



TRAUMA INFORMED APPROACH TRAINING

Bespoke training packages to support children and adults with a learning disability, autism or both for professionals.

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Trauma Training
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Informed Approach
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ABOUT US

Respond is a national charity that draws on 29 years' experience of bringing about positive change that enables people with learning disabilities, autism or both who have experienced abuse, violence or trauma to live richer, more resilient lives.

We achieve this through a range of evidence-based trauma-informed services for children, young people, adults and professionals. These services include psychotherapy, advocacy, campaigning and other support that aim to both prevent abuse and equip individuals and their families to come to terms with their experiences and live more positive lives.

Additionally, we achieve our mission by providing unique specialist training, supervision, reflective practice, professional development and consultancy services to equip agencies and providers to deliver trauma informed services within trauma informed team and organisation cultures.

WHAT WE DO

We aim to make a real difference to people with learning disabilities by providing effective and flexible support to help them to improve their lives. Respond works with children and adults with learning disabilities who have experienced abuse or trauma, as well as those who have abused others, through psychotherapy, advocacy, campaigning and other support. Respond also aims to prevent abuse by providing training, consultancy and research.

Our award winning services are based on the theories that underpin our model of psychotherapy, such as psychodynamic, attachment and traumagenic theories.



OVERVIEW

Manager buy-in is essential to communicate and support the vision of trauma informed practice and successfully integrate this into their organisations. Leaders are important culture-bearers who provide direction, make decisions about the timing of changes in services, problem solve and remove barriers. Leaders are intrinsic in ensuring essential enabling factors are provided; dedicated time and support for teams and staff members to implement and embed new practices. Data collection systems are in place to support new practices and monitor and evaluate outcomes



DURATION

1 day | 6 Hours

CONTENT AND OBJECTIVES

- To hold in mind the needs of workers in responding to people affected by trauma.
- To understand how trauma affects systems/organisations and how to put in place supportive structures.
- To have a shared understanding and commitment to embedding a system wide trauma informed approach.
- To commit to ensuring physical environments, staff behaviour and organisational policies and procedures reflect trauma-informed principles and values.
- Definitions of trauma
- Prevalence of trauma and adversity (ACEs)
- Trauma and disability
- Understanding trauma reactions in organisations and on the individual
- Why trauma is everybody's business
- Understanding the infrastructural requirements needed to support a whole organisational trauma informed approach

I REALLY ENGAGED WITH THE MATERIALS AND THE DEPTH OF THE TRAINING. VERY THOUGHT PROVOKING AND WILL INFORM MY WORK WITH ASD AND LD CLIENTS MOVING FORWARD. VERY ACCESSIBLE AND ENJOYABLE.

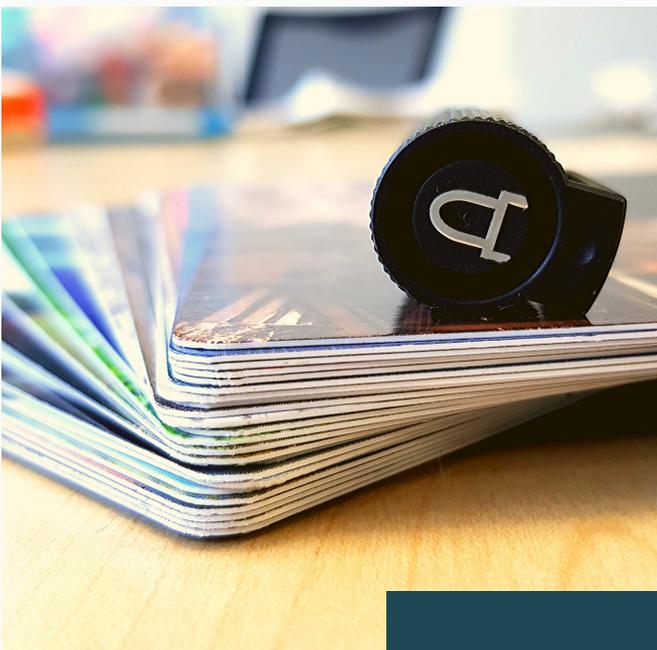
Clinician - Midlands

OVERVIEW

The Introduction to a Trauma Informed Approach course has been created to support everyone, such as key workers and support staff, in enabling a better outcome for people with a learning disability or autism who experience trauma, neglect and abuse.

DURATION

1 day | 6 Hours



CONTENT AND OBJECTIVES

- Definitions of trauma
- Thinking about how trauma impacts on people
- Specifically understanding trauma in the lives of people with a learning disability or autism
- Trauma-Informed practice and services
- How to look after ourselves and improve self-care
- Recognising and responding to trauma
- Hearing about abuse and trauma
- Supporting people who disclose stories of abuse and trauma
- Basic trauma psycho-education
- An overview of how the trauma informed approach enhances
- Positive Behavioural Support (PBS) plans
- How this approach is applied in supporting people with a learning disability or autism (case study discussion)



REALLY THOUGHT
PROVOKING AND
EXCELLENTLY
DELIVERED - I'LL
RECOMMEND THIS
TRAINING TO EVERY
COLLEAGUE

Carer - Worcester

OVERVIEW

This course has been specially put together to deliver a combination of training, reading of core texts and discussion followed by clinical supervision, where delegates will be encouraged to bring their own case work to develop their own ability to supervise from a trauma informed perspective.

DURATION

6 days, once per month



CONTENT AND OBJECTIVES

- Definitions of trauma
- Thinking about how trauma impacts on people
- Specifically understanding trauma in the lives of people with a learning disability or autism
- Trauma-Informed practice and services
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I HAVE FOUND THE TRAINING VERY THOUGHT PROVOKING AND VERY POSITIVE. IT HAS ENCOURAGED ME TO DRIVE CHANGE WHEN OUR ORGANISATIONS AND I HAVE TAKEN PRACTICAL STEPS TO AFFECT CHANGE.RE

Area Manager - Community Provider

This feedback has been gathered by a **clinical psychologist** who has completed the Trauma Champion Training and whose team have received Frontline training by Respond.

TEAM CHANGES I HAVE OBSERVED:

- Clinician's holding in mind client's journeys and what may have happened to them rather than just focusing on behaviour that challenges.
- Trauma training for the team - one O.T has gone on to do some more training around attachment and sensory processing, two others are on now doing champion training.
- Within Psychology, we are moving away from focusing on developing behavioural guidelines and moving towards more interpersonal work, supporting others to hold in mind client's trauma when formulating difficulties and planning interventions. When there is a need for a written document, to ensure we capture Client's journeys and who they are as a person.
- Holding in mind how services can behave in ways that re-traumatise clients (e.g. rotating staff, encouraging staff to have strong boundaries when supporting clients that avoid making connections)
- Clinician's having some understanding of transference and projection
- Commitment from clinicians to take time, come together and reflect even when there is pressure to react quickly



CHANGES WITHIN MY OWN CLINICAL PRACTICE:

- To value the importance and protect time to provide consistency, acceptance and attunement when formulating interventions rather than focussing mainly on PBS, Behaviour guidelines, complex psychological approaches and aiming to reduce difficulties.
- To value the time to explore historical information, client's journeys and attachment histories and share this in accessible ways with families, systems and staff teams.
- To take an active role in supporting teams to take time to reflect and consider trauma and how clients may experience having lots of people involved doing different pieces of work, and then everyone disappearing when work is completed.
- To take an active role in thinking about how we can meet trust (and CQC) requirements (initial assessment, risk assessment docs, care plans, PBS plans) whilst considering how trauma may impact on client and family/carers resources to engage in these.
- To be more aware of transference and projection and support other carers/staff teams to understand and manage feelings that can be evoked when working with clients

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