

# One day Trauma and Mental Health Informed Practice

From ACE aware to implementation in organisations, schools and communities

We will come to you



On average children wait 10 years to get help for a mental health problem. (*The Centre for Mental Health Report: Missed Opportunities: Children and Young People's Mental Health 2016*). So schools and communities are left holding the baby. Yet research shows that many child professionals feel frightened and de-skilled about working with child mental health issues. Two out of three teachers for example, are worried that if they talk to children who self-harm, it will make things worse. (*Talking Self Harm Report, 2015*)

So this practical skills based training, supported by over 1000 evidence-based research studies, is designed to empower child professionals to respond effectively to children and teenagers who have suffered a trauma or have a mental health issue.

All trainers have decades of experience in the field of child mental health and in working directly with children who have suffered trauma and/or who have mental health problems.

## Training content

### The neuroscience and psychology of child and adolescent mental health and ill-health

- The ACE study and Protective Factors
- Professor Jaak Panksepp's model of mental health, mental ill-health and theory of change
- The neuroscience and psychology of different mental health conditions.

### What do trauma and mental health informed schools do?

- TISUK Key Model: PROTECT/RELATE/REGULATE/ REFLECT
- A wealth of practical relational and conversational skills, tools and techniques that work

### What to do when trauma gets into bodies, minds, behaviour and learning

- Regulating stressed/distressed children: the science, the psychology and how to be and what to say
- A wealth of regulatory interventions to calm bodies and brains for learning, reflection and quality of life
- From pain to violence and often exclusion. Working effectively with traumatic loss and blocked grief
- The scream in the body (what children have seen, heard and felt) and how to respond
- Supporting and nurturing school staff with emotion regulating interventions to prevent them suffering from toxic stress or experiencing secondary trauma

### The healing power of talking about feelings and making sense of painful life experiences

- 'I wish my teacher knew' They want to tell us. Are we ready to listen?
- Helping children/teenagers to make the shift from expressing their trauma through challenging or withdrawn behaviour, to thinking about their trauma in conversation with trusted adults.
- The vital role of psycho-education, mental state talk and coherent life narrative.
- Using sand play, big empathy drawings and emotion worksheets for safe processing of life experiences.
- Different and age appropriate ways of conveying empathy with vulnerable children/teenagers
- Facilitating theme based groups for troubled teenagers
- How healing troubled children comes from replicating best parenting not being a quasi-psychotherapist
- Use of restorative conversations to put relationship and reflection at the core of discipline policy

### For Fees, terms and conditions:

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