



Trauma-Informed Practice Workshop Series Professional Fact Sheet.

Workshop 1: PRRR

In this workshop Nicky covers the PRRR model Protect-Regulate- Reflect-Repair it is widely applied in educational and therapeutic settings to help children/young people who have experienced trauma move from unmanaged stress toward coping and resilience.

The workshop gives a true understanding of the importance of the PRRR's in reflective practice building a trusted relational approach alongside a sense of belonging. Nicky shows examples of how staff can support children and young people.

Workshop 2: Introduction to Trauma

Nicky brings a wealth of knowledge and best practice to this workshop sharing her understanding and learning from her training with Trauma Informed Schools. Nicky presents the Leslie Greenberg's Emotion-Focused Model showing strategies and examples to support children and young people, The Stages of Trauma Recovery , the Vagus Nerve system and an introduction to PACE to understand how trauma impacts emotions, behaviour and regulation. For an Emotionally Available Adult can support the SEMH of the child " Settling to Learn".

Workshop 3: Sense of Belonging

Nicky delivers this workshop from the knowledge she has gathered through Trauma Informed schools supporting staff through delivery of strategies and inclusion. Topics covered: unmet needs on the brain, What is belonging through Trauma informed Practice. Neuroscience of social isolation. Also touching on the PRRR model.

Workshop 4: PACE Model

Developed by Dan Hughes: Playfulness, Acceptance, Curiosity and Empathy. A relationship-based approach that creates emotional safety and connection. In this workshop Nicky supports staff's thinking through PACE showing strategies and ideas of script.

Workshop 5: Declarative Language

The training will introduce school staff to the principles of Declarative Language. How it can be used as a Trauma Informed Approach as Behaviour as a means of Communication supporting connection before correction.

Staff will be given a scenario pack alongside over 100 scripts they can take back to the classroom.

This will support staff moving away from direct speech which often show up in children communicating an internal panic attack.

The desired outcome is staff will be able to have a sense "I can use this tomorrow". With an understanding of the principles, explore, reflect their practice, recognise stress responses in themselves and the children they work alongside, learn practical strategies to embed a Trauma informed practice.