



It is the sharing of the journey that is at the heart of all relationships.

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## Repercussions of developmental trauma

- Hypervigilance
- Safety Blindness
- Heightened need for control
- Resisting Authority
- Self-provisioning

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Contd...

- Suppression of social emotions and reflective functioning
- Suppression of empathy
- Suppression of guilt, shame, remorse
- Suppression of curiosity and wonderment
- Suppression of reality testing

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Survival strategies

- Tiger
- Opposum
- Chameleon



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## Implications for Parenting brain

- 5 major systems;

- Approach (Oxytocin)
- Reward (Dopamine/hippocampus)
- Child Reading System (open & engaged/Smart vagal nerve impact on amygdala. Attunement)
- Meaning Making (++ = +perceptual set  
Own attachment history)
- Executive Functioning (ACC good bridge between limbic and cortex and allows for good problem solving and empathy: Empathy = cog+e)

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**BLOCKED TRUST:** WHEN YOUNG CHILDREN  
BLOCK THE PAIN OF REJECTION AND THE  
CAPACITY TO DELIGHT IN ORDER TO  
SURVIVE IN A WORLD WITHOUT COMFORT  
AND JOY

**BLOCKED CARE:** WHEN THE CHILD'S  
BLOCKED TRUST TRIGGERS THE  
SUPPRESSION OF CARING IN THE CARER

**BLOCKED CHANGE: MUTUAL MISTRUST AND  
DEFENSIVENESS IN PARENT/CHILD RELATIONSHIP**

Jon Baylin

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## BLOCKED CARE

- Parenting systems shut down in response to child's inadequate attachment system
- Parenting becomes about survival. Stress high, approach and reward low, rigid reading and meaning making, emotional reactions vs emotion informed reactions.

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## Blocked Care

### Chronic

- Often related to parent's poor attachment history

### Acute

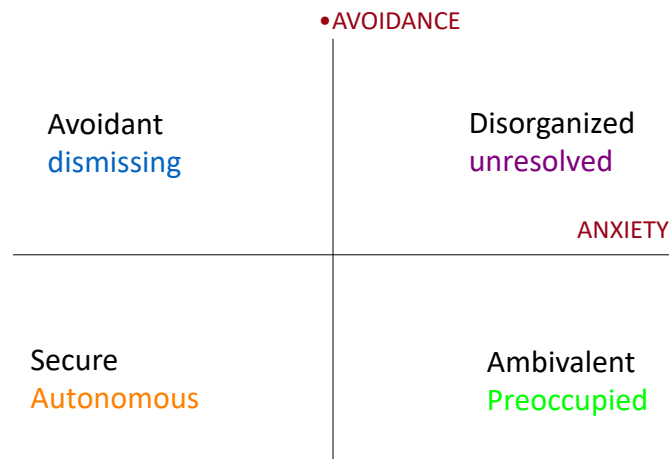
- Stressor making it hard to find energy to enjoy and be interested in child

### Child Specific

- One child is rejecting or challenging

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## Adult styles

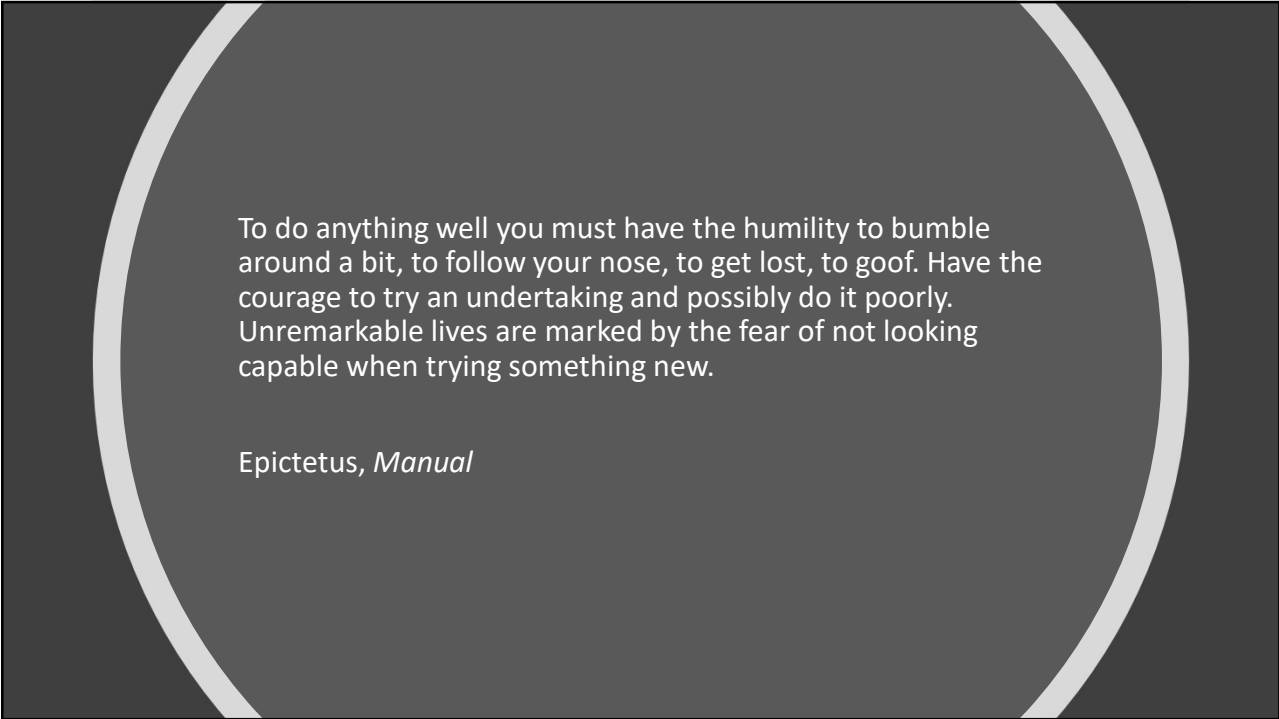


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## OUR OWN ATTACHMENT

- All that which has touched and shaped us is with us still.
- Neimeyer, 1998

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To do anything well you must have the humility to bumble around a bit, to follow your nose, to get lost, to goof. Have the courage to try an undertaking and possibly do it poorly. Unremarkable lives are marked by the fear of not looking capable when trying something new.

Epictetus, *Manual*

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## DDP & Intersubjectivity

- **PRIMARY:** Shining eyes- finding something to like and delight
- Child learns about self reflected in the responses from the adult
- **SECONDARY:** child learns about their world and experiences through the meaning the adults give it. Development of a more coherent narrative.

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## Secondary intersubjectivity

- Adult and child explore together and discover new meanings for the behaviour.
- Joint attention allows for coregulation of affect so child can manage any shame and fear
- child can experience past behaviour or history through the experience of the therapist so narrative can become more coherent

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## Coregulation of affect

- Tracking nonverbal constantly
- Matching the vitality of affect
- Face, voice, rhythm, touch, timing communicate acceptance and curiosity way more than words do.
- empathy

Allows for the child to feel felt and not alone

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## Affective-Reflective Dialogue

Integrative: involves and balances both the emotional meaning of an event and its affective expression as well as the cognitive understanding

Primary means of generating, deepening and expanding the intersubjective experience.

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## A/R dialogue

- Follow-lead-follow
- Talking for (typically deepens affective experience)
- Talking about (typically allows for a break for regulation of distress, increases reflection)
- Avoid content: keeping the conversation on the *experience* of the event

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- Nonverbal-verbal
- Directive – indirective (follow-lead-follow)
- Connect-break-repair
- Maintain flow or rhythm – storytelling voice
- Touch
- Elephant in the room

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## Obstacles to A/R dialogue

- Angry criticism and defensiveness
- Competing monologues or venting; establishing position
- Evaluations or Lectures (parent set on control not on reciprocal influence)
- Distancing (I don't care)
- Problem solving too early

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## Behavioural implications

- Poor impulse control
- Self-destructive behaviour
- Aggression
- Oppositional behaviour
- Excessive compliance
- Sleep disturbance
- Eating disorders
- Substance abuse
- Re-enactment of traumatic past
- Pathological self-soothing

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## Cognitive Implications

- Inattention
- Lack of sustained curiosity
- Poor processing of information
- Trouble focusing and completing tasks
- Poor planning and anticipating
- Learning difficulties
- Language difficulties

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## Self-concept implications

- Lack of continuous and predictable sense of self
- Poor sense of separateness
- Disturbance of body image
- Low self-esteem
- Shame and guilt

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## Relationship implications

- Controlling
- Oppositional, seek out power struggles
- Seemingly inflexible negative self-image
- Poor emotional regulation
- Avoid having fun and laughing with you
- Ferociously independent
- Huge amount of shame
- Hypervigilance
- Inability to trust

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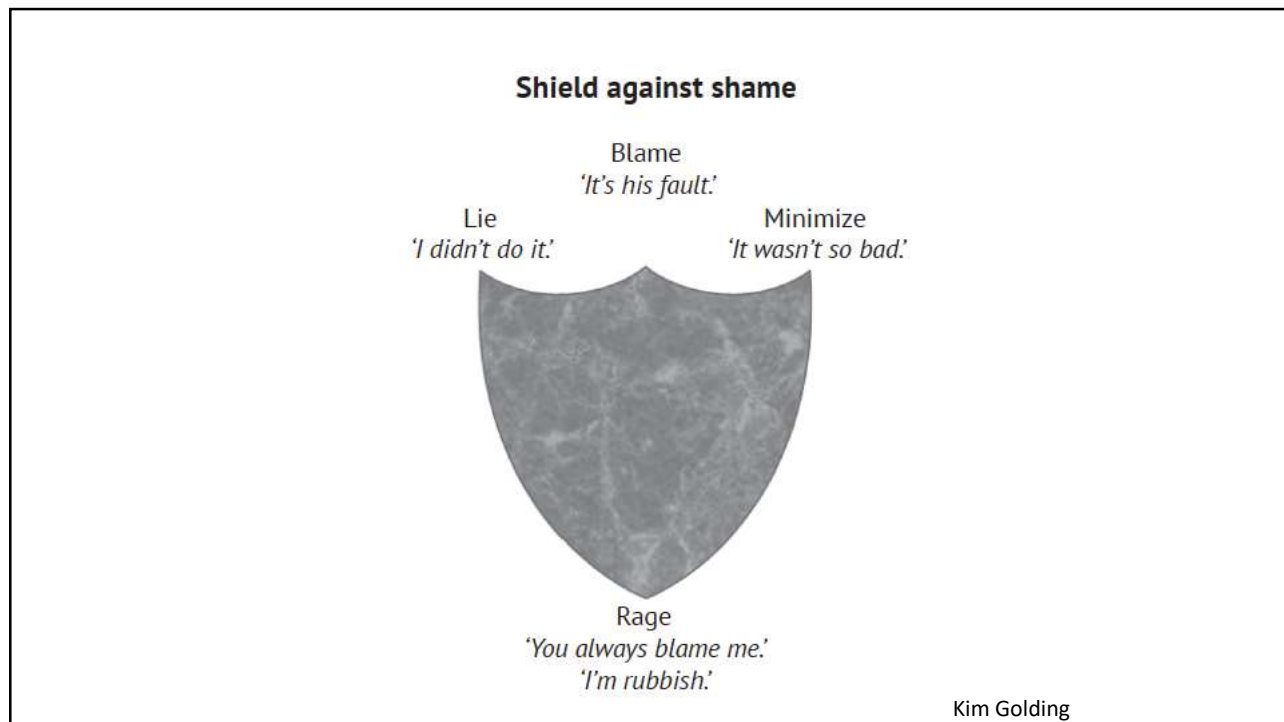
## Attachment implications

- Secure
- Avoidant
- Ambivalent
- Disorganized

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- Join and fuss over child
- Varied tone in your story telling
- Explore and think together what the meaning of the behaviour might be
- Facilitate communication between child and parent
- Talking for and talking about.

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## Shame

- The most toxic of the emotional states. All-encompassing sense of being defective.
- Shame response to trauma is unpreventable
- shuts down the attachment system (hiding vs seeking) so can't get relief
- Move into rage to get rid of shame

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## Shame

- Prevents development of empathy
- Shame is about the self vs guilt about the behaviour
- Shame cognitively disorienting
  - Entitlement/intrusive thoughts/going blank

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## CONNECTION before COMPLIANCE

- *Two hands for parenting*

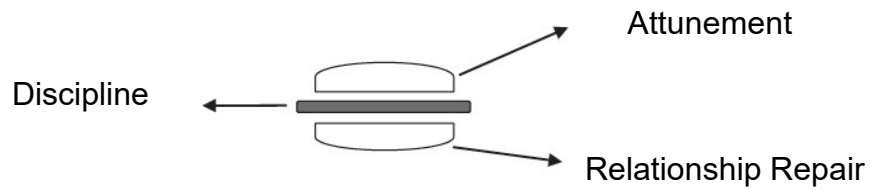
HAND ONE: provides warmth,  
nurture and appropriate  
autonomy matched to  
developmental age



HAND TWO: limits,  
structure and  
boundaries

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## Discipline Sandwich



Kim Golding

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## S's for parenting

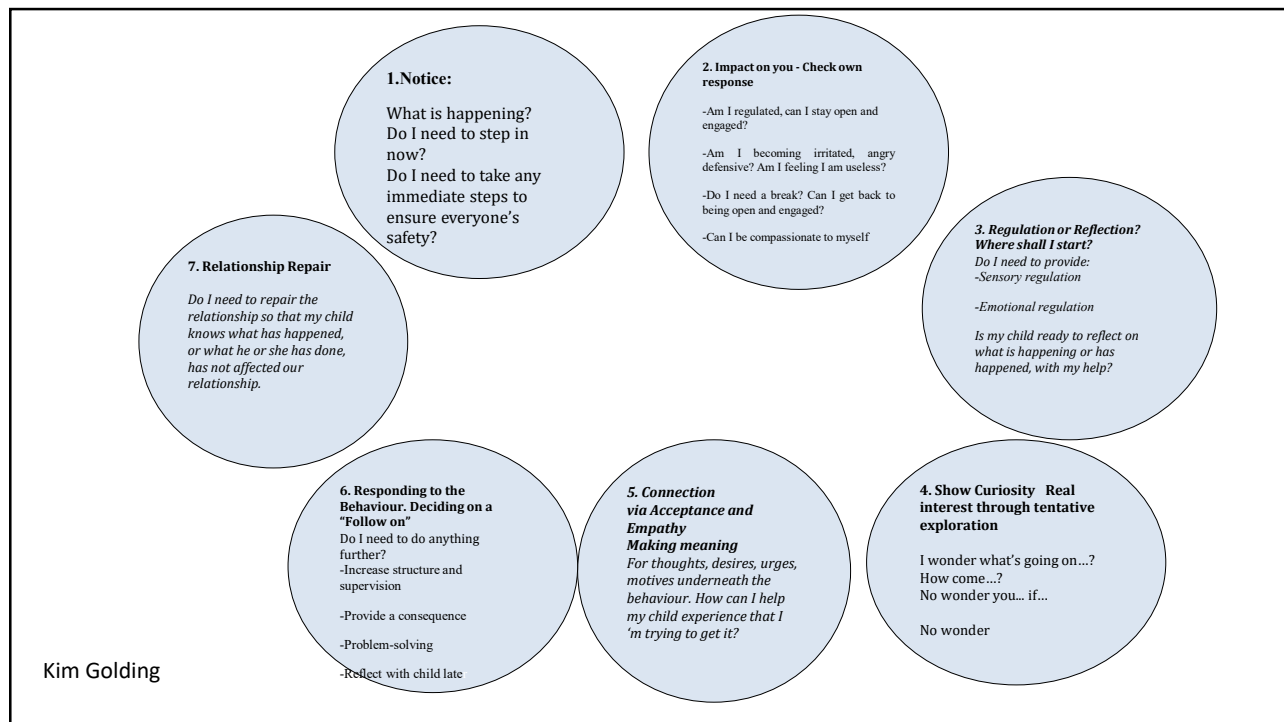
### TRY TO INCREASE

- SAFETY stretch
- STRUCTURE sleep
- SUPERVISION story-telling
- SUCCESS smiling
- Self care special
- Soup sorry
- Seeking meaning sensory integration
- Soothing sense of humor

### TRY TO DECREASE

SHAME  
SHOUTING  
SHOULD  
SARCASM  
SMAKING  
SECLUSION  
STIUMULATION

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## Take home

- Find something to like
- Connection before compliance
- If your client/child could do better they would
- Name it to tame it
- Emotional vs chronological age
- Experience vs content

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