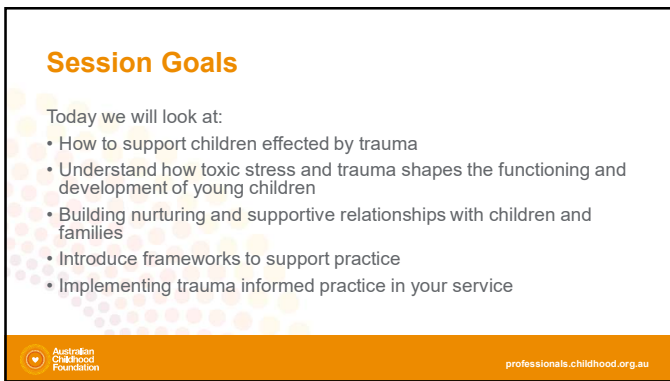




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Defining Trauma



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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

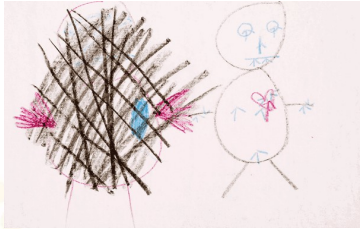
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Defining Trauma

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

(Gabor Mate 2018)

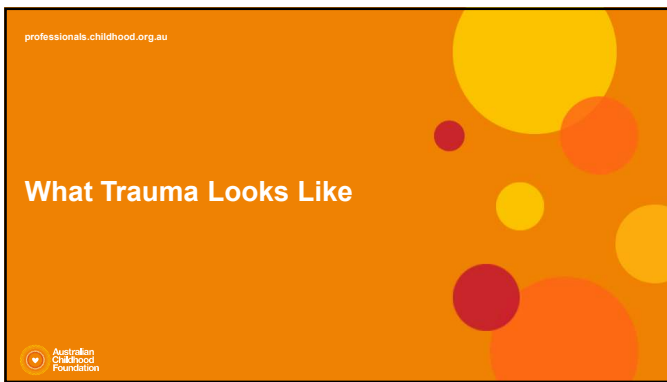


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What Trauma Looks Like



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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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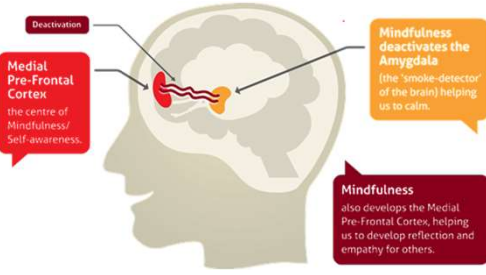
Behaviour is a Story



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The smoke detector



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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Shark Music




Center for Clinical Intervention
TRAINING
VIDEOS

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Behaviour Management Versus Working with Protective Responses




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EYstra 10:47 AM 69%

[Back](#) Default Trauma-informed practice App

-  Behaviour management
-  Working with protective responses
-  Looking at feelings and needs





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Recognising Thoughts, Feelings & Behaviours

Thoughts	Feelings	Behaviours	Manipulative
"It's my fault!"	Angry	Screaming	Controlling
"I don't care!"	Anxious	Abandoning	Property damage
"I deserve this!"	Shame	Defiant	Hoarding
"I'm unloved"	Out of control	Oppositional	Impulsive
"The world owes me!"	Concerned	Disruptive	Bullying
"I'm isolated"	Sad	Biting	Depression
"I'm an outsider"	Hopeless	Eating disorders	Avoidance
"I'm bad"	Useless	Problem sexual behaviours	Poor hygiene
"I'm to blame"	Worried	Suicidal	Withdrawn
"What is the point?"	Helpless	Self-harm	Stealing
"Here we go again!"	Guilt	Substance abuse	Impulsive
"You will leave me!"	Vulnerable	Extreme risk taking	Hyperactive
"I want to hurt myself!"	Resentful	Trouble making friends	No boundaries
"I have no control!"	Fear	Aggressive	Piper-vigilant
"I'm not safe!"	Worthless	Self-harm	Defensive
"I want to go home!"	Trapped	Trouble trusting adults	Violent
"I'm alone!"	Unsettled	Violent	Socially awkward
"Not sure where I fit!"	Complacent		
"I hate myself!"	Confused		
"Who am I?"	Unsure		
"I'm stupid!"	Lonely		
"I'm different!"	Empty		
"I miss my family!"			
"I hate everybody!"			

What are the thoughts, feelings and behaviours that are linked to this?

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Working with Protective Responses

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

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

Mobilisation

Immobilisation

Social Engagement

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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*

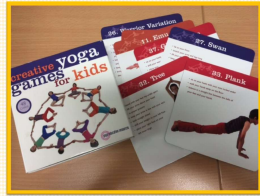
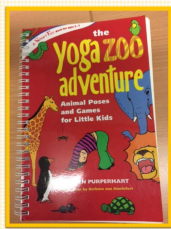


Supportive responses

- 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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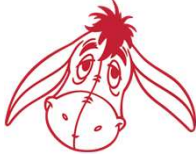

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Working with IMMOBILISED Responses
Submit

What it might look like

- Low, sad, flat mood
- Quiet, compliant
- Alone, withdrawn



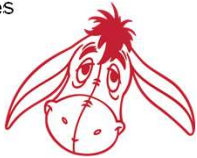
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Working with IMMOBILISED Responses
Submit

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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'Rosy and Jack'
by Nicole Reading

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What happens to my body when I feel **SCARED**

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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




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Practise Frameworks




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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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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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In Summary

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Being PACEful with Ourselves

Playfulness

- "We take our work seriously, not ourselves!"
- Find lightness, despite the dark... look for hope and moments of joy



Acceptance

- Of the person, not necessarily their actions
- With compassion and understanding, knowing they are probably doing the best they know how
- What is possible and what is not possible (be the calm in the chaos)



Curiosity

- Rather than assuming, be open and ask
- "I wonder..." "How are you travelling?"



Empathy

- Be understanding and compassionate



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