

TRAINING: DEVELOPING A TRAUMA INFORMED SCHOOL

“The more healthy relationships a child has, the more likely he will be to recover from trauma. Relationships are the agents of change and the most powerful therapy is human love.” - Bruce Perry

What do we mean by Trauma?

There is now widely accepted research and studies both in the UK and the USA that show trauma resulting from Adverse Childhood Experiences (A.C.Es) has a profound negative impact on a child’s behavioural, learning, health and social outcomes. A.C.Es are surprisingly common and studies show that the more A.C.Es a child is exposed to, the greater the risk.

Trauma, in this context then, refers to the simultaneous or sequential occurrences of child maltreatment— including emotional abuse and neglect, sexual abuse, physical abuse, witnessing domestic violence and dysfunctional home environments (A.C.E.’s).

What does ‘Becoming Trauma Informed School’ mean ?

- Understanding the nature and prevalence of Adverse Childhood Experiences (A.C.E.’s).
- Understanding the connection between A.C.E.’s and their impact on a child’s learning, behaviour, ability to form relationships and life outcomes.
- Understanding how a child’s brain and behaviour responds to their environments
- Acknowledging that ‘challenging’ children are ‘distressed children
- Seeing beyond the behaviour ... and that behaviour is communication
- Approaches that minimise risk factors and promotes resilience through relationships and connection
- Recognising all children need to feel safe physically, socially, emotionally, and academically
- Having a shared understanding, approach and policies that all staff understand and follow

Course Content Overview: Trauma Informed Approach - Establishing an SEMH Toolkit’

Day 1	Day 2
<ul style="list-style-type: none"> ▪ Beyond the Behaviour - Understanding The Impact and extent of SEMH and ACEs - How Trauma Impacts on Learning, Behaviour and Relationships - Making a difference ▪ Introduction to Brain Science and Early Experiences – Impact on Learning, Behaviour and Relationships – Developing Executive Function Skills ▪ The Importance of Attachment – Toxic Stress - Differentiated Support in the Classroom — Importance of the Relationship – Using Emotions to Connect and Teach – Name it to Tame it ▪ Importance of Play - Introduction to Filial Play Therapy — Therapeutic Play Skills – Understanding Play Themes and Progress – Conducting Special Play Times at School 	<ul style="list-style-type: none"> ▪ Emotional Literacy Assessments - Scoring and Interpreting the Assessments - Accountability and The Evaluation Process ▪ Self Awareness - Understanding and Expressing Emotions - a Variety of Approaches ▪ Self Regulation – Working with Anger and Anxiety - a Variety of Approaches - The Firework Model - Classifications of Worries - Worry Time ▪ Empathy and Social Skills – Activities to Teach and Develop Empathy - Blame - Bullying - L.A.C. – Circle of Friends ▪ Motivation - Building Blocks of Self Esteem and Positive Psychology - Working with Strengths - Gratitude - Kindness - Building Resilience

An A4 course content folder with strategies / ideas included.
Physical resources to support interventions / strategies (additional cost)