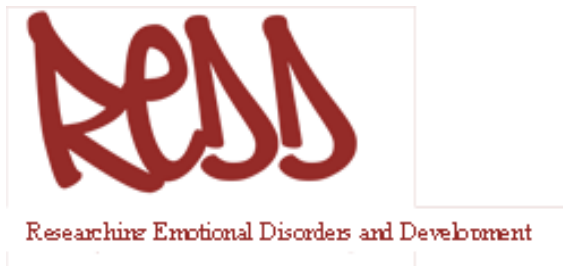


Maltreatment-related processes of emotion regulation and social understanding

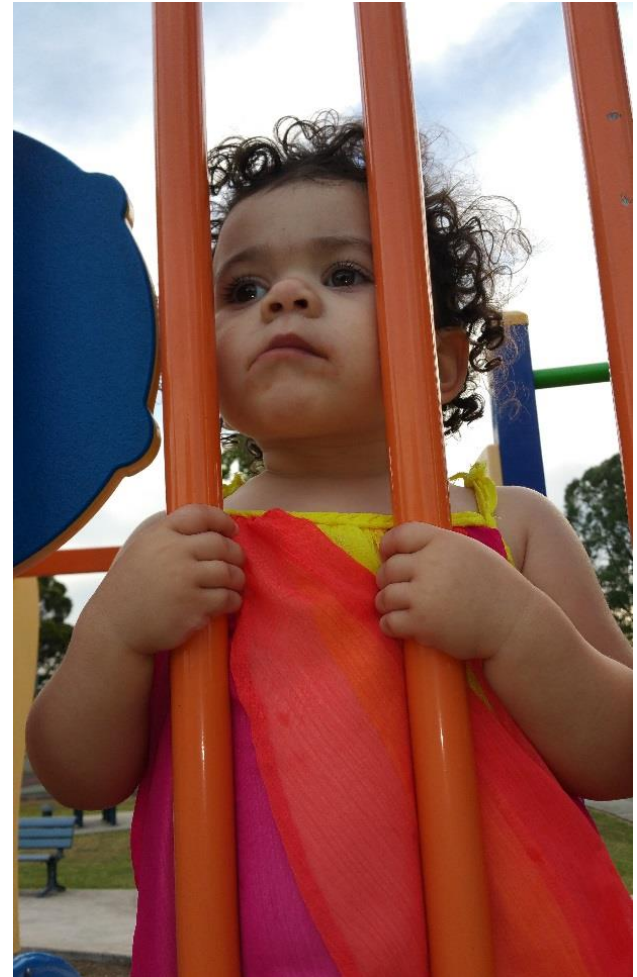
Paul Gray

Executive Leader, Strategy, Policy and Engagement
AbSec

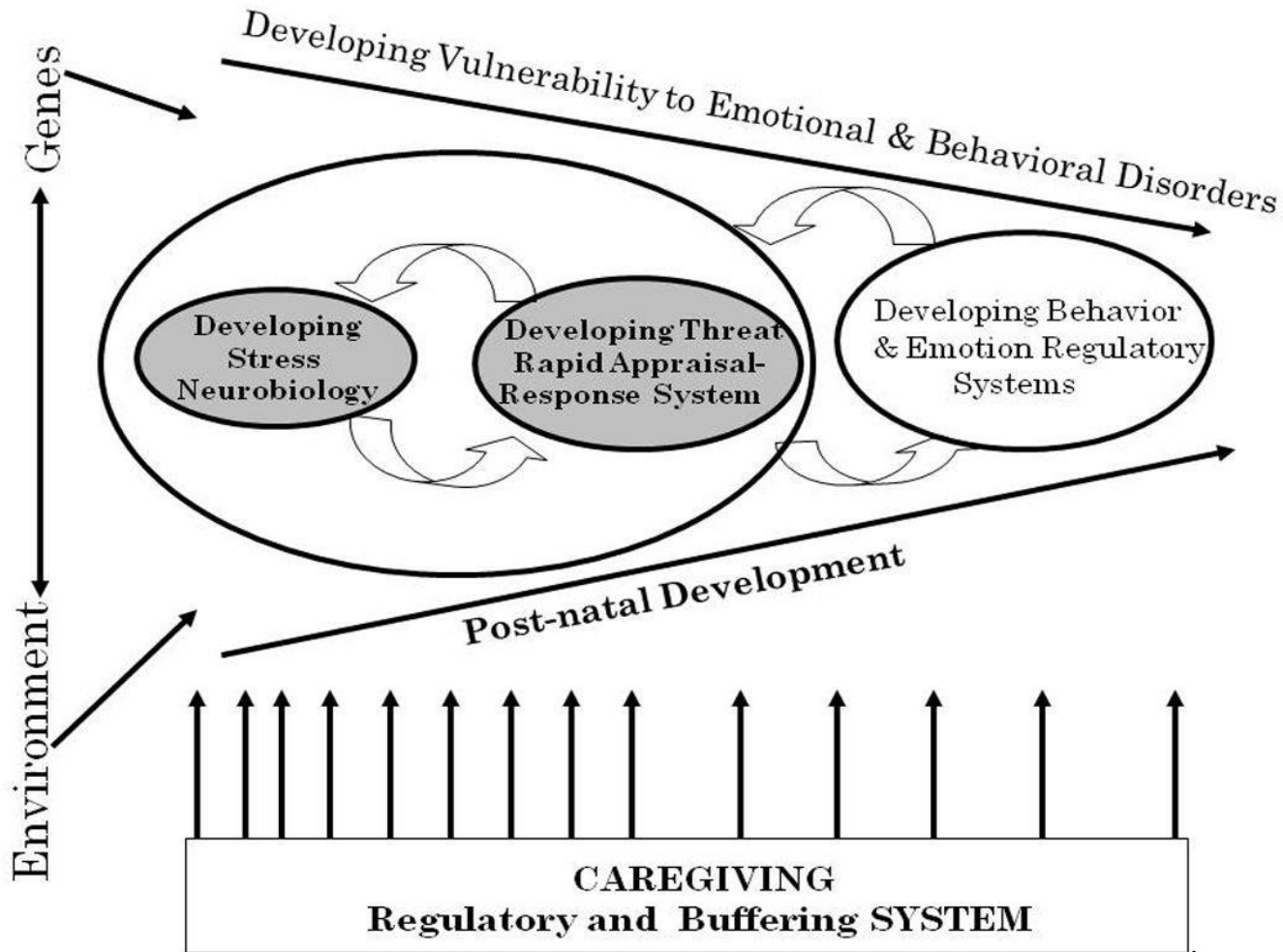


Overview

- Developmental models
- Cognitive models of emotion regulation and social understanding
- Our sample
- What we looked at, how, and what we found



Developmental Model



Loman and Gunnar (2010)

Experience of maltreatment

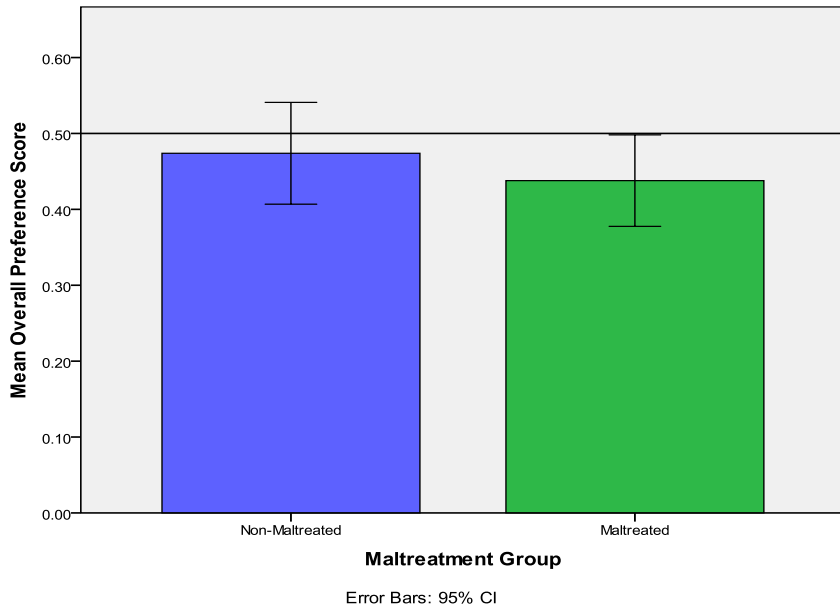
	I am in danger	I am alone
Sensitivity to reward and loss	Sensitive to reward, but also to avoid loss	Sensitive to reward, but also to avoid loss
Attention to threat	Sensitive to signs of threat	Insensitive to signs of threat?
Interpreting uncertainty	When in doubt, assume danger	There's only uncertainty
Recognising emotion	Familiar with emotion	I am unfamiliar with emotional cues
Understanding internal mental states/perspective	Familiar with internal mental states	I have trouble understanding the POV of others
Engaging with others	I have difficulties in social relationships	I have difficulties in social relationships

Sample

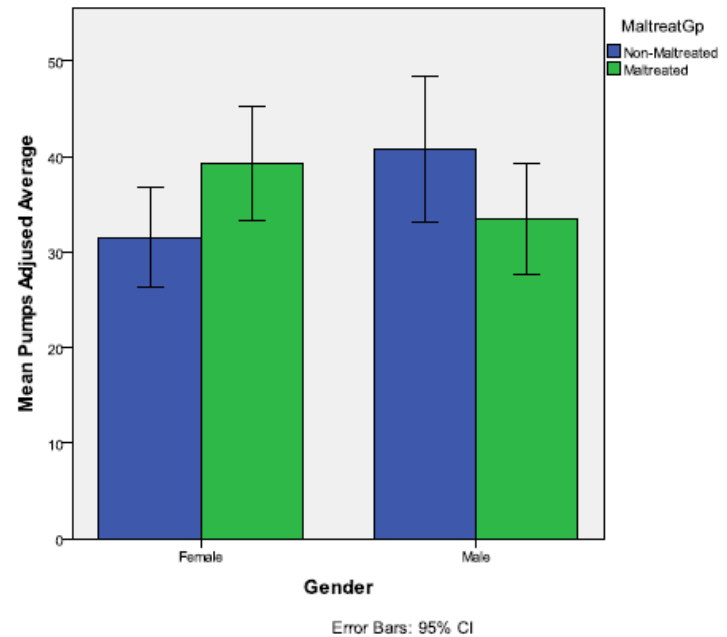
	Maltreated	Non-Maltreated
	(N=51)	(N=28)
Variables	n (%), range, or Mean (SD)	n (%), range, or Mean (SD)
Demographics		
Gender (male)	27 (52.9%)	11 (39.3%)
Age	13.54 (1.73)	14.13 (1.51)
Ethnicity		
Caucasian	32 (63%)	22 (79%)
Aboriginal	14 (27%)	6 (21%)
Other/not specified	5 (10%)	-
Types of maltreatment		
Physical Abuse	25 (49%)	-
Sexual Abuse	4 (8%)	-
Neglect – Failure to Provide	40 (78%)	-
Neglect – Lack of Supervision	40 (71%)	-
Emotional Maltreatment	43 (84%)	-
Moral/Legal/Educational Maltreatment	9 (18%)	-

Sensitivity to reward and loss

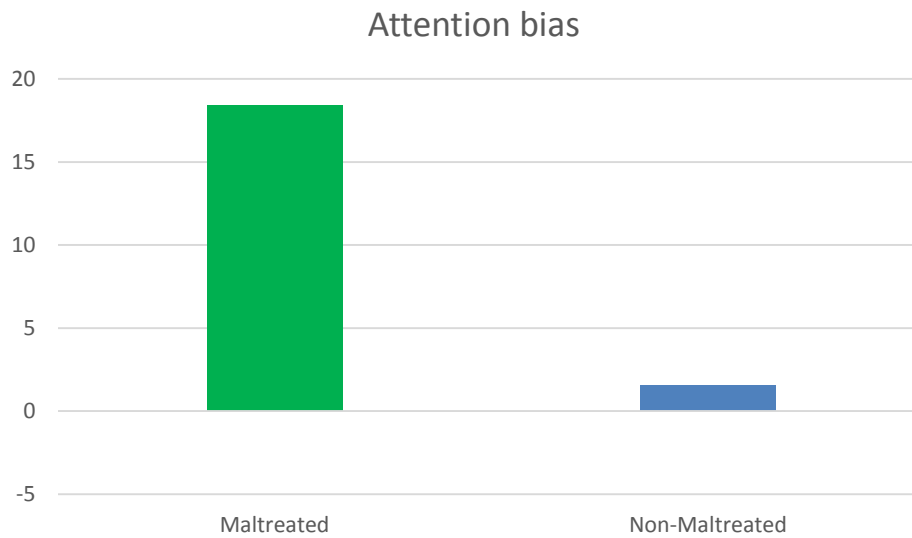
Conditioned avoidance



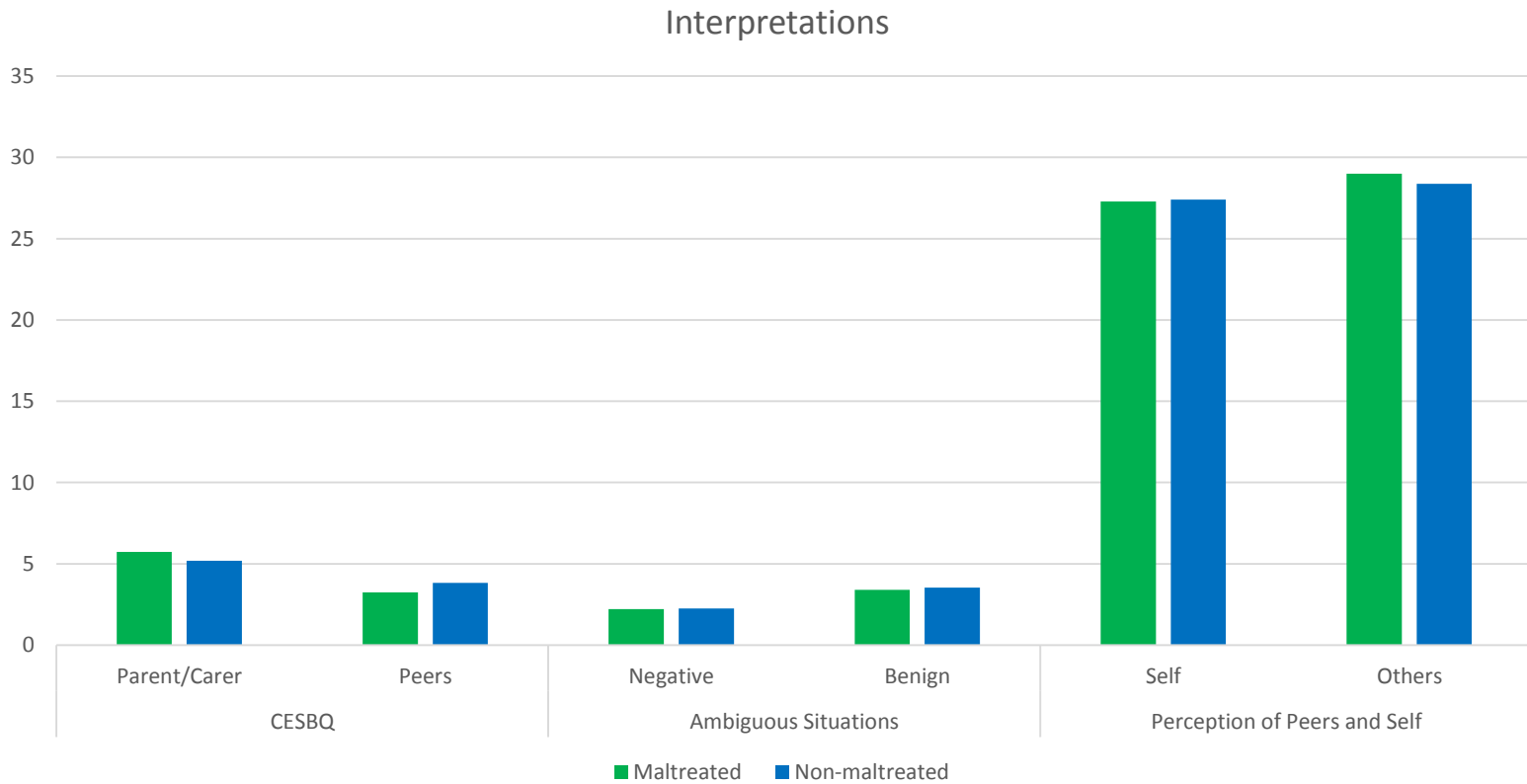
Risk Taking



Attention to Threat

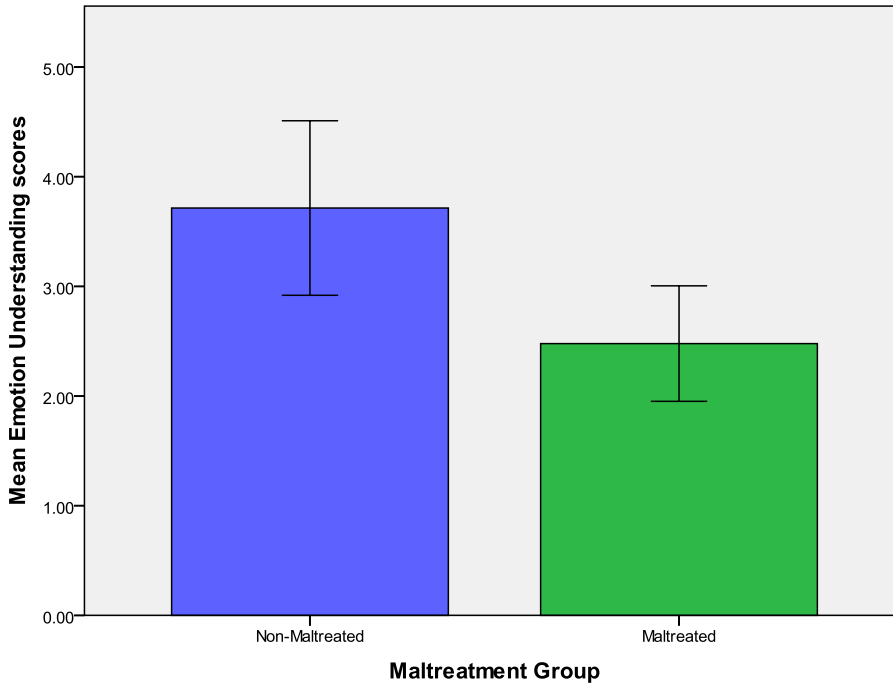


Interpreting uncertainty



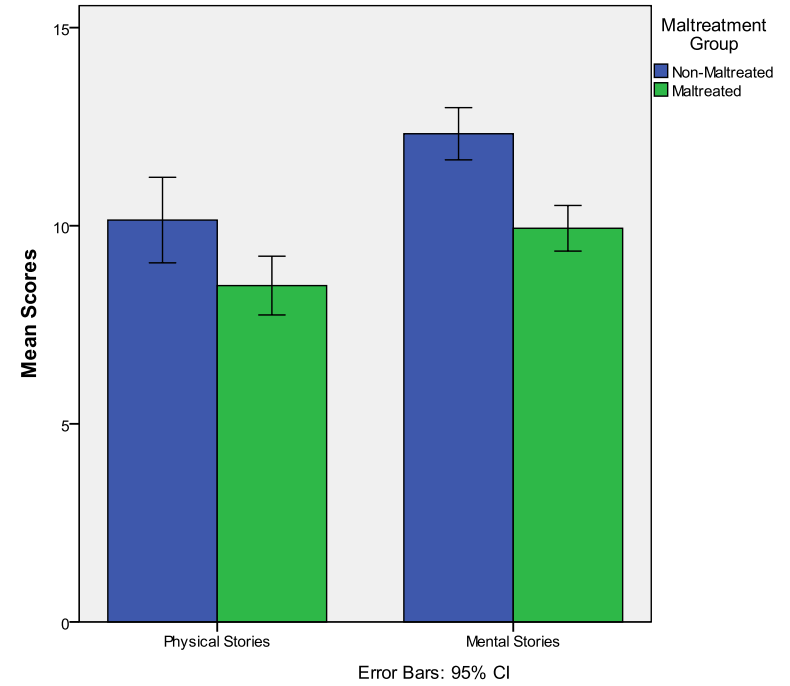
Understanding others – emotions and perspectives

Emotions



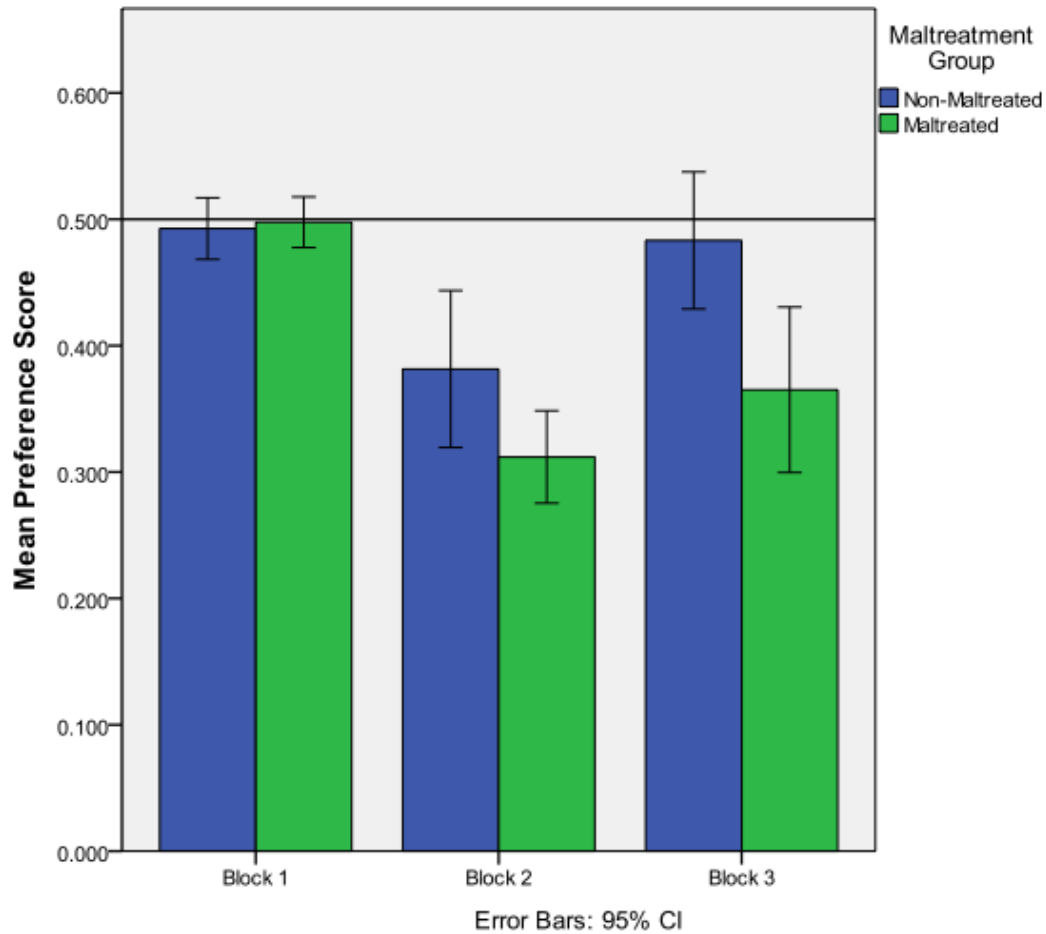
Error Bars: 95% CI

Perspectives



Error Bars: 95% CI

Prosocial behaviour



Implications

- Extends limited empirical research, particularly to adolescence
- Importance of parent-child relationships, but also possibility of specific cognitive “training”
- Intergenerational implications

Final points

- Importance of culture
- Importance of research
- Resilience
 - Between 15-39% of the in the “normal functioning” range on the SDQ (depending on approach)





Questions