



Cultivate Connection

SESSION FOUR FACILITATOR GUIDE FOR ARC REFLECTIONS

SUMMER 2017

ARC REFLECTIONS

ARC, or Attachment, Regulation and Competency, is a framework for working with children and teens who have experienced trauma. Developed by Margaret Blaustein and Kristine Kinniburgh of the Justice Resource Institute, ARC builds on the resilience of children, teens and families.

ARC Reflections — an ARC-informed caregiver training curriculum for foster parents, kin and other caregivers — was written by Blaustein and Kinniburgh with support and consultation from the Annie E. Casey Foundation. The model was piloted in six child welfare agencies in 2015 and evaluated by Child Trends, a nonprofit, nonpartisan research center with a focus on child welfare.

TECHNICAL ASSISTANCE

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PREPARING TO FACILITATE

A CHECKLIST

Materials needed

- Whiteboard or flip chart and markers
- Name tags
- Slide packet
- PowerPoint slides
- Pens and paper
- Multicolored markers on each table
- Small basket of manipulatives (if available) and descriptions of the regulation activities from your *Facilitator Welcome and Handouts* booklet (either on whole sheets or cut the activities into squares) on each table

Handouts


- Check-in handout (two per participant)
- Cultivate connection handout
- Self-reflection worksheet: What leads you to disconnect?
- Homework sheet: Five-minute joy activities
- Summary sheet (recipes of relationships, homework assignment)

A NOTE ABOUT THIS GUIDE

Words written in italics are generally suggesting that you, the facilitator, take an action. For example, that you *Focus on themes of caring and responsiveness* or *Suggest that participants pair up*.

FACILITATOR'S GUIDE TO SESSION FOUR


WELCOME

	<h3>ARC Reflections</h3> <ul style="list-style-type: none">• ARC, or Attachment, Regulation and Competency, is a framework for working with children and teens who have experienced trauma. Developed by Margaret Blaustein and Kristine Kinniburgh of the Justice Resource Institute, ARC builds on the resilience of children, teens and families• ARC Reflections — an ARC-informed caregiver training curriculum for foster parents, kin and other caregivers — was written by Blaustein and Kinniburgh with support and consultation from the Annie E. Casey Foundation
<h3>Welcome</h3> <ul style="list-style-type: none">• This group will meet nine times for two hours each time• Please attend all sessions• Each session will include the following segments:<ul style="list-style-type: none">• Warm-up• Opening check-in• Review and report back• Theme of the day• Self-reflection• Take home• Practice• Closing check-in	

SLIDES 1, 2 AND 3: WELCOME AND INTRODUCTIONS

Welcome

Hello! *Reintroduce yourself and remind participants about basic information necessary to ensure their comfort (parking, location of restrooms, breaks) and the structure of the meeting.*



WARM-UP

Warm-Up

- Pair up with the person next to you
- In five minutes, identify five things you have in common

SLIDES 4 AND 5: WARM-UP

Goal


To engage in a warm-up activity about connection and building relationships.

Do

Please pair up (not with your spouse or partner) and identify five things you have in common. Try not to focus on the obvious, such as that you are both foster parents or men or women. Try to identify commonalities that may be less apparent.

Ask


- Could each pair share one thing they have in common?
- How did you approach this task? What did you need to do to learn about the other person? Was anyone surprised by something you learned you had in common?



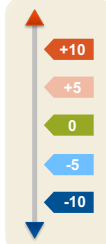
OPENING CHECK-IN

What Is Your Energy Right Now?


Totally Comfortable



Really Uncomfortable



Great Match



Terrible Match

Get Comfortable

- If your energy is comfortable and a good match, great!
- If not, **what can you do to get it there?**

SLIDES 6 – 8: OPENING CHECK-IN

Goals

To increase awareness of internal experience and the effect of this experience on our ability to be present and engaged; to increase awareness of coping strategies; and to engage caregivers in a parallel process, as this is a skill set they will be supporting in their child or teen.

Do

Ask participants to complete the opening check-in. A reminder of possible prompts is provided below.


Ask

- Please notice the level of energy or arousal in your body right now and rate it on the provided scale.
- Notice the degree to which this energy is comfortable or uncomfortable and rate that.
- Notice the degree to which your energy or arousal is a good match for the current situation (participating in this session) and rate that.

Do

Please feel free to explore the strategies and tools provided on your tables (such as the small manipulatives and index cards that describe simple activities) and identify anything that might help you feel comfortable and effective in your body.

HANDOUT: CHECK-IN



Review

- Parenting is hard. Foster parenting is harder
- Your feelings matter, for a lot of reasons
- Self-care is easy on good days, but harder on hard days
- Keep in mind what makes a hard day
- **Stay on the main road**
 - Acknowledge your feelings
 - Stay aware
 - Build and use a self-care toolbox

SLIDES 9 AND 10: PREVIOUS MEETING REVIEW

Goal

To review the content from the previous session.

Review

- Parenting in general is challenging. Foster parenting adds many layers of challenge.
- Your experiences and your feelings matter and are important to pay attention to.
- Self-care is key. Most of us can engage in self-care when we are having a good day, but it can be hard on hard days.
- Many things contribute to hard days — things related to our children and teens, our world or our own selves and personal experiences.
- To stay on the main road, rather than the Express Road, we need to be aware of and acknowledge our feelings and actively use and practice our tools.

Ask

- Does anyone have questions about this material?
- Does anyone want to share something that really stood out for them from last week?

Report Back

- In small groups, discuss what you practiced
 - **What went well?**
 - What was challenging?
 - What was something you noticed?

SLIDE II: REPORT BACK

Goal

To provide participants with an opportunity to review last week's practice. Assignment: To identify push buttons, or what makes a hard day, and notice when they happen during the week.

Do

Please get into small groups (at your table or with people near you) and discuss your experience with the practice. *After small group discussion, provide a brief opportunity for larger group discussion.*

Ask

- Does anyone want to share something about your experience with the practice?
- Did any of you have a hard time with the practice? *Make sure to normalize any challenges by asking if other group members experienced similar difficulties.*
- Did any of you find the practice particularly helpful? Why?

THEME: CULTIVATE CONNECTION



Goal


To introduce today's theme.

Introduce

- Today's session will focus on building relationships with children and teens in your home.
- This is particularly important — and particularly challenging — with children or teens who have been hurt by other people.

Building a Relationship

- What are the ingredients of a good relationship?



Possible Ingredients

Mutuality

Respect

Joy

Trust

Curiosity

Acceptance

Repair

SLIDES I3 AND I4: DEFINING "GOOD" RELATIONSHIPS

Goal

To engage the group in identifying elements of positive relationships and illustrate that relationships with children or teens in foster care are similar to many other relationships in their own lives.

Do

Show the first slide, then:

Ask

- When you think about the positive relationships in your life, what defines them? What words would you use to describe them? *If no one speaks up, you can mention things like trust, fun, etc. Write the group's words down on the whiteboard or flip chart.*
- Show the second slide. *If not mentioned, ask the group to think about words like curiosity and repair. Ask, "Why might these words be important?"*

The Child's or Teen's Experience

• What do you think these words mean to children and teens in your care?

Mutuality

Respect

Joy

Trust

Curiosity

Acceptance

Repair

The Child's or Teen's Experience

• What do you think these words mean to children and teens in your care?

Ytilautum

Tcepser

Yoj

Tsur

Ytisoiruc

Ecnatpecca

Riaper

SLIDES 15 AND 16: ENGAGING IN THE CHILD'S OR TEEN'S EXPERIENCE

Goal


To highlight that many children and teens placed in foster care have a more complicated experience with relationships.

Ask

- I would like you to think about children or teens who have come into your home. How many of you have met children and teens who struggle to understand some of these concepts?
- Why do you think that might be?

Question

- How many people in this room have ever been hurt in a relationship?



SLIDE 17: CONNECTING TO PERSONAL EXPERIENCE

Goal



To build an understanding of ways that negative relational experiences can affect future relationships.

Ask

- Take a moment to think about whether you ever had a time in your life when you were hurt in a relationship.
- Now I want you to think about the ways that experience may have affected you when you entered into new relationships. For instance, if you had a difficult breakup with a boyfriend or girlfriend, did that make you more cautious when meeting someone new? If you had a difficult experience with one foster child, did that make you more cautious when entering a relationship with another foster child, particularly one who reminds you in some way of the other child?

Do

- *If appropriate, invite the group to discuss the ways that previous relationships affected them in future ones. Possible prompts include:*
 - Does anyone have an example of a way that a challenging experience with one foster child affected your future relationships with foster children?
 - Does anyone want to share one way one relationship affected other relationships?

Keep in Mind	Question
<ul style="list-style-type: none"> When entering into the relationship, don't forget the child's or teen's lens: Who is in the room? 	<ul style="list-style-type: none"> What do you think your foster child's or teen's expectations might be when he or she meets you? 

SLIDES 18 AND 19: REMINDER OF THE CHILD'S LENS

Goal

To remind the group of content shared at an earlier session: remembering the child's or teen's lens of the relationship.

Teach

- Previously, we spoke about the altered lens that foster children may have for relationships. When you interact with children and teens who have experienced repeated harm, it is important to remind yourself that at any given moment, the child or teen may be interacting not just with you, but with every person who has ever hurt, rejected or abandoned him or her in the past.
 - This means that even if you are kind, gentle, generous and loving, the child or teen may anticipate that you will criticize, reject, abandon, judge or be otherwise harmful.

Ask

So what do you think children and teens coming into your home expect from you?

- How does that show up in their behavior?
- Why might it be important to remember the child's or teen's lens when entering into your relationship with him or her? How might this affect your approach to the child or teen?

What Are Some Steps to Building a Relationship?

- Steps to building the relationship...
 - Before the child or teen arrives
 - As the child or teen arrives (the basics)
 - Ease into the relationship
 - Build the relationship
 - Meet the child's or teen's pace
 - Ride the roller coaster
 - Address the disconnects
 - **Engage with joy**

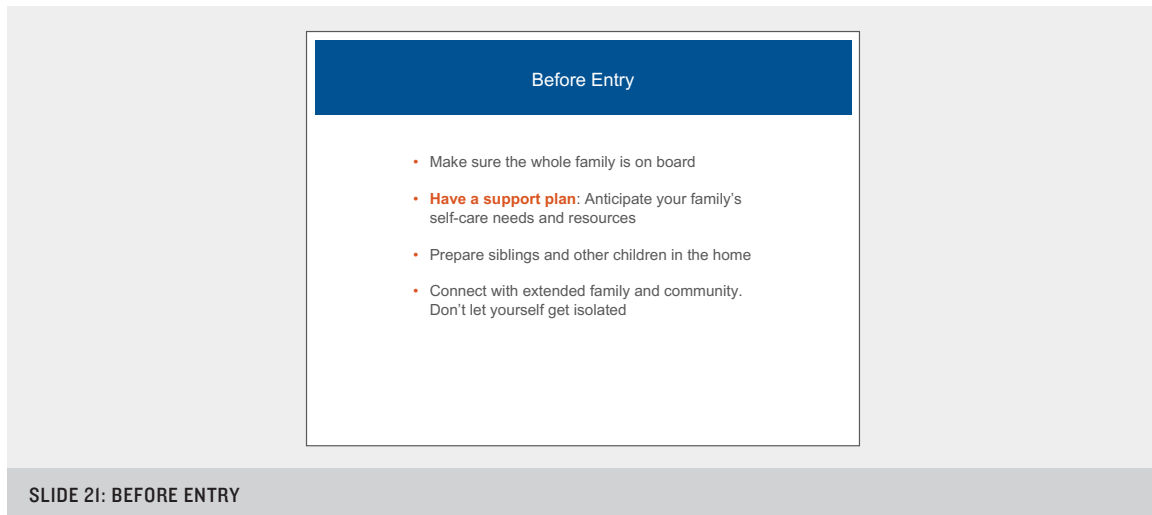
SLIDE 20: INTRODUCE THE STEPS

Goal

To introduce remaining content on strategies and considerations in building relationships with children and teens in foster care.

HANDOUT: CULTIVATE CONNECTION

Before a child arrives



Before Entry

- Make sure the whole family is on board
- **Have a support plan:** Anticipate your family's self-care needs and resources
- Prepare siblings and other children in the home
- Connect with extended family and community. Don't let yourself get isolated

SLIDE 21: BEFORE ENTRY

Goal

To address pre-placement considerations.

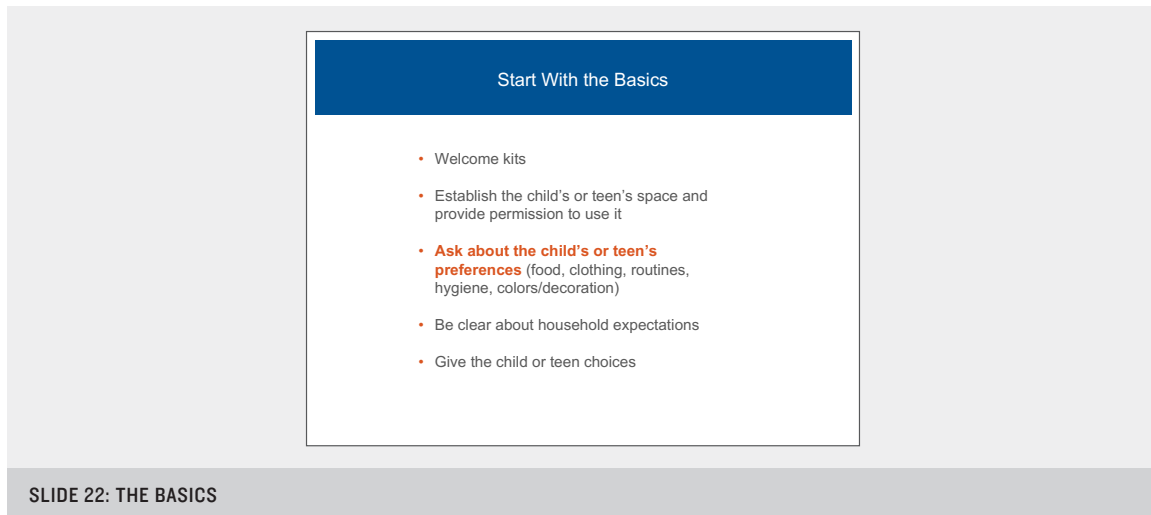
Teach

- *Note that, for many groups, this content will be a review. As a result, it is important to acknowledge that they may have already taken these steps.*
- We often think about addressing relationship issues when they arise, but often the best time to start thinking about building the relationship is before a child or teen is placed in your home.
- It is important to explore all family members' thoughts, feelings and ideas about having a new member of the family. You may want to seek outside supports (therapists, spiritual counselors, etc.) to speak with each family member.
- Children and teens may need extra supports and preparation, just as they would if you were expecting a birth child.
- The post-placement period can feel overwhelming and isolating. Identify resources and connect with supports beforehand to counter this. Be specific: Let others know what you would like from them after placement.

Ask

- Can anyone give examples of ways they prepared their family for a foster child or teen to enter their home? In what ways were those strategies helpful?

Start with the basics



Start With the Basics

- Welcome kits
- Establish the child's or teen's space and provide permission to use it
- **Ask about the child's or teen's preferences** (food, clothing, routines, hygiene, colors/decoration)
- Be clear about household expectations
- Give the child or teen choices

SLIDE 22: THE BASICS

Goal

To highlight basic strategies for establishing early relationships.

Ask

Ask participants for examples of ways they approached early relationship building with children in their homes.

Teach

- *Note that in addition to any examples that participants gave in the earlier discussion, you are going to discuss other early ways to build relationships.*
- Learning about children's or teens' preferences is key to helping them feel comfortable. Establish from the beginning that you want to learn what is important to them.
- Many children and teens will come into your home without essentials — a toothbrush, nightlight, hygiene products, etc. A prepared welcome kit is one way to help children and teens immediately establish a sense of ownership (“These are mine”).
- Children and teens may have fears around safety and privacy. It may help to establish a space that belongs to the child or teen. This can be as elaborate as a bedroom with a closed door or as simple as a corner of a room with a blanket to provide privacy. Show the child or teen the space and note that it is always available as long as the child or teen is being physically safe.
- Many children and teens entering your home will have experienced violence, excessive punishment, unpredictable rules and other negative experiences with adult expectations. Being clear about household rules and expectations can reduce anxiety and fear about what to expect.
- If a child or teen coming to your home is of a different racial, ethnic or religious background or has a different sexual or gender identity than members of your family or household, it may be helpful

to have an open conversation about this with the family ahead of time. Consider having a similar conversation with the child or teen to establish that acknowledging and discussing differences is OK.

- Very few people have less control and power than a child or teen in foster care. Look for opportunities early on to give the child or teen choices (where to sit at a table, whether to sleep with door open or closed, whether to bathe in the morning or at night, etc.).

Ease Into the Relationship

- **Move at the child's or teen's pace.** It's hard for a relationship to start in the middle
- Let the child or teen choose how much of himself or herself to share with you. Ease the pressure
- Expect the good. Don't assume that history will dictate the present
- **Keep the expectations realistic.** Your early goal is to build safety and comfort
- Give the child or teen choices about what to call you and other family members

SLIDE 23: EASE IN — SUPPORTING THE EARLY RELATIONSHIP

Goal

To highlight key features in relationship building.

Ask

Thinking about the early stages of placement, what have your experiences been with relationship building? What have you done that worked well? What do you think has been really important for building success, and what has made relationship building more challenging?

Teach

- **Note:** *Cover only those points participants haven't already addressed.*
- It is important to enter into the relationship at the child's or teen's pace. Attempting to move too quickly can frighten or overwhelm a child or teen; keeping him or her at arm's length can communicate rejection. Try to get a sense of what will feel comfortable.
- Although it is important to communicate interest in the child or teen, it is also important to be clear that it is his or her choice how much, if anything, to share with you.
- It is important to monitor your own assumptions. For example, don't assume that a child or teen will or will not struggle with behavior or relationships. You want to be prepared — but you also don't want your assumptions to influence your interactions with the child or teen.
- Expectations will be important over time, but start slowly. A child or teen may struggle to function when he or she first arrives in your home. Keep your goals simple early on and build.
- Within what's comfortable for you, provide children or teens with choices about what to call you. Bear in mind that you are a stranger to them but also in a position of immediate imposed intimacy. Language and labels will let them manage that boundary in a way that is comfortable for them.

Build the Relationship

- **Be curious about the whole child:** Interests, fears, talents, wants, needs
- Find time to engage with your child or teen and support him or her in engaging with other family members
- Acknowledge (or be aware of) both hopes and fears about relationships (your own and the child's or teen's)
- Honor history. Your child's or teen's life began before he or she entered your home. Support continuity
- Consider things like previous connections, culture and rituals
- Ask your child or teen what he or she wants or needs from you; be aware of what you are asking of him or her

SLIDE 24: BUILDING THE RELATIONSHIP

Goal

To highlight ways to begin creating deeper connections with children or teens in participants' homes.

Ask

Invite participants to share ways they have continued to deepen relationships and build trust and safety with children in their home.

Teach

- **Note:** Cover only those points that have not already been addressed by the participants.
- Your relationship with the child or teen is likely to grow and change over time. Stay aware and curious about your own experience in the relationship, as well as his or her experience. Look for opportunities to ask the child or teen how he or she is feeling about how everyone is getting along, the names people use for each other and any questions about placement, etc.
- Just like adults, children and teens have many qualities. Be purposefully curious and try to learn about the child or teen, at whatever pace feels comfortable to all of you.
- Make a point of spending connected time together. You can play, listen to music, talk about the day or any other joint activity. Relationships are built on moments of connection.
- Support continuity by learning about previous relationships, experiences and preferences. See if you can find ways to continue those (if possible) or at the least acknowledge them (if not).
- Ask a child or teen how you can be supportive. Be concrete. For instance, ask, "Do you like getting help with homework or would you rather do it alone? What did your (mom, foster mom, grandma, etc.) do at bedtime that you did or didn't like?"

Meet the child where he or she is

Meet the Child Where He or She Is

- Think of the many different ways we express our needs, form connections, manage our feelings, etc.
- Instead of expecting your child or teen to do things your way, get curious. Keep asking yourself, "What am I learning about this child's way?" Try to **meet the child or teen where he or she is**

SLIDE 25: MEETING THE CHILD WHERE HE OR SHE IS

Goal

To highlight the importance of meeting the child or teen where he or she is and adapting our style to best support the child or teen.

Teach

- Your family probably has norms around things such as how you communicate, how you express emotions, how you spend time together, etc. Within those norms, though, it is likely that different family members have different needs or styles.
- Children or teens entering your home may differ from you as a result of their individual experiences and personalities, or religious or cultural practices. Often, adults expect children and teens to adapt to their ways, which may feel very foreign to them.
- It can help to learn more about the child or teen. You don't need to completely change who you are, but your expectations or interpretations of children's or teens' interactions may shift if you learn their style.
- For instance, some families typically speak quietly in the home and rarely yell. Others have much more intense, loud communications, especially when they are happy and excited. A family who is typically quiet may see a child or teen who shouts frequently as angry, breaking the rules or disrespectful, instead of realizing that this is how the child or teen has learned to communicate in previous settings.


Ask

- Can anyone provide examples where a child or teen in your home had a very different style from you or your family? Were there ways that you were able to adapt or compromise so that everyone felt comfortable? What helped and/or made that hard?

Olivia and her relationships

Olivia

- Olivia is now 6 years old and on her fourth foster placement. The home she is in is noisy — four kids, two dogs and some extended family. Her foster mother works in child care and is enthusiastic about playing with Olivia
- **Olivia is overwhelmed** by all the chaos. She has lost three homes in three years and does not trust that this one will stick
- She is quiet and watchful and resists her foster mother's attempts to engage her. When her foster mother tries to play, Olivia sometimes shuts down, but may explode, yell and scream



SLIDE 26: OLIVIA

Goal

To apply what we are learning to Olivia.

Do

- *Read slide aloud or allow time for others to read it to themselves.*

Ask

- What do you notice about ways in which Olivia's relational needs may be different from the style of her foster family?
- What ideas do you have? If you were Olivia's foster parent, how might you engage with her in a way that matches her relational needs?
- Why might Olivia's approaches be hard for her foster parents?

Ride the Roller Coaster

Remember:

- All relationships shift over time
- All of us have good days and hard days
- All of us have changing moods that affect our relationships
- All of us have moments when we feel disconnected from those we care about
- **All of this is even harder for children or teens who have experienced trauma or been hurt in relationships**

SLIDE 27: RIDE THE ROLLER COASTER

Goal

To highlight that even relationships that are going well have ups and downs and that this is particularly true for children and teens in foster care.

Teach

- It is important to remember that:
 - Even when relationships are going well, they have ups and downs.
 - Relationships naturally change daily, even moment to moment, based on our moods, our stressors and various experiences in our lives.
 - Even the best relationships can feel hard sometimes.
 - All these things may be particularly true for children and teens in foster care.
- For children and teens who have been hurt in relationships or have experienced multiple losses, there are many things that can lead them to withdraw or disconnect.
- These disconnections can feel personal and can lead us in turn to disconnect, feel angry, hurt or rejected.

Ask

- What kinds of things might make you or the children or teens in your care disconnect or pull back from your relationship?
- What function do you think disconnecting from a relationship has for a child or teen? For you?



DISCONNECTION is often about
PROTECTION, not
REJECTION

SLIDE 28: ABOUT DISCONNECTION

Goal

To highlight the function of disconnection for children and teens who have experienced trauma.

Do

- *Show slide. Allow participants to comment, if desired.*

Teach

- Even when we understand that children or teens are protecting themselves, the disconnects can feel like rejection. This is why it's so important to pay attention to your own feelings and self-care needs.

Reconnection tips

How to Address the Disconnects

- **Don't take it personally**
- Anticipate that things will change...even when they are going really well
- Believe that reconnection is possible. Take responsibility for it. **Don't expect the child or teen to take the first step**
- Get curious: What might have led to the disconnect? Step into the child's world

SLIDE 29: ADDRESSING THE DISCONNECTS

Goal

To build skill in managing the inevitable moments of disconnection.

Teach

- All relationships will have moments of disconnection.
- When you have been working hard to support a child or teen in your care, moments of disconnection can feel like rejection and ingratitude. It can bring up all sorts of feelings.
- To protect yourself against taking things personally, try to anticipate that there will be good days and hard days. Keep your oxygen mask on — remember to use your self-care toolbox.
- When disconnects happen in your relationship with a child or teen, allow yourself time to regroup, but then take steps toward reconnection. Your ability to reach out will be a powerful message to the child or teen that he or she is worthy of care and repair.
- A key foster parenting goal is to teach children and teens that their relationships can weather conflict and distress — and help them learn to do this in a healthy way.
- To move toward repair, put on your detective hat. Try to understand the situation from the child's perspective. Remember that even if you don't agree with or understand the child's or teen's lens, the behavior makes sense from his or her perspective.

How to Address the Disconnects

- **Reaffirm the relationship.** Find a way to reassure the child or teen that your relationship exists and can continue, even when times are hard
- Reconnect **at the child's pace.** Give the child or teen permission to protect himself or herself (even if you don't feel like they need to)
- If needed, make repairs. Give apologies, but don't expect them
- **Move on.** Try to shift out of whatever is hard and into something that is positive. You're not reinforcing the negative when you reconnect in positive ways

SLIDE 30: ADDRESSING THE DISCONNECTS, CONTINUED

Goal

To build skill in managing the inevitable moments of disconnection, continued.

Teach

- Look for ways to reconnect with a child or teen in your care after relational breaks, conflict or distress. Do this by re-engaging in daily activities, reaching out to ask how he or she is doing or simply saying, "I know we had a hard afternoon, but I still care about you."
- After moments of distress or conflict, children or teens are likely to stay on the Express Road for a period of time. They may not be able to think about how they are acting. This may mean that they are not yet able to be in a relationship with you or begin to repair the relationship. It is important to give the child or teen permission, whether implicit or explicit, to take the time needed to recover.
- It can be hard to apologize to a child or teen, but doing so provides a powerful message that you care about his or her experience. Apologizing will not make you less of a person or diminish your own emotions. Instead, it serves as a model to the child or teen of how to handle relationships well. Your efforts to repair or apologize validate the child's or teen's experience. Consider statements such as:
 - "I know we both got angry, and I'm sorry that my anger felt so scary to you."
 - "It seems like you felt that I wasn't listening to you when you had something important to say. I'm sorry that you didn't feel heard."
- One of the most important — and hardest — things we can do after conflict is to move on. Our own ability to regulate and release our hard feelings can help the child or teen do the same.

Ask

- Does anyone have examples of how you have handled disconnects with children or teens in your care?

Expect and create joy

Expect and Create Joyful Opportunities

- Experiencing good times in relationships makes it easier to weather hard times
- Look for ways to **engage in the positive**:
 - Find, explore and try to share the child's or teen's interests
 - Look for opportunities for one-on-one time and for whole-family experiences
 - Make sure every day includes at least five minutes of positive connection (or on very busy days, at least two)

SLIDE 31: EXPECT AND CREATE JOYFUL OPPORTUNITIES

Goal

To highlight the importance of positive experiences.

Ask

- Can anyone share some of the favorite activities you have done with a child or teen in your home — things that built up your relationship and your understanding of one another?

Teach

- All relationships are strengthened by positive experiences. The more pleasurable experiences and moments of connection you share with children in your home, the easier it will be to ride the roller coaster and manage the moments of challenge and disconnection.

Wrap-Up

- Good relationships require many ingredients
- When building the relationship, remember the child's or teen's lens
- **Relationships take time:**
 - Prepare
 - Ease in
 - Meet the child or teen where he or she is
 - Ride the roller coaster
 - Reconnect
 - Cultivate joy

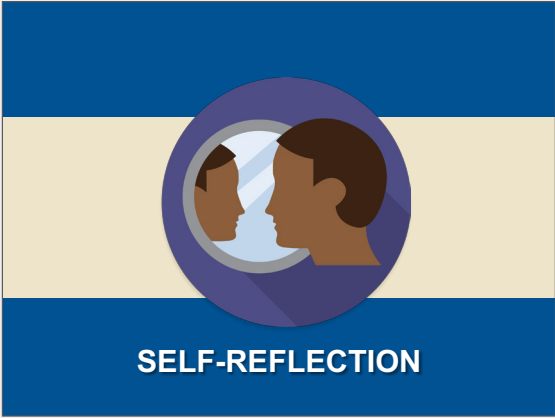
SLIDE 32: WRAP-UP

Goal

To review the key teaching points from today's session.

Ask

Let's review what we have discussed today. Does anyone have any questions?



SELF-REFLECTION

Thinking About Your Own Relationships

- What has led you to disconnect in relationships?
- What has helped you ease back into relationships?
Think about what you do and what you want others to do for you as you reconnect

SLIDES 33 AND 34: SELF-REFLECTION

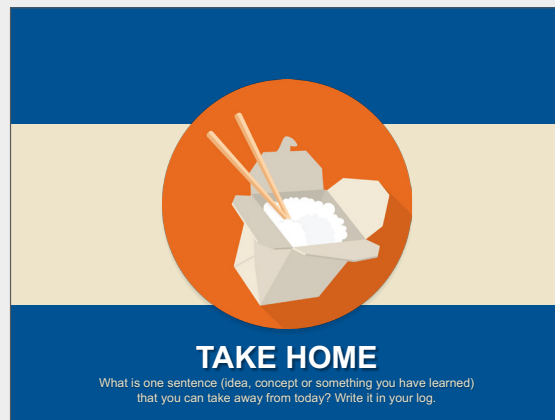
Goal

To apply the concepts of disconnection and reconnection in relationships to foster parents' lives.

Ask

- *Ask participants to get into pairs or small groups and discuss the questions on the slide.*

HANDOUT: SELF-REFLECTION WORKSHEET



SLIDE 35: TAKE HOME


Goal

To identify at least one take-away from today's session.

Ask

Please identify at least one take-away concept from today's session — an idea, concept or something you learned that you can apply in your own life, or that felt relevant or important to you. Please take a minute to write this down in your log.

PRACTICE AT HOME



PRACTICE

Practice

- This week make a list. How many **five-minute joy** activities can you come up with?
 - Try to bring back a list of at least five joy/engagement activities to share with the group
 - Try to engage in **one every day**

SLIDE 36 AND 37: PRACTICE

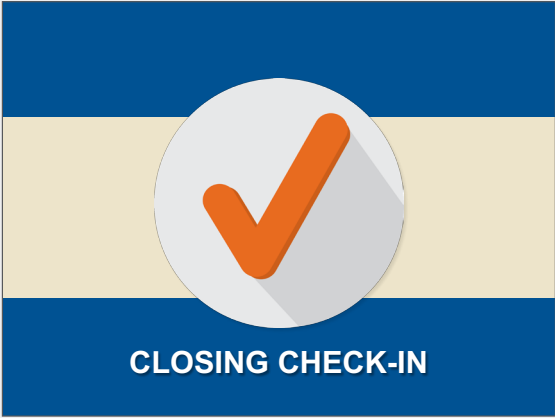
Goal

To apply today's theme to daily life.

Practice

I want each of you to work on identifying a list of five-minute joy or engagement activities that you would be willing to try with a child or teen in your home. I am sure that when we review these lists next week, they will vary quite a bit, depending on your own preferences and comfort level, the preferences of children and teens in your home and the age and developmental stage of the child or teen you are caring for. Are there any questions about the assignment?

HANDOUT: FIVE-MINUTE JOY ACTIVITIES



CLOSING CHECK-IN

What Is Your Energy Right Now?

Totally Comfortable

↑

↓

Really Uncomfortable

↑

+10

+5

0

-5

-10

↓

Great Match

↑

↓

Terrible Match

SLIDES 38 AND 39: CLOSING CHECK-IN

Goal

To increase awareness of internal experience and the effect of this experience on our ability to be present and engaged; to increase awareness of coping strategies; and to engage caregivers in a parallel process, as this is a skill set they will be supporting in their child or teen.

Do

- Let's take a moment to check in again before we go. I would like you to notice the level of energy or arousal in your body right now and rate it on the provided scale. Then, notice the degree to which this energy or arousal is comfortable or uncomfortable and rate that. Lastly, notice the degree to which your energy/arousal is a good match for the current situation (i.e., leaving the group) and rate that.
- Then, take a minute to consider the various tools you tried out today. Identify any that might be helpful in supporting you to feel comfortable and effective in your body.

HANDOUT: CHECK-IN



SEE YOU NEXT TIME!

SLIDE 40: CLOSING

Closing

- I am looking forward to our next session. Our theme will be “Mirror, Mirror.” We will explore nonverbal ways of communicating, talk some more about the role of curiosity and practice observing instead of reacting.
- *Note the time and location of the next meeting.*