



1



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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 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



Websites

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

Free to Download


- Bringing Up Great Kids - Reflective Planning Cards
- Think, Please, Play - Parents' Control
- Bringing Up Great Kids - Behaviour Butler Cards
- Think and A-Z Booklet for Understanding Your Baby's Intentions
- Think You A-Z Cards to Support Understanding Babies' Needs
- Free to Download: I NEED YOU A-Z (Understanding Baby Needs)
- Free to Download: Think, Please, Play
- Free to Download: Think and A-Z
- Free to Download: Cooperative Parenting

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The Primary Aim of BUGK

To increase reflective capacity in parents



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Table of Contents

- CHAPTER 1: The Message Centre
- CHAPTER 2: Messages from the Past
- CHAPTER 3: Giving & Receiving Messages
- CHAPTER 4: The Messages of Behaviour
- CHAPTER 5: Messages about Me
- CHAPTER 6: Passing on Messages

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 **Rationale** 

- Why yet another parenting program?
- Why the focus on reflection?
- Why the focus on relationship?
- Why self-care & support?
- Why narrative?
- Why mindfulness?

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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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 **Parent Journal: My Story as a Parent** 

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



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 **Chapter contents** 

Outline

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

Part 1


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

Part 2

- Core Activities & Options

Part 3

- Self-Care
- Reflective Journaling
- Storytime
- Summary

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Chapter 1

The Message Centre



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 **Chapter 1: The Message Centre** 
Key Messages

-  • There is no perfect recipe for bringing up children
- There is no such thing as the perfect parent
- Parents' relationships with their children are critical to children's healthy brain development




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Chapter 1: The Message Centre
Facilitator Reflection

How do you think you/your parents may have parented differently had you/they known more about early brain development?




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Chapter 1: The Message Centre
Handout: My children

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

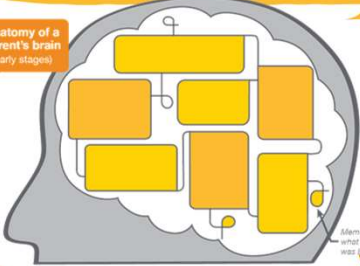


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Chapter 1: The Message Centre
The Parent Brain

Anatomy of a Parent's brain (early stages)



Memory of what life was like

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Chapter 1: The Message Centre
The Parent Brain

Anatomy of a Parent's brain (early stages)

Rotating list of food child will eat

Worry centre

Using child's full name when angry

HELP!

Ability to distinguish quiet from 'too quiet'

New respect for parents

Bragging

Sleep gland

Memory of what life was

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Chapter 1: The Message Centre
Growing Brains

How much does a baby's brain weigh?

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Chapter 1: The Message Centre
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 1: The Message Centre
Neuronal Connections

Newborn 2 Years Adult

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Chapter 1: The Message Centre
The brain story

Chapter 4
Understanding your child's brain development

ACF Thoughtful Parenting Series: <https://vimeo.com/showcase/thoughtful-parenting>

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Chapter 1: The Message Centre
Bottom up brain development

Cortex
Reasoning and Judging Centre
3-8 Years

Limbic System
Emotional Centre
1-4 Years

Cerebellum
Motor Centre
Birth-2 Years

Brain Stem
Basic Survival Functions
Pre-birth - 8 Months

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Chapter 1: The Message Centre
Bottom up brain development

The diagram shows a profile of a human head with a brain inside. The brain is divided into three main colored sections: a large yellow section at the top, a smaller red section in the middle, and a small dark red section at the bottom. To the right of the brain is a legend with three colored boxes: a yellow box for the Cortex, a red box for the Limbic System, and a dark red box for the Brain Stem. Each box lists its primary function.

- Cortex**
Reasoning and Judging Centre
- Limbic System**
Emotional Centre
- Cerebellum**
Motor Centre
- Brain Stem**
Basic Survival Functions

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Chapter 1: The Message Centre
Hand model of the brain

A large black rectangle is centered on the page, intended to show a hand model of the brain. The slide includes the same title and footer as slide 25.

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Chapter 1: The Message Centre
Mindfulness

The diagram shows a profile of a human head with a brain inside. Two specific areas are highlighted with red boxes and arrows: the Medial Pre-Frontal Cortex and the Amygdala. Text boxes explain the role of these areas and how mindfulness affects them.

- Deactivation** (referring to the Amygdala): Mindfulness deactivates the Amygdala (the 'smoke-detector' of the brain) helping us to calm.
- Medial Pre-Frontal Cortex**: The centre of mindfulness/self-awareness.
- Mindfulness**: also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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Chapter 1: The Message Centre
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 1: The Message Centre
Lateral Brain Development

Parts of the Brain
Middle School Science

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Chapter 1: The Message Centre
Lateral Brain Development

RIGHT
Non-Verbal
Big Picture
Sensory

LEFT
Logical
Language
Lists
Linear
Literal

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Chapter 1: The Message Centre
Lateral Brain Development

"My right brain is dominating."

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Chapter 1: The Message Centre
The Midline handout

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Chapter 1: The Message Centre
Waddley Archer

*Waddley Archer, Waddley Archer
Doodley-doo, Doodley-doo*

*Waddley Archer, Waddley Archer
Doodley-doo, Doodley-doo*

*It's just a simple song and there's
nothing to it
All you have to do is doodley-do it.*

*I like the rest but the part I like best
Doodley-doo, Doodley-doo – YEAH!!!*

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Chapter 1: The Message Centre
Integrating the Brain

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

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Chapter 1: The Message Centre
Self-care

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




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Chapter 1: The Message Centre

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

Messages from the Past




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Chapter 2: Messages from the Past
Key Messages




- Messages we received in childhood from our parents/caregivers, impact on our own parenting
- Building relationships with our children is essential.
- Self-care for parents is vital.





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Chapter 2: Messages from the Past
Facilitator Reflection


What are some of the messages - both spoken and implied, that you received from your parents?

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Chapter 2: Messages from the Past
Parenting rainbow



What are some of the influences that have shaped the way that you parent?

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Chapter 4
Pass the Parcel



Source: <http://www.art-is-a-start.com/>

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Chapter 2: Messages from the Past
Activity: Rubbish, Recycle, Reframe



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Chapter 2: Messages from the Past
Storytime & Self-care

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Chapter 2: Messages from the Past

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 3
Giving & Receiving Messages

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Chapter 3: Giving & Receiving Messages
Key Messages

- Non-verbal messages are very powerful in our communication with children
- Being in a calm state is crucial to effective communication



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Chapter 3: Giving & Receiving Messages
Facilitator Reflection


Think about your own childhood memories of communication in your family



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Chapter 3: Giving & Receiving Messages
Birthday line



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Chapter 3: Giving & Receiving Messages
Listening to young children

Listening to my **BIG** feelings

SAD ANGRY FRUSTRATED JOYFUL
EXCITED HAPPY FRIGHTENED



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Chapter 3: Giving & Receiving Messages
Self-care

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



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Chapter 3: Giving & Receiving Messages
Storytime






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Chapter 3: Giving & Receiving Messages

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 4

The Messages of Behaviour





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Chapter 4: The Messages of Behaviour

Key Messages

- All behaviour has meaning
- Behaviour is an expression of our feelings and needs
- To be calm when responding to children






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Chapter 4: The Messages of Behaviour
Facilitator Reflection

Think about your parents' typical responses to you as a child when you were in a highly emotional state.



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Chapter 4: The Messages of Behaviour
Children's behaviour



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Chapter 4: The Messages of Behaviour
Children's Behaviour handout

Situation	Behaviour	Understanding (emotion, reason, intention)
		
		

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Chapter 4: The Messages of Behaviour
Background music



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Chapter 4: The Messages of Behaviour
Behaviour Iceberg



The diagram shows an iceberg floating in water. The tip above water is labeled 'Behaviors' and contains the text: 'Young child lies on couch and does not respond to parent.' The submerged part is labeled 'Thoughts/feelings' and contains: 'angry, sad', 'respect, love', and 'Power needs'. A second iceberg below it is also labeled 'Behaviors' with the same text, but its submerged part is labeled 'Thoughts/feelings' with: 'fired, reboiled', 'rest/sleep, nurturing', and 'Guilt needs'.

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Chapter 6
Iceberg/Anthill



The diagram shows an iceberg on the left and an anthill on the right. The iceberg's tip is labeled 'Behaviors' and the submerged part is labeled 'Thoughts/feelings'. The anthill's mound is labeled 'Behaviors' and the underground tunnels are labeled 'Thoughts/feelings'.

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Chapter 4: The Messages of Behaviour
Feelings and Needs

Needs				Feelings			
rest/sleep	safety	shelter	touch	calm	happy	proud	playful
play	creativity	hope	belonging	curious	enthusiastic	angry	mad
empathy	love	nurturing	respect	sad	frightened	lonely	scared
security	trust	comfort	support	bored	excited	fulfilled	relaxed

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Chapter 4: The Messages of Behaviour
'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 4: The Messages of Behaviour
Manage BIG Feelings handout

- 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)
- Put your child's feelings into words**

Eg "It looks like you're pretty angry/sad/scared about that."
 "You sound pretty cross."
- 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."
- 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."
- Help him to solve his own problem**

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

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Chapter 4: The Messages of Behaviour
'Good enough' parenting (Ed Tronick)

Matching State
Approx. 30%

Rupture

Mis-match
Approx. 70%

Repair
Learning

Matching State
Approx. 30%

Rupture

Mis-match
Approx. 70%

Repair
Learning

Matching State
Approx. 30%

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Chapter 4: The Messages of Behaviour
Repair after Disconnection

'What you did is not ok, but you are still a good person and I still love you'



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Chapter 4: The Messages of Behaviour
Storytime & Self-care


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 **Chapter 4: The Messages of Behaviour** 

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 5

Messages about me



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 **Chapter 5: Messages about me** 
Key Messages

-  Understanding that individual differences in temperament, gender and position in the family can affect children's behaviour
- Calm parents equals calm children




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Chapter 5: Messages about me
Facilitator Reflection

Think about yourself as a child.
 What is your position in the family?
 What did you like or dislike about your position?



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Chapter 5: Messages about me
Activity: Position in the family




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Chapter 5: Messages about me
Handout: 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.

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Chapter 5: Messages about me
Handout: Family case scenario

James, a single dad, cares for his three children.
 Adam, aged 6 who demonstrates some challenging behaviours and has recently been diagnosed with ADHD. Sarah, aged 10, is a very nervous child who struggles to make friends. Sam, aged 3, is a very sociable and friendly child.

The only support James gets each week is from his mum who lives nearby and looks after the children two afternoons a week.

The house James has been renting for five years has been sold and will no longer be available for rent. There are no other houses in the nearby area within James's budget so he no choice but to move to the other side of town to where he can afford to rent. The move will mean a change of schools and finding a new day care for Sam.

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Chapter 5: Messages about Me
Handout: Family case scenario

Consider the children in the scenario and what the change of circumstances may mean for each one, take into account each child's:

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

Consider possible impacts on the child's:

- Feelings
- Sense of security
- Friendships
- Behaviours



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Chapter 5: Messages about Me
Personality handout

★ 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

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Chapter 5: Messages about Me
Reflection on Culture handout

Draw a visual representation of your own culture.

Try to include some aspects of:

- your beliefs, values and philosophies and ambitions
- your symbols, languages
- your customs, traditions, dress, food, home, lifestyle, behaviours, health practices

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Chapter 5: Messages about Me
Self-care Prescription handout

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						

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Chapter 5: Messages about me
Storytime






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Chapter 5: Messages about me

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 6

Passing on Messages





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Chapter 6: Passing on Messages

Key Messages

- All parents need help and support at some time
- The best predictor of how a child copes with stress is how their parents cope.
- Calm parents equals calm children







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Chapter 6: Passing on Messages
Facilitator Reflection

Reflect on your own reactions to stress and how do you respond

Do you ever hear yourself saying things that your mother or father said to you in exasperation/anger?



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Chapter 6: Passing on Messages
Parenting paradigm



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Chapter 6: Passing on Messages
Managing our stress

Reflect on your own reactions to stress. e.g.

Are you generally a 'bottler' of your emotions?

Do you 'explode' easily?



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Chapter 6: Passing on Messages
Handout: Asking for Help handout

"It's my job to look after my children, not one else's job."

"It takes a village to raise a child."

"Every parent needs help at times."

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Chapter 6: Passing on Messages
Children & Stress



Play, relaxation and fun with family, are protective factors for children who are stressed.

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Chapter 6: Passing on Messages
Self Care & Nurturing Parents



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Chapter 6: Passing on Messages
Handout: The Life Tree

The Fruits
Give them to your tree to spread each something about each child.

The Leaves
Represent your values and your skills.

The Branches
Represent your habits and values for your children.

The Trunk
Represent your strongest qualities.

The Sap
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, beliefs and traditions, and people from your past.

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Chapter 6: Passing on Messages

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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Celebration!!!

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 **Reflective Evaluation for a Reflective Program** 



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 **Contacting Us** 

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