Treating Complex Childhood Trauma:
Targeting the Building Blocks of Resilience

The Attachment, Regulation and Competency (ARC) Framework
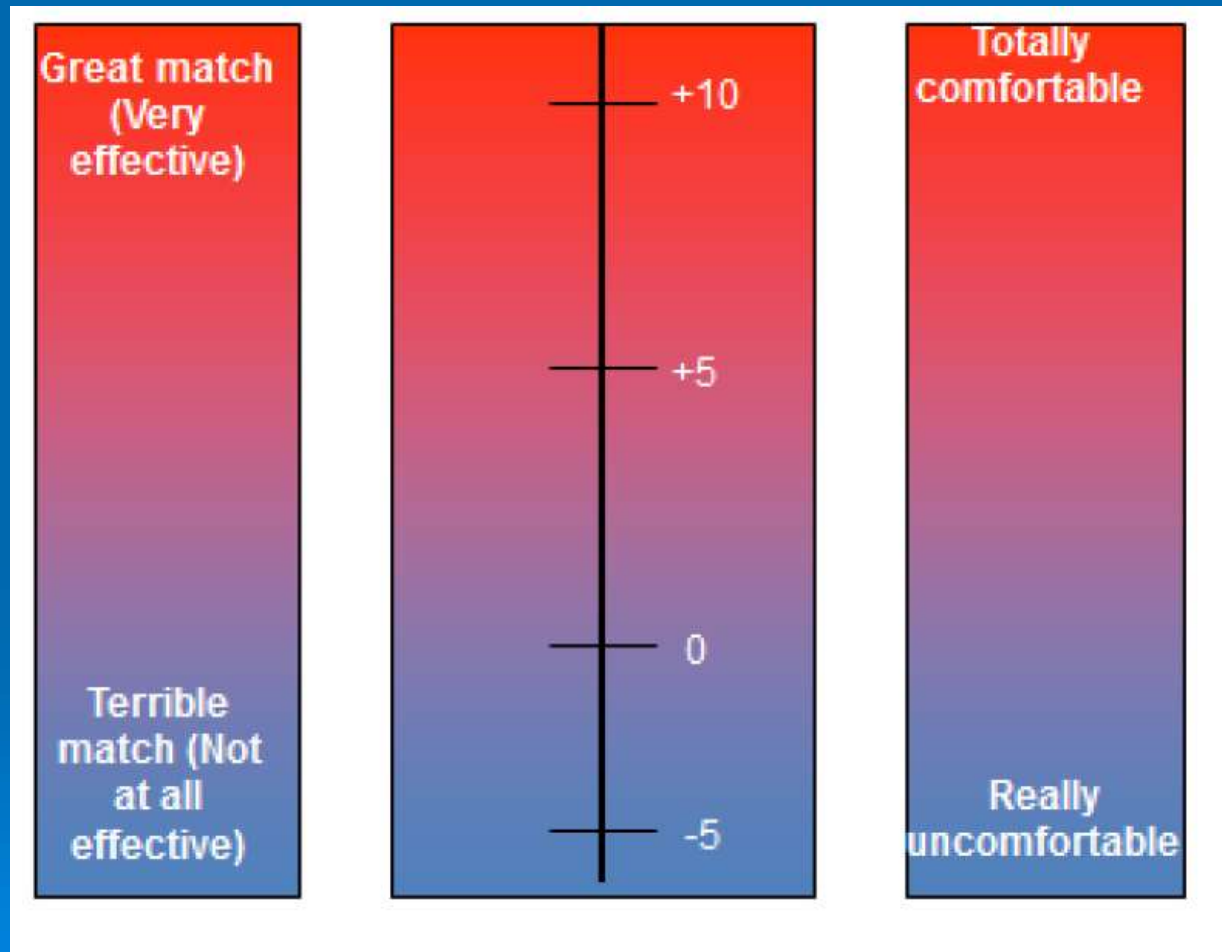
Presentation by:

Beth Goss, Tracie Carlson, Kym Asam

ARC Developed By:

Margaret E. Blaustein, Ph.D.

Kristine M. Kinniburgh, LICSW

Energy Check!

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Agenda: Day 1

- Day 1:
  - Developmental – an overview
  - Removed
  - ARC House Graphic
  - Integrative elements
  - Routines, Rhythms and Attachment
  - Lunch
  - Regulation
  - Competency
  - Removed, Part 2

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Agenda: Day 2

- ➢ Review / Q & A
- ➢ Day 2:
  - Clinician and Family Engagement
  - Small Group Activities
  - Clinical Supervision

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

An Overview

DEVELOPMENTAL TRAUMA
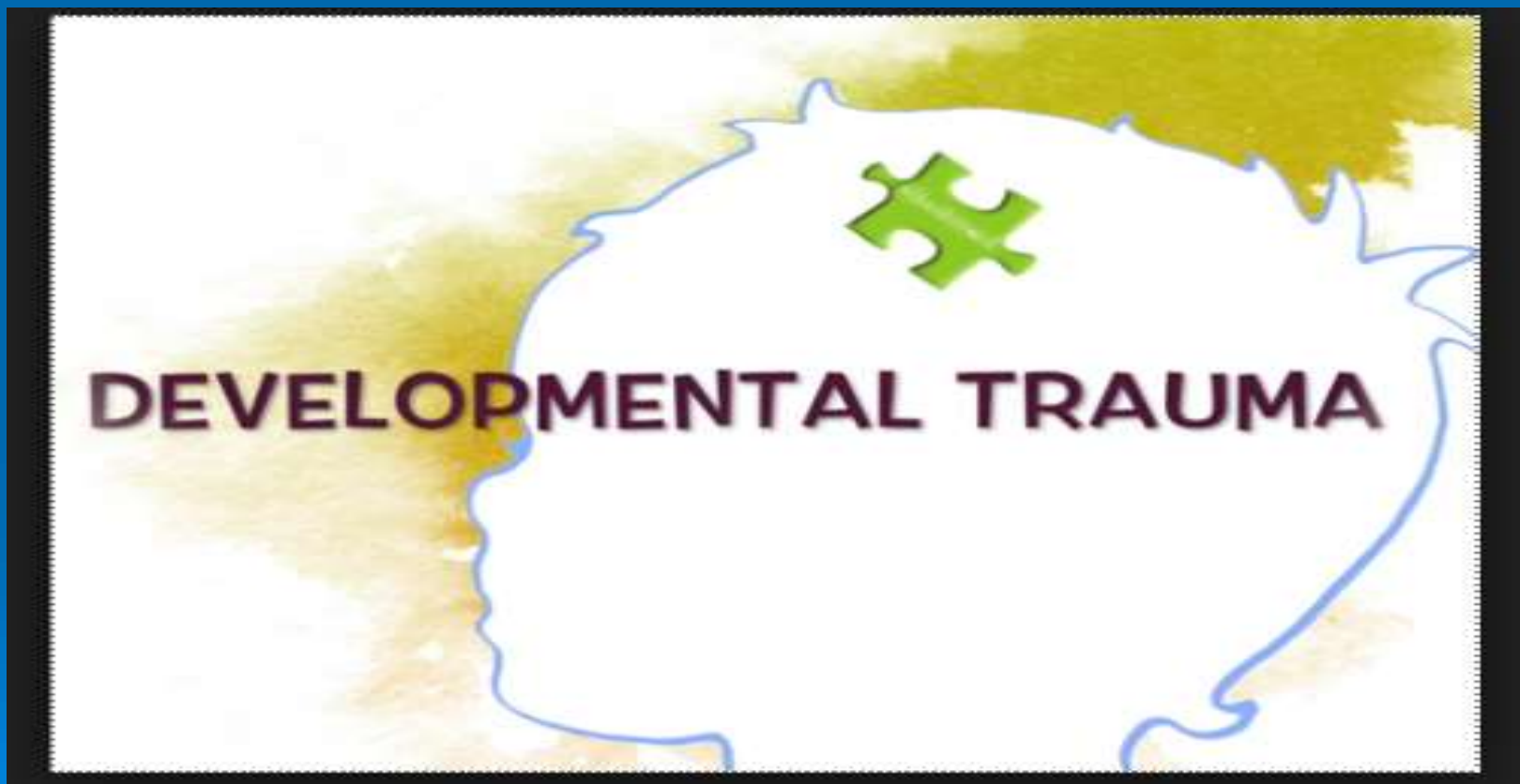
Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Trauma informed care is "universal precaution" to stop the spread of trauma and toxic stress (Sandra Bloom)

GOVERNMENT
PUBLIC FUNDERS CBOs

ADMINISTRATION

STAFF

CLIENT
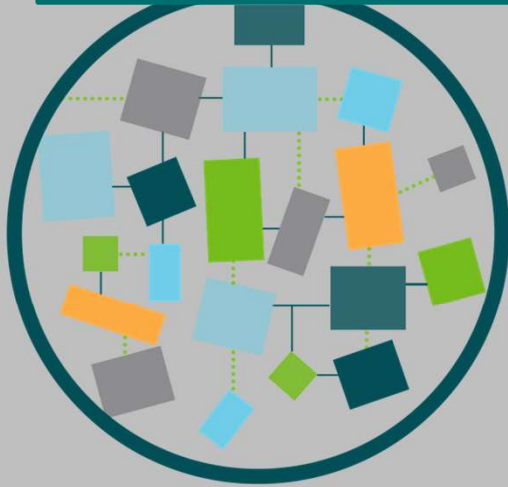
TRAUMA-ORGANIZED

- Reactive
- Reliving/Retelling
- Avoiding/Numbing
- Fragmented
- Us Vs. Them
- Inequity
- Authoritarian Leadership

TRAUMA-INFORMED

- Understanding of the Nature and Impact of Trauma and Recovery
- Shared Language
- Recognizing Socio-Cultural Trauma and Structural Oppression

HEALING ORGANIZATION

- Reflective
- Making Meaning Out of the Past
- Growth and Prevention-Oriented
- Collaborative
- Equity and Accountability
- Relational Leadership

TRAUMA INDUCING   TO   TRAUMA REDUCING

Shift Your Perspective

Transition from a blame model to a repair model

Asking "how can we help" and "what can we learn from you?"

abuse

Fear of adults

Racial trauma

hunger
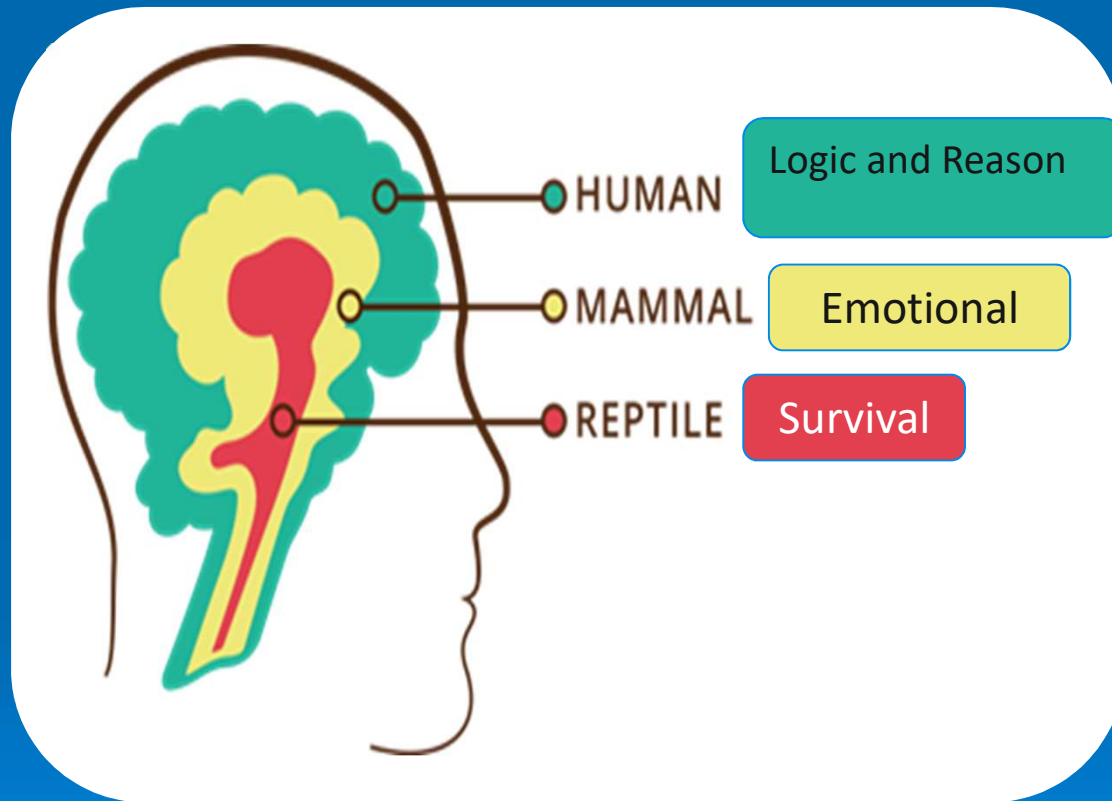
Sexual abuse

Community violence

Substance abuse

neglect

Incarcerated parent

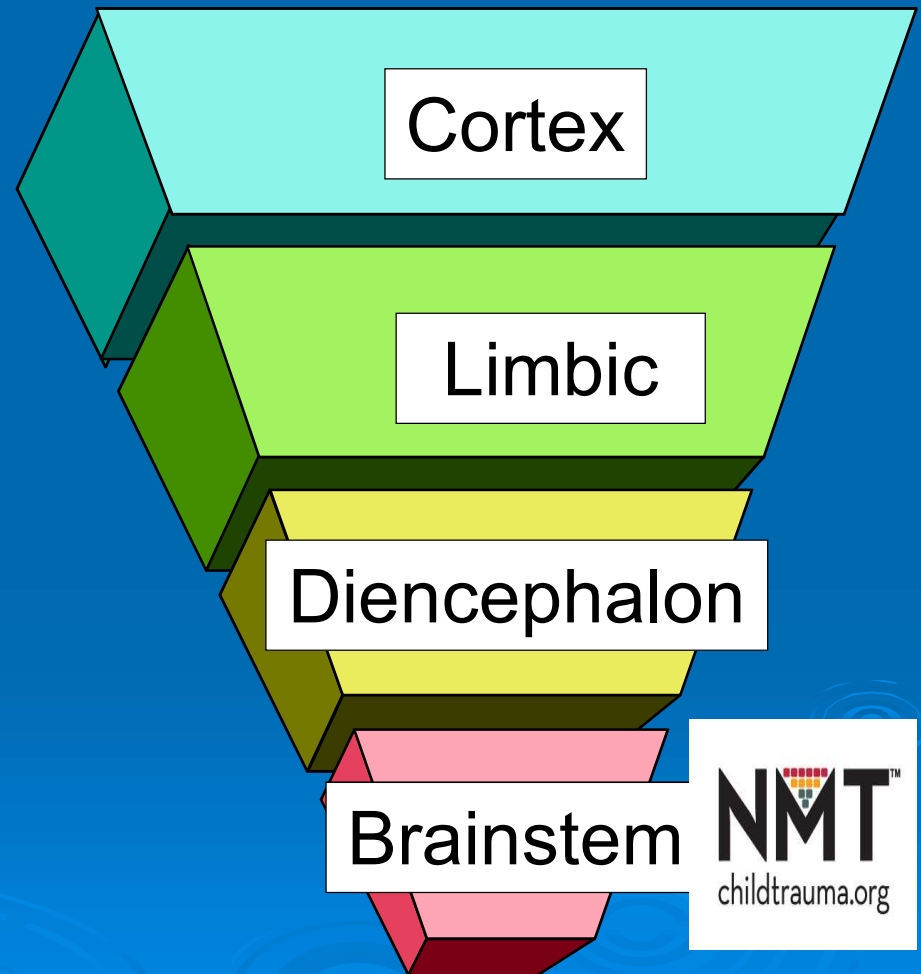Poor sleep hygiene

Difficulty in school

The Human Brain: Form and Function

Logic and Reason — HUMAN

Emotional — MAMMAL

Survival — REPTILE

1. Three interrelated, interconnected, interdependent "operating systems"…with unique functions and abilities
2. …that work most effectively under conditions of low to moderate **stress**.
3. High levels of stress and _adversity_ separate and impair the three "operating systems"
4. Trauma is like a _virus_ in the operating systems of the brain (Bloom)
5. Healing a brain exposed to chronic adversity often requires unique interventions

When it happens matters

THE TRAUMA TREE

- adult
- teenager
- childhood
- infancy/toddler
- birth
- prenatal

www.STEAMPoweredFamily.com

Cortex

Limbic

Diencephalon

Brainstem

NMT
childtrauma.org

Developmental Trauma:

Multiple events before age 5

Perpetrated from the caregiving system

Leads to developmental injuries in 7 areas

SAMHSA
Substance Abuse and Mental Health Services Administration
www.samhsa.gov
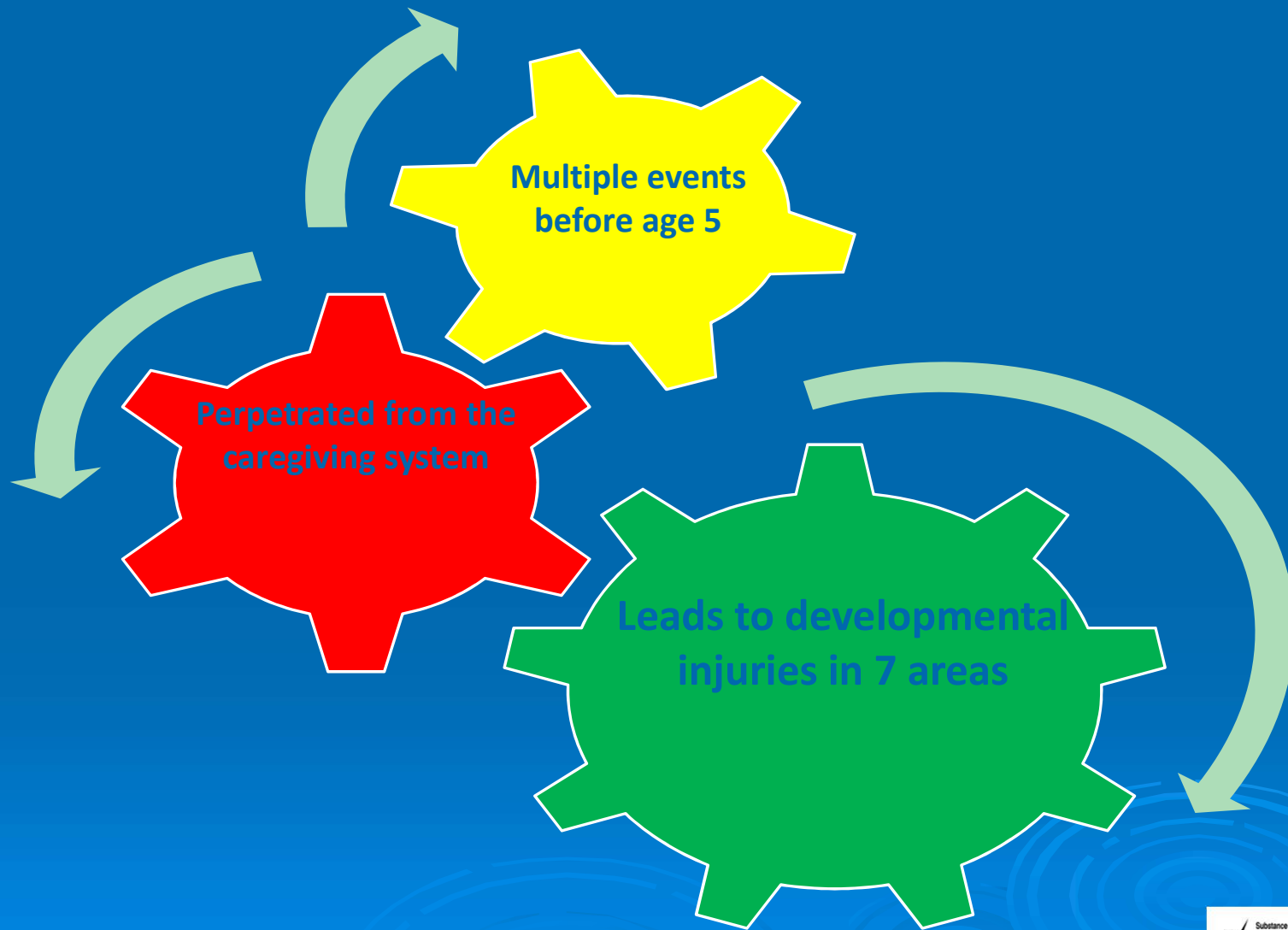
#1 Physiology: Body & Brain

Developmental Injuries

1. Stabilize the nervous system
2. Structure, Routine, Rituals: Especially during transitions, discipline, saying "no"
3. Movement
4. Rhythmic activities
5. Regulate—Relate—Reason
6. Co-Regulation: Mimic early attachment needs
7. Addressing basic needs

# #2 Attachment & Relationships

Developmental Injuries

1. Relational deposits/Relational endurance
2. Create congruence between internal experience and external world response
   ► Validation not reassurance (enter the darkness)
3. Its not the rupture, it's the repair—expect the rupture, work the repair
4. Avoid ensnarement in reenactment

Refine your language:
   a) Connection seeking not attention seeking
   b) Repair seeking
   c) Validation seeking not manipulation
6. PACE
7. Build architecture of healthy interactions
8. Maintain awareness about the impact on relationships within workforce (contagion)

#3 Emotion Regulation:

Developmental Injuries

1. Be an interpreter
2. Use movement, yoga, martial arts, music, create connections between internal physiological states and behavior
3. Teach affect identification and expression
4. Co-regulation strategies: RRR
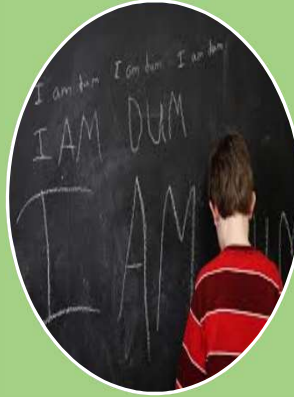
#4 Cognition & Learning:

Developmental Injuries

1. Movement
2. Multi-sensory/modal experiences
3. Differentiated Instruction
4. Targeted training in Executive Functioning
5. Structure and routine

#5 Behavioral Control:

Developmental Injuries

1. Understanding that symptoms are a means (attempt at) to self-regulate
2. Stress behavior versus misbehavior (psychoeducation goal)
3. Accountability Formula= Validation + Empathy + Co-regulation + (validate child as victim before approaching as a perpetrator of harm
4. Re-framing
5. Restorative Practices
6. Reduce stress as a priority

#6 Dissociation

Developmental Injuries

1. Movement, music, rhythmic activities
2. Orient externally with 5 senses
3. Music, rhythmic activities
4. Nurturing physical contact
5. Identify triggers

#7 Self-esteem & Future Orientation
Developmental Injuries

1. Validation *not* reassurance
2. Patience, persistence, empathy
3. Curiosity
4. Tolerating the affect of the child

The Stress Continuum

Mild/Moderate Stress:
Optimum

Low/No Stress:
Rest and restore

Stress:
Overload

Stress:
Breakdown

- **Stress is community property and therefore...**

- **Everyone has some responsibility for the success of others because...**

- **Connections moderate stress**

...but so is *Calm.*
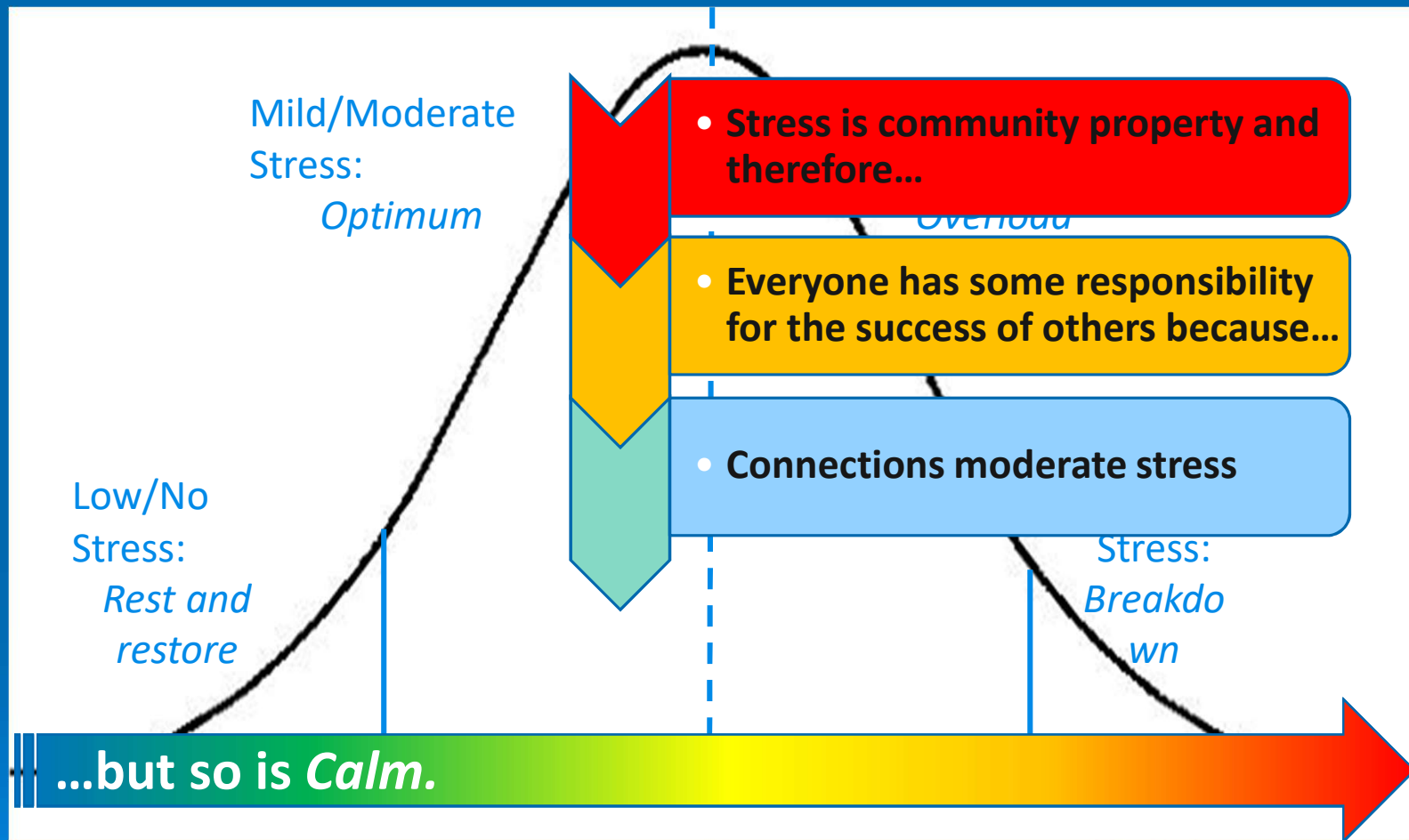
The Stress Continuum:
Typically Developing Person

Mild/Moderate Stress:
Optimum

Moderate/High Stress:
Overload

Low/No Stress:
Rest and restore

Toxic Stress:
Breakdown

Resiliency

Vulnerability
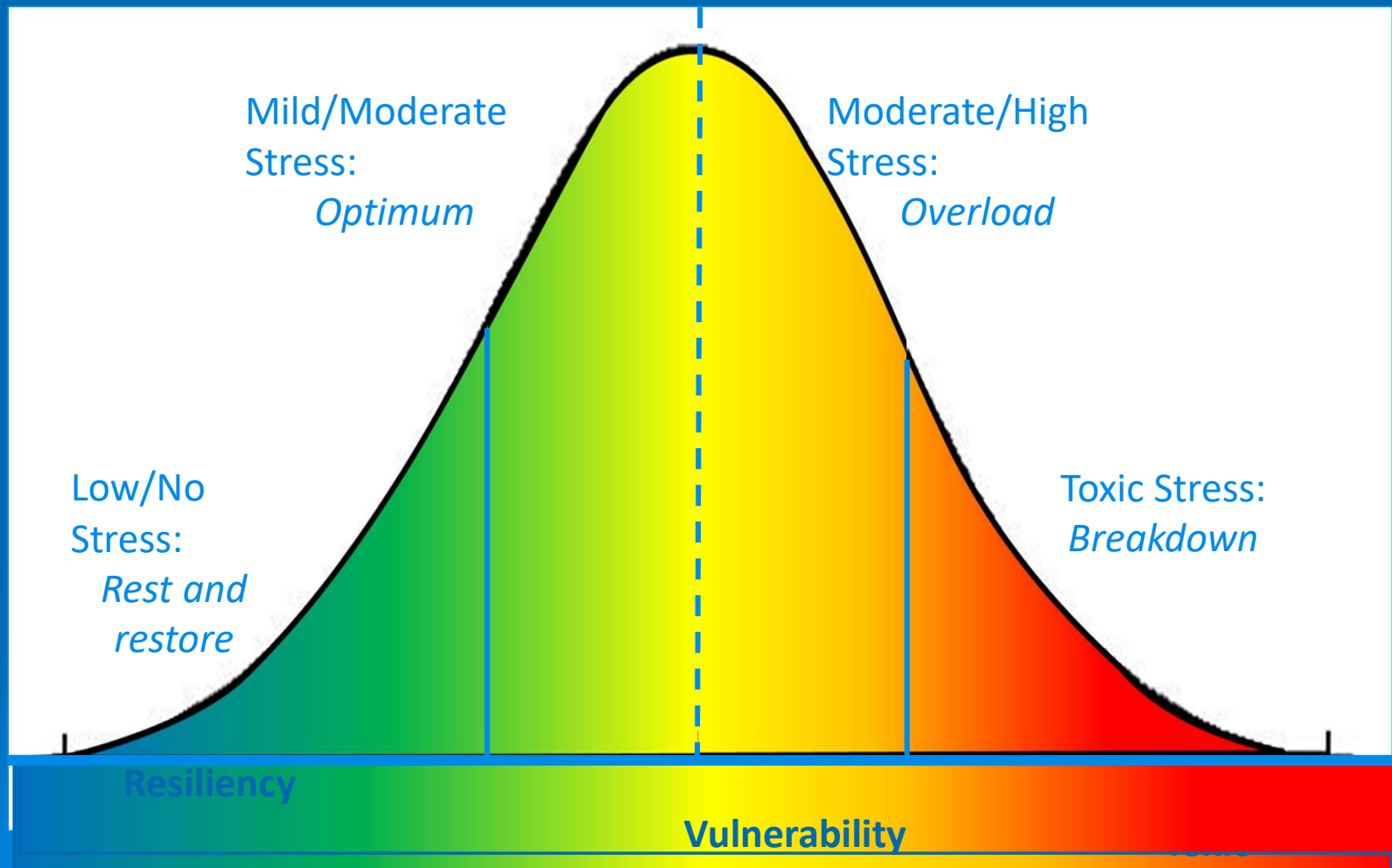
The Stress Continuum: Person Exposed to Chronic Trauma (*sensitized*)

Mild/Moderate Stress: *Optimum*

Moderate/High Stress: *Overload*

Low/No Stress: *Rest and restore*

Toxic Stress: *Breakdown*

Resiliency

Vulnerability
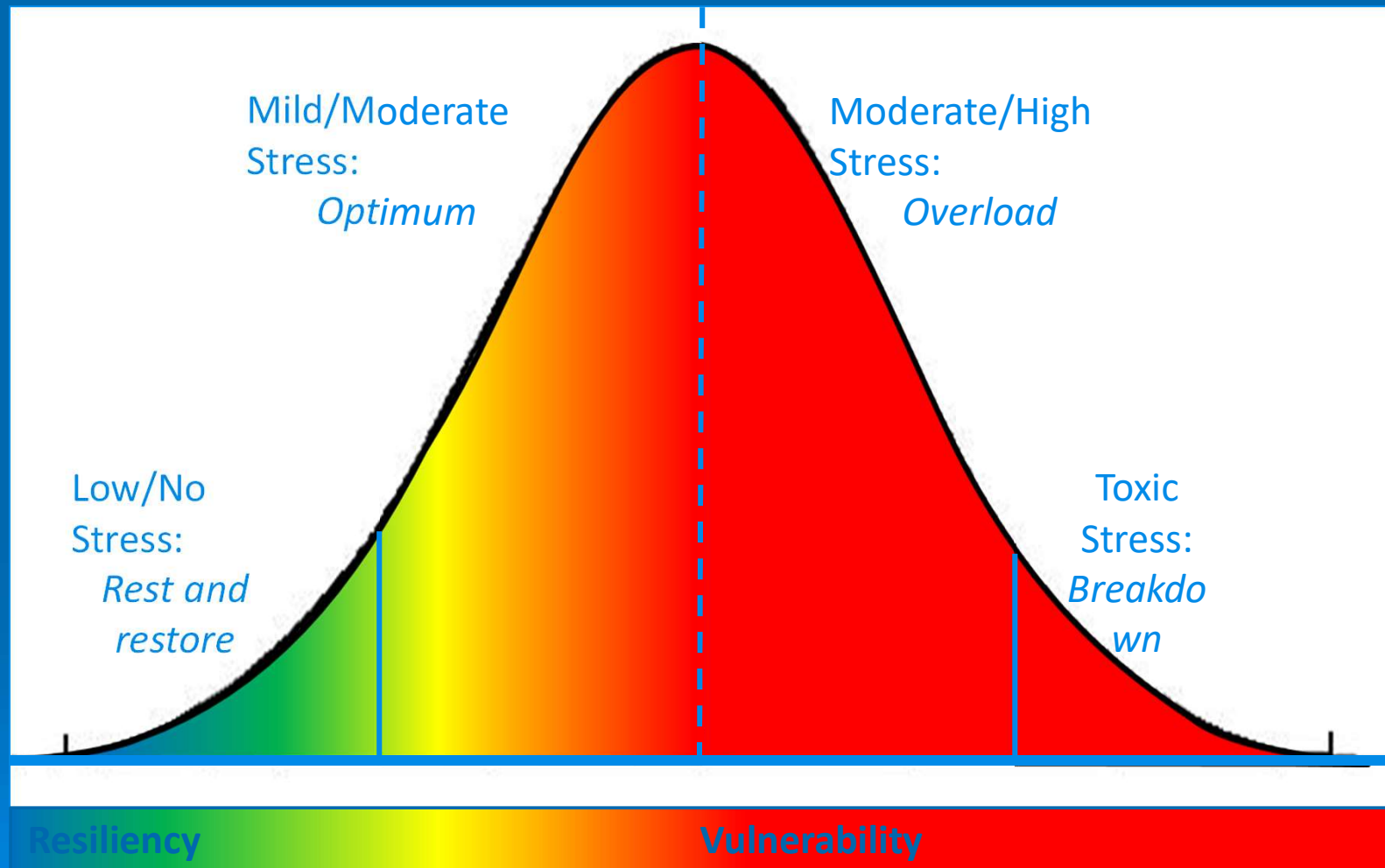
Misbehavior vs. Stress Behavior

|	**Misbehavior** (submit and admit)	Stress Behavior (survival based)
Intention	Avoid/Seek	Safety
Child's Motivation	Willful, Choice, Intention Child has the skill, not using it	Survival Skill Defect: Child must learn the skill
Adult's Approach	<u>Authoritarian:</u> incentives, bribes, threats, punish, contingencies	<u>Collaborative:</u> Co-regulate, collaborate, reframe, core themes, see the meaning of the behavior
Primary Skill Deficit	Lack of self-control	Lack of self-Reg, self-awareness, skill deficit
Adult Motivation	Control	Connect, Curiosity, Co-regulation
Re-frame	What is wrong with you? Why cant you control this?	What happened to you? How can I help? What is the source?

Re-Framing

What is re-framing?

1. Shifting the meaning of a behavior from something seen as negative to….

1. Something that is understood as having survival value

1. Finding the **positive adaptive value** in chronic acting out

1. A shift from seeing a problem to an opportunity

1. Understanding that the observable behavior is interpreted too literally…
…and the central message of what the child is trying to communicate is lost

What re-framing accomplishes:

1. Reduces stress

1. Improves our capacity to validate and hold student accountability

1. Changes our proximity (and emotion) to the problem

1. Increases the ability to "be with" the student and promotes attachment

1. Deepens our understanding of intention, motivation, need, survival

1. Enhances creativity

Social Discipline Window
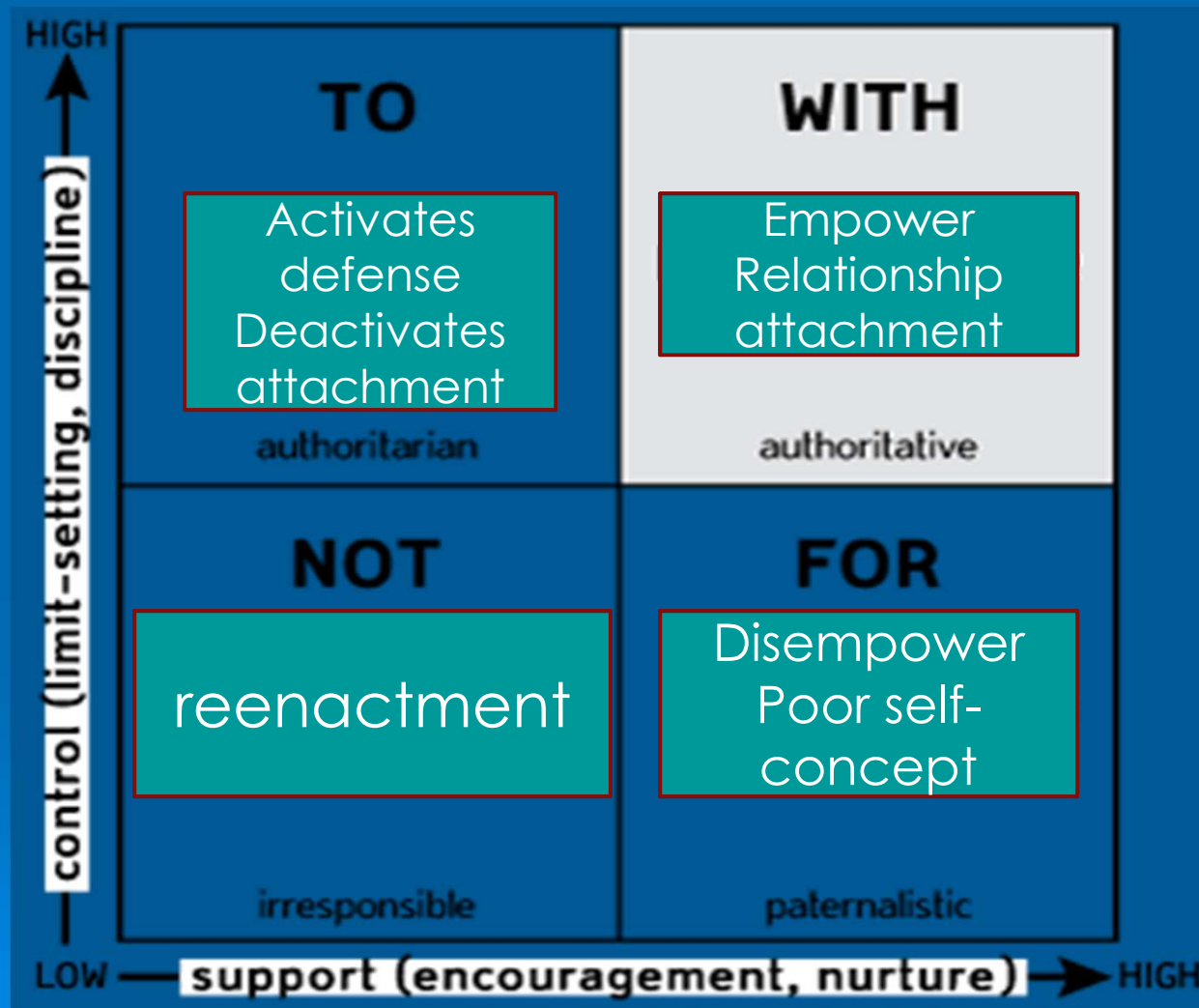
But what about the consequences?

➤ Context of caring relationships

➤ Focus on repair vs. rule violation

➤ Accountability and mastery

➤ Membership vs. exclusion

- Relevant
- Relationship
- Restorative
- reparative

Removed part 1
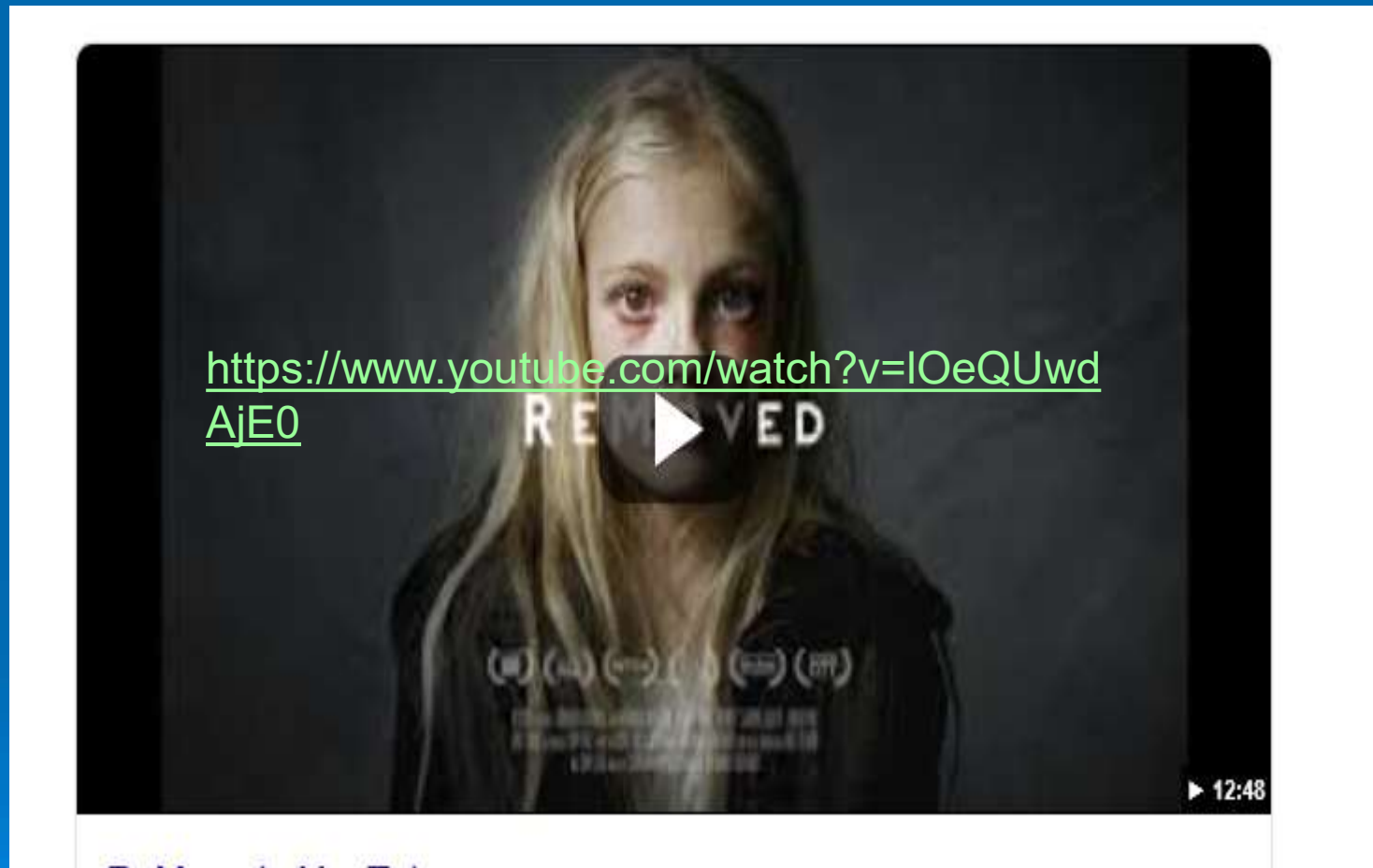
https://www.youtube.com/watch?v=lOeQUwdAjE0
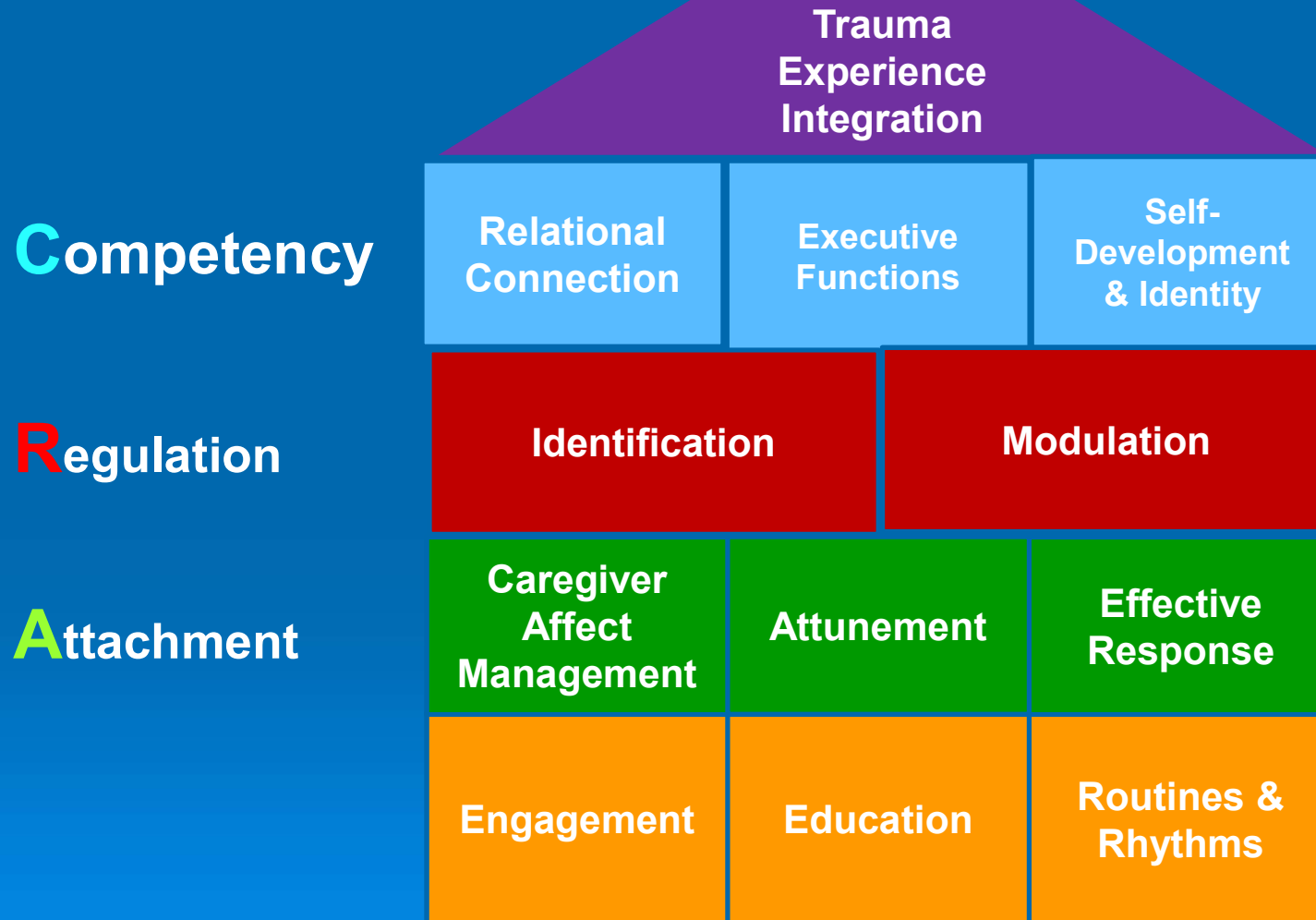
Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

1 Overarching Goal

Trauma Experience Integration

Competency
- Relational Connection
- Executive Functions
- Self-Development & Identity

Regulation
- Identification
- Modulation

Attachment
- Caregiver Affect Management
- Attunement
- Effective Response
- Engagement
- Psychoeducation
- Routines & Rituals
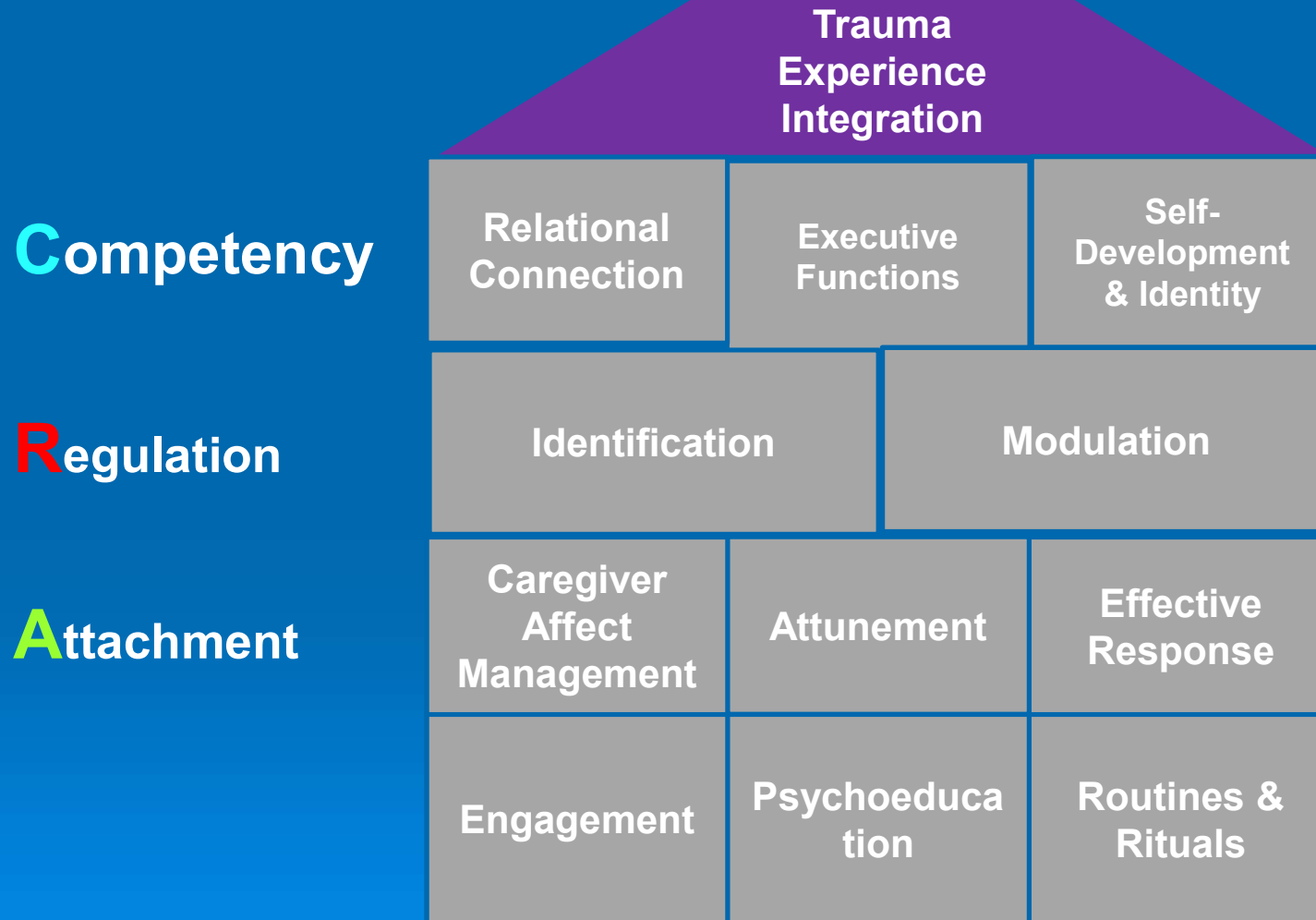
Graphic by Jeremy Karpen; Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

What is Trauma Experience Integration

1. survive and tolerate moments of overwhelming distress and arousal
2. reflect upon and make meaning about those moments
3. shift and transform them allowing active engagement in present experience.

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

The right skill at the right time:
The Observe – Modulate – Do Cycle

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Every part of the work is TEI

Avoid shame through "HUH!?"

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Elements of intervention

➤ In the moment goal

➤ Intervention emphasis

➤ Child core goals

➤ Caregiver core goals

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

State 1: Survival State

- Child / caregiver is *in a state of* being shut down, ~~ / anxious, self-injurious, la~~

- ~~ or have inadequate extern~~ ng experiences

- ~~ stricted to hyperaroused o~~ quickly in response to stressors or difficult clinical content.

Regulation of overwhelming experience

Present-focused distress tolerance

Recognize and support coping with current *perceived or real* experience

Support caregivers' tolerance of *their own* experience as well as youth experience, and engage in strengths

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

State 2: Access to Curiosity

...giver is:

...*of* being reasonably grou...

...age in conversation and ...

...erately distressing

- in the face of strong emotion is responsive to cues or supports for modulation

Reflection and curiosity

Self / Other Attunement

Recognize and build understanding of patterns; understanding triggers and behavioral functions

Build a caregiving system that accurately sees and understands youth experience

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

State 3: Able to take action in-the-moment

...er is motivated to engage in a
...esent action a...has been

...er has begun t...
understanding of self / patter...

Client has ability to recognize (states of)
...independently use
...anage inte...
...of externa...

Agency and present engagement

Harnessing capacity for purposeful action

Access curiosity and regulation skills to support active engagement in current life

Support caregiver in making active choices and engaging executive functions

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

What's the sequence?

How we might think the progression of trauma treatment should look:

The Reality:
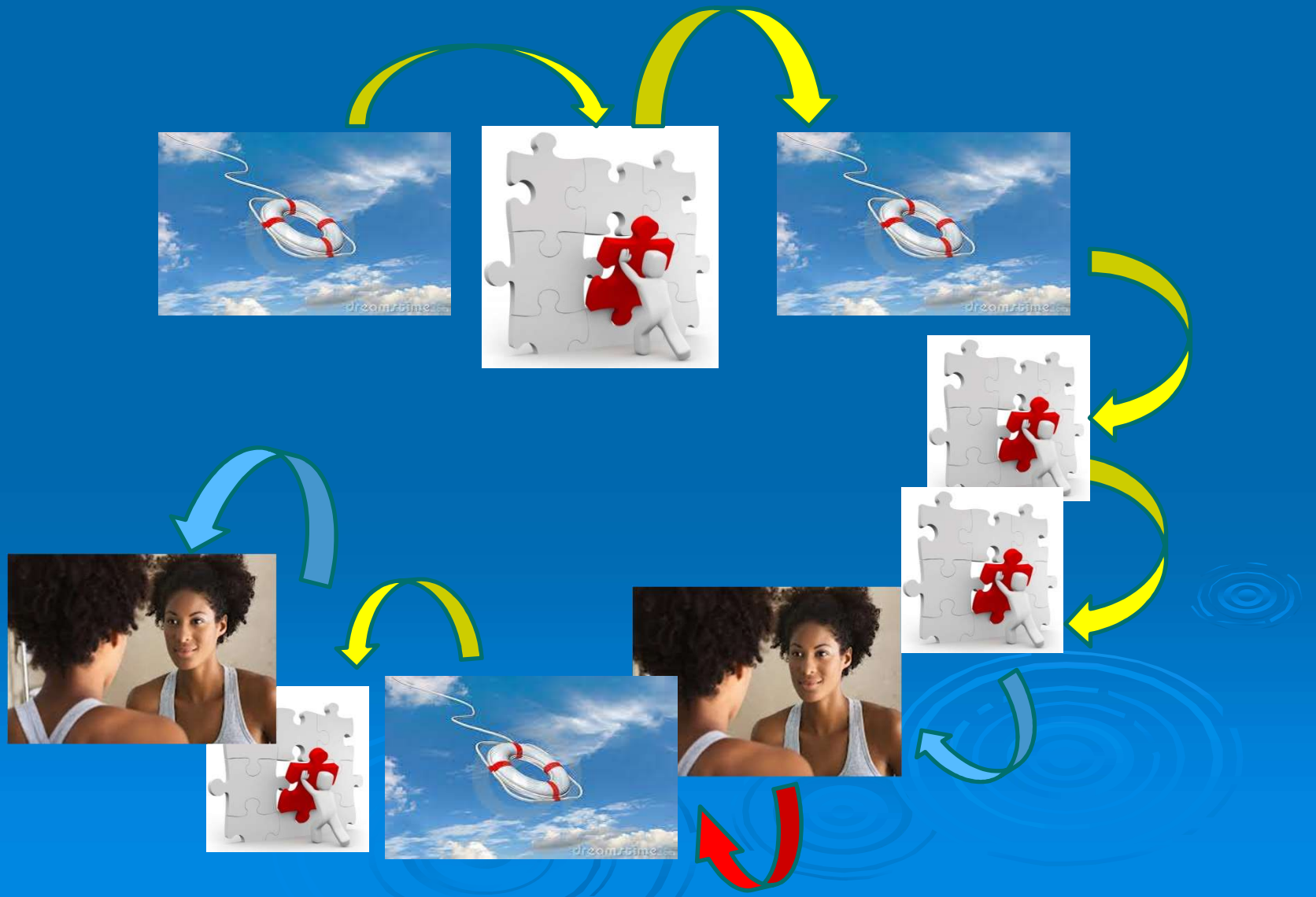
The Cross-Cutting Strategies: Threads that bind the work

➢Engagement

➢ Education

➢ Routines

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Why should I?

All practice rests on engagement

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Reasons Children and Families May be Hesitant to Engage

- Guarded approach to relational connection
- Caregiver as well as child vulnerability / complexity
- Multi-layered exposures to stress and adversity, including ongoing exposure which impact capacity to tolerate relationship as well as therapeutic intervention
- Lack of willingness / capacity to verbalize and share historical or current experiences
- Historical or ongoing experiences of disconnect, disrespect, and disengagement from system and providers
- Lack of shared understanding of "the problem"

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Four key factors for engagement

➤ Belief that the goal is *worthwhile*

➤ Belief that the process is *valid*

➤ Belief that the goal is *attainable*

➤ Belief that the provider / system is *safe, respectful, and competent*

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

ARC Initial Engagement Principles: Caregivers

➤ Describe /discuss program (or practitioner) philosophy

➤ Describe /discuss treatment approach

➤ Proactively describe / discuss / trouble-shoot caregiver involvement

➤ Establish frame of transparency, psychoeducation, and collaboration

➤ Take a curious stance; witness family strengths as well as challenges

➤ Set the stage for ongoing participation

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

ARC Initial Engagement Principles: Youth

➢ Engage around child's goals

➢ Indicate interest in the whole child, and belief in capacity for success

➢ Start to establish meeting rules and structure (Routines)

➢ Establish a frame of collaborative, transparent intervention

➢ Link trauma and targeted skills

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Throughout the work, consider these questions:

➢ How are my own attachment skills being applied in the context of this relationship(s), and in support of skill development?

➢ What is the stake? Why does this concept (goal, treatment target) matter in this child's life? This family's life?

➢ How will this (child, family, system) define success (in general, and around individual targets)? What is needed to support that success?

➢ What are the potential barriers? How can we get in front of (versus react to) those barriers?

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Why are we doing this?

The powerful role of education:

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Consider the difference…

➤ "Things have been really overwhelming lately. When I get stressed out, I start to feel bad about myself. It's a good clue that I need to take a break."

➤ "My brain just shut off because my feelings got too big. I need some space so I can feel safe again."

➤ "When things make him anxious, he goes into self-protect mode and he lashes out."

➤ "Sometimes people or things start a fight, push my button and my lion gets set off. I'm learning how to take care of myself other ways."

➤ "I'm a terrible parent. Some days I just don't even like my kids any more."

➤ "I feel like I'm going crazy."

➤ "He's just always been the bad kid."

➤ "I get too mad and get in fights. You're not supposed to get mad."

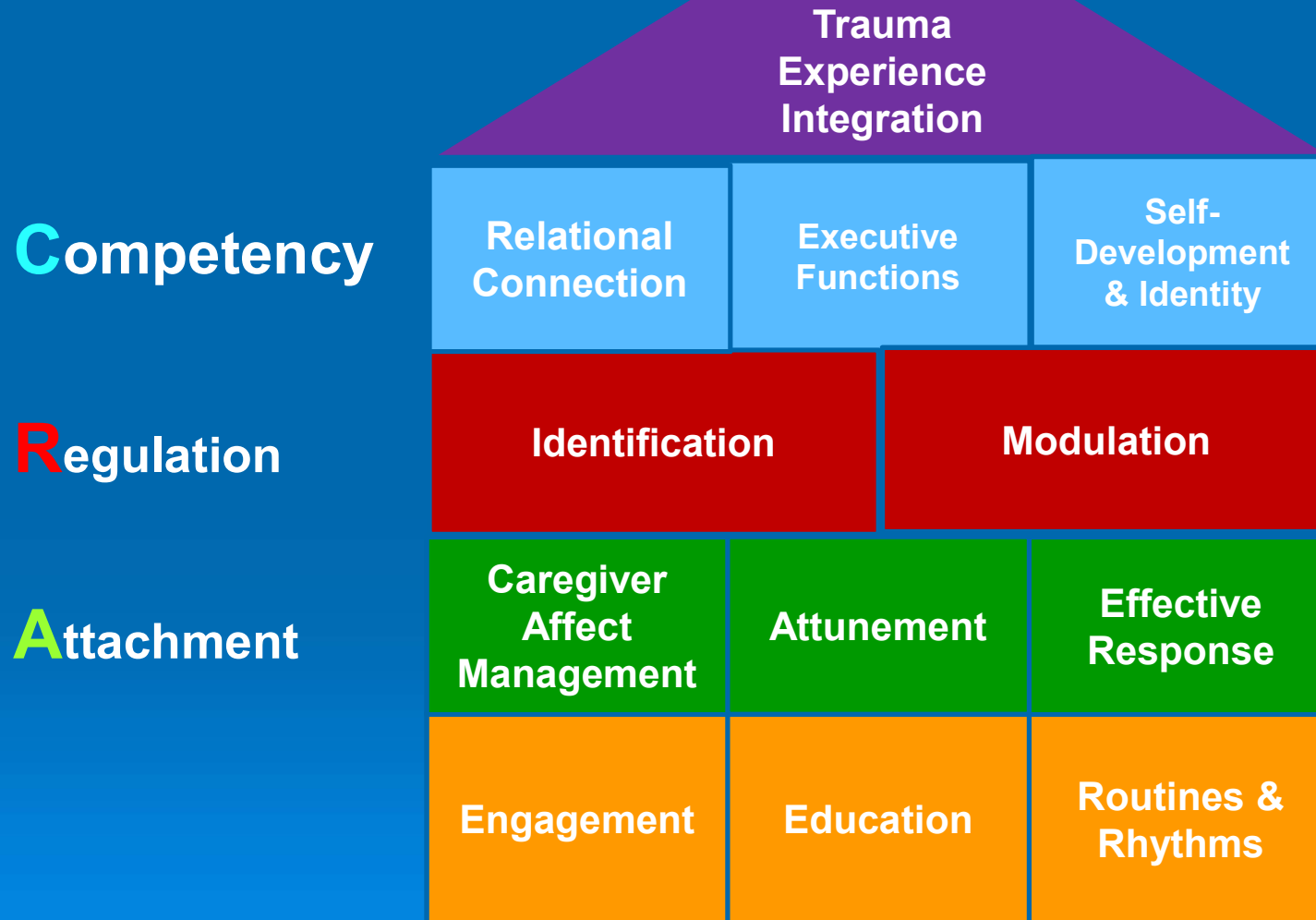Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Information is Powerful

➢ Feelings, body sensations, and actions may feel overwhelming, disconnected, "crazy", and unpredictable to the child, the caregivers, and to the surrounding system (including providers!)

➢ ARC assumes:

- Behavior makes sense
- *WE* need to be curious
- Supporting children and families in being curious empowers them

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Throughout our work, we incorporate an understanding…

➤ Not just of <u>WHAT</u>, but <u>WHY</u>, and <u>why it makes sense</u>

- Normalizes and validates experience
- Destigmatizes behavior, emotion, and perception
- Pulls children, families, and systems onto our collaborative team

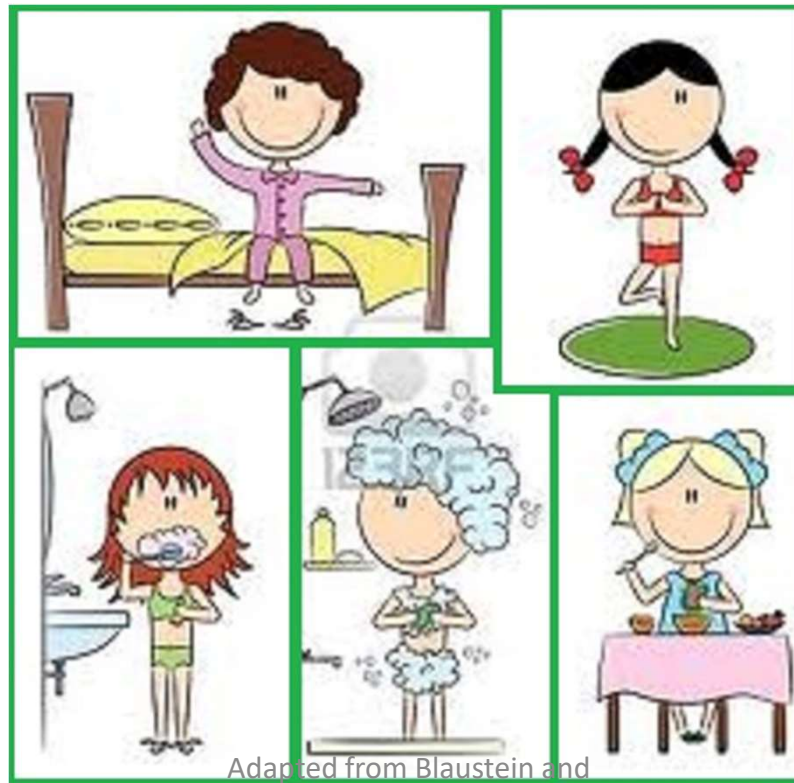Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Routines/Rhythms, Caregiver Affect, Attunement, Effective Response

Beth Goss, LCMHC

ARC Trainer

Howard Center

Adapted from Blaustein and
Kinniburgh2005, 2010

Routines and Rhythms:
Supports modulation and mastery

Adapted from Blaustein and Kinniburgh2005, 2010

Routines and Rhythms

- Trauma is associated with chaos and loss of control

- PREDICTABILITY helps build feelings of safety

- Repetition is important to the way that all people gain skills

Adapted from Blaustein and Kinniburgh2005, 2010

Routines are used:

1. to support **felt safety and modulation**, through the establishment of **predictability**; and

2. to support and reinforce key goals / **skills acquisition,** through the use of facilitating structures

Routines will naturally shift across time

Adapted from Blaustein and Kinniburgh2005, 2010

Using Routines to Support Treatment

- Utilize routines in your interactions with youth and families

- Build and support appropriate routines in home or other settings

- Examples of using in your work

Adapted from Blaustein and Kinniburgh2005, 2010

Home and Milieu Routines

- What is the natural rhythm of the families/youth's day

- Where do areas of chaos/unpredictability lead to dysregulation

- Target natural areas of challenge such as mealtimes, transitions, bedtimes

Adapted from Blaustein and Kinniburgh2005, 2010

Attachment: A safe relationship

Adapted from Blaustein and
Kinniburgh2005, 2010

Brain Builders   3:20

https://www.youtube.com/watch?v=OQTfmnYB7I0

Attachment = 3 Domains

- Caregiver Affect Management

- Attunement

- Effective Response

Adapted from Blaustein and Kinniburgh2005, 2010

Caregiver Affect Management

- Focus on the Caregiver

- Who is the caregiver?

Adapted from Blaustein and
Kinniburgh2005, 2010

Caregiver Affect Management

Support the child's caregiving system – whether parents or professionals - in understanding, managing, and coping with their own emotional responses…..so that they are better able to support the children in their care

Adapted from Blaustein and Kinniburgh2005, 2010

Increasing our ability to regulate

Primary Targets

o Validate, psychoeducation and depersonalization

o Identify difficult situations

o Self monitoring skills

o Self- care and support

Adapted from Blaustein and
Kinniburgh2005, 2010

Normalize and Depersonalize

- Normalize and validate caregiver response to difficult behavior - We feel what we feel

- Depersonalize youth trauma response –

    Build Attunement and psychoeducation re:
    - Adaptive nature of behaviors

    - Understanding function of child behavior

    - Understanding and recognizing triggers (and differentiating this response from opposition, manipulation, etc.)

    - Working models of self and other, including the parallel process

Understanding Youth Behavior

- The body's alarm system
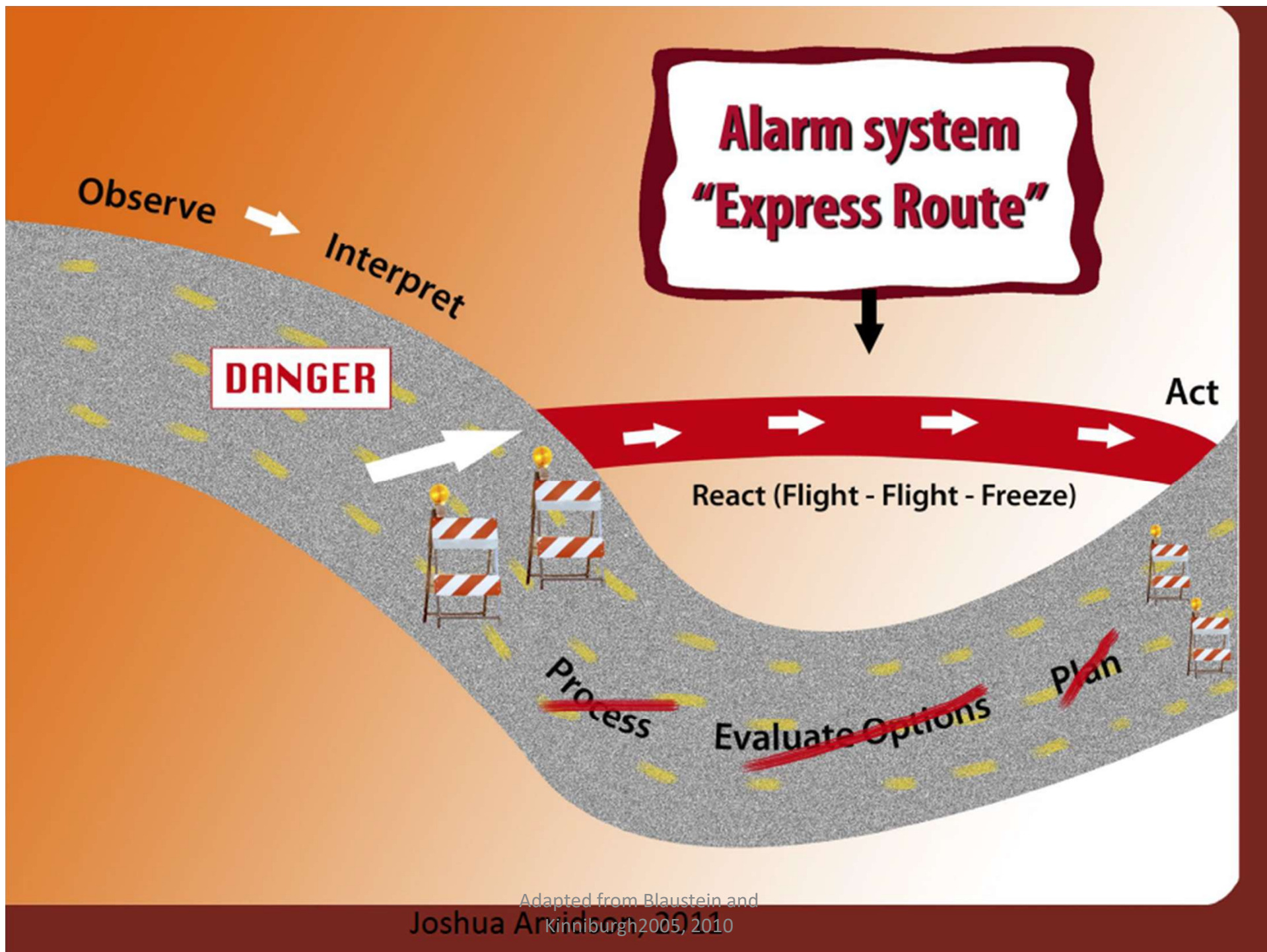
- The normative danger response

- The danger response and arousal

- The overactive alarm

- What triggers the alarm?

- How do you know a child has been triggered?

Adapted from Blaustein and Kinniburgh2005, 2010

Brain process under typical conditions

Observe → Input → Interpret → Process → Evaluate Options → Plan → Act

Joshua Arvidson

Adapted from Blaustein and Kinniburgh 2005, 2010

Observe → Interpret

Alarm system "Express Route"

DANGER

Act

React (Flight - Flight - Freeze)

Process   Evaluate Options   Plan

Joshua Arvidson, 2010

Adapted from Blaustein and Kinniburgh 2005, 2010

With repeated stress, the Alarm System "Express Route" becomes the main road

Observe

Alarm System

DANGER

Process

Evaluate Options

Plan

Act

Adapted from Blaustein and Kinniburgh 2005, 2010
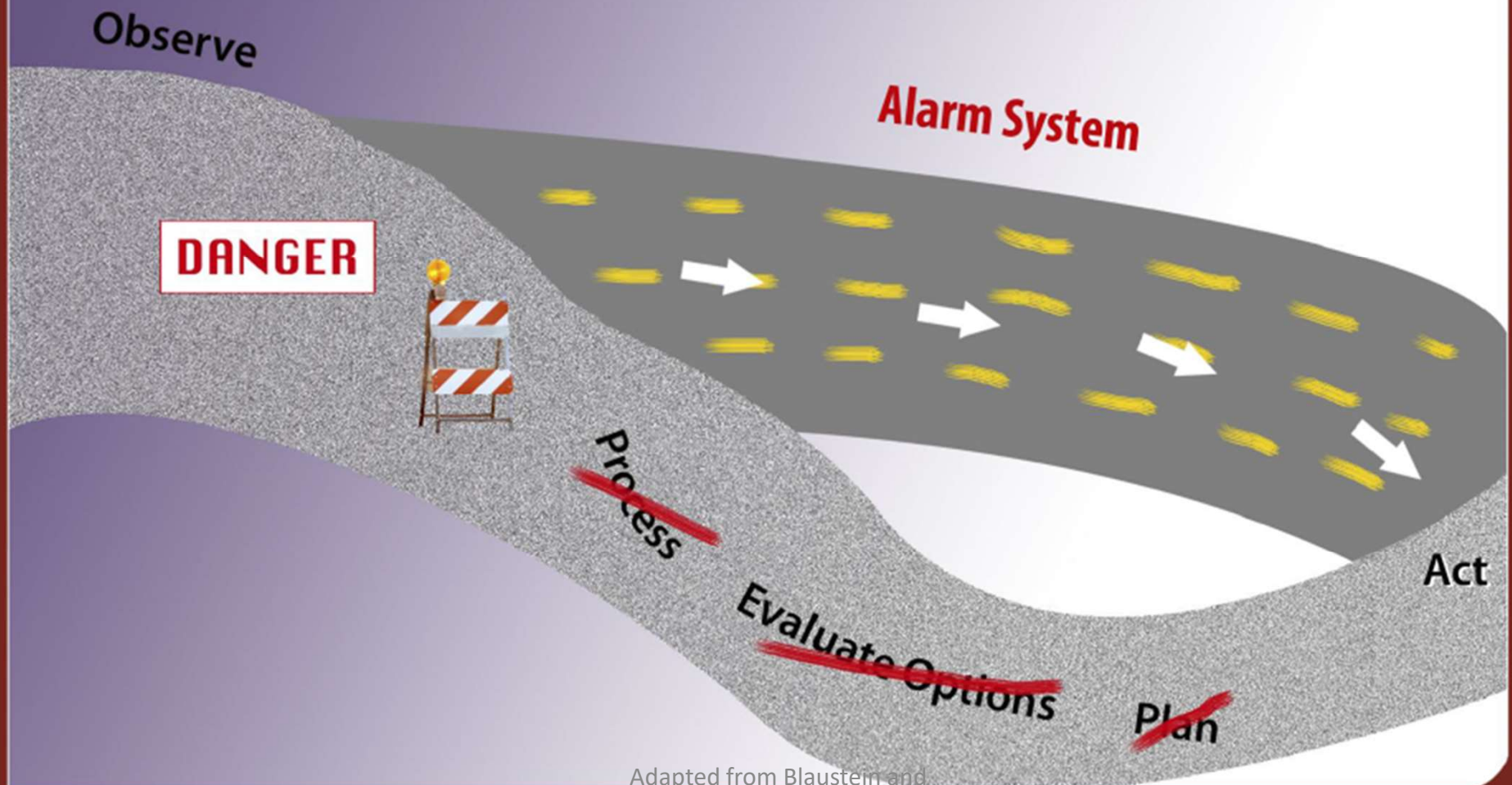
Joshua Arvidson, 2011

With repeated stress, the Alarm System "Express Route" becomes the main road
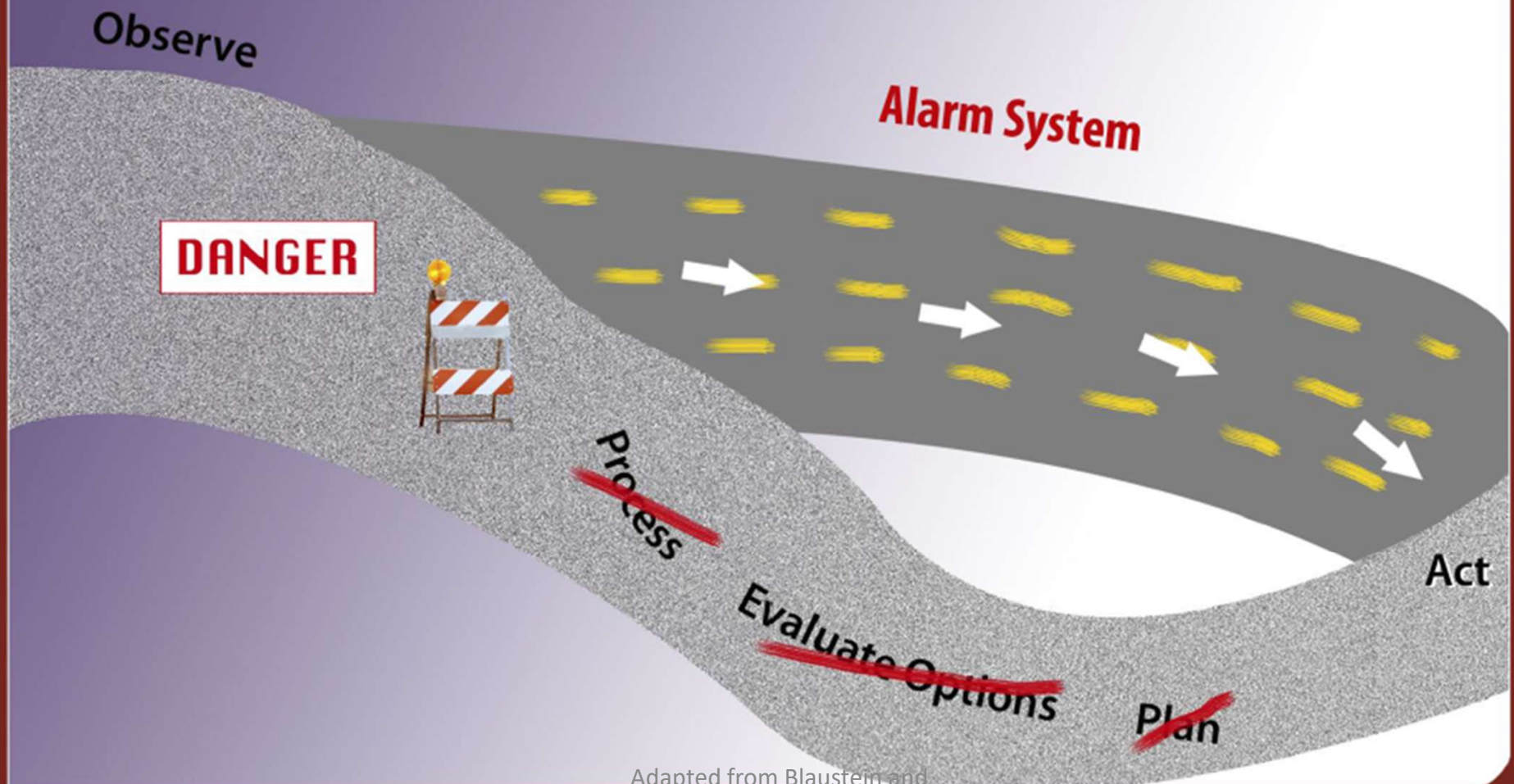
Observe

Alarm System

DANGER

Process

Evaluate Options

Plan

Act

Adapted from Blaustein and Kinniburgh2005,2010

Joshua Arvidson, 2011

Build Self Monitoring Skills

Build self-monitoring skills: Work with adults to notice their own typical responses to difficult situations

- Body: What cues does the body give? Notice more routine body cues, as well as warning signs for "losing control" or hitting a danger point

- Thoughts: What are caregiver's automatic thoughts in the face of difficult situations? Do they….blame themselves? Worry about their choices? Focus on what the child is *not* doing? Compare the child to other kids?

- Emotions: What does caregiver *feel* in the face of these thoughts? How strongly?

- Behavior: What do you *do* in challenging situations? Withdraw? Become punitive? Freeze? Learn to recognize behavioral coping strategies.

Adapted from Blaustein and Kinniburgh2005, 2010

Attunement

Support the child's caregiving system – whether parents or professionals – in learning to accurately and empathically understand and respond to children's actions, communications, needs, and feelings

Adapted from Blaustein and Kinniburgh2005, 2010

Attunement: Key Concepts

Primary Goal – Build Rhythm in Relationship

o Foundation for rhythm is a Curious Stance

    o Assume behaviors make sense

    o Difficult behaviors are often fronts for unmet needs or unregulated affect

    o Key challenge is to identify the function of the behavior

Adapted from Blaustein and Kinniburgh2005, 2010

Parallel Attunement

- Accurate attunement in the caregiving system provides the foundation for youth self-regulation

- The more the system is ACTIVE in its attunement efforts, the more reflective this process will be and the less reactive!

- Respond empathically to the
   caregiving system

Adapted from Blaustein and Kinniburgh2005, 2010

Effective Response

Support the caregiving system, whether familial or programmatic, in building predictable, safe, and appropriate responses to children's behaviors, in a manner that acknowledges and is sensitive to the role of past experiences in current behaviors

Effective Response

Challenges on how we respond to the behavior

- Caregivers own difficulty managing affect
- Caregivers difficulty understanding the bx
- Caregivers difficulty appropriately responding
- Lack of awareness or skills
- Youths responses to limits

Adapted from Blaustein and
Kinniburgh2005, 2010

Effective Response – Be Proactive

- Trauma-impacted youth are complex:
  - Many different challenging behaviors
  - Changing response in relationships

- The most effective strategies are those that are *proactive*, or get in front of the behaviors

- Pay attention to behaviors you want to see *more* of, not just ones you want to reduce!!

Adapted from Blaustein and Kinniburgh2005, 2010

Effective Response: Identify the Need

- Use your detective skills: remember to read the clues that tell you what your child's needs, feelings, and experience might be.

- Remember – what are the primary *functions* of youth trauma-based behaviors?
  - *Survival (fight, flight, freeze, submit)*
  - *Need fulfillment (emotional, relational, physiological)*

Adapted from Blaustein and Kinniburgh2005, 2010

Effective Response: Support Regulation

o Sometimes, the first clue that a need is not being met is dysregulation – a signal that the child's brain has begun to shift into "survival mode"

o At this point, the primary goal is to support regulation, and shift the child (and the caregiver, if necessary!) out of survival mode and into a more regulated state (off of the express road and back to the main road)

o A "regulation break" may be enough to shift negative behaviors before they have a chance to start

Adapted from Blaustein and Kinniburgh2005, 2010

Consider what strategies are in your behavioral toolbox....

- Make a plan – mentally walk through a "typical" scenario, and consider which strategies might work

- Consider strategies to be "experiments"; no one strategy will work for all children all the time. Multiple strategies can be used to address the same behavioral goal, at different times

- Engage Youth in the Process

Adapted from Blaustein and Kinniburgh2005, 2010
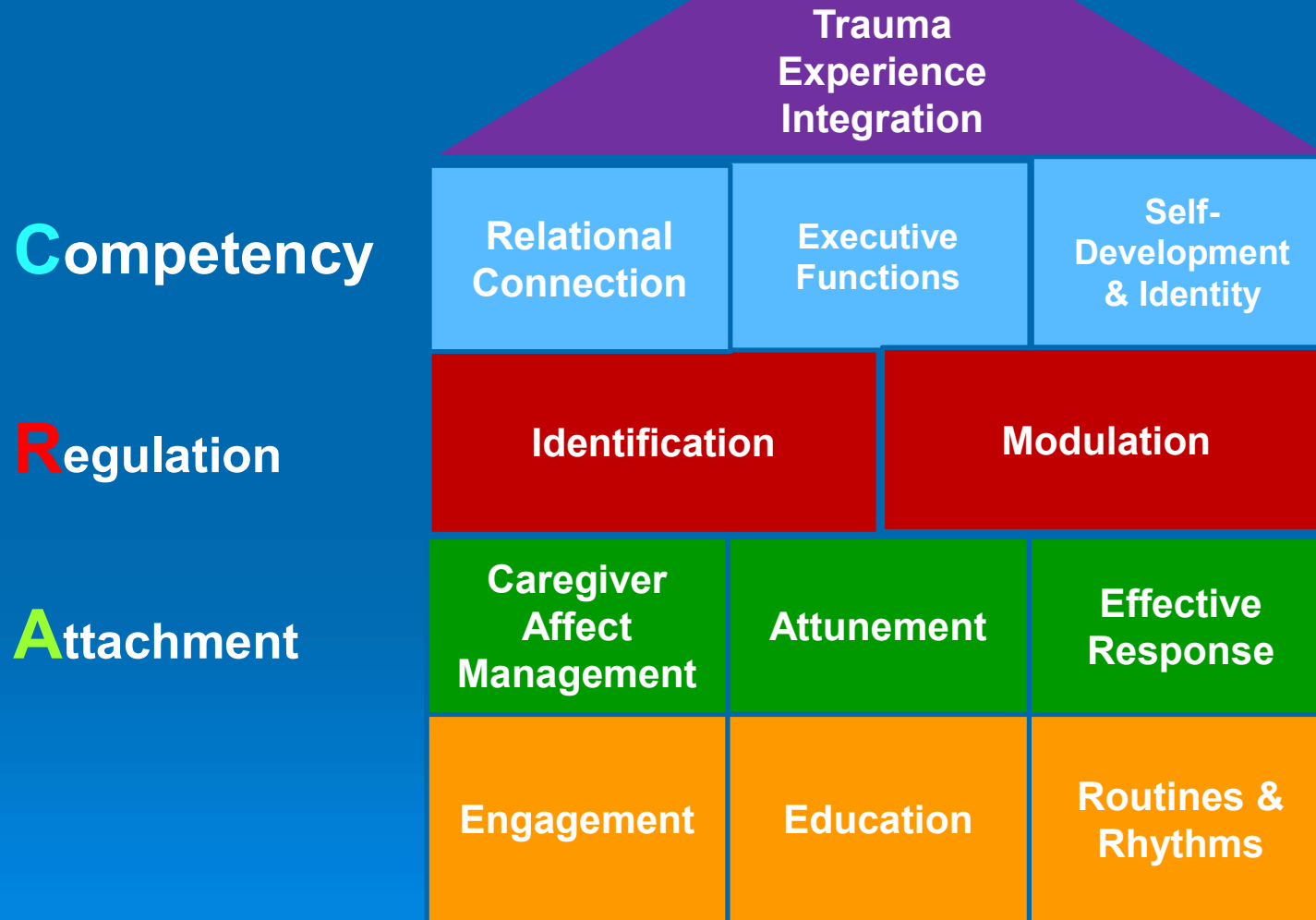
ARC Framework

Trauma Experience Integration

Competency
- Relational Connection
- Executive Functions
- Self-Development & Identity

Regulation
- Identification
- Modulation

Attachment
- Caregiver Affect Management
- Attunement
- Effective Response
- Engagement
- Education
- Routines & Rhythms

Graphic by Jeremy Karpen; Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005
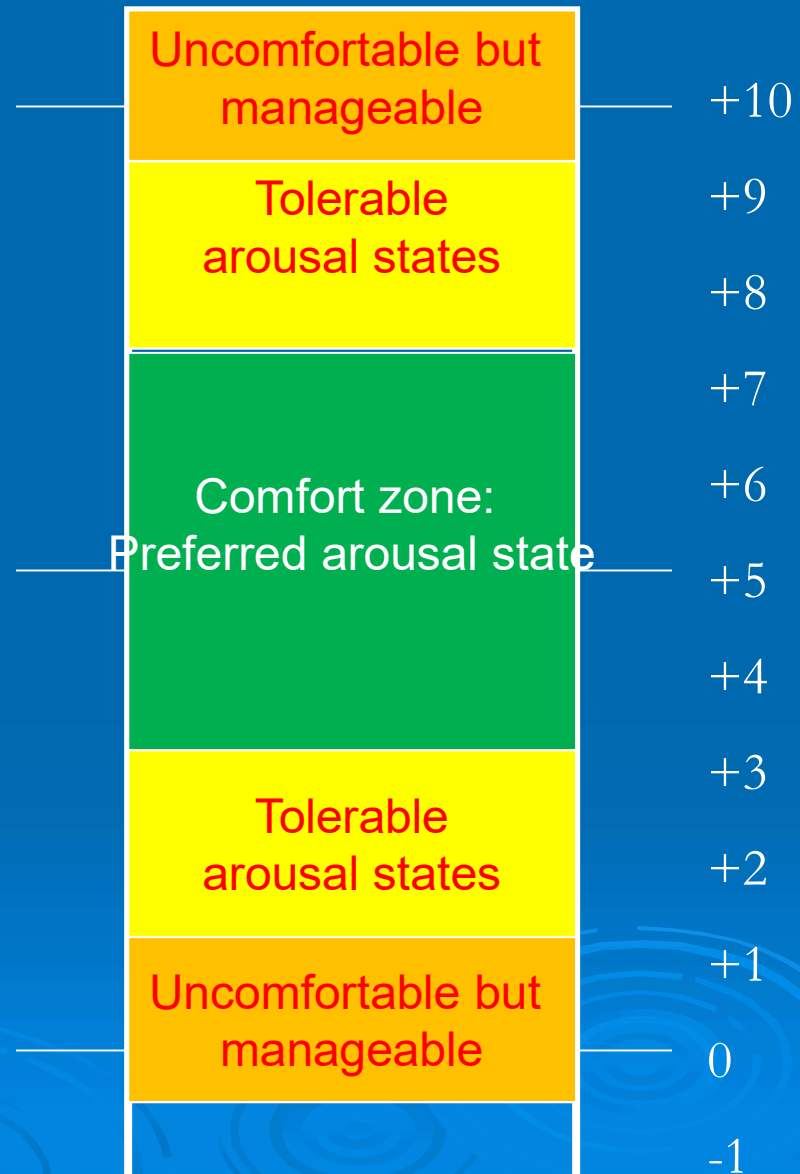
How do we understand regulation?

➤ "Regulation" is a complicated skill set that is not just about maintaining status quo

➤ Individual differences: Comfort zone (*I like to be here*) vs. safety zone (*I NEED to be here*) and danger zone (*I can't TOLERATE being here*)

+10

+9

+8

+7

+6

+5

+4

+3

+2

+1

0

-1

ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005
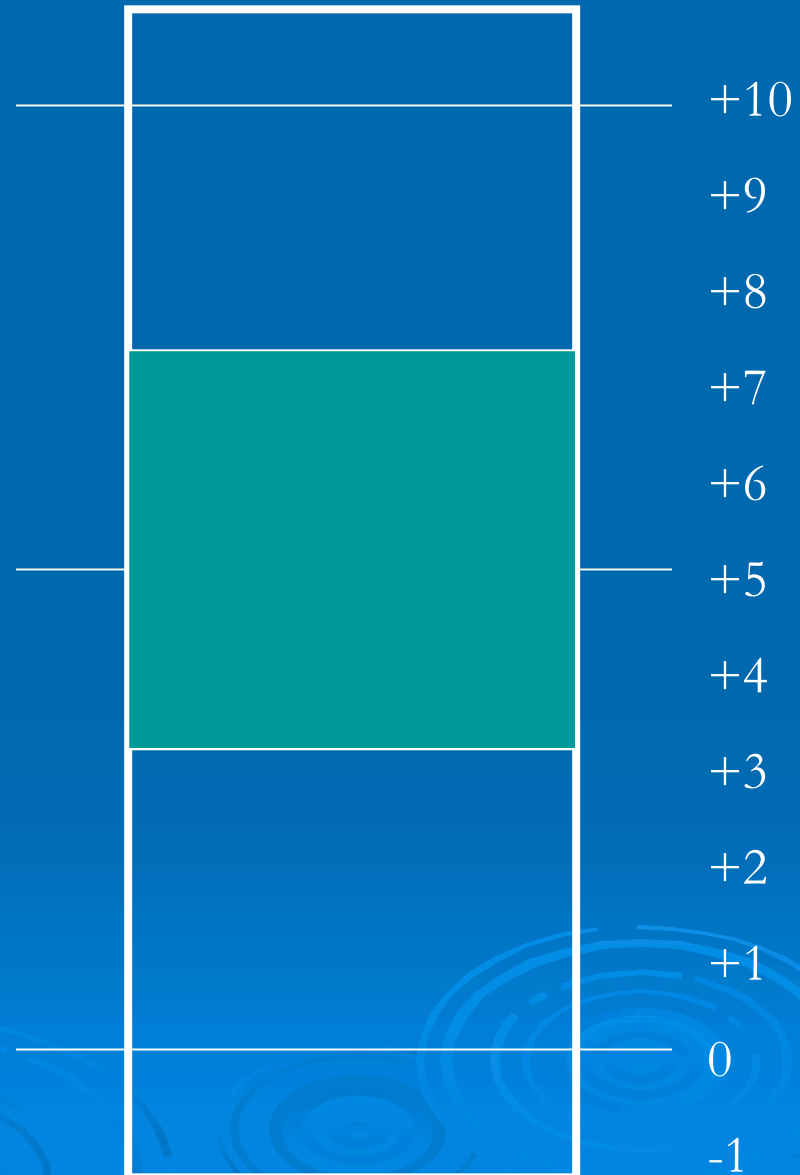
How do we understand regulation?

- Comfort zone: I like to live here

- Regulatory capacity: The capacity to tolerate entering a range of arousal states; have strategies or resources to manage those states; and tools that help you return to "baseline"

Uncomfortable but manageable	+10
Tolerable arousal states	+9
	+8
	+7
Comfort zone: Preferred arousal state	+6
	+5
	+4
Tolerable arousal states	+3
	+2
Uncomfortable but manageable	+1
	0
	-1

ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005

How do we understand dysregulation*?

➤ Safety zone: I NEED to live here to remain regulated

➤ Regulation in a safety zone: Exerting extreme efforts to remain in a narrow band of arousal to maintain felt safety, and becoming disorganized and distressed when out of that band *Option 1
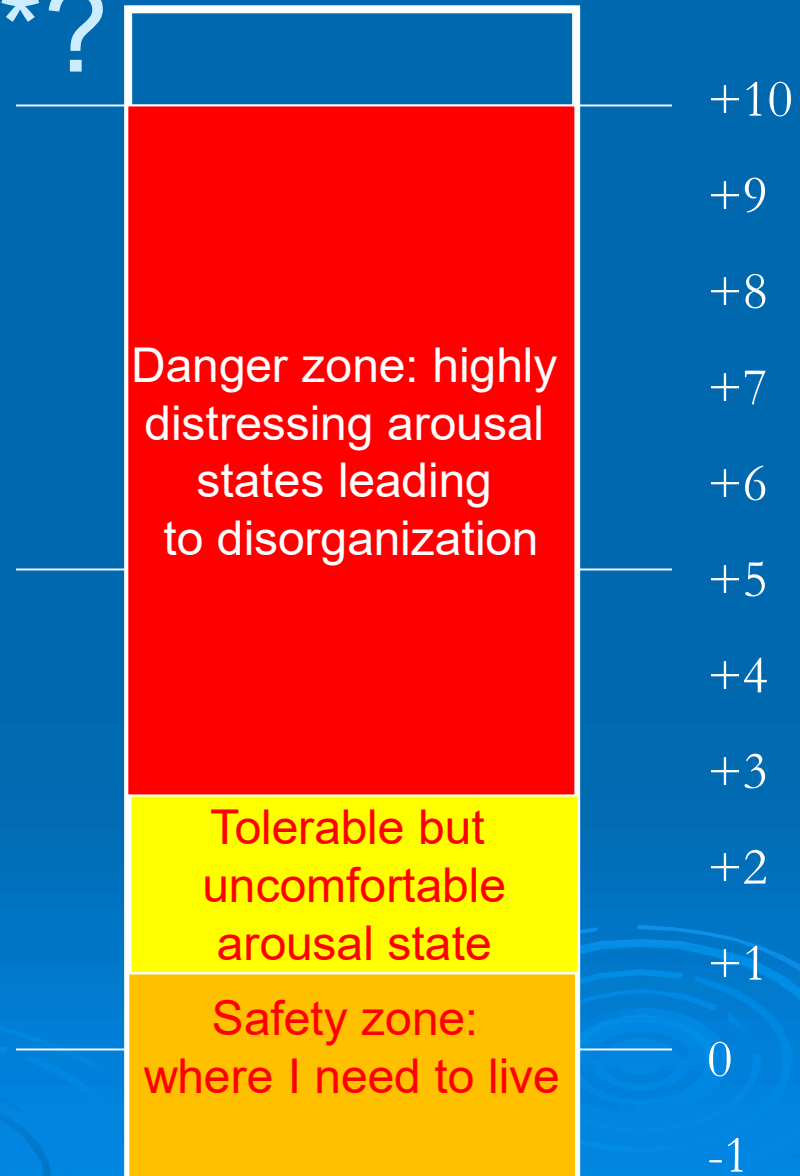
Danger zone: highly distressing arousal states leading to disorganization

Tolerable but uncomfortable arousal state

Safety zone: where I need to live

+10
+9
+8
+7
+6
+5
+4
+3
+2
+1
0
-1

ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005
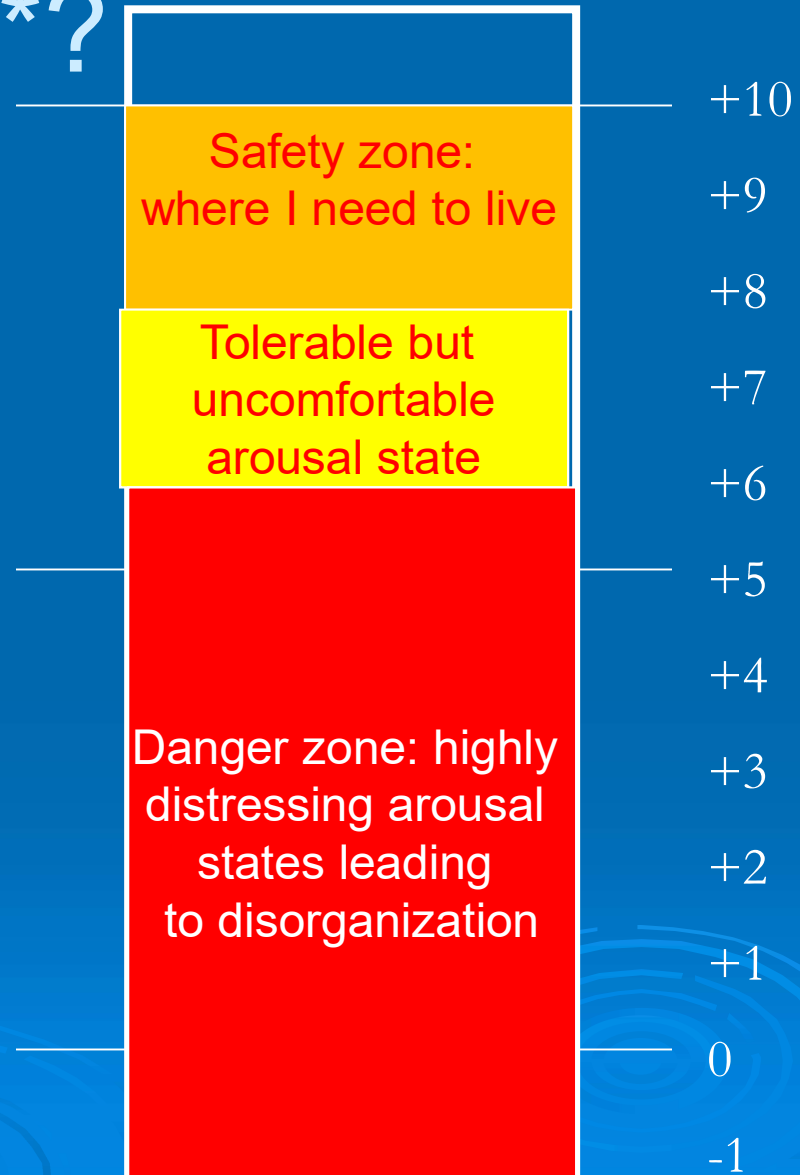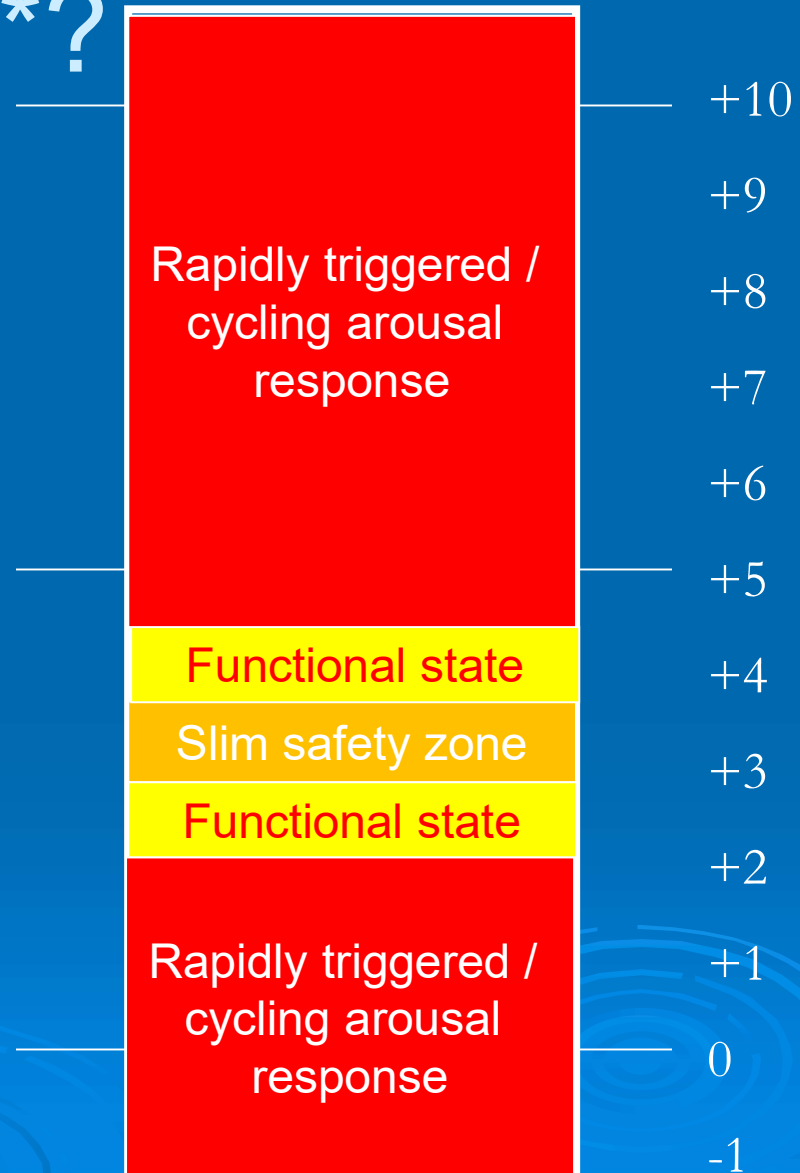
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Safety zone:
where I need to live

Tolerable but uncomfortable arousal state

Danger zone: highly distressing arousal states leading to disorganization

+10
+9
+8
+7
+6
+5
+4
+3
+2
+1
0
-1

ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005

How do we understand dysregulation*?

- **Almost NO Safety zone**: Very slim band that allows functional engagement
- Very few organized regulation strategies, leading to easy cycling among hypo- and hyper-aroused states

*Option 2

Rapidly triggered / cycling arousal response

Functional state

Slim safety zone

Functional state

Rapidly triggered / cycling arousal response

+10
+9
+8
+7
+6
+5
+4
+3
+2
+1
0
-1

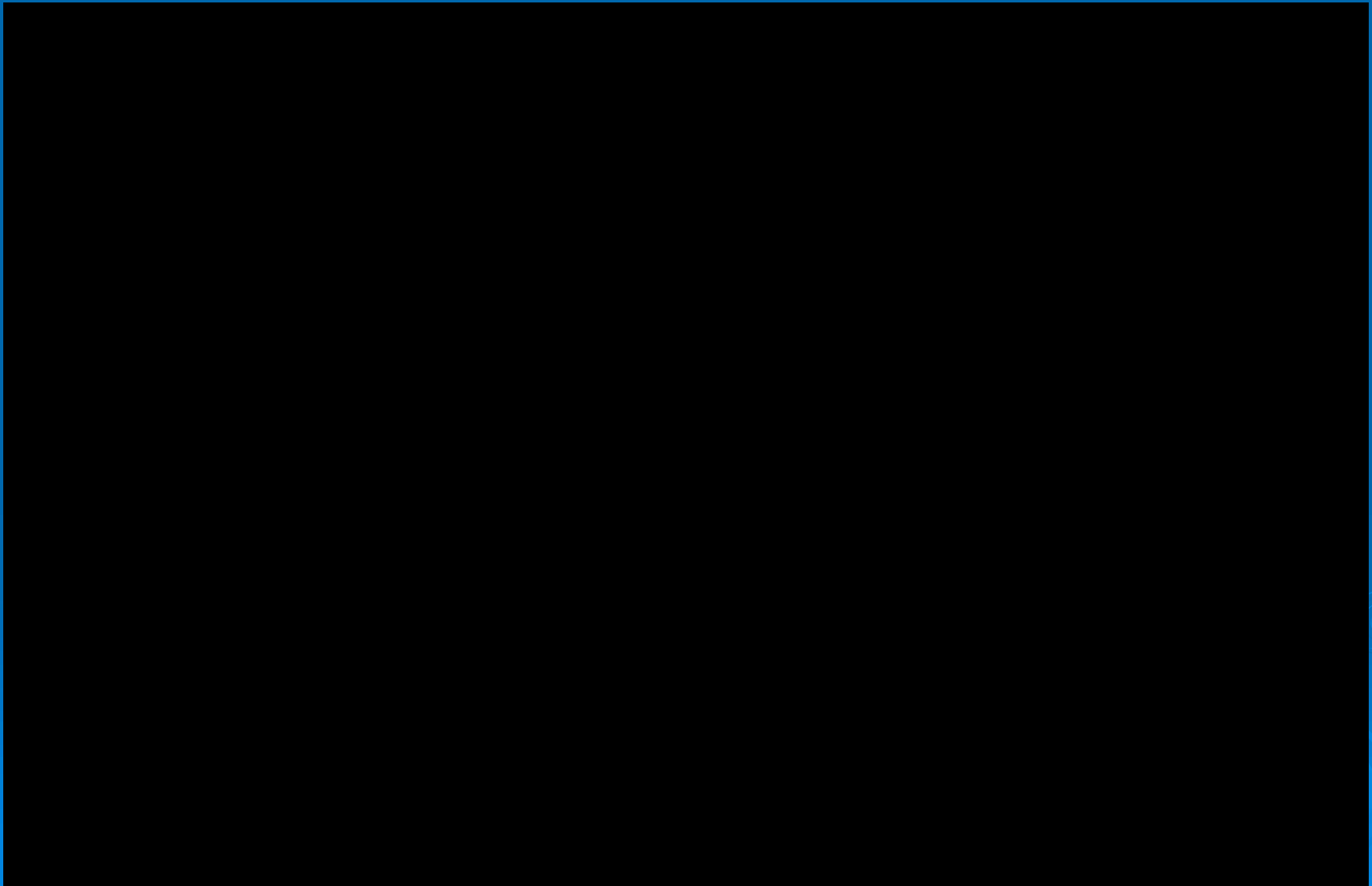ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005

Self Regulation

➢ Work with children to build ability to safely and effectively manage experience on many levels: emotional, physiological, cognitive and behavioral: this includes the capacity to identify, access, modulate and share various aspects of experience.

Still Face experiment

Affect Identification

➤ Build an awareness of internal experience, identify and label emotions and understand where these states come from.

- Label, Connect, Context
- Accurately label others emotions

Affect Identification- Engagement

- ➤ Teach-to-kids
  - Everyone has feelings
  - Feelings come from somewhere
  - Its not easy to know what we feel
  - We can learn cues to know what we feel
  - When we know about feelings we can better understand ourselves and what we need to do to manage the feeling
  - We can learn to read others emotions

Affect Identification-Integration

➢ Create a language for emotions and arousal

➢ Connect the emotion to body sensations, thoughts and behaviors (Clues)

➢ Context: Understand what experiences elicit emotions and arousal.

➢ Within themselves and others

Affect Identification-Evaluate

➢ Does the child know when they are experiencing a feeling?

- "I know I am happy because…"

Does the child understand the context of the emotion?

"The reason I'm feeling happy is…"

Within themselves and others

Affect Modulation-Engagement

➢ Normalize

- We all react with feelings.

- Feelings can be big or small.

- We can feel more than one emotion at a time.

- Emotions have a purpose.

- We can manage our emotions.

Affect Modulation

➤ Develop safe and effective strategies to manage and regulate physiological and emotional experience in order to maintain a comfortable and regulated state of arousal.

- Degrees of feelings
- Comfortable and effective
- Explore
- Strategies

Affect Modulation-Integration

➤ Create a system to track emotional sensitivity. (energy)

➤ Use scaling questions to gain insight on level of intensity.

➤ Teach exercises to modulate arousal one degree at a time.

- Down regulation
- Up regulation

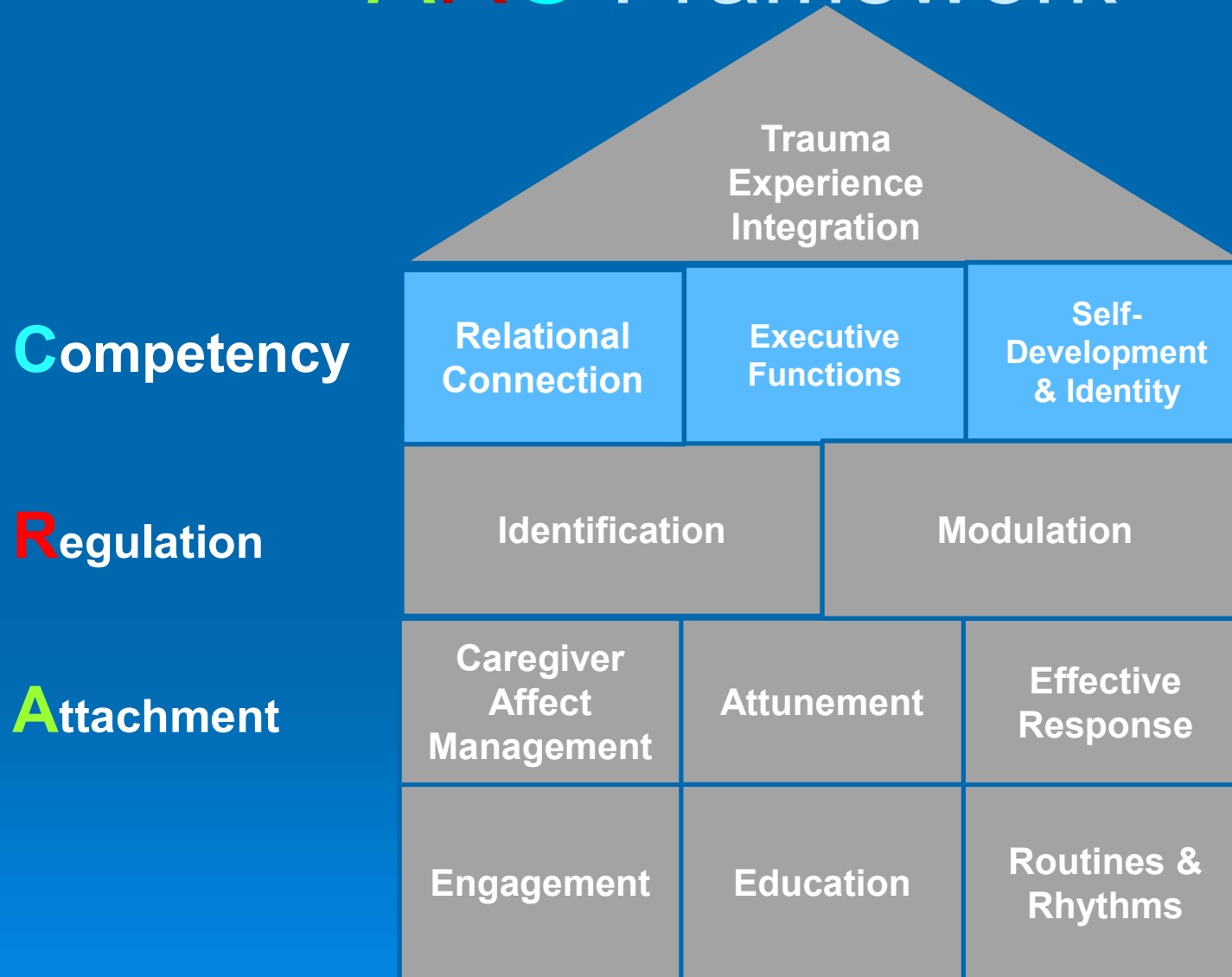# Affect Modulation-Integration

➢ Breathing

➢ Movement

➢ Grounding

➢ Muscle relaxation

➢ Imagery

➢ Sounds

➢ Touch

Toolbox

- Every child participating in ARC should have a "toolbox" of specific coping skills to use for specific emotional or energy states.

- Toolbox should include tips and examples of what to use and when.

- This is created by the child with help from their caregiving system

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Graphic by Jeremy Karpen; Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Competency

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Competency: Overarching Goal

➤ Build the foundational skills needed for healthy ongoing development and resiliency

➤ Support key reflective and relational capacities -- including ability to connect effectively

➤ Set goals and make active choices and developmentally-appropriate sense of self

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Core Target: Relational Connection

➢ Explore goals of connection

➢ Build Comfort and Safety in relationships

➢ Identify/Establish resources for safe connections

➢ Build skills to support effective use of resources

Relational Connection

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005
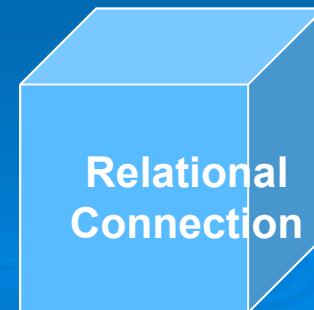
Primary Targets

➢ Exploration of the goals of connection; build comfort and safety in relationship

➢ Identify / establish resources for safe connection

➢ Create opportunities for connection via structures that support communication

➢ Support communication by coaching and modeling effective skills:

- Effective nonverbal communication skills
- Effective verbal communication skills

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Identifying Resources

ME
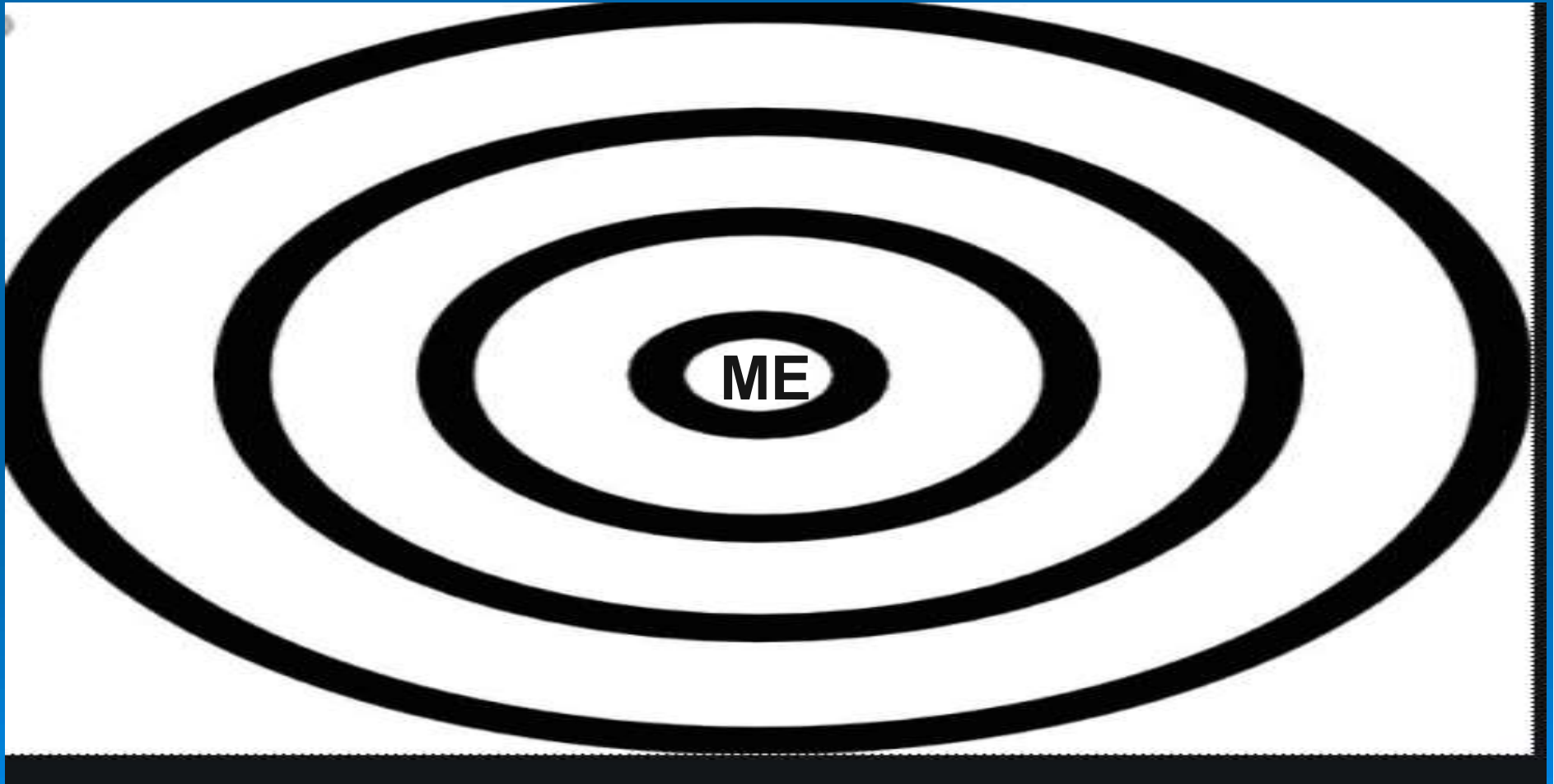
Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Core Target: Executive Functions

➢ Inhibiting Impulses

➢ Working Memory

➢ Cognitive Flexibility

Executive Functions

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Core Target: Executive Functioning

➢ Support active recognition of capacity to make choices (agency)

➢ Build age-appropriate active evaluation of situations

➢ Build child capacity to inhibit responses

➢ Build/support ability to generate and evaluate potential solutions

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

What is "Agency?"

➢ "A means of exerting power or influence; instrumentality"

➢ "The ability to exercise free will."

Simplistically: believing that what you do matters.

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

How do you build executive functions?

➤ Teach and support these skills when the prefrontal cortex is online

➤ Catch the moment: scaffold and model problem-solving

➤ Engage problem-solving through play

➤ Build problem-solving into clinical and family structures

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Teach Problem-Solving

➢ How?

- Identify goals or outcomes (What do we want to have happen?).
- Identify choices (What kinds of things might we be able to do?).
- Identify consequences (what might happen if we do that?).
- Make a plan and troubleshoot it. Be sure to pay attention to the adult support role.

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Teach Problem-Solving

➢ When?

- In calm states, in anticipation of or following distress, challenges or other problem situations.

- When the child or teen is asking you for help.

- Regularly, through building skill by practicing and addressing the many small challenges that arise daily.

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Engage evaluation of choices through play

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Use Structures that Support Active Decision-Making

➢ Planning (visits, transitions, anticipated challenges, etc.)

➢ Processing past incidents

➢ Conflict resolution

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Core Target: Self and Identity

➢ Support children in exploring and building an understanding of self and personal identity, including identification of unique and positive qualities

➢ Build coherence across time and experience

Self Dev't & Identity

➢ Support in the capacity to imagine and work toward a range of future possibilities

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Facets of Identity

➢ Unique Self

➢ Positive Self

➢ Cohesive Self

➢ Future Self

➢ Consider: *Self, Self-in-Context, Self-in-relation-to-other*

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Unique Self: Individuality

➢ <u>Example Activities</u>:
- All About Me Books
- Personal collage (general/specific)
- Group collage around single theme, with individual child sections
- Artistic self-expression
  - Drawing, writing, clay/sculpture, paint, rapping, etc.
  - Talent shows
- Bulletin boards with space dedicated to each resident
- Activities celebrating individual diversity (i.e., culture-specific meals, holiday celebrations, etc.)

➢ <u>Explore</u>!
- Work with youth to follow through on individual interests

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Positive Self: Esteem & Efficacy

➤ <u>Example activities</u>:

- Power book
- Pride wall
- Superhero self
- End-of-week awards
- Display youth accomplishments—think of the refrigerator display

- *Tune into moments of success (both relative and absolute); name them; capture them concretely (both individually and in milieu)*

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Cohesive Self: Self Across Time and Context

➤ <u>Behind the scenes</u>:

- Pay attention to incorporating/normalizing multiple affective states and reactions
- Observe and help child tune into *patterns*

➤ <u>Example activities</u>:

- Life books
- Timelines / life narrative
- Family tree, including "family" across placements
- Aspects of self
  - Personal Crest, Masks, Ingredients of Me

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005

Future self: Future orientation

➢ <u>Example activities</u>:
- Future self drawing
- 5-10-20 years
- Life book addendum
- Goal setting, future-planning: help kids develop goals (i.e., beyond the program, beyond age 18)---help explore possibility

➢ *<u>Connect it</u>: In conversation, pay attention to how current actions/ experiences connect to future goals*

Blaustein & Kinniburgh, 2010; Kinniburgh & Blaustein, 2005