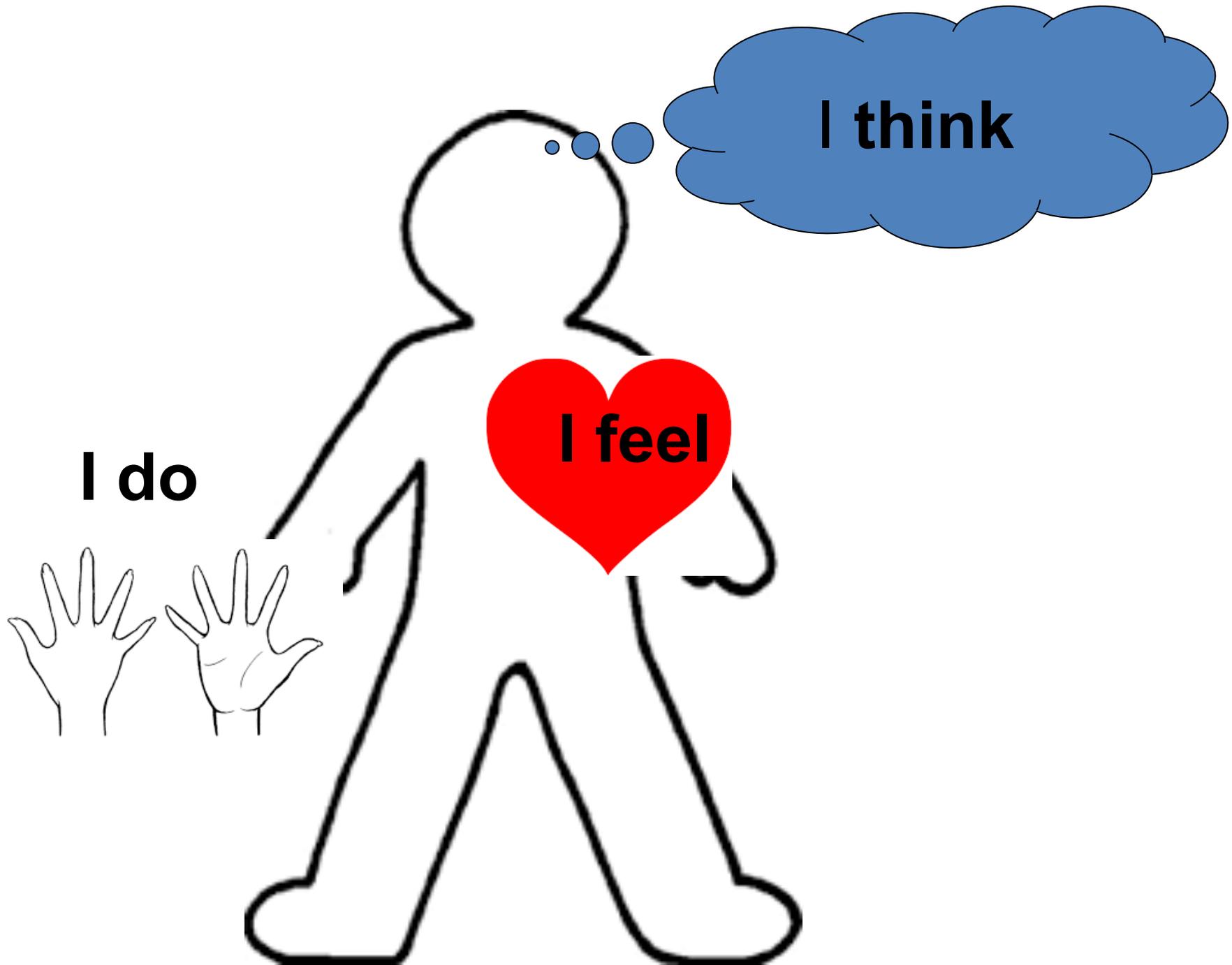


Complex Case Analysis

Richard Rose

AIMS AND OBJECTIVES

- To consider the communication behind the behaviour
- To be familiar with assessment models that support thinking, planning and action
- To consider techniques that might support meeting the needs of children and young people and those that care for them
- To leave this training day with more than you came with
- To accept that all children and young people can recover with the support, guidance and tenacity of those that care for them



I think

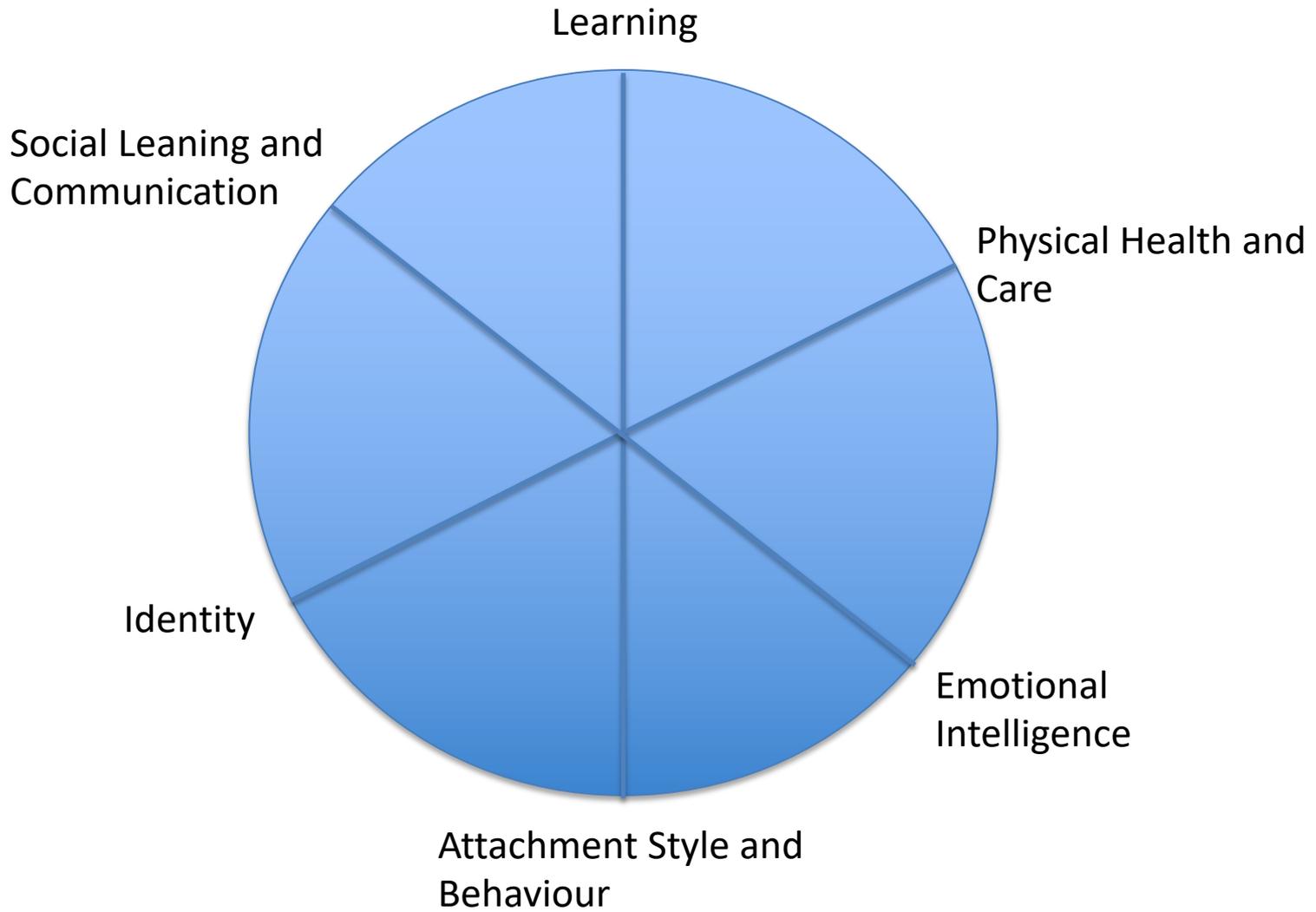
I feel

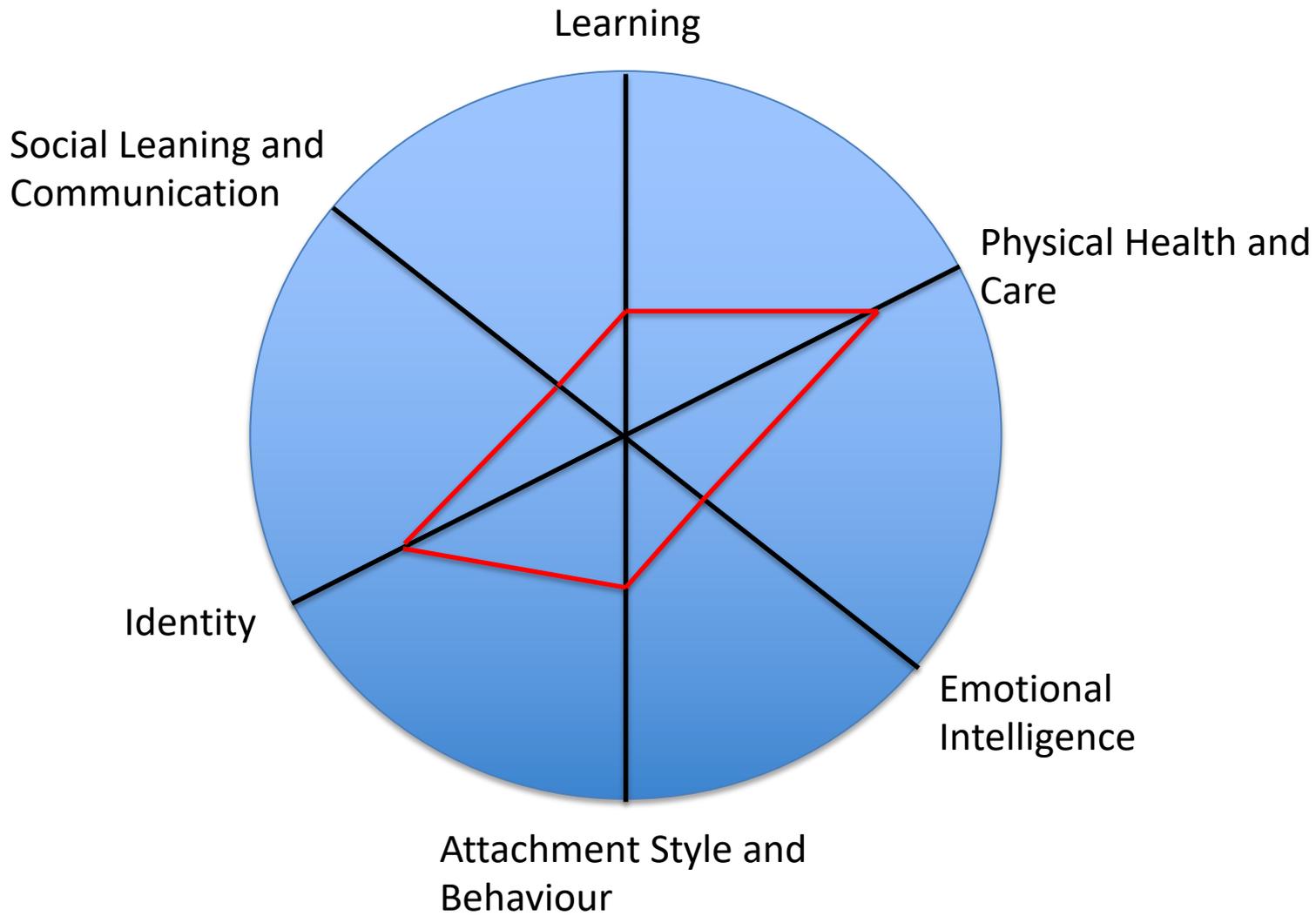
I do

Case Studies: –

We have received seven case study for today and I will refer to the issues throughout the day, I would also invite you to bring forward challenges that you may have so that we can apply some of these differing techniques.

I have thought through the case I have been sent and am grateful to have that opportunity.





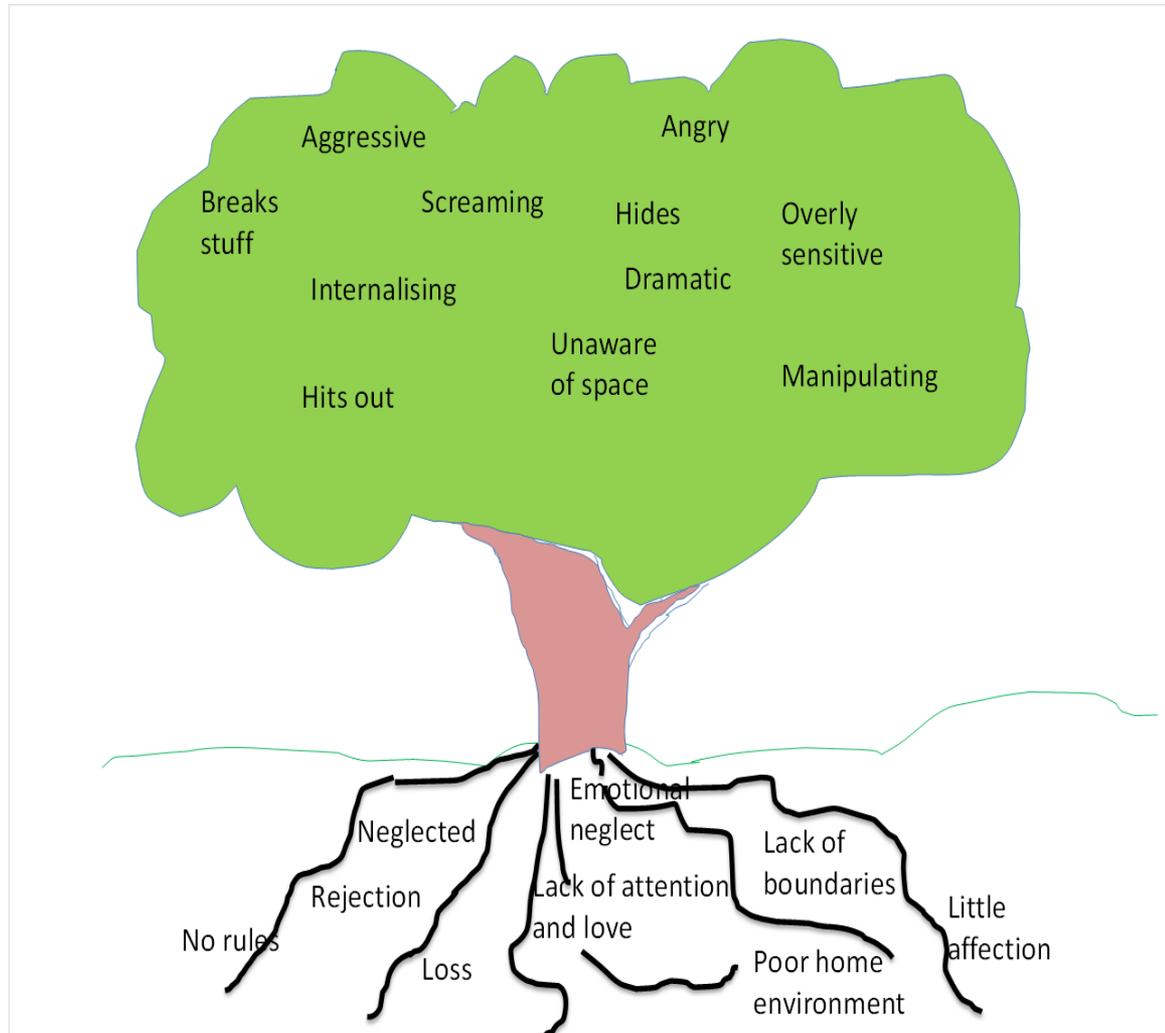


That truth is that monsters are real, and ghosts are real, too. They live inside us, and sometimes they win”



King, S (1977) The Shining

Communication through behaviour and feelings – Understanding what we see and why we see it



Defence Mechanisms

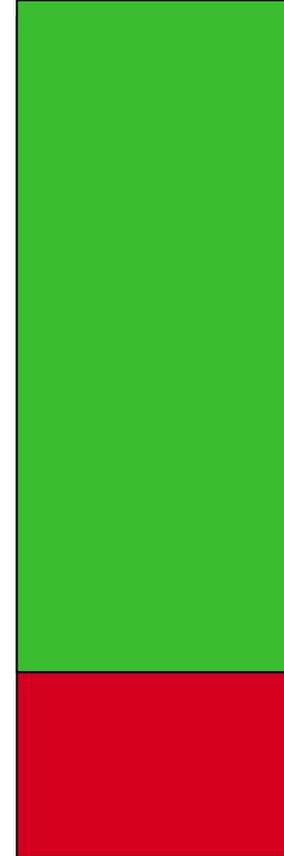
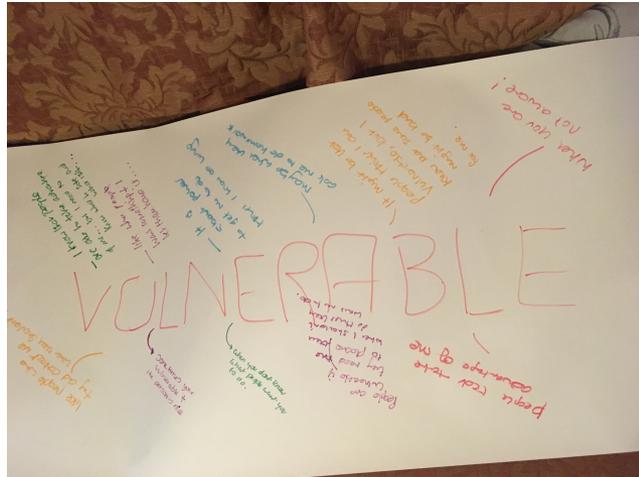
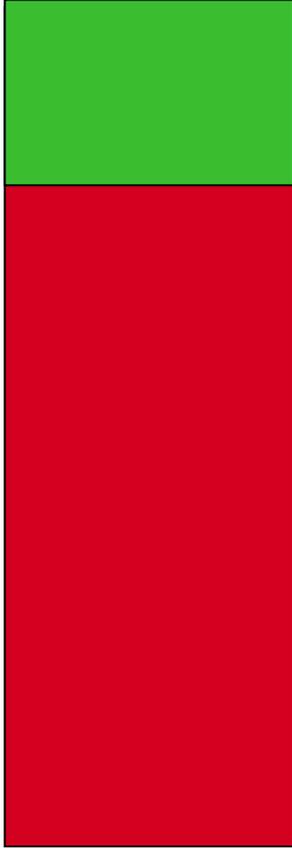
Prolonged exposure to stress and a child's continued use of coping strategies may result in behavior patterns that are difficult to change if the child perceives the strategy as being effective (Kochenderfer-Ladd & Skinner, 2002; Stansbury & Harris, 2000).

Overcoming the Barriers of Complex Defences

We need to be patient, empathic, imaginative, respectful and tactful in order to help troubled children and young people communicate. In helping children to make sense of their world, we can explore their thinking, their emotional self and their internal view and then help shape their external presentation to achieve all they can be.

Rose 2012

Pre-occupation



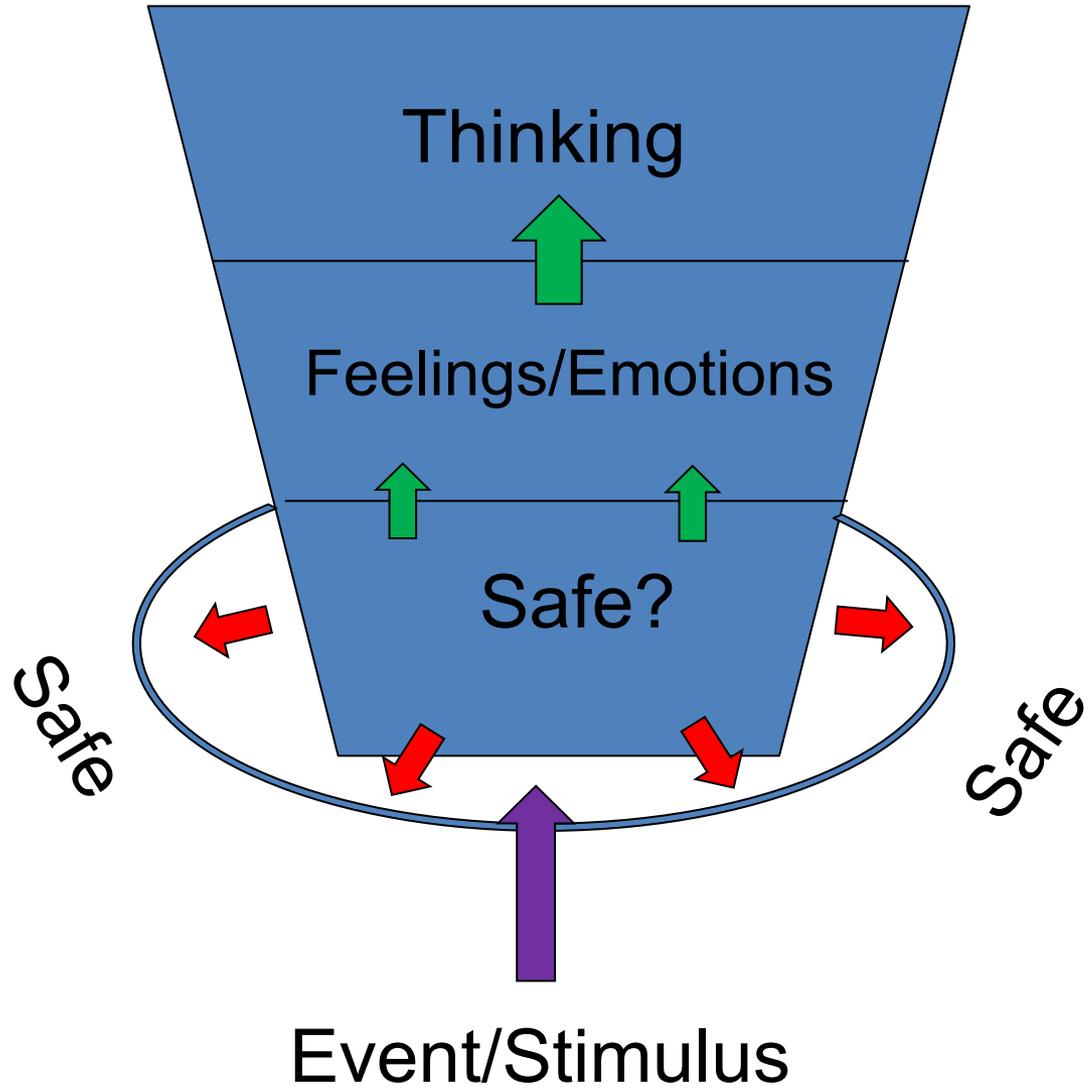
HIDE

History

Internal Working Model

Development

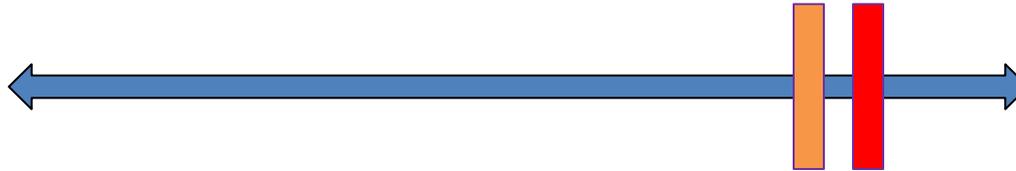
Environment





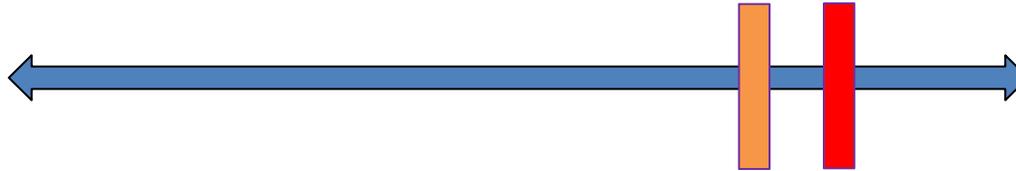
Attachment is Key

Most Worthy,
Competent,
Most Lovable



Least Worthy, Most
Incompetent and Most
Unlovable

Best Carer in the
World, Most Loving,
Most Nurturing and
Safest Carer



Worst Carer in the
World, Most Unloving,
Most Dangerous and
Scary Carer

Most Welcoming,
Safest and
Fulfilling World

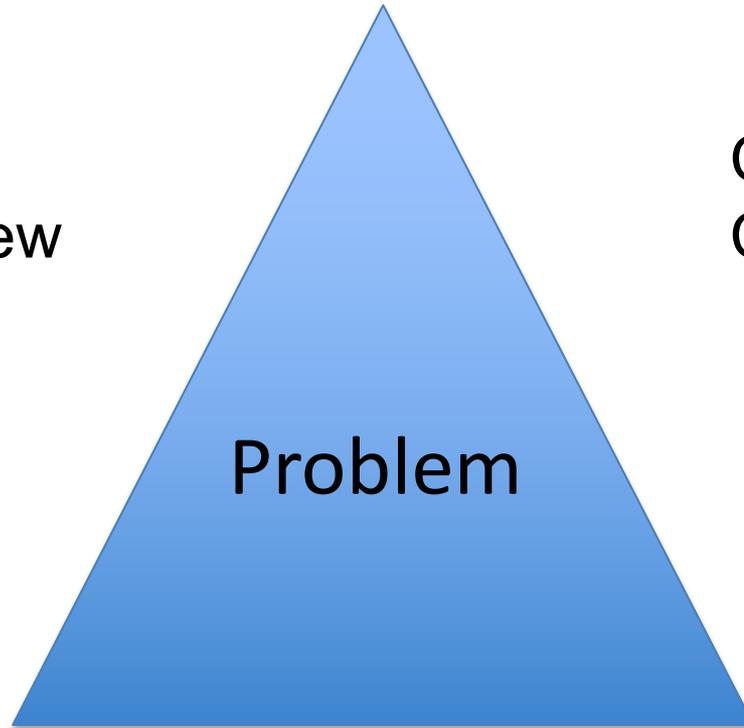


Scary and Most
Unwelcoming Place



Child's
Needs/View

Carer/Teacher
Capacity/View



Intervention Required

Therapeutic Language

Child/Young Person

Adult/Teacher/Carer

Defensive
Approach

I'm in trouble and might be hurt
If I say I did wrong I will be bad
I feel shame if I admit I did wrong
I didn't do it – I have no memory of what happened
I might get away with it
I don't care what you think

You need to know that what you did is unacceptable
You need to know that you were wrong to do what you did
I need to know what happened
You need to learn what I expect
I'm the one in charge
You should care what I think

Non-reflective
Response

Internalised
thought ?

Will you hurt me if I told you what happened?
I don't want to look bad in front of you/others
I cant help feeling bad and it makes me feel worse if you tell me I am
It is best if I forget it, I cant go back and make it right
I don't trust you and I need to keep myself safe

I think that you might be worried what will happen if you tell me the truth – this is what will happen
We all make mistakes, but to admit we did means we can learn together about this for next time
It might be hard for you to remember what happened – so this is the consequence and perhaps we can both try and work out what to do if a similar thing occurs
If you tell me what happened and we can sort it together, then there is no need to try and avoid what you did
I care about you, and so I will do my best to help you to be responsible for the things that you do.

Therapeutic
Response

Attachment (Love)

Attunement for Pleasure and Security

Focus on own wellbeing

Obedience with some protest

Checking In

]Full range of emotions

Cohesive and competent

Trauma Bond (Slave)

Attunement for Survival

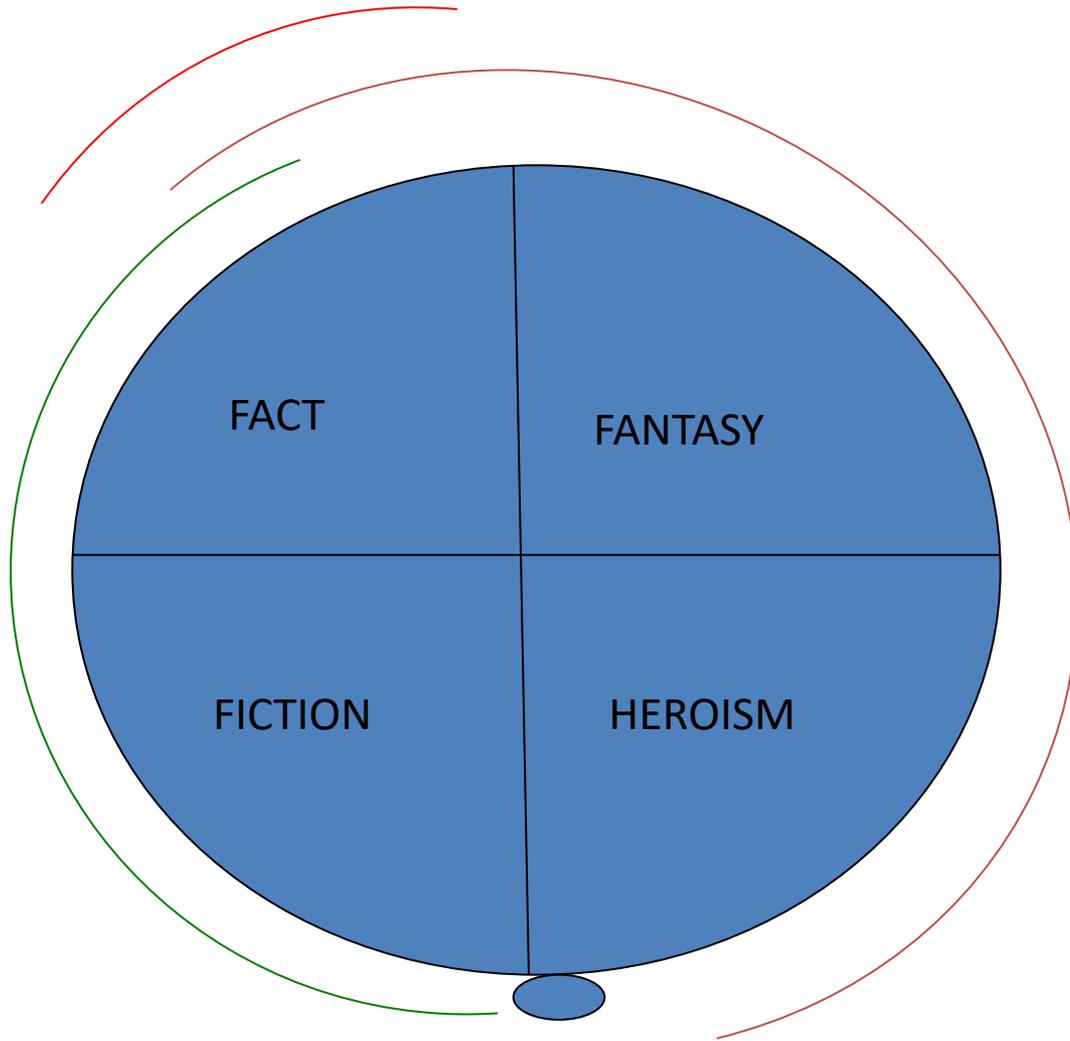
Focus on other's needs

Unwavering obedience

Stay Close or Stay Absent

Exaggerated expression of feelings

Fragmented and incompetent.



Children who grow up in families that spend time talking about emotions are more academically successful, have better friendships, fewer infectious diseases and can handle difficult social situations, (such as getting teased) more effectively than children whose families do not talk about feelings.

Gottman and DeClaire 1997

Emotional
Vocabulary
+
Emotional Literacy
=
Emotional
Intelligence

here



there

Communication and Complex Needs

Working with children with complex needs, particularly when they are experiencing turmoil and distress, demands a facilitative, enabling and empowering technique, and a high level of skill, sensitivity and self-awareness.'

M. Brandon et al, 1998

The Power of Play

Play is how children learn about their world. Play is essential for healthy development and so Play needs to be accepted as a serious, purposeful business through which children develop mentally, physically and socially.

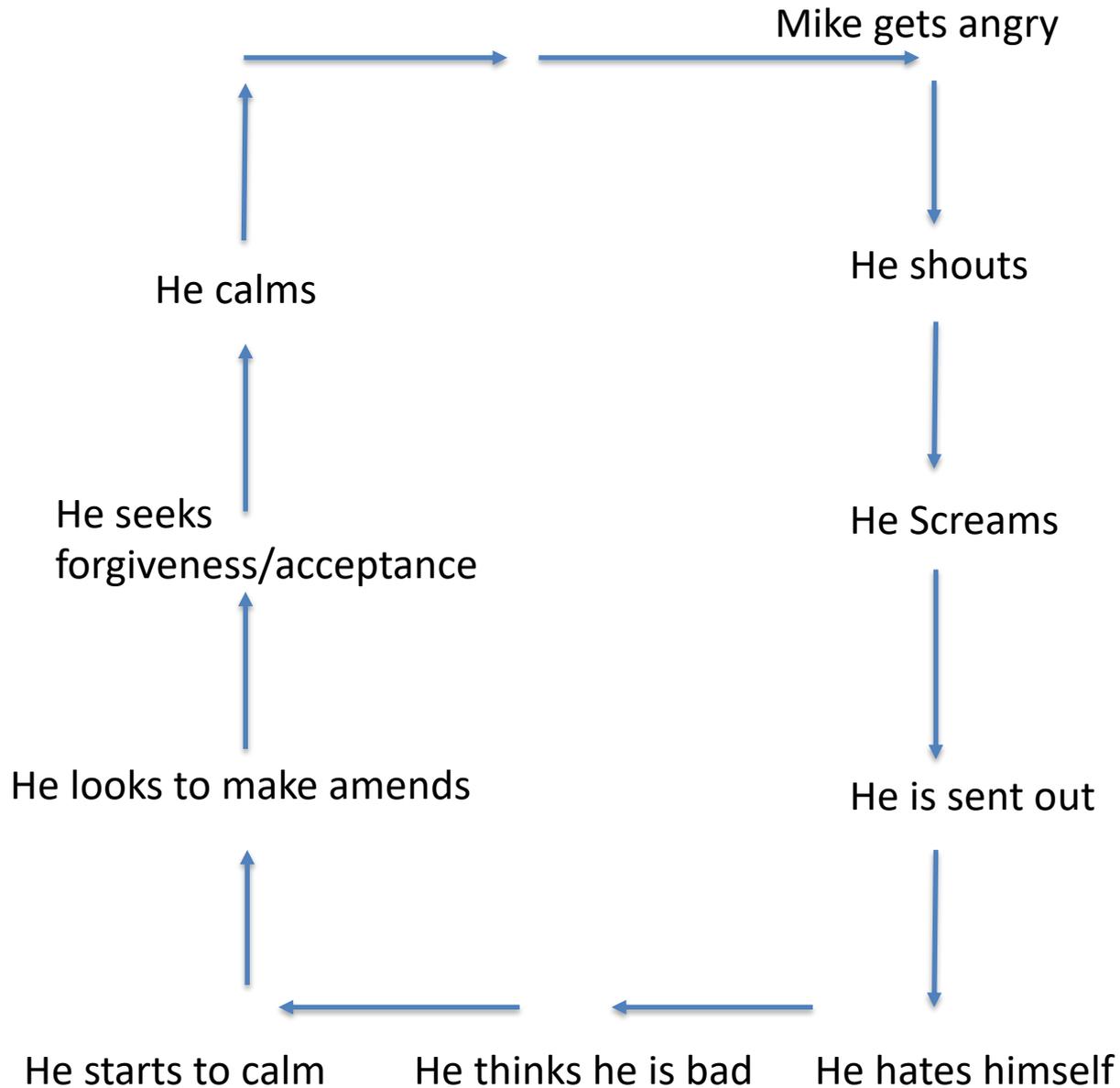
Oaklander 1989

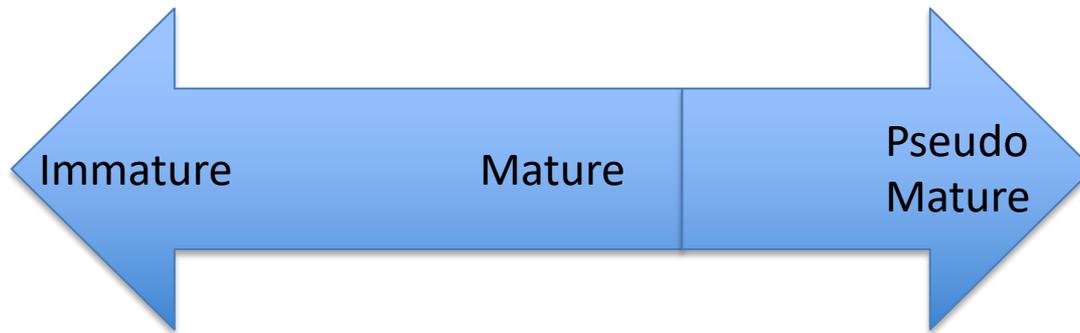
Communicating effectively with children requires a multitude of skills which include listening, reflecting, enquiring, challenging, understanding and responding to what is being communicated by children, young people and those caring for them.

- Squiggles
- Air Balloon
- Family Tree x 2
- Movement Snake
- Memory Boxes

- Ishikawa
- Emotional Vocabulary and Literacy
 - Cause and Effect Thinking
 - Arrows
 - FFFH
 - Thinking Cycle
 - SWOT
- Sequencing and Flow Charts

Behaviour Cycle





-  Unacceptable
-  Tolerable
-  Not a Problem

Children learn best from repeatedly seeing and hearing actions or ways of thinking that we would like them to emulate or “model”

Our role therefore must be to portray positive models for what we want children to **do** (such as being generous, fair, honest, caring and responsible) to reinforce positive action and thought.

Therapeutic Spaces

- Where problems are solved and feelings encouraged
- Where openness and honesty are paramount
- Where win/lose battles are avoided wherever possible
- Where confrontation equals care
- A consequential environment (not punitive)
- Both pro-active and re-active

Therapeutic Communication

Therapeutic communication is about sending out the right messages so that children, who may previously have internalised a sense of worthlessness, come to see themselves as worthy, capable and valuable individuals.

In our interactions with children, our main tool is ourselves.

- You are likeable
- You cannot overwhelm me
- Others have been there too
- There is hope
- You have choices
- It is not your fault

For more information, please feel free to contact me on

www.tlswi.com

richard@childtraumaintervention.com

richard@tlswi.com