

weal-li
Judy Atkinson, Professor Emeritus, PhD


**KUNGAS
DAUGHTERS MOTHERS GRANDMOTHERS
BABIES IN PRISON**

Breaking the Violence Trauma Vortex through Educaring

**"If you want to interrupt Adverse Childhood Experiences,
you have to help adults heal."**

Australian Childhood Foundation
Trust Love Betrayal: Therapeutic interventions that work in the face of relational and complex trauma
Melbourne Convention Centre 29th July – 3rd August 2018

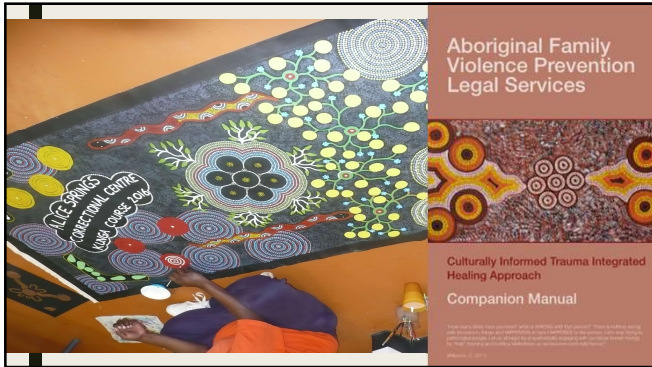
Acknowledging the Ancestors Elders Peoples of
the Great Kulin Nation.
**Wollumbin – a Warning –
There is a change ... changing us.**




EV COLLECTIVE

**Indigenous Therapies Model
Anger Violence Boundaries Safety**

- Recreating the Circle of Wellbeing - RCC
- Anger Violence Boundaries Safety - AVBS
- Loss and Grief - L&G
- **9 am to 3 pm each week day - 4 weeks**
- From 2015 to 2017, AVBS. Finishing with Loss History Maps
- By mid 2017, I realised I needed to change the package
- So started with LOSS GRIEF **TRAUMA (Loss History Maps)**;
- Then AVBS and finished with RCC.






The Power of Story

“We live storied lives. We organise experience into stories as we share life interactively with others. The plot, characters, and morals of the stories we hear influence our synaptic connections, they change our brains. Stories also live through us. We are born into stories, those of our families, nations, religions and cultures.”

✦ (Lewis Mehl-Madrona in Healing the Mind through the Power of Story)

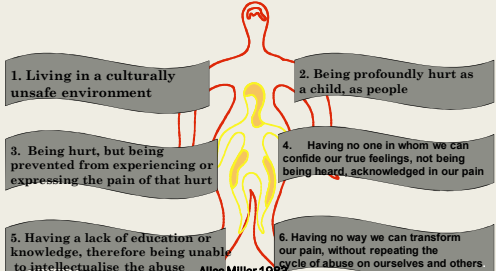






Young women > having babies > mother and child
Babies in the group were such powerful real-life teaching tools
BUT such a painful understanding that babies come into the world in prisons.

**creation of violent individuals,
communities / societies**



1. Living in a culturally unsafe environment

2. Being profoundly hurt as a child, as people

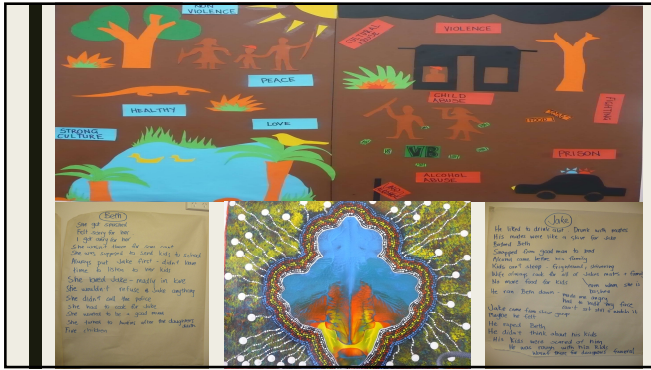
3. Being hurt, but being prevented from experiencing or expressing the pain of that hurt

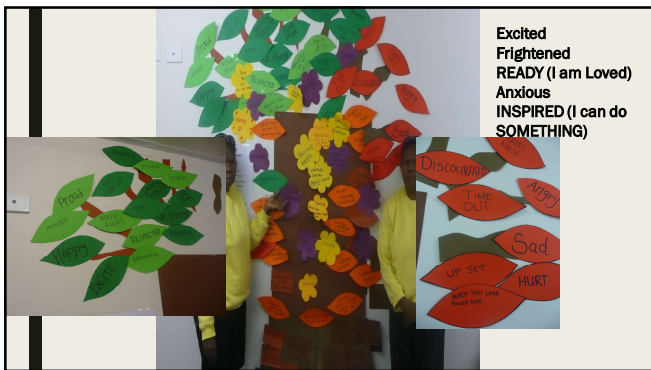
4. Having no one in whom we can confide our true feelings, not being being heard, acknowledged in our pain

5. Having a lack of education or knowledge, therefore being unable to intellectualise the abuse


6. Having no way we can transform our pain, without repeating the cycle of abuse on ourselves and others

Alice Miller 1988






Understanding Trauma
what has happened – not what is wrong
World-wide colonisations - Symptom as History




- © Subjugation of Indigenous peoples - Physical Violence - Structural Violence - Psycho-Social dominance
- © The creation of culturally unsafe learning and living environments.
- © Understanding the trauma story:
Historic, Social, Cultural, Collective, Complex, Developmental Trauma.



**CHILDHOOD TRAUMA ...
Adverse Childhood Experiences**

Childhood trauma including abuse and neglect, is probably the single most important public health challenge ... [we face]... a challenge that has the potential to be largely resolved by appropriate prevention and intervention (healing).


van der Kolk, B (2007) Developmental Impact of Childhood Trauma, in Understanding Trauma, Integrating Biological, Clinical and Cultural Perspectives, Kirmayer, L, Lemelson, R, Barad, M, Cambridge University Press p 226.



**Trauma across the lifespan
(Adverse Childhood Experiences)**

- In children: -
 - a violation of child's sense of safety and trust, of self worth, with a loss of a coherent sense of self, emotional distress, shame, grief, self and other destructive behaviours in schools and elsewhere.


(van der Kolk 2007 Ibid)



In adolescence:

- Un-modulated aggression, difficulty negotiating relationships with caregivers, peers and partners, clear link between suicide - self harm, alcohol and other drug misuse, sexual promiscuity, physical inactivity, smoking, obesity, homelessness.

(van der Kolk 2007 Ibid)




In adults
(ran the ACE questionnaire:- result 8 to 10)

More likely to develop

- *heart disease,*
- *cancer,*
- *stroke,*
- *diabetes,*
- *liver disease*
- *have skeletal fractures.*

- (van der Kolk 2007 *ibid*)



School to prison pathway
(first suspension- expulsion is the first step to JJ – Prison)

■ **People with childhood histories of trauma make up almost our entire juvenile detention, criminal justice population.**

- (van der Kolk 2007 *ibid*)

Anger versus Violence


■ **ANGER** is a natural feeling that arises in us in response to frustration, loss, fear or a boundary violation – eg someone hurting us by their actions. We may direct our anger towards the person who has frustrated us, or may displace the anger into an objectified person, or onto ourselves.

■ **VIOLENCE** - is the invasion of a person's boundary or space without informed consent or choice, with the intent to harm, intimidate or control. In violence the person is always objectified. RAGE has no boundaries. Rage is being out of control, crosses boundaries and has no heed of the consequences.



Grief	Trauma
Grief generally does not attack or 'disfigure' our identity	Trauma generally attacks, distorts, and 'disfigures' our identity.
In grief, guilt says, 'I wish I would or would not have ...'.	Trauma guilt says, 'It was my fault. I could have prevented it. It should have been me'.
In grief, dreams tend to be of the person who died.	In trauma, dreams are about the child himself dying or being hurt.
Generalised reaction SADNESS	Generalised reaction ... TERROR
Grief reactions can stand alone	Trauma reactions generally also include grief reactions.

In grief, pain is related to the loss.	In trauma, pain is related to the tremendous terror and an over whelming sense of powerlessness and fear for safety.
Grief reactions are generally known to the public and the professional.	Trauma reactions, especially in children, are largely unknown to the public and often to professional counsellors as well.
In grief, A child's anger is generally not destructive.	In trauma, a child's anger often becomes assaultive (even after non-violent trauma, fighting often increases).



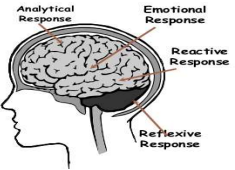
Victimisation, loss and grief

- *The bereaved feels loss. The victim feels like a loser. The bereaved feels sad. The victim feels humiliated. The bereaved may feel as though part of him/herself has been ripped away. The victim feels diminished, pushed down in a hierarchy of dominance, exploited and invaded* (Ochberg 1988 p. 11).
- After victimisation, people are likely to enter a downward socio-economic spiral because of 'psychological, social, vocational impairment' from the abuse (Ochberg 1p 1-13)
- They are more likely to be revictimised, or to victimise others, and are also likely to be re-victimised by the legal medical, welfare political responses to their trauma.


Doing Feeling Thinking Reflexive

UPSTAIRS/DOWNSTAIRS BRAIN

- ✦ Downstairs brain:
 - Brain stem and limbic region
 - Basic bodily functions, emotional reactivity, attachment, fight/flight/freeze
- ✦ Upstairs brain:
 - Cerebral cortex
 - Decision making, planning, self-understanding, control over emotions and body, empathy, morality, executive functioning



Moving through an Educaring process in Healing Trauma

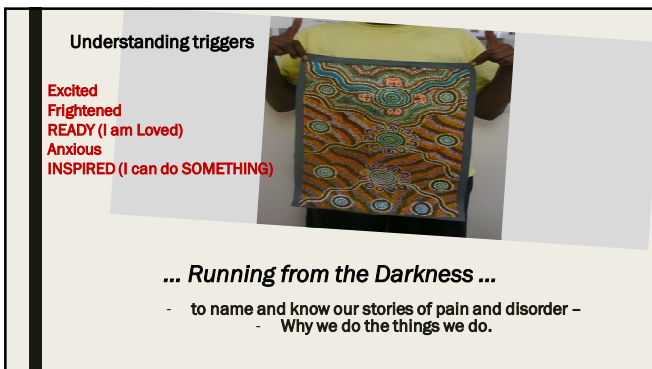


1. Creating culturally safe places
2. Finding and telling our Stories - Play Art Dance
3. Making sense of our Stories Music Theatre
4. Feeling the feelings
5. Moving through layers of loss & grief .. ownership ... choices.
6. Strengthening Cultural and Spiritual Identities

Health and Wellbeing
Judy Atkinson 2002









Young woman, on the other side of the fence was her mother, and in another section was her grandmother

**Creating Story Books about Change
Positive images of their Strengths**



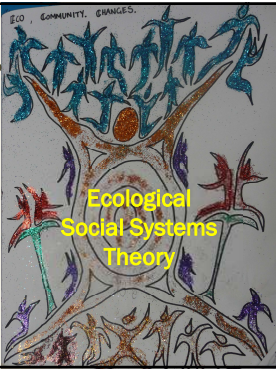
**Naming the violence non-violence story
Mindfulness in Action
Two weeks of cutting out images to make the Story**



**Painting the Story – Making Elders Proud
Mindfulness – Dadirri in Painting the Story of Healing
The Elders asked if they could take these paintings back to Tennant Creek**

Communities of Care is the name given to groups of people who live together in small communities, who care for each other, and who work together to meet their own needs, change their own circumstances.

Growing Communities Of Care



Ecological Social Systems Theory

Communities of Practice

Communities of Practice are the collection of people who engage on an ongoing basis in some common endeavour generally through professional practice. In this case we are referring to the group of practitioners who are employed to deliver services to our communities. They may be doctors, health workers, mental health workers, teachers, etc. They may be non-Aboriginal and Aboriginal people.

Culturally Informed Trauma Integrated Education Services and Programs



Such programs are available to be run outside of prisons, as sentencing options

I am summer hot - winter a cool breeze,
 over the mountains of the Flinders Ranges,
 the hunting season for kangaroo witchey grubs
 honey ants and kipara wild turkey are calling me,
 singing to the soft blue sky,
 playing music to the purple mountains of home Pipalyatjara
 the special rock, holding our Dream Time stories.

Under the healthy green tree full of leaves,
 I am dancing dancing to a sunflower morning,
 while patlipa 26 parrot seeks bush medicine Irmangka Irmangka.

The children play on the red sand,
 while their mother digs for a goanna that can be for supper
 making sure they are safe from the hurt that comes
 when we are not prepared to protect them.

Katrina Connelly 2018

The Coolman holds the stories,
you hold the space. ... Self Care



"You said, 'They're harmless dreamers
and they're loved by the people.'
'What,' I ask you, 'is harmless about a dreamer, and what,'
I ask you, 'is harmless about the love of the people?'

Revolution only needs good dreamers who remember their dreams
Tennessee Williams

There is always a dream dreaming us

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