

Webinar 17**Practice skills of working
with children who have
experienced trauma**

7:15 pm to 8:30 pm AEDT
Thursday, 19 November 2020

**Emerging
Minds.**

**National Workforce
Centre for Child
Mental Health**



Emerging Minds and MHPN wishes to acknowledge the Traditional Custodians of the lands across Australia upon which our webinar presenters and participants are located.

We wish to pay respect to the Elders past, present and future for the memories, the traditions, the culture and hopes of Indigenous Australia.



Welcome to series three

This is the third webinar in the third series on child and infant mental health, presented by Emerging Minds and the Mental Health Professionals' Network.

Upcoming webinars in 2021:

- Working with parents who have had their children removed
- Overcoming communication challenges to engage children
- Aboriginal and Torres Strait Islander children

Subscribe to receive your invitation:






www.emergingminds.com.au/Subscribe



3

How to use the platform

To access the interactive features and resources, hover over the colourful icons to the top right of your screen:

-  open the chat box
-  ask the panel a question
-  access resources including the case study, panel biographies and supporting resources
-  open the survey
-  reload the page/webinar room



4

Learning outcomes

At the webinar's completion, participants will be able to:

- Describe how to work with children who have experienced trauma in ways that help them to feel more comfortable and confident.
- Illustrate some of the challenges in working with children who have experienced trauma and how these can be overcome.
- Outline the questions and skills needed to help children explore the effects of practice.
- Explore skills required when a child is a reluctant participant in therapy.



5

Tonight's panel



Dr Jacqueline Amos
Psychiatrist, SA



Chris Dolman
Social Worker, SA



Kate Headley
Speech pathologist, NSW



Dr Daniel Moss
EM Workforce Development
Manager, SA



6

Psychiatrist's perspective

Before the first meeting



Dr Jacqueline Amos

Consider holding a case conference with Jenny's social worker and current foster parents to develop a shared understanding about

- What might be troubling Jenny
- The purpose of therapeutic intervention for Jenny and the foster family
- Who needs to be part of the process
- And what possibilities might exist for her relationship with her mother.



7

Psychiatrist's perspective

Position of the therapist in the system



Dr Jacqueline Amos

Therapist needs to maintain an open mind regarding

- Jenny's mother and her desire for connection with her
- The foster family
- Her child protection social worker

Not accepting anyone's version of reality as the truth, just a partial perspective.



8

Psychiatrist's perspective

Being clear at the start



Dr Jacqueline Amos

Jenny is unlikely to be open to therapy

- Her trust in adults and systems of care and concern will be low.
- Entering any relationship will be fraught, given the risk of Jenny discovering again “I am not important, I have no place, I don't belong”.
- Being clear about the reason for therapy, how the therapist may be of assistance to Jenny, and how long the therapist will be part of Jenny's life could be vital to successful engagement.

NO FALSE PROMISES



9

Psychiatrist's perspective

Sharing openly what you already know



Dr Jacqueline Amos

- If you have met with others prior to meeting Jenny, or have information about her from a referrer, I would usually let the child know.
- Letting Jenny know what I know gives her an immediate right of reply, which makes space for her voice and her viewpoint and indicates that this is something that I am interested in hearing.



10

Psychiatrist's perspective

NOTICING, NAMING and WAITING



Dr. Jacqueline Amos

- I avoid asking questions.
- I prefer to offer statements about what I am noticing and thinking about.
- Allowing the child or young person to respond or not as they wish.
- Whilst being invited to interact with the objects that I have in the room or something they may have brought with them.
- If they have brought a phone or other games these can be used for engagement rather than banished.



11

Social Worker's perspective

Some potential challenges in working with Jenny



Chris Dolman



Jenny's
reluctance to
participate



Creating
a safe
context



Establishing
collaboration



Having purposeful
conversations



12

Social Worker's perspective

Some options for working with Jenny



Chris Dolman

Jenny's
understanding of
us meeting
together



Exploring other
aspects of
Jenny's life.



Acknowledging
what's
problematic
for Jenny.



Jenny's
responses to
what's
problematic



13

Social Worker's perspective



Exploring other aspects of Jenny's life



Chris Dolman

- Intention is to hear from her about her interests, what she enjoys, what she is good at.



• Skills & know-how



• Document



• Storylines

Jenny's agency

Useable

Identity



14

Social Worker's perspective



Jenny's understanding of us meeting together

- How did the conversation come about?
- What meaning does Jenny make?



- Tracing the history of the conversation



- The concerns of others



- Jenny's response to others' concerns



- Welcome complicity, welcome protest



Chris Dolman



15

Social Worker's perspective



Acknowledging what's problematic for Jenny

- What's worrying Jenny?
- What is important to her that is in jeopardy?
- What is the link to trauma, and can we really know?



- Explore context, be curious about Jenny's experience



- Invite and understand Jenny's evaluation



- Invite collaboration, establish a joint project



Chris Dolman



16

Social Worker's perspective



Jenny's responses to what's problematic



Chris Dolman

- What does she do? How does she respond?



• Skills & know-how



• Document



• Storylines

Jenny's agency

Useable

Identity



17

Social Worker's perspective

Giving choices and following the child's lead



Asking permission to ask questions



Talking about the talking



Inviting evaluation

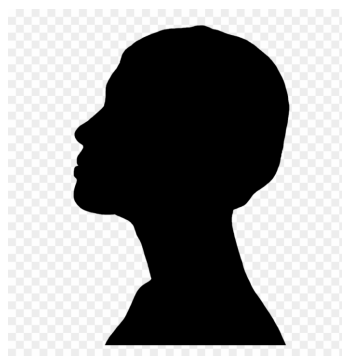


18

Speech Pathologist's Perspective

Thinking about Jenny's communication skills

- The majority, not the minority.
- Impacts of neurological threat detection responses on language processing and expression **for all children.**
- Undiagnosed speech, language and communication needs associated with other diagnoses **for many children.**
- A very silent disability – children may initially appear competent in their interactions with you.



Kate Headley



19

Speech Pathologist's Perspective

Supporting communication

Prior to meeting with Jenny:

- Collect information from people who know Jenny well to build perspectives on how Jenny communicates across different types of activities – including behavior.
- Aim to reduce initial anxiety – introduction letter or video.
- Plan content for initial session – identifying how to simplify and visually support the discussion.
- Easy to understand policies e.g. confidentiality and consent.

Hi Jenny,

My name is Kate Headley.



I am a speech pathologist at XXXXX.

I work with (name of known colleagues).

I am going to come and meet with you at your home on XXXXXX

I will talk to you about.....



Kate Headley



20

Speech Pathologist's Perspective

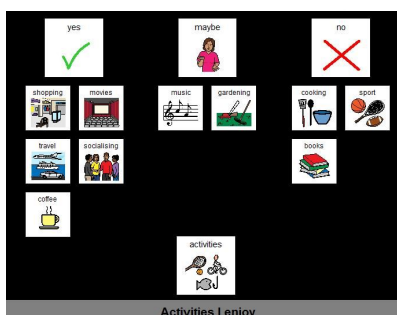
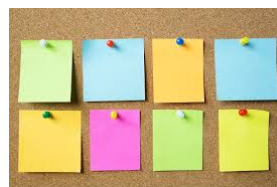
Supporting communication



Kate Headley

Initial session with Jenny:

- Transparency re: content of session – written or visual schedule.
- Visually support discussion around referral – doodling, sculptures, videos, simple language.
- Collect Jenny's perspective on her strengths and support needs – utilise ways for Jenny to show rather than tell, e.g. continuums, sorting tasks etc.



21

Speech Pathologist's Perspective

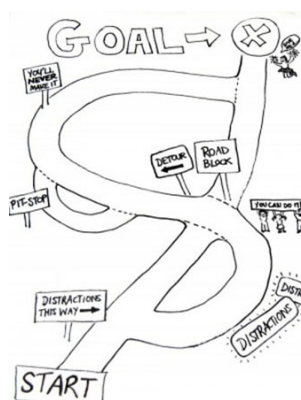
Supporting communication



Kate Headley

Goal setting with Jenny:

- Use visuals to identify Jenny's goals and priorities.
- Use doodling to show link between goals and therapy interventions.
- Collaboration on details of intervention - personalised.



22

Speech Pathologist's Perspective

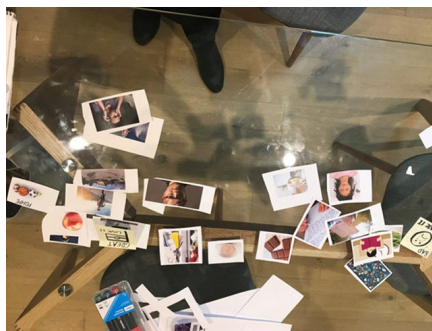
Supporting communication



Kate Headley

Throughout intervention with Jenny:

- Develop & document shared terminology – be explicit.
- Focus on joint collaboration – verbal and nonverbal.
- Utilise visual communication mediums throughout.
- Keep a record of these – photos, video as memory aids.



23

Q&A Session



Dr Jacqueline Amos
Psychiatrist, SA



Chris Dolman
Social Worker, SA



Kate Headley
Speech pathologist, NSW




Dr Daniel Moss
EM Workforce Development
Manager, SA



24

Resources and further reading

Other supporting resources associated with this webinar can be found by clicking on the light blue supporting resources icon. 

For more information about Emerging Minds, visit www.emergingminds.com.au

Upcoming webinars in 2021:

- Working with parents who have had their children removed
- Overcoming communication challenges to engage children
- Aboriginal and Torres Strait Islander children



25

Thank you for participating



Please ensure you complete the **feedback survey** before you log out.
click the yellow speech bubble icon in the top right hand corner of your screen to open the survey.

- Statements of Attendance for this webinar will be issued within four - six weeks.
- Each participant will be sent a link to the recording of this webinar and associated online resources within four – six weeks.



26

This webinar was co-produced by MHPN and Emerging Minds for the Emerging Minds: National Workforce Centre for Child Mental Health (NWCCMH) project.

The NWCCMH is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program.



27

Would you like to continue the discussion with local practitioners?

Or perhaps start discussing issues of local relevance? MHPN Project Officers are available to help you establish and /or join interdisciplinary mental health networks across metropolitan, regional, rural and remote Australia.

We have 373 networks around the country.

Visit our online map to find out which networks are close to you at mhpn.org.au or contact Jacqui O'Loughlin at networks@mhpn.org.au.



28

Thank You

**Emerging
Minds.**

**National Workforce
Centre for Child
Mental Health**

