

# HeadStart Kernow Practitioner 'Top-Up'

## Training in Trauma and Mental Health-Informed schools

This two-day 'Top Up' Course is for practitioners who are already qualified to work with emotional well-being in schools through having attended and qualified from an alternative 7+ day training programme e.g. Elsa training, Theraplay, Thrive, Child Counselling. The curriculum therefore assumes prior in depth knowledge of relational and regulatory interventions with vulnerable children and teenagers and centres specifically around conversational and psycho-educational interventions.



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 are left holding the baby. Yet research shows that many teachers 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*) Furthermore 50 percent of teachers say their job is causing them severe stress (mostly because of children's mental health problems) and many are leaving the profession as a result.

So this is a practical skills based training, supported by over 1000 evidence-based research studies, designed to empower well-being practitioners to respond confidentially and effectively to children and teenagers who have suffered a trauma or have a mental health issue. The psychologist led small group supervision element of the course, also provides practitioners with key insights and skills as well as vital support and encouragement.

### Course 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

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

- From pain to violence and often exclusion. Conversational interventions with children/ teenagers who have suffered traumatic loss and blocked grief
- Anxiety and depression in children and young people. How to be and what to say
- Emotional regulating conversations with school staff to prevent them 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
- Introduction to Motional. Motional is an online tool for assessing, improving, and measuring change in emotional health and wellbeing.
- Risk assessment, knowing when to refer on and to whom (specific mental health issues)

There will be opportunities throughout the two days for discussion, feedback and Q&A with the trainers