

Trusting Hands Gateshead's trauma informed care service

Dr Aisling Martin

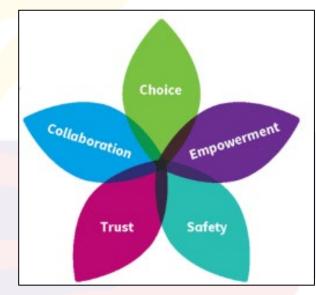
Consultant Clinical Psychologist

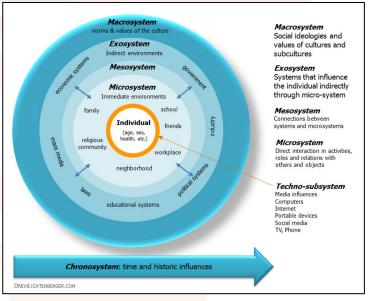
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Practice Lead – Innovation, transformation & vulnerable adolescents

Trauma informed care

- Changing the question from "What's wrong with you?" to "What's happened to you?"
- A framework for Health, Education and Social Care delivery based on insight of how trauma impacts on children's lives and their needs, aiming to facilitate recovery without retraumatisation
- A framework which recognises the importance of supporting the workforce who are immersed in trauma





Cognition

- Impaired Readiness to Learn
- Difficulty Problem-Solving
- Language Delays
- Problems with Concentration
- Poor Academic Achievement

Impact of

Childhood

Trauma







Brain Development

Less Efficient Processing

Impaired Stress Response

Change in Gene Expression

Smaller Brain Size

- Poor Self-Regulation
- Social Withdrawal
- Aggression
- Poor Impulse-Control
- Risk-Taking/Illegal Activity
- Sexual Acting Out
- Adolescent Pregnancy
- Drug & Alcohol Misuse

Mental Health

- Depression
- Anxiety
- Negative Self-Image/Low Self-Esteem
- Posttraumatic Stress Disorder (PTSD)
- Suicidality

Physical Health

- Sleep Disorders
- Eating Disorders
- Poor Immune System Functioning
- Cardiovascular Disease
- Shorter Life Span

Emotions

- Difficulty Controlling Emotions
- Trouble Recognizing Emotions



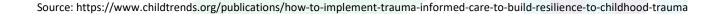
- Limited Coping Skills
- Increased Sensitivity to Stress
- Shame & Guilt
- Excessive Worry, Hopelessness
- Feelings of Helplessness/Lack of Self-Efficacy

Relationships

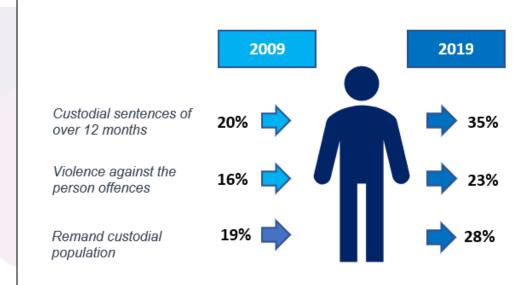
- Attachment Problems/Disorders
- Poor Understanding of Social Interactions
- Difficulty Forming Relationships with Peers
- Problems in Romantic Relationships
- Intergenerational Cycles of Abuse & Neglect

"Children and young people with enduring complex trauma make behavioural adaptations focused on keeping the self-safe in relationship to others. These adaptations may have been developmentally appropriate and necessary responses to repeated, interpersonal danger, increasing the risk of attachment insecurity, poor behavioural and/or emotional regulation, lack of self esteem, feelings of guilt and shame"

(Taggert 2018)



Children and young people with complex needs



- Mental health: A third (33%) of children in custody were recorded as having mental health concerns, with a higher proportion for girls (41% compared to 33% of boys).
- Education: Over 60% were not engaged in education prior to entering custody.
- Learning disability: A third (32%) were recorded as having a learning disability or difficulty (compared to 18% in the general population).
- Substance misuse: 45% were recorded as having substance misuse concerns.
- Looked after children: 49% were recorded as currently being or having previously been a looked-after-child.

[Figures based on analysis looking at new admissions to custody between April 2014 – March 2016.]

Data Source: Key Characteristics of admissions to youth custody (2017); Criminal Justice System Statistics Quarterly: December 2019; 2011 census; Assessing the needs of sentenced children in the YJS 2018/19

Why do we need the service in Gateshead?

- High number of Children in our care and young people with complex issues
- Young people with multiple admissions into Tier 4 provision
- Young people experiencing multiple placements difficulty in meeting their needs
- Young people with high risk, high harm, high vulnerability presenting behaviours

"Young people responding to their own unmet needs may engage in behaviours that leave them vulnerable to exploitation and/or criminalisation"

(Hanson and Holmes, 2014)

Trusting Hands trauma informed care team

2 years funding via ICB (until March 2025)

Adopted into NHSE H&J Framework for Integrated Care (Community)

Vanguard pilot

1. Every Interaction Matters: There is a focus first on building and supporting positive collaborative relationships. 2. Children & young people and the relationships they experience are at the centre of all care they receive through genuine coproduction.

 Those spending most time with young people are the primary facilitators of change.

 Positively influencing the day to day care is the basis of any intervention and the primary focus of support. 5. All behaviour is understandable in context; there is a focus on developing an understanding of each children & young people's behaviours and needs based on their story (Formulation).

6. There is a commitment by all to build and sustain trauma informed organisations.

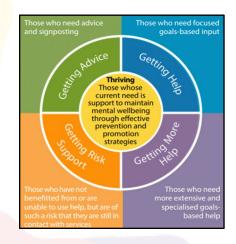
Trusting Hands trauma informed care team

- Multi-disciplinary Team
 - Clinical Psychologists
 - Assistant Psychologist
 - Advanced and Specialist Mental Health Practitioners (Nursing, Occupational Therapy, Social Work)
 - Advanced Speech and Language Therapists
 - Peer Support Workers (lived experience)

Delivery Model

 Graduated response to meet the needs of the high risk, high harm, high vulnerability population

Therapeutic parenting training for carers



System scaffolding / Support

Understanding the Story

Consultation

Connected conversations

Delivery Model – organisational level

- Workforce training plan
- Identified leads for individual services
- TIC champions network
- Reflective practice
- Support to review assessment and intervention paperwork
- Support to develop debrief processes
- Trauma-informed influence through attendance at strategic partnership meetings

The Vision for a trauma-informed Gateshead

Trauma Aware

Everyone working with children & YP's in Gateshead have a basic understanding of what trauma is , and recognises how it can impact on children and young people and staff

Trauma Sensitive

Care wellbeing and learning partnership has begun to explore the trauma principles in practice on a daily basis Trauma Responsive

Care wellbeing and learning partnership is responding to trauma, including support for children & YP's via their care teams and has begun to change the culture to align with the TIC principles

A TIC approach is the norm, and embedded across the partnership and no longer depends on a few champions, coaches or leaders. The partnership continues to work with young people with lived experience to strengthen and adapt its trauma approaches. outcomes for young people demonstrates positive impact of changes made.

The journey so far...

- A warm and enthusiastic welcome from Children's Services
- Co-production of team name and strap line with young people in our residential homes
- Majority of clinicians now in post
- Lead roles allocated within the service based on clinician's matched experience and interests
- Consultations offered as an interim transition period from CYPS
- Successful launch event held on 16th May attended by multiagency partners
- Workflow in place to support referrals and data collection

Next Steps

- Implementation of the service
 - Communication of the service aims and remit across the organisation
 - Embed within the identified target services
- Development of a strategy to promote co-production, and further coproduction to develop branding
- Recruitment into peer support worker vacancy
- Development of graduated training approach
- Development of resource packs and direct work toolkits
- Application for funding for service evaluation support from Newcastle University

References and further resources

Bronfenbrenner, U. (1974). Developmental research, public policy, and the ecology of childhood. *Child development*, 45(1), 1-5.

Hanson E and Holmes D (2014) That Difficult Age: Developing a more effective response to risks in adolescence. Dartington: Research in Practice. Available online: www.rip.org.uk/resources/publications/ evidence-scopes/that-difficult-agedeveloping-a-more-effective-response-torisks-in-adolescence-evidence-scope-2015

Taggart D (2018) Trauma-informed approaches with young people: Frontline Briefing. Dartington: Research in Practice.

The YoungMinds Trust (2018). Addressing Adversity: Promoting adversity and trauma informed care for children and young people in England. Accessed from https://youngminds.org.uk/media/2715/ym-addressing-adversity-book-web-2.pdf

Childhood Trauma and the Brain - UKTC (uktraumacouncil.org)

Adverse Childhood Experiences: https://www.youtube.com/watch?v=0tyZnASq8aQ

Alberta Family Wellness Brain Builder Series:

https://www.youtube.com/watch?v=vMseNYpOQvE

https://www.youtube.com/watch?v=LIT73VpSEUA

Developmental trauma close up:

https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf

NHS Education for Scotland's Trauma Informed Toolkit:

https://www.gov.scot/publications/trauma-informed-practice-toolkit-scotland/

Any Questions?

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