

Vital CPD webinars on child mental health, child trauma and effective interventions

Presented by Trauma Informed Schools UK and Centre for Child Mental Health

Conversations That Matter: From racial trauma and discrimination in schools and communities, to respecting and celebrating difference and diversity. (Policy to implementation)



Directed and Produced by Trauma Informed Schools UK and Wellbeing Education

Webinar

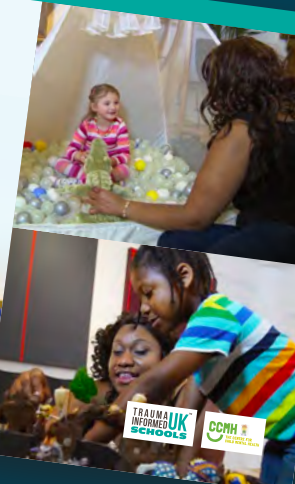
Helping Children Heal from Painful Life Experiences

Presenter: Dr Margot Sunderland

Webinar

Attachment Play: the science, psychology and a wealth of interventions for one to one sessions in schools (aged 4 to 11)

Presenter: Dr Margot Sunderland



Webinar

What every child mental health professional needs to know about giving psychiatric drugs to children and young people

Presenter: Dr Margot Sunderland
Education and Training Centre for Child Mental Health London

Webinar

Key Causes of Child and Adolescent Mental Health Difficulties

Presenter: Dr Margot Sunderland

Webinar

How to interrupt the trajectory of ACEs (adverse childhood experiences) leading to long term mental, physical ill-health, social and financial misery

Webinar

Professional working in schools with infants and young children with trauma

Webinar

Working with children who've been sexually abused by a member of their own family. Rising up from tangled trauma to recovery.

Webinar

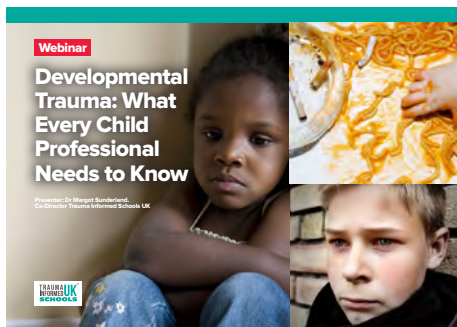
Whole school implementation of trauma informed practice to promote mental health and wellbeing cultures for all

www.traumainformedschools.co.uk
www.childmentalhealthcentre.org



By Dr Valerie Sinason, child psychiatrist

Section one: Working with traumatised children and young people



Presenter: Dr Margot Sunderland

Please note that this webinar includes some film footage that viewers may find distressing.

This webinar is essential viewing for anyone working or living with children or young people who have experienced abuse or neglect. Firstly, Dr Sunderland will define the concept of developmental trauma. She will then explore how developmental trauma impacts on the brain, which without relational interventions, can leave a whole raft of blocks to quality of life – e.g. compromised reward neurochemical and memory-processing systems in the brain, an overactive threat response system, poor emotional regulation, blocked trust, seeing relationships as being about power and control, low self-esteem, re-victimisation as a defence against unbearable pain.

Dr Sunderland will then discuss how to enable child professionals, foster carers, adoptive parents and school staff to be aware of the very particular unmet emotional needs in children who have experienced abuse or neglect. She will also explore how emotionally available adults can gain the trust of these vulnerable children, responding in ways that heal in times of intense emotion and to behaviours that challenge. Dr Sunderland will then discuss how to meet those needs, including key relational interventions that aid healing and recovery and support the process of repair in the brain (known as neuroplasticity and neurogenesis).

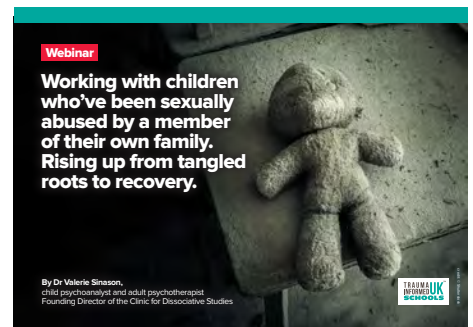


Presenter: Dr Dan Hughes (expert clinician, prolific writer, and founder of Dyadic Developmental Psychotherapy).

In this webinar, Dan demonstrates his amazing model of relating to children and young people, called PACE (playfulness, acceptance, curiosity, and empathy). PACE brings a wonderful sense of psychological safety for even the most defended of children, meaning that profound human connection that heals can become a reality.

For the past 20 years, Dr Hughes has specialised in working with children and young people who have considerable difficulty establishing and maintaining good relationships, due to the level of betrayal, trauma, abuse and neglect they have suffered. In the webinar he will demonstrate how PACE can bring transformational change to so many of these children, as well as empowering their carers to be emotionally available and to stay regulated under stress.

PACE is informed by strategic and structural family therapy, Ericksonian hypnotherapy, psychodynamic principles, psychodrama, interventions congruent with Theraplay, and narrative work. In this webinar Dan will use a wealth of actual case examples to demonstrate PACE.



Presenter: Dr Valerie Sinason

In this webinar, Dr Sinason talks about working with children who have experienced incest, which she defines as *'the diminishing of a child through toxic violation and hurt, by an adult who is supposed to be caring for them.'*

Through moving case material, Dr Sinason addresses the agonising inner conflicts of those who have suffered in this way. She addresses the central dilemma: how can they rise up from 'the tangled roots' when they love the person who is also hurting/raping them?

It is easy for professionals who work with these children to focus on the cruelty and the betrayal, with many believing they are helping 'rescue' this child from a 'bad offender'. In so doing they so often unwittingly silence and shame the child who loves his or her abuser, an extremely common occurrence. Dr Sinason will discuss how too many children go through a Section 47 enquiry with no one ever being curious as to what they feel towards the person who hurt them or helping them to process the ambivalence.

Dr Sinason also addresses a phenomenon she has seen so many times in her work: *'The child understands the vulnerability and splits in the toxic parent more than most of the professionals involved. The child is the professor of the disturbance in the family.'* Delegates will also learn about Fairbairn's (psychoanalyst) concept of the 'moral defence', namely, *'This is only happening to me because I am bad.'* Dr Sinason will address what to do/say when children take the burden of their parent's abuse onto themselves – to allow a child to survive and to keep their love for their parent alive.



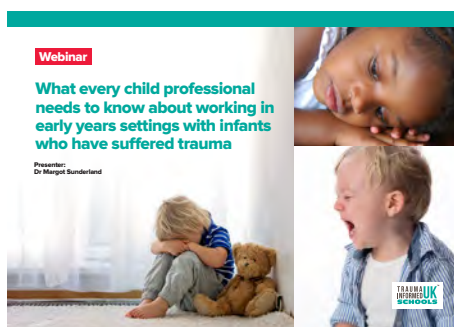
Presenter: Dr Dan Hughes

In this webinar, Dr Hughes addresses how to relate to a child or young person who doesn't trust anyone. He will explore how to enable them to make that essential shift from avoidant, anxious or disorganised attachment to secure attachment.

Blocked trust results when children and young people have been catastrophically let down, hurt and betrayed by the people who are supposed to care for them. As a result, some will just feel emotionally numb. Some will re-victimise, treating others as they themselves have been treated. Others will retreat from the social world, relating to technology rather than people. Sadly, blocked trust often leads to these children being intensely disliked so receiving the responses of hate and rejection they know so well.

Dr Hughes will offer theory, practice and moving case material to show how to reach out and connect with these children and young people.

Blocked care happens when the parent or carer no longer enjoys being with a child with blocked trust, due to just too many rejections, angry and/or indifferent exchanges. As a result, their brain systems responsible for feelings of nurturance and care shut down, so they no longer seek out lovely connection with the child but instead respond out of duty. Viewing their child's behaviours as bad or selfish, as well as seeing themselves as parenting failures. With moving illustration, Dr Hughes will discuss how to help parents to re-ignite their love, affection and care using the vital healing process of PACE (playfulness, acceptance, curiosity, and empathy).

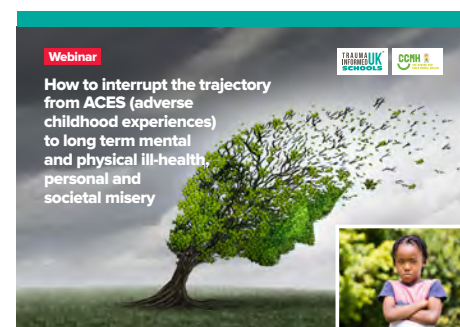


Presenter: Dr Margot Sunderland

This webinar is a must for anyone who works in early years settings. It addresses the latest neuroscience and psychology on the impact of trauma on infants, with a focus on presenting symptoms, prevention, and intervention.

The presenter first explores *traumas of omission*. These happen when the infant has missed out on vital relational experiences key for language development, learning and the capacity to love in peace. It also refers to a lack of sufficient caring comforting and playful interactions which research shows establish stress-regulatory systems in the brain – key for the capacity to feel calm and at ease and for social joy and an energised engagement in the world. She then explores *traumas of commission* including separation traumas, parental still face and misattunement, parental unprocessed trauma, intrusive parenting, shaming discipline, witnessing or being a victim of violence. With all of this, there is central focus on both evidence-based prevention and intervention. The presenter will discuss how the latter can be highly successful due to the brain's neuroplasticity at this young age.

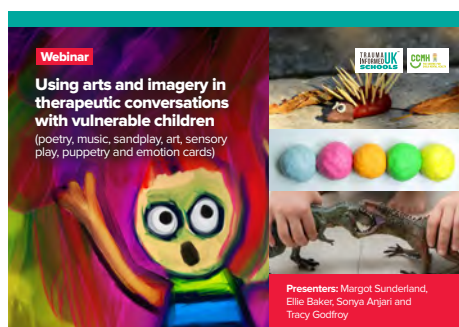
Finally, the presentation is designed to empower practitioners to support parents who are struggling to connect with their infant /s and parents who want to parent differently to how they were parented.



Presenter: Dr Margot Sunderland

This webinar takes adverse childhood experiences (ACEs) as its central theme. Dr Sunderland will explore the impact on quality of life, when people suffer multiple ACEs with no protective factors (known as social buffering) in their lives. Then, most importantly, Dr Sunderland discusses the wealth of research showing how one emotionally available adult (vital protective factor) can interrupt the trajectory from ACEs to long term physical and mental illness, early death and for some, involvement in the criminal justice system. She addresses exactly what an emotionally available adult has to do, to say and how to be on a consistent basis in order to be truly emotionally available.

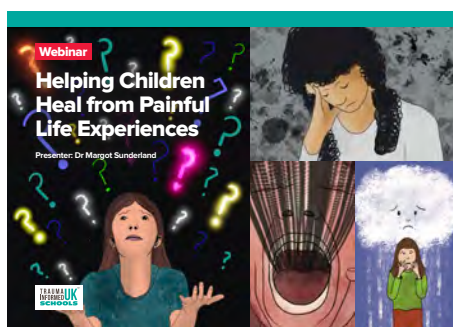
The webinar includes moving case studies and specific practical interventions to support the recovery process of children and young people who have known the shock and agony of traumatic life experiences.



Presenters: Ellie Baker, Sonya Anjari, Tracy Godfroy, Margot Sunderland

This webinar, presented by four senior child and adolescent psychotherapists, offers a wealth of creative ideas and interventions to support work with vulnerable children. The presenters will demonstrate how the use of images and the arts are powerful communicative tools. Saying to a child 'Can you show me?' rather than 'Can you tell me?' brings psychological safety as well as ease of expression, when everyday words so often do not do justice to what children want to say. Literal words can misrepresent and underplay, and frequently offer only approximations to any lived experience. With the use of symbols and images, children can stand back and reflect instead of simply reacting.

So, presenters will explore many ways that children and young people can be enabled to share what they want to talk about, what they need witnessed, and what needs to be grieved and protested about, as well as what needs to be delighted in, laughed about and savoured. Without help to talk about key life events, all too often, children are left simply reacting, with all manner of fallout in terms of behaviours that challenge, physical complaints, learning difficulties and mental health problems. It doesn't have to be this way. Research shows that with a trained practitioner, the act of collaborative sense-making is highly preventative of long-term mental and physical ill-health. The webinar aims to demonstrate the power of this.



Presenter: Dr Margot Sunderland

This webinar is all about helping children recover from painful life events that were not made sense of and worked through at the time. When this vital processing doesn't happen, children are held back with fall out in terms of both physical and mental health. Evidence-based research will be discussed to identify what needs to happen in a child's relationship with a trusted adult in order for that child to heal from painful life experiences.

Specific focus will be given to practical evidence-based interventions to help children heal. These include active listening techniques, helping the child to know what they are feeling, how to support them to safely experience and think about the core feelings underneath their defences, how to tell the story of their painful life events, how to help them make sense of what happened and vitally how to provide them with ongoing corrective emotional experience that leads to memory re-consolidation.

The webinar is enriched throughout with moving film footage and case material, designed to empower delegates to feel confident – to relate to children and young people in ways that alleviate their distress long term.



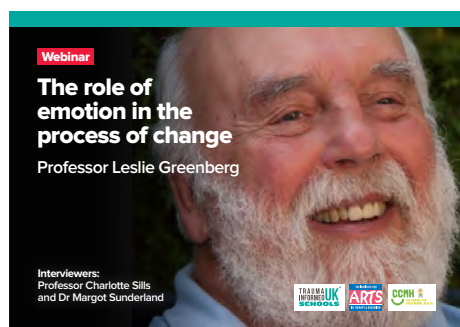
Presenter: Dr Margot Sunderland

This webinar explores the neuroscience and psychology of attachment, and why it matters that all professionals who work with children are thoroughly grounded in this knowledge for prevention of mental ill-health and intervention. Bowlby didn't have the neuroscience and psychological research to support his profound model. We do now. So, this webinar is underpinned by over a hundred cutting-edge research papers on attachment (all available at the back of the webinar booklet).

The webinar focuses specifically on how securely attached children develop effective stress-regulatory systems in the brain and body that enable them to emotionally regulate well. With insecure attachment, children suppress or repress their feelings, so stress-regulatory systems are not established. This leaves them in chronic stress states, with all the fallout of mental/physical ill-health symptoms now and in later life. That said, with an emotionally available adult, it is never too late for a child or adult to move from insecure to secure attachment and in so doing establish effective stress-regulatory systems.

With powerful film footage, Dr Sunderland will also unpack the emotional responsiveness needed to ensure secure attachment and how professionals who work with children can provide this or support parents to do so.

Finally, Bowlby's term 'internal working model' will be explored in light of the fact that professionals working with children can bring such positive change to a child or young person's negative views about self, others and the world.



Presenter: Professor Leslie Greenberg

In this webinar Professor Leslie Greenberg's talks about his extraordinary research on the role of emotion in transformational change and healing. His evidence on how people change spans decades with clear results that anyone working in a helping profession should take heed of.

In the webinar, he emphasises that much of what is offered to address mental health issues are simply coping skills. Whereas order to live a deeply fulfilling life, we need deep transformational change not just symptom alleviation. As Greenberg states, 'CBT teaches coping skills – it is excellent at that, but it doesn't get to core pain. Coping skills are not transformation, they are two totally different enterprises but often meshed together as if they are the same thing. My hope is that somewhere in the future we will have that as a clear distinction.'

In the webinar Professor Greenberg explores the essential components of the therapeutic journey that leads to transformational change. Mental health practitioners will learn how to help people access core emotional pain in a psychologically very held and safe way, how to become aware of what they are feeling, to change emotion with emotion, and to provide corrective emotional experience through active listening and empathy. All these result in people being free to live life to the full no longer blighted by pain from their past.

Please note: The webinar requires some prior psychological knowledge.



Presenter: Dr Margot Sunderland

In this webinar, Dr Sunderland will explore why sandplay therapy as a symbolising reflective process, can be so effective in trauma recovery. In sandplay, children and young people create scenes of miniature worlds. using figures, sand and water to communicate their inner world, namely their thoughts, feelings, memories, worries, hopes, fantasies, perceptions, inner voices. Many children and young people are totally unused to talking about their inner world, so being offered sandplay can be a lifeline and far more effective than everyday words. Moreover, in the context of an ongoing therapeutic relationship with an emotionally available adult, children and young people feel safe to address painful life experiences in this way, because it's 'out there' in a miniature world, instead of swirling round their heads as often unnamed pain and anguish.

After the sandplay is completed, the child/ young person and practitioner undertake collaborative sense-making. By making changes in their sandplay world, they often feel empowered to make similar changes in their real world.

In the webinar, Dr Sunderland will present moving case material showing how supporting children/young people to communicate through sandplay can enable transformation. She will demonstrate how using sandplay to process painful past experience, can result in the child/young person's inner world becoming far more benign, devoid of persecutory figures, catastrophic fantasies, harsh images, negative self-talk, emotional bleakness etc. In short, sandplay can be a key facilitative tool in trauma recovery resulting in living with your mind in peace instead of in torment.



Presenter: Dr Margot Sunderland

In this webinar Margot Sunderland describes the therapeutic journey of a young person who suffered from utterly debilitating anxieties, phobias, relationship problems and a range of other mental health issues. Margot will walk you through the journey from beginning to end, in order to illustrate the key evidence-based therapeutic models and theories that informed this therapeutic work. She makes specific reference to the following: emotion focussed counselling (Leslie Greenberg) psychological formulation, mentalisation, mental state talk and The Power Threat Meaning Framework (British Psychological Society). Using actual verbatim transcripts, art images and big empathy drawings, she demonstrates how the theoretical underpinnings referred to are vital to inform effective intervention leading to transformational change.

Viewers will learn how the young person was enabled to become aware of what he was feeling and to understand, for the first time, how his unprocessed painful memories were entirely colouring his perception of the present. With the provision of corrective emotional experience, empathy, attunement, narrative competence, collaborative sense-making and use of imagery and the arts, viewers will understand how the young man not only became symptom free but also developed self-esteem, self-awareness, self-compassion and could finally love in peace instead of in torment.

Please note: The webinar requires some prior psychological knowledge.

Section three: Working with parents and the impact of parental mental health on child mental health



Presenter: Dr Margot Sunderland

The webinar is a vital resource for child professionals, and for parents who want to support their children to flourish. It will empower attendees with a wealth of practical ideas, tools, and techniques to support a child's communication skills and social, emotional and cognitive development.

With delightfully engaging adult-child footage throughout (of children aged from 3 months to 12 years), the webinar demonstrates many specific practical interventions on how to be and what to say to engage infants and children in attachment play, proven to develop both mind and brain and to enhance confidence, social skills, language and learning. The underpinning neuroscientific and psychological evidence of benefits for brain/body/mind and long-term mental health, is explained throughout (fully referenced).

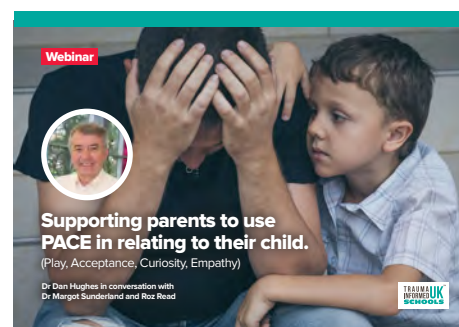


Presenter: Dr Margot Sunderland

This webinar is specifically designed for parenting practitioners and people working directly with parents in schools or organisations. It offers a wealth of hands-on tools, techniques and interventions to support optimum parent-child relationships.

When parents have not been consistently parented themselves with empathy, attunement and playfulness, why should they know how to parent in this way with their own children? Yet when this lived experience so vital for child wellbeing is missing, habitual negative ways of relating can all too easily set in, resulting in parents and children having an entirely preventable miserable time together, often for years. But with vital practical knowledge about the art and science of relational interactions, it's never too late to change the direction of a parent-child relationship into wellbeing for both parties.

Dr Sunderland will demonstrate how to stay connected in the difficult times, how to stay regulated in the face of behaviours that challenge, how to give boundaries in a non-shaming way, how to connect with social joy, and how to relate in ways that develop children's emotional and social intelligence. The webinar is illustrated throughout with film footage of effective relational interventions between parents, children, and young people. The webinar is also informed by over 800 research studies (neuroscience and psychology) on the long-term impact, for better or worse, of parent-child interactions on the child's developing mind and brain.



Presenter: Dr Dan Hughes

If you are working to support parents in a school or other setting, this webinar will give you a wealth of skills that you can pass on to parents in terms of lovely ways to be with a child/young person which bring meaningful connection, and in the difficult times, how to be and *'the words to say it.'* Dan beautifully models empathically attuned responses in the face of common stressful parent-child interactions and challenging behaviours, when a parent's first instinct may be to move into anger and control.

The webinar is designed to teach practitioners how to help parents to develop the art of PACE (playfulness, acceptance, curiosity, and empathy) as a consistent mode of relating. This can be so effective in enabling a child or young person to move from insecure to secure attachment. This doesn't mean perfect parenting as it doesn't exist, but rather supporting parents in the relational art of repairing both attachment ruptures and moments of misconnection.

Dan Hughes will also discuss how to support parents to create a family atmosphere which is calm and enriching for all, as opposed to one repeatedly blighted with stress, arguments, people being in separate rooms/on their devices or in states of cold withdrawal.

Section four: Mental health, psychiatric diagnoses and medication

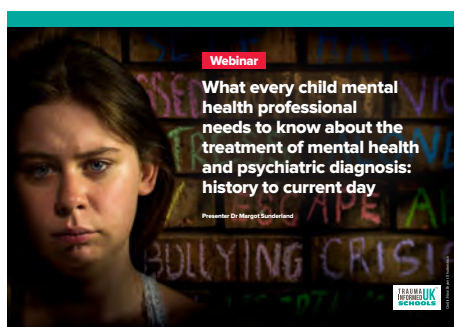


Presenter: Dr Margot Sunderland

'In every nursery there are ghosts. There are visitors from the unremembered past of the parents. The intruders from the parental past break through, and the parent and child find themselves re-enacting a moment or a scene from another time with another set of characters' (Fraiberg, et al., 1975 Ghosts in the Nursery).

Through powerful case material and evidence-based research, this webinar explores how a parent's unprocessed painful life experience can become a major contributory factor in their child/teenager suffering from mental health problems. The webinar will also explore how transfer of parental chronic unrelieved stress can impact on how genes are expressed in their child's brain (known as epigenetics). This means that the child is very vulnerable to suffering from anxiety and depression, now or in later life.

But the webinar is not about blaming parents, rather it aims to give both professionals and parents a real insight into how children can be affected by their parent/s' unprocessed trauma and then how to prevent this from happening. So, the webinar will focus on the research on trauma reflective functioning, namely that when parents reflect on, feel and process what's happened to them with an emotionally available adult/ counsellor/ therapist it is protective against intergenerational transmission of what they suffered to their own children. Actual parent-child relationships will be referred to throughout, so this webinar will move hearts as well as minds.



Presenter: Dr Margot Sunderland

Many courses on child mental health have a key underlying message, namely, to spot the symptom and refer on. For anyone working with vulnerable children, this is entirely inadequate as both an intervention and a knowledge base. With such simplistic thinking about the human mind, brain and the process of healing and recovery, we will fail far too many children leaving them with misdiagnosis or on medication they don't need, proven to be damaging to developing brains, minds, and bodies. If mental health leads, pastoral teams, child psychologists, and emotionally available adults are going to work effectively with vulnerable children, they need to know a great deal more about mental health.

So, this webinar covers key knowledge about the history of psychiatry which provides vital context for current-day mental health interventions and treatment, including understanding of psychiatric diagnoses, and the explosive birth of psychopharmacology. Knowing all this, brings essential understanding and key competencies to the work of any child mental health professional. The webinar also covers what child professionals need to know about current concerns at the heart of the mental health profession today including the stigma of psychiatric labels, their lack of scientific validity and diagnostic inflation.

Overall, the webinar aims to replace a feeling of pseudo-competency with competency for child mental health practitioners when reflecting on mental health problems, causes and interventions.



Presenter: Dr Margot Sunderland

In the press and on social media, so much is written about mental ill-health and its symptoms but remarkably little is written on its causes. In some circles, myths abound: *'It's faulty genes'* or *'It's a biochemical imbalance in the brain.'* There is no scientific evidence for these opinions. In fact, all those who have done their neuroscience homework no longer adhere to genetic fundamentalism, knowing that genes can be turned off or on by life experience (a mechanism known as epigenetics).

Dr Sunderland will address the evidence for one of the commonest causes for mental ill-health, namely unresolved traumatic experience. In light of this, she will discuss the mass movement away from the medical/disease model of mental ill-health to a trauma-informed model. This means seeing people with problems rather than patients with illnesses.

Dr Sunderland will also discuss other key contributory causes of mental health problems including early life stress, living with a parent with mental health issues, stress-inducing parenting choices. Most importantly, she will address prevention as well as intervention. Finally, she will explore two established frameworks for making sense of mental health problems and for recovery, namely Psychological Formulation and The Power Threat Meaning Framework (British Psychological Society, Clinical Psychology Division). Through moving case material, she will demonstrate how these can be applied to creative art interventions with children.

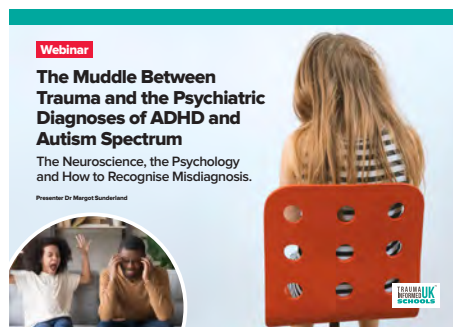


Presenter: Dr Margot Sunderland

Every child mental health professional needs to know about the effects and side effects of psychiatric drugs administered to vulnerable children and young people. In this webinar, particular focus will be given to the use of psychostimulants such as methylphenidate for ADHD, antipsychotics for teenagers diagnosed with bipolar disorder, borderline personality disorder, teenage psychosis, and then antidepressants given to children and young people who are suffering from depression and/or anxiety. (At the moment in the UK there are over 200,000 children aged 5 to 16, who are taking antidepressants.)

Parents are often told, *'Well there are only two choices, leave your child behaving/feeling this way or take medication.'*

This is so often not the case and relational options are not considered. The presenter will explore other non-medical interventions that can be more effective than prescribed psychiatric drugs without the side effects. Audio and film footage of teenagers talking about what it is like to take these drugs is included.

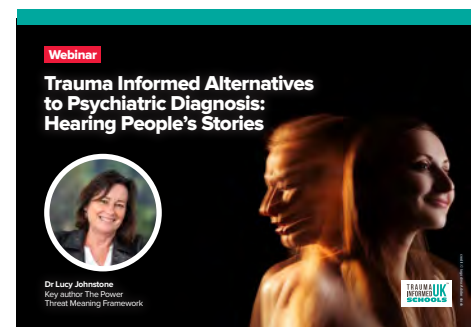


Presenter: Dr Margot Sunderland

Many children and young people who've suffered traumatic life experiences are given the label of ADHD and/or ASD and sometimes medication without anyone ever asking what has happened to them in their life or hearing their story. The trouble is, there are many overlapping presenting symptoms between these two diagnoses and living with traumatic stress and a mind in torment. Being wrongly diagnosed then often results in yet more suffering for the traumatised child/young person as they are left with the fallout from their trauma, without appropriate intervention to help them heal.

In this webinar, Dr Sunderland will also explore how to differentiate the behavioural, relational and emotional manifestations of trauma from those of ADHD and Autism Spectrum. Additionally, moving case material illustrates what can happen when a misdiagnosis has taken place, focusing on prevention and intervention.

Dr Sunderland will also speak of the allure of 'spotting the symptom' and giving a psychiatric diagnosis when this often means not holding in mind the wider social context of children's' lives and the relational causes of their emotional distress. She will explore how it is all too easy to end up thinking about disorders rather than thinking about how children have been become very dysregulated by parental mental health problems or how life experiences have left them feeling deeply unsafe, betrayed, terrified or overwhelmed by the pain of loss.



Presenter: Dr Lucy Johnstone (British Psychological Society, Clinical Psychology Division)

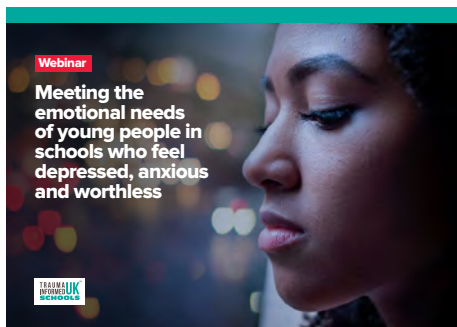
This webinar is a must for anyone who works in the helping or teaching professions, and, more generally, for anyone who cares deeply about child and adult mental health and the alleviation of human suffering. Watching the webinar will bring attendees up to date with current alternatives to psychiatric diagnosis when helping people in ongoing emotional distress.

Dr Johnstone will explore the appeal of psychiatric diagnosis for some people whilst presenting concerns about the medicalising of distress – about seeing *patients with illnesses* rather than people with problems. Additionally, Dr Johnstone will focus on how we can help people who have been stuck in the psychiatric system for years; with an endless cycle of medication and diagnosis and no one ever hearing their story.

As an alternative to psychiatric diagnosis, Dr Johnstone presents the British Psychological Society's (Clinical Psychology Division) Power Threat Meaning Framework (PTMF) acclaimed by psychiatrists and psychologists internationally. This trauma-informed model shows how, given the person's traumatic past, and the meaning they gave to the bad things that happened, their mental health issues make perfect sense. Dr Johnstone will describe how PTMF is a superb model when working relationally with people, backed by a mass of evidence-based research.

There will also be a focus on the need to be honest with people about what medication can and cannot do, and the impact on mind, brain, and body, with specific reference to the use of psychiatric drugs with children and young people.

Section five: Working therapeutically with teenagers



Presenter: Dr Margot Sunderland

Dr Sunderland addresses the key causes of depression and low self-esteem in young people including the central role of unmet emotional needs, as described by Maslow. Dr Sunderland will explore how schools and other settings can meet the needs of young people, for psychological safety, belonging, connectedness, self-worth and finding purpose and meaning. This will be discussed through the lens of the latest neuroscience and psychological research as relevant to the mental health of young people. Most importantly, Dr Sunderland explores the underlying causes of why so many young people want to die and how settings can implement a psychologically informed suicide prevention policy, so no young person is left suffering an agonising state of emotional distress.

Secondly, Dr Sunderland explores how to support young people who suffer from anxiety – again by addressing underlying causes through trauma informed interventions, rather than focusing solely on behavioural or cognitive interventions that often don't work over-time. The vital role of psychoeducation for young people as a protective factor against depression and anxiety will also be explored.



Presenter: Dr Margot Sunderland

Dr Sunderland will explore what schools can do to help vulnerable young people who are unmotivated and alienated from school and schoolwork, to re-engage with life and learning and enjoy fulfilling non-power-based relationships. She will discuss ways that schools can prevent disaffection and for some, the 'school to prison pipeline' by addressing young people's unmet emotional needs, enabling them to move from blocked trust to trust, and to form secure attachments with adults at school.

Additionally, Dr Sunderland will address how to support young people who suffer from lethargy, boredom, and hopelessness. She will discuss the neuroscience of the brain's SEEKING system (Panksepp and Biven 2012), a system responsible for energised engagement in life, and how easily this system can be blocked by emotional pain, fear and/or un-mourned grief. She then offers interventions designed to unblock the SEEKING system.

Finally, Dr Sunderland addresses how to relate to young people locked in anger, so that they feel connected with, rather than vilified and rejected. She explores the key reasons why, for some young people, persistent anger is a lifeline in a life of so much hurt and shame, but how emotionally available adults can change all that.

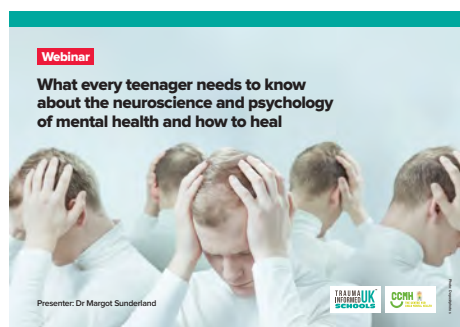


Presenter Dr Margot Sunderland

This webinar presents a vital body of knowledge on the neuroscience of emotion designed for practitioners to include in their psychoeducation with teenagers. Without this knowledge, we are in danger of failing to psychologically safeguard teenagers. This is because when they don't understand their mind neurochemically, they are far more likely to make uninformed decisions which have major costs to mental health, wellbeing and sometimes to life itself.

The webinar takes as its focus, what's going on neurochemically in anxiety, depression, the agony of being rejected, when you're having a panic attack, when you don't want to live anymore, when you're sleep deprived, when your self-harm. It also explores the impact of food on mood. The webinar will also focus on the fact that '[In our brain], each of us has his or her own... finest drugstore available at the cheapest cost – to produce all the [neurochemicals] we ever need to run our body-mind.' (Candice Pert). There will be discussion on how you can tap into this without resorting to drugs along with the impact of sensory regulation, how to master the skill of happiness and why 'getting stuff' doesn't work. Finally, and most importantly viewers will learn why relationships with emotionally available adults can bring about long-term change neurochemically, neuroanatomically and physiologically.

Section five: Working therapeutically with teenagers



Presenter Dr Margot Sunderland

So many teenagers suffer the pain of mental health symptoms without ever knowing the evidence-based research on both causes and how to heal. Instead, they hold all sorts of neuromyths such as, 'It's faulty genes,' or 'I have a chemical imbalance in my brain,' which leaves them feeling hopeless about ever being able to change. They adopt coping strategies, but these are quick fixes and sticking plasters, never alleviating the underlying emotional pain that fuels their symptoms. So, this webinar is designed to empower practitioners with cutting edge research about the neuroscience and psychology of mental health and ill-health which they can pass on to teenagers. This is so that teenagers can make informed choices including seeking intervention that enables them to live with their mind in peace not in torment. All the following will be challenged: 'Can't I just meditate or do yoga/ keep calm and carry on/do self-help/take anti-depressants and get a diagnosis?' In their place, there will be in-depth exploration of what we mean by effective psychological care and evidence based relational interventions for enduring transformational change.

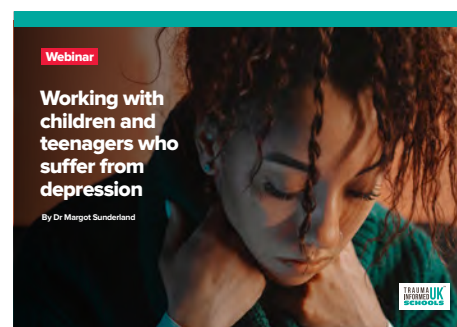


Presenter: Dr Margot Sunderland

The webinar aims to empower supportive adults to help teenagers navigate the veritable minefield of sexual relationships: how to know when they are ready, how to have sex safely, consent, assertiveness, self-care, sexting, peer pressure, social media, hook-ups, harassment, revenge porn and how to know the difference between sex that brings true connection and dehumanising sex that can leave you in acute emotional pain. Without our help, young people will continue to get their education from sources such as Pornhub or Instagram.

We need to empower teenagers with the psychological knowledge of human relationships so they can step back to reflect from an informed position, before entering this important stage in life. So, this webinar will support professionals who want help teenagers to do just that. The webinar is not about moralising but rather a fascinating look into the human condition, how we hurt or heal each other, and how trauma can play out in sexual relationships as can relational health through fun, play, love and caring.

So, the webinar is a must for those who want to provide teenagers with the best navigational skills to ensure that are not 'thrown against the rocks' in these crucial years and to make a successful transition to adulthood. Without the psychological safeguarding covered in the webinar, teenagers can all too easily move from innocent allure to intense emotional pain, making mistakes they regret for a lifetime.



Presenter: Dr Margot Sunderland

Some people feel afraid of working with depressed children and young people. They feel unskilled and very anxious about the possibility of suicide and so quickly refer on to CAMHS. But research shows that thousands of young people attempt suicide whilst on CAMHS waiting lists, one in four in one study (Young Minds, End the Wait Campaign) and many never get seen. So we need to skill far more child professionals to connect with and alleviate the psychological pain of CYP in despair. So, this webinar provides evidence-based interventions for reaching out and connecting with deeply distressed and traumatised CYP, in ways that enable them to feel heard, seen and valued. This is so key as we know that hopelessness about ever feeling truly loved or truly valued underpins so much depression. The importance of compassionate human responses is addressed, alongside vital knowledge about the neuroscience and psychology of depression.

The presenter will discuss causes of depression. She makes the point that depression is a symptom not a cause and how important it is to address the core pain fuelling the depression, in the safe holding context of a relationship the CYP finds therapeutic. Using a moving case study as illustration, the presenter demonstrates the process of transformational change using principles from evidence-based Emotion Focused Counselling. She addresses how organisations and schools can do so much to prevent CYP becoming depressed in the first place.

Section six: Mental health in schools: from theory to practical intervention and transformational change



Presenters: Tanayah Sam in conversation with Dr Margot Sunderland

We are so privileged to have Tanayah Sam in conversation in this webinar. Tanayah has dedicated his working life to helping children and young people in schools turn away from the allure of crime or violence to complete their GCSEs and/or follow their particular dream in life.

From his own lived experience, Tanayah is in a unique position to do this work. He fired his first gun age 14; his father had given it to him. In year 8, he was a top student in maths and English. In year 9, he was violent in school and shouted at to get out of the classroom. He was, in his own words, still reachable then, and he had key teachers who meant a lot to him. But tragically, no teachers ever sat down and asked Tanayah to help them understand the dramatic change in both his learning and behaviour – no one took the time to listen to his story. Instead, Tanayah was excluded from school. He then spent years running with gangs, carrying guns and knives, and dealing drugs. He served time in 13 different prisons.

Tanayah explores the whole notion of criminal exploitation and how gangs and county lines are superb at meeting all of the vulnerable young person's fundamental emotional needs. He talks about how schools need to get far better at meeting those needs, so that gangs are not so alluring. He also talks of the essential importance of engaging vulnerable young people at school in meaningful relationships with key adults, who must themselves be culturally informed.



Presenter Dr Margot Sunderland

At the moment schools are doing their part in addressing the child mental health crisis. But due to models of intervention that are not working, so many staff and parents are left angry, frightened, and hopeless and many children and young people remain in states of extreme distress. Lots of courses for Mental Health Leads in schools give the basic message, *'Learn to spot the symptom/ the disorder and refer on.'* To whom? CAMHS waiting lists in some areas are over 1000 days. Some children/young people take their own lives whilst waiting. Schools provide PSHE, but research shows that children/young people say this does not address the reality of their lives. They want to make sense of what has happened to them, not just 'manage their feelings' (PSHE) or be told they have a mental health disorder.

So, in this webinar the presenter argues that schools need to re-think their fundamental underlying models for mental health. She will demonstrate that children/young people don't heal by being given a psychiatric diagnosis and medication or lessons on *'how to manage your feelings'*. She will evidence the fact that schools need to take on board the tsunami of evidence-based research out there on how children heal from painful life experiences, with entirely do-able tried and tested whole school approaches to make this happen. She provides relational models that are time preserving not time consuming. People are drawn to be teachers because they want to change children's lives. This model will support them to do just that through the use of moving film footage throughout. This webinar will impact on hearts as well as minds.



Presenter: Dr Margot Sunderland

Available for whole-school purchase only.

In this webinar, Dr Sunderland explores what we mean by mentally well and mentally unwell cultures. She draws on actual examples internationally of emotionally healthy and unhealthy cultures in schools, youth offending institutions and prisons. She discusses the key discernible features of any emotionally healthy culture, whether we are talking about families, schools, prisons or communities. Using powerful film footage, Dr Sunderland also discusses key research from psychology and neuroscience showing why people in unhealthy cultures become ill both physically and emotionally, burn out, feel hopeless and worthless, with some becoming violent.

With a specific focus on school cultures, Dr Sunderland then discusses many examples of good practice which ensure emotional health for all. To support this, she will introduce Trauma Informed Schools UK's (TISUK's) Implementation checklist for emotionally healthy school cultures, which is provided as a key training resource for this webinar. Using film footage and case material she explains, point by point, how schools can implement the checklist to ensure the wellbeing of both staff and students.

Overall, the webinar is designed to inspire, support and galvanise staff and senior leads to work together to bring about an emotionally healthy culture for all.



Presenter: Dr Margot Sunderland

In this short webinar, Dr Sunderland will explore what messages we should be giving children and young people in schools about hardship, emotionality, and how to deal with stress and distress, so they feel seen, heard, and acknowledged in the reality of their lives. Dr Sunderland will address narratives, slogans, and mission statements in schools, that promote resilience, and the potential harm that these can do to the troubled children they purport to support. The Government's Wellbeing for Education Return initiative for Covid-19 pandemic, included over 40 references to the word resilience. Yet, during the pandemic, when Trauma Informed Schools UK (TISUK) delivered training to over 20,000 staff, we were repeatedly told that thousands of children and young people in schools didn't feel at all resilient. They felt anxious, depressed, hopeless.

The message that it's good to bounce back from adversity is arguably very much out of touch when the research (The Make it Count Campaign, Mental Health Foundation 2018) found that nearly half a million children in the UK said they have no one to speak to at school when they feel sad or anxious. As a result, many report having sleep difficulties, struggling with homework, getting into fights and/or socially withdrawing. Moreover, for those who contemplate taking their own lives (suicide is the leading cause of death in young people), the resilience message is at best meaningless and at worst a gross misattunement, fuelling further feelings of alienation from school and from life itself.



Very few schools have safe spaces for teachers to reflect and process the extremely stressful and painful experiences that happen to them in schools, and also to celebrate what's going really well. Access to reflective supervision, safe spaces to discuss issues and problems, remains extremely low at only 8% of schools (Teacher Wellbeing Index 2020). So, staff take their stress home, often to off-load on a distracted partner who may not be that good at active listening anyway. As a result, all too many teachers end up with stress related illness, secondary trauma, mental health problems and burn out. Many leave the profession as a result.

This webinar will discuss how this safe, confidential space empowers staff to talk frankly about their work in school with a trained psychologist or therapeutically trained senior educationalist. It takes a trauma informed approach, the child at the centre, but with a helicopter view, starting with the staff member and then widening to think about the school setting as a whole and the parent community. It's not a therapy group, but it's absolutely therapeutic to process stress-inducing relational experiences, share the challenges of school life and how to resolve tricky situations, explore how a particular child has triggered a traumatic memory, and gain new relational skills (that staff say hugely improve their home life as well as school life). Without this support in schools, which are essentially now front-line mental health services, we are guilty of emotional neglect for the very people who can make such a huge difference to the lives of our children.



Presenters: Dexter Dias QC (prominent human rights lawyer – crimes against humanity, terrorism, war crimes, human trafficking, modern slavery, and genocide); Expert trainers – psychotherapists, Senior Educators in equality, diversity, and racial trauma, as well as experts by lived experience

The aim of the webinar is to raise awareness of issues related to racial trauma, inequality, intersectionality, discrimination, power, positioning and social injustice. The objective is to support attendees to promote anti-discriminatory practice and implement anti-oppressive practice in their schools and organisations and to ensure that all staff are truly trauma-informed and culturally competent.

The webinar brings together a range of deeply moving voices to reflect and articulate in dialogue about the complexities relating to structural inequalities, institutional racism, and systemic discrimination. The presenters also discuss their own experiences of racial trauma when they were schoolchildren, and what schools and organisations can do differently. Additionally voices of children and young people who themselves have suffered repeated microaggressions talk about the impact these have had on their lives. Additionally, Dexter Dias QC (prominent Human Rights lawyer) discusses the origins, history and psychology of racism including the horrific macro-aggressions he has dealt with in the courts. He then discusses prevention and intervention.

Overall, the webinar brings awareness in ways that will touch the hearts and minds, inspiring action for social change, with a wealth of ways of doing so.

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What you will gain from attending

- Understand the psychology/neuroscience of trauma, its impact on physical and mental health and quality of life.
- Learn how to implement trauma informed care in a community.
- Understand the benefit of helping people to stand together and feel they belong to a really special group of people
- Learn the power of being in a group that makes good things happen.
- Learn how to run therapeutic groups where people feel truly heard and understood in talking about their life experiences.

- Understand how to meet the key relational needs of members of a community to ensure wellbeing.
- Gain vital psychological knowledge on the alleviation of emotional pain relevant to community settings
- Develop key therapeutic skills in active listening, empathy, mentalisation, narrative competence to empower and inspire people to enrich their lives.

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