

## STRUCTURE

1. Who is in charge

Parent – **Mom is in charge**

Child

2. What role does the parent take? - **Mom takes parents role**

Appropriate parent role

Peer, pal

Child in parental role

Schoolteacher

3. Parent provides structure/directions.

**Mom does provide structure and directions, however doesn't reinforce, for example she read the card once and when Child checked in with Mom, posed questions out loud Mom did not respond. During teach child something they don't know Mom leaves it open to Child to decide what to do and Child appears to become fidgety possible in response to Mom's lack of taking charge and structuring the activity.**

4. Child accepts structure/directions.

**Yes. It appears that Child wants more structure and direction as evidenced by checking in with Mom, questioning out loud (as mentioned above). Child checks in with Mom about switching chairs before the leave the room task – it appears that she wants to “do the right thing” and that she is asking for direction.**

## ENGAGEMENT

5. Parent able to engage the child.

**Yes. Mom uses high sing-songy voice, uses element of surprise (touches Child's nose with the frog), mirrors Child's excitement at times. With the leave the room task, Mom**

6. Child's response to parent's attempts to engage.

**She is inconsistent.**

7. Parent responds empathically to the child.

**Mom missed cues where she would have been able to respond empathetically.**

8. Parent and child are physically and affectively in tune with each other.

**At times they are physically in tune with each other and when Mom shared Child's excitement they were affectively in tune. At other times they appeared disconnected (example, during lotion they were not facing each other).**

9. Parent matches level of stimulation to child's ability to tolerate it

**Yes**

10. The two are having fun together.

**Yes**

#### **NURTURE**

11. Parent provides nurturing contact (touch, physical contact, care giving).

**Mom provided nurturing contact, but at times when it was not prescribed. She spontaneously touched Child's face, brushed her hair away, gave a kiss, however during the nurturing activity she appeared uncomfortable (fingers splayed while rubbing lotion in, using one hand). Mom and Child did not turn to face each other during lotioning. There is a disconnect between them throughout.**

12. Child accepts nurturing contact.

**Yes, at times but she is not openly accepting. Child watched Mom put the lotion on and then rubbed it in herself which is indicative of Child self-caring.**

13. Parent asks child to take care of him/her.

**No.**

14. Parent recognizes and acts upon child's need for help in calming/having stress reduced.

**For the leave the room task, Child at first reached out to Mom and protested "no, I wanna go with you" when she found out that Mom was leaving. Mom missed this cue that Child was stressed (possibly due to her own stress level?). It appears that Mom is rushing to get out of the room and "dismissing" Child's distress. However, in Mom's mind she was making an effort to get this task over with as quickly as possible so as to minimize the amount of time that Child was stressed. Although well intentioned, she wasn't able to attune/empathize/meet Child where she was at emotionally.**

15. Child accepts parental help for calming/stress reduction.

**Yes, when offered.**

16. Child is able to soothe self.

**During leave the room she keeps herself busy, then drinks and sinks her head down into her knees (looks almost like curling up into fetal position in the chair). This appears to be how she soothes herself.**

17. Parent prepares child for separation.

**Mom provided Child with her drink in order to reduce stress. Due to Mom's stress she does not take the time necessary to prepare Child for the separation.**

Note: Describe child's behavior during separation and at reunion **During separation initially she busies herself with getting the next envelope ready. She then takes the drink and curls up in the chair until Mom returns. At one point it appears that she might be rocking slightly. When Mom re-enters the room Child looks at the door and immediately points to the envelope that she set up. Mom acknowledges "good job" and Child smiles a little, nods yes and continues to drink. \_\_\_\_\_**

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## CHALLENGE

18. Activities chosen by the parent are developmentally appropriate.

**Activities suggested were not developmentally appropriate – patty cake was too low, and the explanation about where rain comes from is too high.**

**There are times throughout the MIM that Mom is treating her developmentally younger than 6.**

19. Child responds to the task.

**With the blocks Child responded well.**

**Child went along with talking about rain, however turned down patty cake. Child came up with her own suggestions, which Mom went along with.**

20. Parent makes mastery appealing.

**With the blocks – yes.**

21. Child is able to focus and concentrate.

**With blocks, yes. With teach something new, no.**

22. Child is able to handle frustration.

**We did not see evidence of Child getting frustrated.**

23. Parent helps child handle frustration. **n/a**

## GENERAL QUESTIONS:

What would it be like to live twenty-four hours a day with this child?

**It would be fun because she is playful and clearly likes to play. It would be difficult to read her because she does not give off clear cues to indicate how she is feeling. It might be draining because she look for lots of validation and reassurance. On some levels she might be difficult to engage because she doesn't have 100% trust in her caregiver (?) and so she pulls away from engaging and the parent would need to be secure in themselves to not personalize that and keep working to engage her. \_\_\_\_\_**

What would it be like to live twenty-four hours a day with this parent? **It might be confusing because she gives nurture but then there is a disconnect along with that (due to Mom's anxiety). Frustrating because she is missing cues and not responding to her emotional needs. It would feel like she doesn't "get me" and is not emotionally attuned. It would be**

**exhausting because Mom and child are both in a constant state of hyperarousal.**

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Would living with this parent/child make you feel good about yourself as a child/as a parent? **As a child you wouldn't feel good about yourself because your parent is in a constant state of hyperarousal which is blocking her from being emotionally attuned and seeing cues. Child is giving off cues, however they are being missed and are very difficult to read. As a parent it would not feel good because you feel incompetent and confused about what Child needs/wants. Also, the fact that Child seeks lots of validation even though Mom says "good job" a lot would be confusing for Mom.**

Other comments/notes:

### **TREATMENT PLANNING**

Based on your analysis of the MIM, choose which dimensions will be the primary focus of treatment and explain why.

	Mom	Child
Structure	-Increase direction -Increase confidence in self as parent	-calmer -increased confidence in self
Engagement	-increase empathy -increase emotional attunement and ability to recognize what child is feeling -decreased anxiety	-calmer, more relaxed -increase expression of feelings
Nurture	-increase nurturing touch -increase eye contact	-feel more secure
Challenge	-increase developmental expectations -increase challenge	-decrease anxiety -increase confidence

### **PARENT FEEDBACK**

Which tasks do you plan to show the parent(s) during the feedback session? What overall messages do you plan to share with the parent about the interaction with their child? What questions do you have for the parent based on your observations? If feedback has already taken place, note the above information as well as the parent's response.

**Tasks to show in the feedback to parent – Tell about when child was a baby, teach child something they don't know and leave the room.**

**Overall messages:**

-having genuine fun, Mom is playful and how well Child responds to that, sweet tender moments of spontaneous affection displayed by Mom and how Child responded positively, Mom's effort to be very encouraging and supportive, Mom's openness to change  
-missed attunement, how Mom's anxiety is impacting the interaction, how Child is difficult to engage and how Child needs more structure/Mom to lead.

**Questions for Mom –**

1. What were you thinking about when you read the card to tell child about when they were a baby?
2. What were you thinking when Child was making faces during this task (tell child about when they were a baby)?
3. It must be really difficult to know what Child is thinking and feeling, tell me about your experience with that.