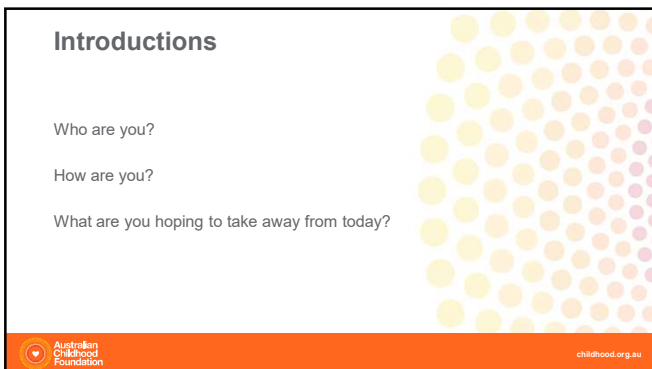




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Session Outline

- Defining Trauma
- Brain Development
- Relationships
- Impact of Trauma
- Biology of Safety
- Responding
- Self-Care



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Safety

The content of this training may evoke strong emotions and may stir up personal experiences of trauma.

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



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Defining Trauma



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Defining Trauma

Any single, ongoing or cumulative experience which:

- is a response to a perceived threat, usually to survival
- overwhelms our capacity to cope
- feels/is outside our control
- often evokes a physiological and psychological set of responses based on fear or avoidance

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childhood.org.au

7

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

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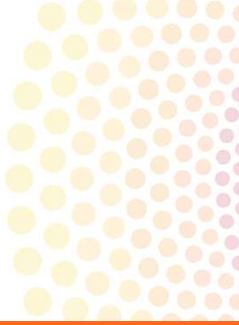
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Brain Development

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"The brain ... is not an inanimate vessel that we fill with information. Rather it is more like a living creature with an appetite, one that can grow and change itself with proper exercise and nourishment".
 Doidge, 2007




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Key Functions of the Brain

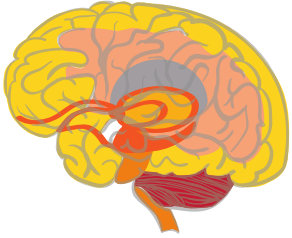
- The brain's primary function is to integrate sensory data to enable the individual to adapt successfully to their environment
- It does this by:
 - sensing
 - processing
 - storing
 - acting



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Bottom Up Brain Development



- Neocortex
- Limbic
 - Hippocampus
 - Amygdala
 - Diencephalon
- Hypothalamus
- Thalamus
- Corpus Callosum
- Cerebellum
- Brainstem


Cortex Reasoning and Judging Centre 3-5 Years
Limbic System Emotional Centre 1-4 Years
Cerebellum Motor Centre Birth-2 Years
Brain Stem Basic Survival Functions Pre-birth - 5 Months

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Brainstem

- 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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Cerebellum

- Helps us to know where our body is in space
- Helps us with our posture, movement 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

- 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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Amygdala & Hippocampus

Amygdala

- the 'smoke detector' of the brain
- is mature at birth
- processes & stores implicit memories

Hippocampus

- matures between 2-3yrs of age
- provides context to memories & embeds into long-term memory




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Cerebral Cortex

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




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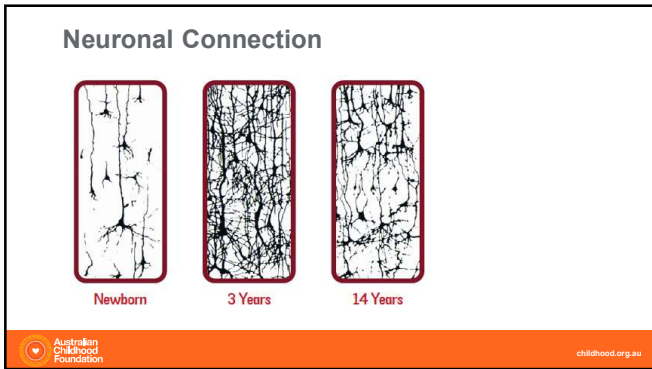
Prefrontal Cortex

- Responsible for executive functions, such as judgement, reasoning, and self awareness.
- Final part of the brain to reach maturity in one's mid 20s.



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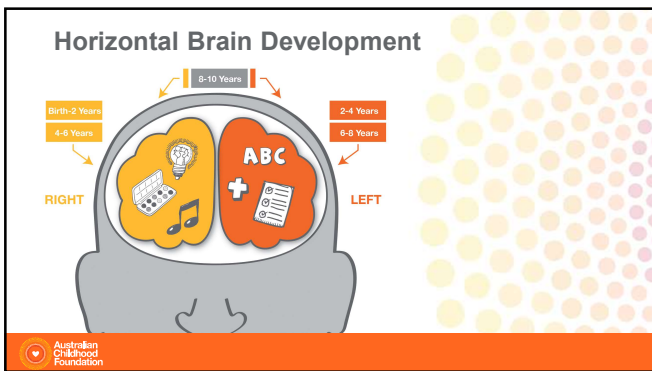
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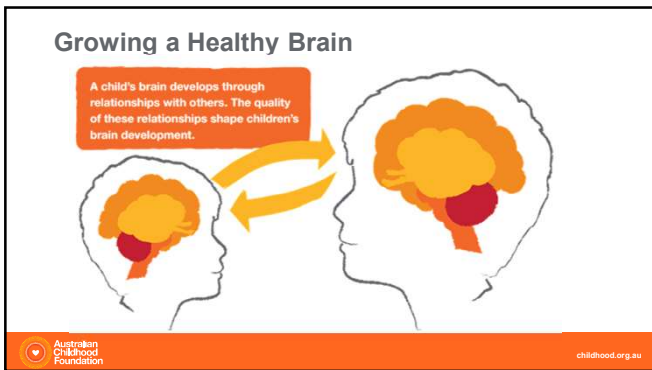
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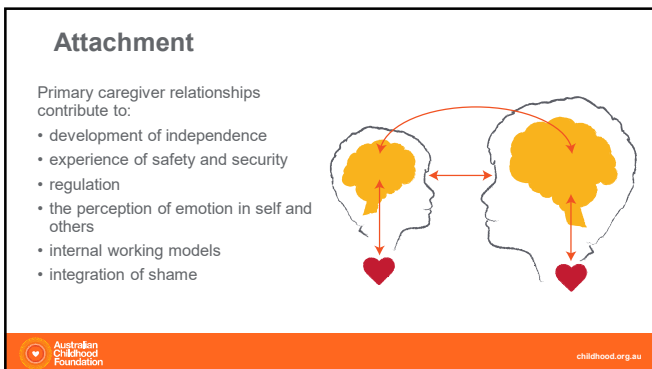
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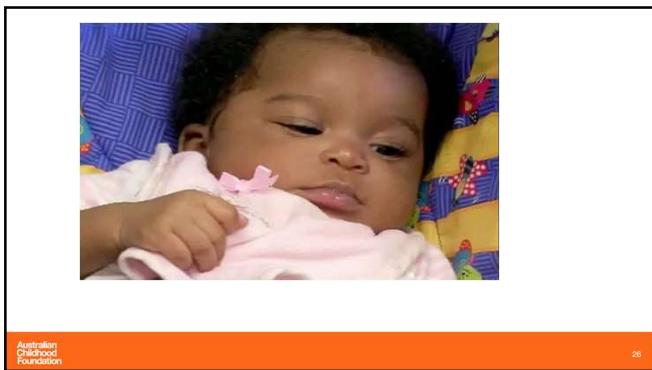
Attunement

- Key to secure attachment
- Ability of carer to know, read and match the infant/child's feelings/needs
- Through attunement the infant/child is able to:
 - learn about emotions, what they mean and what responses they can expect from those around them
 - mimic emotions/actions of others – 'be in sync'
 - read the intentions of others

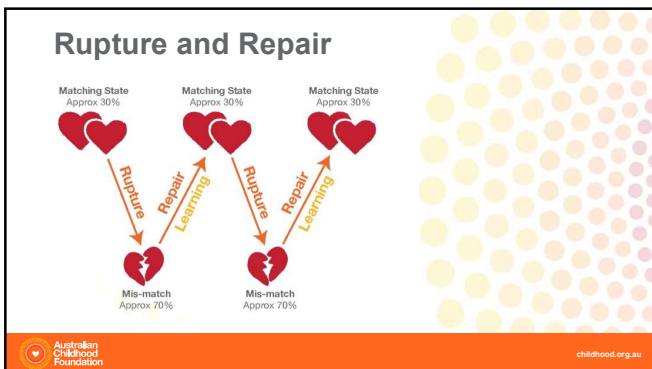
The diagram illustrates the attunement process as a continuous cycle. It starts with 'Another's self experience' leading to 'Relational experience', which then leads to 'Connection'. From 'Connection', it moves to 'Self experience', which leads to 'Self-regulation'. 'Self-regulation' then leads to 'Exploration', which leads to 'Attunement'. 'Attunement' leads to 'Responsiveness/Modulation', which leads back to 'Another's self experience'. 'Responsiveness/Modulation' also leads to 'Acknowledgement/Validation', which leads to 'Self awareness', which then leads to 'Self-regulation'.

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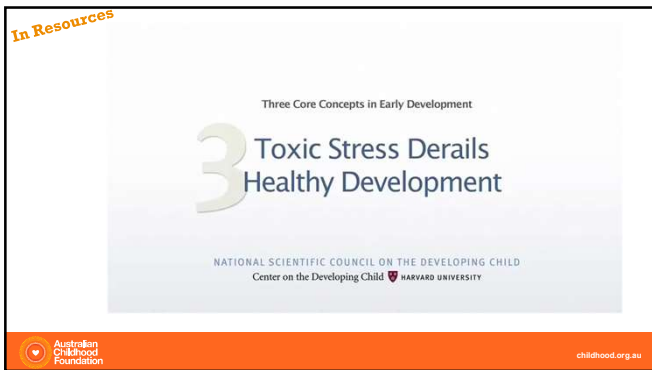
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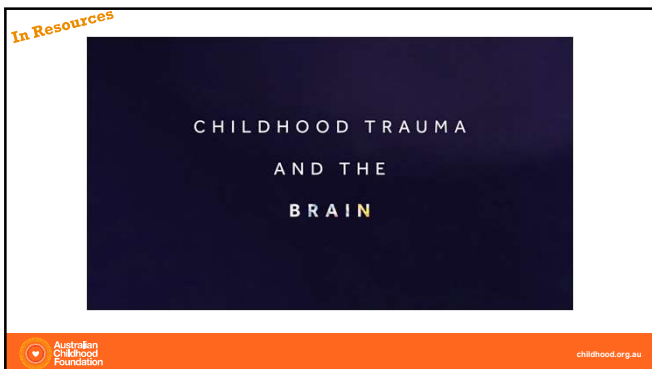
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CORTEX

- Goes "offline"
- Executive function diminishes (problem-solving, impulse control, reflective capacity)
- Poor top-down integration

LIMBIC

- Amygdala larger and over-active OR switches off
- Over-developed pathways between thalamus and amygdala
- Under-developed pathways to cortex
- Damage to hippocampus

MID-BRAIN

- May decrease in volume
- Poor motor control and coordination
- Delayed fine and gross motor milestones

BRAINSTEM

- Increased baseline heartrate
- Sleep difficulties
- Shallow breathing
- Overactive response to visual threat stimuli
- Dysregulation

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Impact of Trauma

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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Internal Working Models


View of self	I am lovable I am worthy	I am unlovable I am unworthy
View of others/ relationships	Others are responsive Others are loving Others are interested in me Others are available to me	Others are unavailable Others are neglectful Others are rejecting Others are unresponsive
View of the world	The world is relatively safe	The world is unsafe

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Trauma and Memory


- Trauma and toxic stress undermine the brain's capacity to integrate dimensions of memory
- Emotional and sensory (implicit) memories are not well connected to the "facts" (explicit memories)
- As children's memories can be a source of threat they shut down



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Trauma and Regulation

- Trauma alters children's baseline arousal
- Small changes or stressors may trigger an alarm response
- Children will have a reduced capacity to use cortical processes (higher level, rational thinking) to calm themselves down



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In Resources



Child development and trauma specialist practice resource 3-5 years

Child development and trauma specialist practice resource 3-5 years

Child development and trauma specialist practice resource 3-5 years



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The Biology of Safety

“Safety is not the absence of threat...”
(Dr Gabor Mate)

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Neuroception of safety

- **Neuroception** refers to the detection of features of threat or safety in others or the environment (without awareness), that facilitates social engagement
- **Safety** – internal and external to the body. Safety is a transformative state that allows the child to engage in all things of life.

(Forges 1998, 2001, 2003).

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Trauma and Regulation

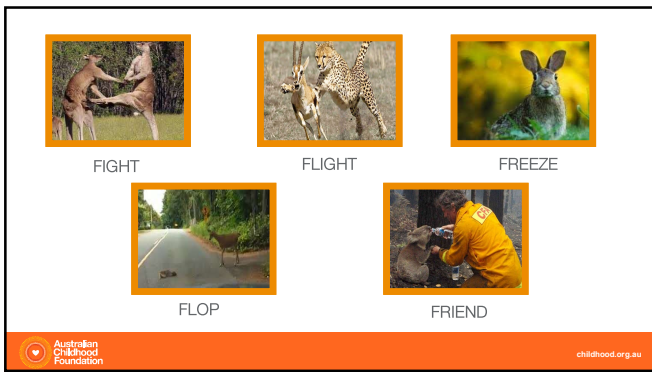
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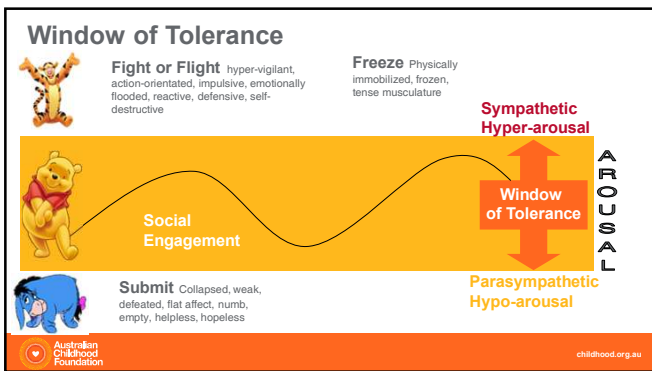
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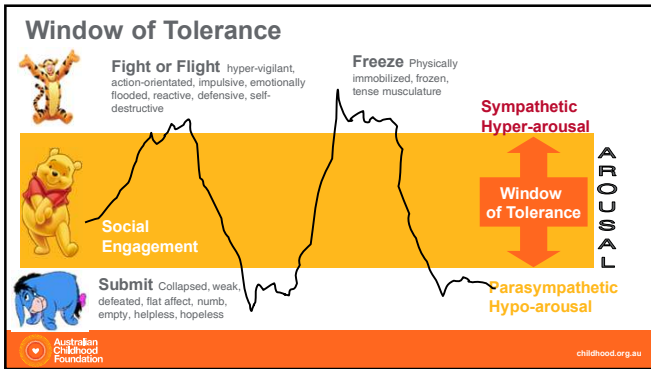
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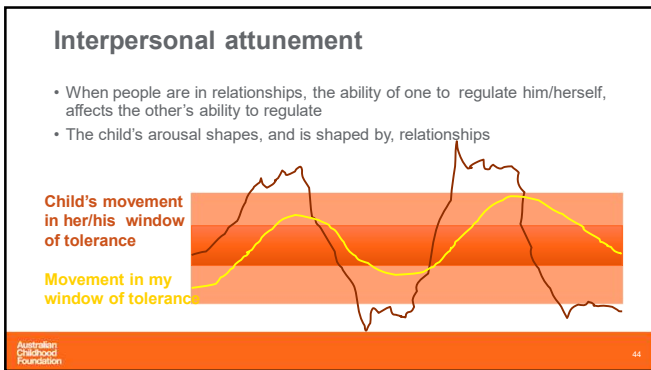
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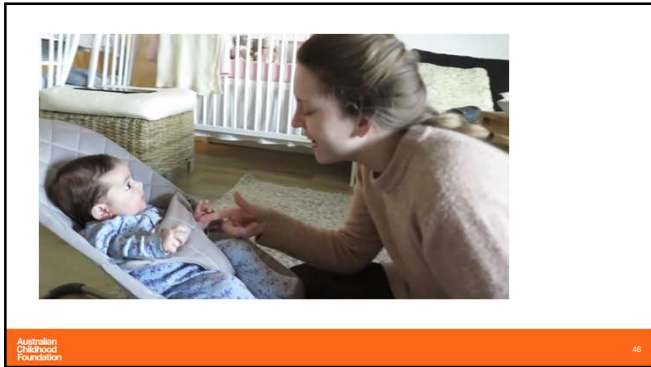


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Behavioural Functions	Body Functions
Social Engagement Soothing and calming Indicates safety	• Lowers or raises vocalisation pitch • Regulates middle ear muscles to perceive human voice • Changes facial expressivity • Head turning • Tears and eyelids • Slows or speeds heart rate
Mobilisation Fight or Flight Active Freeze Moderate or extreme danger	Hyper arousal • 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 • Slows heart rate • Constricts bronchi • Stimulates gastrointestinal function

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In Resources	I am showing you.....	On the inside.....	I need you to.....
<p>Social engagement</p>	<p>Feeling safe, staying in relationship, connection oriented</p> <p>You might say I am:</p> <ul style="list-style-type: none"> Making eye contact Listening Engaging in play and exploration 	<p>I am feeling:</p> <ul style="list-style-type: none"> Safe, Calm, Happy, Sated, Amused, Reflective, Playful, Curious <p>No body signs:</p> <ul style="list-style-type: none"> Approach others Be still Breathe deeply 	<p>Help me to stay engaged:</p> <ul style="list-style-type: none"> Play and share fun with me Role model positive relationships Set boundaries and natural consequences Use reflective and problem solving skills so I can learn from too Notice and acknowledge my strengths and my skills
<p>Mobilisation</p>	<p>Fight, flight, active freeze, action oriented</p> <p>You might say I am:</p> <ul style="list-style-type: none"> Aggressive Loud Fighting Running away Hyperactive 	<p>I am feeling:</p> <ul style="list-style-type: none"> Anxious, Frightened, Lonely, Hurt, Confused, Overwhelmed <p>No body signs:</p> <ul style="list-style-type: none"> Run away I'm hot I can't sit still I need to move 	<p>Help me to down regulate:</p> <ul style="list-style-type: none"> Keep me safe Co-regulate - be safe, attuned and responsive to me Use movement - big then smaller jumping, hanging, swinging, climbing, star jumps Create a safe space when you where I can retreat to until I calm down Model deep breathing Repair our relationship - "we are ok and our relationship is strong"
<p>Immobilisation</p>	<p>Withdrawal, collapse, submission, dissociation, avoidant oriented</p> <p>You might say I am:</p> <ul style="list-style-type: none"> Withdrawn Avoiding contact Deaf Compliant Hiding 	<p>I am feeling:</p> <ul style="list-style-type: none"> Disconnected, Unfocused, Flat, Withdrawn, I'm disappearing <p>No body signs:</p> <ul style="list-style-type: none"> Avoid others I'm not in my body I want to hide Curl up in a ball 	<p>Help me to up regulate:</p> <ul style="list-style-type: none"> Co-regulate - be safe, attuned and responsive with me Tell me I am safe and demonstrate it with your actions, gestures and tone of voice Help me to orient to the room we are in by looking for specific things like something green, something on the roof or something on the floor Help me to feel my body by nodding different parts, such as my feet on the floor and my bottom on the chair Repair our relationship - "we are ok and our relationship is strong"

Grounded in the work of Dr Dan Siegel, Dr Stephen Porges and Dr Bruce Perry

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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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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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Working with MOBILISED responses
Flight




What it might look like

- Anxious, silly, manic
- Running away, hiding, disruptive
- Difficulty with free play, silly voices, distracting

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Working with MOBILISED responses
Flight




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

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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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In Resources

Pin it and give me to a friend or relative who might need it. Why not also stick me on the fridge & in the car when you need the information quickly!

<p>Noticing Freeze</p> <ul style="list-style-type: none"> Bored, not interested Confused, forgetful Disinterested, not listening Clumpy Talking about something else Not moving to where you've asked Scanning the room Wide-eyed, pupils might dilate Daydreaming, staring into space Awning super busy Not doing what you've asked Awning super busy Blah, talk, talk, eyes Blaming into people Needing to get into the car/house/park first <p>Grounding Freeze</p> <ul style="list-style-type: none"> Stay with me, don't leave me Tell me I'm ok & that I am safe Watching TV Deep breathing Counting on a string Clapping & humming Rolling on a rug/dance a hill Digging in mud or sand Walking on a trampoline Do my clothes with water gone & water me back to you If I have forgotten what I was supposed to be doing, remind me Recall the last time I was in trouble A warm bath & a warm towel A hot towel for bedtime 	<p>Noticing Fight</p> <ul style="list-style-type: none"> Hyperactive, manic, silly Aggressive, threatening, offering up, attacking Ranting away, engaging, disengaging, hiding under the table/bed/sofa Clumpy Disobedience, loud & noisy Can't cope with free play Can't finish house rules Not doing what you've asked Awning super busy Bah, talk, talk, eyes Blaming into people Needing to get into the car/house/park first <p>Grounding Fight</p> <ul style="list-style-type: none"> Find me again happily or patiently Deep breathing Give me a familiar & easy chore Concise feedback - carrot sticks, a biscuit, a nice cake or chips Tell me that I am safe with you Hang on from monkey bars Talk through what you think I am feeling Heavy blankets Circle in a safe space where I can hide away when I need to Top of feet Cup of warm milk or hot chocolate Hot water bottle & a hot towel Recognise I sometimes find 'normal' family life disappointing Accept that if I feel threatened, I feel in real danger If you need me to do something & I forget, just patiently ask again 	<p>Noticing Flight</p> <ul style="list-style-type: none"> Not and bothered Argumentative, angry and aggressive Careless, demanding and fidgetive Lie or blaming Have questions or asking questions Unable to follow the house rules Complaining Disrespectful Disregarding of others, pushing away Stands/family members Shouting, loud and noisy Immature <p>Grounding Flight</p> <ul style="list-style-type: none"> Tell me you see me even when I push you away Don't punish me for being cross, reward me with your kindness and love for getting on again Match my energy Deep breathing Chewy foods Support me socially Humming, swinging and dimming Warm bath with lots of bubbles Warm milk or a hot chocolate Hot water bottle A sugar ball freely used on request Give me a task that makes me feel important Carried with me and allow me to negotiate before exploring the consequences of my behaviour Carried somewhere safe to go to if I can't calm down Make things predictable, tell me about changes before they happen, especially if strangers are coming to the house or I'm going somewhere new Accept I might not know why I'm asked to do that and I might not remember what happened Listen and acknowledge my feelings, even if you see it differently, it will help me feel listened to 	<p>Noticing Submit</p> <ul style="list-style-type: none"> Unhappy, low mood Alone or withdrawn Fidgety but not disruptive, anxious Have questions or asking questions Have a drawing, unnecessary question Yes or no answers - doing just enough to avoid being noticed, unable to think Quiet & passive, compliant <p>Grounding Submit</p> <ul style="list-style-type: none"> Use me, Blah, Blah Give me small repetitive things to do Weighted blanket Building with Lego or Play-doh Tell me I am safe Deep breathing Swapping Let me spend some time with you Understand that social media might be problematic, controlling connection Hot chocolate and a comfy focus Hang me up in a soft blanket & watch TV Understand that playing computer games, lets me be by myself somewhere safe Recognise I am having trouble & might need professional help Know that I am easily bullied, look out for this don't expect me to tell you Relax - tell me what I think you want me to say Be aware that I am an easy target to see the consequences of my behaviour Make things predictable, tell me about changes before they happen, especially if strangers are coming to the house or I'm going somewhere new Accept I might not know why I'm asked to do that and I might not remember what happened Listen and acknowledge my feelings, even if you see it differently, it will help me feel listened to
--	--	---	--

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In Resources

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[child's name] ESCALATION CYCLE
(enter date)

CALM	TRIGGER	ESCALATION	CRISIS	DE-ESCALATION
Engaged, connected	Threat	Recoverable	Disconnection	Reconnect, repair
[Child presents as: ...]	[Child presents as: ...]	[Child presents as: ...]	[Child presents as: ...]	[Child presents as: ...]

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[child's name] ESCALATION CYCLE
(enter date)

CALM	TRIGGER	ESCALATION	CRISIS	DE-ESCALATION
Engaged, connected	Threat	Recoverable	Disconnection	Reconnect, repair
[Child presents as: ...]	[Child presents as: ...]	[Child presents as: ...]	[Child presents as: ...]	[Child presents as: ...]
Adults to: ...	Adults to: ...	Adults to: ...	Adults to: ...	Adults to: ...

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3 Year Old Children

Normal | Extreme Neglect

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Co-Regulation



Anger Sadness
 Joy
 Fear Curiosity
 Shame

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To cope with trauma children use initial adaptive responses to survive

This is reasonable as a once off occurrence, but, if they continue they can become maladaptive patterns of behaviour


These responses will be different for an individual child at different developmental stages

Often a combination of appropriate developmental behaviours and maladaptive patterns of behaviour emerge

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Behaviour is our Communication

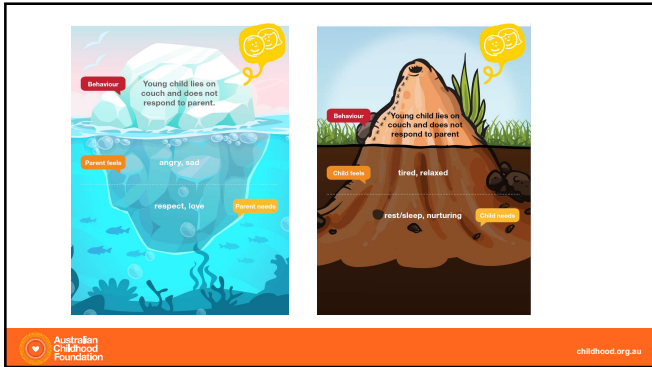


"If we set out to change the behaviour we are in danger of destroying the meaning which that behaviour holds"

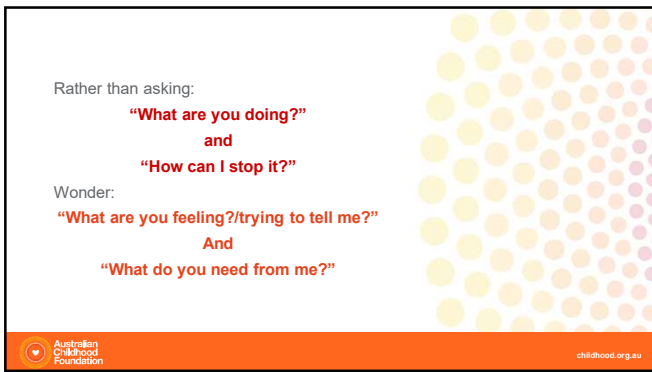
(Carins, 2002)

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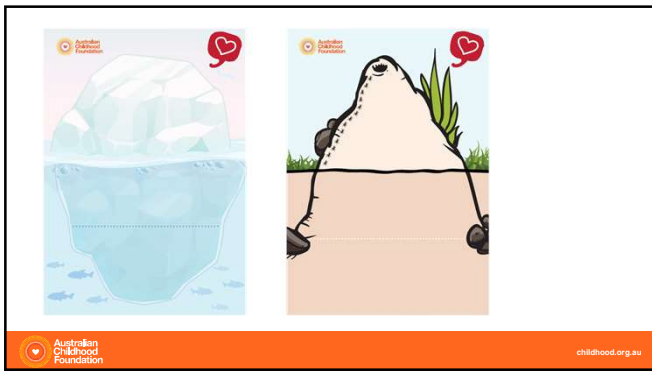
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Superhero/War play

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Communicating through play

Play experiences enable children to:

- relate,
- self-regulate,
- feel,
- express,
- communicate,
- process, and
- integrate their internal and external experiences.

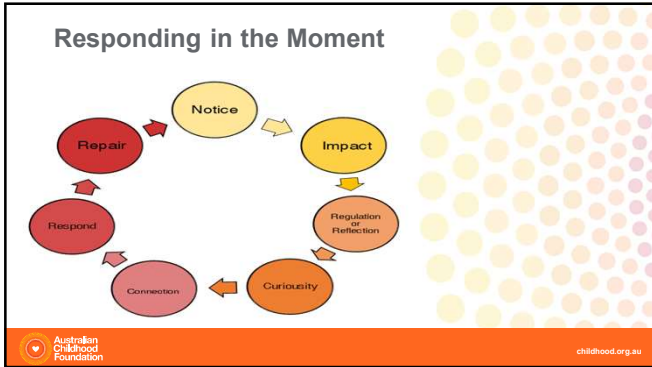
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Responding

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Two Hands of Therapeutic Boundaries

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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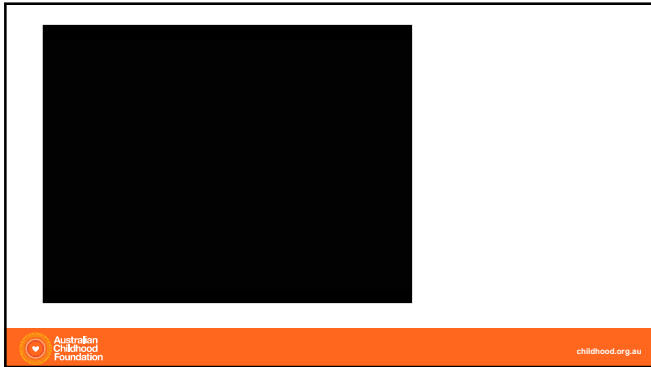
PACE

Playful Accepting Curious Empathic

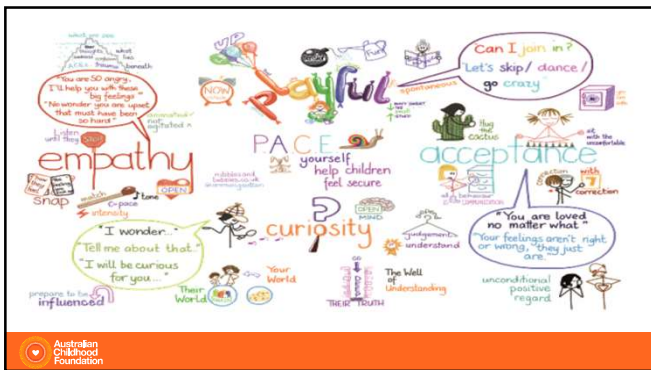
- P.A.C.E. is not aimed at 'changing' the child, rather it is used to help the child feel connected
- Through P.A.C.E. the child feels understood, in turn building the trust and security that is necessary for the development of a secure base
- PACE is a way of *being with* children, not a *technique* we switch on and off

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Emotional Coaching

1. Be aware of the child's emotions
2. Recognise emotion as an opportunity for connection and teaching
3. Help the child name their feeling
4. Communicate empathy and understanding
5. Set limits and problem solve

Five Steps of Emotion Coaching

Dr. John Gottman

STEP 1: Communicate empathy and understanding.

STEP 2: Recognize emotion as an opportunity for connection or teaching.

STEP 3: Help your child verbally label reactions.

STEP 4: Set limits and problem solve.

STEP 5: Be aware of your child's emotions.

The Gottman Institute

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Connection Before Correction:

1. Attunement

2. Discipline / consequence

3. Repair

(Kim Golding, 2014)

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Reflection

As a table consider the frameworks presented.

- How do they resonate with what you already do?
- New thoughts/learnings that you may try?
- What aspects may be the most challenging?

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Build Safety & 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



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Anticipate child's **N**needs


- U**nconditional positive regard
- R**eframe child's perceptions
- T**ime-in
- U**se words for child's experience
- R**eflect back child's feelings
- E**njoy play together

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Facilitate Repair

- 1** Restore Calm and Safety
- 2** See it from your child's point of view
- 3** Repairing Relationships
- 4** Future Plans



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Create Predictability

A 3x3 grid of icons representing school activities: bathroom, wash hands, greet teacher, sharpen pencils, lunch count, backpack, water bottle, read books, do a puzzle.

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Audit Your Space

Six illustrations of children performing sensory activities: singing, holding a cat, using a magnifying glass, eating an ice cream, smelling a flower, and listening.

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Regulate the Class

- Movement
 - Marching
 - Yoga
- 5 Senses
 - Smell
 - Hear
 - Taste
 - Touch
 - See
- Breath Activities
 - Bee breathing
 - Snake Breathing

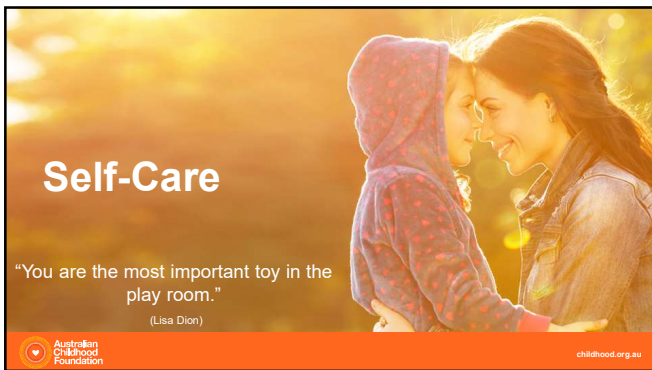
Smell the flower | Blow the pinwheel

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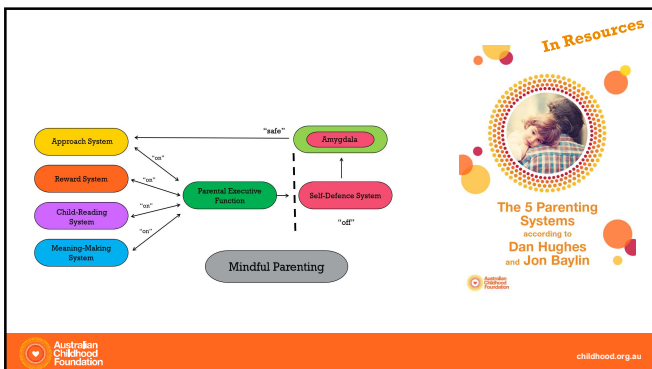
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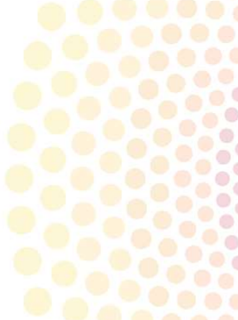

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Blocked Care

- A term used when the brain's integrated parenting system is compromised, and therefore their capacity to nurture a child is suppressed.

Blocked care:

- Happens to many significant people in a child's life
- Is related to stress
- Is influenced by our own past experiences of relationships
- Is caring in survival mode


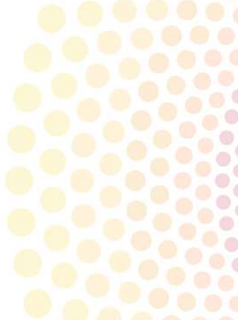




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Self-Care

There are 4 R's to consider when thinking about self-care:


- Reflection
- Regulation
- Relaxation
- Resources


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In Resources



Prescription (My self-care activity)	Dose (How long?)	Frequency				
		Daily	Weekly	Fortnightly	Monthly	Yearly
Call or visit a friend or family						
Practice breathing or muscle relaxation						
Walk, play sport or exercise						
Have a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						




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“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love.”

— Bruce D. Perry, *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook*



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