



# **Understanding the impact of relational and developmental trauma and disrupted attachment on children’s brains, bodies, emotions, relationships, and behaviours.**

## **Summary:**

This training day offers an abundance of learnings around the impact of trauma, neglect, toxic stress, and disrupted attachment on children, adolescents, and on their surrounding adults. Including on the impact of trauma and disrupted attachment on the body (Physical and sensory), brain (cognitive and neuropsychological), emotions, behaviours, learning, and relationships. This day uses a range of metaphors, props, video clips, experiential learning, and case studies to bring the contents alive. This day also draws on the latest evidence-base and neuroscience findings but delivers them in an accessible engaging and applicable way. This training draws on the attachment, loss, stress, and trauma theory base, however, with a focus of translating the findings into day-to-day child protection and children in care case work and practical tips.

## **Outline of The Day:**

- Explore what is meant by the terms relational and developmental trauma?
- Provide a rational and framework for relationship-based trauma-informed practice.
- Consider and reflect on some of the trauma and loss experiences which many of these children have faced and still face.
- Learn about why children’s social and emotional age be different to their chronological age.
- Consider some of the impact that these experiences have on children’s brains, bodies, relationships, behaviours, and emotions. Including on areas such as emotional-regulation, sensory processing, and impulse control.
- Reflect on key elements such as “behaviour as communication”, and identifying children and our own multi-layered triggers.
- Reflect on some of the wider impact of trauma on the surrounding systems such as the family, school, and organisations.
- Consider some of the literature and examples around resilience, hope, and strengths-based practice.

## **Learning Methods:**

The day will utilise an array of learning and teaching styles including small group discussions, experiential hands-on learning, multimedia methods, and lecture delivery. Case studies and live examples will be interwoven throughout.

Props and interactive learning materials will also be used to model the model of being whole-brain informed.

Handouts, additional learning resources, and recommended reading will be provided.

### **Aims and Objectives of the Day:**

- Develop further knowledge and understanding about the impact of early trauma and disrupted attachment on children's overall development.
- Gain further insight into the latest brain science and neurobiology around childhood trauma and neglect.
- Link trauma and attachment theories to real life case examples.
- Consider how emotional regulation develops in childhood, and how it can be influenced by trauma and disrupted attachment.
- Reflect on how trauma can impact a child's developmental trajectory and "age".
- Consider typical behavioural presentations within this client group and how these can be formulated from an attachment and trauma perspective.
- Learn about how to identify children's multi-sensory triggers and emotional hotspots.
- Gain further understanding as to why therapeutic re-parenting and relationship-based trauma-informed practice is so fundamental to children's progress.

### **About the Presenter:**



Dr Karen Treisman is a Highly Specialist Clinical Psychologist who has worked in the NHS and children's services for several years. Karen has also worked cross-culturally in both Africa and Asia with groups ranging from former child soldiers to survivors of the Rwandan Genocide.

Karen has extensive experience in the areas of trauma, parenting, and attachment, and works clinically using a range of therapeutic approaches with families, systems, and children in or on the edge of care, unaccompanied asylum-seeking young people, and adopted children.

In addition to holding a doctorate in Clinical psychology, Karen has undergone a range of specialist trainings including in EMDR, Narrative Therapy, Dyadic Developmental Psychotherapy, Sensory Attachment Intervention, and Theraplay.

Karen has previously worked in both Milton Keynes's and Kensington and Chelsea's Looked after Children (LAC) and fostering services, and within the National Implementation Service for evidence-based interventions for Looked after children, children on the edge of care, and children in custody at the Michael Rutter Centre in the Maudsley Hospital; and as a Clinical Lead for a court assessment and intensive parenting intervention team for children on the edge of care and in proceedings within Islington.

Karen is the director of Safe Hands and Thinking Minds training and consultancy services.

Karen is an external consultant, trainer, and assessor to Barnardos Adoption Service, PAC-UK, Hope for families, Three Steps Ireland, Pause, CoramBAAF, Grandparents Plus, and the Fostering Network.

Karen is a member of the CoramBAAF health group advisory committee, and a reviewer for the Journal of Adoption and Fostering.

Karen regularly presents at local, national, and international trauma, parenting, and attachment conferences.

Karen is the author of "Working with children and adolescents who have experienced relational and developmental trauma" (Routledge, 2016); and "A Therapeutic Treasure Box for Working with children and adolescents who have experienced relational and developmental trauma" (2017); and two sets of therapeutic treasure deck of cards (2018).

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