

**Promoting resilience and recovery through therapeutic relationships
mandatory training**

Dear foster carers

We are continuing to develop our service as a therapeutic fostering service. We continue to offer training for our all our foster carers.

Session 1: **Session One: What are relationships all about? *Becoming attachment and trauma informed***

Session 2 Part 1: **Responding in the Moment (Check-in with yourself) - *What do I bring to the interaction?***

Session 3 Part 2: **Responding in the Moment (Check-in with yourself) - *What do I bring to the interaction?***

Session 4: **Responding in the Moment (Connect, Correct and Repair) - *What do I do, how can my child experience a safe/attuned adult?***

Date	Time	Group J
08 September 2021	10:00 - 14:00	
15 September 2021	10:00 –14:00	
22 September 2021	10:00 - 14:00	
29 September 2021	10:00 - 14:00	

29 September 2021	18:00 – 20:30	Group L
06 October 2021	18:00 – 20:30	
13 October 2021	18:00 – 20:30	
20 October 2021	18:00 – 20:30	

Please note this is a virtual 4-day course and attendees are required to attend all 4 days in their group block in-order to complete the training, you will need to complete the online evaluation on MLMC and receive a certificate.

Enrolment guide to the event:

Enrol via My Learning, My Career – select the first date that best suits your circumstances and you be automatically assigned to the other dates in your chosen group. Due to the delivery content and associated sensitivity of topic it is important to ensure that you can attend all dates within the group you have selected. A Microsoft Teams link will be sent to your personal email to 4 days prior to the training event.

Key themes and suggested reading in preparation for the event

➤ Attachment

An in-depth look into the early attachment experiences that children form with primary caregivers and exploration of the restrictive effects of negative early attachment experiences and comparison to secure relationships formed in early years and pre-birth. The training will provide insight into those thoughts, feelings, communications, behaviours, and interpersonal exchanges that some children have learned suppress or avoid, magnify and exaggerate as a result. Trauma

➤ Trauma

A child who has experienced trauma in their early life will often struggle to verbalise their emotions and history. Instead, they will communicate through behaviour. This behaviour can be challenging for carers to handle and, although the carer cannot change the child's experience, they can change the way they respond to it. Clinical psychologist Daniel Hughes developed the PACE approach to help foster carers to build up a connection with their child and build a safe space to open up communication. For more information please visit Nottinghamshire County Councils website

<https://www.nottinghamshire.gov.uk/fanotts/parenting/pace>

➤ Models of post traumatic growth and recovery

There has been significant research in the area of neuroscience completed and available which has considered the impact of trauma on every aspect of a child and young person's

development. This is most notable between the decade of the 1990's up to 2000's. This has shaped the development of a therapeutic model which promotes growth and recovery. There is a general consensus between academics, professionals and clinicians that a 'relational' approach provides the best opportunity for long term recovery. The training will consider what we mean by a 'relational' approach. This is key in terms of us developing a trauma informed approach which promotes healthy, safe and attuned relationships as being essential in supporting children and young people's emotional development. Within this an awareness of the sensory processing needs of children and young people and the adults around them is important and will be considered. We will discuss the latest theory which considers the autonomic nervous system and how this impacts on children and young people's presenting behaviours and that of the adults around them (The Polyvagal theory created by Stephen Porges).

Recommended reading:

'The Pocket Guide to the Polyvagal theory: The Transformative Power of Feeling Safe' by Stephen Porges (2017)

'Improving Sensory Processing in Traumatized Children: Practical Ideas to Help Your Child's Movement, Coordination and Body Awareness' by Sarah Lloyd (2016)

➤ Parenting with PACE

The training will explore one of the most influential 'relational' approaches, which is that of Dan Hughes who has been instrumental in developing a modern attachment theory. He has worked with specialists in the field of neuroscience, and has considered the research available and developed his therapeutic model of DDP (Dyadic Developmental Psychotherapy) which has P.A.C.E. (being Playful, Accepting, Curious and using Empathy) as the key 'attitude' within this model. Those working with children and young people with trauma are encouraged to consider the theory behind this model and adopt this 'attitude' in their re-parenting of children and young people. The model is also encouraged for all adults to apply to themselves and others, as it is acknowledged that we have to consider our own emotional responses, triggers and vulnerabilities in order to help us remain emotionally regulated and supported, before we can feel resilient enough to work with the vulnerable children and young people in our care

Reading:

'Brain-Based Parenting' by Daniel A. Hughes and Jonathan Baylin (2012)

Please do not hesitate to contact training coordinators Hyacinth Buxton

hyacinth.buxton@nottsc.gov.uk or Jemma Early jemma.early@nottsc.gov.uk if you have any questions.