

# Mending Broken Bonds

TECHNIQUES IN ATTACHMENT BASED AND TRAUMA INFORMED TREATMENT  
KAYLA JONES, LPC

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We do not believe in ourselves until someone reveals that deep inside us something is valuable, worth listening to, worthy of our trust, sacred to our touch. Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit.

U.E. Cummings  
Quotefancy

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## Objectives

- ▶ Review Trauma and Attachment
- ▶ Build Techniques to Fostering Attachment
- ▶ Review How to Play
- ▶ Trust-Based Relational Intervention (TBRI®) Breakdown

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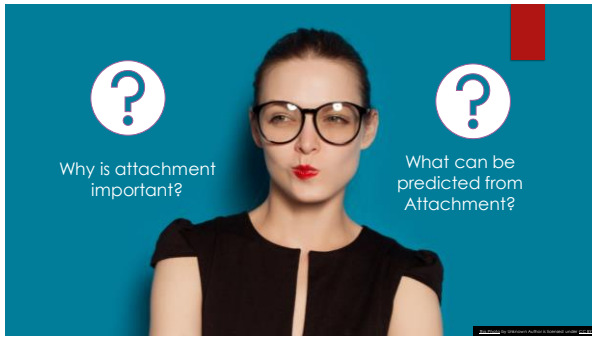
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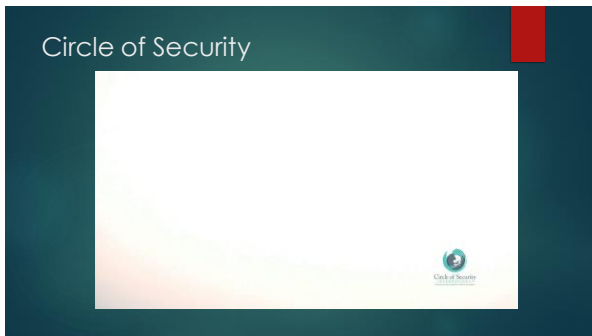
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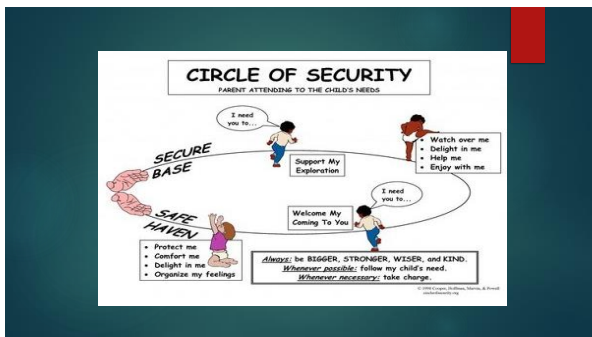
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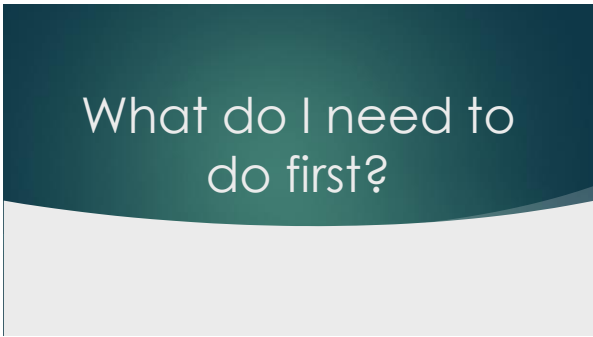
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## Meeting with Caregivers

- ▶ Building understanding of behaviors
  - ▶ (maladaptive and adaptive)
- ▶ History of Child
- ▶ History of Parent's childhood
- ▶ Start Conceptualizing the WHY

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### OBSERVED BEHAVIOR

- ▶ Pulls Away from Embrace
- ▶ Easily Angry

### MESSAGE BEHIND BEHAVIOR

- ▶ Never learned to process touch
- ▶ Being held may be terrifying
- ▶ Hurt before by touch, learning to trust touch now
- ▶ I'm Terrified, trying to protect myself from a trigger
- ▶ I don't know how to express myself (needs/feelings) and that is frustrating
- ▶ My blood sugar is low, I don't know how to deal with my hunger appropriately
- ▶ My body feels depleted, my brain chemistry is imbalanced and I don't know how to solve my problem
- ▶ I am Exhausted and I need to rest
- ▶ Please don't leave me alone, I am terrified of being abandoned
- ▶ I must be in control because I have never been with trustworthy adults before

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### OBSERVED BEHAVIOR

- ▶ Approaches strangers indiscriminately
- ▶ Wants to be left Alone
- ▶ Disobeying Instructions

### MESSAGE BEHIND BEHAVIOR

- ▶ Past adults were unreliable, I was abandoned, I seek security and approval however I can get it
- ▶ I crave interaction and contact because of my sensory processing
- ▶ I don't know how to cope with my environment
- ▶ I am on sensory overload and need to let my body relax/recharge
- ▶ I don't understand all the sounds and words coming at me because I was deprived of sounds and language exposure when I was young and can't process them effectively yet.
- ▶ I want to be in control because adults have always proven unreliable- I feel I can only depend on myself.
- ▶ I have learning delays that prevent my understanding these instructions.

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OBSERVED BEHAVIOR	MESSAGE BEHIND BEHAVIOR
▶ Flirts/ Sexual Behaviors	▶ This is what I was trained to do (sexual abuse hx) ▶ This type of behavior was the only way I got attention in my past, I don't know how else to please.
▶ Acts Aggressive/Bullies	▶ I'm treating others as I was treated. ▶ I am scared and sad. ▶ My neurochemistry is unbalanced. ▶ I am trying to numb emotional pain, by creating pain in you.
▶ Restless/Fidgety	▶ I must stay alert and prepared to defend myself at all times, because there was no adult in my past to protect me.
▶ Cant Sleep	▶ Same as above. ▶ My brain chemistry is always on FFF, or on overdrive and can't shut down. ▶ I was abused at night, when I was alone in the dark.

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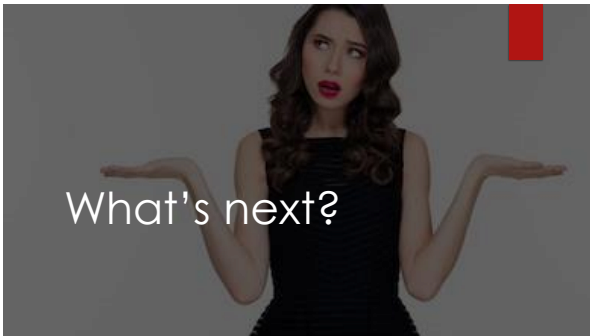
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### Meeting the Child

- ▶ Build Rapport (knowledge of background)
- ▶ Ask Questions (gain their perception of bx)
- ▶ Help them feel safe
  - ▶ Office Tour
  - ▶ Give Permission
- ▶ PLAY and HAVE FUN
  - ▶ Emotion-focused games
  - ▶ Things they are interested in, incorporate crafts/skills
  - ▶ Have them teach you

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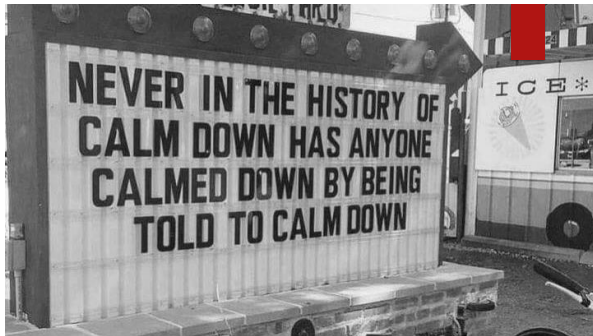
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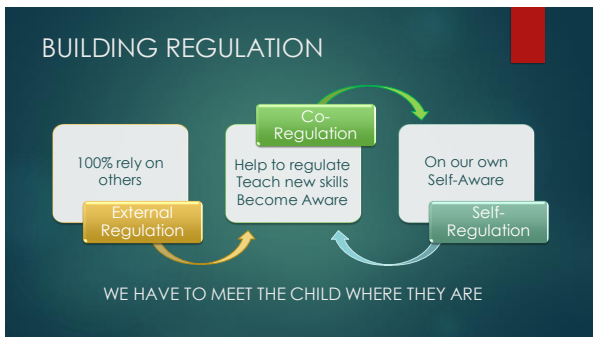
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## BUILDING REGULATION


**DISARM FEAR**

- Disarm Fear Response:
  - understand their fear responses and create "felt-safety".
  - empowering them, providing for their basic needs, and connection




**BUILD AWARENESS**

- Emotional Awareness
- "Name it to Tame it"
- Ask 3 specific questions:
  - How does my body feel right now?
  - What strategies can I use to \_\_\_?
  - How will my body feel after I use this strategy?



**MORE SKILLS**

- Modeling
- Novelty and Games
- Breathing
- Progressive muscle relaxation
- Nurture and Physical Touch
- Verbalizations/ Emotional Labeling



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## PSYCHOEDUCATION WITH THE FAMILY

- ▶ Reviewing Trauma and Attachment information with family
  - ▶ How it applies to them and their situation
- ▶ Be Age Appropriate when teaching child
- ▶ Utilize visuals, charts, and worksheets to help understand
- ▶ Provide family with resources to continue education

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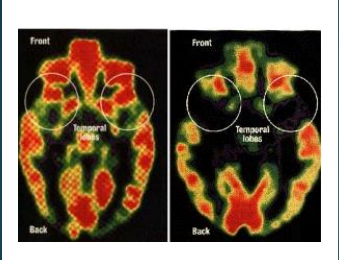
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### Activity #1

TRAUMA AND THE BRAIN

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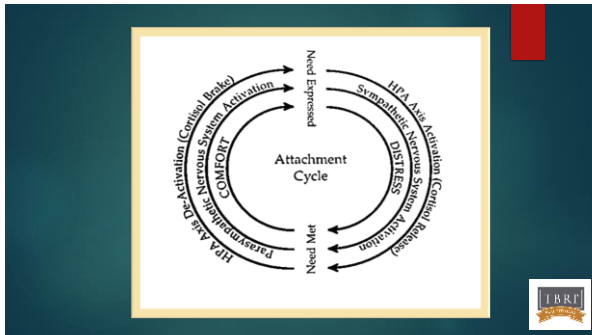
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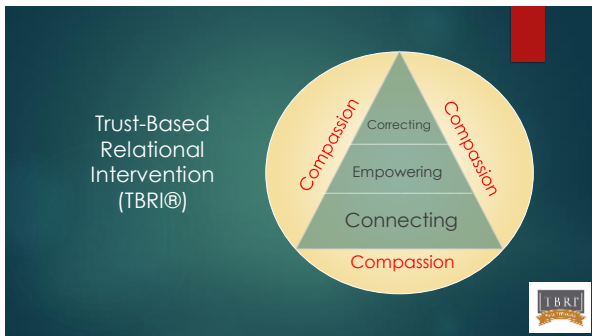
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## CONNECTING

How do you normally connect?

Mindful Awareness

- ▶ Calm presence
- ▶ Attunement
- ▶ Flexible Responding
- ▶ Creative Problem Solving

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### EMPOWERMENT: PHYSIOLOGICAL

<b>Body</b> <ul style="list-style-type: none"><li>• Hydration</li><li>• Nutrition</li><li>• Movement</li><li>• 2 Hour Rule</li></ul> 	<b>Touch</b> <ul style="list-style-type: none"><li>• Healthy Touch</li><li>• Weather Report</li><li>• Hugs</li><li>• High Fives</li><li>• Age Appropriate Boundaries</li></ul> 	<b>Sensory</b> <ul style="list-style-type: none"><li>• Sensory Diet</li><li>• How full is your Bucket?</li></ul> 
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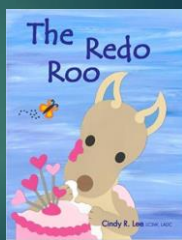
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### EMPOWERMENT: PROACTIVE

Help Parents work towards:

- ▶ Choices
- ▶ Compromises
- ▶ Behavioral Re-do's



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## SHARING POWER

VIDEO CLIP

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## EMPOWERMENT CONTINUED Sensory Rich Environment



- ▶ Assists in balancing arousal states and brain chemistry
- ▶ Centers their Vestibular, Proprioceptive and Tactile Inputs
- ▶ Implement:
  - ▶ Sensory Pattern, Seek/Avoid?
  - ▶ Consult with OT
  - ▶ Journal/Sensory Profile
  - ▶ 2 hour rule

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## Sensory Items

- ▶ Rocking Chair, Yoga Ball, Bilibo Chair Toy, Sif and Spin, Balance Board
- ▶ Weighted Items (vest, pillow, blanket, stuffed animal)
- ▶ Fidgets (Velcro straps, carpet tiles, koosh/squish ball, play-doh, stress ball, pipe-cleaners, DNA ball, tangle)
- ▶ Glitter Jars/Calm Jars/Brain Bottles
- ▶ Glitter Wand



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## Sensory Items

- ▶ Scented Dough
- ▶ Scratch-n-sniff stickers/cards
- ▶ Essential Oils
- ▶ Chewerly, Chew Pencil Toppers
- ▶ Hard Candy (hot tamales, jolly ranchers, suckers/dum-dum)
- ▶ Bubbles
- ▶ Bubble Gum



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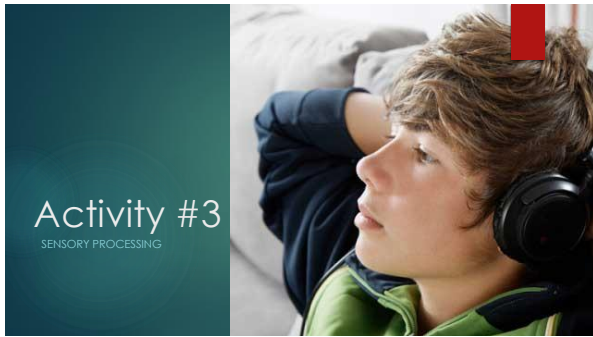
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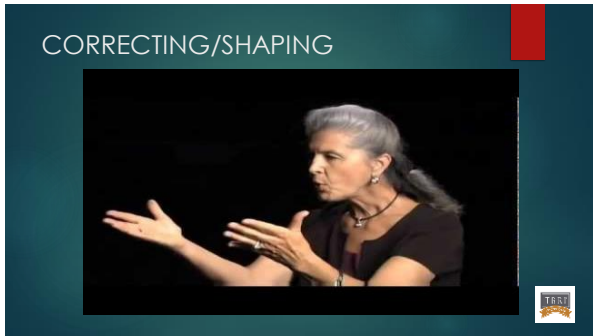
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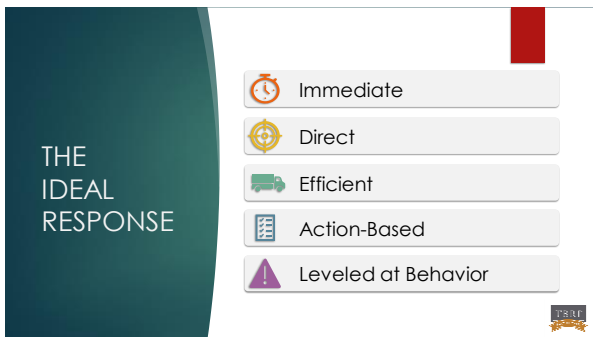
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CORRECTING CONTINUED

### The Levels of Response

The diagram shows a staircase with four steps, each representing a level of response. From bottom-left to top-right, the steps are: Playful Engagement (yellow), Structure Engagement (light green), Calming Engagement (medium green), and Protective Engagement (dark green). A small logo is in the bottom right corner.

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### Levels of Response: Playful Engagement

- ▶ Behavioral Re-do's
  - ▶ Fun and Fresh
  - ▶ Cool and Zesty
- ▶ Repair if needed
- ▶ Connecting Principles
  - ▶ Eye-contact
  - ▶ Voice Quality
  - ▶ Healthy Touch
  - ▶ Character Praise
  - ▶ Behavior Matching

A photograph of a woman and a young girl sitting together. Both are wearing a paper mustache and smiling. The woman is holding a small object, possibly a toy or a prop.

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### Levels of Response: Structured Engagement

- ▶ Hands and Eyes
- ▶ Behavioral Re-do
- ▶ Offer Choices and Compromises
- ▶ Return to Playfulness
- ▶ Praise, Repair, and Connect

A photograph of a man and a young boy sitting on the floor. The man is wearing a grey hoodie and is looking at the boy. The boy is wearing a striped shirt and is looking back at the man. They appear to be in a conversation.

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**Levels of Response:**  
**Calming Engagement**

- ▶ Caretaker remains calm (AMAP)
- ▶ Prep for Time-In
- ▶ "Time to think" OR help regulate
- ▶ Step down to Structured or Playful Engagement
- ▶ Repair and Reconnect
- ▶ When it's over, it's over

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Video of Dr. Purvis in Action



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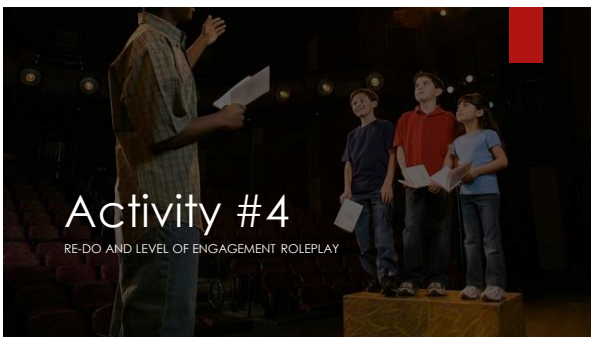
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**Activity #4**  
RE-DO AND LEVEL OF ENGAGEMENT ROLEPLAY



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### What can I do?

- ▶ Provide Hope
- ▶ Help caregivers feel safe and "sane"
- ▶ Making Sense of their Past (parents and child)
- ▶ Recognizing Root Cause of behavior
  - ▶ "WHY" behind
- ▶ Give child a voice (empower, help feel heard)
- ▶ Restoring "Felt Safety" in the family and for the child
- ▶ Help caregivers build skills

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Caregivers need help...

- ▶ Understanding how trauma affects the brain
- ▶ How attachment can become disrupted
- ▶ Accepting that Traditional Parenting may not be best option for their child

You Don't Know What You Don't Know Until You Know It



Once You Know It, It Takes Time to Apply It

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### EXTRA ACTIVITES

- ▶ Emotional Awareness and building vocab
- ▶ Coping Skills Practice
- ▶ Behavior Modification Charts
- ▶ One-on-One Non-directive Play with Parents

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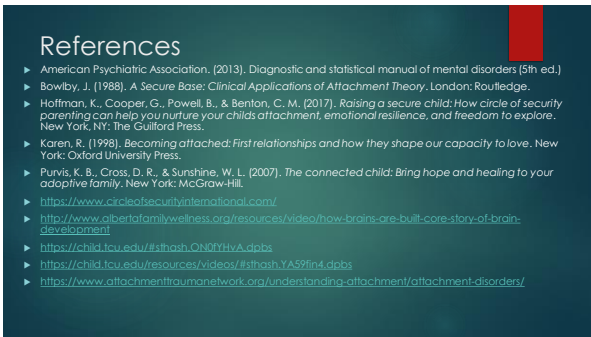
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