
Grounding techniques

! IF A PARTICIPANT BECOMES DISTRESSED DURING INTERVENTION

If a participant becomes distressed during the intervention, such as if they are noticeably disengaged, highly emotionally reactive (crying) or visibly upset, interviewers should offer the participant a break.

If the participant seems to be *extremely overwhelmed*, such as if they begin hyperventilating or expressing that they do not feel well when discussing a certain topic, you may walk the participant through the following **Grounding** method or practice **finger breathing**.

Grounding - 5, 4, 3, 2, 1 Method

Grounding techniques can be very useful if participants start to feel distressed. Grounding techniques are strategies that help us to be in the present moment, in reality, rather than in the traumatic experience of the past or current distress.



Ask the participant to think about:

5 things they can SEE,

'Look around the room, notice the colours, the people, the shapes of things. Make it more real.'

4 things they can HEAR,

'Listen to and really notice the sounds around you: the traffic, voices, washing machine, music etc.'

3 things they can TOUCH (and touch them),

'Stand up and put your feet firmly on the ground. You can stretch, stamp your feet, rub your arms and legs, clap your hands, walk, remind yourself where you are right now.'

2 things they can SMELL (or like the smell of),

'Focus on what you can smell, if its natural or synthetic smells, food or environment or something else. Describe to me what you smell. Or, think of some of your favourite smells and describe them to me (for example, are they sweet, smoky, citrus)'

and to take 1 slow, deep BREATH.

'Breathe mindfully: breathe deeply down to your belly; put your hand there and breathe. Imagine you have a balloon in your tummy, inflating it as you breathe in and deflating as you breathe out.'

To end, bring the participant's attention back to their current general surroundings:

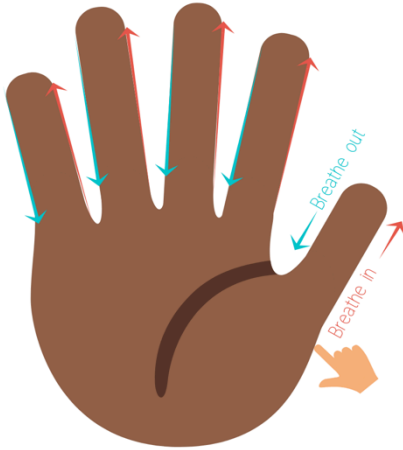
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'Notice what is right now - and notice how different it is to the distressing memory.'

OR

'Notice where you are, right now, here – you are not in that upsetting memory...'

5 Finger Breathing



Finger Breathing – a technique to help students breathe deeply

- Ask students to slowly run a finger around their hand slowly. When the finger is on the outside they should take a big breathe in. When they are on the inside of the finger they should take a deep breathe out.

SAFEGUARDING

We follow Save the Children’s Safeguarding policy. All researchers should read and be familiar with the full policy online

(<https://resourcecentre.savethechildren.net/document/save-childrens-child-safeguarding-policy-2014/>)

Some key principles we are committed to include:

- o **Openness.** We aim to create an atmosphere where issues and concerns can be raised and discussed.
- o **Personal responsibility.** All adults working with the children are responsible for understanding and upholding the policy.
- o **The best interest of any children involved.** When dealing with a child safeguarding, the best interest of the child will be our priority and we will strive to ensure their safety, health and well-being including meeting their emotional, psychological and physical needs
- o **Confidentiality.** All Child safeguarding investigations should be dealt with on a need to know basis with confidential and secure communication
- o **Timeliness.** Given the potential for increased or repeated abuse, timely responses are essential.

If you are concerned about a child’s welfare based on what is said during the intervention this must be **recorded** and **reported** to Yulia Direzka.

! Never promise to keep something a child says to you a secret.

If a child says: Can I tell you something that’s a secret?

- o Don’t say: “Yes of course, I won’t tell anyone”
- ! Do say: “I’m here to listen but I will have to tell someone if I’m worried about your safety, otherwise I won’t tell anyone”.