

# overview

- MOTIVATING PARENTS TO TAKE PART
- techniques connected to the three main symptomgroups
  - re-experience- intrusive memories
  - hyperarousal – activation
  - avoidance



Trauma  
consequences  
PTS

PTSD

- The Post Traumatic Stress Disorder PTSD
  - **Re-experience- intrusive memories**
    - Flashbacks
      - (triggers)
    - Nightmares
  - **Avoidance**
    - Do not want to remember
    - Do not want to talk about it
    - Do not want to go to places or meet someone who resembles the experience
  - **Hyperarousal**
    - Alertness, startle responses, irritation/aggression, sleeping problems, concentration problems, etc

But also: numbness, dissociation, depression



# Creating an Imaginary Safe Place

- Safe Place :
  - Does not focus on trauma
  - Introduces the power of their imagination
  - Teaches a way of calming down
- Use as a general “fire fighting” tool when needed in future exercise

Let the child choose but guide very generally What can you....?

Use all the senses • Sight

• Touch

• Hearing

• Smell

Bring experience closer

# TOOL: Safe Place

→**Allow** enough time for the children to think of somewhere →**Pace** your instructions, speaking in a rhythmic steady way. →**Use** all the senses when creating a mental image

Take a few deep steady breaths. Close your eyes and carry on breathing normally. Bring up a picture of your Safe Place and imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details of it and see what it is made of. See the different colours. Imagine reaching out and touching it. How does it feel? Now take a look further away. What can you see around you? See what's in the distance. See the different colours, shapes, and shadows. This is your Safe Place and you can imagine whatever you want to be there. When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, noticing the things there. See what they look like and how they feel. What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favourite food cooking?

In your Safe Place, you can see the things you want, and you can imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.

Now imagine that someone special is with you in your place. [With younger groups especially, this might be a fantasy figure or a cartoon superhero.] This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your Safe Place slowly with them. You feel happy to be with them. This person is your helper and they're good at sorting out problems.

Just look around in your imagination once more. Have a good look. Remember that this is your Safe Place. It will always be there. You can always imagine being here when you want to feel calm, secure, and happy. Your helper will always be there whenever you want them to be. Now get ready to open your eyes and leave your Safe Place for now. You can come back when you want. As you open your eyes, you feel more calm and happy. Well done!

What was that like? How did it make you FEEL being there? Notice the difference between being tense and being safe and calm.

**You can go to your safe place in your imagination whenever you need to calm down**

RE-  
EXPERIENCE

-INTRUSIVE  
MEMORIES

- HANDMODEL

- DUAL ATTENTION

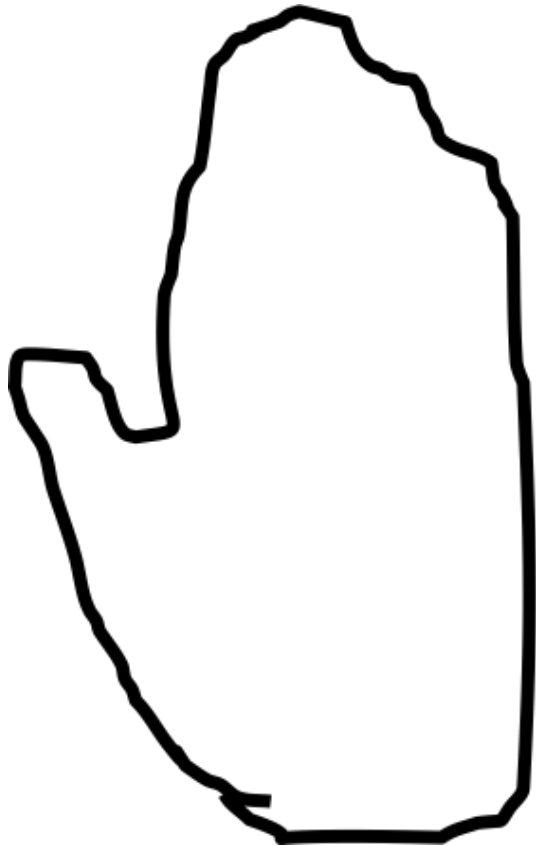


# INTRUSIVE MEMORY- HANDMODEL

- BRING UP A PICTURE OF A SCARY MEMORY
- -not necessary the most scary

# HAND AND DISTANCE

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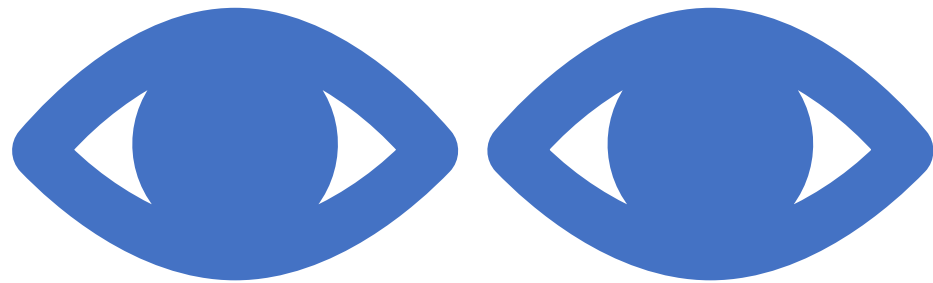


Imagine looking at the picture  
as placed in the palm of my hand

pay close attention,  
follow my hand as it gets  
more and more distant







## DUAL ATTENTION TASKS

- Tap 3-6 Sets and just watch for natural changes:
  - Bring up the picture, eyes open...Tap (30secs) - Stop. Blank out the picture. Notice anything
- 1 Set to make the image fade –Bring it up, make it fade...Tap
- 1 Set to introduce a positive image/Safe Place - Bring up a nice picture/Safe Place ...Tap
- N.B. Don't ask about changes after positive image)

# HYPERAROASAL

- BREATHING EXERCISES

- MUSCULAR TENSION-  
RELEASE



when we are scared

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## WHAT HAPPENS IN OUR BODIES?

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Heart races

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Breathe quickly and shallowly

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Pain in the chest

Feel dizzy, sick Out of breath

---

Feel shaky, tremble, palpitations

---

Legs or knees wobbly

---

Hands shake

---

Hands or feet tingle

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Sweating

# S- Stabilisation- regulation

## *some exercises for relaxation*

- • Breathing Technique :
  - Have children raise arms. Breathe in as arms go up; breathe out as arms come down. See how slowly they can move their arms up and down
    - Make them feel the difference between tense and relaxed
- • Imagery: Have children imagine taking a deep breath and blowing out birthday candles, have them smell flowers and blow a dandelion puff.
  - Fast breath in, slow breath out. This decrease the tension, and the heartrate
- Tension releasing :
  - Spaghetti: Have children move like uncooked spagehetti, then cooked spaghetti
  - Tense and release. Move throuch different muscle groups in the body. Tensing and releasing

# AVOIDANCE

Understanding cognitive avoidance – trying not to think about or remember

- START WITH :
- GRADUAL EXPOSURE TO TRIGGERS- REMINDERS

continue with

- GRADUAL EXPOSURE TO TRAUMATIC MEMORIES

# What are traumatic reminders?

- Types of reminders
  - Places and things
  - People
  - Situations
  - Sounds
  - Sensations

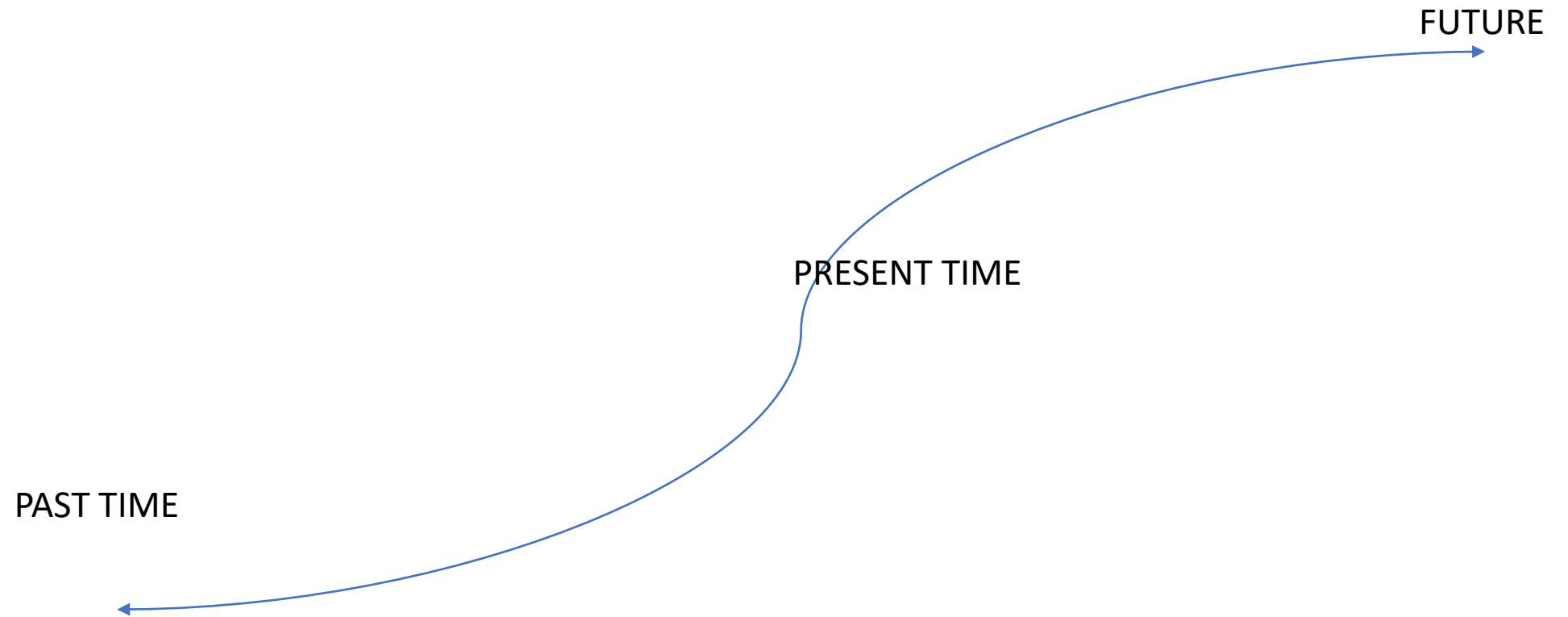


Exposure to traumatic memories and creating a coherent story:

- Drawing
  - Writing
  - Talking
- 
- Looking to the Future

# THE RIVER OF LIFE

PLACING GOOD AND BAD MEMORIES IN A COHERENT NARRATIVE





# When is the trauma resolved?

- When the child can tolerate the feelings connected to the trauma memory
- When they can control the memory (instead of being controlled by it)
- When the event can be told as a narrative and as a part of a coherent story
- Basic trust to close caregivers are re-established