mtv-mental-health-gif-21613153> www.bringingupgreatkids.org

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



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



Calmer Choice
Cultivating Awareness • Living Mindfully • Enhancing Resilience

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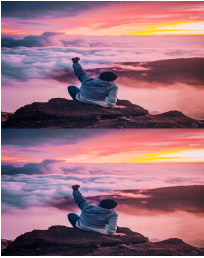
Hope – An Outcome of Change


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



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 **Celebration!!!** 



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 **Reflective Evaluation for a Reflective Program** 



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