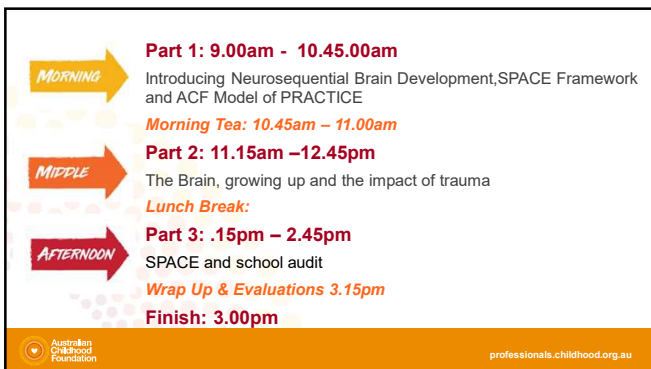




1




2



3

Success criteria

- **develop** an enhanced understanding of complex abuse related trauma, with a particular focus on its effects on the brain and body.
- **apply** frameworks for assessing and responding to the impact of trauma on students.
- **build** a toolkit of practice skills to respond, which promote recovery and healing for students.

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4

Safety

The content of this training can evoke strong emotions and may stir up personal experiences of trauma.

- Your emotional safety is important to us
- This training may evoke strong emotions and memories
- Please let someone know
- Take a break
- Your colleagues are here to support you.
- If you need support please ask the facilitator.





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5

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

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

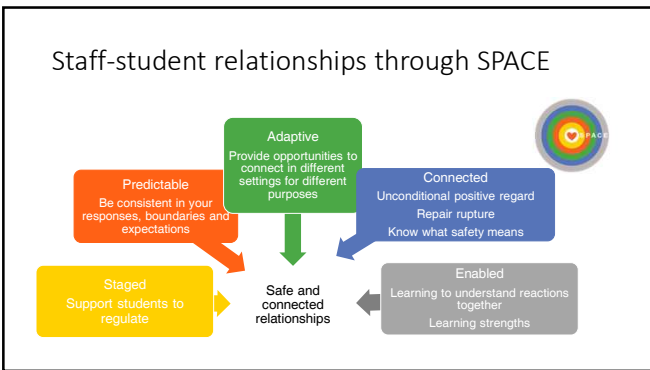


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6

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.

7



8


Consider a teacher who taught you, and had a positive influence on you...

What do you remember about them?

How did they make you feel?

9

Understanding Neuro sequential Brain Development



10

Culture is part of development

- Our culture influences our brain development
- Our relationships influence our culture and our culture influences our relationships
- Sensory data is interpreted according to our culture long before our ability to think about and understand our culture




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Personal Reflection

- What is the culture of the College?
- What opportunities exist to enrich your classroom environment and lessons with cultural connections, perspectives, wisdom, joy etc.?
- What kind of class/school culture would you like to create for your young people?
- How do you integrate the culture of your students?



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Understanding the developing brain

new born 3 year old adult

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Neuronal development

6 weeks gestation Newborn 3 Months 15 Months 2 Years 6 Years

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

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Brain development

Diencephalon
Hippocampus
Amygdala

Pre-Frontal Cortex
Higher Functioning Centre

Cortex
Reasoning and Judging Centre

Limbic System
Emotional Centre

Cerebellum
Motor Centre

Brain Stem
Basic Survival Functions

UNDER DEVELOPMENT

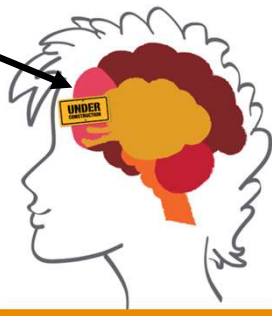
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The Prefrontal Cortex

Final part of the brain to reach maturity in one's mid to late twenties for females early thirties for males.

- self awareness
- reasoning and judgement
- foresight and anticipation
- focusing and sustaining attention
- planning organising and prioritising
- decision making
- reflecting
- enthusiasm, motivation and persistence
- impulse control
- working memory

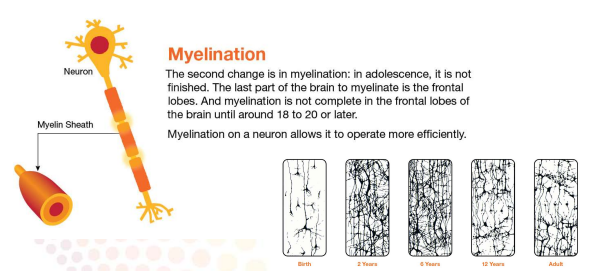


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CG1

Pruning & myelination in the adolescent brain



Myelination
The second change is in myelination: in adolescence, it is not finished. The last part of the brain to myelinate is the frontal lobes. And myelination is not complete in the frontal lobes of the brain until around 18 to 20 or later. Myelination on a neuron allows it to operate more efficiently.

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The double whammy!

Behaviours associated with an overactive limbic lobe and under-active pre-frontal cortex

- Lack of impulse control
- Increased risk taking
- Emotional dysregulation
- Inability to regulate
- Misreading the social cues of others
- Reactive, rather than responsive
- Procrastination (lack of motivation or internal reward systems)
- Disorganisation (trouble working through long term goals)
- Poor judgement and problem solving
- Reduction in ability to see things from other's perspective

CG3

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Slide 17

CG1 A big thanks to Kim for updating this image for us :)

Carolyn Grace, 28/09/2022

Slide 18

BB6 we need to list more than 2 behaviours here

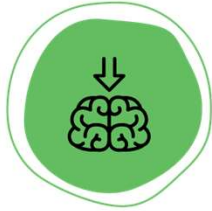
Brendan Bailey, 27/09/2022

CG3 I added a few more.

Carolyn Grace, 28/09/2022

Brain break!

Building Observation



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Psychosocial development in adolescence

- Transition to greater autonomy and independence
- Exploration and strengthening of values and interests,
- Increasing need for peers over family
- Identify development/strengthening - who I am and what do I stand for
- Influenced by environmental and socio-cultural factors

(Christie & Viner, 2005; McIntosh et al., 2003)

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Survival

Our brain's 1st priority is to survive. Responding to a perceived threat initiates an immediate whole-body experience where we either:

- Seek relationship (most advanced)
- Fight, flight, actively freeze (Mobilise)
- Flop (Immobilise)

During this time, the cortex and hippocampus are offline. We are not able to 'consciously think', we are in the moment and reactive.

During this time, we are terrified, uncontained and disconnected from our body.

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Slide 21

BB3 check the formatting here, and the placement of the text
Brendan Bailey, 27/09/2022

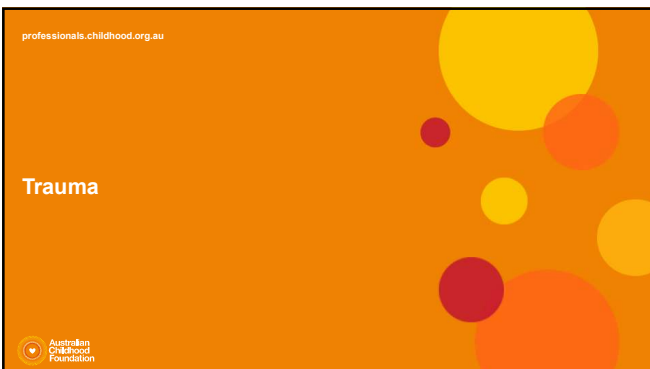
KR2 Better?
Karyn Robinson, 27/09/2022



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Defining trauma

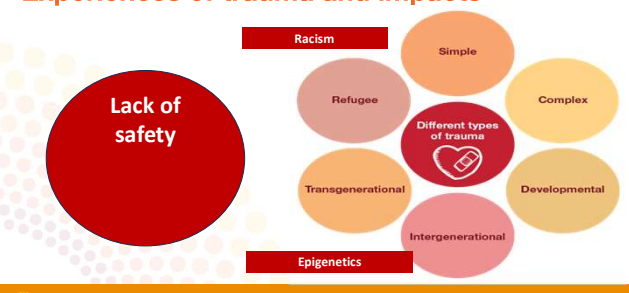
Any single, ongoing or cumulative experience which:

- 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




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Experiences of trauma and impacts



The diagram illustrates 'Lack of safety' as a central concept, surrounded by various types of trauma: Racism, Simple, Complex, Developmental, Intergenerational, Epigenetics, Transgenerational, and Refugee. A central circle labeled 'Different types of trauma' contains a heart icon with a bandage.



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What is Trauma?

Trauma is the emotional, psychological and physiological reactions caused by the prolonged and overwhelming stress that accompanies experiences of abuse, neglect and family violence.


The trauma that results from experiences of abuse, neglect or family violence is often called **complex trauma** or **developmental trauma**.

This type of trauma occurs in the context of relationships and is different to the trauma that may be caused by a one-off event such as a car accident or bush fire.

Children and young people are very vulnerable to the effects of trauma because of their brains' developmental immaturity.



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Trauma and exposure to chronic stress experienced during childhood and adolescence shake the foundations of healthy brain and body development.

Children and young people who have suffered this degree of trauma find it difficult to adapt to their environment. In order to best support them, the environment should adapt to the needs of the child or young person. This occurs when relationships surrounding children are safe, predictable and nurturing.

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

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Trauma and needs

The residue of trauma becomes an experience of unmet needs for children.

Children are left with needs that in the moment of hurt, pain and fear are unfulfilled. These needs stay activated ready for available relationships to respond to them, see them and gradually help them to be met.

These needs are physiological, developmental, and interpersonal, requiring relational investment and presence in order to be resolved

“ It is like they are on a loop hoping that their needs for safety, attention and validation that were not fulfilled will eventually find at least one relationship in the present that meets these needs consistently over time “ Joe Tucci

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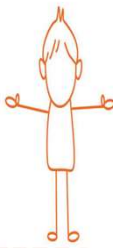
30

Embodied Trauma

What do my sensations mean for me?

Body Sensations

- Achy, Dull, Knotted,
- Sharp, Blotchy, Electric,
- Nauseous, Light, Heavy,
- Smooth, Breathless, Energised,
- Sore, Airy, Brittle,
- Bruised, Burning, Buzzy,
- Open, Pounding, Spinning,
- Hot, Cold,
- Clenched, Pulsing, Throbbing,
- Tight, Tingling, Twitchy,
- Itchy, Dry, Jumpy,
- Shaky, Damp, Full,
- Fuzzy, Hollow, Puffy,
- Prickly, Wobbly, Flushed,
- Numb, Tense, loose



Emotions

- Happy
- Sad
- Scared
- Worried
- Disgusted
- Surprised
- Angry
- Calm

It is important that we understand the deep connection between the body, the brain and trauma.

Our implicit memory can make us feel the sensations of trauma long after the trauma has occurred.

Students may struggle to remain in the present 'here and now'

Ensure there is a de-escalation plan for students to help them recover from their distress within relationship.

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Reflection



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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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Impacts on the 8 senses



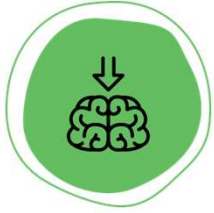
1. **Visual**
2. **Auditory**
3. **Olfactory** (smell)
4. **Gustatory** (taste)
5. **Tactile System** (touch)
6. **Vestibular** (sense of head movement in space)
7. **Proprioceptive** (sensations from muscles and joints of body)
8. **Introception** (awareness of basic primary functions – hunger, toileting,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

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Brain break!

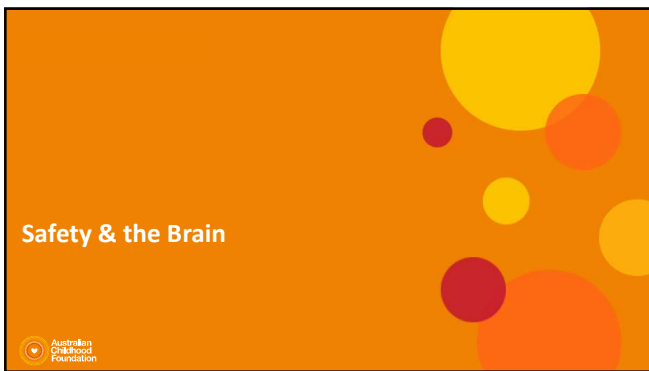
Brain dance



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Safety & the Brain



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Key features of safe staff-student relationships

- Consistent approach to communication
- Adults acknowledge and validate the feelings of young people
- Young people experience adults as being protective
- Despite presenting with behaviours that challenge, adults consistently try to take care of them (unconditional positive regard)

If we're upset, they'll sit down and they'll take the time out of their day to ask about it. Even if they're not a social worker, or a counsellor, even if it's not their job. They will sit down and be like "Alright, come talk, what's wrong?" And it's like, it's the fact that that's what makes you think that they care (Callum, 17).

Australian Childhood Foundation (ACF, 2018; Hobbs, 2017) professionals.childhood.org.au

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An introduction to the Polyvagal theory and neuroception

Cues of risk and safety are continually monitored by our nervous system.

"Before we can engage in social behaviour and learning we must first feel safe."

(Porges, 2015, p.119).

http://weinsindata.com.au/wp-content/uploads/2017/08/img-strategie2.jpg

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Polyvagal theory and Protective Responses by Stephan Porges

Behavioural Functions	Body Functions
Social Engagement Soothing and calming Indicates safety	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Hypo - arousal • Slows heart rate • Constricts bronchi • Stimulates gastrointestinal function

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Safety is the pre-requisite to connection

Social engagement Feeling safe, staying in relationship, connection oriented	Mobilised Fight, flight, active freeze, action oriented	Immobilised Withdrawal, collapse, submission, dissociation, avoidant oriented
--	---	---

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What trauma or stress response can look like

Cognitions & Behaviours:

- Asking lots of questions
- Bravado (speech or actions)
- Attention, concentration and memory difficulties
- Black & White thinking, negative thoughts
- Generalised worries
- Rigid thinking & behaviours
- Compulsions/ repetitive behaviours
- Ruminating – what if’s, should, cyclic thoughts

Mobilised Responses:

- Hypervigilant
- Edgy/jumpy
- Irritable – easily annoyed
- Poor recovery from distraction
- ‘Silly’, loud, over-excitement
- Unsettled, sleep difficulties
- Outbursts, aggression
- Defensive, taking things personally
- Increased expectations of self and others
- Inflexible, ‘controlling’
- Sensitive to sensory input

Immobilised Responses:

- Flat, numb affect
- Disengaged, disinterested
- Withdrawn
- “boredom”
- Lethargic, unmotivated
- Disconnected from peers
- Developmental regression – e.g. with abilities to self-soothe, self-care/hygiene, toileting
- Changes to appetite

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Changes in Arousal States

(Adapted from Ogden & Fisher, 2015)

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Reflection Time

During your teaching day are you more likely to become hyper or hypo aroused?

- When you felt dysregulated, and someone co-regulated with you. What did they do that helped?
- During a difficult day at work are you able to self-regulate. What skills do you draw on to be able to do this?

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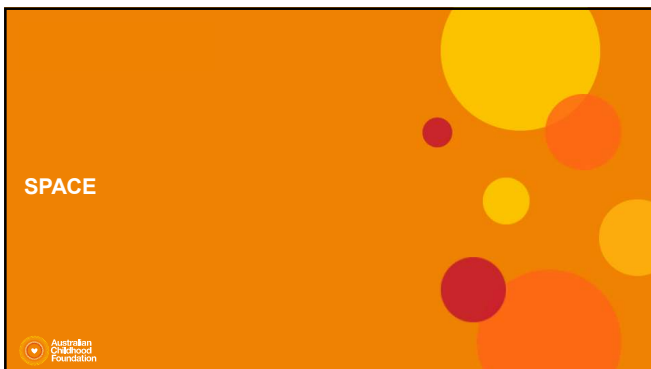
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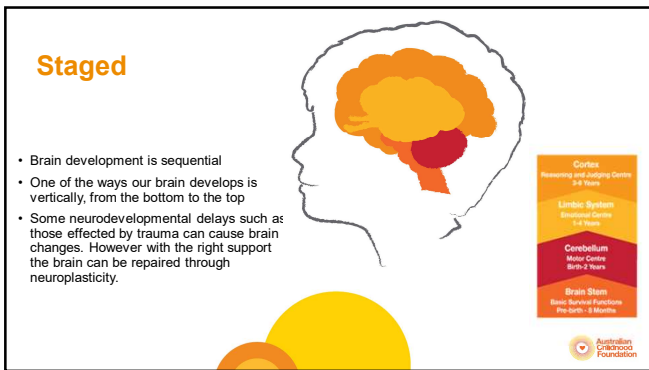
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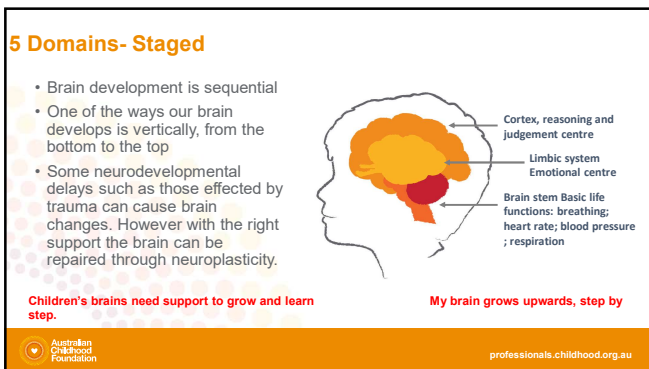
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Staged in the Session/Classroom

From a Teacher:

"Always meet the student where they are at (not where they should be' and work up from there)"

Action:

Breathing Exercises- Use breathing exercise such as 5 Finger Breathing (2 mins) at beginning and end of each lesson.
Finding ourselves in the space, connecting to self.



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Staged



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Predictable

- Changes to routines and uncertainty can be a source of stress to student
- Predictability in students' relationships and activities modulates their stress systems
- This then promotes flexibility and adaptability



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Predictable in the Session/Classroom

From a Teacher:

"Think about routines and patterns on macro and micro levels"

Action:

Planned transitions- Use images representing structure of current lesson or when moving from one activity to another. Have images for Individual Work, Pair Work, Small Group Work, Reflective Activity, Using Materials, Putting Materials Away etc.





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Predictable You

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."


Hiam Ginott

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Bottom up and top down responding




Increase cortical brain functioning

- Strengthen relationship
- Respond

Manage lower brain responses

- Create safety
- Self and co-regulation



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What might predictability look like in practice?


- For students
- For families
- For all staff
- Systemically

relationships	physical activities
routines	instructions
learning tasks	behavioural expectations

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Brain break!



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What might predictability look like in practice?

- Build routines and predictability wherever possible
- Prepare students for what is coming next eg: giving countdowns to transitions
- Visual timetables are useful
- Think about how to plan transitions throughout the day
- Play online and fun
- Planned brain breaks
- Give plenty of information and time building up to changes

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Adaptive

- Most of us have a set of behavioural routines that we draw from to respond to challenges when they emerge. These routines are likely based in what has helped us get by in the past and the experiences of relationships through which these routines were interpreted and responded to.
- To broaden children's behavioural repertoires and promote increased adaptability we need to maintain multiple meanings for the behaviour and remain open to multiple options for interventions.

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Adaptive in the Session/Classroom

From a Teacher:

“ground yourself ALWAYS in order to be adaptive and build adaptability in the students”

Action:


Prioritising Behaviour as Communication in being curious about what is happening for the student

The Australian Childhood Foundation logo is in the bottom right corner.

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Adaptive -Building understanding of behaviour

- Behaviour is communication
- If we can understand what drives a behaviour, we can work out how to respond to it.
- If we can meet the need that is driving a behaviour, the behaviour can start to reduce.
- **Behaviours are functional** and almost always makes sense given their specific experiences of trauma.
- Openness and curiosity about behaviour is an important response




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What might adaptive look like in practice?

- See the needs beneath the behaviour
- Utilise strengths
- Psychoeducation in the virtual space
- Relationship, repetition, rhythm
- Use PACE
 - Playfulness
 - Acceptance
 - Curiosity
 - Empathy



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Episode 4

Regulating Yourself and Your Classroom

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Trauma-based behaviour, in general, serves important adaptive functions. It often makes sense in the context in which it first emerged. However, it can become counterproductive if it continues after the need for it has changed.



- Comfort Seeking
- Seeking connection
- Self-Protection
- What feelings are under the behaviour?
- What needs are under the behaviour?

Consistent, congruent and validating responses give them effective blueprints for organising their internal world.

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Adaptive



ADAPTIVE
Children need support to grow up healthy and strong


Safe ways for expression
Emotional awareness
Healthy diverse relationships
Helpful sensory inputs
Autistic experience
Community support strategies

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Connected

- Students's relational templates for forming and being in relationships take shape as they grow. They learn what to expect and how to navigate relationships through their experiences of connection with those around them.
- We tend to expect things from relationships based on what we have known from past connections.
- Strategies to support students as their relational templates continue to develop emphasise relationships with safe and consistent adults and peers as the foundation for healthy, strong social and emotional functioning.



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Connected in the Session/Classroom

From a teacher:

“connect, connect, connect”


Action:
Getting to know one another rituals, saying goodbye, celebrations



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Why relationships matter

“For students affected by complex trauma, the role of one stable, trustworthy, caring adult in their life is critical for their survival” (Perry, 2017)





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Brain break!

Magic boxes



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Relationships shape our sense of self and safety





- Relationships are the most important factor in our development and in healing from experiences of trauma
- Secure relationships is central to how adolescents experiences themselves and others.

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Finding it difficult to stay (want to be) connected?

<p>Well-Connected Brain Utilizing the front part of the brain</p>  <p>Open Flexible and Adaptive</p>	<p>Stressed out Brain Utilizing the more primitive middle region of the brain</p>  <p>Closed and Rigid</p>
---	---

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What might Connected look like in practice?




- The student feels safe and connected
- Co-regulation occurs
- A feeling of connectedness is what you get when you feel like you belong in a group, when you are with others of your
- Mirror neurons –eye contact
- Attuned listening.

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Strategies for building safe and connected relationships with students

- Meet immediate needs first – safety, food, sleep
- Know your students – remember the details of what students tell you, show genuine interest in them
- Listen and use silence
- Ensure students feel welcome and wanted at school – smile at them, know their names
- Find the micro moments
- Celebrate meaningful moments (e.g., birthdays)
- Have fun together!
- Say positive things about them to other staff




(Brunzell & Norrish, 2021; Hobbs, 2017; McDonald, 2019; Morgan et al., 2015)

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Strategies for building safe and connected relationships with students

- Work alongside. Walk alongside
- Open the door again and again...and again – don't give up!
- Unconditional positive regard – accept and support students, regardless of their actions
- Take a strengths-based approach – focus on what is working and how to build on it
- Use praise to reinforce positive behaviour and recognise progress (not just achievement)
- **Don't** judge or make promises you can't keep

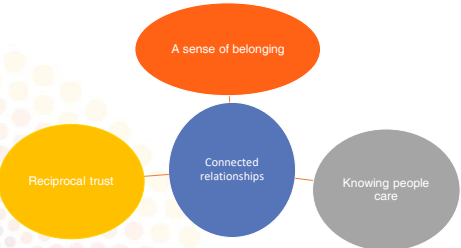


(Baker & White-McMahon, 2019; Brunzell & Norrish, 2021; Hobbs, 2017; McDonald, 2019; Morgan et al., 2015)

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What matters to students



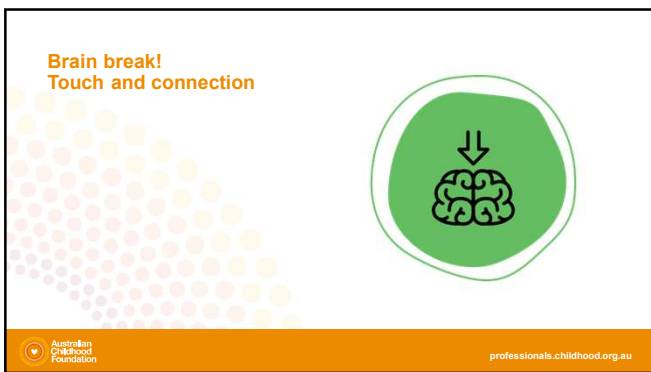
(Hobbs, 2017)

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Enabled

- Engaging students in the process of understanding themselves can build social and emotional learning.
- When students know about their qualities, their attributes and their talents they can feel good about themselves.
- Knowing about their own special story helps students to build a coherent self-narrative.

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Enabled in the Session/Classroom

From a Teacher:

“See the strengths and potential in every student and reflect that back to them in bucket loads so that they come to know themselves as possessing those strengths and sense of worthiness”

Action:
As above



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What might Enabled look like in practice?

- Creating safety
- Understand triggers
- Map behaviours
- Victoria Dept of Ed's ABC and Scatter Plot Data
- Classroom approaches for individuals
- Flight, Fight, Active Freeze or Submit responses are assisted to enable learning.



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Enabled



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Activity

- Strengthening relationships with your students

She has to know that you've got her back and that you're on her side (Education consultant)

Express your concern (Executive officer, Community organisation [past teacher and Principal])

Reassure the child you will help them to find help (Coordinator, flexi school)

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Top down to support regulation

Medial Prefrontal Cortex
The centre of self awareness and mindful, focused activity

Mindful, focused activities de-activates the **amygdala**

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Domains	Translated into needs statements
Staged	Student's brains need support to grow and learn My brain grows/repairs upwards step by step
Predictable	Sneed to know what they can count on I feel better when I know what is coming next.
Adaptive	Students need support to grow up healthy and strong here are things I need to grow up healthy and strong.
Connected	Students need to feel like they are connected. I need to feel like I am connected.
	Students need to feel safe and know about what makes a safe connection. I need to feel safe. I need safe connections in my life.
Enabled	Students need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.

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Relationship repair following an incident/escalation

- Engage in restorative practice between student and any others involved in incident
- Emphasise learning: Reshape and teach alternative behaviour
- Provide practice opportunities for desired behaviour(s)
- Exhibit unconditional positive regard
- Debrief and document the event
- Conversation with others present (e.g., class group)
- Support student with reflections on their behaviour and connecting with school wide expectations

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Using the Site Audit Tool

The Site Audit Tool INVITES Educators, Leaders and Support Staff to **celebrate and reflect** on their current practices, policies and processes

Invite your participants to consider their main area of influence/work and what processes/policies and strategies support staff and students.

- **Leadership** – Whole Site and Staff
- **Wellbeing**
- **Classroom Teachers** – Classroom/Group and Individual Student/Child
- **Tutors/support staff**



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Making SPACE for Learning – Site Audit Tool

The audit tool can be used to evaluate the policies and initiatives of a school that respond and equip different levels of the school structure to undertake trauma informed practice. In the following table, list strategies, policies or other processes currently undertaken that support traumatised students at your school.

	Whole Site	Staff	Classroom / Group	Small Group	Individual Student / Child
S Support					
P Protective					
A Access					
C Connected					
E Enabled					

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BB1 i like this - much clearer than in the generic one

Brendan Bailey, 27/09/2022

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 take care you can't make it! Teaching In Action, Issue #2 2021, Australian Council for Education Leaders, NSW



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Staff Wellbeing

- Who is looking after the Educator/Staff brain?
- Where do Educators/Staff go to regulate?

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Resources for selfcare

- Huberman Lab- Andrew Huberman
- Rocket Recovery –Andrew May
- Dan Siegel –Mindsight website and Healthy Mind Platter
- Wellness Wheel
- ProQol

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Questions to consider

- How are you doing?
- Where do you go for support?
- Do you have or can you create a professional dynamic that allows for reflection, challenge, growth?

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Planning forward

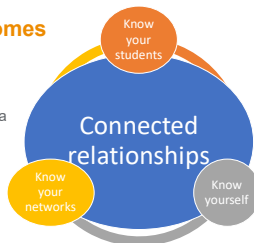
- What were some key messages, ideas or themes that stood out for you from the training?
- What is something you would like to change or adopt?
- Is there anything you would like to do differently moving forward? If so - what are the next steps required to action this?



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A return to our success outcomes

1. Have a deeper understanding of development and the needs of children and young people who have experienced trauma
2. Have increased confidence in connecting with and supporting children and young people impacted by trauma
3. Identify connections in my network for collaboratively supporting students with complex needs



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Further Resources:
<https://professionals.childhood.org.au/making-space-learning-resources/>
Any questions?
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