

**Working with the ripple effects of trauma in children and young people**

Wednesday 7 November 2018 - Copthorne Tara Hotel, Central London

Time	Session	Presenter
08.30 - 09.00	Registration & Refreshments	
09.00 - 09.10	Welcome & introductions	
09.10 - 10.10	<a href="#"><u>A Virtual Head's approach to enabling counsellors to help school staff support children on the spectrum of trauma</u></a>	Sheila Mulvenney
10.10 - 10.30	Refreshment break	
10.30 - 11.30	<a href="#"><u>Peaceful counsellors, teachers and schools</u></a>	Kevin Street
11.30 - 12.30	<a href="#"><u>An attachment aware and trauma-informed perspective on resilience: hearing and healing the ripples</u></a>	Andrea Perry
12.30 - 13.30	Lunch	
13.30 - 14.30	<a href="#"><u>The effects of trauma on children's brain development</u></a>	Dan Hughes
14.30 - 15.30	<a href="#"><u>Creative ways of healing the trauma of domestic abuse and violence</u></a>	Ann Dix
15.30 - 15.50	Refreshment break	
15.50 - 16.50	<a href="#"><u>Overcoming blocked care and blocked trust</u></a>	Dan Hughes
16.50 - 17.00	Event Close	

**\*\*Please note that this programme is subject to change\*\***

## A Virtual Head's approach to enabling counsellors to help school staff support children on the spectrum of trauma

Many school staff recognise that looked after pupils have been affected by trauma, and alongside counsellors, understand the impacts of this on the growing brain. This, together with our knowledge of what can help recovery, namely consistent supportive relationships, allows for the necessary 'bottom up repair'.

But what educational staff don't always know is how many children are still experiencing trauma. For some it could be the ongoing traumatic effects caused by previous abuse or neglect but for others it may be the child who lies awake as parents argued about finances, one who has witnessed an ill sibling in extreme pain, another whose parent might be away on business or on deployment with the forces, out of contact. We also know that some children seem to suffer less impact from trauma, maybe because of some protective factors their past experience has given them. What we'd all agree on is that as adults around these children and young people we want to offer help and support. Sometimes school staff simply don't know how to do that or what to say and may fear they could make the situation worse. How can school counsellors help?

This presentation, from the perspective of a Virtual Head with experience of working with looked after pupils as well as others affected in their own families, will address how counsellors can support teachers to create an ambience of compassion for all pupils, rather than judgement, and work collaboratively together in the children and adolescents' best interests.

The main learning outcomes of this workshop are:

1. How to help teachers understand the broad spectrum of trauma students in their class might be experiencing
2. Supporting teachers to look behind the behaviour
3. Helping school staff recognise and manage their own emotions and responses and how to regulate these
4. Identifying helpful strategies for teachers to use themselves and maybe model to students
5. Supporting teachers to create a culture of compassion and kindness in their classroom and in the school

### About the presenter - Sheila Mulvenney:

After a long career in health and education, working as a nurse health visitor, teacher, lecturer, and head teacher of an independent educational provision for children in care, Sheila began to work for local authorities. Her roles there included Behaviour Outreach to schools, inclusion support, and being Head of the Virtual school for Children Looked After initially in a substantive post, and more recently for numerous local authorities on an interim basis.

Her first book, *Overcoming Barriers to Learning*, was published in 2017, and she has had many articles published by the TES, Guardian online and other publications.

She now runs her own company working as a writer, trainer and coach with individuals, (adults and children) and organisations such as schools, foster agencies, and businesses. Sheila loves writing on a wide range of subjects, her purpose always being to encourage, support and inspire.

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## Peaceful counsellors, teachers and schools

Working with traumatised children can create vicarious trauma in the staff around them within schools. Equally, staff themselves may be carrying trauma, either current or from the past, which may unfortunately impact on their interactions with their pupils, and indeed whole classes. Without conscious reflection and action to reduce the effects, this can lead to the pupil being excluded, and the staff becoming stressed, burnt-out, or even, sadly, leaving the profession.

What might school counsellors be able to offer in such a scenario? How can they use themselves as well as their skills, knowledge and experience, to promote self-care for staff, to enable them to recognise the importance of finding their own internal and external 'secure base'? So that in turn, school staff are better equipped to provide security and empathy for the pupils they work with, in the collective creation of a peaceful school?

The main learning outcomes of this workshop are:

1. Identify barriers that prevent counsellors addressing trauma in school staff
2. Identify barriers that prevent counsellors effectively working across the whole school community
3. Suggest strategies for helping staff cope with and process personal trauma
4. Suggest strategies for helping staff identify trauma in pupils and how they might help achieve this
5. Identify the extent that secondary trauma is experienced by school staff and what might be done to alleviate this

### About the presenter - Kevin Street:

Kevin Street, BA (Hons), PGCE, MEd, is a teacher with a wide and varied experience of working with children and young people from Early Years to post 16. He taught English for many years, and as Faculty Head in a large Nottingham comprehensive school initiated new schemes of work for students on the verge of exclusion. His experiences of supporting this cohort also included working in a Worcestershire PRU.

For the last 18 years he has supported the education of Looked After Children and led a team of teachers and support workers in an independent foster care agency. The outcomes of such focused support were that the children and young people achieved results far in excess of the national averages for LAC. Kevin also trained LAC designated teachers across the West Midlands, foster carers and other professionals on the challenges facing LAC in education, especially around issues of attachment.

Kevin has direct experience of working with highly traumatised children and young people, as well as supervising team members who themselves have experienced trauma as a result of the demands and challenges of their caseloads. His book, *School as a Secure Base* (2014) was well received by a broad band of professionals. Currently a member of the fostering panels of two independent agencies, Kevin continues this close link with the vicissitudes presented by LAC. He has delivered workshops and key note speeches on the theme of peaceful schools to several groups, from Newcastle to Sussex.

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## An attachment aware and trauma-informed perspective on resilience: hearing and healing the ripples

This presentation will be a shared exploration of how counsellors can contribute to helping children, young people and the adults who support them, develop an attachment-based resilience to traumatic events. These kinds of traumatic experiences may affect not only the individuals, but also the community or area where the children, their parents and staff all live and work. Traumatic events at a town, city, national and international level will be discussed, to look at the effects, how counsellors have responded and what has found to be effective. The presentation will outline key resilience factors common to secure attachment as well as amongst those who have a pattern of more insecure attachment and outline a model to help counsellors create an action plan relevant to their own situation.

The main learning outcomes of the workshop are:

1. How the ripples of traumatic events affect individuals, groups, schools and communities
2. Key resilience factors in secure attachment
3. Creating waves of security
4. Attachment aware/trauma informed responses
5. Creating an action plan

### About the presenter - Andrea Perry:

Andrea is an integrative psychotherapist specialising in attachment, loss and trauma, an author, trainer, consultant and presenter. A former Chairperson of the British Association of Dramatherapists, she is now Chair of Conference at the Centre for Child Mental Health in London. Andrea has written two books on procrastination, one on claustrophobia, and has edited more than 30 books on attachment including *Teenagers and Attachment* (2009).

Andrea has trained both integrative counsellors and school and FE student counsellors. Formerly a service manager with the International Family Tracing Service of the British Red Cross working with asylum seekers and refugees, she is currently a BRC Psychosocial Practitioner and also a member of the BRC Psychosocial team supporting British nationals overseas as auxiliary to the Rapid Deployment Team of the Foreign & Commonwealth Office. Andrea has presented at many conferences, been published in print and on the internet, and broadcast on BBC Radios 2 and 4.

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## The effects of trauma on children's brain development

The effects of a single trauma on a child's development is worrisome, multiple traumas are frightening, and multiple traumas caused by your caregivers are terrifying. Developmental trauma causes the brain to be chronically hypervigilant, impairing the development of key aspects of the cortex and sub cortex, preventing the integration of brain structures and functions, causing stress responses to move from being adaptive to maladaptive, and preventing the development of neurobiological structures needed for safety, pleasure, and social engagement.

It is no surprise then that developmental trauma causes pervasive domains of impairment affecting attachment, biology, emotional regulation, cognition and reflective functioning, the ability to be engaged in the present, and the integration of the self. These children do not develop trust in others and lacking safe relationships, their overall development is at great risk.

The main learning outcomes of this workshop are:

1. Hypervigilance and the Amygdala
2. Trauma and chronic defensiveness
3. Deficiencies in emotional regulation
4. Deficiencies in reflective functioning
5. Impact of trauma on the DMN and self-integration

### About the presenter - Dan Hughes:

Dan Hughes, Ph.D. is a clinical psychologist who founded and developed Dyadic Developmental Psychotherapy (DDP), the treatment of children who have experienced abuse and neglect and who demonstrate ongoing problems related to attachment and trauma. This treatment occurs in a family setting and the treatment model has expanded to become a general model of family treatment. He has conducted seminars, workshops and has spoken at conferences throughout the US, Europe, Canada, and Australia for the past 20 years. Dan is also engaged in extensive training and supervision in the certification of therapists in his treatment model, along with ongoing consultation to various agencies and professionals. He is president of DDPI, the training Institute responsible for the certification of professionals in DDP.

Dan is the author of many books and articles. These include *Building the Bonds of Attachment, 3<sup>rd</sup> Ed.* (2017), *Attachment-Focused Family Therapy Workbook* (2011) and, with Jon Baylin, *Brain-Based Parenting* (2012), *Settling to Learn*, with Louise Michelle Bombèr, *It Was That One Moment* (2011 - a book of poems and reflections) and *The Neurobiology of Attachment-Focused Therapy* (2016). Along with Kim Golding and Julie Hudson, Dan has recently completed *Healing relational trauma with attachment-focused interventions: Dyadic Developmental Psychotherapy with children and families* (to be published by W.W. Norton, 2018).

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## Creative ways of healing the trauma of domestic abuse and violence

Domestic abuse has a devastating effect on families and society, yet often remains a hidden crime. In 2016 the Crime Survey in England and Wales recorded that 1.2 million women and more than 700,000 men had experienced domestic abuse that year, and that on average, 2 women are killed by their partner or ex-partner every week. Domestic abuse accounts for 10% of total crime, yet it is often underreported. It is predominantly a gender crime against women and girls.

The impact of domestic violence has a deep and lasting effect on children. The NSPCC believe that 1 in 5 children have been exposed to domestic abuse and that 1 in 3 children who have done so will also experience another form of abuse (NSPCC 2011). This can cause developmental trauma, and have adverse impact on child's brain, behaviour and ability to thrive.

Dramatherapist and trainer Ann Dix will discuss how domestic abuse impacts on children and the effects of trauma on their development. She will draw on her experience as a therapist and give practice examples of creative work to support children's recovery, including puppets and stories such as her own book *Little-Mouse Finds a Safe Place*, and practical ways of working with both individuals and groups.

The main learning outcomes of this workshop are:

1. To understand the factors that constitute domestic abuse and how it impacts on children
2. To understand how trauma affects the body and the brain in children and young people
3. To recognise behaviours in children which may be caused by living with domestic abuse and how to respond to them
4. To understand how the use of creative ways of working can support children who have experienced domestic abuse
5. To be able to develop creative practice, using a range of media and stories to create safe metaphorical dramatic structures.

### About the presenter - Ann Dix:

Ann is a freelance dramatherapist, supervisor, writer and trainer who has worked with children and families for over 25 years. Originally trained as a drama teacher, Ann became a dramatherapist in 1993 and has worked in some of the most deprived areas of Leeds with children who have taught her a lot about life. She is passionate about the power of play and creativity in helping children to overcome their difficulties. Ann wrote her illustrated picture book *Little-Mouse Finds a Safe Place* (2016) with and for children who have experienced living with domestic abuse and has developed an eight-week group programme, *Little Voices*, for primary aged children dealing with these issues. *Little Voices* was shortlisted for the Chroma Advancing Healthcare Award 2018.

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## Overcoming blocked care and blocked trust

Providing care for children may be challenging but is enhanced by the child's reciprocal engagement with good care and their ability to accept comfort and experience delight. Providing the necessary care for children who are continuously mistrustful requires strong reflective and regulatory abilities, which need to be supported by caring relationships with other adults.

Overcoming a child's chronic state of blocked trust requires that the caregiver is able to remain open and engaged with their child, being able to perceive challenging behaviour with compassion and facilitate their openness to reciprocal interactions. The caregiver needs to maintain an attitude of PACE, which enables the caregiver to hold the child's experience safely within their own experience. This in turn helps the child to begin to trust the caregiver's intentions and be receptive to their guidance and direction.

The main learning outcomes of this workshop are:

1. Safety for parents and caregivers
2. Caring for the parents and caregivers
3. Safety for the traumatised children
4. Open-engagement and developing a positive sense of self
5. Comfort and joy

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