



Sexualized trauma

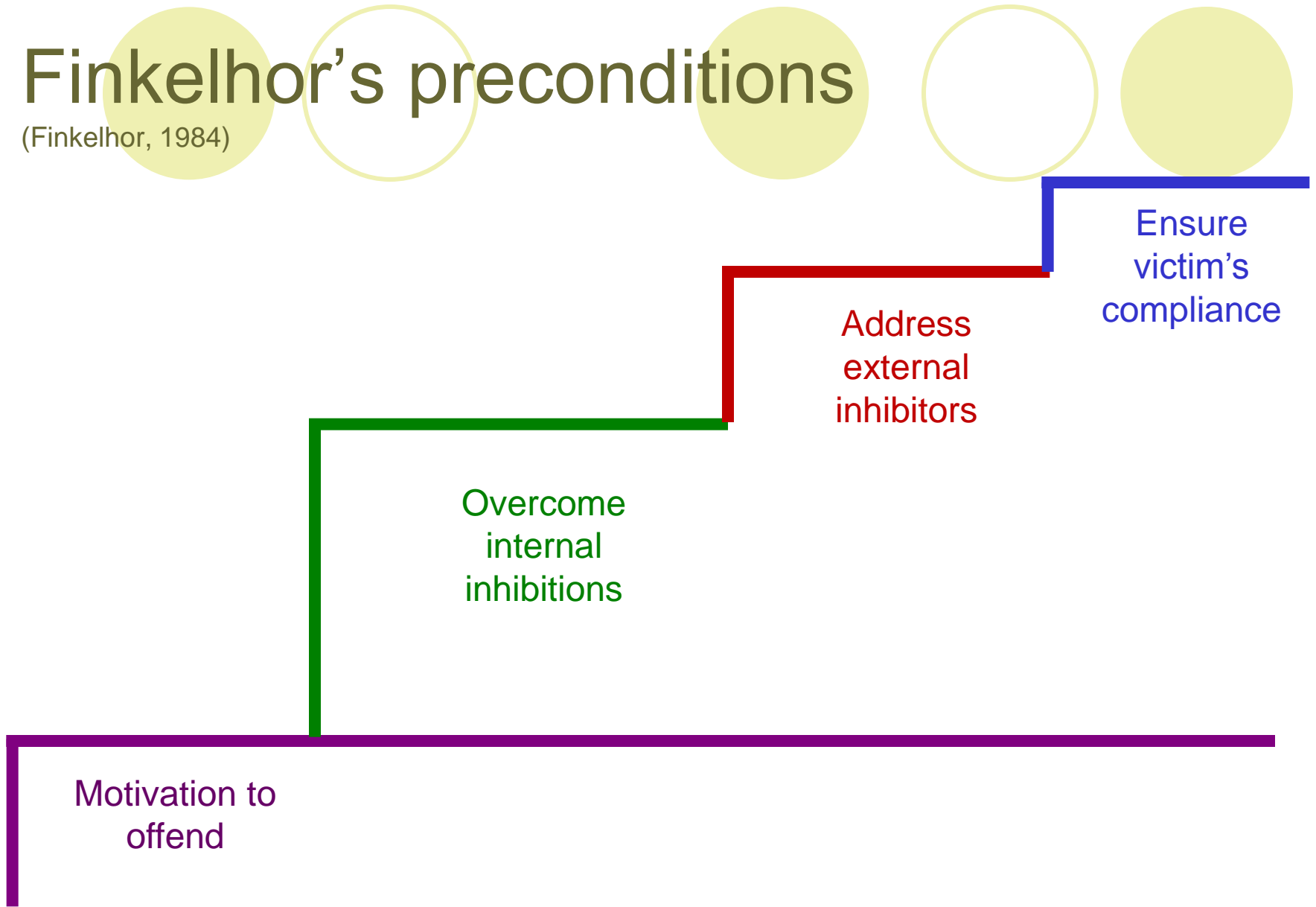
Zoe Lodrick
Psychotherapist



**Four steps to
offending.....**

Finkelhor's preconditions

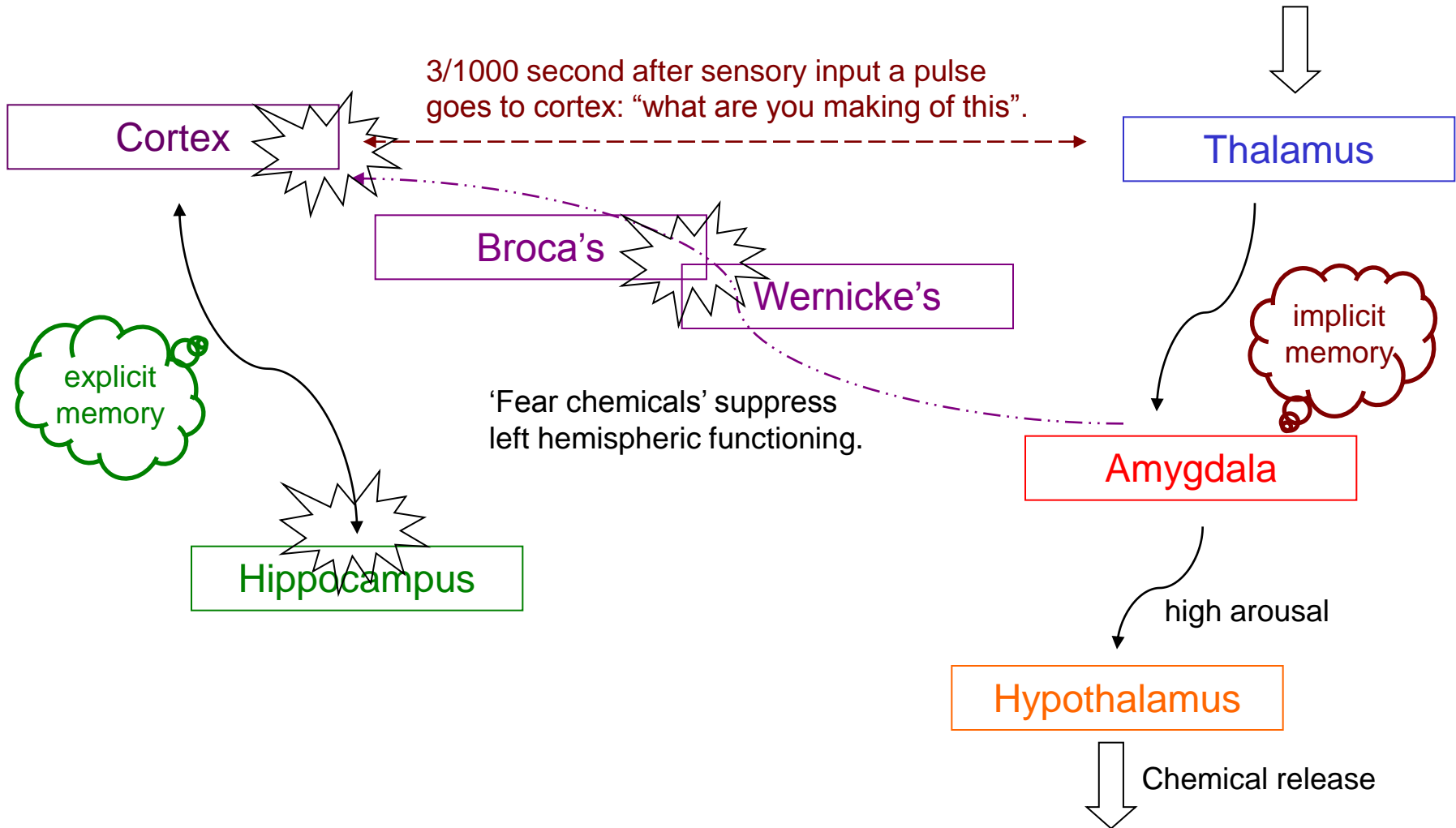
(Finkelhor, 1984)



The text is centered and surrounded by six light green circles. Two circles are positioned above the text, and four are positioned below it. The circles are arranged in a way that they appear to be part of a larger graphic design.

**Human response to
threat.....**

Brain function when threatened.....

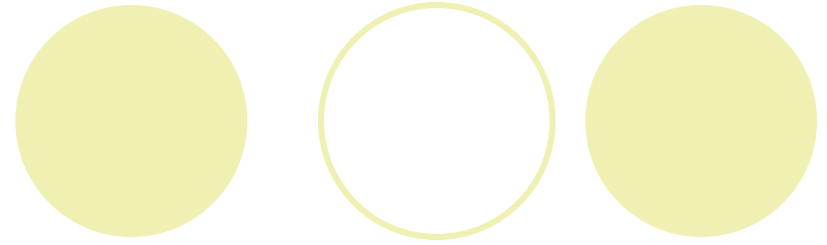


The text is centered and surrounded by six light green circles. Three circles are arranged in a horizontal row above the text, and three are arranged in a horizontal row below it. The top-left and bottom-right circles are hollow, while the other four are solid.

**Human defensive
responses to threat....**

The Five Fs:

Defensive fear responses



● Friend

● Fight

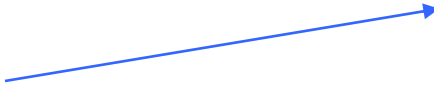
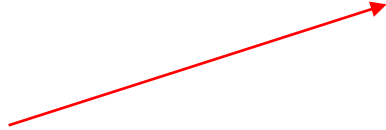
● Flight

● Freeze

● Flop

active defences

passive defences



Friend.....

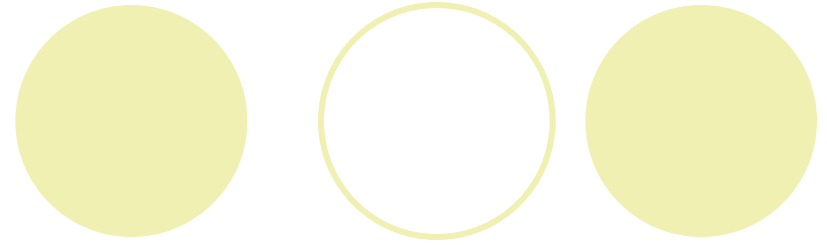
- Friend is the only *active defence* human infants are born with.
- The FRIEND defence is sub-divided into two further defensive responses:

Help me!

Social engagement
system

The Five Fs:

Defensive fear responses



● Friend

● Fight

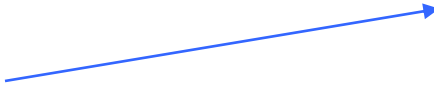
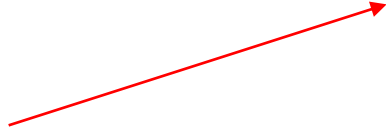
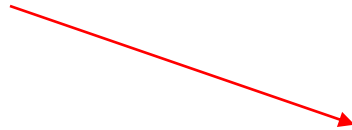
● Flight

● Freeze

● Flop

active defences

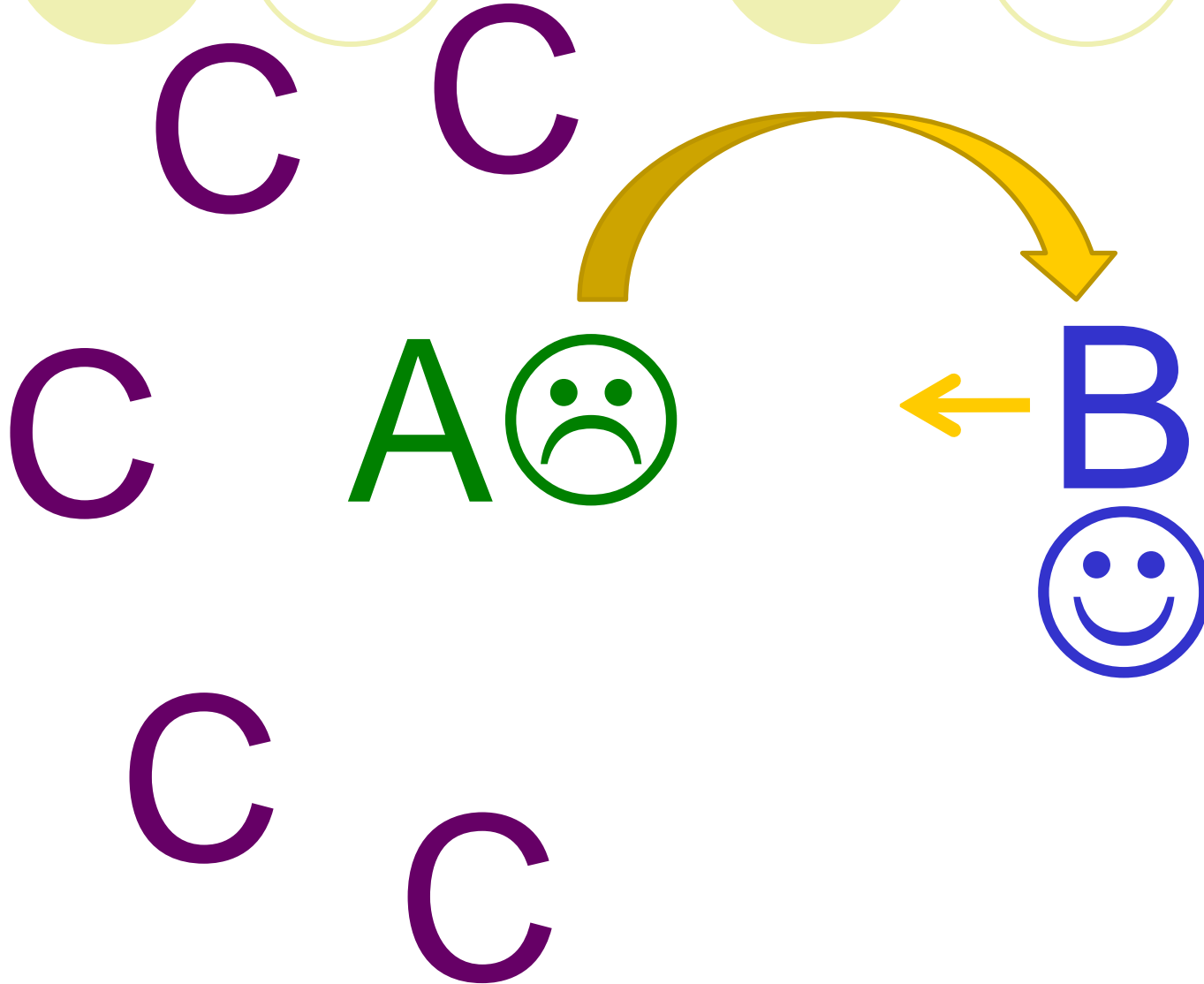
passive defences



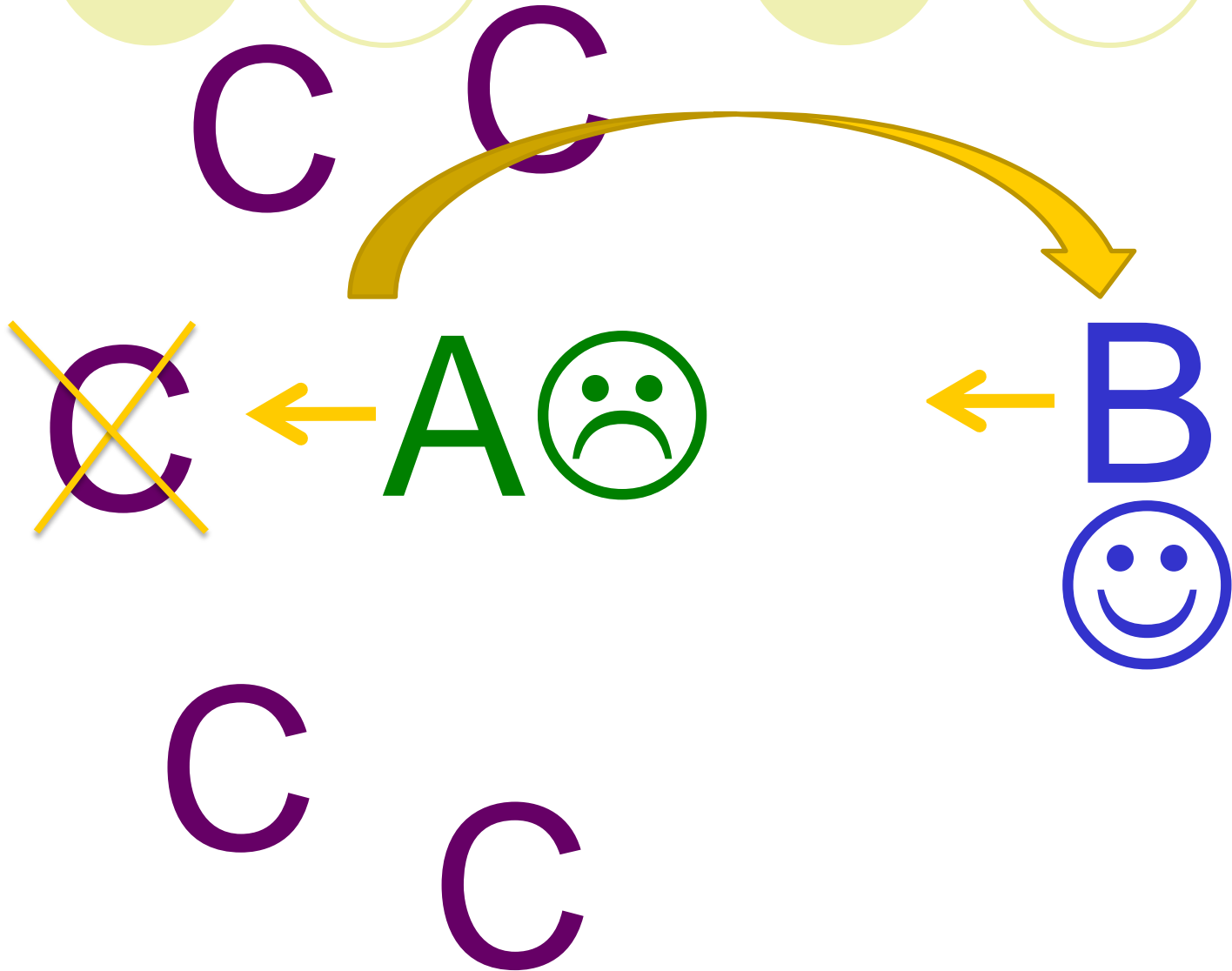
The reasons for the underutilization of 'flight' in humans

1. We cannot outrun our predators.
2. We do not run away from danger toward safety; rather if we flee from danger we move toward the person(s) and place(s) that we are attached to.
3. It is a sad fact that in UK people tend to be threatened by the person(s), and in the place(s), they are attached to.

A more generic experience:

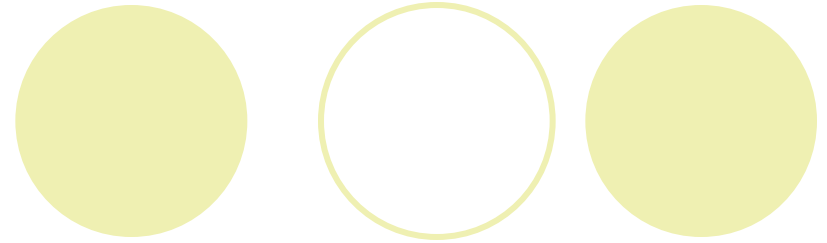


A more generic experience expanded:



The Five Fs:

Defensive fear responses



● Friend

● Fight

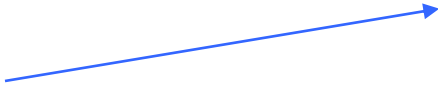
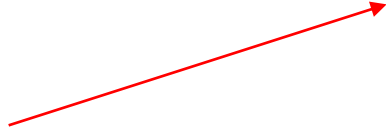
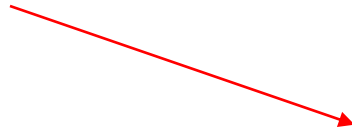
● Flight

● Freeze

● Flop

active defences

passive defences





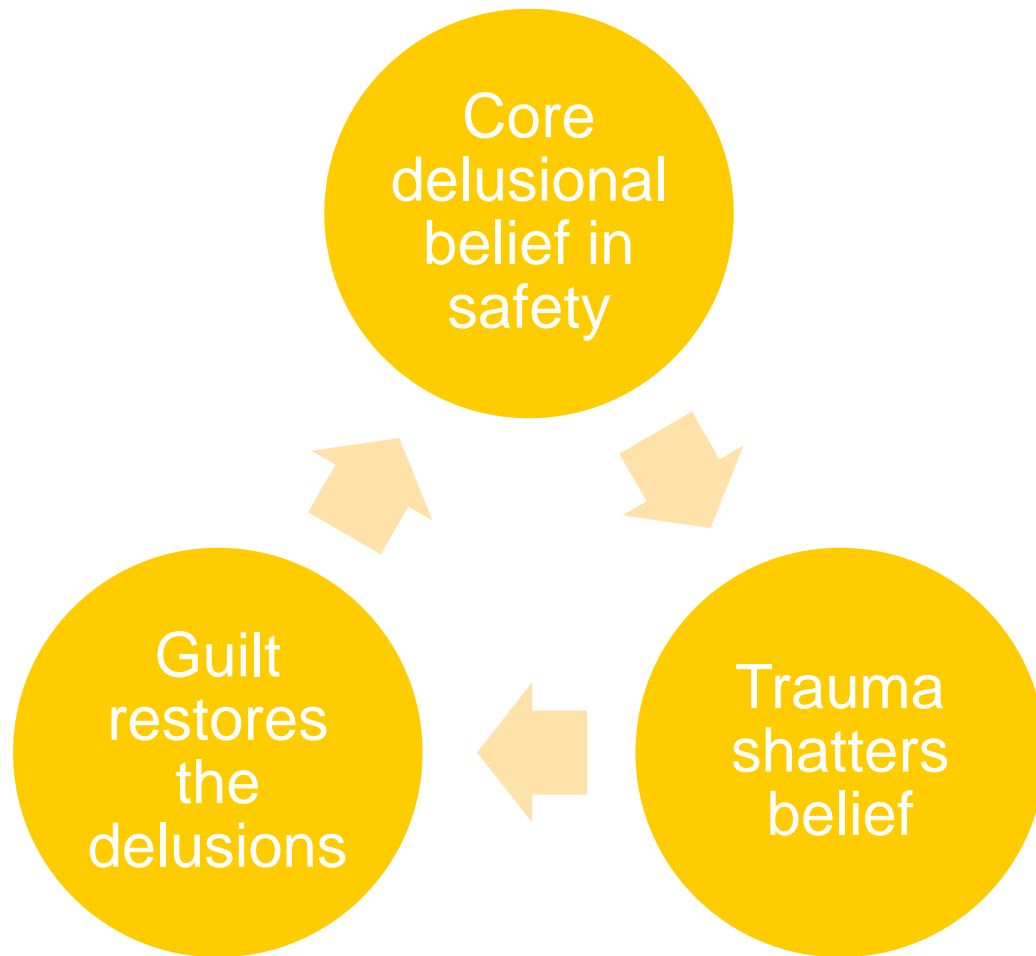
Important:

- The decision as to how to defend against a threat is not a cortical one.
- The amygdala acts in the way it deems most likely to ensure SURVIVAL.
- If a defence is successfully used it is likely to be utilized again.
- If a defence is unsuccessful it is unlikely to be used again.

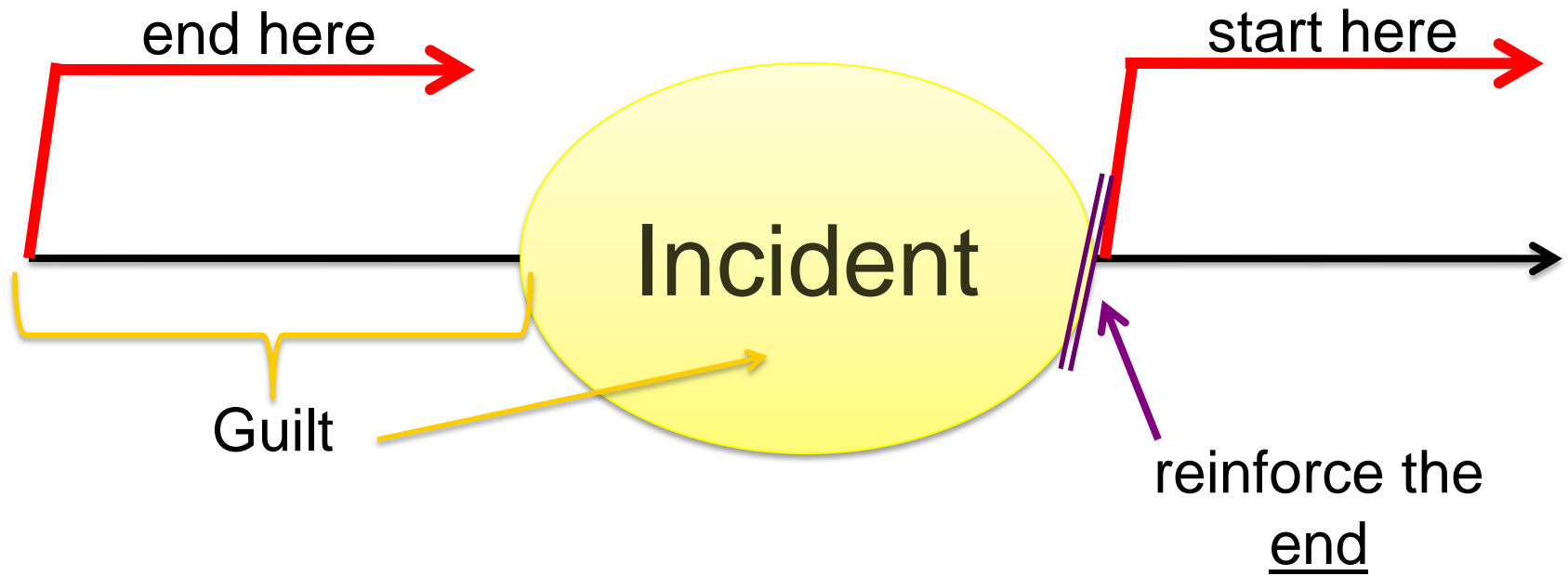
The text is centered and surrounded by five light green circles. One circle is empty and positioned above the word 'implications'. Two circles are solid and positioned above the words 'of' and 'guilt'. Two circles are solid and positioned below the words 'implications' and 'of'.

**The implications of guilt for
disclosure...**

Guilt is psychologically healthy.....



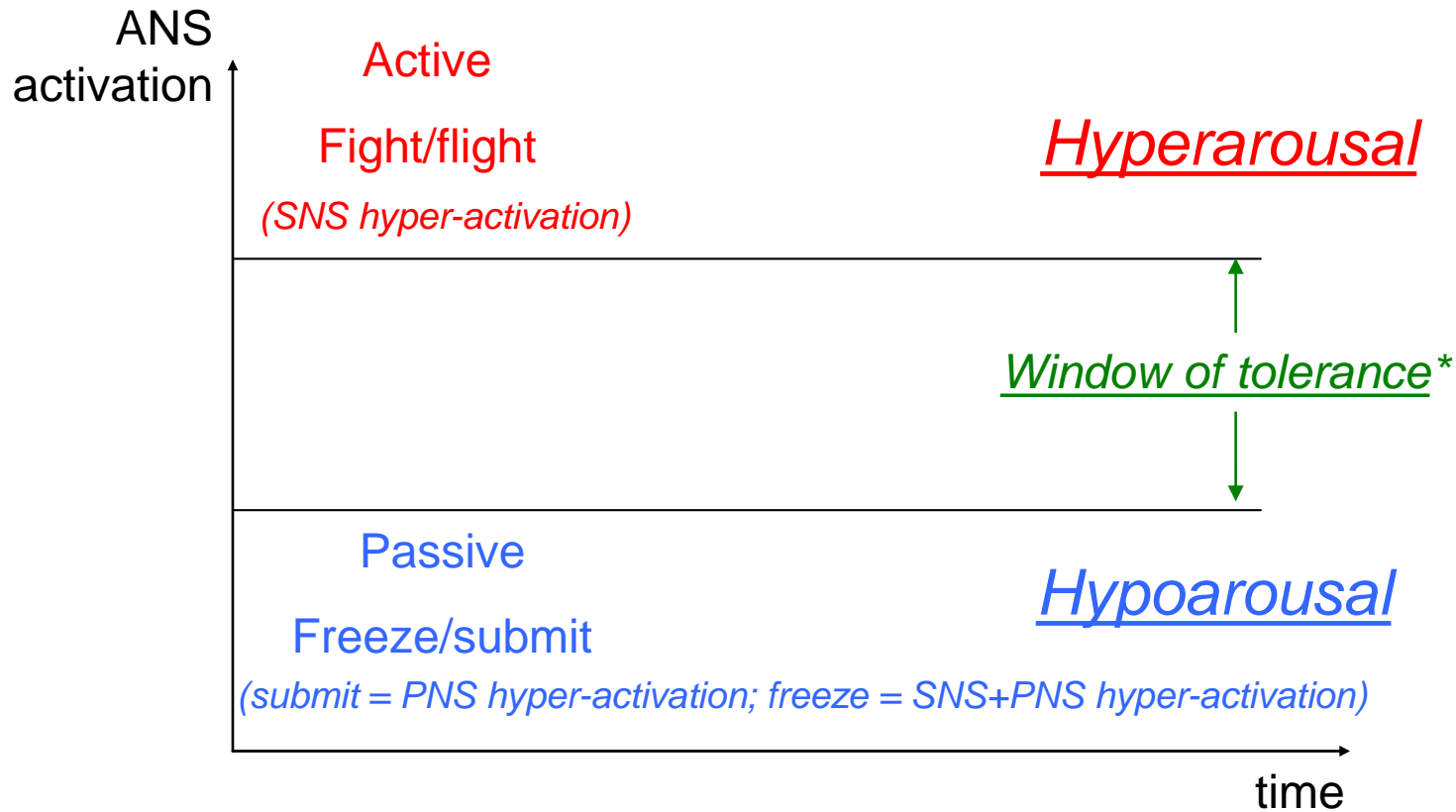
Disclosure and guilt.....





**Suggestions for supporting
victims.....**

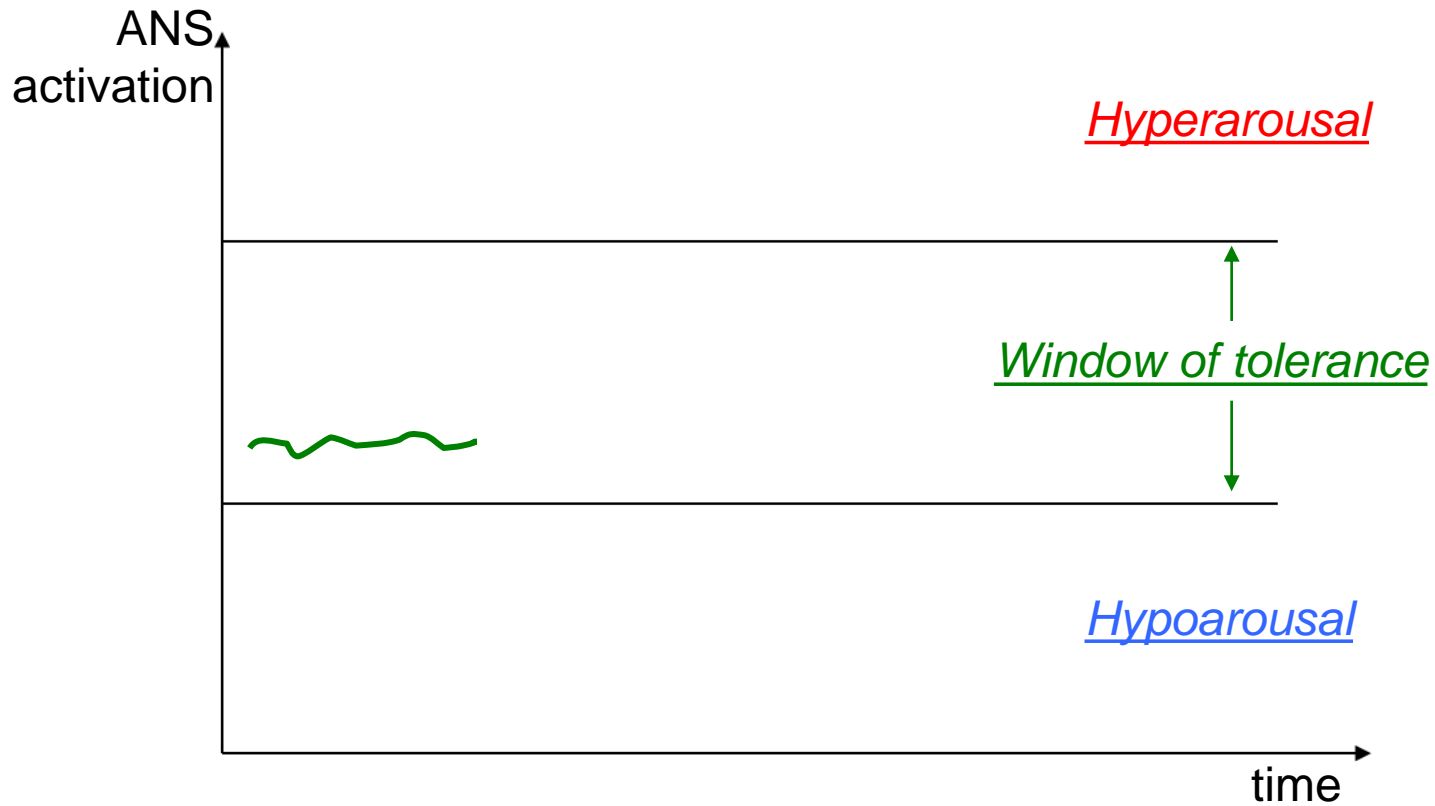
The Modulation Model



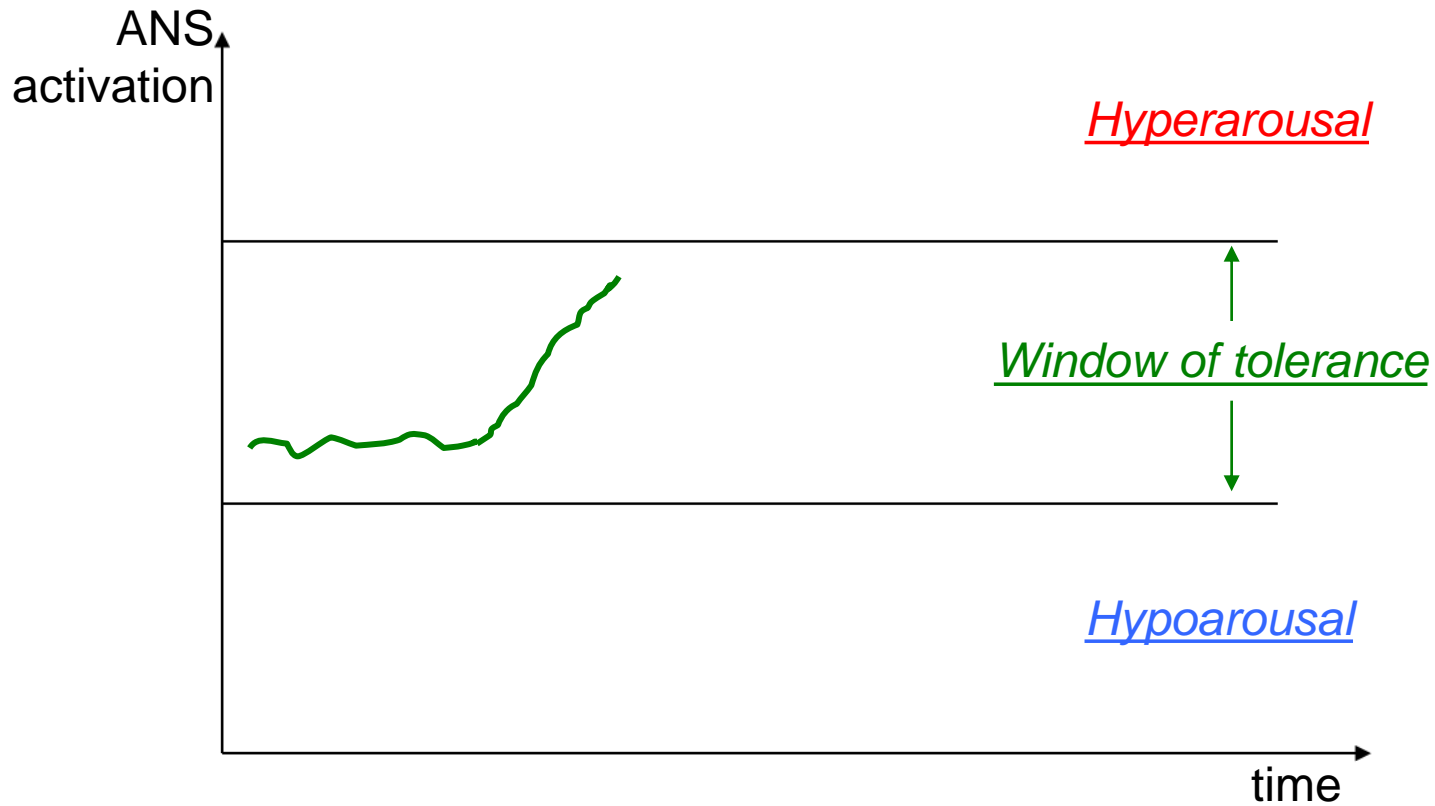
Ogden and Minton (2000)

*Siegel (1999)

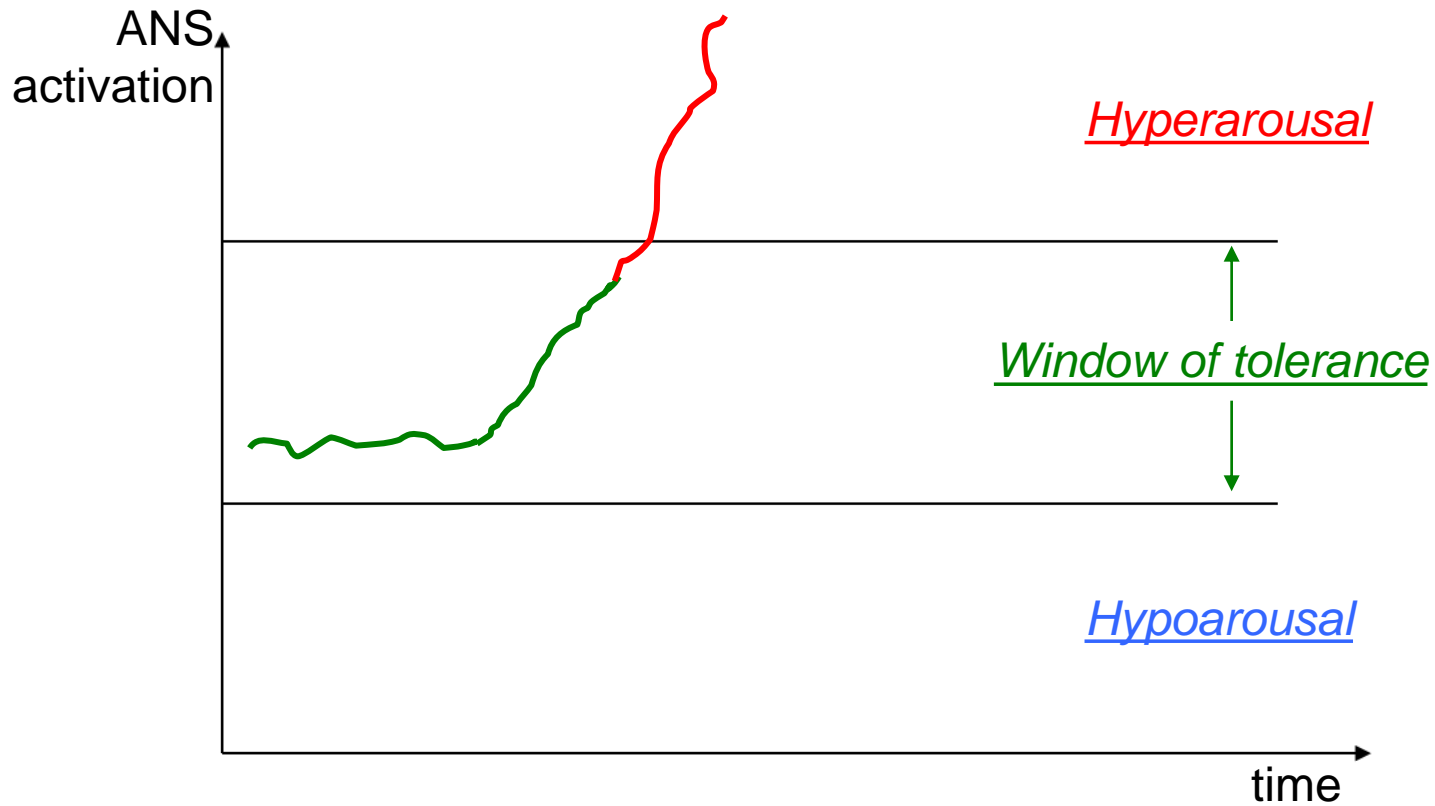
Walking alone in a quiet industrial park....



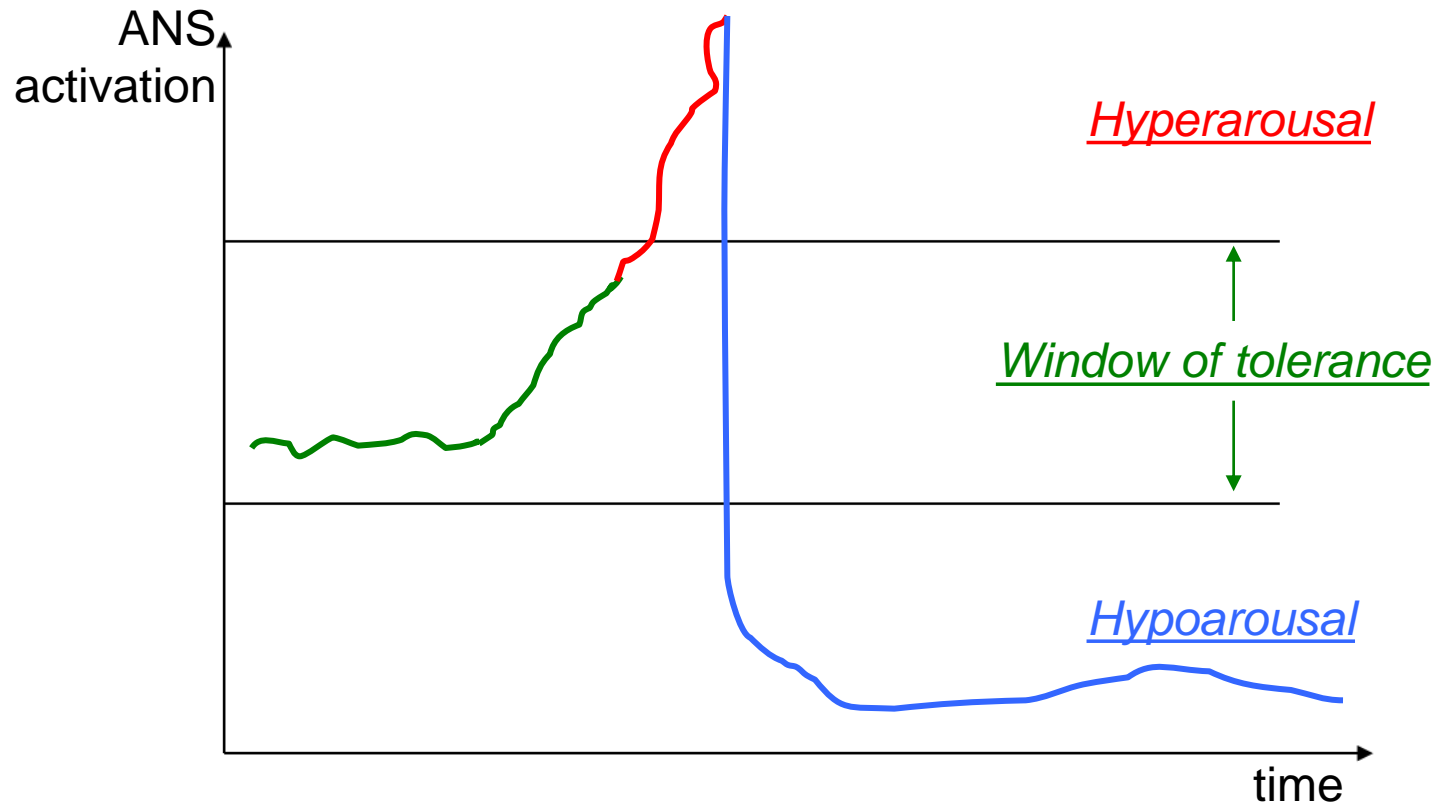
I hear quickening footsteps behind me....



I can feel someone's breath on the back of my neck....



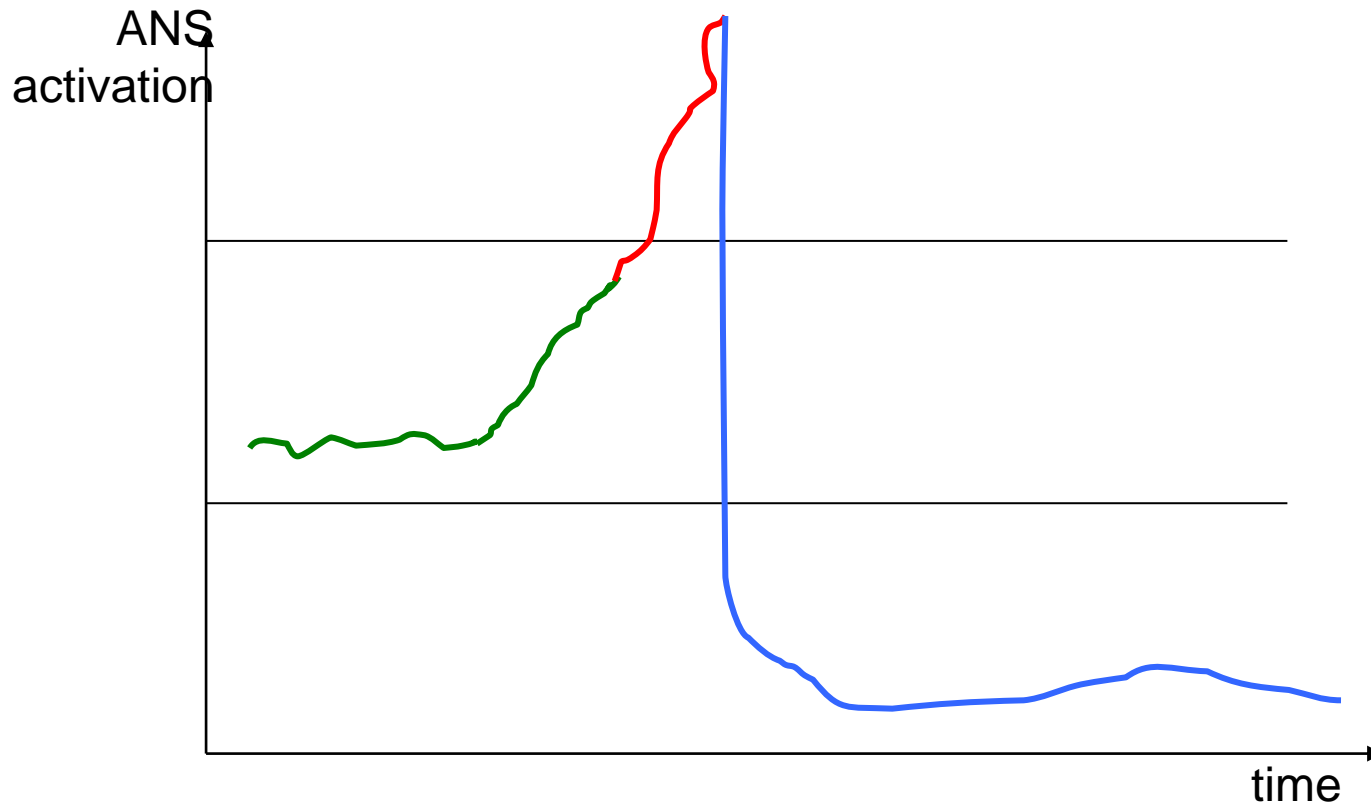
Something sharp and metal is pushed against my throat.....





**Implications for interviewing
victims.....**

As I talk about my experience.....





Interrupting the cycle.....

How then do we interrupt the cycle?

- In short: we need to ensure that the victim remains within their 'window of tolerance'.
- To do this: we must first recognise if, and when, a person is outside of their 'window of tolerance'.
- Then: we need to know how to help them to regulate their ANS and return to their 'window of tolerance'.

Hyperarousal - fight/flight

SIGNS include:

- Faster, shallow breathing – emphasis on inhale
- Staring or scanning eyes
- Dilated pupils
- Pale, cold, often clammy skin (blood from skin to muscles)
- Increased muscle tension
- Sweaty palms
- Increased heart rate
- Increased blood pressure
- Trembling
- Mobility
- Rapid speech
- Racing thoughts

To aid ANS modulation:

- Encourage deep out breaths.
- Endeavour to keep cortex functioning!
- Ask simple questions focused on 'here and now' observable reality (e.g. "what colour are the walls").
- Narrow focus (of thoughts and speech).
- Model slow, calm speech and breathing.
- Bi-lateral stimulation (e.g. rub hands together, take a walk...).
- Focus on current, non-threatening, reality (e.g. "right here, right now, nothing bad is happening").
- Tense muscles (to 'soak up' chemicals)

(Ogden et al, 2006; Siegel, 1999; Rothschild, 2000)

Hypoarousal - freeze/submit

SIGNS include:

- Slower, deeper breathing – emphasis on exhale
- Vacant, often unfocused eyes
- Constricted pupils
- Flushed, warm, usually dry skin
- Decreased muscle tension (collapse through the spine)
- Compliance/submission/passivity
- Paralysis
- Slower heart rate
- Decreased blood pressure
- Feeling 'numb', 'dead' or 'empty'
- Stillness
- Slow, often apparently vacant speech, or no speech at all
- Disconnection

To aid ANS modulation:

- Encourage deep in breaths.
- Endeavour to keep cortex functioning!
- Overall aim is to introduce movement (grading very important here!)
- Ask simple questions focused on 'here and now' observable reality (e.g. "how many panes are there in the window").
- Widen focus (of thoughts and speech).
- Model more energy, lack of stuckness, cortical integration (may need to act as auxiliary cortex for a while).
- Bi-lateral stimulation (e.g. rub hands together, take a walk...).
- Focus on current, non-threatening, reality (e.g. "right here, right now, nothing bad is happening").
- Grounding

(Ogden et al, 2006; Siegel, 1999;
Rothschild, 2000)

Key principles:



- ANS activation is ‘infectious’ – always ensure you modulate your own activation whilst working with victims (remember: in-flight safety demonstration).
- Whilst recounting the trauma of rape the victim must always be supported to maintain contact with the here and now, non-threatening, reality.
- At all times the aim is to assist the victim in moving from a place of trauma-induced disintegration to a more integrated-self.
- In supporting the victim to modulate their ANS activation it is important to explain what you are doing and why. In this way you not only ensure that they have a degree of control over the process, you also teach them ‘techniques’ that will be invaluable to them in their ongoing recovery from the rape.

Contact details:



: zoe.lodrick@googlemail.com



: 077 3646 3050

www.zoelodrick.co.uk