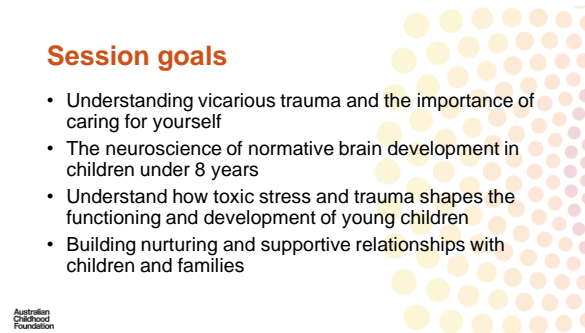




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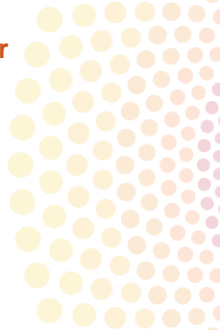
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Listening from each other

- Who are you?
- Where are you?
- How are you?



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Taking care of yourself



5

Understanding vicarious trauma



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Impacts of working with trauma

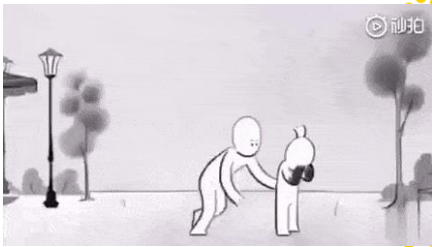
Personal:

- Experiencing current stressful life circumstances
- Blurring the lines between home and work
- Forgetting to take time out or undertaking activities that are pleasurable, relaxing and fun



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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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Impacts of working with trauma

Professional:

- Hearing stories of children's and family's trauma and abuse
- Lack of experience, training and understanding of children who have experience trauma
- Not accessing supervision



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Behaviours we might see

Signs that may present:

Decreased

- communication with colleagues
- ability to accept change or adapt
- ability to try new things/explore
- self esteem
- attendance in staff meetings, PD, other functions



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Workplace symptoms



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Supporting each other

- Recognise signs and symptoms in others
- Provide education about vicarious trauma
- Support and value each other
- Ensure the workplace culture acknowledges and accepts vicarious trauma as a real condition
- Encourage taking time out and taking leave



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What do you do to look after yourself



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Prescription (My self-care activity)	Dose (how long?)	Frequency				
		Daily	Weekly	Fortnightly	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / 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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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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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

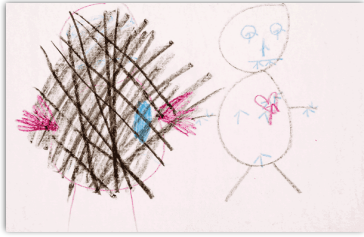


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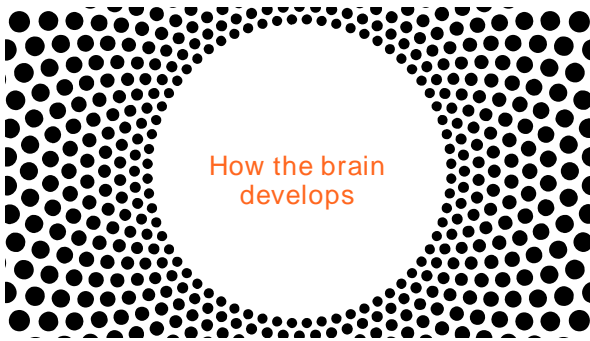
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Defining trauma?

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



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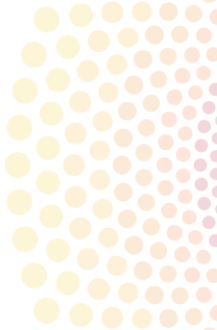
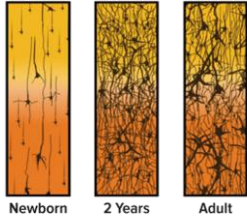
The growing brain

How much does a baby's brain weigh?



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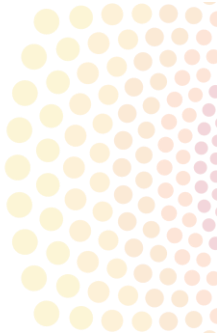
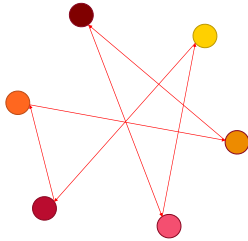
Neuronal connection



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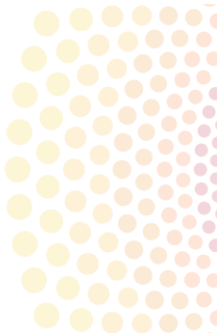
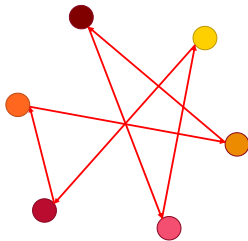
Traumatised brain



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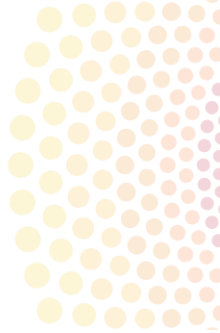
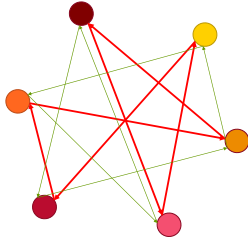
Traumatised brain



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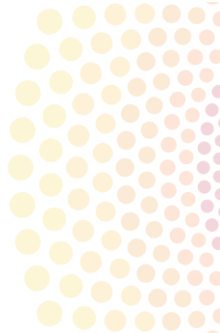
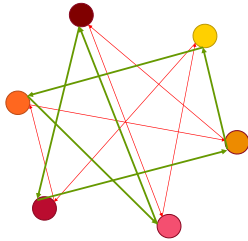
Nurtured brain



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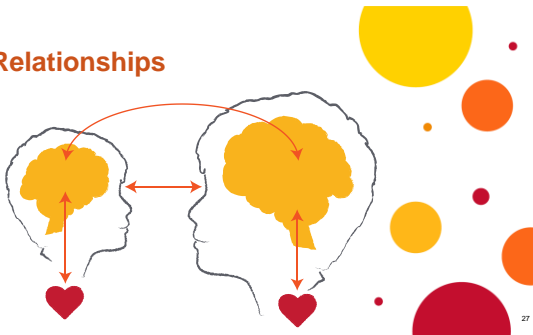
Traumatised brain



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Relationships



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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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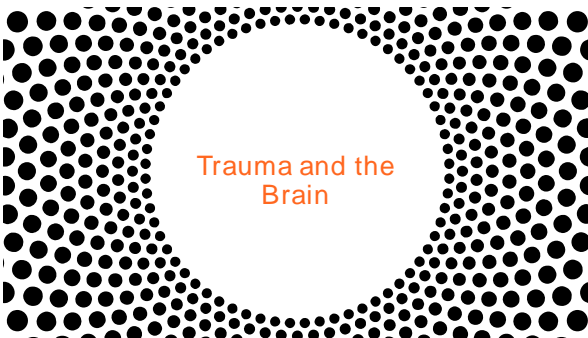
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Attachment and the right brain

- Neuroimaging studies show areas of the right hemisphere lighting up in the brains of parents & infants during non-verbal interactions. (Schore, 2003)
- A secure attachment relationship facilitates right brain development and promotes efficient affect regulation.



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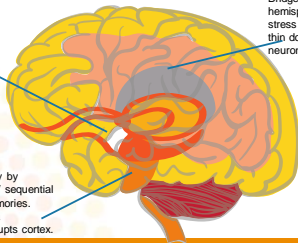
Where trauma affects the brain

Amygdala

Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats

Hippocampus

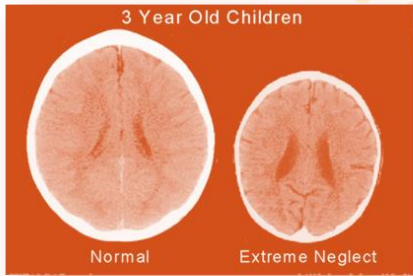
Consolidates memory by providing the context/ sequential data for episodic memories. Goes offline if trauma overwhelms and disrupts cortex.



Corpus Callosum

Bridge between the 2 hemispheres. Chronic stress can damage and thin down this bundle of neurons

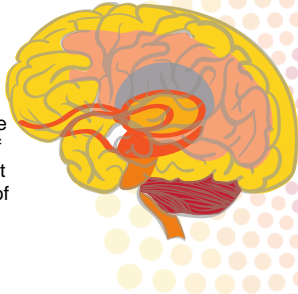
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• Children are very vulnerable to the effects of trauma because of their brain's developmental immaturity - their brains are malleable, so the impact of trauma is faster to manifest and leaves deeper tracks of injury.



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What trauma looks like



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Internal working model of traumatised child



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Living in survival mode



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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 Hypo arousal <ul style="list-style-type: none"> • 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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The 'Still Face' experiment

Ed Tronick



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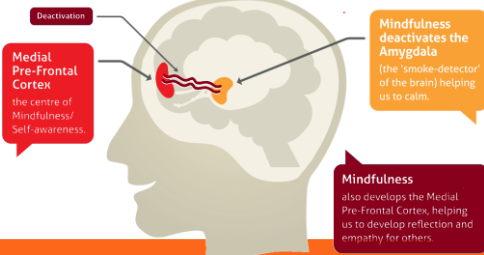
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Behaviour is a story



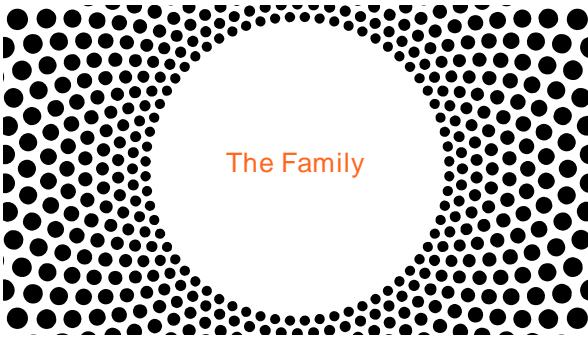
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Mindfulness



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The paradox of the family

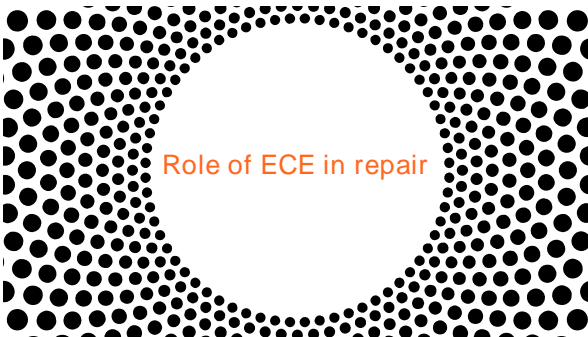
We look to it for nurture and care



It is the institution in society where most violence occurs



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“ 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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Neuroplasticity



<http://highexistence.com/is-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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Following the child's lead



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Building predictability



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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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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

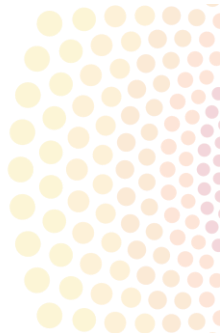


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Outcomes for children

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

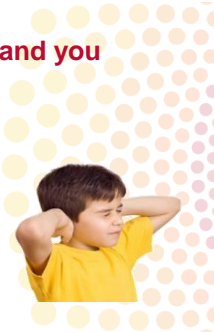


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Trauma-based behaviour and you

- 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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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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Story time



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Links to other Trainings

[Understanding and Exploring Trauma Informed Practice](#)

[Leadership and Trauma Informed Mentoring](#)



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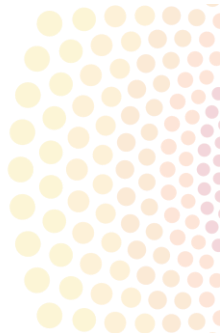
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[ACF - www.childhood.org.au](http://www.childhood.org.au)

Email:
parenting@childhood.org.au



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