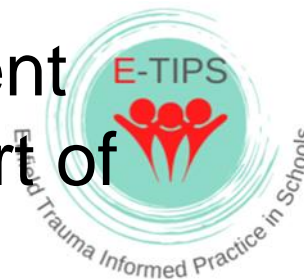


Care Giver Affect Management

Dani Lang
Senior School Improvement Adviser Safeguarding
& Inclusion

daniella.lang@enfield.gov.uk

- Dani Lang – Senior School Improvement Advisor Safeguarding & Inclusion – part of SEYIS
- Worked in education for 23 years – school leader for over 15 years



Home
News & Events
Events

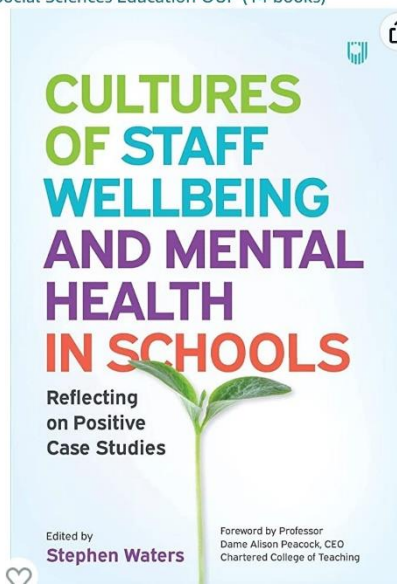


📅 Wednesday September 30, 2020 - Wednesday September 30, 2020
🕒 10:00 - 15:00

Cultures of Staff Wellbeing and Mental Health in Schools: Reflecting on Positive Case Studies

★★★★★ (12)

Part of: UK Higher Education OUP Humanities & Social Sciences Education OUP (14 books)



School Improvement Episode 15: Staff wellbeing teams

AUDIO

Authors: [Rebecca Yukovic](#)

June 14, 2018

Share f Tweet Post in Email Print



Establishing the staff wellbeing team has helped this school prioritise staff happiness.
©Shutterstock/Pavinee Chareonpanich

This podcast from *Teacher* magazine is supported by the Melbourne Graduate School of Education. Have a new level of impact in your education career. With two annual intakes, flexible classes and full-time and part-time options, you'll have



< Back

Articles

Positive Mental Health: Lessons from a School Leader (3)

🔖 Save

🕒 2 minute read

📅 Apr 2021



Teacher's blog

Every school needs a staff wellbeing team - here's how to start one

Prioritising staff happiness at work has led to a marked improvement in our school's Ofsted grade - and a new harmony in the staffroom

👤 More from the Teacher's Blog

Daniella Lang

Thu 1 Feb 2018 16:34 GMT



What is E-TIPSS?

Building on **Existing & Good Practice** of Enfield.

A partnership of services and schools including:

- Educational Psychology Service
- SWERRL
- EASA
- Nurture Groups
- Mental Health Support Teams
- Secondary Behaviour Support Service
- Mainstream, Special and our PRU
- Our Voice Parent/Carer Forum
- Kati Taunt (ARC TIPS Consultant)



On a scale of sloth to white shark, How are you today?



<https://youtu.be/KoqaUANGvpA>



Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

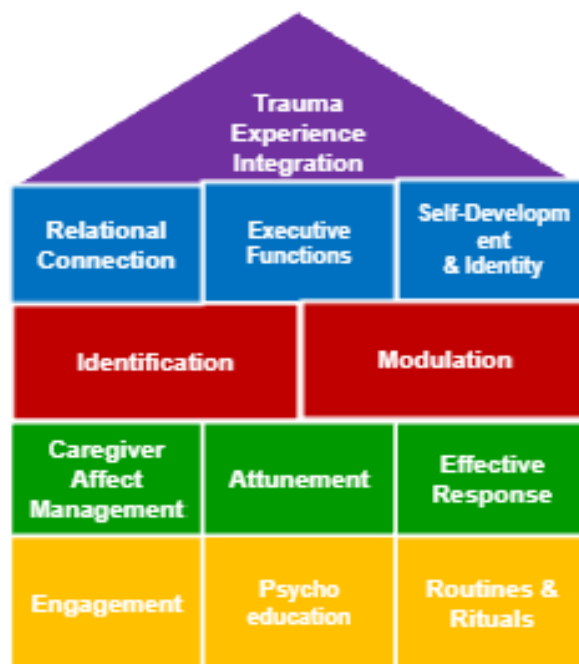
Supporting the Child's Care Giving System



Competency

Regulation

Attachment



Graphic by Jeremy Karpen; Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Caregiver Affect Mgmt.

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Aim:

To help us as caregivers, understand and manage our own emotional responses

So that we can be the person our children needs us to be.

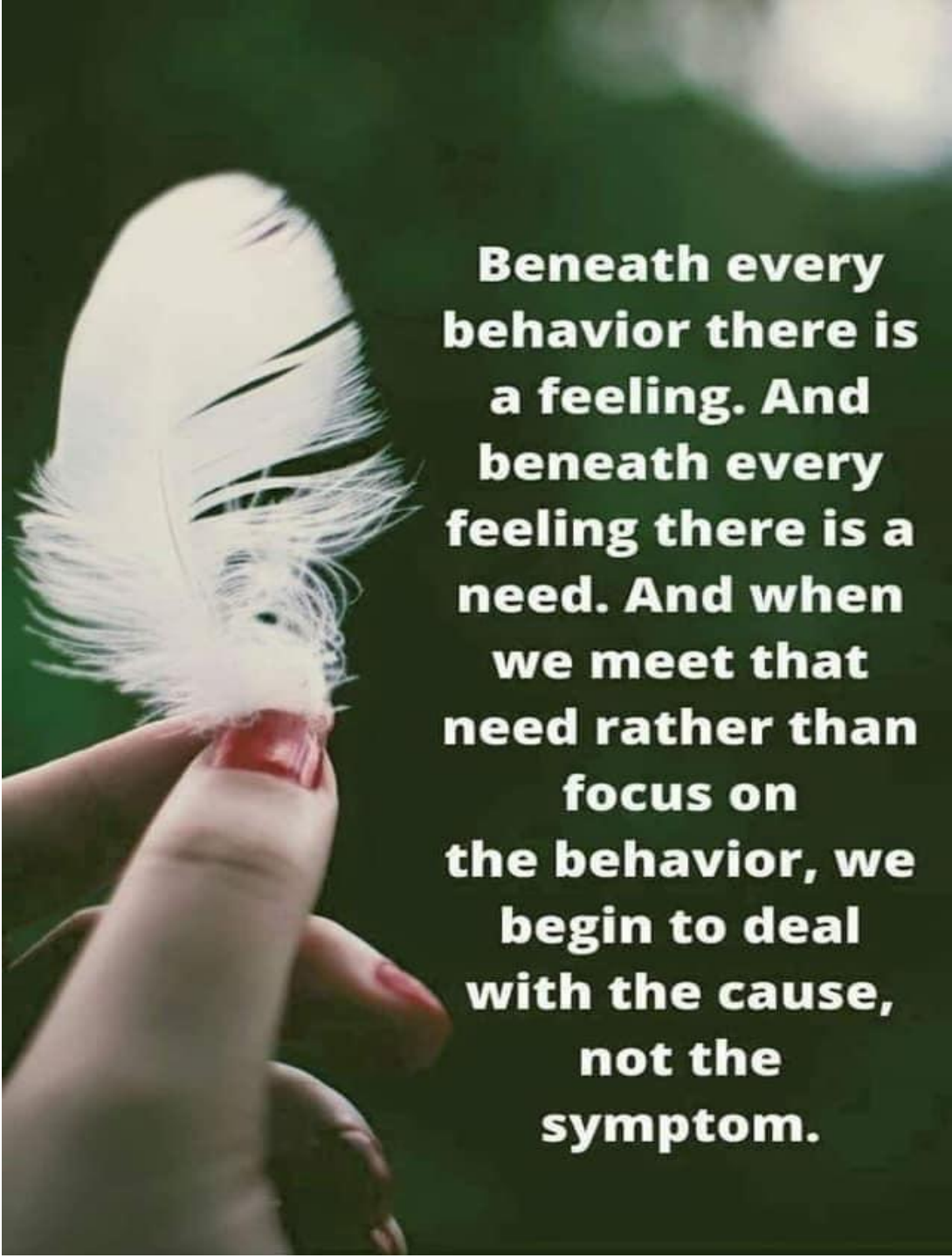
Who are the care-givers?



Because...

Humans need each other
to regulate themselves



A close-up photograph of a hand holding a white feather. The hand is positioned on the left side of the frame, with the thumb and index finger visible, holding the base of the feather. The feather is white with some darker, brownish tips. The background is a dark, out-of-focus green. The text is overlaid on the right side of the image.

**Beneath every
behavior there is
a feeling. And
beneath every
feeling there is a
need. And when
we meet that
need rather than
focus on
the behavior, we
begin to deal
with the cause,
not the
symptom.**



Before we go any further.....



- Even your less attractive feelings make sense
- Children's behaviors feel REALLY personal sometimes
- Everyone has terribly hard days
- No one makes good choices all the time
- You can recover from miss-steps

Welcome to Holland - By Emily Perl Kingsley



When you're going to have a baby, it's like you're planning a vacation to Italy. You're all excited. You get a whole bunch of guidebooks, you learn a few phrases so you can get around, and then it comes time to pack your bags and head for the airport.

Only when you land, the stewardess says, "WELCOME TO HOLLAND."

You look at one another in disbelief and shock, saying, "HOLLAND? WHAT ARE YOU TALKING ABOUT? I SIGNED UP FOR ITALY."

But they explain that there's been a change of plan, that you've landed in Holland and there you must stay.

"BUT I DON'T KNOW ANYTHING ABOUT HOLLAND!" you say. 'I DON'T WANT TO STAY!'

But stay, you do.

You go out and buy some new guidebooks, you learn some new phrases, and you meet people you never knew existed.





- The important thing is that you are not in a bad place filled with despair. You're simply in a different place than you had planned.
- It's slower paced than Italy, less flashy than Italy, but after you've been there a little while and you have a chance to catch your breath, you begin to discover that Holland has windmills. Holland has tulips. Holland has Rembrandts.
- But everyone else you know is busy coming and going from Italy. They're all bragging about what a great time they had there, and for the rest of your life, you'll say, "YES, THAT'S WHAT I HAD PLANNED."
- The pain of that will never go away.
- You have to accept that pain, because the loss of that dream, the loss of that plan, is a very, very significant loss.
- But if you spend your life mourning the fact that you didn't get to go to Italy, you will never be free to enjoy the very special, the very lovely things about Holland.

JUST BECAUSE YOU CAN FEEL
THEIR PAIN DOESN'T MEAN YOU
ARE SUPPOSED TO CARRY IT.



MOLLYDAVIS 2021
©BOUNDARIEDBOOTCAMP
FB: WILDGOOSECOUNSELING

EMPATHY WITHOUT HEALTHY EMOTIONAL
BOUNDARIES JUST HURTS.

Attunement



Attunement has two parts:

Taking a curious stance in order to identify underlying needs that are being expressed by behavior.

Being able to respond to what is beneath the surface in an empathic, supportive and effective way.



Parallel Attunement

No one can see without first being seen

Attunement to and validation of, experience is essential before addressing caregivers attunement to children and young people.



Mirroring goes beyond language

Engage with whole self: stop,
look, listen and match

Energy

Affect

Tone

Body level

Pace

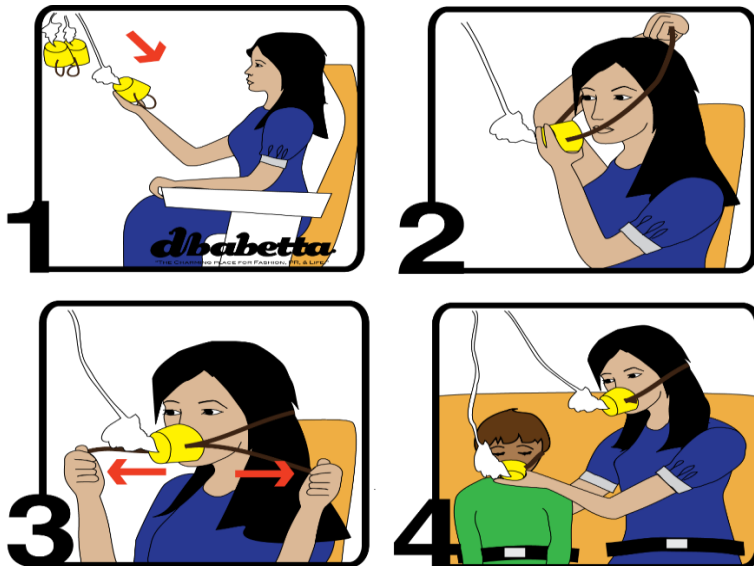
Reflection... did I get that right?



To step out of the cycle
caregivers must first regulate
their own emotional experience.



Put your oxygen mask on first.




Build a (Realistic) Toolbox

First set of tools: Prepare yourself. What do you do before you go into a stressful situation?

- Self-talk
- Have plan
- Bring a support person
- Get a good night's sleep and make sure you're not hungry



Build a (Realistic) Toolbox

- 
- *Second set of tools:* Have something “in your pocket” (when you don’t know things are going south until suddenly, they have)
 - Deep breathing
 - Relax your muscles
 - Count to 10
 - Walk away for a moment
 - Self-affirmation statement

Build a (Realistic) Toolbox



- *Third set of tools:* How do you “recover” when you’ve been through something stressful?
 - Call a friend
 - Make a cup of tea or coffee
 - Do some exercise
 - Do something you enjoy
 - Try to remember one good thing that happened today

Build a (Realistic) Toolbox



- *Third set of tools:* How do you “recover” when you’ve been through something stressful?
 - Call a friend
 - Make a cup of tea or coffee
 - Do some exercise
 - Do something you enjoy
 - Try to remember one good thing that happened today

Ways to help

- Normalise, validate and acknowledge it
- Become aware of your triggers and anticipate
- Be kind to yourself
- Practice emotional self-care - putting the oxygen mask on
- Stay in the present moment
- Take steps to replenish – hobby, time with nature, time with family/friends, etc
- Don't suffer along/ask for help, e.g. seek support within the school community or seek external support
- Seek positive support
- Be mindful of your physical health
- Prioritise/set realistic goals
- Maintain perspective



How do we know when we are stressed/our cup is empty and what do we do about it?



Stress Indicators

e.g. irritable, loss of appetite, can't sleep, headaches

Unhelpful actions

e.g. stay up late, eat junk food, watch rubbish TV, work more.

Helpful actions

e.g. Go for a walk, play football, meditate, cook, talk with friends.

THE EMOTIONAL CUP

Some ways that children deal with having an empty cup:

- Steal from other people's cups
- Misbehave to get your attention and show that they need a refill
- Seem to have bottomless cups, or need constant 'topping off'
- Can't sit still for refills or actively refuse them
- Bounce off the walls when they approach 'empty'
- Think they have to fight or compete for every refill

What fills a child's cup:

- Play
- Friendship
- One-on-one time
- Love and affection
- Connection
- Succeeding
- Doing what they love



What empties a child's cup:

- Stress and strain
- Rejection by peers
- Loneliness and isolation
- Yelling and punishment
- Failing
- Fatigue
- Doing what they hate

