

A stylized icon on the left side of the slide. It features a large, dark blue silhouette of a person's head and shoulders, facing right. Inside the white space of the person's torso, there is a smaller, orange silhouette of a child's head and shoulders, also facing right. The overall shape is reminiscent of a protective embrace.

TTAC

NYC Early Childhood
Mental Health

Training and Technical Assistance Center

Overview of Facilitating Attuned Interactions (FAN) Approach

Presented by
Linda Gilkerson, PhD
Erikson Institute

December 1, 2022

Who We Are

The New York City Early Childhood Mental Health Training and Technical Assistance Center (TTAC), is funded by the NYC Department of Health and Mental Hygiene (DOHMH)

TTAC is a partnership between the New York Center for Child Development (NYCCD) and the McSilver Institute on Poverty Policy and Research

- **New York Center for Child Development** has been a major provider of early childhood mental health services in New York with expertise in informing policy and supporting the field of Early Childhood Mental Health through training and direct practice
- **NYU McSilver Institute for Poverty Policy and Research** houses the Community and the Managed Care Technical Assistance Centers (CTAC/MCTAC), which offer clinic, business, and system transformation supports statewide to all behavioral healthcare providers

TTAC is tasked with building the capacity and competencies of mental health and early childhood professionals through ongoing training and technical assistance

<http://www.TTACny.org>



Updated TTAC Website



A Selection of New Features:

- Seamlessly filter, toggle and search through upcoming and archived content, trainings and resources
- View videos, slides, and presenter information on the same training page
- Contact the TTAC team by clicking on Ask TTAC and filling out our Contact Us form
- And more!

Have questions or need assistance? Please contact us at ttac.info@nyu.edu and we'll be happy to assist you

Overview of Facilitating Attuned Interactions (FAN) Approach

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Overview of FAN

- Origin Story of FAN: Fussy Babies and their Parents
- Theory of Change: Attunement
- Practice Model: “Wedges” and ARC
- FAN in Action
- Reflective Activity: Try out the approach
- Self-Compassion
- Adaptability Across Helping Relationships
- What Evaluation Tells Us

Inner supervisor

- Organizes what you already know
- Helps you start where the client is, move flexibly and access what might be most needed in the moment
- Allows you to be your best self



Erikson Institute Fussy Baby Network

we're
here
to help

All babies cry, but some cry more than others. One in five babies is fussy—difficult to comfort and may have trouble feeding and sleeping. For parents, caring for a fussy baby can be exhausting and frustrating.

There is no quick fix—but *there is help.* Call the Fussy Baby Network, Erikson Institute's program for parents who have concerns about their baby's temperament and behavior during *the first year of life.*

Our *infant specialists* will work with you to find more ways to soothe, care for, and enjoy your baby. We'll also explore ways to reduce stress while supporting you in your important role as a parent.



Fussy Baby
Network
We're here to help.

888-431-BABY
fussybabynetwork.erikson.edu

Fussy Baby Network is a project of Erikson Institute, a graduate school in child development, in collaboration with the University of Chicago and community partners. Grant support is provided by the Doris Duke Charitable Foundation and the Irving Harris Foundation. For more information about Erikson Institute, please visit our Web site at www.erikson.edu.

451 North LaSalle Street
Chicago, Illinois 60654-4510

erikson graduate school in child development



you're not
alone

Fussy Baby
Network



“Anyone who listened helped.”

How to be present with this parent

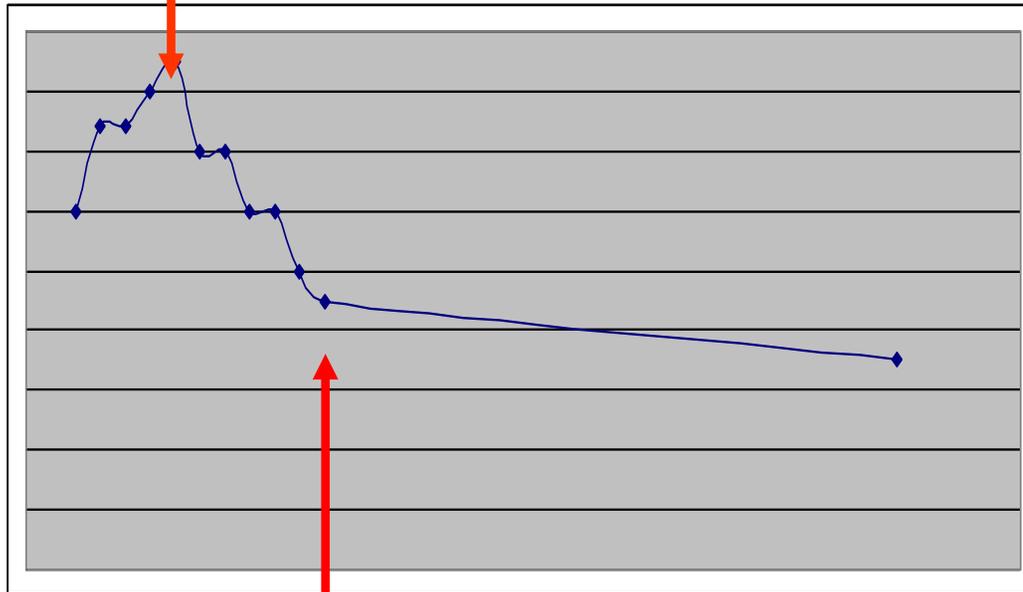
- His feelings held and accepted
- Her thinking heard and respected



Grounded to respond to
need. Winnicott

Normal crying curve

6 weeks

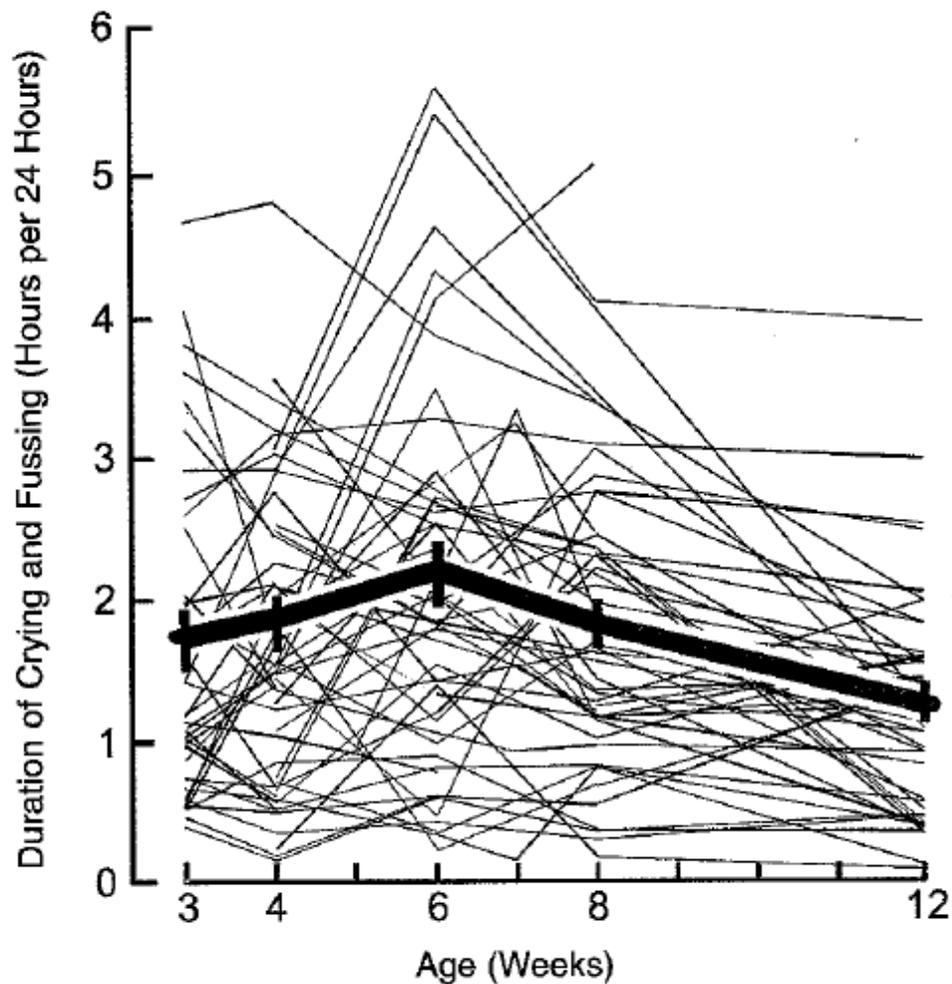


12 weeks

- Peaks at 4-6 weeks
- First documented in Brazelton's practice
- Replicated 15 times
- Across cultures

(Barr, Konner, Bakeman, & Adamson, 1991; Brazelton, 1962; St. James-Roberts, Bowyer, Varghese, & Sawdon, 1994)

Figure 5.2. Developmental Crying Curve in a Representative Sample.



Note. Age-dependent daily duration of crying and fussing in a representative sample (means and individual variability). (Modified according to Barr, 1990.)

Meaning to the Parent



<http://www.helpguide.org>

Is my baby's crying
a worry or concern
for me?

If yes, risk higher

- Depression
- Anxiety
- Low parenting confidence

Recognition of inner experience



Lessons Learned from Families of Fussy Babies

- See and hold the parents' experience
 - Stay longer in the hard places
 - See through the parent's eyes first
 - Help parents find their way
 - Have a model that holds the practitioner as well as the parent



FAN Theory of Change: Attunement

“When someone feels truly understood, “known,” the attunement that occurs creates a space where it is possible to try new ways of interacting.”

-Siegel & Hartzell, 2003 in Lewis, 2011, p. 446.

Connection is built by BEING WITH

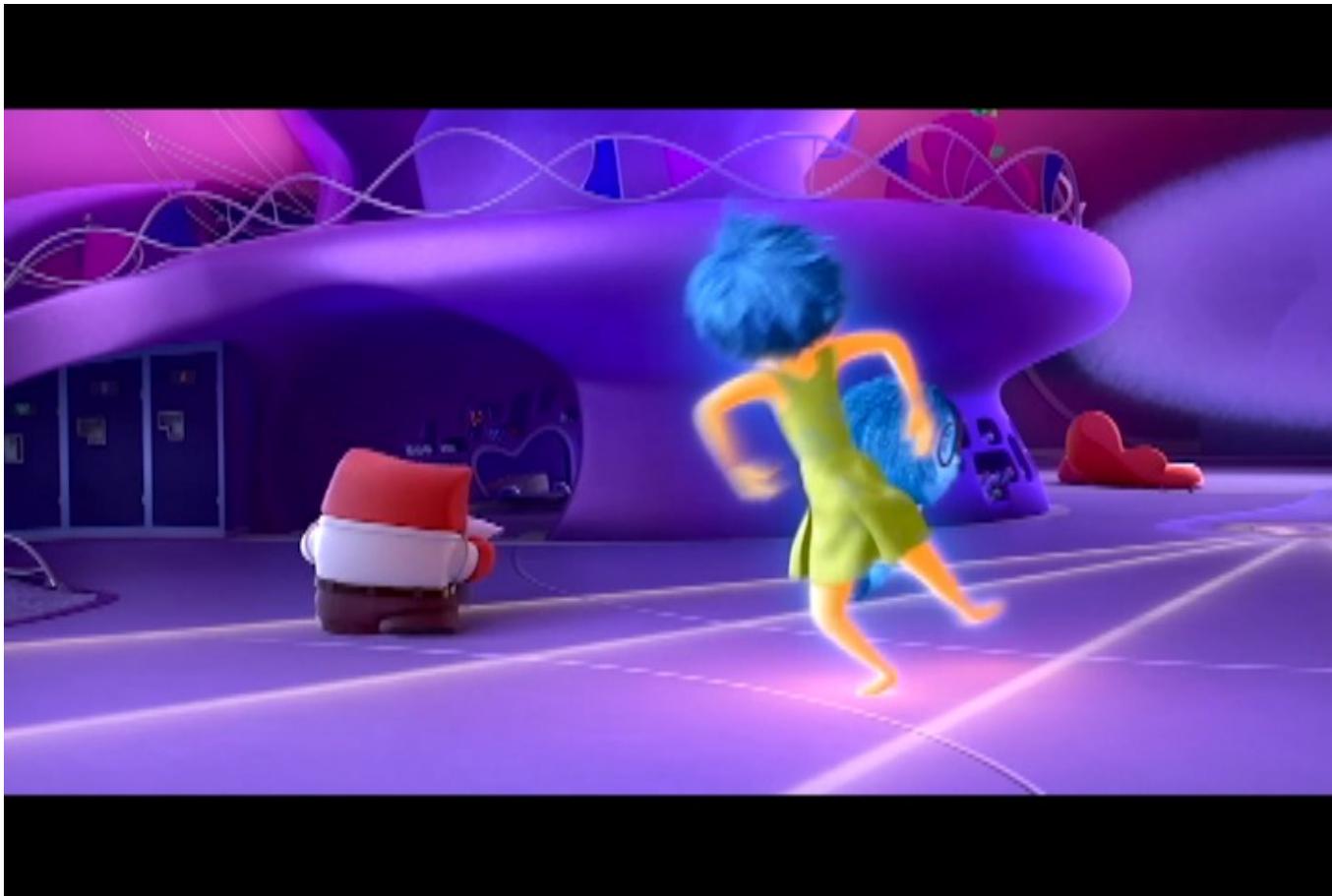
“To share in another’s
experience with no
attempt to change what
the person is doing or
believing”

Stern, 1985, p 148.



<http://www.dazeddad.com/2012/02/13/father-son-bonding-in-the-early-weeks/>

Examples of Matching and Mismatching



Examples of Matching and Mismatching

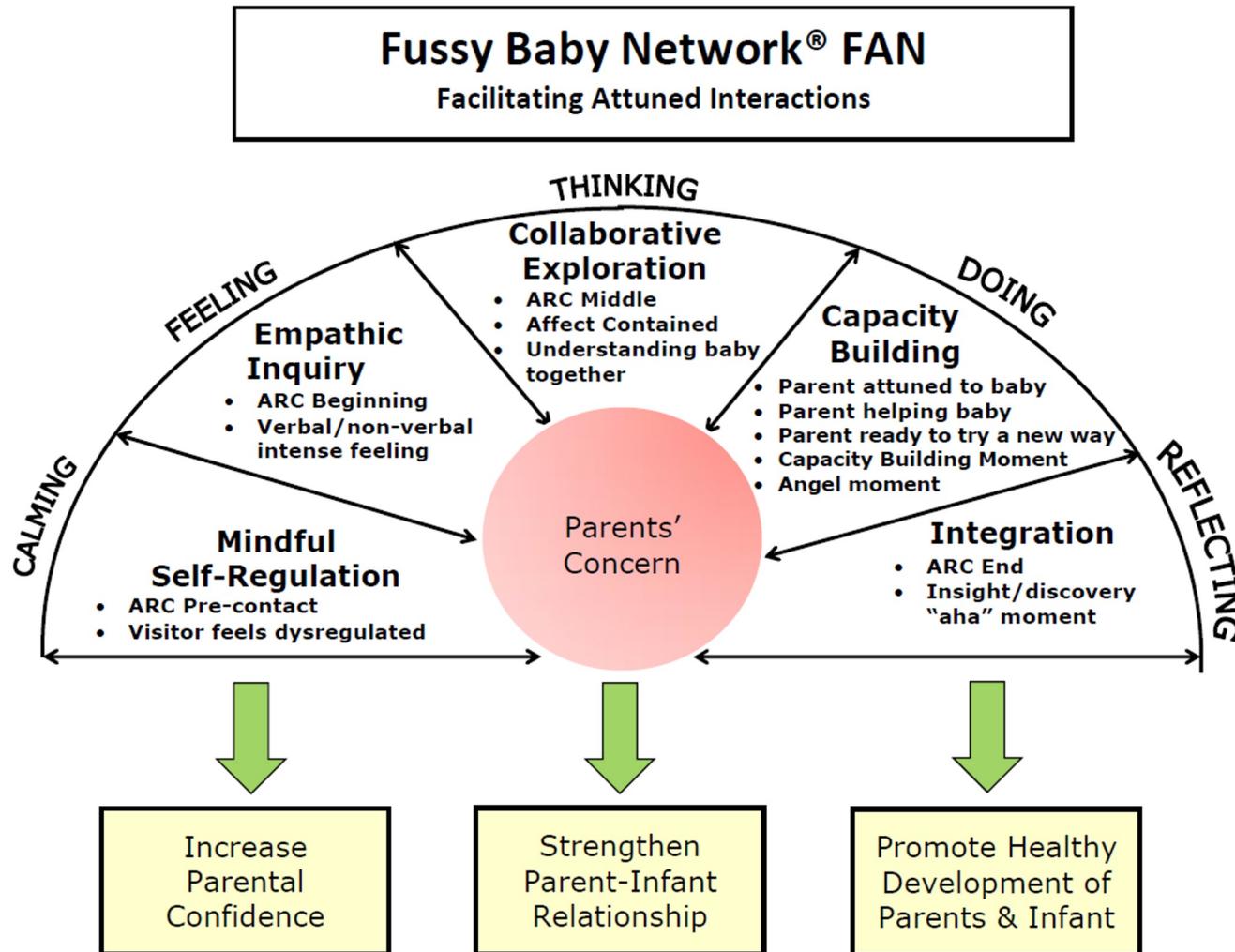


Reflection



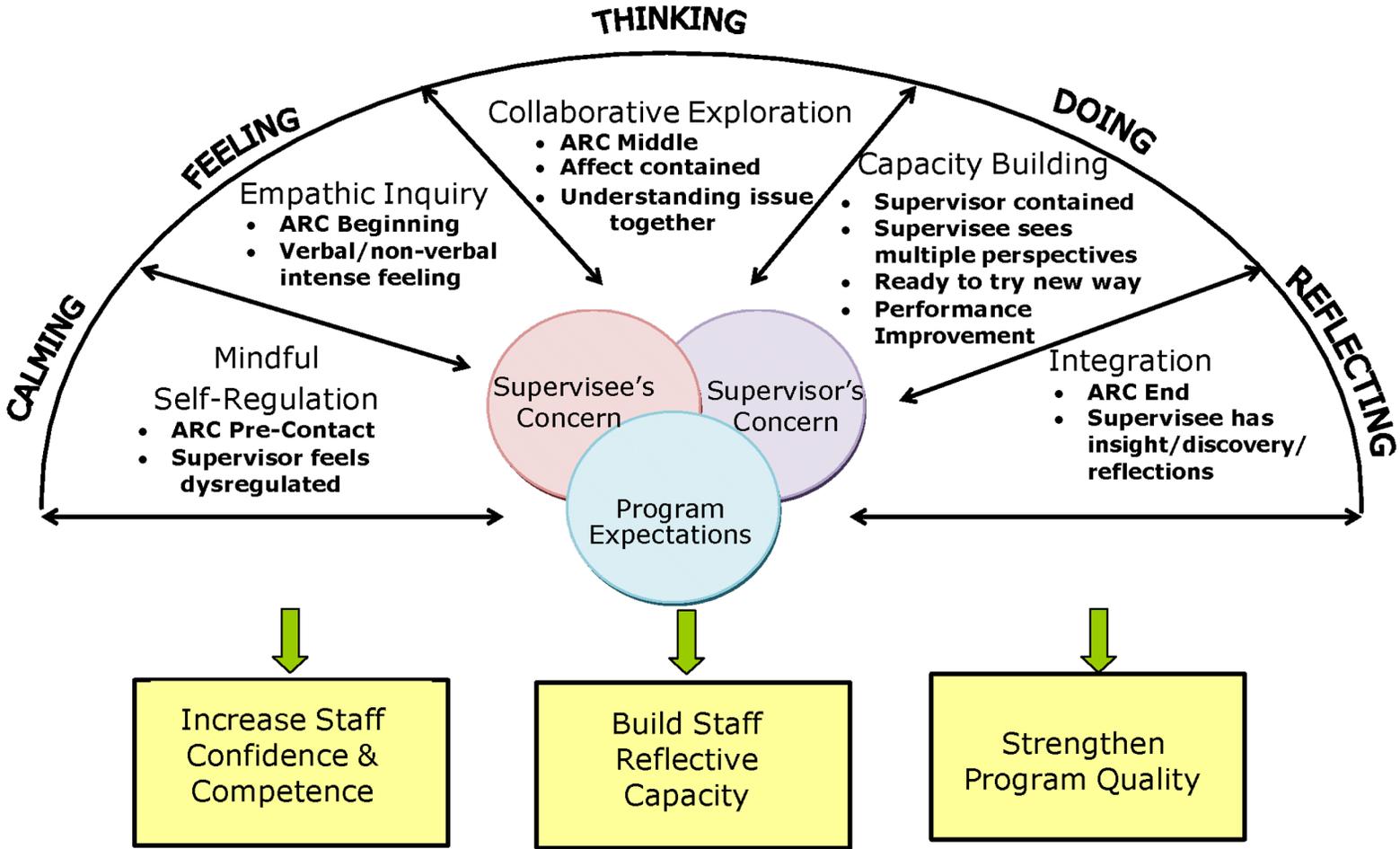
- Think of a relationship where there is a bit of a struggle.
- Picture a recent interaction where it didn't go so well
- Note how you felt in that moment; what you did
- Hold this experience in mind as you hear about the FAN. You'll have chance to try out the approach

Framework for Relationship-Building & Reflective Practice



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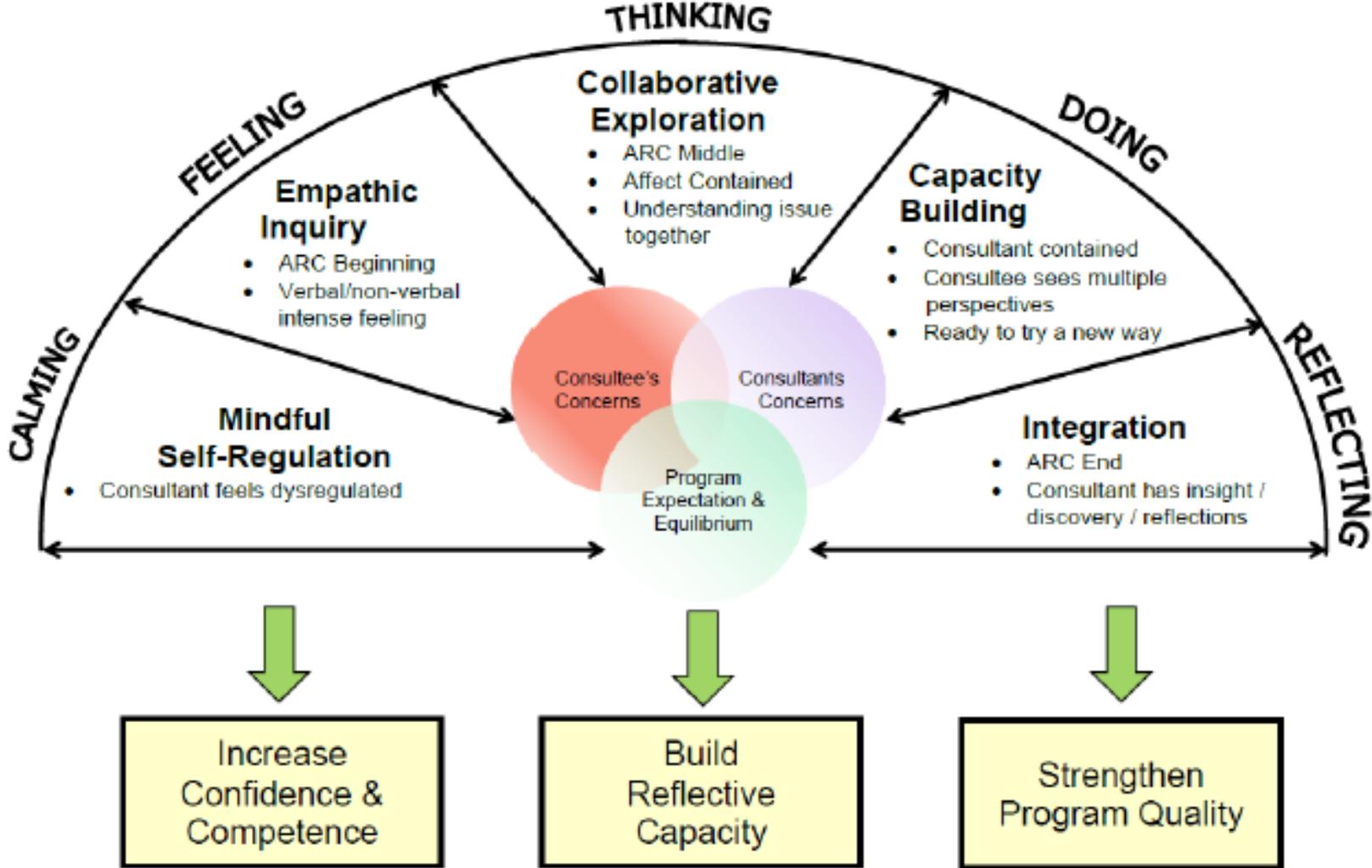
Fussy Baby Network[®] Supervisor FAN



© Gilkerson 2010, rev 2015 Erikson Institute Fussy Baby Network

Consultation FAN

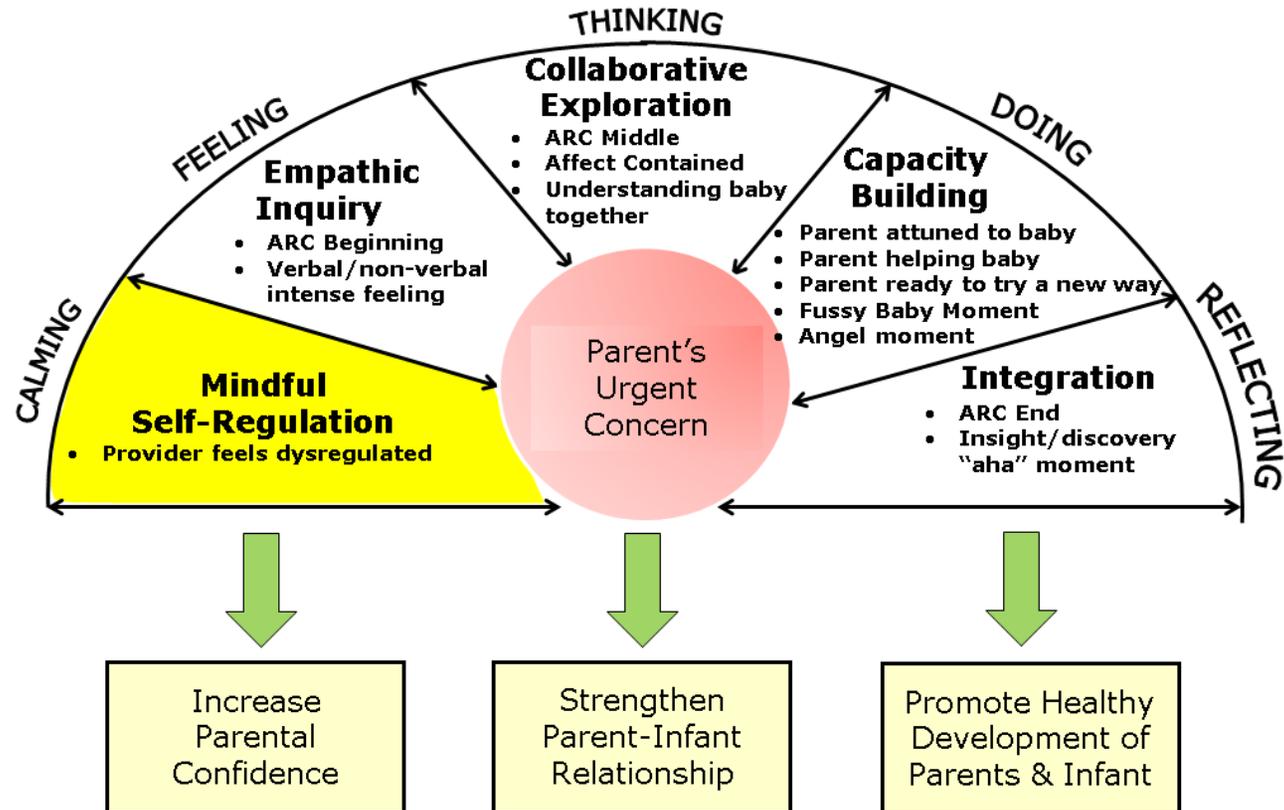
Facilitating Attuned INTERactions



©Gilkerson, 2014 Erikson Institute Fussy Baby Network

Calming

Fussy Baby Network® FAN Facilitating Attuned Interactions



We are part of the relationship!

"..it is not possible to work on behalf of human beings to try to help them without having powerful feelings aroused in yourself." Jeree Pawl, Ph.D



<http://chd.org/counseling/>

Mindful Self-Regulation: What is happening for me?

- In-the-moment self-awareness and re-balancing
- Post-contact compassionate, critical self-reflection

Dysregulation is a Cue and Opportunity



Warriorfitness.org

ABCs of Mindful Self-Regulation

- **Awareness**
 - How am I reacting - Become aware of your own reactions: thoughts, feelings, body tensions
 - Do I know what is activating me?
 - How are my reactions pulling me to relate?
 - Are any of my biases/judgements affecting me?
 - What meaning am I making of this now?
 - Acknowledge and accept what I can see in the moment
- **Balance**
 - Use your awareness to select strategies
 - Use your strategies to come back to balance
- **Connection**
 - Connect with new awareness of myself and the other and attend to any relational repairs

Adapted from Saakvitne, K. & Pearlman, L. (1996)

MSR Strategies



Breathing



Self-Talk



Grounding



Imagery

Critical Self-Reflection

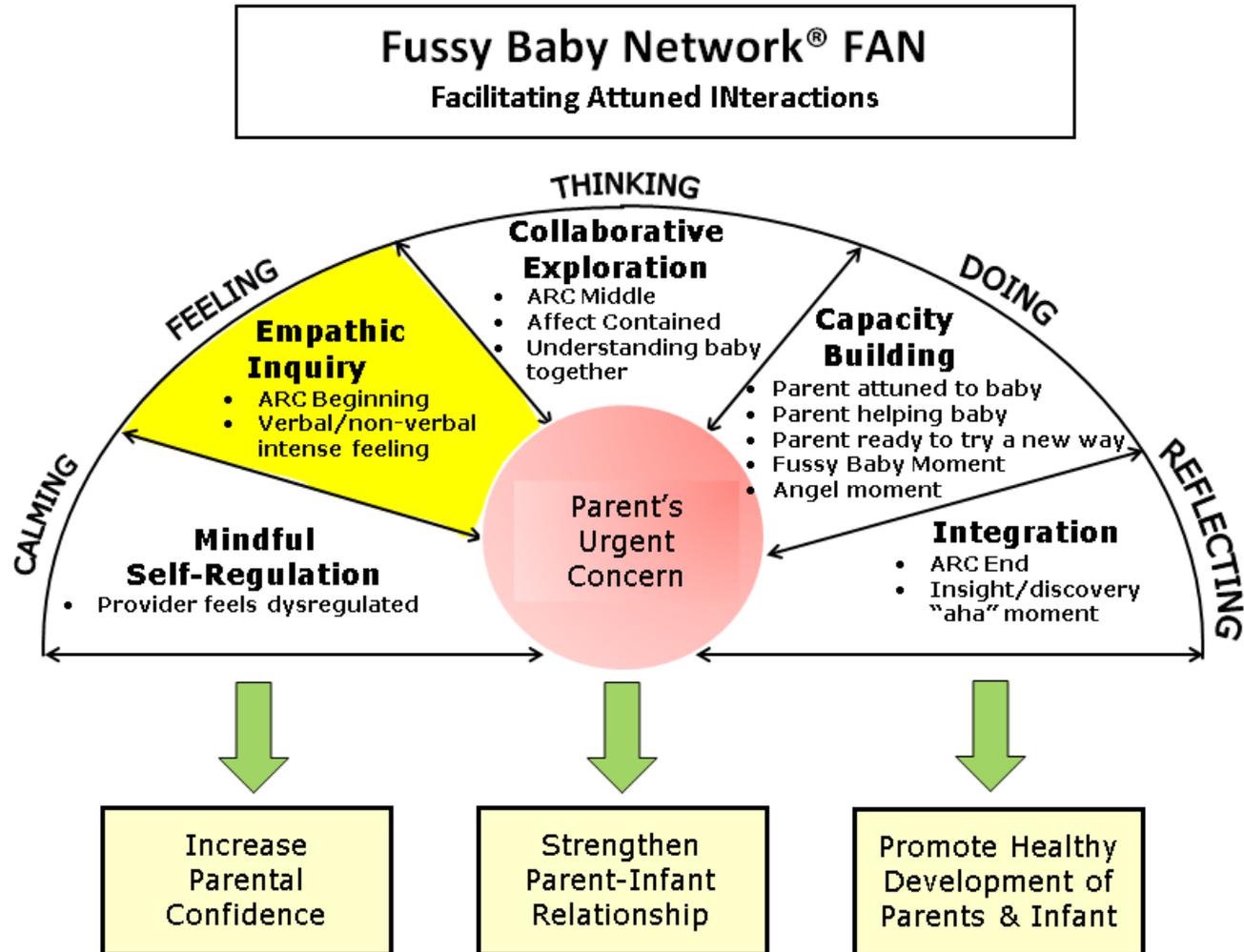
- Critical self-reflection refers to a deeper process of stepping back to examine our own beliefs, assumptions and biases. It goes beyond understanding ourselves but critically questioning the meaning we assign and committing to acting differently.

Critical Self-Reflection

- Have I taken time to examine my own feelings, struggles, experience of privilege or oppression, or biases related to my work with this individual or group?
- How might our differences in power and social location affect what it was like for them to be with me?
- What do I need to do differently to respect this person(s)' goals and preferred ways of interacting?
- What specifics seemed to support connection and collaboration?

FACILITATING ATTUNED INTERACTIONS

Feeling



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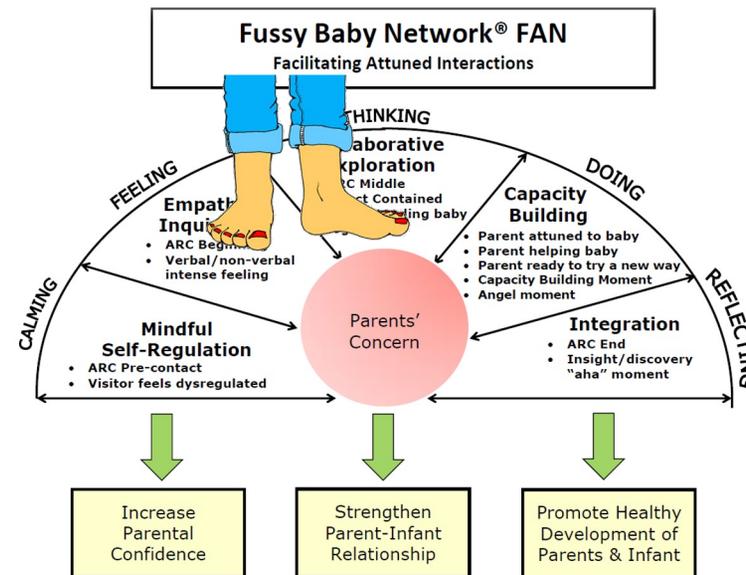
FEELINGS: Empathic Inquiry

- Holding
 - Being with
 - Listening with acceptance
 - Letting story be told
- Validating
 - Acknowledging another's felt reality
- Exploring
 - Inviting to share more

Power of Pause
Be Lean of Speech



Bridging: Keeping One Foot in Feeling and One Foot in Thinking



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FEELING

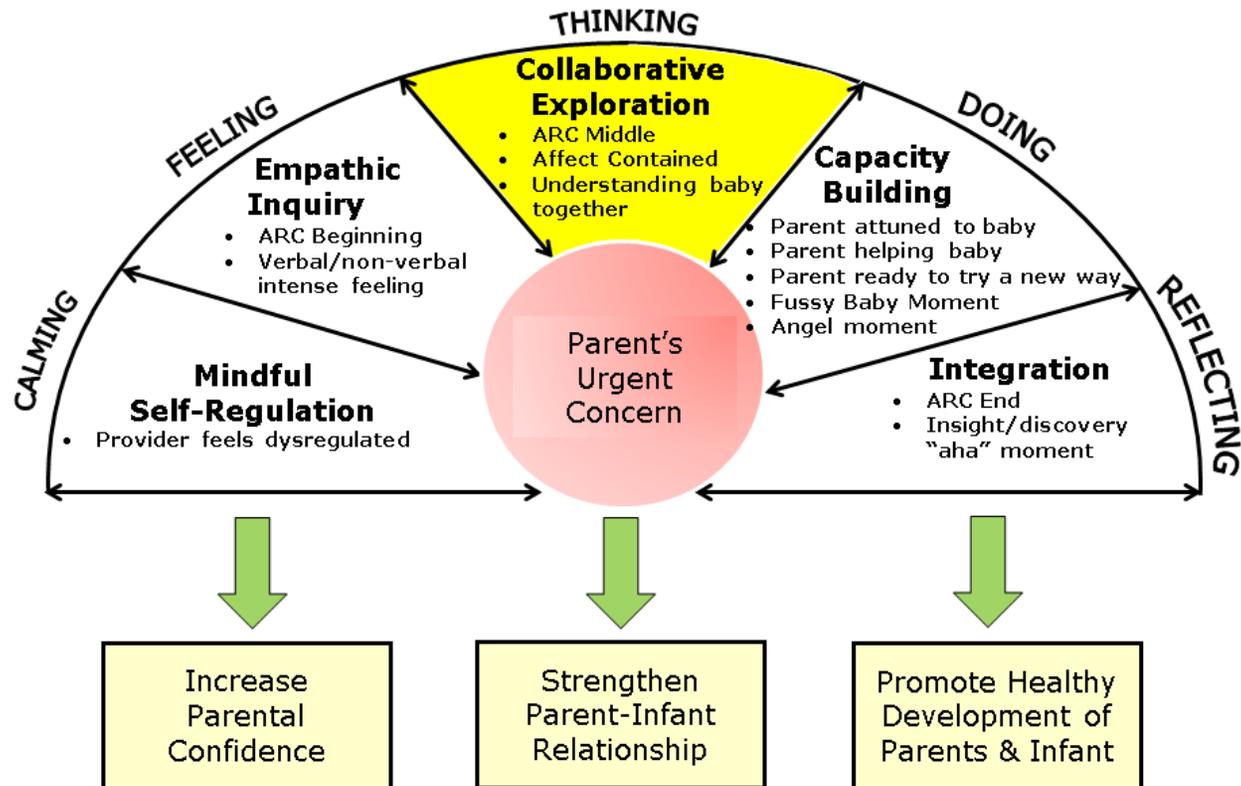
I hear how concerned you are.

INVITATION TO THINK

What would you think about looking at him together? Would you be open to doing the ASQ again?

Thinking

Fussy Baby Network® FAN Facilitating Attuned Interactions



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THINKING: Collaborative Exploration

- Belief in parent
- Pause before doing
- Openness and curiosity
- Not knowing
- Thinking together without the pressure to change or do it my way
- *“Giving up control is a relief”*
- *“Instead of trying to fix it, I now know that I need to stay with them.”*



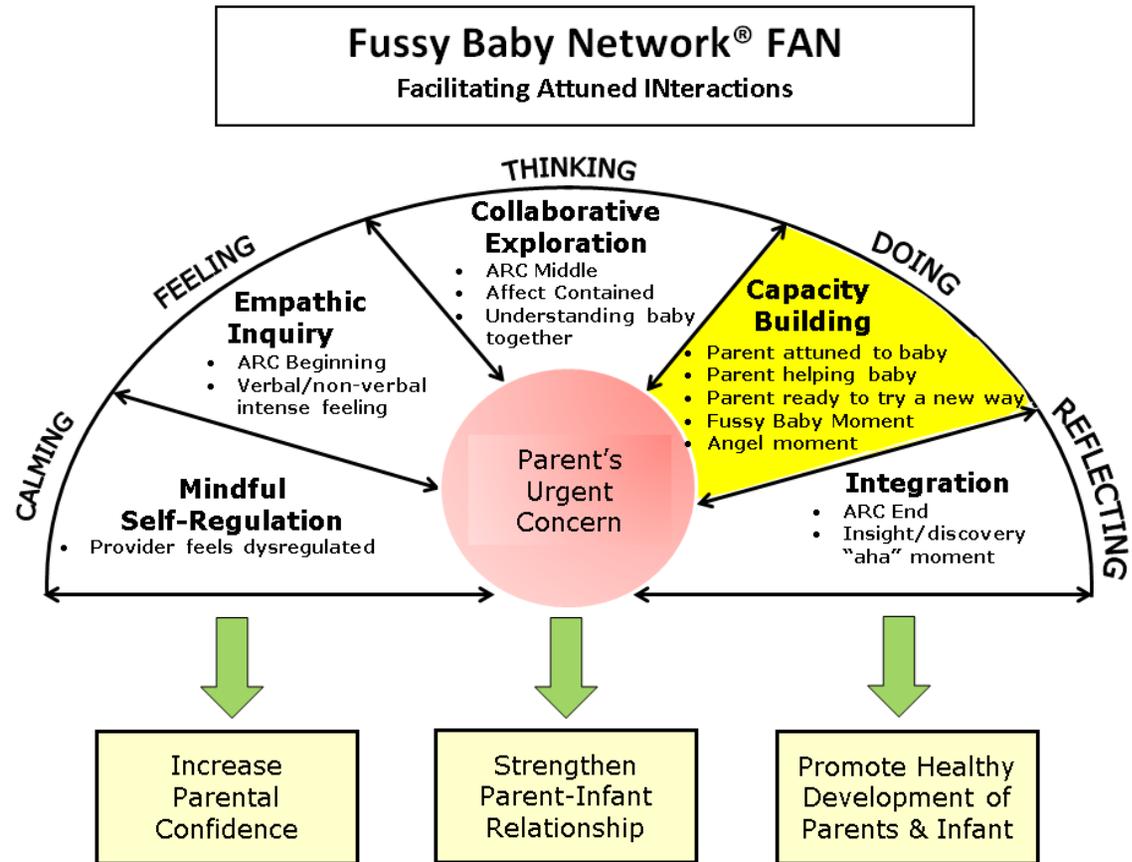
The Fix It Train!

Stop the train!



- **Theory of problem**
 - What do you think might be causing this?
- **Strategies tried**
 - What's worked? What's not worked?
- **Changes desired**
 - Is this something you'd like to work on? What would you like to see change?
- **Views of important others**
 - What do other people who are important to you think?
- **Readiness to try new way**
 - How ready do you feel to start or is it helpful to talk it over?
- **Planning first steps**
 - What might be a small first step?
- **Anticipating “doing”**
 - *What would it be like it for you to try this new way?*

Doing



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DOING: Capacity Building Ready to Learn or Try Something

- Works best with an invitation
- When parent is ready to learn something or do something
- When parent can focus on child
- When child needs parent to act



<http://mytoddlerisreading.com/tag/read-to-your-baby>

Capacity Building Strategies

- Highlighting
- Offer Drop and Explore
- Capacity Building Moment
- Angel Moment
 - Glow with them!



Offer a Drop and Explore

What's temperament?

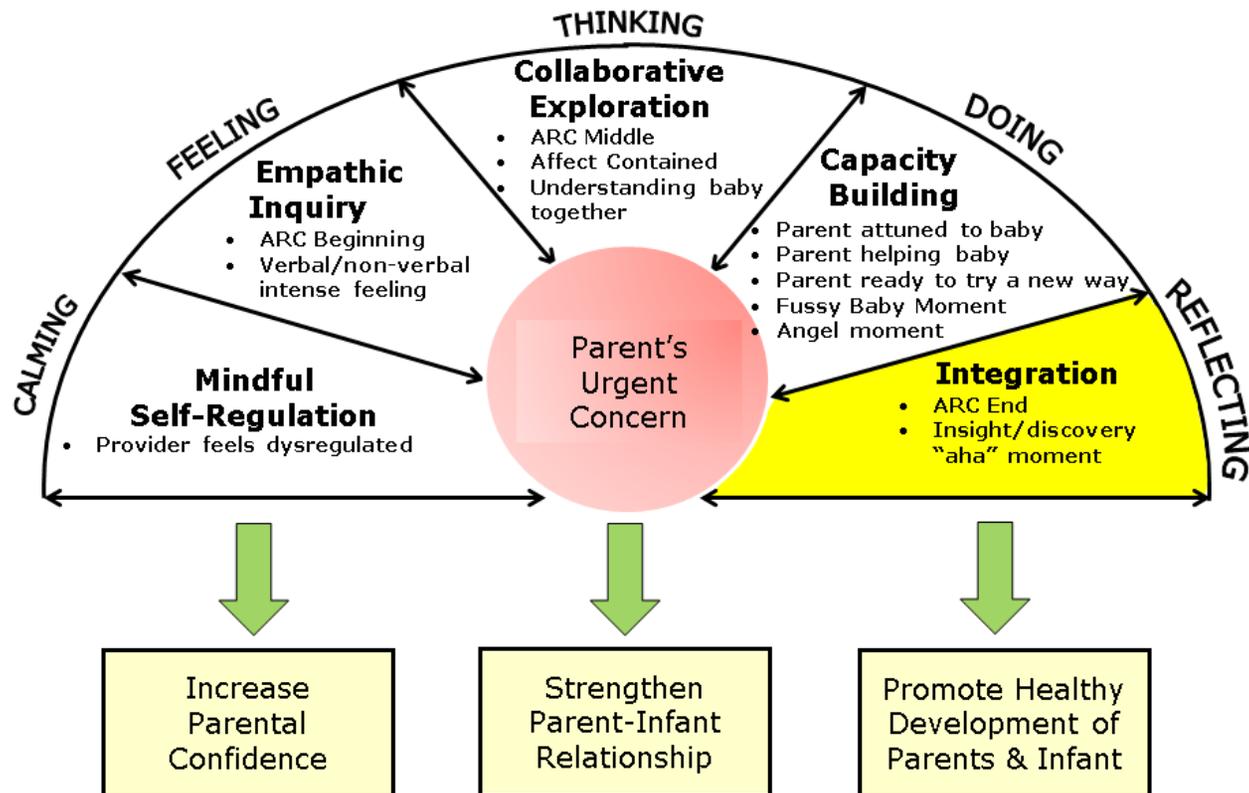


Dad has been texting the whole time on a visit but he's listening. He looks up and says: "What's temperament? I've never heard of that?"

- DROP: Babies have personalities right from the start.
- EXPLORE: What have you noticed about your little girl?
- RESPONSE: Well, she's pretty quiet. Nothing like my other kids.

Reflecting

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Integration



<http://lionheart.org/youth/>

- Holding onto insights in the moment
- Building reflective capacity
- Understanding the meaning behind behavior

FROM:
What is he doing to me!"

TO:
What's happening for him?

Nichols, 2016

FAN: A Structure for Engagement



<http://www.wannerchurch.org/jan-3-jan-24-a-connected-people/>

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?
Who are we to each other?
What do I need to do to be fully present?

After the contact

How am I now?
What was it like to be in relationship with me?
What do I need to do to be present for what's next?

Purpose of the ARC

The ARC of Engagement is a trauma-informed tool in the following ways:

- **Security**
 - Provides consistent, predictable structure
- **Focus**
 - Helps you take the pulse and see where parent is
 - Allows you to shift focus to parenting early in the visit
- **Collaboration**
 - Provides concrete way to partner with parent through the visit
- **Closure**
 - Gives closure by a completing a communication circle
 - Provides a calm end for parent and visitor
- **Presence**
 - Allows you to check in with yourself, address your needs, and aware of biases, judgments you may be bringing

Supervisor ARC of Engagement

Finding the Agenda

What would you like us to focus on?
Here are some things we might talk about. Where should we start?

Near the middle

I just want to check in with you. Are we covering what we need to cover?

At the end

Three words
What would you like to
remember from our time
together today?
Like me to remember?

In the beginning

How are you?
How has it been for you in your work since we last talked?

After the contact

How am I now?
What was it like to be in relationship with me today? What do I need to hold or process to be present for what comes next?

Before the contact

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

ARC “On-the-Fly”

Listen and Validate

- Thank you for telling me. Of course that’s on your mind.

Assess and Inform

- Offer what you can in the moment
- Or set time for later
- Refrain from offering a rushed solution

Beginning the Contact

- Can I commit to listening?
- If Yes: I have a moment!
What’s going on?
- If No: That sounds important! Can I call you?

Closing the Circle

- Thank you again for telling me.
- If there’s anything else you need, let me know.
- Or: I look forward to talking to you more

THE FAN & ARC OF ENGAGEMENT

ARC Middle

Check-in Question

ARC Beginning

Opening Question

ARC Ending

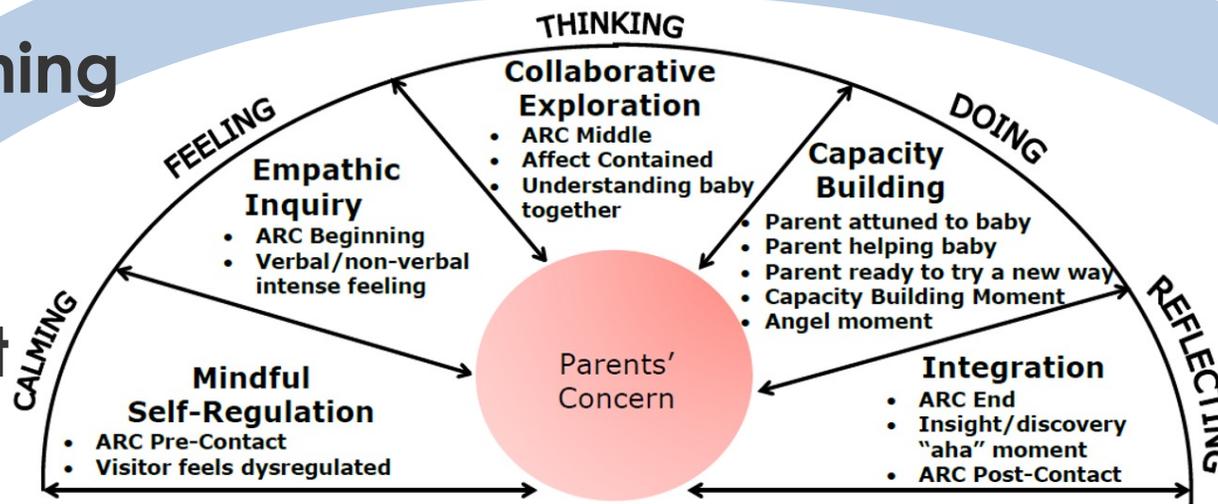
Reflective Questions

Pre-Contact

How am I?

Post-Contact

How am I now?



Increase Parental Confidence

Strengthen Parent-Infant Relationship

Promote Healthy Development of Parents & Infant

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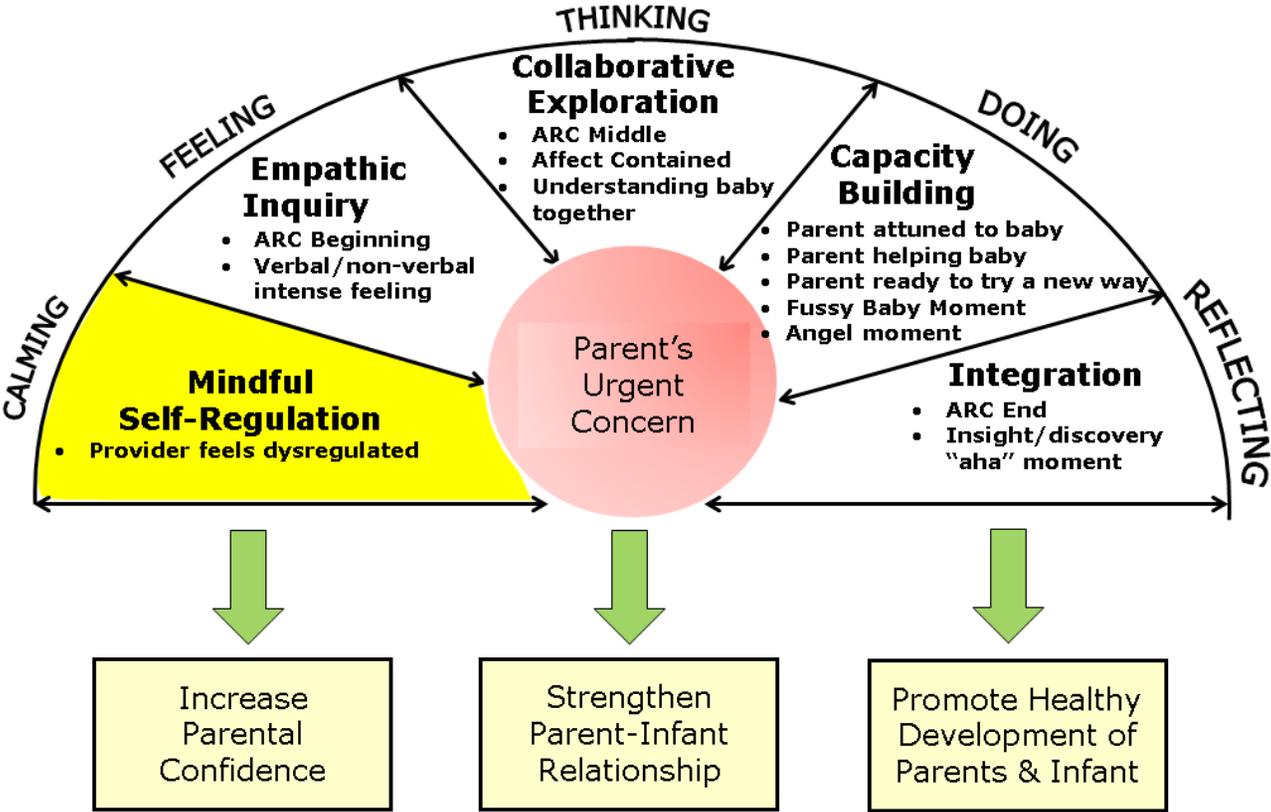
“My Baby has ADHD!”



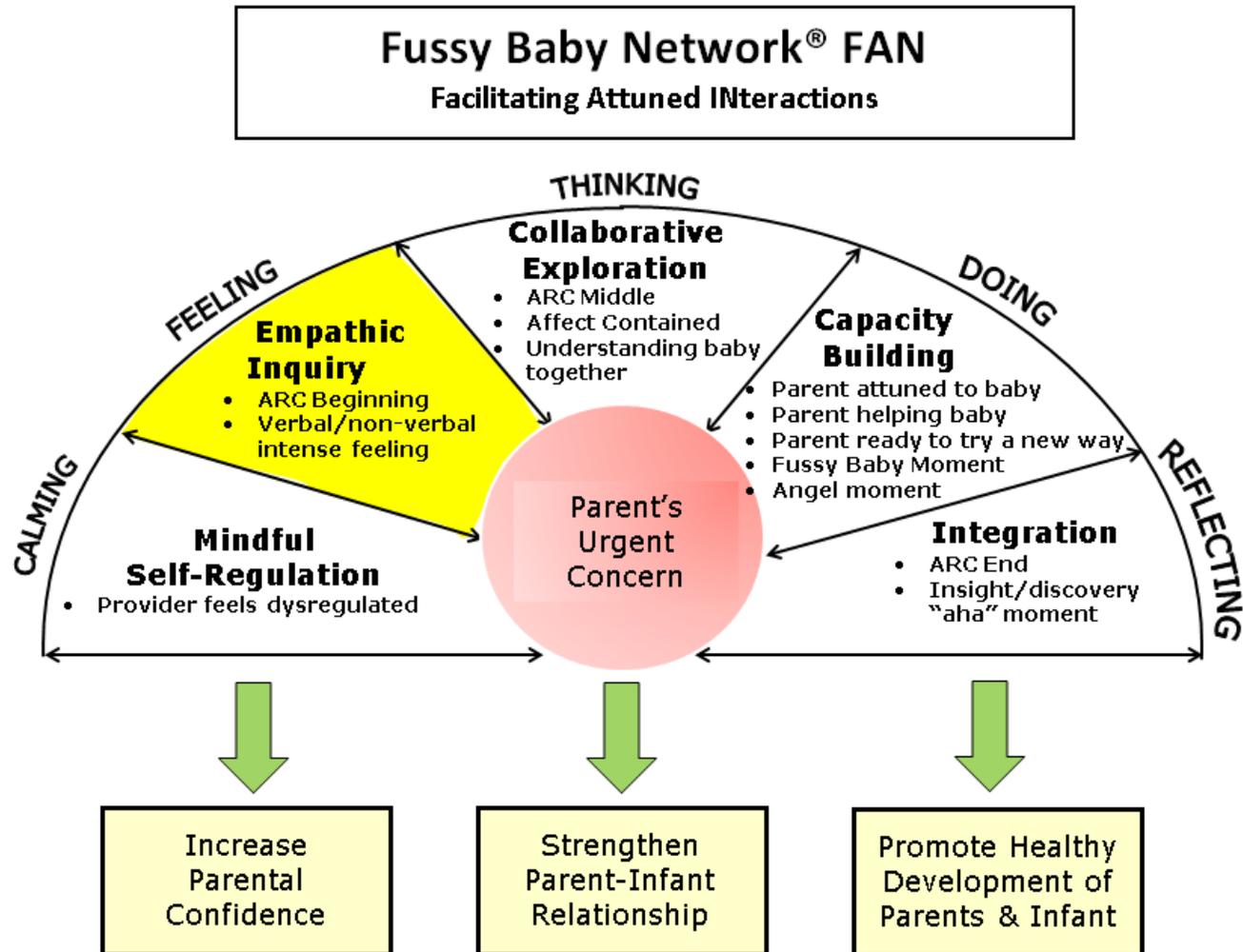
<http://www.istockphoto.com/photos/crawling>

Panic! Not a good day to visit

Fussy Baby Network® FAN
 Facilitating Attuned Interactions

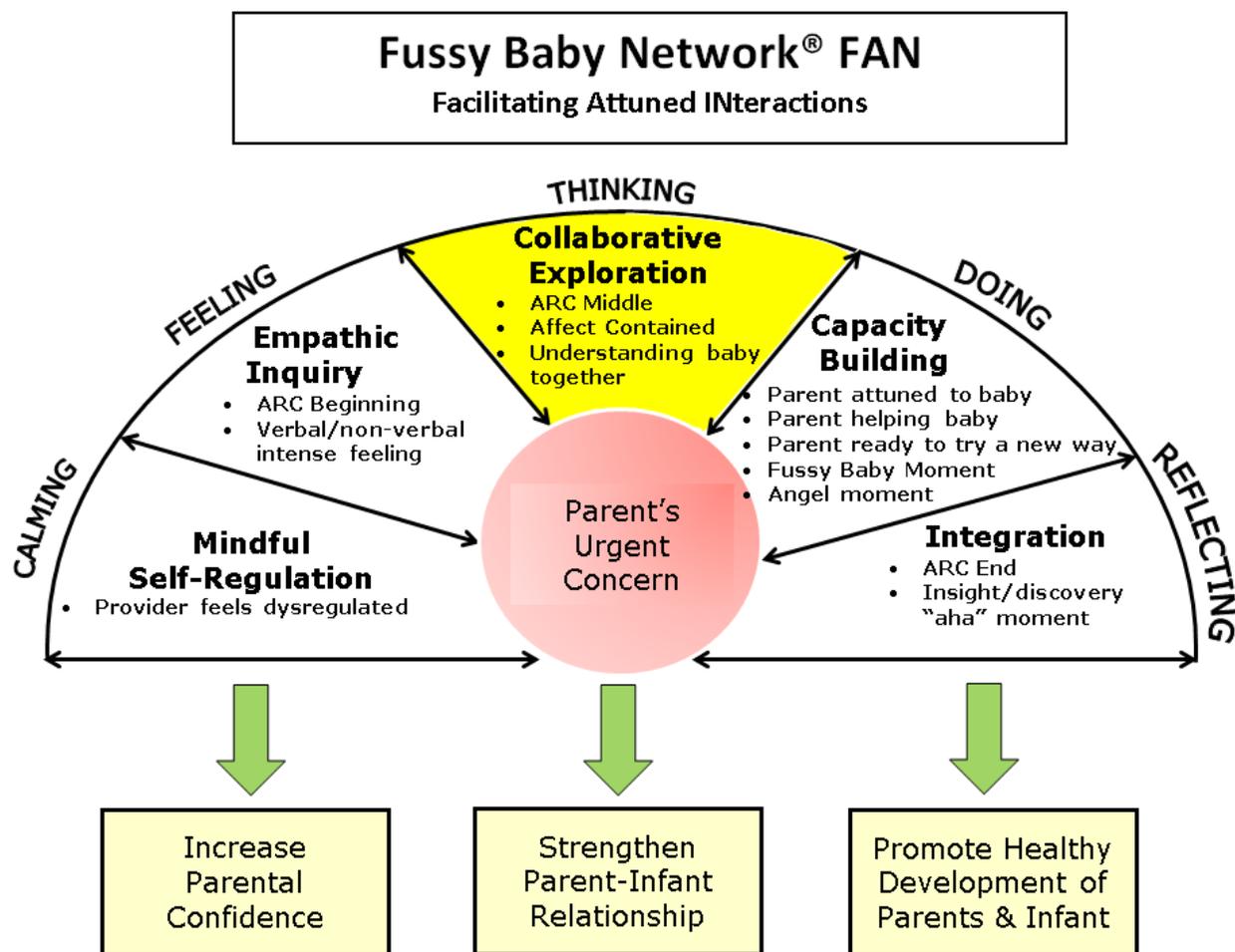


“Must be hard to be so worried about your baby.”



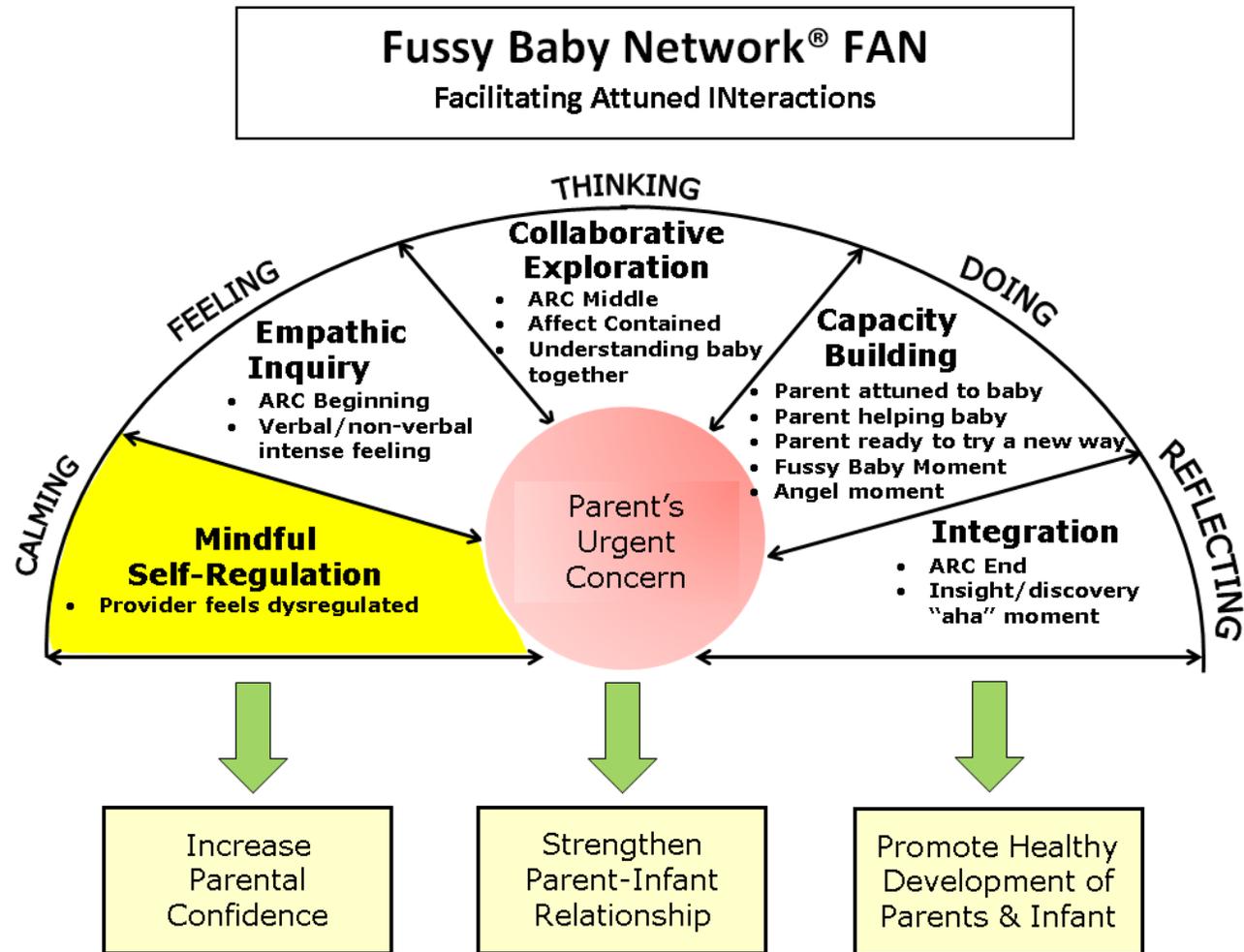
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“You’ve really been concerned about him.
 Would you like to take some time to think
 about him together?”



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Feeling urgency: “Do you see it? I’m proving to you he doesn’t have ADHD?”



MSR Strategies



Breathing

Slow down. Just keep listening. She has to see for herself. Slow down.

Self-Talk

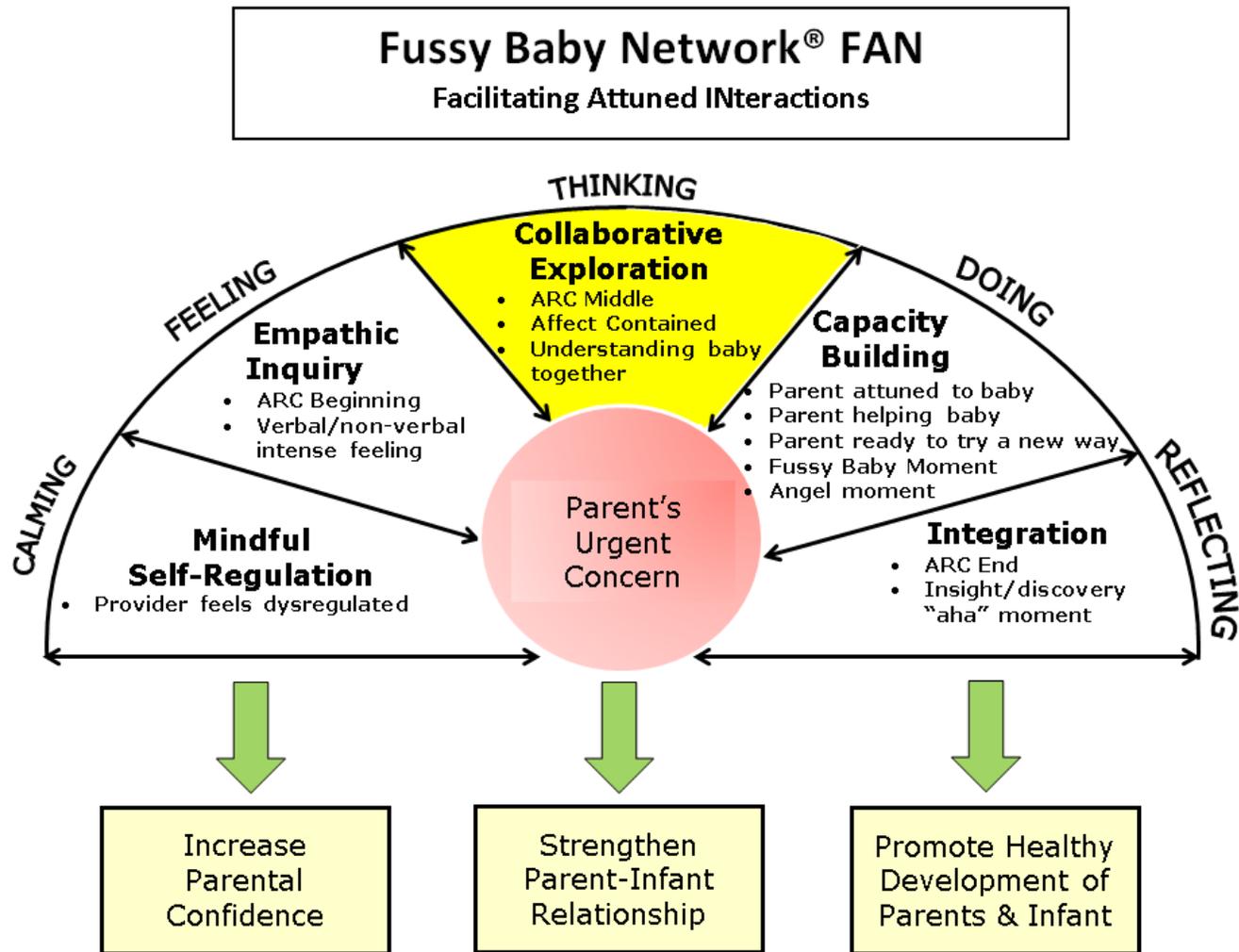


Grounding



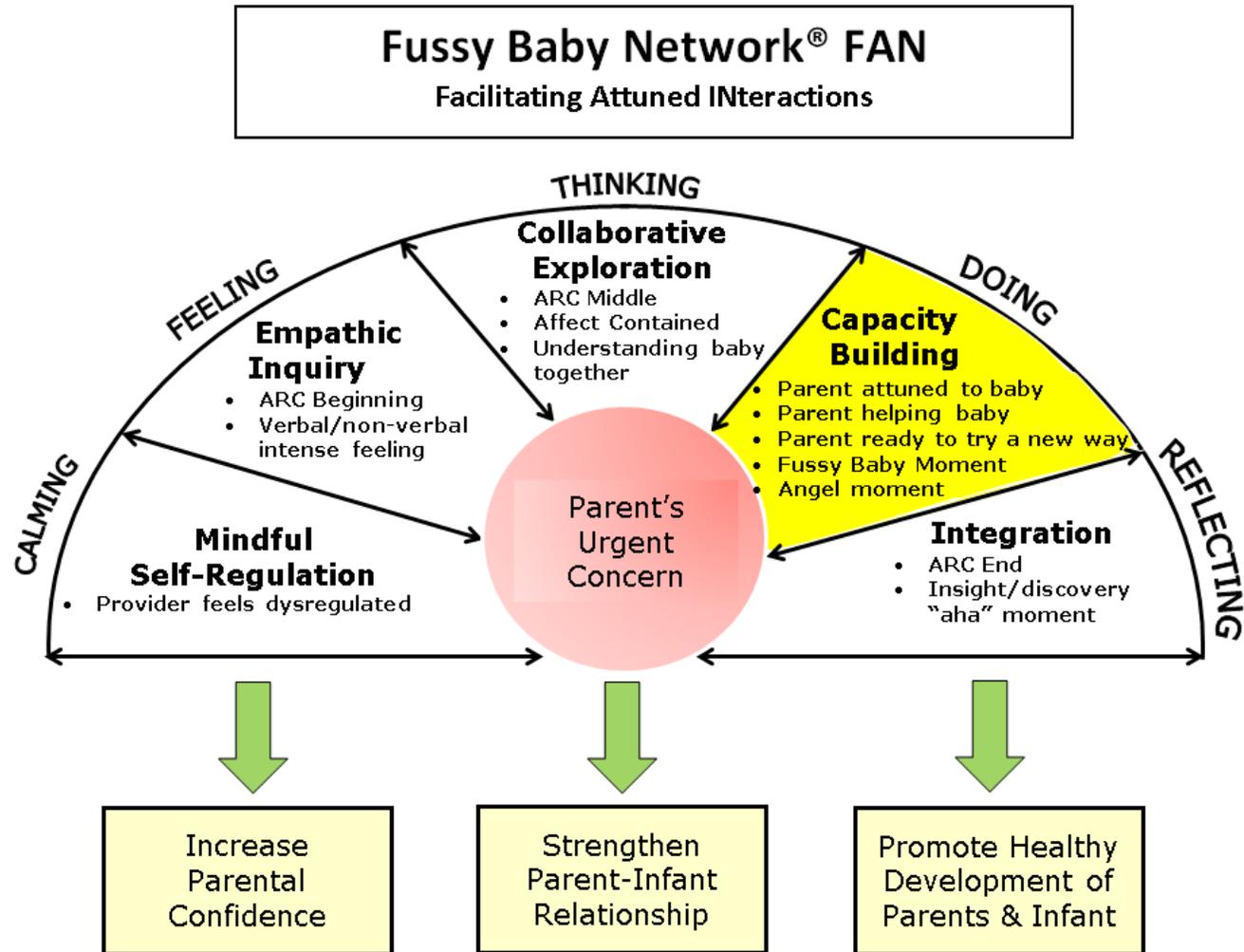
Imagery

Continuing to explore together...



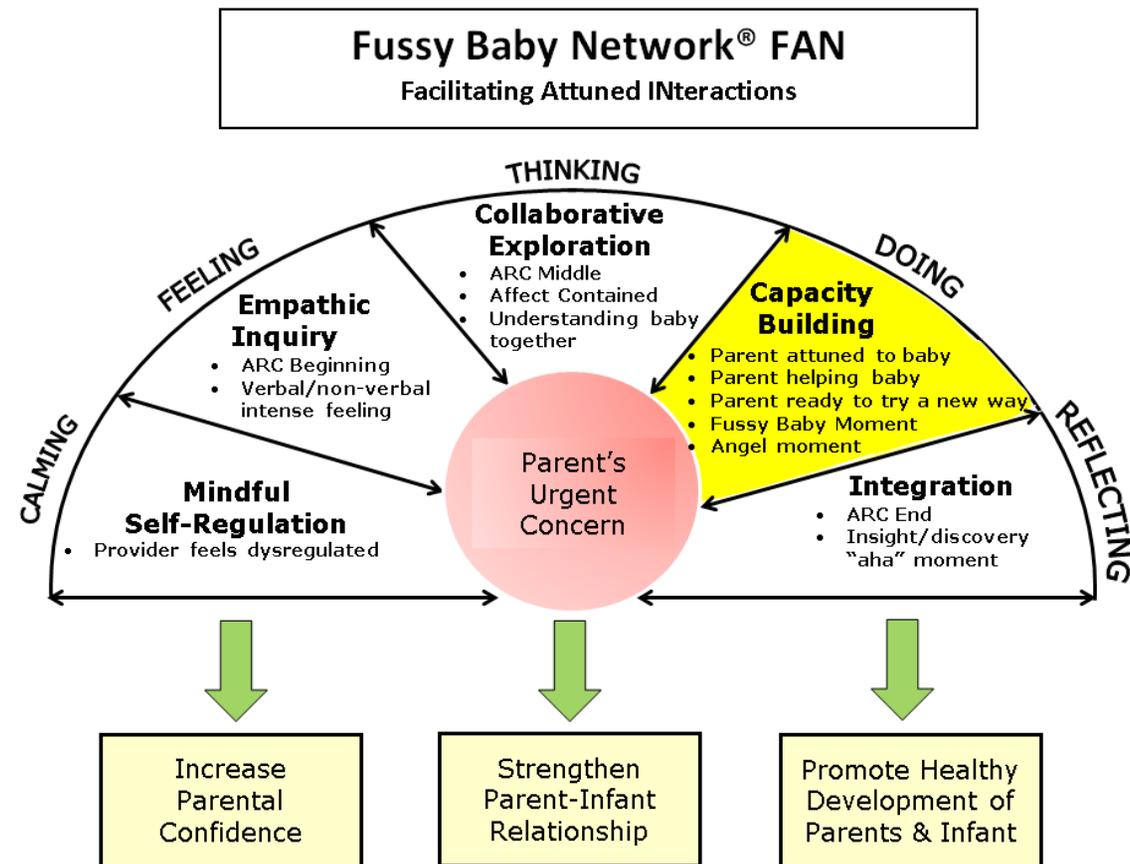
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Have you ever heard of a 9 month old walking?



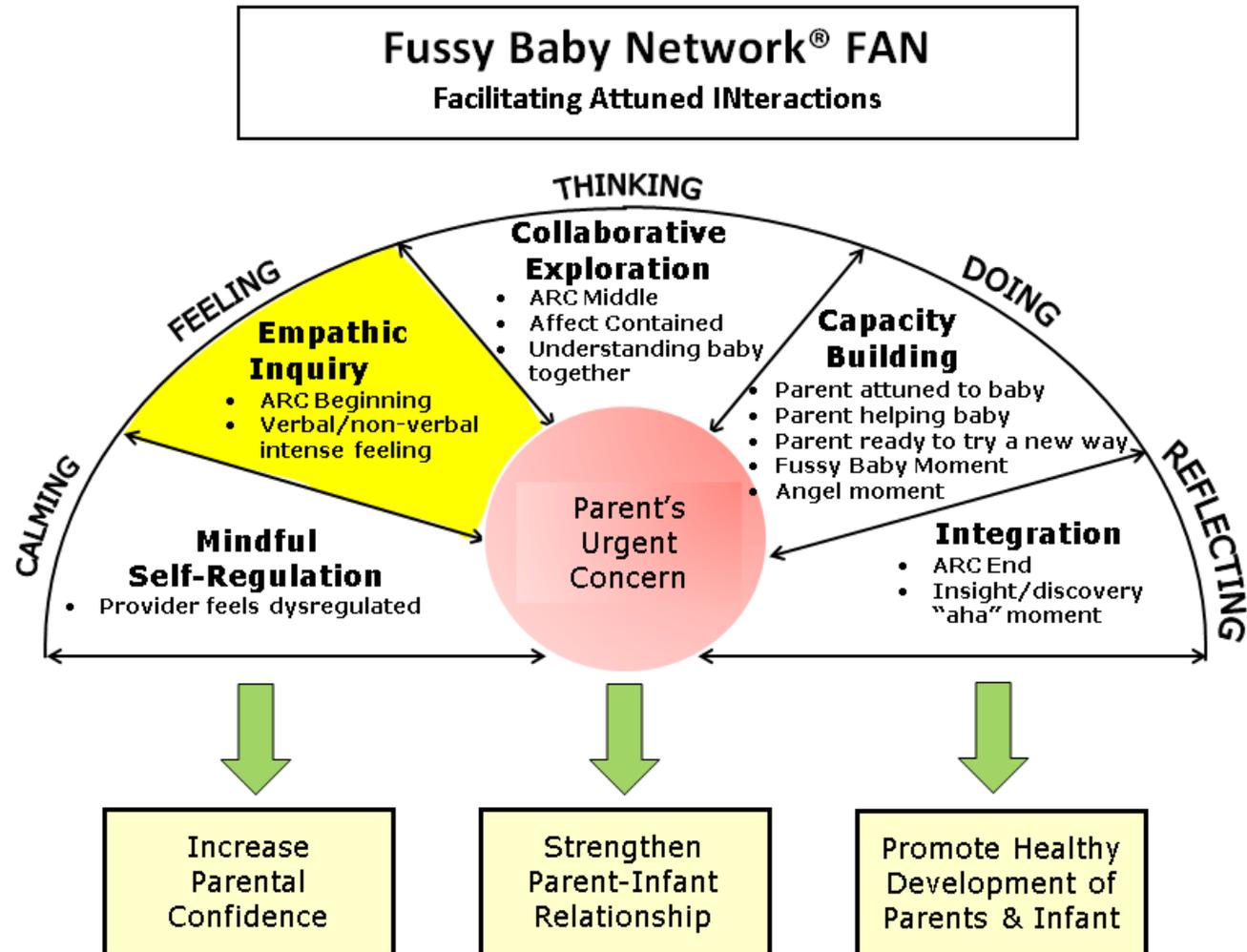
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Most babies walk around their first birthday, but some do earlier. Have you ever heard of a 9 month old walking?



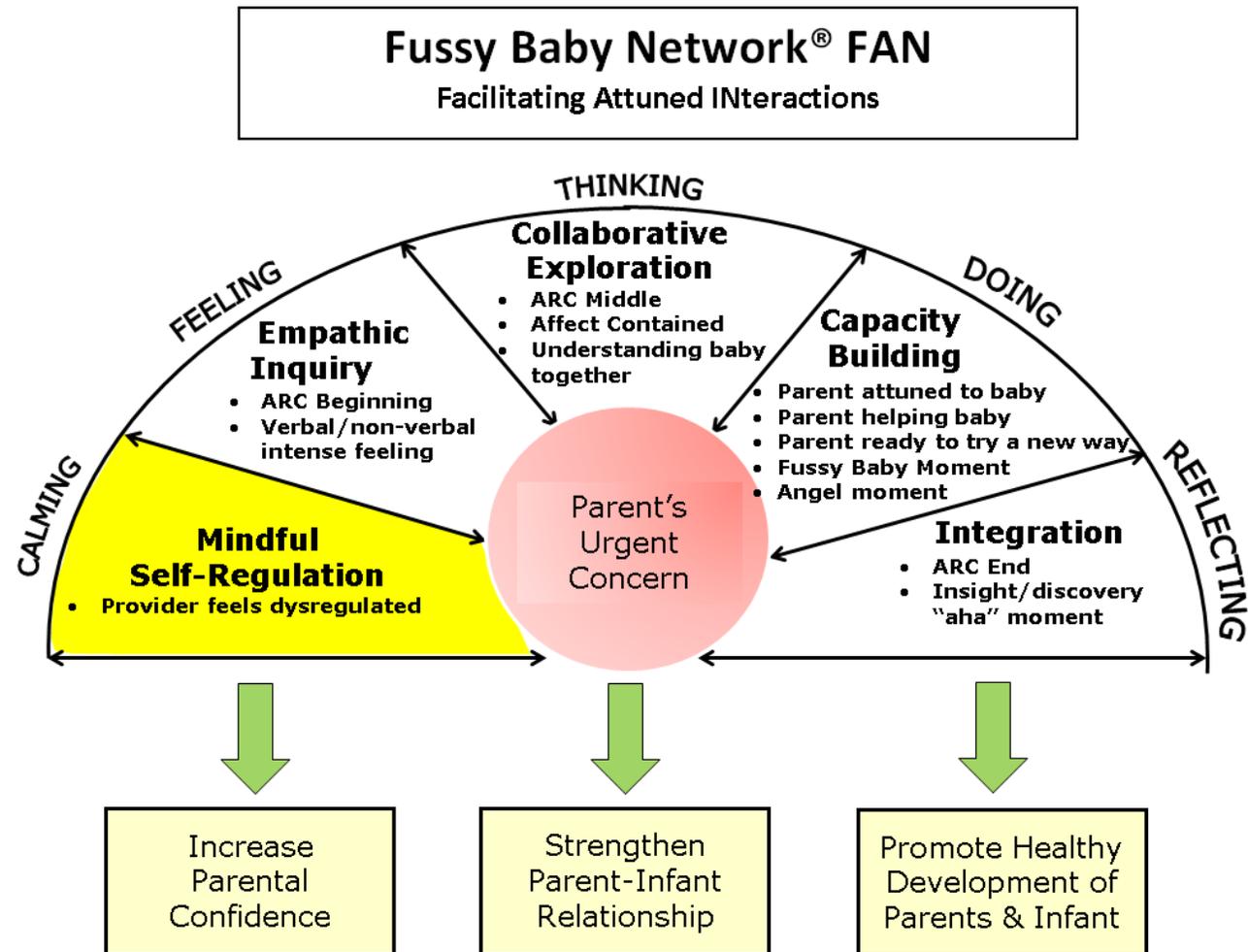
©Gilkerson, 2010, rev 2015
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“I’m really worried he’s going to get into trouble...something’s going to happen to him.”



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Feeling overwhelmed, helpless, privileged



MSR Strategies



Breathing

I can't change her neighborhood. But I can validate her strength.

Self-Talk

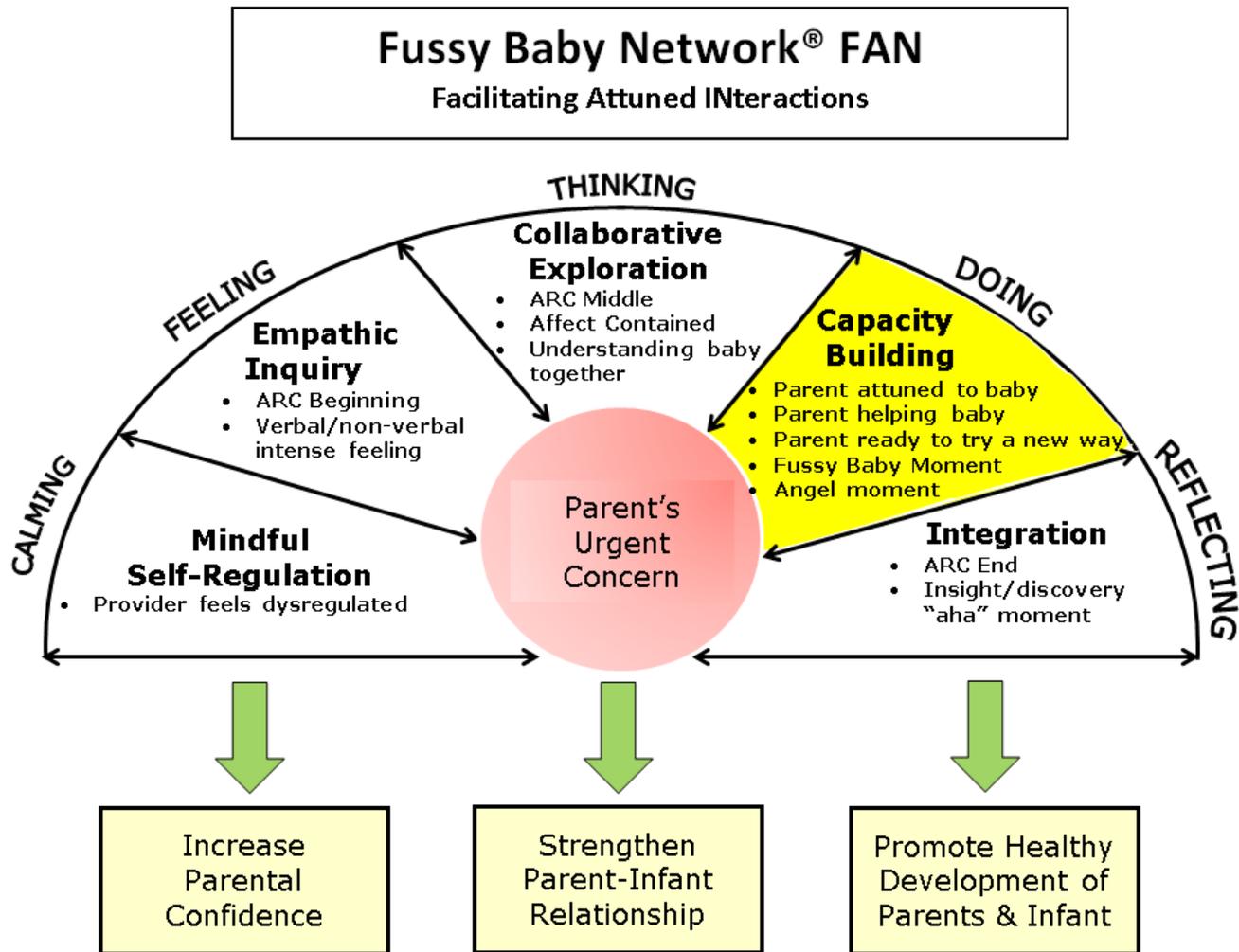


Grounding



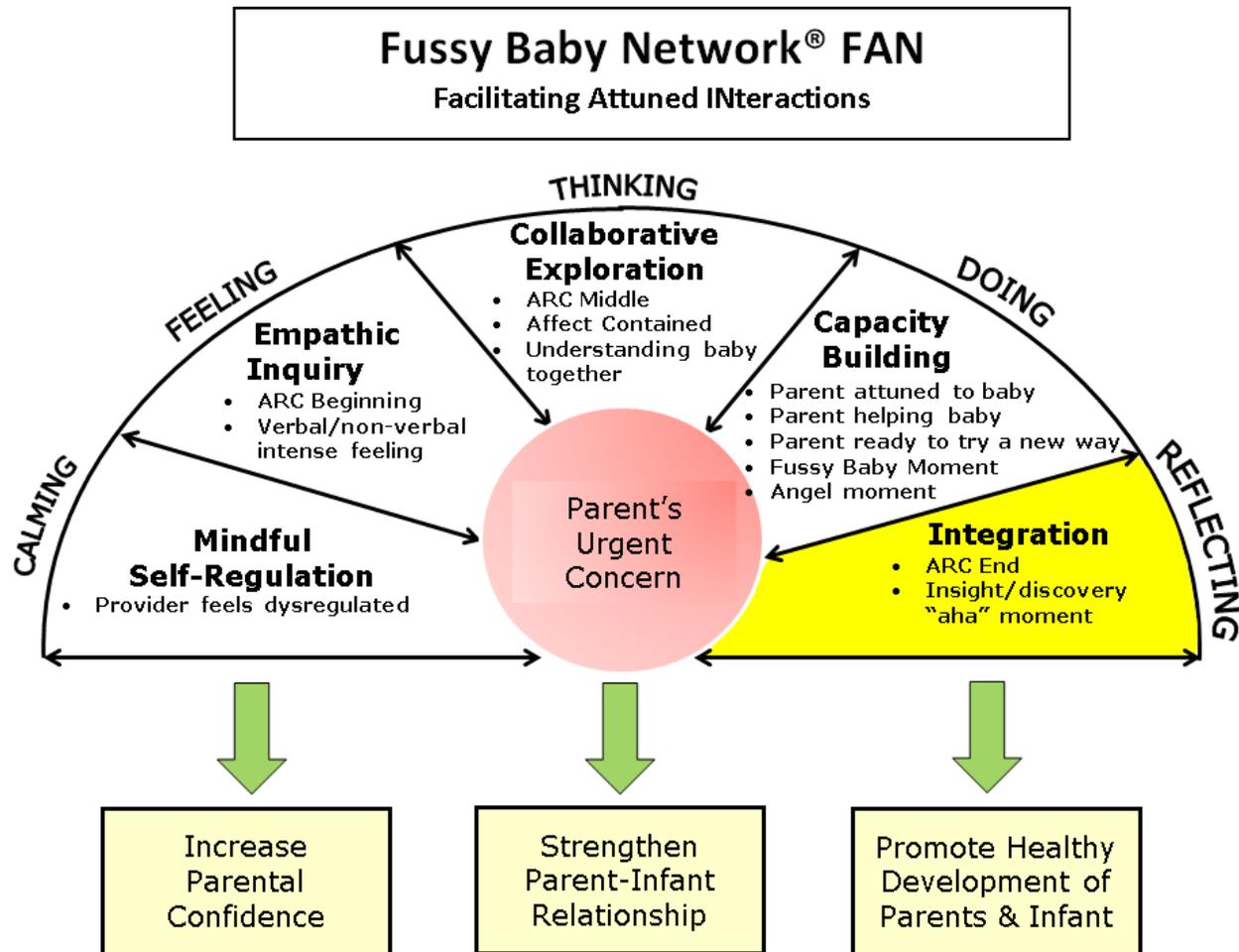
Imagery

“I know how much you care about your baby and how much you are doing for him.”



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“He’s all over the place and he’s mine.”
 “He can do a lot of things.”



©Gilkerson, 2010, rev 2015
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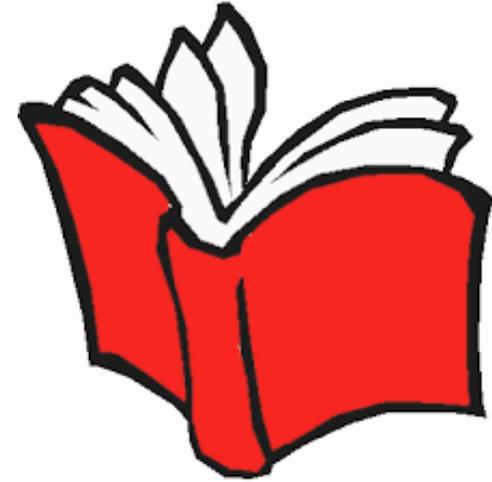
FAN Attunement Process



<https://www.amazon.com/Garmin-Widescreen-Bluetooth-Discontinued-Manufacturer/dp/B002771V48>

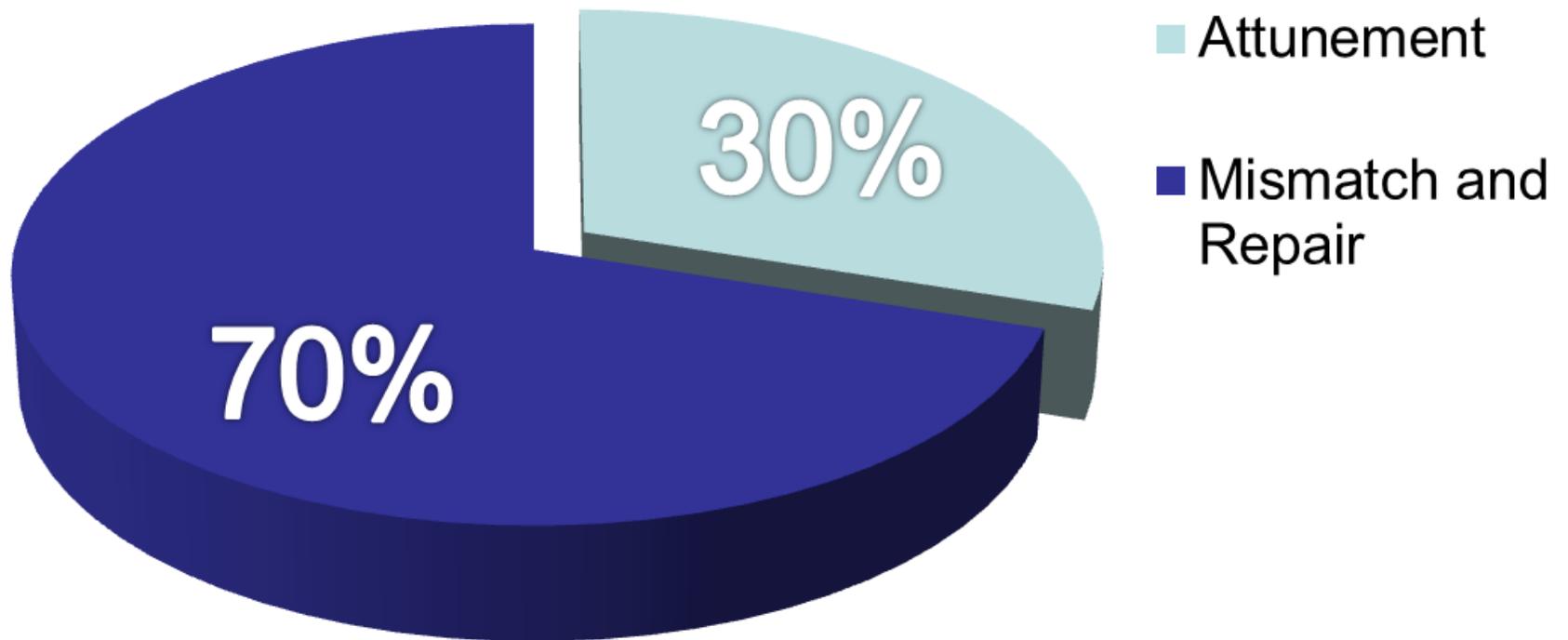
- **Observing Parent's Cues**
 - What is the parent showing me?
- **Offering**
 - Which process matches the parent's cues?
- **Checking**
 - Is this working?
 - If in the right FAN wedge, should be "flowing"
- **Re-attune**
 - Move on the FAN based on response

Being on the Same Page



- It's not about getting them to where I want them to be on the FAN. It's about getting me to where they are and going from there.
 - Jennie Cole-Mossman, CPP and FAN Trainer

Mismatch is the norm. It's messy!



Tronick, E. Z., & Gianino, A. (1986). Interactive mismatch and repair: Challenges to the coping infant. *Zero to Three*, 6(3), 1-6.

When misattunement happens, repair is possible.



<http://www.usatoday.com/story/news/nation/2013/05/01/t-berry-brazelton-memoir/2113683/>

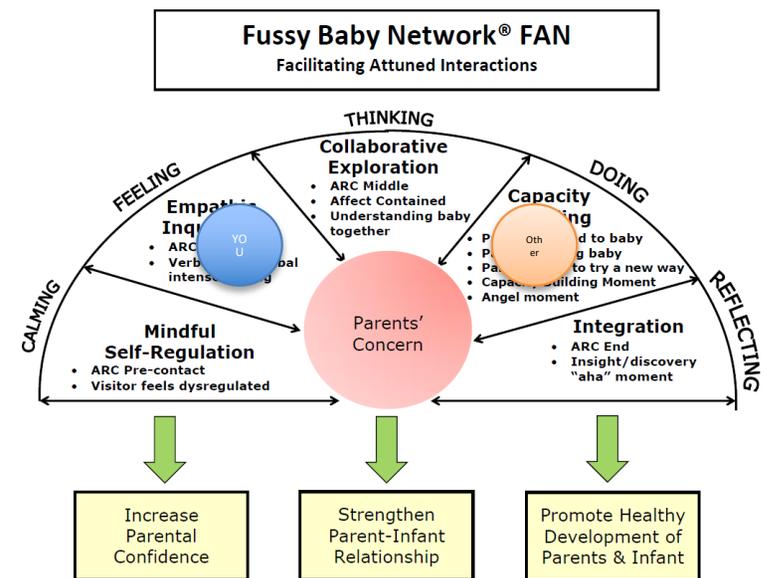
“When you do something that doesn’t work, you have an opportunity to learn something and grow closer.”

T. Berry Brazelton, M.D.

April, 2014

Think for a few minutes about the challenging interaction with the person you were holding in mind.

- What was it like for you to be with this person?
- Where on the FAN was the other person? Where were you?
- If you were to become the attuner and could go back into that interaction, what could you do to be more on the same page?



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FAN Reflective Process Framework: Adapted by Erikson's MSW Seminar

- What would you like to focus on today? How can we be most helpful?
- What was it like for you to be with this person or in this situation?
- When did you feel most connected? Where were any mismatches? Any repairs?
- Who are you to each other? What parts of your identity were coming up in the interaction?
- Is there anything you would do differently?
- Mid way: Are we getting to what you most hoped we'd talk about?
- What are your ideas for self-care in this situation?
- What are you taking with you that will be helpful as you go forward?

Self-Compassion

- To make a healthy repair, we may need to first repair with ourselves.
- Self-compassion is one way to nurture the reparative process.

Self-Compassion

- Self-compassion is compassion directed inward
- Being touched by our own suffering, generating a desire to alleviate our own suffering and treat ourselves with understanding, kindness and concern

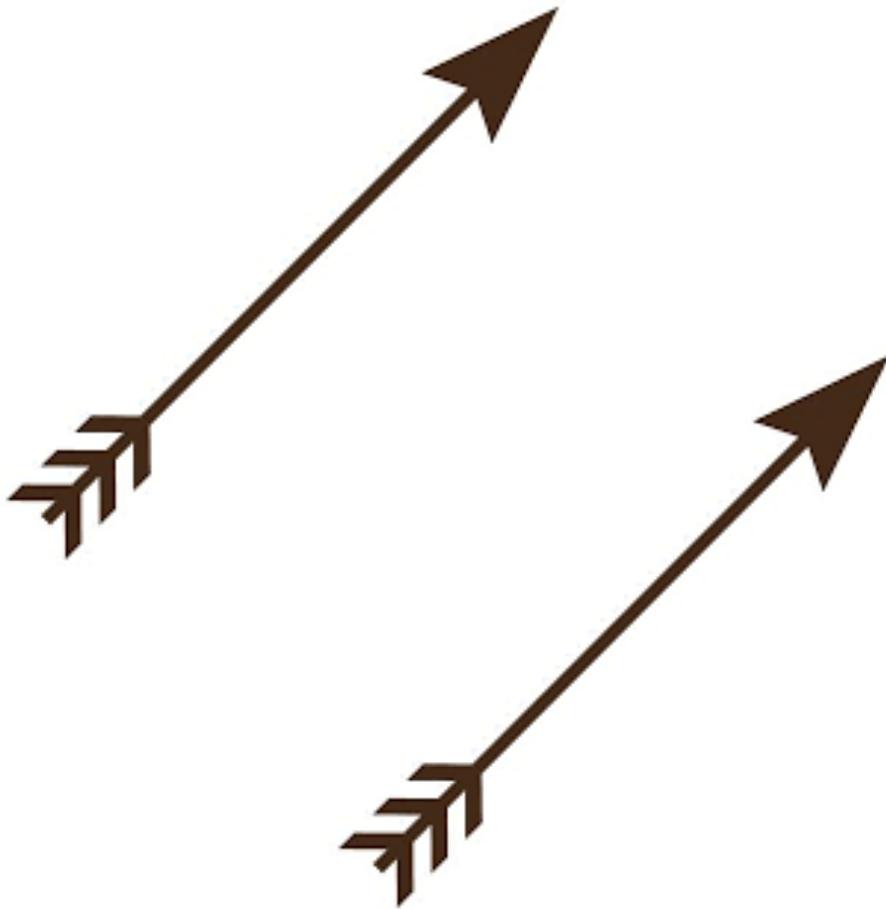
Kristen Neff, 2003, 2004

Self-to-Self Relationship



- Self-Compassion is a practice of good will, not good feelings.
- Good will towards yourself when you have not good feelings.

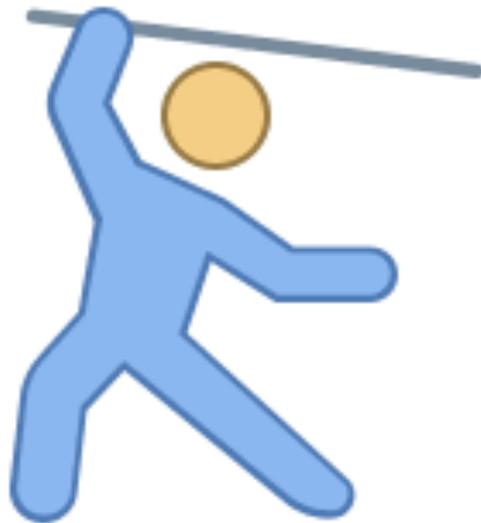
Second Arrow



- First arrow comes from without
- Second arrow comes from within

Harsh self-criticism activates our threat system

- We are both the attacker and the attacked.



Self-compassion activates our calming and pleasure systems.

- We are both the soother and the soothed.



Three components of Mindful Self-Compassion

Kristen Neff

- Self-kindness
 - That we be gentle and kind with ourselves rather than harshly critical and judgmental
- Common humanity
 - Recognition of our common humanity, feeling connected with others in the experience of life, rather than feeling isolated and alienated about our suffering
- Mindfulness
 - That we hold our experience in balanced awareness, rather than ignoring or suppressing our pain or exaggerating it

Let's Practice: Self-Compassion

- Think of a moment of suffering
- Acknowledge that suffering is a part of life and you are not alone; everyone hurts sometimes
- How can you be kind to yourself in this moment, what can you say to yourself, What can you let yourself feel that is comforting, encouraging, and kind?
 - From Self-Compassion: Kristen Neff
 - <https://self-compassion.org/exercise>

FAN Adaptations: Framework for Helping Relationship

- Practitioner FAN
- Supervisor FAN
- Consultant FAN
- Group FAN
- Leadership FAN



Home Visiting and Doulas



Early Intervention



Center-Based Programs



Child Welfare

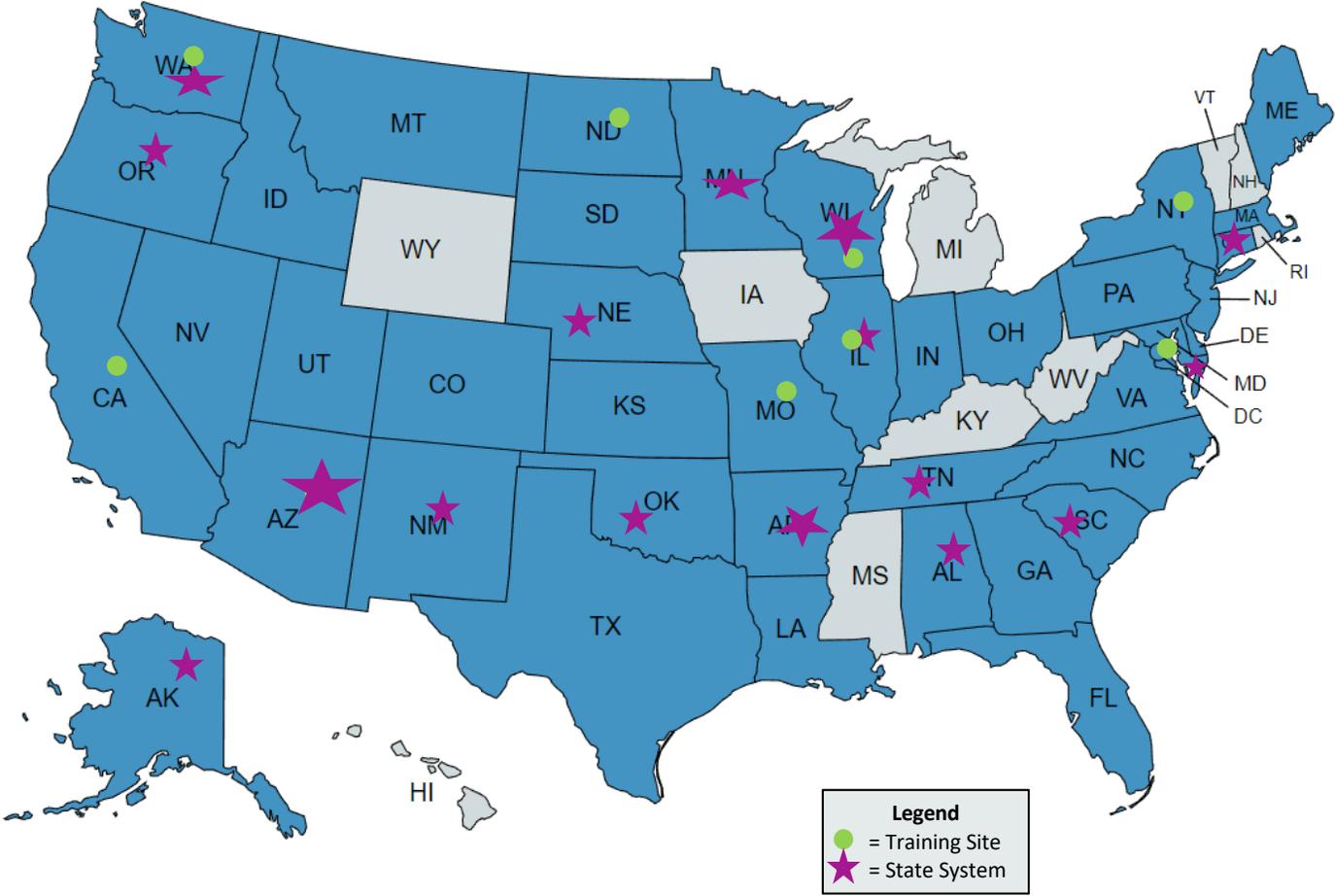


IECMH



Pediatrics/Family Practice

FAN Trainings



32 training sites
39 states and DC
7 countries

Team-Based Learning

- Supervisor Orientation
- Level I Core Training: 2 days*
- Level II Reflective Practice: 6 months*
- Integration Day
- Quarterly Community of Practice

Impact of FAN

- 16 studies
 - Home visiting, Part C, Court Team, IEMCH Consultation, Pediatrics, Fussy Baby Services, Youth Mentoring
- Families
 - Increased self-efficacy, improved maternal mental health, visits more parent-led with more thinking together
- Providers
 - More empathic, more collaborative, more intentional, calmer in stressful interactions, more satisfied with their roles, some evidence of reduced burnout

Impact on Pediatric Care

- Increased relational empathy
- Improved relationships with families
 - “Even though we might be in completely different situations or environments, it made us feel, at least, like we understood each other.”
 - “I think it gives a lot of power back to patients and parents, and I think it returns the focus more to them.”
- More efficient care
 - “You get to the primary concern faster. We get to solutions faster. We build rapport quicker and stronger. I think all those things have been results of using the FAN.”
- Better outcomes
 - “I think there have been at least three instances where I truly don't think I would have been able to come up with a diagnosis, or gotten to a certain point, if I had not used it. And I would have just....missed something.”
 - “It makes me a better doctor.”
 - Taft, Gilkerson, et al, 2022. Teaching and Learning in Medicine.

Equity Journey

- Respectful, collaborative relationships
- Rebalance the power
- Compassionate, critical self-reflection

FAN as an Anchor: Kohut's Fragmented vs Vital Self

- Coherence:
 - FAN lets you name things.
- Continuity:
 - FAN helps you track things and knit the fragments together.
- Cohesiveness:
 - FAN calms and organizes you.

Reflections

What would you like to remember
from our time together today?

