

Michigan Association for Infant Mental Health

Relationships Heal: The Transformative Power of Connection

May 7, 2019

Connections, Connections, Connections
within Circle of Security[®] Parenting[™]

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COSP™ Facilitators in Michigan



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 2. Sheila Marcus
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 5. Jan Ulrich
- Etc?

<https://www.circleofsecurityinternational.com/directory>

* Special thanks for contributions by phone, if not in person

Workshop Objectives:

1. Differentiate connection, attachment, and attention within a relationship-based approach to parenting.
2. Apply a metaphor for trauma restimulation and recovery within parenting.
3. Reflect on parallel process connecting with parents learning to connect with their child.

Please note:

This workshop describes Circle of Security[®]- Parenting[™], based on information and handouts available through:

www.circleofsecurityinternational.com

Powell,B, Cooper,G, Hoffman,K, and Marvin,B. *The Circle of Security Intervention: Enhancing Attachment in Early Parent-Child Relationships*. New York: Guilford, 2016.

Hoffman,K, Cooper,G, Powell,B, Benton, C. *Raising a Secure Child: How Circle of Security Parenting Can Help You Nurture Your Child's Attachment, Emotional Resilience, and Freedom to Explore*. New York: Guilford, 2017.

And the professional experience of the presenters.

It is NOT training to provide COSP[™].

For handouts and additional cautions, please refer to

<https://www.circleofsecurityinternational.com/handouts>

Relationship, Relationship, Relationship... Attention? Attachment? Connection?

Infant Mental Health intervention is about “Relationship, Relationship, Relationship”

What’s that?

Is this about giving my child attention (positive or negative) whenever they want it?

Is this about my child being attached to me (“bonded”)?

It’s about making and maintaining a supportive connection with your child,
as s/he explores and returns; attaches, separates, and individuates.

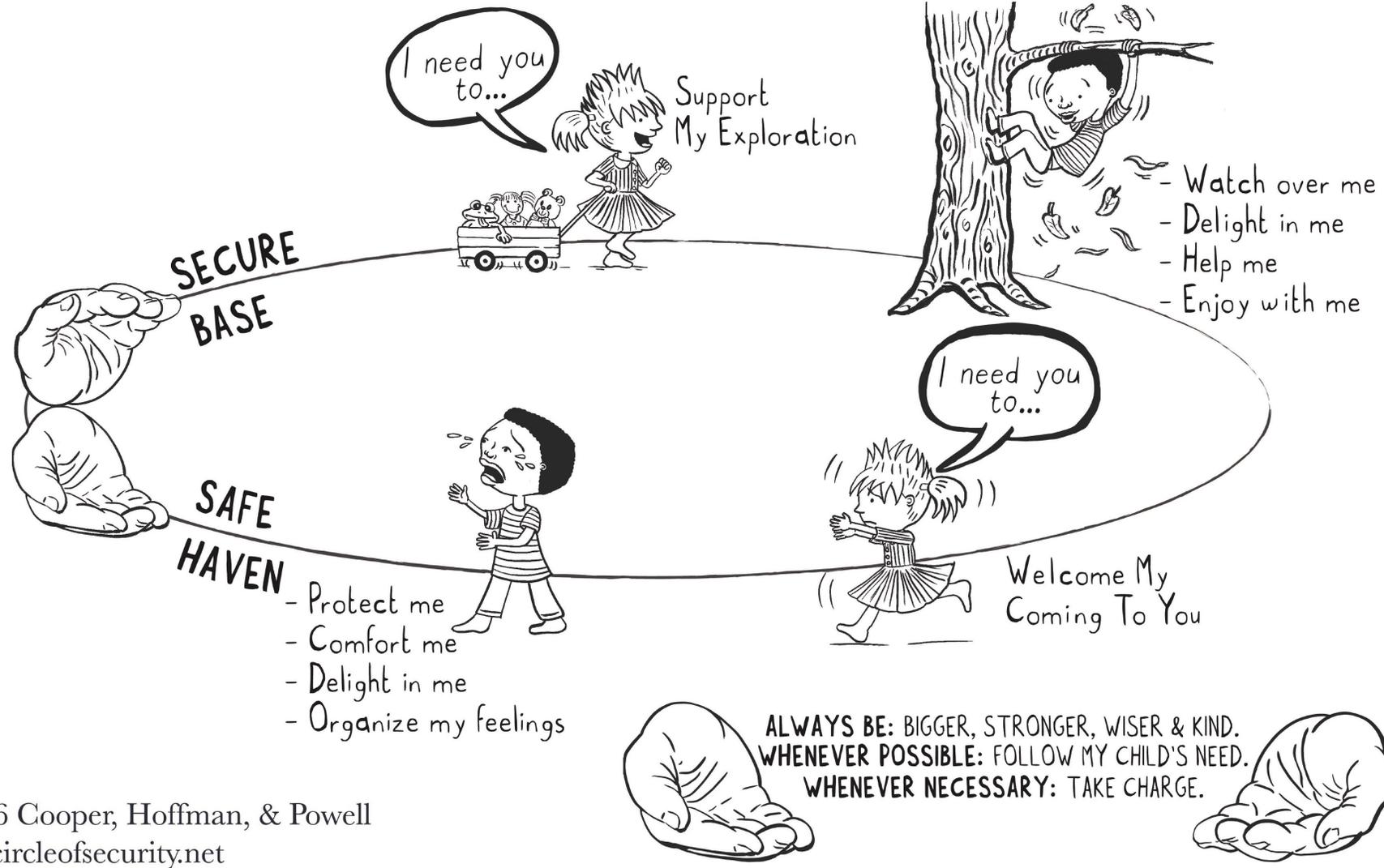
Depending on how communicating needs & connecting with exploring/returning goes,
this can result in a “secure attachment” style (or a different pattern).

Evolution of COSP: Based in Attachment Theory

- 1998 **20-week clinical group protocol** Hoffman, K, Marvin, R, Cooper, G. & Powell, B.
Changing Toddlers' and Preschoolers' Attachment Classifications: The Circle of Security Intervention
<https://www.circleofsecurityinternational.com/userfiles/JCCP-COS-Published-Article.pdf>
- 2002 **Four session home visitation protocol (COS-HV4)** Cooper, Hoffman, and Powell with Jude Cassidy
Cassidy, J., Woodhouse, S., Sherman, L., Stupica, B, & Lejuez, C. (2011). Enhancing infant attachment security:
An examination of treatment efficacy and differential susceptibility. *Journal of Development and
Psychopathology*, 23, 131-148.
- 2003 **Jail Diversion protocol** (prenatal to 12 months)
Cassidy, J., Ziv, Y., Stupica, B., Sherman, L. J., Butler, H., Karfgin, A., Cooper, G., Hoffman, K. T., & Powell, B.
(2010). Enhancing maternal sensitivity and attachment security in the infants of women in a jail-diversion
program. In J. Cassidy, J. Poehlmann, & P. R. Shaver (Eds.), *Incarcerated individuals and their children viewed
from the perspective of attachment theory*. Special issue of *Attachment and Human Development*.
- 2007 **Eight-session parent reflection protocol** Circle of Security Parenting (COSP™) Cooper, Hoffman, and Powell
- 2010 **COSP™ DVD release**

Circle of Security[®]

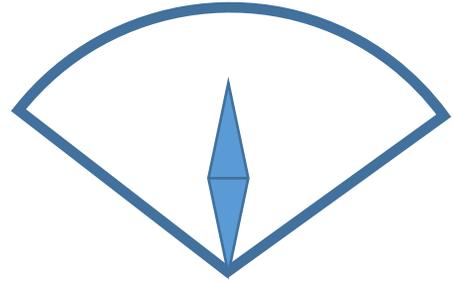
Parent Attending To The Child's Needs



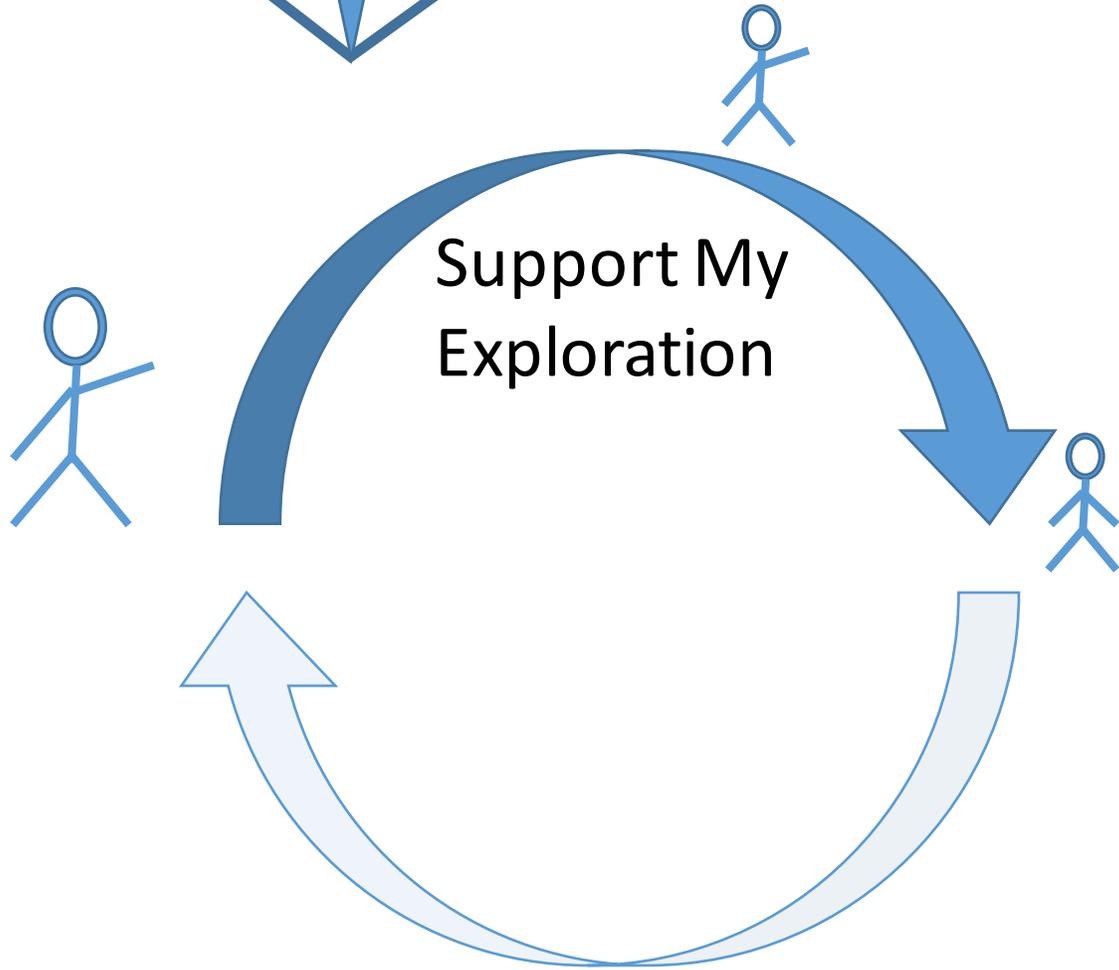
©2016 Cooper, Hoffman, & Powell
www.circleofsecurity.net

<https://www.youtube.com/watch?v=cW2BfxsWguc#action=share>

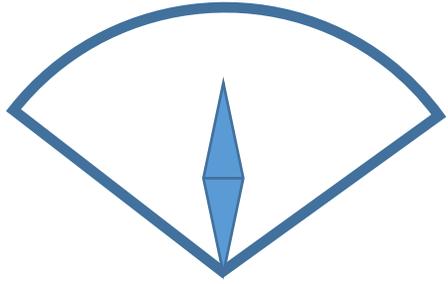
<https://vimeo.com/147759926>



When possible: Follow Child's Lead



- Watch over me
- Delight in me
- Help me
- Enjoy with me



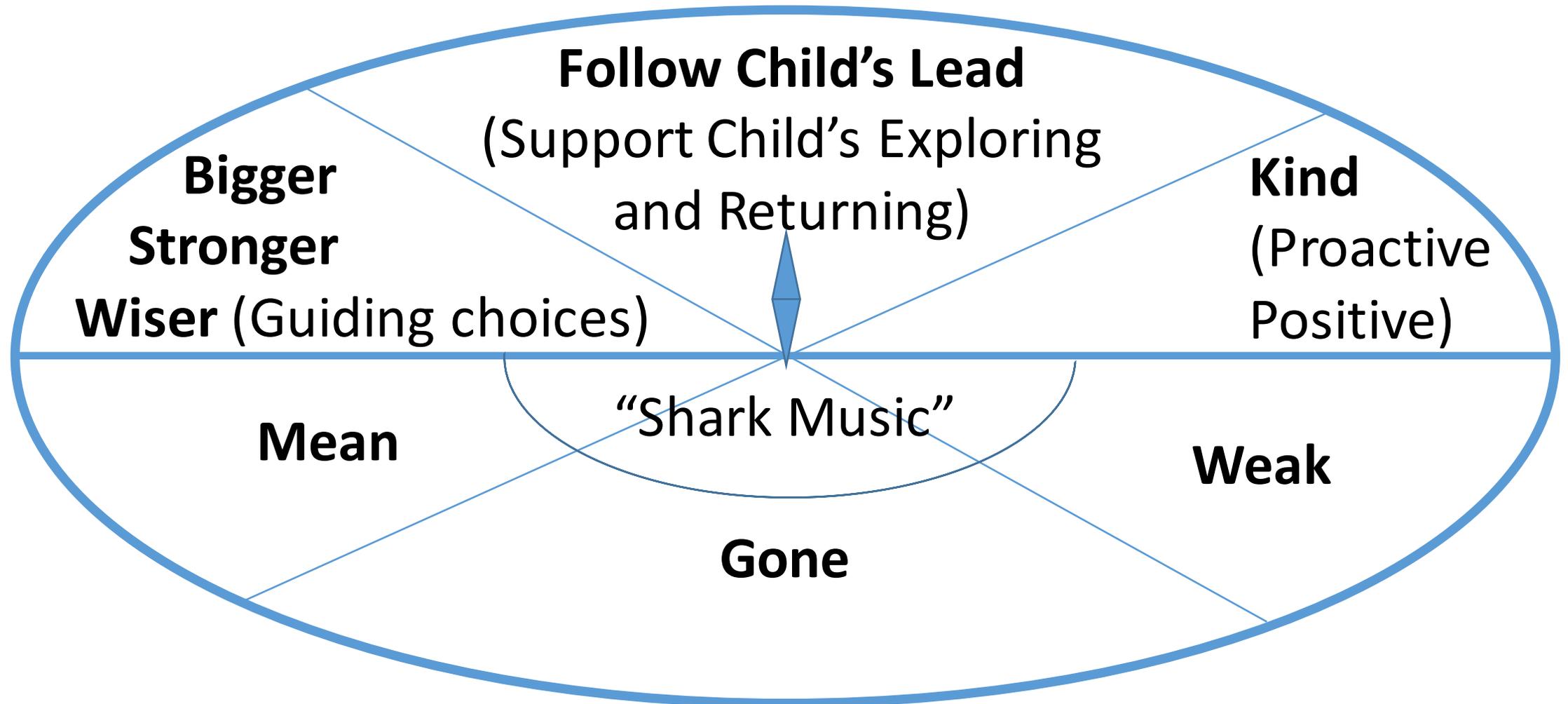
When possible: Follow Child's Lead



- Protect me
- Comfort me
- Delight in me
- Organize my feelings

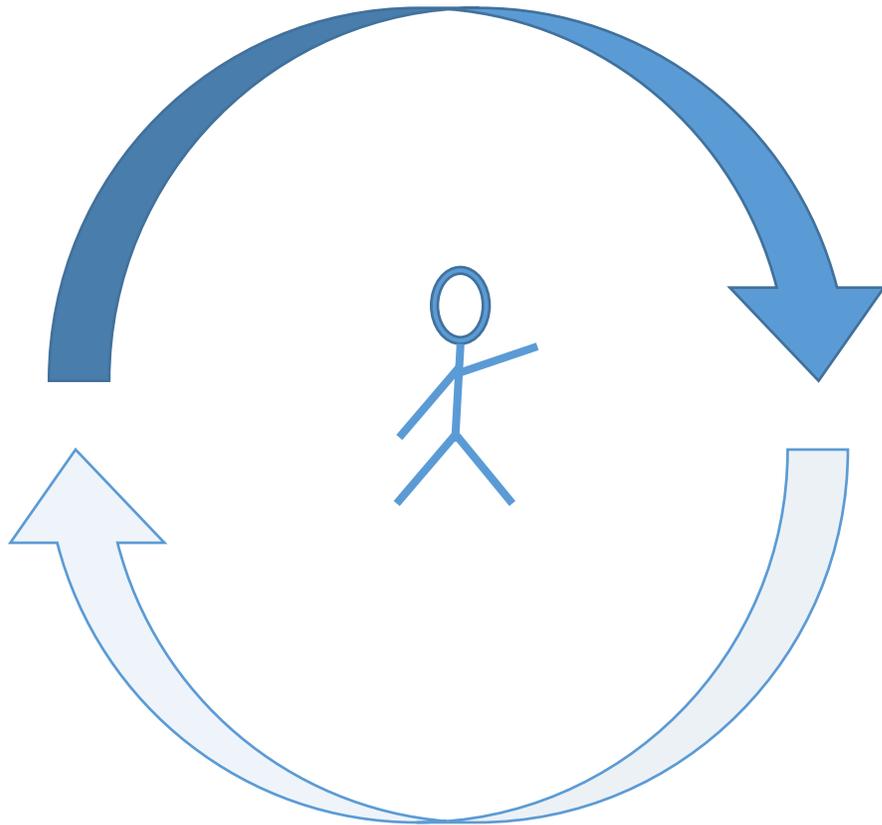
Refill my 'cup'
(Recharge my 'parent battery')

Parenting Choices within COS





When necessary: Be Bigger, Stronger, Wiser & Kind



Get centered

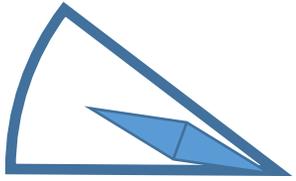
Get from emotionally Hot or Cold
to Warm

Be present

Get through 'shark music' zone

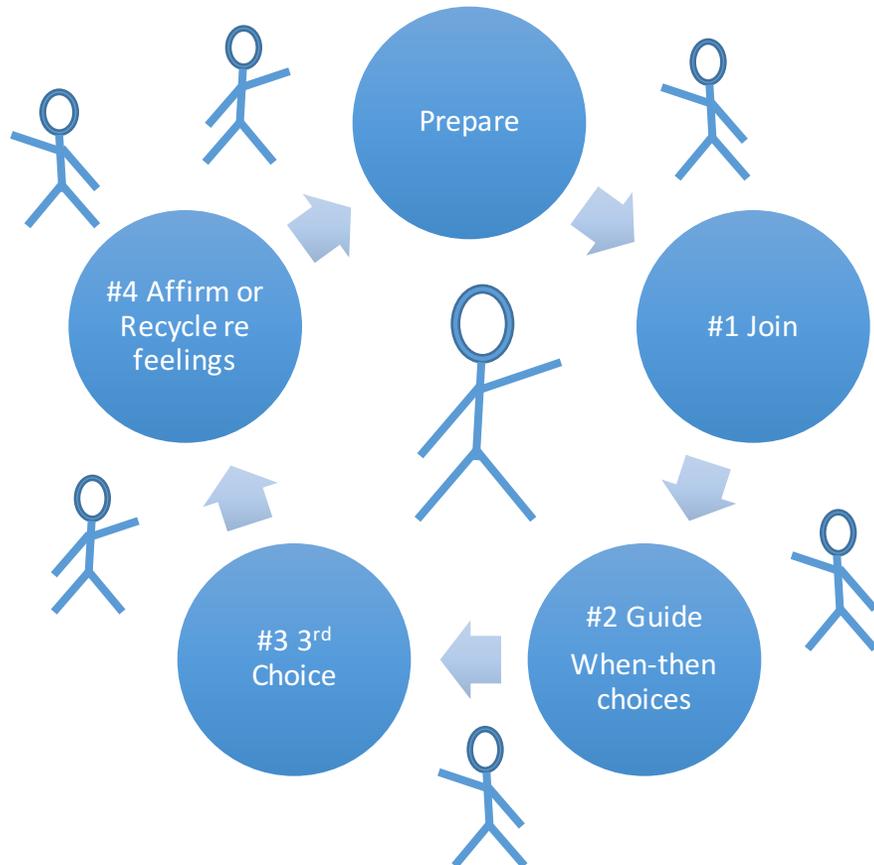
ANTICIPATE progress around circle

- Offer activities for exploration
- Continue connection
- Wonder about ...



When necessary: Be Bigger, Stronger, Wiser...

For example: 4-Step Parenting*



This is where a variety of parenting skill-building resources might apply.

Within COSP™, maintaining the connection is critical and what sets it apart from skills alone.

It is “O” collaborative, rather than “↔” confrontational

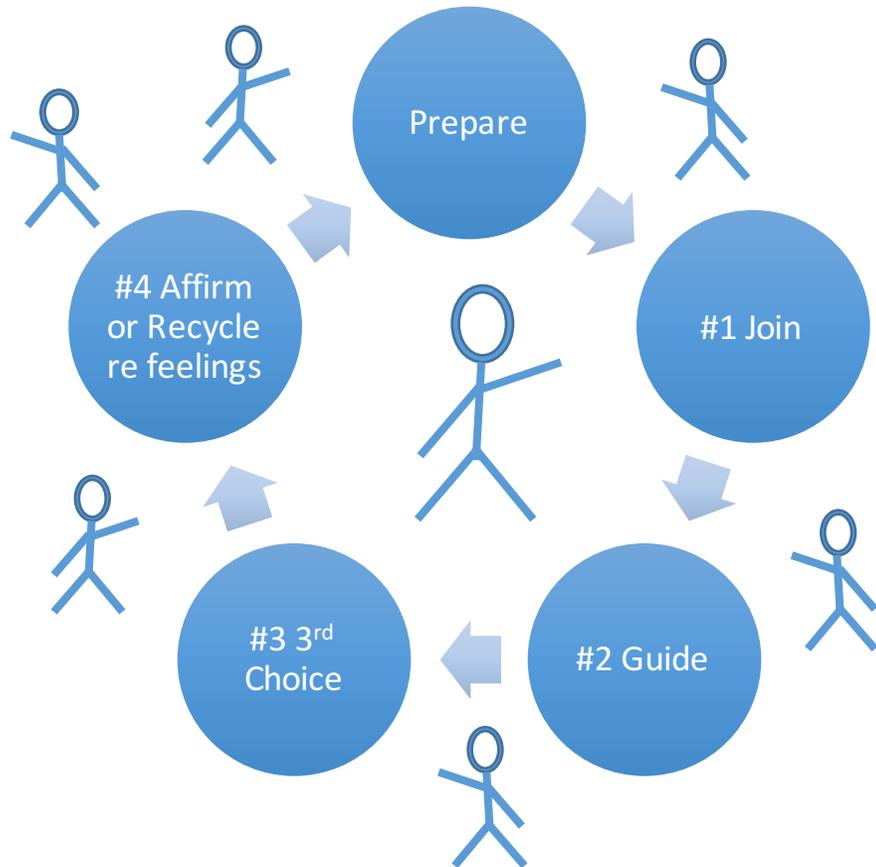
Parent is “being with” child, while guiding/following through on choices and consequences.

*mainerains@gmail.com not COSP™



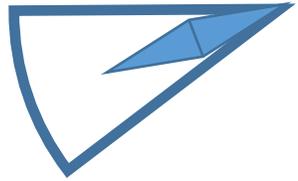
When necessary: Be Bigger, Stronger, Wiser & Kind

For example: 4-Step Parenting*

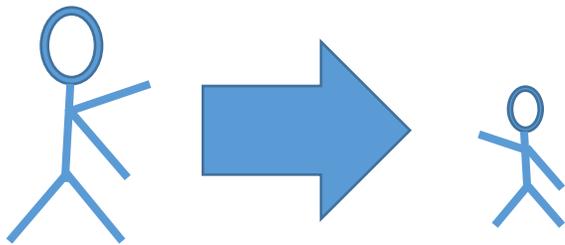


- Join feelings, goals, teamwork
- Identify Choices → Consequences
- Offer 3rd choice (step on ladder) mutual goals (fun, together)
- Affirm and exit, if finished...
- If not...Recycle about emotional expression...continue to “Be with”
- “Time In” together, if needed

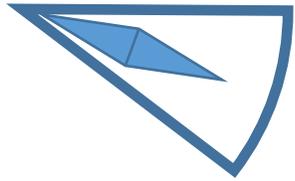
*mainerains@gmail.com not COSP™



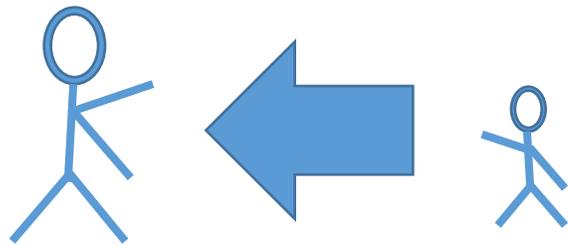
Avoid tipping from Strong to **MEAN**



- Acting out of anger, fear, anxiety, etc. and not “wiser” or “kind”
- Reacting rather than proacting
- “Strong” reactions that punish, but fail to teach
- Consequences that are neither natural nor logical (not “wise”)
- Leaving the Circle and not being with the child



Avoid tipping from Kind to **WEAK**



- Permissive
- Giving in to 'coercive interactions' where child escalates upset until parent gives in, which reinforces child behavior and parent response
- Failing to help child learn independence, interdependence

Avoid GONE



- Sometimes it's unavoidable, with multiple children, jobs, tasks, etc.
- ("Good-enough" presence)
- other GONE?
 - Substance misuse?
 - Romantic relationships?
 - Psychopathology, depression, dissociation, borderline, PTSD, etc.
 - Level of maturity (teen vs adult)
 - etc

Stress reminders/Transference/Windshield 'Glare'

- Link to embedded video

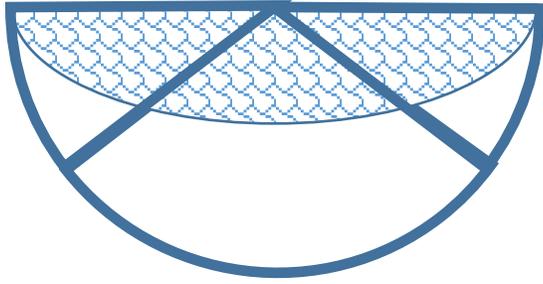
How long effects can persist?

How powerful traumatic stress can remain?

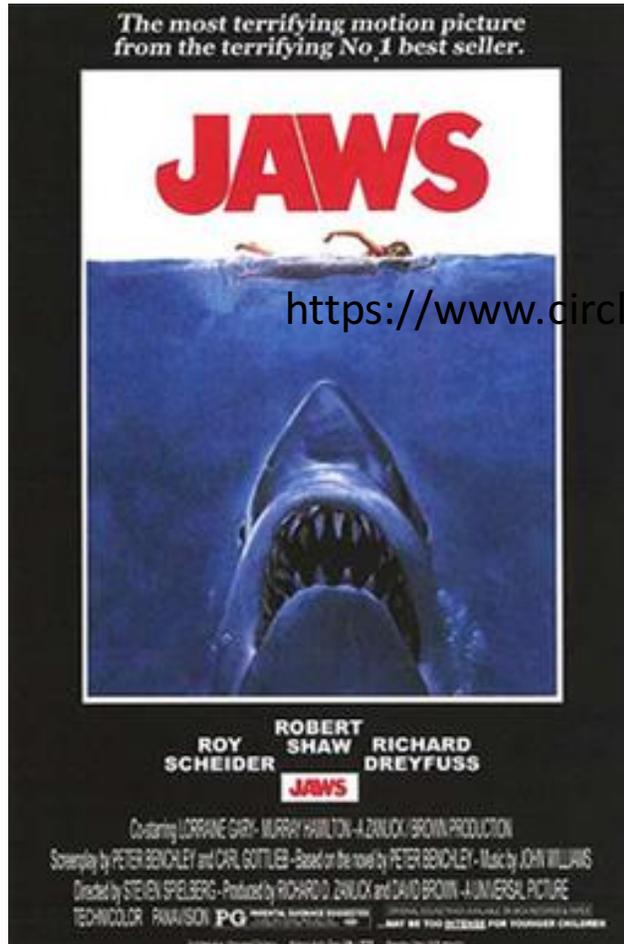
How to clarify past/present stress?

How to manage?

How to repair?



Recognize/Manage 'Shark Music' affecting Mean/Gone/Weak



<https://www.circleofsecurityinternational.com/caspr/classroom>

When the “sound track” music triggers ‘mean, gone, or weak’:

- Notice it
- Label, narrate it
- Check the ‘credits’ at the end of the movie to note who the actors are, what the animation is (not real), when it was made, what the music is, etc.
- Focus on the ‘video/audio’ of child
- Repair “Rupture”

Connections...

...Connections ... and ... Connections

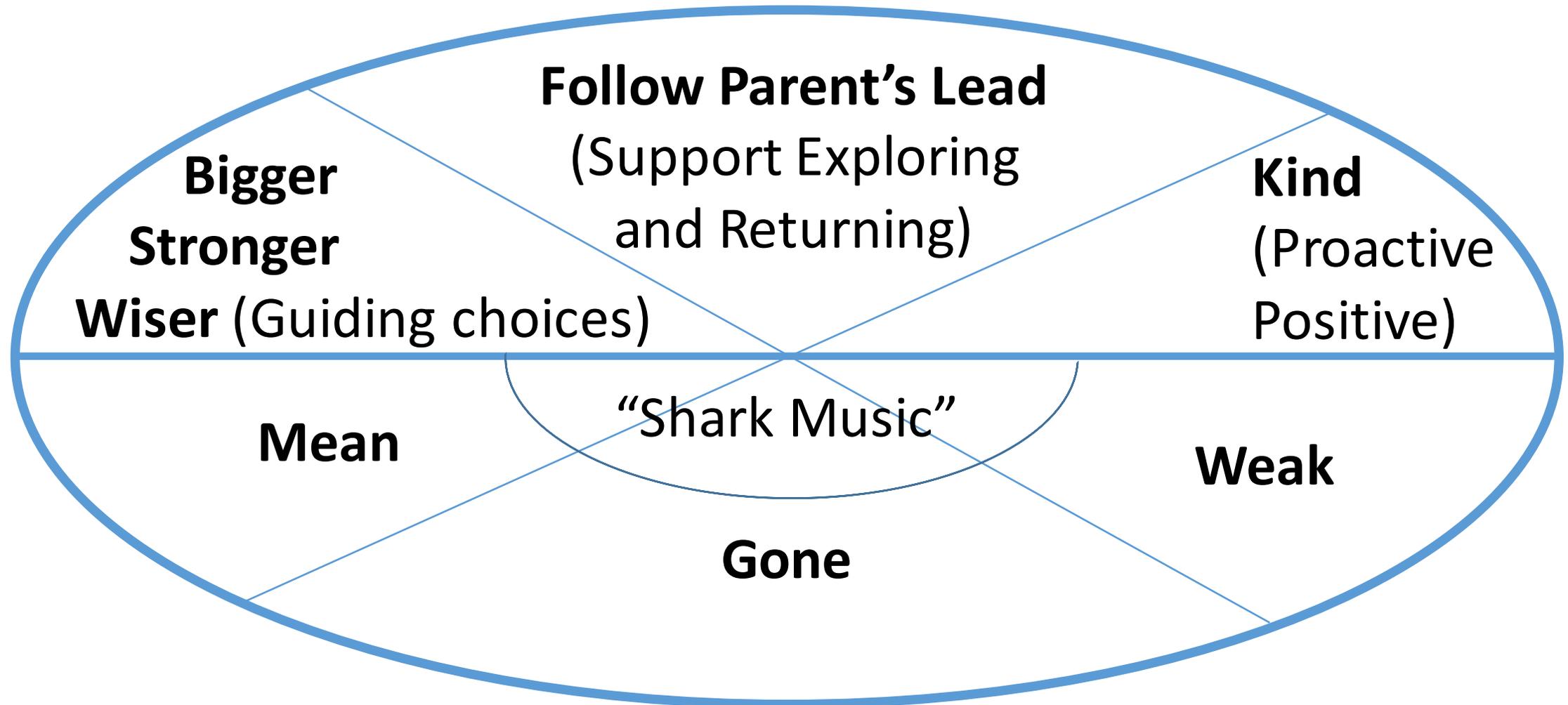
Facilitator and Family



Mentor and Facilitator



Facilitator Choices within COS *[draft to elaborate]*
We could briefly discuss a slide for each sector?



Interactive look at Facilitator-Parent Connection

- What are facilitator → parent tasks following parent lead around the circle of parent-child relationship exploring and returning?
- What are examples of bigger, strong, wise, kind interventions?
- What could be examples of mean, weak, gone?
- What shark music for facilitators?

<https://blog.polleverywhere.com/word-clouds-for-open-response-audience-activity/>

Or

<https://kahoot.com/>

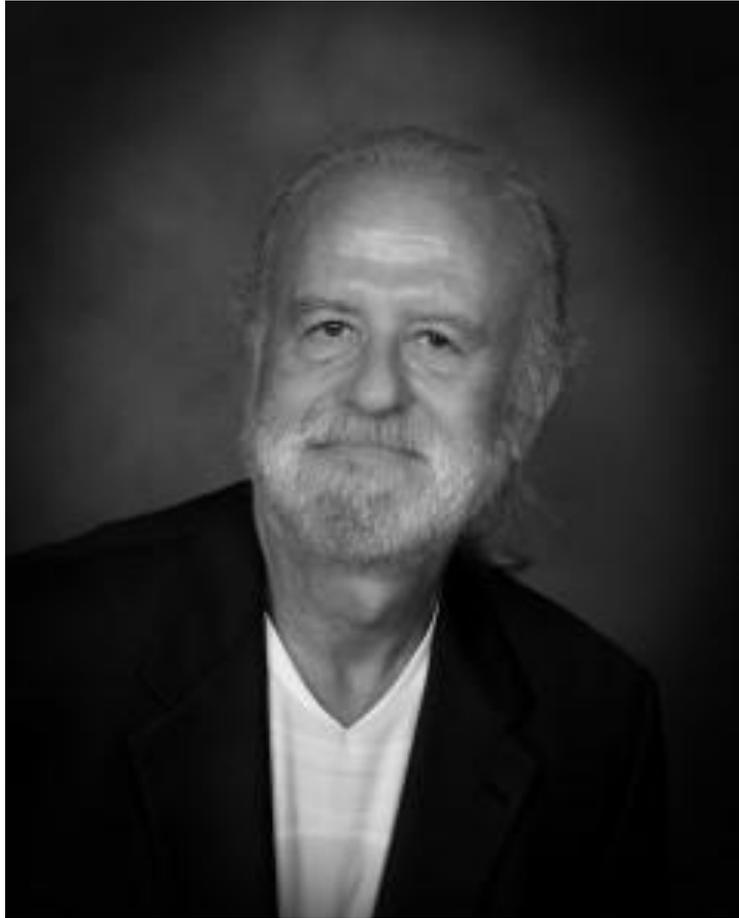
instructions

“Panel” contributions

Challenging to work with

- Low cognitively functioning, where modeling, observing, and labeling work better than explaining
- Foster parents struggling to form attachment and children struggling with attachment history and trauma exposure
- COSP for parents when facilitator is not the primary therapist, able to ‘be with’ parents outside of the COSP sessions and be tuned in to potential trauma response issues
- Parents distracted with children in the room
- Parents feeling dizzy from multiple circles with multiple children
- Managing fidelity to protocol
- Challenges to group model (transportation, timing) vs home visits
- Transgenerational issues, single vs couple issues, etc.

(COS[®] 'lens') for Michael Trout's "*Five Core Things*"



(Provide a Secure Base for Exploring Relationships)

Presence, Holding, Attunement

(Follow the Child/Parent/Supervisee's Lead)

Following, Wondering, Attunement

(Provide a Safe Haven for Returning From Exploring)

Presence, Holding, Attunement

(When Necessary be Bigger, Stronger, Wiser & Kind)

e.g. Fraiberg, Adelson, etc. for IMH training

(Recognize "Shark Music")

Be Mindful of self

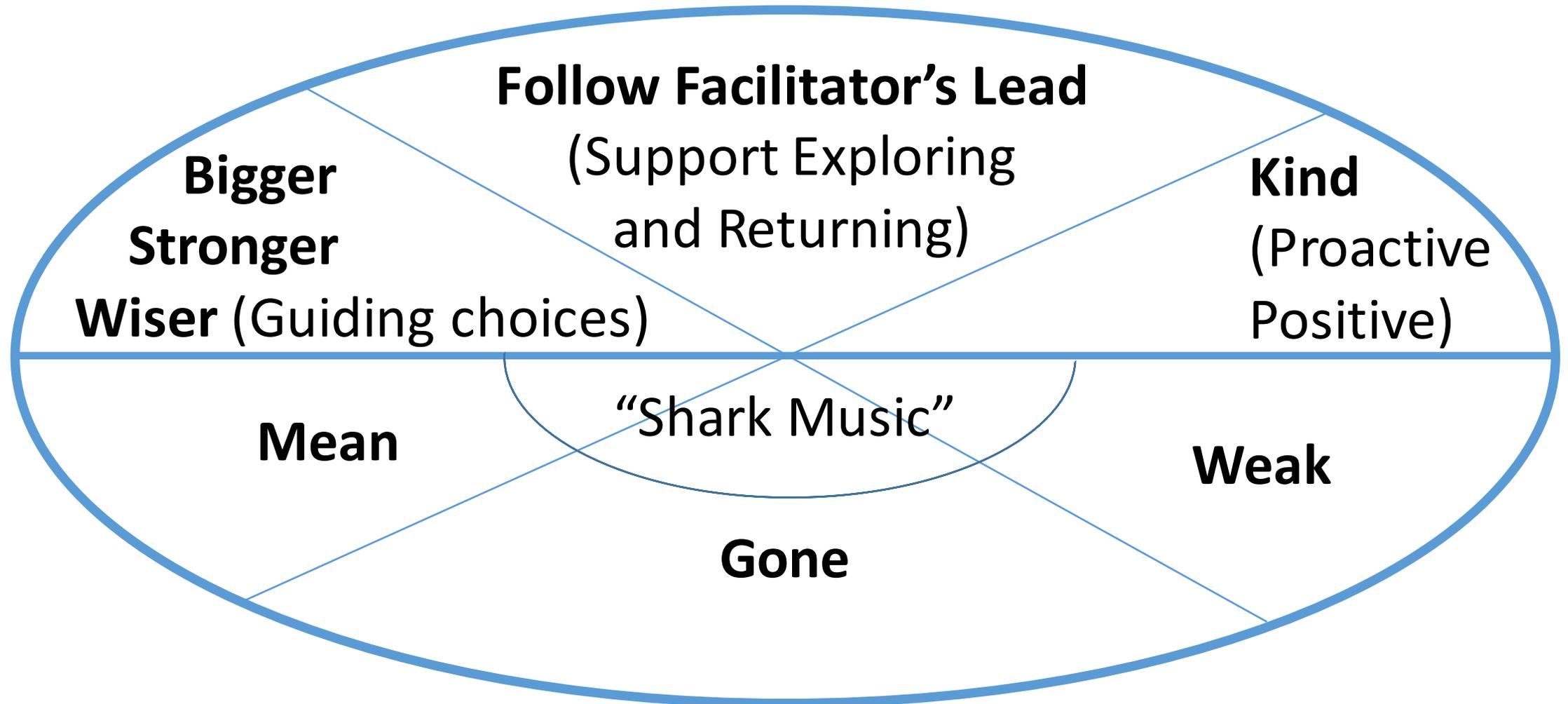
(Avoid Mean, Weak, Gone)

Be Mindful of self and Be Present

<https://www.infant-parent.com/michael-trout/>

Four minute intro for Maine: <https://www.infantmentalhealth.org/savethedate> click ► on video frame

Mentor Choices within COS *[draft to elaborate]*
We could briefly discuss a slide for each sector?



Interactive look at Mentor-Facilitator Connection

- What are mentor → clinician tasks following clinician lead around the circle of clinician-parent-child relationship exploring and returning?
- What are examples of bigger, strong, wise, kind interventions?
- What could be examples of mean, weak, gone?
- What shark music for mentors?

<https://blog.polleverywhere.com/word-clouds-for-open-response-audience-activity/>

Or

<https://kahoot.com/>

instructions

“Panel” contributions

- Mentor relationship especially helpful for managing worries about parent stress response and mental health stability in between sessions.
- Some supervisory relationships may feel like supervisor is (‘gone’) focused on logistical details rather than clinical supervision.
- Reinforces “wondering” versus talking, telling, ‘teaching’
- Reflective supervision roles

Circle of Security[®]-Parenting[™] Resources

Introduction: <https://www.youtube.com/watch?v=cW2BfxsWguc#action=share>

Handouts: <https://www.circleofsecurityinternational.com/handouts>

Animated video clips: <https://www.circleofsecurityinternational.com/animations>

Trainings: <https://www.circleofsecurityinternational.com/trainings>

Parenting blog: <https://www.circleofsecurityinternational.com/parenting-blog>

COS[®]P[™] for Carers: Tools for Childcare Providers, Foster Parents, and Classrooms
<https://www.circleofsecurityinternational.com/cosp-with-carers-welcome>

Emerging Applications

COS-P for Carers

<https://www.circleofsecurityinternational.com/cosp-with-carers-welcome>

COS-P for Childcare Providers

<https://www.circleofsecurityinternational.com/cosp-with-childcare-providers>

COS-P with Classrooms

<https://www.circleofsecurityinternational.com/cosp-classroom>

COS-P for Foster Parents

<https://www.circleofsecurityinternational.com/cosp-with-foster-parents>

COS-P for Head Start?

Additional Brief Bibliography

California Evidence-Based Clearinghouse for Child Welfare

<http://www.cebc4cw.org/program/circle-of-security-home-visiting-4/>

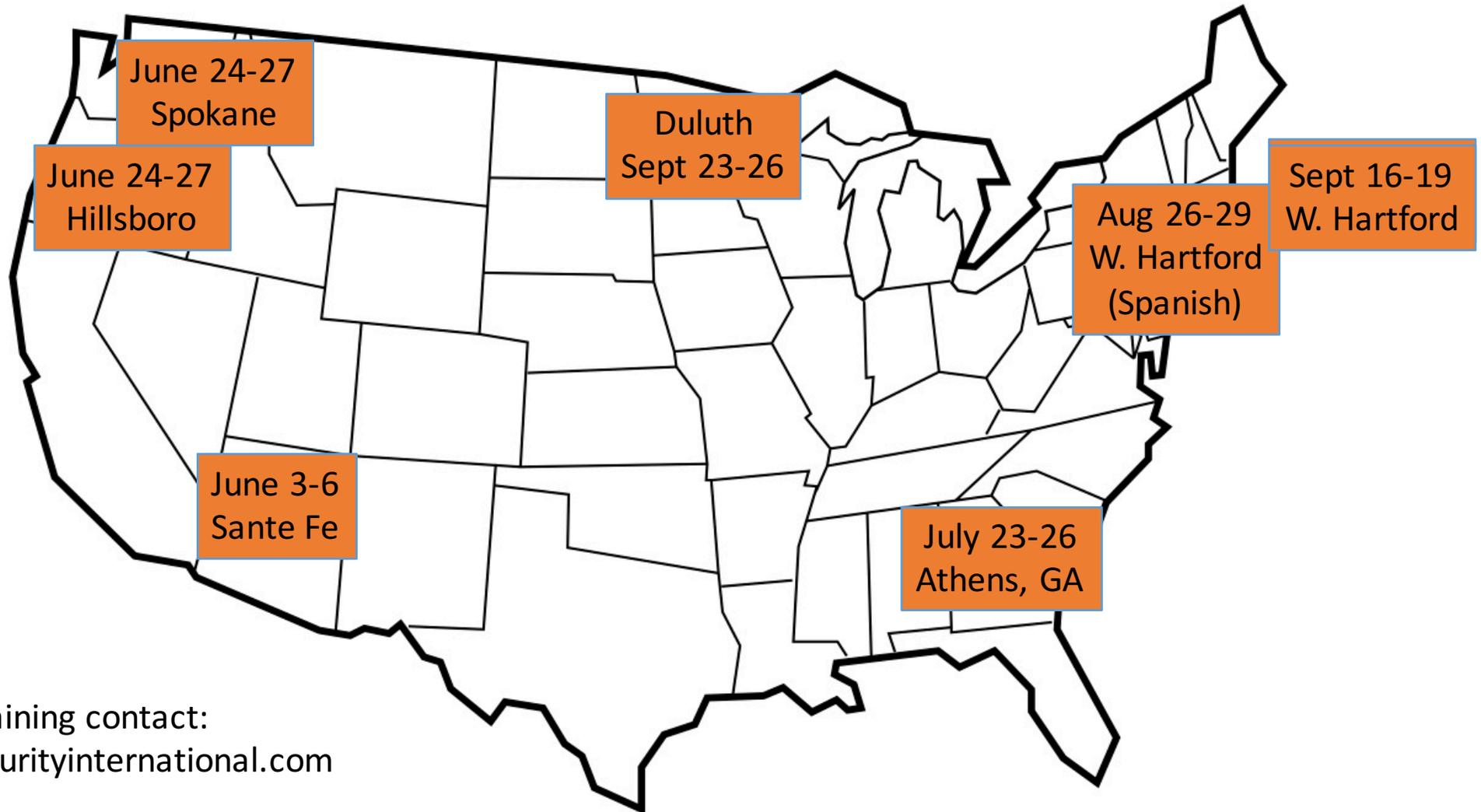
Cassidy, J., Brett, B. E., Gross, J. T., Stern, J. A., Martin, D. R., Mohr, J. J., & Woodhouse, S. S. (2017). Circle of Security–Parenting: A randomized controlled trial in Head Start. *Development and Psychopathology*, 29, 651-673.

Cassidy, J., Woodhouse, S.S., Sherman, L.J., Stupica, B., & Lejuez, C.W. (2011). Enhancing infant attachment security: An examination of treatment efficacy and differential susceptibility. *Journal of Development and Psychopathology*, 23, 131-148.

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Yaholkoski, A, Hurl, K, & Theule, J. (2016) Efficacy of the Circle of Security Intervention: A Meta-Analysis, *Journal of Infant, Child, and Adolescent Psychotherapy*, 15:2, 95-103.

COSP 4-day Trainings in US 2019



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bill@circleofsecurityinternational.com

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