

Parenting Disregulating
Children – Keeping the Well
Filled

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“Only Bacteria Survive and
Thrive in a poorly cared for
body and soul”

unknown

- The range of what we think and do
- Is limited by what we fail to notice
- And because we fail to notice
- That we fail to notice
- There is little we can do
- To Change
- Until we notice
- How failing to notice
- Shapes our thoughts and deeds

■ -R. D. Laing

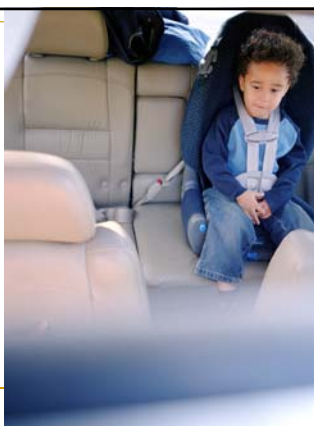
How a person Survives Trauma-Skills developed to Avoid the Pain and Memory

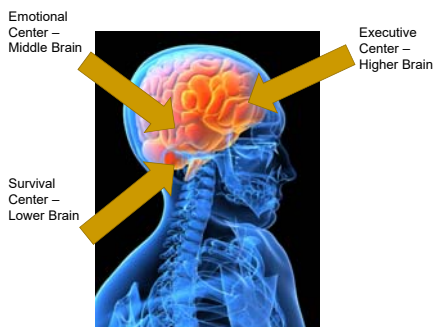
- Mistrust of others
- Flashbacks
- Anxiety and terror
- Shame, guilt, self-hatred
- Cognitive distortions
- Depression, passivity
- Dissociation
- Disturbed relatedness
- Detachment, numbing or withdrawal
- Sexual promiscuity or aversion to sex
- Drug and alcohol abuse
- Eating disorders
- Suicide, self-mutilation
- Anger and aggressive behavior
- Perfectionism
- Alienation from their bodies
- Hyper-vigilance
- Personality disorders, mental illness



Fundamental Elements of Trauma

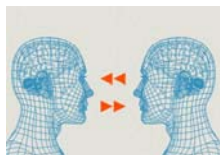
- Powerlessness
- Disconnection
- Devaluing
- Out of control





Mirror Neuron

A **mirror** neuron is a neuron that fires both when a person acts and when the person observes the same action performed by another.



- You each become the reflection and extension of the other
- A back and forth energy emerges between you- liken to an electrical energy flow
- Positive resonance needs certain ingredients to exist-safety being primary




Traumatic stress affects our brains in this way...


Fear: we are reacting on instinct to our perceptions of the immediate threat. Once it's over stress goes away.

Traumatic stress
...and in this more
common way


Anxiety: We are
reacting to
conceptions or
thoughts of things that
could happen in the
future. Stress does
not go away.

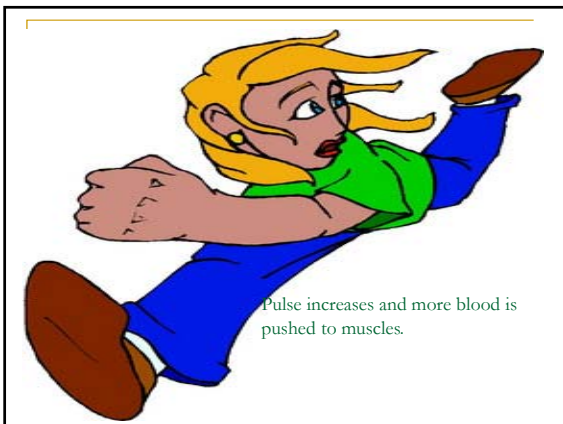


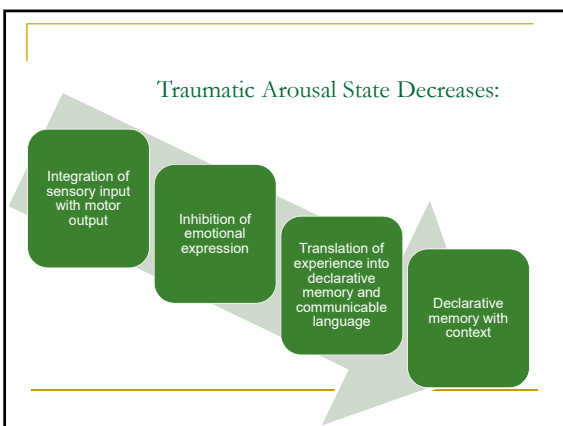
Stress is our body's response to external stimuli that we are
fearful of.



Breathing out of the top of
our lungs.








Bottom-Up Processing


<p>We lose access to various abilities</p> <ul style="list-style-type: none">• Declarative memory system• Use of language• Access to abstract concepts (then vs. now)	<p>End up with limited cognitive abilities</p> <ul style="list-style-type: none">• Inarticulate• Experience everything as now• Very concrete
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Fear vs. Anxiety

In fear we are responding to perceived immediate threat, whereas in anxiety we are reacting to thoughts of what could happen in future.

Traumatized people need to have physical & sensory experiences to:



- Unlock their bodies
- Activate effective fight/flight
- Tolerate their sensations
- Befriend their inner experiences
- Cultivate new action patterns

What Happens to Us When Triggered

- What is sensed creates a reaction that is no longer helpful
- We can't always make healthy choices
- We are not in the present
- We can't communicate clearly about the present moment



Five Essential Ingredients for Helping your child Heal from Traumatic Events

- Relationships- attachment, value
- Psycho educational experiences
- Strength based guidance
- Safe context- Structure and Boundaries
- Workable realities

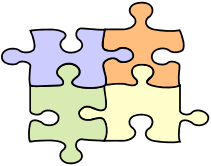


Performance, health and happiness are grounded in the skillful management of energy

- Jim Loehr


Energy Domains

- Emotional
- Intellectual
- Physical
- Sexual
- Spiritual



Barrett and Stone-Fish, 2016

Finding Balance



- Expenditures of Energy
- Replenishing of Energy

Barrett and Stone-Fish, 2016

Resilience

- Awareness/Realism
- Creativity
- Humor
- Courage/Initiative
- Flexibility/Adaptability
- Faith/Trust
- Social Support






Creating a Non Traumatic Home

- Enhance child's capabilities
- Improve child's motivation
- Structure the environment
- Learn to apply to life's situations
- Enhance parent's motivation


Parenting Skills

The parent is the central therapeutic agent for change!

- Resources, care and support
- Balance and structure fun and flexibility
- Create meaning and memories



Goals of Brain Based Parenting



- Body regulation
- Emotional balance
- Response flexibility
- Empathy
- Insight
- Modulating fear and anger
- Intuition
- Cognitive restructuring

Short-Term Immediate Interventions

- Breath awareness
- Walking
- Tapping In
- Letter of encouragement
- Pros & Cons
- Stretching
- Imagery
- Mantras
- Mindfulness
- Coloring
- Networking (support)

Five Facets of Mindfulness Practices




1. Decreased reactivity to inner experiences
2. Increased capacity to remain present even with painful emotions and sensations
3. Increased capacity to react with awareness and intention
4. Increased capacity to describe/label with words
5. Non-judgmental of experiences

Wellness Plan

- Write your Personal Vision:
 - List your top personal energy expenditures
 - List positive energy replenishers to target specific expenditures
 - Micro and Macro
- Write your Professional Vision:
 - List your top professional expenditures
 - List positive energy replenishers to target specific expenditures
 - Micro and Macro

Intimate Guidelines for the Difficult Topics




- Curiosity
- Compassion
- Empathy
- Validation
- Patience
- Intention

Communication Skills

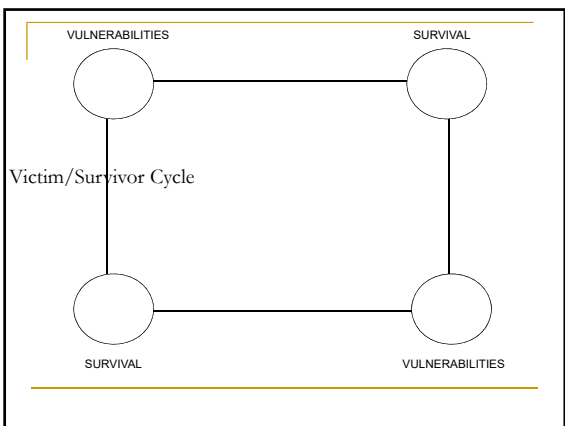


1. Create your positive intention
2. Use "I" statements
3. Avoid the word "You"
4. Don't use the word "But"
5. State feelings
6. Request a behavioral want
7. State positives
8. Remember to breathe

Skills for the Listener



1. Do not plan your rebuttal while listening
2. Summarize what you heard, not word for word.
3. Check in to see if you heard it correctly
4. Wait for a response and further clarification
5. Repeat Skill 2, 3 and 4
6. Ask clarifying questions.
7. See if your child is ready to switch roles
8. Avoid the word "But"
9. Remember to breathe



Validation



To accept, legitimize, support, attempt to understand and assign benevolent meaning to your own and/or someone else's emotions, thoughts and behavior.

Invalidating Environments: *Characteristics of Invalidation*

- Communication of private experience met with exaggerated, inappropriate, extreme response
- Communication of private experience not validated, often punished and/or trivialized
- Painful emotions and factors causing them are disregarded
- The individual's interpretations of his/her behaviors and motivations for behaviors are dismissed
- Tells the individual he/she is wrong in both the description and analysis of the experience particularly what is causing the emotion, belief or action
- Attributes the experience to socially unacceptable characteristics or personality traits
- Failure to live up to expectations brings disapproval, criticism, sarcasm, or attempts to change the individuals attitude

Invalidating Environments: *Consequences of Invalidation*

- Individual does not learn to label private experiences and emotions in normative manner
- Individual does not learn to modulate emotional arousal.
- If problems are not recognized, problem-solving skills are not learned
- Extreme problems or emotional displays become necessary to provoke a response
- Inhibition or extreme emotional states occur
- Individual does not learn to tolerate distress or form realistic goals and expectations
- Individual does not learn to trust his/her own emotional response
- Self-invalidation and shame

Function of Validation

- Creates safety
- Establishes the environmental context for constructive behavior
- Enhances connections
- Teaches trust
- Strengthens empathy
- Generates feeling
- Generates comfort
- Generates encouragement and effectiveness

What to Validate

- The value of each individual as a person
- The value of the relationship to those involved
- One's own and other's behaviors that are legitimate, natural and effective
- Facts when they are factual
- Worries and fears
- Self-initiated actions consistent with one's own values, feelings, desires and goals

"When faced with a radical crisis, when the old way of being in the world, of interacting with each other and with the realm of nature doesn't work anymore, when survival is threatened by seemingly insurmountable problems, an individual life-form -- or a species -- will either die or become extinct or rise above the limitations of its condition through an evolutionary leap."
— Eckhart Tolle, *A New Earth: Awakening to Your Life's Purpose*

"Mindful parenting is a continual process of deepening and refining our awareness and our ability to be present and act wisely. It is not an attempt to attain a fixed goal or outcome, however worthy. An important part of this process is seeing ourselves with some degree of kindness and compassion. This includes seeing and accepting our limitation, our blindneses, our humanness and fallibility, and working with them mindfully as best we can."

Jon and Myla Kabat-Zinn, *Everyday Blessings: The Inner Work of Mindful Parenting*
