

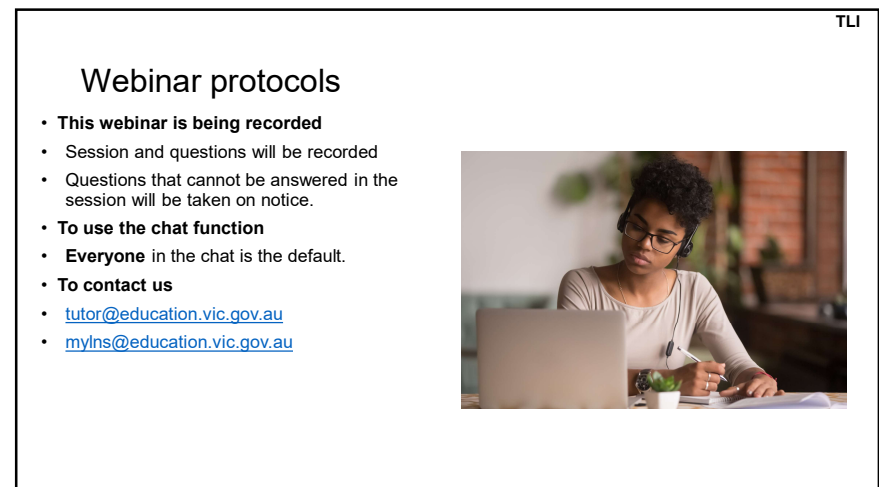
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We acknowledge you....and what you bring....

- Knowledge
- Practice skills
- Experience
- Passion
- Compassion
- A desire to bring about change

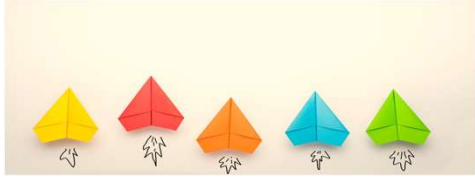


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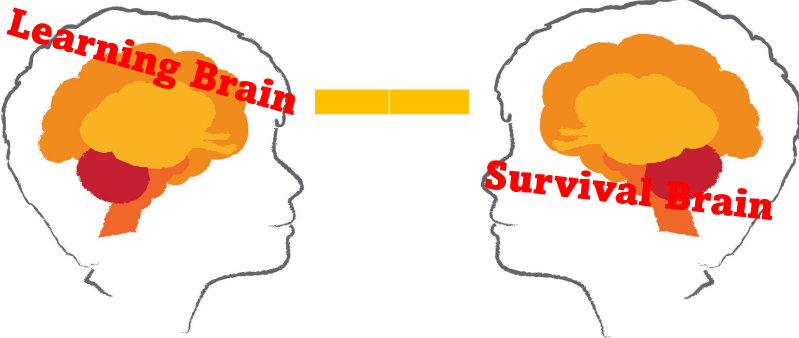
Question

An airline jet crashes into the sea and every single person dies.
Two people live.
How is that possible?



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The diagram shows two human head profiles facing each other, connected by a double-headed arrow. The left profile has a brain with a large, vibrant orange and yellow section labeled 'Learning Brain'. The right profile has a brain with a smaller, more muted orange and red section labeled 'Survival Brain'.

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Review- Trauma

Trauma can impact all elements of student's development: brain, body, memory, learning, behaviour, emotions, relationships.



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SPACE

STAGED ADAPTIVE ENABLED
PREDICTABLE CONNECTED

SPACE is the central acronym of the program. It includes 5 domains to help educators better understand the needs of children who have experienced trauma and ways to support them in the educational setting.

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Reflection

- What are 3 activities that you currently do in your room/group/classroom to create regulation?

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The ability to engage and learn requires a sense of safety.

If I don't feel SAFE then I will struggle to learn because...

- Arousal**
 - Staying alert
 - Shutdown or hide
- Attention**
 - Trying to take in too much
 - Trying to avoid stimulation
- Memory**
 - Indiscriminate on what to store and what to let go
- Exploration**
 - It's not safe to explore
 - I need to prioritise finding a safe base, so I can't focus on new learning

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Safe & Unsafe States of Being

IMMOBILISATION	In this state we feel unsafe	We are active and mobilised without a sense of safety	<ul style="list-style-type: none"> • We fight, or flee, or our bodies actively freeze with tensed muscles.
SOCIAL ENGAGEMENT	We feel Safe in these states	<p>We are active and mobilised with a sense of safety</p> <p>We are socially engaged</p> <p>We come to be still with a sense of safety</p>	<ul style="list-style-type: none"> • Sometimes known as the 'Play Zone' in this state our bodies are active as we socially engage with others. • Our bodies feel calm and relaxed. • We feel in synch and connected with others. • We are orientated towards each other with welcoming voices & open faces. • We find pleasure in stillness.
IMMOBILISATION	In this state we feel unsafe	Our body slows into an immobilised state without a sense of safety	<ul style="list-style-type: none"> • We are withdrawn, submissive, collapsed, numb.

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Experience of safety

- Safety is perceived psychologically and experienced physiologically.
- Because our experience of safety is so intertwined with the physiological state of others with whom we relate, it is a survival imperative that we are able identify people who are safe or who represent a threat to us.
- Safety incorporated into all school relationships as a source of both physiological and psychological regulation facilitates developmental growth and restoration.
- “To fulfill our biological imperative of connectedness, our personal agenda needs to be directed towards making individuals feel safe.” (Porges, 2011)




A Venn diagram with three overlapping circles. The top circle is yellow and labeled 'Connection, relationships, voice'. The bottom-left circle is blue and labeled 'Social, emotional, understanding'. The bottom-right circle is green and labeled 'Safe, predictable, supportive, environment'. The central intersection of all three circles is labeled 'Creating trauma informed schools'. Red arrows indicate a clockwise cycle between the circles.

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Working with nervous systems: Increasing Resources



Social Engagement

<p>Offer...</p> <ul style="list-style-type: none"> • Heat snap pack • Something weighted • Something rhythmic • Reduction in stimulus • Physical task 	<p>Offer...</p> <ul style="list-style-type: none"> • Punching bag • Screwed up paper to kick / throw • Change environment • Pool noodle
<p>Mobilising →</p>	
<p>Immobilising →</p>	
<p>Offer...</p> <ul style="list-style-type: none"> • Heat snap pack • Gentle sensory/ spine engagement • Chewing on a sweet or sour lolly, drinking cold or sweet 	<p>Offer...</p> <ul style="list-style-type: none"> • Drip cold water on the skin i.e. palm initially • Music, hum • Voice of safe person • Seek small movement
<p>Bump and Crash into a bean bag</p>	

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Regulation activities-after Safety

- Self-awareness and co-regulation as a tool
- Mindfulness
- Body based activities
- Breathing
- Psychoeducation
- SPACE

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Self-awareness and co-regulation as a tool



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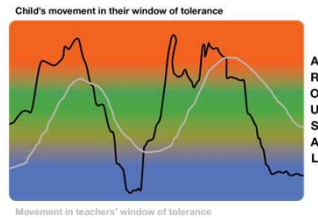
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Co-regulation: Relational regulation

Co-regulation is a relational regulation with an offer of safety

It involves:

- A collaborative process that involves attunement, empathy, and active listening. By working together to regulate emotions and behaviours, individuals can build stronger connections and promote overall well-being.
- Growth and development: children can gradually take on more responsibility for their own regulation, with the support of caregivers and other adults.
- Involves a physiological connection that involves the sharing of oxytocin and the soothing of the stress hormone cortisol.



Co-regulation: Relational regulation

Teacher offering:

- An orientation – I'm going to be open. Adaptive, understand this unique relationship with the child.
- Presence – showing up, heard, met, felt and understood.
- Curiosity and empathy about the meaning of the child's story.
- Noticing visual patterns of behaviour that are consistent with the child's story.
- Provide understanding and meet the child's need.

Playfulness, Acceptance, Curiosity and Empathy PACE Framework Dan Hughes

Reflecting on your own triggers

- Think about a student you have worked with who generated some negative feelings for you
 - What happened?
 - How did you feel?
 - Why did you feel like that?
 - Did it impact how you interacted with that student?
 - What could you have done differently (if anything)

Strategies for when you feel angry, upset, hurt, rejected...

- Reflect, calm yourself, return to the interaction
- Focus on the emotion, not the behaviour
- Reflective questions you might find helpful...
 - Why are they behaving the way they are? Think about what you know about trauma and the brain
 - What are they trying to tell you with their behaviour?
 - Why are you feeling the way you are? Can you regulate your emotions?
- Collaborate!
 - What assistance do you need to continue?
 - If you can't remain calm – ask for help, get someone else to take over until you can
 - Is there someone you can talk to about this?

The importance of you

“ As committed and caring professionals, we put the needs of our students at the fore of all we do and regularly support colleagues who may need help, but how often do we take time to meet our own needs?”

- Being mindful of your emotional and physical state.
- Understanding the influence of your own story.
- Know your stress points
- Having a range of self-care strategies that are planned and practiced
- Ensuring wellbeing strategies such as sleep, nutrition.
- Nurturing supportive collegial relationships.

(E. Stephenson, 2021)


Stephenson, E (2021) Please secure your own mask first, Teaching in Action, Issue #2 2021, Australian Council for Education Leaders, NSW




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In the moment I can...




Breathe
Try alternating
breathing
through
each nostril.



Ground yourself in the present
moment

Name:
5 things you can see
4 sounds you can hear
3 sensations you can feel
2 things you can touch
1 thing you can taste



Novelty

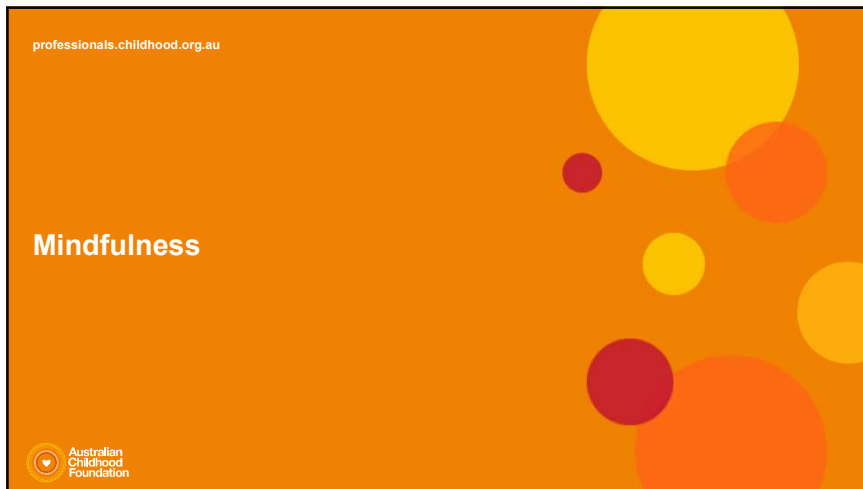
Find the space to
be: playful/funny/
joyful.

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Mindfulness




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Mindfulness

- Mindfulness for students is easy to carry out, fits into a wide range of contexts, is enjoyed by both students and teachers, and does no harm.
- Well conducted mindfulness interventions can improve the mental emotional, social and physical health and wellbeing of all students who practice mindfulness at any point in the day.



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Mindfulness

- Mindfulness has been shown to have an impact too on intellectual skills, improving sustained attention, visual and spatial memory, working memory, and concentration (Jha et al, 2007; Chambers et al, 2008; Zeidan et al, 2010)
- Focussed attention
- Impulse control
- Presence

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Body based activities

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Importance of somatic activities in the classroom

- To help students connect to and learn to understand their own bodies and emotions
- Movement is regulating
- Use of body connects to learning
- Just standing up can change regulation state

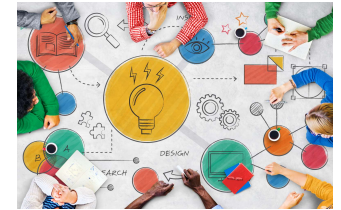


The simple act of moving the body and learning to be in their body can be a major achievement for students

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Using a somatic approach in the classroom...

- Encourages better body-based awareness
- Offers an opportunity to communicate without a reliance on words or language
- Enhances the students movement repertoire and physical capability
- Increases flexibility, strength and co-ordination
- Assists to build positive connections with others



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Somatic experiencing: using interoception and proprioception as core elements of the classroom

- By paying attention to students' interoceptive and proprioceptive experience you build inner attention
- The use of interoceptive activities can lead to the resolution of symptoms resulting from chronic and traumatic stress. .
- Interoception is the 8th sense and it is the pre-requisite skill for self-regulation.
- Interoception activities- you can create your own classroom activities



What is an effective activity

An interoceptive activity focuses on creating and noticing a change in some aspect of one's internal self such as:

- muscular system,
- breathing,
- temperature,
- pulse or touch.
- head and body awareness

Interoception activities teach us to connect with these



Breathing

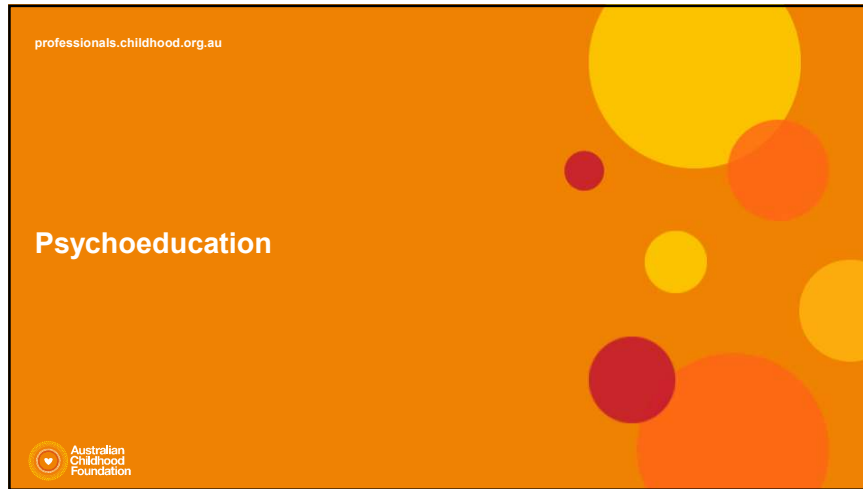
Breathing

- Breath work and breathing activities provide different types of breathing for alerting and calming
- How can we widen or lengthen the breath.
- A long breath in, holding it, and a short, quick breath out, is more alerting,
- A short breath in, holding, and a long breath out is more calming.



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Psychoeducation

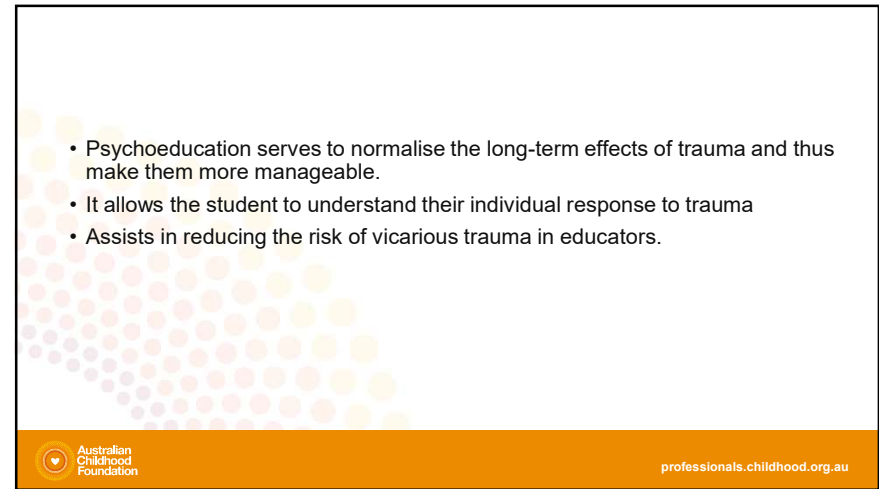


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- Psychoeducation serves to normalise the long-term effects of trauma and thus make them more manageable.
- It allows the student to understand their individual response to trauma
- Assists in reducing the risk of vicarious trauma in educators.



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Tools

- Classroom activities
- Videos
- Posters
- Zones of regulation
- TIP across the curriculum

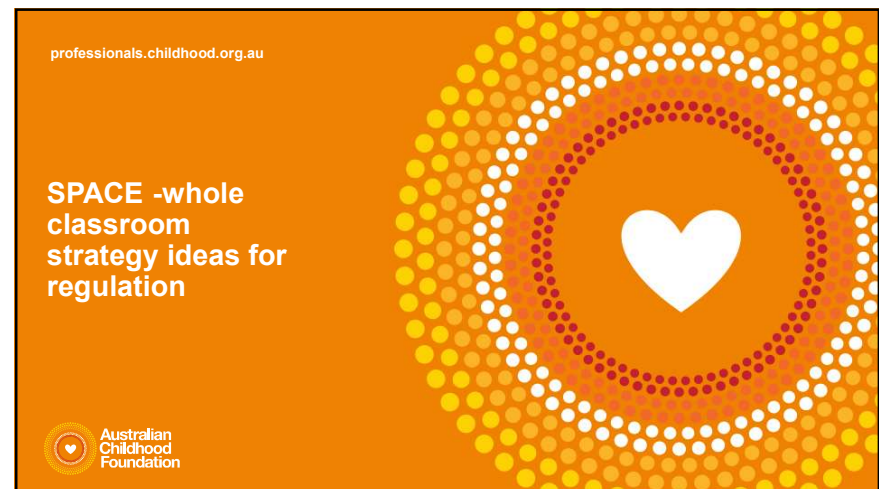


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SPACE -whole classroom strategy ideas for regulation



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Circle of strategies: Staged




Body focussed activities:
Provide brain and body breaks that include interoceptive reflections ie: times when our bodies may signal or communicate what it needs from us.

- Heart - body: Feel your heart beat. Do some star jumps. Stop to notice your heartbeat. Place your hand on your chest and time how long it takes to come back to a resting heart beat.
- Body scans - Close your eyes and squeeze the muscles in your feet. Hold them tight, then release and relax. Do the same in your legs and continue up your body.
- Pushups/Wall planks - While standing, have students create a push up on the wall or their desk. The deep pressure from these activities provide regulation.

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Circle of Strategies: Predictable




Reliable relationships:

- Every morning the first 15 minutes is 'care and connect time.' It's a time for intentional relational focus.
- Create rhythm in the day – same greetings each morning, and check outs at the end of lesson or day.
- Counsellors/Year coordinators timetables displayed on door showing availability. Invitation for student to leave a note.
- Ensure there are reliable relationships during unstructured times ie: Lunch Clubs available each day e.g., table tennis, cards, magazine, dance.

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Circle of Strategies: Adaptive



Consider safe ways in which the child can communicate to you that they need you:


- A subtle thumbs up, thumbs down, shaky palm – means wobbly I need you.
- If I ask to go to the library it means...I need...
- When I go to the sensory corner it means...
- When I'm feeling overwhelmed I will.... show you by...
- Every day I can count on this time....where you have planned to check in with me.

Whole classroom 'Check-in' activities:
Every child places their named popstick in a cup depicting where they are sitting on an energy scale of 1-5 or in a coloured regulation zone, or emotion depicted on the cup.

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Circle of Strategies: Connected



Repair and rupture are intrinsic to all relationships. Repair is an opening which enables a child to feel pleasure trust and security. It provides an implicit belief and knowledge that problems can be overcome. Repair enables anticipation and makes transition possible.

- Build in opportunities for 1:1 time to connect with children.
- Consider an additional relationship or emotional anchor that is available to children when issues arise.
- Provide social stories of ways in which ruptures and repairs happen in your classroom.
- Initiate timely repair.
- Find ways to reconnect with the child through play, art, creation, relational activities.

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Circle of Strategies: Enabled

Children need to know more about what makes them who they are

Deepen belonging

Deepen Belonging:

- Involve students in the design and development of quiet and escape spaces both in within a classroom, as well as in designated areas at school. Develop classroom relational rituals ie: at the end of each day students' and teacher can share one tough moment, one hopeful moment, or one new lesson they learned about themselves during their morning.

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Resources include activity sheets (examples below)

Examples of other resources to support trauma informed practice in your schools

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Resources include activity sheets (examples below)

Examples of other resources to support trauma informed practice in your schools

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Please take a minute to share your reflections today

- One idea
- Thoughts for further exploration

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Q and A

- Questions
- Queries
- Shared thoughts

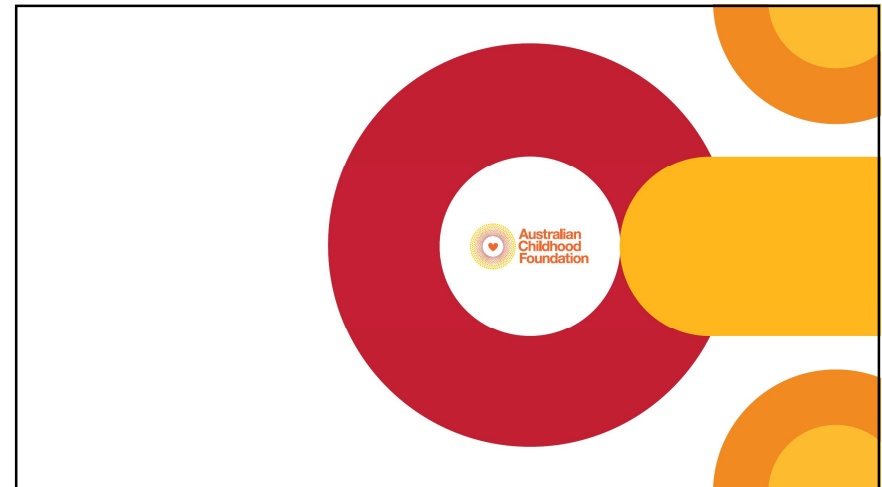
• To ask a question you can:

1. Use the raise hand function
2. Send a question to 'everyone' in the chat for a facilitator to share.



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Resources and contact

Contact details

- tutor@education.vic.gov.au
- mylms@education.vic.gov.au
- drichards@childhood.org.au

Resources

- <https://professionals.childhood.org.au/making-space-learning-resources/>



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