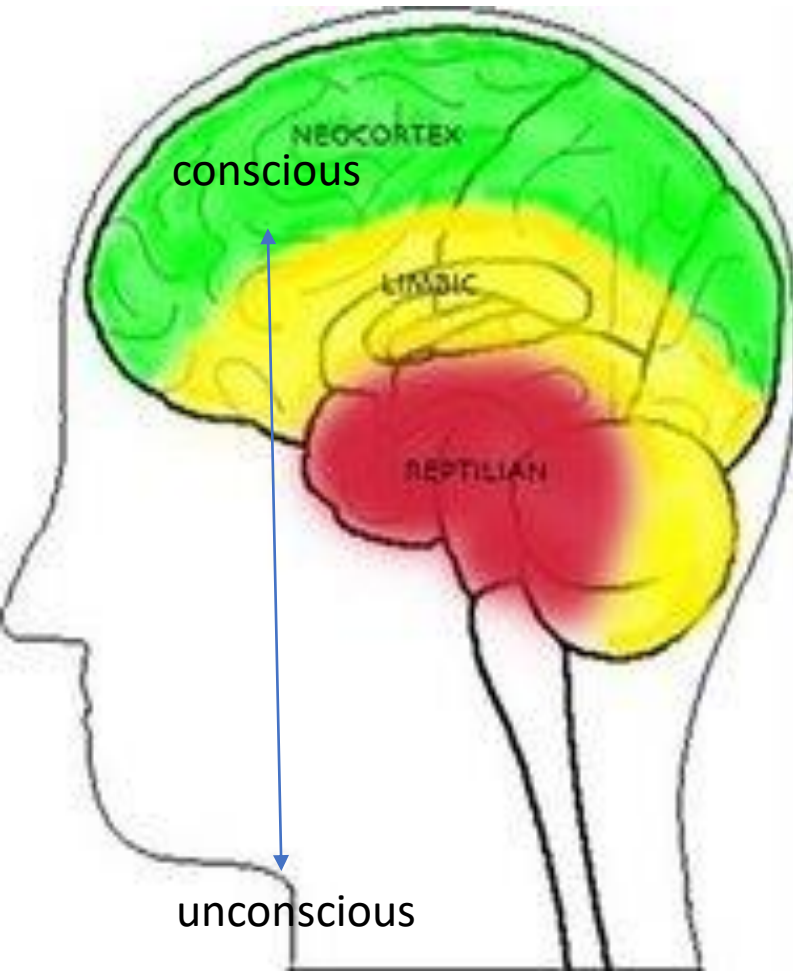


# schedule day 5

- 10.00-10.20 welcome and summary from day 4
- 10.20-10.40 The triune brain; how to use tools that corresponds to the activation in the brain
- 10.40- 11.00 group discussion and exercises
  - short break
- 11.15- 12.15 additional tools
  - 12.15-12.45 lunch
- 12.45- 13.45 additional tools, exercises and discussion
- 13.45-14.00 closure and feed-back



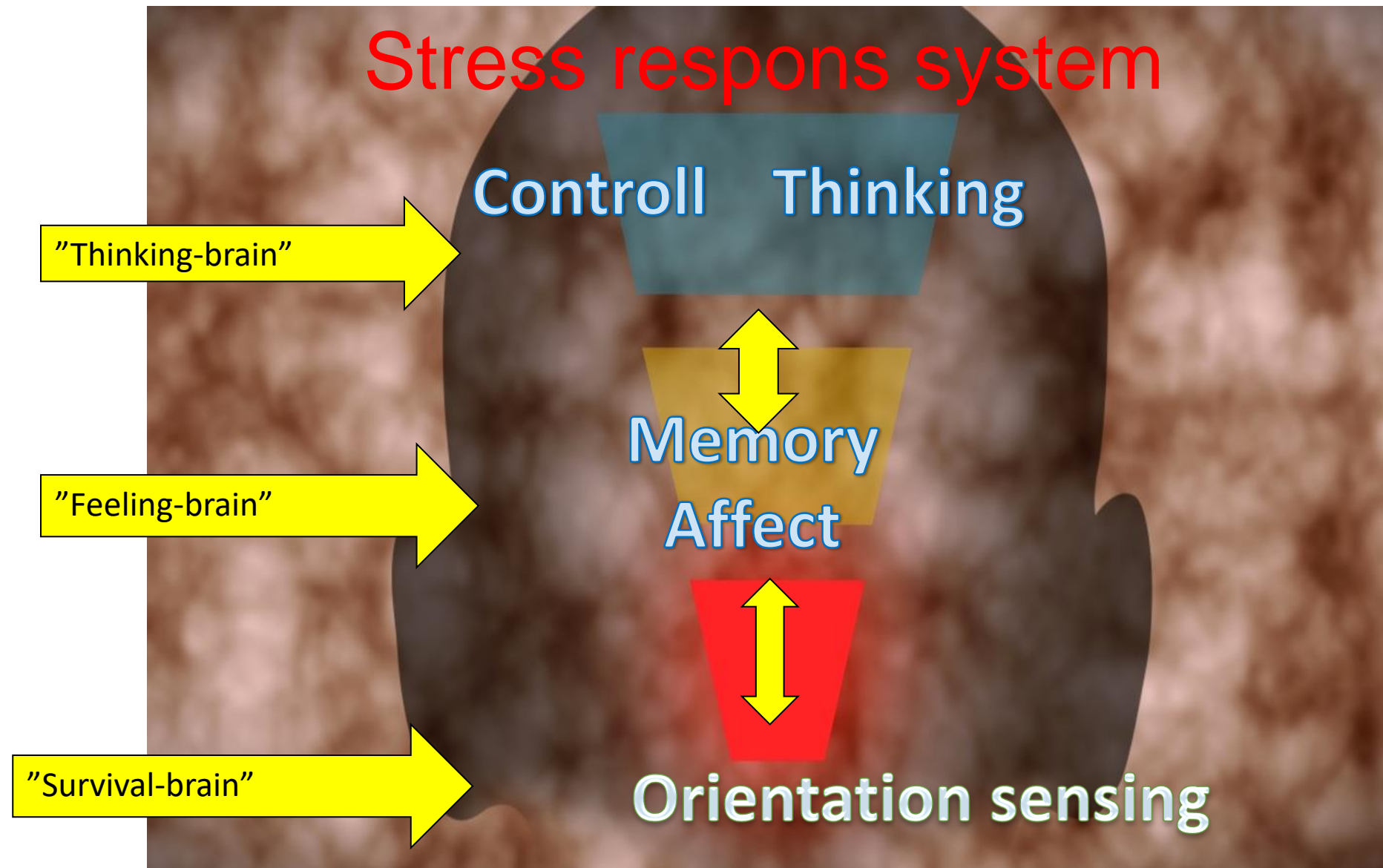
# The Triune Brain (Maclean, 1990)



- **Green -the thinking brain**  
Reflection, thinking, evaluation, executive function etc
- **Yellow – the feeling brain**  
(emotions and attachment))
- **Red - the survival brain**  
instinct, respiration, heart rythm, muscle tonus, bodily senasations

# The triune brain - the handmodel

- explained for professionals
- <https://www.youtube.com/watch?v= opv7DJknqM>
- demonstrated towards children
- [https://www.youtube.com/watch?v=H\\_dxnYhdyuY](https://www.youtube.com/watch?v=H_dxnYhdyuY)



# Levels of Involvement

level 3  
Cooperation,  
talking, making a  
coherent life-story  
and planning and  
hope for the future

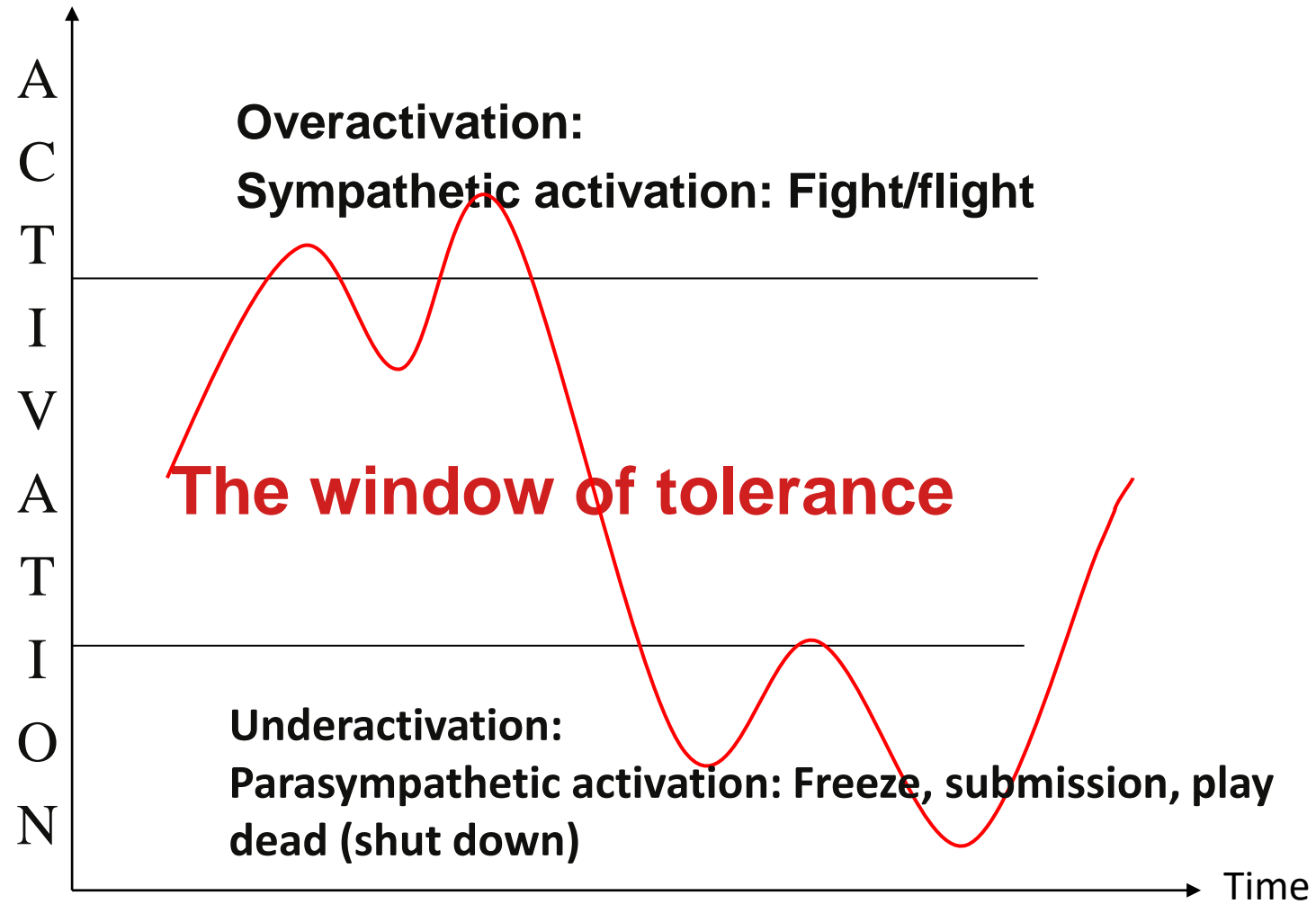
level 2  
Still co-regulation  
Share, being together  
Joint attention ,naming  
feelings

Level 1  
Sensory stimulation  
Here and now focus  
The childs perspective  
co-regulation

Reflection

Relation

Regulation







## level1- regulation Sensory stimulation

- Children with developmental trauma can become hypersensitive or hyposensitive for sensory stimulation
- Frequent sensory stimulation helps children to remain in their window of tolerance
- “If you want to change a network in the brain you need to activate the same network”

# Regulating Sensory Strategies

- Sound: listening to music, headphones to drown out noise, noise machines
- Touch: Hugs, weighted blankets, soft pillows, stuffed animals, cool stones, things to fiddle with, chewable jewelry
- Smell: lotions, air fresheners
- Taste: gum or hard candy to suck on
- Sight: picture of safe people, favorite places, minimizing visual stimulation



[Ukrainian girl sings to crowded bomb shelter | WNT - YouTube](#)



# Regulating activities (middle childhood)

- 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
- Imagery: Have children imagine taking a deep breath and blowing out birthday candles, have them smell flowers and blow a dandelion puff.



# Regulating Strategies

- Gross Motor Activities
- Small trampolines
- Opportunities to run / jump / play / Exercise balls / yoga balls
- Balance beams
- Five-minute dance party

<http://www.youtube.com/watch?v=CDIfD1WFXeo>



# Co- regulation: Muscle relaxation

- Doorway stretch. Have children push with both arms against the doorframe, hold for 7, then release. Have children notice the difference between pushing and releasing.
- Spaghetti: Have children move like uncooked spaghetti, then cooked spaghetti
- Caterpillar/butterfly: Have children move like a caterpillar in the cocoon, then spread their wings like a butterfly
- Tense and release. Move through different muscle groups in the body. Tensing and releasing
- Progressive muscle relaxation. tighten one by one muscle- hold 5 sec- release - notice the difference- scan the whole body- repeat where it is still tense

# Co-regulation imagine «safe place»

- guide in an exercise being at a safe place
  - it can be a place you know or a place you imagine
  - notice what is around you, vision, smell, sounds
  - notice if you want someone to be there with you or if you prefer to be alone
- for some imaging a movement is better- like playing football, swimming etc



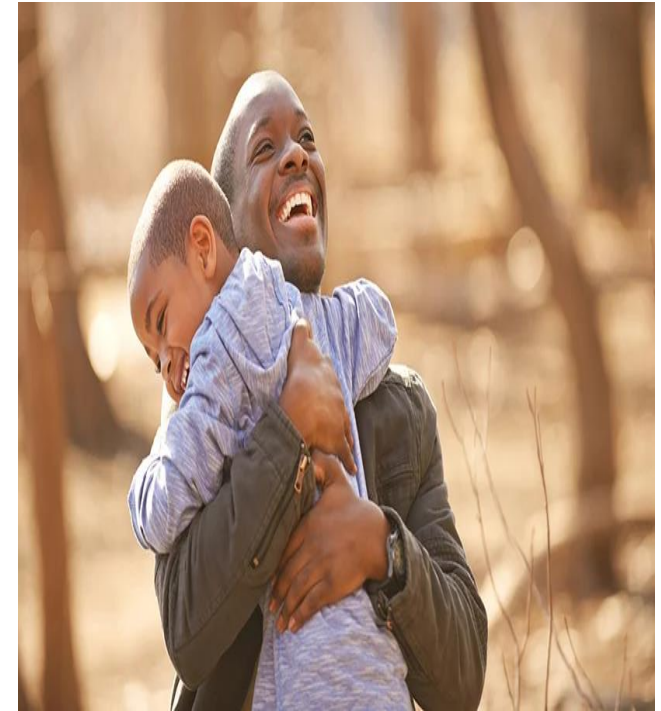


# Level 2 – relation

## Relationship and intimacy

»What has been distorted in a relationship needs to be repaired in a relationship"

Judith Herman







# "Hedgedogs dilemma"

ARTHUR SCHOPENHAUER, 1851

# Physical contact



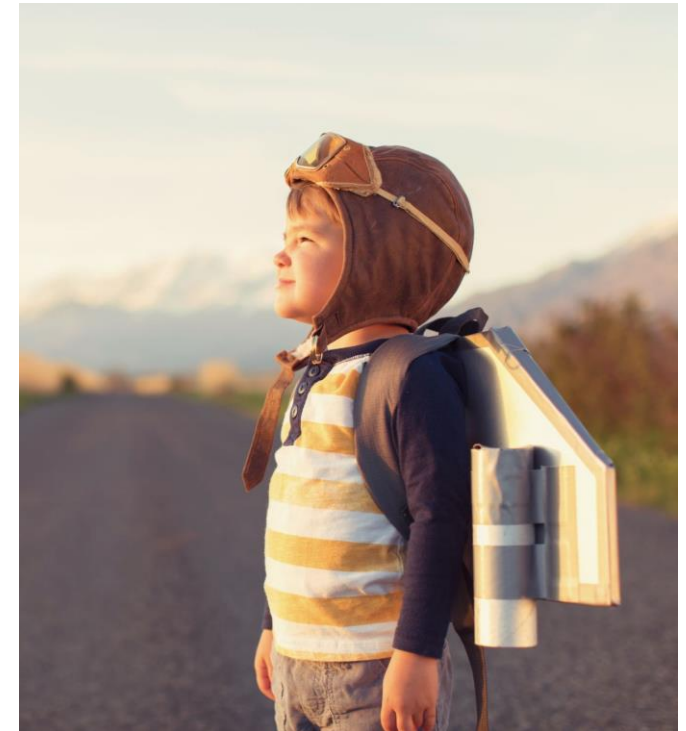
- • Make sure that all physical contact is safe.
- • Be aware of possible triggers
- Teach the child about boundaries and safe touch.
- Test safe touch on less intimate parts of the body
- Be alert to the child's signals. Check regularly whether the child feels comfortable and adjust your distance if it does not.
- Talk about potentially risky situations. How can the child be protected?



# Play as a natural way of healing'



- Play helps children to thrive, process experiences, learn and express feelings.
- A child traumatised by sexual abuse can process its experience through play
- Some children will play the same game over and over again.
- These children might need help to find hope, and new forms of play.
- Some children stop playing altogether after abuse,
- Such children need help to recover the ability to play.



# level 2 –relating (feelings)

## naming feelings- make an outline of the body



joy, happy

scared

angry

safe

tired

Where in your  
body do you  
notice these  
feelings?

Where is it nice  
and not nice to  
be touched

# level 2

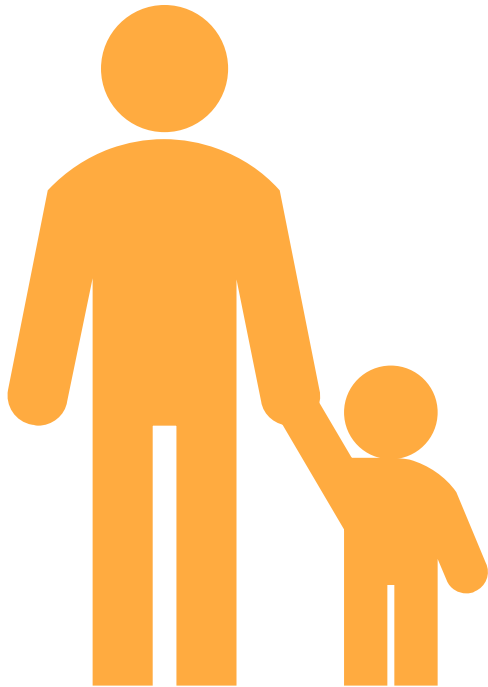
## share attention

- do playing together
- read books
- look at pictures together





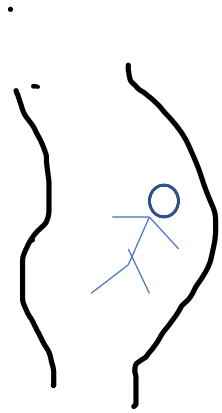
## level 2- relating building trust



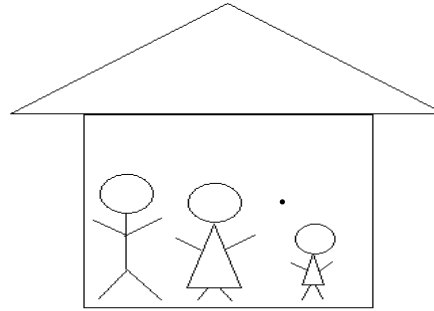
- Be sensitive and help the child to regulate personal space and distance so that it can acquire experience of being safe with others.
- Parallel activities (reading together, watching films together, taking car journeys together) can establish distances that these children tolerate. Abused children can be very sensitive to eye contact.
- be predictable and trustworthy
- listen attentively
- regulate your own reactions and emotions
- be aware of your own non-verbal expressions
- never put pressure on a child to tell
- give praise

# level 3 – reflection, make a coherent life-story

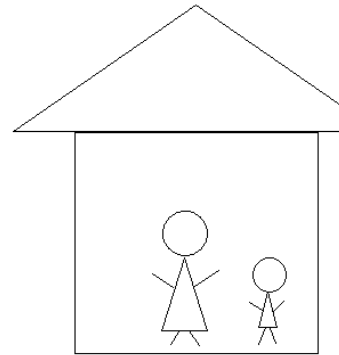
first you lived in your mothers womb



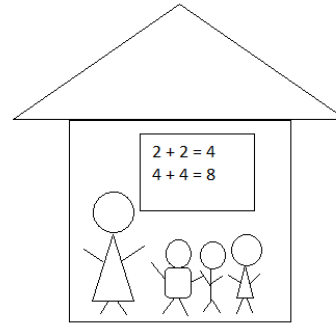
when you were very little you lived with your mother and father



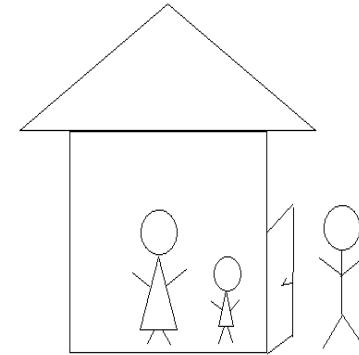
your father started drinking, and mother and you moved



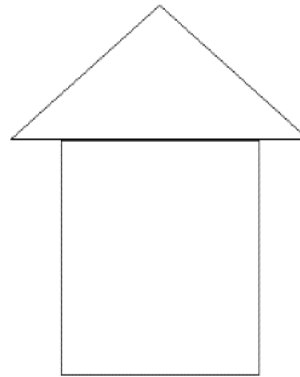
you started school and made nice friends



after school you many times stayed with your grandmother, sometimes uncle visited thats when the bad stuff happened



now let us draw a picture of your future house





# Help the child to gain meaning

- Give explanations for what is happening
- Help the child to understand the reactions of self and others: Psychoeducation
- Tell the child what you know will happen, give predictability
- Be concrete, but you can use play and symbols when you explain
- Let the child express through play, drawing and talking
- Try to understand how the child understands- and answer questions the child might have
- Be aware of misunderstandings and magic thinking
- The child needs breaks from the theme, but will often return ready for more information

# Different form of traumaprocessing

## Spontaneous processing

In natural situations

(play, conversations,  
behaviour)

Verbally and non-verbally

Gradually integration and  
acceptance

Caregivers support and  
acceptance –

helping the child to heal

## Structured processing

Planned with specific methods  
and therapist- skills

Building narrative

Exposure for bad feelings and  
memories

Helping to end situations that  
seems «stuck»

Help to change negative  
believes: « it is my fault»

TF-CBT, EMDR, Narrative  
Exposure therapy

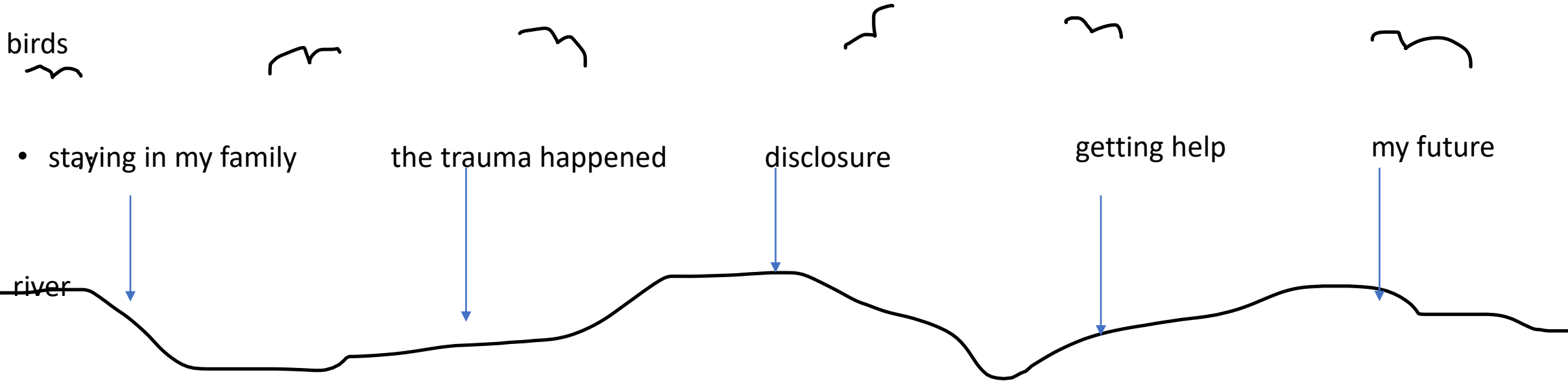


# Help the child to process trauma

- Naturally processing of trauma through play
- Tell stories and read books
- Arts and Drama
- Focus on mastery and hope «The story about me»
- Drama/theatre
- Meaning and coherence



# make a life line- a narrative



The river represents life, goes in one direction

The birds on the riverside represents your thoughts, emotions, worries and hope  
place good and bad happenings on each side of the river



# Support positive self-esteem!

- Make a book about "My power". Help the child to decorate the book and highlight strengths the child has, or powers the child needs or wants.
- Allow the child to fantasise about "superpowers" that help it to do amazing things in the world (as a superhero, an animal, a sports star, etc.).
- Make a "boast collage". Decorate a poster with images and things - pictures, colours, stickers, activities, words - which the child finds positive.
- 'My superhero'. Discuss the child's superhero. What qualities does the superhero need (strength, courage, endurance, etc.)? What superhero qualities would the child like to possess?

# TOOL TO HELP THE CHILD SEE AREAS OF POSSIBLE INFLUENCE

- What can be influenced in your life by you?

- Outside my control:

Inside my control:

# Identity and Hope

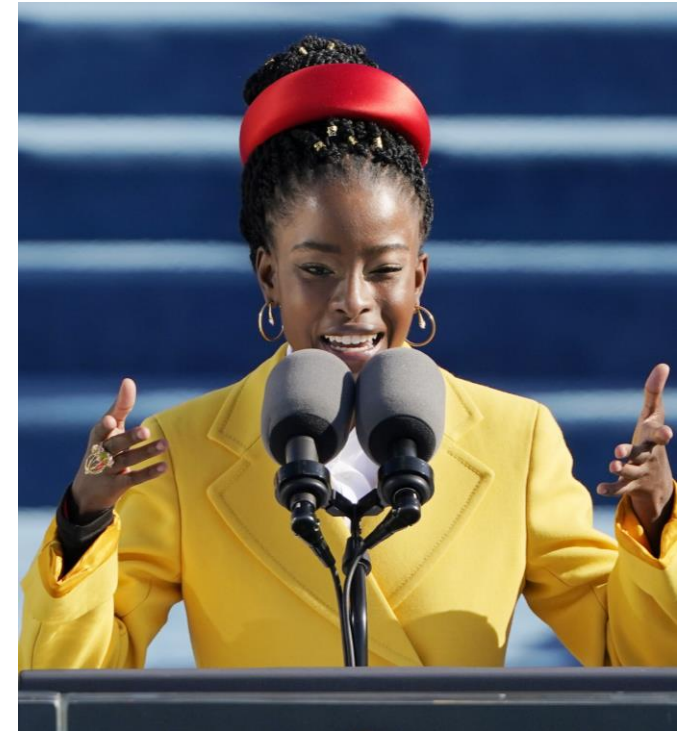


- Many children who have been sexually abused feel that they are destroyed.
- Others do not want to see themselves as a victim, refuse help and do not admit that they feel vulnerable.
- These children need adults who will accept them, accept their pain, and are prepared to talk with them about sensitive issues.
- Recognise the pain and the hurt the child is feeling and to be available to the child.
- Allow and support the child to explore and understand what happened to it at its own pace.



# Support Hope!

- Experience of sexual abuse affects the child's attitudes to its future.
- Many children who have been abused sexually find it difficult to look backwards or forwards.
- It is very important to help them recover hope for the future and to give them experiences that show life can be OK.



There Is Always Light If We're Brave Enough to See it  
Amanda Gorman





# Role reversal with yourself as an adult

*Aim:* to practise role reversal with an adolescent.

*Instructions:*

- Ask one participant to play an adolescent and another to play the adult.
- Take two chairs. One chair represents youth today (the "youth chair"); the other represents youth in the future (the "adult chair").
- Invite the adolescent to sit in the "adult chair". Ask: "Do you, as the adult, have good advice for yourself as a young person?"
- Now ask the adolescent to sit in the "youth chair"; repeat the advice from the "adult chair" so that the adolescent can hear it.





# When talking about trauma

- It is not dangerous to talk about bad experiences
- You can use regulatory activities and orient to here and now
- Take breaks when needed.
- Narrative from safe to safe (if possible)
- End the talk with orienting to here and now
- What will you do further today..

Emphasize that it's over  
–integration into here and now

- What can you say to yourself to remind yourself that it's over?
- How can the body notice that it is over?
- Can you draw that it's over?
- Can you imagine that you will get to safety
  - Something you want to do?
  - Something you want to say?

# Talk about a traumatic event

*Aim:* to practise talking a child through its traumatic experience and recalling it to the here and now.

*Duration:* 20 minutes???

*Instructions:*

- Work in pairs. A is a child, B is a helper.
- A chooses a difficult memory to share. A talks about the experience. B supports A, helps to regulate A, takes A through the worst part, and brings A back to here and now.
- A and B swap roles





# Relevant for children and young people

- What will happen to me now?
- Listen to me what's worse
- What to say to friends





# When do we know when a trauma is healed?

- •When the child is able to handle /tolerate the feelings connected to the memory of the event
- •When the child's physiological reactions are manageable
- •When the child can control the memories (instead of being controlled by them)
- •When the event is an integrated part of a narrative
- •When self-esteem is re-established
- •When the most important attachment relations are re-established
- •When meaning and hope for the future are re-established

# Past- Present- Future (Nunn Kenneth)

- The past... needs clarification/comprehensibility and responsibility
- The present... needs safety
- The future... needs HOPE, that things can be OK

