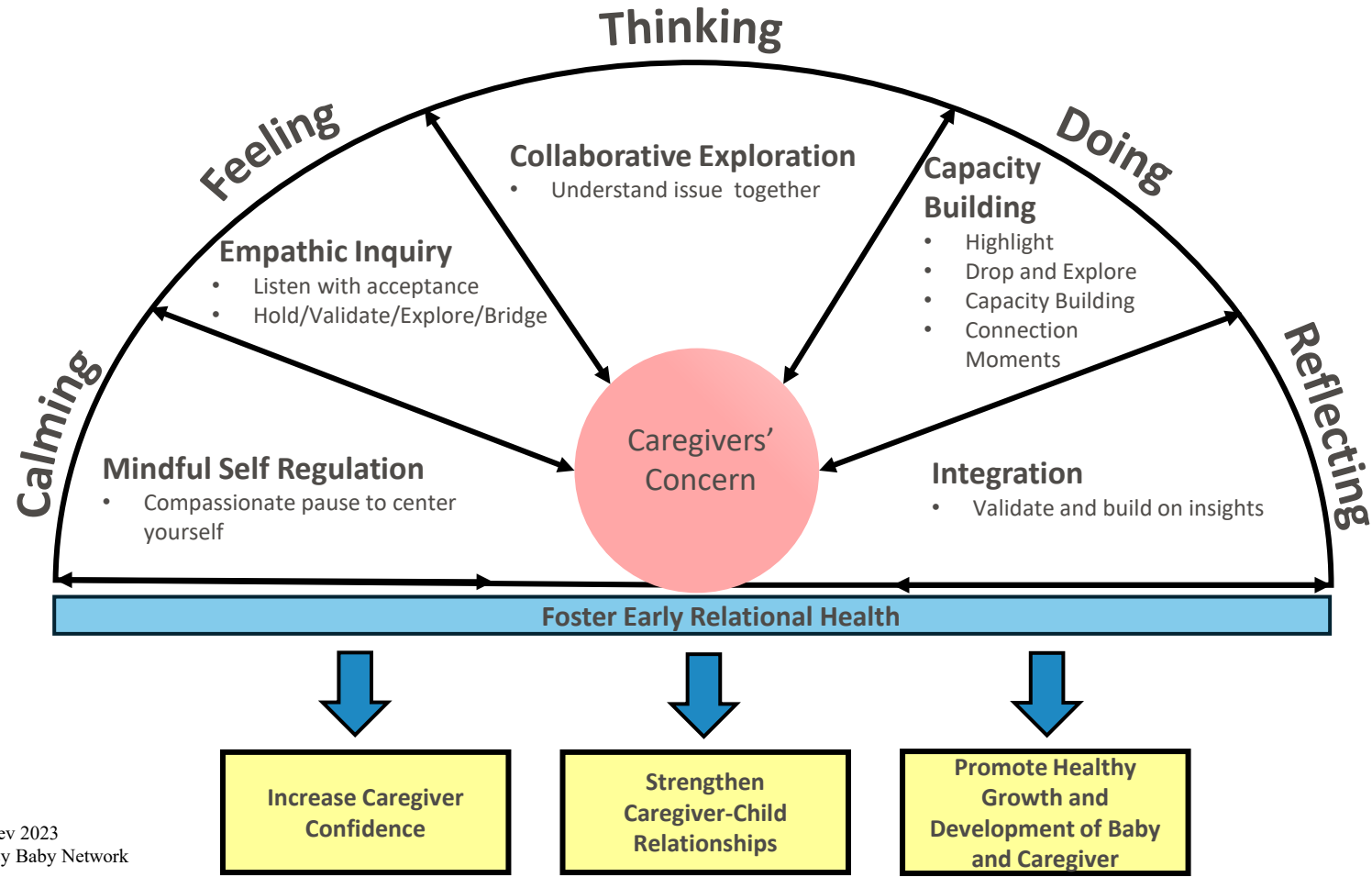


HealthySteps FAN

Facilitating Attuned Interactions



FAN Pocket Guide

ARC OF ENGAGEMENT:

Before: How am I? Who are we to each other? *What do I need to do to be fully present?*

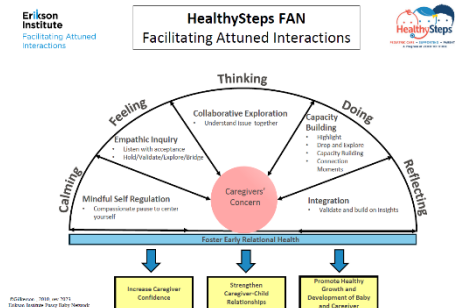
Beginning: What's it been like *for you* ...?

Middle: Have we gotten to what you *most wanted* to talk about?

End: Three words. What would you like to *remember* from our time together?

After: *How am I now? What do I need to do to be present for what comes next?*

MOVE on the FAN where the Caregiver needs you to go—Matching/Attunement Process



Observing – What does the caregiver need now?

Offering – Which process will match what the caregiver is showing me?

Checking – Is this working?

Re-attune – Moving on the FAN based on caregiver's response or my response (MSR)

MINDFUL SELF-REGULATION: Compassionate pause to center yourself

- Awareness of self (regulation/dysregulation); Balance: Strategies to bring awareness to the present; Connection: Reading the cues and decide where to move on FAN

EMPATHIC INQUIRY: “What has it been like *for you*?”

- Listen with acceptance
- Hold, validate, explore, and/or bridge from feelings

COLLABORATIVE EXPLORATION: “Let’s think about this together”

- See the baby that the caregiver sees
- What do you think is happening? What’s your hunch?
- What have you tried? What helps, even a little? What does not help? Why might that be?
- What are the views of other people who are important to you?
- What would you like to see change?
- If we could focus on one thing today, what would that be?
- How ready do you feel to start? Or is it just helpful for you to talk about it?
- What first small steps might you take?
- What would it be like for you to try these new ways?

CAPACITY BUILDING: Ready to learn or do

- Watch for and highlight what the caregiver is already doing to help
- Drop and Explore: Say it in one breath
- Capacity Building Moments:
 - MSR
 - Acknowledge: “This is the cry you were telling me about”.
 - Affirm: “Please feel free to do whatever you need to do?”
 - Support: “I’m here with you.”
- Connecting Moments: Protect/reflect affect (“glow with them”) when emotional connection is made

INTEGRATION: Building a Coherent Narrative

- Watch for, validate, and build on a caregiver’s discoveries/ “Aha!” moments
- What would you like to hold on to/remember from our visit? Three words.

Arc of Engagement

Near the middle

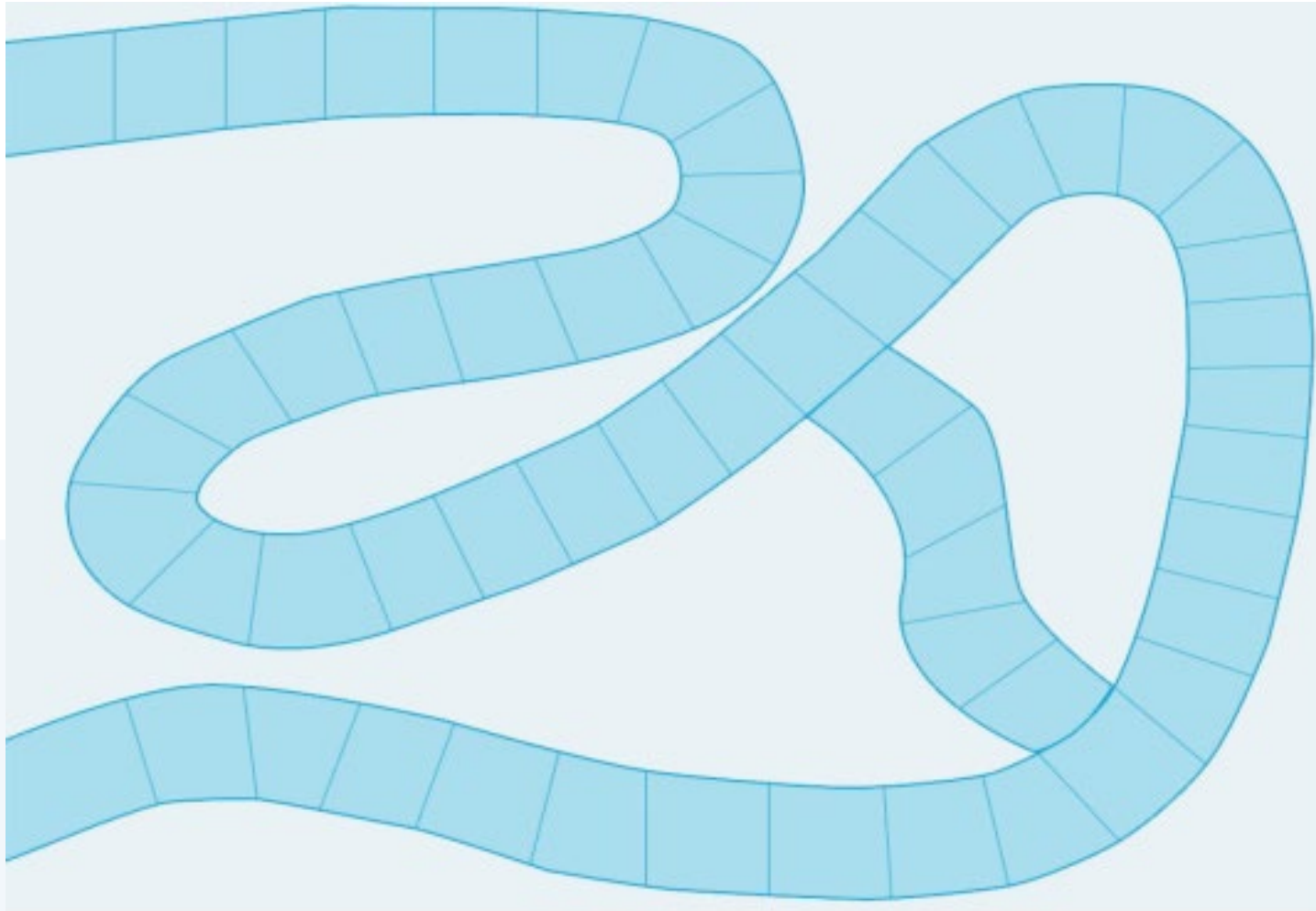
In the beginning

At the end

Before the contact

After the contact

Journey of an Interaction



KEY

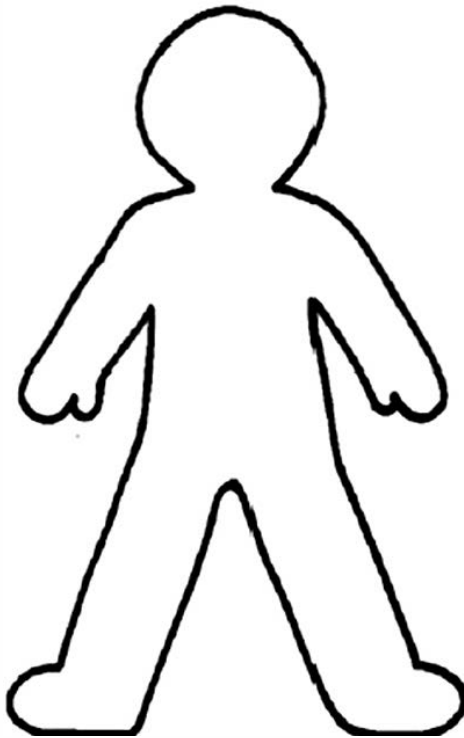
- M** = Mindful Self-Regulation
- E** = Empathic Inquiry
- CE** = Collaborative Exploration
- CB** = Capacity Building
- I** = Integration
- A** = ARC



**Erikson
Institute**

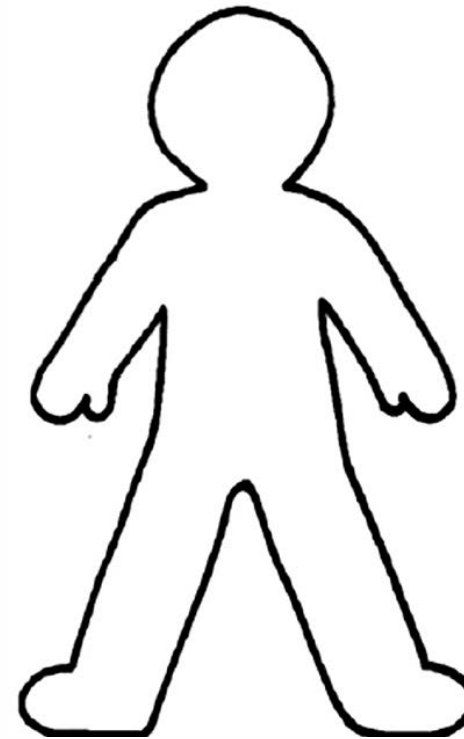
Inside/Outside

Self



MSR Strategies

Other



Empathic Response

Language of Repair

- I'm wondering if we're not quite on the same page. I think I got ahead of you.
- I'm wondering if I started offering suggestions too quickly. I'd like to listen a little more to make sure I understand what's important for you.
- Let's slow down for a minute. I'm not sure I'm understanding. Can you tell me more about what this was like for you?
- I want to make sure I'm supporting you. What would be helpful to you?
- It sounds like you're ready to move on. Would you like to shift to ____?
- It sounds like what I suggested wasn't helpful at all. I'm sorry I missed the mark. Could we think a little more about it together?
- I was thinking about you during the week. I think I didn't really hear how hard it's been for you since your sister moved in. Could we talk about this again? I'd really like to understand.

- _____
- _____
- _____

“When you do something that doesn’t work, you have an opportunity to learn something and grow closer.”

–T. Berry Brazelton, MD

FAN As Team Tool: Shared Language

Communicating Where You Are and What You Need

In the top box, write one example for each FAN wedge of what you could say to your colleagues to cue them into where you are and what you need.

CALMING:

FEELING:

THINKING:

DOING:

REFLECTING:

FAN Sustainability Plan

Your Program's FAN Vision

Team Meetings

- 1.
- 2.
- 3.

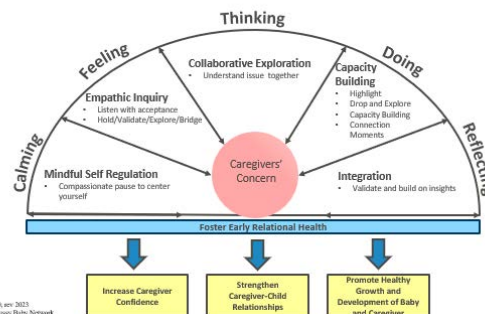
Home Visits

- 1.
- 2.
- 3.

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Facilitating Attuned
Interactions

HealthySteps FAN
Facilitating Attuned Interactions

HealthySteps
PEDIATRIC CARE • SUPPORTING • PARENTING
A Program of ZERO TO THREE



Documentation

- 1.
- 2.
- 3.

Team FAN Goals

- 1.
- 2.
- 3.

Supervision

- 1.
- 2.
- 3.

Gifts of the FAN (Facilitating Attuned Interactions)

- I have a theory of change that grounds me.
- I have tools I can use in the moment to guide me.
- I understand that relationships are achieved not assumed and I am gentle not harsh with myself.
- I can catch myself when I'm out of balance and bring myself back to center.
 - I know what gets me stirred up or shut down.
 - I can read my own cues.
 - I have strategies to bring me back to balance.
- I can hold big feelings and stay regulated.
 - I have words and ways to respond.
 - I know to speak simply and pause.
- I can stay with another person and not rush to fix them or their problems.
- I can give my gifts of information and be heard.
- I have a structure to use which helps create mutual safety.
- I have a working model for trauma-informed practice.
- I can be my vital rather than fragmented self.
 - I can name things.
 - I can track what is happening.
 - I can stay calm and organized.
- And when I am not my vital self, I can use support and reflection to find myself again and again.

Linda Gilkerson, 2019



1



2



3

Participation and Engagement




4

4

You Are Welcome Here!



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5

5

Please re-introduce yourself by sharing:

- Name
- Practice/Health System
- Location
- Role
- What is your favorite parenting topic to explore with parents?




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Mindfulness Moment

How is your authentic self today?



MIND



HEART



BODY




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7

Our Time Together

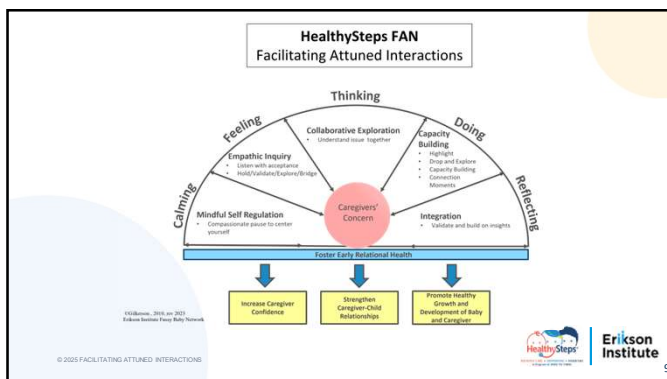



Welcome and Reconnecting	1	5	Responding to Intensity + Fierce Self-Compassion
Your FAN Journey + Self-Compassion	2	6	Mismatch and Repair
Core Processes + ARC Revisited	3	7	FAN as a Team Tool + Sustaining the FAN
The Journey of the Visit	4	8	Reflections + Evaluation

Self-Compassion ← →

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8



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Pair and Share

- What FAN wedge is the most comfortable **for you**?
- What FAN wedge is the most challenging **for you**?
- Were you able to use self-compassion in your practice?

6 minutes in dyads; switch when prompted

▶ Whose birthday is closest to today

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Pair and Share

Debrief

- What was it like to have uninterrupted time to share your experience?
- What themes came up?

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Draw Your FAN Journey

Activity

- In breakout groups of 4-5, draw your journey with using the FAN approach and share with each other
- Decide on one big idea to bring back to the large group

5 minutes to draw; 10 minutes to discuss in groups of 4-5

▶ Who has the most pets?

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Draw Your FAN Journey

Debrief




- What themes came up in your group?

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The FAN:

A Model for Attunement to Others and Yourself



- While you are attuning to and holding others, it is also critically important to attune to and hold yourself.
- One way to hold yourself is through Self-Compassion.

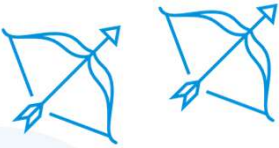



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Self-Compassion

Repairing with Ourselves First



"The first arrow comes from the outside
The second arrow comes from the inside"

- Self-compassion is giving yourself what you need, when you need it.
- If our compassion doesn't include ourselves, it's incomplete.
- It's avoiding the "Second Arrow."




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Mindful Self Compassion

3 Components



SELF-KINDNESS

We are gentle with ourselves, not harshly critical or judgmental



COMMON HUMANITY

We connect with others in ways that recognize our shared humanity rather than feeling isolated in our suffering



MINDFULNESS

We hold our experience in balanced awareness and do not ignore, suppress, or exaggerate our pain




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Practice Mindful Self Compassion

- Step 1: Recognizing what is going on for you with the Three Centers Check
- Step 2: Recognizing and Accepting without judgement
- Step 3: Embracing our common humanity
- Step 4: Holding ourselves with kindness




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Practice Mindful Self Compassion

Step 1: Recognizing what is going on for you with the Three Centers Check



MIND



HEART



BODY




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Practice Mindful Self Compassion

Step 2: Recognizing and Accepting Without Judgement.

"Oh. I wish I didn't say that. I don't like how that went. This feels awful."

19

Practice Mindful Self Compassion

Step 3: Embracing our common humanity

It's OK. It happens to everyone. You are not alone.

"Oh. I wish I didn't say that. I don't like how that went. This feels awful."

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Practice Mindful Self Compassion

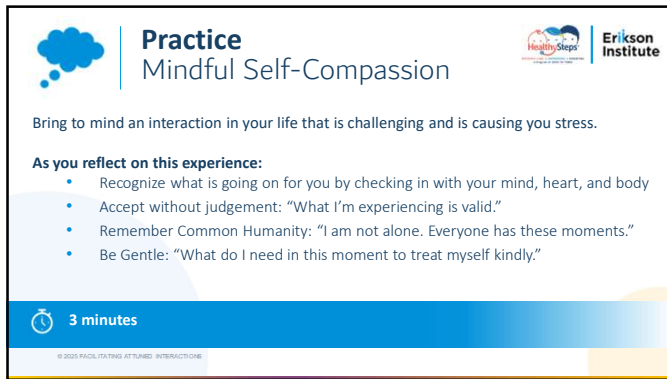
Step 4: Holding ourselves in kindness

It's OK. It happens to everyone. You are not alone.

"Oh. I wish I didn't say that. I don't like how that went. This feels awful."

You care so much and want the best. You'll find your way.

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Practice
Mindful Self-Compassion

Bring to mind an interaction in your life that is challenging and is causing you stress.

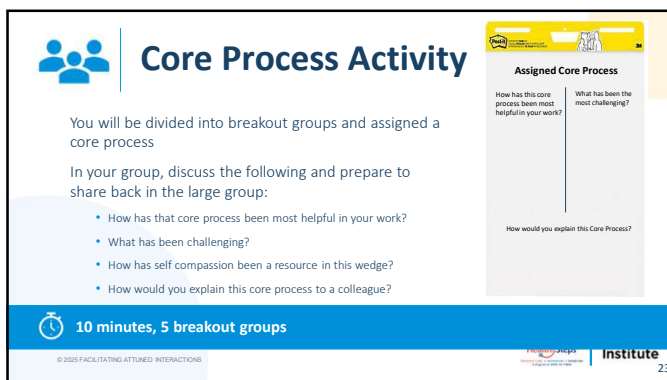
As you reflect on this experience:

- Recognize what is going on for you by checking in with your mind, heart, and body
- Accept without judgement: "What I'm experiencing is valid."
- Remember Common Humanity: "I am not alone. Everyone has these moments."
- Be Gentle: "What do I need in this moment to treat myself kindly."

 **3 minutes**

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Core Process Activity

You will be divided into breakout groups and assigned a core process

In your group, discuss the following and prepare to share back in the large group:

- How has that core process been most helpful in your work?
- What has been challenging?
- How has self compassion been a resource in this wedge?
- How would you explain this core process to a colleague?

 **10 minutes, 5 breakout groups**

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Assigned Core Process

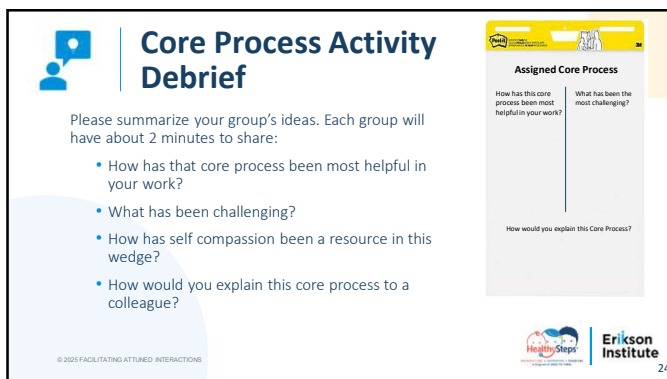
How has this core process been most helpful in your work?

What has been the most challenging?

How would you explain this Core Process?

23

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Core Process Activity Debrief

Please summarize your group's ideas. Each group will have about 2 minutes to share:

- How has that core process been most helpful in your work?
- What has been challenging?
- How has self compassion been a resource in this wedge?
- How would you explain this core process to a colleague?

Assigned Core Process

How has this core process been most helpful in your work?

What has been the most challenging?

How would you explain this Core Process?

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24

Let's take a 15-MINUTE break

15:00

Start Stop Reset mins 15 secs 0 type None

Breaktime for PowerPoint by Flow Simulation Ltd. Show Settings

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ARC of Engagement

Before the contact

- How am I?
- Who are we to each other?
- What are my expectations?
- What do I need to do to be present?
- How can I hold myself compassionately given what may arise?

In the beginning

- What has it been like *for you* to parent now that your child is in ____ stage...

Near the middle

- I just wanted to check in with you. Are we getting to what's most on your mind today?

At the end

- Three words
- What would you like to hold onto from our discussion?
- How am I now?
- How can I hold myself compassionately as I reflect?
- How might it have felt for them?
- What do I need to do to be present for what comes next?

After the contact

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The Purpose of the ARC:

A Trauma-Informed Tool

Security

Provides a consistent, predictable structure; allows you to check for bias

Focus

Helps you take the pulse and see where a caregiver is. Allows you to shift focus to caregiving early in the visit

Collaboration

Provides a concrete way to partner with caregivers through the visit

Closure

Completes the communication circle. Provides a consistent end for caregiver and visitor

Presence

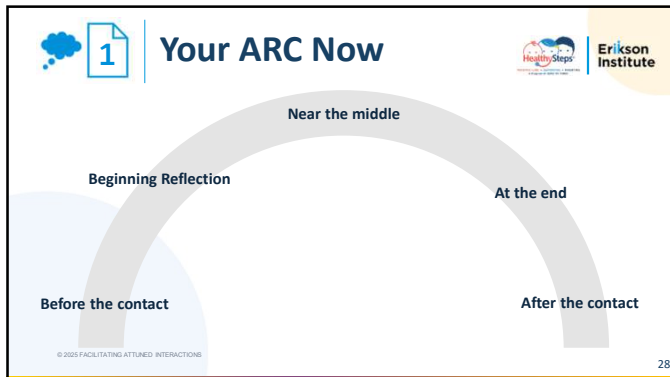
Allows us time to process and replenish

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ARC of Engagement

- How has using the ARC been for you?
- What parts of the ARC have been most helpful?
- What parts of the ARC have been challenging?

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ARC in the Hall

Before the contact In the beginning Near the middle At the end

- Before the contact**
 - Deep Breath. A quick moment for yourself
- In the beginning**
 - Do you have a minute to talk about ____?
 - How was that for you?
- Near the middle**
 - Are we getting to what we needed to?
- At the end**
 - Is there anything else you want to make sure that I hear?
 - Thank you for telling me. I'll follow up on that
- After the contact**
 - Deep Breath. A quick moment for yourself

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ARC as a Team Tool Activity

- How do you imagine using the ARC outside the exam room?
- What ways could the ARC be useful to your team?
- What strategies might you implement to use the ARC?

8 minutes, with your team

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ARC as a Team Tool Activity Debrief

Please summarize your group's ideas. Each group will have about 2 minutes to share:

- How do you imagine using the ARC outside the exam room?
- What ways could the ARC be useful to your team?
- What strategies might you implement to use the ARC?

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Journey of an Interaction: Trainer Sample

KEY

- M** = Mindful Self-Regulation
- E** = Empathic Inquiry
- CE** = Collaborative Exploration
- CB** = Capacity Building
- I** = Integration
- A** = ARC

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Activity

The Journey of an Interaction




Share your journey with your partner then answer the following questions:

- What was it like to be with this family?
- What are you noticing about where you were and where the family was on the FAN?
- What is your takeaway from sharing this experience?


10 minutes independently; 15 minutes in pairs

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Debrief

Large Group Reflection




- What was this like for you?
- What did you discover about the FAN?
- What did you discover about your work?
- Did anything arise for you that would make it hard to be present with this caregiver?
- Is there a way that Self-Compassion could help you hold your experience?


5 minutes

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Let's take a 60-MINUTE break

60:00

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37



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3

Inside/Outside

3. OUTSIDE YOU

- Write how these feelings, thoughts, and sensations showed

2. INSIDE YOU

- Write the feelings, thoughts, and sensations you felt

5. BETWEEN US

- Consider biases, privilege, social location
- What do I need to understand about this whole person?

6. INSIDE OTHER

- What might they be feeling and why?

4. MSR STRATEGIES

7. EMPATHIC RESPONSE

1. OUTSIDE/OTHER

- What did the person do or say that activated you?
- What was the behavior?
- What was said and how was it said?

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Inside/Outside

Large Group Reflection

- Did you see anything in a new way as you worked through this process?
- How might you use this reflective process in your practice?
- Are there any moments when you used or could have used self-compassion?

5 minutes

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41

Stand and Stretch 1-minute break

00 : 01 : 00

Change Clock Type

Digital

Duration

00 : 01 : 00

TimeUp Reminder (Optional)

On

Choose Sound Effect

Tick

Choose TimeUp Sound

Alarm

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Fierce Self-Compassion

-  Protecting, providing for, and motivating *ourselves*
-  Asserting boundaries
-  Saying “yes” to ourselves
-  We need self-compassion and fierce self-compassion to be balanced, integrated, and whole.

You can learn more about self-compassion and fierce self-compassion from Dr. Kristin Neff at <https://self-compassion.org/what-is-self-compassion/>




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Shayla Collins: Fierce Self-Compassion






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Fierce Self-Compassion *In Action*




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Pair & Share

Fierce Self-Compassion

- When is a time when you can use fierce self-compassion in your work?
- What are you doing for yourself? What have you observed others doing that you want to emulate or have an opinion about?
- Can you imagine a time where you would use fierce self compassion in your work?


5 minutes, in pairs

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Pair & Share Debrief

Fierce Self-Compassion

- Did any themes come up in your discussions?
- How might you practice fierce self-compassion in your work?


5 minutes, in pairs

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Mismatch and Repair

70/30

How do we know when a mismatch is happening?




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“When you do something that doesn’t work, you have an opportunity to learn something and grow closer.”

--T. Berry Brazelton, MD

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Kinds of Misattunements:

-  Pacing
-  Cultural misattunement
-  Pushing our agenda/jumping to do

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Misattunements

- What kinds of misattunements do you experience?
 - With families?
 - With providers?

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Language of Repair

"Conscious Re-attunement"

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Language of Repair

- I'm wondering if we're not quite on the same page. I think I got ahead of you.
- I'm wondering if I started offering suggestions too quickly. I'd like to listen a little more to make sure I understand what's important for you.
- Let's slow down for a minute. I'm not sure I'm understanding. Can you tell me more about what this was like for you?
- I want to make sure I'm supporting you. What would be helpful to you?
- It sounds like you're ready to move on. Would you like to shift to _____?
- It sounds like what I suggested wasn't helpful at all. I'm sorry I missed the mark. Could we think a little more about it together?
- I was thinking about you during the week. I think I didn't really hear how hard it's been for you since your sister moved in. Could we talk about this again? I'd really like to understand.

• _____

• _____

• _____

"When you do something that doesn't work, you have an opportunity to learn something and grow closer."
-T. Berry Brazelton, MD

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Self-Compassion:

Repair is a part of trusting relationships

To make a healthy repair, we may have to first repair with ourselves

Self-Compassion is one way to nurture the reparative process

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Practice

Mindful Self-Compassion

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Let's take a 15-MINUTE break

15:00

Start Stop Reset mins 15 secs 0 type None

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FAN as a Team Tool:

Helps people attune to each other

Offers your team a common language
"Sounds like you're feeling really stuck. Let's FAN it together."

Helps you "read the team"
"Looks like we all have a lot of feelings about that"

Helps you know where you are and name it
"I'm sorry. I think I jumped to Doing too quickly"

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The FAN as a Team Tool:

Helps people attune to you

- "I'm so overwhelmed right now."
- "I hear you but I'm not there. It still feels really hard."
- "Can we talk about this some more? I'm not sure about this"
- "I'm really in feelings today."
- "I'm ready to start doing."
- "Could we slow down? There's so many ideas. I'm getting lost."
- "MSR! MSR! MSR!"

What is a FAN phrase you can use to cue others to your needs?

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Helps you get people to meet your needs

- Mindful Self-Regulation:
 - “I just need to pause for a moment and take a breath. That was upsetting to hear.”
- Feelings:
 - “I’m really surprised about that. I need a little more time to process this.”
- Thinking:
 - “Stay with me a minute I’m still trying to sort this out.”
- Doing:
 - “I’m ready to move on. Can we come up with step one?”
- Integration:
 - “Wait, I just had an insight about this!”

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FAN as a Team Tool: Shared Language Activity

Activity Parts:

1. We will take 5 minutes to reflect individually, **filling out only the top rectangle** on your worksheet.
2. We will place you into breakout rooms with your team for 10 minutes to share with each other.
3. When you return from the breakout rooms we will think together as a group about potential responses to cues others may give you **in the bottom rectangle**



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FAN as Common Language Cueing People to Attune to You!

1. In the **top boxes** for each FAN Wedge, write an example of what you could say to your colleagues to let them know where you are and what you need.

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FAN As Team Tool: Shared Language
Communicating Where You Are and What You Need
In the top box, write an example of what you could say to your colleagues to let them know where you are and what you need.

CALMING:

FEELING:

THINKING:

DOING:

REFLECTING:

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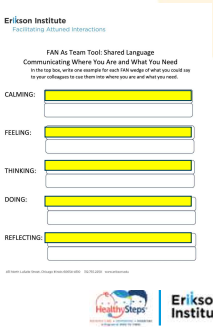


FAN as Common Language Cueing People to Attune to You!

Share with your team:

How do you let others know that you are in:

- Calming?
- Feeling?
- Thinking?
- Doing?
- Reflecting?



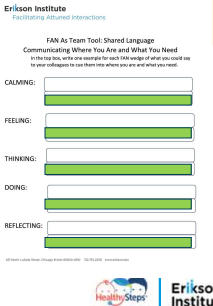
61



FAN as Common Language Cueing People to Attune to You!

Let's think of some responses together!

If you would like, you can write some potential responses from your peers in the bottom box on your handout.



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Debrief

- How did it feel to be heard in this way?
- What might it add to your team to be able to share yourself and be able to respond to each other in this way?



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5

Team Time

FAN Sustainability Time



- Your supervisor will lead the discussion
- How is your team already using the FAN?
- How would you like to expand the use of the FAN in your team? What would it take to do it?
- What will help your program sustain the FAN in visits, supervision, team meetings, and documentation?

 **15 minutes, in Teams**

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|

Team Time Debrief

FAN Sustainability Time





What is one takeaway about sustainability that your team would you like to share with the full group?

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Gifts of the FAN





- I have a theory of change that grounds me.
- I have tools I can use in the moment to guide me.
- I understand that relationships are achieved not assumed and I am gentle not harsh with myself.
- I can catch myself when I'm out of balance and bring myself back to center.
 - I know what gets me stirred up or shut down.
 - I can read my own cues.
 - I have strategies to bring me back to balance.
- I can hold big feelings and stay regulated.
 - I have words and ways to respond.
 - I know to speak simply and pause.

- I can stay with another person and not rush to fix them or their problems.
- I can give my gifts of information and be heard.
- I have a structure to use which helps create mutual safety.
- I have a working model for trauma-informed practice.
- I can be my vital rather than fragmented self.
 - I can name things.
 - I can track what is happening.
 - I can stay calm and organized.
- And when I am not my vital self, I can use support and reflection to find myself again and again.

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Reflections




What would you like to remember from our time together?

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Congratulations!

You did it!

May only good things happen for you.
And when not-so-good things happen, may you FAN them with ease.



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Evaluations




- Please complete the training evaluation:
- Your Training Code is FAN03



5 minutes

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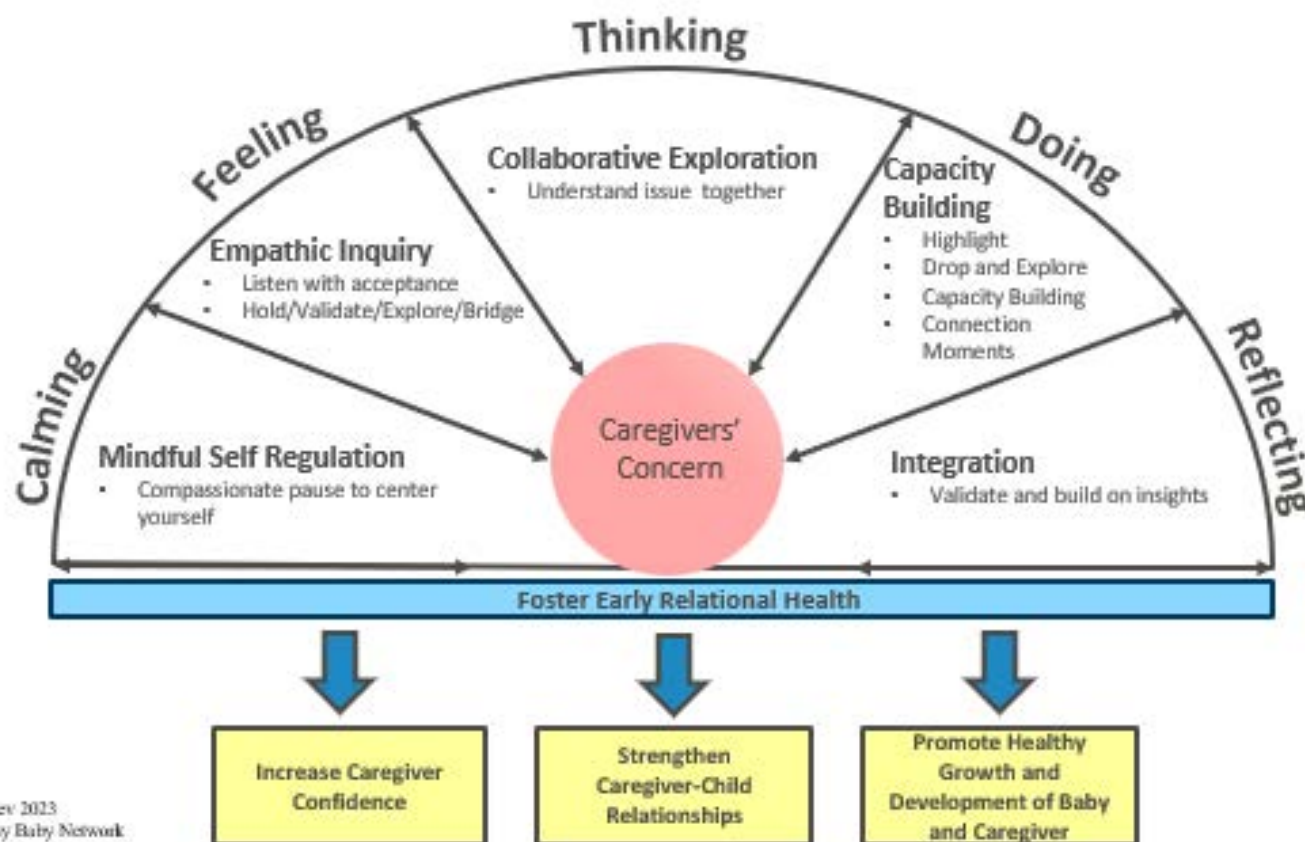


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Facilitating Attuned Interactions FAN Yearbook

12 activities for Supervisors and Staff

HealthySteps FAN
Facilitating Attuned Interactions



Activity 1: ARC of Engagement

Arc of Engagement

Near the middle

I just want to check in with you.
Are we getting to what is most on
your mind today?

In the beginning

What has it been like for you
to take care of your
child since ____?

At the end

Three words
I'm wondering if there was something
that you would like to remember from
our time together today?

Before the contact

How am I?
What do I need to do to
be fully present?

After the contact

How am I now?
What do I need to do to be present
for what comes next?

Write or draw your Pre-Contact Strategy

Write or draw your Post-Contact Strategy

Talk with a partner about your strategies. How are these working for you? What are you noticing?

Activity 2: Mindful Self-Regulation

After using MSR, where might you match the caregiver on the FAN?

You're doing an ASQ screening with a mom. During the screening, the mom describes the baby as "lazy."

MSR Strategy: _____

Where might you match the caregiver on the FAN? _____

Your response: _____

You have been talking about an upcoming transition to center-based care and the mom is not looking at you, seems distracted and "spaced out."

MSR Strategy: _____

Where might you match the caregiver on the FAN? _____

Your response: _____

You've been talking with mom about tantrumming in previous visits. On your visit today, the toddler starts screaming and throwing things at both you and mom.

MSR Strategy: _____

Where might you match the caregiver on the FAN? _____

Your response: _____

You've been exploring how mom is managing the chaos in her home environment for her and baby. In a recent visit, mom says that she thinks they need to move because "things aren't going to change if I stay here."

MSR Strategy: _____

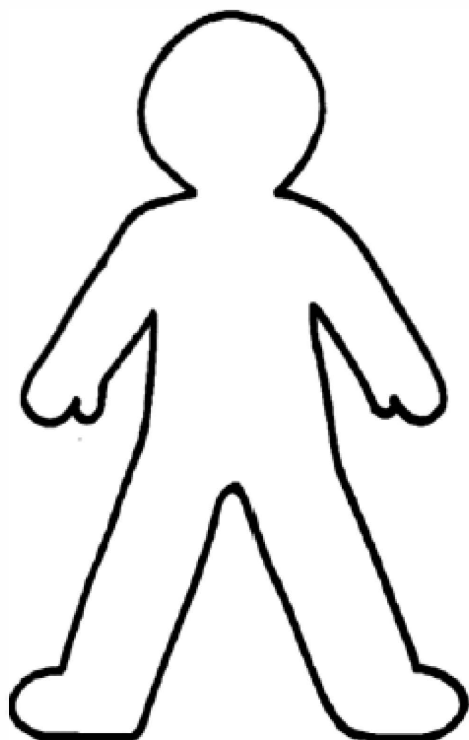
Where might you match the caregiver on the FAN? _____

Your response: _____

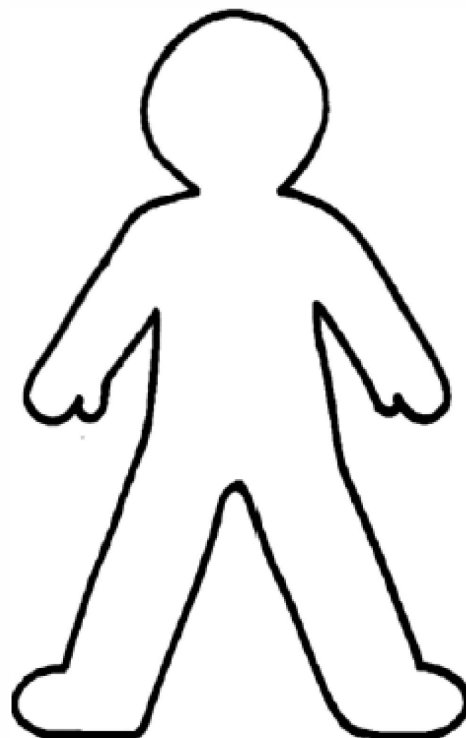
Activity 3: Empathic Inquiry

MSR, Hold, Validate, and Explore

What are you noticing about the caregiver that tells you they are in feelings?



What are you noticing about YOUR responses, including feelings, thoughts, and body sensations?



What is your MSR strategy?

How might you validate the caregiver's feelings?

How might you explore the caregiver's feelings?

Activity 4: Collaborative Exploration

Seeing the Baby the Caregiver Sees

This is your third visit with **Shanelle**, a first-time teenaged mother of a two-month old girl, **Blanca**.

Shanelle is overwhelmed by her baby's fussiness. She often says that Blanca is really "needy." While Shanelle is open to suggestions, she feels like nothing has worked when she has asked for other people's advice. During your visits, you have seen Blanca get fussy when she's tired or hungry.

What are your perceptions of Blanca? How are they similar or different from how it seems Shanelle sees Blanca?

What questions would you ask to better understand how Shanelle sees Blanca?

Activity 5: Collaborative Exploration

Instructions: Write the following scenarios on large post-its. While these scenarios do not include non-verbal cues, please assume the caregivers are ready to think with you. In groups of 3, staff are encouraged to write 1 collaborative question and 1 “not-so-collaborative” response for each scenario.

1. “I can’t get this kid to go to sleep. He just keeps getting out of the bed every time I put him in it.”
2. “She keeps having accidents when we go out during the day.”
3. “She is so wild every night when I come home from work.”
4. “He won’t eat anything. He just wants to play with his food.”
5. “She just cries all the time. Especially when I try to breastfeed her.”

Activity 6: Capacity Building

Practicing Offer and Explore *When a caregiver seems to be in “Doing”*

1. During a caregiver-child activity, you notice the baby stacking six blocks.

One way to **offer**: Stacking blocks is a great way to practice problem-solving and motor skills.

One way to **explore**: What have you noticed about her problem-solving skills?

Another way to **offer**: _____

Another way to **explore**: _____

2. A caregiver says, “I’ve heard the word ‘attachment’ before, but I don’t know what it means.

One way to **offer**: “Attachment” is a way to describe how connected you and your baby feel to each other.

One way to **explore**: As I say that, what comes to mind for you?

Another way to **offer**: _____

Another way to **explore**: _____

3. A caregiver is really quiet. You decide to introduce a caregiver-child activity called “Looking at Faces.”

One way to **offer**: Some babies are interested in black and white images, because they are simple and engaging.

One way to **explore**: What sorts of things have you noticed your baby focusing on?

Another way to **offer**: _____

Another way to **explore**: _____

4. A caregiver is really quiet. You decide to introduce a caregiver handout on nutrition.

One way to **offer**: Most babies are ready to try solids between 4 and 6 months.

One way to **explore**: When you do you think your baby might be ready to try solids?

Another way to **offer**: _____

Another way to **explore**: _____

5. A caregiver says, “I’m trying to fill out this job application, but I don’t know what my strengths are. I’ve been thinking about it, and I just don’t know what to say.”

One way to **offer**: I noticed you are always on time and ready for our visits which is a great strength.

One way to **explore**: I wonder how we could describe that trait on your application?

Another way to **offer**: _____

Another way to **explore**: _____



Activity 7: Integration

In pairs, read the following vignettes and circle the core processes that you observe. We will talk together about which core processes we noticed and where in the vignettes they were demonstrated. Each vignette contains at least one integration moment.

1. During a recent visit with Carmen, she appeared tearful. You take a deep breath, and ask Carmen how parenting has been for her since you last met. Carmen explained that she would like to file for child support, but she does not want her baby's father to be angry with her. After providing Carmen with empathy and exploring her feelings, Carmen asked for information on the child support procedures. You asked Carmen what she already knows about the process, and she said, "Nothing at all." You and Carmen explored the internet together and found information on the application process. After thinking through the process, Carmen said, "I guess child support isn't really a 'punishment.' It's a way for her father to contribute to her needs." After asking Carmen if you had gotten to the things that are most important to her during this visit, Carmen said, "Yes. Did you bring an activity today?" You introduced a fine motor activity. At the end of the visit, you asked Carmen what she might remember from today's visit. Carmen said, "I am going to think more about what child support means to me."

MSR

EI

CE

CB

Int

Thoughts:

2.

Angela and Hector explained that their home is being treated for a bedbug infestation. Hector reports the whole apartment complex has bedbugs, and he is concerned that the bedbugs will return. Angela said, "ever since I told you about our bedbug problem at our last visit, I've been thinking that we might need to move. I think the only way to get bedbugs out of our life is to move to an apartment complex that isn't dealing with a bedbug problem." Hector said, "I hadn't thought about moving. Maybe you're right. We might have to move." You imagine what it might be like to live among bedbugs, and begin to feel anxious. You take a sip of water, and relax the muscles in your shoulders. Near the end of the visit, you ask *(activity continues on next page)*



Hector and Angela for three words to describe their baby. Hector said, “tiny, fragile, and itchy.”

MSR

EI

CE

CB

Int

Thoughts:



Activity 8: Containment

To Bridge or Not to Bridge?

1. One-year-old boy has a genetic disorder. He is showing no signs or symptoms at this time. Mom appears obsessed with this disorder and wants to talk about “what if” all the time. At each visit, she goes over same fears.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?

2. At each visit, Mom just wants to talk about her relationship with her baby’s father. She keeps saying that she knows she shouldn’t be with him. She reports he treats her meanly, doesn’t do what he says he’s going to do, etc. Mom keeps going back to him, no matter how much we caution and talk about how this is affecting her children.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?



3. Dad has custody of his two boys. Every visit, he just keeps talking about how “out of control” the boys are. He will not take them out in public, but he won’t do anything to correct the behavior, either.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?

4. Teen mom and her baby live with her mom. Grandma often comes to each visit. She dominates the conversation, criticizing Mom’s care of the baby and often taking the baby from Mom’s arms. Mom rarely talks when Grandma is in the room.

1. Is it time to bridge?

a. If yes, what are the cues?

b. If no, what are the cues?

2. If it is not time to bridge, what might you say or do?

Activity 9: Overwhelmed Caregiver Moment

As a large group, let's consider how we could respond to the following Overwhelmed Parent Moment. We'll consider:

1. MSR Strategies
2. Safety
3. Acknowledging overwhelmed feelings
4. Helping parent regulate (Being a Co-regulator)
5. Supporting parent in re-attuning with child

The mother arrives to the visit and is tearful. She shares she found out her boyfriend/baby's father is having an affair. Mom angrily shouts that she doesn't have anywhere else to live. Mom does not appear connected to the toddler, who is attempting to climb on her lap. You notice the toddler has a dirty diaper. Mom keeps nudging the toddler away as she angrily cries. Mom eventually says to the toddler, "Just get away from me."

Mindful Self-Regulation:

Safety:

Acknowledging feelings:

Helping parent regulate:

Supporting caregiver in re-attuning with child:

Next steps:



In small groups, consider how you could respond to the following Overwhelmed Caregiver Moment. We'll consider:

1. MSR Strategies
2. Safety
3. Acknowledging overwhelmed feelings
4. Helping caregiver regulate (Being a Co-regulator)
5. Supporting caregiver in re-attuning with child

Dad is attempting to soothe his crying 3 month-old baby. Dad appears frustrated, and angrily says, "He hates me. I just make him cry harder. Why even try?" Dad then puts baby down and slumps his shoulders.

Mindful Self-Regulation:

Safety:

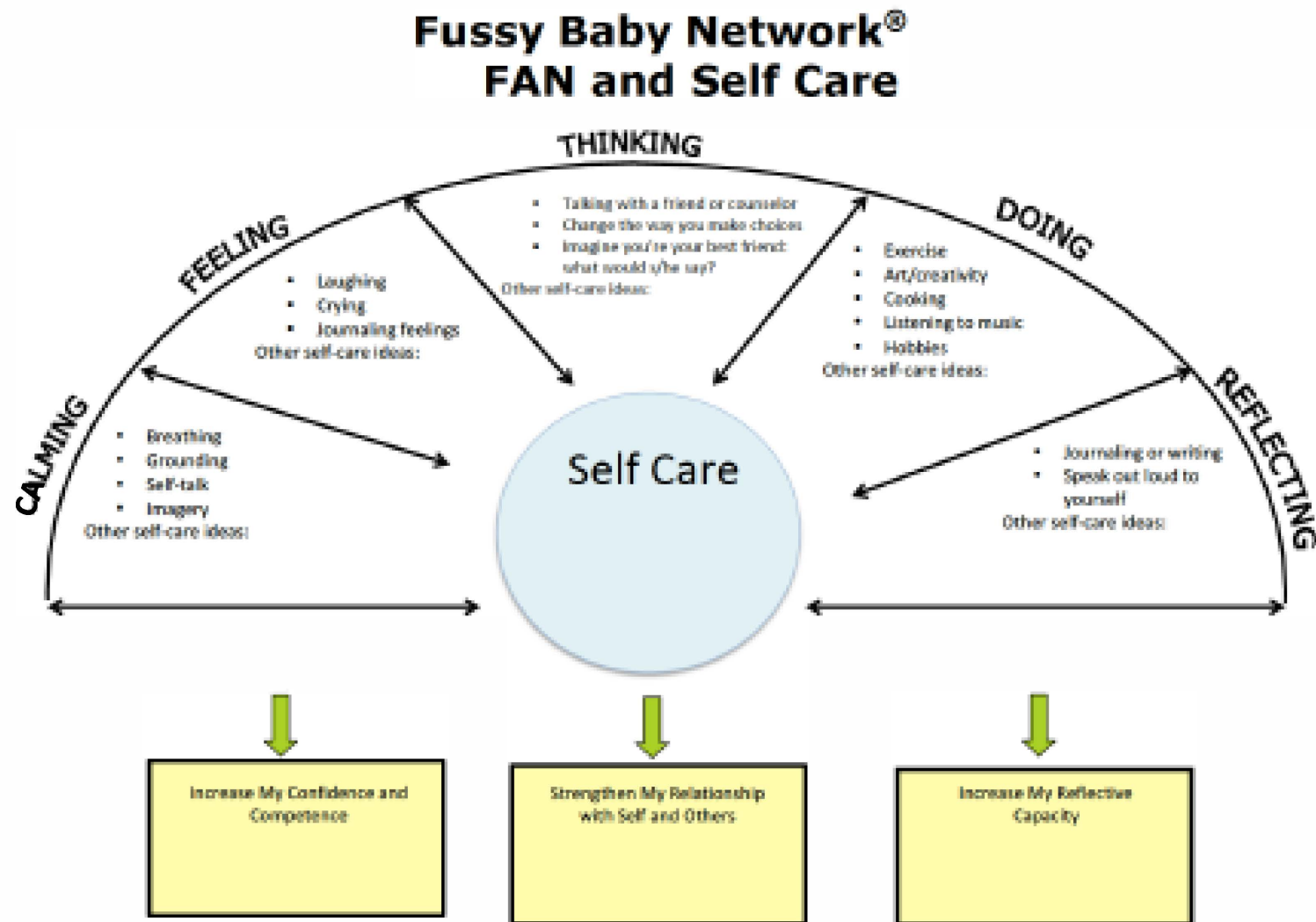
Acknowledging feelings:

Helping caregiver regulate:

Supporting caregiver in re-attuning with child:

Next steps:

Activity 10: The FAN and Self Care



Activity 11: Mismatch and Repair

Repair Discussion: Using the 1st set of discussion questions, encourage staff to consider a personal experience in which they did not feel matched. Next, use the 2nd set of discussion questions to encourage staff to think about a mismatch with a caregiver or other person. How might the attempt to repair the mismatch? Alternatively, this can be done in partners or small groups with a large group debrief between discussion question sets.

1st Set of Discussion Questions:

1. Where were you in the FAN?
2. Where was the person (on the FAN) with whom you were communicating?
3. What did you need from the person in the moment? How was that different than what they were offering you?

2nd Set of Discussion Questions:

1. Where were you on the FAN?
2. Where was the **other person** on the FAN?
3. In reflecting back, how might you repair and attempt to match with **the other person** in this moment?

Activity 12: Putting It All Together

In pairs, talk through a visit that is on your mind. What FAN core processes emerged?

Use the blank FAN to write or draw the interactions.

HealthySteps FAN Facilitating Attuned Interactions

