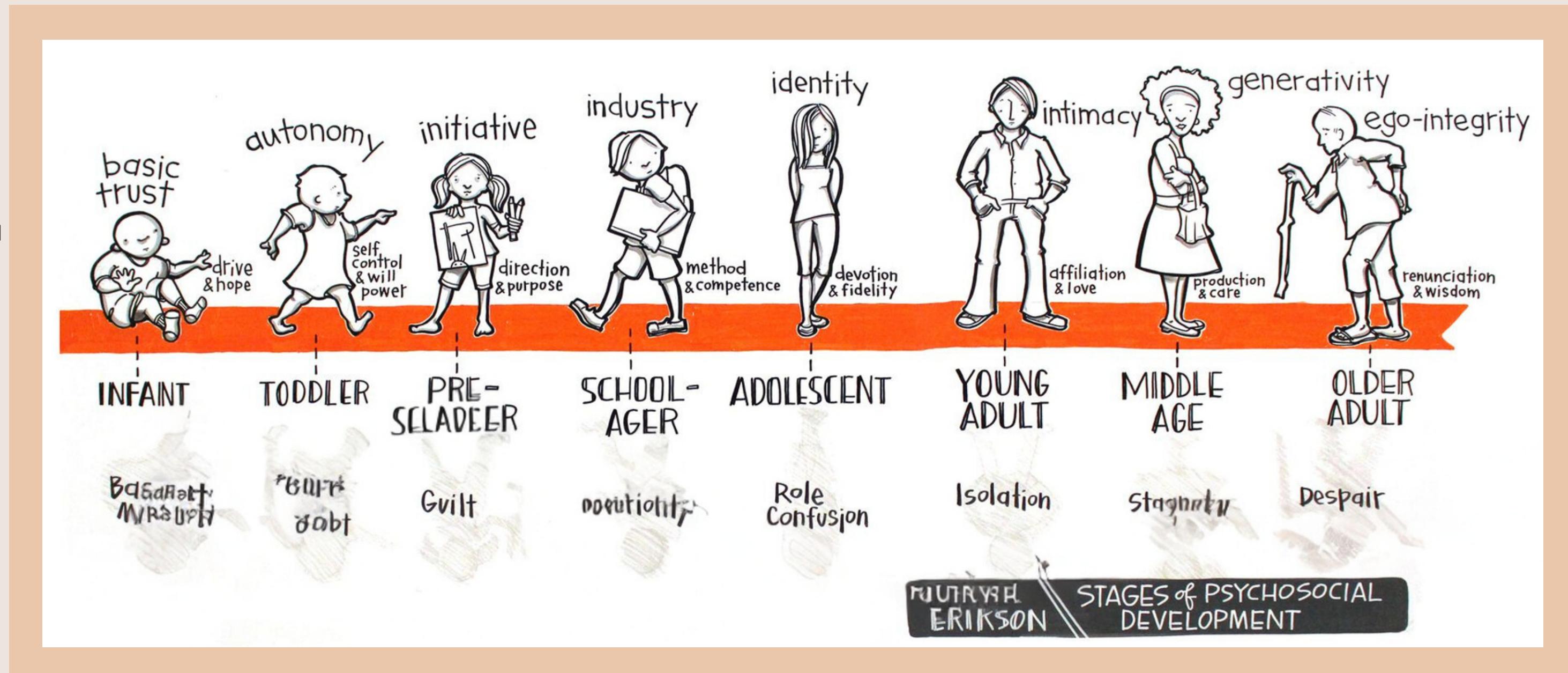

Effective Therapeutic Tools for Children in an IBH setting

RICKELLE HICKS, MA, CAS, LMFT

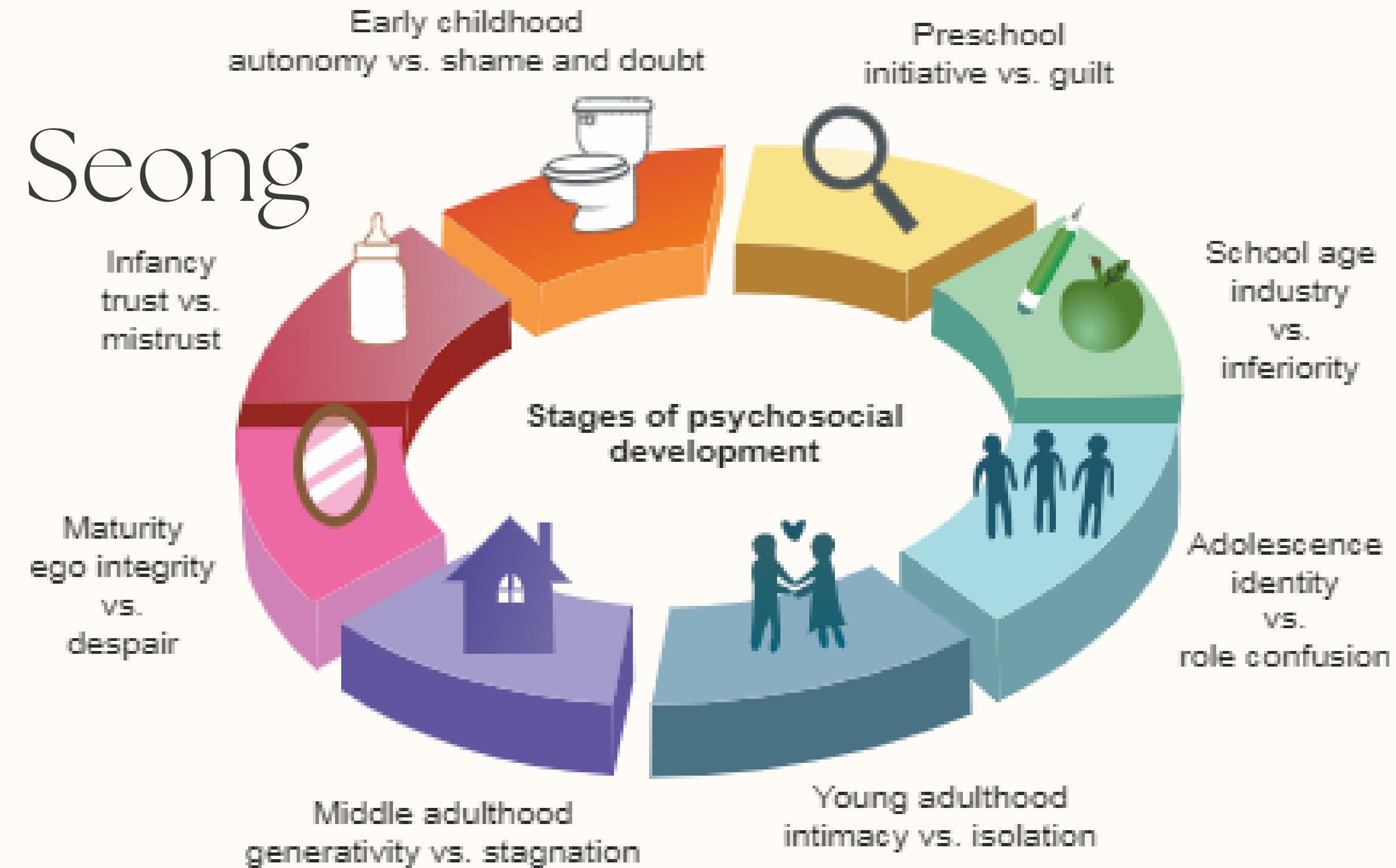
Attachment in Light of Development

Development in Light of Development



Verywell

Joshua Seong



Preschool 3-5 Initiative versus Guilt

QUESTION: "AM I GOOD OR BAD?"

VIRTUE: PURPOSE

CRUCIAL EVENT: PLAY/EXPLORATION

EXPLORING NEW TASKS, USING NEW SKILLS

EXPERIMENTING WITH POWER

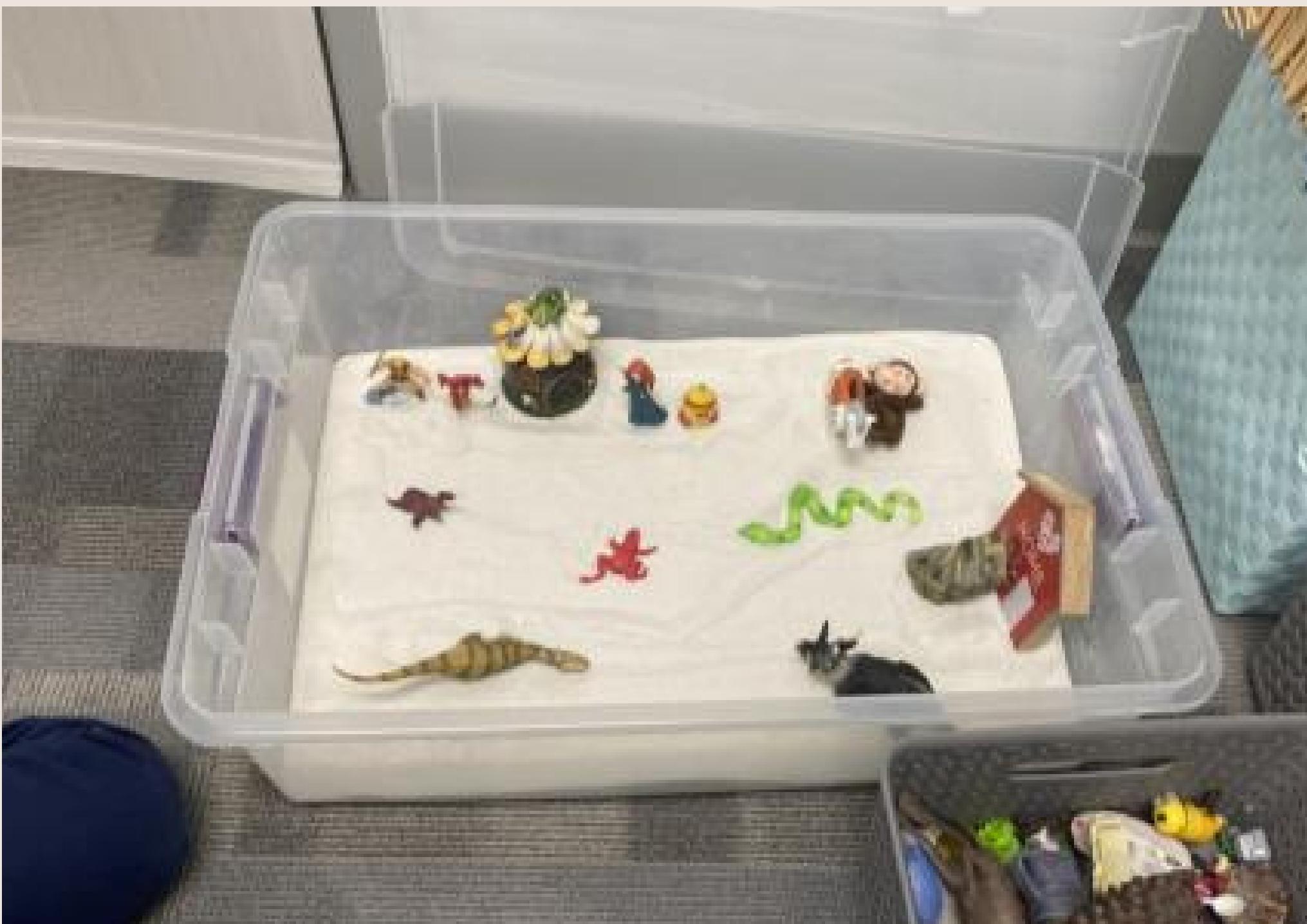


PLAY IS THE HIGHEST
FORM OF RESEARCH.
ALBERT EINSTEIN

Interventions

SAND TRAY

- ALLOWS CHILDREN TO SHOW THEIR EMOTIONS RATHER THAN ARTICULATE THEM
- ALLOWS CLINICIAN TO GATHER INFORMATION RE: COGNITIVE FUNCTIONING, PROCESSING
- SYSTEMIC INFORMATION
- EFFECTIVE IN TREATING TRAUMA
- EXPRESSION OF EMOTIONS WITHOUT THE DISTRESS OF VERBALIZING
- CLINICIAN CAN USE FOR PAST OR PRESENT CIRCUMSTANCES
- STUDY IN 2019 EVALUATED 33 STUDIES AND ALSO FOUND SIGNIFICANT IMPROVEMENTS IN BOTH KIDS AND ADULTS, ESPECIALLY THOSE WHO WERE EXPERIENCING TRAUMATIC STRESS OR WHO LIVED WITH DISABILITIES OR LANGUAGE ISSUES.







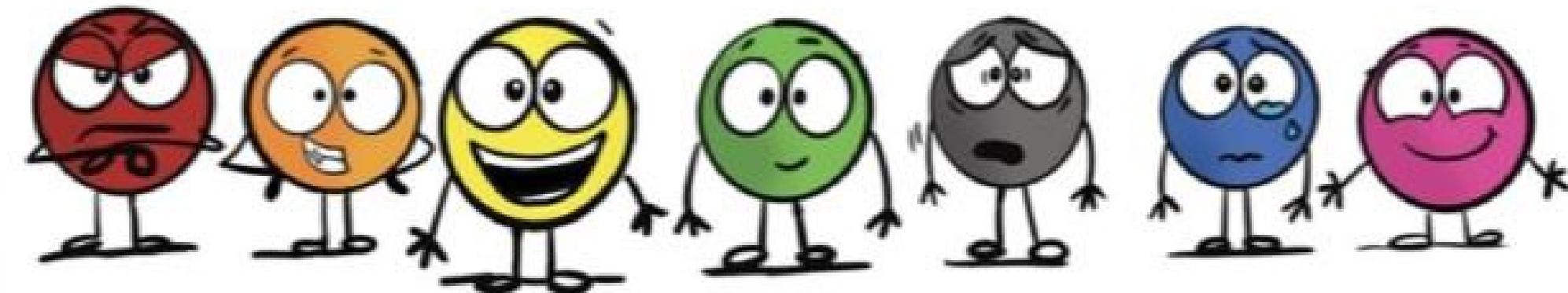


Expansion of Emotional Vocabulary

- IF KIDS HAVE A LANGUAGE FOR THEIR FEELINGS THEY ARE ABLE TO UNDERSTAND THEM AND THEN REGULATE THEM
- GIVING KIDS THE GIFT OF VERBALIZING EMOTIONS BENEFITS THEM ACROSS EVERY ENVIRONMENT - SOCIALLY, ACADEMICALLY, PSYCHOLOGICALLY AND PHYSIOLOGICALLY
- HELP PARENTS TO REFLECT FEELINGS BACK TO REINFORCE THIS OUTSIDE OF SESSION



SPOT YOUR EMOTIONS



ANGER	CONFIDENCE	HAPPINESS	PEACEFUL	ANXIETY	SADNESS	LOVE
Annoyed Mad Furious Frustrated Irritated	Brave Accepted Encouraged Prepared Grateful Proud Determined	Optimistic Delighted Hopeful Cheerful Silly Goofy Positivity Overjoyed Surprised Joy Excited	Focused Relaxed Calm	Worried Afraid Concerned Embarrassed Overwhelmed Nervous Scared Ashamed Stressed Shy Uncomfortable	Left out Hurt Lonely Tired Upset Disappointed Down Miserable Discouraged Bored	Compassion Appreciated Special Valued Cherished Empathy Treasured

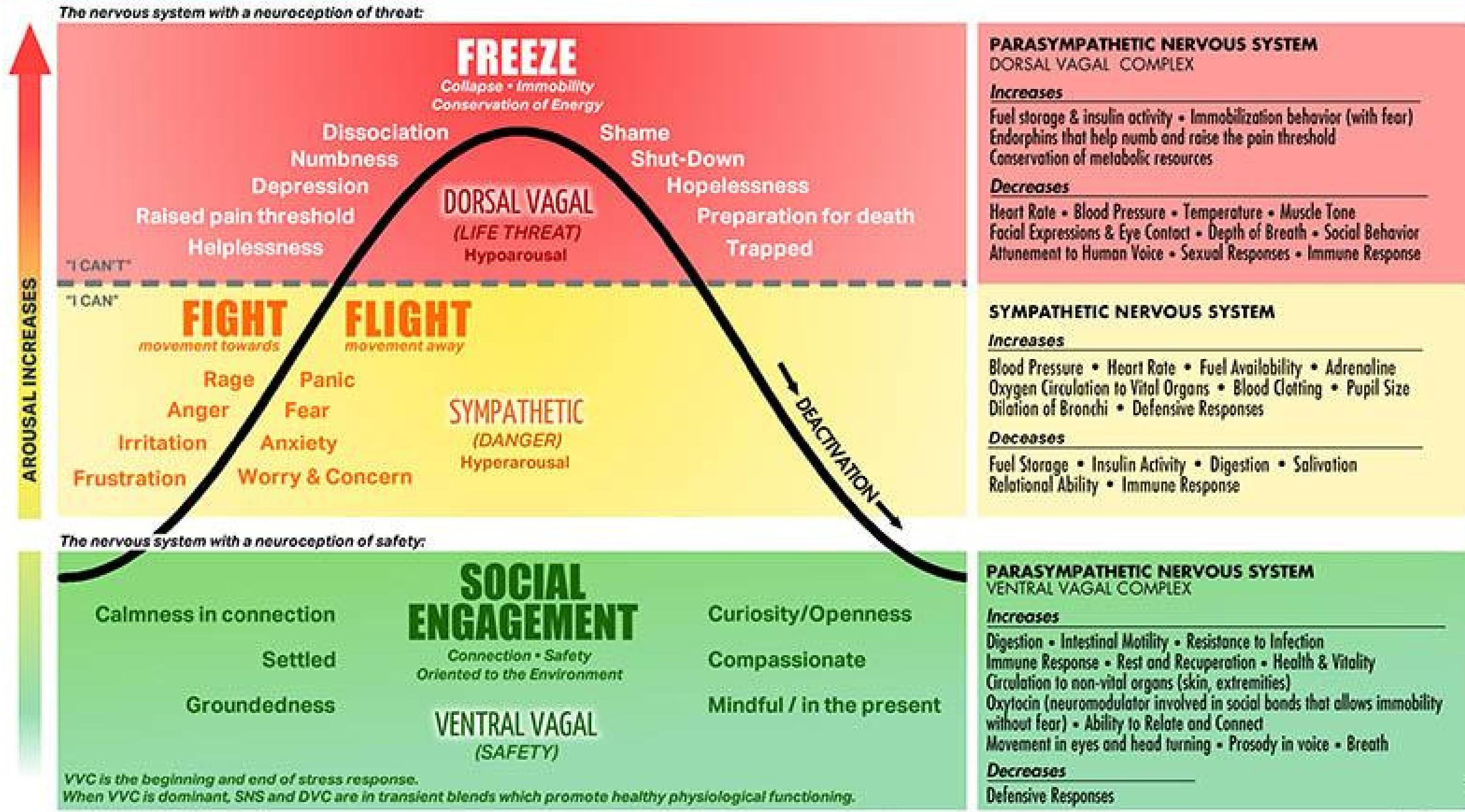
Polyvagal Theory

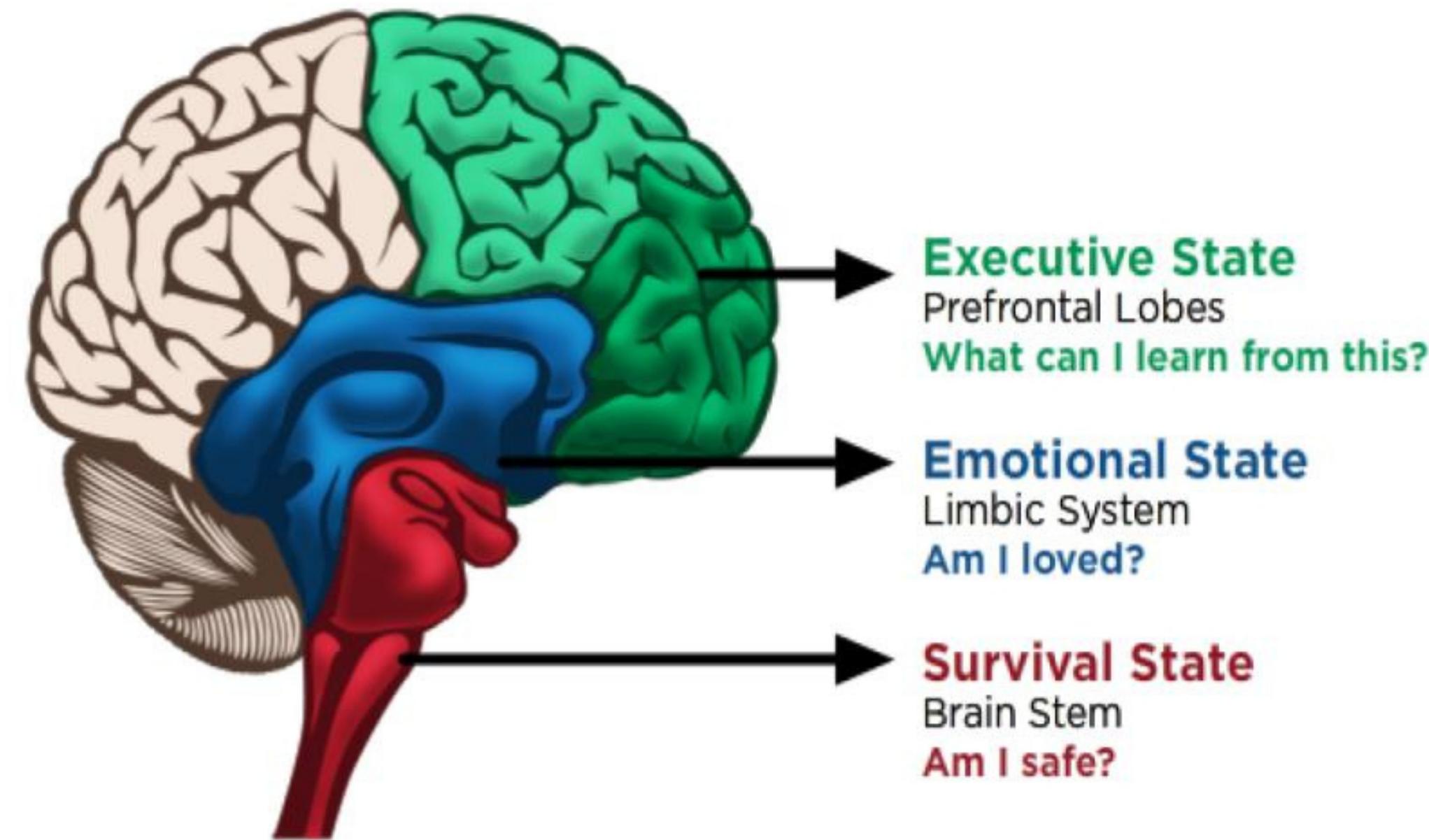
-Steven W. Porges

Stephen W. Porges, PhD | Polyvagal Theory
(stephenporges.com)

- Nervous system awareness and regulation
- Mind/body connection and physiological cues
- Helps caregivers sort out behaviors
- Regulate, Relate, Reason
- We are always working within a systemic framework

POLYVAGAL CHART



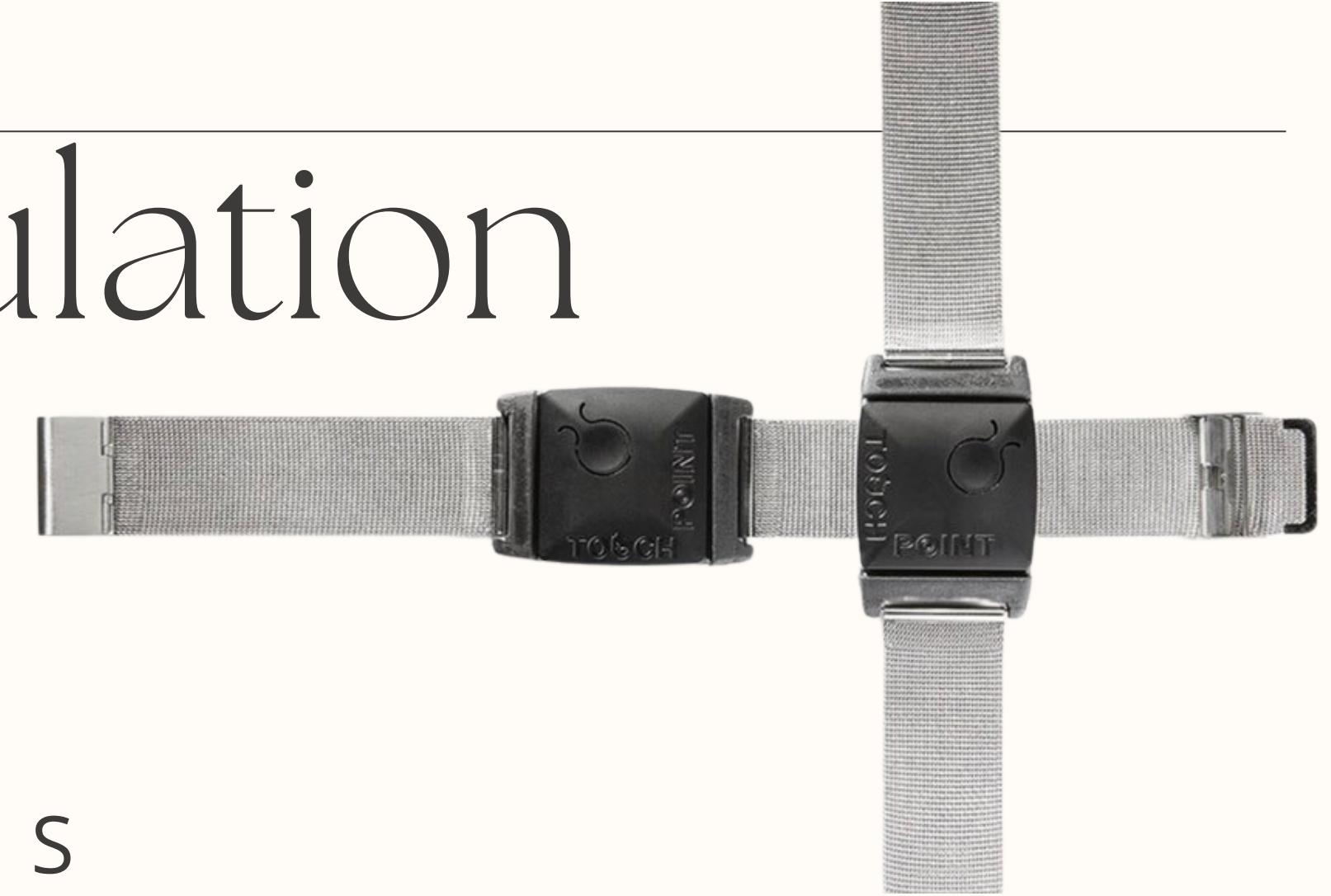


Bilateral Stimulation

How it Works

- BLS DELIVERS STIMULATION TO BOTH SIDES OF THE BODY ACTIVATING BOTH HEMISPHERES (L AND R) OF THE BRAIN WHICH ALLOWS FOR MORE EFFICIENT PROCESSING OF EMOTIONS, EXPERIENCES AND INCIDENTS.
- BLS IS THOUGHT TO MOVE THE TRAUMATIC MEMORIES TO PARTS OF THE BRAIN THAT CAN BE PRODUCTIVE IN PROCESSING AND GET CLIENTS OUT OF A "STUCK" STATE
- ONE STUDY SHOWED A DECREASED STRESS RESPONSE IN THE AMYGDALA, THE AREA OF THE BRAIN THAT WORKS TO PROCESS FEAR AND OTHER EMOTIONS, FOLLOWING BLS. THIS STUDY LOOKED AT MORE THAN 1,000 INDIVIDUALS AND TRACKED SUBJECTS' RESPONSES TO BOTH EMOTIONAL AND PHYSICAL DISTRESS.

Bilateral Stimulation

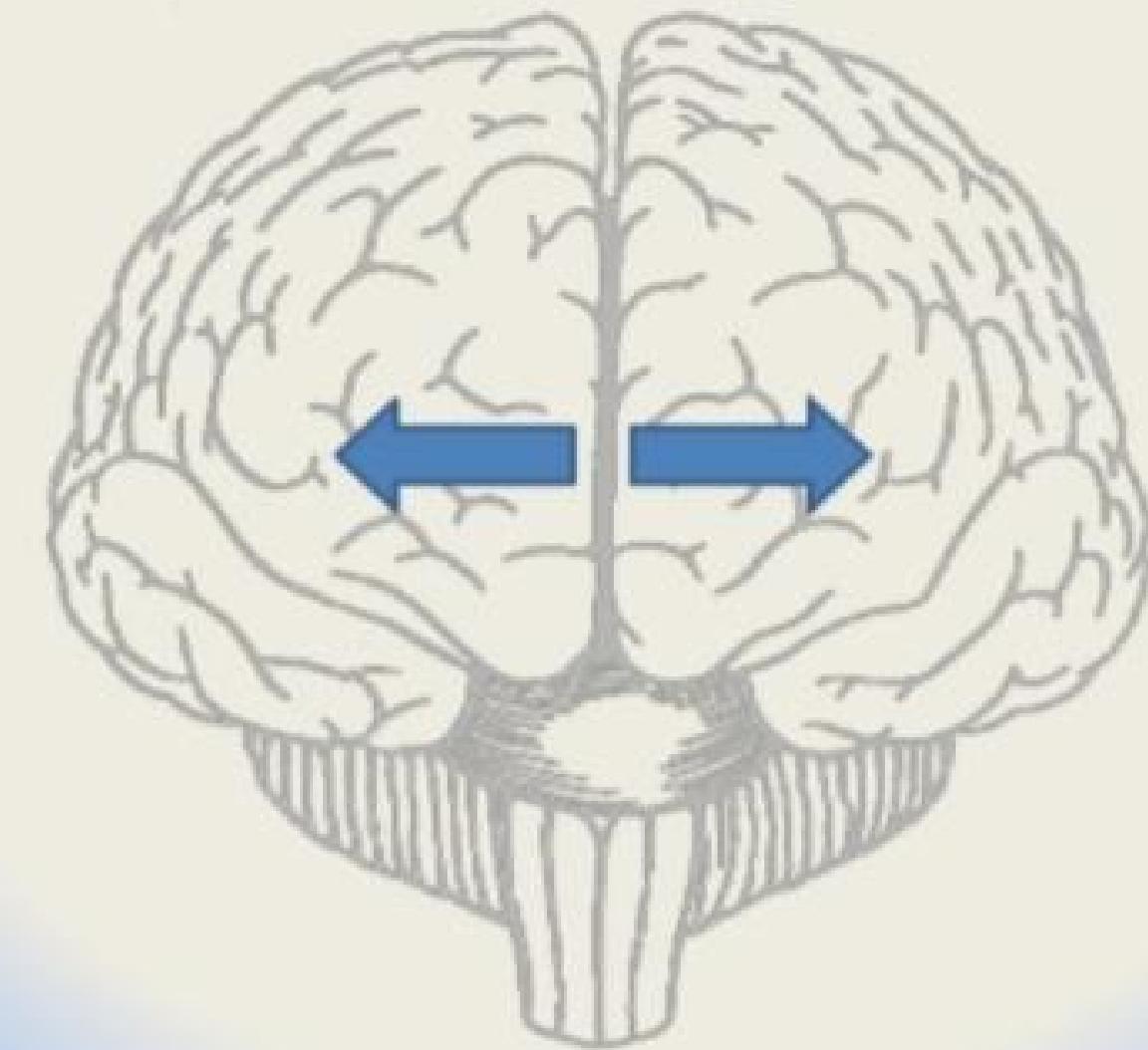


- TOUCH POINT SOLUTIONS

WEARABLE STRESS RELIEF DEVICE | TOUCH POINTS - THE TOUCH POINT SOLUTION™

- BUTTERFLY HUG
- CO-REGULATION WITH CAREGIVER
- ROCKING/RHYTHMIC ACTIVITY

Bilateral Stimulation (BLS) is any rhythmic alternation of stimulation between the left and right hemispheres.



Teaching Patients How to Regulate/Self-soothe

- BUILDING FOUNDATIONAL COPING SKILLS DURING SESSION AND GIVING ASSIGNMENTS TO PRACTICE FOR REINFORCEMENT/IMPRINTING OUTSIDE OF SESSION
- FOCUSING ON BIO-PSYCHO-SOCIAL-SPIRITUAL HEALTH
- INCORPORATING EXTERNAL SUPPORTS AND SCAFFOLDING
- CREATE A CALM DOWN CORNER FOR THE PATIENT AT HOME
- RESCUE BACKPACK
- COMMUNICATE WITH IMPORTANT ADULTS IN THE CHILD'S LIFE

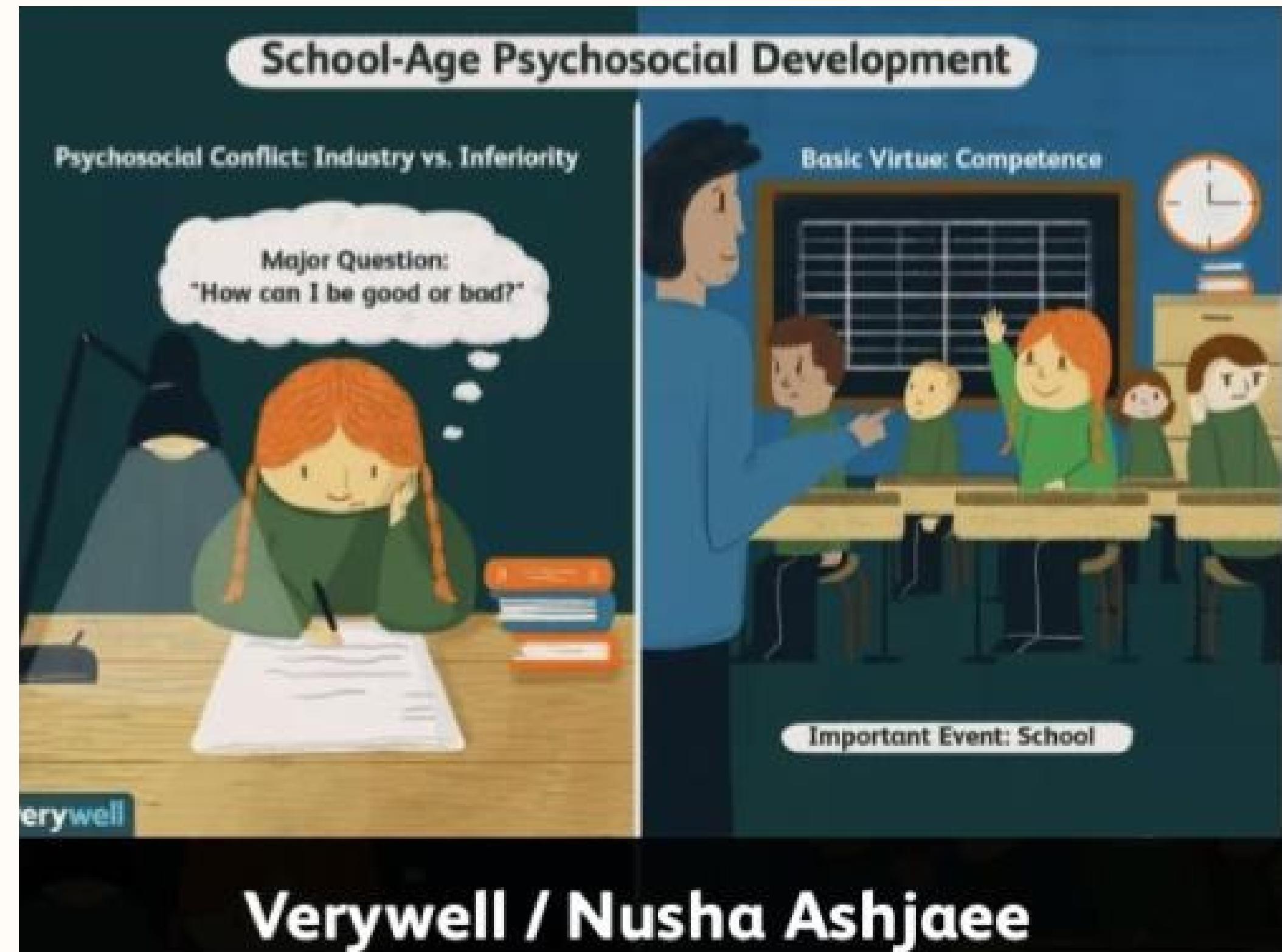
Ages 5-11

Industry versus Inferiority

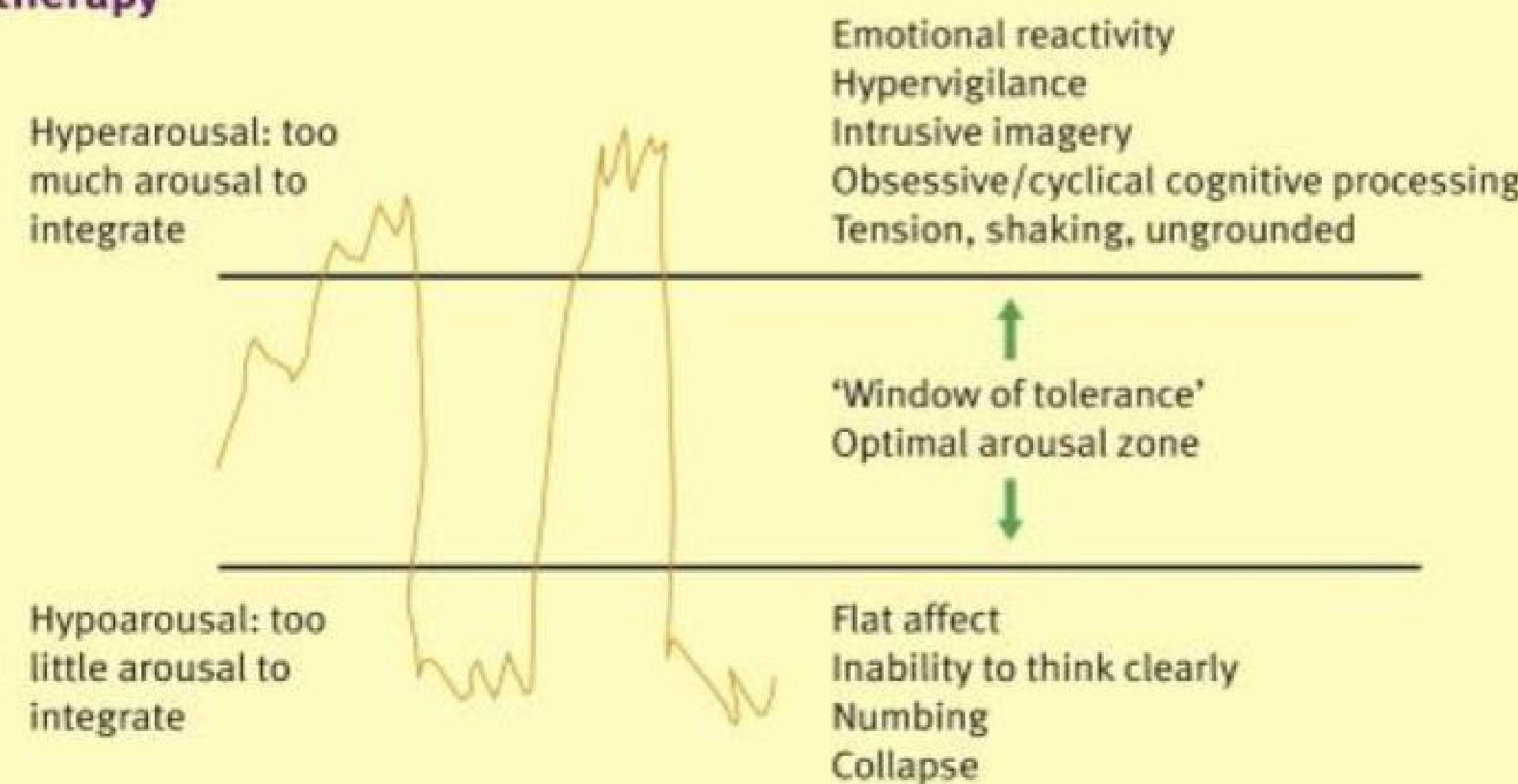
YOUR QUESTION: "CAN I BE GOOD?"

VIRTUE: COMPETENCE

CRUCIAL EVENT: SCHOOL/LEARNING
NECESSITY OF BEING SUPPORTED IN LEARNING NEW
SKILLS
FOUNDATIONAL FOR SELF-ESTEEM, SELF-WORTH AND
SENSE OF COMPETENCY IN RELATION TO OTHERS



The 'window of tolerance': maintaining optimal arousal for trauma-focused therapy



(Adapted from Ogden and Minton 2000)¹⁰

Hyper-Arousal

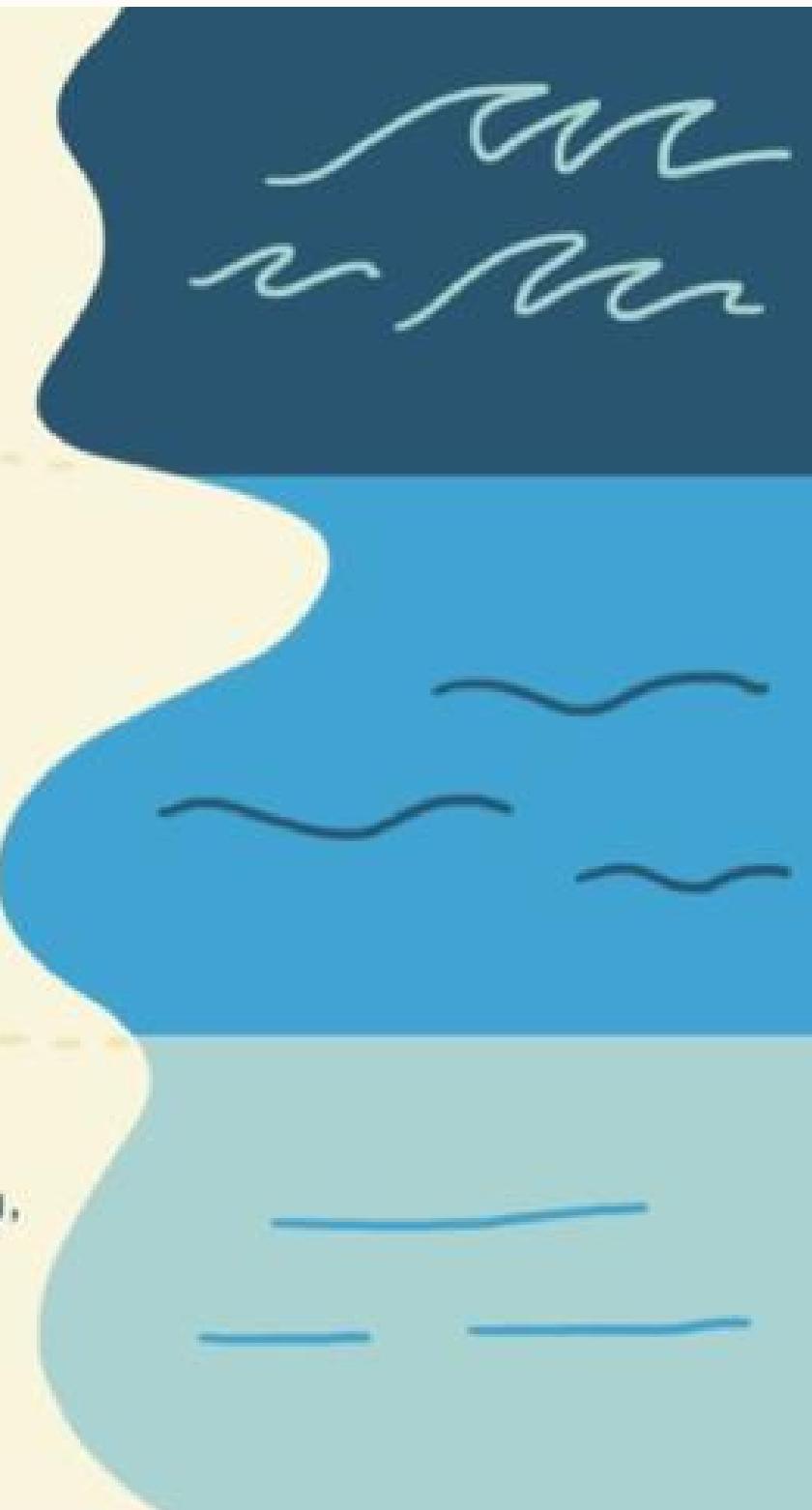
Emotional overwhelm,
panic, feeling unsafe,
angry, racing thoughts,
anxiety, etc.

Window of Tolerance

Carrying on with daily life
in the river of well-being.

Hypo-Arousal

Numb, no feelings or energy,
can't think, shut down,
ashamed, disconnected,
depression, etc.



Interventions

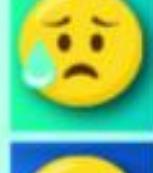
Kinetic Family Drawing

1. Who is there?
 2. What is everyone saying?
 3. What is everyone feeling?
- Gives clinician systemic information
 - Utilize scale for continuum thinking and relationship rating
 - Assess emotional age, developmental stage, verbal and cognitive abilities



Emotional Thermometer

FEELINGS THERMOMETER

How do you feel?	What can you do about it?
 ANGRY, FURIOUS, EXPLOSIVE ► Yelling, Stomping, Meltdown	<ul style="list-style-type: none">• Vigorous physical exercise• Breathe deep breaths• Take a warm shower or bath
 FRUSTRATED, ANNOYED, IRRITABLE ► Arguing, Refusing, Shutting down	<ul style="list-style-type: none">• Meditate/pray• Listen to favorite music• Take a fast-paced walk
 ANXIOUS, WORRIED, UNSETTLED ► Pacing, Avoiding, Clingy	<ul style="list-style-type: none">• Talk to a family member/friend• Pay attention to each of your 5 senses• Focus on what you <i>can</i> control
 SAD, NEGATIVE, LONELY ► Crying, Withdrawn, Slowed/Disengaged	<ul style="list-style-type: none">• Set a positive goal for the day• Call a friend or relative• Journal about your feelings
 HAPPY, CALM, CONTENT ► Smiling, Laughing, Engaged	<ul style="list-style-type: none">• Help someone else• Notice and enjoy your positive mood• Engage in an enjoyable activity

 Wisconsin Office of **Children's** Mental Health children.wi.gov

Considerations

TRAUMA HISTORY

DEVELOPMENTAL AND COGNITIVE CAPACITIES

FAMILY SUPPORT

TIMELINE OF TREATMENT PLAN

MODALITIES

Credits

BLISSMENTALHEALTH.COM

VERYWELLMIND

BABYSTEPSDIARY.COM

DIANEALBER.COM

Thank You