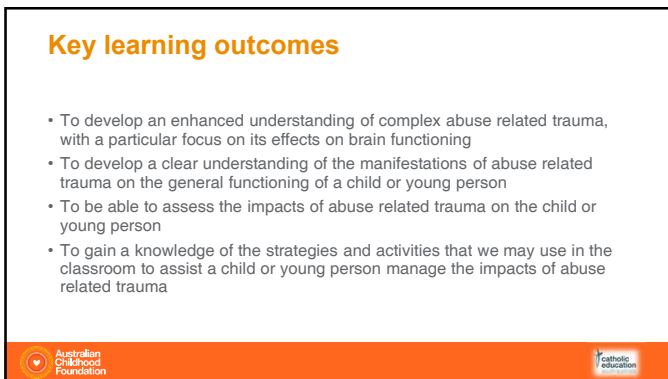


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Safety

The content of this training can evoke strong emotions and may trigger personal experiences of trauma.

Please be mindful of your own wellbeing during this training and if you need support please ask the facilitator.

4


Principles guiding this workshop

- We assume a knowledge of child abuse and mandatory reporting requirements.
- The emotional safety of participants is paramount in this workshop. All activities are optional. Only share what you are comfortable to share.
- Be mindful of confidentiality.
- We acknowledge this can be difficult material for a range of reasons. Feel free to chat with your facilitator if you need and take breaks as required.
- Discussion and questions only enhance the session and knowledge sharing is really important
- Abuse related trauma covers the impact of all forms of child abuse, including sexual abuse, physical abuse, emotional abuse, family violence and neglect

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Holding the child at the centre...



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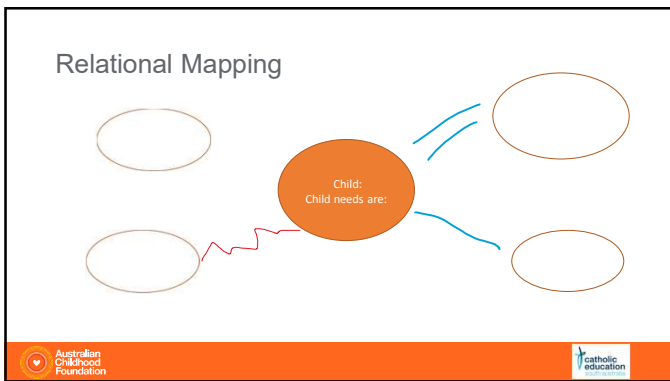
7

I need safe and attuned relationships

I need connection to my culture

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Children and Young People's Relational Needs

Children and young people who have experienced relational trauma require relationships that can compensate for their earlier experiences. This includes adults and peers in their network who:

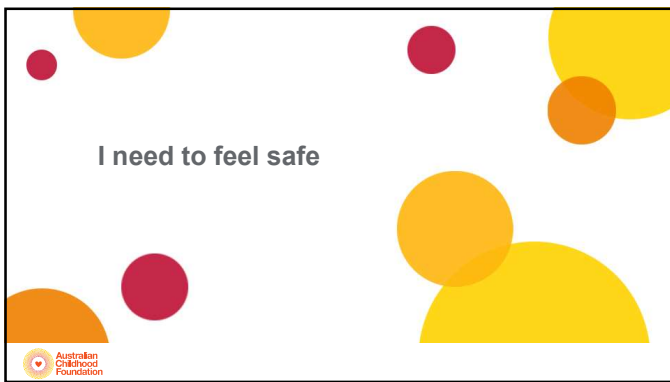
- have the capacity to engage with them
- Have the capacity to stay connected
- Are consistently available
- Expect different things of them/the relationship



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I need to feel safe



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Changes in Arousal States

<p>Affect: Shame, anger</p> <p>Thought: "I'm a screw up, this is unfair"</p> <p>Behaviour: Hitting, running away</p> <p>Sense of self: "I am bad, I am broken"</p> <p>Consciousness: Hyper-focused, narrow, rigid</p>	<p>frozen, emotionally reactive, racing thoughts, hyper-arousal, impulsive, aggressive</p>
<p>Affect: Joy, pleasure</p> <p>Thought: "This is fun, "I'm good at this"</p> <p>Behaviour: Increased, sustained effort</p> <p>Sense of self: "I'm competent, I can do this"</p> <p>Consciousness: Focused and flexible</p>	<p>Window of Tolerance - optimal arousal zone</p>
<p>Affect: Shame</p> <p>Thought: "I don't care, I can't do it"</p> <p>Behaviour: Collapsing, spacing out</p> <p>Sense of self: "I am bad, I am broken"</p> <p>Consciousness: Diffuse, spacey</p>	<p>Numb, lethargic, collapsed, cognitively slowed, withdrawn, distant</p>

(Adapted from Ogden & Fisher, 2015)

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Creating an environment of SAFETY

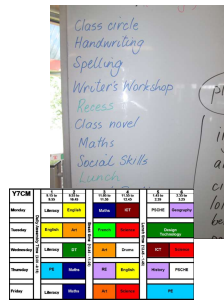
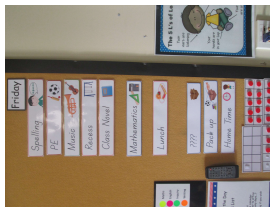
Physical environment: Consider sensory factors – what promotes calm? What might trigger defensive/threat response?

“Human” environment How do we use our voice, face and bodies to communicate safety? Do our interactions with students embody empathy and acceptance? Do our relationships prioritise predictability and consistency?



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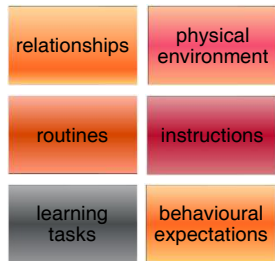
Safety is connected to predictability (Porges, 2012)



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What might predictability look like in practice?

- for students
- for families
- for staff
- systemically



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What are the impacts of stress in the classroom?

- Increased protective/defensive responses – reduced team cohesion, poor morale, less collaboration
- Impacts for students: teachers have reduced capacity for attunement, tolerance, problem solving. Students stop experiencing safety in therapeutic relationship. 'Blocked care'
- Impacts of rigidity – resistance to any changes (staff meetings changing format, new policies)
- Impacts of chaos – paperwork not completed, 'contagious anxiety'
- Reduced productivity, increased sick leave, poorer outcomes



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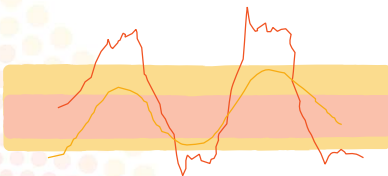
19

Why does how I'm doing matter?

In relationships, one's ability to regulate one's window of tolerance will affect the other's ability to regulate their own window of tolerance

Child's movement in her/his window

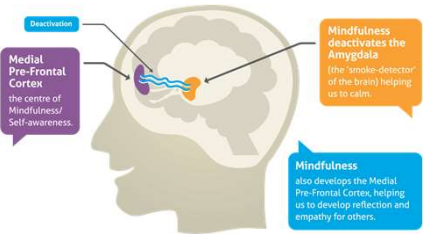
Movement in my window



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The role of Mindfulness in Self Care



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Staying regulated during client work

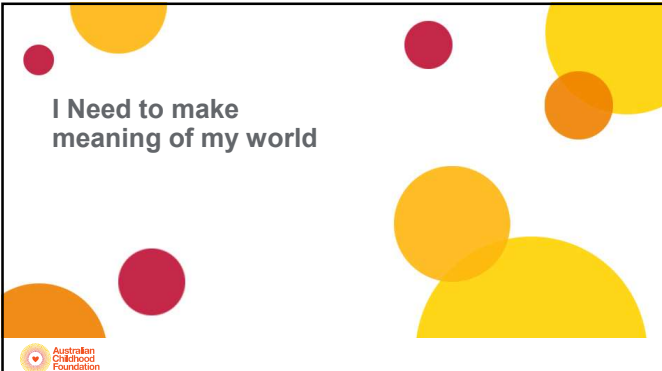
- **IN THE MOMENT:**
 - Physically (regulate our body systems)
 - Mentally (keeping our cortex online)
- **AFTER THE MOMENT:**
 - Debrief (social engagement system!)
 - Physically - regulate body systems
- **BEFORE THE MOMENT (and all the time)**
 - Effective self care
 - Organisational culture



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I Need to make meaning of my world



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Self Concept: Internal working models



	Positive internal working model	Negative internal working model
View of self	I am lovable I am worthy	I am unlovable I am unworthy
View of the world and relationships	Others are responsive Others are loving Others are interested in me Others are available to me The world is relatively safe	Others are unavailable Others are neglectful Others are rejecting Others are unresponsive The world is unsafe

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How do you/ the school support positive meaning making opportunities for:

- The child's identity
- Their relationships
- Their worldview




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Meaning making


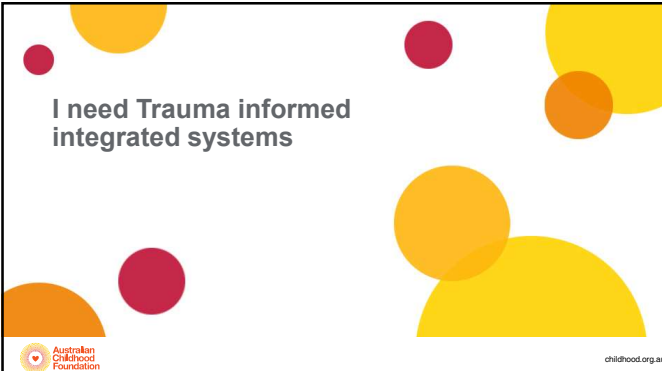
In making meaning we want the child to understand who they are despite their experiences of trauma

And for them to know they are ok, they are loved, they are accepted no matter what trauma symptoms are being expressed.



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I need Trauma informed integrated systems



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Collaboration

- Supporting children and young people takes considerable time, energy and is most effective in collaboration with key adults holding the child in the centre of their plans
- Consider establishing a care team around the child you are supporting. Who needs to be involved? What would it look like? How often would you meet? What roles would each member have? What would the processes of accountability be?

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Predictable

Changes to the routines are a source of stress to children and young people who have experienced trauma

Brain and body are constantly hyperaroused

Predictability in their relationships and environment deactivate the stress systems

This then promotes flexibility and adaptability

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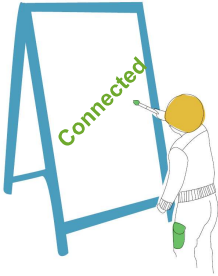
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Adaptive

- Traumatized children and young people rely on a limited set of behavioural routines to respond to the challenges of their context.
- These routines are sourced in the history of their physiological reaction to trauma and the experiences of relationships through which these reactions were interpreted and responded to.
- Strategies which 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.

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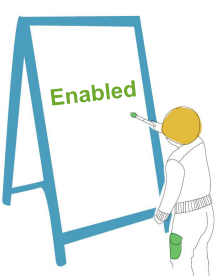
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- Traumatized children and y/people develop insecure and unstable templates for forming and being in relationships.
- They have distorted or confusing internal maps to help them navigate intimacy.
- They avoid engaging fully in relationships for fear of being hurt or rejected again.
- Strategies to support traumatized children and young people emphasise relationships with safe and consistent adults and peers as the foundation for change.

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- Traumatized children and y/ people find the process of understanding themselves difficult. They are challenged in their capacity to identify their feelings, understand them and communicate them to others.
- They struggle to piece together a coherent narrative about their qualities, their attributes and their talents.
- Strategies for responding to traumatized children and y/ people in the school context will enable them to make linkages between and give meaning to their experiences of their past & present, feelings, thoughts and actions.

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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
S STAGED					
P PREDICTABLE					
A ADAPTIVE					
C CONNECTED					
E ENABLED					

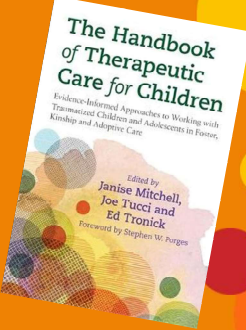
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A valuable resource

Includes chapters from:

- Martin Teicher
- Ed Tronick
- Allan Schore
- Bruce Perry
- Dan Hughes & Jon Baylin
- Kim Golding
- Cathy Malchiodi
- Joe Tucci
- Janise Mitchell
- Glenda Kickett
- Noel Macnamara



The Handbook of Therapeutic Care for Children
Evidence-Informed Approaches to Working with Traumatized Children and Adolescents in Foster, Kinship and Adoptive Care
Edited by Janise Mitchell, Joe Tucci and Ed Tronick
Foreword by Stephen W. Porges

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Thank you for your participation!

To find out more about the Australian Childhood Foundation please visit our website:
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Training enquiries:
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