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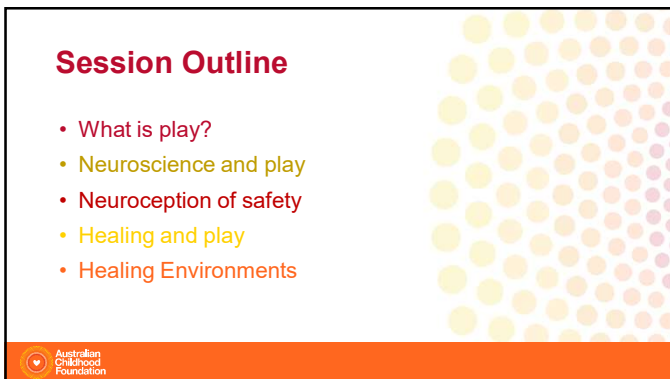
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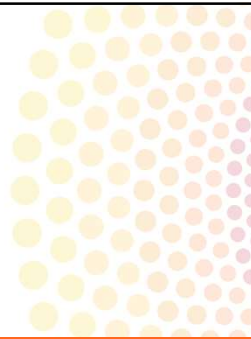

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**Pre training Pack**

A variety of articles, handouts and videos



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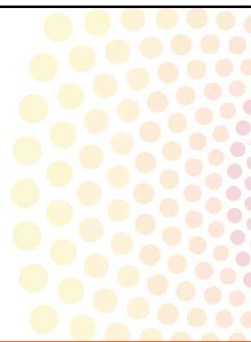

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**Hearing from each other**

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



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**Play**

“Play is naturally pleasurable and generally thought to be the organising activity that shapes the child’s physical, social, emotional, and cognitive perceptual view of the world”

(Gaskill & Perry, 2012, p.42)



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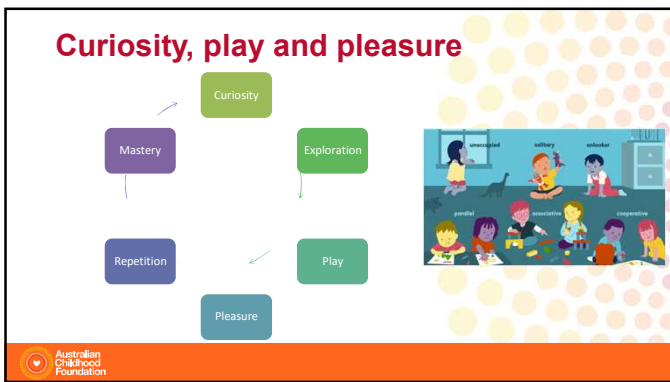
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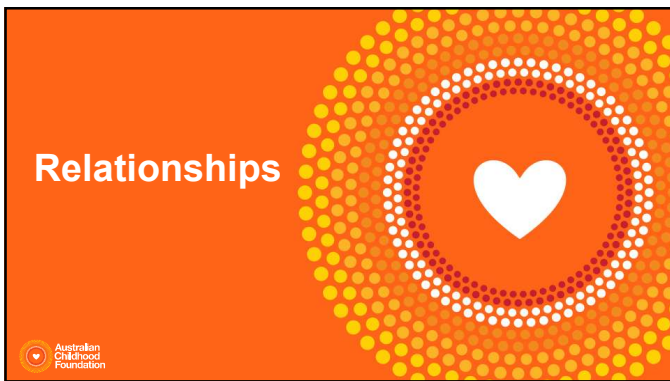
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### Secure relationships



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.

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### Connection



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"It's connection not control that cultivates cooperation, trust, love, resilience and independence. Connection is at the heart of our relationship."  
Kerry Spina



Positive Parenting Connection

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**How do you.....**

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

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**Understanding Trauma, Brain, and Play**

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**Play**

The system of spontaneous, non-stereotypical intrinsically pleasurable activities and orientations free from fear and anxiety.

It requires safety to engage.

If safety is threatened, play is instantly terminated.

If threat is prolonged, play is typically lost.

Joe Tucci - ACF CEO

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### Bottom-up Brain Development

<b>Cortex</b> Reasoning/judging centre 3-6 years
<b>Limbic System</b> Emotional centre 1-4 years
<b>Cerebellum</b> Motor centre Birth-2 years
<b>Brain Stem</b> Basic survival functions Pre-birth-8 months

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### Neurosequential Development and Play

**Brain Stem** – Establish state regulation

- Peek-a-boo
- Taste play
- Tactile play
- Drumming
- Dancing

**Brain Stem**  
Basic survival functions

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### Neurosequential Development and Play

**Cerebellum** – Incorporate Sensory Integration

- Large motor
- Fine motor
- Music

**Cerebellum**  
Motor centre

**Brain Stem**  
Basic survival functions

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### Neurosequential Development and Play



**Limbic System** - Facilitate Socio-emotional

- Team activities
- Winning-losing
- Turn taking
- Sharing

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### Neurosequential Development and Play



**Cortex** – Encourage Abstract Thought

- Humour
- Arts
- Language
- Games

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### Not everyone knows how to play



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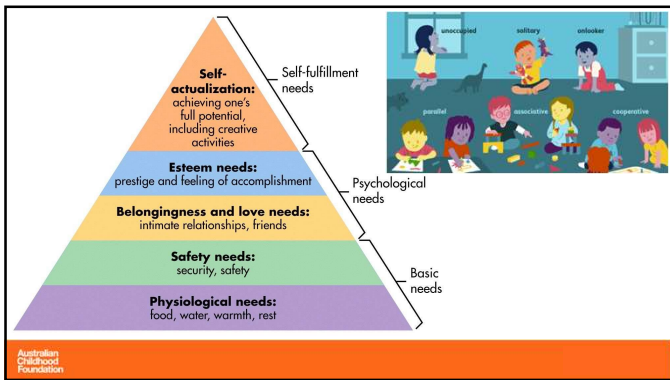
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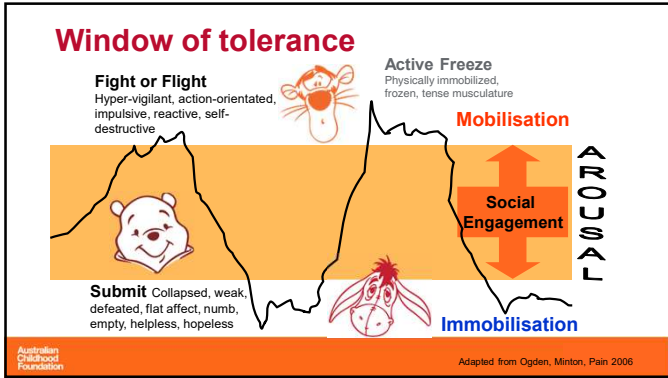
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### Neuroception of safety

- **Neuroception** refers to the detection of features of threat or safety in others or the environment (without awareness), that facilitates social engagement
- **Safety** – internal and external to the body. Safety is a transformative state that allows the child to engage in all things of life.

(Porges 1998, 2001, 2003).

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### Building safety and connection

- Children affected by trauma need stable, safe, consistent environments and relationships to help them to be calm and start to heal
- Responding to children from a relational perspective
- Safety = predictable and consistent routines, relationships and responses

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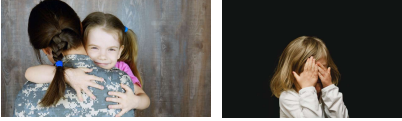
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### Calming and regulation

- The best way to help the extremely dysregulated child is to remain calm and regulated yourself.
- Traumatized children find it difficult to regulate their own feelings of stress/distress.



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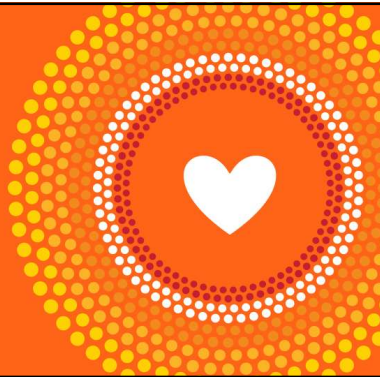
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### Healing through Play



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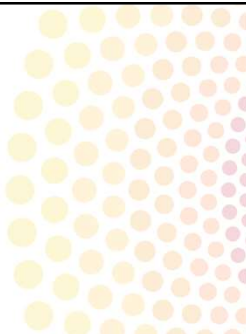
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### Benefits of play

The aim is to turn off overactive defence mechanisms in order to promote mobilisation (play) and social engagement.

Play is a neural exercise that supports this process, offering children repetitive experiences in an environment of safety.



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For traumatised children the play is their talk and the toys are their words.

Trauma & Play Therapy  
TED talk by Paris Goodyear-Brown




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### Trauma and Play

How can we support children to heal from trauma?

- Promote physical activities
- Provide playful experiences
- Engage positively with peers
- Soothe children with trauma related reactions
- Handle stress
- Play therapy



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### Healing: Rewiring the Brain

Healing is supported by:

- Connection – relationship
- Reconnection – family, community, culture, spirituality
- Reconstruction – re-building the brain
- Finding meaning
- Positive self-image
- Renewal of hope and love

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**Superhero/War play**



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**Communicating through play**

Utilise a range of play experiences and creative arts mediums that enable children to:

- relate,
- self-regulate,
- feel,
- express,
- communicate,
- process, and
- integrate their internal and external experiences.

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**Following the child's lead**

*Anger*      *Sadness*

*Joy*

*Fear*              *Curiosity*

*Shame*

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**Observing play to learn**

“You can discover more about a person in an hour of play than in a year of conversation” (Plato)

“Play is the natural language of children” (Landreth)



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**How can adults support children’s play?**

- Help children feel safe and be safe
- Provide positive role modelling
- Provide a time and a place
- Provide playthings
- Follow a child’s lead
- Provide opportunities for children to play with others
- Offer guidance



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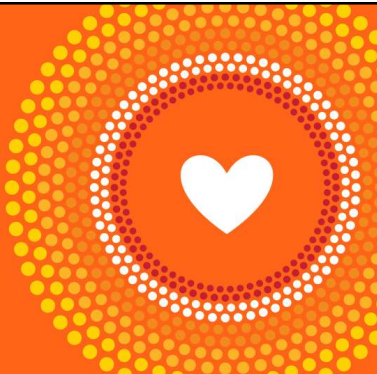
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**The healing environment**



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### Play environment audit



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### Indoor environments



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### Outdoor environments



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**Summary**




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**Challenging and reconstructing the child's model of relationships**




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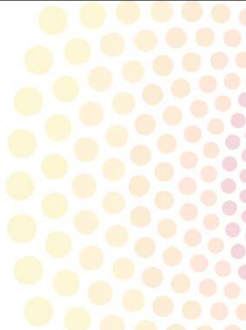

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**Promoting integration**

- Children's Rights
- Child Development
- Child-Centred Practice
- Relational
- Relevant
- Repetitive
- Rewarding

(Perry, 2006)

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**Working with traumatised children**

Relationships:

- Respect and empathy
- Connection and sense of belonging
- Personal competence



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For more useful resources visit [www.childhood.org.au](http://www.childhood.org.au)



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