



"Imagine a world
where the cry of
every child is
met by a loving,
compassionate
adult."

- Dr. Karyn Purvis



CARING THROUGH CONNECTION

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Overview

- Definition of Complex developmental trauma
- The global impact of trauma
- How can we support our teachers

Complex Trauma

“The experience of **multiple**, chronic and prolonged, **developmentally** adverse traumatic events, most often of an **interpersonal** nature.....and early life onset”

(van der Kolk, 2005, p. 402)

Simple Trauma

- Single experiences
- Non-relational

Risk factors

- Pre-natal – early stress, drug and/or alcohol abuse
- Difficult or prem birth
- Early hospitalisation/medical interventions
- Abuse – physical, sexual, emotional
- Neglect

The Five B's of Trauma - Dr Karyn Purvis

- Brain
- Biology
- Body
- Behaviour
- Beliefs

The “Five B’s” of Trauma

Brain

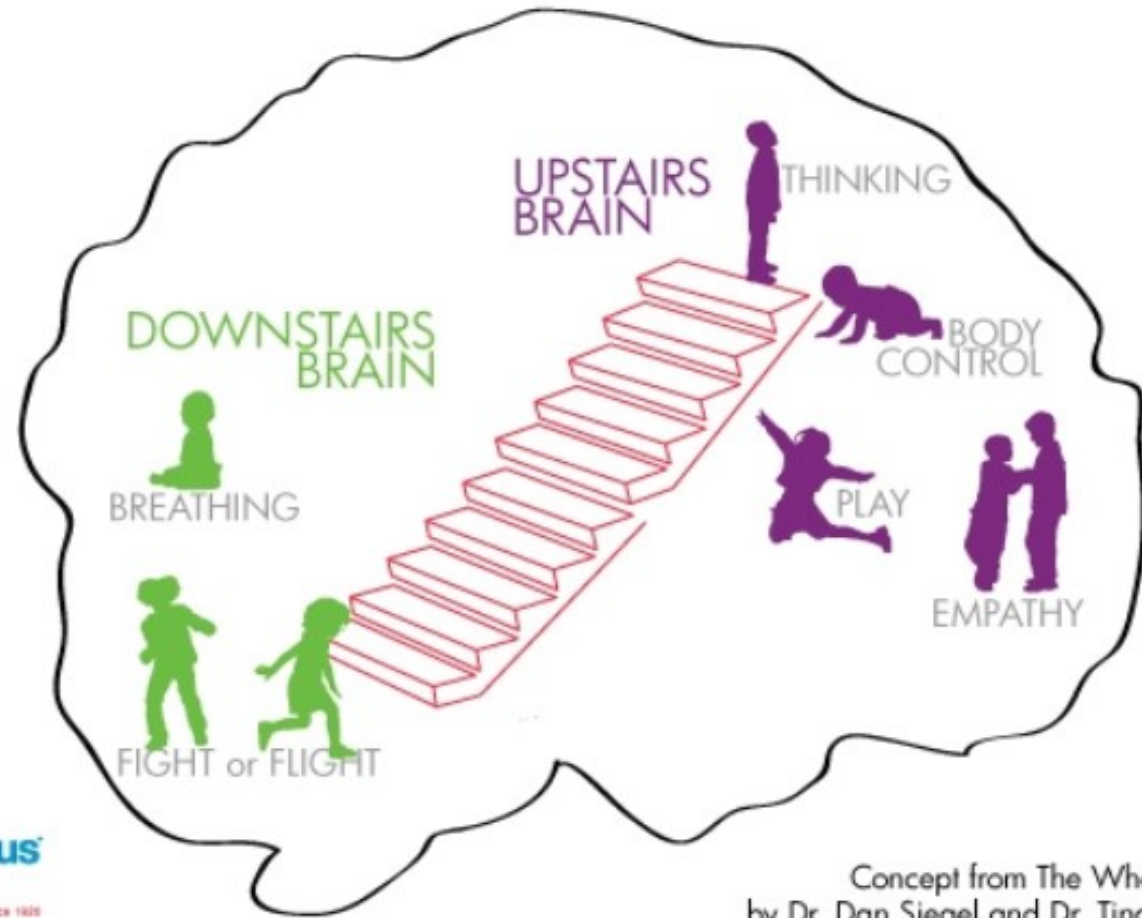
Trauma creates imbalances between

- The ‘upstairs brain’ and ‘downstairs brain’
- The two hemispheres of the ‘upstairs brain’

Parts of the brain

The upstairs brain – Pre-frontal cortex

The downstairs brain – brain stem, amygdala, autonomic systems



Questions?

The “Five B’s” of Trauma

Biology

Trauma impacts biology by altering epigenetic processes that can have long lasting developmental and inter-generational effects.

The “Five B’s” of Trauma

Body

- Trauma impacts the body by altering our sensory experience of the world and of the body itself.
- ACEs

The sensory systems

- Tactile - touch
 - Auditory - hearing
 - Visual - sight
 - Olfactory - smell
 - Gustatory – taste
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- Vestibular- sense of balance and spatial orientation
 - Proprioception - perception or awareness of the position and movement of the body
 - Interoception – the internal state of the body

The “Five B’s” of Trauma

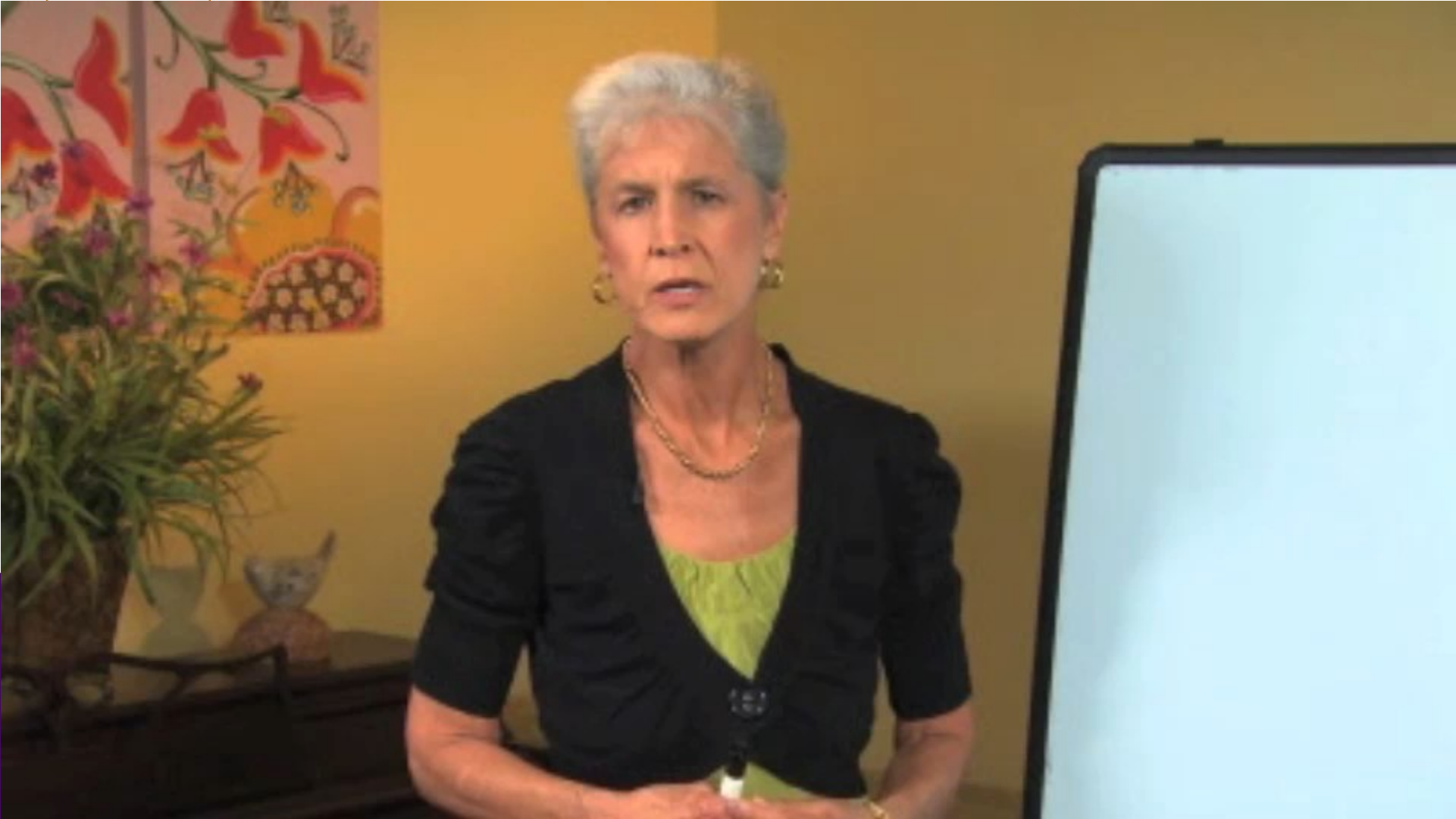
Behaviour

- Trauma impact’s children’s behaviour in many ways.
- Behaviours are a communication tool
- Behaviours are about survival
- Children are often given multiple diagnoses, including anxiety depression, ODD, ADHD, ASD, Reactive attachment disorder.

The “Five B’s” of Trauma

Beliefs

Trauma impacts beliefs about self, including self-awareness, self regulation, self-esteem; self-efficacy



The Attachment Cycle

Questions?

The Attachment Cycle – getting back on track

- Develop trust
 - Responding positively to a need
- Self-worth
 - look into their eyes and let them know they are valuable and cared about
- Self efficacy
 - choices, compromises responsive to their needs
- Self-regulation
 - Pro-actively teach regulation
- Mental health
 - Regulate brain chemistry – physical play, nutrition

SAMHSA - Concept of Trauma and Guidance for a Trauma-informed Approach

- Need understanding of trauma and how it impacts an individual – but this isn't enough
- The four 'R's
 - Realise
 - Recognise
 - Respond
 - Resist

How can we support teachers?

- Work with teachers to
 - Build understanding of global impact of trauma
 - Build skills to respond appropriately

- Work with pre-service educators
 - Ensure that all students graduate with
 - an understanding of the impact of trauma
 - Beginning skills to enable them to respond appropriately
 - Opportunities to practice their skills safely – partner in research projects

Trust Based Relational Intervention (TBRI)

TBRI principles

- Connecting principles
 - Engagement strategies
 - Mindfulness strategies
- Empowering Principles
 - Physiological strategies
 - Environmental strategies
- Correcting Principles
 - Pro-active strategies
 - Responsive strategies

<https://www.youtube.com/watch?v=FWScSJKjn1A>



**CHILDREN ARE
OUR MOST
VALUABLE
RESOURCE.**

HERBERT HOOVER



Dr Elspeth Stephenson

Questions?