

Holding Space Program: Trauma-informed Practice in Early Childhood Settings

2026 Event 1: Rhythm and Rhyme for Co-Regulation

Implemented at Ross Circuit Preschool Monday May 11th 2026

Additional Resources 😊

This experiential workshop: Rhythm and Rhyme for Co-Regulation introduced participants to the evidence-based Parent-Child Mother Goose Program (P-CMGP) and was facilitated by local P-CMGP facilitator, Paula Mobach, from Gateway Community Health, Wodonga. You can read more about P-CMGP here: <https://www.parentchildmothergooseaustralia.org.au/>, They also have excellent resources available on the website that you might like to explore.

In the workshop, participants learnt rhymes, songs and short stories that can be used to support co-regulation in early childhood settings. Those rhymes, songs and stories are equally valuable when used by parents and carers in the home.

The resources provided below have been carefully selected to provide you with a starting point for learning about co-regulation, it's relevance to trauma-informed practice, and the connections between co-regulation and rhythm and rhyme. You might also like to take a look at the related resources we provided in the Holding Space Program Workshop 4 in 2025: <https://arts-ed.csu.edu.au/schools/education/events/holding-space/program-content/regulating-yourself-and-your-room>

The resources below are not exhaustive and we encourage you to seek out additional resources relevant to your situation and context.

Co-regulation

1. The following ECA Podcast provides an excellent explanation of co-regulation, as well as clear descriptions of what it means (and what it looks like) in an early childhood setting. The content of the podcast is also clearly linked to the Early Years Learning Framework.
 - While the title of the podcast suggests the content is about inclusion (and it partly is), all of the content is highly relevant for everyone who steps foot inside an early childhood service! It also highlights a key point that was discussed in several of our 2025 workshops: **to be good for other people (including children) we first need to be good for ourselves.** <https://open.spotify.com/episode/02UcscUXgvsaeKF0MEvVNS>

Co-regulation explored through a trauma lens

2. The following website Complextrauma.org was created by people whose professional backgrounds in the trauma field have been informed by their lived experiences. The goal of the website is to establish a comprehensive repository of information and resources on complex traumatic stress, and to make it comprehensible to the public and professional alike. You might like to spend some time exploring the website, but

the page we would like to share with you is the one about co-regulation:

<https://www.complexttrauma.org/glossary/co-regulation/>

Using co-regulation to respond to trauma-related behaviours in early childhood settings (HINT – all of the strategies that you can use with children who have experienced trauma are just as effective for children who haven't).

3. The following video resource provides a brilliant overview of many of the ideas we explored in the Holding Space Program during 2025. While it doesn't use the term 'co-regulation', if you listen to the ECA podcast before this one (see the Co-regulation recommended resource), you will see that the ideas and strategies they discuss are very similar.
 - The video also provides lots of practical discussions and examples of how the ideas can be used in early childhood settings. The presenters include Dr Bruce Perry whose videos we drew on extensively last year. In this video, he reminds us of the importance of using patterned, repetitive, somatosensory activities to create connection: <https://www.youtube.com/watch?v=Z-bJ0WEiQN8>
4. The following recommended video resource also doesn't use the term 'co-regulation'. However, as with the resource above, it shares very similar ideas and strategies. The video includes lots of examples of how you can build meaningful and relational connections with all children, including very young children. <https://www.youtube.com/watch?v=OVSn8BwgdlI>
5. The ACT Government provides resources, such as [Supporting Co-regulation](#) documents, focused on helping children and young people manage emotions and stress. The ACT Government suggests that co-regulation involves adults modelling calm behavior, creating safe spaces, and supporting children's emotional regulation to help them learn self-regulation, especially after experiencing trauma. They also have other excellent resources on offer – see for example: <https://www.act.gov.au/open/calming-strategies>
6. Moffles is a great website to spend time exploring and it provides information and activities that you might find helpful when learning about co-regulation. See for example the Brain calming activities that are built on Dr Bruce Perry's Neurosequential Model: <https://moffles.com/2022/04/04/brain-calming-activities-the-6-rs/>
7. We would also like to share the website for Beacon House with you: <https://beaconhouse.org.uk/resources/> As noted on their 'About Us' webpage, Beacon House is a team of psychologists, psychotherapists, drama therapists, family therapists and occupational therapists who all share one thing in common: they believe in the healing power of connection and relationships following trauma and ruptures in early attachment.
 - Their 'Resources' page is particularly worth exploring: <https://beaconhouse.org.uk/resources/>
 - See also their Brainstem calmer activities that are built on Dr Bruce Perry's Neurosequential Model and support co-regulation: <https://beaconhouse.org.uk/wp-content/uploads/2019/09/Brainstem-Calmer-Activities.pdf>