

CHILDHOOD TRAUMA OUTCOMES AND EMOTIONAL DYSREGULATION DURING MARRIAGE

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ABSTRACT

Children who grow up in unstable households and environments may learn coping mechanisms that help them survive and go about their daily lives. For instance, they could be highly perceptive to other people's moods and constantly keep a vigil to see how the adults around them are feeling and acting. They might never show others when they are scared, sad, or furious because they hide their own emotions from them. When there are constant risks to one's bodily or mental well-being, these types of learnt adaptations make sense. These adaptations are no longer beneficial as a child gets older and comes into contact with relationships and settings that are safe, and they might even be harmful and interfere with a person's ability to live, love, and be loved. We may analyze the effects of childhood trauma on emotional dysregulation in marriage in this essay and arrive to a sound conclusion.

KEYWORDS: *Children, Trauma, Relationships, Marriage, Outcomes, Emotional Dysregulation, Physical Threats.*

INTRODUCTION

It is impossible to overstate the value of a child having a close bond with a caregiver. Children develop their ability to trust others, control their emotions, and engage with others through their relationships with significant attachment figures. They also learn to perceive the world as safe or unsafe and to appreciate who they are as unique individuals. Children learn that they cannot rely on others to aid them when those interactions are unstable or unpredictable. A youngster learns that they are bad and that the world is a dreadful place when their primary caretakers take advantage of and abuse them.

The majority of children who have been maltreated or neglected struggle to form a solid, healthy bond to a caregiver. Stress is more likely to affect children who do not form good bonds. They struggle with emotion regulation and expression, which can lead to violent or inappropriate reactions. We must first establish these kind of relationships in our families before we can establish healthy, sustaining relationships with friends and significant others. A youngster who has experienced complex trauma may struggle in their love and friendship connections as well as with authoritative figures like teachers and police officers.

The biochemistry of the body changes from infancy through adolescence. Environmental factors influence normal biological function to some extent. The immune system and the body's stress

response mechanisms may not develop normally in a child who experiences fear, chronic stress, or high stress during their early years. Later, these systems may automatically react as if the child or adult is experiencing tremendous stress when they are only exposed to normal amounts of stress. For instance, when faced with stressful events, a person may exhibit strong physiological reaction, such as fast breathing or hammering in the heart, or they may "shut down" completely. While these reactions are adaptive when confronted with a serious threat, they are excessive under regular stress and are frequently viewed by others as "overreacting" or being unresponsive.

The growth of the nervous system and the brain can be hampered by stress in the environment. Neglected settings without mental stimulation may prevent the brain from reaching its full potential. Children who have experienced complicated trauma may experience recurrent or persistent physical symptoms like headaches or stomachaches. It has been demonstrated that adults with experiences of childhood trauma have more chronic bodily diseases and issues. They might act in unsafe ways that make these problems worse (e.g., smoking, substance use, and diet and exercise habits that lead to obesity).

Youth who have experienced complex trauma usually have bodily dysregulation, which causes them to either overreact or underreact to sensory cues. For instance, they could be anesthetized or analgesic, which prevents them from feeling pain, touch, or internal bodily sensations, or they could be hypersensitive to sounds, scents, touch, or light. As a result, people may suffer from physical issues without realizing it, sustain injuries without experiencing any pain, or, conversely, complain of persistent discomfort in numerous body parts for which there is no physical explanation.

Children who have had profound trauma frequently struggle to recognize, express, and control their emotions. They may also have a restricted vocabulary for emotional states. They frequently internalize and/or externalize stress reactions, which can lead to severe melancholy, anxiety, or rage. Their emotional reactions could be abrupt or erratic. A youngster may exhibit shaking, rage, grief, or avoidance in response to being reminded of a traumatic experience. Reminders of multiple traumatic incidents may be present everywhere for a youngster who has experienced complex trauma. When distressed, such a child may respond frequently, strongly, and find it difficult to calm down. Since interpersonal traumas predominate, even minimally stressful contacts with others can serve as a trigger for severe emotional reactions and serve as a reminder of the trauma.

The inability to control one's emotions is widespread and can even happen when there are no relationships. Many of these kids are quickly overwhelmed because they have never learned how to control their emotions once they become upset. For instance, they could get so angry at school that they quit up on even the smallest things that are difficult. Children who have been exposed to early, severe traumatic events are also more likely to develop constant and widespread fear. Additionally, they are more susceptible to developing depression.

What to do if your relationships are impacted by emotion dysregulation It may not be shocking to learn that people's ability to control (or lack thereof) their emotions has an impact on love relationships. Many people discover it challenging to adjust to their partner's emotional responses, and as a result, their relationship suffers. And the evidence for this is clear: Intimacy levels and relational satisfaction are frequently lower in relationships with emotional regulation issues.

How can emotion dysregulation manifest in relationships? Although it differs from pair to couple, some behaviors include:

- reactive and frequently impulsive actions. This may entail making rash decisions, such as threatening to harm oneself during an argument or abruptly leaving town while furious with a partner rather than addressing the situation.
- attacking or desisting from the relationship (or a combination of both). Attacking may involve anger or violence, either verbal or physical (such as grabbing or punching) (such as name-calling or yelling). When you become so agitated during a conversation that you simply stop talking or leave the room, it is an example of withdrawing.
- recurring miscommunications that are challenging to resolve. This can imply that it takes a long time to "go back to normal" following a conflict. For instance, it seems like the entire meal will be tense and unpleasant if there is a conflict at the start of it.
- extreme thought. When arguing, for instance, using the phrases "always" and "never," or making generalizations such, "You don't care. Never have you.

Dissociation is frequently observed in kids who have experienced severe trauma. Children who face an overwhelming or horrifying event may dissociate—that is, mentally distance themselves from the event. They might think of themselves as being apart from their bodies, perched on the ceiling or in another part of the room, observing what is occurring to them physically. They might feel as though they are dreaming, experiencing some sort of altered state, or that the experience is taking place in another person's body. Alternately, people can forget all that happened to them or lose all sense of what transpired, leaving gaps in time or even gaps in their own history. At its worst, a youngster may isolate themselves from or lose touch with different areas of the self.

Children may not be able to disassociate on purpose, but once they have mastered it as a coping mechanism, they may do it instinctively in subsequent stressful situations or when reminded of a traumatic event. Dissociation can seriously damage a child's sense of time and continuity and impair their capacity to be completely present in everyday activities. As a result, it could negatively impact social interactions, classroom behavior, and learning. While a youngster may appear to be "ping out," daydreaming, or otherwise not paying attention, dissociation is not necessarily obvious to others.

Children with extensive trauma experiences may struggle to think coherently, reason, or solve problems. They may be unable to plan ahead, anticipate the future, and act accordingly. When a youngster grows up in a constantly dangerous environment, all of their internal resources are directed toward surviving. When their bodies and minds have developed a chronic stress response mode, individuals could find it difficult to reason through a situation calmly and weigh all of the possible solutions. They could have trouble learning new things or absorbing new information. They could have trouble maintaining focus or curiosities, or they might become sidetracked by reactions to traumatic reminders. They could have deficiencies in their capacity for abstract thought and language development.

Many children who have experienced complex trauma have learning difficulties that may require support in the academic environment.

Children learn about their own worth from how others, especially those closest to them, react to them. The biggest factor on a child's feeling of value and worth is their caregivers. A child who has experienced abuse or neglect will feel hopeless and unloved. A victimized child will frequently place the blame on themselves. It could be safer to place the responsibility on oneself than to acknowledge the parent's risky and untrustworthy nature. Children with complicated trauma histories frequently experience shame, guilt, low self-esteem, and a negative self-image.

CONCLUSION

A child has to esteem themselves in order to make plans for the future with a sense of optimism and purpose. Planning for the future necessitates a sense of control, optimism, and the capacity to perceive the purpose and worth in one's own actions. Children who grow up in violent environments learn early on that they can't trust people, that the world is dangerous, and that they have little control over their situation. Their sense of competence is diminished by their beliefs about themselves, other people, and the world. Their unfavorable expectations obstruct constructive problem-solving and prevent them from seizing chances to improve their own life. A youngster who has experienced multiple traumas may feel helpless, "damaged," and as though planning and taking positive action will not make a difference in the world. They struggle to be optimistic. The youngster lives moment-to-moment without pausing to consider, plan for, or even fantasize about a future since they have learnt to operate in "survival mode."

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