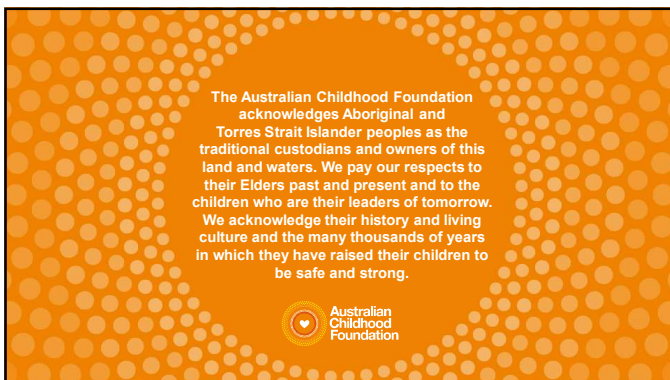
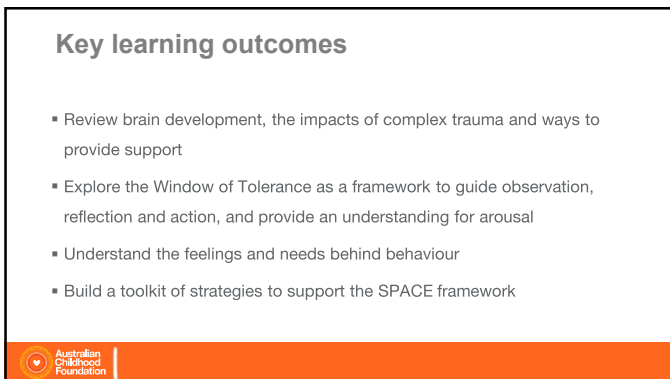


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2



3

**Relationships shape
our sense of self and
safety**

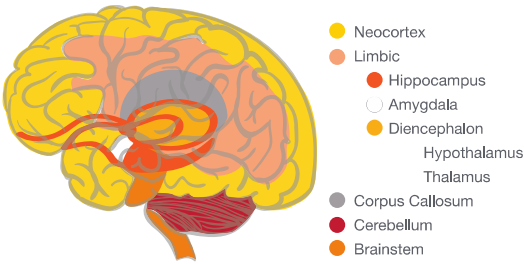


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Brain review



- Neocortex
- Limbic
- Hippocampus
- Amygdala
- Diencephalon
- Hypothalamus
- Thalamus
- Corpus Callosum
- Cerebellum
- Brainstem

Image source: ©ACF2021

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Broca's and Wernicke's areas

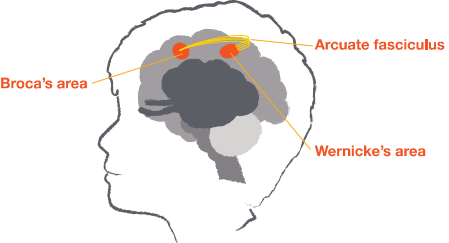


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Under stress and trauma....

Traumatized children are often stuck in their right hemisphere.

It could be hard for the child to:

- o Understand what we say (a left hemisphere task)
- o Speak (a left hemisphere task)



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Strategies for transforming – Broca’s and Wernicke’s areas





Image source: GACF2021

SPACE Focus – STAGED/ SAFETY Predictable, Adaptive, Connected, Enabled



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Superior Colliculus

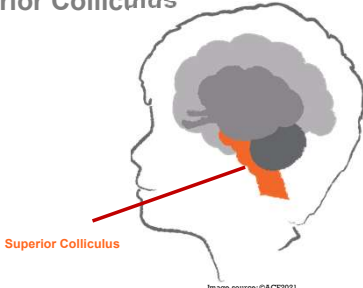

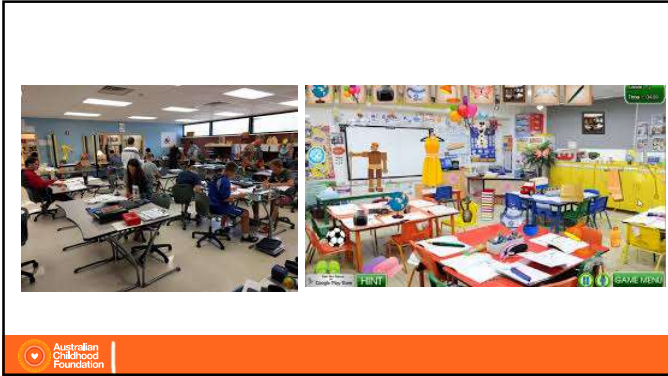


Image source: GACF2021



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Strategies for transforming – Superior Colliculus

Image source: ©ACF2021

SPACE – STAGED/ SAFETY Predictable, Adaptive, Connected, Enabled

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Neuroception

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

(Porges, 2015, p.115)

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Polyvagal theory and protective responses

by Stephen Porges

Behavioural Functions	Body Functions
Social Engagement Soothing and calming Indicates safety	<ul style="list-style-type: none"> • Lowers or raises vocalisation pitch • Regulates middle ear muscles to perceive human voice • Changes facial expressivity • Head turning • Tears and eyelids • Slows or speeds heart rate
Mobilisation Fight or Flight Active Freeze Moderate or extreme danger	Hyper arousal <ul style="list-style-type: none"> • Increases heart rate • Sweat increases • 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

Image source: ©ACF2021 (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

Social Engagement

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

Sympathetic Hyper-arousal

Parasympathetic Hypo-arousal

Window of Tolerance

AROUSAL

Image source: ©ACF2021 Ogden, Minton, Pain 2006

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Dys-regulated Arousal

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

Freeze Physically immobilized, frozen, tense musculature

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

Sympathetic Hyper-arousal

Parasympathetic Hypo-arousal

Window of Tolerance

AROUSAL

Image source: ©ACF2021 Ogden, Minton, Pain 2006

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Reflecting on Regulation

My 5 point scale

Feels like: **5** What it looks like:

1 2 3 4 5

What zone am I in?

GO SLOW STOP

Use tools to get in the green zone.

5 I am not able to learn. I have trouble staying on task.

4 I am being overstimulated. I need a change of scene to calm down.

3 I am not fully in control. I need to take deep breaths.

2 Things are ok. I can handle it.

1 I feel eager.

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Teaching students about the WOT

Hyperarousal

Fight
Flight
Active Freeze

Social engagement

When we feel and are safe we will be able to:

- Play well
- Engage well with others and our environment
- Think well and make decisions

Hypoarousal

Feigned death
Flop
Collapse

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Overshooting your Window of Tolerance:

- Upset and hyped up
- Angry and agitated
- Frustrated
- Heart beating fast
- Tense and can't think clearly
- Unable to regulate your emotions

Within your Window of Tolerance:

- Feeling safe, calm and peaceful
- Happy and able to think clearly
- Ready to learn
- Settled and content
- Mindful and able to regulate your emotions

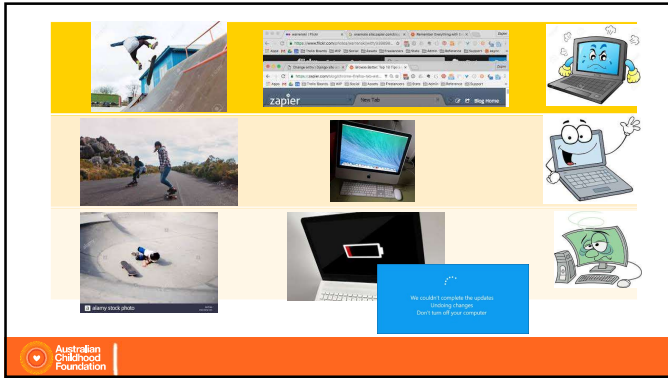
Undershooting your Window of Tolerance:

- Sad and tired
- Unmotivated with no energy
- Feel empty and withdrawn
- Don't want to listen, talk or play
- Can't think about learning

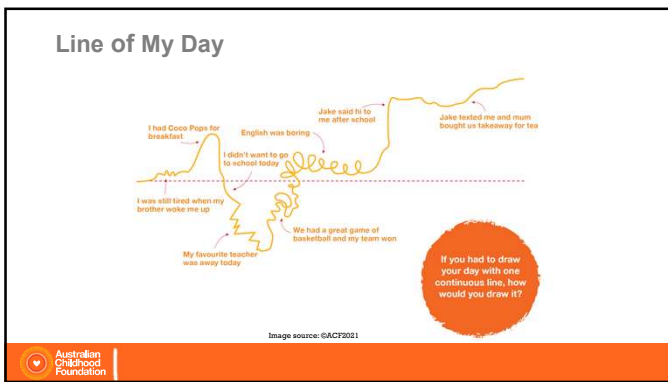
Making Space for Learning – Action Research Project – St Thomas More School, Elizabeth Park, S.A.

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Strategies - MOBILISED responses - Fight

What it might look like

- angry, aggressive, irritable
- confrontational, controlling, shouting
- blaming others, pushing others away, argumentative

Supportive responses/strategies

- 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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Strategies - MOBILISED responses - Flight

What it might look like

- Anxious, silly, manic
- Running away, hiding, disruptive
- Difficulty with free play, silly voices, distracting

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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Strategies MOBILISED responses – 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

Supportive responses/strategies

- Be curious about the freeze state- places that are less frozen than others?
- Gently facilitate movement eg. Wiggling one finger
- Play with metaphors like thawing ice
- Encourage breathing
- Engage senses



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Strategies - IMMOBILISED responses - Submit

What it might look like

- low, sad, flat mood
- quiet, compliant
- alone, withdrawn

Supportive responses

- Orienting to the space/grounding exercises
- Orienting the senses
- Alignment- engaging the spine



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Strategies for keeping students in their WOT.

- Breath based activities
- Grounding activities
- Movement & Regulation activities
- Use of self



Image source: ©ACF2021



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Understanding behaviour

- 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?



Image source: ©ACF2021



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Reflecting on our practice – SPACE PRACTICE

SPACE- STAGED/ SAFETY Predictable, Adaptive, Connected, Enabled



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Holding Hope



What are your hopes for the children/yp you work with?

What are your hopes for your school?

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Thank you for your participation!

We appreciate your feedback!




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