

# Q2 Attachment & Developmental Trauma Interventions

Intervention Schedule for Developmental Trauma Disorder and Disorders of Attachment including Reactive Attachment Disorder [RAD], Disinhibited Social Engagement Disorder [DSED], and concomitant Post Traumatic Stress Disorder [PTSD] and Dissociative Disorder including Dissociative Identity Disorder [DID]



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## 1. Holding (Protection, Safety, Calming, Attachment)

Q was highly dysregulated, violent, and out of control. From age 3 to about age 6, he required holding and restraint until he was able to get his behavior under control. Early training from a psychiatrist instructed that all holding was to end in a hug and loving exchange, helping the child anchor himself in prosocial, safe, and loving behavior and interaction with caretakers/family.

## 2. Bottle Feeding; Rocking/Holding; Diapering; Massaging

By age 2, Q resisted an adult holding a bottle while rocking him. From age 3 to 4, Q required bottle feeding with holding and eye gaze, diapering, and massaging (in safe places ... hands, feet, legs, arms, back). From age 3 to about 5, Q engaged in daily holding, rocking, eye-to-eye contact, and cuddling.

## 3. Positive "Safety/Love/Home/Family" Messages/Dialogue

Q suffered night terrors and required calming messages at night to reassure him he was in the safe and loving home with safe caretakers. During the day, he required frequent intermittent reminding that he was safe, the home was safe and loving, and his family was safe and loving.

#### **4. Breakfast Waiting on Counter Each Morning**

Q experienced periods of hunger resulting in food insecurity. Each morning for almost 3 straight years, he woke to find his breakfast waiting for him on the counter. One day that breakfast was not waiting for him, Q cried for 3 hours. Q no longer falls to pieces when breakfast is not waiting, but he still expresses concern when he sees dirty dishes and pans from breakfast with no food waiting for him (as recent as January 2018).

#### **5. Comforting Light-Up Musical Bedtime Cuddly Toy**

He was able to sleep better once given a cuddly toy that would light up and play music when squeezed; he had several of these from ages 3 to 5 (including Seymour the Seahorse).

#### **6. Chew & Swallow - See?**

At age 2, Q had difficulty swallowing food and keeping it down. He would choke on food as he was eating; other times he would stick his fingers down his throat to induce vomiting. At age 3, the family engaged in a game of “Chew & Swallow – See?” in which each family member would take a turn taking a bite, chewing, swallowing, and showing Q that they had swallowed their food, with family cheering and applause. This game helped Q learn to chew, swallow, and keep food down.

#### **7. Same Foods - I Eat What You Eat**

Resistant to eating healthy food, family members would play “Same” eating game. The adult would pick up a food item on the utensil and help Q pick up same food item from his own plate; then the adult would say “Same!” and encourage Q to eat the same type of food at the same time. Over time, Q developed familiarity with healthy foods and was able to eat without prompting and play.

#### **8. Healthy Anytime Foods**

To address his food insecurity (and tendency to steal food and hide/eat it under the piano/bed/furniture), Q had a supply of healthy anytime foods that he could eat at will without having to ask permission.

#### **9. Self-Identified / Co-Created Vocabulary of Critical Terms**

The intensity of Q’s circumstances at such an early age necessitated the creation of self-identified and co-created vocabulary words to help explain concepts and actions. Examples include:

- “Mean” – word Q used to describe his Birth Mother (primary abuser) hurting him;
- “Yucky gucky” – word that described Q feeling or acting mad, angry, upset, out of control;
- “Dzh-Dzh” – word for a stress-relieving activity that involved fist bumping followed by hand slapping and a final fist bump with a sizzle;
- “Weird” – the way Q describes himself when he dysregulates and dissociates;
- “Crazy Baby Brain” – the way Q understands how behaviors like running away and stealing food helped him when he was a baby living in a mean house with people who did not care for him – behaviors that no longer support Q as he lives in a loving and caring household.

**10. Whisper from Birth Mother**

From ages 3 to 5, Q would still miss Birth Mother at the same time he was furious with her. Therapist would hold Q close and say she was pretending to whisper what Birth Mother would say if she had a loving/healed heart and whisper messages like “Q, I love you very much. I am sorry I made mistakes. I want you to be happy. Have a wonderful life with your father and your new family. You deserve to be happy and loved.”

**11. Fairy Hospital**

Q experienced such suffering and upset when relating abuse experiences, that the family created a Fairy Hospital dramatic play routine to help him work through the trauma. The play typically began with the sound of a siren, and a family member pretending to be an ambulance driver taking Q to the Fairy Hospital; the family would gather around Q and each hold a limb, gently pulling so Q was suspended in air while they shared soothing comments like “the fairies are healing your body and your heart”. Fairy Hospital included giving Q a cuddly “healing” toy to hold near his heart, wrapping him in a cuddly blanket, and giving him a healing medicine (either a candy, vitamin, or cup of herbal tea). It ended with Q listening to music while wrapped in the blanket, holding his cuddly toy. Elements of the Fairy Hospital were repeated in other activities, and some parts continue with his current self-soothing strategies.

**12. Fairy Healing Medicine on Breakfast Plate (... Vitamin)**

A Fairy Healing Medicine was placed on Q’s morning breakfast plate to help him kick off each day with a healed body and heart. The healing medicine began at Ms. T’s office during Q’s telling of when Birth Mother pushed him out of a tree. Q was given Swee-Tart candies to help calm, soothe, and heal his body; at home the intervention involved gel candies from Cracker Barrel, and when Q continued to ask for this intervention, the candies were replaced by Gummy Vitamins. Currently, Q still uses Melatonin chews at bedtime when he needs to be soothed and reassured.

**13. Fairy Healing Band-aids / Temp Tattoos**

Q’s reporting of physical and sexual abuse continued over a prolonged period of time, with many different abuse situations. After sessions with Ms. T, the family would offer Q little bandaids or temporary tattoos to put over the “healing spots” that had been identified during the abuse experience.

**14. Face Space**

Q’s sense of private space was lacking, and he routinely got into people’s faces and created stress. He especially invaded Marina’s (his step-mother’s) and his younger siblings’ space. We used a poem about “Face Space is the place between two people to help them feel loved and safe.”

**15. TheraPlay (2 to 3 years regular use)**

By age 3 to 4, Q was so out of control that his psychologist discussed institutionalization. As a last resort in lieu of committing the child, he was medicated under care of psychiatrist Dr. Z, resulting in a significant adverse reaction. Taken off meds, Dr. Z instructed Therapist to use TheraPlay, giving her a copy of the TheraPlay book and discussing modifications of the technique to address Q's specific needs. This resulted in the creation of a TheraPlay cubby system that included a "fishing vest" for Q with pockets that were filled with TheraPlay toys, supplies, and fidgets.

**16. At-Will Prosocial Non-Triggering Media**

Q reported that specific movies and tv shows were played during abuse experiences. Consequently, the family had to identify and remove all media that triggered Q (for example, he would put his finger in his rectum and try to pull out pieces of feces when he saw "Cat in the Hat" or "Stuart Little"). Q was given a tv with vcr and what grew to become over 50 movies that were prosocial, non-violent, and did not trigger Q's PTSD. The movie selection specifically included movies that featured positive developmentally oriented messages (for example, "The Secret Garden 2" taught that liars often lose track of what is the truth and what is a lie until nobody believes them). These movies were replayed with family support to anchor developmentally appropriate awareness about love, kindness, sharing, taking turns, being gentle/non-violent, telling the truth, not stealing, etc. Therapist would specifically replay the teaching and emotional parts of the movies with Q, while emoting an appropriate emotion in response to the scene (also naming the emotion, and explaining how the face looked when a person felt that emotion).

**17. Movement, Music & Rhythm**

Q needed almost constant stimulation to prevent a "bad thought", which was how he referred to the abuse memories. The family used music, dance, rhythm, and movement to help Q stay ahead of the PTSD. To this day, Q will ask to run around outside, play an animal imitation game, or run up and down the stairs as a way to "get out energy," which is the way he now uses to discuss working out anxiety.

**18. Bedtime Calm Music / Sleeping Under Piano @ Bedtime**

Bedtime was always challenging. Q listened to calming classical or new age music to help him sleep. During a particularly intense period of night terrors, when he was afraid to go to sleep, Q's mattress was placed under the grand piano, and Therapist would play piano music for him to get him to sleep.

**19. Pledge of Allegiance (Judge giving "liberty"= safety)**

The family was advised not to make any promises to Q about never having to see his abusers again, and instead place the burden for his safety on the Judge. At age 3, Q was told that the Judge was going to help keep him safe, but he did not understand the concept of Judge or law. Through discussion, Q revealed that he had learned the Pledge of Allegiance at daycare; while he did not know the real words, he was able to make sounds and follow along. The family helped Q learn the real words to the Pledge of Allegiance, and explained that "Liberty" meant when a child was safe and free (not locked in a room or hurt). Q learned to recite the Pledge of Allegiance to help him remember that he was now protected by the law, the Judge, and his right to liberty.

**20. Pooping Song**

Q related sodomy and other sexual interactions with his mother during which she would place her finger or other object in his rectum. Q was afraid to defecate and would hold it, sometimes for days on end. The guest bathroom is across from the piano; when he was 3-4, Therapist would play and sing a pooping song for Q to help him through defecation.

### **21. Sensory Distraction/Surprise**

Q was violent, disruptive, and dangerous to self and others; he displayed repetitive violent and disruptive behaviors that did not fade even when he was living in a safe stable home. The family used a series of sensory distractions and surprises to interrupt the unwanted behavior and pull him out of a dissociative state or state of anxiety/PTSD. Interventions included loud sounds, splashing with cold water, taking off his shoes/socks if he was melting down in public.

### **22. Bibliotherapy**

At home and in the therapeutic space, Q had an assortment of therapeutic books that addressed various issues that related to his trauma experiences or his current challenges. One important book was “A Terrible Thing Happened” that he read with Ms. T repeatedly during sessions. Other books included “My Mouth is a Volcano” and “Hands Are Not for Hitting”.

### **23. Artwork**

Q began doing artwork that was intense and highly creative. Sometimes his drawings reflected a regressed state, with a picture looking like it had been made by a toddler or young child, and other times his art reflected his years of drawing, painting, and telling stories through images. Currently, Q’s art activities have expanded to include complex artistic techniques that he is learning to combine. He continues to draw and do artwork as a way to express feelings (good and bad) as well as work through challenges and self-soothe.

### **24. Crafts**

Crafts were part of the TheraPlay activities that got him through ages 3 and 4, and remain an important intervention that Q chooses when he needs to self-soothe; has expanded to include Legos and other complex building toys/activities.

### **25. Build-A-Bear with Mommy's Voice Recorded**

Marina made a recording of a soothing message to assure Q that she loved him and would come home quickly after work/school. Unfortunately, even this intervention did not reassure Q enough for Marina to leave the home for work/school.

### **26. Puppet Play**

Q learned to use puppets to act out traumatic experiences, work out anger/aggression toward his abusers, and role-play social situations that were currently challenging him in his life. Q especially worked out his rage at Birth Mother through puppet play. When he was staying with his parents in the apartment (the year the Z family lived away from the Wodzinski home), Q and Therapist would turn a baby blanket into a makeshift puppet so Q could continue to do his anger processing.

**27. Dollhouse w/ Dolls to Represent Complex Family System**

Q had a series of doll houses, dolls, and furniture that he used to work out traumatic memories and anxieties. At age 4, he had a set of dolls that he selected one-at-a-time to represent the loving family and his previous abusive family (He would look online with an adult to find dolls that he felt represented specific individuals from his life). He often worked out the violence that the abusers perpetrated against him, and the violence they told Q they did toward his loving family. Eventually, Q brought his Super Hero figures into the doll house scenario and used Batman and Superman to “beat up” his abusers and make them go away.

**28. Theory of Mind**

Q engaged in extensive role playing and creative play with dolls/puppets to develop a sense of awareness of Theory of Mind. This was especially necessary as he was dissociated and could not even keep track of what he did or did not recall of prior events; plus, he projected his own knowing of the abuse onto others. Over time, Q began to understand that each person has their own perspective and memories, and that Q has to tell another person about abuse or other events that were part of his own experience.

**29. Sculpting & Smashing**

Q would sculpt his abusers with play dough or clay, then smash them with a meat tenderizer. This was a routine activity to help him deal with the rage and anxiety from his trauma history. NOTE: Q was encouraged to engaged in such activities as this that involved small and controlled motor movement – he was never allowed to punch, kick, or swing his fists to work out anger/rage, as it could translate into future violent behaviors when he experienced a fit of anger or rage.

**30. Breaking Eggs w/ Faces**

Q and Therapist would put faces with emotions on eggs using a marker. Q would state the name of the person whose face was to go on the egg and explain or demonstrate the facial expression/emotion that was to be on the egg face. Then Q would put on a poncho and rain boots and go to the woods to smash the eggs, screaming and yelling at his abusers as he crushed each eggs.

**31. Ripping Paper; Disposing Trash & Bad Feelings**

Q’s primary rage-releasing activity was ripping paper and books (that were kept in a specific ripping drawer, so he did not engage in ripping good books or papers). He would rage and recount abuse scenarios from his past as he ripped; then he picked up the pieces with the help of the adult and stuffed them into an empty bottle or bag ... to be thrown away in the trash. Q learned that he could “throw away” his bad feelings by throwing away the papers he had ripped while he raged.

**32. Fist Bump (Dzh-dzh) w/ Hand Paddles; Sizzle Handshake**

Q was so physical when he was dysregulated, that he needed a physical activity to channel his movement. Q would do a vigorous fist bump while saying “DZH, DZH” ... then he would do back and forth hand slapping with an adult that led to a final fist bump with a sizzle (fingers wagging). This progression from vigorous bumping, to more gentle back and forth rhythmic hand slapping, to the fist bump and sizzle helped Q turn down the intensity of his need to move and expend effort.

**33. Breath, Move Energy “K-27s”**

Q learned to breathe as a calming activity, using his hands to move his energy down from his K-27s (kidney meridian points from Chinese medicine). This activity naturally led to other self-regulating activities over the years including martial arts training.

**34. Super Hero [SH]Multi-media**

Q’s abusers threatened Q’s father and extended family; Q’s Birth Mother claimed to have pushed Therapist down the basement stairs killing her. Consequently, Q was constantly anxious that his abusers would come and hurt/kill his safe and loving family. Q was introduced to a series of Super Hero figures as a way to help him feel safe and also learn developmentally appropriate messages about responsibility, caring, safety, and morality.

**35. Popeye – 1st Super Hero (kind, only defensive/protective)****36. EARLY (1950s) Batman – 2nd Super Hero (protective, respectful)****37. Games – promoting prosocial behaviors & self-regulation****38. Dress to Match Weather/Season**

Q continues to be challenged by matching clothing to the weather/seasons. Dressing appropriately has been an ongoing challenge, and Q still tries to wear coats in summer and shorts in winter.

**39. Puzzles – thematic for putting pieces together****40. Spitting – watermelon/sunflower seeds, colored Jello**

Q reported oral sexual abuse as well as urination and defecation in his mouth by his abusers (he also explained that they would clean his mouth out with mouthwash to make the smell go away and clean up the floor with bleach). Ms. T suggested letting Q do spitting activities to “get the yucky out of his mouth”. This was carried out with Watermelon with seeds, Sunflower seeds, and translated into colored Jello ... Q would choose the color (associated with feelings) of Jello that reflected the feelings he was working on, and go outside the eat and spit the Jello until he felt better. NOTE: Although Ms. T tried to help Q understand that the sexual oral abuse involved something other than urination, recent pictures drawn by Q still show a penis peeing into a child’s mouth and a stomach/tummy filled with “pee”, so this issue needs to be addressed again as he approaches puberty.

**41. Colors – as emotions [Bibliotherapy] jello, art, crafts, dress****42. Acting "Weird" - Sounds, Movements, Position, Body Placement, Talk**

Acting Weird is the way Q talks about his dissociation, dysregulation, and getting out of control. Often, he puts his hands to his eyes and covers them up when he get weird, followed by an extreme change in demeanor and developmental level of play/behavior/vocabulary.

**43. Expanded Super Hero (focus on kind, respect, protect)**

**44. Chance at a Good Life (Protect Innocence of Children)**

Q often discussed sexual abuse with other children; he was taught that each child “Deserves a change at a good life” that involves NOT knowing about hurting children. He was taught that he could discuss things about his private parts, pooing, peeing, penis, breasts, etc. ONLY with safe and appropriate adults ... who were identified as family members, his therapists, and other specific individuals to whom Q was allowed to share his abuse history. He was taught NOT to EVER discuss sexual, body part, abuse topics with children.

**45. Private Parts in Private Places****46. Poop Belongs in Potty / Pee Belongs in Potty****47. Mean Like Green (Urinate in Potty, not Green Boots)**

Q urinated and defecated routinely in strange and unusual places. He typically urinated in the heater vents and in cups. One time, he urinated in his green froggy rubber boots (the ones he wore when he broke eggs). Therapist helped Q write a book called “Mean Like Green” and talked about how mean it was to ruin Q’s favorite green boots ... the “Mean Like Green” theme helped Q identify when his poor behavior was being mean to himself.

**48. Yucky Gucky Feelings - Getting Them Out**

The term “Yucky Gucky” somehow came to represent Q’s bad feelings. It was an important part of his personal identification of emotion and being able to express intense emotion that he did not yet have a vocabulary to expression.

**49. Power of Truth & Love - Most Powerful Thing in World****50. Crazy Baby Brain**

Important concept for Q. He discovered that he had developed many behaviors during his first three years of life that helped him survive. He hit people, ran away, cut people, screamed at people ... all as ways to try to get through really sad/hurtful things that happened to him. It was good that he did those things when he was a baby living in a bad/hurtful place with mean people. NOW, those things do not help Q anymore because he lives in a safe and loving house. NOW, those crazy baby brain things are hurting Q, and he needs to be happy that he knew how to do them when he was NOT SAFE AS A BABY, but now that he is a big boy, he has to let his Crazy Baby Brain know that it can just play and be happy and not do those crazy things any more. This concept of the brain holding upsetting memories continues in Q’s current concept of himself, his past, and his dissociation (which he calls “acting weird”)

**51. Screaming Room**

Q was allowed to go in the laundry room, close the door, and scream to work out frustration/rage/anger.

**52. Nice/Loving/Appropriate VS Mean****53. Give Love (To God's/Planet's Creatures)**

**54. God Speed – Finger Mudra and Wish for Speedy Recovery/Relief for Ambulance/Crisis****55. Puppet Play - Practice Withholding Inappropriate Talk**

Q engaged in dramatic play to explore how to talk about safe/appropriate things with children (represented by dolls or puppets) and how to only speak in private with safe adults about inappropriate (sex/private parts/hurting children) topics.

**56. Winners - Have Fun Playing the Game**

Losing a game reminds Q that he is not in control of his life. He would dysregulate, yell, and a tantrum when he lost any game. The family helped Q celebrate having fun when playing, and embraced the paradigm that no matter who wins or loses the game, everyone who has fun is the real winner.

**57. Journaling**

Q engaged in extensive storytelling, journaling, writing stories, and creating books that helped him recount prior abuse and deal with current challenging behaviors/thoughts, actions. One of the stories he created with his grandmother was turned into a real book and companion coloring book. Q was able to keep up with his English learning through these activities, as he was otherwise too dysregulated to engage in typical learning of English and writing for his school work. Q has special markers, pastels, colored pencils, and a long stapler that puts stitches in his books after he makes them.

**58. Authorship, Illustration & Graphic Arts****59. Re-Scripting, Re-Telling, Re-Framing Life Stories**

A major part of his healing and recovery has involved his retelling and re-scripting his life through writing stories and creating books.

**60. Sports & Physical Activity****61. Tea Parties (Prosocial Behavior & Conversation)**

Q loves tea parties, and uses these times to practice important prosocial behaviors such as taking turns, sharing, listening and responding to others, and waiting his turn patiently. Games during tea time helped further develop these abilities to engage in socially appropriate conversation while providing differential responses to queries and dialogue in a way that will support Q's ability to make and sustain friendships and loving relationships with family.

**62. Assisted Transitions**

Transitions between any activity, place, or companion remains a challenge for Q. He does not like having too many choices, and sometimes begs for someone to make up his mind for him and tell him what to do. Then when told what to do, Q complains and rages or laments that it is not fair that he can't decide things for himself. To help Q avoid these paradoxical and overwhelming situations, the family helps prepare him for transitions with early transition planning, notifications that a transition is eminent, and reminders about the plans for the current transition. While his ability to transition has improved dramatically, he still perseverates about many transitions and can become so dysregulated that he requires assistance in calming, deciding, and moving to the next placement/activity/companion.

**63. Meal Planning, Purchase, Preparation****64. Daily & Weekly Planning****65. Family Meals (Prosocial Behavior, Nutrition & Conversation)****66. Self-Awareness (Focus, Thoughts, Sounds, Movement, Body Parts)**

Q's behavior, mood, and demeanor were often strange and disturbing, interfering with his ability to create and maintain healthy and effective relationships with others; his dysregulation also interfered with his own cognition and effectiveness. The family gently helped Q become self-aware of his state of mind, thoughts, feelings, movements, sounds, and body placement. Overtime, Q is learning how to regulate his posture, body placement, movement, noises, thoughts, and behaviors to support effective functioning and healthy social interactions.

**67. I Am A Child (The Grown-Ups Tell Me & Siblings What To Do)**

Dominating his world is Q's natural reflex to attempt to stay safe by being in control. This is seen most vehemently in his relationship with younger siblings, whom he has brutally dominated since their infancy. In early years, Q would push them over as babies, then reporting to adults that the baby had simply fallen down. He required constant monitoring when around the children to keep them safe. Over time, he is learning to speak politely to them, be kind and gentle, and to allow the adults to be in charge of the children. Q knows now to go to an adult for help with a child, rather than try to dominate and parent his siblings.

**68. Media to Promote Socioemotional & Moral Capacities****69. Name that Feeling (Mad, Glad, Sad, Something Else)****70. Mommy Time - Look at Face, Listen, Hug, Be Loving, Follow Directions**

Q transferred his angst and dysfunctional relationship with his birth mother (also primary abuser) to his adoptive mother, Marina. He loves Marina, whom he calls Mommy, but in the past he typically brought angst, turmoil, and aggression into his relationship with her. Over time, Q is learning to attend to the way he looks at Marina (look in the eyes, show respect and love, pay attention), how he listens to and responds to what she says to him, and how he physically interacts with her (hug, kiss, be gentle, allow face space). Currently, Q is feeling good about his relationship with his adoptive mother; this is mirrored by Marina, who reports that her relationship with Q is much more normal and loving than in the past.

**71. Dr. Who Super Hero - Humanitarian, Non-Violent, Protective, Ethical****72. Chess, Backgammon, Checkers (Sportsmanship, Rules, Logic); Cards (Count & Tally Score)**

Through games, he has been able to acknowledge and deal with frustration, aggression, need to control, and antisocial tendencies; over time, he has developed some strong self-regulatory capacities that help him during frustration, excitement, and difficulty times. Counting and keeping score has additionally helped him overcome an aversion to math and logic activities that seemed to trigger abuse memories.

**73. Brain Integration Activity**

When Q becomes fragmented and has difficulty maintaining a steady state mind, he imagines that each hand is holding one half (hemisphere) of his brain. He recognizes that he has pockets of memories all throughout the halves of his brain, and that some of the memories are the upsetting ones that he tries to protect himself from remembering. He uses his hands to “grasp” all his memories from both sides, then brings his hands down in front of him. Slowly, he imagines putting the halves of his brain ... and the pockets of memories throughout his mind ... together ... and imagines that he is putting all the parts back together in a healthy and happy way as he slowly brings his hands together, interlocking his fingers until he makes a whole happy brain that is represented by his interlocked hands/fingers.

**74. Cooking - Measurements****75. 15 Things to Self-Calm (List of Ways to Self-Regulate)****76. Pet Care - Compassion, Pride (Internal Reference), Responsibility****77. Chores - Social Connection, Responsibility, Pride (Internal Reference)****78. Metacognition**

Think about ways to use the thinking mind to create solutions to challenges and ways to self-soothe and calm. Look at ways to think, reason, and work out solutions.

**79. Compassion, Kindness, Caring, Connection**

He learned about compassion, kindness, caring, and connection to others through a combination of direct instruction, modeling, scaffolding, and differential reflective feedback that helped the child recognize his capacity to be kind and caring. Over time, he has developed a strong sense of caring and compassion for others.

**80. Moral Reasoning - Doing Right Thing, Doing Your Best****81. Bad Feelings Today Can Be from Bad Things Long Ago****82. Safe, Responsible & Appropriate Living & Play****83. Post Therapy Transition Period - Play, Ice Cream, Resting****84. Sharing Beauty/Love/Joy/Pleasure With All "Parts of Me"****85. Tracking Time During "Weird" Moments**

He is not able to acknowledge that he loses track of time after he becomes “weird,” which is his word for dissociation. Overtime, as he goes through progressive healing experiences, he is beginning to access some memories that took place during an episode of dissociation.

**86. Cuddly Toys (Many Over Years ... Dolls, Stuffed Animals, Stress Relief Toys, Squishy Toys)****87. Martial Arts (Promote Self-Regulation, Compliance, Social Awareness)**

**88. Star Wars Super Hero - The Force (Light, Truth & Love)**

The progression of Super Hero exploration has culminated in recognition of Star Wars' *The Force* that represents positivity and light, as well as Dr. Who's *Humanity* that promotes decency towards humanity and all species.

**89. Self-Reassuring that All Bad Memories Have Been Healed 100 Times**

When encountering any trauma or abuse memory, he remembers all the ways he helped heal that experience in his heart and mind. Now he is able to talk about abuse experiences and acknowledge that it does not hurt any longer because of all his years of healing work 100 times over.

**90. Self-Soothing Activities (Aromatherapy, Breath, Music, Candle, Shower)****91. Shared TV, Movies, Media w/ Adults (Bill Nye, Blue Planet, Librarians)**

Watching pre-selected media with an adult provides opportunity for him to inquire about confusing or upsetting topics and promotes his engagement in learning to support his education.

**92. Blending Realities Art Project**

Discuss an art project using an artistic medium like pastels, chalk, or watercolor paints that can be blended. Create a representation of the brain or of the individual; show the various memories or personalities/alters within that single person. Then review healing interventions that supported each individual memory/part; please healing symbols of healing on and around each part or memory. When the healing review is complete, use hands, a paintbrush, or other tool to blend the parts into one blurry but singular image.