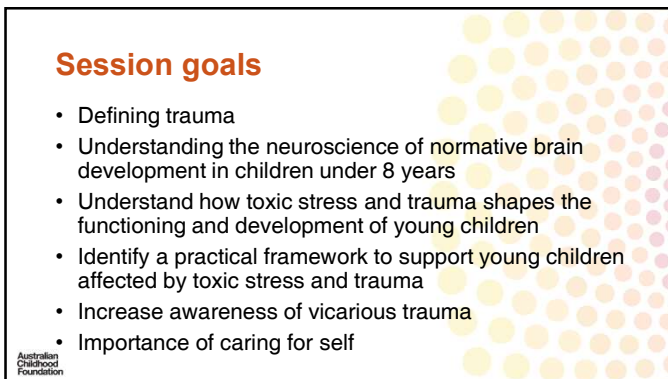




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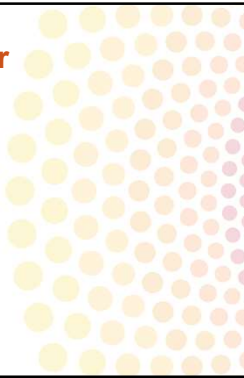
2



3

Listening from each other

- Who are you?
- How are you?



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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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Defining Trauma




A pattern of black dots of varying sizes arranged to form a white, irregular shape in the center. The text 'Defining Trauma' is written in orange within this white space.

6

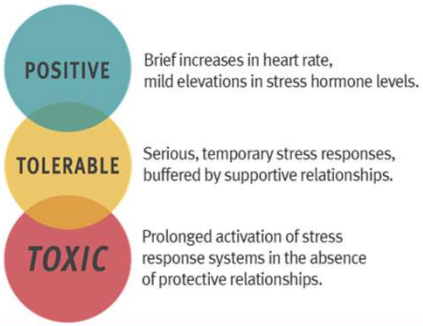
Trauma and me

- *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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POSITIVE Brief increases in heart rate, mild elevations in stress hormone levels.

TOLERABLE Serious, temporary stress responses, buffered by supportive relationships.

TOXIC Prolonged activation of stress response systems in the absence of protective relationships.

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Types of stress




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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 **dis-integrative, disconnecting,** and **disruptive** to both brain and body

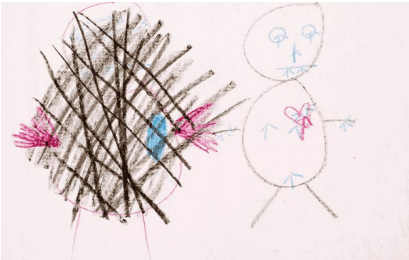


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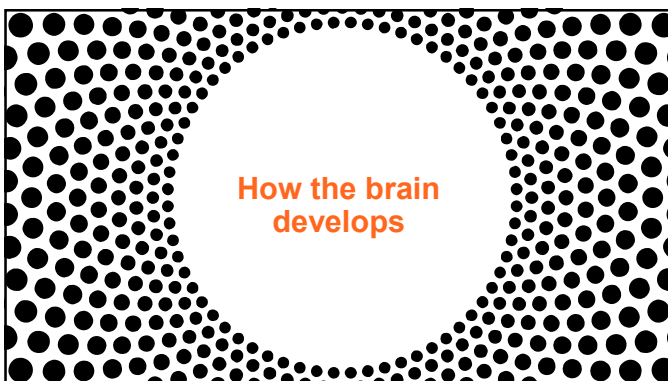
Defining trauma?

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



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How the brain develops

12

The growing brain.....

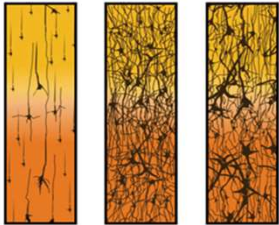
How much does a baby's brain weigh?



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Neuronal Connections

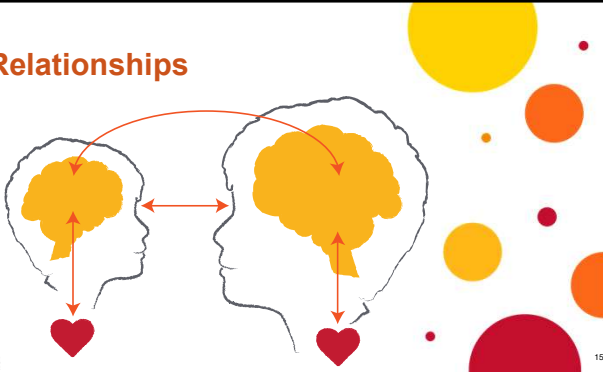


Newborn 2 Years Adult

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Relationships



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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

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Trauma affects development

Cortex Reasoning/judging centre
Limbic System Emotional centre
Cerebellum Motor centre
Brain Stem Basic survival functions

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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

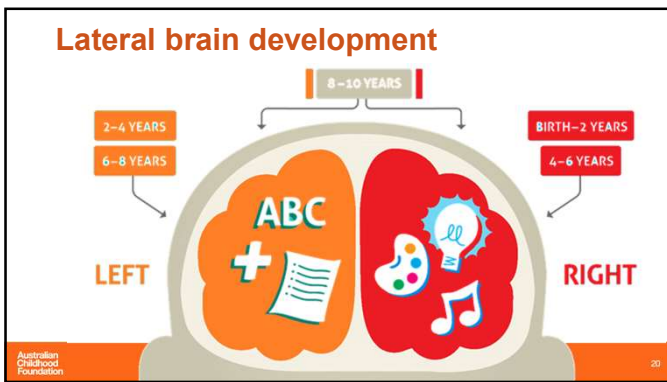
Provide activities which are rhythmical and synchronous with others:

- 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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What trauma looks like



23

The infant experience

Wonder about the right-brain, sub-cortical experience of the infant



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

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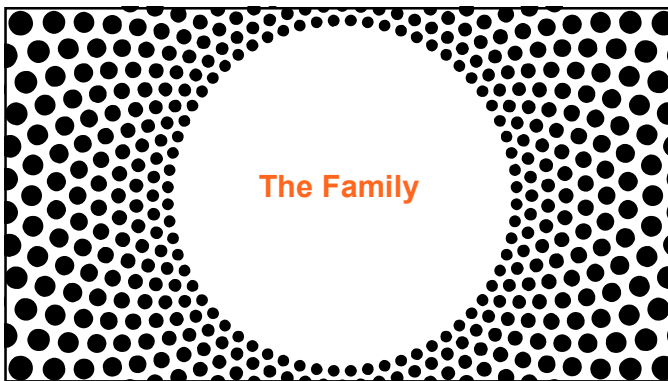
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The paradox of the family

We look to it for nurture and care



It is the institution in society where most violence occurs

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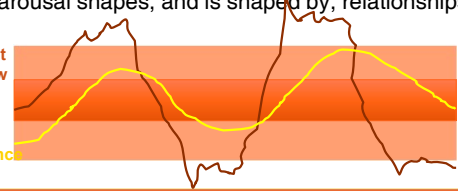
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Interpersonal attunement

- When people are in relationships, the ability of one to regulate him/herself, affects the other's ability to regulate
- The child's arousal shapes, and is shaped by, relationships

Child's movement in her/his window of tolerance

Movement in my window of tolerance



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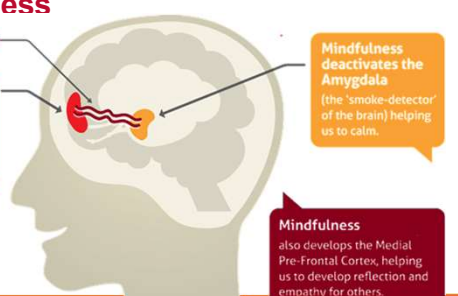
Mindfulness

Deactivation

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

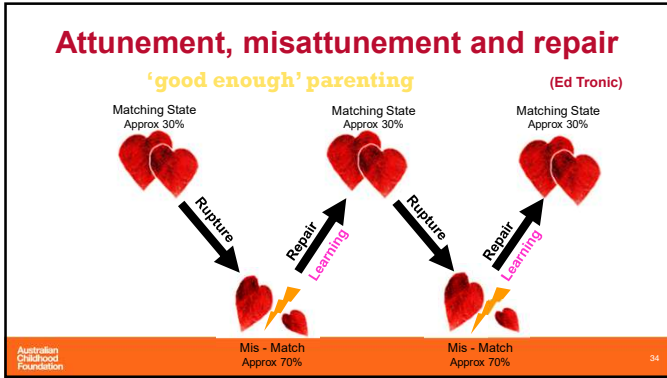
Mindfulness deactivates the Amygdala
(the 'smoke-detector' of the brain) helping us to calm.

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

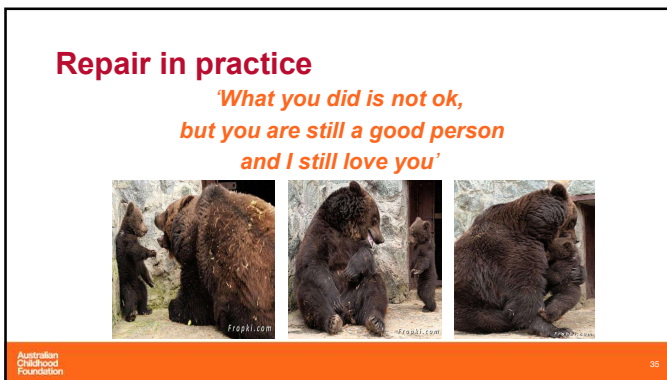


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Neuroplasticity



<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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Attachment & co-regulation

1. Use **voice, face & gestures** to match the **tone, intensity & rhythm** of infant's affect, while remaining regulated yourself

‘I get you’  *‘I feel ‘felt’*

2. Be curious about the infant's inner life
 3. Speak for the infant

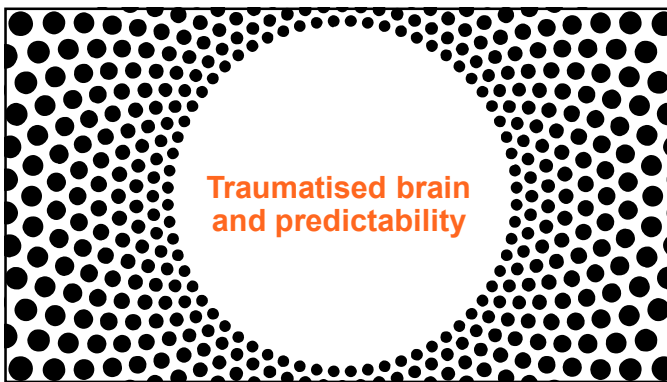
(Dan Hughes)

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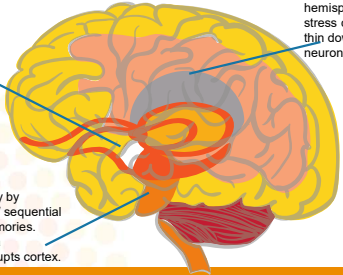
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Where trauma affects the brain

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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3 Year Old Children

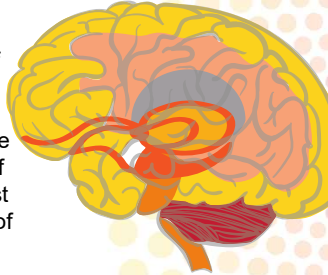


Normal Extreme Neglect

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- Children are very vulnerable to the effects of trauma because of their brain's developmental immaturity - their brains are malleable, so the impact of trauma is faster to manifest and leaves deeper tracks of injury.



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Building predictability



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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

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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)



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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?


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Transitions

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

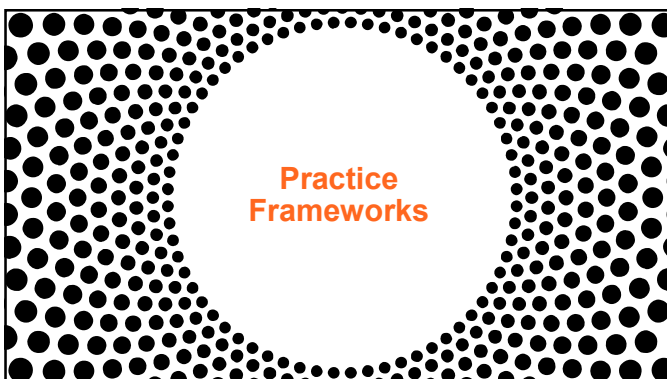
- How many are essential?
- How can you provide safe passage for children through the transition?
 - ❖ Safe Person
 - ❖ Safe Activity
 - ❖ Safe Place



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Practice Frameworks



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Undertake a sensory audit



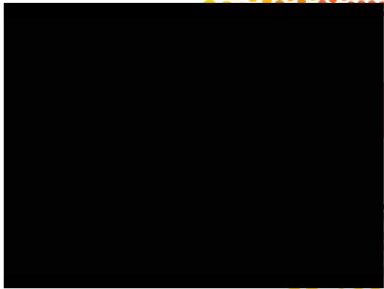
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Models of trauma informed practice

- Playful
- Accepting
- Curious
- Empathic


P.A.C.E
(Dan Hughes)



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Engagement



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CLIMB IN THE HOLE.
& NEVER SAY
"AT LEAST."
BRENE BROWN

EMPATHY

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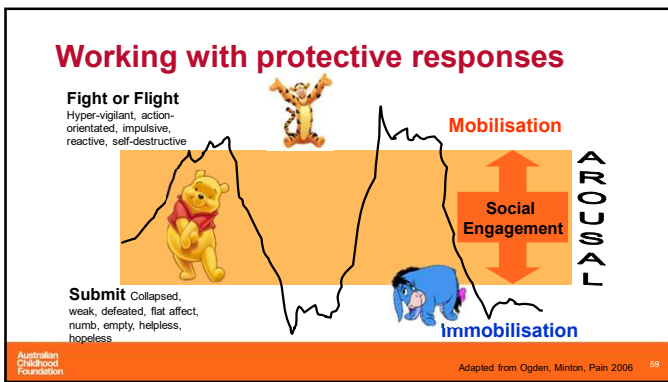
Anticipate child's Needs					
Unconditional positive regard					
Reframe child's perceptions					
Time in and repair					
Use words for child's experience					
Reflect back child's feelings					
Enjoy play together					

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Working with MOBILISED responses
Fight




What it might look like

- Angry, aggressive, irritable
- Confrontational, controlling, shouting
- Blaming others, pushing others away, argumentative

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Working with MOBILISED responses
Fight



Supportive responses

- Help me stabilise my hyper-aroused nervous system
- Rhythm, containing and grounding
- Match my energy before helping me calm down
- Hanging, swinging, climbing, marching
- Stomping, jumping on the spot, drumming

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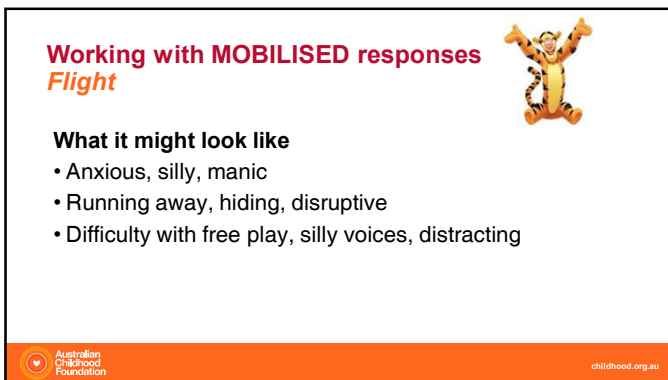


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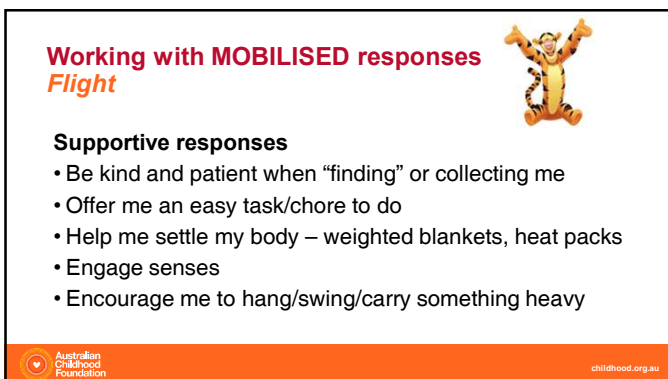
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Yoga




Yoga cards – Edna Reinhardt
www.overthemoonstudio.com

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Working with MOBILISED responses
Freeze




What it might look like

- Arousal is high, but movement is inhibited
- May look confused or distracted
- Scanning the room, dilated pupils, wide eyes

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Working with MOBILISED responses
Freeze



Supportive responses

- Be curious with the child about the freeze state - are there any places that are less frozen than others?
- Gently facilitate movement e.g. Wiggling one finger
- Play with metaphors like thawing ice
- Encourage breathing
- Engage senses

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Working with IMMOBILISED responses
Submit




What it might look like

- Low, sad, flat mood
- Quiet, compliant
- Alone, withdrawn

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Working with IMMOBILISED responses
Submit



Supportive responses

- Orienting to the space/grounding exercises
- Orienting the senses
- Alignment- engaging the spine

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Maintaining Social Engagement



What it might look like

- Engaged in activities
- Chatty, talks to adults and peers
- Interacts with peers in play

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Maintaining Social Engagement



Supportive responses

- Prosody
- Using the sing-song, story-telling voice
- Using breathing techniques



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Smell the flower



Blow the pinwheel



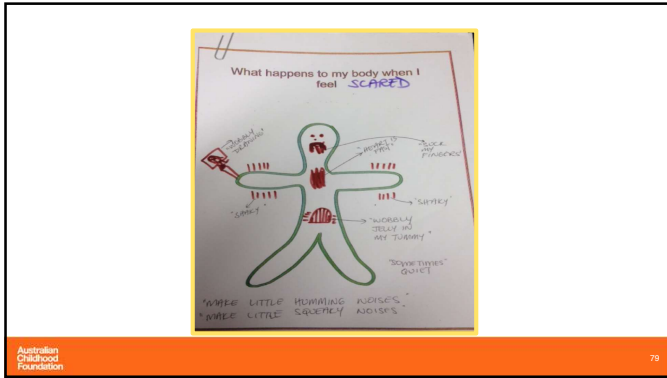
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'Rosy and Jack'

by Nicole Reading



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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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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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Outcomes for children

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



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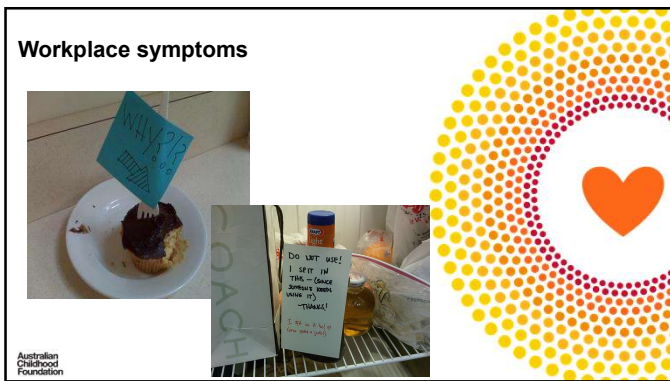
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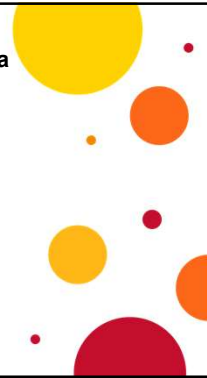


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Signs and symptoms of vicarious trauma

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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ACF - www.childhood.org.au

Email:
parenting@childhood.org.au

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