

Traverse Bay Area Intermediate
School District
Northwest Michigan
Infant Mental Health Training Series

Overview of IMH Interventions and
Reflections on Mindfulness

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Plan

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- Developmentally-based interventions
 - A model for of social and emotional development in the infant and child
 - Ways of supporting families: Categories of Helping
 - Relationships and “transformative” change
 - Levels of helping relationships
 - Difficulties in helping relationships
 - Practicing Conversations
 - Family and work presentation and discussion

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What are “developmentally-based” interventions?

- ❑ An approach to helping that engages the child and family around an ability and “theme” that is central to, and appropriate for his/her level of development.
- ❑ An intervention that supports and strengthens “precursor” capacities before, or along with, moving up to higher levels of developmental abilities.
- ❑ Strategies that are based on the child’s/person’s developmental level, and encompasses all areas of development, not just one area of growth.

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What are “developmentally-based” interventions?

- ❑ This is an approach that is for all ages – infants and children as well as parents, educators and other caregivers.
- ❑ It requires an understanding of typical development and an “individualized approach”, not a uniform or “one-size-fits-all” model.
- ❑ It means that the help is “other-centered” and it requires flexibility and “in the moment” adjustments in assessing and modifying the interventions.

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Stanley Greenspan- Model of Social and Emotional Development

Overview of The Functional Emotional Developmental Levels/FEDLs

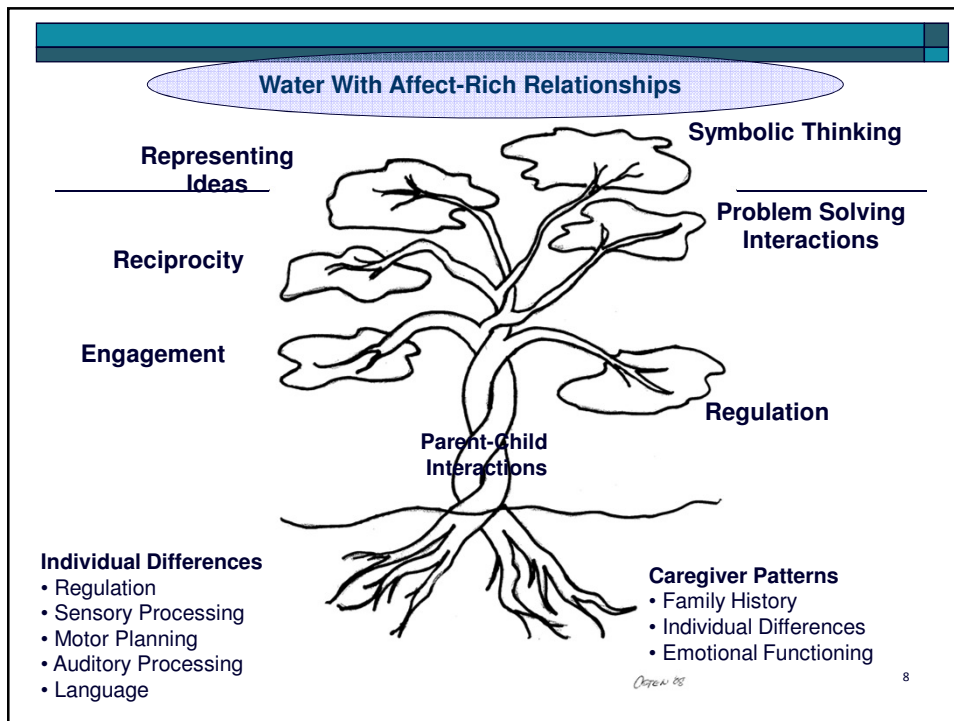
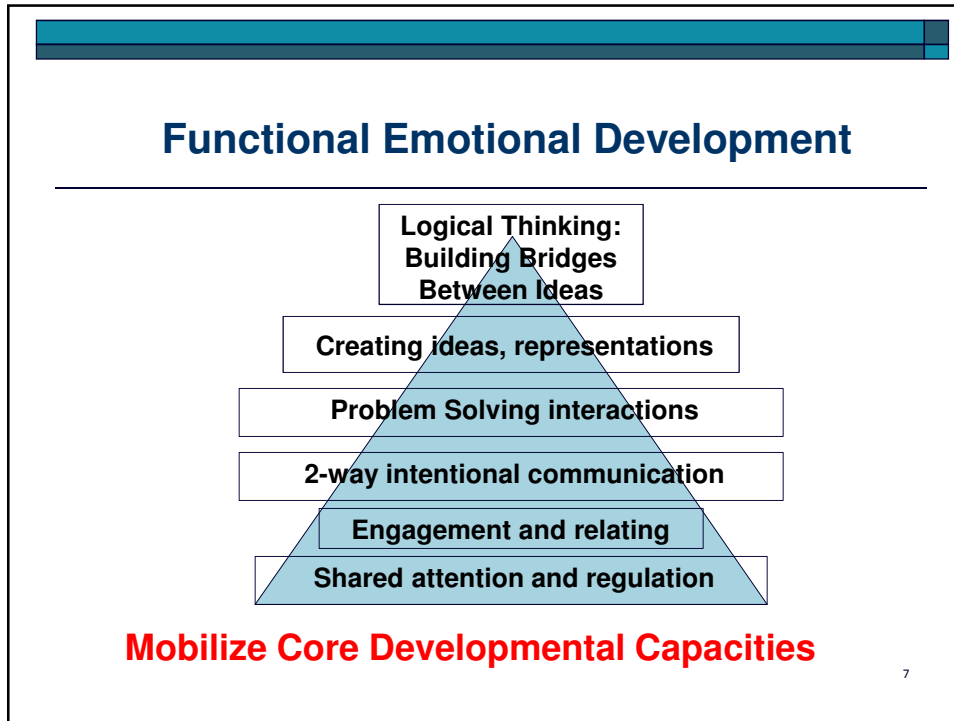
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Six Developmental Milestones of Emotional Development

- Self-Regulation and Interest in the Word
- Forming Relationships: Attachment
- Intentional Two-way Communication
- Complex Communication
- Emotional Ideas
- Emotional Thinking

Stanley Greenspan, MD

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Ways to Help

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Michael Trout and Gil Foley

- We must sit at the feet of families and wonder what it is like for them.
- We must first be *students* of families before we become their *teachers*!

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Ways of Helping Infants, Children and Families

- Building an Alliance
 - Concrete Services/Systems' Advocacy
 - Developmental/Parental Guidance
 - Supportive Counseling
- AND
- Infant-Parent (Dyadic) Psychotherapy –
specialized mental health interventions

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Some material drawn from:

*Infant Mental Health Services: Supporting
Competencies/Reducing Risks*

By

Deborah Weatherston and Betty Tableman
Michigan Association for Infant Mental Health
2002

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Building an Alliance

- The process of engaging a family through consistent, reliable, predictable, genuine and empathic care. This may involve home visits, telephone contact, reflective listening, nonjudgmental acceptance, emotional support and other services.

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This can involve...

- Regular visits and continuity- stability of the relationship
- Telephone support in crises
- Listening without interruption
- Sharing parent's pride and pleasure in the infant
- Nurtures the parent
- Positive emotional and responsive emotional support
- Non-judgemental and accepting of parents' feelings
- Uses verbal and nonverbal communication to affirm parent
- Comments positively about parent's interactions with infant
- identifies material needs

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Concrete Services/System's Advocacy

- Services that address the concrete needs of families (e.g. food, care, shelter, clothing, health care, transportation) and working with collateral agencies (e.g. CPS, Housing, Schools, Clinics, etc.), providing education about the needs of infants and families and advocating that they be adequately addressed.

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This can involve

- Material needs and facilitating access to community service agencies for:
 - Food
 - Furniture/clothing
 - Housing/energy
 - Health care for infant
 - Health care for parent
 - Financial support
- Provides/identifies provider for transportation to services
- Discuss safety issues
- Educating and speaking on behalf of the child and family to other "systems" such as EIP, schools, courts, housing, welfare, etc.
- Working with, and at times helping to develop a "community" of partners
- Engaging parent in self-advocacy

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Developmental/Parental Guidance

- Providing information in a "non-didactic" way about the developmental changes, needs and behavior of infants, sharing information and strategies. This may involve use of anticipatory guidance, observation and reflection, modeling, speaking "on behalf of the baby", and providing materials and toys.

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This can involve

- Providing information about growth and development
- Using "anticipatory guidance" (like Brazelton "Touchpoints")
- Sharing strategies and practices to enhance the infant-parent relationship and development
- Encouraging affective, vocal and verbal attunement
- Employing "parental guidance" such as:
 - Encourage observation of infant and "wondering" ("through the eyes of the child")
 - Speaking on "behalf of the infant"
 - Modeling and offering guidance of appropriate interaction
 - Providing developmentally appropriate toys. Books, materials

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THE TOUCHPOINTS MODEL?

- Developed by Dr. T. Berry Brazelton
- A training model for professionals around key points in a young child's development.
- It emphasizes **prevention** through **anticipatory guidance** and development of **relationships** between parents and providers.

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NOTE

- These slides are from the Touchpoints Training program and cannot be used or copied with permission from the Brazelton Center.
- These are used for illustration only and are not being used as part of a training in the Touchpoints model.

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WHAT ARE TOUCHPOINTS?

“Touchpoints” are predictable periods of disorganization in a child’s development that can disrupt family relations, but can also provide an opportunity for providers to connect with parents.

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TOUCHPOINTS ELEMENTS

I. Developmental

II. Relational

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TOUCHPOINTS

- Major Themes
- Opportunities For Practice
- Anticipatory Guidance Strategies

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THEMES OF THE PRENATAL TOUCHPOINT

- Preparation
- Imagined Babies
- Relationships
- Imagined Parent

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THEMES OF THE NEWBORN TOUCHPOINT

- Health
- Parental Emotions
- The Real Baby
- Attachment

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THEMES OF THE 6-8 WEEK TOUCHPOINT

- Sociability
- Parental Self-Confidence
- Relationships

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THEMES OF THE 12 MONTH TOUCHPOINT

- Independence
- Motor Skills
- Learning
- Irritability

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THEMES OF THE 18 MONTH TOUCHPOINT

- Cognition
- Sense of Self
- Battles for Control
- Language

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THEMES OF THE 2 YEAR TOUCHPOINT

- Pretend Play
- Language
- Autonomy
- Motor Skills

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THEMES OF THE 3 YEAR TOUCHPOINT

- Imagination
- Fears and Phobias
- Language
- Peer Relations
- Social Understanding

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Supportive Counseling

- Observe and empathically share what occurs with the family; identifying and supporting feelings, provide support and encouragement, model problem-solving strategies, provide honest and empathic impressions, link to collateral support services.

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This can involve

- Listening and “feeling with” the family
- Identifying and affirming feelings and thoughts
- Helping establish limits and boundaries
- Helping parents understand reciprocity in relationships
- Understand the need for social and family supports
- Support conflict resolution with significant family members
- Identifying religious, community, family connections
- Modeling problem solving skills, and anticipatory “role playing”
- Support families in self advocacy
- Support parental adequacy

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- Building an Alliance
- Concrete Services/Systems' Advocacy
- Developmental/Parental Guidance
- Supportive Counseling

These ways of helping can be done by ALL who form relationships with families!!!

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Infant-Parent (Dyadic) Psychotherapy

- A specialized intervention that has as its primary purpose the assisting the parent to develop insight and a deeper understanding of their experiences and emotions, and their past experiences that may be interfering with the formation of a healthy infant-parent relationship. In this strategy the "relationship" is viewed as the "client", and the psychotherapist must understand fundamental notions of psychological development including unconscious motivation, transference, defenses, and coping strategies.

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Consider these ideas about “Transformative Relationships”

- ❑ The mother has an internal sense of how they see and feel about herself.
- ❑ How you respond to the mother helps create a sense of how the mother begins to “represents” herself through your eyes.
- ❑ With consistent, predictable, attuned, supportive care, the your “representation” of the mother, can influence her “representation of herself.
- ❑ This is psychological and interpersonal neurobiology at work!!!

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Implications of Relationship-Based Work

- ❑ **Families require our principled thoughtful help.**
- ❑ **We must first seek lessons from families before we impart any.**
- ❑ **The importance of being odd.**
- ❑ **The use of "Self" - WE ARE THE AGENTS OF CHANGE.**
- ❑ **We must attend to the needs of the helper.**

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Port of Entry

Daniel Stern

- A port of entry is the area of clinical focus.
In Infant Mental Health, these can be:
- Interventions that focus on the parent-child interaction
- Interventions that focus on the parental representation
- Interventions that focus on the clinical relationship

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Whatever the Port of Entry, the process of change depends on shifts in the psychological and relational systems, so that wherever you intervene, ALL other areas change.

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Related ways of Helping

- Watch, Wait, Wonder – Reflective observation as intervention
- Speaking on behalf on the infant
- Speaking on behalf of the caregiver
- Reflective listening

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- Ask the caregiver for guidance and ideas (“triangulate interaction with baby”)
 - Promote reflection and hypothesizing in the caregiver
 - Comment supportively
 - Ask open ended questions

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- “Catch” a mutually satisfying moment and say so
- Provide developmental guidance
- Help create opportunities for mutual engagement

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*Dimensions and Levels of
the Helping Process*

Three Dimensions

- Regularity and Stability
- Attachment
- Process

Greenspan, SI & Weider, S. (1984)

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- Consider these as parallel dimensions, analogous to the development of an attachment relationship?
 - Each dimension has steps towards fuller achievement of that dimension, allowing more adequate movement to the next dimension.

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Insights

- Formation of a therapeutic relationship is a process that unfolds over time in different ways for different individuals.
- The first level may take much time (months!) and may be characterized by developmentally linked patterns. This is not a “given”!
- Both client and therapist make a contribution to the unfolding nature of the therapeutic relationship

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Our Relationship with Families

Principles of *Gentle Teaching*

- *Presence*
- *Participation*
- *Sharing of Values*

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Compare...

Greenspan and Wieder

1. Regularity and Stability
2. Attachment
3. Process

Gentle Teaching

1. Presence
2. Participation
3. Sharing of Values

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From Mindsight (2010)

The New Science of Personal Transformation

by Daniel J. Siegel

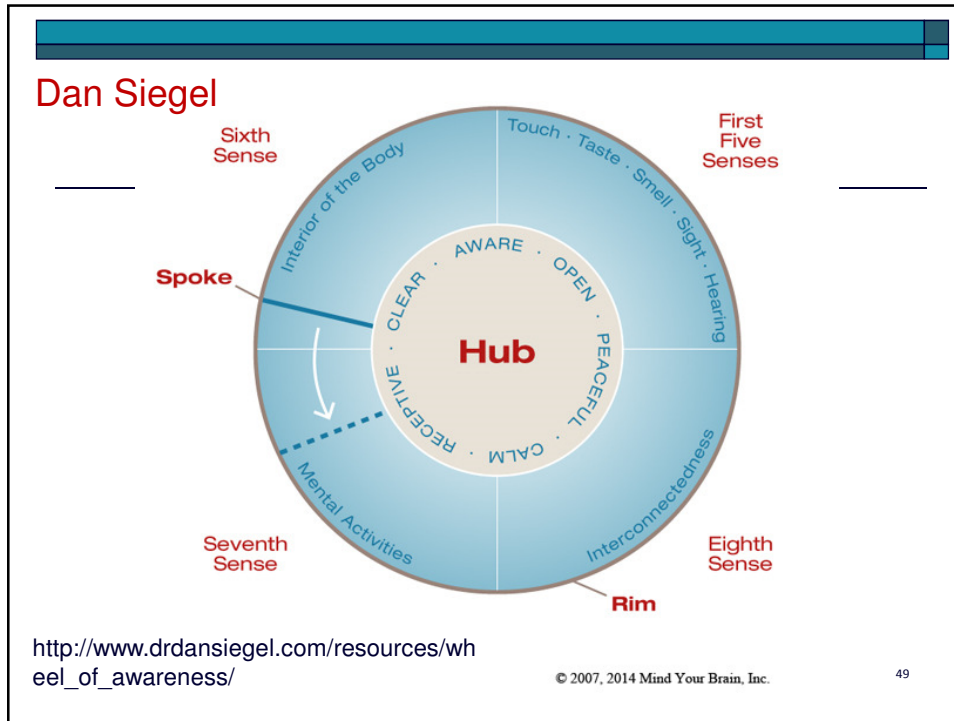
“Mindsight is a kind of focused attention that allows us to see the internal workings of our own minds. It helps us to be aware of our mental processes without being swept away by them, enables us to get ourselves off the autopilot of ingrained behaviors and habitual responses and moves us beyond the reactive emotional loops we all have a tendency to get trapped in. It lets us ‘name and tame’ the emotions we are experiencing, rather than being overwhelmed by them.” p xi-xii.

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Two Concepts- Dan Siegel

- Handy Model of the Brain
- Wheel of Awareness

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Two Fascinating Programs

- The MindUP Curriculum (Scholastic, 2011)
- Roots of Empathy (Mary Gordon, 2005)

<http://www.rootsofempathy.org/en.html>

Roots of Empathy



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Reflective-Mindful Inquiries

- As you describe the work with the family, take a moment to become aware of how you feel/ What is "going on" inside of you?
- Without sharing any particulars, can you identify another time in your life when you had these feelings?
- How do you think these feelings can influence your work? Do you think you are always aware of this?
- What could help you better manage and "use" those feelings to your benefit and the family's?
- Who "are" the children to this mother/family?
- Who are "You" to this mother/family?
- What is "going on" inside of you?

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