

The background features a gradient from light purple at the top to light blue at the bottom. It is decorated with several realistic water droplets of various sizes, some with highlights and shadows. A faint, large, light-colored circular graphic is centered behind the text.

Trauma informed care

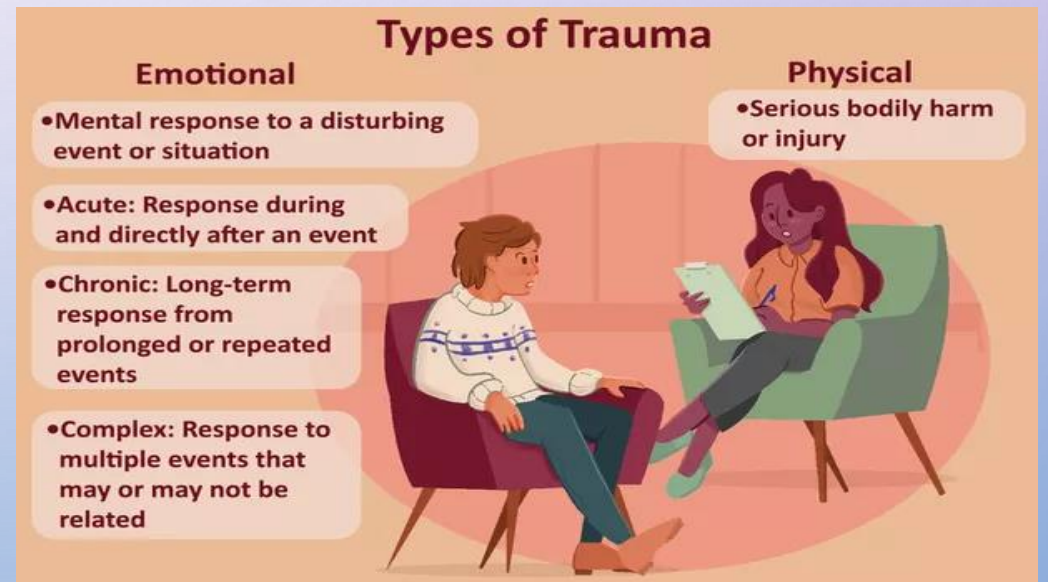
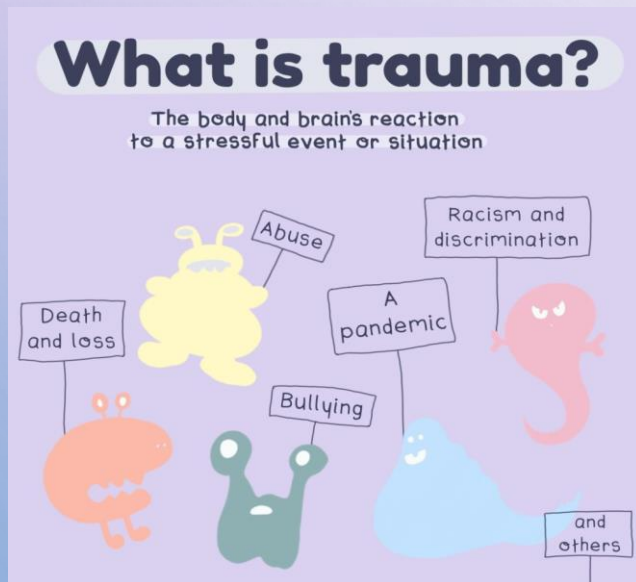
AIMS & OUTCOMES

- To understand what trauma is.
- To understand the effects of trauma.
- To recognise signs and symptoms in children or adults.
- To be able to implement trauma informed care in to parenting style.
- To know how to access further support for ourselves.

Please be aware that this workshop may raise feelings of past trauma. Please remember to take care of yourself and take a break when needed. If you need to speak to me after the workshop I will be available.

WHAT IS TRAUMA?

TRAUMA IS A RESPONSE TO ANY EVENT/S ENCOUNTERED AS **OUT OF CONTROL**, FRIGHTENING EXPERIENCES THAT **DISCONNECT US** FROM ALL SENSE OF RESOURCEFULNESS, **SAFETY**, COPING AND/OR **LOVE** (TARA BRACH, 2011)



Trauma is an emotional response to a painful and shocking event.

SIGNS AND SYMPTOMS

Under 5's

- Feel helpless and uncertain
- Fear of being separated from their parent/caregiver
- Cry and/or scream a lot
- Eat poorly and lose weight
- Return to bedwetting
- Return to using baby talk
- Develop new fears
- Have nightmares
- Recreate the trauma through play
- Are not developing to the next growth stage
- Have changes in behavior
- Ask questions about death

Primary age

- Become anxious and fearful
- Worry about their own or others' safety
- Become clingy with a teacher or a parent
- Feel guilt or shame
- Tell others about the traumatic event again and again
- Become upset if they get a small bump or bruise
- Have a hard time concentrating
- Experience numbness
- Have fears that the event will happen again
- Have difficulties sleeping
- Show changes in school performance
- Become easily startled

Secondary age

- Feel depressed and alone
- Discuss the traumatic events in detail
- Develop eating disorders and self-harming behaviors such as cutting
- Start using or abusing alcohol or drugs
- Become sexually active
- Feel like they're going crazy
- Feel different from everyone else
- Take too many risks
- Have sleep disturbances
- Don't want to go places that remind them of the event
- Say they have no feeling about the event
- Show changes in behavior

HOW TRAUMA EFFECTS THE BODY



1.SENSORY (OVERLOAD & OVERWHELMED)

2.DISSOCIATE (ESCAPING THE MIND)

3.ATTACHMENT (AVOIDANT OR PRE-OCCUPIED)

4.EMOTIONAL REGULATION (ATTACHMENT SEEKING)

5.BEHAVIOURAL REGULATION (HYPER VS HYPO AROUSAL)

6.COGNITION (PROBLEM SOLVING)

7.SELF CONCEPT & IDENTITY (BELONGING)

LOOKING AFTER OURSELVES

SUPPORT SERVICES FOR ADULTS:

[HTTPS://WWW.SAFFRONSHEFFIELD.ORG.UK/](https://www.saffronsheffield.org.uk/)

[HTTPS://WWW.SHEFFIELDMIND.CO.UK/COPING-WITH-PTSD](https://www.sheffieldmind.co.uk/coping-with-ptsd)

[HTTPS://WWW.SHEFFIELDMENTALHEALTH.CO.UK/SERVICES/HOPE-SOUTH-YORKSHIRE](https://www.sheffieldmentalhealth.co.uk/services/hope-south-yorkshire)

[HTTPS://WWW.SHEFFIELDMENTALHEALTH.CO.UK/](https://www.sheffieldmentalhealth.co.uk/)

[HTTPS://IAPTSHEFFIELD.NHS.UK/](https://iaptsheffield.nhs.uk/)

SUPPORT FOR CHILDREN:

[HTTPS://APPLETREECENTRE.CO.UK/](https://appletreecentre.co.uk/)

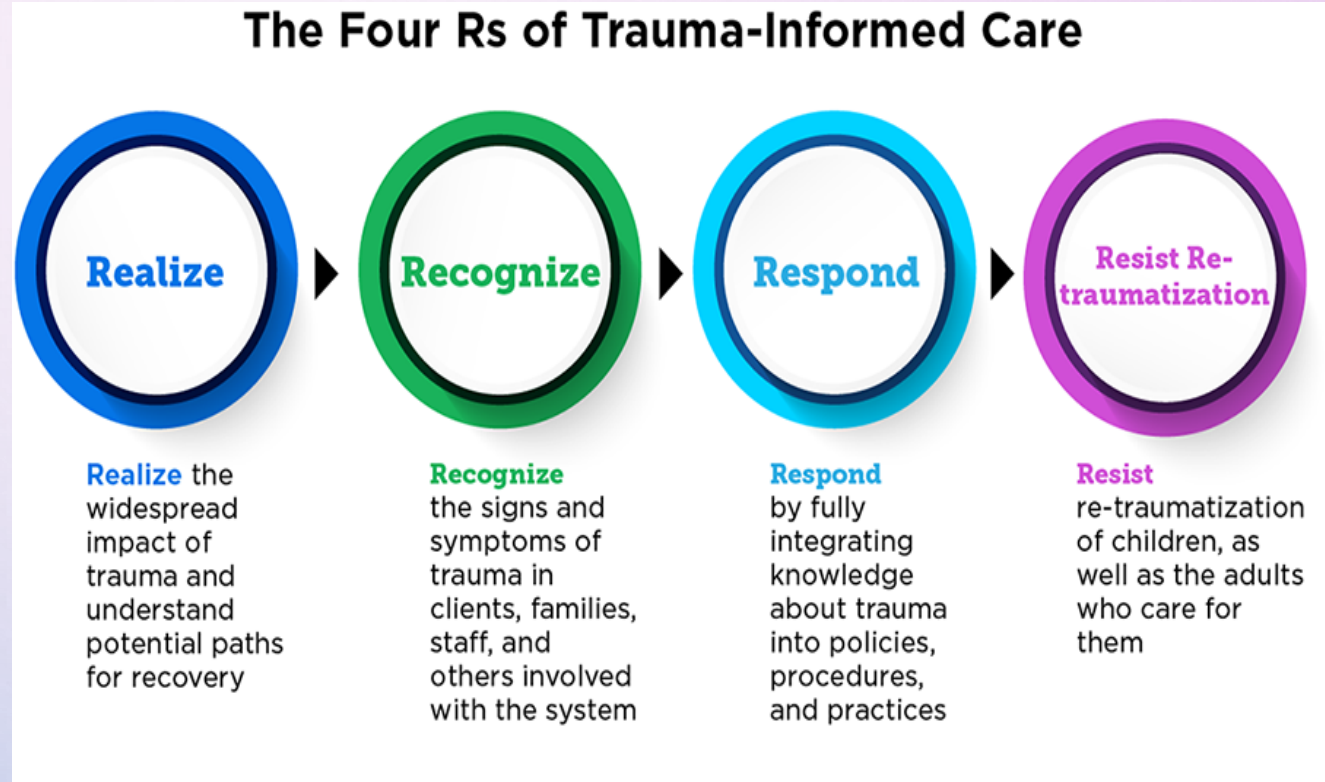
[HTTPS://WWW.HAVENORG.UK/OUR-APPROACH](https://www.havenorg.uk/our-approach)

[HTTPS://WWW.MIND.ORG.UK/INFORMATION-SUPPORT/GUIDES-TO-SUPPORT-AND-SERVICES/ABUSE/](https://www.mind.org.uk/information-support/guides-to-support-and-services/abuse/)

EFFECTS OF PAST TRAUMA

- TRAUMA FROM OUR OWN CHILDHOOD CAN IMPACT OUR PARENTING IF UNRESOLVED.
- SHELIVING TRAUMA CAN LEAD TO A CHANGE IN ATTACHMENT STYLE FOR OUR CHILDREN
- COUNSELLING, GP AND SCHOOL SUPPORT IS AVAILABLE FOR FAMILIES WHO MAY HAD THEIR OWN TRAUMA.
- TRAUMATIC STRESS CAN EVOKE TWO EXTREME EMOTIONS: **OVERWHELMED** OR **NUMB**.
- HYPER AROUSAL CAN HAPPEN WHEN THE BODY IS PROTECTING FROM FURTHER TRAUMA.
- TRAUMA REACTIONS OF THE BODY CAN BE TRIGGERED BY FLASHBACKS, NOISES, PHRASES, PEOPLE, PLACES.

TRAUMA INFORMED CARE



A WAY OF THINKING,
FEELING,
COMMUNICATING
AND BEHAVING



PLAYFULNESS
PLAYFUL
PARENTING



ACCEPTANCE
OF THE CHILD'S
INNER WORLD

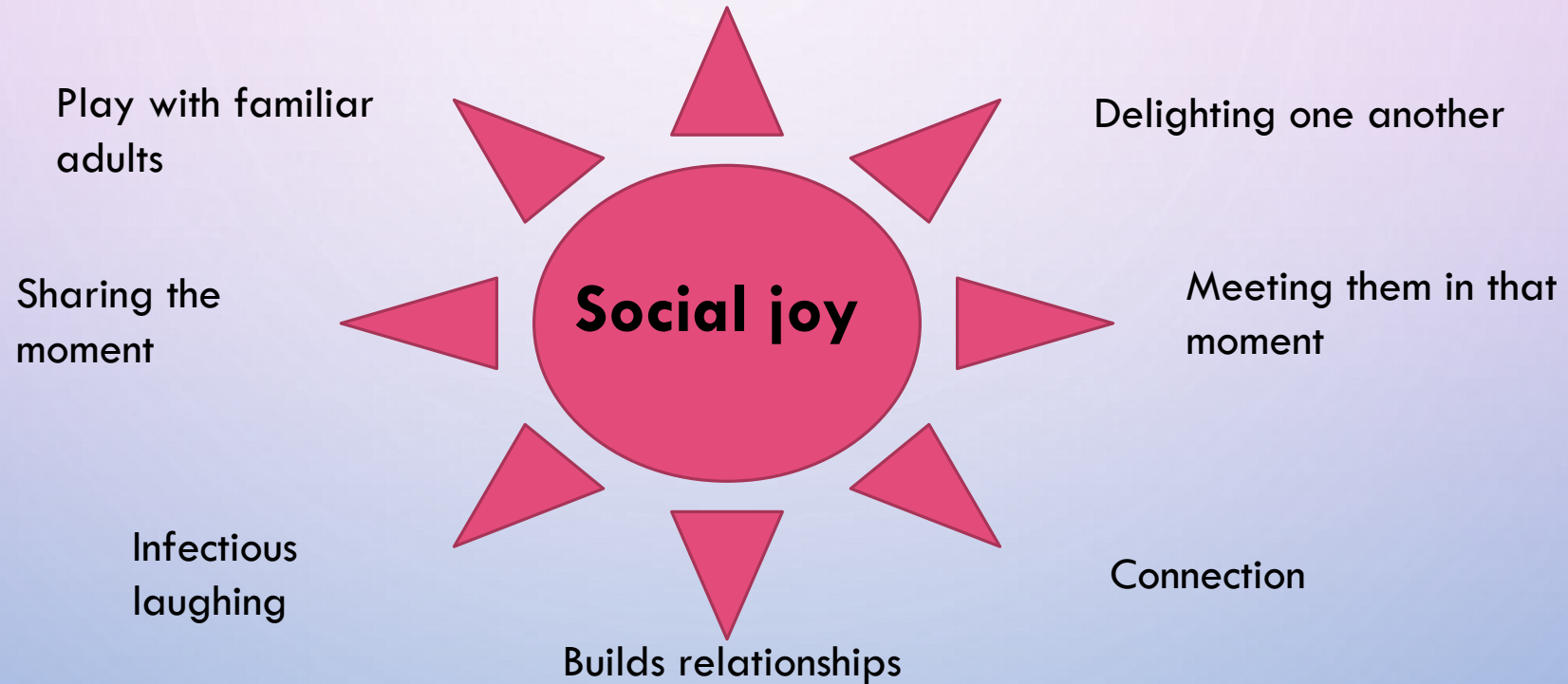


CURIOSITY
ABOUT THE MEANING
UNDERNEATH THE
BEHAVIOUR



EMPATHY
FOR THE CHILD'S
EMOTIONAL STATE

HOW CAN WE SUPPORT



Embodiment play – sensory, messy, physical, non-verbal

Projective play – involves construction, substituting one object for another, creating stories and miniature worlds

Role play – enables the child to become someone else, to try out and try on different ways of being in the world and to experiment with what might be possible.

ATTACHMENT BASED PLAY



Attachment activities help build trust with children who may have experienced trauma.

Eye contact

- Simon says
- Mirror image
 - Any hurts?
- What's in the bag?
- Singing nursery rhymes

Physical

- Row your boat
- Push me, pull me
 - Bubble time
- Hide and seek
 - Painting
- Den building

Sensory

- Animal crunch
 - Moon sand
- Rainbow spaghetti
 - Oats & water
- Spaghetti chop

Calm tone is key and positive facial expressions (5 – 10 minute activities)