

Social interaction is a biological need, as vital as food and water

GOLDWYN SCHOOL
Aspire • Empower • Achieve

Creating positive interactions

Michelle Maddison
Emma Perry-Macleod

Friendly conversations that make a big difference!

3 CREATING POSITIVE INTERACTIONS

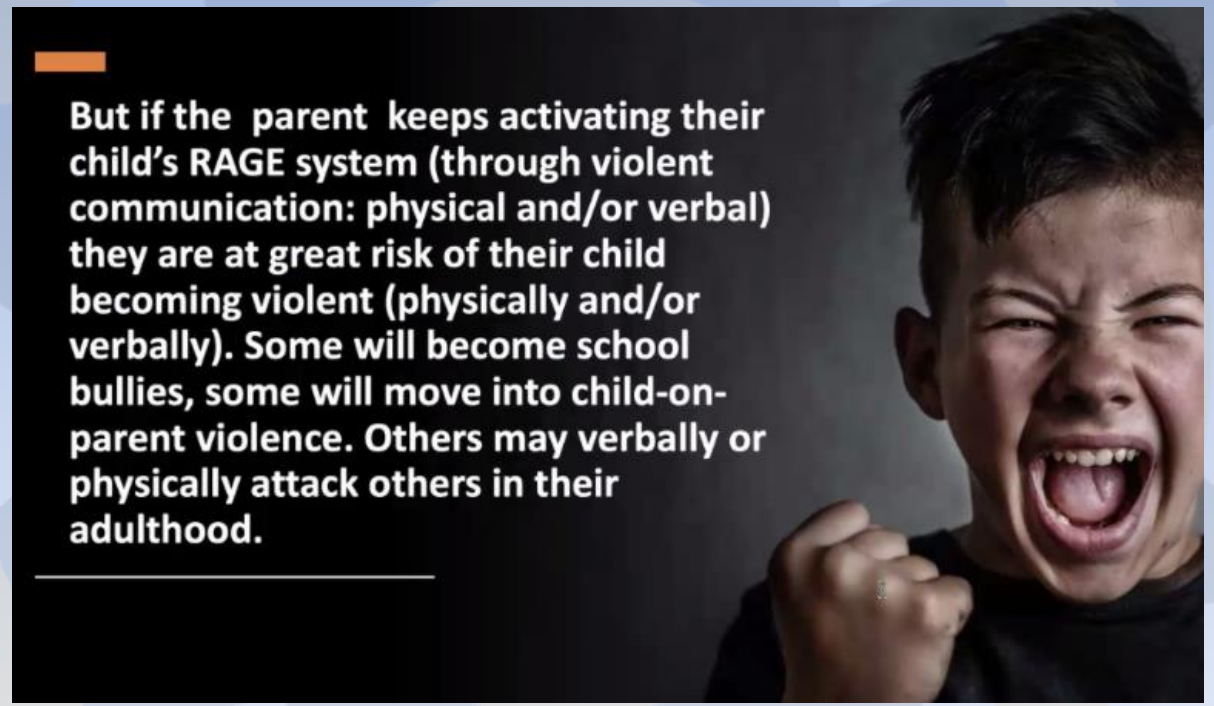


- Introduction to P.A.C.E.
- Maslow's Hierarchy of Needs
- The importance of play
- Attachment games
- What teenagers say they need from adults

24 SEPTEMBER
10-11.30AM

Together, we support our young people to thrive.

Our interactions matter…



If a parent constantly engages a child's rage system then they'll become more violent and aggressive. Rage systems are contagious!

Lectures make children defensive and then close their minds.

P A C E

Play Acceptance Curiosity Empathy

To bring psychological safety and emotional responsiveness in connection, key for secure attachment

P

A playful, warm and spontaneous way of interacting with the teenager to support them to feel safe with you and to promote trust. When you connect with teenagers in this way, they are freer to open up, reflect, laugh, play, share their true feelings with you.

Use of a warm light tone of voice is key (storytelling voice).

A

At all times accepting the teenager's intentions, thoughts, feelings and inner life, without any judgment or criticism. As a result, the teenager builds trust that you will never be shaming or critical.

Accepting and acknowledging the feelings fuelling the teenager's presenting behaviour. (You can be firm on behaviour while at the same time truly accepting the feelings that triggered the behaviour).

C

Active interest, totally non-judgemental, in how the teenager is experiencing an emotionally charged event (past or present). 'Will you help me understand...?' 'I wonder if...?'

Curiosity lets the teenager know that you really want to understand their meaning of an important life event and then help them with their understanding. Curiosity helps the teenager to become aware of their inner life, to start to reflect and come to understand themselves.

E

Feeling into the emotional pain of the teenager (without getting lost in it) not just experiencing their pain cognitively or defending against it in other ways. Finding the words to convey your empathy.

Having understanding of and compassion for your own traumatised inner child or teenager, so that you can be with the teenager's pain in a profoundly connecting way, resulting in the teenager truly 'feeling felt by you' (Dan Siegel). Empathy conveys to the teenager that they are no longer alone with their painful feelings and stories of distress.



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7 minutes of intense emotional connection can create new neural pathways



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Allow and encourage people to be their authentic self, not supress feelings, if this happened as a child, hard to be empathic and soothing as a parent yourself

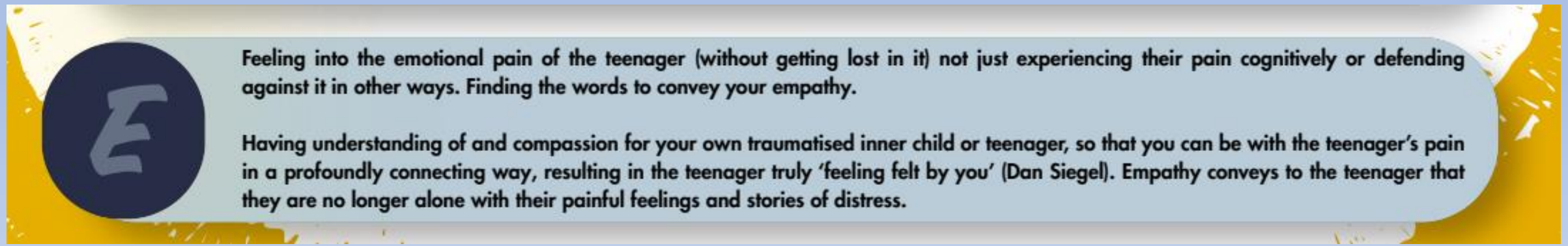


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Help children to mentalise and to feel the emotion in the body – where does it feel, think about feelings not just experience them

Traumatised children have poor reflective voices, don't have the emotional vocab



Help your children to reflect on stress not behave it through attuned empathic responses

When feel understood feel respected, valued and validated

Maslow


SELF-ACTUALIZA-TION
morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential
SELF-ESTEEM
confidence, achievement, respect of others, the need to be a unique individual
LOVE AND BELONGING
friendship, family, intimacy, sense of connection
SAFETY AND SECURITY
health, employment, property, family and social abilty
PHYSIOLOGICAL NEEDS
breathing, food, water, shelter, clothing, sleep


UNMET MASLOWIAN NEEDS
TRAUMA INFORMED UK SCHOOLS
CCMH
SELF ACTUALIZATION
MEANINGLESSNESS
Instead of purpose and meaning
EGO
FEELING WORTHLESS/POWERLESS
Instead of self-esteem and feeling empowered
SOCIAL
NO SENSE OF BELONGING, FEELING ALIENATED, REJECTED
Instead of feeling included and that you belong
SAFETY
FEELING ANXIOUS AND UNSAFE
Instead of feeing physically and psychologically safe

The importance of play

High levels of cortisol (toxic stress) will block opioids getting through.

Just 20 mins in a blue or green space helps calm and reduce stress.

When playing, you become connected with your child through the shared joy and create stress reducing chemicals.

Attachment Play

- **Draw a portrait of the other person without watching the paper**
- **Bubbles**
- **Drum ball hat**
- **Drum stories**
- **Feather blowing/feather games**
- **Cotton ball hockey**
- Clapping games
- I've got a dinosaur on my head
- Sticker on nose
- Clapping own hands their hands – slower and faster without saying anything one leader the other has to follow
- Stacking hands (down and up and fast and slow)







What teenagers say they need...

- ✓They want to be heard
- ✓They want to be respected
- ✓You to say you're sorry
- ✓Elevate their dignity
- ✓Give them affirmation
- ✓Don't dismiss their feelings as moods, empathise with them
- ✓Ask their opinion on the big stuff

Final words

When your mind is in torment not in peace it’s hard to be emotionally available. If you can’t manage your own emotions it's hard to manage those of our children.

It’s never too late to act and change and reverse damage!

WHENEVER CHILDREN SAY
"Let's pretend", A
NEW LANDSCAPE OF
POSSIBILITIES FOR LEARNING IS
REVEALED.
WHEN CHILDREN PRETEND, THEY
TRY ON NEW FEELINGS, ROLES
AND IDEAS. THEY stretch
their minds ALONG WITH
THEIR imaginations.

~ Curtis & Carter

An Everyday Story

PARENTS' TEA & CHAT

CONNECT • LEARN • SHARE • SUPPORT

Join Michelle Maddison, Nurture Lead Teacher, and Emma Perry-MacLeod, Specialist Engagement Officer, for a series of friendly, informative Tea & Chat sessions designed to help parents better understand young people, strengthen relationships, and build confidence in supporting emotional wellbeing.

Held at Goldwyn Nurture Hub, School Road, Hothfield TN26 1HA

Friendly conversations that make a big difference!



Together we support our young people to thrive.

1 MEET & GREET

Meet and greet Michelle & Emma

- Who I am and my experiences
- Reassuring data and statistics
- Overview of future Tea & Chat sessions
- Opportunity to suggest additional topics

10 SEPTEMBER 10-11.30AM

2 UNDERSTANDING THE NEUROSCIENCE BEHIND BEHAVIOUR

- Emotional systems in the brain and body
- The need for opioids
- The impact of prolonged cortisol and stress
- What triggers these chemicals
- How our interactions can induce these chemicals

17 SEPTEMBER 10-11.30AM

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24 SEPTEMBER 10-11.30AM

4 YOUR CHILD'S AND YOUR KEY RELATIONAL NEEDS

- Attunement
- Empathy
- Containment
- Soothing validation
- What is unconditional positive regard
- Relationship needs
- Reducing toxic stress
- Links to previous sessions

1 OCTOBER 10-11.30AM

5 MENTALISING

- Reflecting with your child, what it means, first you've got to be able to do it!
- When you can see the benefits then you can use PACE, WINE to help your child.
- Importance of restorative conversations (owning your part and active listening).
- Allowing your child to borrow your calm.

8 OCTOBER 10-11.30AM

6 CELEBRATIONS & SUPPORT

- Sharing successes
- Reflecting on learning
- Supporting one another
- Building a stronger parent community

15 OCTOBER 10-11.30AM

TOGETHER WE BUILD A STRONGER SCHOOL COMMUNITY

Everyone is welcome. | *Tea, coffee and friendly conversation provided.* | *We'd love to see you there!*