

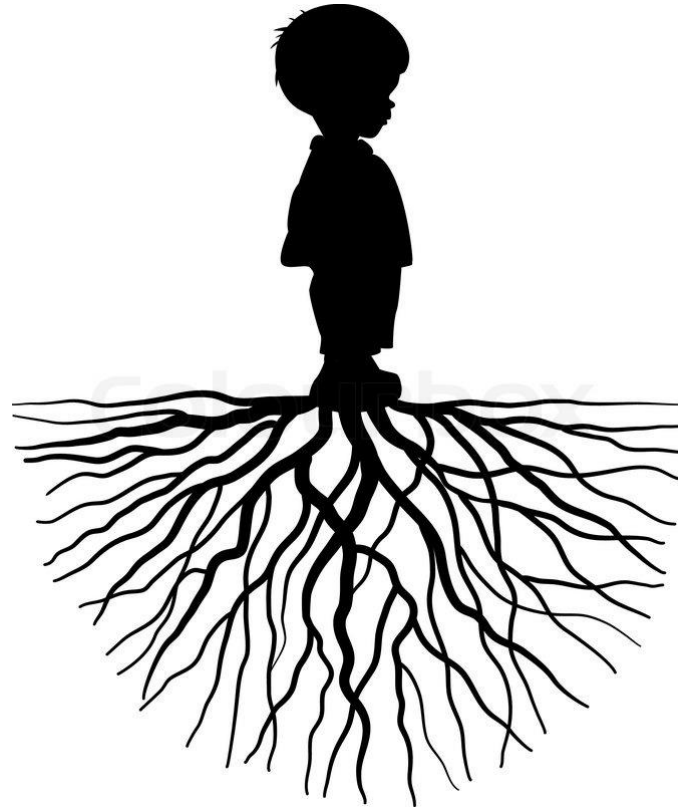
Nurturing the Nurses

Dr. Brandene Lorrain, , B.Sc, MD, FRCPC, Associate
Clinical Professor Department of Psychiatry, University
of Alberta

Objectives

- Identify adaptive vs toxic stress responses
- Learn about brain architecture
- Talk about triggers and toolkits

Step 1: Adaptive vs Toxic Stress



What is recovery from stress?

- Deep sleep
- Green zone
(calm and alert)



Deep sleep is restorative...



What is the quality of your sleep?

- Can you get to sleep?
- Can you stay asleep?
- Do you get enough total sleep?
- Do you wake up feeling refreshed?
- Do you wake up feeling tired and cranky?
- Are you restless? Leg cramps? Kicking?
- Do you snore?



Green Zone is 'just right'...
for learning and relationships





UCB, C. Lillas, © 2014

Alert and Calm State: Just Right for Learning and Relationships



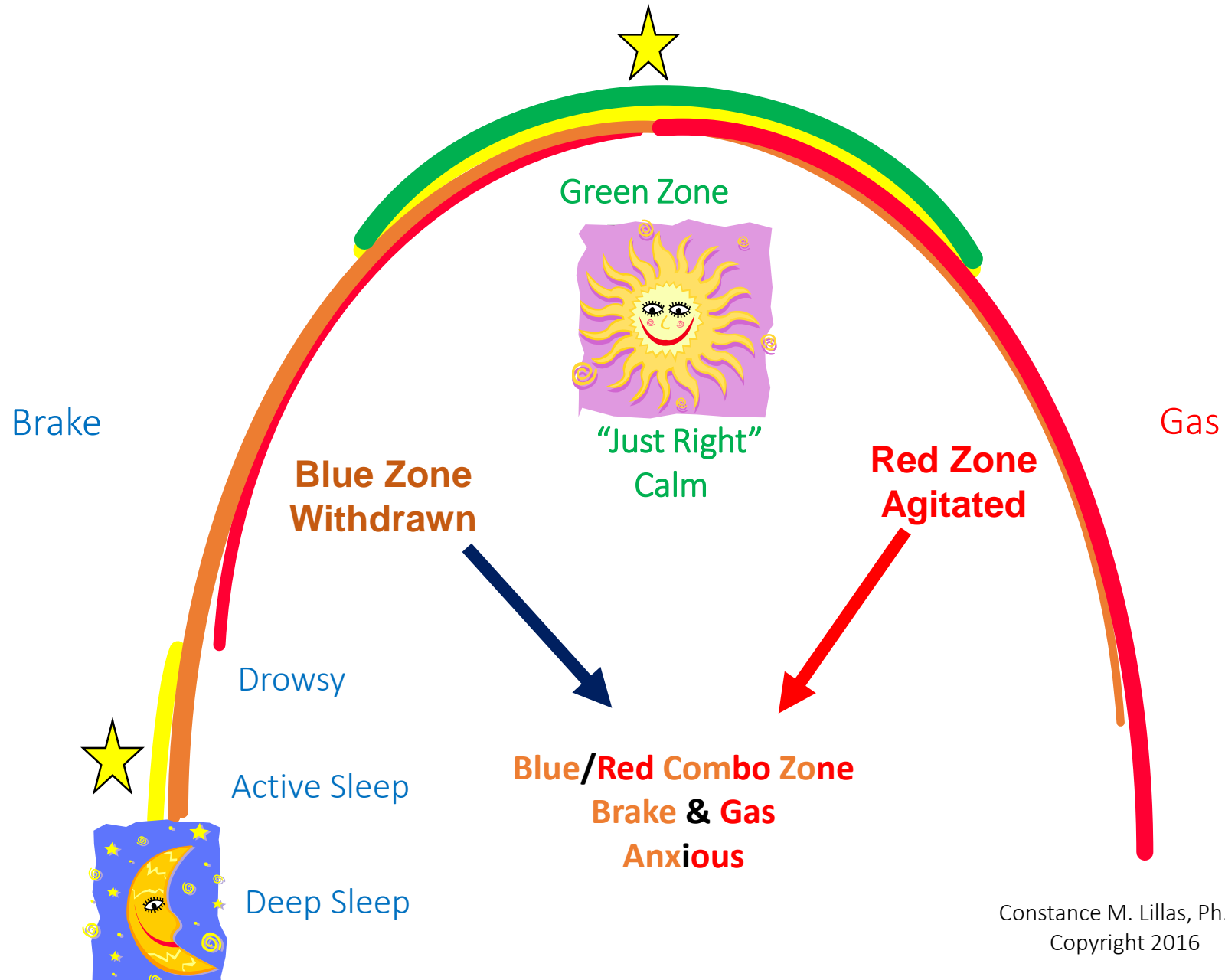


Video 2: Green Zone



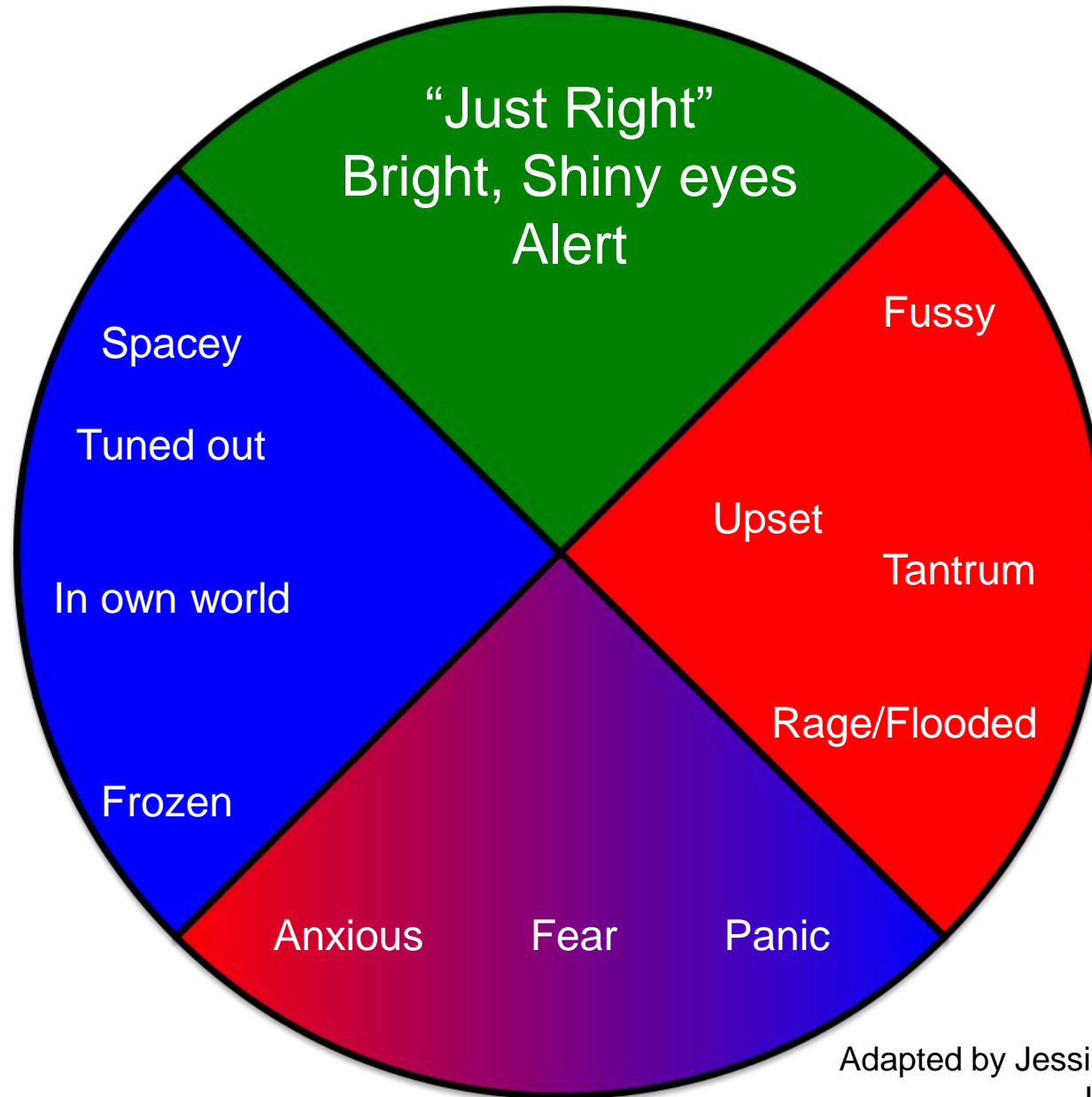
Our Nervous System Under Safety and Threat

States During Sleep-Wake Cycles



Step 1B: Identify Stress Responses

Awake States with Stress Responses		Step #1
GREEN ZONE Just Right/Alert	EYES <input type="checkbox"/> Bright, shiny eyes <input type="checkbox"/> Looks directly at people, objects <input type="checkbox"/> Looks away for breaks, then returns to eye contact <input type="checkbox"/> Seems alert, takes in information FACE <input type="checkbox"/> Smiles, shows joy <input type="checkbox"/> Neutral <input type="checkbox"/> Can express all emotions VOICE <input type="checkbox"/> Laughing <input type="checkbox"/> Tone changes	BODY <input type="checkbox"/> Relaxed with good muscle tone <input type="checkbox"/> Stable, balanced and coordinated movements <input type="checkbox"/> Moves arms and legs toward centre of the body <input type="checkbox"/> Molds body into a caring adult when held <input type="checkbox"/> Moves faster or slower depending on environment RHYTHM/RATE OF MOVEMENT <input type="checkbox"/> Changes smoothly to respond to the environment <input type="checkbox"/> Movements not too fast or too slow
	EYES <input type="checkbox"/> Open, squinted or closed eyes <input type="checkbox"/> May have direct, intense eye contact <input type="checkbox"/> May avoid eye contact <input type="checkbox"/> Eyes roll upward <input type="checkbox"/> Eyes look quickly around the room FACE <input type="checkbox"/> Wide, open mouth <input type="checkbox"/> Anger, disgust <input type="checkbox"/> Frown <input type="checkbox"/> Fake/forced smile <input type="checkbox"/> Clenched jaw or teeth VOICE <input type="checkbox"/> High-pitched crying, yelling or screaming <input type="checkbox"/> Loud <input type="checkbox"/> Hostile or grumpy	<input type="checkbox"/> Sarcastic <input type="checkbox"/> Out of control laughing BODY <input type="checkbox"/> Fingers spread out <input type="checkbox"/> Arched back; tense body position <input type="checkbox"/> Constant motion <input type="checkbox"/> Demands space by pushing, shoving, and getting into others' space <input type="checkbox"/> Biting, hitting, kicking, jumping, throwing <input type="checkbox"/> Bumps into things, falls <input type="checkbox"/> Threatening gestures (shakes finger or fist) RHYTHM/RATE OF MOVEMENT <input type="checkbox"/> Fast movements <input type="checkbox"/> Impulsive movements
	EYES <input type="checkbox"/> Glazed-glassy eyes (looks through rather than at) <input type="checkbox"/> Looks away for a long time, looks down <input type="checkbox"/> Seems drowsy/tired <input type="checkbox"/> Does not look around the room for interesting items <input type="checkbox"/> Looks at things more than people FACE <input type="checkbox"/> Flat/blank <input type="checkbox"/> Mouth turned down, sad <input type="checkbox"/> No smiles or hints of smiles <input type="checkbox"/> Few emotions shown VOICE <input type="checkbox"/> Flat <input type="checkbox"/> Makes few to no sounds <input type="checkbox"/> Sounds cold, soft, sad, too quiet	BODY <input type="checkbox"/> Slumped/slouching <input type="checkbox"/> Low muscle tone <input type="checkbox"/> Little or no exploring play or curiosity <input type="checkbox"/> Wanders <input type="checkbox"/> Frozen or slow-moving RHYTHM/RATE OF MOVEMENT <input type="checkbox"/> Slow movements <input type="checkbox"/> Slow to start moving
	EYES <input type="checkbox"/> Wide open eyes <input type="checkbox"/> Looks around as if worried or scared <input type="checkbox"/> Stares at things <input type="checkbox"/> Rolling of the eyes FACE <input type="checkbox"/> Raised eyebrows <input type="checkbox"/> Furrowed brow <input type="checkbox"/> Trembling lips or mouth <input type="checkbox"/> Seems in pain <input type="checkbox"/> Mouth wide open <input type="checkbox"/> Startled expression VOICE <input type="checkbox"/> High-pitched, nasal, sing-song voice	<input type="checkbox"/> Moans or groans in pain <input type="checkbox"/> Whimpers <input type="checkbox"/> Wobbly/quivering voice or fast changes BODY <input type="checkbox"/> Tense or rigid posture <input type="checkbox"/> Cowers or hides <input type="checkbox"/> Fast, repetitive movements (wrings hands, shakes foot) <input type="checkbox"/> Trembling hands <input type="checkbox"/> Clings, grabs <input type="checkbox"/> Flails around RHYTHM/RATE OF MOVEMENT <input type="checkbox"/> Fast movements <input type="checkbox"/> Jerky movements



Adapted by Jessica Richards based on
Lillas & Turnbull, 2009

Reading Non-Verbal Cues: Red Zone



Reading Non-Verbal Cues:

Red Zone



Irritable, Angry Responses and/or Patterns:





bld040571 fotosearch.com



Video 5: Red Zone



Reading Non-Verbal Cues: Blue Zone



Shut-Down State



Reading Non-Verbal Cues: Blue Zone



Shut-Down Responses and/or Patterns:





Video 14: Blue Zone



Video 16: Blue Zone



Reading Non-Verbal Cues:

Combo Zone



Vigilant State:





A Baby is **Vigilant** !



Reading Non-Verbal Cues:

Combo Zone

Vigilant State:



Video 11: Combo Zone



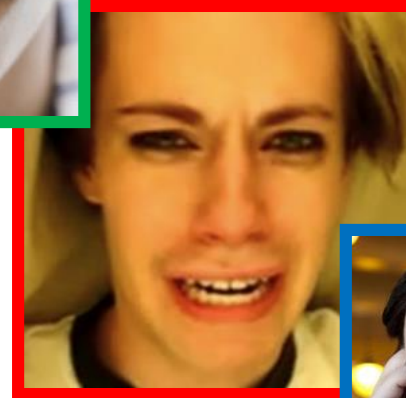
Dan Harris: 10 % Happier

Arousal Zones Across the Lifecycle

- **Green**
 - Calm, alert
- **Red**
 - Hyperarousal
 - Flooded
- **Blue**
 - Hypoarousal
 - Dissociate
- **Combo (red/blue)**
 - Hypervigilant
 - May look calm outside, but anxious inside



& Deep Sleep
Cycling



Let's Reflect

- Think about a stress response you have had and how it felt in your body and the emotion that you felt with it.

GREEN ZONE Just Right/Alert	EYES <ul style="list-style-type: none"> <input type="checkbox"/> Bright, shiny eyes <input type="checkbox"/> Looks directly at people, objects <input type="checkbox"/> Looks away for breaks, then returns to eye contact <input type="checkbox"/> Seems alert, takes in information FACE <ul style="list-style-type: none"> <input type="checkbox"/> Smiles, shows joy <input type="checkbox"/> Neutral <input type="checkbox"/> Can express all emotions VOICE <ul style="list-style-type: none"> <input type="checkbox"/> Laughing <input type="checkbox"/> Tone changes 	BODY <ul style="list-style-type: none"> <input type="checkbox"/> Relaxed with good muscle tone <input type="checkbox"/> Stable, balanced and coordinated movements <input type="checkbox"/> Moves arms and legs toward centre of the body <input type="checkbox"/> Molds body into a caring adult when held <input type="checkbox"/> Moves faster or slower depending on environment RHYTHM/RATE OF MOVEMENT <ul style="list-style-type: none"> <input type="checkbox"/> Changes smoothly to respond to the environment <input type="checkbox"/> Movements not too fast or too slow
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Frequency & Duration



Intensity



Toxic Stress



Four types of toxic stress or over-load:

1. High Frequency: Too fast, too intense, & too often
2. Prolonged Duration: Too long
3. Trouble with Transitions: Cannot adapt
4. Inadequate Recovery: Poor sleep and minimal green zone

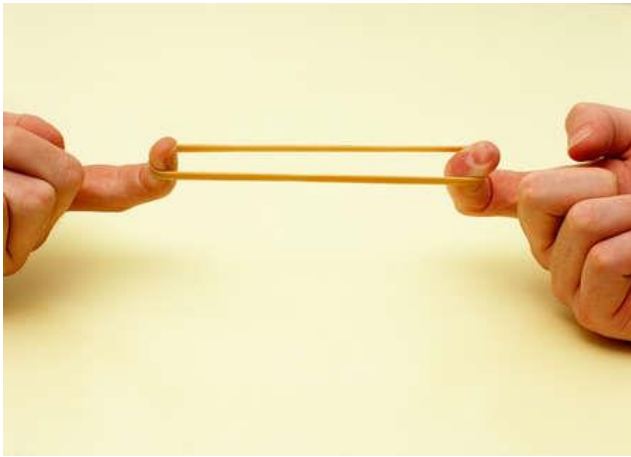
B McEwen (2002)

From: Infant/Child Mental Health, Early Intervention, and Relationship-Based Therapies:

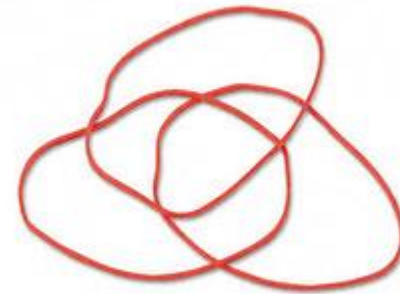
A Neurorelational Framework for Interdisciplinary Practice, by Lillas and Turnbull, 2009, New York, New York: W.W. Norton

Toxic Stress

Stretches out too
frequently



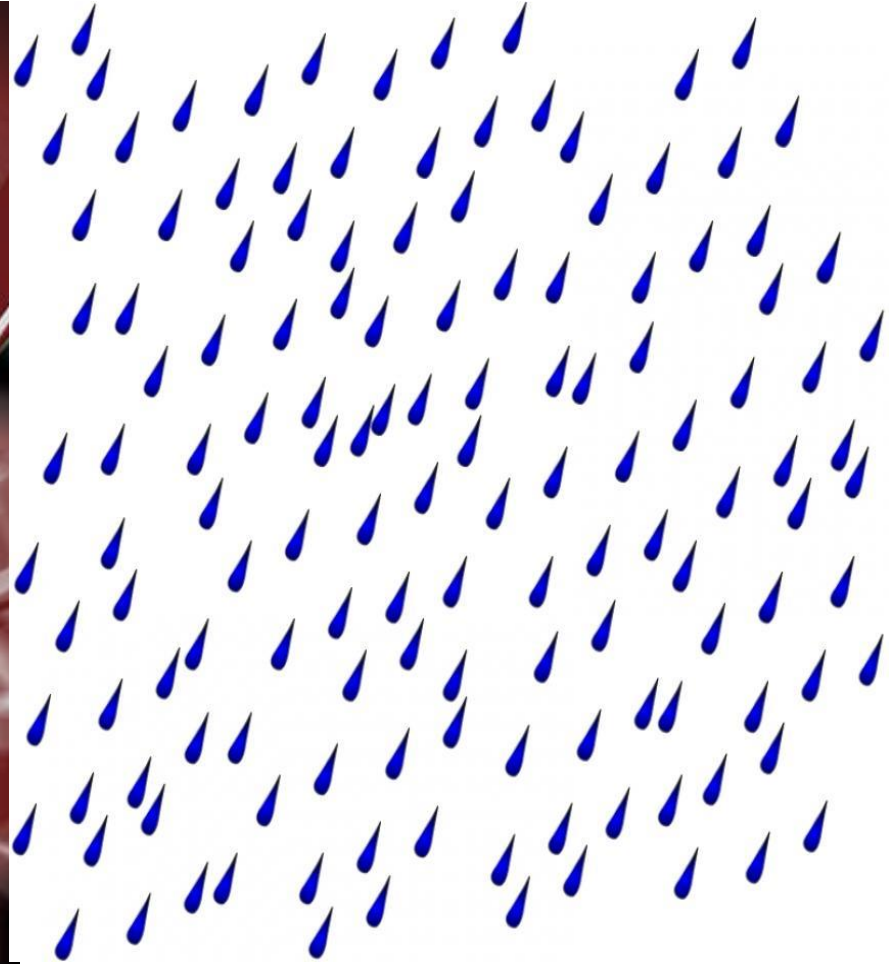
Doesn't bounce
back



A Bad Day vs. A Hard Life



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UCB, C. Lillas, © 2014

Three Levels of Stress

Positive

Brief increases in heart rate,
mild elevations in stress hormone levels.

Tolerable

Serious, temporary stress responses,
buffered by supportive relationships.

Toxic

Prolonged activation of stress response systems
in the absence of protective relationships.

Video 17: Toxic Stress

Three Core Concepts in Early Development

3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Center on the Developing Child  HARVARD UNIVERSITY

Experiences Lay Down Reactions to Stress

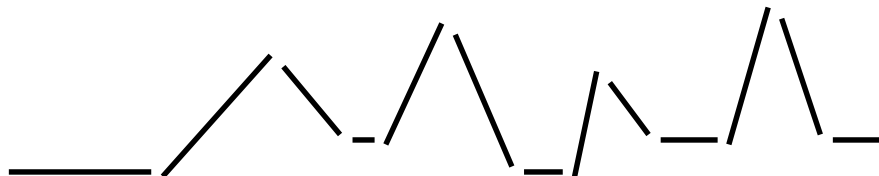
Adaptive and Long-term Stress:



Alarm / **Relaxation**



Chronic Stress



The following information may give you a different perspective about your own risk factors for physical and mental health conditions. You may want to discuss this with your health care provider.

ACEs = ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Incarcerated Relative



Substance Abuse

Additional Adverse Childhood Experiences

- Natural disasters
- Human made trauma – war, neighborhood violence, social media/media, etc.
- Medical Trauma (NICU, Medical/Surgical Treatments)
- Very poorly responsive childcare/educational environments
- Bullying – peer victimization
- Severe chronic pain
- Severe chronic sensory under/over stimulation
- Technoference
- Other examples?

Adverse Childhood Experiences Score

Number of categories (not events) is summed:

<i>ACE Score</i>	<i>Prevalence</i>
0	33%
1	25%
2	15%
3	10%
4	6%
5 or more	11%*

- Two out of three experienced at least one *category* of ACE.
- Women are 50% more likely than men to have ACE Score >5.
- If any one ACE is present, there is an 87% chance *at least* one other ACE category is present, and a 50% chance of 3 others.

ACE Score Higher Than 4

Poverty Clinic, March, 2011

Score 4 or more

- Twice as likely to smoke
- Twice as likely to have heart disease
- Twice as likely to be diagnosed with cancer
- Four times as likely to have emphysema or chronic bronchitis
- Six times as likely to have sex before age 15
- Seven times as likely to be alcoholics

Score 4 or more compared to 0

- Twelve times as likely to have attempted suicide

Men with a score of 6 or more compared to 0

- Forty-six times as likely to have injected drugs

[Poverty Clinic Article, New Yorker, 2011](#)

Disease does not begin at the onset of symptoms

Toxic Stress Patterns #1 to 3

- Increase in heart attacks & hypertension
- Melancholic depression
- Obsessive compulsive disorder
- Panic disorder
- Alcoholism
- Lowered immune system
- Decrease in memory functions
- Diabetes
- Malnutrition
- Hyperthyroidism
- Functional gastrointestinal disease

Toxic Stress Pattern #4

- Allergies
- Asthma
- Autoimmune diseases
- Chronic fatigue syndrome
- Rashes
- Rheumatoid arthritis
- Post Traumatic Stress Disorder

McEwen, prospective study (2002)

The Ripple Effect: Trauma-Informed Shift

- Shift from, “What’s wrong with you?” (bad behavior)
- To a curious and kind attitude, “What happened to you?”



J.Foderaro 1991, S. Bloom 1994

Let's Reflect

- Think about examples you have seen or experienced for each toxic stress pattern.



Let's Discuss



Step 3: Mapping Individual Differences in Brain Architecture



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Step Three: Individual Differences in Brain Architecture



How lush or pruned are the branches?

Brain Architecture

Three Core Concepts in Early Development

1 Experiences Build Brain Architecture

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It is rarely the case that there is a single cause to the symptoms we see.

The meaning of behavior is based upon multiple causality, rather than singular causality, as multiple causes usually underlie the “behavioral problems” that are identified as the presenting problem

Lillas & Turnbull, © 2009

Four Brain Systems

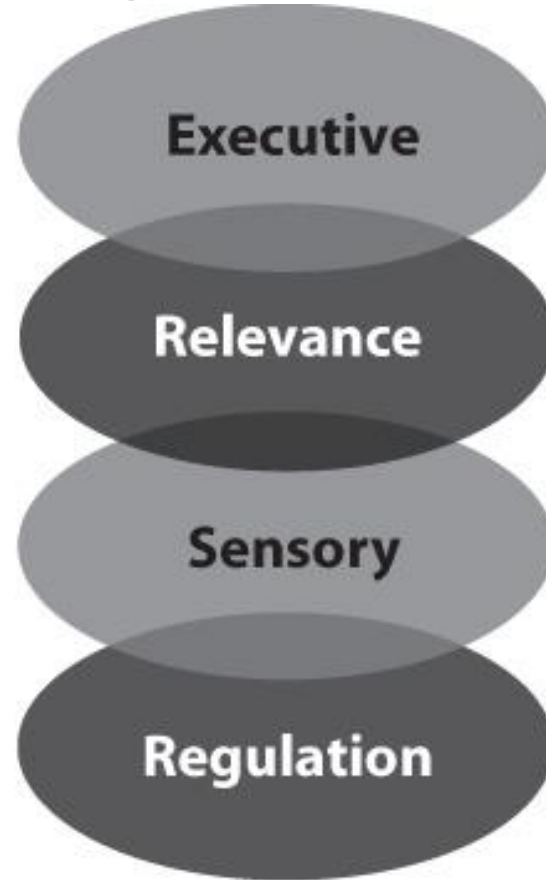


Figure 2.1 — A developmental hierarchical progression of brain systems.

NRF Four Brain Systems



Thoughts/Movement

Feelings/Memories

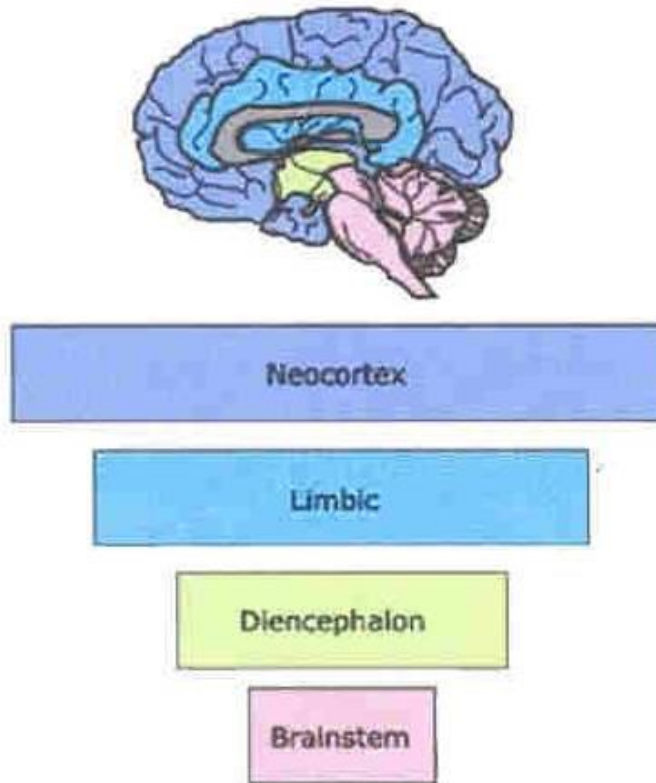
Sensations

Body

Skill Begets Skill

Brains are built from the bottom up.

Diagram, B. Perry, 2004



Functional behaviors representing brain systems

Lillas & Turnbull, © 2009

- Regulation: **when the body is calm inside,**
States of Arousal, sleep-awake cycle
- Sensory: **take-in info from the outside world**
Reactions to all sources of sensory information (including vestibular, proprioception, pain, temperature)
- Relevance: **these sensations get organized into an inside world**
Emotions, memories, & meanings
- Executive: **read the context, adapting to the outside world**
Ability to *initiate* and *shift* as well as *inhibit* and *sustain* motor (includes attention) activity and behavior according to the context

What Are Your Triggers?



What Are Your Toolkits?



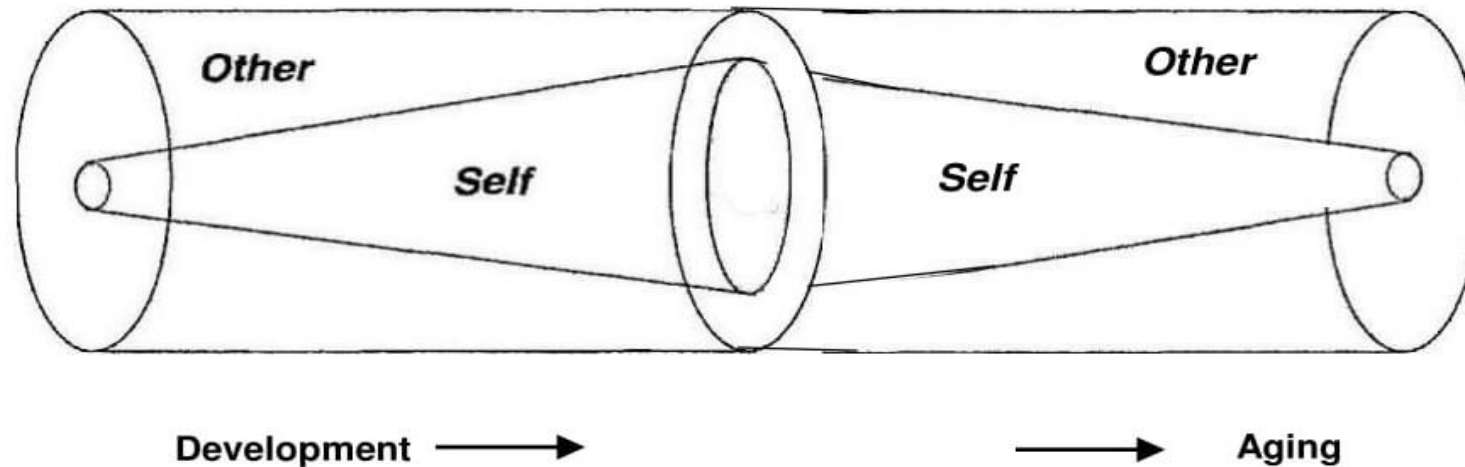
Facilitate Stress Recovery by Self or with Others

Stress & Stress Recovery

- 4 Trigger Points
 - Body
 - Sensing
 - Feeling
 - Thinking/Planning
- 4 Prevention/Recovery Toolkits
 - Body
 - Sensing
 - Feeling
 - Thinking/Planning

Co-regulation precedes self-regulation

Changing balance between other-regulation and self-regulation as a child develops into an adult and as an adult ages



Changing balance between other-regulation and self-regulation as a child develops into an adult. (From "Ports of Entry and the Dynamics of Mother-Infant Interventions," by A. J. Sameroff, 2004, in *Treating Parent-Infant Relationship Problems*, p. 12, by A. J. Sameroff, S. C. McDonough, & K. L. Rosenblum [Eds.], New York: Guilford Press. Copyright 2004 by The Guilford Press. Reprinted with permission.) Found in the Neurorelational Framework Book on page 20. Adapted by C. Lillas 2016.

Facilitate Recovery in Self



Put Your Oxygen
Mask on First,
Then Help Others

Regulation Brain System

How does my body feel inside?

The brain system that manages the inside world of the body tells us if we are:

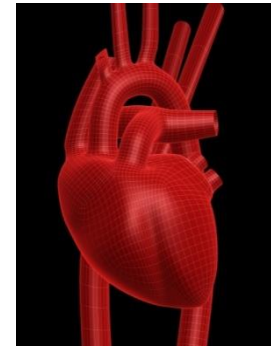
- thirsty or not thirsty
- hungry or full
- hot or cold
- in pain or comfy
- sick or well

How does my body feel inside?

- bladder/bowel is full or empty
- bowel is moving and passing gas
- heart beat is fast or slow, or steady or jerky
- breathing is fast or slow, deep or shallow
- voice is loud or soft
- body is upside down or right side up
- body is moving or still
- muscles are tense or relaxed

How does my body feel inside?

The sensations from the inside of the body are how we track how it feels to be alive.



Body Triggers

Macro

- Any medical, chronic or acute conditions
- Any financial stressors
- Global, life stressors (e.g., moving, caring for elderly parent)



Body Triggers



k5002742 www.fotosearch.com

Micro

- Sleep concerns
- Stress zone patterns, stuck in one zone, fast transitions
- Poor/accurate cue sender of body cues
- Poor/accurate cue reader of body cues (hunger, thirst, tired, bowel/bladder pressure)
- Nutritional/diet issues
- Body site where stress finds a “home”

NICU Specific Stressors

- Rounds
- Parents upset/stressed
- Babies who acutely deteriorate
- Waiting for NP, Neos
- Management or system issues
- Shift work
- Relationships with parents and families
- Changes to the system
- Babies die – trauma to family, staff, other parents
- Palliative babies

Facilitate Stress Recovery

Identify Your Own Trigger Points



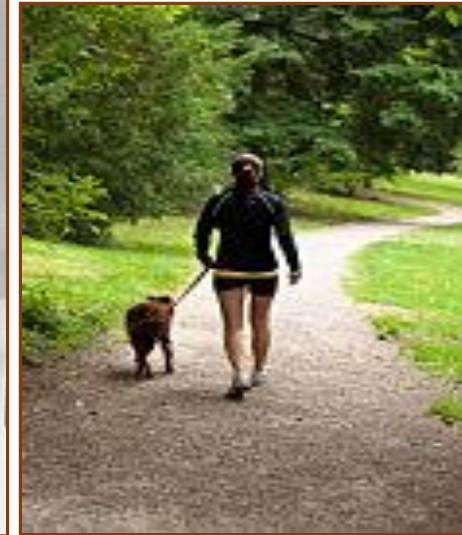
Where Will You Feel the Stress?

- Headache
- Shoulders
- Stomach
- Back
- Chest
- Throat
- Jaw
- Blood “boiling”

Facilitate Stress Recovery

Identify Your Recovery Toolkits

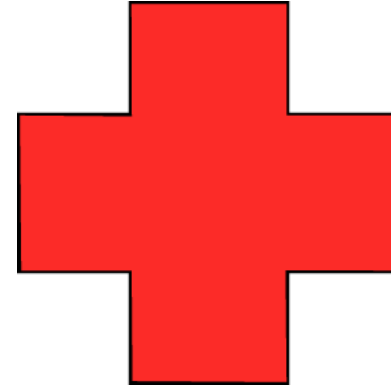
1. Body toolkit, resetting body thresholds



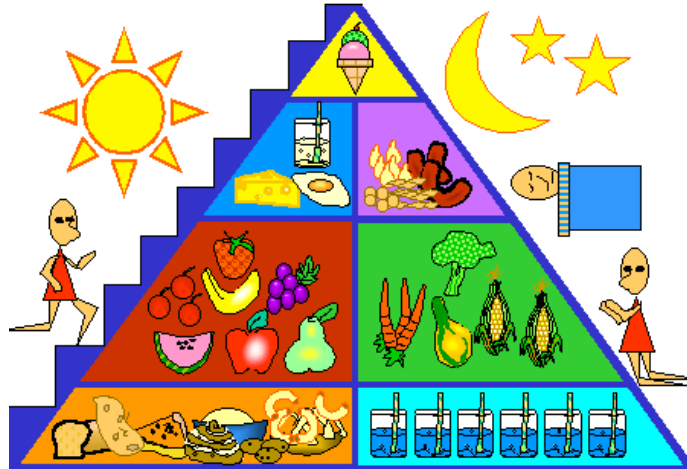
Body Toolkits

Macro

- You have a medical “home” for each of your medical needs
- You have a voice in things
- You prepare for big picture/system issues



Body Toolkits



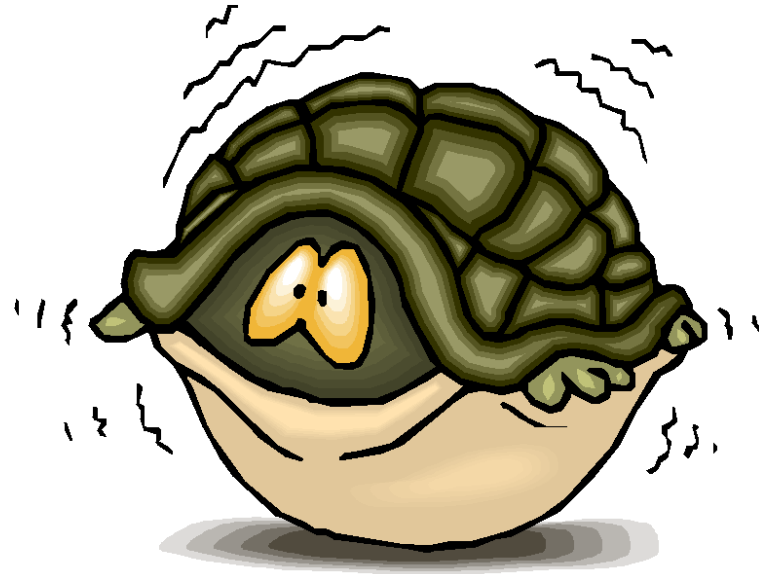
Micro

- You know what helps you get to sleep quickly
- You implement routines that help you stay asleep
- Your frequency of eating helps you stay stable in your body
- You eat a variety of “good” and healthy foods
- You take care of your body in a variety of healthy ways

Body Toolkits

When Words Won't Work to Calm...

- Yoga
- Meditation
- Physical activity
- Naps
- Reading



Titrating stress =

- Give the right dose of stress!



nu104009 www.fotosearch.com

We can under shoot it...

We can over shoot it...



Match vs. Mismatch

Match

Some are better matches than others

High energy staff with an active baby

Calm staff with a baby who needs a lot of breaks

Mismatch

- High energy staff with a baby that requires a lot of calm, quiet, slow rhythms
- Calm staff with an active baby who wants to socialize

Body Toolkit

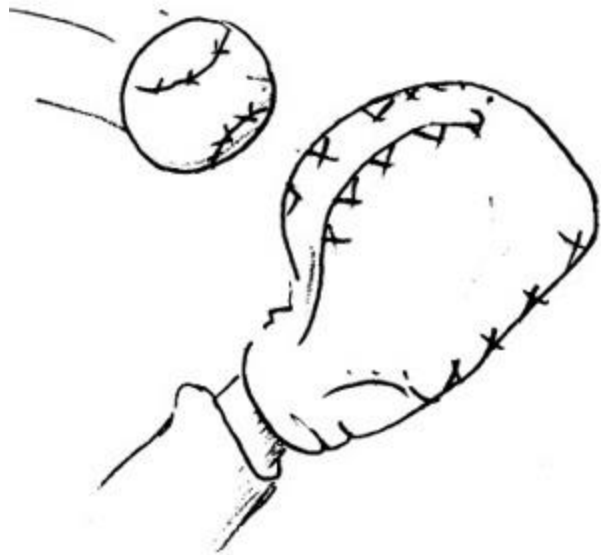
How do you manage stress prevention and recovery in your body on your own?

- Self regulation (S)

How do you manage stress prevention and recovery with help from an other?

- Co-regulation (O)

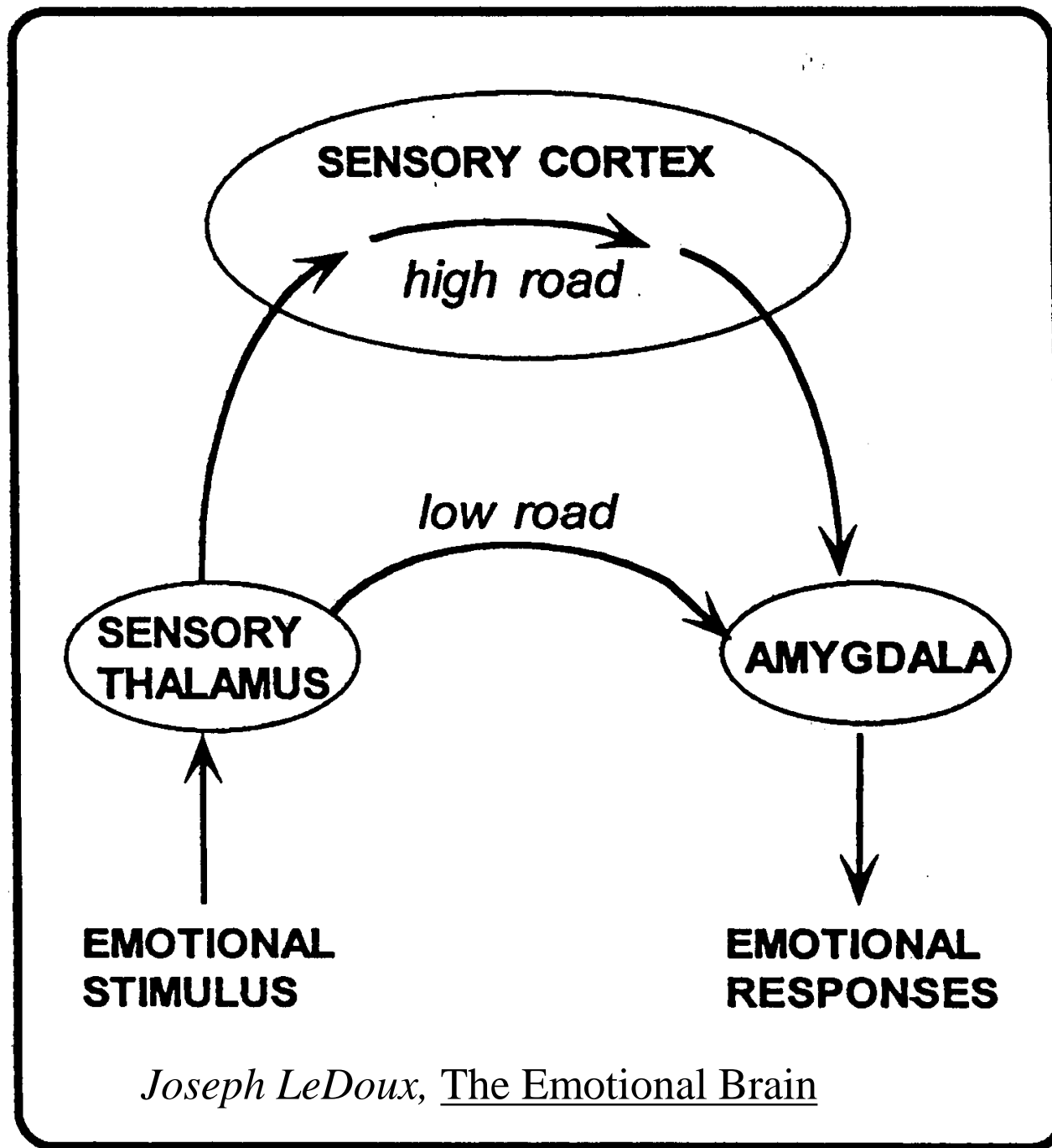
Catching Things at the Front End!
Ourselves, our co-workers, the families and the babies
(and our own spouses and children)



What is Mental Health – for Regulation?

- Healthy daily rhythms of the body
- Accurate sensing of internal cues

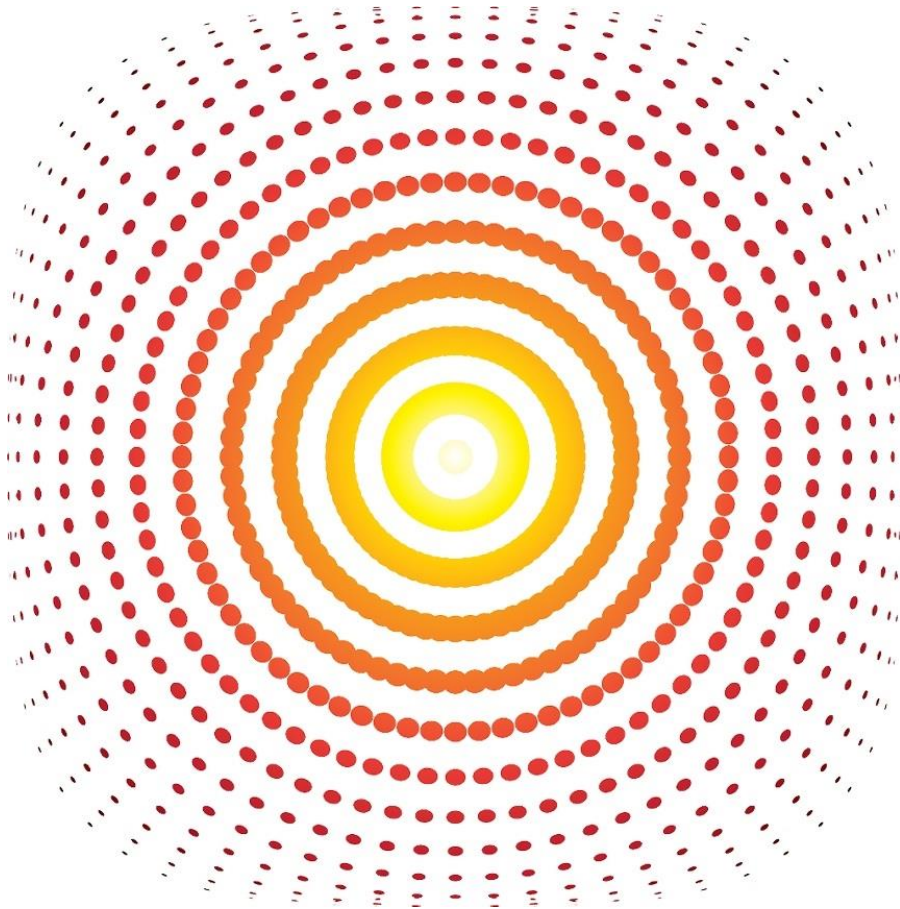
Sensory Brain System



Memories =
Sensory
Fragments

Joseph LeDoux, The Emotional Brain

Sensory Triggers & Preferences



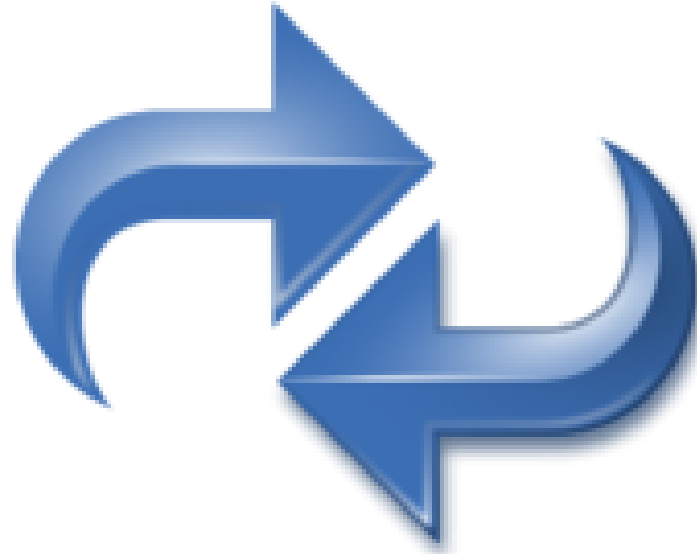
Habituation & Sensitization

- Habituation: a decrease in responsiveness after repeated exposure (supports “coordination”)
- Sensitization: an increase in responsiveness after repeated exposure (supports “load conditions” of toxic stress)



Threat lies in the senses
of the beholder.

Reversal of Safety & Threat



We All Have Individual Preferences & Rhythms



- Who is a lark or an owl?



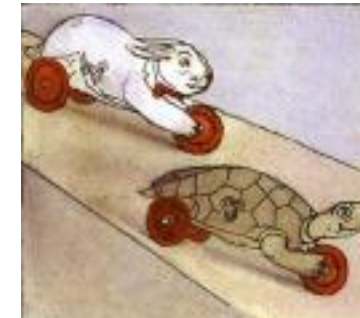
- Who is a sensory seeker?



- Who avoids?



- Who is a hare or a tortoise?



- Who is a thrill seeker?

Facilitate Stress Recovery

Identify Your Own Trigger Points

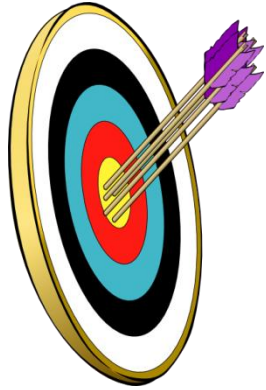


To these 5 senses we add 2 more





Sensory Triggers



Micro

- Can you accurately orient to, locate, discriminate, and track sensations?
- Can you modulate the duration, intensity, and rhythm of sensations?

We all have natural thresholds

- Low threshold =
- High sensitivity



- High threshold =
- Low sensitivity



Stress



Facilitate Stress Recovery

Identify Your Recovery Toolkits

2. Sensory toolkit, resetting sensory thresholds



Sensory Toolkits



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Micro

- You know what sensations help you get to sleep
- You know what sensations help you wake up
- You know what sensations keep you in the green zone
- You know what sensations bring you down from red
- You know what sensations bring you up from blue

Sensory Toolkits Are Used For Facilitating...

- Falling in love
- Stress recovery, back to green
- Sleep



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© Can Stock Photo - csp14971512

We all have individual thresholds and preferences in relationships...



Nonverbal signals

- Eyes and face
- Tone of voice
- Body posture & movement
- Rhythm, rate, & intensity

What brings you down...
What brings you up???



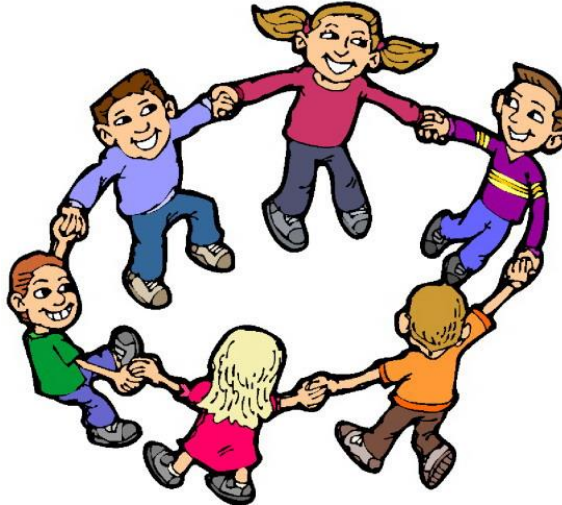
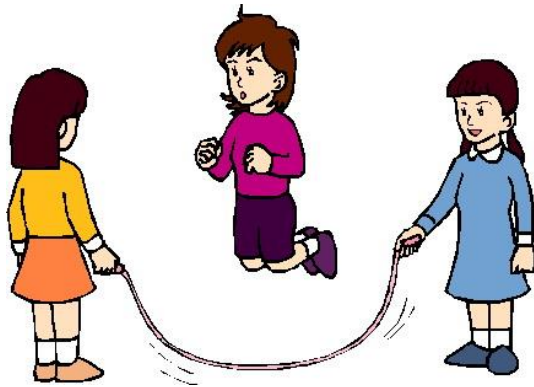
Recovery: On Your Own Sensory Toolkit



Recovery: Sensory Toolkit with Others



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Do we match or counter?



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Matching or Countering the Sensory Modality

Low Intensity, Slow Rhythm

Match

Lower lights and sounds
Lower tone of voice
Slow down vocal rhythm
Slow down facial expression
Slow movement

Counter

Increase lights and sounds
High pitched tone of voice
Rapid vocal rhythms
Bright facial expressions
Fast movement

High Intensity, Fast Rhythm

Match

Increase lights and sounds
High pitched tone of voice
Rapid vocal rhythms
Bright facial expressions
Fast movement

Counter

Lower lights and sounds
Lower tone of voice
Slow down vocal rhythm
Slow down facial expression
Slow movement

Sensory Toolkit

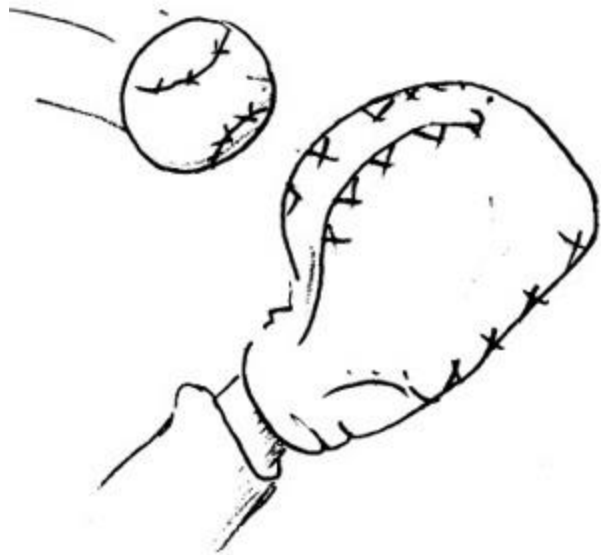
How do you manage stress prevention and recovery with sensations on your own?

- Self regulation (S)

How do you manage stress prevention and recovery with sensory help from an other?

- Co-regulation (O)

Catching Things at the Front End!
Ourselves, our co-workers, the families and the babies (and
our own spouses and children)



What is Mental Health for Sensory System?

- Knowing our sensory preferences and triggers and living comfortably with them



Relevance Brain System

What emotions do I feel?

- What are my emotions? Happy, sad, angry, disgusted, surprised, afraid?
- How are others feeling?
- Are we feeling the same or different feelings?
- What does this emotion and experience mean to me and what does this mean to you?
- Is this emotion going to motivate me or not? Is it important to me?

Feelings As Messengers

Feeling Families

◆ Sad



◆ Scared



◆ Mad



◆ Joyful

◆ Peaceful

◆ Powerful



Messages

- There is a *loss*
- I need comfort, space, and/or support to grieve and let go
- There is *danger*
- I need protection, support, and/or reassurance
- There is a *violation*
- I need to set limits and/or re-establish boundaries or expectations
- Keep on keeping on!

Which feelings you are comfortable or uncomfortable with...?

Positive feelings (green zone)

- Interest
- Enthusiasm
- Laughter
- Empathy
- Calmness
- Trust
- Hope
- Confidence
- Affection
- Gratitude
- Love

Negative feelings

- Anger, hostility, hate (**red zone**)
- Blame
- Resentment
- Jealousy
- Sorrow, sadness, grief (**blue zone**)
- Depression
- Regret
- Worry, fear, panic (**combo zone**)
- Anxiety
- Insecurity
- Shame, embarrassment

Comfort with Feelings

Which are harder for yourself to manage?

- Green zone
- Red zone
- Blue zone
- Combo zone

Which do you find harder to handle in others?

- Green zone
- Red zone
- Blue zone
- Combo zone

Underneath anger, is most often fear and/or hurt. When we focus on the anger we are missing many of the other feelings!



Facilitate Stress Recovery

Identify Your Own Trigger Points

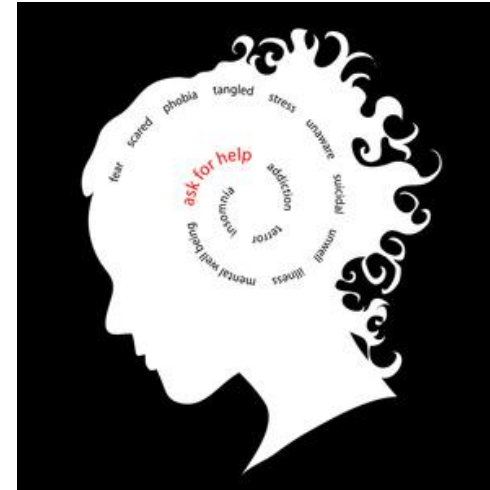
3. Emotional triggers



Feeling Triggers

Macro

- Any global trauma to system – death of a baby
- Intergenerational history of trauma – from daily to acute
- 4 or more Adverse Childhood Experiences
- History of mental illness in the family



Feeling Triggers



Micro

- Can you modulate a full range of both happy and upsetting emotions?
- Can you access a full range of both happy and unhappy memories that you learn from?
- Can you accurately portray your cues and read others' intentions?

Blindspots: objects in mirror are closer than they appear...



Our past is in our present...



Our present is in our future...



Emotional Family Tree



It's important to know
our tender spots



Trigger spots
can give us
clues.

Rupture and Repair

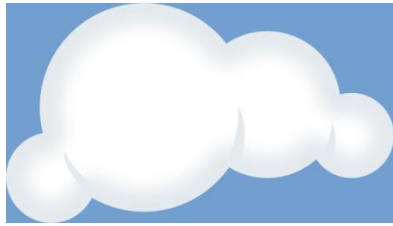


Intensity Scale 1 to 5

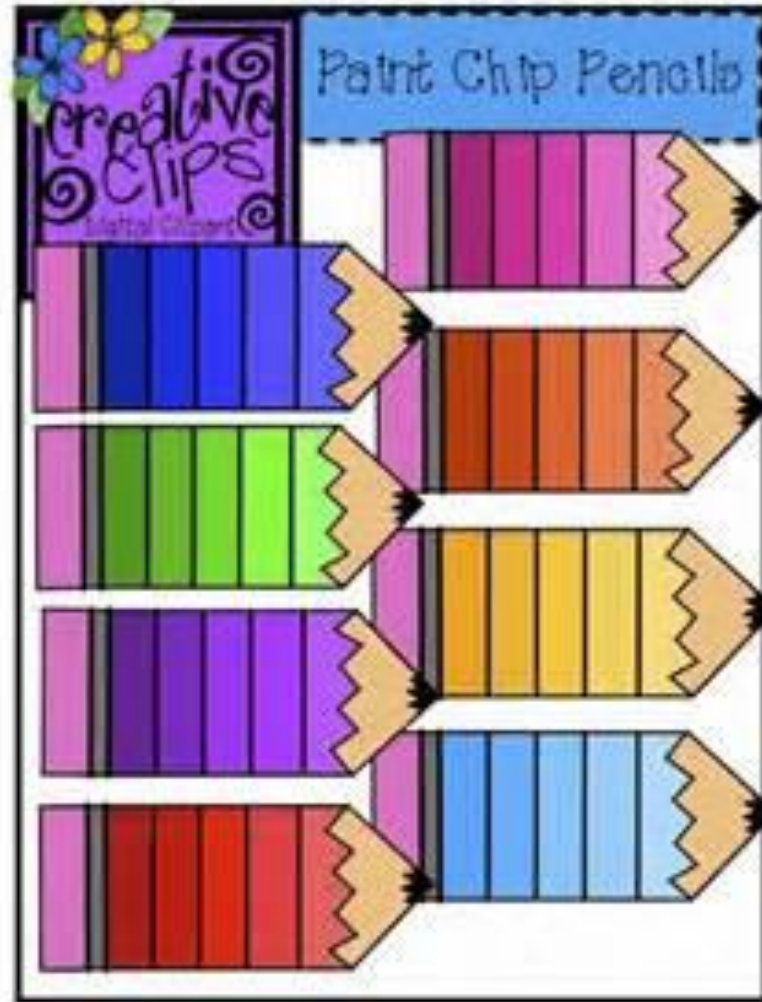


From Safety to Danger

1 2 3 4 5



Paint Chips for Intensity Scales!



Facilitate Stress Recovery

Identify Your Recovery Toolkits

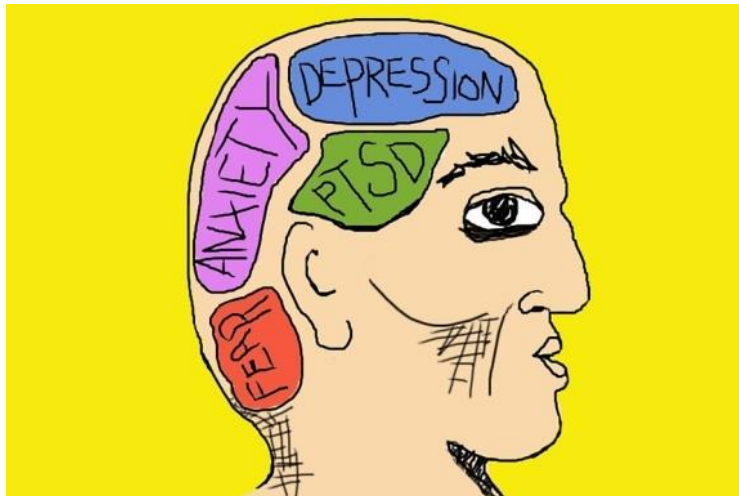
3. Emotional toolkit, resetting emotional thresholds



Feeling Toolkits

Macro

- Mental Health Support
 - Coaches & Mentors
 - Procedural Learning
 - Therapeutic Groups
- You have an “emotional” home for any mental health needs from your own trauma history
 - You have a support group or community of family/friends to help you with your emotional load
 - You have someone helping you learn new skills and practicing them with you



Feeling Toolkits

- Catching feelings at the “front-end”
- Learning new procedures
 - Listening & Validating
 - Talking



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Micro

- You are comfortable sharing a full range of feelings in yourself with your partner/co-worker
- You have a co-regulator that can listen/validate your range of feelings and help you laugh!
- You can validate a full range of feelings in yourself
- You have relationships that repair from ruptures

We all have individual emotional preferences in relationships...



Without Words:

Nonverbal signals

- Eyes and face
- Tone of voice
- Body posture & movement
- Rhythm, rate, & intensity

Stress Recovery:
When help comes from others...
without words



Feeling toolkit...without words (use sensory preferences)



Feeling Toolkit: non-verbal help

How do I choose the right person?

- Do I need a calm voice?
- What vocal rhythm helps me?
- Do I need gentle looks?
- What type of body posture conveys comfort and safety to me?
- What actions or movement feels uncomfortable?
- What kind of touch do I need?

Eyes, Tone, Movement: Rhythm, Rate, Intensity



Eyes, Tone, Movement: Rhythm, Rate, Intensity



Recovery with words: Take Turns Listening



Be an Active Listener



Acknowledge feelings by
naming feelings – one word!



You seem...



It looks like you feel...



Feeling toolkit

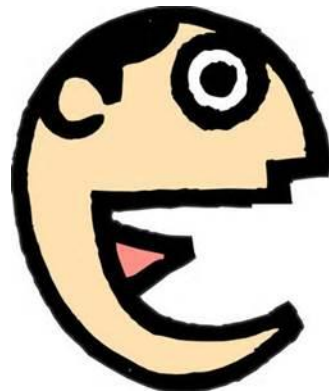
Recovery with words:

Next, take turns talking...with listening!



Take Turns Practicing Talking Skills

- Make eye contact with your partner
- Make “I” statements
- Slow it down; pick one feeling at a time to discuss
- Be congruent between your body language and your feelings
- Make cause/effect links with your feeling (I’m feeling quite happy (or sad/mad/worried) today **because**....



Even when you think they should
feel “differently” ...



Feeling Toolkit

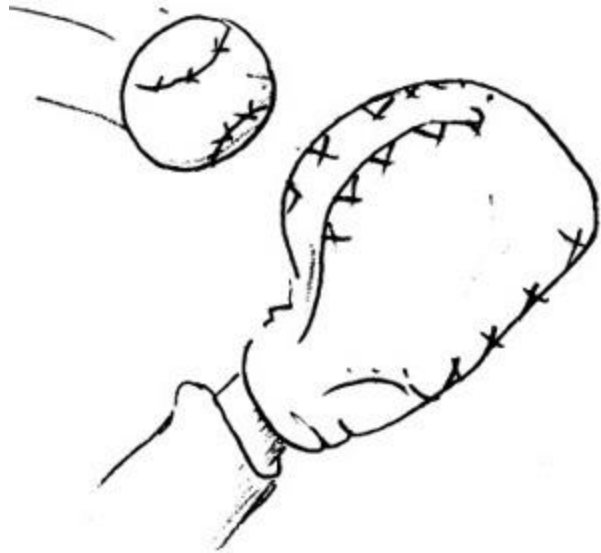
How do you manage stress prevention and recovery with feelings - on your own?

- Self regulation (S)

How do you manage stress prevention and recovery with help with your feelings?

- Co-regulation (O)

Catching Things at the Front End!
Ourselves, our co-workers, the families and the babies (and
our own spouses and children)



What is Mental Health for Relevance System?

- Experiencing a range of emotions and memories

Then:

- Making accurate meanings of these emotions and memories

Then:

- Using this emotional information to adapt to the environment and learn

Executive Brain System

The thinking and planning brain is first and foremost an
action brain!

Our movements are critical!



Facilitate Stress Recovery

Identify Your Own Trigger Points

4. Thinking & Planning triggers



Our “executive” system
 juggles...many things!



We look to see if there is a balance of spontaneous with automatic routines

- Can you engage with spontaneity?



- How do you do with routines of feeding, bathing, sleeping, playing?



Juggling Spontaneous Events with Automatic Routines



Balancing the Teeter-Totter

Where do you need help?

Are you naturally playful?



Are you naturally structured?



Who/what is you out?

- Are you at-risk to choose to play instead of getting things done?
- Are you at-risk to choose to get the “next thing done” instead of playing with your family?



Juggling our Feelings with our Thoughts



Balancing the Teeter-Totter

Where do you need help?

Are you naturally oriented towards your feelings?

Are you naturally organized to think about things?

Who/what balances you out?

- Are you at-risk to choose to feel your way through something?

- Are you at-risk to think only about the facts in making a decision?



Juggling Our Own Needs with Other's Needs



Balancing the Teeter-Totter

Where do you need help?

Are you naturally oriented
towards other's needs?

- Are you at-risk to choose to give to others and not yourself?

Are you naturally
organized to think about
your own needs?

- Are you at-risk to take care of your own needs and not consider other's?



Who/what balances you
out?



Your partner, who may be opposite of you, may be your balancing other!



Other contributions to the success of our thinking & planning skills

Processing Speed, this can be slower than other parts of our brain functions



Other contributions to the
success of our thinking & planning skills

**Working Memory, how many things can we hold all
at once?!**

Three

Plus

Four



Other contributions to the
success of our thinking & planning skills

Time Travel, moving with ease between the... Past
Present Future



Other contributions to the
success of our thinking & planning skills

The dance of Part-to-Whole Thinking

Piece of the Pie...



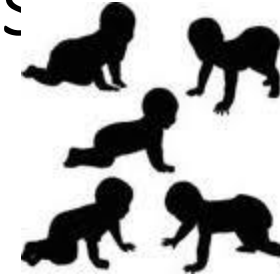
Up against the whole pie!



Thinking-Planning Triggers

Macro

- Any motor planning and output delays
- Any Learning Disabilities combined with a Slower Processing Speed
- Any ADHD symptoms (too much flexibility)
- Any delays across multiple domains ex. too much rigidity
- Any cognitive rigidity (e.g., black & white thinking)



Thinking-Planning Triggers



Micro

- Can you balance spontaneous events with automatic routines up against the “big picture” and stay on target?
- Can you balance feelings with thoughts up against the “big picture”?
- Can you balance your own needs with other’s needs up against the “big picture”?

Facilitate Stress Recovery

Identify Your Recovery Toolkits


4. Thinking/planning tools, resetting thinking/planning thresholds



Thinking/Planning

MacroToolkits

- You

- # MACROSKILLS
- Physical therapy/occupational therapy
 - You have an “educational” home for any developmental delays and learning needs that require treatment
 - You have someone helping you learn new skills and practicing them with you
- 



Thinking/Planning Toolkits

Micro

- Anticipating problems at the “front-end”
 - Holding on to the Big Picture
 - Learning new procedures for the “back-end”
 - Collaborative problem-solving
- You are naturally good at juggling spontaneous “warm heart” events with steady “hand” routines
 - You have external supports (e.g., computers, lists, relationships) in place to keep you organized
 - You have a relationship that helps you anticipate big picture needs at the “front-end”
 - You have internal “space” or a relationship that helps you process your thoughts and feelings; you can use blends of heart/head skills
 - You have a step by step process to help you problem solve conflict at the “back-end”
 - You keep a balance between meeting your own needs and meeting other’s needs



Problem-solving toolkit:

You are the greatest source of creative resources!

- Do NOT attempt unless both partners are in the Green Zone and there is large window of opportunity (time) to problem-solve
- Problem-solving increases flexibility in all partners
- Collaborative problem-solving includes needs of both partners, not just one partner
- Collaborative problem-solving increases tolerance and empathy for you
- A win-win for both



Problem Solving Toolkit:

Putting Our Heads Together

What does your partner feel & need?
What do you feel & need?



Guiding Principle

- Underneath most problems to solve there is a need!
- Each partner usually has a different need



Now, you brainstorm solutions together!



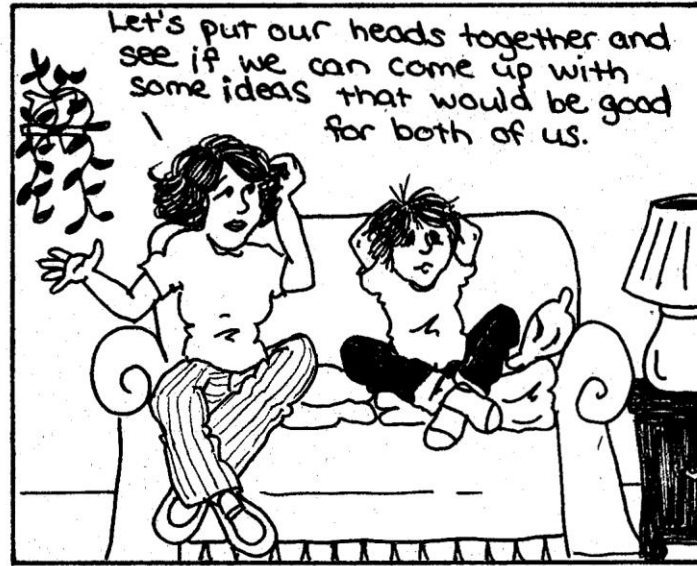
Write down ALL ideas that you think would work for both of you...no matter if you can agree to it or not...



PROBLEM-SOLVING (*continued*)

STEP III.

Brainstorm to find a mutually agreeable solution.



STEP IV.

Write down all ideas without evaluating.



From: Faber and Mazlish,
*How to Talk So Kids Will
Listen & Listen So Kids
Will Talk*

Decide which ideas you both like... & which ones you don't



PROBLEM-SOLVING (*continued*)

STEP V.

Decide which suggestions you like,
which you don't like,
and which you plan to follow through.



From: Faber and Mazlish,
*How to Talk So Kids Will
Listen & Listen So Kids
Will Talk*

Solutions have to be...

Realistic

Do-able

Mutually agreeable



Pick the top solution you will try,
make a plan, and follow through



Thinking/Planning Tools

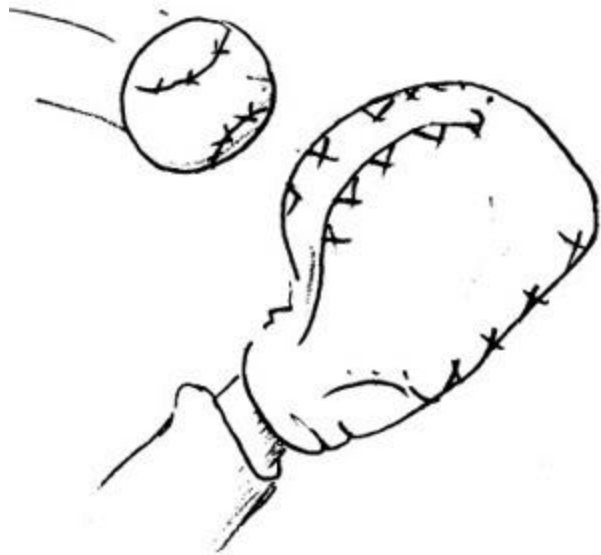
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Catching Things at the Front End!
Ourselves, our co-workers, the families and the babies (and
our own spouses and children)



What is Mental Health?

- Just the right amount at the right time of inhibiting impulses, with enough spontaneity to be creative, and not too much automatic pilot to get stuck
- Feelings ↔ Thoughts
- Me ↔ You = Us

Conclusion

**Take these ideas home
to your family**

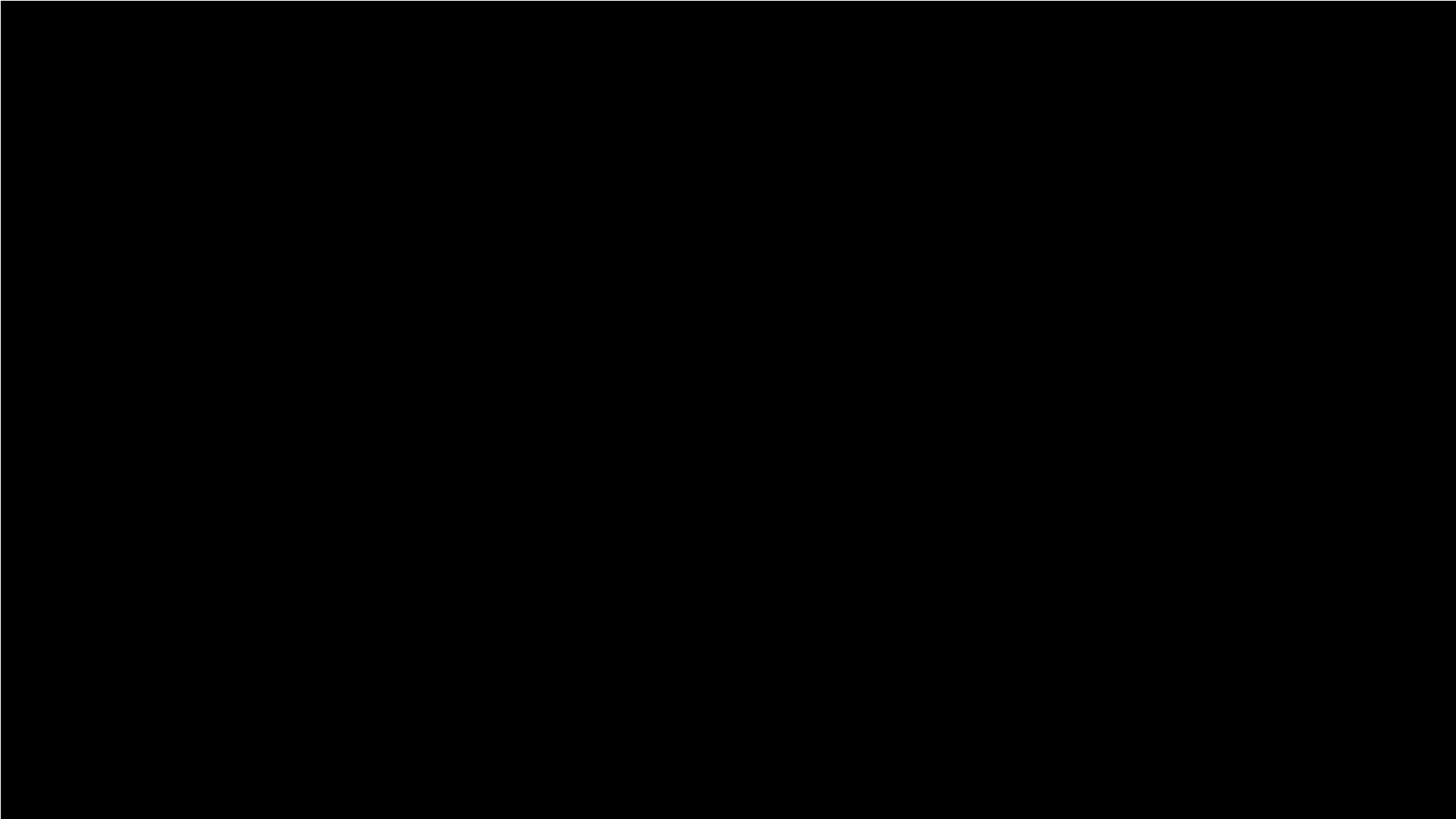
Practicing Your Own Big Picture!



What's Your Best Recovery Toolkit?

- What is your primary toolkit for recovering on your own?
- What is your primary toolkit for utilizing relationships to recover?
- What is your primary way of helping others recover?

Video 10: Just Breathe



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- Infant/Child Mental Health, Early Intervention and Relationship-Based Therapies: A NEURORELATIONAL FRAMEWORK FOR INTERDISCIPLINARY PRACTICE – by Lillas and Turnbull
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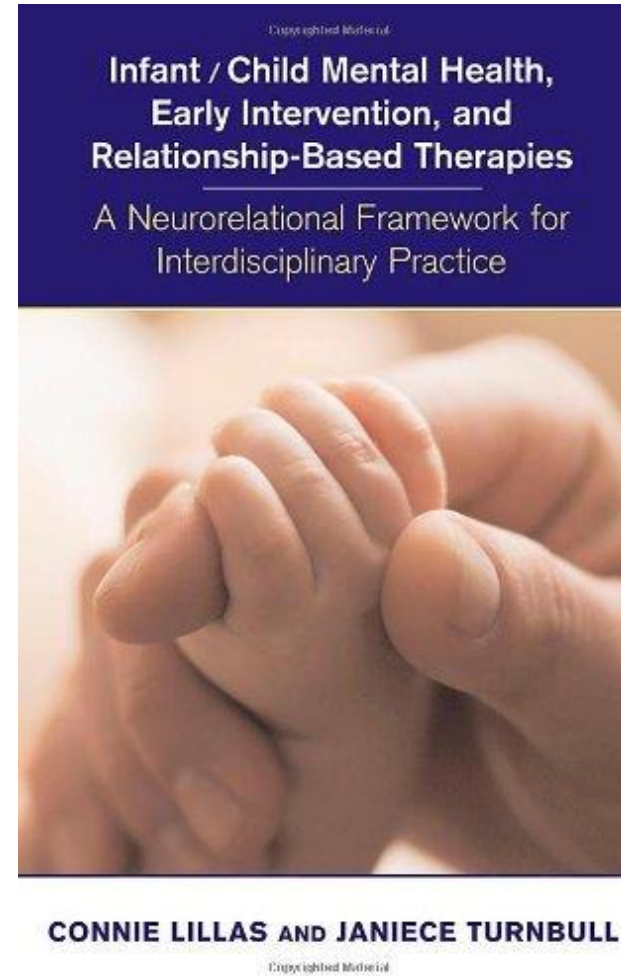
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**A Neurorelational
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**W.W. Norton, New York,
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www.nrf-gc.org



Questions and Comments

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