



WORKSHOP GUIDANCE NOTES



Introduction

Welcome to the Taking a Trauma Informed Lens to Your Practice workshop.

We are delighted that you are making this commitment to strengthening and developing your trauma informed practice as an individual and/or as a service or organisation.

We hope this resource supports you and your teams' journey towards adapting the way you work to make a positive difference to children and young people affected by trauma and adversity. By choosing to use this resource, you are already one step further on that journey!



The aim of this filmed resource is to:

1. Support your understanding of the impact of trauma and trauma informed practice, and
2. Support you and your colleagues to think together, or as individuals, about how the children and young people you work with may have been affected by traumatic experiences, and how you might adapt how you work with that in mind.
3. Support the over arching aim of the national trauma training programme of:

“A trauma informed and responsive nation and workforce, that is capable of recognising where people are affected by trauma and adversity, that is able to respond in ways that prevent further harm and support recovery, and can address inequalities and improve life chances.”

You do not need to be a trauma expert to use or facilitate the Taking a Trauma Informed Lens to Your Practice workshop resource. The workshop film, which includes the animation “Sowing Seeds”, includes everything that you and your team needs to know about the impact of trauma and trauma informed practice.

We recognise and acknowledge all the experience you bring in terms of delivering your service and hope these resources will complement the work you already do, either as an individual or as part of a team.

But, if you do want to look at further resources these can be accessed via:

www.transformingpsychologicaltrauma.scot

The following workshop guidance notes include:

- An overview of how to use the Taking a Trauma Informed Lens to Your Practice, either as an individual or as part of a team.
- More detailed guidance on the discussion points within the workshop (although these are not mandatory as all the information you require is within the guided film).
- Tips on adapting the workshop for remote delivery.

Introduction

Workshop planning and delivery

The guided film walks you through the workshop and lasts approximately 27 minutes, with 5 pause points for discussion (so overall the workshop will take around 1.5 hours in its entirety).

However, you do not need to do the whole workshop in one go and it can be broken down into more manageable chunks. We appreciate that as a service and team you will have lots of competing priorities and tasks!

The workshop can be delivered face-to-face or adapted for remote delivery where required (further guidance for this can be viewed in [Appendix 1](#)).

By then end of the workshop you and your team will have:

- Developed an action plan, outlining the agreed areas for change to either develop or strengthen your trauma informed practice, and
- each of you will have signed the Commitment of Action pledge.

You can come back to the plan and the workshop at any point in the future to review progress and consider next steps.



Important points to consider before using this resource:

- Many of us may have had our own experience of trauma, whether personally or professionally. It's important that you look after yourself and each other as you work through the workshop.
- Indeed, there may also be times when you or a team member understandably does not want to take part in the workshop and this is also ok.



What you May Need

Resources you can use are:

- **The Film:** <https://vimeo.com/412350123>
- **Making a Plan for Trauma Informed Change** ([Appendix 2](#))
- **Commitment of Action** ([Appendix 3](#)), and the
- **Additional Guidance Notes** ([Appendix 4](#)) if you want more information about the discussion points within the film.

In addition you will require:

- A device to play the workshop film.
- Access to Microsoft Teams or other digital platform if delivering the workshop remotely.

Evaluation

Once you and/or your team have completed the workshop, we would really appreciate feedback so we can continue to improve the free training resources we offer. Please use the following link to answer a short [evaluation form](#).

Appendix 1: Remote workshops

Guidance on Using the Taking a Trauma Informed Lens to Your Practice Workshop with your Team Remotely

Under current government restrictions due to the global pandemic, it is likely you will have to use the workshop remotely with your team.

This section covers tips and suggestions to make things run as smoothly as possible. However, the format will be very similar to remote delivery of meetings so will hopefully be familiar to you.



Pre-Workshop Planning

- Let your team know the date and time of the workshop and provide information on how to access the meeting.
- Depending on how confident you are with the technology and what IT support is available in your service or organisation, you may want to have a co-facilitator attend who can manage any unexpected glitches.
- Send out the workshop handout Making a Plan for Trauma Informed Change.
- It is helpful to start the meeting early to ensure everything is in place for delivery of the workshop.
- You may also want to be familiar with the workshop materials (including the guided film) before using the resource with your team.

Facilitating the Workshop Live

There are a number of different online platforms that you may already be using to stay connected with your team (such as Microsoft Teams or Zoom) which will be set up slightly different and have their own operating instructions. However, below is a brief guide for the main platforms to get you started.

Before starting the guided film, you may want to briefly discuss some basic ground rules/etiquette. Examples may include:

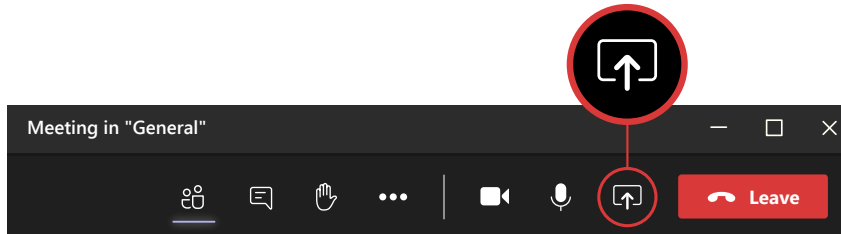
- all participants keeping themselves on mute when not in a group discussion,
- agreeing how someone indicates that they wish to speak,
- that everyone tries to keep their camera on – if bandwidth allows (ensuring there are no distractions in the room).

Appendix 1: Remote workshops

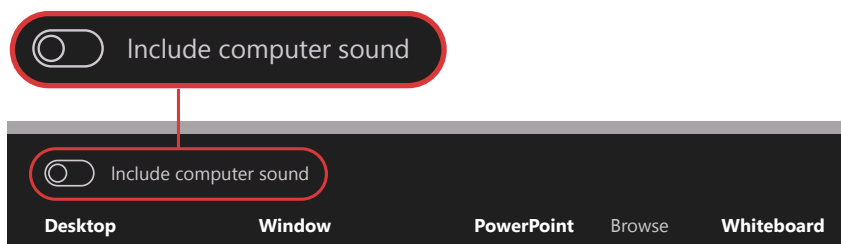
Microsoft Teams

If using Teams to facilitate a workshop within your service:

- 1 Have the guided film ready on your desktop.
- 2 Once the meeting has started and you are ready to start the film, click “Share Content” (ctrl + shift + E) and select “Desktop”.



- 3 Remember to click “Include Computer Sound” to on.



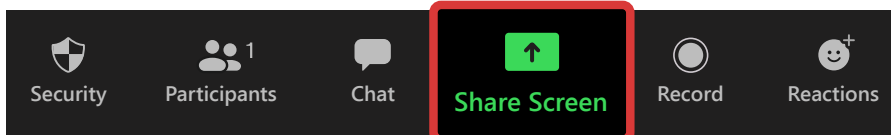
- 4 During the group discussions, you may want to stop “share content” function.
- 5 Details on using Microsoft Teams break-out rooms (if you choose to use them) can be found here: <https://techcommunity.microsoft.com/t5/microsoft-teams-community-blog/how-to-do-breakout-rooms-in-microsoft-teams-a-real-life-example/ba-p/1506862>

Appendix 1: Remote workshops

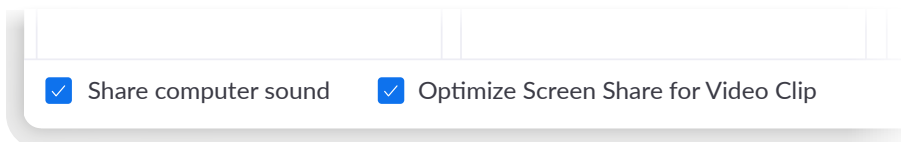
Zoom

If using Zoom to facilitate a workshop within your service:

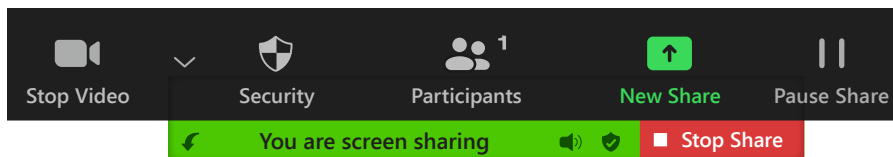
- 1 Have the guided film ready on your desktop.
- 2 Once the meeting has started and you are ready to start the film, click “Share Screen” (Alt + S) and select “screen”.



- 3 Remember to select the two options at the bottom of this screen “Share Computer Sound” and “Optimize Screen Sharing for Video Clip”.



- 4 During the group discussions, you may want to stop the sharing function by clicking “Stop Share” button (or Alt + S).



- 5 Details on using break-out rooms in Zoom (if you choose to use them) can be found here: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>

Appendix 2: Making a Plan for Trauma Informed Change

In response to your trauma informed walk-through, what do you plan to do?



Keep & do more of?

Where are children and young people offered a truly trauma-informed experience — in the little details and the bigger picture — where the impact of trauma is recognised and you offer:

- + **Safety. Choice. Collaboration. Empowerment. Trust.**
- + **Relationships. 3Rs (Regulate, Relate, Reason). Routines. Communication.**

Think about your own interactions with the people you work with, as well as their experience as they walk through your organisation or service:



What do you commit to doing to sustain your current work with children and young people that:

- + recognises the impact of trauma on people and
- + creates a sense of safety, choice collaboration control, empowerment, and trust for everyone

Appendix 2: Making a Plan for Trauma Informed Change

Where is the impact of trauma on children and young people not adequately recognised and responded to? Where is there a risk of re-traumatisation in the little details and in the bigger picture?

Think about your own interactions with the young people you work with, as well as their experience as they walk through your organisation or service:

- + Are there any places where the impact of trauma is not recognised or responded to?
- + Are there any experiences that a young person might find disempowering, coercive or lacking in collaboration?
- + Are there places where a young person affected by trauma may feel unsafe or trust might be breached?

What do you commit to stopping or changing in your work with people or in your organisation in order to:

- + recognise the impact of trauma on young people and
- + create a sense of safety, choice collaboration control, empowerment, and trust for everyone

Appendix 2: Making a Plan for Trauma Informed Change

Where could you improve a young person's experience? Where is there opportunity to recognise and respond to the impact of trauma on them, and minimise the risk of re-traumatisation?

Think about your own interactions with the young people you work with, as well as their experience as they walk through your organisation or service:

- + Are there opportunities for empowerment, choice and collaboration that are currently missed?
- + Are there places or opportunities where sense of safety could be strengthened, or trust created?
- + Are there opportunities to support recovery from the impact of trauma that are currently missed?
- + Could there be opportunities to build in more to support relationships, routines, 3 Rs?
- + Could there be ways to include the wider network and use trauma informed approaches?

What do you commit to adding into your work with young people or into your organisation in order to:

- + recognise the impact of trauma on young people and
- + create a sense of safety, choice collaboration, control, empowerment, and trust for everyone

Appendix 3: Commitment of Action

Commitment of Action

Summary of agreed actions and what we as an individual or service commit to changing:		
Signatures		
Employees Name	Signature	Date

Review Date: _____

Appendix 4: Additional Guidance Notes

Introduction



GUIDANCE NOTES

The guided film will start with a brief introduction from Dr Nina Koruth (NHS Education for Scotland) followed by a showing of the Sowing Seeds animation.

Before playing the video, it may be helpful to reassure both you and your team that you are not expected to be trauma experts.

The workshop will allow you to develop a trauma informed approach. People who work in this field always stress that this is a journey that takes time and commitment, so be patient and plan for change over time.

Many of us may have had our own experience of trauma or adversity, whether personally or professionally. It's important that you look after yourself and each other as you work through the workshop.

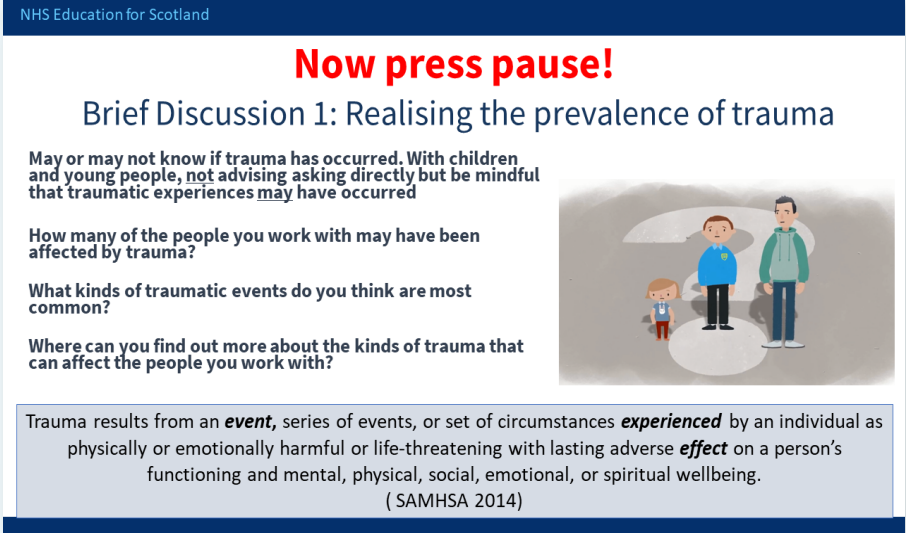
[▶ PLAY THE VIDEO](#)

Animation starts 01:41 and ends 12:42

Appendix 4: Additional Guidance Notes

Discussion 1

Realising how common the experience of trauma and adversity is for the children and young people that access your service or organisation.



NHS Education for Scotland

Now press pause!

Brief Discussion 1: Realising the prevalence of trauma

May or may not know if trauma has occurred. With children and young people, **not** advising asking directly but be mindful that traumatic experiences **may** have occurred

How many of the people you work with may have been affected by trauma?

What kinds of traumatic events do you think are most common?

Where can you find out more about the kinds of trauma that can affect the people you work with?

Trauma results from an **event**, series of events, or set of circumstances **experienced** by an individual as physically or emotionally harmful or life-threatening with lasting adverse **effect** on a person's functioning and mental, physical, social, emotional, or spiritual wellbeing.
(SAMHSA 2014)

GUIDANCE NOTES

II PAUSE THE VIDEO

Pause video at 14:38

This is a time for a brief team discussion (or some thinking time for you as an individual) of approximately 5 minutes.

We invite you to think about how common the experience of trauma and adversity might be for the children and young people you meet as part of the service you deliver.

How do you find out about the rates and kinds of traumatic events the children and young people you come into contact with experience?

This slide includes a definition of trauma that is helpful to highlight before your discussion or thinking time.

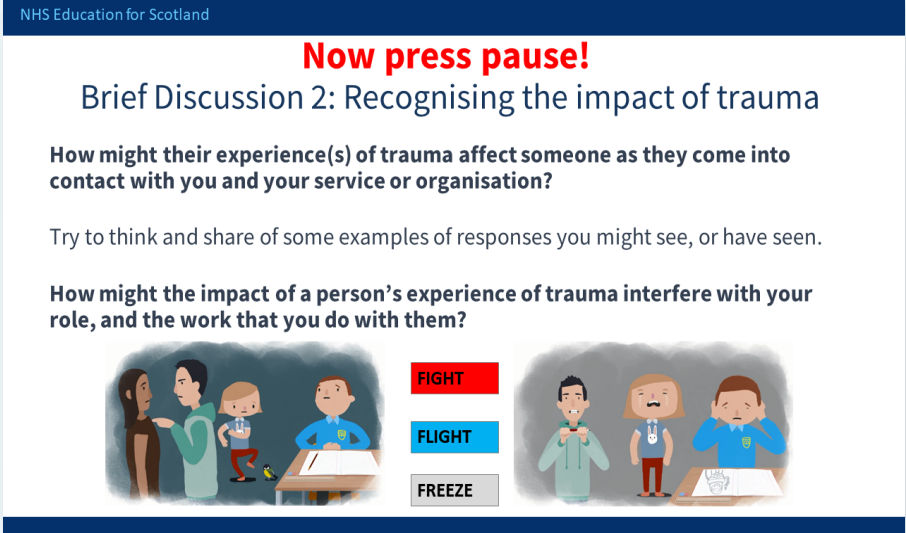
We are not expecting you to ask the children and young people you work with directly about traumatic experiences. However, you may hear or know of specific examples.

▶ PLAY THE VIDEO

Appendix 4: Additional Guidance Notes

Discussion 2

Recognising the ways that trauma can affect children and young people as they come into contact with you and your service or organisation.



NHS Education for Scotland

Now press pause!

Brief Discussion 2: Recognising the impact of trauma

How might their experience(s) of trauma affect someone as they come into contact with you and your service or organisation?

Try to think and share of some examples of responses you might see, or have seen.

How might the impact of a person's experience of trauma interfere with your role, and the work that you do with them?

Illustrations show people in various settings (home, school, work) and a central box with the words FIGHT, FLIGHT, and FREEZE.

GUIDANCE NOTES

II PAUSE THE VIDEO

Pause video at 16:13

This is a time for brief discussion or individual reflections (approximately 5 minutes) to think about your own work setting and what you might see when working alongside children and young people who have experienced trauma.

Think back to the young people in the animation (Lily, Aiden and Logan), what survival behaviours do we see that have helped them to get through their experiences?

Be curious about the different types of behaviours or responses you see within your own service and how each child or young person can respond differently.

How might the impact of the child's trauma and their survival responses influence how well you can do your job or provide a service to the children and young people you serve?

What strengths or resilience factors do you see children and young people develop in response to their experiences? How, as an individual or a service, do you support these strengths.

▶ PLAY THE VIDEO

Appendix 4: Additional Guidance Notes

Discussion 3

Taking a Trauma Informed Lens (**Responding** by taking account of the ways that children and young people can be affected by trauma).

NHS Education for Scotland

Now press pause!


Discussion 3: Taking a trauma informed lens

Together, take a mental walk through every contact or experience a person might have with you and your organisation, from beginning to end.

Consider how someone affected by trauma might experience every contact and interaction with you.

To what extent:

- Are they offered a sense of safety?**
- Are they given age appropriate choices?**
- Can they trust you to do what you say you will do?**
- Is there a collaborative relationship between you?**
- Are they empowered and included?**



GUIDANCE NOTES

II PAUSE THE VIDEO

Pause video at 17:31

Allow approximately 15 minutes for this exercise (or longer if required).

Start to think about how you might respond differently to support children and young people impacted by trauma.

This is an opportunity to start to put on your trauma informed lens: thinking about every element of what you do and of your service through the eyes of the children and young people you work alongside. Is there anything about the service you provide that might be difficult for a child or young person who has experienced trauma. Is there anything that might help a child and young person who has experienced trauma experience the service you provide positively?

Think about all the different ages and stages of development and how this may change how you see the service as you take your walk through.

As well as considering how you deliver a service (both individually and as a team), you may also want to think about:

- the physical surroundings (e.g. reception areas, toilets, entrance and exit points), and everything a child or young person sees (eg posters, signs),
- all the people someone may meet as they come into contact with your service,
- any intimate procedures or interactions,
- the types of communication you provide (such as leaflets, appointment letters, phone calls, reports etc).

How might the impact of trauma affect a child or young person's experiences of all these different aspects of the service you provide?

It can be helpful to have an actual physical walk through of your service holding the perspective of a child or young person coming to your workplace. If it's not possible to do a physical walk through, then just visualising all aspects of the service is still very helpful.

▶ PLAY THE VIDEO

Appendix 4: Additional Guidance Notes

Discussion 4

Applying Trauma Informed Principles into Practice.

NHS Education for Scotland

Now press pause!


Discussion 4: Applying with Trauma Informed Principles in Practice

Using your walk through, what would each of these principles look like if they were infused throughout YOUR own role and service?

Where can you see examples of the trauma informed principles in practice?

Where is there opportunity for change, to become more trauma informed?

Focus on what is possible.
(Sometimes it is easier to focus on what's not)
Small changes can make big differences!



The graphic illustrates five trauma-informed principles with illustrations: SAFETY (a person in a safe space), CHOICE (a person choosing between options), COLLABORATION (two people working together), TRUST (a person at a 'CLUB MOTTO' sign), and EMPOWERMENT (a person standing confidently).

GUIDANCE NOTES

II PAUSE THE VIDEO

Pause video at 19:49

Allow approximately 20 minutes (or as much time as you need) for this task.

Now that you have looked at what you do and the service you provide through a trauma informed lens, this is your opportunity to think about where the principles of trauma informed practice could be embedded in your own personal work / work as a team, as well as across your workplace and organisation.

Linking to the previous discussion and walk through, think about the characters you met in the animation, and consider what choice, control, trust, safety, collaboration, and empowerment might look like for them if they met you, and if they “walked through” your organisation.

When thinking about the children and young people you work with, what do these trauma informed principles look like in your work setting? how do you:

- Create an environment that promotes a sense of safety (both in terms of the physical space, but also how the child or young person feels when they are with you) and prevents the risk of re-traumatisation?
- Provide age appropriate choices within the service you offer?
- Include them in decisions (again in an age appropriate way)?
- Work alongside a child or young person and help them if they become upset or distressed?
- Build a trusting relationship, this might include doing what you say you will do and being clear about what you can do but also what you can't do?
- Recognise their skills and strengths?

(continued over...)

Appendix 4: Additional Guidance Notes

Discussion 4

Applying Trauma Informed Principles into Practice (continued...)

It's important for both this discussion and the next one to be honest about what you can and can't change and the frustration that this brings.

For instance, the building you work in might have a long, dark corridor which is not ideal. We can't change the corridor but we can ensure that there is good lights. This workshop is primarily about identifying the changes (not matter how small) that you **can** make right now, as these really will make the biggest difference in how the child or young person feels when in contact with you and how able they are to engage with your service.

If you do identify things (such as policies, or buildings, or "ways of doing things") that prevent you from making trauma informed changes, try not to spend too much time discussing the things you can't change. Instead make a note and agree a process to highlight these to someone senior in the organisation who does have the capacity to further investigate. This will allow you to spend the majority of the discussion on what you **can** change.

[▶ PLAY THE VIDEO](#)




Remember: small changes can make a big difference!

Appendix 4: Additional Guidance Notes

Discussion 5

Building and Securing Wellbeing in Practice



NHS Education for Scotland

Now press pause!

Discussion 5: Building Security and Well-Being in Practice

Where can you see examples of building security and well-being in practice?

Using a relational approach, including the 3Rs of Regulate, Relate and Reason, having routines, communicating with parents/care givers, and in and across services.

What would supporting these aspects look like where you work?

Where is there opportunity for change?

RELATIONSHIPS

REGULATE RELATE REASON

ROUTINES

GUIDANCE NOTES

II PAUSE THE VIDEO

Pause video at 21:38

This section may require a longer discussion compared with previous tasks (allow approximately 30 minutes, or longer if needed).

Now we have realised the levels of trauma in children and young people, recognised the impact this can have, and thought of different ways your service can respond, we now invite you to consider your important role in supporting children and young people to build their wellbeing and sense of safety.

For this discussion we want to emphasis the following key elements of trauma informed work with children and young people:

- Relationships matter – Everyone can make a difference in helping a child or young person to recover and repair from trauma allowing them to fulfil their potential.
- The importance of routines - Having familiar routines and structure, as well as appropriate boundaries, can help build stability in a young person's life from which to support them to grow and develop as well as to feel safe. This predictability also helps them to build trust.

- Clear communication - How do people in the young person's life communicate with each other (e.g., between the child or young person and their family, or you and your service communicate effectively with the young person and their family). How do you be sensitive and mindful of who needs to know what information? What are your services and/or organisations information sharing policies and does the child or young person have any choice, control or collaboration in this?

The 3 Rs:

1. **Regulate** – How to help the child or young person manage big feelings in that moment. To gently soothe them and help them feel calmer.
2. **Relating** – how you get alongside the child or young person and make that connection.
3. **Reason** – helping the young person to understand their response in that moment. Also, to help them think or problem solve what might help in that scenario.

How do you and your team/service support these different aspects in practice?


▶ PLAY THE VIDEO


Appendix 4: Additional Guidance Notes

Making a Plan


NHS Education for Scotland

Now press pause!
Longer Discussion: Making a plan

 **1. What do you want to keep & do more of?**
Where, in your walk through, are you recognising the impact of trauma and offering a truly trauma-informed experience, where the impact of trauma is recognised, and you offer:
Safety. Choice. Collaboration. Empowerment. Trust.
Relationships; 3Rs – Regulate, Relate, Reason; Routines; Communication.

 **2. What do you want to stop or change, so that the impact of trauma is adequately recognised and responded to and re-traumatisation is minimised?**

- Are there any places where the impact of trauma is not recognised or responded to?
- Are there any experiences that may be disempowering, coercive or lacking in collaboration?
- Are there places where a person affected by trauma may feel unsafe or trust might be breached?

 **3. What do you want to add into your service or practice so that the impact of trauma is adequately recognised and responded to, and risk of re-traumatisation is minimised?**

- Are there opportunities for empowerment, choice and collaboration that are currently missed?
- Are there places or opportunities where sense of safety could be strengthened, or trust created?
- Are there opportunities to support recovery from the impact of trauma that are currently missed?
- Could there be opportunities to build in more to support relationships, routines, 3 Rs?
- Could there be ways to include the wider network and use trauma informed approaches?

GUIDANCE NOTES


II PAUSE THE VIDEO

Pause video at 25:32

This is the focal point of the workshop and may require longer discussion than previous tasks. As an individual and as a team this is where you can use the **Making a Plan for Trauma Informed Change** handout to agree what your next steps will be and create a plan for change on the back of your discussions or thinking today.

There are 3 key questions to consider in this section (see slide and planning tool). For each question, use the tool to create concrete plans to guide the next steps for you and your team towards trauma informed change.

This tool may also be helpful when you come to review your progress and plan for action in the future.

 **Remember: small changes can make a big difference!**

You may not be able to put into action everything you'd like to, and that is ok. You can come back to this workshop and tool at any point in the future to consider next steps.

Appendix 4: Additional Guidance Notes

Next Steps

GUIDANCE NOTES

II PAUSE THE VIDEO

Pause video at 19:17

“Start where you are
Use what you have
Do what you can”
Arthur Ashe

Your final discussions or individual reflections will focus on how you are going to put your plan into action.

Have a look together at your plans and agree who is going to do what.

Agree to meet again to review your progress, towards using trauma informed practice within your organisation?

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



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