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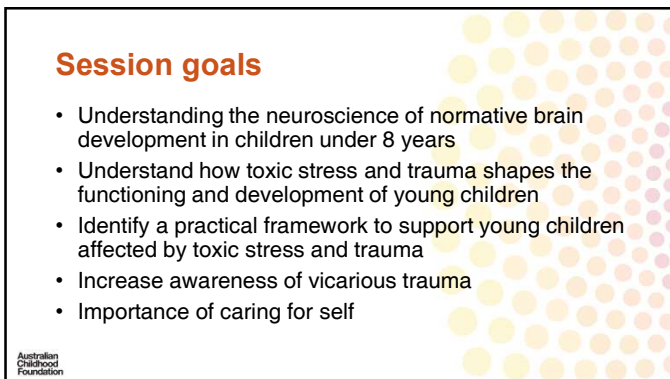
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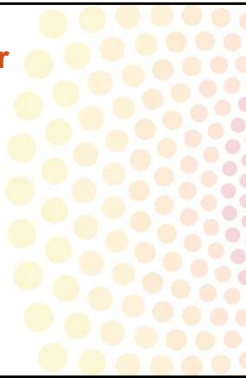
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**Listening from each other**

- Who are you?
- Where are you?
- How are you?



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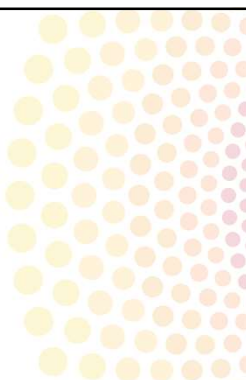
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**Assumed knowledge**

- Types of stress
- Bottom up brain development
- Left and right brain
- Toxic stress derails development
- Understanding survival brain
- Hand model of the brain

**Questions??**



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**“ Play is a neural exercise and I have never met a child who is able to resist being part of this type of exercise ”**

*Theresa Kestley*



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**Trauma and me**

- *Where has trauma touched my life?*
- *What does it mean for me, to be working with children affected by relational trauma?*

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**Developmental trauma**

- The better integrated the different parts of the brain are the more adaptive we can be to our environment
- Developmental trauma is disintegrative, disconnecting, and disruptive to both brain and body

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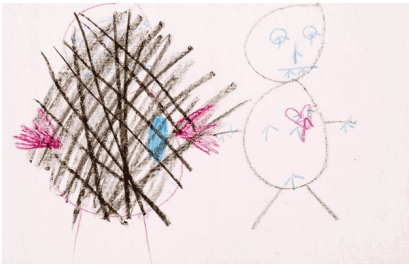
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### Defining trauma?

**Trauma** is not what happens **to** you, but what happens **inside** you.  
(Gabor Mate 2018)



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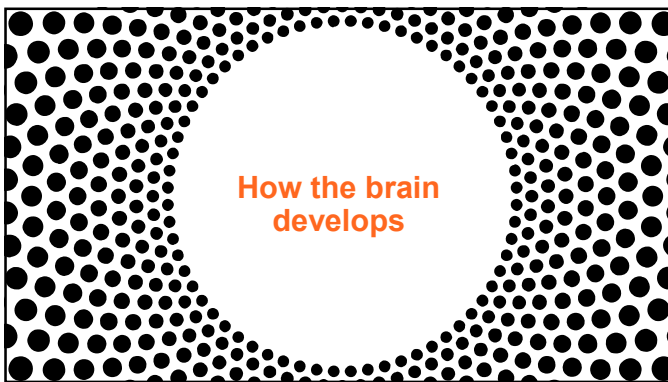
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### How the brain develops



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### The growing brain

How much does a baby's brain weigh?



400 grams  
1100 grams  
1300-1400 grams

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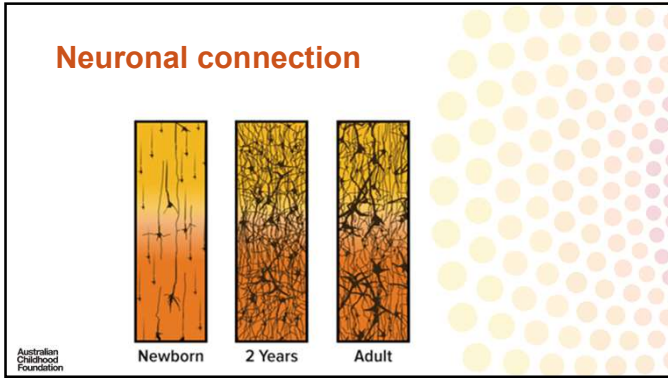
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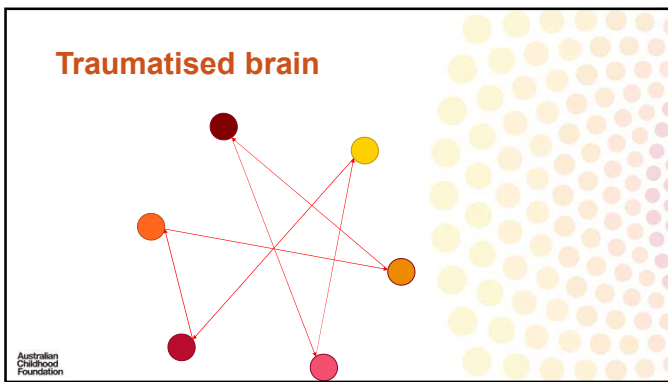
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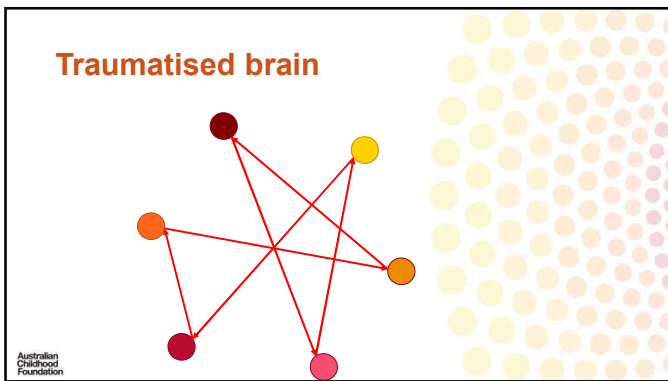
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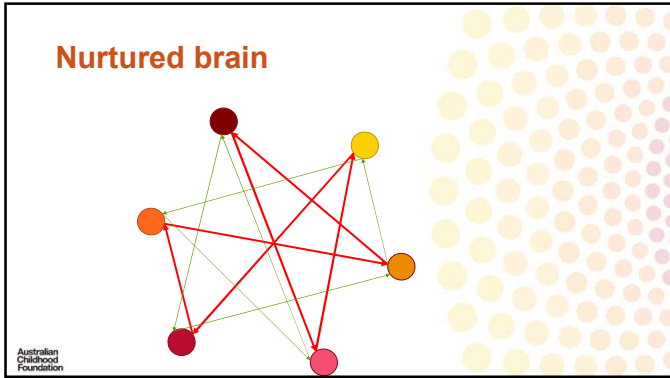
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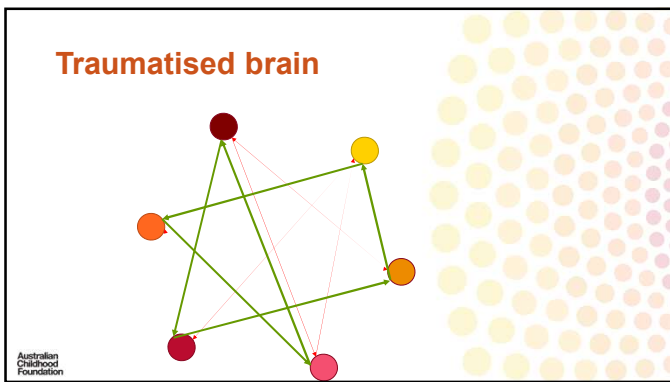
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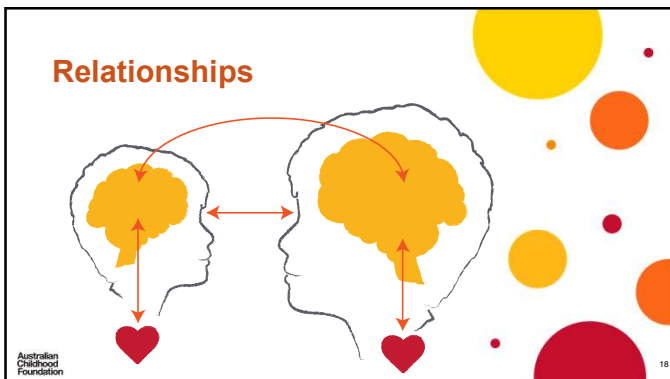
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**The brain stem**

- Basic life functions – necessary for life
- First part of our brain to develop
- This is the most developed part of the brain at birth
- Responsible for our heart beat, breathing, sucking, temperature control, blood pressure



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**Growing the brainstem**

Provide activities which are rhythmical and synchronous with others:

- Rhythmic sounds - stories, songs, rhymes & music
- Rhythmic movement
- Rhythmic touch



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**Integrating the brain**

**YELLOW BLUE ORANGE**  
**BLACK RED GREEN**  
**PURPLE YELLOW RED**  
**ORANGE GREEN BLACK**  
**BLUE RED PURPLE**  
**GREEN BLUE ORANGE**

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### Attachment and the right brain

- Neuroimaging studies show areas of the right hemisphere lighting up in the brains of parents & infants during non-verbal interactions. (Schoore, 2003)
- A secure attachment relationship facilitates right brain development and promotes efficient affect regulation.



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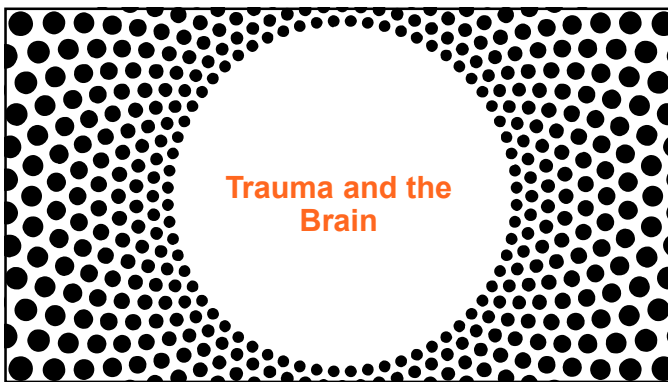
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### Trauma and the Brain



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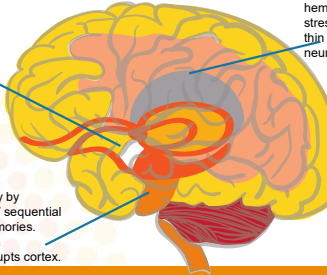
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### Where trauma affects the brain

**Amygdala**  
Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats

**Hippocampus**  
Consolidates memory by providing the context/ sequential data for episodic memories. Goes offline if trauma overwhelms and disrupts cortex.

**Corpus Callosum**  
Bridge between the 2 hemispheres. Chronic stress can damage and thin down this bundle of neurons



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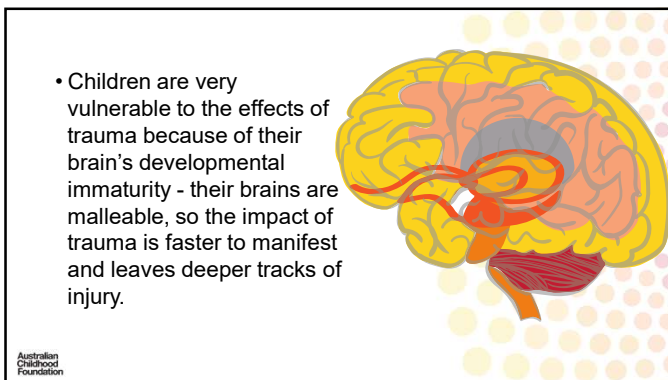
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## Internal working model of traumatised child

I can't trust adults to give me what I need

Adults frighten me

The world is a scary place

I'm a bad person

Adults cannot comfort me

I am unlovable, worthless

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## Living in survival mode

**Fight**

**Flight**

**Freeze**

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## Polyvagal theory and protective responses

by Stephen Porges

Behavioural Functions	Body Functions
<b>Social Engagement</b> Soothing and calming Indicates safety	<ul style="list-style-type: none"> <li>Lowers or raises vocalisation pitch</li> <li>Regulates middle ear muscles to perceive human voice</li> <li>Changes facial expressivity</li> <li>Head turning</li> <li>Tears and eyelids</li> <li>Slows or speeds heart rate</li> </ul>
<b>Mobilisation</b> Fight or Flight Active Freeze Moderate or extreme danger	<b>Hyper arousal</b> <ul style="list-style-type: none"> <li>Increases heart rate</li> <li>Sweat increases</li> <li>Inhibits gastrointestinal function</li> <li>Narrowing blood vessels - to slow blood flow to extremities</li> <li>Release of adrenaline</li> </ul>
<b>Immobilisation</b> Collapse or submission Death feigning Increased pain threshold Conserves metabolic resources Life threatening situations	<b>Hypo - arousal</b> <ul style="list-style-type: none"> <li>Slows heart rate</li> <li>Constricts bronchi</li> <li>Stimulates gastrointestinal function</li> </ul>

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**The 'Still Face' experiment**

Ed Tronick



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**Behaviour is a story**



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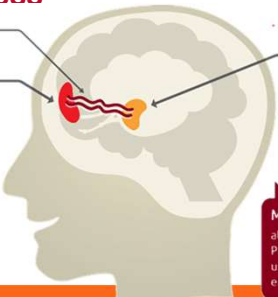
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**Mindfulness**



**Deactivation**

**Medial Pre-Frontal Cortex**  
the centre of Mindfulness/ Self-awareness.

**Mindfulness deactivates the Amygdala**  
(the 'smoke-detector' of the brain) helping us to calm.

**Mindfulness**  
also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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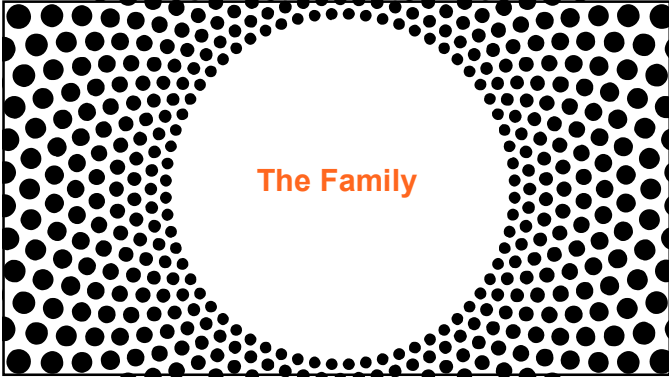
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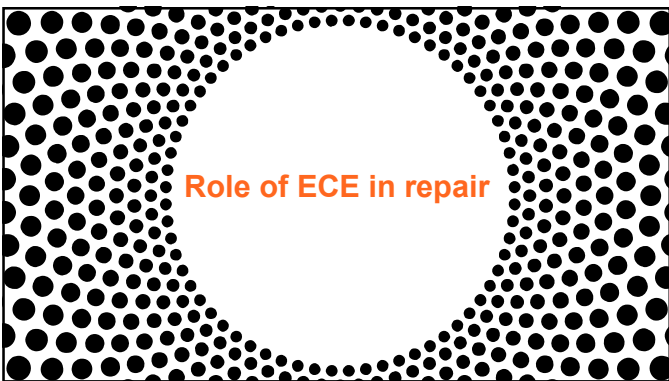
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**Neuroplasticity**



<http://highexistence.com/its-all-in-your-head-how-to-take-advantage-of-neuroplasticity/>

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**Reframing our approach**

Rather than asking:  
*“What are you doing?”*  
 and  
*“How can I stop it?”*

Ask: *“What are you trying to tell me?”*  
 and  
*“What do you need from me?”*

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**Following the child's lead**



*Anger*      *Sadness*  
                  *Joy*  
*Fear*      *Curiosity*  
                  *Shame*

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### Building predictability

A cartoon illustration showing a woman with glasses and a pink top saying, "OUR LIVES ARE SO PREDICTABLE". A man with a white shirt and tie replies, "I KNEW YOU WERE GOING TO SAY THAT". The background is a light green wall with a pattern of yellow and orange polka dots.

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### Neuroception of safety: predictability

*Predictability is a metaphor for safety.*

"The removal of threat is not the same as the presence of safety"  
(Porges, 2014)

An illustration of a pink, blob-like creature with a single eye and a small mouth, sitting on a white boat. The boat is on a blue sea with white waves. There are other smaller white boats in the distance. The background has a pattern of yellow and orange polka dots.

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### Transitions

List all the transitions you expect children to traverse in one ordinary day

- How many are essential?
- How can you provide safe passage for children through the transition?
  - ❖ Safe Person
  - ❖ Safe Activity
  - ❖ Safe Place

An illustration of two blue glass bowls filled with water. The bowl on the left has a splash of water and a goldfish jumping out. The bowl on the right has three goldfish swimming. The background is white with several large, colorful circles in yellow, orange, and red.

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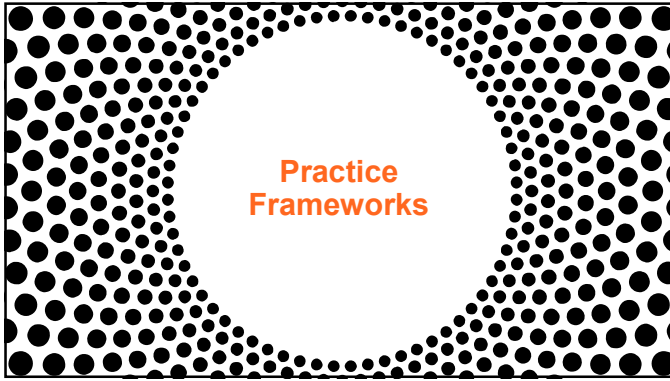
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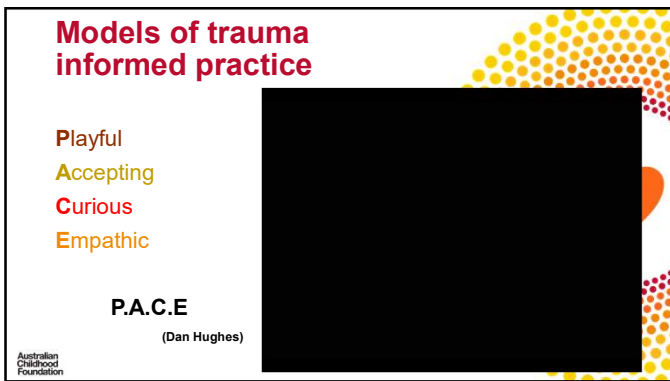
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### Models of trauma informed practice

**Needs**  
 Unconditional positive regard  
 Re-frame child's perceptions  
 Time in & repair  
 Use words for child's experience  
 Reflect back child's feelings  
 Enjoy play together

**N.U.R.T.U.R.E**

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Anticipate child's Needs							
Unconditional positive regard							
Reframe child's perceptions							
Time in and repair							
Use words for child's experience							
Reflect back child's feelings							
Enjoy play together							

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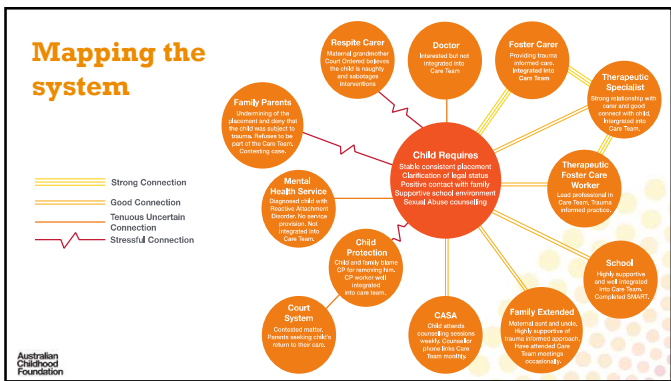
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### Working with protective responses

**Fight or Flight**  
Hyper-vigilant, action-orientated, impulsive, reactive, self-destructive

**Mobilisation**

**Social Engagement**

**Submit**  
Collapsed, weak, defeated, flat affect, numb, empty, helpless, hopeless

**Immobilisation**

A  
C  
R  
O  
S  
S  
A  
L

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### Working with protective responses

**1. Mobilisation**

- Rhythm
- Containing
- Grounding

**2. Immobilisation**

- Orientation to space
- Orientation to senses
- Engaging the spine

**3. Social Engagement**

- Prosody
- Breathing

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### Social engagement: engaging muscles from heart to head

Social engagement through eye contact is perceived as threatening and may elicit defensive responses. Other facial muscles can be safely engaged - e.g. inner ear (Porges)

- prosody (The Listening Project)
- use story-telling voice/upper register pitch
- singing/music
- use breathing techniques to regulate heart beat

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**Social engagement:**

What does living in the window of tolerance look like for each child?

What do you do to widen their window of tolerance?



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**In Summary**



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**Challenging and reconstructing the child's model of relationships**



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**Working with traumatised children**

Relationships:

- Respect and empathy
- Connection and sense of belonging
- Personal competence



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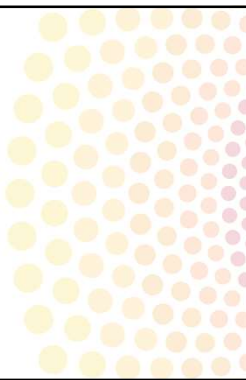
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**Outcomes for children**

- Develop connection and belonging
- Experience trust and respect
- Develop a sense of personal competence



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**Taking care of yourself**



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### Signs and symptoms of vicarious trauma

Symptoms that may present:

- Fatigue
- Impaired immune system
- Sleep and appetite disturbances
- Anxiety
- Hyper vigilance/control issues
- Memory issues
- Increased sick days, late to work

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**Trauma-based behaviour and you**

- Don't take the child's behaviour personally
- Don't take the parent's behaviour personally
- Be aware of what presses your own buttons



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**Calming and regulation**

- Traumatized children find it difficult to regulate their own feelings of stress/distress.
- The best way to help the extremely dysregulated child is to remain calm and regulated yourself.



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**Calming parents and staff – what works for YOU?**



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**Safe harbour**

*'Be my anchor when I'm all at sea'*  
 PREDICTABLE PERSON

*'Ferry me to calmer waters'*  
 SING-SONG VOICE  
 RHYTHMIC, REPETITIVE ACTIVITY  
 SENSORY INPUT

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**Story time**

**Calmer Choice**  
 Cultivating Awareness • Living Mindfully • Enhancing Resilience

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**Contact us @:**

Website:  
 ACF - [www.childhood.org.au](http://www.childhood.org.au)

Email:  
[parenting@childhood.org.au](mailto:parenting@childhood.org.au)




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