
Certified Specialist Programme in Trauma-Informed Expressive Arts Therapy

Group Work In Trauma Informed Settings

Academic Trauma refers to the emotional and psychological distress that students experience due to academic pressures, such as exams, grades, and competition, which can be addressed in trauma-informed settings through the use of expressive arts therapy. Related terms include academic stress, educational trauma, and school-related trauma. In the context of Group Work In Trauma Informed Settings, academic trauma can be a significant concern, as group members may have experienced trauma related to their academic experiences.

Adaptation refers to the process of adjusting to a new or changed environment, situation, or experience, which is essential in trauma-informed settings, where individuals may need to adapt to new coping mechanisms, social situations, or emotional regulation strategies. Related terms include resilience, coping, and adjustment. In Group Work In Trauma Informed Settings, adaptation is crucial, as group members may need to adapt to the group environment, the therapist's approach, and the expressive arts modalities used.

Adverse Childhood Experiences (ACEs) refer to traumatic events that occur during childhood, such as abuse, neglect, or household dysfunction, which can have a profound impact on an individual's development, mental health, and well-being. Related terms include childhood trauma, trauma-informed care, and resilience. In the context of Group Work In Trauma Informed Settings, ACEs can be a critical factor, as group members may have experienced ACEs and require a trauma-informed approach to address their needs.

Affective Regulation refers to the ability to manage and regulate one's emotions, which is essential in trauma-informed settings, where individuals may struggle with emotional dysregulation due to traumatic experiences. Related terms include emotional regulation, emotional intelligence, and affective processing. In Group Work In Trauma Informed Settings, affective regulation is vital, as group members may need to develop skills to regulate their emotions and manage their emotional responses to traumatic memories or triggers.

Art Therapy is a form of expressive arts therapy that uses art-making as a therapeutic tool to promote emotional expression, healing, and growth. Related terms include art-based interventions, creative therapies, and visual arts therapy. In the context of Group Work In Trauma Informed Settings, art therapy can be an effective modality to address traumatic experiences, as it allows group members to express and process their emotions in a non-verbal and creative way.

Assessment refers to the process of evaluating an individual's needs, strengths, and challenges, which is essential in trauma-informed settings, where a comprehensive assessment can inform the development of a personalized treatment plan. Related terms include evaluation, screening, and assessment tools. In Group Work In Trauma Informed Settings, assessment is critical, as it helps the therapist to identify the group

members' needs, develop a group treatment plan, and monitor progress over time.

Attachment refers to the emotional bond between an individual and their caregivers, which can impact an individual's ability to form healthy relationships and regulate their emotions. Related terms include attachment theory, attachment style, and attachment trauma. In the context of Group Work In Trauma Informed Settings, attachment is an important consideration, as group members may have experienced attachment trauma or have difficulty forming healthy attachments due to their traumatic experiences.

Boundary Setting refers to the process of establishing and maintaining healthy limits and boundaries in relationships, which is essential in trauma-informed settings, where individuals may have difficulty setting boundaries due to traumatic experiences. Related terms include boundary establishment, boundary maintenance, and limit setting. In Group Work In Trauma Informed Settings, boundary setting is vital, as group members may need to establish and maintain healthy boundaries with each other and the therapist to feel safe and supported.

Burnout refers to the physical, emotional, and mental exhaustion that can result from prolonged stress, trauma, or compassion fatigue, which can impact an individual's ability to function effectively in their personal and professional life. Related terms include compassion fatigue, secondary trauma, and vicarious trauma. In the context of Group Work In Trauma Informed Settings, burnout can be a concern for therapists and group members alike, as the emotional demands of the group work can be intense and potentially draining.

Case Management refers to the process of coordinating and managing an individual's care, services, and support, which is essential in trauma-informed settings, where individuals may require a range of services and support to address their complex needs. Related terms include care coordination, case planning, and service management. In Group Work In Trauma Informed Settings, case management is critical, as it helps to ensure that group members receive the necessary services and support to address their traumatic experiences and promote healing and growth.

Cognitive-Behavioral Therapy (CBT) is a type of talk therapy that focuses on identifying and changing negative thought patterns and behaviors, which can be effective in addressing traumatic experiences and promoting emotional regulation. Related terms include cognitive therapy, behavioral therapy, and trauma-focused CBT. In the context of Group Work In Trauma Informed Settings, CBT can be a useful modality to address traumatic experiences, as it helps group members to identify and challenge negative thought patterns and develop more adaptive coping mechanisms.

Collaboration refers to the process of working together with others to achieve a common goal, which is essential in trauma-informed settings, where individuals may require a range of services and support to address their complex needs. Related terms include teamwork, partnership, and interdisciplinary collaboration. In Group Work In Trauma Informed Settings, collaboration is vital, as it helps to ensure that group members receive comprehensive and coordinated care, and that the therapist and other service

providers work together to address the group members' needs.

Community-Based Intervention refers to the delivery of services and support in community-based settings, such as schools, community centers, or faith-based organizations, which can be effective in addressing traumatic experiences and promoting healing and growth. Related terms include community-based services, outreach services, and in vivo interventions. In the context of Group Work In Trauma Informed Settings, community-based interventions can be an effective way to deliver services and support to group members, as they can be more accessible and convenient than traditional office-based services.

Complex Trauma refers to traumatic experiences that are prolonged, repeated, or cumulative, such as childhood abuse, domestic violence, or combat trauma, which can have a profound impact on an individual's development, mental health, and well-being. Related terms include developmental trauma, prolonged trauma, and cumulative trauma. In Group Work In Trauma Informed Settings, complex trauma can be a significant concern, as group members may have experienced complex traumatic experiences and require a trauma-informed approach to address their needs.

Coping Mechanisms refer to the strategies and techniques that individuals use to manage and regulate their emotions, behaviors, and physiological responses to stressful or traumatic events, which can be essential in trauma-informed settings. Related terms include coping skills, resilience, and stress management. In the context of Group Work In Trauma Informed Settings, coping mechanisms are vital, as group members may need to develop and practice healthy coping mechanisms to manage their emotions and behaviors in response to traumatic memories or triggers.

Creative Therapies refer to a range of expressive arts therapies, including art, music, drama, and dance/movement therapy, which can be effective in addressing traumatic experiences and promoting emotional expression, healing, and growth. Related terms include expressive arts therapy, creative arts therapy, and alternative therapies. In Group Work In Trauma Informed Settings, creative therapies can be a useful modality to address traumatic experiences, as they allow group members to express and process their emotions in a non-verbal and creative way.

Crisis Intervention refers to the process of providing immediate support and intervention to individuals in crisis, which can be essential in trauma-informed settings, where individuals may experience emotional dysregulation or crisis due to traumatic experiences. Related terms include crisis management, crisis counseling, and emergency intervention. In the context of Group Work In Trauma Informed Settings, crisis intervention can be critical, as group members may experience crisis or emotional dysregulation during the group work, and the therapist needs to be prepared to provide immediate support and intervention.

Culture refers to the values, beliefs, and practices that are shared by a particular group or community, which can impact an individual's experiences, behaviors, and perceptions, and is essential to consider in trauma-informed settings. Related terms include cultural competence, cultural sensitivity, and cultural awareness. In Group Work In Trauma Informed Settings, culture is an important consideration, as group members may

come from diverse cultural backgrounds, and the therapist needs to be culturally sensitive and aware of the cultural nuances and differences.

Dissociation refers to the disconnection or separation from one's thoughts, feelings, or experiences, which can be a coping mechanism in response to traumatic experiences, and is essential to address in trauma-informed settings. Related terms include dissociative disorders, dissociative symptoms, and dissociative coping. In the context of Group Work In Trauma Informed Settings, dissociation can be a concern, as group members may dissociate as a way of coping with traumatic memories or emotions, and the therapist needs to be aware of and address dissociative symptoms.

Domestic Violence refers to the pattern of abusive behavior in intimate relationships, which can include physical, emotional, or sexual abuse, and can have a profound impact on an individual's physical and mental health, and is essential to address in trauma-informed settings. Related terms include intimate partner violence, domestic abuse, and relationship trauma. In Group Work In Trauma Informed Settings, domestic violence can be a significant concern, as group members may have experienced domestic violence or relationship trauma, and require a trauma-informed approach to address their needs.

Emotional Expression refers to the ability to express and communicate one's emotions in a healthy and adaptive way, which is essential in trauma-informed settings, where individuals may struggle with emotional dysregulation due to traumatic experiences. Related terms include emotional awareness, emotional intelligence, and affective expression. In the context of Group Work In Trauma Informed Settings, emotional expression is vital, as group members may need to develop skills to express and communicate their emotions in a healthy and adaptive way, and the therapist can use expressive arts therapies to facilitate emotional expression.

Empowerment refers to the process of promoting an individual's autonomy, self-efficacy, and self-esteem, which is essential in trauma-informed settings, where individuals may have experienced powerlessness or helplessness due to traumatic experiences. Related terms include empowerment theory, empowerment-based interventions, and trauma-informed empowerment. In Group Work In Trauma Informed Settings, empowerment is critical, as group members may need to develop a sense of control and autonomy over their lives, and the therapist can use empowerment-based interventions to promote empowerment and self-efficacy.

Expressive Arts Therapy refers to the use of creative arts therapies, such as art, music, drama, and dance/movement therapy, to promote emotional expression, healing, and growth, which can be effective in addressing traumatic experiences. Related terms include creative arts therapy, alternative therapies, and expressive therapies. In the context of Group Work In Trauma Informed Settings, expressive arts therapy can be a useful modality to address traumatic experiences, as it allows group members to express and process their emotions in a non-verbal and creative way.

Group Cohesion refers to the process of building and maintaining a sense of unity, cooperation, and shared

purpose among group members, which is essential in trauma-informed settings, where individuals may have difficulty forming and maintaining healthy relationships due to traumatic experiences. Related terms include group dynamics, group process, and group cohesion theory. In Group Work In Trauma Informed Settings, group cohesion is vital, as group members may need to develop a sense of trust, safety, and connection with each other, and the therapist can use group cohesion strategies to promote group cohesion and cooperation.

Group Dynamics refer to the interactions and relationships among group members, which can impact the group's overall functioning and effectiveness, and is essential to consider in trauma-informed settings. Related terms include group process, group cohesion, and group therapy. In the context of Group Work In Trauma Informed Settings, group dynamics are critical, as group members may have difficulty forming and maintaining healthy relationships due to traumatic experiences, and the therapist needs to be aware of and address group dynamics to promote a safe and supportive group environment.

Grounding Techniques refer to the strategies and techniques used to help individuals focus on the present moment and manage dissociation, emotional dysregulation, or other trauma-related symptoms, which can be essential in trauma-informed settings. Related terms include grounding exercises, grounding interventions, and trauma-informed grounding. In Group Work In Trauma Informed Settings, grounding techniques can be vital, as group members may experience dissociation or emotional dysregulation during the group work, and the therapist can use grounding techniques to help group members manage their symptoms and stay present.

Healing refers to the process of recovery, growth, and transformation that occurs in response to traumatic experiences, which is the ultimate goal of trauma-informed care, and can be facilitated through the use of expressive arts therapies. Related terms include recovery, growth, and post-traumatic growth. In the context of Group Work In Trauma Informed Settings, healing is the primary focus, as group members may be seeking to recover from traumatic experiences and promote healing and growth, and the therapist can use trauma-informed approaches to facilitate healing and transformation.

Intergenerational Trauma refers to the transmission of traumatic experiences and their effects from one generation to the next, which can impact an individual's development, mental health, and well-being, and is essential to consider in trauma-informed settings. Related terms include intergenerational transmission, transgenerational trauma, and historical trauma. In Group Work In Trauma Informed Settings, intergenerational trauma can be a significant concern, as group members may have experienced intergenerational trauma or be impacted by historical trauma, and the therapist needs to be aware of and address intergenerational trauma to promote healing and growth.

Mindfulness refers to the practice of being present, aware, and non-judgmental in the moment, which can be essential in trauma-informed settings, where individuals may struggle with emotional dysregulation, dissociation, or other trauma-related symptoms. Related terms include mindfulness-based interventions, mindfulness therapy, and trauma-informed mindfulness. In the context of Group Work In Trauma Informed

Settings, mindfulness can be a useful approach, as group members may benefit from mindfulness practices to manage their symptoms, regulate their emotions, and promote healing and growth.

Neurobiology refers to the study of the structure and function of the brain and nervous system, which can impact an individual's development, mental health, and well-being, and is essential to consider in trauma-informed settings. Related terms include neurophysiology, neuroscience, and trauma-informed neurobiology. In Group Work In Trauma Informed Settings, neurobiology can be an important consideration, as group members may have experienced changes in their brain structure and function due to traumatic experiences, and the therapist can use neurobiologically-informed approaches to promote healing and growth.

Peer Support refers to the process of providing support, guidance, and connection from one individual to another, who has experienced similar traumatic experiences, which can be essential in trauma-informed settings, where individuals may benefit from peer support and connection. Related terms include peer mentoring, peer counseling, and peer support groups. In the context of Group Work In Trauma Informed Settings, peer support can be vital, as group members may benefit from peer support and connection with others who have experienced similar traumatic experiences, and the therapist can use peer support strategies to promote peer support and connection among group members.

Post-Traumatic Growth refers to the process of positive change and transformation that occurs in response to traumatic experiences, which can include increased resilience, self-awareness, and personal growth, and is the ultimate goal of trauma-informed care. Related terms include post-traumatic stress, post-traumatic symptoms, and trauma-informed growth. In Group Work In Trauma Informed Settings, post-traumatic growth is the primary focus, as group members may be seeking to recover from traumatic experiences and promote healing, growth, and transformation, and the therapist can use trauma-informed approaches to facilitate post-traumatic growth and positive change.

Psychological First Aid refers to the process of providing immediate support and care to individuals in the aftermath of a traumatic event, which can be essential in trauma-informed settings, where individuals may require immediate support and care to manage their symptoms and promote healing. Related terms include psychological first aid training, psychological first aid interventions, and trauma-informed psychological first aid. In the context of Group Work In Trauma Informed Settings, psychological first aid can be critical, as group members may require immediate support and care to manage their symptoms and promote healing, and the therapist can use psychological first aid strategies to provide immediate support and care.

Recovery refers to the process of healing, growth, and transformation that occurs in response to traumatic experiences, which is the ultimate goal of trauma-informed care, and can be facilitated through the use of expressive arts therapies. Related terms include healing, growth, and post-traumatic growth. In Group Work In Trauma Informed Settings, recovery is the primary focus, as group members may be seeking to recover from traumatic experiences and promote healing, growth, and transformation, and the therapist can use trauma-informed approaches to facilitate recovery and positive change.

Resilience refers to the ability to withstand, recover, and grow in response to traumatic experiences, which is essential in trauma-informed settings, where individuals may require resilience to manage their symptoms and promote healing. Related terms include resilience theory, resilience-based interventions, and trauma-informed resilience. In the context of Group Work In Trauma Informed Settings, resilience is vital, as group members may need to develop resilience to manage their symptoms, regulate their emotions, and promote healing and growth, and the therapist can use resilience-based interventions to promote resilience and positive change.

Self-Care refers to the process of taking care of one's physical, emotional, and mental health, which is essential in trauma-informed settings, where individuals may require self-care to manage their symptoms and promote healing. Related terms include self-care practices, self-care strategies, and trauma-informed self-care. In Group Work In Trauma Informed Settings, self-care is critical, as group members may need to develop self-care practices to manage their symptoms, regulate their emotions, and promote healing and growth, and the therapist can use self-care strategies to promote self-care and positive change.

Somatic Experiencing refers to the approach developed by Peter Levine, which focuses on processing and releasing physical tension and trauma-related symptoms, and can be essential in trauma-informed settings, where individuals may experience somatic symptoms due to traumatic experiences. Related terms include somatic experiencing therapy, somatic practices, and trauma-informed somatic experiencing. In the context of Group Work In Trauma Informed Settings, somatic experiencing can be a useful approach, as group members may benefit from somatic experiencing to process and release physical tension and trauma-related symptoms, and the therapist can use somatic experiencing strategies to promote healing and growth.

Trauma refers to the experience of an event or situation that is perceived as threatening, harmful, or dangerous, which can impact an individual's development, mental health, and well-being, and is the primary focus of trauma-informed care. Related terms include traumatic experiences, trauma symptoms, and trauma-informed care. In Group Work In Trauma Informed Settings, trauma is the primary focus, as group members may have experienced traumatic events or situations, and the therapist can use trauma-informed approaches to facilitate healing, growth, and transformation.

Trauma-Informed Care refers to the approach to care that takes into account the individual's traumatic experiences and their impact on their physical, emotional, and mental health, and is the primary focus of Group Work In Trauma Informed Settings. Related terms include trauma-informed practices, trauma-informed interventions, and trauma-informed therapy. In the context of Group Work In Trauma Informed Settings, trauma-informed care is essential, as group members may require a trauma-informed approach to address their traumatic experiences and promote healing, growth, and transformation, and the therapist can use trauma-informed care principles to guide their practice.

Trauma-Informed Expressive Arts Therapy refers to the use of expressive arts therapies, such as art, music, drama, and dance/movement therapy, to promote emotional expression, healing, and growth in individuals

who have experienced traumatic events or situations, and is the primary focus of the Certified Specialist Programme in Trauma-Informed Expressive Arts Therapy. Related terms include trauma-informed creative arts therapy, trauma-informed alternative therapies, and trauma-informed expressive therapies. In Group Work In Trauma Informed Settings, trauma-informed expressive arts therapy can be a useful modality to address traumatic experiences, as it allows group members to express and process their emotions in a non-verbal and creative way, and the therapist can use trauma-informed expressive arts therapy strategies to promote healing, growth, and transformation.

Vicarious Trauma refers to the experience of secondary trauma that can occur when an individual is exposed to the traumatic experiences of others, such as through their work or relationships, and can impact an individual's physical, emotional, and mental health. Related terms include vicarious traumatization, secondary trauma, and compassion fatigue. In the context of Group Work In Trauma Informed Settings, vicarious trauma can be a concern, as therapists and group members may be exposed to the traumatic experiences of others, and the therapist needs to be aware of and address vicarious trauma to promote their own well-being and provide effective support to group members.

Witnessing refers to the process of bearing witness to an individual's traumatic experiences and providing a supportive and non-judgmental presence, which can be essential in trauma-informed settings, where individuals may require a supportive and validating environment to process their traumatic experiences. Related terms include witnessing theory, witnessing interventions, and trauma-informed witnessing. In Group Work In Trauma Informed Settings, witnessing can be vital, as group members may require a supportive and non-judgmental presence to process their traumatic experiences, and the therapist can use witnessing strategies to provide a supportive and validating environment and promote healing and growth.