

MHPN WEBINAR

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Wednesday 24th August 2023

Latest innovations to embed and sustain trauma-informed care

Tonight's panel



Beck Thompson
Teacher / Lived Experience



Dr. Johanna Lynch
General Practitioner



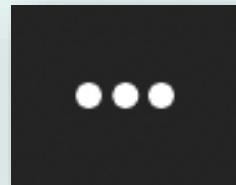
Nicola Palfrey
Clinical Psychologist



Facilitator:
Prof. Steve Trumble
General Practitioner

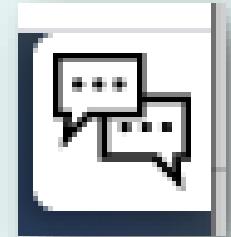
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Options: Click on this button to access Web-player features such as:

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Chat: To open the audience chat box, click on this icon located in the top right hand side corner of your screen.

Learning outcomes

This webinar will provide participants with the opportunity to:

- Discuss the latest innovations in trauma-informed practices in health and education systems.
- Outline innovative trauma-informed care practices from around the globe.
- Describe how trauma-informed care practices can be integrated into daily practice in a sustainable way.

A Clinical Psychologist's Perspective

Levers to embed trauma informed practices

Policy



Nicola Palfrey



A Clinical Psychologist's Perspective

Levers to embed trauma informed practices

Legislation & Advocacy



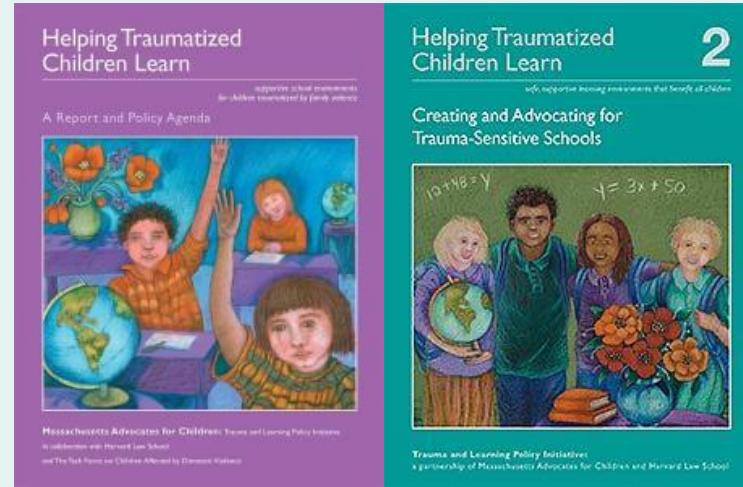
Nicola Palfrey



A Clinical Psychologist's Perspective

Levers to embed trauma informed practices

Sharing of practice wisdom



Nicola Palfrey

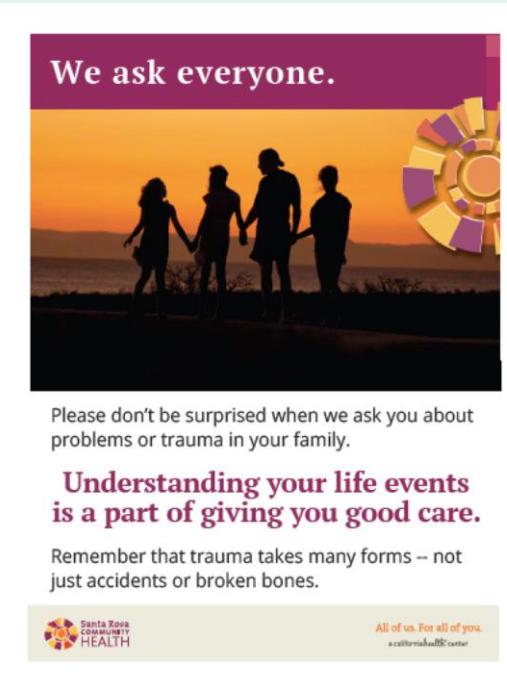
PACEs
Connection
formerly ACEsConnection



A Clinical Psychologist's Perspective

Levers to embed trauma informed practices

Universal practices



Nicola Palfrey



A Clinical Psychologist's Perspective

Levers to embed trauma informed practices

Training:

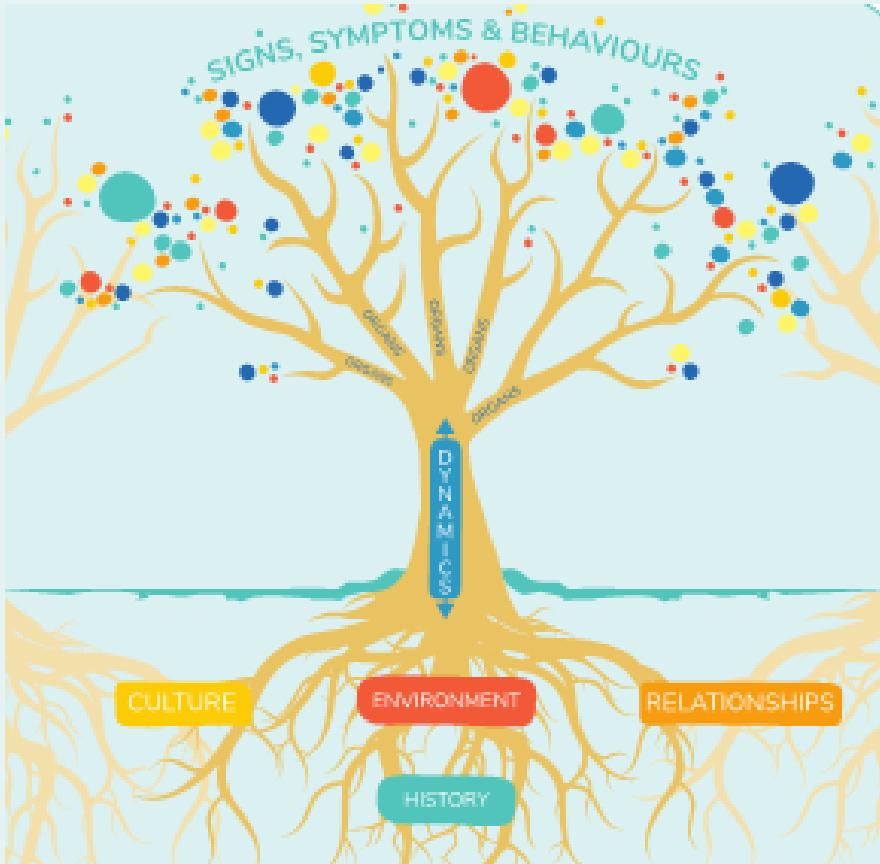
- Provided throughout the career pathways
- TIC training needs to be further evolved and refined to teach explicit skills or not just noticing, but responding to people's experiences



Nicola Palfrey



A GP's Perspective



- New ways of seeing:
whole person care
noticing patterns
embodied stress
- New shared language
- New goals of care



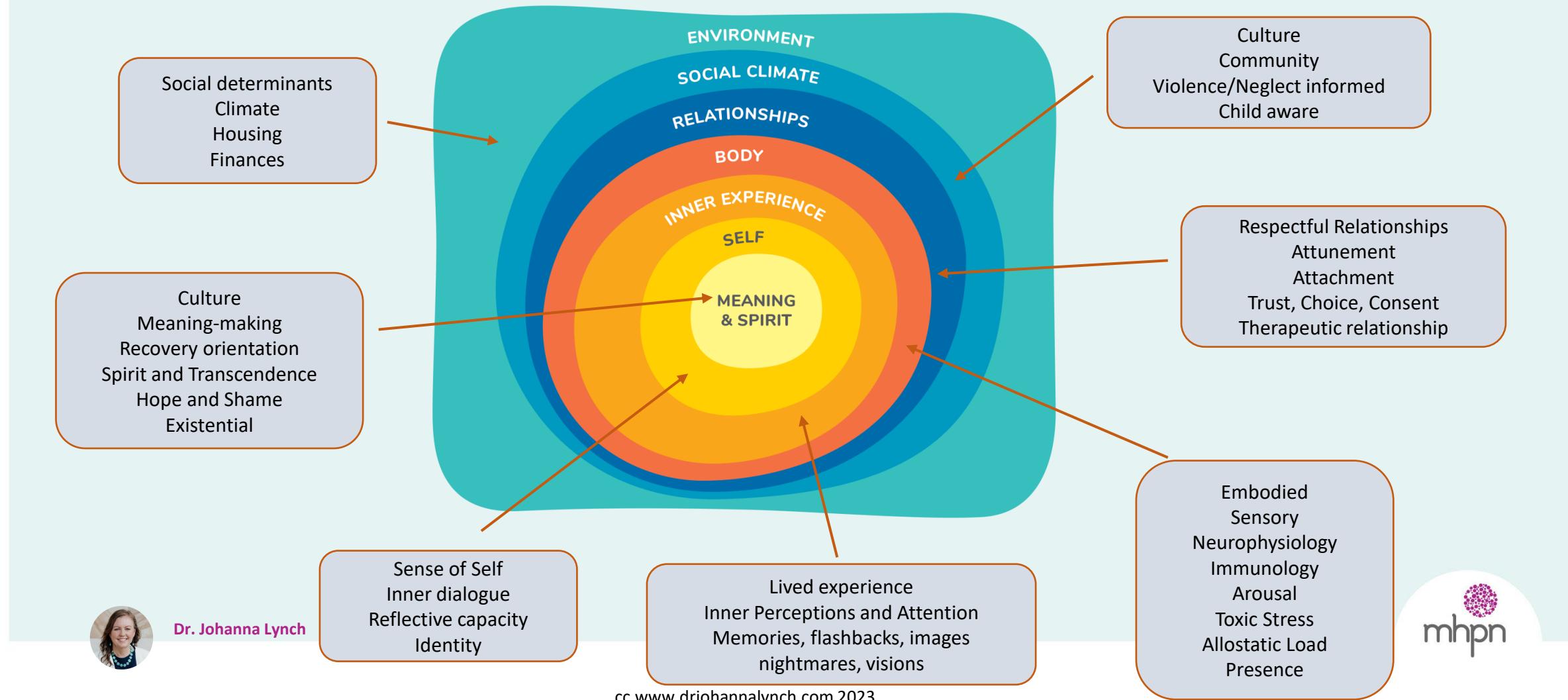
Dr. Johanna Lynch



A GP's Perspective

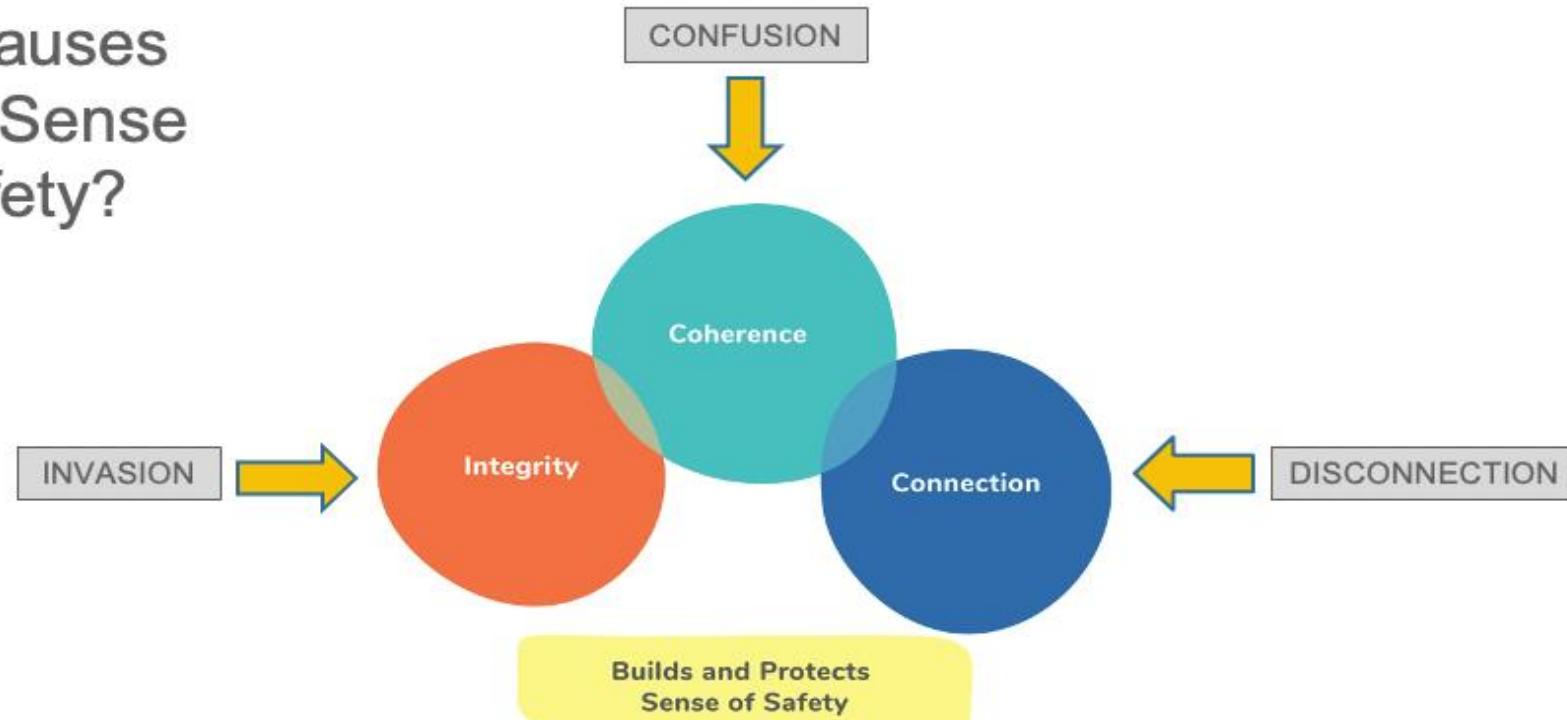
Adapted from Lynch, Johanna .M. (2020) *A Whole Person Approach to Wellbeing: Building Sense of Safety* Routledge: London

Trauma/threat/stressor-informed care: 'code' for Whole Person Care



A GP's Perspective

What causes
Loss of Sense
of Safety?



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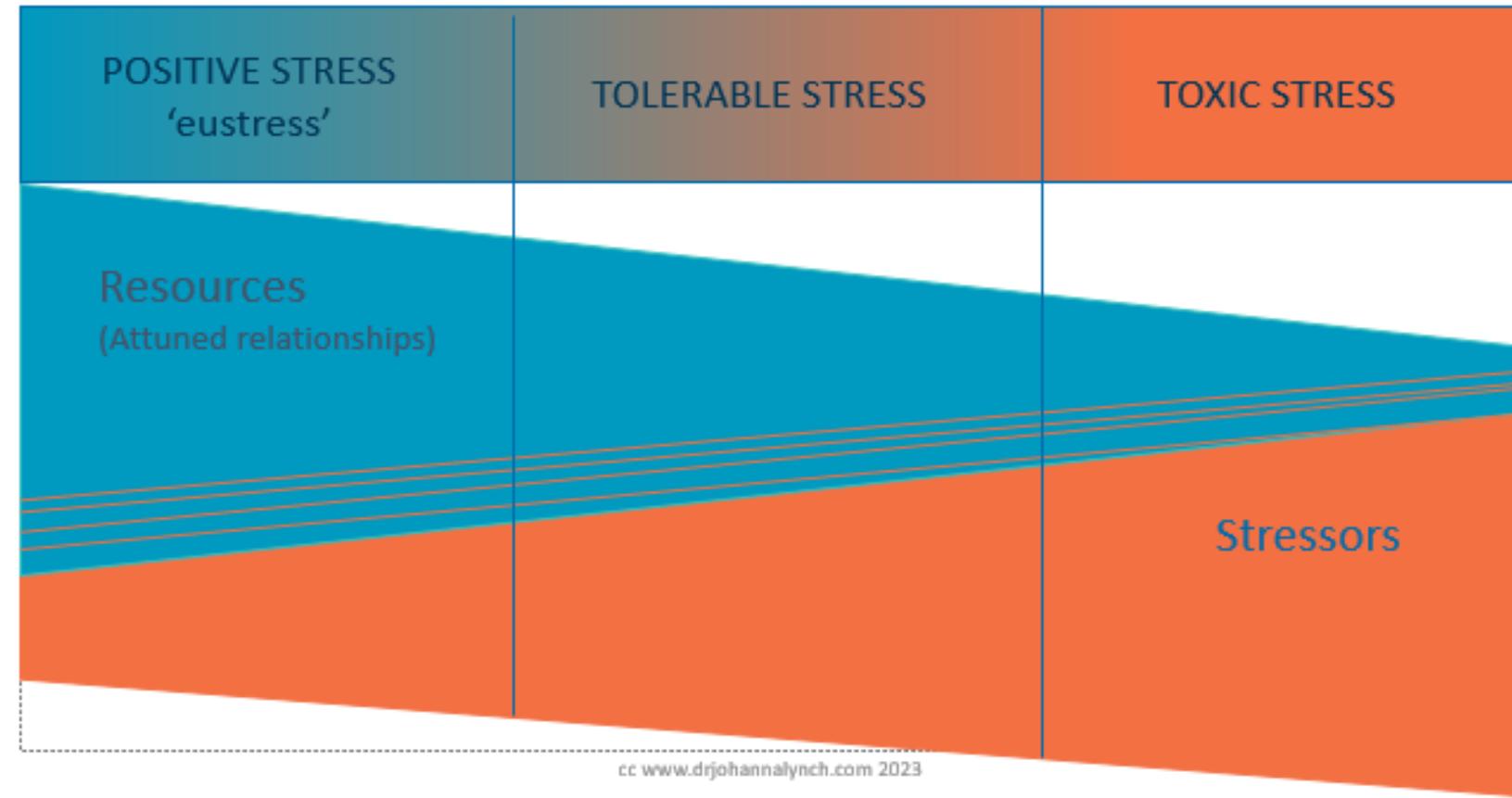


Dr. Johanna Lynch



A GP's Perspective

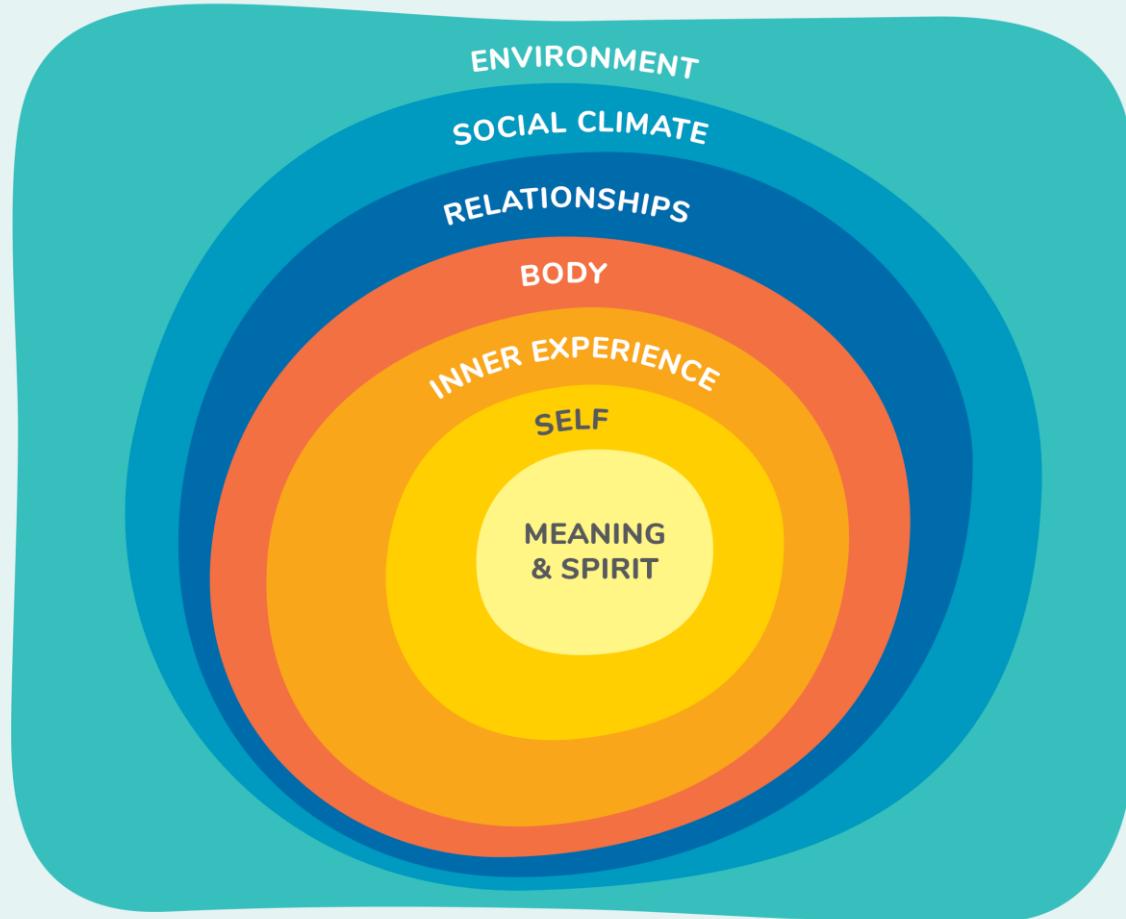
Stress Spectrum: Impact of Resources and Stressors



Dr. Johanna Lynch



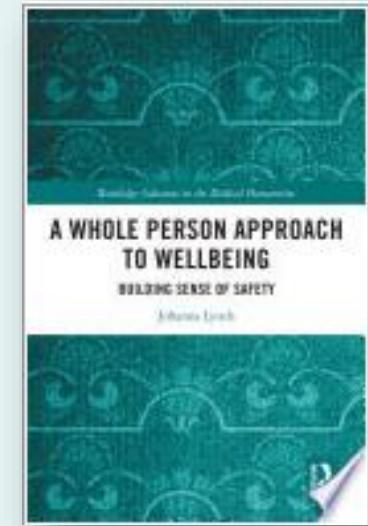
A GP's Perspective



Dr. Johanna Lynch

Lynch, J.M. (2020) *A Whole Person Approach to Wellbeing: Building Sense of Safety* Routledge: London

Whole Person Domains



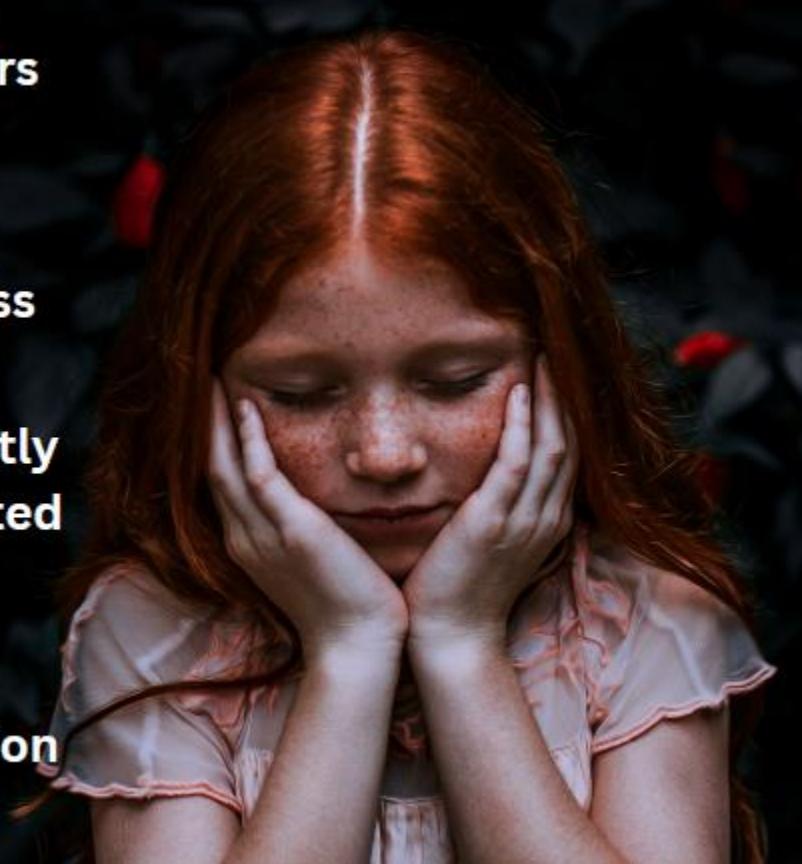
A Teacher/ Lived Experience Perspective

Stress, distress and trauma interferes with the process of learning.

Students with a history of trauma, have an abnormally activated stress response.

Shuts down the cortex, consequently the child's capacity to learn is limited

- unable to concentrate**
- pay attention,**
- retain and recall new information**
- impaired emotional regulation**

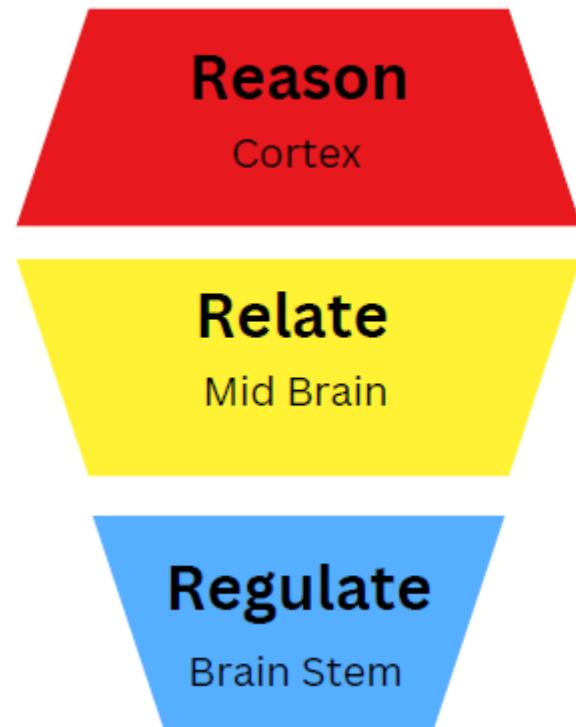


Beck Thompson



A Teacher/ Lived Experience Perspective

Neurosequential Model



Sequence of Engagement



The Neurosequential Model in Education, is based on an understanding of the structure and sequential nature of the brain.



The brain is organised in a hierachial way, where we process information in a sequential manner from the bottom to the top.



When the lower brain is not regulated, that is when a child is dysregulated, the higher brain regions such as the cortex cannot function optimally

Adapted from Dr Bruce Perry's Neurosequential Model

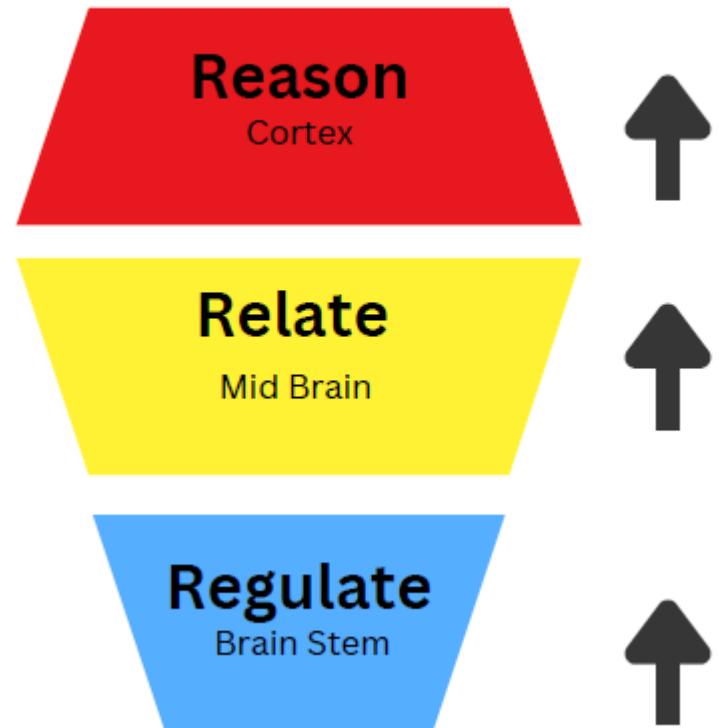


Beck Thompson



A Teacher/ Lived Experience Perspective

Neurosequential Model



**Job for the educator is to
'Get to the Cortex'**

Engage
Think, plan, focus

Connect
Relationally connect before a child can reason

Calm
the fight/flight response first
Before you can connect relationally there has to be minimal degree of regulation



Beck Thompson



A Teacher/ Lived Experience Perspective



Regulate

Brain Stem

Calm

Help students regulate and calm their fight/ flight response.

- **(Class)** First 5 mins of the day to engage in rhythmic patterned movement, song & dance - follow the leader, just dance
- 10 min warm up outside , fruit salad, game
- Throughout the day and/or after each break - every 30min or so include brain break, game, dance, silent ball, rhythmic game
- **(Individual)** walk with a safe person, sensory corner in class with play dough, sand, fidgets, music, draw or colour



Beck Thompson



A Teacher/ Lived Experience Perspective



Relate

Mid Brain

Connect

Relate and connect with student

- Child needs to feel relationally connected before they can access the cortex
- Be present and listen, not rushing or dismissive
- Feel seen, heard and supported
- Sends a message, "I care."
- Looks like a 5 minute conversation, empathising, humor
- Lower our voice, speak with compassion
- Step back, give them time and space
- **(throughout the day)** Checking in, How do you feel? What supports do you need right now?



Beck Thompson



A Teacher/ Lived Experience Perspective



Engage
Once regulated and connected, their cortex is
'open for business'

- Student now has access to the thinking part of the brain
- More able to engage, relate and learn and focus
- Sets them up for greater success
- Because of the way trauma affects the brain, which typically has an abnormal stress response, working through from the bottom to the top (sequence of engagement) will most likely need to be revisited due to triggers, situations and/or work -related anxieties
- Gauge throughout the day as you know your students



Beck Thompson



A Teacher/ Lived Experience Perspective

Pathway to Success

- **Understanding how trauma effects the brain, learning and engagement**
- **Neurosequential model gives educators a clear pathway to working with students, in particular those with a history of trauma**
- **Sets both the teacher and student up for greater success to be able to teach and learn.**



@beck.thompson



Beck Thompson



Q & A



Beck Thompson
Teacher / Lived Experience



Dr. Johanna Lynch
General Practitioner



Nicola Palfrey
Clinical Psychologist



Facilitator:
Prof. Steve Trumble
General Practitioner



Ask a question: To ask the speakers a question, click on the three dots and then 'Ask a Question' in the lower right corner of your screen.

 Ask a Question

Thank you for your participation

- A Statement of Attendance for this webinar will be available via your MHPN portal account in four weeks.
- Each participant will be sent a link to the online resources associated with this webinar within two weeks.

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Podcasts:

New episodes released fortnightly on MHPN Presents.

Webinars:

- Trauma-informed care (Part 2): Therapies and approaches to improve your practice on Wednesday 20th September at 7.15pm
- Trauma-informed care (Part 3): The impact of trauma on the physical body on Thursday 19th October at 7.15pm

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Thank you for your contribution and participation.

Good evening.

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