

TRAUMA-INFORMED PRACTICE HALF-DAY WORKSHOP Understanding Trauma: Recognising indicators responding to needs

Aims

- Understand what Developmental Trauma is, and the causes of this trauma
- Identify the impact of trauma on childhood development
- Recognise signs and indicators of Developmental Trauma at home, in the classroom and in the community
- Know how to respond to traumatised children and young people in these different settings

Course content

- What is trauma? Complex trauma? Developmental trauma?
 - What causes Developmental Trauma? Adverse childhood experiences (ACEs)
 - The protective and compensatory experiences (PACEs) that can buffer trauma
- The impact of toxic stress on growing brains and bodies
 - Regulatory disorders: stress, impulse, shame
 - Processing disorders: sensory, emotional, cognitive
 - Social function disorders: reduced empathy, loss of joy in living, reduced self-esteem
- Signs and indicators of these difficulties in everyday life
 - Challenging behaviour: antisocial behaviour, offending behaviour, harmful behaviour
 - Impaired understanding: sensory disorders, inability to express feelings, misunderstanding or misrepresenting everyday events and experiences
 - Social exclusion: reduced motivation and ability to engage positively with others, lack of joyfulness or frantic stimulus seeking, low sense of self-worth
- Trauma is universal, recovery is not
 - Equality and diversity at the heart of working with trauma
 - ACEs and PACEs – who has access to protective and compensatory experiences
- Responding to traumatised children and young people
 - Supporting them to stabilise: co-regulating stress, identifying emotions, teaching about trauma
 - Developing integrated function: promoting self-regulation, emotional processing and accurate and coherent narrative
 - Facilitating social adaptiveness: promoting social responsiveness, enjoyment of activities and social interaction, and self-esteem
- Working as part of a team
 - Why traumatised children and young people need a strong and resilient adult network around them
- The importance of acting as an advocate to ensure that needs are met
 - Being the interpreter for the distress communicated by the behaviour
 - Activating specialist support services and onward referrals where appropriate