

# INTRODUCTION TO TRAUMA INFORMED SUPPORT

**FIONA, GRACE & LOUISE**





**Safe  
Families**



**Home  
for Good**

# **SEEING CHILDREN & FAMILIES FLOURISH**

Together, we hope for a society where **no family feels alone**, and **every child has a home where they can flourish**.

We believe **the Church is central to this vision**.



# MEET THE TEAM



**FIONA  
EVE**



**LOUISE  
MACDIARMID**



**GRACE  
WINTERSCHLADEN**

# WHAT ARE YOU HOPING TO GET OUT OF THIS SESSION?

Write your answers in the chat

# SESSION AIMS

- Introduction to trauma
- Give a basic understanding on the impact of trauma
- Help you feel empowered and equipped to use a Trauma Informed Approach



# WE WILL COVER

- What is trauma?
- Compassion fatigue
- Six pillars of trauma informed practice



# LOOK AFTER YOURSELF



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“

"Trauma is not what happens to you, it's what happens inside you as a result of what happens to you"

**GABOR MATE**



“

“Distressing events that overwhelm a person's ability to cope, resulting in lasting negative impact, often beyond their control”

**UK TRAUMA COUNCIL**





Divorce or separation



Mental health issues



Drug or substance misuse



Household member in prison



Physical harm



Emotional harm



Physical needs not being met



Sexual abuse



Hospitalisation or chronic illness



Bullying or harassment

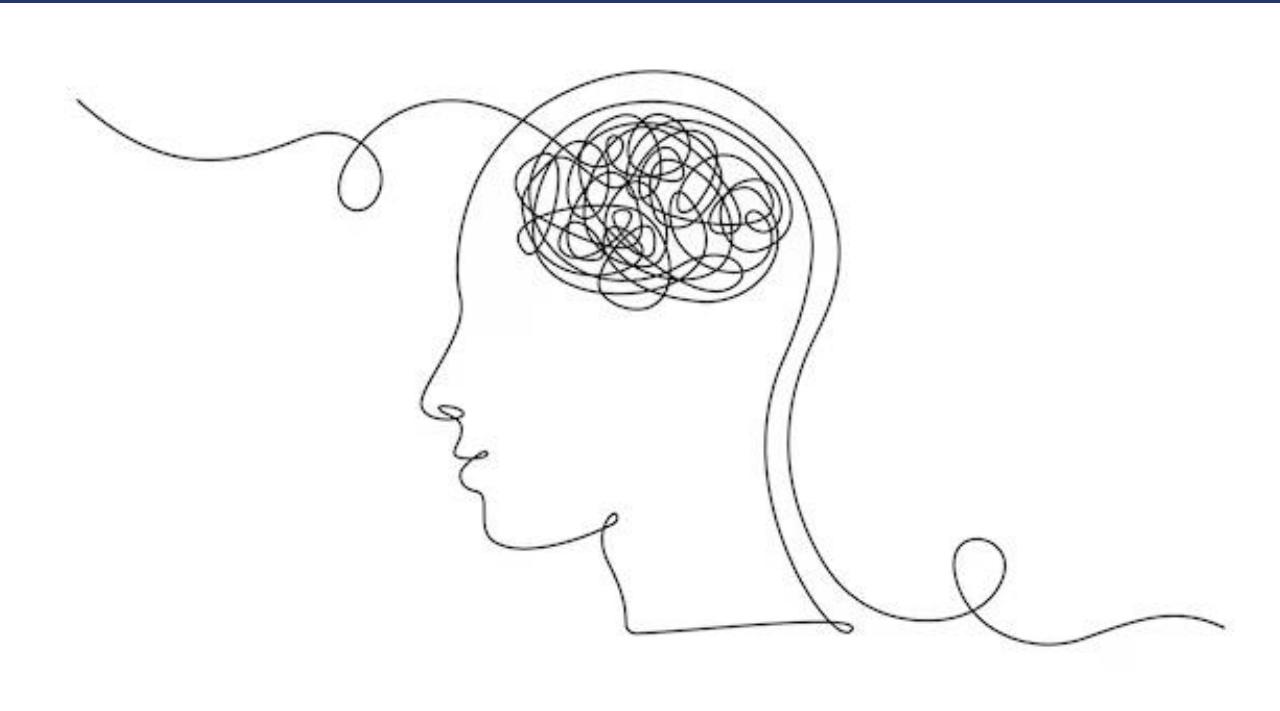


Seeking asylum or multiple home moves



Premature birth or pregnancy complications

# TRAUMA OR DIAGNOSIS?



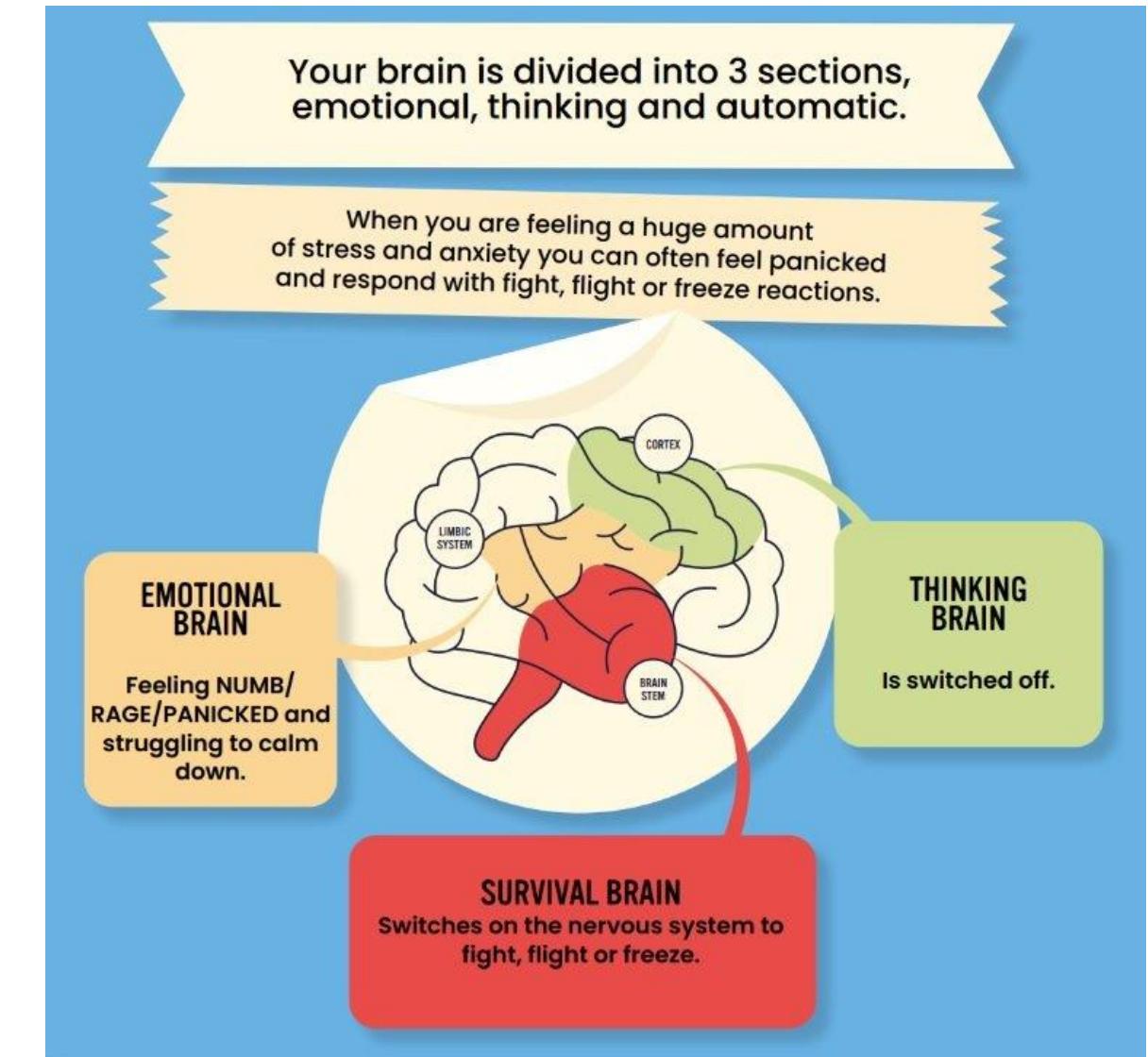
Being  
neurodivergent  
in a neurotypical  
world **is**  
traumatic



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- Easily tipped into fight, flight or freeze.
- The danger alarm becomes hypersensitive and easily triggered.
- Stress hormones are released.
- Unable to think logically.



# WHAT BEHAVIORS MIGHT WE SEE FROM SOMEONE WHO IS IN THEIR TRAUMA RESPONSE?

Write your answers in the chat

# IN A CHILD

Over familiar  
or affectionate towards  
strangers

Easily angered and  
quick to become  
aggressive

Over excited very easily

Developmental age  
differs to actual age

Poor sense of identity  
or self-worth

Fascination with death  
and violence

Have a habit of running  
away

Inability to describe  
their feelings  
(alexithymia)

Hyper vigilant and  
have difficulty  
concentrating

Preoccupied with food

Under or over reaction  
to pain

Friendship difficulties –  
no 'theory of mind'

# IN AN ADULT

**Not answering phone calls**

**Doesn't open curtain during the day**

**Health issues across a lifetime**

**Struggles with personal boundaries**

**Poor sense of identity or self worth**

**Takes things personally**

**Withdrawn**

**Easily frustrated with their children**

**Hyper vigilant and have difficulty concentrating**

**Struggle to leave the house**

**Blows hot and cold**

**Finding it difficult to keep up with day-to-day tasks**

## WHEN OUR ALARM IS TRIGGERED IT CAN BE SCARY

Frightened

Tearful

Scared

Worried

Frozen

Dizzy

Disconnected

Angry

Aggressive

Shaky

Wobbly

YOU MIGHT  
FEEL...



## WHEN OUR ALARM IS TRIGGERED

Shout

Push people away

Hide under a blanket

Run away

Throw things

Headbang

People please

YOU MIGHT...

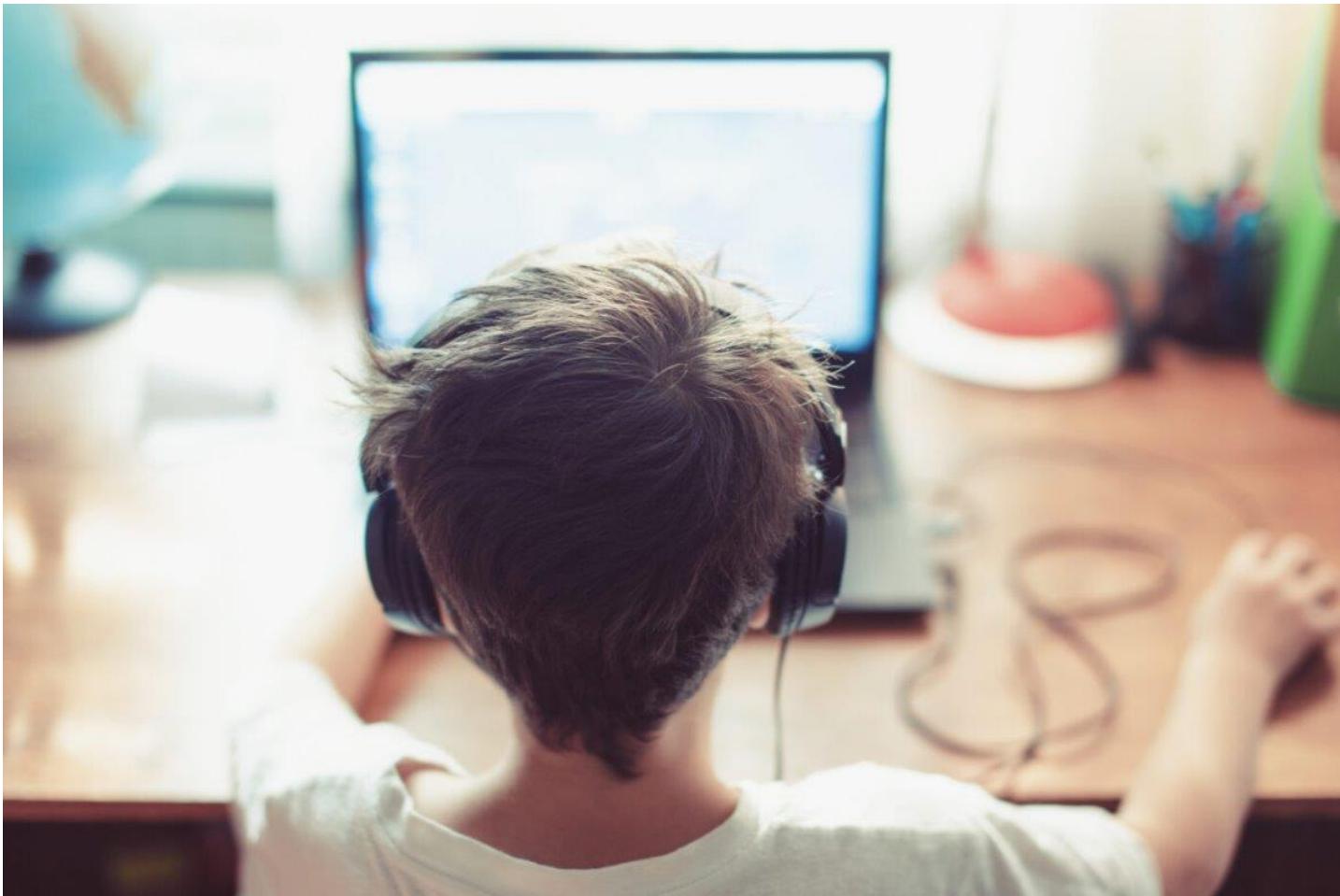
Completely freeze

Bite

Break things

Say rude things

# ANYTHING CAN BE A TRIGGER



Changes to  
routine

Lack of  
choice

Sensory  
struggles

Surprising  
Noises

Shouting

Instructions

Unfamiliar  
people

Special  
occasions

Smells

Places

## EMOTIONS ICE BERG



# THERE IS HOPE

Protective shields against the impact of trauma

- Good friends or neighbours
- A predictable home routine
- A caregiver whom the child feels safe with
- Opportunities to have fun
- Beliefs that provide comfort.



“

As a family, we have been through some awful times.

Recently my daughter started struggling in every area of her life. She was like an angry ball of aggression and anxiety.

Some days I just didn't know how to help. It felt like everything she did was deliberate and it was ruining our relationship.

Learning about the brain and how anxiety can impact us has changed everything. I can now see what might be going on underneath her behaviour and meet her with more empathy.

## PARENT FEEDBACK 2025





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# WHAT MIGHT BE A SIGN THAT SOMEONE IS IN COMPASSION FATIGUE?

Write your answers in the chat

**Lack of empathy**

Takes the child's behaviour personally

Feels that there is nothing good in life

**Exhausted and no joy in parenting**

Sense of disconnection to the child

Perceives the child's behaviour as personal rejection

**Low energy and motivation**

Anger and frustrated (oversensitive survival response)

Feels there is no point to life

# THERE IS HOPE

Individuals can and do heal from compassion fatigue

- Non-judgmental listening
- Opportunities for self-care





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**FIONA, GRACE & LOUISE**





Calm.

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# PRINCIPLES OF TRAUMA INFORMED PRACTICE

- ⑧ Trauma can affect individuals, groups and communities
- 之心 Recognise the signs, symptoms and widespread impact of trauma
- ⟳ Prevent re-traumatisation



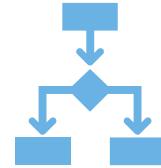
# PRINCIPLES OF TRAUMA-INFORMED PRACTICE



Safety



Trustworthiness



Choice



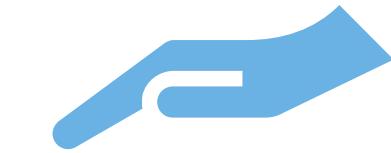
Collaboration



Empowerment



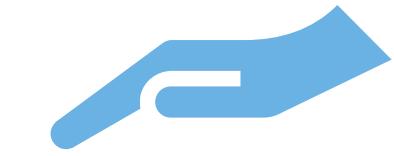
Cultural consideration



# SAFETY

## WHY?

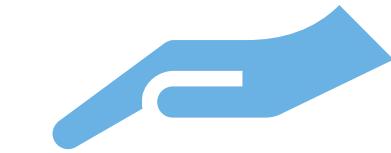
- More likely to not trust others to keep them safe
- Physical safety doesn't = feeling safe
- More easily triggered into survival response



**SAFETY**

**WHAT MAKES  
PEOPLE FEEL  
SAFE?**

Write your answers in  
the chat



## SAFETY

## HOW?

- Empathy
- Situational awareness
- Non-judgmental listening
- Clear plan and boundaries
- Not trauma-digging
- Safeguarding
- Low demand approach



## TRUSTWORTHINESS

### WHY?

- May find it hard to trust others
- Difficult experiences with services
- May have been let down by others in the past
- Relationship struggles

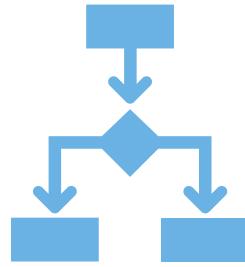


## TRUSTWORTHINESS

### HOW?

- Consistency
- Clear communication
- Confidentiality
- Time

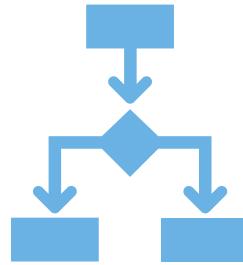
# WHY?



## CHOICE

- Promotes safety
- Models positive and healthy relationships
- Reduces triggers
- Encourages regulation

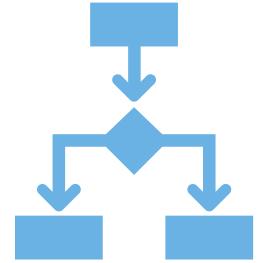
# HOW?



## CHOICE

- Giving options
- Wondering aloud
- Non-judgmental
- Being realistic
- Low pressure

# SCENARIO 1



You're taking 6-year-old Sammy out for 3 hours on Saturday. We know he likes going to the park and Mum has shared that he is preoccupied with food.

Write in the chat what are some ways we could offer some **choice** for Sammy for his time with you?



## COLLABORATION

### WHY?

- Models healthy relationships
- Promotes psychological safety
- Window into their needs
- Shift power balance

# HOW?

- Including everyone in decisions
- Low demand approach
- Being curious



## COLLABORATION

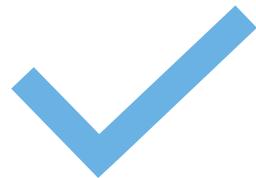
## SCENARIO 2



You want to meet up with a friend who shared with you that she is struggling to leave the house since her partner has been arrested for domestic violence against her.

Write in the chat how could you support **collaboratively** with this friend?

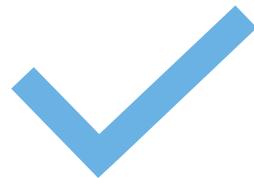
# EMPOWERMENT



## WHY?

- Builds self esteem
- Shifting power balance
- Sustainable change

# EMPOWERMENT



## HOW?

- Access to information needed to make informed decision
- Flexibility
- Patience



# CULTURAL CONSIDERATION

## WHY?

- Unconscious bias
- Respect
- Feel seen



# HOW CAN WE SHOW CULTURAL CONSIDERATION?

Write your answers in  
the chat



# CULTURAL CONSIDERATION

## HOW?

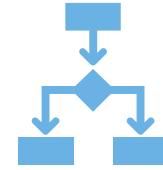
- Not stereotyping
- Non-judgmental listening
- Accepting their experience and understanding
- Recognising unconscious bias
- Appropriate curiosity



Safety



Trustworthiness



Choice



Collaboration



Empowerment



Cultural  
consideration

## **IT ISN'T OUR JOB TO:**

- Trauma dig
- Provide therapy
- 'Fix' everything

## **IT IS OUR JOB TO:**

- Be non-judgmental
- Love, care and signpost
- Follow safeguarding protocols

# WHAT HAVE WE COVERED?

- An introduction to trauma
- A basic understanding of the impact of trauma
- How to use a trauma informed approach



# WHAT ARE YOU TAKING AWAY FROM THIS SESSION?

Write your answers in the chat

# OTHER TRAINING EVENTS

Mental Health Awareness Training

Understanding Young People

Autism Awareness Training

Risks Outside the Home

**From September 2025**

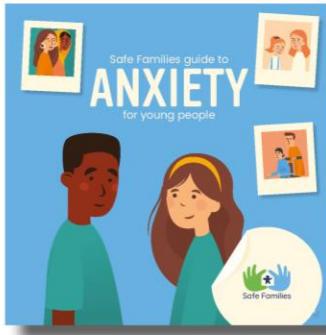
Therapeutic Parenting

Secondary Trauma

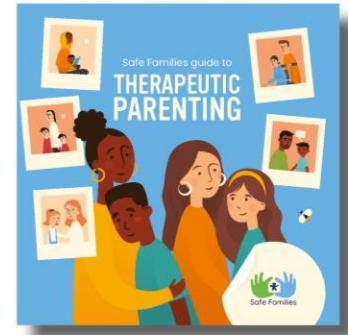
Find these online at: [safefamilies.uk/training](https://www.safefamilies.uk/training)

# BOOKLETS

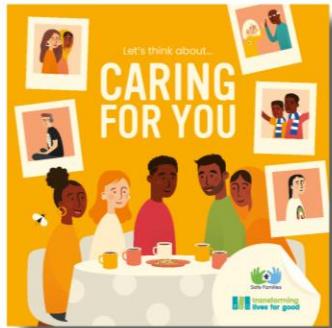
TEEN GUIDE  
TO ANXIETY



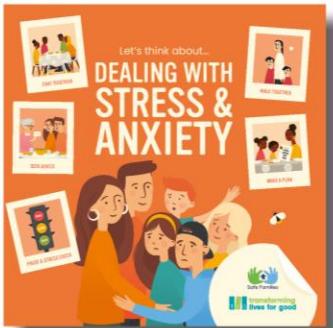
A GUIDE TO  
THERAPEUTIC  
PARENTING



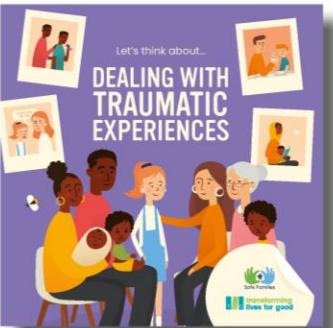
CARING FOR  
YOU



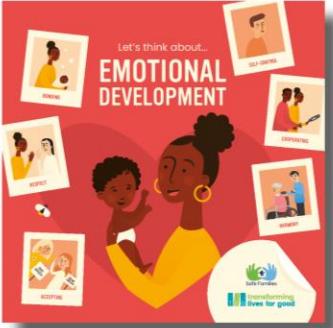
DEALING WITH  
ANXIETY



DEALING WITH  
TRAUMATIC  
EXPERIENCES



EMOTIONAL  
DEVELOPMENT



GIVING THE  
BEST KIND OF  
ATTENTION



# WE'D LOVE TO HEAR YOUR FEEDBACK

Let us know via a form in the follow up email!

# Q&A

## REFERENCES

- Government Trauma Informed Practise Guidance

[www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice](http://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice)

- Trauma's Impact on physical health across a lifetime

[www.youtube.com/watch?v=950vIJ3dsNk](http://www.youtube.com/watch?v=950vIJ3dsNk)

- Counter Shield's against negative effects of Childhood Trauma

[www.psychologytoday.com/gb/blog/pulling-through/201910/ways-counter-the-effects-adverse-childhood-experiences](http://www.psychologytoday.com/gb/blog/pulling-through/201910/ways-counter-the-effects-adverse-childhood-experiences)

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[www.wpspublish.com/blog/is-it-autism-trauma-or-both-understanding-the-overlap](http://www.wpspublish.com/blog/is-it-autism-trauma-or-both-understanding-the-overlap)

- Dr Dan Siegal Hand Model of the Brain

[drdansiegel.com/hand-model-of-the-brain/](http://drdansiegel.com/hand-model-of-the-brain/)

- Sarah Dillon Trauma Room 1 and Trauma room 2

[www.facebook.com/p/Sarah-Dillon-Author-and-Therapeutic-Parenting-Consultant-100072032378205/](http://www.facebook.com/p/Sarah-Dillon-Author-and-Therapeutic-Parenting-Consultant-100072032378205/)

## REFERENCES

- Compassion Fatigue Research

research -

[information.bris.ac.uk/files/94738726/\\_No\\_one\\_told\\_us\\_it\\_was\\_going\\_to\\_be\\_like\\_this\\_Compassion\\_fatigue\\_and\\_foster\\_carers\\_final\\_report.pdf](http://information.bris.ac.uk/files/94738726/_No_one_told_us_it_was_going_to_be_like_this_Compassion_fatigue_and_foster_carers_final_report.pdf)