

## APPENDIX III

***The Threatened Child***  
***How Fear Changes Thinking, Feeling and Behaving***

<b><i>Hyperarousal Continuum</i></b>	REST	VIGILANCE	RESISTANCE Crying	DEFIANCE Tantrums	AGGRESSION
<b><i>Dissociative Continuum</i></b>	REST	AVOIDANCE	COMPLIANCE Robotic/detached	DISSOCIATION Fetal Rocking	FAINTING
<b><i>Regulating Brain Region</i></b>	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
<b><i>Cognitive Style</i></b>	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
<b><i>Internal State</i></b>	CALM	AROUSAL	ALARM	FEAR	TERROR

Different children have different styles of adaptation to threat. Some children use a primary hyperarousal response some a primary dissociative response. Most use some combination of these two adaptive styles. In the fearful child, a defiant stance is often seen. This is typically interpreted as a willful and controlling child. Rather than understanding the behavior as related to fear, adults often respond to the 'oppositional' behavior by becoming more angry, more demanding. The child, over-reading the non-verbal cues of the frustrated and angry adult, feels more threatened and moves from alarm to fear to terror. These children may end up in a primitive "mini-psychotic" regression or in a very combative state. The behavior of the child reflects their attempts to adapt and respond to a perceived (or misperceived) threat.