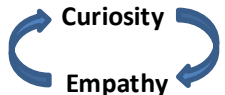


	Why?	What?	How?	Strengths in your current practice	Areas for further development
Playfulness	<p>Playfulness brings fun, laughter and joy to relationships. It provides reciprocal enjoyment to overcome blocked trust. A playful attitude takes away some of the anxiety and fear of relationships with people in power and is a safe way of building connection (primary intersubjectivity i.e. allowing two way influence through re-establishing serve and return interactions). Playfulness reflects optimism and hope.</p> <p><i>'Relationships are the most powerful mental health intervention known to mankind.'</i></p>	<p>Experiencing reciprocal enjoyment. Both the child or young person and the adult staying open and socially engaged rather than defensive. Showing that you like him/her. Provides opportunities to experience that s/he is valued and worthwhile and to practice experiencing joy and happiness (including practice of regulating positive emotions). Need to recover the capacity to be open to influence from other people and to experience joy in relationships.</p> <p><i>'Relational trauma requires relational repair.'</i></p>	<p>Light, hopeful, open and spontaneous interactions. Nonverbal elements of communication especially prosody in our tone of voice and smiling facial expressions to convey safety, interest, warmth and welcome.</p> <p>We make ourselves approachable.</p> <p>Enjoying being with each other.</p> <p><i>'We need to fill up the child or young person's relational treasure box with relational treasures, relational memories, relational experiences and developmental skills.'</i></p> <p><i>'Appropriate playfulness reduces defensiveness in others.'</i></p> <p><i>'Every interaction is an intervention.'</i></p> <p>Interactions that provide playfulness not coldness or defensiveness.</p>		
Acceptance	<p>Acceptance creates psychological safety and feelings of belonging. The child or young person trusts that you understand his/her thoughts, feelings and wishes. To learn to feel safe with people.</p> <p><i>'If we afford children and young people the respect of acceptance then we're on our way to real change. Demanding conformity does not work. Acceptance and trust come first. Only then can we help them to change.'</i></p>	<p>Valuing whatever the child brings. The focus is on the acceptance of the child or young person's internal experience – the thoughts, feelings, wishes, beliefs, desires and hopes that each person carries inside themselves.</p> <p>If we don't agree with his/her perspective then we might need to communicate that our perception differs from theirs.</p>	<p>Finding ways of demonstrating to the child or young person that s/he is accepted (worthwhile and wanted).</p> <p>Actively listening and reflecting that you've heard what they've shared.</p> <p>Correction is carried out whilst maintaining connection (the relationship is stronger than the incident).</p> <p>Showing him/her that you have kept him/her in mind (e.g. "I thought of you when... because it reminded me of the time when..." or "How are you getting on with...").</p> <p>Interactions that provide acceptance not rejection.</p>		

<p style="text-align: center;">Curiosity</p>	<p>Curiosity is directly connected to understanding and acceptance. Curiosity without judgement promotes wondering without shame (i.e. reflection). Need to recover the capacity for curiosity (secondary intersubjectivity i.e. exploration of the world with a trusted other). Curiosity within a trusting relationship where the key adult has positive intentions to understand and help encourages the child or young person to start to be curious themselves.</p>	<p>Wanting to get to know more about the child or young person. Wanting to know about and understand through joint reflection. Taking an active interest in another's experience. Communicating that you want to understand in order to best be able to help. When we direct non-judgemental curiosity towards a child or young person then s/he is more likely to become responsive to understanding this experience and the experience is more likely to become integrated and less likely to become overwhelming.</p>	<p>Taking an interest in the child or young person's experiences (e.g. "What's that about?", "Well let's figure it out together?"). Complimentary motives of wanting to understand and resolve a problem together. Finding out what s/he likes and doesn't like? What's important in his/her life? What helps him/her and what doesn't? Also being curious about things that are not problematic about the child/young person and his/her successes. Being curious on behalf of him/her, gently wondering aloud ("I'm guessing that maybe..."), exploring together and/or inviting him/her to talk (depending developmental stage of the young person). Interactions that provide curiosity not judgement.</p>		
<p style="text-align: center;">Empathy</p>	<p>Empathy communicates our understanding. Empathy helps the child or young person to be safe enough to feel vulnerable. Empathy provides experience of comfort. To learn to empathise with others the child or young person will first have to experience empathy from others. <i>'When someone understands you it creates a strong connection.'</i></p>	<p>To be able to see things from the child or young person's point of view and communicate that. Communicates that you get it. It is often the experience of feeling with someone that makes something better rather than the response. Need to feel safe enough to be sad and, therefore, to be open to comfort. Listening to understand. <i>'It's good to know that someone actually gives a shit!'</i></p>	<p>Felt sense of the other, actively experienced and communicated with compassion/care. Matched affect and attention (Attunement). Stay with empathy rather than moving on to reassurance or to problem solving too quickly (e.g. "Thank you so much for telling me." "That sounds really hard?" "How are you coping?" or "Is there anything that helps?"). 'Empathy' for positive emotions too (i.e. matched affect and shared delight in positive experience).  Interactions that provide empathy and not rushing to reassurance or problem solving too quickly.</p>		

For more information re the PACE Approach from Dan Hughes himself see www.ddpnetwork.org/about-ddp/meant-pace/ or watch Dan Hughes' video by googling: *Dan Hughes The child who mistrusts good care*.

For a free staff training session re the PACE Approach see www.sigmateachingschool.org.uk/online-training/#tab-id-2 or attend a PACE+ Approaches training course by googling: *Sigma Teaching School* and following the CPD links.