

Let's Talk about Children

logbook for families with a baby

Tytti Solantaus

2023



Funded by
the European Union

Every family is different

Some families have a mum, dad, and children, while others have only one parent with children or have two mums or two dads. Children might also come from different backgrounds and live with grandparents, legal custodians or in out of home care.

In our logbooks, we use the word "caregiver" instead of "parent" to include all types of families. We have "the one caregiver" and "the other caregiver." Participants can of course choose what they want to be called during discussions. We use "N " as a placeholder name for the child being discussed, but we encourage using the actual name in the discussion and in the electronic logbook if possible.

Thank you!

Thank you to all the families who trusted me with their life stories. What I learned from you is translated into Let's Talk about Children for helping other families.

Thank you to Emmi Riihiranta-Laine and Miia Äänismaa in Turku University for sharing their experiences in the everyday practice of LTC and the logbooks.

Thank you to Brad Morgan from Emerging Minds in Australia for sharing his experience of LTC in the Australian context, correcting my English, and adapting the logbook to international use. As further changes and additions have been made, the author takes full responsibility for any possible grammatical and other errors in the English language.

Thank you to all colleagues and collaborators and who contributed to the development of the current edition of the logbook with their wise comments and challenging feedback. Further feedback and comments can be forwarded to Tytti Solantaus (firstname.lastname@gmail.com).

Thank you to the Finnish Cultural Foundation for the Eminentia Scholarship that was awarded to Tytti Solantaus.

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Logbook Let's Talk about Children Network Meeting © Mika Niemelä and Tytti Solantaus

The logbook should be referenced as: Solantaus T. (2023) Let's Talk about Children logbook for working with families with a baby. University of Turku /INVEST

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Dear Caregiver/s,

Congratulations on the arrival of your baby! So small but so powerful. Having a conversation with a baby is like a wonderful dance - you smile and talk to them, and they respond by babbling and moving their arms and legs. Also, life can be challenging and exhausting. Recovering from pregnancy and delivery takes time and the baby keeps you up during the night. It is not uncommon for caregivers to experience low mood and mood swings. In the middle of all this, you have been invited to discuss your child's wellbeing along the lines of the Let's Talk about Children (LTC) approach. Welcome to the discussion! Here is a brief overview of the approach, hopefully answering some of your questions about what is ahead.

What is LTC for?

LTC was developed to help caregiver/s and other important people in the child's life to support children's wellbeing and development. The aim is to contribute to the child's a day-to day life that supports their wellbeing, learning and development.

How does this happen?

The practical part first. LTC consists of two discussion sessions with a plan on what to do next and, if needed to carry out the plan, LTC Network Meeting. Network Meeting includes a gathering of the individuals that are identified by the caregiver/s to explore opportunities to support the child.

LTC discussion focuses on the child's day-to-day life as everyday interactions, encounters and routines are important to children and their wellbeing. However, life is not always easy. Every family has times of stress. Sometimes they are short-lived, sometimes they come to stay longer. Hardships take their toll and erode caregiver/s' energy and mental health resources. Caregiver/s might become impatient and irritable, maybe silent and withdrawn. Children react in their particular ways and parenting becomes more challenging. Everyday routines fall on the wayside, and when it happens, caregivers feel even worse.

Every family has unique strengths, which family members may not always recognize or give themselves credit for. Let's Talk About Children is a resource that helps families identify and nurture their strengths in the everyday life, and find solutions to difficult issues. The program is designed to support families and provide them with the tools they need to thrive.

It is time to start! I hope you have an interesting and inspiring discussion.

Warmly,



Tytti Solantaus

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FIRST LTC SESSION

Getting started

1. Welcome and introduce participants.
2. A brief overview of the aims and what to expect during the discussion.
3. Confidentiality and how the discussion is documented in the family member's records, as needed.
4. Before going on: How did you feel about coming here today? (caregiver/s and the worker)
5. A closer look at strengths and vulnerabilities:

Strength: An area of the family life and of child's life outside home (day care, school and leisure environment) that is progressing well, including everyday routines, time spent together and activities with friends and the community.

Vulnerability: An area of the family life and of child's life outside home (day care, school, leisure environment) that might cause problems if nothing is done, or is already a concern which would benefit from further attention and support.

Caregivers often have different experiences and points of view. Do not worry, it is fine. If you disagree about strengths and vulnerabilities, mark them both.

The baby and the family

Caregivers have often different experiences and points of view. It is fine, do not worry about it. If caregivers disagree whether something is a strength or a vulnerability, mark both.

1. **Would you like to share a little bit about yourself and your role as a caregiver, as well as tell us about your family?** To the worker: Would you like to share something about yourself?
2. **How would you describe your baby?** What is N like? Replace N with the baby's name.

3. **Has N brought you any special moments of joy and delight? How about concerns or worries?**

The one caregiver

The other caregiver

Strength ☐ Vulnerability ☐

Strength ☐ Vulnerability ☐

4. **The baby's health and wellbeing** How is N's health and how is N developing? How about N's mood and energy? Strength ☐ Vulnerability ☐

5. **Have you searched help? Where** _____

6. **N and sisters and brothers** It is not easy for older children to get a new baby in the family!

How do they feel about N? Do they spend time together? Strength ☐ Vulnerability ☐

7. **How are sisters and brothers doing?**

Their wellbeing, mood and behaviour Strength ☐ Vulnerability ☐

Getting on at school / in a day care setting Strength ☐ Vulnerability ☐

Parenting and housework

1. **What is it like to be a caregiver, a caregiver to N?**

The one caregiver Strength ☐ Vulnerability ☐

The other one caregiver Strength ☐ Vulnerability ☐

2. **Caregiver and the baby together**

How do you spend time with N? What kind of things you enjoy with N? Is there something that is difficult?

The one caregiver Strength ☐ Vulnerability ☐

The other caregiver Strength ☐ Vulnerability ☐

3. **Stressful situations with the baby**

As caregivers, you may encounter stressful situations, such as N refusing to eat or having crying spell at night. Sleep deprivation can be so severe that one is afraid of losing control and handling the baby roughly. If this sounds familiar, talk about it and we will try to find help you in the action plan. How do you typically handle these situations, and how do you navigate with N?

The one caregiver Strength ☐ Vulnerability ☐

The other caregiver Strength ☐ Vulnerability ☐

4. **Feeding the baby**

Babies and caregivers can have varying experiences with feeding. It can be a pleasurable and enjoyable experience for both, or it can be a real struggle, or anything in between.

How is feeding going with N? Strength ☐ Vulnerability ☐

5. Sleeping and getting enough rest

How do you and N sleep? Do you sleep enough?

N

The one caregiver

The other caregiver

Strength ☐ Vulnerability ☐

Strength ☐ Vulnerability ☐

Strength ☐ Vulnerability ☐

6. Household chores, child care and gainful employment

As parents, how do you handle all the tasks that come with caring for a new baby? Are you happy with how you divide up responsibilities between yourselves? If you're a single parent, do you have friends, extended family, or other sources to help you out?

Child care and parenting

Household chores

Shopping, cooking, washing clothes, cleaning up etc.

Construction work at home, fixing the car etc.,

Gainful employment

Strength ☐ Vulnerability ☐

Strength ☐ Vulnerability ☐

Strength ☐ Vulnerability ☐



The baby in day care / substitute care (If N is does not attend day care, go to the next topic)

1. How does N like day care/substitute care? Strength ☐ Vulnerability ☐
2. Does N enjoy the company of other children? Strength ☐ Vulnerability ☐
3. How do the everyday routines go? Strength ☐ Vulnerability ☐
Eating, sleeping, toileting, playing, outdoor activities etc.
4. How do you see the relationships between N and the caregiver/s in day care?
Is there someone N feels close to? Strength ☐ Vulnerability ☐
5. How is your collaboration with the caregivers in day care? Are they available for you? Do you discuss how N's Day has been? Strength ☐ Vulnerability ☐

Caregiver/s' wellbeing and social life

1. How was the delivery and how have you recovered? Strength ☐ Vulnerability ☐
2. How would you describe your wellbeing and health?
For example, are you experiencing any persistent stress reactions or mental health issues?
Physical health problems? What do you think, do they have an impact on N and other children,
and parenting?
If the other caregiver is not present, discuss how they are doing, do they have any such issues
that interfere in family life and parenting? (e.g., excessive work; exhaustion & burnout; health
and mental health issues, substance use, and others)
The one caregiver Strength ☐ Vulnerability ☐
The other caregiver Strength ☐ Vulnerability ☐

3. **Other concerns.**

It's possible that you may have concerns related to your other children, the health of extended family members, work-related issues, family stress, or other matters. Do you have any other concerns, and if so, how do you manage them? Is help needed from other services (e.g school, health and social services, income support services, etc)?

The one caregiver

Strength ☐ Vulnerability ☐

The other caregiver

Strength ☐ Vulnerability ☐

4. **Communication and solving problematic issues**

As caregivers, it's important to understand and support each other. By working together and fostering a shared understanding, we can better navigate difficulties that come our way. How do you feel about talking about potential signs of stress and mental health concerns among caregivers or with your support person?

The one caregiver

Strength ☐ Vulnerability ☐

The other caregiver

Strength ☐ Vulnerability ☐

5. **Couple relationship**

There is one more in the family, a small one in size but intense in its presence. How has it been for you as a couple? Delight and joy in each other's company? Empathy and support for each other?

Strength ☐ Vulnerability ☐

6. **Social life, friends, relatives**

Joy and shared moments

Strength ☐ Vulnerability ☐

Availability of practical support

Strength ☐ Vulnerability ☐

7. **How would you describe the atmosphere at home in general?** Strength ☐ Vulnerability ☐

8. **Is there anything else you would like to talk about?**

9. **Home assignment, see below***

10. **Ending the meeting**

How was this discussion for you? And for the worker?

Set up the next meeting_____

Thank you!

*Home assignment

It is time to close this discussion and to give you two tasks to focus on at home.

No.1 We would like to ask you to get acquainted with Annex 1 and Annex 2 or the booklet, How Can I Help My Children?

Annex 1, SHARED UNDERSTANDING AND CO-OPERATION IN THE FAMILY explains what shared understanding means. It describes how important it is for family members and their wellbeing to be able to make sense of what is happening in the family. As you will see, this is true also with children.

Annex 2, TALKING ABOUT DIFFICULT ISSUES WITH YOUR CHILDREN and booklet **How can I help my children?** Give guidelines how to talk with children about issues that have an impact on their life but are difficult for everyone to talk about. These include anything from economic problems to a family member's mental health issues or a severe illness.

Although N is too small to talk, it might still be useful for you to get acquainted with the Annex and especially if you have older children. The Annex might also elicit thoughts about how to discuss difficult issues among caregivers.

No 2. As to the action plan, we'll discuss ways you can nurture your strengths and address vulnerabilities. To prepare for this, we ask that you select the strengths you'd like to focus on and identify any vulnerabilities you'd like to find support and solutions for. The list of

****Things to pay attention to when making an LTC action plan** is helpful in putting the plan together. Please take your logbook with you when you come next time.

You may involve your children in these discussions. They may have helpful insights related to their own experiences and situations.



****Things to pay attention to when making the LTC action plan**

Here are some important things to consider when creating an action plan for Let's Talk about Children (LTC). They refer to both caregivers and children, including young people.

Note! It is not expected that families manage all these situations, probably no family does. The list helps you to identify the strengths that you have and select issues that you find important to focus on in the action plan and family life.

- | |
|--|
| <ol style="list-style-type: none">1. Shared understanding and co-operation in the family2. Caregivers discuss difficult things and make plans in a constructive manner3. In case of problems affecting children, they are helped to make sense of what is happening and to cope with the situation4. Parenting and housework are shared between the caregivers to their satisfaction.5. Children have responsibilities in a way which is appropriate for their age and situation6. Regular hours and sufficient rest for everyone in the family |
| <ol style="list-style-type: none">7. Shared moments of joy between the spouses and with the whole family8. Friends and relatives who bring joy and give practical help |
| <ol style="list-style-type: none">9. Children feel loved and are cared for, and valued by the caregivers10. Caregivers play and spend time with children11. Children have interests and friends12. Children are valued by teachers at day care/ kindergarten/school and by leaders/ coaches in activities /hobbies and appreciated in respective peer groups |
| <ol style="list-style-type: none">13. Courage to ask for help even if it is difficult and feels shameful14. Services that are available, understanding, get involved and provide help |



Second LTC session

1. Greet the participants: How have you been?
2. How was the previous LTC discussion for you? For the worker? Is there anything you would like to go back to?
3. Explain the aims and process of this session
4. How did you feel about the home assignment? Did you have time for it? If not, that is fine. Let's look at them now.
5. **Annex 1 SHARED UNDERSTANDING AND CO-OPERATION IN THE FAMILY.** What do you think about this? How does this sound to you, does it make sense?
Annex 2 TALKING ABOUT DIFFICULT ISSUES WITH YOUR CHILDREN and booklet **How can I help my children?**
6. How was this discussion for you? And the practitioner?
7. Did you have a chance to look at the **strengths and vulnerabilities** identified in the first session? If not, no problem. We can do it now and continue the discussion on that basis.
What kind of thoughts came up/ come up regarding your strengths and vulnerabilities? Any surprises, any disappointments, any questions?



Drawing up the action plan

1. Which strengths did you choose to make a plan for? Brainstorm options of what to do, write down what is decided.

2. Which vulnerabilities did you choose to make a plan for? Brainstorm options of what to do, write down what is decided.

- If no further activity is needed, proceed to 4. Ending the meeting
- If further help is needed, proceed to 3. Planning LTC Network Meeting
- If further help is needed, but Network Meeting is not an option, information about the needed services and how to reach them is given



3. Planning LTC Network Meeting

- a. Explain the purpose of meeting
- b. Explain how the meeting is set up
- c. Caregivers agree on the strengths and vulnerabilities and possible other topics for the action plan.

- d. Agree topics family does not wish to discuss.

- e. Who is to be invited and by whom?

It would be fruitful for the family to talk with children at home about strengths and vulnerabilities in situations which involve them. Children might have ideas that are important to be included in the action plan.

- f. Set a date for the meeting _____

4. Ending this session and the LTC process

- a. How was this session and the LTC process for you? For the worker?
Has it been helpful for you? In what way?
Was there something problematic that you would like to talk about?
- b. If the you continue to use the service, you are welcome to talk about the family situation and children whenever you like. The staff is delighted to hear good news and ready to provide support when needed. Agree on whether the worker may initiate a discussion about the children also later on.

Thank you!

1. **Begin by warmly welcoming everyone making introductions.**
2. **The leader of the meeting** describes the outline of the meeting and how it has been prepared.
3. **Caregiver/s or the worker, as agreed**, describe the reasons for the meeting and areas of action, i.e., the strengths and vulnerabilities.
4. **Discussion among caregivers and invited participants**
 - a. Clarifying questions and points of view
 - b. Ideas on how to proceed on each item
 - c. Turn the ideas into concrete actions that family members agree on

5. **Write a memorandum*** stating the courses of action. Use a flip chart or project it on a wall.

Service workers are usually at the top of the list, followed by the family's social network and the family. This way, the family can plan their own actions based on the overall effort. If called for, the order can be changed.

All participants are given a copy of the memorandum at the end of the meeting, if family members agree.

6. **Set up the follow-up meeting** and agree on who will be there. **

-
-
7. **Ending Network Meeting.**

How was this meeting for the participants, especially family members?

To family members: Did you feel that you were understood? Do you think you received the help you needed?

The leader of the meeting makes a summary, hands the memorandum to the participants as agreed, thanks the participants and declares the meeting closed.

** At least one follow-up meeting is recommended to let the involved parties note what has been achieved and whether a new meeting is called for. The time between meetings and their number depend on the overall situation. The follow-up meeting begins with family members giving a short outline of the current situation and whether the original plan was put into action. If a deed was not carried out, the responsible person describes why not and what was done instead. A discussion follows on what was learned for the future while implementing the plan. If further action is called for, a new memorandum is written stating what courses of action should continue and what else is needed.

***Format the memorandum**

Network meeting _____ (date)

Topics (For example, 3)	Topic 1: Topic 2: Topic 3:	
Participants	What specific action, when (For example, date, time of day)	Follow-up meeting date



Food for thought for family members -1

SHARED UNDERSTANDING AND CO-OPERATION IN THE FAMILY

In Let's Talk about Children approach, shared understanding in the family means that caregivers and children understand each other and have a similar conception of a family situation. **Parents understand their children's experiences and feelings and likewise, children understand their parents' behaviour and actions in the situation.** What happens in the family makes sense to both children and caretakers.

Understanding each other builds a feeling of connection and belonging in the family and lays the foundation for co-operation, for solving difficult issues and a smooth day-to-day life.

Having a shared understanding is important in any family, but especially important in families facing challenges that are difficult to talk about. Examples of this are parental exhaustion, tension caused by stress, disease, mental health and substance use issues, unemployment, financial problems, etc. They will affect the parents' behaviour and family life in a way that often makes children insecure, maybe even fearful, and unsure of how they should be. When faced with difficulties, a shared understanding and co-operation are essential for the family's resilience, ability to manage and go on.

Example. Parents have financial worries. They are under great pressure and argue a lot. Children become scared and lie awake at night, afraid that the family will split up. During the day, their tiredness and worries make them cranky. Parents haven't even considered breaking up, but the tension they feel makes them angry with their cranky children. This leads to a harmful spiral.

Talking about the situation and building a shared understanding is helpful for everyone and puts a stop to the spiralling tension and conflict. The parents learn to understand their children's fears and behaviour, promise to talk in a more constructive manner and assure that although things are difficult at the moment, everything will be all right.

The parents also decide to ask for children's help and ideas in making ends meet. The father says: "Jim you need a new jacket, but we do not have the money to buy the one you really liked in the store the other day. You were sorry and so was I. Do you have any ideas what we could do?" Jim is pleased to be asked but stays quiet for a while. His big sister Lena interferes: "I could take you to a second hand store, I know one which has pretty good clothes. Many of my friends buy their clothes from that store. What do you think?" Jim nods, although a bit hesitantly.

The children received an explanation for the parents' arguments and tone of voice. They were reassured that the family is not splitting up and, on top of it all, they were invited to be a team with parents to help the family manage in the present situation. They started to sleep peacefully at night.

However, sometimes it is very difficult to initiate a discussion with children about problems which are usually thought of as "adults' problems". Annexes no 2 and 3 will help you begin.

Food for thought for family members and professionals -2

TALKING ABOUT DIFFICULT ISSUES WITH YOUR CHILDREN

Every family has hardships to deal with at times. Some hardships and their consequences are really difficult to talk about even among adults, let alone with children. Issues related to caregiver's psychological distress and mental health are among them. However, they have an impact on one's mood and behaviour and hence, on family life and interaction with others. **Family members, including children, are puzzled. The family member facing such problems is often as puzzled and as everyone else.** Everyone in the family needs to be able to make sense of what is happening and what to do. This means that **children need an explanation by caregivers to what they have seen, heard, felt, thought of and feared and a discussion on what to do in different situations.** An open and constructive discussion is needed.

Issues covered in this paper apply to different kinds of hardships in the family. When a family faces difficulties, like severe illness in a family member, unemployment, economic issues, relationship issues, being in exile, it all impinges on caregivers. Caregivers act like a buffer for children, but the situation can become overwhelming also for caregivers and they are likely to become irritable, impatient, depressed and anxious. They might anger easily at others, withdraw and sleep poorly. These symptoms have implications for children in all families, not only in those where caregivers suffer from diagnosable mental health disorders. Therefore, we are talking about us all. There is no "us and them".

It has to be pointed out, that we are not talking about a one-session discussion but a process of talking about difficult issues in the family. It proceeds one step at a time as understanding develops gradually in the flow of days and months. Situations change and children grow older. Caregivers' and children's understanding of mental health and psychological reactions and how to deal with them develop with experience. **It is hoped in LTC that talking about difficult issues, cherishing understanding between family members and searching for solutions together becomes at best a family tradition.**

Open and constructive discussion is needed and we will now ask Why?



An open and constructive discussion ...

1. **helps caregivers** understand their children, their experiences and behaviour, as well as their own behaviour and its meaning to children
 - a. Why is my child always so angry? Why so quiet and withdrawn? Why does the little one hang onto me all the time? Why is the adolescent never at home?
There can be many reasons for such behaviours, but these examples and many others can also stem from children's worries and uncertainty of what is happening at home
 - b. Caregivers learn to understand their own behaviour and how children's reactions make sense
2. **helps children** understand and make sense of the caregivers' behaviour and family situation, as well as their own reactions and behaviour
 - a. Why does mummy cry so much? Why is daddy so angry all the time?
 - b. Is it because of me? Children's self-blame is addressed
 - c. Children understand their own reactions, how they make sense in the situation at home:
I am not a bad child
3. **helps children and caregivers** understand each other and look for solutions together for everyday encounters, which is needed especially in situations affecting children
 - a. **Being part of creating solutions makes children feel and understand that they are valued and important members of the family.** Children are initiative and often have good ideas!
 - b. Children learn to know what to do in different situations rather than remaining helpless
4. **gives children** an access to the caregiver: the difficult topic is open for discussion and children can ask questions and turn to caregivers when they want to.
5. **makes family relationships** easier, more relaxed, by making it unnecessary to hide things from others and to be ashamed and feel guilty



In short, three main aims of talking with children about difficult issues

1. **to help caregivers understand their children**, children's experiences, reactions and feelings and their meaning for children
2. **to help children understand their caregivers**, their behaviour and the family situation, and understand themselves, their own experiences and reactions in the family situation
3. **to help caregivers, and caregivers and children to support each other and to work out solutions to together**

What to talk about

- **Children need to have a sense that caregivers are there for them** and help them understand what is going on. Children have also their own questions and experiences to bring into the discussion. The aim is for caregivers and children to have a dialogue, rather than an information session. On the other hand, do not put any pressures on children to talk. They might be very quiet to start out with, which is fine.
- **To understand what is happening and to relate to family members, children need an explanation to what they have seen, heard, felt, thought of and feared.** Children do not need an information package of mental disorders to begin with. Time for factual information comes later and depends also on the child's age.
- **Children have many thoughts and questions in their mind.** Children wonder what is going on, what is the matter? Will the caregiver get better, and how, and when? What happens to our family? Will I also get it? They wonder if they have done something to cause it and what they could do to help. They might also feel that they cannot have fun with friends when caregivers are not well.
Take up these issues in the course of your discussions even if children do not ask about them.
- **What not to talk about?** is the other important question that caregivers struggle with.
Children do not need to know details of caregivers' problems. Children, no matter what their age is, should **not** be made travel companions for caregivers, someone who is there for sharing the hardships in the caregiver's life. If a caregiver needs such a person for support and to talk to, they should be encouraged to ask for a friend's help or find a professional.

Let's picture that a caregiver has been up for most of the night with horrible nightmares, and is still half asleep at breakfast table. Their mind is occupied by the nightmares, but instead of telling about them, the caregiver says: "I'm sorry about being somewhat out of it now, but I slept poorly. Don't worry, I will wake up soon!" The caregiver acknowledged the problem, gave an explanation and told how the situation will get solved. **The three key steps in these discussions with children, and why not also with adults.**

Caregivers are advised not to tell children issues that have no relevance in children's lives. For instance, telling children about the miseries of one's childhood and maybe of one's own parents might turn them into burdens also for children, especially if they have a caring relationship with the particular grandparents. If those issues bother the caregiver, they should be discussed among adults.

How to start talking about difficult issues

- **It would be helpful if caregivers, in advance, figured it out together,** what their message was going to be, and how it will be expressed. If this turns out to be difficult, ask help from professional collaborating with you in LTC.
- **Children react to caregivers' problems in many ways.** Be sensitive to their reactions and follow their lead. You can also try to anticipate how each child might react in order to be prepared to support and comfort them, no matter what their reactions are. The reactions can range from one end to another, from desperate crying to anger and blame, or not wanting to hear anything. **Overall, it is important to listen to children, encourage them to continue, comfort them and to try to understand even their hurtful reactions.** There is so much stigma around on psychological and psychiatric problems that especially older children might have been subjected to them.
- **To start out, you can choose a concrete and fairly simple situation** where the child was present and you behaved in a symptomatic way. You will learn by experience how it all goes and can deal with more complex situations later.

For instance:

- "Have you noticed that I have been very quiet lately, that I have been very much in bed?" ...
- For older children "I have been feeling low for some time. Have you noticed?" The young person nods. "Have you heard of something called depression?" A nod again "What do you know about it?" That people are tired. "That is what I have ... it makes me very tired but often also angry. Have you noticed that?" ...

- **Use expressions familiar to children**

With small children, the caregiver might call the problem by the main symptom. They can have a sleeping sickness, a crying sickness, a crankiness or an anger sickness, or whatever is right for your situation and children.

Young people use the internet and might have read different kinds of information about mental health issues. Depending on the situation, it might be a good idea to go to the net together to see and discuss those contents.

- When the discussion has been started, it often continues spontaneously in situations like doing the dishes, baking, watching Tv, being on a walk, and so on. This is, indeed, the aim, to talk about family issues freely, when they come to mind.

Togetherness, hope and future

Hope and optimism about the future are often compromised, when a family faces severe problems. If difficulties are not shared, the silence creates a distance between family members. It strengthens the sense of hopelessness.

- **First of all, AND THIS IS A MUST: Always**, when you talk about something, that is difficult in the family, **tell children** what is being done and will be done to go forward: **there is a future**. For instance: tell children that the caregiver receives treatment (the caregiver is ill); we can make plans together how to get by with less money (economic problems); both of us, we love you and take care of you, even if we separate (relationship problems), and so on.
- Furthermore, invite children to search for solutions together with you. It is about making family members into a team and building the road to the future.

An example: A caregiver says to children: “As you know, I have difficulties getting up in the morning when you leave for school. Do you have any wishes or ideas how we could best arrange the mornings?” There is also **another example in Annex 1**, where a caregiver asks the child’s help to manage with less money. **A third example** could be a situation where one child has become responsible for too much house work and caring for younger siblings. The parents have the family members and also members of the extended family to make a plan together how those tasks could be carried out without burdening the child.

Children turn into team members and actors in such situations, rather than being passive objects – and they have good ideas! Children learn that they can make a difference and they feel needed and valued.

- **Make sure that children feel welcome to turn to you any time** they would like to, be it because of worries and questions or simply of getting support or having fun with you.
- **Indeed, talking about difficult issues need not be only sad, but also include fun and enjoyment.** When the child in the family of economic problems gets a new jacket, why not celebrate it with... ice cream? And when everyone gets a breakfast and goes to school in time, wouldn't that be worth a celebration?

In conclusion

Discussing difficult issues within the family and searching for solutions for day-to-day encounters make caregivers and children feel closer. A sense of togetherness is fostered, as well as a trust and hope in the future. **Open and constructive discussion and solving contribute to resilience in hard time.**



EU4Health

Project number: 101101249



**sempre
a frente**



Co-funded by the European Union

Funded by the European Union under the EU4Health Programme (EU4H)-Grant Agreement Nº: 101101249. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Health and Digital Executive Agency (HADEA). Neither the European Union nor the granting authority can be held responsible for them.