

Professional Education Services
childhood.org.au/training

Making Space for Learning

Royal Children's Hospital
March 2022



Australian Childhood Foundation

childhood.org.au


1

www.professionals.childhood.org.au

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



2



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.

Australian Childhood Foundation

Professional Education Services
childhood.org.au/training

3

Training Overview

The aim of this training is to enhance the social and emotional well being of young people with a focus on enriching social competence and strengthening emotional regulation. The program is designed around learning together about a range of social and emotional needs identified and displayed by children.



Professional Education Services
professionals.childhood.org.au

4

Key messages

- Trauma can undermine children's ability to learn, form relationships, and function.
- Schools are significant communities for children, and teachers.
- Teachers are significant role models in these communities and must be given the supports they need to address trauma's impact on learning.
- Otherwise, many children will be unable to achieve their academic and life potential.
- Trauma-sensitive school environments benefit all children.
- Those whose trauma history is known, those whose trauma isn't known, and those impacted by their traumatized classmates.
- Together, we can ensure that all children will be able to achieve at their highest levels



Professional Education Services
professionals.childhood.org.au

5

SPACE


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



6

SPACE

- **Staged/Safe Strategies** -staged to follow the staged patterns of behaviour
- **Predictable**- routine/ reactions from others strategies which promote stability and reduce stress responses
- **Adaptive**- responses promote adaptability in children so they develop multiple meanings to behaviour and an openness to multiple options to intervention
- **Connected**- relationships with consistent adults and peer as a foundation for change
- **Enabled** to understand themselves, make meaning of their experiences and have stronger self identity

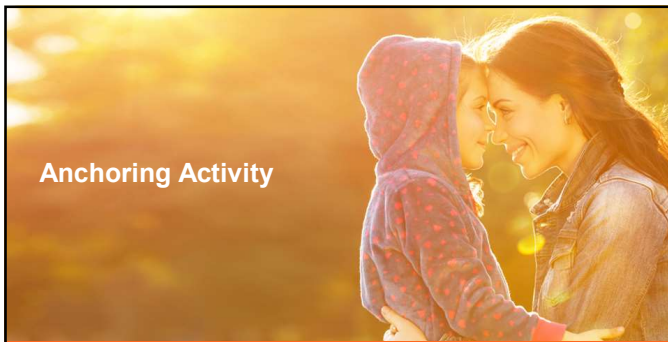


Children are special in every way, so I wish all the children here in Australia and around the world could all live happy warm, loved, safe and not to worry about grown-up problems.

Australian Childhood Foundation

7


Anchoring Activity



Australian Childhood Foundation


8

When you were growing up...



In small groups share a 'lollipop moment' you had with a teacher when you were a child:

1. What do you remember most about them?
2. How did that person make you feel?
3. What did they do?
4. What didn't they do?



Australian Childhood Foundation

9

Defining trauma

- ANY SINGLE, ONGOING OR CUMULATIVE EXPERIENCE WHICH
- FEELS/IS OUTSIDE OUR CONTROL
- OVERWHELMS OUR CAPACITY TO COPE
- EVOKES A PHYSIOLOGICAL AND PSYCHOLOGICAL SET OF RESPONSES BASED ON FEAR OR AVOIDANCE
- A RESPONSE TO A PERCEIVED THREAT; RESPONSE IS USUALLY BASED IN SURVIVAL

Australian Childhood Foundation Professional Education Services professionals.childhood.org.au

10

What is complex/developmental trauma?

“Complex trauma describes both children’s exposure to multiple traumatic events and the wide-ranging, long-term effects of this exposure...They usually occur early in life and can disrupt many aspects of the child’s developmental and the formation of a sense of self. Since these events often occur with a caregiver, they interfere with the child’s ability to form a secure attachment. Many aspects of a child’s healthy physical and mental development rely on this primary source of safety and stability.”
(www.nctsn.org)

Australian Childhood Foundation Professional Education Services childhood.org.au/training 11

11

ACF Model of Trauma

Types of trauma:

- Simple
- Complex
- Developmental
- Collective


Transmission of trauma:

- Intergenerational
- Intragenerational
- Transgenerational
- Epigenetics

Australian Childhood Foundation childhood.org.au

12

Understanding the developing brain



new born 3 year old adult

Australian Childhood Foundation Professional Education Services
professionals.childhood.org.au


16

Neurons-synaptogenesis & pruning

Brain's building blocks	At birth there are approximately 100 billion neurons;	However very few neural connections at birth
Child's brain – job is to lay down as many neuronal connections as possible	Adolescent brain – job is to strengthen those connections and increase processing speed	Neurons that fire together survive, those that don't, die ("use it or lose it")

Australian Childhood Foundation Professional Education Services
professionals.childhood.org.au

17



Australian Childhood Foundation Professional Education Services
professionals.childhood.org.au

18

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



Australian Childhood Foundation Professional Education Services childhood.org.au/training

19

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

Australian Childhood Foundation Professional Education Services professionals.childhood.org.au

20

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

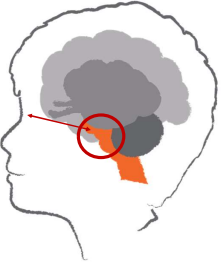


Australian Childhood Foundation

21

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**




Australian Childhood Foundation

22

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

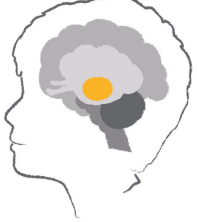


Australian Childhood Foundation

23

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





Australian Childhood Foundation

24

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



25

Hippocampus – Brain’s historian



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



26

Amygdala – smoke alarm


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



27

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




Australian Childhood Foundation

28

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




Australian Childhood Foundation

29

Medial prefrontal cortex

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

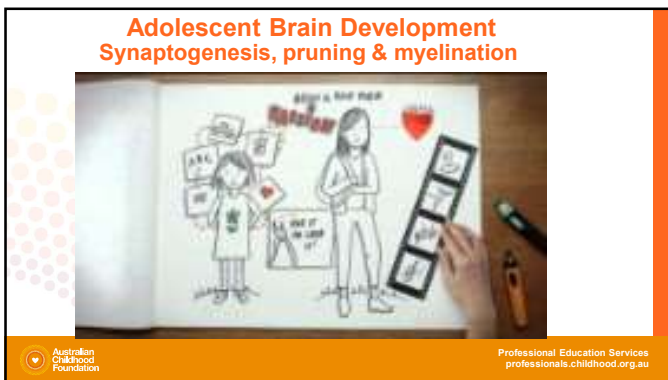


Australian Childhood Foundation

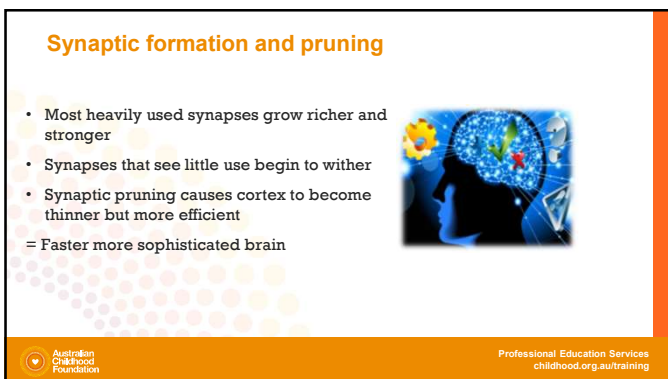
30



31



32



33

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

Australian Childhood Foundation

34

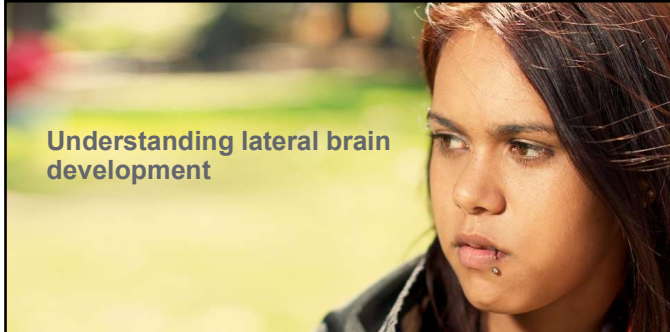
Learning Activity



Australian Childhood Foundation childhood.org.au

35

Understanding lateral brain development



Australian Childhood Foundation

36


Lateral brain development

Left Hemisphere

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

Right Hemisphere

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



© Australian Childhood Foundation

37


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



© Australian Childhood Foundation



38

Hemispheric functioning during fear event

The young person will struggle to process the content of our words (a left hemisphere task)

The young person may not be able to speak (a left hemisphere task)

The young person will be tuned into our tone of voice, not the content (a right hemisphere task)

© Australian Childhood Foundation

39

Try this...

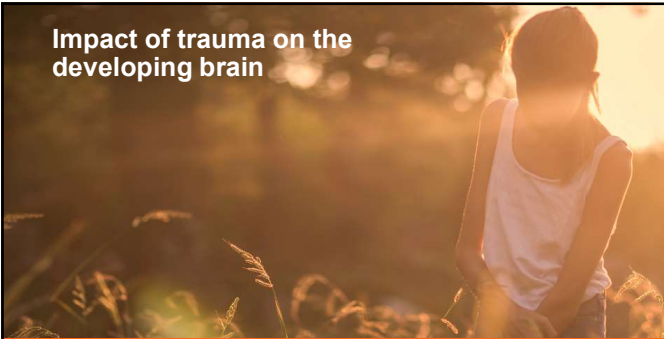
Red Blue
How Fast Is Your Brain?
Purple Orange



Australian Childhood Foundation Professional Education Services professionals.childhood.org.au

40

Impact of trauma on the developing brain



Australian Childhood Foundation childhood.org.au

41

Trauma Impacts



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

Australian Childhood Foundation

42

8 senses

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

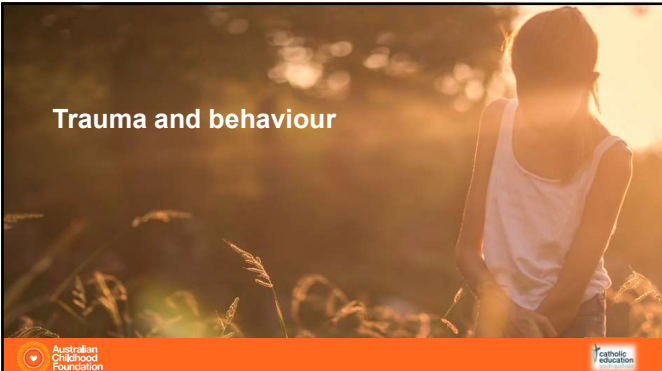


Vision Olfaction Gustation
Audition Somatosensory Vestibular Proprioception

Australian Childhood Foundation Professional Education Services
professionals.childhood.org.au

43

Trauma and behaviour




Australian Childhood Foundation Catholic Education

44

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)

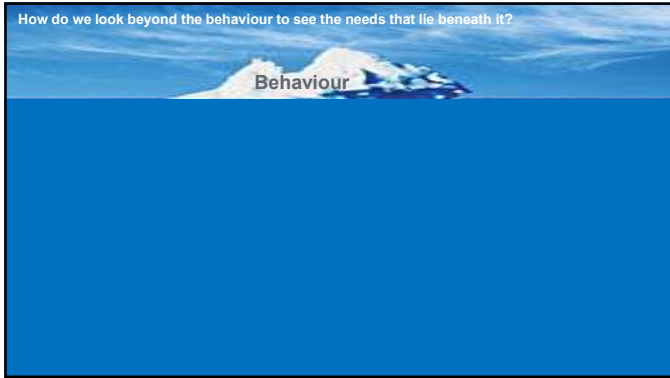
The key to reshaping behaviour is to understand it and respond at its source rather than how it is expressed



If I had an hour to solve a problem, I'd spend 55 minutes thinking about the problem and five minutes thinking about solutions. — Albert Einstein

Australian Childhood Foundation Catholic Education Professional Education Services
professionals.childhood.org.au


45



46

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



Australian Childhood Foundation Professional Education Services
professionals.childhoodf.org.au

47

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

Australian Childhood Foundation

48

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

Australian Childhood Foundation

49

Hypervigilance loop

Australian Childhood Foundation

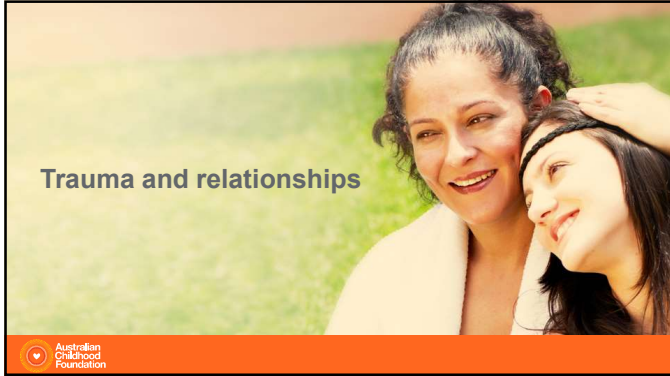
50

Key messages

- Complex trauma has a wide-ranging neurobiological impact (
- The primary purpose of the brain is to integrate sensory data and so trauma is a dis-integrative experience, and sensory strategies are going to be incredibly important (ACF, 2019)
- Language and cognition based interactions and interventions are not the answer until regulation has been achieved
- Child/adolescent responses/behaviours are not personal
- Threat can be perceived even when there is no threat

Australian Childhood Foundation Professional Education Services childhood.org.au/training 61


51



52

Relationships

- Human brains develop best when they are connected to another human brain.
- The quality of interactions with other brains shapes the child's brain development.
- A lack of unconditional love early in life leads to expectations that others will also only have a conditional interest in them.
- The student relates to the teacher based on this prediction.



Forgas, S. 2016. Making the World Safe for our Children: Down-regulating Defence and Up-regulating Social Engagement to 'Optimize' the Human Experience. Volume 40 Number 2 pp. 114-120

Australian Childhood Foundation Professional Education Services childhood.org.au/training

53

Attachment and relationships Impact of developmental trauma.

- Distrust
- Overly compliant/oppositional
- Loss of expectancy of protection from others
- Repetition of interpersonal re-enactments
- Inevitability of future victimization

(Van der Kolk, 2005)



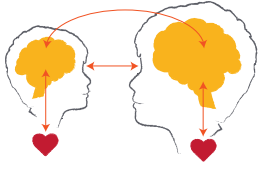
Australian Childhood Foundation Professional Education Services childhood.org.au/training

54

The right hemisphere in relationship

These primary relationships contribute to:

- stored internal working models of primary relationships recorded in the right hemisphere
- the perception of emotion in self and others, enabling empathy and humour.
- Mirror neurons are engaged




Australian Childhood Foundation Professional Education Services professionals.childhood.org.au

55

Supporting the student through relationship

- Supporting healthy relationships as a whole of school approach
- Emotional connections are essential for health and emotional growth
- Safety and security are facilitated in the school environments for staff, students and community
- PACE
- Being open and engaged – staff can respond with PACE when they are in an open and engaged state.




Australian Childhood Foundation Professional Education Services childhood.org.au/training

56

Supporting the student through relationship

- In a secure relationship, the child learns to regulate their responses or seek out educators to assist them.
- This reinforces neuronal connections that support the child to manage future stressful experiences.
- Hippocampus comes online, cognitive ability is increased and stress hormones are decreased.
- Increases builds oxytocin and dopamine essential for learning



Australian Childhood Foundation Professional Education Services childhood.org.au/training

57

Dyadic Developmental Practice

- Is an intervention model for children who have experienced trauma in past relationships
- Gives educators the strategies/tools to help vulnerable students thrive
- Safety and security is increased through offering an emotional connection in a variety of ways,
- Assists children to experience connected relationships that are necessary for healthy development, emotional regulation and resilience
- Can be adapted to support pupils at all levels



Australian Childhood Foundation Professional Education Services childhood.org.au/training

58

The brain and social connections

We are fundamentally social creatures – our brains are wired to foster working and playing together. Yet institutions that deal with traumatised children and adults all too often bypass the emotional-engagement system that is the foundation of who we are and instead focus narrowly on correcting “faulty thinking” and on suppressing unpleasant emotions and troublesome behaviours.


Bessel Van Der Kolk-The Body Keeps Score

Australian Childhood Foundation Professional Education Services childhood.org.au/training

59

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



Australian Childhood Foundation Professional Education Services childhood.org.au/training

60

Relational Alliances with children

An analysis by the Review of Educational Research of 46 studies found that when teacher-student relationships are strong, improvements are seen in key areas.

Student academic engagement, attendance, grades, disciplinary actions, and school dropout rates.

Developing and nurturing trusting relationships between students and teachers is central to building a trauma-sensitive learning environment.

Australian Childhood Foundation

61

How do we...

- Build relationship with our students and learn their stories?
- Help them to make sense of their stories?
- How do we ensure there is relational repair after a conflict/rupture in our relationships with students?




Image source: <https://unsplash.com>

Australian Childhood Foundation Professional Education Services childhood.org.au/training

62

Handshake



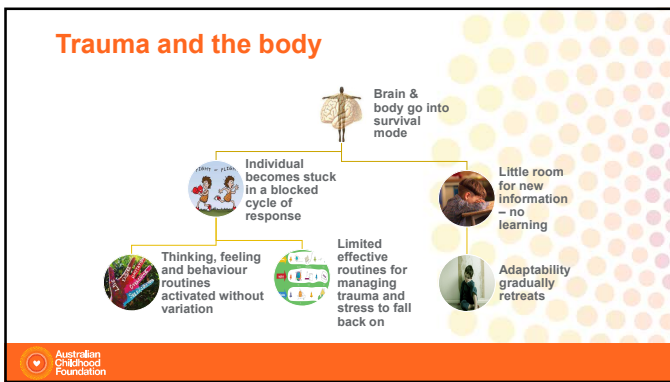
<https://www.youtube.com/watch?v=4JueNt1eOH4>

Australian Childhood Foundation

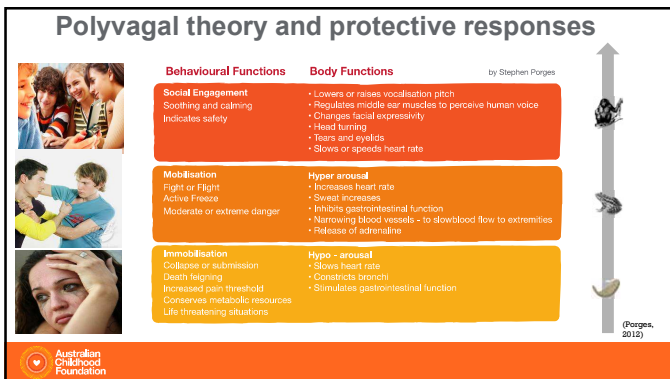
63



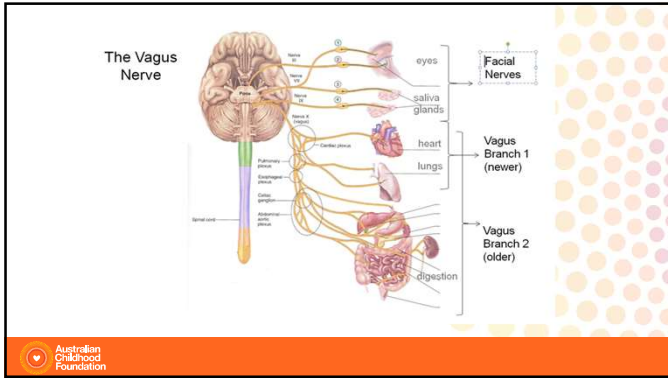
64



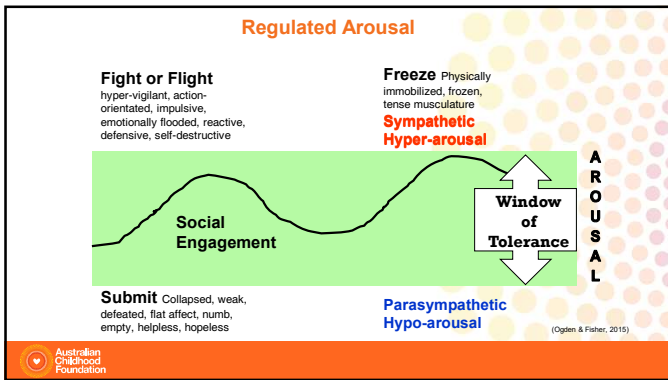
65



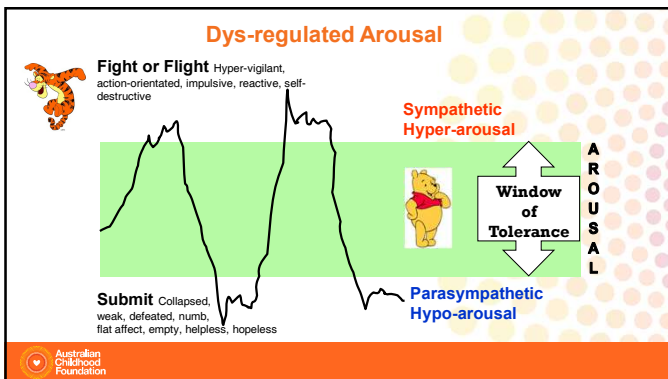
66



67



68



69

Changes in Arousal States

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

(Adapted from Ogden & Fisher, 2015)

Australian Childhood Foundation

70

Stress

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?

Australian Childhood Foundation

71

How do we implement regulation as a whole-of-classroom approach?


For slowing down?


For speeding up or releasing stress?


Australian Childhood Foundation


72

Regulation in the Covid Era



 Teachers who taught their students skills in self-regulation, engaged in gradual release of responsibility and focused on content and deep learning had better outcomes.


 Reimers and Schliecher, 2021, *Schooling Disrupted, Schooling Rethought: How the Covid-19 pandemic is changing education*


a100@acfd.org.au

73

Mapping Behaviour- Week 2 Term 3


Week 2 (Term 3 2014)	Inappropriate sounds	Transition between play and class	Inappropriate talk and laughter	padding	yeelling	Throwing kicking objects	Swearin g name calling	Hot settlin g	Leaving class without notice	Hot following instructions	Physical violence
Monday		XX		XX			XX			X	
Tuesday	XXXX	XXX	XXXXX	XXXX	X		X	XXX		XXXX	
Wednesday		XX	XX	XX	X	XX	XXXX	XXXX	XX	XXXX	X
Thursday		XX	X	XX			X	XX		X	
Friday	X	XX	XX	XX			X	XX		XX	
Week 3											
Monday	XX	XXX	XXX	XX	X		X	XXX		XXX	
Tuesday	X	XX	XX	XX	X	X		XX		XX	
Wednesday		XX	XX	XX			X	XX	X	XX	
Thursday		XX	X	XX		X		XX		XX	
Friday		XXX	X	X		X		X		X	



74

Mapping Behaviour- Week 7 Term 2

Week 7 Term Two (2015)	Inappropriate sounds	Transition between play and class	Talking and laughing at listening times (Carpet Talk)	padding	yeelling	Throwing kicking objects	Swearin g name calling	Hot settlin g (Walking around class during Learning Time)	Leaving class with out notice	Hot following instructions	Physical violence
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Week 8											
Monday		X							X		
Tuesday											
Wednesday											
Thursday								X			
Friday											




75



76

Environmental and Collective WOT



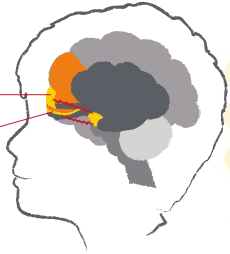
Consider what the baseline for the community might be.

Consider what the baseline for the school might be.

Australian Childhood Foundation logo in the bottom left corner.

77

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

Australian Childhood Foundation logo in the bottom left corner.

78



Descending cortical structures 'The Bridge'

Dan Siegel's research suggests we can build a 'bridge' from our MPC to our Amygdala that allows us to **respond** instead of **react**, **feel anger** but **express it safely** and to **feel fear** but **find safety**.

79

Learning Activity





80

How can we re-language deficit-based language to strength-based language?

Think about this in terms of what does the young person need from us and the environment to feel safe when they are learning/ relearning to build the capacity of their social relational systems and to safely experience very strong emotions? Remember, the science suggests they cannot do it on their own...

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



Professional Education Services
childhood.org.au/training

81

Mindfulness in education

Students are becoming more focused, more compassionate, more self-regulated, and stronger academically.




82



Transforming regulation

Trauma has a disintegrative impact on our ability to regulate brain and body processes

Trauma impairs children's capacities to orient to, 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

83

Mindful breathing

84

Play as a classroom collective regulation tool to up-regulate and build neural tone

Australian Childhood Foundation

85

SPACE

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

Making SPACE for Learning
Trauma Informed Practice in Schools

Staged Safe

Australian Childhood Foundation

86

Staged-Sequential brain development metaphor - My Brain House

- We build our brain from the bottom to the top-like building a house
- We reinforce parts of our house as we grow, with our roof continuing to develop into our mid 20s.
- A student who is calm and focused at school will likely be functioning with a strong standing brain house, from foundation to roof.
- In times of great stress bits of our brain house can come down and require repair. This is achievable and our brain house can stand strong again.

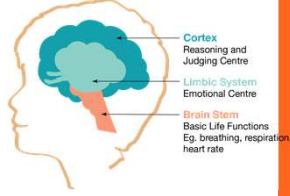
Australian Childhood Foundation

Professional Education Services
childhood.org.au/training

87

SPACE Staged/SAFE

- Brain development is sequential
- One of the ways our brain develops is vertically, from the bottom to the top
- Some neurodevelopmental delays such as those effected by trauma can cause brain changes. However with the right support the brain can be repaired through neuroplasticity.
- Children cannot learn if they do not have neural safety



Children's brains need support to grow and learn

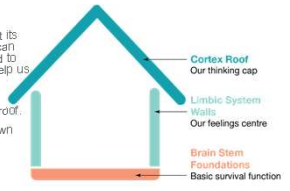
My brain grows upwards, step by step.

Australian Childhood Foundation Professional Education Services
childhood.org.au/training

88

Staged- A brain development metaphor - My Brain House

- Our brain house can experience adversity. This can effect its structural integrity. If we get rattled our thinking cap roof can come off, leaving our feeling walls exposed. This can lead to strong emotions coming out without our thinking cap to help us contain our feelings.
- When this happens we can struggle to find words to communicate as our words flew off with our thinking cap roof.
- If we are deeply shook our roof and walls might come down and leave only our foundation. Our foundation is very strong and reliable. In these times we have our basic life functions to focus on to get us through-eg. our breathing, our heart beat.
- Everyone's rooves blow off from time to time. Given we have all built our own brain houses, we are all equipped to support each other to repair our houses together.

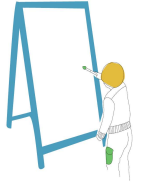


Australian Childhood Foundation Professional Education Services
childhood.org.au/training

89

Predictable

- Changes to routines and uncertainty can be a source of stress to children
- Predictability in children's relationships and environment deactivates their stress systems
- This then promotes flexibility and adaptability



Children need to know what they can count on

I feel better when I know what is coming next.

Australian Childhood Foundation Professional Education Services
childhood.org.au/training

90

Predictable you

- Co-Regulating Child's State of Arousal:
- Use of Self
- Matching Vitality Affect
- Match tone
- Match intensity
- Match prosody
- Don't match the emotion

Dan Hughes 2007


Australian Childhood Foundation Professional Education Services
childhood.org.au/training

91

Adaptive

- Most of us have a set of behavioural routines that we draw from to respond to challenges when they emerge.
- To broaden children's behavioural repertoires and promote increased adaptability we need to maintain multiple meanings for the behaviour and remain open to multiple options for interventions.
- We need to provide challenges that extend the window of tolerance but do not push the young person outside the WoT.

Children need support to grow up healthy and strong **There are things I need to grow up healthy and strong.**




Australian Childhood Foundation Professional Education Services
childhood.org.au/training

92

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.




Australian Childhood Foundation Professional Education Services
professionals.childhood.org.au

93

Schools and their staff are lifeboat a in a chaotic world

Trauma-responsive educators understand traumatized, abused and neglected children need to:

- Have a strong felt sense of safety at school
- Reach their developmental stages and potential
- Be **seen** and heard
- Learn to regulate themselves
- Develop a sense of agency (control)
- Psychoeducation- learn about their own neurophysiology and neurobiology
- Gain emotional literacy and understanding



Sian P

Australian Childhood Foundation Professional Education Services childhood.org.au/training

94

Connected

- Children's relational templates for forming and being in relationships take shape as they grow. They learn what to expect and how to navigate relationships through their experiences of connection with those around them.
- We tend to expect things from relationships based on what we have known from past connections.
- Strategies to support children as their relational templates continue to develop emphasise relationships with safe and consistent adults and peers as the foundation for healthy, strong social and emotional functioning.

I need to feel like I am connected.
I need to feel safe.
I need safe connections in my life.


Children need to feel like they are connected.
 Children need to feel safe and know about what makes a safe connection.

Australian Childhood Foundation Professional Education Services childhood.org.au/training

95

Connected

- Children need connection across the whole of school
- Connections in the classroom
- Connections to other students
- Connections to self




Australian Childhood Foundation Professional Education Services childhood.org.au/training

96

Enabled

- Engaging children in the process of understanding themselves can build social and emotional well being.
- Learning about and identifying feelings, understanding them and practice communicating them with others in socially cohesive ways bolsters emotional regulation.
- When children know about their qualities, their attributes and their talents they can feel good about themselves.
- Knowing about their own special story helps children to build a coherent self narrative

Children need to know more about what makes them who they are.
I grow stronger as I learn more about what makes me, me.



Australian Childhood Foundation Professional Education Services
childhood.org.au/training

97

SPACE


All educators want children to thrive in the **spaces** we create with them at school.

What makes the best kinds of learning spaces for children?

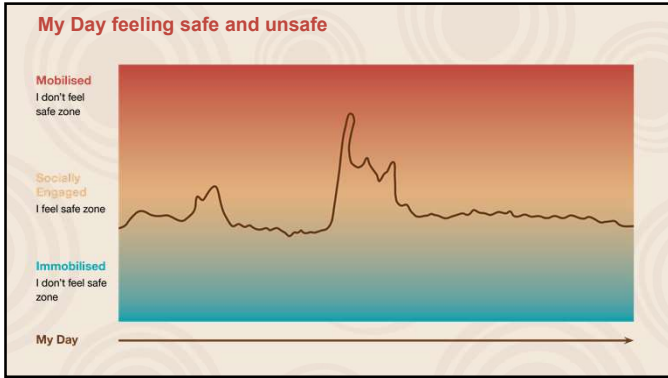
Australian Childhood Foundation Professional Education Services
childhood.org.au/training

98

Polyvagal Theory & Sensing Safety

	Mobilisation Fight, Flight, Active Freeze	I don't feel safe	I am filled with energy I need to move I need to act now	Red Faced, hot and sweaty Fast beating heart Muscles tensed Moving body, hard to find stillness
	Social Engagement	I feel safe	I am all set to play and explore I am ready to connect I am open to your ideas	Making Eye contact Orienting towards those around Listening Relaxed, loose, flowing body
	Immobilisation Flop	I don't feel safe	I am numbed out I am retreating inside I am collapsed, small, and distant	I have cold extremities Glazed eyes, distant stare Slow movement Lethargic & passive body

99



100

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

Cherry, et al., 2016, p. 110

1 thing your school does well?

1 thing you do well?

How do you do that well?

Australian Childhood Foundation Professional Education Services professionals.childhood.org.au

101

Sensing Safety

“Before we can engage in social behaviour and learning we must first feel safe”

Dr Steven Porges

Australian Childhood Foundation Professional Education Services childhood.org.au/training

102

Week by Week Delivery Summary

Week	Needs Statements	Week by week
1 Staged	Children's brains need support to grow and learn My brain grows upwards step by step	The brain week
2 Adaptive	Children need support to grow up healthy and strong There are things I need to grow up healthy and strong	The healthy body, mind, heart and spirit week
3 Predictable	Children need to know what they can count on I feel better when I know what is coming next.	The things we can count on hand week
4 Connected	Children need to feel like they are connected- I need to feel like I am connected	The connection week
5 Connected	Children need to feel safe- I need to feel safe What makes a safe connection? - I need safe connections in my life	The feeling safe week
6 Enabled	Children need to know more about what makes them who they are I grow stronger as I learn more about what makes me, me.	The feelings week with special guest Morty Monster
7 Enabled	Children need to know more about what makes them who they are I grow stronger as I learn more about what makes me, me.	The 'Me' week
8 Bringing things together and Sharing	A week to reflect and consolidate learnings, culminating in a sharing session on the final day of the program	The Reflective week

Australian Childhood Foundation
 Professional Education Services
childhood.org.au/training

103

Accompanying Children through RCH SPACE

Australian Childhood Foundation
 Professional Education Services
professionals.childhood.org.au

104

Enabling:

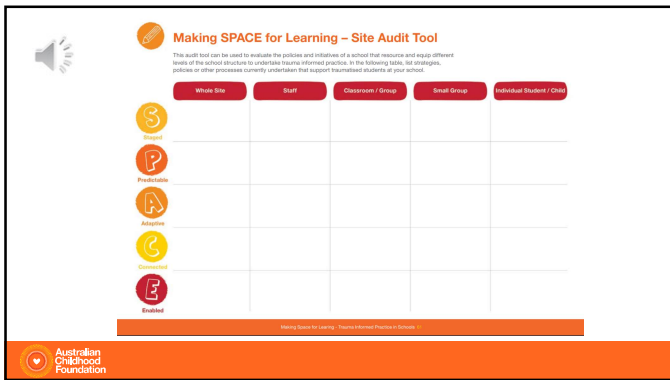
- Learning to observe the young persons non-verbal cues
- Contact: verbally contacting what one tracks
- Mindfulness: a state of conscious attending to the present moment as it unfolds
- Curiosity: an attitude of open mind
- Collaboration: getting the child's collaboration in the process
- Understanding truncated orienting and defensive responses
- Skills for sequencing arousal in the body as a result of trauma

Australian Childhood Foundation
 Professional Education Services
childhood.org.au/training

105



106



107




108

Word Cloud

Say one word that reflects how you feel right now, let's take turns and create!

↓
Inspired




109

Professional Education Services
childhood.org.au/training

Thank you for your participation!

Donna Richards
drichards@childhood.org.au

To find out more about the Australian Childhood Foundation please visit our website!



Training enquiries: 



110
