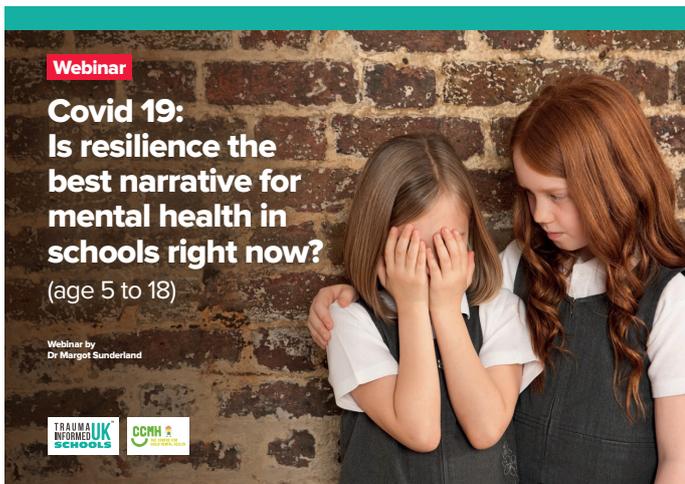


# Extended subscription



## Covid 19: Is resilience the best narrative for mental health in schools right now?

**Presenter: Dr Margot Sunderland**

### About this webinar

The government's Wellbeing for Education Return Covid-19 initiative which is being rolled-out by local authorities across the UK, includes over 40 references to resilience. But are there other messages that children and young people need in the pandemic, in terms of how to be and what to do with their distress? In this webinar Dr Margot Sunderland, (Co-Director of Trauma Informed Schools UK,) argues that there absolutely are.

Having delivered trauma informed training to over 20,000 school staff during the pandemic, Trauma Informed Schools UK (TISUK) found that children and young people are increasingly seeking out teachers who are 'talkable to' in order to get help with their distress. They say that they don't feel at all resilient. Instead, they use words like "smashed-up", "anxious all the time", "in pieces", due to the negative impact of Covid-19 on their lives. This situation is underlined by research, in particular that of The Guardian and The Prince's Trust, who've found that during the pandemic, prescriptions for sleeping pills for under-18s has increased by 30%, over a quarter of young people feel they aren't coping, 41% have experienced self-loathing and nearly a third are now having panic attacks. So In this webinar, Dr Sunderland looks in depth at school resilient narratives, and the potential harm they can do to the troubled children they purport to support. She will also explore what messages should we be giving children in schools about how to be with their distress in the pandemic? She will argue that we need a narrative in schools that acknowledges profound emotional pain and the child's need to tell their story and feel really heard and understood in doing so. When suicide is the biggest killer of children and young people under the age of 35, boy, do we need this language for emotional pain in schools.

For those who are actively contemplating taking their own lives, the resilience message is at best meaningless and at worst a gross misattunement, fuelling further feelings of alienation from school and from life itself.



## Attachment Play: the science, psychology and a wealth of interventions for one to one sessions in schools

**Presenter: Dr Margot Sunderland**

**A vital resource for child professionals and parents who want to support children to thrive: communication skills, attachment play, practical techniques and ideas and more.**

This webinar is designed to empower child professionals and parents with a wealth of practical ideas, tools and techniques to support a child's social, emotional, language and cognitive development. With adult-child footage throughout (ages 3 months to age 12), the film provides a wealth of practical interventions on how to be and what to say to engage infants and children in attachment play, proven to develop both mind and brain and to enhance confidence, social skills and learning. The underpinning neuroscientific and psychological evidence is also explained (fully referenced) diagnosis.

### The webinar is divided into the following sections:

- The importance of Attachment Play: Brain Science, Psychology and Benefits for Learning and Life
- Attachment Play Games
- Attachment Play: Music and Rhythm Games
- Attachment Play: Imagination Games
- The importance of Physical Attachment Play: Brain Science, Psychology and Benefits for Learning and Life
- Physical Attachment Play Games
- Babywatching: a different sort of attachment play intervention for the whole class

### Attachment Play Games include:

- Attachment Play: Hand to Hand Games
- Attachment Play: Ball, Quoits and Hoop Games
- Attachment Play: Animal Games
- Attachment Play: Music and Rhythm Games
- Attachment Play: Imagination Games
- Physical Attachment Play Games



## Traumatised Children: Why PACE Heals

**Presenter: Dr Dan Hughes**

Dan Hughes is one of the most famous child psychologists in the world; a top clinician, prolific writer and founder of Dyadic Developmental Psychotherapy. His ways of working with traumatised children and teenagers through relational change are highly effective and profoundly moving. His huge influence on practitioners worldwide is changing the field of child therapy and child counselling. For the past 20 years Dr Dan Hughes has specialised in the treatment of children who manifest serious deficits in their emotional, cognitive, and behavioural development, and at the same time demonstrate considerable difficulty establishing and maintaining secure attachment relationships.

Dan blends various approaches in his treatment modality. These include strategic and structural family therapy, Ericksonian hypnotherapy (utilization principle), psychodynamic principles, psychodrama, interventions congruent with Theraplay, and narrative work.



## Developmental Trauma

**Presenter: Dr Dan Hughes**

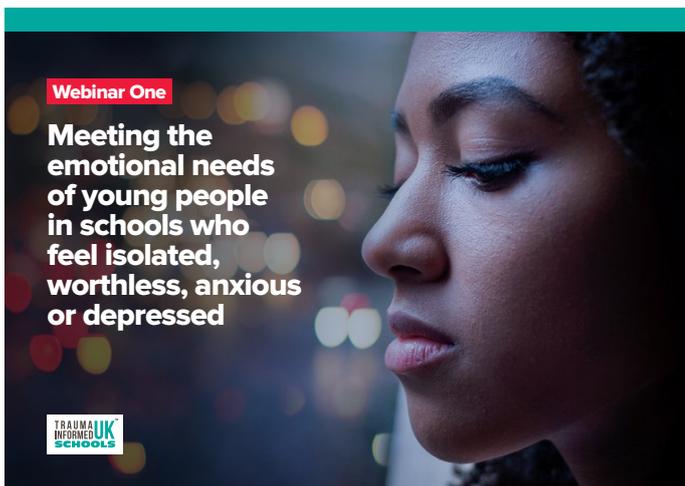
### Blocked Trust

In this webinar, famous clinician Dr Dan Hughes will address how to help children and young people with blocked trust. This refers to children and young people who have been catastrophically let down, hurt and/or betrayed by the people who are supposed to care for them. Some of them then switch off from seeking close relationships and move into cold, cut off states. Some re-victimise others as they themselves have been treated, whilst others retreat into a solitary world preferring to relate to technology than to people. Sadly 'blocked trust,' often leads to people disliking these children, being frightened of them, getting angry with them or giving up on them, just the responses these children know so well.

Dan will address how to relate to a child, what to say or how to be, in order to enable them to make that essential shift from blocked trust to trust, from avoidant or disorganised attachment to secure attachment. Dan will offer theory, practice and moving case material to show how to reach out to children who don't want to feel, to get close to anyone, and who often treat people who want to help, with contempt.

### Blocked Care

Dr Dan Hughes will also address how to support parents who are experiencing blocked trust. Sometimes a child or young person will be so unresponsive to, rejecting and/or attacking of their parent's caregiving, that the parent no enjoys being with their child. As a result their paternal or maternal brain systems (CARE: Panksepp) shut down. They do not get those lovely rushes of opioids and oxytocin that other parents get, and they longer seek out to engage with their child. Blocked trust can also happen when a parent gets triggered by their child and relives some traumatic power based interaction from the past. Again they shuts off. Parents experiencing blocked care are then much more likely to see their child's behaviours as 'bad' or 'selfish' as well as seeing themselves as a rubbish parent, and their parenting can become defensive and behaviour -focused as opposed to relationship-focused. Dan will discuss how to help parents to be able to both think and feel about events leading up to their blocked care. He will explore the vital healing process by demonstrating using PACE with the parent and then helping them to relate through PACE with their child.



**Webinar One**

**Meeting the emotional needs of young people in schools who feel isolated, worthless, anxious or depressed**

**Webinar One: Meeting the emotional needs of young people in schools who feel isolated, worthless, anxious or depressed**

**Webinar Two: Meeting the emotional needs of young people in schools who feel angry, unmotivated and alienated from schoolwork**

**Presenter: Dr Margot Sunderland**

**Part 1**

This webinar presents a range of ideas and interventions for practitioners to address the emotional needs of vulnerable and traumatised young people. The interventions are not generalised policies which at the end of the day really don't help anyone, e.g., 'support resilience for all' or 'build wellbeing in staff and students'; rather, they are specific and can be easily implemented into any setting where being trauma-informed and mentally healthy is taken very seriously.

Leaving unmet the emotional needs of vulnerable young people in any setting, usually results in derailed learning, stalled personal development, and the young person suffering from severe emotional distress. It doesn't have to be this way. This training identifies and addresses each unmet emotional need in a troubled or traumatised young person, including psychological safety, belonging, connectedness, self-esteem, finding purpose and meaning. The presenter offers specific interventions for each emotional need and illustrates these with relevant and moving film footage and case studies. Maslow's hierarchy of needs is key theory here, with each emotional need explored through the lens of the latest neuroscience and psychological research (full references are supplied).

Most importantly, this training explores the underlying causes of why so many young people say they want to die and why many tragically do take their own lives. The presenter will address how settings can implement a Suicide Prevention Policy to protect young people, not simply by 'looking for signs' (often there are no signs) but by addressing underlying causes and in particular unmet emotional needs, so no young person is left suffering agonising states of emotional distress.

This is followed by discussion of ways of supporting vulnerable young people who suffer from anxiety; again, addressing underlying causes of traumatic experience, rather than focussing solely on behavioural or cognitive interventions that often don't work overtime. Case material will be used to illustrate effective interventions in alleviating anxiety long-term.



**Webinar Two**

**Meeting the emotional needs of young people in schools who feel angry, unmotivated and alienated from schoolwork**

**Part 2**

Dr Sunderland will explore how to help traumatised young people who are 'locked in anger', to be able to experience quality of life and enjoy fulfilling non-power-based relationships, often for the first time. She will address underlying causes for teenagers who 'do battle' with the world and have behaviours that challenge. She will discuss ways to prevent the 'school to prison pipeline' by addressing young people's unmet emotional needs and helping them process unresolved trauma in order to dare to move from blocked trust to trust and enjoy secure attachment for the first time.

Dr Sunderland also will address how to support young people who have never really experienced social joy, or passion for creative pursuits and instead feel alienated from learning and life, suffering lethargy, boredom and disaffection. She will discuss what has happened when a young person has fallen out of love with learning and sometimes with life itself. She will explore the neuroscience of lethargy and lack of motivation, and the neurochemical systems that have been so badly impacted by life experience and trauma in particular. Dr Sunderland will then go on to look at re-activating the young person's SEEKING brain system, perfectly possible with the right emotionally available adult and an appropriately enriched environment. She will discuss actual models of remarkable change in disaffected young people who have re-engaged with life and learning in a beautiful way. The Teens and Toddlers programme is one example. Additionally, so often fear and rage from unprocessed traumatic experience block activation of the brain's PLAY system. This is the system of social joy, all too rarely optimally activated in young people who have suffered developmental trauma. Again, Dr Sunderland will offer interventions to support optimal activation of the brain's PLAY system ensuring that traumatised young people feel psychologically safe enough to engage in social joy.

Furthermore, in a world where Pornhub is one of the most popular websites for 11-year-old boys, Dr Sunderland will address how we need to change the social narratives around sex and sexual exploration, and help young people find connection and meaning in healthy intimate relationships, rather than feel more anxiety alienation, pain and distress. Assertiveness training will be presented as key to help in this area and in particular for alleviating anxiety.