

TTRIM Plan

This is an opportunity to share information that you believe people need to know, so that they can better support you. Young People have created this TTRIM Plan because they believe it gives a way of sharing what is most important and gives you the control over what information you want to make sure people know.

Triggers

- What do other's need to know, to help avoid certain triggers or offer support.
- Examples may include noises, breaks in routine, closed doors, trusted person (staff or peer) not being present, lots of people being present, things that people say or do, smells, or unexpected touch.
- When we don't feel safe, because of sensory, physical, emotional or trauma triggers, our bodies go into fight, flight, freeze or fawn reactions.
- Being triggered can happen very quickly, but can be predictable much of the time, so planning ahead can help avoid them.

Transitions

- Managing change is hard for most people, so knowing what works best for you helps to make plans that are supportive and easy to follow.
- Changes may include going from place to place, holiday to term time, walking to school, from task to task, working with different people, changing clothes or changes in how the body feels – hot, cold, wet, dry.
- Examples of what may help with transitions include pre-warning, planning ahead, information and photos, trusted person to support you, extra visits, extra time, time to settle, or choice how to do it.

Regulation

- Knowing what helps you feel calm and safe means better support plans.
- Only once your body and brain return to feeling ok does the thinking part of your brain take over, so you need calm and connection before talking and problem solving.

Interests

- Sharing an interest creates connection, which develops relationships, opens up conversation and can help you to overcome challenges together or help adapt learning to be more interesting.

Motivation

- Knowing what motivates you can help shape your goals and give you energy and focus to move towards them, complete a task or help you get started.
- It may be:
 - the need for autonomy and choice
 - to get something over and done with to move on to something else you like
 - to be noticed or to not be noticed
 - an immediate benefit/result or long-term career goals
- What helps you may be different to someone else.



Where all
children
and young
people are:



HAPPY



HEALTHY



HEARD



SKILLED



SAFE

made by **iMPACT**

Whose Plan is this & when was it created?



Triggers –
What causes a
strong reaction or
triggers a fight,
flight, freeze, or
fawn reaction and
what helps?

.....

Transitions –
What changes and
transitions are a
struggle and what
helps?

.....

Regulation –
What helps you
feel more relaxed
and less
overwhelmed,
including to help
recovery?

.....

Interests –
What are you
always/most
interested in
talking about or
sharing with
others?

.....

Motivation –
What motivates
you and helps
you do the
things you need
/ want to do?

This is an information sheet to support an adult who is helping a child or young person to complete their TTRIM Plan. The TTRIM Plan is way for them to share the information that is most important. This information allows the adults supporting them to ASK > Listen > Act on what they have shared, in order to offer effective support and enable them to develop their independence and self-advocacy skills by working with them to develop plans that work.

Triggers

- The brain has evolved to jump into action to help us to feel safe. When we are feeling safe, we can engage and learn. This is beyond conscious control. No one chooses to be triggered.
- When we don't feel safe, because of sensory, physical, emotional or trauma triggers, our nervous system is activated, which leads to fight (acting out physically or verbally), flight (trying to get away), freeze (physically, verbally or emotionally shut down) or fawn reactions (people pleasing).

Transitions

- This can be any change in day-to-day life or at different times of the year or different bodily states.
- Preparation, making plans together and ensuring good support is consistently in place is very important. This affects trust, which is essential for a child or young person to feel safe.

Regulation

- Needs not being understood and not having the right support in place increases stress and impacts mental and physical health.
- What happened in the past can influence how a child or young person expects others to respond now.
- If they feel overwhelmed they need others to be calm, as this communicates to their body and brain that it is safe, and where trust has been damaged this needs to be repaired.
- The body needs to be calm first, so that the thinking part of the brain is able to engage in talking and problem solving.

Interests

- If you are willing to learn about something they are interested in this shows that you care.
- Showing an interest creates connection, which develops relationships, builds trust and helps you to overcome challenges together.

Motivation

- Knowing what motivates a child or young person can help shape goals and aspirations. This helps give energy and focus to move towards them, complete a task or help you get started.
- Are the goals or tasks interesting, relevant or important to the child or young person?
- How could you adapt them to support their engagement?
- What one child or young person needs will be different for others.
- Making plans with them and then sticking to the agreed plans is essential.



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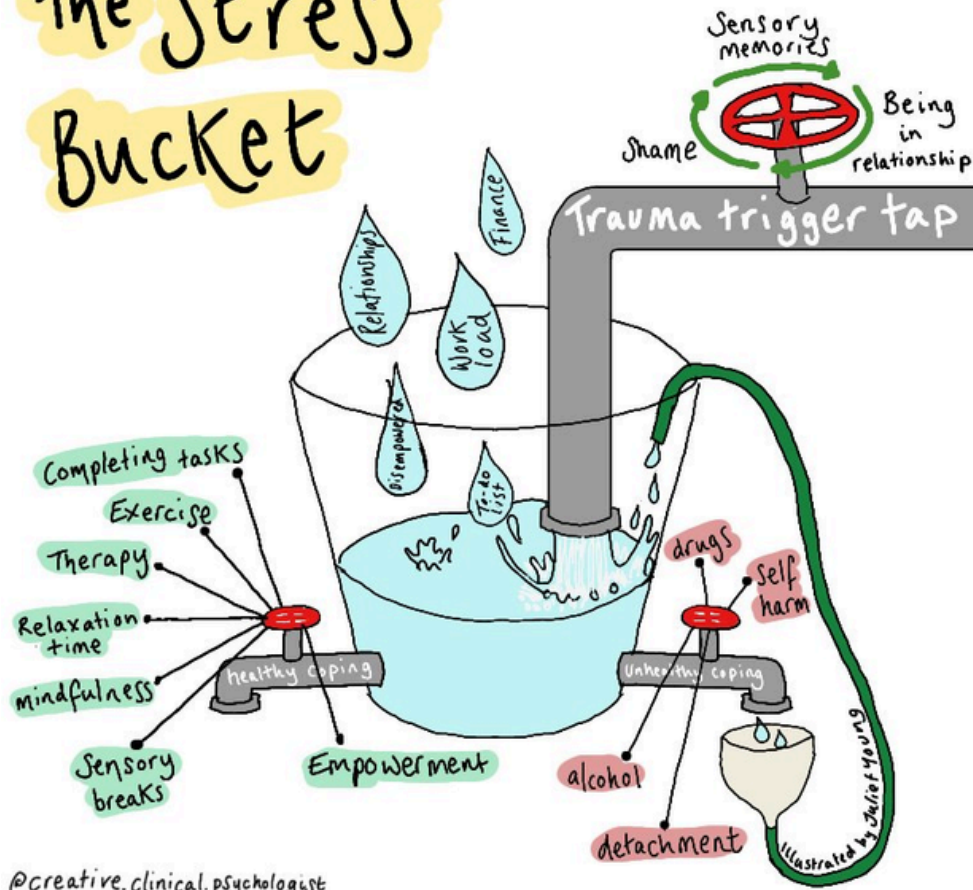


SAFE

**See resources
on next page**

1

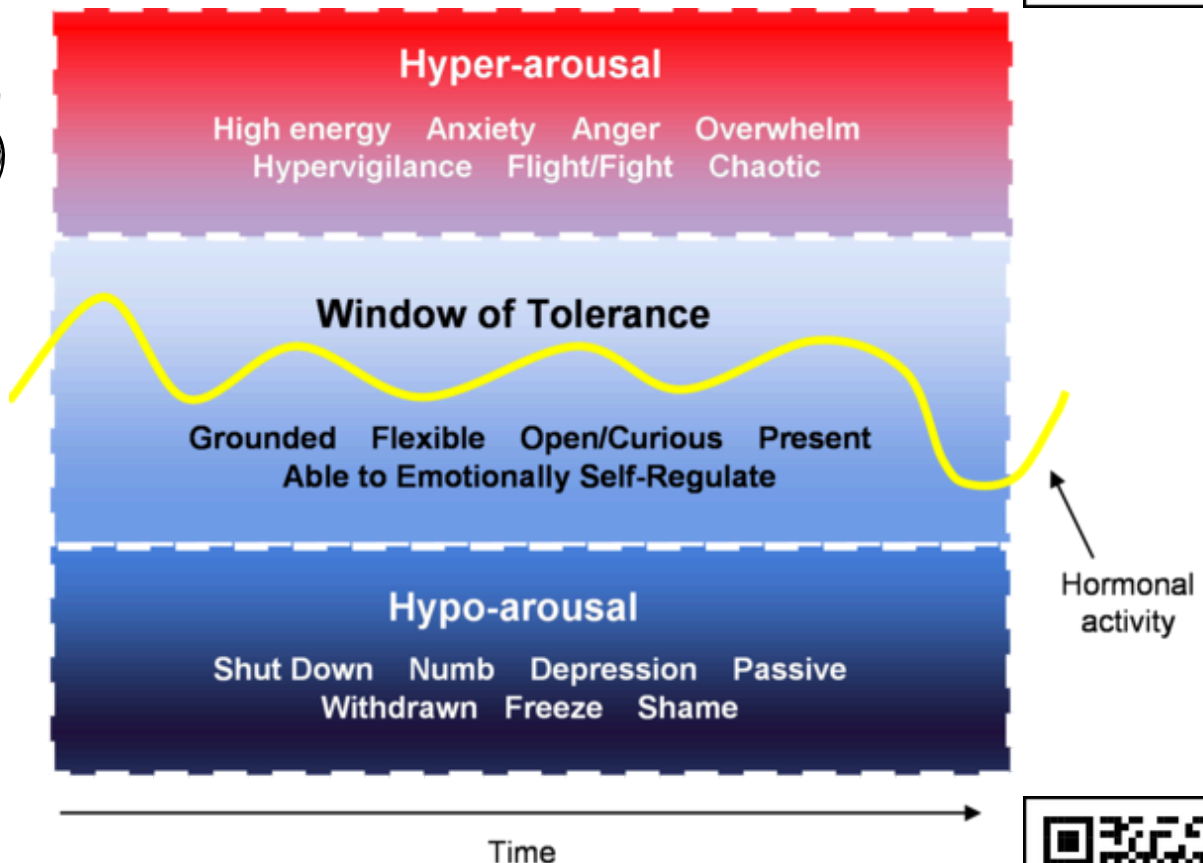
The Stress Bucket



2

Stress Bucket Animation

3



4

Window of Tolerance Explanation