

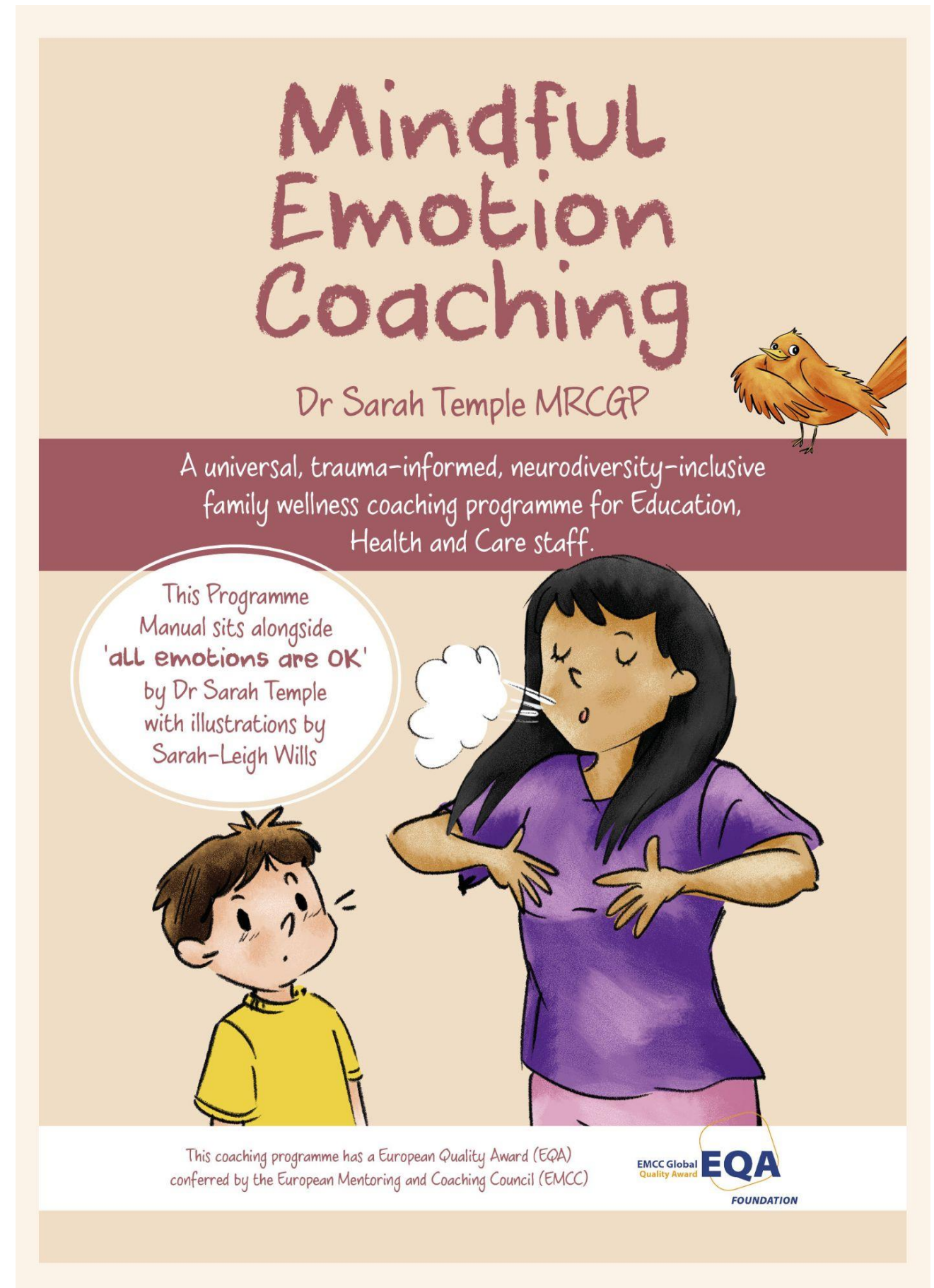
Mindful Emotion Coaching

- Trauma informed
- Personalised
- Universal
- Neuro-diversity inclusive

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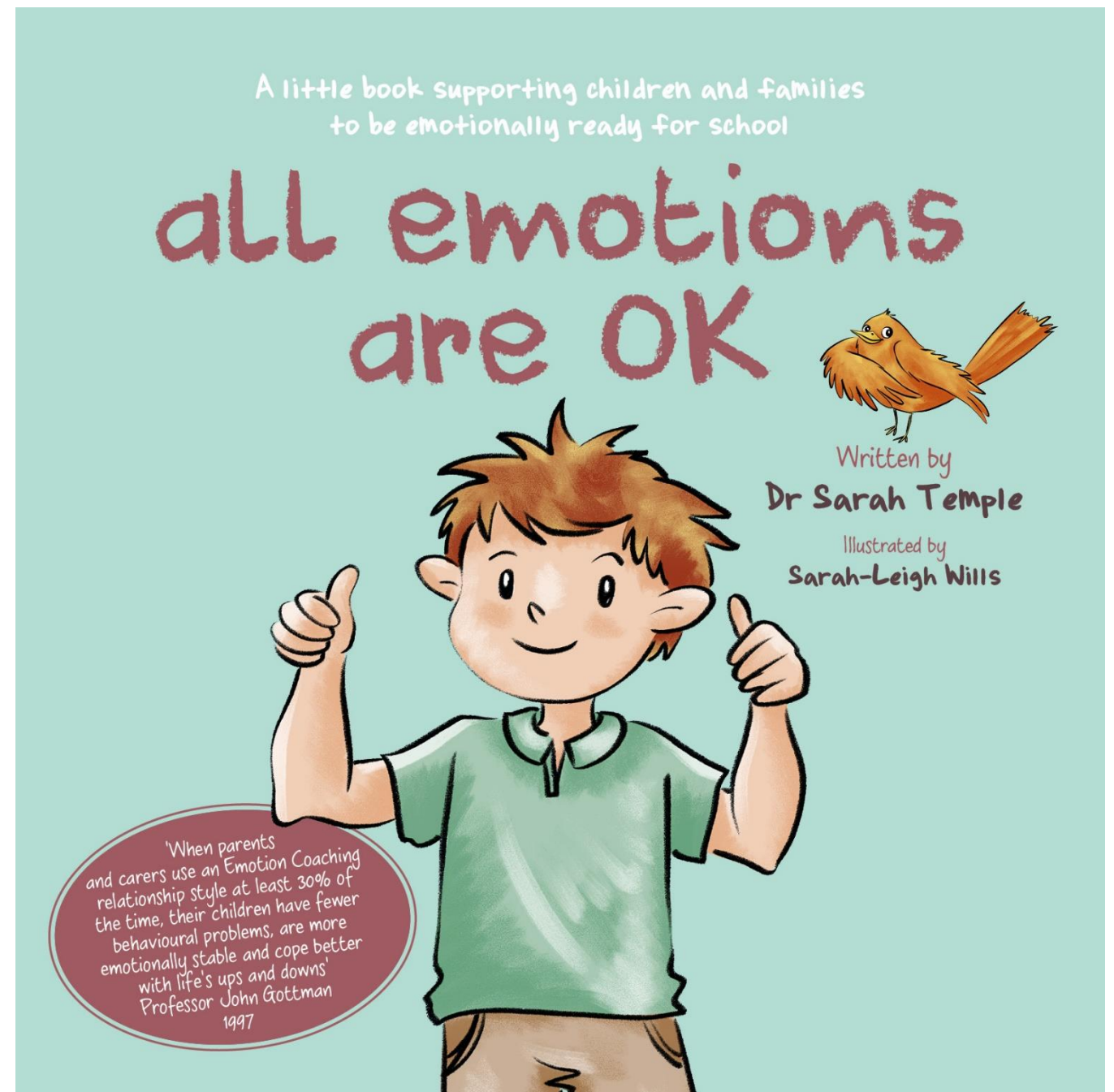


Timetable

- Who are Sarah Temple and Lucy Beney?
- Science of Stress
- Ingroups and Outgroups
- Adverse Childhood Experiences
- Trauma informed Approaches
- Mindful Emotion Coaching

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free downloads of book: www.allemotionsareok.co.uk

Science of Stress

Research tells us that children who

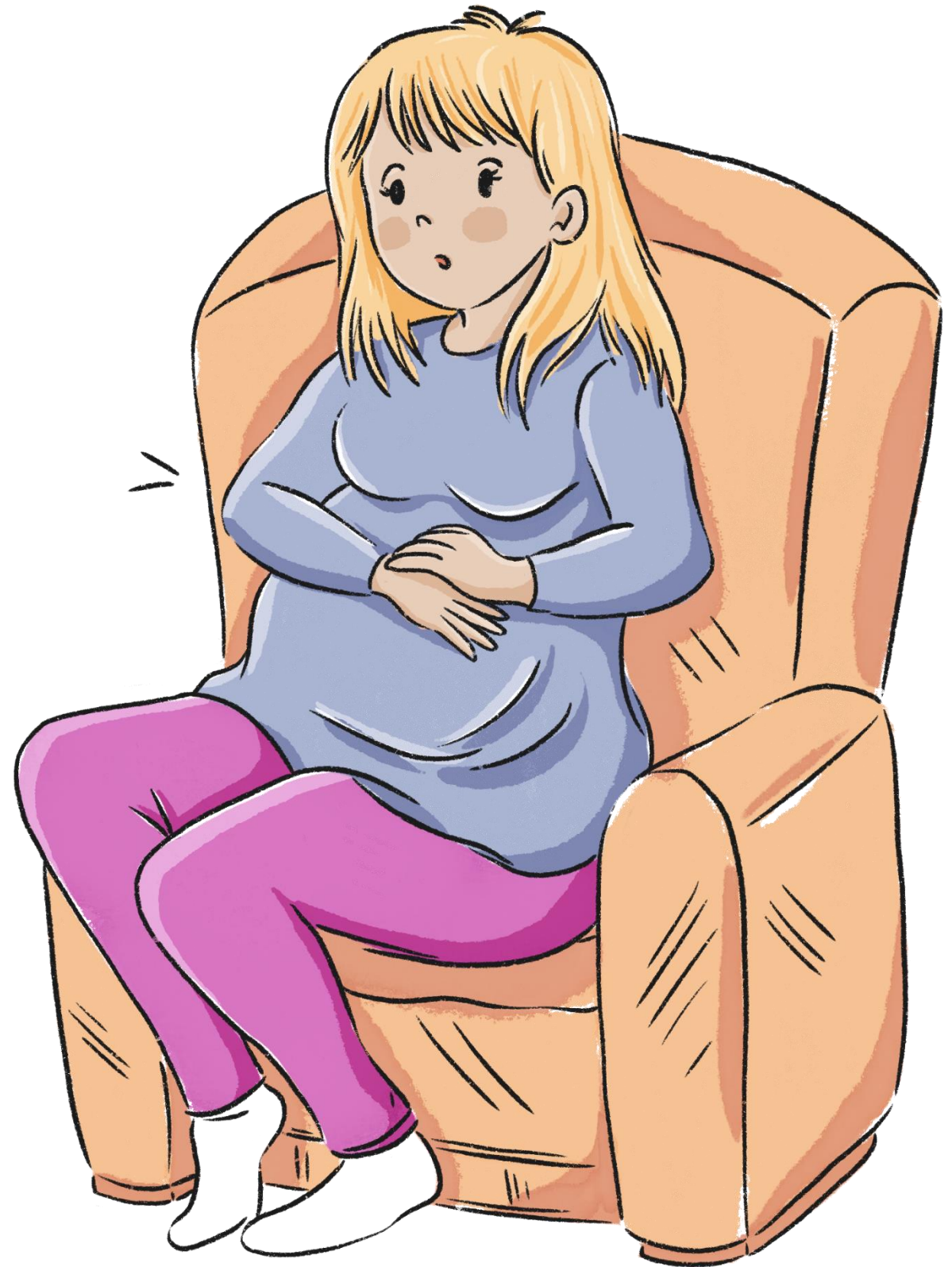
- experience high levels of stress (or adversity) during pregnancy and the first 3 years of life
- and who don't have an adult caregiver in their immediate network who is able to provide nurturing, emotion validating relationships

are likely to have differences in the way their brain functions and in the way their cells work together meaning that they function less well in terms of sociability, physical and mental health.



Science of Stress

- Center on the Developing Child, Harvard University
 - 3 Principles to Improve Outcomes for Children and Families
- Oxford University – www.oxfordbrainstory.org
- NSPCC – Sharing the brain story
- A Better Start – Lottery funded innovation in early years
- EHCAP summary of evidence base
- Conflict of interest: Dr Sarah Temple is Founder and Director of EHCAP Ltd



Positive Stress

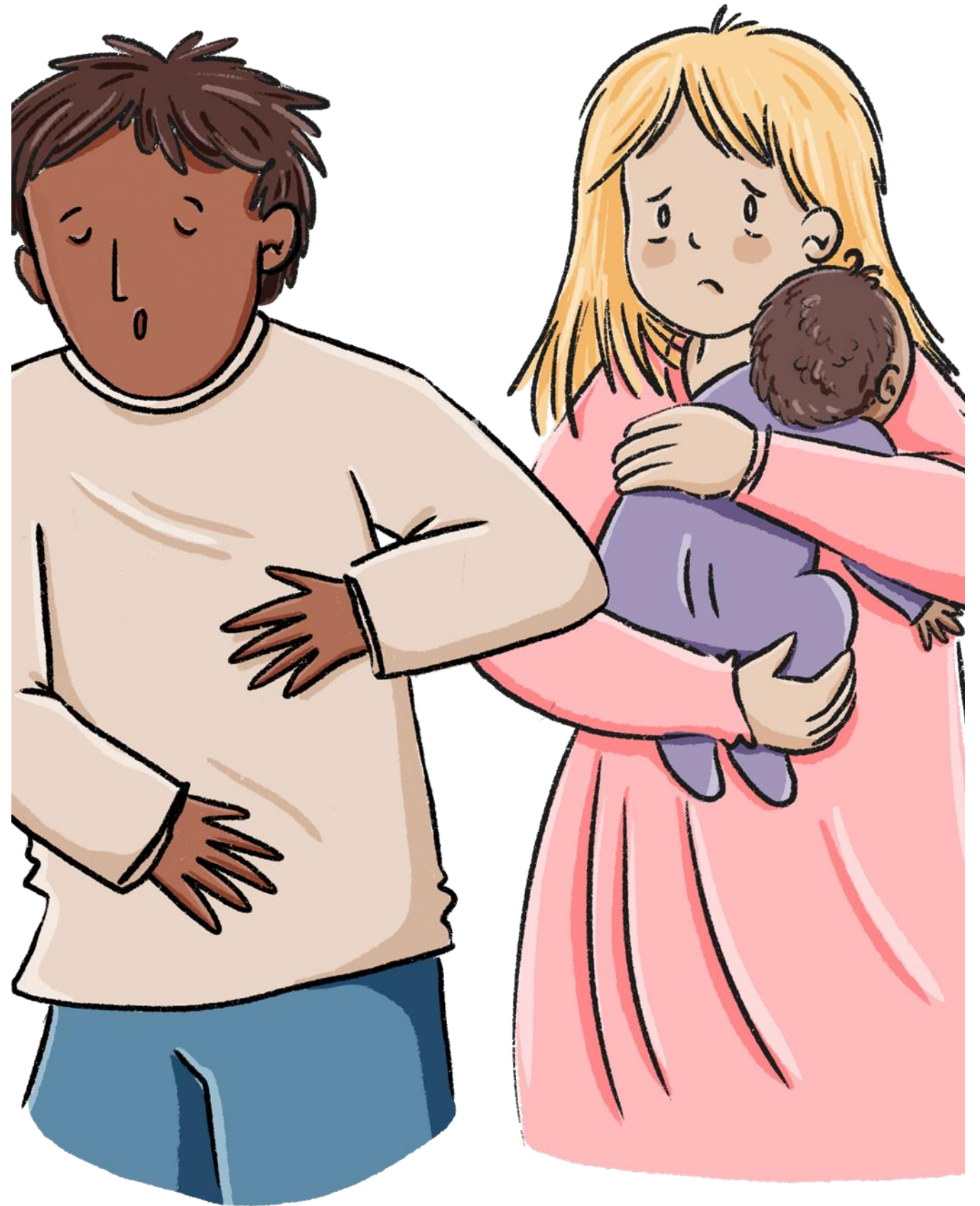
A positive stress response is a normal and essential part of healthy development, characterized by brief increases in heart rate and mild elevations in hormone levels. Examples include things like getting to an appointment on time, getting children ready for school or preparing for a deadline.



Tolerable Stress

A tolerable stress response – the body's stress response systems are activated at a higher level by more severe, longer lasting difficulties.

- Many families have experienced this level of stress during the Covid-19 pandemic.
- Nurturing emotion-coaching or emotion-validating relationships buffer against potential physiological changes. This is particularly significant in pregnancy and early childhood but is relevant to all ages.
- Responsive, emotion validating interactions with an adult care-giver help children adapt so that the developing brain and other organs are able to recover from what might otherwise be damaging effects.



Toxic Stress

A toxic stress response – occurs when the body's stress response systems are activated at a higher level with strong, frequent and/or prolonged adversity. Some families have experienced this level of stress during the Covid-19 pandemic.

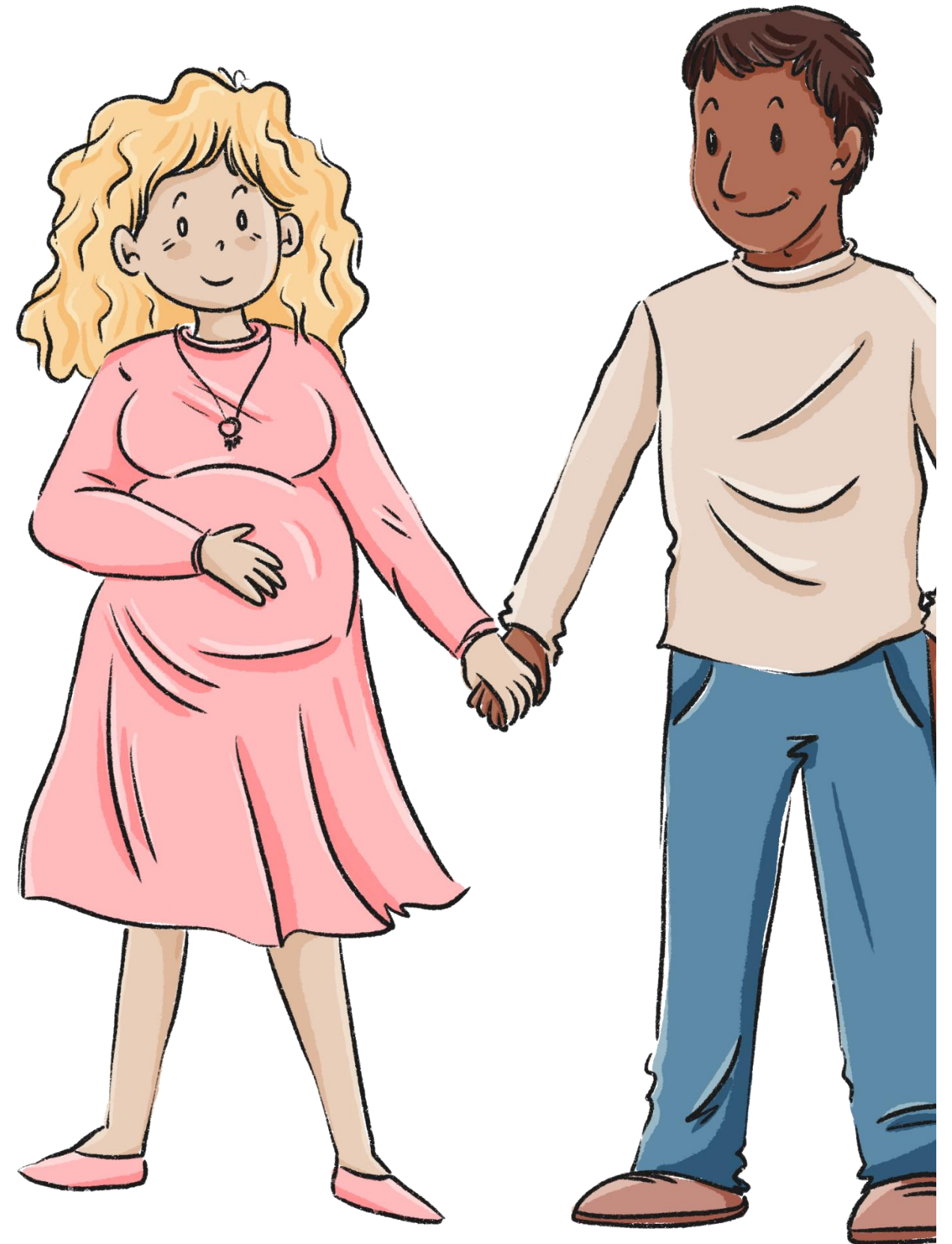
- Crucially, without buffering emotion-coaching or emotion-validating style relationships the stress response systems are activated at a level that can cause long-term physiological changes.
- Stress hormone levels rise, the inflammatory phase of the immune system is activated, metabolic regulation is affected, brain architecture is disrupted and molecular turning on and off of genes is affected.

• *In other words the body's response to toxic stress changes how cells work together.*



Toxic Stress

- Many children involved with safeguarding concerns and child protection will have experienced a toxic stress response early in their development. Unfortunately, these children may not be noticed until age 7 or 8 when their behaviour becomes a problem – known as **latent vulnerability**.
- Many of their parents and adult caregivers will also have had this experience – intergenerational adversity. Some will have been diagnosed with ‘personality disorder’ or Post Traumatic Stress Disorder.



Toxic Stress

The experience of a toxic stress response during pregnancy or early years may mean a person :

- is emotionally reactive and has difficulty managing their emotions, behaviours and executive function
- has difficulty understanding what nurturing relationships and nurturing self-care are
- has difficulty with relationships (brain architectural difference)
- is often cast into outgroups and have few friends
- is more likely to experience physical health difficulties including ischaemic heart disease
- is more likely to experience mental health difficulties



In Groups and Out Groups

It's very easy for teams of workers to form an 'In Group' and cast others into 'Out Groups'. Once this happens it's easy to lose compassion and say or do things that we wouldn't normally say or do.

- the 'difficult' family or patient
- the 'non compliant' patient
- children at risk of exclusion in schools



Adverse Childhood Experience and Toxic Stress

- Toxic stress occurring during childhood can cause serious problems later in life. The experience of toxic stress is sometimes called Adverse Childhood Experience (ACE).
- Early Action Together is a multi-agency partnership between public health and policing in Wales, funded by the Home Office Police Transformation Fund. It addresses the root causes of criminal behaviour to enable police and criminal justice staff to take preventative measures when dealing with vulnerable people.



Summary of Research on ACEs
Provided by EHCAP

ACE study 1998 Anda and Felitti



In the ACE study , in comparison with those reporting no ACEs, individuals with 4+ ACEs were many times more likely to report :

| | |
|--|-----------------|
| • Ischaemic Heart Disease | 2.2 x as likely |
| • Any Cancer | 1.9 |
| • Chronic Bronchitis or emphysema (COPD) | 3.9 |
| • Stroke | 2.4 |
| • Diabetes | 1.6 |
| • Ever attempted suicide | 12.2 |
| • Severe obesity | 1.6 |
| • Two or more weeks of depressed mood in the past year | 4.6 |
| • Ever used illicit drugs | 4.7 |
| • Ever injected drugs | 10.3 |
| • Current smoker | 2.2 |
| • Ever had sexually transmitted disease | 2.5 |

Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults.

The Adverse Childhood Experiences (ACE) Study

Am J Prev Med 1998 May; 14(4):245-58. doi: 10.1016/s0749-3797(98)00017-8

Take home messages

‘We are moving science toward looking at early years in terms of lifelong mental and physical health’. Professor Jack Shonkoff, CDC, Harvard University

Excessive stress undermines the healthy development of biological systems.

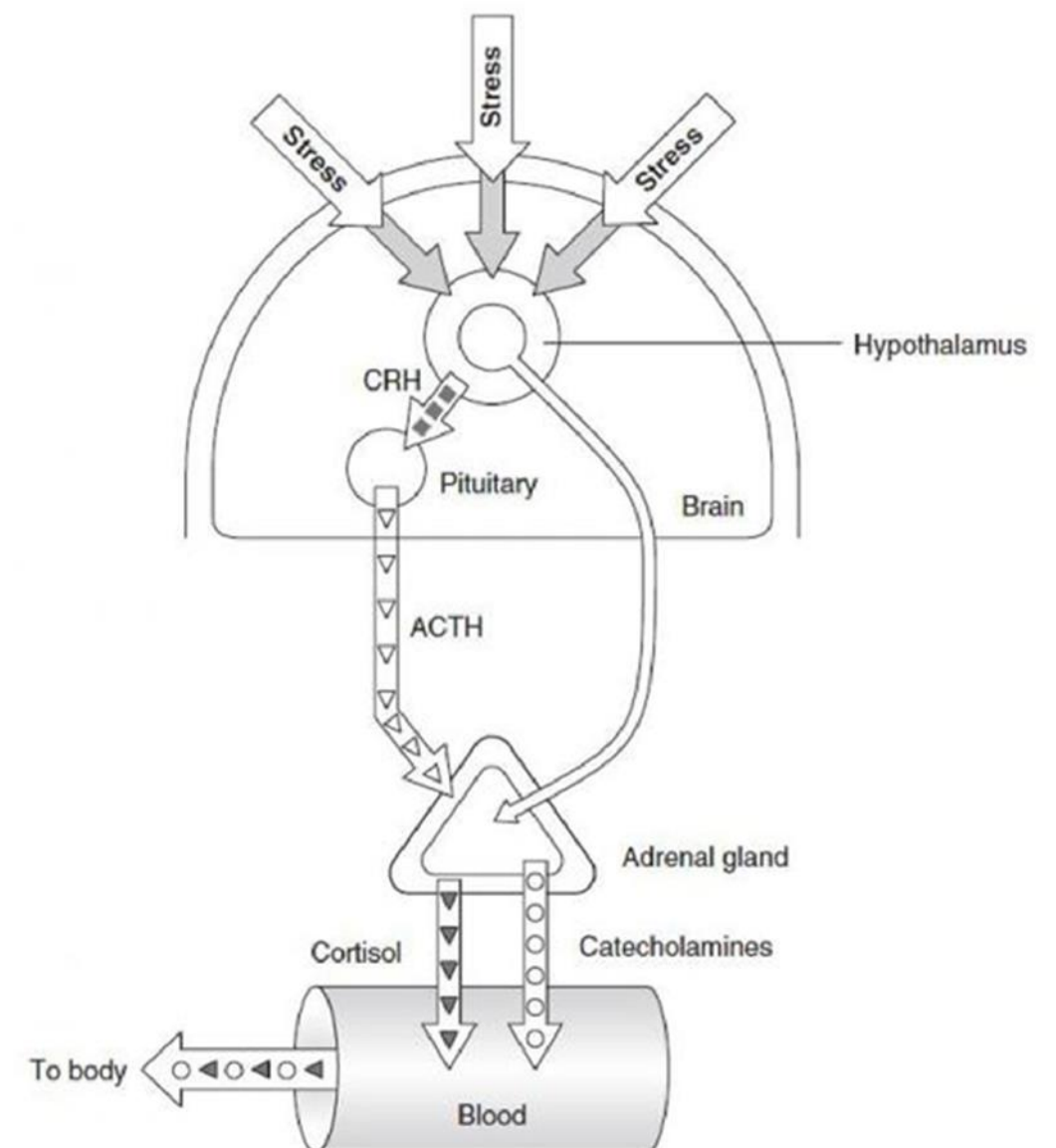
Human development is particularly susceptible to the effects of excessive stress in pregnancy and the first 3 years of life.

All learning, behaviour and health are influenced by interactions between genetic variation, different stressors in the environment (including relationships) and developmental time.



Biology of Adversity

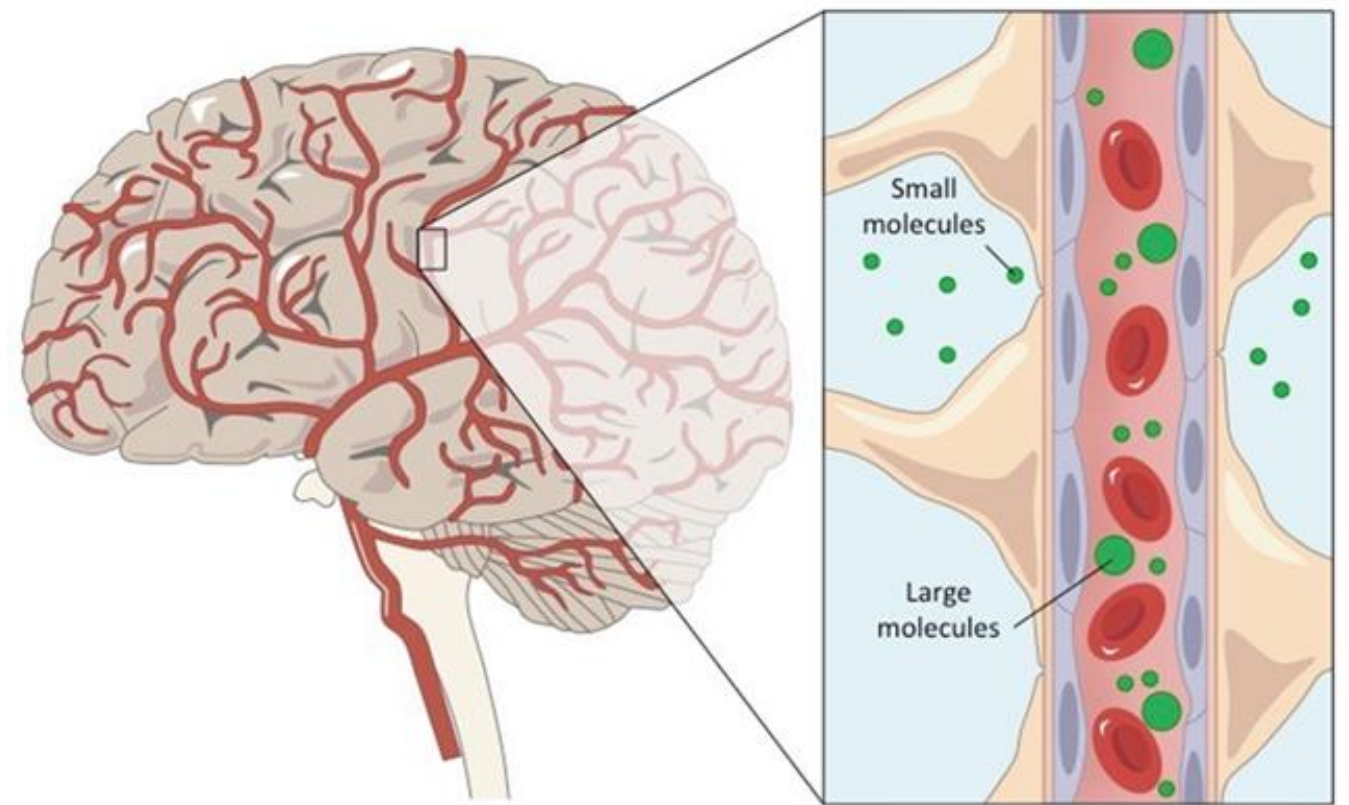
- **What actually happens with the toxic stress response?**
 - Stress hormone levels rise
 - Heart Rate and BP rise
 - Inflammatory phase of the immune response is activated
 - Metabolic regulation is affected
 - Epigenetics – molecular turning on and off of genes
 - Accelerated ageing
 - Impact on brain circuits



Biology of Adversity

Stress Hormones

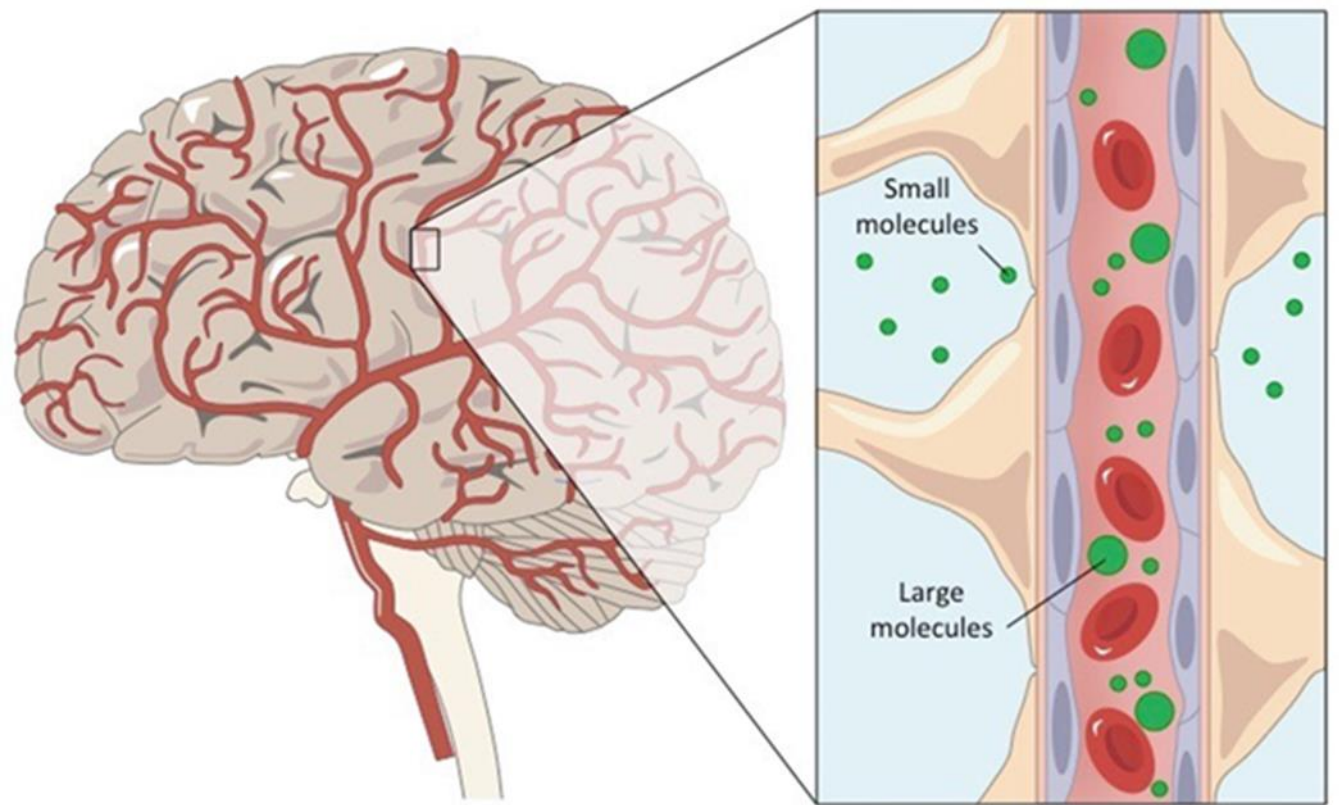
In the immediate acute phase fight and flight hormones such as adrenaline and cortisol are released. These hormones make us more alert and able to respond to threat. However, when the cortisol release is prolonged it can disrupt circuits in the developing brain especially those areas related to learning, memory, fear circuits, emotion regulation and executive function



Biology of Adversity

Inflammation

We now know that inflammation underpins many of the commonest diseases throughout life. A prolonged inflammatory response early in life can accelerate atherosclerosis (heart disease), depression later in life, arthritis and other chronic illnesses. We know from the science that inflammation is elevated in the stress response in early life.



Biology of Adversity

Metabolic regulation

Cells work overtime in the face of threat or hardship – known as oxidative stress this relates to cell wear and tear, insulin resistance, and increased risk of obesity, metabolic syndrome and type 2 diabetes



Biology of Adversity

Epigenetics and genetic pre disposition

- The DNA that makes up our genes accumulates chemical marks that determine how much or little of the genes is expressed. Experiences, relationships and stressful life circumstances during development and especially very early in life rearrange the epigenetic marks that govern gene expression and influence whether, when and how genes release their instructions. This unique epigenetic 'signature' on the genes may be temporary or permanent.
- Children whose epigenetic make up is highly sensitive to stress (for example those who are neurodivergent - high functioning autism) are often also the children who thrive in nurturing serve and return environments



Take home messages

Early experiences shape brain architecture

- healthy relationships with serve and return interactions protect from adversity and promote healthy brain circuits. The toxic stress response disrupts brain architecture- fear circuits, memory, executive function, emotion regulation

Genetic predisposition

- we are not all in the same place in terms of sensitivity to the environment

Timing and critical periods

- there is a critical period for laying down of brain architecture, immune system, metabolic system and genetic expression from conception through to age 3.
- the younger the organism the more sensitive to environmental influence



Trauma informed, person centred care

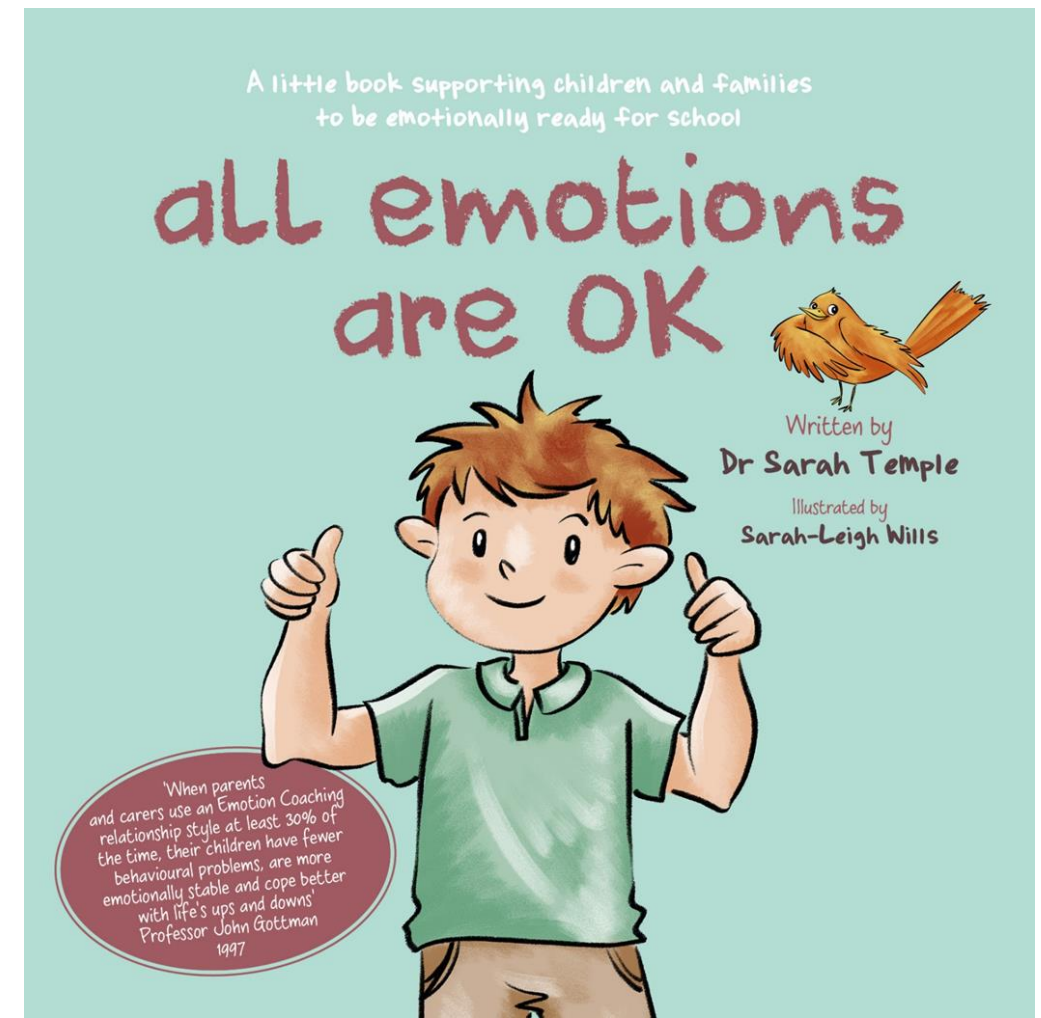
- understanding the potential physiological impact of early adversity
- noticing when people (friends, family, colleagues and patients) are struggling to manage their emotional responses especially when stressed and compassionately considering the possibility of early adversity and neurodiversity
- noticing ingroups and outgroups
- noticing when adult caregivers are struggling with their emotion literacy and engaging compassionately with them building their strengths and capabilities
- using psycho education tools and metaphors to explain the science in a way that works
- adapting existing approaches to working with patients who attend frequently or have difficulty with self-care to embed this science eg type 1 diabetic struggling with chaotic lifestyle

'It's easy to assume noncompliant patients need more education, that their inability to execute instructions is the result of ignorance rather than an inability to shape the instructions into their life's ups and downs. Self-care involves the ability to adapt, self manage and thrive - this requires emotion intelligence and executive function. Understanding how and when to make exceptions and cut corners involves emotion literacy as well as cognitive ability.' Dr Sarah Temple MRCGP



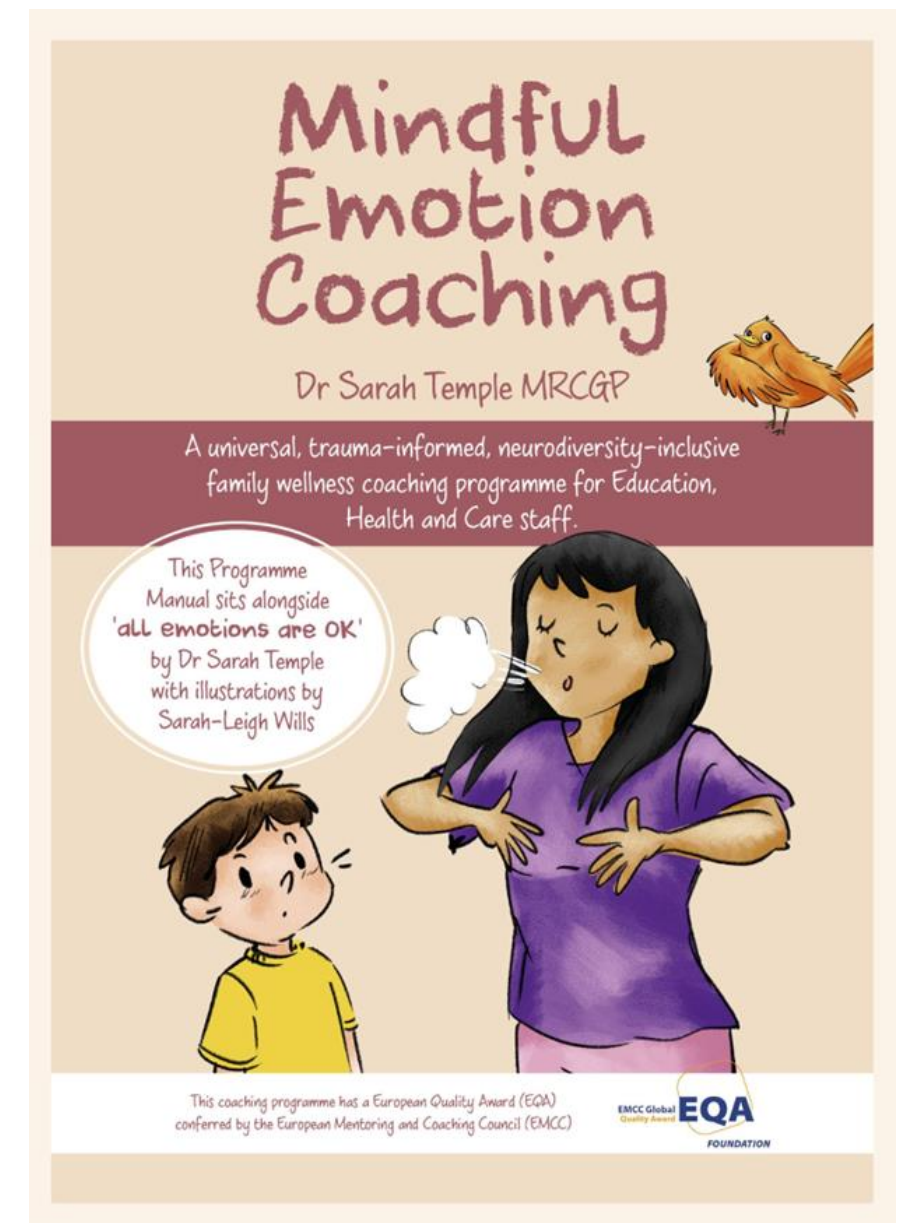
Psycho-education metaphors

- biology of stress
- skills and capabilities in emotion literacy
 - our adaptation of Dan Siegel's Hand Model
 - what we mean by emotion validation
 - Pia Jones 'Sometimes I feel' cards
 - emotion words
 - our adaptation of Dan Siegel's River of Wellbeing
 - relationship styles -our adaptation of John Gottman's work
 - emotion dismissing
 - emotion disapproving
 - emotion coaching
 - laissez faire

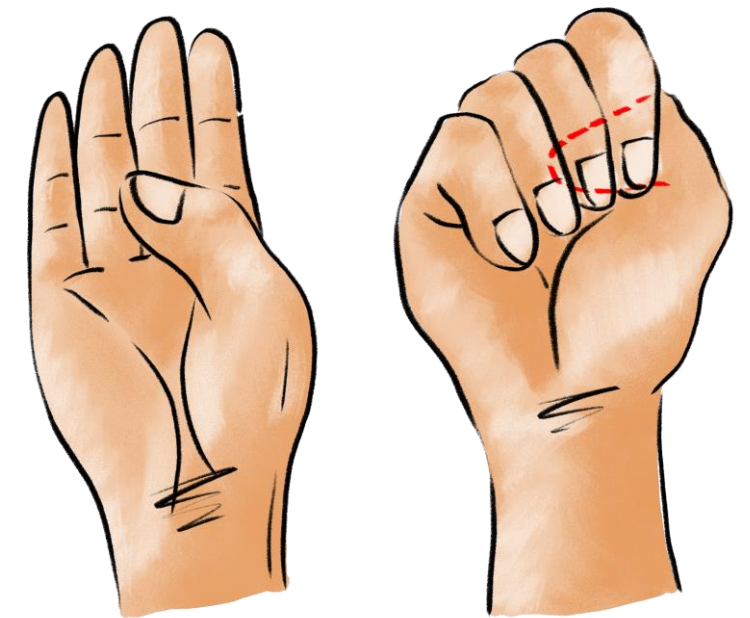


Psycho- education metaphors

- mindful activities and hobbies as part of self-care
- family wellness plan
 - sleep
 - exercise
 - diet
 - mental and emotional health
 - safe places
 - safe relationships
 - safety planning with extended network
 - professional support – normalize accessing Talking Therapies for instance



Scenario One

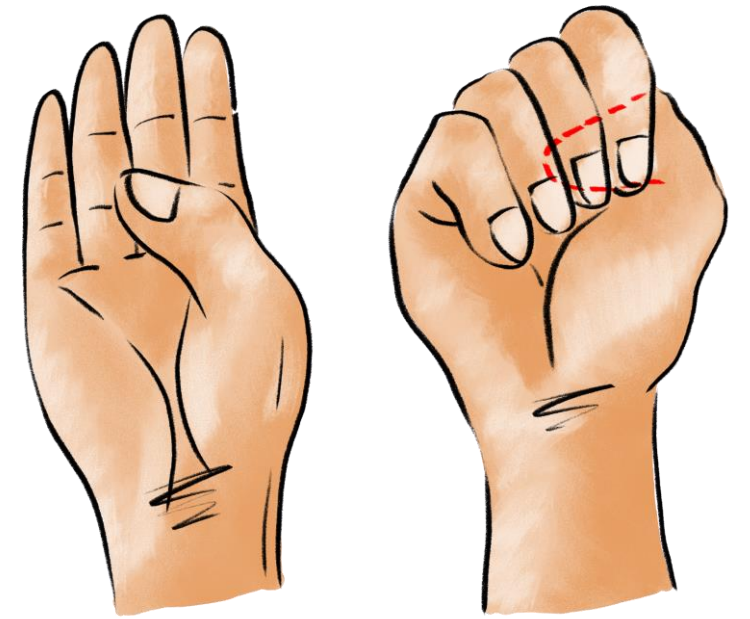


- 13 year old boy who experienced an early toxic stress response
 - lives with family relative
 - two brothers taken into care
 - mum unpredictable chaotic – intergenerational adversity
 - diagnosed as neurodivergent
 - difficulties managing anger
 - Cast into Out Group

Mindful Emotion Coaching

- actively manage engagement – coming alongside, sowing seeds of hope, consider accessibility and flexibility re appointment times
- manage own emotions (worker = us) to maintain compassion
- ‘name it to tame it’ – build emotion literacy
- demonstrate adaptation of Dan Siegel’s Hand Model
- explain biology of stress as well as in groups and out groups
- share resources and talk about other support

Scenario Two

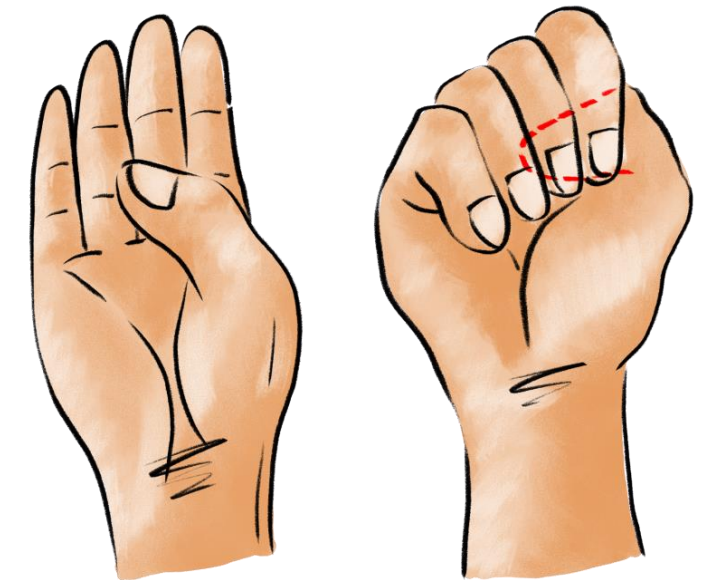


- single mum with
 - three children age 7, 5 and 2
 - 5 year old child has emotional and behavioral difficulties
 - dad in prison
 - diagnosis depression and personality disorder and difficulty managing anger
 - likely to have had a toxic stress response early in own childhood

Mindful Emotion Coaching

- actively manage engagement – coming alongside, sowing seeds of hope, consider accessibility and flexibility re appointment times
- manage own emotions (worker = us) to maintain compassion
- explain biology of stress
- talk about child development, mirroring and the importance of her wellbeing for her children's wellbeing and normal development
- 'name it to tame it' – build emotion literacy
- Support an understanding of what we mean by 'emotion validation'
- demonstrate adaptation of Dan Siegel's Hand Model
- share resources
- provide information about Talking Therapies and other support

Scenario Three



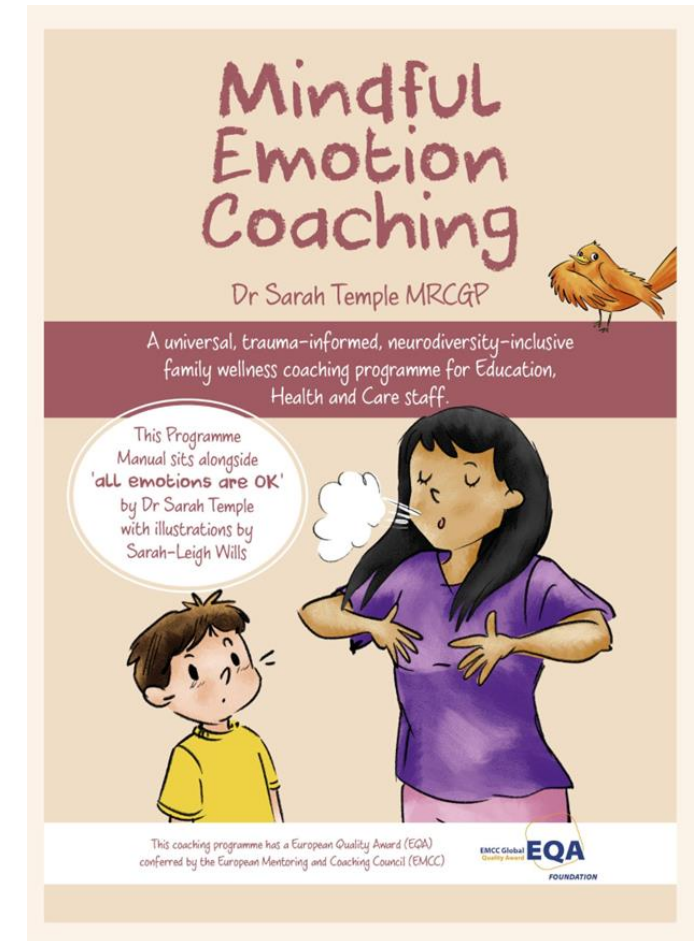
- 22 year old woman seeks help with managing her type 1 diabetes (diagnosed age 19)
- chaotic lifestyle
- ‘fallen out’ with diabetic nurses (secondary care)
- not in education, employment or training
- previously told she has ‘personality disorder’ and PTSD
- few friends and not communicating with immediate family
- describes poor self-care and self harming with insulin dose
- frequently contacting diabetic team for help but finding it ineffective

Mindful Emotion Coaching

- engage mindfully with compassion
- explain the science of stress
- explain our adaptation of Dan Siegel’s Hand Model and Dan Siegel’s River of Wellbeing
- talk about different relationship styles – emotion dismissing, emotion disapproving, emotion coaching and laissez faire
- normalise access to mental health support
- share access to learning resources

Other Scenarios

- Local head teacher expresses concern about a 10 year old child on waiting list for CAMHS at practice safeguarding meeting. You know Mum has diagnoses of depression and PTSD
- Local head teacher expresses concern about emotional development of a toddler in Early Years setting. You know Dad has diagnosis of ADHD and that Mum has diagnoses of depression and OCD
- Mum of 3 presents demanding that her 10 year old son is referred to CAMHS. You know Mum has a diagnosis of bipolar disorder, PTSD and personality disorder
- 42 year old woman with history of fibromyalgia and depression requests that her analgesia is increased (again)
- 63 year old with diagnosis of type 2 diabetes has a significantly raised HbA1C but is struggling with lifestyle changes



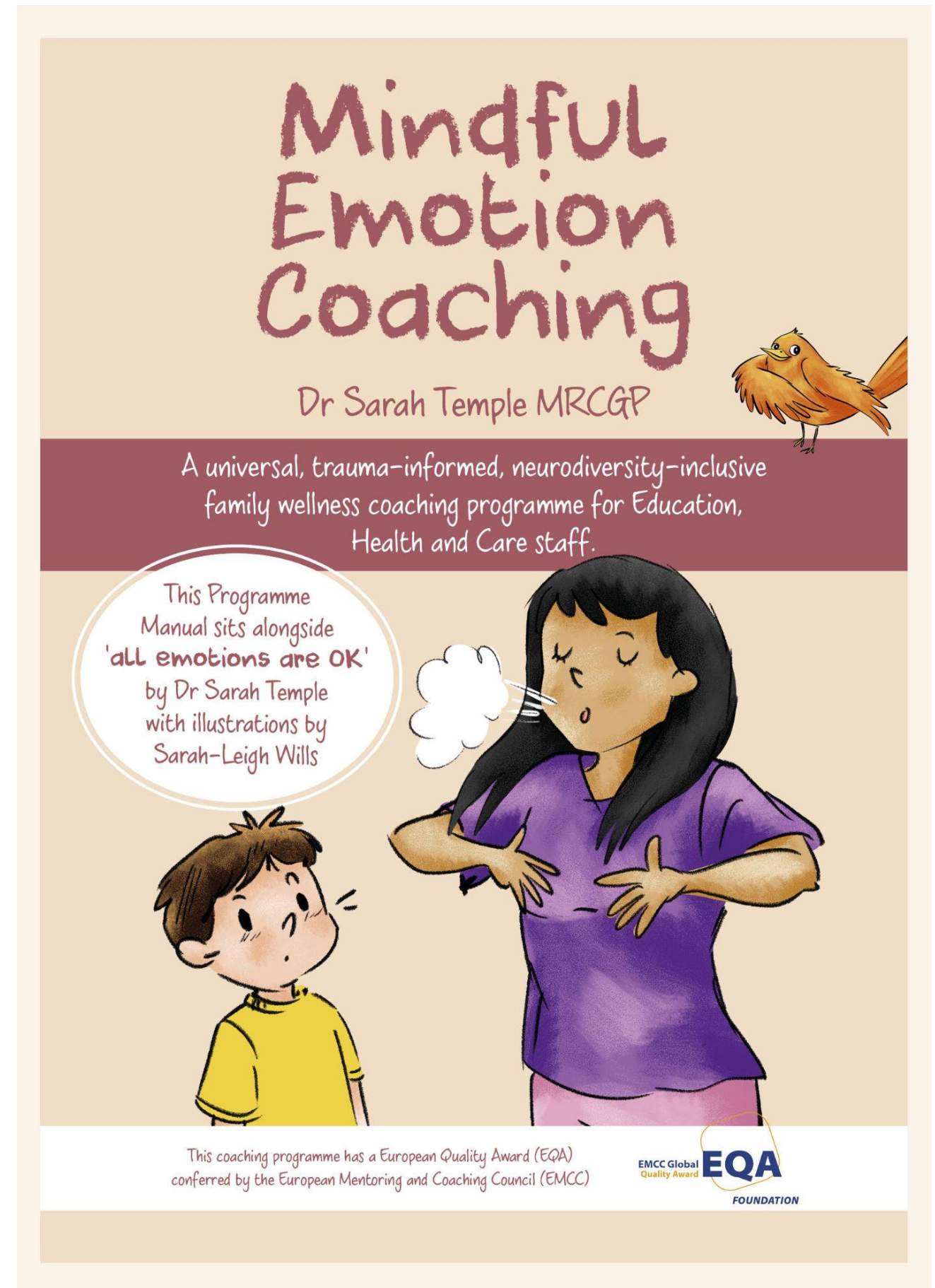
Trauma informed, person centred care

- Tune In – pause and manage own stress levels and emotions
- **C**onnect with emotions and feelings using a coaching approach
- **A**ccept the moment and see as an opportunity for change
- **R**eflect – facilitate reflection
- **E**nd stage- problem solve and boundary set at the end -once connected and working together



Trauma informed, person centred care

- Education about positive, tolerable toxic stress response
- Use psycho-education tools to strengthen emotion literacy
 - adaptation of Dan Siegel's Hand Model and
 - River of Wellbeing
- Problem solving together:
 - Mindful exercises including knitting, crocheting, Lego, juggling, unicycling, swimming, colouring, meditating, gardening
 - Counselling/ therapy/ EMDR
 - Safety and wellness plan

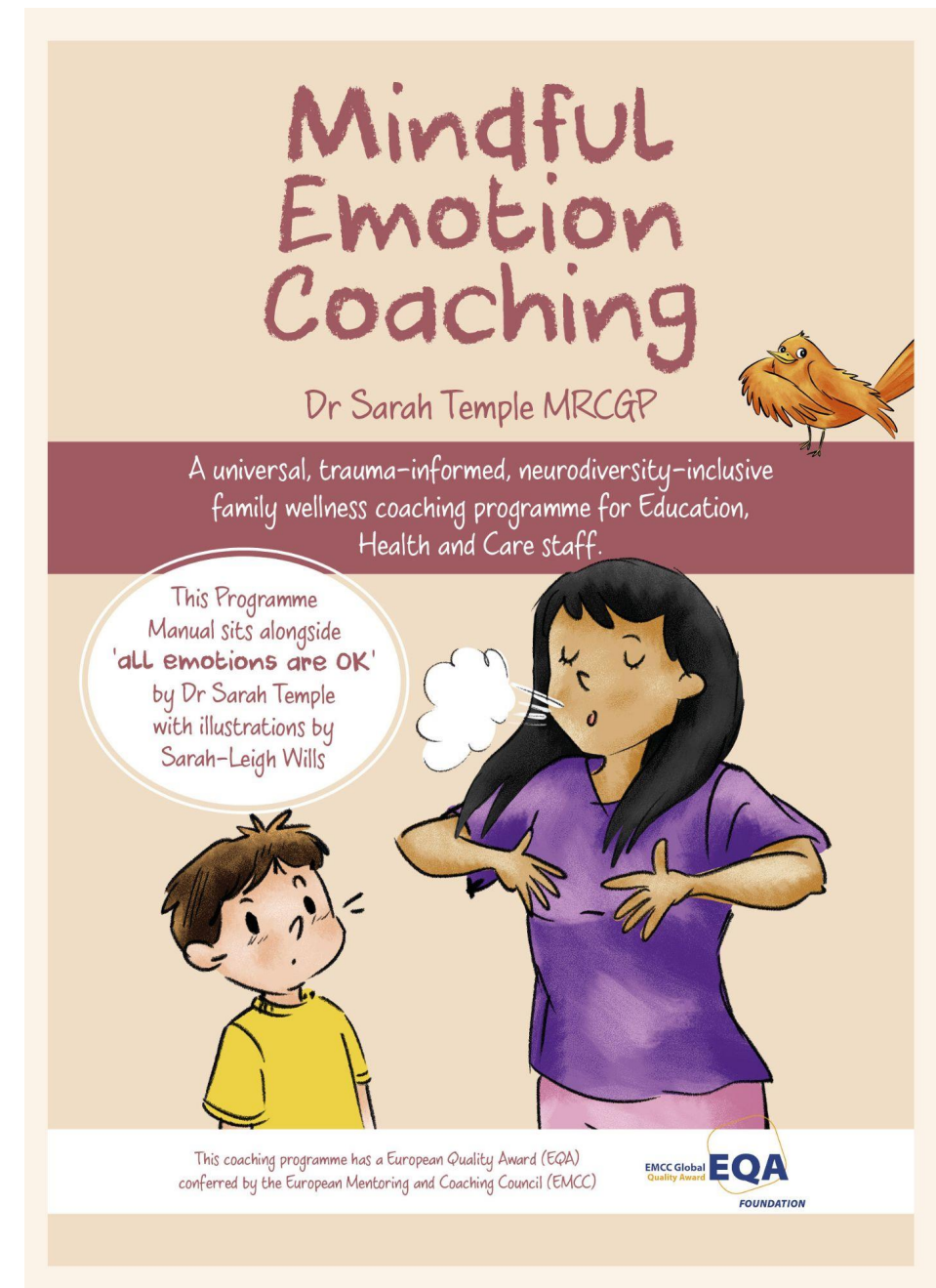


Take home messages

Being able to hold a coaching style relationship with compassion and without judgement enables those who are emotionally reactive to calm themselves and engage more effectively.

Being aware of how flawed humans are in terms of 'ingroups' and 'outgroups' means we notice stressed colleagues earlier and respond more effectively.

All learning, behaviour and health are influenced by interactions between genetic variation, different stressors in the environment (including relationships) and developmental time.



Resources

- Free e-book 'All emotions are OK'
- Coaching programme workbook
- Summary of evidence for this presentation
- UK Trauma Centre

