

# Introduction to Relational Trauma

Training Handouts

# Should you need support after today's workshop:

- Speak to your manager or a colleague
- Contact Employee Assistance Program 1300 084 847
- Lifeline 13 11 14
- Beyond Blue 1300 224 636
- Suicide line 1300 651 251
- Suicide Call back number Ph: 1300 659 467  
24/7 referral line for people at risk of suicide, people caring for someone who is suicidal, or people bereaved by suicide.  
The service offers six 50-minute telephone counselling sessions to people over 18 years, and up to two call-backs to professionals.
- Mental Health Advice Line 1300 60 60 24

## How trauma hijacks learning

### A memo from a four year old

*This blog entry was authored by Jeanette Miller, Senior Consultant in the Parenting and Early Years Program, at the Australian Childhood Foundation, from the perspective of a four year old child who has experienced trauma.*

'When I was a baby and I got upset, I was totally dependent on bigger, stronger, wiser and kind adults to regulate my stress. But the adults in my life were none of those things and I could not depend on them to understand or meet my needs. Without someone to reliably buffer my stress, I grew to feel unloveable, hopeless and helpless. Because my cries for help were often not answered, I gave up asking for help and now I find it hard to trust people and feel like I have to do everything myself.'

'The toxic levels of stress hormones that remained in my system for long periods of time affected some parts of my brain. Many cells were destroyed in my developing Hippocampus, making it hard for me to make sense of experience and to remember what you taught me last week and yesterday. Those stress hormones also damaged my Corpus Callosum so my left and right brain hemispheres are not well integrated. This means I find language-based activities really tricky and being more right-brain oriented, I'm a visual learner. I'm also particularly tuned in to your non-verbal communication...though I often mis-read facial cues because the big people in my early life never made an effort to 'get' what I was trying to say emotionally. I'm always on the lookout for angry faces and often see anger when it's not really there. Maybe that's why not many of the other kids want to play with me.'

'When I don't feel safe, my ears are tuned in to low-frequency 'predator sounds' like the rumble of traffic or planes outside, or the air-conditioning unit in the room, and I

can't hear what you're saying to me. Please use your storytelling, melodic voice when you talk to me'



'Sometimes a particular smell, sensation, texture, light...or even a facial expression, movement or tone of voice that you use, acts like a trigger to instantly return my body to the traumatised state it was in at the time I was neglected or abused. I have no understanding of when or why or how that happens...it just happens automatically...I can't help it. Please don't take my reactions personally, but try to understand and to observe patterns to make sense of this.'

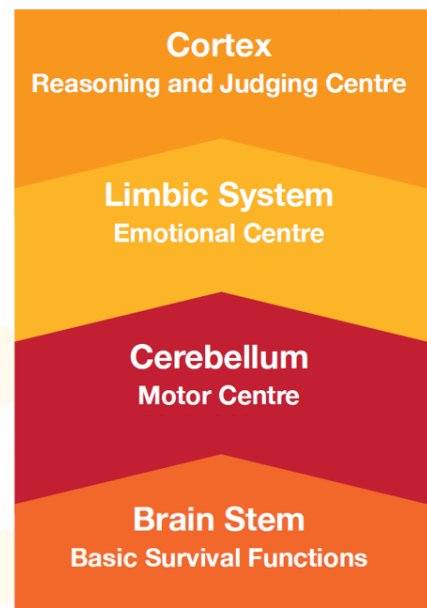
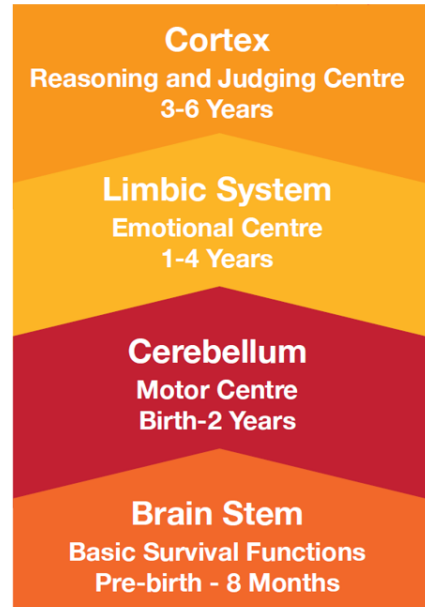
'When I don't know what's going to happen next, I feel unsafe and my body will quickly get ready to fight or run away. Please make every part of my day predictable with familiar people, places and routines. Stay connected with me through every change of place or activity.'

'When I'm scanning the environment for danger, I can't focus my attention on learning tasks. Please help me to feel safe so that I can connect, play and learn.'

- See more at: <http://childhoodtrauma.org.au/2016/september/how-trauma-hijacks-learning#sthash.mnk3XDrt.dpuf>



## Bottom-Up Brain Development



The brain is comprised of different structures that grow and develop at different rates and different times.

The **brain stem** area of the brain develops first and is responsible for basic functions that **keep us alive** such as heart rate, breathing and regulating our body temperature. The brain stem is fully developed at birth. It is the part of the brain that is 'hard wired' and least susceptible to change.

Connected to the brain stem is the **cerebellum** or motor centre of the brain. This area is responsible for **movement** and develops over the first few years of life. Development in this area is seen in babies gaining head control, sitting, crawling and walking. In the next few years, children will gain greater co-ordination, learn to skip, kick a ball, ride a bicycle, cut, draw and eat with cutlery.

The **limbic system** is the **emotional** centre of the brain and rules the lives of young children up to around four years. During the toddler years, the limbic system goes through a period of rapid development. This helps explain their bursts of irrational behaviour and tantrums. Toddlers need our help to manage their **strong** feelings. Young children **feel** then **act**, they **can't think** then **act**. This is due to the emotional centre of their brain developing before the cortex, or the thinking part of their brain. Young children basically view the world through an emotional lens.

The **cortex**, or thinking part of the brain, is the last part to develop. This is the part of the brain responsible for reasoning, planning and problem solving. This is the part of the brain that enables humans to **think** before they **act**. As children grow and develop, the cortex is gradually able to help us to pause when we are flooded by **strong** emotions, thus allowing us to **feel, think, then act**.

Unlike the brain stem, the limbic system and cortex are highly susceptible to change due to experience and the environment in which the child lives.



## Lateral brain development

### RIGHT

- Ambiguous
- Non-verbal
- Big Picture
- Visual
- Emotions – like fear & disgust



### LEFT

- Logical
- Linear
- Language
- Lists
- Literal
- Emotions – more positive

### Left Hemisphere

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

### Right Hemisphere

- Is orientated in the present moment
- Is non-verbal
- Grasps the whole/big picture
- The pessimistic hemisphere
- Relies on the non-verbal:
  - Eye Contact
  - Facial Expression
  - Tone of Voice
  - Posture
  - Gesture
  - Intensity

## Trauma and language

The left hemisphere is responsible for

- speech production and
- language comprehension

Under stress, areas in the left hemisphere shut down leaving the traumatised child:

- speechless in the face of terror and
- with impairments in recognising and understanding simple instructions

### The shift to the right hemisphere

- Traumatized child is left to respond to intense emotional sensations and experiences without language
- Trauma shifts processing of experiences to the right hemisphere
- Experiences of trauma are acted out in non-verbal communication
- Non-verbal strategies are required to resource change for traumatized children

## Transforming trauma

### Building right hemisphere/left hemisphere connection

- Any activity that enables you to cross the midline
  - cups games, hokey pokey, clapping chants, mirroring games and physical activity/sports

### Building right hemisphere

- Attunement and relationally based activities
  - mutual smiling, mirroring games based on facial expressions, voice copying

### Building left hemisphere

- Incorporating cognitive processes into calming or stimulating activities
  - counting for relaxation



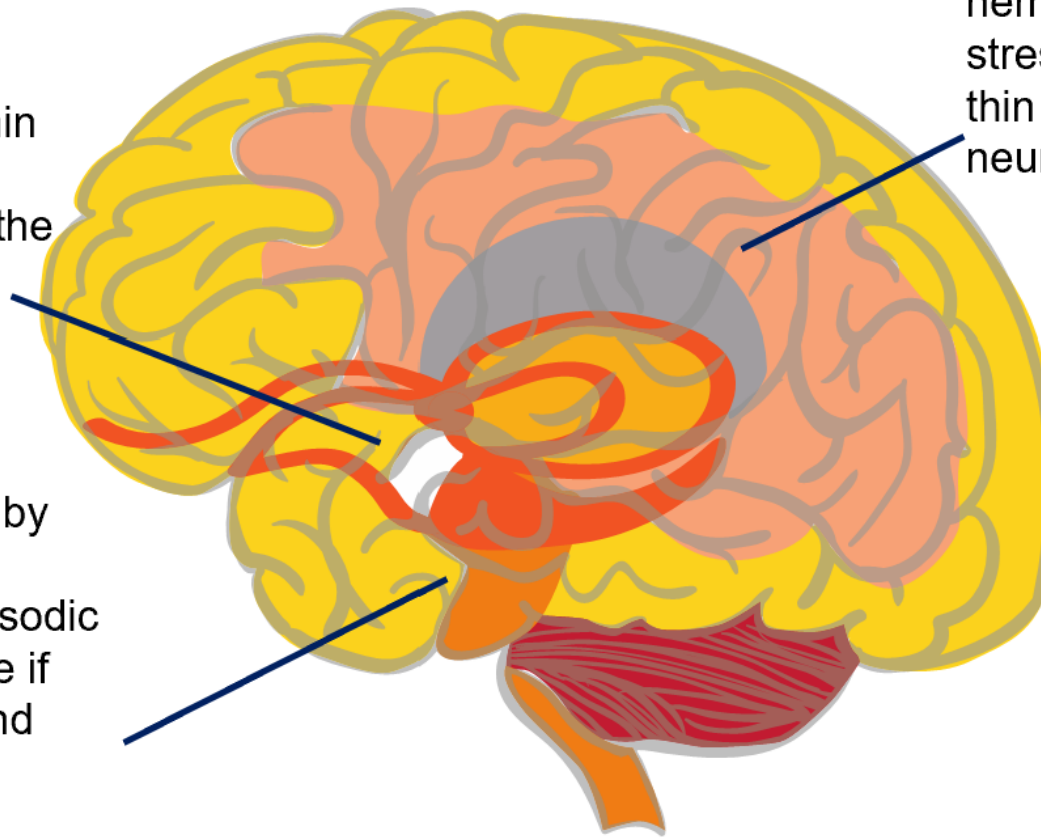
## Where trauma affects the brain

### Amygdala

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

### 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

## Internal working model of traumatised child

<b>View of self</b>	I am lovable I am worthy	I am unlovable I am unworthy
<b>View of others /relationships</b>	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
<b>View of the world</b>	The world is relatively safe	The world is unsafe



# Polyvagal Theory

## Behavioural Functions

## Body Functions

by Stephen Porges

### Social Engagement

Soothing and calming  
Indicates safety

- 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

- 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

- Slows heart rate
- Constricts bronchi
- Stimulates gastrointestinal function



# Porges Polyvagal Theory

**This document helps us to understand the responses we see in children.**

Polyvagal Theory outlines three evolutionary stages that took place over millions of years in the development of our autonomic nervous system. It proposes that the three stages are hierarchical in their use, even today.

1. The first formed defence developed uses the older branch of the Vagus and conserved energy for the animal or human in the face of a threat too big to face and would effectively produce an Immobilization response.
2. The next stage was the evolution of the sympathetic-adrenal system which assisted us to mobilise against threats, allowing the heart rate to rise and the SNS to take over.  
(At this point in time we had a 'all or nothing' ANS response to threat – either Mobilized (even in active freeze) or Immobilized)
3. The newest to form to develop was the Social engagement system, where through the use the newer vagus branch we could modulate calm bodily states and social engagement behaviors.

The hierarchy emphasizes that the newer “circuits” inhibit the older ones - we start with our most modern systems, and work our way backward.

The use of this system means we can modulate our response and transition between ANS states, but our capacity to do so depends on modes of regulation set as a result of interactions early in life (Schoore 1994).

- We use the newest circuit to promote calm states, to self-soothe and to engage. – We are able to slow down or speed up as required.
- When this doesn't work, we use the sympathetic-adrenal system to mobilize for fight and flight behaviors.
- And when that doesn't work, we use a very old vagal system, the freeze or shutdown system. This can be dangerous due to the extremely high amounts of stress hormones and opioids in the body, people can faint/slip into unconsciousness- and the heart can stop beating.

## **What does this mean for children?**

1. The newer, social engagement system can only be expressed when the nervous system detects the environment as safe.
2. Trauma impacts the use of this branch because it ‘tunes’ children to scan their environments for threat, thus they cannot apply the “Vagal Brake” and maintain elevated heart rates which in turn inhibit the use of the Social Engagement.

3. The linkage between the nerves the facial nerves and the nerves that regulate the heart and lungs mean that using the facial muscles can calm us down.
4. Children who present with no facial expression (the face has no muscle tone; the eyelids droop and gaze averts) will also highly likely have auditory hypersensitivities and difficulty regulating his or her bodily state... PVT suggests that the neural system that regulates both bodily state and the muscles of the face has gone off-line because their nervous system is not providing information to calm them down.
5. When children are in the distressed state, their nervous system evaluates even neutral things as dangerous, rather than pleasant. But once they become calm and engaged, they see neutral as being neutral, and then they engage people and they start reacting back to them. (Cf the shark music slide or the pussy cat/lion slide).
6. To assist children in regulation (moving them into the middle of the window of tolerance), PVT would suggest strategies to create a sense of safety, like retreating to a quiet environment, changing intonation, presenting familiar faces and familiar people, playing musical instruments, singing, talking softly, or even listening to music... When we do these we can actually recruit these neural circuits, trigger the social engagement system, and this will turn off our stress responses.
7. Therapeutic methods that promote the use of the associated body functions in the social engagement system will be soothing and calming, and will be more metabolically efficient. They will also produce a host of health benefits.
8. When we are in a mobilized anxious state (middle tier) and want to communicate or relate on a calmer personal level, we need to put the brake on our sympathetic-adrenal system and recruit the neural circuit that promotes social behaviors. We can do this by using our facial muscles, making eye contact, modulating our voice, and listening to others. The process of using the muscles in our face and head to modulate our social engagement will actively change our physiological state by increasing vagal influences on the heart and actively blunt the sympathetic-adrenal system. Then we can be more in contact with reality, more alert and engaged.

*(How your nervous system sabotages your ability to relate. An interview with Stephen Porges about his polyvagal theory By Ravi Dykema, in Nexus)*



## The Paradox of the Family



In your work you may have a philosophy in working with children.

Think about your philosophy that enables you to have an open mind to all families.



## Impacts of working with trauma

### Personal:

- Age and inexperience
- Little variety in work and inadequate support
- Experience current stressful life circumstances
- Have personal coping strategies – avoidance and internalising
- Supervision experience
- Having limited self-awareness regarding levels of anxiety, stress and physical fatigue.
- Blurring the lines between home and work.
- Bringing non-integrated personal experiences of trauma into the work.
- Forgetting to take time or undertake activities that are pleasurable, relaxing and fun.

### Some possible behaviours

- Increase in sick days, late to work
- Memory issues
- Decreased self esteem
- Loss of interest in tasks
- Unexplained changes in health, sleep patterns, physiological arousal, nightmares, hypervigilance
- Fatigue
- Impaired immune system – lots of colds
- Sleep and appetite disturbances



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### Professional:

- Lack of experience, training and understanding of children who have experienced trauma.
- Working with children and families where concrete signs of success are few.
- Over-empathising with children and their family's experiences and not holding to strong boundaries.
- Not accessing supervision and utilising its benefits in the most effective way.
- Hearing stories of children's and family's trauma and abuse.
- Working with staff who reenact difficult relationships in their work.

### Impact on workers:

- Changes to the frameworks used to understand the world
- Suffering from disturbed memory flashbacks
- Difficulty in maintaining boundaries with clients and colleagues
- Challenges to our skills and perceptions in relation to self and other
- A person's self-regulatory capacity to integrate one's affect whilst sustaining a compassionate connection.

### What this might look like in the centre:

- Decreased communication – ie staff putting notes up to advise of things.
- Decreased ability to accept change or adapt
- Decreased ability to try new things/explore
- Avoidance of working with traumatic material.
- Anxiety – second guessing they can do the job
- Hyper vigilance/control issues
- Decreased self esteem – I don't make a difference
- Doesn't attend staff meetings, PD, informal functions



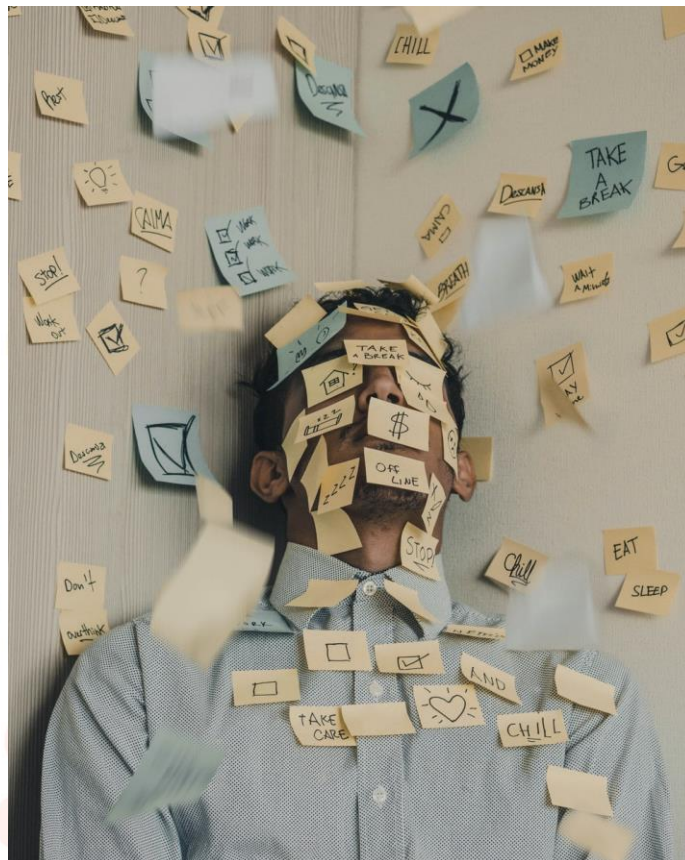
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[2https://www.thetalko.com/13-hilarious-acts-of-revenge-you-need-to-see/](https://www.thetalko.com/13-hilarious-acts-of-revenge-you-need-to-see/)

## Organisational :

- Absence of trust between individuals towards the workplace
- Absence of supervision or frequent cancellations
- High level of staff turnover and/or sickness
- General inability to acknowledge feelings
- Absence of strategy or planning
- High numbers of complex traumatised children and families.
- Lack of clear reflective supervision model and process.
- Low commitment to professional development.
- Limited understanding of the impacts of vicarious trauma, compassion fatigue and burnout.



4Photo by Luis Villasmi on Unsplash

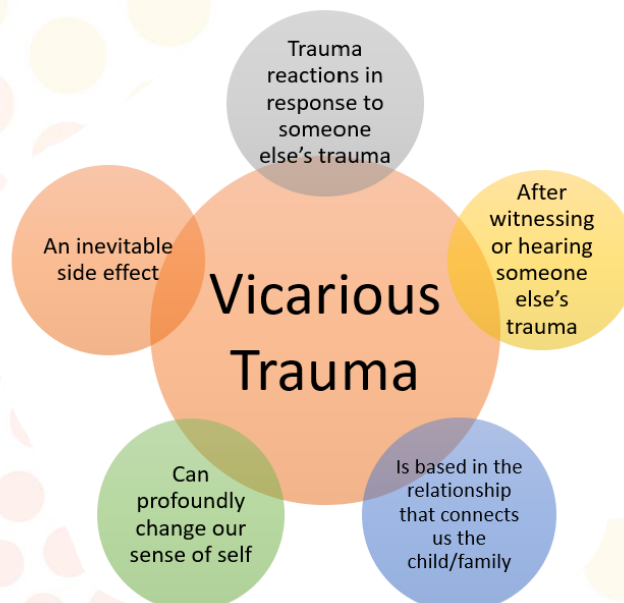
## Supporting Staff, Transforming Trauma:



5Photo by Brooke Cagle on Unsplash

Creation of an organisational culture that acknowledges and normalises vicarious trauma reactions and offers practical support.

- Provides education about and exploration of the manifestations of vicarious trauma.
- Challenge, support and value staff
- Make it regular, a priority and in a confidential environment
- Organise a contract and a plan between supervisor and staff and review every three months
- Have a clear understanding of what supervision is and is not.





## Gratitude Photo Challenge

The purpose of this activity is to identify what you are grateful for. All you need is a camera or phone with a camera.

This challenge is to spend a week taking photos of things you are grateful for. Think about some potential themes to explore throughout the week - perhaps one theme per day.

Themes for a full week could include:

Monday: **friends and family**

Tuesday: **food**

Wednesday: **nature**

Thursday: **music**

Friday: **beauty**

Saturday: **relaxing**

Sunday: **comfort**



You can share your photos with the people you love or colleagues and talk about the good stuff in your life.

At the end of the week look at all your photos and reflect on how they make you feel, do they make you happy, glad and/or grateful? If so, print the photos and make a gratitude album that you can look at whenever you need a pick me up.

Challenge others to do the same, you will be amazed at the difference it can make to your attitude!

Image: <https://unsplash.com/photos/a1YFR0vbADk>

## Random Acts of Kindness

Kindness is a gift that keeps on giving. Sprinkle a few of these ideas into your weekly routine, and you'll be spreading positive energy with a chain of love.

### For Strangers

- Give an unexpected compliment.
- Plant a tree.
- Let someone go in front of you in line.
- Slow down so someone can merge in front of you in traffic.
- Let someone else take that great parking spot.
- Give someone your seat on a crowded bus or train.
- Put coins in an expired parking meter.
- Give up your seat on a plane so other travellers can sit together.
- Buy a warm meal for someone in need.
- Help someone struggling to carry their grocery bags.
- Stop to assist someone who looks lost.
- Say something encouraging to a parent who's struggling with rambunctious kids in a restaurant or grocery store.
- Offer to return a stranger's grocery cart to the front of the store.
- Keep plastic bags filled with snacks and sample-size toiletries in your car to give to the homeless.
- Donate flowers to a nursing home.
- Hand out disposable water bottles to people working outside on a hot day.
- Buy a gift card to hand to someone on your way out of the coffee shop.
- Pick up a piece of litter on the street and throw it out.





- Take the time to write a great online review for a restaurant you love.
- Pay for the meal of the people at the next table. (Leave before they realize what you've done.)
- Leave a positive comment on a news article or blog post.
- Give an extra tip and write an encouraging note along with it.
- Keep an extra umbrella in your car to give to someone stuck in the rain.
- Buy lemonade from a child's lemonade stand.
- Visit a nursing home — read books to or play board games with residents.
- Bring treats to your local fire station.
- Write a thank you note to your postie.
- Talk to a stranger at a party who looks like they don't know anyone.
- Smile at someone who looks sad.
- Participate in a charity walk or run.
- Give blood.
- Donate your old mobile phone or other electronics to charity.
- Become an organ donor.
- Give old blankets, sheets and towels to an animal shelter.
- Donate your unused frequent flyer miles to a charity partner of your airline.
- Sign up for a shift at your local soup kitchen.
- Volunteer at a local animal shelter.
- Donate your old glasses.

## For Co-Workers

- Donate a vacation or sick day to a colleague who's struggling with an illness or caring for a sick loved one.
- Tell your boss one thing you love about him/her.
- Bring in a favourite treat and leave it in the break room. (It's extra fun if you do it anonymously.)
- Compliment a colleague to your boss.

- Post sticky notes with uplifting messages on the bathroom mirrors.
- Stay late for a co-worker who needs to get home.
- Invite a co-worker who is alone over the holidays to your home to celebrate.
- Share your knowledge freely.
- Mentor someone.
- Write a thank you note to someone who has helped your career.
- Make friends with someone new to the company.
- Add a positive comment to the conversation if office chatter becomes negative.
- Tell a joke to lighten the mood when a co-worker is handling a tough assignment.

## For Neighbours

- Introduce yourself, even if — *especially if* — you’ve lived near each other for a while but haven’t met.
- Compliment a neighbour on a feature of their home.
- Scrape the ice off a neighbour’s windshield after you’ve finished doing yours.
- Mow their lawn, rake their leaves or sweep their path as a surprise.
- Make a double batch of the biscuits you’re baking and take some next door.
- Plan a neighbourhood block party so everyone can get to know each other better.
- Walk your neighbour’s dog when he has to stay late at the office.
- Offer to babysit a neighbour’s child for free.
- Build a “little free library” box in your yard. Put books in it for your neighbours to borrow, and invite them to donate their books.
- Make dinner for a neighbour who has just had a baby or surgery or simply needs a pick me up.



## For Teachers

- Write a thank you note to a teacher who made a difference in your life.
- Tell the principal how much you love your child's teacher.
- Offer to read to your child's class during story time.
- Send in glue sticks, pencils, sticky notes and paper towels for your child's classroom in the middle of the school year as supplies dwindle.
- Raise money for a project on your teacher's classroom wish list.
- Send in hand sanitizer and tissues during flu and allergy season.

## For Friends and Loved Ones

- Be on time.
- Call your mum or dad just to say I love you.
- Research your family tree and share what you learned with other family members.
- Tell a friend what you love about their children.
- Attend an event, such as a dance recital or sporting event, of a friend's child.
- Send a message to a friend, letting them know you appreciate them.
- Reconnect with an old friend you've lost touch with over the years. Share a memory you carry with you.
- Forgive someone who has wronged you.
- Make amends with someone you have wronged.
- Do chores for a family member who could use some extra free time.
- Let your spouse sleep in when it's his/her turn to get up early with the kids.
- Donate to a friend's favourite charity in their name.
- Give a friend a book you think they would like.
- Send a print of a photo you took of a friend or their child.
- Write a letter of encouragement to a child you know is having a hard time.
- Send a friend a helpful or inspiring article that made you think of them.

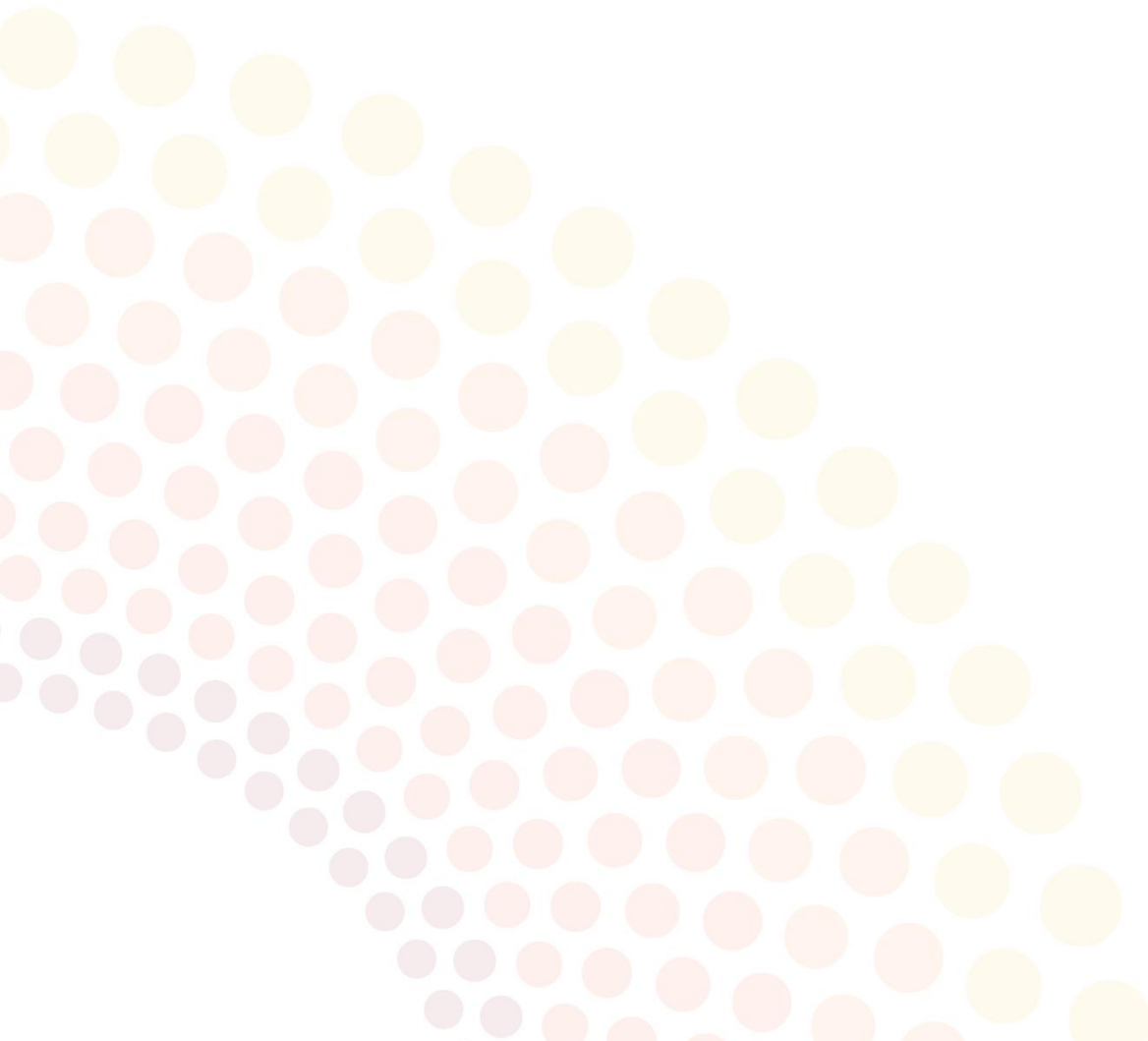


- Figure out a friend or family member's half birthday (six months from their full birthday) and surprise them with a little treat on that day.
- Write a sweet, encouraging note and put it in your child's lunch box or under their pillow.

Don't forget yourself! Schedule a pedicure or massage, spend a few hours reading a great book or make time for another activity you love. Being kind to yourself will give you the energy and strength to be kind to others!

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# Breathing relaxation exercise

## 1 Abdominal Breathing

Place one hand over your heart and the other over your abdomen. Breathe normally, noticing the rise and fall of your chest and abdomen. Continue this practice for about 10 breaths.

## 2 1,2,3.....Sigh!

Count slowly 1...2...3 (either aloud or silently) as you breathe in. Then give a long sigh as you breathe out. Repeat this several times until you feel yourself calming down.

## 3 Snake breathing

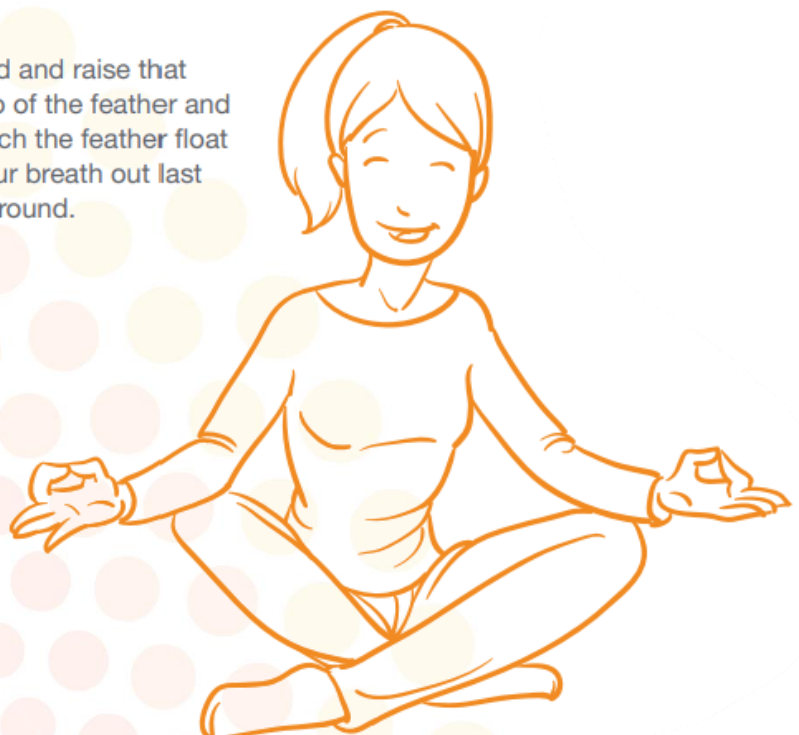
Breathe in normally. Then with a long breath out, make a SSSSSSSSS sound like a snake.

## 4 Bee breathing

Breathe in normally. Then make a humming or buzzing sound like a bee as you exhale an extended breath out.

## 5 Feather breathing

Hold a soft feather in one hand and raise that hand as you breathe in. Let go of the feather and breathe out slowly as you watch the feather float to the ground. Try to make your breath out last until the feather reaches the ground.



## Selfcare Activities

The goal of all self care is to care for the self! Self-care activities should cover a spectrum of areas including physical, emotional, psychological, spiritual and professional. The activities that are most effective for you will depend partly on your personality and individual preference, and partly on the level of impact your work/life environment is currently having on you.

BRAIN REGION	ACTIVITIES
Brain Stem	<ul style="list-style-type: none"> <li>Soothing activities in your preferred sensory modality.</li> <li>Massage (face, hands, feet, or whole body)</li> <li>Aromatherapy</li> <li>Grooming; brushing hair, painting nails</li> <li>Cuddling, physical affection, Take time to be sexual</li> <li>Singing</li> <li>Eating regularly and healthily</li> <li>Get enough sleep</li> <li>Take holidays</li> <li>Make time for prayer, meditation and reflection</li> <li>Nurture others</li> <li>Arrange your workspace so it is comfortable and comforting</li> </ul>
Midbrain (Diencephalon & Cerebellum)	<ul style="list-style-type: none"> <li>Exercise, go to the gym, Lift weights</li> <li>participate in team sports</li> <li>Practice martial arts</li> <li>Do physical activity that is fun for you</li> <li>Take holidays</li> <li>Say no to extra responsibilities sometimes</li> <li>Yoga</li> </ul>
Limbic	<ul style="list-style-type: none"> <li>Participate in team sports</li> <li>Take time off when you are sick</li> <li>Wear clothes you like</li> <li>Take holidays</li> <li>Go to see a counsellor or psychotherapist for yourself</li> <li>Write in a journal</li> <li>Take a step to decrease stress in your life</li> <li>Spend time with others whose company you enjoy</li> <li>Stay in contact with important people in your life</li> <li>Treat yourself kindly (supportive inner dialogue or self-talk)</li> <li>Feel proud of yourself</li> <li>Re-read favourite books or re-watch favourite movies</li> <li>Identify comforting activities, objects, people, relationships, places- and seek them out</li> <li>Allow yourself to cry</li> <li>Find things that make you laugh</li> <li>Express your outrage in a constructive way</li> <li>Play with children</li> <li>Make time for prayer, meditation and reflection</li> </ul>





	<p>Be open to inspiration Cherish your optimism and hope Be open to mystery and not knowing Remember and celebrate loved ones who are dead Have awe-ful experiences Contribute to or participate in causes you believe in Read inspirational literature and listen to inspiring music Take time to chat to co-workers Identify projects or tasks that are exciting, promote growth and are rewarding to you Arrange your workspace so it is comfortable and comforting Get regular supervision or consultation Have a peer support group</p>
Cortex	<p>Participate in team sports Practice martial arts Get regular medical care for prevention and treatment Take holidays Get away from stressful technology such as email, mobile phones Make time for self reflection Go to see a counselor or psychotherapist for yourself Write in a journal Engage your intelligence in a new area- go to an art museum, performance, sports event, exhibit or other event Notice your inner experience- your dreams, thoughts, imagery, feelings Say no to extra responsibilities sometimes Make time for prayer, meditation and reflection Identify what is meaningful to you and notice its place in your life Be open to mystery and not knowing Express gratitude Celebrate milestones with rituals that are meaningful to you Remember and celebrate loved ones who are dead Nurture others Contribute to or participate in causes you believe in Read inspirational literature and listen to inspiring music Make time to complete tasks Identify projects or tasks that are exciting, promote growth and are rewarding to you Set limits with clients and colleagues Balance your caseload so no one day is "too much!" Get regular supervision or consultation Negotiate for your needs (benefits, pay raise etc) Have a peer support group Develop a non-trauma area of professional competence</p>

## Self-care prescription

Prescription (My self-care activity)	Dose (How long?)	Frequency				
		Daily	Weekly	Fortnightly	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport or exercise						
Have a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						