



## "The Boy Who Was Raised as a Dog" Chapter Summaries

Ch. 1: Tina's World: Early in Dr. Perry's career, Tina a 7-year old girl, brought to see Dr. Perry because of her inappropriately sexual behavior and aggression in school. Tina's records illustrate that she was brutalized and molested repeatedly by a babysitter. Through his work with Tina and his lab research, Dr. Perry begins to see how Tina's world affects her brain. This leads to a new way of examining childhood behavior problems through the lens of neurodevelopment.

Ch. 2: For Your Own Good: a 3-year old girl witnesses the brutal rape and murder of her mother; her own throat is slashed and she is left for dead by the killer. As he tries to help her prepare to testify against her assailant, Dr. Perry finds that Sandy's own pull to re-enact the trauma in a safe setting helps her heal. Understanding that this therapeutic process is related to the chemical processes that the brain uses to process overwhelming stress continues to shape Dr. Perry's thinking about children and trauma.

Ch. 3: Stairway to Heaven: As the government raid on the Branch Davidian cult compound in Waco, Texas unfolds, Dr. Perry works with the children that David Koresh allowed to leave and helps them deal with the catastrophic raid that killed those remaining at the ranch. These children help Dr. Perry learn more about the power of human groups to influence behavior - and brain chemistry - both for good and for ill.

Ch. 4: Skin Hunger: a 4-year-old girl is believed by her doctors to have the first case of "infantile anorexia" because she does not grow, despite tube feeding. Dr. Perry discovers that she really has an unusual form of "failure to thrive," usually seen only in infants. Because she has received little physical affection from her mother, her brain does not provide the chemical signals necessary for healthy physical development. By having her mother move in with a woman known for her nurturing parenting, he helps her recover and illustrates how affection shapes the brain.

Ch. 5: The Coldest Heart: A 16-year-old boy brutally kills and rapes two young girls. The author delves into the basis of psychopathy, exploring how even unintentional early life neglect compounded by our developmentally-insensitive education, mental health and juvenile justice systems replicate and magnify the pathological processes that can create monsters.

Ch. 6: *The Boy Who Was Raised As a Dog*: A boy lives in a kennel for the first 5 years of his life and is wrongly diagnosed as brain damaged because he cannot walk or talk. Dr. Perry helps him recover and begins to develop a new approach for helping victims of early neglect.

Ch. 7: *Satanic Panic*: An investigation of an extended family of sexual abusers in a small town leads to a panic about Satanic cults. During "therapy," the children are forced to name perpetrators of ritual murder. Dr. Perry must sort out which abuse genuinely occurred and which was the result of false confessions, and explores the nature of memory.

Ch. 8: *The Raven*: A teenaged girl's collapse at school turns out to be the result of a dissociative fugue as her brain responds to potential threat by retreating to the coping mechanisms used when she was sexually abused as a child. Dr. Perry helps her learn new ways of dealing with stress and explores how sexual abuse can produce self-hate and what can be done to heal it.

Ch. 9: *"Mom is Lying. Mom is Hurting Me. Please Call the Police"*: A young boy's apparently incorrigibly bad behavior includes numerous self-destructive behaviors; he jumps off of balconies, out of moving cars, and swallows handfuls of pills, with no explanation. Are these behaviors the result of being neglected as a baby, or are they evidence of an even more sinister parenting style?

Ch. 10: *The Kindness of Children*: A young boy spent the first years of his life in a factory-style Russian orphanage before being adopted by an American couple. However, the lack of attention in his early years has left him with an almost total lack of social skills. How can his peers learn to accept his difficulties and help his brain acquire the skills it is missing?

Ch. 11: *And Now What?*: This summary chapter reviews the learning experiences of twenty years of clinical work with maltreated and traumatized children in the broader context of our rapidly expanding understanding of the human brain. The issue of relational poverty in our modern world is highlighted as a key contributor to many of our current social, emotional and physical health problems. Suggestions for future dialogue, research and solutions are provided.