

Professionals Intensive in Hand in Hand Parenting Syllabus

Instructors

This course is taught by at least two of the following Instructors: Maya Coleman, Ph.D., Clinical Psychologist practicing in Washington, D.C and published researcher; Robin Setchko, LMFT, practicing in Santa Rosa, California; Shelley Macy, M.A., retired Instructor in Early Childhood Education at Northwest Indian College in Bellingham, WA and published researcher; and Pamela J. Oatis, MD, a Pediatrician specializing in Palliative Care and Medical Ethics, practicing at Mercy St. Vincent Hospital, Toledo, Ohio and published researcher.

General Information

Hand in Hand Parenting, also known as Parenting by Connection, is an emotion-focused, connection-based, trauma-informed parenting approach. It was developed by Patty Wipfler between 1975 and 1982. She founded the organization Hand in Hand Parenting, formerly the Parents Leadership Institute, as a nonprofit in 1989 as a vehicle for teaching this non-punitive, connection-centered approach to supporting the core needs of parents and their children. The Professionals Intensive course was developed by Maya Coleman, Ph.D., and Robin Setchko, LMFT, both certified instructors and trainers with Hand in Hand Parenting.

The approach posits that parents are always doing their best, as are children. Both parents and children need close, rewarding connections with others in order to learn, grow, and thrive. But the societal lack of support for parents and for young children makes parenting difficult, so emotional stress mounts. Children pick up emotional stress when accidents, illnesses, and mishaps occur, and from the stress and reactive behavior of the people around them. Fortunately, both children and adults have a natural, inborn way to recover from stress and adversity. If offered a safe, warm, relationship with a respectful person, both parents and children can release stored emotional tension through talking, crying, trembling and perspiring, tantrums, and laughter. They become better able to resist falling into reactive behavior, and their resilience rises.

The Hand in Hand Parenting approach offers parents five concrete, easily explained “Listening Tools”- strategies that build closer connections, parent-to-child and parent-to-parent. These tools help improve relationships, bring fun to family life, and furnish both children and parents with access to the emotional support they need to recover from hurt and emerge from rigid behaviors. It takes time to build good emotional

support in parenting, but doing so makes parenting far less confusing and deeply rewarding as children begin to thrive.

Course Scope, Structure and Accessibility

The Professionals Intensive is an eight-week course, designed for Marriage and Family Therapists, Clinical Social Workers, Professional Clinical Counselors, and Psychologists. We also accept Occupational Therapists, Physical Therapists, Speech Therapists, early childhood educators, clergy, community outreach workers, parent coaches, and medical professionals, including nurses, PAs, and MDs working in Pediatrics or Family Medicine.

The Professionals Intensive is accessible by anyone with an internet connection and a computer. The course materials - booklets, articles, audio presentations, and videos - are all housed in a dedicated online classroom. These materials are listed, class by class, in the syllabus below, with the length of the content of each.

In addition, and perhaps most importantly, each participant has a highly qualified, experienced mentor who leads a telephone-based group of between two and six professionals weekly for eight weeks. On these calls, the materials, the theory, the practice, and the adaptations of Hand in Hand Parenting are explored and discussed. Research that supports the approach is also presented and referenced. Each call offers participants a mix of experience-sharing, discussion, Q and A, and a support group, involving them personally, experientially, and intellectually in the course. The length of the mentoring calls is determined by the number of participants in a range from 60 minutes to 90 minutes weekly. Once a call is set, its length does not change throughout the course.

Course Description

Overall Goals for the Course:

By the end of this program, participants will be able to describe and employ the main concepts and tools of the Hand in Hand Parenting approach in their practice with a stressed parent and/or child in a therapeutic setting, increasing parent satisfaction and improving the parent-child relationship.

By the end of this program, participants will be able to assist a stressed parent in a therapeutic setting to release stored tension and improve their relationship with their child by replicating the Hand in Hand learning environment model in the therapist-client dyad or therapist-led support group.

Class 1

Basic Theory of Hand in Hand Parenting & Introduction to Listening Partnerships and Listening Groups

Class 1 Goals:

At the end of this class, participants working with stressed parents will be able to convey in general terms the concept of Parent-Child Connectedness, and the overall concept of focusing on connectedness in parenting to create a more positive parent-child connection and better executive functioning in both parent and child.

At the end of this class, in work with a parent in a therapeutic setting, participants will be able to explain in lay terminology the immediate and the residual effects that negative emotion has on the brain of a parent or child, and will be able to explain and demonstrate how listening can end a cycle of upset, disconnection, and off-track behavior between parent and child.

Class 1 Objectives:

Participants working with a stressed parent in a therapeutic setting will be able to describe "Parent-Child Connectedness" to their client and cite three reasons it promotes healthy child development, learning, and parental satisfaction.

Participants working with a stressed parent in a therapeutic setting will be able to list the three attitudes that maximize their power to establish a supportive emotional environment and relieve a parent's stress in a therapeutic setting.

Participants working with a stressed parent or parents in a therapeutic setting will be able to name and accurately employ three listening guidelines that help ensure emotional safety in a therapeutic parent support group or one-on-one therapy session with a parent under stress.

Participants working with a stressed parent in a therapeutic setting will be able to use the triune model of the brain to explain three reasons a child can fall into off-track behavior, and what single non-punitive intervention a parent can initiate to help restore their child's ability to think and reason.

Participants working with a stressed parent in a therapeutic setting will be able to identify three negative effects on brain function and/or behavior that can result from any incident in which a child feels unsafe, overwhelmed, injured, alone, or disempowered.

Participants working with a stressed parent in a therapeutic setting will be able to list five physical signs that a parent or a child has initiated the process of healing from past hurt and emerging from rigid behaviors.

Participants working with a stressed parent in a therapeutic setting will be able to provide five examples of a reliable Hand in Hand Parenting technique to direct their client's attention away from emotional material and provide emotional containment at the end of their therapy session or support group meeting.

Topics covered in 48-minute class videos, and Mentoring Group:

- Parents' wants and needs
- The importance of connection for children's development and wellbeing
- The limbic system's function as gatekeeper for learning and social-emotional health
- How connection builds intelligence

Additional topics covered in Mentoring Group:

- The importance of emotional release in recovery from hurt
- The importance of parent-child connectedness for good outcomes for children
- Establishing safety in a group to facilitate healing, connectedness, and executive function

Course Manual:

Hand in Hand Starter Class Parent Manual: Chapter 1, 13 pages

Booklets:

Listening Partnerships for Parents, 52 pages

Crying, 12 pages

Tantrums & Indignation, 10 pages

Leading a Parent Resource Group, 22 pages

Articles:

How to Use the Listening Portion of Your Weekly Call

A General Overview of Parenting Approaches as They Relate to Parenting by Connection Optional Video Course:

How to Build a Listening Partnership, 8 hours and 15 minutes

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Class 2 Staylistening

Class 2 Goals:

At the end of this class, participants working with a stressed parent in a therapeutic setting will be able to describe and demonstrate the connective aspects of Staylistening, and reference interactions between the three main parts of the brain to explain how this strategy helps a child spend more time learning and less time displaying off-track behavior.

In anticipation of the challenges inherent in a parent experimenting with a new approach, participants working with a stressed parent in a therapeutic setting will be able to list and demonstrate the responses children commonly exhibit during Staylistening, and will offer listening to a stressed parent's feelings as part of their treatment strategy.

Class 2 Objectives:

Participants working with a stressed parent in a therapeutic setting will be able to explain three negative effects on a child's ability to learn and cooperate when, in response to a child's off-track behavior, the parent tries to stifle a child's crying, tantrums, or other intense emotions.

Participants will be able to describe to a stressed parent in a therapeutic setting the overall purpose of Staylistening, and list four necessary activities that comprise this Listening Tool, a co-regulatory strategy to be used when their child is having an emotional episode. In their explanation, they will be able to demonstrate a confident, warm parental tone, and show in body language, tone, and gestures, how one supports an upset child with both non-verbal and verbal strategies.

Using their own clinical experience and/or examples from this class, participants working with a stressed parent in a therapeutic setting will be able to recount three of the positive effects that a warm adult listener's offer of connection can have upon a child who, in the clinical or home setting, has become highly emotional.

Using their own clinical experience or referencing experiences in this program, participants will be able to offer a stressed parent in a therapeutic setting at least two examples of a child's increased level of executive functioning after their parent has employed this simple but highly connective strategy.

In a therapeutic setting with a stressed parent or parents, participants will be able to demonstrate in words and tone at least four useful verbal supports that could be used by a parent to co-regulate with their child during their child's emotional episode.

Participants working in a therapeutic setting with a stressed parent will be able to list four of the common responses a child might have during Staylistening, and outline choices a parent has in addressing those responses.

Participants working in a therapeutic setting with a stressed parent will be able to explain two guidelines that help a parent identify when it is not wise to attempt to be a connective listener during their child's emotional episode, and will be able to list two non-punitive alternatives to using this Listening Tool.

Topics covered in 55-minute class videos, and Mentoring Group:

- Connection builds sound judgment over time
- The effects of a disruption in connection
- The remedy for a disruption in connection is a full emotional release
- Listening is a powerful tool for restoration of intelligence
- How to Staylisten

Additional topics covered in Mentoring Group:

- Implicit and explicit memory, and their effect upon children's and parent's behavior
- Why children often "lose it" over very small issues
- The research regarding the therapeutic value of supported release of grief, fear and/or frustration

Course Manual:

Hand in Hand Starter Class Parent Manual: Chapter 2, 12 pages

Booklets:

How Children's Emotions Work, 16 pages

Healing Children's Fears, 18 pages

Articles:

What to Say During Staylistening

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Class 3 Special Time

Class 3 Goals:

In a therapeutic setting with one or more parents under stress, using concise and vivid examples from this class and/or their clinical experience, participants will be able to describe the purposes of Special Time, the main actions that comprise Special Time, and the three ways children commonly use Special Time, to prepare a stressed parent to offer child-led connection time.

As an effective intervention strategy, they will be able to help the parent offload stored feelings about the child who triggers the most stress for them.

Class 3 Objectives:

Participants working with a stressed parent in a therapeutic setting will be able to name the four activities that, together, comprise Special Time, and state the main purpose of this listening tool.

Participants working with a stressed parent in a therapeutic setting will be able to demonstrate four aspects of parental demeanor that make Special Time most effective.

Using experiences from this program and/or their own clinical experience, participants working with a stressed parent in a therapeutic environment will be able to list two positive effects offering regular Special Time has on the regulatory capacities of a child prone to off-track behavior.

Using experiences from this program and/or their own clinical experience, participants working with a stressed parent in a therapeutic setting will be able to recount at least two anecdotes illustrating the kinds of results parents can obtain when they employ this simple strategy for promoting connection.

Participants working with a stressed parent or parents in a therapeutic setting will be able to explain the phenomenon of “emotional safety,” and describe two positive outcomes when parents listen to a child whose emotions are increasingly labile.

In a therapeutic setting with a stressed parent, participants will be able to normalize the offloading of stored emotion by using two effective comparisons to everyday and fully accepted physiological processes.

In a therapeutic setting with a stressed parent, participants will be able to list five questions that can lead a parent toward emotional expression and/or toward helpful insights about why their child's behavior has become emotionally challenging for them.

In a therapeutic setting with a stressed parent, participants will be able to name two non-verbal actions they can employ to signal to a stressed parent in an individual session or to a support group of stressed parents that they are safe, respected, and are not being judged.

Topics covered in 68-minute class videos, and Mentoring Group:

- Why parents “lose it” with their children
- The avenue toward stress reduction
- Offloading emotions and restoring executive functioning
- Special Time builds connection
- How to give a child Special Time

Additional topics covered in Mentoring Group:

- The relationship between Attachment Theory and the tool of Special Time
- Why added use of Listening Tools initially increases emotional lability in children
- Discussion of behaviorism-based approaches and tenets relating to off-track behavior in children, and the 3 decades of Hand in Hand experience with intervening with connective Listening Tools

Course Manual:

Hand in Hand Starter Class Parent Manual: Chapter 3, 12 pages

Additional Video: Special Time and Playlistening, 10 minutes

Booklet:

Special Time, 10 pages

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Class 4 Setting Limits

Class 4 Goals:

In a therapeutic setting with one or more parents under stress, using concise and vivid examples, participants will be able to describe and demonstrate a connection-based perspective on the purpose of setting limits with a child, explain and effectively demonstrate how to set limits with the intention to connect, and contrast this approach with the “reward and/or punish” model that many stressed parents have grown up with.

In a therapeutic setting with one or more parents under stress, participants will be able to, through physical demonstration and use of key connective actions and attitudes, prepare a stressed parent to begin to set limits without harshness or punishment.

Participants will also be able to outline the three most likely responses a child will have when they set a limit with warmth but very few words. Participants’ intervention strategy will include listening to the parent’s feelings about setting limits, and about how limits were set with them in their childhood.

Class 4 Objectives:

Working with a stressed parent in a therapeutic setting, participants will be able to discuss three benefits of authoritative parenting versus permissive and/or authoritarian approaches.

In a therapeutic setting with a stressed parent, participants will be able to demonstrate in tone and demeanor four ways of saying “No” without harshness, blame, or urgency.

To prepare a stressed parent in a therapeutic setting to recognize when their child is signaling that they can’t think, participants will list four definitive behaviors that show that a child would benefit from a limit.

Participants will be able to describe to a stressed parent in a therapeutic setting the three necessary activities comprising the Hand in Hand way of Setting Limits to build a child’s sense of safety and help them regain their ability to think well.

Participants will be able to use role-play to demonstrate to a stressed parent in a therapeutic setting three ways to firmly but gently bring a limit to reduce parental frustration and speed reconnection between parent and child.

Participants will be able to recount two positive effects Setting Limits early and often has on the regulatory abilities of a child prone to off-track behavior.

Participants will be able to offer a stressed parent in a therapeutic setting at least two anecdotes illustrating the kinds of results parents can obtain when they employ this simple strategy for setting limits.

In a therapeutic setting with a stressed parent, participants will be able to describe two ways to set a non-punitive but effective limit on the behavior that most stresses the parent. They will use this demonstration to illustrate four vital aspects of an adult's demeanor that signal caring, firmness, confidence, and the intention to connect.

Participants will be able to communicate at least two strategies to a stressed parent in a therapeutic setting for handling their own frustration, anger, or other intense emotions.

Topics covered in 49-minute class videos, and Mentoring Group:

- A new approach to limits: Listen, Limit, Listen
- How children signal when they can't think
- More on how children signal for a limit
- Partnering with a child who needs a limit
- How children's judgment improves with the use of Listening Tools

Additional topics covered in Mentoring Group:

- Refresher on research on the use of physical punishment on children
- Therapeutic strategies to help a stressed parent release tension around their child's specific triggering behaviors

Course Manual:

Hand in Hand Starter Class Parent Manual: Chapter 4, 15 pages

Booklets:

Setting Limits with Children, 19 pages
Reaching for Your Angry Child, 14 pages

Article:

The Vigorous Snuggle

Video:

Setting Limits in Play, 10 minutes

Mentoring Call:

Length depends upon number of participants in the group: 60 to 90 minutes

Class 5

Playlistening, Consistency, and Emotional Projects

Class 5 Goals:

In a therapeutic setting with one or more parents under stress, using concise and vivid examples, participants will be able to describe and demonstrate the four main actions that comprise Playlistening in order to improve a child's ability to function well.

In a therapeutic setting with one or more parents under stress, participants will be able to prepare a stressed parent to begin to Playlisten with their child by citing the three most likely responses a child will have when the parent intervenes to promote laughter and let the child take the lead. This preparation will also include listening to the parent's feelings about play as a connective intervention.

In a therapeutic setting with one or more parents under stress, participants will be able to explain the concept of an emotional project: how to identify one, how to address parental needs when supporting a child through one, and the eventual outcomes possible if a parent uses Listening Tools to assist their child.

Class 5 Objectives:

In a therapeutic setting with a stressed parent in a group or one-on-one, participants will be able to name and explain two general benefits of promoting a child's laughter without tickling them.

In a therapeutic setting with a stressed parent, participants will be able to demonstrate in tone and demeanor at least three ways that a parent can assume the less powerful role in play to help a child release stored tension through laughter.

Participants will be able to describe and demonstrate to a stressed parent in a therapeutic setting the three necessary features of Playlistening.

Participants will be able to demonstrate to a stressed parent two ways they could bring playfully set limits on their child's persistent and upsetting behavior.

Participants will be able to offer a stressed parent in a therapeutic setting at least two anecdotes illustrating the kinds of results parents can obtain when they employ Playlistening to build their child's confidence.

In a therapeutic setting with one or more parents under stress, using concise and vivid examples, participants will be able to explain the benefits of parental flexibility over

adhering to ironclad rules for the sake of consistency in day-to-day matters that don't impinge on anyone's safety or health.

Participants will be able to communicate three strategies to a stressed parent in a therapeutic setting for handling their own frustration, anger, or other intense emotions.

Participants will be able to delineate the three signs that a child is working through an emotional project, two ways a parent can adjust their expectations and routines to allow for this healing opportunity.

Topics covered in 50-minute class videos, and Mentoring Group:

- Emotional projects
- A new perspective on children's need for consistency
- Introduction to Playlistening
- When to Playlisten
- Playlistening Games

Additional topics covered in Mentoring Group:

- Reviewing the difference between superficial sameness and the consistency that comes from a parent who is regulated.
- Setting limits playfully to build safety and repair past hurt in a child with aggressive behavior.
- How an emotional project can result in transformative change between parent and child

Course Manual:

Hand in Hand Starter Class Parent Manual: Chapter 5, 17 pages

Booklets:

Playlistening, 15 pages

Supporting Adolescents, 31 pages

Articles:

The Science Behind Playlistening

Video:

Playlistening to Release Aggression, 7 minutes

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Class 6
Review, Making a Connection Plan &
Using Hand in Hand Parenting with Children with Special Needs

Class 6 Goals:

To help improve a child's executive function, participants working with a stressed parent in a therapeutic setting will be able to help a parent devise a Connection Plan at home, and will be able to suggest adaptations of this plan that are appropriate for child care, medical, and other settings when necessary.

Participants working with a stressed parent in a therapeutic setting will be able to explain when Time Out is an effective strategy, and cite this strategy's main disadvantage.

They will explain using Listening Tools as "Time In," and explain to the parent what one core human need "Time In" fills for an off-track child.

Participants will obtain further clarity in their understanding of how to use Hand in Hand Parenting in their practice with parents of children with special needs and with the children themselves through Q & A, supplemental articles, and experience-sharing.

Class 6 Objectives:

Participants working with a stressed parent in a therapeutic setting will be able to relate the importance of having a Connection Plan to three other daily routines parents do plan for, in order to motivate the parent to try experimenting with a Connection Plan.

In thinking through a Connection Plan with a stressed parent, participants will be able to suggest at least two listening tools that, along with a daily plan to use them, can assist a parent help their child make gains in overcoming a specific issue that signals or triggers disconnection between parent and child.

Participants working in a therapeutic environment will be able to identify and list two features of the mentoring they received in this course that they wish to apply to their work with stressed parents of children with special needs, and/or to the children themselves.

Participants will note and share with their mentoring group three or more changes they have noticed in their own parenting and/or in their practice due to their experiments with Hand in Hand Parenting.

Participants will help craft the content of the final two classes by identifying at least two areas of the Hand in Hand approach and practice with children, both typically developing and those with special needs, that they wish further information on in order to consolidate their understanding of the approach.

Participants will help craft the content of the final two classes by identifying one or more areas of Hand in Hand adult-to-adult listening theory and practice that they wish further information on in order to consolidate their understanding of this aspect of the approach.

Participants will be able to name three major underlying assumptions of behaviorism-based parenting approaches, and contrast them with three major underlying assumptions of Hand in Hand's connection-based approach.

Topics covered in 44-minute class videos, and Mentoring Group:

- Time in
- Time out
- Making a connection plan
- Appreciation
- Summary of the Hand in Hand Parenting perspective

Additional topics covered in the Mentoring Group:

- Individual examples of using the Listening Tools and Connection Plan with clients
- Time in for parents; Reframing Time Out as a tool for the parent to use to support their own emotional regulation

Course Manual:

Hand in Hand Starter Class Parent Manual: Chapter 6, 18 pages

Audio:

Incorporating Hand in Hand Tools in Therapy Sessions with Parents, 15 minutes

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Class 7
Neurobiology of Attachment &
Supporting Adolescents, Young Adults, and Their Parents

***Note on the curriculum for Classes 7 and 8:** The Instructors poll their participants on the topics they most want to focus on in classes 7 and 8. These classes have a didactic backbone, which is fleshed out by the interests and particular needs of the professionals in each call group. In almost every Professionals Intensive Course, there are emphatic requests for information on adapting Hand in Hand principles and Listening Tools for therapeutic work with stressed adolescents and young adults and/or stressed parents of adolescents and/or young adults. This topic is the usual additional focus of Class 7. The booklet on Supporting Adolescents is assigned in Class 5, but is not discussed except by request in Class 7. We have written these goals and objectives as though the usual focus on stressed adolescents/young adults and stressed parents of adolescents/young adults has been requested.

Class 7 Goals:

Working with a stressed parent of an adolescent and/or young adult in a therapeutic setting, participants will be able to adapt the Listening Tools of the Hand in Hand Parenting approach with the goal of mentoring parents in rebuilding trust and recognizing opportunities to partner with their growing child to release stored emotion and rebuild mutual respect and warmth.

Working with a stressed adolescent and/or a young adult in a therapeutic setting, participants will be able to employ effective verbal and nonverbal attitudes and/or adaptations of Listening Tools that result in growing trust between themselves and the young person they are treating.

Participants will be able to discern the fundamental differences between how the Attachment Parenting approach is most often practiced, and the practice of Hand in Hand.

Participants will be able to locate and cite research backing the Hand in Hand approach and each of its Listening Tools.

Class 7 Objectives:

In their work with a stressed parent of an adolescent and/or a young adult in a therapeutic setting, participants will be able to employ four listening prompts that can often lead to a release of stored tension and fresh insights at this particular stage of parenting.

In their work with a stressed parent of an adolescent and/or young adult in a therapeutic setting, participants will be able to name four key perspectives that help parents offload tension and encourage them to reach for connection with their offspring and, at the same time, set appropriate limits.

In their work with a stressed adolescent and/or young adult in a therapeutic setting, participants will be able to find three ways to adapt Special Time and Playlistening to build trust and connection that aids the therapeutic process.

Participants will be able to cite two sources of research that validates the Hand in Hand approach, and will be able to locate three research articles that validate the usefulness of Hand in Hand's five Listening Tools.

Topics covered in the reading and in the Mentoring Group:

- How research on early attachment relates to the Hand in Hand approach
- What the research indicates about the validity of this approach, and where a need for further research is indicated.
- Adolescence: how each Listening Tool can be modified to fit the mind and the experience of an adolescent under stress
- Building trust with an adolescent: our therapeutic experience
- Points of congruence and departure between the Hand in Hand approach, Attachment Research, Interpersonal Neurobiology, and the ARC Framework

Articles:

Can Attachment Parenting Make Us Better Parents?

Hand in Hand Literature Review

Hand in Hand Overview of the Literature Review

Recommended Reading List

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Class 8

Practical Implications for Professionals

***Notes on the curriculum for Class 8:** The most commonly requested topic for this class is how to adapt Hand in Hand Parenting for children, and for parents of children, with a history of early adversity. An understanding of the systematic neglect of the work of parenting, the context in which we all work, will be presented.

Class 8 Goals:

Participants will be able to counter parental feelings of guilt, frustration, confusion, and isolation by presenting key aspects, both emotional and economic, of the systematic neglect of the work of parenting in our society.

Participants will receive mentoring tailored to the circumstances and challenges posed by their clients, both parents and children, in order to collect examples of the Hand in Hand Parenting orientation toward connection and emotional healing for parent and for child. This mentoring will be individual, and will provide illustrations of possible strategies for building emotional safety and healing for both parent and child.

Participants will, through experience and reading, refresh their understanding of how to replicate a learning environment in which parents feel safe, and can take advantage of their innate emotional healing process. They will be able to identify the key features of such an environment, whether it is employed in one-on-one sessions, support groups, or home visits.

Class 8 Objectives:

In working with a stressed parent or group of parents in a therapeutic setting, participants will be able to identify four feelings that parents commonly experience due to the systematic neglect of the work of parenting, and the lack of effective support for work of parenting

In working with a stressed parent or group of parents with a history of early adversity, participants will be able to identify two signs that Playlistening or Staylistening might be too challenging for a parent to employ until some healing has occurred.

Participants will be able to list, demonstrate, and employ the five Guidelines for Listening in a support group setting with parents who have faced or currently do face adversity.

Participants working with highly stressed parents in a therapeutic environment either singly or in support groups will be able to describe and employ five “refresher questions” that can bring a parent’s attention away from emotionally charged material when their listening turn is over.

Topics covered in the reading and in the Mentoring Group:

- How to apply the Hand in Hand Parenting approach to boost the executive functioning of the stressed parents the participants work with, case by case.
- The emotional hallmarks that are a direct result of doing a complex job with little to no support, and doing a job that triggers early explicit and implicit memories fraught with stored emotion.
- A review of the Guidelines for Listening, and the main features of a safe learning environment for groups of stressed parents in a therapeutic setting.
- The application of the Hand in hand approach to heal early attachment disruption in families that have adopted children who have experienced early trauma or harm.

Articles:

The Current Situation for Parents and the Work of Parenting

Articles from the supplementary materials list below, and from Hand in Hand trove of over 200 articles on a wide variety of parenting topics, will be added as appropriate.

Mentoring Call:

Length depends upon number of participants: 60 to 90 minutes

Supplementary Materials

Articles and Handouts:

Do Children Manipulate their Parents?

The Process a Listener Initiates

Habits of Thought Common Among Parents

Key Questions and Directions for Parents

Hallmarks of Parents' Oppression

Science of Playlistening and Thoughts about How it Relates to Psychoanalytic Theory

Bibliography for Professionals' Intensive Course

Audio:

Parenting by Connection and Adoption Podcast, 60 minutes

Time Commitment:

Total Mentoring Call Participation Time: 8 to 12 hours

Total Time with Video & Audio Materials: 6 hours

Total Time with Reading Materials: approximately 6 hours

Total Time with Optional Supplementary Materials: approximately 10 to 20 hours, if desired

Continuing Education Information:

14 to 18 Continuing Education credits from the California Association of Marriage and Family Therapists (CAMFT) will be offered for full completion of the instructional components of this course and completion of a course evaluation.