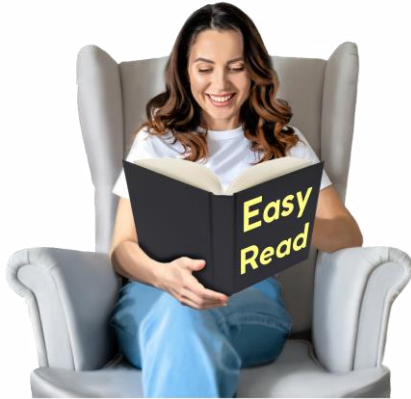




Foundations of Trauma-informed, Relationship- based Practice

Course - Section 1
Easy Read

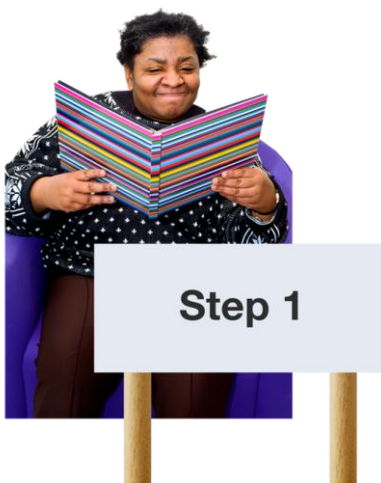
About this document



This is an Easy Read document.



It is Section 1 of the **Foundations of Trauma-informed, Relationship-based Practice** course.



In this document **foundations** means the basic information for beginners.



Trauma-informed means working in a way that is kind and caring.

It means you understand that someone you are working with might have experienced something that was difficult for them.



Relationship-based means that the focus is on how 2 people get along with each other.



In this document **practice** means the way that we communicate and go about life.

Section 1 will tell you:

1



- what is in the course
- how the course is organised
- who wrote the course
- the language used in the course
- what you will learn
- about a real life example – this is called a **case study**

1.1 Why this course is important



This course is important because **trauma** affects a lot of people in the UK.



Trauma is when something bad happens like:

- an accident
- losing someone you love
- being hurt
- seeing something that is upsetting

It can make the person feel sad, scared or angry for a long time.



The way that we meet, talk to and treat people in everyday life can be very supportive to people who have experienced trauma.



Lots of organisations are looking at how well they think about trauma when they deal with people.

This is called being **trauma-informed**.



This is happening in places like:

- GP surgeries
- hospitals
- nurseries and schools



When we support people in a way that lets them know that we understand the trauma they have experienced, it can help them to start to feel better.



Everyone can make a positive difference to a young person who has experienced trauma.

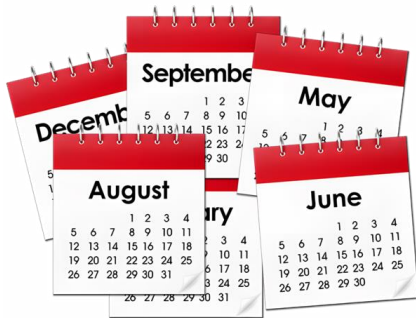


Building positive relationships with young people is called **relationship-based practice** or a **relationship-based approach**.

1.2 How the course is organised



The course is split into 4 sections.



Everyone is different so you might take more or less time than other people to do the course.

Each section has:



- an introduction
- what you will learn – this is called the learning outcomes
- a mix of different things to help you learn, like videos and activities

1.3 The people who wrote this course



This course has been written by:

- people from different organisations
- people who have **lived experience** of care



Lived experience means that someone may know more about something because they have experienced it in their own life.

Some of the people who wrote this are:



- Dawn Robb – from Staf
- Sarah Jane Thomson – a social worker
- Kari-Ann Johnston – from East Lothian Council
- Kim Bradie – an educational **psychotherapist**
- Liz Middleton – an educational **psychologist**



Psychotherapists and **psychologists** are experts in brain types and how people behave.

1.4 Language used in this course



We have chosen words in this course that are:

- **respectful** – this means that people are valued
- **inclusive** – this means that no one is left out, everyone is included



If there are any words that you feel need changing, please let us know.

Our email address is info@staf.scot

1.5



There is no part 1.5 in this Easy Read course version.

1.6 The Learning Outcomes – what you will learn



At the end of this course you may be able to:



- talk about different types of trauma and their effects on people



- name the 5 key points about trauma-informed practice



- know how different types of relationships can help people with trauma



- know about positive relationship skills and how to use them



- say why each person's own experiences are important when they are communicating with others



- think about your own skills more now that you understand trauma and relationships better

1.7 Jemma's experience – a case study



In this course we use a **case study**.

This means we look at someone's life experiences.



Our case study is about Jemma.

This is not her real name.



Jemma's case study describes:

- her trauma
- her relationships
- her support



Jemma's case study begins here.

When Jemma was 6 years old, her parents could not look after her any more.



This meant that Jemma had to move in with a new family.

She liked her new family very much but she was only allowed to live with them for a short time.



Jemma had to move home 4 times when she was a child.

Each move meant that Jemma lived with 4 different families and in 4 different towns.



Jemma also had to move to a new school every time she moved to a new family.



Jemma found it hard to say goodbye when she moved.

She found it hard to make new friends and trust people.



Jemma's social worker and carers did their best to make sure Jemma's life at home was:

- a kind, caring place
- a safe place to talk about feelings
- somewhere she was listened to



Jemma began to feel more confident about:

- talking about her feelings
- joining in with new activities



When Jemma started secondary school, the staff there worked with her social worker and carers.

They made sure that secondary school felt safe for Jemma.



Teachers at her school gave Jemma:

- clear guidelines
- kindness
- time to share her feelings
- space to talk



Jemma felt valued and respected.

She started to do well both at home and at school.



The support that Jemma was given can be called:

- trauma-informed
- a relationship-based approach



These things allowed Jemma to manage her thoughts and feelings as she became a young adult.



This is the end of Section 1.

In this Easy Read document we used pictures from:





We listen.



We care.



We love.

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Published July 2025

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