

# Theory of Community Change

04-19-18

<p><b>1. Provide new relationship tools to targeted people</b></p> <ul style="list-style-type: none"> <li>• <i>Parents</i></li> <li>• <i>Teachers</i></li> <li>• <i>Caregivers</i></li> <li>• <i>Community adults</i></li> </ul> <p><b>Interventions providing new relationship tools</b></p> <ul style="list-style-type: none"> <li>• <i>COS P</i></li> <li>• <i>A New Lens</i></li> <li>• <i>Other interventions</i></li> </ul>	<p>→</p> <p><b>2. Targeted people build better quality of relationships with infants, children, students, and adults.</b></p> <ul style="list-style-type: none"> <li>• <i>parent-child relationships;</i></li> <li>• <i>teacher-child relationships;</i></li> <li>• <i>caregiver-child relationships;</i></li> <li>• <i>adult-adult relationships</i></li> </ul>	<p>→</p> <p><b>3. Infants, children, students, and adults develop and strengthen personal and relational capacities needed to thrive in four key domains of life</b></p> <ul style="list-style-type: none"> <li>• <i>Education</i></li> <li>• <i>Health</i></li> <li>• <i>Work</i></li> <li>• <i>Relationships with other people</i></li> </ul> <p><u>Personal and relational capacities</u></p> <ul style="list-style-type: none"> <li>• <i>Self-regulation Curiosity Joy of learning</i></li> <li>• <i>Empathy Perseverance Self-motivation</i></li> <li>• <i>Safe emotional connection Impulse-control</i></li> <li>• <i>Sustaining attention Trust Kindness</i></li> <li>• <i>Capacity to recover from adversity</i></li> </ul>
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<p>→</p> <p><b>4. This creates a community that</b></p> <ul style="list-style-type: none"> <li>• Has more adults who value the importance of quality of relationship.</li> <li>• Has more adults equipped to build better quality of relationships.</li> <li>• Has more infants, children, students, and adults becoming better equipped to thrive in life.</li> </ul>	<p>→</p> <p><b>5. This creates a community culture that</b></p> <ul style="list-style-type: none"> <li>• Has a stronger, broader, and growing culture that values safe, secure relationships.</li> <li>• Integrates “quality of relationship” as foundational to successful community change.</li> <li>• Begins to organize and link community efforts in education, employment, health, and quality of life using “quality of relationship” as an organizing theme for building community capacity.</li> </ul>
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## **Problem Statement**

Too many infants, children, students, and adults are not thriving in life in terms of their educational success, health, work, and/or their relationships with other people. We believe this is primarily due to not being equipped with the personal and relational capacities needed to thrive in all four key domains of life. Yet, it is never too late to acquire these capacities, even in the adult years.

There are two key components to acquiring these personal and relational capacities, which can be viewed as the internal tools for success in life.

1. First, these capacities are not genetic endowments. They are built in relationships and best built in a quality of relationship that also builds a secure attachment. Yet 40-50% infants, children, and students have a quality of relationship that builds an insecure attachment. When there is an insecure attachment, these capacities are not built very strongly or are not built at all.
2. Second, parents, teachers, caregivers, and other adults in a community who have relationships with infants, children, students, and other adults need relationship tools that allow them to create better quality relationships with infants, children, students, and other adults.

The central task for organizations in a community serving infants, children, students, and other adults in these key domains of life is to equip parents, teachers, caregivers, and other adults in a community with these relationship tool and to support their capability in using these tools.

## **New Relationship Tools**

Conceptually, Circle of Security Parenting is providing new relationship tools that allow people to create better quality relationships. Rather than provide parenting education, COS P builds reflective capacity. Rather than having to manage behavior, this new reflective capacity allows people to understand the need that is underneath a behavior and simple relationship answers to these needs. As a results, parents, teachers, caregivers, and other adults become bigger, stronger, wiser, and kind. These tools include:

- The Circle – this relationship tool helps parents, teachers, caregivers, and other adults categorize a child/student/adult’s behavior as either being exploration or as having distress and needing to be welcomed in. It also helps them determine what the child/student/adult needs. The Circle provides the foundation for building reflective capacity.
- Being With – this relationship tool helps parents, teachers, caregivers, and other adults learn to just be with a child/student/adult in their feelings without having to fix it or make the feeling or the child go away or stop the feeling.
- Shark Music – this relationship tool helps parents, teachers, caregivers, and other adults recognize the times when they are overreacting to the child/student/adult’s behavior due to the behavior triggering something from the parent/teacher/caregiver/other adult’s painful past childhood experience. This allows the person to own their reaction rather than blame the child/student/adult.
- Mean, Weak, Gone - this relationship tool helps parents, teachers, caregivers, and other adults recognize and own the moments when they are acting mean, weak, or gone with the child/student/adult.

- Rupture and Repair - this relationship tool helps parents, teachers, caregivers, and other adults recognize the times they have caused a rupture in a relationship, usually by being mean, weak, or gone. It also helps them understand the importance of repairing the ruptures and simple steps to take to provide the repair.

## **Why the Change in Quality of Relationship is Maintained** (Through the Use of These Relationship Tools)

### Parents

- Infants, toddlers, children, and teens behavior makes more sense due to understanding the need they are using their behavior to communicate.
- Parents feel more in control and less overwhelmed about their child's behavior from using new relationship tools.
- Have stronger and more secure connections with their infant/toddler/child/teen.
- Have the capacity to repair relationships when inevitable ruptures occur.
- Parents have more joy in their relationship with their infant/toddler/child/teen.
- Have a sense of making a bigger impact on their infant/toddler/child/teen's life.

### Teachers

- Students' classroom behavior makes more sense due to understanding the need students are using their behavior to communicate.
- Teacher feel more in control and less overwhelmed about students' behavior from using new relationship tools.
- Supports students' learning.
- Have stronger and more secure connection with their students.
- Have the capacity to repair relationships when inevitable ruptures occur.
- Teachers have more joy in their relationship with their students.
- Have a sense of making a bigger impact on their students' lives.

### Caregivers

- Infants and children's behavior makes more sense due to understanding the need they are using their behavior to communicate.
- Caregivers feel more in control and less overwhelmed about infant and children's behavior from using new relationship tools.
- Supports infant and children's learning.
- Have stronger and more secure connection with infant and children.
- Have the capacity to repair relationships when inevitable ruptures occur.
- Caregivers have more joy in their relationship with infants and children.
- Have a sense of making a bigger impact on infants and children's lives.