

Section 1: Analysis & Insights

Executive Summary

Thesis: Children with “developmental trauma” (abuse/neglect in early life) have brains that are wired for survival, not connection. They cannot be “parented” in the traditional sense; they must be *re-parented*. This means physically and emotionally returning to the developmental stages they missed (even if they are 10 years old) to fill in the “dropped stitches” of their neural knitting. **Unique Contribution:** The “Knitting” metaphor. The authors view development as a knitted garment. If a child enters the care system at age 6, they aren’t just a 6-year-old with bad behavior; they are a garment with holes in the toddler and infant rows. To fix the garment, you cannot just keep knitting at the top; you must go back and pick up the dropped stitches. **Target Outcome:** A parent who stops punishing a 10-year-old for acting like a 2-year-old and instead *meets the need* of the 2-year-old inside them.

Chapter Breakdown

- **Part I: The Theory:** Brain development, trauma, and the “knitting” model.
- **Part II: The Practice:** Daily life (sleeping, eating, playing) and specific challenges (lying, stealing, aggression).

Nuanced Main Topics

The “Three-Storey” Brain

A simplified model for parents. * **The Ground Floor (Brainstem):** Survival (Fight/Flight). Traumatized kids live here. * **The First Floor (Limbic):** Emotions/Attachment. * **The Second Floor (Cortical):** Thinking/Reasoning. * **The Insight:** You cannot talk (Second Floor) to a child who is in survival mode (Ground Floor). You must physically calm them (co-regulate) first. ### “Can’t vs. Won’t” Conventional parenting assumes a child “won’t” behave (willful defiance). Trauma parenting assumes a child “can’t” behave (neurobiological incapacity). * **The Shift:** If they “won’t,” you punish. If they “can’t,” you help. ### Healthy Regression To heal, the child must go back. * **The Tactic:** If an 8-year-old wants a bottle or to be rocked like a baby, *do it*. You are filling the gap. Denying this need (“You’re a big boy now”) leaves the hole in the garment open.

Section 2: Actionable Framework

The Checklist

- The “Brain State” Check:** Before correcting, ask: “Which floor are they on?” (If Ground Floor, use silence and touch. If Second Floor, use words).
- The “Regression” Permit:** Allow “babyish” behavior (sucking thumbs, needing cuddles) without shame.

- The “Time-In”:** Never use Time-Outs (isolation triggers abandonment trauma). Use Time-Ins (sit near them).
- The “Transition” Bridge:** Give excessive warning for transitions. (Trauma makes change feel like danger).

Implementation Steps (Process)

Process 1: Co-Regulation (The Thermostat)

Purpose: To lend your calm nervous system to the child. **Steps:** 1. **Notice:** The child is escalating (breathing fast, dilated pupils). 2. **Check Self:** Are *you* escalating? Take a breath. 3. **Proximity:** Move close (unless unsafe). Sit below their eye level. 4. **Mirror:** Match their intensity with *calm* intensity (“I see you are so mad!”). 5. **Soothe:** Offer rhythmic movement (rocking) or deep pressure (firm hug) if they accept it.

Process 2: The “Claiming” Routine

Purpose: To build attachment through caretaking. **Steps:** 1. **Feeding:** Offer food frequently and directly (even hand-feeding for older kids if they accept it). “I have a snack for you.” 2. **Clothing:** Lay out their clothes. Help them dress (even if they can do it themselves). 3. **Message:** ” I am here to care for you. You don’t have to do it alone.”

Process 3: Managing “Lying” (The Survival Shield)

Purpose: To address lying as a safety strategy, not a moral failing. **Steps:** 1. **Recognize:** They are lying to avoid pain/shame. 2. **Sidestep:** Don’t ask opportunity questions (“Did you eat the cookie?”). 3. **State:** “I see the cookie crumbs. I know you ate it. You must have been hungry.” 4. **Solve:** “Next time, just ask. The answer will be yes.”

Common Pitfalls

- **The “Reward Chart” Failure:** Sticker charts often fail trauma kids because they assume the child *wants* to be good but lacks motivation. Trauma kids lack *regulation*, not motivation.
- **Taking “Hate” Personally:** When they yell “I hate you,” they mean “I am terrified of getting close to you because everyone I love leaves.”
- **Expecting Gratitude:** “I saved you from foster care!” (The child doesn’t feel saved; they feel kidnapped from their biological family. Expect grief, not gratitude).
- **Over-Scheduling:** Trauma kids have lower sensory thresholds. A birthday party might be fun for a normal kid but torture for them. Keep it small.