



We are Resilient™

Anticipatory Guidance Cards for Healthcare Providers



From Cultural
Resilience



From Reactive
Resilience

Practical Skills



For Personal
Resilience



For Relational
Resilience



For Group
Resilience

***We Are Resilient™* gives anticipatory guidance on:**

- **Protective and Cultural Patterns:** developed from trauma and cultural experience that can limit growth
- **Resilience Skills:** strength-based practices that empower people to choose healthy behaviors

For You and Your Team

- The cards can help you **navigate your personal daily stressors** and work/life challenges, by helping you understand your OWN Protective and Cultural Patterns and reminding you of practical Resilience Skills you can practice, model, and coach with patients.
- The cards help you and your staff deal with your own trauma, particularly **vicarious trauma and compassion fatigue**, and **boost your ability to center, connect, and collaborate**.

For ACES Screening

- Adverse Childhood Experiences (ACEs) screening identifies risk factors for patients and families. The cards help you **provide trauma-informed care** to prevent and mitigate the detrimental health effects of ACEs and trauma on your patients. Through inquiry and the **“Practice, Model, Coach”** method, they help you effectively provide **anticipatory guidance about practical Resilience Skills**.

For You to Use With All Families

- **All families benefit** from understanding their Protective Patterns and strengthening their Resilience Skills. Even when referrals to mental or behavioral health are not available (or not utilized), you can be the “buffering relationship” that families need when stress rises, making all the difference.



Resilience is one's ability to adapt and respond to meet challenges effectively.



Cultural Resilience is the ability to acknowledge and understand our own beliefs, values, norms and social practices as well as the ability to adapt and respond to others' beliefs, values, norms and social practices. Strong Cultural Resilience limits the perpetuation of bias, racism, and discrimination and includes a cultural humility where other cultures are viewed as important as one's own.



Reactive Resilience is an instinct that helps us survive challenges and creates personal safety. Reactive Resilience appears as Protective Patterns.

- Distrusting
- Hypervigilance
- Hyper-Caretaking
- Avoiding
- Defending
- Attacking

Our resilience can be higher or lower in different situations.



For Personal
Resilience

Personal Resilience is the inner strength to adapt and strengthen oneself to meet challenges. Strong Personal Resilience creates balance, wellbeing, and a sense of safety.

- Noticing Myself
 - Breathing Mindfully
 - Letting Go
 - Finding Gratitude
 - Positive Reframing
 - Nurturing Myself
-



For Relational
Resilience

Relational Resilience is the ability to adapt and respond to challenges in a relationship. Strong Relational Resilience builds trust and safety by helping us remain connected and open-minded in difficult situations.

- Noticing Others
 - Heartfelt Listening
 - Empathizing
 - Choosing Kindness
 - Speaking Authentically
-



For Group
Resilience

Group Resilience is the ability to maintain vision, purpose, and collective goals when meeting challenges. Strong Group Resilience empowers each person to express themselves safely and freely, maximizing everyone's contributions.

- Noticing Group
- Appreciating Others
- Seeking Agreements
- Honoring Agreements
- Contributing Intentionally



Using We Are Resilient™

The We Are Resilient™ approach works through **invitation** and **practicing, modeling, and coaching**.

- **It begins within** — applying the approach to ourselves.
- You **notice** your patients and families who are experiencing stress, assess their issues, and choose a skill to coach. You can then **invite** these patients and families to try it.
- Parents/Caregivers can **invite** their children to try it.

How do I apply this approach to myself?

- **Your Individual path.** We all have different ways to engage these skills. Some people have more familiarity in one skill and less in another. The skills you use well already may be the skills your colleague or family member needs to strengthen. We Are Resilient™ is about using curiosity, choice, and commitment to **become the best version of you**.
- **Curiosity.** Being curious opens the door to discovery and learning. We **notice** ourselves in a situation, **wonder** how it could be different and **assess** what we want. *What might come next...what is now possible?*
- **Choice.** In any situation we can **choose how we respond**. What is in our control and what is not? Letting in what is so and Letting Go of what we cannot control helps us choose how we want to be.
- **Commitment.** To actually make change, we must commit ourselves to that change. A commitment to our Resilient Skills is **a decision to practice our skills**. Practicing improves our skills and helps us see that we don't have to be perfect to keep learning and becoming who we most want to be.



How do I use We Are Resilient™ with my patients and families?

- Recognize **that your presence is the most important part** —just listening and caring alone can be therapeutic.
- **Practicing and modeling Resilience Skills yourself** allows you to extend an authentic invitation to your patients and families to use them.

During a Well Child Visit

- **Notice** your patients and families levels of stress. It can be helpful to name the stress you see and inquire about it. *"I see how hard doing this alone is. What is nurturing that you can do for yourself?"*



Assess their issues.

- Would it be helpful to **talk about Protective Patterns?** *I know when I am stressed, I use an Avoiding Pattern, like tuning out my children's arguments. Does that sound familiar? Would you like to learn more about the Protective Patterns we all have?*
- Maybe they need a **Resilience Skill**. Are they agitated? Do they seem unaware of their feelings? Stuck in a negative thought track? They might need the skills of Breathing Mindfully, Noticing Myself, or Finding Gratitude.
- **Choose** a Protective Pattern or Resilience Skill to coach.
- Invite patients and families to **practice** the Resilience Skill. *"I find Breathing Mindfully really helps me to calm down. There is scientific evidence showing how important this is in relieving your stress."*



How can I teach others the We Are Resilient™ approach?

You can be a change-agent for your patients, their families, your colleagues and your family members.



Practice

When we notice our Protective Patterns, we are able to **wonder** about them, **assess** if they are hurting or helping, and then **choose** behavior to support our intent. By practicing our Resilience Skills, we become more proficient in navigating our reactions and using our skills. **Practice helps us become more confident and competent in modeling and coaching.**

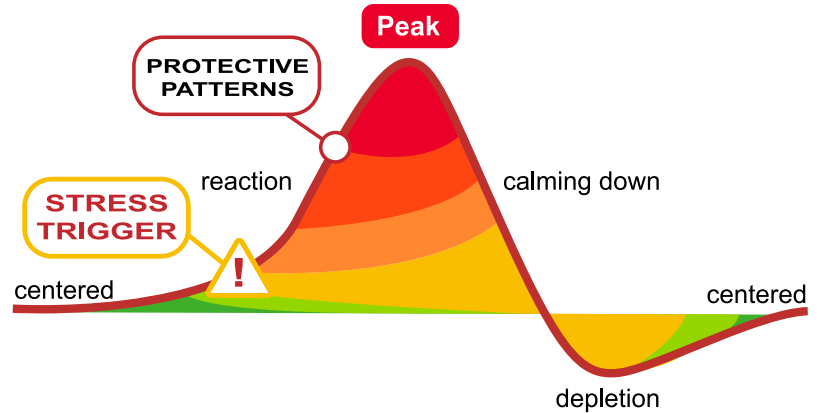
Model

When we model Resilience Skills, others can see how we do what we do. Our effectiveness at helping others strengthen their resilience depends on our willingness and courage to transparently share how we use the Resilience Skills ourselves. This does not mean being perfect. In fact, others learn more when we share how we overcome our challenges and mistakes.

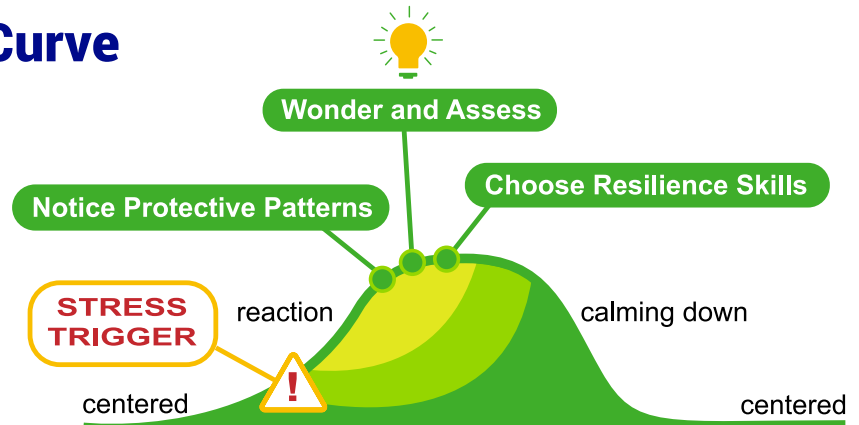
Coach

Effective coaching comes from modeling and inquiry. *"I use Finding Gratitude to reduce my stress. Would you like to learn more about it?"* Or *"What Resilience Skill would you like to try?"* Your genuine curiosity can empower others. It is a paradigm shift away from offering solutions.

Stress Response



“Flatten” the Emotional Curve using We Are Resilient™




Anticipate and Choose Resilience to Remain Centered



We Are Resilient™ is an Open Educational Resource.

We invite your collaboration
and would love to see your feedback
and adaptations! Please send to
info@dovetaillearning.org

How can I use these Open Educational Resources (OER)?

- 1. Download and use for FREE.** 
Published with an open license.
- 2. Adapt for your community and share.** 
- 3. Give Attribution.** By Dovetail Learning 2020
www.dovetaillearning.org 
- 4. Collaborate and share back.** 
Feedback, innovations, and adaptations

OER makes resilience skills accessible for all.
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Adverse Childhood Experiences



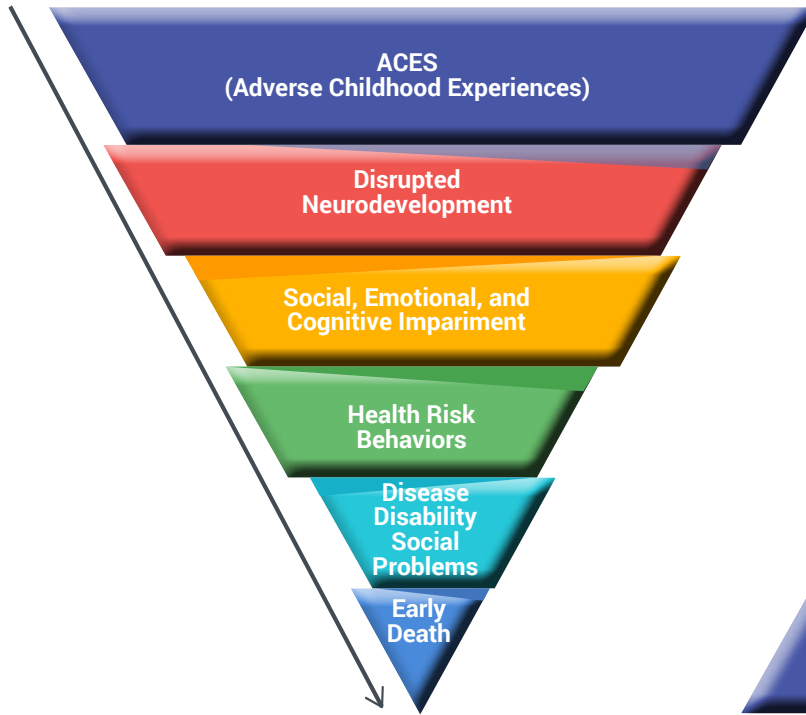
The term Adverse Childhood Experiences (ACEs) comes from the landmark 1998 study by the Centers for Disease Control and Prevention (CDC) and Kaiser Permanente.

It describes 10 categories of adversities experienced by age 18 years: abuse, neglect, and/or household challenges.

Adverse Community Environments are conditions that amplify the stressors.

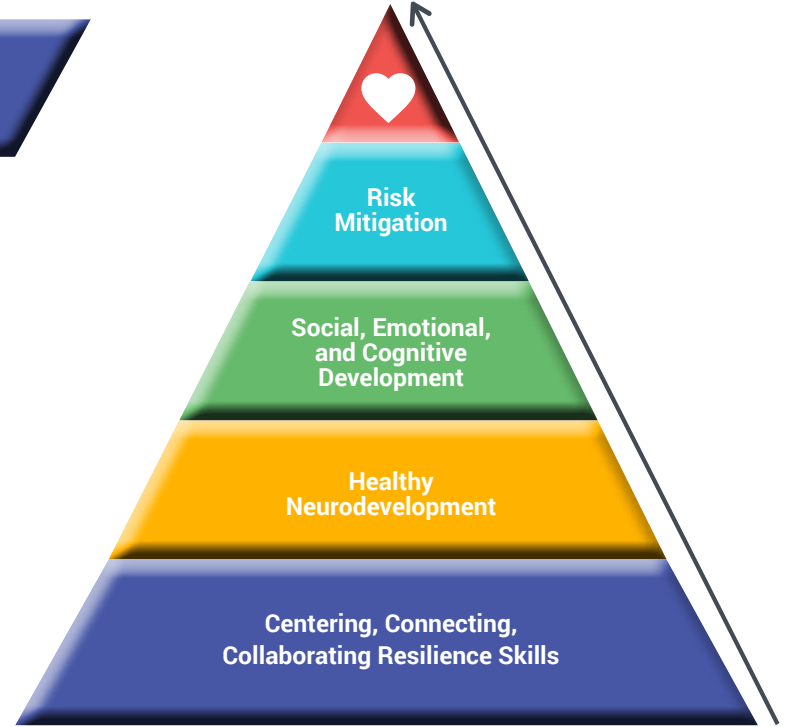
*Adapted from Ellis, W. and Dietz, W.,
Building Community Resilience*

Adverse Childhood Experiences



Impact of ACEs

Resilience, Wellbeing, and Healthy Relationships



We Are Resilient™ Can Mitigate ACEs



Cultural Patterns



What they look like

We all have Cultural Patterns which are unique to us, formed through early experiences, our family and how our community interacts with us. They are **passed down through the generations**, integral to our identity and the lens through which we see the world.



How they help

- Give us our **core values**.
- Provide **shortcuts** to understand and navigate the world.
- Help us feel we **belong** to a group of people with whom we feel safe.
- Provide opportunities for celebration and strength.



How they harm

- Prevent us from seeing others' truth.
- Our judgments limit our ability to engage with others.
- Perpetuate racism and discrimination.
- Create structures that perpetuate disproportionate access to wealth.



Practice: Recognize when your Cultural Patterns influence you. When you make assumptions about others, what is the impact on you or others? *At the clothing boutique, when I saw her hijab, I wasn't sure I wanted her to help me choose a dress for my daughter's wedding.*

Model: When influenced by a Cultural Pattern, name your bias for those around you and whether it is helping or harming. *I was surprised when my child's pediatrician was a black man. During the appointment, he was so thorough and compassionate. I shared with my son how I need to reevaluate my assumptions.*

Coach: Help others name and claim their Cultural Patterns, so they may see the impact. *When a friend said they were surprised that my CEO was female, I helped them reframe their assumptions by sharing my experience.*

Racism
Discrimination
Bias



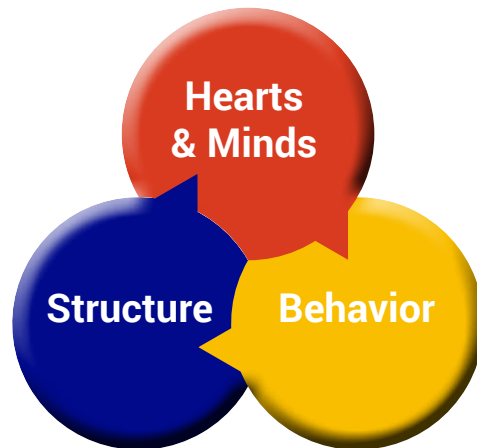
Diversity
Equity
Inclusion

We Are Resilient™ – a Lever for Social Justice

We Are Resilient™ helps us explore our Cultural Patterns, enter into dialogue with others, and discover our role in how to engage in social justice.

Our Resilience Skills can help us acknowledge and explore our Cultural Patterns.

- Our **Centering Skills** can help us see our Cultural Patterns more clearly. *Are my Cultural Patterns causing me to judge so that I don't respond to others or situations with care and understanding?*
- Our **Connecting Skills** help us have authentic and peaceful dialogue which helps us move beyond our judgments. *Are my Cultural Patterns limiting my ability to engage with the whole person in front of me?*
- Our **Collaborating Skills** help us work together for a shared purpose of creating substantive and sustainable social justice reform. *Are my Cultural Patterns limiting my ability to engage with the community and embrace a vision of equity, diversity, and inclusion for all?*



Credit: Robert Gass and the Social Transformation Project

When we are **curious** about our own and others' Cultural Patterns, and choose to learn and engage in dialogue, we open the possibility for transformation. When we **commit** to working together for social justice, we change the power inequities and policies behind structural racism and discrimination.

Working together, we can heal ourselves and the generations to come.



Protective Patterns



What they look like

We react with Protective Patterns when we **feel unsafe** (physically, emotionally, socially). **We all have them**, and usually learn them early in life.



How they help

Protective patterns can keep us safe and help us deal with danger. Since they are **automatic**, they help us react quickly, before thinking.



How they harm

Protective Patterns can hurt us and **harm our relationships** when they are unwarranted and disruptive.



What you can do to mitigate Protective Patterns

- Be **Curious**: Notice when we are reacting and assess if this is harming or helping.
- **Choose** Resilience skills to center, connect and collaborate.
- **Commit** to practicing Resilience Skills.



When and how am I using my Protective Patterns?



Practice: Recognize when and how you use Protective Patterns. When you use one, such as Avoiding or Hyper-Caretaking, ask yourself "Is this helping or harming me or others?"

Model: When you realize you are using a Protective Pattern, choose a Centering Skill. Name the pattern and the skill you used for those around you. *"I am sorry I was attacking you. As soon as I noticed, I started Breathing Mindfully and I calmed down."*

Coach: Help others name and claim their Protective Patterns, so they can see the impact. *"Son, are you being Hypervigilant with your friends? It seems you might be missing out on fun with them. Which Centering Skill could you choose to help?"*



Distrusting Myself and Others



What it looks like

- Doubting or **being critical** of yourself
- Negative self-talk
- Being wary or overly critical of others or yourself



What you can do

- Practice **Positive Reframing**—look for an alternative story that includes trust
- Have Empathy for yourself and others



How it helps

- Ensures **you are careful** so you don't make mistakes
- Protects you from being taken advantage of



Science

- Even when people have a history of being exploited, **cultural competence and trustworthy behavior can overcome accumulated distrust.**¹
- Since distrust increases diligence, depending on the task it can help teams perform better.²

1 Rodgers W, Williams EM, Smalls BL, Singleton T, Kamen D, Gilkeson G. Treating Systemic Lupus Erythematosus (SLE): The Impact of Historical Environmental Context on Healthcare Perceptions and Decision-Making in Charleston, South Carolina. International Journal of Environmental Research and Public Health. 2020 Jan;17(7):2285.

2 Lowry PB, Schuetzler RM, Giboney JS, Gregory TA. Is trust always better than distrust? The potential value of distrust in newer virtual teams engaged in short-term decision-making. Group Decision and Negotiation. 2015 Jul 1;24(4):723-52.



How it harms

- Results in inaction, getting **stuck**
- Difficult to be in healthy relationships with others



Hypervigilance



What it looks like

- Seeing potential danger everywhere
- Constant **high anxiety** and worry that impacts you or others



What you can do

- Work with others to reasonably assess risks
- Use Breathing Mindfully to slow down and assess a situation
- **Find gratitude** for what is happening, not focusing on what could happen



How it helps

- **Identifies threats early**
- Helps you create appropriate actions and defenses
- Keeps you engaged



Science

- Parents/caregivers facing limited resources are more likely to be hypervigilant.¹
- Trauma can induce Hypervigilance.²



How it harms

- Creates a sense of fear when none may be warranted
- Limits connection
- Prevents action
- Prevents enjoying the present moment

1 Gallo M, Schleifer D, Godoy LD, Ofray D, Olaniyan A, Campbell T, Bath KG. Limited bedding and nesting induces maternal behavior resembling both hypervigilance and abuse. *Frontiers in behavioral neuroscience*. 2019;13:167.
2 Tahir MA, Gujar NR, Jahan N. A Case of Pediatric Post-Traumatic Stress Disorder Presenting as Attention Deficit Hyperactivity Disorder: A Case Report. *Cureus*. 2017 May;9(5).





Hyper-Caretaking



What it looks like

- **Over-prioritizing others** to the detriment of yourself
- Enabling others
- Victimhood or giving up your own needs
- Codependency



What you can do

- Practice Nurturing Myself, meeting your own needs without abandoning the needs of others
- Help others become independent and learn to help themselves



How it helps

- **Helps others in need**
 - Creates connection
- Strengthens community
- Gives you a feeling of value when helping



Science

- Hyper-Caretakers **risk their own physical and emotional well-being.**¹
- Hyper-Caretaking can lead to neurological changes such as decreased activation in the left dorsomedial prefrontal cortex (responsible for executive functioning and some emotional and behavioral responses).²

1 Bortolon CB, Signor L, Moreira TD, Figueiró LR, Benchaya MC, Machado CA, Ferigolo M, Barros HM. Family functioning and health issues associated with codependency in families of drug users. *Ciencia & Saude Coletiva*. 2016;21:101-7.

2 Zielinski M, Bradshaw S, Mullet N, Hawkins L, Shumway S, Story Chavez M. Codependency and Prefrontal Cortex Functioning: Preliminary Examination of Substance Use Disorder Impacted Family Members. *The American journal on addictions*. 2019 Sep;28(5):367-75.



How it harms

- Neglects your own fundamental needs
- Doesn't honor the self-reliance and **capacity of others**

Avoiding



What it looks like

- Withdrawing from specific relationships
- **Retreating** to yourself
- Being overly optimistic
- Numbing—avoiding emotions
- **Addictive behavior** (substance misuse, overeating, workaholic, shopaholic, TV zombie)



How it helps

- Deescalates a situation
- Creates a **safe space** which protects you from harm (physical, emotional)
- Avoids perpetuating previous trauma



How it harms

- Shuts down your emotions or needs
- Prevents finding lasting solutions
- Creates **loneliness**
- Reduces connection



What you can do

- Develop the wisdom to engage honestly and **Speak Authentically**
- Confront directly without Attacking
- Find healthy ways of coping with addictions



Science

- Depending on the circumstance, avoiding behaviors can reduce anxiety, stress and depression better than focusing on one's emotions.^{1,2}
- Avoiding strategies are often used to manage anxiety and depression but can **increase negative moods**.³

1 Win S, Ho R. Life Satisfaction of Seminary Final Year Students in Yangon, Myanmar: A Path Analytic Study of The Direct and Indirect Influences of Coping Styles Being Mediated by Stress, Anxiety and Depression. Scholar 2016;8(2).

2 Tran VA, Chantagul N. Influence of Coping Style on Life Satisfaction Among Vietnamese Undergraduates of Psychology, Mediated by Stress, Anxiety, and Depression. Scholar: Human Sciences. 2018 Dec 27;10(2):174.

3 Shin M, Kemps E. Media multitasking as an avoidance coping strategy against emotionally negative stimuli. Anxiety, Stress, & Coping. 2020 Mar 21:1-2.



Defending



What it looks like

- Reacting quickly by digging in your heels to self-protect
- Responding as if you feel constantly questioned, judged, or accused
- Trying to **prove you are right**, potentially at the cost of the relationship



How it helps

- You **stand up for yourself**
 - Prevents others from controlling you
- Ensures others hear your point of view
- Illuminates your values being crossed



How it harms

- Interrupts others and shuts down ability to listen to their perspective
- **Escalates conflict**
- Prevents other person's intent from being heard
- Creates distance
- Appears as "always right"



What you can do

- Get curious about the other person's point of view
- Use **Heartfelt Listening** to really hear the point of view of others
- Use Breathing Mindfully to center



Science

- People who have difficulty with empathy are more likely to respond defensively and have more difficulty overcoming other's distrust.¹
- People who are not confident in their abilities and **feel threatened tend to respond defensively to their subordinates' suggestions for improvement.**²

¹ Labanauskas L, Justickis V, Sivakovaitė A. Defensive Medicine in Lithuanian Health Care: Development of Doctors' Defensive Reactions. Health Policy and Management. 2013 Oct 6;1(5):134-47.

² Fast NJ, Burris ER, Bartel CA. Managing to stay in the dark: Managerial self-efficacy, ego defensiveness, and the aversion to employee voice. Academy of Management Journal. 2014 Aug;57(4):1013-34.



Attacking



What it looks like

- Being **aggressive** in a way that feels like a personal attack to the other person (or to yourself)
- Constantly judging, blaming, or criticizing others or yourself
- Physical or verbal intimidation/action



How it helps

- Protects you from the aggression of others and physical or emotional harm
- Creates a **feeling of power**
- Signals you won't let your values be crossed



How it harms

- Hostility **invites counter attacks**
- Stops possible engagement
- Can hurt others and prevent connection



What you can do

- Be curious about other perspectives so you can **Empathize** instead of criticize
- Speak Authentically and be assertive rather than aggressive
- Create and hold healthy boundaries



Science

- Attacking is not a helpful conflict resolution strategy.¹
- Children who are aggressive are more likely to be physically aggressive and lack self control of anger as adults.²

¹ Du Plessis K, Clarke D. Couples' helpful, unhelpful and ideal conflict resolution strategies: Secure and insecure attachment differences and similarities. *Interpersona: An International Journal on Personal Relationships*. 2008 Jun 30;2(1):65-88.

² Kokko K, Pulkkinen L, Huesmann LR, Dubow EF, Boxer P. Intensity of aggression in childhood as a predictor of different forms of adult aggression: A two country (Finland and the United States) analysis. *Journal of Research on Adolescence*. 2009 Mar;19(1):9-34.



How to Use The Cards

Name of Skill

Tagline is a snappy way to think about the skill.

Icon indicates
the skill
category



Assess:

Information to help you, the clinician, assess whether this skill might help the patient or caregiver.



Moment of Inquiry: A reflective question to frame how to use this skill, for yourself and for families.



Skill:

Short description of the skill both for your understanding and to convey to your patient.

- Explanatory notes about the skill



Practice/Model/Coach:

This is advice for clinicians to provide to parents/caregivers.

A short script (sample language) provides Anticipatory Guidance to use with families on the skill, based on the “Practice, Model, Coach” framework.

- **Practice:** How caregivers and patients can practice the skills
- **Model:** How caregivers can model the skills, which is how children learn best
- **Coach:** How caregivers can coach their children on how to use the skills

The back side of each card includes the research supporting the skill.¹

¹ With citations



Noticing Myself

Pause, what's the cause?



Assess: If patient or caregiver is....

- Unaware of their own feelings
- Numb or not processing their own feelings



Inquiry: What am I noticing/sensing/feeling?



Practice: Notice your emotional triggers. When you experience a strong emotion, **feel and notice what it has to tell you.** Has one of your values been crossed? Notice when you are using negative or positive words

about yourself and others. How do your reactions impact you and others? Naming our emotions can help us release them.

Model: Verbalize *what you notice in yourself*. Being transparent helps your kids learn. "Mommy is having a bad day. I feel really sad right now. I will feel better later."

Coach: Talk about emotions with your kids, so they can talk to you about their feelings and better understand them. **Emotions are part of our body's intelligence** and are neither good nor bad.



Skill: Pausing, noticing and becoming more aware by paying attention to our senses, emotions, and intuition

- "What am I feeling?" "What is the cause?"
- Recognizing and naming our emotions helps us respond skillfully. Our **emotions are signals from our body telling us to pay attention to something important.**



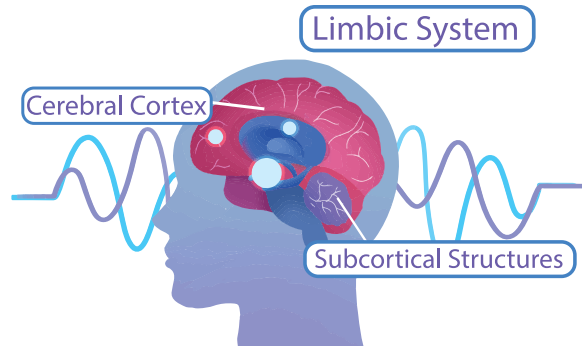
Noticing Myself



Science

- **Emotion profoundly affects learning, attention, memory, decision making, and social functioning.**¹

- **Our emotions specifically and strongly influence our attention** as well as motivate our actions and behaviors.²
- By focusing on biology rather than pathology, **neuroeducation can help us understand** how our nervous system reacts to a threat in a way that gets us into trouble.³
- Our limbic system is where subcortical structures meet the cerebral cortex. It's filled with **neural pathways that activate our emotions in response to stimuli** and controls our fight-or-flight response through the autonomic nervous system. Noticing when and how our emotions are activated is the first step to self-regulation.
- **What we monitor and focus our attention on** is a key driver of neural connectivity that **can enhance neuroplasticity** in ways that deepen resilience.⁴



1 Immordino Yang MH, Damasio A. We feel, therefore we learn: The relevance of affective and social neuroscience to education. Mind, brain, and education. 2007 Mar;1(1):3-10.

2 Tyng CM, Amin HU, Saad MN, Malik AS. The influences of emotion on learning and memory. Frontiers in psychology. 2017 Aug 24;8:1454.

3 Leitch L. Action steps using ACEs and trauma-informed care: a resilience model. Health & justice. 2017 Dec;5(1):1-0.

4 Lutz A, Slagter HA, Dunne JD, Davidson RJ. Attention regulation and monitoring in meditation. Trends in cognitive sciences. 2008 Apr 1;12(4):163-9.





Breathing Mindfully

Breath Deeply. Feel it Completely.



Assess: If patient or caregiver is....

- Stressed or agitated
- Having difficulty calming down or sleeping
- Experiencing stressful situations in their lives



Skill: Taking a series of slow, full, mindful breaths

- By stopping and taking deep, full breaths through our nose, **we calm ourselves.**
- When we pay attention to the sensations of our own breath, **we focus on our body and bring our mind to rest.**
- Breathing Mindfully
 - Reduces our stress response and helps our body relax.
 - Opens our mind and helps us think more clearly.



Inquiry: What sensations do I feel in my body as I breathe?



Practice: Take five conscious breaths. Put one hand over your heart and one hand on your belly. Breathe in slowly through your nose while **feeling the sensation in your body.** Focus on the sensation in your nostrils, lungs, or belly. Notice as your belly expands and feel the movement in your body. Pause, relax, and repeat. Practice when you are calm so you are prepared for when you are distressed. Breathe Mindfully in transitions, when you hear difficult news, or when you have to prepare for a hard conversation.

Model: When you get frustrated, tell your family that you are going to take a moment to breathe mindfully. After taking mindful breaths, share how it impacts you. "Daddy is calmer now. Let's talk about this."

Coach: Invite your children to practice breathing with you. Share your practice by creating a family breathing routine. **Help your children prepare for sleep or transitions by Breathing Mindfully.**



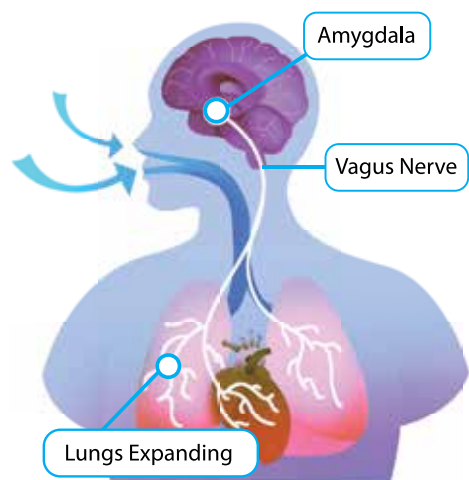
Breathing Mindfully



Science

• **Breathing Mindfully calms us** through neurological and biological mechanisms.

- In our brains, the amygdala recognizes threats and sounds alarms while the prefrontal cortex signals whether the alarm is justified. **Breathing Mindfully prevents the amygdala from overreacting** to potential threats and increases the coordination between the amygdala and the prefrontal cortex.¹
- Breathing Mindfully also **increases the activity of the vagus nerve**, a part of the parasympathetic nervous system. The vagus nerve controls many internal organs. **When the vagus nerve is stimulated, calmness pervades the body.** The heart rate slows and becomes regular, blood pressure decreases, and muscles relax. When the vagus nerve informs the brain of these changes, it too, relaxes, increasing feelings of peacefulness.²
- Breathing Mindfully may be **better than medication** to address body changes from stress, anxiety, and depression.³

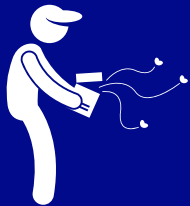


1 Doll A, Hölzel BK, Bratec SM, Boucard CC, Xie X, Wohlschläger AM, Sorg C. Mindful attention to breath regulates emotions via increased amygdala–prefrontal cortex connectivity. *Neuroimage*. 2016 Jul 1;134:305-13.

2 Li C, Chang Q, Zhang J, Chai W. Effects of slow breathing rate on heart rate variability and arterial baroreflex sensitivity in essential hypertension. *Medicine*. 2018 May;97(18).

3 Jerath R, Crawford MW, Barnes VA, Harden K. Self-regulation of breathing as a primary treatment for anxiety. *Applied psychophysiology and biofeedback*. 2015 Jun 1;40(2):107-15.





Letting Go

Set free what burdens me.



Assess: If patient or caregiver is....

- Attached to something, a person, or idea that is causing them to be stuck or over which they have no control
- Fixated on words or actions of others that were hurtful, or feelings that are not serving them any more



Skill: Letting Go of judgments, expectations or behaviors that we have no control over

- **Naming** attitudes, stories or feelings that are weighing us down **is a first step to Letting Go.**
- We may need to let go of:
 - Judgments ("shoulds" about ourselves or others)
 - Expectations/desires (that we are not going to get)
 - Feelings
 - Behaviors (that we do or want others to do)
- **What can help us let go?**
 - A different, empowering story
 - Compassion for the other person
 - Focusing on a larger value or goal (like a relationship or perspective)



Inquiry: What is not in my control that I can let go of?



Practice: Notice what is not in your control and practice Letting Go of annoyances, like being cut off in traffic. Pay attention to the word should, "It should have been like this..." Letting Go does not mean that you are saying it's ok – **you are simply accepting what is happening in the moment.**

Model: When something not in your control impacts a relationship or your day, explain to your family members why and how you can let it go.

Coach: Ask everyone in your home to write down something outside their control that they can let go. Make space to collectively throw it away (rip up, burn, dissolve in water) and celebrate letting it all go.



Letting Go



Science

- Letting Go of negative thinking **increases cognitive flexibility**, helping us be better at problem-solving and creating new directions.¹
- **Mindfulness helps us let go of negative thoughts** because mindfulness helps us perceive negative thoughts as being more controllable and less intrusive and bothersome.²
- **Anxiety often makes it more difficult to let go**, as we get caught up in worry and rumination.³
- **There are good reasons not to “let go”** of some attitudes and experiences. Sometimes “holding on” to a negative experience or attitude may paradoxically be conducive to flourishing and vice versa. For each situation, **whether Letting Go will improve our wellbeing needs careful consideration.**⁴



Cognitive Flexibility

1 Frewen PA, Evans EM, Maraj N, Dozois DJ, Partridge K. Letting go: Mindfulness and negative automatic thinking. Cognitive therapy and research. 2008 Dec 1;32(6):758-74.

2 Ibid

3 Ibid

4 Freedman S, Wickramasekera IE. Review of the international hypnosis literature. American Journal of Clinical Hypnosis. 2020 Jan 2;62(1-2):159-65.





Finding Gratitude

Gratitude Grows.



Assess: If patient or caregiver is....

- Stuck in a negative thought track
- Focused on small annoyances and having trouble seeing a bigger perspective
- Experiencing life as a “victim,” without choices or possibility



Skill: Being thankful, appreciative, and grateful for what is in my life

- **“What am I grateful for in this moment?”**
- When we find one thing to be grateful for:
 - We can reduce our stress.
 - We can become more compassionate.
 - Our problems can seem more manageable.



Inquiry: What am I grateful for in myself, others, my situation, or life itself?



Practice: Every day for a week, write three different things you are grateful for. Notice how this impacts you. Write a list of your strengths and appreciate what you have to offer others and the world.

Model: When you notice something to be grateful for, **share it with others in the moment.** At dinner or before bedtime, **share daily gratitude** for three things from your day with family members.

Coach: Help your kids make **a list of the things in their life** for which they are grateful. Share your lists with each other. Notice how it makes you feel. When your kids are having difficulties, encourage them to talk about their feelings and express empathy, then ask about one thing they are grateful for.



Finding Gratitude



Science

- Grateful people are higher in positive emotions such as hope, optimism, happiness, vitality, and life satisfaction and also lower in negative emotions such as depression, anxiety, and envy.

They are also more empathic, forgiving, helpful, and supportive.¹

- Gratitude improves sleep.²

- Gratitude also increases important neurochemicals, with a surging of feel-good chemicals such as dopamine, serotonin and oxytocin. These contribute to the feelings of closeness, connection and happiness that come with gratitude.³

- Gratitude's benefits can improve over time.⁴

- Functional magnetic resonance imaging (fMRI) shows that gratitude activates areas in the mesolimbic and basal forebrain, regions involved in feelings of reward and the formation of social bonds.⁵



1 McCullough ME, Emmons RA, Tsang JA. The grateful disposition: a conceptual and empirical topography. Journal of personality and social psychology. 2002 Jan;82(1):112.

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3 Ibid

4 Allen S. The science of gratitude. John Templeton Foundation; 2018 May.

5 Zahn R, Moll J, Paiva M, Garrido G, Krueger F, Huey ED, Grafman J. The neural basis of human social values: evidence from functional MRI. Cerebral cortex. 2009 Feb 1;19(2):276-83.





Positive Reframing

Change the view for a new you.



Assess: If patient or caregiver is....

- Stuck in a negative talk/thought track
- Limited in their perspective
- Looking at the situation through “tunnel vision”



Skill: Looking for a different perspective and positive benefits

- **Perception is everything.** Our experience is shaped by what we think/say about something.
- **When we change our narrative** about ourselves, others, or events, we can **see the same situation in new ways** that might be more empowering for us.
- We can reframe (change the story) by:
 - Gaining a **new perspective** on our experiences.
 - **Looking for positive intent** behind negative behavior.



Inquiry: How can I see the current situation from a different perspective?



Practice: Practice reframing situations into the positive. You can reframe mistakes as learning opportunities, perceived weaknesses as strengths, obstacles as opportunities for growth, and unkindness as lack of understanding.

Model: When things do not go as planned, share with your family how you might see it from a different perspective. Together, can you create a “plan B”? Plan C? Can you learn and grow from this somehow? If so how?

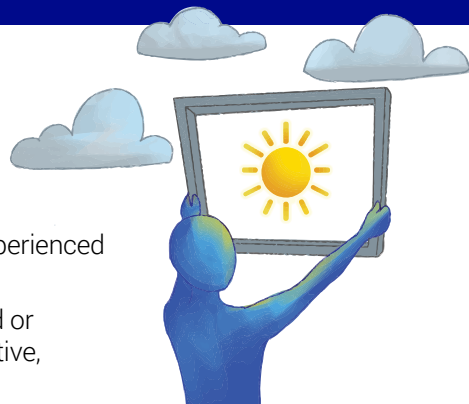
Coach: Discuss with your child when things do not go the way they want. Ask them what new perspective can help them see a situation differently.

Positive Reframing



Science

- Using **reframing techniques** can actually change our physical responses to stress because our body's **stress response** is triggered by **perceived** stress more often than actual events.¹
- **Positive emotions may fuel individual differences in resilience.** People who experienced more positive emotions became more resilient to adversity over time.^{2,3}
- Reframing involves: a sense of personal control, altering perceptions of distorted or self-defeating beliefs, and converting a negative, self-destructive idea into a positive, supportive one.⁴
- One type of Positive Reframing is **self-compassion**, which involves giving yourself the same kindness and support you would give to a good friend, responding with kindness rather than harsh judgment.⁵



Altering Perception

1 Robbins ML, Wright RC, María López A, Weihs K. Interpersonal positive reframing in the daily lives of couples coping with breast cancer. *Journal of psychosocial oncology*. 2019 Mar 4;37(2):160-77.

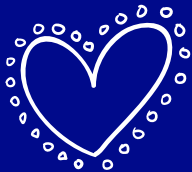
2 Fredrickson BL. "The broaden-and-build theory of positive emotions." *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences* 2014 359,1449: 1367-77.

3 Fredrickson BL. What good are positive emotions?. *Review of general psychology*. 1998 Sep;2(3):300-19.

4 Robson Jr JP, Troutman-Jordan M. A Concept Analysis of Cognitive Reframing. *Journal of Theory Construction & Testing*. 2014 Sep 1;18(2).

5 Neff KD, Dahm KA. Self-compassion: What it is, what it does, and how it relates to mindfulness. In *Handbook of mindfulness and self-regulation* 2015 (pp. 121-137). Springer, New York, NY.





Nurturing Myself

For better health, I nurture myself.



Assess: If patient or caregiver is....

- Depleted or giving too much to others
- Not taking care of emotional or spiritual needs
- Hard on themselves or having a lot of negative self-talk
- Not taking care of physical needs: eating well, sleeping, exercising



Skill: Taking care of my emotional, physical, and spiritual needs

- Our needs are biologically hardwired into us. We have:
 - Emotional needs for connection and creativity
 - Physical needs for healthy food, sleep, and exercise
 - Spiritual needs for meaning and purpose
- Self-compassion, forgiveness, and empathy for ourselves is key.
- When we take care of ourselves, **we can take better care of others.**



Inquiry: How can I nurture my emotions, body, spirit, or mind?



Practice: Commit to at least one way you will nurture yourself emotionally, physically, or spiritually this week. Can you treat yourself as well as you would a friend or loved one? Give yourself empathy, forgive your mistakes,

build on your strengths, and think about what you are missing that you can nurture yourself with.

Model: Let your family members know when you need time and space to regroup your energy and take time to nurture yourself. **Be a model of self-care** for those around you.

Coach: Ask your children what they do to nurture themselves. Ask what they can give themselves emotionally, physically, or spiritually, to contribute and feel joy.



Nurturing Myself



Science

- **People who see themselves with self-compassion tend to experience more happiness**, optimism, curiosity, creativity, and positive emotions such as enthusiasm, inspiration, and excitement.^{1,2}
- **Improving nutrition and exercise** can reduce anxiety and depression.³
- Poor sleep reduces our mental health.⁴
- **Exercise can contribute to improvements in mood, alertness, concentration, and sleep patterns**, as well as social interaction, meaningful use of time, purposeful activity and empowerment.⁵
- People who **create a sense of purpose** and meaning in their lives are less likely to experience depression and anxiety.⁶



1 Hollis-Walker L, Colosimo K. Mindfulness, self-compassion, and happiness in non-meditators: A theoretical and empirical examination. *Personality and Individual Differences*. 2011 Jan 1;50(2):222-7.

2 Neff KD, Kirkpatrick KL, Rude SS. Self-compassion and adaptive psychological functioning. *Journal of research in personality*. 2007 Feb 1;41(1):139-54.

3 Mechling BM, Arms T. Losing to Gain: The Effects of a Healthy Lifestyle Intervention on the Physical and Psychosocial Well-being of Clients in a Community-based Mental Health Setting. *Community Ment Health J* 2019 05;55(4):608-614.

4 Milojevich HM, Lukowski AF. Sleep and Mental Health in Undergraduate Students with Generally Healthy Sleep Habits. *PLoS One* 2016 06;11(6).

5 Alexandratos K, Barnett F, Thomas Y. The impact of exercise on the mental health and quality of life of people with severe mental illness: a critical review. *British Journal of Occupational Therapy*. 2012 Feb;75(2):48-60.

6 Diaz NE, Horton G, and Malloy T. Attachment style, spirituality, and depressive symptoms among individuals in substance abuse treatment. *Journal of Social Service Research*. 2014 40.3: 313-24.





Noticing Others

Noticing you gives me a clue.



Assess: If patient or caregiver is....

- Unaware of the feelings of those around them
- Having difficulty reading social cues



Inquiry: What am I noticing about another person?



Skill: Pausing and noticing the truth of another's state of being

- When we pay attention to others, their **expressions, body language, and tone of voice can tell us a lot.**
- When we **confirm our impressions** or clarify assumptions about others' state of being, we can better provide support.
- Noticing Others requires we notice both ourselves and them at the same time.



Practice: Notice what you see, feel, and hear in another's facial expressions, tone of voice, or body language. What are you feeling inside yourself as you notice the other person's emotions or attitudes?

Model: When you are triggered and feeling a strong emotion, share this and **name the emotion** with your family, so they can learn to notice emotions, name them and talk about them. This is not to have them fix or change the emotion, but to learn how you are feeling.

Coach: When you notice your family members' emotions (good and bad), tell them what you are noticing. You might say, "It looks like you are having a strong emotion. What are you feeling? Anything you want to share?" When you ask about your impressions of others' emotions, it helps them feel seen and heard.



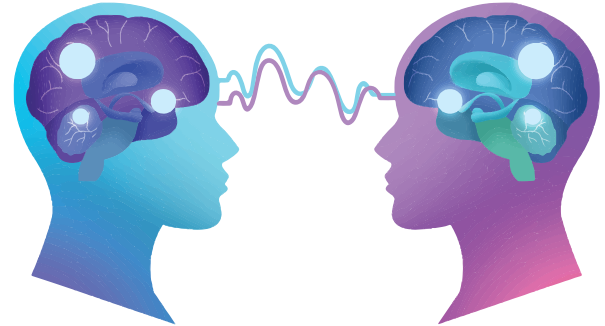
Noticing Others



Science

- Noticing involves four key elements:^{1,2}

1. It is **selective**, as we pay attention to some things and not others.
 2. It requires **paying attention to context** and understanding the significance.
 3. It is highly **influenced by prior experience**.
 4. It is highly **variable across individuals**.
- The better we can perceive, understand, and manage emotions, the more likely our personal and work relationships are successful.³
 - The more upset we are, the more self-focused we become. **Being able to manage our inner life lets us tune in to others** with genuine care, and function at our best.⁴
 - Clinicians who accurately perceive patients' thoughts and feelings tend to have better interpersonal skills and appreciate psychosocial discussion.⁵



1 Erickson F. On noticing teacher noticing. Mathematics teacher noticing: Seeing through teachers' eyes . 2011;1:17-34.

2 Rooney D, Boud D. Toward a Pedagogy for Professional Noticing: Learning through Observation. Vocations and Learning 2019 10;12(3):441-457.

3 Salovey P, Grewal D. The science of emotional intelligence. Current directions in psychological science . 2005;14(6):281-285.

4 Goleman D, Senge PM. The triple focus: A new approach to education. More Than Sound . 2014.

5 Hall JA, Ship AN, Ruben MA, Curtin EM, Roter DL, Clever SL, Smith CC, Pounds K. Clinically relevant correlates of accurate perception of patients' thoughts and feelings. Health communication. 2015;4;30(5):423-429.





Heartfelt Listening

Feeling apart? Listen with my heart.



Assess: If patient or caregiver is....

- Focused on themselves and unable to hear others
- Quick to judge others
- Can't connect with others



Skill: Listening with an open heart, curiously and without judgment

- Our purpose is to **understand what the other person is feeling or experiencing** rather than judging, problem-solving, or trying to come up with a response.
- It may involve verbal and non-verbal signals of active listening—smiling, nodding, or affirming—or repeating back what they are actually saying.
- Most importantly, it is about the intent of really trying to hear and understand them.



Inquiry: How can I listen to truly understand what someone is trying to communicate?



Practice: Put down your devices when others are talking.

Listen without thinking about yourself or your own response. When you focus on what they are trying to communicate, notice how you are feeling and respond from that feeling. Ask them if they feel heard by what you shared. Ask clarifying questions including, "Can you tell me more?" or "Why is that important to you?"

Model: When listening to your children, repeat back to them what you heard and **ask them to confirm** before moving forward with the conversation. "It sounds like you are sad. Is that it?"

Coach: When communicating with family members, ask them to repeat back what they heard you say. If they are struggling with Heartfelt Listening, ask them to be open to what you are saying, and trust that you will listen to what they have to say.

Heartfelt Listening



Science

- When we deeply listen to others, without judgement, we are communicating to them that they are **interesting and worthy of attention**. It helps them speak more clearly and connect to their emotions. They gain a deeper understanding and memory of their own stories and they become more self-aware.¹
- Heartfelt Listening helps the speaker feel safe, reduces their social anxiety, and increases their personal growth.²
- **Empathic listening skills**, in which physicians connect with empathy and optimism, fosters a “compassionate connection” that can **quicken healing**.³
- When people are trained to listen empathetically, **they understand others** better. This type of listening takes time and is not results-oriented, but it can change power dynamics.⁴



¹ Itzchakov G. Kluger A. The Listening Circle: A Simple Tool to Enhance Listening and Reduce Extremism Among Employees. Organizational Dynamics 2017 (in press).

² Ibid.

³ Raket D. The Compassionate Connection: The Healing Power of Empathy and Mindful Listening. WW Norton & Company 2018.

⁴ Shrivastava A. Active Empathic Listening as a Tool for Better Communication. International Journal of Marketing & Business Communication 2014;3(3).





Empathizing

Hearts grow in size when we empathize.



Assess: If patient or caregiver is....

- Missing the perspective of others
- Quick to judge others



Inquiry: What is the other person feeling?



Skill: Sensing and relating to what another person is feeling or experiencing

- Empathy has two components:
 - Cognitive—when we understand in our heads what someone is going through
 - Emotional—when we take their emotions into our hearts and **feel** what it must be like for them
- Through empathy, we recognize the emotions of others, take on their perspective, and use that information to guide us.
- Empathy requires staying out of judgment. Empathy is feeling **with** others.



Practice: Be curious: When talking with someone, ask “friendly-inquiry” questions that allow you to discover how they are feeling about their life, even in the small moments.

Empathy means acknowledging the other person’s emotions, even if you don’t agree with their opinion. **Practice having empathy for yourself.**

Model: When situations come up where you find yourself Empathizing with other people’s situations, share that with your family. **Talk about what others’ perspectives might be.**

Coach: When a family member is in conflict, you can help them find empathy. Acknowledge what is going on for them and demonstrate empathy for them. Help them have empathy for themselves.

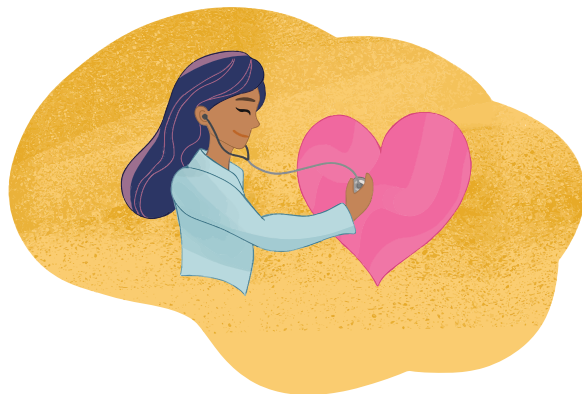


Empathizing



Science

- **Empathy can be healing.** Patients who felt empathy from their doctor recovered faster.¹
- The personal distress experienced by observing others' pain often motivates us to respond with compassion. **Providing mutual help reduces our own distress.**²
- When we see another person's situation from his or her point of view, and we value their welfare, it **can override our bias.**³
- Physicians foster empathy by recognizing their own emotions, attending to negative emotions over time, attuning to patients' verbal and nonverbal emotional messages, and becoming receptive to negative feedback.⁴
- **Physicians who learn to empathize** with patients during emotionally charged interactions can reduce anger and frustration and also **increase their therapeutic impact.**⁵



1 Rakel D, Barrett B, Zhang Z, Hoelt T, Chewning B, Marchand L, Scheder J. Perception of empathy in the therapeutic encounter: effects on the common cold. Patient education and counseling. 201;85(3):390-397.

2 Riess H. The science of empathy. Journal of patient experience. 2017;4(2):74-77.

3 Ibid.

4 Halpern J. Empathy and patient-physician conflicts. Journal of general internal medicine. 2007;22(5):696-700.

5 Ibid.





Choosing Kindness

The choice is mine to be kind.



Assess: If patient or caregiver is....

- Missing the impact of their behavior on others
- Reacting in potentially hurtful ways
- Overly critical of the actions of others



Skill: Intentionally being friendly, generous, and considerate

- In any situation, we can choose kindness.
- We naturally **want** to be kind, but it can be hard to do when we get trapped by our own stressors (time pressure, judgments, worry, etc).
- When we choose to be kind, we gain a sense of control and satisfaction and it empowers us to be our best selves.
- Our kindness **helps others feel loved** and valued, nurturing our connection.
- Kindness brings more kindness from others.



Inquiry: How can I act kindly in this situation?



Practice: Be curious: Empathy can motivate you to act with kindness. When you see that someone is having a bad day, you can help them with a caring approach. Before going into a challenging situation, give yourself a two-minute pep talk about how you can **make a choice for kindness**.

Model: Perform kind acts for family members. When a family member snaps at you, try to **respond kindly**. If you can center yourself and maintain healthy boundaries, sometimes a kind response can diffuse negativity. Openly appreciate the kindness of others.

Coach: When your children are experiencing a tough situation with a peer, ask them to write down three things they could do to choose a kind response. Then help them to follow through with the kind response.

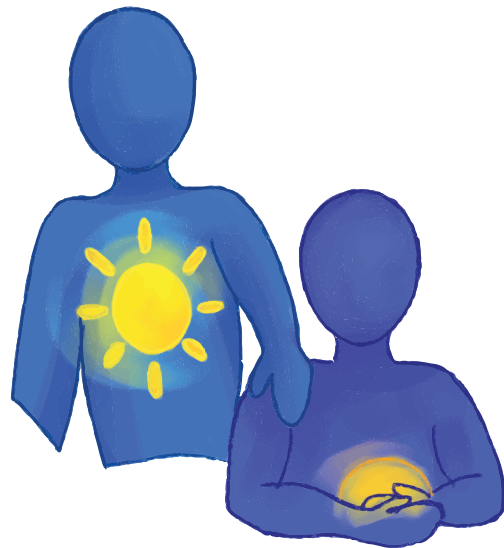


Choosing Kindness



Science

- After performing acts of kindness, even people who have “low agreeableness” (hostile, antagonistic, with a propensity for conflict) report **reduced depression and increased life satisfaction**.¹
- People who performed kind acts for others **showed favorable changes in immune cell gene** expression profiles.²
- Kindness-based meditation may enhance the neural systems related to perspective-taking and emotion regulation.³



1 Mongrain M, Barnes C, Barnhart R, Zalan LB. Acts of kindness reduce depression in individuals low on agreeableness. *Translational Issues in Psychological Science*. 2018;4(3):323.

2 Nelson-Coffey, S. Katherine, et al. “Kindness in the blood: A randomized controlled trial of the gene regulatory impact of prosocial behavior.” *Psychoneuroendocrinology* 2017;81: 8-13.

3 Mascaro JS, Darcher A, Negi LT, Raison CL. The neural mediators of kindness-based meditation: a theoretical model. *Frontiers in psychology*. 2015;6:109.





Speaking Authentically

When I authentically talk, hearts unlock.



Assess: If patient or caregiver is....

- Having trouble standing up for themselves
- Having difficulty setting boundaries
- Having difficulty apologizing



Skill: Saying what we think and feel, even if we feel vulnerable or scared

- Our experience—how life occurs for us—is shaped by the words:
 - we speak to others
 - we say to ourselves
 - we hear
- **Tone of voice, attitude, and what we don't say** — unsaid missing information, like emotions — **can cause deep misunderstanding and conflict.**
- Speaking Authentically includes speaking when we need to repair our relationships, through apology and forgiveness.



Inquiry: How can I speak my truth in this moment, being open, kind, vulnerable and centered?



Practice: Start centered when Speaking Authentically. When something is not working for you, can you tell the person what is not working for you and why? **Share information and feelings that would help the other person** to know. Notice what stops you from speaking your truth and setting boundaries.

Model: When conflict arises, address it with clarity and kindness.
Make your asks clear: If you can let family know exactly what you need, they will be better able to help you. **Practice complete apologies, with remorse** (I'm sorry), admitting your mistake and the impact (I was late and you had to wait), and reparations (How can I make up for it?).

Coach: Encourage your children to openly share with you their concerns, fears, and conflicts. To make sure they feel safe and comfortable speaking, remain open and use Heartfelt Listening.



Speaking Authentically



Science

- **Honest conversations can be transformative**, improving effectiveness, performance, **trust and commitment**.¹
- **Speaking Authentically helps us feel competent and connected**, enhancing our well-being.²
- People are more likely to honestly speak when they feel **safe psychologically** and feel that **they can be effective when speaking**.³
- **Authenticity**, autonomy, competence, and relatedness have all been **significantly related to self-esteem**.⁴
- Self-compassionate people are more **willing to apologize** because they withhold self-judgment, and are less likely to withdraw when they make a mistake.⁵



1 Beer M. Why honest conversations are transformative. Research in Organizational Change and Development 2020. Emerald Publishing Limited.

2 Thomaes S, Sedikides C, van den Bos N, Hutteman R, Reijntjes A. Happy to be "me?" authenticity, psychological need satisfaction, and subjective well being in adolescence. Child Development. 2017;88(4):1045-11056.

3 Roussin CJ, Larraz E, Jamieson K, Maestre JM. Psychological safety, self-efficacy, and speaking up in interprofessional health care simulation. Clinical Simulation in Nursing . 2018;17:38-46.

4 Heppner WL, Kernis MH, Nezlek JB, Foster J, Lakey CE, Goldman BM. Within-person relationships among daily self-esteem, need satisfaction, and authenticity. Psychological Science . 2008;19(11):1140-1145.

5 Vazeou-Nieuwenhuis A, Schumann K. Self-compassionate and apologetic? How and why having compassion toward the self relates to a willingness to apologize. Personality and Individual Differences . 2018;124:71-76.





Noticing Group

I see you, me, and the we.



Assess: If patient or caregiver is....

- Unaware of the feelings of others in the family or group
- Unaware of the motivations of others in the family or group



Skill: Pausing and “taking in” the whole family or group, noticing what is happening for everyone

- **Notice the needs and emotions of others.**
- Pay attention to emotions, body language, tone of voice, and what others say or don't say.
- Notice ourselves, other individuals and the whole family at the same time.



Inquiry: What am I sensing/feeling about the whole group?



Practice: When you have a conflict, reflect for yourself “**Pause. What's the Cause?**” What is happening for others that is contributing to the situation? Can you see the situation from another's perspective? Notice when you are judging other members of your family (negative talk). **Practice pausing your judgments.**

Model: The moment you notice something is not working within your household, if it is safe tell your family what you are noticing and ask for confirmation. Share with your family the level of your resilience: “My resilience is about 20% today.”

Coach: Ask your children to reflect on a time when they noticed someone struggling. What did they notice or sense about why the other person was struggling? What resilient choice could they make? Noticing the level of group emotional connection or separation helps us be a more effective group member (family, friends, work, etc.).



Noticing Group



Science

- People in a group experience **shared emotions that are different from their individual emotions.**

These emotions affect how people within the group relate to each other and behave towards others.¹

- The **group's emotions affect each individual's attitude, behavior, and performance.**²
- When group members learn and understand how to regulate their emotions, they are **better able to handle group conflict.**³
- Group emotions, attitude and intergroup behavior all influence reactions to other groups and their members.⁴



¹ Smith E., Seger, C. Mackie D. Can emotions be truly group level? Evidence regarding four conceptual criteria. Journal of personality and social psychology, 2007;93(3)431.

² Barsade SG, Gibson DE. Group Affect: Its Influence on Individual and Group Outcomes Current directions in psychological science: a journal of the American Psychological Society . 2012;21(2):119-123

³ Smith ER, Mackie DM. Group-level emotions. Current Opinion in Psychology . 2016;11:15-9.

⁴ Ibid.





Appreciating Others

Communicate what I appreciate.



Assess: If patient or caregiver is....

- Focused on themselves, not others
- Only focused on the negative aspects of others and not able to see their strengths
- Unable to seek or accept help from others



Inquiry: What do I appreciate about others' genius, qualities, and skills?



Practice: Think about each member of your family, work colleagues, or other group. What do you appreciate about that person? Share it with them. **Notice how your appreciation impacts you, them, and your relationship.**

With practice, **appreciation can become a mindset** that we do both internally (in our self-talk) and share regularly.

Model: **Appreciate promptly**, and share your appreciation the moment you notice it. **Appreciate daily.** Seek and find at least one thing a day to verbally appreciate, and give an appreciation to each person at least once per week.

Coach: Invite your family to give appreciation to one another once a week at dinner or another group activity. Take time as a family to send an email, card, or note to those you appreciate or someone you haven't seen for awhile.



Skill: Seeing and acknowledging the gifts and talents that others bring to the family or group

- Appreciate others in our thoughts and in our words. When we appreciate others, they feel valued and included. Appreciation also helps us see others' struggles and build compassion.



Appreciating Others



Science

- **Groups who share positive emotions are more cooperative with less conflict.** Group members depend on each other, they interact more, they are able to regulate their emotions better, and they are more cohesive and committed to the group.¹
- If a workplace creates a culture where **individuals feel appreciated and valued for their contributions**, employee engagement and customer satisfaction is increased, staff turnover is decreased, and the organization grows in its sense of purpose.²
- People overwhelmingly choose receiving **words of affirmation** as the primary way to be shown appreciation. Monetary or tangible gifts need to be accompanied by praise to be viewed as deep appreciation.³



1 Rhee SY. Group Emotions And Group Outcomes: The Role Of Group-member Interactions. Affect and Groups Research on Managing Groups and Teams, 2007;10:65–95

2 White P. Appreciation at Work training and the Motivating by Appreciation Inventory: development and validity. Strategic HR Review . 2016..

3 White P. How do employees want to be shown appreciation? Results from 100,000 employees. Strategic HR Review . 2017.





Seeking Agreements

Same page, same chapter, same book.



Assess: If patient or caregiver is....

- Frustrated in working with others
- Thinks others should know better
- Upset that expectations of others aren't being met



Skill: Defining agreements that help the family or group get along and enjoy each other

- Working well together includes:
 - **Agreements on tasks for getting the work done:** who will be doing what, how, and when will they do it?
 - **Cultural agreements for how group members will interact with each other:** group tone, interaction, acceptable language, and behavioral norms.
- Since implicit expectations create misunderstandings, make agreements explicit.
- Have clear boundaries to build emotional safety.



Inquiry: What explicit agreements do we need so we can work well together?



Practice: View misunderstandings as opportunities to create agreements. When things are unclear and create conflict, ask for clarification in the moment and create an agreement on how to move forward.

Model: When you have a misunderstanding, be clear about how not having agreements impacts you. Set aside time to **create family agreements** together, including how you want to be together and what to do if the agreements are not honored. Ask for input from all members of your household. Post them as reminders.

Coach: Help your older children think about agreements they may be missing with their friends. Can they make those agreements more explicit? Help them name their expectations and think about how to talk about them with their friends.



Seeking Agreements



Science

- **When organizations have agreement** between goals, performance and reward systems, and the organizational culture, **people cooperate better** and the organization performs better.¹
- Groups that create agreements on ground rules at the start **are more positive about the process** of working together. The process helps team members think about their expectations for the team.²
- Groups that create team charters of agreements are **better able to handle disruptive events** and thus perform better.³
- When teams have shared understanding, they are better motivated to focus on their collective performance goals.⁴



1 Sender SW. Systematic Agreement: A Theory of Organizational Alignment. Human Resource Development Quarterly 1997;(8)1: 23-40.

2 Whatley J. Ground Rules in Team Projects: Findings from a Prototype System to Support Students. Journal of Information Technology Education 2009;(8):161-76.

3 Sverdrup TE, Schei V, Tjølsen ØA. Expecting the unexpected: Using team charters to handle disruptions and facilitate team performance. Group Dynamics: Theory, Research, and Practice. 2017;(1):53.

4 Aubé CR, Rousseau V, Brunelle E, Marques D. The Relevance of Being "on the Same Page" to Succeed as a Project Team: A Moderated Mediation Model. Motivation and Emotion. 2018;(42)6: 804-815.





Honoring Agreements

Following through keeps us true.



Assess: If patient or caregiver is....

- Having difficulty doing what they say
- Having difficulty holding others accountable
- Breaking promises



Inquiry: How do I honor my agreements with integrity?



Skill: Holding yourself and others accountable to agreements with mutual respect

- **Say what you mean and do what you say.**
- Be clear and **communicate early** what you can and cannot do so that others know what to expect of you.
- Holding someone accountable means asking for clear communication without judgement.
- Honoring Agreements does NOT mean agreements are set in stone but rather they evolve. Let others know when the agreements can't be met and set a new agreement.



Practice: When someone has not met an agreement, be curious about where things stand and ask directly. Let others know how you are impacted when an agreement is not met. **Check in regularly to build accountability.**

Model: Match your words to your actions. **Own up to your own mistakes.** When you know that you can't meet a deadline, communicate. Clarification becomes easier if you speak openly about what is not working in the family.

Coach: When others in your household do not meet a family agreement, ask your children to help hold them accountable in the manner that you have agreed to together. **Help your children communicate clearly** so they "do what they say and say what they are going to do."



Honoring Agreements



Science

- **When people are held accountable** for both their outcomes and the process they use, **they achieve better outcomes and share knowledge more** than when the focus is on one or the other.¹
- **Renegotiation of agreements** and implicit ground rules **helps the group adapt** when learning environments change.²
- Teams perform better when they **confront each other if they break norms**.³



1 Chang W, Atanasov P, Patil S, Mellers BA, Tetlock PE. Accountability and adaptive performance under uncertainty: A long-term view. *Judgment & Decision Making*. 2017;12(6).

2 Staarman JK. The Joint Negotiation of Ground Rules: Establishing a Shared Collaborative Practice with New Educational Technology. *Language and Education*, 2009;23(1)79-95.

3 Druskat VU, Kayes DC. Learning versus Performance in Short-Term Project Teams. *Small group research*. 2016;31(3):328–353.





Contributing Intentionally

Think it, believe in it, contribute it.



Assess: If patient or caregiver is....

- Focused on themselves to the detriment of relationships
- Not contributing (or not letting their child contribute) to their family or other groups in age-appropriate ways



Skill: Acting on behalf of the whole family

- Encourage others to contribute so everyone feels valued.
- Leaders model how to contribute and encourage others.
- Subtle roles can be critical: asking the tough questions, being the connector, inspiring each other, asking about undercurrents that might derail the group, and bringing in light-heartedness.
- Courage and vulnerability help us share what we think and feel in the best interest of the group.



Inquiry: Is my contribution to the family adding value?



Practice: Think about the ways you and your family members contribute to the family. Ensure that **everyone is contributing in age-appropriate ways** to learn responsibility and feel good about belonging.

Model: Be transparent about your own contributions so others can appreciate you. Have family members take turns talking about what they see as everyone's contributions and "roles." Take turns planning events. Give shout-outs to honor and encourage contributions.

Coach: Help your children to name how they contribute to the family, to their classroom, and to their friend groups. Help them experience the good feeling of contributing in meaningful ways.



Contributing Intentionally



Science

- **People adapt** to being a leader or follower, **depending on the role that is needed** for both cooperation and coordination.¹
- Children **develop key prosocial skills** when they are encouraged to take the initiative and make mature contributions to shared, mutual family responsibilities.²
- Groups are **greatly affected by those who act in key informal roles**. These roles include opinion leaders, central connectors, bottlenecks, experts, consultants, and helpful people. Performance is improved by those who act first and synthesize problem-solving, expertise, and accessibility.³
- When people share information with each other, there is less conflict in the group and it performs better.⁴



1 Nakayama S, Marín MR, Camacho M, Porfiri M. Plasticity in leader–follower roles in human teams. Scientific Reports Nature Publisher Group . 2017;(11);7:1-9.

2 Coppens AD, Alcalá L, Rogoff B, Mejía-Arauz R. Children's contributions in family work: Two cultural paradigms. Familial and friendship relations and spatial socialities. 2016;5.

3 de Toni AF, Nonino F. The key roles in the informal organization: a network analysis perspective. The Learning Organization 2010;17(1):86-103.

4 Moye NA, Langfred CW. Information Sharing and Group Conflict: Going Beyond Decision Making to Understand the Effects of Information Sharing on Group Performance. International Journal of Conflict Management. 2004;15(4)..



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