

# 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 young people and those that care for and/or provide services to them
- To leave this training day with more than you came with
- To accept that all young people can recover with the support, guidance and tenacity of those that care for them





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



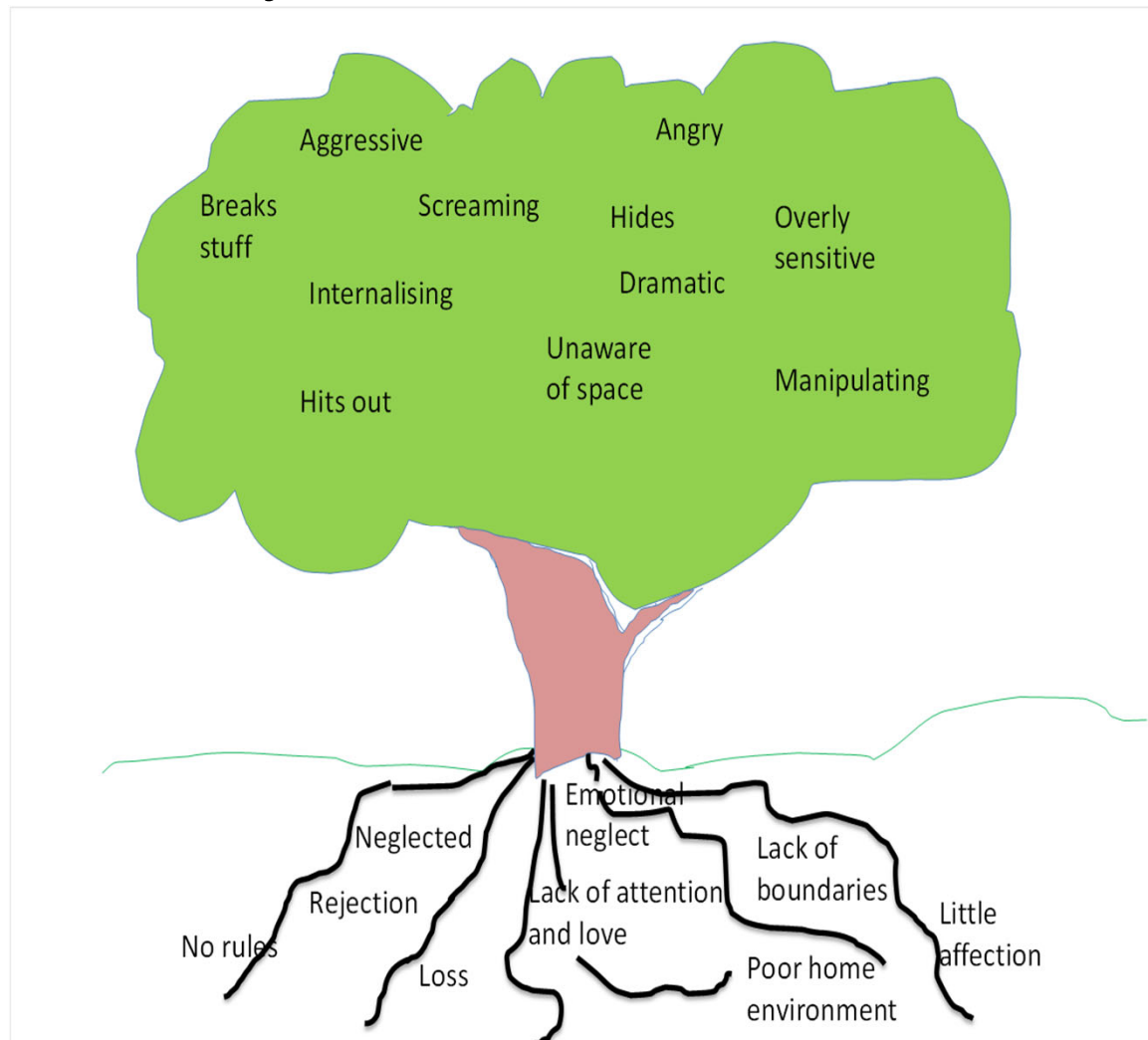
King, S (1977) The Shining

## Defence Mechanisms

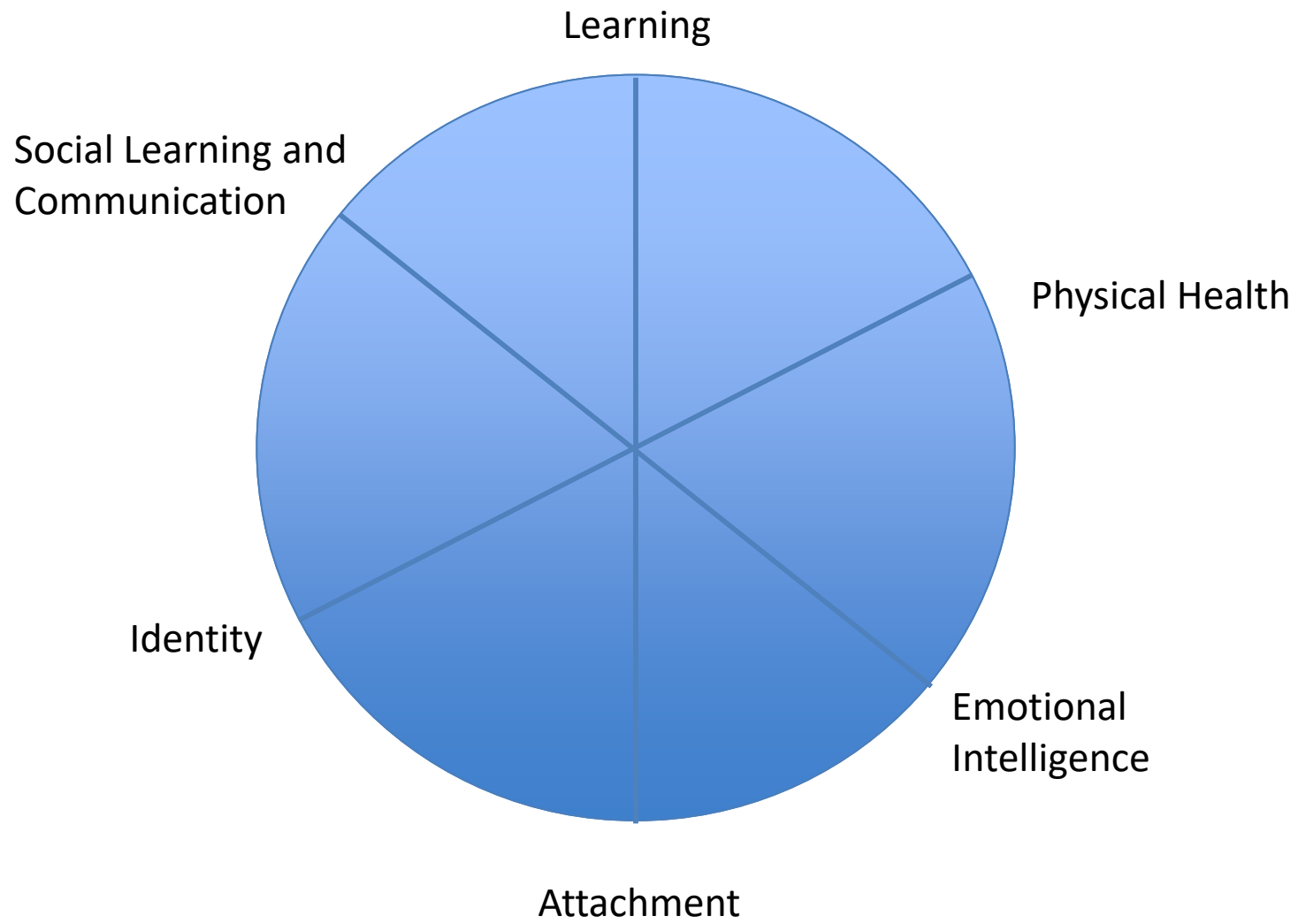
Prolonged exposure to stress and a child's continued use of coping strategies may result in behavior patterns that are difficult to change if the child perceives the strategy as being effective (Kochenderfer-Ladd & Skinner, 2002; Stansbury & Harris, 2000).

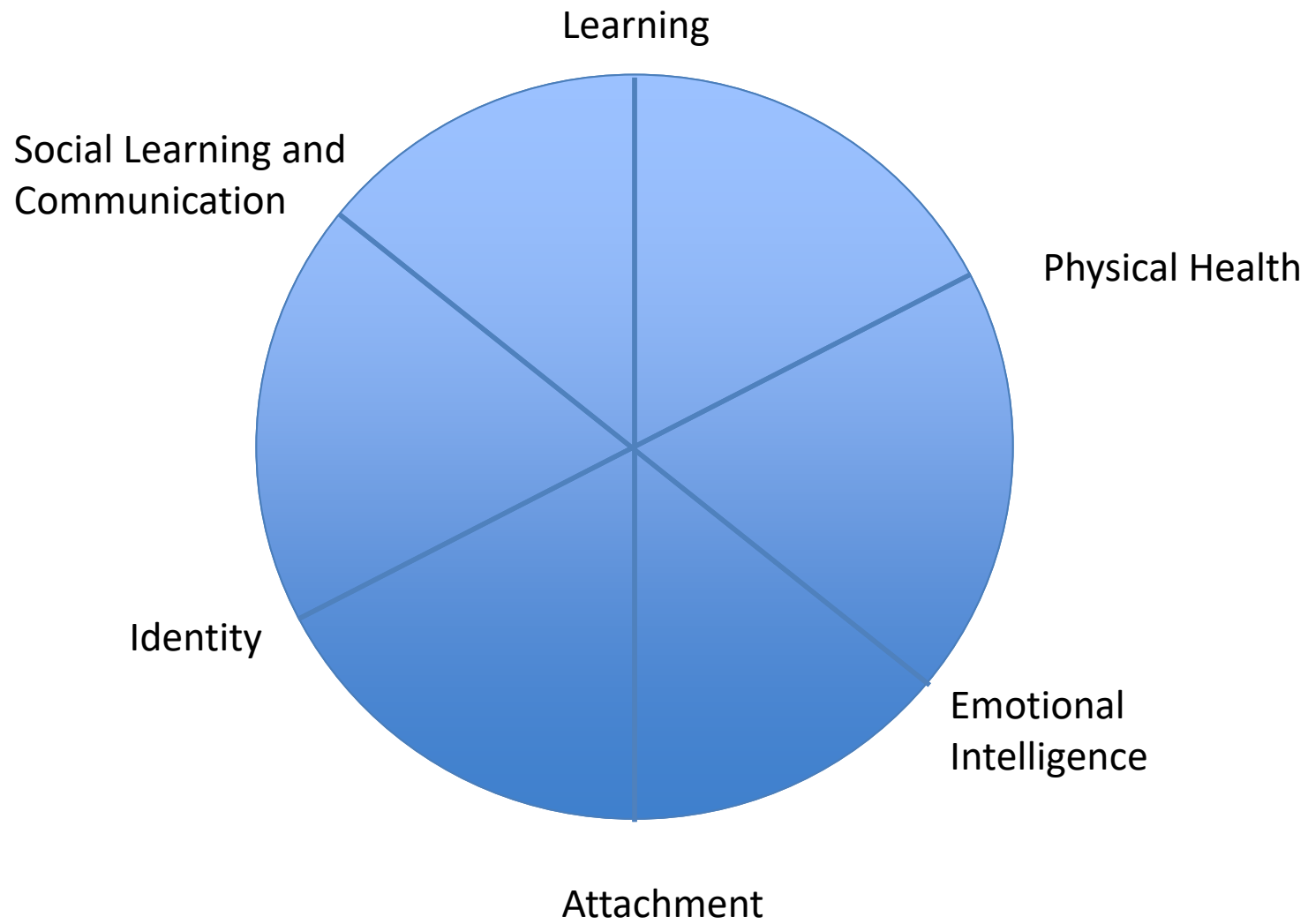


# Communication through behaviour and feelings – Understanding what we see and why we see it











| Trauma Background | Trauma Based Behaviours | Behaviour Outcomes | Reaction to Behaviours | Response Outcomes | Reflection TFD | Response for next TBB |
|-------------------|-------------------------|--------------------|------------------------|-------------------|----------------|-----------------------|
|                   |                         |                    |                        |                   |                |                       |

This only works if you agree a response after reflection that is Consistent, Predictable and Repetitive – if it doesn't work the first time don't stop, because this needs time for Peek - a - Boo!

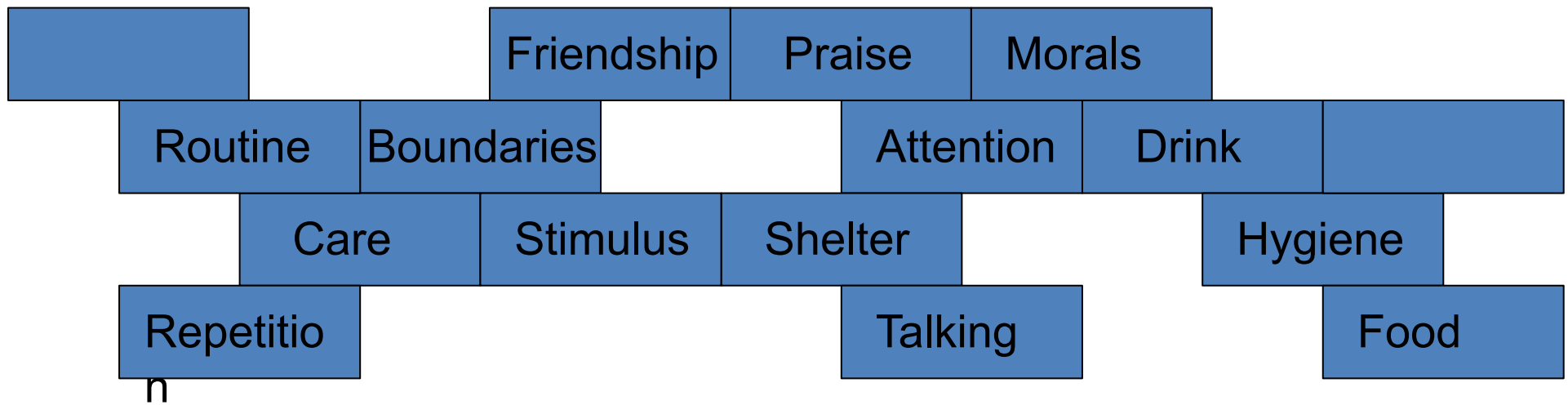


# The Wall

|  |           |            |         |           |         |      |
|--|-----------|------------|---------|-----------|---------|------|
|  | Safety    | Friendship | Praise  | Morals    | Love    |      |
|  | Routine   | Boundaries | Support | Attention | Drink   |      |
|  | Care      | Stimulus   | Shelter | Warmth    | Hygiene |      |
|  | Repetitio | Hugs       | Touch   | Talking   | Play    | Food |

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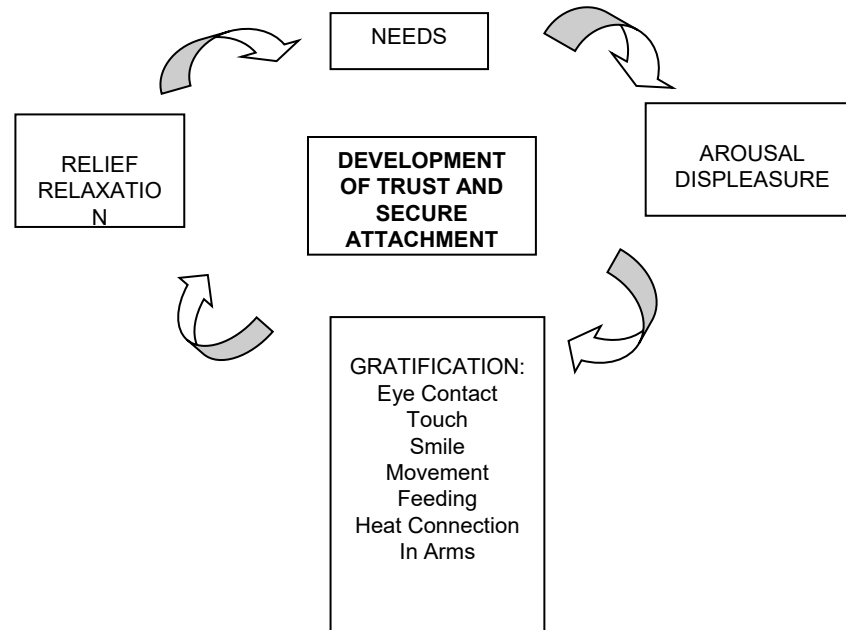
## The Broken Wall



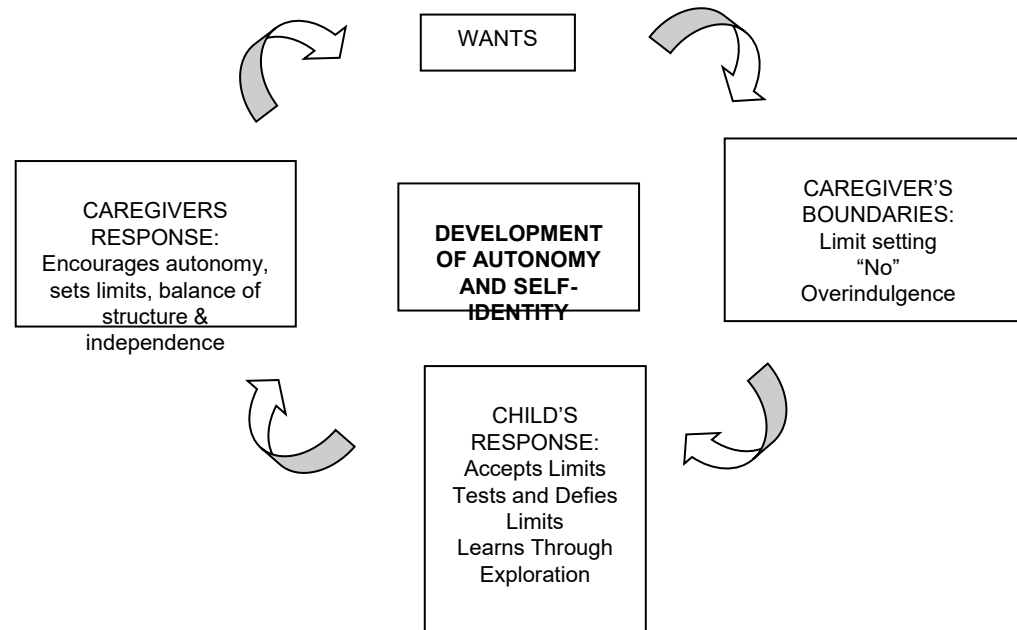


Attachment is Key

# 1<sup>st</sup> YEAR ATTACHMENT CYCLE



# 2<sup>ND</sup> YEAR ATTACHMENT CYCLE



# HIDE

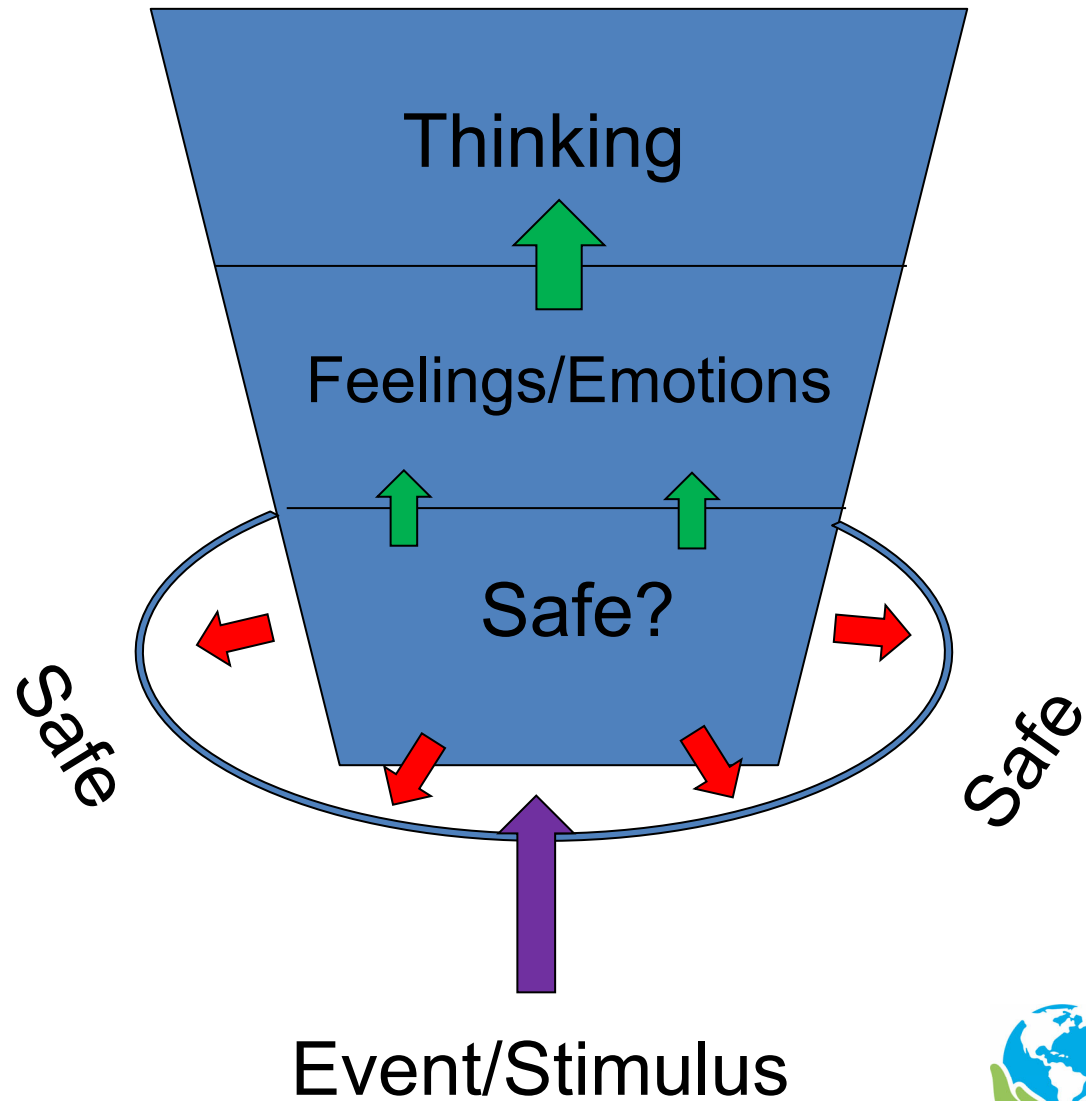
History

Internal Working Model

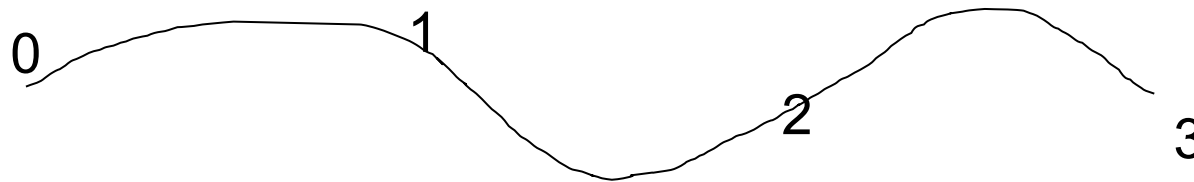
Development

Environment









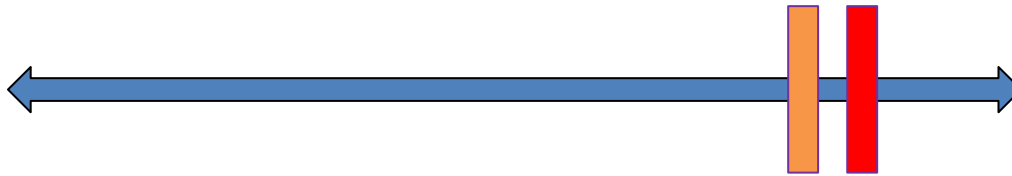
The first three years are when the brain is making the majority of its “primary” associations and the core neural networks organize as a reflection of early experience. Early developmental trauma and neglect have a disproportionate influence on brain organization and later brain functioning.

# 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.

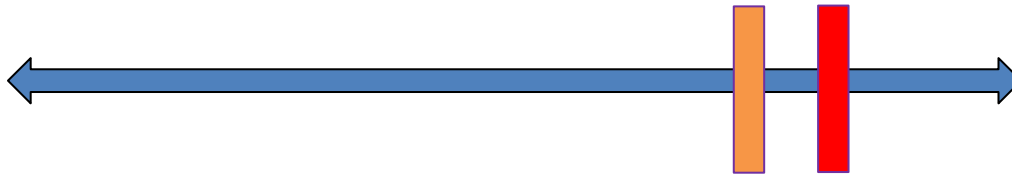
Rose 2012

Most Worthy,  
Competent,  
Most Lovable



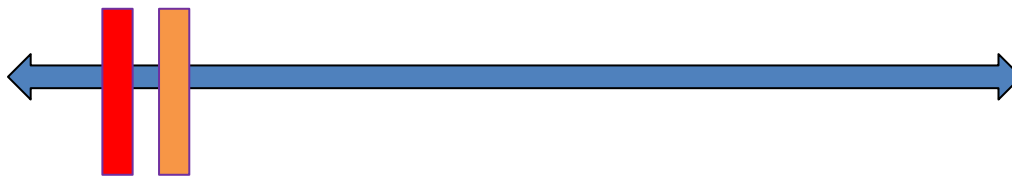
Least Worthy, Most  
Incompetent and Most  
Unlovable

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



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

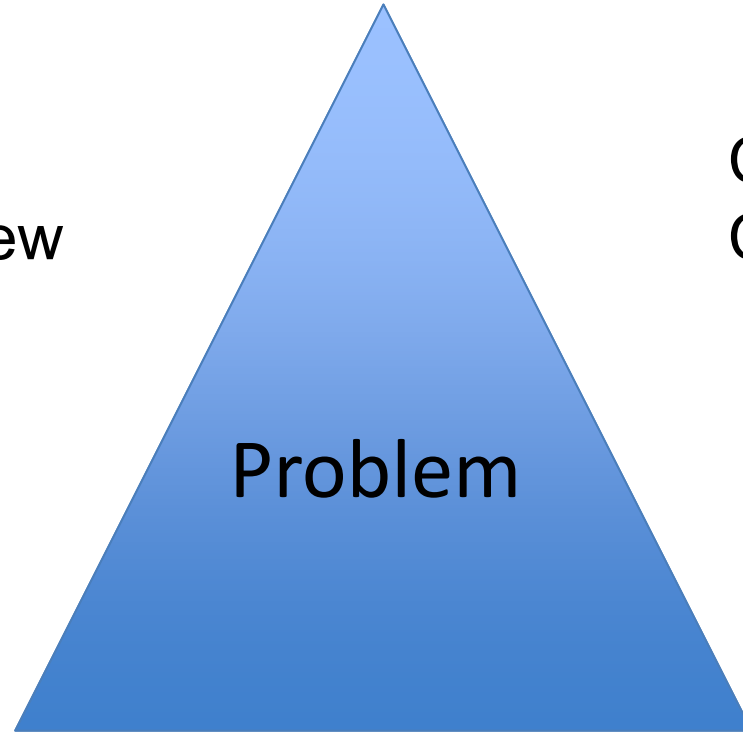
Most Welcoming,  
Safest and  
Fulfilling World



Scary and Most  
Unwelcoming Place

Child's  
Needs/View

Carer/Teacher  
Capacity/View



Intervention Required

## 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.

Emotional  
Vocabulary  
+  
Emotional Literacy  
=  
Emotional  
Intelligence



# 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



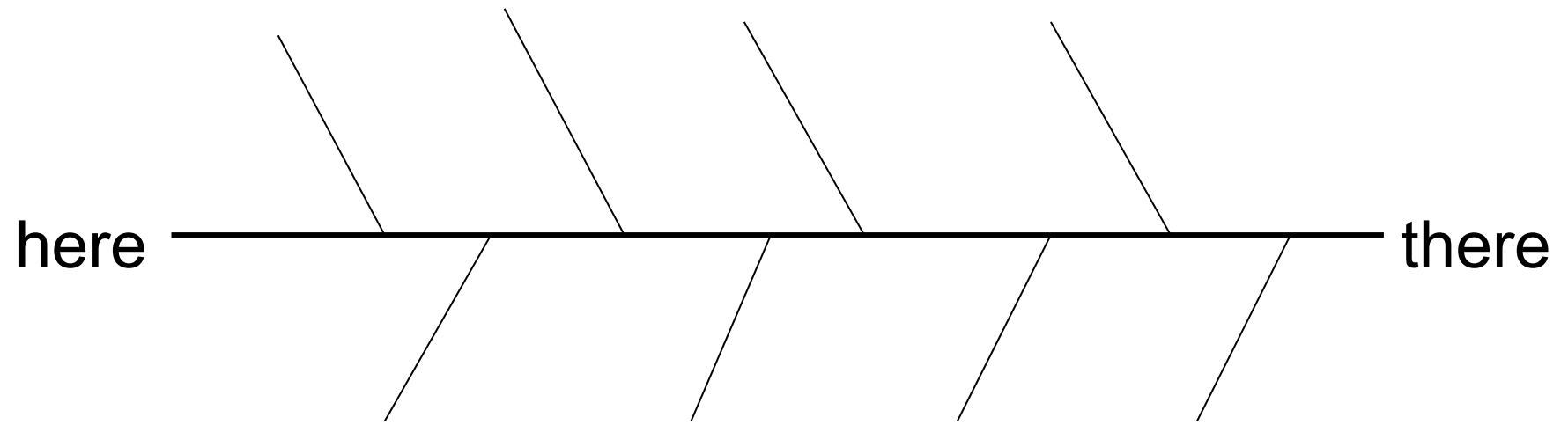
Communicating effectively with children requires a multitude of skills which include listening, reflecting, enquiring, challenging, understanding and responding to what is being communicated by children, young people and those caring for them.

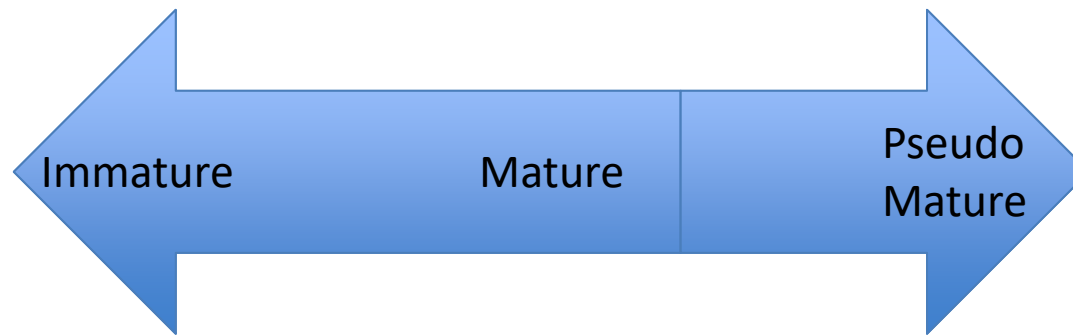


- Air Balloon
- Family Tree x 2
- Movement Snake
- Memory Boxes

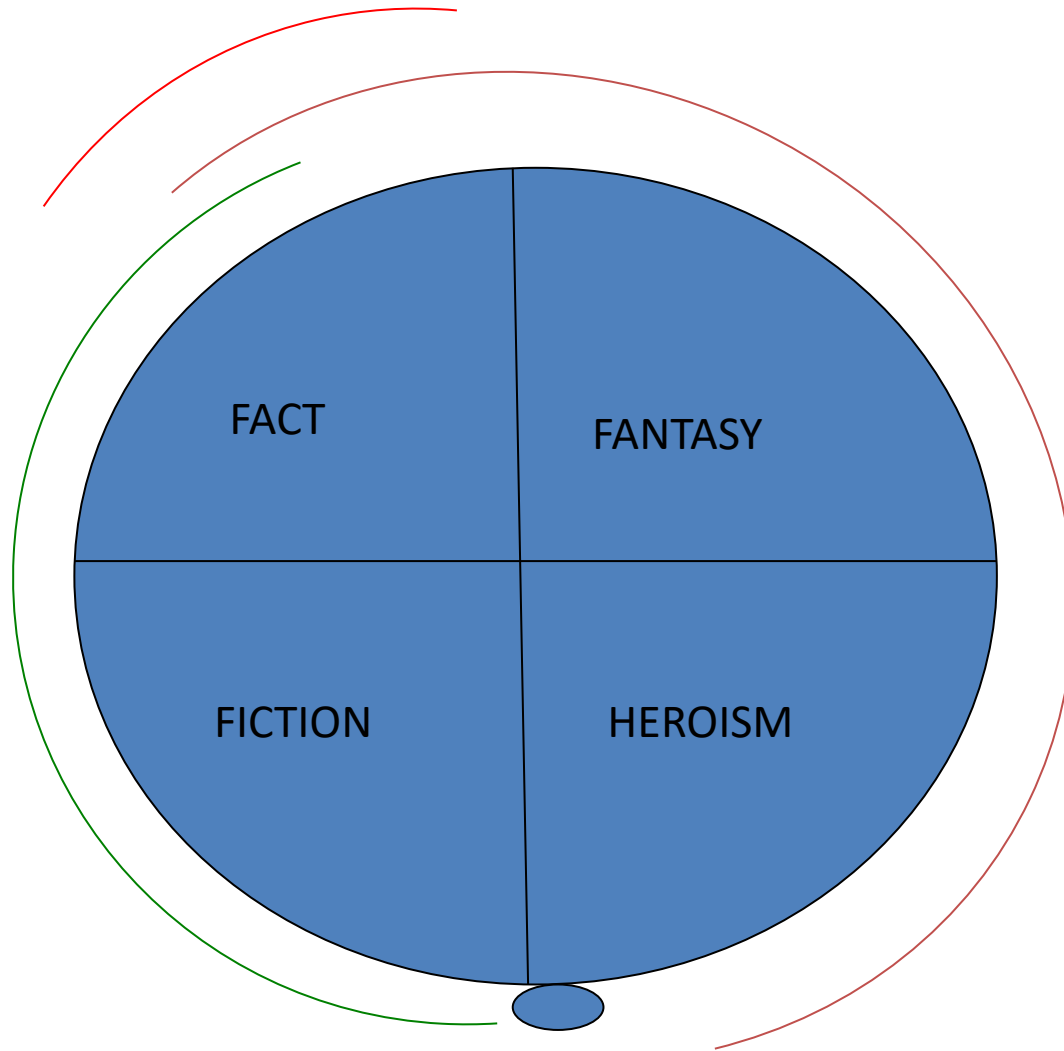


- Ishikawa
- Trauma Based Behaviours
- Cause and Effect Thinking
  - Arrows
  - FFFH
  - Thinking Cycle
    - SWOT
- Sequencing and Flow Charts

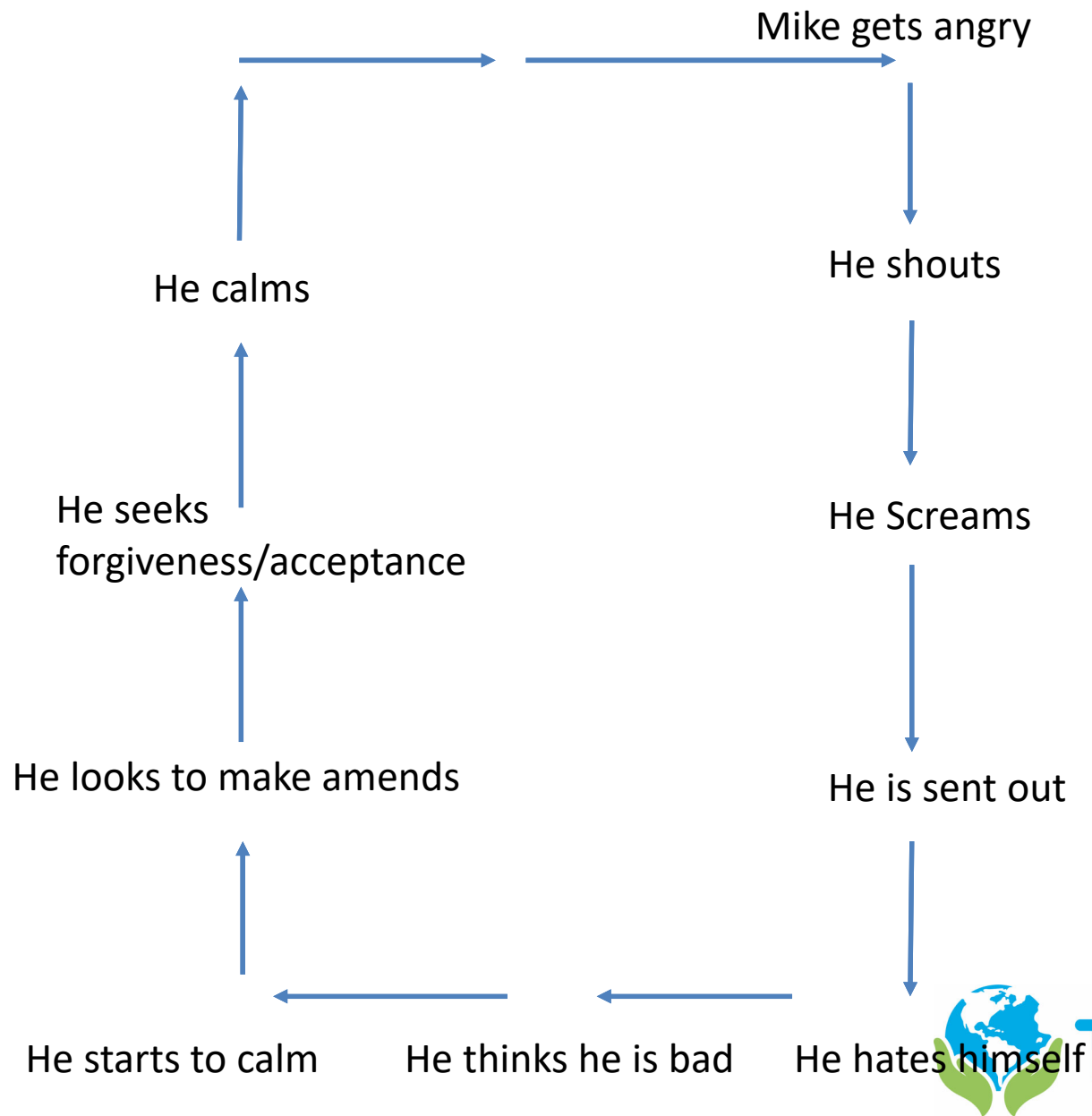




-  Unacceptable
-  Tolerable
-  Not a Problem



# Behaviour Cycle



|            |  | Opportunities | Threats |
|------------|--|---------------|---------|
| Strengths  |  |               |         |
| Weaknesses |  |               |         |



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



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