

SESSION 2 OF TMR

- CHECKING IN:
 - HOW DID YOU PLAN FOR YOUR CHILD'S TRIGGERS AND YOURS?
 - SUCCESSES AND SETBACKS WITH CATCHING YOUR CHILD BEFORE THE STORM
 - ABC: ATTUNE, BALANCE, COACH
 - PLACE AND SHARED JOY

CALM-DOWN TOOLS

ACTIONS:

- WALK AWAY AND TAKE A BREAK
- GO TO A DESIGNATED CALM-DOWN SPOT
- SHOW THE OPPOSITE EMOTION (HALF SMILE, SOFTEN FACE, VOICE QUIET, SHOULDERS UP AND STRONG)
- SAY WHAT YOU WANT TO DO OUT LOUD "I'M NOT YELLING." "I'M WALKING AWAY. I'M NOT GOING TO ARGUE."
- MANTRAS... "I CAN HANDLE THIS." "KEEP IT LITTLE." "I'M OKAY."
- CHANGE THE CHANNEL (OUT LOUD IF POSSIBLE) – ANGRY TO CALM SELF-TALK
- TIGHTEN-RELEASE MOVEMENTS OR "LEMON SQUEEZE"
- ENERGY RELEASE (JUMP ROPE, BRISK WALK, BASKETBALL, JOG)
- SENSORY SHOCK (COLD SHOWER, FIRM TOUCH, HOLDING ICE, STRONG TASTE, RUBBER BAND SNAP)
- GO TOWARDS PUBLIC AREAS. STAY AROUND OTHERS. WE SHORE UP BEST WHEN THE WORLD IS WATCHING.

DISTRACTIONS

- MUSIC, ELECTRONICS, SODOKU, DRAWING, READING, MENTAL GAME, ORIENT THROUGH FIVE SENSES.

SOOTHERS

- BELLY BREATHS (SLOW INHALE/EXHALE THROUGH THE NOSE, DOING AT LEAST 5)
- SENSORY CALMING-BED, BLANKET, COMFORT SMELL, HUGS/TOUCH, BACK RUB, ROCKING, BUBBLE BATH, WARM DRINK
- MINDFULNESS, GUIDED IMAGERY

DO YOUR DETECTIVE WORK AND PLAN

- WHAT ARE YOUR CHILD'S TRIGGERS? YOURS?
- WHAT ARE YOUR CHILD'S WARNING SIGNS? YOURS?
- WHAT IS REINFORCING THE PROBLEM BEHAVIOR?
- WHAT'S UNDER THE BEHAVIOR?

REINFORCERS OF ANGER

- CHILD GETS WHAT HE WANTS
- ATTENTION
- REACTION FROM OTHERS
- AVOIDANCE OF A TRIGGER
- EMOTIONAL CATHARSIS
- OTHERS' REACTIONS CONFIRM CHILD'S DISTORTION

WHAT'S UNDER THE BEHAVIOR

- KIDS DO WELL WHEN THEY CAN.
 - **INTERNAL AND EXTERNAL STRESS**
 - LAGGING SKILLS
 - PAST EVENTS OR MEMORIES
 - COGNITIVE DISTORTIONS
- GROWTH OCCURS WHEN WE FRONTLOAD SITUATIONS, CATCH THE SUCCESSES, AND KEEP A CHILD'S WORLD WITHIN THE WINDOW OF TOLERANCE.

STRESS

- INTERNAL
 - SENSORY REACTION, HUNGER, PAIN, ILLNESS, FATIGUE, LAGGING SKILLS AND DEFICITS.
- EXTERNAL
 - SPORTS GAME, TEST, PEER REJECTION OR EXCLUSION, SOCIAL MEDIA, HOMEWORK PILE-UP, PARENT CONFLICT, FAMILY PROBLEM, WAR, VIOLENCE, ETC.

LAGGING SKILLS

- WHAT ARE THE LAGGING SKILLS?
 - LANGUAGE AND COMMUNICATION SKILLS
 - ATTENTION AND WORKING MEMORY SKILLS
 - EMOTION AND SELF REGULATION SKILLS
 - COGNITIVE FLEXIBILITY SKILLS
 - SOCIAL THINKING SKILLS
- CPS WORKSHEET:
 - [HTTP://WWW.THINKKIDS.ORG/WP-CONTENT/UPLOADS/2013/01/TSI_CLINICAL-9-12.PDF](http://www.thinkkids.org/wp-content/uploads/2013/01/TSI_CLINICAL-9-12.PDF)

PAST EVENTS OR MEMORIES

- EARLY TRAUMA, ATTACHMENT DISRUPTION LEAVES ITS MARK
- ACUTE VS. COMPLEX TRAUMA
- REMINDERS TRIGGER ASSOCIATED THOUGHTS, FEELINGS
- AVOIDANCE PREVENTS RESOLUTION, PERPETUATES REACTIVITY TO TRAUMA CUES
- *WHAT WE CAN NAME, WE CAN TAME.*
- *WHAT WE CAN SHARE, WE CAN BEAR.*

MAD THINKING

- MINDSET
 - VIEW OF SELF AS NOT CAPABLE, DISRESPECTED, UNLUCKY, DEPRIVED, LACKING POWER
 - VIEW OF WORLD AS UNFAIR, UNKIND, HOSTILE, UNSAFE
- APPRAISALS
 - HOSTILITY, INTENTION, BEING SINGLED OUT
 - MISTAKES, CRITICISMS, SELF EVALUATIONS
 - FAIRNESS, RESPONSIBILITY
- DIALOGUES
 - NEVER/ALWAYS
 - WORST
 - PROJECTION OF RESPONSIBILITY
 - CATASTROPHIZING
 - EFFICACY DISTORTIONS
 - VICTIMIZING

PERSONALIZING VS. EMPATHIZING

- HE TRIES TO GET TO US BY ARGUING WHENEVER WE MAKE HIM COME INSIDE TO DO CHORES.
- IT'S REALLY HARD FOR HIM TO COPE WHEN THE FUN PARTS OF THE DAY HAVE TO COME TO AN END.
- SHE THROWS A FIT WHENEVER SHE CAN'T BE THE BOSS.
- IT'S SCARY FOR HER WHEN SHE LOSES CONTROL OVER A SITUATION.
- SHE LIKES TO BRING US DOWN WITH HER WHENEVER SHE DOESN'T GET HER WAY.
- SHE'S STILL LEARNING TO HANDLE FRUSTRATION AND DISAPPOINTMENT.
- HE HAS TO BE THE CENTER OF ATTENTION OR ELSE HE WILL THROW A FIT.
- IT'S HARD FOR HIM TO TRUST THAT HE'LL GET ENOUGH ATTENTION WHEN HE HAS TO WAIT.

THE POWER OF EMPATHY

- STRONG ANGER=INCOMPATIBLE WITH EMPATHY.
- INCREASED EMPATHY > DECREASED ANGER, AGGRESSION
- NEGATIVE THOUGHTS (HOSTILE ATTRIBUTIONS) > ANGER > EMPATHY DISRUPTION.
- IF OVERWHELMED BY EMPATHY, ANGER PROTECTS US.
- IF ANGRY A LOT, OTHERS RECOIL. THEN, THEY DON'T SHOW EMPATHY TOWARDS YOU.

BUILDING YOUR CHILD'S EMPATHY

- ATTUNEMENT PROVIDES NEUROLOGICAL BASIS FOR EMPATHY
- MODEL AND ENCOURAGE CONSCIOUS REFLECTION OF OTHERS' THOUGHTS/FEELINGS/INTENTIONS TO GET FRONTAL LOBES WORKING
- MAKE HYPOTHESES AND EDUCATED GUESSES ABOUT OTHERS' MENTAL/EMOTIONAL STATE
- CONNECT WITH SOME FEELING OR MEMORY IN YOU THAT CAN RELATE TO THAT PERSON (BUT BE CAREFUL NOT TO PROJECT IT AND BE AWARE OF DIFFERENCES!)
- NONJUDGMENTAL ENGAGEMENT (GIVE TOTAL ATTENTION, LISTEN WITHOUT INTERRUPTING, BE FULLY PRESENT, SUSPEND JUDGMENT)
- SENSE DEEP CONNECTION

CATCH THE SKILLS AND BUILD THEM

- **NOTICING EXERCISE**

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=5DDLD_8AQO](https://www.youtube.com/watch?v=5DDLD_8AQO) (CUE TO 5:34)

- SET ASIDE TIME TO CATCH AND NOTICE TARGET SKILLS AT HOME

- **PRIDE EXERCISE**

- **PRAISE, REFLECT, IMITATE, DESCRIBE, ENTHUSIASM**
- CHILD-LED, HIGH-INTENSITY, 1:1 SHARED PARENT-CHILD PLAY WITH POSITIVE ATTENTION FOR POSITIVE BEHAVIORS
- IGNORE NEGATIVE BEHAVIORS
- AVOID CORRECTIONS, CRITICISMS, AND COMMANDS

PRIDE DEMONSTRATION

- VIDEO CLIP
- PRACTICE IN DYADS

YOU CAN CHANGE THE ANGRY BRAIN

- BUILD A NEURAL NETWORK, IMPROVE THE NETWORK, EXPAND THE NETWORK
- REQUIRES FOCUSED ATTENTION AND REPETITION
- PRACTICE, PRACTICE, PRACTICE WITH COMMITMENT

| Healing the Angry Brain | |
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| Brain network you want to diminish | Brain network you want to develop |
| Looking for what's wrong with people | Looking for the good in people |
| Being quick to criticize and slow to praise | Being quick to praise and slow to criticize |
| Exaggerating problems; making mountains out of molehills | Keeping problems in perspective |
| Saying the first thing you think when you're mad | Taking several seconds before you say anything when you're upset |
| Thinking only about yourself | Practicing empathic listening to better understand others |
| Taking a stance of distrust and paranoia | Giving people the benefit of the doubt |
| Keeping your thoughts and feelings to yourself | Regularly sharing your thoughts and feelings |
| Jumping to negative conclusions | Waiting until you get all the facts before making a decision |
| Hanging on to old grudges and resentments | Letting go of grudges and practicing forgiveness |
| Settling conflicts with your fists | Talking through your conflicts |
| Acting in a controlling manner | Discussing issues from a perspective of equality |
| Running away from your problems | Facing your problems directly |

Handout (pg. 92 from Potter-Efron 2012)



END OF SECOND SESSION

- REHEARSE CALM-DOWN TOOLS DURING CALM TIMES FIRST
- IDENTIFY SIGNS OF UPSET, TRIGGERS, STRESSORS, BELIEFS/DISTORTIONS, LAGGING SKILLS AND PLAN AHEAD
- NOTICE SUCCESSES (OR APPROXIMATIONS)
- MODEL THE SKILLS YOU WANT TO BUILD
- PRACTICE PRIDE SKILLS