

WisdomPath Way Reparative Parenting
DAY 1
Understanding the Impact of Trauma on the
Developing Brain



WisdomPath Way
Institute

WHY IS THIS SO HARD?



...BECAUSE BEING BORN INTO A
“HARD PLACE”
AFFECTS **EVERY** ASPECT OF THE CHILD’S
DEVELOPING **BRAIN/MIND** AND **BODY**
AND **HEART**



WHAT HAPPENED?

Developing brain may have been “organized” by trauma, abuse, exposure to violence, separation from bio parent(s) that results in major structural and functional impairments in the brain...

Genetic contribution to structural/functional deficits; cognitive delays, information processing, sensory integration dysfunction...

Prenatal drug exposure/born *pos tox* can cause structural/functional deficits that inhibit growth and maturation...

Traumatic Brain Injury can cause structural/functional impairments...

THEREFORE....

- Parenting trauma-informed children needs to be **'Reparative'**
(healing, getting unstuck, maturing, replacing...)

- **PARENTS NEED** to have **'deep wisdom'** of what
trauma-informed early childhood
experiences do to the child's
DEVELOPING brain on
personality, coping strategies, emotion management, sense of self, & sense of
the world; brain structure and functions, temperament

- **PARENTS NEED TO KNOW SPECIFIC STRATEGIES FOR**
IN THE TRENCHES Reparative PARENT Coaching

WPW Foundational Premise #1

The parent-child dyad is the essential domain in which children's brains literally learn and
encode within the interpersonal domain of the LifeSpace,

HOW TO BE HUMAN...

*(safe, connected, and belonging with self-regulatory skills and conduct that befits the social
contract of the culture, community, society)*

Therefore...

the trauma-informed/affected child
MUST
experience WPW Reparative LifeSpace Parenting/Coaching
from resource/adoptive parents in order to mature, heal, and thrive.

WPW Foundational Premise #2

For the trauma-informed child,
development of self-regulatory skills and adaptive functioning
can best be acquired in all the naturally occurring LifeSpace moments
with their resource/adoptive parents
in which the child has opportunities to be coached and to learn

HOW and WHY

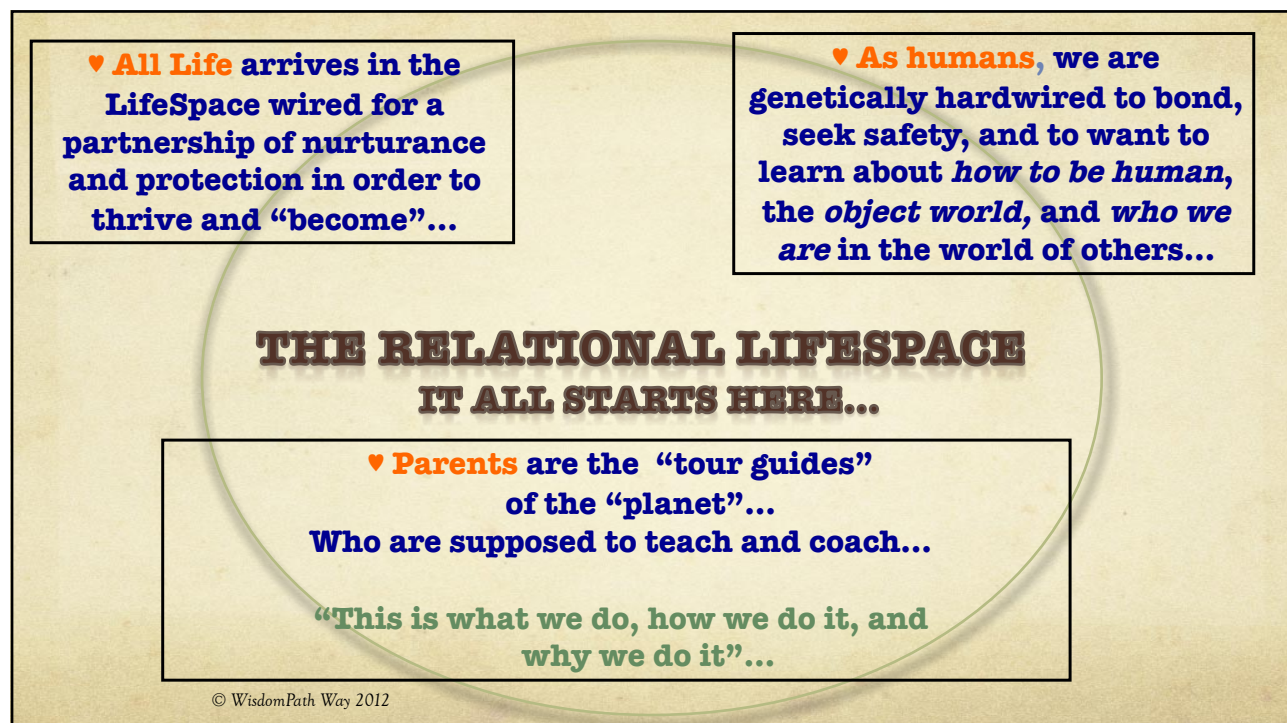
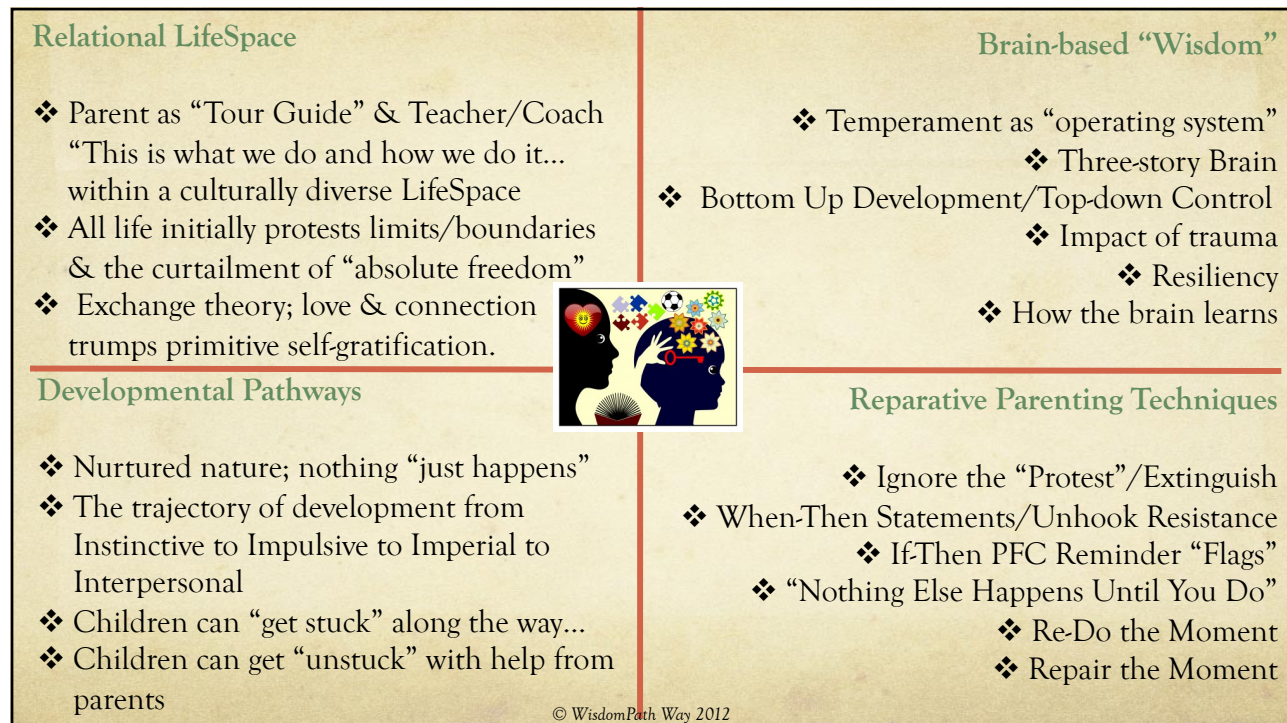
to inhibit *primitive reactivity* and *protest* within everyday “lived experiences”

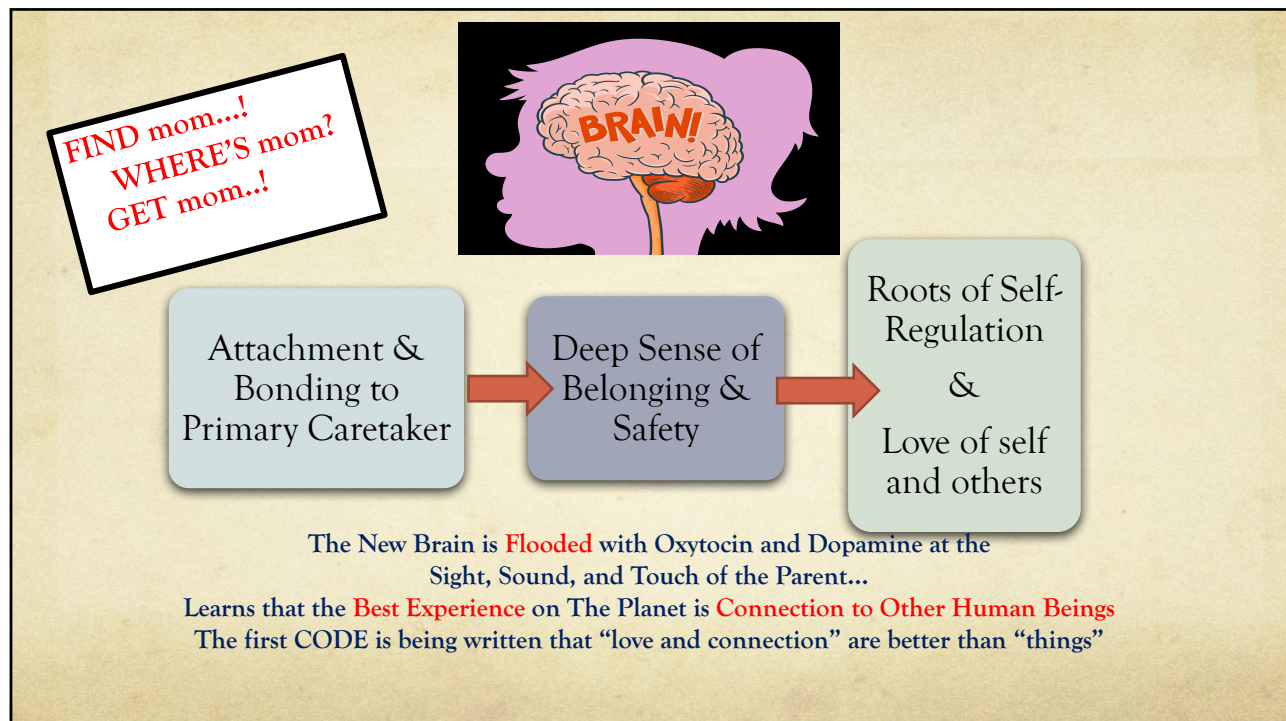
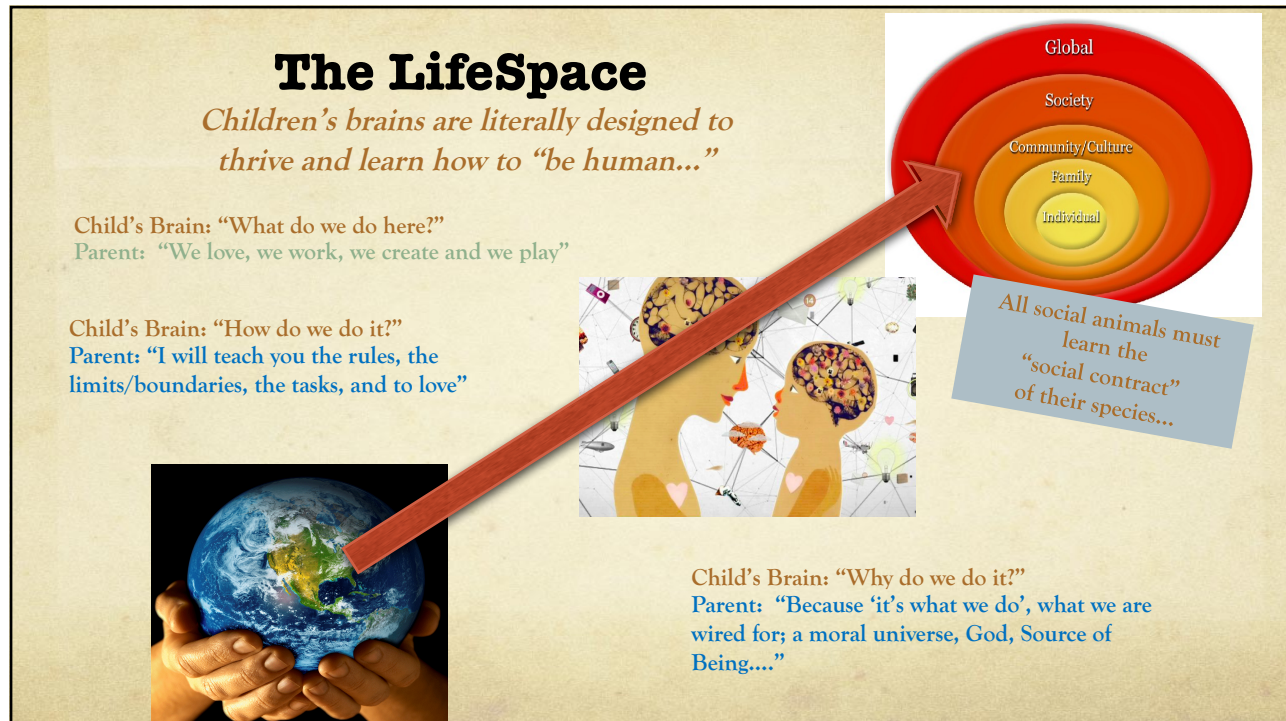
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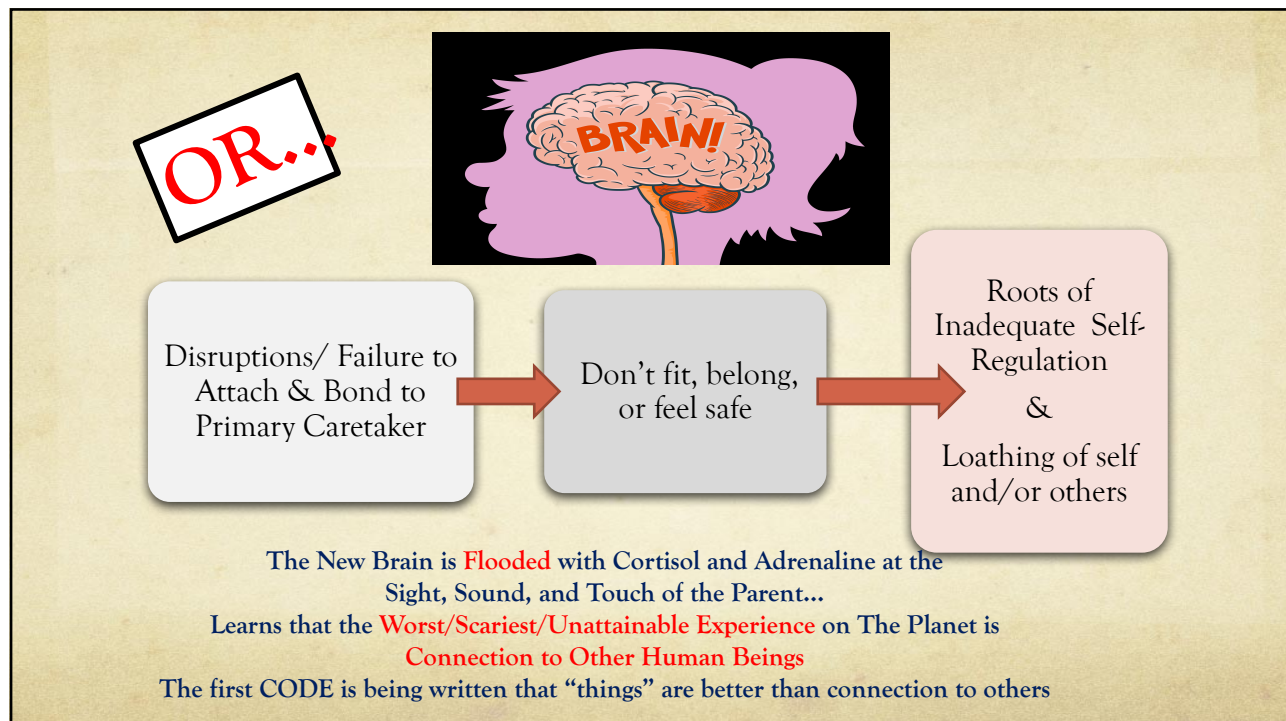
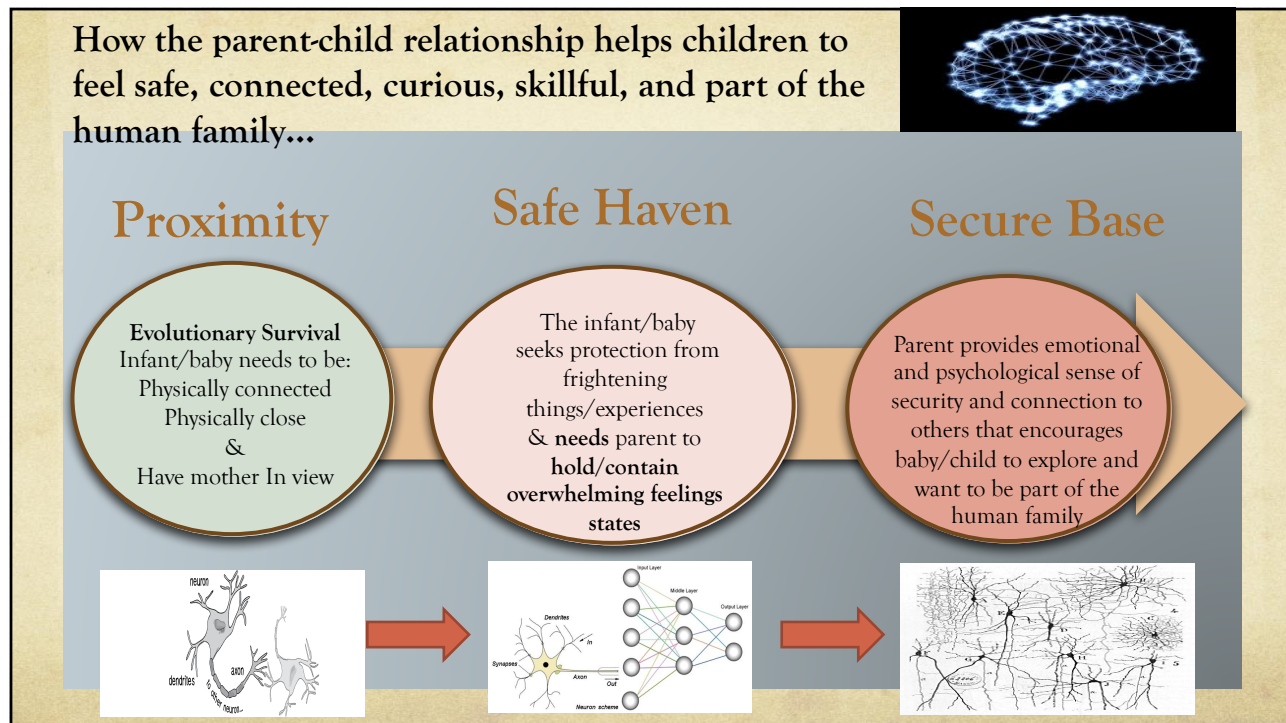
to learn to experience pleasure and reward in connection/attachment
to others in the LifeSpace.

WPW Foundational Premise #3

- “Logic” And “love” are insufficient interventions for trauma-informed/affected children as complex, higher order “neural networks” are absent or compromised by adverse experiences.
- The “absence of consequences” or “over attention” as a response to children’s protests to limits/boundaries and compliance to rules/directions, further exacerbates infantile primitivity and self-gratification.
- Theoretical explanations are insufficient for “in the trenches” moments with trauma-informed children.
- Reliance on outside mental health “experts” to “improve” behaviors is insufficient and often further alienates the child from the LifeSpace, and the child from the parent and vice versa..







There is brain chemistry that resists attempts to heal and parent trauma-informed/affected children...

FACT	PROBLEM
The “new brain” is genetically wired to experience neurochemical “pleasure and reward” (oxytocin/dopamine) via attuned human interaction with the primary caretaker. This early encoding of <i>love for another human</i> forms the foundation of a child’s later ability to choose love and the “greater good” over primitivity and hedonistic self-gratification.	○ Seeking safety, connection, and belonging are genetically encoded; however, the new brain is not capable of protecting itself against the trauma of neglect/abuse; therefore... ○ It constructs neural maps in which relationship to others is NOT encoded as pleasurable/rewarding but rather is encoded as fear-inducing or empty (cortisol/noradrenaline) leaves the trauma-informed brain with little incentive to modify or give up primitive self-serving behaviors.

The “Old Box” is not working...

FACT	PROBLEM
Adverse alterations to the early encoding of pleasure/reward in the parent-child dyad is catastrophic to later learning demonstrated by inability/unwillingness to inhibit primitive need gratification and protest. The trauma-informed child does not readily seek parental approval and <i>shared, reciprocal pleasure</i> in his/her demonstrated ability to inhibit hedonic behaviors in favor of “the greater good” of “This is what we do, how we do it, and why we do it.”	○ We have often turned to material reward to encourage adherence to limits/boundaries, rules/directions. ○ Research does not support extrinsic, material reinforcement as an intervention to develop intrinsic motivation for appropriate interpersonal conduct. ○ A focus on external rewards fails to provide the “new brain” with opportunities to develop neural networks of “self-control” and “self-discipline” that arise from LifeSpace moments of learning to wait, tolerating “NO”, experiencing the shared pleasure of “fitting and belonging” that comes from knowing and doing “what we do...”

Trauma negatively affects the child's developing & organizing brain; therefore...

Self-regulatory skills don't develop as they should so children...

Struggle to self-soothe or accept help with difficult emotions when sad, angry, frustrated, disappointed, tired

React primitively from fight/flight/freeze when angry, frustrated or threatened

Struggle to inhibit impulses, delay gratification, and harness & restrain the energy of the Lifeforce wanting/not wanting 'Will'

There are disruptions in attachment and bonding therefore children...

Often cannot or will not accept and surrender to limits and boundaries

Often cannot or will not comply with directions & rules from parents, teachers, or other legal authority figures

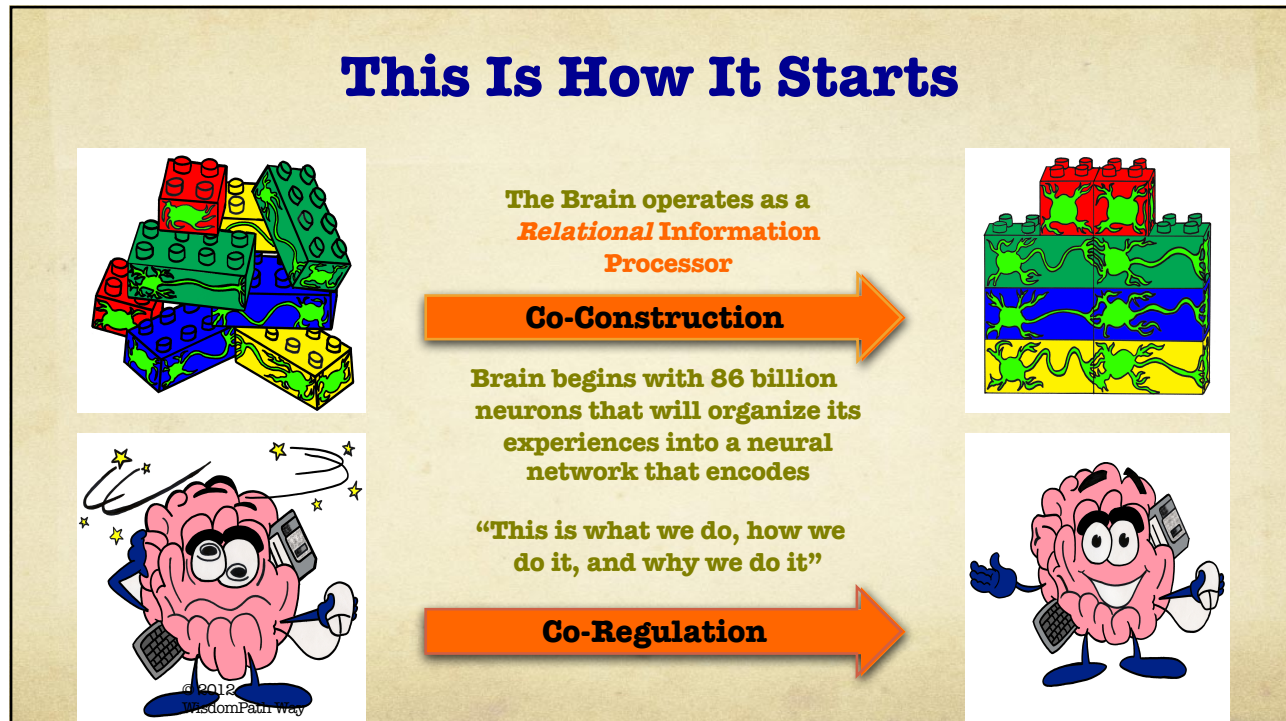
Often do not care or are not guided by a desire to connect or belong
Or
feel alienated and unwanted

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THEY OFTEN STRUGGLE WITH...

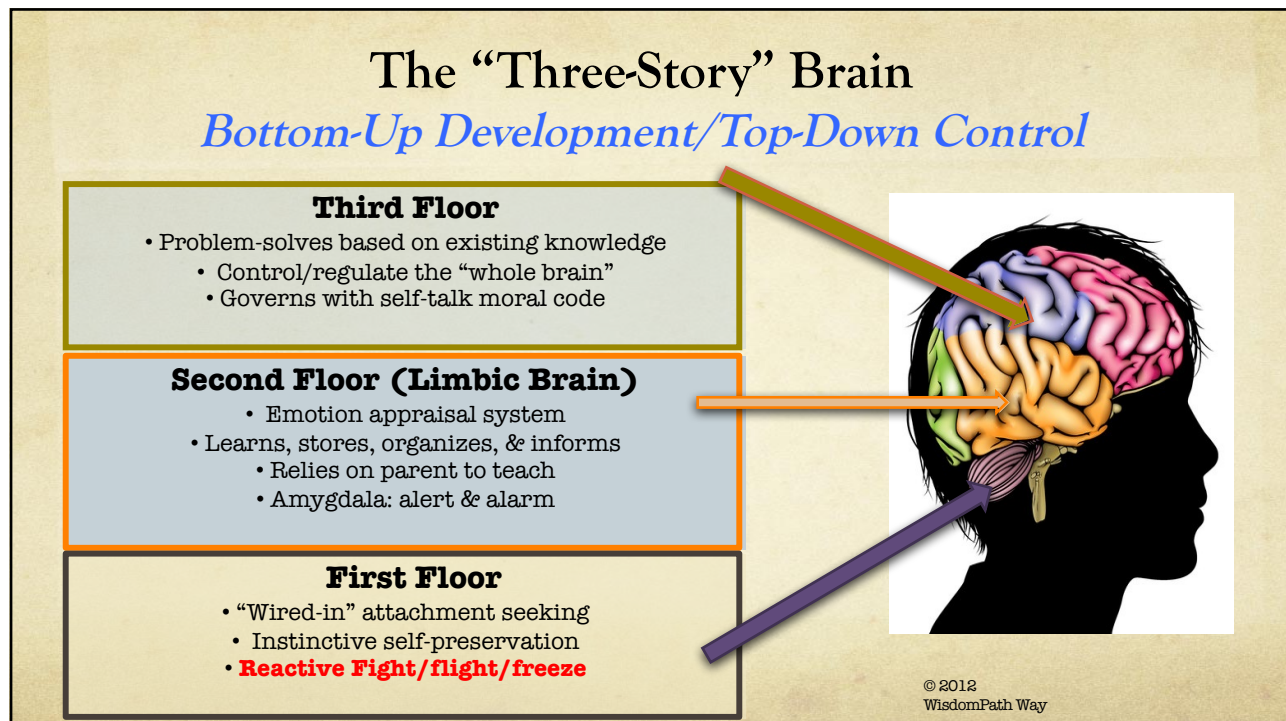
- Healthy, Safe Relationships (boundaried, balanced, respectful)
- Planning for the Future (logical, linear, rational problem-solving)
- Self-Discipline and Impulse Control (drugs, sex, money, risks)
- Delay of Gratification; being able to WAIT (long-term vs short term)
 - Frustration Tolerance (handling the LifeSpace moments)
 - Mood management (depression, anxiety, "I cant' handle it")
- Self-soothing/seeking help and connection when LifeSpace moments are stressful

This Is How It Starts



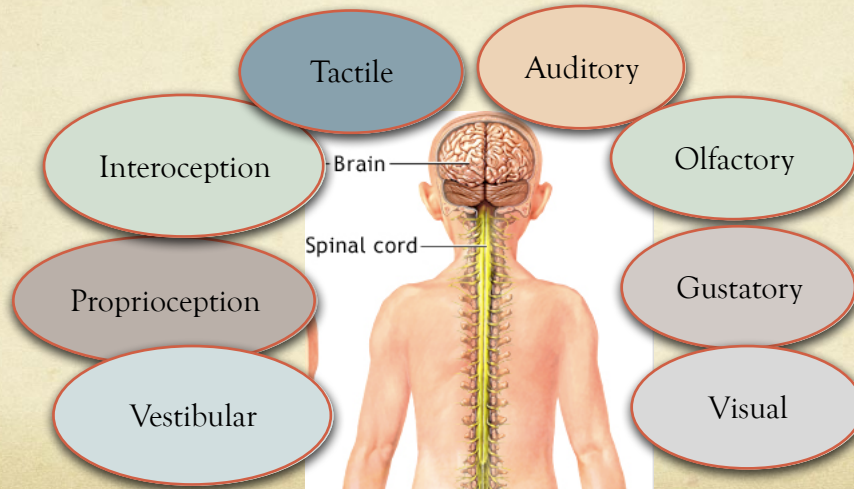
The "Three-Story" Brain

Bottom-Up Development/Top-Down Control



What Does Top-Down Control Really Mean? What Has to Be Regulated?

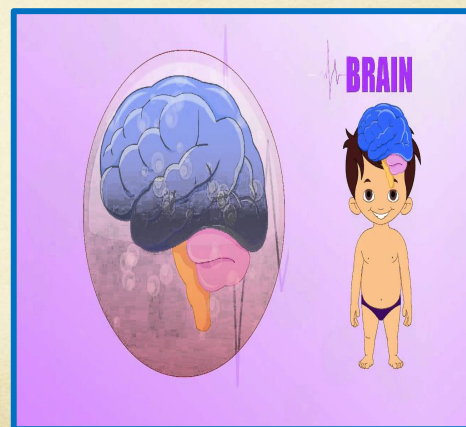
1. THE SENSORY SYSTEM



What Does Top-Down Control Really Mean? What Has to Be Regulated?

2. EMOTIONS

- The Fear/Anxiety System
- The Rage/Anger System
- The Lust/Sexual System
- Care System
- The Panic or Grief/Distress System
- The Play System
- The Seeking/Desire System (The Life Force Will)



What Does Top-Down Control Really Mean? What Has to Be Regulated?

3. LIFE FORCE OF NOT WANTING/WANTING

I DON'T WANT



I WANT



REPARATIVE
PARENTING

Top-Down "Moral" Regulatory Control System

The Life-force Will must come under control of the brain; must have sufficient top-down co-constructed values/beliefs about the the LifeSpace to be willing to replace primitive self-gratification with adherence to the social contract and the greater good

Co-Regulation to Auto-Regulation

Primal instincts of fight/flight and the emotional systems must be viewed as useful and manageable; must come under the control of the brain; need to be named and tamed or instinctive primitive defenses and emotions will be embodied and out of the control of the brain

Sensory Integration

Sensory system needs to be integrated and balanced or the brain will remain distracted and preoccupied; cannot use senses to assist in further development and maturation

Key FACTORS that Help to Understand What is Happening in Their Brains

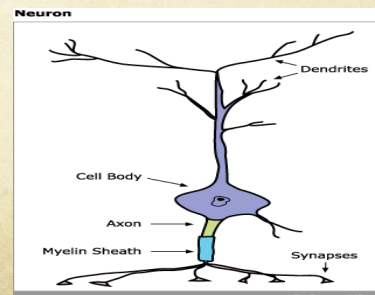
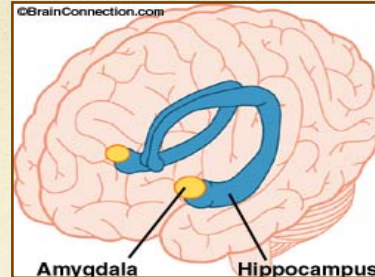
Experience-Expectant/Dependent Neurons

Critical Periods; Right/Left Hemispheres

Parcellation/Pruning
“Use it or Lose it”

“Fired together/Wired Together”
Amygdala & Hippocampus (storage bin)

Myelination/Hard to Undo
How that is good...and how it can be bad



Their Defense System on Overdrive

Amygdala-to-Prefrontal Cortex

Scan, Alert & Alarm

Optimal Arousal

HPA Axis; balanced sympathetic/parasympathetic

Hippocampus Explicit/Implicit Memory

The Storage Bin of the Brain

Representational World

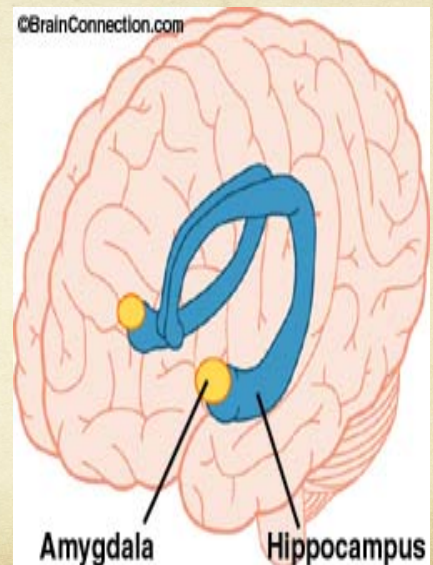


Unregulated Sympathetic Nervous System

Emotionally reactive; racing thoughts, hyperarousal,
impulsive, aggressive

Unregulated Parasympathetic Nervous System

Hypoarousal;
Numb, lethargic, collapsed,
cognitively and physically shut down



The “Three-Story” Brain of Trauma-Informed Children/Adolescents

Third Floor (Weak)

- Doesn't fully develop
- Inadequate control/regulation of emotions
- Inadequate “brakes” on fight/flight/freeze

Second Floor (Fuels Fight/Flight)

- Emotions are embodied; aid in fight/flight vs informing and appraising the 3rd floor
- “Storage Bin”: World/people are dangerous and/or I am not good enough, bad, unlovable
- **Amygdala:** always on alert & alarm; TRIGGERS

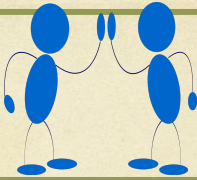
First Floor (Dominant)

- Instinctive self-preservation
- Reactive Fight/flight/freeze
- HYPO OR HYPER AROUSAL



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Critical Pathways of Learning for the Brain

		Interpersonal 7 yrs →	
		 Imperial 3-7 yrs embodied → control	 Perspective = Belonging “We, Us, You”
 Instinctive 0 - 8 months Safety/bonding Survival	 Impulsive 8 mo - 3 yrs embodied emotions	Perspective = Becoming aware of Being “I, Me, Mine”	Perspective = Belonging “We, Us, You”
	Exploration & Discovery Encoding, storing, learning	Struggles with limits/boundaries “I want/don’t want”	Identifies with moral code... Love “trumps” self-centered nature

The Brain Can Get “Stuck” in a Developmental Pathway			Interpersonal
			I don’t fit, belong Struggles in relationships
Impulsive Embodied emotions No top-down control		Imperial I want... I don’t want... I won’t...	Angry, rejecting, avoidant or Sad, anxious, depressed
Instinctive Fight/flight Reactive Not secure 1st floor brain primacy	Frenetic energy Unbounded Restless Not grounded 1st and 2nd floor brain primacy	“I, me, mine” Not willing 1st and 2nd floor brain primacy	Negative “lens” Not belonging 2nd floor primacy

TO COMPLICATE THINGS EVEN FURTHER....THE ADOLESCENT BRAIN

The PFC (Third Floor) Is “Under Construction”

Decrease in Grey Matter = Adaptive Synaptic Pruning

Under Construction Means Temporarily and Unpredictably “Out-of Service”

“Self”-Centered vs “Other”-Centered Perspective-Taking

Adaptive Risk-Taking

Emotional Reasoning

Strengthening “Most Used” Connections

Summary of Global Changes in Brain Functioning

The Midbrain (*the relay point for visual and auditory messages, sensory input*) remains underdeveloped. Brain is distractible; has trouble focusing and concentrating.

The Limbic System (*amygdala {alert and alarm}, hippocampus {long-term memory}, hypothalamus & houses the primitive centers for emotion, survival, fear, anger, and pleasure, including sex*) functions “unchecked & un-regulated” with primacy of primitive emotional expression; memory “storehouse” is anti-self/others/world”; persistent fear state, hyperarousal.

➤ **The Pre-frontal cortex** (*all executive functions of behavioral inhibition, complex reasoning and decision-making; emotion regulation; morality, empathy*) has far fewer neurons/synapses/connections to all parts of the “whole brain” so capacity for attention, inhibition, memory, motor control, motivation, emotion, and moderation of learned social behavior is impaired.

➤ **The Corpus callosum** (*structure that connects right and left hemispheres and facilitates communication*) which is the bridge between the two hemispheres and permits integration is diminished in volume and connectivity.

➤ **The Cerebellum** (*motor control & balance; rote memory*) has decreased volume that negatively affects balance, coordination, and some conditioned executive functioning.

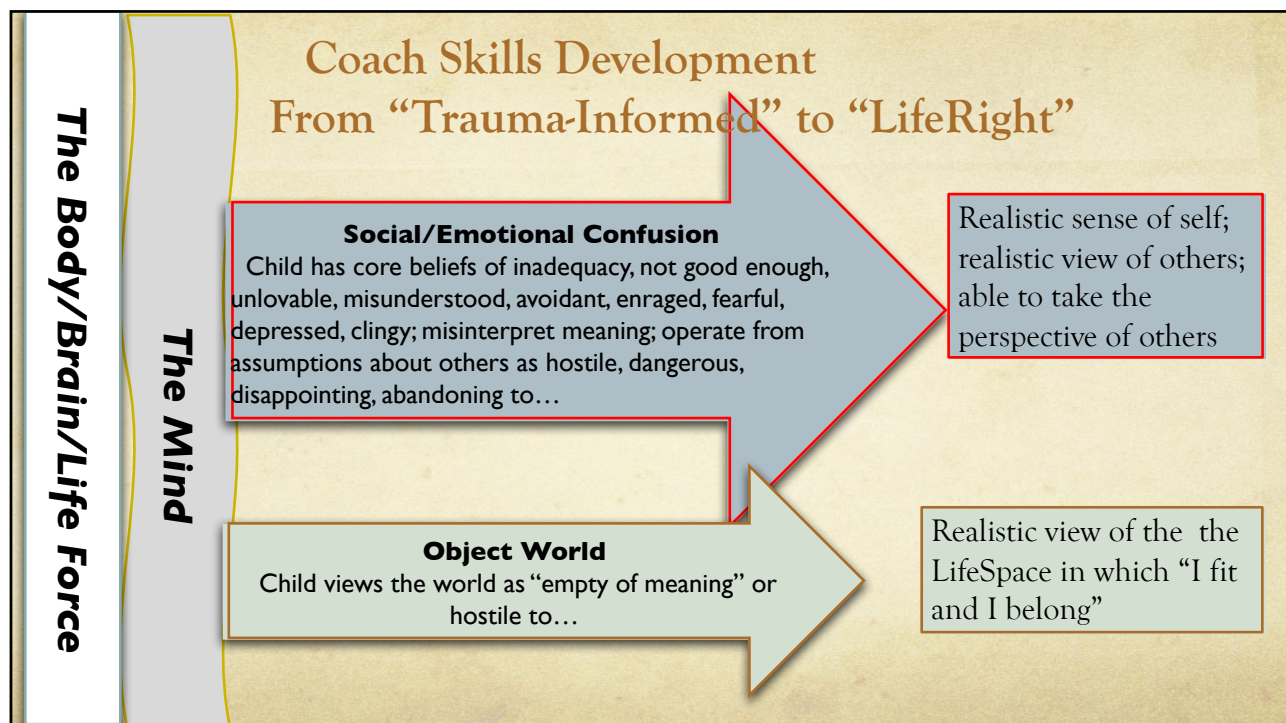
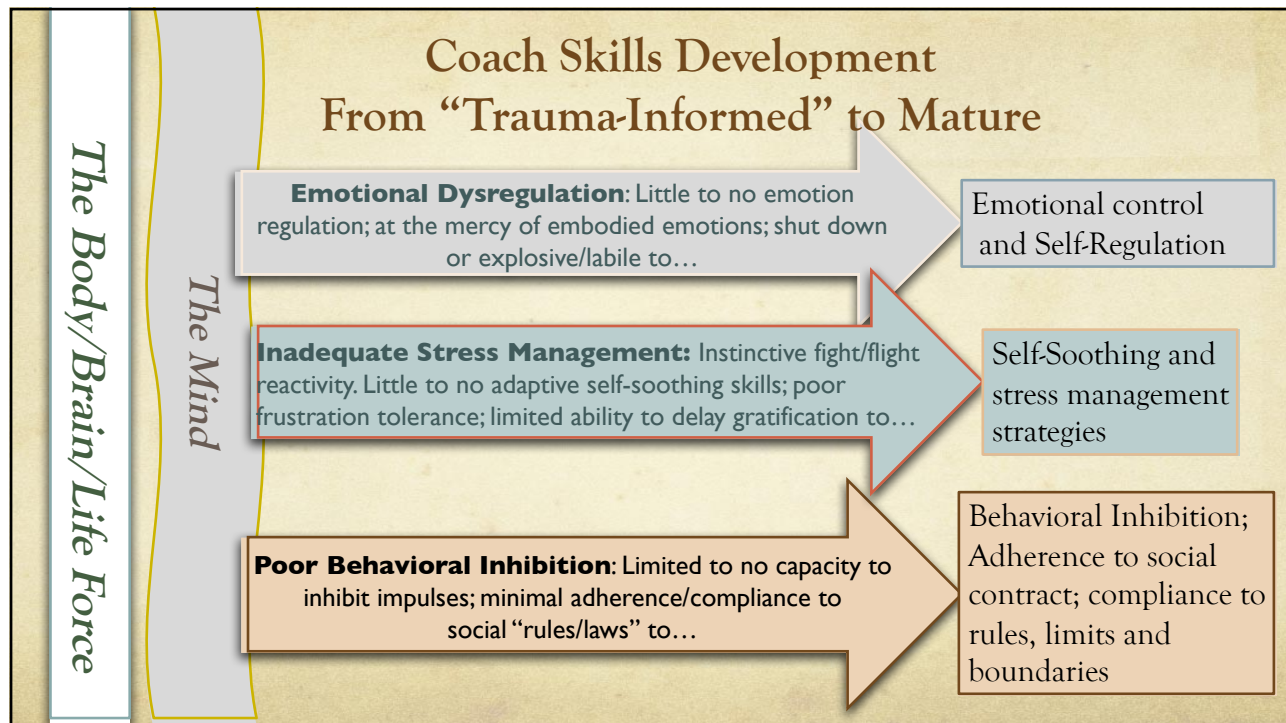
What Can We Do?

The LifeSpace: Expand their understanding of how it “should be” and “how it was” for them in the *LifeSpace* and help them to create new, reparative experiences. Teach them that we all “arrive” designed to thrive and that desire is still “inside”.

Brain-Based Wisdom: Teach them key aspects of brain structure and function that have been negatively impacted and intervene, teach, and coach adaptive maturation. Teach them about temperament and resiliency. Teach them they can change their brains so they can regain their “LifeRight”.

Developmental Pathways: Know where they are and help them to identify fixations/immaturities in social/emotional and moral development and teach/coach and encourage maturation..

Use/coach WisdomPath Way specific strategies to develop self-regulation skills and help to heal the attachment disruptions that interfere with identification with the larger human family and the “social contract.”





The WisdomPath Way Reparative Parenting Approach Day 2



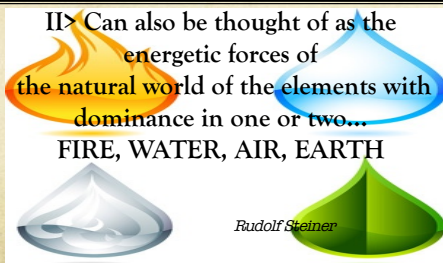
We Also "Arrive" with a Temperament

Brain-based, genetically "wired-in" traits & ways of "BEING"

I> Energetic Directional Preference

Introversion: Preference for focus on internal world of thoughts/feeling;
Psychic energy gained from internal reflection vs interaction

Extroversion: Preference for focus on engagement with the external world of others; Psychic energy
gained from interaction vs internal reflection



III. Continuum of Low to High

Sensitivity
Activity Level
Intensity of Reaction
Rhythmicity
Adaptability
Withdrawal/Approach
Persistence
Distractibility

Parenting the Air Temperament Child

Validate the breezy, warm, fun-loving nature while teaching/coaching follow through, strategies for focus, concentration, organization of personal space and work, and task completion. Coach “staying through the boredom” and restraining the flight impulse to quit or run away from conflict or challenges.



- Energy is unbounded, restless, light, curious, and spontaneous
- Energized and stimulated by groups of people and higher risk activities
 - Craves novelty and excitement
- Passionate engagement to learn something new but can become bored quickly
 - Dedicated to learning a skill, but less so to perfecting it.
- Loves to start new projects; harder to maintain energy to completion
 - Extrovert

Protest Style: Persistent, unrelenting pestering, begging and pleading, wearing down resistance WHEN WANTING; Distraction; forgetting”; running off; “do it later” IF NOT WANTING.

Continuum of Low to High

- Sensitivity → LOW
- Activity Level → HIGH
- Intensity of Reaction → LOW/MEDIUM
- Rhythmicity → LOW
- Adaptability → LOW
- WITHDRAWAL/FLIGHT**
- Persistence for things that are difficult → LOW
- Distractibility → HIGH

Parenting the Fire Temperament Child

Validate leadership, passion, intensity, while teaching/coaching emotion management, tolerance of the decisions and actions of others. Coach restraint of extreme “fight” directional tendencies in relationship conflict or when faced with perceived threats...



- Energy is dominant, present, fierce, intense, passionate, powerful
 - Almost always first to be noticed in a group
 - Commands, demands attention, often loudly
- May take a leadership role; decisive and not to be deterred
 - Action-oriented, competitive, and involved with the social group
- A hard worker who motivates others, but may try to dominate with “force”
 - Extroverted

Protest Style: Combustible, quick flare-up of temper outbursts. Insistent, loud, confrontational, “NO;” “I don’t want to;” outright refusal to accept/surrender

Continuum of Low to High

- Sensitivity → HIGH
- Activity Level → HIGH
- Intensity of Reaction → HIGH
- Rhythmicity → HIGH
- Adaptability → LOW
- APPROACH/FIGHT**
- Persistence → HIGH
- Distractibility → LOW

Parenting the Water Temperament

Validate the easy-going willingness to “go with the flow” while encouraging assertiveness, connection with others, and awareness of internal emotional life. Teach the ability to “stay and care;” coach resistance to extreme flight tendencies (shutdown, avoidant) in conflict or when feeling threatened by novelty or unknown...



- ◆ Energy is “still,” calm, imperturbable with “hidden” depth of power
- ◆ Observer versus joiner in social settings; prefers 1:1 over groups
- ◆ Seeks knowledge, wants to “know things” before engaging in activity
 - ◆ Prefers routine but can tolerate change
- ◆ Thinker before feeler; less concerned with emotional content of an event/experience
 - ◆ Analytical vs emotional; tends toward efficiency and organization.
 - ◆ Introverted

Protest Style: Withdraw relational connection, withdraw into silence, “don’t care,” “didn’t want it anyway,” “didn’t hear,” avoid, unmoved, stubborn resistance, slow burn temper

Continuum of Low to High

Sensitivity → LOW
Activity Level → LOW
Intensity of Reaction → LOW
Rhythmicity → MEDIUM
Adaptability → HIGH
WITHDRAWAL/FLIGHT
Persistence → LOW/MEDIUM
Distractibility → LOW

Parenting the Earth Temperament Child

Validate sensitivity/emotional depth while teaching/coaching flexibility, self-soothing, coping strategies; resiliency in the face of challenges. Teach the ability to “stay;” coach resistance to extreme flight tendencies in conflict, novelty or the unknown...

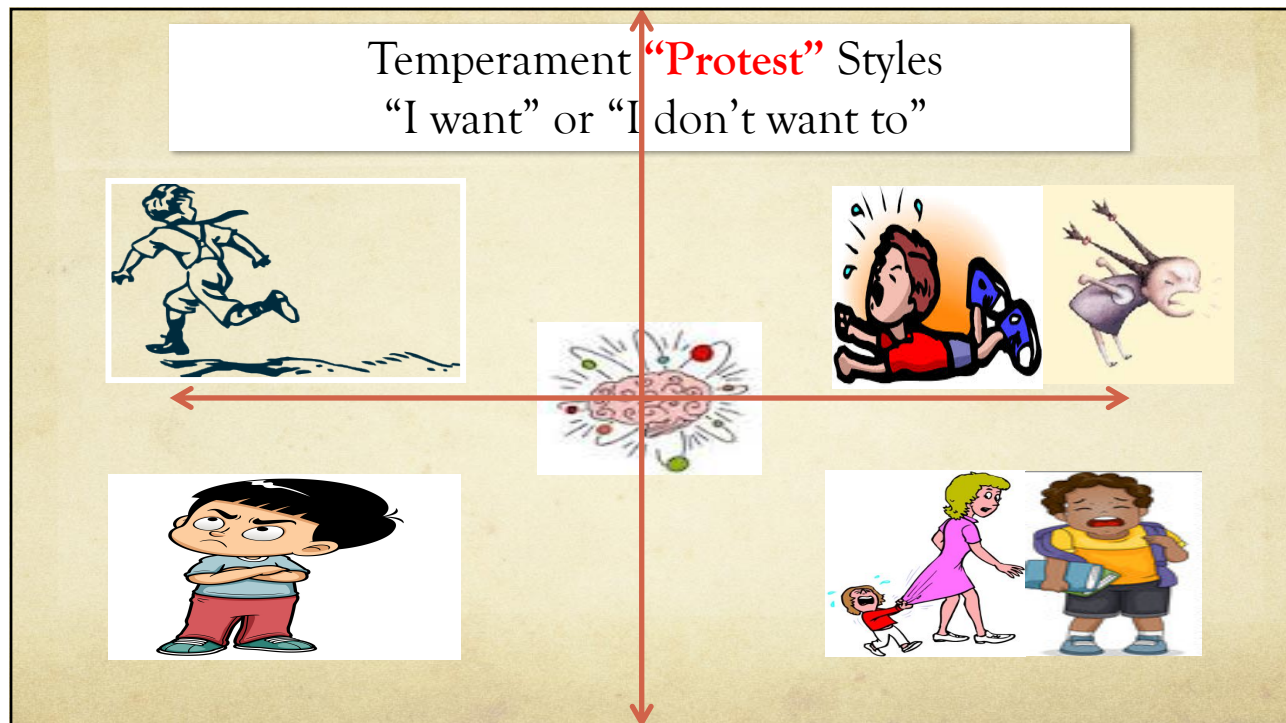


- Typically more internal, quiet person within the larger group
 - Can be hesitant, careful, cautious, observant
- Can be uncomfortable when attention is directed his or her way
 - Can be overly concerned with each nick and scratch
 - Negative predictor; worries about future
- Composure can be shaken when plans or rules are suddenly changed
 - Feels things very strongly; trouble unhooking emotionally
 - Introverted

Protest Style: Big observable displays of emotions, “I can’t handle it, it’s too much, too scary, too painful, you don’t understand...I will die if I can’t have it or do it...”

Continuum of Low to High

Sensitivity → HIGH
Activity Level → MEDIUM
Intensity of Reaction → HIGH
Rhythmicity → MEDIUM/HIGH
Adaptability → LOW/MEDIUM
WITHDRAWAL/FLIGHT
Persistence for things that are difficult → LOW
Distractibility → MEDIUM



Let's Start Here....

- | | |
|---|--|
| <ul style="list-style-type: none">○ Identify your child's temperament and protest style○ Identify your child's developmental stage...Instinctive, Impulsive, Imperial, Interpersonal○ Identify the Self-Regulatory Skills your child has and doesn't have (sensory system, primitive fight/flight/freeze; emotions)○ Identify the Inside Skills your child has and doesn't have (compliance and adherence to moral code) | <ul style="list-style-type: none">○ Know your own temperament○ Identify the appropriate coaching stance of... "I do it, you, do it, we do it"○ Remember:<ol style="list-style-type: none">1. You are coaching repair, healing, maturation, and 'getting unstuck'2. Your child is doing the best he or she can in that given lifespace moment...3. What is wired together/fired together takes time to undo |
|---|--|

The Difference Between Protest and Emotional Dysregulation

- **Look** the same but are not the same....
- **Protest** is a *resistant energetic response* to a limit/boundary or direction/rule
- **Protest** may result in 1st floor fight/flight because the *I want/don't want LifeForce* is so powerful **OR** it may be a *conditioned, automatic behavior* because the brain has learned "this is what we do because it works"
- **Emotion dysregulation** is the *embodied* collapse to 2nd or 1st floor fight/flight in response to *any LifeSpace situation* in which the brain's capacity to handle the situation and soothe the associated feelings is overwhelmed (brain says, "that's all I got")

Parent Coaching Stance For Emotion Dysregulation

DO's	DON'TS
○ Maintain proximity; child is in crisis and in full-bodied primal fight/flight/freeze ○ Keep child physically safe from self-harm or property destruction or harm to others; non-threatening posture (side body; minimize eye-contact or make conscious use of it) ○ Focus on use of body to return to regulation; breathe deeply and slowly and verbally/nonverbally encourage child to do the same; stay relaxed; invite physical movement if useful ○ Be non-judgmental regarding issue and child's emotional reactivity ○ Validate child's right to the specific emotion	○ DO NOT MATCH INTENSITY; emotion is contagious so keep your energy calm, directive and kind ○ Do not use emotional language or threat of consequences ○ Do not send away to room, isolation, etc. ○ Do not offer material reward for "calming down" ○ Do not minimize child's emotional experience

Coaching the Self-Regulatory Skills of Emotion Management



When the child/adolescent experiences an “unmanageable” emotional reaction (fear, anger, sadness, frustration) to an experience in the LifeSpace that is not related to accepting limits/boundaries or surrendering to rules/directions

1. NAME IT

Help to IDENTIFY & NAME the feeling(s) attached to the experience...

2. VALIDATE IT

Acknowledge the truth of the emotional experience **WITHOUT JUDGMENT**...

3. TAME IT

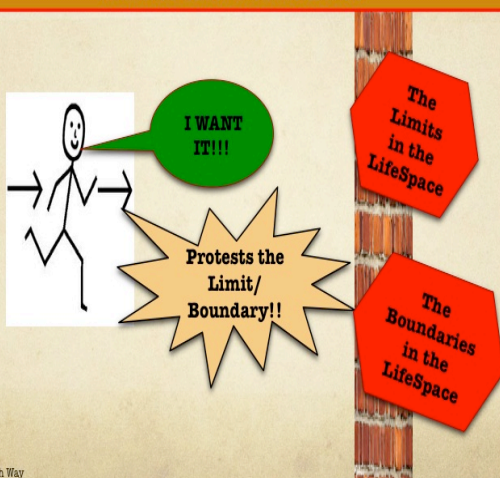
Co-regulation of self-soothing skills as parent provides opportunities in the relationship with parent to practice management of unmanageable feelings...
“I do it, we do it, you do it...”

4. COACH IT

Co-construction and Co-regulation of how to manage the “unmanageable” feelings & the difficult experience that produced the feelings
“This is what we do, how we do it’ & why we do it”

Coaching the Self-Regulatory Skills of Acceptance of Limits/Boundaries & Adherence to the Social Contract of Rules/Directions

Challenging Encounters in the LifeSpace
“You May Not Have It/Do It”
Limits and Boundaries



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Challenging Encounters in the LifeSpace
“You Have To...”
Rules and Directions



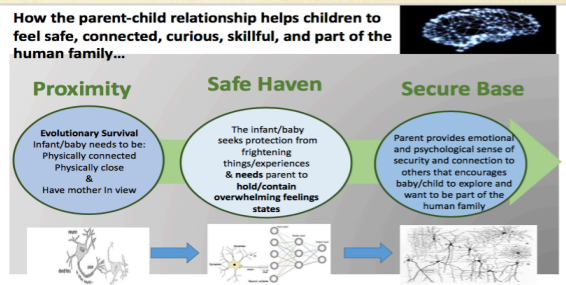
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How Coaching Acceptance of Limits/Boundaries and Compliance to Rules/Directions Helps Children Develop Top-Down Control/Self-Regulation/Attachment

Acceptance of Limits/Boundaries: When **PROTEST** doesn't "work," the BRAIN is provided moments of **optimal frustration** that allow/encourage it to "grow" its own neural networks of frustration tolerance; ability to delay/wait; reinforcement of its place in the human family; impulse control; higher order coping skills; higher order problem solving skills

Adherence to Rules/Directions: When **PROTEST** doesn't "work," the BRAIN is provided moments of **optimal frustration** that allow/encourage it to "grow" its own neural networks of frustration tolerance; ability to delay/wait; reinforcement of its place in the human family; impulse control; higher order coping skills; higher order problem solving skills

Attachment and Bonding: When the parent **HOLDS** the child's Big Emotions, Primal Fight/Flight/Freeze, and directs the child's Life-Force, the child's brain experiences the corrective, reparative parent-child relationship in which the parent is co-constructing/co-regulating new neural pathways: I fit, I belong, I am loved... and this is what we do, how we do it, and why we do it".



Set Clear and Known Rules and Consequences

DIRECTIONS

- ✓ Children follow parent(s) directions promptly and without protest.
- ✓ Children have chores and schoolwork that must be done when directed.

(Coach Compliance to Directions)

LIMITS/BOUNDARIES

- ✓ Limits/boundaries re: bedtime, activities, electronics are to be observed and accepted without protest.

(Coach Acceptance & Surrender to Limits/Boundaries)

EMOTIONS/FEELINGS

- ✓ We let them tell us how we feel so we can make decisions; name and tame them
- ✓ We don't hurt ourselves or other
- ✓ We ask for help

FAMILY VALUES/RULES

- ✓ We tell the truth at all times.
- ✓ We do not take what isn't ours or we need permission for before taking.
- ✓ We never solve problems with aggressive words or actions.

PRE-SET Known PFC "FLAG"/CONSEQUENCE

Use Progressive Parent Coaching Style for the Brain's Embedded Pathways

Coaching Progressive Levels of Autonomy

Instinctive

Impulsive/Imperial

Interpersonal

I do it

We do it

You do it

- ❖ **Match** your coaching style to the level of development
- ❖ **Explicit:** Teach the exact skills needed to handle the LifeSpace moment, task, direction, limit/boundary
- ❖ **Implicit:** Teach the necessary skill through modeling

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What is actually
happening in this
LifeSpace Moment?



Is this moment
actually about your
child's emotional
dysregulation...?

Is this moment
about your
child's refusal to
comply to a
direction?

Is this moment
about your child
not accepting a
limit/boundary?

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❖ IGNORE THE PROTEST/“BE THE WALL”
Active parental stance of “this is not what we do...”

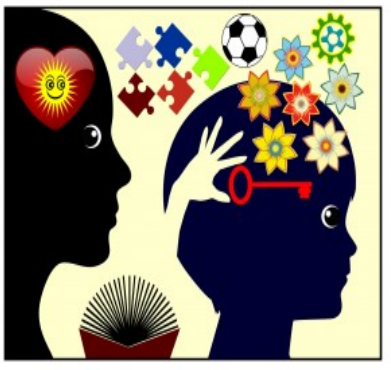
❖ IF-THEN Reminder Warning
Co-construction of top-down PFC 3rd floor self-control

❖ LIFE HALT/“NOTHING ELSE HAPPENS UNTIL YOU DO”
Acceptance/surrender to parental authority teaches social contract of “this is what we do and what we don’t do”

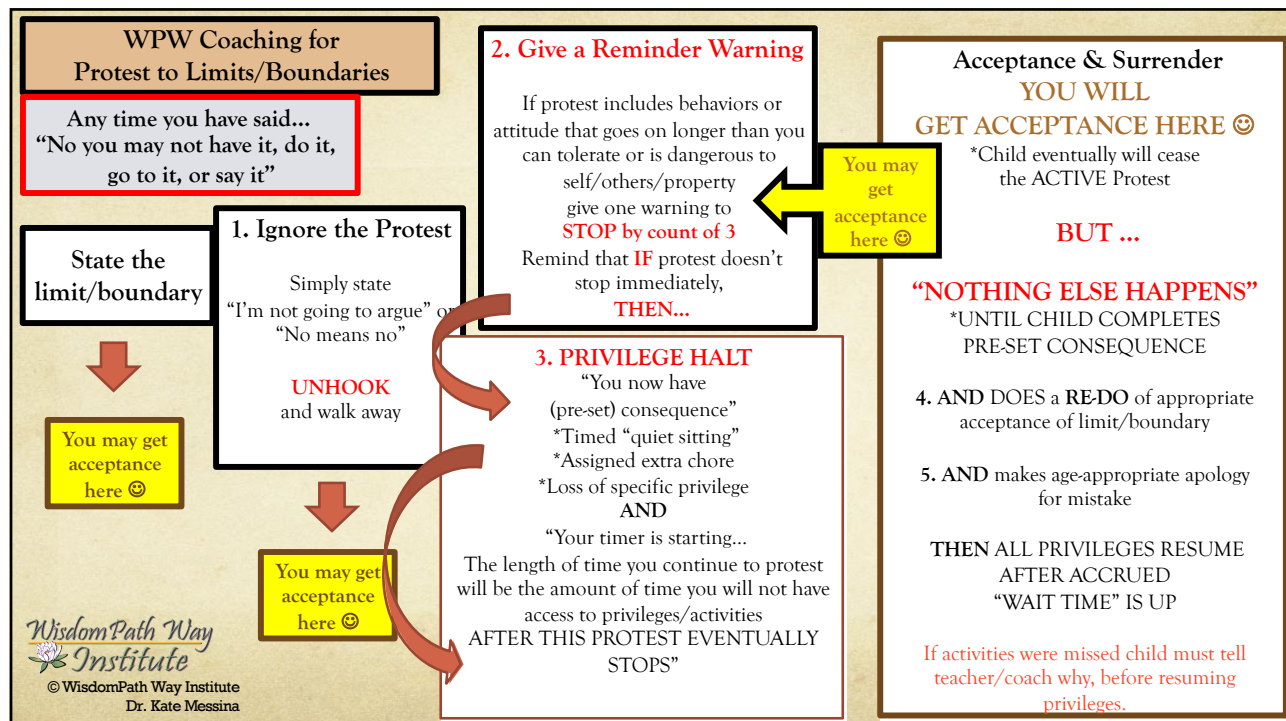
❖ RE-DO THE MOMENT
*Helping the Brain to develop the Self-Regulation
“This is What We Do and How We Do It”*

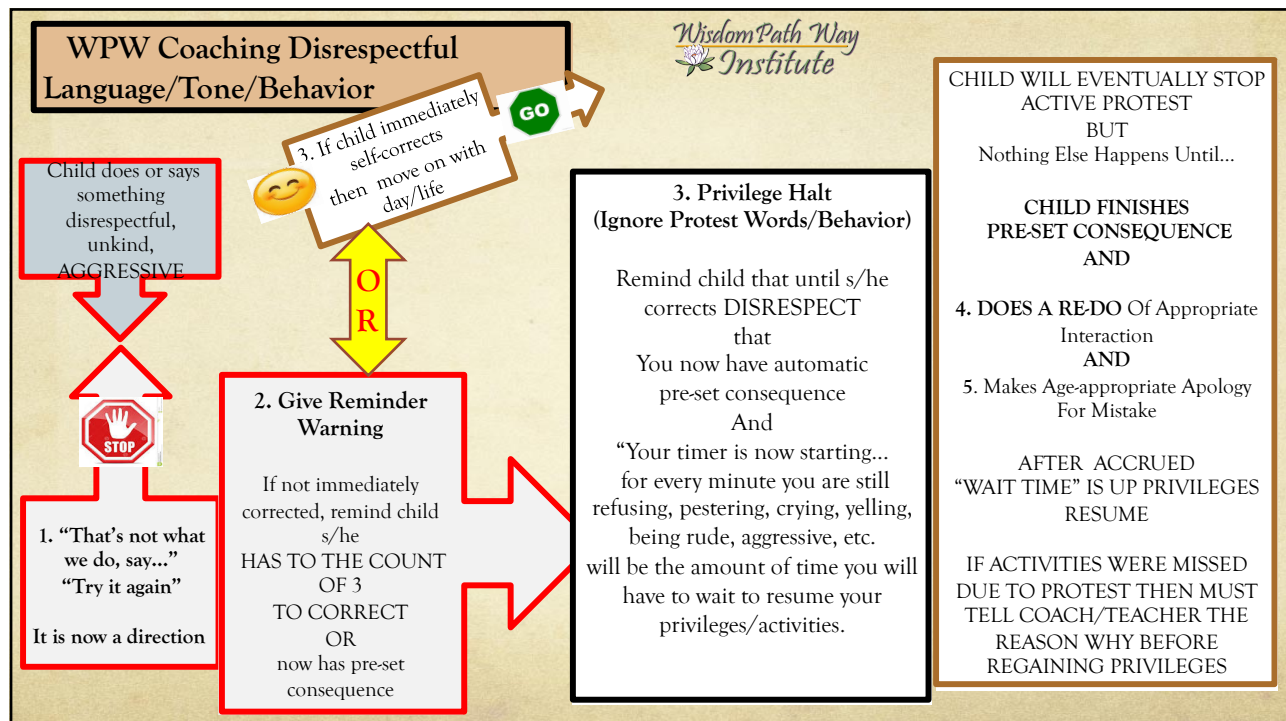
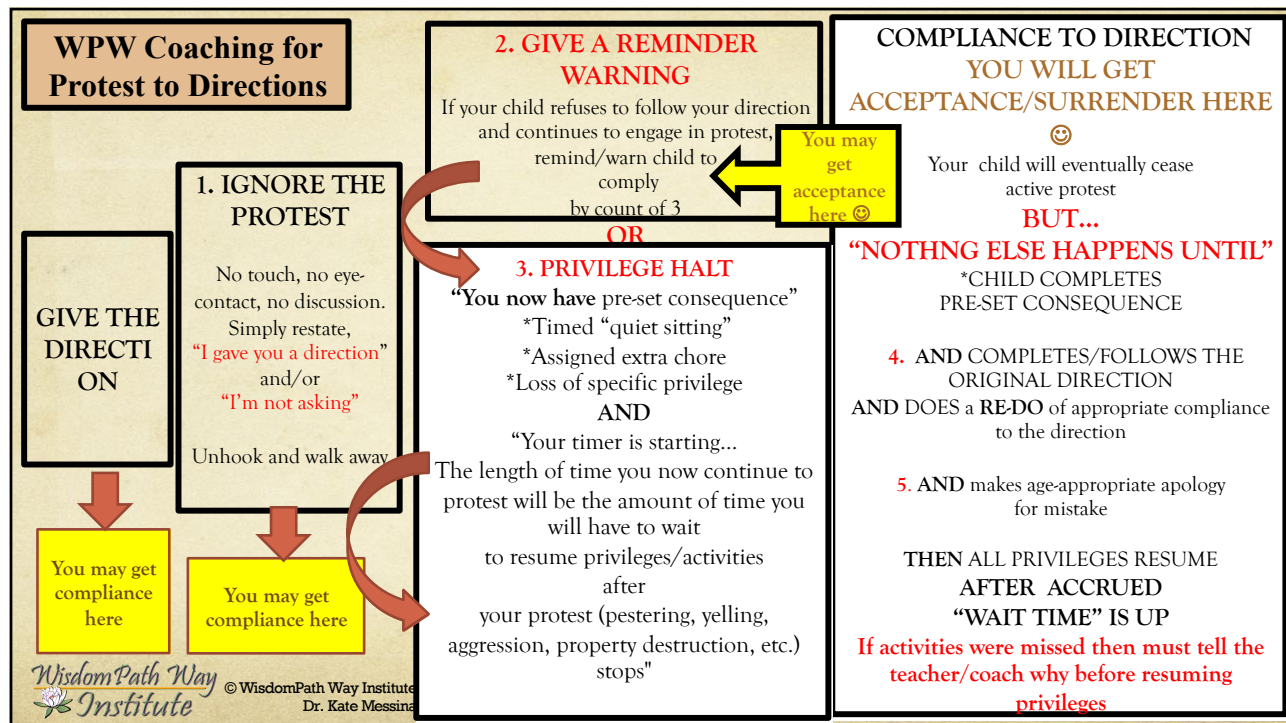
❖ REPAIR THE MOMENT
Amends and mutual repair of the temporary rupture of the relationship ...

WPW
5-Step Reparative Parenting



WisdomPath Way Institute
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Dr. Kate Messina





REMEMBER...

LifeSpace

Remember that each Brain is genetically designed to “strive to thrive” but early trauma (neglect, violence, abuse) directly impacts the way in which the entire **neuronal network** will organize itself as a relational “information processor” about **how** to be human and **how** to live with others

Early Encoding of the World/Others/Self

Remember that each Brain is operating to the best of its ability based on what it has learned about the world, and “itself,” and other people, which now may be negative
(Co-constructed internal maps)

Emotion Management Skills

Remember that each Brain is doing the best it can to soothe itself and manage powerful feelings, which may include maladaptive coping strategies
(Co-regulated internal regulatory mechanisms)

REMEMBER...

Developmental Pathways/Fixations

Remember that each Brain must learn to master **instinct**, **impulses**, **imperialism**, and **interpersonal** relationships through co-construction and co-regulation

Top-down Control: The Harness and The Brakes

Remember that each Brain must develop the top-down ability to exercise a “3rd floor” **HARNESS** over the 2nd floor (emotions) and the Life Force Will and apply “3rd floor” **BRAKES** to the 1st floor (fight/flight/freeze reactivity)

WPW Coaching Philosophy

Remember that every Brain has the potential for change (neural plasticity) and maturation; however, we need to know “**what to do and how to do it...**”

WPW Reparative Coaching/Teaching Strategies

Remember that Self-Regulatory Skills can be developed by knowing where to “meet” each Brain...AND through the “Reparative Relationship” between you and the child/teen
Teach/coach ‘*what to do*’ before teaching ‘*what not to do*’
“I do it....We do it...You do it...”