



## PEER REFLECTION GUIDE

Reflecting as a group allows for sharing of different perspectives, consideration of assumptions and biases, can provide emotional containment and promote team cohesiveness. Using open, exploratory questions helps reflection on practice, supporting socially constructed learning via sharing of knowledge and experiences.

### Trauma-informed practice

Child abuse, neglect and trauma have profound, long-lasting and far-reaching effects across the lifespan. It is the role of practitioners across social care to help young people manage the fallout and try to recover their lives.

Recognition of past experiences can play a critical role in supporting in safety, permanency and wellbeing. To help trauma survivors we need to listen to them much more carefully, as active partners in creating personal, organisational and societal change. This includes our work with trauma-experienced parents.



### Supporting resources:

- > **Trauma-informed approaches with young people: Frontline briefing**
- > **Building safety, connection and trust with trauma-experienced parents: Practice guide**
- > **Support around children who have experienced developmental trauma: Frontline briefing**
- > **Trauma-informed responses in relationship-based practice: Video resources**
- > **Working with trauma-experienced parents in children's social care: Video resources**
- > **Making trauma-informed practice a reality: Video resources**
- > **Embedding a trauma-informed approach to support staff wellbeing in children's social care: Strategic briefing**



## Facilitator notes:

1. Identify a suitable time with your team/group for this learning opportunity.
2. Decide whether you are meeting virtually or in-person. If in-person, ensure you have the means to play a video or podcast from the Research in Practice website.
3. **Log in** to your Research in Practice account. If you don't have one you can set one up **here**.
4. Ahead of time review the videos and plan how you might frame the opening of the session.
5. Play each of these three videos in turn (22 minutes in total):
  - **What do we mean by trauma?** (7 mins)
  - **What is the impact of trauma?** (5 mins)
  - **What does trauma-informed care look like?** (10 mins)
6. Ask your team/group to reflect on the key messages from the videos. Use the reflection prompts below the chosen video to stimulate discussion.
  - How could you use this understanding of trauma to find effective ways to engage with young people affected by trauma?
  - How can you advocate for young people affected by trauma as part of your role, so that their behaviours are understood in the context of the trauma that they have experienced?
  - How could you use this understanding of trauma to find effective ways to engage with young people affected by trauma?
7. Ask everybody to make sure they have a Research in Practice account set up and remind them they can record their reflections on the landing page for the videos, so they have a record for CPD purposes (and can export these if needed).
8. Share the preceding page and the links to the other resources with the team/group. Ask them to select a resource that is relevant to a child, young person or family they are supporting and to reflect on how they might put the learning into practice. Discuss this at your next supervision session.