

# Supporting Families when Factors Interfere with Typical Social-Emotional Development

Resource Handout | June 2023

"New parents see their infant through several lenses. One will be that of the infant of who they have dreamed, another that of an infant with a much-feared problem, and another that of the actual infant whose behavior they can experience directly."

- Nugent, et al, 2019.

## Interfering Factors



## Universal Supports

### Universal Supports

- Turn family routines into attuned rituals
- Honor the parent as the expert on their child
- Seek to understand the meaning caregivers makes about their child and their situation:
  - Observe behaviors with the parent
  - Help families understand the developmental significance of behaviors
  - Monitor our own reactions and present observations and insights in a nonjudgmental way
  - Explain behaviors as a part of the developmental whole - how the individual behaviors show the child's unique being
- Join a caregiver in observing a child with awe and wonder in a way that will lead to attunement, new meaning making, and the creation of new rituals.

## Glossary

**Equifinality:** Understanding there are different pathways that can result in the same outcome depending on the system and context.

**Multifinality:** Understanding that a specific pathway or risk factor may result in a multitude of developmental outcomes depending on the system and context.

**Interoception Sense:** A person's ability to understand their body's needs in terms of thirst, hunger, bowel and bladder function, and temperature, etc.

**Proprioceptive Sense:** A person's awareness of their body in time and space. Includes a sense of movement, force, and body position.

**Vestibular Sense:** Provides a person with a sense of balance and gives information on the body's positioning. Involves our sense of balance and posture.

## Resources

**Postpartum: Recognizing and Supporting the Impact on the Parent-Child Relationship by Telisha Woodfin:**

**Session 1:** <https://youtu.be/U4ZVQiBp1lc>

**Session 2:** <https://youtu.be/Y3E2WQh49M4>

**Relationships First: Shifting the Mindset from Control to Engagement  
by Dr. Mona Delahook**

[https://www.veipd.org/main/sub\\_socio\\_emot\\_dev.html](https://www.veipd.org/main/sub_socio_emot_dev.html) > "eLearning/Presentations/Webinars" Tab

**Stress Response or Challenging Behavior? New Answers, New Directors by Dr. Mona Delahook:**  
[https://www.veipd.org/main/sub\\_socio\\_emot\\_dev.html](https://www.veipd.org/main/sub_socio_emot_dev.html) > "eLearning/Presentations/Webinars" Tab

**Shark Music Video:**

<https://www.youtube.com/watch?v=Sc1qrYAA7Lg>

## References

- American Psychological Association. (2002, December 8). **Family routines and rituals may improve family relationships and health [Press release]**. <https://www.apa.org/news/press/releases/2002/12/rituals>
- Delahook, M. (2019). **Beyond Behaviors: Using brain science and compassion to understand and solve children's behavioral challenges**. PESI Publishing & Media
- Fiese, B. H. (2006). **Family routines and rituals**. Yale University Press.
- Fraiberg, S., Adelson, E. and Shapiro, V. (1980) **Ghosts in the Nursery: A Psychoanalytic Approach to the Problems of Impaired Infant-Mother Relationships**, in Fraiberg, S. (Ed.) (1980) *Clinical Studies in Infant Mental Health: The First Year of Life*, New York: Basic Books, Inc.
- Greenspan, S.I., (2006). **Engaging autism: Using the floortime approach to help children relate**. Cambridge, MA: Ca Capo Lifelong Books.
- Gold, C. (2017). **The Developmental Science of Early Childhood: Clinical applications of infant mental health concepts from infancy through adolescence**. W.W. Norton & Company.
- Hulen, Lipsett (2022). **Building blocks for social-emotional learning: Creating safe, secure, and successful elementary schools**. Bloomington, IN: Solution Tree Press.
- Lewis, M., (2023). **Nappy-Haired Ghosts, and Angels in the Nursery: The power of Cultural Rituals and Routines to Heal Legacies Intergenerational Historical Trauma and Nature Joy in Parent-Child Relationships**. Lecture presented at Early Relational Health Fellowship Weekend April 29, 2023. Worcester, MA. U. Mass-Chan Medical School.
- Perry, B. (2014). **The neurosequential model of therapeutics: Application of a developmentally sensitive and neurobiology-informed approach to clinical problems solving in maltreated children**. In K. Brandt, B. Perry, S. Seligman, & E. Tronick (Eds.), *Infant and early childhood mental health: Core concepts and clinical practice* (pp. 21-32). Arlington, VA: American Psychiatric Publishing.
- Porges, S. W. (2017). **The pocket guide to the polyvagal theory: The transformative power of feeling safe (1st ed.)**. New York: Norton.
- Tronick, E., Gold, C.M. (2020). **The power of discord: Why the ups and downs of relationships are the secret to building intimacy, resilience, and trust**. New York: Little, Brown, and Company.
- Sanders MR, Hall SL. **Trauma-informed care in the newborn intensive care unit: promoting safety, security and connectedness**. *J Perinatol*. 2018 Jan;38(1):3-10. doi: 10.1038/jp.2017.124. Epub 2017 Aug 17. PMID: 28817114; PMCID: PMC5776216
- Siegel, D., (nd). **Dr. Dan Siegel's Handmodel of the Brain**. Accessed 4/23/23 at <https://drdansiegel.com/hand-model-of-the-brain/>.

