How effective is Trauma-focused school practice for children and young people who have expereinced ACE’s



Understanding Trauma

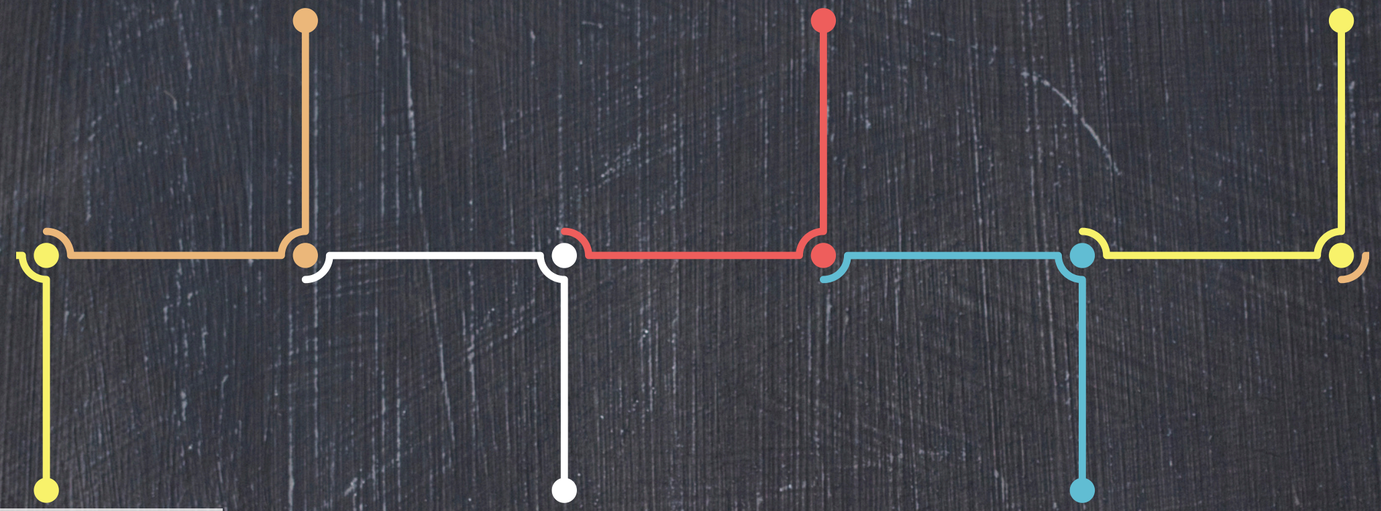
- Trauma is an emotional response to a distressing event.
- Trauma is often linked to ACE’s



Impact of trauma on learning

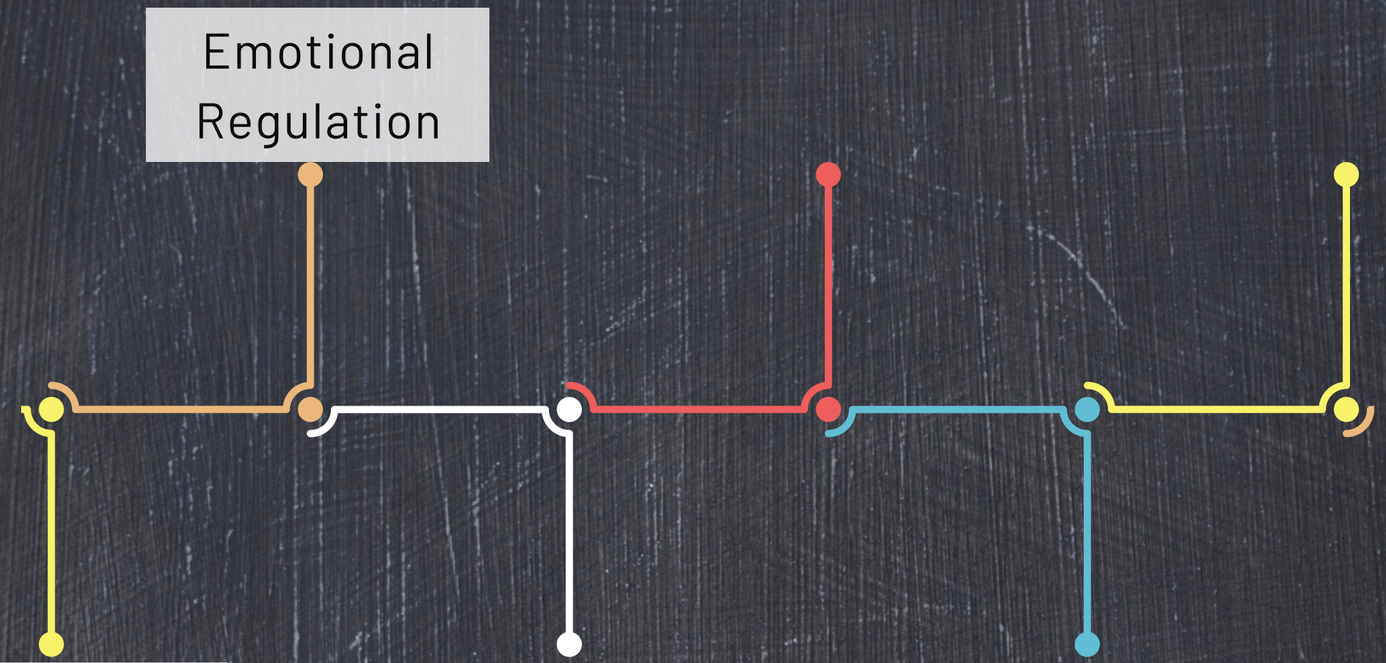


Impact of trauma on learning

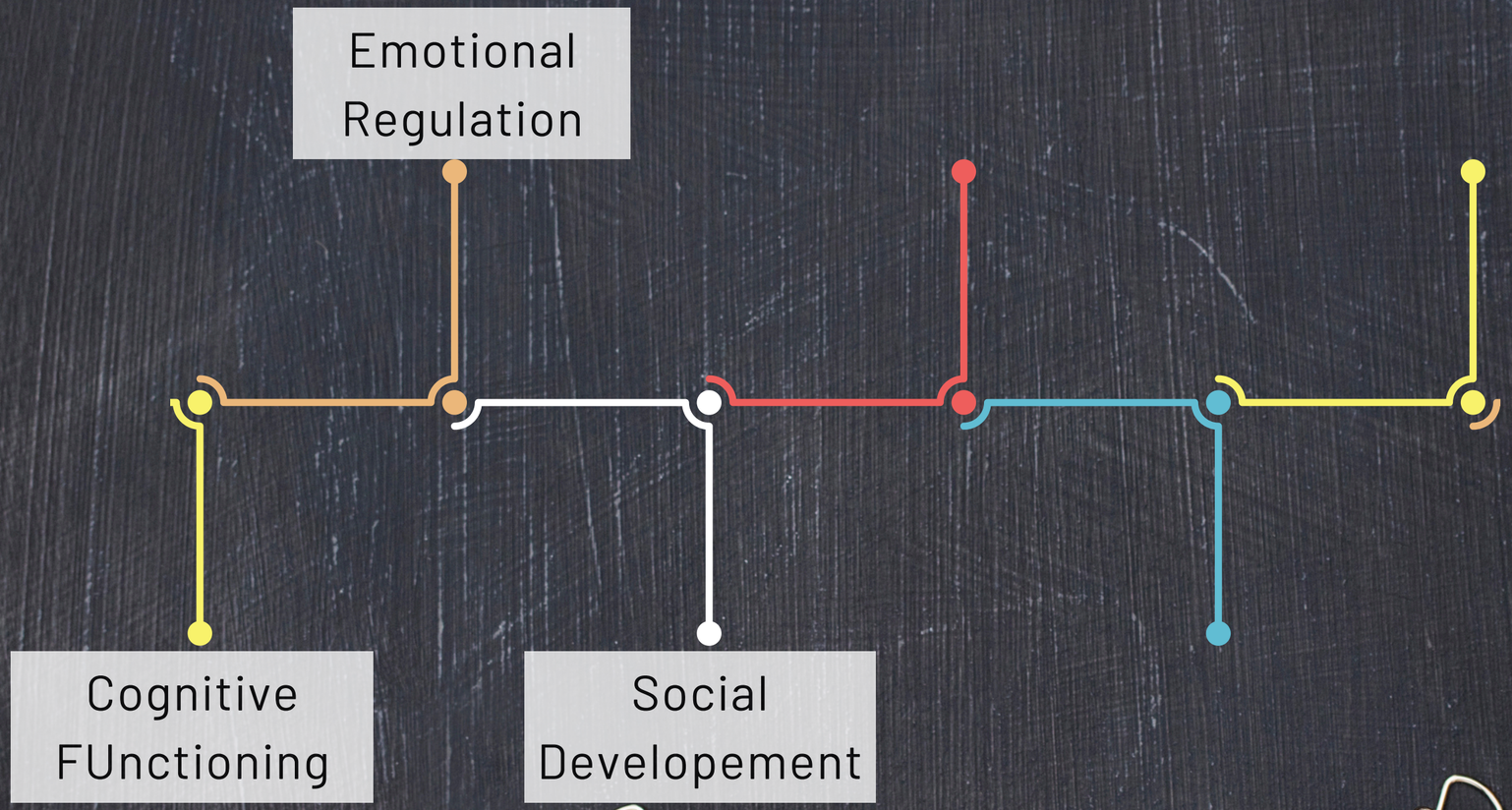


Cognitive Functioning

Impact of trauma on learning



Impact of trauma on learning



Impact of trauma on learning

Emotional Regulation

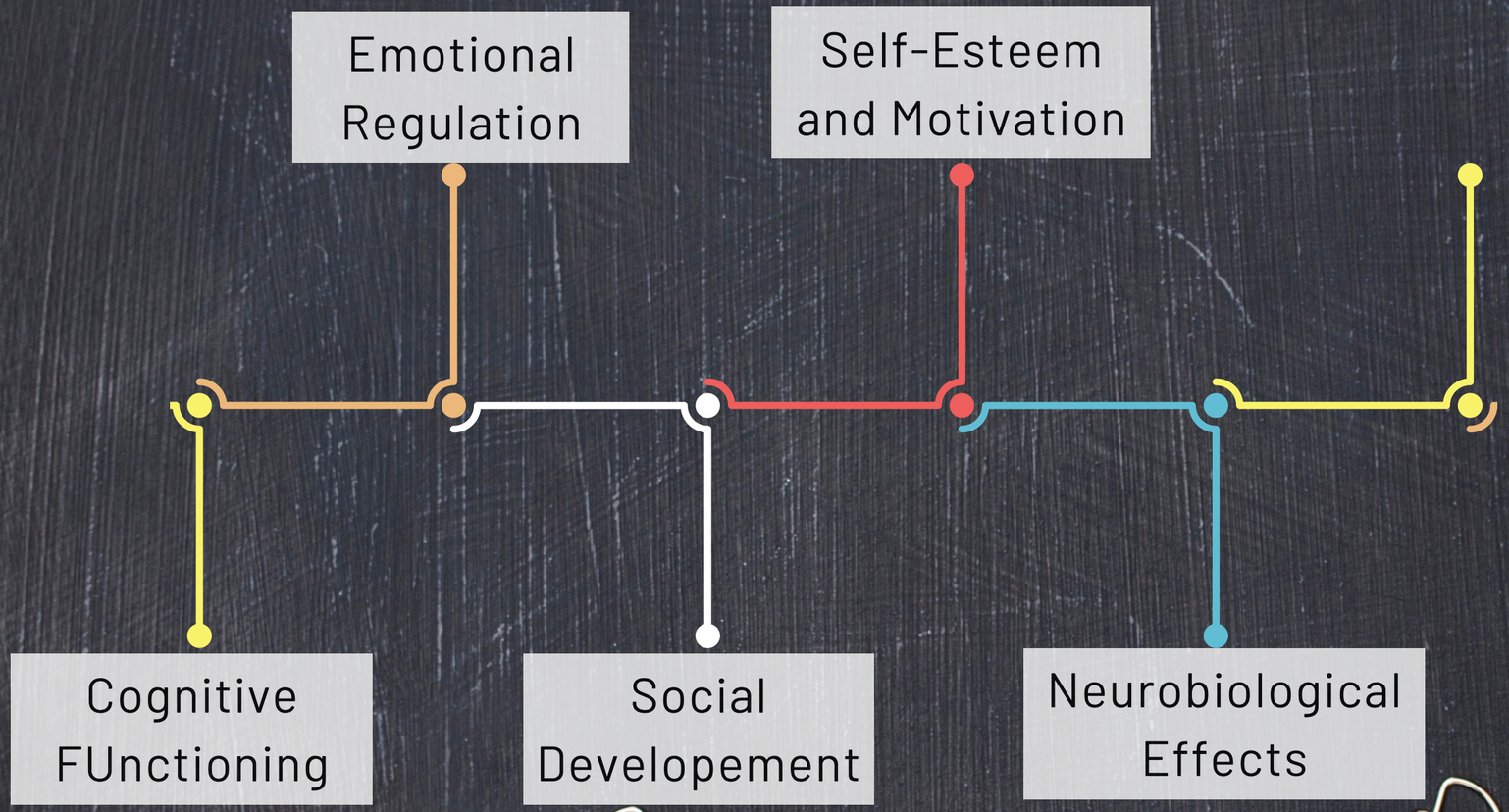
Self-Esteem and Motivation

Cognitive FUnctioning

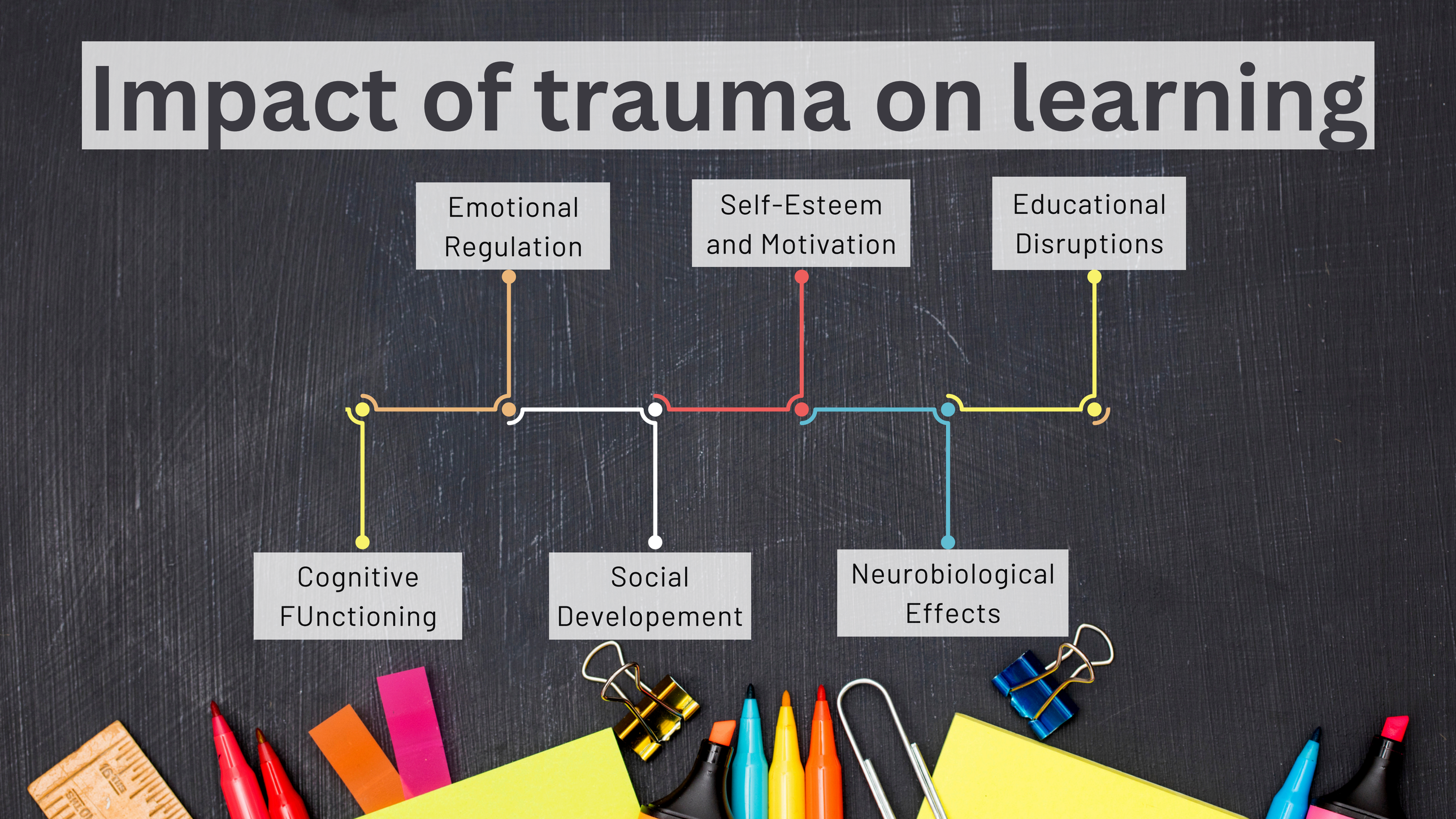
Social Developement



Impact of trauma on learning



Impact of trauma on learning



Six key principles trauma-focused school practice

Safety

Physical and emotional safety for students, staff, and the overall school environment.

Trust

Building trust
Maintaining clear and consistent communication
Promoting transparency in decision-making processes.

Choice

Encouraging students to have a voice in decisions that impact them and empowering them.



Collaboration

Fostering partnerships among students, families, and staff to promote shared decision-making and collaborative problem-solving.

Cultural, Historical, and Gender Sensitivity

Recognising and respecting the diverse experiences and identities of students, while understanding the impact of historical and cultural contexts.

Resilience and Strengths-Based

Focusing on promoting resilience and the strengths and abilities of students, creating a positive outlook for the future.

(Avery et al., 2020)

Strategies and interventions within educational settings



Social and Emotional Learning (SEL) Programmes

(Ballin, 2021)

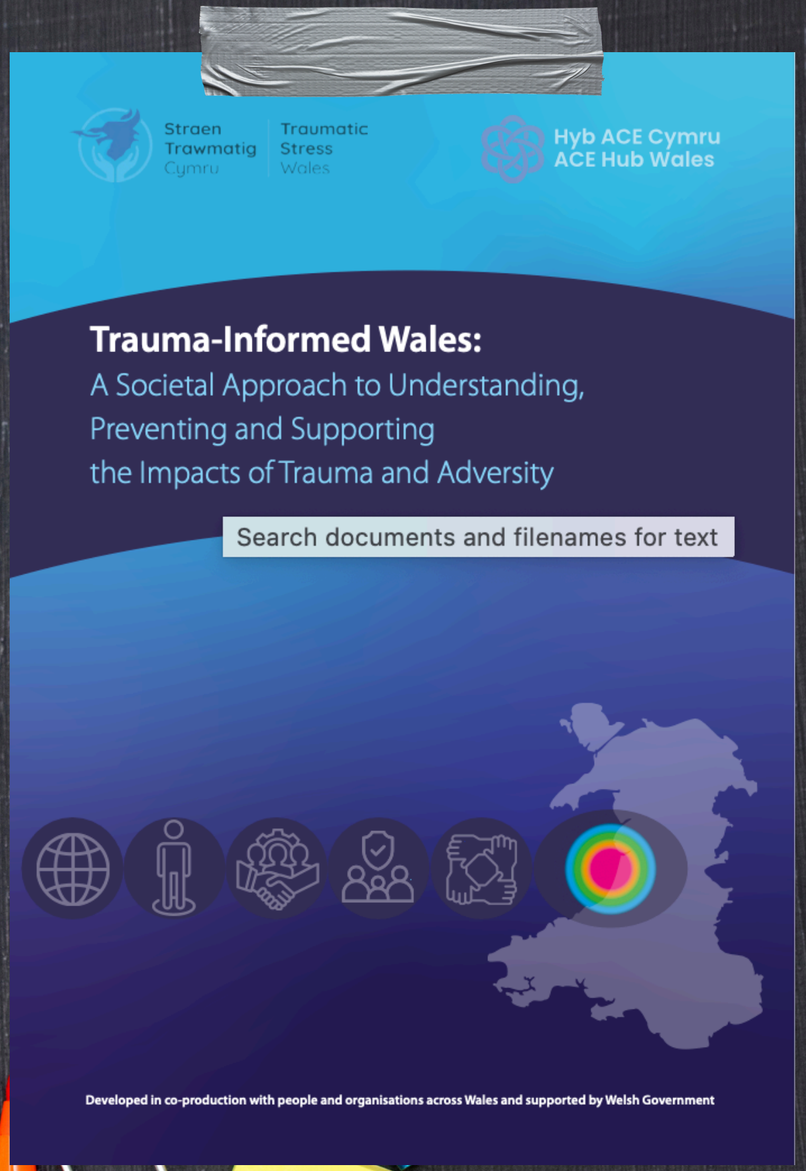
EARLY INTERVENTION FOUNDATION

SEAL Community

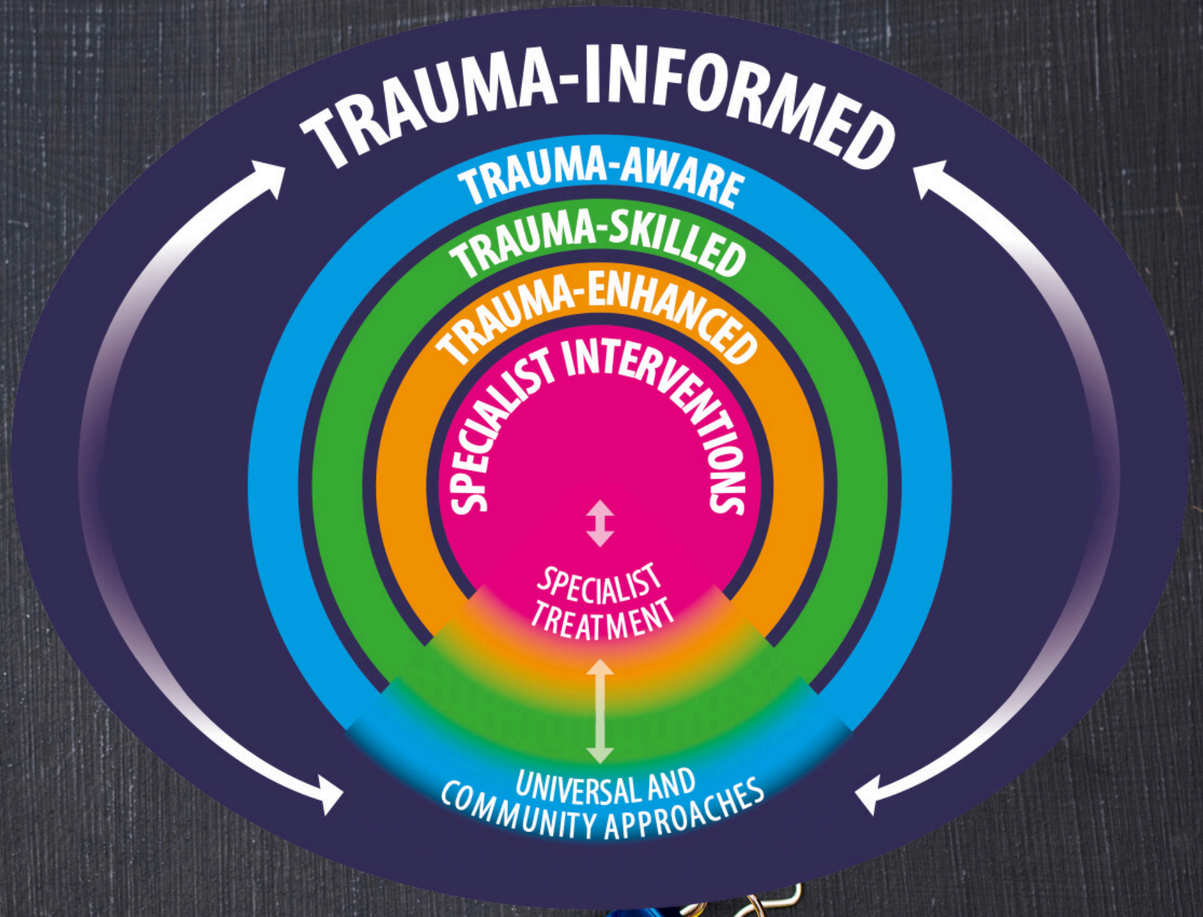
ELSA NETWORK

Training and Professional Development

(Welsh Government, 2021)



Supportive Policies and Procedures



(Bilbrey et al., 2022)

Collaboration with Mental Health Services

(Atfield et al , 2023)

CAMHS
Child & Adolescent Mental Health Services

mind

Challenges and Limitations

SEL

Pupils do not have regular enough opportunities to develop their mental wellbeing or to discuss social and emotional matters on a regular basis in comprehensive schools across Wales. (Estyn,2020)

Training

School budgets may not allocate sufficient funds for implementing trauma-focused practices, such as hiring additional staff or providing training. Training staff members in trauma-informed practices requires time and resources, including funding for professional development workshops or courses (Maynard et al., 2019)

Policies

The ‘ACES Score’ is only used to identify patterns and probabilities, it does not however target individuals, whether they need intervention and what intervention would they need (Welsh Government, 2021).

Collaborating

88% of Local authorities within the UK reported that they are currently facing difficulties recruiting in the profession of educational psychologists (Atfield et al , 2023).

Conclusion

- Establishing trauma-focused school practices is crucial for cultivating nurturing learning environments conducive to the success of all students, ensuring they can thrive academically, socially, and emotionally.

- Through the adoption of trauma-informed approaches, educational institutions across the UK can effectively empower students to surmount adversity, foster resilience, and attain academic accomplishments, facilitating their holistic development and well-being.



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Script

Slide 1 : Introduction: Welcome to today's presentation on Trauma-Focused School Practice in the UK. Trauma can significantly impact a student's ability to learn and thrive in an educational setting (Osher et al., 2021). In this presentation, we will explore the importance of trauma-focused approaches in schools and strategies for implementation.

Slide 2 : Understanding: Trauma is defined as an emotional response to a distressing event, which can lead to enduring psychological and physiological effects. It's important to note that trauma is often linked to Adverse Childhood Experiences, or ACEs. These experiences, can include abuse, neglect, household dysfunction, and other forms of adversity, and can have a profound impact on an individual's long-term health and well-being (Fondren et al., 2020).

Slide 3 : Adverse Childhood Experiences (ACEs) can significantly impact learning and academic performance. Here are some key ways in which ACEs can affect learning

Slide 4: ACEs can impair cognitive functioning, including attention and memory. Children who have experienced trauma may have difficulty focusing, organising information, and retaining new knowledge, which can affect their ability to learn effectively in school (Hawkins et al., 2021).

Slide 5: ACEs can disrupt emotional regulation, leading to difficulties in managing emotions and behaviour in the classroom. Children who have experienced trauma may exhibit emotional outbursts, aggression, or withdrawal, which can interfere with their learning and disrupt classroom dynamics (Kalia & Knauft, 2020).

Script

Slide 6: ACEs can impact the development of social skills and peer relationships. Children who have experienced trauma may struggle with trust, communication, and forming healthy attachments, making it challenging for them to interact positively with peers and participate in collaborative learning activities (Ray et al., 2020).

Slide 7: ACEs can undermine self-esteem and motivation, leading to feelings of ,low self-worth, and a lack of confidence in their own abilities. Children who have experienced trauma may perceive themselves as failures or struggle to see the value in academic pursuits, which can result in disengagement and underachievement in school (Kim et al., 2021).

Slide 8: ACEs can have long-lasting effects on brain development and neurobiological functioning. Chronic exposure to stress and trauma can disrupt the brain's stress response system, leading to alterations in brain structure and function that affect learning, memory, and emotional regulation (Kirlic et al., 2020).

Slide 9: ACEs can lead to frequent school transitions, absenteeism, and disruptions in education due to factors such as family instability, residential moves, or involvement with child welfare services. These educational disruptions can effect academic progress and worsen existing learning challenges (Lund et al., 2020).

Overall, the impact of ACEs on learning is multifaceted and complex, encompassing cognitive, emotional, social, and physical dimensions. Addressing the needs of children who have experienced trauma requires a holistic approach that recognises the interconnectedness of academic, social, and emotional well-being. Trauma-informed practices in schools can play a crucial role in supporting these children and promoting positive learning outcomes.

Script

Slide 10:
There are six key principles to trauma-focused school practice
the first one is safety :
the school prioritises physical and emotional safety for students, staff and the overall school environment.
the second principle is trust :
The school build trust by maintaining clear and consistent communication, while promoting transparency in decision-making processes.
the third principle is choice: encouraging students to have a voice in decisions that impact them and empowering them to make choices, advocating self-efficacy and autonomy.
the third principle is collaboration :
Fostering partnerships among students, families, and staff to promote shared decision-making and collaborative problem-solving.
Cultural, historical, and gender sensitivity:
Recognising and respecting the diverse experiences and identities of students, while understanding the impact of historical and cultural contexts.
Resilience and Strengths-Based: Focusing on promoting resilience and the strengths and abilities of students, creating a positive outlook for the future.

(Avery et al., 2020)

Script

Slide 11: trauma-focused school practice refers to the implementation of strategies and interventions within educational settings that are specifically designed to address the needs of children and young people who have experienced (ACEs). These practices aim to create supportive and nurturing environments that recognise and respond to the impact of trauma on students' social, emotional, and academic functioning (Rossen, 2020).
Trauma-focused school practice in the UK may include various components such as:

Slide 12: Social and Emotional Learning (SEL) Programs: Schools implement social and emotional learning programs that help students develop skills such as self-awareness, self-regulation, empathy, and positive relationship-building. These programs promote resilience and help students cope with the effects of trauma (Ballin, 2021).

Slide 13: Training and Professional Development: School staff receive training and professional development on trauma awareness, trauma-informed practices, and strategies for supporting students who have experienced trauma. This training may include understanding the neurobiology of trauma, trauma-sensitive classroom management, and trauma-responsive teaching strategies (Welsh Government, 2021).

Slide 14: Supportive Policies and Procedures: Schools develop policies and procedures that prioritise the well-being and mental health of students, including protocols for identifying and responding to students who may have experienced trauma (Bilbrey et al., 2022).

Script

Slide 15: Collaboration with Mental Health Services: Schools collaborate with external mental health services and agencies to ensure that students have access to appropriate assessment, intervention, and support services. This may involve partnerships with community organisations, CAMHS (Child and Adolescent Mental Health Services), or local authorities (Atfield et al , 2023).

Slide 16: Challenges and Limitations **SEL** Pupils do not have regular enough opportunities to develop their mental wellbeing or to discuss social and emotional matters on a regular basis in comprehensive schools across Wales. (Estyn,2020) **Training** School budgets may not allocate sufficient funds for implementing trauma-focused practices, such as hiring additional staff or providing training. Training staff members in trauma-informed practices requires time and resources, including funding for professional development workshops or courses (Maynard et al., 2019) **Policies** The 'ACES Score' is only used to identify patterns and probabilities, it does not however target individuals, whether they need intervention and what intervention would they need (Welsh Government, 2021). **Collaborating** 88% of Local authorities within the UK reported that they are currently facing difficulties recruiting in the profession of educational psychologists (Atfield et al , 2023).

Slide 17: Conclusion
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Image Reference

https://www.elsanetwork.org

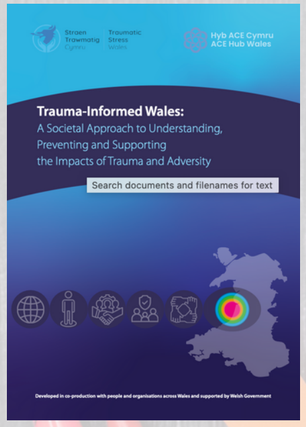
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