

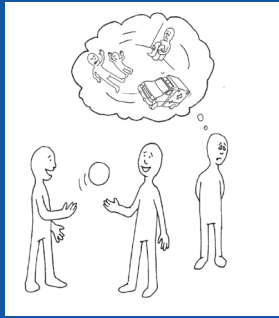
Illustrations by Erich Ippen, Jr. Used with permission.

Module 3: Understanding Trauma's Effects

Learning Objectives

After completing this module, you should be able to:

- Describe the ways in which trauma can interfere with children’s development and functioning.
- Describe how children of different ages may respond to trauma.
- Describe the “invisible suitcase” and how trauma-informed parenting can “repack” the suitcase.



Illustrations by Erich Ippen, Jr. Used with permission.

Module 3: Understanding Trauma's Effects

Essential Element 1



1. Recognize the impact trauma has had on your child.

We Learn by Experience



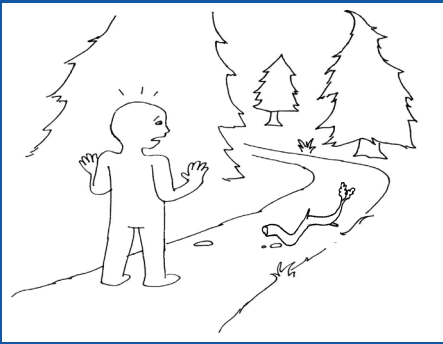
(Continued)

We Learn by Experience (Continued)

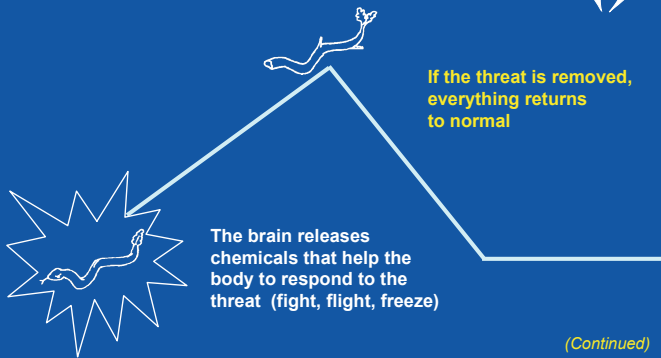


(Continued)

We Learn by Experience (Continued)



Your Internal Alarm System



(Continued)

Your Internal Alarm System

(Continued)

The brain releases chemicals that help the body to respond to the threat (fight, flight, freeze)

If the threat continues or is repeated, the system stays on "red alert"

NCTSN The National Child Traumatic Stress Network 7

Experience Grows the Brain

- Brain development happens from the bottom up:
 - From primitive (basic survival)
 - To more complex (rational thought, planning, abstract thinking)

(Continued)

NCTSN The National Child Traumatic Stress Network 8

Experience Grows the Brain

(Continued)

- The brain develops by forming connections.
- Interactions with caregivers are critical to brain development.
- The more an experience is repeated, the stronger the connections become.

NCTSN The National Child Traumatic Stress Network 9

Trauma Derails Development



Exposure to trauma causes the brain to develop in a way that will help the child survive in a dangerous world:

- On constant alert for danger
- Quick to react to threats (fight, flight, freeze)

The stress hormones produced during trauma also interfere with the development of higher brain functions.

Source: Teicher, M. H. (2002). Scars that won't heal: The neurobiology of child abuse. *Scientific American*, 286(3),68-75.

Young Children (0–5)



Key Developmental Tasks	Trauma's Impact
-------------------------	-----------------

- | | |
|---|--|
| ▪ Development of visual and auditory perception | ▪ Sensitivity to noise |
| ▪ Recognition of and response to emotional cues | ▪ Avoidance of contact |
| ▪ Attachment to primary caregiver | ▪ Heightened startle response |
| | ▪ Confusion about what's dangerous and who to go to for protection |
| | ▪ Fear of being separated from familiar people/places |

(Continued)

School-Aged Children (6–12)



Key Developmental Tasks	Trauma's Impact
-------------------------	-----------------

- | | |
|--|----------------------------------|
| ▪ Manage fears, anxieties, and aggression | ▪ Emotional swings |
| ▪ Sustain attention for learning and problem solving | ▪ Learning problems |
| ▪ Control impulses and manage physical responses to danger | ▪ Specific anxieties and fears |
| | ▪ Attention seeking |
| | ▪ Reversion to younger behaviors |

(Continued)

Adolescents (13–21)



Key Developmental Tasks

- Think abstractly
- Anticipate and consider the consequences of behavior
- Accurately judge danger and safety
- Modify and control behavior to meet long-term goals

Trauma's Impact

- Difficulty imagining or planning for the future
- Over- or underestimating danger
- Inappropriate aggression
- Reckless and/or self-destructive behaviors

Getting Development Back on Track



- Traumatized children and adolescents can learn new ways of thinking, relating, and responding.
- Rational thought and self-awareness can help children override primitive brain responses.
- Unlearning—and rebuilding—takes time.

(Continued)

What Trauma-Informed Parents Can Do



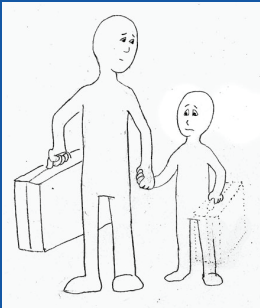
- Offer a secure base of love and protection.
- Be emotionally and physically available.
- Recognize and respond to the child's needs.
- Provide guidance and example.
- Provide opportunities to safely explore the world.

Source: Better Brains for Babies. (2007). *Attachments and the role of the caregiver*. Available at <http://www.fcs.uga.edu/ext/bbb/attachCareGiver.php>.



Let's take a break!

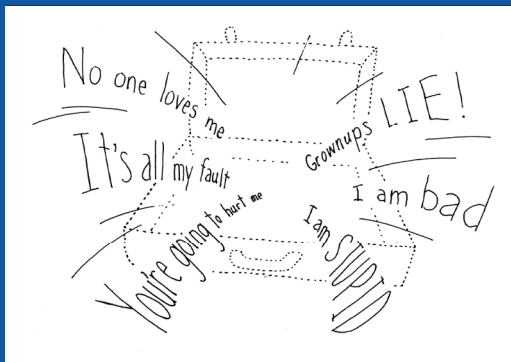
The Invisible Suitcase



Trauma shapes children's beliefs and expectations:

- About themselves
- About the adults who care for them
- About the world in general

The Invisible Suitcase



Maya's History



- Exposure to domestic violence
- Physical abuse, including broken bones and bruises
- Separation from her mother
- Medical trauma, including hospitalization

Maya's Behaviors

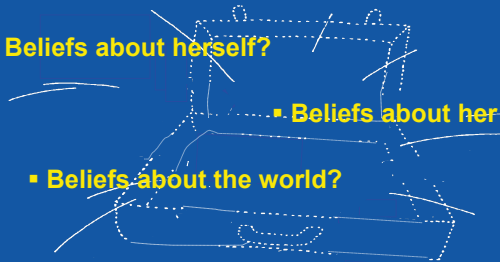


- Cries and screams, rejects comfort
- Is easily startled and distressed by loud noises
- Screams when brought to the doctor's office—even before a doctor or nurse has touched her
- Takes comfort from her bottle when it is propped up rather than when it is being held
- Is soothed by a particular piece of music

What's in Maya's Suitcase? (Group Activity)



- Beliefs about herself?
- Beliefs about her caregivers?
- Beliefs about the world?



What's in the Suitcase? (Group Activity)



- Take a plastic sandwich bag from the center of the table.
- Using separate slips of paper, write down what you think might be in your child's "invisible suitcase." Be sure to include:
 - Beliefs and expectations about him or herself
 - Beliefs and expectations about you and other caregivers
 - Beliefs and expectations about the world

"Repacking" the Suitcase (Group Activity)



- How can we "repack" this suitcase with positive experiences and beliefs?
- How can we promote resilience in this child by making him or her feel:
 - Safe?
 - Capable?
 - Lovable?

What Trauma-Informed Parenting Can Do



- When we protect them from harm. . .
 - . . . children learn that the world is safe.
- When we support, nurture, and respond to them. . .
 - . . . children learn that they are capable.
- When we give them affection and love . . .
 - . . . children learn that they are lovable.



Module 3: Wrap Up

NCTSN

The National Child
Traumatic Stress Network



Module 3

Supplemental Handouts

Understanding Brain Development in Young Children

By Sean Brotherson

Family Science Specialist, North Dakota State University Extension Service

This publication is intended to assist parents understand how a child's brain develops and their important role in interacting with children to support brain development.

A child's first words. Grasping a spoon. Babies turning their head in recognition of a mother's voice.

What do these things have in common? All of them are examples of a young child's developmental "steps" forward.

Perhaps no aspect of child development is so miraculous and transformative as the development of a child's brain. Brain development allows a child to develop the abilities to crawl, speak, eat, laugh and walk. Healthy development of a child's brain is built on the small moments that parents and caregivers experience as they interact with a child.

Think of some recent memories when you have watched a baby or toddler.

- As a mother feeds her child, she gazes lovingly into his eyes.
- A father talks gently to his daughter as she snuggles on his lap and he reads her a book.
- A caregiver sings a child to sleep.

These everyday moments, these simple loving encounters, provide essential nourishment.

What Do We Know About Brain Development?

As scientists learn more about how the human brain develops, many of our ideas about the brain are being challenged. We are learning that some old ideas actually were myths that are being replaced with new facts and understanding. Consider the following examples:

Myth: The brain is fully developed, just like one's heart or stomach.

Fact: Most of the brain's cells are formed before birth, but most of the connections among cells are made during infancy and early childhood.

Myth: The brain's development depends entirely on the genes with which you are born.

Fact: Early experience and interaction with the environment are most critical in a child's brain development.

Myth: A toddler's brain is less active than the brain of a college student.

Fact: A 3-year-old toddler's brain is twice as active as an adult's brain.

Myth: Talking to a baby is not important because he or she can't understand what you are saying.

Fact: Talking to young children establishes foundations for learning language during early critical periods when learning is easiest for a child.

Myth: Children need special help and specific educational toys to develop their brainpower.

Fact: What children need most is loving care and new experiences, not special attention or costly toys. Talking, singing, playing and reading are some of the key activities that build a child's brain.

How the Brain Develops

A number of factors influence early brain development. These important factors include genetics, food and nutrition, responsiveness of parents, daily experiences, physical activity and love. In particular, parents should be aware of the importance of furnishing a healthy and nutritious diet, giving love and nurturing, providing interesting and varied everyday experiences, and giving children positive and sensitive feedback.

In the past, some scientists thought the brain's development was determined genetically and brain growth followed a biologically predetermined path. Now we know that early experiences impact the development of the brain and influence the specific way in which the circuits (or pathways) of the brain become "wired." A baby's brain is a work in progress. The outside world shapes its development through experiences that a child's senses—vision, hearing, smell, touch and taste—absorb. For example:

- The scent of the mother's skin (smell)
- The father's voice (hearing)
- Seeing a face or brightly colored toy (vision)
- The feel of a hand gently caressing (touch)
- Drinking milk (taste)

Experiences that the five senses take in help build the connections that guide brain development. Early experiences have a decisive impact on the actual architecture of the brain.

Recent equipment and technological advances have allowed scientists to see the brain working. What scientists have found is that the brain continues to form after birth based on experiences. An infant's mind is primed for learning, but it needs early experiences to wire the neural circuits of the brain that facilitate learning.

Imagine that a child's brain is like a house that has just been built. The walls are up, the doors are hung. Then you go to the store and buy electrical wiring, switches, a fuse box and other electrical supplies. You bring these supplies to the new house and set them on the floor. Will they work? Probably not. You first must string the wiring and hook up all of the connections. This

is quite similar to the way our brains are formed. We are born with as many nerve cells as stars in the Milky Way galaxy. But these cells have not yet established a pattern of wiring between them — they haven't made their connections.

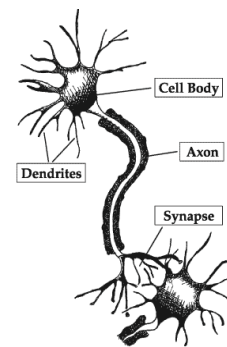
What the brain has done is to lay out circuits that are its best guess about what is required for vision, language, etc. Now the sensory experiences must take this rough blueprint and progressively refine it. Circuits are made into patterns that enable newborn infants to perceive their mother's touch, their father's voice and other aspects of their environment.

Normal sensory experiences direct brain cells to their location and reinforce the connections between brain cells. We are born with more than 100 billion brain cells or neurons; we will not grow more. That's about 10 times the number of stars in the entire Milky Way, and about 20 times the number of people on the planet.

Figure 1. Neurons and connections

Neurons are the functioning core of the brain (**Figure 1**).

Each cell body is about one-hundredth the size of the period at the end of this sentence. A neuron has branches or *dendrites* emerging from the cell body. These dendrites pick up chemical signals across a *synapse* and the impulse travels the length of the axon. Each axon branch has a sac containing neurotransmitters at its tip. The electrical impulse causes the release of the neurotransmitters, which, in turn, stimulates or inhibits neighboring dendrites, like an on-off switch.



These connections are miracles of the human body. But to understand their power, you have to multiply this miracle by trillions. A single cell can connect with as many as 15,000 other cells.

This incredibly complex network of connections that results often is referred to as the brain's "circuitry" or "wiring." Experience shapes the way circuits are made in the brain.

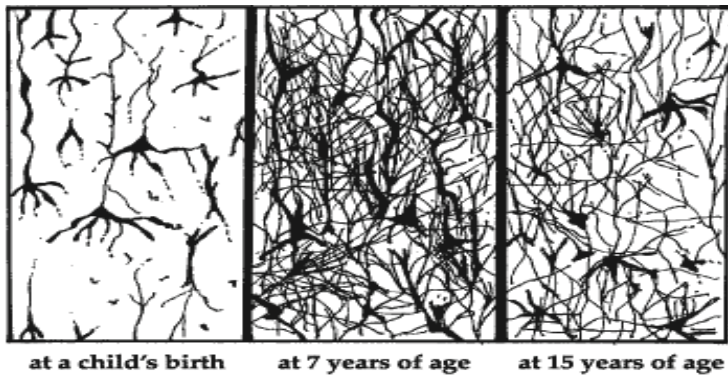
A remarkable increase in synapses occurs during the first year of life. The brain develops a functional architecture through the development of these synapses or connections.

For example, if a parent repeatedly calls a child a certain name, then connections will form that allow the child to recognize that name over time as referring to him and he will learn to respond. From birth, the brain rapidly is creating these connections that form our habits, thoughts, consciousness, memories and mind.

By the time a child is 3 years old, a baby's brain has formed about 1,000 trillion connections—about twice as many as adults have. A baby's brain is superdense and will stay that way throughout the first decade of life. Beginning at about age 11, a child's brain gets rid of extra connections in a process calling "pruning," gradually making order out of a thick tangle of "wires."

The remaining "wiring" is more powerful and efficient. The increase in synaptic density in a child's brain can be seen in **Figure 2**. The interactions that parents assist with in a child's environment are what spur the growth and pattern of these connections in the brain.

Figure 2. Synaptic density in the human brain



As the synapses in a child's brain are strengthened through repeated experiences, connections and pathways are formed that structure the way a child learns. If a pathway is not used, it's eliminated based on the "use it or lose it" principle. Things you do a single time, either good or bad, are somewhat less likely to have an effect on brain development.

When a connection is used repeatedly in the early years, it becomes permanent. For example, when adults repeat words and phrases as they talk to babies, babies learn to understand speech and strengthen the language connections in the brain.

Construction of the Brain

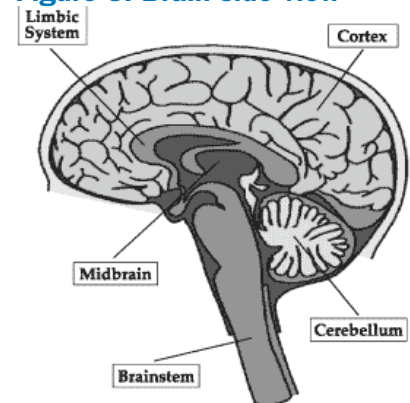
We have explored how the brain develops at the cellular level with neurons and connections. Understanding the different parts of the brain as a whole and how it functions and develops also is useful.

The brain grows in sequential fashion, from bottom to top, or from the least complex part (brain stem) to the more complex area (cortex). If you draw a line from the forehead to the chin and open the brain for a side view, you would see the brain as it is shown in **Figure 3**.

The basic elements of the human brain include the following:

1. The **brainstem** is at the base of the skull and it controls most basic life activities, including blood pressure and body temperature.
2. The **midbrain** is at the top of the brainstem and it controls motor activity, appetite and sleep.
3. The **cerebellum** is behind the brainstem and it coordinates movement and balance.
4. The **limbic system** is in the central part of the brain and it controls emotions, attachment and memory.
5. The **cortex** is the top layer of the brain and is about the depth of two dimes placed on top of each other. The cortex is the "executive branch" of the brain that regulates decision-making and controls thinking, reasoning and language.

Figure 3. Brain side view



The cerebral cortex contains 80 percent of the neurons in the brain. Because it is the least developed part of the brain at birth and keeps developing until adolescence and even beyond, the cortex is more sensitive to experiences than other parts of the brain.

Construction of the brain is somewhat like the construction of a house. A house is built from the foundation up and different parts of the structure have different functions. Also, like the brain, once the architecture is in place, you can continue learning and “add on” or “decorate.” But, if you have to move a wall or add a window, it is more difficult and expensive than if you had done it earlier in the building process.

Critical Periods of Brain Development

Brain development proceeds in waves, with different parts of the brain becoming active “construction sites” at different times. The brain’s ability to respond to experience presents exciting opportunities for a child’s development.

Learning continues throughout life. However, “prime times” or “windows of opportunity” exist when the brain is a kind of “supersponge,” absorbing new information more easily than at other times and developing in major leaps. While this is true especially in the first three years of life, it continues throughout early childhood and adolescence. For example, young children learn the grammar and meaning of their native language with only simple exposure.

While learning later is possible, it usually is slower and more difficult. Some improvement in most skills is possible throughout life. However, providing children with the best opportunity for learning and growth during the periods when their minds are most ready to absorb new information is important.

Visual and Auditory Development

The “prime time” for visual and auditory development, or a child’s capacity for learning to see and hear, is from birth to between 4 and 5 years old. The development of these sensory capacities is very important for allowing children, especially babies, to perceive and interact with the world around them. During the first few months, especially, babies need to see shapes, colors, objects at varying distances and movement for the brain to learn how to see. Babies also need exposure to a variety of sounds so their brain can learn to process that information and allow for responsiveness by hearing something.

Language Development

The “prime time” for language development and learning to talk is from birth to 10 years of age. Children are learning language during this entire period. However, the “prime time” for language learning is the first few years of life. Children need to hear you constantly talk, sing and read to them during these early years. Respond to their babbling and language efforts.

Children vary in their language development during these first years, so parents should allow for some variation in children’s abilities at different ages. They should encourage language development, be patient and seek assistance from a qualified professional if concerns arise about a child’s progress in this area.

Physical and Motor Development

The “prime time” for physical and motor development in children is from birth to 12 years of age. Children become physically ready for different aspects of motor development at different times. Large motor skills, such as walking, tend to come before the refinement of fine motor skills, such as using a crayon.

A child needs several years to develop the coordination skills to play catch with a ball easily, and even then refinement of such skills continues into a child’s early adolescence. Parents should monitor a child’s motor development but be patient since children vary in their rates of development.

Emotional and Social Development

The “prime time” for emotional and social development in children is birth to 12 years of age. Differing aspects of emotional and social development, which incorporate higher capacities, such as awareness of others, empathy and trust, are important at different times. For example, the real “prime time” for emotional attachment to be developed is from birth to 18 months, when a young child is forming attachments with critical caregivers. Such development provides the foundations for other aspects of emotional development that occur as children grow.

Emotional intelligence is critical to life success. The part of the brain that regulates emotion, the amygdala, is shaped early on by experience and forms the brain’s emotional wiring. Early nurturing is important to learning empathy, happiness, hopefulness and resiliency.

Social development, which involves both self-awareness and a child’s ability to interact with others, also occurs in stages. For example, sharing toys is something that a 2-year old’s brain is not fully developed to do well, so this social ability is more common and positive with toddlers who are 3 or older. A parent’s efforts to nurture and guide a child will assist in laying healthy foundations for social and emotional development.

Conclusion

The development of a child’s brain holds the key to the child’s future. Although the “first years last forever” in terms of the rapid development of young children’s brains, the actual first years of a child’s life go by very quickly. So touch, talk, read, smile, sing, count and play with your children. It does more than make both of you feel good. It helps a child’s brain develop and nourishes the child’s potential for a lifetime.

Recommended Resources

Books

Gopnik, A., Meltzoff, A.N., and Kuhl, P.K. (1999). *The Scientist in the Crib: Minds, Brains, and How Children Learn*. New York: William Morrow & Co. Inc.

Babies as scientists — this book summarizes all kinds of amazing research findings with babies.

Healy, J. (1994). *Your Child's Growing Mind: A Practical Guide to Brain Development and Learning from Birth to Adolescence*. New York: Doubleday.

This easy-to-read book is full of practical suggestions for teaching and learning.

Martin, E. (1988). *Baby Games: The Joyful Guide to Child's Play from Birth to Three Years*. Running Press Book Publishers.

This fun book is full of activities, songs and ideas for parents of young children.

Ramey, C.T. and Ramey, S.L. (1999). *Right from Birth: Building Your Child's Foundation for Life*. New York: Goddard Press Inc.

By a leader in the field, this book sets forth seven essential factors to help children grow each day from birth to 18 months.

Shore, R. (1997). *Rethinking the Brain: New Insights into Early Development*. New York: Families and Work Institute.

This well-written and descriptive book is on key aspects of brain development in children and their importance for children and parents.

Siegel, D. J. (1999). *The Developing Mind*. New York: Guilford Press.

This provides profound and interesting insights on how the brain and biology influence who we are and how we develop as human beings.

Videos

The First Years Last Forever. This video is available from the I Am Your Child Campaign, which the Reiner Foundation sponsors. For ordering information, visit the Web site (see below) or write to: I Am Your Child, PO Box 15605, Beverly Hills, CA 90209.

Web sites

The Building Baby's Brain publication series was done by faculty in the College of Family and Consumer Sciences at the University of Georgia. Go to: <http://www.fcs.uga.edu/newfacs/ext/pubs/> click on "Early Child Development and Care" and go to the material for parents and other caregivers.

I Am Your Child is a national public awareness and engagement campaign, which the Reiner Foundation created, to help people understand the importance of new brain research and its implications for our children's lifelong healthy development. You can order the series at their Web site www.iamyourchild.org.

The Wisconsin Council on Children and Families has educational resources that include *Great Beginnings: The First Years Last Forever* and the *Brain Watch* series. Information can be accessed on their Web site: www.wccf.org.

References

Bales, Diane. (1998). *Better Brains for Babies*. Publication Nos. FACS 01-1, 01-2, 01-4, 01-6 and 01-7. College of Family and Consumer Sciences, University of Georgia.

Bower, Don. (1998). *Better Brains for Babies*. Publication Nos. FACS 01-3 and 01-5. College of Family and Consumer Sciences, University of Georgia.

I Am Your Child Campaign. (1999). Web site: www.iamyourchild.org . Beverly Hills, Calif.

Gopnik, A., Meltzoff, A.N., and Kuhl, P.K. (1999). *The Scientist in the Crib: Minds, Brains, and How Children Learn*. New York: William Morrow & Co. Inc.

Healy, J. (1994). *Your Child's Growing Mind: A Practical Guide to Brain Development and Learning from Birth to Adolescence*. New York: Doubleday.

Jensen, Eric. (1998). *Teaching with the Brain in Mind*. Association for Supervision and Curriculum Development, Alexandria, Va.

Shore, Rima. (1997). *Rethinking the Brain: New Insights into Early Development*. New York: Families and Work Institute.

Siegel, D. J. (1999). *The Developing Mind*. New York: Guilford Press.

Wisconsin Council on Children and Families. (January 1999). *Brain Watch: The Facts About Baby's Brain*. Web site: www.wccf.org .

County Commissions, North Dakota State University and U.S. Department of Agriculture cooperating. Duane Hauck, Director, Fargo, North Dakota. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914. We offer our programs and facilities to all persons regardless of race, color, national origin, religion, gender, disability, age, veteran's status or sexual orientation; and are an equal opportunity institution. This publication will be made available in alternative formats for people with disabilities upon request, (701) 231-7881.

For more information on this and other topics, see: www.ag.ndsu.edu

This publication may be copied for noncommercial, educational purposes in its entirety with no changes.

Requests to use any portion of the document (including text, graphics or photos) should be sent to permission@ndsuent.nodak.edu.

Include exactly what is requested for use and how it will be used.

Brotherson, S. (2005). *Bright beginnings #4: Understanding brain development in young children*. Retrieved January 8, 2010, from <http://www.ag.ndsu.edu/pubs/yf/famsci/fs609.pdf>

The Invisible Suitcase: Meeting the Needs of Traumatized Children

The Invisible Suitcase

Children who enter the foster care system typically arrive with at least a few personal belongings: clothes, toys, pictures, etc. But many also arrive with another piece of baggage, one that they are not even aware they have: an “invisible suitcase” filled with the beliefs they have about themselves, the people who care for them, and the world in general.

For children who have experienced trauma—particularly the abuse and neglect that leads to foster care—**the invisible suitcase is often filled with overwhelming negative beliefs and expectations.** Beliefs not only about themselves . . .

- I am worthless.
- I am always in danger of being hurt or overwhelmed.
- I am powerless.

But also about you as a caregiver . . .

- You are unresponsive.
- You are unreliable.
- You are, or will be, threatening, dangerous, and rejecting.

You didn’t create the invisible suitcase, and the beliefs inside it aren’t about you personally. But understanding its contents is critical to helping your child overcome the effects of trauma and establish healthy relationships.

The Invisible Suitcase and Behavior

The negative beliefs and expectations that fill the invisible suitcase permeate every aspect of a child’s life. Children who have been through trauma take their invisible suitcases with them to school, into the community, everywhere they go. They have learned through painful experience that it is not safe to trust or believe in others, and that it is best not to give relationships a chance.

As a result, children who have experienced trauma often exhibit extremely challenging behaviors and reactions that can be overwhelming for resource parents. These problems may include aggression, outbursts of anger, trouble sleeping, and difficulty concentrating. Very often, the behavior problems that are the most difficult to handle—those that may even threaten the child’s placement in your home—come from the invisible suitcase and its impact on relationships. One way of understanding why this happens is the concept of reenactment.

Reenactment is the habit of recreating old relationships with new people. Reenactments are behaviors that evoke in caregivers some of the same reactions that traumatized children experienced with other adults, and so lead to familiar—albeit negative—interactions. Just as

traumatized children's sense of themselves and others is often negative and hopeless, their reenactment behaviors can cause the new adults in their lives to feel negative and hopeless about the child.

Why do children reenact?

Children who engage in reenactments are not consciously choosing to repeat painful or negative relationships. The behavior patterns children exhibit during reenactments have become ingrained over time because they:

- Are familiar and helped the child survive in other relationships
- “Prove” the negative beliefs in the invisible suitcase by provoking the same reactions the child experienced in the past (**a predictable world, even if negative, may feel safer than an unpredictable one**)
- Help the child vent frustration, anger, and anxiety
- Give the child a sense of mastery over the old traumas

Many of the behaviors that are most challenging for resource parents are strategies that in the past may have helped the child survive in the presence of abusive or neglectful caregivers. Unfortunately, these once-useful strategies can undermine the development of healthy relationships with new people and only reinforce the negative messages contained in the invisible suitcase.

What Resource Parents Can Do

Remember the suitcase

Keep in mind that the children placed in your home are likely to use the strategies they learned in situations of abuse and neglect. Because of their negative beliefs, children with an invisible suitcase have learned to elicit adult involvement through acting out and problem behavior. These behaviors may evoke intense emotions in you, and you may feel pushed in ways you never expected. Some common reactions in resource parents include:

- Urges to reject the child
- Abusive impulses towards the child
- Emotional withdrawal and depression
- Feelings of incompetence/helplessness
- Feeling like a bad parent

This can lead to a vicious cycle in which the child requires more and more of your attention and involvement, but the relationship is increasingly strained by the frustration and anger both you and the child now feel. If left unchecked, this cycle can lead to still more negative interactions, damaged relationships, and confirmation of all the child's negative beliefs about himself or herself and others. In some cases, placements are ended. And, the suitcase just gets heavier.

Provide disconfirming experiences

Preventing the vicious cycle of negative interactions requires patience and self-awareness. Most of all, it requires a concerted effort to respond to the child in ways that challenge the invisible suitcase and provide the child with new, positive messages—messages that tell the child:

- You are worthwhile and wanted.
- You are safe.
- You are capable.

And messages that say you, as a caregiver:

- Are available and won't reject the child
- Are responsive and not abusive
- Will protect the child from danger
- Will listen and understand

This does not mean giving children a free pass on their negative behaviors. As a parent, you must still hold children accountable, give consequences, and set expectations. But with the invisible suitcase in mind, you can balance correction with praise and deliver consequences without the negative emotions that may be triggered by the child's reenactments:

- Praise even the simplest positive or neutral behaviors. Provide at least six instances of warm, sincere praise for each instance of correction.
- Stay calm and dispassionate when correcting the child. Use as few words as possible and use a soft, matter-of-fact tone of voice.
- Be aware of your own emotional response to the child's behavior. If you cannot respond in a calm, unemotional fashion, step away until you can.
- Don't be afraid to repeat corrections (and praise) as needed. Learning new strategies and beliefs takes time.

Establish a dialog

The strategies that maltreated children develop to get their needs met may be brilliant and creative, but too often are personally costly. They need to learn that there is a better way. Children need to learn that they can talk about the underlying feelings and beliefs contained in their invisible suitcase. They need to understand that you can tolerate these expressions without the common reactions they have come to expect from adults: rejection, abuse, abandonment. Help children learn words to describe their emotions and encourage them to express their feelings. When the contents of the invisible suitcase have been unpacked and examined, reenactments and negative cycles are less likely to occur.

