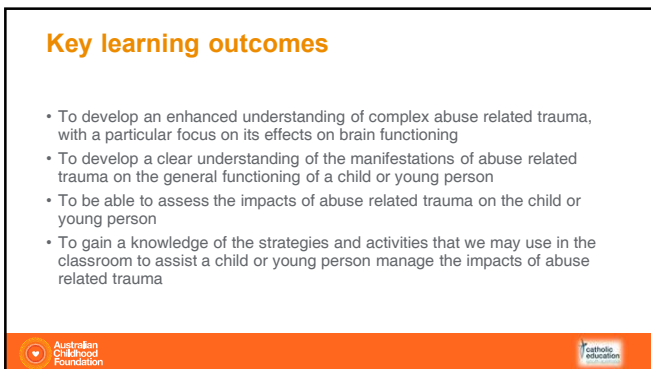




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2



3



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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5

When you were growing up...

Pick a card which helps you tell the story of a teacher who taught you when you were young and had a positive influence:

What do you remember most about them?
 How did that person make you feel?
 What did they do?
 What didn't they do?



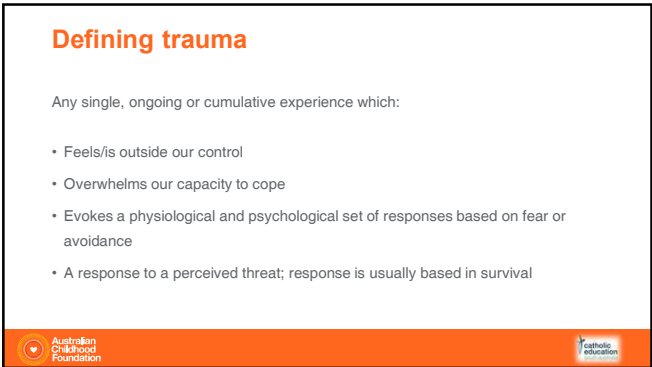
This Photo by Shutterstock Author is licensed under CC BY-SA 4.0

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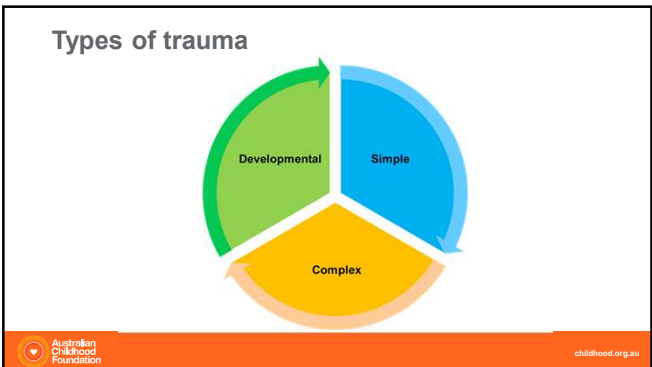
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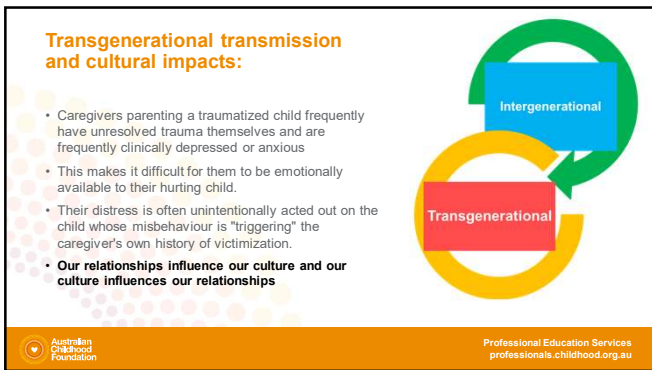


Complex relational trauma

- Multiple incidents over an extended period of time
- Is blaming or stigmatising of the victim
- Based in relationship and associated with shame
- Is an isolating experience, often underpinned by intentionality
- Induces a sense of disconnection from others and their support

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10



Transgenerational transmission and cultural impacts:

- Caregivers parenting a traumatized child frequently have unresolved trauma themselves and are frequently clinically depressed or anxious
- This makes it difficult for them to be emotionally available to their hurting child.
- Their distress is often unintentionally acted out on the child whose misbehaviour is "triggering" the caregiver's own history of victimization.
- **Our relationships influence our culture and our culture influences our relationships**

Diagram illustrating the cycle: Intergenerational (blue box) and Transgenerational (red box) with circular arrows.

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11



Understanding the developing brain



new born 3 year old adult

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12

Neurons

- Brain's building blocks
- At birth there are approximately 100 billion neurons;
- However very few neural connections at birth
- Child's brain – its job is to lay down as many neuronal connections as possible
- Adolescent brain – its job is to prune and choose the connections it needs, myelination to strengthen those connections and increase processing speed
- Neural connections are use sensitive- More often connection activated, stronger pathway. Neurons that fire together survive, those that don't, die (*use it or lose it*)

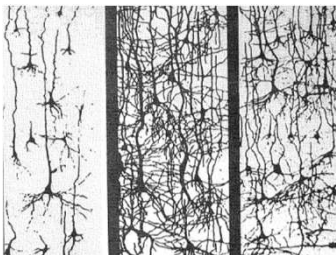


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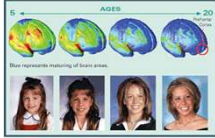
At Birth 6 Years Old 14 Years Old



15

Myelination






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Sequential brain development – building blocks




	The Thinking brain 3-5 Years
	The Emotions and Memory Brain - Birth to 4 years
	The Movement Brain Birth – 2 years
	The survival brain Pre birth to 8 months

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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

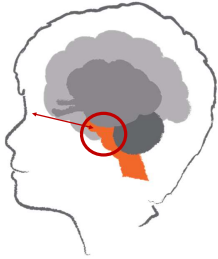


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Superior Colliculus

- Processes visual threats – looming objects identified by cells in the retina of the eye
- Retinal neuronal input received by Superior Colliculus which engages the body in **Avoidance and defensive behaviours**




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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

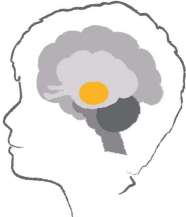


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Diencephalon - sorting & sending centre

- This area of the brain develops mainly after birth
- It sorts out messages coming into the brain and sends them
- It uses hormones to send signals to body
- Hormonal signals tell your body what it needs, eg. food, water, love




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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

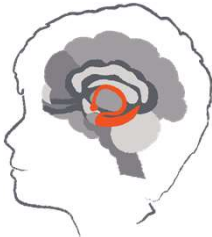


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Hippocampus – Brain’s historian

- Explicit memory system
- Develops approximately 2-3 years of age
- Provides context to memory and embeds long term memory

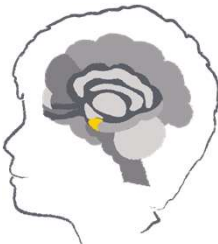


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Amygdala – smoke alarm

- Detects threat
- Develops from birth
- Learns by association
- Involved in implicit memory processes




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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




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The prefrontal cortex- executive function

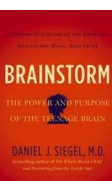

- Responsible for executive functions, such as judgement, reasoning, and self awareness
- Final part of the brain to reach maturity in one's mid 20s
- Under reconstruction in adolescents from the age of approximately 12 years



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Adolescents - The remodelling brain: Pruning & myelination in the teenage brain



<https://www.youtube.com/watch?v=0O1u50Ec5eY>


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Vulnerabilities

Behaviours associated with an underdeveloped pre-frontal cortex

- Short attention span
- Impulsivity and increased risk taking
- Procrastination (lack of motivation or internal reward systems)
- Disorganisation (trouble working through long term goals)
- Poor Judgement and problem solving
- Reduction in ability to see things from other's perspective





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Vulnerabilities




Behaviours associated with an overactive limbic lobe and under-active pre-frontal cortex

- Over emotional reactions
- Trouble reading facial expressions
- Ill-attuned communication skills



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Risk taking and impulse control




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Medial prefrontal cortex

- Associated with perceptions of self and similar others
- Known as centre for mindfulness
- Involved in maternal bonding – the parent child dyad and inter-subjectivity



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Understanding lateral brain development




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Lateral brain development

Left Hemisphere

- Evaluates language cont
- Optimistic hemisphere
- Understands beginning, I
- Learns from the past anc
- Looks for patterns



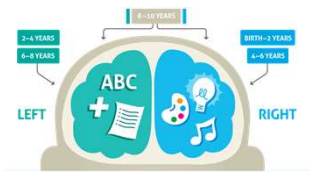
Right Hemisphere

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

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Hemispheric integration



Both hemispheres required for healthy development and functioning

- Connected through corpus callosum
- Good integration leads to coherent life narratives
- Abuse and trauma causes disconnection - results in 1 hemisphere dominating


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Hemispheric functioning when a child is triggered

When a child is terrified traumatised they are likely to function predominantly from their right hemisphere.

- The child will struggle to process the content of our words (a left hemisphere task)
- The child may not be able to speak (a left hemisphere task)
- The child will be tuned into our tone of voice, not the content (a right hemisphere task)



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Activity- Wright Family

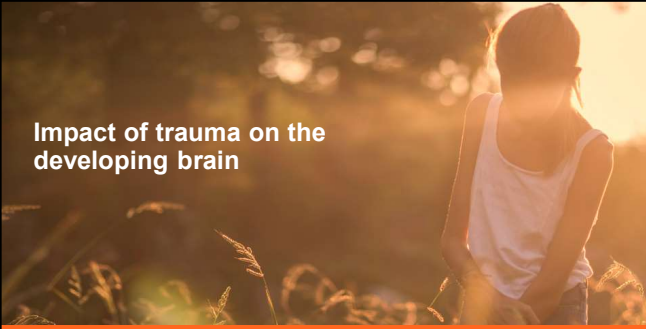


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Impact of trauma on the developing brain



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Trauma Impacts



Trauma can impact all elements of children's development: brain, body, memory, learning, behaviour, emotions, relationships.

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The developing brain

A neurobiological understanding of trauma offers explanations about the way it affects:

Memory	Emotional experience
Language	Regulation & arousal
Sociability & communication	Belief systems
Sensory & motor functioning	Attention

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Three Core Concepts in Early Development

3 Toxic Stress Derails Healthy Development

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child | HARVARD UNIVERSITY

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Cortisol

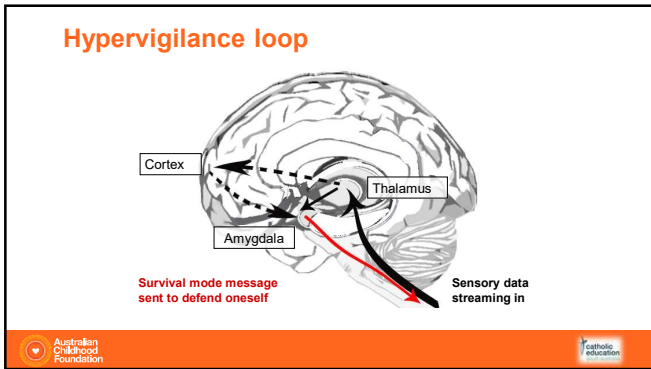
Can help:

- your body respond to stress or danger – **fight, flight, freeze, submit response**
- increase your body's metabolism of glucose
- control your blood pressure
- reduce inflammation

KEY
— irregular curve
— normal curve

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The importance of you

- Relationships are the key way we learn to engage with the world around us
- Through meaningful connection Oxytocin is realised, a hormone that rejuvenates cell development in the brain
- The quality of relational right – brain to right brain interactions in childhood influence our development in all areas of life

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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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Things you can do

- Be predictable
- Be consistent
- Be connected
- Be present
- Promote understanding
- Help them make meaning of their experiences
- Help children develop calming tools that make sense to them and that they can use
- Grow with them!

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Misunderstanding

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Finding it difficult to stay (want to be) connected?

<p>Well-Connected Brain Utilizing the front part of the brain</p> 	<p>Stressed out Brain Utilizing the more primitive middle region of the brain</p> 
Open Flexible and Adaptive	Closed and Rigid

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Experience Feeling safe in relationship



Mutual Joy Causes Contentment

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Neuroplasticity is hope

- The brain is at its most plastic in early childhood
- In early childhood, the brain is most vulnerable to harm, but also has the greatest potential for healing
- Neuroplasticity gives us hope

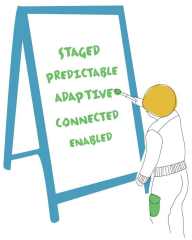


The Adolescent Brain: A new window of opportunity for prevention

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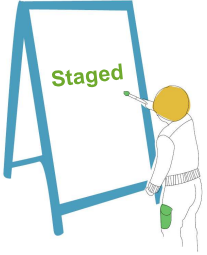
SPACE



Schools can respond effectively to the needs of traumatised children and young people, using the five key dimensions of the acronym **SPACE**.

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- Brain development is sequential
- Brain functions are consolidated through repetition and practice
- Reparative strategies must follow this staged pattern of conceptualisation and implementation

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Developmental trauma healing


- Safety
- Self-Regulation
- Self-Reflection
- Relational Engagement



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Trauma and relationships




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Activity- Heart felt

- What I believe to be true about myself is....
- What I believe to be true about the world is...
- What I believe to be true about relationships are...




abuse makes kids invisible

The invisible Princess

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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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Ed Tronick - Still Face Experiment



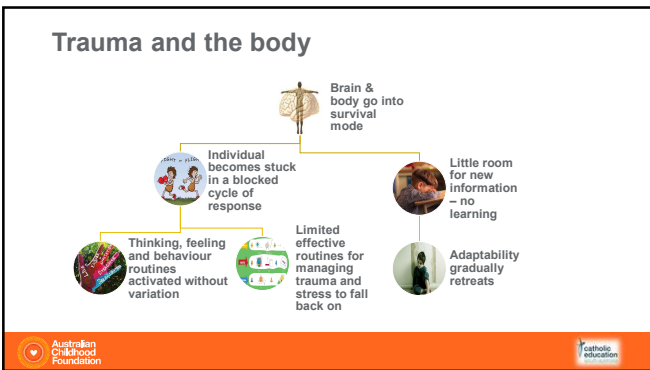
How might we unknowingly parallel still face in the school environment?

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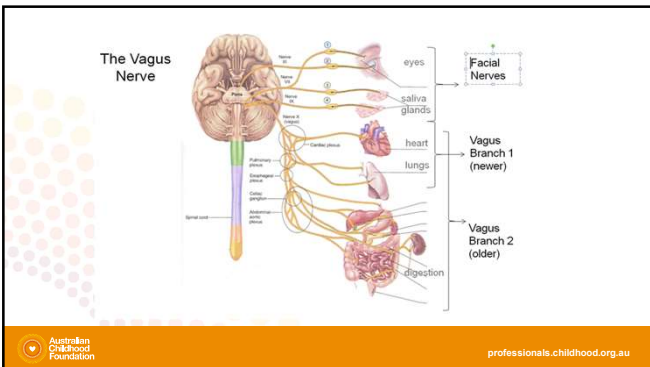
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Polyvagal theory and protective responses

by Stephen Porges

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 eyeblinks • 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

(Porges, 2012)

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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
Sympathetic Hyper-arousal

Social Engagement

Submit Collapsed, weak, defeated, flat affect, numb, empty, helpless, hopeless
Parasympathetic Hypo-arousal

Window of Tolerance

A R O U S A L

(Ogden & Fisher, 2015)

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Dys-regulated Arousal

Fight or Flight Hyper-vigilant, action-orientated, impulsive, reactive, self-destructive

Sympathetic Hyper-arousal

Submit Collapsed, weak, defeated, numb, flat affect, empty, helpless, hopeless
Parasympathetic Hypo-arousal

Window of Tolerance

A R O U S A L

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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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Consider:

- What do you see when children have too much energy? 
- What do you see when there is not enough energy for learning? 
- Where is the calm in our centre/school?
- What helps us to get back into our window of tolerance? 

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Helping students return to their Window of Tolerance

-  Stand up. Write your first name with your right foot. Write your last name with your left foot ...
-  Point to something ____, touch something ____.
- Walk once around your table without lifting your feet off the floor.
- Check the eye colour of the person next to you.
- Follow the leader tapping tempo
- 5 things you can see
- 4 things you can feel
- 3 things you can hear
- 2 things you can smell
- 1 thing you like doing

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2 ways to regulate

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

Right Orbitofrontal Cortex
(Regulation of Arousal)

- Mindful awareness/ meditation de-activates the amygdala
- Quality co-regulation de-activates the amygdala

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Transforming regulation

- Trauma has a disintegrative impact on our ability to regulate brain and body processes
- Trauma impairs children's capacities to orient, interpret and integrate sensory stimulation in an adaptive fashion
- Regulation can be aided through
 - bottom-up, body oriented work
 - top-down, cognitive work
 - holding attention in the moment
 - experiences of positive, attuned co-regulation

children can really experience positive co-regulation

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Calming & engaging

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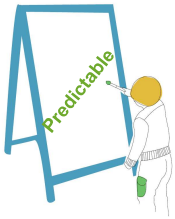
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Mindful breathing



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- 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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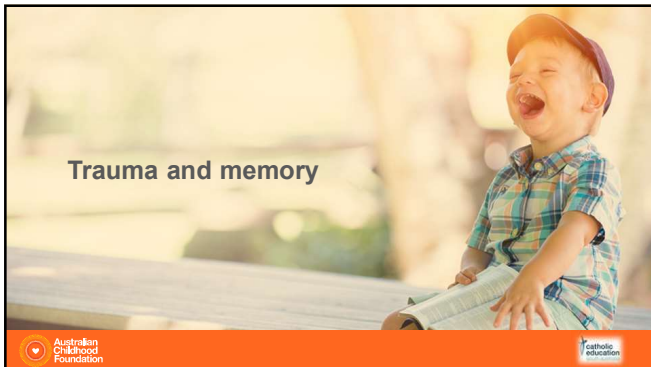
Predictability increases our sense of safety

- Focus on creating an environment that is predictable
- Build a reliable framework of activity that becomes familiar over time
- Always prepare young person for what is coming up next
- Build a supportive pattern of one to one communication that explains the immediate and short term future
- Be particularly sensitive to transitions
- The more predictable the response the more confident children become in understanding the world around them.

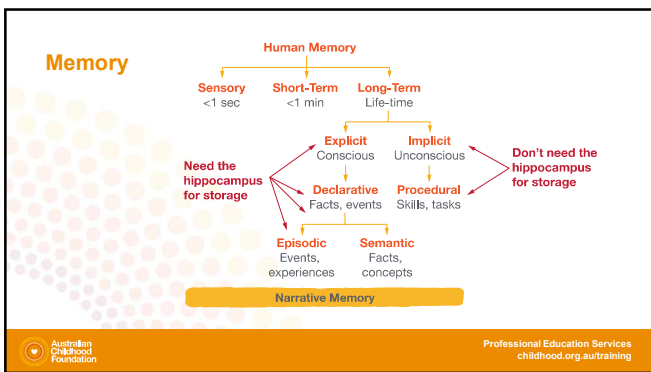
relationships	physical environment
routines	instructions
learning tasks	behavioural expectations

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Trauma, memory & learning

- Much of the traumatised child's memory is implicit or subconscious
- Children may struggle to remember life events
- Working memory can become paralysed (for example, their ability to remember instructions is poor)

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Memory


How can educators help keep memory systems active?
 What can we do to assist children and young people build positive memory systems?



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Trauma and behaviour



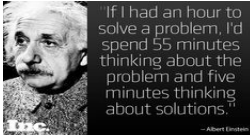
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Trauma and behaviour

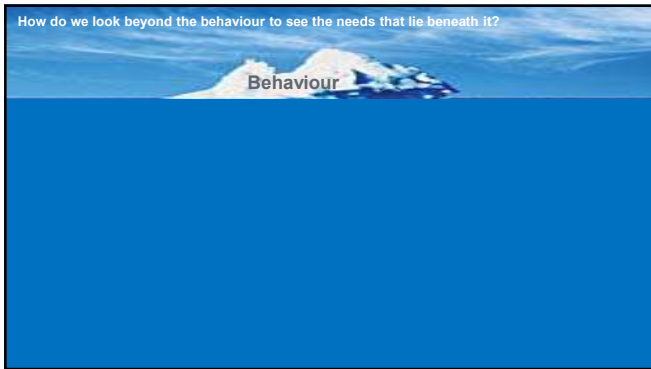
If we set out to change the behaviour, we are in danger of destroying the meaning which that behaviour holds
 (Cairns 2002)

The key to reshaping behaviour is to understand it and respond at its source rather than how it is expressed



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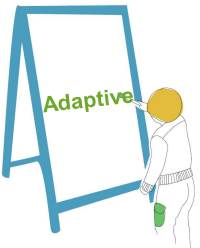
Reflective Activity

Roots = Underlying needs
Trunk = Known Trauma
Branches = Triggers
Leaves = Manifestations of trauma
(Behaviours we may see in the school setting and internal responses)
Fruit = Strengths of the child/young person



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- 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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Trauma and behaviour

Strategies for addressing trauma based behaviour will be most successful when they are applied purposefully across multiple settings in which children and young people live, play and learn

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Responding to trauma organised behaviour

Ask yourself:

- What is the behaviour telling me?
- What might have triggered this behaviour?
- How does this behaviour serve to protect the child/young person and help him/her survive?
- What is the impact on me? What do I need at this time?

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Behaviour: Things to do

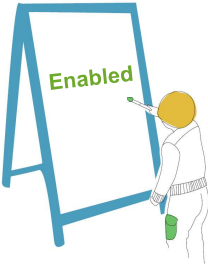
- Discipline with empathy and not anger
- Help the young person to calm before anything else
- Teach the behaviours you want to see
- Use predictable consequences for unacceptable behaviour
- Be clear while being supportive and empathic
- Use time in rather than time out
- Wonder aloud
- Don't take behaviours personally
- Reflect on the possible underlying cause

- 1 thing your school does well?
- 1 thing you do well?
- How do you do that well?

(Gilling et al., 2016, p. 107, 112)

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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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Emotional support: Things to do

- “Tune in” and be available
- Develop ability for fun and joy
- Initiate and supervise games, activities and conversations between students
- Fix relationships after they break down
- Provide a calm area for rest and relaxation”
(Adapted from Guldberg, et al., 2016, p. 107, 112)

- o 1 thing your school does well?
- o 1 thing you do well?
- o How do you do that well?

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Trauma and learning

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Trauma and learning




- Traumatized children's memories have been impaired
- They struggle to stay engaged in the classroom
- They have little SPACE left for learning
- Traumatized children often have a limited sense of self

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Trauma and learning

The capacity of traumatized children for learning is compromised:




- Their neurobiology is stressed
- Their relationships can feel unstable
- Their emotional state is in flux
- They find it difficult to stay calm
- Change is perceived as dangerous
- Their memory is under pressure
- They are disconnected from themselves and time
- New experiences and new information carry threat and uncertainty

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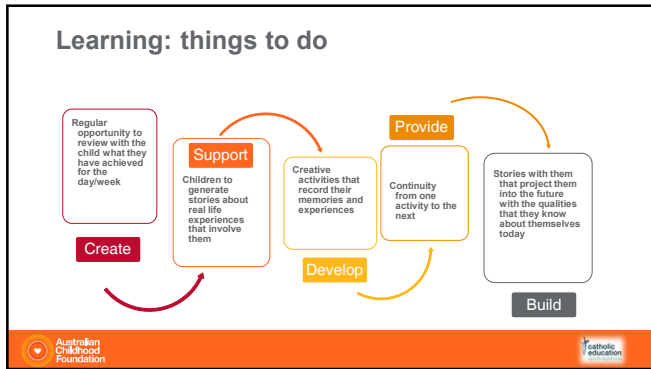
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Dan Siegel – hand model of the brain



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Learning: Things to do

- Be predictable and consistent with routines and structure
- Prepare the student for any change in routine in advance
- Provide boundaries to help the student feel safe
- Be flexible and adapt to the student's needs
- Give the student short periods to practise independence
- Give consistent, clear and simple instructions
- Look for opportunities to build self-esteem
- Celebrate success and good choices, e.g. photographs

- 1 thing your school does well?
- 1 thing you do well?
- How do you do that well?

(Gilling, et al., 2016, p. 173)

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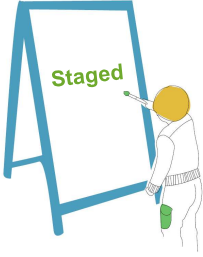
96

SPACE

Schools can respond effectively to the needs of traumatised children and young people, using the five key dimensions of the acronym **SPACE**.

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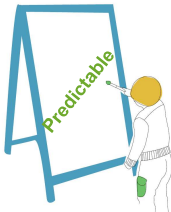
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- Brain development is sequential
- Brain functions are consolidated through repetition and practice
- Reparative strategies must follow this staged pattern of conceptualisation and implementation

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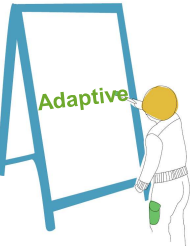


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    graph TD
      A[Changes to the routines are a source of stress to children and young people who have experienced trauma] --> B[Brain and body are constantly hyperaroused]
      B --> C[Predictability in their relationships and environment deactivate the stress systems]
      C --> D[This then promotes flexibility and adaptability]
  
```

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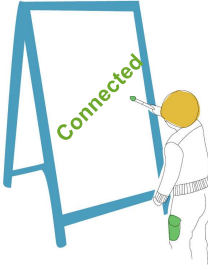
100



- 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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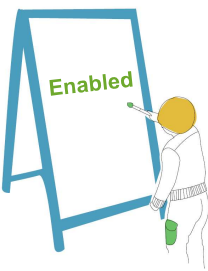
101



- 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

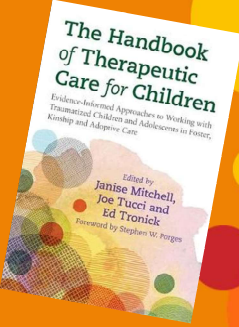
This audit tool can be used to evaluate the policies and initiatives of a school that resource and equip different levels of the school structure to undertake trauma informed practice. In the following table, list strategies, policies or other processes currently undertaken that support traumatised students 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 Shore
Bruce Perry
Dan Hughes & Jon Baylin
Kim Golding
Cathy Malchiodi
Joe Tucci
Janise Mitchell
Glenda Kickett
Noel Macnamara



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Thank you for your participation!

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