

Education with Resilience & Wellbeing in Mind – for class teachers & support staff

Session 3 - Trauma & Poly-victimisation – 15.09.20

Training video link & accompanying slide deck notes:

Video link to training - Session 3 - <https://youtu.be/KtMX8C-Abqs>

Slide 1:

- This is the third training to help class teachers & support staff to use the resource: 'Returning to school with resilience & wellbeing in mind'
- The first session covered: understanding, identifying & meeting unmet needs using the resilience wheel; specific look at belonging & shame
- The second session covered: Emotion regulation & supporting behaviour change

Slide 2: N/A

Slide 3:

- A brief overview of the impact of Covid 19 & lockdown on children – generally - found on page 4 of the booklet
 - Top 2 tiles
- Some children may have been in situations where adults were unable to create emotional or physical safety for them. Loss of external structures creates a feeling of being unsafe & this can cause a trauma response over time
 - The bottom 2 tiles look at this
- N.B. Tables in yellow/gold look at trauma throughout

Slide 4:

- This is also found on page 4
- When we use the term trauma, we are referring to 'developmental trauma' – research by Bessel Van der Kolk found that the impact of not having our needs met day in, day out/year in, year out has a greater negative impact on children than single traumatic events.

Slide 5:

- As a whole class activity, talk about normal emotional & physiological responses to situations that are hard for us to understand & may feel a bit scary - *see page 18 of the booklet for more information*
- Don't use the word trauma, but describe what happens to us – emphasising that it happens to everyone & it's normal
- Use traditional tales such as 'Little Red Riding Hood' to describe what happens to our bodies – Little Red Riding Hood may have found it difficult to concentrate at school or been in more fights with her friends than usual. It's the way our brains behave to protect us when there's a lot going on that's hard to understand or scary

- For older young people you could use a film or Soap plot or other appropriate material that creates a traumatic response
- Talk about adults being here to be helpful. Little Red Riding Hood would need to talk to an adult to help think through what happened
- Emphasise that feelings don't last forever; they pass. It helps us all to talk to others when something scary happens.
- Which adult would they go to – who helps them feel safe enough to talk about these things

Slide 6:

- Page 18 of the booklet – how children may present if Belonging is an area of unmet need
- Focus on SHAME – shame sits in Belonging

Slide 7:

- Pages 10 & 11 of the booklet supports Belonging & Shame

Slide 8:

- Page 19 of the booklet – how children may present if Purpose is an area of unmet need

Slide 9:

- Strategies to support this area – focus on helping & generosity

Slide 10:

- Victims in more than one context – home, school & community – a combination or all of these

Slide 11:

N/A

Slide 12:

- Poly-victims are more impacted in terms of presenting mental health needs than victims who do not experience victimisation in different contexts
- Even than children experiencing long-term or particularly serious victimisation in one area of their lives (*as opposed to multiple areas*)

Slide 13:

N/A

Slide 14:

- Viewing themselves as a victim as a condition of their lives (rather than separate incidents) will increase the risk of further victimisation

Slide 15:

- When we are resilient, we are able to moderate our response to a victimisation event & find support from others to help us deal with what's happened & put it behind us
- Regular victimisation events in different contexts, or viewing ourselves as a victim as a lifelong condition, reduces our personal or social resources to cope

Slide 16:

N/A

Slide 17:

N/A

Slide 18:

- Reducing the places the child is being victimised
- Lower the threshold for viewing a child as a poly-victim – if a child is experiencing bullying or threats in 2 areas of their lives then they are already at risk
- Help them develop skills
- Help them to feel empowered – work on empowerment, belonging & sense of self

Slide 19:

- Point 1 – why the threshold needs to be reduced – victimisation in 2 areas increases risk of further victimisation

Slide 20:

- Potential victimisation from children & adults if children are impulsive & forget to socially distance
- Some information about poly-victimisation in the booklet – page 16 & 17
- Also some information about impulsivity & some strategies to try - to work with it & reduce impulsivity