




Trauma-Informed Practice Workshop

Harriet Williams
2021

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AIMS

In the training participants will have:

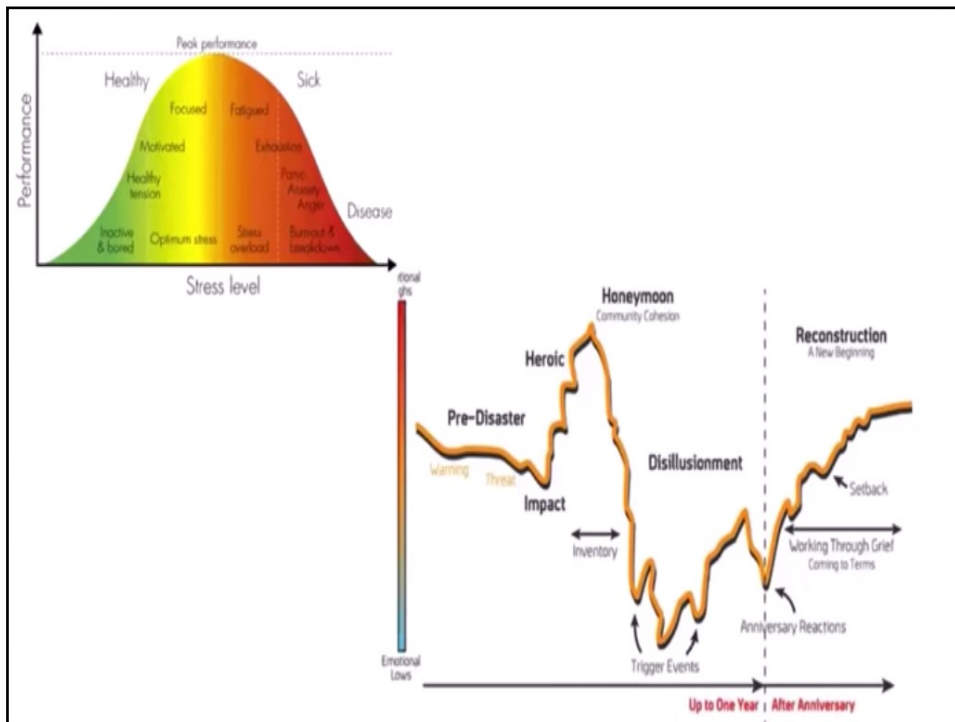
- Consider a definition of Trauma and key principles of Trauma Informed Practice
- Understand reasons and heightened potential for trauma as young people emerge from lockdown back into creative activities
- Understand how trauma may manifest itself so as to be able to spot signs and symptoms of trauma and trauma related behaviour
- Know how to support young people to process and regulate their experiences and interactions, within the boundaries of the role of a creative practitioner
- Knowing when, how and where to refer young people on for further support

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CORONA- COASTER



3



4



5



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THE MOST POWERFUL BUFFER IN TIMES OF STRESS AND DISTRESS IS OUR SOCIAL CONNECTEDNESS (B. Perry 2020)

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Working Remote - COVID 19 Principles

1. You are not "Working From Home", you are "At your home, during a crisis, trying to work".
2. Your personal physical, mental, and emotional health is far more important than anything else right now.
3. You should not try to compensate for lost productivity by working longer hours.
4. You will be kind to yourself and not judge how you are coping based on how you see others coping.
5. You will be kind to others and not judge how they are coping based on how you are coping.
6. Your team's success will not be measured the same way it was when things were normal.

WE ARE IN THIS TOGETHER

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WHO HAS BEEN AFFECTED?

Global Emerging evidence post COVID-19 (EPBU & CORC and CoSpace Oxford)

- Increased depression & anxiety in young people, College/University students
- Marginalised groups in community affected especially young LGBTQIA+, BAME etc
- Research U.S: Over a ¼ of young people from 18-24 seriously considered suicide between May and June
- Increased incidences in DVA and Sexual abuse during pandemic
- Studies show impact of pandemic on psychological wellbeing and related factors such as worry, happiness, stress and life satisfaction
- Young people who have pre-existing mental health issues, past trauma and Adverse Childhood Experiences
- Young people and families living in Poverty or in CARE or with disabilities, illnesses or SEND issues
- Young people whose Families are affected by Loss, Financial Stress, Home Schooling, unemployment, trauma, abuse
- **Young People we don't expect to be affected = EVERYONE**

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STRESS RESPONSE

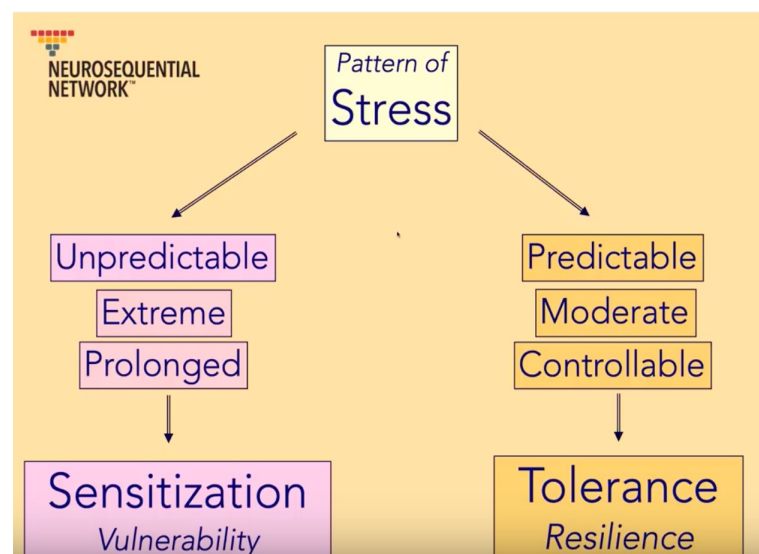
- **Stress Response** normal physiological reaction when we perceive threat like a reaction to hunger, thirst, discomfort (Bruce Perry)
- **Physiological Systems** activate when stressed which are your 'Body's way of rushing to help you' (Kelly McGonigal)
- **Stress Responses** is a positive natural human response to danger with hard wired human responses of:

FIGHT FLIGHT FREEZE FAINT

The Stress Response can trigger Early Attachment Style Responses, Trauma Memories and Early Strategies used for Coping

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STRESS PATTERNS



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IMPACT OF COVID-19

Many people are facing a destruction of income that is catastrophic for their financial and mental health
 Martin Lewis (Observer 4.04.20)

The real crisis of this current pandemic is not necessarily the next 6 months... it really is -what are we going to do with the social and emotional toll this is having on individuals and families who will remain the most marginalised for the next 6 decades
 Bruce Perry April 2020

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COVID-19 Related Stress Can Devastate Our Most Vulnerable

Pattern of STRESS

Chaotic
Severe, prolonged
Uncontrollable

Predictable
Moderate
Controllable

COVID-19 Related Distress

This pandemic will devastate our most marginalized, disconnected and disenfranchised; the very children and families we serve in our MH, Child Welfare & Juvenile Justice systems.

VulnerabilityResilience

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NEUROSEQUENTIAL NETWORK

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RECOVERY PHASE

- Anxieties increasing coming out of lockdown
- Not realistic to have a 'Catch Up' pressure
- Needing Realistic and Trauma Informed Plans
- Consideration of everyone's needs, staff, YP all levels
- Support Options for Carers/Staff/ You first
- No Generic response: Case by Case Considerations and Reflections
- Review - Plan - Keep Flexible/ Creative
- Considerations for shielding and vulnerable individuals
- 'Of course': Normalise, Empathise, Acknowledge
- Continued Tele-health support, advice and ideas for families in need

WE ARE IN THIS TOGETHER

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WHAT IS TRAUMA?

“The simplest way of defining trauma is that it's an experience we have that overwhelms our capacity to cope.” Dan Siegel

- An unexpected or highly stressful event(s) /experience(s)
- Trauma is determined by the person's response not the event itself
- The person's sense of safety or secure base is undermined

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4 R'S TOWARDS BEING TRAUMA INFORMED

- **Realise:** widespread impact of trauma
- **Recognise:** signs and symptoms
- **Resist:** actively resist retraumatising
- **Respond:** meaningful integrating and infusing knowledge about trauma into policies and procedures, language used, culture, values and practice
- **Repair** (Added by Louise Bombèr)



Dr Karen Treisman
(A therapeutic Treasure Box)

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TRAUMA

ACUTE TRAUMA

- 'One off', single Incident event. unexpected, short term, outside normal daily life
- Results in intense fear, helplessness, horror
- Situation perceived as dangerous or actual/threatened danger
- 9 out of 10 people heal self without intervention

CHRONIC TRAUMA

- Experience of series of traumatic events
- Prolonged exposure to threat/ abuse
- Feelings of powerlessness , shame, fear

DEVELOPMENTAL TRAUMA (or Child Developmental Trauma)

- Repeated traumatic experience within a long term primary care relationship/s (ie high levels of fear, neglect, abuse, trauma at home)
- Significant evidence of compromised developmental and long term consequences
- Can lead to poor mental health and physical health outcomes

(Young Minds, Bessel Van Der Kolk, Bruce Perry)

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ACE'S

ADVERSE CHILDHOOD EXPERIENCES

1 in 3

diagnosed mental health conditions in adulthood are known to directly relate to adverse childhood experiences

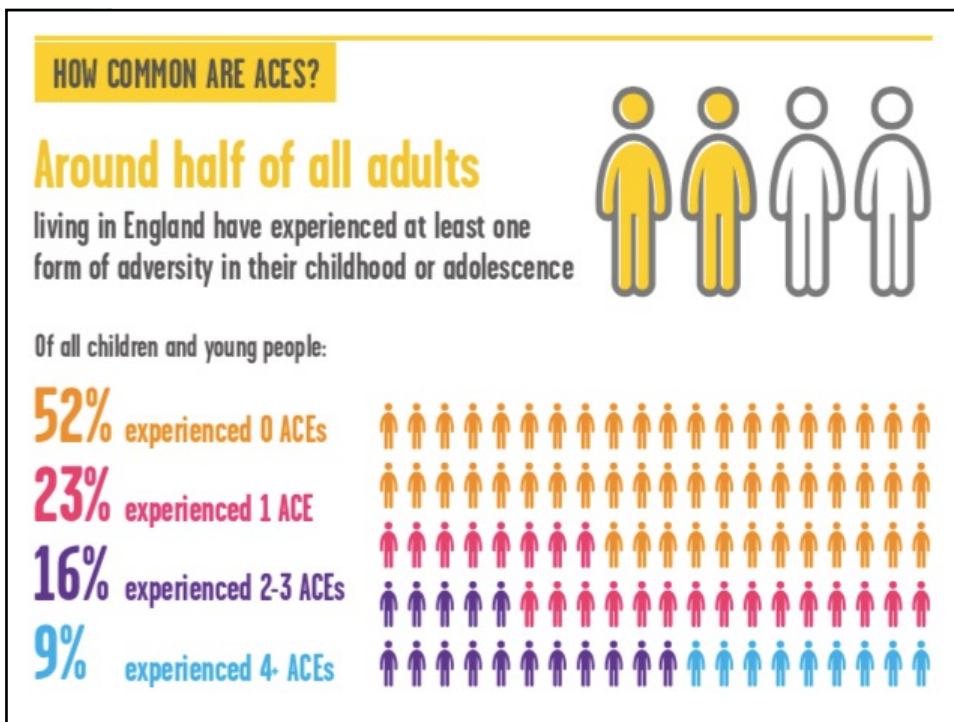
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WHAT KINDS OF EXPERIENCES ARE ADVERSE?

Forms of ACEs include:

<p>Maltreatment i.e. abuse or neglect</p>	<p>Violence & coercion i.e. domestic abuse, gang membership, being a victim of crime</p>	<p>Adjustment i.e. migration, asylum or ending relationships</p>	<p>Prejudice i.e. LGBT+ prejudice, sexism, racism or disablism</p>
<p>Household or family adversity i.e. substances misuse, intergenerational trauma, destitution, or deprivation</p>	<p>Inhumane treatment i.e. torture, forced imprisonment or institutionalisation</p>	<p>Adult responsibilities i.e. being a young carer or involvement in child labour</p>	<p>Bereavement & survivorship i.e. traumatic deaths, surviving an illness or accident</p>

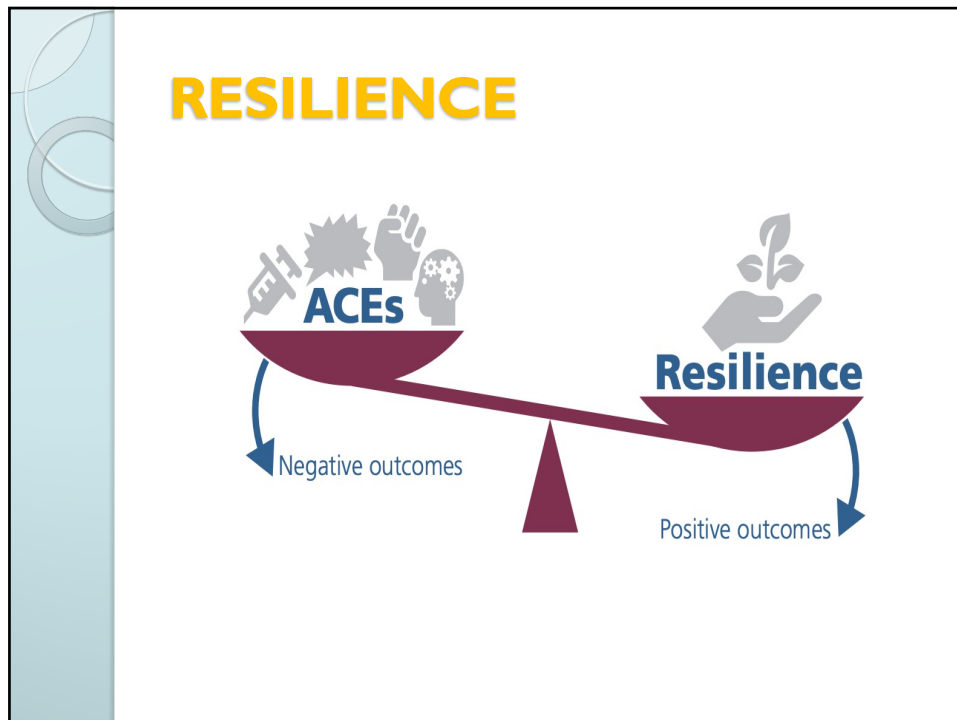
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- Aggressive and Violent behaviour: to Others, Objects or Self
- Crime: Involved in: Gangs, County Lines, Drug, Sex trafficking
- RISK; Self harm, Suicide ideation, Drug & Alcohol, Sexual Relations, CSE, CCE, COVID
- Anxious: Clingy, Fearful, Tearful, Panicky, Body tics, OCD
- Sleep Patterns: Lack of or over sleeping: Fears, Nightmares, Night terrors
- Eating Issues: lack of /or over eating, Eating disorders
- Regression: In behaviour, Incontinence, Soiling, Smearing
- Behaviour Patterns changing: Clingy, Unable to be independent, need reassurance
- Self Harm: cutting, scratching, punching, pinching, cutting, banging, pulling, picking self
- Inability to comprehend rules, boundaries, oppositional, defiance
- Hyperactive, lack of concentration and focus, clumsy and fidgety

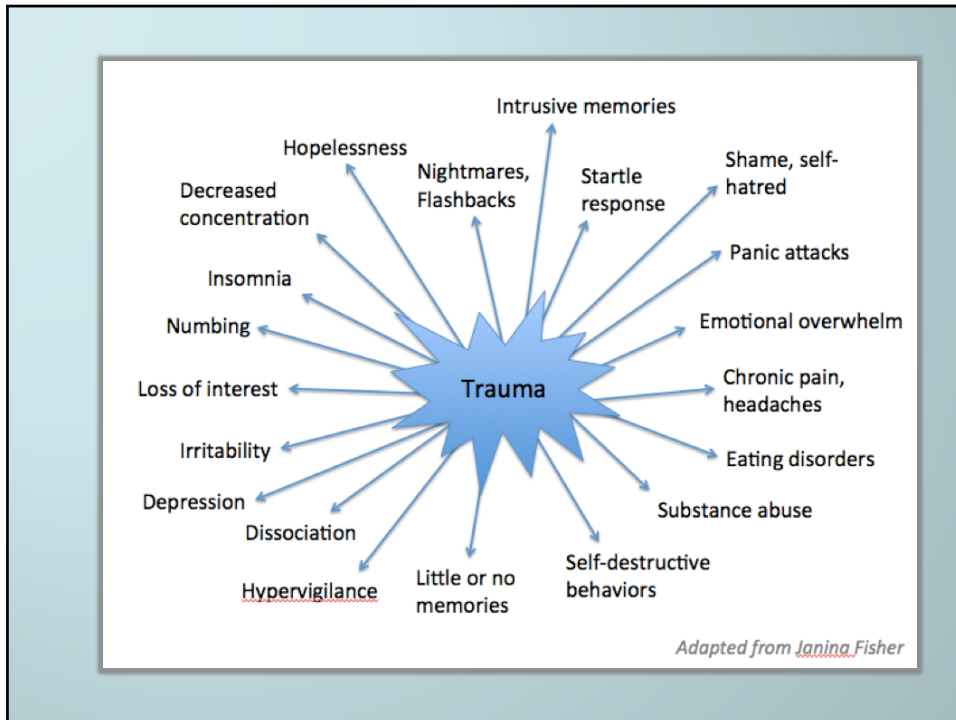
HYPER-AROUSAL

WINDOW OF TOLERANCE

HYP0-AROUSAL

- Behaviour Pattern changing: Quiet, Withdrawn, Persistent Sadness, Hopeless
- Low mood: Low Self Worth, Flat, Detached, Not Engaged, Tearful, Numb
- Difficulties forming relationships: with peers/ adults, blank, forms abusive relations
- Self Harm, Suicidal, Severe Risk taking behaviour
- Worthlessness: Self Blame, Shame, Lack of Self Esteem, Self Critical
- Isolated and Withdrawal: Vacant, Blank, Frozen, Limp, Non-Responsive, Non Attendance
- Dissociative: Blank episodes, Hearing voices, Seeing things, Realistic dreams, Imaginary lives

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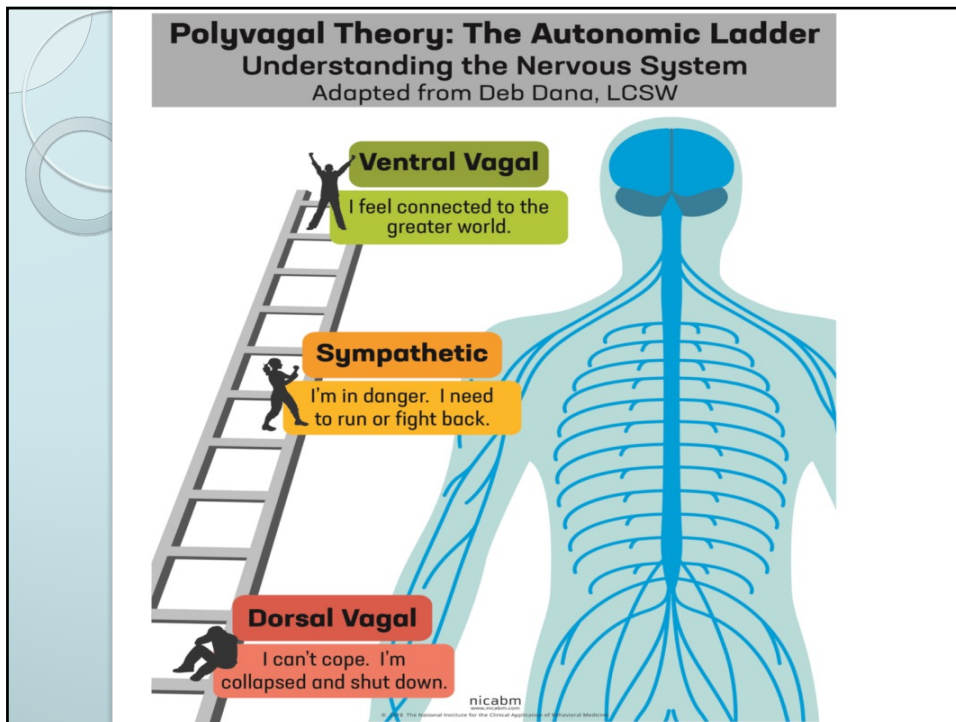
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Children don't often show their pain through talking. They show us their pain through 'challenging behaviour'.

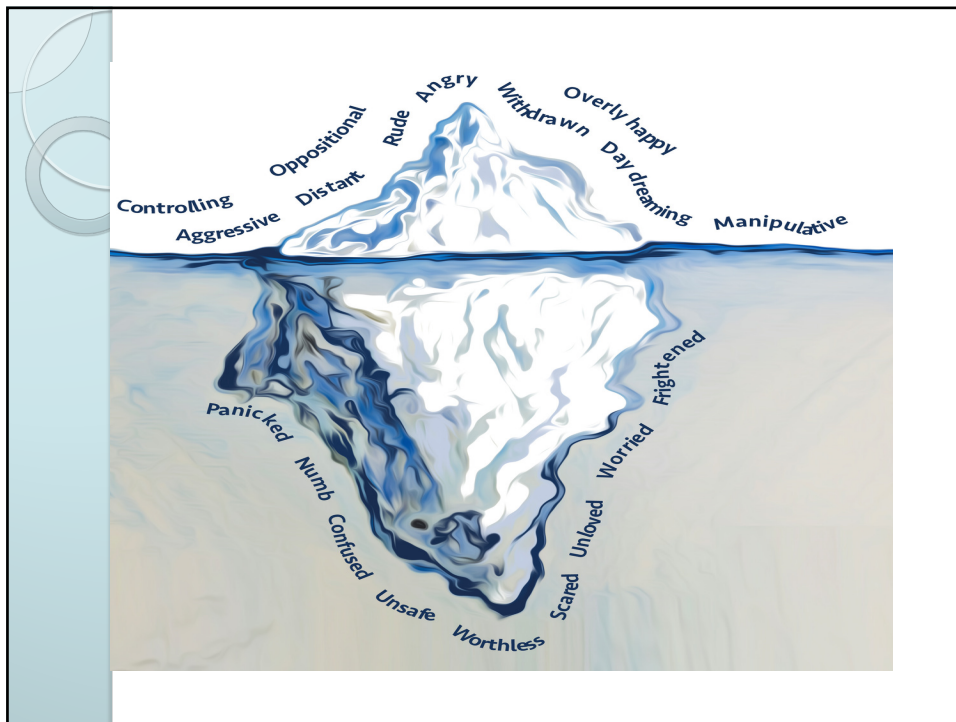
As a culture, we need to move beyond seeing challenging behaviour as 'naughtiness' or a choice, and look to what children are desperately communicating.

SPECTRUM

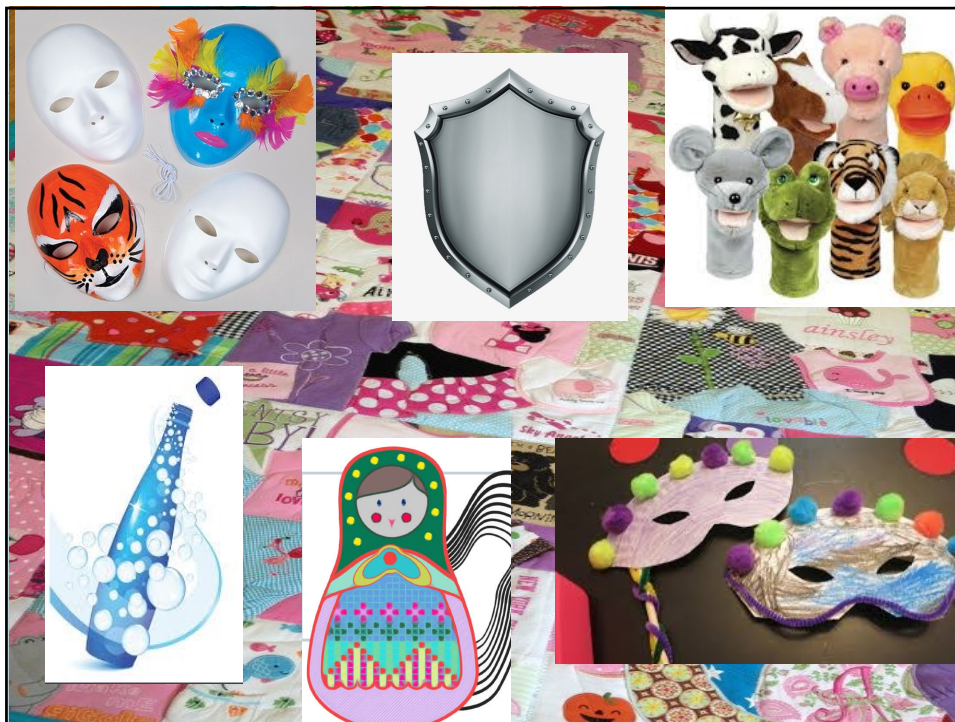
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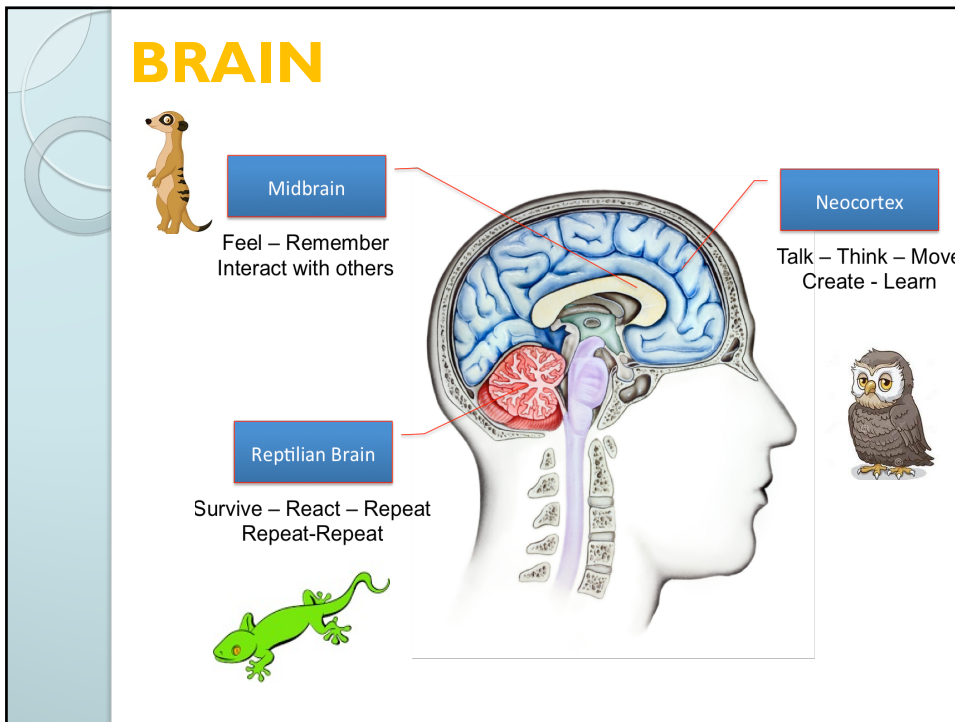
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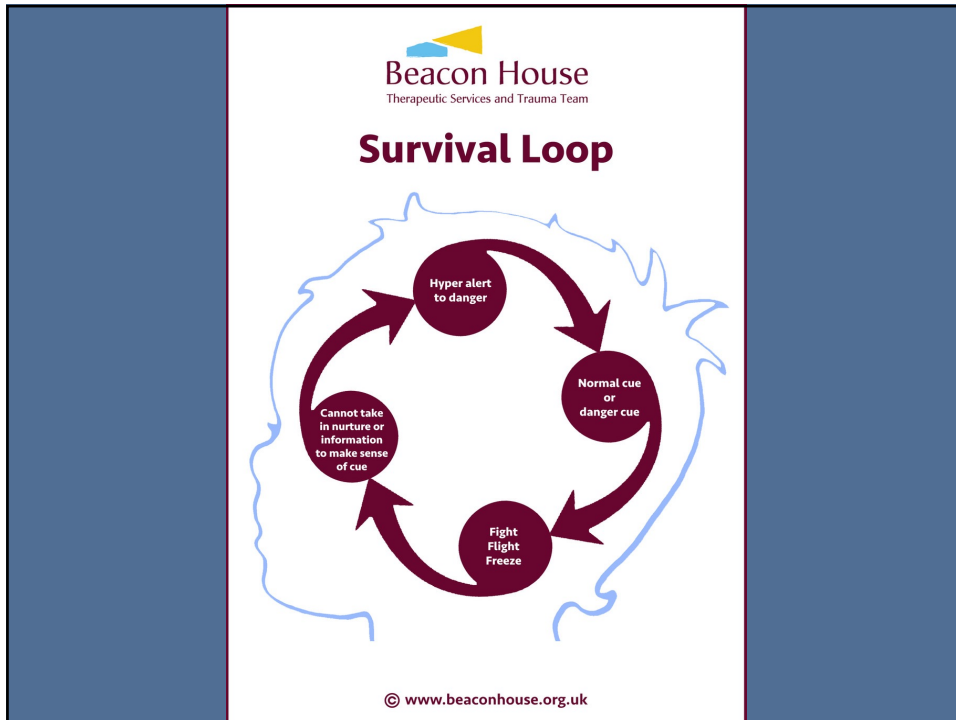
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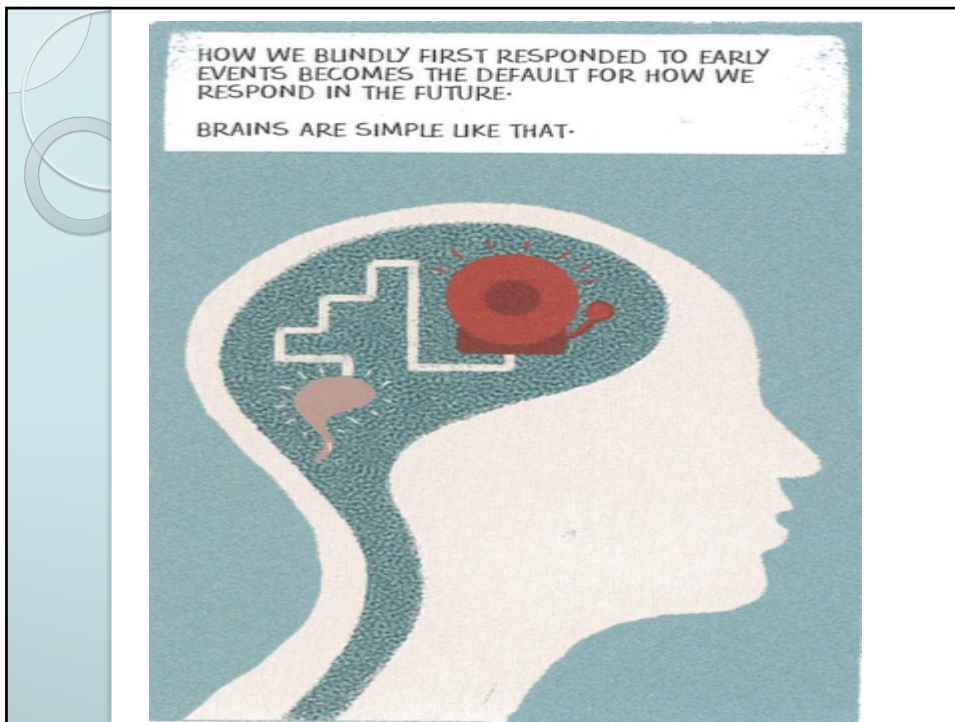


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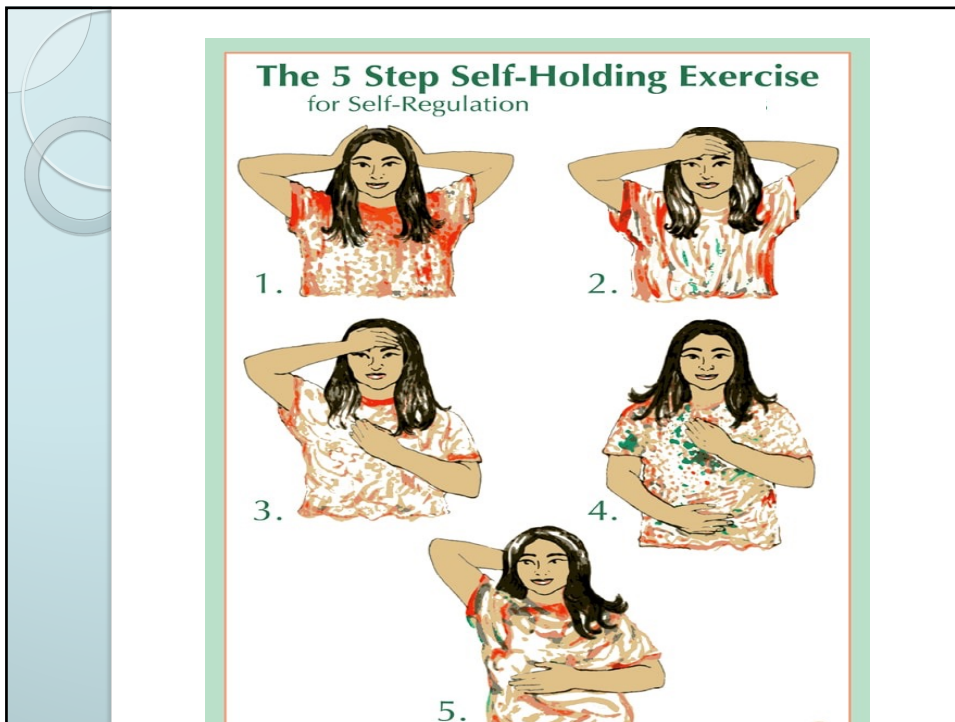
TOXIC STRESS

Neurochemical systems are affected which can cause a cascade of changes in attention, impulse control, sleep, and fine motor control (Perry, 2000a; 2000c)

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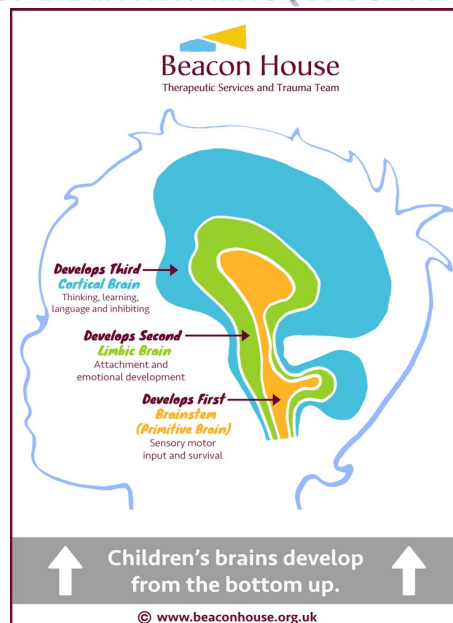
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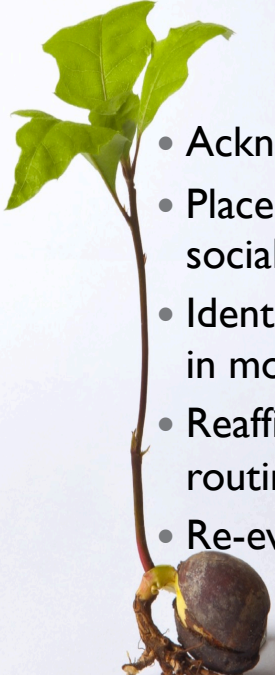
Dr Karen Treisman
(A therapeutic Treasure Box)

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TRAUMA INFORMED SERVICES BOTTOM UP BRAIN REWIRING (BRUCE PERRY)



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5 WAYS TO HEAL

- Acknowledge Loss and what has been
- Place relationships at centre and build social capital
- Identify and Support Young People who are in most need of social buffering
- Reaffirm boundaries, agreements and routines, as safety measure
- Re-evaluate core values, recognising all

Transforming through Trauma
Mary Meredith

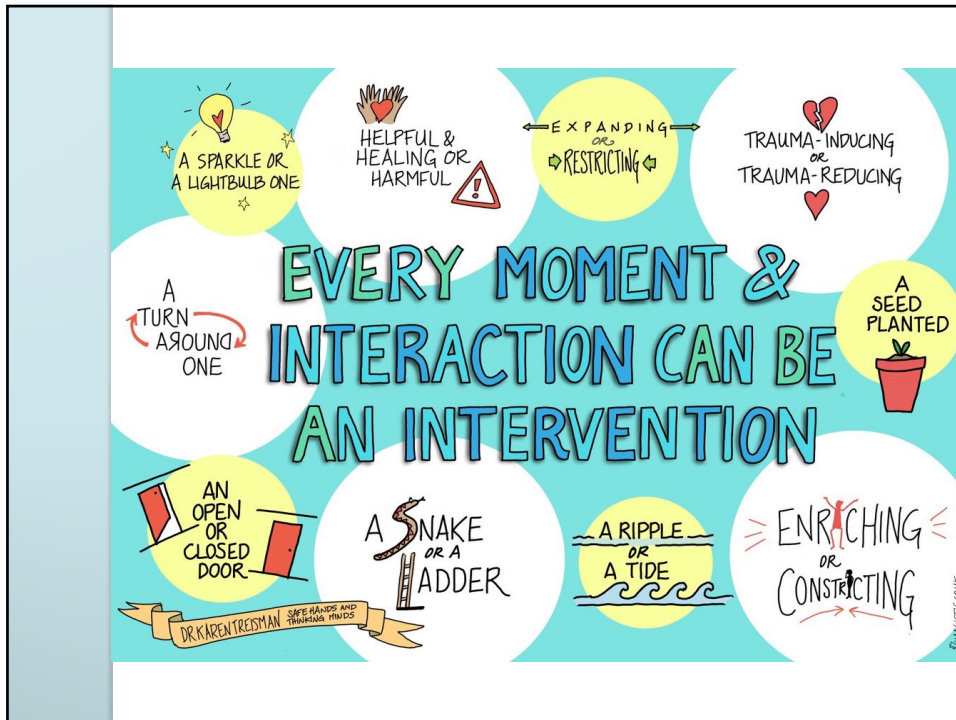
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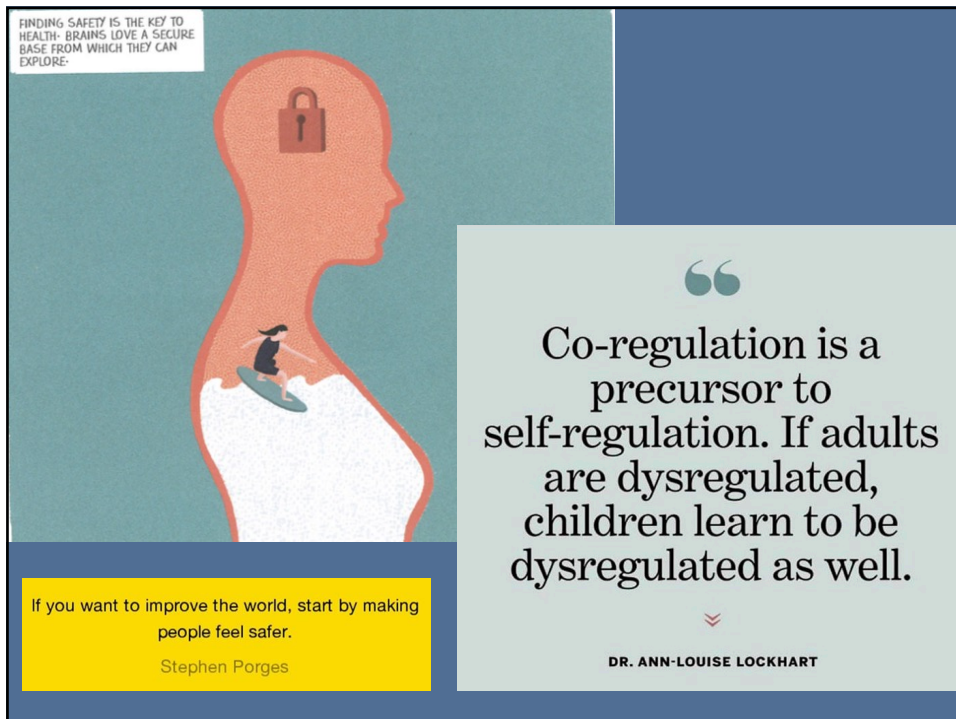
RELATIONSHIPS FIRST SIGN OF SAFETY

Relational trauma requires relational repair
Karen Treisman

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AGREEMENTS & CONTRACTS

- ✓ Increases Safety and Involvement
- ✓ Increases ownership of agreements
- ✓ Model's positive authoritative roles
- ✓ Shows a commitment to collaborative working
- ✓ Refer to it as a reminder of joint agreements
- ✓ Reduces punitive and power roles

ENSURES BOUNDARIES AND CREATES CONSISTENCY

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FIRST TASK: FORM A RELATIONSHIP:

Pat Odgen



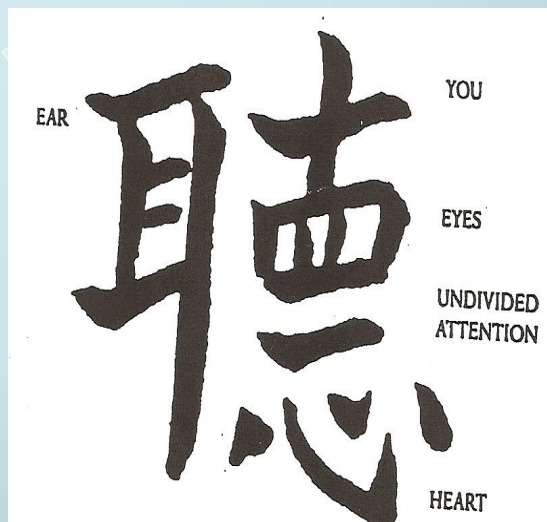
....helps YP feel safe, trusting, and in a social engagement that lasts

SLOW
ACKNOWLEDGE
FAMILIARITY
EXPECTATIONS



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ACTIVE LISTENING



Physically

Verbally

Mentally

Emotionally

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You don't need to fix your child's feelings. Demonstrating empathy towards your child, activates oxytocin and calms the fear centers in their brain.

SARAH BOYD

THE RESILIENT LITTLE HEARTS

'Aesthetic distance means creating distance between ourselves and our issues by using metaphor or a symbol, rather than actual words, event or people'

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SAFETY IN CHOICE

- TIME (how long, time to get to know)
- PREDICTABLE ROUTINE
- SETTING/ ROOM/ PLACE/ WALK AND TALK
- AGREEMENT
- SEATING
- QUESTIONS
- IS IT OK IF I ASK YOU....
- HOW WOULD IT BE BETTER TO START...
- ACTIVITIES
- REVIEW
- DIVERSITY: *difference, age, gender, ethnicity, culture etc*
- EQUIPMENT/WORKSHEETS/ METHODS

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SAFE PLACE EXERCISE

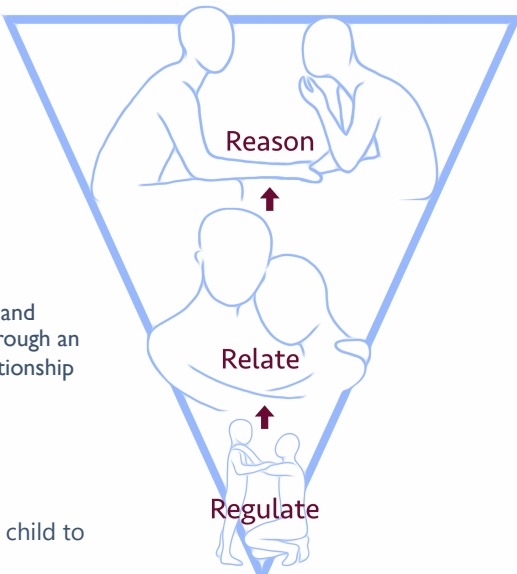


1. CLOSE YOUR EYES & IMAGINE A PLACE WHERE YOU FEEL SAFE. IT COULD BE SOMEWHERE YOU HAVE BEEN BEFORE OR SOMEWHERE IMAGINARY. YOU MIGHT LIKE TO BE AT A BEACH, IN A MEADOW, BY A LAKE OR STREAM, IN A COZY LIBRARY CORNER OR A SUNNY STUDY ON A COMFY CHAIR.
2. IMAGINE THE SPECIFICS...
 - WHAT DO YOU SMELL?
 - WHAT DO YOU SEE?
 - WHAT DO YOU HEAR?
 - WHAT CAN YOU REACH OUT & TOUCH?
3. DRINK IT ALL IN, IMAGINING & CREATING MORE & MORE DETAILS. BREATHE DEEP & SLOW BREATHS INTO YOUR BELLY.
4. YOU CAN RETURN HERE ANYTIME YOU NEED TO FEEL SAFE & AT PEACE. JUST CLOSE YOUR EYES & BREATHE.

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THREE R'S REACHING THE LEARNING BRAIN

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

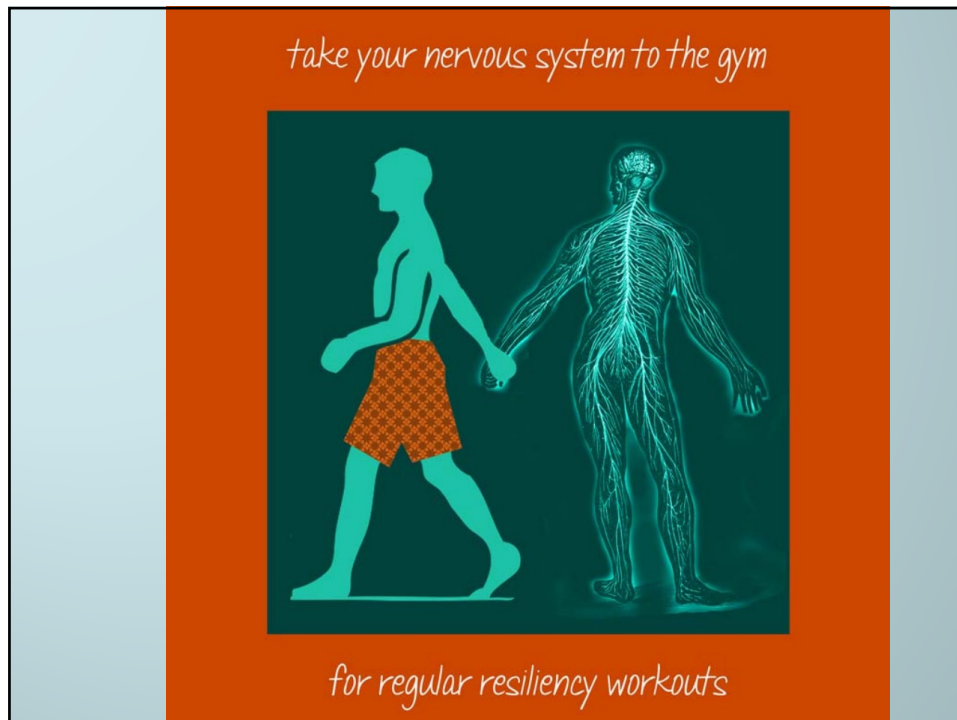


Third: We can support the child to reflect, learn, remember, articulate and become self-assured

Second: We must relate and connect with the child through an attuned and sensitive relationship

First: We must help the child to regulate and calm their fight/flight/freeze responses

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BRAIN STEM CALMERS

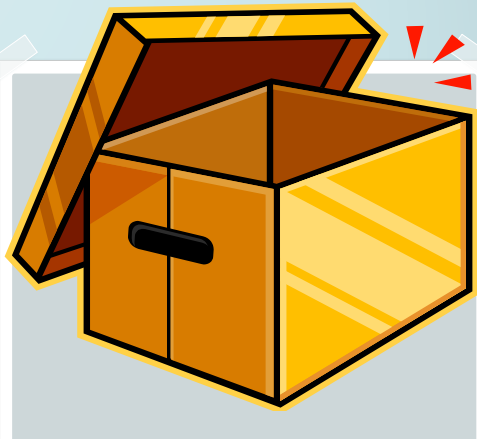
- **Exercise:** Walking , Running, Swimming, Boxing
- **Music:** Drumming, Rapping, Singing, Dancing
- **Mindfulness:** Breathing, Focusing, Tapping
- **Art:** Doodle, Colouring, Pictionary, Squiggles
- **Move:** Rolling, Rocking, Bouncing, Push/Pull
- **Exercise:** Yoga, Dance, Aerobics, Circuits, HIT
- **General:** Counting, drawing, Tidying, Sorting

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SENSORY BREAK IDEAS

- o Star Jumps/ Squats/ Stretches/ Skip/ Run on spot
- o Jumping on a mini or large outdoor trampoline
- o Heavy work activities (cleaning, hoovering, digging, weeding)
- o Notice your body as you crawl or walk around
- o Wall or chair Pushes
- o Ball Pass with someone or a dog
- o Reading in a quiet corner/ chair/ bed
- o Biking
- o Climbing
- o Use fidget toys
- o Chewing gum or chewy foods
- o Obstacle course
- o Passing weighted objects/ or tins to each hand or to someone back and forth
- o Cycling/ Skateboarding/ Scootering/ roller blades as daily exercise
- o Use Resistance bands (pull them or stretch tension out)
- o Listening to upbeat OR calming music
- o Swinging on a tree trunk, or a gym bar
- o Going outside for a walk or Skip/ Run
- o Bean bag / stress ball squeezes
- o Drinking water through a water bottle with a Valve
- o Improvise a weighted blanket at night with heavy blanket
- o Lifting light weights
- o Yoga moves/ Dance
- o Bath/ Shower
- o Eat a good healthy snack
- o Prepare a nice healthy tea, glass of water
- o Smells that can help us focus, lavender, leaves, cooking
- o Breathing and breathing exercises
- o Self-Hug
- o Grounding – feel feet on ground
- o Mindful eating exercise
- o Headphones to block out unnecessary noise/ and to add calming music/ blogs

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CALM BOX

SENSORY OBJECTS

Touch

- squeeze objects
- Play-doh
- textured balls, bubble wrap
- Soft things/ cloth/ blanket

Focusing

- Find-it-bottles
- Rubric cube
- Where's Wally
- Drawing materials
- Egg timer
- Container for concerns

Breathing

- Bubbles/Pinwheels
- Natural materials
- Scent of natural oils
- Calming music/ CDs
- HeadSpace

Fidget/ Distraction

- Fidget objects,
- Jacobs ladder
- Bendy things, puzzles
- Slinky's, Blob Tree

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A.C.T

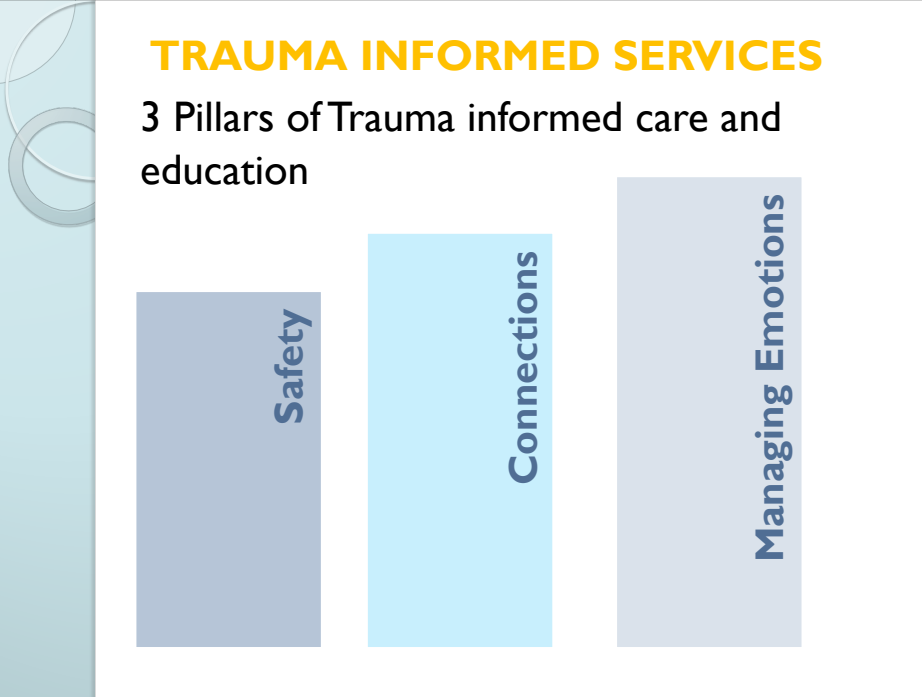
Acknowledge emotion

Communication boundary

Target an alternative

Gary Landreth *Parent Child Therapy*

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TRAUMA INFORMED SERVICES

3 Pillars of Trauma informed care and education

Safety

Connections




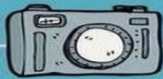


Managing Emotions

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with anxiety + intense emotions

 body lay on the ground, press your toes into the floor, squeeze playdough	 5 senses wear your favorite sweatshirt, use essential oils, make a cup of tea	 self-soothe take a shower or bath, find a grounding object, light a candle
 observe describe an object in detail: color, texture, shadow, light, shapes	 breathe practice 4-7-8 breathing: inhale to 4, hold for 7, exhale to 8	 distract find all the square or green objects in the room, count by 7s, say the date

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INCLUDES FREE CD OF GUIDED MEDITATIONS

Mindfulness
a practical guide to
**FINDING PEACE IN A
FRANTIC WORLD**

"If you want to free yourself from anxiety and stress, then read this book"
RUBY WAX

The life-changing bestseller
MARK WILLIAMS
and **DANNY PENMAN**
Foreword by Jon Kabat-Zinn

The Little Book of Mindfulness
10 Minutes a Day to
Less Stress, More Peace
Dr Patricia Collard

Tapping Solution App
www.headspace.com

www.stopthinkbreathe.com

Calm

HOW ARE YOU?
FIND A MISSION
SEE ALL MISSIONS
TAP TO SEE NEW STICKERS!

THE CBT Good Habit JOURNAL
A mindful journal for replacing anxiety and stress with clarity and calm
CHRISTINE WILDING AND GILL HASSON

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5 WAYS TO WELLBEING

- GIVE
- BE ACTIVE
- KEEP LEARNING
- CONNECT
- TAKE NOTICE

WHAT HELPS?

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- **Connect.... Social Connectedness:** share with friends, colleagues & family, make new connections, reach out and connect and seek support when needed, outdoor and online
- **Keep learning.... Try something new:** Join learning communities online to return to an old skill or try a new skill for free. Trying out old and new crafts, I.T, skills, Start2 etc
- **Be active.... Choose your exercise:** walk, run, sit in fresh air, free online class, TikTok dance, Sing, Move, Dance, Yoga, HIT session Increase Healthy Sleeping and Diet
- **Take notice.... Encourage curiosity in world around:** catch sight of beautiful & little things in life. Mindfulness, Active Distraction, Breathing, Meditation, Photography, Doodling, Journaling, Apps such as CALM, Head Space etc
- **Give.... to Self, Family & Friends:** Enjoy giving to others: do something nice for a friend or neighbour/ social action/ campaigning/ sponsor challenge/ volunteering etc

www.neweconomics.org.uk

[Young People's 5 Ways to Wellbeing booklet Children Society](#)

[Young People's 5 Ways to Well-Being Postcards Children Society](#)

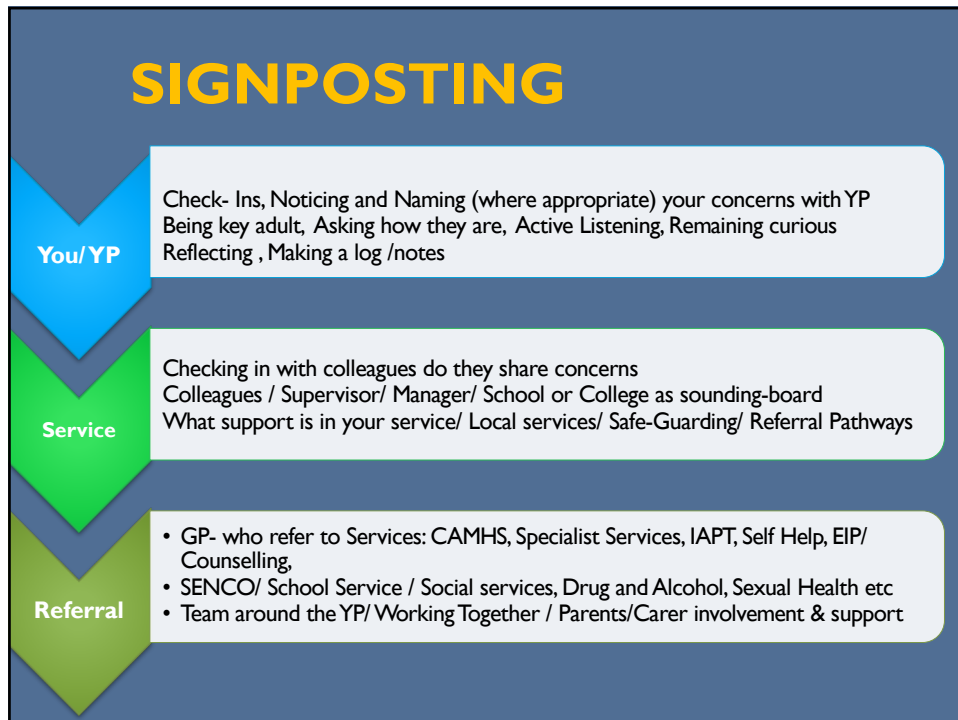
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COVID-19 SUPPORT

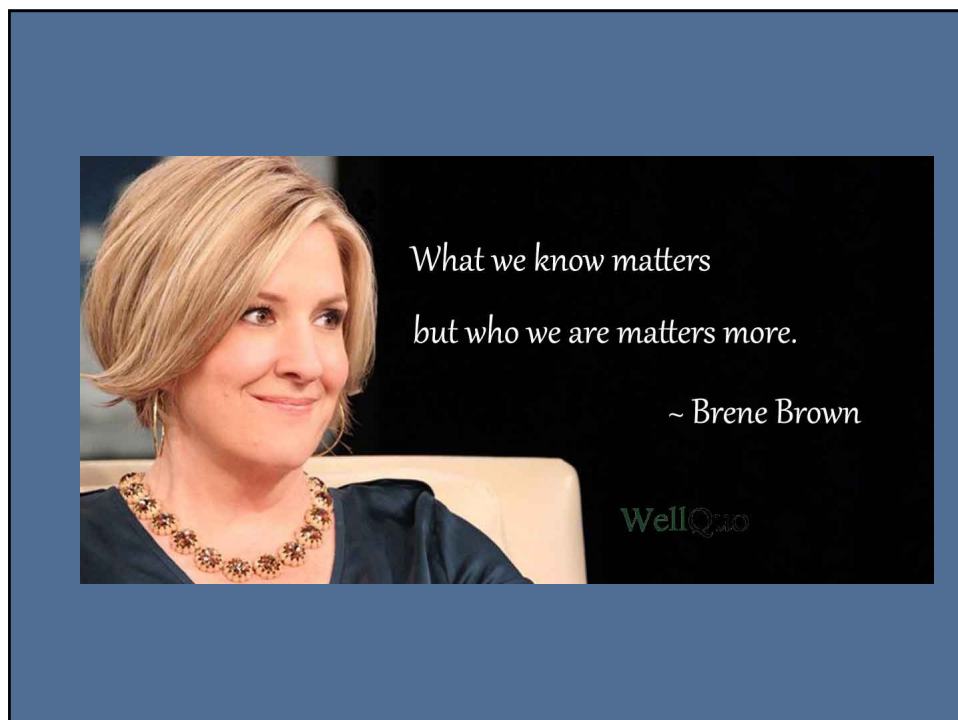
- Structure day
- Be with others (online/ or outdoors)
- Limit media
- Exercise
- Reach Out
- Help Out
- Good Sleep Hygiene
- Stay positive and Future focused

Positive Psychology

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