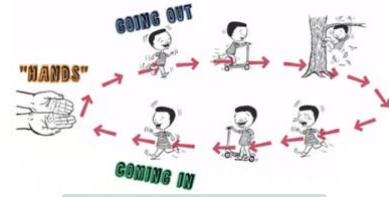


Open and Engaged



What might you see?

- Able to use relationships for comfort and emotional regulation
- Reflects on current and past experiences, but still struggling with feelings of grief, trauma and loss
- Able to experience a rupture and repair in relationships

- Able to use relationships for comfort and emotional regulation
- Poor self-esteem and sense of efficacy
- Struggling with sense of identity

- Behaviours are consistent with moving up and down different stages of the pyramid.
- Emotional regulation can still be fragile and inconsistent.
- Dismissive of own and others needs
- Struggling to make sense of internal world of self and others

- Struggling to manage own emotions, but may begin to accept co-regulation from safe person; Developing ability to seek emotional comfort and regulation from those when distressed.
- Continues to struggle to make meaning of own experience and experience of others.

- Starting to tolerate and trust relationships, sometimes using these as a safe base. Struggling to manage own emotions, but may begin to accept co-regulation from safe person
- Other times still struggling to make or keep friends and trust availability of carer (rejecting or clinging)
- Behaviour of concern may escalate, as if testing boundaries

- Almost constantly distressed/downstairs brain, struggling to use carer as safe base and/or finding it difficult to feel safe away from carer.
- Often **defensive** (Deflecting, demanding, chaotic, rigid, downstairs brain, hiding, not attuned to you, no eye contact, no focus, hypersensitive) rather than **open & engaged** (receptive, collaborative, creative, curious, focussed, upstairs brain, eye contact, attuned, intersubjective)
- Being in blocked trust of relationships, aggressive and/or controlling in relationships and/or isolated, withdrawn, superficial in interactions, chaotic, demanding, deflecting, easily distracted and fears change
- Home/placement at risk or broken down
- Difficult for adults to attune to and understand the child's emotions and inner world

Explore Trauma & Mourn Losses

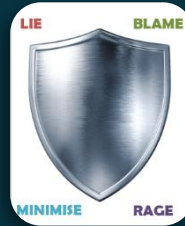
Resilience & Resources

Empathy & Reflection

Comfort and Co-regulation

Developing Relationships

Feeling safe



What might you do?

Time and stability with ongoing stable attachment relationships may be enough, but if child is struggling to process past experiences, formal therapeutic work may be appropriate if required at this point, such as DDP, Theraplay, life story work. These therapeutic approaches may well benefit ongoing interventions further down the pyramid in the context of a well thought-out care plan, but they are unlikely to be as beneficial to a child's need without the types of interventions suggested below.

Time and stability with ongoing stable attachment relationships may be enough, but if child is struggling to feel good about themselves, interventions focussed on raising self-esteem and self-confidence might be appropriate

Aim to support the child to develop their perspective taking and ability to experience empathy for others. Support attachment figure to:

- Remember curiosity becomes more important at this stage, alongside empathy and acceptance
- help child make meaning out of day to day experiences
- help the child to integrate their old and new self
- promote child's compassion towards self and others

Aim to support the child to tolerate and find safety in comfort, empathy and nurture and to develop capacity or co-regulation

1. Empathy (alongside acceptance) is more important than curiosity at this stage. If the child struggles to manage empathy, be more matter of fact and indirect, before gradually developing their tolerance for direct and affective empathy. For example, support the carer to label and wonder about their own and child's emotions or say "no wonder you found that hard...who wouldn't?"
2. Notice and reflect about patterns of behaviour and make guesses about behaviour in relation to child's internal working model
3. Child will continue to need support to co-regulate their emotions

Aim for the child to accept being in an intersubjective relationship and using this as a secure base

- Support around attachment-informed parenting ensuring they are attuned and responsive: connection through **PACE before** correction, staying with distress **NOT** giving reassurance and considering the **rupture-repair cycle**: adults to acknowledge and express regret when ruptures happen (when unable to be what the child needed). A sense of resolution can be a gift.
- Maintain Rituals, Routines, Structures, boundaries. Keep things simple. Lower expectations and provide low-key rewards (not punishments or rewards relating to relationship: time with a key person should never be bartered in exchange for behaviour or improvement. A relationship exists to show acceptance of the child as a whole).
- Carer support to establish whether the child is beginning to feel safe enough for the carer to be **CURIOS** about the child's experience and relay any sense-making through wondering out loud and story-telling
- Consider peer mentoring and social activities with peers and adults

This is not a time for focus to be for the child to progress developmentally or emotionally. Instead, focus on offering a stable, predictable and stress-free environment, aiming for the child to trust relationships at school (see Louise Bomber resources) and at home, so they can experience **JOY, CURIOSITY** and **COMFORT** (often in this order).

1. Consider impact of carer experiences and relationships on experience of parenting. Establish carer fears, doubts and hopes of parenting and their strengths and barriers in accepting and empathising with child's experiences
2. Educate carer around attachment and developmental trauma for carers, leading to individualised understanding of the child (shark music, internal working model shield of shame, upstairs downstairs brain) and reasons for attachment-informed parenting
3. Psycho-education around attachment-informed parenting ensuring attunement and responsiveness (connection through **PACE before** correction, staying and connecting with distress **NOT** reassurance
4. Maintain Rituals, Routines, Structures, boundaries. Keep things simple. Lower expectations, low key rewards (not punishments or rewards that are abstract or relate to relationship)
5. Carers need to remain predictable, available and responsive and maintain this (as much as possible) even when the child is resistant, rejecting and unresponsive.

Closed and Defensive