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# Understanding the Neurobiology of Complex Trauma:

Considering trauma based behaviours and responding to support recovery and healing in remote communities  
NPY Women's Council Youth Services

February 2023



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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.



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## Our journey today....

- Child development and the importance of relationships and culture
- The brain, growing up and the impact of trauma
- Healing ways to respond: Creating Safety
- Self Care



Image: Aboriginal Art Store



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## Take care of you today....

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 do what you need to do to feel safe. We are happy for you to talk to the facilitator if you need to.

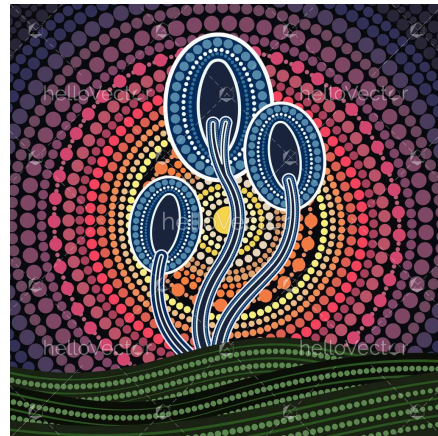


Image: Hellovector.com

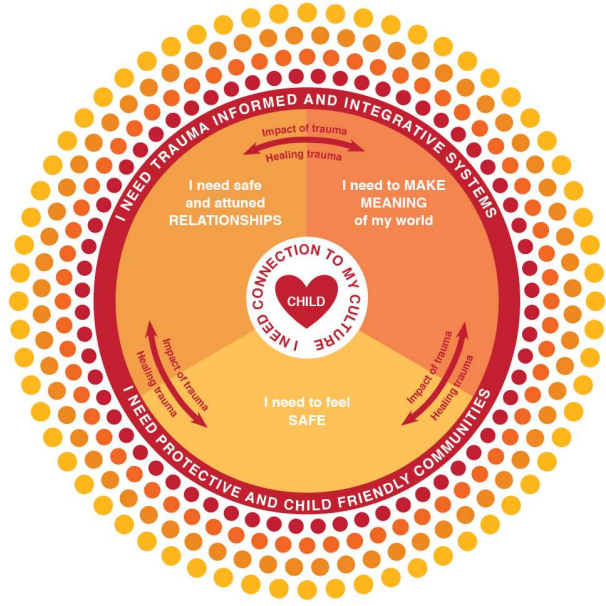


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# ACF Trauma Responsive Model



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# I need to feel safe....



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# I need safe and attuned relationships...

Relationships shape our sense of self and safety

"I am because we are"

African proverb

"A person's core self - the self that is shaped by early attachment patterns - is defined by who the parental object both perceive him to be and deny him to be"

Bromberg 2001, page 57



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I need to make meaning of my/the world?



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I need connection to my CULTURE



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### The Importance of Culture in development .....

**Safety:** Belonging

**Relationships:** Connection

**Meaning making:** identity

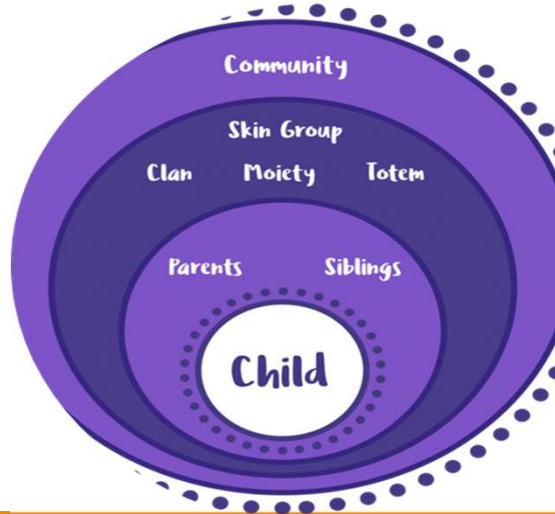


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# A collective view of relationships



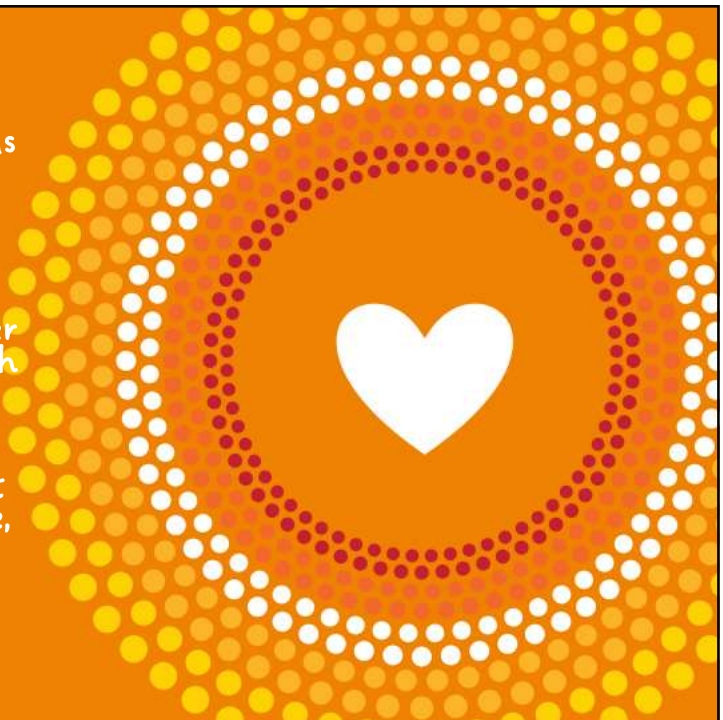
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"I think a lot about the two worlds that we live in now - the non-Anangu world, whitefella world, the mainstream world, and the Anangu cultural world. I think about how to work within both worlds, how to bring them together so we're supporting each other with strong knowledge about both worlds. And I think about how to pass on my experience and knowledge to my children so that they stand strong in their culture, stand strong in the two worlds."

— Rene Kulitja, June 2021



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## Four factors towards cultural humility

1. Humbly acknowledging oneself as a learner when it comes to understanding another's experience.
2. A commitment to lifelong learning, continuous self-reflection and self-critique
3. A recognition of the power/privilege imbalance that exists between service users and professionals
4. A desire to develop partnerships with people and groups who advocate for others; and seek to address imbalances which exist

Cultural humility builds mutual trust and respect and enables cultural safety

'Dabakan Kooyiny – Go Slowly, Walk Slowly, Walk Together: Culturally Strong Therapeutic Care for Aboriginal and Torres Strait Islander Children, Families and Communities.' pp. 159 - 182



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**The Developing  
brain and the  
body  
.....systems and  
connections**

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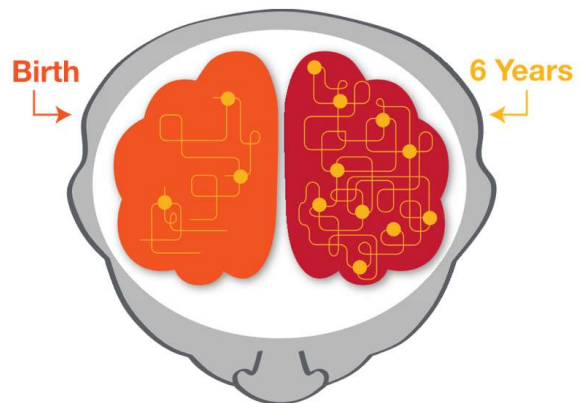
## Brain development

- The brain develops through a mix of genetics and environmental factors.
- Key to this development are relationships
- The brain develops sequentially from the bottom up

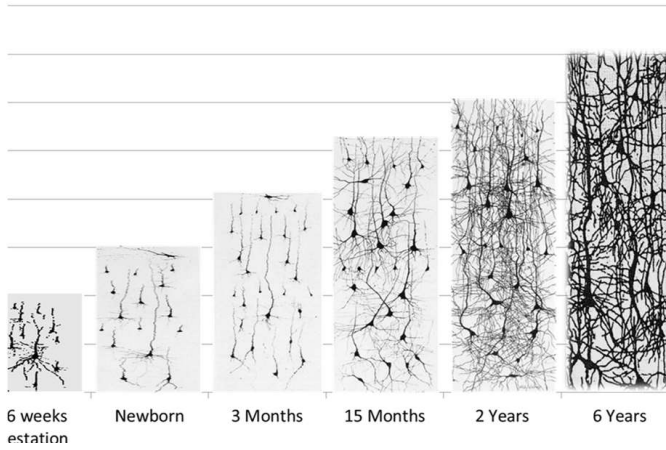


## Neuronal connections

- The neural system has the ability for one neuron to communicate with up to 10,000 other neurons
- The newborn brain has approximately 100 billion neurons

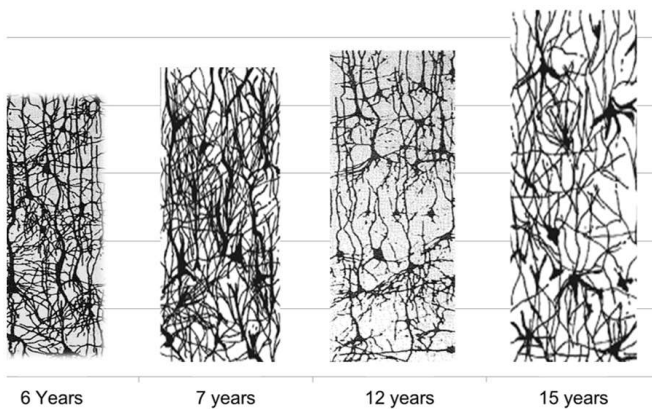


## Neuronal development



- Rapid growth occurs from birth to 6 years
- **Critical period** of development
- Healthy neuronal development occurs through **relationships, regulation, repetition**

## Neuronal development



- Early years – period of **rapid growth**
- Followed by onset of puberty in which **synaptic pruning and formation of new neurons** occurs.



## 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





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## Sequential brain development – building blocks



	<b>The Thinking brain</b> 3-5 Years
	<b>The Emotions and Memory Brain</b> - Birth to 4 years
	<b>The Movement Brain</b> Birth – 2 years
	<b>The survival brain</b> Pre birth to 8 months

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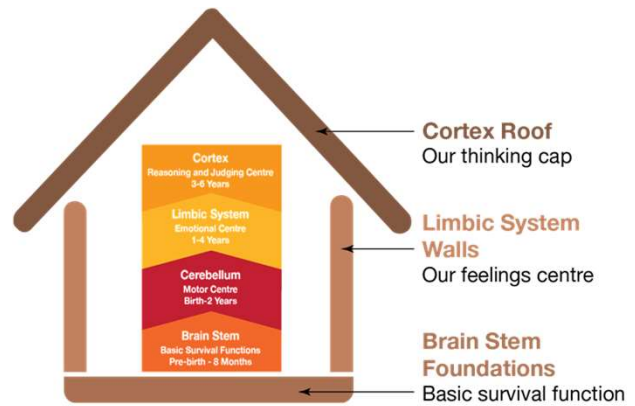
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## Brain development metaphor - My Brain House

- 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.



## Infancy -0-12 months

- Critical functions being organised
- Regulation of
  - - arousal,
  - - sleep,
  - - fear states



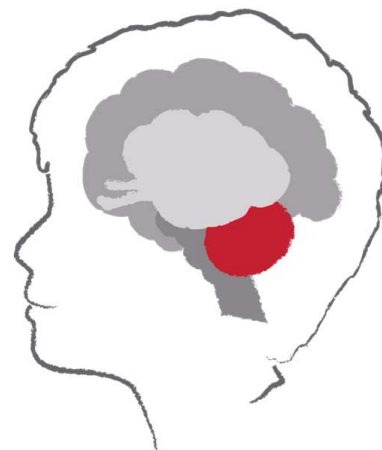
## Brainstem - basic life functions

- 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



## 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



## Infancy-0-12 months

Primary developmental goal:

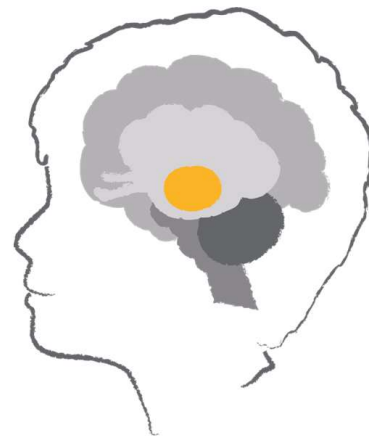
- State regulation
- Primary attachment
- Flexible stress response
- Resilience



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## 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





## 8 senses

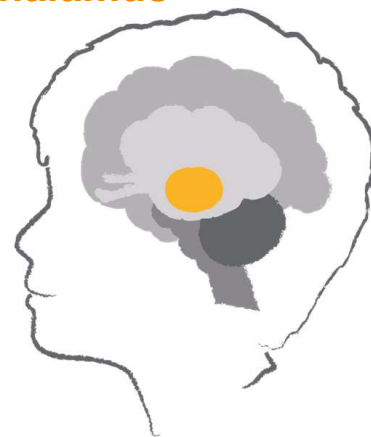
1. **Visual**
2. **Auditory**
3. **Olfactory** (smell)
4. **Gustatory** (taste)
5. **Tactile System** (touch)
6. **Vestibular** (sense of head movement in space)
7. **Proprioceptive** (sensations from muscles and joints of body)
8. **Introception** (awareness of basic primary functions – hunger, toileting,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



## Diencephalon: Thalamus and Hypothalamus

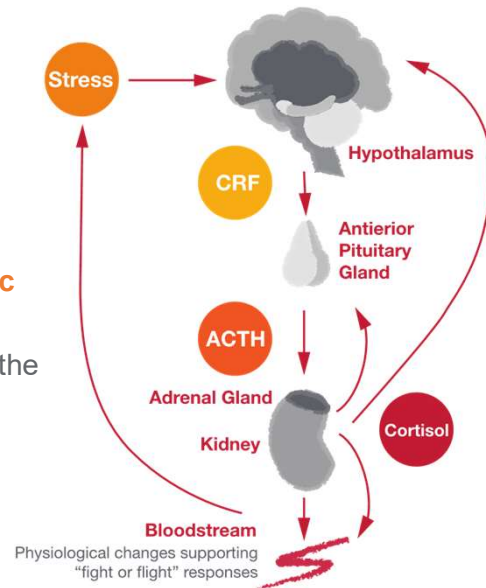
The thalamus has 2 possible routes:

- **The high road:** When there is no fear or harm detected, information gets sent on up to the common sense part of our brain, the cortex.
- **The low road:** If there is harm detected, the information gets sent in a flash to our amygdala and a survival response kicks in activating the hypothalamus.
- Hypothalamus initiates cortisol and adrenaline which activates the fight, flight, run or freeze
- **Children who have trauma often take the *low road* as a default nervous system response**



## Hypothalamic (Diencephalon) / Pituitary / Adrenal Axis

1. The hypothalamus secretes the hormone **corticotropin-releasing factor (CRF)**, which rouses the body.
2. CRF travels to the pituitary gland.
3. The pituitary gland secretes **adrenocorticotrophic hormone (ACTH)**.
4. ACTH circulates in the bloodstream, traveling to the adrenal gland.
5. The adrenal gland releases **cortisol**, another hormone.
6. Cortisol stimulates many reactions in your body, including a rush of energy and alertness.



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## Early Childhood- 1-3 Years

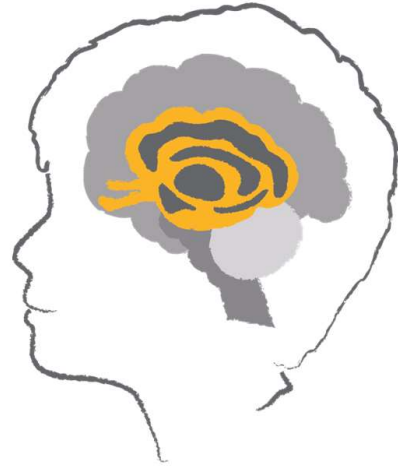
- Critical functions being organised:
  - Integration of multiple sensory inputs
  - Fine motor control
  - Emotional states
  - Social language; interpretation of nonverbal information



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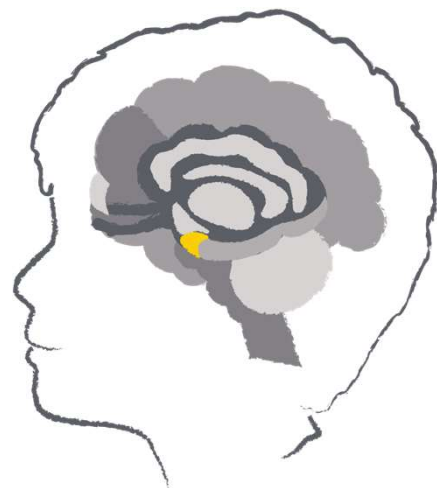
## Limbic lobe- emotional gateway

- 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



## Amygdala – smoke alarm

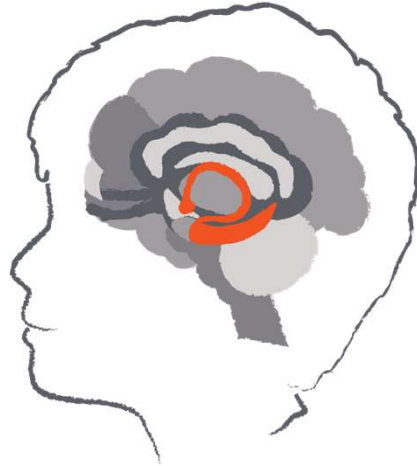
- Detects threat
- Develops from birth
- Learns by association
- Involved in implicit memory processes





## Hippocampus – Brain’s historian

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



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## 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



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## Pre-school

- Critical functions being organised:
  - Abstract cognitive functions
  - Socio emotional integration


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## 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



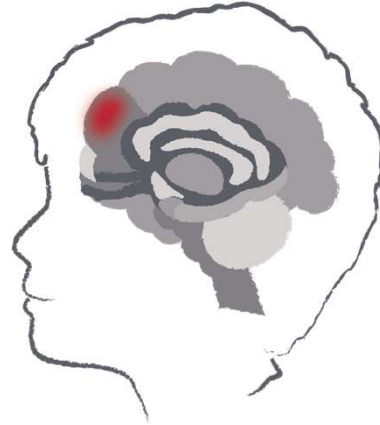
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## Medial prefrontal cortex

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



## Hemispheric integration

### Left Hemisphere

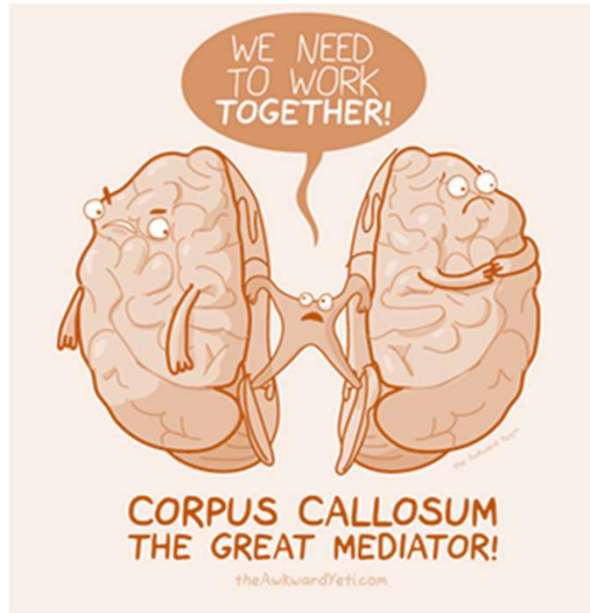
- Evaluates language content
- Optimistic hemisphere
- Understands beginning, middle and end
- Learns from the past and expects the future
- Looks for patterns



### Right Hemisphere

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

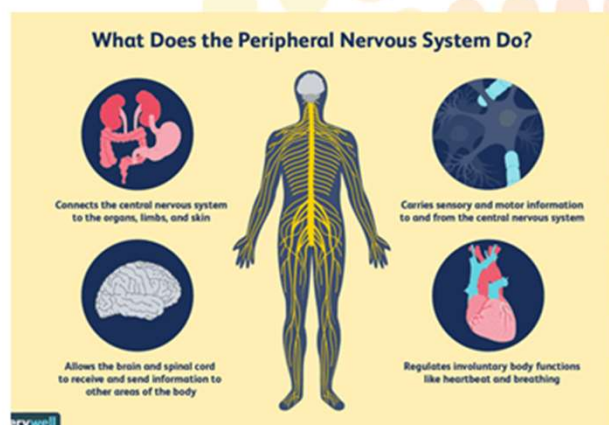
## Corpus Callosum



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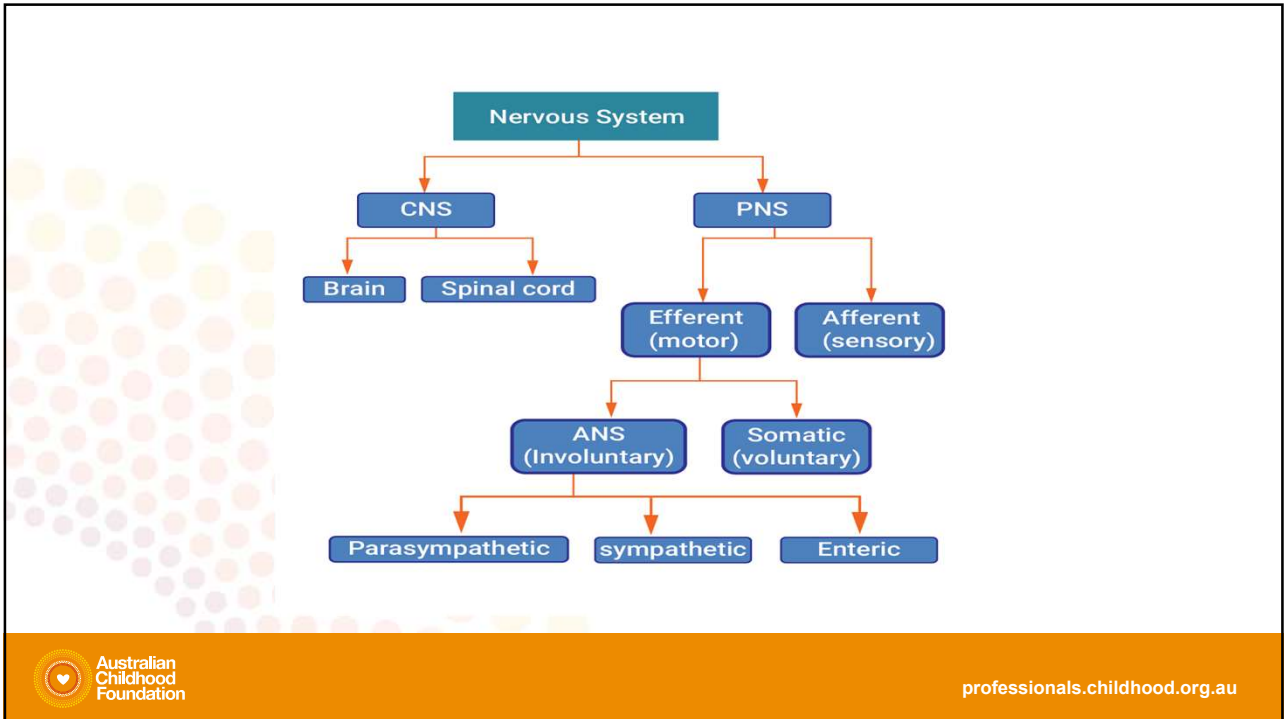
## The Nervous System

- The central nervous system refers to nerves of the brain and spinal cord.
- The peripheral nervous system refers to the nerves outside of the brain and spinal cord
- The autonomic nervous system controls the way our internal (visceral) organs function.



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### Three brains.....

- The Head brain
- Gut or Belly Brain
- The Heart brain

## Autonomic Nervous System ....Polyvagal theory

**Immobilisation**  
hypo-arousal

**Parasympathetic**

- Ganglion
- Stimulates flow of saliva
- Slows heartbeat
- Constricts bronchi
- Stimulates peristalsis and secretion
- Stimulates release of bile
- Contracts bladder

**Mobilisation**  
hyper-arousal

**Sympathetic**

- Dilates pupil
- Inhibits flow of saliva
- Accelerates heartbeat
- Dilates bronchi
- Inhibits peristalsis and secretion
- Conversion of glycogen to glucose
- Secretion of adrenaline and noradrenaline
- Inhibits bladder contraction

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## A hierarchical nervous system response

**Safety**

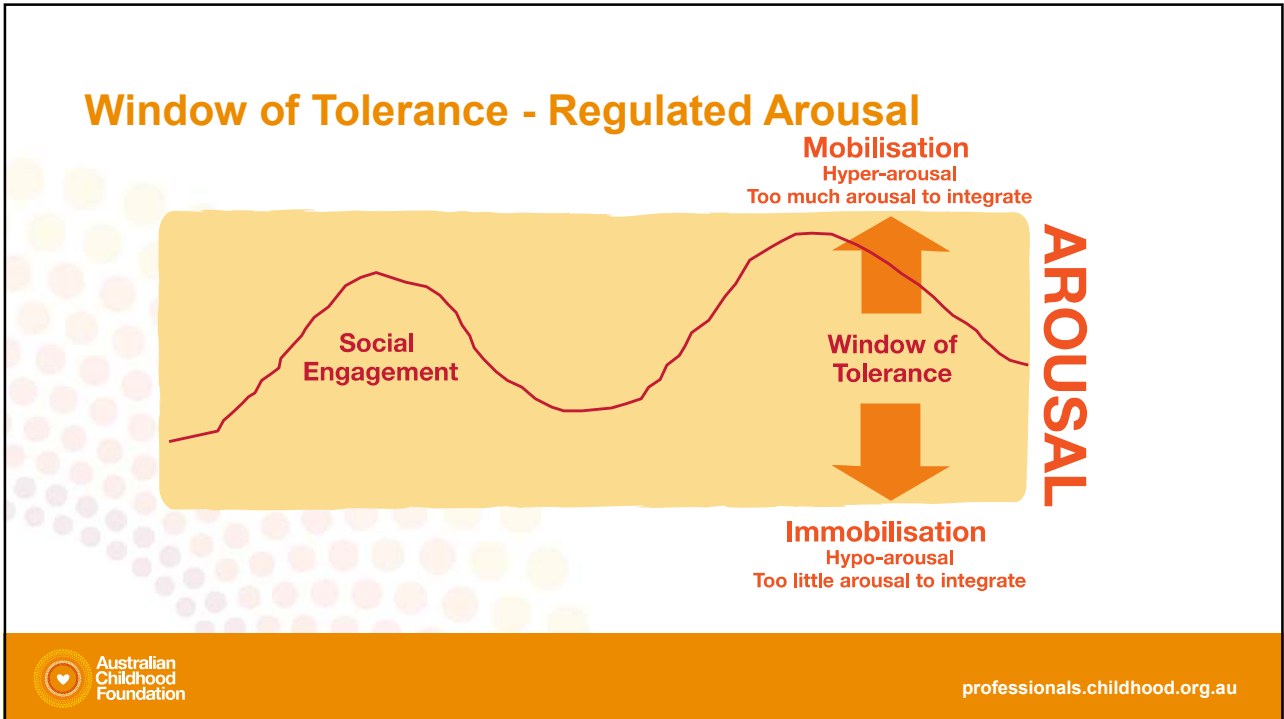
- S= social engagement
- S= mobilised play
- S= immobilised for sexual intimacy

**Danger**

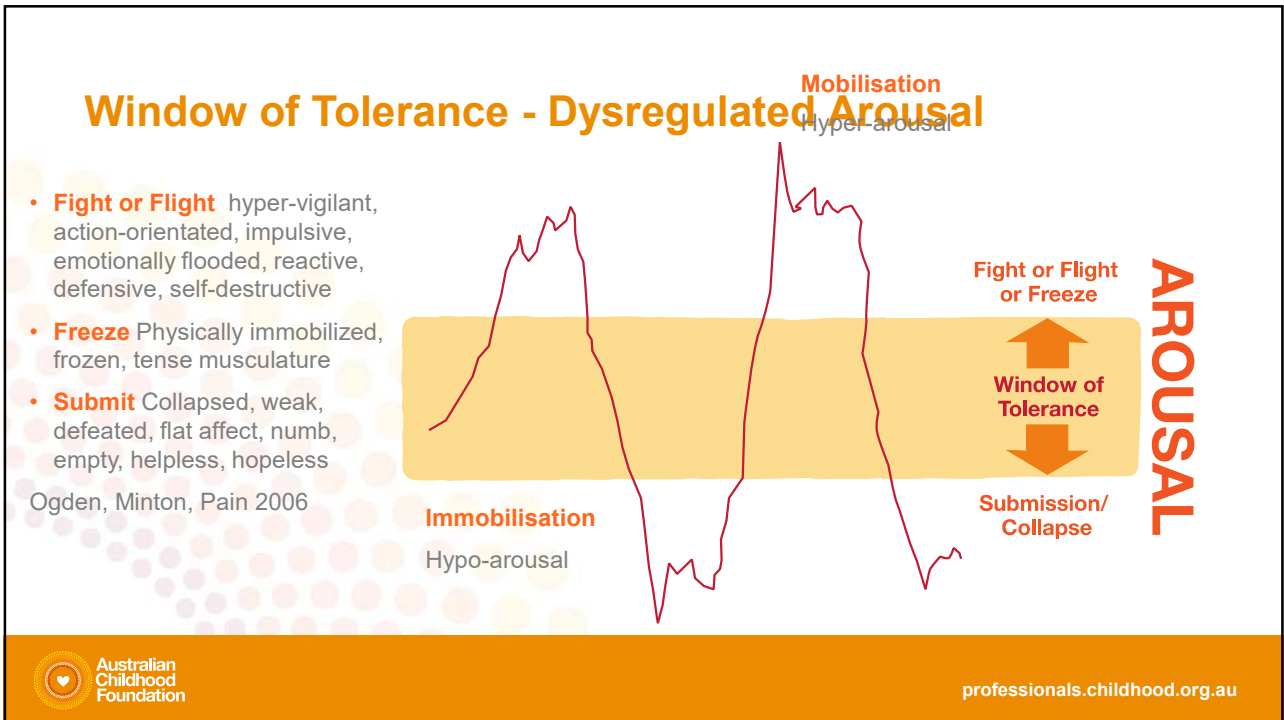
- D= social engagement
- D= mobilised fear responses to threat
- D= immobilised responses to threat

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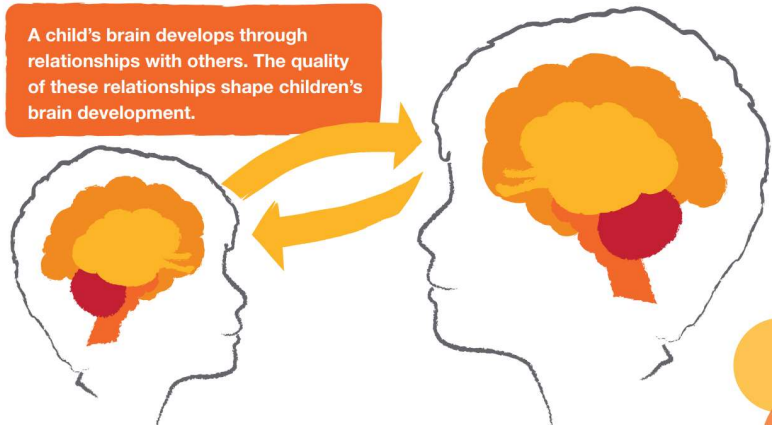
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## Final thoughts on neurobiological development...

- The brain develops through a mix of genetics and environmental factors.
- Relationships are central to development
- Relationships= survival; Isolation=death
- The quality of relational right brain to right brain interactions in childhood influence our development in all areas of life
- There are critical periods of development, trauma experiences during critical periods can result in significant impacts later in childhood and into adulthood
- Culture influences brain development in utero- sensory based



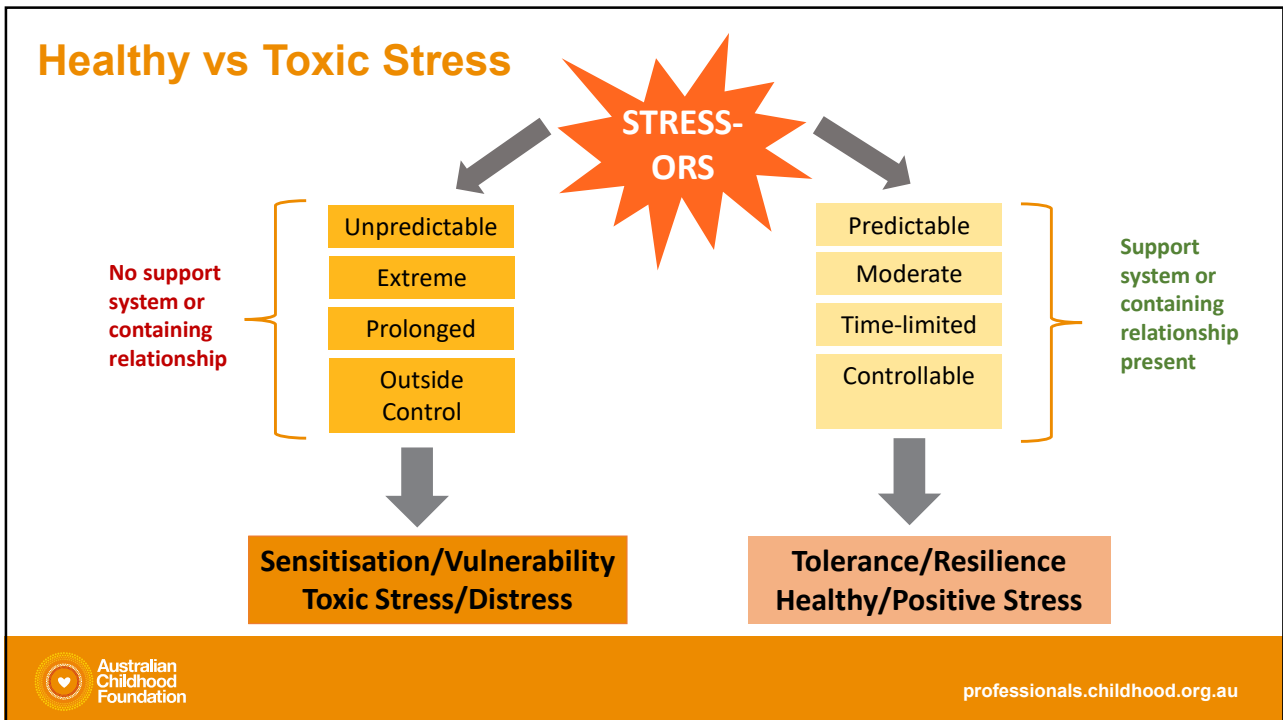
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## Young people and the stress response system.....Understanding the impacts of trauma








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## Adverse Childhood Experiences (ACES)

- Sexual abuse (20.7%)
- Neglect (14.8% emotional, 9.9% physical)
- Emotional abuse
- Physical abuse
- Parent mental illness (19.4%)
- Parent substance use (26.9%)
- Witnessing domestic violence (12.7%)
- Having a family member in jail (4.7%)
- Parent separation or divorce (23.3%)
- Death of parent or sibling

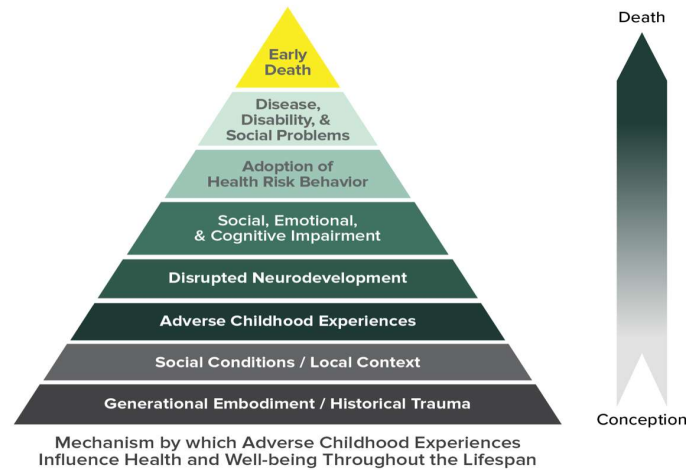
(Kaiser ACE Study, n=17,337: Felitti et al, 1998)



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## ACES influence on health



<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/ace-graphics.html>

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- According to Australian Institute of Health and Wellbeing (AIHW) 40.8% of the 1,909 young people in detention in 2014-2015 were also in the child protection system at some time in the same year.
- In 2016, 75.2% of Aboriginal children who were found guilty of an offence in the NT had previously been reported to child protection
- Young Indigenous Australians aged 10–17 were 21 times as likely as young non-Indigenous Australians to be in detention on an average night in the June quarter 2019.
- Young people who had received child protection services were 9 times as likely as the general population to have also been under youth justice supervision
- Young Indigenous Australians were 17 times as likely as their non-Indigenous counterparts to have been in both the child protection system and under youth justice supervision
- Younger children were more at risk.

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### Defining trauma

Any single, ongoing or cumulative experience which:

- is a response to a **perceived threat**, usually to survival
- **overwhelms** our capacity to cope
- feels/is **outside our control**
- often evokes a **physiological** and **psychological** set of responses based on fear or avoidance

The diagram features three overlapping circles in shades of orange, yellow, and red, labeled 'Developmental', 'Simple', and 'Complex'. To the right of these circles are two circular arrows: a larger orange one labeled 'Intergenerational' and a smaller red one labeled 'Transgenerational'.

## Trauma and the Brain

**Prefrontal cortex**  
Responsible for executive functions, such as judgement, reasoning, and self awareness. Final part of the brain to mature in one's mid 20s.

**Amygdala**  
Survival response centre within the limbic lobe that becomes enlarged and more sensitive the more it is activated through responding to threats

**Hypothalamus**  
Links the nervous system to the endocrine system via the pituitary gland. It synthesizes and secretes hormones to control body temperature, hunger, thirst, fatigue, sleep, and circadian cycles.

**Hippocampus**  
Consolidates memory by providing the context/ sequential data for episodic memories. Goes offline if trauma overwhelms and disrupts cortex.

**Corpus Callosum**  
Bridge between the 2 hemispheres. Chronic stress can damage and thin down this bundle of neurons

**Thalamus**  
Sensory receptor within the diencephalon. Receives and passes on sensory data to be further processed by other areas of the brain

**Cerebellum**  
Balance and coordination, motor skills may be impacted by trauma

Image source: ©ACF 2020

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## Trauma impacts

**Trauma can impact all elements of adolescent's development: brain, body, memory, learning, behaviour, emotions, relationships and their view of themselves**

Image source: ©ACF 2021

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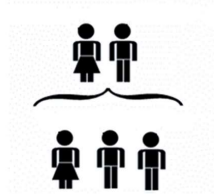
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## Intergenerational Trauma

- The prefix 'inter' is from the Latin meaning between, or among, together or mutually together

- Inter-generational trauma is passed down directly from one generation to the next

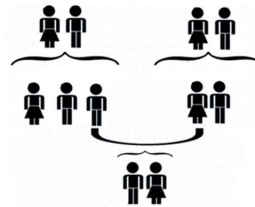


- Inter-generational trauma occurs directly through experiencing the trauma or from seeing or hearing about it

## Transgenerational trauma

- The prefix 'trans' is from the Latin word meaning across or crossing, through, beyond or on the other side

- Trans-generational trauma is transmitted across a number of generations



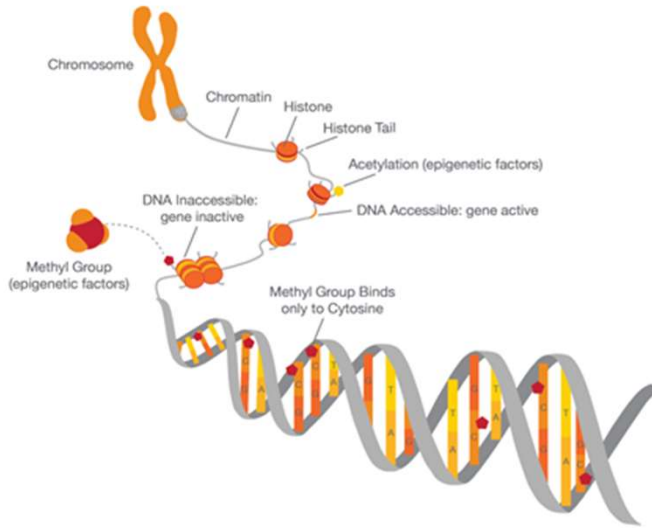
“This type of trauma occurs without direct stimulus but is instead transmitted from a parent who has experienced a traumatic event”

(Davidson & Mellor 2001 as cited in Goodman, West & Cirecie, 2008)

# Epigenetics

“The study of inheritable changes in gene function without the change in the DNA sequence”

*Journal of Science*



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# Transgenerational transmission and cultural impacts

Duran and Duran (1995) suggest that:

**“...historical trauma becomes embedded in the cultural memory of a people and is passed on by the same mechanisms by which culture is generally transmitted, and therefore becomes ‘normalised’ within that culture.”**



*Atkinson, J., Trauma Trails: Recreating Song Lines, 2002*

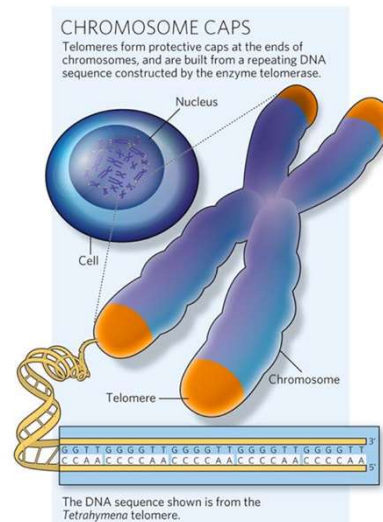


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## Telomeres

- Caps at the end of DNA, holding it together
- Telomeres shorten as we age
- Those born in families with trans-generational trauma have been shown in studies to have shorter telomeres from birth.



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## Cultural Healing Practices- Bruce Perry

Retell the story.

Hold each other.

Massage, dance, sing.

Create images of the battle.

Fill literature, sculpture, and drama with retelling.

Reconnect to loved ones and to community.

Celebrate, eat, and share.

# How trauma-impacts influence young people in the youth service space?

Discuss, draw, write or make in pairs ....

What does trauma:

- Look like
- Sound like
- Feel like



# Trauma Responsive Practice





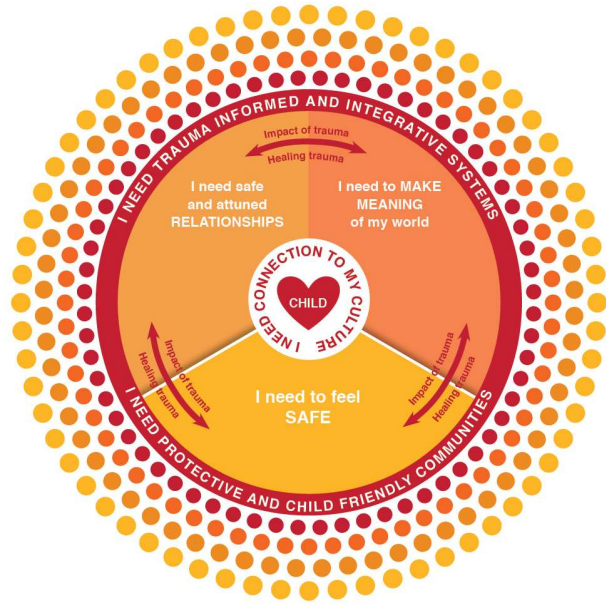
## Why trauma informed practice with young people and their families is important

- Young people and families we work with have experienced both current, historical and generational trauma
- Trauma impacts how people access services
- Responses to trauma are adaptive – without a trauma lens, behaviours can be seen as ‘antisocial’ or ‘maladaptive’
- Trauma survivors require specific, tailored interventions that minimise re-traumatisation and understand individual needs and responses to trauma



**Embedding  
safety and  
supporting  
regulation**

# I need to feel SAFE...



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# The importance of safety



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### Activity

# How do you support safety for the young people you are working with?

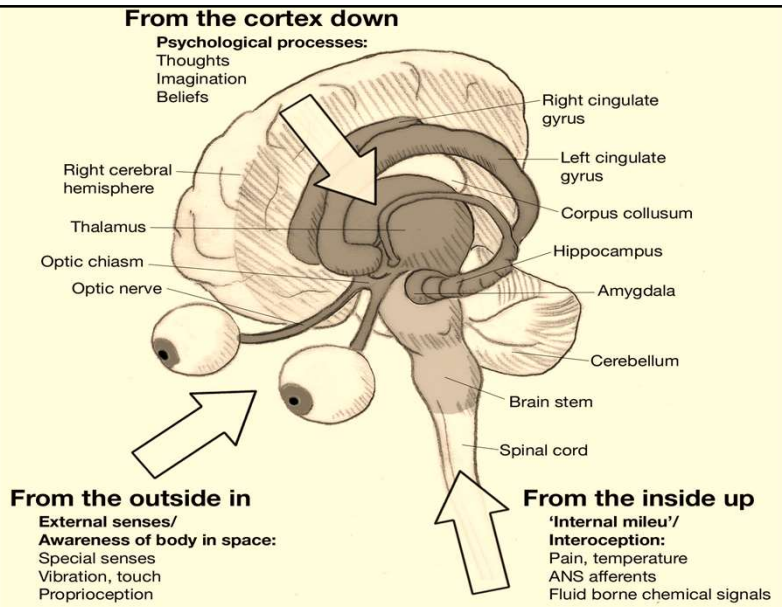


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## Neuroception – ‘detection without awareness’


- Faulty neuroception....
- Familiarity may lead to
- Finding that which is dangerous to be safe
- Finding that which is safe to be dangerous



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## A polyvagal perspective.....Deb Dana's Autonomic Ladder

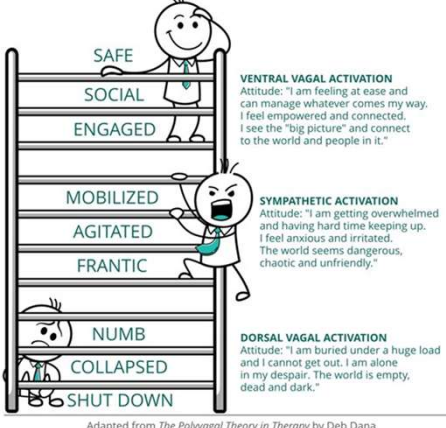


**Neuroception of Safety:**  
*social, engaged, connected to self and others*


**Neuroception of Threat/Danger/Unease:**  
*mobilised, alert, fight, flight, active freeze*

**Neuroception of Life Threat:**  
*immobilised, shut down, disconnected, collapse*

AUTONOMIC NERVOUS SYSTEM AS A LADDER



Adapted from *The Polyvagal Theory in Therapy* by Deb Dana



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## Protective Responses – what they might look like


**Mobilised Responses**  
*(fight, flight, active freeze):*


- Hypervigilant
- Edgy/jumpy
- Irritable – easily annoyed
- Poor recovery from distraction
- ‘silly’, loud, over-excitement
- Unsettled, restless
- Outbursts, aggression
- Defensive, taking things personally
- Inflexible, ‘controlling’
- Sensitive to sensory input

**Immobilised Responses**  
*(collapse, withdraw, dissociate):*

- Flat, numb affect
- Disengaged, disinterested
- Withdrawn
- Frequent “boredom”
- Lethargic, unmotivated
- Disconnected from peers
- Primitive self-soothing
- Hygiene issues
- Wetting or soiling
- Low appetite

**Discuss**





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## Creating Safety

**Physiological safety:** arousal levels the young person will change under different circumstances.

**Relational safety:** trauma heals in relationship.

**Environmental safety:** consider the sensory environment for the young person



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## Strategies for working with Protective Responses

### Calm the brain with:

- Long outbreaths
- Mindful activities
- Orienting outwards
- Connection & Co-regulation
- Time in nature

### De-activate Mobilised Responses with:

- Rhythm (drumming, music, swinging, rocking, bouncing, dancing)
- Stretching/Yoga
- Carrying heavy items
- Heat pack, weighted blanket
- Reduce stimulation
- Hugging a teddy/cushion

### Counter Immobilised Responses with:

- Grounding through the senses
- Proprioceptive input
- Splash face with cold water
- Something cold or sweet to drink with a straw
- Chewing candies/sucking a mint/lollipop
- Movement



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**I need safe and attuned  
RELATIONSHIPS**

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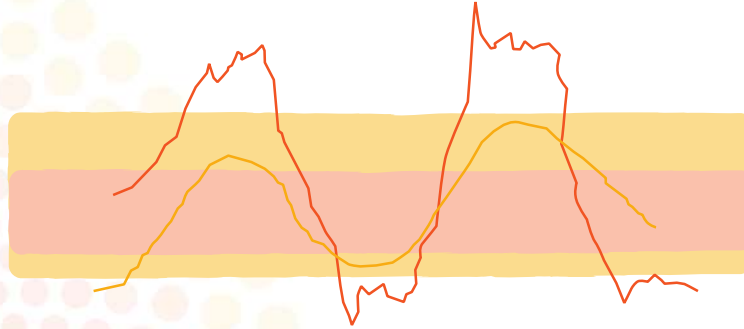
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## Understanding our own Window of Tolerance

In relationships, one's ability to regulate one's window of tolerance will affect the other's ability to regulate their own window of tolerance

Child's movement in her/his window

Movement in my window



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**“For years mental health professionals taught people that they could be psychologically healthy without social support, that “unless you love yourself, no one else will love you.”**

**...The truth is, you cannot love yourself unless you have been loved and are loved. The capacity to love cannot be built in isolation”**

Bruce D. Perry, *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook*



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## Rupture and repair

*What you did is not ok, but you're still a good person  
and our relationship is still strong.'*



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## Relationship is the key! .....5 Brain systems that support parenting – Dan Hughes

### Parental Approach System

- Get close to the child without becoming defensive.

### Parental Reward System

- Enjoy interacting with the child.

### Parental Child Reading System

- Understand the mind of the child.

### Parental Meaning Making System

- Make sense of our experiences with the child and our social life.

### Parental Executive System

- Regulate interpersonal conflicts between approach and avoidance, pro-social and defensive reactions.

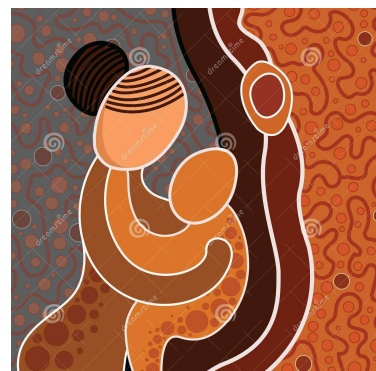


Image source: Dreamtime



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## Empathy – a strength and a vulnerability

*If empathy is to 'walk a mile in someone's shoes' we need to ensure we step out of those shoes at the end of the mile or we will wear those shoes all the time....and that is vicarious trauma.*

- Somatic empathy (Rothschild 2004)
- Limbic resonance
- Cortical empathy



## Practice reflections...what do your relationships look like?

Take a moment to think of all the interactions you have over the course of a day, a week, a month, a year with all the people you share your life with.

- If you were to make a list of these things what would it look like?
- How would these people describe you?
- What qualities would they identify in you?
- What would they say is helpful about you? Why?

How do you create safe attuned relationships with young people?



## Repairing the impacts of trauma

**Relational** (safe)

**Relevant** (developmentally-matched to the individual)

**Repetitive** (patterned)

**Rewarding** (pleasurable)

**Rhythmic** (resonant with neural patterns)

**Respectful** (of the child, family, and culture)

Bruce Perry, as cited by <https://attachmentdisorderhealing.com/developmental-trauma-3>



Image: hellovector.com

**Meaning  
making:  
Building  
strength and  
belonging  
through story**



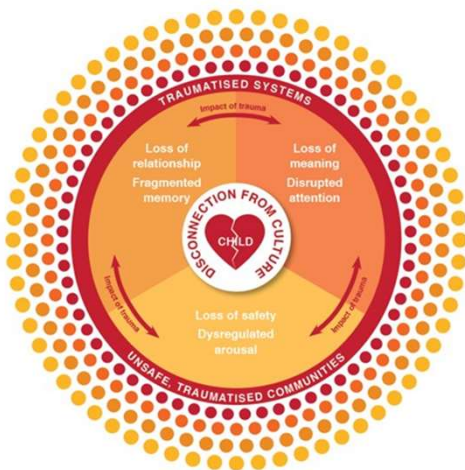
# I need to MAKE MEANING of my world



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# Trauma response patterns...effects of trauma on behaviour



To cope with trauma children use initial adaptive responses to survive

This is reasonable as a once off occurrence, but, if they continue they can become maladaptive patterns of behaviour

These responses will be different for an individual child at different developmental stages

Often a combination of appropriate developmental behaviours and maladaptive patterns of behaviour emerge

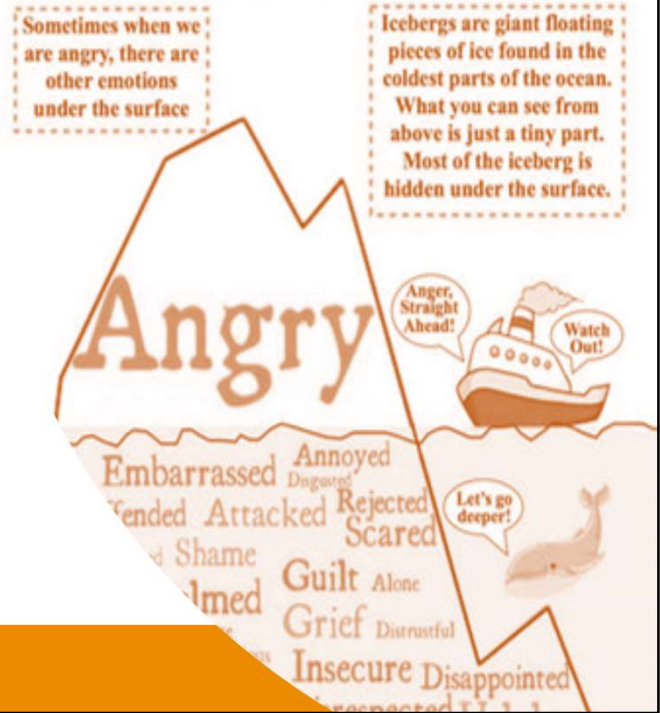


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## Behavioural – narratives of trauma

- **Behaviour tells a story!**
- Traumatized children’s behaviour can be difficult and complex for parents, teachers and carers to understand, manage and shape
- However, it is functional and almost always makes sense given their specific experiences of trauma
- Children’s behaviour is the manifestation of the impacts of trauma outlined in the previous sections



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## Self Concept: Internal working models


	Positive internal working model	Negative internal working model
<b>View of self</b>	I am lovable I am worthy	I am unlovable I am unworthy
<b>View of the world and relationships</b>	Others are responsive Others are loving Others are interested in me Others are available to me The world is relatively safe	Others are unavailable Others are neglectful Others are rejecting Others are unresponsive The world is unsafe



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	I am showing you....	On the inside.....	I need you to....
<b>SOCIAL ENGAGEMENT</b>	<p>Feeling safe, staying in relationship, connection oriented</p> <p>You might say I am:</p> <ul style="list-style-type: none"> <li>• Making eye contact</li> <li>• Listening</li> <li>• Engaging in play and exploration</li> </ul>	<p><b>I am feeling:</b></p> <ul style="list-style-type: none"> <li>• Safe, Calm, Happy, Sad, Annoyed, Reflective, Playful, Curious</li> </ul> <p><b>My body says:</b></p> <ul style="list-style-type: none"> <li>• Approach others</li> <li>• Sit still</li> <li>• Breathe deeply</li> </ul>	<p><b>Help me to stay engaged</b></p> <ul style="list-style-type: none"> <li>• Play and have fun with me</li> <li>• Role model positive relationships</li> <li>• Set boundaries and natural consequences</li> <li>• Use reflective and problem solving skills so I can learn them too</li> <li>• Notice and acknowledge my strengths and my skills</li> </ul>
<b>MOBILISATION</b>	<p>Fight, flight, active freeze, action oriented</p> <p>You might say I am:</p> <ul style="list-style-type: none"> <li>• Aggressive</li> <li>• Loud</li> <li>• Fighting</li> <li>• Running away</li> <li>• Hyperactive</li> </ul>	<p><b>I am feeling:</b></p> <ul style="list-style-type: none"> <li>• Anxious, Frightened, Lonely, Hurt, Confused, Overwhelmed</li> </ul> <p><b>My body says:</b></p> <ul style="list-style-type: none"> <li>• Run away</li> <li>• I'm hot</li> <li>• I can't sit still</li> <li>• I need to move</li> </ul>	<p><b>Help me to down regulate</b></p> <ul style="list-style-type: none"> <li>• Keep me safe</li> <li>• Co-regulate – be safe, attuned and responsive to me</li> <li>• Use movement – big then smaller, jumping, hanging, swinging, climbing, star jumps</li> <li>• Create a safe space near you where I can retreat to until I calm down</li> <li>• Model deep breathing</li> <li>• Repair our relationship – 'we are ok and our relationship is strong'</li> </ul>
<b>IMMOBILISATION</b>	<p>Withdrawal, collapse, submission, dissociation, avoidant oriented</p> <p>You might say I am:</p> <ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Avoiding contact</li> <li>• Distant</li> <li>• Compliant</li> <li>• Hiding</li> </ul>	<p><b>I am feeling:</b></p> <ul style="list-style-type: none"> <li>• Disconnected, Unfocused, Flat, Withdrawn, I'm disappearing</li> </ul> <p><b>My body says:</b></p> <ul style="list-style-type: none"> <li>• Avoid others</li> <li>• I'm not in my body</li> <li>• I want to hide</li> <li>• Curl up in a ball</li> </ul>	<p><b>Help me to up regulate</b></p> <ul style="list-style-type: none"> <li>• Co-regulate – be safe, attuned and responsive with me</li> <li>• Tell me I am safe and demonstrate it with your actions, gestures and tone of voice</li> <li>• Help me to orient to the room we are in by looking for specific things like something green, something on the floor or something on the floor</li> <li>• Help me to feel my body by noticing different parts, such as my feet on the floor and my bottom on the chair</li> <li>• Repair our relationship – 'we are ok and our relationship is strong'</li> </ul>


Grounded in the work of Dr Dan Siegel, Dr Stephen Porges and Dr Bruce Perry


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## I need TRAUMA INFORMED and INTEGRATIVE SYSTEMS



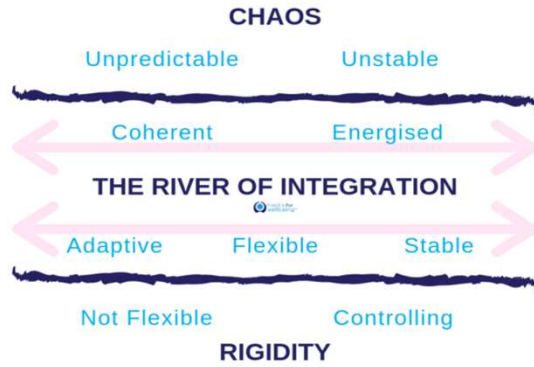
The diagram is a circular graphic with a central heart containing the word 'CHILD'. Surrounding the heart is a ring with the text 'I NEED CONNECTION TO MY CULTURE'. The outer ring is divided into three segments: 'I NEED TRAMA INFORMED AND INTEGRATIVE SYSTEMS' (top), 'I NEED PROTECTIVE AND CHILD FRIENDLY COMMUNITIES' (bottom), and 'I NEED SAFE AND ATTUNED RELATIONSHIPS' (left). Arrows indicate a cycle: 'Impact of trauma' points from the top to the left, 'Healing trauma' points from the left to the bottom, 'Impact of trauma' points from the bottom to the right, and 'Healing trauma' points from the right to the top. Inside the ring, text includes: 'I need safe and attuned RELATIONSHIPS', 'I need to MAKE MEANING of my world', and 'I need to feel SAFE'.


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# Wellbeing – The River of Integration

(Dan Siegel)



Adapted from - Siegel, D. (2009). Mindsight - The New Science of Personal Transformation. NSW, Australia: Scribe Publications.



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# Staying regulated during our work with young people

- **IN THE MOMENT:**
  - Physically (regulate our body systems)
  - Mentally (keeping our cortex online)
- **AFTER THE MOMENT:**
  - Debrief (social engagement system!)
  - Physically - regulate body systems
- **BEFORE THE MOMENT** (and all the time)
  - Effective self/collective care
  - Organisational culture



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Thank you for coming today...



Image: Pinterest



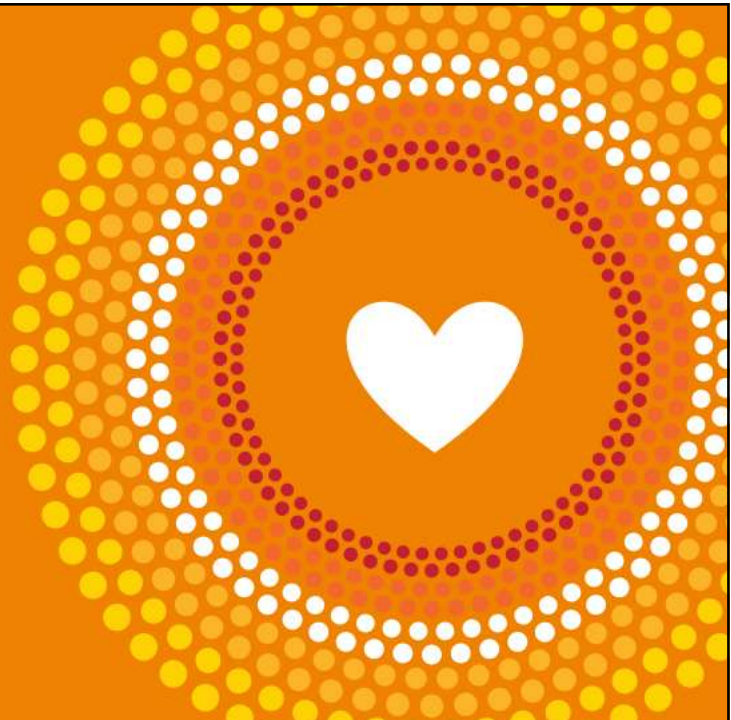
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