

Trauma Training

Trauma Training

- 1) Understanding types of trauma - Complex and developmental
- 2) Further developing understanding of attachment difficulties
- 3) Theory into practice - what works and what doesn't work from the evidence base
- 4) Ten tips to implement

Statistics

In any class of 30 by the time they reach their 16th birthdays

- ▶ 1 will have experienced the death of a parent (Sandler & Boat, 2008)
- ▶ 7 will report having been bullied (Youth Justice Board for England & Wales 2004)
- ▶ 3 will have suffered from mental health problems (Green et al. 2004)
- ▶ 8 will have experienced severe physical violence, sexual abuse or neglect (NSPCC, 2011)
- ▶ 3 will be living in a step family (Cabinet office, 2008)
- ▶ 10 will have witnessed their parents separate (Kids in the Middle, 2008)

<http://www.relate.org.uk/about-us/media-centre/press-releases/2013/12/11/relate-calls-statutory-provision-counselling-schools>

“One friend, one person who is truly understanding, who takes the trouble to listen to us as we consider a problem, can change our whole outlook on the world.”

- E.H. Mayoli

Behaviours that concern

- ▶ Think of a child in your setting that has had a difficult start in life

Please hold this child in mind throughout the training.

Types of Trauma:

Complex
Developmental

Event, Experience and Effect

“Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individuals’ functioning and mental, physical, social, emotional or spiritual well-being”

(SAMHSA, p. 7, 2014)

Complex and Developmental Trauma

Experiences that happen during pregnancy or within the first four years cannot be explicitly remembered by the individuals, however research is very clear that it is these very experiences which shape our later development and well-being.



Causes of Trauma

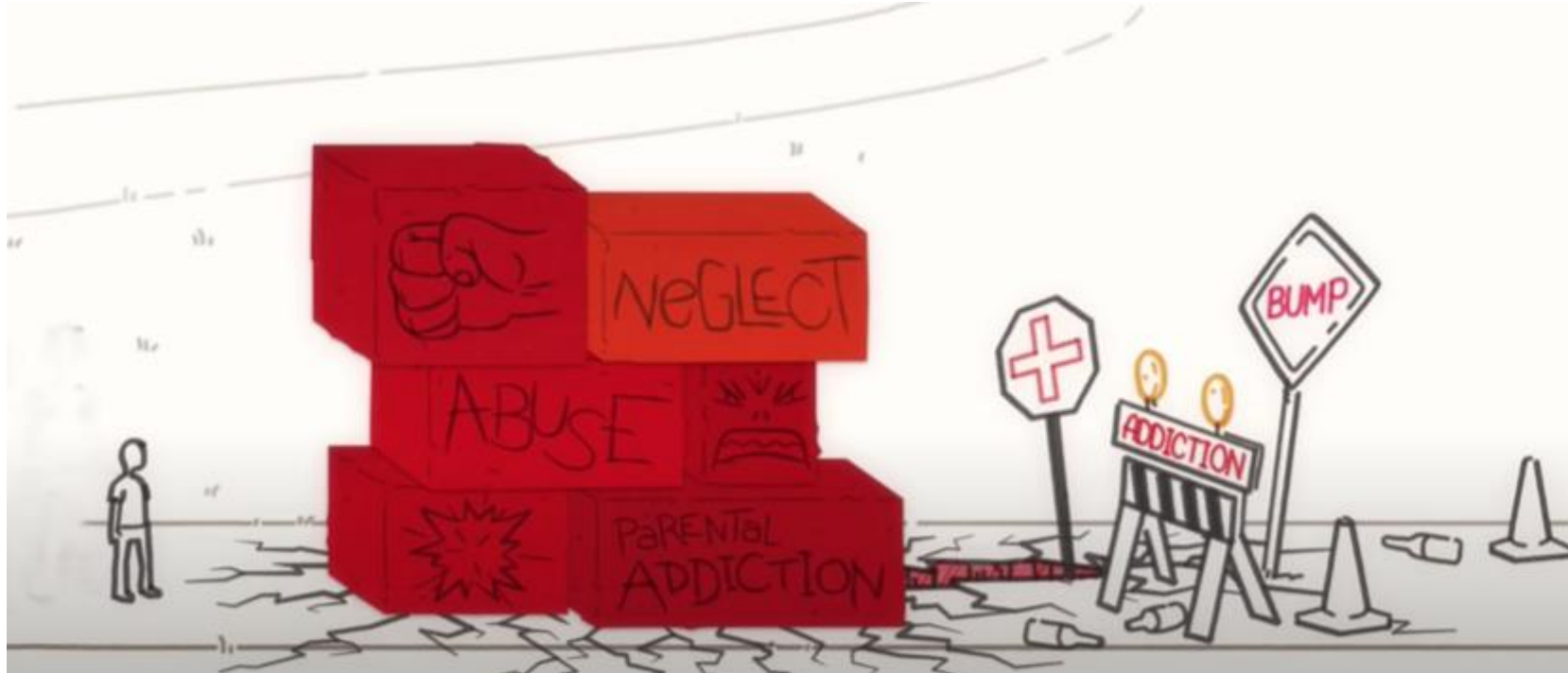
- ▶ Abuse of child
- ▶ Trauma in child's environment
- ▶ Neglect of child

Can you think of any other types of trauma?

How do children react to trauma?

- ▶ Developmental level
- ▶ What their brain was capable of before the trauma
- ▶ Life experiences
- ▶ Level of exposure to the trauma
- ▶ Parental reactions
- ▶ Subsequent changes in living situations

Impact of Trauma



<https://www.youtube.com/watch?v=LmVWOe1ky8s>

Think back to the child you identified at the beginning of the presentation.

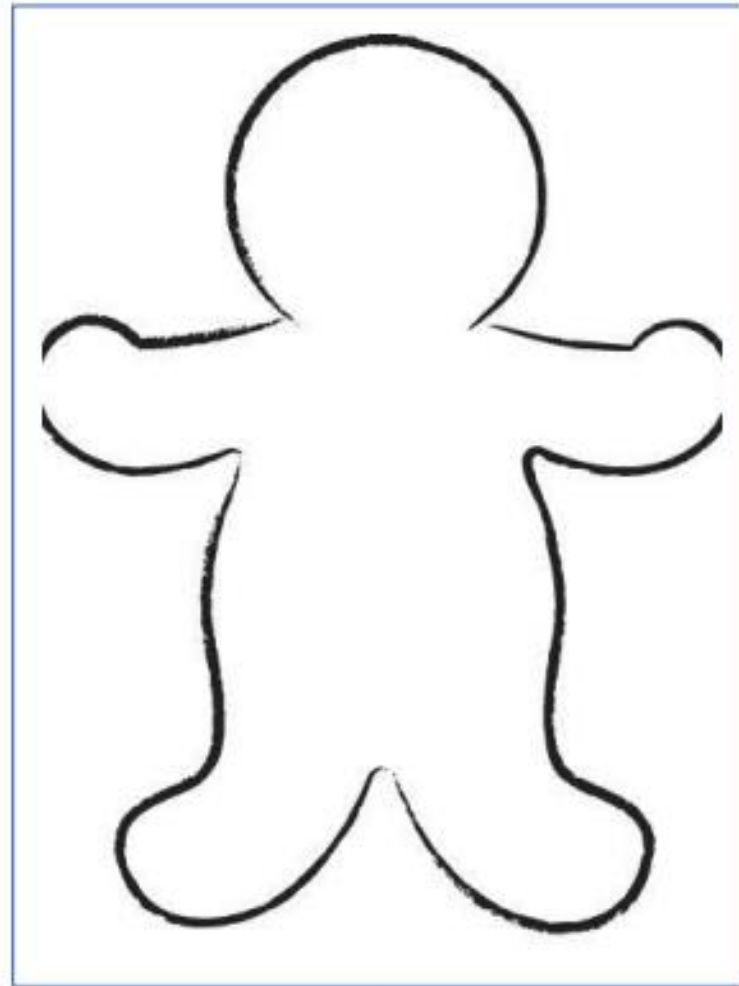
How do you think trauma might effect them and their behaviour?

e.g. increased anxiety, withdrawn, aggressive

Think about covid and how this may effect the child?

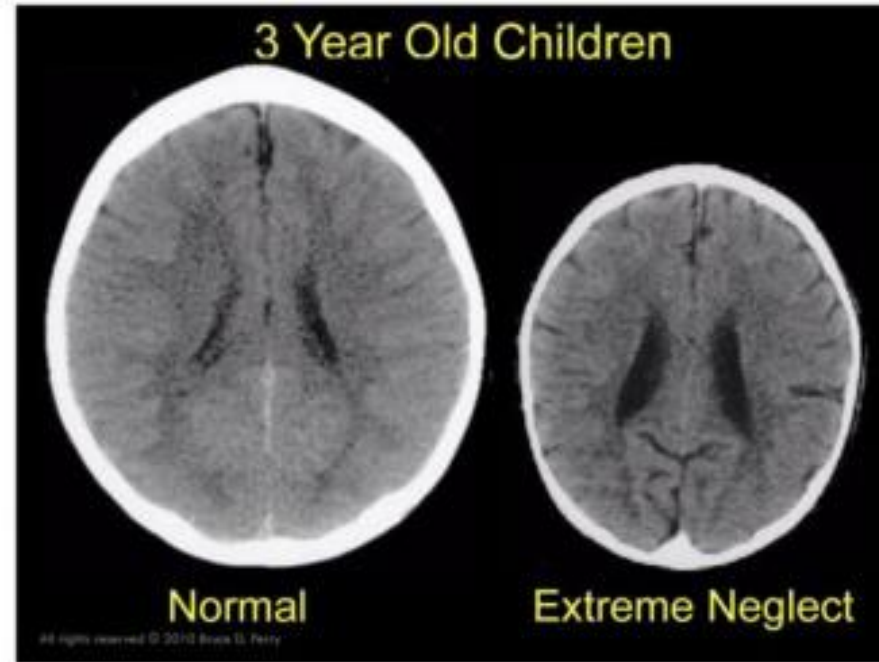
Behaviours

- ▶ Difficulty forming positive relationships
- ▶ Regulating self and emotions
- ▶ Anger
- ▶ Aggression
- ▶ Passive (learning)
- ▶ Not trying
- ▶ Fear of failure
- ▶ Selective mute
- ▶ Self harm
- ▶ Anxiety
- ▶ Difficulties initiating play
- ▶ withdrawn

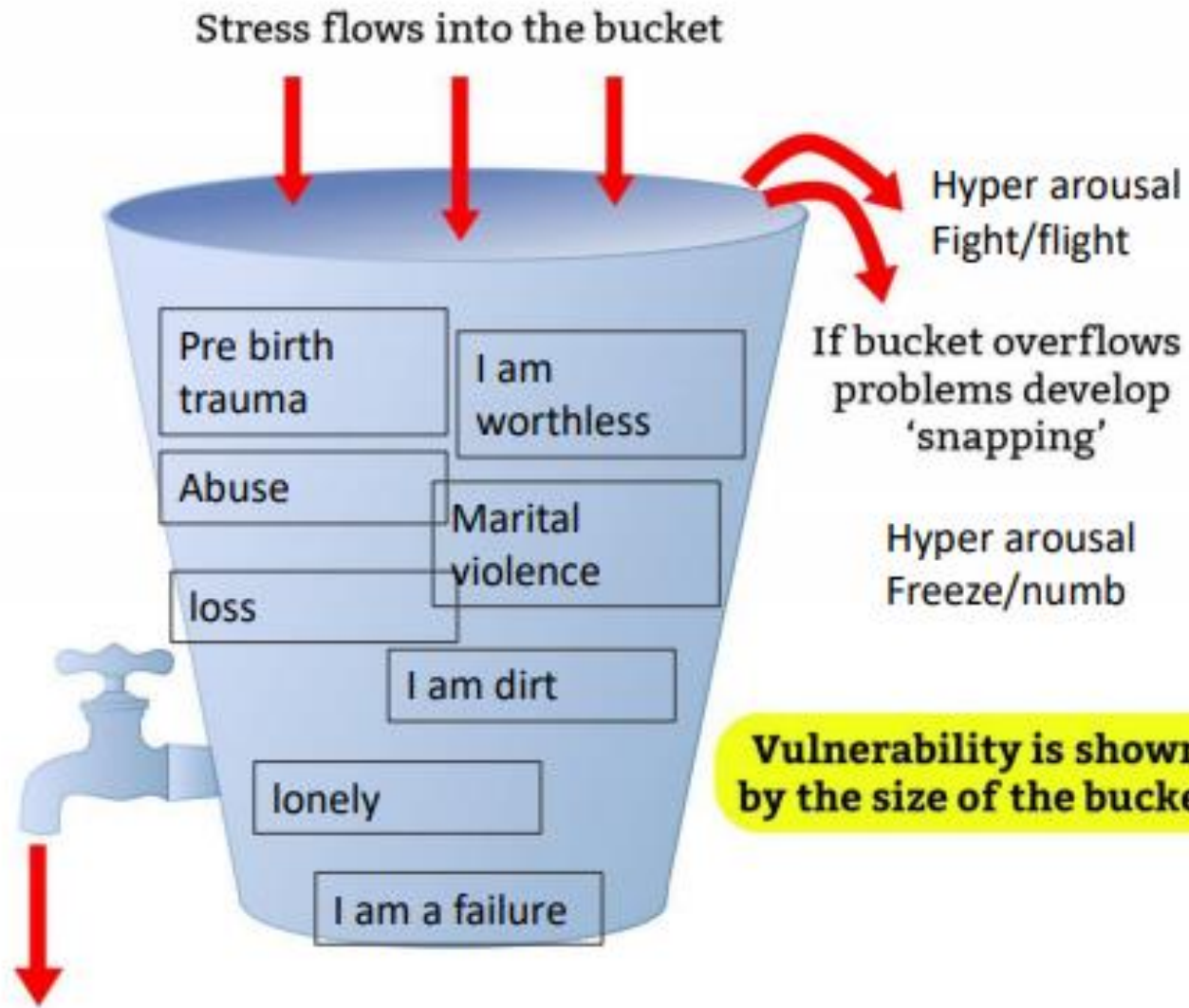


Trauma in the Brain

Children who experienced severe neglect early in life while in institutional settings often have decreased electrical activity in their brains, decreased brain metabolism and poorer connections between areas of the brain that are key to integrating complex information.



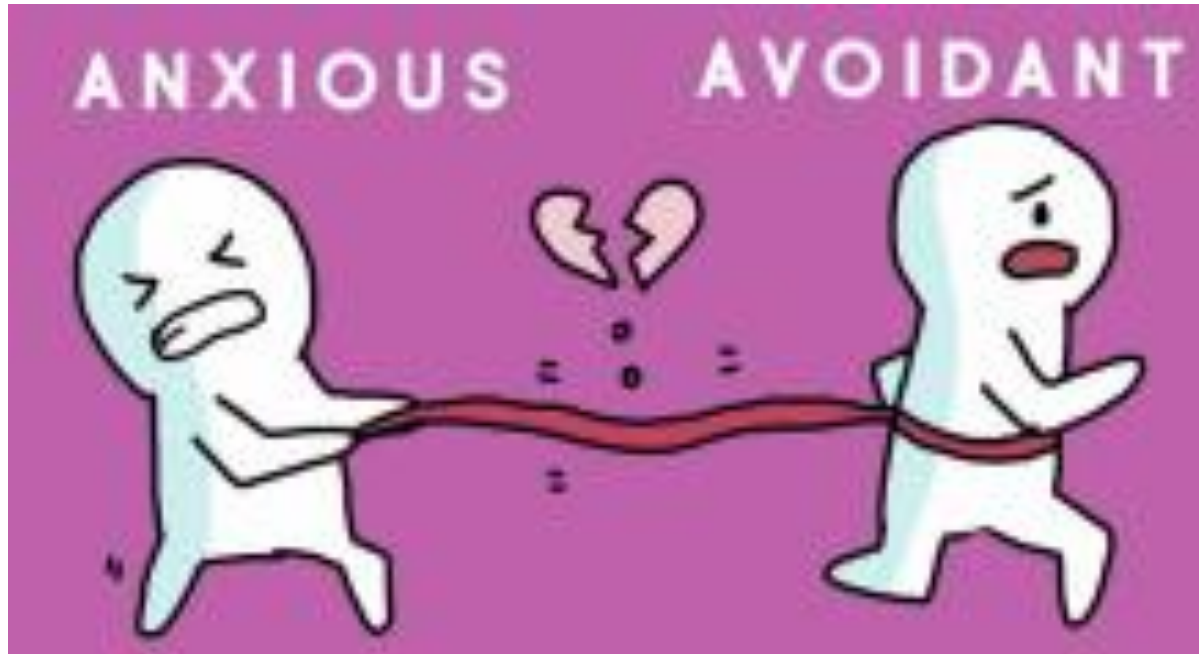
(National Scientific Council on the Developing Child, 2012)



Good coping = tap working let the stress out

Bad coping = tap not working so water fills the bucket

Early Experiences - attachment



Attachment

John Bowlby (1907-1990) A British Psychologist

“The infant and child should experience a warm, intimate and continuous relationship with his mother (or permanent mother substitute) in which both find satisfaction and enjoyment”

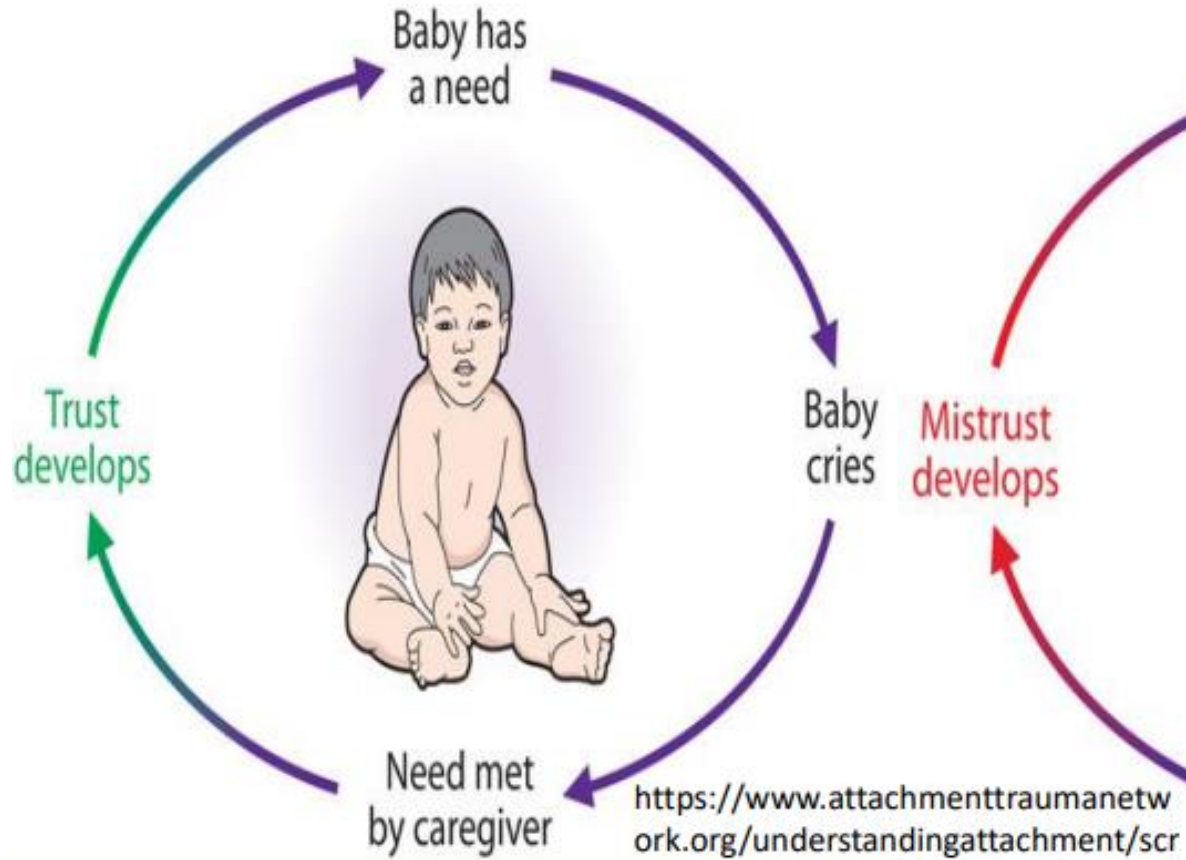
Attachment - Still face experiment

<https://www.youtube.com/watch?v=apzXGEbZht0>

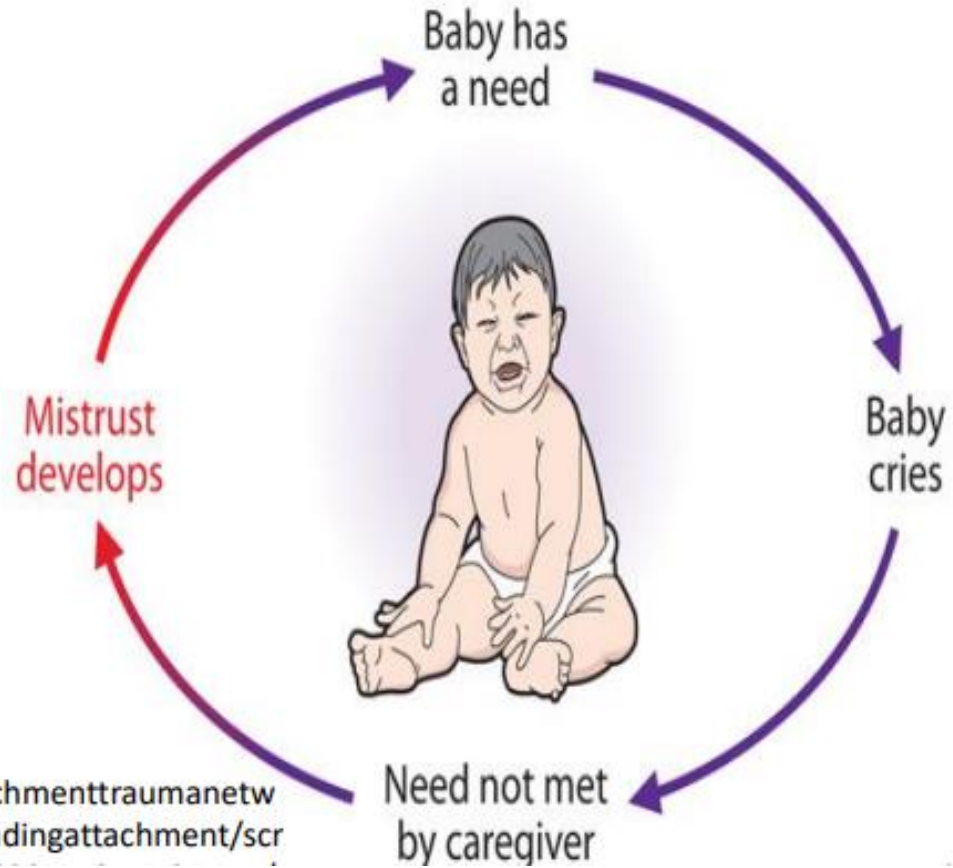
Why is attachment so important?



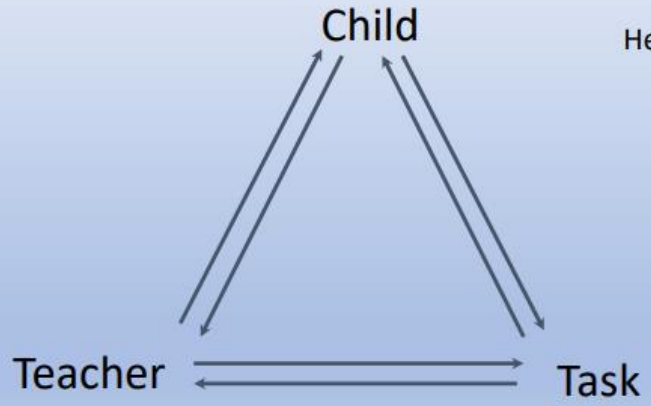
Infant Attachment Cycle



Infant Trauma Cycle

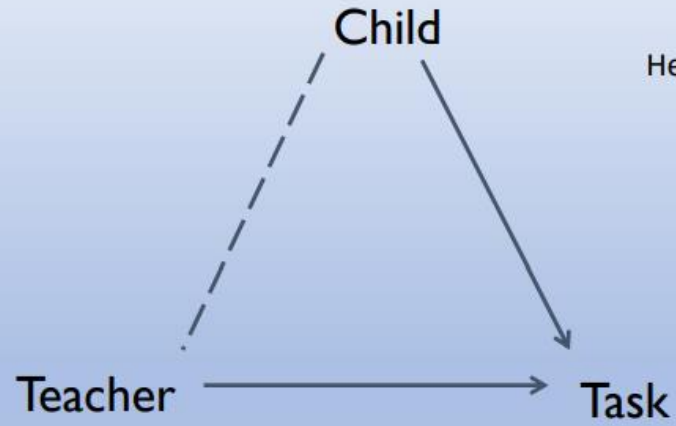


Securely attached



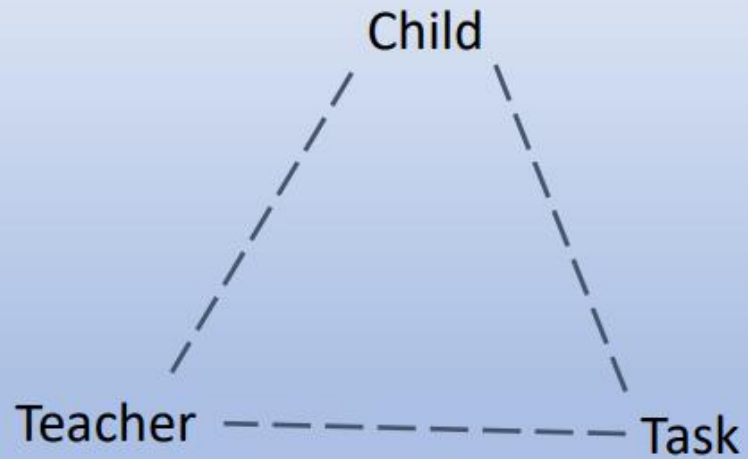
Heather Geddes
(2006)

*/Avoidant attachment in setting



Heather Geddes
(2006)

Insecure attachment Chaotic attachment style



There is
no magic
strategy!



Dweck's mindset

The growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts.



WON'T



CAN'T

YET

• JUDGMENTAL

• WILLFUL

• DEFIANT

• CURIOUS

• TOO MANY STRESSORS

• SKILLS DEFICITS

HE'S LAZY
SHE JUST WANTS
ATTENTION
...RUDE!

WHAT'S GETTING IN
THEIR WAY?
HOW CAN I HELP?



• REWARDS & PUNISHMENTS

• FIND & REMOVE BARRIERS



• FRUSTRATION

• GUILT / SHAME



• SUPPORTED

• STRENGTHENED

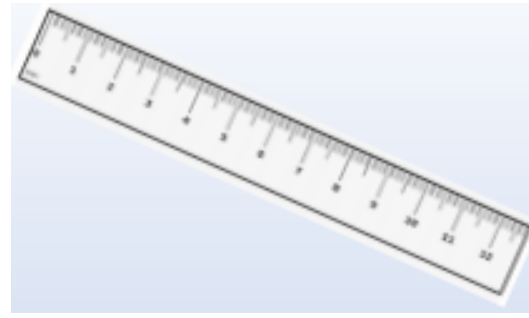
Classroom ideas - whole school

- ▶ <https://www.youtube.com/watch?v=nCrjev3-Js>
- ▶ Nominate a feelings and emotions champion
- ▶ Include self praise boxes - 3 things that you like about yourself and put them in the box
- ▶ Create kindness wall for children - a chance for everyone to compliment one another - random acts of kindness
- ▶ Imbed social and emotional skills in the curriculum, plan where it crosses over and use as an opportunity to teach it
- ▶ Complete and audit with all staff and children using social and emotional tools
- ▶ Mindfulness activities with your class

More ideas...





1. Set up a check in system for the child
2. Transition objects
3. Role modelling interactions with young person
4. Reconnected and repairing relationships
5. Provide a safe space for the young person to go to in your classroom space
6. Have calming and soothing activities available
7. Provide time in not time out
8. Sensory grounding - visualisations
9. Think younger!
10. What skills is your young person missing?
11. Social and emotional learning tools






Emotional Ruler



- ▶ **Recognising emotions in oneself (and then others)**
- ▶ **Understanding the causes and consequences of emotions**
- ▶ **Labelling emotions with an accurate and diverse vocabulary**
- ▶ **Expressing and Regulating emotions**

Emotion/ Stress scale

Level	Person, place or thing	Makes me feel like this	How does it feel in my body? 	What I can do
3		This makes me..... 		
2		This makes me..... 		
1		This makes me..... 		

Level	Person, place or thing	Makes me feel like this 	How does it feel in my body? 	What I can do
3	Not being able to do my class work	 This makes me angry	<ul style="list-style-type: none"> • 'I feel a heavy heart' • 'My head is going to explode' • 'I need to shout!' • 'I need to run away' 	<ul style="list-style-type: none"> • Take a break in the..... (for..... minutes) • Go for a walk • Go for a run in the playground • Read (my favourite book) for..... minutes
2	Having a supply teacher	 This makes me worried	<ul style="list-style-type: none"> • 'It feels like butterflies in my stomach' • 'It feels like a tight knot in my stomach' 	<ul style="list-style-type: none"> • Tense and release my body parts (my brain is in charge!) • Take one long deep <u>breath</u> and think of..... (something I like) • Talk to an adult
1	Playing with my friends at playtime	 This makes me happy	Light, smiling Loud, laughing	Carry on and enjoy

Incident Narratives

What happened?

I was on the playground and everyone was playing tag.

I said, 'I'm not playing anymore.'

Then, Cory hit me and ran away. I hit him back.

My thoughts/feelings:

I felt angry that Cory hit me
I wanted to play a different game.

What I said/did:

I hit Cory back.



Draw yourself here

Me



Draw the other person here

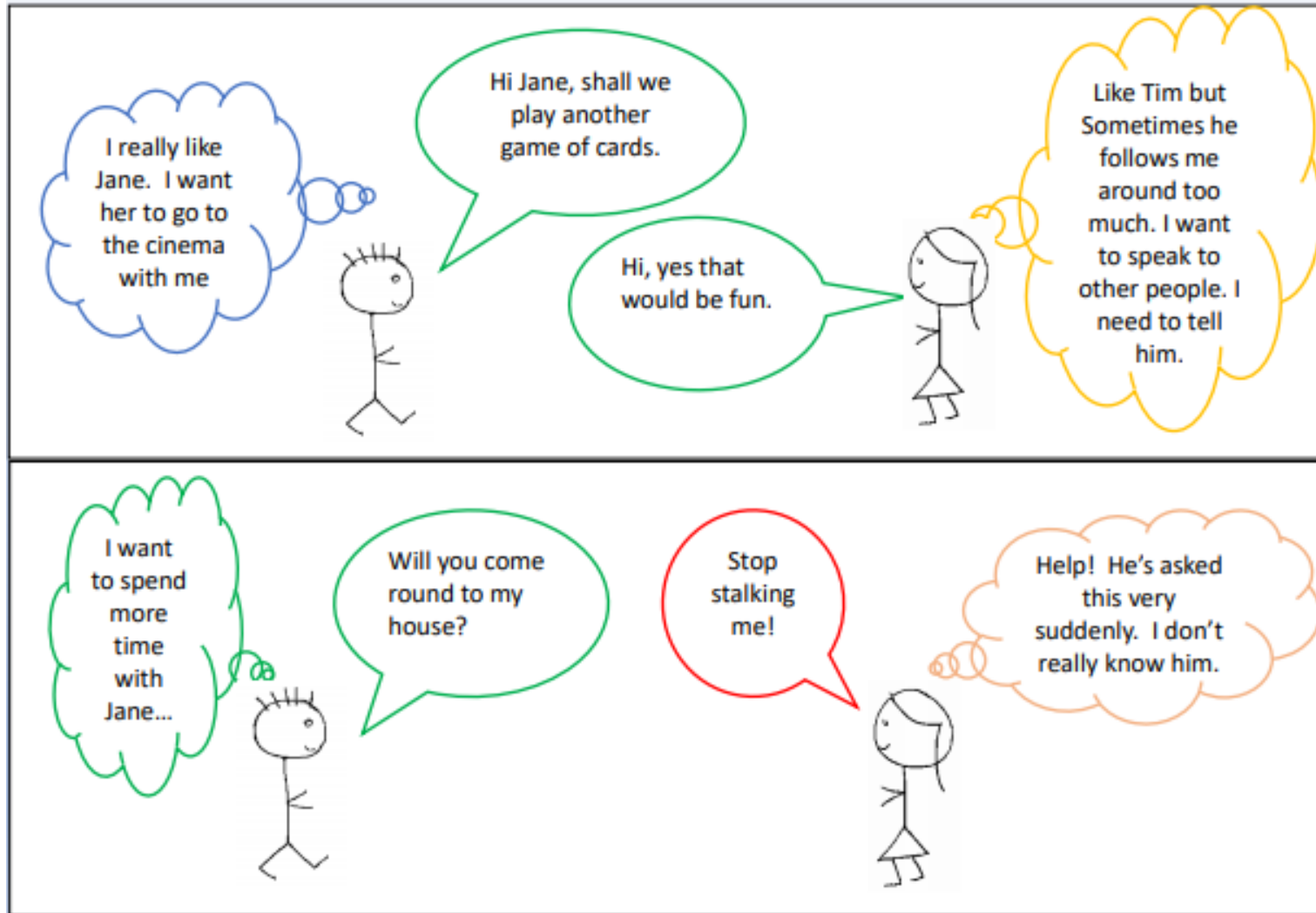
Cory

Cory's thoughts/feelings:
I thought Hasan was still playing tag. I tagged him because I didn't hear him say he didn't want to play anymore.

What Cory said/did:

I tagged Hasan because I was playing tag.

Responsive - To reflect on a situation, to restore a relationship...



Case Study

▶ Alex (9)

Alex is autistic and has recently been taken into care (LAC) and lives with a very supportive foster family with his younger brother. His birth family's history is complex, neglect due to both parents are diagnosed with mental health disorders. Both parents are being treated and have access to seeing Alex on supervised visits. Since going into care Alex's mental health has changed. He is completely withdrawn, has given up with his hobbies (football and cooking at school) and he no longer wants to complete his school work. He has one very secure attachment in school with the school receptionist who he goes to when he is feeling sad.

What can you do to support this child?



Childhood trauma can leave a lasting effect on a child. **What are you going to do?**