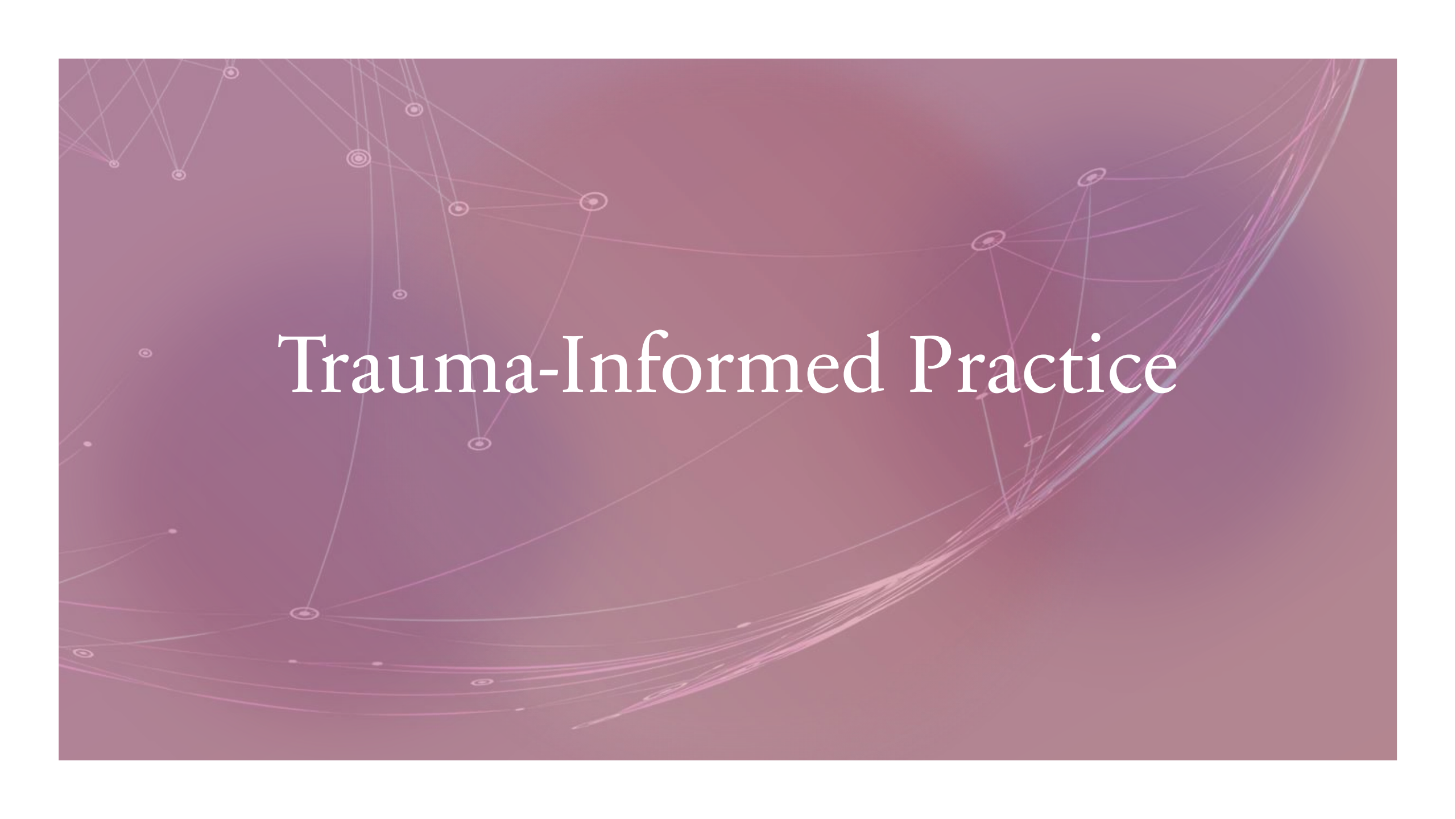


The background is a solid purple gradient. Overlaid on this are numerous thin, white, curved lines that sweep across the frame. These lines connect small, white, circular nodes. Some nodes are simple outlines, while others have a small dot in the center. The overall effect is a complex, interconnected web or network, suggesting themes of communication, relationships, or systems.

Trauma-Informed Practice

What is your understanding of TI-P?



Spend a few minutes jotting down your own thoughts and ideas about TI-P.



Share these with a partner, before we discuss as a class.

Understanding Stress

Think about the following scenarios and consider how a child may react in terms of Freeze, Flight, Fight

- **A teacher asks a learner a difficult question to answer in front of the class, the learner can't do it and swears at the teacher.**
- **A learner is struggling with a difficult maths question and thinks they can't do it, they scrunch up the paper and throw it to the floor**
- **A learner cannot complete a reading task and hides in a bunch of cushions in the reading corner.**
- **A learner is asked to present their work to their peers, they immediately walk out**
- **A teacher asks a learner to deliver an oral presentation, the learner appears frozen in their chair**
- **The class is exploring an emotional subject, the learner appears distracted and stares out of the window.**

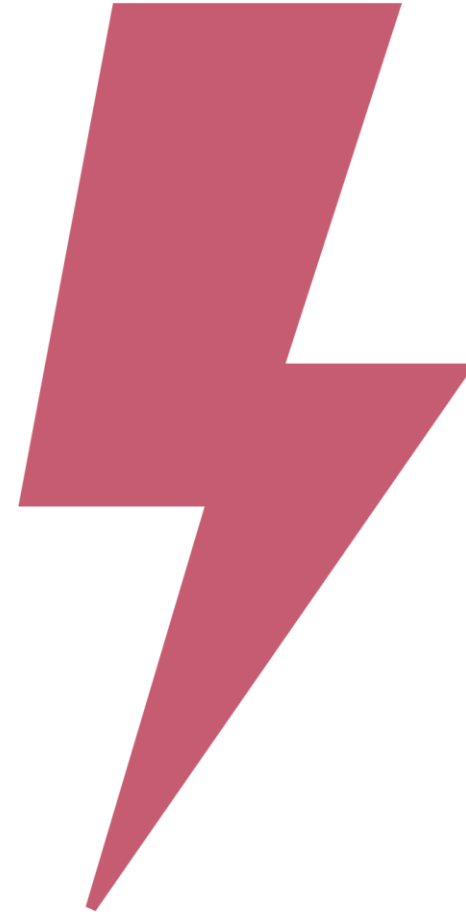
Consider the following:

Are there some individuals that become more easily stressed than others?

What are some of the Freeze/Flight/Fight responses that you have observed amongst CYP?

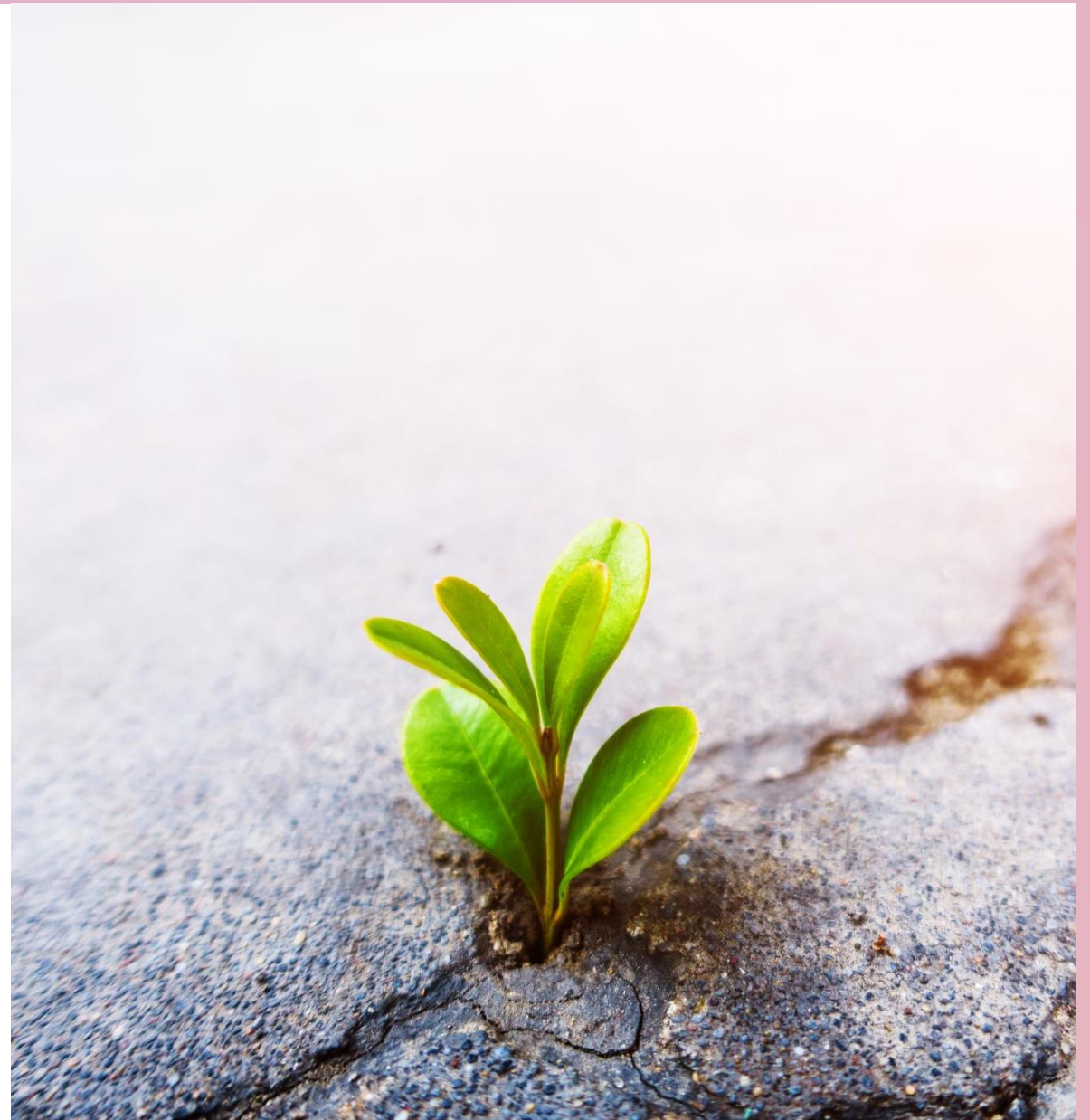
And now think about your own response

- **What stressful situations do you experience where you want to Freeze/fight or Flee?**
 - **You do not have to share if you do not want to.**

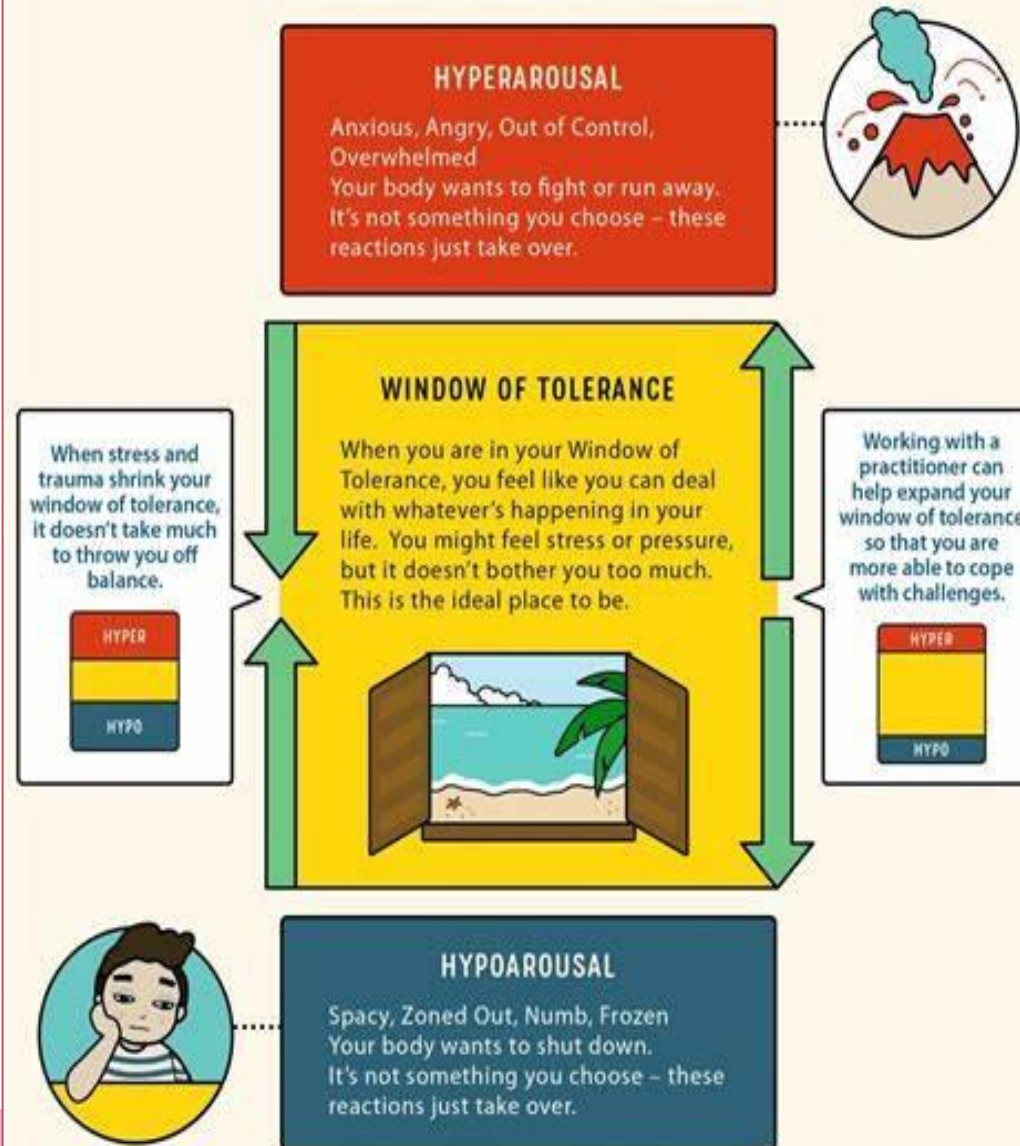


Stress

- **Some stress is acceptable and a normal part of life, however there are other types which can escalate and have significant impact on the CYP.**



How Trauma Can Affect Your Window Of Tolerance



Developing a Trauma- Informed Space



Body - Create a comforting safe space with neutral tones and soft furnishings. Avoid strong stimuli.



Relationships - The practitioner should be empathetic and non-judgmental, validating the clients experience.



Stamina - Working with the CYP to foster self-regulation, recognize triggers, strengths and weaknesses.



The practitioner should be trustworthy, consistent and transparent, allowing for client autonomy, whilst holding regular check-in's to support.



The creation of a safe warm and supportive space where both physical and emotional properties are accommodated.

Working with the Body

- Supporting CYP to self-regulate.
- Helping them to identify their own triggers and signs of stress
- Supporting CYP to develop their own tools and strategies



Stress and the body

Children who have experienced trauma will have a dysregulated body response system.



They may want to run, hide, disconnect.



We need to engage them with strategies that help them to regulate.

Examples of some Strategies



RHYTHMIC EXERCISES,
SUCH AS WALKING, BALL
GAMES, RUNNING



PLAYING SONGS OR
PLAYLISTS WITH THE BEAT
AT AROUND 60-80BPM



DRUMMING, BODY
PERCUSSION



CALMING ACTIVITIES WITH
PLAY-DOH, KINETIC SAND



THERAPY DOGS



Strategies

- **Helping CYP to label their emotions, developing a language for this.**
- **Making connections to the physical and the emotional.**

Mindfulness – Body Scan

1. Find a comfortable position.
2. Set your intention (be open and not specific).
3. Breathe naturally but focus on your breathing.
4. Begin at the top of your head and gradually work down the body focusing on your breathing.
5. Once complete, focus on whole body awareness.
6. Finally bring yourself back into awareness of your environment.

Relationships

- **Communicating acceptance.**
- **Communicating compassion.**
- **Nurturing and trusting relationships.**



Relationships

Attachment based interventions can help CYP heal by rebuilding trust and emotional security ↓

Attachment Theory

This is key to creating a trauma informed space ↓

Unconditional Positive Regard

CYP need to be empowered to be in control and manage their emotions ↓

Power within relationships

Stamina



Supporting our CYP to remain on task



Helping them to overcome barriers to learning and development



Helping them to take 'safe' risks

Mindsets

- **Growth Mindset vs Fixed Mindset**
- **Have you come across any CYP that feel that they cannot change, that they do not have self-belief?**
- **What about CYP that have a growth mindset?**
- **What are the differences?**



Growth vs fixed mindsets (Carol Dweck 2006)

Fixed mindset

- A fixed mindset is the belief that abilities/intelligence are traits that cannot change.
- A CYP will avoid challenges, take feedback as criticism, use little effort in tasks and sees failure as limiting.
- [Carol Dweck](#)

Growth mindset

- A growth mindset is the belief that abilities and intelligence can be developed through effort, learning, and persistence.
- A CYP will embrace challenges, listens to feedback, focuses on effort and sees failure as a temporary setback.

Fostering a growth mindset

1

Reframe challenges.

2

Think of 'I can't' as **I can't yet**.

3

Focus on the **process** and not the end product.

4

Be kind to yourself.

5

Learn from others, but do not make comparisons.

Thermometer Checks

Check-ins to see where the child or young person is at any given point in the day/week.

Engagement



Cultivating engagement and enthusiasm, so that they remain immersed in a task



Create meaningful challenges

Engagement

What types of tasks do you find yourself able to immerse yourself in? (Flow and Peak)

What does it feel like to be in the flow?

Have you witnessed this amongst the CYP that you work with?

What do they look like when they are deeply immersed?

Flow and Peak

Both Flow and Peak are linked to Self-Actualisation

Flow

- Flow (Mihaly Csikszentmihalyi, 1990), is a mental state in which a person is fully immersed in an activity, with intense focus and concentration.
- There is a sense of effortlessness and enjoyment, loss of self-consciousness and time perception.
- A balance between challenge and skill.
- [mihaly csikszentmihalyi](#)

Peak

- Peak experiences (Abraham Maslow, 1954), refer to moments of profound personal insight, transcendence, and joy.
- Unlike flow, peak experiences are often more spiritual or emotional and may be spontaneous.
- They can be timeless, euphoric and life-changing.
- [Abraham Maslow](#)

Positive Activity

What is the best thing
that happened today?



What is the worst thing
that happened today?



What is the funniest
thing?



Character

- **Building character strengths and psychological resources.**
- **Helping CYP to explore what values they deem to be important.**

Character Strengths and Virtues

- **Strength of Wisdom and Knowledge**
- **Strengths of Courage**
- **Strengths of Humanity**
- **Strengths of Justice**
- **Strengths of temperance**



The Importance of Hope

- What does Hope mean to you?
- What would it be like not to have this?
- Can you reflect on a time when either you or someone that you have worked with has not had hope?



Any
questions?

