



RECOVERY FROM TRAUMA:

A route-map for
assessment and
treatment planning



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WHAT WE WILL COVER



A trauma-informed treatment model



Needs assessment



Support planning



Therapeutic care-giving (PLACE)

A Trauma-Informed Treatment Model

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A trauma-informed treatment model



Needs Assessment & Support Planning

A Route-Map for Recovery



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Principles of needs assessment

Language – dog-centred

Identifying strengths, likes and gaps

Biological needs

Psychological needs

Social needs

Assigning RAG status

Needs Assessment

Name:

Date:

Number:	Area of Need:	Specific Needs: Identifying your dog's needs is a really important part of helping them to feel safe, build trust and cope with the trauma they have experienced. Try to give as much detail as possible when you answer the questions and feel free to add any needs you think your dog has that aren't listed. Any needs that you identify will be entered in your dog's support plan (in order of priority for their well-being).	RAG Status: Complete with clinician <small>Red: immediate needs Amber: we start work this month Green: longer-term needs (leave blank if n/a)</small>
Phase 1: Safety The focus of this phase is to help your dog feel safe <i>somewhere</i> , no matter how small that area needs to be at first. We will concentrate on eliminating or minimising the things your dog finds difficult, to maximise their feeling of safety. Longer-term, we will work on the things they find hard, but recovery can <u>only</u> begin with feeling safe.			
1.1	Medical needs	1.1.1 Is your dog registered with a vet? <i>Please provide name and contact number.</i>	
		1.1.2 Does your dog have any immediate health needs? <i>For example, has the rescue handed over any information about known health concerns, are there any visible wounds?</i>	
		1.1.3 Is your dog on any medication? <i>List name, dosage, treatment schedule.</i>	
		1.1.4 Is your dog eating and drinking normally? <i>Note any special needs, for example will they only eat and drink when they are alone or when you're there?</i>	

Needs Assessment Form

Principles of Support Planning

Trauma-informed

Turning needs into actions (sometimes!)

S.M.A.R.T

Organising by RAG status

Building on strengths and likes

Holistic

Control and management

Systematic desensitisation and counter-conditioning hierarchies

Support Plan: Think SMART (specific, measurable, attainable, realistic, timely)

Name:



#	Date	Support Need (enter 'red' needs first)	Actions	Complete (date)
1.4.1	Example	<p><i>Psychological need: XXX has a crate but she doesn't choose to go in it, she hides under the spare bed and only comes out when I've put her food down and left.</i></p>	<p><i>Allow xxx to hide under the bed whenever she needs <u>to</u>, never follow her or try to coax her out.</i></p>	
			<p><i>Keep the door to the spare bedroom closed for now so that she isn't disturbed by the children. Make sure her food, <u>water</u> and toys, are easily accessible.</i></p>	
			<p><i>Give xxx a choice of bed types, <u>locations</u> and crate (with the door held back with a tie cable so it doesn't close by mistake) in the spare room to see if she starts resting somewhere other than under the bed (but make sure she can retreat there if she wants to when you go in).</i></p>	
			<p><i>Sit at a <u>45 degree</u> angle facing away from xxx on the floor. Read her a story for 10 minutes (it can be a book you're reading or a news article from your phone, it doesn't matter what it is) in a very calm and soothing voice. Avoid making any sudden movements and avoid eye contact. Randomly throw chopped turkey breast to her throughout, don't be tempted to try and coax her by throwing the food closer to you. If she approaches you, carry on exactly as you are, don't be tempted to reach out and touch her. Let me know though, and we will plan the next step! Practice two or three times a day if you can.</i></p>	

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Support plan

Safety

Key features:

Physical safety¹

Psychological
safety²

Predictability³

Control³

1 Lopresti-Goodman, S. M., Bezner, J., Ritter, C. (2015) *Psychological distress in chimpanzees rescued from laboratories*. Journal of Trauma & Dissociation 16 349/366.

2 McGreevy, P. D., Henshall, C., Starling, M. J., McLean, A. N. & Boakes, R. A. (2014) *The importance of safety signals in animal handling and training*. Journal of Veterinary Behavior 9 382-387.

3 McMillan, F. D. (2020). Psychological Trauma and Posttraumatic Psychopathology in Animals. In: McMillan, F. D. (2020). *Mental Health and Well-being in Animals* (2nd edition). Boston: CABI, 182-211.

'I feel safe somewhere'

The dog has access to a safe space in which all their immediate needs are met without having to be frightened (e.g. they don't have to leave it in order to be fed) and triggers are eliminated / minimised e.g. a separate room, a designated space in a low traffic area or an area the dog has chosen. The dog shows signs of feeling safe in this space (e.g. monitored with use of petcam), actively uses it as a safe haven (e.g. returns to it when anxious) and access to this space is never restricted.

Things to consider:

- Immediate health needs
- Shelter
- Nutrition
- Toileting
- Sleep
- Emotional well-being
- Safe space
- Social support

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Relationship

Key features:

1. Developing the relationship (building trust and attachment)
2. Eliciting care from the relationship⁴

4 Casswell, G., Golding, K. S., Grant, E., Hudson, J. & Tower, P. (2014) *Dyadic Developmental Psychotherapy (DDP): A framework for therapeutic intervention and parenting*. *The British Psychological Society* 2 19-27.

5 Corridan, C. L., Mills, D. S. & Pfeffer, K. (2009) *Correlates of a successful human-dog bond*. Abstracts of the 7th International Veterinary Behaviour Meeting, Edinburgh, Scotland.

6 Payne, E., DeAraugo, J., Bennett, P. & McGreevy, P. (2016) *Exploring the existence and potential underpinnings of dog-human and horse-human attachment bonds*. *Behavioural Processes* 125 114-121.

'I feel safe with you'

The dog feels safe with at least one person. That person can approach or enter the dog's safe space without causing distress (e.g. to feed), building up to being touched, groomed, handled etc. The dog initiates interactions and engages in activities e.g. play, massage, enrichment, training. The dog seeks care from the relationship. Co-regulation.

Things to consider ^{5,6}:

- Approach
- Eye contact
- Touch
- Consent
- Handling
- Play
- Activities
- Training
- Providing information

Home

Key features:

Security

Comfort

Physical and
mental activity

What we want to achieve:

'I feel safe at home'

The dog explores the whole house and builds relationships with all the people who live in it. The dog copes with any other pets in the household. Day to day, the dog feels safe in the house and garden and can cope with routine situations and events such as visitors coming to the house (or there is a management plan in place that the dog can cope with).

Things to consider:

- Areas of the house
- Garden
- People living in the house
- Visitors to the house
- Other pets
- Routines and events e.g. hoovering

Outside World

Key features:

Fun
Exploration
Exercise

What we want to achieve:

'I feel safe in the world'

The dog is able to enjoy walks and explore new places / activities, as well as routine requirements like vet visits, groomer, day care etc.

Things to consider:

- **Harness and lead**
- **Car**
- **One walk**
- **Several walks**
- **New walks**
- **Activities**
- **Visiting places e.g. pubs, vets, groomers**

Resilience

Key features:

Development

Challenge

Coping skills

What we want to achieve:

'I feel safe'

The dog is able to cope with challenges of day to day life and recover from stressful events. A back up plan is in place for managing acutely stressful events.

Things to consider:

- Specific challenges
- Building on coping skills
- Secure attachment
- Opportunities for problem-solving / work
- Freework
- Planning for problems
- Trauma first-aid⁷

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⁷ National Child Traumatic Stress Network (2006) *Psychological First Aid: Field operations guide 2nd edition*. National Child Traumatic Stress Network / National Center for PTSD.

Therapeutic Care-Giving

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P.L.A.C.E

Dyadic developmental psychotherapy & therapeutic reparenting ^{8,9}

The 'other' 95% - we can be mindfully therapeutic

Playfulness

Love

Acceptance

Curiosity

Empathy

Think about each from the point of view of the *dog AND the care-giver*

8 Hughes, D., Golding, K. & Hudson, J. (2015) *Dyadic Developmental Psychotherapy (DDP): The development of the theory, practice and research base*. Adoption & Fostering, 39 (4) 356-365.

9 Hughes, D. (2017) *Dyadic Developmental Psychotherapy (DDP): An attachment-focused family treatment for developmental trauma*. Australian and New Zealand Journal of Family Therapy, 38 595-605.

Playfulness

Brings the
'L.A.C.E' alive

Closeness
Confidence
Connection¹⁰

Attunement:
safety and
reciprocity¹¹

Safe haven /
secure base¹²

Co-regulation

Repairing
ruptures¹³

Self-care

¹⁰ Cohen, L. J. (2001) *Playful Parenting*. New York: Ballantine Books

¹¹ Hughes, D. A. (2009) *Attachment-Focused Parenting: Effective Strategies to Care for Children*. New York: W. W. Norton & Co.

¹² Hughes, D. & Baylin, J. (2012) *Brain-Based Parenting: The Neuroscience of Caregiving for Healthy Attachment*. New York: W. W. Norton & Co.

¹³ Becker-Weidman, A. (2011). *Dyadic Developmental Psychotherapy: Essential practices and methods*. Maryland: Jason Aronson.

Love

'Love has two hands: it is kind and nurturing, but it is also boundaries, guidelines to live by. Being held in two hands brings safety and comfort'¹⁷



Unconditional love



'Love builds the limbic structures of the developing brain'¹⁴



From co-regulation to self-regulation



The CARE system¹⁵



Social Pain¹⁶

- 14 Golding, K S. & Hughes, D. A. (2012) *Creating Loving Attachments: Parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley Publishers p 23.
- 15 Panksepp, J. (1998) *Affective Neuroscience*. New York: Oxford University Press.
- 16 McMillan, F. D. (2016) *The psychobiology of social pain: Evidence for a neurocognitive overlap with physical pain and welfare implications for social animals with special attention to the domestic dog (Canis familiaris)*. *Physiology & Behavior* 167 154-171.
- 17 Golding, K S. & Hughes, D. A. (2012) *Creating Loving Attachments: Parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley Publishers p 38.

Acceptance

Accepting the 'inner life' of the dog

**If your dog does not have any influence on you,
you will not have any influence on your dog –
shamelessly borrowed from Kim Golding!**

Polyvagal Theory: acceptance vs evaluation ^{18,19}

**Behaviours and beliefs that compromise our
acceptance**

ACE Freework ²⁰

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18 Porges, S. W. (2011) *The Polyvagal Theory: Neurophysiological foundations of emotions, attachment, communication and self-regulation*. New York: W. W. Norton & Co.

19 Golding, K S. & Hughes, D. A. (2012) *Creating Loving Attachments: Parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley Publishers.

20 Fisher, S. (2020) *The science behind ACE Freework*. Available at: www.online.caninethinking.com [Accessed 19.07.21].

Curiosity

**‘Through curiosity,
our perspectives can
be increased and our
responses
transformed’²²**

Care-giver curiosity leads to *understanding*

Ask questions instead of giving instructions

Looking beyond behaviour:

- Why is it happening?
- What is driving the behaviour?
- What is my dog feeling?
- What is his or her aim?

Encouraging curiosity in the dog builds confidence - The SEEKING system

- ACE Freework observations
- Build on strengths
- Glimmers²¹ and triggers

²¹ Dana, D. (2018) *The Polyvagal Theory in Therapy: Engaging the rhythm of regulation*. New York: W. W. Norton & Co.

²² Golding, K S. & Hughes, D. A. (2012) *Creating Loving Attachments: Parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley Publishers.

Empathy

Understanding leads to *empathy*

Empathy involves both *cognitive* and *emotional* elements

Emotional contagion ^{23,24}

The 'dance of attunement'

Focus on the *experience* not the *event* or the *behaviour*

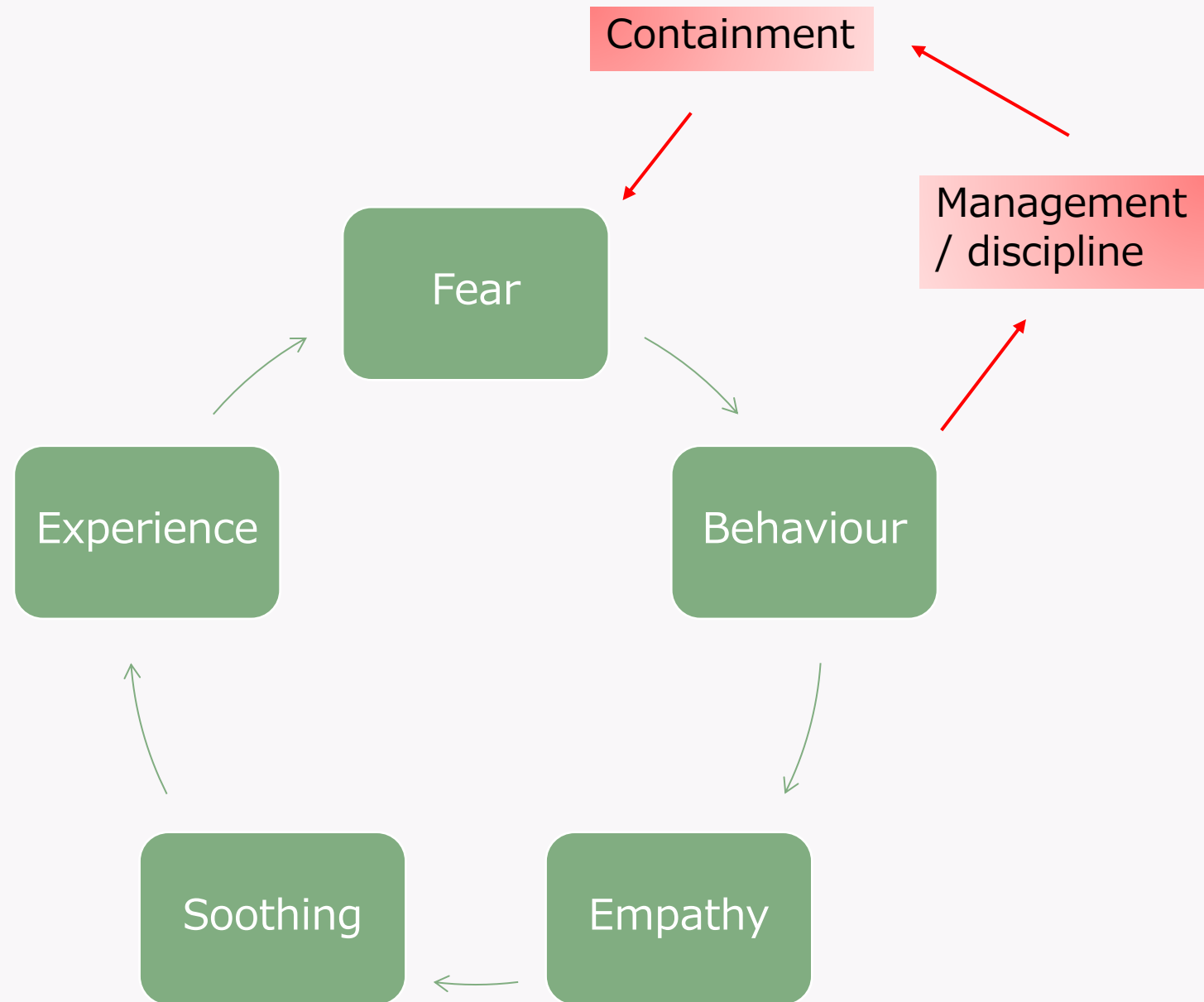
What empathy isn't:

- Reassurance
- Reasoning
- Problem-solving

23 Sumegi, Z., Olah, K. & Topal, J. (2014) *Emotional contagion in dogs as measured by change in cognitive task performance*. Applied Animal Behaviour Science 160 106-115.

24 Katayama, M., Kubo, T., Yamakawa, T., Fujiwara, K., Nomoto, K., Ikeda, K., Mogi, K., Nagasawa, M. & Kikusui, T. (2019) *Emotional contagion from humans to dogs is facilitated by duration of ownership*. Frontiers in Psychology 10 (1678).

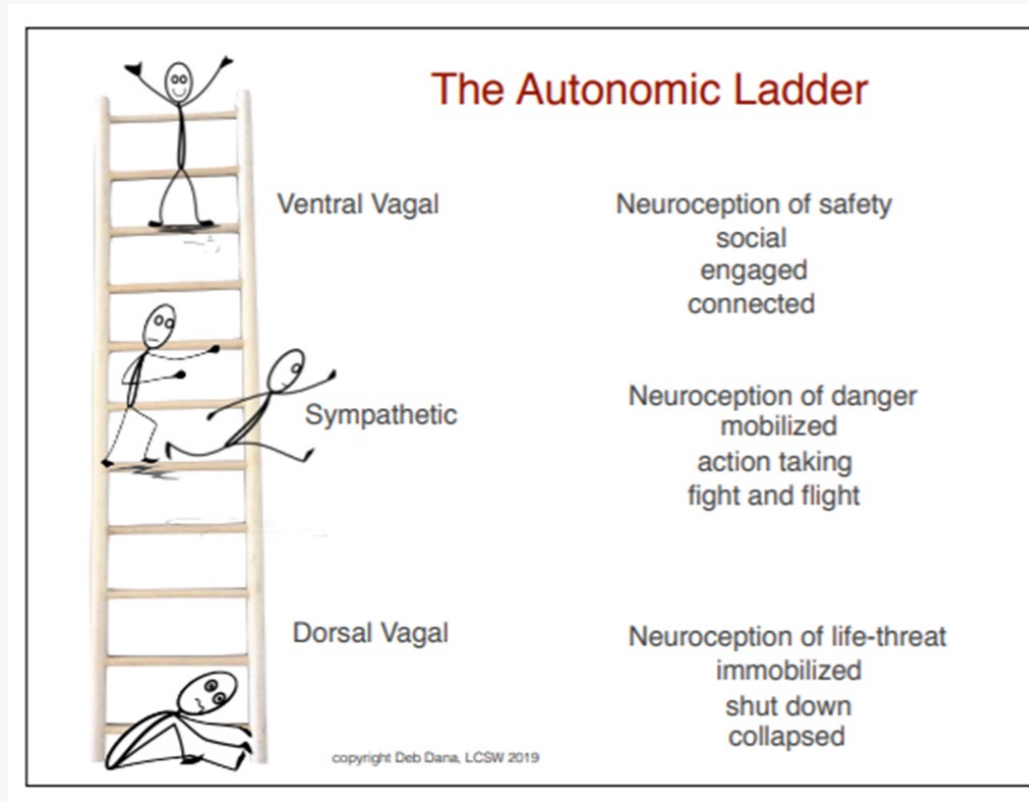
The empathy- connection cycle²⁵



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²⁵ Golding, K S. & Hughes, D. A. (2012) *Creating Loving Attachments: Parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley Publishers.

The autonomic ladder²⁶



26 Reproduced with kind permission from Deb Dana (*personal communication*).

Summary

We're aiming to achieve a shift in world view:

'The world is a dangerous place (with some safe things in it)'

Vs

'The world is a safe place (with some dangerous things in it)'

We can use mindfully therapeutic interactions to create the safe and trusting relationships that are key to recovery.

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