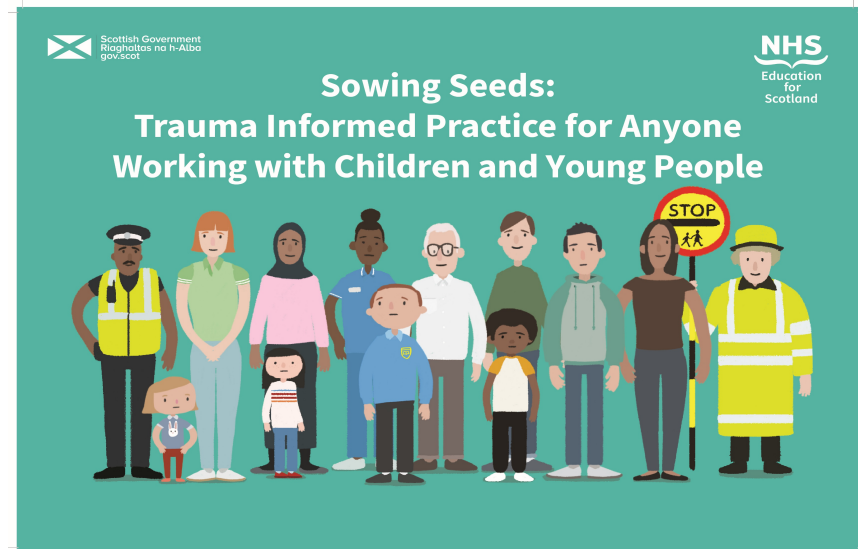


Trauma Informed Practice

Sowing Seeds Animation

Aims of the workshop:

- To look at your current ways of working through a “trauma informed” lens
- To consider any opportunities and to make a plan for developing and strengthening trauma informed practice in your workplace.



- Start by watching Sowing Seeds animation



- <https://vimeo.com/334642616>

Trauma Informed Practice

- **Realising** how common the experience of trauma and adversity is for the people that access your service or organisation.
- **Recognising** the ways that trauma can affect people as they come into contact with you
- Identifying any aspects of your role where it might be particularly important to recognise the impact of trauma on people in order to help them feel safe and able to work with you.
- **Responding** to everyone by taking account of the ways that people can be affected by trauma, especially in key areas of practice where there is a risk of reminding a person of their traumatic past.
- Opportunities to enhance what you are already doing to recognise and respond to the impact of trauma for the people that access your service, practice or organisation.
- Opportunities to **resist re-traumatisation** and offer a greater sense of choice and control, empowerment collaboration and safety with everyone that you have contact with.
- Building security and well-being in Children and Young People through the importance of **Relationships**, using the **3Rs – Regulate, Relate and Reason**, supporting **Routines** and ensuring good **communication**.
- Make a plan for developing and strengthening your trauma informed practice as a team!

1. Realising the Prevalence of Trauma

Trauma can be a one off traumatic event like a car crash – unpredictable and out of the blue. Or it can be numerous cumulative experiences such as: childhood physical, sexual and emotional abuse, neglect, family violence, community violence and war.

- May or may not know if trauma has occurred. With children and young people, not advising asking directly or searching for it, but be mindful that traumatic experiences may have occurred
- Think together about the people who access your service or organisation, and how many of them you think may have been affected by traumatic events.
- Where can you find out more about the prevalence of trauma for the people that access your kind of service or organisation?
- What kinds of traumatic events do you think are most common?



2. Recognising the Impact of Trauma

Think together about the different ways that trauma can affect children and young people.

- Being aware that impact of trauma may present differently at different ages and stages. Being curious about what you see.
- How might the experience of trauma affect a child or young person as they come into contact with you and your service/organisation?
- Try to think and share some examples of responses you might see, or have seen.
- How might the impact of a person's experience of trauma interfere with your role and the work that you are tasked with completing with them?



3. Responding

in a way that takes into account the impact of trauma:
Now put yourself in the position of a child or young person who has experienced trauma and who is coming into contact with your service/organisation.

Try to mentally walk through every aspect, contact or experience a child or young person might have with you and your organisation, from beginning to end. Consider the communications received, the buildings you visit, the people you meet and interactions you have.

Sometimes it can be useful to take the time to physically walk through your setting as though you were entering or engaging with it not as a member of staff.

How might someone affected by trauma experience all of their contact and interactions with you?

Are there any places where the impact of trauma is not recognised and responded to, which could create barriers?

Are there any simple changes you can make, to take the impact of trauma into account when working with people affected by trauma?



4. Resisting re-Traumatisation

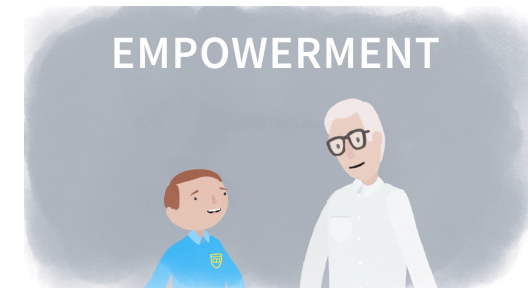
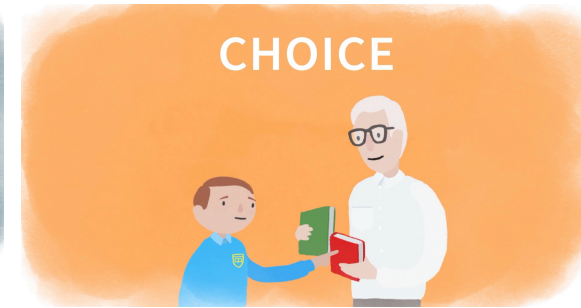
Use your walk through to think together about what the principles of trauma informed practice would look like infused throughout YOUR own role and service.

What do each of these five principles look like in practice for YOU?

In your context where are there opportunities to instil these principles?

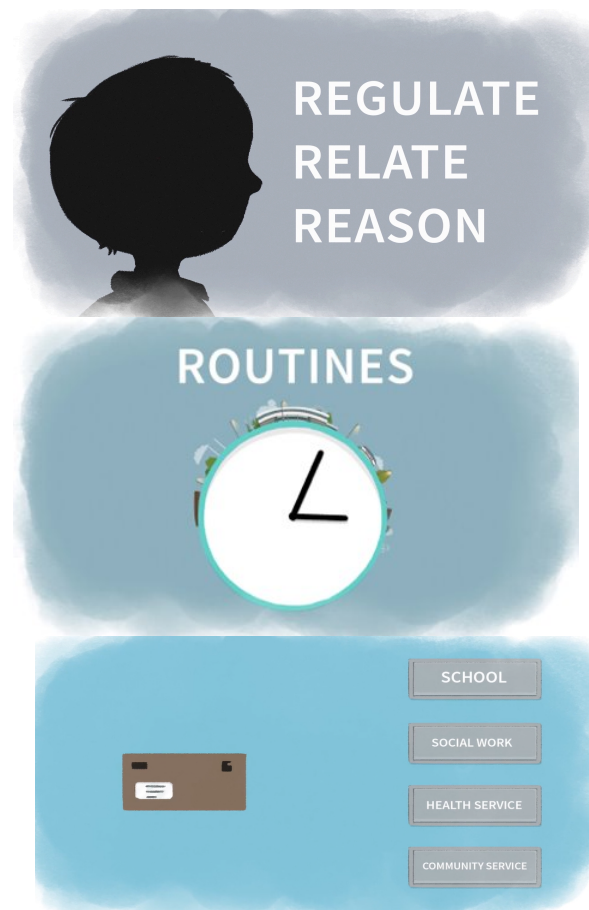
Focus on what IS possible!
(We can end up focussing on what's not!)

Small changes can make big differences!



5. Building Security and Well-Being in Children and Young People

- **Relationships** Matter. Trauma Informed practice puts relationships at the centre of all work. Everyone has a role to play.
- Using the **3 Rs – Regulate, Relate, Reason**
- **Routines** can really help to give stability and security in the child or young person's life.
- **Communicating**: with parents/care givers, and in and across services, with people who are important in children and young people's lives.
- What would supporting these aspects look like where you work?



Making a plan for change:



1. What do you want to **keep** & do more of?

Where, in your walk through, are you recognising the impact of trauma and offering a truly trauma-informed experience, where the impact of trauma is recognised, and you offer:

Safety. Choice. Collaboration. Empowerment. Trust.

Relationships; 3Rs – Regulate, Relate, Reason; Routines; Communication.



2. What do you want to **stop** or change, so that the impact of trauma is adequately recognised and responded to and re-traumatisation is minimised?

- Are there any places where the impact of trauma is not recognised or responded to?
- Are there any experiences that may be disempowering, coercive or lacking in collaboration?
- Are there places where a person affected by trauma may feel unsafe or trust might be breached?



3. What do you want to **add** into your service or practice so that the impact of trauma is adequately recognised and responded to, and risk of re-traumatisation is minimised?

- Are there opportunities for empowerment, choice and collaboration that are currently missed?
- Are there places or opportunities where sense of safety could be strengthened, or trust created?
- Are there opportunities for supporting recovery from the impact of trauma that are currently missed?
- Could there be opportunities to build in more to support relationships, routines, 3 Rs?
- Could there be ways to include the wider network and use trauma informed approaches?

Barriers to change:

- Are there any barriers to making sure every step of the process is trauma informed?
- Are there any conflicts with your role requirements?
- How might you get around any barriers to making changes?
- Who can you raise difficulties to?
- What supports are available to making changes ?
- What would be the benefits of these changes to people you respond to and to staff?



Making a plan

- What are the key things that you commit to putting into practice as your next steps?
- When do you commit to meet again to review Trauma Informed Practice in your service/organisation again?



- Even when adopting trauma informed principles it can take time to see changes.
- Small changes can have an impact on supporting children and young people affected by trauma.
- You can help restore and build children and young people's well-being and life chances.

