

Honoring Family Storytellers

The Michigan Model of Infant Mental Health Home Visiting
Booster Session 1

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Agenda

- Welcome and Introductions
- Listening and Telling Stories
- Cultural Relevance and Meaning
- Practice
- Application Across Ages



Welcome and Introductions

- Name
- Agency
- Years in Field
- IMH-HV Training
- If You Were a Song...

Settling In

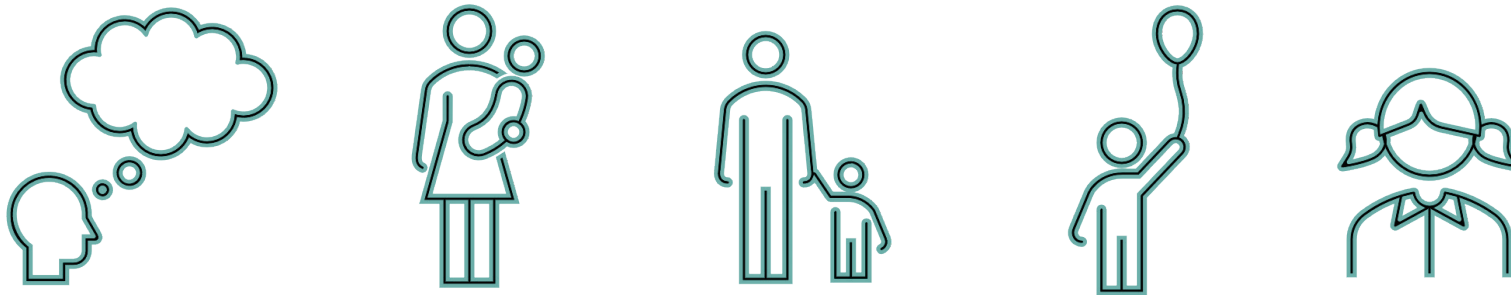
- Video: Dad and child “talking”
- Reflection questions will be in the chat



Reflections questions in Groups

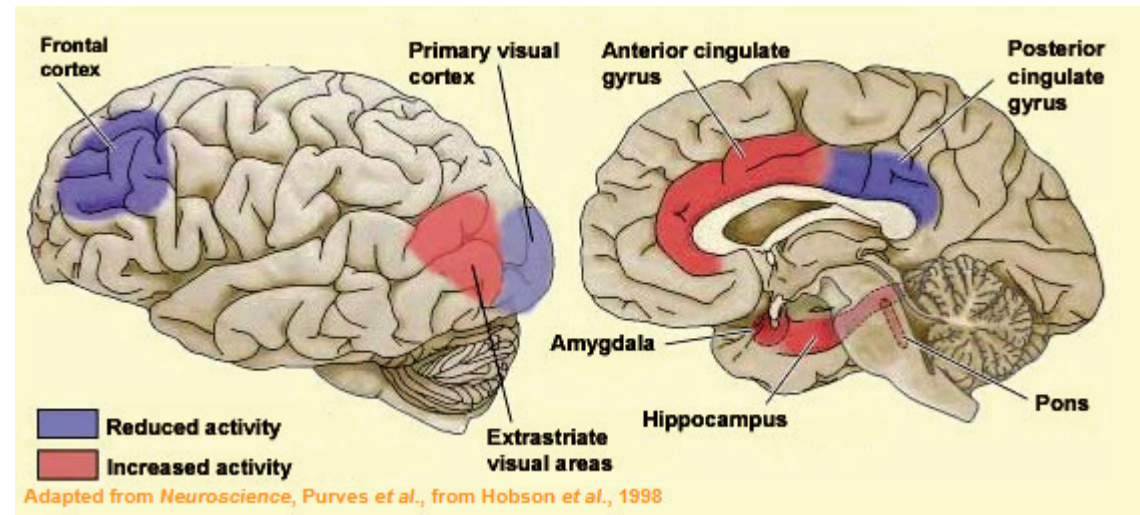
1. What is your reactions to the video?
1. What story do you think dad could be trying to tell you?
1. What is the story to carry forward for both dad and little boy?

Listening to and Telling Stories



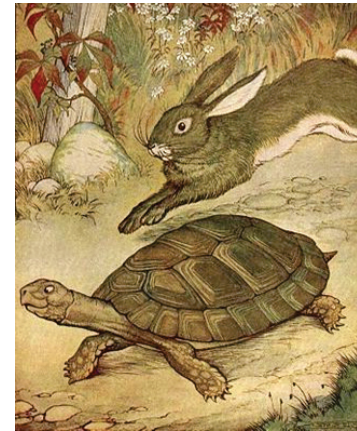
The Importance of a Story

- An organizing framework
 - Makes sense of the nonsensical
 - Dream theory
 - Frontal Lobe

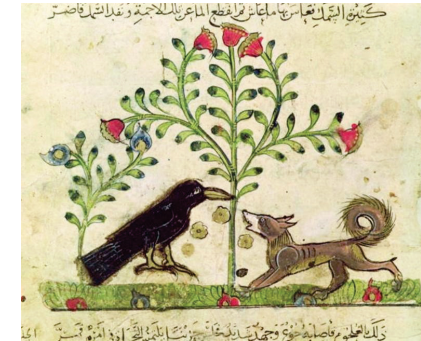


The Importance of a Story

- Allows for communication across and within generations
 - Fables
 - Stories to understand unexpected events (stress, COVID)



The Tortoise and the Hare



The Fox and the Crow



Little Red Riding Hood

The Importance of a Story

- Has cultural significance within families and communities
 - What is the language of the story?
 - What story is needed or worth repeating for this family?
 - Related to risk, related to excellence and joy
 - Indigenous cultures have a long history of this
- Cultural differences in telling stories

Ways to Hear a Story

Stories can be displacement for adults (and
kids!)

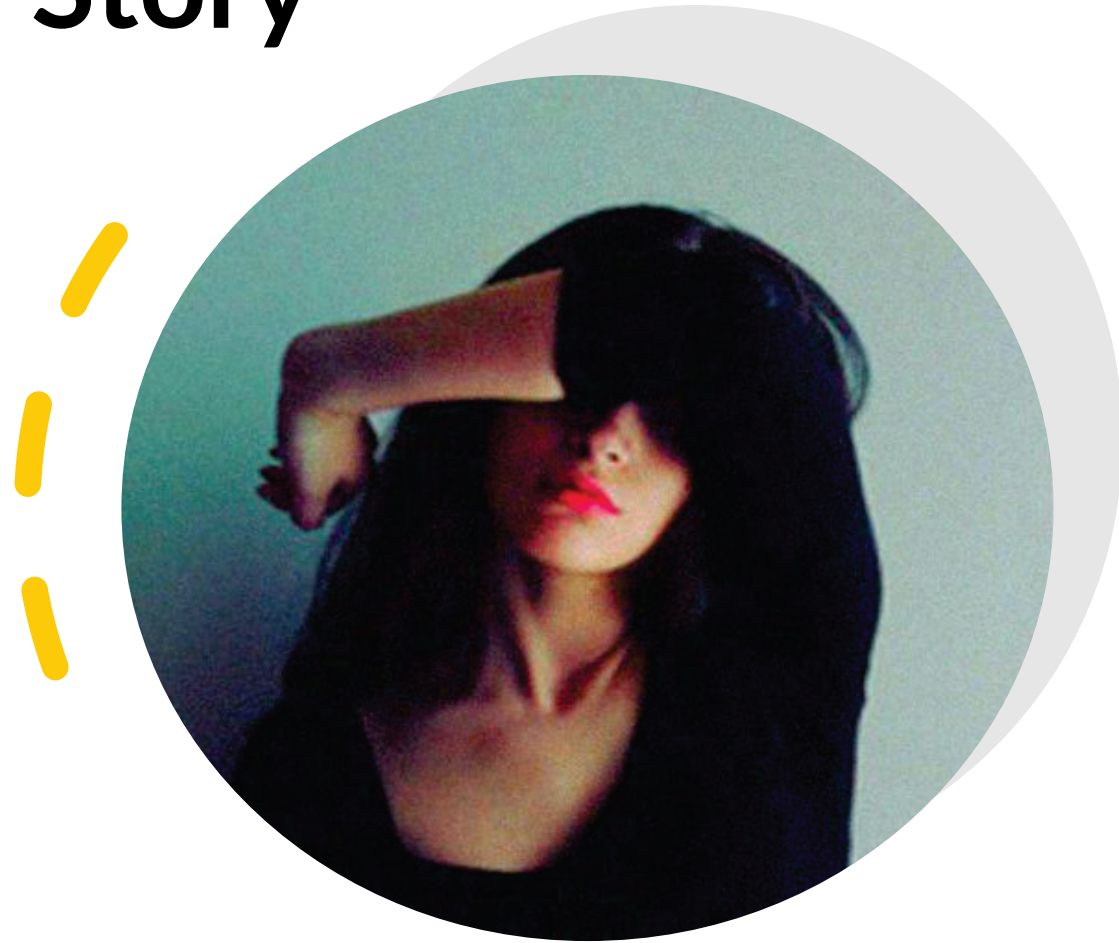


Ways to Hear a Story

- Stories told intentionally, and directly
- Stories told indirectly (and perhaps unintentionally)
- Video: [Startled Baby](#)

Being the Holder of the Story

What happens when we are the holders of many stories for many families?





Being the Holder of the Story

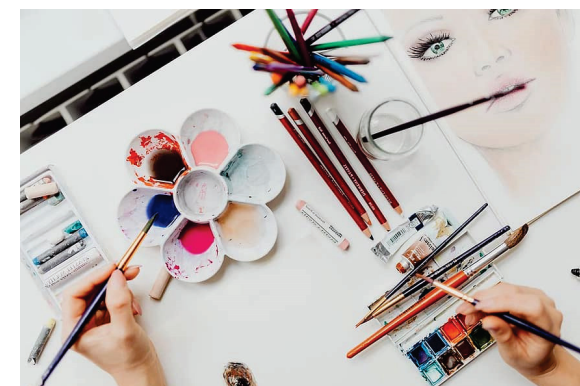
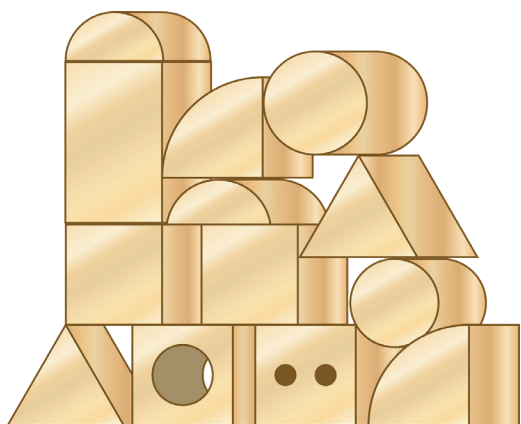
What strategies can we use to support ourselves and one another?

Co-Creating Stories with Parents and Children

- Video: [Baby laughs at “Donkey”](#)
- Video: [Jitterbug Commercial](#)

Stories: Materials to Assist

Stories: Materials to Assist



Cultural Relevance of Stories

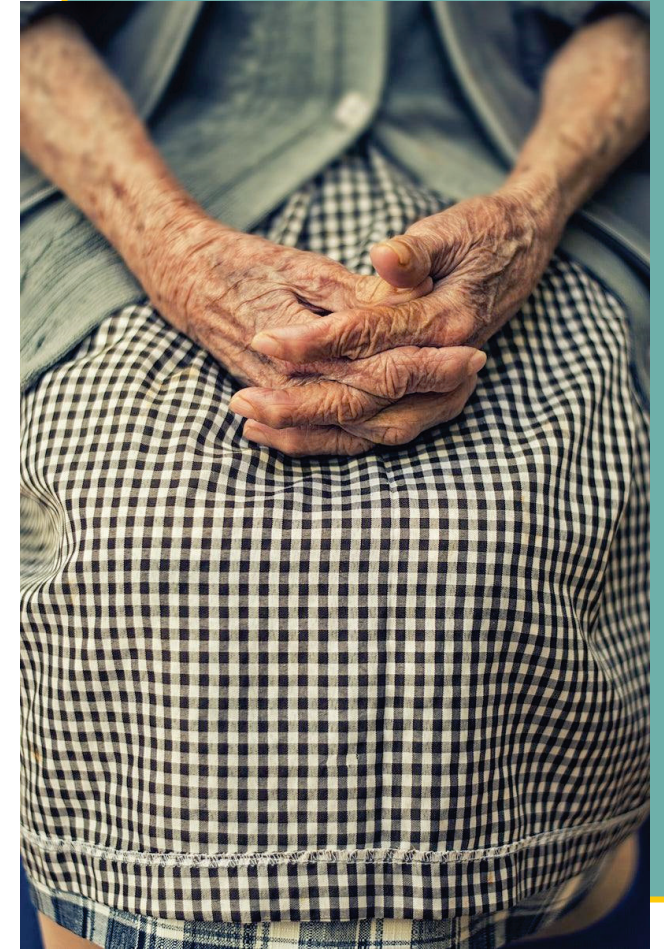
- What is our role as listeners?
- What is our role as co-creators of stories?
- Think about shared language and understanding

Cultural Relevance of Stories

- Ensure you have created a safe space to discuss experiences authentically and openly
 - What does a "safe space" look and feel like to you?
- Consider emotions that are attached to stories
- Acknowledge the individuality and power in storytelling

Reflection: Holding Stories & Identities

- Grandmother's Hands Story



Body Practice

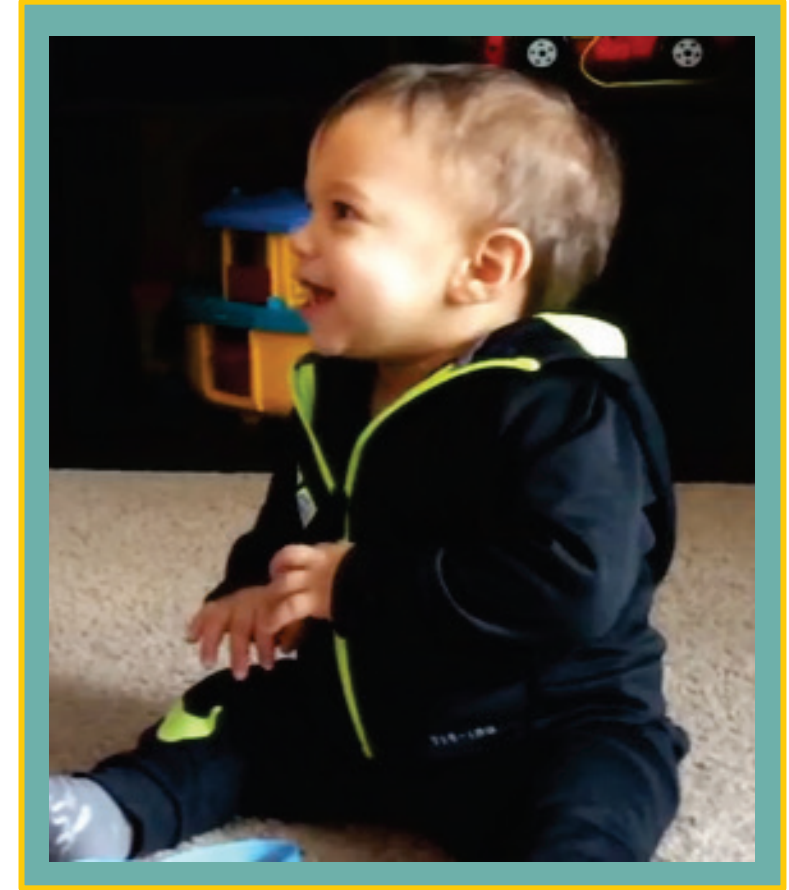
Menakem, R. (2017). *My grandmother's hands*. Central Recovery Press.

- For now, find a quiet comfortable place where you can focus for 10-15 minutes.
- Once you're settled, take a deep breath.
- Then consider the following questions while I read to you:

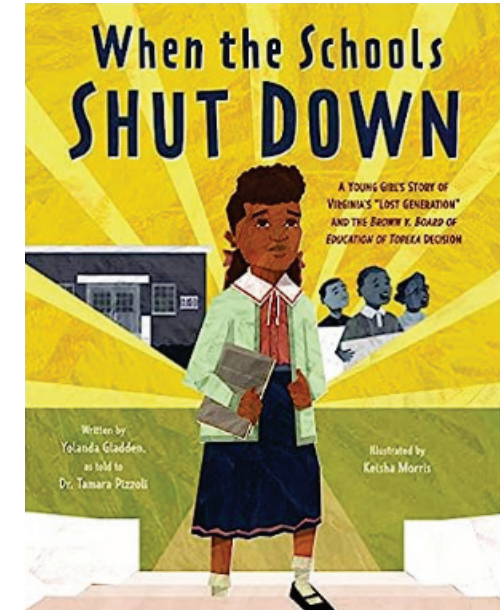
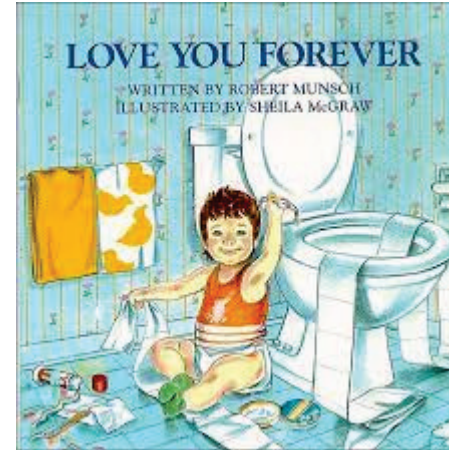
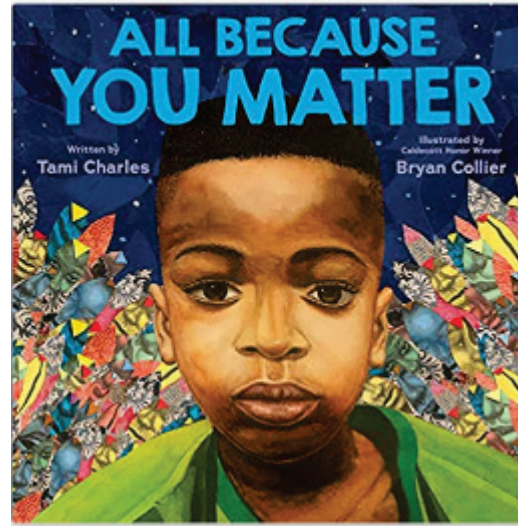
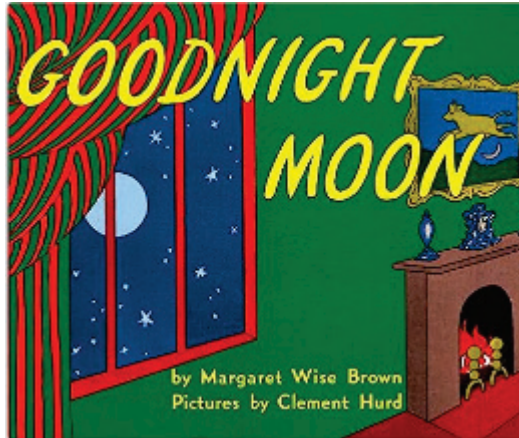
Practice

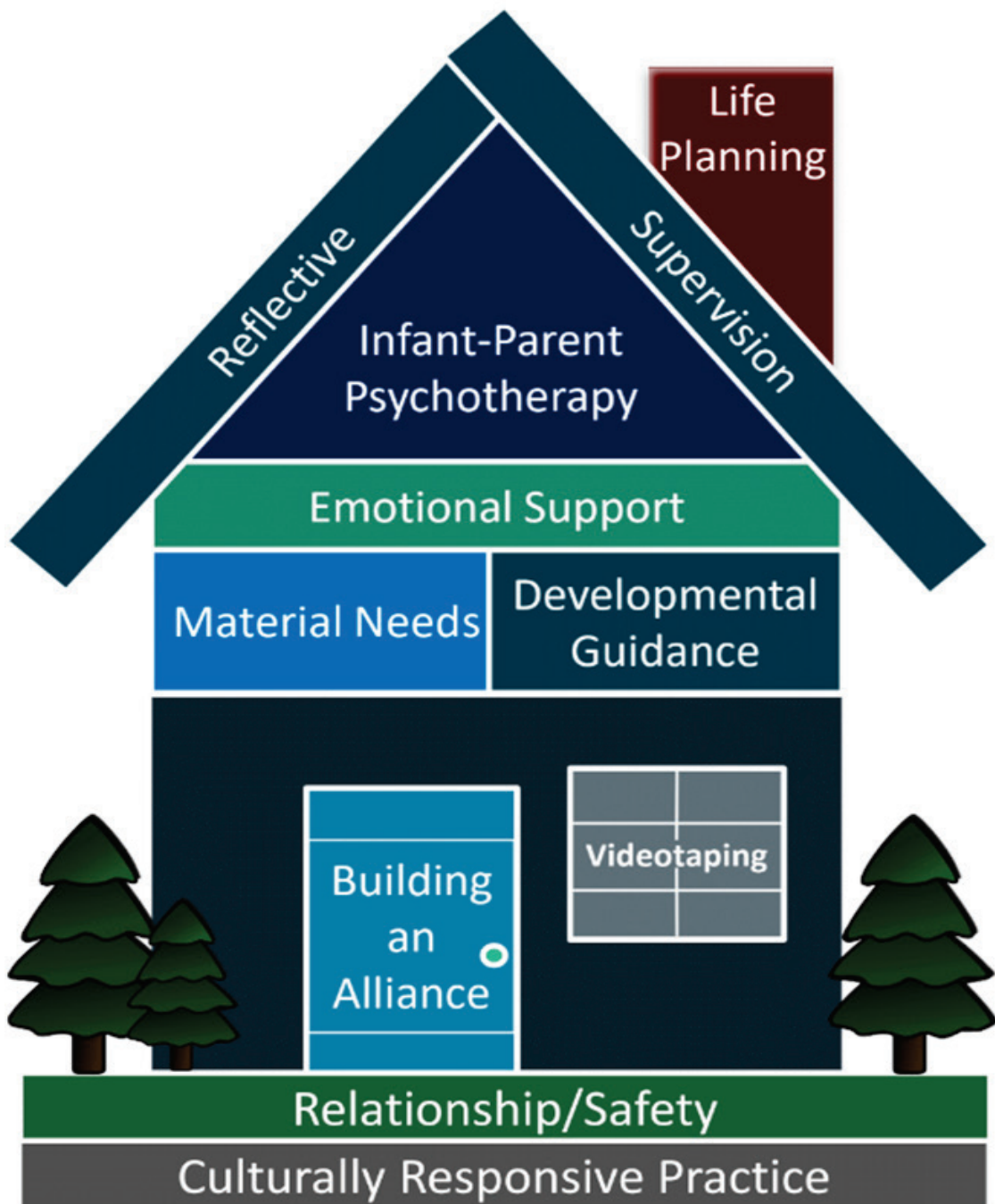
Video: [8 month baby and mom](#)

Video: [9 month baby and mom](#)



Application Across Ages





Applying it Across the Model

Applying it Across the Model

- Assessment
- Material Needs
- Treatment Relationship
- Culture/Identity
- Developmental Guidance
- Infant-Parent Psychotherapy
- Emotional Support
- Videotape
- Healthcare/Service Need
- Life Planning
- Social Supports
- Special Issues



IMH-HV: Assessment

- Assessing the Parent-Child Relationship
- Working Model of the Child Interview
 - Who does your child remind you of?
 - As parents, we all have things we hope to pass on to our children from our own childhood, and things we want to protect them from. What is something you want to pass on/protect from?

IMH-HV: Assessment

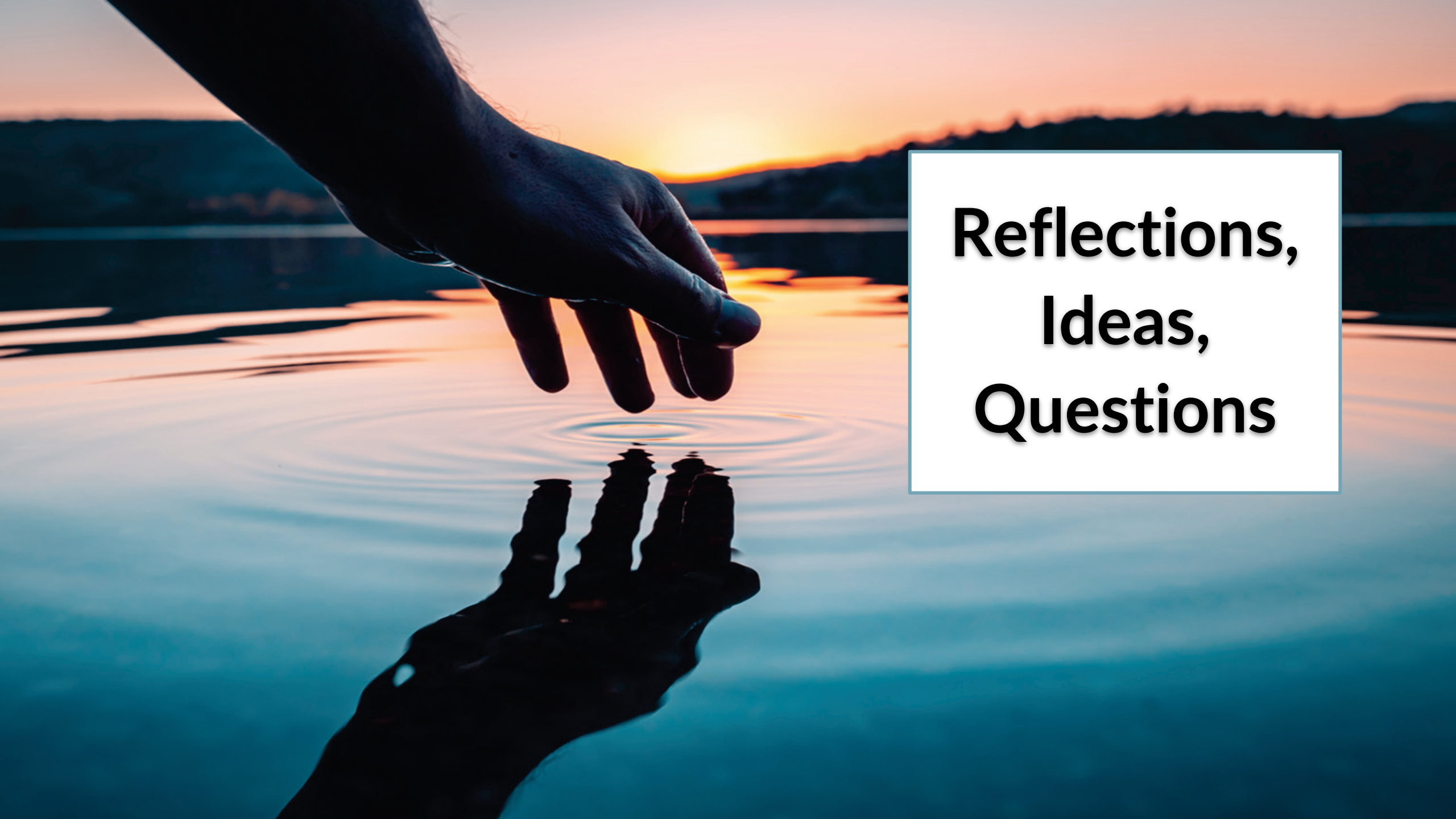
- Case Example:
- Who does your child remind you of?
 - “Honestly, my brother. And that’s what scares me. My brother was so scary to me when I was growing up, and my parents just let him get away with it. I had to be perfect and he got to do whatever he wanted and what he wanted to do was hurt me. So when Henry acts this way, it makes me feel like I’m in this situation all over again. Except I don’t have any parents here who are supposed to make it different. I’m the parent now, so that’s my job. But I don’t know how to do it.”

IMH-HV: Developmental Guidance

- Interpreting Behavior from Developmental Perspective
 - Tell me about what is difficult for you with regard to parenting? What behavior is the most challenging?
 - Who provides you support when this happens? What do you do? Where did you learn how to respond?

IMH-HV: Developmental Guidance

- Case Example
 - Carter (4 mo.) and his Mom, Da'Vonne (34 y.o.)
 - Traumatic birth resulting in 4 week NICU stay
 - Concerns about brain damage, then about cerebral palsy
 - Received a lot of messages about what her son “should” be able to do
 - messages from her mom, her partner
 - messages from Carter’s pediatrician
 - Stories arise from providing developmental guidance

A hand is shown reaching down towards a body of water at sunset. The hand is positioned in the upper left, with fingers slightly curled. The water is calm, reflecting the hand and the warm colors of the sunset. The background shows a distant shoreline under a sky with soft orange and yellow hues. A white rectangular box with a thin blue border is located on the right side of the image, containing the text.

**Reflections,
Ideas,
Questions**



Scan the Spotify
code or QR Code
to see the playlist
we created!





Thank You!

- Questions? email: jlriggs@med.umich.edu
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