



Foundations of Trauma-informed, Relationship- based Practice

Course - Section 4
Easy Read



This is an Easy Read document.



It is Section 4 of the Foundations of Trauma-informed, Relationship-based Practice course.

Section 4 is called Making It Happen



Section 4 will tell you:

- about valuing each person's own lived experiences
- how to look at your own communication and practice

- how to spot where you could make things better

4.1 Putting it into practice – what is important



At the start of the course you heard about Jemma and her experiences.



You have learned that it is important for people who have experienced trauma to feel safe.



Think about Jemma and how you could make her feel emotionally safe:

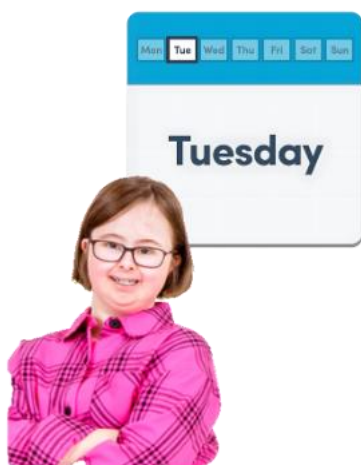


- ask questions to better understand

You could ask Jemma 'can I check I have understood that right?'



- actively listen, using relaxed body positions and messages like nodding



- keep things calm, clear and steady

You could tell Jemma 'we have set our meetings for every Tuesday at 2pm and I will do my best to keep it to that day and that time'.



- practise empathy by sharing some of your own feelings

You could say to Jemma 'I want you to know that it is okay to feel hurt and scared. Sometimes I feel like that too'.



- understand that all behaviour is communication

You could say to Jemma 'I see that you are upset and that is okay. I always want you to feel safe and able to share your feelings'.



- thinking differently, without trying to change someone's mind

You could ask Jemma 'what makes you feel calm and supported?'



- use the right language, that suits the person you are working with

For example, as Jemma's social worker you could work with Jemma to write a plan for any changes that are about to happen for her.

4.2 Think about the person carefully



Think about each person's '**voice**'.

In this part of the course, when we say '**their voice**' we mean:

- their views
- their thoughts
- their own way of seeing the world



It is especially important to notice and respect a child's voice.

We need to look at more than just their words.

Their actions are very important too.

4.3 Positive contact with people



We now know about windows of tolerance.

When we understand our own window of tolerance, we can deal with other people's reactions better.



Help other people to stay in their own window of tolerance by:



- making a safe space
- being clear when you are communicating
- spotting things which might trouble them
- showing your own calming skills
- helping them to be active to feel happier
- active listening
- showing them **mindfulness techniques**



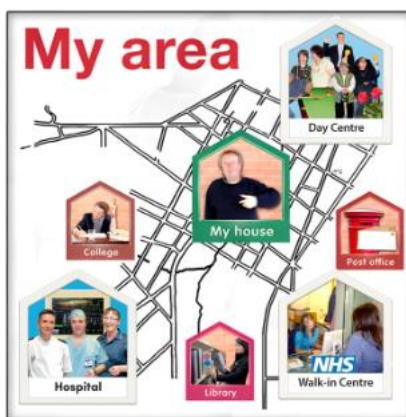
Mindfulness means paying attention to our thoughts, feelings and surroundings.

Mindfulness techniques are things like deep breathing and meditation.

4.4 Trauma- informed principles in practice



You have learned how trauma-informed principles can be used to make safe spaces for people who have experienced trauma.



The principles can be used in any places, including:

- health centres
- hospitals
- nurseries and schools
- colleges and universities
- social services
- work places
- in homes



Think about how you can use the principles every time you work with the person you are supporting.



Ask yourself how you can put these things in place for them:

- safety
- trust
- choice
- working together
- making them feel **empowered**



Empowered means feeling in charge of your own decisions and choices.

4.5 Thinking back



Think back to the case study about Jemma.

Ask yourself:

- what could have been done better?
- what worked well?



Jemma's experience moving homes was hard for her but her carers and social worker gave her trauma-informed support.

This meant that she could start to trust people.



When Jemma started secondary school, the support she got helped her to build relationships.

This meant she chatted more and could focus on her school work better.



Over many years the trauma-informed, relationship-based support helped Jemma's physical health and emotional wellbeing get stronger.

This meant she could live her best life as she became an adult.

4.6 To end



In this course you have found out more about trauma.



You have learned about:

- the 5 F trauma responses
- the window of tolerance
- trauma-informed principles
- ways to put them in place
- positive relationships
- making boundaries
- emotional safety
- listening with empathy
- using language



This is the end of Section 4.

This is the end of the course.



We hope you enjoyed the course.

This Easy Read document has pictures from:





We listen.



We care.



We love.

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