

HOW TO INCORPORATE ENERGY MEDICINE AND ENERGY PSYCHOLOGY TECHNIQUES TO SUPPORT EMOTION REGULATION IN DEVELOPMENTALLY TRAUMATIZED SYSTEM-INVOLVED YOUTH

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COURSE DESCRIPTION

Many of the youth who are system involved have experienced developmental trauma – trauma caused by repetitive lack of caregiver attunement, abuse and neglect. These traumas impact brain development and the ability to regulate the nervous system. Learning to self and co-regulate are the first steps in healing for survivors of developmental trauma. Those working with survivors must also be able to regulate themselves in order to effectively support survivor youth and their families. Energy Medicine and Energy Psychology provide effective methods of self and co-regulation. In this class participants will learn to identify their own nervous system state, the nervous system state of youth and family members and regulate themselves using a variety of practices. This course is highly experiential and participatory. As we will be focusing on teaching clients to be present and in their bodies, please plan to be present with your camera working for the whole time and have paper and writing instrument available for self-reflection

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Course Objectives

In this course participants will learn to:

- Identify at least two differences between developmental trauma and psychological shock trauma seen in system involved youth:
- Identify when they are in a calm, regulated state and when they are dysregulated.
- Determine if a system involved client is dysregulated.
- Determine which energy medicine or energy psychology method to use in at least 3 different situations for regulating the nervous system of system involved clients .
- Use at least 4 techniques to self-regulate system involved youth and their families.
- Teach at least 4 techniques to system involved clients so they can self-regulate

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Course Outline

- Attunement to Self Exercise
- Self-Regulation
- Polyvagal Experiences
- Trauma Tapping Technique
- Mindfulness Grounding

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HOW STRESS AND TRAUMA IMPACT THE NERVOUS SYSTEM

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Fun Brain Facts

- 75% water
- 15% fat
- 2% of body weight, consumes 20% of energy
- 100,000 miles of blood vessels run through it
- 20% of bodies oxygen supply
- 23 watts of power are generated
- The brain evolved 600 million years ago (+ or -)

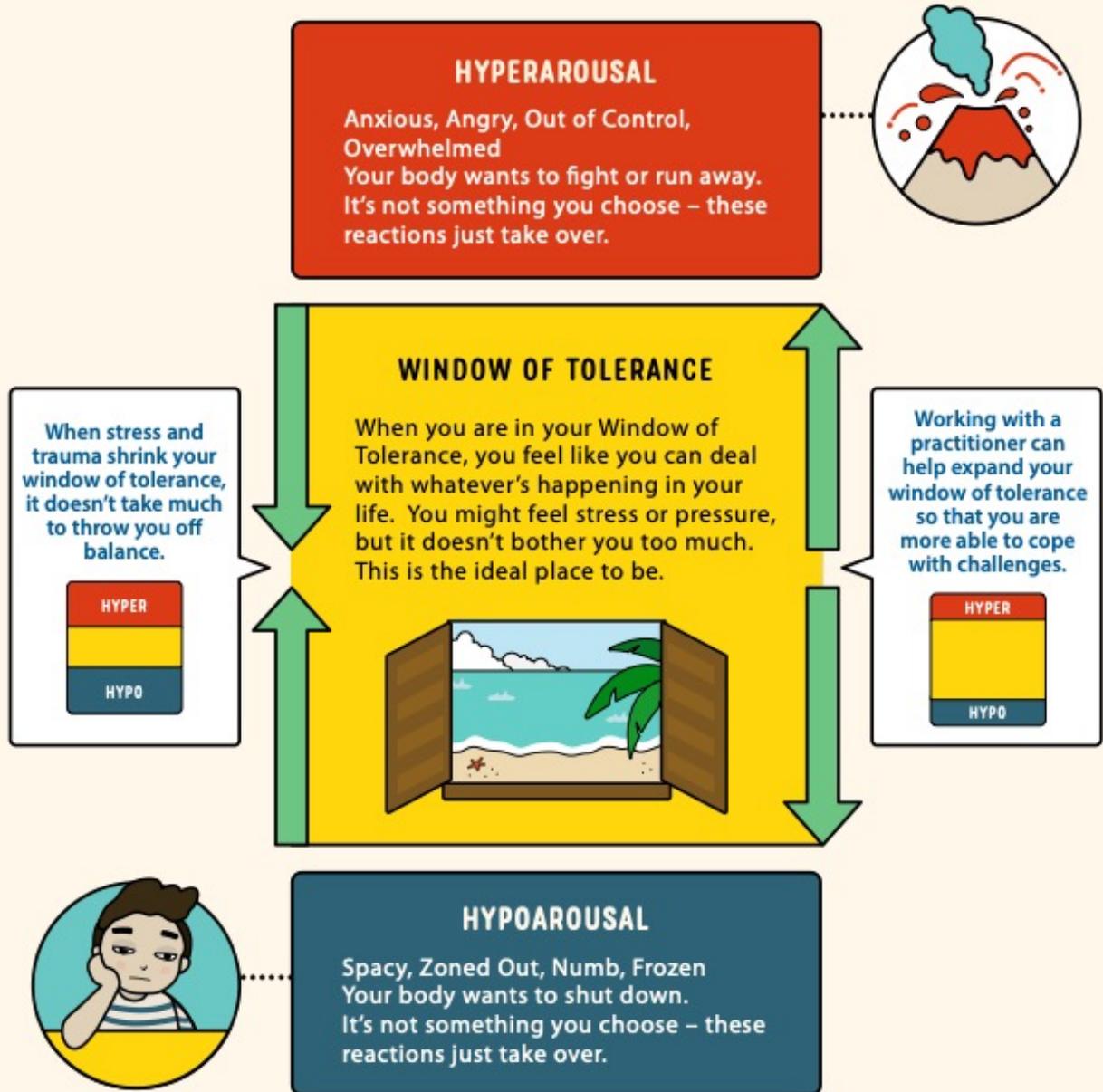
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How Stress and Trauma Impact the Nervous System

The autonomic nervous system

- responsible for controlling the bodies functioning without conscious direction
- has two main divisions:
 - The Parasympathetic Nervous System - calm
 - responsible for stimulating "rest-and-digest" "feed and breed"
 - the Sympathetic Nervous System dominates – arousal
 - responsible for stimulating activities associated with the fight-or-flight response
- When fight or flight reaction occurs
 - blood flow is diverted from the pre-frontal cortex
 - there is less access to reasoning and executive function skills
- When the amygdala detects threat
 - it responds in one of five ways,
 - depending on the way it perceives will most likely lead to survival
 - Friend
 - Fight
 - Flight
 - Freeze
 - Flop
- The vagus nerve research of Dr. Stephen Porges has clarified that bottom-up regulation via the vagus nerves can result in a return to a calm, parasympathetic dominance state.
 - any signals that tell your body to calm down will also calm your brain down
 - results in much better access to rational processing and critical thinking
- There is a wide range of symptoms related to stress and trauma including
 - anxiety, fears, or emotional distress
 - feeling 'jumpy' or hypervigilance
 - easily irritated, angry, or reactive
 - restlessness, inability to rest or sleep
 - spacy, attention problems, can't think
 - fatigue, tiredness or low energy
 - stomach or digestive problems
 - Heart arrhythmia or breathing problems
 - Aches, pains, illness or psychosomatic symptoms
- When threat or trauma occurs, the nervous system does not discriminate between victims, bystanders, and those who learn about the event after the fact.

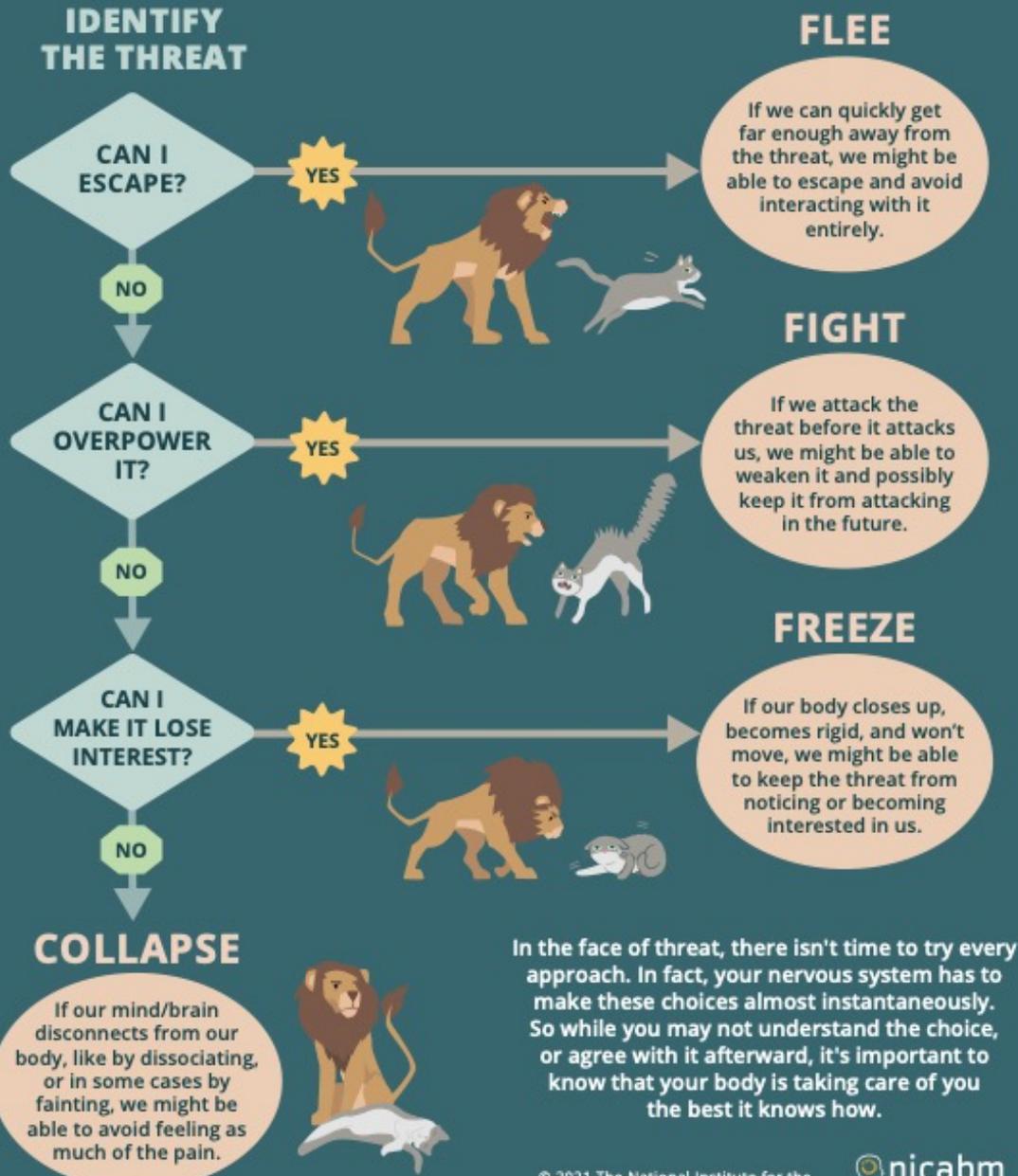
How Trauma Can Affect Your Window Of Tolerance



HOW THE NERVOUS SYSTEM RESPONDS TO TRAUMA

Adapted from *Ruth Lanius, MD, PhD*

How does your nervous system figure out how to respond in a crisis?
It's a split-second, unconscious process designed to choose the best option for keeping you safe.
Here's how it works:



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HOW TO DIFFERENTIATE FREEZE FROM SHUTDOWN

Freeze and collapse both involve the inability to move. But while they might appear similar, they are very different physiological responses to stress or trauma.

Here are some key differences:



FREEZE

The client is **HYPER**aroused.

The muscles are tense and full of energy, but can't release it.

In this stage, there are similar levels of sympathetic and parasympathetic activation.

Increased heart rate/blood pressure

The client might say, "I feel stuck," "I can't move," or "I feel like I am encased in cement."

Eyes widen

The body is ready to return to fight/flight as soon as the threat passes.

SHUTDOWN/COLLAPSE

The client is **HYPO**aroused.

The muscles are flaccid and loose.

The parasympathetic nervous system is dominant.

Decreased heart rate/blood pressure/temperature

The client may not be able to speak at all.

Blank stare

Sensory info stops at the thalamus. It doesn't reach the cortex (so it's not integrated). The client is less aware of their internal and external world.

Endorphins release to numb pain. Dynorphins release, which can make the client feel detached from their body.

Can result in fainting

Knowing the differences between these two responses can help you determine which therapeutic strategies you should use with a given patient.



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FOUR KEY WAYS COLLAPSE/SUBMIT CAN PRESENT IN A CLIENT

Adapted from Ruth Lanius, MD, PhD, Pat Ogden, PhD and Deb Dana, LCSW

The collapse/submit trauma response is often considered “the defense response of last resort.” It’s how the nervous system often handles chronic, inescapable trauma.

In a moment of trauma, this defense response can lessen the client’s experience of pain. But after the trauma has passed, these adaptations interfere with a healthy life.

Here are four key ways collapse/submit might show up in your client:

Compliance / Obedience



Your client might be simply going through the motions of life on autopilot. They may feel detached from bodily experiences, and their feelings no longer guide their actions. For example, a client who experiences domestic violence may no longer be aware of fear, which keeps the person in the situation.

Treatment-Resistant Depression



Experiencing ongoing, inescapable traumatic stress can lead to treatment-resistant depression. The defining feature of this kind of depression is **learned helplessness**. When your client presents with this symptom, it’s important to consider the client’s history (for example, did they experience chronic, inescapable stress?).

Interpersonal Conflict



A patient in collapse/shutdown might have difficulty engaging with others and/or setting boundaries.

Social Avoidance / Desire to Isolate



Collapse/submit can make it difficult for a patient to engage in basic daily activities, like making meals or personal hygiene. They may withdraw socially.

Being able to recognize the many ways that collapse/submit can manifest in your client is crucial for providing effective treatment.

HOW A CAREGIVER'S TRAUMA CAN IMPACT A CHILD'S DEVELOPMENT

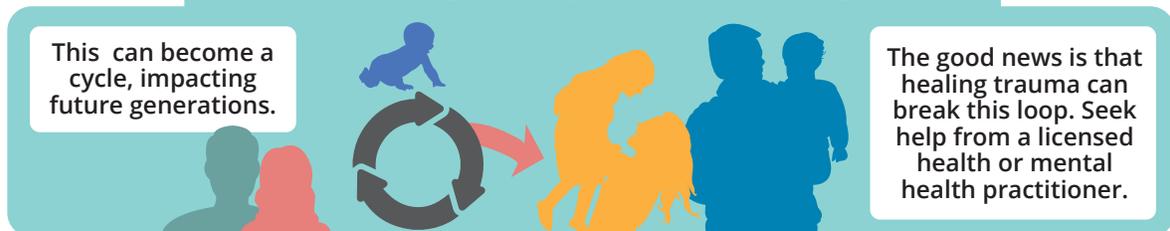
EARLY DEVELOPMENT



ADULTHOOD



BREAKING THE CYCLE OF TRAUMA



Parenting is a hard job, and this isn't meant to add to the stress of raising children. But it's critical to provide practitioners with information that can help them work more skillfully with patients who've experienced trauma and help them resolve their trauma. Trauma is not a life sentence – it's never too late to heal.

Understanding the Brain

Hand Brain Model, Dr. Dan Siegal

Survival Brain Sensation Autonomic functions Survival strategies: fight, flight, freeze, submit, & collapse	Emotional Brain Expression/ regulation of feeling Memories relationships/ attachment	Amygdala Smoke alarm	Thinking Brain Critical thinking Problem solving, planning, creativity, beliefs, impulse control	Offline Brain Survival brain in control! Not able to access the thinking brain.
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Downstairs Brain

- Allow acting before thinking
- Emotional reactions
- Bodily functions like breathing
- Fight or Flight response

Upstairs Brain

- Allow thinking before acting
- Decision making
- Control of emotions
- Control of body
- Focus
- Concentration
- Self awareness

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The Impact of Childhood Trauma on Brain Development

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Impact of Childhood Trauma on Brain Development

- Some parts of the brain grow and develop rapidly at certain ages.
- Overwhelming stress in childhood affects the way the brain develops
- During critical periods of development, trauma can badly affect different areas
- Positive experiences can help development
- Negative experiences impair development

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Hindbrain

- First part of brain to evolved
- Includes brain stem and cerebellum
- Coordinates survival functions
 - Respiration, digestion, reproduction, sleep
- Good at regulating survival functions
- Has not changed much in millions of years

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Impact of Childhood Trauma on Brain Development

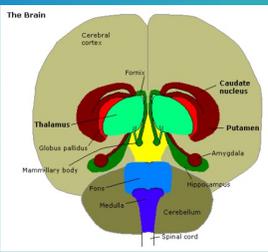
brains develop from the 'bottom up' i.e. the brain stem first

brain stem works fully when born controls basic survival functions – heart rate, breathing, sleep, hunger

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survival functions develop before those for planning and impulse control

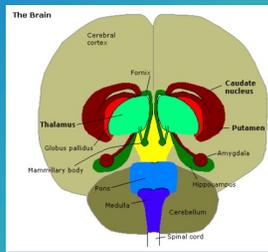
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Midbrain or Limbic System

- Evolved 150 million years ago
- Includes:
 - Thalamus
 - Hypothalamus
 - Hippocampus
 - Amygdala
- Handles memory, learning emotions

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Midbrain or Limbic System

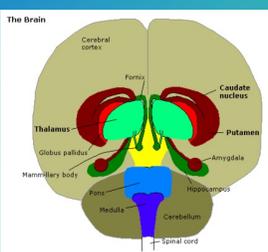
Thalamus

- Relays messages between lower brain centers and cerebral cortex

Hypothalamus

- Controls maintenance functions like eating
- Helps govern endocrine system
- Link to emotions and rewards

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Midbrain or Limbic System

Hippocampus

- Major role in learning and memory.
- It is a plastic and vulnerable structure that gets damaged by a variety of stimuli

Amygdala

- help regulate emotion and encode memories—especially when it comes to more emotional remembrances
- part of the brain that drives the so-called “fight or flight” response.
- plays a pivotal role in memory

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Impact of Childhood Trauma on Brain Development

threat detection system (amygdala) is functioning at birth

the amygdala can register a fear response in the final month before we're born

a memory of fear

can develop before language (i.e. this is pre-verbal)	can develop before an understanding where the fear comes from	Is stored in our body as body memories and emotions
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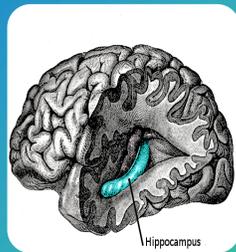
Impact of Childhood Trauma on Brain Development

The hippocampus - comprehend our surrounding context and assess stimuli to determine whether it is threatening

- Is not fully functional until age 4 or 5

Infants and children are dependent on the adults around them to decode the surrounding world and explain it to them.

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Brain Changes Due to Childhood Trauma

The hippocampus becomes smaller, and its structure is interrupted (Wilson et al., 2011; McCrory et al, 2010)

- Can affect attention, learning and memory (Hedges and Woon, 2011; Pechtel and Pizzagalli, 2011)

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+ • ○ **Brain Changes Due to Childhood Trauma**

- Extreme stress means there is more cortisol in our system (Murray-Close et al., 2008)
- More cortisol can
 - stop the hippocampus working
 - reduce the volume of the hippocampus which is associated with poorer declarative memory*, depression and physical inflammation (Danese et al., 2006)
 - *a conscious memory of a particular fact or event

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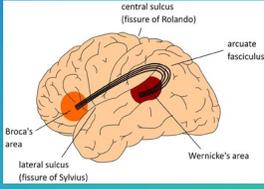
Brain Changes Due to Childhood Trauma



- Changes to amygdala function (Wilson et al., 2011; Pechtel and Pizzagalli, 2011) can make a person more likely to react to triggers, especially emotional ones. People can experience emotional extremes and struggle to regulate their emotions

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Brain Changes Due to Childhood Trauma

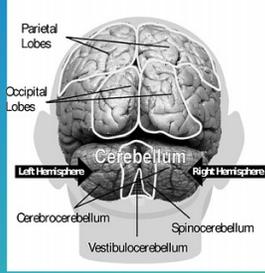


Reduced activity in Broca's area

- the area for speech
- can make it difficult to talk about trauma and describe it with detail (Hull, 2002)

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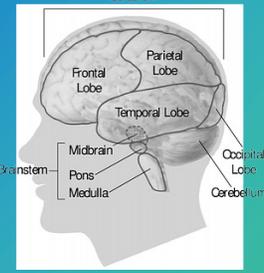
Neocortex



- Newest and Biggest part of human brain
- Handles conscious thought, language, sensory perception and generates instructions for the other brain regions
- Divided into 4 lobes
 - Frontal
 - Parietal
 - Occipital
 - Temporal

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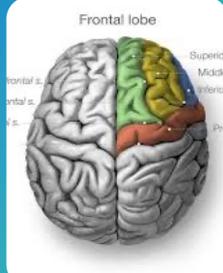
Cortex



- Frontal Lobe
 - Executive functioning – cognition and control of our actions
 - Seat of "the self"
- Parietal Lobe
 - Processes information about movement, temperature, taste and touch
- Occipital Lobe
 - Processes information from the eyes
- Temporal lobe
 - Integrates memory with input from our senses of sound, touch, taste, smell and sight

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Brain Changes Due to Childhood Trauma



- Reduced activity in different parts of the cortex- frontal lobes (McCrary et al. 2012)
- Can mean a survival response/s is triggered in absence of danger (Ali, et al. 2011)

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Dopamine Pathways

Serotonin Pathways

Functions
 Reward (motivation)
 Pleasure, euphoria
 Motor function
 (fine tuning)
 Competition
 Performance

Functions
 Mood
 Memory processing
 Sleep
 Cognition

Labels in diagram: Frontal cortex, Striatum, Substantia nigra, Nucleus accumbens, VTA, Hypothalamus, Raphe nucleus.

Brain Changes Due to Childhood Trauma

Changes in 'reward pathways' can mean that survivors anticipate less pleasure from different activities, and may appear less motivated (Pechtel and Pizzagalli, 2011)

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• **Brain Changes Due to Childhood Trauma**

Impact on Prefrontal Cortex

- The prefrontal cortex and the 'higher' brain are very vulnerable to traumatic stress (Silberg, 2013)
- Under traumatic stress, the 'lower' brain stem responses predominate
- Trauma affects our ability to think. It makes us less able to learn (Courtois & Ford, 2009) because we are in survival mode

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• **Brain Changes Due to Childhood Trauma**

Impact on Prefrontal Cortex

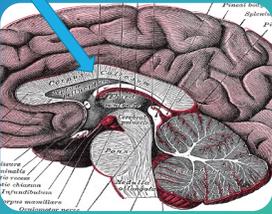
- Under traumatic stress, the 'lower' brain stem responses predominate, and impair a person's ability to be calm, learn, think, reflect and respond flexibly.

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Right and Left Sides of the Brain

Right	holds the images, themes and sense of personal existing across time
Left	holds the drive to make logical meaning and put words to wordless feeling states and perceptions.
Corpus Callosum	a bundle of nerves that connects the two sides and integrates the emotional and cognitive aspects of our existence

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Brain Changes Due to Childhood Trauma

The corpus callosum which connects the left and right sides of the brain, is reduced

- prevents the two sides of the brain working in a coordinated way (Wilson et al., 2011)

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Frozen Thinking



Trauma Causes

- Disconnection of left and right side
- Body and thoughts are no longer connected

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- **Brain Changes Due to Childhood Trauma**

- Trauma affects the coordination of nerve networks.
- In this way, adaptation to trauma, especially early in life, becomes a "state of mind, brain, and body" around which subsequent experience organizes (Cozolino, 2002)

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- **VAGUS NERVE RESET**

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Basic Vagus Nerve Reset
Based on exercise in Stanley Rosenberg's book: *Accessing the Healing Power of the Vagus Nerve*

1. Check your necks range of motion

- a. Looking forward, then turn your head as far to the right as you can comfortably go. Notice how far you have turned.
- b. Come back to center. c.
- Then turn all the way to the left as you can go comfortably. Notice your range in this direction

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Basic Vagus Nerve Reset

2. Sitting or lying on your back with your head facing forward, interlace your fingers and put your hands behind your head

3. Continuing to look forward and use your hands to support your forward facing head.

4. With your head facing forward, move your eyes to the right as far as they can comfortably go.

- Hold this position for at least 30 seconds, but as long as you like.
- You may find yourself swallowing, yawning, sign, wiggling, burping, gurgling.
- After 30 seconds or when those experiences stop, bring your eyes back to center looking forward.

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Basic Vagus Nerve Reset

5. Now repeat that experience looking to the left.

6. Back to facing center, release your hands and re-check your range of motion. Notice what is different in your mind, body and spirit.

7. If you are feeling dizzy or nauseous, take some deep breaths as you allow your body to reset in this new state.

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THE POLYVAGAL SYSTEM

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The Polyvagal System

Two vagal systems

- an older circuit originating in the brainstem involved in the defensive strategies of immobilization such as fainting and dissociation
- a newer limbic circuit linking the heart to the face that is involved in both social engagement behaviors and in dampening reactivity in the sympathetic nervous system.

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Dorsal Vagus

- a more primitive, early-developing “reptilian” or “vegetative” structure
- oversees our primary defensive survival strategies and drives the freeze response
- activates the impulse to hide or feign death
- shuts down metabolic activity during immobilization due to extreme terror

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Ventral Vagus

- a later-developing “mammalian” limbic-based system
- modulates sympathetic arousal through social engagement, with the goal of defusing aggression and tension
- provides safety through connection
- supports the ability to communicate via eye contact, facial expressions, tone of voice, and the ability to listen, all of which play important roles in our capacity for social engagement
- calms the heart: the term vagal tone refers to the regulation of our heart rate. As the heartbeat slows, we feel calmer and become more available for connection

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the two branches of the vagal system are hierarchical

when social engagement is a possible choice

- the newer ventral vagus directs our responses

if safety through loving connection is not possible

- the system falls back on the dorsal vagus
- vagal tone decreases and the heart rate rises in preparation for survival

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When early life trauma

- older dorsal vagal defensive strategies of immobilization dominate
- leading to freeze, collapse, and ultimately to dissociation
- the ventral vagus fails to adequately develop, and social development is impaired
- traumatized infants favor freeze and withdrawal over social engagement as a way of managing states of arousal
- has lifelong implications

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Implications

physiological level

- since the vagus nerve innervates the larynx, pharynx, heart, lungs, and the enteric nervous system (gut), the impact of early trauma on these organ systems leads to a variety of physical symptoms

psychological and behavioral level

- the capacity for social engagement is severely compromised, leading to self-isolation and withdrawal from contact with others, as well as to the many psychological symptoms

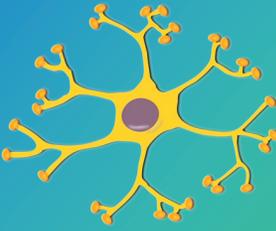
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Fun Brain Facts

- A single neuron can have 7,000 synapses
- Within the brain are some 100 billion neurons, each capable of synaptic connection with 60,000 to 100,000 other neurons
- When new information enters the nervous system, whether of internal or external origin, it activates unique patterns of interconnection, or neural assemblies, that are governed by specific laws.

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Hebb's Law



- Cells that fire together, wire together
- If two neurons are electrically active at the same time, they will automatically form a connection.
- If they are already weakly connected, the synapse between them will be strengthened.
- Neural firings gather all aspects of an experience together into a neural assembly that is encoded in memory. It is believed that the firing is the memory.

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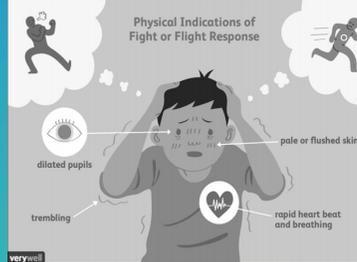
Hebb's Law



- This activity-dependent wiring together is the basic mechanism of all learning and adaptation.
- With new learning comes the growth of new neurons and the branching of dendrites that allow the brain to change and expand the established connections among existing neurons.
- We can conclude that at the physiological level, supporting growth and healing involves tapping into the processes that build and modify the cells of the nervous system and the firing patterns of neural assemblies.

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COHERENCE BROKEN AND SYSTEM IS ACTIVATED TO FEND OFF THREAT



Physical Indications of Fight or Flight Response

- dilated pupils
- trembling
- pale or flushed skin
- rapid heart beat and breathing

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Physiological Markers of Coherence versus Activation

Coherence	Activation
Breath is slow and deep	Breath is rapid and strained
No bracing in muscles	Muscles are braces or slack
Breath moves through whole body in steady rhythmic wave	Breath is disconnected and does not flow between body areas

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Markers of Coherence versus Defensiveness in Relationship

Coherence	Activation
Breath is slow and deep and matched	Breath is rapid and strained and mismatched
Open, relaxed, eyes soft, approachable.	Defensive posture, avoidant, no eye contact.
Ease and flow between people.	Disharmony, jagged flow, and connection is disrupted or forced.

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- **Developmental Trauma/Toxic Stress = Disorganization and Loss of Rhythm**

- Right side of brain does not connect to left side of the brain
- Unable orientate and navigate the world
- Clumsy with left and right out of rhythm
- ADD symptoms and disorganization
- Unable to build cohesion with others
- Out of sync, not able to play with others

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- + •
- **We Build Rhythm and Cohesion Together**

- Connect to Body and Each Other
- Teach Self Regulation
- Help organize the internal system
- Give experience of co-regulation
- Teach them to be in rhythm with the whole
- Create a cohesive system
- THIS IS THE WORLD OF HEALING FOR KIDS

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- + •
- **The Impact of Chronic High Arousal on Early Life**

- When fight or flight is not available to a threatened person due to:
 - Size (infant, small child)
 - Mobility
 - Cognitive abilities
- Experience only home they have as unsafe

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- + •
- **The Impact of Chronic High Arousal on Early Life**

- Sets up a pattern for a lifelong sense that the world is unsafe
- The earlier the trauma, the more global the impact on the physiology and psychology

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- + •
- **The Impact of Chronic High Arousal on Early Life**

- stuck in defensive-orienting response
- high arousal
- geared up for fight or flight
- a sense of threat that triggers more defensive orienting
- ongoing distress cycle that affects all the body's systems

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The Effects of Chronic Threat

In abuse families – child will be

- in defensive-orienting response
- high sympathetic arousal
- vigilance

To address the pain of constant high arousal state

- Freeze – numbing self
- Parasympathetically dominant state of collapse
- Detaches consciousness from ongoing painful experience
- Disconnects bodily experience and threatening environment
- Begins a pattern of lifelong dissociation

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Range of Resiliency

- Capacity to cope
- Capacity to self-regulate and self-soothe
- Range of resiliency is impacted by early trauma
 - Results in freeze and dissociation
 - Which results in
 - Narrowed range of resiliency
 - Decreased access to healthy aggression – including fight-flight response
 - Impaired social engagement
 - Less able to cope with life's challenges and later trauma

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Coherence

- How each part of a system behaves in relationship to others and the whole
- Is a reflection of the positive cooperation within a system and between systems
- Individuals experience coherence as
 - Ease, organization and unity throughout the body
- It is a result of integration of internal and external resources

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External Resources

- Elements of early environment that are experiences as:
 - Supportive
 - Help us to self-regulation
 - Provide a sense of safety, meaning and continuity in one's life
 - In combination with internal resources

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Internal Resources

- Inborn
 - Genetic resiliency
 - General hardiness
- Additional internal resources develop as a result of supportive positive life experiences

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Impact of Trauma on Resources

In untraumatized children	• Internal resources and available ongoing external resources support coherence and organization on all levels
In traumatized children	• Unable to integrate traumatic experiences • Loose capacity to assimilate new experiences • Development stops at a certain point
Psychological consequences of trauma –	• Breakdown of adaptive process that leads to maintenance of an integrated, coherent, continuous and unified sense of self

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ATTUNEMENT TO SELF

- LEARNING TO SELF-REGULATE

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Attune to Self

- How am I feeling physically?
- How am I feeling emotionally?
- How connected am I internally and with others?
- How do I respond to this in a loving and nurturing way?

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Meeting Stress with Mindfulness

- Notice the breath coming in and out.
- What am I experiencing in my body?
- What am I feeling?
- Breathing into these sensation in the body.
- Allowing the sensations to relax on the breath out.

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CO-REGULATION

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Co-Regulation

- What does it mean
- What does it look like

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Coherence Within

How each part of a system behaves in relationship to others and the whole

Is a reflection of the positive cooperation within a system and between systems

Individuals experience coherence as ease, organization and unity throughout the body

It is a result of integration of internal and external resources

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Coherence Within Relationship

How each party behaves in relationship to other and the whole

Is a reflection of the positive collaborative attunement with the other.

Relationships in coherence are open, understanding, safe, relaxed and receptive with no need for defense.

It is a conscious and automatic attunement and co-regulation process where each systems learns to regulate with the other to create the field of coherence.

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When our hearts open, we know that we are in fact the world, when we experience the pain of others in our own blood and muscle, we are feeling compassions. It begins as gentle love and acceptance of ourselves, and it extend to include our family and friends, and eventually all beings, those we know and those we do not, as well as all of nature – rocks and raccoons and stars and water.

Ram Dass, Compassion in Action

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We Create a Coherent Field Together

We begin to reflect that, although the suffering of others may not be our fault, it is our responsibility, not to a heavy sense of have the world on our individual shoulders, but in a natural way, as if we were all part of the same body; if there is an itch , we scratch it, if one part of it hurts, we try to heal it.

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PART MODEL - DANIEL SEIGEL, MD

PRESENCE

- Open awareness of self and environment
- Relaxed felt sense of self in present moment

ATTUNEMENT

- Felt sense of what is going on for the other

RESONANCE

- Focus attention and alignment between two beings

TRUST

- Open state of wondering about each other rather than reactive coercion

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Partner Breathing

Match your partner's breath or invite your partner to match your breathing as you breathe together.

It may take 1-2 minutes or so to 'get synched' and match your breathing rhythms together.

Breathe together for 5 minutes, until you feel synched and connected with each other.

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Attunement with Others

What do I notice in my partner's body?

What feeling is radiated and shared between us?

Can I connect and pace my breathing with my partner?

How do I respond to this interaction in a loving and nurturing way and with what tool?

Sometimes just pacing the breath to a longer slower pace is enough.

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POLYVAGAL EXPERIENCE

friend, freeze, fight, flight, flop

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Unscrambling the Toxic Chaos of Developmental Stress

- Rewiring** • Rewiring the flow
- Unknotting** • Unknotting energetic tangles
- Moving** • Moving into the flow
- Walking** • Walking together
- Learning** • Learning to flow with others

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Unscrambling the Toxic Stress Response

- Reorganizing the flow of energy
- Balancing the Thoughts
- Cross Crawl/ Shoulder Pull
- Figure 8 Around the Eye or Moving Eyes in Figure 8
- Balance Hook Up
- Head Holding and or Havening

74

Think of a time when you were so stressed that you became scrambled

Friend

Flop

Freeze

Fight

Flight

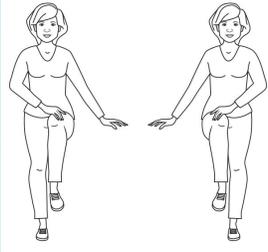


75

Unscrambling the Toxic Stress Response

- Reorganizing the flow of energy
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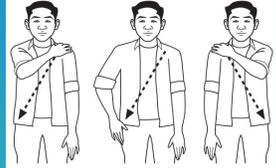


The Cross Crawl/Cross Over Shoulder Pull
from Paul & Gail Dennison, Brain Gym AND Donna Eden – www.learnenergymedicine.com

STEPS for CROSS-Crawl

- From a standing position, begin marching in place, lifting the knees high
- While marching, tap the outside of the right knee with the left hand, and the outside of the left knee with the right hand, alternating from one side to the other.
- Add in humming a tune, counting, and humming a tune
- Repeat for at least one minute, breathing in through your nose and out through your mouth.

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The Cross Crawl/Cross Over Shoulder Pull
from Paul & Gail Dennison, Brain Gym AND Donna Eden – www.learnenergymedicine.com

STEPS for CROSS OVER SHOULDER PULL

- Put your right hand on top of left shoulder, draw your hand down and across your body to your right hip
- Put your left hand on top of right shoulder, draw your hand down and across your body to your left hip
- Repeat for at least one minute, breathing through your nose and out your mouth.
- Optional to have someone do this on your back while you do it on your front.

78



Figure Eights Around the Eyes
(as taught by Donna Eden www.learnenergymedicine.com)

Steps:

- Place your middle finger of one hand at the bridge of your nose in between your eyes.
- Pressing firmly, trace figure 8's around your eyes; start by dragging your finger up about 1/2 inch above your eyebrow, circling on the forehead around to the outside orbit of your eye, then under your cheekbone, up to the starting point again. Continue that pattern while dragging your finger in the same way around the other side of your eye.
- Trace the figure 8 around both eyes about ten times.

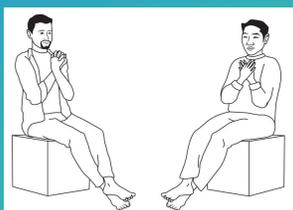
79

BALANCED HOOK UP
DEVELOPED BY WAYNE COOK, AS TAUGHT BY DONNA EDEN - WWW.LEARNENERGYMEDICINE.COM

- Place left ankle over the right ankle.
- Simple pose put the right hand on center on center of chest and the left hand on top and proceed to step 6.
- Extend both hands in front of you, palms facing out, thumbs down.
- Cross the right hand over top of the left, interlace the fingers
- Fold clasped hands down and then fold inwardly and up to rest on the chest
- Place your tongue on the roof of the mouth on the in breath, then place it on the floor of the mouth with a long out breath
- Focus on your breathing until you feel calm (2 to 15 minutes)
- Connect your fingers at the tips, put your thumbs between your eye brows, take three slow breaths in through your nose, out through your mouth

80

BALANCED HOOK UP
DEVELOPED BY WAYNE COOK, AS TAUGHT BY DONNA EDEN - WWW.LEARNENERGYMEDICINE.COM



81



Healing Head Hold
(Adapted from Terrence Bennett's Touch for Health)

- Select something to focus on: either your internal experience (somatic sensations) OR on some emotional distress
- Rate the issue or memory 0 - 10
- Place one hand across the forehead with the little finger across the eyebrows and the thumb up by the hairline.
- Lightly hold the back of the head with the other hand, with the little finger at the base of the skull, holding the rounded portion of skull under the occipital ridge.
- Gently focus on your internal experience OR on the issue or distress, while breathing gently but deeply
- Gently hold this position for several minutes until you feel a pulse or heartbeat in both hands; or until the issue or distress shifts and releases.

82

Friend



Creating Inner and Outer Safety
Softening into Connection and Caring- Coming to Meet our Pain Together

83

Friend Response – Survival Needs

- Softens the body
- Produces oxytocin which promotes connection
- Builds Coherence between people
- Brings the person back to the community
- Allow the open connection and support
- We are in this together inside and out

84

Friend Response – Creating Connection and Safety

- Building a safe Energy field
- Heart Breathing
- Resourced Heart Breathing
- Butterfly Hug
- Allow the open connection and support

85



Breathing

Heart Assisted Therapy – John Diepold, PhD
Heartassistedtherapy.net

- Put one hand on the middle heart chakra and the other hand over it.
- With eyes open, breath in through the nose and out through the mouth.
- Switch hands, repeat 3 slow, deep breaths.
- Switch hand, repeat 3 slow, deep breaths (for a total of 9 breaths).

86



Resources Heart Breathing

- Put one hand on the middle heart chakra and the other hand over it.
- Notice the felt sense of your breath coming in and out of your heart.
- Think of a person, animal, place, and or experience where you felt love protection, support, or calm
- Breathe in in and out of the felt sense in your heart.

87



Butterfly Hug

- Place the right hand on the left upper arm and the left hand on the right upper arm or place the hands on top of each other at the center of chest.
- Alternate the movement of your hands tapping one arm or side of chest and then the other like the flapping wings of a butterfly
- Your eyes can be closed or partially closed
- Breathe slowly and deeply
- Either focus on an emotional distress or trauma; OR
- Observe what is going through your mind and body such as thoughts, images, sounds, odors, feelings, and physical sensations, just like clouds moving through the sky, with no judgment.
- Continue until you feel calm and your thoughts have settled.

88

Freeze

Unlock and Soften Into the Flow of Energy



89

Freeze Response – Survival Needs

- Assess and prepare to respond
- Become unnoticed so not pursued
- Gathering the energy to respond
- Shut down-emotional distancing

• Mongeau R et al (May 2003). Neural correlates of competing fear

90

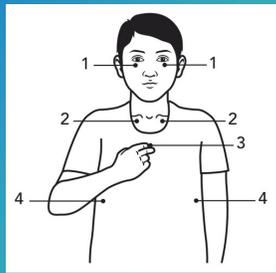
Freeze – Unlock the System, Flow, Relax

- Unlock frozen body tension
- Four Point Tapping
- Chest Tapping
- Shake
- Move

91

Four Points Tapping

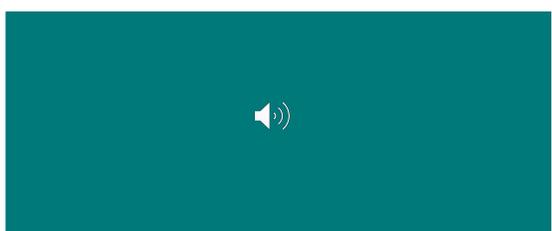
(Donna Eden - www.LessEnergyMedicine.com)



- Under Collarbone K-27 (kidney 27 points)
- Center of Sternum (above the thymus)
- Under the arm (spleen points)
- Under the eye (stomach points)

92

Shaking and Moving Yourself Free



93

Fight

Release the Pent-up Energy and Mobilize to Protect



94

Fight Response – Survival Needs

- Feel the need to be right no matter what
- Anger-verbal and non-verbal
- Threatening behavior and posturing.
- The classic power struggle where the care provider is trying to get the person to do what they want or vice versa.

• "Fight or flight response" Walter B Cannon, 1926

95

Fight – Discharge the Energy

- Engage the fight and Discharge the Energy
- Stress Blow Out
- 4-7-8 Breathing
- Balanced Hook Up - Integrating the Energy
- Mobilize and Shake it out

96

Flight

Come Home
Be Present
Meet the
Distress



97

Flight Response – Survival Needs

- Moves the person away from the threat
- Creates disengaged to promote safety
- Increased avoidance feelings and stressful tasks
- Creates Isolation
- Promotes self reliance and excludes help and support

98

Flight – Coming Home

- Relaxing and Moving Back Into Life
- Getting Here Now
- Calming Hug With Calm Breathing
- Meeting Stress With Mindfulness

99



Calming Hug
(as taught by Donna Eden – www.LearnEnergyMedicine.com)

- Sit comfortably with arms crossed, one hand wrapped around the upper arm just above the elbow.
- Put the other hand underneath the arm holding the side of the body about 4-6 inches below the start of the armpit. Hold for at least one minute.
- Switch the holding position with the other hand wrapped around the arm, middle finger in the notch above the elbow, and the other hand under the arm and hold at least one minute.
- Switch positions back and forth several times, until you feel a shift and a sense of deep relaxation.

100

Flop

Coming Back Into the Body and Mobilizing the Energy



101

Flop Response – Survival Needs

- Prepare the system for impact
- Produces pain management chemicals
- Makes the body flaccid and conserves energy
- Removes awareness from body - dissociation
- This is the space out unseen child in the corner

102

Flop Response – Waking Life Up

- Getting the Energy Flowing and Waking Up the System
- Getting Here Now and Assisted Shock Relief
- Four Points Tapping with Sound
- Simplified Self Having or Dancing and Shaking

103

GETTING HERE NOW



WHAT DO YOU SEE
IN THE ROOM?



WHAT DO YOU HEAR
IN THE ROOM?



CAN YOU FEEL
YOUR FEET ON THE
GROUND?



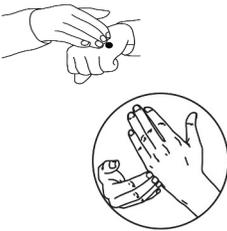
CAN YOU COUNT BY
THREES OUT LOUD?

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Assisted Shock Relief

Tap repeatedly on the side of the hand and/or back of the hand until the person comes back to awareness



105

Assisted Shock Relief

Tap repeatedly on the side of the hand and/or back of the hand until the person comes back to awareness



106

Bounce It Out – Heel Shock Release

(Donna Eden – www.LearnEnergyMedicine.com)

Bounce up and down on balls of foot with slightly bent knees, letting the heel firmly strike the ground for at least a minute or rub around the heel.

OR

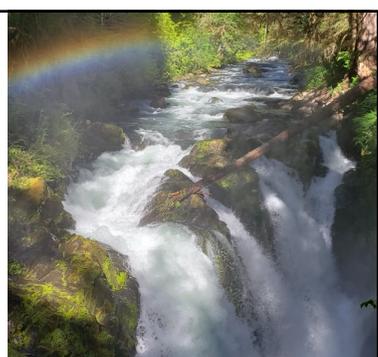
Shake Shake and Shake it out for about 7 minutes



107

Integration

Everything flowing coherently



108

Processing and Integrating

- Releasing the Trauma and Integrating the System
- Balancing the Thoughts
- Finding Wholeness, Rhythm and Flow
- TTT
- Healing Head Holding

109

Group Visualization

- Creating a Convergent Healing Field
- Use TTT to Tap through Traumatic/Stressful Experience Together

110



Simplified Self-Havening Techniques®

by Ron Ruden, PhD

- Cross the arms, putting the right hand on top of left shoulder and the left hand on top of right shoulder.
- Gently draw the hands from both shoulders down to the elbows, (both hands at the same time) slowly and repeatedly.
- At the same time, hum a tune without words.
- Alternate with rubbing your palms together in circle.
- Continue until calm.

111

TTT with movement and song

- Activates the whole system
- Gets the energy flowing
- Comprehensive approach
- Fun
- Easy
- Check out Too Fingers Tapping

112



- Adapted from EFT and TFT by Gunilla Hamne & Ulf Sandstrom of Peaceful Heart Network
- Used in Africa and with refugee worldwide

Rwanda	Finland
South Sudan	Sierra Leone
DR Congo	India
Lesbos	Kenya

TRAUMA TAPPING TECHNIQUE (TTT)

First Aid for emotional stress and trauma

113

Trauma Tapping Technique

Purpose:

- Defuses and desensitizes traumatic memories and reactions.

Use when:

- After a shocking or traumatizing incident
- When feeling emotional distress
- For post-traumatic stress: anxiety, flashbacks, insomnia, etc

Common experiences:

- Feeling emotional discharge and release
- Shifts in perception & greater clarity
- Feeling more balanced, relaxed, Here & Now

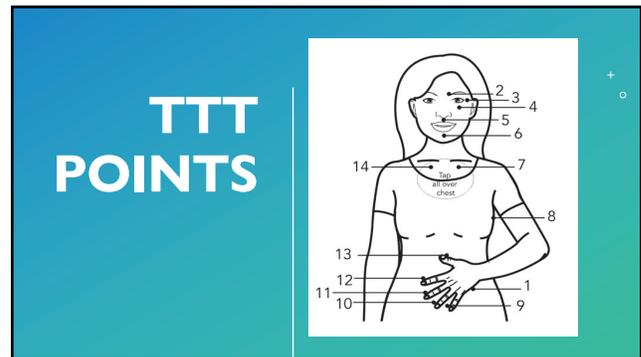
114

TRAUMA/Tension TAPPING TECHNIQUE

Connect	Connect to the emotion that bothers you, ever so slightly.
Tap	Tap 15 times, firmly but gently – on each point.
Breathe	Take two deep breaths – short in and long out.
Tap	Repeat the tapping procedure as described above.
Breathe	Take two deep breaths – short in and long out.
Relax	Relax and breathe normally.
Finish	When treating somebody else, finish by holding their hand between yours and wait for them to be ready.
Ask	You can ask them to observe any change.

115

115



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- ## TTT POINTS
1. Side of the hand ("Karate Point")
 2. Beginning of the eyebrow
 3. Outside the eye on the bone
 4. Under the eye
 5. Under the nose
 6. Under the mouth
 7. Under the collarbone and on the whole chest, like drumming
 8. Under the arm, on the side of the chest
 9. The inside tip of the little finger
 10. The inside tip of the ring finger
 11. The inside tip of the middle finger
 12. The inside tip of the index finger
 13. The outside tip of the thumb
 14. Under the collarbone and on the whole chest, like drumming

117

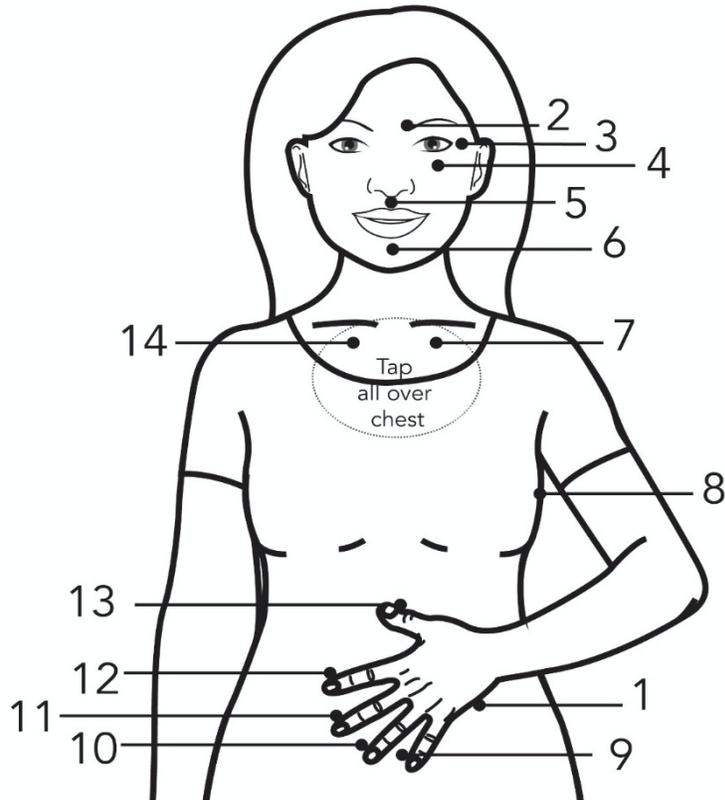
TTT - Alpha-Theta Breathing

Taking control of your breathing and making sure that you breathe out slower than you breathe in will take you from a situation where you may be in the sympathetic nervous system (*fight-or-flight* response) into the parasympathetic nervous system where you are calmer. Two breaths are enough, and three can be magical.

- Take a quick deep breath through your nose.
- Hold your breath for a couple of seconds. Notice what it feels like.
- Let your breath out through loose lips, like a deep sigh. Allow your shoulders to fall. Notice the feeling just after letting your breath out, before you start to breathe in.
- Repeat 2-3 times.

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Summary TTT



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Tap	Tap 15 times, firmly but gently – on each point.
Breathe	Take two deep breaths – short in and long out.
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Ask	Ask them to observe any change.

Resources

Books

- Healing Developmental Trauma: How Early Trauma Affects Self-Regulations, Self-Image, and the Capacity for Relationship Laurence Heller and Aline LaPierre.
- Resolving Yesterday: First Aid for Stress and Trauma with TTT by Gunilla Hamne and Ulf Sandstrom

Web

Amygdala Hijack

<https://www.youtube.com/watch?v=9u3UvXqArqs>

Hand Model of the Brain for kids (there are lots of different videos about this)

<https://www.youtube.com/watch?v=FTnCMxEnnv8>

Info on Adverse Childhood Experiences (ACEs)

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>

Resource for Resilient

<https://r4r.energypsych.org/>

Emotional First Aid - free training

www.r4rtraining.support

Mind/Body Tools for Children - free training and materials and training

r4r-children.org

Peaceful Heart Network

www.peacefulheart.se

self-help for trauma

<http://www.selfhelpfortrauma.org/>

TTT video of boy tapping on his own

English https://drive.google.com/file/d/1WU57PLaH7QvCb5-tjrA_pZ06384BI1jr/view?usp=sharing

Spanish <https://youtu.be/ZzotVQowfsM>

Two Fingers Tapping Video

<https://www.youtube.com/watch?v=SI0AkZfRGNE>

Redding School of the Arts TTT Tapping

https://www.youtube.com/watch?v=s8N8m3LE_DM&feature=youtu.be

FREA: Finding Recovery and Empowerment for Abuse

<https://www.frea.support>