Promoting Resiliency Through the Power of Relationship-Based Practice

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ZERO TO THREE
Objectives

• Define and apply strategies of relationship-based and reflective practice to build resiliency

• Explore common barriers to reflective practice

• Practice using the “Look, Listen and Learn” model in working with staff and families
Why did we get into this work?
The Power of the Parallel Process

Provider → Parents

Supervisor ← Community

Child
Someone you turn to...  

What do they *DO*?  
What do they *SAY*?
How You Are Is As Important As What You Do

• How we are with families—our attitudes, beliefs, and values—influence our relationships with them in important ways

• Sometimes the message you want to give families is not the message they receive.

• When you receive responses from parents that puzzle you, its worthwhile sitting down and talking about it.
A trusting relationship built on *mutual respect* creates a *safe environment* which *optimizes*

- the effectiveness of an intervention
- the ability for self reflection and
- professional growth
Allow us to...

- Think more clearly.
- Get a new perspective.
- Feel supported and safe.
- Try new things.
What is resiliency?

“… having the flexibility and inner strength to bounce back when things are not going well.”
How do we regularly respond?

**Reaction**
- Immediate
- No planning
  - Reacting based on our own feelings
  - Not taking into account other’s feelings/person’s history
- “Putting out fires”

**Reflection**
- Slow down
- Plan
  - Self-aware
  - Aware of other’s feelings/person’s history
- Preventing the next fire
Why are we reactive?

- Need for rapid change
- Keeping the lid on Pandora's box
- The need to please
- The need for control and omnipotence

(Heffron, 1999)
Framework for Reflection

Look

Listen

Learn

Effective Responses
Look: Carefully observe self, situation, others

In the beginning we collect information:

**Look: At Yourself (Self-Awareness)**
- What are your five senses telling you?
- What are you thinking and feeling?
- Are your “hot buttons” being pushed?
- Note your immediate “gut” feelings
- Where do these thoughts and feelings come from?

**Look: At the situation**
- What do you observe has happened?

**Look: At the person/people involved**
- Tone of voice?
- Body language?
Listen: Actively listen to those involved

Then, we actively listen to those involved

- Make eye contact/face the speaker
- Maintain supportive/attentive body language and facial expression
- Demonstrate you are listening
  • Mmm-hmm, nods, smiles
- Reflect back what you have been shared
  • “I hear you saying…”
- What is their perspective?
- What unspoken messages are they sending through posture, eye contact, expression, tone of voice?
Learn: Learn from the situation *before* responding

We continue to learn and plan before we respond:

**Skills**

a) Use open-ended questions – “How…”

b) Turn judgments into questions – “I wonder…”

c) Point out the positive (Strengths)

d) Not knowing

**Learn from the situation**

- Was there anything unexpected here?
- What could the behavior mean?

**Plan for the future**

- Where should we go from here? Goals?
- What will help get you there?
Let’s Practice!

Video vignette
Questions?
References


