

To be compassionate to others you must first be compassionate to yourself

GOLDWYN SCHOOL
Aspire • Empower • Achieve

Our key relational needs

Michelle Maddison
Emma Perry-Macleod

Friendly conversations that make a big difference!

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

Together, we support our young people to thrive.

Key relational needs for troubled children and teenagers

Affect Attunement

Meeting the child's emotional intensity (positive or negative) on an energetic level, so as to connect with the child in their pain or their joy.

Riding the same emotional energy contour (Moments of Meeting - Daniel Stern). The child is likely to experience this as a deep enlivening connection with you.

Empathy

Recognition of how the child is experiencing the event, even if it's very different to how you are experiencing it. Not trying to persuade the child out of having the feeling they are having. Rather affirming, understanding and recognising that they are feeling what they are feeling.

Not just empathy, but finding the right words/ language of feeling/tone of voice to convey that empathy

Containment

Being able to stay thinking and feeling about a child's intense feelings (e.g. rage, power plays, terror, distress) without deflecting into action, distraction, getting angry etc. At times this will mean being able to bear their unbearable pain.

Also containment through clear structures, boundaries and carried through consequences. Otherwise they could become a "limit deprived child".

Soothing (Emotional Regulation)

Bringing down toxic stress to tolerable stress and then tolerable stress to states of calm where well-being chemicals are optimally activated in the brain (opioids/ oxytocin).

Soothing and calming the child's emotionally dysregulated states will over time develop effective stress regulating systems in the brain and good vagal tone in the body. When these are not in place children and teenagers can suffer from anxiety, depression and/or problems with aggression. Many will resort to health harming behaviours just to get some relief from the pain.

Attunement

Affect Attunement

Meeting the child's emotional intensity (positive or negative) on an energetic level, so as to connect with the child in their pain or their joy.

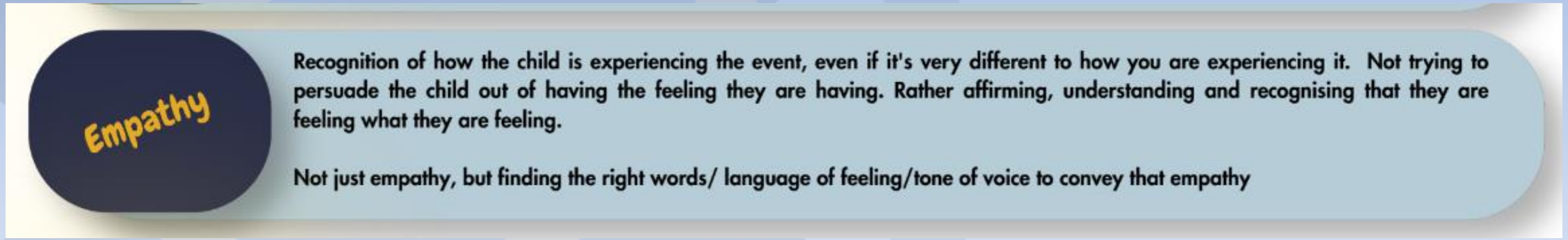
Riding the same emotional energy contour (Moments of Meeting - Daniel Stern). The child is likely to experience this as a deep enlivening connection with you.

Our feelings matter, don't supress them!

You need to be regulated to do this.

Face, voice, body

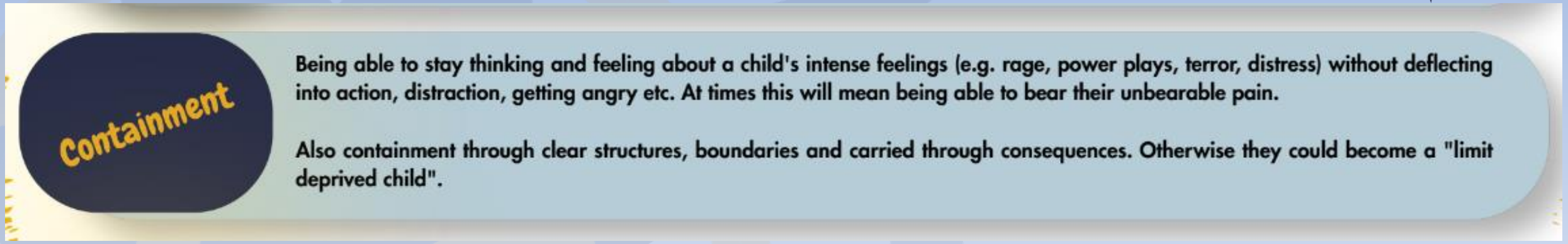
Empathy



Validate their emotions

Caught not taught

Containment



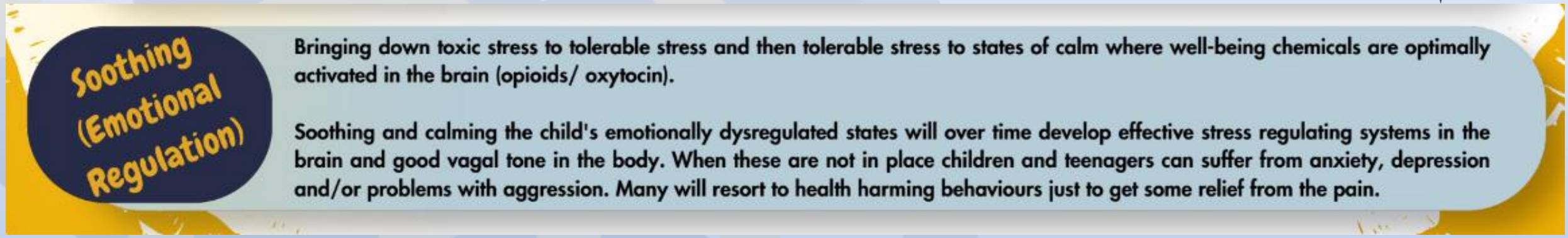
Predictability and consistency

Pause, breath, don't immediately respond

Be aware of your triggers

Changing unbearable feelings into bearable thoughts

Soothing validation



https://www.instagram.com/reel/DdsweNFTwXy/

Everyone needs an emotionally available adult, a good network and self care

Soothing validation

- Examples of soothing

- Walking, movement
- Being o

Soothing validation

The amazing benefits of having good vagal tone (activation of the vagus nerve)



Mather & Thayer, 2018) (Hansen, Johnsen, & Thayer, 2003, 2009; Ottaviani et al., 2018; Saus et al., 2006). Hillebrand et al., 2013; Rothberg, Lees, Clifton-Bligh, & Lal, 2016; Thayer & Fischer, 2009; Thayer, Yamamoto, & Brosschot, 2010) Shook, Fazio, & Vasey, 2007)

- Brings about states of calm, social connection, pro-social behaviour, emotion regulation.
- Increased performance on cognitive tasks: attention, working memory, inhibitory control.
- Better physical health.
- Reduced inflammation, reduced risk for heart attack and all-cause mortality.
- Smaller negativity bias (the tendency to see things negatively instead of positively).
- Stronger explorative urge.

Unconditional positive regard

When in the window of tolerance, we...

NEURODIVERSITY EDUCATION ACADEMY



feel balanced, calm, confident, and secure in facing day-to-day experiences



are capable of handling pressure or stress



are open and curious as opposed to feeling judgmental and defensive



are aware of boundaries and how to set them



experience empathy not only for others but also self-empathy



have the ability to self-soothe

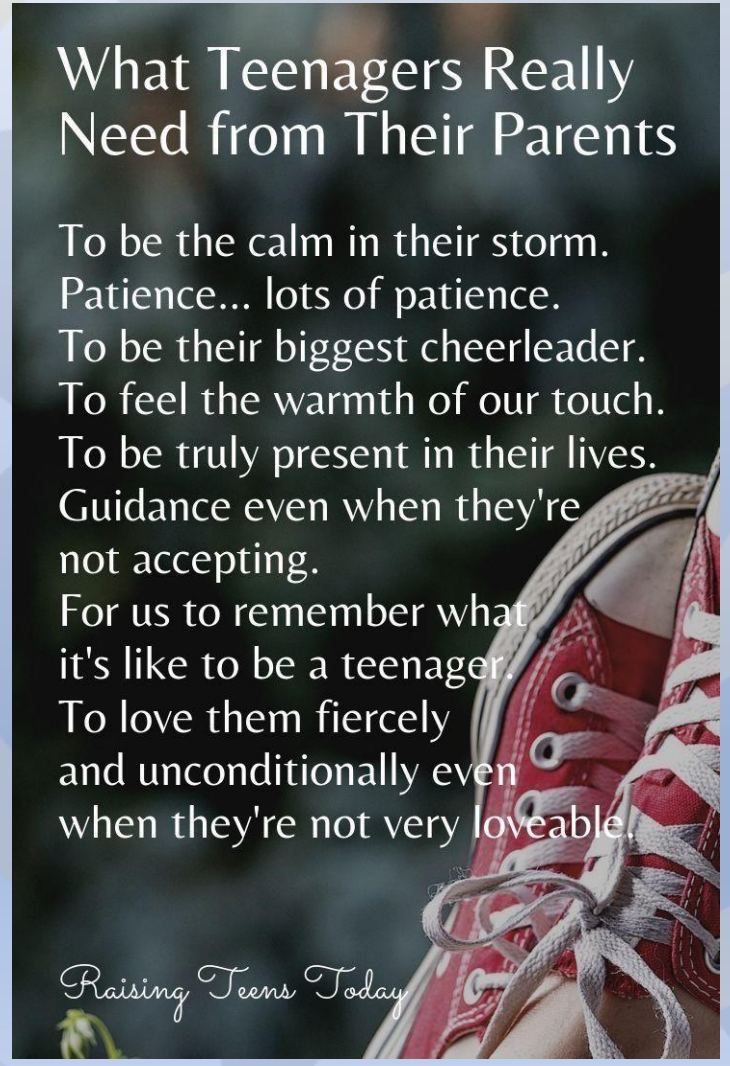


experience a full range of emotions and can regulate the ebb and flow of emotions



can take in new learning

Relationship needs



I knew I was finally becoming the kind of parent my teen needed when I stopped taking everything they said personally and started becoming compassionately curious about what they were really trying to communicate.

"WHEN YOUR CHILDREN ARE TEENAGERS, IT'S IMPORTANT TO HAVE A DOG SO THAT SOMEONE IN THE HOUSE IS HAPPY TO SEE YOU."

—NORA EPHRON

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

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

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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!*