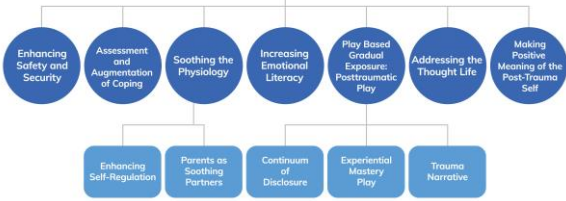




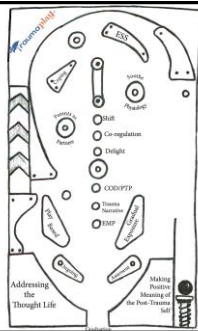
Paris Goodyear-Brown, LCSW, RPT-5
 www.nurturehouse.org
 paris@nurturehouse.org
 615-397-9480



A Components Based,
 Flexibly Sequential
 Play Therapy Model
 for treating Trauma



TraumaPlay™
 Mapping Tool



Post-Trauma Stress

“The normal
reactions of normal
people to events
that for them are
unusual or
abnormal.”

-Frank Parkerson (1993), Post-Trauma Stress

Type II trauma conceptualizations

Complex trauma
Complicated PTSD
Disorders of Extreme Stress NOS
Developmental trauma disorder

Commonalities in current trauma treatments

Safety
Stabilization
Affect regulation
Addressing cognitive distortions
Some form of exposure



Key concepts for treating traumatized children

- Psychosomatic symptoms
- Amygdala alarm
- Decrease reactivity to physical injury
- The portals for therapeutic learning
- Follow the child's need
- Kinesthetic involvement
- The dyadic dance: towards and away from the trauma content
- Identifying and handling post-traumatic play

TraumaPlay™ Assessment Phase

1. Initial Intake, no client present
2. NHDA with one caregiver and child
3. NHDA with second caregiver and child
4. Individual play-based assessment session with child
½ time CCPT, ½ time assessment choice
5. Individual play-based assessment session with child
½ time CCPT, ½ time assessment choice
6. Parent Feedback Session: Share parenting recommendations, play-based assessment feedback

TraumaPlay™ Assessment Phase

1. Initial Intake, no client present
*should include clinician genogram and timeline as well as biopsychosocial interview
2. Assessment Choice Activities
 - *Family Play Genogram
 - *Color-Your-Heart
 - *Three Wishes
 - *Hide and Seek Worry Worms
 - *Problem/Problem all Better
 - * Desert Island

Sharing the Story in Play



Titration of the Dose:

The continual adjustment of a dose based on the client's response



Flooding



Iatrogenic effect

Describes the usually harmful, if unintended, effects of a procedure implemented by, or advice given, by a helping professional





A neurochemical boxing match is happening in the well-equipped playroom

Playrooms are Natural Titrators ☺

Playrooms invite fun and shared delight
 Playrooms minimize sensed danger by miniaturizing the dangers in symbols
 Playrooms allow for tactile grounding and kinesthetic involvement
 Playrooms encourage up-regulation and down-regulation
 Playrooms allow the approach towards difficult content to be mitigated by the play objects and the safety of the play therapist

Self-Titration

Child Centered Play
 Therapy allows for the
 child to self-titrate the dose
 of exposure to difficult
 material.

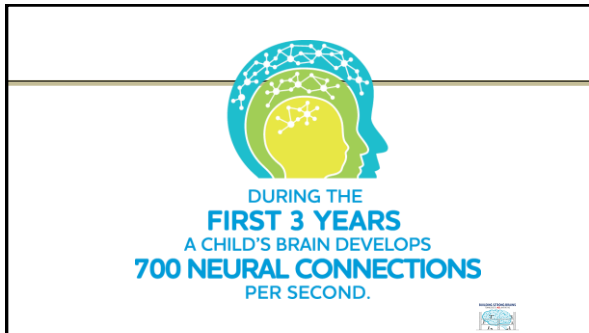


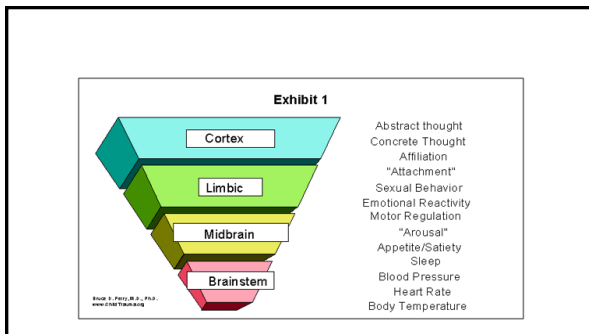
Brain Architecture

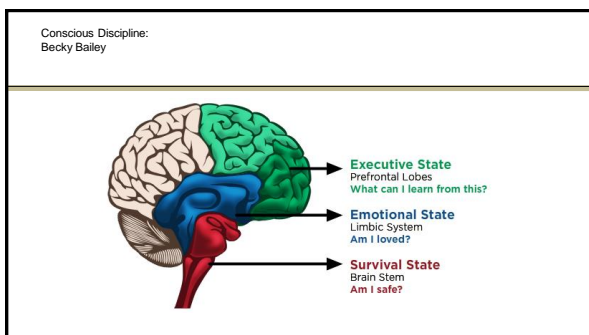


The early years of life matter because early experiences affect the architecture of the maturing brain. As it emerges, the quality of that architecture establishes either a sturdy or a fragile foundation for all of the development and behavior that follows --- and getting things right the first time is easier than trying to fix them later.









Vigilance symptoms



Amygdala Alarm!!!

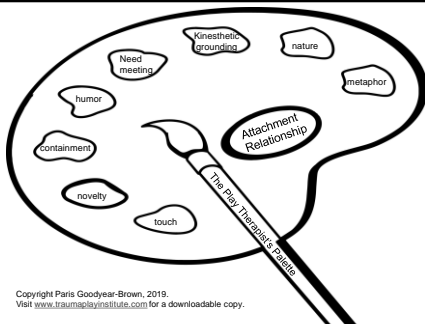


Children who have been hurt or neglected have a kind of alarm that goes off in their brains whenever they get stressed.

-Ashford, Goodyear-Brown, & van Eys, copyright 2007







Post-traumatic Play:

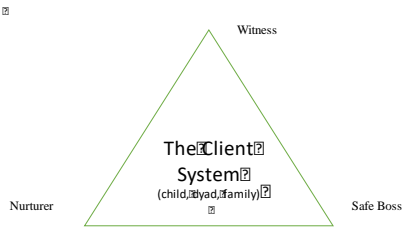
Stuck



Energized

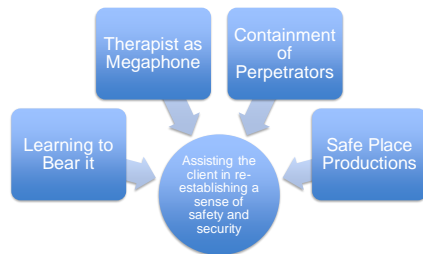


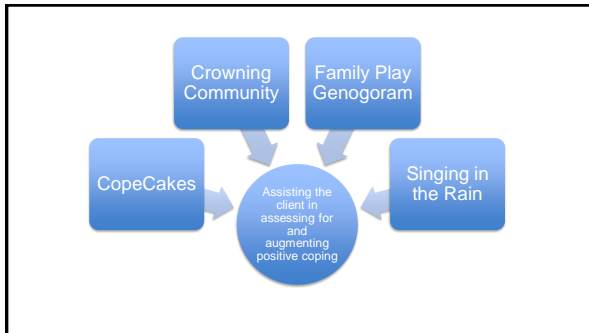
Therapist Roles in TraumaPlay



TraumaPlay Limit Setting: Following the Child's Need








Copecake Mixer

Helpful coping choices should:

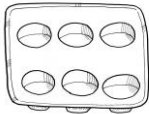
- 1) Be good for you
- 2) Be good for others
- 3) Be easy to do
- 4) Make you feel better



Copecake Tin

Describe six coping choices that include all 4 ingredients.

Write them in the baking tin and use each of them 2-3 times between sessions.



Cooling Copecakes

Once you've tried each of the coping choices, decide which ones help you the most.

Write these on the copecakes, decorate them and put them somewhere as a reminder of the helpful ways you can cope.



Gathering a Team



Crowning Community Questions

Who is someone that spends good time with you that helps you feel important?

Who is someone who gives you good, safe touches that help you feel good and safe on the inside?

Who is someone who teaches you to do something new or better?

Who says nice things to you that help you feel valuable?

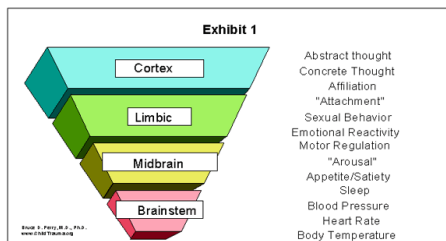
Who is someone who plays with you-or who you like to hang out with?

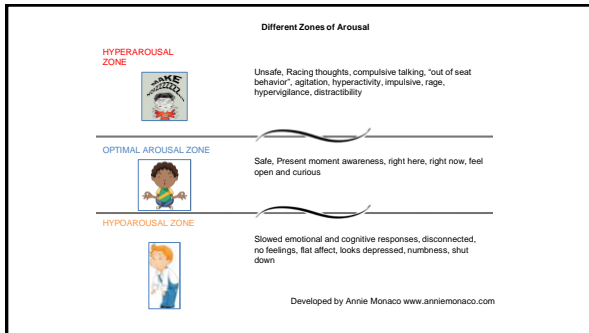
Singing in the Rain



"...the extreme nature of the external threat is often matched by an extreme and persisting internal activation of the neurophysiological systems mediating the stress response and their associated functions"

-Bruce Perry, 1999



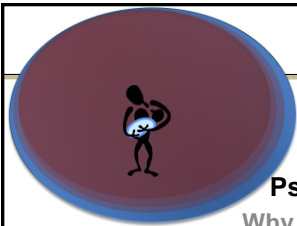






“Lasting change in child-parent attachments results from parents changing their caregiving patterns by developing specific relationship capacities rather than by learning techniques to manage their children's behaviors.”

*from "The Circle of Security Intervention", Cooper et. Al, in Enhancing Early Attachments, pg. 131



NEAR
Psychoeducation Module
Why do They Act That Way?
Sample Slides



Parallel Process Layers

YOU CAN ONLY GIVE WHAT YOU
HAVE RECEIVED



Secure Base/Safe Haven







Trust Foundation





Now, imagine a baby who smiles and coos and is ignored, who is wet and no one changes him, or hungry and no one comes to feed him. What would the baby do?



First the baby tries harder.
Then the baby gives up.
The baby stops trying to get his needs met by others.

What is your child's foundation?

T R U S T





***"I MUST CONTROL EVERYTHING
AT ALL COSTS...OR I'LL DIE."***

The Balancing Act



When do you use behavior management techniques and when do you SOOTHE?

Litmus Test

Is the child in his choosing mind?



Learning to Self-Soothe

Help becoming internalized



The baby becomes dysregulated and sends distress cues.

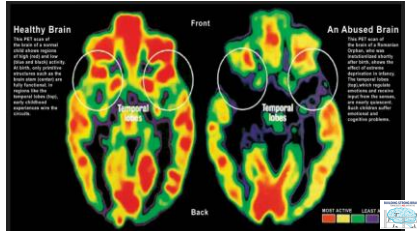


The caregiver provides comfort, 1000's of times in the first year of life.

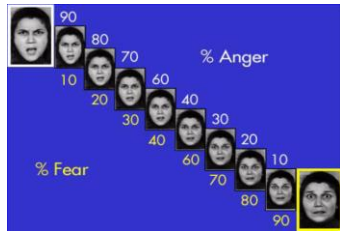


These repetitions of need meeting wire the infant's brain to expect help.

Experience Alters Brain Development Normal vs. Neglected Brain

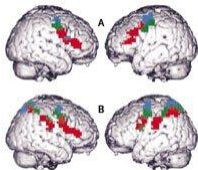


Physically Abused Children See Anger Where Others See Fear



OhioCanDo4Kids.org - 2006

MIRROR NEURONS



Superior Temporal Sulcus (STS):
Contains "Mirror Neurons"
Activated by watching someone
engage in functional behavior
When we engage in meaningful
behavior

Mirror neurons connect the
observer and the observed by
linking visual and motor
experience.

MIRROR NEURONS



Involved in social functions
 Learning
 Group cohesion
 Gestural language
 Verbal language
 Empathic attunement
 Reflexive imitation responses
 support
 Emotional resonance
 Attunement
 Empathy
 Allows us to know what others are experiencing

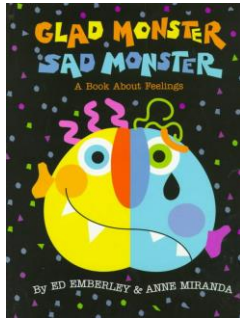
Rizzolatti & Arbib, 1998

Angry eyebrows





Glad Monster/
Sad Monster





SOOTHE!!!

S-soft tone of voice/ face
O-organize




-Ashford, Goodyear-Brown, & van Eys, copyright 2007



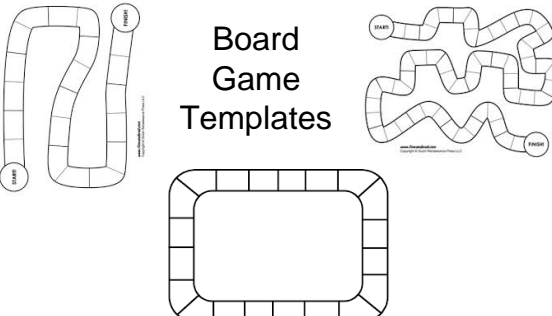
Adult leaves the room for one minute without the child.

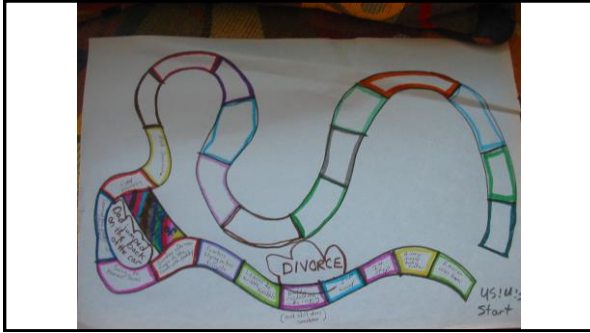
MIM prompt (Theraplay assessment)-training can be sought through the Theraplay Institute of Chicago

Pictorial Schedule



Board Game Templates





SOOTHE!!!

S-soft tone of voice/ face
O-organize
O-offer



-Ashford, Goodyear-Brown, & van Eys, copyright 2007



Adult and child put
 lotion on each
 other.

MIM prompt (Theraplay assessment)-training can be
 sought throught the Theraplay Institute of Chicago



SOOTHE!!!

- S**-soft tone of voice/ face
- O**-organize
- O**-offer
- T**-touch/physical proximity

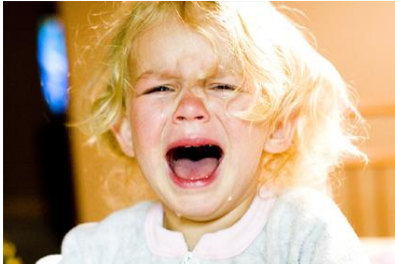


-Ashford, Goodyear-Brown, & van Eys, copyright 2007

Touch



Cortisol



Oxytocin



I've learned that
people will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel.

Maya Angelou



Attachment Figures and Titration

Attachment figures can bring their own yummy neurochemical cocktail to the work!

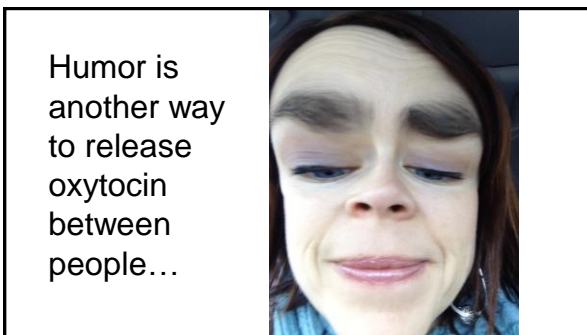












Humor is
another way
to release
oxytocin
between
people...

SOOTHE!!!

S-soft tone of voice/ face

O-organize

O-offer

T-touch/physical proximity

H-hear



-Ashford, Goodyear-Brown, & van Eys, copyright 2007

Hear the underlying anxiety...



SOOTHE!!!

S-soft tone of voice/ face

O-organize

O-offer

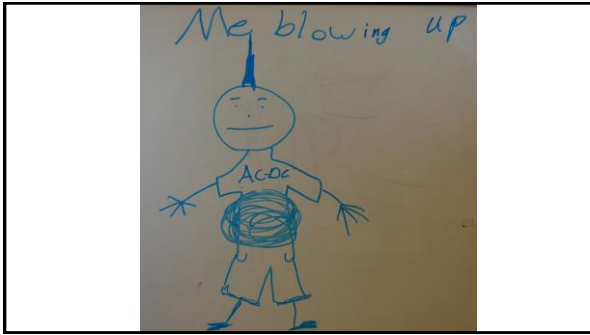
T-touch/physical proximity

H-hear

E-end/let go



-Ashford, Goodyear-Brown, & van Eys, copyright 2007



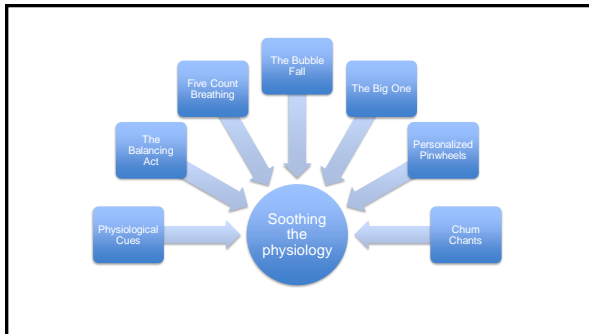




NAME: _____ WEEK: _____

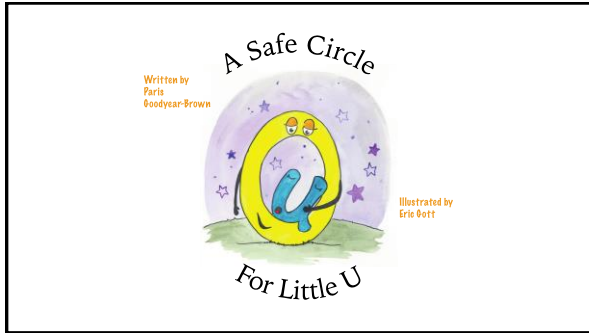
S	O	O	T	H	E
Soft tone of Voice	Organize	Offer	Touch	Hear	End
Day: _____ Event: _____	Day: _____ Event: _____	Day: _____ Event: _____	Day: _____ Event: _____	Day: _____ Event: _____	Day: _____ Event: _____
How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____
How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____
How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____	How helpful? _____ Day: _____ Event: _____

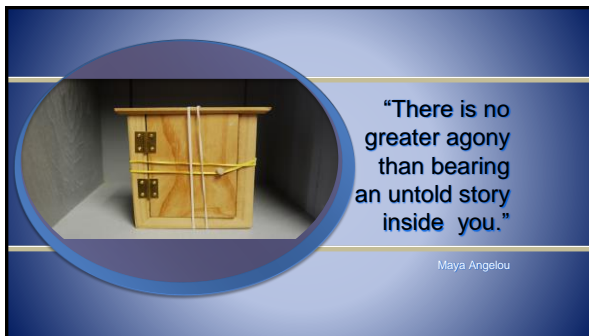
*Please record three moments in the course of the week in which you used a SOOTH strategy to calm your child. Write a few words that will help you remember the event and how the child responded to your intervention. Write an number for "How helpful" according to the following scale: 1=not at all helpful, 2=little bit helpful, 3=somewhat helpful, 4=very helpful, 5=extremely helpful.

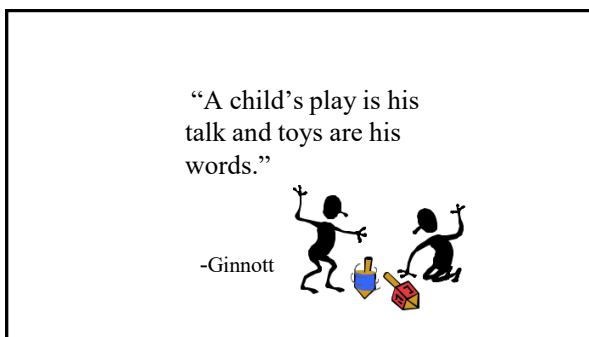


Physiological Cues

-reproducible from The Worry Wars, 2010







Trauma Narrative

The story of what happened

Events

Feelings

Thoughts

Sensory impressions

Trauma Narrative as GE

Desensitizes the child to trauma reminders

Decreases avoidance

Decreases hyperarousal

Integrates trauma into the rest of the
child's life (Cohen, Mannarino, & Deblinger, 2006)

Implicit Memory

Nonverbal memory

Present at birth

Generates emotions and perception

Activated in behavioral responses, bodily sensations,
and mental models

One doesn't have the experience of remembering

Explicit Memory

Semantic or factual memory
 Present from one and a half years of age
 Autobiographical memory develops after
 second birthday
 A sense of remembering is present when explicit
 memory is activated

The Left Hemisphere

Linear
 Logical
 Linguistic
 Sequencing of events using words

The Right Hemisphere

Dominant during the first three years
 holistic, parallel, visual spatial
 Self-soothing
 Non-verbal aspects of language (tone, gestures)
 Encodes facial expressions

Key Structures in Memory



- Brainstem
- Amygdala
- Hippocampus
- Corpus callosum
- Prefrontal cortex (includes the Orbitofrontal cortex)

Coherent Narratives

"To have a coherent story, the drive of the left to tell a logical story must draw on the information from the right. If there is a blockage, as occurs in PTSD, then the narrative may be incoherent."

-Siegel, p.15, (2003). An Interpersonal Neurobiology of Psychotherapy. In Healing Trauma: attachment, mind, body, and brain

The brain's digestion



“Children cannot return to their develop-mental experience through confronting the stark reality of the trauma...[this] can flood [their] emotions to the point of incapacitating [them]...they must confront their pain experientially through play.”

Carol Crowell Norton, Ed.D.
Byron E. Norton, Ed.D.
Reaching Children Through Play Therapy

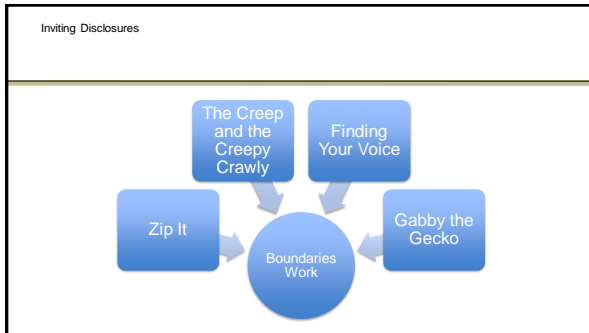


Become a Container

Anchoring Activities



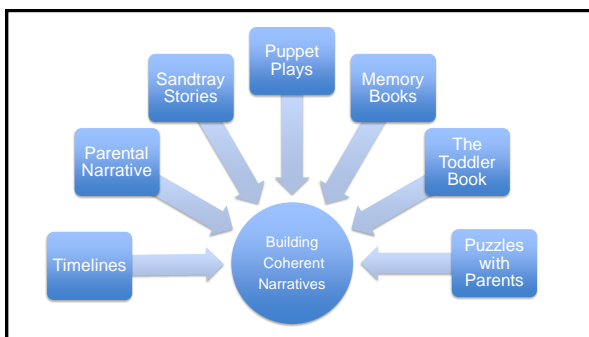
Name five objects in the room
Draw two objects in the room
Name two sound you hear
Count the number of holes in your tennis shoes
Sing a simple song together
Play "I Spy"
Provide a grounding touch, if appropriate and pre-arranged
Work in the sand or with clay

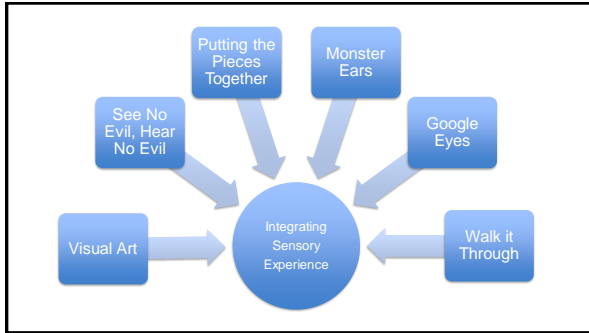





Continuum of Disclosure

The glimpses that children give us:
making sense of the snapshots





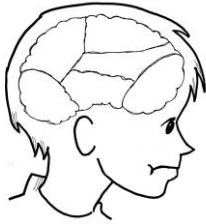
Relational Resources: When Parents Help



Parent articulated cognitive interweave (PACI)- can be conceptualized as the caregiver becoming the ultimate soothing agent in that moment



Addressing the Thought Life:
Identifying Troublesome Thoughts

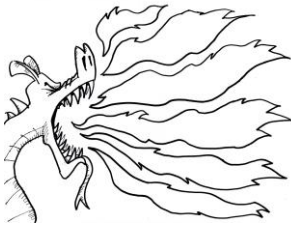


-reproducible from The Worry Wars, 2010

Tossed salad game for mixed-up thoughts

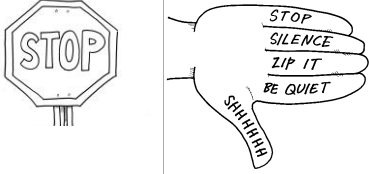


Identifying Anxious Thoughts



-reproducible from The Worry Wars, 2010

Thought Stopping

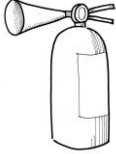


STOP
SILENCE
ZIP IT
BE QUIET
SHHHH

-reproducible from The Worry Wars, 2010

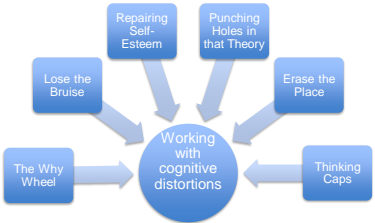
Extinguish the Fear

- Draw a picture of the anxiety producing stimuli
- Talk back to it while squirting it with the fire extinguisher
- Erase it while using some chosen "power words"



-reproducible from The Worry Wars, 2010

Addressing the Thought Life



Repairing Self-Esteem
Punching Holes in that Theory
Erase the Picture
Thinking Caps
Working with cognitive distortions
The Why Wheel
Lose the Bruise

