



Working with Children with Somatic and Attachment Focus 3 hour training

An EMDRIA Approved Training

www.emdrtherapybasictraining.com

www.personaltransformationinstitute.com

Trainer: Deb Kennard

Objectives of Training

- Learn to identify 8 phases of EMDR and work more deeply with children.
- Learn to identify blocks to processing and work with somatic resources.
- Learn to identify potential blocks to healing in all phases and work more effectively with them.
- Adapting the the basic protocol for use with children.
- Moment to moment tracking of the experience.

A Philosophy

- The client has the answers it is our job to find them.
 - Through seeing through the client's perspective.
 - Seeing the symptoms as an answer.
 - Seeing the past through current symptoms.
 - Seeing the block as “a strength”.
 - A non-violent approach..
 - Understand the missing experience.

Schedule

- Start at 9:00 EST
- 9:00 to 9:50 Discussion/Teaching
- 9:50-10:00 Break
- 10:00- 10:50 Discussion/Teaching
- 10:50- 11:00 Break
- 11:00-Noon Discussion/ Question and Answer

Early Trauma

“It is the ultimate irony that at the time when the human is most vulnerable to the effects of trauma- during infancy and childhood- adults generally presume the most resilience.” ..

Bruce Perry

Attunement

- ◆ 1. To bring into a harmonious or responsive relationship
- ◆ Right brain Nonverbal attachment
- ◆ Implicit, affective interactions
- ◆ Regulatory function of attunement
- ◆ Is the way infants nervous system is regulated.
- ◆ This is not just in terms of feelings but noticing what is happening with client

Affect Regulation

- Infants only co-regulate.
- Over time, with consistent co-regulation the human learns how to feel safe.
- When consistent we learn to be feel safe when we are safe.
- If inconsistent or dangerous we learn that emotions are frightening and arousal in the body is a possible danger.

How Children Adapt

- Disconnecting from physical arousal and sensations.
- Expressing arousal and affect through behavior and action.
- Normal development doesn't occur.
- Child does not learn to trust internal cues or the environment.
- Patterns are created and repeated.

Secure Attachment

- ◆ If attachment figure is sufficiently near, attentive and responsive–
 - ◆ Child feels security, love, self confidence
 - ◆ Is playful, less inhibited, smiling, exploration-oriented
- ◆ If not....
 - ◆ A hierarchy of attachment behaviors develop due to increasing fear and anxiety
 - ◆ Visual checking: signaling to re-establish contact, calling , pleading, moving to reestablish contact

When it doesn't work

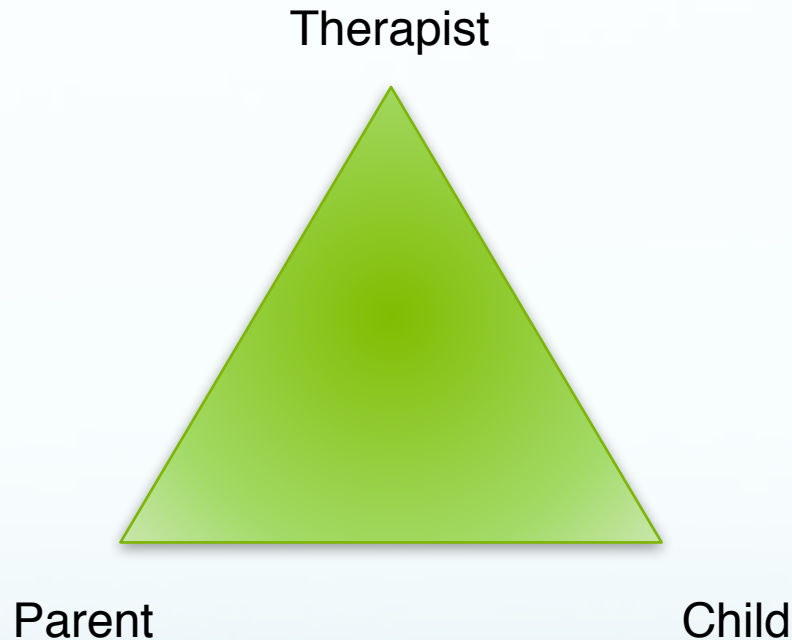
- ◆ 1. Child becomes defensively avoidant of contact and appears indifferent about separation and reunion
- ◆ 2. The child becomes preoccupied with the attachment figure, clinging and anxious about separation and exploration.
- ◆ 3. This becomes a pattern of intimate relationships.

Repair

- ◆ What is the needed experience
- ◆ Creating the experience in various stages of the process
- ◆ Cognitive interweaves of repair
- ◆ Across the 3 prongs
- ◆ Integration and repair

Attunement Triangle

- The Dance of Attunement



Modulation

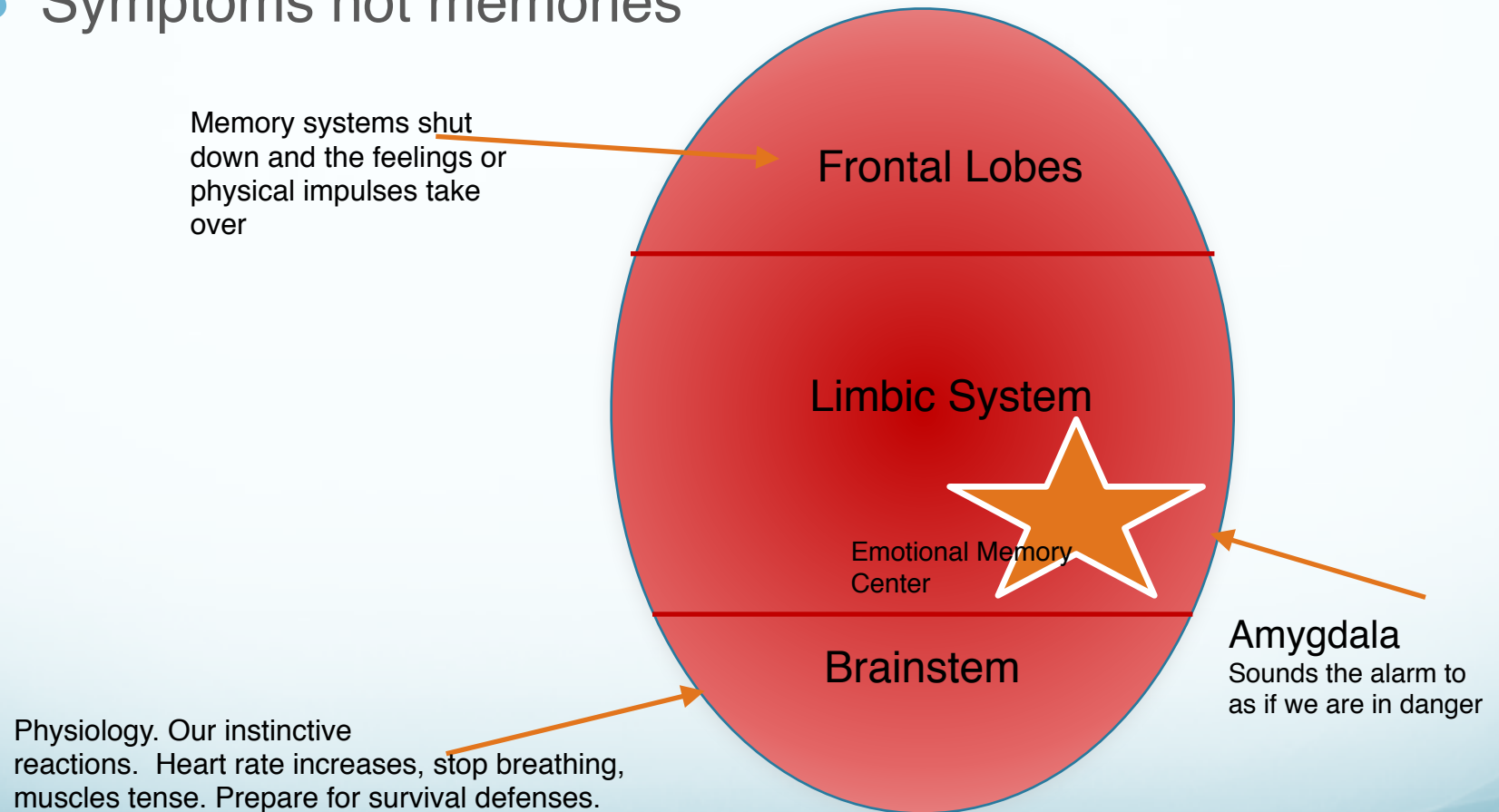
- ◆ Fast enough to heal, slow enough to remain safe.
- ◆ The therapist client relationship as a container
- ◆ Regulating arousal through the 8 phases



Therapist as a Neurobiological Regulator for Parent
and Child

What happens with trauma and memory

- Symptoms not memories



Lying

Affect
Expression/
Violent
Outbursts

Eating/Food
Issues

Stealing

Lack
of
normal

Memories & Lies

- EMDR based on Earlier Experiences are the basis of both dysfunction and health.
- The traumatic experiences that create patterns or become stuck due to big T trauma become the way we view the world.. Perceptions, Attitudes, Beliefs
- When something happens that is similar our reaction is actually a memory being activated.
- The limiting belief we have about ourselves is a “lie”, the conclusion we drew about ourself or the world.

Examples of Memories

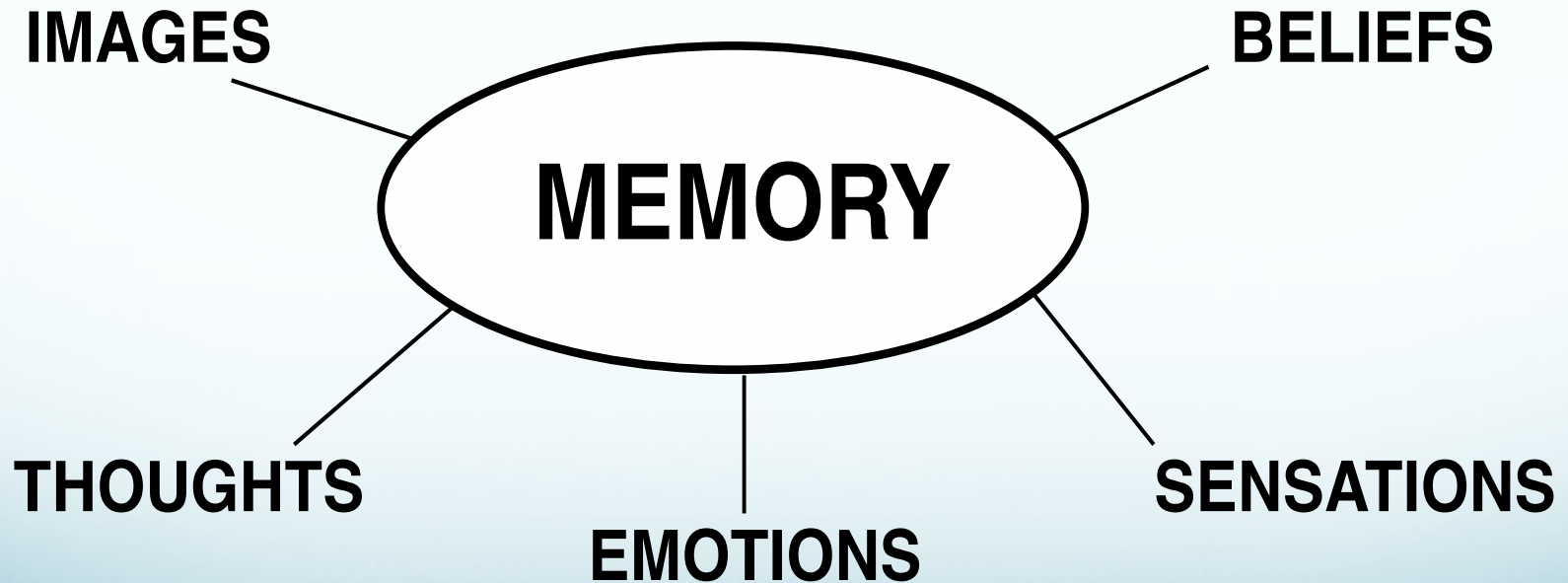
- A feeling of shame at the time of abuse now shows up as a sensation in the stomach. That sensation is the memory showing up.
- Hiding or stealing food could be a memory of lack of food.
- Throwing a tantrum at a time of transition could be a memory of abandonment.

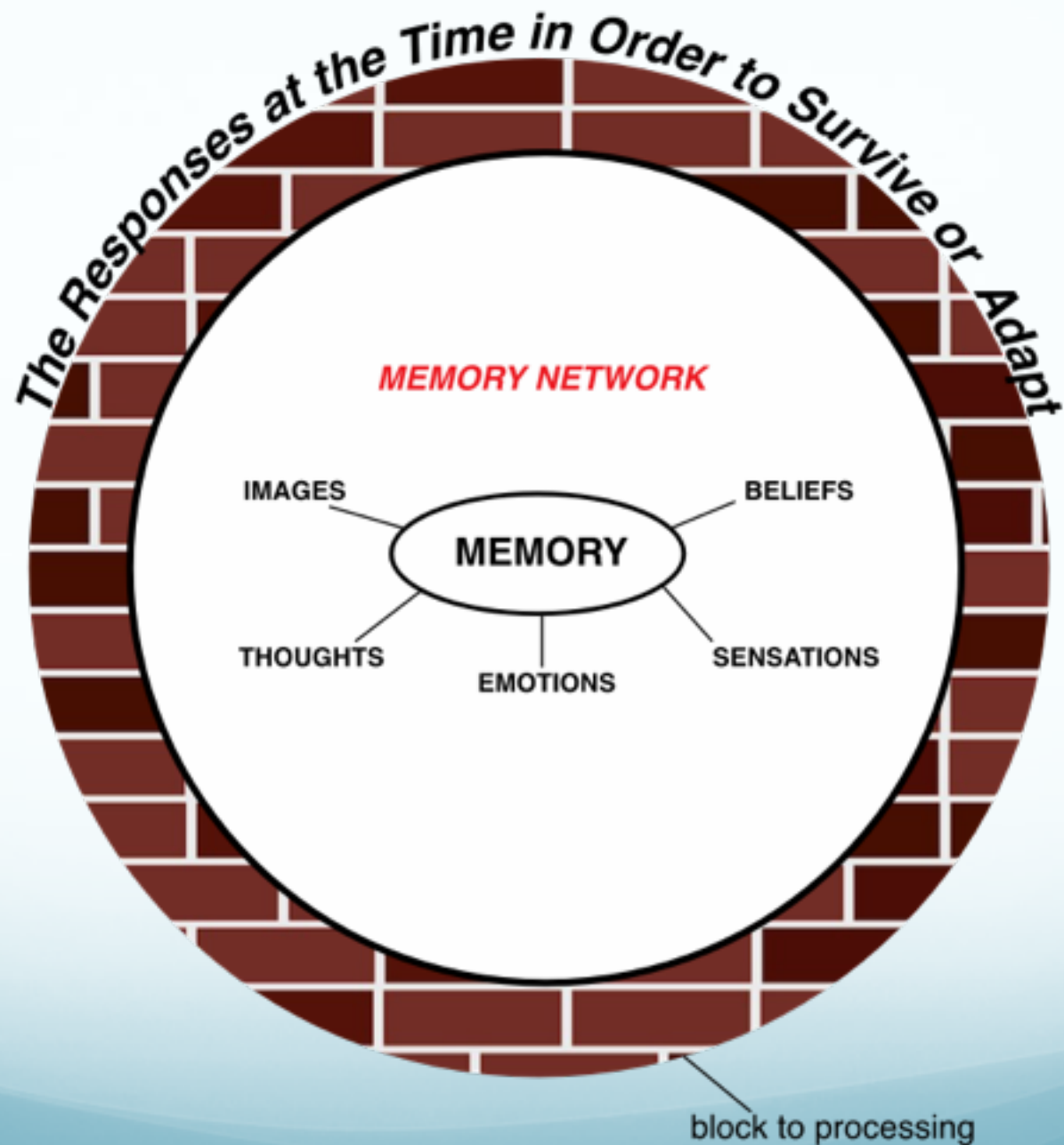
Memories and Lies Log

Date/ time	What was your experience?	SUD 1-10	What was the memory or lie?	Resource/Coping Strategy

Memories and Storage

MEMORY NETWORK

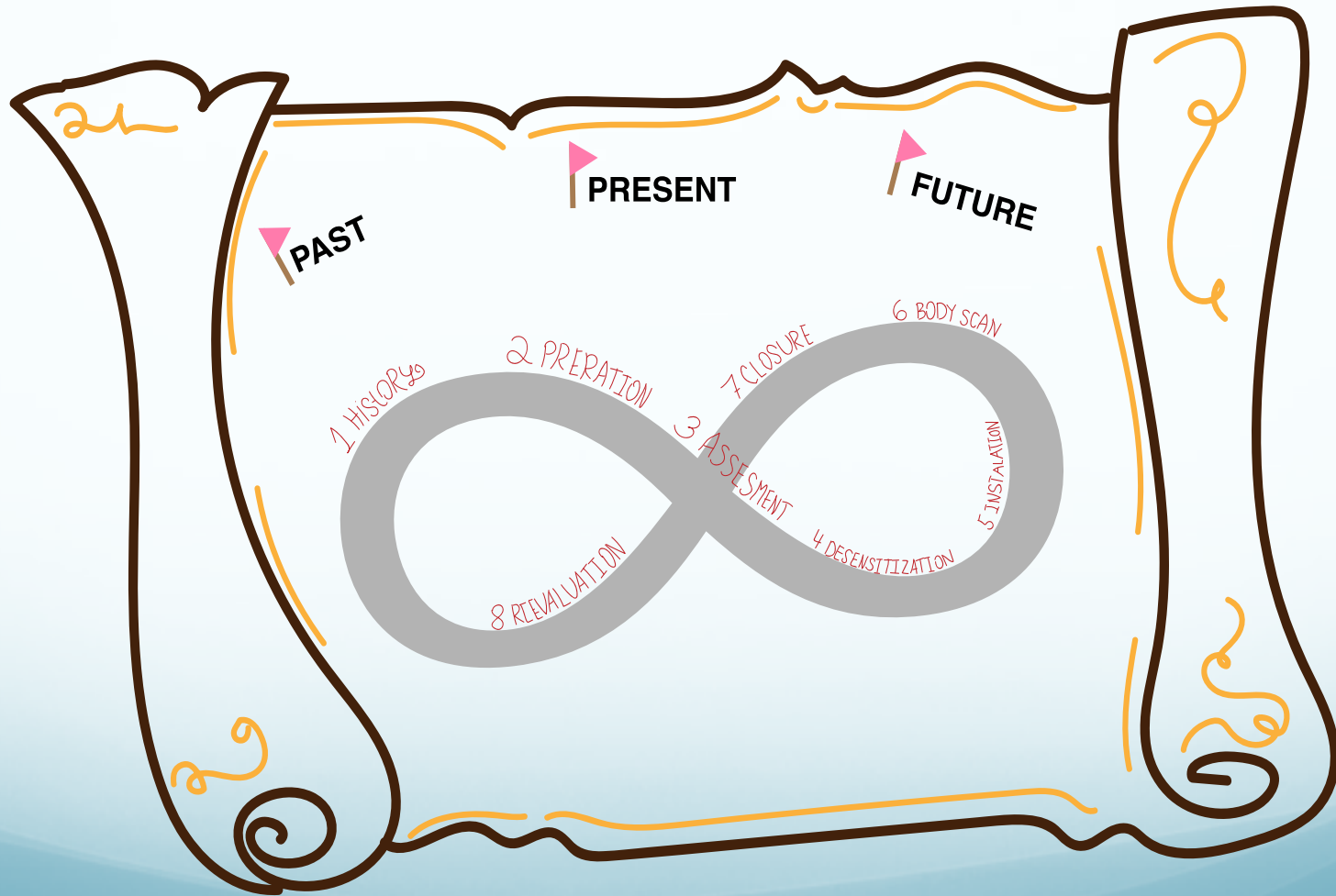




EMDR with Children

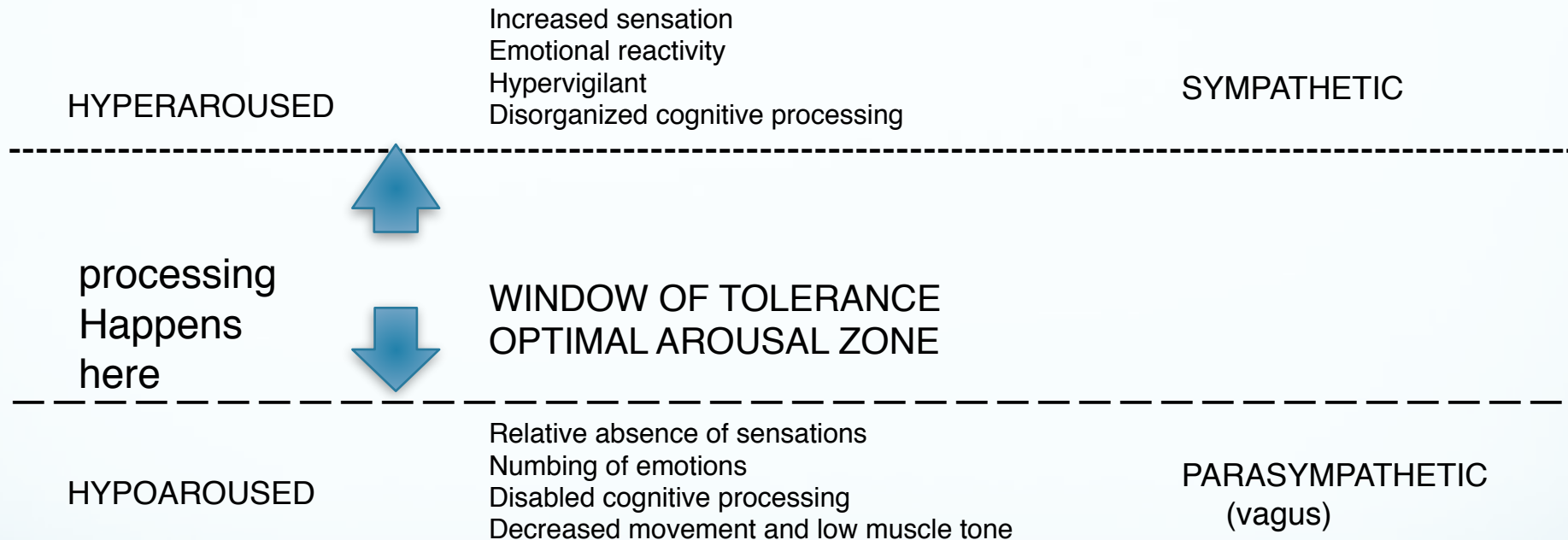
- Children Process More Quickly
- Have fewer blocks
- Standard protocol needs to be kid friendly
- Use of music, sand tray, movement, play in all phases

Overview of 8 Phases of EMDR Therapy Treatment



Window of Tolerance

Adapted from Siegle, 1999



This is what we use to determine whether or not processing is happening and what resources are needed if processing is not happening.

What Kids Do When out of the window

Move around more
Distract
Act Silly
Change the Subject
Act Out
Fall Asleep
Go off and play
Look Dazed

The 8 Phases with Children

- 1. History-
- 2. Preparation-
- 3. Assessment
- 4. Desensitization
- 5. Installation
- 6. Body Scan
- 7. Closure
- 8. Re-evaluation

Safety First Phases 1&2

- Kid friendly Calm/ Safe Place
- Parental involvement with resources
- Using concrete Container/Resources
- Concrete tools for all phases

Explaining EMDR to Kids

- Do you want to try something?
- Demonstrating with Parents to get Informed Consent

EMDR Explanation for Kids
Deborah Kennard, MS

Humans have a really amazing way of dealing with things in life, good things and bad things. Our brains are made to help us feel better by digesting what happens in life. Sometimes we do this by talking to someone we care about and that helps. Sometimes just crying helps us digest our feelings. So things are upsetting then we feel better.

But sometimes things are too big or there are too many things at once, and our brains get stuck. And we end up feeling like that thing is happening even though it is over. Or we might have bad dreams or just feel scared or sad and not know why. Or we might even be stuck with thoughts or yucky feelings in our body. Even if we try really hard to be happy or try to forget what happened, sometimes if things are stuck we can't. We might get mad easy or cry easy and not even know why.

I have had lots of other kids who had this happen to them and I was able to help them feel better. Would you like to hear about what we did?

I do a therapy called EMDR. EMDR helps the bad things that happen move through your brain so your brain knows the bad thing is in the past and over. Once the bad things move in your brain there is more room for feeling happy again.

The cool thing about EMDR is it seems to help the bad stuff move out and the good stuff stays. It works by following with your eyes as I move my fingers back and forth. When your eyes move it helps the bad stuff move in your brain. (Or you could talk about tappers, as they buzz back and forth in your hands... or as the tones go back and forth in your ears....)

I will just be asking you to tell me what happens and whatever you think, feel in your body or see in your mind is okay. Even if what you are thinking or feeling seems funny or surprising, it is okay. There is no way for you to do EMDR wrong.

If you start to have feelings or thought that bother you that actually means EMDR is working and moving the bad stuff in your brain. So you can just tell me what you are feeling and we will keep going. The more you move your eyes and

After we start, if you have feelings that are too big or you want to stop for any reason, you can just raise your hand like this (show stop signal) and I will stop. Remember, any time you need to stop we can. Even if you just want to take a break for a few minutes.

Sometimes when we start to help the brain move the bad stuff, you feel it even more. But I will help remind you that you are here in this office and you are safe and we will keep going to try to help it move.

If it doesn't all move out before we stop, we will do something to try to help until you come back. Like we might use the container box or imagine the safe place.

What is it like to be the client?

- Part of Phase 1 & 2- This includes the parents.
- Therapist understanding what it is like to see the world through the client's eyes- the client's reality/child and parent
- Doing this without judgement in an open curious way.
- If there is judgement there cannot be compassion.
- What are the strengths? What is over/under developed
 - This might sound like..."How awesome that you were able to..."
- What are the likely blocks and what needs to be developed?
- Understanding what the client needs then offering it by saying: "Would you like it if...."

Character Strategies, Trauma and Attachment

Strategies to help us stay away from pain and keep attachment:

What is under/over developed as a result of the past experiences.



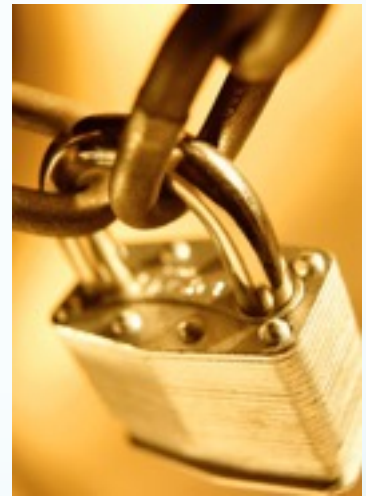
Rest
Work
Exploration
Play
Connection
Reaching out for help
Self-soothing
Sexuality



Everything that keeps us from
being a Shining Star is either a
Memory or a Lie

Management/Character Strategies Getting past the Gatekeeper

- The Adaptive Response that was learned in order to keep attachment or to stay safe.
- That Adaptive response becomes
- “The Answer”
- The “Go to” way of managing stress.
- It also becomes a “Strength”
- It is what is “over-developed” and from that we can assume what is “under-developed”
- Knowing this helps predict pitfalls and blocks



The “Answer” for Kids

1. When you have time to do anything you want, what do you like to do?
2. What is your favorite thing to do on a Saturday morning?
3. What do you usually want to do after a long day at school?
4. When someone tries to make you do something you don't want to do, what usually happens?
5. What do you usually do when you are really happy?
6. How do people know if you are unhappy?
7. Do you like rules?
8. Do you like surprises?
9. Do you ever cry? Is it usually alone or in front of people?
10. What is a recent time you had a lot of fun?
11. What is a recent time you were frustrated?
12. Do you ever get angry? How do people know you are angry?
13. If you don't want to do something, how do people know?
14. Do you like to make up stories?
15. If you want someone to do something for you, how do you get them to do it?
16. If someone is doing something you don't like, what are you likely to do?

Therapist:

Begin to listen for what they do under pressure, what is over and under developed. At the end you might say:

“So it sounds like you are really good at _____ (letting people know how you feel). And it sounds like it is harder for you to _____ (let other people tell you what to do, like with teachers or parents asking you to do things).”

Therapist is looking for how this was once an answer for the client. How did they learn how to do that so well? Why did they need to learn how to do that?

Character Type	Possible Neg. Belief	Over-Developed	Under-Developed	Needed to hear
The Invisible One	I'm in danger. I'm going to die.	Disappearing, Survival Defenses, Sensitivity	Safety, grounding, staying present, feeling	"You are welcome here." "You are safe now."
The Emotional One	I'm in danger. It's not safe to feel safe.	Merging into other person. Knowing how others feel. Sensitivity.	Boundaries, ability to self-soothe.	"It is okay to feel safe when you are safe."
The Needy One	I'm helpless. I'm powerless.	Getting pity. Being a victim.	Personal power. Self-soothing.	"I'm here for you." "You can get your needs met."
The Independent One	I'm alone.	Competency. Ability to take control.	Asking for help. Trusting others to help.	"You can get support." "It's okay to ask for help."
The Rock	I don't matter. My needs don't matter.	Being dependable. Tolerating negative. Enduring suffering.	Knowing what they want. Asking for what they want. Action.	"What you want matters."
The Chameleon	I'm not enough.	Adaptation to environment. Ability to manipulate and adapt.	Being honest. Knowing who they are. Being straight forward.	"It's okay to just be you." "You matter."
The Hero	I'm not safe. I'm powerless.	Setting firm boundaries. Withstanding pain.	Being vulnerable. Connecting with authentic emotions.	"It is safe to connect."
The Doer	I need to be perfect. I'm not enough.	Energy, working hard, taking action.	Play. Connection. Self care.	"You don't have to work so hard." "It's okay to play."
The Life of the Party	I don't matter.	Energy. Fun. Action.	Rest. Being grounded and authentic.	"You matter." "You don't have to work to be noticed."

These are examples of possible answers. At one time these were needed adaptations for the person to either stay safe or keep connection to a caregiver. They then become a pattern of relating to others. Most people have multiple character types. Each character type has a strength in it.

The possible negative belief is just an example and there may be many other options.

Character Types w/Kids

- With kids coming up with a character or animal to describe “the answer” can be helpful.
- Going into the shell like a turtle
- Getting really angry like a bear
- Getting really busy like Tigger
- Trying to please people like Pooh
- Have the child help you describe what they do and find a way to identify it. so you can say... Oh so it looks like the turtle is here.

Working with the Answer with Kids

- Seeing it happen
- Joining and understanding
- Getting it just right... Is this what it feels like?
- Acting it out
- Attunement with contacting what is happening
- Noticing patterns

Safe Place/Other Resources

- Create Safe Place in a Drawing
- Use real safe feelings, a weighted blanket
- Create safe place in sandtray
- Use traditional visualization for older kids

Container

- Make a real one with a box or cup
- Have different things in the office to use
- Practice putting feelings in there.
 - Draw what they want to put in
 - Cut out feeling faces to put in

Somatic Resources

- Explain: We all have energy in our bodies. Sometimes it is really low, almost like sleeping
- Other times energy is focused on doing something like homework or playing a game
- Other times energy can be really high like feeling really angry or scared
- There are things we can do to change that on purpose

Alignment

- For Low/Sleepy Energy Therapist joins the child
- Together with the child, feel the bones in your hips sitting in the chair or on the floor.
- Using your hands to feel your own bones and back, move up your back bit by bit, instructing the child to notice what happens
- End by standing up to feel all of your bones lined up to the top of your head
- Ask if they are feeling less sleepy

Grounding

- For too much energy, feeling scared or angry
- Along with child notice feeling the ground under your feet. Start stomping feet a little to see if that helps really feel the ground.
- Moving up your body, pushing on your knees to really help feel yourself on the ground with gravity. End by standing feeling your whole body on the earth. You can also end by laying down, feeling all points on your body being held down by the earth.

Preparation Phase 2

Finding the Targets

- Starting with the worst symptom tracing it back to the root.
- You have gotten history from the caregiver, teacher or by the typical story of the orphanage or other situation.
- If you know the history, it may be easy to find the targets
- You may have fewer targets for kids than adults

Negative and Positive Cognition List for Children

Bad/Yucky Thoughts (NC)

I'm bad.
I'm stupid.
I'm dumb.
I'm going to explode.
I'm unwanted.
I'm fat.
I can't get it.
I'm uncomfortable.
I blew it.
I'm sick.
I can't trust.
I'm not lovable.
I'm not safe.

Good Thoughts (PC)

I'm good.
I'm smart.
I'm smart.
I'm calm.
I'm lovable.
I'm just right.
I can learn.
I am comfortable.
I did the best I could.
I'm all better.
I can trust.
I am loveable.
I'm safe now.

May also be about the situation in a critical incident.

I almost drown.
I am scared.

I'm okay now.
I made it.



Irritated



Happy



Surprised



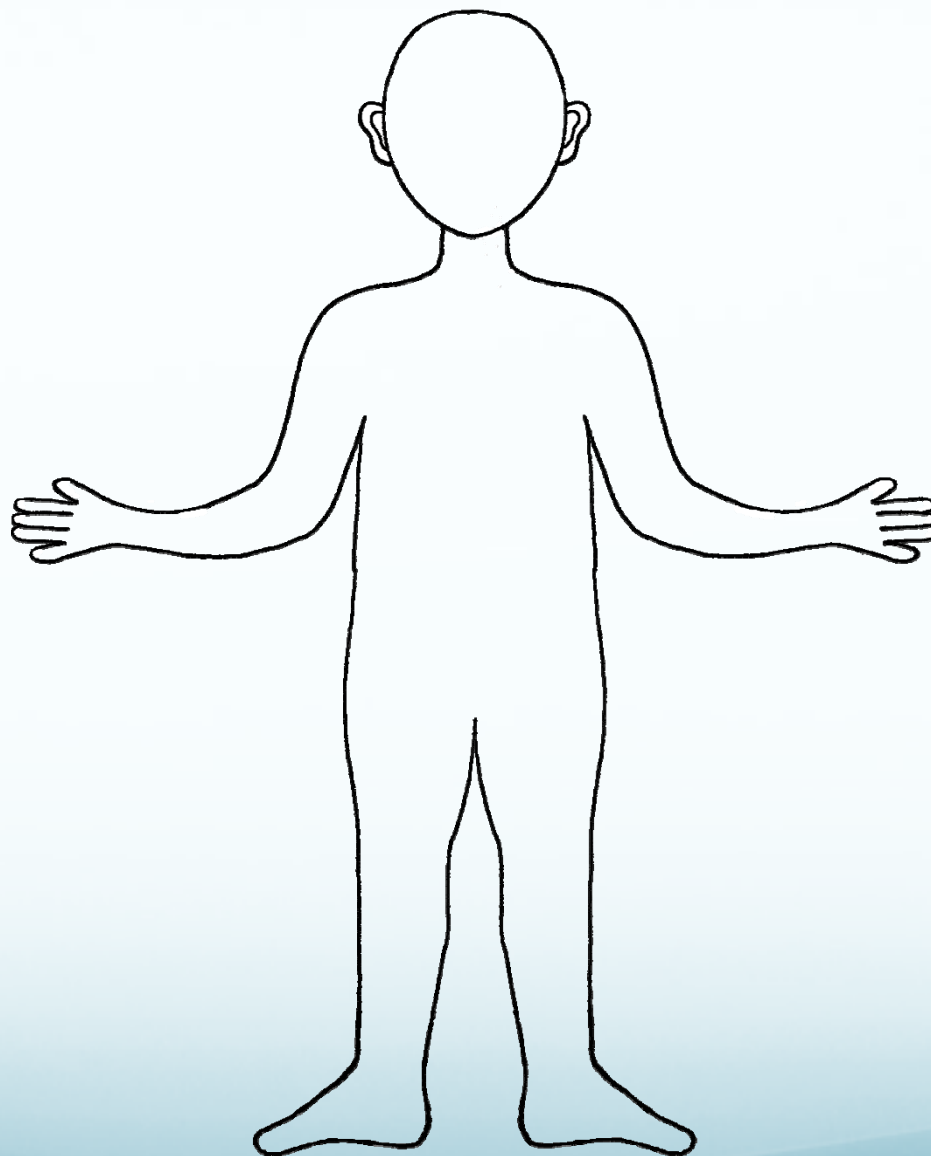
Worried



Sad



Angry



Phase 3 with Kids

- Same protocol making child friendly words for younger kids.
- Use concrete things like the emotion sheet
- Blocks stacked to show how big the feeling is from 0-10 and from 1-7
- Using hands to show how big from all gone to really big
- Side to side and up and down.
- Accessing using a photo album or having parents tell the story

Phase 4

Ways of doing DAS

- Possible to do normal Eye Movement with older children
- Younger kids, use drumming, tapping with a wand or a stick
- Machines with tones or buzzers
- Parents sit with child and tap on child
- Drawing worst part and having them draw back and forth

Phase 4

Getting Feedback

- Better worse or the same
 - Using hand motion or telling you
- Typical feedback can be gotten from some children.
- What is the worst part now?

Phase 4 Processing

- May be the usual for older children
- Younger children may have parent telling the story in 3rd person “that little baby in the orphanage”
- Could use photos to keep the processing going- changing photos as it goes along
- Could instruct child to keep noticing the story as they move their eyes or notice what happens next.

Phase 5

- Could be typical. The new happy thought.
- Could use photos of new parents to show the present happy family

Phase 6 Body Scan

- Use a drum stick or a magnifying glass to scan over the body and stop where there is a feeling
- Use the body chart
- Use stuffed animal or doll

Phase 7 Closure

- Use age appropriate words to describe how our brains might keep working to let go of the bad stuff and what they can do if it does.

Present Triggers and Future

- Checking in on completing the treatment plan
- Process Present triggers if needed
- Telling a story about the future after his/her brain has let go of all of the bad stuff.

Action Systems

Looking at what they might need to practice
Helping Parents learn how to help with this

- Attachment- Developing trust- Reaching out for help or not reaching out so much
- Exploration- Feeling safe to go play with a friend
- Energy Regulation- Practicing Somatic Games
- Caregiving- Developing empathy/kindness
- Sociability- Social cues and playing with others
- Play

Open your heart. Then follow it.

For more information visit:

www.emdrtherapybasictraining.com

Or www.debkennard.com

www.personaltransformationinstitute.com