

Creating Hope

The picture shows the father in the family seeking help from a practitioner, describing and thinking about the adverse experiences in his childhood and adolescence, looking upset.

Using elements of all of the approaches and models, a practitioner:

- ▶ observes behaviours that indicate despair, guilt, distress, hopelessness
- ▶ creates safety by being open and transparent in language, discussions and planning, being firm but kind
- ▶ recognises when someone is in a place of hopelessness and the need to focus on the future to create hope that things can change
- ▶ creates hope through building a relationship using tools such as genograms or eco-maps, identifies strengths and finds ways of enhancing them
- ▶ persists, even if there is resistance, through demonstrating empathy, compassion
- ▶ understands how past experiences can impact upon adults and the choices that are made
- ▶ understands this can help remove blame and guilt and break the trans generational cycle of ACEs
- ▶ uses a sensitive questioning approach to elicit detail, identify exceptions and strengths and build on future safety which further builds the relationship
- ▶ works in partnership identifying small goals which are realistic and achievable
- ▶ uses skills of clarification, reflection, accurate empathy
- ▶ helps understanding of how behaviour may impact upon partners and children
- ▶ sees strength in positive coping skills, recognising difficulties and seeking support





What's wrong with my Daddy?

My Mummy screams and shouts when my brother doesn't stop crying. I get scared.

I get hungry sometimes. I don't like being called smelly at school.

SAFETY NETWORK ROTA
MON - NANA
TUES - SOME
WED - AUNT JI
THUR - NANA
FRIDAY SOME
SAT - AUNT JI
SUN - SOME

Tell me something you really like about being in your family.

It's important that you and your baby brother are safe and looked after all the time.

Your Mummy and Daddy are working hard to do what's best for you.

You know you are not alone.

Creating Safety

This picture shows the practitioner in the child's home creating a safe space for the child to talk about her adverse experiences, her worries and her hopes using the tool of the '3 Houses'. Safety planning is illustrated too. The creative approach enhances the child's development and there is consistency in approach between the practitioner in the school and in the home.

Using elements of all the models and approaches a practitioner:

- ▶ creates safety, trust and calmness with consistency of approach, meeting basic needs first and then working up the hierarchy of needs
- ▶ is informed by child development and how the brain is impacted by experiences, relationships and environments
- ▶ recognises neglect may be experienced as a threat by the child's developing brain
- ▶ uses child centred tools and creative play to gain understanding of the child's lived experiences
- ▶ listens to the child and looks at strengths in the family, the child's hopes and dreams
- ▶ builds plans in working with the family to promote optimal developmental opportunities as well as safety
- ▶ gains a picture of daily life, identifies practical and emotional roles in everyday life to keep the children safe and well cared for -and communicates this to the child
- ▶ identifies a network of people to support the parents/ carers in keeping the child safe, well cared for and with their developmental needs addressed effectively
- ▶ ensures everyone involved in the child's life agrees roles
- ▶ identifies what safety strategies the child can develop where possible, identifying who to turn to and how to ask for help e.g. agreeing with the child a safety object that can indicate a worry
- ▶ involves the child in planning
- ▶ supports the child to understand the difference between people who can offer support and those who can create safety
- ▶ supports the child's understanding of worries in an age appropriate way



I really have my confidence back as a Mum. She's worked with all of us as a family. We're not perfect but I know there's support now and I feel better equipped to manage everyday. She's given us all hope for the future.

I'm happy to help the family, they are doing so much better.



Maintaining Change and Looking Ahead

On this page the whole family is together seen in a domestic and wider social system, illustrated by the signposting and others present in the home. It is not a 'happy ending' but progress has been made. Examples of networks for the children and the adults in the family are suggested which could enhance and support their individual and collective resilience.

Using elements of all the approaches and models a practitioner:

- ▶ establishes and maintains professional and social safety networks that support the children, each member of the family and the family as a whole, according to need
- ▶ communicates in a transparent and consistent way with the family (including the children) using tools as necessary (e.g. safety plans, words and pictures) and the family are supported to attend to their own communication and use such tools if suitable too
- ▶ supports parents to explore how their behaviour impacts upon the children positively and negatively
- ▶ maintains the focus upon the children's needs
- ▶ supports partners to gain insight into each other's wellbeing as well as their own
- ▶ supports hope and recovery and effective change
- ▶ ensures there is clarity of role for the family and others supporting the family (both formal and informal support networks)
- ▶ acknowledges the strengths of the family as a unit and of each of the members within it
- ▶ arranges regular reviews of safety networks, safety plans and parental health plans, adapting roles and plans as needed, ensuring they are inclusive, thus aiding communication
- ▶ prepares the family through discussing 'what ifs?' and plans for these with families, networks and professionals in order to build resilience
- ▶ carefully plans withdrawal of services with the family, redirecting to informal and community networks as appropriate





Adverse
Childhood
Experiences

Be the Change

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For further information and training contact your learning and development provider.



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