

Childhood Adversity: Recovery, Resilience and Prevention Seminars

Online

Thursdays 5, 12, 19, and 26 May 2022

Each delegates receive a full set of the 9 nine practitioner guides and associated licences from Hope for Children and Families.

Childhood adversity

Currently there are two trends in the field of childhood adversity. The first is an awareness that multiple forms of exposure to trauma often referred to as polyvictimization or multi-type maltreatment is the rule in populations of abused and neglected children rather than the exception (Finkelhor *et al.* 2007).

The second is that current types of child maltreatment are being extended to include Adverse Childhood Experiences (ACEs). These include exposure to intra-familial violence, mental health, substance misuse, deaths, losses, and inter-generational abuse. High levels of adversity are noted in children and young people referred to CAMHS (Thompson *et al.* 2012); offending services (Baglivio and Epps, 2014); looked after children (Lehman *et al.* 2020); refugee services (Ward *et al.* 2020) including bullying, victimisation, cyber-bullying, sexual abuse, community violence, racial prejudice, (Turner *et al.* 2020); and responses to the pandemic (Ford *et al.* 2021); and climate change (Lawrance *et al.* 2021).

The common factor across all forms of adversity is a traumatic response with the risk of a 'toxic traumatic response' (Teicher *et al.* 2016; McCrory *et al.* 2017) Exposure to trauma results in a spectrum of complex overlapping mental health responses, including *post-traumatic stress disorders* (PTSD) but with high levels of internalising and externalising responses – anxiety, depression, and disruptive behaviour (Lewis *et al.* 2019; Bevilaqua *et al.* 2021). Children, young people, and parents and carers present across services, for example children's social care, CAMHS and youth offending services.

Trauma informed approaches have been developed, but the tools to implement an evidence-based approach are not used widely in everyday practice by practitioners. Most approaches have a single focus, and from a variety of theoretical backgrounds (Marchette and Weisz 2017).

Trauma-informed modular interventions

An innovative strategy to help the field better organise and prevent the extensive sequelae of polyvictimization and childhood adversity involves the development of a modular approach. This identifies common treatment elements and common factors across the field of effective interventions and organizes them, providing a co-ordinated framework for practitioners to use to address the diverse needs of children and families when exposure to trauma or maltreatment are identified.

Chorpita and Daleiden (2009) developed a structured methodology to map, identify and categorise the common treatment features from 615 treatments in 322 randomized trials. It was possible to distil out the specific practice components of each type of treatment i.e.

practice elements from different manuals. *The Modular Approach for Children with Anxiety, Depression, Trauma and Conduct problems (MATCH-ADTC: Chorpita and Weisz, 2009)* is a multi-disorder intervention system that incorporates treatment procedures (elements) and treatment logic (coordination) based on four successful evidence-based CBT interventions for childhood anxiety, depression, trauma (TF-CBT), and conduct problems, with modifications allowing the system to operate as a single protocol. The approach was more effective in improvements in a wide range of mental health problems, than using the component manuals.

The Hope for Children and Families: Building on strengths, overcoming difficulties (HfCF) intervention resources

Working in collaboration with Chorpita and colleagues at the *Department of Psychology, University of California*, twenty-two RCTs were identified for the treatment of individual forms of maltreatment (Bentovim and Elliott, 2014). The forty-seven common practice elements that emerged were categorised as focusing on work with children, young people, and parents/caregivers. This led to the creation of a library of modules which can be integrated into a management plan, establishing collaborative goals, with children and families, and can be adapted for use across services and comprise elements targeting:

- *the antecedents of adverse childhood* experiences include psychoeducation for parents; exploration of the impact and origins of abuse and exposure to violence; addressing parental mental health difficulties; and learning positive parenting skills.
- *work with children and young people* including psychoeducation on the impact of their maltreatment; managing and exposing traumatic thoughts and feelings; relaxation; problem-solving; relationship building; and social skills talent/skill building.

Modules are gathered into a set of nine practitioner guides organised using the *Framework for the Assessment of Children in Need and their Families* (Department of Health *et al*, 2000) a triangular eco-systemic model developed to help practitioners construct a broad based, holistic picture of the development and health of children in the context of parenting capacity, their individual health, family and environmental factors.

Each guide contains

- *Practitioner briefings* summarising theory, research, and approach
- *Content and materials* focusing on children, young people, parents, or families.
- *Relevant steps* to achieve an evidence-based goal, and the particular focus
- *Suggested scripts* for working with children, parents, and families, to help practitioners understand the aim of the module and practitioners find their own voices and approaches
- *Guidance notes* - understanding the background to the particular steps
- *Activities* supported by worksheets to help achieve a particular *planned outcome*
- *Practice* – role plays, and coaching approaches reinforce learning
- *Handouts* for parents to remind them of particular approaches outlined
- *Worksheets* for children and parents to negotiate the various steps.

Engagement and Goal Setting (Bentovim, Gray, Heasman and Pizzey 2017)

Modules to help the practitioner engage with children, young people, and their family. Promotes a sense of hopefulness about what can be achieved through working with the practitioners, and setting collaborative goals

Working with children and young people: Addressing emotional and traumatic responses (Weeramanthri, 2016);

Working with children and young people: Addressing disruptive behaviour (Eldridge 2017).

Relevant to children and young people exposed to various forms of adversity, and are suffering from concerning emotional, traumatic, and disruptive responses. Includes modules to promote resilience.

Promoting positive parenting (Roberts, 2016).

Promoting attachment, attuned responsiveness, and positive emotional relationships (Gates and Peters 2017)

Promoting children and young people's health, development, and wellbeing (Bentovim, 2017a).

These guides relate to all children and families, and to staff caring for children and young people. They provide guidance when working with caregiver failure to promote health and wellbeing, neglectful care, disorganised and insecure attachments, and difficulties in managing children's challenging and disruptive behaviour

Working with families (Jolliffe, 2016).

The modules aim at improving and strengthening the quality of family life, promoting positive parenting and resilience in children, protect children against adversity, building positive parenting capacity and the resilient functioning of children and young

Modifying abusive and neglectful parenting (Bentovim, 2017a)

Working with child sexual abuse (Eldridge 2016).

These intervention guides are more specifically focused on working with children, parents and families where specific forms of adversity abuse and neglect has been identified

The intervention guides have been translated into several languages including Arabic, Portuguese, Romanian, Russian, Spanish, and Turkish. The resources have been used in different countries transcending differences in language, culture, religion, and legislation.

Pricing and booking

- **Members £175**
- **Non-members £195**

Prices also include exclusive access to all lectures for up to 28 days. Plus all delegates receive an electronic CPD certificate.

To book simply [click on this link](#) or the button at the top of the page and fill in the details. ACAMH Members should sign in first to ensure that they get their discount.

If you are not an ACAMH Member now is a great time to join and make a saving on this event. Take a look at the different levels of membership on offer.

Remember ACAMH is a charity and any surplus made is reinvested back to the benefit of our members and the industry as a whole.

*** These guides have a RRP of £225, meaning ACAMH Members save £50, non-members save £30, PLUS you get over 10 hours our online training plus access to these sessions for a full 28 days after the event. Added to all of this all delegates will receive 4 CPD certificate via email for each of the sessions.**