



## Caring for Children and Young People with Trauma training

### Knowledge Check

Carers are required to complete Knowledge Checks that include multi-choice questions. The knowledge check can be repeated as many times as needed to achieve 100% pass mark to complete the activity.

A **successful** response to the question will be indicated by:

Question 4 1 / 1 point

An **unsuccessful** response to the question will be indicated by:

Question 5 0 / 1 point

It is important to remind carers that the knowledge check is not a test. The purpose, is to help reflect on the content within each module.

This guide can assist carers identify where they may need to review course content, to complete the knowledge check again.

### Module 2. Brain Development.

**Question 1. In what order do the four main Centres of the brain develop?**

- *Body Centre, Movement Centre, Emotional Centre, Thinking Centre.*
- Thinking Centre, Emotional Centre, Movement Centre, Body Centre.
- Movement Centre, Emotional Centre, Body Centre, Thinking Centre.
- None of the above.

**Question 2. What do children need to develop healthy brains?**

- Love
- Consistency
- Predictability
- Repetition
- *All of the Above*

**Question 3. When a child's Thinking Centre is under stress, what do they need to calm down and change behaviour?**

- They need time to calm down on their own
- They need to run around and get rid of excess energy
- *They need help from an adult carer's Thinking Centre to calm down and change behaviour*
- None of the above

**Question 4. At what age is the Thinking Centre of the brain thought to become fully mature?**

- 10 years old
- 15 years old
- 18 years old
- *25 years old*



**Question 5. At what age does the Emotional Centre of a child's brain typically undergo the most significant growth?**

- During pregnancy
- 0-1-year-old
- 2-3 years old
- 4-7 years old
- 8-11 years old
- 12-15 years old

**Question 6. What are some ways that you can support the developing brain?**

- Play games together with your child.
- Dance together with your child.
- Read story books with your child.
- Help your child to weigh up different factors when they need to make a decision.
- *All of the above.*

**Question 7. Which of these statements about healthy brain development are true?**

- *Practice and rehearsal build brains.*
- *Routines are vital for children, and predictability helps them to feel safe.*
- *Relationships are the primary way that children's brains grow and develop.*
- *Behavior is generally driven by a need that comes from their Emotional Centre.*

**Question 8. Which of these statements about the important functions that relationships serve are true?**

- *Relationships can mend pain that children begin to feel.*
- *Relationships give hope. It is why you are so important to the child in your care.*
- Relationships are not that important for children; they can manage on their own.
- *Relationships help children to calm down when they are distressed because they cannot do it for themselves yet.*

### Module 3. Understanding trauma.

**Question 1. What are the three types of trauma defined in this module?**

- *Simple trauma, complex trauma and developmental trauma.*
- Complex trauma, developmental trauma and mild trauma.
- Developmental trauma, ongoing trauma, and post-traumatic stress disorder.

**Question 2. Select all TRUE statements.**

- *Trauma reduces the power of the Thinking Centre.*
- *Trauma disrupts the ways the memories are stored and recalled.*
- *Trauma disconnects children and young people from relationships.*
- *Trauma-based behavior serves a purpose at the time in which it develops as a response to threat.*
- *For traumatised children, change itself becomes a possible threat.*
- *Trauma diminishes social skills and isolates children from peers.*
- *Trauma disconnects children from their community and culture.*
- *Safety, predictability and compassion are the key to helping children affected by trauma.*



**Question 3. Which statement is correct?**

- *Children experience trauma in their bodies. They can feel physical tension, experience restricted movements, headaches, nausea, and disturbed sleep and eating patterns.*
- Children who experience trauma are always in control of their behaviour and can stop at any time.
- Children who have experienced trauma find it really easy to calm themselves down without any support.

**Question 4. What do children affected by trauma find difficult about their feelings? Select all the TRUE statements.**

- *They find it difficult to name or describe their feelings.*
- They can easily manage their feelings all the time.
- The feelings they have are always accurately expressed to others.
- *They find feelings confusing and sometimes overwhelming.*

**Question 5. How are routines important to children and young people affected by trauma?**

- Routines allow children to feel that relationships are trustworthy and predictable.
- Routines encourage children to feel less stress because they know what is coming up next.
- Routines give children a sense of safety.
- *All of the above*

**Question 6. Why are children's memories of trauma stored in bits and pieces?**

- Memories of trauma are only about sounds.
- Fragments of memories are easier to hide.
- *Because the experience is so overwhelming that their brain cannot store it as one big memory.*

**Question 7. What effects can trauma have on children's mind maps?**

- Trauma has no effect on children's mind maps.
- *Trauma can make children's mind maps unreliable for anticipating what might happen in safe or threatening situations.*
- Trauma can make children's mind maps build strong expectations of safety and security in both familiar and unfamiliar situations.

**Question 8. What are trauma-based behaviour?**

- Challenging behaviours designed to test carers, that are easy to change with star charts and rewards.
- Overreactions that use unnecessary force to get children what they want.
- *Response to past trauma that communicate the child's needs.*

**Question 9. What helps traumatised children to heal?**

- Opportunity to play and have fun.
- Routines that promote predictability.
- Caring and compassionate foster carers.
- Adults in the child's life working together as a team.
- *All of the above.*



## Module 4. Trauma-informed approaches.

**Question 1. In a trauma-informed approach, carer relationships with their child are:**

- Irrelevant, because traumatized children only benefit from specialist counselling.
- Controlling and authoritative, so that children do what they're told.
- *Intentionally used to create opportunities for positive change and an experience of safety.*

**Question 2. What are the four views that children hold when they have a positive relationship "rule book"?**

- *I am confident.*
- *I am loveable.*
- *I am important.*
- *I am hopeful.*
- I am untrustworthy.
- I am unlovable.

**Question 3. How can carers help children develop a positive "rule book" about relationships? Select all that apply.**

- *Communicate that your relationship is unconditional and that you will not give up on them.*
- Remind them that the world is unsafe and people are not to be trusted.
- *Show them that you are responsive to their needs.*
- *Show them that you accept them for who they are.*

**Question 4. What can you do to connect to children and help them feel they belong in their relationship with you?**

- *Show your interest in what's important to them.*
- *Be calm and patient.*
- *Be a good listener.*
- Be serious all the time.
- *Be warm.*
- Emphasise that they need to fix their mistakes.

**Question 5. What are some things you can do to build safety with children and young people?**

- *Be respectful in your interactions at all times.*
- Protect their health by forbidding lollies.
- *Keep the home environment predictable and consistent - try to keep to regular routines.*
- *Spend time with them at times of the day that they might find difficult or challenging.*
- Change up the routines in your family every week.
- *Let them know they will always be physically safe in your presence.*

**Question 6. Identify which of these things are important to consider in setting boundaries and limits on children and young people in your care.**

- Be firm but fair.
- Set the tone.
- Safety first.
- Have expectations that fit with the child's understanding and functioning.
- *All of the above.*



**Question 7. Is it unrealistic to expect that the child or young person can stop a behaviour without having other strategies or resources to draw upon to meet the need they have at the time?**

- YES
- NO
- NOT RELEVANT

**Question 8. How can you promote calm in your home with children and young people in your care?**

- Give children who have experienced trauma regular opportunities to relax.
- Help children make a list of things they can do when they are feeling stressed.
- Be present and remain connected.
- Model calming strategies that you find helpful.
- Notice when their stress levels are building and find ways to stay close to them.
- Stay calm yourself.
- *All of the above.*

## Module 5. Collaboration & self-care.

**Question 1. Which of these are not key functions of a Care Team?**

- Ensure all therapeutic needs of young people are, and continue to be met.
- Establish or maintain the child or young person's connections to their culture and community.
- Get to know the child or young person well enough to know how best to involve them in decision-making.
- *Enable one professional to dominate planning for children and young people's care.*
- Develop the skills for providing trauma-informed practical care and support.
- Develop strategies and plans to mitigate risk issues.
- Promote the meaningful participation of children, young people and family members.
- Work collaboratively to put the best interests of the child or young person first.

**Question 2. Which of these qualities are important to a well-functioning Care Team?**

- Honesty and transparency.
- Discipline to carry out agreed actions.
- Creativity consider what alternatives might work better for the child or young person.
- Humility of own knowledge and curiosity for how others are thinking and feeling.
- *All of the Above*

**Question 3. Which of the following questions you can ask yourself to help you participate in a Care Team?**

- *Do I feel like my views are listed to?*
- *Do I feel like I can have a different view to others and have that view considered?*
- *What can I do if I feel uncomfortable with the decisions or plans being made?*
- *How can I build my confidence to speak up?*
- *Do I feel included in the conversation?*



**Question 4. How can you support children and young people take part in their Care Team?**

- Practically and emotionally prepare them to participate in formal and informal Care Team processes.
- Support their voices to be heard, whether they attend Care Team meetings or not.
- Develop strategies to provide emotional support before, during and after Care Team discussions.
- Anticipate when the Care Team may need to make decisions in the child's best interest that they will not like, and help prepare them for this possibility.
- *All of the above.*

**Question 5. If a child or young person asks you to help them understand why they have a care team and what does it do, choose an answer that you might give them.**

- It is a group of adults talking about boring things – you wouldn't be interested.
- It's an important meeting I have to go to, to talk about the problems you're having at school.
- *It is the way all the important people in your life come together to help make plans and decisions about the things that are important in your life.*

**Question 6. How can you help a child or young person build trust in the Care Team Process and the people on it?**

- *Make sure the child or young person gets time talk about their views and wishes with you and anyone else from the Care Team who they trust.*
- *Ensure the child or young person has someone they trust or have an established relationship with, to support them in formal and informal meetings.*
- Make sure that the child or young person does not spend any time with any of the Care Team members before the meeting.
- Send the child or young person to a Care Team meeting on their own.

**Question 7. Can a family member of the child or young person be part of a Care Team?**

- *Yes, anyone important to the child should be included in the best way they can be.*
- No, family members cannot be unbiased and cannot participate.

**Question 8. Do Care Teams only exist as formal meetings?**

- YES. Important discussions must wait until everyone on the Care Team can meet in person.
- *NO. Care Teams should have regular discussions and conversations as frequently as is helpful to support the child or young person.*

**Question 9. Which of the following life stressors can activate defensive or self-protective responses in carers?**

- The stress of managing a child's trauma-based behaviours and their corresponding needs.
- The stress of caring for a child with trauma that triggers unresolved issues in the carer's own past.
- The stress of managing a change in care relationship, such as transition to adolescence.
- *All these stressors could activate defensive or self-protective responses in carers.*



**Question 10. Which of the following is NOT an indicator of vicarious trauma?**

- Obsessive or compulsive behaviours.
- Withdrawing from friends and family.
- Finding it hard to enjoy fun things.
- *A feeling of calm satisfaction with your caring role.*
- Difficulty focusing or remembering important things.
- Difficulty managing emotional responses to certain behaviours.

**Question 11. What are the six approaches to self-care?**

- *Circle of support.*
- Push through stress.
- *Safety first.*
- *Know thyself.*
- *Plan ahead.*
- Never say “No”
- *Care for all of yourself.*
- *Create time for self-reflection.*