

# CAVEMAN GETS A BRAIN



Queensland Government

BOOK 1

evolve

THERAPEUTIC SERVICES



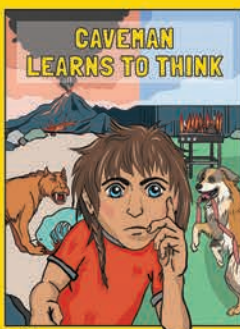
## BOOKS IN THE CAVEMAN SERIES



### Book 1

Caveman needs to learn new things in order to fix his problems and survive.

*What can Caveman do?*



### Book 2

Caveman and Thinker are each trying to protect the person.

*But what happens if Caveman is in control?*



### Book 3

Caveman and Thinker need to learn how to work together.

*Will Thinker learn how to take charge?*



### The Stress Express - a workbook

*Learn how to check in with the different parts of your body, to learn about STRESS.*





# CAVEMAN GETS A BRAIN



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# evolve

## THERAPEUTIC SERVICES

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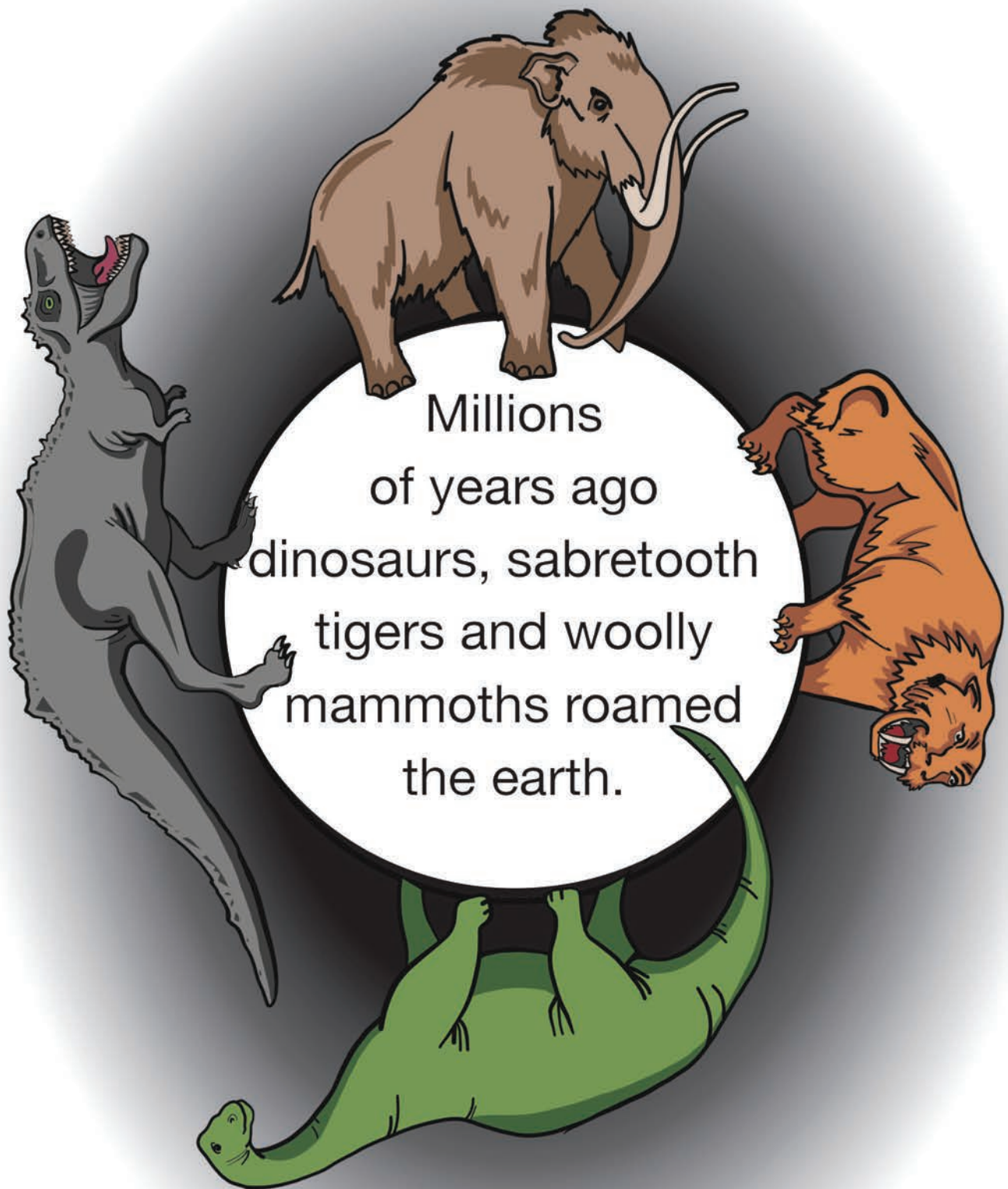
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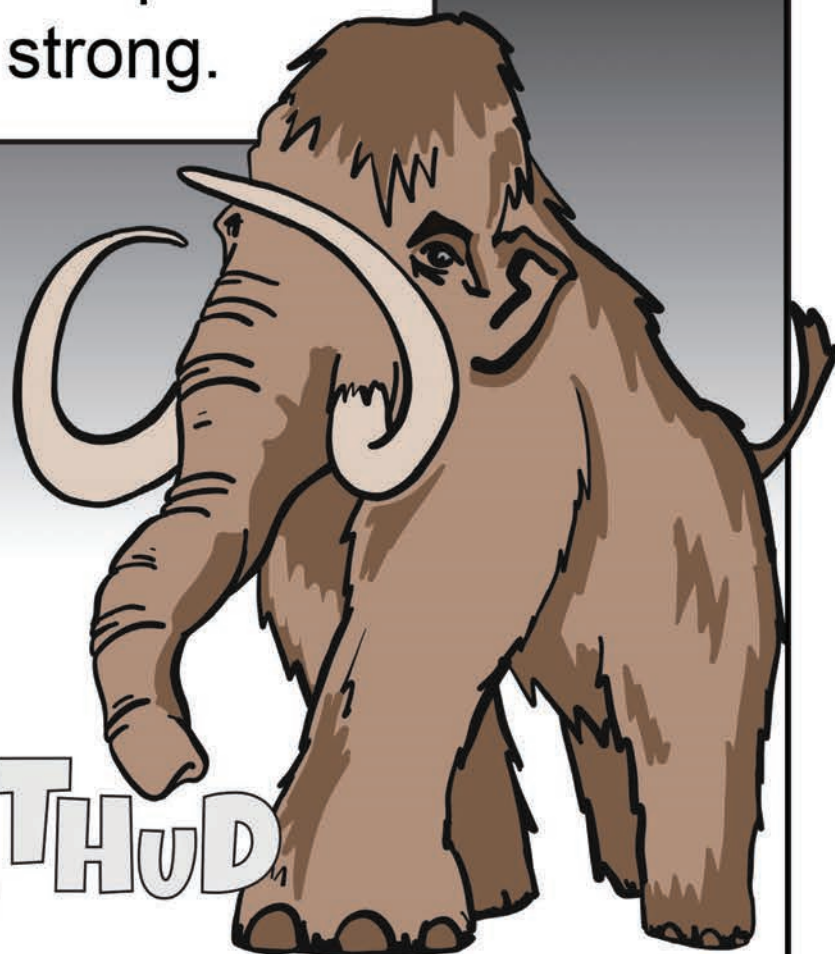
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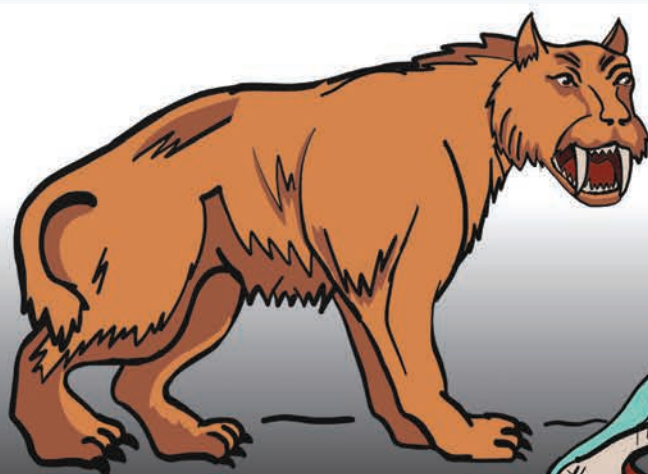
They were big and powerful  
and very strong.



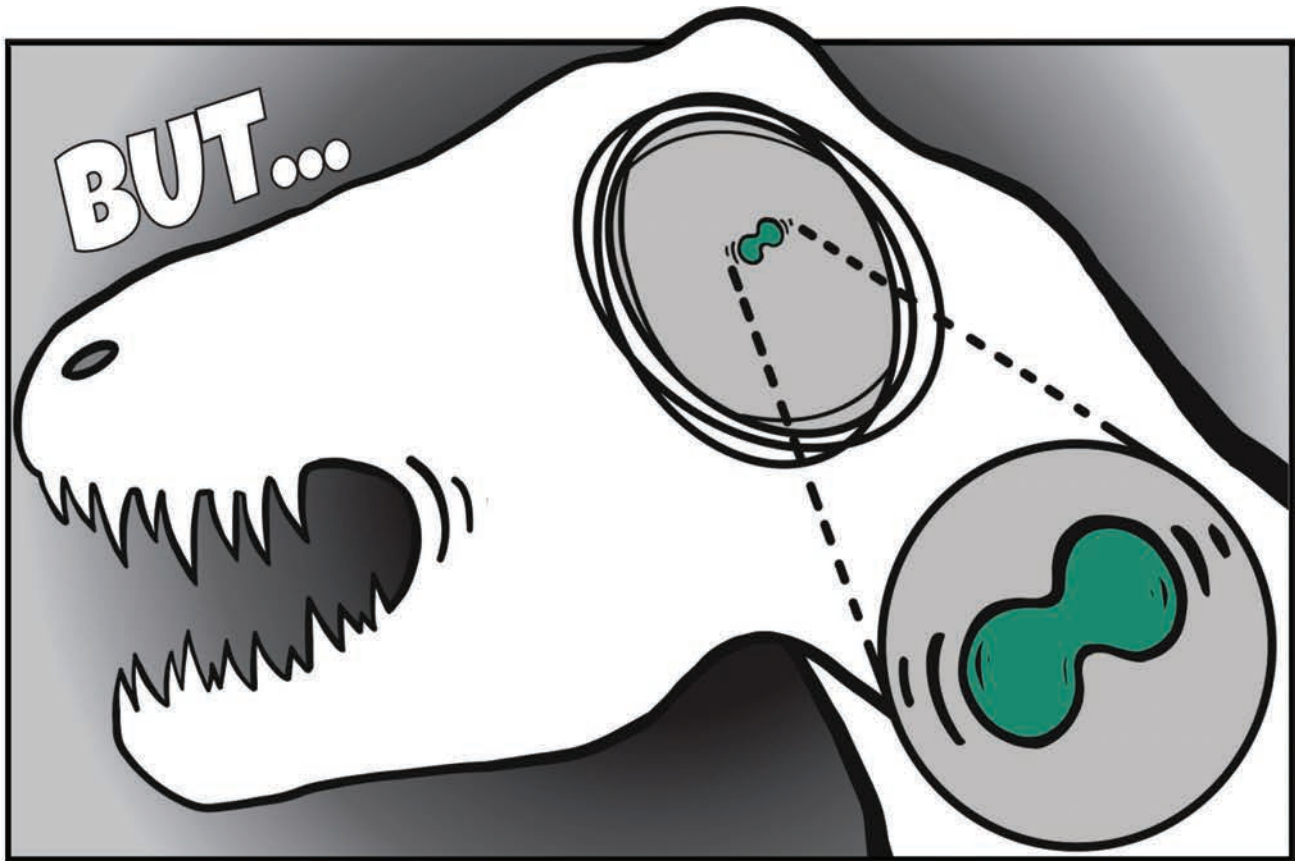
THUD

THUD THUD

They could run faster than other animals  
and they were excellent hunters.

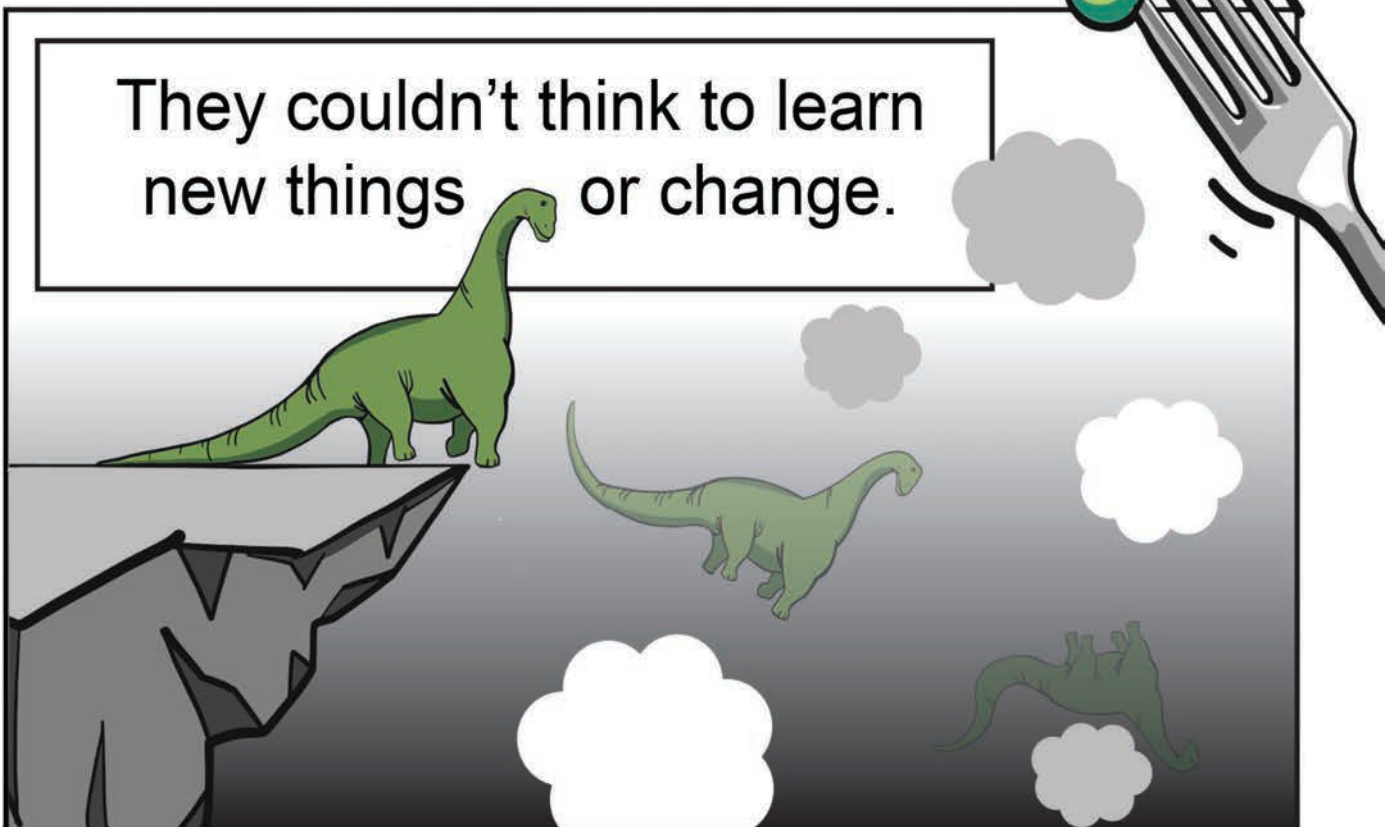


RAAARRH



They had small brains! Their brains were only the size of a pea.

They couldn't think to learn new things or change.





They all became extinct!



No more big animals with small brains who could fight and run fast but who couldn't change or learn new things.





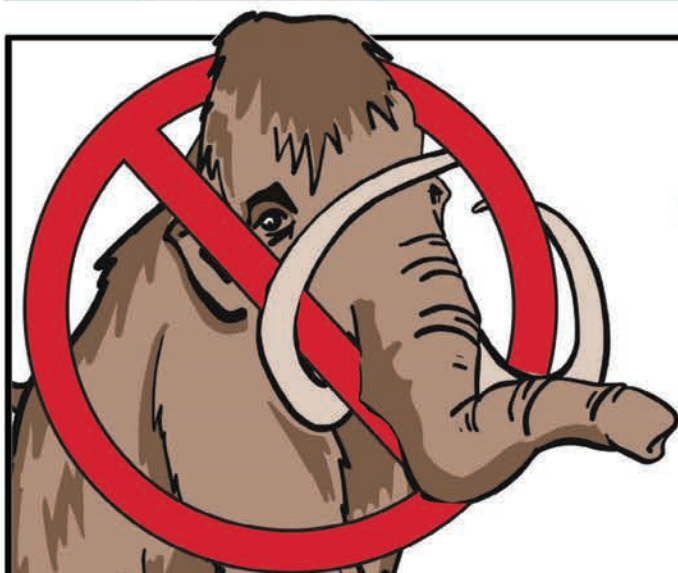
**WRAAAWR**

No more  
dinosaurs,



no more  
sabretooth tigers,

**GRAAAWR**



and no more  
woolly mammoths.

**WHOOOH**

**No more big animals!**

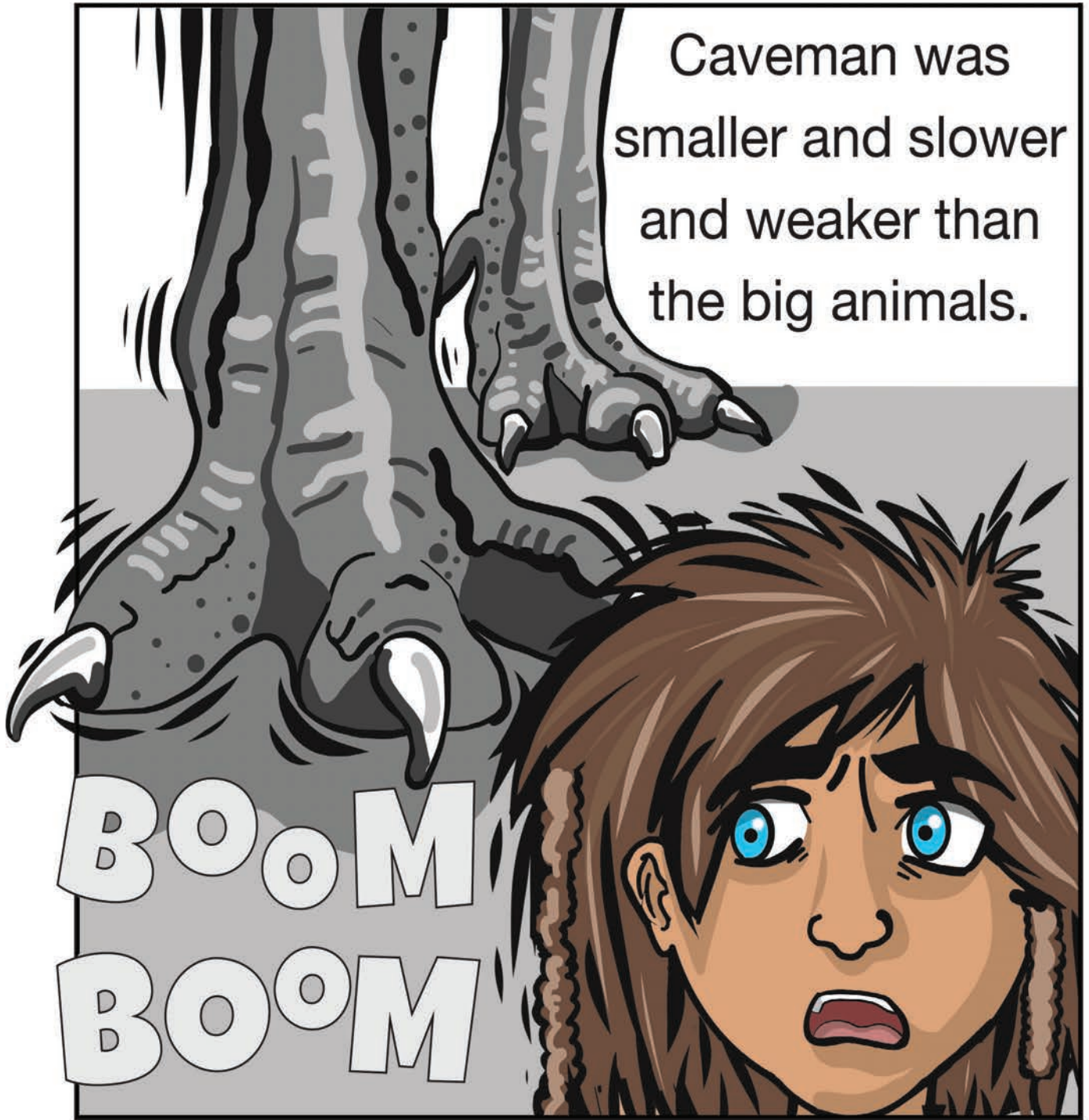
**NEXT...**



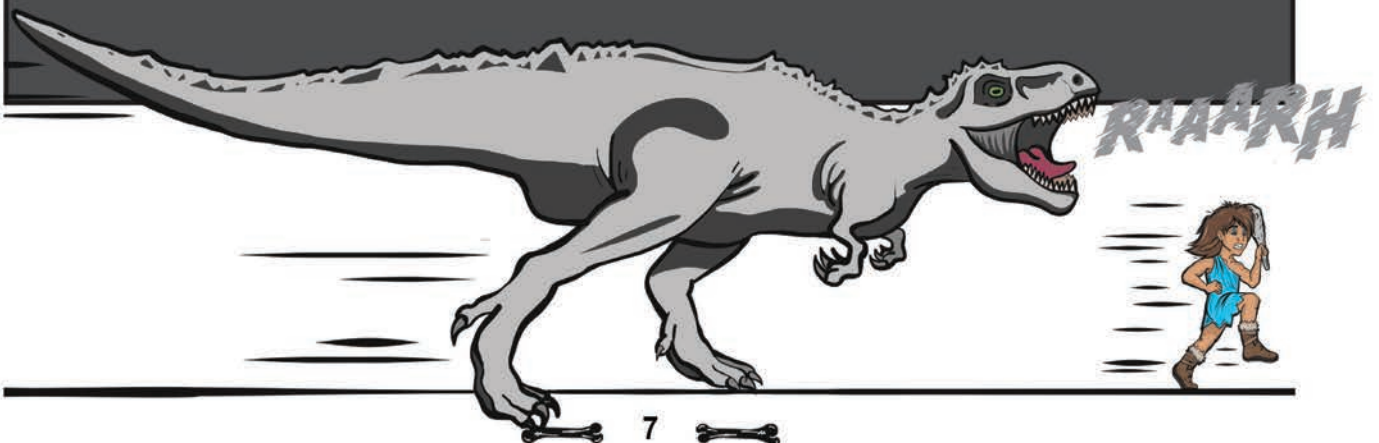
**THERE WAS CAVEMAN!**



Caveman was smaller and slower and weaker than the big animals.



Caveman couldn't beat the big animals.





When there was danger, Caveman  
tried to keep himself safe.



But all  
Caveman  
could do was

***RUN,***



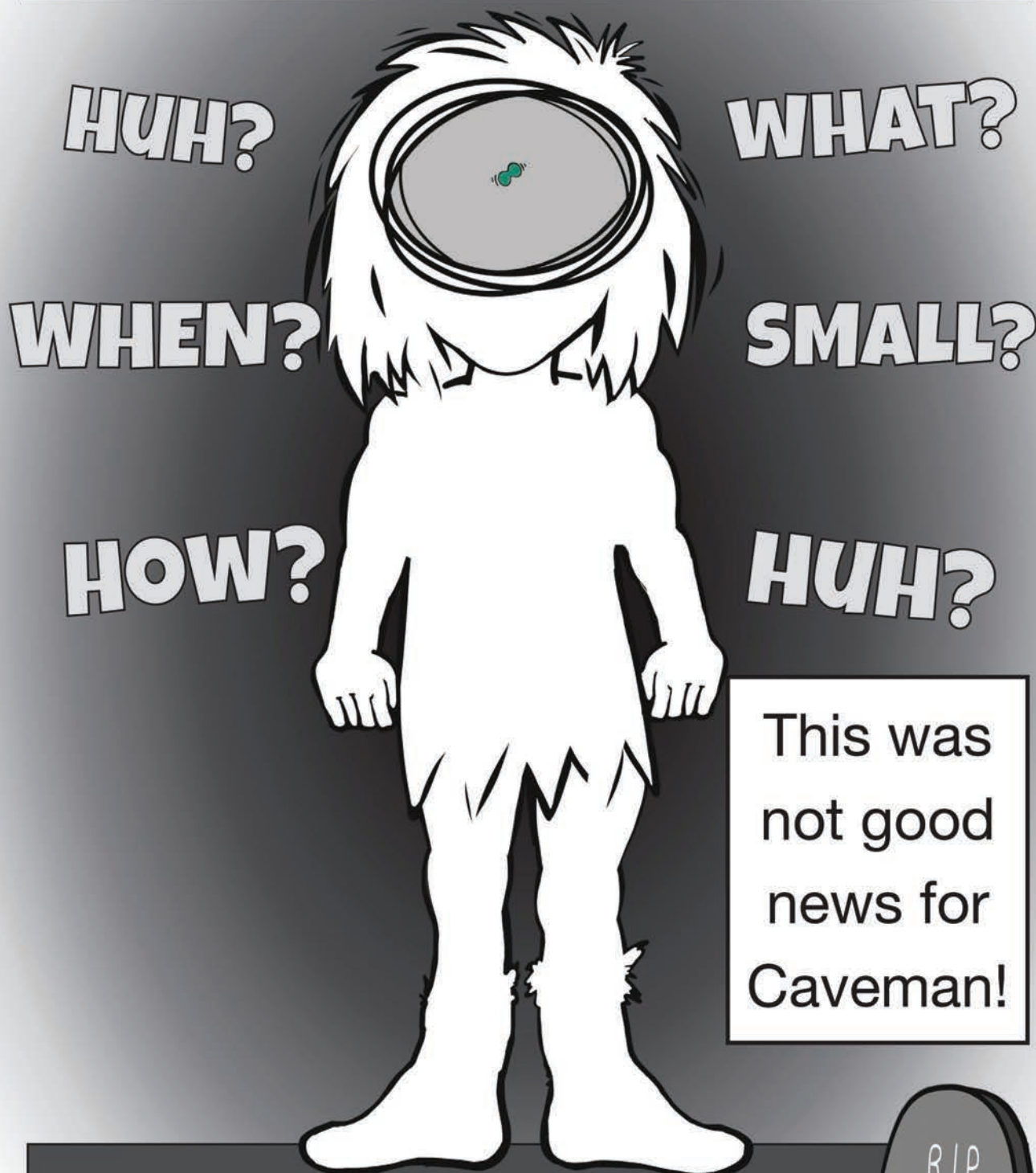
***FIGHT,***



or ***FREEZE.***



Just like the big animals,  
Caveman had a small brain.



Was Caveman doomed  
like the big animals?





Caveman couldn't keep fighting,  
or freezing, or running away.



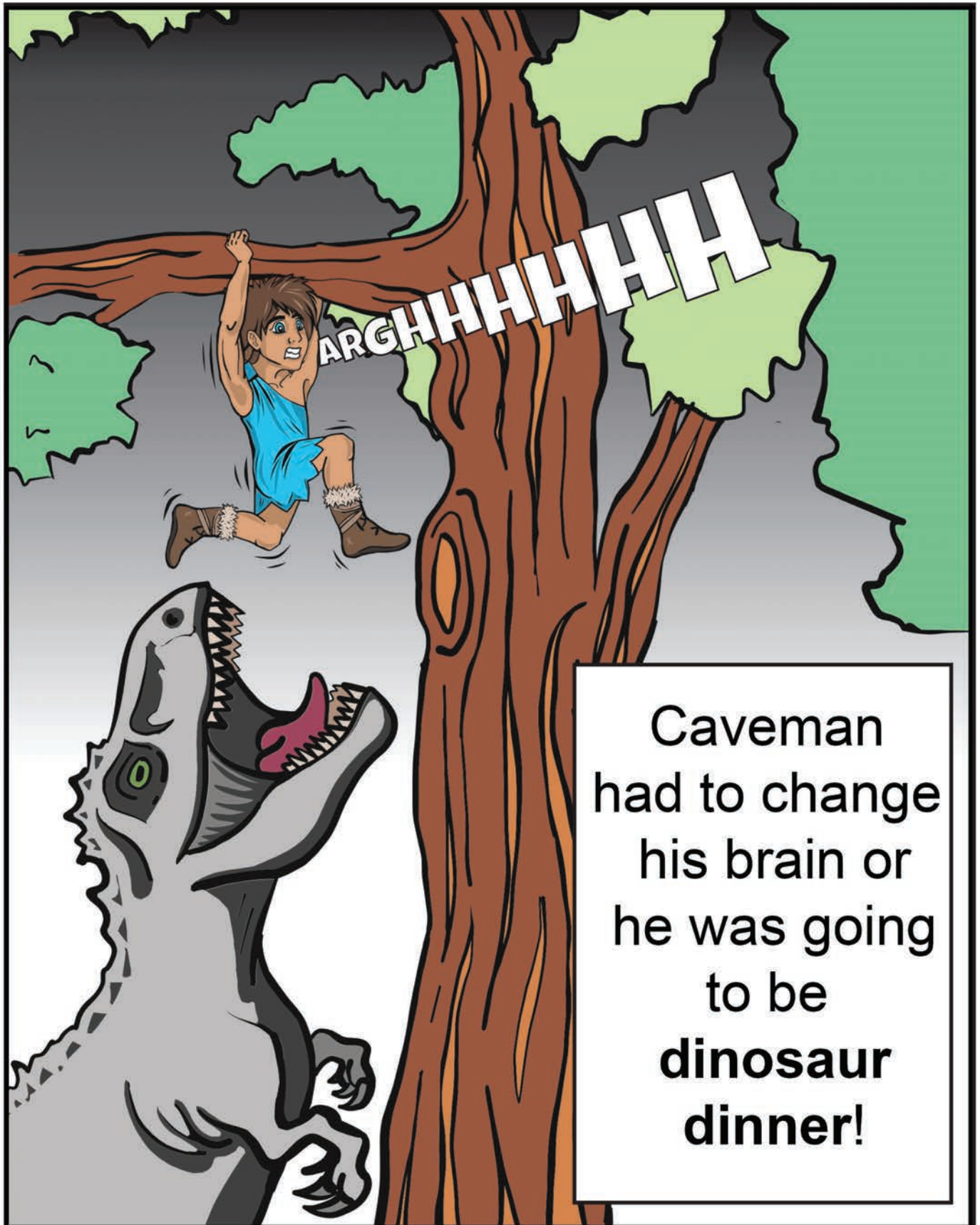
He had to find a  
way to be better  
and smarter.



Caveman really needed a  
brain that could THINK!



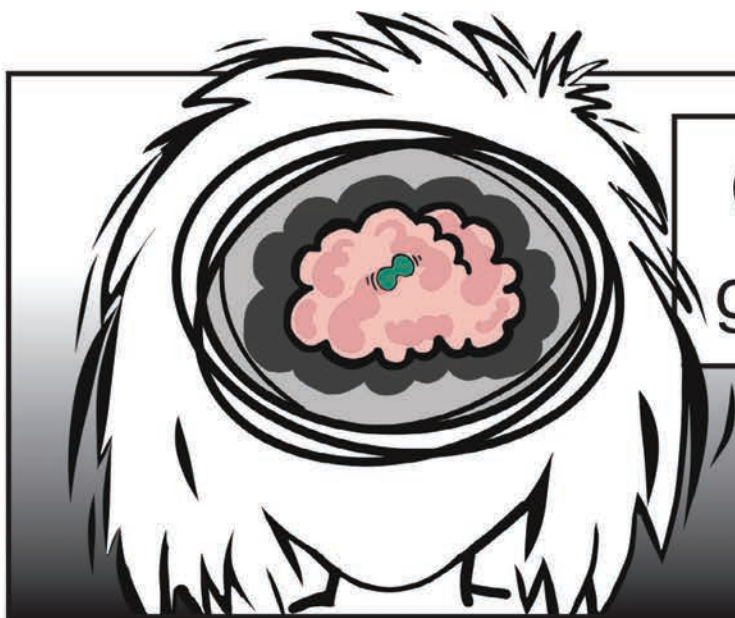




**WHAT COULD CAVEMAN DO?**







Caveman's brain  
grew extra layers.

His brain  
got bigger  
and smarter  
than  
those big  
animals.



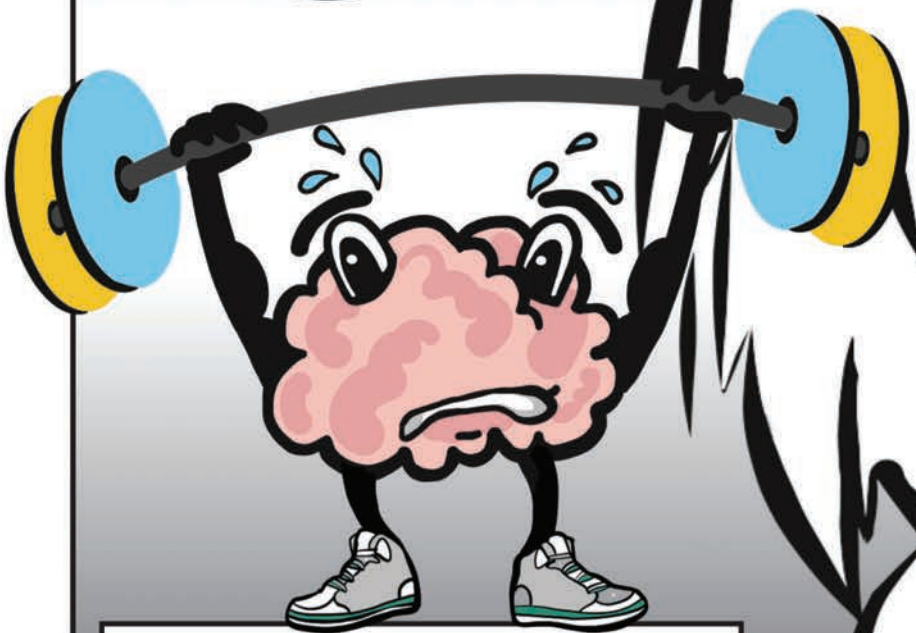
Caveman now had  
two parts to his brain:  
the old part and the new extra layers.





# The new Thinker Brain

Thinking was  
like food  
and exercise for  
Caveman's  
brain.



His brain could  
do things it had  
never done before.


With his bigger and smarter brain,  
Caveman could think and learn.



Now Caveman could  
change and fix his problems.



# The Old Caveman Brain



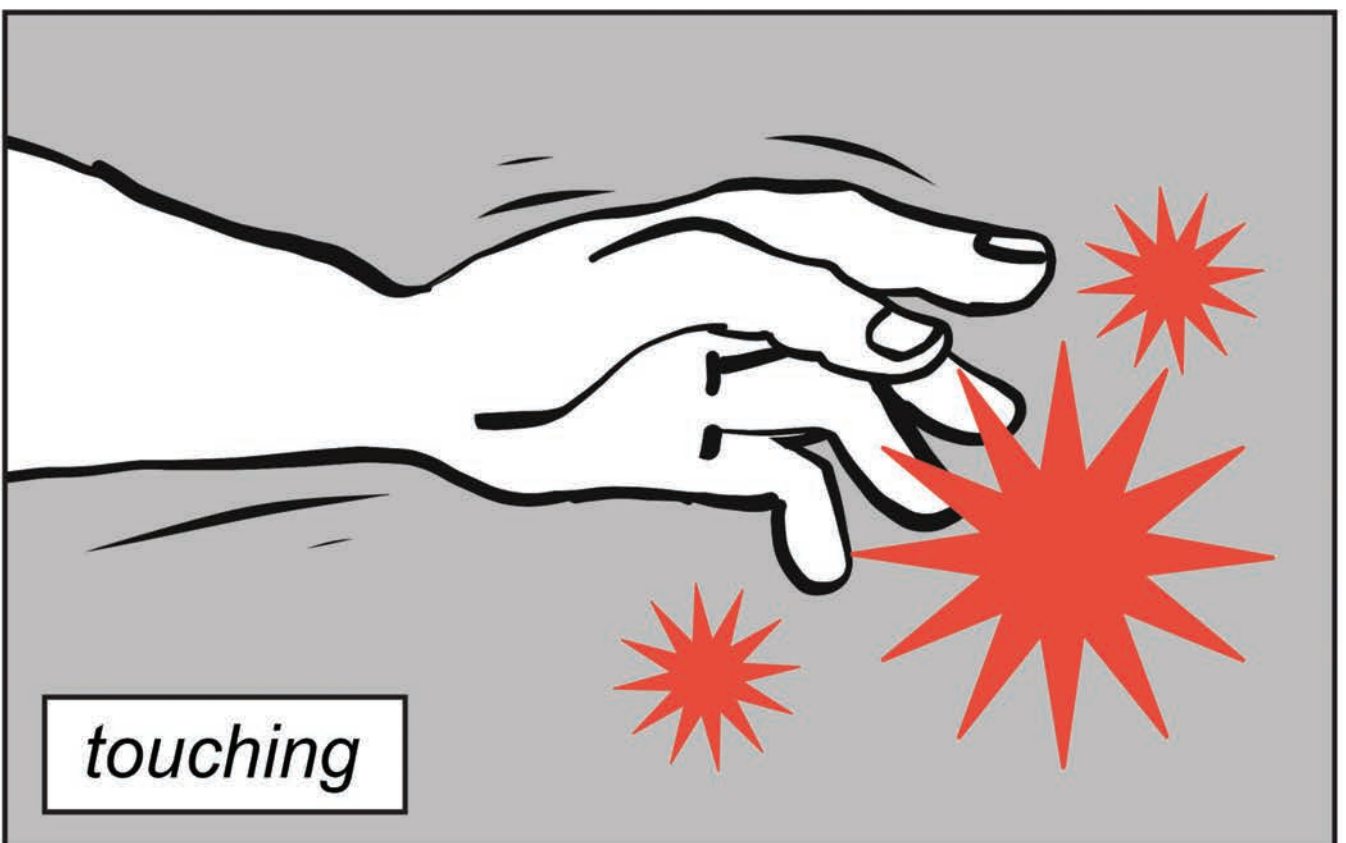
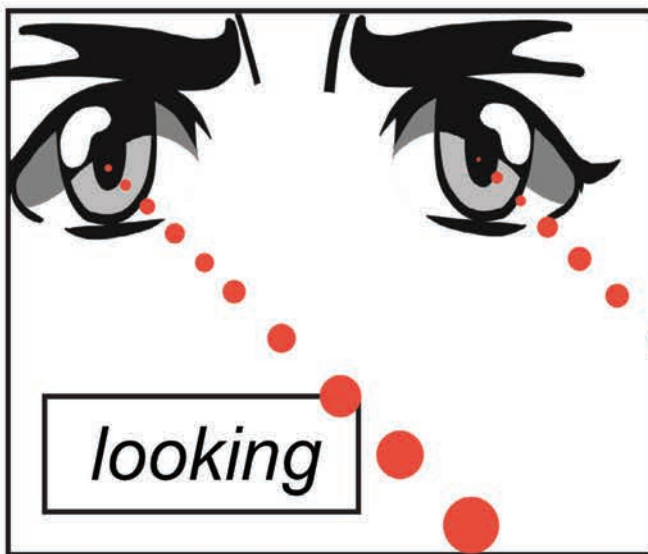
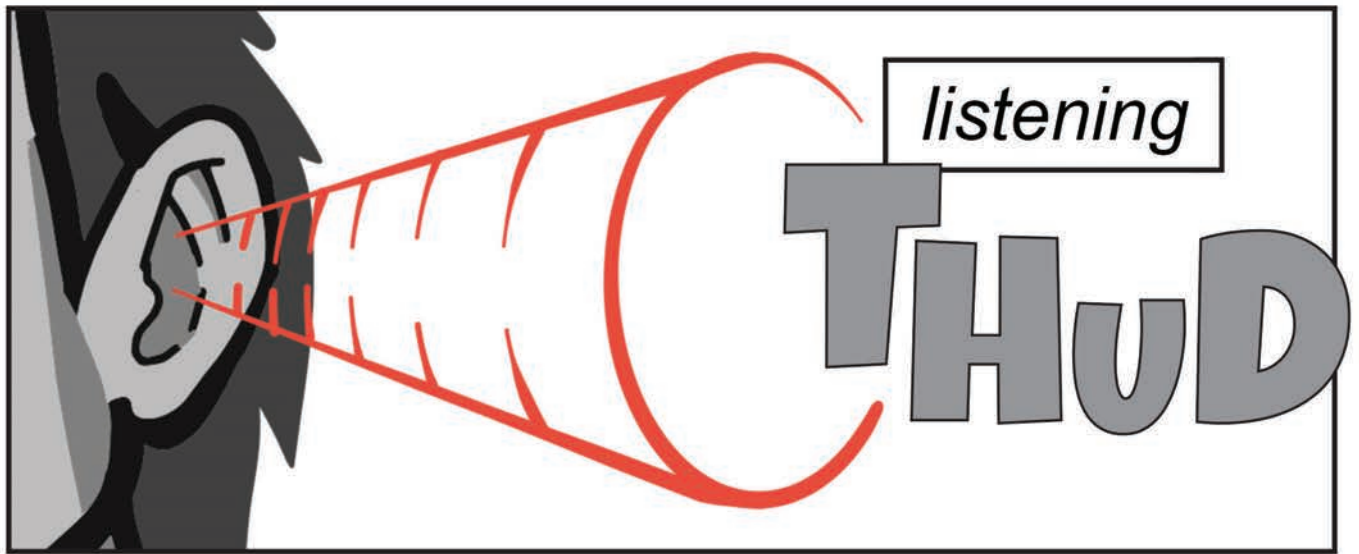
The old part of the brain  
was still important for  
Caveman.

The old part was his alarm.

Caveman Brain  
detected  
danger by:

*smelling*





When Caveman Brain detected danger, it told his body to:

**Run**



**Fight**



**Freeze**

**G  
U  
L  
P**



Caveman needed Caveman Brain to keep himself safe.



The new part of the brain was also very important. It was a thinking brain for:

***Making  
Plans***



***Learning  
Things***



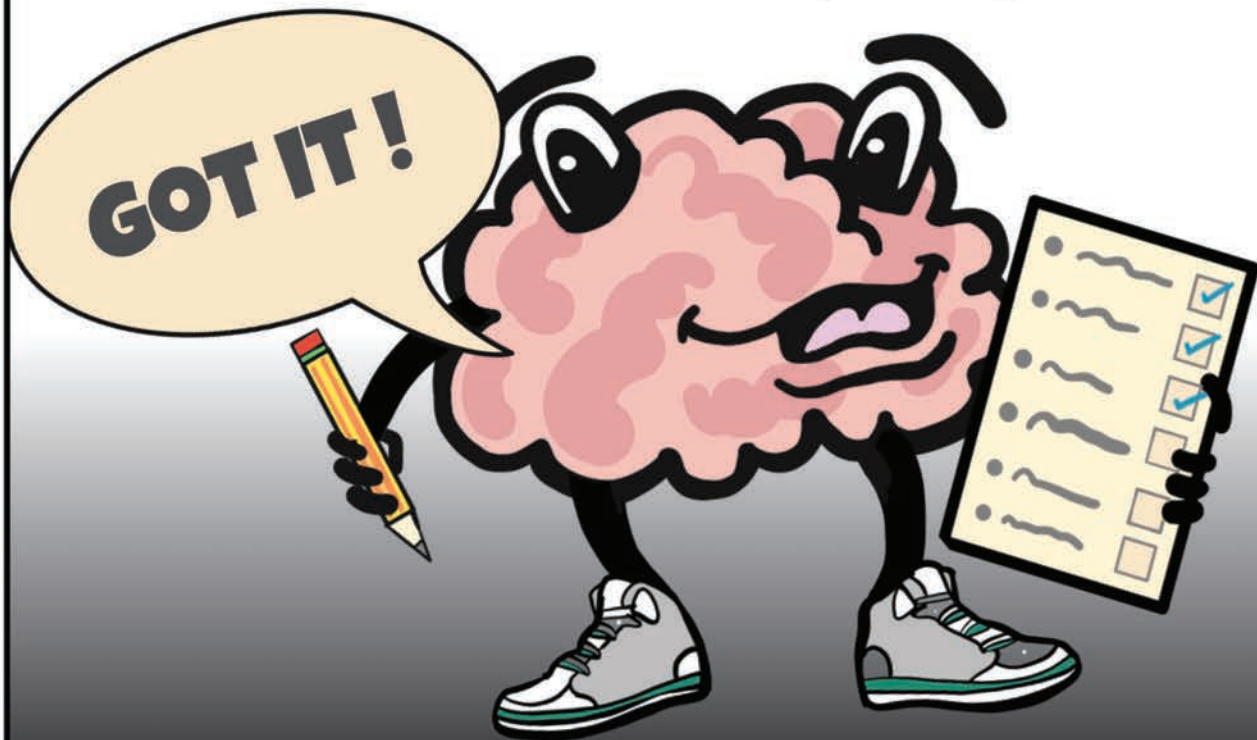
***Fixing  
Problems***



Caveman really needed  
Thinker Brain, too!



Thinker Brain was really good at checking, asking questions, and remembering things.

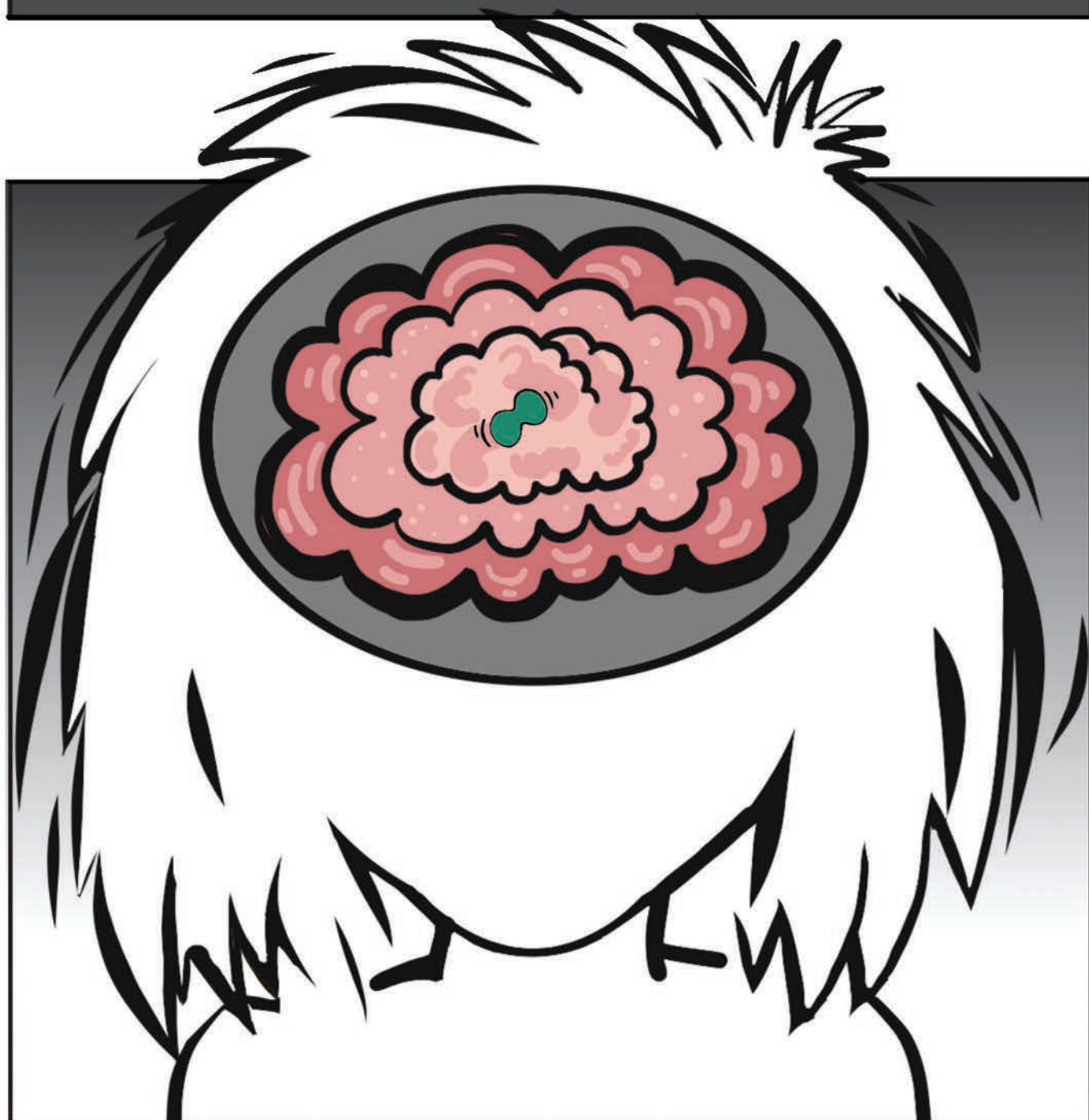


Thinker Brain  
could help  
Caveman  
to change.

Caveman could survive !

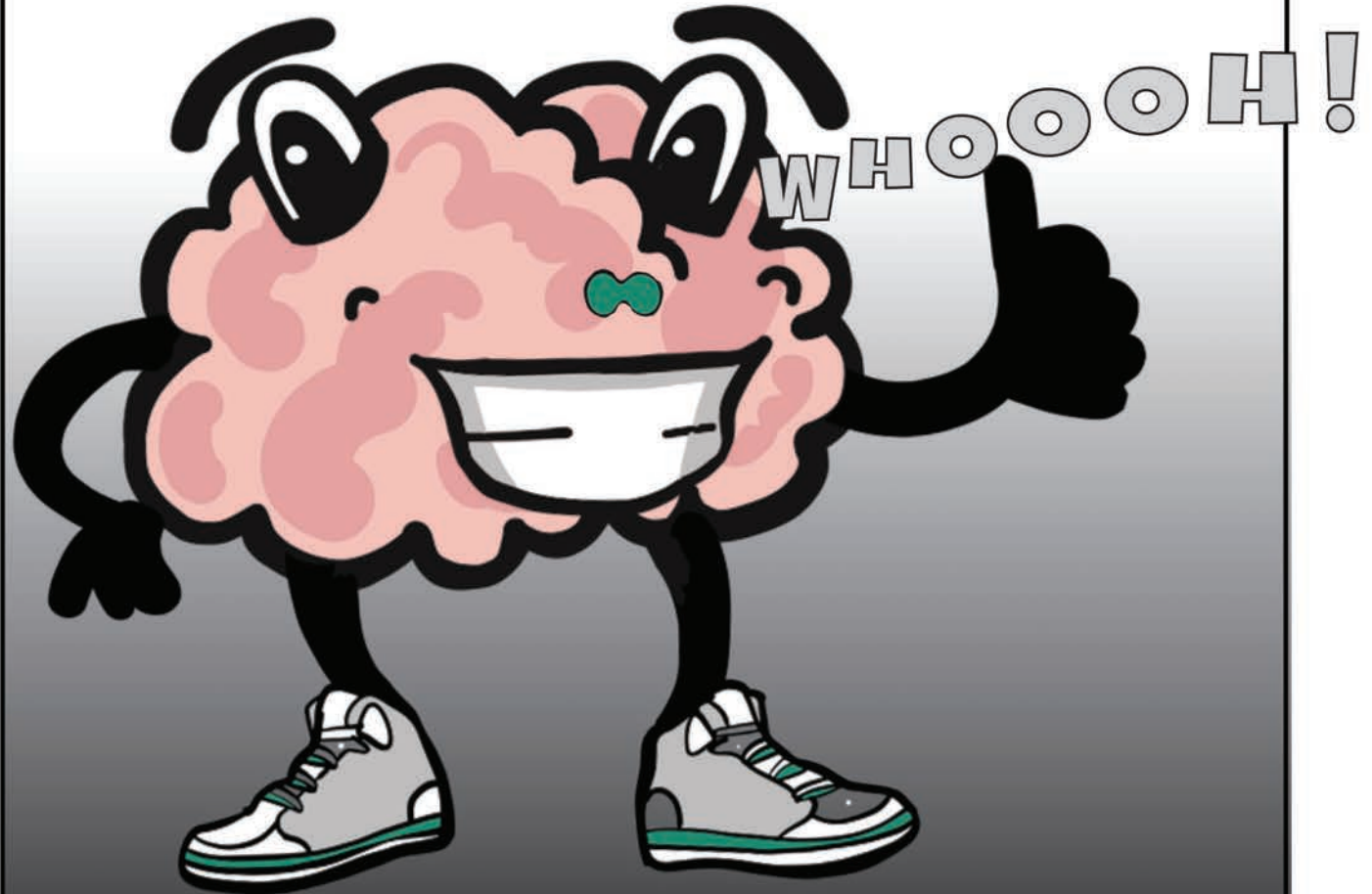


Now everyone has a brain with two parts:  
the old part - Caveman Brain  
and the new part - Thinker Brain.



Both parts of the brain are important  
and both parts need to work together.

It's great having a bigger  
and smarter brain.



When Caveman Brain and Thinker  
Brain work together, we can stay  
safe and learn new things.

Now we can fix problems and change.





## **WELCOME**

The Caveman series of books has been developed as a therapeutic (psycho-education and conversation-building) tool for mental health clinicians to explore concepts relating to stress, anxiety, trauma and the amygdala response.

The narrative has been specifically designed to enhance and scaffold the engagement of children and young people, particularly where cognitive and neuro-developmental challenges may present as a barrier to traditional talking therapies. Simplified language and the use of unique artwork has been the key focus in the development of the series to assist processing and applying skills beyond the clinical setting.

It is suggested that while reading the series with a child or young person, that mental health clinicians discuss and reflect on the content, exploring how the content might relate to them. It is further suggested that similar conversations occur with the child or young person's care givers. This will assist in developing their understanding of the amygdala response and potential ways to assist their child or young person.

The interactive component of the Caveman series, particularly in "*Thinker takes charge*", provides a platform for screening potential therapeutic options. The intent is for mental health clinicians to explore these options with the child or young person and to determine potential portals of entry for intervention as well as facilitating recovery planning in a manner that aligns with the strengths and preferences of the child or young person.

***We hope that you enjoy the Caveman series.***



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THERAPEUTIC SERVICES

