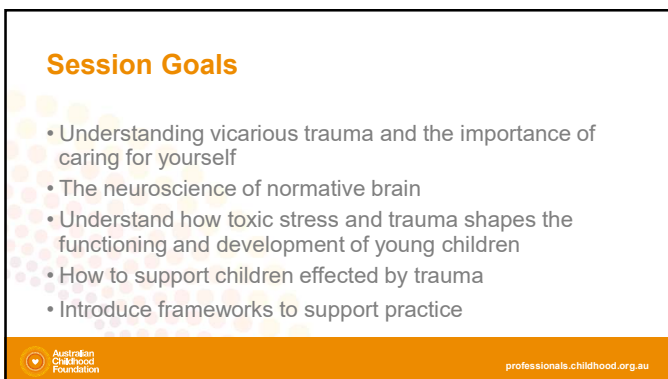




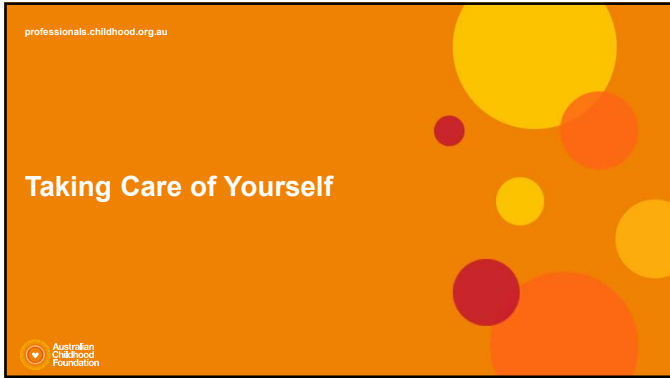
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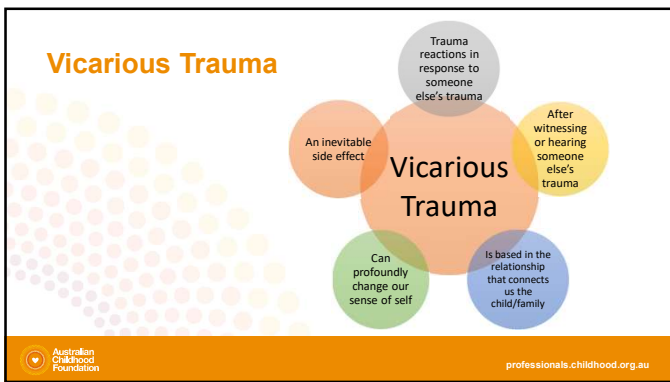
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6

Workplace Symptoms



<https://www.bbc.com/news/health-51544444>

<https://www.fox.com.au/13-Minute-ways-to-cope-you-need-to-see>

7

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

8


What Do You Do to Look After Yourself?



9

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Defining Trauma



10

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



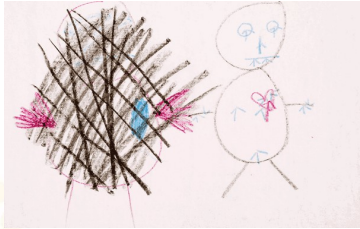
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Defining Trauma

Trauma is not what happens to you, but what happens inside you.

(Gabor Mate 2018)

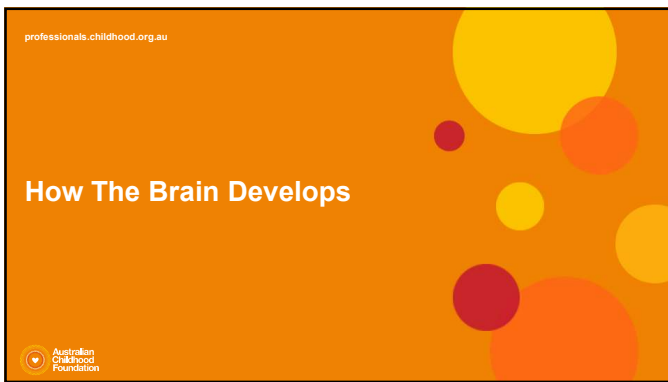


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How The Brain Develops



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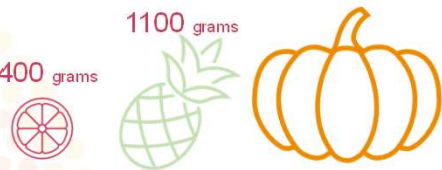
The Growing Brain

How much does a baby's brain weigh?

400 grams

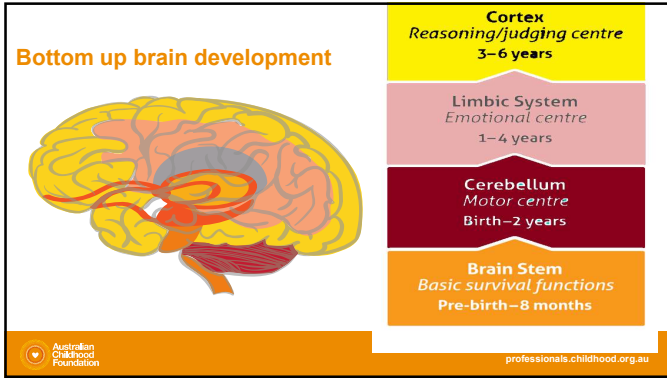
1100 grams

1300-1400 grams

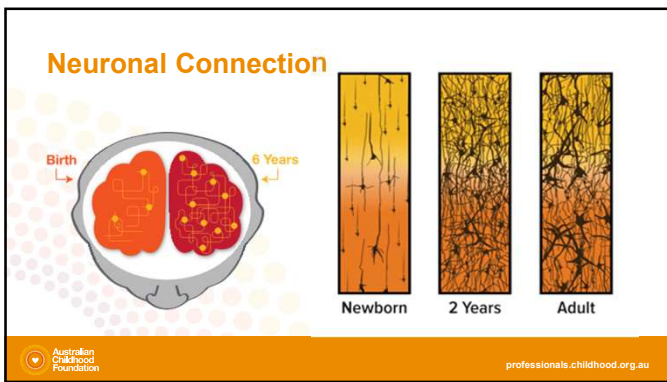


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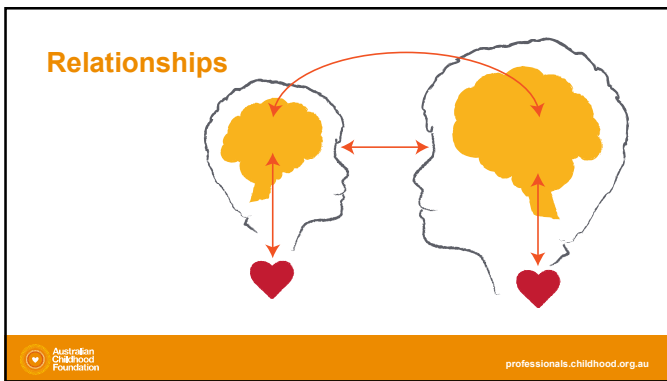
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Brainstem - Basic Life Functions

- 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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Growing the Brainstem

Provide activities which are rhythmical and synchronous with others:

- Rhythmic sounds - stories, songs, rhymes & music
- Rhythmic movement
- Rhythmic touch



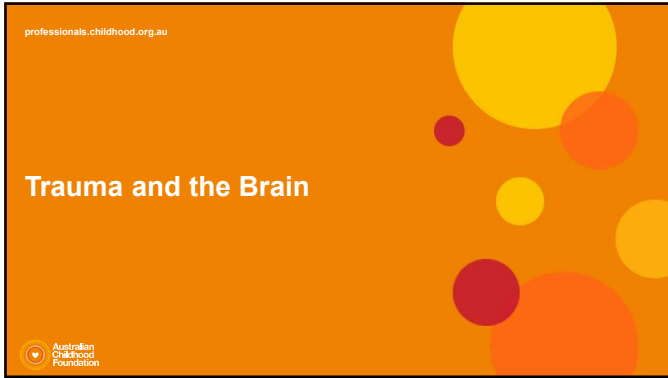
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Attachment and the Right Brain

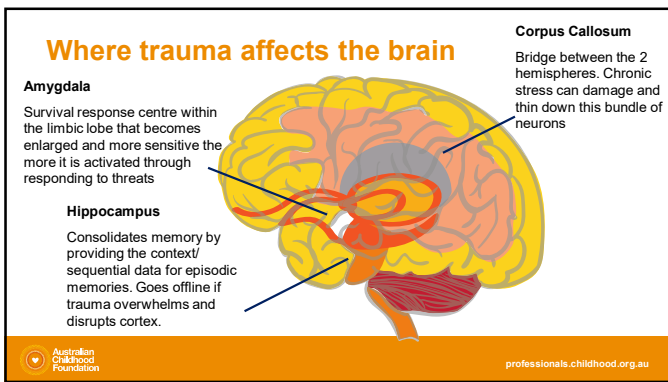
- Neuroimaging studies show areas of the right hemisphere lighting up in the brains of parents & infants during non-verbal interactions. (Schore, 2003)
- A secure attachment relationship facilitates right brain development and promotes efficient affect regulation.



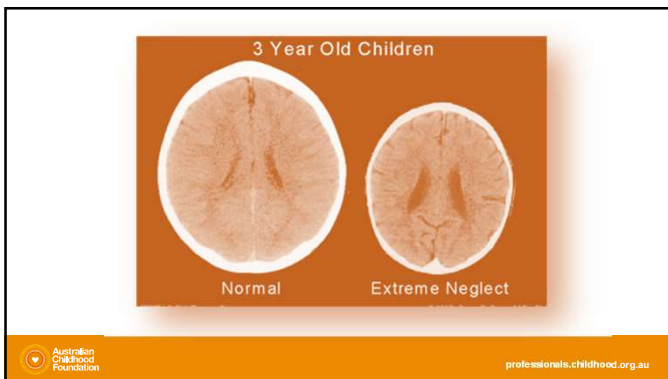
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Children are very vulnerable to the effects of trauma because of their brain's developmental immaturity - their brains are malleable, so the impact of trauma is faster to manifest and leaves deeper tracks of injury.




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What Trauma Looks Like



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Internal Working 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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Living in Survival Mode



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Behavioural Functions	Body Functions	by Stephen Porges
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 • 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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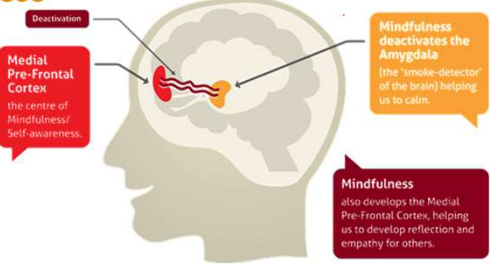
Behaviour is a Story



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Mindfulness



Deactivation

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

Mindfulness deactivates the Amygdala
(the 'smoke-detector' of the brain) helping us to calm.


Mindfulness also develops the Medial Pre-Frontal Cortex, helping us to develop reflection and empathy for others.

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The Family



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The Paradox of the Family

We look to it for nurture and care



It is the institution in society where the most violence occurs

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Role of Early Childhood Educators in Repair




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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/its-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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Follow the Child's Lead



Anger Sadness
 Joy
Fear Curiosity
 Shame

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Building Predictability

Savage Chickens by Doug Savage

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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)

Up's & Downs Cards - Innovative Resources
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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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**Relationships
Relationships
Relationships**



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Trauma and Relationships

As we know a secure relationship is central to the development of:

- a positive sense of self
- empathic and sensitive interaction
- adaptive and flexible emotional regulation skill.



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How are you going to.....

- Build relationships?
- Be playful?
- Be empathic?
- Engage?
- Be curious?
- Be accepting?



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How do we...



- Build relationship with children and learn their stories?
- How do we ensure there is relational repair after a conflict/rupture in our relationships with children?

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“It’s connection not control that cultivates cooperation, trust, love, resilience and independence. Connection is at the heart of our relationships.”
 – Kerry Spillia



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Engagement




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Building 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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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 & Connection

Managing transitions and change is extremely difficult for traumatised children

- transitions are experienced as a threat
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- 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?**
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 - ❖ Safe Person
 - ❖ Safe Activity
 - ❖ Safe Place



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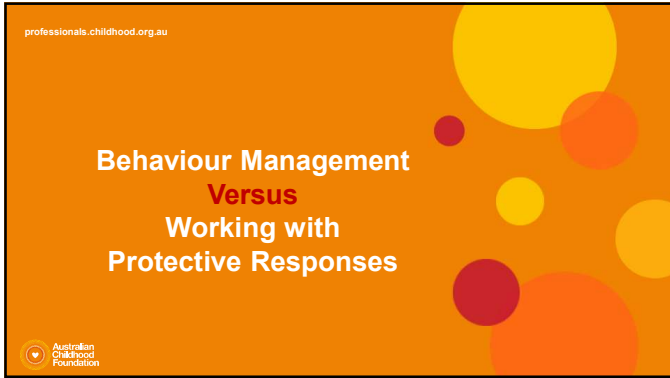
What might you change to ensure the following in your work with children:

- Predictability
- Consistency
- Safe transitions
- Engagement



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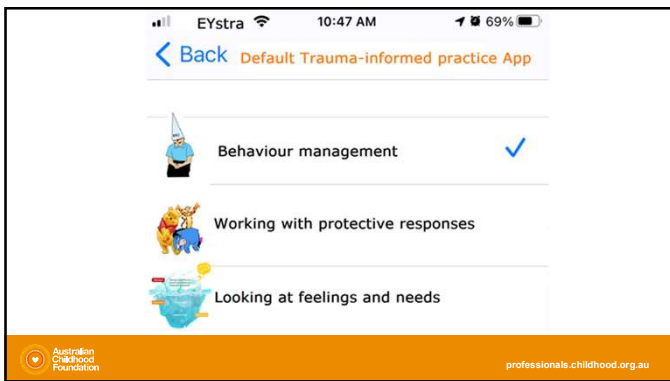
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Working with Protective Responses

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

Mobilisation

Social Engagement

Submit
Collapsed, weak, defeated, flat affect, numb, empty, helpless, hopeless

Immobilisation

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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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Rock Pillows
Designmilk.com


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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*

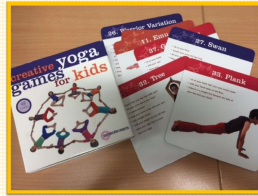
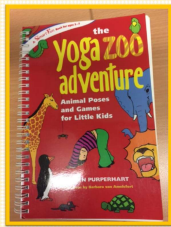


Supportive responses

- 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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Yoga



Yoga cards – Edna Reinhardt
www.overthemoonstudio.com

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Working with MOBILISED Responses
Active 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
Active 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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creative card
Sand in motion


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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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https://www.lyonlearning.com

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Maintaining – Social Engagement

What it might look like

- Engaged in activities
- Chatty, talks to adults and peers
- Interacts with peers in play



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Maintaining – Social Engagement

Supportive responses

- Prosody
- Using the sing-song, story-telling voice
- Using breathing techniques








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Encourage Breathing Activities

- Bee breathing
- Snake Breathing
- Blow the pinwheel/bubbles
- Triangle breath
- Figure Eight

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Social Engagement: Engaging Muscles from Heart to Head

Social engagement through eye contact is perceived as threatening and may elicit defensive responses. Other facial muscles can be safely engaged - e.g. inner ear (Porges)

- prosody (The Listening Project)
- use story-telling voice/upper register pitch
- singing/music
- use breathing techniques to regulate heart beat



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Social Engagement:

What does living in the window of tolerance look like for each child?

What do you do to widen their window of tolerance?



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Sometimes I feel - By Pia Jones

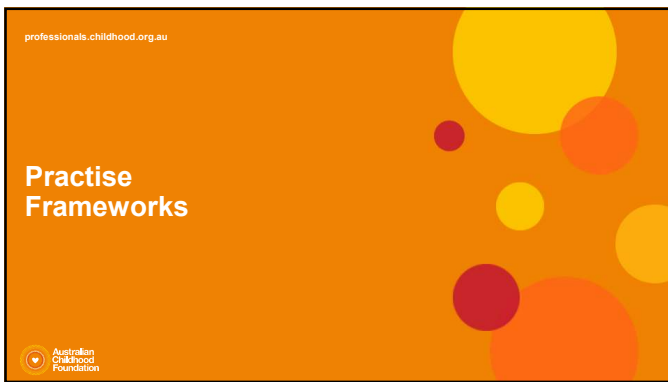


Bear Cards - Innovative Resources

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Implications for our Learning Environments



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Models of Trauma Informed Practice

- Playful
- Accepting
- Curious
- Empathic

P.A.C.E
(Dan Hughes)



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P.A.C.E

- **Playful** – light, open, hopeful, spontaneous.
- **Accepting** – unconditional acceptance of the experience of the child (feelings, emotions and thoughts).
- **Curiosity** – non-judgemental, active interest in the child’s experience, as well as behaviours to learn what is triggering them.
- **Empathy** – about past hurts and present challenges. A ‘felt’ sense of the child, which is actively experienced and communicated.


Dan Hughes (2009)

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Playfulness

“I really prefer it when you call me by my name rather than swear at me!”





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Acceptance

“Thanks for telling me about what happened. I feel sad that you’ve had such a difficult time.”




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Curiosity

“I wonder if you might be feeling sad because Mum left you today? Do you think that might be what’s going on?”



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Empathy

“I’m sorry that happened’ ‘that must be really hard’, ‘that must feel really bad’.




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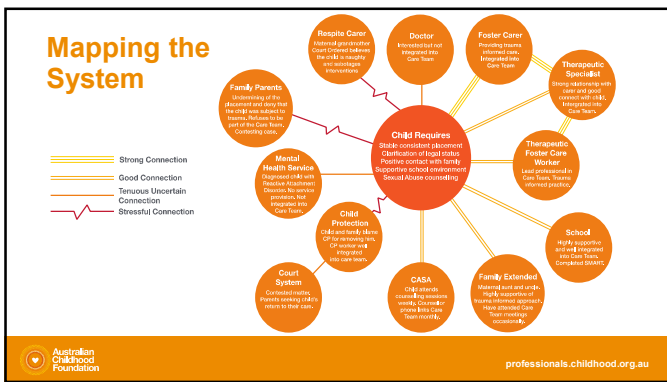
Self Reflection

What could get in the way of us using PACE?



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Models of Trauma Informed Practise

- Needs
- Unconditional positive regard
- Re-frame child's perceptions
- Time in & repair
- Use words for child's experience
- Reflect back child's feelings
- Enjoy play together

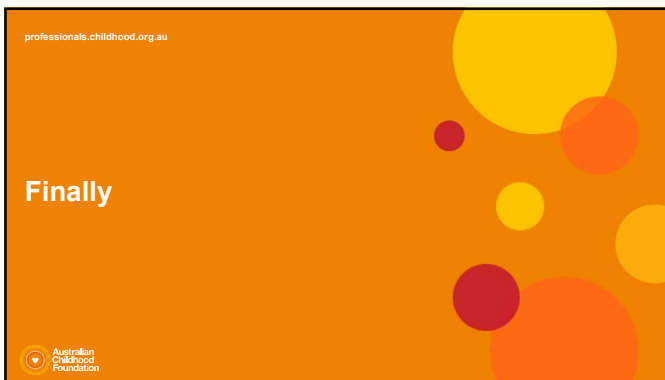
N.U.R.T.U.R.E

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Anticipate child's Needs					
Unconditional positive regard					
Reframe child's perceptions					
Time in and repair					
Use words for child's experience					
Reflect back child's feelings					
Enjoy play together					

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Working with traumatised children

Relationships:

- Respect and empathy
- Connection and sense of belonging
- Personal competence



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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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Prescriptions (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						
