



What is trauma?

Events or circumstances experienced by an individual as physically or emotionally harmful, or life-threatening, which result on adverse effects on the individual's functioning and well being.

ACEs are strong risk factors for negative physical and mental health outcomes and the more ACEs one has, the higher the risk.



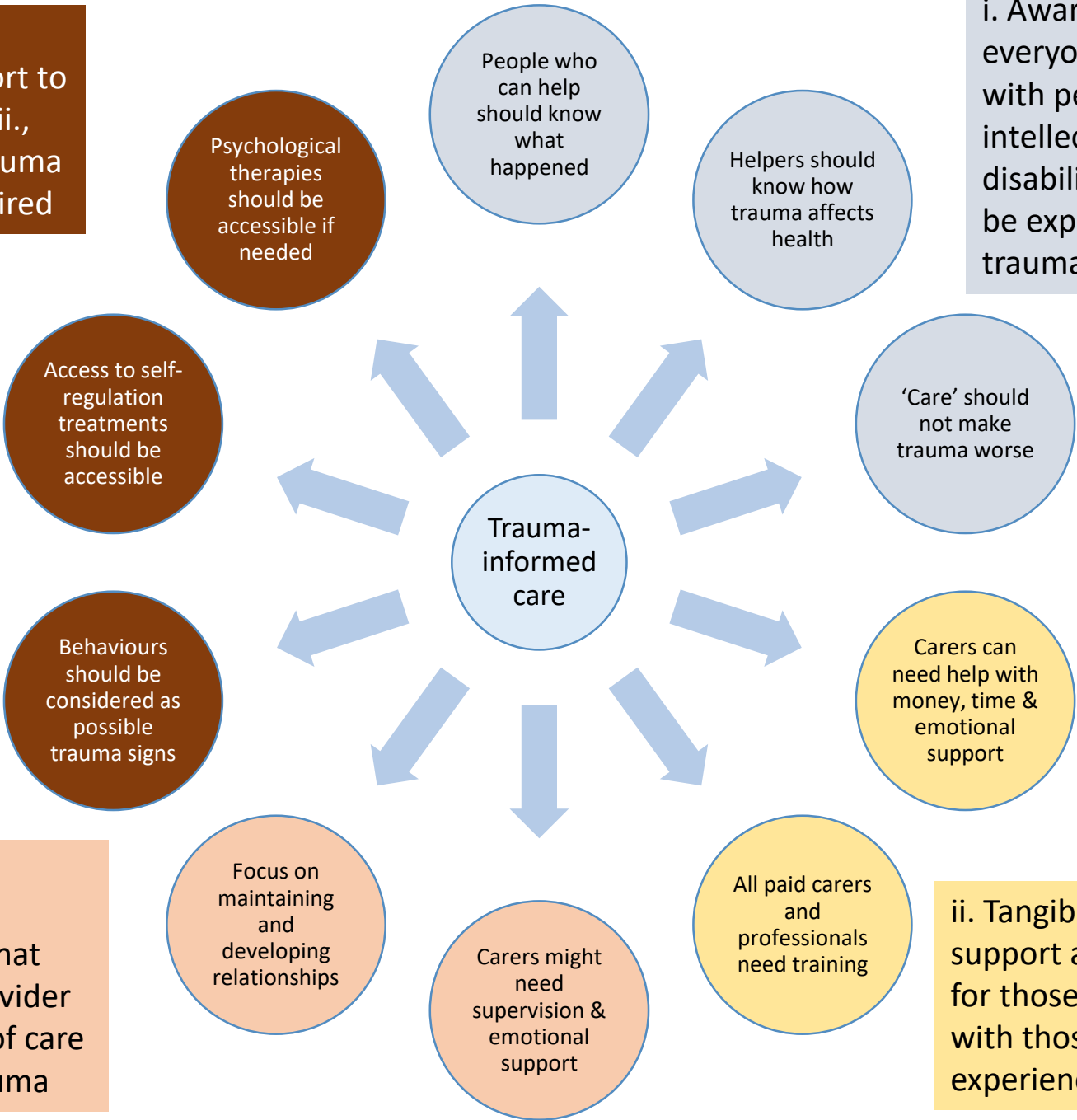


A poster for families, professionals and care staff who support people with a learning disability. This includes everyone in health, social care, employment support, primary care, housing & education in the voluntary & private sector.

- 1 As a carer or professional, make sure you are trauma **aware and understand** the impact of trauma on a person's health and well being.
- 2 People with a learning disability are more at **risk** of trauma than people in the general population and may need greater support as a result.
- 3 **Changes** at any stage in life can be traumatising for people with learning disabilities.
- 4 Families should receive the physical, financial and emotional help and support they need to develop **positive attachments** with their child with learning disabilities.
- 5 All staff need **compulsory training** in trauma-informed care to improve their awareness, understanding, and skills in preventing people being traumatised, and supporting people who may be traumatised.
- 6 Staff need **support** themselves and time to reflect so that they feel valued, and can respond in ways that make the person feel safe.
- 7 Support staff must **know the person well**, know their story and trauma history and that this is considered in their support plan. This plan must help the person to feel safe, have positive relationships, good experiences , and have control & choice in their life.
- 8 **Behaviours** should be considered from a trauma perspective in understanding what they are experiencing. Medication approaches should be avoided.
- 9 People with learning disabilities who have been traumatised should have access to **specialist services** e.g. EMDR, deep muscular relaxation, controlled breathing, systematic desensitisation.
- 10 People with learning disabilities who have trauma that has affected their ability to form and maintain relationships should have access to **appropriate therapies** that have been adjusted to meet their specific needs.

iv. Accessible, specialist support to support i, ii, & iii., and address trauma directly as required

i. Awareness in everyone working with people with intellectual disabilities who may be exposed to trauma



iii. Valuing of ongoing care relationships that helps both provider and recipient of care to process trauma

ii. Tangible provision of support and training for those who work with those who have experienced trauma

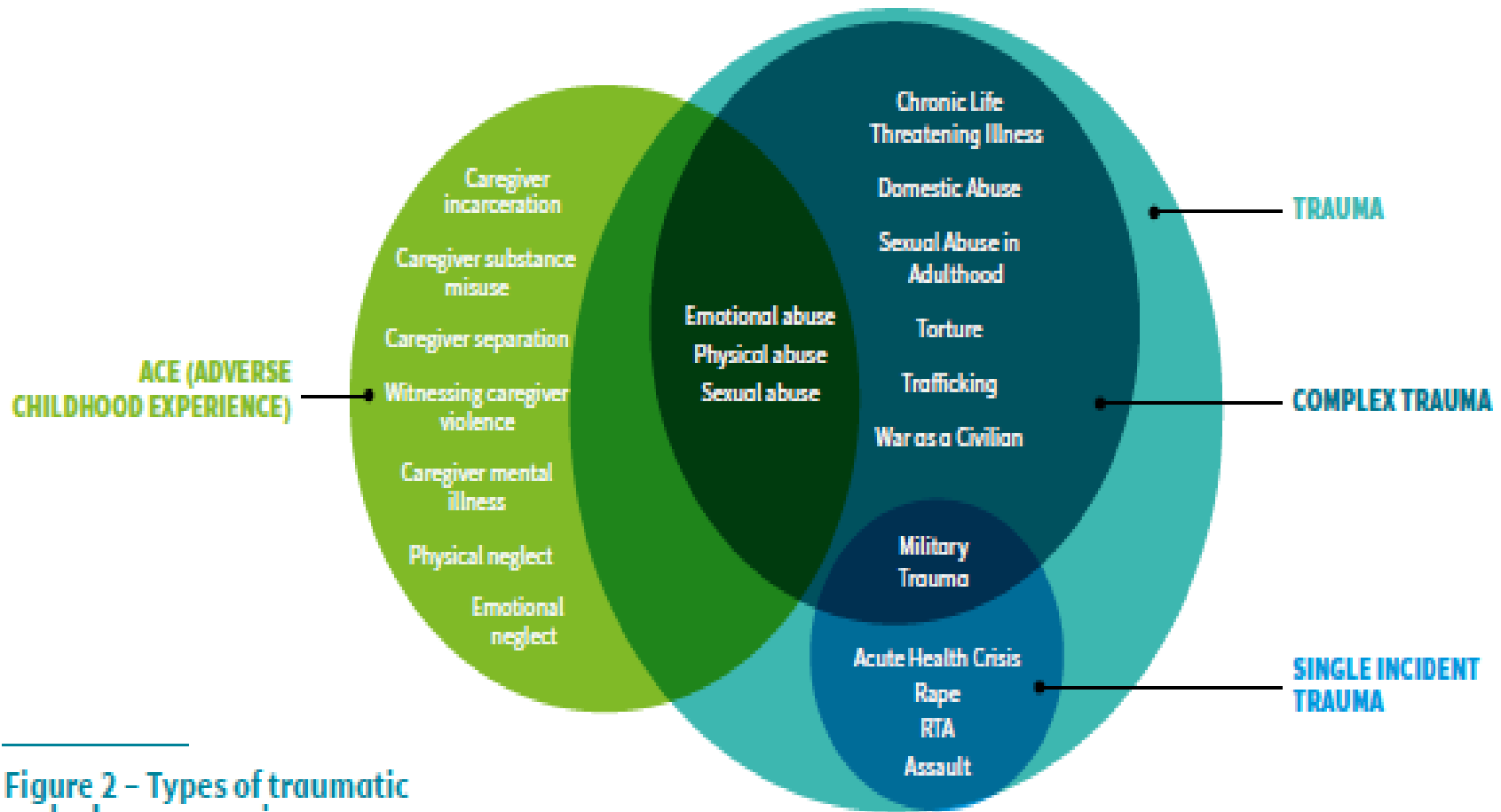


Figure 2 - Types of traumatic and adverse experience

Taken from: THE SCOTTISH PSYCHOLOGICAL TRAUMA TRAINING PLAN - NHS Education for Scotland 2019