



**The REACH Curriculum  
Skills and Knowledge Learning Objectives**

The REACH Course is an educational psychologist developed and led learning curriculum, delivered in six 'bite-size' modules, equipping practitioners with the psychological knowledge and skills they require to embed effective trauma informed, resiliency enabling approaches in their schools and settings.

REACH teaches 100 different learning objectives relating to the key knowledge and skills needed to develop an awareness not only of adversity and trauma, but also of the approaches that are vital in supporting young people to do well, despite their risk factors. Each module also has a key 'story' that supports participants to access the learning content and embed the skills learnt in a more meaningful way.

<b>Module Title</b>	<b>Module Keystone: Key Story, Idea or Metaphor</b>	<b>Module Aims &amp; Outcomes</b>	<b>Learning Objectives: Knowledge (KLO) (Total: 81)</b>	<b>Learning Objectives: Skills (SLO) (Total: 19)</b>
<b>Module 1: 'Roots &amp; Wings' Introduction to REACH. Adversity, stress and its impact.</b>	<b>Nurturing Growth:</b> Nurturing neural pathways in a developing child is like nurturing, nourishing and tending to a tiny seed or sapling in order for it to grow healthy new shoots. Pathways we don't want can be pruned away like old or decaying shoots. What fires	This session aims to introduce the key values of REACH, and to create a safe space for participants on the course.  The session enables participants to gain an up-to-date understanding of stressful or adverse life experiences & their impact upon child development. In particular, we will make	<b>1.1 Candidates will learn the six key values of the REACH course</b> <b>1.2 Candidates will be able to list the six trauma informed principles according to SAMHSA</b> <b>1.3 Candidates will be able to name the key protective factor that research has shown buffers us from the effects of adverse events and helps to build our resilience</b> <b>1.4 Candidates will learn the main rationale for the REACH course and gain an overview of the six modules</b>	<b>1.1 Candidates will be able to use SAMHSA's six 'trauma informed principles' during this session and all subsequent sessions</b> <b>1.2 Candidates will be able to use methods for assessing resiliency in children and young people</b> <b>1.3 Candidates will be able to use tools for supporting their resilience and the resilience of vulnerable children and young people (e.g. 'The Roots of Resilience' tool)</b>

	<p>together wires together.</p> <p><b>Roots and Wings:</b> Resilience comes from having strong roots that we can tap into in challenging times and that nourish us from the inside out. These roots provide us with the security and stability we need to grow wings and prosper in life.</p> <p>This is the keystone of the whole course – that children are organically developing creatures that respond to nurture in order to grow in a healthy way.</p> <p>Even when there has been a deep,</p>	<p>reference to the pioneering research of Dr Bessel van der Kolk and Dr Bruce Perry.</p> <p>This session will also introduce the rationale for responding to children through the lens of resilience and why resiliency research is essential in informing how we support those who are experiencing stressful life events.</p>	<p><b>1.5 Candidates will learn what Adverse Childhood Experiences (ACEs) are and be able to list these</b></p> <p><b>1.6 Candidates will gain an understanding of the (positive and negative) environmental influences of brain development and growth in developing children (e.g. nurture versus lack of nurture)</b></p> <p><b>1.7 They will learn how the period 0 – 5 years involves a rapid period of brain growth in children and why this is relevant for children who have experienced high levels of adversity or stress</b></p> <p><b>1.8 They will be able to explain that the growth of the brain is ‘experience-dependent’ and that neural pathways are ‘use-dependent’ and may be pruned away if not used repeatedly.</b></p> <p><b>1.9 Candidates will understand the meaning of the concept ‘neuroplasticity’ and how brain growth can occur in children with missing or limited early nurturing experiences, given the right environment and support e.g.</b></p>	
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	<p>psychological wound, children can still grow to be healthy adults, given the right, safe, nurturing, child-centred and resiliency-enabling environment.</p>		<p><b>positive relationships with both teachers and peers</b></p> <p><b>1.10 Candidates will learn about the three different types of stress and the impact of ‘toxic stress’ on the body and brain’s stress response system, including a heightened, more sensitive, or ‘faulty’ stress-response.</b></p> <p><b>1.11 Candidates will be able to identify ‘stress triggers’</b></p> <p><b>1.12 Candidates will be able to explain</b>  <b>A) What <u>resilience is</u> (bouncing back, focusing on strengths, filling gaps, counteracting adversity with protective factors, not treating pupils the same, early evidence-based intervention).</b>  <b>B) What resilience <u>is not</u> (a one-off programme, social-emotional learning, a fad, not about putting on armour or ‘grin and bear it’).</b>  <b>C) And the environmental basis to resilience.</b></p> <p><b>1.13 Candidates will be able to reference research into the resilience of ‘at risk’ groups</b></p> <p><b>1.14 They will be able to explain why it is important to take a</b></p>	
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<p><b>Module 2: ‘The Hidden Wound’ Developmental Trauma, Promoting Safety &amp; Emotional Regulation</b></p>	<p><b>The Hidden Wound:</b> Trauma is like a hidden wound, which in reality is an emotional or psychological wound that needs both acknowledgement and expression, within the context of a safe, supportive environment, in</p>	<p>This session aims to teach the definitions of trauma and the signs and symptoms of developmental trauma.</p> <p>The importance of addressing safety needs in children and young people experiencing SEMH needs is then considered.</p> <p>Participants will explore psychological models for promoting feelings of</p>	<p><b>2.1 Candidates will learn definitions of trauma and understand the difference between the three different types of trauma</b></p> <p><b>2.2 Candidates will be able to describe the ‘3Es’ according to SAMHSA and understand the difference between adversity and trauma</b></p> <p><b>2.3 Candidates will be able to name the three main parts of a ‘simplified’ metaphor model of the brain (‘The Triune Brain’) and explain each part’s general function</b></p> <p><b>2.4 Candidates will be able to list the seven pieces of developmental</b></p>	<p><b>2.1 Candidates will be able to demonstrate use of safety cues &amp; gestures that convey safety in interactions</b></p> <p><b>2.2 Candidates will be able to demonstrate P.A.C.E: Playfulness, Acceptance, Curiosity and Empathy in interactions</b></p> <p><b>2.3 Candidates will be able to use creative ways to elicit what helps a young person to feel safe and to create a ‘Calm’ box with suitable sensory resources for a child or young person they know</b></p>

	<p>which to begin to heal.</p>	<p>safety and reducing dysregulation, and practice some of these essential skills.</p> <p>In particular, this session draws from the seminal research of Dr Bruce Perry, Dr Stephen Porges, Dr Dan Hughes, Dr Dan Siegel &amp; Dr Peter Levine.</p>	<p><b>trauma according to ‘Beacon House’ (the impact of trauma on a child)</b></p> <p><b>2.5 Candidates will understand which of the seven signs of developmental trauma correspond to which parts of the triune brain, in general terms (with the caveat that this is a very simplified view of the brain)</b></p> <p><b>2.6 Candidates will learn about Dr Bruce Perry’s ‘3Rs’ approach to trauma in children and how it is often necessary to regulate children with developmental trauma from the ‘brain stem’</b></p> <p><b>2.7 Candidates will learn what co-regulation is and how to co-regulate a child who is dysregulated (either hyperaroused or hypoaroused)</b></p> <p><b>2.8 Candidates will be able to define what ‘neuroception’ is and how this is affected in children who have experienced trauma</b></p> <p><b>2.9 Candidates will identify what helps to create a sense of psychological safety for themselves and for vulnerable children</b></p> <p><b>2.10 Candidates will be able to describe ‘Polyvagal Theory’ (Dr Stephen Porges) in simple terms and</b></p>	
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			for calming the nervous system because they activate the vagus nerve and the parasympathetic nervous system	
<b>Module 3: 'Behind the Mask' Building Trust, Security &amp; Nurturing Relationships</b>	<b>Behind the Mask:</b> When we have limited early experiences of nurture, we may develop defences that harden into walls - or fixed masks, in order to defend our 'hidden wound' and protect ourselves from feeling any further pain. This is known as 'blocked trust'. Our expressed behaviour does not correspond to our hidden needs. To soften defences, we need to build trust and attune to the young person.	This session aims to teach the value of 'nurture' and why it is so important to focus on strengthening stable relationships and building trust with vulnerable children & young people.  Participants will learn psychological techniques for addressing children's unmet attachment needs, including how to support secure attachment relationships through the use of nurturing relational approaches and the principles of attuned interactions.  We will refer to the pivotal work of Marjorie Boxall, Heather Geddes,	<b>3.1 Candidates will be able to explain what nurture is and why it is an essential therapeutic intervention for children and young people who have experienced early adversity</b> <b>3.2 They will understand what a 'nurturing approach' is in schools</b> <b>3.3 Candidates will be able to name the six principles of nurture according to Nurture uk</b> <b>3.4 Candidates will be able to explain how nurture and nurture groups help students return to healthy levels of stress</b> <b>3.5 Candidates will be able explain the psychological underpinnings of nurture groups and nurturing approaches</b> <b>3.6 Candidates will be able to describe what attachment theory is</b> <b>3.7 They will be able to explain what attachment is and how attachment is formed and developed (the concepts of 'serve and return' and the 'secure base / safe haven')</b>	<b>3.1 Candidates will be able to use 'empathic listening' with children and young people</b> <b>3.2 Candidates will be able to demonstrate one or more of the first 18 'Principles of Attuned Interaction' (AVIGUK)</b>

		<p>Louise Michelle Bombèr, Patricia Crittenden and Hilary Kennedy (AVIGuk) in this session.</p>	<p><b>3.8 Candidates will be able to describe what attachment behaviours are and their purpose in relation to survival</b></p> <p><b>3.9 Candidates will be able to explain the concept of the ‘internal working model’</b></p> <p><b>3.10 Candidates will be able to list some of the effects of insecure attachment development</b></p> <p><b>3.11 Candidates will learn about the Emotional Cup (Refueling) Metaphor and the idea of 5:1 positive to negative interactions</b></p> <p><b>3.12 Candidates will know and be able to name the different attachment styles. They will learn about Heather Geddes’ ideas of how to relate to each attachment style</b></p> <p><b>3.14 Candidates will be able to explain the purpose of providing vulnerable students with a trusted, attuned adult (Ref Louise Michelle Bomber) who listens empathically and how this can positively affect the child</b></p> <p><b>3.13 Candidates will learn the ‘Principles of Attuned Interaction’ (AVIGUK) and why attunement is</b></p>	
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			<p>important in terms of ‘mirroring and matching’ (mirror neurons)</p> <p><b>3.15 Candidates will learn about attunement approaches with animals or via ‘Intensive Interaction’ for children who may be ‘difficult to reach’</b></p>	
<p><b>Module 4: ‘Super Hero Strengths’ Empowerment and Engagement</b></p>	<p><b>Super Hero Strengths (Kintsugi):</b>          Although we may feel broken by adverse life events, we can hold ourselves together with our strengths and let go of any self-limiting beliefs we may have about ourselves. This is known as ‘adversarial growth’.</p> <p>The key is to aspire to being <i>authentic and real</i> – with all the flaws and cracks of a human being, rather than</p>	<p>This session aims to teach participants some cognitive-behavioural, strengths-based techniques based on the influential work of psychologists Martin Seligman and Christopher Peterson, as well as Renee Jain, author of the resiliency programme ‘Go Strengths’.</p> <p>Participants will learn why it is essential to tap into the strengths and interests of disengaged or disaffected students in order to strengthen attachment relationships, support more positive behaviour</p>	<p><b>4.1 Candidates will learn about the role thinking plays in being resilient and why rumination or negative thinking can lead to mental ill health</b></p> <p><b>4.2 Candidates will be able to explain what explanatory style is and how this can be pessimistic and inaccurate, or optimistic and accurate</b></p> <p><b>4.3 Candidates will be able to describe Albert Ellis’s ABC model and other ‘Cognitive Behavioural Therapy’ (CBT) models for explaining how our thoughts affect our behaviour e.g. the Hot Cross Bun model and the ‘Go Strengths!’ ETR model</b></p> <p><b>4.4 Candidates will be able to list eight common thinking errors (‘Thought Holes’)</b></p> <p><b>4.5 Candidates will be able to name some common links between</b></p>	<p><b>4.1 Candidates will be able to use ‘CBT’ approaches with children and young people</b></p> <p><b>4.2 Candidates will be able to use a technique to help young people to let go of negative or self-limiting beliefs</b></p> <p><b>4.3 Candidates will be able to use strengths-based approaches with children and young people</b></p> <p><b>4.4 Candidates will be able to use stories, myths or films to elicit young people’s ‘hero archetypes’ and ‘hero strengths’ in order to empower them and engage them</b></p>

	<p>aspiring to a 'perfect' yet unattainable and unrealistic ideal.</p>	<p>and promote their emotional resilience.</p>	<p><b>thoughts and feelings, and the implications for mental health</b></p> <p><b>4.6 Candidates will learn about self-limiting beliefs and how a fixed mindset can hinder growth and undermine our resilience</b></p> <p><b>4.7 Candidates will be able to explain how cultivating gratitude can boost resiliency levels</b></p> <p><b>4.8 Candidates will be able to describe Seligman &amp; Peterson's Character Strengths and Virtues (CSV) and use this to identify their own strengths and those of children and young people</b></p> <p><b>4.9 Candidates will be able to describe ways to boost the self-efficacy of vulnerable children and young people, including 'Solution Focused' approaches</b></p> <p><b>4.10 Candidates will learn the importance of positive role-models in supporting a child or young person's resilience</b></p> <p><b>4.11 Candidates will understand the importance of a sense of meaning and purpose in engaging vulnerable young people</b></p>	
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			<b>4.12 Candidates will be learn creative techniques for eliciting children and young people’s ‘hero strengths’ and ‘archetypes’ in order to support their sense of meaning</b>	
<b>Module 5: ‘Finding Your Element’ Meaning, Connection &amp; a Sense of Belonging</b>	<p><b>Finding Your Element:</b> the hidden wound of trauma may cause us to feel that something is missing and that we are not complete. We may search for ways to complete ourselves or heal ourselves from the outside, rather than nourishing ourselves from the inside out.</p> <p>When we feel as if we belong or have a sense of meaningful connection and participation, this</p>	<p>This session aims to teach candidates about the power of social relationships in mitigating exposure to risk.</p> <p>We will examine the ground-breaking work of Johann Hari in relation to the concept of connection and social recovery from addiction.</p> <p>The session will consider Robbie Gilligan's inspiring work on the importance of 'belonging' for children in care.</p> <p>We will conclude by examining a variety of approaches for</p>	<p><b>5.1 Candidates will understand the significance of social connection in buffering human beings from physical health problems</b></p> <p><b>5.2 Candidates will be able to describe other forms of connection – other than social relationships – and how these are known research-based protective factor</b></p> <p><b>5.3 Candidates will be able to identify how a sense of belonging makes them feel and explain in psychological terms the positive effects of our belonging needs being met</b></p> <p><b>5.4 Candidates will be able to explain the negative effects of belonging needs not being met in children and young people</b></p> <p><b>5.5 Candidates will learn about the links between social connection and recovery from addiction</b></p>	<p><b>5.1 Candidates will be able to use techniques to assess and support belonging needs</b></p> <p><b>5.2 Candidates will be able to use Narrative Approaches to helping support a sense of belonging in children and young</b></p> <p><b>5.3 Candidates will be able to use circles for promoting social connectedness, belonging &amp; wellbeing people</b></p>

	<p>can help us to find our place in the world, and in turn, support feelings of wholeness.</p>	<p>developing social skills, including 'circles' for wellbeing.</p>	<p><b>5.6 Candidates will learn several ways to assess social connectedness in children and young people</b></p> <p><b>5.7 Candidates will be able to list strategies for promoting a sense of belonging in children and young people</b></p> <p><b>5.8 Candidates will learn about Narrative or Life Story Approaches for connecting children to their history and heritage, their sense of self, as well as to their current social connections.</b></p> <p><b>5.9 Candidates will be able to name some key interventions for promoting social skills and friendships in children and young people and understand the 'social learning theory' (Bandura) underpinning these methods</b></p> <p><b>5.10 Candidates will learn about the importance of music and movement circles in helping a dysregulated brainstem to improve its control over motor activities and to strengthen its role in stress response system regulation</b></p>	
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			<p><b>5.11 Candidates will learn about the importance of play for feelings of increased connection</b></p> <p><b>5.12 Candidates will be introduced to the importance of ongoing 'Reflective Supervision' 'Circles of Empathy' to support their own emotional wellbeing as practitioners</b></p>	
<p><b>Module 6: 'A Monster Calls' Expressing Emotions, Cross-Cultural Coping Skills &amp; Using the Expressive Arts Therapeutically</b></p>	<p><b>A Monster Calls</b> Children are not monsters, they have often had monstrous things happen to them, such as bereavement, loss or separation, and sometimes these monstrous things are replicated by them as they communicate their distress or trauma (Ref: Richard Rose).</p> <p>We need to support children to find the resources they need to</p>	<p>This final session aims to teach participants specific techniques for supporting students to deal with feelings based on the important work of John Gottman.</p> <p>The course will conclude by introducing ways to use the expressive arts (e.g. drawing, sand tray, clay, Lego, stories etc) safely and effectively to support children and young people therapeutically.</p>	<p><b>6.1 Candidates will be able to explain why behaviour is communication of an unmet need, emotional distress or other unknown factor – and be able to explain some different perspectives on behaviour</b></p> <p><b>6.2 Candidates will learn how Emotion Coaching (Dr John Gottman/ Emotion Coaching UK) helps children to understand their different emotions, why these emotions occur and how to handle them</b></p> <p><b>6.3 Candidates will examine how the beliefs and attitudes of adults can affect how we deal with the emotions of children or young people i.e. our style of interaction</b></p>	<p><b>6.1 Candidates will be able to use Emotion Coaching techniques to respond to difficult common scenarios</b></p> <p><b>6.2 Candidates will be able to use the 'Hand Brain Model' (Siegel)</b></p> <p><b>6.3 Candidates will be able to use 'The Therapeutic Storyboard Technique' (Ttofa) with young people to elicit their thoughts, feelings, behaviours, strengths and what they need to support their resilience in relation to an adverse event.</b></p> <p><b>6.4 Candidates will be able to use the expressive arts therapeutically and safely with children and young people</b></p>

	<p>express their 'monster' feelings and process emotions or memories from the deep unconscious – and show empathy and compassion for what may lie behind their behaviour.</p>		<p><b>6.4 Candidates will learn the five steps of Emotion Coaching (Dr John Gottman)</b>  <b>6.5 Candidates will learn the Hand Model of the Brain (Dr Dan Siegel)</b>  <b>6.6 Candidates will learn the technique 'I feel...I need' to help to identify emotions and effectively respond to the emotions identified</b>  <b>6.7 Candidates will learn 'The Therapeutic Storyboard Technique' (Ttofa), which is a technique that can be used to elicit a young person's thoughts, feelings, behaviours, strengths and resiliency in relation to an adverse event, via adult empathic listening and attunement</b>  <b>6.8 Candidates will learn about the use of symbolism and the main kinds of expressive arts useful for processing trauma or adverse events</b>  <b>6.9 Candidates will be able to explain why stories, symbolism, images and metaphor are so important for helping support the emotional wellbeing of children and young people</b>  <b>6.10 Candidates will be able to explain 'The Therapeutic Triangle' (Ttofa) and why this model</b></p>	
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			<p>is helpful when using the expressive arts therapeutically</p> <p>6.11 Candidates will be able to explain the acronym 'S.A.F.E.L.Y' (Ttofa) in relation to using the expressive arts therapeutically with children and young people</p> <p>6.12 Candidates will be able to describe some cultural considerations in therapy and understand how Sandplay Therapy is a powerful but gentle form of psychotherapy for dealing with unconscious memories or trauma</p>	
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CREATED BY JULIETTE TTOFA

DATE: 21.11.20