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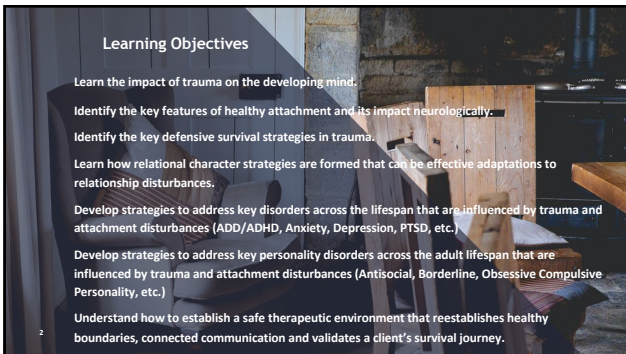
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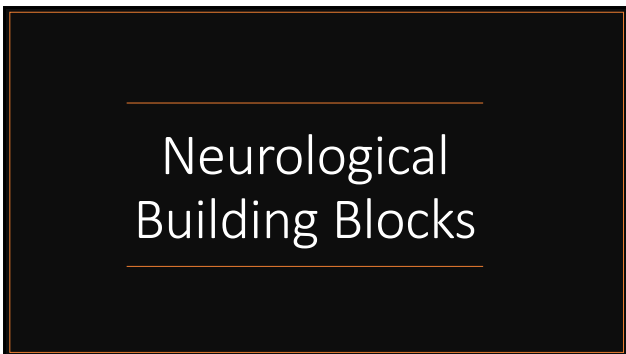
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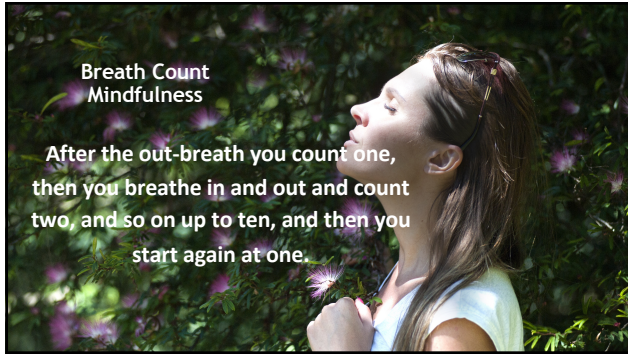
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Breath Count  
Mindfulness

After the out-breath you count one,  
then you breathe in and out and count  
two, and so on up to ten, and then you  
start again at one.



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Often and often afterwards, the  
beloved Aunt would ask me why I  
had never told anyone how I was  
being treated. Children tell little  
more than animals, for what comes  
to them they accept as eternally  
established.

Rudyard Kipling

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Today's Objectives

1. Understand the biosocial model of DBT in the context of a pervasive emotional dysregulation disorder in childhood development.
2. Understand the impact of trauma on the developing mind
3. Develop an understanding of the developing teenage brain.
4. Understand the impact of stress and trauma on development. Understand the critical attachment strategy that facilitates self-regulation.
5. Understand the key ingredients for healthy human development.
6. Learn the hormonal counter to cortisol stress.
7. Learn how to increase self-regulation

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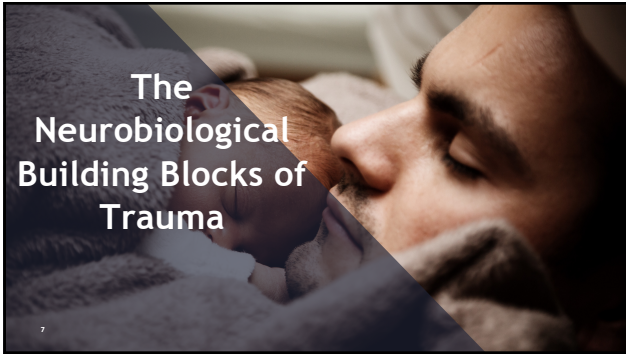
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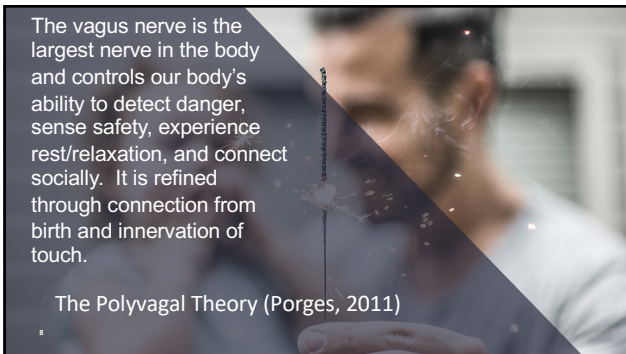
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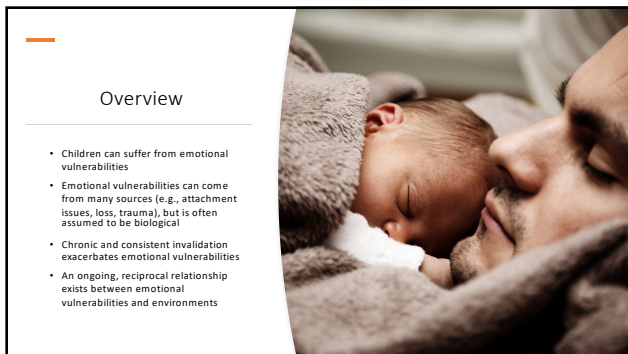
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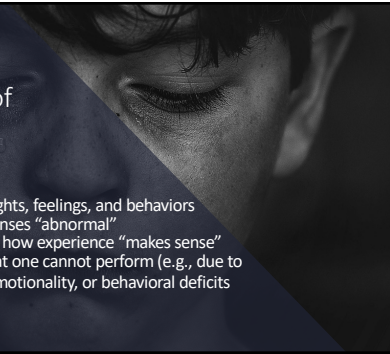
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### Common Types of Invalidation

- Abuse and neglect
- Being ignored
- Open rejection of thoughts, feelings, and behaviors
- Making “normal” responses “abnormal”
- Failing to communicate how experience “makes sense”
- Expecting behaviors that one cannot perform (e.g., due to developmental level, emotionality, or behavioral deficits)



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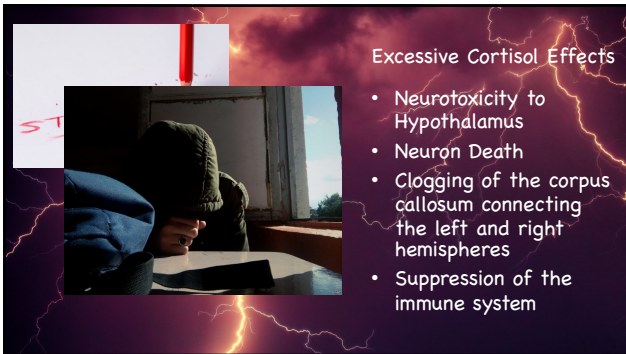
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### Excessive Cortisol Effects

- Neurotoxicity to Hypothalamus
- Neuron Death
- Clogging of the corpus callosum connecting the left and right hemispheres
- Suppression of the immune system



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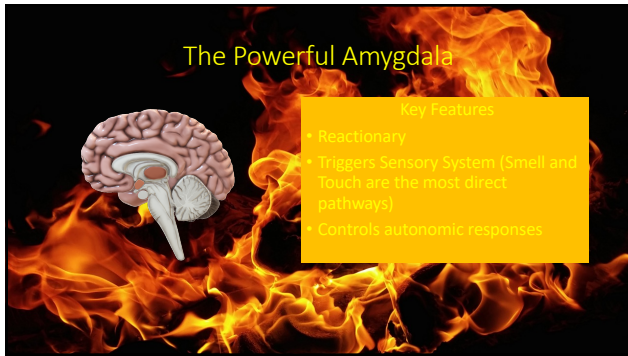
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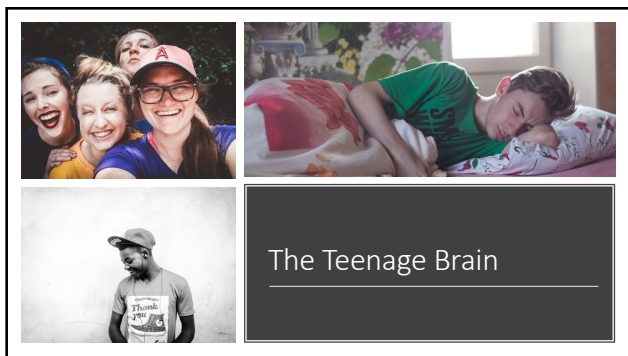
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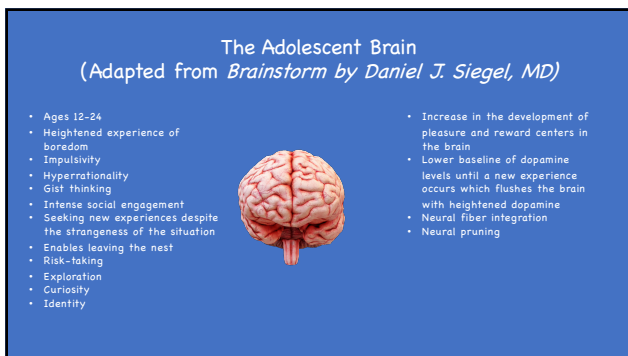
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### Acute Response to Threat Study

Hyperaroused Continuum	Rest (Male Child)	Vigilance (crying)	Resistance (Freeze)	Defiance (posturing)	Aggression (hitting, spitting)
Dissociative Continuum	Rest (Female Child)	Avoidance (Crying)	Compliance (Freeze)	Dissociation (Numbing)	Fainting (checking out, mini-psychosis)
Primary Brain Areas	Neocortex	Subcortex	Limbic	Midbrain	Brainstem
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Mental State	Calm	Arousal	Alarm	Fear	Terror

"In the brains of people who have been abused, the genes responsible for clearing cortisol were 40% less active"  
(Morse & Wiley, 2012)

Acute Response to Threat; (Perry, Pollard, Blakely, Baker & Vigilante, 1995). Adapted from study results for teaching.

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### What Happens During A Stress/Trauma Response?

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## Neuroception

Safe

Danger!

Life Threat

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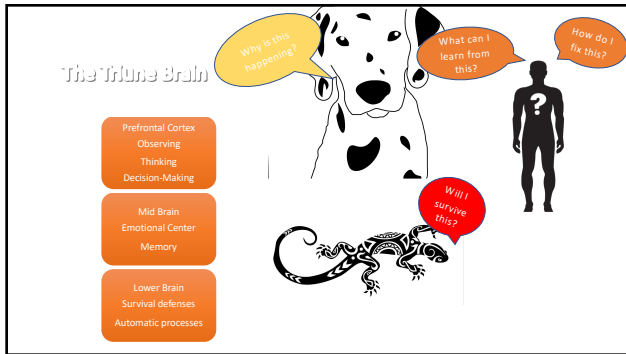
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Essential  
Developmental Target:  
Self-Regulation

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How do we live and thrive as humans?

**Secure Base**  
Parents, Grandparents, Extended relatives, mentors, teachers, leaders

**Safe Harbor**  
Neighborhoods, churches, community centers, schools, service providers (e.g. health, legal, mental health), government

**Proximity Maintenance**  
Attunement, presence, accountability, direction, protection, correction, and connection

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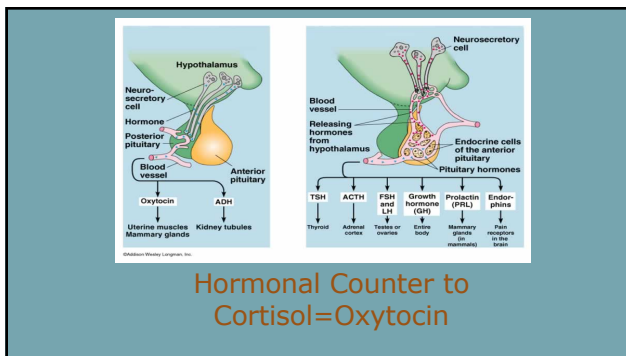
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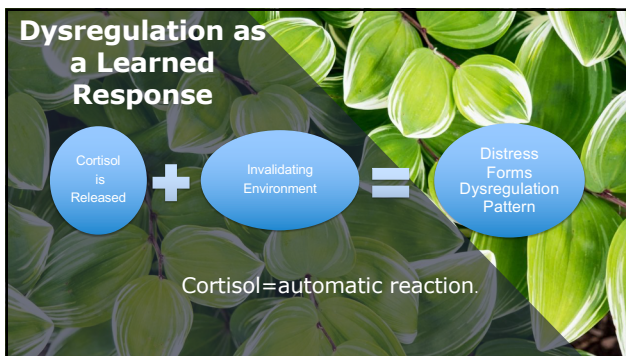
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Treatment Targets to Increase Oxytocin Without Problem Behaviors

**Activities**

- Hugs
- Sing in a choir
- Give a back rub/foot rub
- Hold a baby
- Stroke a dog or cat
- Perform a generous act
- Pray

Make positive eye contact  
Breath work  
Listen without judgment  
Positive touch  
Proximity  
Laugh/Dance

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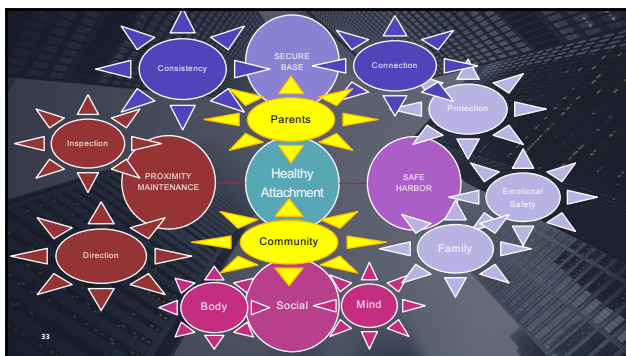
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