

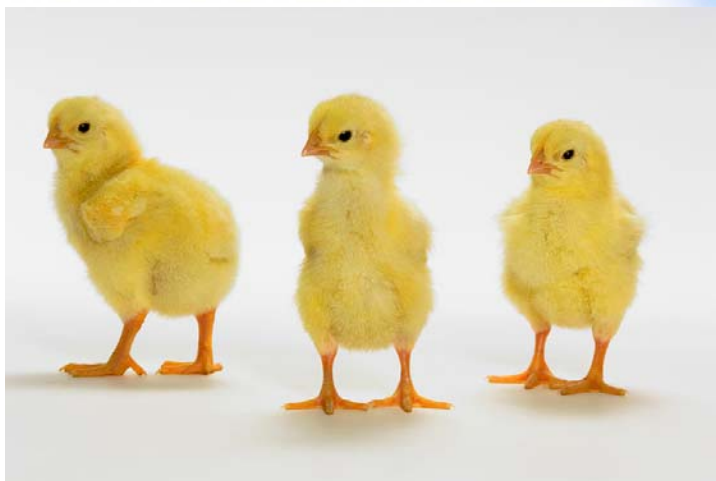
## NRF Steps One & Two In Ourselves, Our Relationships, Our Clients



Connie Lillas, PhD, MFT, RN

[www.the-nrf.com](http://www.the-nrf.com)

## 3 Key Concepts, 3 Key Steps



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The Neurorelational Framework (NRF) “translates” what matters in early brain development into three clinical steps:

**What Matters:**

- Stress Resilience versus Toxic Stress
- “Serve & return” levels of high quality engagement
- Development of brain networks and circuits

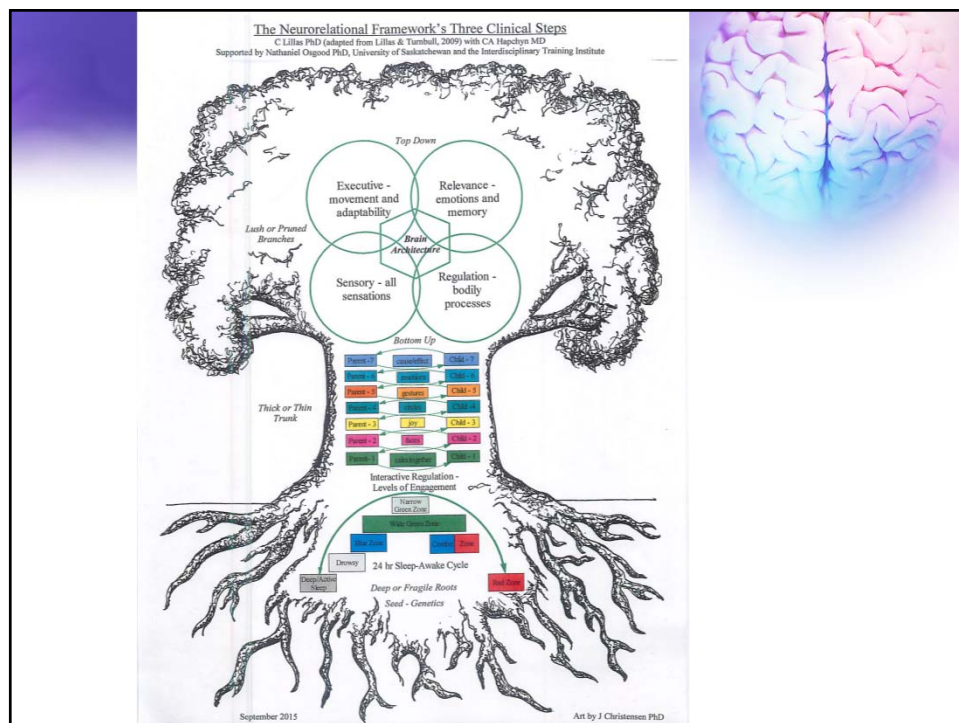
**Assess & Intervene:**

- *Step 1:* Adaptive vs. toxic stress
- *Step 2:* Age appropriate vs. low levels of relational engagement
- *Step 3:* Age appropriate developmental & functional brain capacities vs. delays or disorders

**Ourselves, Our Partners,  
Our Children**



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**Catch Yourself At Your **Best** & **Worst**!** Ourselves, Our Partners, Our Children



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**Chinese Proverb**




I hear and I forget

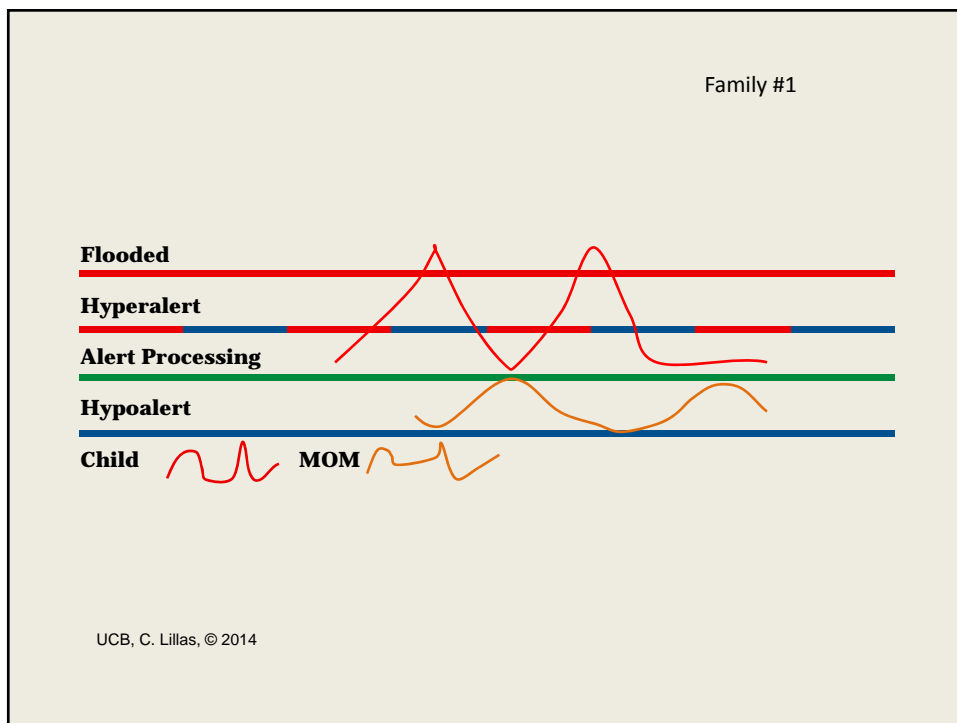


I see and I remember



I do and I understand







NRF Step # 1 & 2  
Basic & Intermediate Material

NRF's 3 Steps and 4 Tiers			
Tier 1	Tier 2	Tier 3	Tier 4
Basic	Intermediate	Advanced	Synthesis
Step 1: Physiology, Sleep-Awake Cycle:  Awake States with Stress Responses Grid & Checklist  Arousal Curve & Pie  Pattern Sheet & Journal	Step 1: Heart, Hand, & Head  Who We Are - Best & Worst  Interpersonal modes	Step 1: Inside & Outside Cues  [Physiological Equipment]	Pulling the 3 Steps Together    States of Arousal, Levels of Engagement, & 4 Brain Systems
Step 2: States of Arousal Dyadic Patterns with Levels of Engagement:  Arousal State Graphing Pattern Sheet & Journal  Pyramid	Step 2: Quality of Levels of Engagement between Parent/Child Dyad:  Grid with Rating Scale of 4  Grid with Rating Scale	Step 2: Quality of Levels of Engagement:  Grid with Rating Scale of 6, Use with any dyad	Use with Inter-and Trans-disciplinary Community Teams
Step 3: Macro level of 4 Brain Systems:  History Worksheet  Purple Wheel	Step 3: Micro level:  Current Capacities Worksheet	Step 3: Micro level:  Trigger & Toolkit Menu, Mapping Self & Mapping with Self & Co-	

## NRF Step #1 and Tier 2



- You are now in the INTERMEDIATE level of NRF information
- Folks in Group #1, who are only doing a one-time assessment will not have time to use this in the interview setting.
- However, it is important that even if you do not discuss these items with your family, you will “automatically” know where they are at with their relational style based on a good assessment of the Colors and their Patterns

## Parallel Processes...



Integrating...from  
micro to macro

- Personal
- Interpersonal
- Institutional
- Cultural

Simultaneously, similar  
dynamics occurring  
on multiple levels

## Parallel Process

- Use of all three steps to hold the baby and parent in mind
- Use of all three steps to hold yourself in mind!
- We focus on the use of ourselves because the power of the relationship is the most powerful change agent (we are part of a “relationship-based” approach to treatment)
- Stress responses relate to our transference & countertransference which we bring to Reflective Facilitation to digest
- These stress responses are also relational styles that can influence ruptures in the relationship and to how we repair them

## Facilitate Recovery in Self



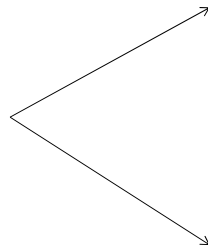
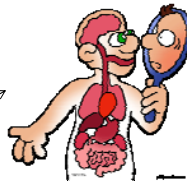
Put Your Oxygen  
Mask on First,  
Then Help Others



## Step #1 (Use of Self, T & CT) **DUAL TRACTS**

- Body Patterns

BASIC



- Relational Patterns

INTERMEDIATE






## Heart, Hand, & Head

### Body States

Possible Regulation and Stress Response Correlates of Interpersonal Modes Across the Lifecycle

Assess (What you observed)	Just Right (Self-Regulating)	Too Fast/Too Much (High Demand)	Too Slow/Too Little (High Defect)	Too High/Low/Spontaneous (High Compliance or Control)
<b>EYE CONTACT</b>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>
<b>FACE/EXPRESSION</b>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>
<b>POSTURE, MOVEMENT, AND GESTURES</b>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>
<b>TEMPER AND RATE</b>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>	<ul style="list-style-type: none"> <li>Engage, direct, clear</li> <li>Engage directly in the moment</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> <li>Engage with others</li> </ul>

### Relational Styles



## Follow the colors!!!

- Once you done the “heavy” lifting of mapping out the stress recovery and stress responses in Step 1, you have done the bulk of the work for this part of Step 1 with HHH.
- Often, you may not get into the HHH rubric at front end of treatment! But it’s so useful as a clinical tool that you can have it ready to go in your mind.
- It informs you as to the clinical use of yourself and where a family has the most need

Green Zone is 'just right'...  
for learning and relationships



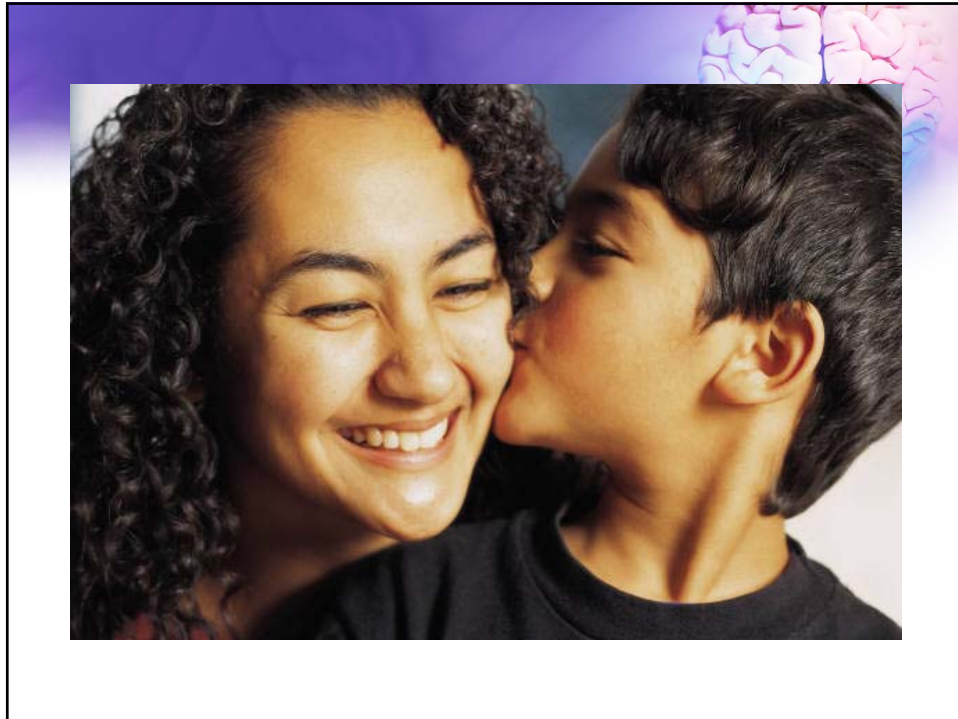
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Green Zone Grows!




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**Green Zone:**  
**Reading alert processing cues**



- Eyes
- Facial expressions
- Tone of voice
- Gestures
- Body movements
- Rhythm
- Intensity

- ✓ Bright, shiny
- ✓ Joy, Full range
- ✓ Modulation
- ✓ Relaxed with good tone
- ✓ Stability and Balance
- ✓ Fluctuating
- ✓ Midrange

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Awake States with Stress Responses Step #1

STATE	SYMPTOMS	SYMPTOMS
<b>GREEN ZONE</b> Optimal	<b>EYES</b> <input type="checkbox"/> Bright, shiny eyes <input type="checkbox"/> Looks directly at people, objects <input type="checkbox"/> Looks away for breaks, then returns to eye contact <input type="checkbox"/> Seems alert, takes in information <b>FACE</b> <input type="checkbox"/> Smiles, shows joy <input type="checkbox"/> Neutral <input type="checkbox"/> Can express all emotions <b>VOICE</b> <input type="checkbox"/> Laughing <input type="checkbox"/> Tone changes	<b>BODY</b> <input type="checkbox"/> Relaxed with good muscle tone <input type="checkbox"/> Stable, balanced and coordinated movements <input type="checkbox"/> Infant moves arms and legs toward centre of the body <input type="checkbox"/> Infant molds body into a caregiver when held <input type="checkbox"/> Moves faster or slower depending on environment <b>RHYTHM/RATE OF MOVEMENT</b> <input type="checkbox"/> Changes smoothly to respond to the environment <input type="checkbox"/> Movements not too fast or too slow
<b>RED ZONE</b> Too Aroused	<b>EYES</b> <input type="checkbox"/> Open, squinted or closed eyes <input type="checkbox"/> May have direct, intense eye contact <input type="checkbox"/> May avoid eye contact <input type="checkbox"/> Eyes roll upward <input type="checkbox"/> Eyes look quickly around the room <b>FACE</b> <input type="checkbox"/> Wide, open mouth <input type="checkbox"/> Anger, disgust <input type="checkbox"/> Frown <input type="checkbox"/> Fake/forced smile <input type="checkbox"/> Clenched jaw or teeth <b>VOICE</b> <input type="checkbox"/> High-pitched crying, yelling or screaming <input type="checkbox"/> Loud	<input type="checkbox"/> Hostile or grumpy <input type="checkbox"/> Sarcastic <input type="checkbox"/> Out of control laughing <b>BODY</b> <input type="checkbox"/> Fingers spread out <input type="checkbox"/> Arched back; tense body position <input type="checkbox"/> Constant motion <input type="checkbox"/> Demands space by pushing, shoving, and getting into others' space <input type="checkbox"/> Biting, hitting, kicking, jumping, throwing <input type="checkbox"/> Bumps into things, falls <input type="checkbox"/> Threatening gestures (shakes finger or fist) <b>RHYTHM/RATE OF MOVEMENT</b> <input type="checkbox"/> Fast movements <input type="checkbox"/> Impulsive movements
<b>BLUE ZONE</b> Too Under-Aroused	<b>EYES</b> <input type="checkbox"/> Glassy eyes (looks through rather than at) <input type="checkbox"/> Looks away for a long time, looks down <input type="checkbox"/> Seems drowsy/tired <input type="checkbox"/> Does not look around the room for interesting items <input type="checkbox"/> Looks at things more than people <b>FACE</b> <input type="checkbox"/> Flat/blank <input type="checkbox"/> Mouth turned down, sad <input type="checkbox"/> No smiles or hints of smiles <input type="checkbox"/> Few emotions shown <b>VOICE</b>	<input type="checkbox"/> Fast <input type="checkbox"/> Makes few to no sounds <input type="checkbox"/> Sounds cold, soft, sad, too quiet <b>BODY</b> <input type="checkbox"/> Slumped/slouching <input type="checkbox"/> Low muscle tone <input type="checkbox"/> Little or no exploring play or curiosity <input type="checkbox"/> Wanders <input type="checkbox"/> Frozen or slow-moving <b>RHYTHM/RATE OF MOVEMENT</b> <input type="checkbox"/> Slow movements <input type="checkbox"/> Slow to start moving
<b>COMED ZONE</b> Fast, Fearful, or Frustrated	<b>EYES</b> <input type="checkbox"/> Wide open eyes <input type="checkbox"/> Looks around as if worried or scared <input type="checkbox"/> Stares at things <input type="checkbox"/> Flitting of the eyes <b>FACE</b> <input type="checkbox"/> Raised eyebrows <input type="checkbox"/> Furrowed brow <input type="checkbox"/> Trembling lips or mouth <input type="checkbox"/> Seems in pain <input type="checkbox"/> Mouth wide open <input type="checkbox"/> Startled expression <b>VOICE</b> <input type="checkbox"/> High-pitched, nasal, sing-song voice	<input type="checkbox"/> Moans or groans in pain <input type="checkbox"/> Whimpers <input type="checkbox"/> Wobbly/quivering voice or fast changes <b>BODY</b> <input type="checkbox"/> Tense or rigid posture <input type="checkbox"/> Covers or hides <input type="checkbox"/> Fast, repetitive movements (wings hands, shakes feet) <input type="checkbox"/> Trembling hands <input type="checkbox"/> Clings, grabs <input type="checkbox"/> Falls around <b>RHYTHM/RATE OF MOVEMENT</b> <input type="checkbox"/> Fast movements <input type="checkbox"/> Jerky movements

From: Infant/Child Mental Health, Early Intervention, and Relationship-Based Therapies: A Neurorelational Framework for Interdisciplinary Practice, by Lillas & Turnbull, © 2005, New York, New York: W. W. Norton  
Revised 4-10-14

Worksheet 12.1. Interpersonal Modes That Support Coordination or Lead to Load Conditions

Interpersonal Modes That Support Coordination		
Heart /Responsive Mode/Giving Self/Defer	Hand/ Directive Mode/Assertive Self/Demand	Head/ Reflective Mode/Private Self/Detach
 Parent follows the child's lead Parent can give to others and shift beyond own needs, modeling this shift when contextually appropriate Parent provides warmth and engagement Child follows the parent's lead Both parent and child listen while the other is talking Both parent and child can offer nurturing and empathy when appropriate Mutual empathy is present	 Parent takes the lead Parent can stand up for own needs in relation to others' needs, modeling this stance when contextually appropriate Child asserts needs, wishes, desires Parent provides structure Parent sets boundaries, limits, and logical consequences in a firm and clear way Parent provides expectations Mutual respect for needs is present	 Parent takes observing stance Parent can self-reflect on personal meanings, using hindsight, insight, and foresight, modeling this reflective process when contextually appropriate Child can wait and observe Parent can patiently gather information Parent can offer a neutral stance and can contain own reactions; is thoughtful of the big picture; makes appropriate cause-effect links; is fair, logical Parent guides and models problem-solving skills Mutual willingness to participate in problem-solving
Interpersonal Modes That Can Contribute to Load Conditions		
Overaccommodating/Defer to Child's Wishes or Anxiously Controlling	Demanding	Detaching
Parent is consistently too permissive Parent "caves" under pressure Parent is chronically overanxious Parent is chronically overprotective of child Anxiously tries to please Anxiously shadows adult figure; clingy "Co-dependent" relationship Prone towards poor boundaries (e.g., adult placates abusive spouse; child complies with bullies)	Parent is consistently harsh with discipline Parent becomes increasingly rigid under pressure Too demanding (either child or parent or both) Explosive reactions (either child or parent or both) Reactions frequently escalate (either child or parent or both) Lacks empathy (either child or parent or both) Prone to abuse others (e.g., parent violates child's boundaries with harshness; child finds pleasure in harming others (or pets))	Parent is consistently avoidant Parent becomes increasingly unresponsive under pressure Parent remains detached toward child even when need is pressing Too cut off from emotions (either child or parent or both) Too detached (either child or parent of both) Shows pervasive indifference toward any relationship Lacks empathy and is disengaged (either child or parent of both)

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## Why the order of Heart, Hand & Head?

- How we build relationships
- The use of ourselves
- What's been the advantages of this type of parenting?
- What's been missing?
- If no heart, must begin here to repair the relationship! This will parallel the first 3 levels of engagement in Step #2



### Finding Yourself

#### Heart Personalities (Caring Feeling Matters)



**Heart Personalities:  
Lead by Empathy**

- Are warm & engaging
- Follow other's lead
- Learn through feelings
- Mirror and offer empathy
- Prefer to seek harmony in relationships

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### Finding Yourself

#### Hand Personalities (Active Doing Matters)



**Hand Personalities  
Lead by Action:**


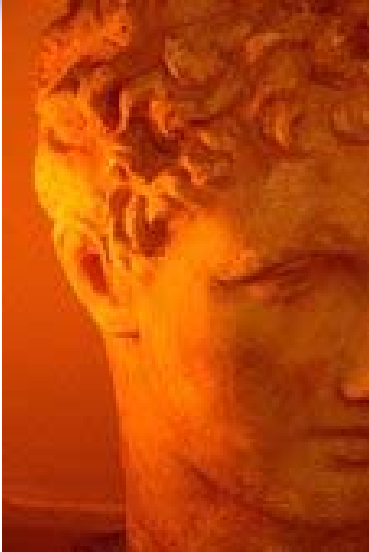
- Like to be doing things with others
- Take the lead
- Are directive
- Set up structure and follow procedures
- Coach & mentor others
- Can tolerate conflict
- Press for results

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## Finding Yourself

### Head Personalities (Logical Thinking Matters)



#### Head Personalities Lead by Thinking:

- Are reflective
- Educate others
- Problem-solve
- Negotiate with others
- Gather knowledge
- Use logic
- Prefer self-reliance


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## Finding Yourself

### In a natural disaster, would you...?



#### Hurricane Katrina




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## Finding Yourself

In a natural disaster, would you...?

Pour out your feelings?

Express yourself by calling, sending cards or letters,  
offering prayers from the heart...



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## Finding Yourself

In a natural disaster, would you...?

Move into action?

Express yourself by wanting to go to help clean up the mess, help  
build houses, organize and collect supplies to be sent to the area...





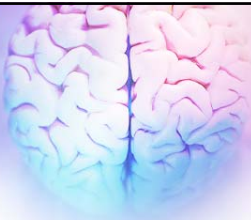
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## Finding Yourself

In a natural disaster, would you...?

Solve the problems?

Express yourself by reading, talking, & thinking about the problems and coming up with solutions....




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## Finding Yourself

In a time of grief, would you...?

- If a loved-one of yours or of a friend's died, would you...
  - **Let's hear the heart responses**
  - **Let's hear the hand responses**
  - **Let's hear the head responses**




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Stress & Stress Recovery Individual Differences		
Who We Are At Our Best!		
Heart Under Coordination	Hand Under Coordination	Head Under Coordination
Responsive Engagers/Feelers	Directive Doers	Reflective Thinkers
Body: Calm, alert, relaxed	Body: Calm, alert, relaxed	Body: Calm, alert, relaxed

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How much Heart, Hands, or Head did you get growing up?


HEART



RESPONDS

We build trust


HAND



DIRECTS

We guide

HEAD



REFLECTS

We collaborate

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**Step #1:**  
How do we identify stress & stress recovery ?

A. Recognize what stress recovery looks like and who we are at our Best!

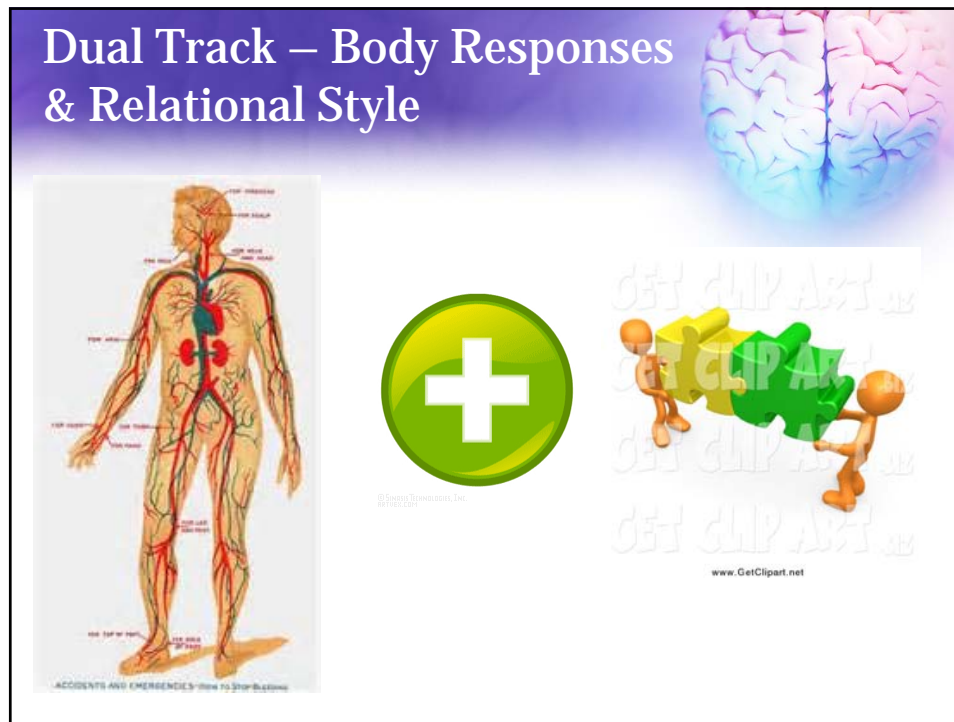


***B. Recognize three primary stress responses and who we are at our Worst!***

C. Recognize four toxic stress patterns

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Awake States with Stress Responses		Step #1
<div>GREEN ZONE</div> <div>Optimal</div> <div>RED ZONE</div> <div>Too much</div> <div>BLUE ZONE</div> <div>Too little</div> <div>COMING ZONE</div> <div>Fast</div>	<b>EYES</b> <input type="checkbox"/> Bright, shiny eyes <input type="checkbox"/> Looks directly at people, objects <input type="checkbox"/> Looks away for breaks, then returns to eye contact <input type="checkbox"/> Seems alert, takes in information <b>FACE</b> <input type="checkbox"/> Smiles, shows joy <input type="checkbox"/> Neutral <input type="checkbox"/> Can express all emotions <b>VOICE</b> <input type="checkbox"/> Laughing <input type="checkbox"/> Tone changes	<b>BODY</b> <input type="checkbox"/> Relaxed with good muscle tone <input type="checkbox"/> Stable, balanced and coordinated movements <input type="checkbox"/> Infant moves arms and legs toward centre of the body <input type="checkbox"/> Infant molds body into a caregiver when held <input type="checkbox"/> Moves faster or slower depending on environment <b>RHYTHM/RATE OF MOVEMENT</b> <input type="checkbox"/> Changes smoothly to respond to the environment <input type="checkbox"/> Movements not too fast or too slow
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	<b>EYES</b> <input type="checkbox"/> Glassy-glassy eyes (looks through rather than at) <input type="checkbox"/> Looks away for a long time, looks down <input type="checkbox"/> Seems drowsy/tired <input type="checkbox"/> Does not look around the room for interesting items <input type="checkbox"/> Looks at things more than people <b>FACE</b> <input type="checkbox"/> Flat/blank <input type="checkbox"/> Mouth turned down, sad <input type="checkbox"/> No smiles or hints of smiles <input type="checkbox"/> Few emotions shown <b>VOICE</b>	<input type="checkbox"/> Fast <input type="checkbox"/> Makes few to no sounds <input type="checkbox"/> Sounds cold, soft, sad, too quiet <b>BODY</b> <input type="checkbox"/> Slumped/slouching <input type="checkbox"/> Low muscle tone <input type="checkbox"/> Little or no exploring play or curiosity <input type="checkbox"/> Wanders <input type="checkbox"/> Frozen or slow-moving <b>RHYTHM/RATE OF MOVEMENT</b> <input type="checkbox"/> Slow movements <input type="checkbox"/> Slow to start moving
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Revised 4-10-14



# NRF Step # 1 & 2

## Basic & Intermediate Material

Worksheet 12.1. Interpersonal Modes that Support Coordination or Lead to Load Conditions

Interpersonal Modes That Support Coordination		
Heart/Responsive Mode/Giving Self/Defer	Hand/ Directive Mode/Assertive Self/Demand	Head/ Reflective Mode/Private Self/Detach
		
Parent follows the child's lead	Parent takes the lead	Parent takes observing stance
Parent can give to others and shift beyond own needs, modeling this shift when contextually appropriate	Parent can stand up for own needs in relation to others' needs, modeling this stance when contextually appropriate	Parent can self-reflect on personal meanings, using hindsight, insight, and foresight, modeling this reflective process when contextually appropriate
Parent provides warmth and engagement	Child asserts needs, wishes, desires	Child can wait and observe
Child follows the parent's lead	Parent provides structure	Parent can patiently gather information
Both parent and child listen while the other is talking	Parent sets boundaries, limits, and logical consequences in a firm and clear way	Parent can offer a neutral stance and can contain own reactions; is thoughtful of the big picture; makes appropriate cause-effect links; is fair, logical
Both parent and child can offer nurturing and empathy when appropriate	Parent provides expectations	Parent guides and models problem-solving skills
Mutual empathy is present	Mutual respect for needs is present	Mutual willingness to participate in problem-solving
Interpersonal Modes That Can Contribute to Load Conditions		
Overaccommodating/Defer to Child's Wishes or Anxiously Controlling	Demanding	Detaching
Parent is consistently too permissive Parent "caves" under pressure Parent is chronically overanxious Parent is chronically overprotective of child Anxiously tries to please Anxiously shadows adult figure; clingy "Co-dependent" relationship Prone towards poor boundaries (e.g., adult placates abusive spouse; child complies with bullies)	Parent is consistently harsh with discipline Parent becomes increasingly rigid under pressure Too demanding (either child or parent or both) Explosive reactions (either child or parent or both) Reactions frequently escalate (either child or parent or both) Lacks empathy (either child or parent or both) Prone to abuse others (e.g., parent violates child's boundaries with harshness; child finds pleasure in harming others (or pets))	Parent is consistently avoidant Parent becomes increasingly unresponsive under pressure Parent remains detached toward child even when need is pressing Too cut off from emotions (either child or parent or both) Too detached (either child or parent or both) Shows pervasive indifference toward any relationship Lacks empathy and is disengaged (either child or parent of both)

© Lillas & Turnbull, 2009

## Who We Are At Our Worst!


HEART



DEFERS

Giving-in too much!


HAND



DEMANDS

Expecting too much!

HEAD



DETACHES

Ignoring too much!

UCB, C. Lillas, © 2014

## Reading Non-Verbal Cues:

**Combo Zone** 



### A Baby's Vigilant State:




## **Combo Zone:** Reading **Hyper-Vigilant** cues



- Eyes
  - Facial expressions
  - Tone of voice
  - Gestures
  - Body movements
  - Rhythm
  - Intensity
- ✓ Wide open
  - ✓ Raised eyebrows
  - ✓ High pitched
  - ✓ Tense or clinging
  - ✓ Rigid
  - ✓ Fast
  - ✓ Moderate to high

Connie Lillas, PhD, MFT, RN © 2010

## “When States Become Traits”




**Our Colored Stress Zones are...**

- Body responses
  - Combo


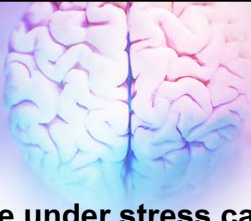
Body responses set the stage for how we relate to others

- Relational responses
  - Combo=Heart=Defer



## Finding Yourself Under Stress

Combo Zone



**Combo zone under stress can give too much**

- Defer to others
- Over extend
- Do too much for others
- Avoid conflict
- Eventually feel resentment for not being appreciated and taken advantage of

## Awareness of Self as a Cultural Being



<b>Heart Under Stress</b>	<b>Heart In Green Zone</b>
Overly accommodating	Empathic
Anxious to fix things	Connecting
<i>Dysfunctional rescuing</i>	<i>Functional helper</i>
	<i>Sharing information</i>
	<i>Making contact</i>

## Reading Non-Verbal Cues:


**Red Zone** 



### A Baby's Flooded State:



## Red Zone: Reading **Flooded** Cues



- Eyes
- Facial expressions
- Tone of voice
- Gestures
- Body movements
- Rhythm
- Intensity

- ✓ Direct, intense
- ✓ Anger, disgust
- ✓ Hostile
- ✓ Forceful/threatening
- ✓ Rapid motion
- ✓ Fast, impulsive
- ✓ High

Connie Lillas, PhD, MFT, RN © 2010

## “When States Become Traits”



Our Colored Stress Zones  
are...

- Body responses
  - Red

Body responses set the  
stage for how we relate  
to others

- Relational responses
  - Red=Hand=Demand



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HAND

DEMANDS

## Finding Yourself Under Stress

### Red Zone





**Red zone stress can demand too much:**

- Controlling & intrusive
- Verbally hostile & attacking
- Escalate conflict
- Expect too much of others
- Dominate & threaten others

## Awareness of Self as a Cultural Being



Hand Under <b>Stress</b>	Hand In <b>Green</b> Zone
Overly demanding	Assertive
Hostile attack	Directive, action oriented
<i>Blaming the victim</i>	<i>Confrontation</i>
<i>Blaming the system</i>	<i>Standing up</i>
	<i>Taking responsibility</i>
	<i>Noticing and sharing differences</i>



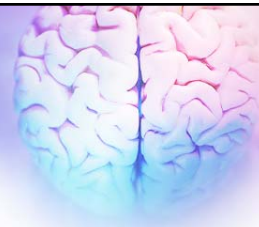
## Reading Non-Verbal Cues: Blue Zone



### A Baby's Shut-Down State



## Blue Zone: Reading Shut-Down Cues



- Eyes
  - ✓ Glazed
- Facial expressions
  - ✓ Expressionless or sad
- Tone of voice
  - ✓ Flat
- Gestures
  - ✓ Slow moving
- Body movements
  - ✓ Slumped
- Rhythm
  - ✓ Slow, delayed
- Intensity
  - ✓ Low

Connie Lillas, PhD, MFT, RN © 2010

## “When States Become Traits”

Our Colored Stress Zones are...

- Body responses
  - Blue

Body responses set the stage for how we relate to others

- Relational responses
  - Blue=Head=Detach



HEAD

Shut down

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DETACHES

## Finding Yourself Under Stress

Blue Zone



**Blue zone under stress  
can detach too much**

- Dismiss others
- Ignore others
- Quiet anger
- Lack the need for others
- Escape into private world

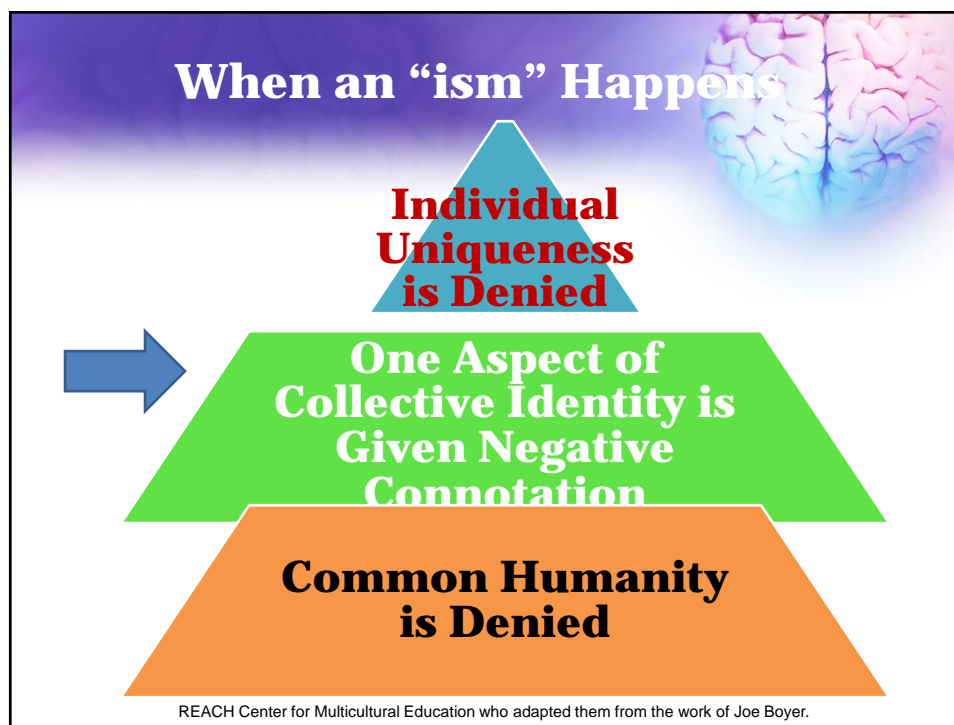
Awareness of Self as a Cultural Being	
Head Under <b>Stress</b>	Head In <b>Green</b> Zone
Overly detached	Reflective
Overly dismissive	Problem-solving
Denial	
Passive-aggressive anger	
<i>Avoidance</i>	<i>Problem-solving</i>
<i>Antagonistic avoidance</i>	<i>Taking responsibility</i>
<i>Denial of differences, culture, political significance of oppression</i>	<i>Learning, asking, &amp; noticing the impact</i>



## At Our Best & Our Worst

<i>Heart Under Coordination</i>	<i>Hand Under Coordination</i>	<i>Head Under Coordination</i>
Responsive Engagers	Directive Doers	Reflective Thinkers
<i>Heart Under Stress</i>	<i>Hand Under Stress</i>	<i>Head Under Stress</i>
Defers too much Over accommodates	Demands too much Dominates and controls	Detaches too much Dismisses and ignores
<i>Body Under Stress</i>	<i>Body Under Stress</i>	<i>Body Under Stress</i>
Hypervigilance Fear, Anxiety	Crying, Anger, Rage Hyperactivity, Mania	Shut Down, Glazed Depression, Dissociation

Adapted from Lillas & Turnbull, © 2009



A Working Conceptualization of Historically Excluded (Target) and Historically Included (Non-Target) Groups

Types of Oppression	Variable	Historically Included Groups	Historically Excluded Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Sexism	Gender	Men	Women/Transgender
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Education Level	Formally Educated	Informally Educated
	Place in Hierarchy	Managers, Exempt, Faculty	Clerical, Non-Exempt, Students
Religious Oppression	Religion	Christians, Protestants	Muslims/Catholics, and Others Jew
Anti-Semitism	Military Status	Christians	Vietnam Veterans
Militarism		WW I&II, Korean, Gulf War Veterans	
Ageism	Age	Young Adults	Elders
Adultism		Adults	Children/Youth
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual ,
Ableism	Physical or Mental Ability	Temporarily Able-Bodied	Physically or Mentally Challenged
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English

## Our default mode reactions towards cultural differences & oppression

- Heart responses
  - Dysfunctional rescuing
- Hand responses
  - Blaming the victim or the system
- Head responses
  - Denial or avoidance of cultural differences and oppression
- When have you been on the non-dominant side?
  - Your stress response?
- When have you been on the dominant side?
  - Your stress response?

– Batts, Capitman, & Lundrum-Brown, 2011

Heart, Hand, and Head Patterns				
	Under Coordination		Under Stress	
Heart 1s	Warm Empathic Connect Repair	Functional helper Share info. Make contact Cross-sector communication	Overly accommodating  Overly controlling  Anxious to fix things	Dysfunctional rescuing
Hand 2s	Assertive Directive, action oriented	Take the lead Confront Stand up Notice and share differences	Overly demanding  Hostile attack	Blaming the victim  Blaming the system
Head 3s	Neutral  Reflective  Problem-solve Dr. Connie Lillas	Take responsibility  Learn, ask, & notice the impact Dr. Valerie Batts	Overly detached Overly dismissive Passive-aggressive anger Denial Dr. Connie Lillas	Passive avoidance Antagonistic avoidance Denial of differences across domains Dr. Valerie Batts

## Cultural Connections to Stress Responses

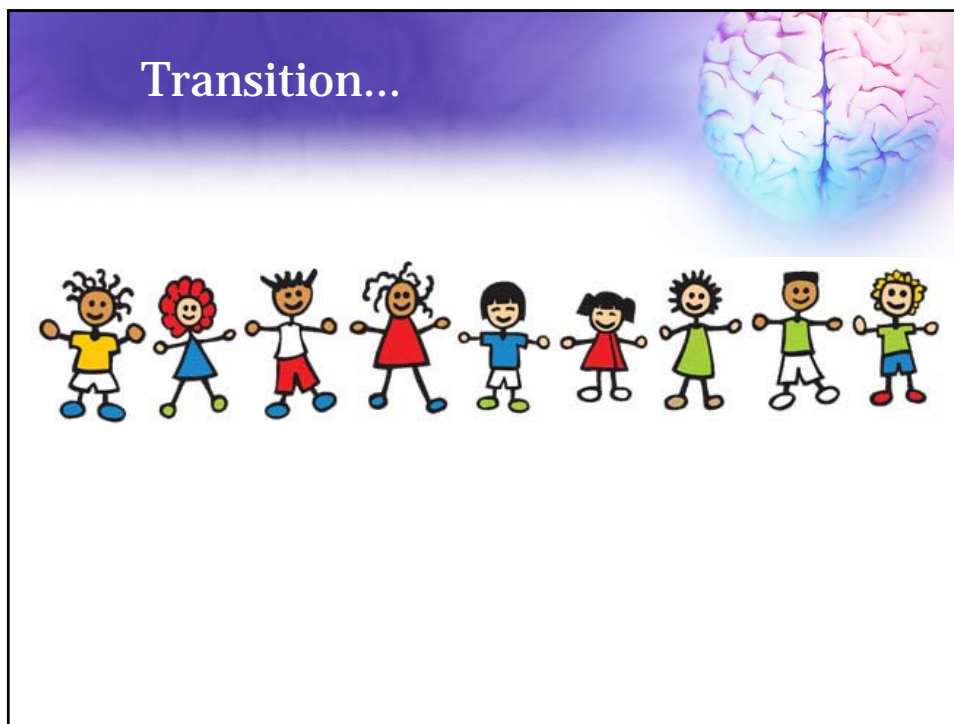
What is your family system's default mode for stress responses?

What pattern do you see from your family of origin to your current family?

How do these automatic stress responses effect your cultural sensitivity?

How do these effect you when you are in a dominant or non-dominant context?





NRF's 3 Steps and 4 Tiers			
Tier 1	Tier 2	Tier 3	Tier 4
Basic	Intermediate	Advanced	Synthesis
Step 1: Physiology, Sleep-Awake Cycle:  Awake States with Stress Responses Grid & Checklist  Arousal Curve & Pie Pattern Sheet & Journal	Step 1: Heart, Hand, & Head:  Who We Are - Best & Worst  Interpersonal mode	Step 1: Inside & Outside Cues  [Physiological Equipment]	Pulling the 3 Steps Together
Step 2: States of Arousal Dyadic Patterns with Levels of Engagement:  Arousal State Graphing Pattern Sheet & Journal  Pyramid	Step 2: Quality of Levels of Engagement between Parent/Child Dyad:  Grid with Rating Scale of 4  Grid with Rating Scale 6	Step 2: Quality of Levels of Engagement:  Grid with Rating Scale of 6, Use with any dyad	States of Arousal, Levels of Engagement, & 4 Brain Systems  Use with Inter-and Trans-disciplinary Community Teams
Step 3: Macro level of 4 Brain Systems:  History Worksheet  Purple Wheel	Step 3: Micro level:  Current Capacities Worksheet	Step 3: Micro level:  Trigger & Toolkit Menu, Mapping Self & Mapping with Self & Co-	

## Step Two: Levels of Engagement



“serve & return”

Begin Bottom-up with Levels 1, 2, and 3

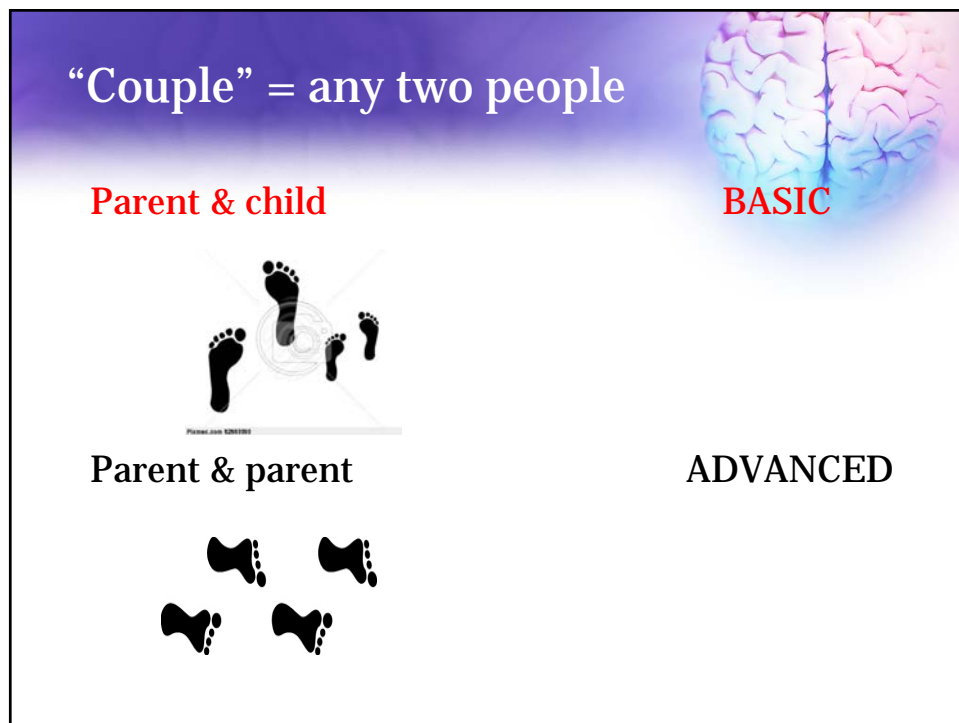
## Resilience Factors



- Providing emotional care supports resilience
- Resilient factors come from:
  1. *Concrete support in times of need* (requires connections)
  2. Parental resilience (stress & stress recovery)
  3. *Social connections*
  4. *Children’s social and emotional development*
  5. *Healthy parent & child relationships*
  6. *Knowledge of parenting and child development*

*Center for Social and Public Policy; Strengthening Families Illinois*





*Step #2: How do we identify high-quality relationships and positive procedural memories?*



- A. Recognize what high-quality “bottom-up” relationships looks like
- B. Recognize what high-quality “top-down” relationships looks like
- C. Link high-quality relationships with positive procedural memories

**Levels of Relationship  
From Bottom to Top**





## First!

## BASIC

- Observe how far up the relational tree trunk can this parent/child dyad get? This will always be the vertical axis of any NRF Worksheet




## The Zone of Proximal Development

What a child or “couple” can do on their own, you let them do

What a child or “couple” cannot do on their own, you provide support


- How far up the relational ladder can the relationship get on its own?
- Where do things break down?
- Start at the earliest point in the breakdown to build new procedures
- Get support where you need it!

In Intervention –  
Match the Developmental Level,  
not the Chronological Age!



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We start “bottom-up”



### Step 2A: Recognize “Bottom-up” Levels

Greenspan, 1985, 1992; Greenspan & Lourie, 1981; ZERO TO THREE, 1994, 2005



#### Bottom-Up (non-verbal capacities)

**Level 1** Getting calm (green) together

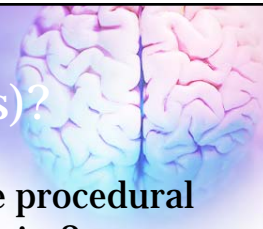
**Level 2** When *calm* able to make eye contact & look at faces and/or share a variety of sensations for comfort & connection

**Level 3** When making *eye contact*, able to share joy & fall in love

**Level 4** When sharing *joy*, able to create a continuous back-and-forth flow of communication (“circles”)

**Level 5** When in a *flow*, able to expand and read non-verbal emotional and gestural cues

### Step Two: What’s going on with the vitality of the tree(s)?



Positive procedural  
memories?



Negative procedural  
memories?

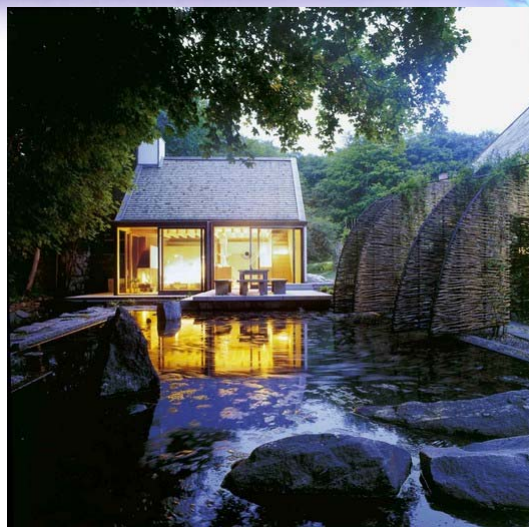
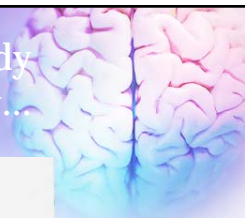


What will you most likely find in Step 2 if you have a Toxic Stress Pattern in Step 1?



- You will almost always need to either begin new procedural memories at Levels 1, 2, and 3 or
- Shore them up and strengthen them
- So, if there is a problem in Step #1, there will be a problem in Step #2
- We always start intervention at the earliest point in the breakdown with Step 1 and the first three levels of Step 2 regardless of the age of the couple

***Level 1, 2, & 3:*** Couple's build on sturdy green zone with eye contact to share joy...

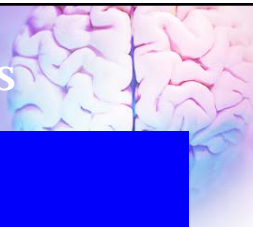


## What you are going to see



- Watch for the bright eyes
- Look for the baby breaking gaze, looking away, then coming back to the face again
- Feel the rhythm of the back and forth, the up and down in intensity of joy
- This is a high intensity, faster rhythm couple; compare that with the low intensity couple last time (fost-adopt father with spina bifida infant)

## Happy Couple at 4 months



HAPPY BABY  
AND MOTHER



## Joy Lights up the Tree!



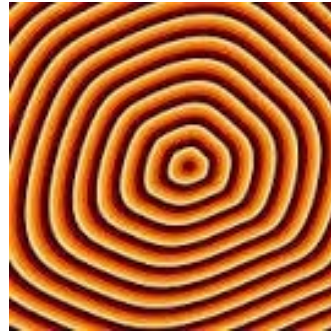
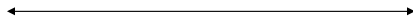
## Let's Check Our Falling in Love Status!



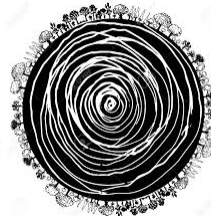
011347at www.fotosearch.com

## Second! INTERMEDIATE

- Observe what the quality of the relationship is. How “thick or thin” is it? How much support does this child or parent/child dyad need to begin to engage at each level? This is always the horizontal axis of the NRF Worksheet.



How thin or thick is the trunk?



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## How much support & co-regulation is needed?



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**STEP #2**

**PARENT-CHILD RELATIONSHIP MILESTONES**

Child: \_\_\_\_\_ Caregiver: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

	1	2	3	4	5	6
Place an X in the box that matches the milestone and achievement levels:	Age appropriate under all conditions, including stress, with a full range of emotions	Age appropriate but vulnerable to stress and/or constricted range of emotions	Has capacity but not at age appropriate level	Inconsistent/needs sensorimotor support and structure to function at this capacity	Barely evidences capacity even with support	Has not reached this level
Functional Capacities:						
<b>Level 1. Getting Calm (Green Zone) Together (by 3 months)</b>	<b>BOTTOM-UP</b>					
Level 2. When calm, able to make visual contact (eye contact/look at faces), or auditory contact (vocalize or sing together), or movement contact (rock together), or tactile contact (cuddle together), or olfactory contact (smelling together) that you both find comforting & connecting (by 2 months)						
Level 3. When making comforting contact, able to share joy & fall in love (by 1 month)						
Level 4. When sharing joy, able to create a continuous back and forth flow of communication ("circles") (by 9 months)						
Level 5. When in a flow, able to expand and read non-verbal emotional & gestural cues (by 11 to 18 months)						
<b>TOP-DOWN</b>						
Level 6. When reading cues, able to share feelings with others through pretend play and/or by talking (by 24 to 36 months)						
Level 7. When sharing feelings, able to make-sense and solve problems together (by 36 to 48 months)						

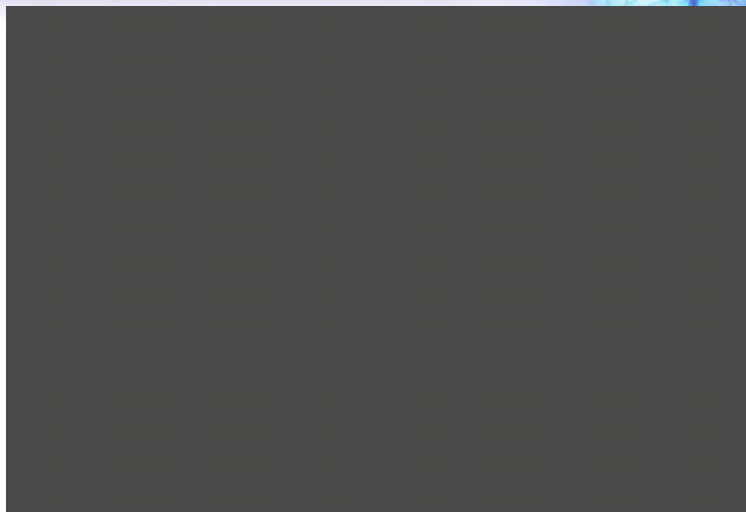
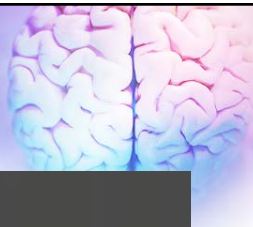
DMIC Institute adapted from the DMIC, ICDL Press      Original functional levels from ICDL's F301 - adapted language & organization by Connie Lillas

## What you are going to see



- Feel the difference in the rhythm and joy
- Look for the baby's hyper-vigilance, furrowed brow and whiny cry
- Look for the baby's glassy and glazed eyes, with low tone in his facial muscles and flat expression
- See the second of engagement and how it's not sustained into any joy or back and forth
- Look for the mom's facial features from green zone, to anxious rolling of her eyes, to frustration in pulling on his face

## Teen Mom & Blue Zone Baby



## Take Home Points

### What To Look For:

- ✚ Toxic stress can be identified through non-verbal behaviors across the lifecycle and is especially important to be “seen” in birth to five year olds
  - Toxic stress can show up through red zone, blue zone, and/or combo zone behaviors that are too frequent or last too long
- ✚ Key red flags that indicate the need for “dyadic” (parent-child) intervention are:
  - Any toxic stress pattern
  - If the parent (e.g., birth/foster/kinship/adopt) cannot soothe his/her child
  - If the parent-child (e.g., birth/foster/kinship/adopt) cannot engage in joy

## Step Two: Levels of Engagement



“serve & return”

Bottom up: Levels 4 & 5





**Step 2A:**  
**Recognize “Bottom-up” Levels**  
Greenspan, 1985, 1992; Greenspan & Lourie, 1981; ZERO TO THREE, 1994, 2005

**Bottom-Up (non-verbal capacities)**

**Level 1** Getting calm (green) together

**Level 2** When *calm* able to make eye contact & look at faces

**Level 3** When making *eye contact*, able to share joy & fall in love

**Level 4** When sharing *joy*, able to create a continuous back-and-forth flow of communication (“circles”)

**Level 5** When in a *flow*, able to expand and read non-verbal emotional and gestural cues

SE Milestone Language Adapted by Connie Lillas

**Level 4:** Couple's build on sturdy green zone to share joy & create circles of communication...



## What is a “circle”?

- The first person begins a connection
    - Could be a look, a sound, a gesture
  - The second person responds
  - The first person responds back!
- 
- It takes 3 prongs to complete a circle
  - We call it opening a circle and then closing a circle

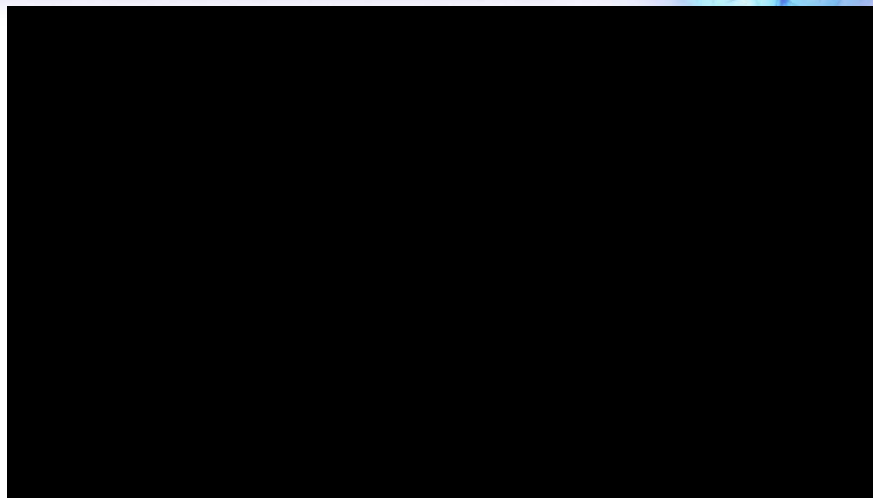
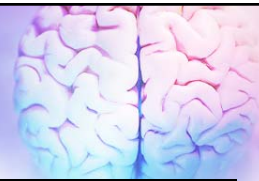


## What we are going to see



- Look for the back and forth circles on a sensory-motor level (“daddy going to get you!”)
- Look for the back and forth circles on a facial, joyful level
- Look for the back and forth circles on a vocal level
- What happens to baby when Daddy changes the game and he get’s stressed? Does he keep the circles going?

## Circles of Communication



## Circles of Communication



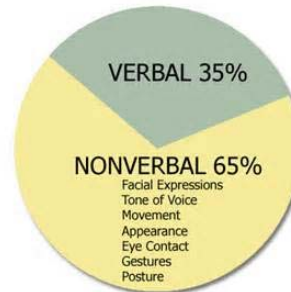
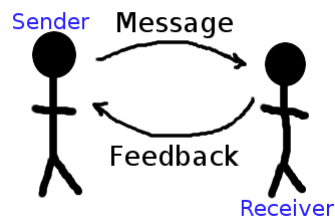
- <https://www.youtube.com/watch?v=JS4fVSsPWw>

## Circles Create Thicker & More Rings!

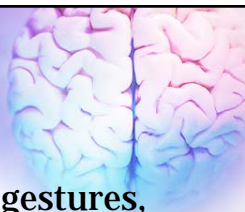


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**Level 5:** Couple's build on sturdy green zone to share joy, create circles of communication, & read non-verbal cues...



## What we are going to see



- Watch the play, including the gestures, looks, and sounds involved
- As soon as the mother goes “still” look for all of the baby’s same gestures, looks, and sounds as she tries to re-engage her mom
- These are all of her procedural memories!
- Notice as they do not work, she increasingly becomes distressed
- Notice how quickly they “repair” and the reunion occurs after the “rupture”



## The Importance of The First 3 Years Experiences Lay Down Life-Long Expectations

Observing Procedural Memories (12 mo)



## What we are going to see

We are going to watch the “pre-clip” of a teen mom and her child

1. Do we have a mutual green zone?
2. Do we have mutual eye contact?
3. Do we have mutual joy?
4. Do we have mutual back and forth circles?
5. Do we have mutual reading of non-verbal cues?



## Case Study, Jean & Kevin



## Now, what are the changes?

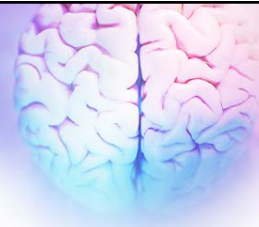
- Notice that he approaches Mom
- They make facial contact and smile
- He brings her toys to play with
- He cuddles in her lap

## What we are going to see



- Just as children need to be shown how to play, so parents need to be shown how to play with their children
- Parents with no procedural memories for these levels of relationship will not know how to get to these levels, without your help!

## Let's Check Our Circles & Reading Nonverbal Cues




## Step Two: Levels of Engagement



“serve & return”

Top Down: Levels 6 & 7

### Step #2: How do we identify high-quality relationships and positive procedural memories?



- A. Recognize what high-quality “bottom-up” relationships looks like
- B. Recognize what high-quality “top-down” relationships looks like
- C. Link high-quality relationships with positive procedural memories

Step 2B:  
Recognize “Top-down” Levels

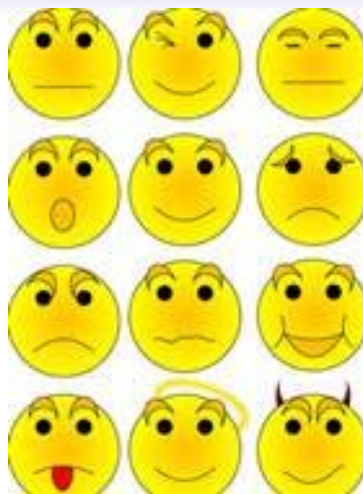
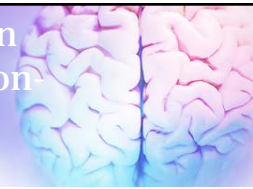


**Top-Down (verbal capacities)**

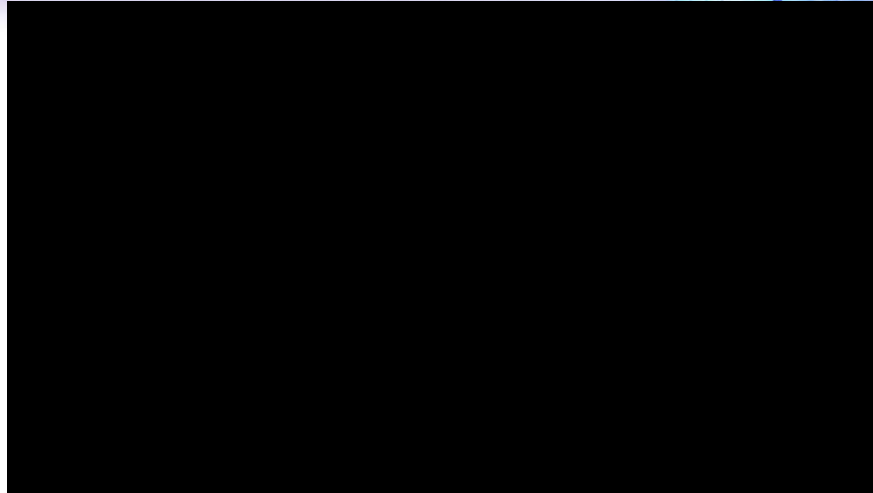
**Level 6** When *reading cues*, able to share feelings with others in pretend play and by talking

**Level 7** When *sharing feelings*, able to make-sense and to solve problems together

**Level 6:** Couple's build on sturdy green zone to share joy, create circles, read non-verbal cues & share feelings...



## Showing & Sharing Feelings



## Showing & Sharing Feelings



- <http://www.youtube.com/watch?v=gE9r1LkRCV0> 1 min, 5 seconds, child gesturing and showing range of feelings with choir music



## What we are going to see



Early forms of pretend play, simple daily activities one does with a baby

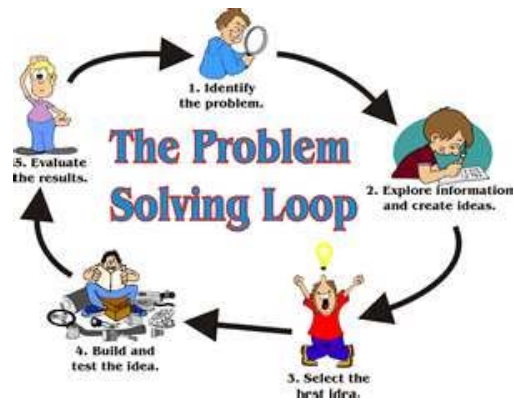
What are her procedures? (27 months)

- Feeding babies (5:15)
- Nurturing babies
- Putting them to bed routine (notice her procedures) (8:15)
- Her own procedures kick in, with her pretending to be a baby

## Patli at 27 months



**Level 7:** Couple's build on sturdy green zone to share joy, create circles, read non-verbal cues, share feelings, & solve problems...



## What we are going to see

- Working out fears and anxieties with “baby dragon”
- Tries to be brave and still shows fears
- Uses grandmother to help her
- Grandmother slowly “titrates” the dose of stress and challenge to Cammy so she can slowly be less frightened

Grandma with grand-daughter  
Levels 6 and 7, theme of fright

FRIGHT / ANXIETY  
CAMMY

Let's Check Our Sharing Our  
Feelings & Problem Solving



## Step Two: Levels of Relationship



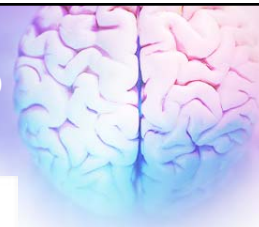
### Bottom-up:

- Level 1: Getting to green zone together
- Level 2: Sharing eyes, faces, & sensory experiences of comfort together
- Level 3: Sharing joy and falling in love
- Level 4: Creating circles back and forth
- Level 5: Reading non-verbal cues & gestures

### Top-down:

- Level 6: Sharing feelings through pretend play and talking
- Level 7: Able to make-sense of feelings and solve problems together

## Top to Bottom; Bottom to Top



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## How do we get Step 2 into our EI & IMH systems of care?

**Greenspan Social Emotional Growth Chart**  
A Questionnaire for Parents and Teachers

**Questionnaire**  
Stanley I. Greenspan, M.D.

Child's name: \_\_\_\_\_ Age in months: \_\_\_\_\_  
Sex: ☐ Male ☐ Female  
Completed by: \_\_\_\_\_  
Relationship to child: \_\_\_\_\_  
Examiner's name: \_\_\_\_\_  
Date of testing: \_\_\_\_\_

**Directions**  
For each question, place a check mark in the column that best describes how often you observe the behavior. Make only one check mark for each question. Examples: No, sometimes, and yes much do not pertain for your child's age. If your child has not displayed the behavior, please mark "Check all".

Question	How often observed?				
	Never	1-2 times	3-4 times	5-6 times	7-8 times
1. Does your child take a calm and enjoyable interest in most events?					
2. Can you easily get your child's attention without having to be very dramatic?					
3. Does your child take a calm and enjoyable interest in most self, including interests or talents?					
4. Can you easily get your child to look at things without them being very bright or colorful?					
5. Does your child respond to you smiling or being interested in different things?					
6. Can you easily get your child to respond to your touch without having to touch your child's face or hair?					
7. Does your child like to follow you, being close to you and, down with him or her in situations or nearby (if older than age 18)?					
8. Can you easily get your child's attention by approaching him or her or moving him or her around?					

For Summary Scoring calculations, total the check marks for each column for items 1-8.

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See you next time!

