

Introduction to Trauma Informed Practice (TIP) in Schools

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In order for this to be a safe space for us all to share our thoughts, opinions and experiences, it is important for us to respect and value difference and diversity in all of its forms

**Please share with care and respect
confidentiality**

"Nothing beats kindness," said the horse. "It sits quietly beyond all things."



Acknowledgements



- The following presentation is a collection of information and resources from the following resources:
 - Trauma informed schools
 - Fagus
 - Trauma informed Plymouth Network
 - Transforming Psychological Trauma: A knowledge and skills framework for the Scottish workforce



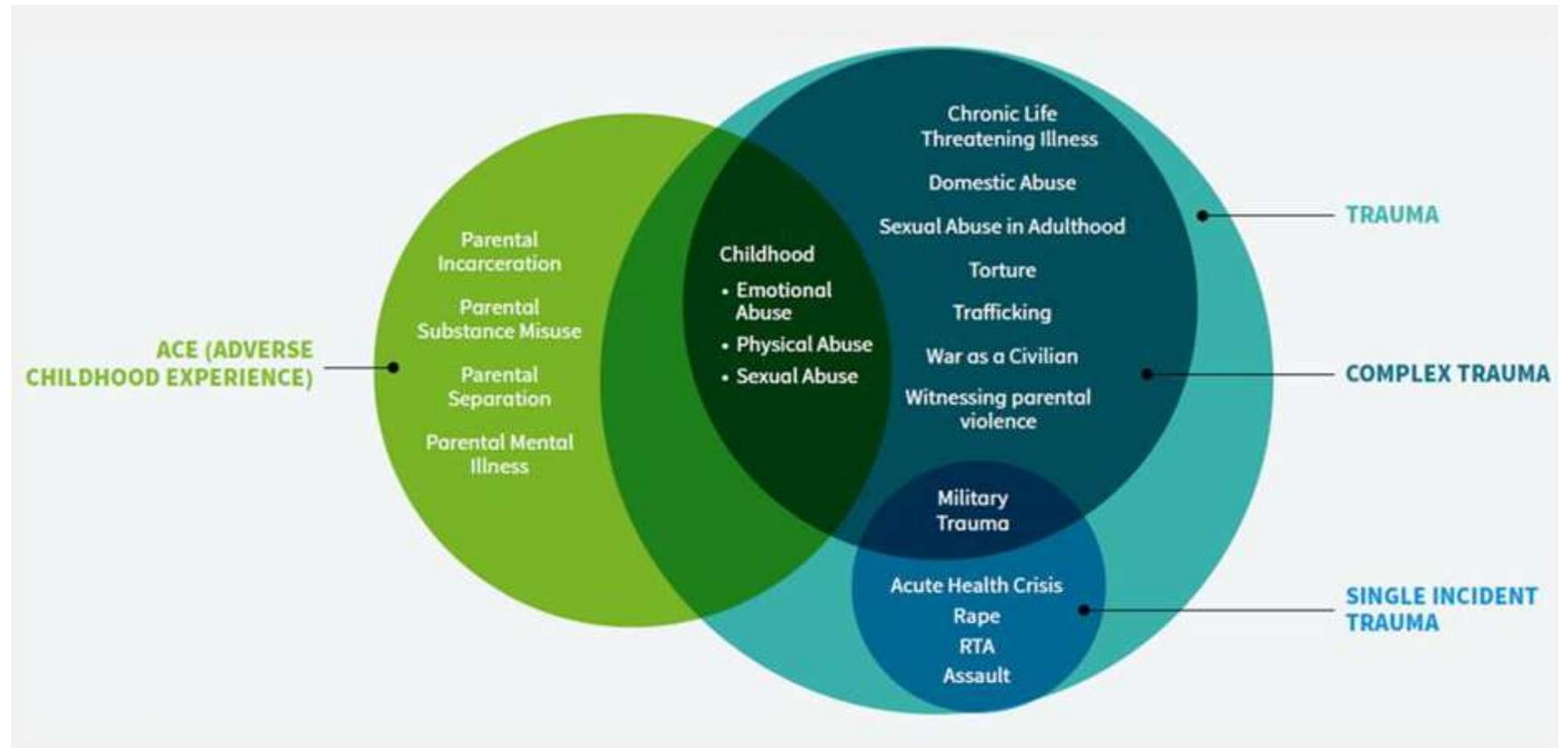
Aims

- To understand what Trauma-Informed Practice (TIP) is
- To distinguish between Trauma, attachment and Adverse Childhood Experiences (ACEs)
- To have strategies which can allow a school to become Trauma-informed at a whole school level.





Developing a shared language around trauma





What are Adverse Childhood Experiences (ACES)? Why are they important?

THE TRUTH ABOUT ACES

WHAT ARE THEY?

ACES are
ADVERSE
CHILDHOOD
EXPERIENCES

The three types of ACES include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce



Disconnected Relative



Substance Abuse

HOW PREVALENT ARE ACES?

The ACE study* revealed the following estimates:

ABUSE



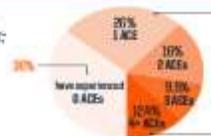
NEGLECT



HOUSEHOLD DYSFUNCTION

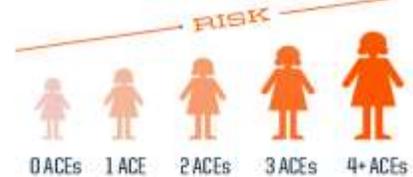


Of 17,000 ACE study participants:



WHAT IMPACT DO ACES HAVE?

As the number of ACES increases, so does the risk for negative health outcomes:



Possible Risk Outcomes:

BEHAVIOR



Lack of physical activity



Smoking



Alcohol use



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation



What is an ACE score?

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse

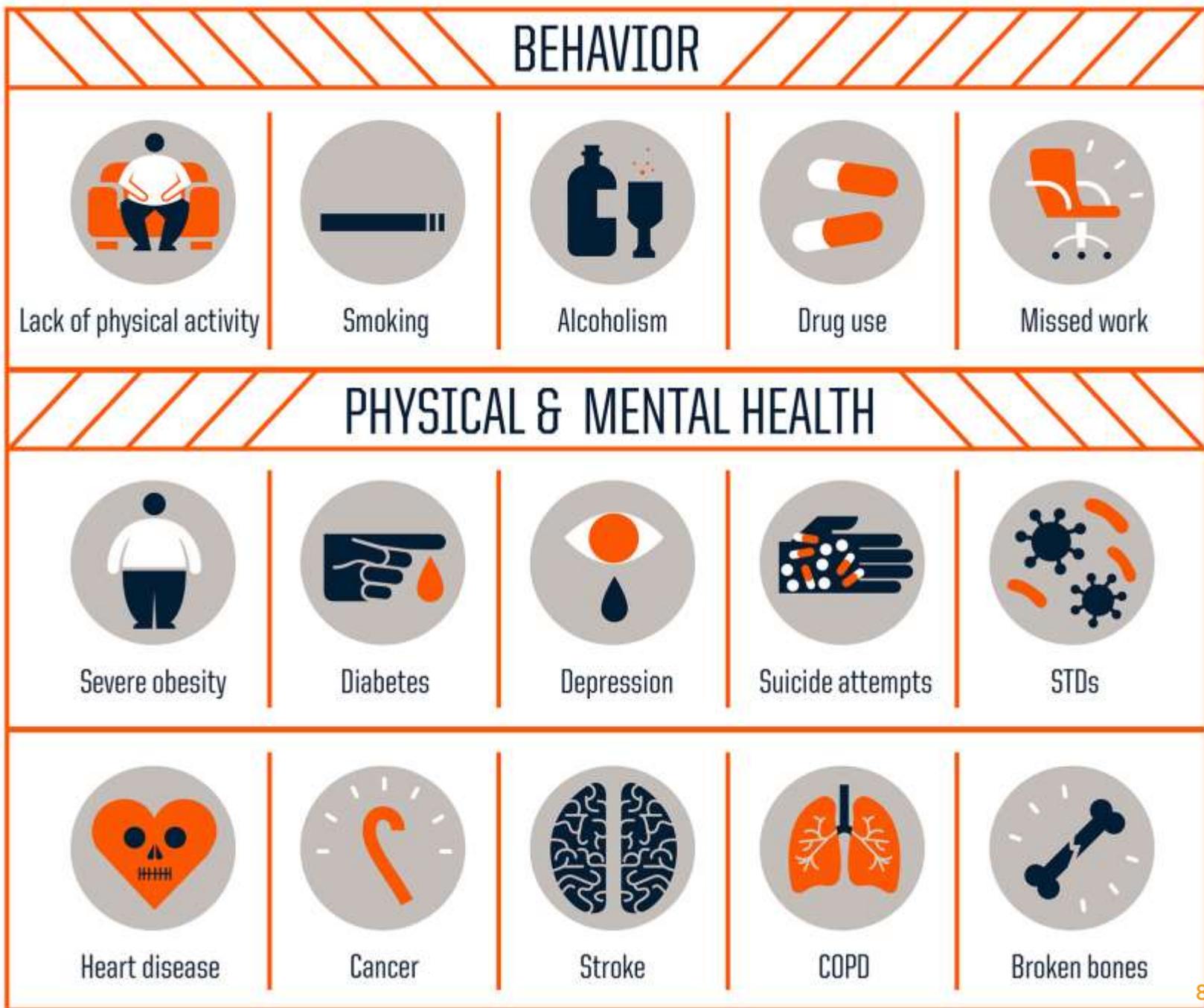


Divorce

Source: Centers for
Disease Control
and Prevention
Credit: Robert
Wood Johnson
Foundation



Impact of ACES on life outcomes





What is Trauma- informed practice?

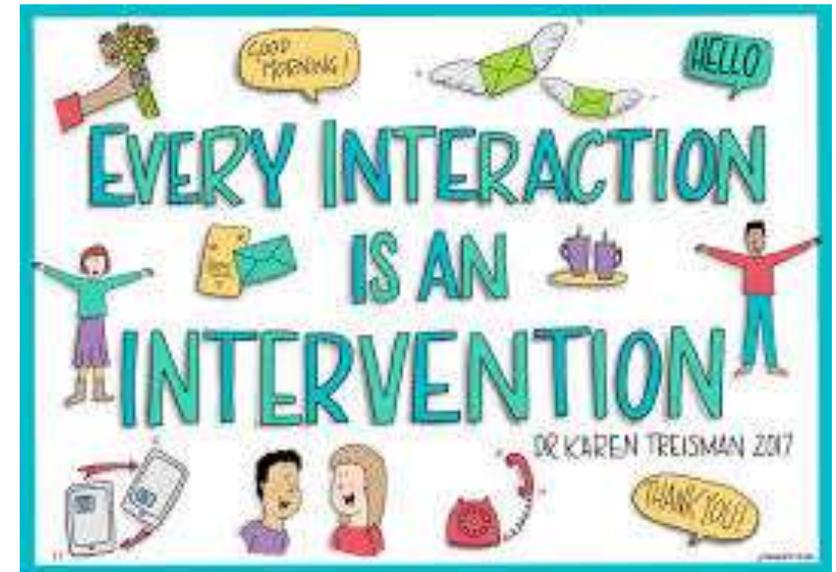
- **Trauma Informed Practice** is a way of working that recognises:
 - that anyone using a service may have experienced trauma or ACEs
 - that people with a history of trauma may be less likely to engage with services
 - the importance of relationships in preventing and recovering from the effects of trauma and ACEs.
- A trauma-informed workforce understands that trauma may impact the way clients cope with stresses or interact with staff and others. They ask “What’s happened to you?” rather than “What’s wrong with you?” They incorporate this understanding of trauma into all policies and areas of practice, and they actively try to prevent re-traumatisation.
- Trauma-Informed Practice therefore aims to:
 - Create physically and emotionally **safe** spaces
 - Work **transparently** and establish **trust**
 - Give people **choice and control** over their care
 - Help people to **heal** and develop healthy coping strategies
 - Work in **collaboration** with service-users, **respecting** their experience and **co-producing** policies and materials wherever possible
 - Create a culture of **compassion** within the organisation.

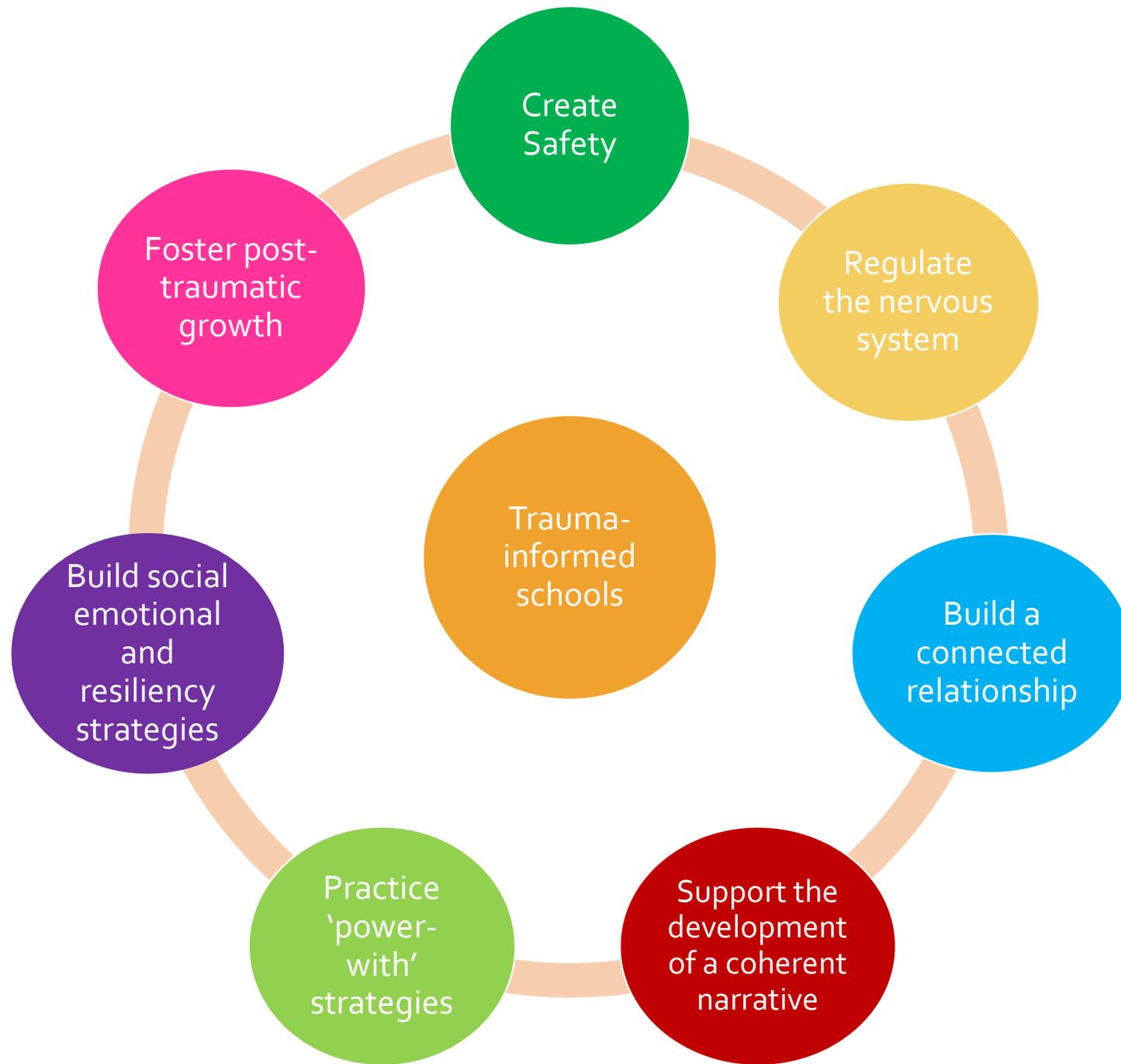


So what are
Trauma-
informed
schools?

‘What is predictable is also preventable’ – Dr R Anda

- Understanding the true nature of ACES and attachment, and how this also means there is no “quick win” or “one-size fits all” approach”
- **All staff** need to approach their interactions with this in mind on a day to day basis





	Strategy
Create Safety	- Find and create a calming space in school where the CYP can go when signs of distress begin to appear e.g. room / corner / pop-up tent / blankets
Regulate nervous system	- Helping a CYP to learn strategies to co-/regulate e.g. breathing, bubbles, reading, colouring, time outside – find what works for each individual - Be present with CYP
Build a connected relationship	- Prioritise the development of trusted relationships - Connect personalities - Time together each day
Support development of coherent narrative	- Provide structure , routine within in the environment and in people (remove chaos) - Make the day logical
Practice 'power-with' strategies	- Demonstrate reciprocity and mutuality - Avoid punitive or consequence focused strategies
Social emotional and resiliency	- Model positive wellbeing - Talk about emotions ; connecting situation with a range of emotions
Post traumatic growth	- Recognise and foster the view that following trauma, personal growth can occur - Provide safe opportunities for challenge and celebrate successes



So what are,
Trauma-
informed
schools?

DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

1 CREATE A SAFE SPACE
Consider not only physical safety but the children's emotional safety as well.

2 ESTABLISH PREDICTABILITY
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.

3 BUILD A SENSE OF TRUST
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

4 OFFER CHOICES
Empower students and offer "power with" rather than "power over" strategies.

5 STAY REGULATED
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.



echo
www.echolearning.org

Using PACE to nurture connectedness and safety in relationships





An alternative approach to Trauma- informed practice



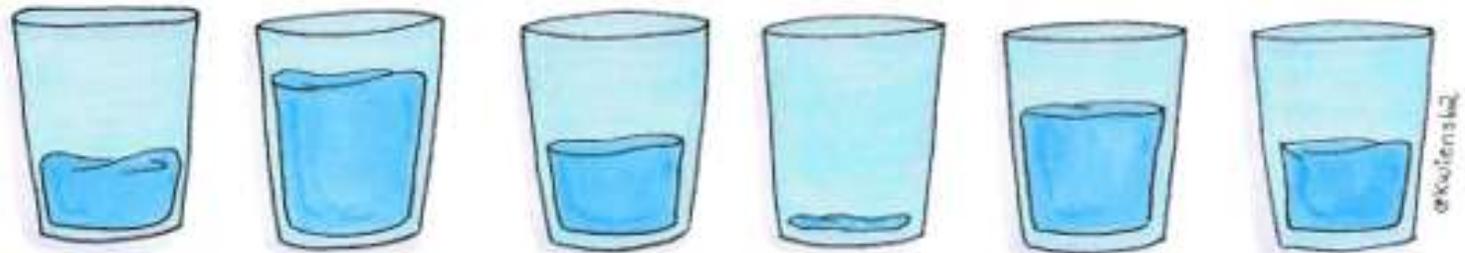


Please remember...



WE CAN'T POUR FROM
AN EMPTY VESSEL

- 💧 OUR STUDENTS COUNT ON US TO HAVE CALM TO SHARE WITH THEM.
- 💧 WE NEED TO BE REGULATING OURSELVES TO BE AVAILABLE TO CO-REGULATE WITH OTHERS.
- 💧 WHEN WE TAKE CARE OF OURSELVES, WE TAKE CARE OF OUR STUDENTS.
- 💧 WHAT ARE YOUR RESTORATIVE PRACTICES?



OUR STUDENTS' CALM

Thank you for listening,
Any questions?

References

- Australian Childhood Foundation, Protecting children (2010)
Making Space for Trauma: Trauma informed practice in schools
- NHS Education for Scotland (2017)– Transforming Psychological Trauma: A knowledge and skills framework for the Scottish Workforce
- A Shared Language for Trauma-Informed Practice and Adverse Childhood Experiences in Cumbria and Lancashire – 2019
<http://www.communitycvs.org.uk/wp-content/uploads/2019/04/ACEs-Shared-Lexicon-Summary.pdf>