

Healing Trauma Midweek Resources

South Florida Churches

Wednesday, October 7, 2020

www.cresendajones.com

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2. Anger Iceberg
3. PTSD DSM-5 Diagnostic Criteria
4. The Stress Test Life Change Index Scale
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7. How to Cope with Triggered Trauma Memories
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9. Understanding Validation: A Way to Communicate Acceptance (*Psychology Today*)

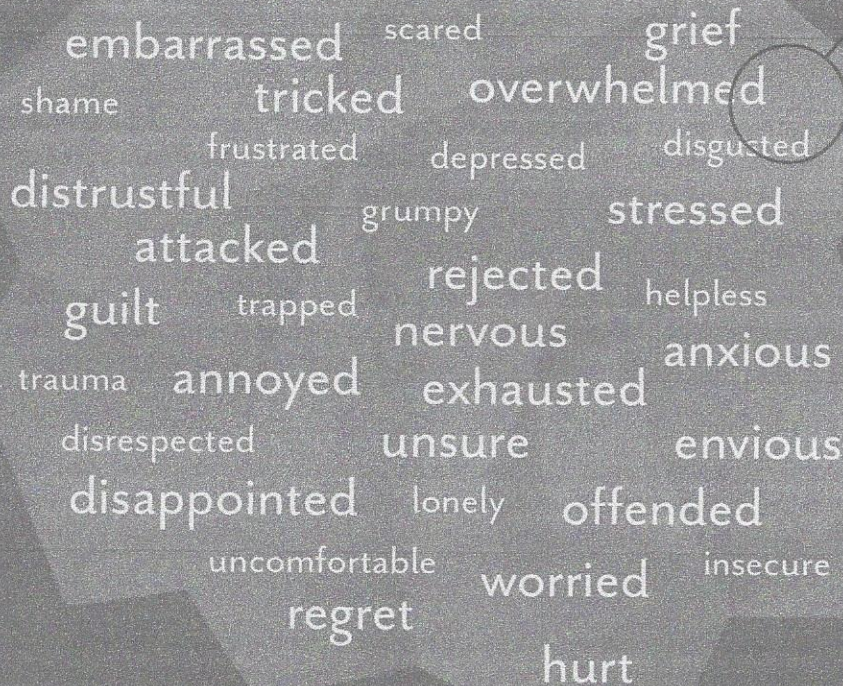
Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.



Angry



embarrassed scared grief
shame tricked overwhelmed
frustrated depressed disgusted
distrustful grumpy stressed
attacked rejected
guilt trapped nervous helpless
trauma annoyed exhausted anxious
disrespected unsure envious
disappointed lonely offended
uncomfortable worried insecure
regret hurt

PTSD DSM 5 Diagnostic Criteria

- A. Exposure to actual or threatened death, serious injury, or sexual violence in one (or more) of the following ways:
1. **Directly** experiencing the traumatic event(s).
 2. **Witnessing**, in person, the event(s) as it occurred to others.
 3. **Learning** that the traumatic event(s) occurred to a close family member or close friend. In cases of actual or threatened death of a family member or friend, the event(s) must have been violent or accidental.
 4. Experiencing **repeated or extreme exposure** to aversive details of the traumatic event(s) (e.g., first responders collecting human remains; police officers repeatedly exposed to details of child abuse). **Note:** Criterion A4 does not apply to exposure through electronic media, television, movies, or pictures, unless this exposure is work related.
- B. Presence of one (or more) of the following **intrusion symptoms** associated with the traumatic event(s), beginning after the traumatic event(s) occurred:
1. Recurrent, involuntary, and intrusive **distressing memories** of the traumatic event(s). **Note:** In children older than 6 years, repetitive play may occur in which themes or aspects of the traumatic event(s) are expressed.
 2. Recurrent **distressing dreams** in which the content and/or affect of the dream are related to the traumatic event(s). **Note:** In children, there may be frightening dreams without recognizable content.
 3. **Dissociative reactions** (e.g., flashbacks) in which the individual feels or acts as if the traumatic event(s) were recurring. (Such reactions may occur on a continuum, with the most extreme expression being a complete loss of awareness of present surroundings.) **Note:** In children, trauma-specific reenactment may occur in play.
 4. Intense or prolonged **psychological distress** at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event(s).
 5. Marked **physiological reactions** to internal or external cues that symbolize or resemble an aspect of the traumatic event(s).
- C. Persistent **avoidance of stimuli** associated with the traumatic event(s), beginning after the traumatic event(s) occurred, as evidenced by one or both of the following:
1. Avoidance of or efforts to avoid **distressing memories, thoughts, or feelings** about or closely associated with the traumatic event(s).

2. Avoidance of or efforts to avoid **external reminders** (people, places, conversations, activities, objects, situations) that arouse distressing memories, thoughts, or feelings about or closely associated with the traumatic event(s).
- D. **Negative alterations in cognitions and mood** associated with the traumatic event(s), beginning or worsening after the traumatic event(s) occurred, as evidenced by two (or more) of the following:
1. **Inability to remember** an important aspect of the traumatic event(s) (typically due to dissociative amnesia, and not to other factors such as head injury, alcohol, or drugs).
 2. Persistent and exaggerated **negative beliefs or expectations** about oneself, others, or the world (e.g., "I am bad," "No one can be trusted," "The world is completely dangerous," "My whole nervous system is permanently ruined").
 3. Persistent, **distorted cognitions** about the cause or consequences of the traumatic event(s) that lead the individual to blame himself/herself or others.
 4. Persistent **negative emotional state** (e.g., fear, horror, anger, guilt, or shame).
 5. Markedly **diminished interest or participation** in significant activities.
 6. **Feelings of detachment or estrangement** from others.
 7. Persistent **inability to experience positive emotions** (e.g., inability to experience happiness, satisfaction, or loving feelings).
- E. **Marked alterations in arousal and reactivity** associated with the traumatic event(s), beginning or worsening after the traumatic event(s) occurred, as evidenced by two (or more) of the following:
1. **Irritable** behavior and **angry** outbursts (with little or no provocation), typically expressed as verbal or physical aggression toward people or objects.
 2. **Reckless or self-destructive** behavior.
 3. **Hypervigilance**.
 4. **Exaggerated startle response**.
 5. Problems with **concentration**.
 6. **Sleep disturbance** (e.g., difficulty falling or staying asleep or restless sleep).
- F. Duration of the disturbance (Criteria B, C, D and E) is **more than 1 month**.
- G. The disturbance causes **clinically significant distress or impairment** in social, occupational, or other important areas of functioning.
- H. The disturbance is not attributable to the physiological effects of a substance (e.g., medication, alcohol) or another medical condition.

Specify whether:

With dissociative symptoms: The individual's symptoms meet the criteria for posttraumatic stress disorder, and in addition, in response to the stressor, the individual experiences persistent or recurrent symptoms of either of the following:

1. **Depersonalization:** Persistent or recurrent experiences of feeling detached from, and as if one were an outside observer of, one's mental processes or body (e.g., feeling as though one were in a dream; feeling a sense of unreality of self or body or of time moving slowly).
2. **Derealization:** Persistent or recurrent experiences of unreality of surroundings (e.g., the world around the individual is experienced as unreal, dreamlike, distant, or distorted). **Note:** To use this subtype, the dissociative symptoms must not be attributable to the physiological effects of a substance (e.g., blackouts, behavior during alcohol intoxication) or another medical condition (e.g., complex partial seizures).

Specify whether:

With delayed expression: If the full diagnostic criteria are not met until at least 6 months after the event (although the onset and expression of some symptoms may be immediate).

Note: The criteria apply to adults, adolescents, and children older than 6 years. For children 6 years and younger, see the DSM-5 section titled "Posttraumatic Stress Disorder for Children 6 Years and Younger"

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

Life Change Index Scale (The Stress Test)

Event	Impact Score	My Score
Death of spouse	100	
Divorce	73	
Marital Separation	65	
Jail Term	63	
Death of close family member	63	
Personal injury or illness	53	
Marriage	50	
Fired at work	47	
Marital reconciliation	45	
Retirement	45	
Change in health of family member	44	
Pregnancy	40	
Sex difficulties	39	
Gain of a new family member	39	
Business readjustment	39	
Change in financial state	38	
Death of a close friend	37	
Change to a different line of work	36	
Change in number of arguments with spouse	35	
Mortgage over \$20,000	31	
Foreclosure of mortgage or loan	30	
Change in responsibilities at work	29	
Son or daughter leaving home	29	
Trouble with in laws	29	
Outstanding personal achievement	28	
Spouse begins or stop work	26	
Begin or end school	26	
Change in living conditions	25	
Revisions of personal habits	24	
Trouble with boss	23	
Change in work hours or conditions	20	
Change in residence	20	
Change in schools	20	
Change in recreations	19	
Change in church activities	19	
Change in social activities	19	
Mortgage or loan less than \$20,000	17	
Change in sleeping habits	16	
Change in number of family get-togethers	15	
Change in eating habits	15	
Vacation	13	
Christmas approaching	12	
Minor violation of the law	11	
Total		

Directions If an event mentioned above has occurred in the past year, or is expected in the near future, copy the number in the score column. If the event has occurred or is expected to occur more than once, multiply this number by the frequency of the event.

Scoring The Life Change Index

The body is a finely timed instrument that does not like surprises. Any sudden change stimuli which affects the body, or the reordering of important routines that the body become used to, can cause needless stress, throwing your whole physical being into turmoil.

The following chart will give you some idea of how to informally score yourself on Social Readjustment Scale. Since being healthy is the optimum state you want to achieve, being sick is the state of being you most want to avoid.

Life Change Units

300+

150-299

less than 150

Likelihood Of Illness In Near Future

about 80 percent

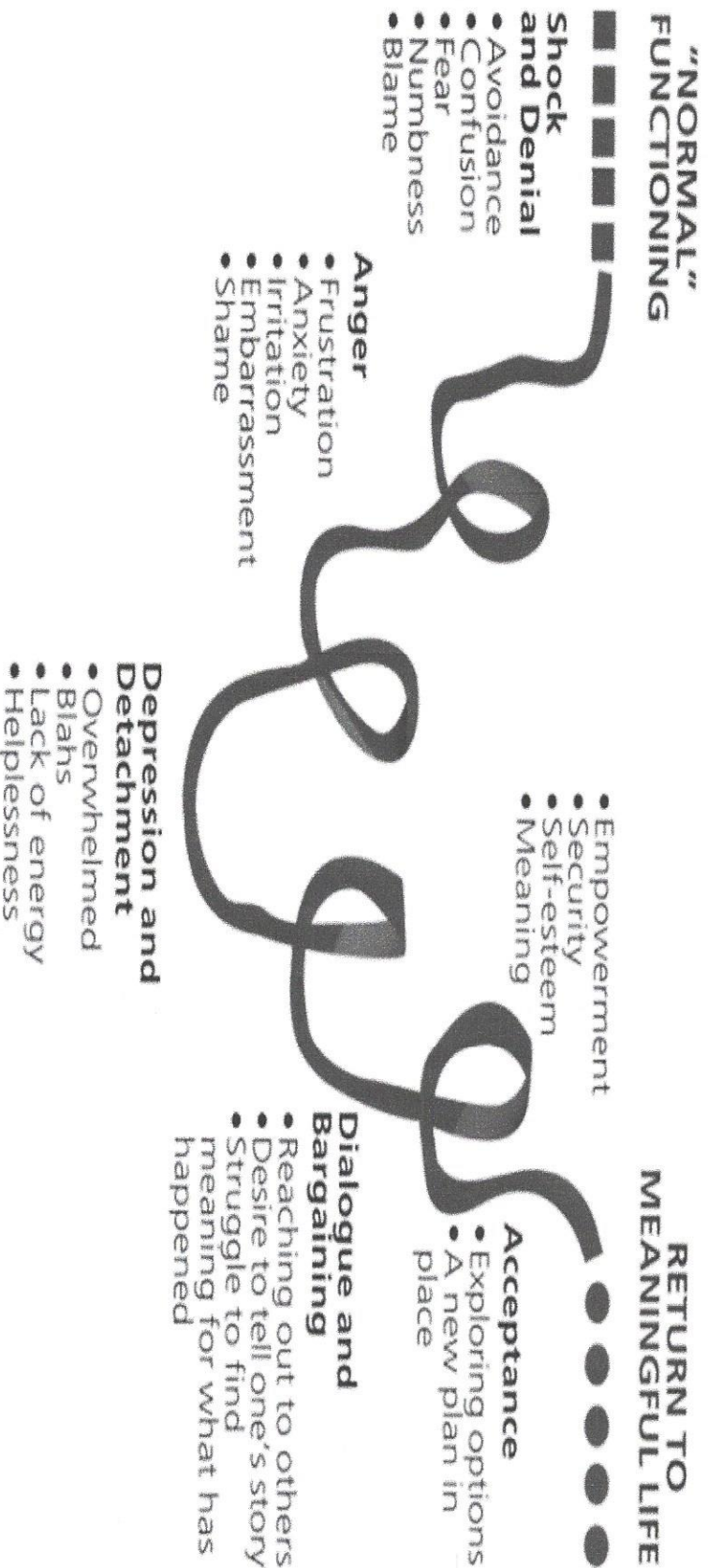
about 50 percent

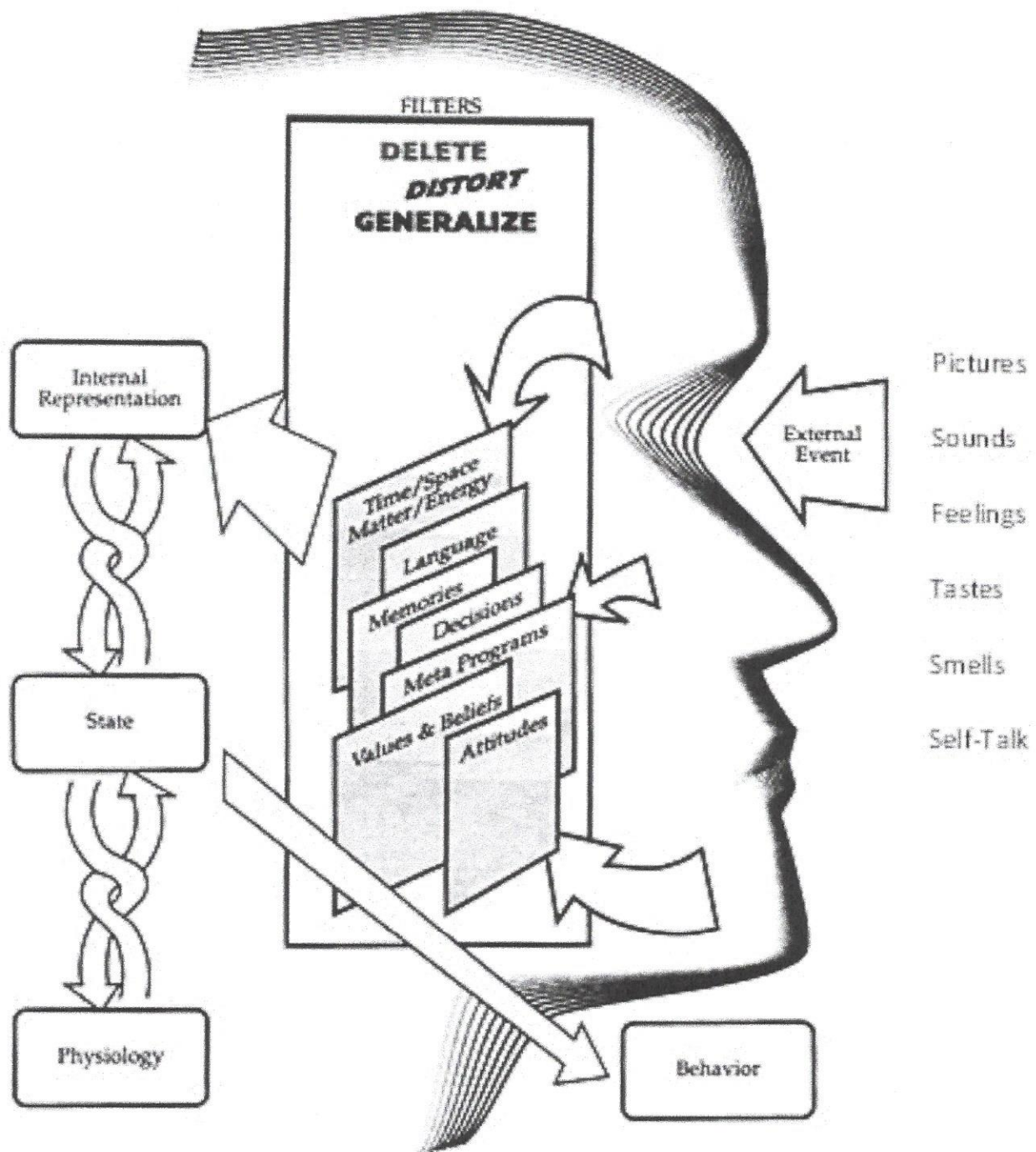
about 30 percent

The higher your life change score, the harder you have to work to get yourself back into a state of good health.

T.H.Holmes and T.H. Rahe. "The Social Readjustment Rating Scale," Journal of Psychosomatic Research. 11:213, 1967.

Stages of the Grief Cycle





NLP Communication Model

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How to Cope with Triggered Trauma Memories

- **Move your body.** Get your body moving to release endorphins and shift your body's response.

- **Use grounding techniques.** Bring yourself into the present by getting in touch with your senses.

- **Go outside.** This is a great place to apply grounding techniques. Breathe the fresh air.

- **Practice cozy self-care.** Draw a warm bath. Put on your comfiest pajamas.

- **Let emotions be.** Allow yourself to process the emotions with patience.

- **Try tapping.** Tapping calms anxiety, builds self-acceptance and draws your awareness into your senses.

- **Get support.** Having a sense of community is essential to avoid falling prey to isolation.



Questions for *Psychology Today* article
Understanding Validation: A Way to Communicate Acceptance
April 26, 2012

1. How **well** do I validate myself and others?
2. How do I **feel** about my current practice/level of validation?
3. What do I **think** about my current practice/level of validation?
4. How can I **improve** my validation effectiveness?
5. With **whom** do I need to focus on increasing my validation effectiveness?
6. What **scriptures** come to mind as I consider the concept of validation?

<https://www.psychologytoday.com/us/blog/pieces-mind/201204/understanding-validation-way-communicate-acceptance#:~:text=Validation%20is%20a%20way%20of%20communicating%20that%20the%20relationship%20is,sensations%2C%20and%20behaviors%20as%20understandable.>

Understanding Validation: A Way to Communicate Acceptance

Karyn Hill, Ph.D.

A simple strategy can improve your relationships.

One of the four options we have in any problem situation is acceptance. Validation is one way that we communicate acceptance of ourselves and others. Validation doesn't mean agreeing or approving. When your best friend or a family member makes a decision that you really don't think is wise, validation is a way of supporting them and strengthening the relationship while maintaining a different opinion. Validation is a way of communicating that the relationship is important and solid even when you disagree on issues.

Validation is the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviors as understandable. Self-validation is the recognition and acceptance of your own thoughts, feelings, sensations and behaviors as understandable.

Learning how to use validation effectively takes practice. Knowing the six levels of validation as identified by Marsha Linehan, Ph.D. will be helpful.

The first level is being present. There are so many ways to be present. Holding someone's hand when they are having a painful medical treatment, listening with your whole mind and doing nothing but listening to a child describe their day in first grade, and going to a friend's house at midnight to sit with her while she cries because a supposed friend told lies about her are all examples of being present.

Multi-tasking while you listen to your teenager's story about his soccer game is not being present. Being present means giving all your [attention](#) to the person you are validating.

Being present for yourself means acknowledging your internal experience and sitting with it rather than "running away" from it, avoiding it, or pushing it away. Sitting with intense emotion is not easy. Even [happiness](#) or excitement can feel uncomfortable at times.

Often one of the reasons other people are uncomfortable with intense emotion is that they don't know what to say. Just being present, paying complete attention to the person in a nonjudgmental way, is often the answer. For yourself, being mindful of your own emotion is the first step to accepting your emotion.

The second level of validation is accurate reflection. Accurate reflection means you summarize what you have heard from someone else or summarize your own feelings. This type of validation can be done by others in an awkward, sing-songy, artificial way that is truly irritating or by yourself in a criticizing way. When done in an authentic manner, with the intent of truly understanding the experience and not judging it, accurate reflection is validating.

Sometimes this type of validation helps someone sort through their thoughts and separate thoughts from emotions. "So basically I'm feeling pretty angry and hurt," would be a self-reflection. "Sounds like you're disappointed in yourself because you didn't call him back," could be accurate reflection by someone else.

Level three is mindreading. [Mindreading](#) is guessing what another person might be feeling or thinking. People vary in their ability to know their own feelings. For example, some confuse

anxiety and excitement and some confuse excitement and happiness. Some may not be clear about what they are feeling because they weren't allowed to experience their feelings or learned to be afraid of their feelings.

People may mask their feelings because they have learned that others don't react well to their sensitivity. This masking can lead to not acknowledging their feelings even to themselves, which makes the emotions more difficult to manage. Being able to accurately label feelings is an important step to being able to regulate them.

When someone is describing a situation, notice their emotional state. Then either name the emotions you hear or guess at what the person might be feeling.

"I'm guessing you must have felt pretty hurt by her comment" is Level Three validation. Remember that you may guess wrong and the person could correct you. It's her emotion and she is the only one who knows how she feels. Accepting her correction is validating.

Level four is understanding the person's behavior in terms of their history and biology. Your experiences and biology influence your emotional reactions. If your best friend was bitten by a dog a few years ago, she is not likely to enjoy playing with your German Shepherd. Validation at this level would be saying, "Given what happened to you, I completely understand your not wanting to be around my dog."

Self-validation would be understanding your own reactions in the context of your past experiences.

Level five is normalizing or recognizing emotional reactions that anyone would have. Understanding that your emotions are normal is helpful for everyone. For the emotionally sensitive person, knowing that anyone would be upset in a specific situation is validating. For example, "Of course you're anxious. Speaking before an audience the first time is scary for anyone."

Level six is radical genuineness. Radical genuineness is when you understand the emotion someone is feeling on a very deep level. Maybe you have had a similar experience. Radical genuineness is sharing that experience as equals.

Understanding the levels may be easy. Putting them into practice is often more difficult. Practice is the key to making validation a natural part of the way you communicate.

Consider this example. Your best friend is upset because her husband cut up her credit card. She says he's treating her like a child and is so controlling she doesn't have room to breathe. When you ask her what his reason was, she says that she overspent for the fourth time, running the balance over the limit by buying expensive shoes and they were unable to pay the bill. How do you validate her? Remember to use the highest possible level. Think of your answer before you read further!

Probably Level 2 is the highest level you could use. You could say, "I understand, you are upset because your husband cut up your credit cards without your agreement—that made you feel like he was acting like your parent." You reflect her thoughts and emotions back to her, showing that you accept those feelings as her internal experience.

You probably couldn't use Level 6 or radical genuineness as it's unlikely you have similar experiences that you could understand her feelings on a deep level, such as having had the same experience and reaction. Level 5, normalizing, would not work because most people would agree his response was reasonable and not be upset in that situation. There is nothing to make her response more understandable in terms of her history, so Level 4 is not possible. Level 3 is also not applicable because she's told her feelings clearly--nothing to guess.

Let's try another example. Jesse tells you she quit her job. She quit because her boss loudly criticized her in front of other people. She's asked him twice before to not embarrass her but he loses his temper easily. She felt afraid of him because he reminded her of a verbally abusive uncle and she couldn't continue to work for him. What level of validation do you use?

Level 6 or Level 5 might work in this situation. If you have been in a similar situation or you really understand how she felt, you can validate her by saying, "I completely understand. I would have done the same thing." That would be Level 6. Level 5 would be, "I think most people would have felt the same way you did."

Though she has a history of being verbally abused, you don't use Level 4 because Level 5 fits. Always use the highest level possible. Level 4 would be to say, "Given your history of being verbally abused, I understand why you would quit." That's actually invalidating because anyone, whether they had a history of being verbally abused or not, would be upset if their boss humiliated them.

Joanna calls you and talks about her [diet](#). She complains that she has eaten chocolate cake and other sweets and wants to eat more, but she doesn't want to gain weight. What level of validation can you use?

Level 3 would be a good choice. Joanna didn't mention any feelings though she is eating for emotional reasons. You could say, "Has something happened? My guess is you're upset about something." Then she might tell you that the cat she's had for six months died yesterday. At that point you could use a Level 5 or 6, depending on how you feel about losing a pet.

When Shawna was a teenager, she almost drowned in a large pond. She was a poor swimmer and swam out further than she realized. When she stopped swimming, her feet couldn't touch bottom and she swallowed water. She panicked and a friend swam to save her. Since that time she's been afraid of water. A neighbor invited her to a pool party. A guy who was [flirting](#) with her pushed her into the pool and she panicked, even though she was only in waist high water. She tells you that she's ashamed of her reaction and she hates being crazy.

Level 4 validation would work in this situation. "Given your history of almost drowning, of course you panicked when you were pushed into water. Anyone with a history of drowning would probably react the same way."

Emotional Invalidation

Emotional invalidation is when a person's thoughts and feelings are rejected, ignored, or judged. Invalidation is emotionally upsetting for anyone, but particularly hurtful for someone who is emotionally sensitive.

Invalidation disrupts relationships and creates emotional distance. When people invalidate themselves, they create alienation from the self and make building their identity very challenging.

Self-invalidation and invalidation by others make recovery from depression and anxiety particularly difficult. Some believe that invalidation is a major contributor to emotional disorders.

Most people would deny that they invalidate the internal experience of others. Very few would purposefully invalidate someone else. But well-intentioned people may be uncomfortable with intense emotions or believe that they are helping when they are actually invalidating.

In terms of self-invalidation, many people would agree they invalidate themselves, but would argue that they deserve it. They might say they don't deserve validation. They are uncomfortable with their own humanness. The truth is that validation is not self-acceptance, it is only an acknowledgement that an internal experience occurred.

Verbal Invalidation

There are many different reasons and ways that people who care about you invalidate you. Here are just a few.

Misinterpreting what it means to be close: Sometimes people think that knowing just how someone else feels without having to ask means they are emotionally close to that person. It's like saying they know you as well as you know you, so they don't ask, they assume, and may even tell you how you think and feel.

Misunderstanding what it means to validate: Sometimes people invalidate because they believe if they validate they are agreeing. A person can state, "You think it's wrong that you're angry with your friend," and not agree with you. Validation is not agreeing. But because they want to reassure you they invalidate by saying, "You shouldn't think that way."

Wanting to fix your feelings: "Come on, don't be sad. Want some ice cream?" People who love you don't want you to hurt so sometimes they invalidate your thoughts and feelings in their efforts to get you to feel happier.

Not wanting to hurt your feelings: Sometimes people lie to you in order to not hurt your feelings. Maybe they tell you that you look great in a dress that in truth is not the best style for you. Maybe they agree that your point of view in an argument when in fact they do not think you are being reasonable.

Wanting the best for you: People who love you want the best for you. So they may do work for you that you could do yourself. Or they encourage you to make friends with someone who is influential when you don't really enjoy the person, telling you that that person is a great friend when it's not true. "You should be friends with her. She'll be a good friend to you."

There are also many different ways of invalidating. I've listed a few below.

Blaming: "You always have to be the crybaby, always upset about something and ruin every holiday." "Why didn't you put gas in the car before you got home? You never think and always make everything harder." Blaming is always invalidating. (Blaming is different from taking responsibility.)

Hoovering: Hoovering is when you attempt to vacuum up any feelings you are uncomfortable with or not give truthful answers because you don't want to upset or to be vulnerable. Saying "It's not such a big deal" when it is important to you is hoovering. Saying someone did a great job when they didn't or that your friends loved them when they didn't is hoovering. Not acknowledging how difficult something might be for you to do is hoovering. Saying "No problem, of course I can do that," when you are overwhelmed, is hoovering.

Judging: "You are so overreacting," and "That is a ridiculous thought," are examples of invalidation by judging. Ridicule is a particularly damaging: "Here we go again, cry over nothing, let those big tears flow because the grass is growing."

Denying: "You are not angry, I know how you act when you're angry," and "You have eaten so much, I know you aren't hungry," invalidate the other person by saying they don't feel what they are saying they feel.

Minimizing: "Don't worry, it's nothing, and you're just going to keep yourself awake tonight over nothing" is usually said with the best of intentions. Still the message is to not feel what you are feeling.

Nonverbal Invalidation

Nonverbal invalidation is powerful and includes rolling of the eyes and drumming of fingers in an impatient way. If someone checks their watch while you are talking with them, that is invalidating. Showing up at an important event but only paying attention to email or playing a game on the phone while there is invalidating, whether that is the message the person meant to send or not.

Nonverbal self-invalidation is working too much, shopping too much or otherwise not paying attention to your own feelings, thoughts, needs and wants.

Replacing Invalidation with Validation

The best way to stop invalidating others or yourself is by practicing validation. Validation is never about [lying](#). Or agreeing. It's about accepting someone else's internal experience as valid and understandable. That's very powerful.

<https://www.psychologytoday.com/us/blog/pieces-mind/201204/understanding-validation-way-communicate-acceptance#:~:text=Validation%20is%20a%20way%20of%20communicating%20that%20the%20relationship%20is,sensations%2C%20and%20behaviors%20as%20understandable>.

Reference: Lineman, M.M. (1997) Validation and psychotherapy. In A. Bogart & L. Greenberg (Eds.), Empathy Reconsidered: New Directions in Psychotherapy. Washington, DC. American Psychological Association, 353-392.