

MODULE TWO PACK



This symbol in the training modules indicates an accompanying worksheet or resource is available



Beacon
House **THE
STUDIO
ONLINE**

MODULE TWO WORKSHEETS





MODULE ONE

Worksheet 1

REFLECTIVE ACTIVITY

How do you think knowing about the nervous system and survival responses might be helpful when supporting children with developmental trauma?

Empty rectangular box for writing the reflective activity response.

MODULE ONE

Worksheet 2

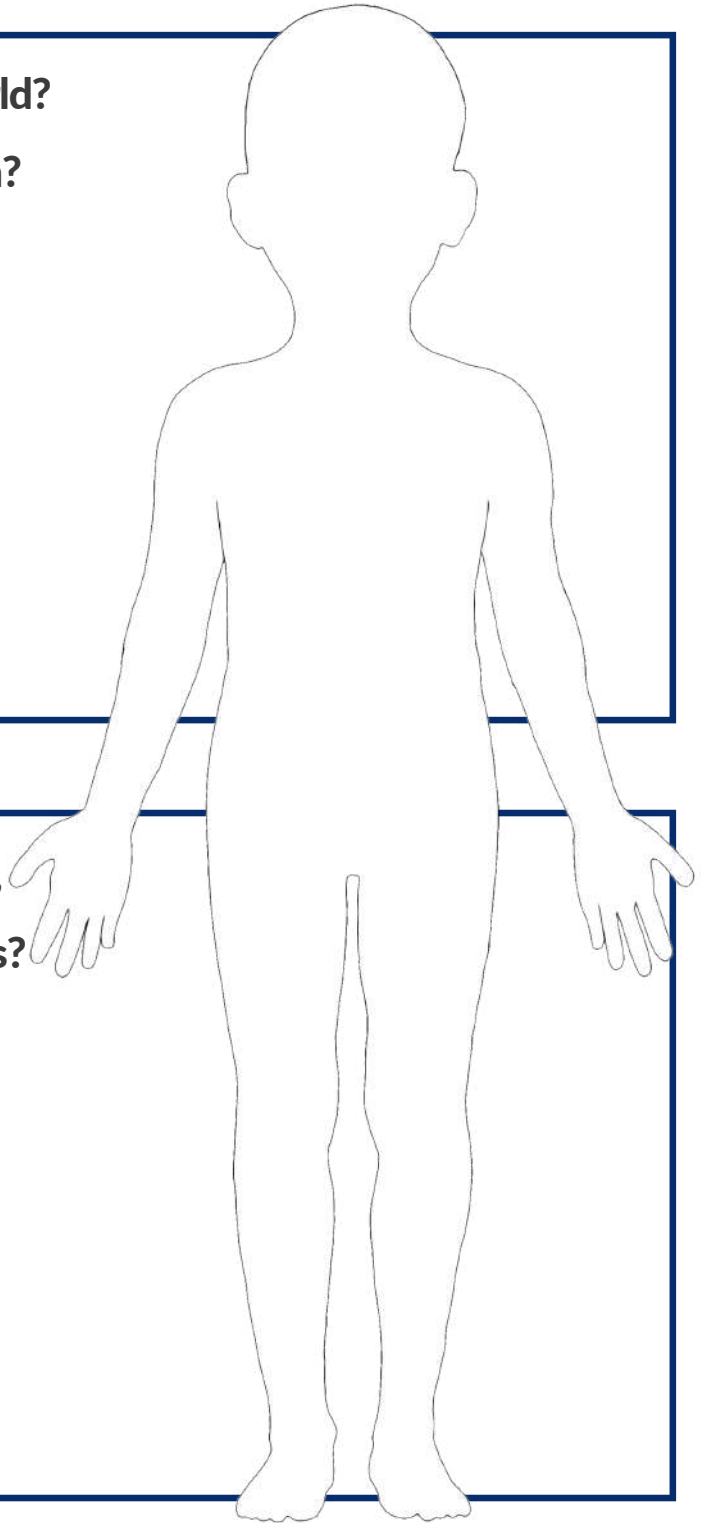
REFLECTIVE ACTIVITY

Think about the child you are holding in mind and their survival responses.

How might they be responding to their world?

Are they in fight/flight/freeze or shut down?

**What are they like at different times of day,
with different people and in different places?**

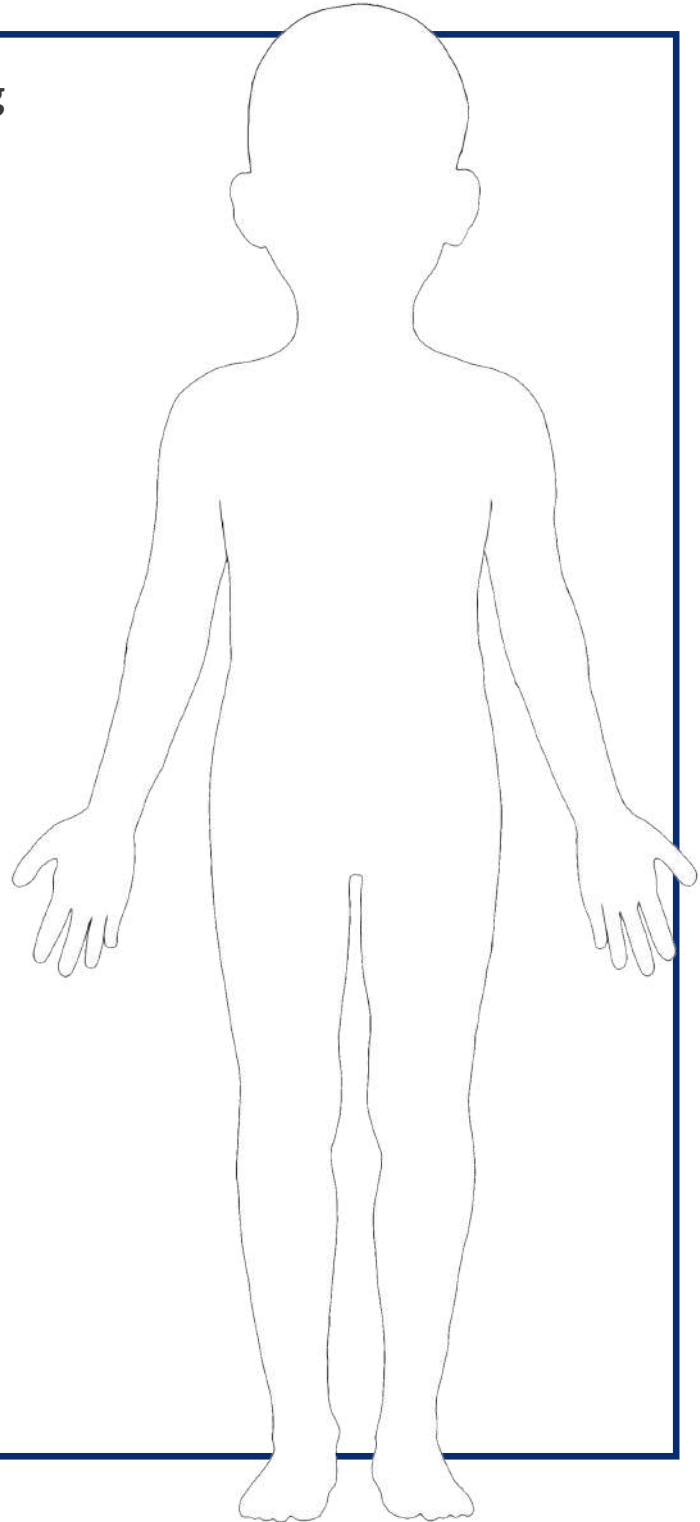


MODULE ONE

Worksheet 2

REFLECTIVE ACTIVITY (CONT)

**Which of their senses are under responding
and which are over responding?**



SENSORY DIALS: WHERE ARE THE 'JUST RIGHT' SETTINGS RIGHT NOW?

SOUND

OVER
RESPONSIVE

UNDER
RESPONSIVE



SIGHT

OVER
RESPONSIVE

UNDER
RESPONSIVE



SMELL

OVER
RESPONSIVE

UNDER
RESPONSIVE



TASTE

OVER
RESPONSIVE

UNDER
RESPONSIVE



TOUCH

OVER
RESPONSIVE

UNDER
RESPONSIVE



VESTIBULAR

OVER
RESPONSIVE

UNDER
RESPONSIVE



PROPRIOCEPTION

OVER
RESPONSIVE

UNDER
RESPONSIVE



INTEROCEPTION

OVER
RESPONSIVE

UNDER
RESPONSIVE



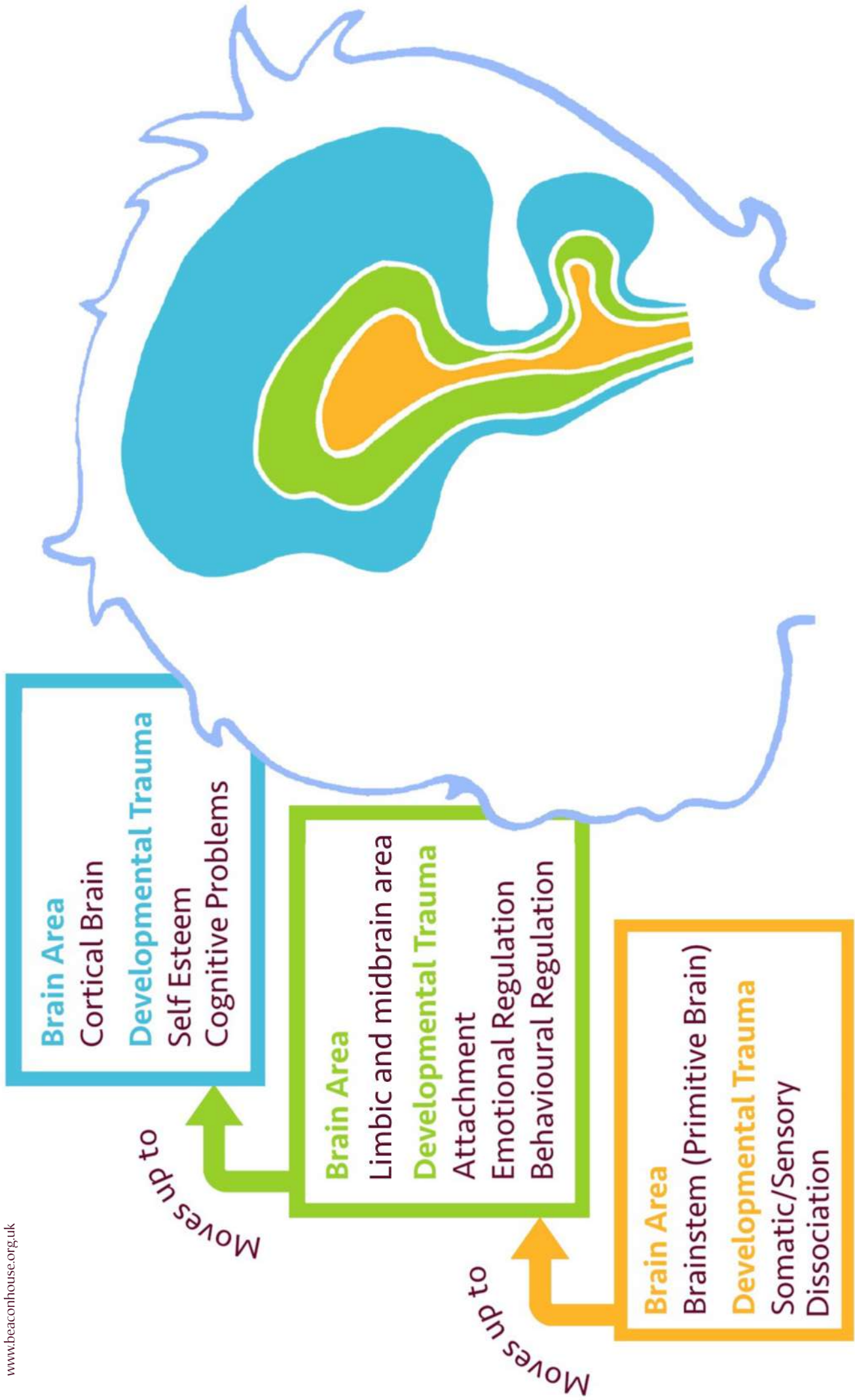
Cut out & place
'Just Right' dials

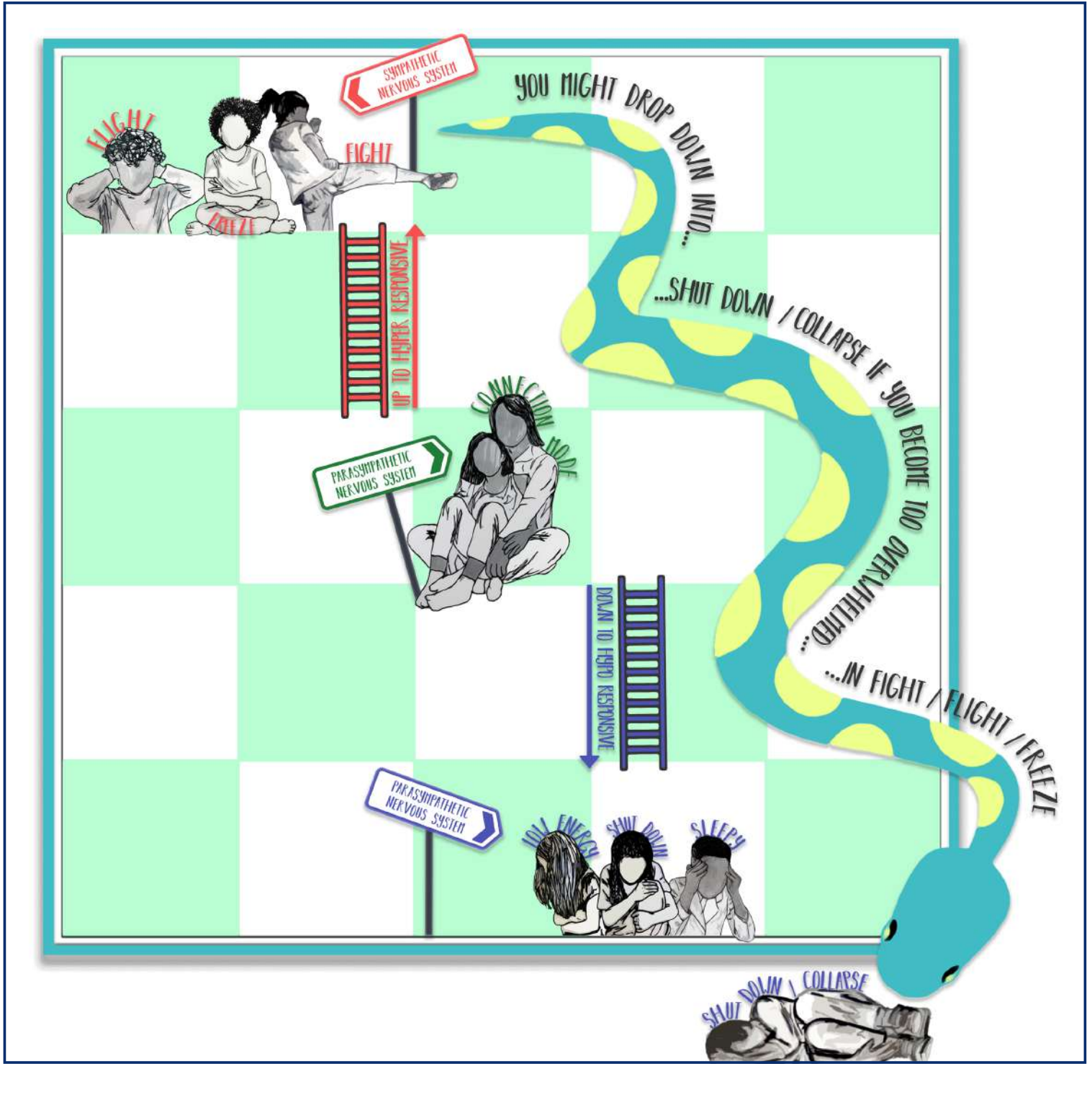


CHILD IN MIND NOTES

MODULE TWO RESOURCES





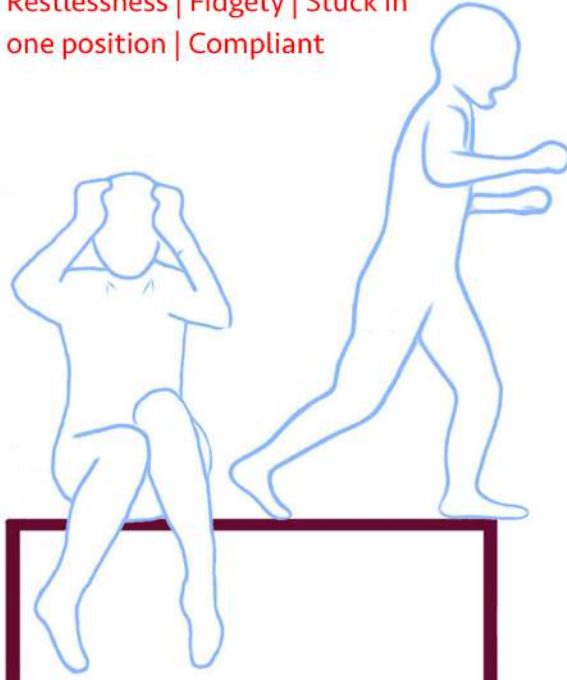


INTERNAL NERVOUS SYSTEM RESPONSES

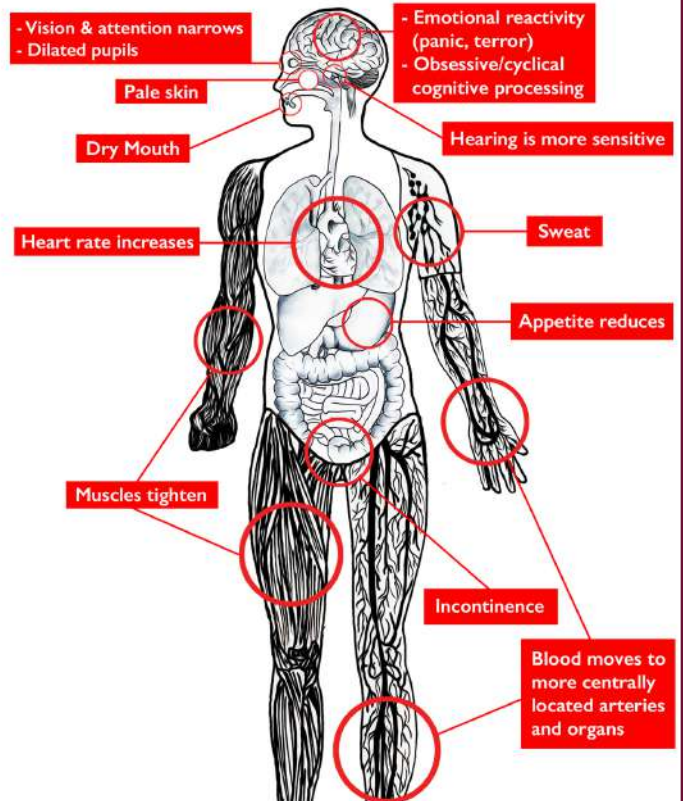
Hyperarousal (fight/flight/freeze):
Sympathetic Nervous System is activated

ON THE OUTSIDE

Aggression | Hostility | Non compliance
Controlling | Obsessive | Manically busy
Running | Hiding | Avoidant | Distractible
Restlessness | Fidgety | Stuck in one position | Compliant



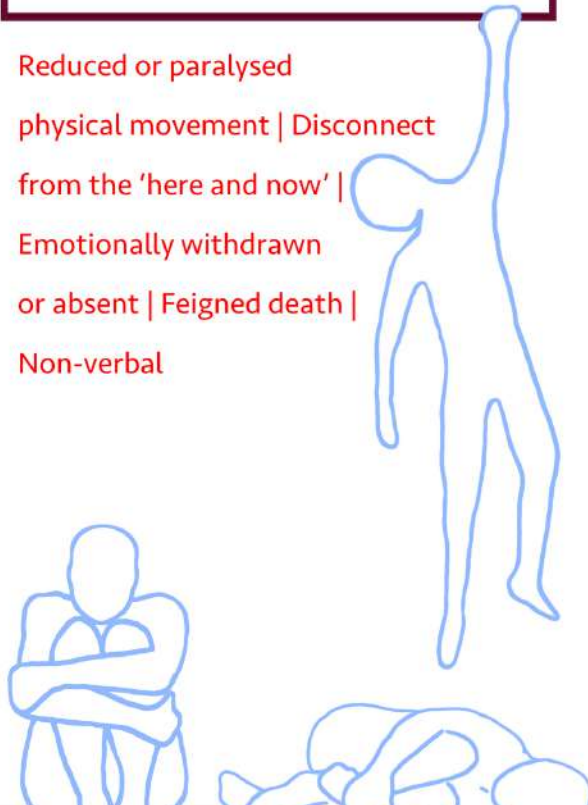
ON THE INSIDE



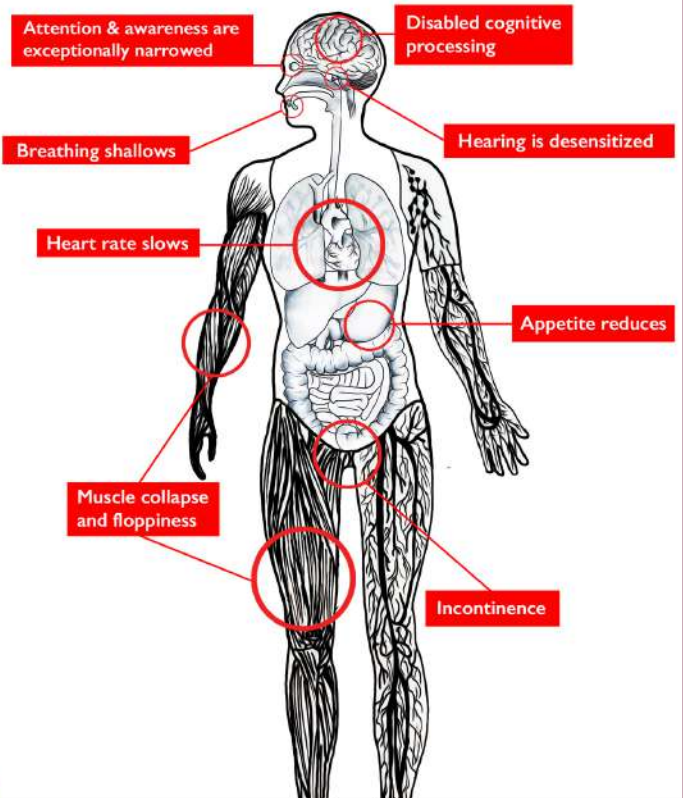
Hypoarousal (Collapse)
(Ventral Vagal Immobilization Response)

ON THE OUTSIDE

Reduced or paralysed physical movement | Disconnect from the 'here and now' | Emotionally withdrawn or absent | Feigned death | Non-verbal



ON THE INSIDE



SURVIVAL STATE SPOTTER

Spotting Fight

Disrespectful, disregarding of others, pushing away friends & teachers

Argumentative, angry and aggressive, shouting, loud, noisy, confrontational

Unable to follow school rules

Controlling, demanding, inflexible

Hot and bothered

Lie or blaming

Immature, unable to concentrate on one thing



Regulating Fight

Deep breathing

Really chewy foods

Hanging, swinging, climbing

Warm milk or hot chocolate

Hot water bottle

Weighted pad on lap

Super soft blanket/toy

Give me an 'important' task

Create a safe space where I can go to self soothe

Keep me safe

Spotting Flight

Hyperactive, manic, chaotic, silly, baby talk, silly voices, loud, disruptive, clumsy, bumping into people

Aggressive, threatening, stiffening up, clenching fists

Running away escaping, disappearing, hiding

Can't cope with free play or follow school rules

Keeps super busy

Avoidant of emotional closeness

Grounding Flight

Keep me close by

Deep breathing

Tell me I'm safe

Hanging

Lap/Shoulder Pads

Give me a familiar and easy task

Crunchy foods e.g. carrot sticks

Happily and patiently find me

Create a peace space for me to hide in

Tug of war

Warm milk or hot chocolate

Hot water bottle and soft blanket/teddy blanket/teddy



Spotting Freeze

Bored, not interested. Distracted, not listening, day dreaming, staring into space

Confused, forgetful

Clumsy

Subject change, talking about something else

Not moving to where they've been asked

Scanning the room

Wide eyed, dilated pupils



Grounding Freeze

Stay with me, don't leave. Wonder where I've gone and invite me back.

Tell me I'm safe.

Grounding objects

Deep breathing

Spinning on a swing, climbing, hanging, rolling or cycling down a hill, jumping on a trampoline

Digging in mud or sand

Words of comfort

A soft touch to the shoulder

Soft blanket/teddy

Spotting Collapse

Unhappy, low mood

Alone, withdrawn, removing myself

Fidgety but not disruptive, anxious.

Never questioning or asking questions. Yes or no answers - doing just enough to avoid being noticed, unable to think.

Never drawing unnecessary attention

Quiet and passive, compliant

Easily bullied



Grounding Collapse

Lap/Shoulder Pads

Playing with lego or play-doh

Give me small repetitive things to do

Tell me I'm safe, spend some quiet time with you

Hot chocolate and a crunchy biscuit

Deep breathing

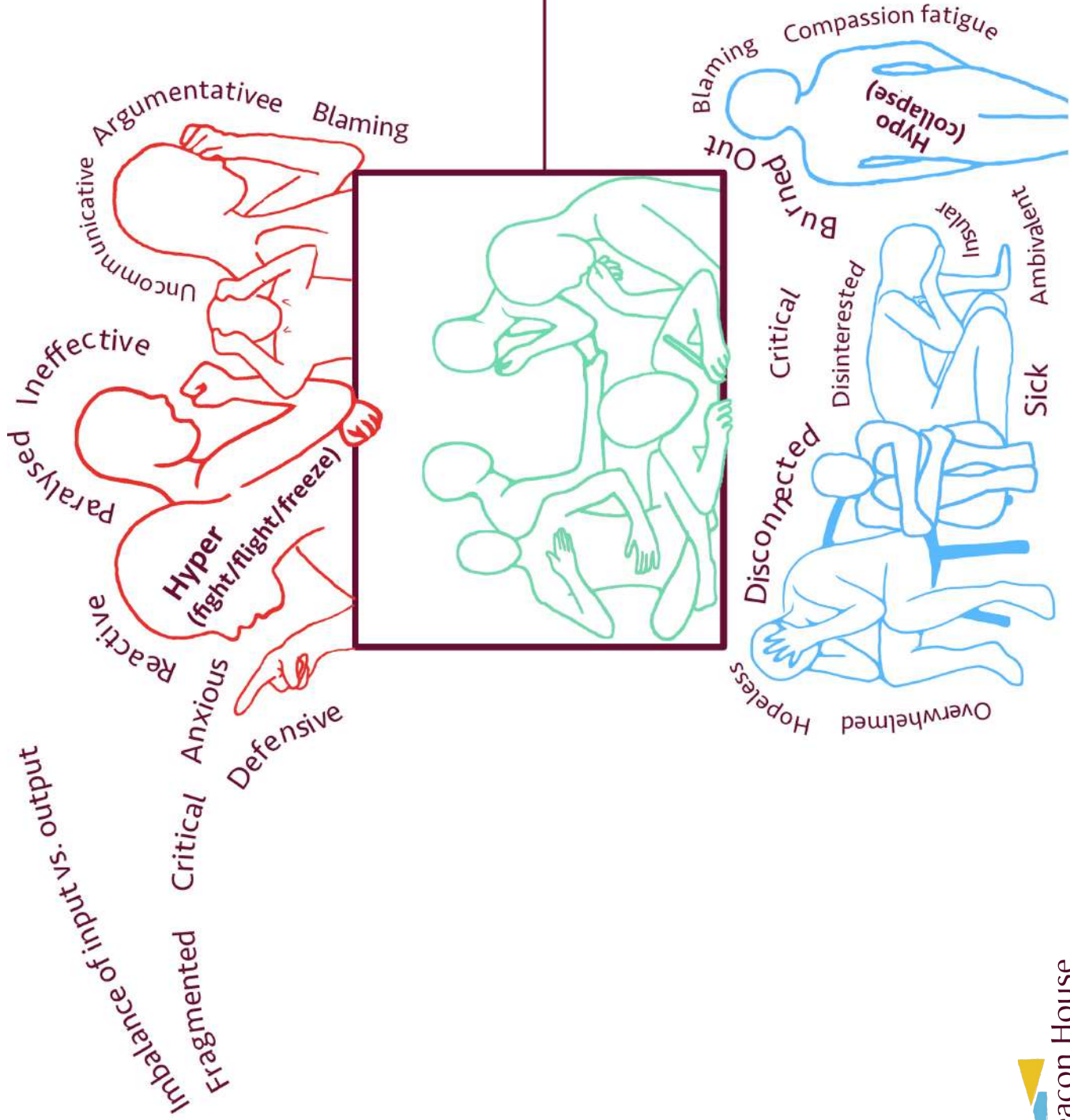
Swinging

Soft blanket

Lots of empathy

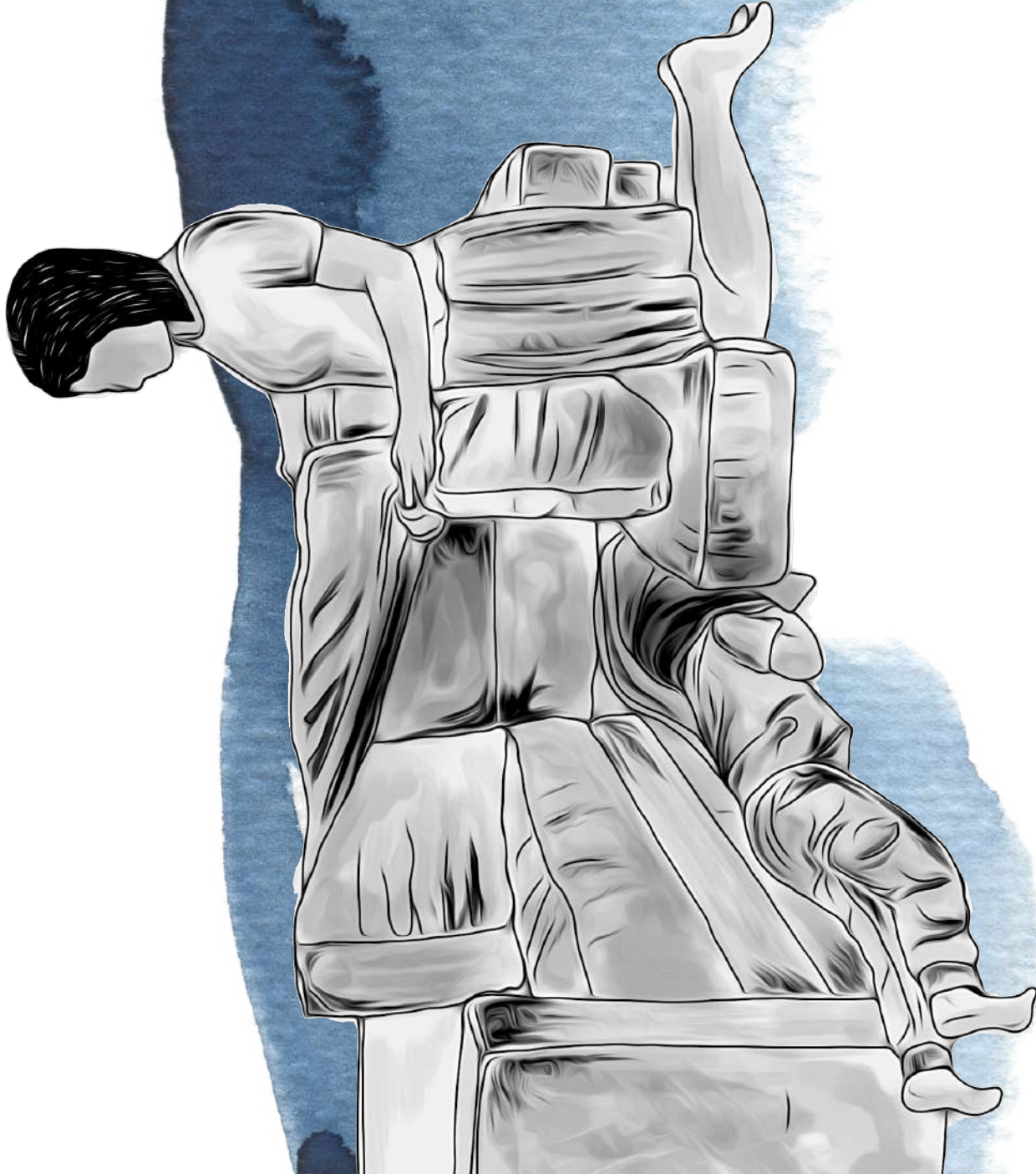
Grounding activities

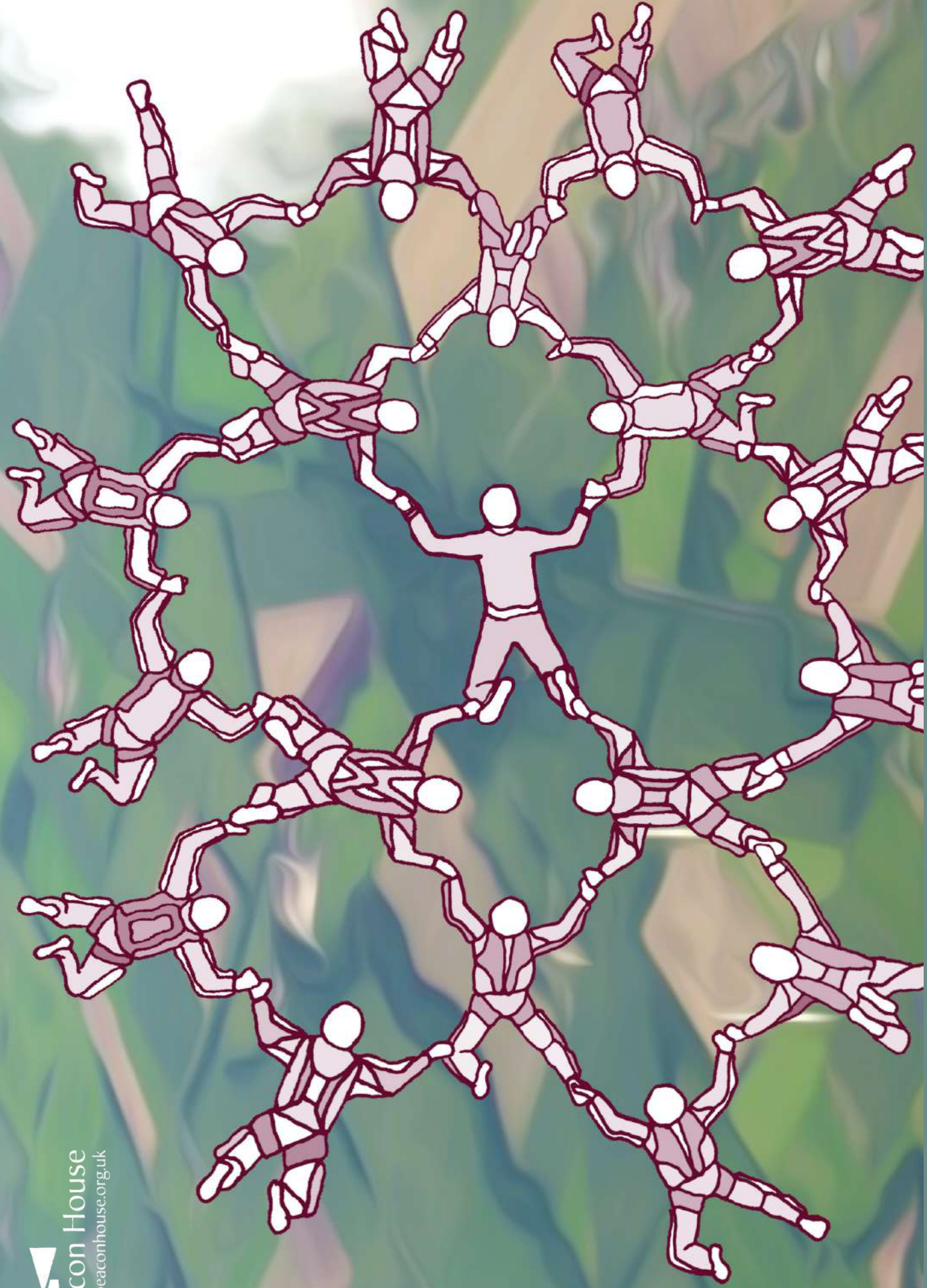
SIGNS OF DYSREGULATION AS A PROFESSIONAL



**“THERAPEUTIC
APPROACHES MUST
APPRECIATE THE
PERSISTENT FEAR STATE
THAT TRAUMATIZED
CHILDREN EXPERIENCE
AND MUST BE DIRECTED
AT THE AREAS OF THE
BRAIN WHICH MEDIATE
THIS ALARM FEAR
CONTINUUM”**

DR BRUCE PERRY





“THE MORE HEALTHY RELATIONSHIPS A CHILD HAS, THE MORE LIKELY HE WILL BE TO RECOVER FROM TRAUMA AND THRIVE. RELATIONSHIPS ARE THE AGENTS OF CHANGE AND THE MOST POWERFUL THERAPY IS HUMAN LOVE. PEOPLE, NOT PROGRAMMES, CHANGE PEOPLE”.

DR BRUCE PERRY