

Trauma and young people: Taking a strengths approach

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DNA-V as a unified framework for growth



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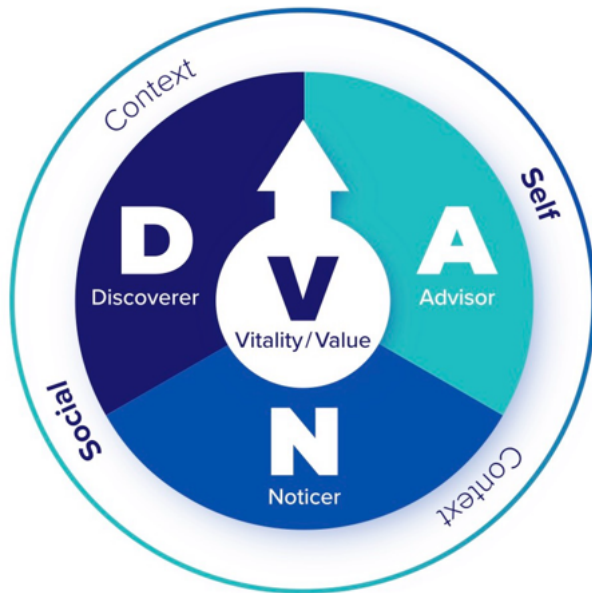
<p>Adaptation</p> 	<p>Trauma & development</p> 	<p>Adaptation - young people</p> 
<p>Assessment</p> 	<p>Relational</p> 	<p>Safety and resourcing Noticer – self Noticer – social</p> 
<p>Focus on Self using DNAV experiences</p> 	<p>Discoverer - self</p> 	<p>Value and vitality - self</p> 

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Adaptation

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Variation

Selection

Retention

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Process Based

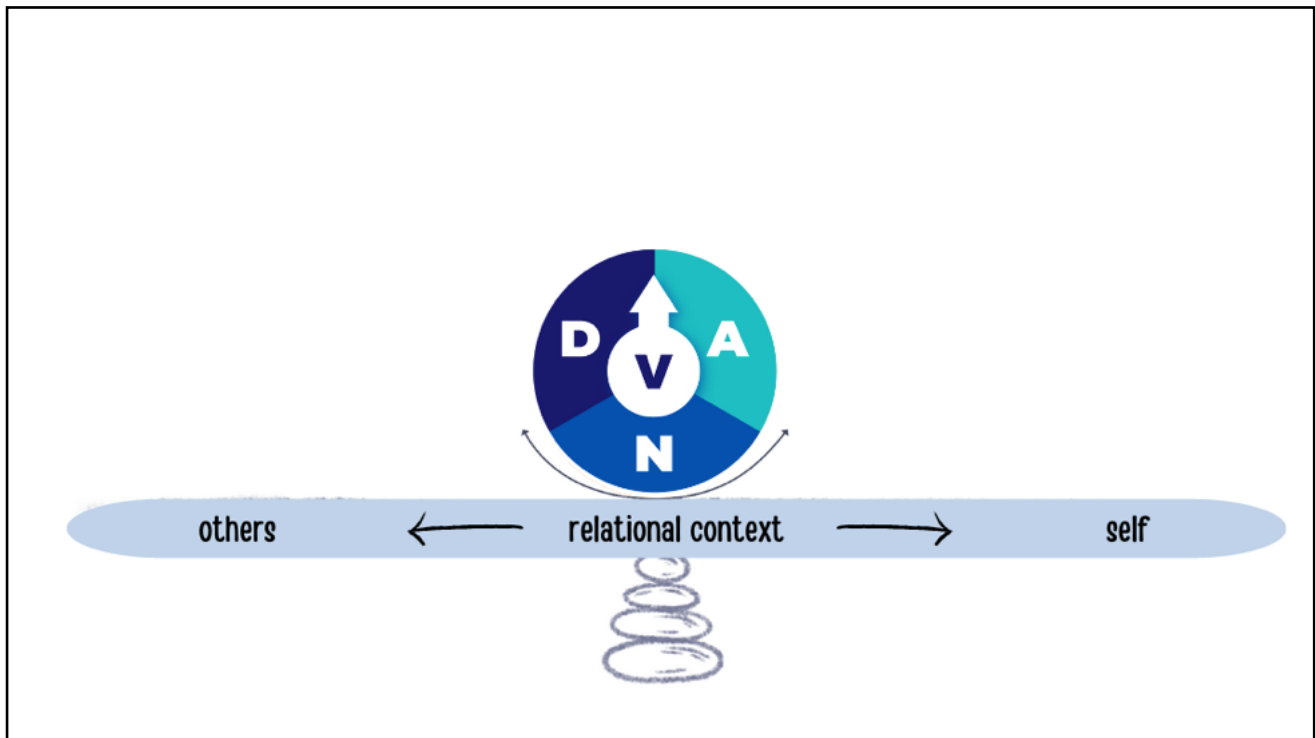
Extended Evolutionary Meta Model

	Variation	Selection	Retention
Self	Self-context		
Cognition	Advisor		
Affect/Emotion	Noticer		
Attention	Advisor		
Motivation	Value & vitality		
Overt Behavior	Discoverer		
Relationships/ Culture	Social-context		
Biology/ Physiology	Self-context		

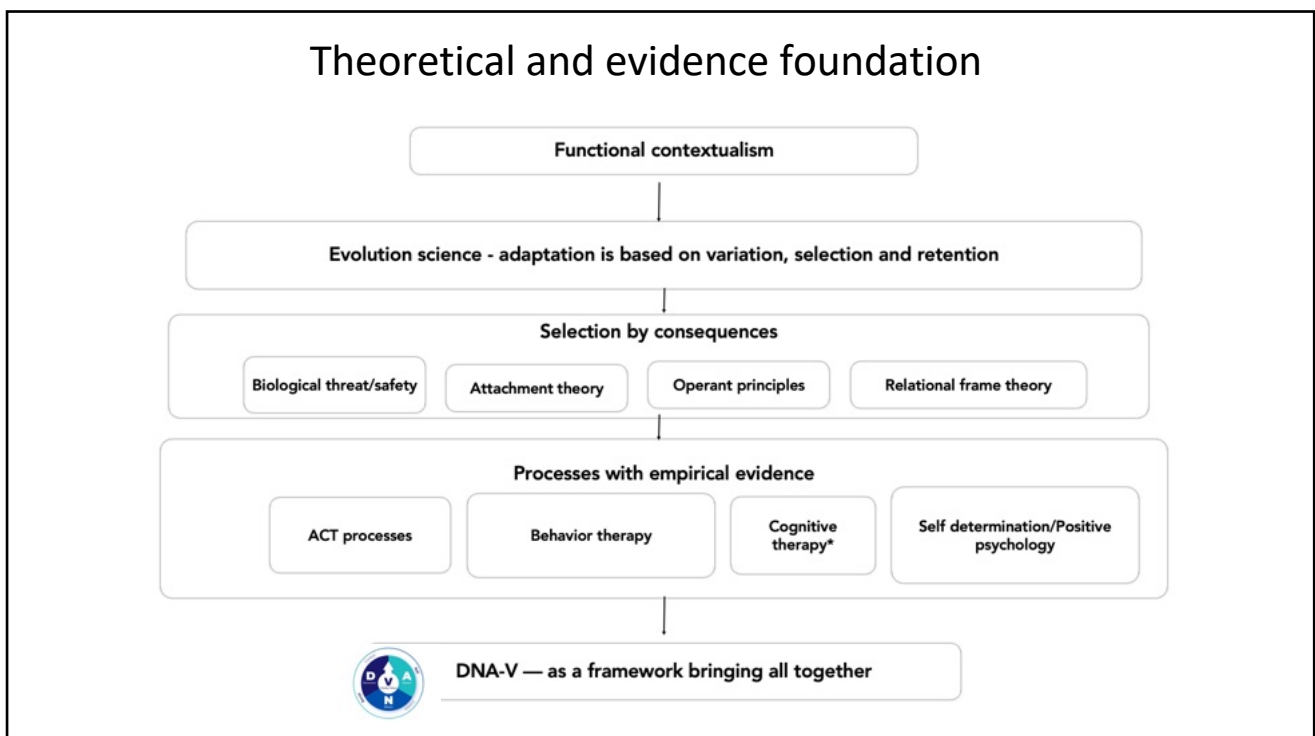
Context

Source: Ong, C. W., Giarrochi, J., Hofmann, S. G., Karekla, M., & Hayes, S. C. (2024). Through the extended evolutionary meta-model, and what ACT found there: ACT as a process-based therapy. *Journal of Contextual Behavioral Science*, 32, 100734. <https://doi.org/10.1016/j.jcbs.2024.100734>

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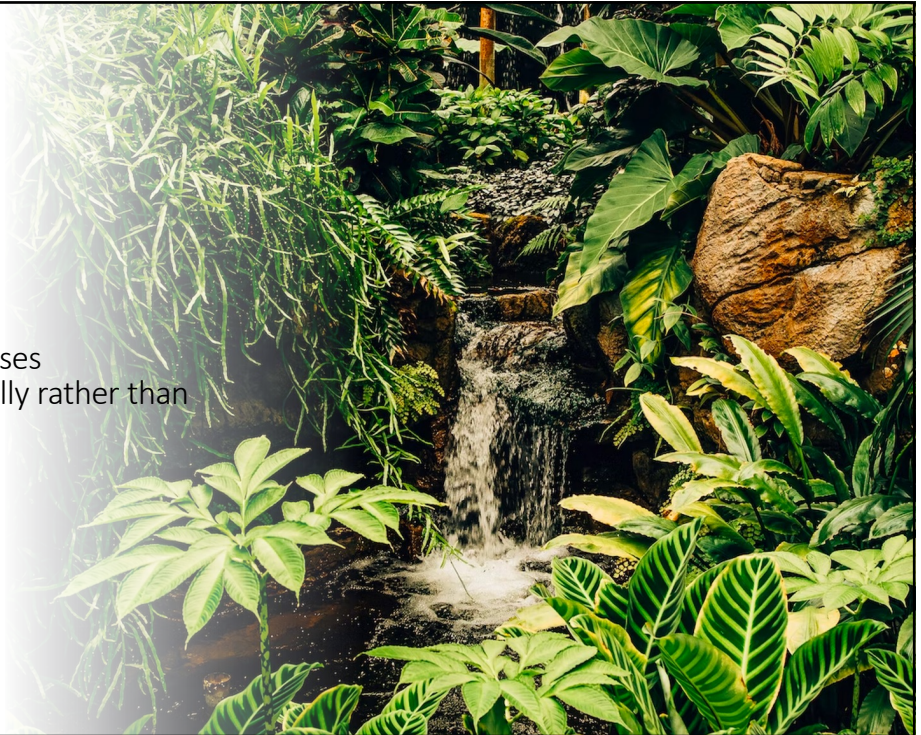
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DNA-V is

1. A multilevel contextual approach
2. Robust theory
3. Evidence-based processes
4. Delivered ideographically rather than normatively



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Developmental psychopathology

- Assumes normative stages
- Inadequate and incomplete unless considers adaptation as normal
 - (Ellis et al., 2012)
- Evolutionary perspective
 - Adaptation
 - cost-benefit analysis
 - contextualised

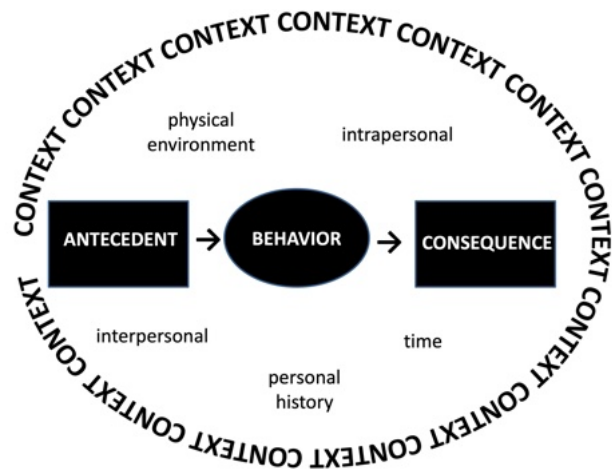


organicism — assumes normative stages of growth

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Functional contextualism

- Assumes behaviour occurs in a context
- Assumes behaviour is/was adaptive in that context
- Evolutionary perspective
 - Adaptation
 - cost-benefit analysis
 - contextualised



Contextualism: assumes behaviour adaptive (worked) in a specific context

Contextual Image: J and M
Villatte (2013) ACBS Boot
Camp Reno

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Trauma & development



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Acute trauma

Sometimes called simple trauma (also Type I)

Time-limited, sudden, and unexpected events that are perceived as traumatic:

- Shorter-term problems
- Less risk of long-term mental problems
- Argued that the 'simple' trauma is too simplistic – especially in development

Howard, J., L'Estrange, L., & Brown, M. (2022). National Guidelines for Trauma-Aware Education in Australia. *Frontiers in Education*, 7, Article number: 826658. <https://eprints.qut.edu.au/232311>

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Complex trauma - betrayal

Complex trauma (also known as Type II or betrayal trauma), impact of repeated relational harm experienced by children at the hands of those who should be loving, nurturing, and protecting them

- physical, sexual, and emotional abuse,
- physical, and emotional neglect,
- family or other relational violence.

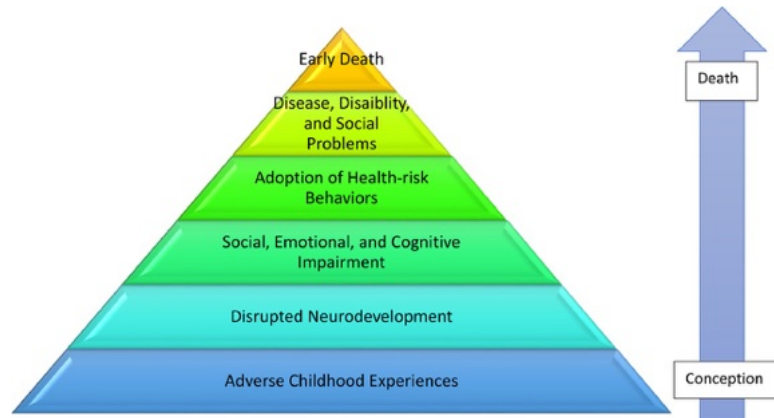
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Howard, J., L'Estrange, L., & Brown, M. (2022). National Guidelines for Trauma-Aware Education in Australia. *Frontiers in Education*, 7, Article number: 826658. <https://eprints.qut.edu.au/232311>

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Impact of childhood trauma



Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245–258. [https://doi.org/10.1016/s0749-3797\(98\)00017-8](https://doi.org/10.1016/s0749-3797(98)00017-8)

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Adverse Childhood Experiences

- Bereavement
- Bullying
- Community violence
- Domestic violence
- Emotional abuse
- Food scarcity
- Forced displacement
- Foster care system experiences
- Illness/medical trauma
- Interpersonal violence
- Impaired caregiver
- Kidnaping
- Living in unsafe environments
- Multiple deaths and traumatic loss
- Natural disasters
- Neglect
- Peer rejection
- Physical abuse
- Physical assault
- Political violence
- Poor academic performance
- Poverty
- Racism over time
- School violence
- Serious injury/accident
- Sexual abuse
- Sexual assault/rape
- Terrorism
- Traumatic loss
- War

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ACEs outcome studies

Adults with at least four ACEs - increased risk of all health outcomes compared with no ACEs

- weak or modest for physical inactivity, overweight or obesity, and diabetes (ORs of less than two);
- moderate for smoking, heavy alcohol use, poor self-rated health, cancer, heart disease, and respiratory disease (ORs of two to three),
- strong for sexual risk-taking, mental ill health, and problematic alcohol use (ORs of more than three to six),
- strongest for problematic drug use and interpersonal and self-directed violence (ORs of more than seven)

The outcomes most strongly associated with multiple ACEs represent ACE risks for the next generation (eg, violence, mental illness, and substance use)

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Hughes, K., Bellis, M. A., Hardcastle, K. A., Sethi, D., Butchart, A., Mikton, C., Jones, L., & Dunne, M. P. (2017). The effect of multiple adverse childhood experiences on health: a systematic review and meta-analysis. *The Lancet. Public Health*, 2(8), e356–e366. [https://doi.org/10.1016/S2468-2667\(17\)30118-4](https://doi.org/10.1016/S2468-2667(17)30118-4)

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ACEs and Psychological Flexibility

Screening for ACEs along with psychological flexibility measure

Psychological flexibility moderated the relationship between self-reported ACEs and depressive symptoms.

- **High psychological flexibility associated with less depressive symptoms – even when ACEs were higher**
- Average psychological flexibility had no relationship between ACEs and depressive symptoms
- Low psychological flexibility associated with more depressive symptoms when experiencing higher numbers of ACEs.

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Hostutler et al (in press). ACEs Screening in Adolescent Primary Care: Psychological Flexibility as a Moderator. *Families, Systems, & Health*

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ACEs – not modifiable

but,

Psychological Flexibility – is modifiable

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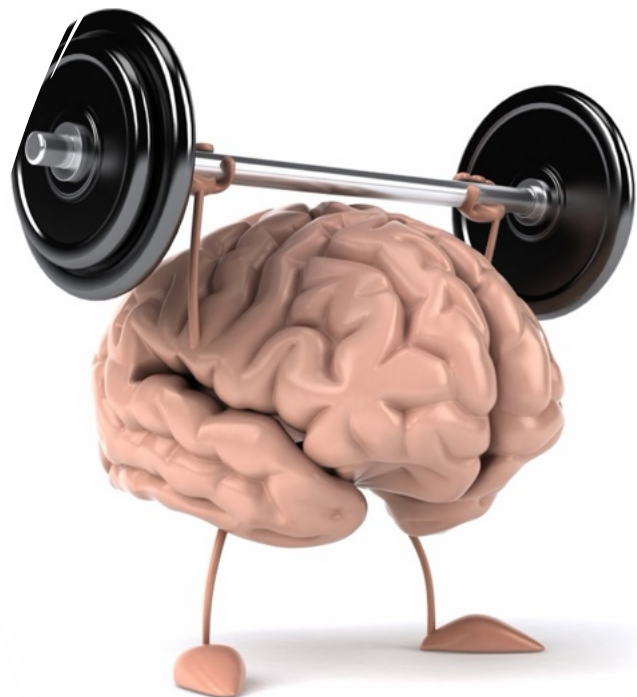
Hostutler et al (in press). ACEs Screening in Adolescent Primary Care: Psychological Flexibility as a Moderator. Families, Systems, & Health

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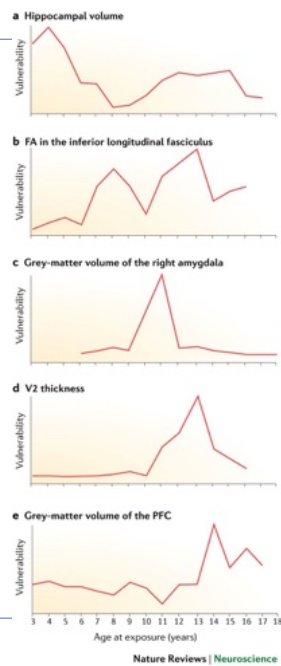
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Neuroplastic adaptations
rather than damage

(Teicher et al. 2020)



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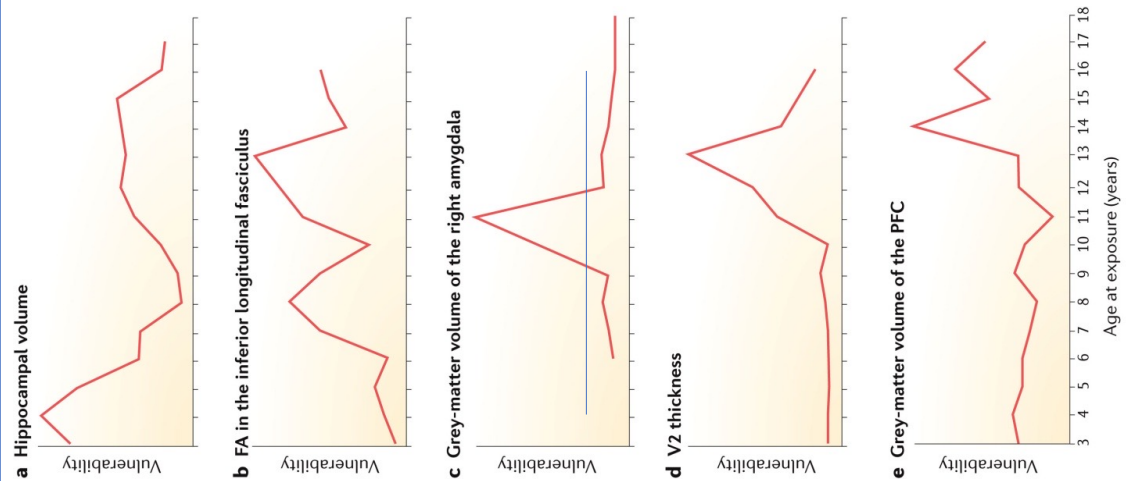


The effects of childhood maltreatment on brain structure, function and connectivity

Martin H. Teicher^{1,2}, Jacqueline A. Samson^{1,2}, Carl M. Anderson^{1,2} and Kyoko Ohashi^{1,2}

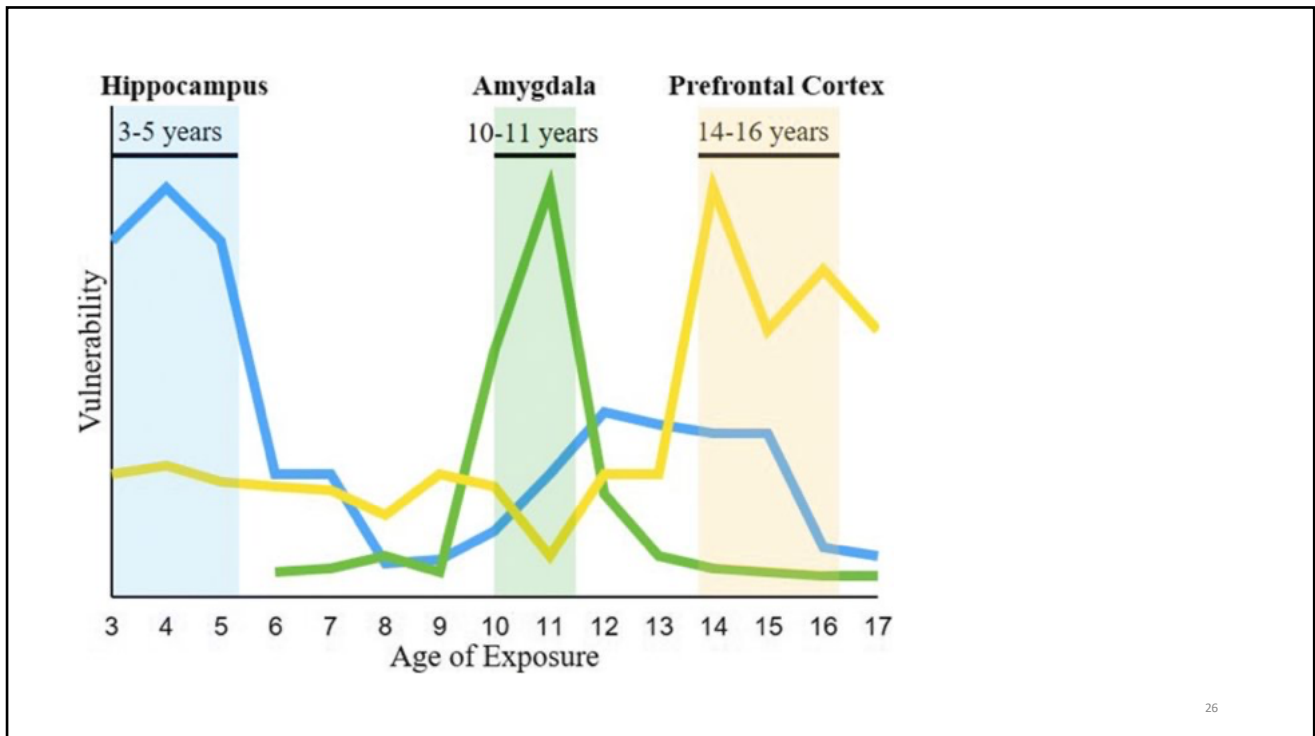
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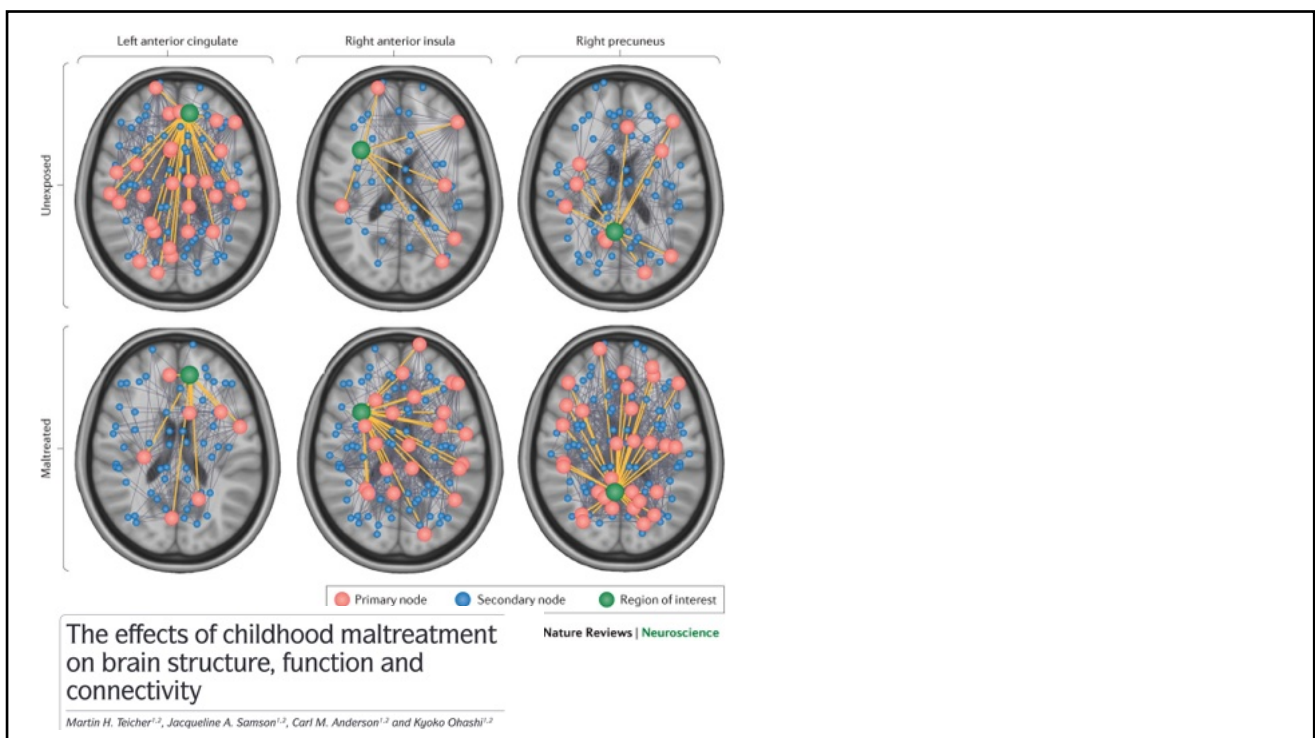


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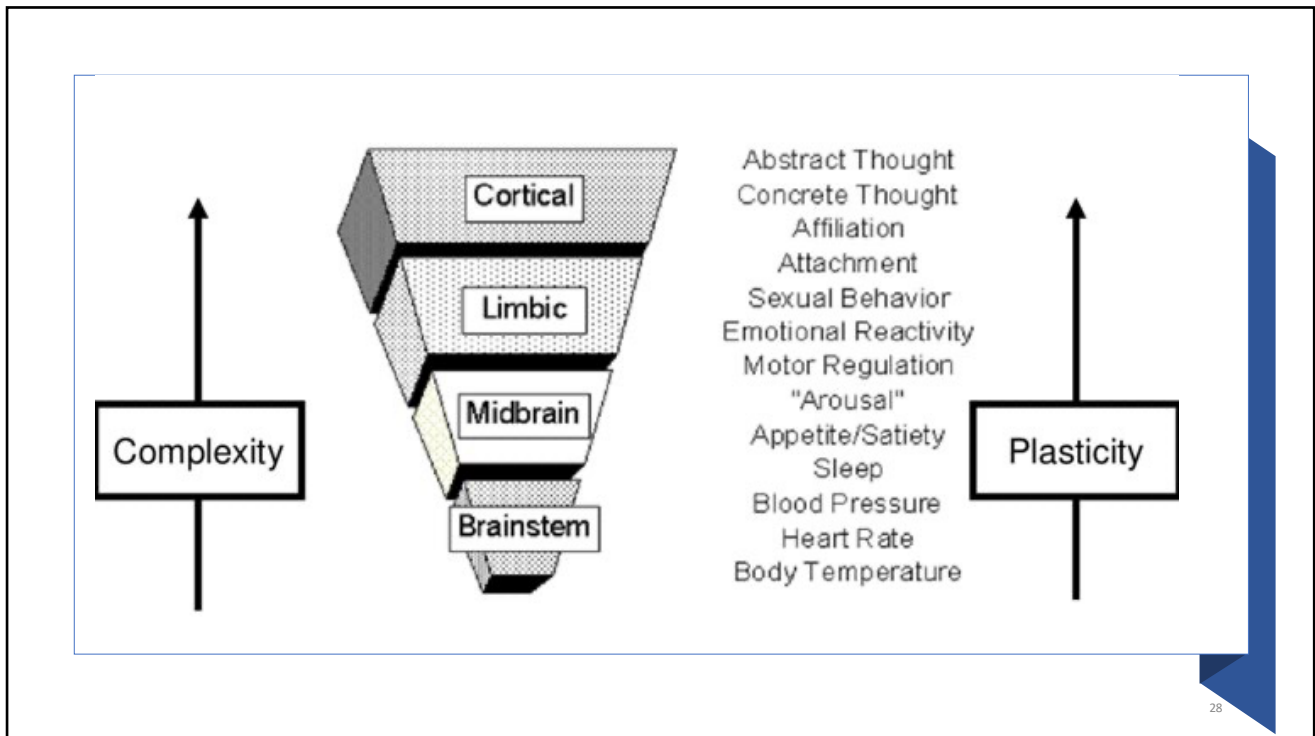
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Brain architecture and implications for treatment

A young person's response to trauma is individualised

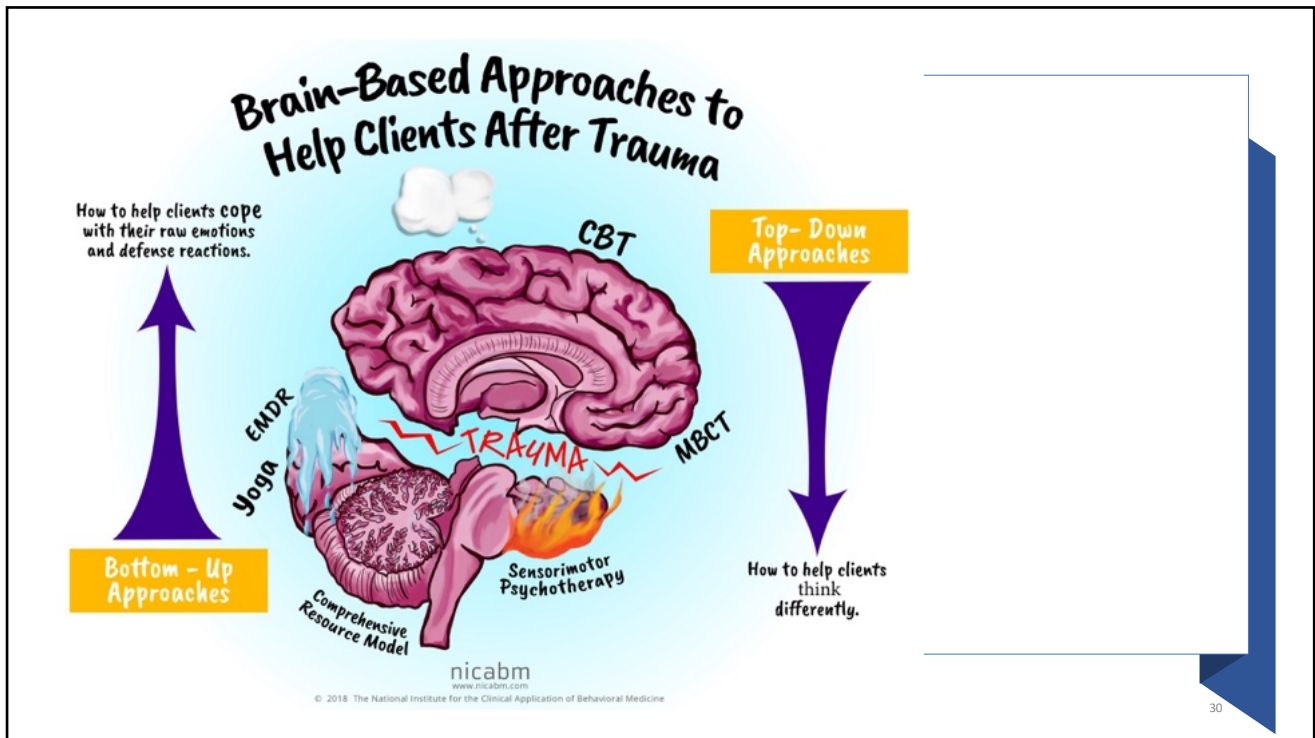
Connectivity in neural structures may be important for therapists to consider – e.g. whole DNA-V in context does this

Providing a consistent relational foundation in the present -- the mismatch between their past experience and present creates an opportunity for new learning

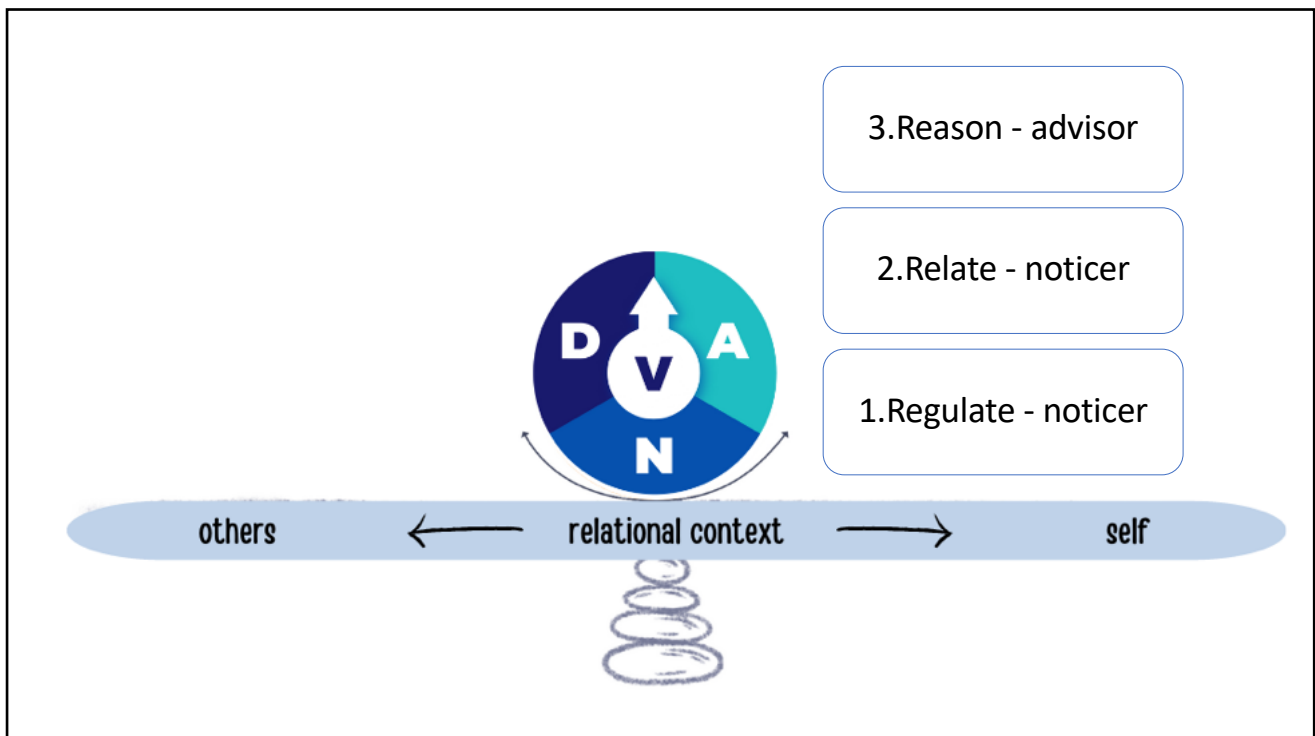
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Aware

- Understanding the widespread impact of trauma
- Understand neurological, physiological, biological, psychological, and social effects
- Shift the perception of all professionals from “What is wrong with you?” to “What happened to you?”

Goddard, A. (2021). Adverse Childhood Experiences and Trauma-Informed Care. Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners, 35(2), 145–155. <https://doi.org/10.1016/j.pedhc.2020.09.001>

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Relationships are fertile ground for recovery

A child's current level of relational health is the strongest predictor of their current wellbeing and functioning, even more so than their trauma history (Perry and Dobson. 2010)

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Time spent getting to know a young person is time spent well

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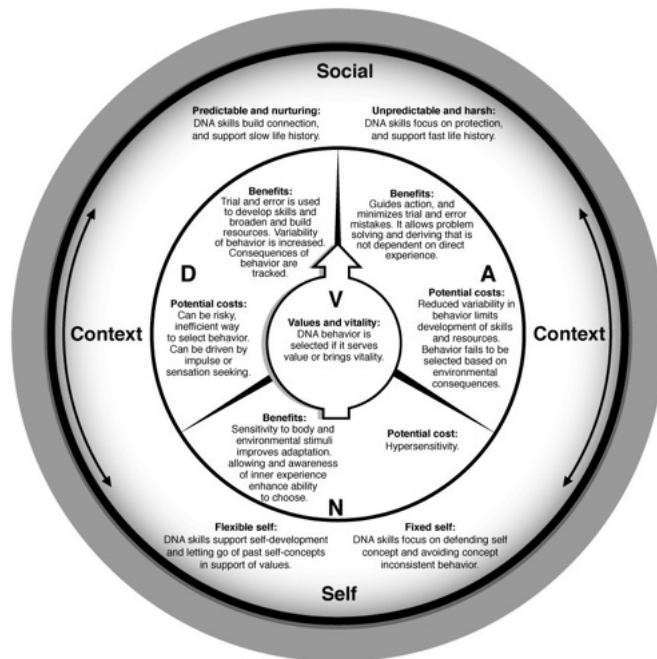
Adaptation

- young people

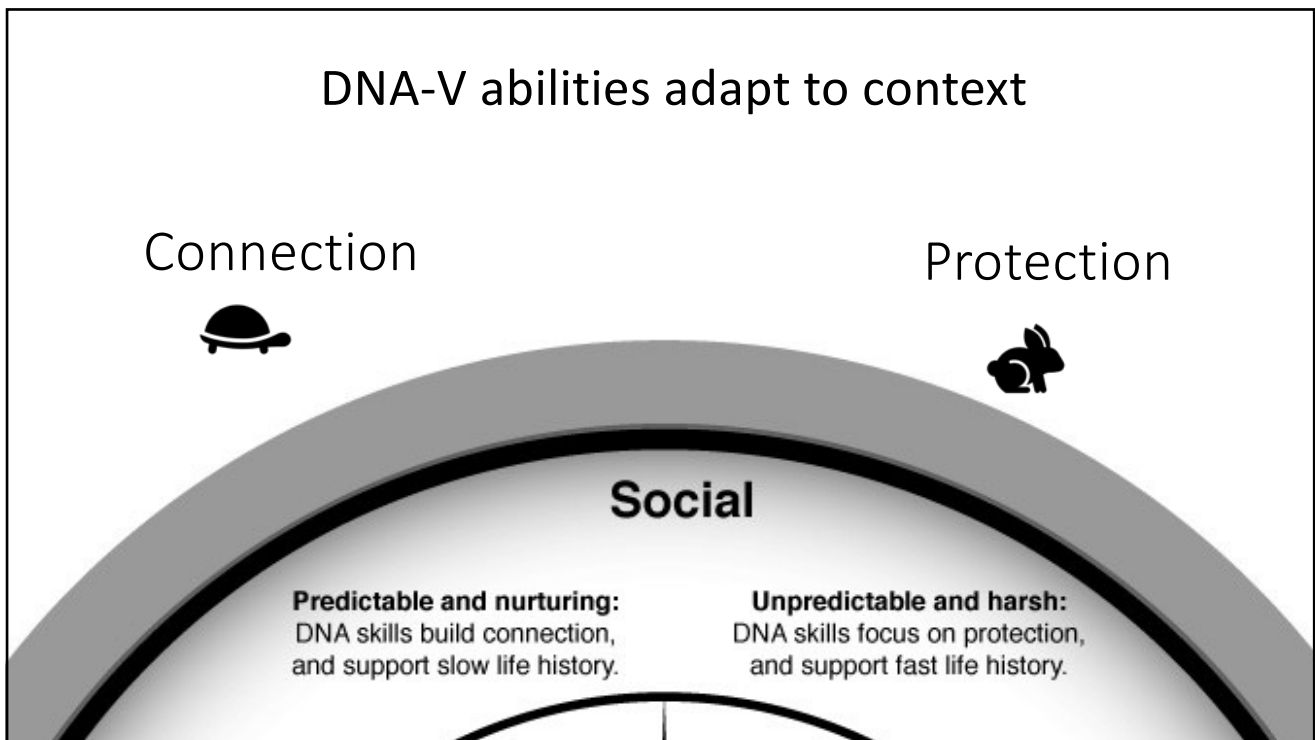


Image Source: <https://c8.alamy.com/comp/ATM1W/full-speed-ahead-on-an-old-brass-ships-telegraph-isolated-on-a-white-ATM1W.jpg>

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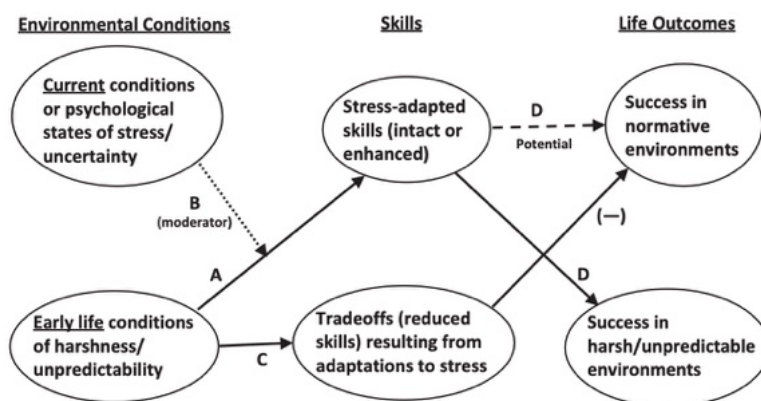


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Different types of events have distinct influences on development

- Harm imposed by others = threat
- Insufficient environment = deprivation

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Hidden Talents Model - Ellis, B. et al 2023 <https://doi.org/10.1017/9781009350051>

A. Specialisation hypothesis (Frankenhuis & de Weerth, 2013)

B. Sensitization hypothesis (Ellis et al., 2017)

C. Costs of adaptation

The question –

Can stress-adapted skills that enable individuals to function in harsh/unpredictable environments be leveraged to promote success in normative contexts (dashed line), such as schools and work places?

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Hidden talents framework

Ellis, B. et al 2023 <https://doi.org/10.1017/9781009350051>

- **Adaptive:**
 - The effect of a trait on biological fitness (survival and reproduction)
 - Does not imply that a trait is socially desirable
 - Adaptations have fitness costs and benefits
 - Adaptive if benefits outweigh costs – e.g. vigilance in a high-risk env.
- **Deficit-based approaches**
 - Incomplete because they critically miss the social and cognitive skills that develop in response to adversity (Ellis, Bianchi, Griskevicius, & Frankenhuis, 2017; Frankenhuis & de Weerth, 2013)

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Published in final edited form as:
J Clin Child Adolesc Psychol. 2017 ; 46(3): 303–330. doi:10.1080/15374416.2016.1220309.

**Evidence Base Update for Psychosocial Treatments for Children
 and Adolescents Exposed to Traumatic Events**

Evidence interventions:

CBT currently has the most evidence – *well-established*

EMDR – *probably efficacious*

Individual integrated for complex T - *possibly efficacious*

play therapy, individual mind–body skills, and individual
 psychoanalysis – *experimental*

group creative expressive + CBT was deemed *questionable efficacy*

* meditation rarely measured in this review

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Assessment

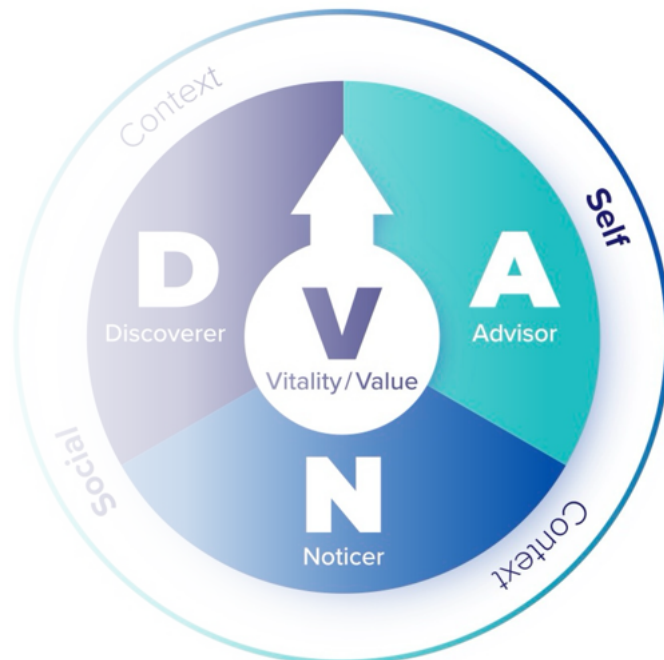


Image Source: <https://c8.alamy.com/comp/ATTM1W/full-speed-ahead-on-an-old-brass-ships-telegraph-isolated-on-a-white-ATTM1W.jpg>

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Protective factors

1. Caregiver support (social)
2. Sensitivity to reward (Discoverer)
3. Relation to their Self – using all DNA-v)

Child trauma exposure and psychopathology: mechanisms of risk and resilience

Katie A. McLaughlin  Hilary K. Lambert

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<https://doi.org/10.1016/j.copsyc.2016.10.004>

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Mechanisms

1. Information processing biases that facilitate rapid identification of environmental threats (Advisor)
2. Disruptions in learning mechanisms underlying the acquisition of fear (Noticer+Advisor)
3. Heightened emotional responses to potential threats (Noticer)
4. Difficulty disengaging from negative emotional content (Discoverer)

Child trauma exposure and psychopathology: mechanisms of risk and resilience

Katie A. McLaughlin  Hilary K. Lambert

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<https://doi.org/10.1016/j.copsyc.2016.10.004>

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Assessment

- Consider in context of what has been lost – age, milestones, relationships
- Assess with open-ended questions “Has anything stressful, sad, or scary happened to you or your child?”
- Screen using ACE screener
- Screen for psych flex – such as PBAT (see later slides)

- Red-flag presentations of suicidality, self-injurious behavior, or psychosis
- Associated with
 - disordered eating, sleep disorders, elimination concerns, developmental delay
- Assess comorbidities - depression, anxiety, and substance abuse, neurodiversity

Goddard, A. (2021). Adverse Childhood Experiences and Trauma-Informed Care. *Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners*, 35(2), 145–155. <https://doi.org/10.1016/j.pedhc.2020.09.001>

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Neurodivergence

Autism – a significant proportion likely to have trauma. In this review up to 17% of young people – up to 40% (Rumball, 2019, Rumball et al 2020)

ADHD – a greater proportion of adults with ADHD will report childhood trauma exposure (Konstenius et al 2017)

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Assessment of DNA-V concerns

Discoverer – impulsivity, externalising behaviours, self-harm, risk

Noticer – triggered reactivity, emotional hyperarousal, low awareness of embodied experience, controlling inner sensations

Advisor – rigid cognitions, fixed rules, attempts to navigate with thoughts rather than feelings, blame and judgement on self and others

Values – low motivation, weaker learning experiences of the language of values

Self – shame, critical/abusive labelling

Social – ruptured relationships, low trust, low vulnerability,

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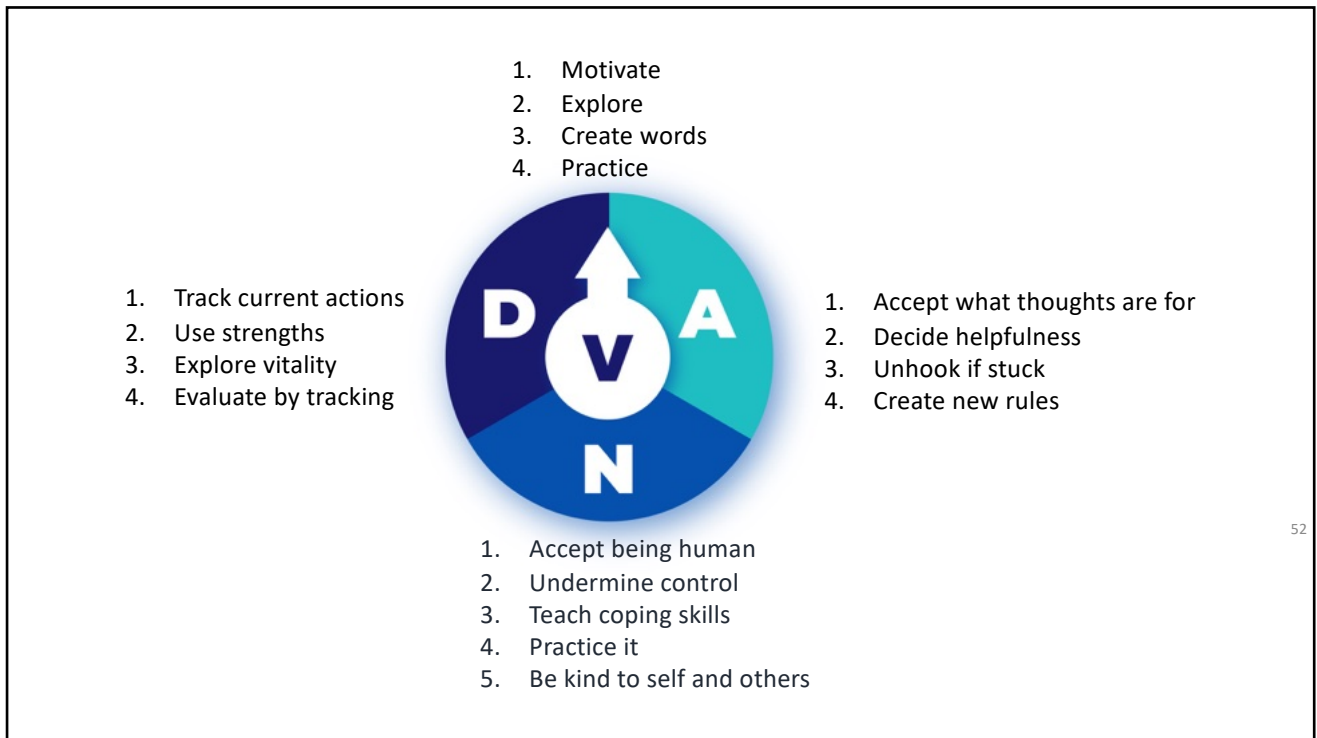
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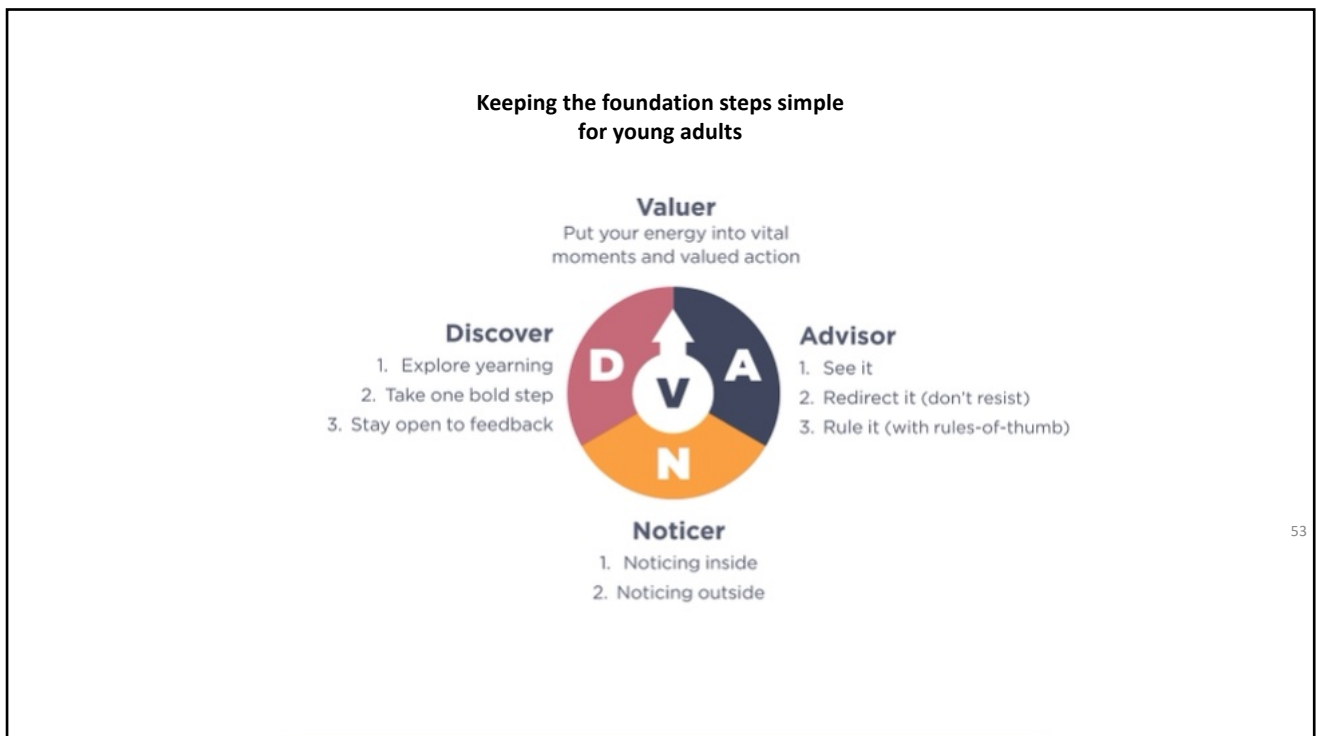
Your four abilities

- **valuer** – what matters to you
- **advisor** – what you tell yourself
- **noticer** – what you notice inside and outside
- **discoverer** – what you do

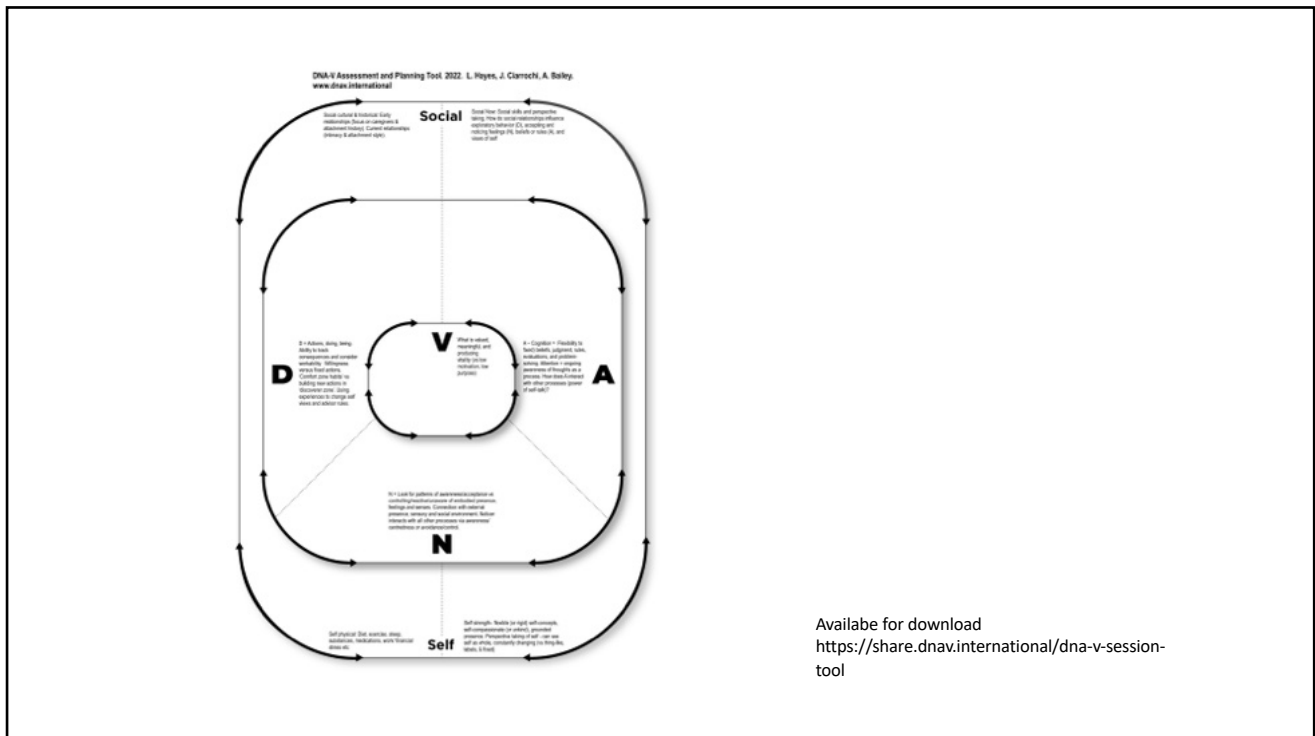
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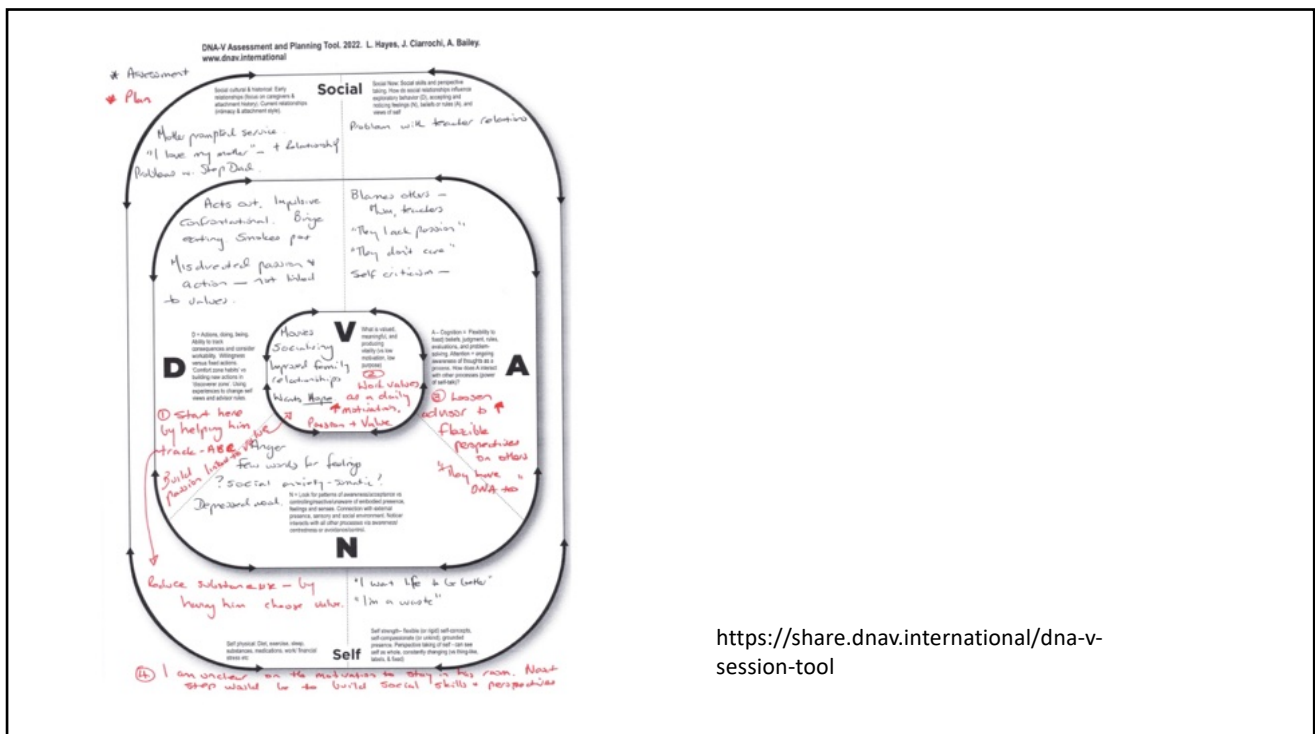
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DNA-V Session Assessment, Discussion and Session Planning

Two easy-to-use tools that can help your discussions flow smoothly from assessment, to session planning, to monitoring progress.

You can use these tools to:

- Assess a person's current state in each of the six DNA-v areas
- Discuss at the start of the session - progress, engagement in home tasks etc
- Use it to set an agenda for areas to work on in the session
- Measure behaviour change or outcomes across sessions
- Use the disk as a way of building a visual plan for your intervention
- Use the disk as an easy take-home worksheet, session content reminder, homework etc

DNA-v Session Tool For intervention planning and charting progress

This is a six-item tool that can be used for planning, assessment, and intervention. It comprises a six-item 10cm visual analogue scale (VAS) with items from the Process Based Assessment Tool (PBAT).

Note that these six items are all positive valence items. The full PBAT has items that are both positive and negative valence. Positive and negative items are independent, in other words, a client can be high on negative items as well as high on positive items. For these DNA-V tools, positive valence items were chosen for pragmatic purposes:


- Six items that are targets for learning flexibility with our DNA-v abilities**
- Brief so we don't overwhelm the client and we maximise our time**
- Have utility across sessions or as a repeated measure**

When using the visual analogue scale (VAS), the relationship between items is valuable because it reveals how people view their current well-being or progress. In the sample image below, item 1 might be interpreted as higher than the others, even if only marginally. This is the place for discussion.

Even small changes will inform your sessions:

I noticed that you marked connecting with people as something you do more often than the other items. Would you tell me more about that?

Conversely I see that you rate yourself lower on experiencing emotions and thinking. Would you say more about that?



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DNA-V Session Discussion Tool (L. Hayes, J. Carmochi, D. Gillard, 2022)

The six statements below will guide our work and make it as helpful as possible. This isn't a measure of you but of how we can work together. It's a way of making sure that what we do together is what you most want to work on. It's up to you to read out all questions that you feel right for me. So if you're willing, please tell me where you think you are now on these six items by putting a little mark on each line.


Name: _____

Date: _____

- I do things to connect with people who are important to me (5x)
- I can experience a range of emotions appropriate to the moment (5x)
- I can use my thinking in ways that help me (5x better) (4x)
- I choose to do things that are personally important to me (5x)
- I can change my behaviour when changing helps my life (5x)
- I can be patient and caring towards myself (5x)

Never _____ Often _____

Source: Adapted from the PBAT
Carmochi, J., Hayes, S. C., & Mulvey, E. G. (2022). Assessing Processes of Change in Psychosocial Interventions: The Process-Based Assessment Tool (PBAT). <https://doi.org/10.21203/rs.3.rs-2612321/v1>
www.pbatsupport.com



www.dnav.international

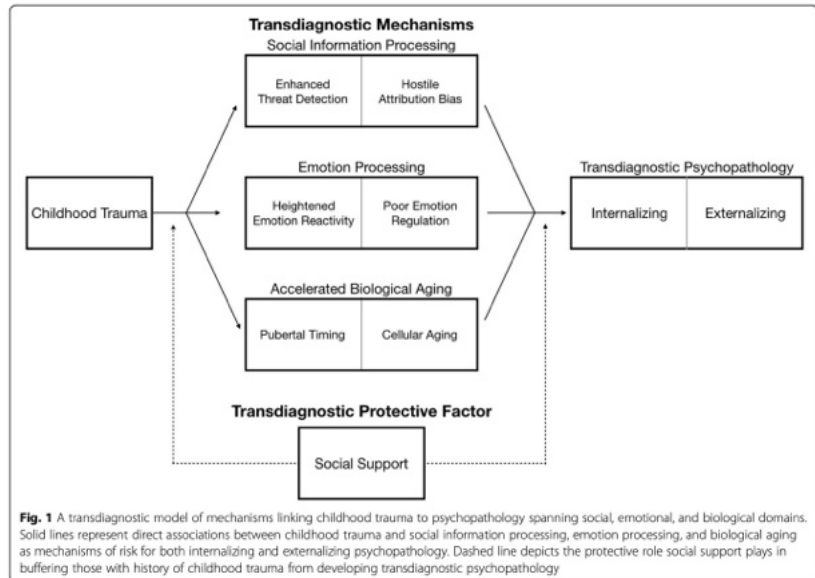
<https://dnav.international/article/free-session-tool/>

Relational

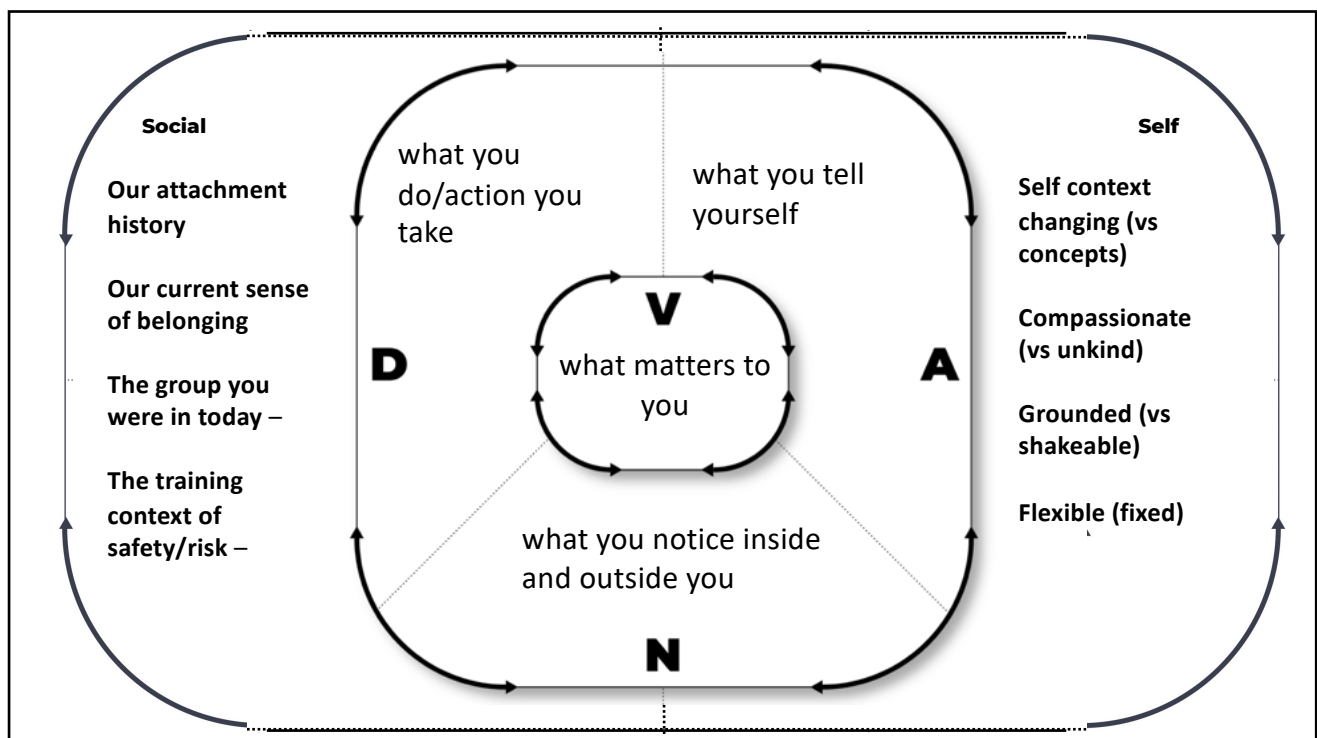
The diagram illustrates the Relational Developmental Analysis Model (RDAM). At the top, the word "Relational" is written in a large, black, sans-serif font, underlined with a thick orange line. Below this, a circular diagram is centered. The circle is divided into four quadrants: top-left (dark blue) with a white "D", top-right (teal) with a white "A", bottom-left (blue) with a white "N", and bottom-right (light blue) with a white "V". A white arrow points upwards from the center of the circle, passing through the "V". Below the circle, a horizontal light blue oval contains the text "others" on the left, "relational context" in the center, and "self" on the right. A double-headed arrow is positioned above the "relational context" text, spanning the width of the oval. Below the oval, a stack of five white stones is arranged in a slightly offset, balanced manner.

Mechanisms linking childhood trauma exposure and psychopathology: a transdiagnostic model of risk and resilience

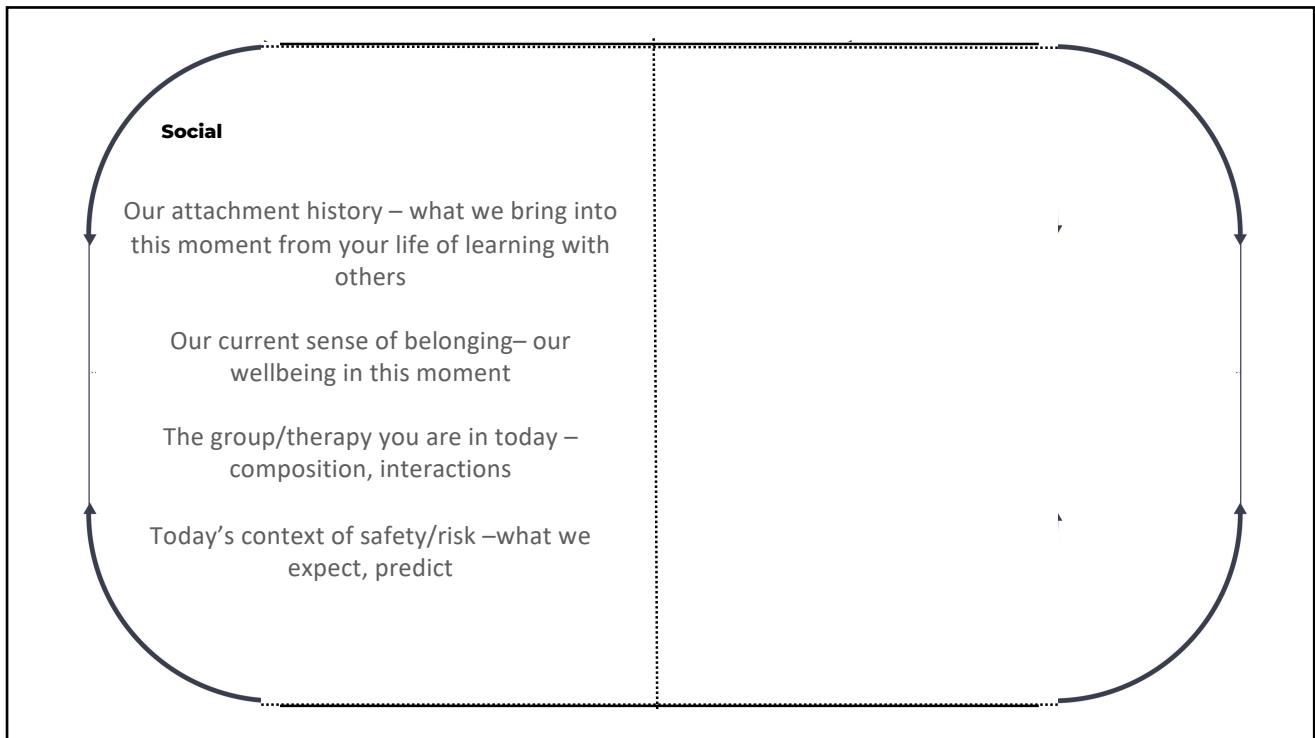
Katie A. McLaughlin^{1*}, Natalie L. Colich², Alexandra M. Rodman³ and David G. Weissman¹



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Social view (a perspective)

The context in which our DNA-V is shaped over our whole life.
Taking perspectives on others, recognising interdependence and the value of others, and behaving effectively in social situations

<p>Social world is flexible. Perspective of self <u>with</u> others</p> <p>Seeing the interaction between DNA-v abilities and our relationships (others have DNA-v too)</p> <p>10</p>	<p>Social world is fixed. Narrow views of others and relationships; e.g. blame, judgement.</p> <p>Struggle to see that others have DNA-V too (e.g might be hooked by their advisor).</p> <p>0</p>
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Psychological Flexibility with young people in the community

- **Outcomes in the first iteration of the programme (in spite of the C-19 pandemic):**
 - **The team has worked with approx. 400 care experienced young people to date.**
 - **71% YP accessed EET (Education, Employment, Training)**
 - **18% shift from NEET to EET. (NEET - Not in Education, Employment or Training)**
 - **33% had a qualification lower than a Level 1 as their highest qualification when the project started.**
 - **81% had a qualification that was Level 1 or higher by the end.**
- **Reboot 2.0**
 - **Reboot is working on the biggest and most robust impact trial ever in the UK.**
 - **The RCT will involve 565 care-experiencing young people aged between 16 – 25 across the southwest region of the UK**
 - **Using DNA-V**



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Attunement in therapy



Image Source: <https://c8.alamy.com/comp/ATTM1W/full-speed-ahead-on-an-old-brass-ships-telegraph-isolated-on-a-white-ATTM1W.jpg>

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Attunement in the therapeutic relationship

- Operates from bottom up
- Predicted from three action-oriented responses – listening, understanding, and validating (LUV)
- It is not the activity that promotes self-regulation, but the activity in the context of the relationship

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Deep safety

- Trauma is relational
 - A now that vibrates with softness and attentiveness can heal
- Privilege, the young person's needs
- Construct a timeline to consider development and times of distress
- The past is not what happened in the past, but a continuous flow into the current moment, the last five minutes, the last few hours

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Critical micro moments

- Attending to non-verbal queues, eye, contact, vocalisations, facial expressions, tone of voice, breathing rate
- The therapist is a witness, accepting what the individual expresses
- Creates the context for new adaptive responses

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Avoid re-traumatisation

- Educate other professionals, teachers, etc
- Be aware of context triggers
 - Clinical type office
 - Undressing for sports, hospital settings
 - Noises, sensations, fear responses
 - Perceived lack of control
 - Lots of service providers
 - Promising and then leaving

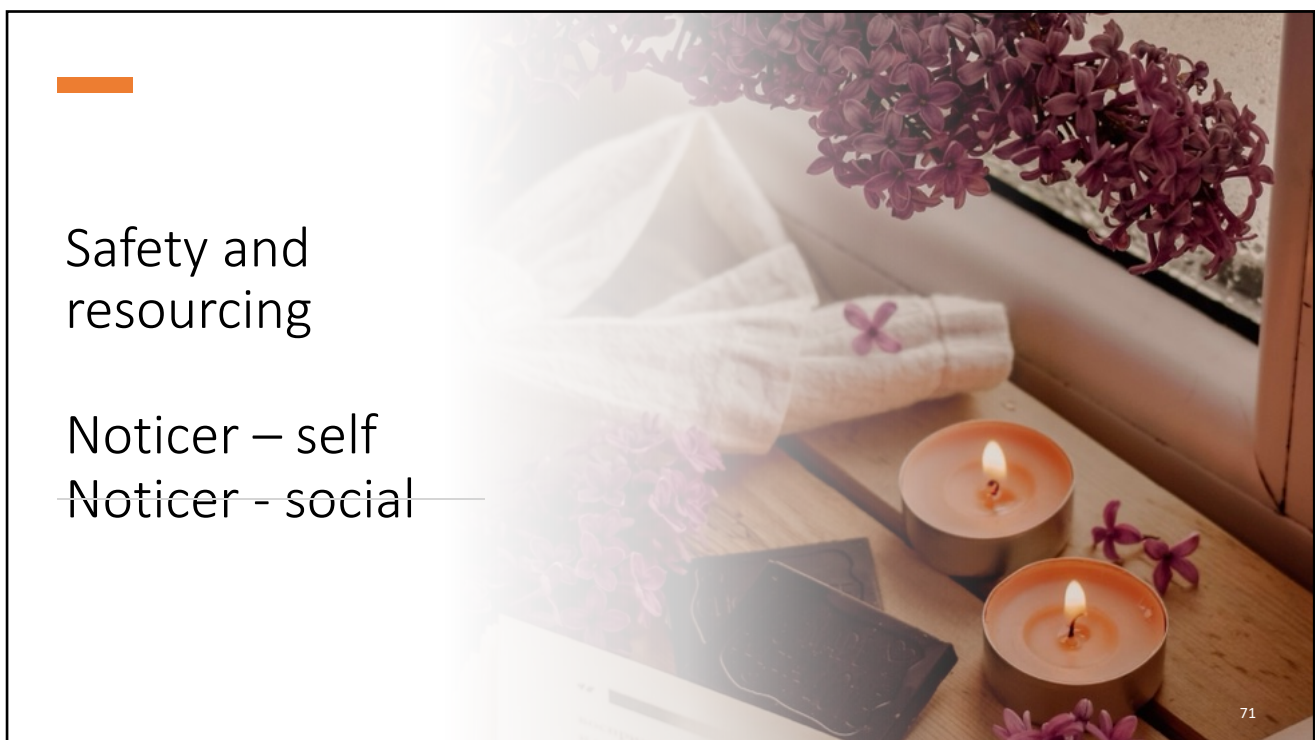
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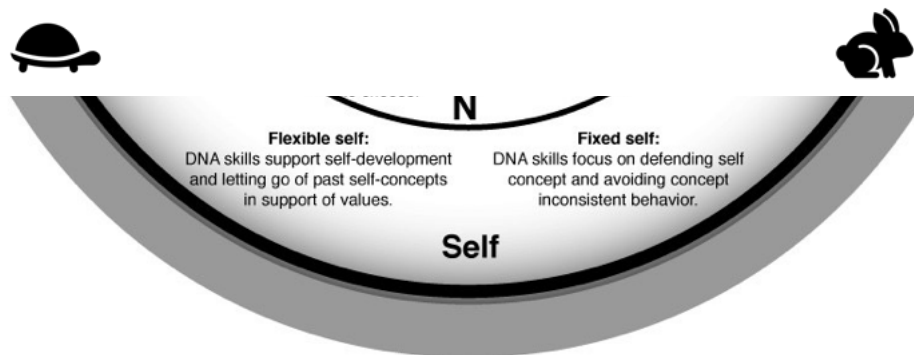


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DNA-V abilities change based on the context of development

Self is flexible –
uncertainty, errors are
forgiven

Self is defended –
certain, conceptualized,
errors unforgiven



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Noticer – navigating through senses/interception/ neuroception*

- Advantages:
 - Sensitive to body
 - Sensitive to environment
 - Variability in inner experience, emotions, and responses
- Costs:
 - Hypersensitivity to threat cues



* Porges term for ability to detect cues without conscious awareness

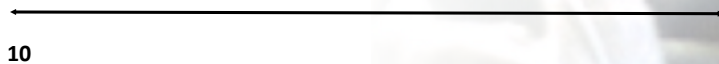
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Noticing (DNAV four processes)

Noticing inner and outer experience and having the capacity to accept rather than avoid or cling to it.
Attending to the present context, others and the world

Open, accepting
aware - connected
to embodied self,
present to others
and the world

Controlling,
reactive, unaware -
disconnected from
body, others and
the world

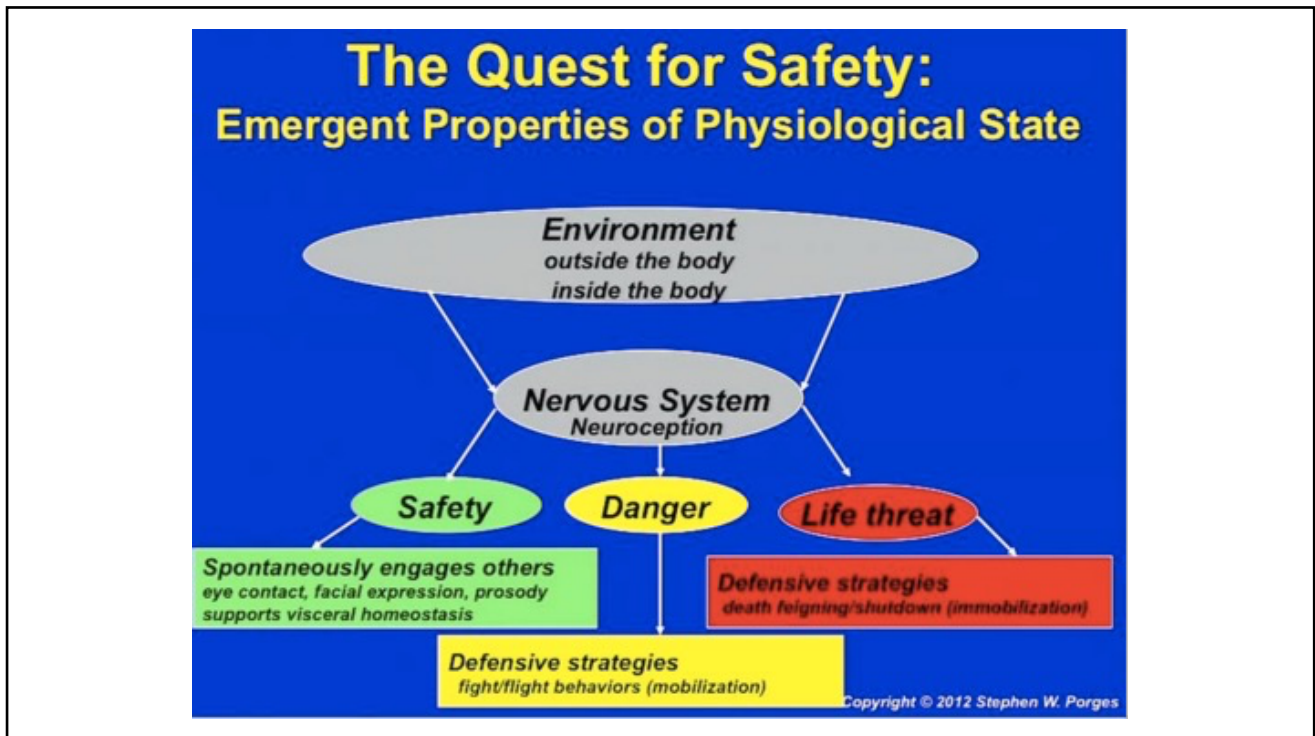


74

Using DNA-v within the evidence-base

Noticer
expand emotional repertoire with – imaginal and in
vivo
exposure
change emotion reactivity with experiential
practices
increase emotion awareness and repertoire

75



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77



78



79

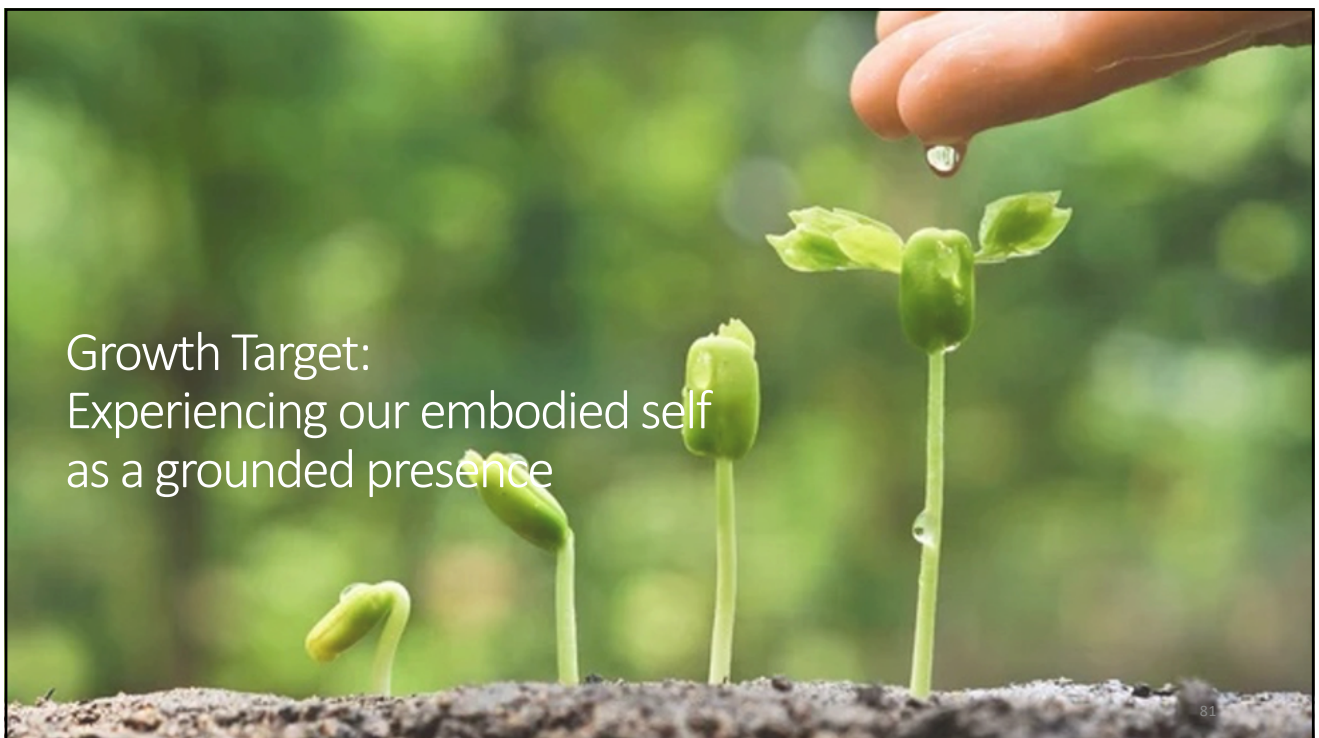
“You are an architect of your experiences. Your river of feelings might feel like it’s flowing over you, but actually, you’re the river’s source.”

Barrett, Lisa Feldman. (2017) How Emotions Are Made



80

Growth Target:
Experiencing our embodied self
as a grounded presence



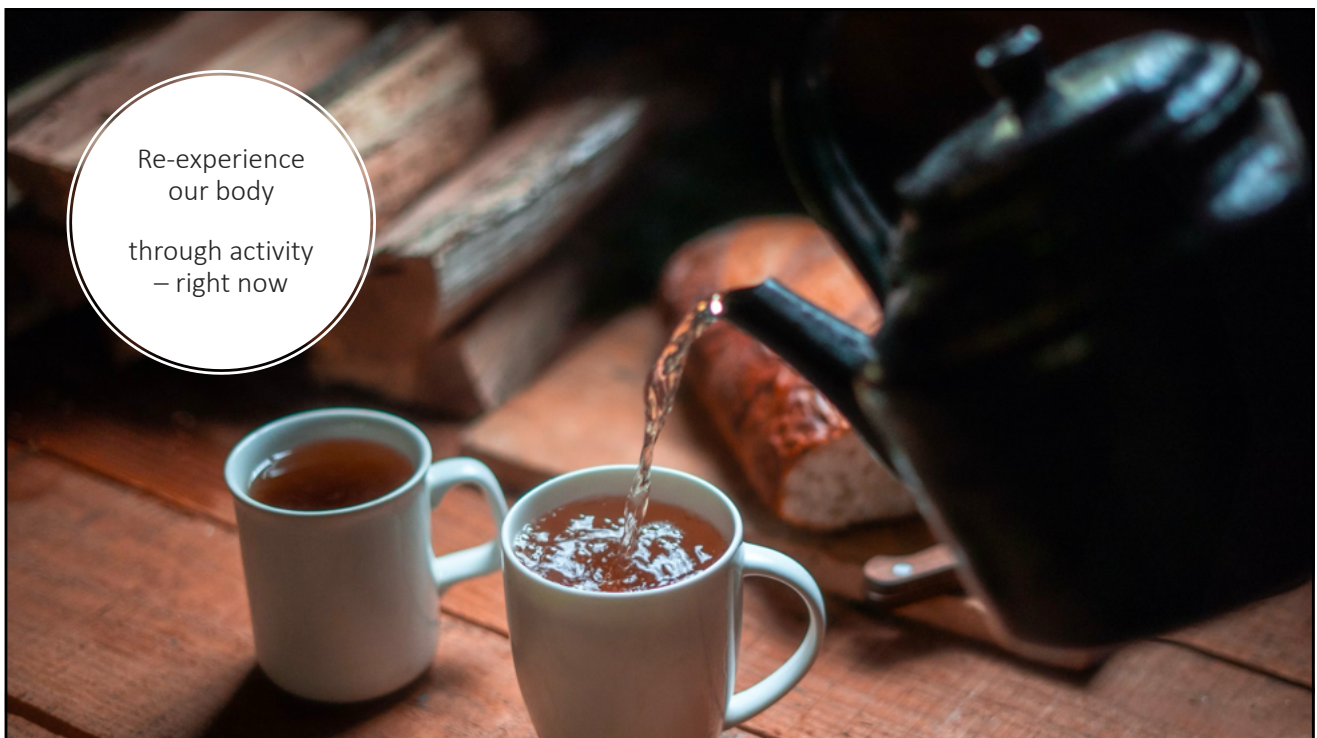
81



Be aware of how
hurt
affects your
embodied
presence

- now/today

82



Re-experience
our body

through activity
– right now

83

Evidence-based processes - emotion

*Best outcomes for young people include these two:

1. acceptance

- Thoughts
- Feelings
- Acting on urges

2. Setting goals, session work, reviews and feedback

- Developing a collaborative working approach
- Tracking sessions and doing it together

86

*Meta-analytic review on adolescent emotion intervention elements (Helland et al 2022).

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Evidence-based processes - emotions

• Weaker* effects for young people from:

- Social and communication skills training
- Differentiation of emotion*
- Identifying feelings*
- Completing mood scales
- Behavioural activation
- Slow breathing
- Psychoed about: diagnosis, emotion dysregulation, PTSD
- Problem-solving skills and discussing self-control

87

*Meta-analytic review on adolescent emotion intervention elements (Helland et al 2022).

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87

Evidence-based processes - emotions

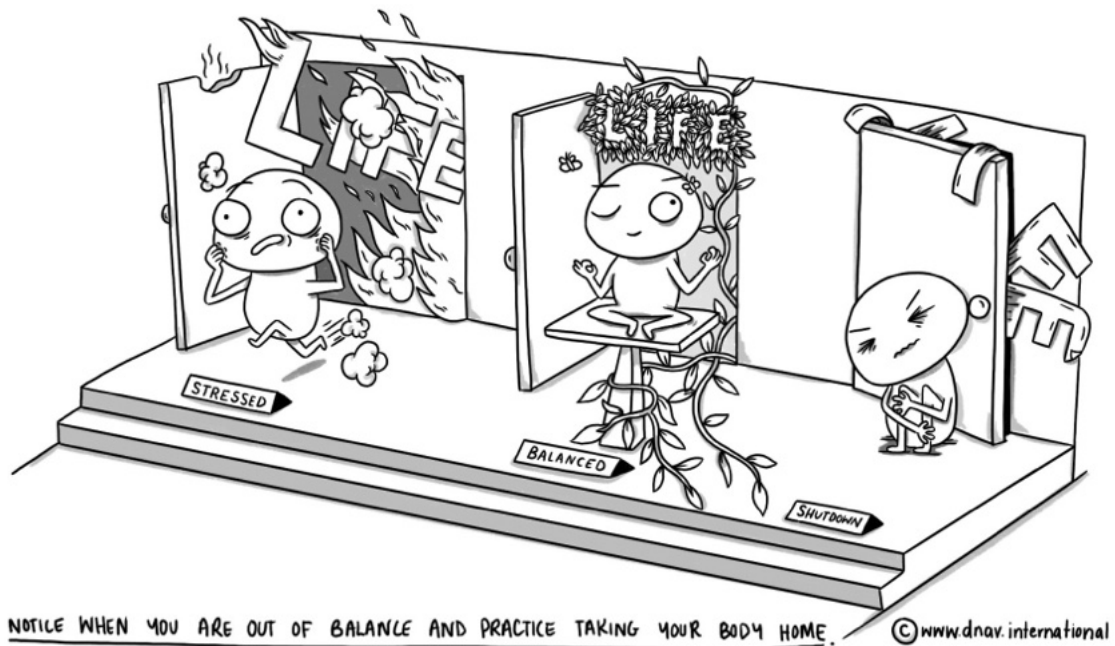
* Youth report greater difficulty in labelling and describing their emotions as they age from childhood to adolescence (Haas et al., 2019; Weissman et al., 2020).

- Children and adults appear better at identifying.
- Adolescents struggle to differentiate, possibly due to newly co-experienced emotions - i.e. newness and overlapping arising

88

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89

Stressed	Balanced	Shutdown
<ol style="list-style-type: none"> 1. Your heart races, you feel breathless or edgy 2. You often experience strong emotions. 3. You can be quick to get angry, argue, or feel a need to defend yourself. 4. You can overthink and ruminate on issues. 5. You become agitated over things that don't seem to bother others. 6. You get agitated in a noisy or rushed environment. 	<ol style="list-style-type: none"> 1. You have the energy to address life's challenges. There is room for growth. 2. You care for yourself by being grounded, mindful, or nurturing, or have strategies to soothe yourself. 3. You can problem solve, talk helpfully to yourself, and work your way around a problem. 4. You take action that is curious and playful in life. 5. You connect with others by seeking support and asking for help. 6. You restore calmness and strength by being with others. 	<ol style="list-style-type: none"> 1. You feel overwhelmed, ashamed, hopeless, trapped, depressed, or numb. 2. You feel unmotivated and uninterested in doing things. 3. You feel as if you are outside yourself or disconnected. 4. You shut down, go into yourself, and withdraw from others. 5. You are on your guard, expecting betrayal or threat. 6. You are living with abuse, violence, or an unpredictable environment.

90

Step 1: Evaluate Your Responses

Step 2: Restore Balance

call on your basic noticer - Inside/Outside

practice slowing down

restore your biological system with sleep, diet, and exercise

Step 3: Reach Out for Help and Connection

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Track emotions and responses

The situation	What you did	What happened next	Did it work out? (make life more meaningful)
Context & antecedent (trigger)	behaviour of interest	Consequence (payoff)	value

92

92

Resources for shaping skills

Your Noticer Skills

Helpful Noticer Activity	Unhelpful Noticer Activity
<input type="checkbox"/> I'm aware of sensations in my body.	<input type="checkbox"/> I don't know what is going on inside my body.
<input type="checkbox"/> I can pause and slow myself down.	<input type="checkbox"/> I overreact to things.
<input type="checkbox"/> I can describe my feelings.	<input type="checkbox"/> I struggle to describe my feelings.
<input type="checkbox"/> I allow all my feelings, even the negative ones.	<input type="checkbox"/> I hate my negative feelings and want them to go away.
<input type="checkbox"/> I notice how other people feel.	<input type="checkbox"/> I have no idea what others are feeling.
<input type="checkbox"/> I am good at noticing what is going on in the current moment.	<input type="checkbox"/> I get lost inside my head and don't notice what's going on around me.
<input type="checkbox"/> I can ground myself when I have strong feelings.	<input type="checkbox"/> I hurt myself or do something unhelpful when I have strong feelings.

93

Ciarrochi, J. V., & Hayes, L. L. (2020). *Your Life, Your Way: Acceptance and Commitment Therapy Skills to Help Teens Manage Emotions and Build Resilience*.

93

17/7/2024

94

Your Noticer Skills

Helpful Noticer Activity	Unhelpful Noticer Activity
<input checked="" type="checkbox"/> I'm aware of sensations in my body.	<input checked="" type="checkbox"/> I don't know what is going on inside my body.
<input checked="" type="checkbox"/> I can pause and slow myself down.	<input checked="" type="checkbox"/> I overreact to things.
<input checked="" type="checkbox"/> I can describe my feelings.	<input checked="" type="checkbox"/> I struggle to describe my feelings.
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<input checked="" type="checkbox"/> I notice how other people feel.	<input checked="" type="checkbox"/> I have no idea what others are feeling.
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<input checked="" type="checkbox"/> I can ground myself when I have strong feelings.	<input checked="" type="checkbox"/> I hurt myself or do something unhelpful when I have strong feelings.

94

Breath

Grounding

Touch

Senses

Imagery (calm place)

Movement

Skill development
Instead of control

95

95

Movement – anything from walking to exercise

Music – listening, playing, rhythm, podcast making



96

EMDR


- Eye movement
- Bilateral stimulation
 - For trauma memories

7/17/24

97

97


- Make Peace with All Feelings
- P48 What makes you stronger
-



A woman with long, wavy brown hair is looking down with a thoughtful or somber expression. She is wearing a dark, textured sweater. The background is a soft-focus outdoor scene with a body of water and distant hills under a cloudy sky. A small number '98' is visible in the bottom right corner of the image area.

98

- Make Peace with All Feelings
- P48 What makes you stronger



A young woman with blonde hair, wearing glasses, a grey hoodie, and a blue denim jacket, is smiling broadly. She is standing in front of a large, teal-colored metal door or wall. A small number '99' is visible in the bottom right corner of the image area.

99

-
- Pause, Reset, Plan
 - P48 What makes you stronger

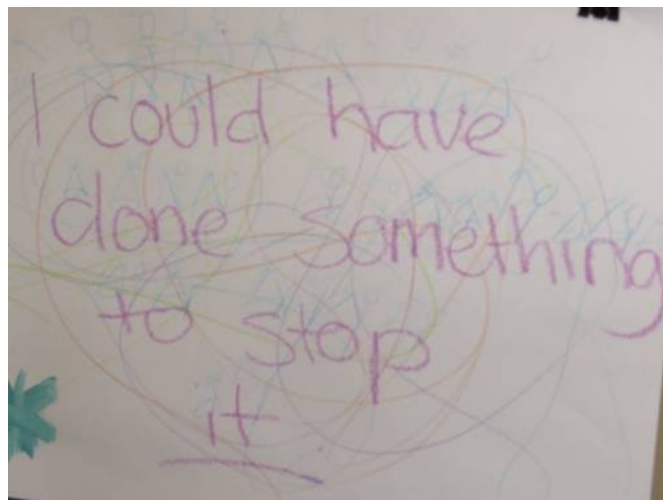


100

100



Art to express DNAV



101

101

Evaluate and rebalance your embodied self

Reach out for help
and connection

Practice slowing
breath, grounding,
mindfulness

Use helpful advisor
talk, sleep and
exercise routines

Stressing: Racing heart,
breathless, edgy, strong
emotions, quick responses,
defended, overthinking,
agitated, pressured



Shutting down:
Overwhelmed, ashamed,
hopeless, trapped,
depressed, numb,
unmotivated, disconnected
from self, withdraw from
others, on alert for threat,
unsafe environment



Printed reminders for practice

L. Hayes, J. Ciarrochi, A. Bailey (2022)
WHAT MAKES YOU **STRONGER**

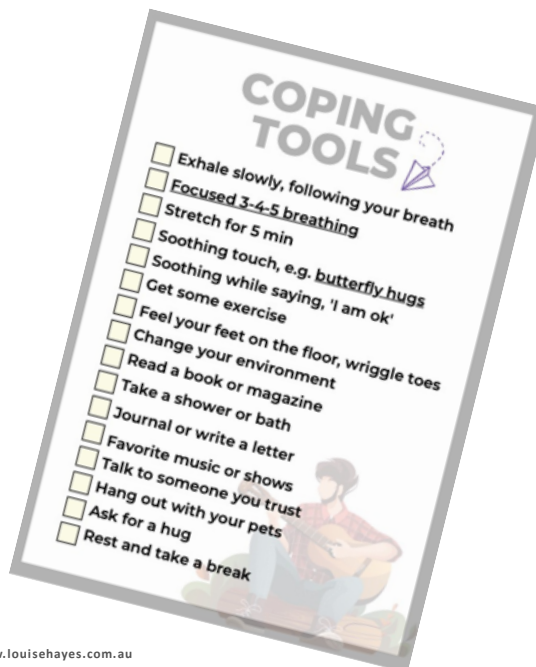
102

102

Create take home resources

COPING TOOLS

- ☐ Exhale slowly, following your breath
- ☐ Focused 3-4-5 breathing
- ☐ Stretch for 5 min
- ☐ Soothing touch, e.g. butterfly hugs
- ☐ Soothing touch + saying, 'I am ok'
- ☐ Get some exercise
- ☐ Feel your feet on the floor, wriggle toes
- ☐ Change your environment
- ☐ Read a book or magazine
- ☐ Take a shower or bath
- ☐ Journal or write a letter
- ☐ Favorite music or shows
- ☐ Talk to someone you trust
- ☐ Hang out with your pets
- ☐ Ask for a hug
- ☐ Rest and take a break



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Noticer

We can notice what is happening in and around us by being present without judgement.



Be AWARE of sensations.
NAME the sensation.
DESCRIBE the feeling.

Being human means having a full range of emotional experiences. Noticer skills allow room for these emotions.


Our emotions give us messages.



104

Focus on Self

using DNAV experiences

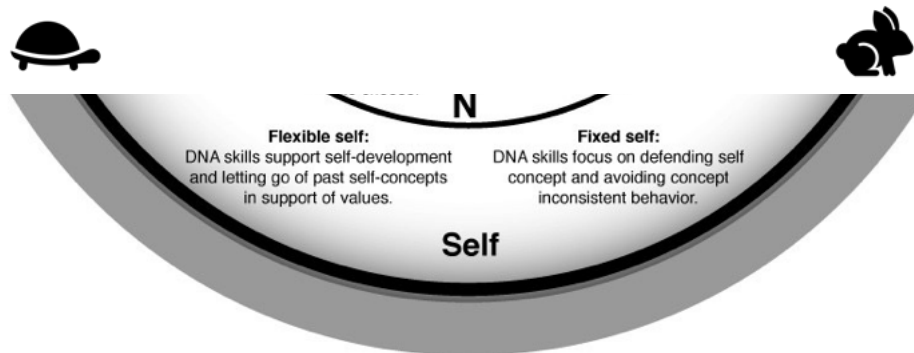


106

DNA-V abilities change based on the context of development

Self is flexible –
uncertainty, errors are
forgiven

Self is defended –
certain, conceptualized,
errors unforgiven



107

Self perspective (a perspective)

Self is all DNA-v (vs thing like). Being able to take perspective on ourselves, overcome self-limiting beliefs or categories, view self with compassion, and take actions towards self that are self-enhancing rather than self-destroying.

I am the container of my experiences.
Perspective-taking of self as all DNA-v disk. I change constantly

Fluid - changing

10

I am the content. Self as fixed or parts. I am my history, labels, body thoughts, etc

Fixed –thing like

0



108

108

Advising (DNAV four processes)

Navigating our context with language, using it when it's helpful, and disengaging from unhelpful language. Includes rules, beliefs, judgements, evaluations, predictions, problem-solving

cognitive
flexibility +
attention to self,
other and world

cognitive rigidity
+ inflexible
attention to self,
other and world

10

0

109

109

Advisor – navigating with language

- Advantages:
 - Fast guide to action
 - Use language for prediction, avoids the need for trial and error
 - Not dependent on direct experience
- Costs:
 - Content 'words' become fixed
 - Reduced variability can limit growth
 - Reduced selection based on environmental consequences
 - Concrete rather than arbitrary



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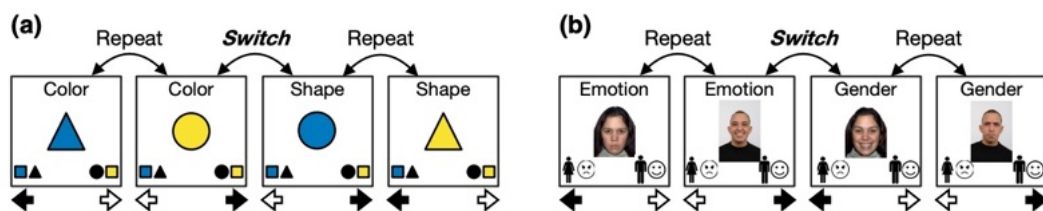
Hidden talents in context: Cognitive performance with abstract versus ecological stimuli among adversity-exposed youth

Ethan S. Young^{1,2} | Willem E. Frankenhuis^{1,2,3} | Danielle J. DelPriore⁴ | Bruce J. Ellis⁵

Standard Versions *Abstract Stimuli*

Ecological Versions *Real-World Stimuli*

Attention Shifting



111

Using DNA-v within the evidence-base

Advisor

Address information processing bias by
experientially testing and taking new perspectives

Include cognitive coping techniques

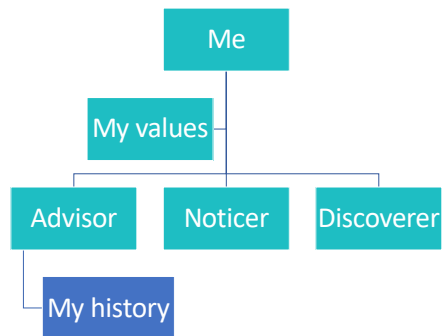
Create new rules, and test them

Shift into D, N or V whenever needed/stuck



115

Self as hierarchy



*not shown by level of importance

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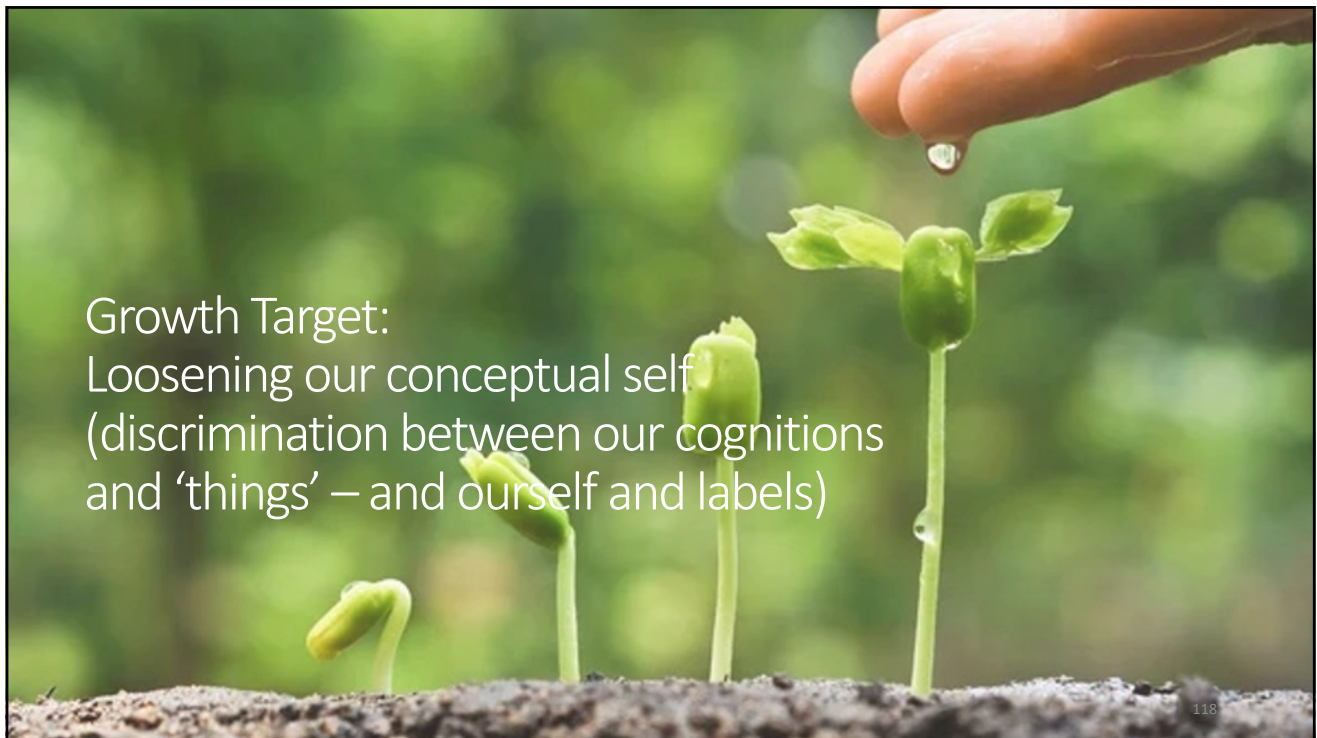
116

Young people and development

1. Developing identity – hierarchy of self
2. Tracking depends on the history of mapping actions to consequences
3. Value depends on the history of verbal community mapping actions to longer-term outcomes

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Conceptual self

Trauma associated with negative cognitions and predictions

Participants asked to read a sentence and predict the ending

- Ambiguous sentence stems that ended either with a:
 - positive final word - things will turn out . . . Fine
 - negative final word - things will turn out . . . Badly

- **People with trauma had more negative predictions about the future**

Kimble, M., Sripad, A., Fowler, R., Sobolewski, S., & Fleming, K. (2018). Negative world views after trauma: Neurophysiological evidence for negative expectancies. *Psychological Trauma: Theory, Research, Practice and Policy*, 10(5), 576–584.
<https://doi.org/10.1037/tra0000324>

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119

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What are
these?



120

And these?



121



122

Look for language coherence

shake it up experientially:

find
MORE than ...
different to...

Life Cycle

1

Messenger

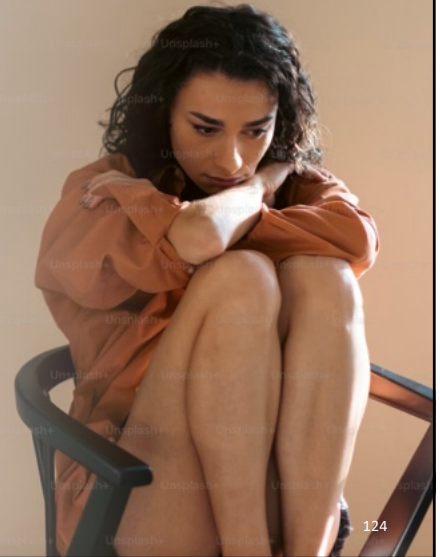
Instagram

AE

123

Advisor self – “I am broken”

- Causal relation: my past = me
 - Helps me make sense of my life
- If you reassure me:
 - I feel at risk
 - It is unfamiliar
 - I push against it



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124

Why self-rules are reinforcing and why reassurance can go terribly wrong

Legend - \cong is equivalent to, \Rightarrow is caused by, \neq does not equal, \subseteq is part of		
Statement that follows “I am broken....”	Potential verbal rule	Consequences of Reassuring Statements = Young person seeks coherence to their rule
....broken helps me make sense of my life	My self concept \cong is true (equivalence)	When you reassure you’re confusing me, or you are taking me beyond what I know, therefore: <ul style="list-style-type: none"> • Hold tighter to rule
.... helps because if I try to do something right, I’ll just mess it up, and then I’ll hate myself for trying	Self-concept \Rightarrow screw up (causal)	When you reassure you are telling me to put myself at risk, therefore: <ul style="list-style-type: none"> • Hold tighter to rule
....you want me to be different	My self-concept \neq Your idea of me (distinction)	You are trying to control me, therefore: <ul style="list-style-type: none"> • Counterpliance – I’ll do opposite of what you want
....X made me this way. The worse I am, the more X is to blame	My self-concept \Rightarrow Is their fault (causal)	You are trying to excuse people who treat me badly, therefore: <ul style="list-style-type: none"> • Counterpliance – I’ll do the opposite of what you want

Source: The thriving adolescent (2015)

125

125

Why self-rules are reinforcing and why reassurance can go terribly wrong

Legend - \cong is equivalent to, \Rightarrow is caused by, \neq does not equal, \subseteq is part of		
Statement that follows “I am broken....”	Potential verbal rule	Consequences of Reassuring Statements = Young person seeks coherence to their rule
....please tell me I’m not	My self-concept \cong Is what you think (equivalence)	You need to keep reassuring me so I feel better, because: <ul style="list-style-type: none"> History of reassurance was reinforcing
....because I am inherently bad, I could not help myself	My self-concept \subseteq Part of who I really am (hierarchy)	You are saying I am to blame for the past, therefore <ul style="list-style-type: none"> Hold tighter to rule
....if I am cruel to myself, it will make me do better	My self-concept \Rightarrow Will motivate me (causal)	You are trying to take away my motivation, bad things may follow, therefore <ul style="list-style-type: none"> Hold tighter to rule
....it is consistent with the evidence of my whole life	My self-concept \subseteq Is part of my history (hierarchy)	There is plenty of evidence that I am a screw up, therefore <ul style="list-style-type: none"> Hold tighter to rule
....X made me who I am	My self-concept \subseteq What X thinks (hierarchy)	They are an authority figure, therefore must be right <ul style="list-style-type: none"> Hold tighter to rule

Source: The thriving adolescent (2015)

126

126



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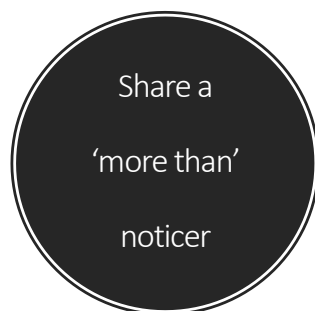
Step to noticer (social)

- Leave words
- Use your vagal presence
 - proximity
 - presence
 - Validation
 - Breathing
- And only then, gentle words
 - I see you another way

Note: I am not suggesting touch –just evoking acceptance!

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that sometimes you have to go
where the sun is.

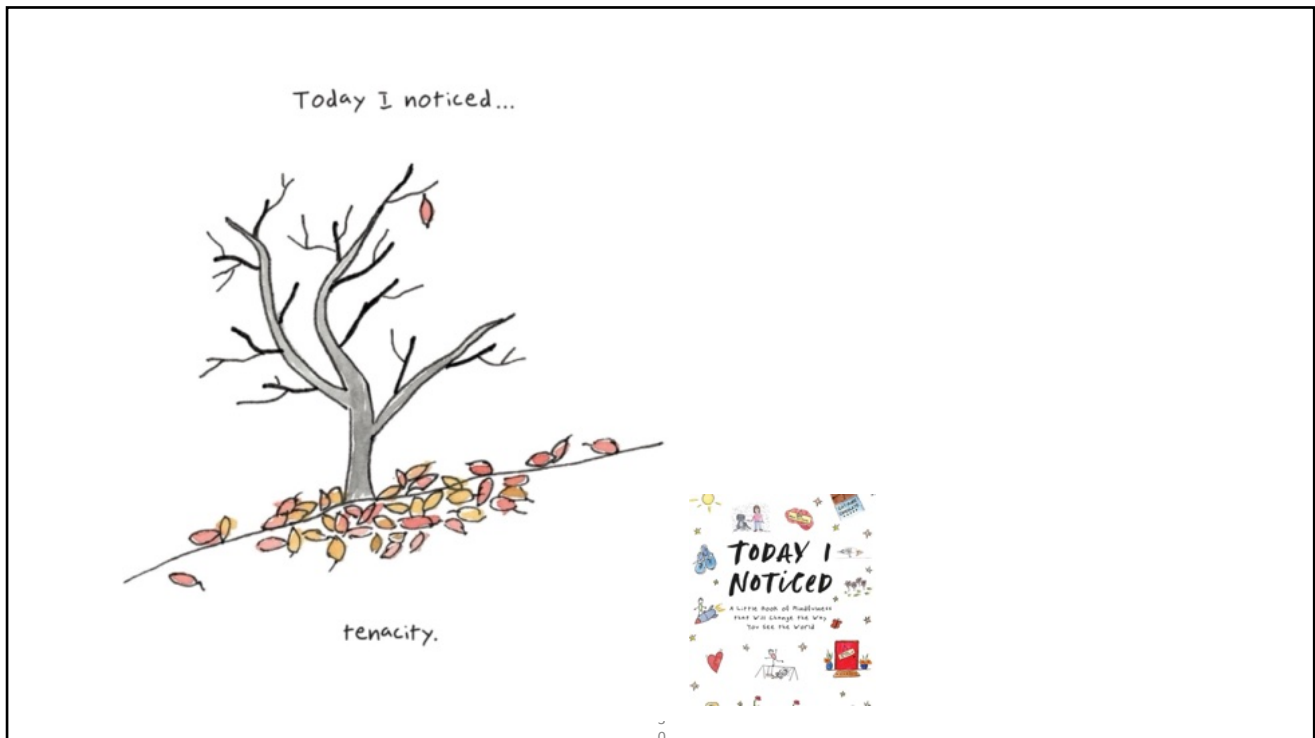
Check out this book – **Today I noticed.** Willow Older, Deborah Huber

https://www.google.com.au/books/edition/Today_I_Noticed/uoq2EAAQBAJ?hl=en&gbpv=0



129

129



130

Step to discovery

- Experience the world around you
- Let that experience retrain your advisor – 'I am more than....'
- I have this history, AND, I can.....

The background of the slide is a night photograph of the Sydney Opera House. The building's iconic white sails are illuminated with vibrant, colorful patterns that resemble butterfly wings. The lights are reflected in the water in the foreground.

131



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Created by Natalie Roberts and Melissa McKimm

What does your inner voice sound like?

Your advisor is there to keep you safe, but sometimes it can be critical.

How can we use our advisor flexibly?

- ① Normalise the advisor watching out for you.
- ② Decide if it is helpful and taking you closer to your values.
- ③ Unhook from the advisor if you're stuck.
- ④ Create helpful boundaries.

Advisor

I notice I'm having the thought...

Illustration by Louise Mayne & David Corbett
Advisor: © Dr Natalie Roberts & Melissa McKimm
Posters: Unhook
Copyright by the DAV

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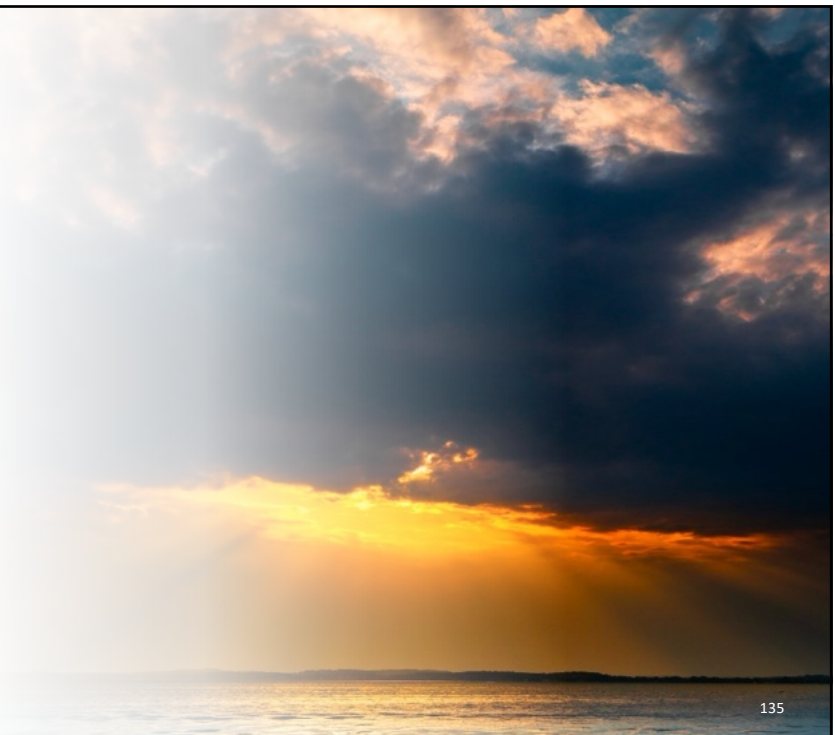
- Canva
- Art
- Images
- Games
- Journals
- Word clouds



134

whenever the advisor returns
to self-criticism

- You are **more than**
- Like sky is **more than** weather



135

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Discoverer - self



Image Source: <https://c8.alamy.com/comp/ATTM1W/full-speed-ahead-on-an-old-brass-ships-telegraph-isolated-on-a-white-ATTM1W.jpg>

136

Discoverer – navigation with trial and error

- Advantages:
 - Variability increases
 - Selection based on consequences
- Costs:
 - T&E can be a risky
 - Reinforced by impulsivity and sensation seeking



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Discovering (DNAV four processes)

Using trial-and-error to learn and broaden our context.
Willingly engaging in new or non-typical behavior.
Tracking current behavior.

Discoverer zone -
trying new things,
tracking
consequences,
high in willingness

Comfort zone -
repeated
responses and
habits, poor
tracking, unwilling

10

0

138

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Using DNA-v within the evidence-base

Discoverer
no tests on whether behavioural activation
works

139

Building your strengths

- Reclaim your survival strength
- Reframe it as a helpful resource
- Use it for vitality and value



140

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Card sorts, quizzes and

++
reverse
engineering –
how did you do
that?




141

BOLD


**STEP 1:
BREATHE**

Take a few slow, deep breaths. Your breath is the key to reclaiming your body.




**STEP 2:
OBSERVE**

Notice any thoughts and feelings you're having in the moment.




**STEP 3:
LABEL**

Tell yourself what the thoughts and feelings are about. ("I'm thinking about the time they bullied me. I'm feeling embarrassed.")




**STEP 4:
DECIDE**

Choose your action based on what will help you become stronger and grow. Choose actions that will help you connect with vitality or build value in your life.



From Your Life Your Way
Also Get Out of Your Mind and Into Your Life for Teens

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Dr Louise Hayes

VIEWPOINT

REMINDE YOURSELF THAT YOU'RE MORE THAN THIS EVENT. TAKE A BIGGER VIEW AND SEE ALL OF YOURSELF. YOUR MEMORIES AND EXPERIENCES ARE ONLY PART OF YOU; YOU'RE MORE THAN THIS.

BOLD View

- From Your Life Your Way

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Get creative

- Movement
- Music
- Sport



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The Discoverer helps us learn by trying new things.

We stretch our comfort zone and take risks to bring us closer to our VALUES.



Notice the Advisor may feel uncomfortable with trying new things.

It is part of being human to experience a fear of failure and anxiety when practising our Discoverer skills.



Discoverer

Download at <https://share.dnav.international/free-posters-on-dna-v-steps>

Created by Natalie Roberts and Melissa McKimm

DNV by Louise Rogers & David Curran
Adapted by Dr. Natalie Roberts & Melissa McKimm
Illustrated by Louise Rogers

146

Value and vitality - self



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Using DNA-v within the evidence-base

Value

Very limited research on post-traumatic growth,
values, motivation

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Value and vitality - retention

- Verbal behavior that can transform experience and help us move beyond immediate reinforcement
- Select for behaviour that optimises growth
- Values define the consequences that, ideally, would select a particular behaviour in a particular environment



Benefits must outweigh costs



149

Valuing & vitality (DNAV four processes)

Vitality is engaging in life, moment by moment.
Value is consistent action sustained across time, even while facing challenges.
Creating contexts that empower us to connect with vitality or value.

high in valued purpose and action, vitally engaged

low in valued purpose, or low in ongoing motivation

10

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150

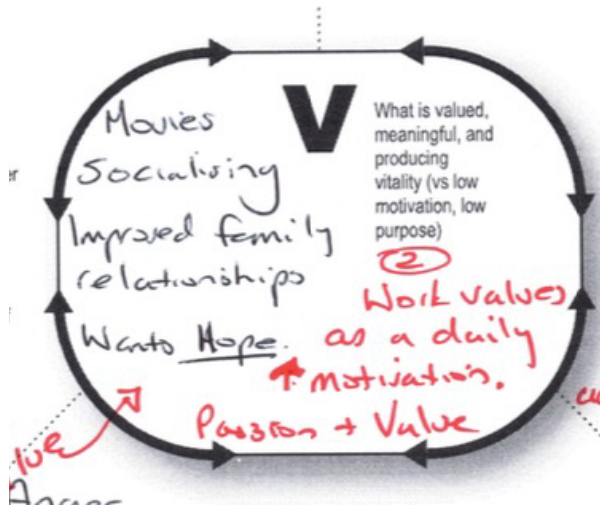
150

Black = assessment

Is value known to your client?

Red = Treatment plan

Is it central to your treatment plan?



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Live Online or On-Demand Courses for Adults and Youth

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DNA-V books, research and resources

www.dnav.international

Dr Louise Hayes
clinical psychologist, author,
trainer & speaker

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Links to resources and more learning

Training

<https://learn.louisehayes.com.au/resources>

Free course on assessment and treatment planning

Low cost on demand courses

Resources

Dozens of free worksheets etc

<https://dnav.international/downloads/>

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Links to assessment and planning tools

PBAT - All information is freely available on:

<https://pbatsupport.com/>

DNA-V - Session discussion tool

DNA-V - Case conceptualisation and intervention worksheet

<https://learn.louisehayes.com.au/resources>

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