

# TECA

Trauma Expression &  
Connection Assessment





### Categories of trauma behaviours

Tick the box that is most appropriate for the behaviour listed. If the behaviour is not present for that child/young person leave it blank or tick never seen.

To add up an intensity score, use the sum of the numbers provided in the key below  
 e.g. I tick the appropriate Fawn boxes giving scores of 3+3+0+2+1+1+0 leads to Fawn intensity rating: 10

### For app development/scoring

- Often Seen = +3
- Sometimes Seen = +2
- Rarely Seen = +1
- Never Seen = 0

Behaviours	Often seen	Sometimes Seen	Rarely seen	Never seen
<b>Section 1: Fight</b>				
Hitting/punching				
Screaming				
Moving in a threatening way				
Verbal threats				
Aggression				
Tightening their muscles Clenching hands/fists				
Destroying possessions/ furniture/environment				
Intimidating looks/glares				
Stand offs				
Swearing				
Outbursts				
Argumentative				
<b>Fight intensity rating =</b>				





Behaviours	Often seen	Sometimes Seen	Rarely seen	Never seen
<b>Section 4: Fawn</b>				
<b>“People pleasing”/appeasing</b>				
<b>Difficulty identifying feelings</b>				
<b>Cannot ask for help</b>				
<b>Cannot get their own needs met/ignore own needs</b>				
<b>Telling adults what they want to hear</b>				
<b>Loss of identity</b>				
<b>“Submitting” to what adults/people around the child want</b>				
<b>Takes responsibility for others actions</b>				
<b>Withdraws in social settings</b>				
<b>Relies on others to make their decisions for them</b>				
<b>Often the “unseen” child in the group or family</b>				
<b>Often seen as the resilient or robust child in spite of trauma</b>				
<b>Fawn intensity rating =</b>				

<b>Fight – making the body safe to inhabit</b>	<b>Flight – grounding in the present</b>	<b>Freeze – moving out of shut down</b>	<b>Fawn – building confidence and removing the need to appease</b>
<b>Bubble blowing</b> Blowing bubbles in any size, way, or configuration. Taking turns, blowing towards ea. other, see who gets theirs highest.	<b>Hand and foot massage with/out oil or cream</b> Alternate between child/adult.	<b>Roll up/unroll body</b> On the floor Roll up using a blanket and unroll to a stretch.	<b>Yoga</b> Strong and rigid yoga poses i.e. Warrior pose – strong spine.
<b>Feather tennis</b> Blowing a feather across a table or marker to determine who gets the most points.	<b>Weighted activities</b> I.e., blanket, wrist weights.	<b>Yoga poses</b> i.e. child’s pose, cat pose. Child directs adults pose and vice versa.	<b>Karaoke/singalong</b>
<b>Ping Pong Breath</b> Using a ping pong ball and big breaths to see how far with each breath either one can reach.	<b>Balance on a string</b> Place a string on the ground. Using imagination pretend to “walk the tight-rope”.	<b>Animal stomping/ jumping</b> Choose a large animal ea. and stomp and embody that animal i.e. elephant, giraffe.	<b>Dress ups</b>
<b>Ribbon circles</b> Making large, small, slow, quick circles with a ribbon (can be attached to a stick).	<b>Guided meditation</b> Use meditation to provide an opportunity for a pleasurable experience which is safe and grounding. You can develop a narrative with the child going to a place they choose, seeing the things they want to see i.e. beach, forest, Outer Space.	<b>Frog jumps</b> Have a frog jump race leaping to the finish line.	<b>Mirroring dance moves</b>

<p><b>Resistance bands</b> Using resistance bands individually or wrapped around both child and adult to see how far/close they can stretch. Wrap around toes and see how high you can stretch to the sky.</p>	<p><b>Seated twisting</b> Whilst seated opposite each other twist as far to the right and then left as you can go.</p>	<p><b>Skipping and counting</b> Whilst skipping (with or without a rope) keep counting until you forget where you are up to.</p>	<p><b>Line dancing, Hokey Pokey</b></p>
<p><b>Rhythmic movement or dance</b> Choose a song to rock, sway or move rhythmically to. Child and adult move and sway in time with each other.</p>	<p><b>Walking backwards</b> Decide on a target and walk backwards to the designated spot. You can count steps or adapt steps to be small or big.</p>	<p><b>Clapping to a beat</b> Either child or adult begin by creating a beat for the other to follow in clapping.</p>	<p><b>My medal a day game</b> Award a medal a day to each other for something that you notice has gone well, achieved, or meaningful reflection. This can be done by telling each other what their medal each day is.</p>
<p><b>Body sock</b> Use the Body sock to stretch and move whilst contained in the space. Open body posture, small body posture.</p>	<p><b>Party blowers</b> Blow the party blowers or Kazoos make a song taking turns to complete the song verse by verse.</p>	<p><b>Food smells and textures</b> Discuss ea. others favourite food smells and textures.</p>	<p><b>Forced choice game</b> Similar but different choices Coke/Fanta McDonald's/KFC Bath/Shower etc.</p>
<p><b>Lava lamp mirroring</b> Be a lava lamp, what does it feel like to be that blob? Move fluidly, sway, rock, what colour are you?</p>	<p><b>Drinking thick drink through a straw</b> Make a smoothie or thick drink together and drink through a straw.</p>	<p><b>What is in the bag?</b> Sensory and tactile lucky dip Create a sensory bag with smells and textures and choose whilst blindfolded.</p>	<p><b>Puppets</b></p>



<p><b>Medicine ball toss</b> Throw the weighted ball to ea. other and use variations in timing. i.e. quick throw, slow throw, high throw, low throw.</p>	<p><b>Blowing out candles</b> Light candles and blow them out. One by one or all at once. repeat.</p>	<p><b>Align to environment</b> Talk about the things that you are experiencing what can I see? what can I hear? What can I feel? What can I taste? What can I touch?</p>	<p><b>Climbing competency games</b> Using ladders, play equipment, park equipment to find ways of achieving competency through climbing and balance-oriented activities.</p>
<p><b>5 quick breaths</b> In unison do 5 quick inhale and exhale breaths then pause.</p>	<p><b>Bubble gum</b> Chewing gum or food that has texture which requires rigorous jaw motion i.e. Minties.</p>	<p><b>Lions breath- deep exhale then roar</b> Taking a big breath in then letting out with a big roar.</p>	<p><b>Emotional and affect mirroring</b> Whilst looking at each other mirror the others facial expressions.</p>
<p><b>Bean bag falling</b> Take turns falling into a safe bean bag. Adult can catch child prior to landing on bean bag.</p>	<p><b>Blowing up balloons</b> Blow up balloons to different sizes then let go and repeat.</p>	<p><b>Hot/Cold Temperature game</b> Using a heat/cool pack hold and talk about environments/ things which are cold and hot whilst holding the corresponding temperature.</p>	<p><b>Menu Planning</b> Sitting together and menu planning for the week. Considering the others likes and dislikes.</p>
<p><b>Plastic bubble wrap popping</b></p>	<p><b>Cuddling a Pet</b> Cuddling toy pet and emulating the touch if no pet is available.</p>	<p><b>Pillow fight</b> Playful pillow fighting .</p>	<p><b>Parents jobs, kids' jobs list</b> Making lists of which jobs are for kids and which ones are for adults.</p>
<p><b>Gardening</b> Any type of planting, digging, sewing seeds, weeding.</p>	<p><b>Toilet paper mummy game</b> Wrap each other like a mummy in toilet paper and bust out.</p>	<p><b>Jumping Trampoline</b> Jumping on a trampoline to different heights and pressure.</p>	<p><b>Mirror me, mirror you</b> Taking turns to hold up a mirror in front ea. others face and pull faces which show emotions.</p>

<p><b>Row your boat</b> Sitting opposite each other holding hands. Singing and rocking back and forward to old rhyme.</p>	<p><b>Wheelbarrow walking</b> Inviting the child to walk around on their hands whilst the adult uses their legs to “push the wheelbarrow”.</p>	<p><b>Hammock swinging</b> Swaying gently in a hammock – can be created by two adults on either side also.</p>	<p><b>My box of goodness</b> Using a tissue box, creating a box of all things good and joyful – magazine cuttings, shells, symbols, and icons.</p>
<p><b>Watching a sand timer whilst rocking</b> How many times can you rock from side to side until the egg timer has emptied.</p>	<p><b>Torch spotto</b> Using a torch to spotlight things so the other person can guess</p>	<p><b>Being pulled around in a blanket</b> Wrap the child in a blanket and pull them around gently so they feel the pressure underneath their body.</p>	<p><b>My hero and Me</b> Making a list or collage of the same traits as your favourite hero.</p>
<p><b>Shaving cream statues</b> Make statues from shaving cream.</p>	<p><b>Baking- bread, kneading dough</b></p>	<p><b>Laying on lambswool/snow angels</b></p>	<p><b>The I am poem</b> Writing a poem that highlights all the strengths and positive attributes of the child and the safe adult. Each line begins with “I am”.</p>
<p><b>Simon says</b> Can be played in car or on the way to or from visit.</p>	<p><b>Headphones with nature sounds</b></p>	<p><b>Electric toothbrush</b></p>	<p><b>Role Play</b> Role playing/drama creating scenarios which allow positive role modelling.</p>
<p><b>Hair brushing</b> Brushing with a range of strokes. Slow, fast, zig zag etc. alternative between child and adult.</p>	<p><b>Gym ball rolling</b> Rolling around on a large gym ball frontwards, backwards, touching the ground.</p>	<p><b>Spinning on a chair</b> Using an office type chair, safety spin</p>	<p><b>Pet therapy</b></p>

<b>Pet grooming</b> Washing or brushing suitable pet.	<b>Slime/playdough/ waterplay</b>	<b>Kinetic sandcastles</b>	<b>Making homemade and other therapeutic tools</b> i.e. stress balls, playdough, pasta.
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All activities are intended to be done with a relationally safe and regulated adult. They are activities which use mirroring, serve, and return and kindness to create connection and attunement which can bring children back into a regulated state of arousal so that language can be used to discuss needs and fears.