



Trauma Responsive Practice in a Child and Adolescent Mental Health Setting

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1

The Australian Childhood Foundation acknowledges Aboriginal and Torres Strait Islander people as the traditional custodians of this land and we pay our respect to their Elders past, present and future.





2

Workshop Outline

Explore:

- Developmental neurobiology and attachment and the impacts of trauma from abuse, violence or neglect on development and functioning.
- Intergenerational trauma, trans-generational trauma, the science of epigenetics and it's impact on our understanding of family functioning and the parent's capacity to illicit attachment.
- Trauma informed case formulations and psychometric testing
- Evidence-based practice strategies and skills for intervention with children and young people who have experienced complex developmental trauma, and their parents
- Trauma informed, culturally appropriate approaches to staff wellbeing
- Link the knowledge and interventions explored in this workshop to you and your team's current and future practice.



3

Messages of Safety


- Looking after yourselves during our time together is important,
- Our own self story, experiences and feelings, distress, sadness, and disappointments can bring up or trigger responses that are overwhelming and make us feel unsafe....
- When hearing the stories of others, thinking and talking about children who have experienced significant abuse, neglect and persecution can sometimes have a triggering effect also....

Your emotional safety is paramount, so please take care during the workshop



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- Toilets
- Exits
- Breaks
- Confidentiality

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ACF Model



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Development: the role of relationships

"I am because we are"

African proverb

"A person's core self – the self that is shaped by early attachment patterns – is defined by who the parental object both perceive him to be and deny him to be"

Bromberg 2001, page 67

7

The Importance of Culture

"Culture is central to identity, culture defines who we are, how we think, how we communicate, what we value, what is important to us."

Our traditional view that Aboriginal children are the gifts from the creator and this is something that's been really, really sort of important to remember. Our children are the story holders of our future and it's really important that they take up that role, and that Elders play a critical role in the identity formation of our children."



(Muriel Bamblett 2014)




8

Our Worldview

Our worldview provides us with an ordered sense of reality. It enables us to make sense of what we do and what we observe in the world and provides us with a sense of certainty and, to some degree at least, predictability. Our world view gives us security because it enables us to interpret what happens in the world in terms of a mental framework that makes sense to us.

9

Holding the child at the centre...




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Neurobiology of child development and attachment





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It all starts with neurons

- Babies are born with billions of neurons, ready to connect
- When neurons wire together they form neural pathways
- Repetitive experiences lead to hard wiring

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Neuronal development

- Rapid growth occurs from birth to 6 years
- **Critical period** of development
- Healthy neuronal development occurs through **relationships, regulation, repetition**

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Neuronal development

- Early years – period of **rapid growth**
- Followed by onset of puberty in which **synaptic pruning and formation of new neurons** occurs.

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Adolescent brain development

Myelination;

- Occurs during adolescence
- Neurons become more efficient at conduct messages
- When pruning is complete, the brain is faster and more efficient.
- But, during the pruning process, the brain is not functioning fully.
- Maturation occurs from the back of the brain to the front - prefrontal cortex.

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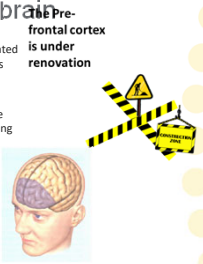
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The adolescent brain

The Pre-frontal cortex isn't fully integrated (developed) until a person's late 20's. Is changeable throughout life.

Young people use different areas of the brain to function in lieu of the developing pre-frontal cortex.

The Pre-frontal cortex is under renovation



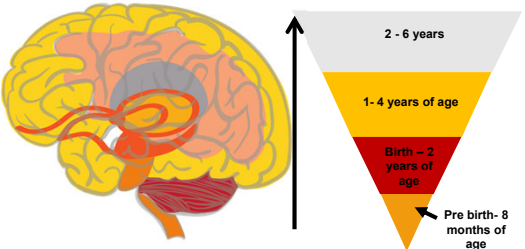
The adolescent brain is not simply an immature brain or a rough draft, but rather an exquisitely sensitive, highly adaptable creature, wired almost perfectly for the job of moving from the safety of home into the complicated world outside.

Jay Giedd

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Developmental stages of brain maturation



2 - 6 years

1- 4 years of age

Birth - 2 years of age

Pre birth- 8 months of age


Image source: ©2018 ACF

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17

Cerebellum- movement and balance

- Helps us to know where our body is in space
- Helps us with our posture and balance
- Helps us not to fall over and to control our movements
- Has its own connective pathways between the 2 halves- cerebellar vermis




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Limbic lobe- emotional gateway

- The part of the brain that helps us attach an emotion to an experience or memory
- This part of the brain is particularly involved with the emotions of fear and anger
- Also heavily involved in attachment processes
- This area develops mainly after birth




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19

Brainstem - basic life functions

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




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Hippocampus – Brain’s historian

- Explicit memory system
- Develops approximately 2-3 years of age
- Helps with contextual anchoring of an experience in time and space
- Provides context to memory and embeds long term memory





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Amygdala – smoke alarm



- Detects threat
- Incoming sensory information (especially smell) is processed for an emotional and survival response
- Processes social clues, including faces
- Learns by association
- Involved in implicit memory processes
- Hypersensitive and overactive amygdala is at core of anxiety based disorders



22

Cerebral cortex- complex thinking



- The largest part of the brain
- Associated with higher brain function such as thought and action
- Examples of functions:
 - Reasoning
 - Logic
 - Judgement
 - Voluntary movement



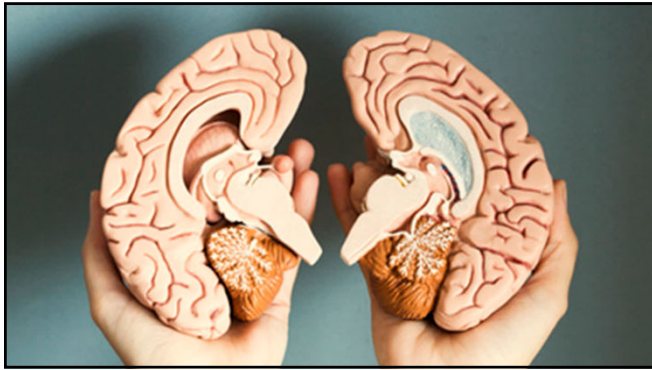
23

The prefrontal cortex- executive function

- Responsible for executive functions, such as judgement, reasoning, and self awareness
- Final part of the brain to reach maturity in one's late 20s -30s
- Under reconstruction in adolescents from the age of approximately 12 years



24



25

Hemispheric integration

Left Hemisphere

- Evaluates language content
- Optimistic hemisphere
- Understands beginning, middle and end
- Learns from the past and expects the future
- Looks for patterns

Right Hemisphere

- In the present moment
- Eye contact
- Facial expression
- Tone of voice
- Posture
- Gesture
- Intensity
- Is mute
- Grasps the whole

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Healthy neural development occurs within safe and attuned RELATIONSHIPS

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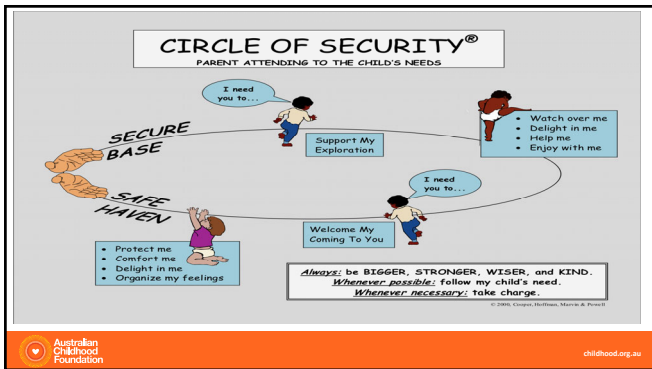
27



28



29



30

Healthy neuro development needs Regulation

- Helping children organise their physical, emotional and relational experiences
- Calm the limbic system to engage the cortex
- Offer relational safety and safe base to return
- Physical proximity and non verbal communication releases feel good hormones; oxytocine and dopamine to counteract cortisol release

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31

A child's experiences of safety, connection and meaning making shape how they see:

- Themselves
- Others
- The world

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32

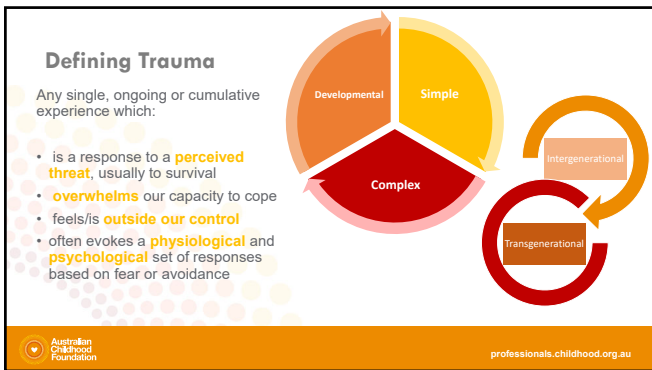
Holding the child at the centre...

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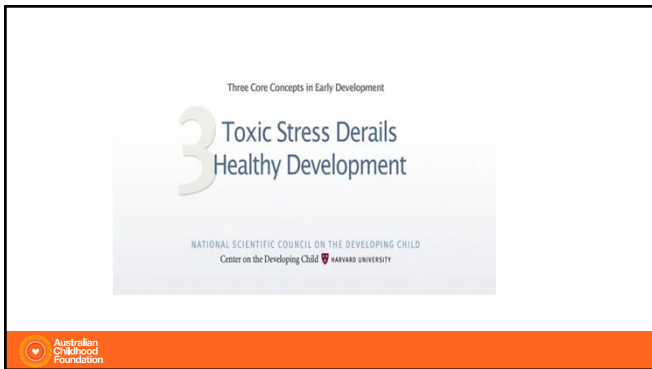
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34



35



36

Inter-generational trauma

- The prefix 'inter' is from the Latin meaning between, or among, together or mutually together
- Inter-generational trauma is passed down directly from one generation to the next
- Inter-generational trauma occurs directly through experiencing the trauma or from seeing or hearing about it

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Trans-generational trauma

- The prefix 'trans' is from the Latin word meaning across or crossing, through, beyond or on the other side
- Trans-generational trauma is transmitted across a number of generations

"This type of trauma occurs without direct stimulus but is instead transmitted from a parent who has experienced a traumatic event"

(Davidson & Mellor 2001 as cited in Goodman, West & Cicciocioppo, 2008)

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Epigenetics



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40

Telomeres

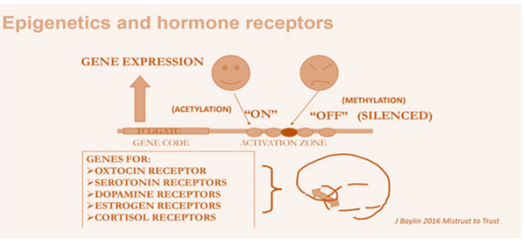
- Caps at the end of DNA, holding it together
- Telomeres shorten as we age
- Those born in families with trans-generational trauma have been shown in studies to have shorter telomeres from birth.



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41

Epigenetics and hormone receptors



GENE EXPRESSION

(ACETYLATION) "ON"

(METHYLATION) "OFF" (SILENCED)

GENE CODE

ACTIVATION ZONE

GENES FOR:

- > OXYTOCIN RECEPTOR
- > SEROTONIN RECEPTORS
- > DOPAMINE RECEPTORS
- > ESTROGEN RECEPTORS
- > CORTISOL RECEPTORS

J Baylin 2016 Mistrust to Trust

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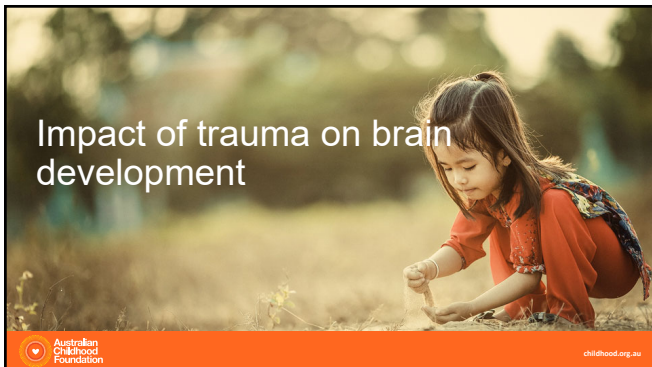
42



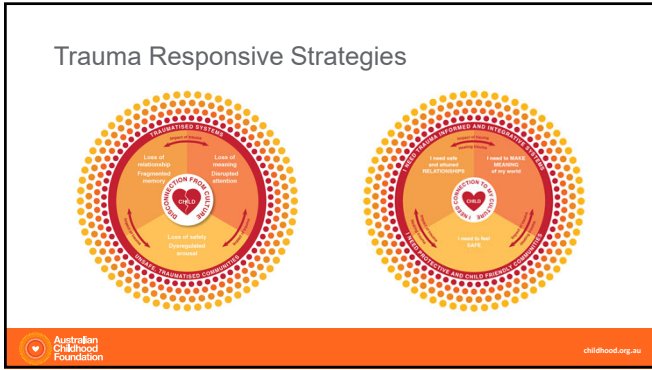
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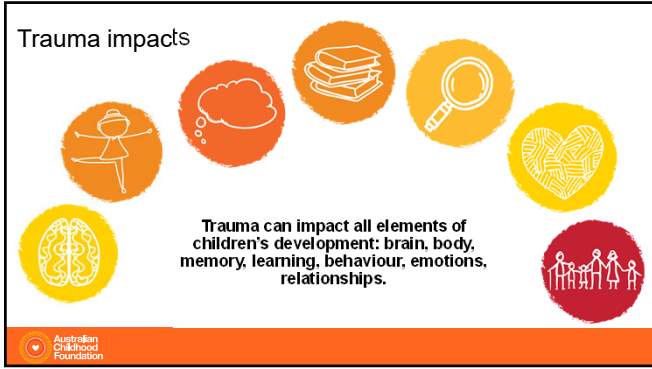
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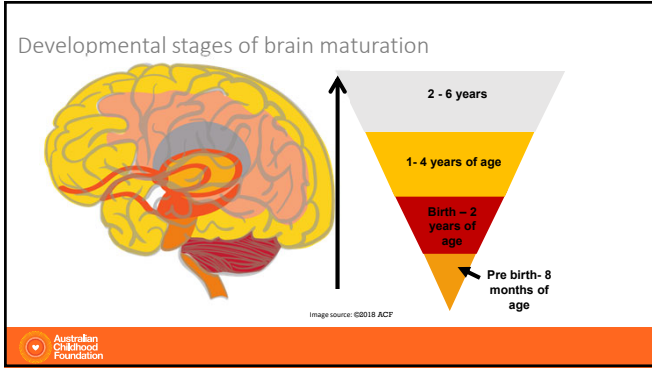
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46



47



48

The social engagement system



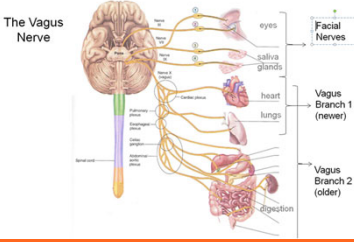
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49

Trauma and Physiology – a Polyvagal theory perspective (Dr Stephen Porges)

NEUROCEPTION:
 "How neural circuits distinguish whether situations or people are safe, dangerous, or life threatening. Neuroception explains why a baby coos at a caregiver but cries at a stranger, or why a toddler enjoys a parent's embrace but views a hug from a stranger as an assault".

Dr Stephen Porges
 Institute of Education Sciences



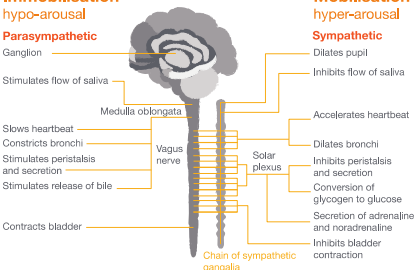
The Vagus Nerve

Facial Nerves
 Vagus Branch 1 (newer)
 Vagus Branch 2 (older)

eyes, saliva glands, heart, lungs, digestion

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50



Immobalisation
 hypo-arousal
 Parasympathetic

Mobilisation
 hyper-arousal
 Sympathetic

Medulla oblongata, Vagus nerve, Solar plexus, Chain of sympathetic ganglia

Stimulates flow of saliva, Slows heartbeat, Constricts bronchi, Stimulates peristalsis and secretion, Stimulates release of bile, Contracts bladder


Dilates pupil, Inhibits flow of saliva, Accelerates heartbeat, Dilates bronchi, Inhibits peristalsis and secretion, Conversion of glycogen to glucose, Secretion of adrenaline and noradrenaline, Inhibits bladder contraction

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51

Hyper- arousal

- A child adopting a hyperarousal response may display defiance, easily misinterpreted as wilful opposition.
- These children may be resistant or even aggressive. They are locked in a persistent "fight or flight" state.
- They often display hypervigilance, anxiety, panic, or increased heart rate.

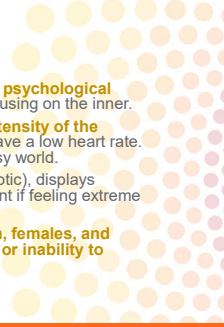


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Hypo-arousal

- The dissociative response involves **avoidance or psychological flight**, withdrawing from the outside world and focusing on the inner.
- **The intensity of dissociation varies with the intensity of the trauma.** Children may be detached, numb, and have a low heart rate. In extreme cases, they may withdraw into a fantasy world.
- **Dissociative child is often compliant** (even robotic), displays rhythmic self-soothing such as rocking, or may faint if feeling extreme distress.
- Dissociation is **more common in young children, females, and during traumatic events characterized by pain or inability to escape.**




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Regulated Arousal

Fight or Flight hyper-vigilant, action-orientated, impulsive, emotionally flooded, reactive, defensive, self-destructive

Freeze Physically immobilized, frozen, tense musculature



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

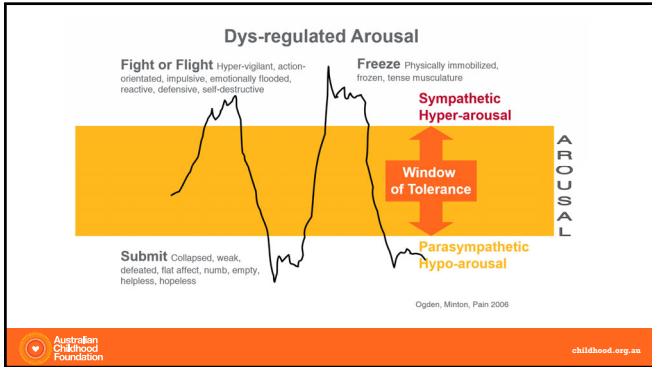
Sympathetic Hyper-arousal

Parasympathetic Hypo-arousal

Opten, Milton, Patti 2008

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55

Why is regulation so important?

- Facilitates cortical functioning
- Enables integration of sensory data
- Promotes awareness of Neuroception
- Holds attention to the here and now, rather than pulling it to the past
- Reinforces co-regulation as foundational and necessary

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Memory Processing

- **Implicit Procedural Memory**
 - Non-verbal
 - Separate fragments
 - Emotional/sensational
 - Outside conscious awareness
- **Explicit Memory**
 - Develops at 2-3 years of age
 - Consciously retrieved
 - Eg. Autobiographical story

emotional sense, smells, bodily sensations, images, stance

Encoded by the hippocampus

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57

Traumatic Memory Processing

Implicit Procedural Memory

- Non-verbal
- Separate fragments
- Emotional/sensational
- Outside conscious awareness

Explicit Memory

- Develops at 2-3 years of age
- Consciously retrieved
- Explicit memory systems can become shut down when trauma is present

Hippocampus

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Attention – impacts of trauma

- Affects sustained and focused attention
- Focus remains on the perceived threat
- Difficulty in focussing on task at hand, listening to instructions or following directions
- Shark music – always playing

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59

Attention

<https://>

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60

8 senses

1. **Visual**
2. **Auditory**
3. **Olfactory** (smell)
4. **Gustatory** (taste)
5. **Tactile System** (touch)
6. **Vestibular** (sense of head movement in space)
7. **Proprioceptive** (sensations from muscles and joints of body)
8. **Introception** (awareness of basic primary functions – hunger, toileting, breathing)

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61

Trauma-consistent presentations

- Poor sensory integration – hyper or hypo-sensitivities to one or more sensory inputs (thalamus)
- Coordination or gross motor difficulties (cerebellum)
- Weight or growth concerns, appetite issues, teething delays, sleep issues (hypothalamus)
- Executive function difficulties; impulse control, problem solving, paying attention (prefrontal cortex)
- Difficulty naming and regulating emotions (corpus callosum, L-R integration)

Discuss

**What do you often see as 'reason for referral' in your health settings?
How does a trauma-lens help you understand these presentations?**

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62

Holding the child at the centre...

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63

Self care

- Part of trauma informed practice is looking after yourself!
- If you are not healthy, regulated and working from your cortical brain then your child wont be able to either.

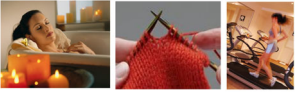
reminder:
 take care of yourself!

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64

Self care



The best way to help the extremely dysregulated child, is to remain calm and regulated yourself.

What works for you?



65

Self care assessment tools

IGNACIO's Self Care Plan

Mind

TAKE LOTS OF BREAKS!
LIFE-LONG LEARNING

Body

TEA NOURISH FOR EXERCISE EVERYTHING IN MODERATION

Spirit

MEDITATE HUMAN CONNECTIONS FULFILLMENT THROUGH USING MY SKILLS

PE

SELF-REFLECTION



66

Self care planning

My Self Care Plan

Mental
Read/Learn
Talk to Friends!
Take Meds Daily

Physical
Get Active!
Eat Good, Healthy Food
Skin Care

Emotional
Hot Baths
Do Art/Creativity

Self-care is NOT selfish or self-indulgent. We cannot nurture others from an empty well. We need to take care of our own needs first. When we care for ourselves, we care for our abundance. - Jennifer Louder

"A person who is humble would never be abusive or selfish, so don't abuse yourself or withhold self-love or self-care." - Brené Brown

Inspirational
MENTAL HEALTH

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67

Guided meditation Body Scan - Progressive muscle relaxation

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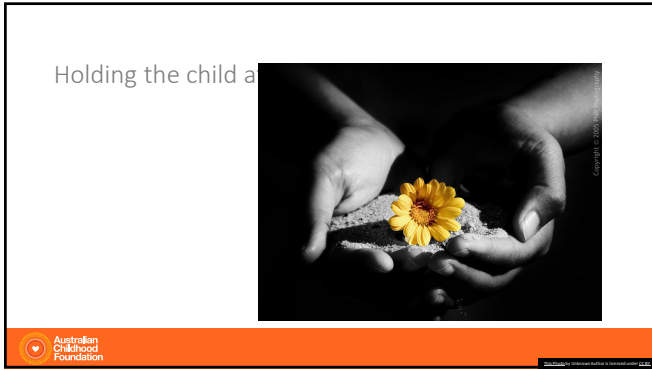
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68

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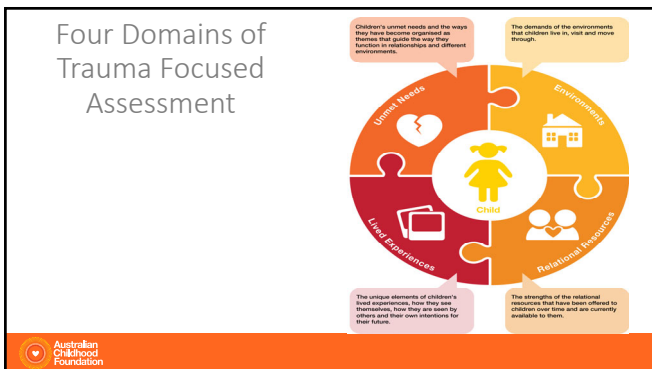
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70



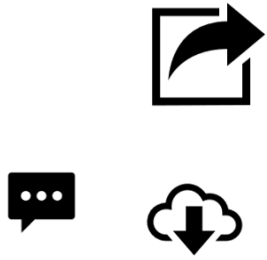

71



72

Processes for collecting Information

- Observations
- Interviews and Discussions
- Reading Reports and Case Files
- Meetings
- Psychometric Tools
- Centralising Culture
- Relational Mapping


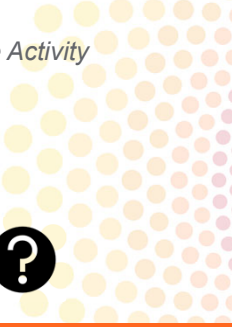




73

Psychometric Tools – *Reflective Activity*



In groups:

- Think about a child or young person you have worked with.
- Did you, or someone else working with the child, use psychometric tests in the assessment process?
- What were those tests?
- What did that/those tests help you to understand about the child or young person and their unique experiences?

74

Holding the child a

75

The Biology of Safety

I need to feel SAFE...

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76

Immobilisation hypo-arousal Parasympathetic

- Ganglion
- Stimulates flow of saliva
- Slows heartbeat
- Constricts bronchi
- Stimulates peristalsis and secretion
- Stimulates release of bile
- Contracts bladder

Mobilisation hyper-arousal Sympathetic

- Dilates pupil
- Inhibits flow of saliva
- Accelerates heartbeat
- Dilates bronchi
- Inhibits peristalsis and secretion
- Conversion of glycogen to glucose
- Secretion of adrenaline and noradrenaline
- Inhibits bladder contraction

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Theory of social engagement

Behavioural Functions	Body Functions
<p>Social Engagement Soothing and calming Indicates safety</p>	<ul style="list-style-type: none"> • Lowers or raises vocalization pitch • Regulates middle ear muscles to perceive human voice • Changes facial expressivity • Head turning • Tears and eyelids • Slows or speeds heart rate
<p>Mobilization Fight or Flight Active Freeze Moderate to extreme danger</p>	<p>Hyper arousal</p> <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
<p>Immobilization Collapse or submission Death feigning Increased pain threshold Conserves metabolic resources Life threatening situations</p>	<p>Hypo- arousal</p> <ul style="list-style-type: none"> • Slows heart rate • Constricts bronchi • Stimulates gastrointestinal function

Evolution

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78

Hypothalamic (Diencephalon) / Pituitary / Adrenal Axis

- The hypothalamus secretes the hormone **corticotropin-releasing factor (CRF)**, which rouses the body.
- CRF travels to the pituitary gland.
- The pituitary gland secretes **adrenocorticotrophic hormone (ACTH)**.
- ACTH circulates in the bloodstream, traveling to the adrenal gland.
- The adrenal gland releases **cortisol**, another hormone.
- Cortisol stimulates many reactions in your body, including a rush of energy and alertness.

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HPA Axis

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80

Protective Response can present as:

Mobilised Responses
(fight, flight, active freeze):

- Hypervigilant
- Edgy/jumpy
- Irritable – easily annoyed
- Poor recovery from distraction
- ‘silly’, loud, over-excitement
- Unsettled, restless
- Outbursts, aggression
- Defensive, taking things personally
- Inflexible, ‘controlling’
- Sensitive to sensory input

Immobilised Responses
(collapse, withdraw, dissociate):

- Flat, numb affect
- Disengaged, disinterested
- Withdrawn
- Frequent “boredom”
- Lethargic, unmotivated
- Disconnected from peers
- Primitive self-soothing
- Hygiene issues
- Wetting or soiling
- Low appetite

Discuss

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81

Strategies for Healing Safely

Strategies for healing

- Proximity
- Environment
- Eye Contact
- Tone of Voice
- Facial Expressions
- Posture and gestures

- Body awareness
- Breathing
- Grounding
- Boundaries
- Containment
- Self-soothing
- Reaching
- Alignment
- Centering
- Movement

Bonnie Goldstein 2017

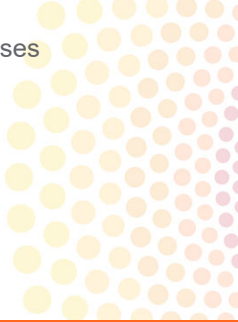


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82

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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83

Activating the social engagement system

- Listen and validate feelings (*limbic/cortex*)
- Hold space (when safe)
- Check in with your own emotions/triggers (*right brain to right brain, co-regulation*)
- Empathy (*limbic/cortex*)
- Connection relating (*limbic/cortex*)
- Draw on strengths (*limbic/cortex*)
- Humour (*limbic/cortex*)
- Unconditional positive regard (*right brain/limbic/cortex*)



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84

- Rhythm techniques
- Containing techniques
- Grounding techniques

Working with children who show mobilised responses- fight/flight




85



Working with children who show IMMOBILISED 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

Supportive responses

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




86

Working with children who show MOBILISED responses - Flight

What it might look like • Anxious, silly, manic • Running away, hiding, disruptive • Difficulty with free play, silly voices, distracting

Supportive responses

- Be kind and patient when "finding" or collecting me
- Offer me an easy task/chore to do
- Help me settle my body –weighted blankets, heat packs
- Engage senses
- Encourage me to hang/swing/carry something heavy


87




Working with children who show MOBILISED responses - Fight

What it might look like • angry, aggressive, irritable • confrontational, controlling, shouting • blaming others, pushing others away, argumentative

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

88



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89

Working with children who show immobilised responses- intervention tools

- Orienting to the space
- Orienting the senses
- Alignment- engaging the spine



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Orienting to the Space



- **Point to something** green/plastic/soft.....
- **Encourage the child to look up and out** rather than down- hang an interesting object at height in the space
- **Name out loud**, objects in the room
- Open a window
- Move outside if you're inside and inside if you're outside
- Take shoes off and **feel feet on the floor**

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Working with Immobilisation Orienting the senses




- Notice and name 4 things you can see
 - 3 things you can hear
 - 2 things you can feel/touch
 - 1 thing you can smell
- Cool face washer or a moistened wipe
- Blinking hard/squeezing toes
 - Eat a piece of lemon, lime/citrus fruit
 - Suck a lollipop
 - Listen to singing tapes
 - Cool drink/suck ice
 - Scratch & sniff sticks

92

Working with immobilisation – engaging the spine

- When the spine is aligned there is no collapse
- Move like you have a long tail
- Tick tock like a clock until you find your centre
- Zip yourself up
- Walk with a toy balanced on your head
- Grow yourself from a seed to a tree




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93

Strategies for healing


- Songs and stories
- Straight face game
- Copying drawings
- Body opposite game
- Mirroring
- Secret handshake

94

Supporting attention

- Check the environment – reduce overstimulation
- Check yourself – your body language, tone of voice, facial expressions
- Know the child and their triggers
- Use relationship to help the child regulate – co-regulation
- Provide sensory tools that the child can ground with
- Try music, song, rhythm, to calm the brain stem and reduce bottom up hijacking by the survival brain



95

I need safe and attuned RELATIONSHIPS




96

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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97

Attunement, mis-attunement, repair 'good enough' parenting (Ed Tronick)

A diagram illustrating the cycle of attunement and repair. It shows three stages of 'Matching State' (Approx 30%) represented by three red hearts. Between each Matching State, there is a 'Rupture' (indicated by a lightning bolt) and a 'Repair' (indicated by a lightning bolt) process, with the word 'Lamenting' written in pink. Below the first rupture, it says 'Mis - Match Approx 70%'. The Australian Childhood Foundation logo and website are at the bottom.

98

Repair in relationships

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

Three photographs of bears: the first shows two bears facing each other; the second shows a bear sitting with a cub; the third shows a bear hugging a cub. The Australian Childhood Foundation logo and website are at the bottom.

99



100



101



102

Relationship based strategies

- Encouraging safe, enriching, positive relationships with others and the broader community (for children and families)
- Be empathetic of trauma history, triggers, needs, desires
- Encourage parents to repair when there has been rupture– time in
- Understanding that all behavior has a meaning
- Interventions which enhance parental reflective functioning




103

P.A.C.E (Dan Hughes, DDP)

- Playful (when appropriate)
- Accepting
- Curious
- Empathic

"P.A.C.E is a formula for epigenetic reprogramming of the child's neuroceptive system" (Jon Baylin)

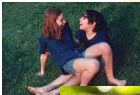





104

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!"

105

PACE - Acceptance



- Unconditionally accepting of the child's internal world – feelings, thoughts, needs and intentions – that drive their behaviours.
- Understanding the underlying feelings and needs before moving to consequences = Connection before Correction.
- Helps caregivers and children to stay open with each other.
- Accepting the child's internal world doesn't mean we forgo consequences, or accept behaviours that hurt others
- "Thanks for telling me about what happened at school today. I feel sad that you've had such a difficult day"

106

PACE - Curiosity



- Builds the bond between caregiver and child.
- Seeking to know more about and understand the child.
- 'I wonder' and 'what do you think' questions, and guessing and checking rather than asking 'why'.
- Seeking to understand from a 'not knowing' stance and being open to the child's understanding.
- "I wonder if you might be feeling sad because mum couldn't come visit today? Do you think that might be what's going on?"

107

PACE – Empathy

- Being with the child through strong emotions helps them to feel that you get it, and are here for them.
- Empathy shrinks sadness, fear and anger.
- Helps children learn to regulate strong emotions.
- Staying with the child in whatever they are feeling.
- Not trying to fix the problem or rescue the child.
- "I'm sorry you're having such a hard time," "that sounds really tough",
- "I'm sorry that happened" "that must be really hard", "that must feel really bad".

108


Empathy




109

Connection before correction – Kim Golding

- Research shows that **we cannot influence children in a positive way until we create a connection with them.**
- **Connection creates a sense of safety and openness.** Punishment, lecturing, nagging, scolding, blaming or shaming create fight, flight, or freeze.
- **Validation of intense emotions** – mirroring, serve and return, naming emotions
- Body language, facial expression, tone of voice
- **Correction is about finding a solution with the child rather than imposing a punishment**



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110

Two hands for parenting – Kim Golding

Hand One: provides warmth and nurture, and allows:

- Child appropriate autonomy matched to their developmental age.

Hand Two: provides structure, and boundaries:

- Connection before correction
- No correction without understanding
- Avoid lectures and delay problem solving
- Avoid punishing with the relationship
- Adult takes responsibility for relationship repair




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111

Holding the child at the centre...





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112


Meaning Making... Building strength and belonging through story




113


Behavioural – narratives of trauma

- Behaviour tells a story!
- Traumatized behaviour can be difficult and complex to understand, manage and shape
- However, it is functional and almost always makes sense given their specific experiences of trauma
- Behaviour is the manifestation of the impacts of trauma outlined in the previous sections



Sometimes when we are angry, there are other emotions under the surface


Icebergs are giant floating pieces of ice found in the coldest parts of the ocean. What you can see from above is just a tiny part. Most of the iceberg is hidden under the surface.



114

Helping Parents Make Meaning of Behaviour

- When parents feel understood, they become open to trying to understand others
- Always consider the underlying function of parents' behaviours and reactions
- Help parents to wonder about their child's inner world
- Develop openness and curiosity about behaviour
- If we can understand what drives a behaviour, we can work out how to respond to it
- If we can meet the need that is driving a behaviour, the behaviour can start to reduce
- **Some clues:** *is the behaviour a fight/flight/freeze/withdraw response? Is it related to hunger/tiredness? Is it a bid for connection or space?*



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115

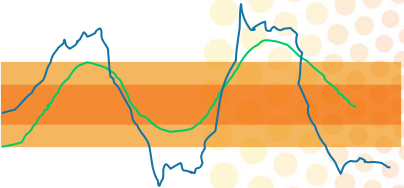
What we might say based on what we see	What we might say based on what we don't see
1. He has regular outbursts and throws tantrums	1. <i>He hasn't developed skills to regulate strong emotions</i>
2. When it's loud she just covers her ears and won't do her work	2. <i>She needs help to develop skills to tolerate sensory (auditory) input</i>
3. He refuses to drink water all day, and then can't concentrate at all in the afternoon	3. <i>He struggles to notice thirst and respond to what his body needs</i>



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116

Interpersonal Regulation



Child's movement in her/his window of tolerance

Movement in my window of tolerance

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117

Narrative: reshaping the child's story

Stories.
Connect.
People.

- Most of us would see a narrative as a story
- We all carry stories of understanding of ourselves with us throughout life. These stories become the lens through which we view the world.
- Helping children to shape their story provides them with an understanding of themselves that integrates who they are as a whole person not just a child with trauma.

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118

Strategies for healing

Behaviour can be shaped by the child's environment:

- Consistency, responsiveness and predictability build safety in the environment
- Validation of their feelings, experiences and achievements, by the significant people in their lives.
- The experience of being heard and understood, helps the child develop a template that says, "My needs are important."



DAILY ROUTINES

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119

Holding the child at the centre...




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120

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124



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125
