

COSP™

Fidelity Journal

© Circle of Security International 2016
Lead Developer Deidre Quinlan



Name _____

This Journal is only to be used by registered
COSP™ Facilitators.
Do not copy or distribute to others without permission.
V20.1



(Intentionally Left Blank)

Getting Started

Welcome to the *COSP Registered Facilitator Fidelity Journal*, a tool developed to support both the fidelity of implementation and the skill development of the facilitator. For caregivers to receive the full benefit of the COSP program, facilitating the entire program as originally developed is crucial. In research this is called fidelity of implementation. Consequently, facilitating COSP requires ongoing decision-making about fidelity to the original program versus adaptation. Toward that end, the *Fidelity Journal* was developed to track and support the exploration of both facilitator fidelity to the COSP program and facilitator adaptations that unfold in the present moment within the context of relationship.

The Job of the COSP Facilitator

One helpful way to think about the job of the COSP Facilitator is to think of the Facilitator as the Hands for each caregiver with whom they work. *Figure 1* is titled the '*Caregiver's Circle of Security: Facilitator Attending to the Caregiver's Needs*'. In this Figure, the Facilitator becomes the Hands, guiding each caregiver in their exploration of the Circle. Of course, the Top of the Circle is about exploration, and we expect that caregivers or caregivers will reflect on many levels as the chapters unfold: some will simply struggle to understand the Circle roadmap while others are sharing procedural memories that shaped their state of mind about attachment. The more the Facilitator is able to *be with* the caregiver as the caregiver explores, the more likely the caregiver is to deepen their understanding.

As the chapters unfold, it is expected that the Facilitator will have an opportunity to build reflective dialogue and explore COS concepts so that the caregiver can understand more deeply how their child's specific needs on the Circle and their own attachment history engenders feeling states. The Facilitator who is attuned, open and reflective will leave space for the caregiver's exploration of their Shark Music while also helping them "connect the dots" to where they struggle in meeting their child's needs. Delighting in the caregivers' exploration and enjoying the moments of reflection and insight will keep the door open to further reflection.

As the caregiver explores, they may experience uncomfortable feelings and turn to the Facilitator for co-regulation. If the Facilitator can be a safe haven, welcoming the caregiver in on the bottom of the Circle, it is likely the caregiver will feel protected and comforted. Sometimes simply delighting in the caregiver's reflections is all that is needed. As the caregiver experiences the Facilitator's comforting presence, their willingness to endure further exploration increases and their capacity to manage their own Shark Music, over time, is enhanced.

When Facilitators finish the 4-day COSP training, we hope that they have a sense of how the guided reflection woven into the COSP program allows for the caregiver to explore important relationships. Whether each Facilitator is ready to be the Hands for a group of caregivers is another matter. The job of the Facilitator includes understanding concepts like state of mind, Shark Music, cues and miscues, and rupture and repair. But it's not just understanding these concepts that matters; Facilitators have to help the caregiver make sense for themselves of these core COS concepts. In other words, helping the caregiver make sense of their experiences as they travel the Circle depicted in *Figure 1* requires that the Facilitator develop some core competencies.

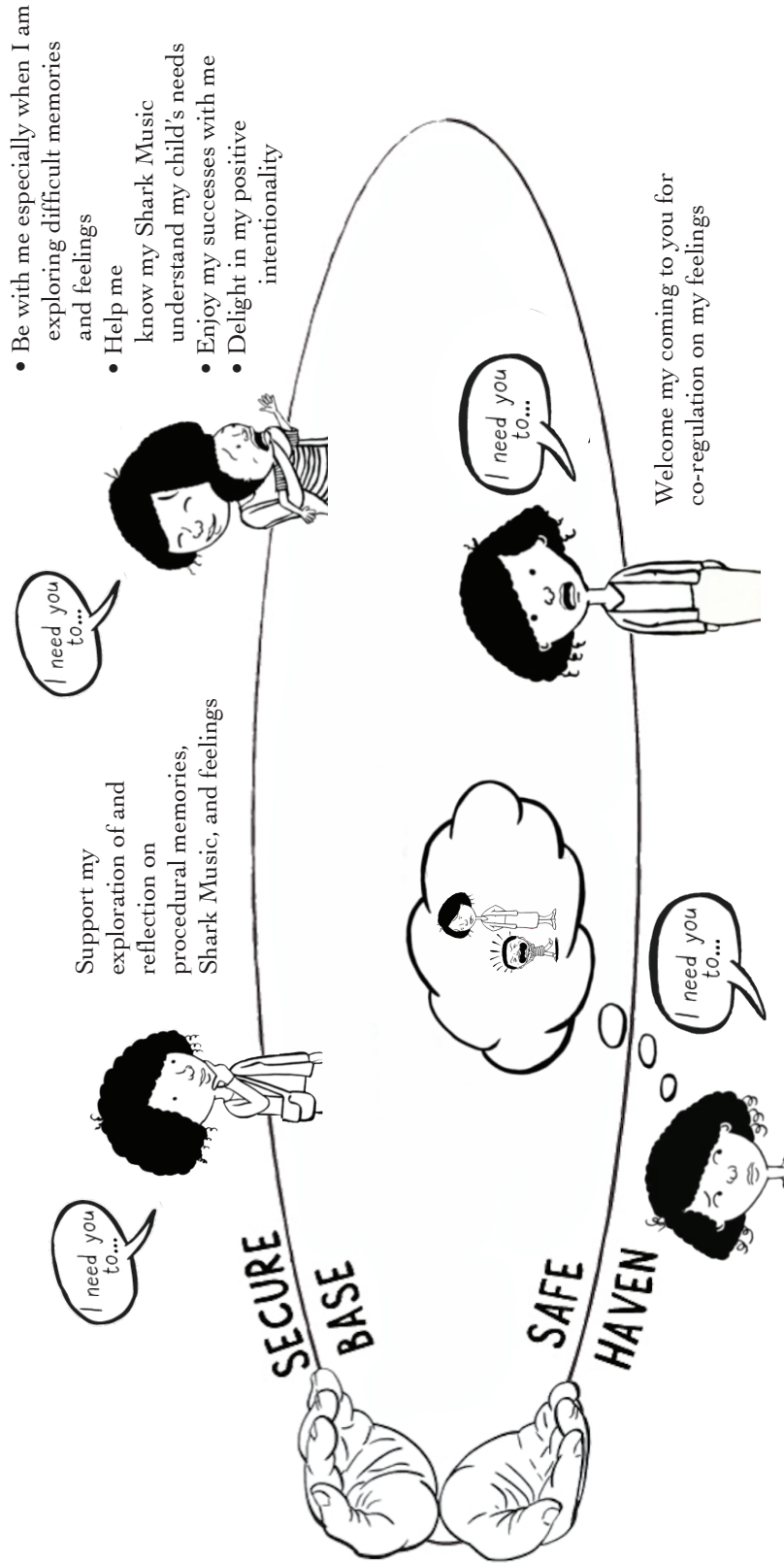
"I learned that I could really be quiet and that a lot of change could happen without me talking. And that these caregivers we work with are so much more capable of doing these complex topics and being able to do this with their children if you just provide the space."

- COSP Facilitator, USA, March 2017

Figure 1.

Parent's Circle of Security®

Facilitator Attending to the Parent's Needs



- Protect me by being a Safe Haven
- Be a comforting presence especially when I feel alone in my Shark Music
- Delight in my capacity to Be With
- Help me organize my feelings manage my Shark Music

© Cooper, Hoffman, and Powell 2016
Revised Jan 2020

COSP Facilitator Core Competencies

Figure 2 (below) is titled 'COSP Facilitator Core Competencies'. In this figure, we lay out a set of competencies that are themselves organized around key COS concepts. While the Caregiver Circle depicted in Figure 1 makes it clear that being the Hands for a caregiver is about supporting exploration and welcoming the caregiver in, the competencies in Figure 2 might be thought of as "what it takes to be the Hands" and be able to provide secure base/safe haven.

State of Mind

A closer look at Figure 2 on the following page reveals that if a Facilitator hopes to be able to help others track their own struggles in relationship, they first need to have the capacity to understand state of mind and how past history affects the present moment (thoughts, feelings, beliefs, actions). We've never met a Facilitator that isn't anxious at some level about doing this work and so understanding state of mind in the moment typically begins with working through one's own anxiety in order to help the caregiver begin to explore. COSP Facilitators need to consider how state of mind affects their own relationships and their own capacity to be with caregivers. If Facilitators recognize how their own Shark Music is guiding their state of mind, they can better track their responses to caregiver's behaviors and make efforts to avoid transmitting their own struggle into the relationship. With reflection, Facilitators have an opportunity to develop a more coherent approach to relationship struggles.

Figure 2. COSP Facilitator Core Competencies

Facilitator Capacity to Understand State of Mind

- Considers how State of Mind impacts his/her own relationships and allows space for caregivers to reflect on their Shark Music;
- Understands how past history affects the present moment (thoughts, feelings, beliefs, actions)

CREATING A HOLDING ENVIRONMENT

Capacity to Understand Positive Intentionality

- Uses attunement, empathy to allow group space/time to reflect on new learning;
- Able to highlight priming/ connection moments;
- Able to recognize blame statements and allow reflection

Capacity to Understand and Utilize the Circle of Security® roadmap

- Able to explore Circle moments and needs of both children and caregivers;
- Reinforces understanding of Top, Bottom, Hands

Capacity to Help Group Reflect on COSP Concepts

- Able to allow group to struggle with name that need, Shark Music, rupture and repair;
- Able to describe and organize cues/miscues in the group;
- Able to lean into **Shark Music** and facilitate **Repair** while attuning to the emerging affect

Positive Intentionality

Up next on *Figure 2* is Positive Intentionality. It is often helpful for Facilitators to remember the concept of positive intentionality: caregivers want what is best for their children no matter their own struggles. As Facilitators, you trust in each caregiver's positive intentionality – their built-in desire to do the best they can for their child. Since reflection requires a degree of safety, the cost of a Facilitator's negative attributions toward caregivers is enormous. Caregivers need to feel safe enough to be able to focus on the self.

For Facilitators, understanding positive intentionality allows an important empathic shift, a shift that should lead to attunement and the ability to notice and delight in moments of connection in the work. Furthermore, the empathic stance may support recognition of moments in which a caregiver falls into blame and allow room for reflection in these moments.

An attuned state of mind is a necessary prerequisite for a Facilitator to create a holding environment. This includes the ability to describe and organize cues/miscues in the group; the ability to highlight secure base priming/connection moments; and the ability to recognize blame statements and allow reflection.

Using the COS Roadmap

Another capacity of effective COSP Facilitators is to be able to utilize the Circle of Security roadmap to make sense of caregivers' behaviors, and then to guide their way of being in relationship. In other words, Facilitators "teach" the Circle of Security with caregivers or caregivers by being the Circle of Security. They provide a secure base that includes both physical and psychological safety from which caregivers can go out to explore, reflect and learn. They provide a safe haven to turn to for nurturance, validation, connection, and co-regulation.

Through this shared experience, the caregiver gains a lived experience of how it feels to have a co-regulating other support needs all the way around the Circle, how they can use the road map to track the needs of their children, and then hopefully how they can use the roadmap to track their own needs on the Circle.

Reflective Capacity

A primary role of a COSP Facilitator is to provide a reflective stance with caregivers. The Facilitator is attuned to the experience of the caregiver, and reflects back to them their words and experience. When caregivers are supported by Facilitators to put together their own thoughts and feelings into a narrative to share, it helps build coherence, and consequently, opportunities to reflect at a deeper level. From a place of deeper understanding of self, Facilitators can better meet the attachment needs of families who struggle with the need for safety and security in relationship.

COSP Logic Model

Every intervention is based on a Logic Model. Beginning with assumptions derived from the science and theory upon which the intervention is based, it should be possible to elucidate what the intervention is designed to change. As a working document, a logic model grows and develops over time. It can be continually updated and defined. With that in mind, the COSP Logic Model offers an understanding of the big picture and helps to chart out how participation in COSP results in the long-term goal of the program to enhance secure attachment between primary caregivers and children.

In *Figure 3* below, the Logic Model for COSP is laid out. The first column contains a series of underlying assumptions based mostly on attachment theory and other research that have informed COSP content. The assumptions outline the conditions that must be in place to be able to reach this goal and include beliefs about how changes in caregiver - child relationships occur based on research, experience, and best practice in the field. Said another way, COSP needs these conditions (outlined in the assumptions) in place in order to be successful.

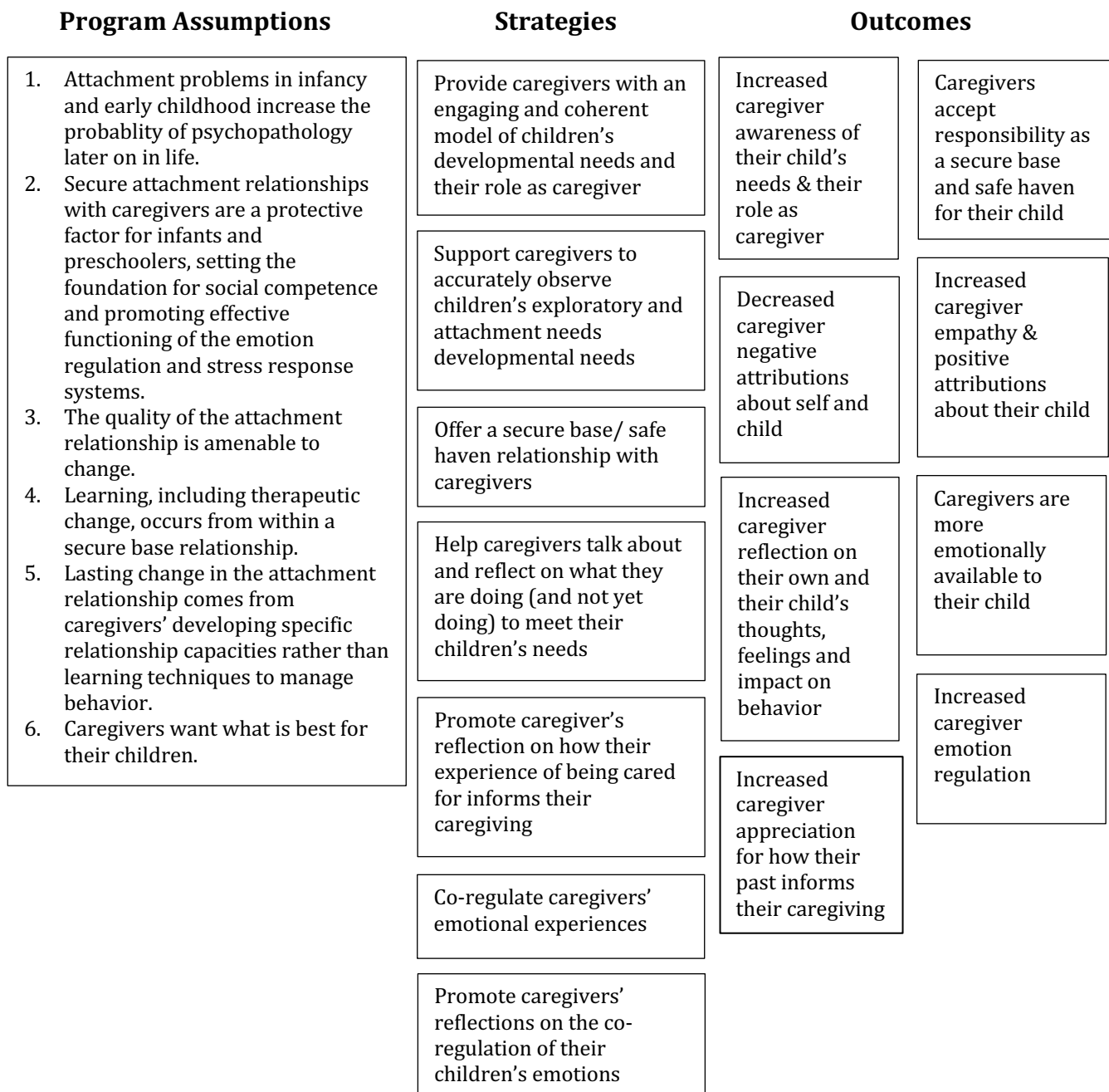
The other columns, beginning with the "Strategies" column pertain directly to what we expect the COSP Facilitator and the COSP content are "doing." Strategies are the actions that are needed to achieve program outcomes and reach the goal. Each of the strategies is dependent upon the skill level of the

Facilitator. In other words, as the Facilitator (and the COSP material itself) gets caregivers reflecting on their role, their children’s needs, their Shark Music and so on, we expect the process of reflection to enhance the caregiving capacities listed under the “Outcomes” columns.

Outcomes are the result that COSP is intended to achieve if implemented as planned. Outcomes demonstrate the changes that occur and the difference that is made from participation in COSP. In time, as the caregiver’s capacities in those “Outcomes” columns develop, we expect their relationships with their children (and perhaps others) to move toward security and potentially lead to “Longer term” outcomes.

Together the Facilitator’s Circle, the Facilitator Core Competencies and the Logic Model can be used as interlocking “road maps” charting what facilitating COSP is all about.

Figure 3. Circle of Security Parenting Logic Model



How to Use This Journal

Use of the Fidelity Journal is twofold. First, at the completion of each chapter with caregivers, take a few minutes to reflect and write on the experience. We hope that the process of containing and then writing will provide you with a learning opportunity. Then the second step is to reflect aloud about what you have written. This process of putting your written thoughts and feelings into a narrative to share with another helps to build coherence and consequently opportunities to reflect at a deeper level. Each time you do this work, the *Fidelity Journal* offers a vehicle to contain your thoughts and feelings as you process, organize and explore your strengths, your struggles, and whatever else that might happen.

The Fidelity Journal is organized around the eight chapters of the COSP program. Each chapter includes a reflection page with 12 statements measured by a Likert scale (ranging from 1 for rarely to 4 for almost always). The first two statements on each reflection page deal with fidelity to COSP program.

There are other statements on each chapter reflection page specifically developed to explore in different ways the Facilitator's Shark Music. The third statement (#3) always explores Shark Music and should be explored each time to normalize our experiences around tracking, thinking about, and reflecting on one's Shark Music. In addition, there are several other statements that focus on typical Shark Music struggles that Facilitators have (group process, difficult caregivers, limit setting, defenses, taking charge, modeling the learning, etc). These statements are indicated with "SM" following the number.

There are always a few statements for each chapter reflection page that deal directly with the goals of the chapter. These are indicated with a 'G' following the number. And the final one or two statements ask the Facilitator to reflect on their experience with Fidelity Coaching and personal reflection. These statements are indicated with a 'C'. On the second page of each chapter in the Fidelity Journal is a Reflective Diary where Facilitators are asked to discuss an episodic memory from ONE of the following three topics: 1) Reflective dialogue; 2) Being with; or 3) Rupture and Repair.

Please note that the Fidelity Journal is written from the perspective that you will be processing the material with a COSP Fidelity Coach. We recognize that although ideal, for many, this may not be possible. The Journal is also quite useful for private reflection. If this is the case, we hope that you will find that this tool alone is "Good Enough!"

Thank you for your willingness to participate in this process as we continue this journey together and discover new ways to understand and utilize the Circle of Security.

"My experience in reflecting has been interesting. It's been different than anything I've done so far - it forces you to examine what you bring to your relationships with other people and who you are and how that affects running a group. And you can think, of course you already know that, but then given the specific set of questions to think about in the context of the Circle, it brings it around, so then you think, 'Wow, I didn't realize that part of me really influenced how I do this!' It is very personal if you are doing it right."

- COSP Facilitator, USA, April 2017

Chapter One “Welcome to the Circle of Security”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N What did you skip? • Did you stop at all scheduled pauses? Y N What did you skip? • Did you stop at all the recommended pauses? Y N What did you skip? 	1	2	3	4
3(SM). I was able to remain nonjudgmental even when I was struggling with my own feelings and hearing Shark Music.	1	2	3	4
4. (SM) I provided the necessary structure for safety by starting and ending groups on time, keeping the flow of the material going, and working to make room for everyone to speak.	1	2	3	4
5. I was sensitive to caregivers’ response to much of caregiving being ‘automatic’ and that much of what we learn from caregiving we learned from being parented.	1	2	3	4
6.(SM) I was able to find positive intentionality toward each caregiver.	1	2	3	4
7(G). I was able to create a holding environment where caregivers experienced safety and security within the group.	1	2	3	4
8(G). During the group, I observed caregivers appropriately using concepts and building connections between the theory and their lives in a coherent story that tells me they “get it” and understand “hidden in plain sight.”	1	2	3	4
9(G). I heard caregivers begin to organize into words their understanding of procedural learning and supported their exploration of what is meant by ‘automatic caregiving behaviors.’	1	2	3	4
10. I was able to ‘be with’ caregivers in the way that I want them to ‘be with’ their children (parallel process).	1	2	3	4
11. I was sensitive to my own ‘in the moment’ experiences and used them to help make sense out of the experiences of both caregivers and the group process.	1	2	3	4
12.(C) In reflection, I am able to identify moments where I struggle and hear Shark Music as a facilitator.	1	2	3	4

SM = Shark Music; G = Chapter Goal; C = Fidelity Coaching

Reflective Diary

Chapter One

Discuss an episodic memory from **ONE** of the following three topics. At the end of group write an episodic memory of successfully managing one of the topics and a moment where you struggled. If there was a time in the group where you felt stuck and not sure what to do you can use that episode as a struggle moment to share.

1. Discuss Reflective Dialogue

Reflective dialogue is a non-judgmental conversation in which the facilitator is curious about the caregiver's thoughts, intentions, goals, beliefs, desires, behaviors and feelings. Within the context of "being with" the facilitator helps caregivers develop a coherent organization to their narrative. Often facilitators are called upon to help clarify the difference between what is observed and the assumptions we make from that observation as well as the difference between thinking, feeling and behaving. The overarching goal is to help caregivers develop more coherence and reflective capacity.

- **Recall a moment of reflective dialogue that went well**
 - What was the caregiver saying, doing and feeling?
 - What were you saying, doing, thinking and feeling?
 - What did you do that helped the caregiver reflect?

- **Recall a moment of reflective dialogue in which you struggled**
 - What was the caregiver saying, doing and feeling?
 - What were you saying, doing, thinking and feeling?
 - What thoughts and feelings (shark music) got in the way of helping this caregiver?

OR

2. Discuss "Being With"

"Being With" the caregivers emotionally is central to the success of this intervention. All facilitators have moments that they are able to "be with" and moments that they struggle at "being with".

Think of an example during this last group that you were "being with" a specific caregiver.

- What was s/he doing and saying?
- What do you think s/he was feeling?
- What did you do, say, and feel in response?
- Do you think s/he felt you were "being with"?
 - Yes? No? If yes, what did s/he do that made you think that?

OR

3. Discuss Rupture and Repair

No one can maintain a constant state of “being with” another person while simultaneously accepting and organizing the emotional reactions that are evoked in ourselves during the interaction. So being in relationship is a constant process of being connected, having ruptures that can be anywhere from very small to large, seeing the ruptures and repairing the relationship as needed.

- **Think of a specific rupture that happened in the group today.**
 - Describe the rupture.
 - What was the caregiver doing and saying?
 - What do you think s/he was feeling?
 - What did you do, say, and feel in response?
 - Did you repair? Yes? No? If yes, what made that possible?
 - If No, what happened and what part did your own “shark music” play?

*Discuss an episodic memory from **ONE** of the following three topics 1) Reflective Dialogue, Being With, or Rupture and Repair. Below please write an episodic memory of successfully managing one of the topics and a moment where you struggled.*

Chapter Two “All the way Around the Circle”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N What did you skip? • Did you stop at all scheduled pauses? Y N What did you skip? • Did you stop at all the recommended pauses? Y N What did you skip? 	1	2	3	4
3(SM). I was able to track my own Shark Music and stay with a caregiver’s emerging feeling even when I felt uncomfortable.	1	2	3	4
4. (SM) When a caregiver asked questions, I was able to be curious and support exploration rather than always having the answer.	1	2	3	4
5. (SM) I provided the necessary structure for safety by starting and ending groups on time, keeping the flow of the material going, and working to make room for everyone to speak.	1	2	3	4
6. (SM) I understood my purpose when I chose to share my own experience and was able to use self-disclosure appropriately.	1	2	3	4
7(G). I was able to reflect with caregivers and help them clarify the difference between what is observed and the assumptions made from an observation.	1	2	3	4
8(G). I felt confident that caregivers were able to use their observations to decide if the child was on the top or the bottom of the Circle and then to identify the need.	1	2	3	4
9(G). Caregivers shared with me stories about what they learned from their own primary relationships growing up.	1	2	3	4
10(G). I observed caregivers appropriately using concepts and building connections between the theory and their lives in a coherent story that tells me they “get it” and that children are closely watching them for cues about going out and coming in.	1	2	3	4
11.(C) I am able to use the feedback that I receive while processing with a COSP Fidelity Coach (if applicable).	1	2	3	4
12. (C) I am able to be vulnerable when reflecting and process the observations that are shared by the COSP Fidelity Coach (if applicable).	1	2	3	4

Chapter Three “Being With”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N If no, what did you skip? • Did you stop at all scheduled pauses? Y N If no, what did you skip? • Did you stop at all the recommended pauses? Y N If no, what did you skip? 	1	2	3	4
3. (SM) I took notice of times I felt the urge to teach and stayed curious about what was happening for me and with caregivers in those times.	1	2	3	4
4. (SM) I was able to deal with caregivers who wanted to take charge of the group and take over the conversation, and/or those who had lots of questions and often turned to the facilitator for answers and to solve their problems.	1	2	3	4
5. (SM) I was able to maintain leadership by being bigger, stronger, wiser, kind in the face of adversity, conflict, and/or defensiveness in the group.	1	2	3	4
6. (SM) I was able to create a holding environment where caregivers experienced safety and security in the group.	1	2	3	4
7. (G) I was able to help caregivers see the value in creating a relationship with their child in which feelings can be shared.	1	2	3	4
8. (G) I observed caregivers appropriately using concepts and building connections between the theory and their lives in a coherent story that tells me they “get it” that ‘being with’ is not a technique, but rather a state of mind that includes an underlying attitude of empathy for their children.	1	2	3	4
9. (G) I was able to ‘be with’ and build connection with caregivers on the bottom of the circle.	1	2	3	4
10. (G) I was able to ‘be with’ and help to expand reflection with caregivers on the top of the circle.	1	2	3	4
11. (SM) I managed both my own feelings that got activated when facilitating the “Being With” exercise and also held the feelings of the caregivers.	1	2	3	4
12. (C) I am able to be vulnerable when reflecting and process the observations that are shared by the COSP Fidelity Coach (if applicable).	1	2	3	4

SM = Shark Music; G = Chapter Goal; C = Fidelity Coaching

Chapter Four “Infants on the Circle”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N What did you skip? • Did you stop at all scheduled pauses? Y N What did you skip? • Did you stop at all the recommended pauses? Y N What did you skip? 	1	2	3	4
3.(SM) I was able to find words to hold the feelings of the caregiver and stay with the emerging affect rather than move away and in to teaching/advice giving.	1	2	3	4
4. (SM) I was able to support connections between caregivers and understood group interactions and struggles within the group dynamics.	1	2	3	4
5. (SM) I was open and curious as I explored with caregivers their thoughts and values related to caregiving.	1	2	3	4
6. (G) I observed caregivers appropriately using concepts and building connections between the theory and their lives in a coherent story that tells me they “get it” and understand a simple form of attunement to children’s shifts in attention and emotion (in/out, okay/not okay).	1	2	3	4
7. (G) I helped caregivers to understand that infants can’t learn to organize their feelings without our ongoing support.	1	2	3	4
8. (G) I was able to punctuate without blame the point that limitations in how we are raised tend to repeat themselves until we begin to see another way.	1	2	3	4
9. (SM) When a caregiver asked questions, I was able to be curious with the caregiver and support exploration rather than always having the answer.	1	2	3	4
10. I was able to reflect with caregivers and helped them clarify the difference between what is observed and the assumptions made from an observation.	1	2	3	4
11. (SM) I am sensitive to my own experience and used it to help me make sense out of the experiences of both caregivers and the group process.	1	2	3	4
12. (C) In reflection, I am able to identify moments where I struggle and hear Shark Music as a facilitator.	1	2	3	4

SM = Shark Music; G = Chapter Goal; C = Fidelity Coaching

Chapter Five “The Path to Security”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N What did you skip? • Did you stop at all scheduled pauses? Y N What did you skip? • Did you stop at all the recommended pauses? Y N What did you skip? 	1	2	3	4
3.(SM) I was able to track my own Shark Music and stay with the needs of the caregiver even when I felt uncomfortable and was struggling with my own feelings.	1	2	3	4
4.(SM) I was able to support connections and the development of group cohesion by understanding interactions and struggles within the group dynamics.	1	2	3	4
5. I was able to speak to each caregiver’s individual capacity and potential and treat each as I would like them to treat their own children.	1	2	3	4
6. (SM) I could find positive intentionality within each of the caregivers.	1	2	3	4
7. (G) I was able to normalize Shark Music and helped caregivers to fully explore their struggles with their child.	1	2	3	4
8. (G) I was able to help caregivers discover the freedom to choose new ways of ‘being with’ their children by seeing the where and how of their struggles.	1	2	3	4
9. (G) I invited caregivers to reflect, when appropriate, on struggles shared from previous chapters and Shark Music.	1	2	3	4
10. (SM)When I had a rupture with a caregiver I was able to recognize it and make repair.	1	2	3	4
11. (SM) I was able broach the subject of culture and invite curiosity and reflection with the group during conversations about Shark Music.	1	2	3	4
12. (C) I am able to be vulnerable when reflecting and process the observations that are shared by the COSP Fidelity Coach (if applicable).	1	2	3	4

SM = Shark Music; G = Chapter Goal; C = Fidelity Coaching

Chapter Six “Exploring Our Struggles”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N What did you skip? • Did you stop at all scheduled pauses? Y N What did you skip? • Did you stop at all the recommended pauses? Y N What did you skip? 	1	2	3	4
3. (SM) I was able to note when my Shark Music got in the way of staying with the need of the caregiver on the Circle.	1	2	3	4
4. (SM) I was able to deal with caregivers who couldn't stop talking, went off topic, were withdrawn or distant.	1	2	3	4
5. I was able to help caregivers see what was “hidden in plain sight” in the example of the mean caregiver and explore the fear that was behind the angry face.	1	2	3	4
6. I was able to ‘be with’ caregivers in the way that I want them to ‘be with’ their children (parallel process).	1	2	3	4
7. I was able to promote a feeling of safety for the caregivers so they could talk about vulnerable aspects of their relationships.	1	2	3	4
8. (G) I was able to help caregivers see their role as the Hands on the Circle as being “Bigger, Stronger, Wiser, and Kind.”	1	2	3	4
9. (G) I helped caregivers to explore their own experiences of fear (mean, weak, gone) from their own childhood.	1	2	3	4
10. (G) I helped caregivers understand and embrace that it is never too late and reflection is the key.	1	2	3	4
11. (G) I observed caregivers appropriately using concepts and building connections between theory and their lives in a coherent story that tells me they “get it” how acting mean (bigger/stronger without kind) or weak (overly accommodating without bigger/stronger) or ‘gone’ creates fear in their child.	1	2	3	4
12. (C) I am able to use the feedback that I receive from the COSP Fidelity Coach (if applicable).	1	2	3	4

SM = Shark Music; G = Chapter Goal; C = Fidelity Coaching

Chapter Seven “Rupture and Repair”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I feel confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N What did you skip? • Did you stop at all scheduled pauses? Y N What did you skip? • Did you stop at all the recommended pauses? Y N What did you skip? 	1	2	3	4
3. (SM) When I had Shark Music that resulted in a rupture with a caregiver I was able to recognize it and make repair.	1	2	3	4
4. (SM) I was able to maintain leadership by being bigger, stronger, wiser, and kind in the face of emotional struggle, vulnerability, and/or defensiveness in the group.	1	2	3	4
5. I was able to reflect with caregivers about past experiences of mean, weak, and gone with their own caregivers and ways it currently shows up in their own caregiving, and to increase the caregiver’s empathy toward themselves.	1	2	3	4
6. (G) I helped caregivers see that underneath acting out behavior a child is saying “I need you and I don’t know what to do with what I am feeling.”	1	2	3	4
7. (G) I was able to support caregivers to make an empathic shift by helping them see that when their children are acting out, they are actually trying to get help managing genuine needs.	1	2	3	4
8. (G) When a caregiver struggled, I was able to help them organize their feelings.	1	2	3	4
9. (G) I was able to reflect with caregivers about their ‘go to’ person when they are struggling and need safe haven in someone who helps organize their feelings.	1	2	3	4
10. (G) I observed caregivers appropriately using concepts and building connections between the theory and their lives in a coherent story that tells me they “get it” that ruptures happen when we step off the Circle, not the children.	1	2	3	4
11. In reflection, I am able to identify moments where I struggle and hear Shark Music as a facilitator.	1	2	3	4
12. (C) I am able to be vulnerable when reflecting and process the observations that are shared by the COSP Fidelity Coach (if applicable).	1	2	3	4

SM = Shark Music; G = Chapter Goal; C = Fidelity Coaching

Reflective Diary

Chapter Eight “Summary and Celebration”

Reflect on your work today - 1 (rarely) to 4 (almost always)

1. Prior to group, I took time to review the chapter goals and DVD transcript so that I could settle my mind and was able to be fully present and engaged.	1	2	3	4
2. I felt confident in the use of the DVD and of my choices of when to use scheduled and/or recommended pauses. <ul style="list-style-type: none"> • Did you show all the scheduled material on the DVD for the day? Y N If no, what did you skip? • Did you stop at all scheduled pauses? Y N If no, what did you skip? • Did you stop at all the recommended pauses? Y N If no, what did you skip? 	1	2	3	4
3. (SM) I was aware of my own Shark Music and was able to use this self-awareness for teachable moments to deepen the understanding for caregivers.	1	2	3	4
4. (SM) When feelings emerged in caregivers, I felt comfortable to let the caregiver indicate when s/he was done rather than jump in with comments that stop the experience.	1	2	3	4
5. (G) I provided time to ask caregivers what it was like for them to participate in COSP.	1	2	3	4
6. (G) I explored with caregivers their thoughts and feelings about the future use of the COSP material in their lives.	1	2	3	4
7. (G) I was able to share my experience, when appropriate, of working with caregivers.	1	2	3	4
8. (SM) I was able to accept any positive feelings that caregivers expressed towards me as a facilitator as we ended the group.	1	2	3	4
9. (SM) I was able to accept any negative feelings that caregivers expressed towards me as a facilitator as we ended the group.	1	2	3	4
10. (G) I helped caregivers understand and celebrate that it is never too late and reflection is the key.	1	2	3	4
11. (C) I was able to share my experiences, both positive and negative, of working with a COSP Fidelity Coach (if applicable).	1	2	3	4
12. (C) I was able to be vulnerable when reflecting and process the observations that were shared by the COSP Fidelity Coach (if applicable).	1	2	3	4

