



'An Introduction to Enfield Trauma Informed Practice in Schools and Settings' (ETIPSS and the ARC Framework)

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Virtual School for LAC



Self-care



Be kind

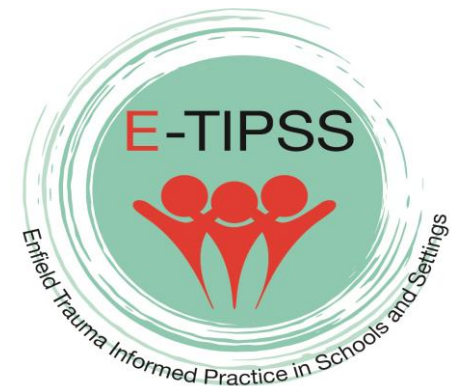
Take care of yourself and others

Be curious

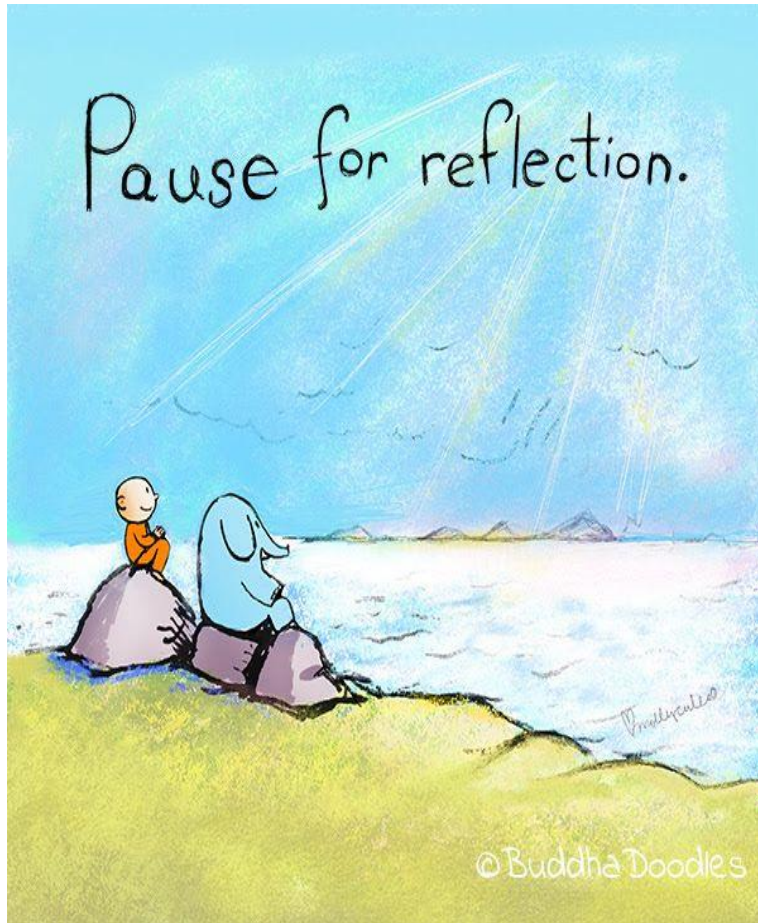
Be open-minded



Session objectives



- What is **trauma**?
- How trauma can affect the '**learning brain**'
- What is **trauma-informed practice**?
- TIP vs **behaviourist** approaches
- What is the **ARC Framework** and how can it support children who have experienced trauma?



What is your understanding of the term 'trauma'?



Adapted from slides by Camden EPS

“The simplest way of defining trauma is that it's an experience we have that overwhelms our capacity to cope.”



~ ~ ~ Dan Siegel, MD ~ ~ ~



Adverse Childhood Experiences

10 ACEs

Parental Divorce or Separation
Caregiver in Jail or Prison
Caregiver Depression, Mental Illness or Suicide Attempt
Domestic Violence or Threats
Emotional Abuse or Neglect
Sexual Abuse or Exposure
Food, Clothing or Housing Insecurity
Physical Abuse, Hitting or Slapping
Caregiver Problem with Drugs or Alcohol
Felt Unsupported, Unloved and Unwanted

ACEs Being Studied

Placement in Foster Care
Bullying or Harassment at School
Parent or Guardian Died
Separated from Caregiver through Deportation or Immigration
Medical Procedure(s) or Life Threatening Illness
Frequent School or Neighborhood Violence
Treated Badly Because of Race, Sexual Orientation, Place of Birth, Disability or Religion

Intergenerational Transmission

Source: Center for Youth Wellness, ACE Questionnaire

Adverse Community Environments

Poor Housing Quality and Affordability
Discrimination
Deterioration of Physical Environment
Lack of Access to Educational Opportunities
Low Sense of Collective Political and Social Efficacy

Intergenerational Poverty
Lack of Opportunity and Economic Mobility
Poor Transportation Services or System
Community Disruption
Damaged Social Networks and Trust
Unhealthy Products
Long-Term Unemployment

Social-Cultural Environment

Physical Environment

Economic Environment

©Center for Child Counseling

How to access the Learning Brain rather than the Survival Brain



Dr Jacob Ham, clinical psychologist and Director of the Center for Child Trauma and Resilience



<https://www.youtube.com/watch?v=KoqaUANGvpA>



Settings

Impact of Trauma on Learning

- affect dysregulation
- shame
- reduced cognitive capacity
- difficulties with memory
- language delays
- need for control
- attachment difficulties
- poor peer relationships
- unstable living situations



Trauma can impact on all elements of children's development.

'FLIPPING'



Dan Siegel's Hand Brain Model



Prefrontal Cortex: Thinking Brain

Rationality/Rational Thinking: Body Control, Play, Empathy, Positive Relationships, Kindness, Compassion, Reflection, Resilience, Regulation, Logic, Consequences, Language, Reasoning, Control **"The wise leader!"**



Unable to Think Rationally

We all need:

- ✓ Felt Safety
- ✓ Attachment
- ✓ Regulation

Amygdala: Fear Center

Emotionality/Irrational Thinking: Fight, Flight, Freeze, Collapse, Big Emotions, Anger, Fear, Anxiety, Survival, etc.

Brain Stem →

Spinal Cord →

Credit: Daniel Siegel, M.D. is the creator of this metaphor and expression "Flipped Out". Copyright © 2014 www.stremsalby.com

The Amygdala sends waves to the Hypothalamus (command center) which activates the Autonomic Nervous System:

- ✓ Sympathetic (fight, flight, freeze, collapse)
- ✓ Parasympathetic (rest & digest)

What is Trauma-Informed Practice?



We can shift our view of children's presenting behaviour, towards what it **communicates** about the **child's experience**.

A shift from...

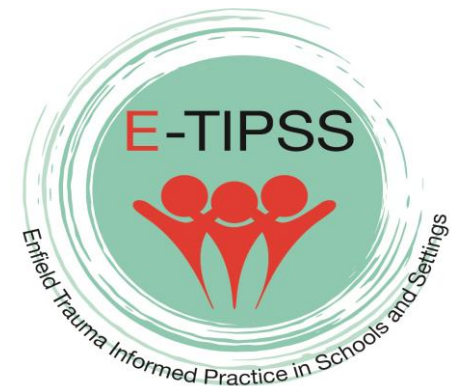
“What's **wrong** with this child?”

to...

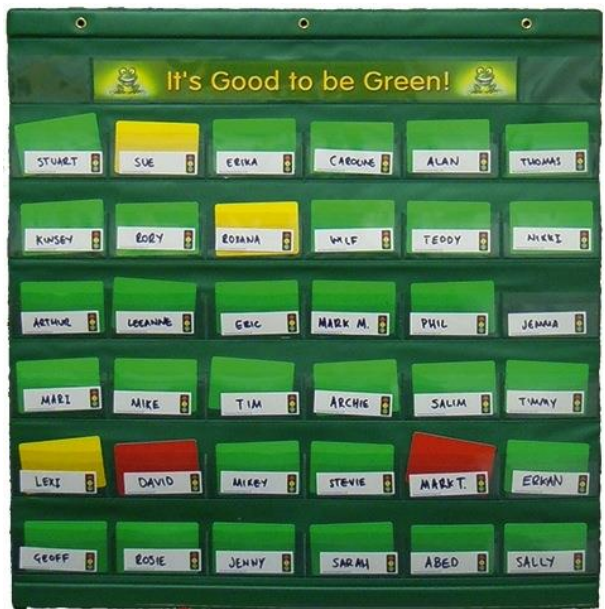
“What **has happened** to them?”



TIP vs Behaviourist Approaches



**What's so unhelpful
about traditional
behaviour
management
approaches?**



Rewards systems?

Levels?

Sanctions?

Uh Oh...  **Name:** Rachael

I have a sad face today because... **Date:** 27/06/2019

<input type="checkbox"/> Something upset me <input type="checkbox"/> I did not want to join in with the activities <input checked="" type="checkbox"/> I was not being helpful <input type="checkbox"/> I was not being a good friend <input checked="" type="checkbox"/> I was not listening / not following rules <input type="checkbox"/> Other:	Further Details: Unfortunately Rachael was not helpful at tidy up time today and refused to help put away the items she had been playing with. I have asked her to please help tomorrow or she will not be allowed those toys out next week. Childminder Signature: Mary Poppins
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Please feel free to chat about how we can work together to best support and encourage your child.
 Thank you
 Copyright © MindnKids 2019

Have you found contingent reward and sanction programmes successful?



Whilst behaviourist strategies can seem effective for some children

...typically, those who have already internalised a secure sense of self...

Such approaches to behaviour management have been criticised in research literature

Researches have argued that behaviourist approaches:

- Encourage **passivity, control and obedience** rather than **empowerment, autonomy and self-regulation**
- Place the responsibility to change **on the child**
- Do not take into consideration a **wider context**

Behaviourist discipline is based on a status of **POWER** and **CONTROL** over the pupil



Why sanctions (punishments) work against us!

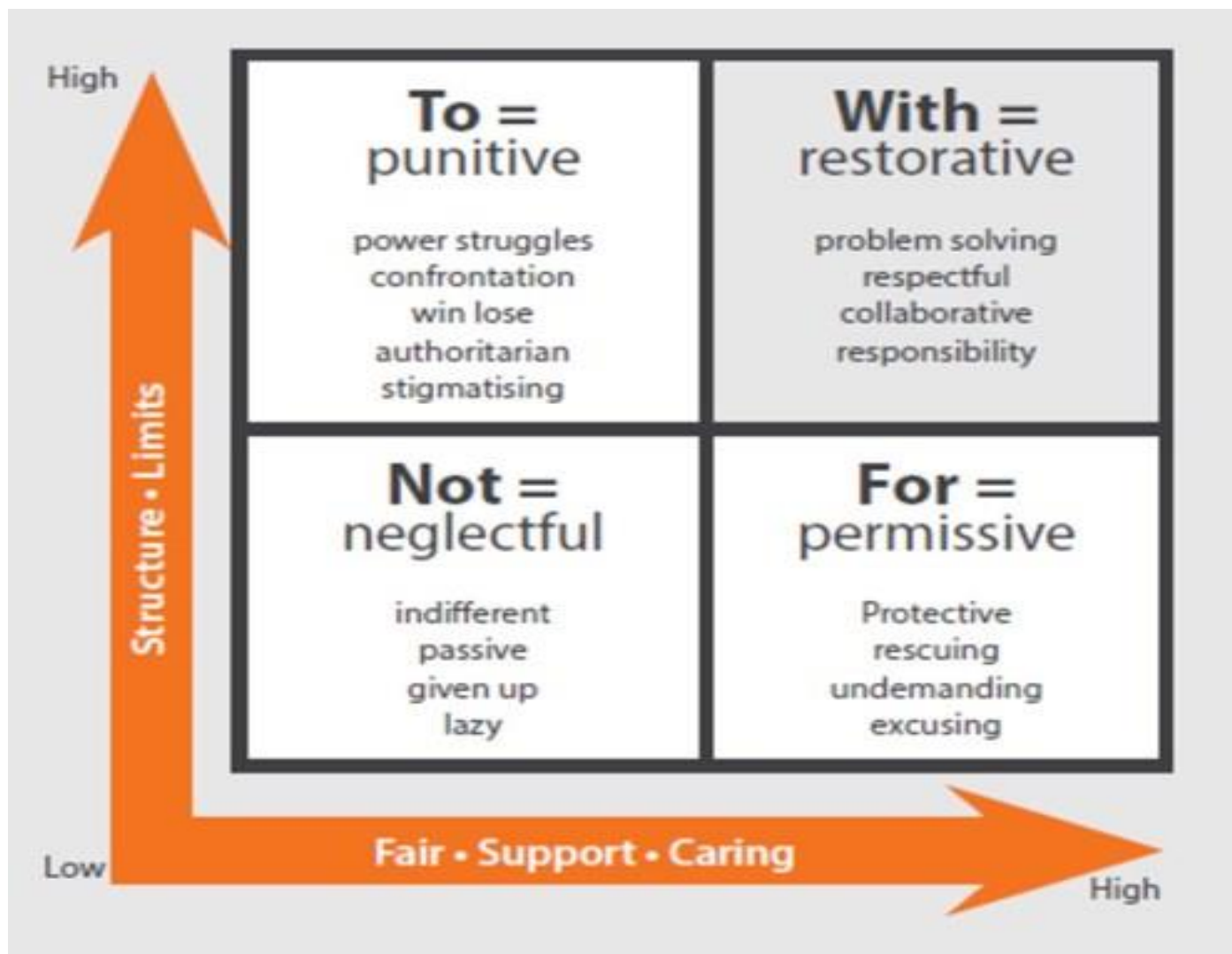


- Punishments relate to inflicting **suffering, retribution** and **revenge**
- **Fear** of sanction is the controlling force
- Promotes an **external locus of control** – authority figure becomes the object of responsibility - **NOT taking responsibility** for ourselves
- Suffering becomes the focus for reflection rather than the **harm we have caused** others
- Sanctions do not **teach the necessary skills** (i.e. frustration tolerance, cognitive flexibility and problem solving)
- Punishment = loss of confidence and potentially **loss of motivation**
- Punishment reinforce feelings of **SHAME**

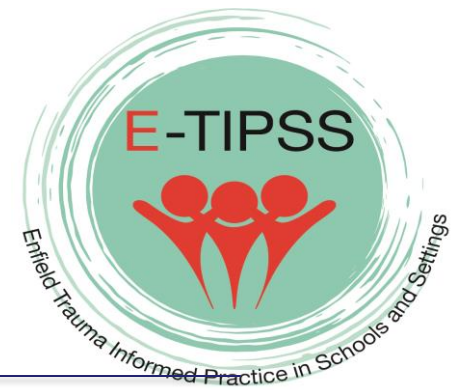
Essentially we are **re-traumatising.**



What do students learning from our approach to managing behaviour?



The 5 evidence-informed principles that support intervention and prevention.



1. A sense of **safety**

2. **Calming**

3. A sense of **self and community efficacy**

4. **Connectedness**

5. **Hope**

A Trauma- Informed Approach asks:



What do the **adults/ professionals** in this system need to be the **containing people** this child needs?

AND

What does **this child** need from adults to regulate and manage themselves?



The ARC Framework

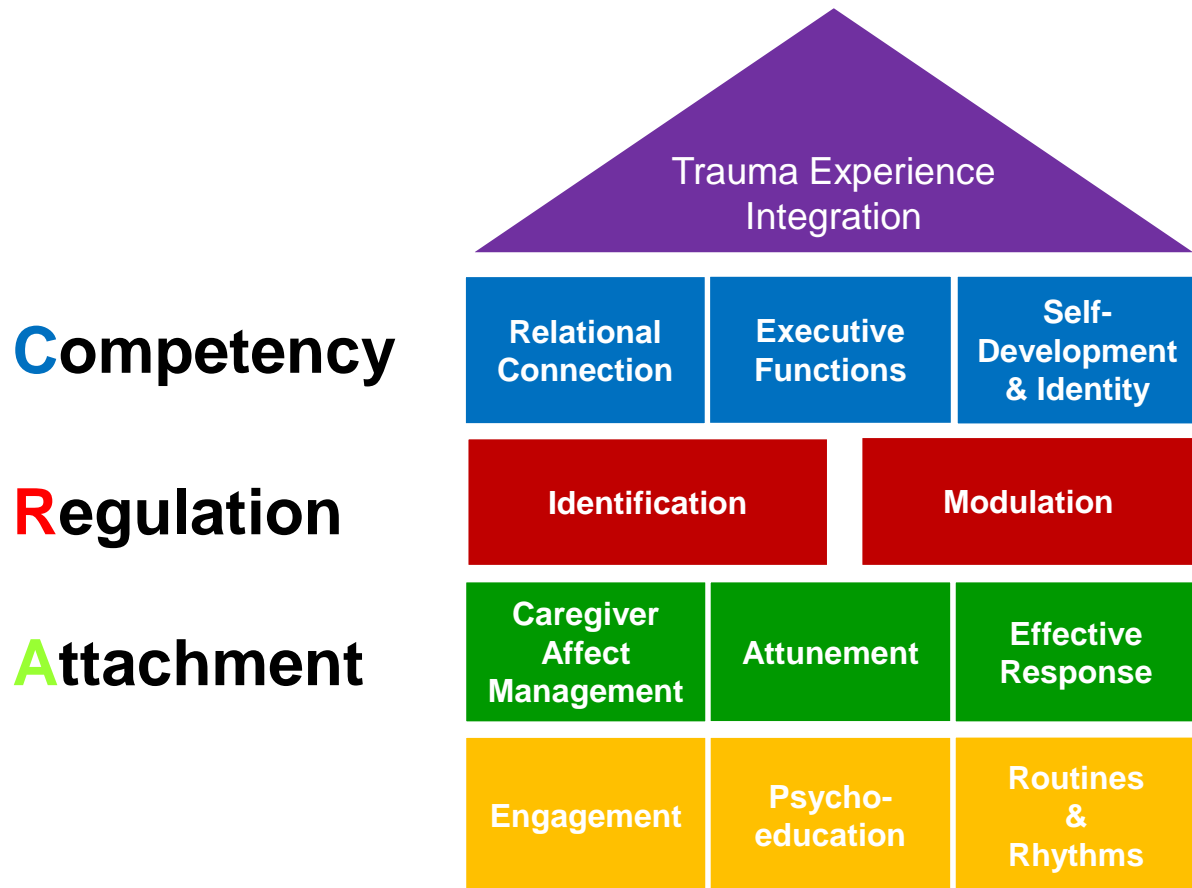
Presents symbolically as a 'house'.

This indicates the need to **build sequentially from the bottom upwards**. This parallels with the strategic importance of building each layer, to maximise effective Trauma Informed Practice.

Once established the floors of the house can operate in harmony.



3 Foundation Strategies & 8 Primary Skills: Building Blocks



Each block can be explored in detail and enriches the depth and quality of trauma informed practice which can be offered





RELATIONSHIP
CONNECTION
is our
‘superpower’

CONNECTION can be created in a millisecond

- An affirmative look
- A kind word
- And most definitely by compassionate listening at times of distress

Schools can support social engagement by:



Reducing **threats** in communication. Avoid:

- Harsh raised voices
- Punitive responses
- Power stances

Increasing **signals of safety**.

Provide more:

- Consistency and unconditional regard
- Routines and structure
- Regulatory opportunities
- Restorative responses
- PACE



P

Playfulness

A lightness that breaks through disconnection



A

Acceptance

Unconditional acceptance of thoughts feelings and needs



@creative.clinical.psychologist

C

Curiosity

Trying to understand whats behind behaviour (non-judgementally)



E

Empathy

Connecting with the person's inner world with compassion



©Juliet Young

Rules and boundaries



- **Keep us safe** and help us **know what is expected**.
- Use them as a **teaching point** not as a route to sanctions.
- They often know the rules but they don't have the skill yet or are **not regulated enough** to follow them.
- Collaborative process - **How can I help you** to be able to follow the rules? What are **the barriers** for these children?



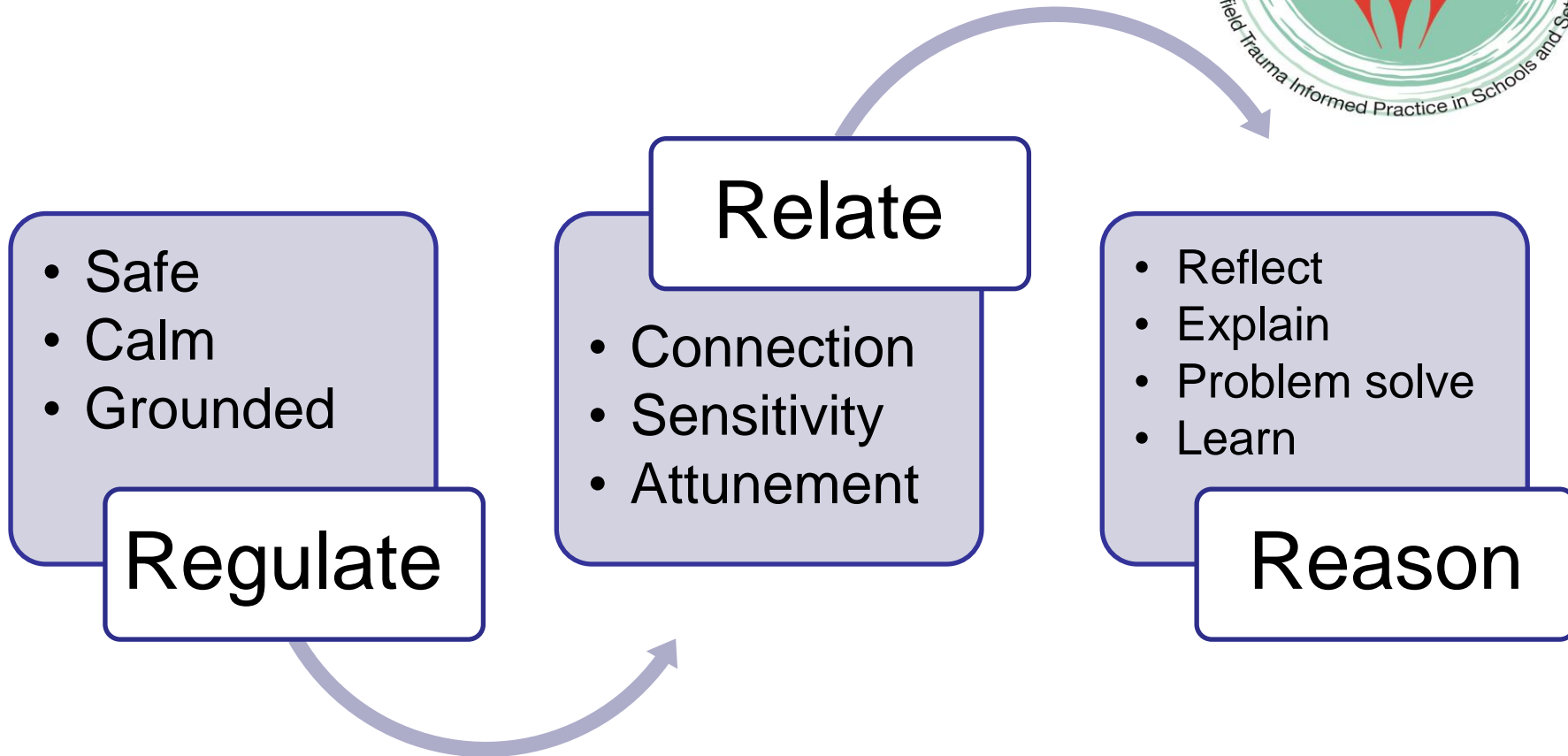
Caregiver Affect Management



- Be aware of our **own emotions** – what are our emotional reactions?
- What do we **bring to the relationships** we build with children?
- What **pushes our buttons** and makes us more likely to respond insensitively?
- Important to **look after ourselves** – think oxygen mask analogy!

Responding to 'survival mode' behaviour: the '3 Rs'

Dr Bruce D. Perry, The Child Trauma Academy

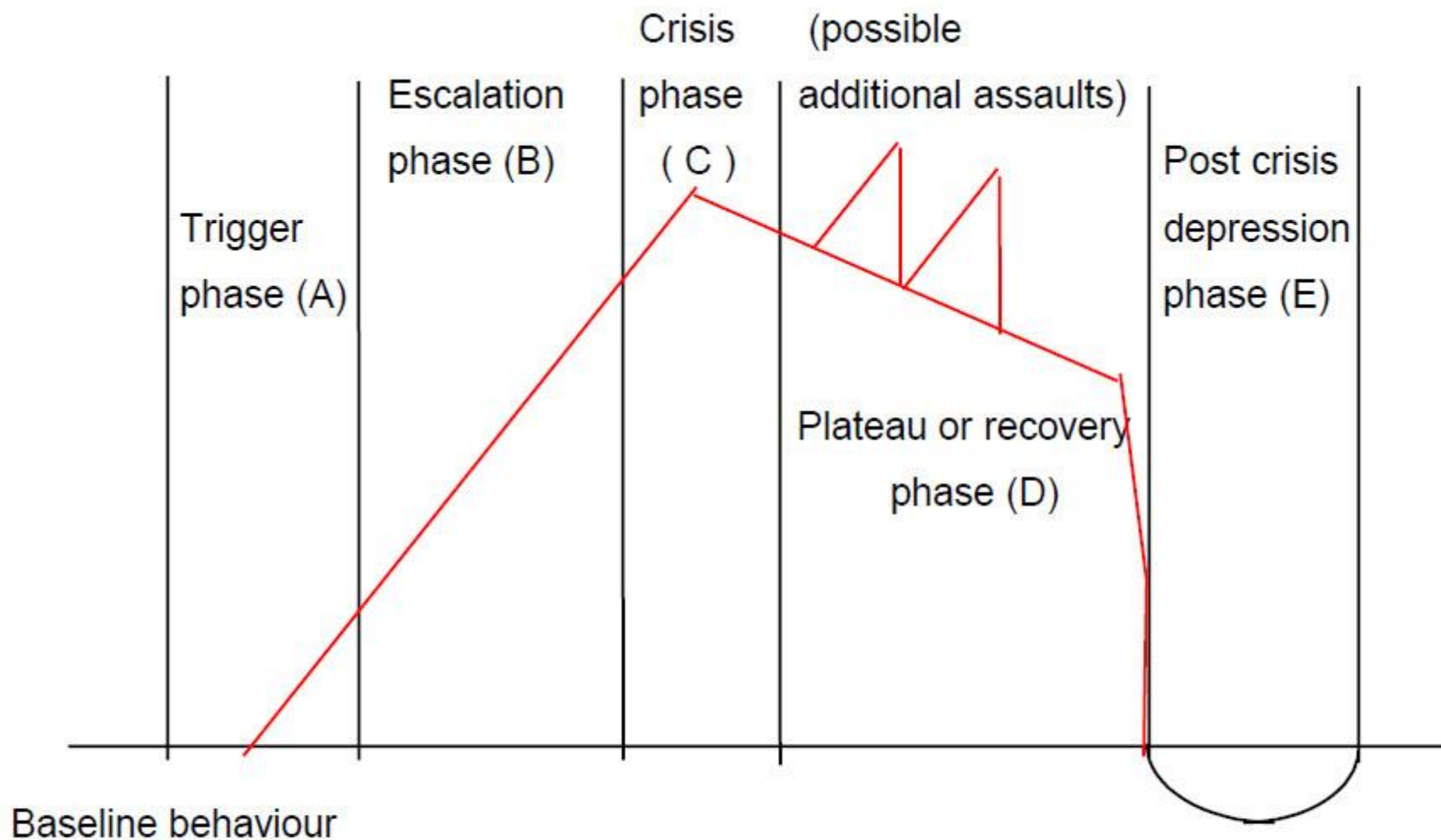


'The experience of safety IS the treatment for people who have experienced trauma'

Dr Stephen Porges



The De-escalation Cycle

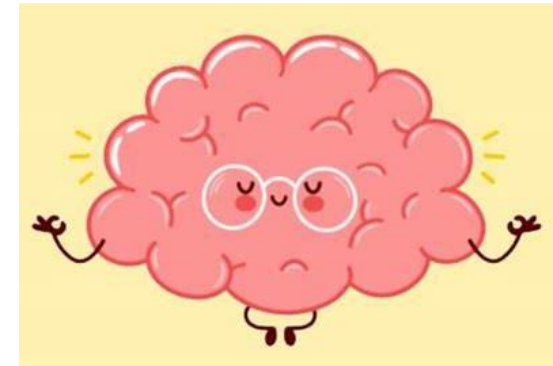


Anger Assault Cycle, adapted from Faupel et al (1998, p. 37)

Support to Self-Regulate



- Create these with the child, give them **ownership**.
- Ideas:
 - Get a drink of cold water, drink slowly
 - Fidget toys
 - Close eyes and breathe slowly
 - Relaxation
 - Colouring pages
 - Make the longest worm you can from play dough
 - Sort paper clips/buttons into colours
 - Shake up the snow globe and watch it settle





Key Learning Points

- Trauma from early life experiences can cause **changes in the brain** that make it difficult for us to manage everyday experiences.
- Behaviourist approaches can lead to control, passivity and feelings of shame. We seek to **be curious** and **restorative**.
- The **ARC framework** places the safety and security of **relationships** as foundational. This is identified as **Attachment**
- Self-care and **managing our own wellbeing** is critical, our **Caregiver affect management**
- The importance of our **physiological, sensory and emotional Regulation** precedes an expectation that we will engage in more cognitive aspects of **Competency**
- We are more effective when working as **supportive team** within a **Trauma Informed school** culture.

UNIVERSAL



- Central E-TIPSS Briefing (1/2 day)
- Central E-TIPSS / ARC Framework Training (two days)



ENHANCED



- 'Train the trainer' workshop for the school's own E-TIPSS lead to deliver a brief E-TIPSS / ARC introduction session with their school community
- 'Next Steps' self-reflection & planning survey for schools to complete
- E-TIPSS PODS - community practice discussions (Half termly)
- E-TIPSS Workshops - further training on ARC Framework (4 sessions running annually)
- Access to E-TIPSS Audit Framework to carry out a whole school audit



[Available to schools/settings once a member of SLT has attended the two day Central ARC Framework Training]

IMPLEMENTATION



- Whole school community training on complex trauma and the ARC Framework with an 'planning meeting' prior to the training and a follow up 'audit and action planning meeting'. There is an expectation that data will be collected throughout
- Half termly consultation sessions (3 hours). To be used flexibly:
 - Support with E-TIPSS Audit Framework
 - Support with the development of TIP implementation plan and identify initial outcomes for the school
 - Further training and support for school staff or parents/carers
- Review/Evaluation



E-TIPSS Central Briefing:
January 19th 2024, 9:30-12:30.

2-day Central E-TIPSS/ARC Training:
February 23rd 2024 and
Friday 1st March 2024.



Feedback Form



<https://forms.office.com/e/Vc7hMhGeLB>

Any questions...?