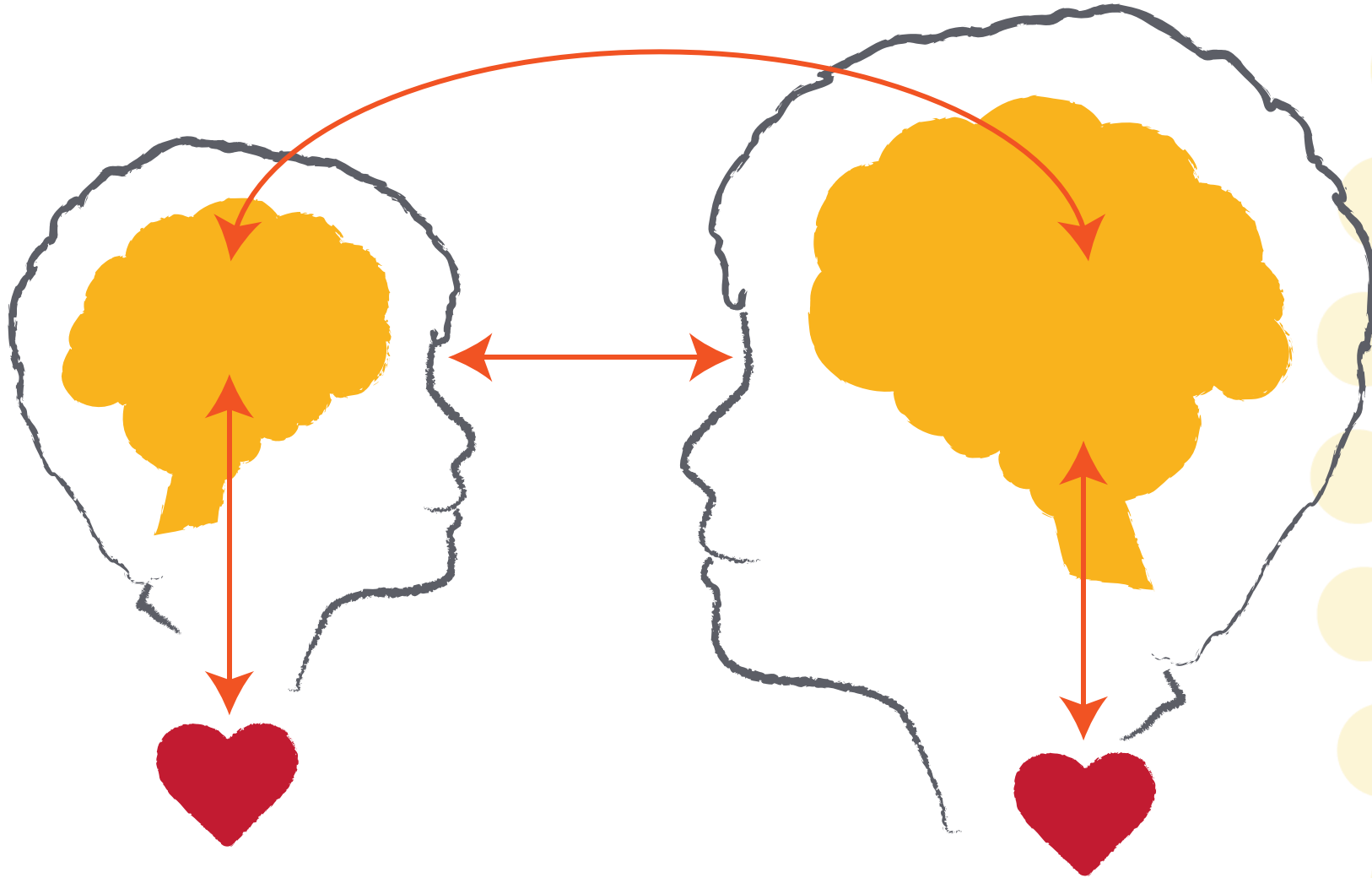


Understanding and Transforming Trauma

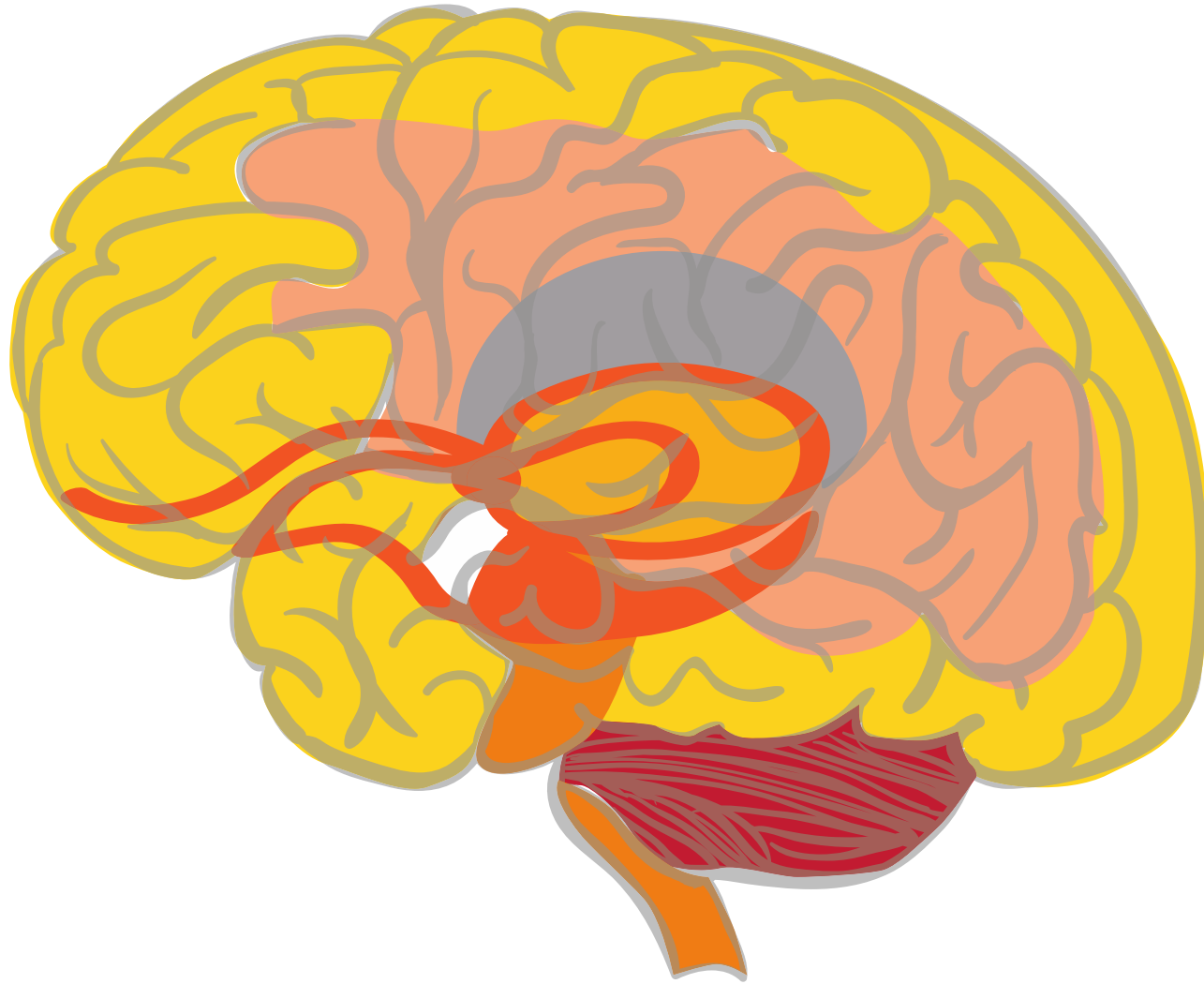
SMART Early Years Additional handouts



Relationships



Bottom-up brain development



Cortex
Reasoning/judging centre
3–6 years

Limbic System
Emotional centre
1–4 years

Cerebellum
Motor centre
Birth–2 years

Brain Stem
Basic survival functions
Pre-birth–8 months

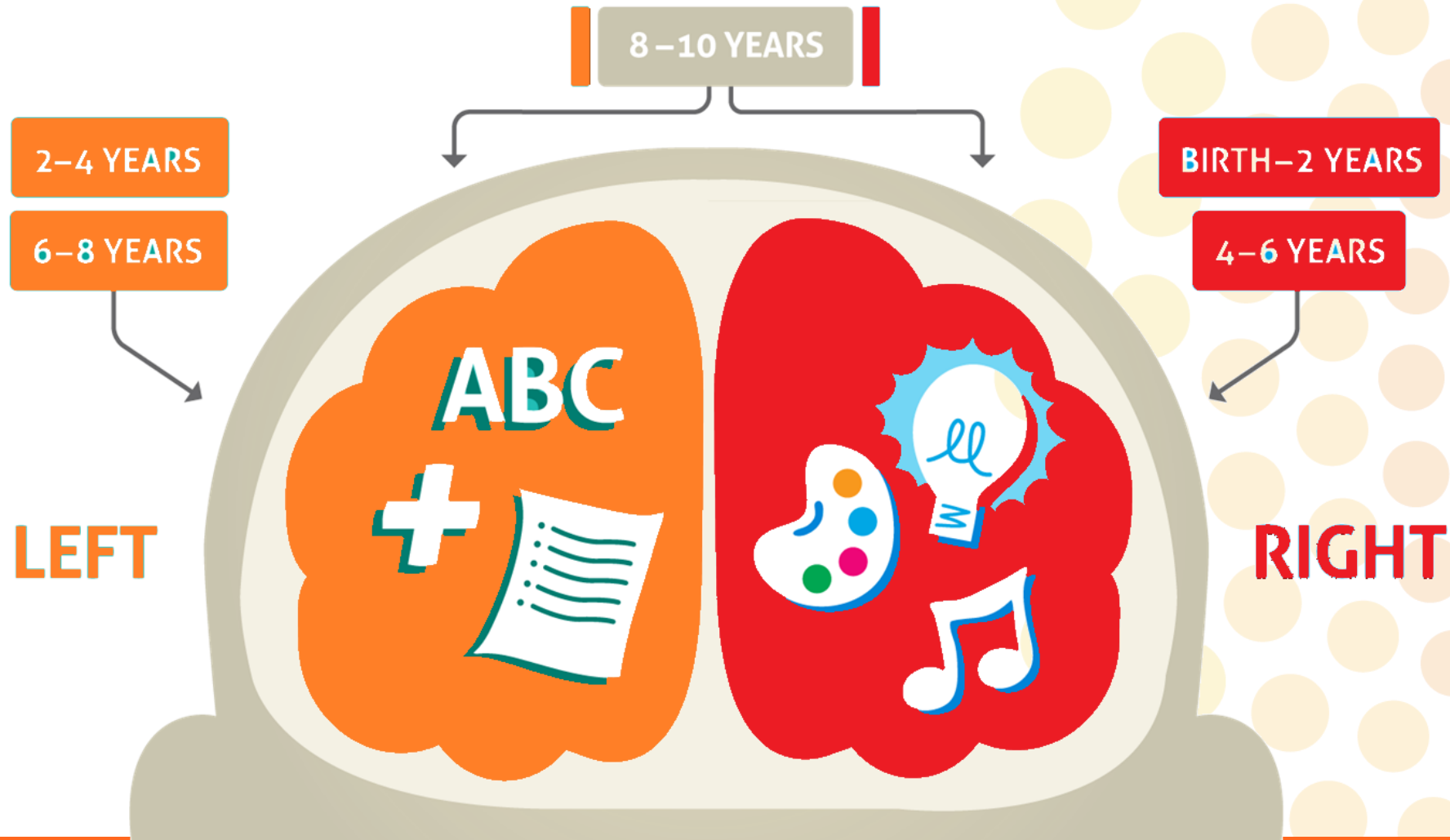
Growing the brainstem

Provide activities which are rhythmical and synchronous with others:

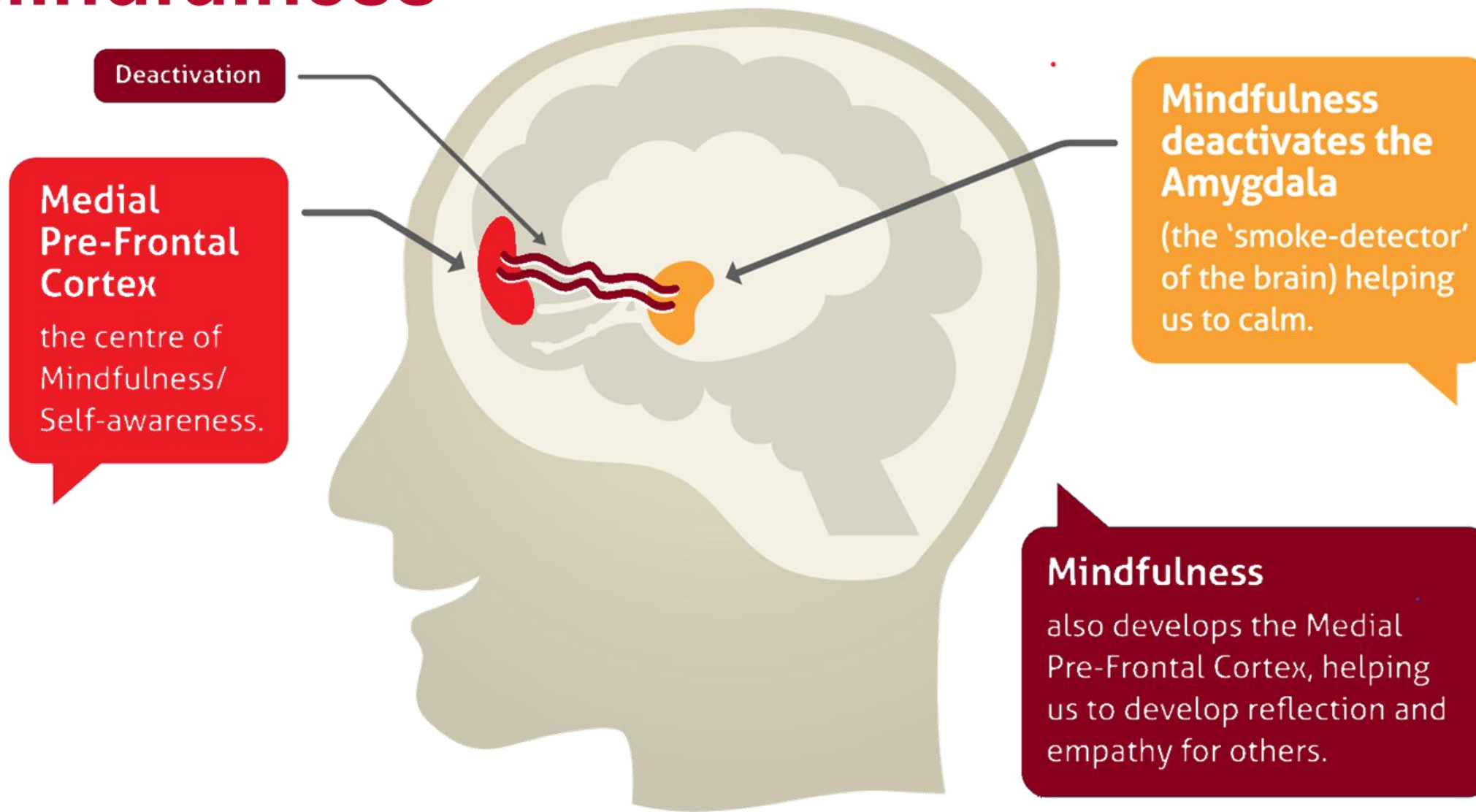
- Rhythmic sounds - stories, songs, rhymes & music
- Rhythmic movement
- Rhythmic touch



Lateral brain development



Mindfulness



Where trauma affects the brain

Amygdala

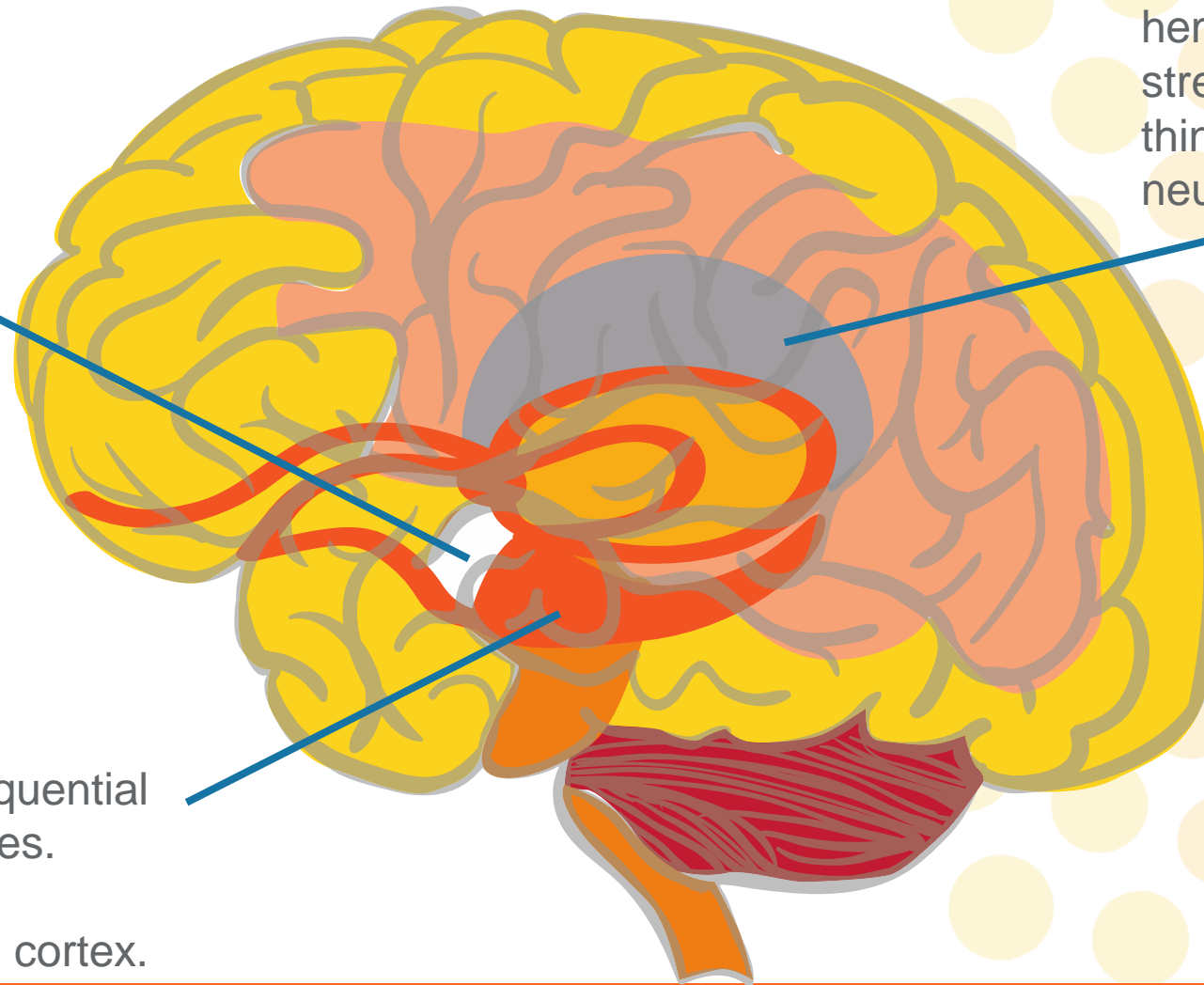
Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats

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



Bottom-up brain development



Cortex
Reasoning/judging centre

Limbic System
Emotional centre

Cerebellum
Motor centre

Brain Stem
Basic survival functions

Attunement, misattunement and repair

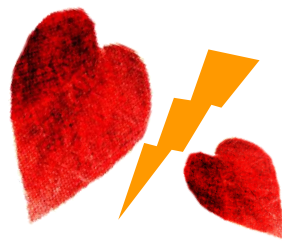
'good enough' parenting

(Ed Tronic)

Matching State
Approx 30%



Rupture

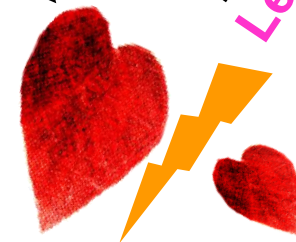


Mis - Match
Approx 70%

Matching State
Approx 30%



Rupture



Mis - Match
Approx 70%

Matching State
Approx 30%



Repair
Learning

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?”

Building safety and connection

- Children effected by trauma need stable, safe, consistent environments and relationships to help them to be calm and open to learning
- Safety = predictable and consistent routines, relationships and responses

Building predictability

Predictability is achieved by:

- Reliable routines e.g. bedtime story/song
- Using visual cues to help children prepare for the day – sequencing...better to use photos of the actual child, than clipart
- Preparing children for what's coming next
- Talking to baby/child about your intentions
- Same caregiver/s every day

Building safety and connection

Managing transitions and change is extremely difficult for traumatised children

- ▶ transitions are experienced as a threat
- ▶ they feel a lose of their sense of safety
- ▶ they may revert to survival mode

**How can you help children to feel safe during
TRANSITIONS?**

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

Safe harbour

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

'Ferry me to calmer waters'
SING-SONG VOICE
RHYTHMIC, REPETITIVE ACTIVITY WITH
OTHERS (60bpm)
SENSORY INPUT

