



Adverse Childhood Experience

Why we need to look after our own wellbeing when working with children and young people who have experienced adversity

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Links to our on line resources and information about our work

www.ehcap.co.uk/news/resilience-model-for-schools

www.iwara.co.uk

Wellness Planning

Core Principles

The core principles we are working from are:

- **responsive relationships and positive experiences build sturdy brain architecture** and promote healthy development, starting before birth and during infancy
- toxic stress disrupts the developing brain and other biological systems with lifelong consequences for learning, behaviour and health (more likely to have heart disease, diabetes, hypertension, addiction)
- the **foundations of resilience can be strengthened in young children through reciprocal 'serve and return' interactions** that scaffold the life skills of self-regulation, emotion regulation and executive function

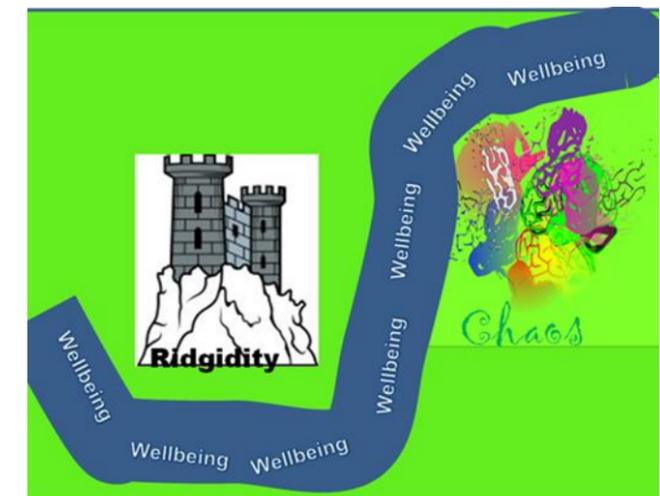
Core Principles

As adults around children we have the opportunity to model responsive relationships and scaffold life skills and to identify toxic stress (safeguarding).

By paying attention to our own emotion regulation we improve our own wellbeing and model responsive relationships

How we build these skills

- The Hand Model metaphor
- Mindful Exercises
- Emotion Coaching
- Family of Origin Exercise
- Free On Line Resources
- Coaching, Counselling and Supervision



What is Mindful Emotion Coaching?

‘Mindful Emotion coaching is about helping us all understand the different emotions we experience, why they occur and how to handle them’

It is a way of supporting people (including children) who are struggling to regulate their behaviour.

It enables us to potentially diffuse and de escalate situations where people (including ourselves) are becoming angry, aggressive or upset.

Whilst the research is grounded in parenting the principles hold true more broadly for any interaction.



Key learning points

Understanding the **HOWTO** of emotion regulation

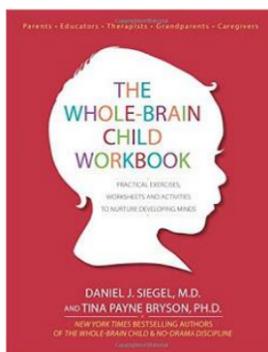
- Dan Siegel's metaphor The Hand Model
- John Gottman's 5 steps of Emotion Coaching
- Self Care



The Hand Model

Dan Siegel

- The first step – being aware of our own emotions.
- We use our awareness of our own emotions to notice other's feelings.
- This allows us to respond in an attuned way.



Mindful Exercises

Schools across Somerset are using Mindful Exercises with Young People – including the Just Breathe Video



www.mindfulemotioncoaching.co.uk

Being Attachment Aware

Through non invasive scanning of very young babies and children the brain has come to be seen as a 'social organ'- dependent for normal development on stimulation through social interaction and influenced in a multifactorial way by other factors including epigenetics, physical health and diet.

The importance of inter connectedness and relationships in human development has been extensively researched.

Key figures include:

John Bowlby, Michael Rutter, Mary Ainsworth, Mary Main, Patricia Crittendon, Kate Cairns, Jack Shonkoff, Dan Siegel, Jeremy Holmes



Being Attachment Aware

In the first two years of life neurones connect as they take up sensory information. 2 million new connections are formed every second in an infant's brain.

A baby who experiences toxic stress will form different neuronal pathways from a baby whose parent or care giver is able to be sensitive and synchronous.

The 'different' neuronal pathways that form in a baby experiencing toxic stress is the basis for the formation of unbalanced emotional responses.



Neuroscience of Connectomes

The typical brain has about 86 billion neurones, each making about 10,000 connections. The connections are specific and unique to each person – formed as a result of experiences, relationships, memories, genetics and so on.

So the stuff that makes us who we are is represented by the unique pattern of the quadrillion connections between our brain cells.

This pattern is called our **connectome**.

Adapted from *The Brain, The Story of You* by David Eagleman

<https://www.youtube.com/watch?v=BmWVGJMD9Umk>

<https://www.youtube.com/watch?v=-nhRPVWVM9A0>



Positive and Tolerable Stress

Positive Stress response is a normal and essential part of healthy development, characterised by brief increases in heart rate and mild elevations in hormone levels.

Tolerable stress response activates the body's alert systems to a greater degree as a result of more severe, longer lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury. If the activation is time limited and buffered by relationships with adults who help the child adapt the brain and other organs recover from what might otherwise be damaging effects.

Toxic Stress

Toxic stress response can occur when a child experiences strong, frequent, and / or prolonged adversity- such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and / or the accumulated burdens of family economic hardship- without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture, affect immune systems, hormonal systems and how our DNA is read and expressed. In other words it changes how our cells work together.

Toxic Stress

The changes in the brain that occur when a baby and child is exposed to toxic stress can result in behavioural difficulties such as difficulty with impulse control, hyperactivity and concentration difficulties as well as oppositional behaviour sometimes classed as conduct disorder.

The emotion regulation part of the developing human brain is particularly sensitive to toxic stress during pregnancy and the first few years of life.

Behavioural difficulties resulting from the altered brain architecture may not be noticed until the child is 7 or 8.

This is called Latent Vulnerability.

In Groups and Out Groups

Normal brain function depends on the social web around us. Our neurones need other people's neurones to thrive and survive.

Co operating for the good of the group has allowed human populations to thrive and for the richness and complexity of our modern world to develop.

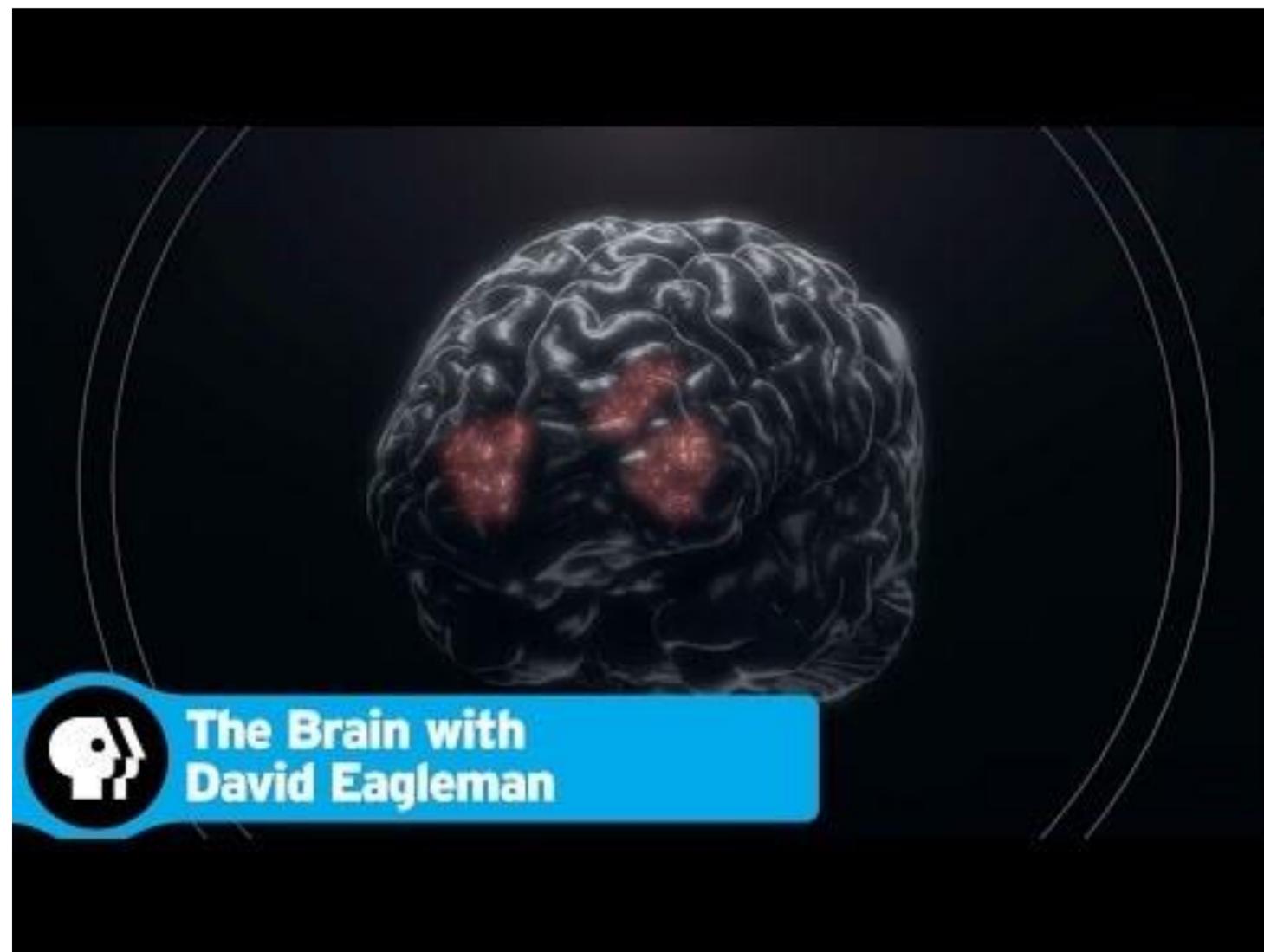
In Groups and Out Groups

Social rejection even as simple as being left out of a game of catch results in activity in the pain matrix of the brain.

In other words social pain activates the same pathways as physical pain.

Our inbuilt neuronal systems drive us toward bonding – belonging gives us comfort.

In Groups and Out Groups



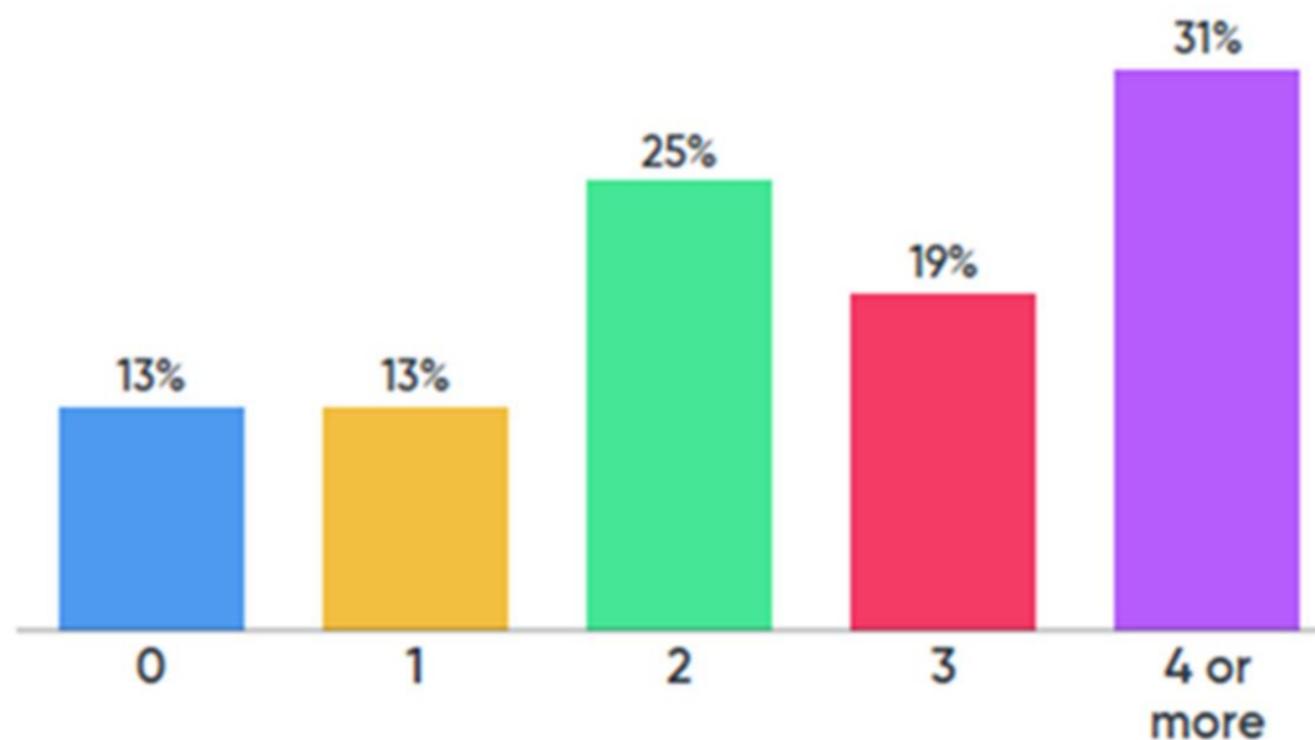
https://www.youtube.com/watch?v=S6kGUdQSa_k

Why we need to practice self care and support staff who flip their lids

Go to www.menti.com and use the code **10 95 38**

In the 1998 Anda, Felitti Kaiser Permanente ACE Study 33% scored 0 and 14% scored 4 or more. Please enter your score.

Mentimeter



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Why we to practice self care and support staff who flip their lids

In the 1998 Kaiser Permanente 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

Emotion Coaching

*“Much of today’s popular advice ignores the world of emotions. Instead, it relies on child-rearing theories that address the children’s behaviour, but disregard the feelings that underlie that behaviour”
(Gottman, 1997)*

<https://emotioncoaching.gottman.com>

Chapter 1 Session 5

* first chapter can be viewed for free in SHOP



Emotion Coaching

- *Teaching children/ young people /us about the world of emotion 'in the moment'*
- *Giving strategies to deal with ups and downs*
- ***Accepting all emotions as normal***
- ***Not all Behaviour is OK***
- *Building trusting and respectful relationships with children/ young people*

Why Emotion Coach

- *Achieve more academically in school*
- *Are more popular*
- *Have fewer behavioural problems*
- *Have fewer infectious illnesses*
- *Are more emotionally stable*
- *Are more resilient*
- *(Gottman et al, 1997)*

'Emotion coaching is about helping children and young people to understand the different emotions they experience, why they occur and how to handle them' John Gottman

Evidence and Research

Center on the Developing Child Harvard University

‘When adults model responsive relationships, the benefits come full circle, ultimately helping children become healthy, responsive parents themselves’

<https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/>

<http://www.ehcap.co.uk/news/resilience-model-for-schools>

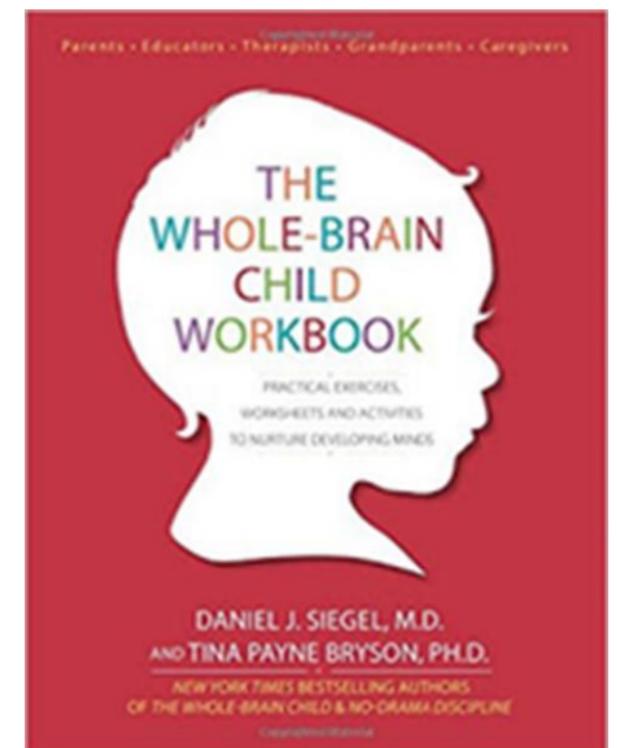
(our 2017 report contains lots of links to evidence base)

Hand Model Practice

An opportunity for everyone to 'have a go' at The Hand Model

www.emotioncoaching.co.uk

Play Amy's Interpretation of The Hand Model





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