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Welcome

The Queensland University of Technology, the University of Southern Queensland and the Behaviour Support Service of the Metropolitan Region of the Queensland Department of Education and Training warmly invite you to the inaugural Trauma Aware Schooling Conference held in beautiful Brisbane, to discuss, learn about and respond to the issues of complex childhood trauma and the need for trauma aware practice in schools.

A school student’s experience of complex trauma (e.g. physical, sexual, and/or emotional abuse, serious neglect, violence, etc.) can have a serious impact on school behaviours, attendance, engagement and (therefore) educational and life outcomes. Worrying behaviours can also have a significant impact on the well-being, efficacy, and retention of teachers and other educators.

To address this, government departments and many non-government agencies are increasingly encompassing what is now referred to as trauma-informed practice when supporting or working with children and adolescents.

To minimise concerns at school that can lead to student disengagement or disciplinary exclusion, there is a growing call for a collaborative, cross-agency, trauma-informed approach to service provision – which includes the schooling system.

Conference Chairs

Dr. Kay Ayre
University of Southern Queensland

Dr. Judith Howard
Queensland University of Technology

Beverley Turner
Metropolitan Behaviour Support Services
Conference Sponsors and Supporters

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Preventing and treating child abuse and neglect

JANDAMARRACADD

Conference Organisers

QUT

MBSS
Metropolitan Behaviour Support Service

USQ
Emeritus Professor Judy Atkinson

Emeritus Professor Judy Atkinson is a Jiman (central west Queensland) and Bundjalung (northern New South Wales) woman, with Anglo-Celtic and German heritage. Her academic contributions to the understanding of trauma related issues stemming from the violence of colonisation and the healing/recovery of Indigenous peoples from such trauma has won her the Carrick Neville Bonner Award in 2006 for her curriculum development and innovative teaching practice. In 2011 she was awarded the Fritz Redlick Memorial Award for Human Rights and Mental Health from the Harvard University program for refugee trauma. Her book ‘Trauma Trails – Recreating Songlines: The transgenerational effects of trauma in Indigenous Australia’, provides context to the life stories of people who have been moved from their country in a process that has created trauma trails, and the changes that can occur in the lives of people as they make connection with each other and share their stories of healing. She is a member of the Harvard Global Mental Health Scientific Research Alliance. She presently serves on the Australian Institute of Health and Welfare Scientific Advisory Committee on Closing the Gap research, and is on the Board of Directors of the Aboriginal and Torres Strait Islander Healing Foundation and sits on both the Education and Training Advisory Committee, and the Research Advisory Committee. She is the Patron of the We Al-li Trust.

Professor Michael Gregory

Michael Gregory is Clinical Professor of Law at Harvard Law School and a Member of the Faculty at the Harvard Graduate School of Education. He teaches and practices law as part of the Trauma and Learning Policy Initiative (TLPI). TLPI is a partnership between Harvard Law School and Massachusetts Advocates for Children, a non-profit child advocacy organization in Boston. TLPI’s mission is to ensure that children traumatized by exposure to violence succeed in school. At HLS, Gregory co-teaches the Education Law Clinic, which has two components: law students in the Individual Advocacy component represent families of traumatized children in the special education system; students in the Legislative Lawyering component learn and practice the skills of lobbying and policy advocacy to advance TLPI’s public policy agenda for trauma-sensitive schools. As a result of TLPI’s advocacy, Massachusetts enacted the Safe and Supportive Schools Framework statute in 2014, a first-of-its-kind law that creates a statewide infrastructure that supports schools and districts to create safe and supportive whole-school learning environments that serve as a foundation for all students to succeed. With his colleagues at TLPI, Gregory is co-author of the project’s two landmark publications Helping Traumatized Children Learn, Volumes 1 and 2, and he also writes in the field of special education law. Gregory has taught courses in Education Law and Policy, Education Reform and School Culture, and Education Reform.
Associate Professor Philip Riley

Australian Catholic University

Phil Riley researches the overlap of psychology, education and leadership, with a particular focus on the lives of school leaders. Prior to joining ACU Phil was course leader for all post-graduate leadership programs in the Faculty of Education at Monash University. He has collaborated on more than 150 publications and peer reviewed conference presentations and been awarded over $3 million in research funding. Phil's research applying adult attachment theory to the relationship between teachers, students and school leaders was showcased in The International Handbook of Research on Teachers and Teaching (Norwell, Massachusetts: Springer) Attachment Theory and the Teacher-Student Relationship (London: Routledge).

Professor Pamela Snow

La Trobe University

Pamela Snow is a Professor and Head of the Rural Health School at the Bendigo campus of La Trobe University. Pamela has taught a wide range of undergraduate and postgraduate health professionals and also has experience in teacher education. Pamela is a registered psychologist, having qualified originally in speech pathology. Her research has been funded by nationally competitive schemes such as the ARC Discovery Program, ARC Linkage Program, and the Criminology Research Council, and spans various aspects of risk in childhood and adolescence:

• the oral language skills of high-risk young people (youth offenders and those in the state care system), and the role of oral language competence as an academic and mental health protective factor in childhood and adolescence;
• applying evidence in the language-to-literacy transition in the early years of school;
• linguistic aspects of investigative interviewing with children / adolescents as witnesses, suspects, victims in criminal investigations

Pamela has research links with the education, welfare and justice sectors, and her research has been published in a wide range of international journals. She is frequently called upon to address education, health, welfare, and forensic audiences. She is a Fellow of the Speech Pathology Association of Australia and is a past Victorian State Chair of the Australian Psychological Society. She has over 120 publications, comprising refereed papers, book chapters, monographs and research reports.
Dr Judith Howard
Queensland University of Technology

Judith is currently a senior lecturer with the Queensland University of Technology after an extensive career with state schooling in Queensland. She has worked as a teacher, guidance counsellor, and behaviour support specialist. She has held both regional and state positions with the Queensland Department of Education and Training overseeing policy development and implementation, staff development, school, student and family support programs (all in the area of student behaviour management and support). Judith oversees pre-service teacher education at QUT, regarding student behaviour support and classroom management and (more recently) trauma-informed schooling. Judith’s main research interests include the impact of complex trauma on the developing child, primary and secondary school behaviours, and the well-being and resiliency of educators. She is currently involved in a research project investigating the requirements for a state-wide framework for trauma-informed schooling. Through her research, training seminars and consultancy with educators, she continues to encourage schools to adopt a neuroscience informed approach to the behaviour management of trauma surviving students. She is the author of the popular teacher resource/book: “Distressed or Deliberately Defiant: Managing Challenging Student Behaviour due to Trauma and Disorganised Attachment”.
# Sunday, October 15 2017

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<th>Time</th>
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<tr>
<td>12:00pm - 1:00pm</td>
<td>Boulevard Room, Session Chair: Lara Decsi</td>
<td>Boulevard Auditorium, Session Chair: Meegan Brown</td>
<td>Boulevard B1, Session Chair: Ann Bartlam</td>
<td>Boulevard B2, Session Chair: Ainsley Duncan</td>
<td>Boulevard B3, Session Chair: Lindy Devenish</td>
<td>Arbour A1, Session Chair: Noah Cunningham</td>
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<tr>
<td></td>
<td>Restorative Practice and Trauma: healing harm - putting relationship at the centre of disciplinary problem-solving</td>
<td>From Trauma-Informed to Trauma-Transformative: the Reboot 7-Step Framework</td>
<td>Trauma Informed Practice - A Toolbox of Ideas and Strategies for Kids, Classrooms and Schools</td>
<td>The traumatised child in the classroom: What we know and what we can do</td>
<td>Surviving to Learn or Learning to Survive</td>
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<td>Teddy Bears Can Calm a School</td>
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<tr>
<td></td>
<td>Margaret Thorsborne, Margaret Thorsborne &amp; Associates</td>
<td>Sarah Ralston, Rebooting Life</td>
<td>Elizabeth Nottingham &amp; Terri Barker, Metropolitan Behaviour Support Services</td>
<td>Trish Maskell &amp; Nick Downey, Mercy Community Services</td>
<td>Alexa Duke, Australian Childhood Foundation</td>
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<td>Alan Boxmaker &amp; Selina Taggart, Bundaberg North Primary School</td>
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<tr>
<td>1:00pm - 2:00pm</td>
<td>Lunch &amp; Exhibition, Boulevard Level, Brisbane Convention &amp; Exhibition Centre</td>
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### SESSION 2

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<tbody>
<tr>
<td>2:00pm - 3:00pm</td>
<td>Calming the waters: the benefits of a whole-school trauma-informed approach to student wellbeing</td>
<td>Making SPACE for Learning and how we do it!</td>
<td>RESEARCH PAPER SESSION</td>
<td>Domains of regulation: Moving from observation to understanding and response</td>
<td>The Attuned Teacher</td>
<td>RESEARCH PAPER SESSION</td>
<td>When Life Throws Curve Balls! A Neuropsychotherapy Approach to Wellness and Moving Forward After Loss</td>
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<tr>
<td>Justine Wake, Garry Molloy, Stephen Gaggin, Lisa Acutt, John Rohr &amp; Tania Balli, Woodridge State Primary School</td>
<td>Deborah McKenzie, Australian Childhood Foundation</td>
<td>Tracey Sempowicz, Queensland University of Technology</td>
<td>Donna Smyth, Australian Childhood Foundation</td>
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<td>Maureen Allan &amp; Liz McNaughton, T最容易 Resource Teachers Learning and Behaviour</td>
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<tr>
<td>3:00pm - 4:00pm</td>
<td>Vance Brown, DET &amp; Queensland University of Technology</td>
<td>Meagan Brown, DET &amp; Queensland University of Technology</td>
<td>The Attuned Teacher</td>
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<td>Kathleen Liberty, University of Canterbury</td>
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### SESSION 3

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<tr>
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<tbody>
<tr>
<td>3:00pm - 4:00pm</td>
<td>Computerised and Non-Computerised Neuroplasticity Programs That Improve Brain Health in Struggling Students</td>
<td>The Sanctuary Model and Promoting Trauma-Informed Practices in School</td>
<td>Leading from “the edges”: the influence of flexible education practice, knowledge and partnerships</td>
<td>Teenage Brains are Under Construction: A Time of Storming and Reforming.</td>
<td>Teaching and engaging students with poverty in mind</td>
<td>Trauma Informed Practice is a Crime Prevention Initiative- A Policing Perspective</td>
<td></td>
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<tr>
<td>Sheryl Batchelor, Stronger Brains</td>
<td>Anne Henderson, Justin Roberts &amp; Caitlin Burman, Mockipop Family Services</td>
<td>Michelle Kaiman Murray &amp; Dale Murray, Youth+Institute</td>
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<td>Danielle Spletter &amp; Angelene Montafia, Key Assets The Children’s Services Provider</td>
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<td>Sarah Ralston, Rebooting Life</td>
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<tr>
<td>4:00pm - 4:30pm</td>
<td>Afternoon Tea</td>
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<td>3.6(b) Animal-Assisted Therapy in the School Setting</td>
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### MOVIE: PAPER TIGERS (1.5 HOURS)

Boulevard Room

### MOVIE: RESILIENCE (1 HOUR)

Boulevard Room

### Afternoon Tea

Boulevard Level, Brisbane Convention & Exhibition Centre

### Cocktail Reception

Boulevard Level, Brisbane Convention & Exhibition Centre
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<thead>
<tr>
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<tr>
<td>7:30am</td>
<td>Registration Opens</td>
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<tr>
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<td>Boulevard Level, Brisbane Convention &amp; Exhibition Centre</td>
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| 8:15am - 10:30am | **OPENING PLENARY**  
  Keynote Address: Emeritus Professor Judy Atkinson, We Al-ii Trust  
  Session Chair: Judith Howard  
  Keynote Address: Professor Pamela Snow, La Trobe University  
  Session Chair: Beverley Turner  
  Boulevard Auditorium, Brisbane Convention & Exhibition Centre |
| 10:30am - 11:00am | **Morning Tea & Exhibition**  
  Boulevard Level, Brisbane Convention & Exhibition Centre |
| 11:00am - 12:00pm | **Keynote Address**  
  Associate Professor Philip Riley, Australian Catholic University  
  Session Chair: Beverley Turner  
  Boulevard Auditorium, Brisbane Convention & Exhibition Centre |
| 12:00pm - 1:00pm | **SESSION 4**  
  Boulevard Room  
  Boulevard Auditorium  
  Boulevard B1  
  Boulevard B2  
  Boulevard B3  
  Arbour A1  
  Arbour A2  
  Session Chair: Dr Kay Ayre  
  Session Chair: Dale O'Brien  
  Session Chair: Noah Cunningham  
  Session Chair: Christine Street  
  Session Chair: Jennifer Johnson  
  Session Chair: Dr Judy Beausang  
  Session Chair: Dr Tracey Sempowicz |
|              | **SESSION 4.1**  
  Contextualising evidence based trauma research for teachers working in remote Indigenous communities.  
  Damien Knight, Department of Education and Training  
  Glen McIntyre, Be Well, Learn Well |
|              | **SESSION 4.2**  
  Using Red2Green® in Schools: The Impact of Trauma and a Brain-Based Solution  
  Mel Ferrier, Clinical Child Adolescent and Family Psychologist, MAPS |
|              | **SESSION 4.3**  
  Creating Trauma-Informed Classrooms  
  Caitlin Burman, Anne Henderson & Justin Roberts, Mackillop Family Services |
|              | **SESSION 4.4**  
  Practical strategies to re-engage the trauma affected child. Live learnings from Mimi’s House.  
  Jane Hockey & Kym Austin, Hope Centre Services - Mimi’s House  
  Drina Jak, Social Ventures Australia |
|              | **SESSION 4.5**  
  Fostering Self-Regulation and Emotional Control in the Australian Primary Classroom  
  Vicky King & Gayle Rausch, Metropolitan Behaviour Support Service |
|              | **SESSION 4.6**  
  How going to the beach can help us understand principles of child safe culture.  
  Dr Chelsea Leach & Hayley Holst, Pracademics Inc |
|              | **SESSION 4.7**  
  Working with traumatized children from refugee backgrounds: Practical strategies for educators  
  Charlie Lamb, University of New England |
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<th>TIME</th>
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<td>2:00pm -</td>
<td>Boulevard Room</td>
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<tr>
<td>3:00pm</td>
<td>Meredith Waugh (Gold Coast), Belinda Thomson (Sunshine Coast), Sarah O'Regan ( Ipswich), and Werner Bergh (State-wide Program Manager), Evolve Therapeutic Services</td>
<td>Deborah Costa, Department of Education, New South Wales, Australia</td>
<td>Justin Roberts, Anne Henderson &amp; Caitlin Burman, Mackillop Family Services</td>
<td>Beverley Turner, Metropolitan Behaviour Support Services</td>
<td>Samantha Donovan, Department of Education and Training</td>
<td>RESEARCH PAPER SESSION 5.6(a) Creating Community: Narratives of contribution Jennifer Carter &amp; Amanda Prusa, Griffith University</td>
<td>Adolescents of refugee backgrounds: A whole school approach to promoting learning and settlement Jane Griffin, Julie Peal &amp; Donna Torr, Alpaca State High School</td>
</tr>
<tr>
<td>4:00pm</td>
<td>A 3 Step Plan to Building Trusting Relationships With Students</td>
<td>RESEARCH PAPER SESSION 6.6(a) Applying an abbreviated Functional Behaviour Assessment to support behaviour of students in an Indigenous Context Toni Simmonds, Shalom Christian College Townsville</td>
<td>Debt Hughes &amp; Jane Duffield, Kay Assets The Children's Services Provider</td>
<td>Louise Chak, Metropolitan Behaviour Support Service</td>
<td>Jane Langley, Langall Connections</td>
<td>RESEARCH PAPER SESSION 6.6(b) Teachers' Understanding and Practice of Mandatory Reporting of Child Maltreatment Maranh Falkiner, Donald Thomson &amp; Andrew Day, Deakin University</td>
<td>Poverty Impacts on Queensland Schools Terri Barker &amp; Elizabeth Nottingham, Metropolitan Behaviour Support Services</td>
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<tr>
<td>5:00pm</td>
<td>SLIDING DOORS/SHIFTING BEHAVIOUR...creating new realities for traumatised students through attachment awareness</td>
<td>RESEARCH PAPER SESSION 6.6(b) The Trauma-Informed Schools Project in Catholic schools in Western Australia Jacqueline Reid, Catholic Education of Western Australia – Student Services. Ken Merrit, Assumption Catholic Primary School</td>
<td>Margaret Hughes &amp; Jane Duffield, Kay Assets The Children's Services Provider</td>
<td>Louissa Chalk, Metropolitan Behaviour Support Service</td>
<td>Jane Langley, Langall Connections</td>
<td>RESEARCH PAPER SESSION 6.6(c) Applying an abbreviated Functional Behaviour Assessment to support behaviour of students in an Indigenous Context Toni Simmonds, Shalom Christian College Townsville</td>
<td>Poverty Impacts on Queensland Schools Terri Barker &amp; Elizabeth Nottingham, Metropolitan Behaviour Support Services</td>
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The emphasis of restorative problem-solving on repairing the harms done by difficult circumstances and behaviours lends itself to working with all young people, including the population of students who have suffered Adverse Childhood Experiences. Rather than a focus on punishment in the wake of something that has happened in the classroom or school grounds, genuine accountability is based on notions of face-to-face dialogue with, and between, all stakeholders, which seeks first to understand what happened and why. Harm to people and relationships is explored, and those involved in the incident together decide a way forward. This approach, which is democratic, empathic, firm and fair is deeply relational and seeks to restore trust between the parties involved, as well as resolving specific issues (where possible) that have contributed to the incident.

Schools that have successfully implemented a whole-school-approach to this restorative philosophy report calmer, kinder and compassionate classrooms, reduction in difficult incidents over time, greater co-operation and collaboration, and importantly, improved wellbeing and educational outcomes for young people. There is a greater focus on the quality of the relationships between adults and students in the school community and between students themselves. This implies a climate in the school and classroom that is built on the fundamental premise that positive, healthy relationships already exist. A whole-of-school relational approach to developing behaviour is thus focused on a) building social capital and b) responding in a relational way when difficult issues occur.

This workshop will engage participants to explore this restorative approach, and its benefits for those students who have been impacted by trauma, as well as the wider school community. This philosophical move away from punishment for its own sake is a challenge for some schools, and the issue of managing the culture change process will be addressed.
From trauma-informed to trauma-transformative: the Reboot 7-Step Framework

Sarah Ralston
Rebooting Life

From over ten years of development in schools, Reboot’s 7-Step Framework provides a practical, trauma-transformative tool kit for educators to integrate trauma-informed practice into the culture of their classrooms and school. Founded on trauma theory and research, Reboot is neuroscience-based and incorporates findings from developmental and social psychology, positive psychology, education research, contemplative science and yoga. The 7-Step Framework provides practical and sequential tools to address the six common effects of complex trauma through language and characters that young people find highly engaging. Inclusive by design, the Reboot approach addresses the social and emotional wellness of all members of the school community, including disadvantaged and vulnerable young people, especially those with a complex trauma history, to create a culture of positive engagement for all students. Reboot is currently implemented in over 50+ schools. In this workshop, the Reboot team will introduce the 7-Step Framework below and also discuss the potential speedbumps and roadblocks to embedding trauma-informed tools in a school setting.

<table>
<thead>
<tr>
<th>Step</th>
<th>Reboot 7-Step Framework</th>
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<tbody>
<tr>
<td>#1 Create Calm</td>
<td>Create low-stress, safe learning environments.</td>
</tr>
<tr>
<td>#2 Connect + Belong</td>
<td>Create positive relationships, including children with disrupted attachment patterning.</td>
</tr>
<tr>
<td>#3 Get Centred!</td>
<td>Use physical and mental mindfulness to explore personal power.</td>
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<tr>
<td>#4 Self-regulate</td>
<td>Improve emotional literacy and use of ‘top-down’ and ‘bottom-up’ self-regulation strategies.</td>
</tr>
<tr>
<td>#5 Grow Well</td>
<td>Build a positive sense of self and address hopelessness and self-sabotage.</td>
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<tr>
<td>#6 Engaged Learning</td>
<td>Foster learning capacity, stamina and resilience.</td>
</tr>
<tr>
<td>#7 Meaning + Purpose</td>
<td>Enable positive growth through clarity, creating a sense of meaning and purpose in schooling.</td>
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Wild Brain | Emotional Brain | Smart Brain
Students from trauma backgrounds often exhibit high rates of emotional dysregulation and have disproportionately high levels of behaviour incidents within our classrooms and schools.

This workshop will provide teachers and school leaders with practical ideas and strategies using The ASSIST Model, a 3-tiered Trauma-Informed Framework for support, developed by the Metropolitan Behaviour Support Service.

This Model explores the central features of Trauma-Informed Practice focusing on self-regulation, relational pedagogy and wraparound support at a whole school, targeted and individual level.

Participants will have the opportunity to explore electronic resources supporting the framework along with a sample bag of practical ideas.
The traumatised child in the classroom: What we know and what we can be done?

Trish Maskell & Nick Downey
Mercy Community Services

At the end of the workshop we aim for the participants to have an understanding of:

- Brain development
- How childhood trauma impacts on the development of the brain
- That all behaviours are communication
- That relationships are key when working with traumatised children
- The four key principles for trauma sensitive classroom practice.

The introductory section will feature a brief overview of brain development and brain structure. We will then explore the five key concepts that neuro-science tells us about the brain and the implications of trauma on brain development.

We will then focus on how the brain can be repaired, by rhythmic, repetitive and relational experiences. We will also note the resilient factors in a child's life that can assist with attachment and regulation, such as family connectedness, knowing the language of origin, etc.

We will then explore the challenges for schools. For example, many behaviour management practices that can make assumptions about children and their responses regarding what one may think are reasonable expectations.

A whole of school system is important and we will propose that trauma sensitive education benefits all students as many of the strategies examined will benefit not only the traumatised child but others as well. Trauma sensitive classroom practice highlights the importance of relationships and the appropriateness of a positive, predictable classroom culture where the teacher is mindful of what they say, what they do and their body language.

We will highlight the four key elements of the trauma sensitive classroom:

1. Know the child/build the relationship
2. Structure and Consistency
3. From co-regulation to self-regulation

An important notion that is embedded in this practice is the need for self-care plans for staff as they can become overwhelmed by the stress of working with dysregulated students.

Finally we will provide some proven tips and some suitable resources.

The presentation is based on work by many well know researchers, academics and practitioners including Dan Hughes, Dan Siegel, Kim Golding, Nathan Mikaere-Wallis, Judith Howard and Bruce Perry. This workshop or a version of it has been presented to schools and university students.
In the face of traumatic experiences such as abuse and neglect, the brains of children and young people are endlessly vigilant, constantly scanning their environment for the source of the next perceived threat to their safety. Their bodies act as if they are in a constant state of alarm. These responses are not choices these young people make, but rather a function of their autonomic nervous system. This constant state of uncertainty and vigilance leaves little capacity for learning and these dysregulated body experiences are often misinterpreted in our schools as deliberatively disruptive and challenging behaviour. This workshop will explore the impact of safety on learning and behaviour.

Areas to be explored in this workshop include:

• How an understanding of the neurobiology of trauma and creating safety can hold the key to transforming classroom behaviour and engaging in the learning process.
• Why safety is critical for accessing higher brain structures which enable students to learn and be creative.
• Our vagal responses and their impact on learning.
• Techniques to down regulate defence systems and maximise learning.
Developed in response to the devastating 2013 Bundaberg Floods, The BEAR Plan continues to play an integral part in responding to students who are living with past and present trauma (abuse, neglect, domestic violence, parent incarceration). Guidance Officer (Alan Bowmaker) and Chaplain (Selina Taggart) have implemented a range of evidenced-based, whole-school trauma informed strategies. The strategies are rehearsed in a child-friendly non-threatening manner. Students identified as requiring higher levels of intervention are further supported through the use of a safe room (The Bear Room) and receive more intensive individual support.

The acronym, BEAR, identifies four categories of intervention- Breathe, Exit, Ask, Relax. Depending on the student’s developmental level, different strategies within each category are taught. At a deeper level the acronym raises teacher/adult awareness of four key understandings of trauma informed support - Brain/Body, Emotions, Attention, Relationships.

Since the introduction of the BEAR Plan, notable achievements include-increased staff awareness of the impact of trauma on student’s behavior, significant reduction in school suspensions, increased students awareness/implementation of self-regulation strategies to manage their emotions, increase of student self-referring for help, staff awareness of self-care strategies has increased as has parents implementing the strategies in the home environment.

The Bear Plan has received State and National recognition including 2014 Resilient Australia National Award and 2016 Queensland Child Protection Week Award. The authors also presented at the 2016 International Child Trauma Conference (Melbourne). The BEAR Plan has been implemented in a range of educational (Prep-Year 12, and teacher education training,) and non-educational settings, demonstrating its versatility and flexibility.

Participants in this workshop will develop a deeper understanding of trauma and practical strategies to implement as a whole class or for individual students. Participants will also be introduced to self-care strategies to reduce the impact of compassion fatigue.
Calming the waters: the benefits of a whole-school trauma informed approach to student wellbeing

Ms Justine Wake, Mr Garry Molloy, Ms Pat Dore, Mr Stephen Gaggin, Ms Lisa Acutt, Mr John Rohrig, Ms Tania Balil
Woodridge State Primary School, QLD, Australia

Participants will engage with three components of this workshop.

1. Powerpoint presentation: Woodridge State School is a culturally diverse school with a large populations of refugee and asylum-seeker students. We will present our whole-school programs (e.g. Kids Matter and Positive Behaviour for Learning) and share relevant data and successes that demonstrate the benefits of a whole school approach to addressing the needs of students with a lived experience of complex trauma. It is our experience that use of these programs across the whole-school, not only supports the well-being of these students, but supports and enhances the learning of all students, including students from Aboriginal and Torres Strait Island and EALD (English as an additional language or dialect) backgrounds.

2. Q&A: Our team from Woodridge State Primary School will respond to a Q&A session, with participants particularly encouraged to bring questions regarding how to assess which programs and interventions are most useful for students presenting with concerning behaviours and/or mental health concerns in a primary school setting. Themes from the Q&A will be used by the Creative Arts Therapies (CAT) team to inform a creative activity for all participants.

3. Experiential: Please note: this activity does not require any art or music making skills to participate. A variety of materials and instruments will be available for participants to engage in a brief creative arts based experience. This will be a supported activity with the CAT team demonstrating some elements of how music and art making are used in the program at Woodridge State Primary School to support students who have experienced trauma.
Making SPACE for Learning (and how we do it)!
Deborah McKenzie
Australian Childhood Foundation, Melbourne

This workshop will address the neurobiology and neurophysiology of Complex Trauma and will examine what educators and school support personnel can see and experience in their classrooms as a result. We will examine how children and young people can struggle with dysregulated emotion and behaviour, learning challenges, and relationship and memory concerns.

This workshop will introduce you to Action Research that is currently taking place all over Australia that is supported by the Education Consultants and Managers from the Australian Childhood Foundation. Schools participate for a 12-18 month period and post their initial training in our Making SPACE for Learning program. Our team visits schools and works in a consolidated manner with the school project teams by supporting their needs on site and from a distance.

Findings will be shared and the results are outstanding!

Share in this ‘best practice’ workshop for great ideas for your classrooms or schools.
Intercountry adoptees represent a minority group in Australian schools which is under-represented in educational research, in teacher training and in professional development programs. School personnel may therefore lack knowledge, understanding or personal experience in regard to the possible impact of complex trauma on children's development. This qualitative study examined the diverse primary school experiences of intercountry adoptees, from the perspectives of adoptive parents and children. Phase One of the study collected data using focus group interviews with adoption and support personnel and adoptive parents. Key themes were identified and informed further in-depth investigation in Phase Two, a multicase study of 10 adoptive families. This phase collected data from parents through semi-structured interviews and documents, and from their children's conversations, drawings and text. The study had a multi-dimensional theoretical framework which included trauma theory. Findings revealed generally positive perceptions of intercountry adoptees' school experience, but highlighted the difficulties experienced by a number of children across various developmental domains, which was particularly relevant for children adopted closer to school age. This is especially significant in light of the changing trends in Intercountry Adoption which show that a higher proportion of children adopted internationally are in this category. This study contributes to a more holistic theoretical understanding of the nature and implications of atypical early life experience on children's development and the implications for school administrators and educators. The study findings inform an effective method of inquiry for working with children from diverse backgrounds. It also reconceptualises a more consultative model for managing the intercountry adoptee's school experience which makes better use of available social resources and places the child at the centre of policy and practice considerations in schools.
Educators in rural and remote contexts coping with children exposed to complex childhood trauma

Meegan Brown
Guidance Officer, DET, North Queensland (Mount Isa), Higher Degrees Research - Doctor of Education candidate, Queensland University of Technology

The literature suggests agencies and specialists are increasingly adopting a trauma-informed framework to support and intervene with children exposed to complex childhood trauma. School systems are also aware that they must work from such a framework to enhance and not hinder the work of other agencies and specialists, and to ensure children in their care have optimal outcomes. To work in effective trauma-informed ways, educators require knowledge, skill and other supports. However, little is known about this aspect of the work or about the ways in which educators in Australia’s unique rural and remote settings cope with children exposed to complex childhood trauma.

The educational challenges specific to rural and remote schools have been discussed in the literature nationally and internationally (Biddle & Azano, 2016). Rural and remote areas constantly change and can be environmentally and socially unpredictable. This impacts on the role schools play in the lives of the children, families and communities they serve (Brosche & Harrington, 2012; Miller, 2015). Children from rural and remote areas can be especially vulnerable as their communities face higher rates of disadvantage and exposure to traumatic circumstances such as natural disasters, and family and community violence. This is compounded by the difficulties associated with the tyranny of distance in accessing effective support services, strategies and programs.

Consequently, educators must be equipped with psychological and social resilience to cope with the range of challenges experienced by children in their care (Brasche & Harrington, 2012). Many educators in rural and remote areas are early career teachers; numerous are in their first teaching position. The literature suggests they are under-prepared for what confronts them in rural and remote teaching positions and there is a paucity of high quality professional development to assist (Hall, 2012; Heffernan, Fogarty & Sharplin, 2016; Holt, 2008).

The field of trauma-informed practice in education is in its infancy and there is limited research and theory available to inform understandings in this area. Meegan is leading a doctoral study at Queensland University of Technology (QUT) using grounded theory methodology (Corbin & Strauss, 2015) to investigate how educators working in rural and remote contexts cope with children exposed to complex childhood trauma. This will be achieved through 20-30 semi-structured interviews and a focus group involving rural and remote educators in DET’s North Queensland region. This research will contribute to a small but growing body of literature on how education systems and universities are able prepare and support teachers in rural and remote areas to cope with children exposed to complex childhood trauma.
Self-regulation is a term we hear often when discussing the impact of trauma and what we see (or don’t see) in the classroom. But what do we actually mean by the term “regulation?”

What should we be looking for, and how can we support children to develop their regulatory capacity?

When we understand what is meant by regulation, we have the beginning of a framework for observing, assessing, and responding to students’ needs at an individual, classroom and whole school level. A child’s capacity to regulate across all facets impacts significantly on their ability to learn and have successful relational and academic outcomes.

This workshop will explore the various domains of regulation – including behavioural, emotional and cognitive – comparing normative developmental expectations to how the impact of complex trauma might manifest in each area. Discussion will explore guidelines for observing and understanding strengths and deficits in each domain, and will consider practice implications for supporting students to develop their capacity to self-regulate. A platform of co-regulation – the ‘what, why and how’ – will underpin this discussion.

This interactive workshop will provide preliminary direction to inform interventions and initiatives.
Children and young people who have experienced complex trauma have often been harmed by the very person who is meant to care for and protect them. In school they are then asked to trust their teachers and the school environment to provide safety and support for them to engage in learning. However, the pain, fear and worries they have follow them through the school gate each day and fill their mind, leaving little to no space for learning, let alone being able to navigate social engagement and self-regulate.

Act for Kids provides therapeutic and educational programs that support children and young people to help them to feel safe enough to engage in learning. These range from early intervention programs for Kindy and Pre-Prep students through to trauma trained therapists working in schools through the Flourish Education Program. At the heart of the success of both of these programs is compassionate, open minded, and caring teachers - attuned teachers.

School is a prime place to foster social and emotional maturity, and the relationship between a child and their classroom teachers can play a significant role in the healing process. Including social and emotional learning in the classroom can positively alter a child’s learning and life trajectory.

This presentation will outline Act for Kids Early Education Program and Flourish Education Program focussing on what it means to be an attuned teacher. We will explore the practical skills needed to be able to provide a foundation of social and emotional safety for children who have experienced complex trauma. With this foundation of safety, connection and trust students will have a greater capacity to engage in learning.
This field intervention trial evaluated the effect of a 20-25-week multi-component school-wide intervention designed to address somatic symptoms of post-traumatic stress on teacher-ratings of student classroom behavior at five Christchurch New Zealand primary schools.

Thirty-nine teachers reported yearly on the classroom behaviors of 308 children (all children exposed to more than 100 earthquakes of M5 or greater at younger than 4 years of age) as they enrolled in school at age five years between 2012-2015.

In mid-2016, the intervention strategies were introduced. Of the five schools, one school did not introduce any intervention components, one school introduced one component, one school introduced three components and two schools introduced all components. Results showed that teachers in the schools that implemented multiple components reported improved classroom behavior of their students at the end of the 2016 year as compared to the end of the 2015 school year, but that behavior problems continued to increase in the other two schools.

The results of this important trial suggest that a multi-component intervention based on the biological effects of post-traumatic stress might reduce overall classroom behavior problems.
Staying warm in subzero temperatures: Maintaining connection and compassion in the face of challenging behaviour

Dilip Balu¹, Loyola McLean²

¹Integrated Violence Prevention and Response Service (IVPRS), Nepean Blue Mountains Local Health District (NBMLHD), Penrith, New South Wales
²Westmead Psychotherapy Programme, WSLHD and Discipline of Psychiatry, Sydney Medical School, North Parramatta, New South Wales

Brain and Mind Centre, University of Sydney

Students with attachment trauma from relational abuse and/or adversity can present enormous challenges in the classroom (Montgomery 2016). Responding effectively and flexibly to their needs within resource limitations can prove extremely difficult because their high needs often find a way of overflowing and flooding behavioural limits (Hulme & Cornish 2015). At these times, supportive adults can feel the overflowing intensity of this unmet attachment need in the form of challenging behaviour, whether aggressive and angry or passive and sadly withdrawn (Brown, Baker & Wilcox 2012). As professionals, we accurately perceive that we cannot nor should not meet all of this need, without risking professional burnout (van Dernoot Lipsky 2009). Reactive ‘spot fire’ approaches to response and containment can leave students and teachers feeling distant from the change they desire (Montgomery 2016). When we as adults reach out and take risks to connect empathically with these students, they can invite us to join them in their often scary worlds.

This paper seeks to explore these key questions:

• How can we maintain emotionally warm, boundary-oriented interactions in the face of repeated push back from students?
• How can we justify the deep investments of time and effort required to do this in a resource-scarce environment?

Understanding attachment and the impact of early trauma can encourage continued efforts even when we as adults feel the most uncomfortable and out of our depth (Hulme & Cornish 2015; Montgomery 2016). By weaving attachment and trauma theory together and applying them to classroom scenarios, it is possible to develop a humanistic and relational approach to working effectively with traumatised children and adolescents in the classroom (Brown, Baker & Wilcox 2012). The authors contend that being trauma informed is only half the journey and that by viewing our adult role clearly through an attachment lens, we make trauma-aware, compassion-infused classrooms not only possible, but essential.
Life doesn’t always go as planned! Unfortunate and sometimes tragic situations happen and children can be caught up in extraordinary events that are frightening or perhaps even life-threatening. Many children can maintain a relatively stable equilibrium and are able to make healthy adjustments to situations of loss. Others suffer acute distress and adopt trauma-related behaviours. Often a child’s grief is overlooked or misinterpreted as a difficult attitude or behaviour. Losses, however, cannot be ignored or replaced - they must be identified, named and grieved.

Our brain is continually processing incoming sensory signals, forming memories which are pivotal in behaviour development, and the way we adapt to our environment. Experiences that are painful or frightening are encoded, and highly memorable, due to our brain being primed for protection and survival. Subsequent reminders of a traumatic event are likely to bring about the same physiological and psychological fear reactions as when the event first happened. As a result, protection behaviours (hiding away, disconnection), are adopted and often repeated, which if practiced enough, become routine behavioural schemas.

Neuropsychotherapy provides a framework to address situations of loss. It is based on a ‘bottom-up’ approach where the limbic system is calmed, and stress is down-regulated through a safe and supportive therapeutic environment. Emotional safety is essential in order for effective patterns of neural firing to begin. The therapist’s goal is to promote patterns of approach, whereby the child feels safe to share their story, re-connect and then finally, step-by-step, move forward. Developing patterns of approach instead of avoidance behavioural patterns begins when the basic human needs are fulfilled: the need to experience a sense of orientation and control, the need for connections and secure attachments, distress and pain avoidance, and the need to feel valued (self-esteem protection).

“Benson the Boxer: A Story of Loss and Life” is a unique neuroscience-based resource designed to provide guidance for those working with children who have experienced the distress of losing someone, or something, significant in their lives. This psychoeducational tool will be released by WW Norton & Company early 2018.

Storybook:  
http://books.wwnorton.com/books/978-0-393-71301-5/
Program and worksheets:  
Sheryl Batchelor has over 25 years teaching and leadership experience in a variety of educational settings including Early Childhood Centres, Primary and Secondary schools and in the Community. For the last seven years, Sheryl has delivered a suite of evidence-based neuroplasticity programs to help people who are disadvantaged and those that have experienced trauma across the lifespan improve their lives. She has worked with students in Foster Care, Youth Justice, Schools and the long-term unemployed in Australia and in the UK. She is currently one of the Directors of Stronger Brains which is an international organization using proven scientific programs to help people improve their lives.

A growing mountain of research in psychology and neuroscience has now clearly shown, the ways in which trauma degrades organic brain health and impairs social and educational development. In parallel with those studies, scientists have now documented the neurological processes that govern the brain’s ongoing ‘plasticity’ that have now shown that the damaging changes in the brain attributable to persistent high stress can be reversed via specific forms of intensive brain training.

This workshop will discuss several evidence-based multi-domain computerised and non-computerised cognitive training programs and strategies that have been used in schools in Australia and overseas to improve a student’s cognitive and social skills which in turn has led to better life and academic outcomes. Topics such as: Learning About your Brain; Strategies for Calming the Brain; Neuroplasticity Programs to improve Brain Health; Screening for Cognitive Strengths and Weaknesses; Case Studies and Research to support the implementation of neuroplasticity programs into schools will be explored.
Access to education is the inalienable right of all Australian children and young people. However, there are a number of barriers to education, especially for vulnerable and disadvantaged children and young people. Trauma impacts on learning and to support those affected, we must adopt a different model of practice than that which currently informs our approach in mainstream schools.

MacKillop Education, is one of the services provided by MacKillop Family Services, which works to support our most vulnerable children, young people and families. MacKillop Education has implemented, in their schools and in their work with children in out-of-home care, the Sanctuary Model. Sanctuary is a trauma-informed model of practice which informs our work with children and young people who have experienced or continue to experience trauma. In a unique practice model, the school and program works in trauma-informed ways with school children who have disengaged from mainstream school. All school staff, including teachers, use Sanctuary to respond therapeutically to the needs of our children and young people.

The 4 Pillars of the Sanctuary Model are:

- **Trauma Theory:** Trauma can alter the brain functioning and behaviour, especially children and young people. Trauma affects individuals as well as whole systems or organisations.

- **The SELF Framework:** S.E.L.F is a framework for solving complex problems presented by trauma survivors, families, and chronically stressed systems and organisations. S.E.L.F stands for the key areas of trauma recovery: Safety, Emotion, Loss and Future.

- **Sanctuary Tools:** The tools include Community Meetings, Safety Plans, Red Flag Reviews, Team Meetings, Psycho-education, Treatment/Service Planning, Supervision/Coaching and Training.

- **The Seven Sanctuary Commitments:** - Nonviolence, Emotional Intelligence, Social Learning, Democracy, Open Communication, Social Responsibility, Growth and Change.

The presentation will provide an overview of the Sanctuary Framework and its application in an education setting, working with children who are disengaged from mainstream education.
Leading from “the edges”: the influence of flexible education practice, knowledge and partnerships

Dale Murray1, Michelle Kelman Murray2
1Edmund Rice Education Australia, 2Youth+Institute

It is at the “edges” of educational landscapes where we often find evidence of educational innovation. The spaces that cater for those outside the mainstream are spaces that by necessity are experimental, challenge dominant paradigms and offer habitats of inclusion, justice and equity.

Edmund Rice Education Australia Youth Plus (Youth+) works at these edges, operating nationally to provide education for young people disenfranchised from mainstream education. With 20 schools and associated programs and services, Youth+ represents Australia’s largest non-state school systemic response to this community of young people.

The Youth+ Institute is responding to mainstream education, out of home care providers and flexible education providers to implement the Youth+ educational practice to maintain educational engagement for young people impacted by trauma and adversity. This practice is based on a relational pedagogy, is research and practice evidenced and works in culturally safe and trauma informed ways in relationship and partnership with young people, families and communities.

This session will cover the key elements of Youth+ educational practice and explore ways in which flexible learning options can collaborate at school, regional and systems levels to influence trauma informed and best practice for vulnerable children and young people.

The session will be informed by the following:

- Young people who come from trauma backgrounds or have had significant adversity often act in ways that limit their engagement
- We use multilayered trauma informed processes to engage young people in learning in our settings – processes which are transferable to mainstream settings
- Informed leadership sets the tone and “permissions”
- While our passion is working with the most complex young people our practice supports engagement and learning gain for all students
- Fullan (2010) points to the power of a shared sense of purpose and a genuine collective responsibility at four levels: intraschool; interschool; clusters; and a systems level.

Education providers must rise with compassion and empathy to provide equity of access and excellence in educational pathways including for those young people most vulnerable to disenfranchisement. We will not only be measured by our response to these complex issues but we will create a future educational landscape that is grounded in equality, justice and liberation.
Adolescence is a time of significant growth and reconstruction inside the teenage brain and this time is often referred to as the ‘brain storm’. There is a resounding mantra from guardians, parents and teachers: “I just don’t understand what they are thinking!” For those of us who are supporting teenagers, it can be like navigating choppy seas! It can feel like living with an alien: a stranger hell-bent on making your life like a roller coaster of emotions and events that are careering out of your control!

This workshop will explore what is happening in the usual teenage brain and how this can impact on the school experience, home life and relationships. It will then overlay this with the impact of trauma. The workshop will provide participants with some insight into ‘What they are thinking…’ and how you can make sense of those thoughts. Furthermore, it will provide some practical suggestions to support and guide teenage brain development. This snap shot will leave you with knowledge and guidance for home and school.
Teaching and engaging students with poverty in mind
Karen Brown, Principal
Mabel Park State School, Logan, Queensland

Mabel Park State School is a primary school in the city of Logan in the South East Region of Queensland. The student population of Mabel Park State School is unique, combining a rich blend of socio-economic and culturally diverse elements with students from 60 diverse cultural backgrounds including Pacifica, European, African and Asian. Breakdown of student population is listed below:

<table>
<thead>
<tr>
<th>MBSS Demographic</th>
<th>Group</th>
<th>Trauma and potential behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>154 (22%)</td>
<td>Aboriginal and Torres Strait Islander</td>
<td>Inter transgenerational trauma (family violence; separation; substance abuse; incarceration; mental health) – hyper-arousal; trust/relationship issues; behaviour and emotional regulation</td>
</tr>
<tr>
<td>215 (30%)</td>
<td>Pacific Island and Maori (8 Islands)</td>
<td>Differences in child rearing practices; discontinuity of social support; ability to cope with cultural differences – behaviour and emotional regulation; depression; anti-social behaviours; aggression.</td>
</tr>
<tr>
<td>44 (6%) 166 EALD (23%)</td>
<td>Refugees Migrants</td>
<td>Home country trauma - separation anxiety; aggressive behaviour; fear of something bad happening Limited or no previous education – require high levels of support socially, emotionally and culturally</td>
</tr>
<tr>
<td>12 + 5 (2%)</td>
<td>Children in Out of Home Care</td>
<td>Early attachment trauma – anxious &amp; fearful; trust issues; emotional regulation difficulties; impulsive; aggressive; poor self-worth; fight/flight/freeze.</td>
</tr>
<tr>
<td>76 + 7 (11%)</td>
<td>Students with a Verified Disability</td>
<td>Syndrome specific conditions, medical influences – aggression; self-injurious; property destruction; oppositional; socially inappropriate; withdrawn.</td>
</tr>
<tr>
<td>8%</td>
<td>Everybody else</td>
<td>Generational Poverty – underachievement; poor self-worth and belief.</td>
</tr>
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Mabel Park State School is one of four schools in the South East Region participating in a whole of school action research project focusing on complex trauma. This project seeks to build capacity for school staff, strengthen collaborative partnerships, improve staff wellbeing, and implement school policy, procedures and strategies to support students affected by complex trauma. Mabel Park State School is also a lighthouse school for implementation of the Berry Street Education Model, a trauma informed positive education pedagogy, for 2018. Drawing on the work of Eric Jensen, The Healing Foundation and Dr Judith Howard, Karen Brown has primed her staff to consider how trauma can affect a student’s brain and what the school community can do about it. Staff at Mabel Park State School understand that the brain is susceptible to adverse environmental effects but is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships. Their goal is to not only recognise and deploy tools to cope with extreme situations, but also to create an underlying culture of respect and support and build students’ resilience, self-esteem, and character.
Another signature practice at Mabel Park State School is to develop in students and staff a growth mindset, drawing upon Carol Dweck’s work. Teachers understand the malleability of the brain and work to embed a growth mindset philosophy in their classrooms. Students are educated about the brain, and how dedication and effort can improve their performance. The growth mindset concept is also communicated to parents. Strong community and stakeholder partnerships is also key to success for Mabel Park State School with visiting school psychologists, health checks available and strong working relationships with local community groups and family support services.
Trauma informed practice is a crime prevention initiative. A Police Perspective
Kelly Humphries
Child Protection Unit, Queensland Police Service

With 10 years in the Queensland Police Service and 5 years working in schools and Crime Prevention Logan Senior Constable Kelly Humphries shares her perspective and insights as to why Trauma informed practice is not only essential, but it is also a crime prevention initiative.

Kelly will explain what School Based Police Officers do and how they can support schools in the current model.

She will also discuss:
- How understanding trauma provides opportunity for early, and more targeted intervention.
- The need to understand how certain behaviour management styles and behaviour and our current reactive policing style and practices can perpetuate trauma.
- How failure to acknowledge the trauma can result in students becoming engaged in ‘other’ problematic behaviours (e.g. substance abuse, disengagement and criminal behaviour) and can experiencing mental health concerns.
- Understanding the young person’s disposition/condition can reduce re-traumatisation when engaging with law enforcement.
- The need to see past the criminal behaviour/poor behaviour and acknowledge the greater problem first, before dealing with the crime itself.
- How understanding trauma can prevent radicalisation. In light of the current world climate, there is a very real focus on how young people become disengaged and targeted by terrorist or “other” groups.
- The need to reduce crime and offending/re-offending through consistency and targeted interventions which is particularly concerning with the overrepresentation of Indigenous populations in detention.

The very nature of the complex trauma we are now seeing in this current and emerging generation, requires a more collaborative and involved case management process, more information sharing and accountability and shared responsibility to achieve success.

Enhanced awareness regarding trauma, an effective referral process and building positive and proactive relationships that promote understanding and connection can reduce crime and make the community and our schools safer and happier places.

Topics to be covered include:
- How schools can work more effectively with police and law enforcement?
- How to reduce the impact of traumatisation when dealing with a child who has committed an offence?
- How case management and working collaboratively reduces offending and disengagement?
- Organisations you can utilise to assist youth.
Teacher occupational stress, burnout and attrition rates have been topics of extensive research and publication over the past three decades. The contribution of various psychological, biographical and environmental constructs have been explored. However, the impact on teachers and school staff working with students affected by complex childhood trauma, including disorganised attachment patterning, is yet to receive attention.

Research has identified the trauma-related constructs of vicarious trauma and compassion fatigue as key sources of occupational stress and psychological distress for those working with complex trauma clients in associated occupations, such as youth mental health and child protection. The complimentary concepts of compassion satisfaction and vicarious resilience capture the positive feelings and impact of working with trauma-affected populations.

This paper discusses the published literature on trauma-affected occupational stress and reflects on the possible merits of applying a trauma-informed lens, inclusive of vicarious trauma and compassion fatigue, to enhance our understanding of teacher stress. This paper suggests inclusion of a trauma-informed framework to better understand teacher stress and investigates possible methods for intervention across the 4 levels of individual, interpersonal, organisational structure and management.
Animal-Assisted Therapy in the School Setting

Mandy Dovey

The Lakes College Counsellor (North Lakes, Queensland), Registered Psychologist & Registered Teacher

Animal-Assisted Therapy in Counselling (AAT-C) incorporates the use of animals as therapeutic tools into the counselling environment (Chandler, 2012).

Since 2014 George the Labrador (Smart Pup) has been assisting students, families and schools across the Sunshine Coast and The Lakes College at North Lakes. George was specifically bred and trained to support children with Autism Spectrum Disorder (ASD). However, it soon became apparent that he could reach and support a broader range of students including, those who had experienced trauma.

The relationship between George and his owner aids in the therapeutic relationship. Students observe the trust that George has in his owner. They also witness the unconditional love and care shown towards George. This relationship of mutual trust, positively impacts upon the therapeutic relationship with students.

The mere loving nature of George not only assists in rapport building with students but also in disclosure. Students find it easier to express themselves through physically interacting with George (stroking, walking, teaching tricks) resulting in in a lower demand on language.

A therapy dog may offer benefits such as, acceptance; nurturance; safe touch and physical affection (York, Adams & Coady, 2008). Additionally, the physical presence of an animal has been associated with increases in smiling and laughter among children (O’Haire, McKenzie, Beck, & Slaughter, 2013). George has helped students establish and maintain friendships with peers, build trust in adult figures, manage their anxiety, engage with the curriculum and most importantly provide a motivation to attend school.
Contextualising evidence based trauma research for teachers working in remote Indigenous communities.

Damien Knight¹, Glen McIntyre²
¹ Department of Education and Training, Cairns, Australia
² Be Well, Learn Well, Brisbane, Australia

The developmental impact of trauma and the environmental conditions need to be considered in remote, Indigenous schooling communities.

The presenters will share a trauma training program that has been developed for teachers in remote, Indigenous majority schools in Cape York, Queensland that has contextualised the research with teacher and community member experiences. It adopts the context of the communities and includes content that identifies strengths and outlines practical strategies for teachers to promote student resilience.

Trauma-informed programs and the use of neuroscience research and attachment theory has led to a plethora of trauma related training products for a range of government and non-government organisations. “Mainstream trauma-informed training” typically integrates clinical content with meta-research undertaken in areas without a majority Indigenous population. To be effective, training material for teachers working remotely needs to be contextualised and integrate relationship structures, parenting and cultural practices. In addition, the training program must recognise the dual role of teacher aides and community teachers, as school staff and community members. The delivery of a community specific trauma training for remote, Indigenous communities is an important contribution to equipping teachers in remote areas that seeks to enhance knowledge of behaviour within the socio-historical context of each community in the Cape.

This workshop will outline the contextualisation process undertaken and highlight the way it has shaped the training content. The workshop will also provide the key differences between this training program and more existing training programs for mainstream schools. Lastly the workshop hopes to promote the critical importance of contextualisation in the development of teacher training in remote communities and its effectiveness in developing training content.

The contextualisation model integral to the trauma training program, together with the development of in-service training modules to address professional, community and personal factors impacting on student behaviour has been integrated into the roll-out of the trauma training program for the Cape.
Using Red2Green® in Schools: The Impact of Trauma and a Brain-Based Solution

Mel Ferrier
Clinical Child Adolescent and Family Psychologist, MAPS

Trauma in schools is a growing problem and there is a growing demand for strategies to manage the wellbeing of the child, peers, teachers, and staff. If a school-age child has experienced trauma, this paves the way for long-term vulnerability where they lack an effective ‘brake’ for the ‘accelerator’ that speeds them along the stress continuum. States of hyperarousal or hypoarousal go on to affect the developing brain, damaging it with the toxic effects of cortisol and other metabolic processes. Protracted trauma affects the hippocampus due to the repeated nature of events and therefore the ability to consolidate new skills becomes affected.

Traumatised children are at high risk of not meeting learning outcomes, but even when they do, something else will likely be amiss such as socio-emotional behaviour with other peers, or self-related behaviours.

Clinically, working with traumatised children involves bearing witness to, and speaking the unspeakable, in a way that matches words to internal states – and then helping them to generate alternative narratives. Clinicians also (like teachers), often support the development of the child’s exploratory behaviour with learning, peer relationships and knowledge of self. These are processes of having a ‘second go’ at building those early-impaired descending cortical circuits and developing appropriate skills in arousal regulation.

Children are inherently resilient and respond well when information is delivered to them in a way that they intuitively understand and enjoy. Red2Green® is a highly practical solution that empowers teachers and students to resolve complex problems using the principles of neuroplasticity. It is a unique visual approach that elicits arousal regulation skills based on the Red2Green® ‘Magnetic Brain Map’ or the Red2Green® ‘Computer Game’. Children develop skills in becoming self-aware and utilising both verbal and non-verbal strategies to support them in becoming a ‘Master Regulator’. Red2Green® can be used individually (e.g. by a school counsellor), in group settings (e.g. students focusing on a particular skill), in classroom settings or as a whole school philosophy.

Red2Green® can be teacher-led or student-led and is parent-inclusive. With Red2Green®, teachers can be assured of the quality of science – and more than 10 years of clinical and Doctoral research.

During this presentation, Dr Ferrier will overview:
- The neuroscience of trauma; in particular, the development of the right brain and the neural circuitry involved in arousal regulation.
- How Red2Green® can be used in schools with children who have experienced trauma – teaching highly visual concepts with little reliance upon language skills.

Case studies of students receiving child protection services who have responded very successfully to Red2Green® interventions.
Creating Trauma-Informed Classrooms
Caitlin Burman, Anne Henderson, Justin Roberts
MacKillop Education Services, Melbourne and Geelong, Australia

The experience of trauma is common in many of the students that we teach. The range and complexity of this trauma includes mental health, spectrum diagnoses, abuse, neglect, grief and loss and antenatal substance exposure. Studies have shown that trauma affects brain development and therefore has significant implications for the development of a child’s cognition, language, self-identity and their ability to self-regulate. This workshop will provide trauma-informed tools and strategies for immediate use in the classroom that are designed to foster skills in self-regulation, including emotional control, sensory regulation and the ability to exercise executive functioning skills, necessary to engage in (or access) learning. The workshop will draw on the Sanctuary in Schools Model, which has been developed to support children and young people who have experienced trauma.

The 4 Pillars of this Model are:

- Trauma Theory: Trauma can alter the brain functioning and behaviour, especially children and young people. Trauma affects individuals as well as whole systems or organisations.

- The SELF Framework: S.E.L.F is a framework for solving complex problems presented by trauma survivors, families, and chronically stressed systems and organisations. S.E.L.F stands for the key areas of trauma recovery: Safety, Emotion, Loss and Future.

- Sanctuary Tools: The tools include Community Meetings, Safety Plans, Red Flag Reviews, Team Meetings, Psycho-education, Treatment/Service Planning, Supervision/Coaching and Training.

- The Seven Sanctuary Commitments: - Nonviolence, Emotional Intelligence, Social Learning, Democracy, Open Communication, Social Responsibility, Growth and Change.

This workshop will specifically focus on Trauma Theory and the Sanctuary Tools.
Mimi’s House provides a child-centred, intensive early intervention and support program for at-risk children (5 – 10 years old) who are finding it difficult to develop emotionally, socially and academically at school. These children often present with high levels of anxiety, difficulties concentrating and difficulties engaging in class which is often caused by home environments that produce toxic levels of stress, poor nutrition, sleep deprivation and poor personal hygiene.

The cohort of primary school aged children with whom Mimi’s House works have been identified by the Queensland Department of Education and Training as “high-needs” and requiring a “red zone” response. This means the children are at risk of poor academic results; have poor school attendance; come from traumatic backgrounds and troubled families. Family factors can include drug and alcohol abuse, parents being incarcerated and family violence, and many are often second or third generation welfare dependent. These children are at risk of this cycle continuing in their lives.

Mimi’s House aims to intervene and help prevent this, before it is too late.

This workshop aims to present the live learnings from Mimi’s House and challenge the way traumatised/neglected children are both viewed and treated. The key features of the workshop will be showcasing the techniques and strategies that are used in the program and have proven successful at re-engaging children who have been affected by trauma and/or dysfunction.
Fostering Self-Regulation and Emotional Control in the Australian Primary Classroom

Vicky King and Gayle Rausch
Metropolitan Behaviour Support Services, Queensland Department of Education and Training, Brisbane

It is apparent that many students in our primary schools are increasingly demonstrating challenges with emotional self-regulation and therefore are exhibiting disruptive behaviours that can stand in their way of achieving positive academic outcomes. The Australian Curriculum aims to develop students’ personal and social capabilities. This can include a range of practices such as: recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills to prepare them for their potential life roles as family, community and workforce members. The development of personal and social capability is a foundation for learning and for citizenship.

“Zones of Regulation” (developed and licensed by occupational therapist, Leah M. Kuypers), is a leading intervention tool and curriculum framework that blends methodologies of social thinking, sensory processing and emotional intelligence. It allows students to maintain an optimal level of arousal throughout the day, increase self-confidence in the school environment and manage worries and/or emotions through creating secure and predictable routines.

This workshop will provide participants with comprehensive and practical strategies and resources for practising “Zones of Regulation” in an Australian classroom context. It will allow for a deeper understanding of how “Zones of Regulation” can be implemented in primary schools and will provide examples of ways of connecting with this social and emotional programs.

The outcomes schools can expect include: improved emotional and social wellbeing for all students and staff, improved self-esteem and capacity for healthy relationships and increased teacher knowledge and capacity in working with students who lack social and emotional competence.
How Going to the Beach Can Help Us Understand Principles of Child Safe Culture

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Being a Child Safe Organisation is fundamental to being a trauma aware school. Child Safe practices are based on situational crime prevention and designed to minimise the risk that children will experience abuse within an institution. However, Child Safe Organisations also create a sense of safety and security within which children can experience healthy and healing relationships with adults. This workshop will explore what it means to be a Child Safe Organisation through an interactive and engaging presentation. The workshop will begin with a brief discussion of the research on Child Safe Organisations from the Royal Commission Inquiry into Institutional Response to Child Sexual Abuse. Following this, participants will explore what it means to develop a prevention-focused culture within a school environment. Through the analogy of beach safety, participants will explore the underlying assumptions, values, norms and symbols involved in preventing drownings and consider how these may apply to preventing harm to children in organisations. Participants will leave the session with an increased understanding of what it means to have a Child Safe Culture and how this underpins trauma aware practices. Finally, participants will have a series of key questions to begin a conversation with their school community about being a Child Safe Organisation.
Recognising and working with children from refugee backgrounds who have experienced trauma is not easy!

This presentation will introduce educators and practitioners to the refugee experience and provide tips for recognising refugee trauma in young children. Workshop participants will be provided with practical strategies to facilitate access and participation into early childhood services and school for children from refugee backgrounds.

These strategies are drawn from research conducted with 55 participants consisting of parents of young children from refugee backgrounds, family support workers and kindergarten teachers located in three areas of South East Queensland including the Logan, South Brisbane and Toowoomba/Lockyer Valley regions. Participants were sourced through seven organisations funded through the Pre-Kindergarten Grants Program 2013-2016, an initiative of the Queensland Dept. Education and Training.
Research is very clear that the first few years of life are critical for brain development. Essentially, healthy development can be derailed by excessive or prolonged activation of stress response systems in the body and the brain. This sustained activation of the stress response system can lead to impairments in learning, memory, and the ability to regulate certain stress responses. Thus, it is very important to understand the importance of early childhood experiences in the development of the brain. Following a brief introduction to the core concepts of brain development and impact of prolonged activation of stress response systems, participants will be guided through an experiential activity that will deeply enhance their understanding.

The Brain Architecture Game is a facilitated experience that will build participants’ understanding of the powerful role of experiences on early brain development – what promotes it, what derails it, and with what consequences for society. The goal of the exercise is to build a brain that is as tall as possible, which represents functionality, and as sturdy as possible, which represents the ability to withstand stresses and develop resilience. Groups of four to six players will work together, drawing Life Experience cards to gain materials for brain building.

Easy to understand and simple to play – but hard to forget!

By engaging players in a carefully designed, hands-on, group experience, the game provides a unique experiential opportunity for participants to understand the science of early brain development, and the impacts of both positive and negative experiences on a child’s ability to achieve success within a school setting.

A facilitated discussion concludes the game. The shared concepts and vocabulary help people focus on our shared responsibility for creating the environments in which young children develop and establishes a strong, shared frame for productive conversations on a range of early childhood issues, policies, and programs.
Adequately supporting the needs of traumatised children within New South Wales (NSW) public education system schools is often frustrated by; poor perception of the impact of developmental trauma on children's school-based functioning and the need for additional, specialist support; the push for, and provision of, behaviour diagnoses for these children to fund basic assistance and supervision; competing demands on an overextended School Counselling resource impacting capacity for school-based trauma informed psychological services, and seemingly stretched capacity of government/non-government agencies to reliably provide effective support.

Too, inadequate identification of, and variable action to support, children who are daily living traumatised existences persists with lack of understanding of behavioural signals of distress children display and underreporting to agencies; persistent, simplistic behaviourist view of children's behaviours within schools and low level collaboration between schools and external agencies.

R.E.W.I.R.E. a School Counsellor-led practice-model approach to supporting traumatised students within a school setting provides a framework for facilitating a trauma sensitive environment within public education schools to ameliorate these frustrations and attend to these inadequacies in a pragmatic, achievable way – engaging available and human resources. R.E.W.I.R.E. is a systematic, whole-of-school support model for trauma informed and sensitive practice and care to support the students and their educators, encompassing Regulate (attention, emotions, behaviours) Educate (to promote knowledge, awareness and practise), Wellbeing framework (focus for learning and support), Informed (on the students and on appropriate agencies), Relational (approach as priority), Engagement (of resources, supports and with appropriate services).
Challenging student behaviour is an ever-present reality in every schools’ commitment to provide safe learning environments. Schools, their leaders and their teachers, share the task of putting in place practices that aim to have a positive impact on individual students’ behaviour. There is no simple answer due to the wide variety and complexity of barriers to learning; this means that the search for an effective response can be illusive and, to the dismay of all stakeholders, can sometimes lead to exclusion.

Aimed at educators, teachers and all levels of school leadership, this workshop will explore brain development and trauma theory and how this knowledge can inform effective responses to challenging behaviours in mainstream education. Informed by MacKillop School’s experience, working with disengaged young people and their mainstream host schools, it will also propose inclusive, trauma-informed post-incident responses to challenging behaviour that call into question, hierarchical escalation processes, that can often lead to the exclusion of our most vulnerable children and young people.
The benefits of a trauma-informed approach within schools is becoming increasingly recognised. However, in reality, implementing a systemic, preventative trauma-informed framework, can be challenging. How do we move from theory to practice?

This workshop will explore:

- The three-tiered ASSIST Trauma-Informed Practice Framework, developed by the Metropolitan Behaviour Support Service, which is currently being implemented as a pilot project within the Metropolitan Region of DET, Queensland.

- Key considerations when implementing a whole-school trauma framework?

- An integrated approach - integrating Trauma Informed Practice with Positive Behaviour for Learning and Restorative Practice.

- Avoiding the pitfalls of implementing a trauma framework, to ensure success.
Incorporating neuroscience interventions with trauma-informed practices.

Samantha Donovan
Principle, Norfolk Village State School, Ormeau, Queensland

Norfolk Village State School (NVSS) is an Independent Public Primary School in Ormeau, Gold Coast in the South East Region of Queensland. Norfolk Village State School is one of four schools in the South East Region participating in a whole of school action research project focusing on complex trauma. This project seeks to build capacity for school staff, strengthen collaborative partnerships, improve staff wellbeing, and implement school policy, procedures and strategies to support students affected by complex trauma.

As part of the school’s 2017 implementation plan, Norfolk Village State School is creating a whole school approach to social and emotional wellbeing drawing on Positive Psychology to support all students to flourish. Norfolk Village State School is also a lighthouse school for implementation of the Berry Street Education Model, a trauma informed positive education pedagogy. Norfolk Village State School has a tier 1 accreditation in Positive Behaviour for Learning and is working towards accreditation to tier 2 in 2017.

Parallel to this, the school is developing a tier 3 model called the Engine Room that draws on the principles of neuroplasticity, positive psychology and trauma informed practices to improve students’ social and emotional wellbeing and academic success. Using data to identify tier 3 students; where previous interventions have had little to no impact, each student participates every morning in a specialised program that incorporates neuroscience to strengthen neural pathways. Some students in the cohort have disabilities and/or other co-existing diagnosis such as ADHD, FASD and Anxiety. At the start of the program, students were assessed to discover their baseline cognitive concerns using teacher and parent questionnaires, Automated Working Memory Assessment, school behaviour, academic data and specialist reports where relevant. Relational teaching is a strong focus of the Engine Room intervention and each student also engages in a physical program that incorporates running on uneven ground to develop balance and coordination. Students are explicitly taught about the three parts of the brain and participate in Feurestein paper based tasks and BrainHQ program to strengthen executive functioning in the brain.

To strengthen student outcomes, the whole family is offered support via a school based family support worker who links the family with external support if required.
Creating Community: Narratives of contribution

Jennifer Cartmel1, Debbie Miller2, Madelaine Winstanley2, Michelle Hamlin3, Amanda Prause1
Griffith University1, Pathways to Resilience Trust2, Education Queensland3

This symposium presents the voices of members of a school community with a common vision for creating a supportive environment in which children would develop social and emotional wellbeing. The community voiced a desire to become more skilled and to be more cohesive in particularly supporting children who demonstrated vulnerability in developing social and emotional competence which linked to engagement in learning.

Four professionals will narrate their story about the community created and the role they played.

Their voices will be linked through a critical thinking process called ‘Circles of Change Revisited’ (Macfarlane et al 2014). This process will demonstrate how creating a culture of dialogue allows individuals to find common ground so people can share knowledge, ideas and possibilities. The way one attends to a situation, individually and collectively, will determine how successfully the partnerships required to provide the best environments in which children can grow and develop are created. Each professional will share their contribution to the process. Their contributions have been scoped using the Most Significant Change (Davies and Dart, 2005) methodology.

The symposium will include their reflections on the process of creating the community in order to share the discoveries made, exchange knowledge and ideas, and highlight the possibilities. It will describe the participants and the process of a year long project.

Further, this facilitated dialogue will illuminate the features of the process that were critical to create the community linked to a school to support the social and emotional well-being of children. It will discuss the role of researchers, teachers and program facilitators in improving children’s engagement in well-being curriculum. Their narratives will highlight the importance of building strong relationships in order to facilitate improved engagement in wellbeing programs and provide evidence about how children’s self-awareness and esteem were improved and educators gained knowledge and confidence when the community were able to share a common language and collaborate.
Responding to the needs of Aboriginal and Torres Strait Islander students: Culturally appropriate behaviour support

Linda Llewellyn
James Cook University, Townsville, Australia

Despite decades of intervention from governments at the state, territory and national level Australian Aboriginal and Torres Strait Islander students continue to be overrepresented negatively in indicators associated with student behaviour, such as student suspension, attendance, expulsion, retention and achievement. Absent from discussion is an attempt to draw from the voices and stories of Indigenous peoples to identify and establish behaviour support strategies for more equitable outcomes. This paper presents comments by Indigenous parents, students and teachers that relate to student experiences of trauma, and school responses to student needs that emerged during a study investigating culturally appropriate behaviour support practices for teachers in classrooms.
Adolescents of refugee backgrounds: A whole school approach to promoting learning and settlement

Jane Griffin, Julie Peel & Donna Torr
Milpera State High School, Brisbane Australia

Milpera State High school is located in Brisbane, Chelmer. It provides on arrival settlement and English language learning for students of refugee background, many of whom have experienced the trauma of war, the loss of their cultures, countries and identities. This trauma combined with the issues of dealing with adolescence and settlement in a new country can create many issues for our students.

As part of our whole school approach, we offer specialised onsite Art and Music Therapy. Our targeted English language learning occurs in classrooms that build a sense of belonging and joy, this is combined with carefully thought out curriculum choices that value and engage our students.

This workshop will be made of three parts:

1. Unpacking the benefits of onsite Art and Music therapy for refugee background students.

2. Learning and thriving at Milpera! Building a sense of belonging and creating joyous classrooms.

3. Curriculum choices. The final part of the workshop will unpack how curriculum choices, related to texts, contexts, topics/subject matter and shared experiences, engage and value our students and promote settlement and a sense of belonging.
When Neuroscience Meets the Classroom

Rachel Smith¹, Melissa Branjerdporn¹, Leah Millward²
Evolve Therapeutic Services, Brisbane South¹, Evolve Therapeutic Services, Toowoomba²

This presentation will provide a brief theoretical overview of how complex trauma and neglect can impact on regions of the brain. The experiences of complex trauma create shards of dysfunction and a lack of integration across different regions of the brain, which has serious ramifications for cognitive, emotional, and social development.

Challenging behaviour present in the classroom will be understood using neuroscience.

This workshop will provide educators with an opportunity for experiential learning of regulation strategies for different parts of the brain to facilitate learning, and assist with managing challenging behaviour. A range of creative sensory regulation strategies will be demonstrated which will be helpful for all children at school including those who have experienced complex trauma. The strategies can be applied at crucial times of the school day such as transitions. Regulation ideas will be drawn from the work of Bruce Perry, Patricia Crittenden, and Grant Sinnamon.

Participants will develop their knowledge regarding:

- the impact of complex trauma on brain development and implications for the classroom.
- the identification of the parts of the brain that are dysregulated and how to apply appropriate strategies to facilitate learning and calm the nervous system.
- a range of activities to regulate different parts of the brain.

Participants will be provided with a toolkit of strategies to take back to the classroom to facilitate learning and assist with challenging behaviour.
A trauma-informed approach to understanding problem behaviour
Sonja Vanderaa
Australian Childhood Foundation, Hobart, Australia.

Understanding the function of a student’s problem behaviour is a crucial step in planning effective interventions. Simple Functional Behaviour Assessment (FBA) is one way of doing this. However, for students who have experienced complex trauma it is also vital for staff to understand that what is now seen as maladaptive behaviour was once adaptive. It helped the student to survive.

Questions explored in this workshop include:

• What might a trauma-informed approach to simple Functional Behaviour Assessment look like in practice?

• How might Polyvagal Theory and the “window of tolerance” contribute to tertiary interventions within the context of Schoolwide Positive Behaviour Support?

• How might we help school personnel to think functionally, so they can decrease the frequency with which they need to complete a Functional Behaviour Assessment?

Examples of simple assessment tools for school-based FBA teams will be shared, including a one page planning template to support thinking about behaviour functionally, and planning possible actions.
SLIDING DOORS/SHIFTING BEHAVIOUR...creating new realities for traumatised students through attachment awareness.

Margaret Hughes, Jane Duffield
Key Assets: The Children’s Services Provider, Brisbane, Queensland.

This interactive workshop will explore ‘what if everything we knew about disciplining kids was wrong? We will examine:

- Reading the communication of behaviour.
- Adding attachment awareness knowledge and skills to current behaviour management approaches in schools - what can ‘sliding doors’ look like?
- Ross Greene’s Collaborative and Proactive Solutions – the type of questioning that can build a child’s strengths in the face of adversity.
- Self-care skills for teachers that can also be applied to students - how to recognise triggers, heightened states of arousal and ‘default’ positions and how to get past them!

There will also be a panel of experienced teachers who will share their learnings and experiences which have helped make a difference for children and young people who have been traumatised and have attachment disorders.

A ‘toolkit’ of resources will be provided to participants.
Schools are busy places and time constraints are always an issue. ASSIST is an innovative Metropolitan Behaviour Support Service evidence-based model that provides a responsive and practical framework to enhance trauma informed practice in Queensland schools. This workshop provides a practical overview and demonstration of the elements required to best support complex students with individualised and effective IBSP’s using the ASSIST foundation. We will investigate a series of ‘real life’ IBSP’s for preparatory, special and secondary students who have all experienced significant trauma, are currently experiencing difficulty accessing their mainstream schooling environments and have additional diagnoses such as; Reactive Attachment Disorder; Anxiety and Autism Spectrum Disorders. We will identify the necessary elements for IBSP’s, whilst also incorporating various trauma support features such as, Zones of Emotional Regulation, SMART goals and Restorative Practices.

This workshop assumes that participants are familiar with IBSP’s, the ASSIST framework, Zones of Emotional Regulation, SMART goals and Restorative Practices.

I would plan a 30 minute session that covers:

1. Brief overview of ASSIST model
2. How ASSIST links with IBSP’s and how IBSP’s can be helpful for complex students
3. Essential features of all IBSP’s
4. Prep example – SMART goals
5. Secondary example – Restorative Practice
6. Special example – incorporating Zones of Regulation
7. The importance of consistency, monitoring, reviewing and celebrating success.
The Trauma Informed Schools Project in Catholic Schools in Western Australia: How Trauma Informed Practise is changing our classrooms.

Jacqueline Reid
Manager, Student Services, Catholic Education of Western Australia – Student Services.

The Student Engagement, Mental Health and Wellbeing in Western Australian Catholic Schools Audit (the SEMHW Audit) was conducted in response to feedback from schools about the growing numbers of students with complex mental health issues. Schools were reporting their inability to assist and engage these students and they wanted to know their roles in supporting the mental health and well-being of students.

The audit was conducted in August 2015 and 156 Catholic schools (97%) across the state completed the survey.

Schools asked for help to:

• identify the needs of students with mental health concerns in schools
• build the capacity of schools to meet the needs of these students
• examine the relationship between mental health and its impact on behaviour and learning;
• support students with extreme and challenging behaviours to self-regulate and engage.

As a result of the Audit feedback from schools, the Trauma Informed Schools Project was developed in 2015 and implemented in 2016. The project is a way of building the capacity of schools to understand the impacts on trauma and how they can make a difference in the lives of these students. The project is being rolled out across Western Australian Catholic schools over an initial three year period and involves professional learning, school self-audits, action research projects and developing “Champions” who mentor and coach others. In addition, all system support staff (e.g. psychologists, curriculum consultants, disability consultants, Aboriginal education consultants, etc.) undergo the training as a means to provide ongoing support for schools.

The Presentation will cover:

• Background information reported by schools during the Audit and what educators were saying that they needed to support children with mental health issues.
• The Trauma Informed Schools Project – what it is, how it is implemented and the impact already seen across Catholic Schools in Western Australia.
• A case study from the Kimberley.
• Testimonials from schools…
A Three-Step Plan to Building Trusting Relationships with Students

Jane Langley
Langait Connections - Hamilton, Australia

Research now supports what we (as educators) already knew - strong and supportive relationships between teachers and students are fundamental to student success at school.

Young people who have strong connections with their peers, teachers, family and community are more likely to engage in school, achieve better academic outcomes and be happy. These students are also less likely to suffer from mental health problems and engage in harmful risk taking behaviours such as drugs and alcohol.

However, the relationships young people from trauma can be exposed to in their home environments can be inconsistent and unpredictable. This can make it difficult for students from trauma to build healthy relationships at school with their peers and teachers. Teachers often find that these students will distance themselves from any attempt to build a relationship through withdrawal or aggression. Building trusting relationships with students from trauma can be a challenging process that requires a persistent and consistent approach. Developing strong teacher-student relationships requires conscious effort and planning. It requires being mindful of the things we (as educators) say, do and think every day that can help form positive relationships with students.

This workshop will provide teachers with the tools for building relationships with young people from trauma that increase the likelihood of them being engaged and successful at school. It will explore a three-step plan, based on the Search Institute’s Developmental Relationships Model.

Participants will explore practical strategies that support teachers in working with students by being fair; but also firm. It will focus first on the importance of being warm and engaging through our everyday actions. With this foundation in place educators are then better placed to provide the necessary support to students to grow as learner whilst rejecting inappropriate behaviour. Good teachers know that consistent, high expectations for all students with varying levels of support based on students’ skills and resources are key to the positive outcomes for everyone.
Applying an abbreviated Functional Behaviour Assessment to support behaviour of students in an Indigenous Context.

Toni Simmonds, Linda Llewellyn
Shalom Christian College, Townsville, Australia

Australian Aboriginal and Torres Strait Islander students are overrepresented in every negative indicator associated with student behaviour, such as behaviour incidents, truancy, retention, suspension and exclusion rates. The achievement gap between Indigenous and non-Indigenous students is demonstrated in the 2017 Closing the Gap report, which states that ‘the latest data show(s) of the eight areas measured (reading and numeracy for Years 3, 5, 7 and 9), only one (Year 9 numeracy) is on track’ to reach the agreed targets of 2018.

An important consideration that contributes to this significant overrepresentation is the history of transgenerational trauma suffered by the Indigenous peoples of Australia and the on-going developmental trauma suffered by some Indigenous children and young people.

One Independent school in North Queensland applies a brief Functional Behaviour Assessment to implement proactive supports which reduce the risk of situations which may trigger a trauma-based response. Individual behaviour plans endeavour to account for or remove barriers which exist for young people to access positive educational experiences. This paper presents the school’s journey, demonstrating planning and support processes. Two case studies will be presented, followed by a summary of challenges and successes.
Across the eight jurisdictions of Australia, mandatory reporting obligations and thresholds for reporting vary. Teachers are one group of the professionals who are mandated to report child maltreatment, yet some teachers are still reluctant to make such a report. This research examines the barriers that discourage teachers from reporting child maltreatment and also whether teachers consider it necessary to question a child about the maltreatment before they decide if a report should be made. Thirty semi-structured interviews with Victorian primary school teachers were thematically analysed and revealed that inadequate and inconsistent mandatory reporting training, the need for certainty before initiating a report and the ambiguous concept of neglect were barriers to teachers identifying and reporting child maltreatment. Analyses of the data further revealed that teachers gather evidence to confirm or disconfirm their suspicions of maltreatment by questioning the suspected child victim. The consequences of this practice are discussed along with recommendations to help overcome the barriers to making a formal report when child maltreatment is suspected.
Children in poverty may live in situations that cause them to experience toxic stress, which can be a risk factor for trauma. This workshop will explore and investigate Queensland, location specific and individual school data, and participants will be provided with the tools to identify and prioritise the needs of their individual school contexts. Participants will examine a sample action plan incorporating a 3-Tiered multi-level approach using best practise. They will use their individual data to identify the needs of their school community and analyse their current school approach to students who are developmentally vulnerable due to living in poverty. Participants will be given the opportunity to set specific goals for implementing actions and positively influencing the school community and the approach to students impacted by poverty and trauma.