



1

Learning Goals

1. Participants will be able to explain the phrase, "know the stage and watch the state."
2. Participants will be able to define the "intimacy barrier."
3. Participants will gain an understanding of the Therapeutic Care framework.



2

Learning Goals

4. Participants will gain an appreciation about the critical role relationships play in residential care serving children who have experienced developmental trauma.
5. Define the 6 R's of appropriate educational and therapeutic activities.



3

A New Clinical Framework

Why now?



4

What is Child Traumatic Stress?



5

What Is Child Traumatic Stress?

- Child traumatic stress refers to the *physical and emotional responses* of a child to events that threaten the life or physical integrity of the child or of someone critically important to the child (such as a parent or sibling).

Traumatic events overwhelm a child's capacity to cope and elicit feelings of terror, powerlessness, and out-of-control physiological arousal.



6

Types of Traumatic Stress

Acute - A Single traumatic event that is limited in time. Examples include:

- Serious accidents
- Community violence
- Natural disasters (earthquakes, wildfires, floods)
- Sudden or violent loss of a loved one
- Physical or sexual assault.



7

Types of Traumatic Stress

- **Chronic trauma** refers to the experience of multiple traumatic events.
- These may be multiple and varied events—such as a child who is exposed to domestic violence, is involved in a serious car accident, and then becomes a victim of community violence—or longstanding trauma such as physical abuse, neglect, or war.



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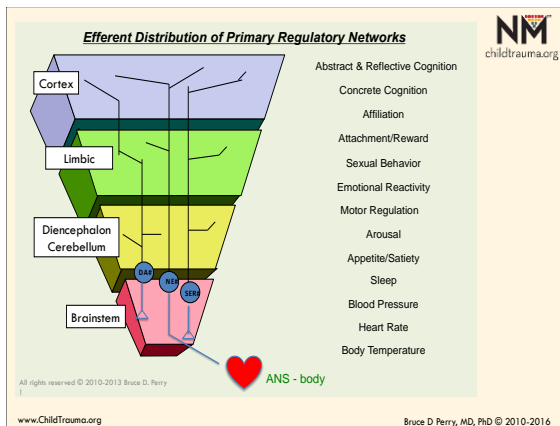
Types of Traumatic Stress

- **Developmental or Complex trauma** describes both exposure to chronic trauma—usually caused by adults entrusted with the child's care—and the impact of such exposure on the child.
- Children who experienced developmental trauma have endured multiple interpersonal traumatic events from a very young age.
- Complex trauma has profound effects on nearly every aspect of a child's development and functioning.

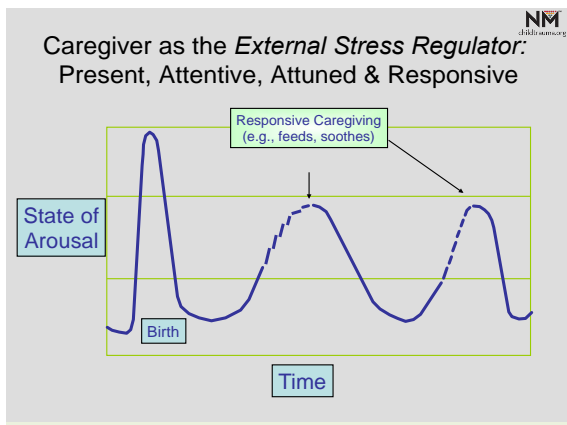


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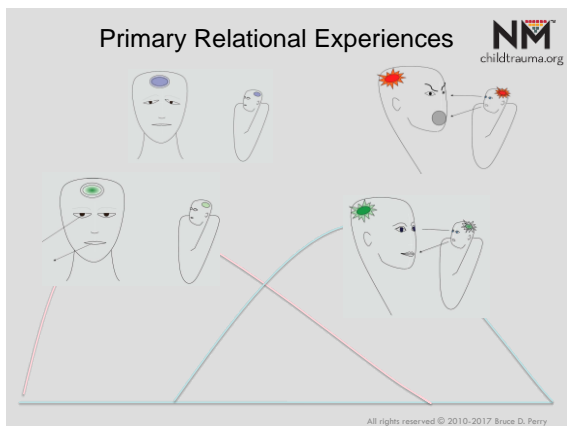
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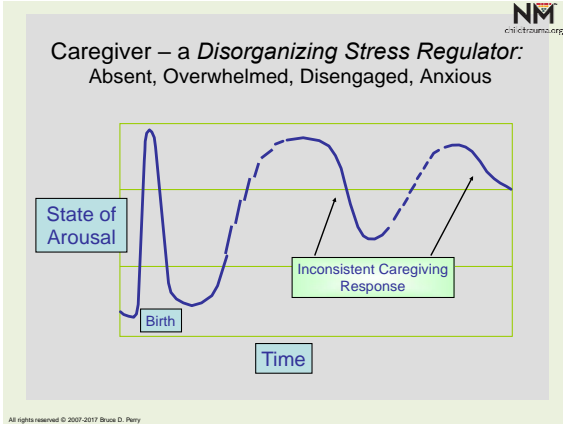
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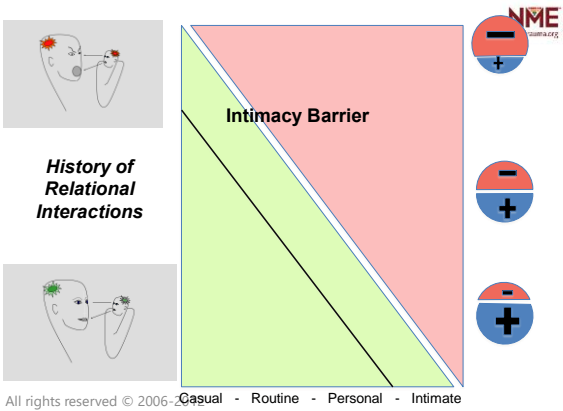
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NMT Core Concepts

The intimacy barrier –

- People with a history of trauma may have a very limited intimacy barrier, one that initially compels them to push others away.
- This is the survival mechanism of a trauma-affected youth letting you know that intimacy can only improve in small increments over time.
- The intimacy barrier is about relational history, a history we hope to improve one day at a time.

14



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15

Key Elements of Therapeutic Care



1. Therapeutic care recognizes that trauma related to abuse and violence has a differential impact on each child and young person, leading to a unique configuration of impact and downstream consequences



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16

Key Elements of Therapeutic Care



2. Children’s needs are the basis for all decisions.



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17



Know the Stage and Watch the State

- Effective adult interactions to teach, enrich or heal young children comes when the developmental stage and present state of the child are respected
- Attunement becomes the key
- Core principles of development should be central educational objective for caregivers and educators of young children

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18

Key Elements of Therapeutic Care

3. *Therapeutic Care* understands that children's behavior communicates the efforts made by their internal systems to protect them from the traumatic experiences of violation.

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19

"Self-regulation" (SR)

Somatosensory regulation/self-soothing (SS)

Bottom-Up: Primary
Starts in womb; suck/swallow
Tied to intrauterine and perinatal associations
Breathing, walking, running, rocking, swimming, rhythm
Doodle, hum, swing, jump, dance

Cortical Modulation (CM)

Top-down: Secondary
Tied to cortical development & state-dependence
Slower process -

Dissociation (Diss)

In-Out: Universal
Inescapable, unavoidable, painful - Universal
Adaptive continuum
Mind-wandering to threat-induced full dissociation
Used rhythmically ("in-out")

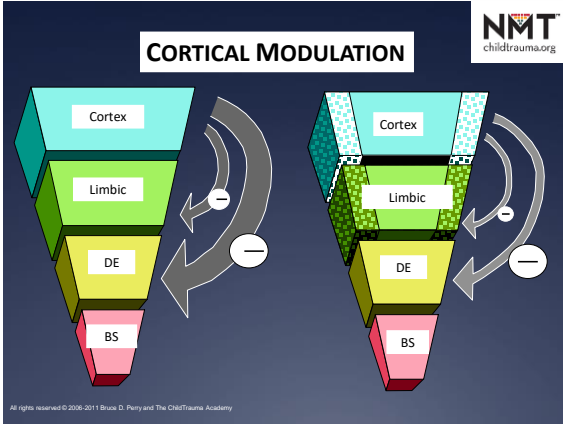
NEUROSEQUENTIAL NETWORK

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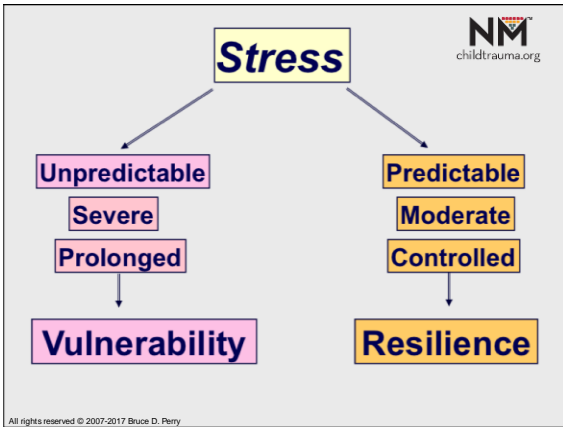
Adaptive Response	Rest <i>(Adult Male)</i>	Vigilance	Freeze	Flight	Fight
Hyperarousal Continuum	Rest <i>(Male Child)</i>	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest <i>(Female Child)</i>	Avoidance	Compliance	Dissociation	Fainting
Mental State	CALM	ALERT	ALARM	FEAR	TERROR

NEUROSEQUENTIAL NETWORK

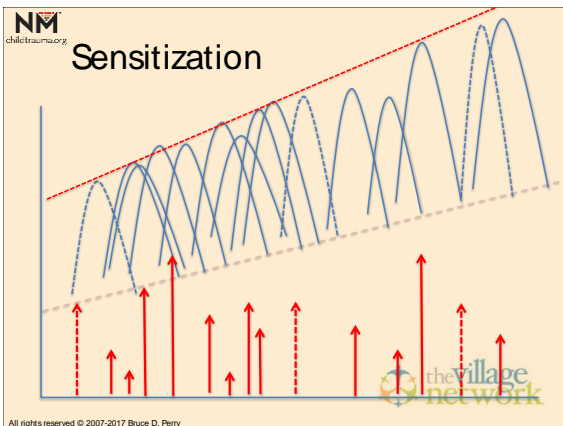
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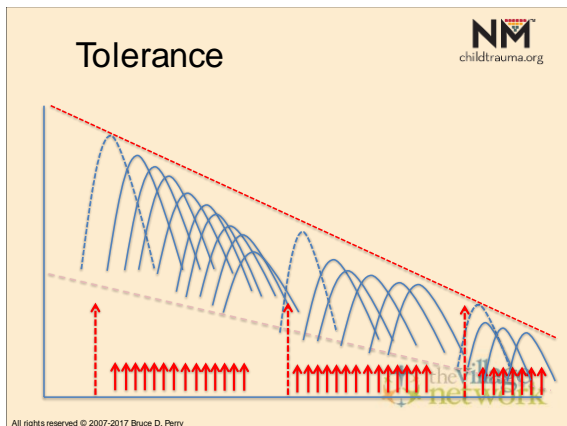
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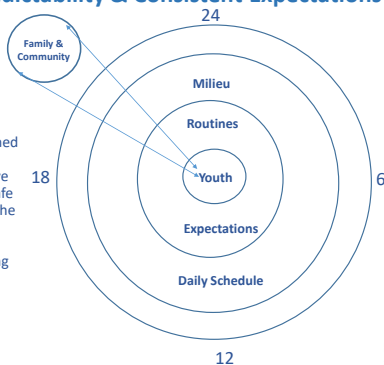
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25

Structure, Predictability & Consistent Expectations

The Pattern & Repetitiveness of the Daily Routines combined with consistent Expectations & Positive Experiences leads to the creation of Relational Space for Optimal Development, Learning and Healing.



26

Adaptive Response	REFLECT	FLOCK	FREEZE	FLIGHT	FIGHT
De-escalating Behavior Predictable behavior of the teacher when the child or classroom is in various states of arousal	<ul style="list-style-type: none"> Calm sounds Personal space Predictable touch Predictable routine 	<ul style="list-style-type: none"> Quiet voices Eye contact Confidence Rhythmic movement Clear directions Somatosensory activities 	<ul style="list-style-type: none"> Comforting and predictable voice; muted therapeutic touch Singing, humming, music Reductive listening Reassurance 	<ul style="list-style-type: none"> Calm, quiet, presence Disengage Turn off lights, white noise Reduce sensory input 	<ul style="list-style-type: none"> Calm effect Disengage but don't disappear Adult support Individual attention
Escalating Behavior Unpredictable behavior of the teacher when the child or classroom is in various states of arousal	<ul style="list-style-type: none"> Loud noises Close uninvited proximity Unpredictable touch Changes in daily routine or schedule 	<ul style="list-style-type: none"> Frustration or anxiety Communication from a distance (like yelling) Complex directions Ultimatums 	<ul style="list-style-type: none"> Raised voices Raising hands/point finger, sudden movement Threatening tone Chaos in classroom, disorganization of materials 	<ul style="list-style-type: none"> Frustration of teacher Yelling, chaos Collective dysregulation of peers 	<ul style="list-style-type: none"> Physical restraint Grabbing, shaking Screaming Intensifying stance
"Mediating" Brain Region	NEOCORTEX	CORTEX	LYMBIC	MIDBRAIN	BRAINSTEM
Cognition	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
CLASSROOM "STATE"	CALM	ALERT	ALARM	FEAR	TERROR
CLASSROOM CHARACTERISTICS	Reflection and consolidation of new information is actively taking place; or while testing, efficient retrieval of content is possible.	Active teaching can take place; students are internalizing new content and, "mind wandering" is efficiently store new content.	Learning new content is difficult; students are either disengaging or acting out; increases in individual self-regulatory behavior seen.	Learning is impossible; Engaging students difficult; Many dissociative "freeze" responses that appear oppositional/defiant; Increased acting out.	Aggressive, violent behavior; openly defying rules and authority; Full "fight or flight" or "shut down."

27

Key Elements of Therapeutic Care



- 4. *Therapeutic Care* adopts a lifespan approach to planning for children and young people as they grow and change.

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28

Key Elements of Therapeutic Care



- 5. *Therapeutic Care* honors the strengths of cultural heritage as resources for children and their relationship network

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29

Key Elements of Therapeutic Care



- 6. We adopt the view that children’s experiences of deep visceral safety is both an outcome and a form of intervention.

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30

Key Elements of Therapeutic Care



- 7. Therapeutic Care is active in ensuring that children and families are not further disempowered by the way practice is implemented.

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31

Key Elements of Therapeutic Care



- 8. Therapeutic Care fosters authentic participation of children and families the decision-making processes about their own treatment.

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32

Key Elements of Therapeutic Care



- 9. Therapeutic Care empowers relationships to be therapeutic.

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33

Key Elements of Therapeutic Care



- 10. Therapeutic Care conceptualizes the physical & sensory environments that children inhabit as therapeutic.

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34

Key Elements of Therapeutic Care



- 11. Therapeutic care expands the role of therapists to become relational brokers, network enablers and system advocates for children in out-of-care.

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35

Key Elements of Therapeutic Care



- 12. Therapeutic care is resourced by coordinated collective decision-making that serve the needs and interests of children.

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36

Core elements of positive developmental, educational and therapeutic experiences



- Relational (safe)
- Relevant (developmentally-matched)
- Repetitive (patterned)
- Rewarding (pleasurable)
- Rhythmic (resonant with neural patterns)
- Respectful (child, family, culture)



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37

Core elements of positive developmental, educational and therapeutic experiences

Relational: Caring adults need to do whatever he or she can to improve the number and quality of human relationships for all youth, **especially the ones they find most challenging.**



38

Core elements of positive developmental, educational and therapeutic experiences

Relevant (developmentally-matched)
We must be aware of the developmental levels of the youth in our care so that we can offer appropriate content at a level they can understand.



39

Core elements of positive developmental, educational and therapeutic experiences

Rewarding – We must be cognizant of each youth’s need for success, knowing that the pleasure of mastering something new will naturally lead to the desire to learn more. We must understand each youth’s varying ability to be in relationship.



40

Core elements of positive developmental, educational and therapeutic experiences

Rhythmic –

We must interact in a rhythmic fashion using voice and pace and appropriate transitions to keep youth engaged. We must be aware of the need to take somatosensory breaks that re-engage learners.



41

Core elements of positive developmental, educational and therapeutic experiences

Repetition– As creatively as possible, we must offer youth many chances to learn skills and core content knowing that the brain only changes through patterned repetitive processes. We learn and change through repetition.



42

Core elements of positive developmental, educational and therapeutic experiences

Respect -

We must not only respect the cultural backgrounds of our youth but use these backgrounds as springboards to learn. Each young person in our care has a unique pathway that brought them into our care. Each unique pathway must be respected.



43

Core elements of positive developmental, educational and therapeutic experiences

Respect -

Includes respect for the families of the youth in our care. We regard the parent(s) as **the** experts in the care of their own children.



44

The 6's: Core elements of positive developmental, educational and therapeutic experiences

These six Rs overlap, yet each has a unique quality that we want to pay attention to.

- *Relationships are the foundation.
- *Relevance is permission to begin personal growth at any level.
- *Reward=pleasure.
- *Rhythm is as elemental and essential as heartbeat.
- *Repetition is discipline and patience combined.
- *Respect is the by-product of a healthy self.



45



Every single human encounter is an opportunity to create a template of positive human interaction.



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