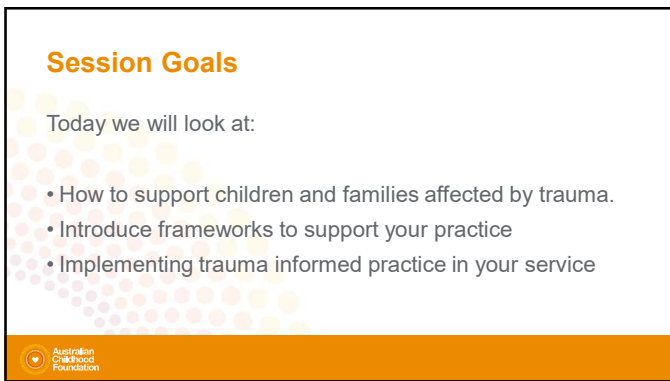




1




2



3

Hearing From Each Other


- Who are you?
- Where are you?
- How are you?



4


Reflect on:

- What parts of this training will be relevant in your work
- Are there any special considerations you need to take into account



5

Relationships Relationships Relationships



6

Trauma Informed Practice

- The adult takes responsibility for the relationship.
- Connects and tries to understand and support the family and child

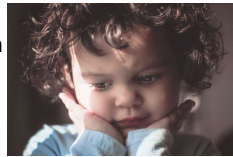


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Trauma and Relationships

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

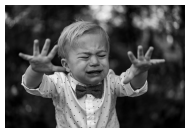
- a positive sense of self
- empathic and sensitive interaction
- adaptive and flexible emotional regulation skill.



8

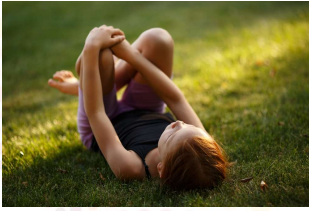
How are you going to.....

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



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How do we...



- Build relationships 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 Spina




11

Engagement



12



What helps?



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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)



Up's & Downs Cards - Innovative Resources



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Building Safety & 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

How can you provide safe passage for children through the transition?

- ❖ Safe/predictable person
- ❖ Safe/predictable activity or routine
- ❖ Safe/predictable place or object



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

- Predictability
- Consistency
- Safe transitions
- Engagement



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Working with Protective Responses



19

Shark Music




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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	Impatient
'The world owes me'	Sad	Disruptive	Bullying
'I'm isolated'	Concerned	Biting	Depression
'I'm bad'	Hopeless	Eating disorders	Avoidance
'I'm to blame'	Terrified	Problem sexual behaviours	Poor hygiene
'I can't trust anybody'	Useless	Suicidal	Withdrawn
'Here we go again'	Depressed	Destructive	Stealing
'You will leave me'	Worried	Substance abuse	Impulsive
'I want to hurt myself'	Guilt	Extreme risk taking	Hyperactive
'I have no control'	Helpless	Trouble making friends	Parentified
'I hate myself'	Unloved	Aggressive	No boundaries
'I'm alone'	Worthless	Self-harm	Piper-vigilant
'I'm not safe'	Trapped	Trouble trusting adults	Defensive
'I want to go home'	Fear	Violent	Socially awkward
'I'm not good enough'	Unsettled		
'Who am I?'	Complacent		
'I'm stupid'	Confused		
'I miss my family'	Lonely		
'I hate everybody'	Empty		




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Window of Tolerance

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

Active Freeze Physically immobilized, frozen, tense musculature

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

Sympathetic Hyper-arousal

Parasympathetic Hypo-arousal

AROUSAL

Window of Tolerance

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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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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

30

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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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

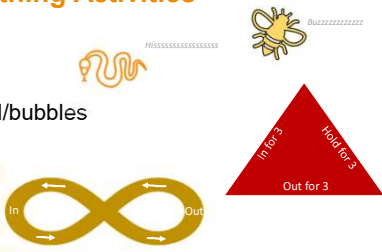
- Prosody
- Using the sing-song, story-telling voice
- Using breathing techniques



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Encourage Breathing Activities

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



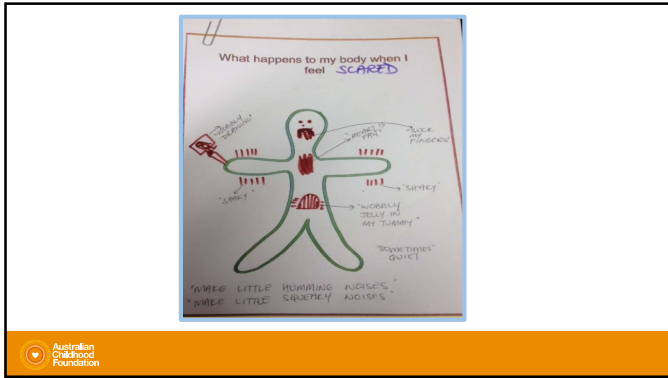
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'Rosy and Jack'

by Nicole Reading



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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
- 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?

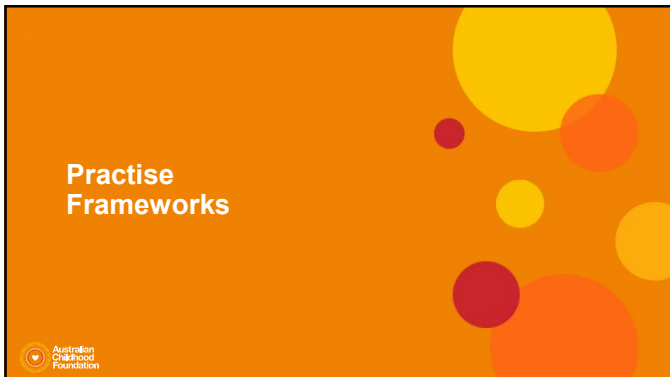
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Undertake a Sensory Audit

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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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Empathy


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

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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.”

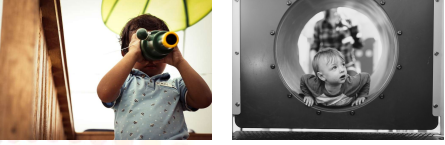


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Curiosity

“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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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

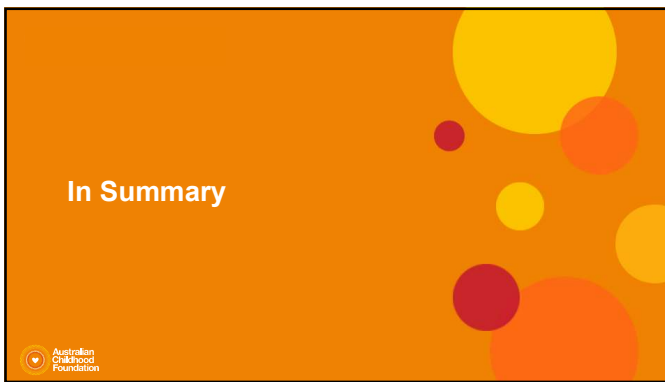
N.U.R.T.U.R.E

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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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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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