

Webinar accompanying booklet

Developmental Trauma: What Every Child Professional Needs to Know

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Childhood maltreatment impacts adversely on all these brain systems:

Threat processing system

- Amygdala and anterior insular over-activity which predicts mental health problems later and particularly when exposed to stress.
- The child/young person easily gets into fights, angry behaviour, then is excluded from school, sent to PRU.
- Positive social cues can be missed.
- Increased vulnerability to anxiety and depression later in life.

Reward processing system

- Blunting of reward system. Blunted response to social reward (Deninison et al 2016).
- Lack of motivation to seek reward.
- Vulnerability to apathy and to depression in the teenage years. (Stringaris et al 2015)

Memory Processing

- Impaired autobiographical memory.
- Don't want to think about painful past experiences. This is adaptive, but then impacts on positive as well as negative memories.
- More likely to recall negative things in their past, than positive
- Not thinking positive thoughts in the brain scanner.
- Increasing levels of rumination – vulnerability to depression.



McCrory et al (2017) Annual Research Review: Childhood maltreatment, latent vulnerability and the shift to preventative psychiatry – the contribution of functional brain imaging. *The Journal of Child Psychology and Psychiatry*

From secure attachment to good frontal lobe functions

- Ability to learn
- Ability to concentrate
- Emotional regulation
- Ability to reflect
- Emotional and social intelligence

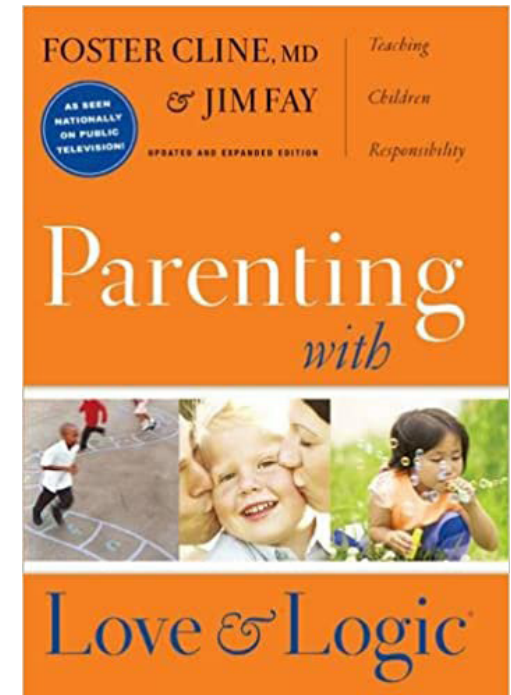
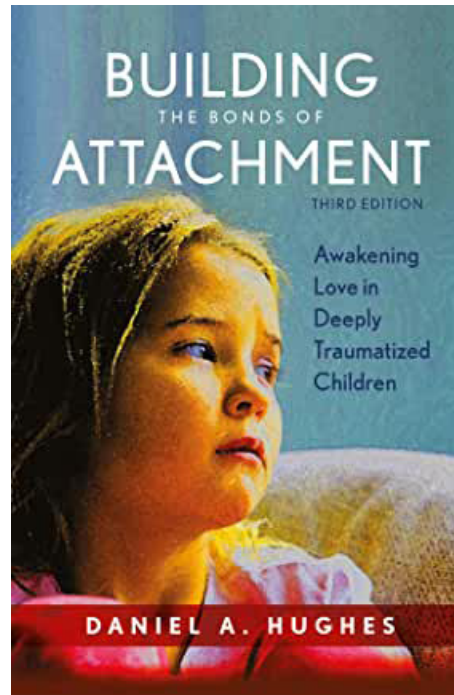
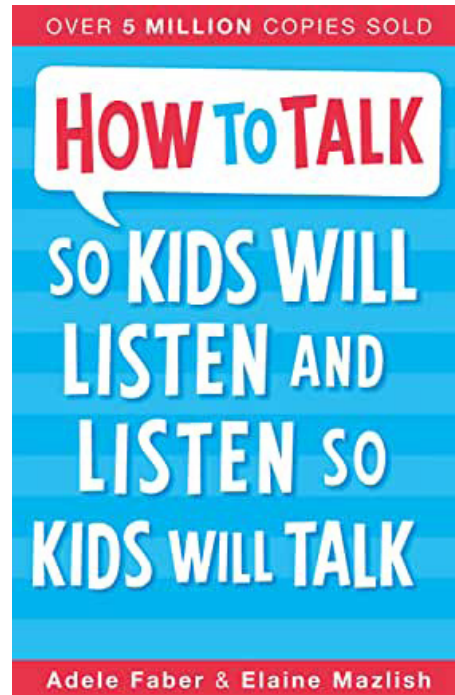
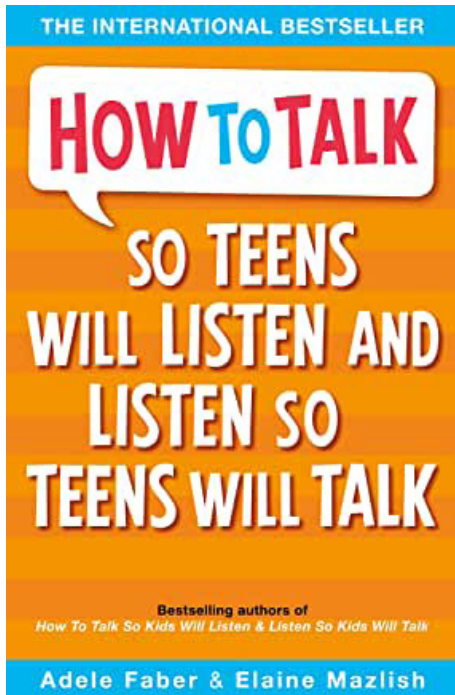


PACE: to bring psychological safety and emotional responsiveness in connection, key for secure attachment

	Play P	<p>A playful, warm and spontaneous way of interacting with the teenager to support them to feel safe with you and to promote trust.</p> <p>When you connect with teenagers in this way, they are freer to open up, reflect, laugh, play, share their true feelings with you. Use of a warm light tone of voice is key (storytelling voice).</p>
	Acceptance A	<p>At all times accepting the teenager's intentions, thoughts, feelings and inner life, without any judgment or criticism. As a result, the teenager builds trust that you will never be shaming or critical.</p> <p>Accepting and acknowledging the feelings fuelling the teenager's presenting behaviour. (You can be firm on behaviour while at the same time truly accepting the feelings that triggered the behaviour).</p>
	Curiosity C	<p>Active interest, totally non-judgemental, in how the teenager is experiencing an emotionally charged event (past or present). 'Will you help me understand...?' 'I wonder if...?'</p> <p>Curiosity lets the teenager know that you really want to understand <i>their</i> meaning of an important life event and then help them with their understanding.</p> <p>Curiosity helps the teenager to become aware of their inner life, to start to reflect and come to understand themselves.</p>
	Empathy E	<p>Feeling into the emotional pain of the teenager (without getting lost in it) not just experiencing their pain cognitively or defending against it in other ways. Finding the words to convey your empathy.</p> <p>Having understanding of and compassion for your own traumatised inner child or teenager, so that you can be with the teenager's pain in a profoundly connecting way, resulting in the teenager truly 'feeling felt by you' (Dan Siegel). Empathy conveys to the teenager that s/he is no longer alone with their painful feelings and stories of distress.</p>

PACE was originated by Dr Dan Hughes. Full explanation can be found in his books and on website <https://ddpnetwork.org>

Key books for children and young people who have experienced developmental trauma



More practical resources by Dr Margot Sunderland: DVDs and Emotion Cards

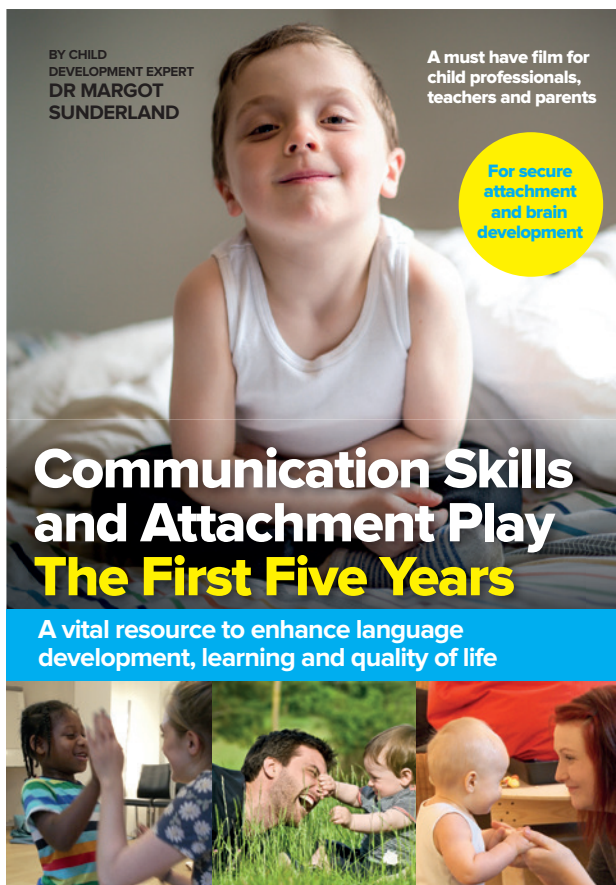
BY CHILD DEVELOPMENT EXPERT
DR MARGOT SUNDERLAND

A must have film for child professionals, teachers and parents

For secure attachment and brain development

Communication Skills and Attachment Play The First Five Years

A vital resource to enhance language development, learning and quality of life



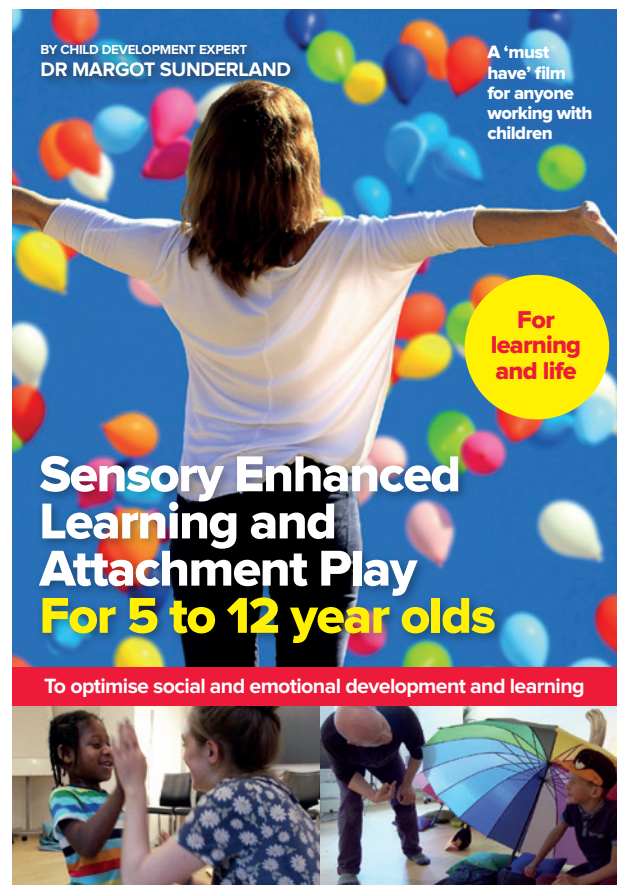
BY CHILD DEVELOPMENT EXPERT
DR MARGOT SUNDERLAND

A 'must have' film for anyone working with children

For learning and life

Sensory Enhanced Learning and Attachment Play For 5 to 12 year olds

To optimise social and emotional development and learning



www.margotsunderland.com

Helping teenagers talk about their lives

CARDS

A vital resource for supporting teenagers through meaningful conversations



illustrated by
Margot Sunderland Nicky Armstrong

Available from amazon www.amazon.co.uk

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CCMH THE CENTRE FOR CHILD MENTAL HEALTH

Webinars

Vital CPD: Supporting the mental health needs of children and students and ensuring an emotionally healthy culture for all

Webinar

Covid 19: Is resilience the best narrative for mental health in schools right now?

(age 5 to 18)

Webinar by Dr Margot Sunderland



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Webinar

Developmental Trauma

Addressing blocked trust and blocked care with children, young people and their families



Dr Dan Hughes
In conversation with Dr Margot Sunderland and Roz Read

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Whole school implementation of trauma informed practice to promote mentally healthy cultures for all

From theoretical models to practical strategies and interventions

Webinar by Dr Margot Sunderland



TRAUMA INFORMED SCHOOLS

Webinar

Helping children and young people to talk about their lives, and the danger of un-stored emotions

Presenter: Dr Margot Sunderland



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Conversations That Matter: From racial trauma and discrimination in schools and communities, to respecting and celebrating difference and diversity.

(policy to implementation)



Directed and Produced by Trauma Informed Schools UK and Wellbeing Education

TRAUMA INFORMED SCHOOLS Wellbeing Education

Webinar

How Troubled Children Heal

(age 5 to 18)

Key listening skills and interventions



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