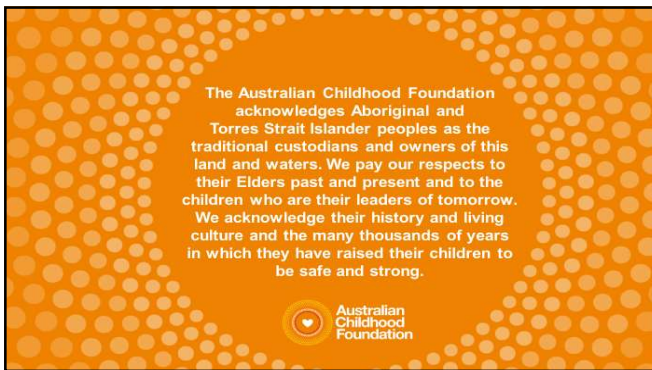
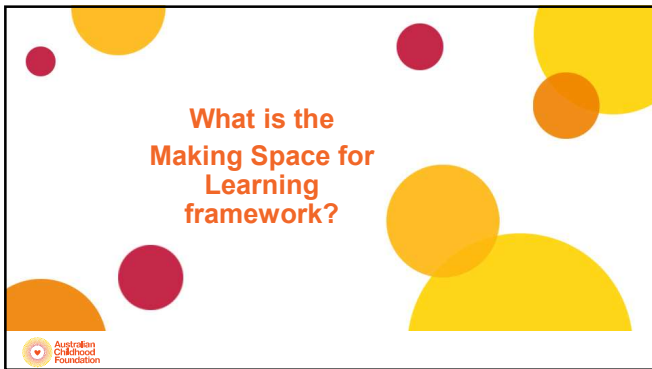




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4

Domains	Domain Explanation	Translated into needs statements
Staged	The brain develops sequentially. Sophisticated functions only emerge after basic functions are consolidated. We should resource children in line with what their developing brain's need.	Children's brains need support to grow and learn <i>My brain grows upwards step by step</i>
Predictable	Uncertainty and unpredictability can disrupt emotional wellbeing and threaten social competence. Strategies which promote stability and familiarity enhance social and emotional wellbeing.	Children need to know what they can count on <i>I feel better when I know what is coming next.</i>
Adaptive	Familiar behavioural routines are more likely to be enacted in response to life challenges than new ones. Familiar routines may not always be constructive. Strategies which promote adaptability in children's behavioural routines are ones that meet children creatively with multiple options for intervention.	Children need support to grow up healthy and strong <i>There are things I need to grow up healthy and strong.</i>
Connected	Children's internal maps for forming, maintaining and being in relationships are affected by their experiences of relationships throughout their lives. Negotiating relationships at school can be a source of stress when children have found them hard or unsafe in the past. Relationship with safe and consistent adults and peers form the foundation for change.	Children need to feel like they are connected. <i>I need to feel like I am connected.</i> Children need to feel safe and know about what makes a safe connection. <i>I need to feel safe.</i> <i>I need safe connections in my life.</i>
Enabled	All children can benefit from engaging in the process of understanding themselves more deeply. The capacity to identify feelings and learn how they relate to the body, thoughts, and behaviours is a worthwhile life skill. Learning to communicate feelings with each other enriches social cohesion. Making sense of our stories helps us to build coherent identities over time.	Children need to know more about what makes them who they are. <i>I grow stronger as I learn more about what makes me, me.</i>

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Staged

- 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.


My brain grows upwards, step by step.

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Predictable You

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Hiam Ginott



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Predictable

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




I feel better when I know what is coming next.

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What might predictability look like in practice?




- Build routines and predictability wherever possible
 - Prepare children and young people for what is coming next eg: giving countdowns to transitions
 - Visual timetables are useful
- Think about how to do transitions throughout the day
 - Play and fun
 - Planned brain breaks
- Give plenty of information and time building up to changes

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Adaptive



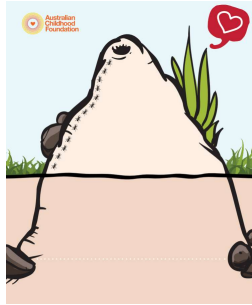
- Trauma-based behaviour, in general, serves important adaptive functions. It often makes sense in the context survival. However, it can become counterproductive if it continues after the need for it has changed.
- Strategies which promote adaptability in students and young people are those which are able to maintain multiple meanings for behaviour and remain open to multiple options for interventions.

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Behaviour is Communication

- Develop openness and curiosity about behaviour
- If we can understand what drives a behaviour, we can work out how to respond to it
- If we can meet the need that is driving a behaviour, the behaviour can start to reduce
- **Behaviours are functional** and almost always makes sense given their specific experiences of trauma



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Connected

Strategies to support students 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.



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Hand to Hand Attunement

Let's work together to hold an object up between our hands or fingers and *not* let it fall



We will need to synchronise our movements and attune to one another. What object feels right to hold between us? A big gum ball? A sports ball? A cushion? A balloon? A pencil? Let's try moving the object around. What is that like for you? As you move together, notice if one person is leading or if the movement initiation is swapping between you. Play around with this. When you become accomplished, add another object so you are using both of your hands to hold up two objects between you. What does it feel like to be in synchrony with another person?

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What might Connected look like in practice?



- The student feels safe and connected
- Co-regulation occurs
- A feeling of connectedness is what you get when you feel like you belong in a group, when you are with others of your
- Attuned listening.


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Enabled

- Engaging students in the process of understanding themselves can build social and emotional learning.
- When students know about their qualities, their attributes and their talents they can feel good about themselves.
- Knowing about their own special story helps students to build a coherent self narrative

I grow stronger as I learn more about what makes me, me.



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What might Enabled look like in practice?

- Creating safety
- Understand triggers
- Check in, tell and hearing their story
- Classroom approaches for individuals
- Flight, Fight, Active Freeze or Submit responses are assisted to enable learning.



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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)



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Activities to support body awareness



Round – straight	Light – strong
Sit – stand	Under – over
Small – large	Yes – no
Freeze – melt	In – out
Push – pull	Tall – short
Wide – narrow	Loud – soft
Left – right	Up – down
Hot – cold	Happy – sad
Fast – slow	Fast slow

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TRANSFORMING TRAUMA PROJECT
A national program in partnership with the Department of Education

Making SPACE for Learning
Trauma Sensitive Practice in Schools

"As the site leader it gives me the opportunity to see what is changing in classrooms and how staff approach students differently or with more empathy." (Huntfield Heights Primary School, 2022)

"Staff have become more familiar with trauma consistent behaviours and became more adept at putting practices in place to support children" (St Therese School, 2017)

"Our children are now able to identify early warning signs in themselves and are able to use calming techniques appropriate to reduce their level of anxiety" (All Saints Catholic Primary School, 2017)

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**How do I access MSFL?
& other Questions**

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For more resources
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