

	<b>AVAILABILITY - helping the child to trust</b>	<b>SENSITIVITY - helping the child to manage feelings</b>	<b>ACCEPTANCE - building the child's self- esteem</b>	<b>CO-OPERATION - helping the child to feel effective</b>	<b>FAMILY MEMBERSHIP - helping the child to belong</b>
<b>Caregiver thinking</b>	What does this child need? What does this child expect from adults? Why? How can I show this child that I will not let him/her down? I need to keep the child in mind at all times, even when we are apart. I trust in my capacity to look after the child	What might this child be thinking/feeling? Why? I need to put myself in the shoes of the child. What are the connections between the child's past and present? How does this child make me feel? How can I manage those feelings?	I value and accept myself- strengths and difficulties. I value and accept the whole child – strengths and difficulties, similarities and differences to me. I take pleasure in the child. I trust in the child's potential for good.	I recognise this child as a separate person. I accept, value and promote the child's need to be assertive. How can I help this child to feel more effective and competent? How can we work together? I trust in the child's potential to be active/make decisions	I value family life/family membership. Family boundaries can be flexible and permeable. Children can feel connected to / part of more than one family. This child is part of my family as well as connected to his/her birth family.
<b>Caregiver behaviour</b>	Remains alert and available, physically, emotionally and mentally to child's needs/signals. Signals availability to the child in age appropriate verbal/non-verbal ways. Supports exploration	Tunes in to the child Observes and listens to child closely/responds flexibly and with empathy. Helps child to understand express feelings. appropriately Provides scaffolding and helps child make sense of experience, past and present.	Helps the child to fulfil potential and feel good about himself. Promotes positives and enables child to be and feel successful. Tackles difficulties/enables child to repair damage. Promotes child's acceptance by others.	Promotes autonomy and choice, respects and promotes child's assertiveness. Accepts even defiance as healthy/normal. Sets safe boundaries. Seeks an alliance –uses negotiation within firm boundaries.	Helps child to belong in own family – relationships, culture norms and values. Gives verbal and non-verbal messages of child's connection to both families. Helps child manage relationship with foster/ adoptive and birth families.
<b>Child thinking</b>	I matter. I am safe. I can explore and return. I can trust and rely on my carer. Other people can be trusted.	My feelings and behaviour (past and present) make sense – I am understood. I can manage my feelings. Other people have thoughts and feelings that need to be taken into account.	I am accepted and valued for who I am. I do not have to be perfect.	I feel effective I can make things happen (choices/decisions) within safe limits. My views are important I can compromise and co- operate.	I have rights and responsibilities as a member of this family. I can love / belong / feel connected to more than one family.
<b>Child behaviour</b>	Uses carer as a secure base when anxious - can tolerate waiting. Trusts in the good will of others. Exploration, learning and activity.	Reflects on feelings of self and others, is empathic. Can pause for thought before acting. Expresses/regulates feelings. Has a coherent life narrative	Approaches and enjoys activities/relationships with confidence. Enjoys success/ copes with failure. Shows realistic but positive appraisal of self.	Is appropriately assertive/self-reliant. Accepts limits. Is proactive rather than only reactive. Negotiates and co-operates	Incorporates the foster/adoptive family into a public and personal identity. Shows a commitment to the family culture. Manages role in the birth family /contact.



## Summary Chart