

Developed in partnership with Child & Family Training



Virtual In-house CPD Training

Held virtually for up to 20 delegates, our bespoke in-house training is a cost effective option for CPD group training led by experienced and highly rated trainers.

For full details of training events contact katym@hc-uk.org.uk
or call 01932 429933 for a quote



Developed in partnership with Child & Family Training our CPD certified masterclasses cover issues relating to child safeguarding and protection. They are suitable for anyone involved in child and family welfare where there are ongoing safeguarding concerns. This includes staff in children's social care, CAMHS, health, education/schools, youth justice, police, probation, expert witnesses, children's guardians and independent social workers.

Child and Family Training (C&FT) is a not-for-profit organisation that aims to help professionals help children and families by:

- **promoting children and young people's health and development**
- **building on children, young people and families' strengths**
- **helping children, young people and families overcome difficulties**
- **using evidence-based approaches.**

These four principles underpin its practice resources (the Hope for Children and Families tools, instruments and practitioner guides), training courses, consultation and development work.

By working to your brief we can tailor training by:

- Developing a training programme to meet your specific requirements
- Sourcing experienced facilitators who are leaders in their field to deliver the training
- Providing training material
- Ensuring CPD Accreditation, providing CPD certificates
- Providing a full evaluation report of the training

Virtual In-House training saves time and expense by reducing the length of time staff are away from their workplace and limiting the Covid-19 risk.



Virtual training titles we can deliver include:

Linked Core practice skills masterclasses

- Practitioners working with children and young people's anxiety depression and traumatic responses
- Practitioners working with disruptive and challenging behaviour

A recent study (NHS Digital, 2020) of the mental health of children and young people in July 2020 i.e. during the Covid-19 Pandemic has found that one in six (16.0%) children aged 5 to 16 years were identified as having a probable mental disorder, increasing from one in nine (10.8%) in 2017. The increase was evident in both boys and girls.

Covid-19, and the responses to mitigate the impact of the pandemic, acts as a major Adverse Life Experience for children and young people. Depending on the nature of family life and relationships, this can result in a complex set of mental health responses, increases in anxiety, mood disturbance, self-harming, and traumatic responses disruptive and challenging behaviours.

In turn the significant rise of mental health problems in children and young people has been challenging for practitioners across the field of health, social care, education and offending behaviour. Child and adolescent mental health services may be overwhelmed, and there is an urgent need for practitioners across services to develop core skills to work with the growing needs of children and young people referred to their services.

Two programmes for the Masterclasses have been developed, one focused on **Anxiety, Depression and Traumatic responses**, and one on **Disruptive and Challenging behaviour**.

Each programme is based on the innovative, common practice elements approach which identifies evidence-based therapeutic procedures and integrates them into a Library of Modules.

The Hope for Children and Families Intervention Resources are a set of step-by-step guides, focusing on relevant themes, including Addressing Emotional and Traumatic Responses, and Addressing Disruptive Behaviour. Each module includes guidance notes, scripts, activities, and worksheets that can be organised into a customised intervention menu for each child or young person. They are designed to help practitioners from all types of services, training and levels of experience.

These masterclasses can be attended as stand-alone courses, or as linked masterclasses by practitioners from across services, at all levels of experience. Together they will provide a comprehensive approach to help practitioners from across services to deliver an effective evidence-based approach to children and young people presenting with the most common mental health responses. This will ensure that children and young people with the most serious mental health problems can be provided with services by child and adolescent mental health services.



Therapeutic work with children and young people suffering from child sexual abuse and exploitation

This masterclass programme will help practitioners working in social care, health, education/schools and youth justice to deliver effective therapeutic work with children who are subject to sexual abuse and exploitation. The approach recognises that sexual abuse and exploitation occur in a context of significant adversity.

Current Information will be provided on the nature of sexual abuse and exploitation in the family, community and on-line, and the known prevalence. Factors which prevent children and young people disclosing will be discussed. An approach to identification will be presented, including the recognition of physical, and behavioural indicators, and guidelines for interviewing children and young people, individual and family assessments,

Intervention is based following the principles of Trauma Informed Practice which recognises common responses to adversity in childhood are traumatic, and such responses in association with a variety of social, psychological and genetic influences can trigger an extensive set of complex overlapping physical, behavioural and mental health responses. Trauma-Informed Practice (TIP) advocates that services should recognise the traumatic base of the problems presented to them and adapt their practice to encompass this understanding.

The Hope for Children and Families Intervention Resources are a set of step-by-step guides, focusing on relevant themes, including Working with Child Sexual Abuse and Addressing Emotional and Traumatic Responses. Each module includes guidance notes, scripts, activities, and worksheets that can be organised into a customised treatment menu for each child or young person. They are designed to help practitioners from all types of services, training and levels of experience.

Utilising a case example which illustrates a complex set of sexual abusive activities in a context of neglect and family conflict, participants will follow the process of assessment, analysis and intervention, and will be introduced to the way modules can be integrated into an intervention plan working with parents and carers to create a safe environment for children and young people who have been abused and are displaying sexually harmful behaviour.

Childhood Neglect: Approaches to understanding, assessment and interventions

This masterclass will consider the complexity of understanding, managing and modifying the impact of childhood neglect. It will support practitioners and managers in considering interventions to modify neglectful parenting and to increase children's resilience. All practitioners, and managers, working with children and families in health, education/schools, social care, and in the public and voluntary sectors should attend.

Key research will be presented including adolescent neglect, and affluent neglect, and neglect as acts of omission, or commission. Neglect is a pervasive reality in the lives of many children and young people, associated with a broad range of parental physical and mental health problems.

It will be stressed that research findings should be integrated in risk assessment to formulate a prognosis of possible future significant harm. Neglect needs to be considered in the context of child development, understanding the long-term impact of neglect on children's physical, educational and emotional development.

A model of assessment and modular intervention will be presented, child – centred interventions, to promote children's health and development, and measures of outcome. The intervention model includes helping parents and carers understand how abusive and neglectful parenting affects children's emotional and physical development. and supports parents to provide good quality care, emotional responsiveness, and stimulation. Interventions also help parents manage stress arising from their own childhood, current lives, and relationship experiences, and cope with negative perceptions of their children.

The presentation brings Neglect into a proper and essential focus.

Children's safeguarding: Learning from inquiries, serious case reviews and inspections

This masterclass gives an opportunity for delegates to review the findings from inquiries, serious case reviews, safeguarding practices reviews and inspections regarding multi-agency safeguarding practice and consider the implications for their agencies policies and practice.

Key learning objectives include considering the history of reviews in relation to children who have suffered serious harm or died, and how the findings from these reviews have led to key changes in legislation and guidance. They also include reviewing thresholds and processes for serious case and child safeguarding practices reviews.

A number of areas will be reviewed including the circumstances children were living, their, their characteristics, their needs and the failure to ensure their protection. Descriptions of the families of the children including relevant parental and environmental factors, will be reviewed and the the implications of the findings.

The impact of Covid-19 will be reviewed. The pandemic has presented health, social care and educational authorities with a unique set of concerns, The emergence of COVID-19 as a global pandemic has disrupted the daily lives of children and families around the world, immediate and likely long-lasting impacts. Families are facing increased financial and environment stressors job loss, food insecurity, access to healthcare, lack of child - care, isolation, (and) fear related to personal and relational safety families experience.

There is isolation and reduced ability to access both informal and formal support systems. a feeling of 'lack of air,' not enough resources to address the different needs of the household members. Frustration, tolerance is low and the reactions can be extreme and punitive. There have Increased risks for all forms of victimization, exposure to Interpersonal violence, mental health and substance abuse, widespread interruptions in the reporting and referral mechanisms of child protection services. Services typically delivered in person, such as case management and home visits disrupted, helplines overwhelmed.

There have been opportunities as well as risks – eg on-line training, parenting programmes, therapeutic work with children and young people and new initiatives which will be reviewed.

Reducing the Harmful effects of exposure to Domestic Violence & Abuse on Children and Young People

The Home Office classifies Domestic Violence and Abuse (DVA) as "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality". The Children Act (Section 31, Children Act 1989, amended 2002) states that "children who witness domestic violence suffer emotional and psychological maltreatment". It is estimated 1 in 7 UK children will be exposed to DVA.

This masterclass will consider the role of toxic stress and trauma in the pathway to interpersonal violence between parents, and the role of gendered views of violence, inter-generational patterns of maltreatment and adversity in the lives of parents in triggering domestic violence and abuse . The way in which family processes maintain domestic violence and abuse will be reviewed, and the creation a climate of violence which harms the mental health and development of children and young people. Short and long term impacts on children and young people's lives will be reviewed, and risks of perpetrating violence, and victim responses.

A trauma-informed model of identification, risk assessment, protection and modular intervention will be outlined, which includes recognition, and addressing barriers to disclosure, and a seven stage process of assessment, analysis and planning intervention.

A video case example will be utilised to illustrate the process of assessment, risk assessment, establishing a profile for intervention , and illustrating how the modular, multi -focal guides 'Modifying Abusive and neglectful parenting' and 'Working with children and young people, addressing emotional and traumatic responses' can be utilised to reduce the harmful effects of Domestic Violence and Abuse.

Decision making in complex child protection and safeguarding cases

This masterclass explores decision making in complex child protection and safeguarding cases using the Safeguarding Children Assessment and Analysis Framework (SAAF) (Pizzey, Bentovim, Cox, Bingley Miller and Tapp, 2016).

The SAAF was designed to help professionals make an analysis of the level of harm suffered or likely to be suffered by the child; the risks of re-abuse or likelihood of future harm; and the prospects for successful intervention in cases that social workers find complex. The SAAF provides a systematic, robust, evidence-based and time-efficient model and a range of methods for assessing, analysing and making decisions in the safeguarding context. The SAAF focuses on analysis and decision-making and enables practitioners to evidence the rationale underpinning their recommendations and decisions to their managers and the courts.

The Department for Education commissioned a systematic review of models of analysing significant harm which found that the SAAF was the “only one of the family assessment tools that we identified [that] included an assessment of the possibilities of future change and how success or otherwise might be gauged” (Barlow et al. 2012).

In a two-year study commissioned by the Department for Education a markedly lower proportion of referred children became the subject of a child protection plan in the intervention group (who used the SAAF) compared with the control group (who did not use the SAAF but continued with ‘practice as usual’). (Macdonald et al. 2017).

Experienced professionals with responsibility for making or contributing to assessments of children and families where there are ongoing safeguarding concerns, including staff in children’s social care, CAMHS, health, education/schools, youth Justice, police, probation, expert witnesses, children’s guardians and independent social workers should attend this masterclass.

Therapeutic interventions to reduce the harmful effects of Adverse Childhood Experiences

A modular, multi-focal, trauma-informed solution

This masterclass will outline the increasing evidence of the impact of Adverse Experiences of Childhood (ACEs) on the health and well-being of children and young people extending into adult life. There is a growing demand for interventions to prevent their harmful effects.

Research will be reviewed about the impact of ACEs through population studies, intergenerational studies, and specific groups – self harming, mental health, and substance abuse, offending, and violent behaviour. The neurobiological traumatic impact of ACEs including the triggering of toxic stress will be reviewed.

Recent evidence will be reviewed about protective factors, which promote children’s resilience despite growing up in harmful contexts. Approaches to intervention will be reviewed, to prevent the harmful impact of maltreatment and the limitations of these approaches to fit with the complex responses associated with multiple ACEs.

A solution is proposed, based on the highly effective Modular Approach to Children with Anxiety, Depression, Trauma and Conduct Problems (MATCH-ADTC), which integrates common practice elements from effective single approaches to these problems. The modular Hope for Children and Families (HfCF) Intervention Resources add to these elements from the field of interventions to prevent abuse and neglect – the core of the ACE problems.

The HfCF Intervention Resources will be introduced to help practitioners, by providing a trauma-informed, transdiagnostic, modular approach, establishing a profile of harmful adversities and their impact, and developing a programme of intervention with a video training case.

Facilitating Post Covid-19 Assessment of Children

Remote, socially distanced and face-to-face work with children

This virtual masterclass will train attendees in the use of This Much!, which is a simple to use but very effective app for eliciting information from children on any topic. It is based on well-established assessment procedures, but is interactive, allowing children to rate people, places, experiences, and sensations using an easily customised scale. The course includes a licensed copy of This Much! for Mac or Windows, which will form the basis of hands-on learning on how to use this tool.

Although the particular emphasis may change between health, education and social care services, all are required to systematically assess, record (and act on) children's wishes, needs, experiences, preferences or symptoms.

There are few assessment tools which aid in this process. However, professionals who learn to use This Much! are able to create assessments very quickly often in collaboration with children, which closely match the needs of the service and of the child.

This Much! enhances engagement with children and young people, and generates both quantitative and qualitative information. Uniquely, the results are generated in a form that children can understand and discuss, as well as numerical data, which may be required by professionals.

The course will enable delegates to:

- Understand the evolution of This Much! from established child assessment methods
- Use the standard assessment procedure to assess whether a particular child is able to use the This Much!
- Learn how to create scales for different purposes
- Learn how to set up socially distanced assessments
- Become familiar with the options when undertaking remote and socially distanced assessments using This Much! via Zoom
- Understand how to create and use assessment templates
- Learn the steps needed to use 'sensitive' scales which are designed to tap into experiences relating to experiences of adversity and trauma



Positive Parenting: Promoting Children and Young People's Development and Well-being

This virtual masterclass will present the Hope for Children and Families (HfCF) modular approach, and two guides, to develop core therapeutic skills to promote positive parenting, and to work with parents to understand the developmental stages, and meet the needs of children and young people throughout the lifespan.

The material provides step by step approaches to deliver an evidence-based intervention can be delivered by newly qualified practitioners, and support staff, and can provide guidance for experienced practitioners.

Although the particular emphasis may change between health, education and social care services, all are required to systematically assess, record (and act on) children's wishes, needs, experiences, preferences or symptoms.

The course will enable delegates to:

- Understand the ways in which exposure to stressful and traumatic events, such as Covid-19, can give rise to overlapping co-morbid mental health responses, i.e. combinations of anxiety, depression, trauma and disruptive behaviour rather than single forms.
- Discuss the development of Trauma Informed Practice – and the recognition of and the need to adapt practice. A key component is based on the finding that children and young people's recovery is enhanced through a focus on Positive Parenting, and Parenting which understands the development, and needs of children and Young People.
- Understand the way in which the Hope for Children and Families Intervention Resources modular approach is based on identified common therapeutic procedures and then integrated to construct a set of resources for use when delivering effective interventions.
- Gain knowledge about the structure and content of the two intervention guides
- Promote Positive parenting including understanding the origins of challenging and disruptive responses, how they connect with the family, caregiver(s), developmental and behavioural responses.
- Understand the use of praise and positive attention, attention and ignoring effective instructions, and shaping challenging behaviour reward systems consequences and sanctions
- Help parents promote their children and young people's health and development; developing a capacity to identify and understand children's physical and emotional needs, promoting early and later development, ensuring safety and preventing harm, providing good quality basic care and good nutritional care: addressing weight faltering and failure to thrive



Virtual Training

Our virtual courses include a combination of live webcam presentations, training materials, video presentations and interactive exercises. All you need is a quiet space, a good internet connection and PC or laptop with camera and microphone to allow you to see, hear and speak to the facilitator and other delegates. We will provide full instructions for accessing the platform along with login details.

Benefits of Virtual Training:

- high quality programmes and content developed and delivered by experienced facilitators
- attend from your own safe environment
- cost-effective; cheaper fees and no travel or accommodation costs
- small groups to ensure effective networking and interaction
- varied delivery format including; live webcam presentations, pre-recorded sessions, videos, interactive exercises and polling
- online training materials and resources available for 3 months
- opportunity to speak with facilitators one-to-one during or post event
- a shorter day, session breaks and time for lunch
- CPD certified; delegates will be provided with a framework for reflection and a certificate on completing the training

Feedback from previous virtual delegates:

*"The presenters were extremely knowledgeable and made me feel at ease. Safe place to ask questions"
"I thought there was a good balance between information sharing and then opportunities to discuss the content in the breakout rooms."*

"I was surprised at how good it was to do it online. I was especially wary of doing a whole day, but it didn't feel onerous at all."

"I think the online format has worked much better overall than in person, it's made it much easier to make notes, cross reference stuff online etc throughout, and the breakout rooms worked well without all the fuff of the whole people turnign chairs around thing that happens in person! But I am a big fan of working online...."



BEST CONFERENCE
BY AN IN-HOUSE CONFERENCE ORGANISER

2020
FINALIST

