



# Trauma Informed Practice

## DELIVERY GUIDE ADDENDUM

In response to the feedback from the first Community of Practice sessions, we have developed supplementary resources to the Delivery Guide to support the rollout of the resources with educators. Educational leaders requested support in chunking the material to allow them to implement the information in shorter timeframes, i.e. re-envisioning each of the complete 2 hour sessions into a series of 15 minute sessions. We have delivered!

<p><b>Session 1</b>  <b>Why Are We Considering Trauma in OSHC?</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 3-6</li> <li>• <b>Watch:</b> Recorded Webinar Segment 00:00 min – 08:03 min</li> </ul> <p><b>Please print a copy of the Session 1 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  2 min</p>	<p>Consider applying a trauma lens to behaviour in OSHC. If behaviour is communication, could this child be communicating their response to traumatic experiences?</p>
<p><b>Activity 1.</b>  5 min</p>	<p>Take a moment to think about the role trauma might play in some of the behaviours you have witnessed in OSHC.</p> <p>Additional provocations:</p> <ul style="list-style-type: none"> <li>• When you witness an escalated or challenging behaviour, do you always have the full picture of what is going on?</li> <li>• Can you tell who has experienced trauma, just by looking at them?</li> <li>• Why do you think the groups highlighted in the Educator Workbook are at higher risk of victimization and trauma?</li> </ul>
<p><b>Activity 2.</b>  5 min</p>	<p>Consider the potential impact COVID-19 had (is having) on children’s exposure to Adverse Childhood Experiences (ACE’s). Several statistics are included in the Educator Workbook to guide your reflection.</p> <p>Additional provocations:</p> <ul style="list-style-type: none"> <li>• What is the likelihood of children in our service having experienced ACE’s?</li> <li>• Have you noticed a change in children’s behaviour pre and post COVID?</li> <li>• What are the implications if the parents experienced the ACE’s when they were children?</li> </ul>
<p><b>Before the next session</b>  3 min</p>	<p>Recovery from trauma requires a range of therapeutic services delivered by professionals with specialised training, qualifications and experience. This is not the role of OSHC. We are not therapists or counsellors equipped to facilitate the complex healing of traumatised individuals, but our everyday work of caring for and educating school age care children should not leave vulnerable stakeholders, worse off or re-traumatised. By embracing trauma-informed values and core principles our OSHC environments can be healing places where everyone feels physically and emotionally safe; where everyone belongs.</p>
<p><b>White board question</b></p>	<p>Consider the definitions for the different types of trauma in the Educator Workbook and the MTOP V2.0 Glossary. How prevalent might trauma be in our OSHC context?</p>

## Session 1 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)  
The Framework Planning Cycle pages 30 and 31

**Observe/  
Listen/  
Collect  
Information**

What ACE's are you aware of in our community?

**Assess/  
Analyse/  
Interpret  
Learning**

How likely is it that some of our stakeholders would have trauma backgrounds/experiences?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**  
7.1 Meet professional and ethical responsibilities

Career Stage (tick 1)

- Foundation    Developing  
 Proficient    Lead

Descriptor

Example of Practice

<p><b>Session 2</b>  <b>Trauma and Development – the Brain and Threat Detection System</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 7-9</li> <li>• <b>Watch:</b> Recorded Webinar Segment 08:03 min – 12:44 min</li> </ul> <p><b>Please print a copy of the Session 2 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Reframe your perspective of behaviour to understand how children are responding through the survival part of their brain including additional information on the autonomic nervous system (fight, flight, freeze responses).</p>
<p><b>Activity 3.</b>  9 min</p>	<p>Watch the following video by The Trauma Foundation – <a href="#">Trauma and the Nervous System: A Polyvagal Perspective</a></p> <p>Share one thing that stood out for you.</p>
<p><b>Activity 4.</b>  4 min</p>	<p><b>*Additional Resource Required*</b></p> <p>Start to complete the <a href="#">Australian Childhood Foundation’s Trauma Expression and Connection Assessment</a> for a child at your service with a history of trauma.</p> <p>The TECA is an assessment process which shapes the understanding of trauma expressions which a child or young person may be displaying. It helps to make sense of how their trauma history is impacting them in their behavioural and relational presentations.</p>
<p><b>Before the next session</b>  1 min</p>	<p>Finish the <a href="#">Australian Childhood Foundation’s Trauma Expression and Connection Assessment</a> and then read the activities or resources from pages 7-11. Keep this for and activity in Session 9.</p> <p>“All activities are intended to be done with a relationally safe and regulated adult. They are activities which use mirroring, serve, and return and kindness to create connection and attunement which can bring children back into a regulated state of arousal so that language can be used to discuss needs and fears.” Australian Childhood Foundation (2022:11)</p>
<p><b>White board question</b></p>	<p>Consider the definition of Attuned/Attunement in the MTOP V2.0 Glossary. Are we attuned to ALL our children in OSHC?</p>

## Session 2 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)  
The Framework Planning Cycle pages 30 and 31

**Observe/  
Listen/  
Collect  
Information**

Which stress responses have you seen in OSHC?  
Use the Australian Childhood Foundation's TECA for prompts.

**Assess/  
Analyse/  
Interpret  
Learning**

What does this tell you about the child's behaviour? Which part of the brain are they operating from?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**  
1.2 Understand children's preferences, learning, needs and interests

Career Stage (tick 1)

- Foundation    Developing  
 Proficient    Lead

Descriptor

Example of Practice

<p><b>Session 3</b>  <b>Trauma and Development – Memory, Rewards System, &amp; Learning</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 9- 15</li> <li>• <b>Watch:</b> Recorded Webinar Segment 12:44 min – 20:02 min</li> </ul> <p><b>Please print a copy of the Session 3 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  2 min</p>	<p>Consider how trauma effects memory and reward systems and why traditional responses to behaviour are not effective for trauma; in fact, they are harmful.</p>
<p><b>Activity 5.</b>  5 min</p>	<p>Think about what this means for children’s ability to learn and develop new strategies:</p> <ul style="list-style-type: none"> <li>• Are we becoming frustrated as educators because we’re having the same conversations and revisiting the same strategies?</li> <li>• Does this make sense when you consider trauma and the brain?</li> </ul>
<p><b>Activity 6.</b>  7 min</p>	<p>Consider why traditional behaviour management techniques may be ineffective for a child who has experienced trauma:</p> <ul style="list-style-type: none"> <li>• an adult raising their voice</li> <li>• being ignored when they’re experiencing big emotions</li> <li>• being made to feel vulnerable and shamed in front of their peers</li> </ul>
<p><b>Before the next session</b>  1 min</p>	<p>Why do we find it easier to respond with empathy to certain people than others?</p> <p>Is it due to our traditional view on how children “should behave” and how we as educators should be responding?</p>
<p><b>White board question</b></p>	<p>Consider the <a href="#">Education and Care Services National Regulation</a> 155 - Interactions with children</p> <p>An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—</p> <ol style="list-style-type: none"> <li>encourages the children to express themselves and their opinions; and</li> <li>allows the children to undertake experiences that develop self-reliance and self-esteem; and</li> <li>maintains at all times the dignity and rights of each child; and</li> <li>gives each child positive guidance and encouragement toward acceptable behaviour; and</li> <li>has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.</li> </ol> <ul style="list-style-type: none"> <li>• How is this at tension with some traditional behaviour management techniques?</li> </ul>

### Session 3 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

<b>Observe/ Listen/ Collect Information</b>	How often do stakeholders raise their voices to communicate in OSHC? Are there other communication practices that might be harmful?	
<b>Assess/ Analyse/ Interpret Learning</b>	How is this impacting our OSHC environments? Could this be triggering people?	
<b>Plan/ Design</b>	What could be improved about the way we communicate?	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

3.5 Use effective communications

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice



<p><b>Session 4</b>  <b>Trauma and Development – the Body, Emotions and Behaviour</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 10-15</li> <li>• <b>Watch:</b> Recorded Webinar Segment 20:02 min – 23:39 min</li> </ul> <p><b>Please print a copy of the Session 4 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Apply a trauma lens to behaviour you may see from children in OSHC.</p>
<p><b>Activity 7.</b>  6 min</p>	<p>Revisit the Case Studies on pages 10, 12, 13 and then finally 15.</p> <p>Educators may be able to make parallels to some of the children they support. If time permits, you may choose to consider the stress trigger, stress response and trauma adaptation for a child in your service.</p> <p>Identify the stress trigger, stress response and trauma adaptation for the one on page 15.</p>
<p><b>Activity NEW</b>  7 min</p>	<p>Watch the following video by <a href="#">UK Trauma Council – Childhood Trauma and the Brain</a></p> <p>Share one thing that stood out for you.</p>
<p><b>Before the next session</b>  1 min</p>	<p>Which children in your OSHC community may have been impacted by social thinning like in the video?</p>
<p><b>White board question</b></p>	<p>What other emotions might anger be masking for a child in OSHC?</p>

## Session 4 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)  
The Framework Planning Cycle pages 30 and 31

### Observe/ Listen/ Collect Information

In the box make a detailed mind dump of all the emotions you have seen exhibited by children and then educators in your OSHC this week.

Use a different colour to distinguish children's emotions from and educators' emotions.

You could also use a different colour for your emotions.

### Assess/ Analyse/ Interpret Learning

Using three different coloured highlighters, code your data:

- In one colour highlight those emotions that were pleasant to experience.
- In another colour highlight those emotions that were unpleasant to experience.
- In another colour highlight those emotions that might be a result of chronic stress/trauma.



Optional - Please refer to the [OSHC Professional Standards for Educators](#)  
5.4 Interpret and analyse information

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 5</b>  <b>Trauma and Development</b>  <b>– Relationships, Social</b>  <b>Thinning and Loss</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 15-18</li> <li>• <b>Watch:</b> Recorded Webinar Segment 23:39 min – 28:43 min</li> </ul> <p><b>Please print a copy of the Session 5 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider why traditional behaviour management practices can be re-traumatising for children or compromise relationships and connection.</p>
<p><b>Activity 8.</b>  6 min</p>	<p>Consider the labels that adults have traditionally used to describe children's behaviour:</p> <ul style="list-style-type: none"> <li>• Manipulative</li> <li>• Lazy</li> <li>• Attention Seeking</li> <li>• Defiant</li> <li>• Disrespectful</li> <li>• Clingy</li> <li>• Unresponsive</li> <li>• Sore Loser</li> </ul> <p>What's likely to happen if we use these labels to describe children's behaviour?  Use your understanding of Trauma to consider what else could be going on to explain this behaviour?</p>
<p><b>Activity 9.</b>  6 min</p>	<p>Consider the behaviour management strategies list on page 18.</p> <ul style="list-style-type: none"> <li>• Situations where isolation is used</li> <li>• Physical restraints</li> <li>• Discussions where children are made to feel like they aren't believed</li> <li>• Triggering interactions – yelling, threatening, shaming, gas lighting</li> <li>• Inconsistently enforcing rules and allowing chaos in the OSHC environment</li> <li>• Allowing other children to continue to physically or verbally act out</li> <li>• Applying rigid policies or rules without considering the impact on children</li> <li>• Discrediting or minimizing children's responses "quit crying, you're fine/OK"</li> <li>• Labelling intense emotions or feelings in a way that makes children feel like there's something wrong with them</li> </ul> <p>How could these inappropriate practices, trigger re-traumatisation of children with trauma histories?  Many of these practices are inappropriate and unreasonable – not compliant with the law.</p>
<p><b>Before the next session</b>  2 min</p>	<p>Other practices may prompt more of a debate. For example:</p> <ul style="list-style-type: none"> <li>• Applying rigid policies or rules without considering the impact on children</li> <li>• Discrediting or minimizing children's responses "quit crying" or "you're fine"</li> </ul>
<p><b>White board question</b></p>	<p>How do labels impact on children's sense of identity, self-esteem and wellbeing?</p>

## Session 5 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)  
The Framework Planning Cycle pages 30 and 31

**Evaluate/  
Critically  
Reflect**

How does “quit crying” or “you’re fine” or “you’re OK” discredit or minimize a child’s response or experience? Who does this advantage or disadvantage or silence?

**Observe/  
Listen/  
Collect  
Information**

Observe yourself over the next week to see if you are tempted to use these phrases. Document if or when this happens.

**Assess/  
Analyse/  
Interpret  
Learning**

What are children learning when educators use these phrases?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**  
5.1 Evaluate programs and learning

Career Stage (tick 1)

- Foundation    Developing  
 Proficient    Lead

Descriptor

Example of Practice

<p><b>Session 6</b>  <b>Principles of TIC – Safety</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 18-21</li> <li>• <b>Watch:</b> Recorded Webinar Segment 28:48 min – 34:00 min</li> </ul> <p><b>Please print a copy of the Session 6 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider the different domains of safety and their role in facilitating a sense of safety for the children in your care.</p>
<p><b>Activity 10.</b>  6 min</p>	<p>Provide an example of how you support children in OSHC to feel safe in the following areas:</p> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Environmental safety</li> <li>• Interpersonal safety</li> <li>• Cultural safety</li> </ul> <p>Safety is an individual feeling and looks different for every child. The educators may reflect on the differences they’ve noticed between children.</p>
<p><b>Activity 11.</b>  6 min</p>	<p>Identify expectations that need to be reviewed or discussed amongst the team. Why do these expectations exist? What’s the barrier to implementing these consistently and how does this impact children?</p> <ul style="list-style-type: none"> <li>• Are there any expectations that are not “consistent” in your service?</li> <li>• Are these expectations essential?</li> <li>• How do we communicate these to children?</li> <li>• How do we become consistent?</li> </ul> <p>There may be disagreement between particular expectations. For example, one educator may identify that it’s fine for children to climb trees and others may disagree. This is to be expected. Always refer to your risk assessments and policies prior to implementing changes</p>
<p><b>Before the next session</b>  <b>Activity 12.</b>  2 min</p>	<p>What triggers might exist in your OSHC environment for children who have experienced trauma?</p> <p>Educators may have noticed different triggers for different children. Encourage educators to share this information as it supports the whole team to be able to support these children and be on the lookout for triggers.</p>
<p><b>White board question</b></p>	<p>Reconsider the definitions of historical trauma and intergenerational trauma in the MTOP V2.0 Glossary.</p>

## Session 6 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)  
The Framework Planning Cycle pages 30 and 31

<b>Plan/ Design</b>	Plan one strategy for each of the following safety contexts: <ul style="list-style-type: none"><li>• Personal</li><li>• Environmental</li><li>• Interpersonal</li><li>• Cultural</li></ul> Link this to MTOP V2.0.	
<b>Implement/ Enact</b>	Implement one of these strategies and document.	
<b>Evaluate/ Critically Reflect</b>	How did children and young people benefit? Link to MTOP V2.0 outcome.	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**  
2.5 Framework outcomes

Career Stage (tick 1) <input type="checkbox"/> Foundation <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Lead	Descriptor
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Example of Practice

<p><b>Session 7</b>  <b>Principles of TIC – Trust, Choice &amp; Empowerment</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 21-23</li> <li>• <b>Watch:</b> Recorded Webinar Segment 34:00 min – 38:15 min</li> </ul> <p><b>Please print a copy of the Session 7 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider the qualities that support trusting relationships, and the importance of choice and empowerment in OSHC.</p>
<p><b>Activity 13.</b>  4 min</p>	<p>Consider the relationships that you have with others. What do those people do to establish trust?</p> <p>Different educators may value different things in relationships but look for the commonality between these.</p>
<p><b>Activity 14.</b>  4 min</p>	<p>What strategies do you use to build trust and foster healthy, supportive relationships with children?</p> <p>Do you ever have difficulty maintaining unconditional positive regard and separating the child from their behaviour?</p> <p>Educators may notice that they have different relationship building strengths and different relationships with different children. This is natural.</p> <p>If we have consistently challenging interactions with a child, it can make it difficult to maintain positive regard. As a group, help to share success stories and a-ha moments.</p> <p>Remember if we look at the roll for the afternoon and go “oh no, it’s going to be a difficult afternoon because _____ is here” – we’re not setting ourselves up to build positive relationships and expect success from this child.</p>
<p><b>Activity 15.</b>  4 min</p>	<p>What ways do you empower children with control, choice and autonomy in your day-to-day work?</p> <p>Would all children feel like they were given choice and autonomy?</p>
<p><b>Before the next session</b>  2 min</p>	<p>Have you noticed children who seek to exercise control over situations and respond well to being given choices (as opposed to a direct instruction)?</p>
<p><b>White board question</b></p>	<p>How do we empower children in our OSHC community?</p>

## Session 7 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)  
The Framework Planning Cycle pages 30 and 31

**Implement/  
Enact**

Are there instances in our program/ routine where children don't have a choice?

**Evaluate/  
Critically  
Reflect**

Why/ Why not? Who is being advantaged/ disadvantaged? How does it impact child/ educator relationships?

**Observe/  
Listen/  
Collect  
Information**

How do the children respond to this?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**  
3.3 Use appropriate pedagogies/ characteristics of effective practice

Career Stage (tick 1)

- Foundation    Developing  
 Proficient    Lead

Descriptor

Example of Practice



<p><b>Session 8</b>  <b>Principles of TIC – Collaboration &amp; Diversity</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 23</li> <li>• <b>Watch:</b> Recorded Webinar Segment 38:16 min – 40:27 min</li> </ul> <p><b>Please print a copy of the Session 8 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider the role of collaboration in supporting children and the current implications of colonialisation and widespread discrimination in Australia for minority groups.</p>
<p><b>Activity 16.</b>  4 min</p>	<ul style="list-style-type: none"> <li>• When have you collaborated to support children?</li> <li>• Who is helpful to collaborate with?</li> <li>• Are any stakeholders more difficult to collaborate with than others?</li> </ul> <p>Additional Provocation: Remember if a child has limited access to their thinking brain, do you think having different strategies between school, home, and OSHC will be helpful?</p>
<p><b>Activity NEW</b>  5 min</p>	<p>Watch the following video by the <a href="#">Healing Foundation – The Story of the Healing Foundation</a></p> <p>Share one thing that stood out to you.</p> <p>Read the following article from Harvard University’s Centre on the Developing Brain:  <a href="#">How Racism Can Affect Child Development</a></p>
<p><b>Activity 17.</b>  4 min</p>	<ul style="list-style-type: none"> <li>• Why is cultural safety particularly important in trauma informed care for First Australians?</li> <li>• How might gender diversity, neurodiversity and cultural diversity influence your engagement with children and families?</li> <li>• What happens if the school or home is implementing a strategy that doesn’t fit with the way we work in OSHC (e.g. time out)?</li> </ul>
<p><b>Before the next session</b>  1 min</p>	<p>Should educators need more opportunities the explore the importance of trauma informed approaches to working with Aboriginal and Torres Strait Islander peoples, encourage them to visit the following sites:</p> <ul style="list-style-type: none"> <li>• <a href="https://healingfoundation.org.au/">https://healingfoundation.org.au/</a></li> <li>• <a href="https://www.kimberleystolengeneration.com.au/resources/useful-website-links/">https://www.kimberleystolengeneration.com.au/resources/useful-website-links/</a> &amp; <a href="https://marumali.com.au/">https://marumali.com.au/</a></li> <li>• <a href="https://psychology.org.au/for-members/publications/inpsych/2021/august-special-issue-3/trauma-informed-care">https://psychology.org.au/for-members/publications/inpsych/2021/august-special-issue-3/trauma-informed-care</a></li> </ul>
<p><b>White board question</b></p>	<p>Consider the <a href="#">key terms</a> from the <a href="#">RACISM. IT STOPS WITH ME</a> campaign including privilege and microaggressions.</p>

## Session 8 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

<b>Observe/ Listen/ Collect Information</b>	Give an example of racism that you have experienced, witnessed or heard about in our Australian context.	
<b>Assess/ Analyse/ Interpret Learning</b>	Consider the impact this might have if the recipient was a child in OSHC. How would it impact their development? Refer to the <a href="#">Harvard University article in Activity NEW</a> .	
<b>Plan/ Design</b>	Choose a strategy for responding to prejudice. Refer to the Australian Human Rights Commission's <a href="#">Building Belonging</a> Educators Guide page 16-18.	
<b>Implement/ Enact</b>	Create a script that you can use to combat racism in our OSHC.	
<b>Evaluate/ Critically Reflect</b>	How does this understanding of trauma informed practice inform our work and support reconciliation?	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 9</b>  <b>3R's - Regulate, Relate, Reason</b>  Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 24-26</li> <li>• <b>Watch:</b> Recorded Webinar Segment 40:27 min – 49:06 min</li> </ul> <p><b>Please print a copy of the Session 9 Reflection Worksheet for each educator.</b></p>
<p><b>Objective</b>  1 min</p>	<p>Consider the different mechanisms for supporting regulation of the body's stress response system including bottom-up and top-down regulation.</p>
<p><b>Activity 18.</b>  6 min</p>	<p><b>*Additional Resource Required* Completed in Session 2</b></p> <p>Revisit your completed <a href="#">Australian Childhood Foundation's Trauma Expression and Connection Assessment</a>. At the end of this document on pages 7-11 there are bottom-up regulation strategies to support regulation for "fight, flight or freeze". Which strategies could you trial in your service? Select three (3) activities or resources that the child from Session 2 would benefit from accessing in OSHC.</p> <p>Some strategies are designed for use in the home environment (e.g. a foot massage). Prompt educators to think about professional boundaries.</p>
<p><b>Activity NEW</b>  6 min</p>	<p><b>*Additional Resource Required*</b></p> <p>Access the "<a href="#">Brainstem Calmers</a>" on the <b>Beacon House</b> website.</p> <p>Which strategies do you currently use in your OSHC? Which others could you trial in your service? Select three (3) activities you could utilise in the OSHC program or routine.</p>
<p><b>Before the next session</b>  2 min</p>	<p>Think about the types of "brainstem calmers" that help you regulate. How do you draw upon these as needed at work?</p>
<p><b>White board question</b></p>	<p>What does co-regulation look like at our OSHC service? Provide an example of how you've supported co-regulation.</p>

## Session 9 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

<b>Observe/ Listen/ Collect Information</b>	Identifying two children: 1. one with high sensory seeking needs 2. one with low sensory thresholds What kind of behaviours have you observed for each child?	Child 1.	Child 2.
<b>Assess/ Analyse/ Interpret Learning</b>	How does a sensory lens allow you to understand these behaviours differently from traditional behaviour management models?		
<b>Plan/ Design</b>	How can you modify the program to allow you to meet the needs of both of these children and support their regulation?		
<b>Implement/ Enact</b>	Implement the strategy during your next shift.		
<b>Evaluate/ Critically Reflect</b>	How effective was the strategy you used to meet the children needs? Do any environments or routines need to change to support this regulation?		



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

4.4 Maintain children's safety and well-being

Career Stage (tick 1)

Foundation     Developing

Proficient     Lead

Descriptor

Example of Practice

<p><b>Session 10</b>  <b>Calming Environments &amp; Educator Regulation</b>          Session Duration 15 min</p>	<p><b>Prior to undertaking this session ensure your team has</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Educator Workbook Pages 27-28</li> <li>• <b>Watch:</b> Recorded Webinar Segment 49:07 min – 53:34 min</li> </ul> <p><b>Please print a copy of the Session 10 Reflection Worksheet for each educator.</b></p>	
<p><b>Objective</b>          1 min</p>	<p>Support educators to reflect on how they respond to behaviours of distress by regulating their own emotions and behaviour. Discuss the various provocations on CAPPD that make up Activity 19 including those outlined below.</p> <p>You may like to invite feedback on each of the provocations if the team are happy to share. Some team members may have strategies or examples that are helpful to others.</p>	
<p><b>Activity 19.</b>          10 min</p>	<p>Calm</p>	<p><b>*Additional Resource Required*</b></p> <p>Consider the <a href="#">Permission to Feel Mood Meter</a> from the RULER Approach</p> <p>What Zone do you usually sit in when you're at work? What healthy approaches do you use to regulate your emotions? Are there any instances in working with children where you had to call for support, so you had time to regulate?</p>
	<p>Attuned</p>	<p>What signals or observations alert you that a child is anxious, escalated or uncomfortable in an environment/situation? What non-verbal behaviours do you see when children are comfortable and engaged? Are there any children, where you find it challenging to pick up on these indicators?</p>
	<p>Present &amp; Predictable</p>	<p>What makes you feel like someone is listening to you and is present with you? Think about some of the routines you have in your service. How do these provide stability to the children you work with? Remember – routines need to be predictable AND inclusive.</p>
	<p>Don't Escalate</p>	<p>Think about the last time that you felt frustrated when working with a child. What was it that triggered this reaction? How can you practice remaining calm and deescalating an emotional situation?</p>
<p><b>Activity KC</b>          4 min</p>	<p>Complete the Knowledge Check at the end of the Educator Workbook.</p>	
<p><b>White board question</b></p>	<p>What is the goal of your trauma informed practice?</p>	

## Session 10 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

<b>Observe/ Listen/ Collect Information</b>	<p><b>*Additional Resource Required*</b></p> <p>Use the Mood Meter coloured quadrants (red, blue, yellow and green) and make a note of how you felt across a BSC or ASC shift at 15, 20, or 30 minute intervals. After your shift map these feelings on the four quadrants using the RULER <a href="#">nuanced emotion vocabulary</a>. What word best describes your feeling at each point in time? Alternatively, you could use the <a href="#">How we feel App</a> which is freely available to download.</p>	
<b>Assess/ Analyse/ Interpret Learning</b>	<p>What is causing you to feel this way? Consider the sequence of the routine. Does the emotion correspond to a particular activity or job requirement?</p>	
<b>Plan/ Design</b>	<p>How do you want to feel? What strategy will you use to stay or shift? Again, the <a href="#">How We Feel App</a> may be of help.</p>	
<b>Implement/ Enact</b>	<p>Implement the strategy during your next shift.</p>	
<b>Evaluate/ Critically Reflect</b>	<p>How effective was the strategy you used to stay or shift? Do any environments or routines need to change to support this regulation?</p>	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)**

6.4 Apply professional learning and improve outcomes for children

Career Stage (tick 1)

- Foundation     Developing  
 Proficient     Lead

Descriptor

Example of Practice