

TRAUMA AND ATTACHMENT ACROSS THE LIFESPAN

ON DEMAND

WORKSHOP AGENDA

Week One

I. Neurological Building Blocks

Neurotransmitters of connection
Cortisol vs. Oxytocin
The importance of touch
The Polyvagal system
Healthy attachment

Week Two

II. Defining trauma and attachment

Developmental vs. attachment trauma
Single-incident trauma
Common sources of trauma
Parenting Styles
Attachment Styles

Week Three

III. Trauma and Brain Development

Biopsychosocial model
Biphasic arousal model
Core organizers of experience

Week Four

IV. Relational Character Strategies and the DSM-V

Sensitive Strategies
Oral Strategies
Psychopathic Strategies
Industrious/Organizational Strategies

Week Five

V. Building the Resource Toolkit

Internal and External
Survival resources
Somatic resources
Creative resources

Week Six

VI. Critical Interventions

Proximity maintenance: Restructuring boundaries
Prosody: Modulating vocal intensity
Creating a secure therapeutic base
Creating a safe therapeutic haven
Validation: Connection before Redirection

LEARNING OBJECTIVES

- Learn the impact of trauma on the developing mind.
- Identify the key features of healthy attachment and its impact neurologically.
- Identify the key defensive survival strategies in trauma.
- Learn how relational character strategies are formed that can be effective adaptations to relationship disturbances.
- Develop strategies to address key disorders across the lifespan that are influenced by trauma and attachment disturbances (ADD/ADHD, Anxiety, Depression, PTSD, etc.)
- Develop strategies to address key personality disorders across the adult lifespan that are influenced by trauma and attachment disturbances (Antisocial, Borderline, Obsessive Compulsive Personality, etc.)
- Understand how to establish a safe therapeutic environment that reestablishes healthy boundaries, connected communication and vali-



EBONI WEBB
PSY.D.

Ebony Webb, Psy.D., HSP is a licensed psychologist and serves as an advisor to the Dialectical Behavior Therapy National Certification and Accreditation Association (DBTNCAA).

She has practiced in numerous community settings including clinics that treat underserved communities of color, clients with developmental disabilities, and clients suffering from severe and persistent mental illness. She worked at the largest mental health clinic at the time in the Minneapolis/St. Paul area that specialized in treating clients diagnosed with Borderline Personality Disorder (BPD) with Dialectical Behavior Therapy (DBT). She has practiced DBT in community mental health centers and developed two special DBT-oriented treatment programs for clients with developmental disabilities and borderline-intellectual functioning.

Dr. Webb currently resides in Nashville, TN where she has been serving clients in her private practice, Kairos. She continues to specialize in individual and group DBT as well as cognitive-behavior strategies that address a myriad of clinical issues. She also offers special group therapies for adults and a dual-track of teen skills training that includes their parents.

She is currently working to adapt DBT for clients with severe and persistent mental illness (e.g. psychotic-based disorders).

**Trauma & Attachment
Across the Lifespan
Tools & Strategies to
Address Complex Clients**

**Week Five
Building the Resource
Toolkit**

Let's Practice!

- ❖ Recall an event that is/was emotionally-charged for you.
- ❖ Close your eyes and see yourself in the situation with all the emotions and all the details.
- ❖ Wrap your arms around yourself, head down and allow whatever emotions you have to flow in until you hear the bell chime.
- ❖ After you hear the chime, sit up and place your hands palms up on thighs.
- ❖ Practice holding a half-smile.
- ❖ Eyes will remain open.
- ❖ Lift eyebrows and breathe fully.
- ❖ Continue recalling the emotionally-charged event until you hear the chime again.

Let's Do A Quick Recap!

48

1. Character strategies are not who our clients are, but who they have had to become.
2. We utilize or "put on" our character strategy suits in order to obtain "relational goodies."
3. The character strategies can be indicative of trauma with the sensitive strategies being the exception where trauma has occurred either in utero or during the first 2-3 years of life.
4. All the diagnostic categories require an underlying need for increasing our clients' ability to regulate their emotions and tolerate discomfort.
5. Personality disorders are a combination of innate temperament, attachment disturbances, trauma, and environmental deficits.

49

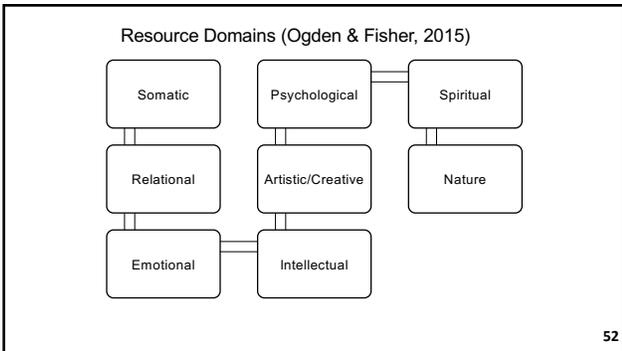
Learning Objectives This Week

- Define internal and external resources.
- Identify how to develop a toolkit of resources that validate our client's survival, somatic, and creative resources.
- Identify key skills from both Sensorimotor Psychotherapy and Dialectical Behavior Therapy.
- Identify and learn DBT dilemmas and methods of intervention

50

Reclaiming Our Resources
The Inner and Outer Journey

51



Somatic

- Internal
- External

53

Relational

- | | |
|--|--------------------|
| Internal | External |
| - Sense of "love and belonging" (Brown) | - Friends |
| - Ability to reach out and experience connection | - Family |
| - Establishing healthy boundaries | - Mentors |
| | - Spouses/Partners |
| | - Pets |

54

Emotional

- | | |
|---|---|
| Internal | External |
| - Access to the full range of emotions, expressions, and sensations | - Relationships to give and receive emotional support |
| - Ability to modulate high to low arousal | - "Sister or Brother"-circles |
| - Ability to tolerate intensity of emotionality | - Activities that elicit high and low emotional arousal |

55

Intellectual

- | | |
|---------------------|-----------------|
| Internal | External |
| - Creative thinking | - School |
| - Dreaming | - Classes |
| - Imagination | - Study groups |
| - Learning | - Puzzles |
| | - Books |

56

Artistic/Creative

Internal

- Capacity to access creative processes
- Imagination
- Vision

External

- Art materials
- Creative writing groups
- Cooking classes
- Music (e.g. cds/access to music)
- Museums

57

Material

Internal

- Ability to work (e.g what I get to do and have to do)
- To enjoy the comforts of life
- Experiencing pleasure

External

- Jobs
- Home
- Comfortable bedding
- Life hacks

58

Psychological

Internal

- Strong sense of self
- Self-awareness
- Esteem
- Compassion
- Nonjudgmental
- Resiliency

External

- Access to a therapist
- Workbooks
- Manuals
- Support groups

59

Spiritual

- | | |
|---|--|
| <ul style="list-style-type: none"> - Internal - Ability to develop connection with a Someone or Something greater than one's self - Capacity to connect with one's own spiritual essence | <ul style="list-style-type: none"> - External - Meditation - Contemplative Prayer - Shabbat - Spiritual mentors |
|---|--|

60

Nature

- | | |
|--|--|
| <ul style="list-style-type: none"> - Internal - Utilizing your senses to take in the world around you - Sensory bathing | <ul style="list-style-type: none"> - External - Gardens - Parks - Hiking - Plants in the home |
|--|--|

61

Life Beyond Trauma: From Surviving to Thriving with Trauma-Informed Skills

**Whole
Body
Healing**

☆

63

Validation

64

Validation: The Keys to the Kingdom

Validation is a primary intervention to:

- Reduce** acute emotionality
- Provide** gentle exposure to emotions
- Provide** a corrective validating environment (and new learning)
- Create** a bridge to learning self-validation
- Open** the client up to change interventions

65

Emotion Regulation

66

Emotion Regulation

Emotion regulation is taught to:

- **Understand** how emotions happen
- **Reduce** vulnerability to intense emotions
- **Increase** opportunities for positive emotions
- **Assist** in stepping out of ineffective mood-congruent behaviors

67

Mindfulness

68

Mindfulness

· **Mindfulness** (non-judgment and acceptance) is taught to:

- **Reduce** amplifying emotions
- **Reduce** escape and avoidance of emotions
- **Create** qualitatively different and effective experience of emotions

69

Distress Tolerance

70

Distress Tolerance

· **Distress Tolerance** is taught to:

- **Provide** healthy ways of coping with emotions when needed
- **Provide** a replacement to survival resources

71

Interpersonal Effectiveness 72

Interpersonal Effectiveness

Interpersonal Effectiveness is taught to:

- Restore meaningful connections
- Instill safe and secure relationships that respect boundaries and promote interdependence

73

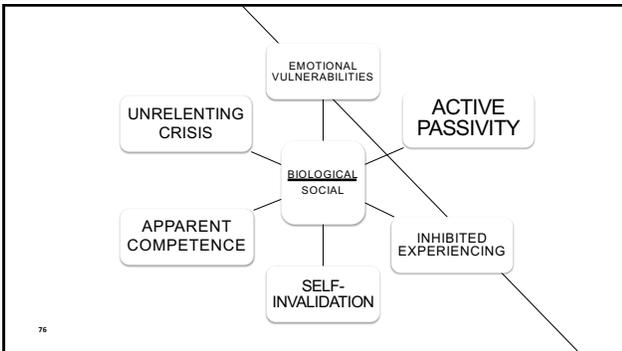
The curious paradox is that when I accept myself just as I am, then I can change.

Carl Rogers

74

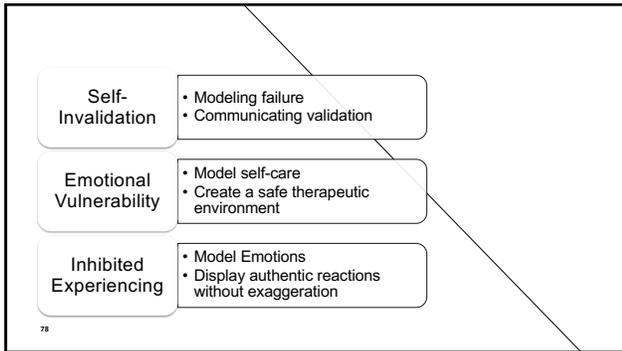
DBT Dialectical Dilemmas & Trauma

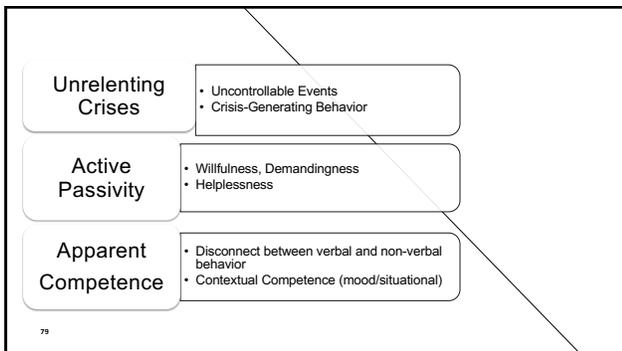
75

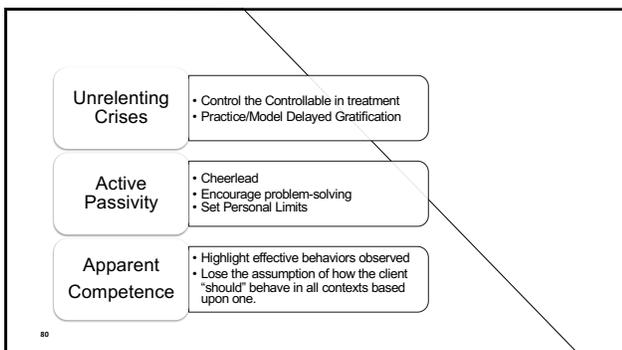


Self-Invalidation	<ul style="list-style-type: none">• Self-hate/criticism• People-pleasing• Perfectionism
Emotional Vulnerability	<ul style="list-style-type: none">• Anger, Bitterness Towards Others• Fragility, Vulnerability
Inhibited Experiencing	<ul style="list-style-type: none">• Active avoidance• Passive avoidance, dissociation

77







See You Next Week!

81

Thank-You For Your Time!

www.thevillageofkairos.com

The Village of Kairos is a privately owned practice located in Nashville and Franklin, Tennessee. Trauma and other developmental wounds often show up as anxiety, depression, personality disorders, and a variety of diagnosis. At The Village of Kairos, our therapists are master-doctoral practitioners specializing in trauma-focused therapies and interventions so that our clients find hope, help and how-to's in order to build a life worth living.

82
