



Building the Core Competency of Emotion Regulation in Children and Teens: Through Healthy Framing and Skills Building

2017 MO Children's Trauma Network Summit

Derrick Hurst L.S.C.S.W.

About Us:

KVC Health Systems, headquartered in the greater Kansas City area, is a private, nonprofit 501(c)3 organization committed to enriching and enhancing the lives of children and families by providing medical and behavioral healthcare, social services, and education. KVC Prairie Ridge Hospital and KVC Wheatland Hospital offer both inpatient and psychiatric residential treatment and use innovative, evidence-based treatment approaches to ensure each child's safety and wellbeing. KVC is accredited by The Joint Commission and endorsed by the Annie E. Casey Foundation.

KVC Prairie Ridge Hospital

4300 Brenner Dr.
Kansas City, KS 66104
(913) 334-0294

KVC Wheatland Hospital

205 E. 7th St.
Hays, KS 67601
(785) 624-6000



Niles

Niles is a nonprofit organization with a 134-year legacy of providing compassionate care to children and adolescents. campus is conveniently located in the heart of Kansas City, MO. Niles residential treatment program provides youth with intensive clinical services in a structured setting allowing children and adolescents the opportunity to engage in treatment and learn new skills through individual and family therapy in a safe and supportive environment.

Niles Prep provides state-approved and trauma-informed therapeutic day treatment, designed to meet the needs of youth grades K-12. Personalized treatment goals and outcomes are reached through the use of individual and group therapy sessions. Niles Prep uses small classroom sizes while offering a place to heal, a place to change and grow, and a place where learning is fun. The Niles Prep day treatment program is designed for children and adolescents who have difficulty functioning in mainstream classroom settings due to educational, psychological or behavioral concerns. Using on-site therapeutic services, Niles Prep staff works to promote healthy interactions between teachers, therapists, students and family members.

Goal

Outline

- The Core Story of Adversity and Brain Development
- Emotion Regulation Capacity
- Emotion Regulation Tools

- Provide tools that directly enhance outcomes for youth through framing and building the core competency skill of emotion regulation

Objectives

Outline

- The Core Story of Adversity and Brain Development
- Emotion Regulation Capacity
- Emotion Regulation Tools

1. Obtain theoretical concepts of adversity, trauma, brain development and emotion regulation.
2. Learn to identify symptoms related to emotion regulation deficits or a low capacity to cope.
3. Learn (3) practical tools utilized to help children enhance their capacity to cope with painful emotional experiences.

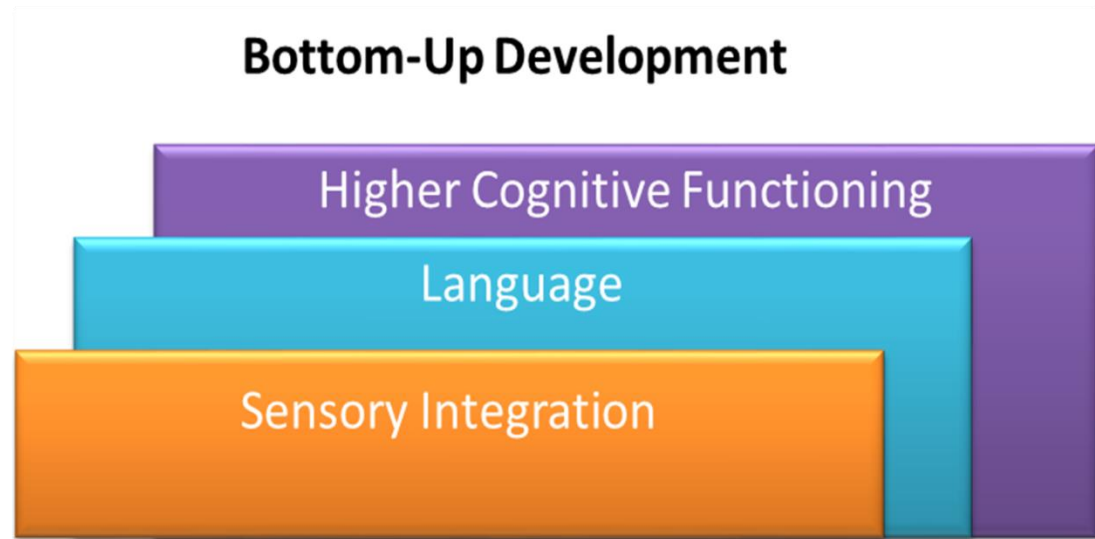


The Core Story of Adversity and Brain Development

Science Tells Us

The Core Story

- *Bottom-Up Development*
- *Pruning*
- *Survival Circuits*



Knudsen, et al. (2005)

Science Tells Us

The Core Story

- *Bottom-Up Development*
- *Pruning*
- *Survival Circuits*

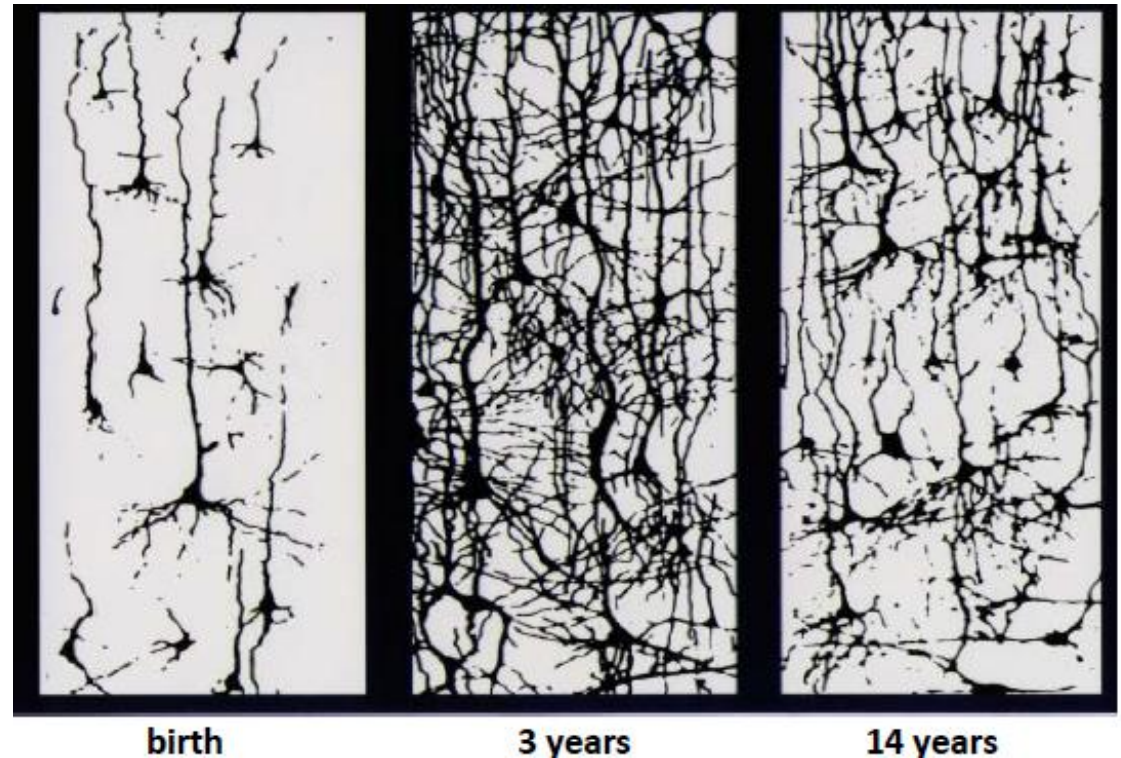


Image from <http://breitlinks.com/earlyliteracy/>

Science Tells Us

Survival Circuits

Frontal Lobe:

- Problem Solving
- Goal Obtainment

Hippocampus:

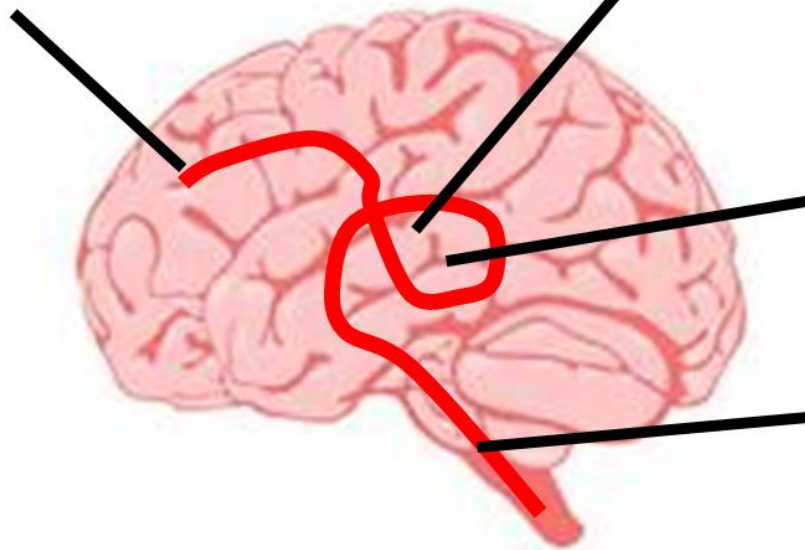
- Working and Short Term Memory

Amygdala:

- Affect Regulation
- Anger Control

Brain Stem:

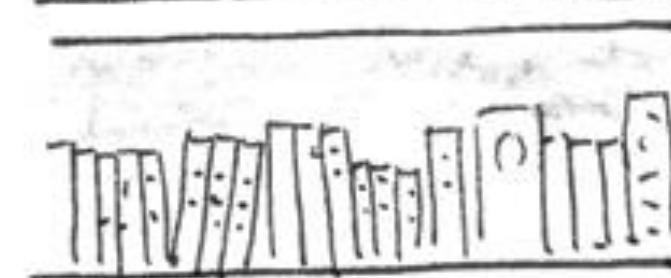
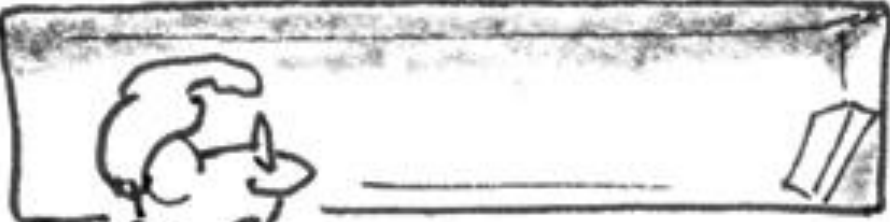
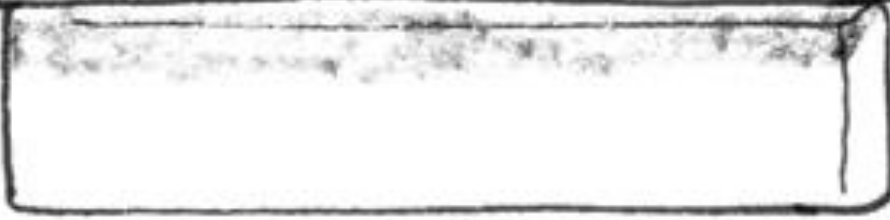
- Startle Response
- Reflex
- Sensory Integration



Perry, et al., (1995); Ledoux ,(1996); van der Kolk, (2003)

SELF HELP

SELF REGULATION



BILL PROUD

Emotion
Regulation

Emotion Regulation

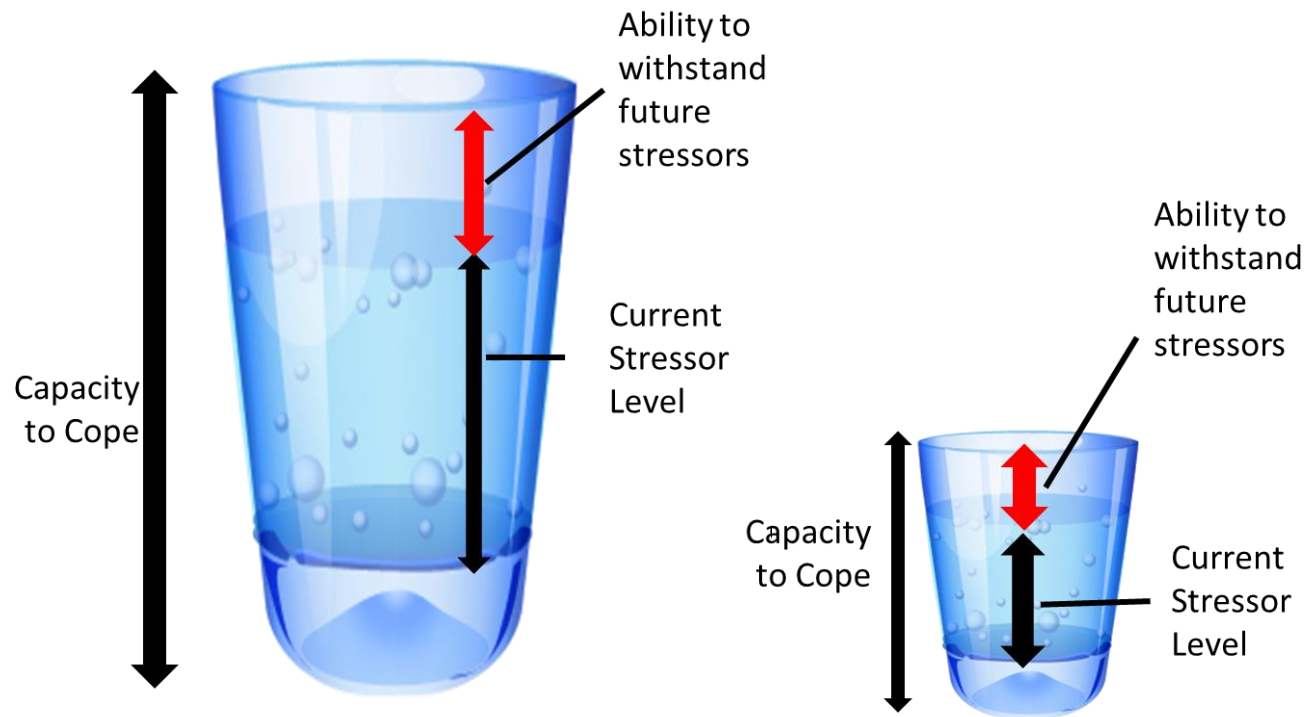
Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning

Capacity to Cope



Emotion Regulation

'ER' Capacity Building

Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning



Emotion Regulation

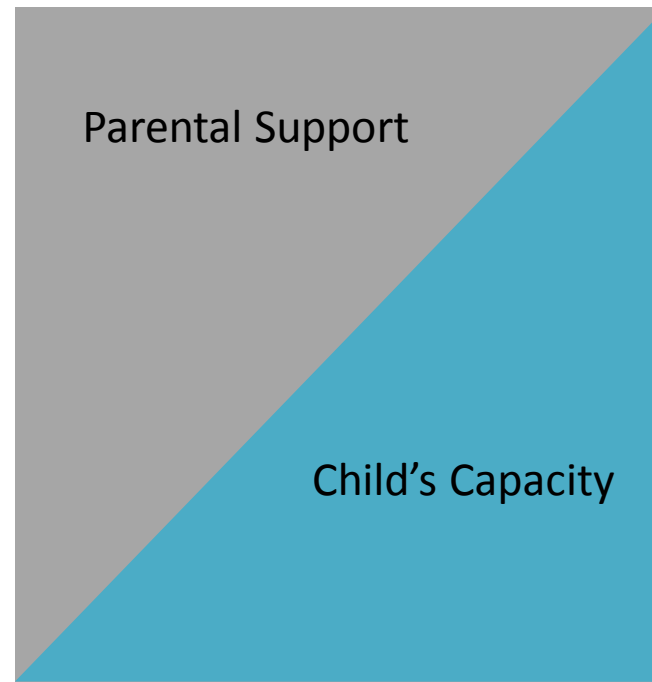
Co-Regulation

Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning



Emotion Regulation

‘ER’ Problem Solving

1. Emotion Identification

2. Emotion Regulation

3. Accountability/Responsibility

4. Planning for the future

5. Meaning Making/Review

Building Capacity

Co-Regulation

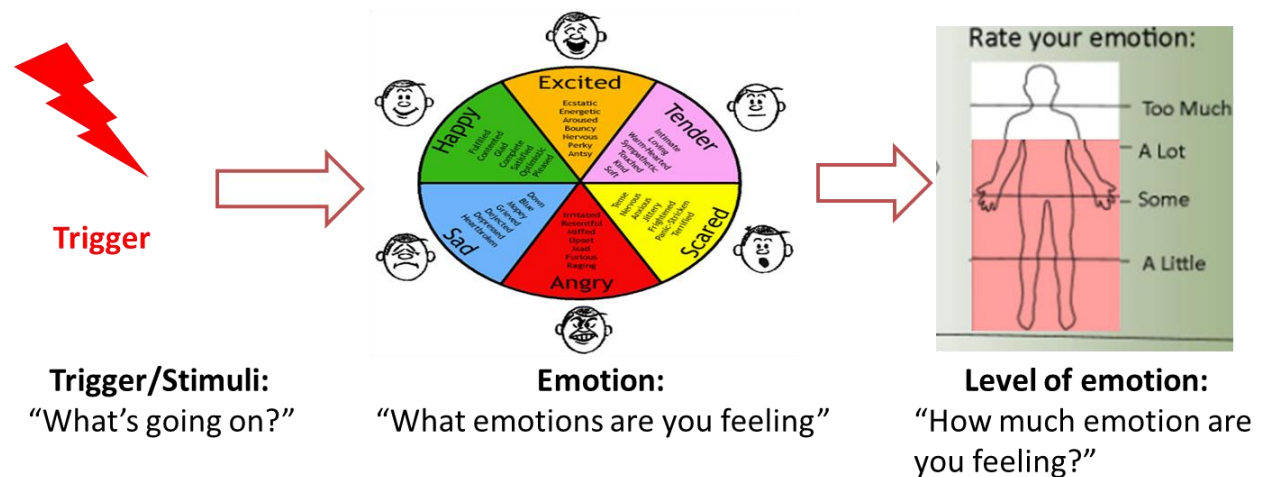
Emotion Focused
Problem Solving

Safety Planning

Emotion Regulation

‘ER’ Problem Solving

1. Emotion Identification



Emotion Regulation

Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning

‘ER’ Problem Solving

2. Emotion Regulation

“How can we get your emotions down to a little?”

Coping/Emotion Regulation Skills



Safe People



Safe Places



Safe Activities

Emotion Regulation

Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning

‘ER’ Problem Solving

3. Accountability/Responsibility

“Where are we supposed to be?”

”What are we supposed to be doing?”

“How do you help yourself?”

“How can I help you?”



Emotion Regulation

Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning

‘ER’ Problem Solving

4. Planning for the future

“What do we have to look forward to?”

”How can we get you there with little emotions?”

“What if this happens again?”



Emotion Regulation

Building Capacity

Co-Regulation

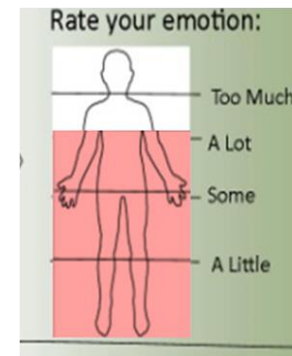
Emotion Focused
Problem Solving

Safety Planning

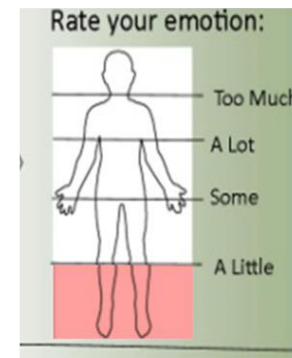
‘ER’ Problem Solving

5. Meaning Making/Review

How did we get here?:



How did we get here?:



How do we
keep from going
back?

Emotion Regulation

'ER' Safety Planning

Building Capacity

Co-Regulation

Emotion Focused
Problem Solving

Safety Planning

Family being
disappointed
with me



Shame,
Hopelessness,
Worry

Safe People:

Mom

Phone: 555-5555

Sara

Phone: 555-5555

Patrick

Phone: 555-5555

Safe Places:

Home

Park

Brother's House

Safe Activities:

Exercise

Go for a walk

Play catch with my brother

References

- Knudsen, E.I., Heckman, J.J., Cameron, J.L., and Shonkoff, J.P. Building America's Future Workforce: Economic, Neurobiological and Behavioral Perspectives on Investment in Human Skill Development. Proceedings of National Academy of Science 103: 10155-10162, 2006.
- Golman, D. (2005). Emotional Intelligence. Bantam Dell, New York, NY.
- Ledoux, J. E., (1996). The Emotional Brain. Simon & Schuster. New York, New York.
- Perry, B.D., Pollard, R.A., Blakley, T.L., Baker, W.L. & Vigilante, D. (1995). Childhood Trauma, the Neurobiology of Adaptation, and "Use-dependent" Development of the Brain: How "States" become "Traits." Infant Mental Health Journal, 16 (4), 272-291.
- Shonkoff, Jack P. (Editor); Phillips, Deborah A. (Editor); Committee on Integrating the Science of Early Childhood Development. From Neurons to Neighborhoods : The Science of Early Childhood Development. Washington, DC, USA: National Academies Press, 2000. p 39.
- van der Kolk, B. (2003). The neurobiology of childhood trauma and abuse. Child Adolescent Psychiatric Clinics, 12.

Thank You

➤ **KVC Hospitals, Inc.:**

1-866-KVC-CARE (582-2273) or www.kvc.org



➤ **KVC Hospitals, Inc.:**

1-866-KVC-CARE (582-2273) or

www.kvc.org



Thank you for attending
the MO Trauma Summit