

Trauma Informed Practice

Training Impact Evaluation 2022 - 2023

Introduction

The Social Care Training Team provide learning and development opportunities to the adult and children's social work and social care workforce. This includes all relevant staff and students employed by NCC. In addition, on behalf of Northumberland Children's and Adult Safeguarding Partnership (NCASP) some of these opportunities are offered on a multi-agency basis.

Trauma informed practice is widely recognised as being a strengths-based approach to social work whereby practitioners supporting children, adults and families, are able to deliver the quality of care and support that people need in order to improve outcomes.

The C.A.R.E. Northumberland multi-agency strategy (Caring about Adversity, Resilience and Empowerment) aims to reduce children's experiences of adversity and minimise their impact on the future health and wellbeing of both children and adults. C.A.R.E. aspires to do this by working together, learning from one another and working with organisations in our communities that can support this important work.

For our workforce, we have established a Learning Framework from which to build practitioner awareness, confidence and skills to make trauma informed practice part of everyday practice. The trauma-informed principles of creating safety, trust, choice, and empowerment through collaboration, are threaded throughout social care training events and each practitioner is supported to consider these principles, and their use of language, to identify what trauma-informed means when working with those they support.

Throughout the year we have developed, delivered and/or commissioned a range of training events which will inform the focus of this report. However, it is important to further acknowledge that colleagues within the corporate Learning & Development Team also deliver multi-agency training in this respect. Subjects include, 'Working with the Impact of Adversity', 'Introduction to Attachment' and 'Introduction to Resilience in Children and Young People'

Purpose of the Report

To identify the impact the training has had on practice and the difference it has made to the outcomes of the clients we support.

Key Training Events included in this report:

- C.A.R.E Trauma Informed Awareness
- Virtual Reality (VR) Immersive Trauma Informed Training
- Trauma Informed Specialist Sessions
- Mind Your Language

Key Data

The table below gives the number of attendances at the various training events.

Event	Attendance (single agency NCC)
C.A.R.E.	56
Virtual Reality	80
Specialist Sessions	171
Mind Your Language *	30
TOTAL:	337

* This was a pilot session attended by newly qualified social workers and assessors from the assessed and supported year in employment (ASYE) children and adult's academies.

As a result of feedback from the pilot, we commissioned a further 6 sessions for single agency staff attendance to commence May 2023.

Training Event Overview

1. C.A.R.E. Trauma Informed Awareness

"It was really interactive, the training was very compassionate, took everyone's views on board and was very engaging."

Course Aim

The sessions are designed to build awareness of adversity, trauma, and approaches to building resilience and protective factors when trauma is experienced to work in a trauma-informed way.

Learning Outcomes

- Identify adversity and trauma and how it impacts children and adults
- Consider what trauma looks like for practitioners

- Explore ways to promote resilience and empower those we support in trauma-informed practice

“The training was thought provoking and interesting. It helped to change my perspective towards clients who I find difficult to work with by increasing my empathy and awareness of factors that may be contributing to their presentation”

- 84% of staff said that their knowledge of trauma-informed practice greatly improved because of the information they received at the training session.

2. Virtual Reality Immersive Trauma Informed Training

I found the training today was exceptional; probably the best trauma informed care training that I have attended. I think the VR allowed for a different perspective, and really brought trauma to life, and Mandy's delivery, openness and facilitation style meant that the full day was engaging and enjoyable.

- Training was delivered by an organisation called Antser who specialise in using virtual reality 3D headsets within a learning environment. Each staff member could see events from a child's perspective and understand brain activity changes as a result of adverse experiences.

Course Aim

To provide a more detailed understanding of attachment, trauma and adverse childhood experiences. The virtual reality technology has been proven to accelerate behaviour change by enabling practitioners to experience life through the eyes of the children and young people and consider strategies that can be used to better support the child, young person and adults.

Learning Outcomes

- Consider what is childhood adversity and trauma

- Outline what trauma is and the impact on child development
- Gain insights into how early experience affects later emotions, behaviour and relationships
- Explore behaviour as communication
- Understand the importance of developing safe, strong and trusting relationships with children, young people and adults to help them recover from childhood trauma and neglect
- Explore trauma-informed practice
- Consider how childhood trauma looks like in adults
- Explore how we can apply this trauma knowledge to our daily work with adults

““This is the most thought provoking training course I have attended and I have been a social worker for many years. The use of VR and you being that person is such a strong way of feeling some lived experience. It was emotive, emotionally exhausting but so powerful. It has shaped my perspective, I cannot recommend this type of training enough.”

3. Trauma Informed Specialist Sessions:

- What happened back then does not remain back then – so what are we going to do about it?
- Vicarious and secondary trauma – ensuring care for the carer
- Understanding and working therapeutically with adult survivors of trauma

The trainer was very knowledgeable, confident and very engaging. She made the difficult topic area so easy to understand and link to practice

- The training was delivered by Zoe Lodrick, a UKCP Registered Psychotherapist with over 25 years of experience of working therapeutically with people who have experienced trauma. Zoe is recognised as having specialist knowledge with regard to human behaviour and especially when faced with a perceived threat.

Course Aim

To provide an outline of the neurobiological, physiological, and psychosocial effects of trauma and post trauma and impact of this for the people who are living with the legacy of trauma and for staff working with trauma.

Learning Outcomes

- Overview of adverse childhood experiences
- Outline of the neurobiology of trauma and post trauma
- Impact of significant threat on memory and recall
- Working with guilt and shame
- Practical suggestions for working with people who are living with the legacy of trauma
- Awareness of how exposure to trauma will impact us
- Learn about how we can support ourselves and each other from the potential impact of working with trauma

Really powerful knowledge which will stay with me in all practice

4. Mind Your Language

This was a very informative session, I could have dedicated a whole day

- The session was delivered by NWG Network
- This was a pilot session attended by 25 newly qualified social workers and 5 assessors from the assessed and supported year in employment (ASYE) children and adult's academies.

Aim

The session highlights the impact that the language we use has on safeguarding culture and therefore on our ability to effectively safeguard adults and children. Attendees are challenged to consider the impact that the language they use can have on key areas including self-identity and development; their ability to assess and meet the needs of the people they are supporting; and how perpetrators of abuse are viewed and responded to. Attendees will be supported to review the language that they use and identify appropriate alternatives as well as ways that they will proactively influence safeguarding culture through language.

Learning Outcomes

- Be able to explain why the language that we use is important
- Explore what the language that we use is really saying and the impact that this can have on adults and children and their families
- Understand how the language that we use can impact.

How we as professionals respond to and safeguard adults and children who are exploited and their families

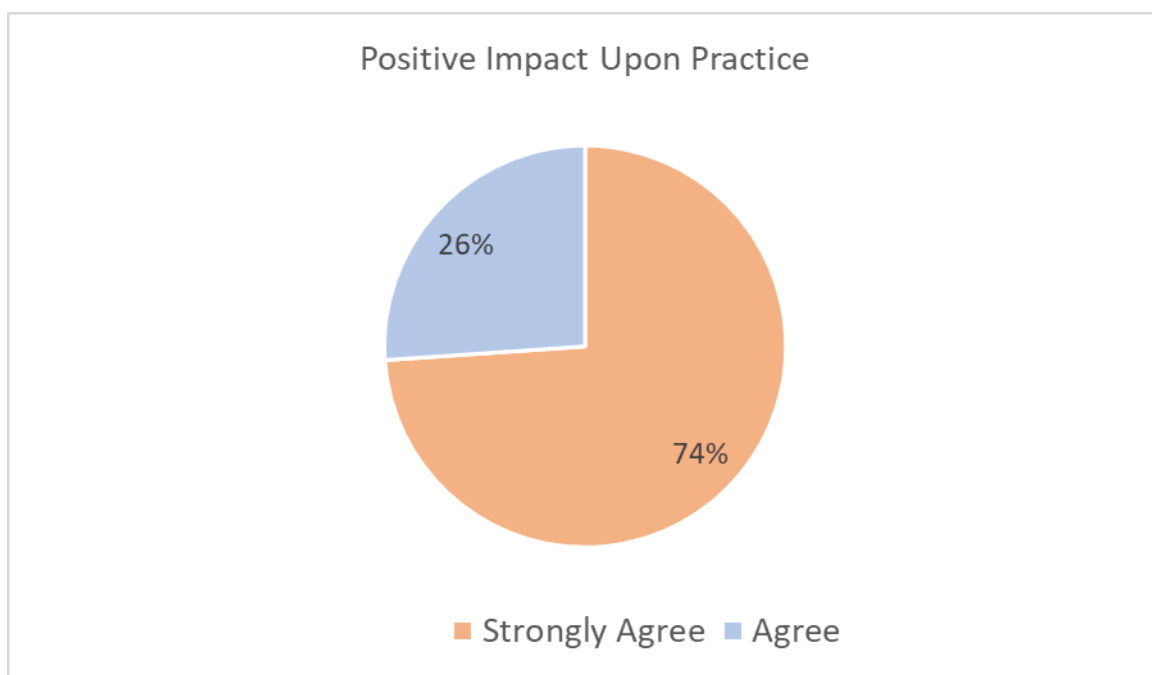
How other professionals respond to and safeguard adults and children who are exploited both now and, in the future,

How wider society responds to and safeguards adults and children who are exploited

- Describe how you will use and influence the use of language going forward

This was very powerful training with great content

Impact Evaluation - Making a Difference



Making a difference to:

❖ Staff and their practice:

“After this training I could identify why this happened to her again and I have helped her build confidence in herself and accept the support from the services that she has declined in the past.”

“It has enabled me to reflect upon my past practice and how I will now use a different approach by thinking differently about my behaviour, responses and decisions when supporting these adults.”

“I work with a number of challenging clients, who have had disrupted and traumatic starts in life. I feel that the training gave me greater awareness of their thoughts and feelings, which may be felt by the client and how that may affect their responses. I will, therefore, reflect on this when communicating with clients in the future.”

“The training also helped me to support other staff in their understanding and practice, also made links in reflections on myself.”

“Current client who has had numerous traumas in life hasn't worked well with previous social workers. Was wary of my approach and resistance to previous workers and adapted this from knowledge on how trauma impacts individuals”

“When giving advice regarding children in schools and early years settings, I'm using trauma informed approaches outlined in the CARE course”

“I am a senior manager within social care adult mental health. This training has helped put into perspective and confirm that the way in which we, as an organisation, are aiming to work towards is correct. We are aiming to adopt an assertive model with longer term input, including group work, for people who have experienced trauma. Although I am not frontline, I do manage frontline and this training will help in case discussions, supervisions and daily decision making, it will also inform the changes we are making in our practice. This training has given me so much insight and will inform case discussions and our pathway going forward.”

“I understand the mechanism of trauma better now, and I can see the ways it has been affecting me, and what I could be doing about it now. If I can care for myself better, I will be able to respond better to those I work with.”

Making a difference to:

❖ People who draw on care and support:

“My client told me that my support has made her feel safe and she knows she can talk to me about anything. She thought that people would not believe her. She said that when I visit I don't question or make comments or judgements about what had

happened to her but she knows I listen, and she feels more calm when we just talk about normal things.”

“didn't have to alter a patients medications because we were able to identify strengths and non pharmacological coping strategies”

“she's reaching out gradually and accepting support which she has never done and letting people into her home.”

“Parent able to open up and share past Traumas which have not been previously disclosed, then being able to support and signpost”

“One of our young people who displayed aggressive behaviour and damage to property when unregulated, now uses the techniques. There have been a lot less incidents of damage in the home.”

“Trauma informed practice has lead me to research trauma informed support. Examples where I have actioned this includes support to access alcohol support services to reduce drinking and associated behaviours which had been historic and were impacting on the child. On doing this the stress in home has been reduced and relationships between the child and parent have been significantly improved as they have both shared this back to me.”

“Working with a family who have all experienced trauma, all having issues with school, attendance, behaviour and MH. Training has enabled me to view from a trauma-informed angle I hope that my empathy and understanding, and advocacy for the family in Team Around the Family has made it clear that I understand the impact of the trauma.”

Leigh Waller

Social Care Training Team (June 2023)