



THE CALM CONNECTION – PARENT GROUP



STRENGTHEN RELATIONSHIPS, REDUCE STRESS, AND INCREASE
AWARENESS AND UNDERSTANDING OF SOCIAL AND EMOTIONAL LEARNING

Welcome Back ... Self-Assessment

SELF-ASSESSMENT

Where am I in my understanding of the meaning of Emotional Self-Awareness.



How am I doing in my practice of using Emotional Self-Awareness skills with my child.



Invite them to comment on the previous week and their thoughts of implementing emotional literacy into their everyday interactions.

Facilitator Questions:

- *Ask how their child responded to “Melvin’s Emotions” and other books?*
- *Ask if anyone sang “If You’re Happy and You Know It”?*
- *Did anyone think about and start to put together the pieces of their story....?*

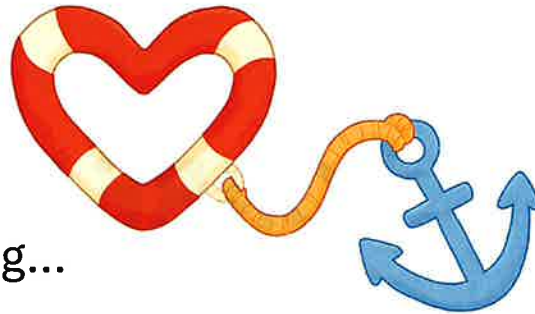
Please do not hesitate to talk to us after the session today if you are needing to reflect on any of your thoughts and feelings.

Have parents complete the Self-Assessment for Session 2 and return it to the facilitators.

I CARE Response



Space Of Soothing...



Last week, we learned the importance of creating a space of emotional safety, so that our children can be authentic in expressing their emotions. This week we are going to build on our understanding of emotional safety and how to foster a Space of Soothing when our children are experiencing intense emotions, and they are depending on their big people to help them soothe and regulate their heart and mind.

The graphic features the text "I CARE Response" on the left. To its right is a cartoon monkey with its arms raised, surrounded by several red hearts. Above the monkey is a large red heart containing the text "I CARE". To the right of the monkey are four stacked colored boxes, each containing a letter and a word: a yellow box with "I C onnect", a blue box with "A uthentically &", a red box with "R espond", and a pink box with "E mpathetically".

I CARE Response

I **C**onnect

Authentically &

Respond

Empathetically

Fraser Valley Child Development Centre

The CALM Connection Group Session 3 | CARE Response

THE CALM CURRICULUM

To create that Space of Soothing we are going to learn about the **I CARE Response** to help us when those big passionate emotions happen for our children.

For many of us, this is one of the biggest challenges of parenting.

Today we are going to work through some strategies that can help us and our children when we encounter these situations.

The Gift of the No Blame Zone...



Before we get started, we will always go over this slide, and once again, giving all of us the gift of the **no blame zone**.

As we continue to learn new information there may be times that you might have feelings of guilt. It is important to remember that these feelings are normal.

We need to remember that there is no such thing as perfect parenting. As parents we do the best we can with the information we know, we are human, and we will make mistakes. The gift of the no blame zone helps us from feeling shame or blame for the practices we do.

The Gift of the No Blame Zone...



Keep in mind, it is only when we know different, we can do different, and forgiving ourselves for the mistakes we have made and will continue to make.

Also understanding that the research states, if you can use the strategies that you will be learning (some you are already doing this) 30% of the time, it is enough to make connections with the neural pathways in your child's brain to foster healthy brain architecture.

Space Of Soothing...



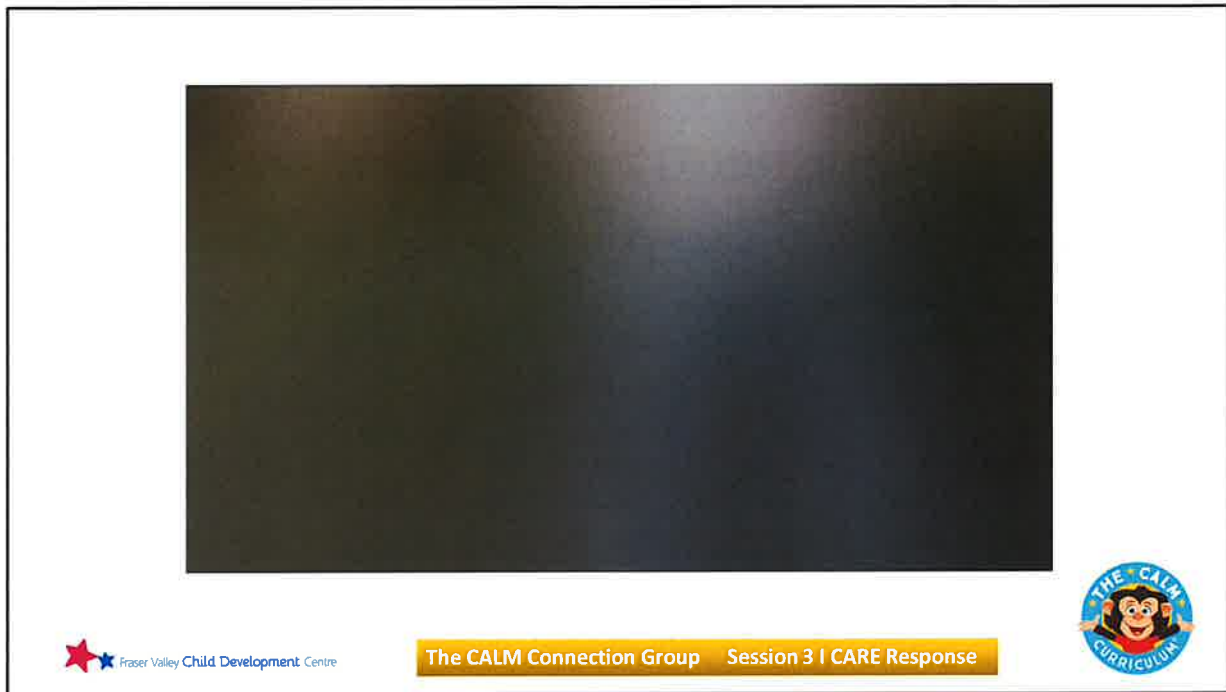
Means soothing our child's heart and mind by knowing how to soothe their brain.



Read Slide

To understand this, it helps to reflect on what it feels like when our brains are not feeling soothed.

Let's watch this next video and you will notice our children's brains are not the only one's needing that extra love and care.



Watch Video.

Facilitator Question: How did that feel?

Don't you wish you could do that during some of our stressful experiences, and sometimes we do...

And other times we self-regulate. What we do know, is that the more stress we are feeling the harder it is us to have the capacity to self-regulate.

Self- Management, Self-Regulation:

The ability to successfully regulate one's emotions and thoughts and behaviours in different situations (CASEL) as well as amongst environmental demands. This includes "...the control of body temperatures, heart rate, respiratory rate, involuntary body movements, and arousal level." (Coleman, 2006, p. 361).



Let's first discuss what self-management or self-regulation means.

Read slide

Right now, you are doing everything you can do to self-regulate.

You are trying to pay attention to the what we are learning.

You may also be trying to regulate how you are feeling at this time

- Are you sitting comfortably?
- How is the room temperature?
- Are there other things on your mind?

All of this is going to impact your ability to learn and use your energy to think. If your mind and body are feeling okay, learning and thinking becomes easier.

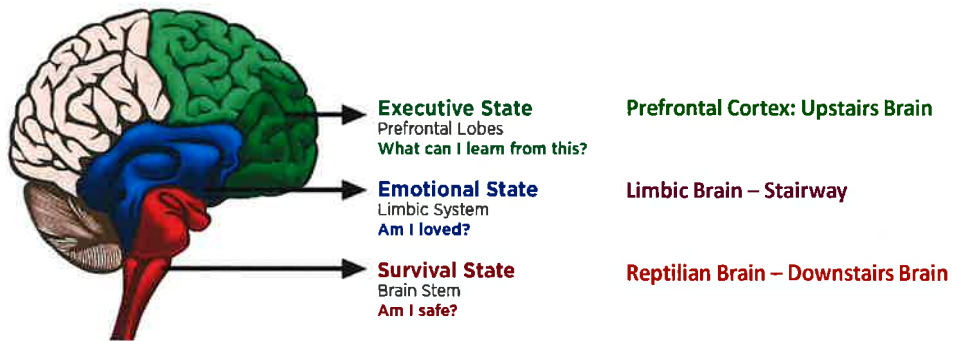
However, if your mind is flooded or you're feeling agitated, self-managing or self-regulating becomes difficult. It can take up and consume all your energy.

In order, for you and your child to understand how they can be supported to manage their big passionate emotions, it is helpful to understand how our brains work first.



Last week, we learned a lot about emotional literacy and emotional self-awareness. This week you are going to learn how to use the strategies to support our children's big passionate emotions.

Understanding the Brain



We are going to use the work of Dr. Dan Siegel and Tina Payne Bryson to understand the different parts of the brain and their functions.

Let's go over them quickly and then we will analyze these functions in more depth.

Dr. Siegel and Tina Payne Bryson help us **consider the brain like a house.**

Let's start with the downstairs.

The downstairs (or reptilian brain) is where our stress response system functions. This part of the brain is always asking, "Am I safe"
Facilitators ask parents the question, "What is the downstairs brain always asking?"

The stairway (or the limbic system) connects our upstairs and downstairs brain. This part of the brain is always asking, "Am I loved?"
Facilitators ask parents the question, "What is the stairway or limbic system always asking?"

Finally, the upstairs part of the brain, or the neocortex, is where all of our higher or more complex levels of thinking happen. This part of the brain is always asking, "What can I learn from this?"

Facilitators ask parents the question, "What is the upstairs part of the brain always asking?"

Have fun with this, mix it up and ask parents, "What is the limbic system or stairway asking?" What is the downstairs asking?

These are all important parts and functions of the brain. We will understand how quickly the limbic system or stairway strategies can prevent reactive responses from your child and reduce how many times they land in their downstairs brain.

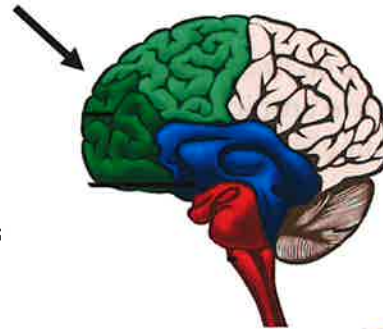
Let's learn more about the functions of the brain, starting with the upstairs brain.

Understanding the Brain

Upstairs Brain or the Neocortex/Prefrontal Cortex “What can I learn from this?”

Roles and Responsibilities:

- Controls impulses and emotions
- Forms judgments
- Helps people understand one another
- Engages in abstract thinking and analysis
- Regulates behavior
- Predicts outcomes



In our upstairs brain we can access some higher-level thinking skills that helps us to:

- Control our impulses and emotions
- Help us form judgements
- Helps us understand people and perspectives
- We are able to use critical thinking and abstract skills
- We can regulate our behaviour
- We can predict outcomes or consequences of an action

Facilitator Questions: Is this why many of you are here because you would like your child to be able to do all of these skills?

When does the upstairs brain, neocortex/prefrontal cortex, fully develop?



Well first, let's understand when this part of the brain is fully developed....

Facilitator Question: Any guesses? Give time for responses and reflections.

It fully develops between 25-30 years of age...

So, then we start to wonder, how appropriate are all these expectations, when we consider our child's developing brain.

It also helps us understand some of the things we did as teenagers. As we may look back now, we may think

“What were we thinking?”

Now we know, our upstairs brain skills were still developing to think about the consequences of our behaviours.

Facilitator Question: Were any of you like this teenage mouse on the next slide?

Understanding the Brain

TEEN-AGE MOUSE



Facilitator Question: Are there any experiences you had as a teenager that you still have not shared with your parents.....

Or you hope your child will never do when they are teenagers?

Pause for responses and reflections.

Perhaps your actions involved poor planning or impulsive decisions in which you didn't think about the consequences.

Many of these experiences were often normal 'risk-taking behaviours', and often we did these things because our brains were still developing.

Understanding the Brain



Now let's learn more about our Limbic System or the stairway.

Think of the stairway as having many steps, and each of these steps are like a file system of memories. We know with many of our memories and experiences we can have a flood of emotions and feelings that come with it.

When an experience happens to us, it lands in our limbic system (the stairway) and the brain quickly decides whether the experience feels safe or is a threat. As adults our stairways is much longer as we have had more experiences to add to our file system, however, our children, of course, have fewer experiences so their staircase is much shorter. If children feel safe with the experience, they will go to their upstairs brain however if they feel the experience is threatening their physical or emotional safety, they will fall down those stairs very quickly.

When children land in their downstairs brain, this part of the brain is asking, "Am I safe" and will instantly trigger the stress response system.

Understanding the Brain

Our Stress Response System or Downstairs Brain will react with one of the 4 F's. Any guesses to what the 4 F's might be?



Read slide.

Answers:

- *Flight*
- *Fight*
- *Freeze*
- *Faint*

There are two more “F’s” that are often used by our brain as well.

- The Fawn response – triggers when your brain protects itself by using people pleasing responses to keep it safe. Often when parents are questioning children in a firm tone, such as “did you take the toy from your sister” the child might say “no” as a protective mechanism even if they did take the toy. This might result in the parent seeing their child as manipulative or that they are lying.
- The Flock response is a like “group think’ response, where if the threat occurs in a group situation, the crowd all runs toward the same direction to seek protection

Understanding the Brain



The other F's might be better understood with thinking about how you might react in an unsafe situation.

Facilitator Question: What would you do if you saw a bear with her cubs?

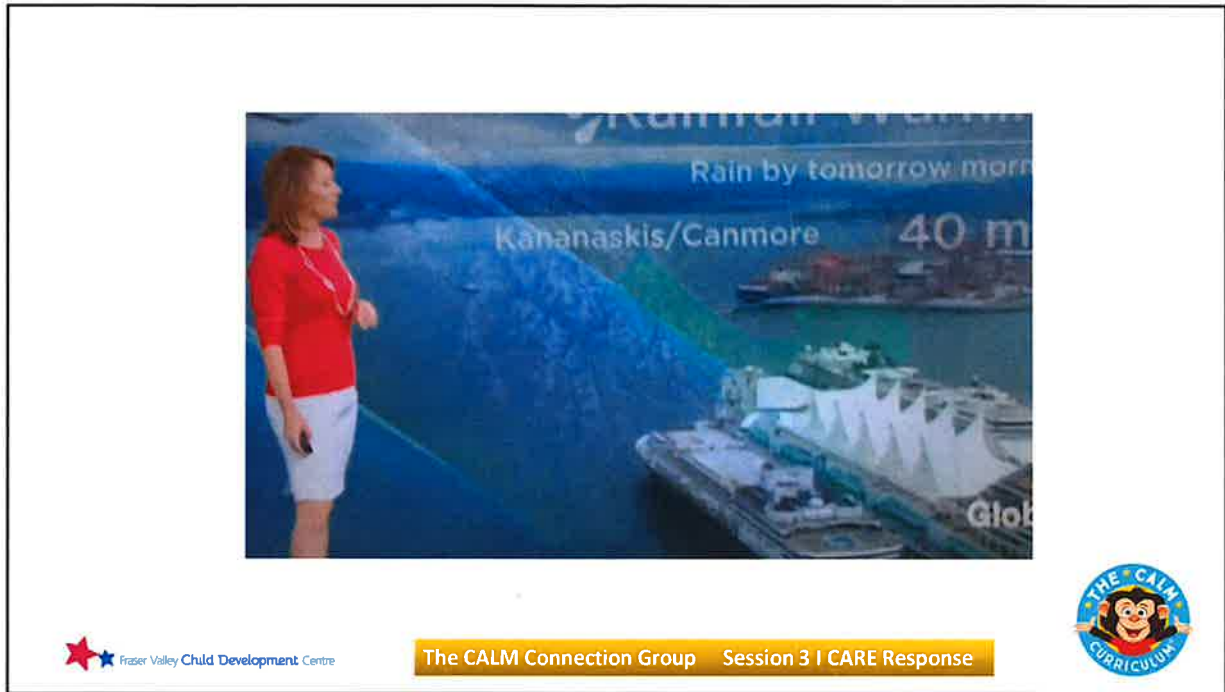
- How many of you would run or go into flight....
- How many would try and look bigger than the bear and fight....
- How many of you would just freeze not knowing what to do.

Sometimes our body will go into tremendous shock, and we will just faint.

Now, we absolutely need this system as it helps us with survival, that is why these **F's are also called our survival instincts.**

If we feel there is a threat, we instinctually react in one of these six ways. It is how our brain protects us.

This part of the brain can be faulty at times, as it is always on surveillance and has not fully developed to decipher between a physical threat and a psychological threat. This is called 'faulty neuroception'. Let's watch a video to help understand that better.



In this video with meteorologist Kristi Gordon, we can see the reaction her brain has when she experiences what she perceives as a threat.

Watch Video

Facilitator Question: Was the spider really in the room with Kristi?

Did Kristi react as if the spider was in the room with her. What did she do?

Answer: Flight – She ran away from it, and she physically was touching her hair, as if to remove it from her head.

Facilitator Question: What does Kristi continue to do to help her recover from the situation?

Answer: Yes, she is laughing.

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What emotion do you think Kristi Gordon is feeling?



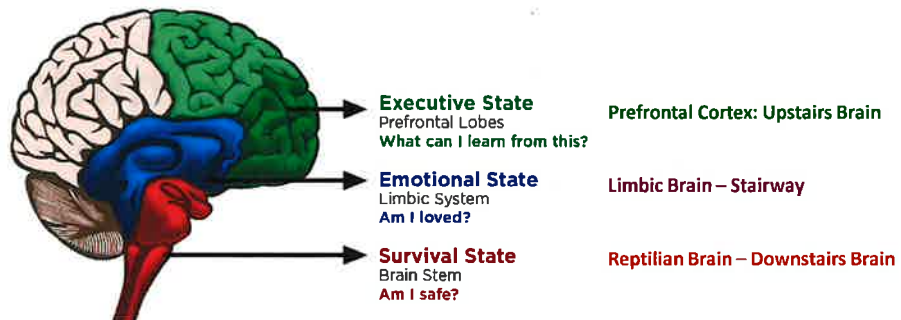
Facilitator Question: What emotion do you think she is feeling that is causing her to laugh?

Answer: Yes, probably embarrassment.

The hardest emotions to recover from are embarrassment and shame. Many of us use laughter or tears to recover from these emotions.

Facilitator Question: Has your child ever increased their intensity of the behaviour or laughed because they may have felt embarrassed or shame?

A Neuro-sequential Approach to Regulation



How do we help our children to recover from these big passionate emotions?

We are going to learn about the neuro-sequential approach to regulation or the bottom-up approach to help our children recover from these emotions.

It is helpful for you to know and use strategies that can help your child feel safe enough to move from the downstairs part of their brain, to the stairway and then finally, the upstairs, where they can use their thinking brain.

I CARE & The Bottom-Up Approach



I **C**onnect
A**n**d &
R**e**spond
E**m**pathetically

To Repair the
Relationship



Downstairs Brain



Stairway



Upstairs Brain



We call this the bottom-up approach the **I CARE Response**.

I CARE provides the acronym for you to remember in how to use the bottom-up approach. Let's break it down.....

When your child is in the downstairs brain, you are going to **Connect Authentically**, and as they move into the stairway you will then

Respond Empathetically which will help your child move into the upstairs part of their brain.

Finally, once your child is in their upstairs brain, you can help your child by repairing the relationship and offering solutions or choices to support problem-solving, only if and when they are ready.

Let's start with the downstairs brain and connecting authentically. Remember this part of the brain is asking, "Am I safe?"

The Bottom-Up Approach

“The problem is, children have a profound need for connection. Decades of research in attachment demonstrate that particularly in times of distress, we need to be near and be soothed by the people who care for us.”

(Dr. Dan Siegel, 2016.)



The bottom-up or I CARE approach requires genuine or **Authentic Connection** to feel safe. This is when your SOS love saver of Space of Soothing is going to be extremely helpful. Your child’s heart and mind need to feel soothed so your child can feel safe.

Dan Siegel explains why this approach is so important to use when our children are stressed or in distress.

Read Slide

In the past, we provided parenting approaches and programs that taught parents how to use Time-Out..... Today the research is clear that **time-in** is a more effective long-term strategy that helps our children feel safe and more connected to their caregivers.

Let’s talk about the research regarding Time-Out and the impact it has on the brain. Remember, **no shame no blame** as we hear this research.

The Bottom-Up Approach



Recent MRI scans have informed us that the same area of the brain lights up when children are placed in social isolation (e.g., time-out) as when they are experiencing physical pain. The interesting part is that time-out was used to replace physical punishment. However, the brain scans are helping us understand the effects are no different.

Facilitator Question: How many of you would be okay now if your partner or parent told you to go to your room?
I think many of us would get angry..... Just like our children do when we try and place them on time-out.

The reality is everyone needs to be comforted, soothed and cared for when we are in moments of distress. If we teach children that they need to be alone and go for a time-out...we have taught them when they get older, and the problems get bigger... that they need to go away from us. We want them to come to us in moments of distress.

We do this by using connection. So, let's use connection through the Bottom-Up Approach to help support our children in moments of distress.

The Bottom-Up Approach



Let's start with understanding the downstairs brain by going back to when our children were infants and what we did to help our infants feel safe.

Facilitator Question: When your child was an infant and they were crying and in distress, what did you do?

Possible Answers: *Picked them up, rocked them, spoke or sang to them in a soft caring tone and/or rubbed their back.*

The brain stem is the first area of the brain that develops, and it seeks all of these protective responses to feel connected and safe.

Facilitator Question: So then, why do we think this approach needs to change when our children are 2, 3, 4 or 5 years old and they have landed in the downstairs brain? Your child's brain stem still craves the same protective, rhythmic and safe responses. This may include:

- rocking your child,
- allowing your child to scream and flail,

- rubbing their back and speaking in a soft tone,
- letting them know that you are safe, and you are there to meet their needs.

The Bottom-Up Approach



Sometimes, no talking is best. Your child's brain might feel flooded, and they can no longer hear you. Your voice may agitate them more.

Facilitator Question: Think about when you have lots on your mind or you are stressed and then someone is trying to talk to you..... How many of you tune them out? This is an example of feeling flooded.

The Bottom-Up Approach takes work and practice, because our brain instinctively also sees our children as a threat when they become physically or emotionally reactive. We may want to react to them as if they were the mama bear fiercely approaching us in the forest.

Generally, we want to go into fight mode with our kids. When this happens, it means, we too have fallen into the downstairs part of our brain.

I can guarantee that your child is not going to climb up the stairs and say, "Hey mom, or, Hey dad. I am upstairs in my thinking brain, come and join me."

Yes, it is going to have to be you who helps to bring or carry your child into their

upstairs brain. Remembering you have the fully developed upstairs brain.

Facilitator Check-in: Does anyone have any questions?

The Bottom-Up Approach



RESPONDING with EMPHATHY



Next, let's move to the stairway, or the limbic system.

You have worked hard to get your child to the stairway, and you have a little further to go to support them into their upstairs brain.

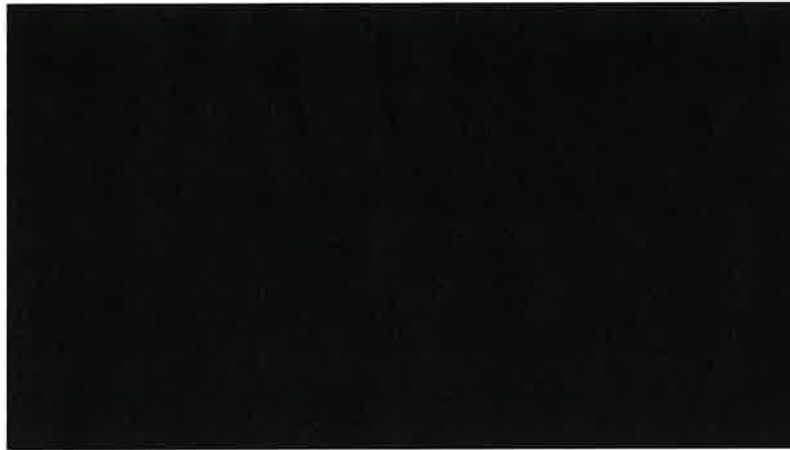
Remember, this part of the brain is asking "Am I loved?" and to soothe this need for feeling loved, the brain needs to feel validated by responding with empathy.

This area is the emotion center of the brain, and emotions like to be heard and validated.

There are many times we can even prevent our children from falling into their downstairs brain by responding with empathy.

Empathy is a skill, and it can take practice to learn how to do it. Let us show you a fun video of a partner learning this skill.

The Need for Validation



Watch video.

Facilitator Question: Can anyone relate?

There may have been times when you just wanted someone to listen to you.....

But they don't really hear you because they're busy responding with solutions or ways you could have resolved the situation.

Facilitator Question: In moments of stress...Are you more likely to go to the person that says.....

“Why didn't you just...”

“Have you tried.....”

Or are you more likely to go to the person who says,

“Wow, it sounds like you have had a really hard day.”

Responding with Empathy



The Stairway –
Responds to Connection
and Validation



Here is what our limbic system needs and craves.

Let's watch the next video to learn more from Brene Brown about how to be empathetic and why it is different from sympathy.



Watch Video.

Pretty powerful isn't it...

Once again it is human connection that our brains need for safety and connection and

... it is empathy that provides this connection.

Let's talk more about what empathy means and how it is most effective.

Responding with Empathy

Remember to try not to...

- Silver line / sugar coat the issue... “**At least...**” statements
- Try and Fix it...”**Have you tried**”, or “**If you just...**”



Let's look at each of these statements:

At least statements can be very unhelpful. They just minimize the feeling and experience.

My example: Recently due to COVID-19, my daughter's prom was cancelled. On the day of what was supposed to be her prom, my daughter mentioned how sad she was feeling. My son gave a 'silver-lining' response and said, "Prom is never what girls make it out to be, trust me, mine sucked and the girls looked miserable". I could tell that this did not sit well with her, so I said, "It's okay to be sad honey. You've waited a long time for this day, and you were looking forward to dressing up and hanging out with your friends. It really sucks that this happened."

Try & Fix It.....like in the video, sometimes you just want to be heard..... As parents we may want to fix it and say things like.....

“Have you tried.....”, or “If you just.....”, or “What you should do is....”

We generally don't like this when this is done to us. **CONTINUED NEXT PAGE....**

Responding with Empathy

Remember to try not to.....

- Compare: “I know you didn’t get the blue cup but I don’t always get what I want either.”



Also Comparing..... is also not helpful or validating in anyway, and it can be quite demoralizing and condescending.

How many of you heard this.....“When I was your age, I had to walk up hill in the snow, both ways!”

Or dinner time lessons, “many children are starving, so you need to be grateful and finish everything on your plate.”

Often in childcare, we hear the chant “You get what you get, and don’t get upset!”

Well, the child is upset, and it is far more empathetic approach to validate the feelings and still have your limitation.

Instead, you might say....“I can see that you are sad, you really wanted the blue cup and maybe later you can have the blue cup.”

CONTINUED NEXT PAGE...

Responding with Empathy

Remember to try not to...

- Disregard the situation as important:
“Just build another one!”
- Redirect...**“Don’t cry.....do you want some snack?”**



The next one, disregarding the situation as important does not support an empathic response..... This might look like when your child has been working hard trying to build a block tower, and when it falls over, we say something like, “Just build another one.”

We tend to try and fix it or tell them to make a new one. Using empathy would have us saying,

“Oh no. You must be feeling disappointed. I saw how hard you were working on building your tower and now it has fallen over.”

Finally, Redirection.....which is okay to use in some guidance strategies, however, it is important to allow space for our children to feel and sit with their emotions. So, refraining from statements, such as,

“Don’t cry.....do you want some snack?”

Responding with Empathy

Children from a young age need to know that we will provide time and space for their emotions.

As they grow up, they will see you as the person who has time and space for their emotions, even the hard ones.



We need our children to express their emotions and feel safe and protected in your presence as they recover from the emotion(s).

This way, when you are not with them and these emotions surface, they are more resilient to deal with them.

You also want to be their safe person when they get older and always offering them a space where they can release and feel their emotions. If it is not us, then it will be someone else or something else that they will go to.

Children from a young age need to know that we will provide time and space for their emotions. As they grow up, they will see you as the person who has time and space to help with their emotions, even the hard ones.

Understanding the Brain

Understanding what our children are telling us is their truth;



Using empathetic and validating statements can help children move from their limbic system to their upstairs brain.

If children do not feel heard, they could land right back in their downstairs brain.

Most situations can be dealt with by using the stairway strategies of validation and empathy.

It is only when our children are completely distressed that we use downstairs strategies.

So, what does validation and empathy sound like?

First, validation includes...understanding that what our children are telling us is their truth. Saying things such as, "I hear you telling me that was your train, and you were playing with it."

Their brain development is not sophisticated enough to manipulate or have deep rooted malicious intent.

If a child says the train was theirs and you visually saw them take it from their sibling, somewhere in their mind the train was theirs because perhaps they played with it first.

Remember they are still learning skills to take turns and play co-operatively with others.

CONTINUED NEXT PAGE...

Understanding the Brain



Recognizing the emotion and communicating it

“**Name it, to tame it**” is a term coined by Dan Siegel. By using this strategy, your emotions can **inform** you, rather than overwhelm you.”



Second, we always want to try and recognize the emotion and communicate it. “Name it, to tame it” is a term coined by Dr. Dan Siegel. He suggests that by using this strategy, our emotions can inform us, rather than overwhelm us...

Let’s learn how we can use it name it, to tame it with our children

Understanding the Brain



Responding with “Name it, to Tame it” might sound like:

You are feeling ____
when _____...Because...



Using **when** and **because** statements are a great way to ‘name it, to tame it’ as it helps to validate the emotion and your child’s perspective about the event or experience.

“I am wondering if you were mad **when** your sister grabbed your toy **because** you were playing with it.”

“Waiting can be frustrating **when** you really want to go on the swings **because** you were looking so forward to it .”

“You look really sad **when** Joey took your train **because** you had it first.”

These take practice and sometimes it is easy to start with statements such as....“This is hard for you” and then add the **when** statement as this becomes easier, and then the **because** statement, or just trying to label the emotion...I am wondering if you are feeling sad.

By doing this we are naming the emotions to tame the emotions.

Finally, being in the moment and connecting to your child... This is the most effective way of getting your child into their upstairs brain. Saying things such as,

“I’m here with you” = **CONNECTION**

They need to know that they are safe, and you will be there with them no matter what.

Remember your face affect, voice tone and the language you use makes a big difference too.

Finally, we are upstairs...



Finally, you have brought your child to the upstairs part of their brain!

Repairing the relationship is the most important part to recovery. Think about yourself and when you are in conflict with someone you care about. The relationship can feel unsettled until the repair has happened.

Our children might feel unsettled too, they need to know that you love and care for them no matter what. As a parent, you might say,

“I love you so much. I am so sorry for raising my voice. I am learning to use a softer voice.”

When children learn that we make mistakes and we can apologize to repair the relationship, they will learn to do the same as they get better at these skills too.

Importantly, repair needs to happen before you can problem solve. If it doesn't, and your child has not recovered, they can land right back down in their downstairs brain.

Understanding the Brain

Problem solving takes empathy, validation and providing your child choices on how they can do things differently.



Read Slide

“I could see how frustrated you were *when* Joey took the train from you *because* you were playing with it. I want to help you find other ways for the next time this happens?”

“Do you think we could help Joey use a timer so he can wait his turn, or perhaps we could find another toy that we could trade with Joey? What do you think?”

Let's Practice





We are going to practice what we have learned.

We are going to watch one or two video clips (depending on the time you have).

I invite you to use the I CARE Response and write down alternative responses and/or approaches you would use from what we have recently learned. You can find places to write in your Family Workbook.

Watch the video then proceed to the next slide.


Video One: Snack Time
How would you have used the I CARE approach in this situation?

Video Two: Nap Time
How would you have used the I CARE approach in this situation?

How could you respond to Joshua using the I CARE Response?

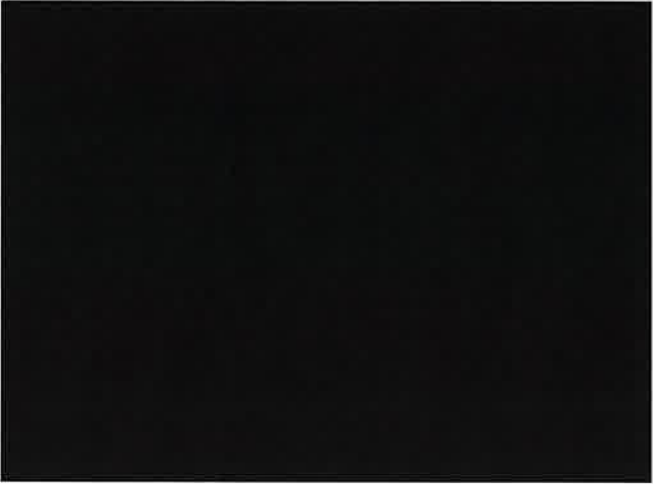
Fraser Valley Child Development Centre


The CALM Connection Group Session 3 I CARE Response



Let's talk about your responses, what would you have done or said differently?

Let's watch another clip and practice this one more time.



 Fraser Valley Child Development Centre

The CALM Connection Group Session 3 | CARE Response



Watch the video clip and then proceed to the next slide.


Video One: Snack Time
How would you have used the I CARE approach in this situation?

Video Two: Nap Time
How would you have used the I CARE approach in this situation?

How could you respond to Joshua using the **I CARE** Response?

Fraser Valley Child Development Centre

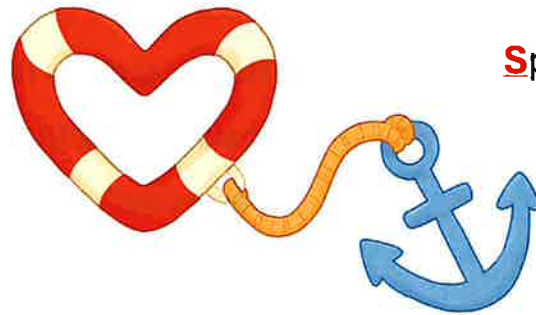
The CALM Connection Group Session 3 I CARE Response



Let's talk about your responses, what would you have done or said differently?

Let's watch another clip and practice this one more time.

I CARE Response



Space Of Soothing



Hopefully, you were able to make the connections in how soothing the mind can soothe the heart, even if it means soothing your child's tears and having them nestle into your arms where your child can embrace your safety.

Homework...



Practice using the I CARE Response with your child.



Practice using validation and empathy



Try to Name it to Tame it.



You are feeling _____

When _____ because _____



Your homework for this week is to **practice using validation and empathy** whenever possible to move your child from the stairway to the upstairs brain.

Try using 'Name it, to tame it' responses by articulating the feeling and using 'when'.... For example:
"You are feeling frustrated when the puzzle pieces don't fit..."

When these responses get easy, add the 'because'...
"You are feeling frustrated when the puzzle pieces don't fit because you really wanted to finish that puzzle before dinner."

Sometimes we may miss the cues or things happen so fast that your child ends up in their downstairs brain. **Your challenge is going to be not to join your child for long periods of time downstairs.**

You may end up there because you are human, and you are just learning to become more self-aware of where you are in your brain as well and doing your best to stay in your upstairs brain. When you are upstairs, use the I CARE Response to bring your child upstairs too.

Homework...



Read: “Tucker Teaches Melvin to Tuck, Hug and Breathe.”



Practice: The song:

***One, Two, Three
Tucker (Child’s Name) Needs A Squeeze...
Stop, Tuck and try a Hug then
Breathe, Breathe, Breathe.***



We also want to invite you to read “**Tucker Teaches Melvin to Tuck, Hug and Breathe.**”

The purpose of the book is to help your child understand strategies to help them to regulate in stressful situations.

Of course, co-regulation is the best strategy for children and many adults. However, this book helps provide your child with strategies for those moments when you are not directly there to help them with regulation.

Let’s read the book and practice the song that Tucker is going to teach us.

Read the book and go around the group, using each parents’ name for the song, encouraging them to sing with you.

Homework Reflection Questions



What tensions arise when my child's behaviour challenges me?



Behaviour is a form of communication (they are trying to express a need), what does this mean for my child, how might I respond?



Please take a moment to consider these reflection questions and as you practice the homework, take opportunities (if you can) to write these responses in your parent guide.

SELF-ASSESSMENT

Where am I in my understanding of the concept of responding with empathy and using the **I CARE** response?

How am I doing in my practice of using empathy and the **I CARE** response?

Fraser Valley Child Development Centre
The CALM Connection Group Session 3 | CARE Response

Before you leave, please fill out the self-assessment on your understanding of today's session and hand it in to one of us.

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