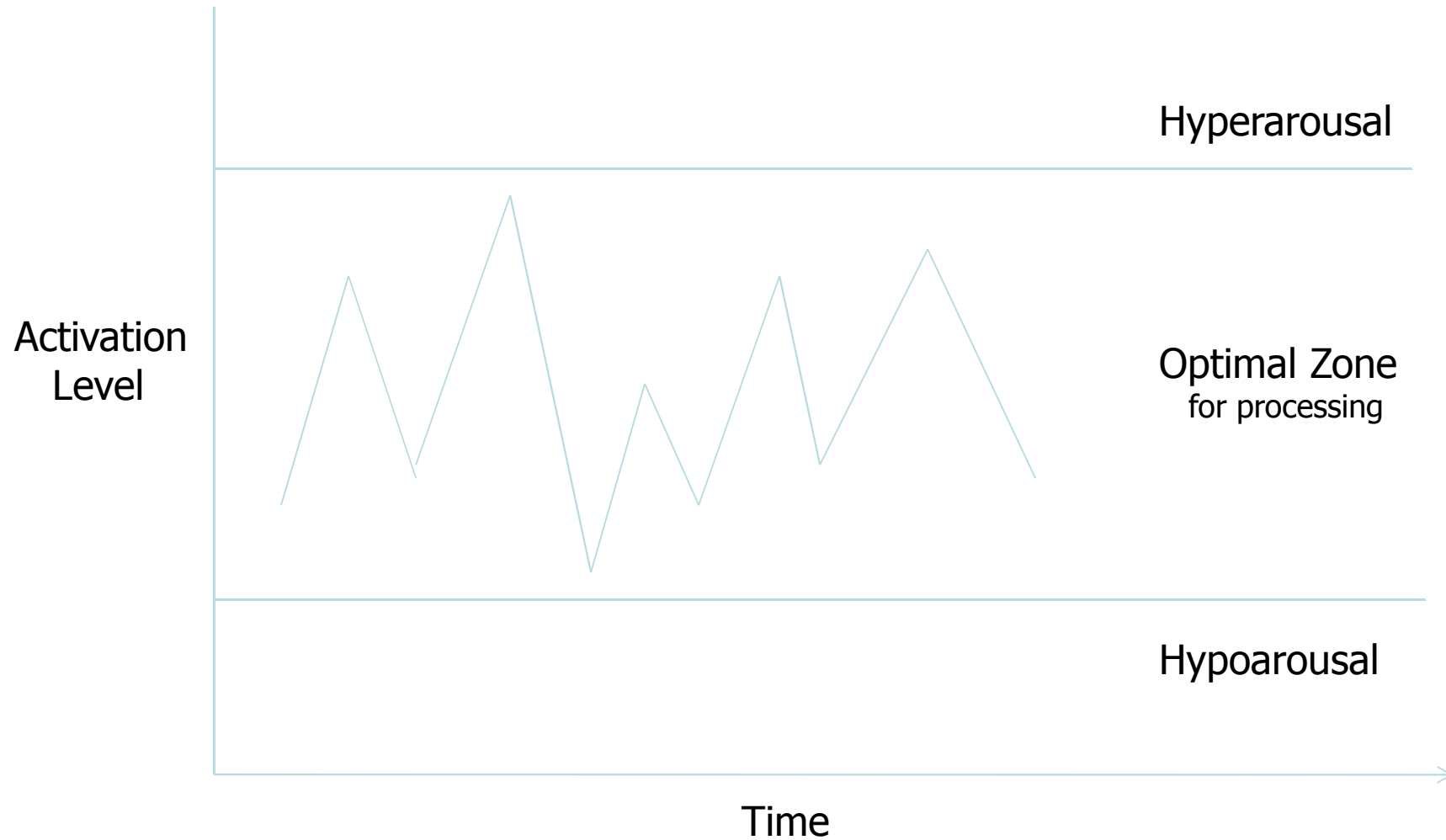
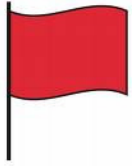


Window of Tolerance:

learning to self-regulate





Red Flags: High Risk Challenges and Triggers

Times/ Situations

Topics



Red Flags: Warning Signs

Verbalizations/Actions

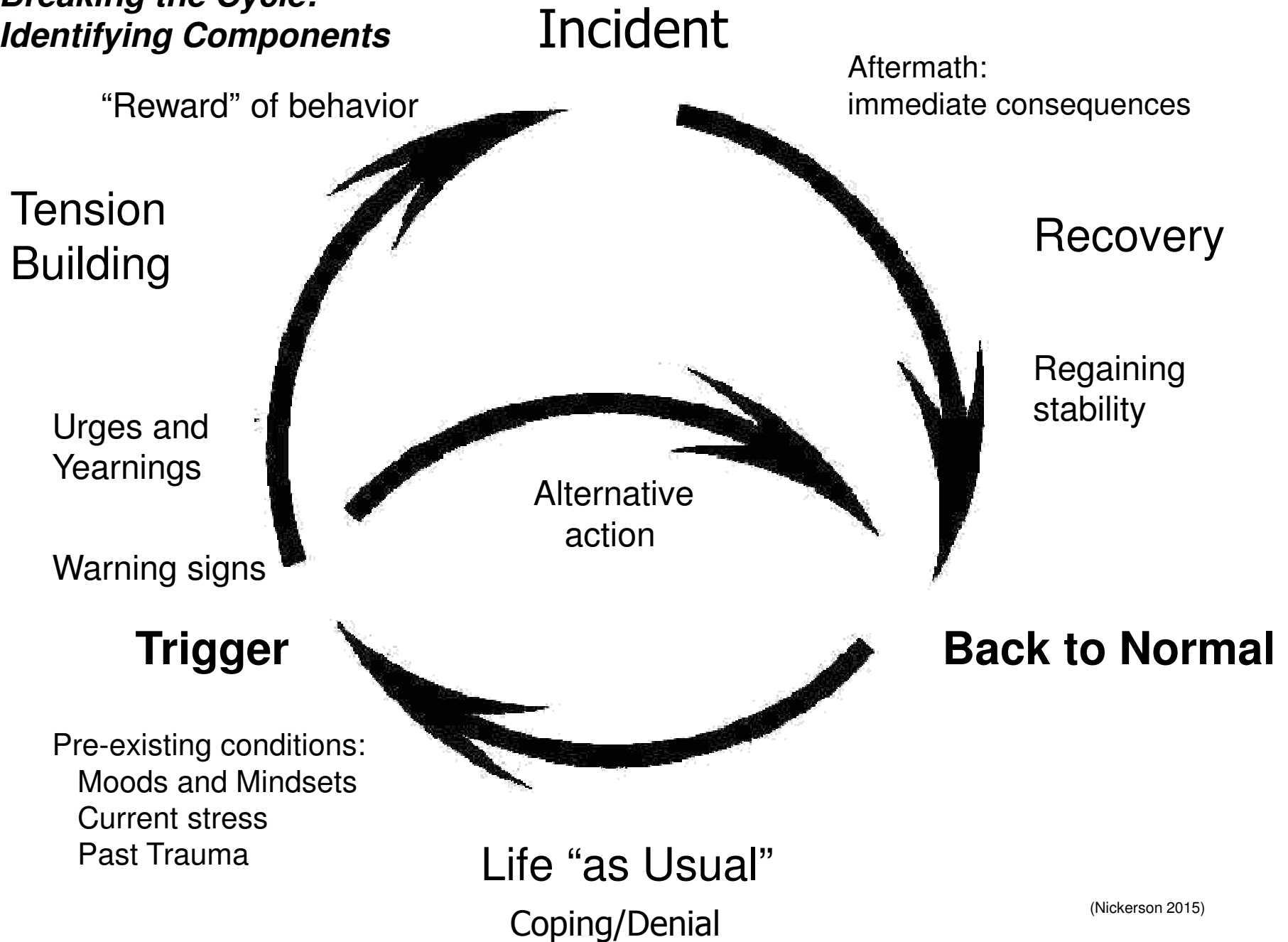
Neg. Cognitions

Emotions

Body Sensations

External/ Internal

**Breaking the Cycle:
Identifying Components**



***Breaking the Cycle:
Intervention options***

Incident

Reprocess consequences

Reprocess "reward"
sought by behavior

Recovery

Tension Building

Desensitize triggers
and urges

Identify and heed
warning signs

Rehearse alternative action

Back to Normal

Trigger

Identify and manage
pre-existing conditions

Reprocess related
trauma memories
Reprocess past incidents

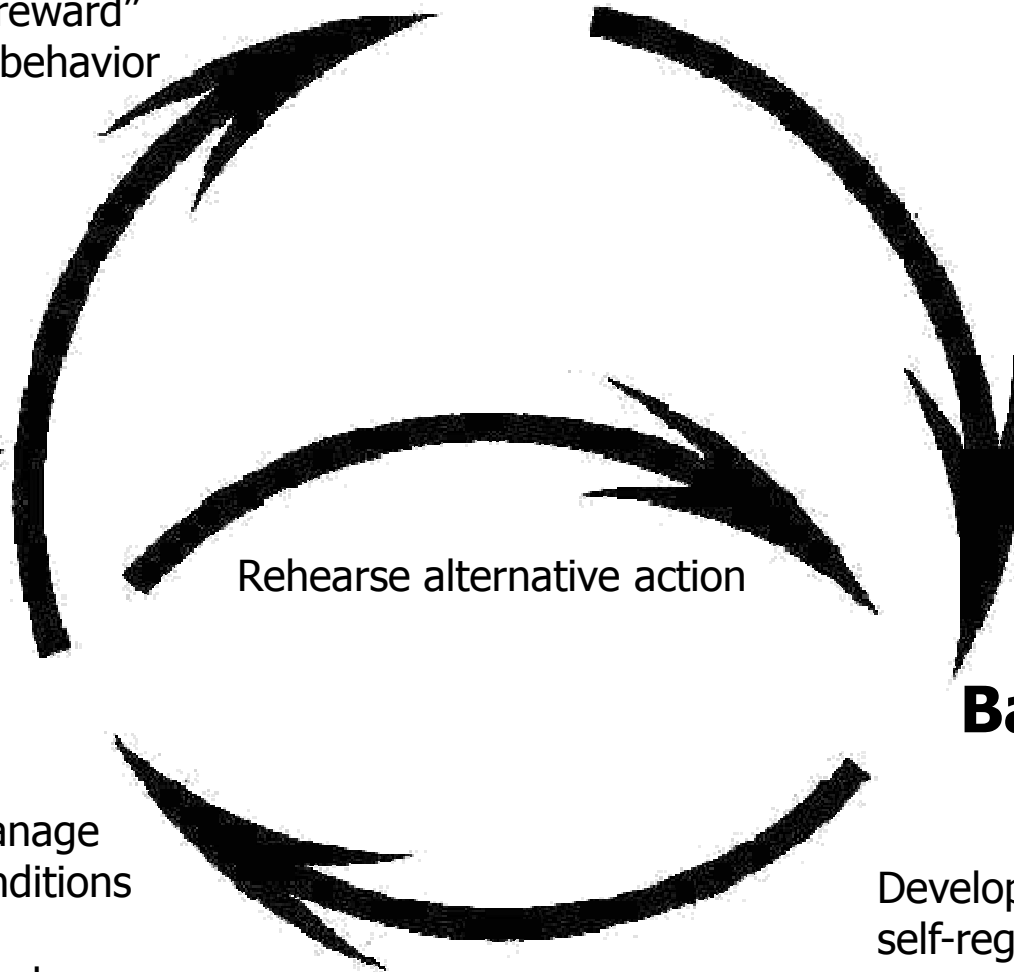
Develop resources, skills,
self-regulation, motivation

Address unmet needs

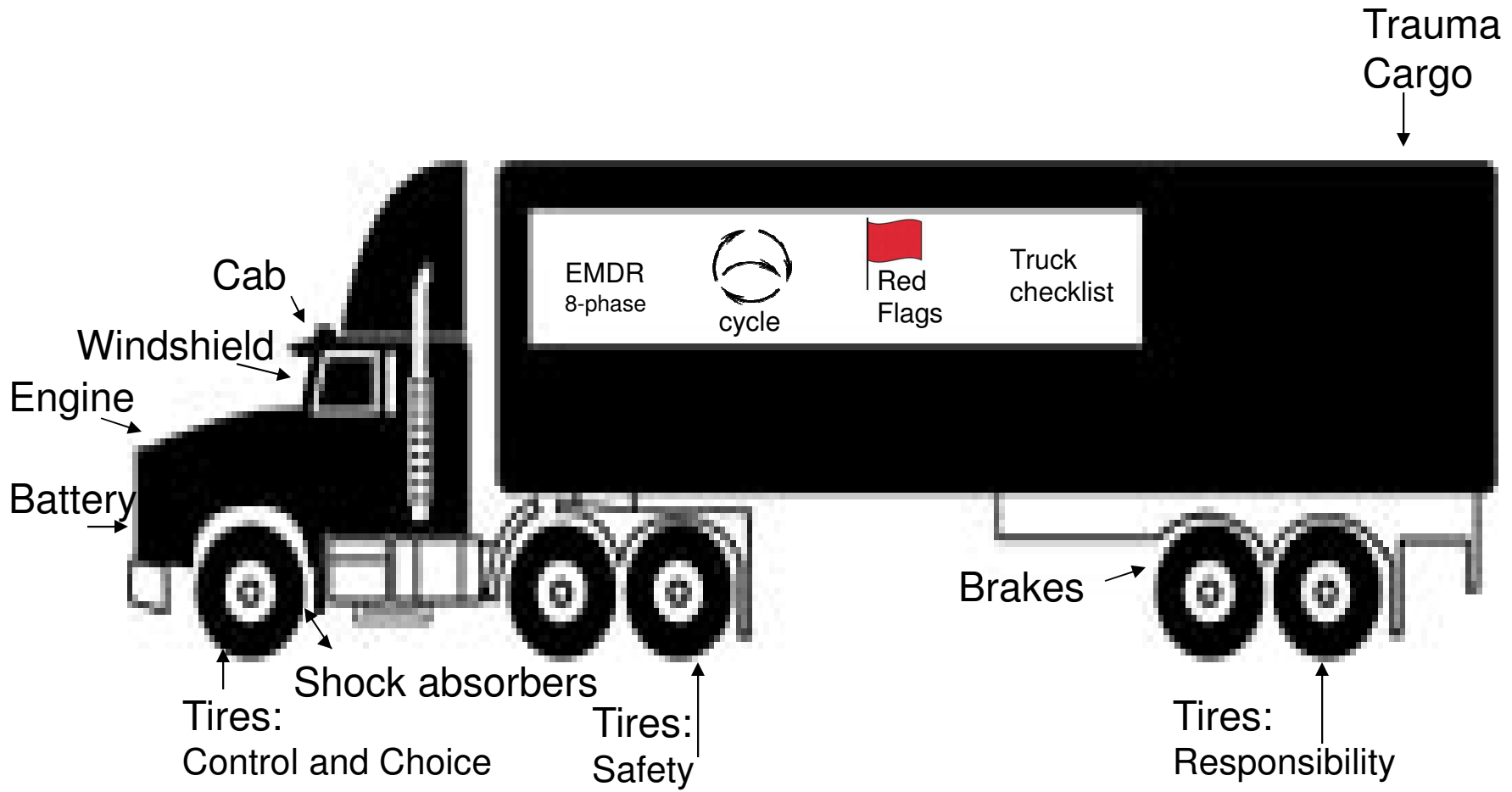
Life as you want it

Positive Treatment Goal

(Nickerson 2015)



Truck Metaphor for Problem Behavior



- Accident Report
- Driving Lessons
- Road Maps

Truck Metaphor: Clinical Checklist

- Accident Report:** Reviewing Past Behavior and Its Consequences
- Cab:** Secure Self/ Resource Development
- Clean Windshield:** Sense of Vision and Mindfulness
- Engine maintenance:** Health and Self Care Skills
- Tires:** Appropriate Thinking/ Positive Beliefs
- Brakes:** Self Control
- Battery:** Managing Arousal/ Energy Levels
- Shock Absorbers:** Affect Management/ Tolerance
- Driving Lessons I:** Skill Development: Self Control
- Driving Lessons II:** Being aware of other drivers: Empathy
- Co-Driver:** Developing Co-Conscious Mindfulness
- Who's Driving?:** Moods and Ego States
- Road Map:** Goals/ Sense of Purpose and Direction
- Support:** Others who understand and can support me
- Tighten the Load:** Trauma Awareness
- Unload the Packages:** Trauma Processing

Conflict Management/ Resolution

Resolves Conflict/
De-Escalates Tension

1. "I" Statements
2. Listen
3. Paraphrase
4. Receptive Body Language
5. Respect
6. Open-Ended ?'s
7. Be constructive

Escalates Conflict

- "You" Statements
- Interrupt
 - Ignore other
 - Rejecting Body Lang.
 - Disrespect
 - Accusatory ?'s
 - Be destructive

Conflict Management/ Resolution

Resolves Conflict/
De-Escalates Tension

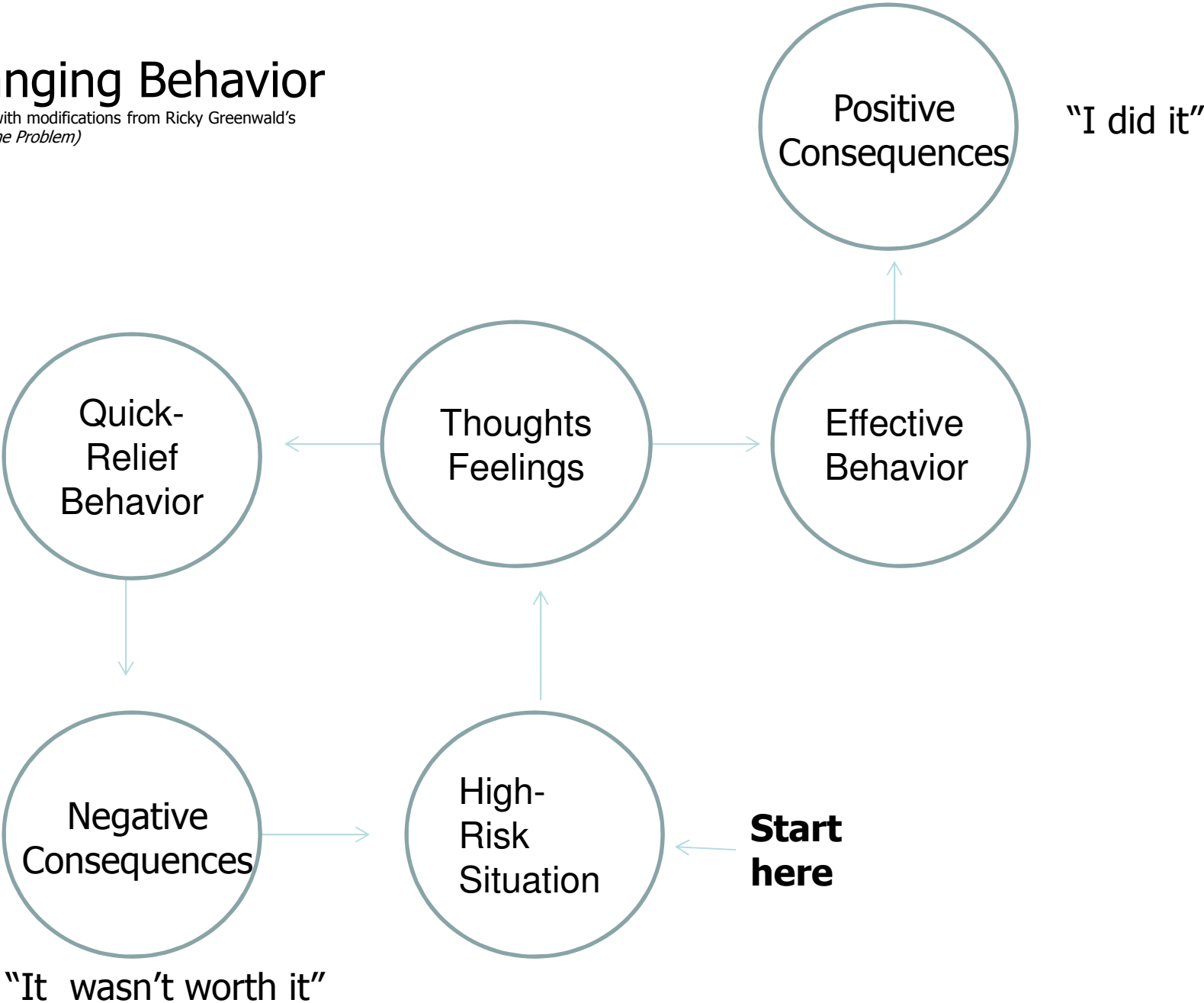
1. Be Specific
2. Be Concise
3. Focus on Present & Future
4. Focus on Issue
5. Focus on Possibilities
6. Open up
7. Find Answers

Escalates Conflict

Generalize
Be wordy
Focus on the Past
Focus on People
Focus on Positions
Dig in
Find Fault

Changing Behavior

(Adapted with modifications from Ricky Greenwald's *Mapping the Problem*)



Map Out a Problem - For Behaviors to be Improved

Modified from: Greenwald, R. (2009). Treating Problem Behaviors. New York: Haworth.

Part 1: Review of problem and possible solutions

1. What do you do that seems to create problems for you? Does it happen a lot, or just in certain situations? What's a recent example, the last time this happened? When's the next time this could happen?
2. When you're in this kind of situation, what are the thoughts, the words in your head? Your emotional reaction? The signals in your body?
3. If you let the feelings take you over, what do you do next? How does this lead to the problems you get into?
4. If this tendency continues, and the problem gets even worse, how bad could things get? What picture could represent that? When you think of that, does "it's not worth it" feel true?
5. If you were in that (challenging) situation and had those thoughts and feelings and got yourself under control, what would you be doing instead (of the problem behavior)?
6. So if this effective behavior got to be a habit, what good things would that lead to? What picture could represent that?

Part 2: Processing the options

1. Imagine the challenging situation including going with the quick-relief tendency. Picture it until you get to the point where you see the negative consequences. Then say out loud, "It wasn't worth it". (BLS)
2. What did you imagine? What did you think, feel and do? Why in the end was it not worth it?
3. Now imagine the situation and, this time, go with a more effective way to handle it. Picture it until you get to the point where you see the positive consequences. Then say out loud, "I did it". (BLS)
4. What did you imagine? What did you think, feel and do? Why in the end was positive?
5. Now imagine the situation and this time it will be a surprise ending. Just let your mind go in either direction. I'll know which one you went with when you say out loud either "it wasn't worth it" or "I did it". (BLS)
6. What did you imagine? What did you learn from imaging that?
7. (Discuss and integrate new learning, consider new strategies. Repeat surprise ending until there are two positive choices.)

Conflict Management/ Resolution Skills

Assertiveness

1. When this happened.... (Describe what happened as objectively as possible)

2. I felt.... (Describe personal feelings)

3. Because I am needing.... (Describe an underlying personal need)

4. So, in the future, would you be willing to (Describe a specific behavior)

Empathy

1. After this happened (Describe what happened as objectively as possible)

2. You may have felt (and still be feeling).... (Describe possible personal feelings the other may have)

3. Because you are needing.... (Describe an underlying personal need the other may have)

4. So, I would like to (Acknowledge that feeling/need..., Invite you to tell me more about how you feel or what you need about what happened..., Offer to (perform a specific action now or in the future)

Phase II preparation technique

“Emotional Clearing” developed by Katie O’Shea

Goal: Clear “Affective Circuits” for more genuine emotional processing

Steps:

1. Establish Container

2. Establish Safe Place

3. Identify and Emotion-

- What picture goes with that emotion?
- Stay with image until “negative” feelings are faded or neutral or “positive” feelings have plateaued
- Recommended order- shame, fear, anger, grief, seeking, enjoyment
- If feelings about the feeling arise put in container for later reprocessing

Katie O’Shea
Solutions II