

Reading Between the Lines: Behavior is Information



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How to keep assessing the needs of your child or student with a sharp eye while running on fumes.

A refresher on keeping alert for signs of traumatic stress and what to do about it.

1. Context is key

2. Change is a process



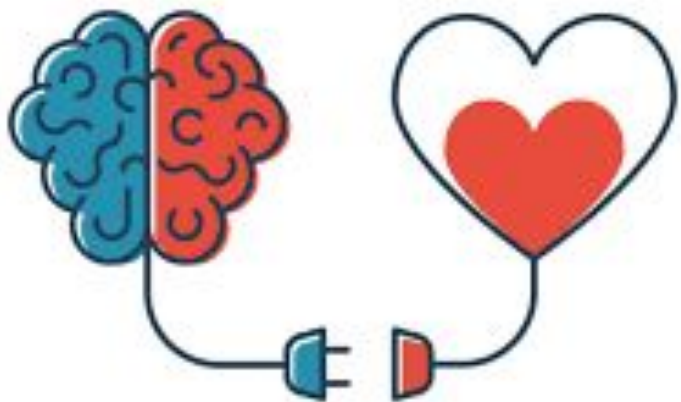
Emotional Regulation

Relationship Connection

Felt Safety







Trauma- the things that happened
Car accident, Bullying, Abuse

trauma- the things that did not happen
No safe person to help

Vicarious trauma- something witnessed

What you see:

- Words
- Tonality
- Body language
- Gestures

What is the deep structure underneath:

- Beliefs
- Values
- Biases
- Prejudices
- Experiences
- Fears
- Dreams
- Feelings



ANXIETY ICEBERG REVISED



ANXIETY ICEBERG ORIGINAL

Behavior

Anxiety

Feelings

embarrassed
ashamed
disgusted
overwhelmed
depressed
stuck
jealous
disrespected
offended
frustrated
confused
helpless
hurt
insecure
regret
uncomfortable
rejected
sad
grief
lonely
tired

FIGHT



Sympathetic NS

- irritability
- anger
- aggression
- moving toward



FLIGHT

Sympathetic NS

- What if...?
- anxiety & fear
 - panic
 - avoiding
 - chronic worry
 - perfectionism



TRAUMA RESPONSES

FREEZE

Dorsal Vagal



- stuckness
- collapse
- immobilization
- spacing out
- dissociation
- depression
- shame



FAWN*



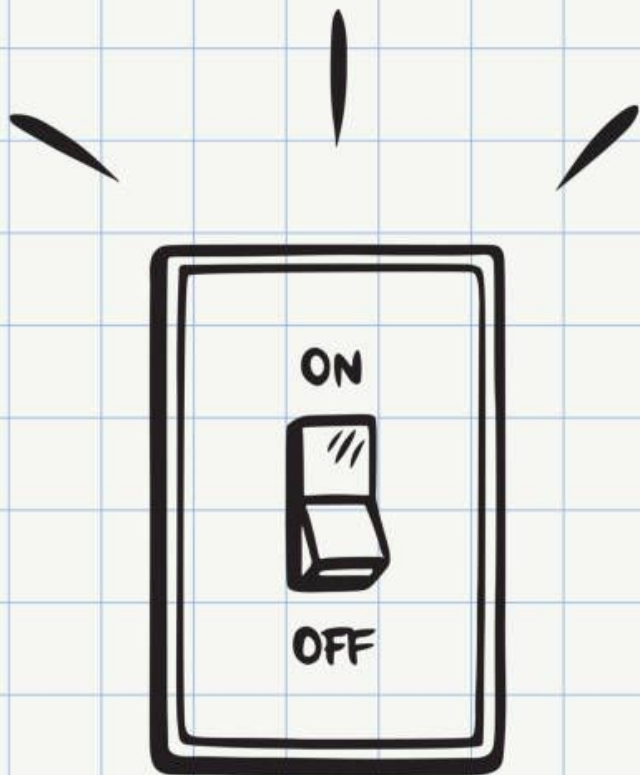
- people-pleasing
- avoiding conflict
- prioritizing others needs over own
- difficulty saying "no"
- setting boundaries is hard



**Children DON'T need a CONNECTION
to share the emotion above the
surface,**

**but they DO need a connection to
share the vulnerable feelings
underneath.**

**If we do not protect our
relationship connection with the
child, we do not have access to
the information we need to help
the child move forward.**





Poly-Vagal Theory

The way it works...

V.V.C Brake
Engaged at rest and
Socially Engaged.

QUALITY OF PERFORMANCE



V.V.C. Brake
Disengages

Sympathetic Nervous
system Engages

DMNX
Engages
Shutting Down
Consciousness

Healthy Nervous System

Grounded Flexible Open / Curious Present Connected
Able to Emotionally Self-Regulate



HYPER-AROUSAL ZONE

Hypervigilance
Overwhelm

Anxiety
Racing Thoughts

Panic

Anger

Stuck "On"

Inability to Relax
Sleeplessness

Digestion Issues
Chronic Pain

WINDOW OF
TOLERANCE

(Healthy Nervous System)

Stressful or
Traumatic
Event



Shut down
Disorientation

Numbness
Dissociation

Emptiness
Poor Digestion

Stuck "Off"

Withdrawal
Lethargy

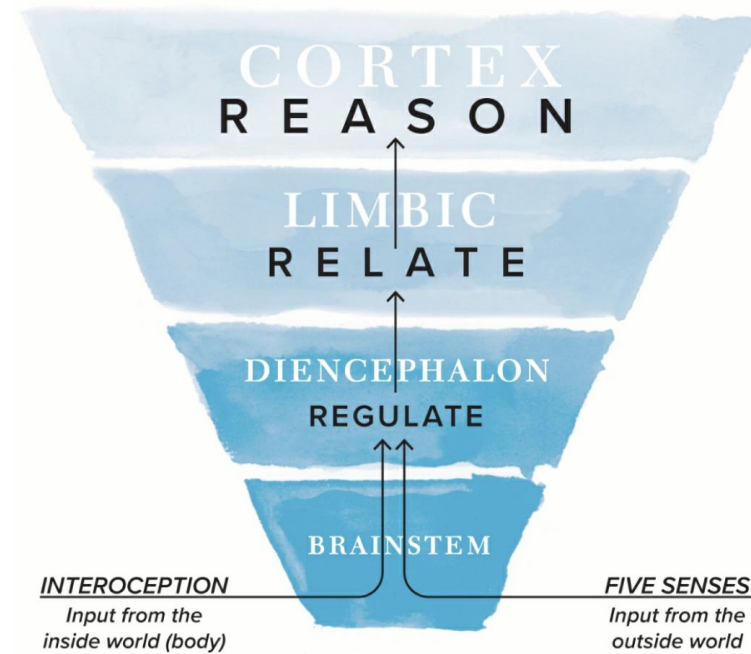
Depression
Exhaustion

Paralysis
Pain

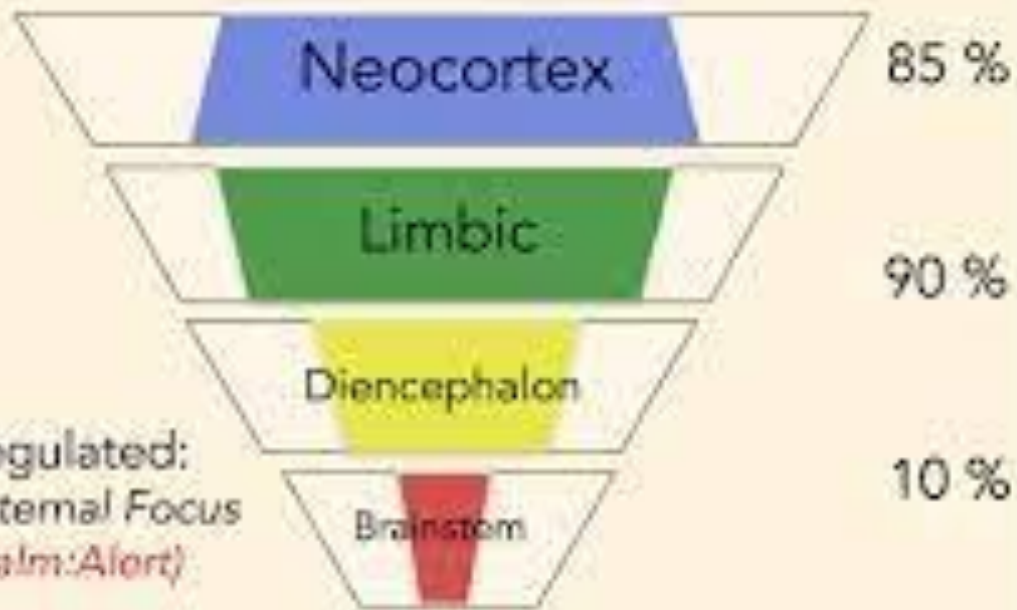
HYPO-AROUSAL ZONE

Figure 10

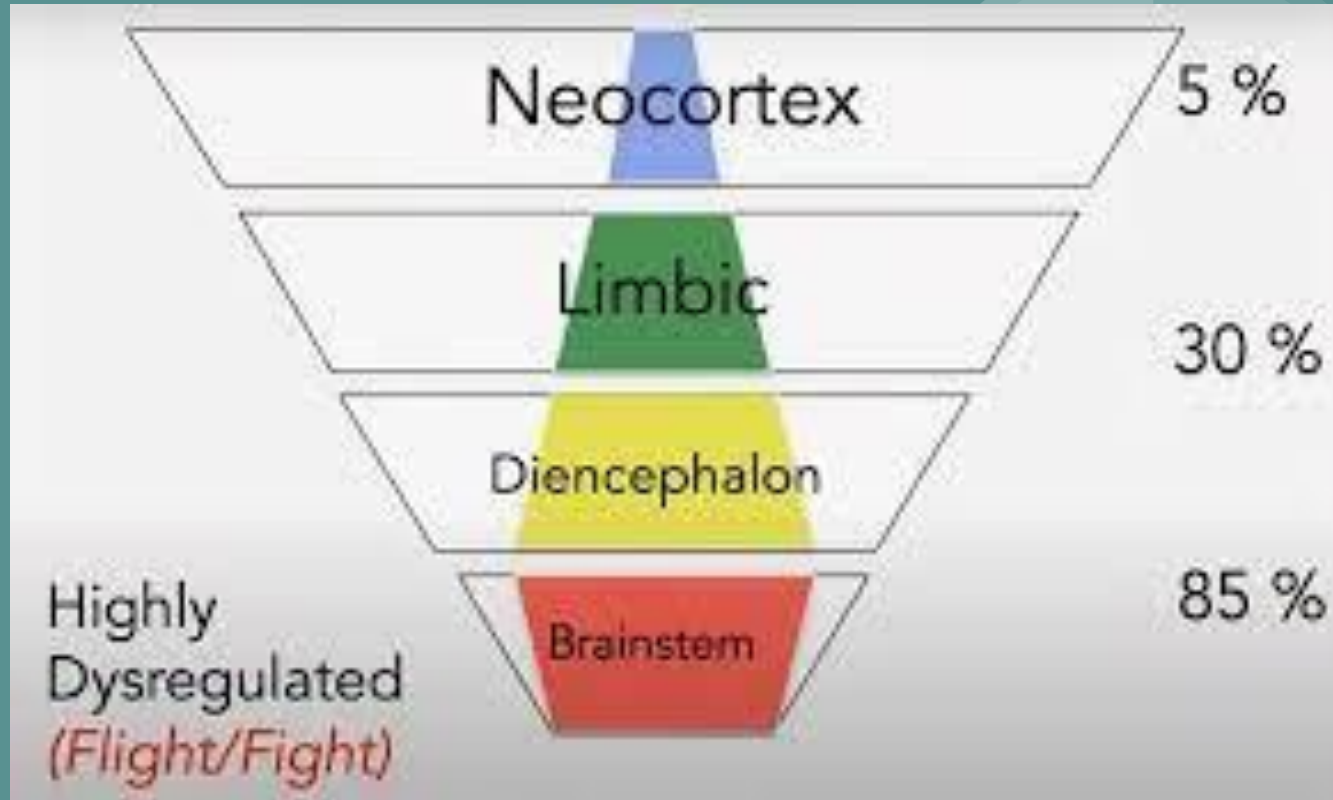
SEQUENCE OF ENGAGEMENT

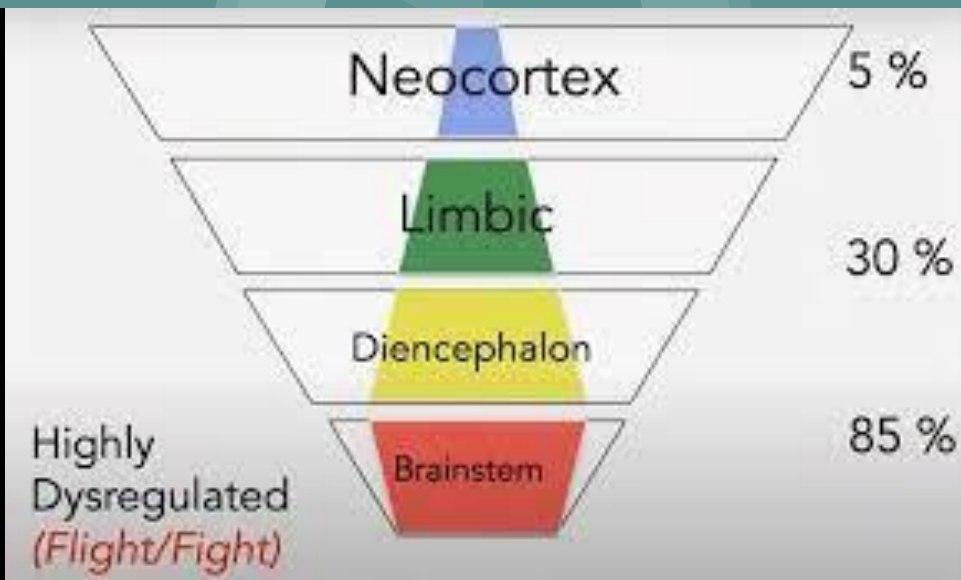


Our brain is continually getting input from our body (interoception) and the world (five senses). These in-



Regulated:
External Focus
(Calm:Alert)





**Emotional Regulation
develops through a
PROCESS of Skill
Development**

!!!

Connection: Protecting your role as caregiver!

This is a NEED not a WANT



How to Co-Regulate



Assessing your own state of alertness

Are you locked up with anxiety?

Are you rigid about trying new things?



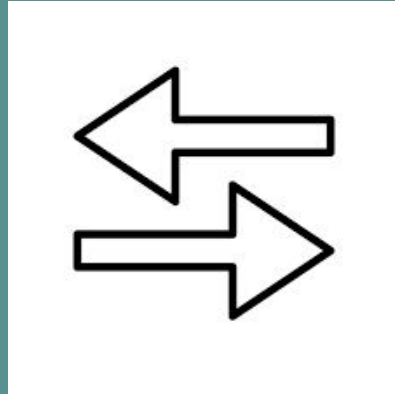


**Emotional Regulation
Relationship Connection
Felt Safety**

Perceived Safety



Seeking Connection OR Seeking Protection



As caregivers- ask yourself-

Is this challenge worth the cost?

**Is the child in their window of
tolerance?**

**How can I guide them back into that
window so that we can move forward?**



**WORK
SMARTER**

**NOT
HARDER**

Resources

Free videos that dive in deeper by Robyn Gobbel

<https://robyngobbel.com>

EMDR (the trauma therapy our keynote speaker mentioned)

<https://www.emdria.org/>

Psychology Today (behavioral health provider listing)

<https://www.psychologytoday.com/us>

Group Therapy for parents to implement Emotional Regulation and Co-regulation (virtual or in-person)

<https://robyngobbel.com/course/parentingaftertrauma/>

email Barbara Sherman

(indicate you're interested in a parenting group or child group)

barb@journeywithbarb.com



Thank You!

