

After Training: Sustaining Relationship Practice in Systems

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Our Time Together



- FAN: Facilitating Attuned Interactions
 - Core concepts
 - Training model
 - Research findings
- Integrating and Sustaining FAN in two state systems
 - Healthy Families Massachusetts
 - Wisconsin Home Visiting System
- Reflecting on Sustaining Change in Home Visiting



Practicing Presence



Erikson Institute Fussy Baby Network

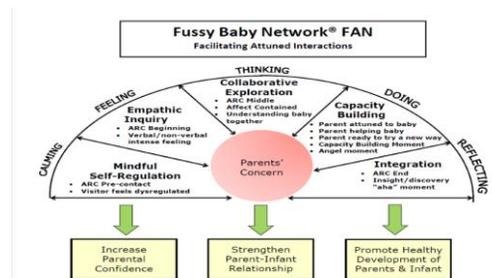


- National model prevention home visiting program
- FAN Approach to Family Engagement and Reflective Practice
- International Network in 19 states, Israel and New Zealand



Lessons Learned from Families of Fussy Babies

- See and hold the parent's experience
 - Stay longer in the hard places
 - See the baby the parent sees
 - Help parents find their way
 - Have a model that holds the practitioner as well as the parent



Feeling Connected and Understood: Attunement



<http://www.istockphoto.com/healthy-designer-images/How-for-children-to-be-looked-up-for-a-Photo/>

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Connection is built by BEING WITH

- Sharing the experience with no attempt to change what the person is doing or believing
- Stern, 1985, p. 148



FAN Theory of Change: Attunement

“When someone feels truly understood, “known,” the attunement that occurs creates a space where it is possible to try new ways of interacting.”

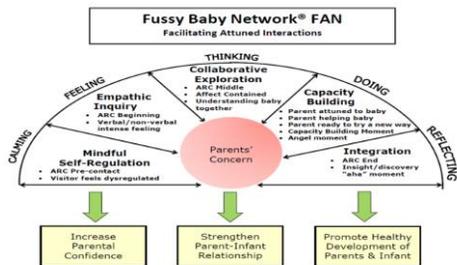
Siegel & Hartzell, 2003 in Lewis, 2011, p. 446.



Foundation for Trauma-Informed Practice



“Healing comes through *repeated, [attuned] interactions* with a *compassionate, regulated other*”
(Bruce Perry, April, 2014)



FAN Attunement Process



- **Observing Parent's Cues**
 - What is the parent showing me?
- **Offering**
 - Which process matches the parent's cues?
- **Checking**
 - Is this working?
 - If in the right FAN wedge, should be "flowing"
- **Re-attune**
 - Move on the FAN based on response



CALMING: Mindful Self-Regulation



MSR Strategies

Breathing



Grounding



MSR Strategies

Self-Talk



Imagery



"We worked with a family where dad was the primary decision maker. Mom was instructed to give all paperwork to dad, and mom appeared to need dad's permission to participate in the program. 'Smoke was coming out of my ears', but I used MSR, and remembered dad was in feelings. This is an immigrant family. Dad doesn't speak English. Dad is worried about community violence. Dad is scared. Using self talk by acknowledging the cultural differences and dad's feelings helped us to regulate. This family is still in the program."

-Home Visitors trained in the FAN



FEELING: Empathic Inquiry

- Safe holding space
- Validating their reality
- Can be a moment or most of visit
- Hold, validate, explore, contain feelings
- "If you can stay with Empathic Inquiry, parents often move themselves on the FAN."



The Power of Pause

Peggy Kaufman, JCFS of Greater Boston



- Use simple language
- Be Lean of Speech
- Pause and give space to the other to connect to her/himself



THINKING:
Collaborative Exploration

- Belief in parent
- Pause before doing
- Thinking together without the pressure to change or do it my way
- *"Giving up control is a relief."*
- *"Instead of trying to fix it, I now know that I need to stay with them."*
- *"She got to be the hero."*



Collaborative Exploration Questions

- What do you think might be causing this?
- What have you tried? Has anything helped even a little bit? What doesn't work?
- Is this something you'd like to work on? What would you like to see change? What do others people who are important to you think?
- How ready do you feel to start?
- What might be a small first step?
- *What would it be like it for you to try this new way?*



DOING:
Capacity Building

- Best with invitation
- Stays with the family
- Offer and explore
- Highlight capacity
- Capacity Building and Angel Moments
- *"I literally sat on my hands. And the mother was able to calm her baby."*



Sheknows.com



Capacity Building Moment

- Use MSR
- **Acknowledge what is happening**
 - This is the meltdown you were talking about.
- **Affirm parental role and intuition**
 - Please do what you need to do
- **Offer attuned support**
 - "I'm here with you."



http://www.pennings.com/child-care/meltdo/00/



REFLECTING:
Capacity Building

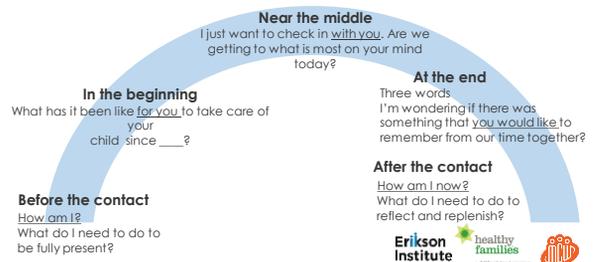
- Ah Ha Moments: Highlighting and deepening parent's insights
- Space for slower processing at end for the parent to make meaning
- *"We can do it, honey."*
- *"Just because I don't like his dad doesn't mean my son doesn't."*



http://barnard.org/barnard/



ARC OF ENGAGEMENT



Your FAN

- Think about the challenging interaction when it wasn't flowing
 - Put a marker on the FAN where the other was
 - Put a marker on the FAN where you were
 - What do you notice?
 - What could you do to match with the other?



Home Visitors Trained in the FAN

- More able to see from parent's perspective
- Are more collaborative; visits more parent led
- Move from "fixing" to "partnering"
- Calmer and able to think more clearly in stressful interactions
- Show increased reflective capacity and decreased burnout
- Spend more time in the visits on parenting
 - Chapin Hall at the University of Chicago



Supervisors trained in the FAN

- More aware of themselves and others
- Ask more questions in supervision
- Talk less and listen more
- More able to build reflection in their staff
 - Chapin Hall at the University of Chicago
 - Evaluators



FAN Training

- Program Based
- Cohort Model
- Level 1: Core Training (2 days) plus follow-up day
- Level 2: Reflective Practice
 - 6 months of mentored practice
 - Supervisor mentors HVs who complete Reflective Tools
 - Trainer mentors supervisor
- Train-the-Trainer Program



FAN Applications

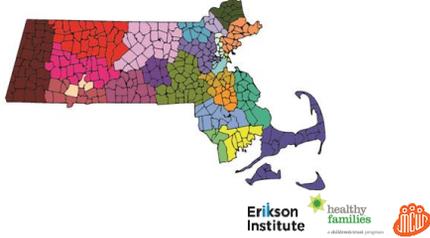
- Practitioner FAN
 - Physicians, mental health clinicians, early intervention, case workers, CASA volunteers, public guardians
- Supervisor FAN
 - Home visiting, early childhood, child welfare, mental health
- Consultation FAN
 - Infant and early childhood mental health consultation, court projects
- GROUP FAN
 - Supervisors and consultants



FAN and Healthy Families Massachusetts



Healthy Families Massachusetts



Why the FAN: Bringing it to Massachusetts

- Slowing down interactions
- Being more present
- Focusing on the participant's urgent concerns
- Supporting staff in being more attuned to their own emotional experiences
- Providing a structure for Reflective Practice



Overview of the Training Rollout Process

Overview of the Training Rollout Process

- Curriculum Adaptation
- HFM Training Structure
- Pre-Training Communication
- Supervisors Training
- FAN Level 1 Training
- FAN Level 2 Training
- FAN Day 3 Training



Learning from the Network

Supervisors

"Using [the FAN] just really helped me understand better where she was coming from and gave me a structure to figure out where I should go during our supervision."

"The relationship between me and my staff feels more solid. I think supervision is more productive now."



Home Visitors

"Having something more concrete to work off of during the visits with families really gave me a lot more confidence in working with families."

"...and now as a home visitor, I'm not driving the car anymore. It's the family. The family is driving the car. I am just there to support them."



Home Visitors (cont.)

"... FAN has helped me try and notice their cues and follow-up on those, and things like that. Honestly, it just makes the whole visit more successful and makes me feel more useful to the family."

"The connection that I now feel with families is overall just better...I think FAN has really helped me to check in with what families are needing in the moment and allows me to be better at meeting them where they're at; where they need me."



Program responses

- Learning to hold feelings
- Understanding role as a home visitor
- Developing home visitor's self-awareness
- Learning to trust the process

Sustainability and Integration



Sustainability and Integration

- Adaptation of Reflective Tool
- Mentoring/Goal Planning Process
- Integration into Training Structures
- Ongoing Integration into QA/TA Structure



Bringing it to Wisconsin: Wisconsin Context

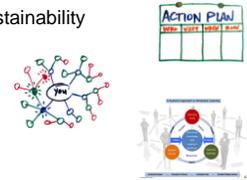
Bringing it to Wisconsin Why the FAN?

- Needs assessment and anecdotal feedback indicated need for support around engagement strategies
- Common language
- Common system philosophy on parent engagement



Sustainability and Integration

- Day 3 Action planning for sustainability
- Connecting the dots
- Systems approach
- Community of Practice



Connecting the Dots



- Where does FAN fit in with other trainings offered
- FAN as a meta-framework for attunement
 - Motivational interviewing
 - PIWI
 - Touchpoints
- Explicitly making those connections in other settings/ trainings



Systems Approach - Reflective Practice

- Reflective Supervision
 - Home visiting and Child Welfare
- Reflective Practice Groups
- Early Childhood Mental Health Consultation



Community of Practice - Boosters

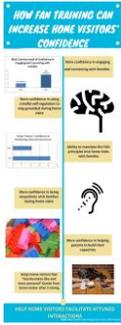
Content Experiences Reflection Refreshing



Generalizable Professional Development Strategies for Supporting Implementation

- Level 1
 - use of reflection and application to real situations
 - time for implementation planning and discussion with team
- Level 2
 - check-in with supervisors; accountability and support
 - completion of tools; application and accountability
- Day 3
 - discussion of implementation and application with additional content and support
 - sustainability planning and discussion at end of the day
- Community of Practice
 - ongoing refreshers and advanced content





How does all of this impact practice change?

