

A Journey from Trauma to Joy:
One Caregiver's Story

Presented by:
**Laurie Prusso-
Hatch**

www.TeacherLaurie.com

Belonging and Significance

- Security
- Trust
- Connection
- Contribution
- Capability
- Friendship
- Learning
- Emotional Regulation-Social Skills

Daddy

- Stopped working, Quit recovery, Wouldn't get out of bed, Couldn't set boundaries
- Eventually invited to leave our home

Trauma and Risk

- Mental illness
- Drug abuse
- Neglect
- Transient life
- Parent incarcerated
- Poverty/Stress
- Domestic violence
- Difficulty getting needs met
- Emotional stress

Laurie Priebe-Hatch 10/19/16
www.facebook.com

Traumatic Life Up to this Point

Powerful, overwhelming sense of loss, sorrow, sadness, fear, pain, and confusion.

He didn't know us.

He missed his MOM

His dad had many of the same behaviors as he did

He displayed No Tears

No Vulnerability

No Access to his REAL emotions—only ANGER

Laurie Priebe-Hatch 10/19/16
www.facebook.com

In response to his life experiences

- No effective coping skills for dealing with frustration.
- Ineffective, but temporarily protective skills included:
 - Frequent **Emotional Tsunamis** (6-10 per day)
 - Hyper vigilance
 - Lack of access to real emotions: only anger
 - Frequent withdrawal
 - Argued about EVERYTHING
 - Inflexible
 - Literal

Laurie Priebe-Hatch 10/19/16
www.facebook.com

Outward Behaviors

- Explosive
- Volatile
- Angry
- Anxious
- Unpredictable
- Intense
- Irregular but rigid

Laura Puccio-Hatch
10/19/16
www.facebook.com

8

What About Grandpa?

- Do what you are told—or I'll make you do it!
- You are not allowed to hurt grandma!
- I'm going to spank him so he'll know he can't do that.
- I doesn't matter what he needs if he can't behave!

Laura Puccio-Hatch
10/19/16
www.facebook.com

9

Children Need to Make Sense of their world, but first they need to feel safe!

- He created "ORDER" in his external environment wherever he could
- He accepted rules—so we made a routine chart to support him!
- OCD- to create a sense of "personal power"
- Very smart
- He needed to contribute

Laura Puccio-Hatch
10/19/16
www.facebook.com

10

Organizing and categorizing— symmetry



Laura Puccio-Hitch
Laura Puccio-Hitch
www.facebook.com
10/19/16
11

After two weeks of TK

The second week of TK, Jaden came home and wrote the names of all of his classmates, in alphabetical order!



Laura Puccio-Hitch
Laura Puccio-Hitch
www.facebook.com
10/19/16
12

Organizing the Silverware Drawer Gave Him a Sense of Contribution, Order and Personal Power



Laura Puccio-Hitch
Laura Puccio-Hitch
www.facebook.com
10/19/16
13

Taking the Small Garbage to the Kitchen provided something he could be completely responsible for



Laura Proulx-Hatch
10/19/16
www.facebook.com

14

In the beginning
8-10 Explosive Events Daily

- 6 weeks of summer Head Start—full-day
- Transitional Kindergarten
- Living on edge. Always well behaved outside of home
- “Tied in knots”
- No engagement with “Playful” settings. Work/Product
- Doll House
- Psychologist intervention weekly at school in play setting

Laura Proulx-Hatch
10/19/16
www.facebook.com

15

This is what we did!

- Created a predictable, monotonous schedule and stuck to it.
- Managed our own feelings and accepted and NAMED his—we did not let his emotional tsunamis become ours!
- Used effective PD TOOLS- My favorites were:
 - Say “No!” and mean it (but not very often)
 - Say “Yes” often
 - Decide what you will do
 - Follow Through
 - MAKE SURE THE MESSAGE OF LOVE GETS THROUGH!

Laura Proulx-Hatch
10/19/16
www.facebook.com

16

Teach him to get his own cup!



Laura Proulx-Hatch
10/19/16
www.facebook.com

17

Whenever Possible

- Let him choose
 - Which cup, bowl, plate etc.
 - What to wear
 - From selective items for snacks and meals
 - Make his own lunches
- Supported him having personal power when appropriate within an environment with clear limits and rules

Laura Proulx-Hatch
10/19/16
www.facebook.com

18

I MISS MY MOM!

He was full of sadness which was expressed as anger. He had limited cognitive ability to understand what was happening, but no emotional and psychological ability to manage it effectively.

What child would?

Laura Proulx-Hatch
10/19/16
www.facebook.com

19

We DID NOT ask him to behave!

- We did not focus on his behavior at all
- When he erupted, we carried him to his room, sat with him on the bed or floor while he kicked, screamed, swung, and threw things
- We reflected his feelings ONCE and then SHUT UP!!!
- When he was calm, we taught him about his brain and read stories and sang songs.

Laura Puccio Hatch
Laura Puccio Hatch
www.teachmeanz.com
10/19/16

20

VERY IMPORTANT

When a child is having an emotional outburst, **do not ask for ANYTHING!**

- “Stop crying and we can solve this”
- “If you can behave, you can come out”
- “Next time, you should _____”
- “If you would listen to me, this wouldn’t happen!”

Laura Puccio Hatch
Laura Puccio Hatch
www.teachmeanz.com
10/19/16

21

Validate and keep Safe

- Validate ONCE then just sit with him
- Demonstrate:
 - Patience
 - Compassion
 - Love
 - Trust
- Remember that any teaching must happen when the child is calm. Wait until later.

Laura Puccio Hatch
Laura Puccio Hatch
www.teachmeanz.com
10/19/16

22

Important Considerations

- It is not about the behavior! His behavior is NOT who he is!
- In an environment of unconditional LOVE and patience, he needed to learn about his feelings, his ideas, and his responses AND he needed to **learn skills**—what to do and what to do INSTEAD
- We focused on loving, teaching and encouraging him

Laura Puccio Hatch
Laura Puccio Hatch
www.teachmeanit.com
10/19/16

23

Explicit Teaching

Teach only when the child is calm and interested.

- Take your cues from the child's behavior
- Explain **briefly** what happened
- Use good children's literature to support (see list at end of presentation)
- Depend on Routine Chart created by the child
- Teach the child about their brain!

Laura Puccio Hatch
Laura Puccio Hatch
www.teachmeanit.com
10/19/16

24

There must be an alternative to the humiliating and punitive strategies used by so many adults today!

It is not simply about what we don't want the child to do, it is about what we want him to be able to do!

Helpful skills to teach:

1. Recognize when your body is getting tense
2. Breathe deep and count to 10
3. Walk away until you feel better
4. Say how you are feeling

Laura Puccio Hatch
Laura Puccio Hatch
www.teachmeanit.com
10/19/16

25

We attacked the Iceberg



Lauri Probst-Hatch 10/19/16
www.teachmeanz.com

26

What is Behavior

Behavior is the outward expression of a **need**.

- Behavior is goal oriented and intended to earn a **sense of belonging and significance**.
- When we are feeling **insignificant** and **disconnected**, our behavior is often **inappropriate**.
- To effectively respond, it is helpful to understand the specific goal of the child:

<ul style="list-style-type: none"> • Undue attention • Special service • Misguided power • Revenge • Inadequacy 	<ul style="list-style-type: none"> • Connection and affection • Encouragement • Time and choices • Validation and solutions • Patience and skills
--	--

Lauri Probst-Hatch 10/19/16
www.teachmeanz.com

27

REACTIVE

*When adults **react** to children's behavior, we are attacking the iceberg **above** the water line.*

Responsive** caregiving addresses the real needs below the water line. Responsive caregiving exhibits the behaviors we want the child to be able to exhibit: **patience, kindness, thoughtfulness, mindfulness, and social-emotional skills.

*In the absence of **responsive caregiving** children will only repeat what they already know and the reactive behaviors they observe.*

Lauri Probst-Hatch 10/19/16
www.teachmeanz.com

28

We Avoided

- Acting angrily
- Blame
- Shame
- Punishment
- NO "F" WORD! "Fault"
- Behavior based relationships—he did not need to "deserve" our respect or deserve to participate. Children are inherently deserving of dignity and respect.

Laura Puccio Hatch
10/19/16
www.teachmeanz.com

29

Children will exhibit:

- Repetitive, reactive patterns that hijack the brain.
- Little or NO self-regulation because they live in their Lower Brain—the LOW ROAD!
- Our task is to help the child access the Higher Road and diminish the reactive system! (see Daniel Siegel)

Laura Puccio Hatch
10/19/16
www.teachmeanz.com

30

Teach them about their BRAINS!

How we flip our lids and how not to!

<http://youtu.be/DD-lfP1FBfk>

Laura Puccio Hatch
10/19/16
www.teachmeanz.com

31

Hyper-vigilance and The Brain in the Palm of the Hand



Laura Proulx Hatch 10/19/16
www.teachmeanz.com

32

Everything I Knew, Everything I Could!

- The question for me was, “How do I nurture and teach this child to use his gifts appropriately?”
- Be absolutely in the space of love, encouragement, and support for the child and for each other.
- Everyone in our local family was helping.

Laura Proulx Hatch 10/19/16
www.teachmeanz.com

33

Some important things

- Teaching him about his brain and flipping his lid
- “Sad is too close to mad!”
- Listening to him
- Having a Doll House
- Letting him have a year of down time—without other children to navigate and negotiate
- Loving him NO MATTER WHAT HE DID!!!
- AND... Grandpa’s nightly routine

Laura Proulx Hatch 10/19/16
www.teachmeanz.com

34

Things I Couldn't Control!

- "I'm not mad, I'm Hot!": Working with the school and after school program to support progress.
- Stickers and prizes: so confusing
- "How do you get a sticker at school?"
 - "I don't know. You just have to be good!"
 - "James is better than me, He always gets stickers!"

Laurie Probst-Hatch
Laurie Probst-Hatch
www.teacherlaurie.com
10/19/16
35

When you love someone

You never truly love a person until the mere thought of hurting that person is enough to break your own heart.

And, when you truly love a person, you are always on the lookout for ways to show them. (Don daRoza)

Laurie Probst-Hatch
Laurie Probst-Hatch
www.teacherlaurie.com
10/19/16
36

Thank you for attending

- For more information or to contact me, go to
- www.TeacherLaurie.com

Laurie Probst-Hatch
Laurie Probst-Hatch
www.teacherlaurie.com
10/19/16
37

Children's Books I Used

On Monday When it Rained
Tough Boris
Clay Boy
On the Day You Were Born
The Chocolate Covered Cookie Tantrum
Feelings
Where the Wild Things Are
Sometimes I'm Bombaloo
Alexander and the Terrible, Horrible, No Good Very Bad Day
 He also LOVED Dr. Seuss books!

Laurie Probst-Hatch
 Laurie Probst-Hatch
 www.teachlaurie.com

38

Books for Adults

- *Parenting from the Inside Out*, by Siegel and Hartzell
- *Mindsight*, by Siegel
- *Positive Discipline*, by Jane Nelsen
- *Drive*, by Daniel Pink
- *The Anatomy of Peace*, available from the Arbinger Institute

Laurie Probst-Hatch
 Laurie Probst-Hatch
 www.teachlaurie.com

39

TeacherLaurie.com



- Laurie is a retired Professor of Child Development and is focused on emotional and social development in young children and adult-child relationships. She is specifically interested in and has done extensive work in the area of the effects of trauma on children and families and the role of relationships in healing.
- Laurie has provided consulting services, workshops, trainings and keynote addresses around the state. She earned her BA in Human Development and a Master's Degree in Education with an emphasis in Early Childhood from California State University. Laurie has been a family childcare provider, preschool teacher and program director. She is a Certified Positive Discipline © Trainer and Parent Educator and presents workshops, keynotes and trainings.
- In addition to her professional career, Laurie is the mother of six grown children, all boys. Her blended family includes 11 sons and 44 grandchildren. She is learning to play the Ukulele.

Laurie Probst-Hatch
 Laurie Probst-Hatch
 www.teachlaurie.com

40

To invite Laurie to speak, train, or inspire your group:

- Contact her at TEACHERLAURIE.COM
- OR DIRECTLY AT:
- LAURIEPRUSSO@GMAIL.COM
- 925-337-0867
- Visit the website for a list of titles and topics or request your own customized training day.

Laurie Prusso-Hitch 10/19/16
Laurie Prusso-Hitch
www.teacherlaurie.com

41
