

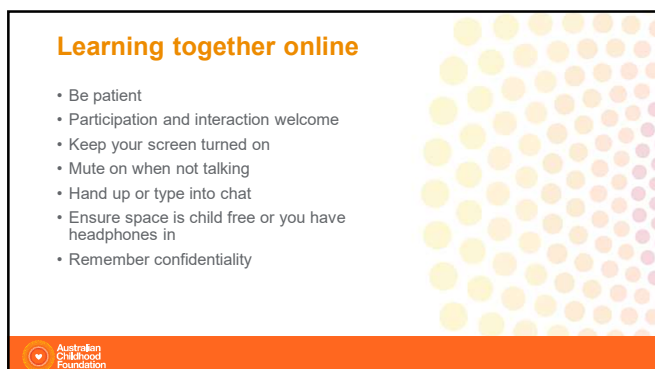


**Webinar 3:
Understanding
Trauma in Practice**

**Gosford CatholicCare
Non-Accredited**

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Learning together online

- Be patient
- Participation and interaction welcome
- Keep your screen turned on
- Mute on when not talking
- Hand up or type into chat
- Ensure space is child free or you have headphones in
- Remember confidentiality

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Outline

- Context
- Child development
- Brain development
- Neurobiology of trauma
- Relationships
- Trauma informed practice principles
- Self-care
- Understanding
- Responding
- Trauma informed practice
- Working collaboratively

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Trauma Informed Care in Practice

Review Activity

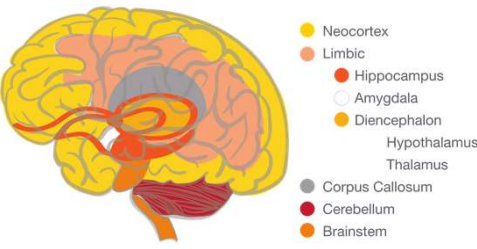


Reflect

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The human brain




- Neocortex
- Limbic
 - Hippocampus
 - Amygdala
- Diencephalon
 - Hypothalamus
 - Thalamus
- Corpus Callosum
- Cerebellum
- Brainstem

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Relationships



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Relationships



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The importance of relationships in responding to behaviour

- Relationships have often been the source of the trauma for the child and so relationships can now provide a source of healing and repair
- Relationships need to be experienced as safe for the child, by providing a safe haven and secure base from which they can explore their world



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The importance of relationship in responding to behaviour



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Repair in practice

What you did is not ok, but you're still a good person and our relationship is still strong.'




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Attunement, mis-attunement & repair

In even the healthiest relationships, rupture is inevitable and can have positive effects eg. children learn:

- 'Life isn't perfect. We can recover from mistakes'
- 'I can change my feelings'
- 'Together we can face the world'

Prolonged rupture without repair causes a cascade of negative psychophysiological effects. Children learn:

- 'I am helpless'
- 'You can't be trusted'
- 'The world is threatening'



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Relationships

- Attachment behaviour is **biologically driven** & **unconscious**
- Its key function is to **protect us from danger/threat**:
 - faced with danger we seek **safety**
 - faced with distress we seek **comfort**
 - faced with isolation we seek **proximity/closeness**
 - faced with chaos we seek **predictability**



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“The space between us” (Intersubjectivity)

where the child and caregiver come together, and start to learn about, feel and 'get' themselves and each other.

Child's self experience Relational experience Connection Self experience

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Exploring shame

What is Shame?

What is Guilt?

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Shame and guilt

<p>Shame</p> <p>Global negative sense of self Generally more painful Shrinking, feel small, worthless Concerned by others' evaluation Desire to hide, escape, strike back</p>	<p>Guilt</p> <p>Condemn specific behaviour Generally less painful Tension, remorse, regret Concerned with one's effect on others Desire to confess, apologise or repair</p>
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Shame in the Indigenous context

'The concept of shame and its use by Aboriginal English speakers is broader than the one encapsulated in the non-Indigenous use of the word. Among Indigenous people, the meaning of shame extends to include embarrassment resulting from situations that non-Indigenous people may not feel uncomfortable about. In addition, saying the word itself contributes in a way to alleviating the feeling.'

(Leitner, G & Malcolm, I 2007)



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"Shame is a soul eating emotion."
~C.G. Jung

"Shame derives its power from being unspeakable."
~Brené Brown



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Understanding and Responding




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The experience of shame

- I am:
am BAD, unlovable and unwanted
- Adults:
 - Don't like me
 - Are out to get me
 - Cannot be trusted
- The world is:
unsafe, scary


"I didn't make a mistake, I am the mistake"



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Shame, guilt and empathy


- Repairing the relationship through reconnection after the child's behaviour has escalated is important so that shame does not become too great
- By communicating 'I am not angry with you, I am not happy about what you did' you help to elicit guilt and not shame, and provide a foundation for developing empathy



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Summarising behaviour

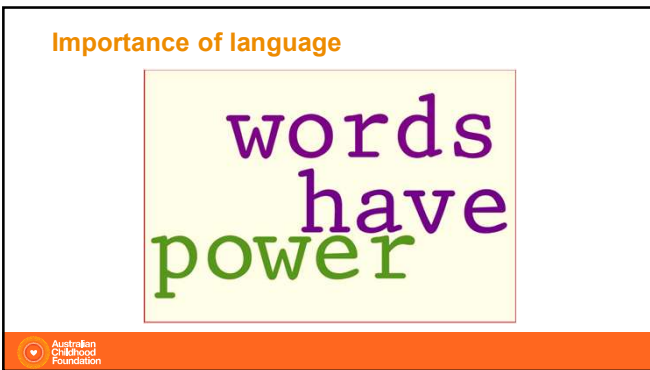
- Children's behaviour has meaning and is an expression of needs/feelings (iceberg!)
- Important to understand before responding
- Be guided by the principle of wanting to know "What has happened to you (the child/young person)?" rather than "What is wrong with you?"



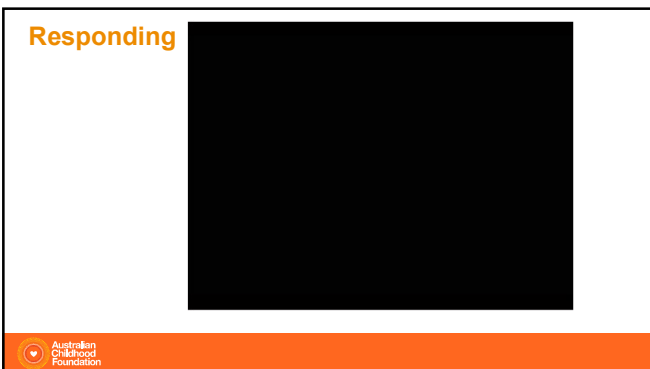
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Responding- PACE



Playfulness, Acceptance, Curiosity, Empathy



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PACE - Playfulness

- Is a stress buster
- Can help build feelings of openness and engagement with others
- Play grows brains
- Children learn best through playful engagement (e.g. 12 repetitions instead of 400!)
- Cues children that they are safe with you
- Helps kids find the light
- **"I really prefer it when you call me by my name rather than swear at me!"**




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Responding





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Responding

How could you respond using **PACE**?


1. *You only talk to me cos you are paid to!*
2. *I know you hate me!*
3. *I am just evil/bad/hopeless*
4. *I don't need anything from you. I have always looked after myself (10 year old)*



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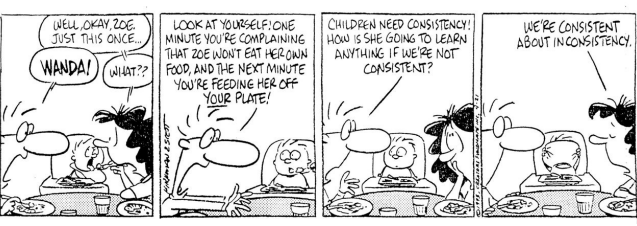

Consistency and predictability

- Change can be experienced as threatening for traumatised young people
- Building consistency and predictability into their day/week enables a sense of safety
- Consistency and predictability needs to be balanced with relationship
- It is important to prepare young people for any changes to their routine



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Consistency and predictability

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Structure and supervision



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Trauma informed practice



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Principles of trauma informed practice



TRAUMA INFORMED PRACTICE

- Staff training
- Therapeutic assessment and plans for the child
- Healing relationships and belief in recovery
- Child control
- Self-care and supports
- Care team approach and collaboration
- Family and cultural connections
- Neurobiology of trauma and attachment

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Neurobiology of trauma and attachment

- Repetitive
- Rhythmical
- Routine
- Relationship based




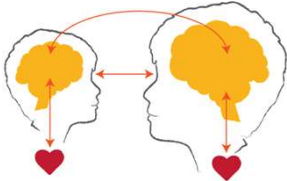
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Healing relationships

- Relationship is central
- Repair and recovery
- **Never under-estimate the power of the connection you have with the child**



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Family and culture connections

- Part of who we are
- Look for ways to incorporate the child's culture into the everyday
- Repeated and relational
- Life story work
- **Ensure the child's family connections are maintained and privileged, including siblings and extended family**



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Child centred

- Recognising critical time-frames in childhood and adolescence
- Developmental needs of children and young people
- Appropriate opportunities to participate
- Promoting a collaborative approach



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Therapeutic assessment and plan for the child

- Psychosocial history
- Details about child's trauma
- Covers the child's development across domains
- Analyses the impact of the trauma
- Articulates the child's therapeutic needs
- Plan to respond



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Carer training

- Trauma training such as this one; and
- Additional or specific training -
- Sexualised behaviours
- Adolescence
- Life story work



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Self-care and supports

- Importance of looking after ourselves – reflect, regulate and relax;
- Recognition that working with traumatised children has to be a shared responsibility and carers and workers need a lot of support.



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Working collaboratively



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Working collaboratively- skills of collaboration

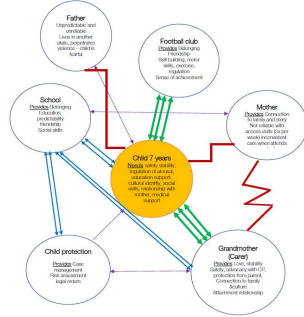
- Commitment to the child
- Holding the child at the centre
- Agreed roles and responsibilities
- Clear communication
- Relationship building
- Honesty and trust
- Planning
- Review



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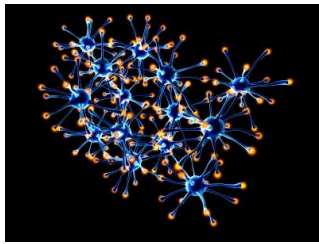
Working Collaboratively

EXAMPLE: Bio-ecomap



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Putting it all together



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