

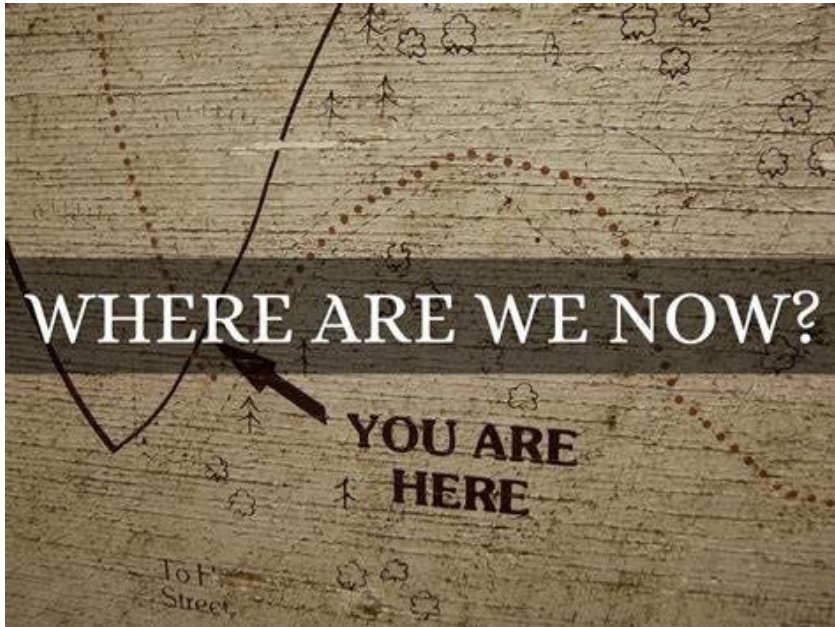


Trauma Informed Placement and Support Planning

Jo Graney, AEM Recruitment Assessment and Placement Manger



- ▶ “We” = a working party of AEM Social Workers and managers, with collaboration and consultation with AEM Panel Managers, Permanence Team Managers and Teresa Peltier who provided cultural consultation.
- ▶ The “North Star” goal was to redesign the adoption support planning process and our therapeutic parenting program for adopters, making both more trauma informed and reflective of a child’s lived experience.
- ▶ We listened to Social Workers, to panel members and to families who all wanted something more fit for purpose.
- ▶ “We” also includes a small group of Peer Mentors who will support the Therapeutic Parenting Program. These are experienced adopters or adopted adults.
- ▶ We provided training for all Social Workers from AEM and Local Authority Partners, and Panel Members.



There is now a clear trauma informed pathway for AEM adopters: -

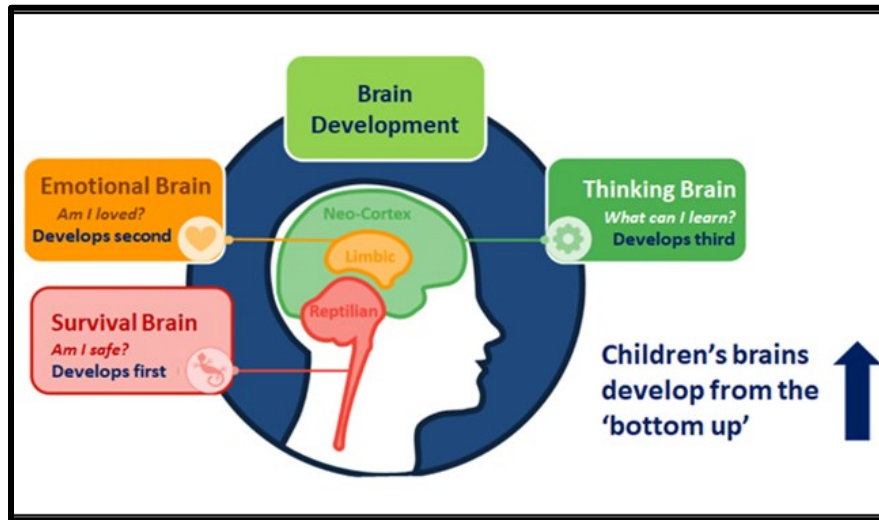
- ▶ Therapeutic Parenting Course Part 1: the brain
- ▶ Therapeutic Parenting Course Part 2: the tool kit
- ▶ The Adoption Support Meeting
- ▶ The New Adoption Placement Report
- ▶ The New Adoption Support Plan
- ▶ The Therapeutic Parenting Plan

A trauma informed pathway

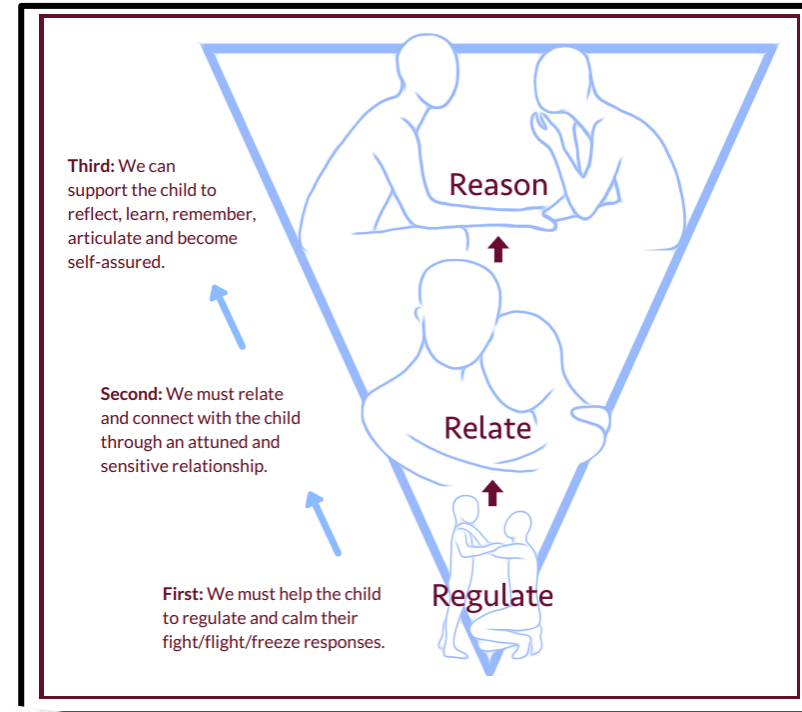
- All of our families will now attend the: - **Therapeutic Parenting Course Part 1: the brain and Part 2: the therapeutic tool kit** in Stage 2 of their assessment. This went live in July.
- At the point of early matching all of our families will attend **an adoption support meeting** where they are supported with the team around them to think about their child through a trauma informed lens
- All our matching reports (**the ARP and ASP**) are now trauma informed and provide a much more meaningful narrative of the child story for the family and for panel
- We then have **The Therapeutic Parenting Plan** that is now rolled out and being used for all AEM families, so from the beginning of family life together they have a plan which focuses on the child's emotional needs and makes therapeutic parenting a tangible reality.

The Therapeutic Parenting Course

Part 1: The Brain



Part 2: The Toolkit




Part 1: The Brain

- ▶ The human brain, its structure and how we develop healthy relationships:
- ▶ Introducing Bruce Perry's 'Neuro-sequential Model of Brain Development'
- ▶ How do our brains impact on how we see the world - introducing 'See Me' tool
- ▶ What is developmental trauma? How does trauma impact on brain development.
- ▶ Meet Rayleigh - what does the world look like through Rayleigh's Eyes?
- ▶ The Survival Brain: Fight/Flight/Freeze and the concept of sensory memory.
- ▶ The Emotional Brain: The development of an internal working model
- ▶ The Thinking Brain: What happens if this is 'off-line'?

Part 2: The Toolkit

- ▶ What we can do to support children who have experienced trauma
- ▶ Dr Bruce Perry's Neurosequential Model and how this connects to therapeutic parenting
- ▶ What does 'Bottom Up Parenting' look like in practice?
- ▶ The Three R's - thinking about **Regulation** of the survival brain, how we can **Relate** to children in parenting and how we help children to think and learn through **Reasoning**.
- ▶ A Therapeutic Parenting Toolkit - What tools can we use to implement Bottom Up Parenting?
- ▶ Sensory Attachment interventions, PACE, Relational Play, Therapeutic Crisis Intervention, Active Listening
- ▶ Self Care - learning about our Window of Tolerance


The Adoption Support Meeting



Adoption Support Meeting Tool

This tool is designed to enable a therapeutic conversation through the lens of the child so that we can begin to bring their experiences to life. It is acknowledged that we don't know exactly what a child is thinking or feeling, especially when they are very young or unable to articulate their emotions, however we are asking adults in the room to think about the child with an attitude of wondering and curiosity about their experiences, so that as a group you can begin to label thoughts and feelings through the child's lens resulting from their experiences. The eye tool at the top of this document is designed to support this conversation and is broken down below (working from the centre of the eye outwards)

Conversation	Notes
<p>What were my early life experiences This section will align with the 'my story' section of the Adoption Support Plan and help social workers write this from the child's lens</p> <p><i>Focus the conversation on what has happened to the child. How do we think it would have felt to have lived this life and witnessed these things?</i></p> <p><i>What would have the in-utero experience been? What might have been going on at a sensory level for the unborn child?</i></p> <p><i>What was the child's everyday experience once they were born? What home did they come to? What was the level of care offered to them? By whom? Was life predictable or chaotic? How did the child present during visits? What might have been going on underneath what was observed? What concerns were there? What were the observed relationships?</i></p>	



Therapeutic Parenting Plan Tool

This tool is designed to enable the creation of a Therapeutic Parenting Plan for the child and their new family. Every child joining their new family with AEM support will have a Therapeutic Parenting Plan. This will be developed and reviewed by the Adoption Social Worker and the family during the early weeks and months of the family's time together.


Conversation	Notes
<p>What do we like, admire or love about the child?</p> <p><i>Please comment on what everyone says about the child, how would they describe the child? Please ask the foster carers and the adopters about what they love and like about the child (Discussion about like, admire and love – thinking about the language and impact for the adopters)</i></p>	
<p>What is important TO the child?</p> <p><i>Think about what activities/toys/objects/people/TV programmes/songs/books, that adults know are important for the child. Think about the meaning behind these things? Does the child like reading so that they can be alongside adults? Does the activity give them proximity to adults? What is the meaning of the activity for the child? Does the thing meet their sensory needs? Does the activity give them positive feedback/messages from others?</i></p>	
<p>What is important FOR the child?</p> <p><i>Bearing in mind what is important to the child and the meaning behind this, please consider what is important FOR the child.</i></p>	

This meeting is attended by adopters, foster carers, the child's social worker, the adopter social worker and the fostering social worker. This is a therapeutic conversation, helping adopters and practitioners think about the child's experiences through a trauma informed lens. The meeting is facilitated using the Adoption Support Plan Tool and the Therapeutic Parenting Plan Tool. This meeting is designed to enable a therapeutic conversation through the lens of the child so that we can begin to bring their experiences to life. It is acknowledged that we don't know exactly what a child is thinking or feeling, especially when they are very young or unable to articulate their emotions, however we ask those adults attending to think about the child with an attitude of wondering and curiosity about their experiences, so we can to begin to label thoughts and feelings through the child's lens.

Adoption Placement and Support Planning

We have designed a new Adoption Placement Report (APR) and Adoption Support Plan (ASP) and made this trauma informed. It is designed to tell the children's narrative in a more meaningful way


New APR



Adoption Placement Report

Full name of child (add for each child)	
Date of birth	
Photograph of child/ren	
Date photograph taken:	
Name of prospective adopter	
Name of prospective adopter	
Photograph of prospective adopter/s	
Date photograph taken:	

New ASP



Adoption Support Plan

Name of child:		Child's Social Worker & Contact number:	
DOB:		Adoption Social Worker & Contact Number:	
Date of placement order:		Foster Carer & Contact Number:	
Length of time in care:		Other Contact	
Date of Adoption Support Planning meeting:		Date of plan:	

Children adopted from care are likely to have ongoing needs, and you and your child(ren) are likely to benefit from support now or in the future. At AEM we want to ensure you get the right support at the right time and that you know how you can access that support when you need it.

Prior to an Adoption Order being granted, your assessing social worker and child's social worker are your first point of contact should you require any support however you can also access useful information at www.adoptioneastmidlands.org.uk/adopters. Once an Adoption Order has been granted any ongoing guidance or support will come from AEM's Adoption Support Team adoptionssupport@adoptioneastmidlands.nottscc.gov.uk

If you have adopted a child from a different local authority area, that local authority will be responsible for assessing your adoption support needs for three years after the adoption order. After three years, that responsibility moves to the local authority for the area in which you live, which will be Adoption East Midlands if you are living in Nottinghamshire Nottingham City, Derby City or Derbyshire.



Rory's Therapeutic Plan

What do we love about Rory?

Everything! - especially, his cheeky personality & his 'smiley-ness'



What is important TO Rory?

- To be rocked (previously in a bouncer)
- Being held & cuddled!
- His soft blue blanket
- Noisy & busy environment
- Food!
- Toys that make a noise/play music

What is important FOR Rory?

- To be held & rocked by his mummies & to have eye contact
- To be allowed to regress to new-born & have his sensory needs met within his sleep routine
- Predictable & consistent routines
- Experience new flavours & textures of foods
- One-to-one attention & stimulation through play



OUR NEXT STEPS

Regression/sensory intervention:

- * To continue to rock Rory in our arms before putting him down in his cot and stay with him until he falls asleep
- * Play white noise to him at bedtime
- * Give him a small blanket (or a small square cut from his blanket) to sleep with

Relational play to support bonding:

* Mummies to try the 'blanket swing' with Rory and other nurturing activities, such as the 'hello/goodbye' game, singing songs to him using his name and applying lotion

Self-care:

- * Each mummy to take turns to sleep if Rory is not sleeping
- * Allow ourselves to use the 'bouncer' as a last resort to get Rory to sleep
- * Build in some individual time - L to take the dogs for a walk alone sometimes and A to join a football team

Developing Knowledge into the future:

*To continue to utilise our NAOPT membership and keep in touch with our other adoptive parent friends

Hermione will:

* Talk to L and A about how things are going, their progress/strengths/successes and arising challenges as parents and how to put therapeutic parenting into practice. Review and develop this plan as time progresses.

The Therapeutic Parenting Plan

All children moving to adoption should have a Therapeutic Parenting Plan. This is led by the Adoption Social Worker but supported by the Child's SW and worked on collaboratively.

Bringing it all together: A Strong Early Intervention Offer for families

Outcomes:

- ▶ We are increasing our families theoretical understanding of brain development and the impact of early trauma
- ▶ We are supporting families with practical strategies and a toolkit to begin to put theory into practice
- ▶ There is professional support planning which is trauma informed, therapeutic in its delivery, using strengths-based language
- ▶ There is tangible and accessible support in early placement via the Therapeutic Parenting Plan