




starleyhall
REACHING OUT

The logo features the name 'starleyhall' in a lowercase, sans-serif font. 'starley' is dark blue, 'h' is a vertical bar, and 'all' is yellow. Below it, the tagline 'REACHING OUT' is written in a smaller, spaced-out, uppercase, sans-serif font. The 'h' in the tagline is also a vertical bar. The background consists of a white central area with blue and orange geometric shapes.

- **Developmental Trauma**
- **Failed relationships - Attachment Disorder**
- **Neuro-developmental difference/ID**
- **Impairments in adaptive functioning/independence**
- **Communication impairments**
- **Attentional difficulties and hyperactivity**
- **Thinking and problem solving difficulties**



- **Neglect/Abuse/Loss - PTSD**
 - **Dysregulated emotions/behaviour**
 - **Hyper-arousal/alertness/sensitivity**
 - **Distorted perceptions**
 - **Negative core beliefs**
 - **Conflict/rejection of support/reactive**
 - **Lack of a coherent inner voice**
 - **Inability to self reflect**
- 

STARTING POINT

HIERARCHY OF NEEDS

ATTACHMENT (K GOLDING)



Explore Trauma

Mourn losses

Resilience and Resources

Self esteem and identity

Empathy and Reflection

Manage behaviour in relation to others

Comfort & Co-regulation

elicit care from others


Develop Relationships


Feel Safe

physically and emotionally


VISUAL COMMUNICATION

BEING EXPLICIT..... DEMONSTRATE LISTENING

- **Active listening**
 - **Capture and value the moment**
 - **Compare the moments**
 - **Mark change/progress**
 - **Support all transitions**
 - **Share process – “do with”**
 - **Demonstrate how to reflect, weigh, balance**
 - **Provide external regulation enable internal regulation**
- 

- **Mind Maps – breaking down and building up**
 - **Visual schedules and timetables – named adults/transitions – “holding hands”**
 - **Visual regulation tools – thermometers/scales**
 - **CAT techniques for staff reflection, support and formulation**
 - **Talking Mats**
- 

TALKING MATS

- All staff trained
 - “Check in” - coping
 - Monitor safety/worries
 - Keeping Safe
 - Young people’s pack – rights/progress/environment/care
 - Views on progress in care and education
 - Views on transitions in education and care
 - Literacy goal setting
 - Service development – group consultations
 - Family connections
- 



OUTCOME OBJECTIVES

- **Consistency of approach – sticking to the plan**
 - **Consistency of communication style**
 - **Recognisable universal tools**
 - **Capturing & recording important conversations “on-line”**
 - **Teaching structured thinking**
 - **Teaching reflection skills**
 - **Evidence**
- 