

## TUESDAY 14<sup>TH</sup> APRIL 2020 EASTER SUPPLEMENT 5 STAYING CONNECTED AND CURIOUS DURING THE COVID-19 PANDEMIC

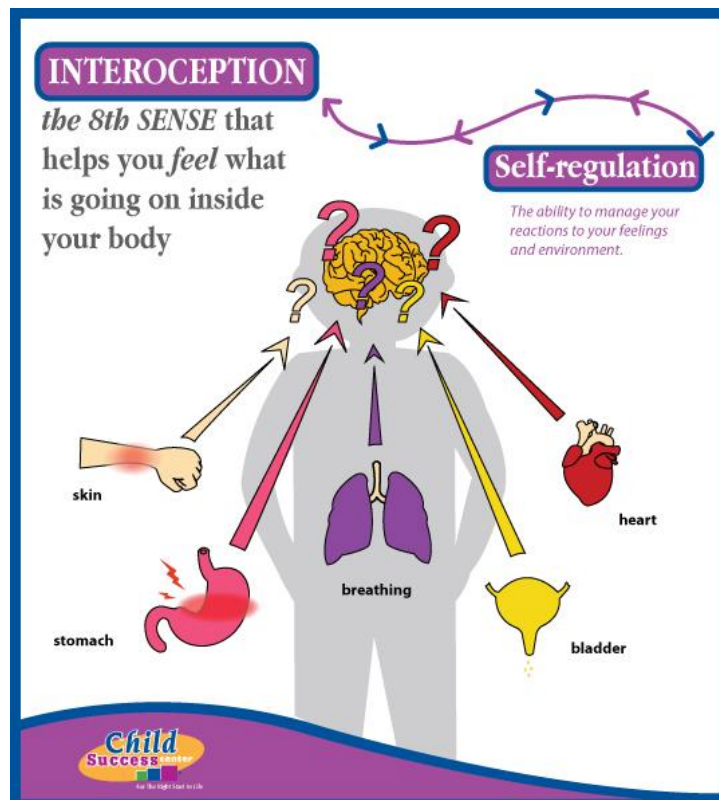
### Knowledge and understanding of attachment and trauma

#### Interoception

We're going to return to the final part of our reflection on individual and collective grief and loss in relation to Covid-19 tomorrow. For today, I want to focus on interoception, particularly, but not exclusively, in relation to children who are in the care of the state. Please read the following article:

<https://issuu.com/senmagazine/docs/sen101/58> (also attached as a Final Draft before publication).

The article raises many questions, and during this time of lockdown, I want to try to address a few of them. Obviously, it refers primarily to children who are 'looked after'. However, there are many other children and young people who have not experienced 'felt safety' in infancy and early childhood as we discussed on Day 2. So today, where appropriate, broaden out your thinking to keep in mind all those who may not have experienced nurture, safety protection etc., and not just those who are 'in care'.



## Questions for reflection

1. Do you know any children who struggle with interoception and are unable us to 'feel, process, understand and respond to what is happening in the body'? Can you give some particular examples?
2. Does your school recognise that children who are 'looked after' may have particular problems with interoception, and if so, how do school practices support these children?
3. What interventions are currently in place in your setting to support children with developing the sense of interoception? Do you think support in this area could be improved?
4. Can you develop some general strategies and resources to support children with underdeveloped interoception?
5. How will you ensure that children with interoception difficulties receive the interventions they need?
6. **Covid-19 relevance:** Many children are regressing physically and emotionally during this time, for example, bedwetting and 'accidents', wanting to co-sleep (when that's not usual for them), eating smaller meals, but wanting to eat more frequently, needing a lot more physical contact, but sometimes not able to tolerate it, resisting rest and tiredness. These are of course all linked to interoception, and you may have noticed that some children, who are normally physiologically literate, are not processing and responding to their bodies. How can you respond to those children today? What do you need to be aware of when schools reopen fully? How can this be addressed in your 'Return to School' Policy?

I shall share some ideas for developing interoception later this week, and we shall also consider some other issues raised in the article.

How are you coping with isolation today? What do you need to do today to care well for yourself? This may be a good day to use your calm box. Make sure to get some fresh air. Please share with me by email, text or on social media. Have a good day, keep safe and healthy and ring or email me to chat if that would help. *Jenny x*