

Getting to Green Step # 1 & 2

Getting to Green: In Ourselves, Our Relationships, Our Clients




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3 Key Concepts, 3 Key Steps




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How do we translate “what matters” in early brain development to a comprehensive assessment & intervention process for infants and parents?

What Matters: <ul style="list-style-type: none"> • Stress Resilience versus Toxic Stress • “Serve & return” levels of high quality engagement • Healthy development of brain networks and circuits 	Assess & intervene to (3 steps to NRF): <ul style="list-style-type: none"> • <i>Step 1:</i> Improve stress and stress recovery patterns in child and parent • <i>Step 2:</i> Improve the level(s) in the quality of engagement in relationships • <i>Step 3:</i> Improve individual sources of vulnerability (triggers) & resilience (toolkits) in brain networks
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Facilitate Recovery in Self



Put Your Oxygen
Mask on First,
Then Help Others

Chinese Proverb



I hear and I forget

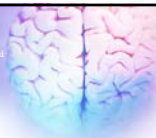


I see and I remember



I do and I understand


"Know thyself..." Temple of Apollo at Delphi



- We hold the *potential* to be able to use ourselves as a healing agent of change in families, creating new procedural experiences
- What are we bringing to the system?

**KNOW
THYSELF**
SOCRATES

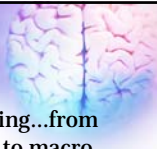
Parallel Processes...



**Integrating...from
micro to macro**

- Personal
- Interpersonal
- Institutional
- Cultural

Simultaneously, similar
dynamics occurring
on multiple levels



Reflective Practice....



- We need safe places to digest our stress responses to our families
- We need time to sort out....
 - Is this more about me?
 - Is this more about my family?
 - How are we both being triggered?
 - What does this mean?
 - Are we co-creating an “old” relational procedure?
 - How can we be a part of shifting to “new” relational procedures?



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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Getting to Green

Step # 1 & 2


Step #1A:
How do we identify stress recovery ?





- Recognize what stress recovery looks like:
 - Deep sleep
 - Green zone


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What's outside? What's inside?


Face



Chest/breathe



Tone of voice/words



Heart



Body posture


Gut



Gestures


Feelings



Intensity


Thoughts


Do "outside" & "inside" match or mismatch?




Human anatomy



Getting to Green Step # 1 & 2


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



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Who We Are At Our Best!

HEART



RESPONDS

We build trust


HAND



DIRECTS

We guide

HEAD



REFLECTS

We collaborate

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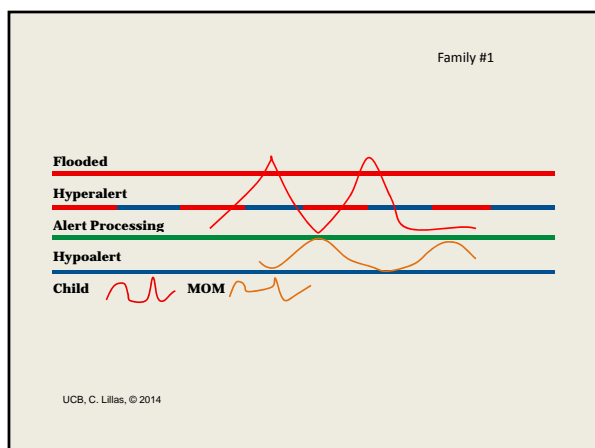
Possible Regulation and Stress Response Correlates of Interpersonal Modes Across the Lifecycle

Assessment and Response Mode	Just Right Self-Regulating Flexibly with Flexibility	Too Fast/Too Hot High Arousal	Too Slow/Too Cool High Detach	Too High/Too Sensitive High Compliance or Control
EYE CONTACT	<ul style="list-style-type: none"> • Bright, alert eyes • Direct, steady gaze • Good eye contact • Good eye contact • Good eye contact • Good eye contact • Good eye contact • Good eye contact • Good eye contact • Good eye contact 	<ul style="list-style-type: none"> • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open 	<ul style="list-style-type: none"> • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open 	<ul style="list-style-type: none"> • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open • Eyes may be open
FACE EXPRESSION	<ul style="list-style-type: none"> • Very pleasantly smiling • Pleasant • Can express a full range • Expressive face • Expressive face • Expressive face • Expressive face • Expressive face • Expressive face • Expressive face 	<ul style="list-style-type: none"> • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth • Wide, open mouth 	<ul style="list-style-type: none"> • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat 	<ul style="list-style-type: none"> • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat
STATE OF VOICE	<ul style="list-style-type: none"> • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful • Loud and powerful 	<ul style="list-style-type: none"> • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry 	<ul style="list-style-type: none"> • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat • Flat 	<ul style="list-style-type: none"> • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry • High pitched cry
SOFT, FLEXIBLE, AND RESPONSIVE	<ul style="list-style-type: none"> • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle • Soft and gentle 	<ul style="list-style-type: none"> • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid 	<ul style="list-style-type: none"> • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid 	<ul style="list-style-type: none"> • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid • Hard and rigid
ADAPTIVE AND SAFE	<ul style="list-style-type: none"> • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe • Adaptable and safe 	<ul style="list-style-type: none"> • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe 	<ul style="list-style-type: none"> • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe 	<ul style="list-style-type: none"> • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe • Inflexible and unsafe

Getting to Green
Step # 1 & 2







Getting to Green Step # 1 & 2

Step #1:

How do we identify stress & stress recovery ?

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

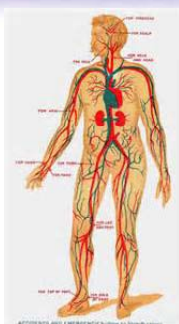


B. Recognize three primary stress responses and who we are at our Worst!

C. Recognize four toxic stress patterns

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Dual Track – Body Responses & Relational Style



www.GriefQuest.net

Assessment Dimension	Just Right Self-Regulating Flexibly with Flexibility	Too Fast/Too Slow High Demand	Too Slow/Too Fast High Demand	Too Fast/Too Slow High Compliance or Control
STRESS EXPERIENCE	<ul style="list-style-type: none"> Highly alert and aware Alert, calm, and focused Clear, confident, and calm Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues 	<ul style="list-style-type: none"> Too fast to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond
RELATIONSHIP EXPERIENCE	<ul style="list-style-type: none"> Highly alert and aware Alert, calm, and focused Clear, confident, and calm Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues 	<ul style="list-style-type: none"> Too fast to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond
STATE OF MIND	<ul style="list-style-type: none"> Highly alert and aware Alert, calm, and focused Clear, confident, and calm Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues 	<ul style="list-style-type: none"> Too fast to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond
SELF-REGULATION AND RESPONSES	<ul style="list-style-type: none"> Highly alert and aware Alert, calm, and focused Clear, confident, and calm Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues 	<ul style="list-style-type: none"> Too fast to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond
ADAPTATION AND RESILIENCE	<ul style="list-style-type: none"> Highly alert and aware Alert, calm, and focused Clear, confident, and calm Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues Responsive to personal and environmental cues 	<ul style="list-style-type: none"> Too fast to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond Too slow to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond 	<ul style="list-style-type: none"> Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond Too fast to respond

Getting to Green Step # 1 & 2

Who We Are At Our Worst!


HEART



DEFERS

Giving-in too much!


HAND



DEMANDS

Expecting too much!

HEAD






DETACHES

Ignoring too much!

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Reading Non-Verbal Cues: Combo Zone

A Baby's Vigilant State:




"When States Become Traits"

Our Colored Stress Zones are...

- Body responses
 - Combo

HEART



DEFERS


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



Heart Under Stress	Heart In Green Zone
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:




Getting to Green
Step # 1 & 2

"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



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 Stress	Hand In Green 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



“When States Become Traits”

Our Colored Stress Zones are...

- Body responses
 - Blue
- Relational responses
 - Blue=Head=Detach



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

Getting to Green
Step # 1 & 2

Awareness of Self as a Cultural Being

Head Under **Stress**

Overly detached

Overly dismissive

Denial

Passive-aggressive anger

Avoidance

Antagonistic avoidance

Denial of differences, culture, political significance of oppression

Head In **Green Zone**

Reflective

Problem-solving

Problem-solving

Taking responsibility

Learning, asking, & noticing the impact

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?


Getting to Green
Step # 1 & 2


Reflection On
Individual Differences


Who We Are At Our Worst!

Body Under Stress Hypervigilance Fear, Anxiety	Body Under Stress Crying, Anger, Rage Hyperactivity, Mania	Body Under Stress Shut Down, Glazed Depression, Dissociation
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Adapted from Lillas & Turnbull, © 2009

Transition...




At Our Best & Our Worst


Heart Under Coordination Responsive Engagers	Hand Under Coordination Directive Doers	Head Under Coordination Reflective Thinkers
Body Under Stress Hypervigilance Fear, Anxiety	Body Under Stress Crying, Anger, Rage Hyperactivity, Mania	Body Under Stress Shut Down, Glazed Depression, Dissociation

Adapted from Lillas & Turnbull, © 2009

Getting to Green Step # 1 & 2

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

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



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

C. *Recognize four toxic stress patterns (now)*

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Step 1C:
How do we identify toxic stress?

- Allostatic load = the wear and tear on the body
 - Pattern where the rubber band is either too tight or too loose**
 - Loss of coordination with too much rigidity or too much chaos**

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Toxic Stress

Stretched out too long, too many times



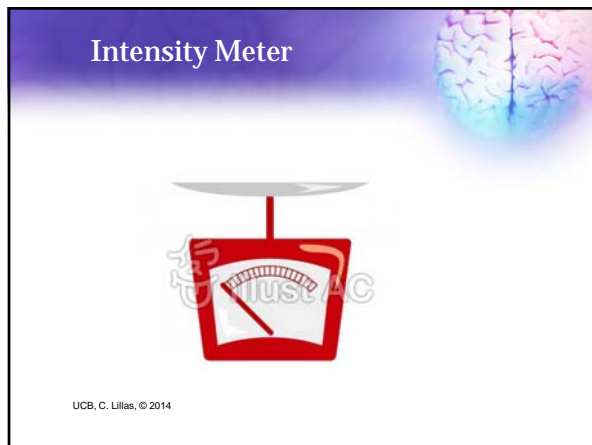
Overstretched, lost its elasticity

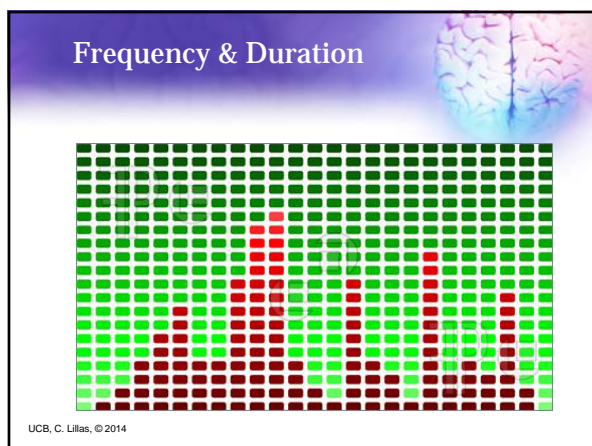


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Getting to Green
Step # 1 & 2





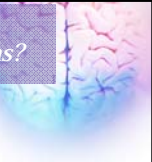


Getting to Green

Step # 1 & 2

Step #1C:

How do we identify toxic stress patterns?



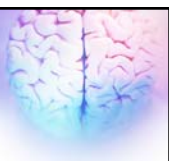
Recognize stress responses that are *too frequent or too long*

4 Toxic Stress Patterns

1. Stress responses that occur too frequently and too quickly
2. Prolonged stress responses that take too long to recover (more than 10 to 20 mins)
3. Cannot adapt to "normal" challenges and transitions
4. Cannot recover from stress response back to baseline health (healthy sleep cycle, healthy awake state)

McEwen

Adverse Childhood Experiences Scale



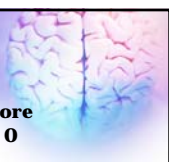
CA's ACE List

1. Recurrent physical abuse
2. Recurrent emotional abuse
3. Contact sexual abuse
4. An alcohol and/or drug abuser in the household
5. An incarcerated household member
6. Someone who is chronically depressed, mentally ill, institutionalized, or suicidal
7. Violence between adults in the home
8. Parental separation or divorce
9. Emotional or physical neglect

Resources

- <http://acestudy.org/home>
- <http://www.cavalcadeproducts.com/ace-study.html>
- <http://wischildrenstrustfund.org/files/WisconsinACEs.pdf>

ACE Score Higher Than 4



Score 4 or more

- Twice as likely to smoke
- Twice as likely to have heart disease
- Twice as likely to be diagnosed with cancer
- Four times as likely to have emphysema or chronic bronchitis
- Six times as likely to have sex before age 15
- Seven times as likely to be alcoholics

Score 4 or more compared to 0

Score 4 or more compared to 0

- Twelve times as likely to have attempted suicide

Men with a score of 6 or more compared to 0

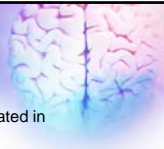
- Forty-six times as likely to have injected drugs

Getting to Green Step # 1 & 2

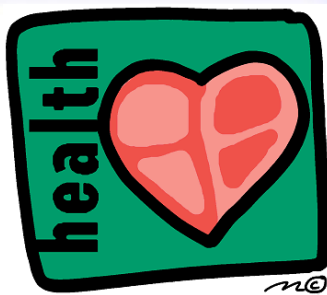
Stress Patterns & Associated Health Issues

Disease does not begin at the onset of symptoms.
In fact, maladaptive stress related conditions are implicated in all of the following:

- | | |
|--|---|
| <p>Toxic Patterns #1 to 3</p> <ul style="list-style-type: none"> • Increase in heart attack & hypertension • Melancholic depression • Obsessive compulsive disorder • Panic disorder • Alcoholism • Lowered immune system • Decrease in memory functions • Diabetes • Malnutrition • Hyperthyroidism • Functional gastrointestinal disease | <p>Toxic Pattern #4</p> <ul style="list-style-type: none"> • Allergies • Asthma • Autoimmune diseases • Chronic fatigue syndrome • Rashes • Rheumatoid arthritis • Post Traumatic Stress Disorder |
|--|---|



Getting back to baseline health!



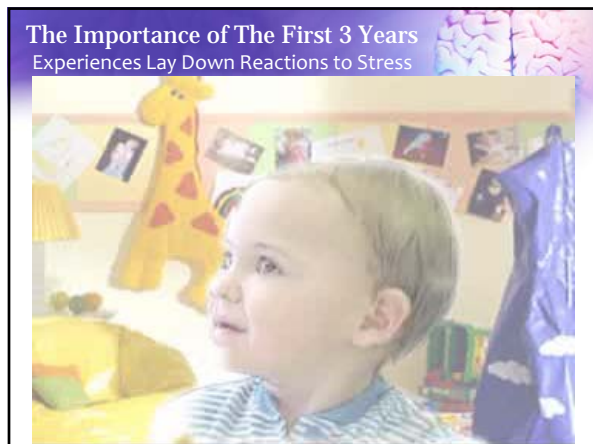
The Ripple Effect: Trauma-Informed Shift

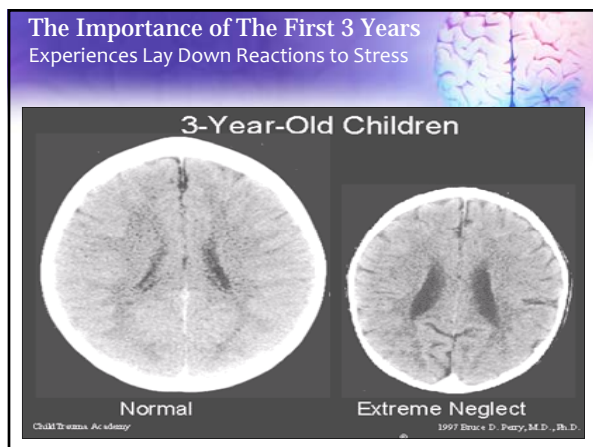
- Shift from , “What’s wrong with you?” (bad behavior)
- To a curious and kind attitude, “What happened to you?”



<http://www.theannainstitute.org/a-bio.html>



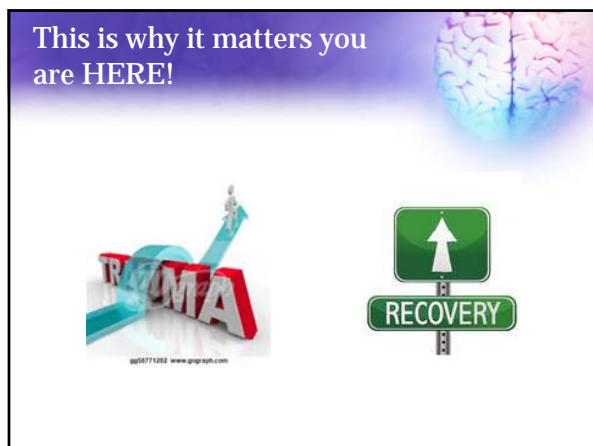


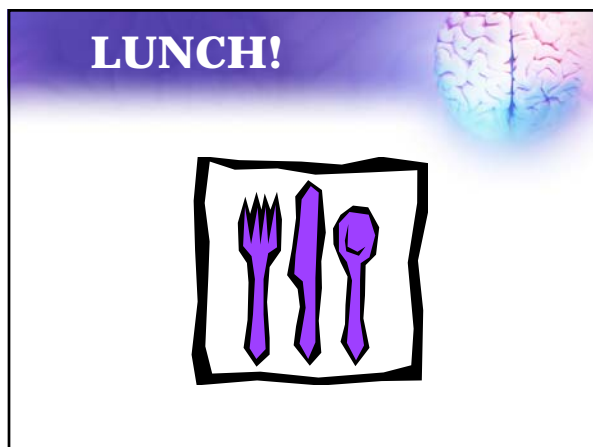


Bucharest Early Intervention Program (Los Angeles Times, July 24, 2012)

Following 136 Romanian orphans for now 12 years, first randomized control study of its kind between institutional care, foster care and typically developing children:

- MRI's on 76 of these Inst children. Compared to orphans that went into foster care or had remained in their own homes, those children that remained in institutional care had less white matter (tissue that connects different regions of the brain)
- Essentially, there is less electrical activity in these brains. If a typically developing child is a 100 watt light bulb, these children were a 40 watt light bulb; increased rates of anxiety and depression are prevalent.
- Those who left the institution and went into foster care between 6 and 31 months still had poorer outcomes – similar to institutionalized children, both having increased rates of ADHD & oppositional defiant behaviors







Step #2 Quality of Relationships


"Serve and Return" on All Levels




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"Couple" = any two people

Parent & child



Parent & parent



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




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!

Match the Level!




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Step Two: What's going on inside the house?

Positive procedural memories?

Negative procedural memories?



We start "bottom-up"




Ourselves, Our Partners,
Our Children at Home



Getting to Green Step # 1 & 2

Step 2A:
Recognize "Bottom-up" Levels

Greenspan, 1983, 1992; Greenspan & Lourié, 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

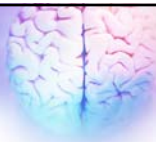
SE Milestone Language Adapted by Connie Lillas

Level 1 & 2: 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
- See the father's low intensity facial expression
- Notice his vocal rhythm is slow or not present

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

Let's Check Our Falling in Love Status!

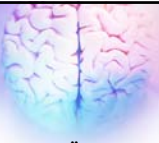


Step #2 Quality of Relationships

"Serve and Return" on All Levels



Getting to Green Step # 1 & 2

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


A. Recognize what high-quality “bottom-up” relationships looks like

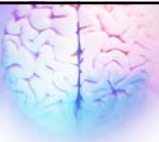
B. Recognize what high-quality “top-down” relationships looks like

C. Link high-quality relationships with positive procedural memories

Going up & down a ladder or an elevator





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

Getting to Green
Step # 1 & 2


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



The collage features a brain in the top right corner, a blue circular pattern on the left, and a green recycling symbol in the center. A 'ClipartCity' watermark is visible across the bottom of the collage.

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!



The green recycling symbol is located to the right of the first three bullet points. Below the first three bullet points, there are two more bullet points.

- 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

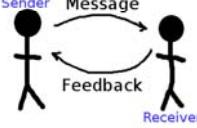


- https://www.youtube.com/watch?v=JS4_fVSsPWw

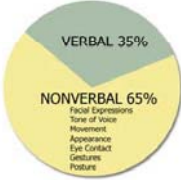
Level 5: Couple's build on sturdy green zone to share joy, create circles of communication, & read non-verbal cues...



Sender Message



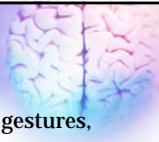
Receiver Feedback



Category	Percentage
VERBAL	35%
NONVERBAL	65%

Nonverbal components: Facial Expressions, Tone of Voice, Movement, Appearance, Eye Contact, Gestures, Posture.

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"

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?

Now, what are the changes?

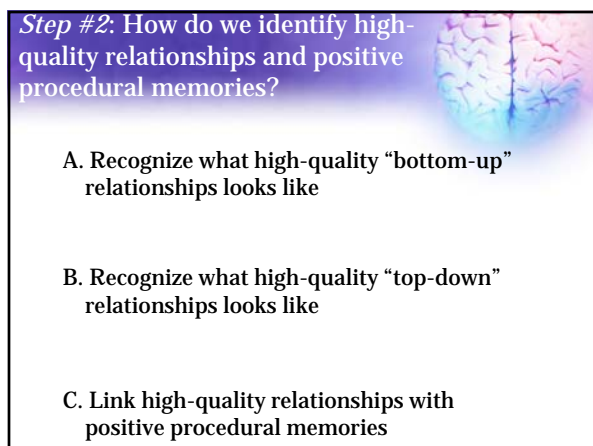
- Notice that he approaches Mom
- They make facial contact and smile
- He brings her toys to play with
- He cuddles in her lap

What we are going to see

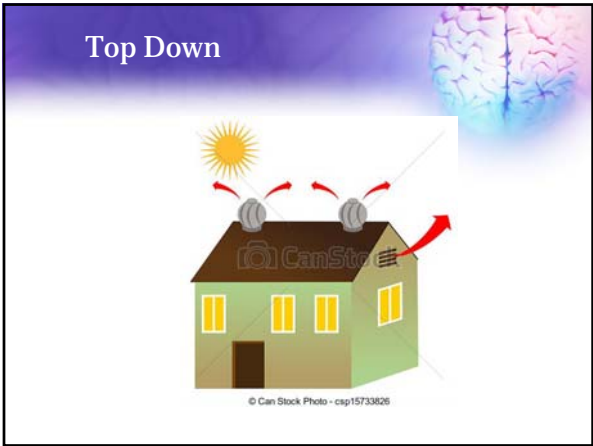
- Just as children need to be shown how to play, so parents need to be shown how to play with their children
- Parents with no procedural memories for these levels of relationship will not know how to get to these levels, without your help!







Getting to Green
Step # 1 & 2



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...

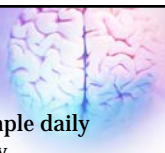
An illustration showing a 4x3 grid of 12 yellow faces with different expressions. To the right of the grid, four hands are shown holding and fitting together four colorful puzzle pieces (red, orange, green, and blue). The text "Level 6: Couple's build on sturdy green zone to share joy, create circles, read non verbal cues & share feelings..." is written at the top of the illustration.

Showing & Sharing Feelings



- <http://www.youtube.com/watch?v=gE9r1LkRCVQ> 1 min, 5 seconds, child gesturing and showing range of feelings with choir music

What we are going to see

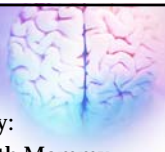


Early forms of pretend play, simple daily activities one does with a baby

What are her procedures?

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

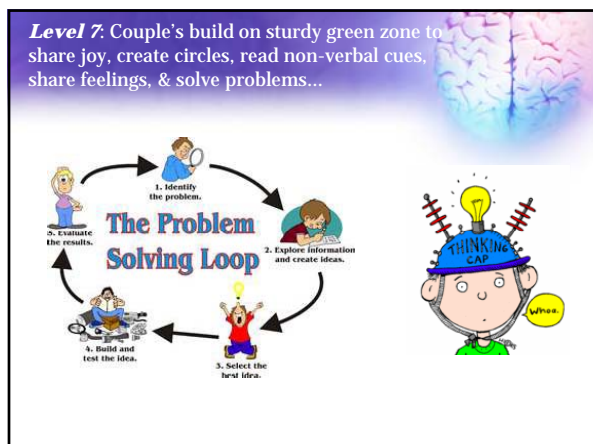
27 months Patli



Different themes of pretend play:

- First minute, sharing juice with Mommy
- 3:40, Good morning babies!
- Mini rupture-repair, patting the babies, helping them recover from crying
- Helping them fall asleep
- 5:15, Feeding the babies
- 8:15 Putting the babies to bed
- 8:30 Kissing the babies
- Becoming a baby!

Getting to Green
Step # 1 & 2



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

What we are going to see

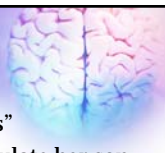
- 3 year old who is arguing with his mother
- She never closes the circle by mirroring him
- They both are “talking” to each other, but not opening and closing circles together
- She is not able to follow his feelings; she’s only interested in his following her feelings!

Solving Problems



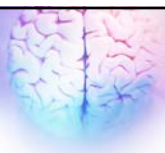
- <http://www.youtube.com/watch?v=seM2why6QmQ> 3 year old, 2 min, 36 seconds; three year old arguing with his mother

What we are going to see



- From “time-outs” to “time-ins”
- Mom trying to help down-regulate her son
- Mom has been in a paradigm of rewarding “good” behavior and giving consequences for “bad” behavior
- They cannot organize to Level 1
- Feel the mismatch back and forth
- How “delayed” are they?
- What if his pacifier is the only thing that calms him down?

Let's Check Our Sharing Our Feelings & Problem Solving



Getting to Green Step # 1 & 2

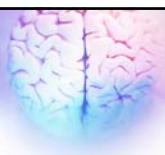
Step Two: Levels of Relationship

Bottom-up, Inside the Emotional House

- Level 1: Getting to green zone together
- Level 2: Sharing eyes and faces 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, the Roof to the Emotional House

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



Going up & down a ladder or an elevator

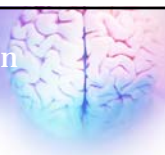


Cultural Connections to Disciplinary (Un)Collaboration

Levels of Engagement Apply to Culture!

- Mono-culturalism (a superior attitude)
- Multi-culturalism (an attitude of appreciating our own and other cultures)
- Cultural inclusion (an attitude of honoring differences and similarities, including the contribution of each group to the whole community)

— Batts, Capitman, & Lundrum-Brown, 2011




Getting to Green
Step # 1 & 2

Top to Bottom; Bottom to Top



u28338157 fotosearch.com

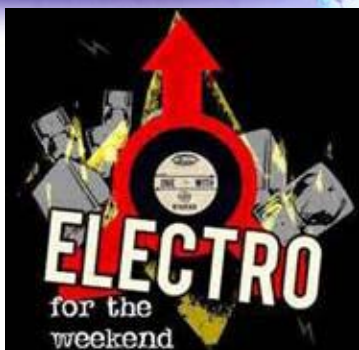
We want to see levels of the house mature with time...from circles of joy/communication, to gestures, to talking, to solving problems...



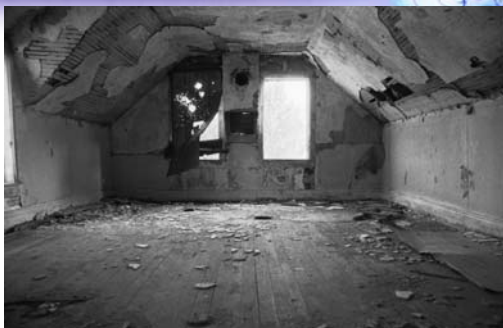
Houses built on fragile foundations (sand)...



Some houses, the “lights”
come from the electronics!



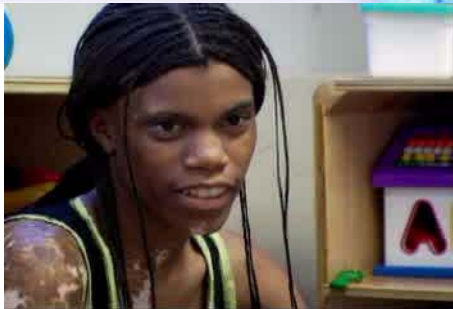
Some houses are empty & yet
full of “old” materials (trauma)



Some houses are lonely & cold



Detriment of changing
caregivers



Foster Care Interview



See you next time!