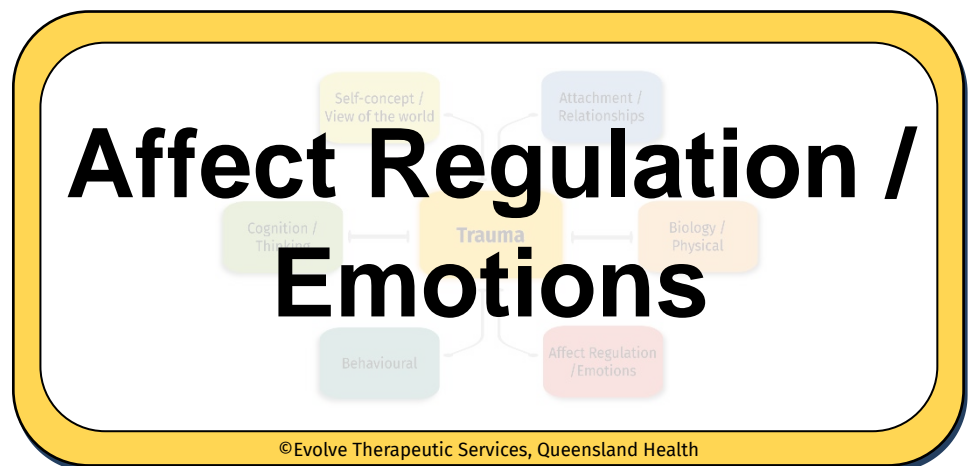
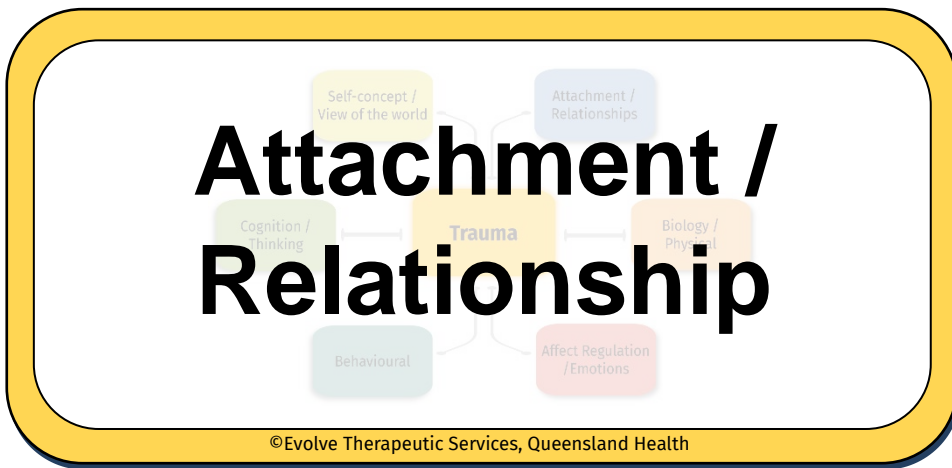


Some Difficulties Following Trauma: The impact of complex trauma across different domains – Card activity

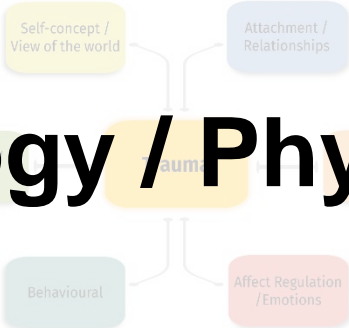
Overview:	<p>One key aspect of developmental/complex trauma is that it affects multiple areas of a young person's development. Further exposure to complex/developmental trauma has far-reaching and long-lasting (even intergenerational) effects/impacts. It can permeate every aspect and domain of a young person's life and may not be clear and/or obvious.</p> <p>The impact can vary, depending on the young person's experiences, coping mechanisms, and the support they receive. However, there are some commonalities. The impact extends beyond the immediate emotional responses and can significantly impact every aspect of a young person's life. These can be captured under six main themes. Refer to the ETS <i>Some Difficulties Following Trauma: The impact of complex trauma across different domains</i> factsheet for further information.</p>
Audience:	The activity has been developed for adults wanting to understand trauma.
Timeframe:	15 – 20 minutes.
Aim:	<p>It is critical to understand the significant impact that trauma can have on young people's development, and how this can lead to a variety of challenges and ways of responding. Understanding these impacts are, outside of the overarching themed headings, is important in helping to better address the needs of the individual and to foster healthier futures.</p> <p>The aim of this card activity is to:</p> <ul style="list-style-type: none"> • enhance awareness of possible subtle and often hidden impacts of developmental/complex trauma outside of the overarching themed concepts, • increase an appreciation for the complexity of trauma responses and impacts, • encourage participants to question their preconceived expectations of young people often based on their beliefs about what's appropriate given the young person's chronological age. Beliefs that can result in placing expectations and making judgments regarding the young person's skills that are not matched to their actual functional level/behaviour etc.
Materials:	<ul style="list-style-type: none"> • ETS <i>Some Difficulties Following Trauma: The impact of complex trauma across different domains</i> factsheet. • Printed, laminated and cut out heading cards and impact cards (below).
Instructions:	<ul style="list-style-type: none"> • In large group: <ul style="list-style-type: none"> ○ Introduce the 6 overarching main themes associated with the impact of trauma. ○ Highlight the importance of being aware of more than just the themes. To have an appreciation of the impact of trauma, we need to have an understanding of what each of these themes actually mean for young people – what could 'attachment/relationship' challenges really look like etc. • In small groups: <ul style="list-style-type: none"> ○ Present cards to participants. ○ Ask participants to place heading cards at the top of a flat surface. ○ In groups, discuss and decide under which heading each of the impact cards belong. Note: there are to be four cards under each heading card. • As a large group process activity, discuss any personal key takeaway messages and answer any questions. • Provide participants with a copy of the ETS <i>Some Difficulties Following Trauma: The impact of complex trauma across different domains</i> factsheet.

Answers

Attachment / Relationship	Biology / Physical	Affect Regulation / Emotions	Behaviour	Cognition / Thinking	Self-concept / View of the World
Mistrust and suspiciousness	Problems with coordination, balance, body tone	Difficulties recognising emotions in others	Excessive compliance	Problems with processing new and different information	Low self-esteem
Difficulties asking for help or always needing help	Sleep disturbances	Difficulties describing feelings and internal experiences	Difficulties understanding and complying with rules	Problems focusing on and completing tasks	Other people seen as unavailable, neglectful, rejecting, and unresponsive
Interpersonal difficulties	Overwhelmed by noisy environments	Difficulties describing feelings and internal experiences	Struggles with transitions, change, loss	Learning difficulties	Self-doubt and self-criticism
Poor peer relationships / social skills	Hypersensitivity to physical contact	Prolonged 'melt-downs' over 'small things'	Boundary setting can trigger 'big emotions' / noncompliance	Difficulties organising self	Sees self as bad, and often triggers responses from others that further reinforce this negative self-view



Biology / Physical



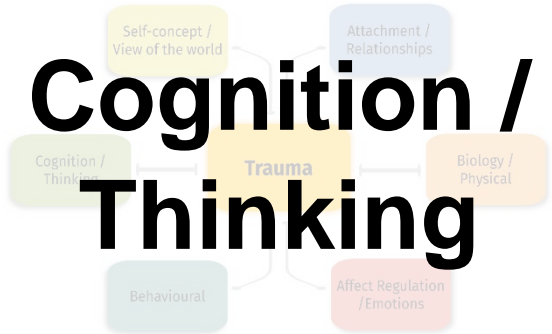
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Behaviour



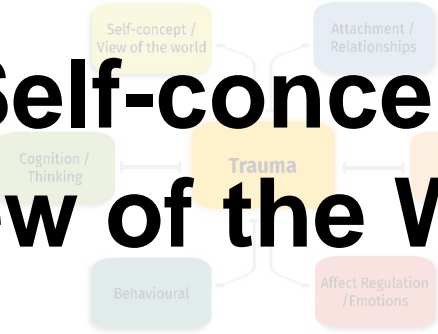
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Cognition / Thinking



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Self-concept / View of the World



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Mistrust
and
suspiciousness

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Difficulties asking for
help or always needing
help

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Interpersonal difficulties

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Boundary setting can
trigger 'big emotions' /
noncompliance

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Difficulties
organising self

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Sees self as bad,
and often triggers
responses from others
that further reinforce this
negative self-view

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Problems with
coordination, balance,
body tone

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Sleep disturbances

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Overwhelmed by noisy
environments

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Difficulties recognising emotions in others

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Difficulties describing feelings and internal experiences

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Difficulties describing feelings and internal experiences

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Excessive compliance

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Difficulties understanding and complying with rules

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Struggles with transitions, change, loss

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Problems with processing new and different information

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Problems focusing on and completing tasks

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Learning difficulties

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Low self-esteem

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Other people seen
as unavailable,
neglectful, rejecting,
and unresponsive

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Self-doubt and
self-criticism

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Poor peer relationships /
social skills

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Hypersensitivity to
physical contact

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Prolonged 'melt-downs'
over 'small things'

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