



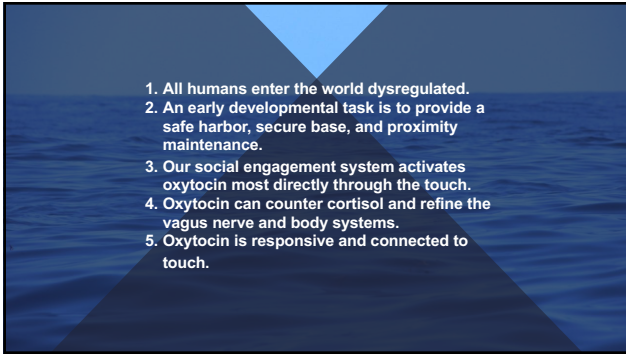
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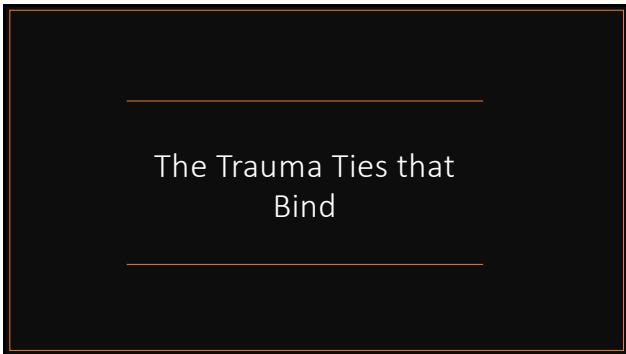
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Safety vs. Adaptation

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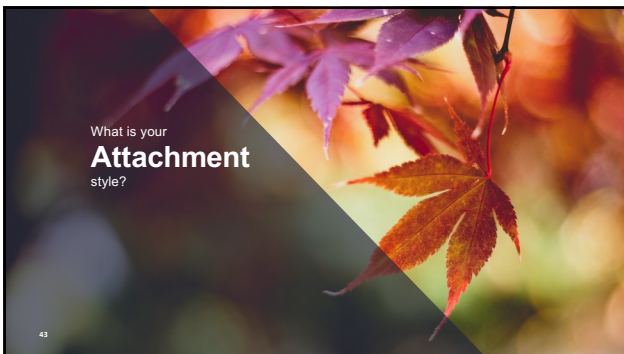
Developmental vs. Attachment Trauma



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What is your
Attachment
style?



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Democratic-Authoritative Parenting
 High nurturance, expectations, and control
 Moderate communication




Abusing-Authoritarian Parenting
 High expectations and control
 Low nurturance and communication




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Neglecting-Uninvolved Parenting
 Low nurturance, expectations, control and communication



Indulgent-Permissive Parenting
 High nurturance, moderate communication, low expectations, and control



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Parent Attachment Style & Adoption

Parent Attachment Style	Childhood Attachment Type	American Population %	% of Low-Risk Adoption	% of Troubled Adoptions (e.g. trauma, abuse, illness)
Autonomous/Free (Authoritative)	Secure	15%		
Dismissing (Authoritarian/Uninvolved)	Avoidant		20%	42%
Enmeshed (Permissive/Anxious)	Ambivalent		20%	42%
Unresolved (Authoritarian/Neglecting)	Disorganized	1-2%		

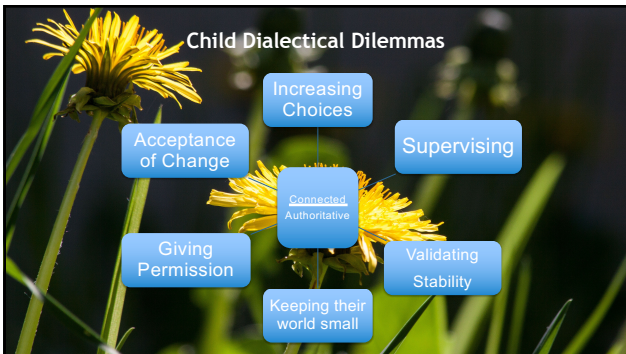
© 2010 Institute of Child Development, (Producer), (n.d.). *Attachment: The New Science of How Relationships Shape Our Minds and Brains* [DVD]. Available from TCU.

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Attachment Style: Child (Chara, 2005)

Characteristics	Secure	Avoidant-Insecure	Ambivalent Resistant Insecure	Disorganized Insecure
Reaction to caregivers' absence	Moderate Distress	Little Distress	Strong Distress	Confusion and Distress
Reaction to caregivers' presence	Seeks comfort and contact	Comfort and contact not strongly desired	Desires, but often rejects, comfort and contact	Desires, but wary of, comfort and contact
Caregiver's typical interactive style	Loving, involved, disciplining	Rejecting and unavailable	Inconsistent in meeting child's needs	Neglectful or abusive

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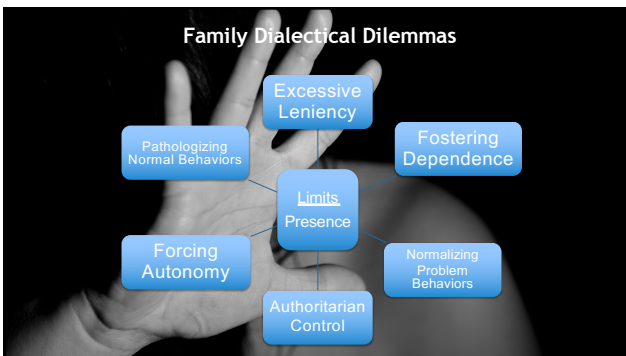
Attachment Style: Adolescent (Chara, 2005)

Characteristics	Secure	Avoidant-Insecure	Ambivalent Resistant Insecure	Disorganized Insecure
Predominant Emotions	Optimism; mature emotionality	Detachment; callousness	Anxiety, anger	Fear, doubt
Ability to Trust	Desires trust; finds it easy to trust	Indifferent toward trust; mistrustful of others	Desires trust; but mistrustful of others	Desires, but wary of, trust; suspicious of others
Ability to be Intimate (mutual self-disclosure)	Desires intimacy; able to be intimate	Avoids intimacy; difficulty being genuinely intimate	Desires intimacy, but doubtful intimacy is sincere; difficulty being intimate	Intimacy desires mixed with fear and doubt; difficulty being intimate
Fear of Abandonment	Low; finds security in relationships	Low; indifference born of self-reliance	High; fears being rejected	High; strong fears of rejection

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Targeting the
Biosocial Model

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Sit and breathe

- Wait for any sense of discomfort (e.g. restlessness, an itch)
- Note the desire to move and resist it
- Notice thoughts that arise. These thoughts are just thoughts. So gently bring your attention back to your breath and bodily sensations. Note the changing position, shape and quality of the discomfort over time. Be interested in feeling it as precisely as you can. Notice how the shape and intensity changes with the cycle of the breath.
- Is it stronger during the in breath or during the out breath?

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Borderline Personality Disorder
&
Reactive Attachment Disorder

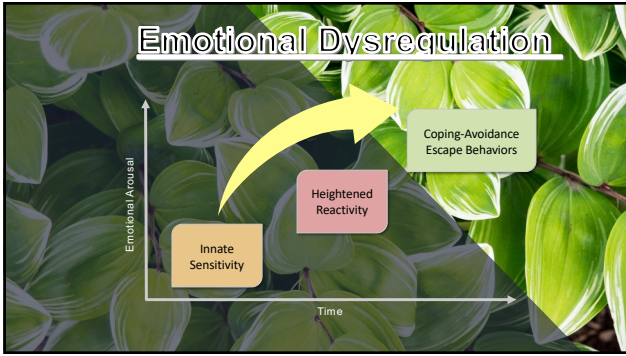
Key Characteristics	Attachment Disturbances
Pattern of Impulsivity	Instability in interpersonal relationships
Instability in life	Hypersensitive to abandonment
Unstable self-image and emotions	Pattern of undermining success in relationships

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The Biosocial Model

- Emotional vulnerabilities are characterized by:
 - Emotional sensitivity
 - Emotional reactivity
 - Slow return to emotional baseline
- Over time emotions get sensitized, leading to a "kindling" effect
- This emotionality (and associated invalidation) is associated with many problems (disorders)
- Emotionality leads to escape and avoidance that leads to chronicity

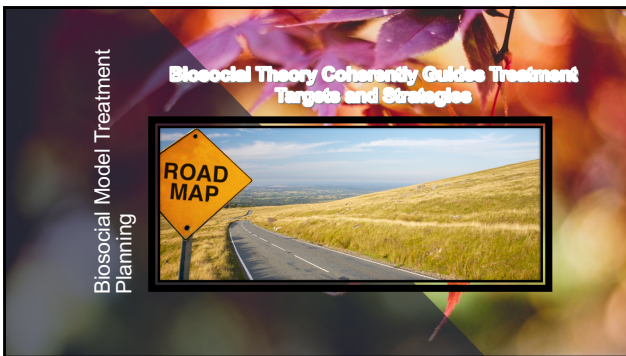
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Biosocial Theory Coherently Guides Treatment Targets and Strategies


- 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
- Emotion regulation is taught to:
 - Understand how emotion happen
 - Reduce vulnerability to intense emotions
 - Increase opportunities for positive emotions
 - Assist in stepping out of ineffective mood-congruent behaviors



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Biosocial Theory Coherently Guides Treatment Targets and Strategies

- 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
- Distress Tolerance is taught to:
 - Provide healthy ways of coping with emotions when needed
- Use the theory to conceptualize the purpose of the interventions used



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Universal Emotions and Function (Adapted from Linehan, 2014)

Emotion	Function	Action Urge
Anger	Boundary, Identity, Injustice	Attack, Define a boundary
Disgust	Protect from contamination/influence	Reject, Separate
Envy	Obtain something not currently possessed	Obsess, Aspire
Fear	Survival, Life Threat	Survival Defenses
Guilt	To signal a threat to personal morality	To make amends or apologize
Happy	Connect with pleasure	Maintain
Jealousy	To signal a threat to an important relationship	Possess, Posture, Protect
Love	Connect relationally	Connect, Sustain
Sadness	To signal a loss (relationship or expectation)	Isolate, Withdraw
Shame	To signal a threat to social standards/expectations	Hide, Conform

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Intrinsic Universal Needs (Keating)

- Safety
- Security
- Affection
- Pleasure
- Esteem
- Power
- Control



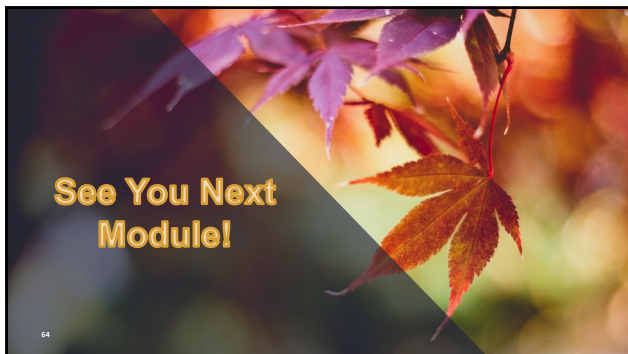
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**Development of Universal Needs
(Adapted from Keating, 1982)**

Need	Age of Development	Healthy Development	Unhealthy Development	Key Emotions Impacted
Survival	0-2	Emotions	Threat Response	Fear, Happy, Anger
Security	2-3	Self in Relationship	Diffuse Boundaries	Fear, Jealousy, Love
Pleasure	0-3	Body-Self Development	Body Shame	Shame, Disgust, Envy, Love, Guilt
Affection	4-5	Capacity for love, sense of love and belonging, worthiness	Inhibition from autonomous connection	Love, Anger, Envy, Jealousy
Esteem	5-6	Recognition, Acknowledgement, Self-Acceptance	Lack of trust in self	Sadness, Shame, Guilt
Control	3-7	Choice	Compulsion, Impulsivity	Jealousy, Anger, Fear
Power	7+	Intention	Invulnerability	Envy, Guilt, Fear

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**See You Next
Module!**

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