Contemporary trauma research has transformed how we understand the developmental experiences of our young people and how these have shaped their thinking and behavior. In this presentation, Howard was eager to question how we actually make this knowledge meaningful in ‘the other 23 hours’ away from the therapy room. He talked about the danger of having lots of knowledge but not being able to convert this into practice...‘there is no greater folly than wisdom spun too fine’. How do we manage behaviours that have their roots in emotional pain? Howard discussed a study examining the effects of 9/11 on ‘up state’ New York children. Three years later MRI scans showed amygdala changes in the brain. Howard talked about the importance of safety, stability, and OWNERSHIP of our children. He discussed how our children ‘feel a shameful different’ to the world and must ‘strive for the badge of normality’. In day to day work with our children it’s easy to get overwhelmed by the complexity of what is known about trauma, but it is the CONNECTION that is the powerful agent of change. Technique is only the compliment skill required for ‘relating to the reluctant’, but it is the connection that counts. Timing is another crucial thing to think about in our work. Many of our children aren’t yet ready to confront the demons of the past and must be helped in the here and now to regulate their emotional states and develop the ability to cope with change.

THREE CORE ELEMENTS OF CHILDREN'S TRAUMA NEEDS

- HELP ME FEEL SAFE
- HELP ME CONNECT
- HELP ME REGULATE WHEN I'M WITH YOU AND WITH OTHERS.

**(SELF-REGULATION IS MUCH MORE A THING OF INTERACTIVE EFFORT THAN INDIVIDUAL EFFORT)**