WEDNESDAY 13TH MAY 2020 SESSION 24
STAYING CONNECTED AND CURIOUS DURING THE COVID-19 PANDEMIC
Knowledge and understanding of attachment and trauma
Developmental Trauma

For the next few day, we will be exploring this excellent article from Beacon House:

https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf

Please read pages 1 to 7.

Questions for reflection

1. What are the five key messages for you in the first few pages of the article?
2. We've discussed attachment and developmental trauma earlier in the series. Did you learn anything new from your reading today? If not, has the reading given you any additional insight into the impact of early life stress (ELS)?
3. Were you surprised to read that trauma in the first eight weeks of life is the most impactful on future development and well-being (p.4)? (You can access Perry's research findings here: https://www.frontiersin.org/articles/10.3389/fnbeh.2019.00183/full) Do these findings have any relevance for any children with whom you work?
4. **Covid-19 relevance** It is safe to say that many children under the age of five and those still in the womb will currently be experiencing ELS. Given that there are plans for the early return to school for Year 1, Reception and Nursery, what steps can you take to ensure that there is a trauma-informed pathway in place for these, our youngest and most vulnerable children?

This has been a tough week for all educators, particularly leaders. One of them told me yesterday 'I haven't time for self-care! This is a particularly important time for looking after yourself and getting your own needs met in order to meet the needs of others, so please, please invest in yourself. Have a good day, keep safe and healthy andas always, ring or email me to chat if you like. **Jenny**