

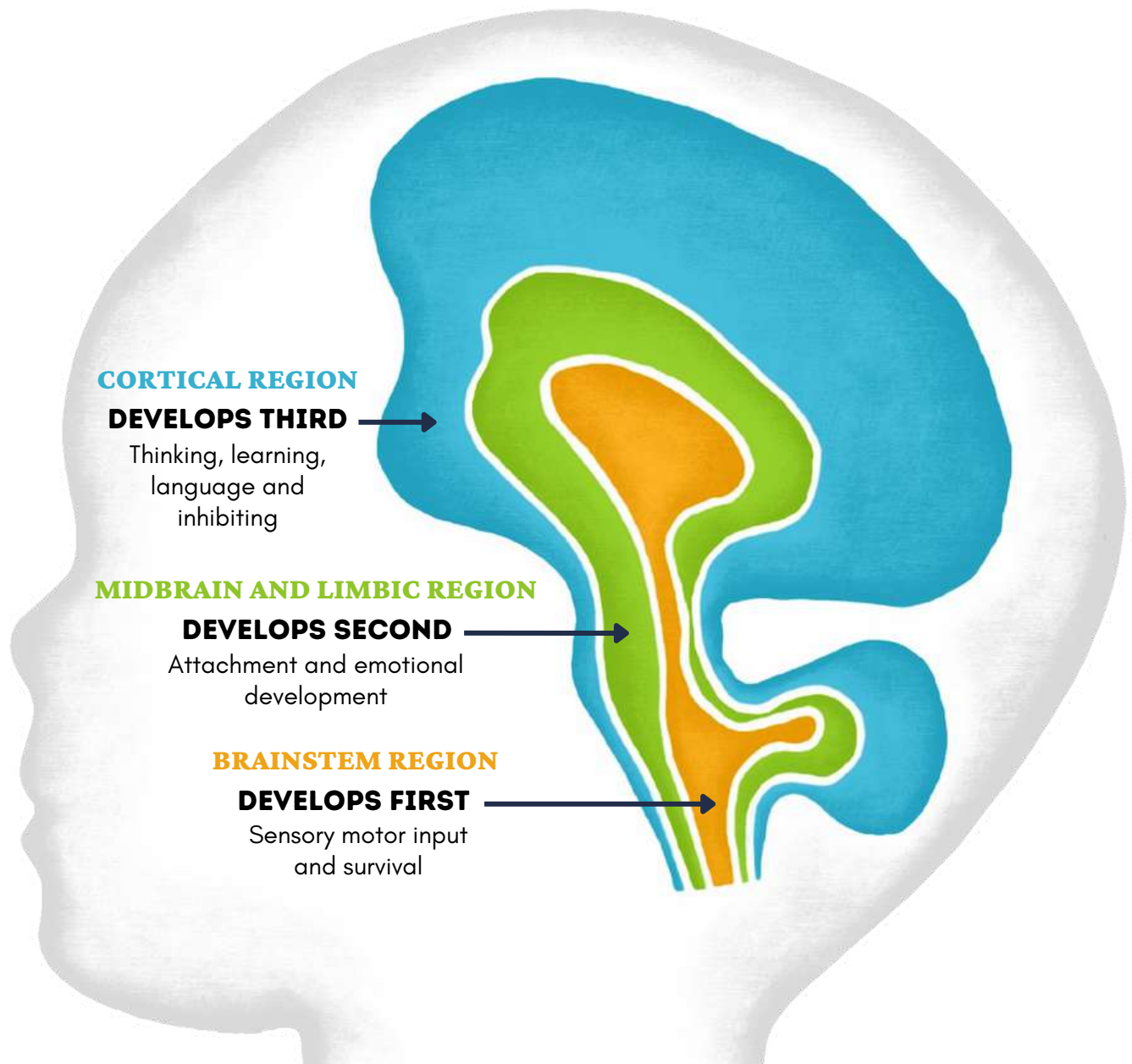


TRAUMA INFORMED MULTI-AGENCY WORKING

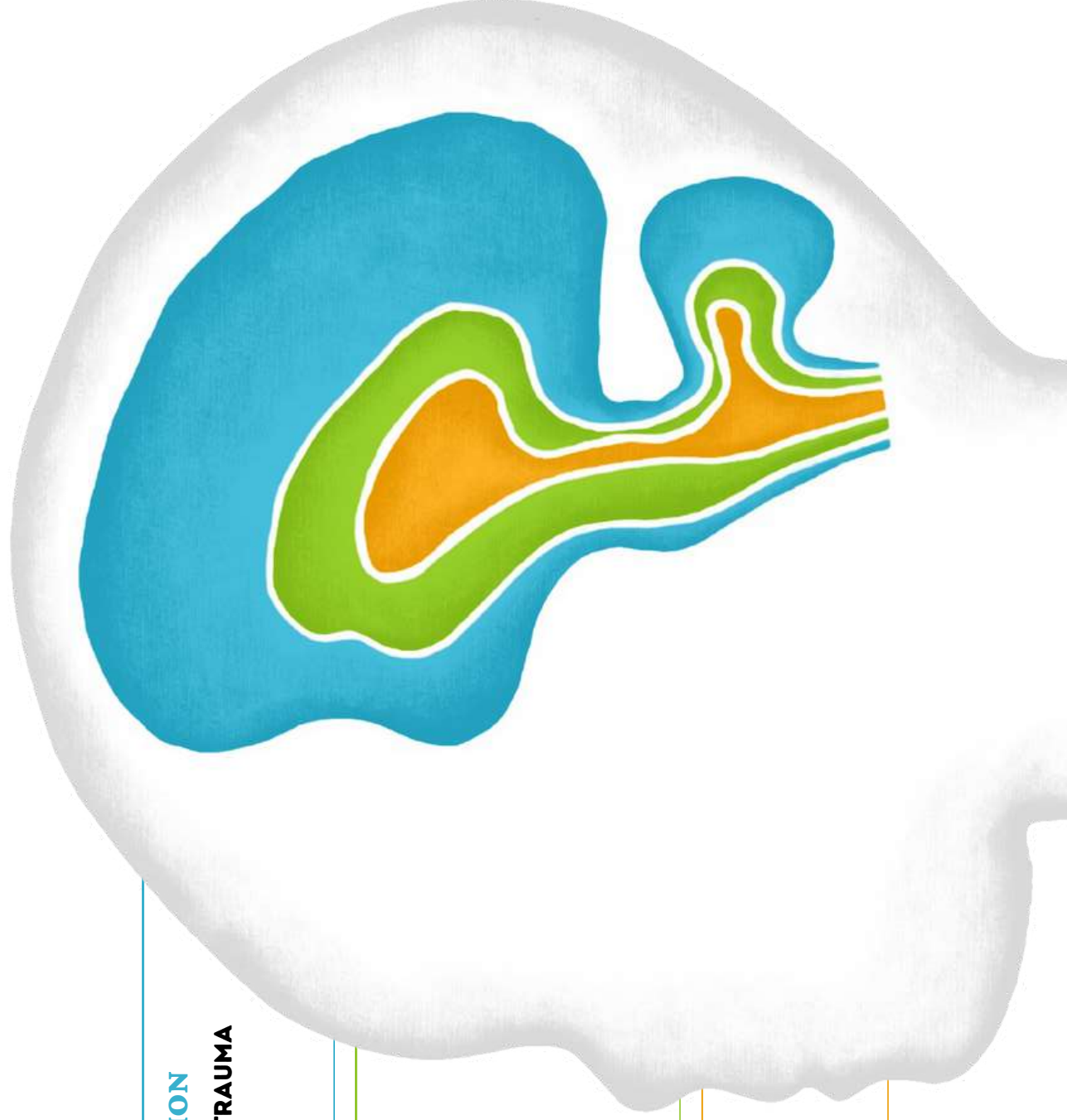
RESOURCE PACK

19th October 2023

IMPACT ON EARLY BRAIN ARCHITECTURE



DEVELOPMENTAL TRAUMA



CORTICAL REGION
DEVELOPMENTAL TRAUMA IMPACT:

- Cognition

MIDBRAIN AND LIMBIC REGION
DEVELOPMENTAL TRAUMA IMPACT:

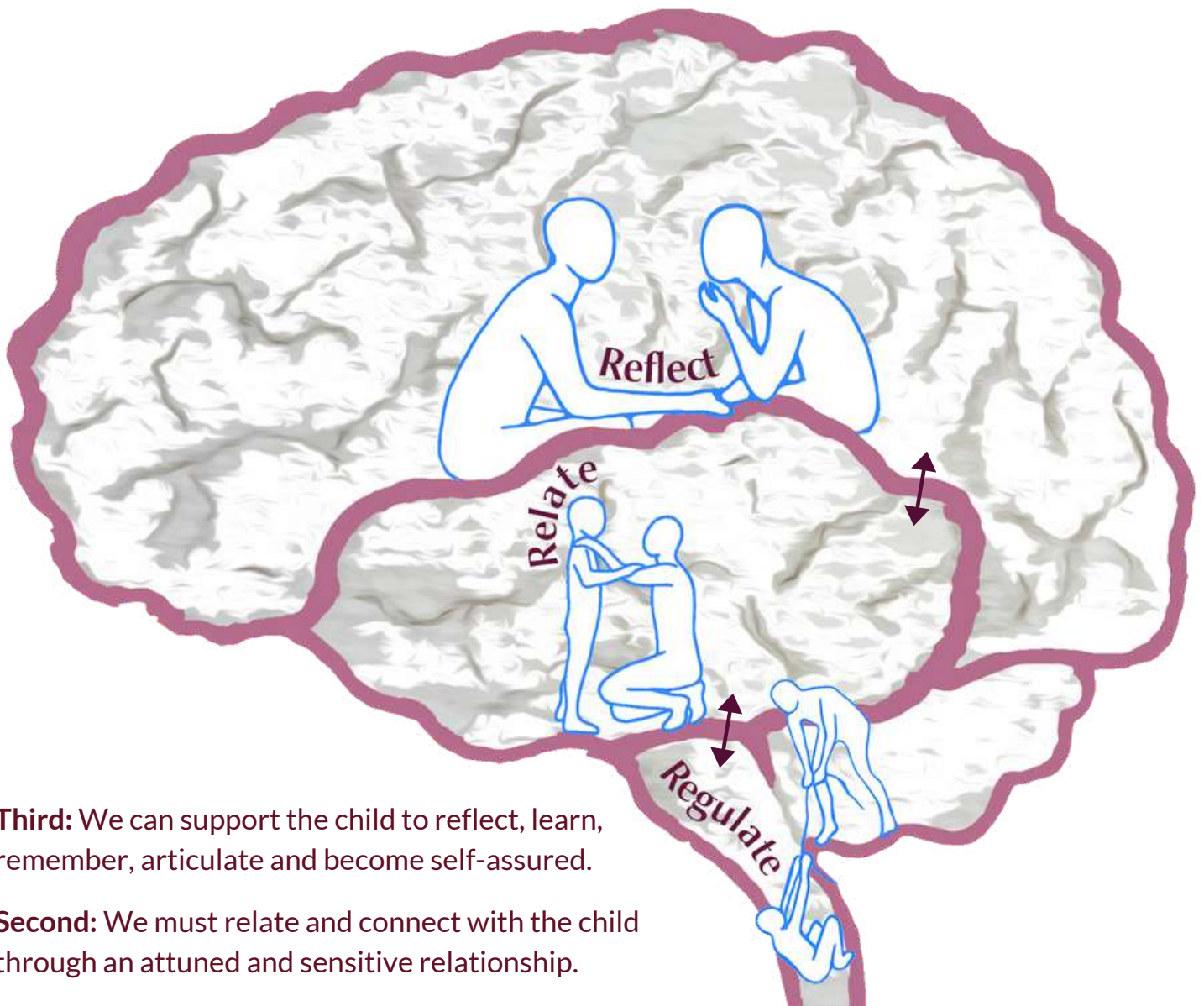
- Attachment
- Identity
- Emotional Regulation
- Behavioural Regulation

BRAINSTEM REGION
DEVELOPMENTAL TRAUMA IMPACT:

- Somatic/Sensory
- Dissociation

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to support them in a sequence which prioritises regulation first so that the brainstem can be calmed.



Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Second: We must relate and connect with the child through an attuned and sensitive relationship.

First: We must help the child to regulate and calm their fight/flight/freeze/collapse responses.

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

WHAT DOES SURVIVAL MODE LOOK LIKE FOR US AS PROFESSIONALS?

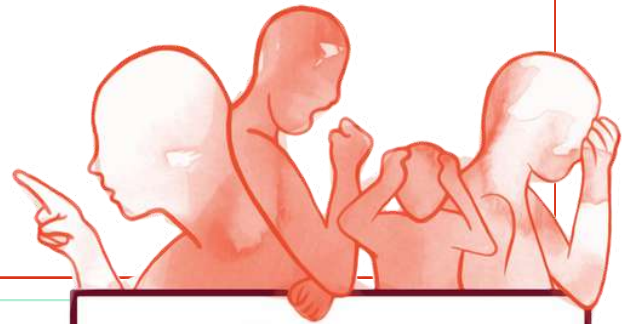
In your role of professional, do you recognise yourself in any of these modes when working with parents, carers and young people?

Offer yourself curiosity and compassion:

- What else is going on for you within this relationship?
- What is going on for you outside of your professional role that might be impacting you?
- What can you do to regulate yourself in the moment, daily and weekly?

IN HYPER AROUSAL (FIGHT, FLIGHT, FREEZE) WE CAN BE:

- Anxious
- Argumentative
- Avoids eye contact
- Blaming
- Controlling
- Critical
- Defensive
- Disinterested
- Forgetful
- Fragmented
- Ignores communications
- Imbalance of input vs. output
- Ineffective
- Paralysed
- Tearful
- Uncommunicative



IN OUR WINDOW OF TOLERANCE WE CAN BE:

- Adaptive
- Clear understanding of roles and responsibilities
- Connected to own emotions as a resource
- Creative
- Curious
- Balanced between effort and commitment
- Flexible
- Open to different perspectives
- Positive & appropriate risk-taking
- Responsive
- Visible results



IN HYPO AROUSAL (COLLAPSE) WE CAN BE:

- Ambivalent
- Blaming
- Burned out
- Compassion fatigue
- Confused
- Disconnected
- Disinterested
- Forgetful
- Hopeless
- Insular
- Sick
- Overwhelmed





It is important to remember that like children, these behaviours need to be thought about in the context of a person's whole story and not as stand alone evidence that a person is in survival mode.

WHAT DOES SURVIVAL MODE LOOK LIKE FOR US AS PARENTS AND CARERS?

The school gate, on the phone, nursery drop-off, parents' evening, meetings, therapy... what if the parent or carer in front of you is communicating through their behaviour that they are struggling? Instead of labelling them a 'difficult parent' or a 'hostile carer', could we step into our curious and compassionate parts and explore if there is anything else that is going on?

In your role of professional, do you recognise yourself in any of these modes when working with parents and carers? Offer yourself the same curiosity and compassion. What else is going on for you within this relationship?



FIGHT

- Disproportionately angry
- Loses temper easily
- Reactive
- Defensive
- Consistently late for drop off/pick up
- Encourages to 'give as good as you get'
- Confrontational
- Controlling
- Tearful
- Dominates professionals' time



FLIGHT

- Consistently late for drop off/pick up
- Quick to leave/avoids other parents
- Avoids participation/never available
- Always on the phone
- Excessive exercise
- Child doesn't socialise with other children
- Ignores all communications
- Avoids eye contact/keeps head down
- Criticising
- Chaotic
- Panicked
- Tearful
- Blaming
- Anxious



FREEZE

- Disinterested
- Forgetful
- Ignores all communications
- Pre-occupied
- Collecting in pyjamas
- Consistently late for drop off/pick up
- Avoids parents' evening
- Victim stance
- Tolerates issues; doesn't seem to want resolutions
- Doesn't participate in meetings
- Backs down quickly if issues are raised
- Compliant
- Avoids eye contact/keeps head down



COLLAPSE

- Disengaged
- Hopeless
- Overwhelmed
- Forgetful
- Collecting in pyjamas
- Consistently late for drop off/pick up
- Avoiding parents' evening and all communication
- Oblivious to appearance of self and child

It is important to remember that like children, these behaviours need to be thought about in the context of a person's whole story and not as stand alone evidence that a person is in survival mode.

PREVENTATIVE REGULATION ROUTINE

Create an individualised routine by weaving in these multi-sensory activities and strategies throughout the day to provide multiple micro opportunities for the body to return back to its window of tolerance.

These are designed to be done with a safe and trusted adult (co-regulation). Trust your knowledge and observations of the person you are supporting. If an activity helps, do more of it and if it doesn't help, do less of it.

These are strategies, activities or lifestyle suggestions and not everyone will respond in the same way. What works one day may not work the next day. It is being observant and creative in your response.

IMPORTANT*

THESE ARE NOT PRESCRIPTIVE, NOR WILL THEY BE REGULATING FOR EVERYONE. IT IS ESSENTIAL YOU ARE OBSERVANT AND NOTICE INDIVIDUAL RESPONSES TO ANY STRATEGIES USED. AS WITH ANY TOOLS, SOME OF THEM MAYBE TRIGGERING DEPENDING ON THE PERSON'S HISTORY AND INDIVIDUAL'S SENSORY SENSITIVITIES.

YOU WILL ALSO NEED TO CONSIDER WHAT THE INDIVIDUAL IS MOTIVATED BY AND OTHER NEURO DIVERSITIES THAT WILL AFFECT THE IMPACT OF EACH REGULATORY TOOL.

PREVENTATIVE REGULATION ROUTINE

WHEN

DOWN REGULATING*
(REGULATING FIGHT/FLIGHT/FREEZE)

UP REGULATING*
(REGULATING COLLAPSE)

Please refer to your health & safety policy and personal safety plans when using any of these ideas.

UP REGULATING FOOD AND DRINK*

UP REGULATING
GRANOLA

UP REGULATING
NUTS

UP REGULATING
FROZEN FRUIT
SMOOTHIE WITH STRAW

UP REGULATING
COLD WATER WITH ICE

UP REGULATING
POPCORN

UP REGULATING
CITRUS FRUIT

UP REGULATING
GREEK YOGHURT

UP REGULATING
OLIVES

UP REGULATING
YOGHURT SMOOTHIE
WITH STRAW

UP REGULATING
PICKLES

UP REGULATING
ICE POP

UP REGULATING
SPICY CURRY

UP REGULATING
FROZEN FRUIT

UP REGULATING
ICE CREAM

UP REGULATING
FLAVOURED
ICE CUBES

UP REGULATING
CHILLI CON CARNE

UP REGULATING
SPICY FAJITAS

UP REGULATING
CHINESE
CHILLI BEEF

UP REGULATING
APPLE

UP REGULATING
CRISPS

UP REGULATING
CRUNCHY RAW VEG
& SPICY SALSA

UP REGULATING
MINT CHEWING GUM

UP REGULATING
NEW FLAVOURS

UP REGULATING
COLD CUCUMBER

YOUR UP REGULATING FOOD AND DRINK DISCOVERIES*

UP REGULATING

UP REGULATING

UP REGULATING

UP REGULATING

UP REGULATING

UP REGULATING

UP REGULATING IDEAS*

UP REGULATING

MESSY PLAY

UP REGULATING

MESSY GARDENING

UP REGULATING

CITRUS OR PEPPERMINT
AROMATHERAPY DIFFUSER

UP REGULATING

LISTEN TO
ENERGETIC MUSIC

UP REGULATING

LISTEN TO A FUNNY
PODCAST

UP REGULATING

CITRUS OR PEPPERMINT
CAR DIFFUSER

UP REGULATING

MAKING BREAD

UP REGULATING

SINGING

UP REGULATING

CITRUS OR PEPPERMINT
ROLL ON AROMATHERAPY

UP REGULATING

FACE MASKS

UP REGULATING

VIBRATING CUSHION
OR MASSAGER

UP REGULATING

EXERCISE VIDEO

UP REGULATING

CLAY MODELLING

UP REGULATING

FIRMLY MASSAGE CITRUS OR
PEPPERMINT LOTION INTO HANDS

UP REGULATING

GO OUT INTO
BRIGHT DAYLIGHT

UP REGULATING

PLAY DOH

UP REGULATING

SPLASH COLD WATER
ON FACE AND HANDS

UP REGULATING

DANCE

UP REGULATING

FINDING THINGS
IN SAND

UP REGULATING

HOOVERING

UP REGULATING

SWEEPING

UP REGULATING

ORGANISING ITEMS INTO
COLOURS, SHAPES, SIZES

UP REGULATING

FINGER PAINTING

UP REGULATING

GARDENING

UP REGULATING

WATCH FUNNY VIDEOS ON
YOU TUBE (5 - 10 MINUTES)

UP REGULATING

MAKE UP

UP REGULATING

BRISK WALK

UP REGULATING

LEGO

UP REGULATING

STACK THE DISHWASHER

UP REGULATING

SORTING LAUNDRY

UP REGULATING

CLEANING
WINDOWS

UP REGULATING

CARRYING & SORTING
LIBRARY BOOKS

UP REGULATING

SKIPPING

DOWN REGULATING FOOD AND DRINK*

(If familiar to the persons palette)

DOWN REGULATING
HOT CHOCOLATE

DOWN REGULATING
THICK MILKSHAKE
THROUGH A STRAW

DOWN REGULATING
STEW

DOWN REGULATING
HOT MILK

DOWN REGULATING
SOUP AND TOAST

DOWN REGULATING
RISOTTO

DOWN REGULATING
MILKY DECAF TEA

DOWN REGULATING
AVOCADO ON TOAST

DOWN REGULATING
MILD CURRY

DOWN REGULATING
BANANA

DOWN REGULATING
CHEESE ON TOAST

DOWN REGULATING
DRIED FRUIT

DOWN REGULATING
CHOCOLATE

DOWN REGULATING
TOASTED BAGEL & JAM

DOWN REGULATING
CHEWY SWEETS

DOWN REGULATING
HOUMOUS AND
CARROT STICKS

DOWN REGULATING
HARD CHEESE /
CHEESE STRINGS

DOWN REGULATING
JERKY

DOWN REGULATING
CHEWY PRETZEL

DOWN REGULATING
CHEWING GUM

DOWN REGULATING
SUCKING A
SWEET/LOLLIPOP

YOUR DOWN REGULATING FOOD AND DRINK DISCOVERIES*

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING

DOWN REGULATING IDEAS*

DOWN REGULATING

CLEANING DESKS

DOWN REGULATING

SWEEPING

DOWN REGULATING

WATCH FUNNY VIDEOS ON
YOU TUBE (5 - 10 MINUTES)

DOWN REGULATING

HOOVERING

DOWN REGULATING

LIFTING, MOVING OR
STACKING CHAIRS

DOWN REGULATING

FINDING THINGS
IN PUTTY

DOWN REGULATING

WASHING UP

DOWN REGULATING

DIGGING

DOWN REGULATING

ORGANISING ITEMS INTO
COLOURS, SHAPES, SIZES

DOWN REGULATING

WALK THE DOG

DOWN REGULATING

MOW THE LAWN

DOWN REGULATING

GENTLE SWINGING

DOWN REGULATING

STACK THE DISHWASHER

DOWN REGULATING

SORTING LAUNDRY

DOWN REGULATING

HANGING AND
CLIMBING

DOWN REGULATING

CYCLING

DOWN REGULATING

WALKING

DOWN REGULATING

MAKING BREAD /
ROLLING PASTRY

DOWN REGULATING

TENNIS

DOWN REGULATING

WASH HANDS SLOWLY WITH A
FOAMING LAVENDER SOAP

DOWN REGULATING

GROUNDING
EXERCISE

DOWN REGULATING

CARRY A HEAVY
BACK PACK

DOWN REGULATING

WARM SOFT TOWEL FOR
DRYING HANDS

DOWN REGULATING

WEIGHTED LAP PAD

DOWN REGULATING

LISTEN TO
CALMING MUSIC

DOWN REGULATING

LISTEN TO A
FUNNY PODCAST

DOWN REGULATING

LAVENDER / CHAMOMILE
AROMATHERAPY DIFFUSER

DOWN REGULATING

WRAP UP IN A SUPER
SOFT BLANKET

DOWN REGULATING

HOT WATER BOTTLE

DOWN REGULATING

LAVENDER / CHAMOMILE
CAR DIFFUSER

DOWN REGULATING

CLEANING
WINDOWS

DOWN REGULATING

WALL PUSH UPS

DOWN REGULATING

LAVENDER / CHAMOMILE
ROLL ON AROMATHERAPY

BRAINSTEM CALMERS*

BRAINSTEM CALMER

SANDING

BRAINSTEM CALMER

SKIPPING

BRAINSTEM CALMER

NETBALL

BRAINSTEM CALMER

PAINTING

BRAINSTEM CALMER

AEROBICS

BRAINSTEM CALMER

DANCING

BRAINSTEM CALMER

KARAOKE

BRAINSTEM CALMER

CHOIR

BRAINSTEM CALMER

WALKING

BRAINSTEM CALMER

DOG WALKING

BRAINSTEM CALMER

JAZZ MUSIC

BRAINSTEM CALMER

GO KARTING

BRAINSTEM CALMER

CLAY MODELLING

BRAINSTEM CALMER

DRUMMING

BRAINSTEM CALMER

COLOURING

BRAINSTEM CALMER

KNITTING

BRAINSTEM CALMER

RUNNING

BRAINSTEM CALMER

ROWING

BRAINSTEM CALMER

HORSE RIDING

BRAINSTEM CALMER

GYMNASTICS

BRAINSTEM CALMER

LAUGHING

BRAINSTEM CALMER

TENNIS

BRAINSTEM CALMER

SKATING

BRAINSTEM CALMER

FRISBEE

BRAINSTEM CALMER

SKATEBOARDING

BRAINSTEM CALMER

FLYING A KITE

BRAINSTEM CALMER

YOGA

BRAINSTEM CALMER

LINO PRINTING

BRAINSTEM CALMER

SWIMMING

BRAINSTEM CALMER

WOOD CARVING

WARM, SWEET

OR CREAMY

- HOT CHOCOLATE
- STEWS, MILD CURRIES OR SOUPS
- BANANAS
- CHOCOLATE
- HUMMUS
- AVOCADO



CALMING FOODS

CHEWY

- HARD CHEESE OR STRING CHEESE
- DRIED FRUIT
- CHEWY SWEETS
- CHEWY MEATS SUCH AS BEEF JERKY
- CHEWY BREADS SUCH AS BAGELS/PRETZELS

- HOT SALSA
- CURRIES/CHILLI

SPICY

- CITRUS FRUIT
- GREEK YOGHURT
- PICKLES AND OLIVES

**SOUR
& TART**

- ICE POPS
- FROZEN FRUIT
- ICE CREAM
- FLAVOURED ICE CUBES

COLD



ALERTING FOODS

CRUNCHY

- RAW VEGETABLES: CARROT, CUCUMBER OR CELERY STICKS
- CRUNCHY FRUIT SUCH AS APPLES
- CRISPS
- NUTS
- GRANOLA
- POPCORN



TRANSITION CARDS

These printable transition cards can be used as a tangible object that lets the person know explicitly that they are being held in your mind. We have also included blanks for you to personalise.

**THINKING
OF YOU**



**I'M
LOOKING
FORWARD
TO SEEING
YOU
TOMORROW**



**EVEN WHEN
WE ARE
APART, I
STILL THINK
ABOUT YOU**



**I WILL SEE YOU
VERY SOON!**

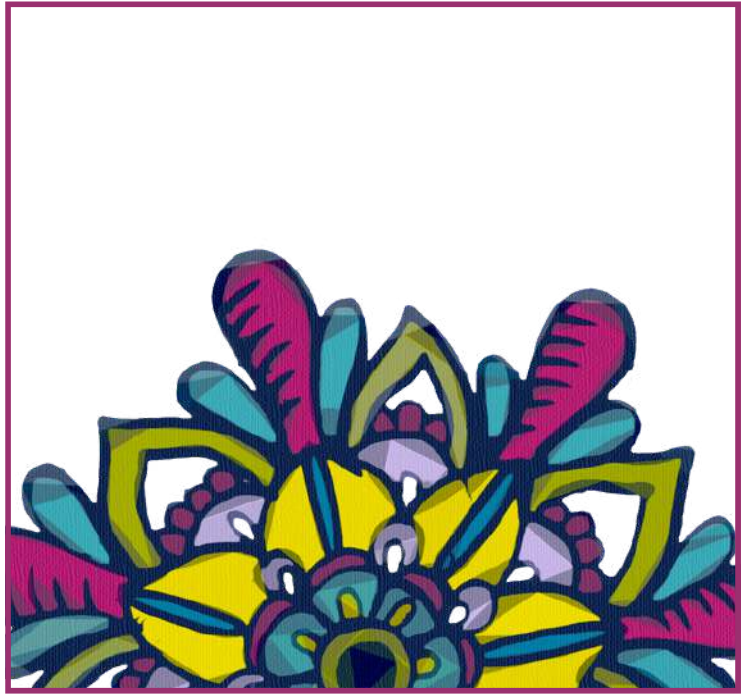


**LOOKING
FORWARD
TO SEEING
YOU ON
MONDAY**



**YOU
CAN DO
THIS, I
BELIEVE
IN YOU**





**THINKING
OF YOU**



**I'M
LOOKING
FORWARD
TO SEEING
YOU
TOMORROW**



**EVEN WHEN WE ARE
APART, I STILL THINK
ABOUT YOU**



**I WILL SEE YOU
VERY SOON!**

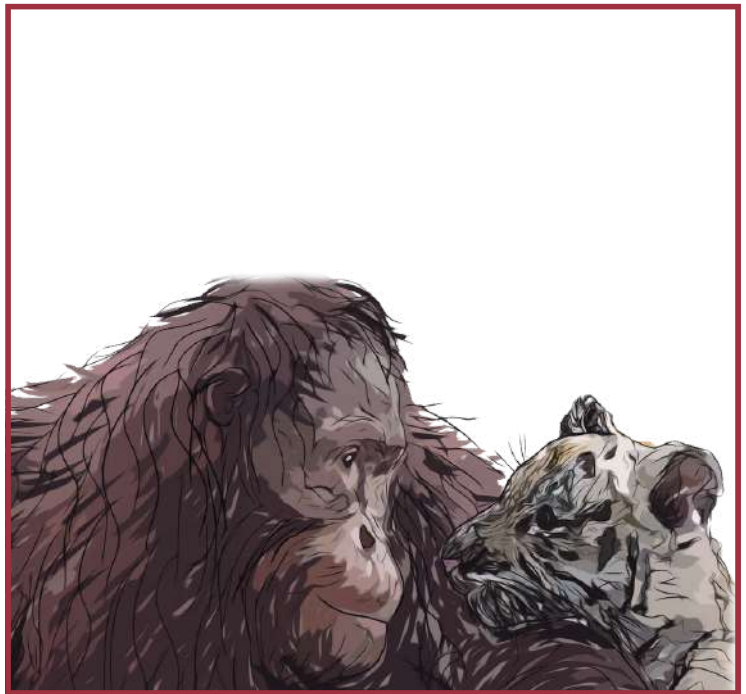
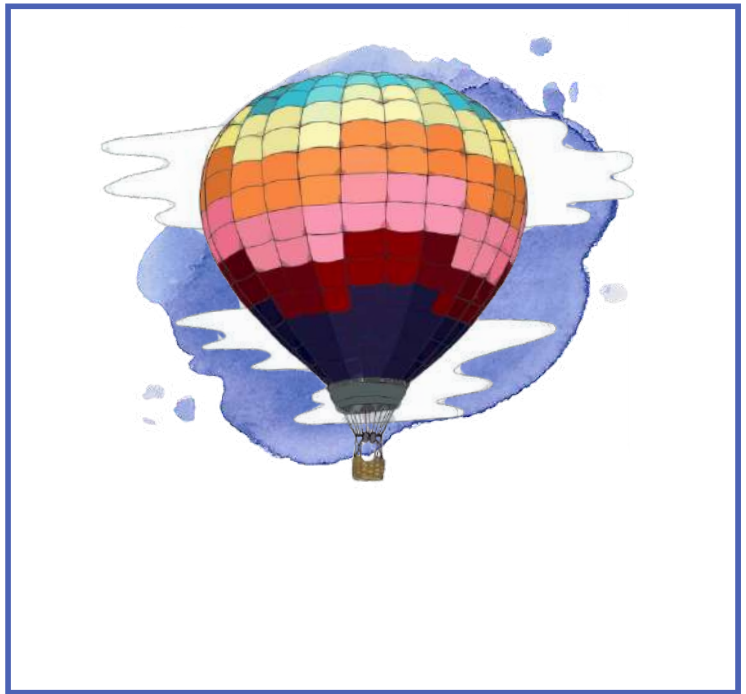
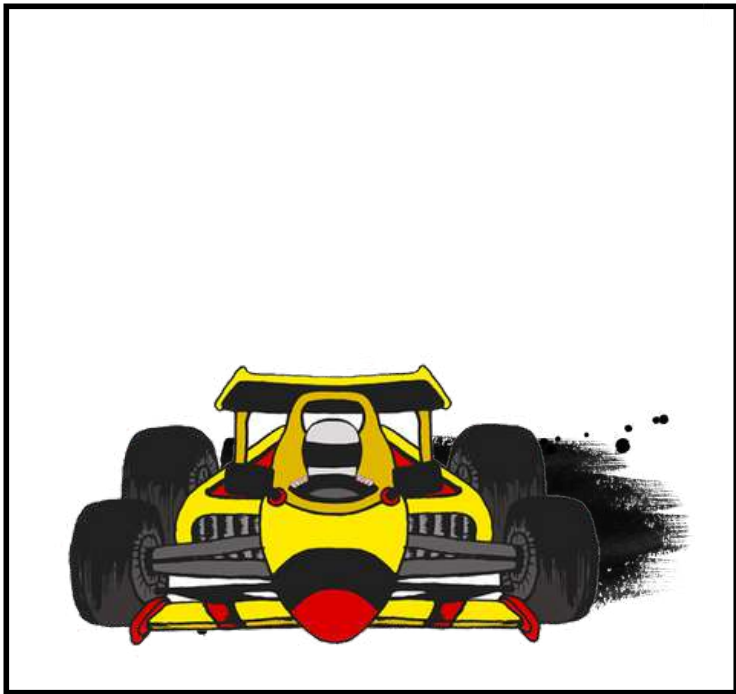
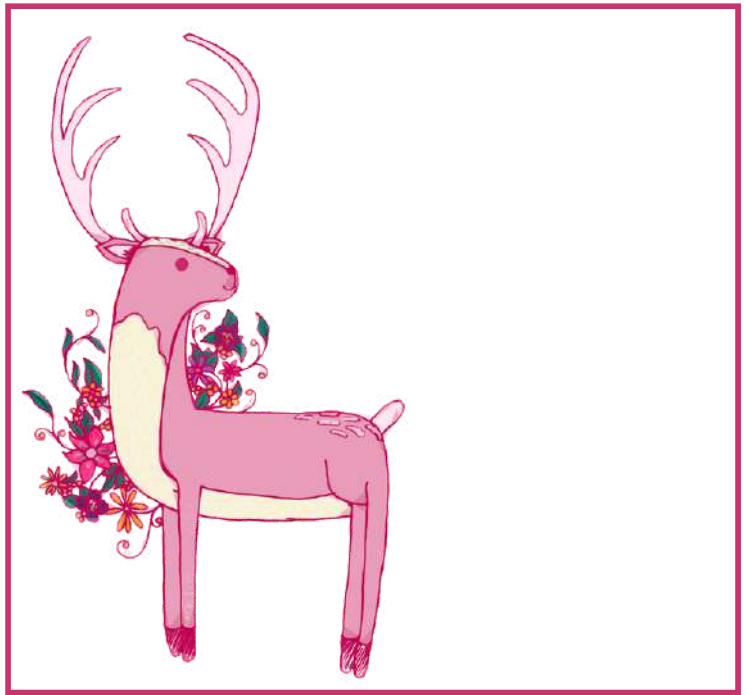


**LOOKING
FORWARD
TO SEEING
YOU ON
MONDAY**



**YOU CAN DO THIS, I
BELIEVE IN YOU**





CREATING A REGULATING ENVIRONMENT

Consider the following to create an environment where regulatory tools are accessible to help regulate survival mode responses.

FOOD & DRINK OPTIONS

Up Regulating
Spicy, sour, tart, cold or crunchy



Down Regulating
Warm, sweet, creamy or chewy

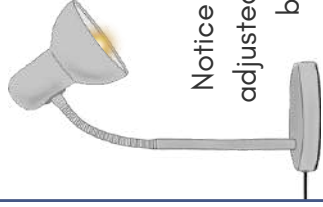
PLAY MUSIC & SOUNDS

Up Regulating: Fast tempo, energetic music/sounds

Down Regulating: Low tempo, calm music/sounds



LIGHTING



Notice the light, can it easily be adjusted? Can lamps be used to brighten or dim the room?

SMELL - DIFFUSER

Down Regulating

Lavender
Ylang Ylang
Camomile



Up Regulating

Citrus
Cinnamon
Peppermint

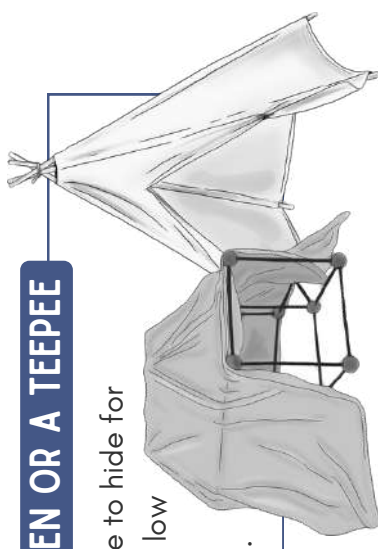
SEATING

Soft blankets, bean bags and gym balls for rhythmic rocking and blanket bear hugs.



TENT, DEN OR A TEEPEE

Somewhere to hide for safety and low sensory stimulation.



ORGANISING

A collection of buttons, gems, small objects for colour sorting

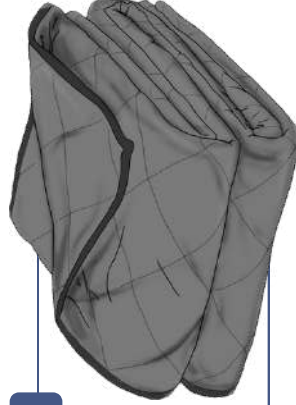


A box of Lego for building and sorting size and colour



WEIGHTED ITEMS

Weighted lap pads and blankets (please follow manufacturers guidelines for safe use).



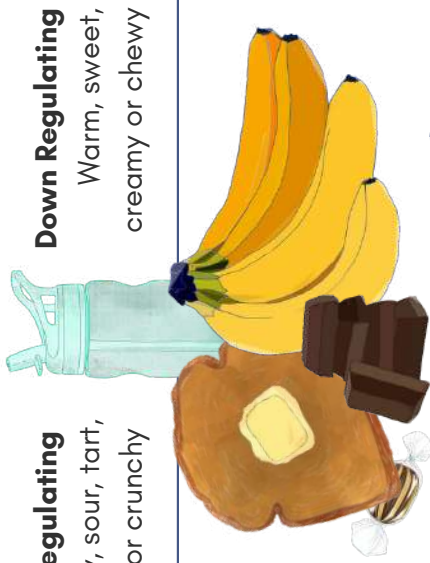
CREATING A REGULATING ENVIRONMENT ON THE MOVE

Consider the following to create an environment where portable regulatory tools are accessible to help regulate survival mode responses.

FOOD & DRINK OPTIONS

Up Regulating

Spicy, sour, tart, cold or crunchy



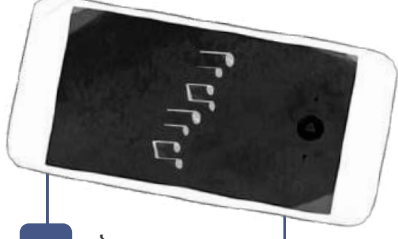
Down Regulating

Warm, sweet, creamy or chewy

PLAY MUSIC & SOUNDS

Up Regulating: Fast tempo, energetic music or sounds

Down Regulating: Low tempo, calm music or sounds



LIGHTING



Can you adjust the lighting or use daylight for up regulation?

SMELL - CAR PLUG IN OR ROLL ON. AROMATHERAPY.

Down Regulating

Lavender
Ylang Ylang
Camomile



Up Regulating

Citrus
Cinnamon
Peppermint



A LARGE BLANKET

A large blanket for tent building or blanket bear hugs



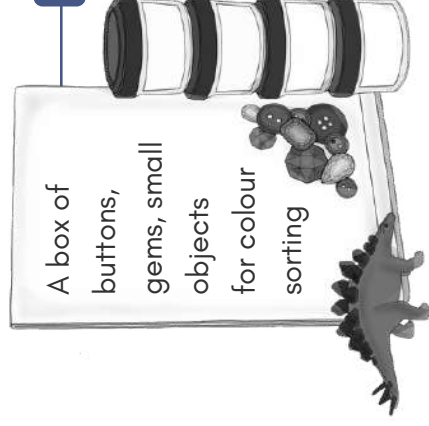
BALLS

For rhythmic to and fro catching and throwing games, football or keep uppy.



ORGANISING

A box of buttons, gems, small objects for colour sorting

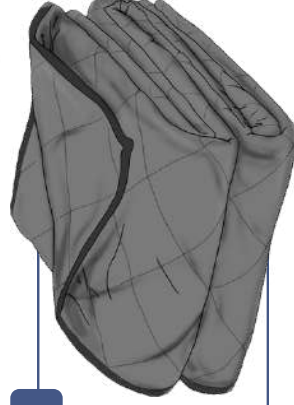


A small box of Lego for building and sorting size and colour



WEIGHTED ITEMS

Weighted lap pad or blanket (please follow manufacturers guidelines for safe use).





THE RELATIONAL REGULATION GAME

CHOOSE YOUR FORTUNE TELLER AND PLAY TOGETHER

RELATIONAL REGULATORY GAME INSTRUCTIONS

1. PRINT AND CUT OUT THE FOUR SQUARES



2. LAY SQUARE FACE UP



3. FOLD IN HALF THEN HALF AGAIN TO CREATE A SQUARE



4. UNFOLD AND LAY FACE DOWN. THEN FOLD A CORNER TOWARDS THE MIDDLE CREATING A TRIANGLE



5. FOLD ALL FOUR CORNERS IN TO THE MIDDLE



6. TURN OVER



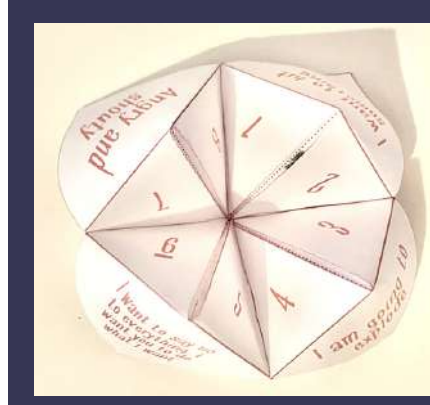
7. FOLD ALL THE CORNERS INTO THE MIDDLE SO THE NUMBERS ARE ON TOP



8. TURN OVER AND FOLD IN HALF TO MAKE A RECTANGLE



9. PLACE YOUR FINGERS INTO THE CORNERS AND GENTLY PUSH OUT. THIS IS YOUR FORTUNE TELLER

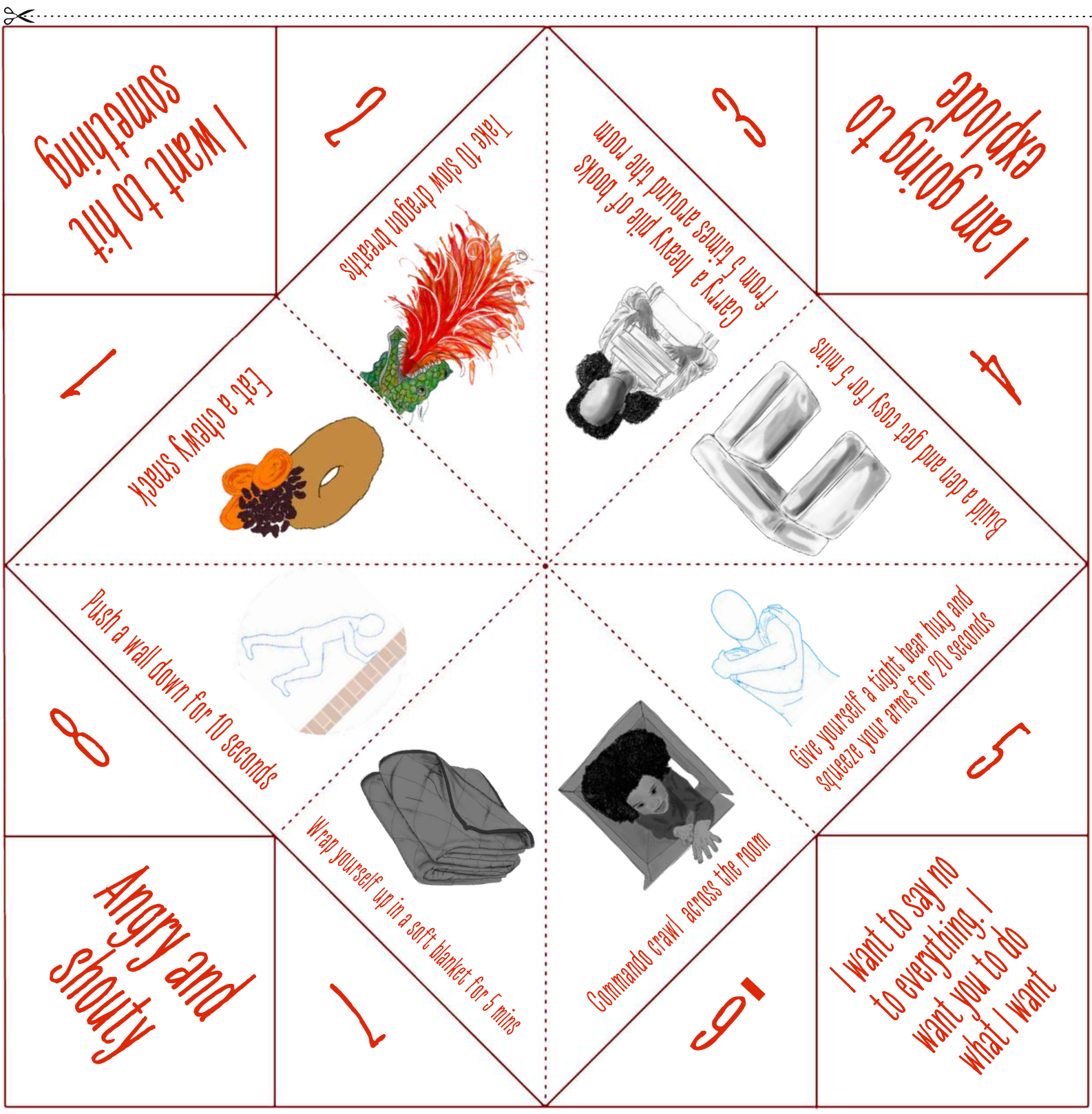


PLAYING THE GAME (BEFORE PLAYING MAKE SURE YOU CAN ACCESS EVERYTHING NEEDED TO PLAY THE GAME)

1. ASK THE PERSON TO PICK HOW THEY ARE FEELING - YOU CAN HAVE ALL FOUR OPTIONS READY FOR THEM TO CHOOSE FROM OR SELECT THE ONE YOU FEEL IS RIGHT
2. PLACE YOUR FINGERS INTO THE POINTS AND OPEN THE FORTUNE TELLER
3. ASK THEM TO PICK A NUMBER AND OPEN AND CLOSE THE FORTUNE TELLER THE NUMBER OF TIMES THEY HAVE CHOSEN
4. ASK THEM TO PICK ANOTHER NUMBER AND REPEAT
5. ASK THEM TO PICK ANOTHER NUMBER AND THIS TIME OPEN UP THE FLAP THE NUMBER IS ON - CARRY OUT THE REGULATING ACTIVITY **TOGETHER**
6. PLAY AS MANY TIMES AS YOU FEEL IS RIGHT FOR THE INDIVIDUAL, AS USUAL BE LED BY WHAT THEY CAN TOLERATE

Relational Regulation Game: Fight

✂



1 I want to hit something

2 Take 10 slow dragon breaths

3 Carry a heavy pile of books from 5 times around the room

4 I am going to explode

5 Build a den and get cosy for 5 mins

6 Eat a chewy snack

7 Give yourself a tight bear hug and squeeze your arms for 20 seconds

8 Push a wall down for 10 seconds

9 Wrap yourself up in a soft blanket for 5 mins






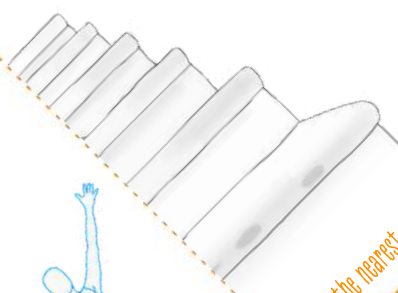


10 Commando crawl across the room

11 Angry and shouty

12 I want to say no to everything. I want you to do what I want









Relational Regulation Game: Flight

✂

<p>I want to run away and hide</p> <p>1</p>	<p>Take 10 slow dragon breaths</p>  <p>2</p>	<p>Have a warm milk</p>  <p>3</p>	<p>I want to be super busy</p> <p>4</p>
<p>Eat a crunchy snack</p>  <p>1</p>	<p>Build a den and get cosy for 5 mins</p>  <p>4</p>	<p>Play tug of war</p>  <p>8</p>	<p>Climb the nearest staircase 3 times on your hands and knees</p>  <p>5</p>
<p>I want to talk in a funny voice and be loud</p> <p>1</p>	<p>Hug a soft teddy for 5 minutes</p>  <p>1</p>	<p>Do 10 SLOW Jumping Jacks</p>  <p>9</p>	<p>I want to clench my fists and scream</p> <p>10</p>




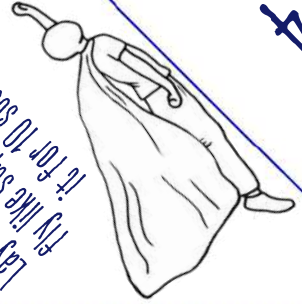
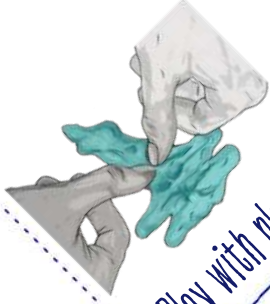
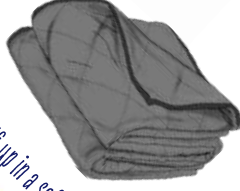


Relational Regulation Game: Freeze

Scissors icon at the top left corner.

<p>I feel confused and forgetful</p>	<p>2</p> <p>Take 10 slow dragon breaths</p> 	<p>3</p> <p>Have some hot toast and a warm milk</p> 	<p>I am keeping a close eye on everything that is going on in the room</p>
<p>1</p> <p>Watch a funny Youtube video or cartoon</p> 	<p>4</p> <p>Push a wall down for 10 seconds</p> 	<p>5</p> <p>Roll yourself up like a sausage roll</p> 	<p>I am being a bit clumsy today</p>
<p>8</p> <p>Wrap up in a warm towel for 10 mins</p> 	<p>6</p> <p>Dig in mud or sand or lentils</p> 	<p>7</p> <p>Have a dance party for 5 minutes</p> 	<p>I am day- dreaming and staring into space</p>

Relational Regulation Game: Collapse

Scissors icon at the top left corner of the page.

<p>I want to be alone, please ignore me</p>	<p>2</p> <p>Play Lego for 10 minutes</p> 	<p>3</p> <p>Have a hot chocolate</p> 	<p>I feel unhappy and low</p>
<p>1</p> <p>Eat a crunchy snack</p> 	<p>4</p> <p>Lay on your belly and fly like superman, hold it for 10 seconds</p> 	<p>5</p> <p>Play with play-doh for 10 minutes</p> 	<p>6</p> <p>Wrap yourself up in a soft blanket and watch TV for 10 mins</p> 
<p>8</p> <p>Wrap up in a warm towel for 10 mins</p> 	<p>7</p> <p>Rock, sway and stretch gently for 5 minutes</p> 	<p>9</p> <p>I can't think</p>	<p>10</p> <p>I can answer yes or no but nothing else</p>

When it feels like

things are stormy

Anchor yourself in the world around you

5 things you can see

3 things you can hear

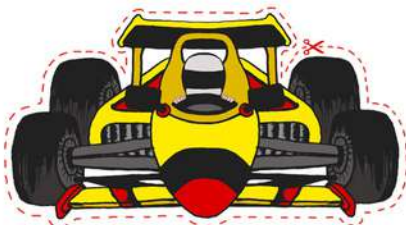
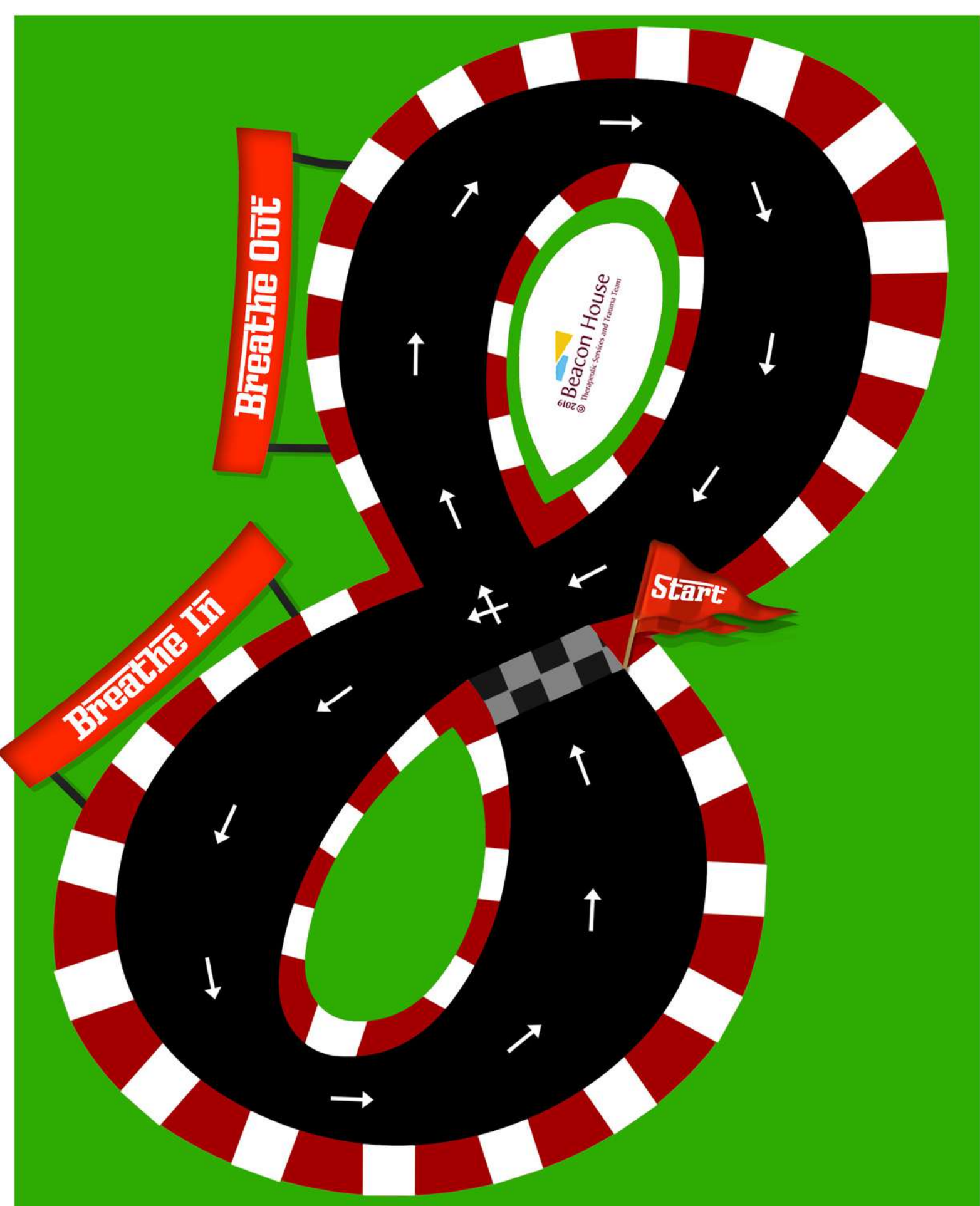
4 things you can feel

2 things you can smell

1 good thing about yourself

Hand Breathing







Race Track Breathing

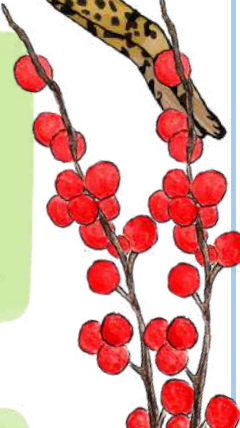




SIMPLE AND SAFE QUESTIONS TO HELP CHILDREN AND ADULTS TALK ABOUT UPSETTING THINGS



When there is something too upsetting to talk about we don't have to avoid it. We can stay with the upsetting thing by talking about and holding it safe in a different way. We can talk about the 'thing' without talking about the 'thing'.



"If it was a colour, what would it be?"



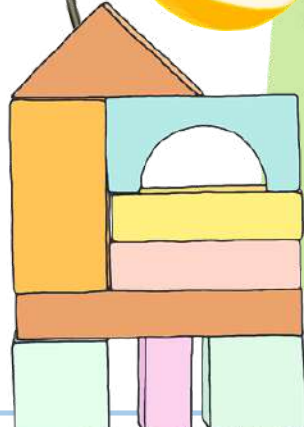
"If it was an animal, what would it be?"




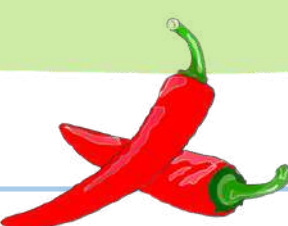
"If it was a shape, what would it be?"




"Is it loud or quiet?"



"Is it familiar or new?"



"Is it large or small?"



By offering authentic and reflective curiosity whilst still not talking about the upsetting thing, you are able to create the opportunity for:

- Bringing the **focus back to the body** and **noticing** the experiences here
- The '**felt**' intensity of the upsetting thing being **lowered**
- An **experience of relational safety** whilst talking about the upsetting thing
- Talking about the upsetting thing in a **safe, curious, non-shaming** way

Like all tools this won't be helpful every time, as always, be led by what the other person can tolerate.

- What is the worst smell in the world?
- Would you rather work in the circus or the zoo?
- Who does the smelliest farts in your house?
- If you were playing hide and seek now, where would you hide?
- Which animal would be the politest if it could talk?
- Would you rather shoot spaghetti out of your fingers or sneeze meatballs?
- Would you rather eat chocolate cake or strawberry ice-cream?
- Pancakes or dippy eggs?
- Would you rather fly in a hot air balloon or dive underwater in a submarine?
- What is your favourite smell?
- What is your favourite sandwich filling?
- What would your superhero power be?
- What would happen if chocolate bars grew on trees?
- Would you rather visit space or stay in an underwater hotel?
- Would you rather have a T-Rex or a dragon as a pet?
- What do you prefer, dancing or singing?
- Where would you hide a Giraffe?
- What is your favourite TV show?
- If you could talk to any animal, which animal would it be?
- What would you name a unicorn?
- If animals could talk, which would be the rudest?
- How do you eat pizza?
- If you were a pirate, what creature would be carved on the front of your ship?
- What is your favourite song?

REFLECTING QUESTIONS

- What is your favourite part of the day?
- Who is the kindest person you know?
- Being off school was...
- If you had £1 million, what would you buy?
- Who is the funniest person you know?
- What's the best thing about being a kid?
- What's the worst thing about being a kid?
- If you were invisible for a day, what would you do?
- What is the least favourite part of the day?
- What animal is most like you?
- If you could change one thing about the world, what would it be?
- What do you miss about being little?
- What's the hardest part about growing up?
- What's the best thing about growing up?
- I hate it when...
- I wish I could...
- What makes you laugh?
- I am scared of...
- What makes you cry?
- What is your biggest dream?
- I am sad when...
- I love...
- If I am worried I tell...
- I feel safest...
- What do you like most about yourself?
- I dream about...
- Where is your favourite place to be?
- If you had 3 wishes, what would you wish for?
- When I am angry my voice...
- I worry about...
- How would you describe a perfect day for you?
- If you could change anything about school/home/work what would it be?
- What is invisible that you wish everybody else could see?

THE TRUNCATED RESPONSE

WHAT IF THE FIGHT OR FLIGHT BEHAVIOURS YOU SEE ARE ACTUALLY A RESPONSE 'STUCK' IN THE NERVOUS SYSTEM?

"A PERSON WHO ENCOUNTERS DANGER AND IS ABLE TO FULLY EXPRESS APPROPRIATE DEFENCE RESPONSES MAY HAVE NO LONG-TERM CLINICAL EFFECTS.

HOWEVER, A PERSON WHO HAS HAD HIS OR HER RESPONSES OBSTRUCTED WILL FIND THAT THE ENERGETIC RESIDUES OF THESE LATER BECOME UNWELCOME INTRUDERS ON HIS OR HER AWARENESS."

(CARRIGAN, 2014)

THE COMPLETED FIGHT/FLIGHT RESPONSE



IMAGINE A TEEN WHO IS WALKING ALONE LATE AT NIGHT, HE IS APPROACHED BY TWO OLDER TEENS WHO TRY TO ATTACK HIM.

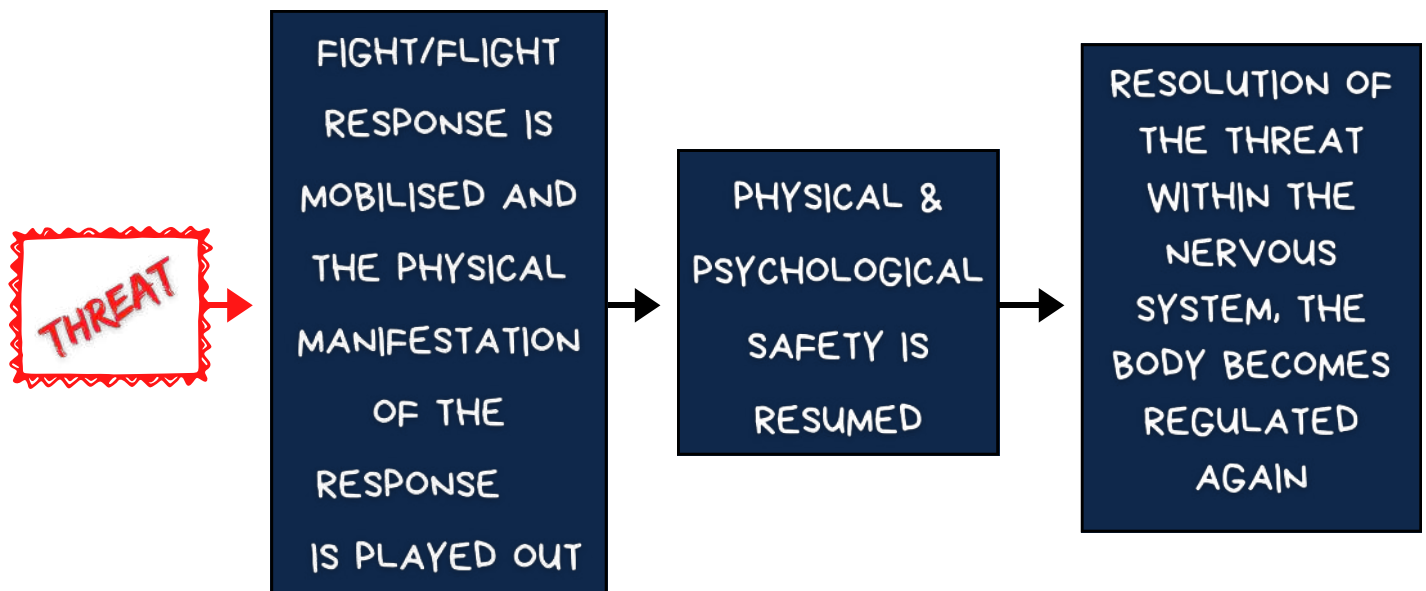


THE TEEN GOES INTO FIGHT MODE AND IS ABLE TO FIGHT OFF HIS ASSAILANTS WELL ENOUGH THAT HIS FLIGHT RESPONSE IS ABLE TO KICK INTO ACTION AND HE IS ABLE TO RUN AWAY.

HERE HIS SURVIVAL RESPONSES WERE ACTIVATED AND EFFECTIVE. HIS NERVOUS SYSTEM WAS ABLE TO COMPLETE THE FIGHT AND FLIGHT SURVIVAL RESPONSE.



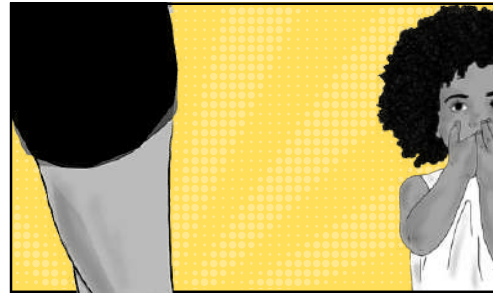
THE TEEN IN THE EXAMPLE HERE WILL OF COURSE NEED SOME SUPPORT AFTER THE ATTACK, HOWEVER, HIS SURVIVAL RESPONSES HAVE BEEN COMPLETED AND THEREFORE DO NOT GET STUCK IN HIS NERVOUS SYSTEM. THE COMPLETED RESPONSE IS AS FOLLOWS:



THE TRUNCATED FIGHT/FLIGHT RESPONSE



NOW IMAGINE A YOUNG CHILD WHO IS REGULARLY PHYSICALLY HIT AND KICKED BY A PARENT.

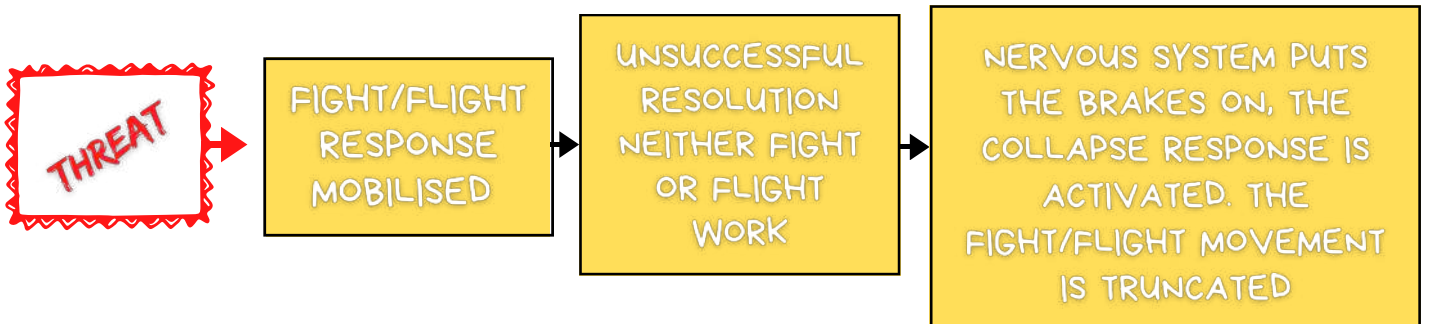


THE CHILD'S FIGHT MODE KICKS IN BUT THE URGE TO FIGHT IS NOT SAFE OR EFFECTIVE, THE PARENT IS TOO BIG AND STRONG. THE FIGHT MODE IS TRUNCATED - IT IS STOPPED.
THE FLIGHT RESPONSE IS ALSO ACTIVATED BUT SHE CANNOT FLEE, SHE IS TRAPPED. THE FLIGHT RESPONSE IS ALSO STOPPED.



FOR THIS CHILD, THE ONLY SURVIVAL MODE THEY NOW HAVE AVAILABLE TO THEM IS TO SHUT DOWN INSIDE - TO GO INTO COLLAPSE. THE TRUNCATED FIGHT AND FLIGHT RESPONSES ARE STUCK, UNFINISHED, IN THE CHILD'S NERVOUS SYSTEM.

THE INCOMPLETE RESPONSE IS AS FOLLOWS:



THE URGE TO COMPLETE THE TRUNCATED RESPONSE

STUCK ON A LOOP, CHILDREN WHO HAVE NOT BEEN ABLE TO FIGHT OR RUN AWAY FROM DANGER MAY FIND THEMSELVES WITH AN OVERWHELMING BODY URGE TO COMPLETE THE TRUNCATED RESPONSE. AS THEY GROW OLDER, THEY MAY CONTINUALLY HAVE THE URGE TO FIGHT OR RUN AWAY. THEIR NERVOUS SYSTEM IS CONSTANTLY TRYING TO REPAIR THE EARLY EXPERIENCE BY COMPLETING THEIR TRUNCATED RESPONSES.

PHYSICAL VIOLENCE IS ONE OF MANY EXPERIENCES WHICH MAY CREATE A SITUATION WHERE A CHILD'S SURVIVAL RESPONSE IS TRUNCATED. THE TRUNCATED RESPONSE MIGHT ALSO COME ABOUT FOR CHILDREN WHOSE EMOTIONAL NEEDS ARE NOT MET OR WHO ARE FACING ANY OTHER TYPE OF THREAT.



HOW CAN WE HELP A CHILD TO SAFELY COMPLETE THEIR TRUNCATED RESPONSE?

AS ADULTS WE ARE UNDERSTANDABLY DRIVEN TO PREVENT CHILDREN FROM SEEING THROUGH THEIR URGES TO FIGHT OR FLEE – AFTER ALL IT CAN LOOK LIKE 'PROBLEMATIC, DANGEROUS BEHAVIOUR', SO WHAT CAN WE OFFER TO SUPPORT A CHILD TO SAFELY COMPLETE THEIR TRUNCATED RESPONSE? YOU COULD TRY REGULAR:

- RUNNING
- GO KARTING
- MARTIAL ARTS
- BOXING/WRESTLING
- SKATEBOARDING
- DRUMMING
- SWIMMING
- CYCLING
- RUGBY
- DANCING



PROVIDING REPETITIVE, REGULAR MOVEMENTS THAT SAFELY SEE THROUGH THE FIGHT/FLIGHT URGE THAT IS STUCK IN THEIR NERVOUS SYSTEM CAN, OVER TIME, HELP TO COMPLETE THE TRUNCATED RESPONSE.

OTHER TOP TIPS INCLUDE:

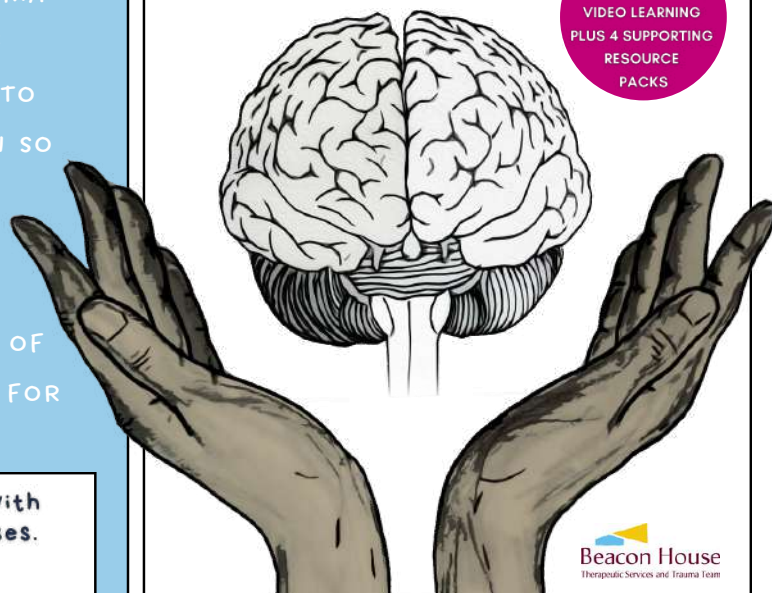
- IN THE HEAT OF THE MOMENT OF FIGHT OR FLIGHT, OFFER THE CHILD A SAFER ALTERNATIVE (E.G. TAKE THEM FOR A WALK AROUND THE PLAYGROUND OR GARDEN)
- SHOW EMPATHY FOR THE PART OF THE CHILD THAT WANTS TO FIGHT OR FLEE ("I CAN SEE YOUR BODY REALLY FEELS THE NEED TO PUSH OTHERS AWAY, THAT MUST BE HARD FOR YOU")
- STAY IN CONNECTION ("I'M HERE, I'M WITH YOU")
- DELIVER CONSEQUENCES WITHOUT SHAME OR ANGER ("IT'S TOUGH TO BE MISSING OUT BECAUSE OF WHAT HAPPENED, I CAN SEE THAT. HOW ARE YOU WITH THAT?")
- NORMALISE THE URGE ("LOTS OF CHILDREN WHO HAVE HAD STRESSFUL THINGS HAPPEN TO THEM FEEL THAT THEIR BODY WANTS TO FIGHT OR RUN AWAY")

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INSPIRED BY THE FINDINGS OF CUTTING EDGE TRAUMA RESEARCH AND CLINICAL EXPERIENCE, THIS ONLINE TRAINING OFFERS PARTICIPANTS AN OPPORTUNITY TO RE-FRAME THE BEHAVIOUR OF TROUBLED CHILDREN SO THAT WE CAN UNDERSTAND THEIR NEEDS THROUGH THE LENS OF DEVELOPMENTAL TRAUMA. BY UNDERSTANDING DEVELOPMENTAL TRAUMA, PARTICIPANTS WILL EXPERIENCE A RENEWED SENSE OF HOPEFULNESS AND EFFICACY IN CREATING CHANGE FOR TRAUMATISED FAMILIES.

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Beacon House
Therapeutic Services and Trauma Team

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Transitions

Vulnerable children will be feeling deeply frightened by the end and the start of the school year. The change of routine and the inevitable losses and separations bring back old feelings of abandonment and threat. It's a challenging time for everyone – children and adults alike!

Here are some of our favourite transition top tips for parents/carers and for teachers:



- It's useful for adults to emotionally prepare themselves for the 'transition storm' that is about to begin. Put your seatbelt on and hold tight! The child needs you to be grounded.
- Remind yourself that the child's behaviour is a sign of their inside pain, and they need you to see through the behaviour to help them feel safe, secure and loved.
- Digging down past behaviours to the inside pain, can be hard and tiring work. Take good care of yourself and reach out to your support network for extra help.
- Remind yourself that punishments, withdrawal, consequences and shaming will make the transition harder for everyone.

- Help the child to see the storm coming too. Say "the end of the school year can be a tricky, I'm here to help you through it"
- Help the child name the feelings that they have no words for. Try "I wonder if your 'moving up day' feels pretty scary right now?" or "When things are different like this, I wonder if it makes you worry about being left behind?"
- Help make connections between their behaviour and their feelings, try "When you run away like that it makes me wonder if you don't know where to be to feel safe? You are safe right here".



Tell the child the things they need to hear, don't wait for them to ask you because they don't know what they need! **Tell them:**



- How much you care
 - That you are not going anywhere
 - That they are in your mind even when not in your class/not at home
 - That they are safe and protected
 - That they will not be taken away
- Tell them what is going to happen that day if the routine is different – use pictures and 'steps' to prepare them.
 - Remind them throughout the day what is going to happen and when
 - Keep to as much of the usual routine as you can

Children feel fear in their body. Help the child's body to calm by:

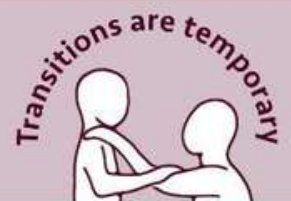
- Doing short bursts of physical activity (star jumps, wall push ups, walking, running) frequently
- Playfully ask them to breathe deeply in the mornings and evenings – e.g. blow bubbles, blow away the feelings
- Do body calming activities with them
- Use sensitive touch to let them know you are there. Touch can be a great calmer.



Use 'transitional objects' to let them know that you are connected, even when apart. How about:

- As a parent, draw a little heart on your hand and the same heart on your child's hand as they go off to school.
- Give your child a special stone, or photo to hold on to at school that reminds them of you
- Teachers – give the child a 'transition card' – a piece of paper with a special message that they look after until you see them again.
- Let the child use their special teddies whenever they need to

Remind the child (and yourself) that the Transition Storm will come, and it will go. You will stick it out together, and soon it will be over.





Beacon House

Therapeutic Services and Trauma Team

Projective identification happens all the time, it's a normal part of human interaction, so why is it important to consider when you have a relationship with a vulnerable child?

Projective Identification



@BeaconHouseTeam
www.beaconhouse.org.uk

The child feels

"I'm not good enough, everyone will leave me in the end"

The child shuts down, withdraws and/or fights with all his emotional strength to protect himself from hurt

The adult notices the child's feeling of worthlessness and inadequacy.

The adult takes on board those feelings, they start to feel like their own.

The adult feels

"I'm not good enough, I can't do this"

The child notices, and takes their feelings on board. They add to his hurt.

The adult shuts down, withdraws and/or fights with all their emotional strength to protect themselves from hurt.

...so what can you do?

Noticing this pattern can help to break the cycle.

Notice the child's signs of stress; and observe your reactions (e.g. Self doubt? Withdrawal? Irritability?)

When stress knocks at your door - draw on all your resources that help to calm **YOU** (deep breathing, nurturing food, talking to a friend, having a bath, watching TV, walking the dog)

Then turn your attention back to the hurting child. Meet their distress with the 'new calm you'. Stand alongside them, bear their pain - and know that it belongs to them and not you.

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