

Trauma Informed Multi-Agency Working

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Co-written & Artistic Design by Helen Townsend, Creative Advisor

A detailed botanical illustration in shades of blue and grey, featuring a large flower with five petals and a prominent central stamen. The illustration is partially obscured by a white rectangular box with a thin black border. Inside this box, the word "Welcome" is written in a bold, black, sans-serif font. The background of the illustration shows various parts of the plant, including smaller flowers and buds.

Welcome



Mel Campbell

Paediatric
Occupational
Therapist



Roy Fears

Dramatherapist



Lucy Joy

Dramatherapist



Candia Slaughter

Paediatric
Occupational
Therapist

Creating a Learning Context on Zoom

Please:

- Keep your **camera on** throughout the day
(and turn it off during breaks)
- Have your sound **muted**
- Feel free to **spot light the slides and speaker**
- Use the Chat to **post questions as we go**

- We **have digital support** here to help us
- I am **recording** the training for Beacon House in-house purposes



Your Bespoke Training Page

Training Worksheets & Resource Pack

Download and save the worksheets and resource pack which accompany this training. Please feel free to print the worksheets and slide PDFs prior to your training for your own personal use. However, this is optional and general note taking is sufficient.



TRAUMA INFORMED
WAYS OF WORKING
WORKSHEETS

Training Worksheets
Download PDF



TRAUMA INFORMED
WAYS OF WORKING
RESOURCE PACK

Resource Pack
Download PDF

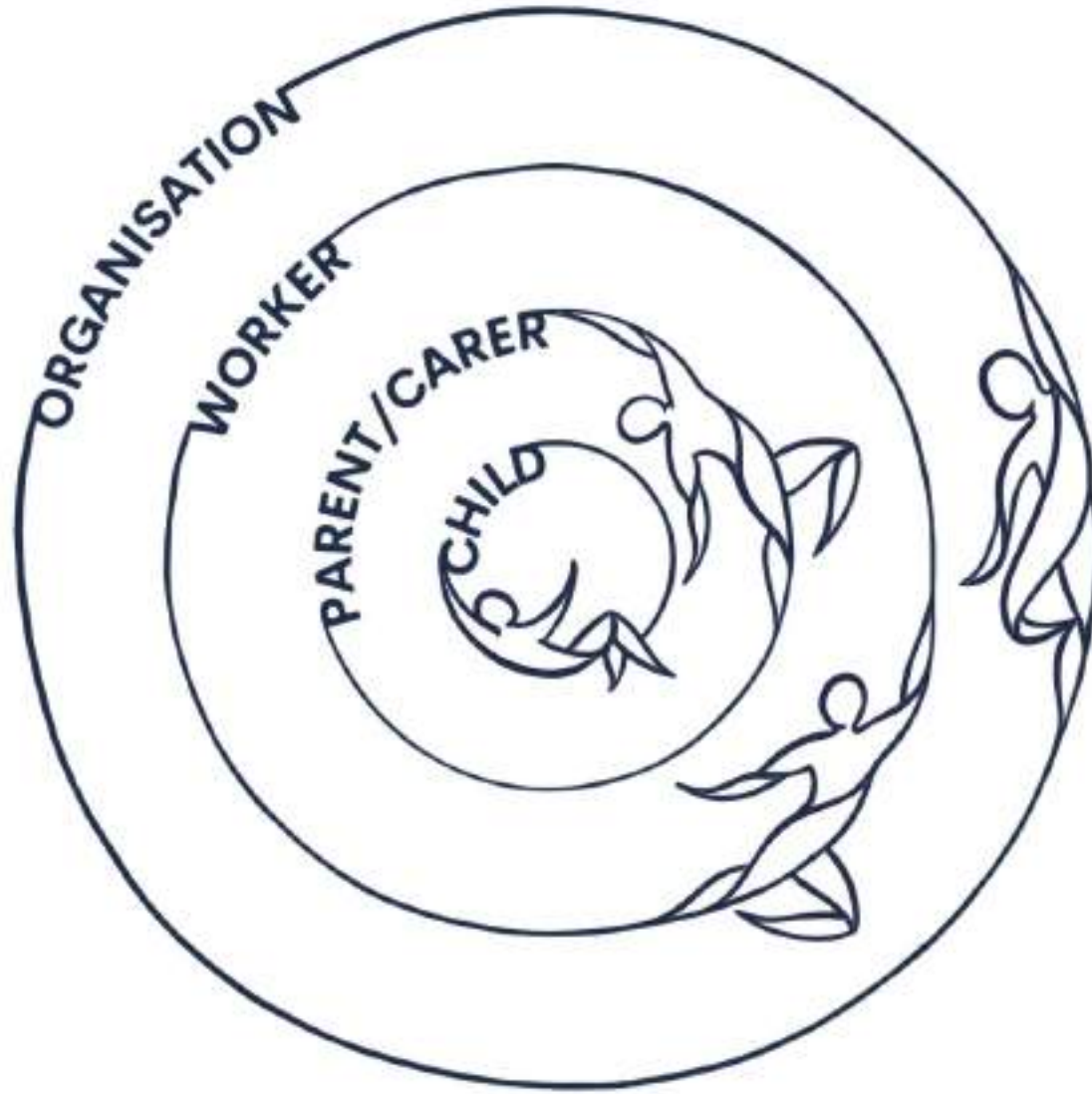


Slides (For notes)
Download PDF

Video Resources

You will find here all the videos used within the training for your own personal use and use with the people you support.







The Welcome

By Donna Lancaster (adapted by Lucy)

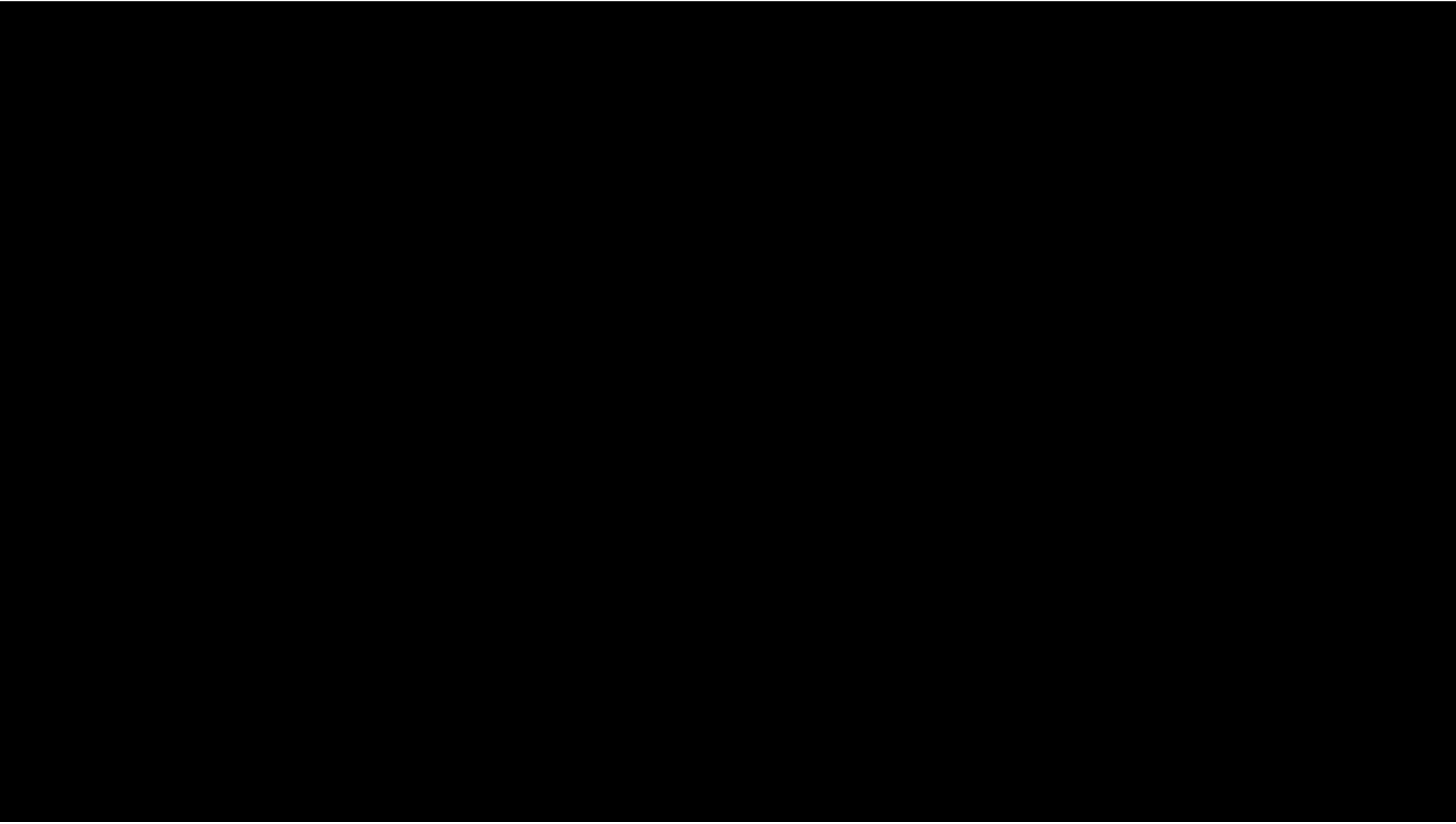
Zoom Poll

Who has
shown
up today?





Breathing exercise



Learning Goals

1. To orient ourselves to the **theory of Developmental Trauma**
2. To connect with the **bottom up approach**
3. Skills exploration: **regulate**
4. Skills exploration: **relate**
5. Skills exploration: **reason**
6. The multi-agency context – **working together in TI ways**



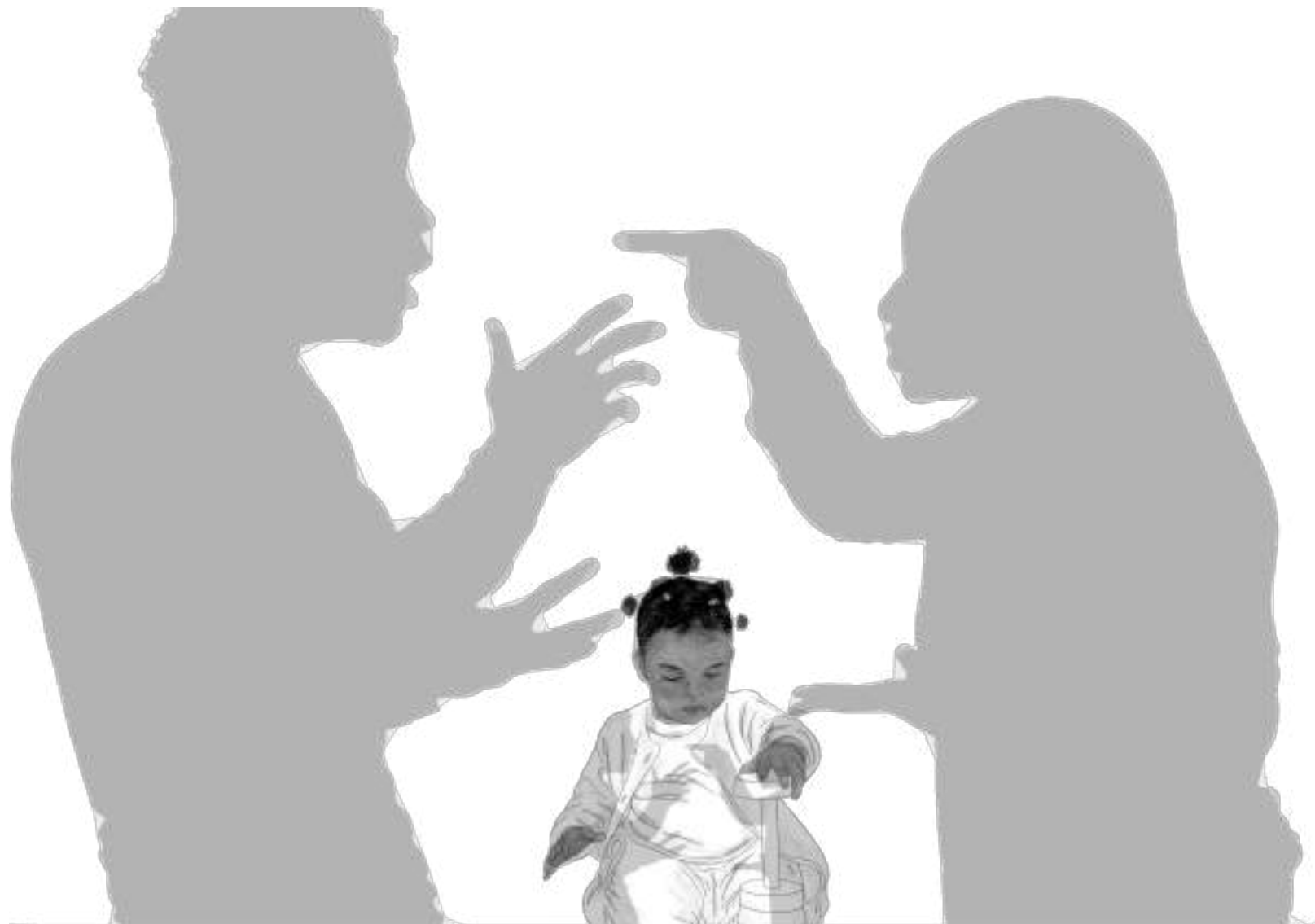
**Trauma
never
exists in
isolation**





“Trauma is perhaps the most avoided, ignored, belittled, denied, misunderstood, and untreated cause of human suffering”

Dr Peter Levine, Trauma Psychologist



Trauma is not the event... it is the imprint on the person or the system

Intersectionality and Trauma



The Trauma-Informed Lens





My Story
James

STRESS

- Unpredictable
- Severe
- Prolonged

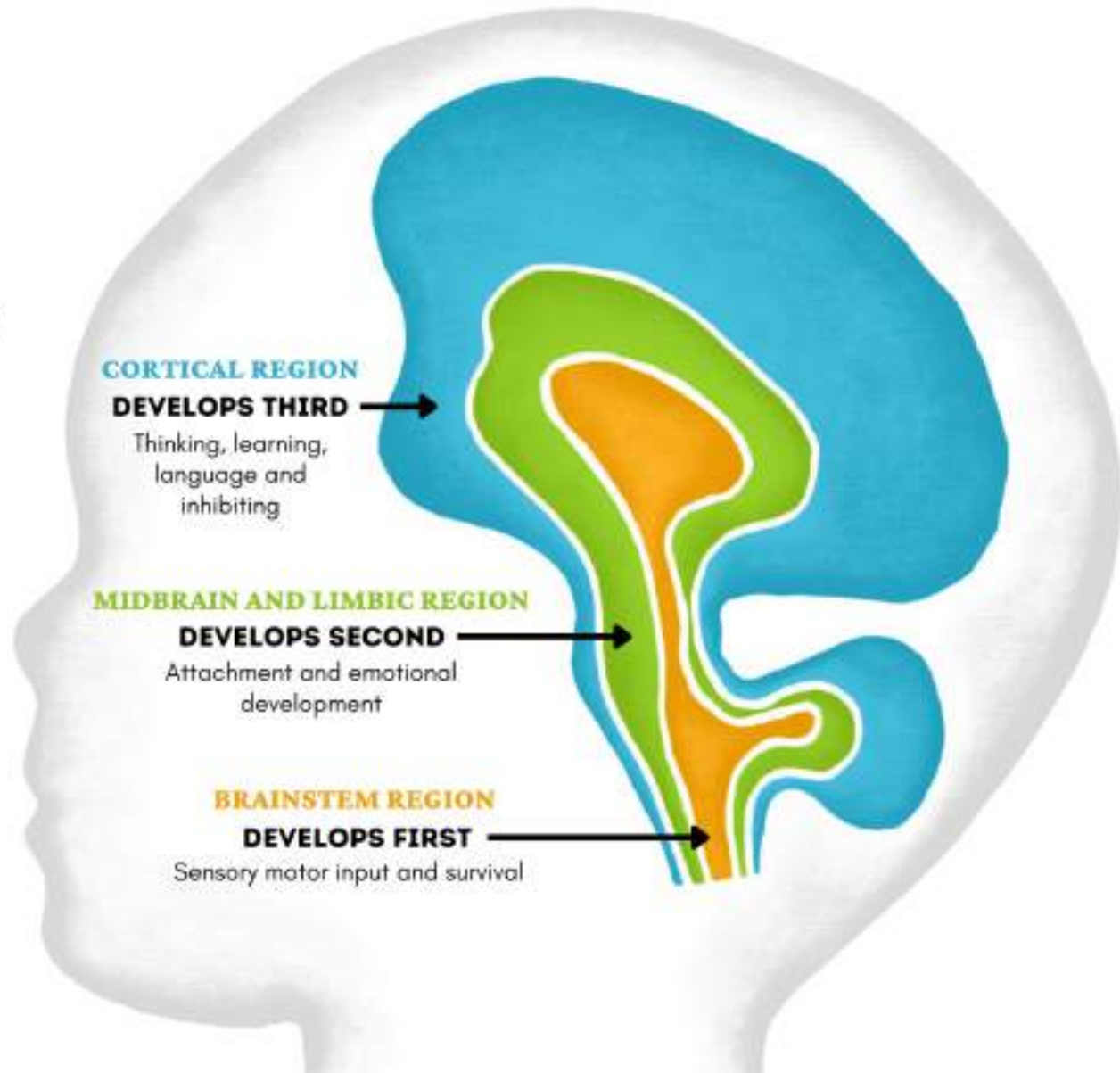
Vulnerability

- Predictable
- Moderate
- Controlled

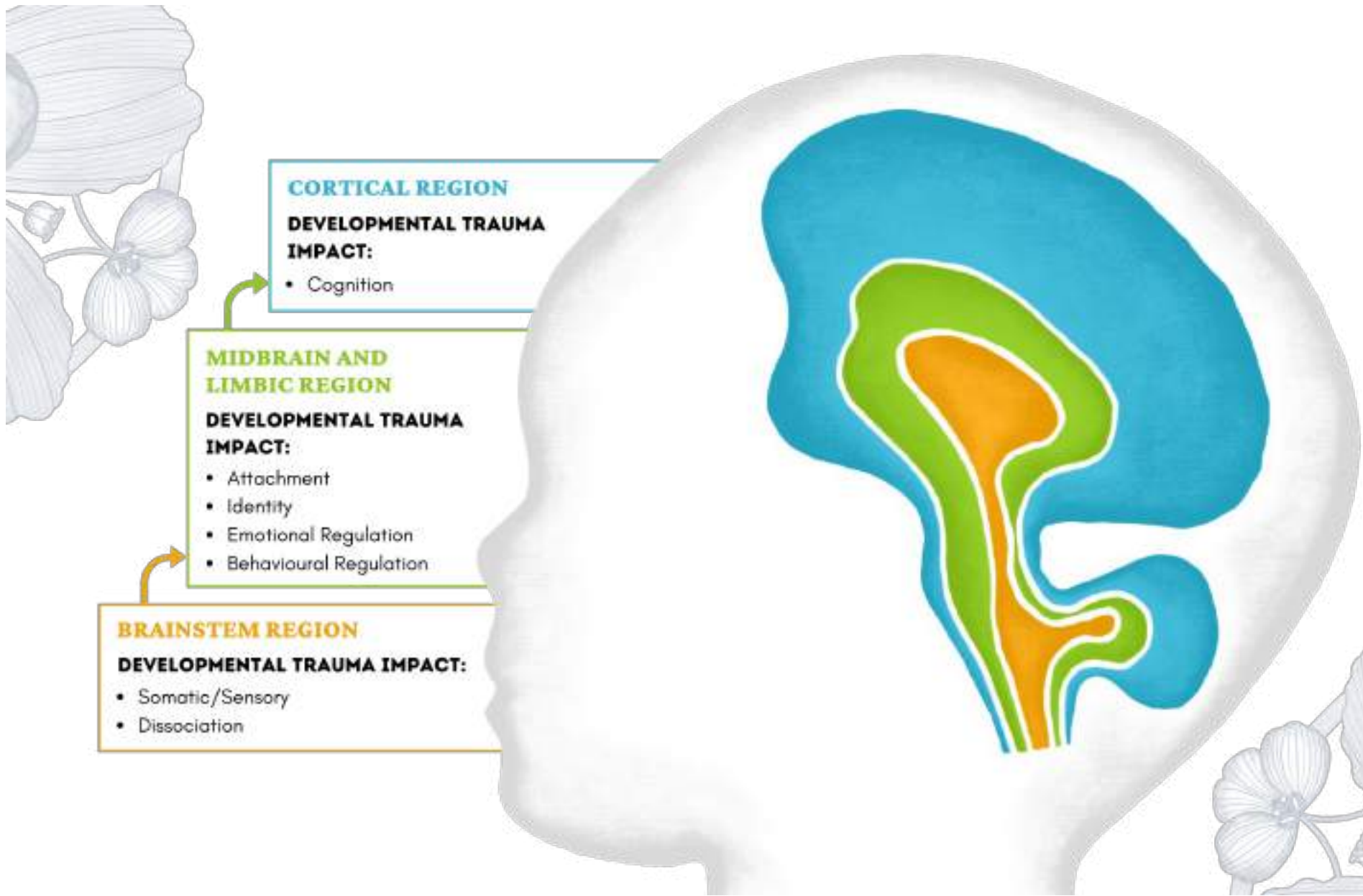
Resilience

Bruce Perry

Impact on Early Brain Architecture



Developmental Trauma





Cognitive Difficulties

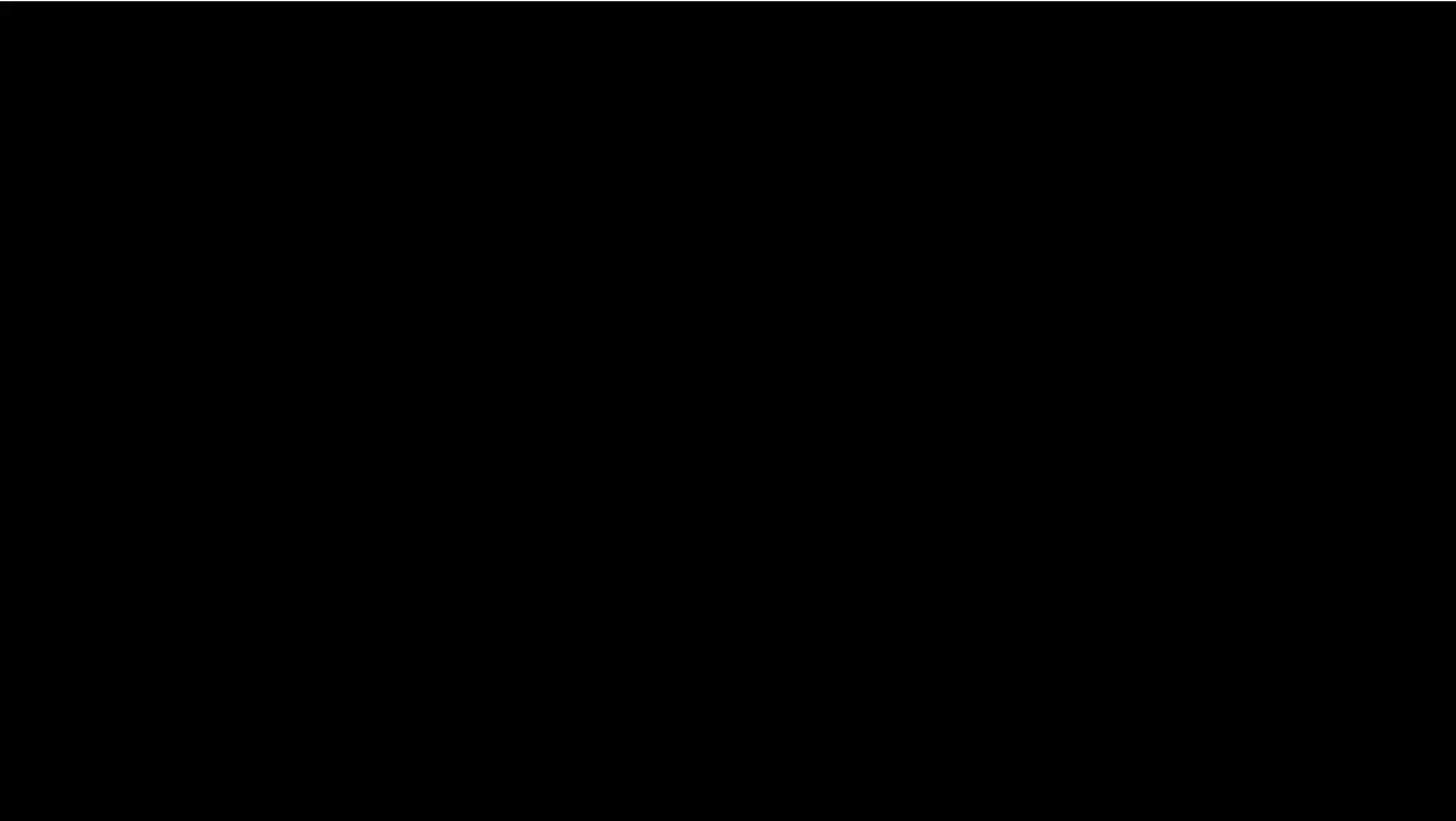
Identity

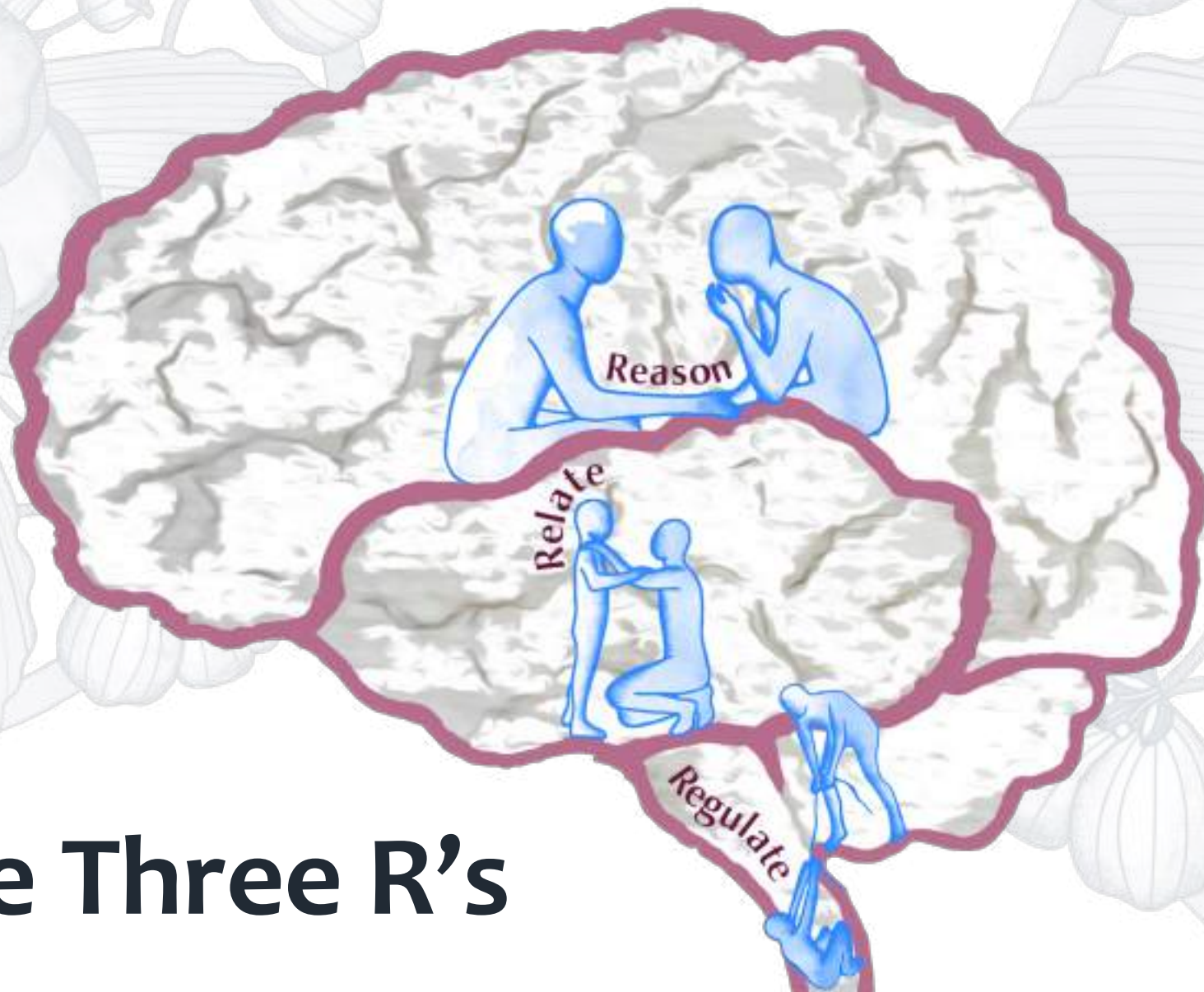
Attachment

Regulation

Dissociation

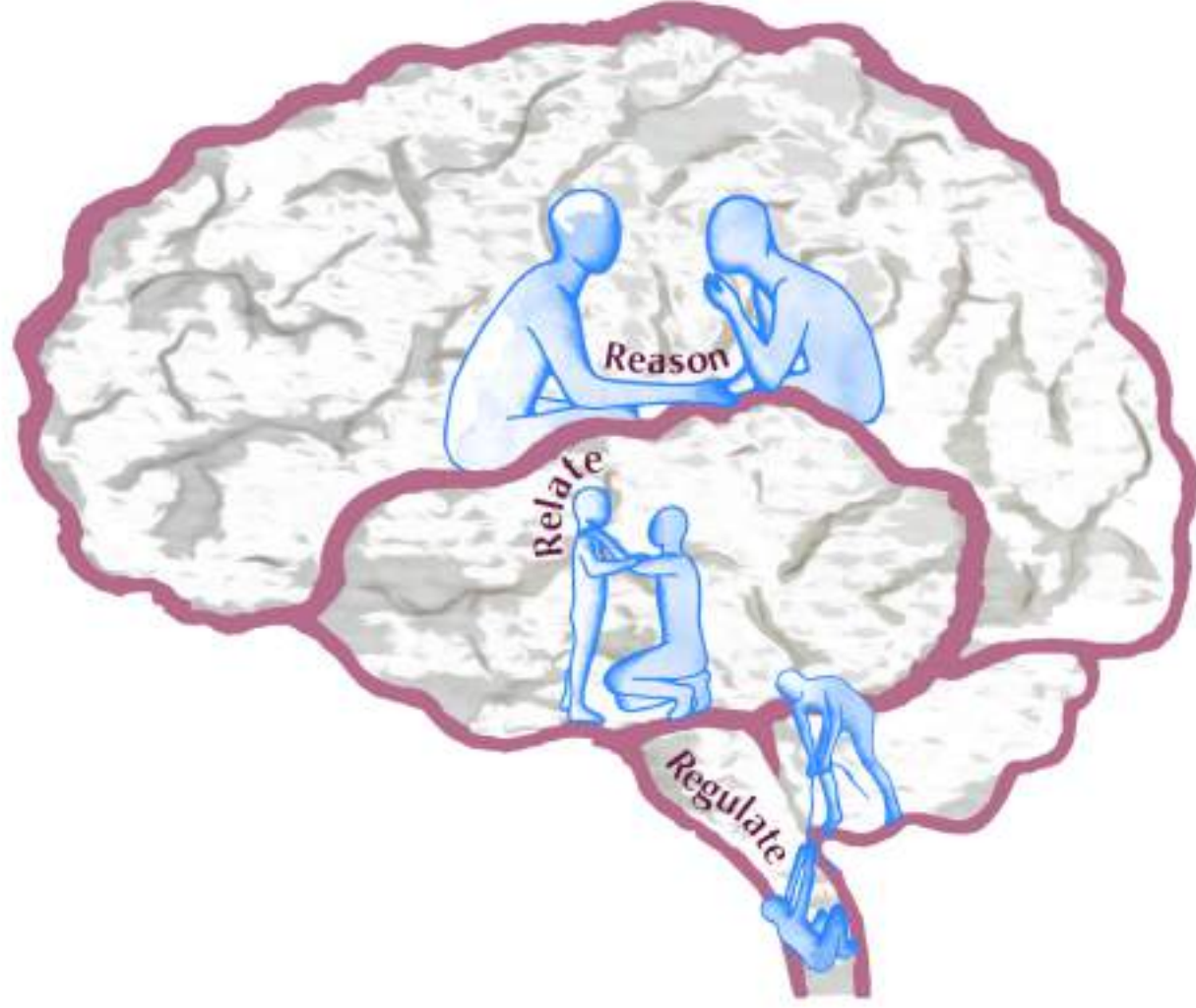
Sensory





The Three R's

Single Interaction – Long Term Interaction



Lived Experience: Long Term Interaction

Year 3

Aim: Regulate: moving into **Relating** when tolerable

- Academic expectations set low and achievable. Look for successes, dysregulation isn't punished
- Access to developmentally appropriate environment (*goal is to access classroom by end of year 3*)
- Build strong, working parental relationship

Year 4

Aim: Regulate and Relate, moving into **Reason** (*learning*) when tolerable

- Academic expectations set slightly higher yet still achievable
- In classroom full-time
- Hours increased (*goal is to end year 4 full time*)
- 1:1 builds strong relationship

Year 5

Aim: Regulate, Relate and Reason working together

- Same 1:1 transfers to year 5 but is now 'class LA'
- Academic expectations set higher but still very achievable
- Moving into learning groups rather than 1:1 work
- Goal is to access to full school playground by end of year 5

Regulate

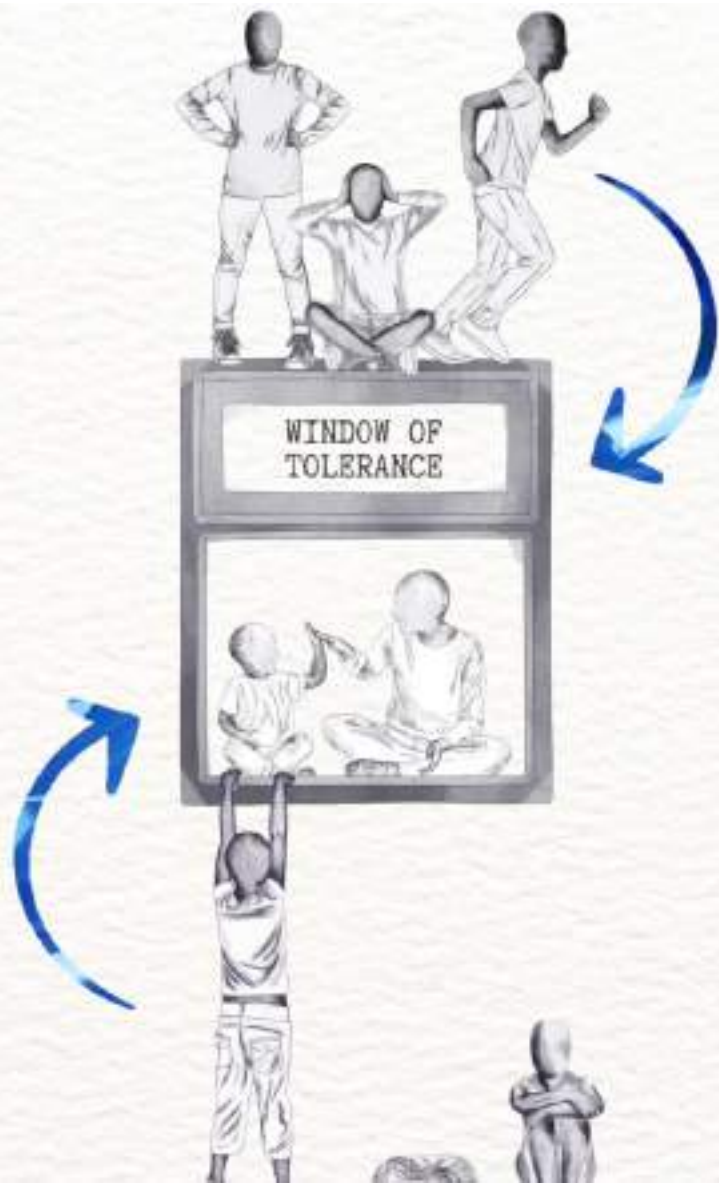




The Window of Tolerance

Created by Beacon House
Music by www.bensound.com

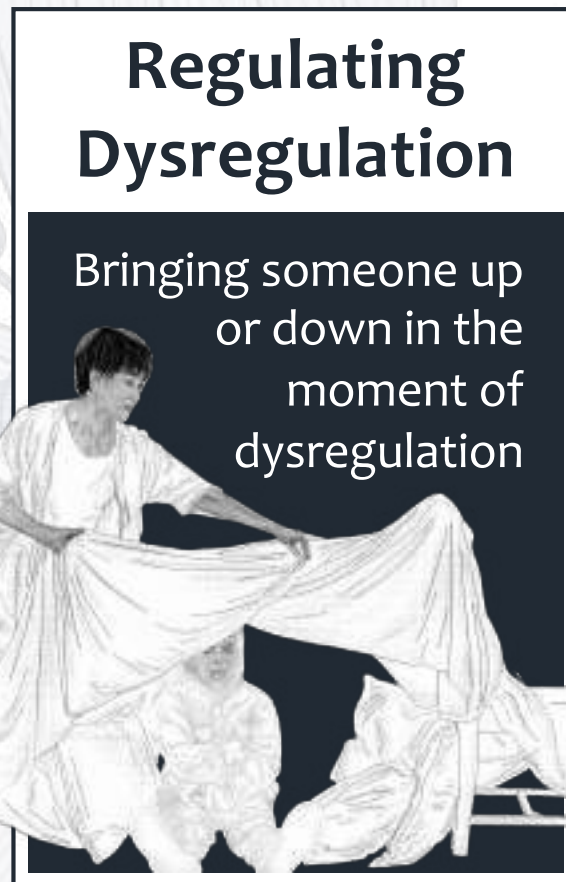






Preventative Regulation

Daily and weekly interactions that aim to prevent dysregulation



Regulating Dysregulation

Bringing someone up or down in the moment of dysregulation



Expanding the Window of Tolerance

Activities that grow the Window of Tolerance over time and reduce periods spent in dysregulation

Types of regulation work

Survival Mode as a Professional:

Where do you go?

EXPERIENCES LOG: YOUR SURVIVAL MODES



Illustration: Mark & Anne McCann, Stress & Trauma (2001), p. 102

IN HYPER AROUSAL (FIGHT, FLIGHT, FREEZE) WE CAN BE:

- Anxious
- Argumentative
- Avoids eye contact
- Blaming
- Controlling
- Critical
- Defensive
- Disinterested
- Forgetful
- Fragmented
- Ignores communications
- Imbalance of input vs. output
- Ineffective
- Paralyzed
- Tearful
- Uncommunicative



IN OUR WINDOW OF TOLERANCE WE CAN BE:

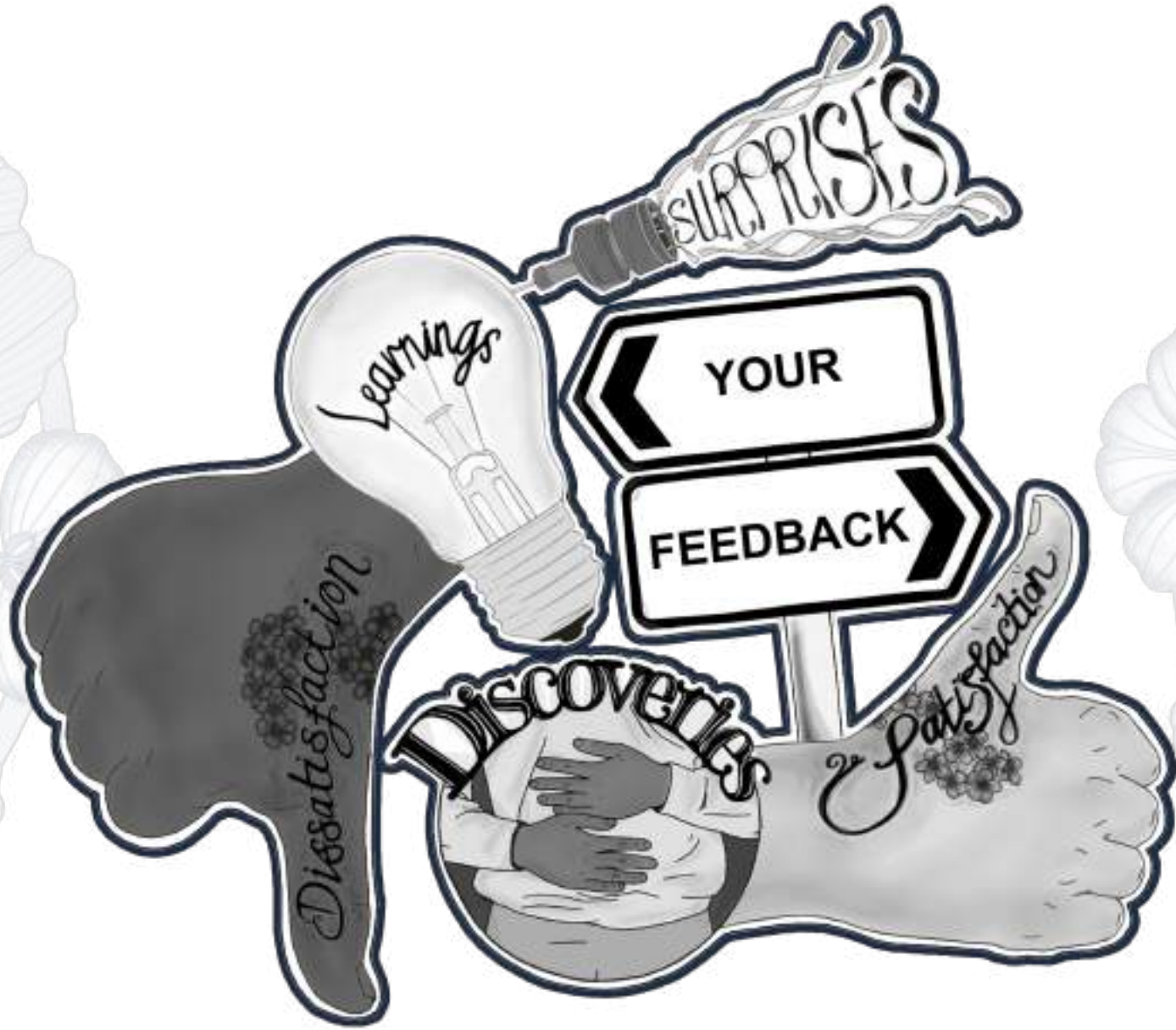
- Adaptive
- Clear understanding of roles and responsibilities
- Connected to own emotions as a resource
- Creative
- Curious
- Balanced between effort and commitment
- Flexible
- Open to different perspectives
- Positive & appropriate risk-taking
- Responsive
- Visible results



IN HYPO AROUSAL (COLLAPSE) WE CAN BE:

- Ambivalent
- Blaming
- Burned out
- Compassion fatigue
- Confused
- Disconnected
- Disinterested
- Forgetful
- Hopeless
- Insular
- Sick
- Overwhelmed





What do you do to stay within your Window of Tolerance?



The illustration shows a woman with curly hair on the left, looking towards a young girl on the right. The girl has her head buried in the woman's chest, and they are both hugging. The background is a simple line drawing of a chair and a lamp. To the right of the illustration is a tilted document titled 'PERSONAL REGULATION LOG'. The document has three main sections, each with a heading and a large empty box for notes. The headings are: 'PERSONAL REGULATION LOG', 'HOW I FEEL WHEN I AM CALM', and 'THINGS I CAN DO TO FEEL BETTER'. There is a small copyright notice at the bottom right of the document.

PERSONAL REGULATION LOG
HOW I FEEL WHEN I AM CALM
THINGS I CAN DO TO FEEL BETTER

Survival Mode as a Parent/Carer

Consider:

- The impact on the young person
- Role boundaries

Resource available in your pack

	<ul style="list-style-type: none"> • Disproportionately angry • Loses temper easily • Reactive • Defensive • Consistently late for drop off/pick up • Encourages to 'give as good as you get' • Confrontational • Controlling • Tearful • Dominates professionals' time 		<ul style="list-style-type: none"> • Consistently late for drop off/pick up • Quick to leave/avoids other parents • Avoids participation/never available • Always on the phone • Excessive exercise • Child doesn't socialise with other children • Ignores all communications • Avoids eye contact/keeps head down • Criticising • Chaotic • Panicked • Tearful • Blaming • Anxious
<h2>FIGHT</h2>		<h2>FLIGHT</h2>	
	<ul style="list-style-type: none"> • Disinterested • Forgetful • Ignores all communications • Pre-occupied • Collecting in pyjamas • Consistently late for drop off/pick up • Avoids parents' evening • Victim stance • Tolerates issues; doesn't seem to want resolutions • Doesn't participate in meetings • Backs down quickly if issues are raised • Compliant • Avoids eye contact/keeps head down 		<ul style="list-style-type: none"> • Disengaged • Hopeless • Overwhelmed • Forgetful • Collecting in pyjamas • Consistently late for drop off/pick up • Avoiding parents' evening and all communication • Oblivious to appearance of self and child
<h2>FREEZE</h2>		<h2>COLLAPSE</h2>	





Welcome Back



- Is the young person going to **harm themselves or someone else?**
- How do I **safely make this safe?**
- If I am not safe, I will be outside my WOT and be **unlikely to regulate** this person
- Are they **safe enough** to do this work right now or are their survival modes **keeping them safe for a reason?**



Preventative Regulation

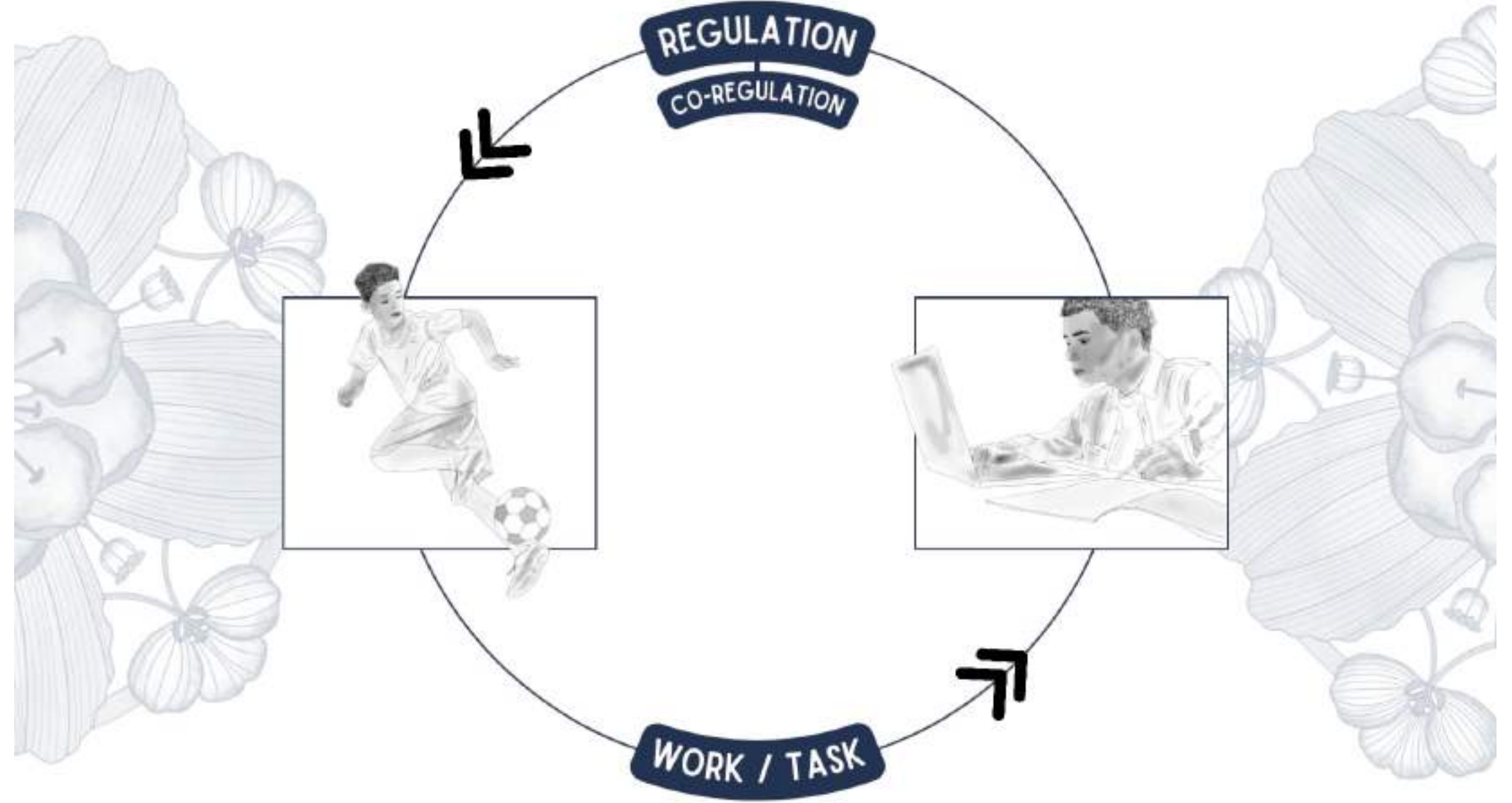
Daily and weekly interactions that aim to prevent dysregulation

Types of regulation work

REGULATION
CO-REGULATION



WORK / TASK







WHEN	DOWN REGULATING (REGULATING FIGHT/FLIGHT/FREEZE)		UP REGULATING (REGULATING COLLAPSE)	
	Breakfast			UP REGULATING GRANOLA
Car Journey			UP REGULATING WEIGHTED LAP PAD	UP REGULATING LISTEN TO ENERGETIC MUSIC
Before lesson	DOWN REGULATING CLEANING DESKS	DOWN REGULATING LIFTING, MOVING OR STACKING CHAIRS		
After lesson (transition)	DOWN REGULATING LAVENDER / CHAMOMILE ROLL ON AROMATHERAPY			
Break	DOWN REGULATING BANANA	DOWN REGULATING HANGING AND CLIMBING		
Before lesson	DOWN REGULATING ORGANISING ITEMS INTO COLOURS, SHAPES, SIZES			
After lesson	DOWN REGULATING WATCH FUNNY VIDEOS ON YOUTUBE (5 - 10 MINUTES)	DOWN REGULATING WRAP UP IN A SUPER SOFT BLANKET		
Lunch	DOWN REGULATING HOUMOUS AND CARROT STICKS	DOWN REGULATING WEIGHTED LAP PAD		

PREVENTATIVE REGULATION ROUTINE



Please refer to your health & safety policy and personal safety plans when using any of these ideas.

UP REGULATING IDEAS*

UP REGULATING MERRY PIAT	UP REGULATING WHEEL SPINNING	UP REGULATING JUGGLE UP POPPING TRYING HARDY DISHES
UP REGULATING LISTEN TO ENERGY MUSIC	UP REGULATING LISTEN TO A FUNNY PODCAST	UP REGULATING DO YOUR OWN HAIR
UP REGULATING MAKING BREAD	UP REGULATING SINGING	UP REGULATING DO YOUR OWN NAILS
UP REGULATING FACE MASKS	UP REGULATING PRACTISING CLIMBING ON THE WALL	UP REGULATING BATHING
UP REGULATING CLAY MODELLING	UP REGULATING DO YOUR OWN NAILS	UP REGULATING DO YOUR OWN NAILS
UP REGULATING PLAY SOFT	UP REGULATING HODDENDO	UP REGULATING DO YOUR OWN NAILS
UP REGULATING KIDDIING TANGLED TOY	UP REGULATING FINGER PAINTING	UP REGULATING DO YOUR OWN NAILS
UP REGULATING DO YOUR OWN NAILS	UP REGULATING MAKE UP	UP REGULATING DO YOUR OWN NAILS
UP REGULATING LEGO	UP REGULATING DO YOUR OWN NAILS	UP REGULATING DO YOUR OWN NAILS
UP REGULATING CLEANING WITH BUBBLES	UP REGULATING DO YOUR OWN NAILS	UP REGULATING DO YOUR OWN NAILS

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UP REGULATING FOOD AND DRINK*

UP REGULATING GRANOLA	UP REGULATING NETS	UP REGULATING FRUIT FROM A FRUITFUL RECIPE
UP REGULATING GOLD WATER WITH LIPS	UP REGULATING POPCORNS	UP REGULATING CRISPS FOR IT
UP REGULATING GREEK YOGHURT	UP REGULATING OUZES	UP REGULATING FRUITFUL RECIPE WITH ZEST
UP REGULATING PIZZAS	UP REGULATING ICE POP	UP REGULATING SPICY JUICE
UP REGULATING FROZEN FRUIT	UP REGULATING ICE CREAM	UP REGULATING FRUITFUL RECIPE ICE CREAM
UP REGULATING CHILD COOK BOOK	UP REGULATING SPICY ENJITAS	UP REGULATING FRUITFUL RECIPE ICE CREAM
UP REGULATING APPLE	UP REGULATING CRISPS	UP REGULATING FRUITFUL RECIPE WITH SPICY SAUCE
UP REGULATING MINT CHEWING GUM	UP REGULATING NEW FLAVOUR	UP REGULATING COLD CUCUMBER

YOUR UP REGULATING FOOD AND DRINK DISCOVERIES*

UP REGULATING	UP REGULATING	UP REGULATING
UP REGULATING	UP REGULATING	UP REGULATING

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DOWN REGULATING FOOD AND DRINK*

(If similar to the person's palette)

DOWN REGULATING HOT CHOCOLATE	DOWN REGULATING THICK MILKSHAKES THROUGH A STRAW	DOWN REGULATING STEW
DOWN REGULATING HOT MILK	DOWN REGULATING SOUP AND TOAST	DOWN REGULATING RISOTTO
DOWN REGULATING MILKY DECAF TEA	DOWN REGULATING AVOCADO ON TOAST	DOWN REGULATING WILD CORRY
DOWN REGULATING BRAN	DOWN REGULATING CHEESE ON TOAST	DOWN REGULATING DRIED FRUIT
DOWN REGULATING CROCCANTE	DOWN REGULATING BACON EGGS & JOINT	DOWN REGULATING CHERRY SWEETS
DOWN REGULATING HONEYCOMB AND CANDY STICKS	DOWN REGULATING HARD CHEESE & CHEESE STRINGS	DOWN REGULATING JELLY
DOWN REGULATING CANDY PRIZELS	DOWN REGULATING CHEWING GUM	DOWN REGULATING SWEET & SWEET/CLULP

YOUR DOWN REGULATING FOOD AND DRINK DISCOVERIES*

DOWN REGULATING	DOWN REGULATING	DOWN REGULATING
DOWN REGULATING	DOWN REGULATING	DOWN REGULATING
DOWN REGULATING	DOWN REGULATING	DOWN REGULATING

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DOWN REGULATING IDEAS*

DOWN REGULATING CLEANING BENCH	DOWN REGULATING SWEEPING	DOWN REGULATING DO YOUR OWN NAILS
DOWN REGULATING HOVERING	DOWN REGULATING LIFTING, MOVING OR STUCKING STAIRS	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING WASHING UP	DOWN REGULATING DIGGING	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING WALKING THE DOG	DOWN REGULATING MOW THE LAWN	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING WALKING	DOWN REGULATING SORTING LAUNDRY	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING TEMPLE	DOWN REGULATING WALKING	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING HAPPY & SAD FACE AND	DOWN REGULATING WARM BUT COOL TEMPERATURE	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING LISTEN TO CHILDREN MUSIC	DOWN REGULATING LICK ON TO A FRUITFUL RECIPE	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
DOWN REGULATING WALKING MUSIC	DOWN REGULATING HOT WATER BOTTLE	DOWN REGULATING FRUITFUL RECIPE WITH ZEST
	DOWN REGULATING WALK FOOT UPS	DOWN REGULATING FRUITFUL RECIPE WITH ZEST

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Regulatory Qualities



**Food
&
Drink**



Heavy Work



**Rhythm
&
Repetition**



Organising



The Senses



**Shared
Joy &
Laughter**

Regulatory Qualities



**Food
&
Drink**



Regulatory Qualities





Regulatory Qualities



**Rhythm
&
Repetition**



CALMING



Vestibular



Regulatory Qualities



Organising



Regulatory Qualities



Regulatory Qualities



**Food
&
Drink**



Heavy Work



**Rhythm
&
Repetition**



Organising



The Senses



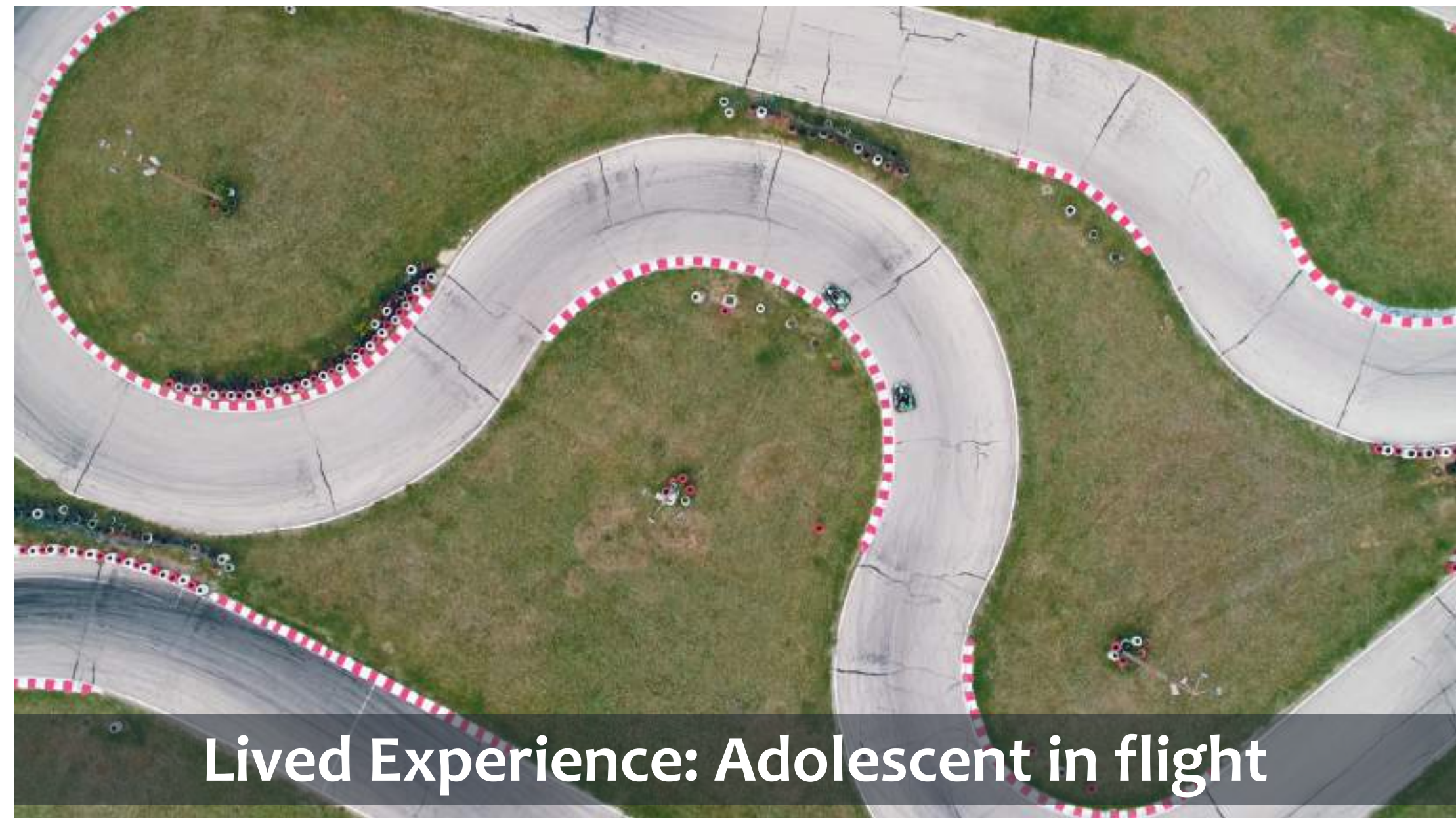
**Shared
Joy &
Laughter**

Regulatory Qualities



**Shared
Joy &
Laughter**



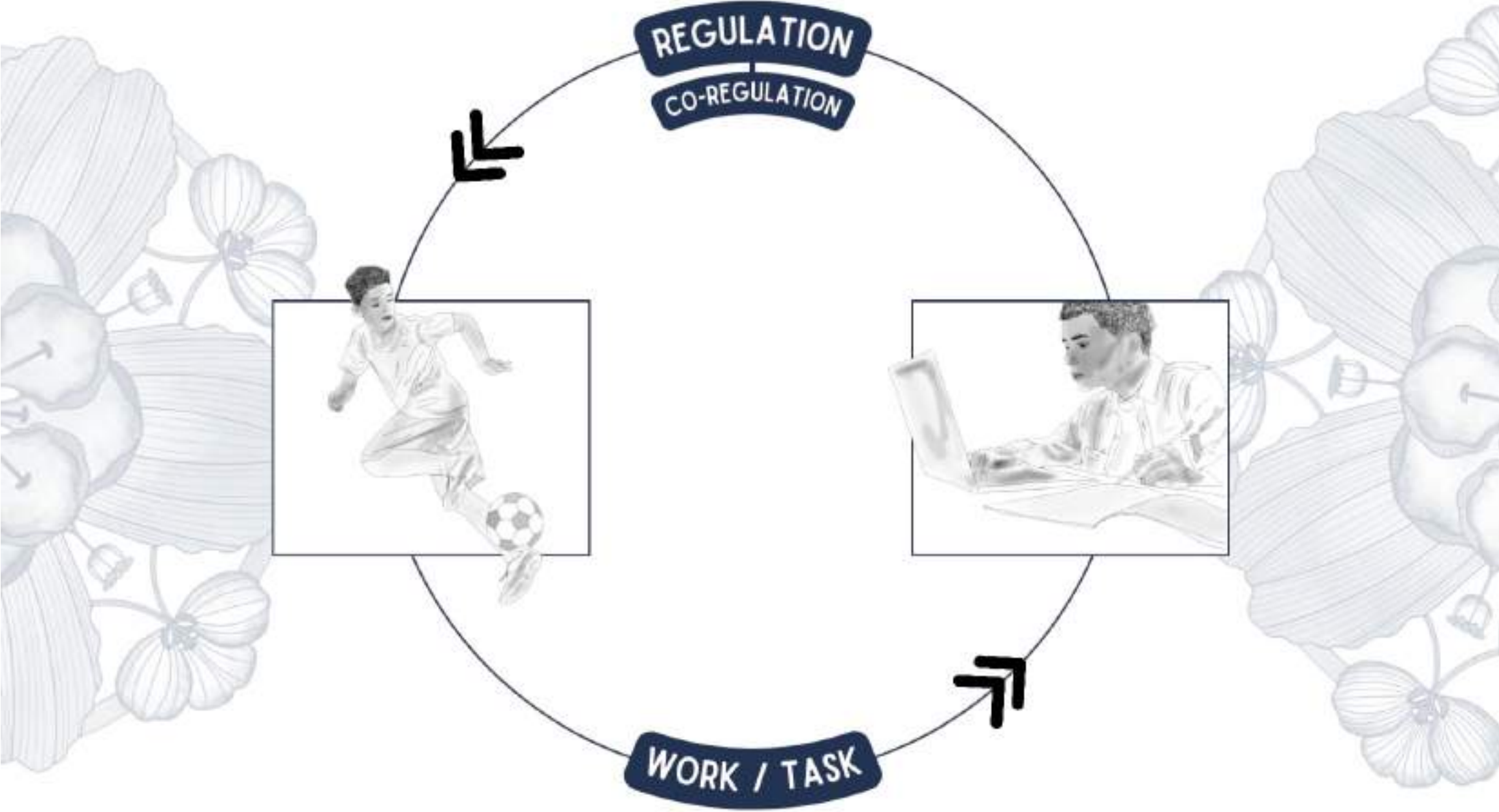


Lived Experience: Adolescent in flight

REGULATION
CO-REGULATION



WORK / TASK



THINKING
OF YOU



I'M
LOOKING
FORWARD
TO SEEING
YOU
TOMORROW



EVEN WHEN
WE ARE
APART, I
STILL THINK
ABOUT YOU



I WILL SEE YOU
VERY SOON!



LOOKING
FORWARD
TO SEEING
YOU ON
MONDAY

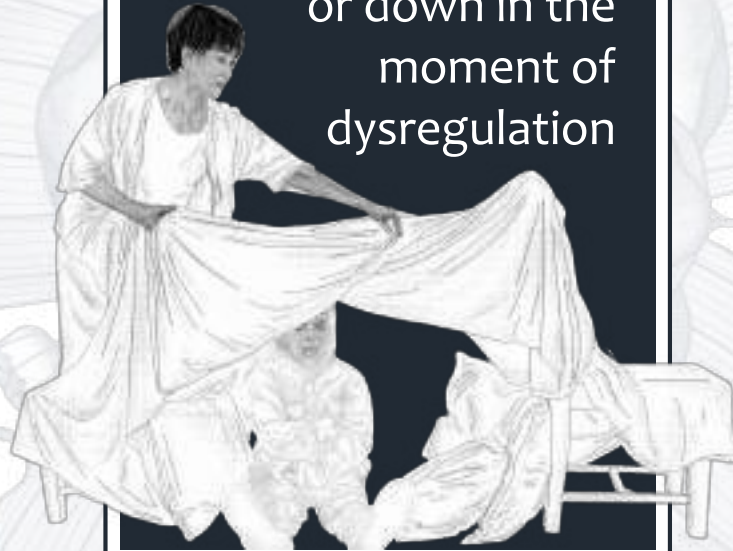


YOU
CAN DO
THIS, I
BELIEVE
IN YOU



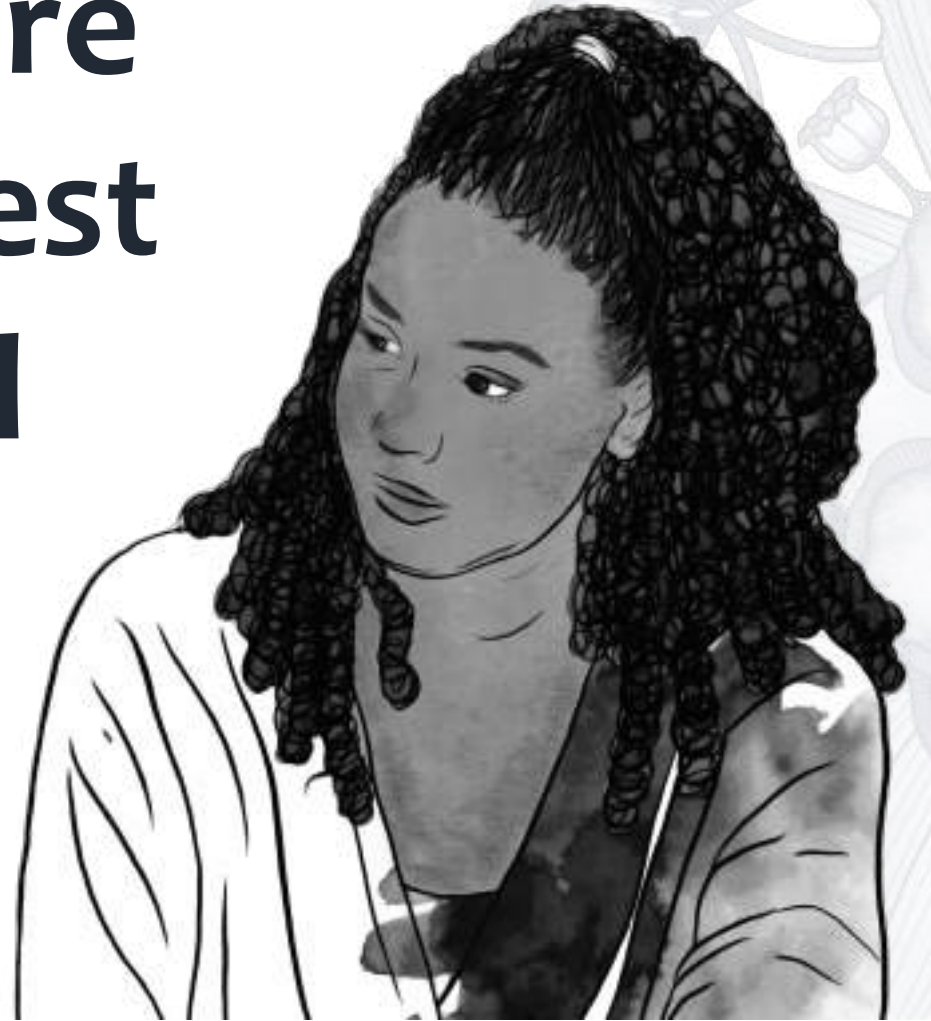
Regulating Dysregulation

Bringing someone up
or down in the
moment of
dysregulation

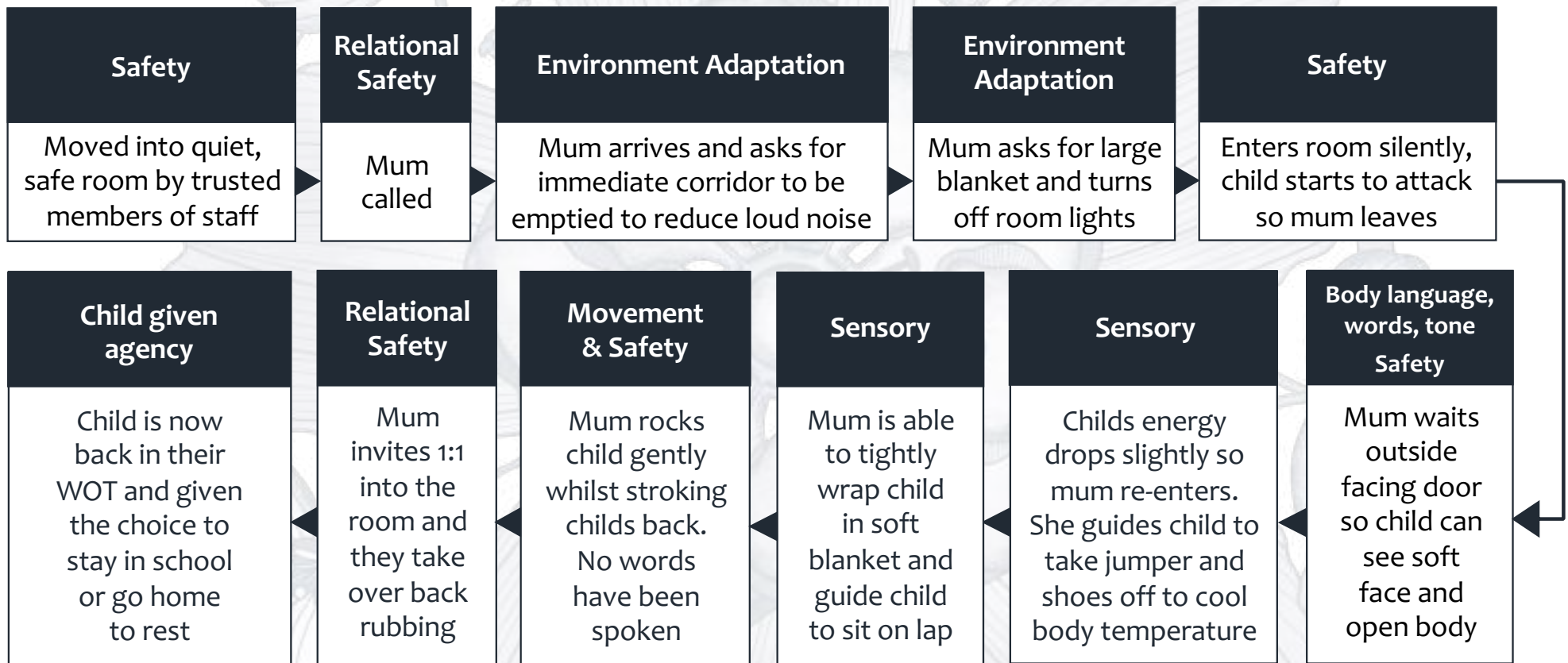


Types of regulation work

**You are
the best
tool**



Lived Experience: Child in severe fight

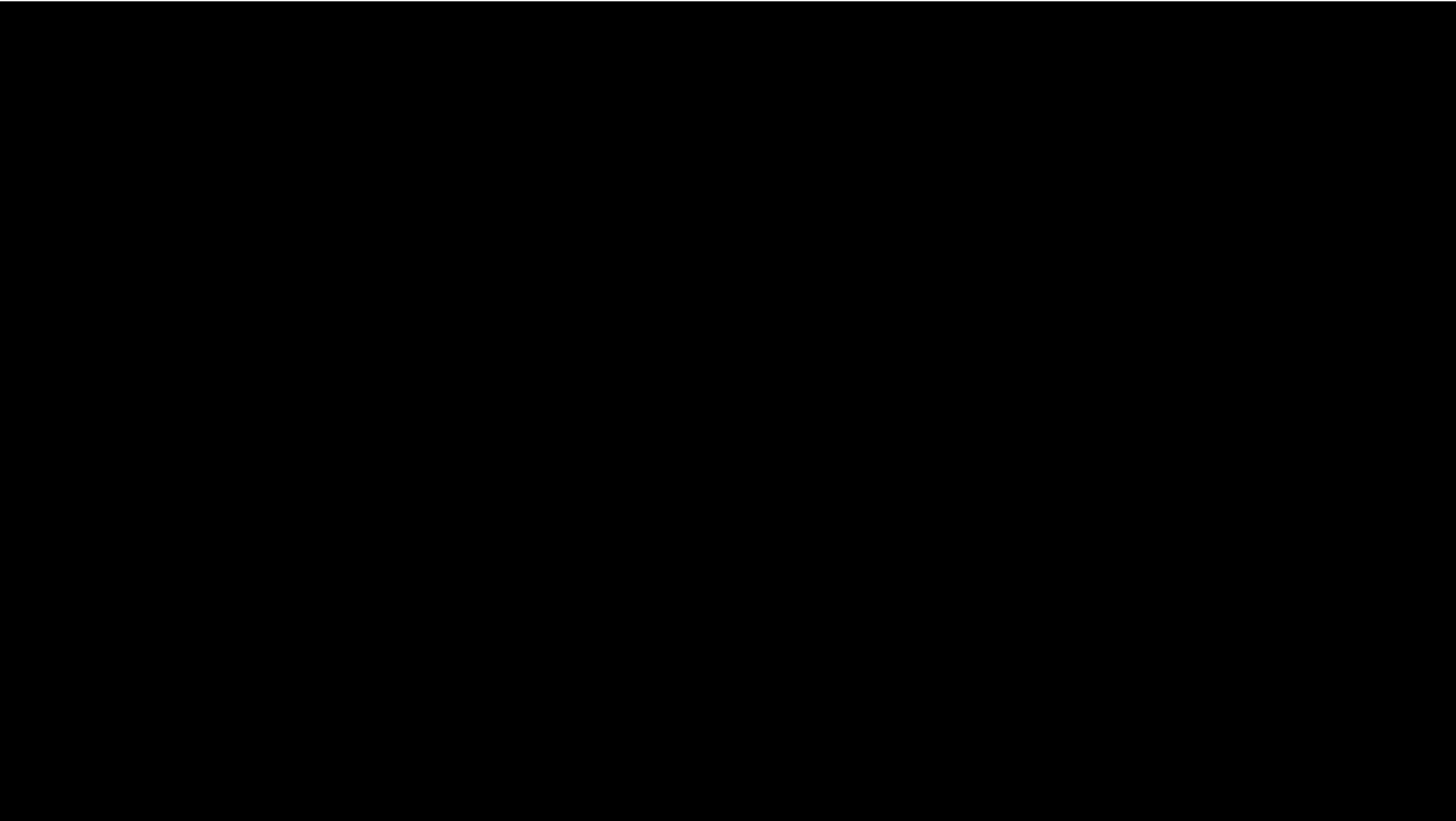




Matching Affect:

- Intensity
- Tone
- Body Language
- Facial Expression
- Eye Contact
- Tempo/Energy: movement & words
- Breath





Using The Environment



FOOD & DRINK OPTIONS

Up Regulating

Spicy, sour, tart,
cold or crunchy



Down Regulating

Warm, sweet,
creamy or chewy



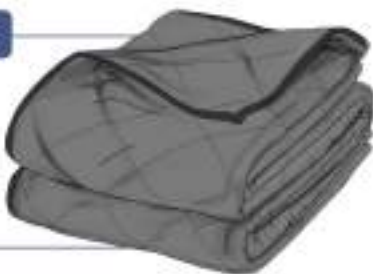
SEATING

Soft blankets, bean
bags and gym balls
for rhythmic
rocking and
blanket bear hugs.



WEIGHTED ITEMS

Weighted lap pads and
blankets (please follow
manufacturers guidelines
for safe use).



PLAY MUSIC & SOUNDS

Up Regulating: Fast tempo,
energetic music/sounds

Down Regulating: Low
tempo, calm music/sounds



LIGHTING



Notice the light, can it easily be
adjusted? Can lamps be used to
brighten or dim the room?

SMELL - DIFFUSER

Down Regulating

Lavender
Ylang Ylang
Camomile

Up Regulating

Citrus
Cinnamon
Peppermint



TENT, DEN OR A TEEPEE

Somewhere to hide for
safety and low
sensory
stimulation.



A collection
of buttons,
gems, small
objects
for colour
sorting



ORGANISING

A box of Lego
for building
and sorting
size and colour



FOOD & DRINK OPTIONS

Up Regulating

Spicy, sour, tart,
cold or crunchy



Down Regulating

Warm, sweet,
creamy or chewy



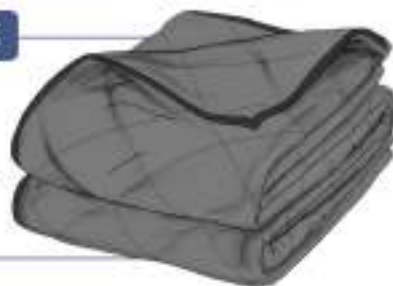
BALLS

For rhythmic to
and fro catching
and throwing
games, football
or keep uppy.



WEIGHTED ITEMS

Weighted lap pad or
blanket (please follow
manufacturers guidelines
for safe use).



PLAY MUSIC & SOUNDS

Up Regulating: Fast tempo, energetic music or
sounds

Down Regulating: Low tempo, calm music or
sounds



SMELL - CAR PLUG IN OR ROLL ON. AROMATHERAPY.

Down Regulating

Lavender
Ylang Ylang
Camomile

Up Regulating

Citrus
Cinnamon
Peppermint



LIGHTING



Can you adjust
the lighting or
use daylight for
up regulation?

A LARGE BLANKET

A large blanket
for tent building
or blanket bear
hugs



ORGANISING

A box of
buttons,
gems, small
objects
for colour
sorting

A small box of
Lego for building
and sorting size
and colour



A person wearing a dark hoodie and light-colored pants is standing on a skateboard. The person is positioned on top of a large, stylized, light-colored flower graphic that dominates the background. The flower has several large, rounded petals and a central stem with smaller buds. The overall style is minimalist and illustrative.

Expanding the Window of Tolerance

Activities that grow
the Window of
Tolerance over time
and reduce periods
spent in dysregulation

Types of regulation work

Psycho-education





Welcome Back




Relate

The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive.

Relationships are the agents of change and the most powerful therapy is human love.

People, not programmes, change people.

Bruce Perry

- 
- **How** we are
 - **Who** we are
 - **How we choose to be** with a child or parent
 - **NOT** what we DO

Relational safety is using
your heart, to reach
their heart



Relational Safety

Co-regulation



**‘Name it to
Tame it’**



"Oh don't worry you'll be fine."

"It's not cold, it's lovely and warm in here."

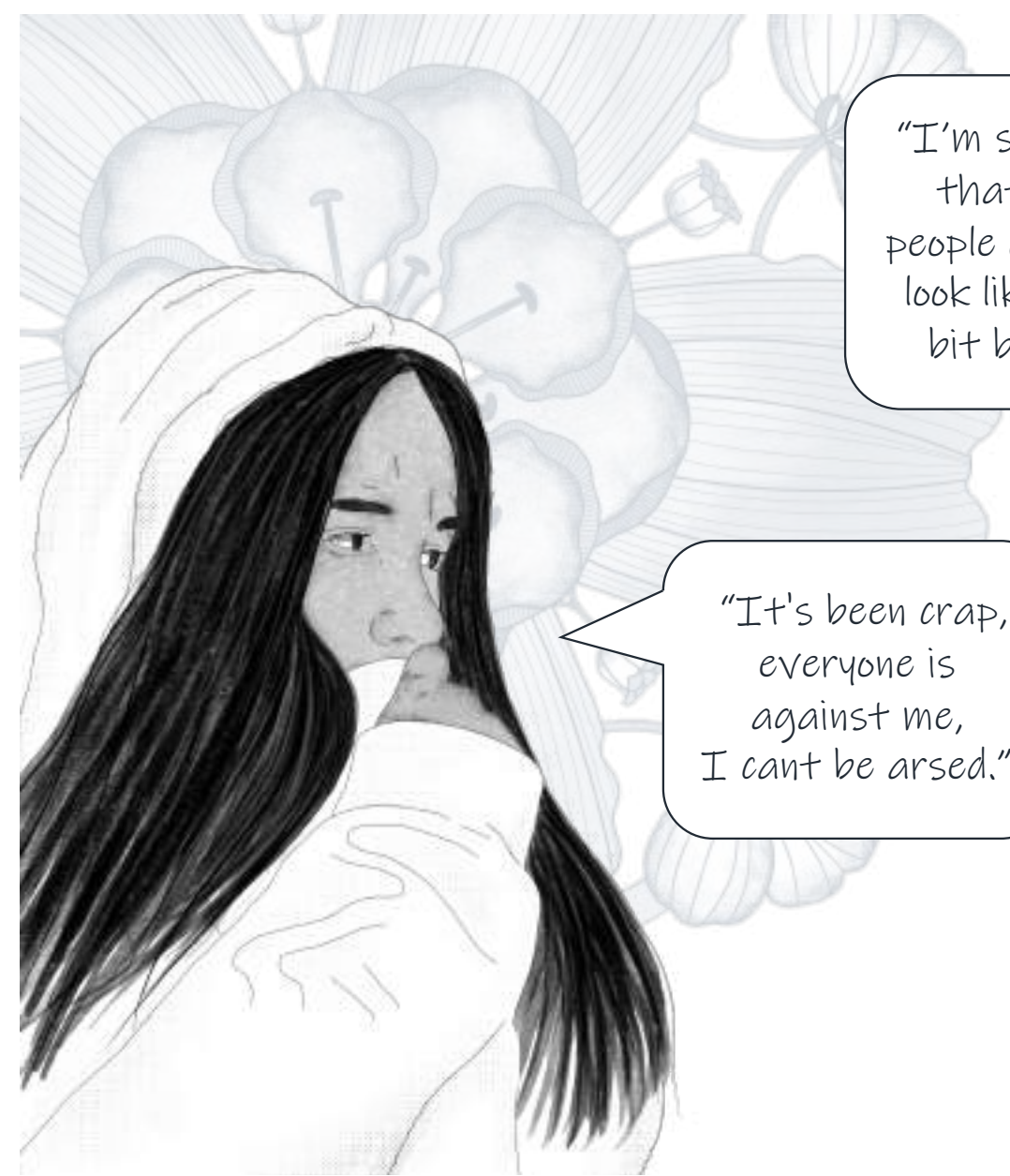
"That didn't hurt, up you get and carry on."

"Of course you don't hate them."

"It's not hard, you've done this before."

"Calm down"

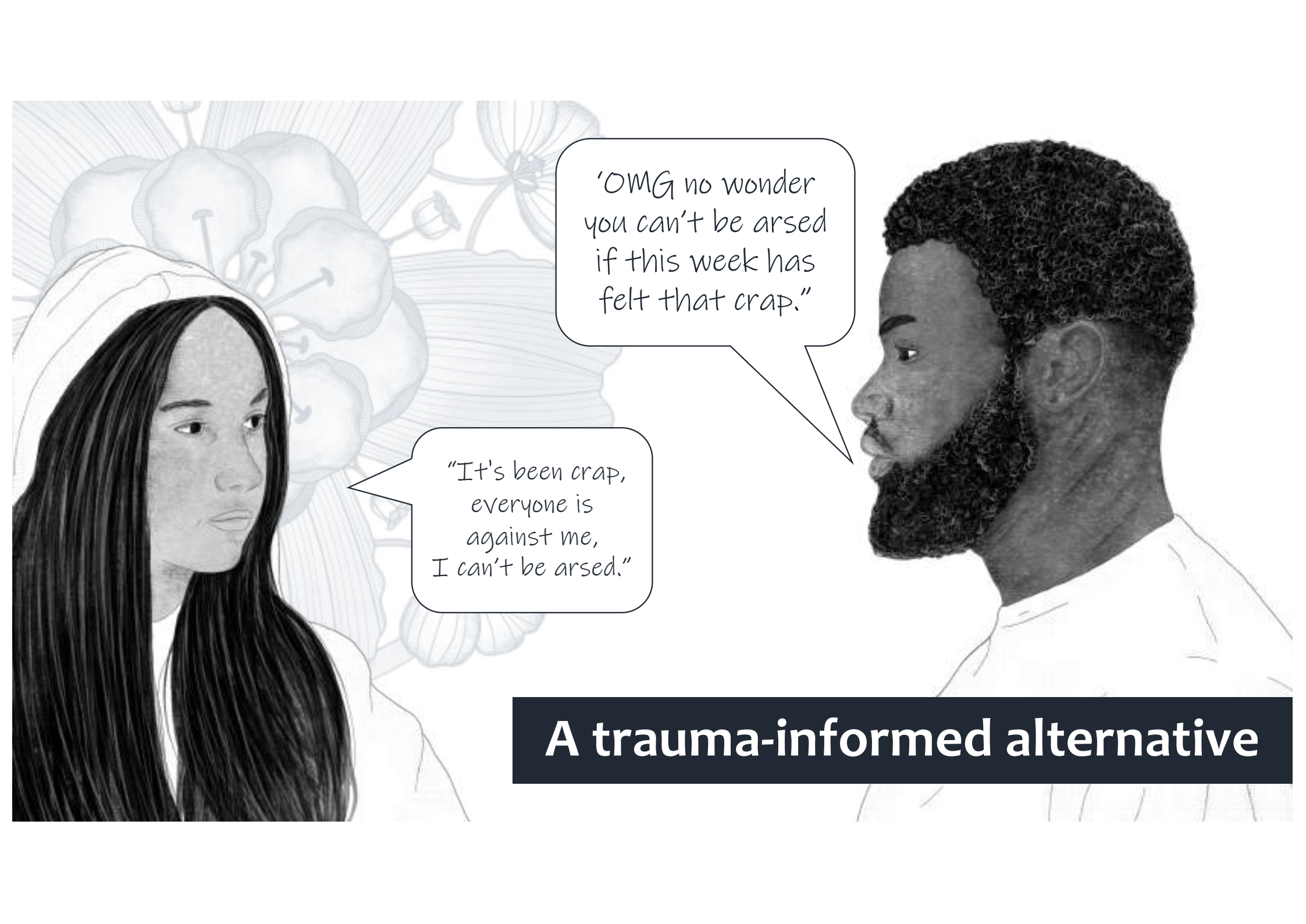
"That's not true"



"It's been crap,
everyone is
against me,
I can't be arsed."

"I'm sure it hasn't been
that bad, of course
people don't hate, things
look like they've been a
bit better recently."





'OMG no wonder
you can't be arsed
if this week has
felt that crap.'

"It's been crap,
everyone is
against me,
I can't be arsed."

A trauma-informed alternative

Break-out rooms

Name it to Tame it

In small groups, play around with an initial invalidating response, then find the words for a validating response that will give you a heart-to-heart connection with the child

The worksheet is titled "GROUP WORK" and is from "Eco-Lit House". It features a 3x3 grid for role-playing. The columns are labeled "INVALIDATING RESPONSE", "YOUR ROLE: RESPONDING (NAME IT TO TAME IT)", and "VALIDATING RESPONSE (CONNECT WITH EMPATHY)". The rows are labeled with phrases: "THE PUPPETS ARE SAYING 'EVERYONE IN MYSTERY TOWN IS...'", "WE ARE 'GAY, NO-ONE WOULD WANT TO DATE US!'", and "YOUR FINE BUT I'M 'NOT IN THE SAME LEAGUE AS YOU'".

INVALIDATING RESPONSE	YOUR ROLE: RESPONDING (NAME IT TO TAME IT)	VALIDATING RESPONSE (CONNECT WITH EMPATHY)
THE PUPPETS ARE SAYING "EVERYONE IN MYSTERY TOWN IS..."		
"WE ARE 'GAY, NO-ONE WOULD WANT TO DATE US!'"		
"YOUR FINE BUT I'M 'NOT IN THE SAME LEAGUE AS YOU'"		

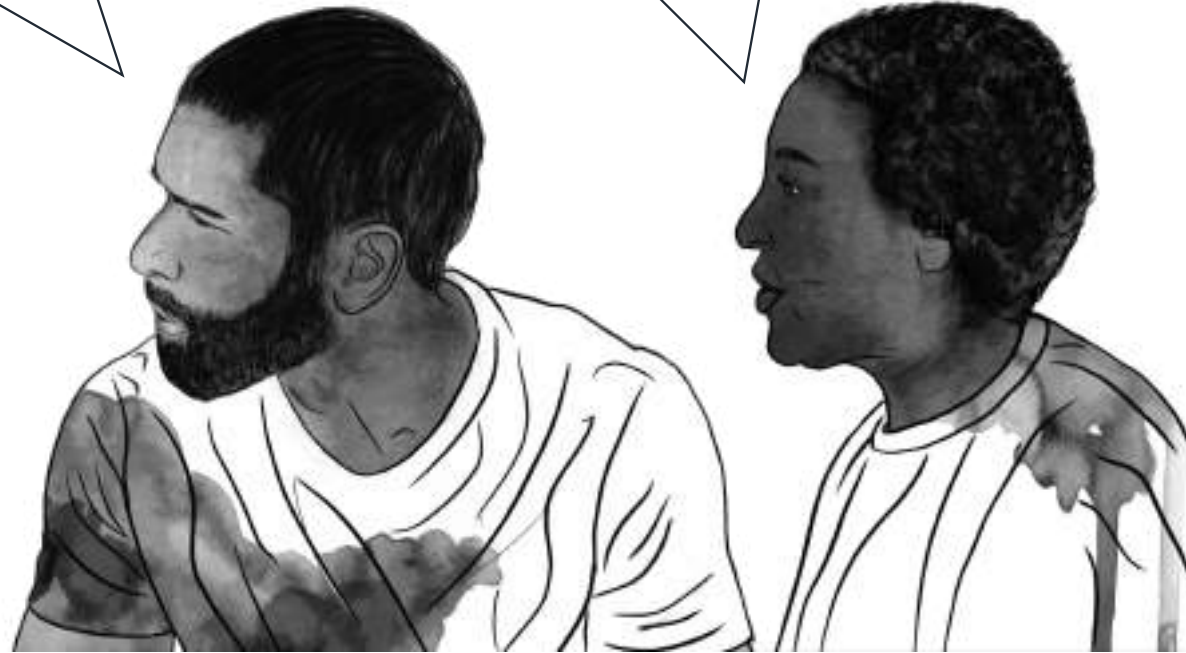


Name it to Tame it – not just for kids!


"I have had such a hard day, all my families are being so difficult"

"You can't say that I don't think that's a fair way of seeing it."


"Oh god tell me about it, I feel like giving up on my families"



Name it to Tame it – not just for kids!



"I have had such a hard day, all my families are being so difficult"




"It's so hard isn't it when the work feels as difficult as this."

Co-regulation



**Connect
and
then
reflect**



"Have there been any moments in the week where you felt slightly less crap - even just one?"



Reason



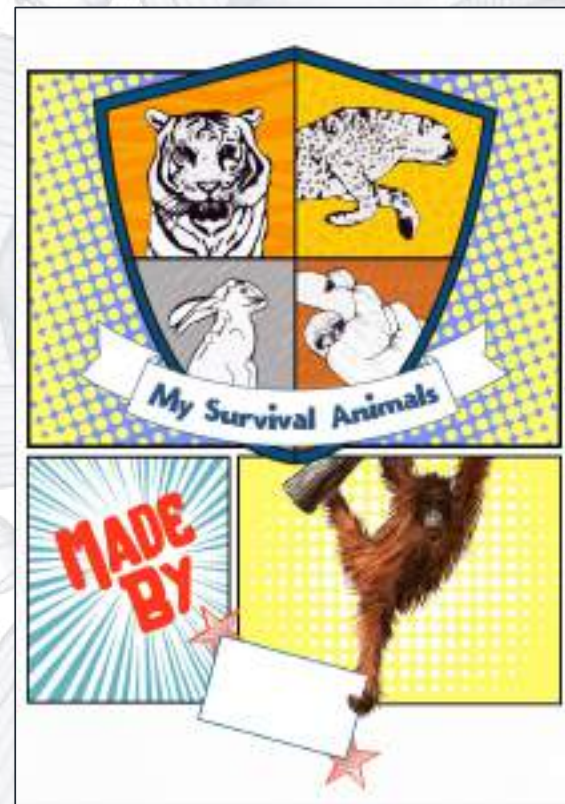


When can we use Reason?

When the child (or parent/colleague) shows:

- A calm, still-ish body
- Presence in the here-and-now
- The ability to find words for their thoughts and feelings
- The ability to use words rather than behaviours
- A small amount of open-ness to talking

Making sense of survival modes



Three R's Jenga



QUESTION BRICK IDEAS

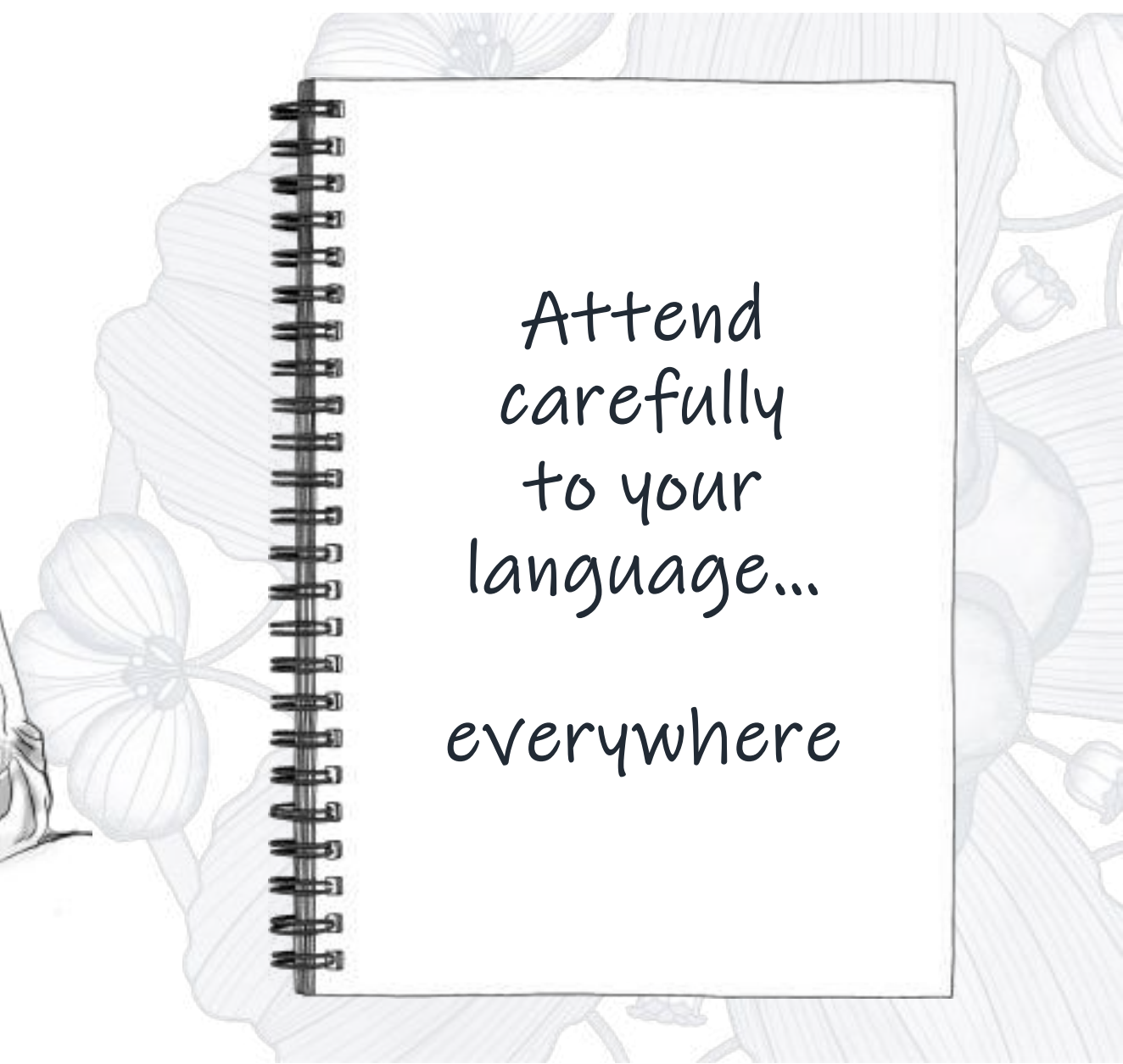
REGULATING & RELATING QUESTIONS

- What is the worst travel to the world?
- Should you rather work in the streets or the court?
- Who does the smallest job in your house?
- If you were playing hide-and-seek, where would you hide?
- Which animal would be the prettiest if it could talk?
- Should you rather shoot someone out of your fingers or answer a question?
- Should you rather eat chocolate cake or strawberry ice cream?
- Penicillin or floppy eggs?
- Should you rather fly to hot air balloons or take chocolate in a submarine?
- What is your favorite smell?
- What is your favorite sentence to say?
- What would your perfect power be?
- What would happen if chocolate turned into ice cream?
- Should you rather visit space or stay in an underwater hotel?
- Should you rather have a T-Dog or a dragon as a pet?
- What do you prefer, dancing or singing?
- Where would you like to live?
- What is your favorite TV show?
- If you could talk to any animal, which animal would it be?
- What would you name a unicorn?
- If animals could talk, which animal would be the rudest?
- How do you eat pizza?
- If you were a pirate, what treasure would you want?
- What is your favorite thing?

QUESTION BRICK IDEAS

REFLECTING QUESTIONS

- What is your favorite part of the day?
- Who is the funniest person you know?
- Being off school was...
- If you had £1 million, what would you buy?
- Who is the funniest person you know?
- What's the best thing about being a kid?
- What's the worst thing about being a kid?
- If you were invisible for a day, what would you do?
- What is the best knowledge you of the day?
- What animal is most like you?
- If you could change one thing about the world, what would it be?
- What do you miss about being little?
- What's the best part about growing up?
- What's the best thing about growing up?
- I hate it when...
- I wish I could...
- What makes you laugh?
- I am scared of...
- What makes you cry?
- What is your biggest dream?
- I started when...
- I like...
- If I grew up I'll...
- I feel sad when...
- What do you like most about yourself?
- I dream about...
- Where is your favorite place to be?
- If you had 2 wishes, what would you wish for?
- When I am angry my voice...
- I worry about...
- How would you describe a perfect day for you?
- If you could change anything about school/home/year what would it be?
- What is invisible that you wish everybody else could see?

A spiral-bound notebook is positioned on the right side of the image. The notebook is open to a blank page, and the text is written on this page. The notebook's binding is visible on the left side. The background behind the notebook features a faint, repeating pattern of stylized flowers and leaves.

Attend
carefully
to your
language...
everywhere

"Attention Seeking"



"Attachment Seeking"

"Avoidant"



"In 'Flight' Survival Mode, coping with a threat"

"Unacceptable Behaviour"



"Understandable Behaviour"

"Rude"



"Self Protective"

Final Reflections

1. One thing you are **surprised** by
2. One thing you are **satisfied** with
3. One thing you have been **impacted** by
4. One thing you have **learnt**
5. One thing you will do **differently** after today





Beacon House

Therapeutic Services and Trauma Team

THERE ARE MANY FREE RESOURCES
AVAILABLE FOR YOU TO DOWNLOAD AT
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