

# I am two!

## Seeing things my way!

Dr Kay Mathieson



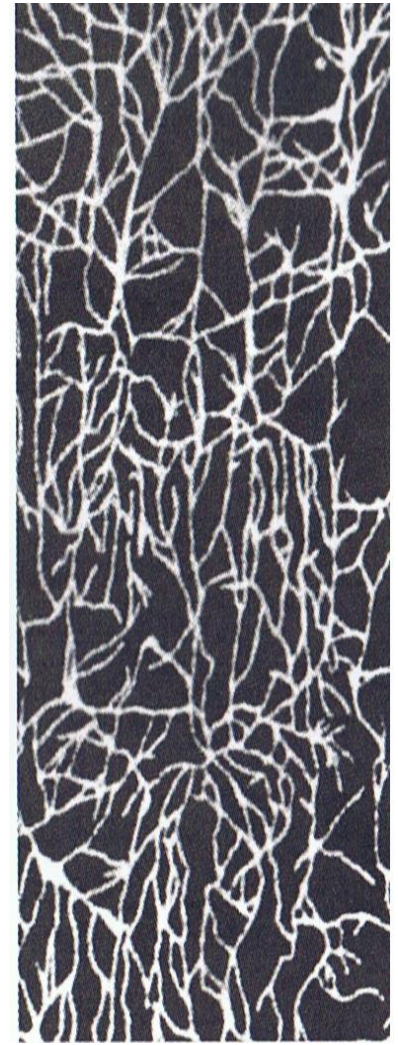
Birth



Three months



Fifteen months



Two years



They are active and curious learners from birth, able to lead their own learning within the context of close, intimate and supportive relationships with responsive adults.

Mathers et al., (2014) Sound Foundations. University of Oxford, The Sutton Trust p4



The two year old's job description

To work out what  
everything is and what  
everything does.



# A human being learning to survive.....

What am I learning?

What are you showing me?

How are we experiencing it together?

What are you doing with my feelings?



Sir Harry Burns:  
What part do we play in the 'cycle of alienation'?

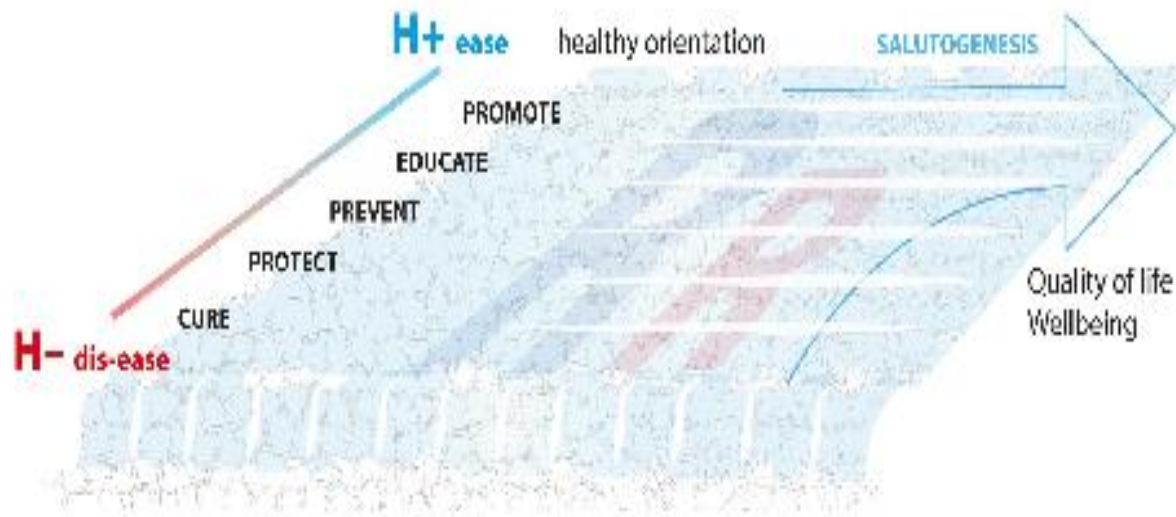
'We need to begin with the firm belief that all parents are interested in the development and progress of their own children.'

Pen Green Centre

... Because they are!



# Salutogenesis ?



The River of Life.

Note the vertical right hand flow in the direction of life towards wellbeing and Quality of life. The image includes Antonovsky's health continuum H- to H+, R stands for Risk and Resource.

(Bengt Lindstrom, Monica Erikson, Peter Wikstrom 2008)



## Our collective knowledge .....

- Admission process – are you getting the most useful information
- Daily conversations
- Noticing, sharing, reflecting

Are we supporting connectedness and well being?





# Wellbeing Wheel



# Getting to two

- Prenatal development ?
- Healthy, stress free pregnancy ?
- Social support and close loving relationships ?
- Birth ?
- Vulnerable, risk and protective factors ?
- First year - sleep deprivation, finances, anxiety and loads of fun!
- Confidence, competence and networks of support to call on?
- When do I become "two"



# Perspective taking

- Understanding our own and other's intentions
- Motivation
- Experience of other's and their responses
- Talking, talking and more talking

The influence of family talk about feelings and thoughts of others

Dunn, Brown, Slomkowski, Tesla & Youngblade 1991



# Emotional environment

- Mind mindedness – Elizabeth Meins
  - Sensitivity recognising children’s cues, responding promptly and appropriately
  - Recognition that infants have their own desires, thoughts and intentions
  - Being treated as an individual with a mind rather than just one who has needs which must be met

Laranjo,J.,Bernier,A.,Meins,A., (2008) Associations between maternal mind-mindedness and infant attachment security: Investigating the mediating role of maternal sensitivity *Infant Behaviour and Development* 31, 688-695



# Using praise thoughtfully...

Wow you worked really hard to make that, well done (*my effort is noticed and praised*)

You really put your heart and soul into your running, how did it feel? (*running as fast as I could was hard work but it made me feel great – I can evaluate my own efforts and the process I went through*)

You really thought about the colours you used, which part of the picture do you like best? (*my thought process is valued and I can evaluate the finished result*)

Moylett, H. (2013). Active Learning, Practical Preschool Books, London; 44



# Family Partnership Model (Davis & Day 2007)

and

## Early Support Programme (NCB 2013)

working effectively with parents:

### Skills

- attention/active listening
- Prompting and exploring
- Empathetic responding
- Summarizing
- Enabling change
- Negotiating
- Problem solving

### Qualities

- Respect
- Empathy
- Genuineness
- Humility
- Quiet enthusiasm
- Personal integrity
- Professional knowledge



# My Baby's Brain

2014 Hertfordshire CC

## Five to Thrive

(2012 Kate Cairns Associates)

- Respond
- Cuddle
- Relax
- Play
- Talk



# Integrated Review

- Don't go for the easy option – the status quo  
get connected with health colleagues
- Building confidence in child development  
perspectives/assessment and local support  
available
- Using Early Support Programme and  
Integrated review principles to guide all  
reviews with parents



# The Integrated Review should:

- engage parents, particularly those who are disadvantaged
- engage the child, where they are participating
- be a process of shared decision making

<http://www.foundationyears.org.uk/2016/04/two-year-old-integrated-review/>



# Watching to understand

- What am I looking for?
- Why is it important?
- What have you seen?

“Not a test to pass or fail but a look to see where they are”



# Being acknowledged and affirmed

- Others around us give messages about how we are perceived
  - Capable
  - Competent
  - Valued
  - Listened to
  - Respected



# Getting it right for families

## Early intervention Foundation 2014:9

### Positive effects of integrated services

#### Processes

- Increased understanding, trust and cooperation between different services.
- Better communication and consistent implementation of services.
- Less duplication of processes across agencies.

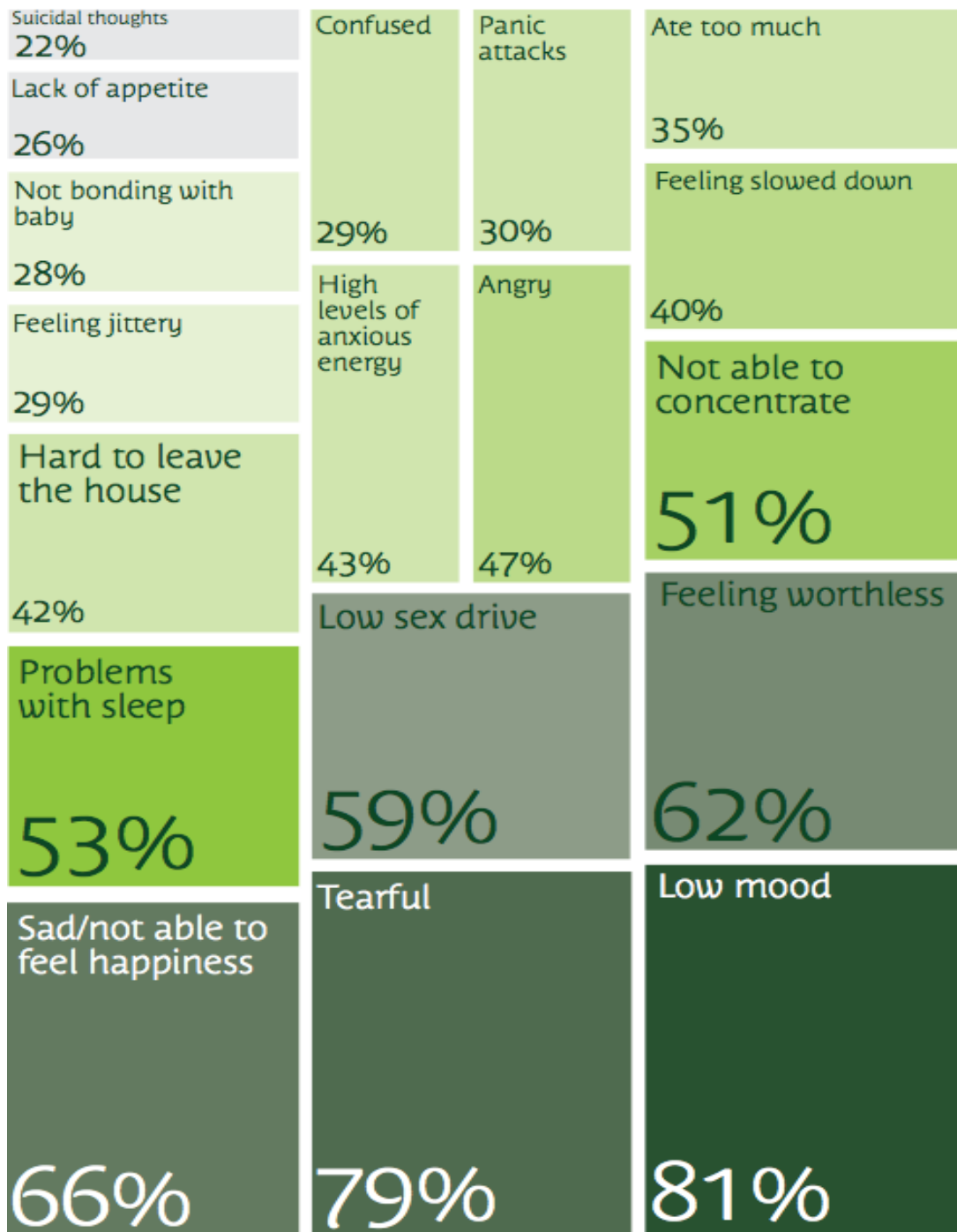
#### Outputs

- More responsive and appropriate services.
- Better access to services or increased user involvement.
- More cost-effective.

#### Outcomes for children and families

- Improved cognitive or school performance.
- Improved general physical health.
- Enhanced social behaviour.
- Improved parenting or family relations.





Women also identified isolation, financial pressures and relationship problems as exacerbating their symptoms. 40% had suffered a traumatic birth.

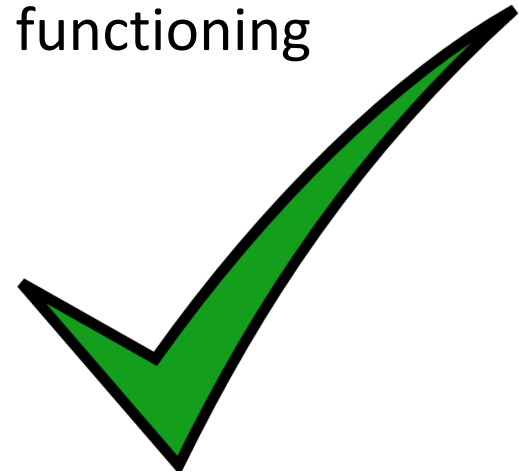
Perinatal Mental Health  
Experiences of women  
and health  
professionals

October 2013 Boots Family  
Trust

# Atul Gawande: 'pause points'

- Celebrating excellence
- Identifying and removing barriers
- Works in the context of professionalism defined as:
  - Selflessness, placing the needs of others above our own
  - Aiming for excellence, in our knowledge and skill
  - Trust worthiness, be responsible in our personal behaviour towards our charges
  - Discipline, following prudent procedures and functioning with others

Gawande, A. (2011). The Checklist Manifesto How to get things right. London: Profile Books



# Walking on silk threads: Reflections from the Reggio Emilia Working Group

Revisiting almost fifty years through Malaguzzi's writings and speeches, we understand some of the capabilities needed to .....defend quality: intelligence, creativity, rigour (stringent rigour), courage, patience, perseverance, the capacity to make connections and to argue the case .... A general attitude of great human solidarity – social, cultural and political.

Understanding Loris Malaguzzi: A short introduction to his work and legacy excerpt from:

Cagliari,,P., Castagnetti,M., Giudici,C., Rinaldi, C., Vecchi, and Moss, P. (eds), (2016). Loris Malaguzzi and the schools of Reggio Emilia: A selection of his writings and speeches 1945-199. Reggio Children and Preschools and Infant-Toddler Centres – Istituzione of