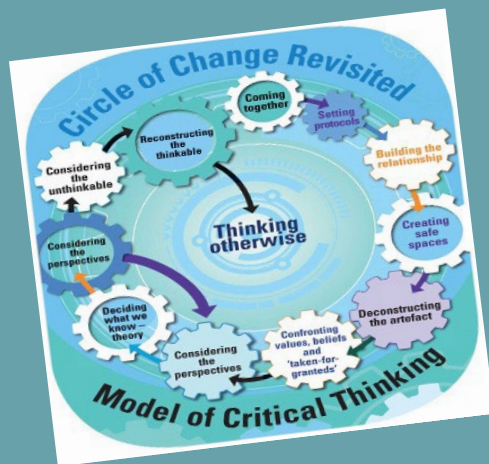


# THE COCR MODEL OF CRITICAL REFLECTION

*"How We Are With Children not What We Do With Children".*

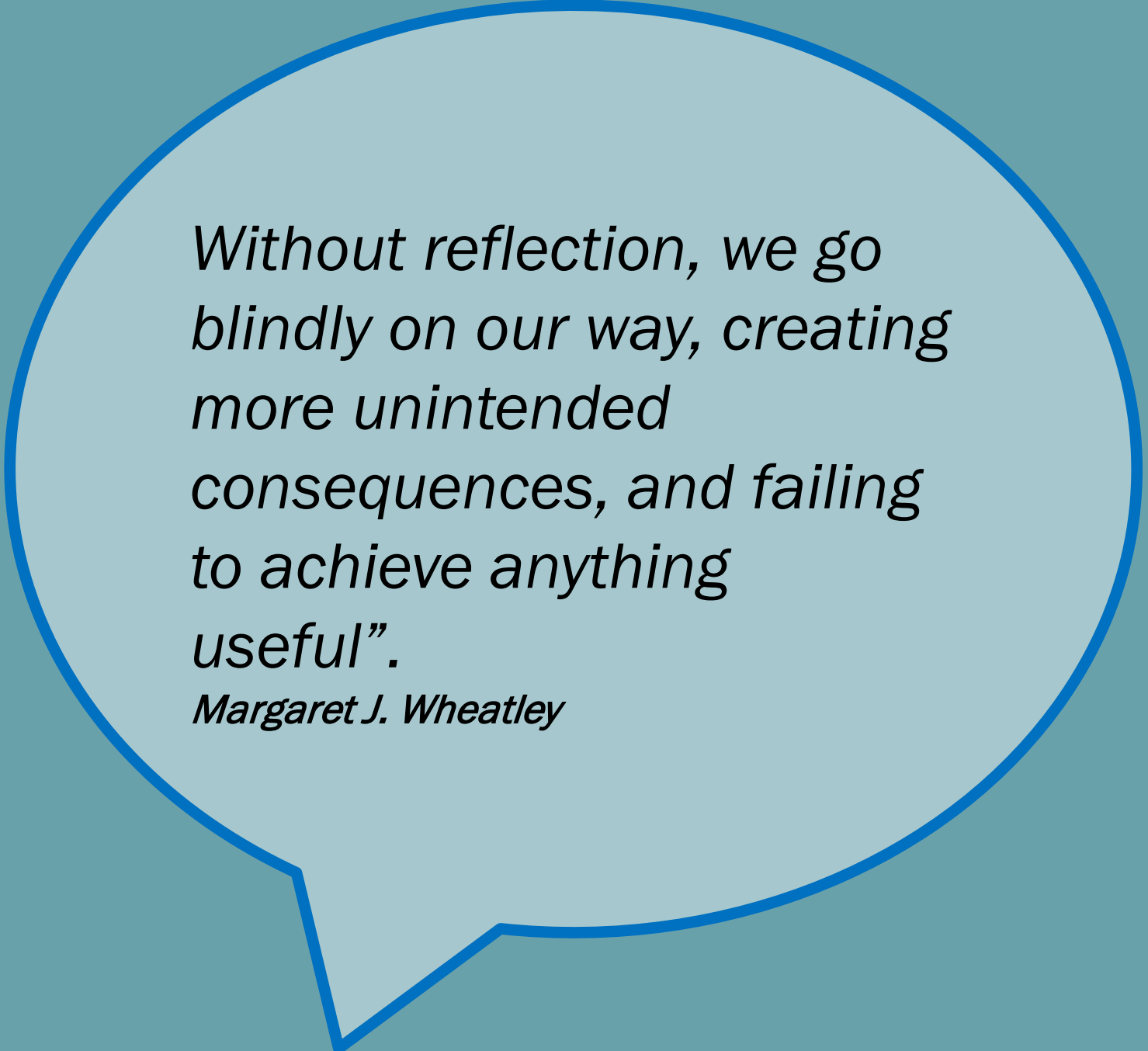


Presented by Kerry Smith (MPhil)  
We Belong Family Day Care Services



I acknowledge the muwinina and palawa peoples, the traditional owners and custodians of nipaluna/Hobart, the land we meet on today and pay my respect to elders past, present and emerging and to any indigenous people here with us today.

Jabaljarri of the Jawoyn tribe -Meeting Place



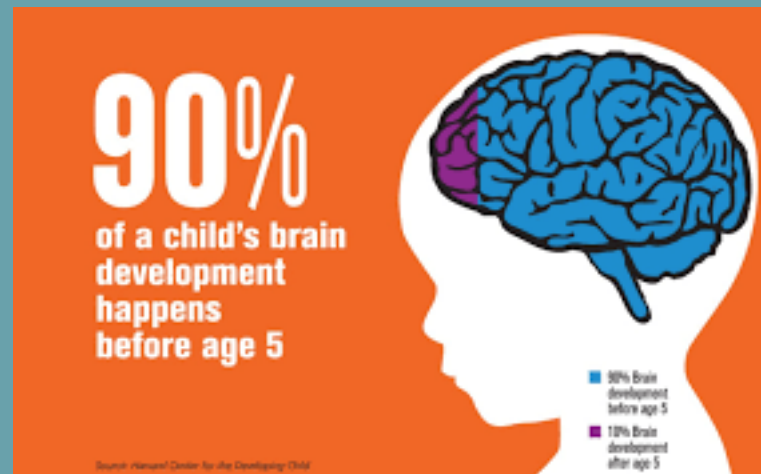
*Without reflection, we go  
blindly on our way, creating  
more unintended  
consequences, and failing  
to achieve anything  
useful”.*

*Margaret J. Wheatley*

**WHAT ARE YOUR HOPES AND  
DREAMS FOR THE FAMILIES &  
CHILDREN THAT YOU WORK  
WITH?**



# Reflecting on children's behaviours from a brain development and trauma perspective



## Children with sound emotional wellbeing

- ❖ an easygoing temperament
- ❖ positive expectations of themselves
- ❖ hopefulness about the future
- ❖ a sense of independence
- ❖ good communication, problem-solving and social skills
- ❖ an ability to identify, express and manage their behaviour and emotions
- ❖ an ability to develop positive and lasting relationships with friends and family

## Children experiencing difficulty their wellbeing

- ❖ feeling anxious
- ❖ withdrawing from or avoiding new situations
- ❖ being irritable or aggressive
- ❖ not being able to follow rules or instructions
- ❖ displaying behaviour that is difficult to manage
- ❖ lacking an understanding of consequences
- ❖ having difficulty understanding or using language



<https://www.youtube.com/watch?v=LmVWOe1ky8s>



**What is Trauma ?**



What do you see when you look at this scene?  
How does it make you feel?



# The Developing Brain – Essential Needs

- Healthy Relationships - early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.
- Positive Experiences - new brain connections are formed and modified through verbal and physical interactions
- Consistent and Secure Environment - the brain develops gradually in response to experience and to the environment



# Our view of the child

“The child we struggle to connect with becomes the child who continues to struggle” Pieter Rousseau 2017

Do we look at it as  
“They are having behavioural problems”

or

We are supporting social and emotional learning ?

When a child struggles with their behaviour, anxiety, perfectionism, aggression, poor peer relationships, lack of empathy, can we ask ourselves:

“What do they need to learn?”



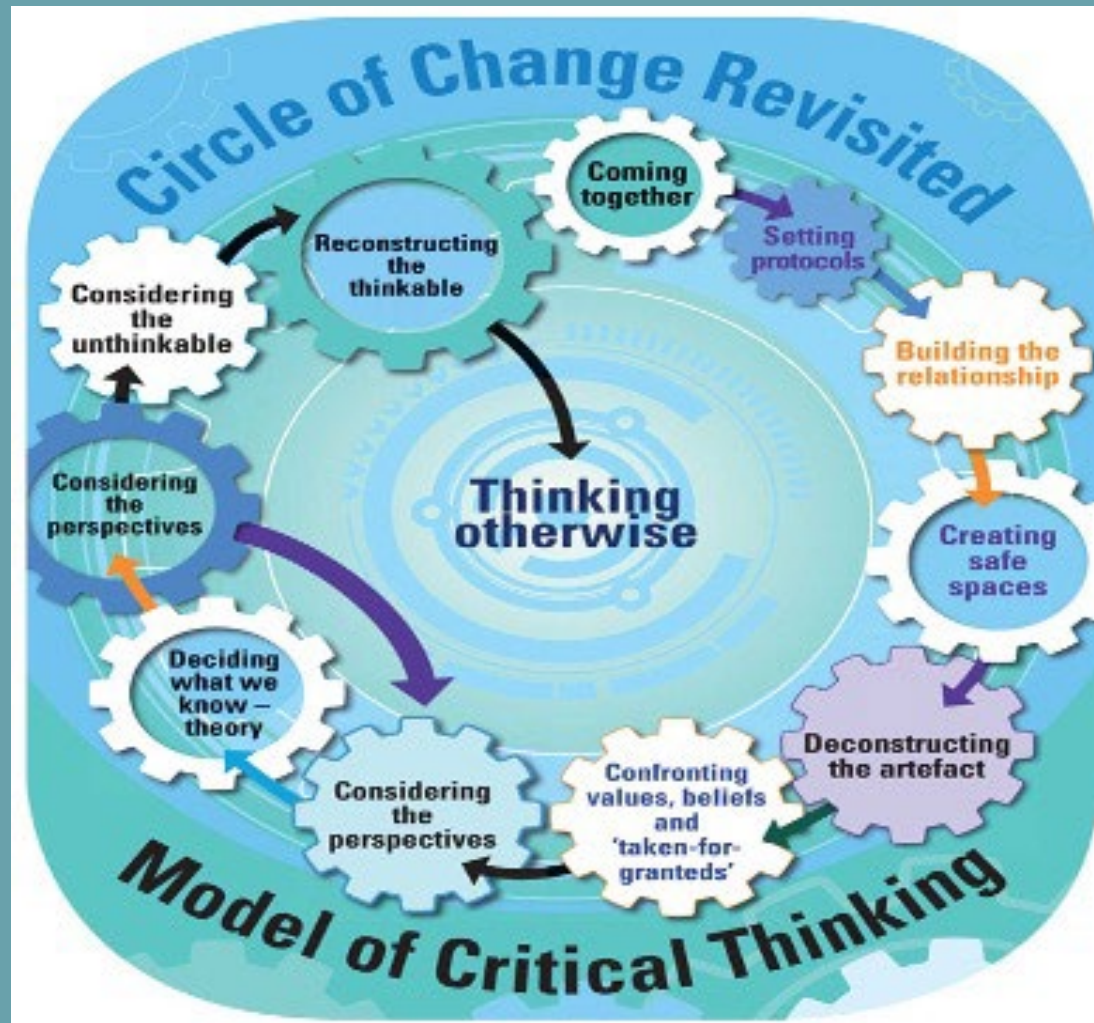
# Key Message

The 'challenging behaviour' we see in the child begins in the brain-stem, the primitive brain. Without addressing the developmental needs of the brainstem, the other parts of the brain will remain virtually immune to treatment. Traditional talking therapies usually do not work with children who have brain injury to their brainstem as they simply cannot process cognitive conversations, or develop 'insight'. It can even make things worse as the child will feel a failure for not being able to do something their brain isn't developed enough to do anyway.

# The Journey



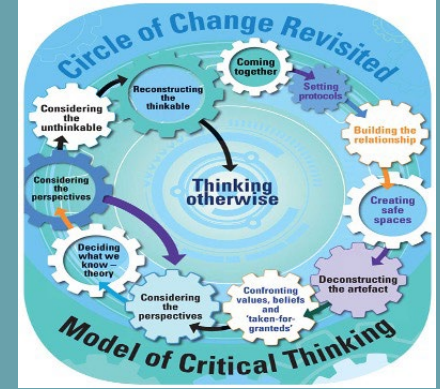
# The COCR Process





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# COCR Framework



Deconstruct

- Pull apart the main tenants and examine practices that have been enshrined as normal and proper

Confront

- Examining difficult or untouchable topics

Theorise

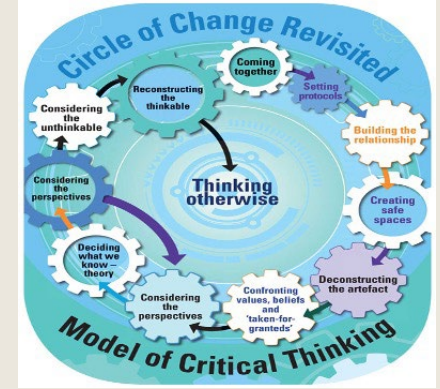
- Link to theory to practice

Think otherwise

- Challenge oneself to think outside the dominant frameworks and ideas



# COCR Framework



Deconstruct

- Pull apart the main tenants and examine practices that have been enshrined as normal and proper

Confront

- Examining difficult or untouchable topics

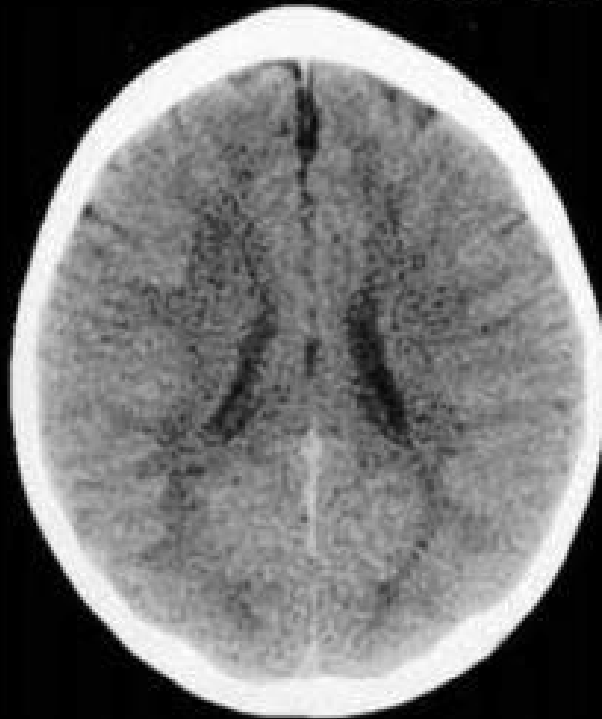
Theorise

- Link to theory to practice

Think otherwise

- Challenge oneself to think outside the dominant frameworks and ideas

## 3 Year Old Children



Normal



Extreme Neglect

Perry, B (2004).

Steps	Questions to be asked
<p>Deconstruct Describe and unpack Pull apart the main tenants and examine practices that have been enshrined as normal and proper</p>	<p>Describe what you heard this afternoon? What stood out for you?</p>
<p>Confront Approach personal, social and systemic issues head on by examining difficult, previously thought of as 'sensitive' topics</p>	<p>How do you feel about what you saw and heard? Are there any challenges for you?</p>
<p>Theorise Carefully consider practice at all levels and question what is Link theory to practice</p>	<p>How does what you've seen and heard in this session link to what you know, or have heard before?</p>
<p>Think otherwise Challenge yourself to think outside the dominant frameworks and ideas and come up with other ways, or better ways of practising</p>	<p>What insights do you need to remember? What more would you like to know? What might you do differently?</p>

A surprising but important element of conversation is a willingness to be disturbed, to allow our beliefs and ideas to be challenged by what others think. We have to be willing to let go of our certainty and be confused for a time.

Most of us weren't trained to admit what we don't know. We haven't been rewarded for being confused, or for asking questions rather than giving quick answers. We were taught to sound certain and confident. But the only way to understand the world in its complexity is to spend more time



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