**Darla L. Henry & Associates, Inc.**

The 3-5-7 Model© incorporates 3 tasks, 5 conceptual questions and 7 interpersonal skill elements to support this work. The three (3) tasks of the model engage children, individuals and families, guiding practices that support their work of grieving and building relationships.

The **three (3) tasks** of the model engage children, youth and families, guiding practices that support their work of grieving and building relationships.

* **Clarification:** Explores life events providing opportunities to reconcile losses;
* **Integration:**    Focuses activities on rebuilding relationships through the attachment process;
* **Actualization**: Assists in visualizing future goals establishing permanent connections.

The **five (5) conceptual questions** support the work of the three tasks and address the following:

* Who am I? -- identity formation
* What happened to me?--separation and loss; the grieving process
* Where am I going?-- trust and safety in relationships; attachment cycle
* How will I get there? -- recognizing those who will continue to provide support; relational permanency
* When will I know I belong? -- feelings of safety, well-being and a readiness for future

By engaging in these three tasks towards answering the five questions, the answer to the frequently asked question of "why" is revealed, guiding planning and decision making processes for safety, permanency, and well-being.

**Seven (7) skill elements and interpersonal abilities** guide the activities of professionals,  parents, caregivers to support the work of children, youth and families:

* to engage in the work of giving voice to their feelings,
* to listen and be present to the expression of feelings,
* to respond briefly as individuals process their thoughts and feelings,
* to affirm the perspectives of child/youth/family through their stories,
* to create a sense of safety within the helping relationship and environmental settings,
* to recognize that painful feelings are expressed in behaviors, and
* to recognize that the healing process is the work of children, youth and families

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