

# Supporting Bereaved Children–Day 4: Care for the Client and the Professional

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The Laura Centre

# Programme for the day

- ▶ 9.30–10.00 Introduction to day
- ▶ 10.00– 10.15 Breathing exercise/Blobs
- ▶ 10.15–10.45 Stress Questionnaires
- ▶ 10.45 –11.15 The Impact of working with Trauma
- ▶ 11.15–11.45 Break
- ▶ 11.45–12.15 Intimacy Circles/Stability Rituals/Self care Resources
- ▶ 12.15–12.45 TLC Creative ways of working with Children
- ▶ 12.45 –1.15 Creative exercise
- ▶ 1.15 – 1.30 Summary (Blobs) Evaluations & Close

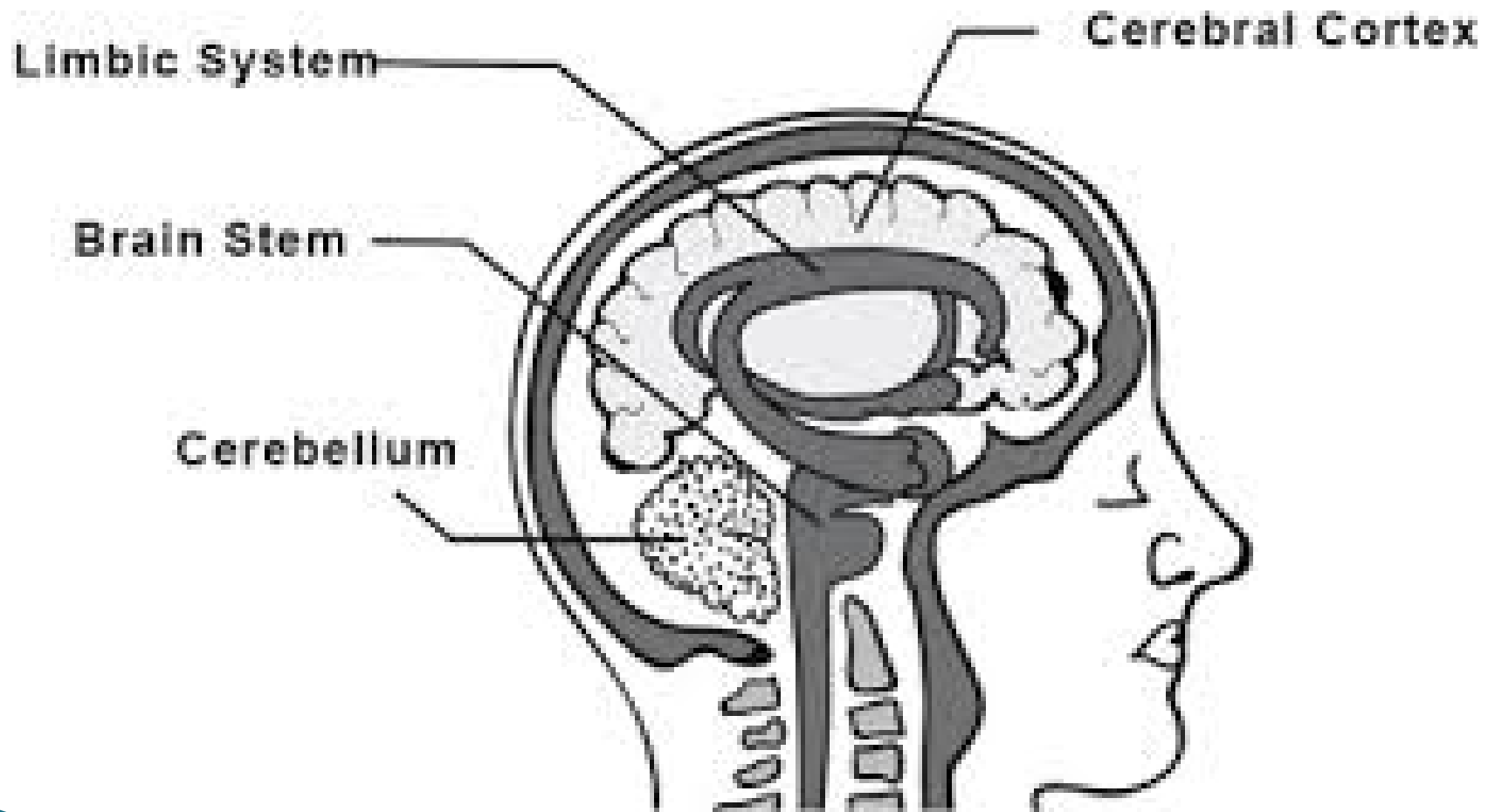
# Aims

- ▶ To consider the impact of helping work on self
- ▶ To consider attitudes to self care
- ▶ To identify and develop effective self care practises and opportunities
- ▶ To have some experience of creative exercises
- ▶ To gain greater understanding/knowledge of creative ways of working with children

# The Impact of working with trauma

- ▶ In any work where psychological processes take place, there will be exposure and affect
- ▶ The development of empathy as a tool to know the world of another is key to this-transference
- ▶ By the time we become aware, we are already affected

# The Brain



# The effect of empathy

- ▶ Facial Feedback– mimicry of facial expression
- ▶ Automatic Nervous System (ANS) physical activity related to feeling
- ▶ Postural Mirroring – facial/muscular
- ▶ Somatic Markers – ‘Gut instincts’
- ▶ Mirror Neurons – relationships seeking – tuning fork

# Vicarious Trauma

- ▶ A term which describes the cumulative effect of working with survivors of traumatic events
- ▶ This occurs by ‘empathic engagement with the client’s material’
- ▶ Over exposure may lead to ‘burn out’ or compassion fatigue
- ▶ A therapist makes a choice to be affected ....

McCann & Pearlman ( 1990)

# The outcome....

- ▶ 14% of mental health practitioners working with trauma victims reported traumatic stress levels similar to those experienced by victims with PTSD
- ▶ Statistically, people in the helping professions are amongst the worst at any form of self care
- ▶ Acknowledgement of the ‘need’ is commonly followed by resistance to change

Judith Shindul–Rothschild ( 2001)



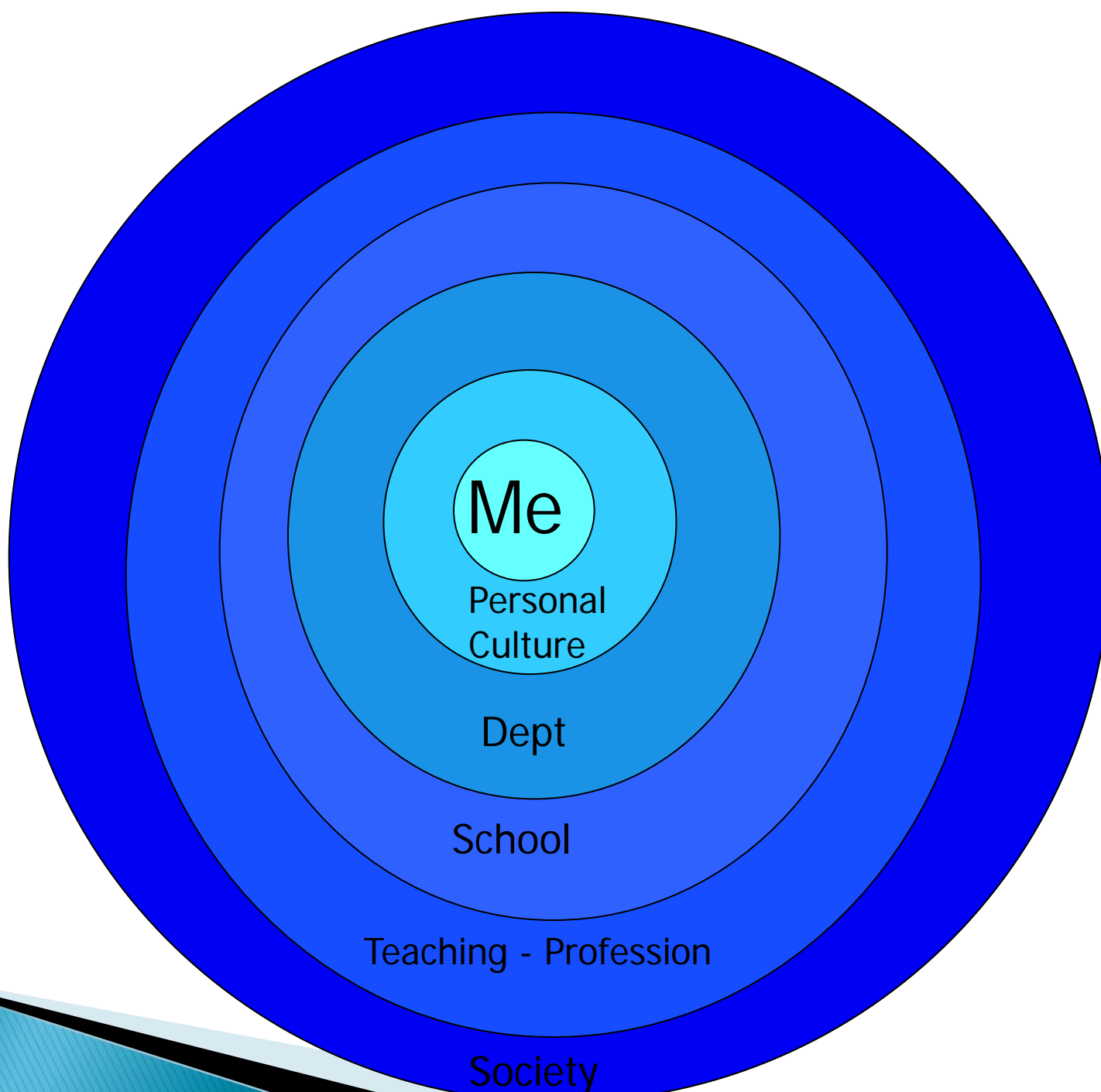
# Being Mindful

**S**top

**T**ake a breath

**O**bserve, acknowledge, allow

**P**roceed and be present



Me

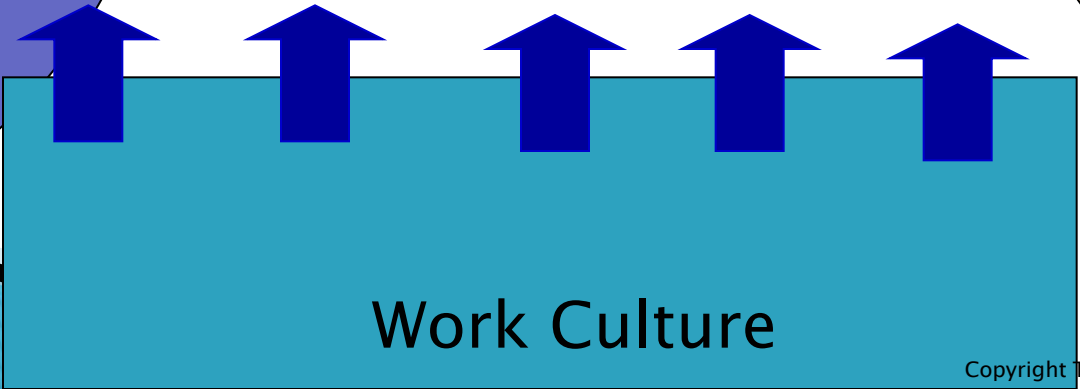
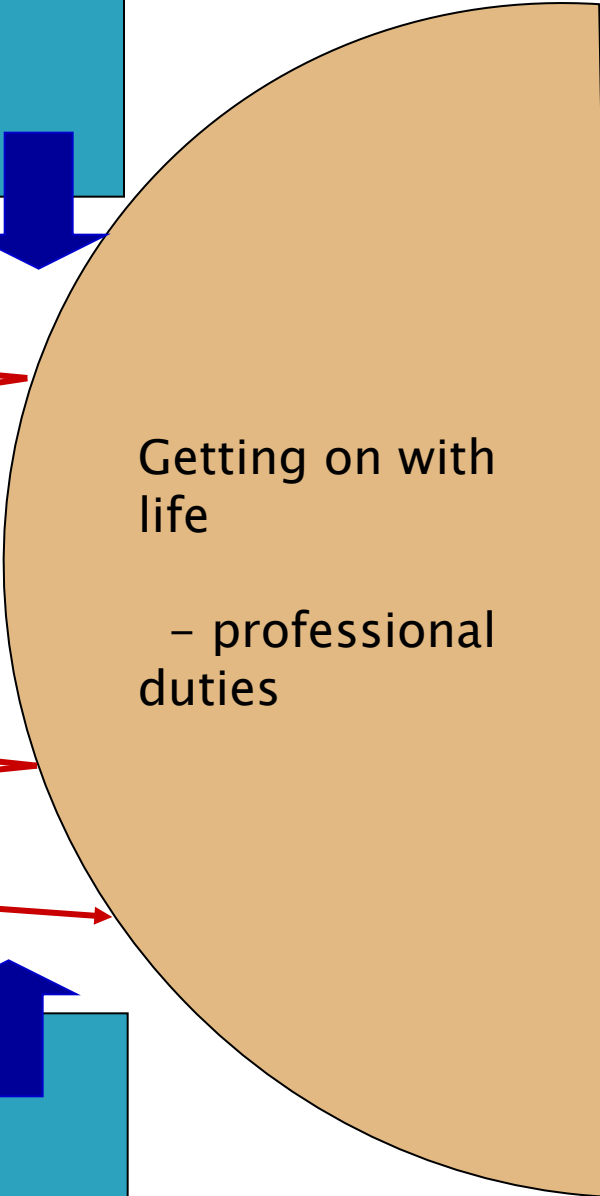
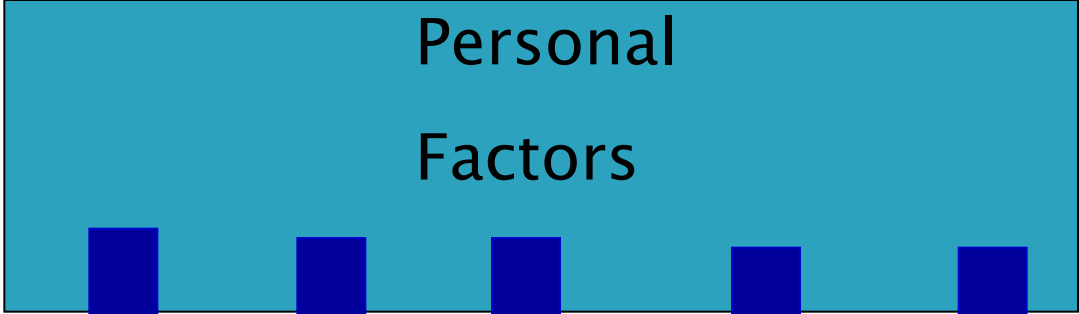
Personal  
Culture

Dept

School

Teaching - Profession

Society



Papadatou

# Self Care

- Without self care you will perform less well
- Without self care you will suffer in mind, body and spirit
- Without self care those who care about you will also be adversely affected
- Without self care you will not become the person you have been created to become
- Without self care you will be denying yourself a wholesome life

# 'GREAT'

**G**iving – Altruistic Acts

**R**elationship at Depth

**E**xercise

**A**ttending to now

**T**eaching/Learning

*‘Vitality is sustained  
by passion’*

Rosemary Langford– Bellaby (2015)

# The Laura Centre

- For anyone affected by the death of a child or young person
- For any child or young person affected by the death of a parent or carer
- Based in Leicester with services in Derby and Coventry/Warwickshire
- Open access, self-referral (usually)
- [www.thelauracentre.org.uk](http://www.thelauracentre.org.uk) (includes notes for parent/carers)

# Sources of help/information

- ▶ The Laura Centre –  
[www.thelauracentre.org.uk](http://www.thelauracentre.org.uk) 01 16-254-4341  
more downloadable resources and info
- ▶ Winstons Wish – [www.winstonswish.org.uk](http://www.winstonswish.org.uk)  
0845 20 30 40 5
- ▶ Childhood Bereavement Network  
[www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)  
directory of childhood bereavement services