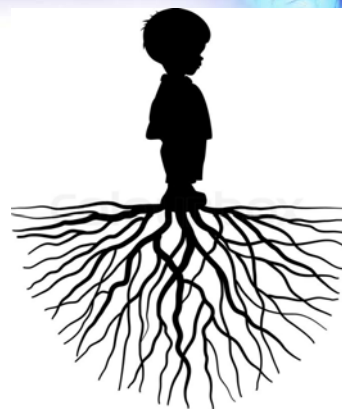


## Step 1: Adaptive vs Toxic Stress

1



[http://developingchild.harvard.edu/index.php/resources/multimedia/videos/three\\_core\\_concepts](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/three_core_concepts)

## Redefining Behavior Through the Lens of Stress & Stress Recovery - Step 1



(Step #1)

Roots to the tree begin with the sleep-awake cycle

Are you referring to your child as “oppositional” when one or both of you are in a stress pattern?

What is the stress response pattern in your child?

What is the stress response pattern between you and your child (“dyad”)?

What is the pattern in your parental “dyad”?

ramping-up patterns    opposing patterns    chaotic patterns

## Step #1 Assessment Principle



- ***Assessment is Intervention and Intervention is Assessment***
- The NRF is both an Assessment and an Intervention Process
- The NRF can be used both sequentially and non-sequentially

## What's the quality of your sleep, your partner's & child's sleep?

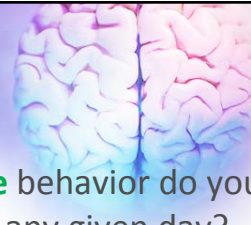


- Can you get to sleep?
- Can you stay asleep?
- Do you get enough total sleep?
- Do you wake up and feel refreshed?
- Do you wake up and feel tired and cranky?



UCB, C. Lillas, © 2014

## How Much “Green Zone” Do You Each Have?



- How much **green (red/blue/combo) zone** behavior do you, your partner, your child(ren) have during any given day? [0, 25, 50, 75, 100%]
- Is there a difference in the “**green zone**” (& stress responses) between a day during the week and on the weekend?
  - Some do “better” during the week when there is often more structure
  - Some do “better” during the weekend when there is often less structure

UCB, C. Lillas, © 2014

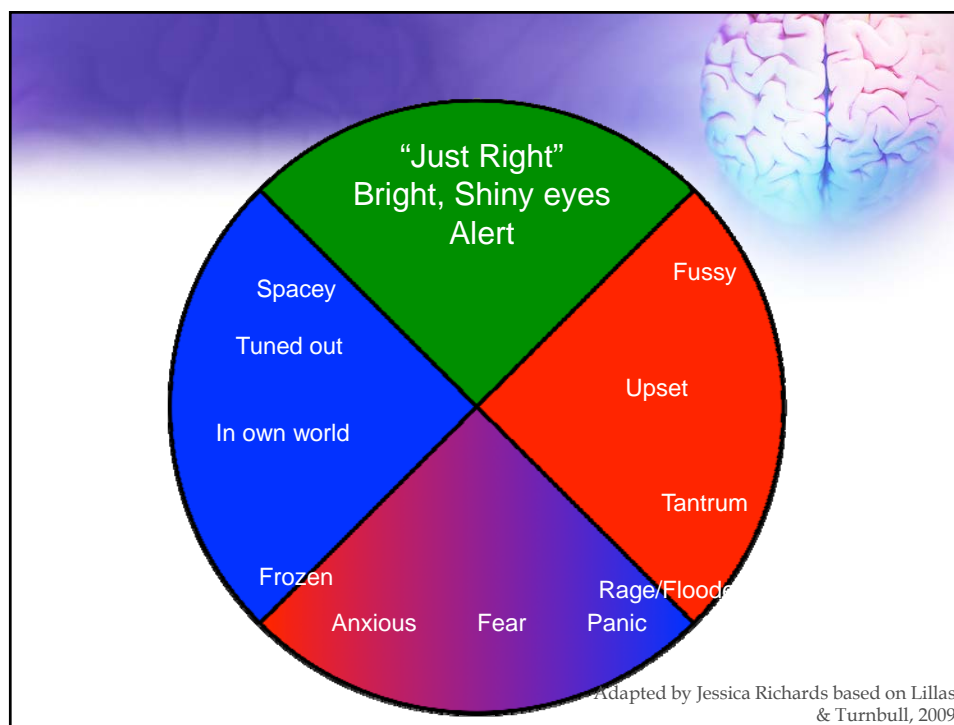
### Assessment Principle

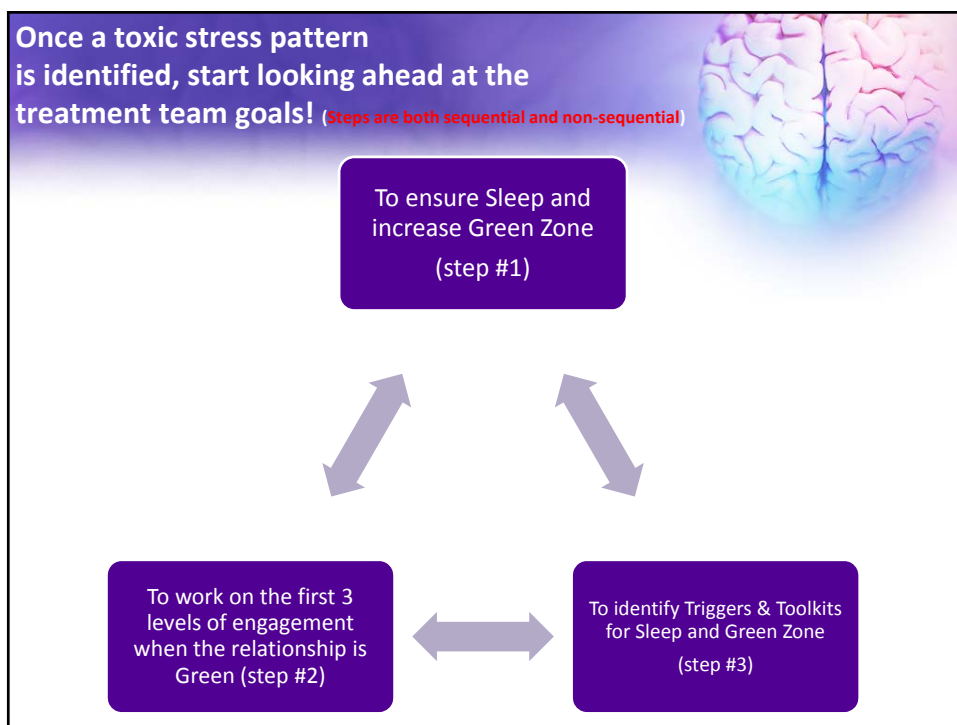
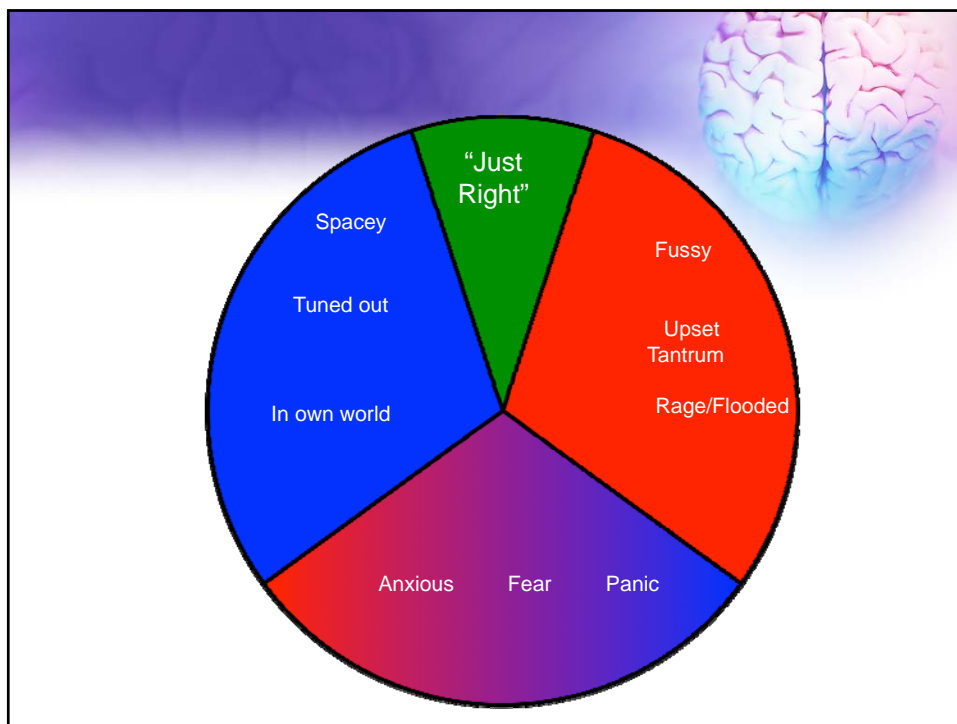
- Assess the Dimensions of Baseline Health Behavior According to:

- **Duration:** the long and the short of the behavior
- **Intensity:** the high and the low of the behavior
- **Rhythm/frequency:** the fast and the slow of the behavior

This is critical to establish at the beginning of your intake and early phase of treatment so you know if you are making any gains!

Lillas & Turnbull, 2009, page 160



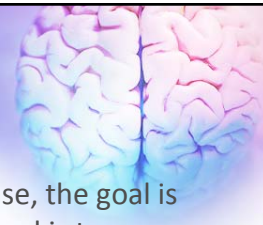


### NRF Intervention Principles Step #1



- ***Always start at the earliest point in the breakdown.***
  - If sleep is disrupted, begin with addressing this aspect.
  - If green zone is disrupted, begin with this goal as well.
  - When green, work on the first 3 levels of engagement
- This principle applies to all three steps. Step #1 is the First Level of Engagement and the First Brain System, Regulation.

### Parenting/Intervention Guiding Principles



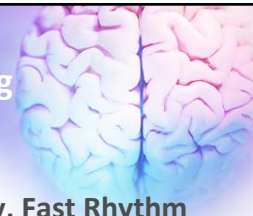
- Once one or both of you are in a stress response, the goal is not to have this be a teachable moment, the goal is to recover back to the green zone
- If the family uses “time-outs” and the child is not recovering from his or her red zone behavior, this is usually a sign that the child cannot self-regulate and needs more co-regulation practice
- Once you both are green, thought can be put into the logical consequence of an unacceptable behavior

## Intervention Guiding Principles Step #1, Bottom-up



- Often, talking during a stress response (a top-down strategy) only makes it “worse” increasing the intensity and the duration of the stress response
- Bottom-up strategies use your child’s and your own individualized *sensory preferences* for stress recovery back to green
- Bottom-up strategies experiment with giving the right “dose” of a sensory preference in terms of duration, intensity, and rhythm (frequency)

## Intervention Guiding Principles Step #1, **Bottom-up** Matching or Countering Sensory Needs



### Low Intensity, Slow Rhythm

#### *Match*

Lower lights and sounds  
Lower tone of voice  
Slow down vocal rhythm  
Slow down facial expression  
Slow movement

#### *Counter*

Increase lights and sounds  
High pitched tone of voice  
Rapid vocal rhythms  
Bright facial expressions  
Fast movement

### High Intensity, Fast Rhythm

#### *Match*

Increase lights and sounds  
High pitched tone of voice  
Rapid vocal rhythms  
Bright facial expressions  
Fast movement

#### *Counter*

Lower lights and sounds  
Lower tone of voice  
Slow down vocal rhythm  
Slow down facial expression  
Slow movement

Lillas & Turnbull, © 2009



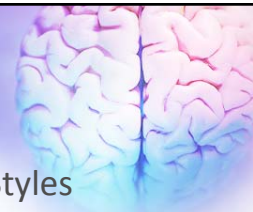
## Intervention Guiding Principles

### Step #1, **Top Down**



- Once back to solid green, if there are top-down capacities, there can be a conversation if you are curious enough about what your child's trigger was and can reflect on your own trigger(s)
- When having a "conversation"
  - Be curious about your child's trigger(s)
  - First, validate your child's experience even if you don't agree
  - Summarize your child's experience in terms of his/her needs
  - Express your own experience in terms of your needs
  - Collaborate in problem solving

## The Use of Ourselves



### Body States

### Relational Styles

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

Overall Interpersonal Mode	Just Right (Self-Regulating)	Too Fast/Too Hot	Too Slow/Too Cold	Too High/Too Rigid
Eye Contact	Steadily with flexibility	High demand	High demand	High compliance or control
Facial Expression	Steadily with flexibility	High demand	High demand	High compliance or control
Time of Voice	Steadily with flexibility	High demand	High demand	High compliance or control
Body Posture, Movements, and Gestures	Steadily with flexibility	High demand	High demand	High compliance or control
Eye Contact	Steadily with flexibility	High demand	High demand	High compliance or control
Facial Expression	Steadily with flexibility	High demand	High demand	High compliance or control
Time of Voice	Steadily with flexibility	High demand	High demand	High compliance or control
Body Posture, Movements, and Gestures	Steadily with flexibility	High demand	High demand	High compliance or control





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 <small>Dr. Connie Lillas</small>	Take responsibility  Learn, ask, & notice the impact <small>Dr. Valerie Batts</small>	Overly detached Overly dismissive Passive-aggressive anger Denial <small>Dr. Connie Lillas</small>	Passive avoidance Antagonistic avoidance Denial of differences across domains <small>Dr. Valerie Batts</small>

## Step Two: Levels of Engagement




"serve & return"

[http://developingchild.harvard.edu/index.php/resources/multimedia/videos/three\\_core\\_concepts](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/three_core_concepts)

## Redefining Behavior Through the Lens of Bottom-up & Top-down - Step 2



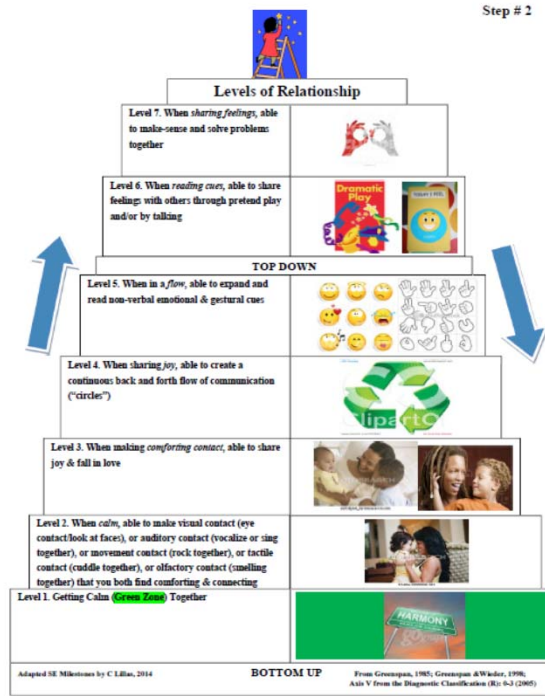
(Step #2)

Trunk to the tree builds with the “serve & return” levels of engagement:

Are you referring to your child as “oppositional” when you are mismatching your child’s chronological age with his/her developmental age?

What are the levels of engagement your dyad can attain when you both are green?

### Step 2: Levels of Engagement



### Assessment & Intervention Guiding Principles – Step #2



- Is there enough stress recovery (green zone) and joy in your dyad so that you can quickly recover?
  - Green zone and joy provide resilience to get through the tough moments and to get back on track.
  - If not, then the more chances you are in a ramping-up, opposing, or chaotic challenging pattern.
- Always match the developmental age of your child, not the chronological age!
- If you are mismatching the ages your expectations will not match your child's abilities, and it will fuel the challenging stress patterns in your home!

### Assessment & Intervention Guiding Principles – Step #2



- In general, **you cannot solve bottom-up problems with top-down solutions!**
- You can use top down skills, such as “mindfulness” to help with body regulation when there top-down capacities exist

### Step 3: Mapping Individual Differences in Brain Architecture



© Can Stock Photo - csp13519395

[http://developingchild.harvard.edu/index.php/resources/multimedia/videos/three\\_core\\_concepts](http://developingchild.harvard.edu/index.php/resources/multimedia/videos/three_core_concepts)



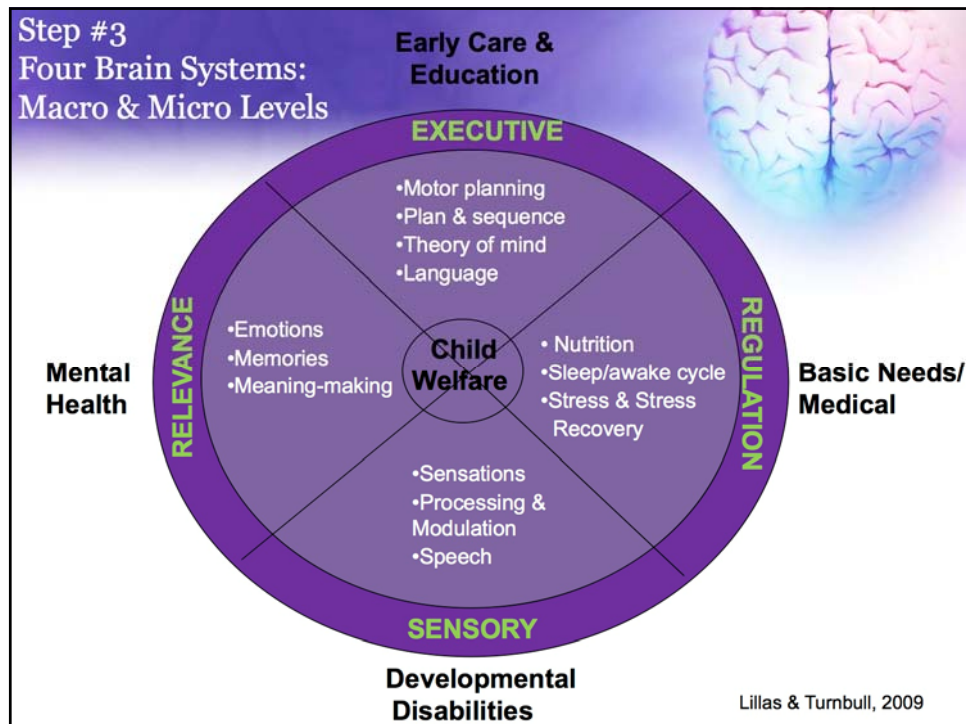
### Redefining Behavior Through the Lens of Multiple Triggers (and Toolkits) – Step #3

(Step #3)

Branches to the tree grow with understanding the strengths and vulnerabilities across multiple brain networks as to the multiple meanings of your child's behavior:

Are you referring to your child as "oppositional" when the lens you have is too narrow in understanding the meaning of your child's behavior – such as behavior either being "complaint or non-complaint" and "rewards and punishments" are your only tools?

What are the multiple triggers (and toolkits) you have in understanding the meaning of your child's stress behaviors?



### NRF Assessment Guiding Principles, Step #3

On a **MACRO** level use the four brain systems for:

- Orienting a family to all of the services the child will need and why
- Guiding which treatment team providers are needed across sectors
- Organizing a treatment team triage as to which services are a priority when there are limited resources (e.g., go with more bottom-up/top-down?)



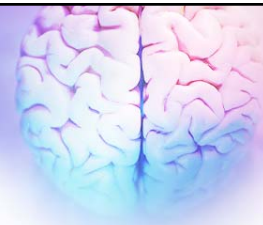
### NRF Assessment Guiding Principles, Step #3



On a **MICRO** level use the four brain systems for:

- Developing multiple ways in which you understand your child's triggers across brain networks from bottom-up to top-down
- And similarly, developing bottom-up and top-down toolkits that you have available to use for co-regulation and self-regulation
- Continue to develop multiple co-regulation & self-regulation strategies
- If you only have the typical “behavioral” lens in which to understand your child, it may be fueling the fires of challenging stress in your home!

### The Three Steps are Rotating



- Change happens through relationships over time
- The ever evolving dynamic spiral staircase...
- Like the rungs on a tree...