



DDP Refresher

Dyadic Developmental Psychotherapy and Practice

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"Let us not underestimate how hard it is to be compassionate. Compassion is hard because it requires the inner disposition to go with others to places where they are weak, vulnerable, lonely, and broken. But this is not our spontaneous response to suffering. What we desire most is to do away with suffering by fleeing from it or finding a quick cure for it."

(Henri J. M Nouwen, 2011)

DDP: Where are we now?



Dyadic Developmental Practice

WWW.ddpnetwork.org

- UK, USA & Canada sites
- DDP related resources
- Certification and recertification process
- Developing study days
- Unprecedented number of requests for DDP level one trainings
- 8 UK trainers, plus a further 3 in training
- Research programme
- Promoting practice model alongside therapy



Department for Education supported projects:

- Evaluation of Nurturing Attachments Programme across 4 geographical sites.
- Cornerstone Project providing DDP informed parenting support early in adoption journey (Beginning Attachments)
- Borough of Ealing DDP informed services in fostering and adoption across the Borough involving training key staff DDP level one and rolling out Nurturing Attachments Programme.
- Plus four bids currently being submitted for innovation grants to fund DDP informed projects.



Plus:

Worcestershire – train the trainers programme to develop DDP informed support within adoption, fostering and residential with a focus on use of PACE. Drawing on Nurturing and Foundations for Attachment

Bryn Melyn Child Care Services – embedding Foundations for Attachment as practice model within all their residential homes.

Children Always First Fostering Agency – embedding DDP as overarching framework throughout the agency and working towards organization certification.

Clover Child Care – all residential staff trained and supported to use PACE + DDP level one and two



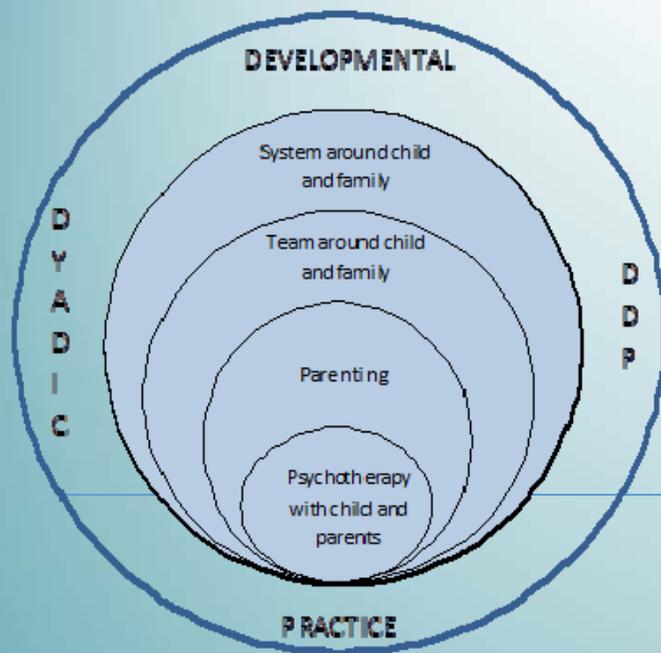
And in Scotland

- Professor Helen Minnis (University of Glasgow) in collaboration with DDPI: seeking funding to undertake gold standard research in the efficacy of DDP
- Crossreach Children's Services (Residential)) and Moore House Care and Education – staff trained and supported to use PACE + DDP level one and two and en route to Organisation Certification
- Seamab – the majority of staff trained to use PACE and DDP level one; embedding DDP as the philosophy of care and education
- Other services – eg Aberlour Sycamore, City of Edinburgh Council, Fife Council – seeking to embed DDP principles into their residential work and developing in-service training



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- East Ayrshire Psychological Services – the majority of educational psychologists trained to Level 1, some to Level 2, and seeking to embed DDP principles and practices in their work with schools, pupils and parents/carers
 - Lanarkshire and Dumfries and Galloway CAMHS striving to provide DDP for some LAAC and adopted children
 - JMT Fostering seeking to undertake training for trainers in Nurturing Attachments
 - International DDP Conference 2016 in Scotland in October hosted by SAIA





DDP

A Model for Practice



Dyadic Developmental Practice Model

- DDP informed services embed the DDP principles throughout the organization.
- DDP advocates supporting parenting to be therapeutic; schools to be safe and providing therapy as needed.
- When traumatized children are supported by DDP informed parenting and they have DDP informed support in schools where difficulties are understood.
- They will develop some safety, security and connectedness.
- This is the foundation for social engagement.
- Therapy can facilitate the process of social engagement and facilitate child and parent to explore and heal from trauma in safety.



Recent Developments in Understanding and Using DDP



Recent Developments

- Polyvagal Theory (Porges, Conference 2014). Increased understanding of the idea of open and engaged and its importance in DDP interventions.
- Importance of neuroscience and how it informs DDP eg Blocked Trust (Hughes & Baylin, 2016 in press), building on the idea of blocked care.
- Evolutionary biology and its importance in understanding and supporting modern parenting, especially of traumatized children. Eg infant abandonment



Open and Engaged Relationships



Social Relatedness and Trauma

- 'Connectedness is a biological imperative' – regulation of physiology is embedded in relationships
- Acute disconnection disrupts the biobehavioural state.
- Mobilization in fear = fight/flight/freeze reactions.
- Immobilization in fear = faint.
- Lose spontaneous social engagement behaviours.

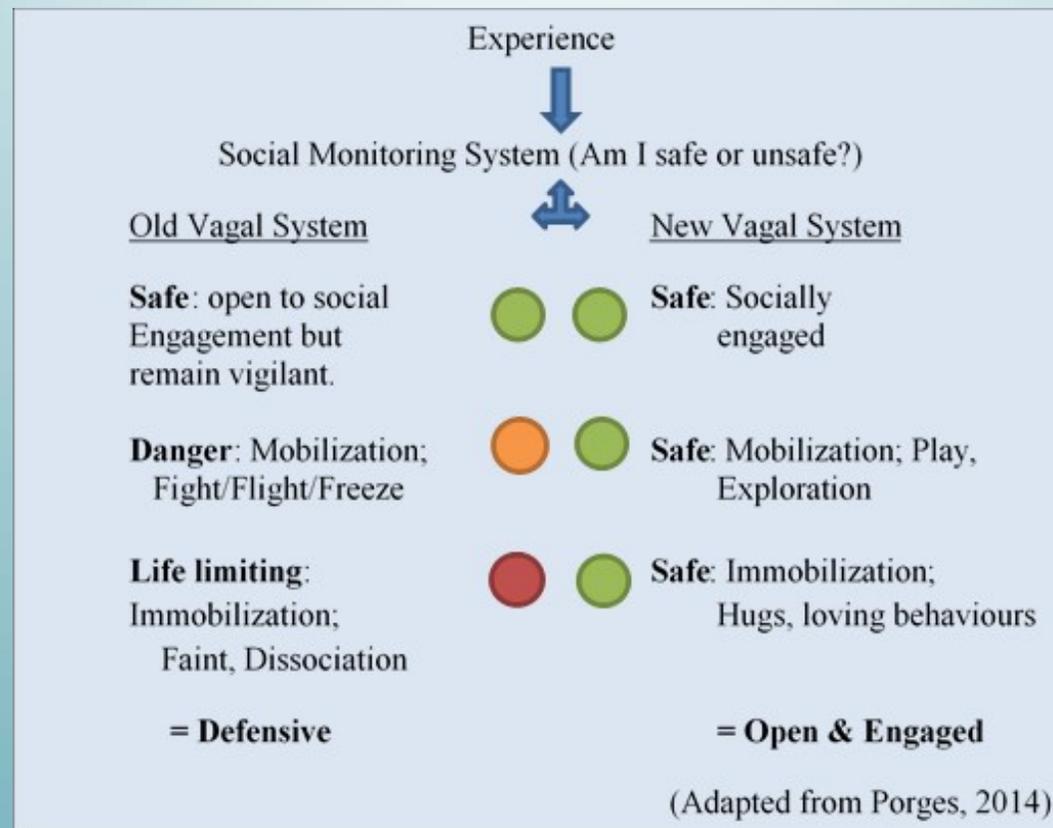
Need to help child to:

- Immobilize without fear = connection; supports health and restoration
- Mobilize without fear = play and social engagement.

(Stephen Porges, 2014)



The Impact of Trauma on the Nervous System



What is an Open & Engaged Relationship?

- Each is open to the influence of the other.
- Able to reflect, notice and make sense of internal experience.

Eg A parent might be trying to help her child complete homework but the child is refusing to co-operate. The parent notices that she is feeling frustrated and hopeless. She is able to be compassionate to herself and acknowledge that this child can evoke these feelings in her. She is then able to stay curious about her child; wondering why she is refusing. She wonders if the child is anxious that she won't get it right. She comments how hard it is to start something when you are not sure if you will be able to do it. The child is then able to tell her that she did not understand the teacher's instructions.



What is Defensive?

- A closed, non-engaged state.
- Can be in response to the defensive state of the other.
- Leads to negative emotions eg anger, frustration, hopelessness.
- Leads to feelings of failure and lack of enjoyment in the relationship.
- We can defend against feeling defensive by prematurely moving to problem-solving,
- We can try to change what the other person feels through nagging, lecturing, reassuring .
- Or we can become angry or withdraw from the relationship.
- Lose capacity to reflect, become evaluative and judgmental of self and/or other.
- Emotional connection is lost.



Comparing Open & Engaged and Defensive

Open & Engaged	Defensive
Open to influence in here and now experience	Not with you in your experience of them; fear of future and despair of past
Connected; Good eye contact	Poor eye contact
Playful and enjoyment in relationship	No enjoyment or ability to be playful
Feels understood and accepts our acceptance	Feels misunderstood, communicates this through anger, frustration or becoming non-communicative
Curious and reflective	Incurious and reactive
Open and receptive to empathy	Experiences anger/shame



Remaining Open & Engaged

Practitioner/Parent	Parent/Child
Stays open & engaged	Moves into this state also
Uses appropriate playfulness; acceptance of internal experience; maintains curiosity and conveys empathy	Feels better understood
Avoids evaluation	Acceptance rather than evaluation reduces defensiveness
Hold their mind with your mind; stay connected and present	Help the other to become open & engaged either with present experience or with past memory.
Use curiosity and understanding to wonder about the other's experience. Convey this understanding with a story telling voice. This helps you to connect with the other.	This allows the child/parent to become open & engaged to your experience of him and therefore of his own experience
Build up a narrative of the experience that is being communicated and explored	Help child/parent to know and to feel their story



Blocked Trust

Why it is difficult for children to be open and engaged?



Blocked Trust

Failure in social relatedness has a profound influence on child and parent

delight “When young children block the pain of rejection and the capacity to in order to survive in a world without comfort and joy.” (Hughes, 2014)



Good Enough Parenting

Connection

First Year of Life

Attuned parenting matched to emotional needs of young child.

Provide experience of intersubjective relationship

Offer attachment security by offering comfort and facilitating exploration as needed

Correction

Second Year of Life

Child begins to develop autonomy and to assert independence

Structure and supervision become important

Parent also becomes rule maker and limit setter as boundaries are put in place: 'agent of socialization'



Development of Trust

Experience of unconditional relationship – child is loved 'no matter what'.



Trust allows child to believe in parents' good intentions and to know that the relationship remains unconditional.

Accepts limits on behaviour because knows loved no matter what



Frightening Parenting

No Connection

First Year of Life

Poor and frightening parenting experience.

Poor experience of attunement and intersubjectivity

Insecure/frightening attachment experience

Loss and separation, multiple caregivers



Development of Mistrust

Relationship is conditional – child is loved ‘only if’

Development of mistrust sensitizes the nervous system,

Social monitoring system is alert for signs of rejection, anger, neglect.

Social engagement system becomes inactive, social defence system becomes active



Different Parenting

Develop Connection with Correction

Child is provided with improved parenting.

These parents have missed the sequential opportunity to build trust and then set boundaries, but now have to do this at the same time.

This can strengthen mistrust.

Parent tries to offer an unconditional relationship whilst also setting limits on the behaviour.



Impact on Child

Without trust ordinary parenting feels like abandonment and pain. 'You do not love me. I am not good enough. You will hurt me and leave.'

Child learns to resist authority and to oppose parental influence.

They do not trust in parents' good intentions or in unconditional support and love.

They trust in themselves rather than others and thus are controlling in their behaviours. This means they are not open to reciprocity. They influence without being open to influence because this feels safer.



Baby Abandonment

Can evolutionary biology further explain blocked trust?



A family has a cow, a baby and enough money for food for the cow or the baby.
Will the family feed the cow or the baby?

See Chapter 10 Emotional evolution. A Darwinian understanding of suffering and well-being. Randolph M. Nesse and Daniela F. Sieff p 203 – 218 In Sieff, 2015



Key Source

In 'Understanding and Healing Emotional Trauma. Conversations with pioneering clinicians and researchers' . Daniela F. Sieff. East Sussex: Routledge, 2015

Chapter 9 The natural history of mothers and infants: an evolutionary and anthropological perspective by Sarah Blaffer Hrdy & Daniela F. Sieff, p182 – 202

Bowlby interprets “the endocrinological , sensory, emotional, and cognitive make-up of mothers and infants as composites of ancient dramas of survival encompassing innumerable past lives.” P183



Is Mother Love Unconditional?

- Primary goal is to have surviving descendants.
- During our evolutionary history scarce resources, insufficient social support, and factors such as children born close together led mothers to favour some children over others.
- Eg If food is short sharing food equally between children may mean none survive. Need to increase the chance that at least one child will survive by favouring the strong or healthy child – unconscious decisions are intrinsic part of being a mother.
- Abandonment does not mean that a woman cannot be a good mother. Commitment to her children is reassessed whenever conditions change.



Example: The !kung

- Traditional life style in Kalahari desert of Botswana.
- Few weaning foods and nothing that a child younger than four can chew and digest.
- If gives birth whilst still nursing a child she is not well nourished enough to breast feed both the child and the newborn.
- Already invested in older child she therefore leaves the newborn in the bush.
- Such abandonment is a matter of regret but is culturally sanctioned.



Example: The Aché

- Hunter-gatherers in Paraguay
- The husband of a young pregnant woman was killed by a jaguar.
- She then married another member of the tribe.
- When she gave birth she buried the newborn alive as her husband would not want it.



Example: The Eipo

- Mothers more likely to commit to an infant they perceive to be health and strong.
- New Guinea, horticultural society living in subsistence conditions.
- No birth control and low child mortality but average family size is 2½ children.
- 41% of infants born are killed.
- Anthropologists studying this culture recorded “One woman, during late pregnancy, said that she would not accept a baby girl because she already had a daughter and did not yet have a son. However, on giving birth to a particularly healthy-looking female infant, she became ambivalent. Without cutting the umbilical cord, she wrapped her newborn daughter in fern leaves, and sat by the bundle. The infant screamed lustily, and her pudgy hands and feet burst through the leaves. After a while the mother left, apparently abandoning her infant after all. However, two hours later she returned, cut the umbilical cord, and picked up the baby, explaining: ‘*This daughter was too strong.*’ P193



Baby Abandonment through the Ages

- Soranus, a Greek physician wrote an influential text called Gynaecology. He advises: 'Now the midwife, having received the newborn [and having] examined beforehand whether the infant is male or female should also consider whether it is worth rearing or not.' P193
- Ancient Greece through to medieval times – infants were subjected to ice-cold baths to toughen them up and ensure that the ones not worth rearing died.
- Roman Times – unwanted infants were abandoned rather than killed – adopted into other households, or ended up as labourers, slaves or prostitutes. 20 – 40% of infants were abandoned.
- Foundling hospitals – 1445, The hospital of innocents in Florence 90 foundlings in first year, by 1539, 960 babies left. This rose until 5.000 infants per year were left there. Of 15,000 babies left between 1755 and 1773, 2/3rds died before their first birthday.



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- The folk belief of the changeling child – Sickly babies were believed to be babies of fairies, elves or goblins exchanged for human ones. The changeling is left in the forest overnight. If the baby died it was assumed the fairies had refused to take the changeling back. If the baby survived it was assumed the fairies had returned the human child. No crime was committed as the infant who dies is assumed not to be human.
 - Between 1855 and 1860 in London – 3,900 infant death were reported to be due to ‘overlying’ (accidental smothering). Subsequent inquests revealed 1,100 of these to be murder and real number is probably higher given how hard it is to accidentally smother a baby while sleeping.
 - 1980 Janet Mann studied 14 pre-term twins with extremely low birth weights. Eight months after the twins were brought home all seven mothers were unconsciously directing more attention to the healthier twin.



Impact on Children

- Human infants and children are sensitive to signs of maternal abandonment.
- Maternal care is contingent on the infant or child being worth caring for.
- And on the father supporting the mother in this care.
- Therefore, children experience lack of commitment as genuinely life threatening.
- Children have evolved to be hypersensitive to indicators that their mother is reluctant to commit to them.
- They will behave to counteract this reluctance.



Attachment Styles in this Context

Hrdy links this to the development of attachment patterns:

- Secure attachment in response to an attentive mother. Child develops for a benign world.
- Avoidant attachment in response to absent or unresponsive mother, – being able to survive without close emotional ties, self-reliant. Evolved to increase chance of surviving in harsh environments.
- Ambivalent attachment in response to an inconsistent mother who may be thinking of abandoning her child. Child monitors closely and behaves to keep mother interested in her.
- Disorganized attachment – looks like a modern pathology resulting from the fact that children now survive where formerly they wouldn't.



Abandonment within Attachment Theory

“Clinical experience suggests that threats to abandon, including threats of suicide, play a far larger part in promoting anxious attachment than has usually been assigned to them” p263

- If not good will be sent away.
- If not good mother or father will be made ill, or even die
- Impulsive, angry threat that parent will go away or commit suicide.
- Fears that parents quarrelling will lead to one of them leaving.
- Weiss in personal communication to Bowlby – study of single mothers; a large proportion of them admit that when they are more than usually anxious or depressed they entertain ideas of getting rid of their children. Bowlby suggests that this causes deep anxieties in the children.

“When the high incidence of such threats in the lives of children is borne in mind, along with the cumulative effects of actual separations, of threats of separation, of unstable substitute care, and of unstable family life, the fact that many children grow up to be anxiously attached becomes explicable.”

(Quotes from Bowlby, J.; Attachment & Loss, Volume 2. 1973)



Intersubjectivity in this Context

- Hrdy links human's capacity to form intersubjective relationships to the evolution of the ability to read others and to make self appealing to others so that will be taken care of by mother or alternative caregivers.
- Enhanced empathy of humans is suggested to be helpful to human young to secure the help they need to survive.

“... human infants, so helpless at birth, and so dependent on others for years afterwards, have evolved to be exceptionally sensitive to signs of emotional distancing, and to do whatever is needed to avoid abandonment.”



Reflection

Can baby abandonment explain behaviours we commonly see?



Insights on Therapy



Insights on Therapy

- Therapy provides the child with new experiences.
- Therapeutic task is to help the child to move from mistrust to trust. This is done via new experience which promotes learning that leads to new developments in the brain.
- Learning is experiential not cognitive and will only occur if child experiences safety.
- Explore the child's story, 'when you know what the story is you know what to say next'; this facilitates the development of a coherent autobiographical narrative.
- Therapist/parent has to be able to experience compassion for social pain through acceptance and empathy.

(from Hughes & Baylin, DDP Conference, 2014)



Help child to recover from blocked trust so that they can have comfort, curiosity and joy.

- Sadness is hardest emotion to experience for traumatized children.
- They are afraid to feel sad, anticipating no comfort.
- Help child to feel sad and become open to comfort again. Help child to feel safe to be sad and need comfort; to be able to cry in parent's presence.

Need to recover the capacity for sadness



- Open and engaged.
- Safe to be curious and share in a state of wonder
- Ask you 'Why ...?'

Need to recover the capacity for curiosity



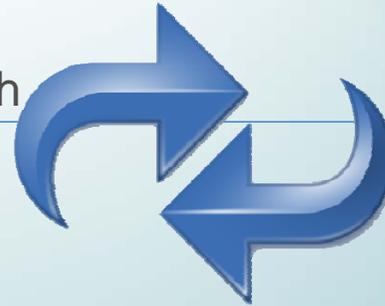
- When children resist relationship they cannot experience joy within relationship.
- Help child to shine in the delight of the other and to mirror your joy in being with them. NB. 'Manic happiness' as a defence against sadness is not relational.

Need to recover the capacity for relational joy



Reverse

Move child from avoidance to approach



Reflect

Child becomes curious
*eg My parent doesn't hate me
when I act mean and don't trust*

Revise

Sense of self changes
*I'm not bad or evil.
I'm loveable and can trust*



Jon Baylin, 2014



Fear Extinction

- Mistrustful child has fear conditioning, expects harm even when experience is of not being harmed.
- Exposure to feared situations. eg let someone come close and discover not being hurt

Reversal Learning

- First learn about people in a frightening environment
- Learn that conditions in safe environment are different from scary environment

Curiosity, Reflection

- In mistrust has learnt to react not to reflect
- As move out of deep mistrust can move into curiosity. In that moment not as defensive.

Trust/Mistrust Conflict Resolution

- Child learns to avoid rather than approach
- Child starts to experience a conflict between avoidance and approach. ie conflicted between trust and mistrust. Child rocks back and forth between experiencing closeness and then rejecting again
- Danger of dopamine crash in parents leading to discouragement and giving up.

Set Shifting
New Beliefs

Jon Baylin, 2014



“In a time so filled with methods and techniques designed to change people, to influence their behavior, and to make them do new things and think new thoughts, we have lost the simple but difficult gift of being present to each other”.

Henri J. M. Nouwen, Donald P. McNeill, Douglas A. Morrison

