

# Swindon at its best

## Together we are stronger

### Champions' Learning Programme

## Launch Webinar

Monday 17th May 2021

11am – 12.30pm

Swindon has been working with KCA, a leading training provider around the themes of attachment, trauma and resilience, since 2013. This new, vital and exciting learning programme will build on and bring together the different strands of that work. Up to 160 practitioners from right across children and adults services will be identified to access a comprehensive programme of learning enabling them to champion using this core understanding of human ecology in their work.

### The session will explore:

- Why are we doing it?
- What will the content be?
- How will the programme run?



### Agenda:

11.00am – 11.10am	Jane Griffiths
11.10am – 12.20 pm	Kate Cairns
12.20pm – 12.30pm	Sally Poskett

**WHY**

**WHAT**

**HOW**



# Swindon at it's best Champions Learning programme



## Swindon at its best

Trauma-informed practice and building a resilient community

Respond • Engage • Relax • Play • Talk



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## Toxic stress and community resilience



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## What is stress?

Our physiological response as an organism to any challenge

Three levels of stress

- Healthy stress
- Tolerable stress
- Toxic stress



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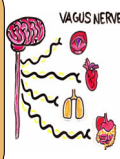
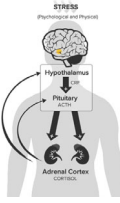
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### How is stress regulated?

■ The nervous system has two distinct, though intricately linked, divisions:



**The stress (\*HPA) axis – arousal**

- Turns on active energy-using functions
- Turns off internal build-and-repair functions such as digestion

**The vagus nerve – calming**

- Turns on internal build-and-repair functions
- Turns off active externally-focused use of energy

\*HPA: Hypothalamus / Pituitary / Adrenal

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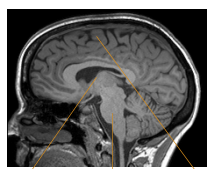
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### Three part brain...



- **Lower brain** – basic life-support
- **Limbic system** – emotions , impulses
- **Cerebral cortex** – which in right handed people includes:
  - Right hemisphere: social and emotional, intuitive, unconscious
  - Left hemisphere: cognitive and rational, language, academic, skills, conscious
  - *Could be the other way round in left handed people*

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### Survival from the start



- Living things want to go on living and are **born with survival behaviours**
- Human babies cannot survive without adult care
- They are born with behaviours that grab the attention of adults to make sure the baby survives

**Attachment behaviours**

Attachment behaviours occur when babies feel unsafe

All our lives when we feel critically unsafe we have attachment needs

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### Building brains

#### Humans are born to connect, mirror and match

- If attachment needs are met, babies feel safe and secure
  - The brain and nervous system of the baby mirrors the state of the brain and nervous system in the adult (**attunement**)
  - This attunement **patterns the baby brain**

It takes **twenty five years** for the human brain to reach maturity

**Attachment needs are lifelong** to keep brains working well



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### What is trauma?

... the result of a mechanism for survival of the species: **our threat response saves us from predators**

- Trauma means **injury**
- In the context of recent research on brain function, trauma has a specialised meaning – it means **acquired brain injury as a result of unregulated stress**
- Trauma is a normal part of human life



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### What do we need from other brains?

#### Three key processes

These **three key processes** enable brain-and-nervous-systems to link together to form new connections in both brains when any human has an attachment need (feeling unsafe)

- **Co-regulation**
  - Settling the nervous system
  - Stabilisation after trauma
- **Guidance**
  - Activating the cerebral cortex
  - Integration after trauma
- **Support**
  - Enabling reconnection with the community
  - Adaptation after trauma

These processes usually happen without conscious effort, but **can be learned and enhanced**



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### ... and five key activities Five to Thrive

*This is a sequence that can be observed every time humans connect to meet an attachment need in another person*

- Responding and assessing needs
  - Five to Thrive key word: **RESPOND**
- Connecting and engaging
  - Five to Thrive key word: **ENGAGE**
- Self-regulating stress
  - Five to Thrive key word: **RELAX**
- Being playful: activating the right brain
  - Five to Thrive key word: **PLAY**
- Creating a narrative: activating the left brain
  - Five to Thrive key word: **TALK**



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### A space for reflection

Take a little time to reflect about someone you work with, or have worked with, and think about their attachment needs:

- **RESPOND** ■ Who responds to them when they feel anxious or unsafe?
- **ENGAGE** ■ Who is good at engaging with them?
- **RELAX** ■ Who co-regulates with them?
- **PLAY** ■ Whose playfulness helps their brain work?
- **TALK** ■ Whose narrative helps them make sense of things?



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## Community resilience and secondary trauma



Maintaining well-being in the workforce



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## What causes **stress** to become **toxic**?

**Two key factors:**

- The nature of the stressor
- Our vulnerability or resilience – on that day at that time

Some stressors are so severe that almost anyone will be injured by them...

...some people are so vulnerable that almost any stress can injure them

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## What makes us **vulnerable**?

- Physical factors such as exhaustion, pain, hunger, reduced physical exercise and outdoor time
- Physical and mental illness
- Other stresses such as poverty, housing, employment and unemployment, relationship difficulties, health anxiety
- Unmet attachment needs leading to reduced ability to self-regulate
  - Bereavement or social isolation/reduced social contact
  - Unmet childhood needs – never having developed the capacity to self-regulate
- Previous unresolved trauma
  - Floods, fire, illnesses, accidents and so on
  - Adverse childhood experiences (ACEs)
    - Research since 1998 on increased risk of health issues after exposure to certain adverse experiences in childhood
    - Big population research, robust and replicated

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## Mending Hurts: promoting recovery from trauma

**Trauma**

- IMPACT: Reduced ability to self regulate
  - Need CO-REGULATION
  - STABILISE**  
Settling the disruption in their nervous system
- IMPACT: Reduced ability to make sense of the world
  - Need GUIDANCE
  - INTEGRATE**  
Reconnecting internally so the brain and nervous system are working optimally
- IMPACT: Reduced ability to make sense of social interaction
  - Need SUPPORT
  - ADAPT**  
Reconnecting with others and the world around them

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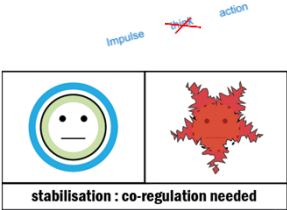
**Reduced ability to self-regulate**  
The person needs to **stabilise**

**Regulatory disorders – challenging behaviour**

- Difficulty regulating stress
- Difficulty regulating impulse
- Difficulty regulating shame

respond – engage – relax  
play – talk

Need to cycle back often to stabilisation throughout the recovery process



stabilisation : co-regulation needed

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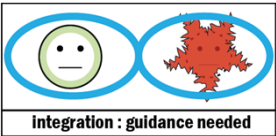
**Reduced ability to make sense of the world**  
The person needs to **integrate**

**Processing disorders – impaired understanding**

- Difficulty making sense of the world around them
- Difficulty making sense of their inner world

respond – engage – relax  
play – talk

Reconnecting internally, integrating brain and nervous system function while stabilised



integration : guidance needed

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**Reduced ability to make sense of social interaction**  
The person needs to **adapt**

**Social function disorders – social exclusion**

- Difficulty with understanding others
- Loss of the capacity for joy
- Feelings of worthlessness

respond – engage – relax  
play – talk

Reconnecting externally, becoming socially adaptive and responsive while stabilised



adaptation : support needed

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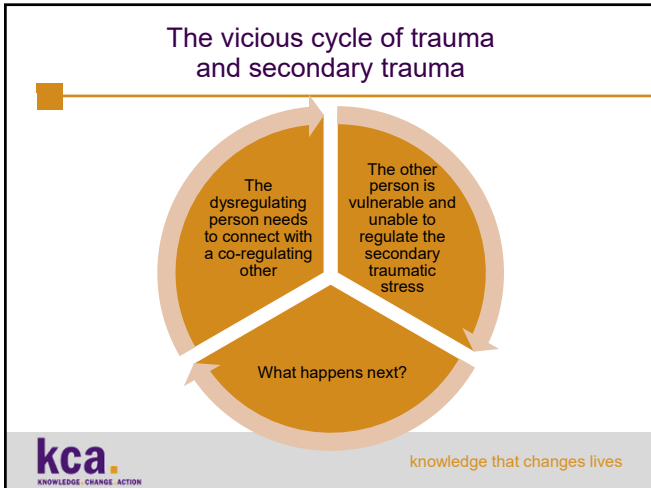
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## Community and resilience...

Human ecology helps us to recognise that 'community' can be many things:

- A group sharing a common belief or purpose
- A group sharing a common location
- A group sharing a common characteristic


So a community is a group of people who identify, or are identified, as having something in common.

**Resilience** is about thriving in the face of challenge, not just coping!

- It gives us, as **individuals** and **communities**, the ability to adapt swiftly and positively to changing circumstances

When we are not resilient, we are vulnerable. When communities are not resilient, they are vulnerable.

**Resilience is not a fixed characteristic** – it is only ever about how we are at any given time



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## Community and the ecology of human relationships

Humans develop in a network of relationships:

- Microsystem
- Mesosystem
- Exosystem
- Macrosystem

Urie Bronfenbrenner (1979)



- We have adapted Bronfenbrenner's model slightly to describe the four different ecological levels:

The individual

The people with whom the individual lives

Significant others in contact with the individual

The wider community making decisions affecting the individual

- Resilience factors occur at all these levels.
- It is always **vital to take into account the social network** when thinking about an individual.

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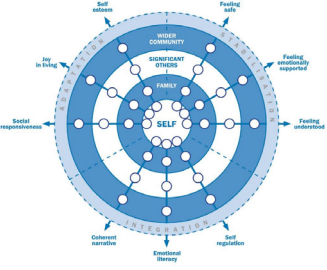
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## Community resilience

- A resilient community is one in which anyone who is in a state of toxic stress, or who is traumatised, can find people who will:
  - Co-regulate
  - Guide
  - Support
- Relationships and compassionate reason lie at the heart of community resilience



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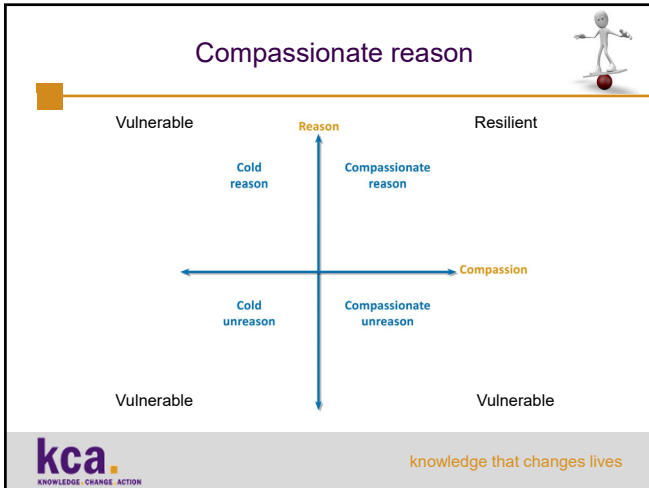
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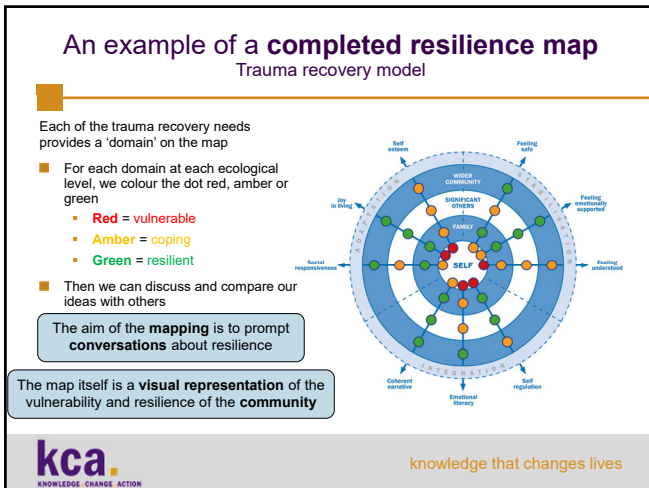
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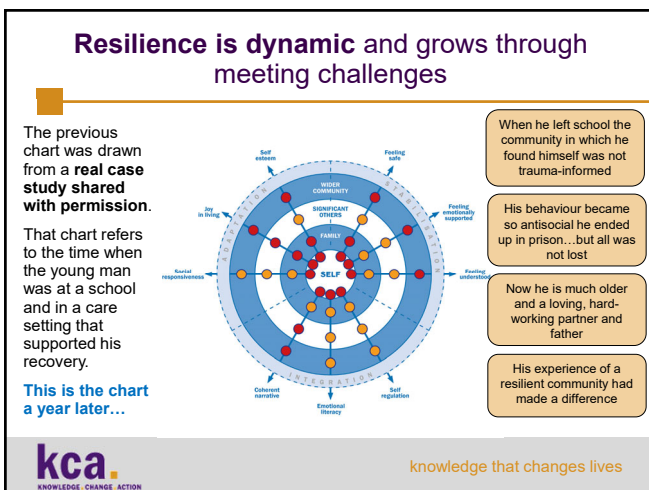
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## Using a mapping chart in practice

**kca tools**

**Resilience chart: Recovery from trauma**

At least three ways to use resilience mapping day to day:

- **Promoting discussion**, and contributing to assessment, planning and review processes
- **Prompting effective intervention**, thinking together about a point on the chart and what might promote resilience at that point
- As a **record of change** over time
  - Noticing the times when resilience reduces and being able to intervene
  - Celebrating the times when resilience increases

Date: \_\_\_\_\_ Name: \_\_\_\_\_  
Recorded by: \_\_\_\_\_

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## How does your service contribute to reducing toxic stress in the community?

Toxic stress = feeling unsafe

Think about the work of your service...

- How does it contribute to enabling people in the community to feel safe?
  - What are the indicators that people feel safer because of the work of your service?
  - What part do you play in that day to day?
- Take a few moments to reflect
- If you like, jot comments in the Q & A box for others to see...

<https://developingchild.harvard.edu/resources/resilience-game/>

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## A space for personal reflection

Take a little time to reflect on your own resilience network and your own attachment needs

- **RESPOND** ■ Who responds to you when you feel anxious or unsafe?
- **ENGAGE** ■ Who is good at engaging with you?
- **RELAX** ■ Who co-regulates with you?
- **PLAY** ■ Whose playfulness helps your brain work?
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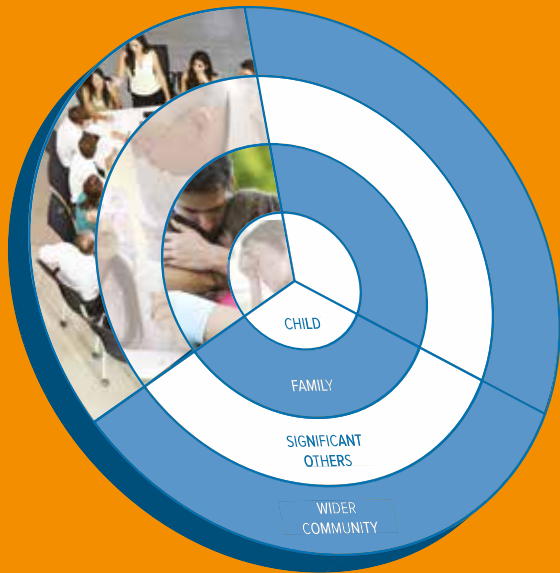
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# Swindon at its best

## Together we are stronger

### Champions' Learning Programme

## Overview

This project is delivered in partnership with KCA. The aims:

Identify and train 160 champions – practitioners working with children and families, drawn from right across the system.

Establish a sustainable training programme by developing and resourcing a small group of in-house trainers (drawn from the champions network) to further use, share and distribute KCA learning content across the system

## Commitments

**Champions will need to be able to:**

- participate in the learning programme detailed below
- commit to:
  - applying learning to own practice
  - championing learning and ideas within own setting and service
  - engaging in reflective practice and gathering from own practice examples of trauma informed work
  - engage with a champions network co-ordinated by Swindon Children, Families and Community Health Service which will include:
    - Quarterly network meetings to share practice
    - Annual conference



## Managers will need to ensure champions:

- engage with a notional 40 hours of learning between May and July 2020 (as detailed below)
- are supported to champion trauma informed work within the team and service
- are enabled to participate in champion network events

## The learning programme

### Blended learning course 1

Toxic Stress and Community Resilience: Maintaining compassionate reason during social adversity

- a 90 minute recorded webinar
- access to KCA connected learning resources including a module of e-learning (a notional 10 hours of CPD)
- a 2 hour small group tutorial

Total learning time 13.5 hours

September 2021

### Blended learning course 2

Community Resilience and Secondary Trauma: Maintaining well being in the workforce

- a 90 minute recorded webinar
- access to KCA connected learning resources including a module of e-learning (a notional 10 hours of CPD)
- a 2 hour small group tutorial

Total learning time 13.5 hours

October 2021



## Blended learning course 3

Community Resilience and Connected Relationships: Building Compassionate Communities

- a 90 minute recorded webinar
- access to KCA connected learning resources including a module of e-learning (a notional 10 hours of CPD)
- a 2 hour small group tutorial

Total learning time 13.5 hours

November 2021

## The learning journey

### KNOWLEDGE

Access 3 x webinars and 3 x attached learning content on KCA connected

### CHANGE

Complete e-learning using it to support application of learning to own practice and begin sharing ideas with colleagues in your service and setting

### ACTION

Attend and participate in 3 x follow-up small group tutorial sessions to begin process of reflective practice and practice sharing and then continue this via champions network meetings

## How to register

If you are a line manager and you have watched the launch webinar you can nominate one of your team to join the champion programme. Following the launch webinar you will have a link to KCA Connected where you will be invited to leave feedback and this form includes an expression of interest section. If you yourself wish to become a champion then you will need the full support and agreement of your line manager and they should themselves have watched the launch webinar.

