

EMDR THERAPY, CHRONIC SHAME, SELF & OTHER-DIRECTED AGGRESSION IN CHILDREN WITH COMPLEX TRAUMA & DISSOCIATION

Ana M Gomez

THE COMPLEXITIES OF CHRONIC TRAUMATIZATION & EMDR TREATMENT

SHAME **SELF-HARM**

FRAGMENTATION **AGGRESSION**

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DeYoung (2015)

SHAME IS THE EXPERIENCE OF ONE'S FELT SENSE OF SELF DISINTEGRATING IN RELATION TO A DYSREGULATING OTHER.

“SHAME IS THE EMOTIONAL RESPONSE TO SOCIAL ABANDONMENT OR TO THE RECOGNITION OF FAILURE TO MEET THE REQUIREMENTS FOR BELONGING”

Corrigan (2014)

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ANXIOUS AMBIVALENT **AVOIDANT** **DISORGANIZED**

SHAME IS RELATIONAL

SHAME AS AN ATTACHMENT EMOTION (SCHORE)
 THE DIFFERENT SHADES & TEXTURES OF SHAME

SHAME IS AN ACUTE STRESS RESPONSE TO INTERPERSONAL TRAUMA

Dianne Trumbull

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EMOTIONALLY DETACHED-LONELY HYPOAROUSSED SHAME

.....“Before they have language they are already containing themselves, hiding their true feelings from attachment figures. And before much longer, many are hiding their emotions from themselves.....the self is edited in order to fit in”
(Cundy, 2018)

- Showing neediness, emotions and wishes leads to rejection.
- Not showing needs will protect the relationship with the caregiver

Gomez, 2013, 2017

Avoidance is a defense developed to stay in relationship with a distant, cold and neglectful caregiver.

UNDERNEATH, SHAME AND PAIN RESIDE

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SHAME COUPLED WITH PANIC/FRIGHT-CONFUSION & COLLAPSE DISORGANIZED SHAME

- Internal conflict between defending against the person they want connection from
- Mirrored by the disorganized mind of the parent
- The child learns that there is something wrong with them and their bodies. The confused self

Foreagy, P., Costello, G., Jurks, G. J., & Target, M. (2002); Steed, M., & Foreagy, P. (2010).

- The world does not only invalidate the child's inner experience but distorts it
- Good and bad split

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ANXIOUS-ANGRY HYPERAROUSSED SHAME

- **Unpredictable, undependable & intrusive care that prevents and hinders differentiation.**
- This is a child that had to sacrifice exploration in the service of connection, always working hard to maintain connection, meeting the needs of the parent...if I can work harder, if I could do it better
- **HIGH REACTORS**-After so many failed attempts anger comes and with it shame
- Sense of worthlessness and defectiveness
- Storytellers that hold shame whisper: You are bad and unworthy

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PRACTICE

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SHAME & OBJECT RELATIONS STADTER (2011)

<p>DIRECT SHAMING</p> <p>"Why can't you do this right? You are stupid, ugly. Why can't you be more like..."</p>	<p>INDIRECT SHAMING</p> <p>An internalized parent that is ashamed of himself or the child</p>
<p>NEGLECTFUL SHAMING</p> <p>Results from acts of omission</p>	<p>ABUSIVE SHAMING</p> <p>Victim carries all the shame related to the abuse</p>
<p>GRANDIOSE SHAMING</p> <p>Self value depends upon high performance</p>	<p>SELF-HARMING SHAMING</p> <p>An ashamed other models self injurious ways of treating oneself</p>

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COMPLEX TRAUMA SELF ORGANIZATION

DEFENSES

SHAME

TRAUMA

Entrenched defenses mixed and interwoven with deficits and memories of trauma and adversity

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NOT ME

THE ART OF SELF-PROTECTION THE MIND THAT DEFENDS AGAINST ITS OWN STORY

SHAME NOT ME NOT MINE

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COMING BACK HOME

WHAT KEEPS IT SEPARATE?

WHAT NEEDS TO BE SEEN, FELT, KNOWN?

WHAT ARE THE UNMET NEEDS?

WHAT ARE THE AI AND THE MISSING EXPERIENCES?

WHAT WOULD HAPPEN IF YOU KNEW, IF YOU FELT, IF YOU SAW...?

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DEFENSES COMPLEX TRAUMA

1. AVOIDANCE CONTROL
2. PLEASING FANTASY
3. MANIPULATION & DISSOCIATION
4. ISOLATION IDEALIZATION
5. IDENTIFICATION & ALLIANCE TO THE PERPETRATOR

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GENERATIONAL & SYSTEMIC DEFENSES

DEFENSES THE ART OF SELF-PROTECTION

- ✓ Hiding: How does the child hide physically and emotionally?
- ✓ Approach and avoidance patterns: What topics does the child embrace and which ones are avoided?
- ✓ How are stories told ?
- ✓ How does the body show forms of self protection and self-preservation?
- ✓ Relational defenses with caregiver: Avoiding eye contact and gaze

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DYSREGULATED AGGRESSIVE BEHAVIOR

SHAME
UNABLE TO USE AFFECTIVE DATA

LACK OR SHARE RESONANCE & COHERENCE
(Beauchaine et al., 2007)

HYPERAROUSAL, HIGH ACTIVATION OF THE SYMPATHETIC SYSTEM

UNINTEGRATED & SENSITIZED FIGHT FLIGHT RESPONSES PROTEST

INTERNALIZATION OF WOUNDING FIGURES PERPETRATOR IMITATING PARTS

COMPULSIVE IMPULSIVE EPISODIC REPETITIVE PRIVATE OVERT AND PUBLIC

DID NOT HAVE THE EXPERIENCES TO BUILD A HEALTHY VAGAL SYSTEM

VENTRAL VAGAL SYSTEM ALLOWS US TO BE ANGRY AND NOT BECOME PHYSICALLY AGGRESSIVE

ALEXITHYMA & IMPULSIVE AGGRESSION
(Teten, Miller, Bailey, Dunn, & Kent, 2008).

INTERNALIZING THE PERPETRATOR

- A DEFENSE
Idealization of the wounding parent and attachment to the perpetrator is a mechanism of adaptation.
- SURVIVAL & ATTACHMENT**
The relationship is always more important than the conflict. No conflict will destroy the relationship. (Hughes, 2012)
- LOYALTY TO THE WOUNDING FIGURE NOT TO SELF**
Child continues to see self through the eyes of the wounding figure
- SHAME & ALTERATIONS IN METAPERCEPTIONS**
Shame may lead to identify with the perpetrator
- ★ **LIVING IN TRAUMA TIME**

THE FUNCTION OF SELF-INJURY

Connors (2000)

WHAT ARE YOU GETTING MORE OF? WHAT ARE YOU GETTING LESS OF?

- REENACTMENT, ATTENTION SEEKING/AVOIDING, ESCAPE
- A WAY OF EXPRESSING FEELINGS & NEEDS, CONTROL
- UP AND DOWN REGULATION
- MANAGE DISSOCIATIVE PROCESSES
Pain may serve as an anchor to the present & the body

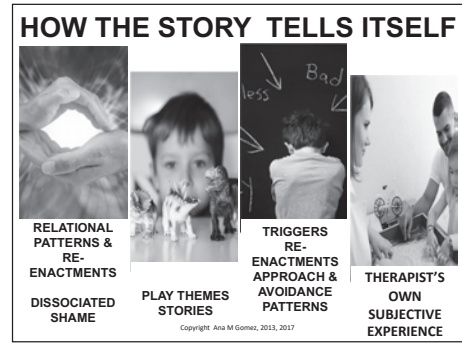
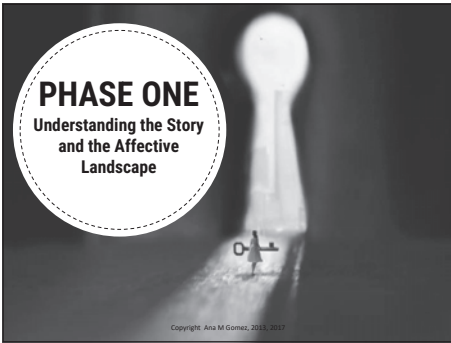
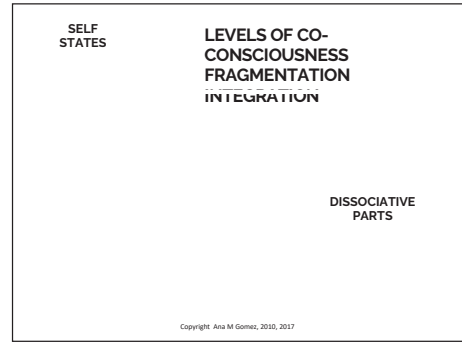
UNDERSTANDING INTERNALIZATION OF CRITICAL & WOUNDING FIGURES

PARTS

- KNOW THE HISTORY WELL "WHAT IS OUT GOES IN"
- PERPETRATOR MAY CONTINUE TO ENHANCE INNER DYNAMICS & FAULTY METAPERCEPTIONS
- PERPETRATOR CHARACTERISTICS ANGER, RAGE, AGGRESSION, COERCION?
- PREMEDITATION, GROOMING, MANIPULATION?
- INTIMACY, TRUST & CONNECTION?

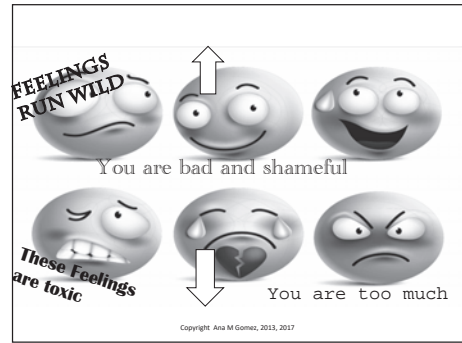
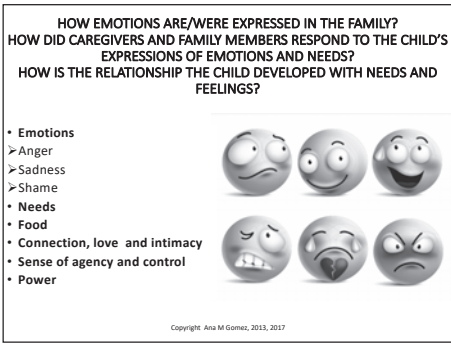
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- ☐ NAME IT TO TAME IT (SIEGEL)
IF WE DO NOT NAME IT & ACKNOWLEDGE IT, IT DOES NOT EXIST
- ☐ HOW DO THE ENVIRONMENT AND ATTACHMENT FIGURES RESPOND (e.g. EXTREME REACTIONS)
- ☐ BEING MINDFUL OF OUR OWN RESPONSES
- ☐ INCREASING PARENT'S AFFECT TOLERANCE
- ☐ INSTEAD OF FOCUSING ON THE BEHAVIOR, FOCUS ON FUNCTION & THE STORY BENEATH SELF-HARM
- ☐ MEANING

MEANING-MAKING

PLAYFULNESS
ACCEPTANCE
RESONANCE
PRESENCE
CURIOSITY
VALIDATION
MIRRORING

WE KEEP INVITATIONS OPEN

**STAY AWAY
DECLINED ENTRY**

DANCING WITH WHAT EMERGES
MOVEMENT TO MOMENT

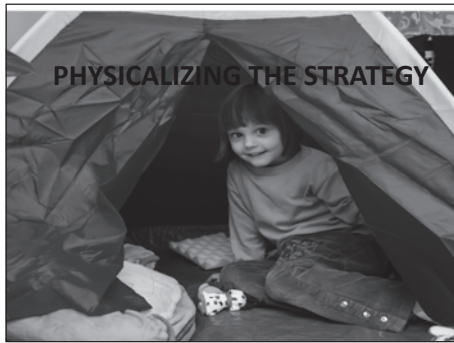
FLUIDITY
ENHANCE NEUROPLASTICITY
EXPANDING THE STORY

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“Physicalizing”

- ❖ Sandtray work
- ❖ Puppets and stuffed animals
- ❖ Puzzles
- ❖ Others

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HOW DO I PROTECT MYSELF....

- ❖ Creating masks that physicalize the part and represent how the client protects himself/herself.
- ❖ How does this part protect you?
- ❖ How does the client feel with it and without the mask representing this part?

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“Physicalizing”

Gomez

- INTERNAL CONFLICT
- PHOBIAS
- DYSFUNCTIONAL POSITIVE AFFECT

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What does it look/feel like?: Physicalizing (Gomez)

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What does it look/feel like: Physicalizing (Gomez)

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HIDDEN PAIN MAKING ITS VOICE HEARD

- SUICIDAL THOUGHTS & SELF-HARM AS A REGULATORY STRATEGY TO UP OR DOWN REGULATE
- DUE TO EARLY EXPERIENCES CHILD DOES NOT TRUST OTHERS TO TAKE CARE OF HIM/HER
- STRONG DEPLOYMENT OF RELATIONAL RESOURCES AFTER EVERY EPISODE OF SELF-HARM
- SUICIDAL GESTURES & SELF-HARM MAY BECOME A DYSFUNCTIONAL WAY OF INTERACTIVELY REGULATING
- IT MAY BECOME CHARACTEROLOGICAL SUICIDALITY (Schwartz, 1979).

What small step would I be willing to take as I look at this wall, maze or barrier?

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WHAT WAS THE UNDERLYING NEED, FEELING, STORY? **WHAT IS THE VOICE TRYING TO EXPRESS? WHAT STORY IS BEING TOLD?**

PRESENCE CO-REGULATION VALIDATION OF THE PAIN-TRAUMA (IT IS REAL) UNDERNEATH THE SELF-HARMING BX

CHILDREN TELL THEIR STORIES OFTEN WITHOUT WORDS PLAY IS THEIR NATURAL LANGUAGE

SANDTRAY & EMDR PUPPET SHOWS THE DOLL HOUSE EXPRESSIVE ARTS

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PROMOTING VERTICAL & HORIZONTAL INTEGRATION

DIFFERENTIATE THE INNER AND OUTER WORLD
 "I am not my thoughts"

ENTERING SHAME THROUGH PLAYFUL STATES

MACRO & MICRO PROCESSING & INTEGRATION

EDITING & RE-EDITING SELF-NARRATIVES NEURAL PLASTICITY (Cozolino, 2017)

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MEANING MAKING
 GIVING SHAME & AGGRESSION CONTEXT, MEANING & A STORY

❖ Segmented psychoeducation, metaphors & analogies: Entering the magic world of children & weaving in adaptive information

❖ Orienting shame in time & space: Whose voices are saying this? Who is the story holder of this emotion?

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- OUTSIDE VS INSIDE
- "THOUGHTS ARE LIKE BOOGERS"
- I PRODUCE THEM BUT I AM NOT THEM
- I CAN THINK THAT I AM BAD THAT DOES NOT MEAN I AM

PORTALS

- ❖ The "Not Safe to Know or Feel Yet Box"
- ❖ The valley of.....
- ❖ The space where we visit shame or yucky stuff

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FINDING AND SHARING THE STORY

NAME IT & SHARE IT


BEING THE NARRATOR OF THE CHILD'S STORY USING WORDS AND ACTING OUT LOUD THE EXPERIENCE (Siegel & Bryant, 2011)

WORK WITH PROCEDURAL MEMORY MODEL AND SHARE YOUR EXPERIENCE



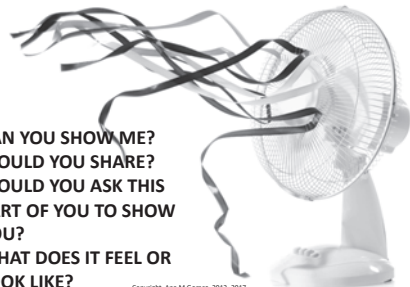
LITTLE EYES ARE WATCHING TO SEE HOW YOU CALM YOURSELF DOWN (SIEGEL & BRYANT, 2011)

CAN WE HOLD YOUR FEELING?



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VALIDATING THE PAIN



CAN YOU SHOW ME? WOULD YOU SHARE? WOULD YOU ASK THIS PART OF YOU TO SHOW YOU? WHAT DOES IT FEEL OR LOOK LIKE?

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HOW BIG IS MY SHAME?

HOW STRONG ARE THE WINDS OF YOUR SHAME OR PAIN?

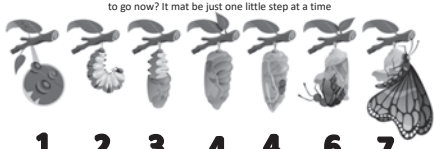


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FEELINGS & TRANSFORMATION

FEELINGS NEED AIR, LIGHT AND WINGS (Gomez)

Where is the shame, "the yucky feeling" "the mixed up-feeling" "the uncomfortable feeling" "the "I am bad feeling" and where does it want to go now? It may be just one little step at a time




1 2 3 4 4 6 7

If the butterfly is your.....where is it now? Where does it want to go?


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MISSING EXPERIENCES THE SHAME-STORY-HOLDER



A VISIT TO THE PART THAT HOLDS THE STORY	<ul style="list-style-type: none"> > IMPULSES > WORKING WITH THE BODY > BIGGER SELF > COMPASSION > MENUS 	LET THE STORY HOLDER TELL YOU WHAT HE/SHE WANTS YOU TO KNOW	VALIDATION EXPLORE THE NEEDS MEET THE NEEDS
--	--	---	---

OUR FEELINGS MAY NOT BE WELL FORMED RIGHT AWAY WE MAY NOT UNDERSTAND THEM AT FIRST BUT IF WE KEEP VISITING THEM, EVENTUALLY WE WILL GET TO SEE THEM



.....HAVE A RELATIONSHIP WITH THEM, UNDERSTAND THEM AND GET THEIR MESSAGE SO THESE VISITORS CAN FINALLY FADE AWAY

HEALING SHAME



SYSTEMICALLY

Wounding-Producing Dyadic Moments

I am a bad parent
Unrecognized shame
I am incompetent
I am defective

I am bad
I am unworthy
I am not safe
Shame

Lack of internal safety

Lack of internal safety

Growth inhibited emotional and somatic states

- Shame
- Anger
- Fear

Fight- flight- dissociative responses

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REWIRING THE BRAIN & REBUILDING THE SELF

THE MISSING EXPERIENCES MEETING UNMET NEEDS

REWRITING THE STORY & REBUILDING IMPLICIT MAPS

WEAVING ADAPTIVE INFORMATION

>What internal and external dynamics maintain shame (parent-child, teacher, friends, social media)

>Rebuilding the self
>The authentic self

>Missing experiences of appreciation, affection, **acceptance**, acknowledgment

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STOPPING THE BLEEDING: CHANGING WOUNDING MESSAGES AND INTERACTIONS

INVITING PARENTS TO BE ACTIVE PARTICIPANTS OF THE CHILD'S HEALING

SHAME HAS A GENERATIONAL STORY

WORKING WITH WOUNDED & WOUNDING ATTACHMENT FIGURES & THEIR PARTS

- ◊ PARENT'S RESISTANCE AND DEFENSES
- ◊ PEERS, SOCIAL MEDIA
- ◊ CULTURE & SOCIETY
- ◊ POSITIVE MOVEMENT
- ◊ SOCIAL COMPARISON

CAN WE HAVE CONVERSATIONS ABOUT SHAME?

CAN WE BE VULNERABLE TOGETHER?

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PARTS ARE STORYTELLERS

WORKING WITH PARTS

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SOME FEELINGS AND PARTS OF US HOLD STORIES FROM A LONG TIME AGO AND SOME OTHERS FROM THINGS THAT ARE HAPPENING NOW

LET'S SEE HOW OLD THIS FEELING IS? HOW OLD IS THE STORY THAT THIS PART HOLDS?

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THE PART OF ME THAT FEELS SHAME

THE PART OF ME THAT DOES NOT WANT TO FEEL SHAME

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INSIDE VISITS

Peeking in

- Visiting the sides, parts, colors, ways of being us that are having big feelings (shame)
- Hearing what their voices are saying

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INNER RESOURCES

UTILIZING ADAPTIVE INFORMATION

SEQUENCING ADAPTIVE AND MALADAPTIVE MEANING MAKING & DECISION MAKING

PHYSICALIZE INNER DIALOGUES THAT LEAD TO DYSFUNCTIONAL DECISION MAKING

IDENTIFY ADAPTIVE INFORMATION AND INNER RESOURCES

USE BLS DURING REALIZATION MOMENTS

INVITE A RE-DO DIFFERENT ENDING

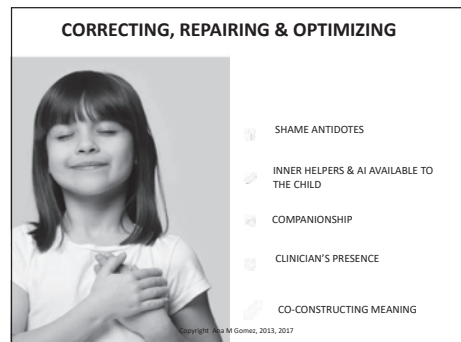
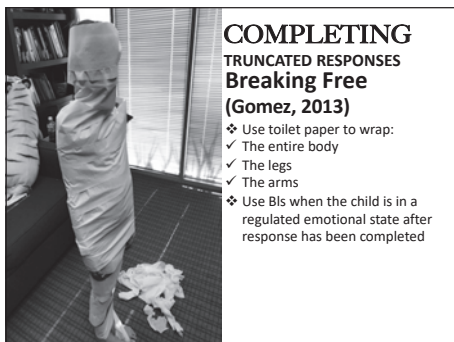
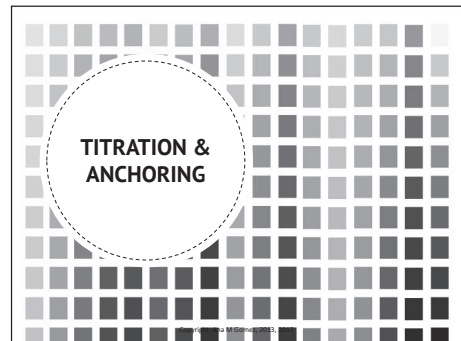
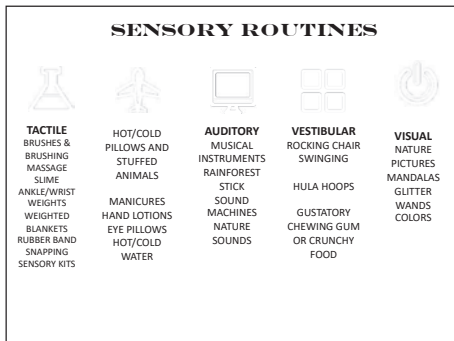
SEGMENTED PSYCHOEDUCATION

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PLAY AS A PORTAL INTO THE INNER SYSTEM

THERAPIST'S ROLES:

- > ACTIVE PARTICIPANT
- > COMPANION/OBSERVER
- > STORYTELLER AND NARRATOR

TELLING WITHOUT WORDS PARTS MAY EMERGE IN THE CHILD'S SYMBOLIC WORLD

INVITATIONS TO CREATE A WORLD/STORY IN THE TRAY, DOLL HOUSE, PUPPET SHOWS, FREE PLAY

A ROAD INTO THE INNER SYSTEM

ACTIVE COMPANIONSHIP

EXTERNAL REGULATOR

MINDFUL PRESENCE

REFLECTIVE COMMUNICATION

DEEP VALIDATION
WEAVE IN ADAPTIVE INFORMATION

UNSORTED FRAGMENTS

WEAVE IN ADAPTIVE INFORMATION
PROCEDURALLY
PLAYFUL MINDFULNESS

WHAT IS THE NEED?, WHAT DOES PAIN NEED? DOES IT WANT TO BE HELD? TOLD IT IS REAL, ACCOMPANIED, SOOTHE? DOES IT WANT TO TELL A STORY?

PARENT MAY BE PRESENT TO MEET THE NEEDS. USE BLS TO ENHANCE IF POSITIVE

DISTANCE AND THIRD PERSON STORIES

COLLAGES

FINDING AND SHARING THE STORY

NAME IT & SHARE IT

BEING THE NARRATOR OF THE CHILD'S STORY
USING WORDS AND ACTING OUT LOUD THE EXPERIENCE (Siegel & Bryant, 2011)

WORK WITH PROCEDURAL MEMORY
MODEL AND SHARE YOUR EXPERIENCE

LITTLE EYES ARE WATCHING TO SEE HOW YOU CALM YOURSELF DOWN (SIEGEL & BRYANT, 2011)

FROM OBJECT TO SELF

WORKING WITH THE BODY

- > Tracking somatic responses
- > Executing new actions
- > Challenge procedural memory

ENHANCING MOMENTS OF KNOWING AND REALIZING

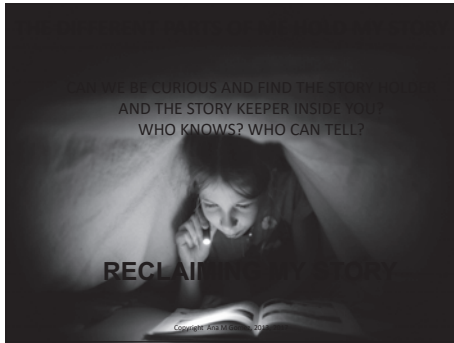
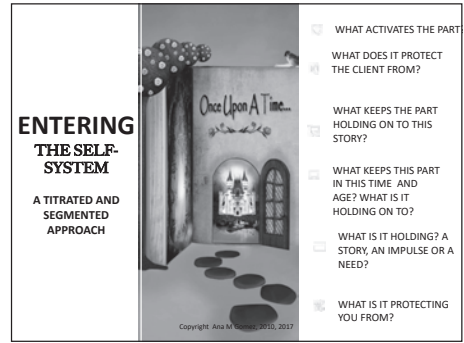
EDITING AND RE-EDITING MALADAPTIVE AND DYSFUNCTIONAL NARRATIVES

UTILIZING THE CHARACTER AS A VEHICLE TO THE ADAPTIVE INFORMATION

ENHANCE WITH DAS MOMENTS OF KNOWING & REALIZING

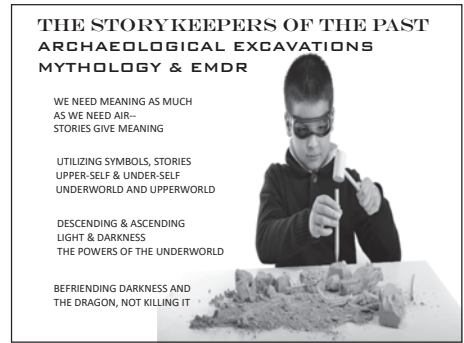
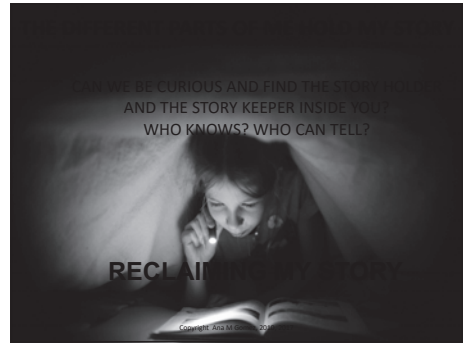
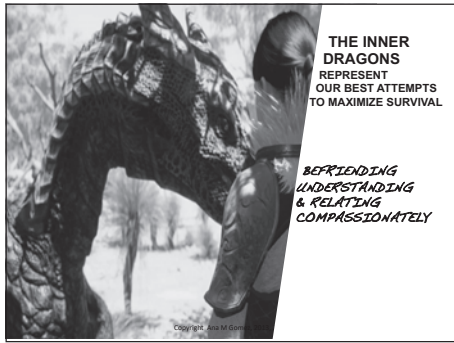
LET'S TAKE SOME TIME TO NOTICE HOW IT IS FOR YOU TO KNOW THIS?

DIRECTIVE



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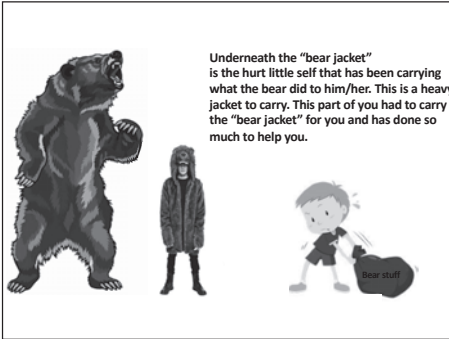
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**THERAPIST'S
GENERATED STORIE
STORY
HOLDERS**



*“The parts that hold
the hurt” and “the part
that imitates the people
that hurt you”*



Underneath the “bear jacket” is the hurt little self that has been carrying what the bear did to him/her. This is a heavy jacket to carry. This part of you had to carry the “bear jacket” for you and has done so much to help you.



**The
“Bear
Jacket
Analogy”**

- ❖ Children that lived with scary bears sometimes have no other other choice but to create a “bear jacket” and a part of them that feels like the bear
- ❖ ...so we get to feel powerful like the bear and we think that by doing this we will not be hurt again by the bear.
- ❖ We may want to be friends with the bear, please the bear, be loyal to the bear, convince ourselves that the bear didn't do anything hurtful, work on forgetting what the bear did, defend the bear and act like the bear.
- ❖ Even when the bear is gone, we still continue to act like it. All this with the goal of not feeling so small and scared again like we did when the bear attack happened.
- ❖ We also wanted so bad to be with the bear so we did everything we could to stay close to it
- ❖ Of course this jacket does not protect us because big wild bears are not safe to be around even when we please them, defend them or act like them.

From the book in press: The Bear Jacket: A Story for Children About Survival & Loyalty to Wounding People
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