

Changing Children's Worlds Foundation



Community- (empathy) -based
Parent/Caregiver Program
toward
Violence Prevention

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Changing Children's Worlds Foundation and ICDP-USA Founder



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What do they need?

- o Our Children
- o Parents
- o Families
- o Communities



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The Essence of ICDP



What do you see?

International Child Development Program
UNICEF Video (Colombia)

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Family Process Journal



Relationships, Environment, and the Brain: How Emerging Research is Changing What We Know about the Impact of Families on Human Development (March 2014).

Jo Ellen Patterson & Susanna Vakili

Findings:

Two primary areas of research that emerged in recent years are providing new information for family therapists.

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1) Accumulating evidence regarding how the environment affects the nervous system and brain, which in turn affects mental health.

2) Our deepening understanding of how relationships (couple, parent-child, family, and community) can increase or reduce/ prevent mental health issues and should be applied more frequently in treatment (p.23)

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To incorporate emerging research into the practice of family therapy, practitioners can expand their ecobiodevelopmental perspective in the following ways:

Early Intervention:

Family Therapists can use this basic understanding of neuroscience to shape therapeutic interventions that will help families positively affect the mental health of their young or unborn children prior to the onset of mental health issues (National Research Council and Institute of medicine, 2009)

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Community-based care:

Because research demonstrates multiple resources are sometimes required to affect relational change in families, family therapists should leverage the strength and presence of community resources to influence the development of healthy families (p.23-24)

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In families where stress is reduced, strengthened parenting and relationships positively affect brain development (p.24).

Family therapists can also more broadly impact mental health by facilitating community groups where this type of information is shared, shaping communities to support young families in raising healthy children (p.25).

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Interventions that prevent or delay the onset of maternal depression perinatally and during a child's preschool years may prevent maternal depression's sequelae in children, resulting in long-term developmental effects on a child (p.26).

Parents with social anxiety disorder, the most prevalent anxiety disorder, typically express high levels of criticism and doubt and low levels of warmth and affection toward their children. This type of relationship can result in children developing their own anxiety disorders (p. 26).

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Adults with adverse childhood experiences are often unemployed, poor, homeless, and prone to committing violent crimes.

An intergenerational cycle is often established where these adults are unable to provide relationships for their children that mitigate the effects of stress, resulting in children growing up in homes exposed to toxic stress (p.26)

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The growing body of research suggests that the work of family therapists should

- focus on prevention and early intervention,
- be shaped by our emerging understanding of the critical role of parents on children's developing brains, and
- incorporate a deepening understanding of the powerful healing effects of healthy relationships for our clients. (p. 30)

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ICDP Background



**"ICDP International :
The Nature of our Work"**

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How it all began



In 1985 Professor Karsten Hundeide, University of Oslo, Norway, started developing a programme, aware of the millions of vulnerable children silently suffering through adult neglect whose number is increasing as result of wars, catastrophes, social upheavals and other pressures of modern life.

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Our approach



Our approach is based on the idea that the best way to help children is by helping adults who care for them.

For that purpose we have developed a programme that promotes dialogue and good relationship between adults and children.

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Our programme



In 1993, the ICDP programme was evaluated and later adopted by the World Health Organisation (WHO) in Geneva, who also published our manual as a WHO document.

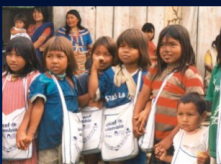
Close cooperation with UNICEF who in Colombia published the "ICDP modules"

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The rationale



❖ In order for children to develop well, their basic need for a stable, caring and guiding long term relationship with their primary caregiver has to be fulfilled.

❖ Under pressures caused by poverty, migration, catastrophes, wars, as well as cultural changes due to pressures of modern life, these basic psycho-social requirements for human development may be lacking, even though the child may physically survive.

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To bring to surface the full potential for good quality interaction between caregivers and their children, by raising the awareness of caregivers about their children's psychosocial needs and by enhancing their ability to respond to them.

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- **VIOLENCE and neglect**

- Incarcerated Youth/Parents/ Teen Parents
- War Veteran Young Parents Returning Home
- Many Parents from High Violence Communities without good parenting models
- Victims of Domestic Violence Parents
- Parents of Abused/Neglected Children
- Displaced Persons including Native American, Immigrant, Migrant Parents
- And Families experiencing Economic Problems, Substance Abuse, Dysfunction or Trauma.....
- Parents of Children with Disabilities/Special Needs
- Parents w/o early attachment - Foster, Adopted, etc.

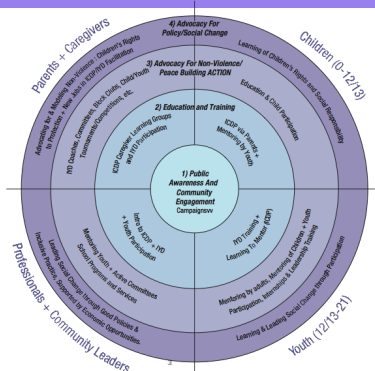
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Community/Caregiver/Child Capacity Development
& Violence Prevention (CCDevVP) "framework"



ICDP = International Child Development Program

IYD = Integrative Youth Development



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!CDP-USA (Chicago)



- **Pritzker Early Education Foundation Grant (2013-2015)**
- Children's Home & Aid Society - Carpentersville
- Children's Home & Aid Society - Elmhurst
- Children's Home & Aid Society - Schaumburg/Humboldt Park
- Family Focus/Nuestra Familia - Cicero/Hermosa (Chicago*)
- Howard Area Community Center - Rogers Park
- SGA Youth & Family Services - Roseland/Woodlawn Projects

- * Batavia Apartments Program
- * Geneva School District - Bilingual Parents
- * St. Charles Military Family Program
- * Family Focus - Aurora: Parents Too Soon (Teens)

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OUTCOMES Expected:



CAREGIVER / PARENT

- o Increased self-insight, understanding and awareness of the positive qualities of care that should and could exist between them and their child, between them and spouses/colleagues;
- o A stronger sense of self-confidence in their roles as caregivers.
- o Improved skills in observing and understanding their children's reactions are enhanced.
- o Empathy-based communication with their children as they better understand their children's point of view, feelings and intentions.
- o More positive competencies in helping children focus and develop self-control.
- o Reduced physical punishment : abuse & neglect of children.

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OUTCOMES Expected:



Results Observed in CHILDREN:

- o Children's feelings towards caregivers become more positive than before.
- o Children become emotionally more secure, open and confident.
- o Children begin to develop a wider vocabulary.
- o Children become more imaginative and creative and they start seeking explanations as well as asking questions, more than before.
- o Children learn how to plan and reflect more before acting.
- o Children manage to control their behavior better.
- o Children feel respect for and are better able to cooperate with others.

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What do we know?
Why does ICDP work?
What has research taught us?



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1. What a baby needs most is at least one long-term relationship based on love.
2. Basic Trust in Adults stems from a Loving Relationship with own Mother as a Baby (E Erikson)
3. Importance of simple Interaction Programs (McVicker Hunt)
4. Babies need a safe base from which to explore the world (J Bowlby)

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5. Good Attunement now, Good Attachment Later (M Ainsworth)
6. Babies seek other People to interact with - They have social natures (C Trevarthen)
7. With Affect Attunement the Baby understands that the Parent understands her (D Stern)
8. Babies have capacity for empathy very early (Zahn-Waxler & Radke-Yarrow)
9. When babies are ready to learn about the world they need 'guided participation' (B Rogoff) or 'mediated learning experiences' (R Feuerstein/P Klein)

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10. Children need encouragement & attention for their initiatives (Rubenstein, Yarrow)
11. Talking about what interests the Child develops their language (M Tomasello, M Farrar)
- and a CHANGE - Evolution from
12. Child's active construction of the world/ independent learner (Piaget)
- is strengthened with
13. Child as an Apprentice - achieving next steps with help (L Vygotsky), through social processes - interaction and dialogue, within their zone of proximal development.

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14. Adults build on child's self-initiated activities (J Bruner, D Wood) - cooperative, conditional assistance.
15. The importance of the Home Environment for Experience and Learning (Ref. Family Process article)
- Most important: 16. Helping parents understand that when we see our child as a person (a fellow human being), we relate to their same need for love, respect and inclusion. Accepting our child with "unconditional positive regard" allows our children the maximum opportunity for personal growth (Rogers) and
17. ... allows the child to be the person they truly are ! (Kierkegaard)

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International ICDP Evidence Base

European Journal of Developmental Psychology: Evaluation of the International Child Development Program (ICDP) as a community-wide parenting program (April 2014). L Sherr, A Solheim Skar, C Clucas, S Tetzchner & K Hundeide

Results: The ICDP group (8 week program) showed more positive attitudes towards child management and reported better child management, improved parental strategies and less impact of child difficulties. Caregivers with low initial scores benefited most. The comparison group showed little change with a significant decrease in scores on the caregiver-child activity scale.

Discussion: The results suggest that caregivers in the community who do not show clinical signs or have children with behavior or other disorders, may benefit from participating in parent training based on ICDP.

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International ICDP Evidence Base

Ministry Of Children, Equality, and Social Inclusion: Evaluation of the Parental Guidance Program Based On The International Child Development Program (June 2011). L Sherr, University College London.

Results: there are a consistent number of significant positive effects of the ICDP intervention for caregivers, parenting and children (independent of gender of the parent and ICDP version).

The findings suggest positive effects on the following:

- positive discipline
- parenting strategy and emotional engagement to the child
- caregivers' attitudes towards child rearing and perceived ability to manage their child
- caregivers' self-efficacy, anxiety, anger and concentration (improvement in managing) household commotion
- children's overall distress and social impairment

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International ICDP Evidence Base

The Family Journal: Counseling and Therapy for Couples and Families: Mothers and Fathers Attending the International Child Development Programme in Norway (August 2014) C Clucas

Results: Both mothers and fathers showed positive change after attending ICDP in parenting strategies, positive discipline, engagement and child management. ICDP courses may have a preventive effect in reducing children and families being referred to child protection systems due to a lack of necessary parenting skills. Fathers may benefit even more, suggesting that the facilitative approach may attract more fathers, and this and a focus on direct relevance to fathers might lead to increased father participation rates.

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International ICDP Evidence Base

European Journal of Developmental Psychology: The long-term effectiveness of the International Child Development Programme (ICDP) implemented as a community-wide parenting programme (August 2014) A Skar.

Results: An ICDP caregiver group showed significantly improved scores on parenting measures, less loneliness, and trend towards improved self-efficacy compared to the comparison group 6-12 months after program completion. They also reported their children spent significantly less time on television and computer games and a trend toward fewer child difficulties, supporting community-wide ICDP implementation as a general parenting program. It is concluded that more intensive training with follow-up sessions should be considered to sustain and boost initial gains.

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Recognizing Empathy



What is Empathy?



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Exercises



Inner Child

- Favorite Childhood Activity
- Favorite Adult

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THE ICDP PROGRAMME


Empathy
Seeing the child as a person

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The caregiver's definition of the child plays a decisive role for her/his interaction and relationship with the child

- ā ICDP aims to:
- ā Assist the caregiver so that she/he focusses on the positive features of the child
- ā Reverse negative and stigmatizing conceptions
- ā To see the child as a person




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To see the child as a person:

- ā This means to experience the child as a fellow human being with the same need for love, recognition, inclusion and respect
- ā When the child is experienced in this way, the caregiver naturally identifies empathically with the child's state and needs - this is the basis of all human care
- ā When this occurs, the caregiver becomes sensitive and available for the child both emotionally and attentionally

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EMPATHIC RESPONSE

It includes the ability to attune with the child's state and give an adequate response through facial expression, touch, posture, way of talking etc. It can be practiced.

Facial expression

Quality of touch

Movements, body posture

Tone of voice

Talking in the same key

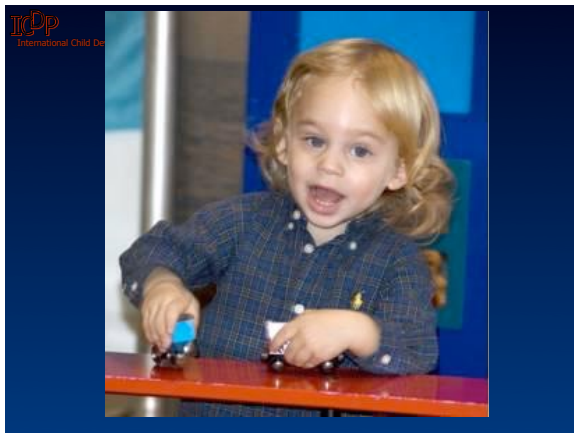
Feeling state of the child:

Sad, timid, pensive, anxious, happy, excited etc.

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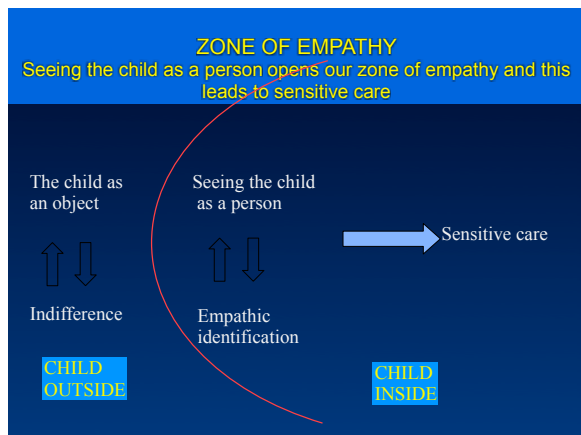
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The zone of empathy opens and closes
Is the child inside or outside the zone....:

Outside the zone:	Within the zone:
<ul style="list-style-type: none"> ♦ Child as an object ♦ Empathic blockage ♦ Emotional withdrawal ♦ Indifference facilitate: ♦ Rejection and insufficient care ♦ Abuse 	<ul style="list-style-type: none"> ♦ Child as a person ♦ Empathic identification ♦ Emotional availability and sensitivity ♦ Sensitive adjusted caring

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Empathy is innate but it can be promoted by:

Providing clear rules and principles
'You don't bite people', and being clear about consequences of child's actions,
'If you hit Susan it will hurt her'

Emotional conviction on the part of the adult
Explanations ought not to be delivered in a calm and cool manner. On the contrary,
with intensity of feeling, firmly, forcefully -

According to research this will as result produce children with the high rates of altruism

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Attributing pro-social qualities to the child
'You were helpful' or 'That was generous of you' or 'It was kind of you' - children internalize attributions and accordingly live up to their reputation

Modelling by adults
Demonstrating altruistic behaviour to children encourages them to do the same

Empathic caregiving to child
This is the most essential attribute, i.e. the existence of a warm and responsive relationship between adult and child; a loving, accepting manner towards children produces children with high rates of pro-social behaviour.

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In ICDP a facilitator promotes a positive conception of the child and empathy by:

- ♦ Asking the caregiver to tell stories / describe the positive features of the child, (if possible looking at the photo of their child)
- ♦ Helping the caregiver to redefine negative features by pointing out the positive side
- ♦ Reactivating caregiver's positive memories from the past
- ♦ Using empathic and interpretive discourse that creates hope and optimism in relation to the child
- ♦ Encouraging caregivers to exchange experiences about their children

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Exercises



1. Empathic Mirroring w/Partner
2. Empathic Identification with a Child

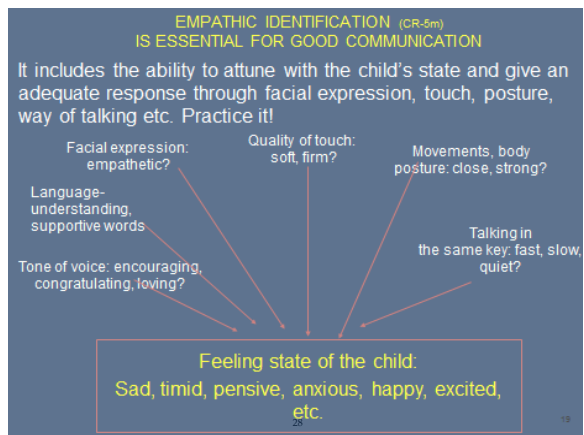
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Empathic Identification Photos

EXERCISE # 4: Empathic identification --PHOTOS of CHILDREN—What is the child feeling and how would you approach?



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Exercise



- [Still Face Experiment](#)

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3 ICDP Dialogues

1. Emotional
Mediatlional
2. Comprehension
3. Regulation



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International Family (Child/Parent) Development Program Three "Dialogues"



- Emotional: precondition for the development of trust and attachment in your child
 - [Social/Emotional Learning](#)

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International Family (Child/Parent) Development Program Three “Dialogues”



- **Comprehension:** Mediating learning between your child and the world; developing a guiding role
 - Cognitive Development

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International Family (Child/Parent) Development Program Three “Dialogues”



- **Regulation:** Establishing and regulating norms, values, setting limits on what is allowed and is not allowed.
 - Self-control/discipline

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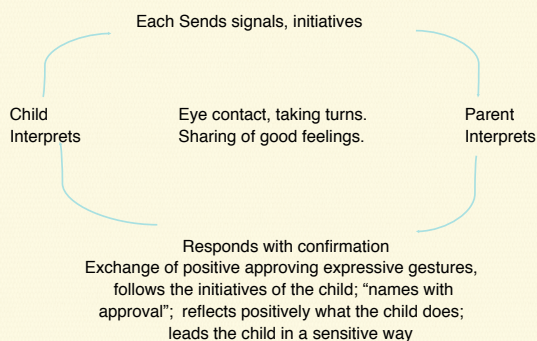
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Pairs/Group Activity

- **Journey:**
 - When in the day do you have contact with your child?
 - Describe how that contact usually is for you and your child.
 - At what times during the day are the moments of contact between you and your child the best?
 - When do you and your child share intimate moments? When do you have time for such moments?
 - What are the stressful points in your daily routine? How can you reduce the stress levels at these times?
 - Is there enough time for play in your child's daily routine?
 - Think about the meaning of play.
- **Play:**
 - In your opinion, why is play important?
 - What are different kinds of play? Give an example?
 - How can adults facilitate cooperative play? How do you do it?
 - To what extent do you leave children to play alone?
 - Do adults need to solve children's conflicts in play, or can children find their own solutions, given the chance to do so?

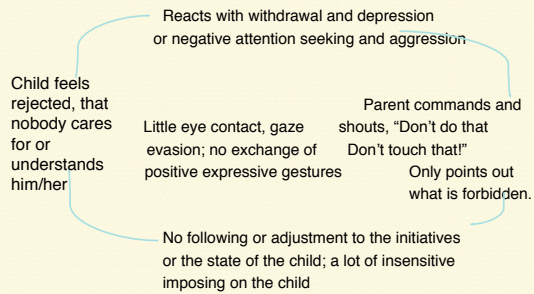
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The “YES” Cycle - Positive interaction



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The “NO” Cycle – No sensitivity to the child’s state, no empathy



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Group Discussion

- What is your child like when s/he has strong negative reactions?
- Can you remember ever being the same way in your childhood?
- Role play – parent has to leave child at babysitter’s
- Try to feel how s/he feels in difficult moments.
- ‘Affect attunement’ – tuning in to the rhythm, state and feeling of the child and expressing what s/he is expressing without simply imitating or repeating

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Group Activity

- Group 1
 - What, in your opinion, is the most important thing caregivers should be aware of in bringing up their children?
 - What, in your view, characterizes a good relationship between caregivers and their children?
 - What can hinder good communication with children?
 - What are a mother’s and father’s role in childrearing?
- Group 2
 - Which qualities would you like to see develop in your child? Which qualities would you prefer that your child not develop?
 - Most parents from time to time have problems with their children. What problems, if any, are you having with your child(ren)?
 - If a child behaves badly, what would you do to stop him/her? Give an example.
 - What do you do to calm yourself when your child is not behaving?
- Group 3
 - Is there anything caregivers can do to promote their children’s development?
 - At what age do infants begin to understand the words spoken to them?
 - When do you think it is worth starting to speak to infants?
 - When do you think it is worth starting to tell children stories?

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Guideline Photo Exercises



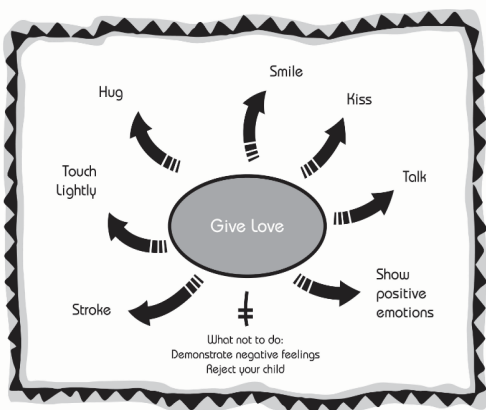
- Describe Photo
- Explore meaning of guideline-why is adult important in the photo?
- What is the impact on the child if they do not experience this positive interaction?
- Personal Examples?
- Discuss Diagram & Add Parent Wisdom

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1. How do you show love to your child?



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2. How do you respond to your child's initiatives?



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3. How do you establish conversations with or without words with your child?



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4. How do you praise your child for his/her achievements and efforts?

Scale document down



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5. How do you help your child focus his/her attention?



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6. How do you name and describe the things around your child?



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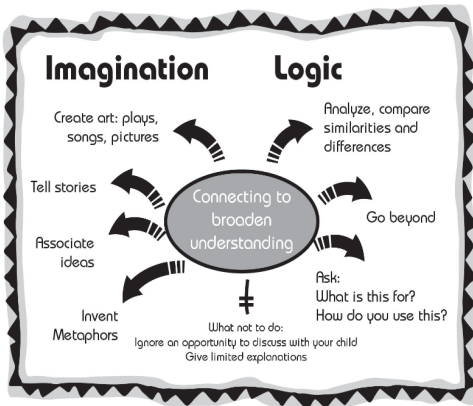
7. How do you broaden your child's understanding about thoughts and experiences shared?



International Child Development Programme



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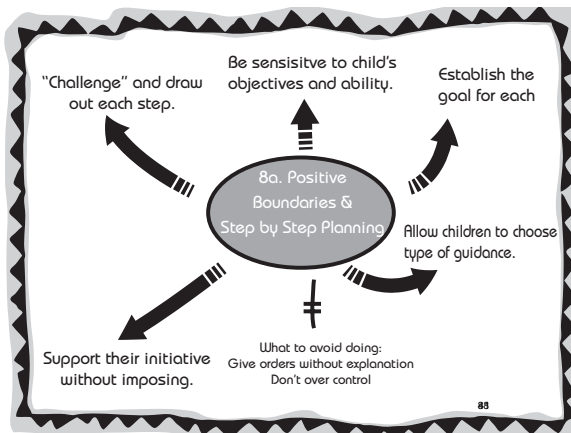


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8a. How do you support your child to plan step by step?



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8b. How do you support your child with scaffolding (gradual support) to encourage their initiative?



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8c.

How do you use situations and set routines to guide behavior?



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8d.

How do you positively set limits with consequences to develop responsibility?



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Two diagrams showing
THE ZONE OF EMPATHY
in relation to

THE 8 GUIDELINES FOR GOOD
INTERACTION OF THE ICDP
PROGRAMME

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CHILD
OUTSIDE

CHILD
INSIDE

The child as
an object



Seeing the child
as a person



Empathic
identification with the child's
feelings and states
The child feels loved and
appreciated

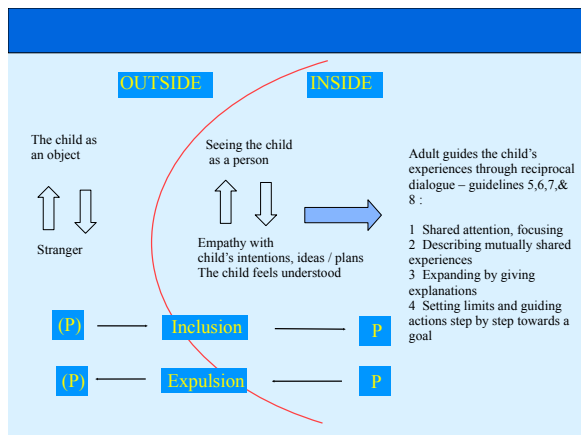
Guideline 1,2,3 & 4
Positive emotional
Responses:

- 1 Showing love
- 2 Responding to the
child's initiative
- 3 Non verbal & verbal
intimate dialogue
- 4 Praise & confirmation

Intervention
Sensitization

Positive cycle

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ICDP Holistic Pedagogy

The ICDP approach is activity-based in the sense that the participants in our workshops have to carry out the actions themselves – through observing, doing and reporting. Talking is not enough.

ICDP-USA materials guide us in maintaining quality in training for ICDP-USA and assist us to be more didactic, they are structured to expand the learning within groups.

- Planning, selecting and completing a task
- Reflecting on what has been done
- Sharing with others in a group the experience



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ICDP Facilitator Sensitization Methodology

1. Establish a close and trusting relationship with the caregiver
2. Promoting a positive conception of the child
3. Self-initiated activity and exemplification
4. Pointing out positive features in caregiver's existing practice
5. Using the eight themes as a basis of consciousness-raising, self-assessment and exemplification
6. Sharing experiences in groups
7. Personalized and interpretive ways of speaking about the child

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Exercise



- Likert Scale
 - "Learnings" from Personal Likert Scale Assessments

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THANK YOU
and
WELCOME
to ICDP-USA



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