

- WESTERN CANADA MENTAL HEALTH SUMMIT -

IMPROVING SKILLS & COMPETENCIES FOR MENTAL HEALTH & EDUCATION PROFESSIONALS

WEDNESDAY, MAY 24, 2023 – FRIDAY, MAY 26, 2023

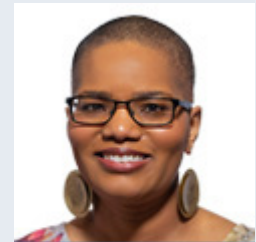
Best Western Premier Calgary Plaza Hotel & Conference Centre
1316 33 St NE, T2A 6B6, Calgary, AB

EBONI WEBB, PSY.D., HSP

WORKSHOP #11

Trauma-Focused DBT: Trauma, Attachment and Brain Development

Day Two | 8:30am - 11:45pm



EBONI WEBB
PSY.D., HSP

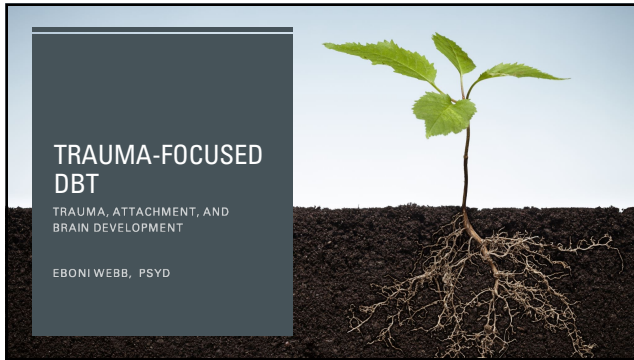
Eboni Webb, Psy.D., HSP is a licensed psychologist and serves as an advisor to the Dialectical Behavior Therapy National Certification and Accreditation Association (DBTNCAA).

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.

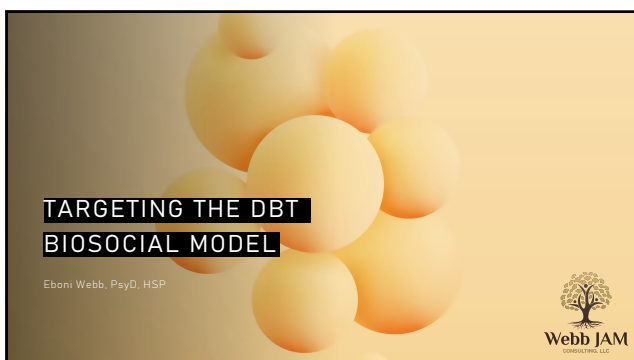


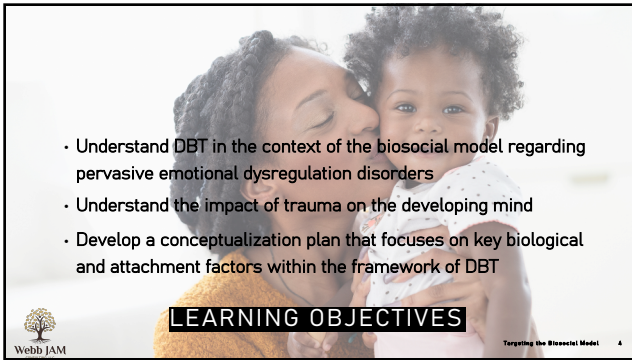
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- Understand DBT in the context of the biosocial model regarding pervasive emotional dysregulation disorders
- Understand the impact of trauma on the developing mind
- Develop a conceptualization plan that focuses on key biological and attachment factors within the framework of DBT

LEARNING OBJECTIVES

Webb JAM Targeting the Biosocial Model 4

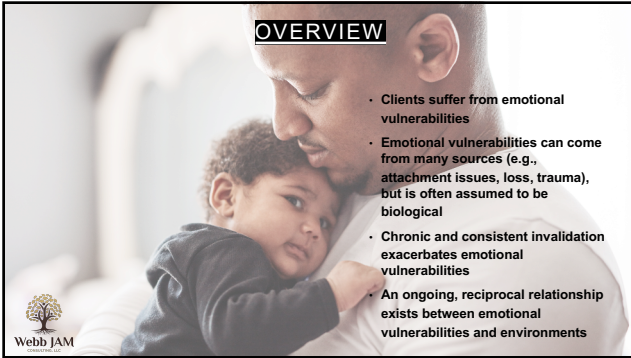


The Biosocial Model
of Emotional Dysregulation

BORDERLINE PERSONALITY 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

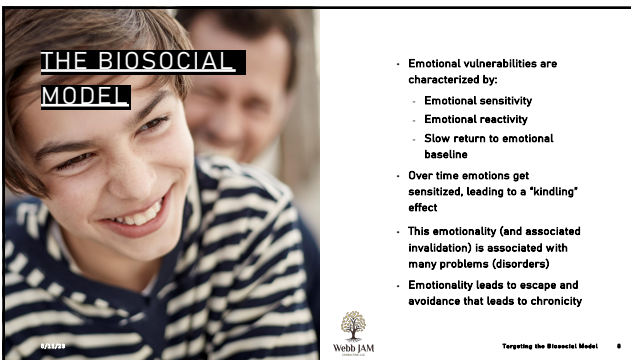
Webb JAM



OVERVIEW


- Clients suffer from emotional vulnerabilities
- Emotional vulnerabilities can come from many sources (e.g., attachment issues, loss, trauma), but is often assumed to be biological
- Chronic and consistent invalidation exacerbates emotional vulnerabilities
- An ongoing, reciprocal relationship exists between emotional vulnerabilities and environments






THE BIOSOCIAL MODEL

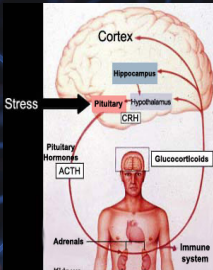
- Emotional vulnerabilities are characterized by:
 - Emotional sensitivity
 - Emotional reactivity
 - Slow return to emotional baseline
- Over time emotions get sensitized, leading to a "kindling" effect
- This emotionality (and associated invalidation) is associated with many problems (disorders)
-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






Targeting the Biosocial Model 8

HYPOTHALAMIC PITUITARY ADRENAL AXIS

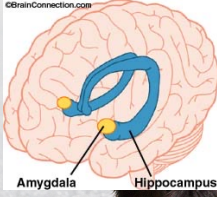


Excessive Cortisol Effects

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



AMYGDALA: FIGHT, FLIGHT, AND FREEZE



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Features

- Reactionary
- Triggers Sensory System (Smell and Touch are the most direct pathways)
- Controls autonomic responses

Amygdala Hippocampus

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WHAT HAPPENS DURING A STRESS RESPONSE?




Blood Flow Decreases
• Frontal Lobe
• Nondominant Hemisphere

Sensory System Activates
• Hypervigilance
• Heightened 5 senses

Blood Flow Increases
• Heart
• Extremities
• Decreases to Gut
• Digestive Issues

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COMMON TYPES OF INVALIDATION



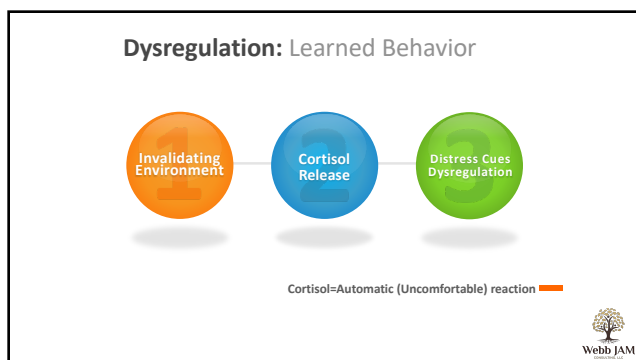
Targeting the Biosocial Model

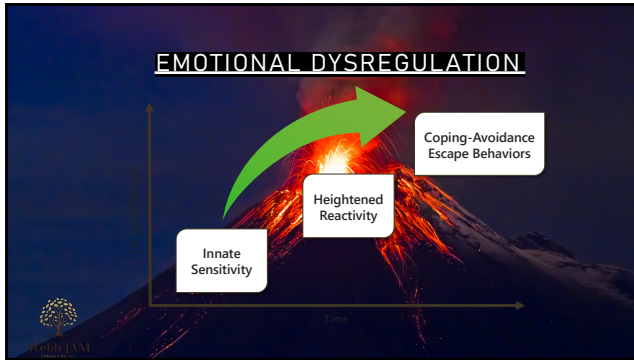
- Abuse and neglect
- Open rejection of thoughts, feelings, and behaviors
- Making "normal" responses "abnormal"
- Failing to communicate how experience "makes sense"
- Expecting behaviors that one cannot perform (e.g., due to developmental level, emotionality, or behavioral deficits)

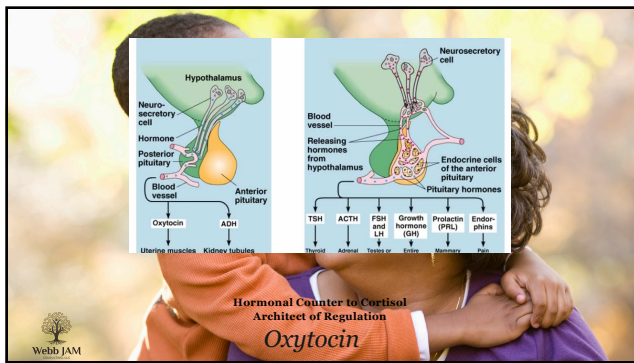
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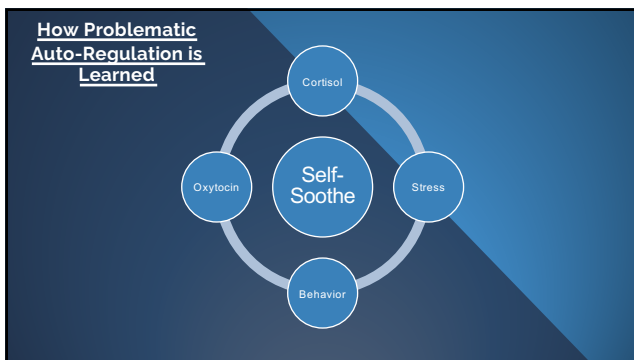















**TREATMENT TARGETS TO INCREASE OXYTOCIN
WITHOUT PROBLEM BEHAVIORS**

- 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
- Build Positive Experiences
- Self-Soothe
- IMPROVE the Moment
- DISTRACT
- Nonjudgmental Stance
- Mindful Breathing
- GIVE

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Social Engagement System

- Eye-gazing
- Language
- Prosody
- Touch
- Proximity



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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 happens
- 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



HEALTHY ATTACHMENT

From Bowlby and Beyond



ATTACHMENT GOAL
SECURE AND AUTHORITATIVE PARENTING
PRODUCES
AUTONOMOUS AND INTERDEPENDENT ADULTS



ATTACHMENT RULE

ATTACHMENT IS
NOT FIXED OR
ABSOLUTE.
GROWTH AND
CHANGE ARE
DRIVEN BY ONE'S
SEASON OF LIFE.





DEFINITION: ATTACHMENT

"AN IN-BORN SYSTEM IN THE
BRAIN THAT EVOLVES IN
WAYS THAT INFLUENCE AND
ORGANIZE MOTIVATIONAL,
EMOTIONAL AND MEMORY
PROCESSES WITH RESPECT
TO SIGNIFICANT CAREGIVING
FIGURES." (BOWLBY)


Self-Concept

Affect Regulation

Cognition


Behavioral Regulation

How do we live and thrive as humans? (Bowlby to Ainsworth)




Secure Base

Seeking, monitoring, and attempting to maintain connection to a protective attachment figure.



Safe Harbor

Fleeing to an attachment figure when in situations of danger or alarm



Proximity Maintenance

Attunement, presence, accountability, direction, protection, correction, and connection.



THE STRANGE SITUATION SECURE ATTACHMENT

- Reunion behaviors are more insightful than separation behaviors.
- Immediate reassurance from the return of their secure base (distress is natural and expected at separation).
- Reconnection prompts return to independent exploration and play.
- Child Behaviors: Flexibility and resilience
- Secure Parent = Sensitivity, attunement, acceptance, cooperation and emotional availability

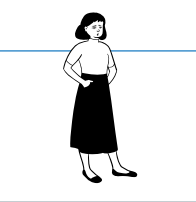

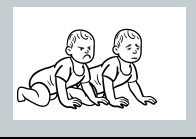

THE STRANGE SITUATION AVOIDANT ATTACHMENT

- Reunion behaviors are more insightful than separation behaviors.
- Apparent lack of distress should not be mistaken for calm. Superficial indifference is a trauma defense.
- Reconnection displays active rejection of bids for connection by parent resulting in limp physical connection.
- Parent Behaviors: Withdraw and Rebuff
- Avoidant Parent = Inhibited emotionality, aversion to physical contact, and brusqueness

THE STRANGE SITUATION

AMBIVALENT ATTACHMENT




- Reunion behaviors are more insightful than separation behaviors. Looking for their absent parent even when the parent is present.
- Two presentations: Angry or Passive
- Reconnection displays overt bids for connection and expressions of rejection (e.g. full-blown tantrums, leaning away, etc.) to implicit bids for voice displayed in helplessness and misery. Lack of exploration.
- Parent Behaviors: Unpredictable and Intermittently available
- Ambivalent Parent = insensitive signaling, neither verbal or physically rejecting while discouraging autonomy



AINSWORTH & MAIN





INFANT TO ADULT

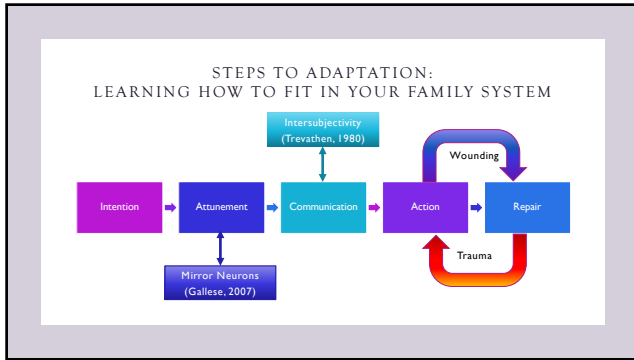
 <p>Secure/Autonomous</p>	 <p>Preoccupied</p>	 <p>Dismissing</p>	 <p>Disorganized</p>
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ADULT STATE OF MIND

WHAT TO LOOK FOR

- Secure: Values attachment, objective, collaborative, consistent even in unfavorable experiences.
- Dismissing: Inconsistent, high efforts to normalize experiences and relationships, overly generalized and unsupportive or contradictory evidence.
- Preoccupied: Fixated on past grievances often appearing angry, passive or fearful. Long winded and still vague in descriptions.
- Disorganized: Lapses in reasoning and coherent discourse especially when discussing trauma, loss, or abuse. Time is fluid.

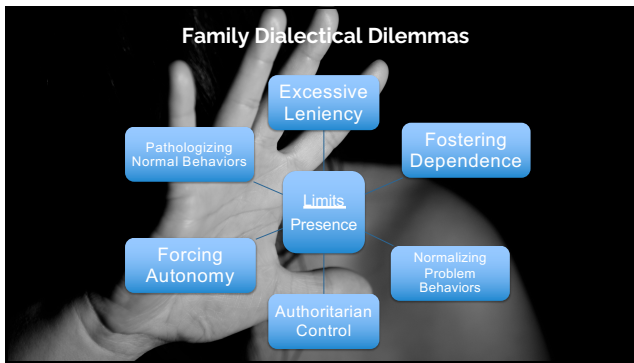


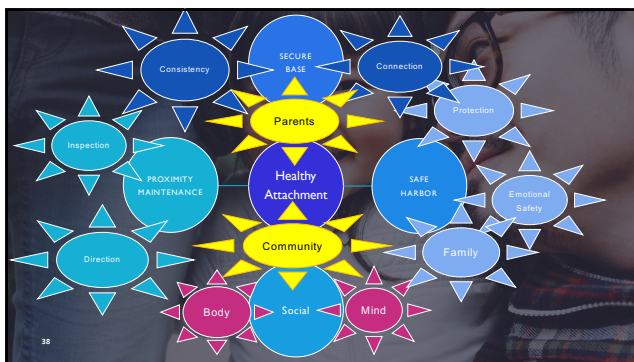
Democratic-Authoritative Parenting
High nurturance, expectations, and control
Moderate communication

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

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

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


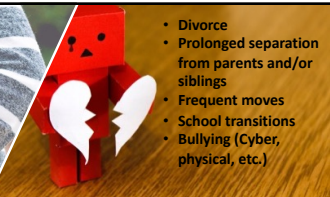
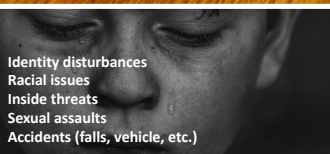






What is Trauma?



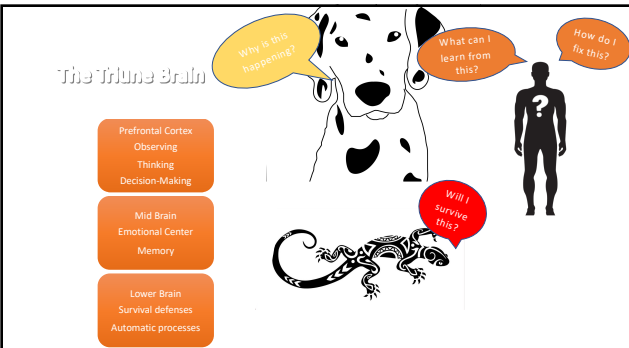




- In utero assaults
- Delivery difficulties
- Health of both parents during conception
- Mental illness
- Abandonment via adoption
- Learning difficulties

- Divorce
- Prolonged separation from parents and/or siblings
- Frequent moves
- School transitions
- Bullying (Cyber, physical, etc.)

- Identity disturbances
- Racial issues
- Inside threats
- Sexual assaults
- Accidents (falls, vehicle, etc.)

The Trine Brain



Prefrontal Cortex
Observing
Thinking
Decision-Making

Mid Brain
Emotional Center
Memory

Lower Brain
Survival defenses
Automatic processes

Why is this happening?

What can I learn from this?

How do I fix this?

Will I survive this?


The vagus nerve is the largest nerve in the body and controls our body's ability to detect danger, sense safety, experience rest/relaxation, and connect socially. It is refined through connection from birth and innervation of touch.

The Polyvagal Theory (Porges, 2011)




Neuroception


Safe



Danger!



Life Threat

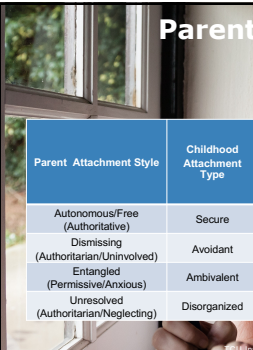


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Attachment vs. Developmental Trauma

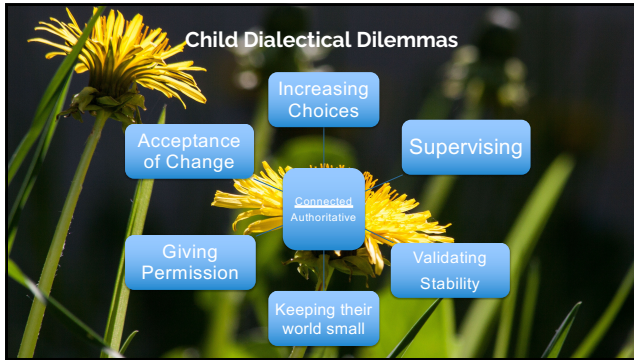


Parent Attachment Style & Adoption

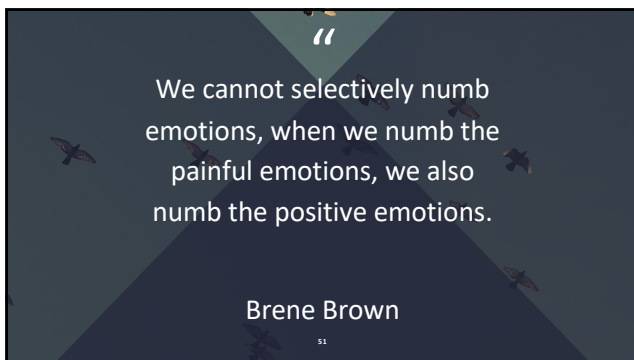
Parent Attachment Style	Childhood Attachment Type	American Population %	% of Low-Risk Adoption	% of Troubled Adoptions (e.g. trauma, abuse, illness)
Autonomous/Free (Authoritative)	Secure	15%		
Dismissing (Authoritarian/Uninvolved)	Avoidant		20%	42%
Entangled (Permissive/Anxious)	Ambivalent		20%	42%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

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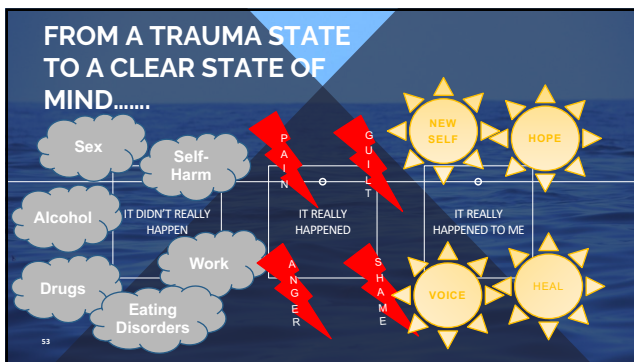
Unraveling the Trauma Bond

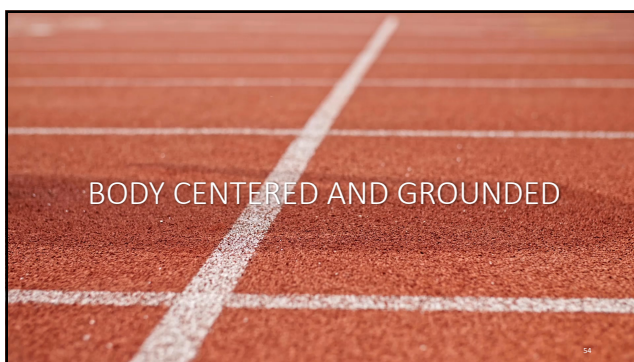










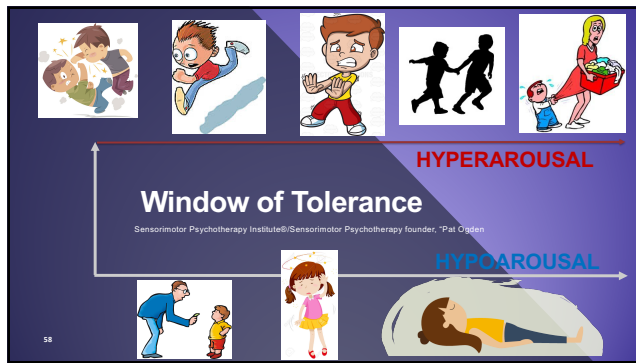


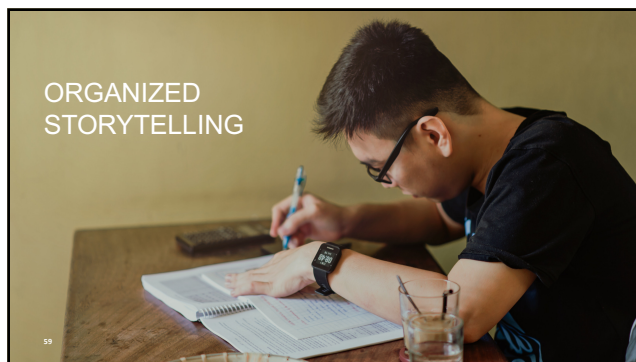
Repairing the Trauma Bond

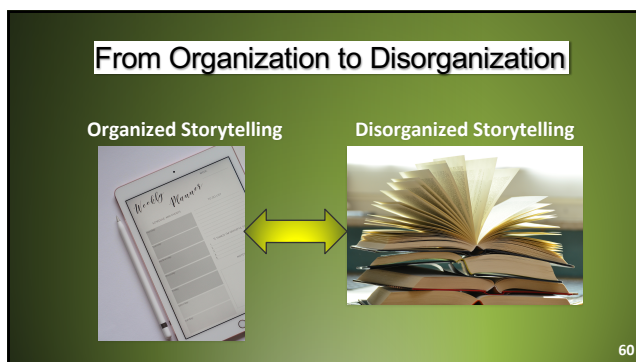
Adolescent Dialectical Dilemmas











How Do We Create Our Stories?

- Thoughts
- Emotions
- Sensations
- Urges
- Movements



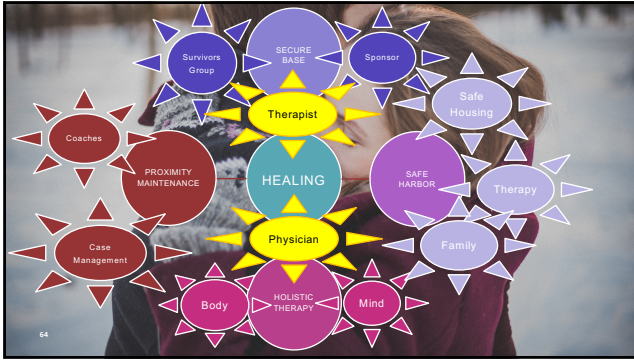
How the Brain Organizes Our Experiences





What Does Earned Security Look Like?







THANK-YOU

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