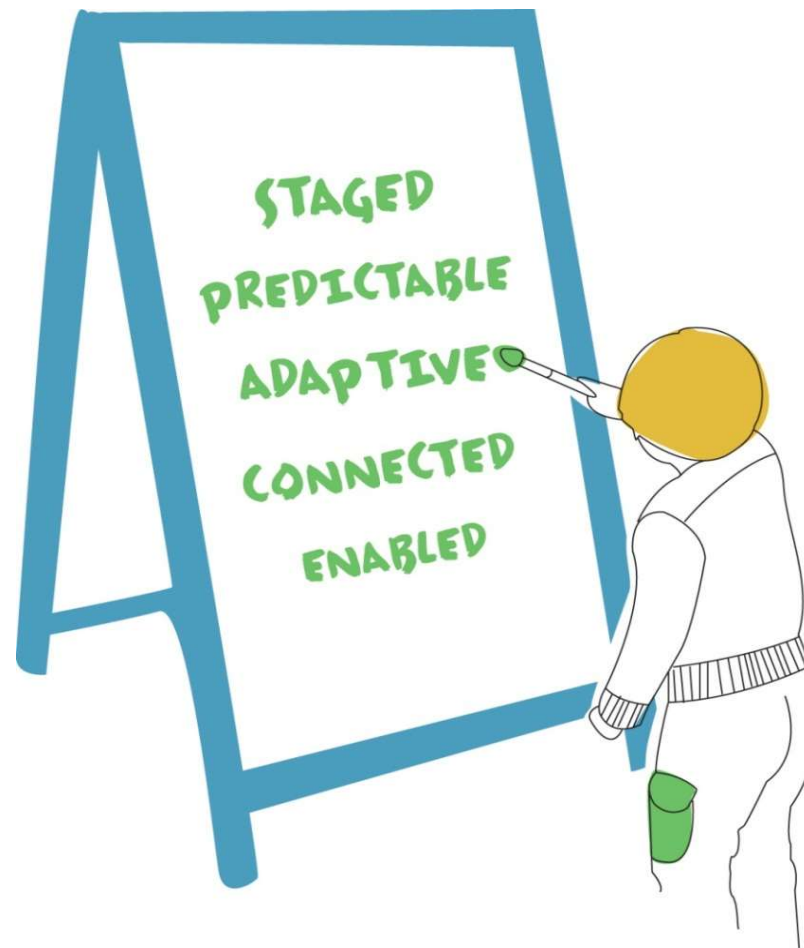


SPACE



Staged

- Sophisticated functions of the brain-body system only emerge after basic functions have developed and been consolidated with rehearsal and practice
- Assists with vertical and horizontal development of the brain
- Progression of basic memory of sequences of experiences to narrative memory, which combine experience and interpretations
- Skills developed: reading = built from the blocks of letters, syllables, words, sentences and paragraphs

Predictable

- Traumatized children and young people experience any change as a potential threat
- Even if the familiar is difficult and destructive, the familiar is safer for traumatized young people than the unfamiliar
- Focus on creating environments which promote:
 - Consistency
 - Predictability
 - Repetition
 - Flexibility
 - Co-regulation

Adaptive

- Children and young people who show challenging and intense behaviours are often excluded from activities which could prove to be beneficial for them
- The options in schools often become focused on discipline and behaviour management
- Locked down systems in themselves restrain flexibility

Ideas:

- Strategies that promote adaptability in children and young people are those which are able to maintain multiple meanings for behaviour and remain open to multiple options for interventions

Connected and Enabled – Calming and Engaging

Trauma has impaired children's cortical capacity to regulate subcortical functioning. In order to return cortical capacity (which is essential for learning) we must restore calm.






- Be predictable
- Be connected
- Be present
- Promote understanding
- Equip the child with calming tools they can use

Making SPACE for learning across the school

- The involvement of staff groups in all roles within a school is needed in order to effectively implement trauma sensitive practice
- It is based on a school culture that acts as an open, adaptive, consistent, connected and flexible system that communicates and integrates knowledge about the neurobiology of trauma and toxic stress and its implications for children and young people
- Whole-of-school strategies that incorporate SPACE principles need to be implemented as part of a suite of policies and initiatives that resource individual teachers and other school staff to be able to meet the needs of traumatised children young people

Making SPACE for Learning – Site Audit Tool

This audit tool can be used to evaluate the policies and initiatives of a school that resource and equip different levels of the school structure to undertake trauma informed practice. In the following table, list strategies, policies or other processes currently undertaken that support traumatised students at your school.

	Whole Site	Staff	Classroom / Group	Small Group	Individual Student / Child
 STAGED					
 PREDICTABLE					
 ADAPTIVE					
 CONNECTED					
 ENABLED					