

CONNECT AND REFLECT

Building Bridges: Navigating Difficult Conversations



LAND ACKNOWLEDGEMENT

The land on which we live is the unceded unsurrendered territory of the Algonquin Anishinaabeg Peoples who have lived on and in relationship with this land since time immemorial. We are grateful to be present on this land.

We, as a community of educators and frontline professionals, commit to ongoing learning and understanding of Truth and unwavering action toward Reconciliation.

The Anishinaabe name for the Ottawa River is ***Kitchissippi*** or ***Kichi Sibi***, meaning "Great River," reflecting its cultural significance and the stewardship of Indigenous peoples who have honored the river for generations.



THREE WAYS TO ENGAGE

Here are some ideas for using this Connect and Reflect guide to continue learning with your teams.

- Select a page from pages 4–6. Review the content with your team and use the accompanying reflective question to facilitate discussions.
- Select a scenario from page 7 to explore with your team. Use the Collaborative Conversations 4-Step Approach as a guide to help navigate how you might respond to the scenarios.
- Explore the Additional Resources page to continue learning and discover resources to support your programs.



BRUCE PERRY'S NEUROSEQUENTIAL MODEL



[Regulate, Relate, Reason](#)

Click on the link to watch



Reflective Question

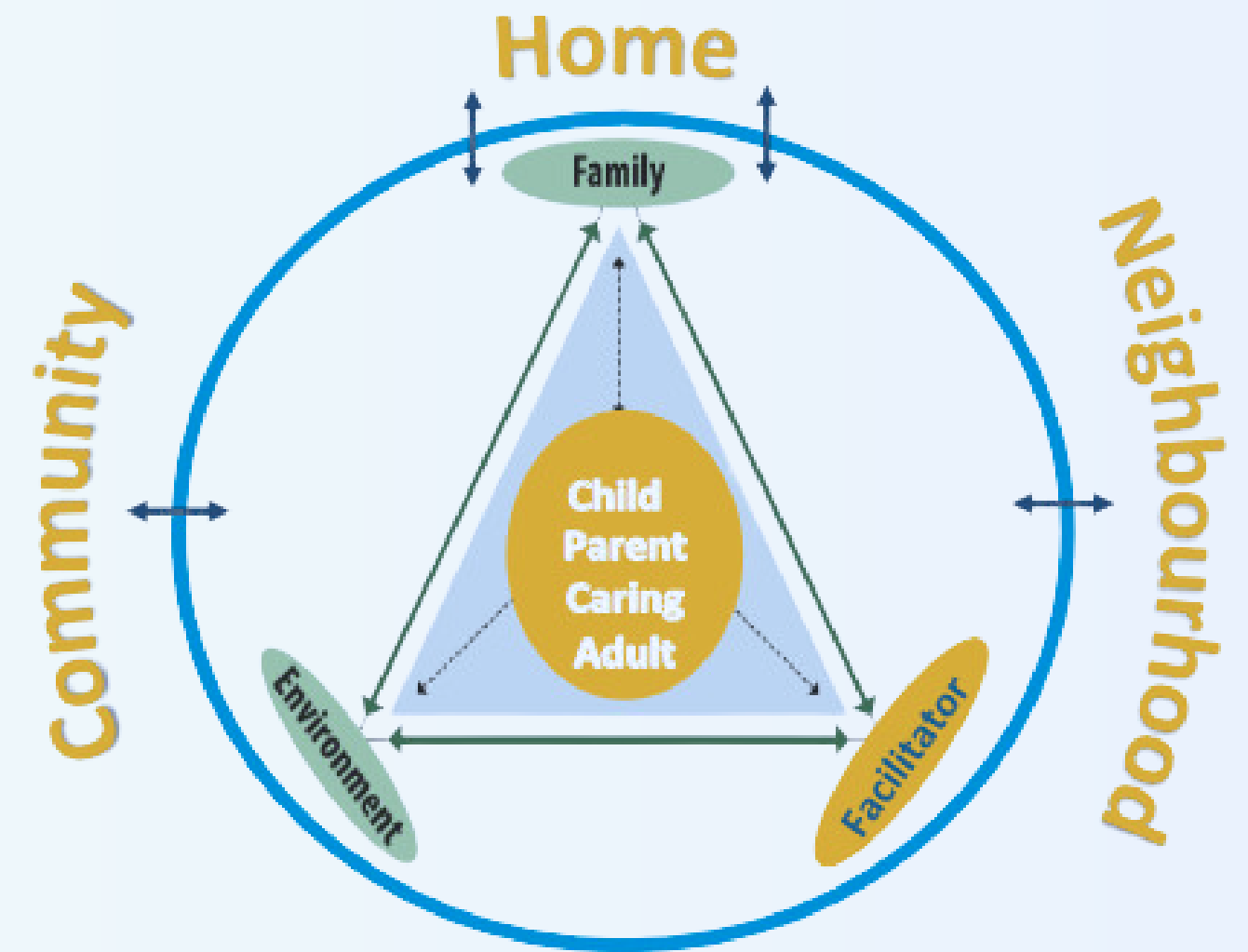
What stood out for you in this video in terms of communication with others?



HDLH - IMAGE OF THE FAMILY



- Have diverse needs, beliefs, values and perspectives that enrich our community and collaborative learning
- Competent, capable, curious and rich in experience
- Experts on their children
- Love their children and want what's best for them
- Desire meaningful participation



Reflective Question

Reflect on a time when you found working with a family challenging. Consider if any similarities or differences in your views, experiences, and backgrounds played a role.



REGULATE

- Pause and do a *Self Check*
- Address your needs
- Support the family to regulate
- Address the family's needs
- Show up with full presence
- Be intentional
- Be mindful of the environment and timing

RELATE

- Connect to our own feelings and perspectives
- Curiosity
- Empathy
- Compassion
- Active Listening
- Reflection
- Consider the family's context, needs and strengths

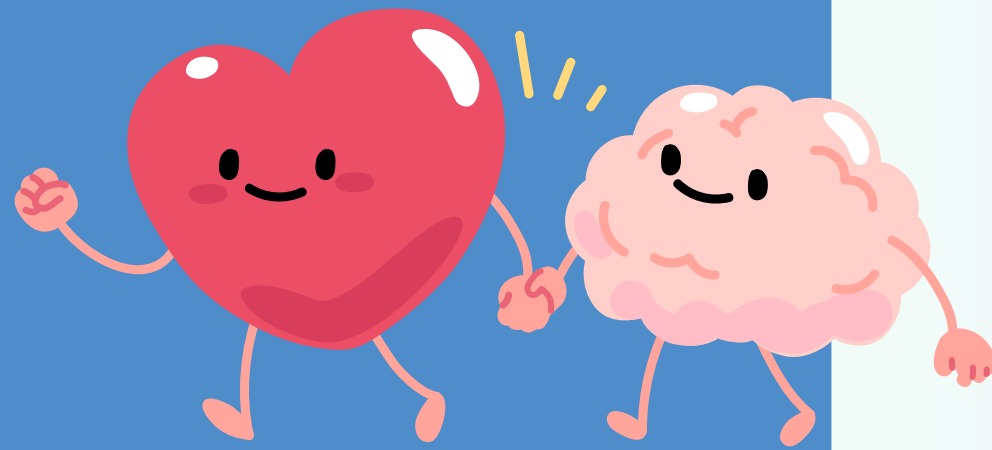
REASON

- Assess needs and urgency
- Clarify with questions
- Empower / Problem solve
- Reframe
- Connect to resources
- Provide a warm referral as needed
- Follow up

What are your thoughts on this model?
Are there other strategies have you found
supportive in your programs?



SCENERIOS TO EXPLORE...



- How can you invite parents to participate in activities like tidy-up without making it feel like a demand?
- How can you initiate conversations about developmental screening in a safe and supportive, way for parents?
- How can you encourage parent -child interaction (minimizing cellphone use) without making parents feel criticized and overwhelmed?
- How can you communicate to an experienced caregiver who is giving advice to a parent that could negatively impact a family's approach to a child's behaviour?
- What other interactions or situations are challenging?

Collaborative Conversations

4-Step Approach

Step 1 Self-Check

- Pause and reflect. How are you feeling right now?
- Use the 3 R's to regulate, understand, and connect with your emotions
- Once calm and connected, we can begin to problem solve

Step 2 Identify the Problem

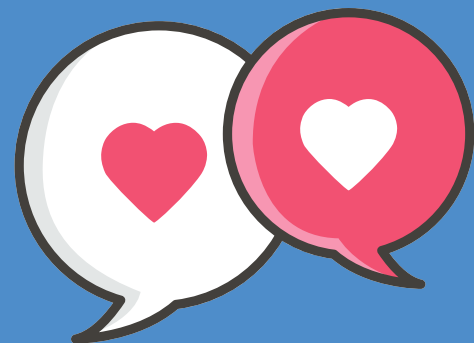
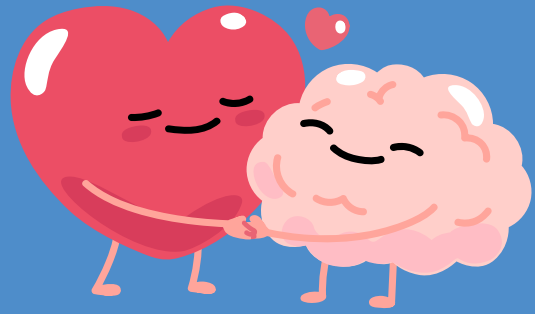
- What is the problem? Why is it a problem? Who is it a problem for?
- Identifying the problem helps determine how to address it and who should be involved.

Step 3 Assess the Stress

- Determine if this is an issue requires
 - a) urgent action
 - b) support
 - c) monitoring
 - d) no action/not a problem

Step 4 Respond through Relationship

- What resources do you need? Are there any team members that can support you?
- Reflect on your goals, the goals of the family, and your relationship with them
- Consider diverse and unique family perspectives and notice their strengths
- Use the 3 R's to connect and optimize collaborative problem solving and shared goals
- Let go of what is beyond your control.



ADDITIONAL RESOURCES

There are many fantastic resources to support your learning and communication skills with families participating your programs. Here are a few inspired by our time together in our Community of Practice.

Activity and Material Resources

[Therapist Aid – Communication Exercises](#)

Articles

[Working with Different Cultural Patterns & Beliefs](#)

Books

Say What You Mean: A Mindful Approach to Nonviolent Communication by Oren Jay Sofer

Local Resources

<https://ottawa.cmha.ca/programs/motivational-and-advanced-interviewing-training/>

Training and Practice Guides

[CECE Practice Guideline on Communication and Collaboration/](#)

Videos

[Regulate, Relate, Reason Video](#)

[Mindful Communication Video](#)

[Communication Skills , Empathetic Listening – Inside Out](#)

Websites

[Engaging Families – Conversations about Sensitive Topics ECLCK](#)

[5 Steps for Tackling Difficult Conversations](#)