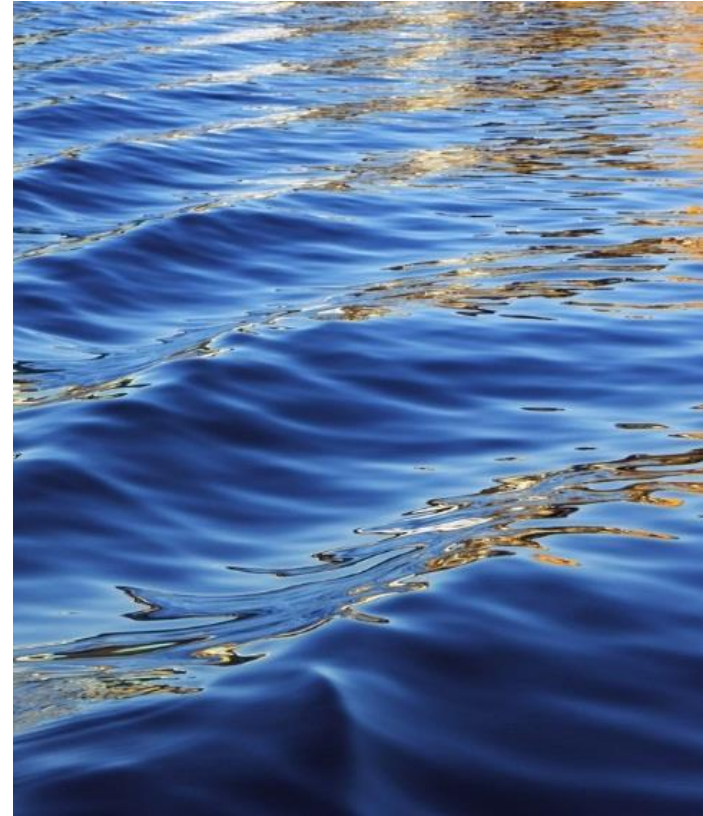




ACEs a Thrawma ACEs and Trauma

Lynwen Roberts 18.11.25



Check in

- Bore da
- Un gair am sut ydych chi'n teimlo heddiw
- Rhybudd iechyd
- *Good morning*
- *One word about how you're feeling today*
- *Health warning*



Fy stori / My story



- Cyd-destun
- Fy rôl
- Uwch Seicolegydd Addysg
- Gweithio gyda phlant a phobl ifanc ers mwy na 30 mlynedd
- Gweithio gydag ysgolion, teuluoedd ac asiantaethau cefnogol
- Diploma Ymarferydd mewn Ysgolion sy'n Wybodus am Drawma a Iechyd Meddwl

- *Context*
- *My role*
- *Senior Educational Psychologist*
- *Worked with children and young people for over 30 years*
- *Work with schools, families and supporting agencies*
- *Diploma in Trauma and Mental Health Informed Schools (Practitioner status)*

Dull sy'n wybodus o drawma

A trauma informed approach



Model 1

- ACEs

Model 2

- Niwrowyddoniaeth

Model 3

- P and the 3 Rs
- Protect, Relate, Regulate, Reflect

Model 1

- ACEs

Model

- Neuroscience

Model 3

- P and the 3 Rs
- Protect, Relate, Regulate, Reflect

Adverse Childhood Experiences (ACEs)



ACEs

- Cam-drin emosiynol
- Esgeulustod emosiynol
- Cam-drin corfforol
- Esgeulustod corfforol
- Cam-drin rhywiol
- Aelod o'r teulu ag iselder / salwch meddwl
- Colli rhiant neu rhiant yn ysgaru/ gwahanu
- Aelod o'r teulu'n gaeth i gyffuriau neu alcohol
- Bod yn dyst i drais domestig
- Aelod o'r teulu yn y carchar
- *Emotional abuse*
- *Emotional neglect*
- *Physical abuse*
- *Physical neglect*
- *Sexual abuse*
- *A family member depressed/ mental illness*
- *Loss of parent or parental separation / divorce*
- *A family member being addicted to drugs or alcohol*
- *Witnessing domestic violence*
- *A family member in jail*

Model 1: ACEs a ffactorau amddiffynnol

Model 1: ACEs and protective factors



ACEs

- Wedi colli ei rieni
- Aelod o'r teulu yn gaeth i gyffuriau ac alcohol
- Esgeulustod emosiynol

Ffactorau amddiffynnol

- Mae'n caru ac yn parchu ei deulu
- Perthynas dda gyda chynorthwydd yn yr ysgol

ACEs

- *Loss of both parents*
- *A family member being addicted to drugs and alcohol*
- *Emotional neglect*

Protective factors

- *He loves and respects his uncle and aunt*
- *Has a good relationship with a TA at school*

Model 2: Niwrowyddoniaeth

Model 2: Neuroscience



- Mae system gor-fywiog poen a galar plentyn yn ei achosi i gam-ddarllen cliwiau cymdeithasol, sydd yn creu ymateb fight/ flight/freeze fel canlyniad i hormonau gor –fywiog adrenalin a chortisol.
- Fe fyddai dechrau ymrwymo gan ddefnyddio dull PACE yn datgloi ei systemau chwilio a chwarae, gan rhyddhau mwy o hormonau cymdeithasol fel dopamin ac opioids.
- 7 munud o impact ar gysylltiadau niwronal
- *A child's over-active pain/ grief system, causes him to mis-read social cues resulting in fight/ flight/ freeze responses as a result of his over-active stress hormones such as adrenaline and cortisol.*
- *Starting to engage children using a PACE approach, will unblock their seeking and play systems, thus releasing more pro-social hormones such as dopamine and opioids*
- *7 minutes impact on neuronal connections*

Model 3: PRRR: Amddiffyn

Model 3: PRRR : Protect



- Oedolyn sydd ar gael yn emosiynol (EAA)
- Rhywun Rhywle
- Lle diogel ac amser pan fo'n teimlo wedi llethu
- Mynediad i grwp maethu
- Plant angen teimlo'n seicolegol ddiogel yn yr ysgol- trefn, disgwyliadau clir ac EAA
- *Emotionally Available Adult (EAA)*
- *Someone Somewhere*
- *Safe space and time when he feels overwhelmed*
- *Continued access to nurture group provision*
- *Children need to feel psychologically safe at school- routine, clear expectations and an EAA*

Model 3: PRRR: Perthyn

Model 3: PRRR : Relate



- Y dull PACE (Dan Hughes)
- Darpariaeth grwp maethu
- An EAA
- Tîm i'r plentyn i'w ddatblygu yn yr ysgol
- Roeddwn yn medru adrodd 'nôl i'r plentyn ar lafar ac ar bapur ei fod wedi bod yn aeddfed, agored, cymdeithasol, cyfeillgar, dewr, ac yn gwerthfawrogi'r cymorth sydd o'i gwmpas.

- *The PACE approach*
- *Nurture group provision*
- *An EAA*
- *A team for the child to be developed at school*
- *I was pleased to be able to feedback verbally and on paper that he had shown me that he had been mature, open, sociable, friendly, brave, and appreciative of the support that is around him*

Model 3: PRRR: Rheoleiddio

Model 3: PRRR : Regulate



- Mae staff allweddol yn deall fod bwyd yn bwysig iddo. Roedd amserlen wedi ei leihau yn cynnwys amser cinio
- Datblygu lle diogel i reoleiddio ar ôl amser egwyl ac amser cinio
- Angen datblygu ei dargedau gwaith ysgol ei hunan... un cam ar y tro
- *Key school staff recognise that food is important. A reduced timetable has included the lunchtime break for this reason*
- *Developing a safe space to regulate after breaktimes and lunchtimes*
- *To consider developing his own schoolwork targets one step at a time*



- Mae bod tu allan yn yr awyr agored a gyda'i anifeiliaid anwes yn bwysig i blant – pwysigrwydd bioffilia
- Fe fydd EAA yn parhau i weithio gan ddefnyddio dull PACE, a rhoi cyfleoedd iddo fod tu allan, i dawelu ei feddwl, ei gorff, a'i ymennydd
- *Being outside is important for children, and being with their pets- the importance of biophilia*
- *An Emotionally Available Adult will continue to use the PACE approach, and to give opportunities to be outside to calm his mind, body and brain*

Model 3 : PRRR: Adfyfrio

Model 3: PRRR : Reflect



- Barn plant a phobl ifanc – dechrau 26 brawddeg yn cynnwys 'I wish my teacher knew' : **allweddol**
- Proffil Un Dudalen gydag EAA : cytuno gyda'u gilydd beth i ddweud
- Cardiau 'Helpu plant i siarad am eu bywydau'
- 'I thought it was going to be heavy'- y plentyn yn adnabod fod emosiynau yn medr cael eu trafod mewn dull chwareus (PACE)
- *CYP views – 26 sentence stems including I wish my teachers knew : **key***
- *One Page Profile with EAA: will agree what to say together*
- *'Helping children talk about their lives' cards*
- *'I thought it was going to be heavy'- the child's recognition that emotions can be discussed in a playful way (PACE)*

Where is Joe on his journey now?

Ble mae Joe ar ei daith nawr?



- Dull yn seilieig ar drawma, gyda chwarae ymlyniadol, lluniau mawr empathi
- Astudio Amaeth yn Blwyddyn 10
- Pwysigrwydd PACE a'r 3ydd gwrthrych

Gobeithion gorau

- This is treatable. This is beatable. This is real. This is all of us (Nadine Burke Harries)

- *A trauma informed approach, with attachment play, and big empathy drawings*
- *Studying Agriculture in Year 10*
- *Importance of PACE and the 3rd object*

Best hopes

- *This is treatable. This is beatable. This is real. This is all of us (Nadine Burke Harries)*

Pwyntiau allweddol

Key points

- Wrth edrych drwy lens sydd yn wybodus o drawma, rydym yn ystyried profiadau'r plentyn
- Mae ymddygiad yn cyfathrebu
- Oedolion sydd ar gael yn emosiynol yn allweddol
- Empathi yn allweddol
- You just listened, Kevin Briggs
- *By looking through a trauma informed lens, we consider what the child has experienced*
- *Behaviour as communication*
- *Emotionally available adults are key*
- *Empathy is key*
- *You just listened, Kevin Briggs*



Checkout

- Un gair am sut ydych chi'n teimlo
- Beth fyddwch chi'n cofio o'n sesiwn ni heddiw?
- Ydych chi eisiau gwybod mwy?
- [Home — Trauma Informed Schools Wales](#)
- [About ACEs and a trauma and ACEs-informed approach - ACE Hub Wales](#)
- *One word for how you are feeling*
- *What is your takeaway from our session today?*
- *Do you want to know more?*
- [Trauma Informed Schools UK](#)
- [About ACEs and a trauma and ACEs-informed approach - ACE Hub Wales](#)

Websites / Videos and podcasts accessed

[Dan Siegel: Name it to Tame it – YouTube](#)

[Dr. Stephen Porges: What is the Polyvagal Theory – YouTube](#)

Dr Suzanne Zeedyk (2021) Fierce Curiosity in Anne Hughes 'Ignite Podcast – What Do You Know For Sure?' Available on Spotify 31.01.21. Accessed on 25.08.22

[Mihaly Csikszentmihalyi: Flow, the secret to happiness | TED Talk](#)

[Nadine Burke Harris: How childhood trauma affects health across a lifetime | TED Talk](#)

[PACE - A Therapeutic Approach - Help Children Live Better](#)

[Peter Fonagy: What is Mentalization? – YouTube](#)

[Rita Pierson: Every kid needs a champion | TED - YouTube](#)

[Stuart Brown: Play is more than just fun | TED Talk](#)

[The science of emotions: Jaak Panksepp at TEDxRainier – YouTube](#)

[The bridge between suicide and life | Kevin Briggs – YouTube](#)

[Trauma-Informed Wales \(traumaframeworkcymru.com\)](#)

[When the Body Says No - Bing video](#)

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Diolch yn fawr
Thank you

Lynwen Roberts 18.11.25

