**Attachment and trauma demystified**



**Working with children who have experienced relational trauma and loss**

**For educators in mainstream and special settings, who want to learn more about working with pupils who have experienced early trauma, including those who are adopted, ‘Looked After’ or living in adverse home situations, where needs are unmet.**

**Ryde, Isle of Wight, Friday 9th March 2018**

There is a population of pupils in schools who seem unable to access learning and the social life within the school. They do not engage and achieve, nor develop with confidence and enthusiasm. These children and young people are often reactive, impulsive and frequently in a highly aroused state; they are vigilant for danger and possible vulnerability. Increasingly, educators are becoming aware that many such children and young people have issues relating to insecure attachment to primary carers, and often have complex trauma histories.

Attachment problems occur when children have been unable to connect consistently with a parent or primary caregiver and this can happen for many reasons. Although children who are adopted or Looked After are particularly susceptible to attachment difficulties, there are many causal factors, and it is known that many educational practitioners have too narrow a view of the subject, considering only the extremes of neglect and abuse, and not recognising that they are likely to have attachment-fuelled issues within every class that they teach.

This one day workshop, which links theory to relevant, down-to-earth practice, aims to demystify attachment and trauma, raising awareness of the needs of children and young people who have experienced early adversity, and also to discuss practical interventions. It will be of great benefit to anyone who works with children in primary, secondary and early years’ settings.

**Session 1: What is attachment and why does it matter?**

The life-long impact of secure attachment

**Session 2: The Impact of developmental, relational trauma**

The developmental impact of trauma and loss on children, including developmental vulnerabilities: executive functioning, physiological and emotional regulation and psychological development

**Session 3: Making it through the day**

Practical strategies in trauma-sensitive educational environments

**We anticipate high levels of interest. Please book early to secure your place**

**Date: Friday 9th March** 9.30 to 3.00.

**Venue**: **Ryde Castle Hotel, The Esplanade, Ryde, PO33 1GA**

**Fee:** £140+VAT for first delegate, £120+VAT for additional delegates.

To reserve your place, call Jennifer Nock on 07983 482 804/01384 392599, E-mail [jnock@hotmail.co.uk](mailto:jnock@hotmail.co.uk) or complete and post the booking form below. Please complete a separate form for each delegate.

Please note that this workshop can be tailored to meet the specific needs of your staff and can be delivered as a full- or part-day INSET session in your setting. Contact us for more information.

**Application form ATTACHMENT & TRAUMa DEMYSTIFIED Ryde, 9th MArch 2018**

**Please complete in block capitals**

**CANCELLATION POLICY:**

**IF YOU CANCEL YOUR PLACE ON THE WORKSHOP WITH LESS THAN 48 HOURS PRIOR NOTICE BEING GIVEN, THE FULL COURSE FEE WILL BE CHARGED**

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| --- | --- |
| **Name of delegate:** | **School/organisation name and address:** |
| **Role:** | **Email:** |
| **Date: Friday 9th March 2018, 9.30AM to 3.00pm**  **Venue: Ryde Castle Hotel, The EsplanaDE, rYDE, ISLE OF WIGHt, PO33 1GA**  **Fee: £140+VAT for first delegate, £120+VAT for Each additional delegatE** | |
| **Do you have any dietary or access requirements? If yes, please give brief details.** | |

**I enclose a cheque for £……………………… made payable to Jennifer Nock**

**TRAINING AND CONSULTANCY**

**Please invoice the school or other organisation**

**Authorised signature (+ Name in Block Caps.): …………………**

Jennifer Nock is a Chartered Psychologist with more than 25 years’ experience of working with children and young people, families, educators and those in the caring professions. She has worked in diverse education and special needs settings, including special secondary and primary schools, mainstream primary and nursery schools, FE colleges, and as an SEN advisor. She works with children with a range of learning difficulties, behaviour, emotional and social difficulties, including attachment disorder, AD(H)D and autistic spectrum conditions and is up-to-date with current issues around inclusive practice.

Please visit our website: <http://www.jennifernocktrainingandconsultancy.com/>