

ICCAP 2018

13th International Conference on
Child and Adolescent Psychopathology

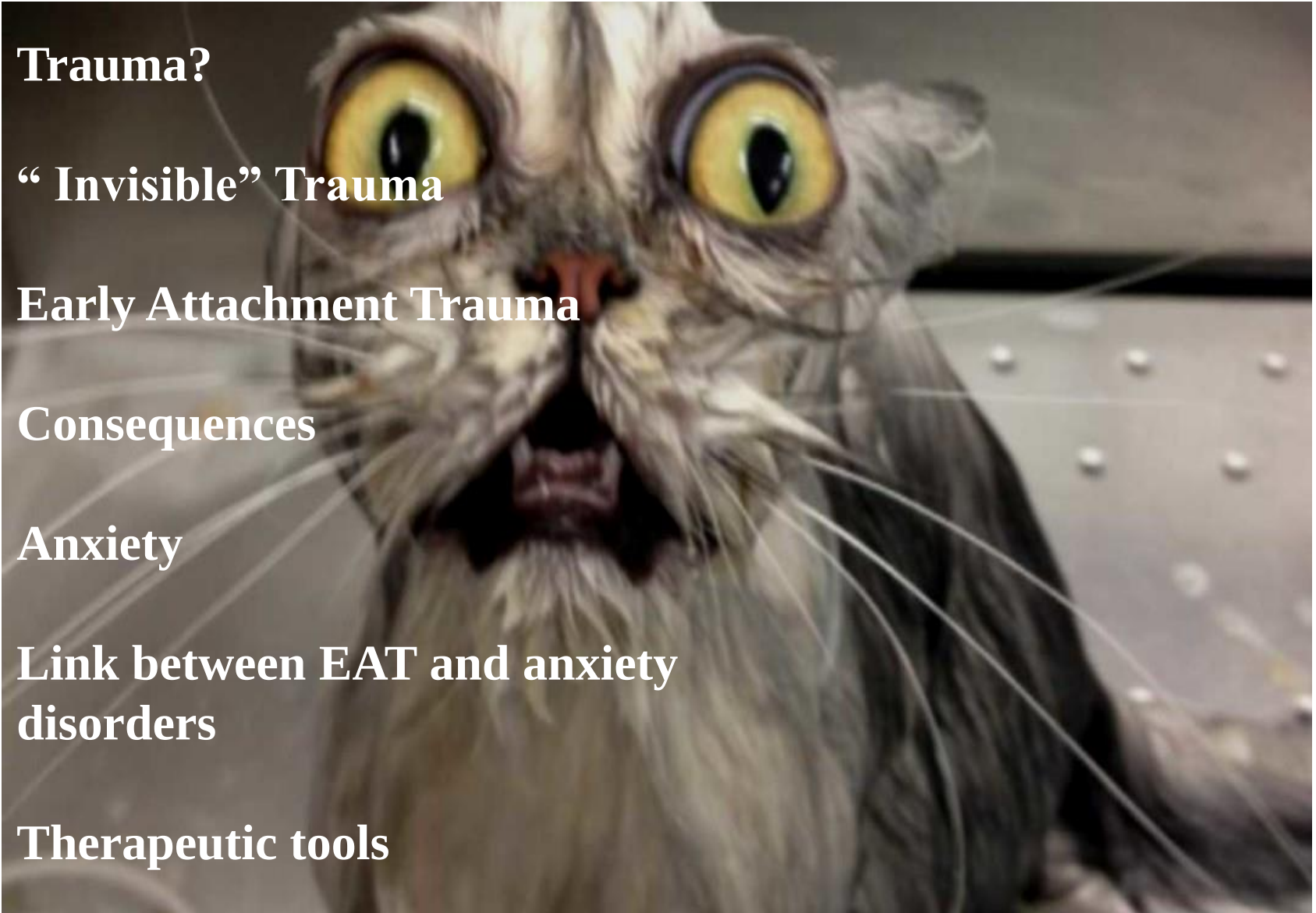
Enhancing Resilience in Children, Young People and
Families through Innovative Research, Prevention and
Service Development

6 August – 8 August 2018. Kuching, Sarawak (on Borneo Island),
Malaysia



**“Mom, there’s a
monster in the closet”**

How do attachment, trauma and anxiety disorders interact ?



Trauma?

“ Invisible” Trauma

Early Attachment Trauma

Consequences

Anxiety

Link between EAT and anxiety disorders

Therapeutic tools

Trauma?

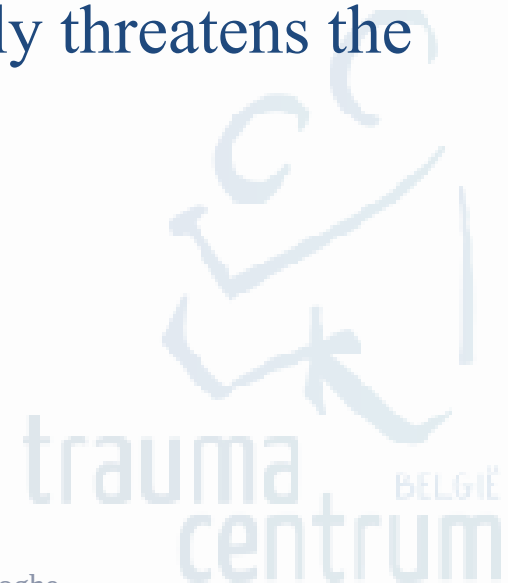
- The classic vision of trauma



- From the perspective of a traumatizing event
 - PTSD: Criterion A: (traumatic event)
 - Bowlby : “any event that seriously threatens the attachment relationship”



- Characteristics



“Invisible” Attachment Trauma



“Invisible” Attachment Trauma

The form of traumatization



Child's experience of threat



Totally dependable on his caregiver



limited behavioral and cognitive coping capacities

“Invisible” Attachment Trauma

Experiences of threat



include the threat of



separation
from the caregiver



having little
response to
the signals of distress.

“Invisible” Attachment Trauma

In the interaction between child and caregiver



Not an obvious event



Caregiver's
unavailability



Caregiver's
inability to
modulate
the
affective
dysregulation

“Invisible Attachment trauma”

Attachment trauma



Abuse

Neglect

“ Invisible Attachment Trauma”



Quality of the attachment relationship



THE ABC OF ATTACHMENT

(Siegel & Hartzell, 2004)

Attunement

- parents use of their own internal state to help regulate the infant

Balance

- a child's achievement of balance between its body, emotions and state of mind

Coherence

- sense of internal integration and interpersonal connectedness to others acquired by the child through its relationship with its parents

Attunement



Sensitive responsiveness

Ainsworth and others (1974)

- The infant's point of view



- Four essential components:
 - Her awareness of the signals
 - An accurate interpretation of them
 - An appropriate response to them
 - A prompt response to them

Mentalization

Peter Fonagy

- A theory of mind
(internal world)
- Oneself and others as psychological
- Mirroring
- Sense of self



Reflective functioning

- Reflect upon their own history (trauma, attachment)

- Influence

- Trigger



- “Ghosts in the nursery” (Selma Fraiberg)

Containment

– (Bion, 1959)

- Receive and understand
- Without being overwhelmed by it
- Communicates back



Shared pleasure/ play

Confidence, trust, security

Communicate and connect

Reduce stress

Strengthens attachment



Balance



Balance

Mother as external regulator

Contingent responsiveness



she appraises the nonverbal expressions of



infant's internal arousal

affective states



regulates them



communicates them to the infant

Coherence



Coherence

Sense of self

The availability of a reflective caregiver



Secure attachment



Facilitates the development of theory of mind



"She thinks of me as thinking and therefore I exist"



Child "find itself in the other"



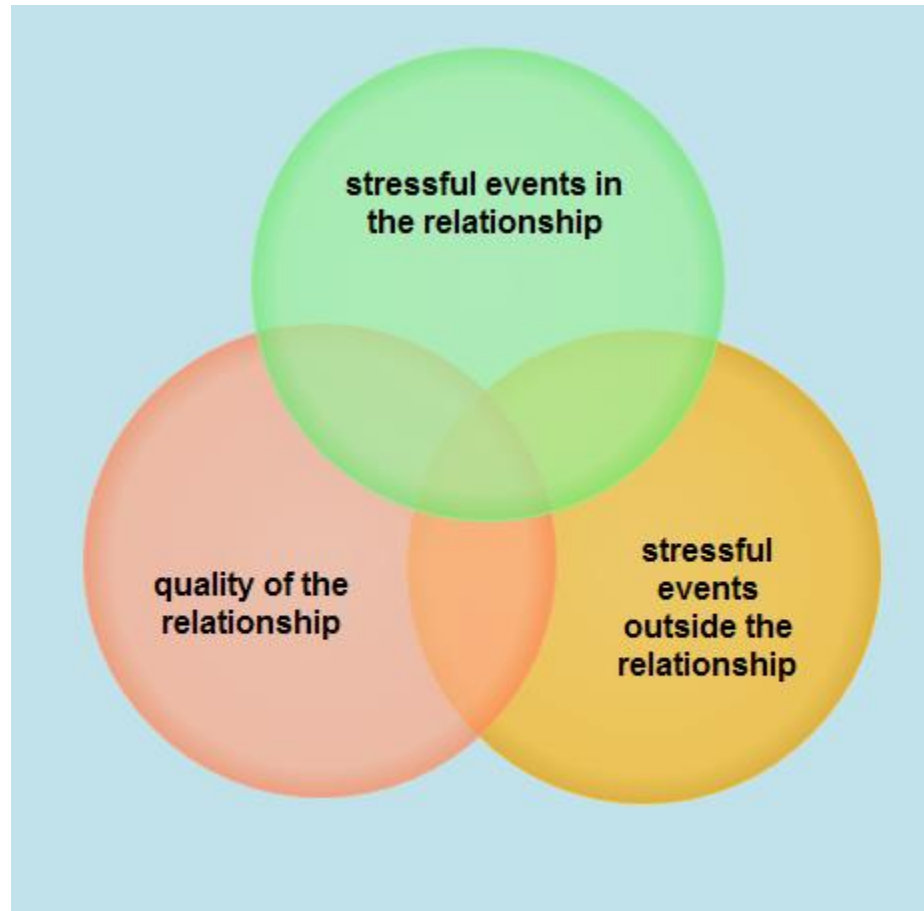
"giving back to the baby the baby's own self"

(Winnicott, 1967)

Early attachment trauma



Early attachment trauma



Stressful events in the relationship: Pre- natal trauma



Stressful events in the relationship:

Birth trauma



- C-section/ long or short labor/life threatening experiences/ vacuum extraction etc.

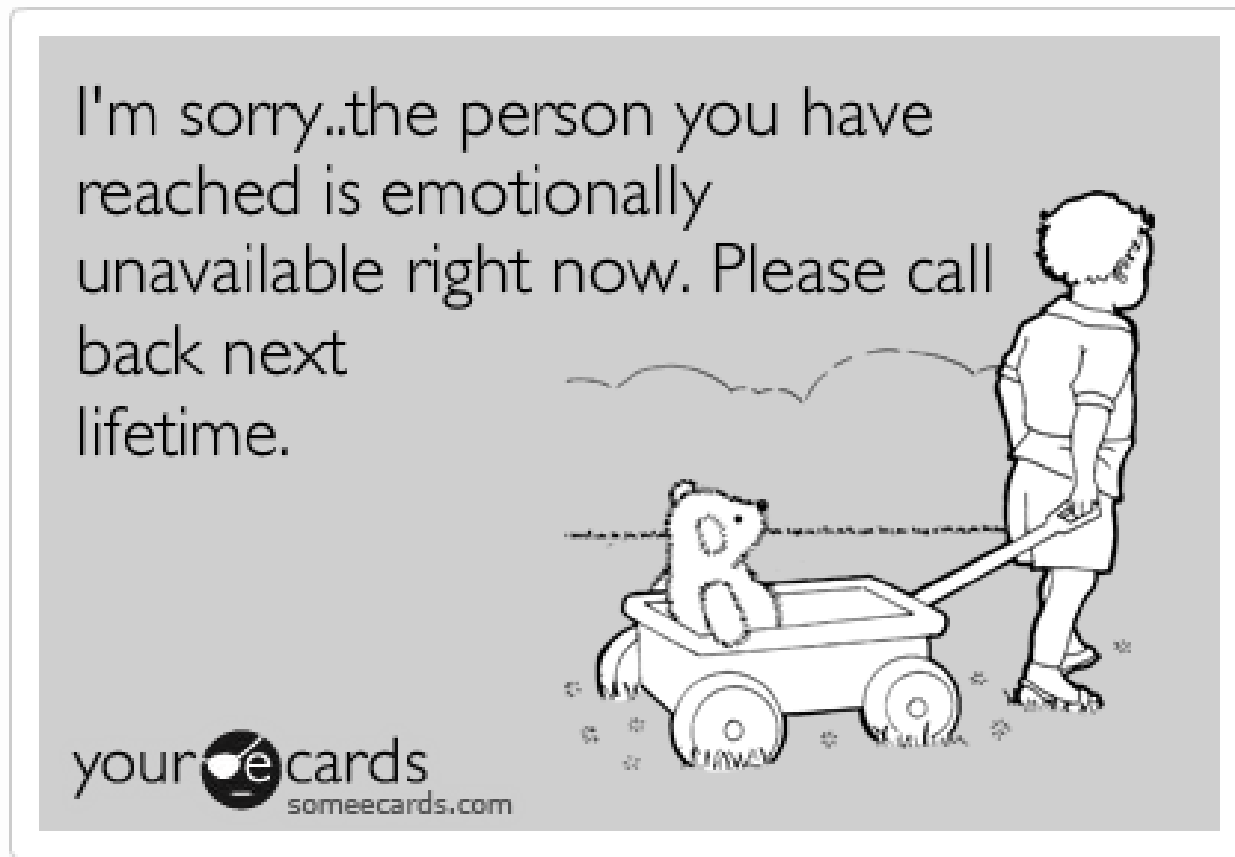
Disruptions in the attachment bond

Physical inaccessibility



Disruptions in the attachment bond

Emotional inaccessible/ unavailable



EAT and stressful events outside the relationship

- Frequent moves or placement.
- Undiagnosed or painful illness.
- Early medical interventions.
- Absence of the father.
- Bereavement.
- Parental stress.
- Fearful or chaotic environment.
- Traumatic childbirth.

Quality of the attachment relationship



EAT and affectregulation



EAT and affect regulation

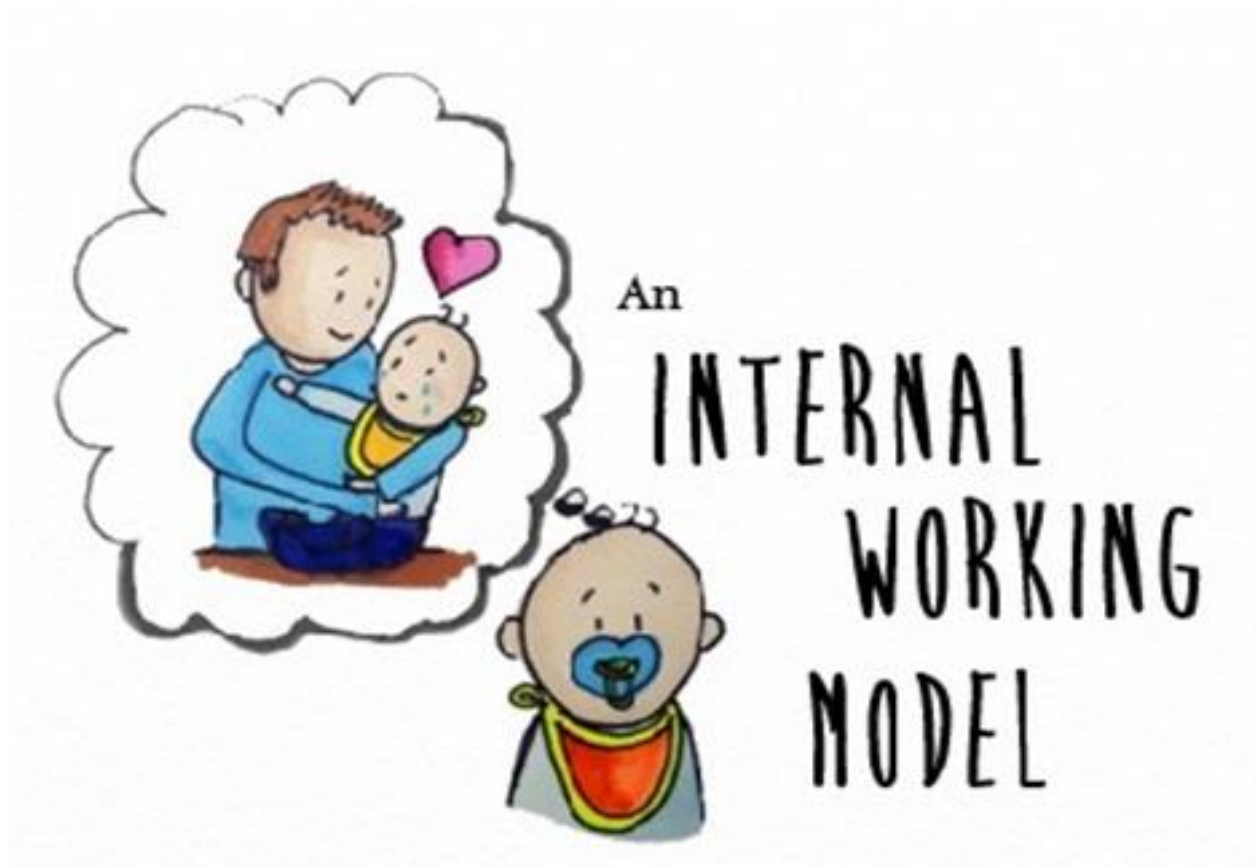
Ineffective regulation

Ineffective Emotional Regulation

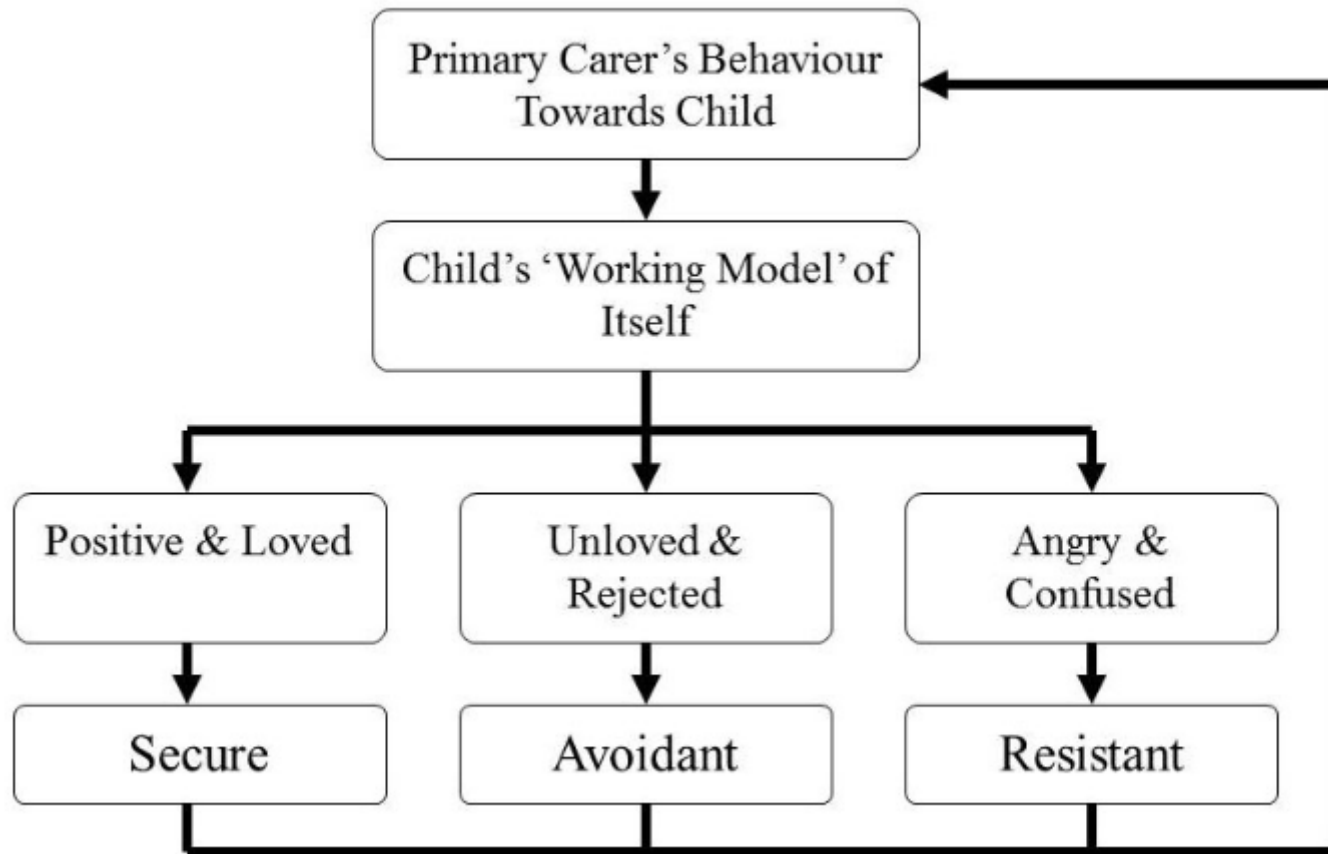


Over time, when the child experiences this on *most* occasions, the child fails to develop capacity to regulate their own emotions.

EAT and Internal Working Model



EAT and Internal Working Model



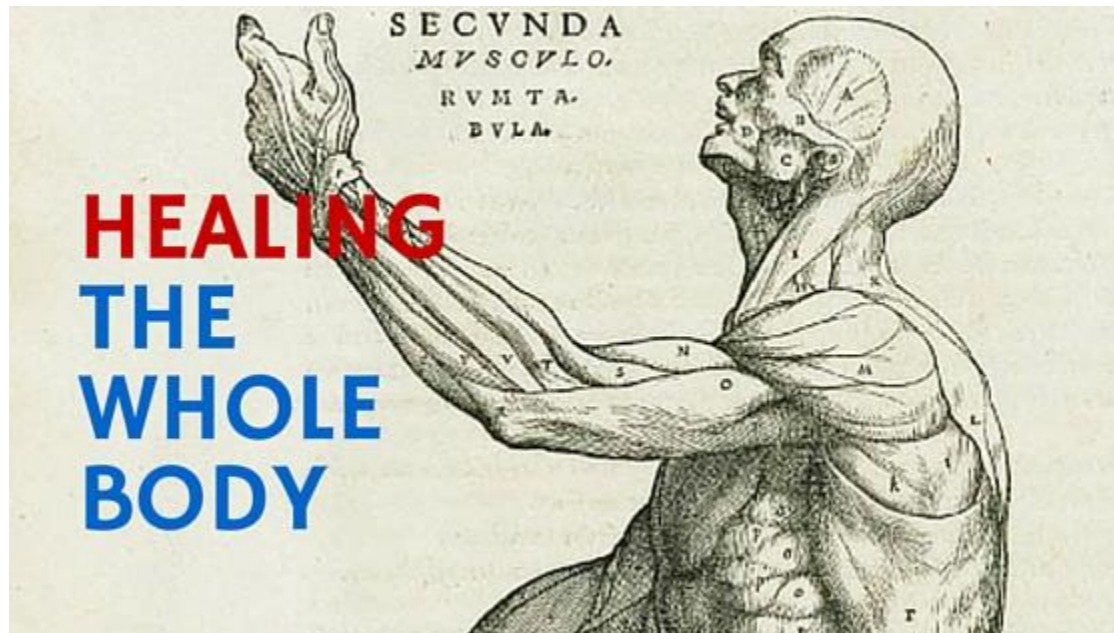
EAT and cognition



EAT and cognition

- Negative IWMs of self:
 - Increased appraisals of normal life circumstances as threatening
 - Difficulty in suppressing thoughts
 - A tendency to devalue oneself in threatening situations
- Negative IWMs of others:
 - failure to suppress when the individual is experiencing high cognitive loads

EAT and the body



EAT and the body

- Attachment dynamics play out at the physical level
- Via the body-to-body communication
- The nature and quality of the attachment relationship.
- Ways in which a mother relates to and responds to her own physical and bodily needs
- The child relate to his own body.
- Sense of bodily sense

EAT and dissociation



EAT and dissociation

Early attachment trauma



Attachment insecurity



Disorganized attachment



Dissociation

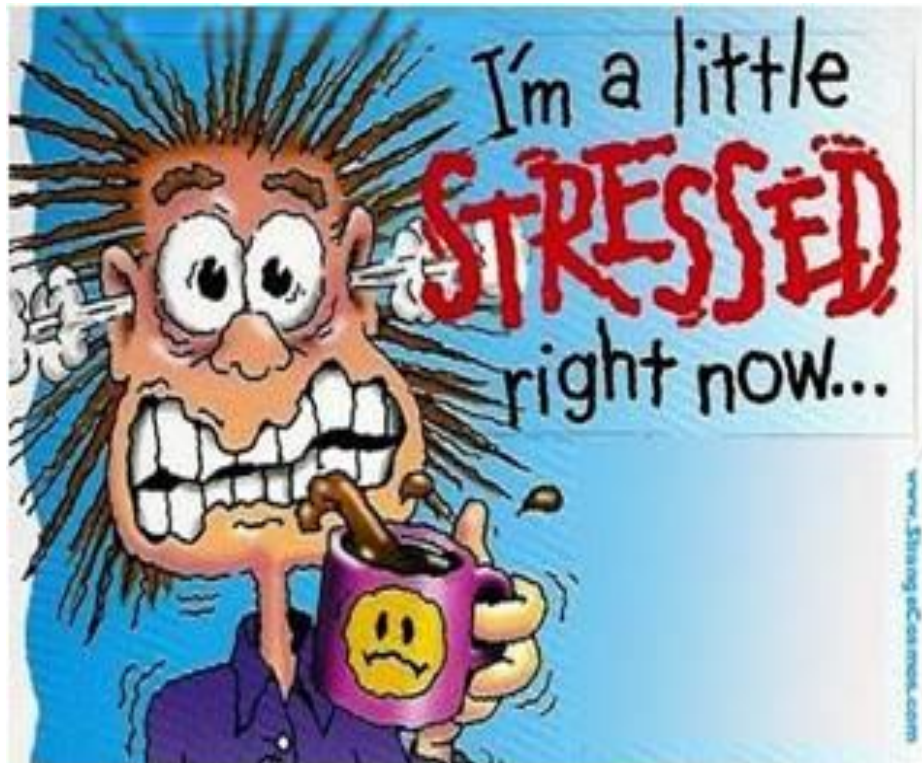




Anxiety

- “Anxiety” and “fear”
- Separate entities in the neuroscientific community.
- Fear is the physiological reaction to something in our external or internal environment.
- Anxiety on the other hand is the psychological and emotional reaction to the afore mentioned environmental stimulus.
- Anxiety is the conscious worry and sense of subconscious unease

Anxiety and stress regulation

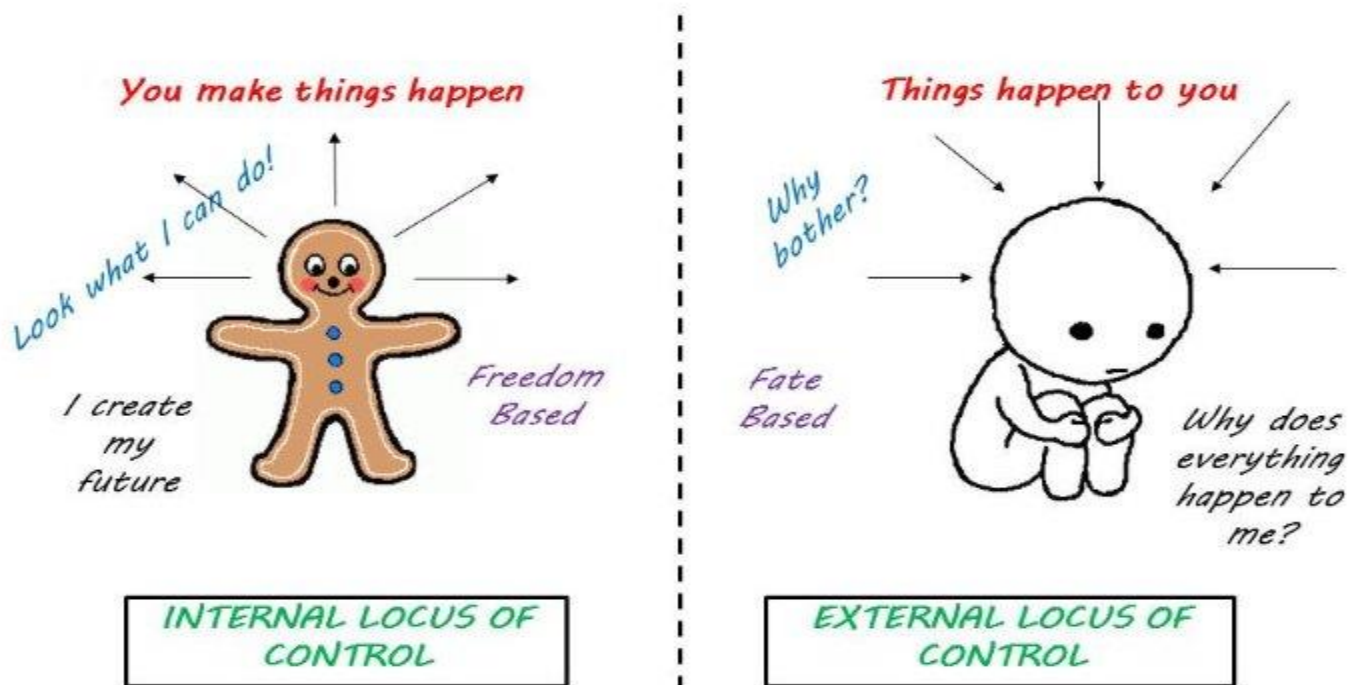


Anxiety and stress regulation

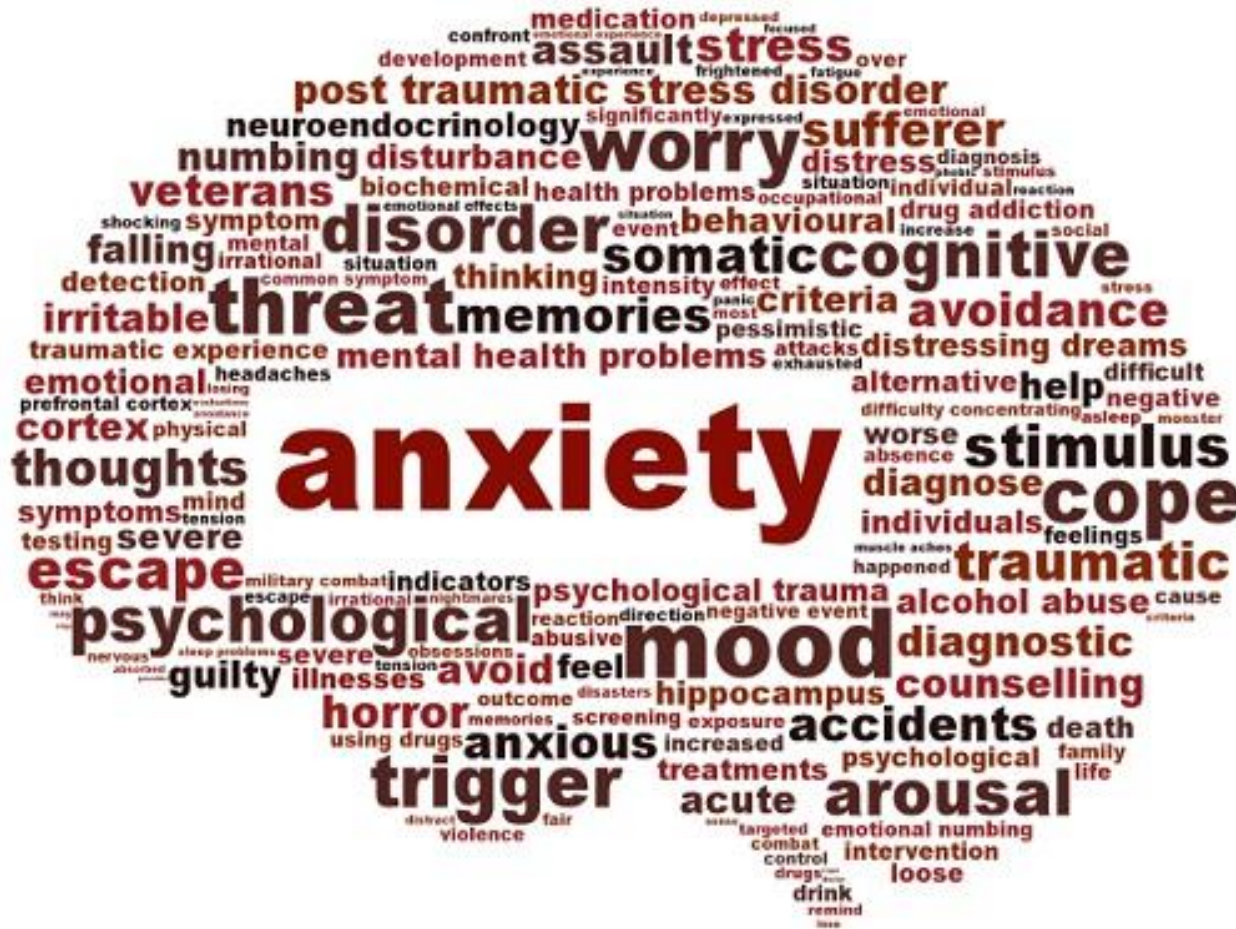
- Stephen Porges (2001)
 - The Polyvagal Theory:
 - ANS = hierarchical system that responds to environmental challenges
 - Three different subsystems
 - Parasympathetic ventral vagal (Social engagement system)
 - Sympathetic arousal (fight/flight)
 - Parasympathetic dorsal vagal (freeze responses)

Anxiety and Locus of control

- The extent to which an individual perceives personal control over events in one's environment.



Anxiety : the mother of all psychopathology



Subtypes of anxiety

- Panic disorders with or without agoraphobia
- Phobias, including specific phobias and social phobia
- Social anxiety disorder
- OCD: unwanted, intrusive, persistent thoughts or repetitive behaviors.
- Stress disorders: post-traumatic stress disorder (PTSD) and acute stress disorder
- Generalized anxiety disorder (GAD).
- Anxiety disorder not otherwise specified

EAT → Affectdysregulation →
Affectphobia



EAT → Affectdysregulation → Affectphobia

- Affect regulation
 - awareness of the feeling
 - identifying what it is/ name it
 - the modulation of that affective experience
- When not achieved



the arousal generated by that affect remains
unmodulated as well



Anxiety



EAT → Affectdysregulation → Affectphobia

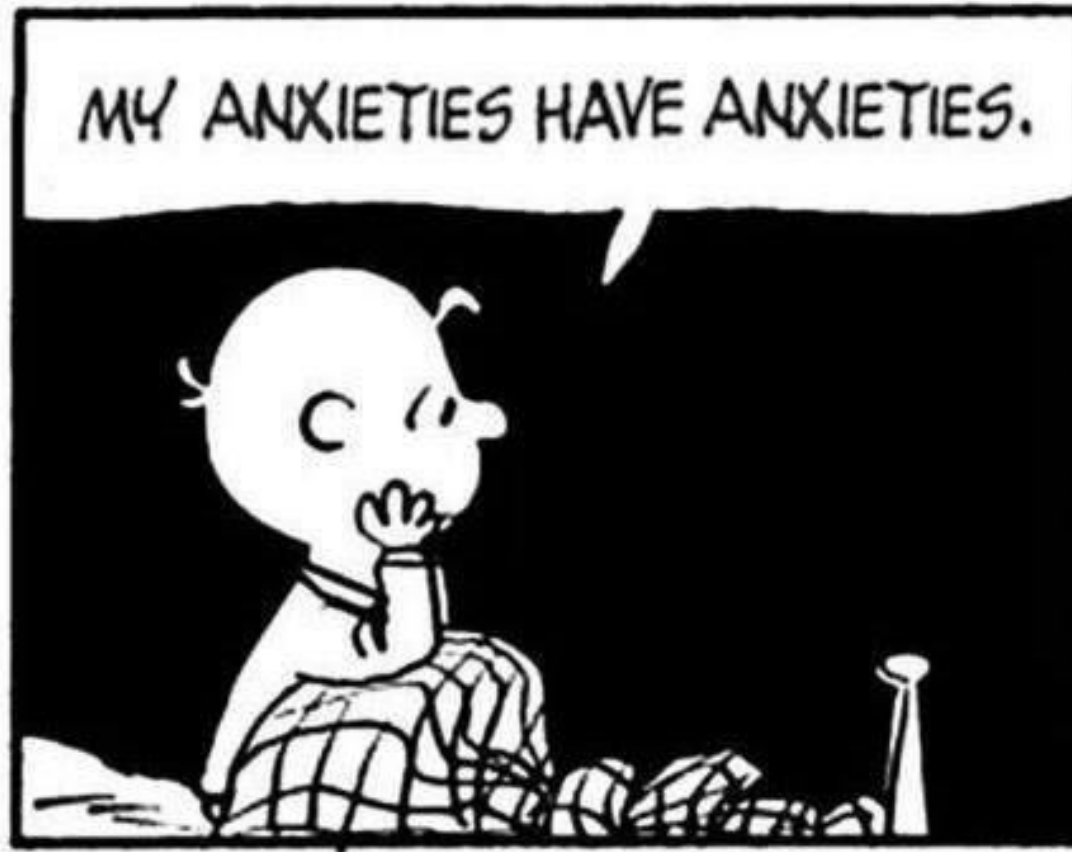
- EAT = lack of contingent and responsive mirroring
- Affectdysregulation
- Emotions are feared
- Anxiety prompts an defensive reaction
- Defense push the feeling back down
- Safety is restored

EAT → Affectdysregulation → Affectphobia

- Triangle of conflict



EAT → IWM → Anxiety

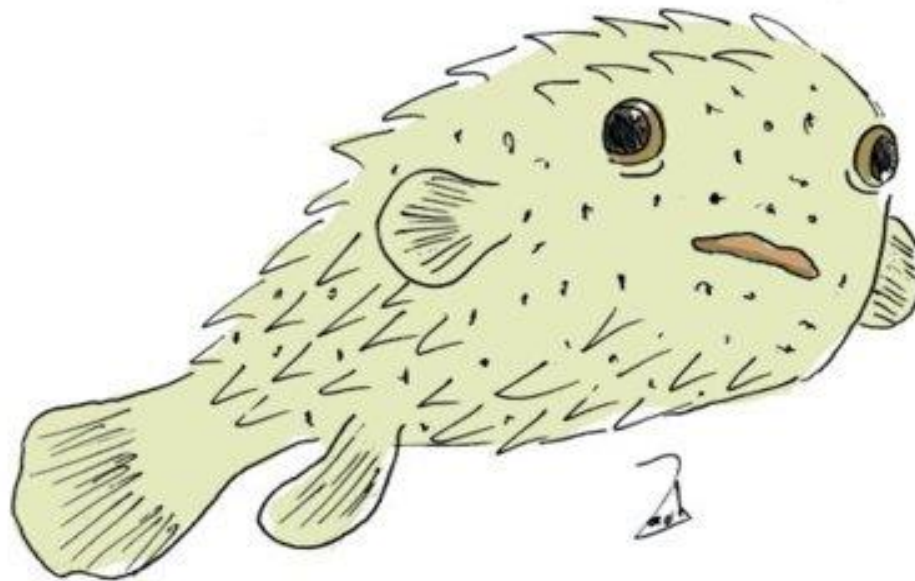


EAT → IWM → Anxiety

- Dismissive style and anxiety=
 - dealing but not feeling → fear of closeness
- Preoccupied style and anxiety =
 - “feeling but not dealing” → Separation anxiety
- Fearful style and anxiety=
 - “not feeling not dealing” → Intense anxiety

BLOWFISH WITH SOCIAL ANXIETY DISORDER

DON'T PUFF UP LIKE AN IDIOT.
DON'T PUFF UP LIKE AN IDIOT.
DON'T PUFF UP LIKE AN IDIOT.



www.animalshaveproblems.com

EAT → IWM → Social Phobia

- EAT
- Lack of appropriate response when the child is
 - Frightened
 - Threatened
 - Seeks proximity
- World = threatening and unsafe
- Self = incompetent in different life domains

EAT → IWM → Social Phobia

- Attachment anxiety
 - Negative feelings about the self
 - Negative feelings about others



Give rise to perfectionism

- Perfect social performance

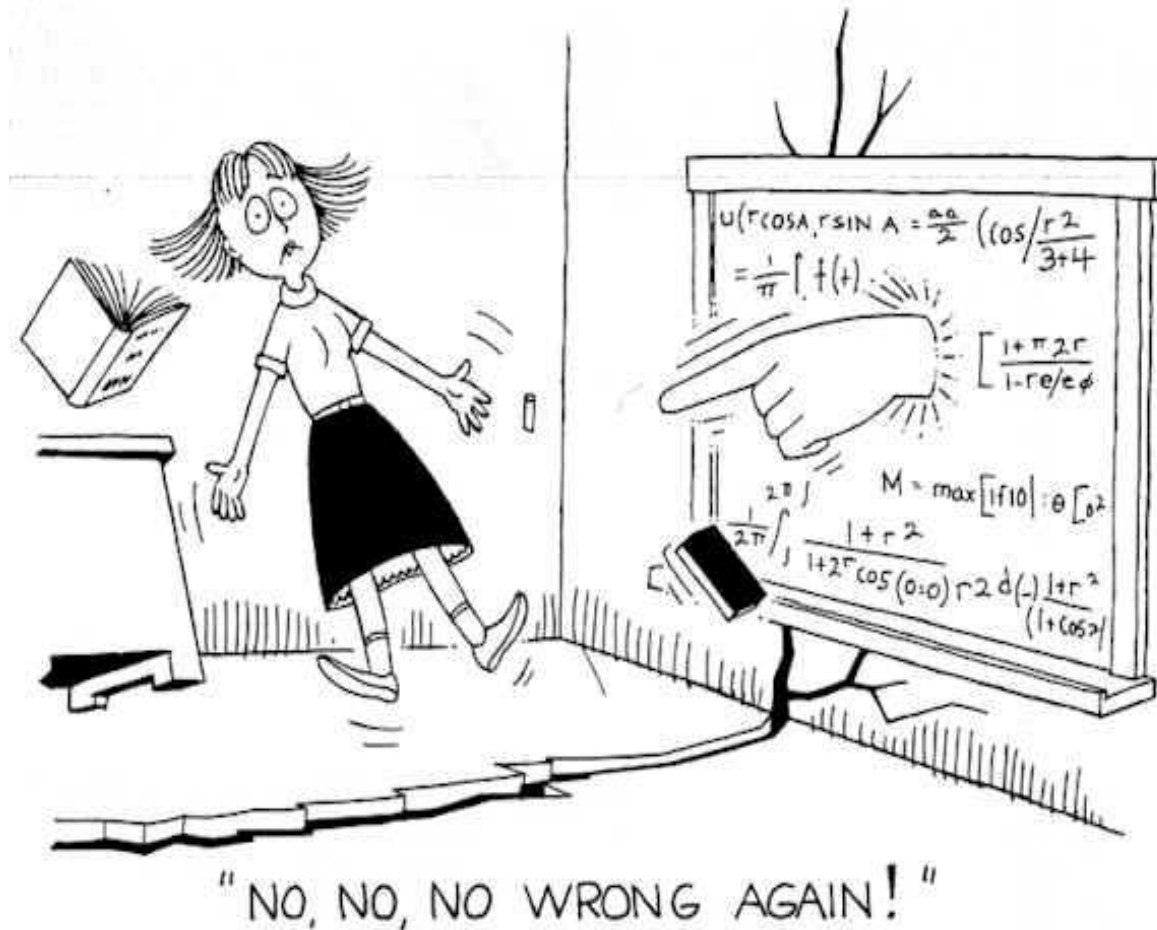


EAT → IWM → Social Phobia

- Projection of IWM
- Believe the other feels/ think that way about you
- Causes anxiety
- Withdrawal and avoidance



EAT → Insecure attachment → Fear of failure



EAT → Insecure attachment → Fear of failure

- Lack of secure base
- Ongoing concerns about attachment security
- Not safe enough to explore
- Avoidance of danger
- Avoidance of failure
- Fear of failure



EAT → Parent-child role- confusion



EAT → Parent-child role- confusion → Fear of failure

- EAT
- Lack of secure base
- Disorganized attachment
- Role reversal (the child behaves like a parent towards the caregiver)
 - Punitive behavior
 - Caregiving behavior
 - e.g., the child assists, guides, encourages, soothing, or is overly cheerful or solicitous
- Failure experiences

EAT → Parent- child role- confusion → Phobia

- EAT
- Withdrawn behavior caregiver
- Child as parent
- Stay close to the parent
- To comfort, guide, soothe...
- Social phobia
- Schoolphobia



EAT and health anxiety



EAT and health anxiety

- Caregiver not securely attached to his body
 - Negative body image with rejection
 - Neglecting the body needs
- Child is deprived of the safety, security, and containment
- Physical needs left unattended
- Resulting in an insecure body attachment
- Vulnerability to concerns about bodily functioning
- A way to seek help from those who were unresponsive (“attachment cry”)

EAT and Obsessive Compulsive Disorder (OCD)

- OCD → Intrusive thought
 - appraised as dangerous or threatening
 - need to be neutralized
 - obsession
- Attachment is fundamental in formation of IWM of self and others.
- May influence the development of obsessive beliefs



Anxiety treatment = Trauma treatment

- Phase-oriented:
 - Stabilization phase:
 - FAFA
 - Improving daily life
 - Emotion focused therapy
 - Affectregulation
 - Mentalization
 - Restructuring IWM
 - The therapeutic alliance
 - CBT
 - Presence
 - Confrontation phase
 - Integration phase



Anxiety = 4 levels

- Physiology:
 - Heart rate/ fatigue/ stomach pain/ muscle tension/ numbing/ nausea
- Cognitive:
 - Self- critical/ fearful/ catastrophizing/ forgetfulness/ concentration
- Emotional
 - Fear/ worry/ anger
- Behavioral
 - Avoidance/ impulsivity/ trembling voice/ avoiding eye contact/ fight- flight- freeze

Stabilization



FAFA: First aid for anxiety

- Grounding
- Breathing
- Here and now
- Dual awareness
- Safe place



Therapy: calming the physiology

- Grounding:



Therapy: calming the physiology

- Grounding: the tree exercise



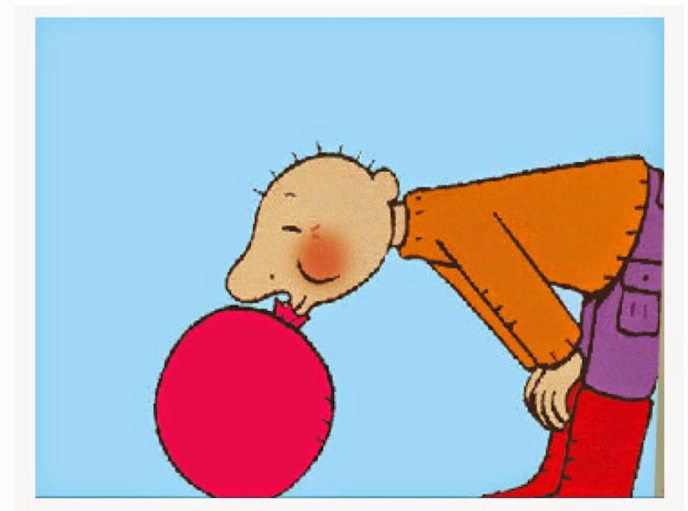
Therapy: calming the physiology

- Diafragmatic breathing



Therapy: calming the physiology

- Diafragmatic breathing



Therapy: calming the physiology

**Feeling anxiety?
Do a "grounding" tool.**



**Look around you. Find 5 things
you can see, 4 things you can touch,
3 things you can hear, 2 things you
can smell, and 1 thing you can taste.
This is called "grounding." It's helpful
to do whenever you feel anxious.**

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Safe place



Safe place script

- Image an Actual or Imaginary place with positive associations, where s/he feels safe, comfortable, peaceful or calm.
- Enhancement
 - What do you see/ hear/smell/taste/feel
- Say: “I know that I’m safe”
- Say: “ I feel safe”
- Which sensations do you experience in your body right now?
- Cue word

Therapy: calming the physiology

Long term

- Meditation
- Relaxation
- Yoga
- Safe touch
- Sports/ movement



Therapy: Affectregulation



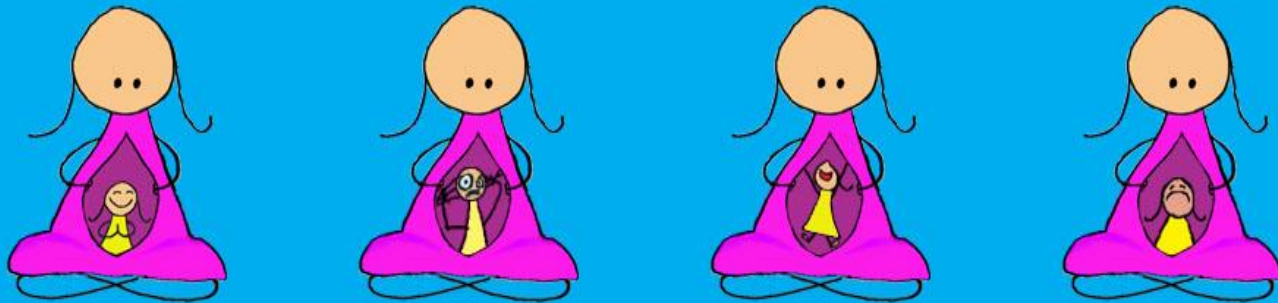
Therapy: Affectregulation

- Identifying (awareness + naming)
- Regulating
- Expression



Affectregulation: Awareness of the feeling

WHAT'S GOING ON INSIDE ME AT THIS MOMENT?



Don't analyze, just watch. ~Eckhart Tolle

“Name it to tame it”

- Dan Siegel
 - Integrating the right and the left brain
 - Feeling in the right side of the brain
 - To make sense of what happens, use the left and link it to the right.
 - Name the inner experience
 - The left hemisphere names what’s going on to the right
 - The whole system calms down

Emotional flooding



Down regulation

- Perceive bodily signals (interoceptive sensitivity)
- Use reappraisal
- Name the emotion
- Increase the opposite feeling
- Changing our bodies (rest)



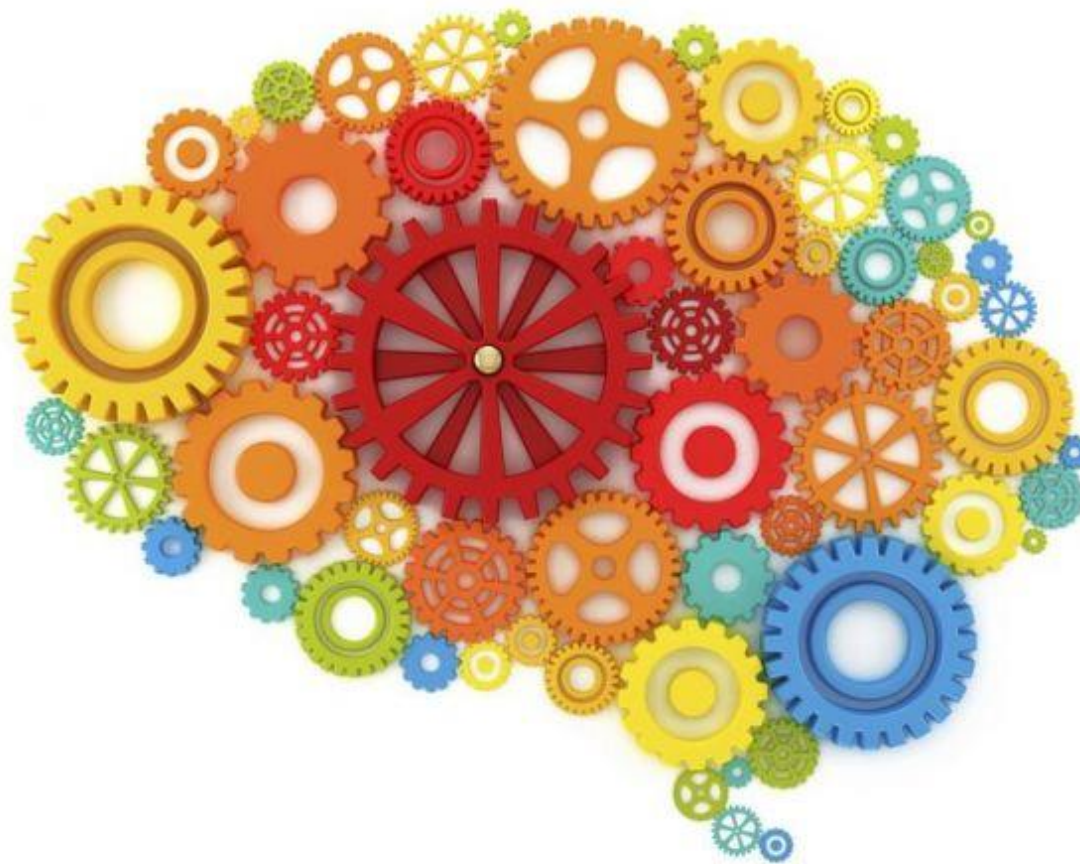
Emotional blocking



Up- regulation

- Focus on humor
- Think about a positive experience
- Focus on a certain aspect of the situation
- Express positive feelings
- Share your feeling with others
- Build on positive experiences
- Increase the number of pleasant things
- Focus on goals
- Build a life worth living
- Changing our appraisals of a situation.
- Modulating our responses in the situation.

Therapy: Cognition



Therapy: Cognition

- Stop!



- Container exercise



Sorrow eater



Therapy: Cognition

- Distraction (do something!)



7	8		4			1	2	
6				7	5			9
			6		1		7	8
		7		4		2	6	
		1		5		9	3	
9		4		6				5
	7		3				1	2
1	2				7	4		
	4	9	2		6			7

- Another thought



Restructuring the internal working model



Restructuring the internal working model

- Corrective relational experiences
- Affect regulation
- Dual awareness
- Dis- identification
- Resource development
- Inner child work



Resource development

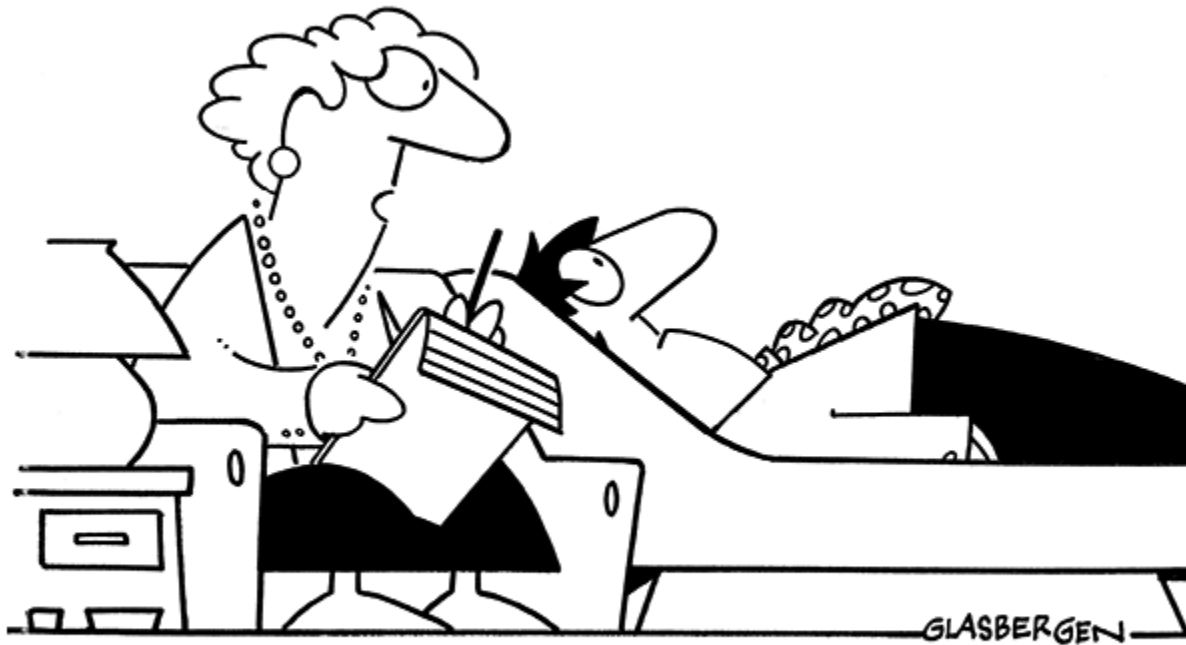


Resource development

- Resource-focused interventions can be conceptualized as including a wide range of methods and foci encompassing
 - Physical well-being
 - Spiritual well-being (meditation, prayer...)
 - Creativity (creative arts, movement and music therapies...)
 - Ego resources (assertiveness training, mentalization, self-care, empowerment techniques...)
 - Self-capacities (self-regulation skills, such as relaxation training...)

Inner child work

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glasbergen.com



"I can help you find your inner child, but I can't help you claim him as a dependent at tax time."

Inner child work

- Gestalttherapy: “ Empty chair”
- John Bradshaw (“ Homecoming”)
- Inner child writing
- Imagine your inner child

Reconnecting with the body



Reconnecting with the body

- Safe touch
- Bodyscan
- Chacrawork
- Peter Levine
- Pat Ogden

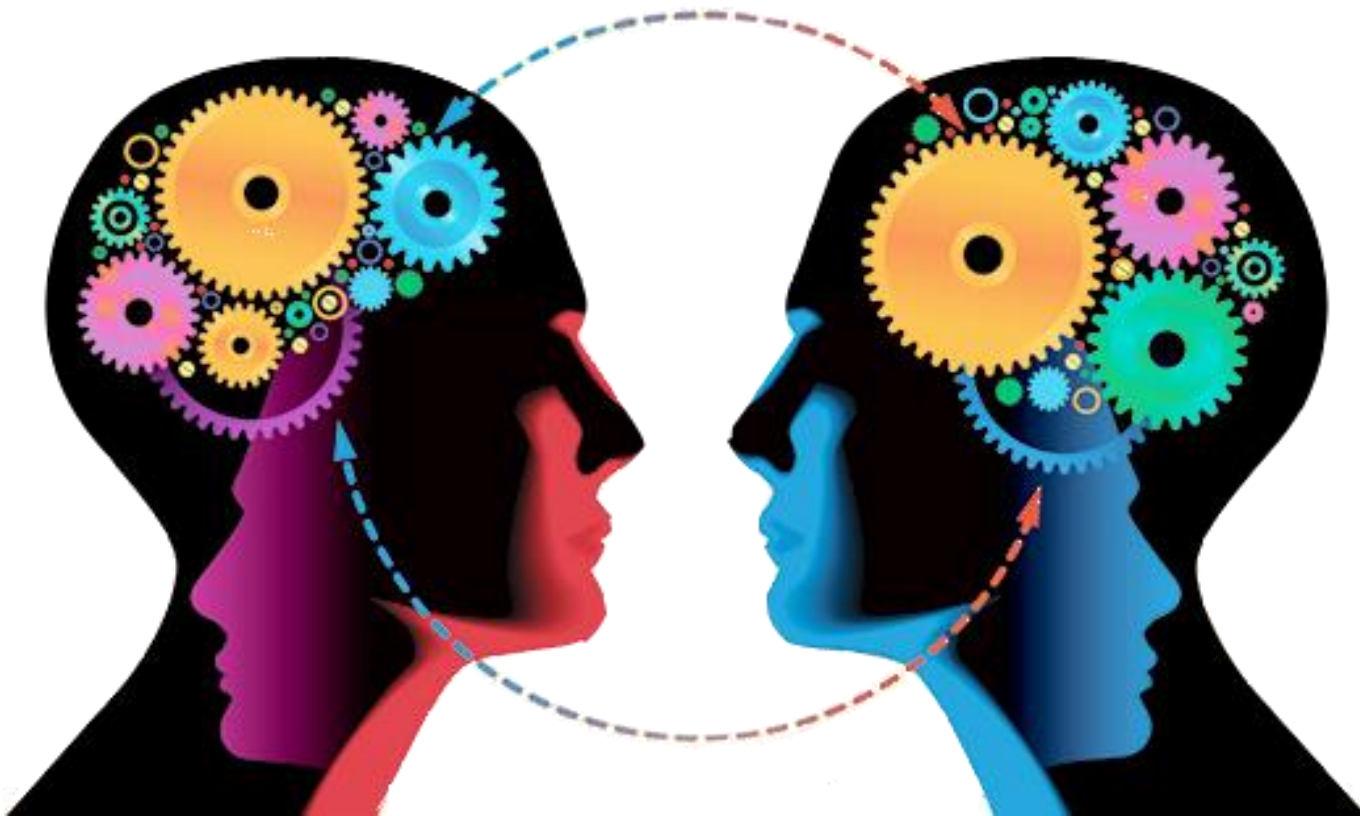


EMDR



Eye
Movement
Desensitization &
Reprocessing

Therapeutic relationship



Therapeutic relationship

- Vitalizing attunement
- Attunement = psychobiological synchrony



Right- brain to right- brain



Implicit self tot implicit self



Sense of safety





It's been
a rough
week, but
I made
it...How
about you?

via LoveThisPic.com

