

Crisis Counseling, Childhood Trauma, & the Neurosequential Model of Therapeutics

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I have read and understand the sections in the Student Bulletin and course syllabus relating to IWU's Honesty/Cheating Policy. By affixing this statement to the title page of my paper, I am certifying that I have not cheated or plagiarized in completing this assignment. I also verify that this assignment is unique to this class and that I have not used work from previous courses. Suppose it is found that cheating and/or plagiarism took place in this paper's writing. In that case, I understand the possible consequences of the act, which could include expulsion from Indiana Wesleyan University.



Objectives

- ▶ What is crisis and how can we effectively counsel through it?
- ▶ What causes a crisis to turn into childhood trauma?
- ▶ How can the Neurosequential Model of Therapeutics help?





What is crisis, and how can we effectively counsel through it?

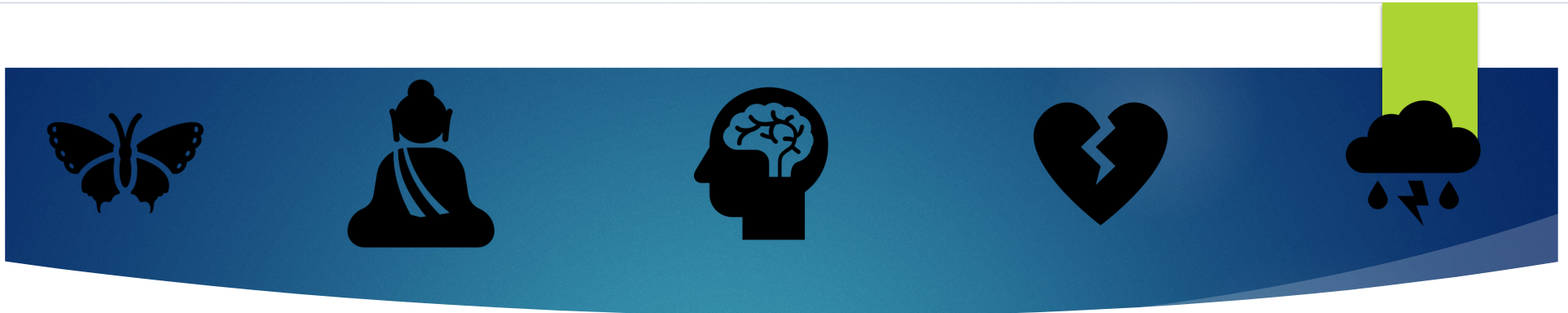




According to the Sonoma County School Crisis Response & Recovery Manual...

- ▶ “A crisis is any traumatic event that seriously disrupts our coping and problem-solving abilities. It is typically sudden, unexpected, dramatic and forceful and may even threaten our survival. A crisis can present a drastic and tragic change in our environment. This change is generally overwhelming and uncontrollable as well as unwanted and frightening. It may create a sense of helplessness, hopelessness and vulnerability combined with a loss of safety” (Moore & Susan, 2015).





The four commonly agreed-upon categories of crises are:

- ▶ Developmental - “events that are related to the normal maturation process and occur with transitions in life” (Solmonson & Killmam, 2013, p.2).
- ▶ Existential - “events related to issues of purpose, meaning, values, and responsibility” (Solmonson & Killmam, 2013, p.2).
- ▶ Situational – “an event that results from an unanticipated and unpredictable situation” (Solmonson & Killmam, 2013, p.2).
- ▶ and Ecosystemic - “a natural or human-caused event that impacts a large segment of the population or environment and has a negative psychological impact” (Solmonson & Killmam, 2013, p.2).



“Crisis theorists' postulate that there are three core components to any crisis:



1. A precipitating event (storm, death, accident, neglect, etc...)
2. Perception of the event (scary, intimidating, etc...)
3. Compromised coping mechanism” (shuts down, isolates, acts out, runs away, etc...)

(RNAO, 2006).



What are our Goals?

“The goals of crisis intervention are rapid resolution of the crisis to prevent further deterioration, to achieve at least a pre-crisis level of functioning, to promote growth and effective problem solving, and to recognize danger signs to prevent negative outcomes” (RNAO, 2006, p. 16).



What does support Look Like?



- ▶ “...attempt to understand and respect the uniqueness of the individual and his/her experience. Strive to “give back” the sense of control that has been taken from the person by exposure to the event” (Moore & Susan, 2015, p.27).
- ▶ “Normalizing and validating the thoughts and feelings of an individual will help her/him to understand that she/he is a **normal person** trying to deal with an **abnormal event**.” (Moore & Susan, 2015, p.27).
- ▶ “Be careful not to tell the person that “everything will be okay” or that it will all work out. A band-aid response minimizes the person’s feelings and experience... A statement such as, “I’m glad that I had the opportunity to be here with you during such a difficult time.” acknowledges your connection as well as the fact that the individual is ready to move forward” (Moore & Susan, 2015, p.27).



What is Trauma?

ACCORDING TO BELL (2018), IT IS “THE IDEA THAT SOME EVENTS CAN BE SO EMOTIONALLY POWERFUL THAT THEY LEAVE A “SCAR” IN THE PSYCHE.”

CHILD TRAUMATIC STRESS is defined by The National Child Traumatic Stress Network (NCTSN, 2015) as stress that “occurs when a child experiences an intense event that threatens or causes harm to his or her emotional and physical well-being.”





At what point does a
crisis become trauma?



Neurosequential Model of Therapeutics

“The Neurosequential Model is a developmentally-informed, biologically-respectful approach to working with at-risk children”
(Nmnetwork, n.d.).

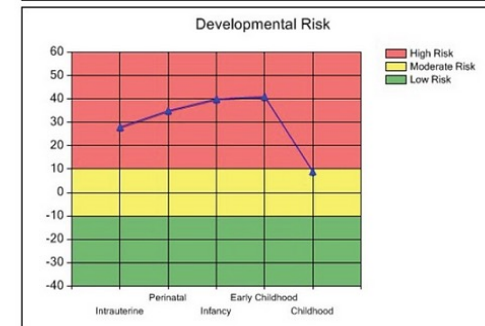
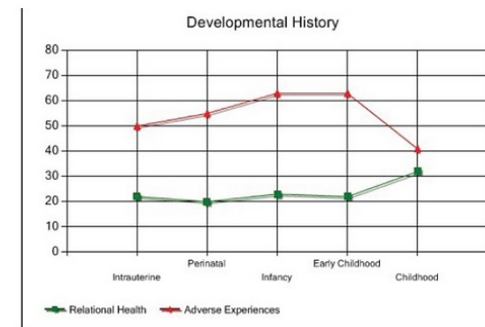
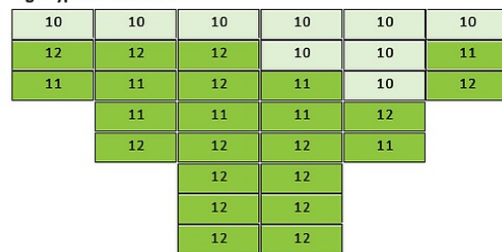


The Neurosequential Approach

Client (14 years, 3 months) Report Date: 12/4/2010

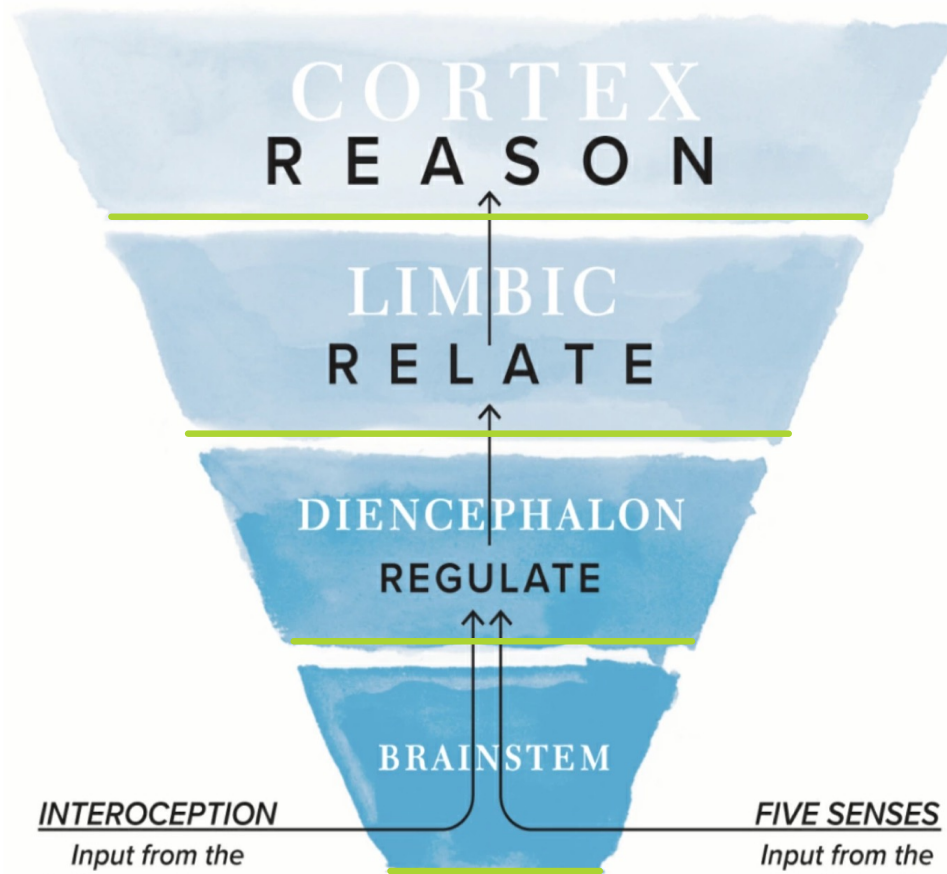


Age Typical - 14 to 16



(B. Perry, 2023; Mason, 2019)

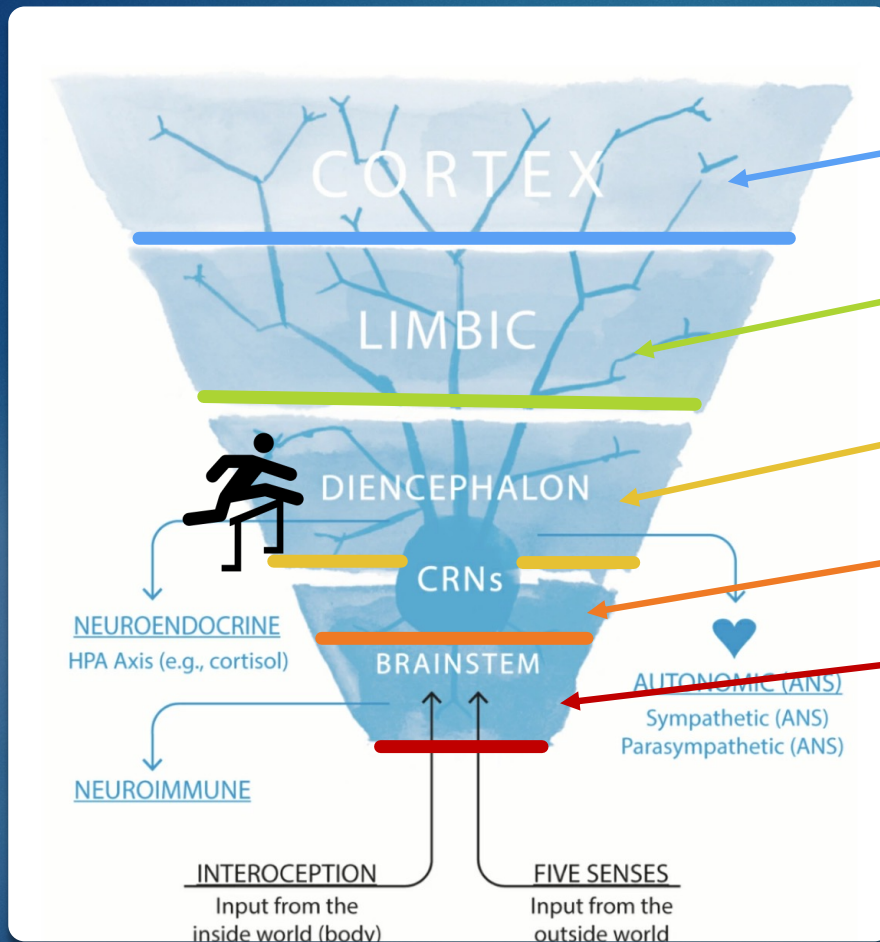




(Samadi, 2021)

SEQUENCE OF ENGAGEMENT





CALM

ALERT

ALARM

FEAR

TERROR

(B. Perry & The ChildTrauma Academy, 2012)

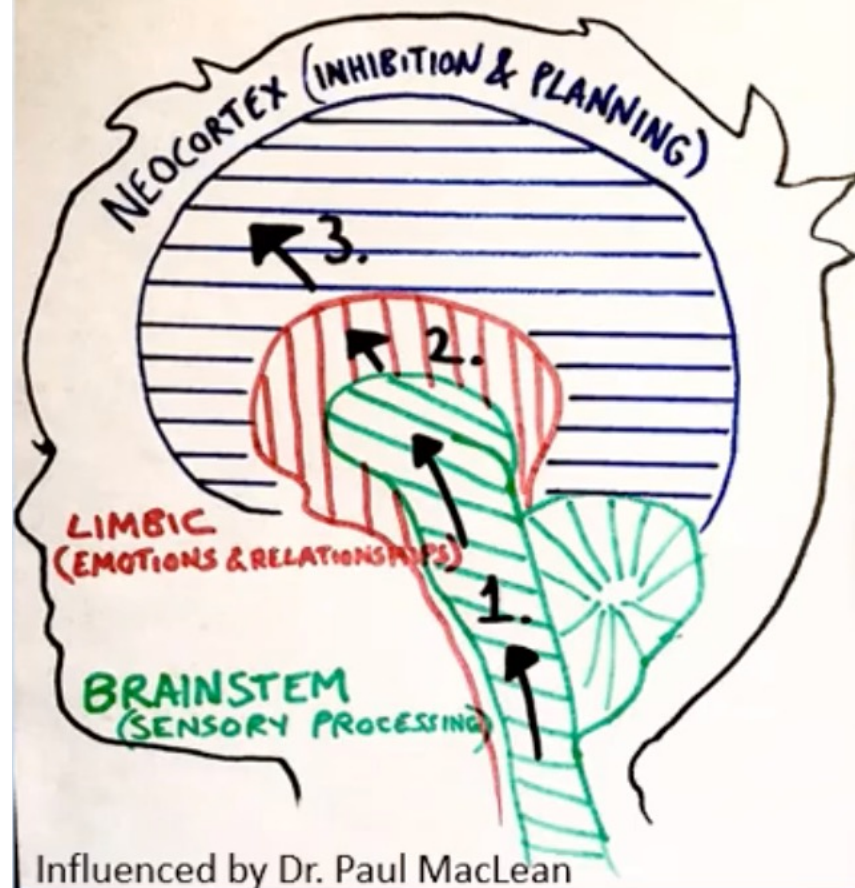




The more threatened we feel, the more primitive (or regressed) our style of thinking and behaving becomes

(Perry & Szalavitz, 2011)





Influenced by Dr. Paul MacLean

(SEMH Strategies, 2020)



The Three R's of NMT:

Phase 1

Regulate



Phase 2

Relate



Phase 3

Reason

(SEMH Strategies, 2020)





(What Does the Tip of the Iceberg Mean?, 2022)

Additional Resources:

- ▶ Chicago Humanities Festival. (2014, December 11). Bruce D. Perry: Social & Emotional Development in Early Childhood [CC] [Video]. YouTube.
<https://www.youtube.com/watch?v=vkJwFRAwDNE>
- ▶ Info NMN. (2020, April 2). 4. Regulate, Relate, Reason (Sequence of Engagement): Neurosequential Network Stress & Trauma Series [Video]. YouTube.
<https://www.youtube.com/watch?v=LNuxy7FxEVk>
- ▶ <https://www.bdperry.com/writings-resources>
- ▶ <https://www.childtrauma.org/interventions>
- ▶ MEDspiration. (2023, January 3). Bruce Perry, M.D., Ph.D. | What Happened to You? | Using Neuroscience to Cultivate Resilience [Video]. YouTube.
<https://www.youtube.com/watch?v=ycOOCdnGgeY>



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- ▶ Bell, V. (2018, March 22). *Let's not make a trauma out of a crisis*. The Guardian. <https://www.theguardian.com/society/2015/mar/15/make-trauma-out-of-crisis-definition-boston-marathon-bombing>
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- ▶ Moore, C., & Susan, K. (2015). *Sonoma County School Crisis Response & Recovery Resource Guide*. Sonoma County Schools. <https://www.scoe.org/SOS>
- ▶ National Scientific Council on the Developing Child (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience, Working Paper No. 13, Center on the Developing Child, Harvard University www.developingchild.harvard.edu



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- ▶ Perry, B. D., & Szalavitz, M. (2011). *Born for Love: Why Empathy Is Essential--and Endangered*. William Morrow Paperbacks.
- ▶ Perry, B. & The ChildTrauma Academy. (2012). NME-Presentation-SPG-0929-comp. In childtrauma.org. Neurosequential Model in Education. <http://images.pcmac.org/Uploads/ROELaSalle35/ROELaSalle35/Departments/DocumentsCategories/Documents/NME- Child Trauma.pdf>
- ▶ RNAO (2006.). *Crisis Intervention Teaching activities and resources* . <https://mharesource.rnao.ca/section-five/crisis-intervention-teaching-activities-and-resources>
- ▶ Samadi, A. (2021, October 5). Dr. Bruce Perry and Steve Graner on What We Should ALL Know About "What Happened to You" and Writing a Book with Oprah Winfrey | Neuroscience Meets Social and Emotional Learning. PodBean. <https://andreasamadi.podbean.com/e/dr-bruce-perry-and-steve-graner-from-the-neurosequential-network-on-what-we-should-all-know-about-what-happened-to-you/>



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- ▶ Solmonson, L., & Killam, W. (2013). *A National Study on Crisis Intervention: Are School Counselors Prepared to Respond?* (Article 68). VISTAS Online ACA Professional Information/Library. <https://www.counseling.org/docs/default-source/vistas/a-national-study-on-crisis-intervention.pdf>
- ▶ What Does the Tip of the Iceberg Mean? (2022). TheContentAuthority.com. <https://thecontentauthority.com/blog/what-does-the-tip-of-the-iceberg-mean>
- ▶ Winfrey, O., & Perry, B. D. (2021). *What Happened to You?: Conversations on Trauma, Resilience, and Healing*. Flatiron Books: An Oprah Book.

