

**Mindful Emotion Coaching and Adverse Childhood Experience 2020-2021 Project**

**Funded by Public Health, Somerset County Council**

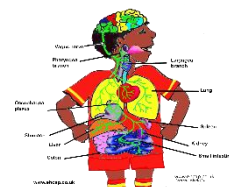
**Dr Sarah Temple MRCGP**

**Director EHCAP Ltd**



***'We approach the issue of breaking cycles of intergenerational adversity and improving outcomes for children, young people and families through evidence based psycho-education tools that can be accessed easily and used effectively by everyone. Talking about emotions, relationships and how we connect with each other is a universal language not only across services but also children, young people, families and communities'.***

***Dr Sarah Temple MRCGP, Director EHCAP***



## Summary of Impact

This report forms part of the Somerset Children and Young People Emotional Health and Wellbeing programme and activity managed by Public Health at Somerset County Council.

The Mindful Emotion Coaching and Adverse Childhood Experience (MACE) approach draws extensively on research from Center on the Developing Child, Harvard University, the applied neuroscience of Dan Siegel and David Eagleman, as well as John Gottman's Emotion Coaching. Dan Siegel's Hand Model metaphor of the brain has become the backbone of the programme and his Mindsight resources including the 'Wheel of Awareness' are popular in developing mindful activities. Information about Adverse Childhood Experiences (ACEs) and effects on long term physical and mental health were added to the core attachment awareness material in 2018 with an inclusion exercise for staff. Self-care and safeguarding remain the golden thread through the whole approach.

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**Conflicts of Interest:** Both Dr Sarah Temple and Antoinette Davey are directors of EHCAP Ltd

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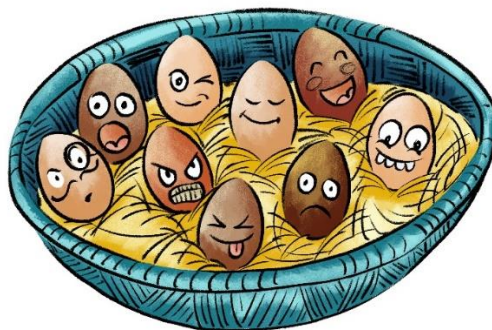


Artwork from 'All Emotions are OK' by Dr Sarah Temple

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[www.maceapproach.co.uk](http://www.maceapproach.co.uk)



## **1.0 Mindful Emotion Coaching and Adverse Childhood Experience (MACE) training**

**In response to the coronavirus pandemic the planned MACE training was changed from face to face to webinar format with an expectation of 8 pairs of webinars with an average of 12 attendees at each.**

177 staff completed the booking form and registered to attend webinars- 109 attended the first webinar and 72 attended both. Everyone received emails with flexi learning and access to the Resilience documentary – we did not have data to tell us what percentage of staff completed the flexi learning without attending a webinar.

### **1.1 MACE Webinar Training Content 2020-21**

'working with children, young people, families, professionals and communities to develop emotional resilience'

The Mindful Emotion Coaching and Adverse Childhood Experience (MACE) approach enables professionals and parents and carers to sit with difficult emotions and hold conversations that are validating of those emotions while supporting clear boundaries on behaviour. The approach is universal with a common language of psycho education tools that are popular across services and with families. The approach is inclusive with those children, young people and families with neuro-diversities rather than targeted .

The approach references the evidence base developed by Centre on the Developing Child, Harvard University as well as the work of Professors Dan Siegel and John Gottman and focuses on the 'how to' of developing emotion intelligence.

#### The core principles of MACE:

- responsive relationships and positive experiences build sturdy brain architecture and promote healthy development, starting before birth and during infancy
- the toxic stress response disrupts the developing brain and other biological systems with lifelong consequences for learning, behaviour and health (e.g. mental and emotional health difficulties, susceptibility to addiction, heart disease, high blood pressure, diabetes)
- the foundations of resilience can be strengthened in young children through reciprocal 'serve and return' interactions that scaffold life skills of self-regulation, emotion regulation and executive function

MACE builds awareness of the importance of our own wellbeing as the foundation for us all being able to model responsive relationships and sit with difficult emotions. It creates an opportunity to look at how we manage our own emotions when young people are struggling to regulate theirs. There is an emphasis on emotion literacy for both children and adult care givers and skills are developed in identifying our core human emotions and noticing how our brain reacts when we find ourselves in danger of ‘flipping our lids’.

MACE uses Dan Siegel’s Hand Model metaphor to enable easy access to understand the importance of inter connectedness both within our individual brains and also with each other. Through online resources MACE provides easy access to video clips and other resources to support staff use the metaphor effectively.

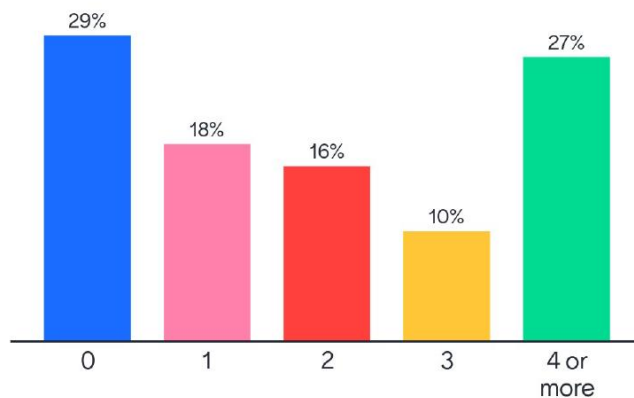
### 1.2 ACEs Interactive Inclusion Exercise

As part of the second MACE webinar staff were given an online document with ten questions relating to psychological distress in childhood. These questions were not exactly the same as those used by Anda and Felitti in the seminal 1998 ACEs study in 1998 but very similar. Staff were asked to look at the questions and score themselves, then enter the score confidentially into an online tool (mentimeter). **At all times the emphasis was on this being an inclusion exercise demonstrating the prevalence of ACEs in all parts of our society. Links to emotional support through Talking Therapies and Care First were provided.**

98 staff completed this activity and the compilation of data is shown below.

**In the 1998 Anda & Felitti Kaiser Permanente ACE Study 33% scored 0 and 16% scored 4 or more. Please enter your score**

Mentimeter



98

### 1.3 Analysis of data collected in the booking form and in the post webinar feedback.

- **64/72 believed that the MACE training supported a whole school approach to mental health.**
- **66/72 believed that the MACE training supported the Public Health Somerset Wellbeing Framework.**

The majority of participants gave a 5 for the workshop (N=36) and 4 (N=28). A total of 6 participants gave the workshop a 3 and found it difficult to concentrate with the length of the session, with the format and online delivery.

In terms of online resources just under half of participants (N=31) knew about all three of the resources – the parent carer toolkit, maternity toolkit and the mindful emotion coaching website. 19 participants knew about the parent carer toolkit and the emotion coaching website, 4 knew about the maternity toolkit and emotion coaching website, and 2 just knew about the parent carer toolkit. A total of 16 participants knew just about the emotion coaching website.



#### **Quotes of what was useful about the MACE webinar:**

“The practical strategies and extensive evidence-based research as well as the multi-media approach - links to videos, films etc. And also how many resources are available. I especially loved how we did the flexi-learning first as it meant I could really embed the information when it was delivered live by Sarah. Loved her extensive knowledge and compassionate approach. One of the best training sessions I've ever attended - and I've attended loads! So relevant and practical.”

“Massive Public Health message around ACE and Will be looking at incorporating in health assessments”

“The provision of Flipped Learning resources was excellent for me. I was able to go through all the resources before the webinar in my own time, fully digesting all the information and coming prepared to the webinar with thoughts and questions.”

“So much useful information with the opportunity/links to go and research deeper if you wanted to. I find this a difficult topic to take in, and it was facilitated in such a way that made it much easier to comprehend and make sense of!!”

“I was really impressed with how much thought and preparation had gone into contracting, personal and e-safety and thinking through alternatives should we lose or have internet connections. Care for the participants was reinforced throughout the session.”

### **What did participants learn?**

“Empathy fuels connection and sympathy drives disconnection”

Many of the participants took away the hand model from the training (N=33) as they found it useful being able to demonstrate to others. Some talked about having a better understanding of ACEs (N=11) and the impact of toxic stress on the developing brain (N=7). Many found the videos extremely useful and the My First Emotions book very helpful. Participants mentioned these following things as pearls of knowledge they will be taking away from the training: River of Wellbeing, videos (such as Brene Brown), Circle of Security, Essence of Healthy Living, and Name it to tame it, Emotion coaching script.

### **Difficulties experienced**

Some of the participants found the remote delivery difficult as they were not able to engage as they would in a room with others, and one suggested running smaller groups. A few mentioned that the flexi learning approach was not as useful.



## **2.0 Emotion Coaching Learning Events**

### **Network Meetings:**

- Thursday February 4th at 3.30pm : Lucy Beney and Sarah discussing the Early Years Project in Yeovil – video of discussion circulated to all learners and added to webpage [www.ehcap.co.uk/early-years](http://www.ehcap.co.uk/early-years)
- Thursday March 11th at 3.30pm: Sarah discussing the science of adversity and adjusting slides for MACE 2
- Tuesday April 13th at 11am Talking Therapies – two video clips produced with Rayn Smith and agreement by comms team to develop something bespoke.
  - <https://vimeo.com/555847145>
  - <https://vimeo.com/533155736>

- Tuesday May 25th at 1pm Jo Crane Community Paediatrician, Hampshire unable to join us. Dr Kate McCann and Micah Perez (Occupational Therapist, Brisbane) stepped in at the last moment and we had a very successful meeting . Video link : <https://vimeo.com/554744923>



### 3.0 Mindful Emotion Coaching E-learning Portal for Parents

***'The skills and knowledge I have gained through the Mindful Emotion Coaching training both online and in person has been instrumental in changing my relationship with my children especially my daughter. Learning how to notice my own feelings has enabled me to respond in a more appropriate way to the outbursts of an adolescent. I am learning when my 'lid is wobbly' and take steps to prevent a full 'flipped lid' situation. I can't pretend we have a perfectly harmonious existence as we are all still human, however, our family is more united than ever before. I attribute this change entirely due to this training. Thank you for the moments of calm within this busy family'. Somerset Parent***

#### Who is Supporting You

 <p><b>Sarah Temple</b>            Doctor Sarah Temple is a GP with a special interest in neurodevelopment, emotional and mental health. She has more than 25 years experience working with ch...</p>	 <p><b>Liz Peacock</b>            My Emotion Coaching journey began in 2016. Having completed my ELSA (Emotional Literacy Support Assistant) training, acquiring the skills and knowledge to b...</p>	 <p><b>Lucy Silk</b>            I am a SENCo in a school on the Somerset/Dorset border. I have 2 children ranging from 10 years to 15 years old and am passionate about helping children and...</p>	 <p><b>Majella Morrison</b>            I trained as a teacher in Ireland. I taught in Ireland for a year and then moved to the Middle East where I taught both Primary and Secondary age children. W...</p>
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#### E-learning feedback

158 out of 608 were from outside the UK and excluded from the analysis.

The average score of the likelihood of people in the UK recommending the e-learning to friends or colleagues family was 9.1, with the majority of individuals scoring 6 and above (N=427/436 response).

224 individuals worked in a school setting, 6 worked in early help, 8 were parents, 14 worked in healthcare, 9 worked in social care, 8 were young persons under the age of 25 years.



99 worked in a school and were a parent

3 worked in schools and early help

1 worked across school, social care, and in the policing service

2 worked in a school and in early help

1 worked in a school, early help and was a young person under the age of 25 years

2 worked in a school and had another role that was not identified

2 worked in healthcare and a school setting.

1 worked across healthcare, schools and early help

1 worked in healthcare and was a young person under the age of 25 years

2 were parents and worked in early help

1 was a parent and worked in healthcare

1 was a parent and worked in both healthcare and social care

2 were parents, worked in schools and early help

1 was a parent and worked in the policing service

3 were parents and had another role that was not identified

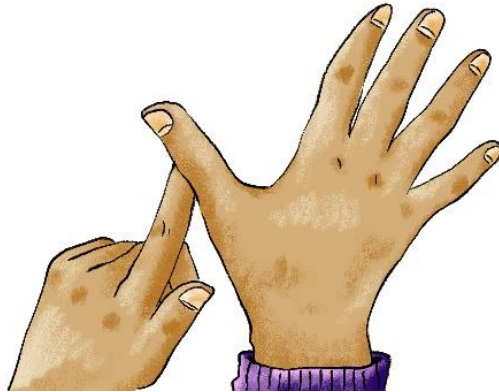
Of the individuals working in schools, 168 were recommended by the school to attend the course either through headteachers, SENCOs, or colleagues. 33 of school workers found the course online either through google searches or through a Facebook link. 3 individuals found out about the course through another mental health course (e.g. Anna Freud trauma course). 3 were recommended the course by educational psychologists. 12 either found out about the course through other training, recommendations from other individuals, or had previously attended a course run by Sarah Temple.

83 of the 115 parents were told about the course through the school. 9 of them did online searches and found the course that way. 3 found it on twitter or facebook groups. 11 were either recommended it by a friend, were informed about it through another mental health course or therapy, or by the educational psychologist.

Example of Feedback:

*"The reasons I wanted to complete this course are, I have 3 teenagers and a 6 year old. My 2 youngest are showing signs of poor mental health and are unable to 'label' their emotions. we have have a very upsetting few years from relationship breakdowns to, self harming and very traumatic deaths in our family and I feel we emotionally disconnected as a family. I feel it is extremely important that I try to understand their emotions and behaviour patterns as well as my own. My own mental health has shattered and I am currently in the process of building myself up and am applying myself to a few different courses to improve my own and my children's wellbeing. I have learned a great deal from this*

*course. Starting with a great understanding of emotions and it has opened my mind to try different methods with in my family home.” Somerset Parent*



#### **4.0 Early Years Pilot Yeovil**

Four Early Years Settings, the Reckleford Public Health Nursing Team and Ryalls Park Surgery, Yeovil were invited to partake in the School Readiness Project. One Early Years setting withdrew fairly quickly.

Dr Sarah Temple delivered four online staff training webinars and trained 8 staff from across the settings. Others were offered the opportunity to join other Public Health funded MACE webinars.

Emphasis was made from the beginning that the MACE approach is Universal. Emotion intelligence is useful for everyone and the resources have been developed with this in mind. In other words right from the very beginning the MACE approach is consciously universal in a way that is inclusive with neurodiversity. Each setting was encouraged to talk with parents and carers, add links to the setting website and share resources with everyone.

Each of 3 Early Years settings, Ryalls Park Surgery and the Reckleford Health Visiting Service were offered the opportunity to refer 4 families for school readiness coaching. Critically all settings are encouraged to share information about mindful emotion coaching with ALL families including access to free e-learning modules and other resources. Each setting was given a set of My Emotion First Emotion resources. Early Years settings were also given a copy of My Brain by Ali Hart, Five to Thrive Why People need People and Sam Goddard’s Finding Ray’s Key.

Either Sarah or Lucy offered coaching for adult care givers of children that the setting felt were struggling emotionally, would have difficulty settling into Reception and were likely to fail PSED. Sarah provided three sessions of coaching whilst Lucy provided six.

Sarah created the coaching model based on Professor John Gottman’s Emotion Coaching, Dan Siegel’s Hand Model and research from Center on the Developing Child, Harvard University (positive/ tolerable/ toxic stress). [www.emotioncoaching.co.uk](http://www.emotioncoaching.co.uk)

From health connectors requested that we engage with one family and one family from the 2020 work in Dulverton has continued to access coaching.

All families were offered the opportunity to have a one to one online session with Liz Peacock talking through the e-learning and also to offer Tuning in to Kids. Four families joined the Tuning in to Kids Online Groups which were set up as:

1. How to raise emotionally intelligent children and naming the emotion
2. Understanding your child's emotional experience
3. Self-care, problem solving and coaching fears and worries
4. Emotion coaching your child's anger and emotionally intelligent parenting: now and in the future

Sessions were approximately two hours each week.

#### **School Readiness Coaching with Families-**

**Of the 18 families Sarah and Lucy engaged with**

- in 17/18 cases the Primary Care Giver for the child had a diagnosed mental health problem (usually depression but also OCD and bipolar disorder)
- in 17/18 cases the Primary Care Giver had experienced significant adversity in childhood (equivalent to 4 or more ACEs)
- In 18/18 cases the Primary Caregiver had experienced significant trauma as an adult with domestic abuse being the most common



#### **4.1 Case Study 1**

**Referral of both biological parents from Early Years**

**Interviewer: Antoinette Davey, Independent Evaluator**

**Interviewee: Mum**

**Coach : Dr Sarah Temple (coaching both Mum and Dad)**

Mum said: *"We were able to go through it all with Sarah. A lot of what she [daughter] does triggers me quite badly and I am having to work on my emotion regulation as well as hers, so we are trying to do it together. We had personally quite a lot going on, family wise, outside, so I was in a pretty low state of mind. It was a bit of a cathartic release talking to someone that understands".*

*"Sarah provided a copy of the 'My First Emotions' board book and I found that really helpful. My daughter relates to them quite well. If she has sort of have a bit of a meltdown, I try my best to get her to sort of come and sit down and then we read through the books and then she will pick out what is happening in the story. And then we try to relate it back to what has happened and what she might have been able to do".*

Mum said that the assessment with Sarah was thorough - they talked about both her background and her partner's background. The guilt and emotional baggage coupled with their backgrounds brought up *"a lot of emotions"* but they found that Sarah was *"so supportive and compassionate and really understands where you are coming from"*. During the sessions with Sarah both parents were able to determine that *"there were chunks of emotional regulation that were missing when we were children that we have to reparent ourselves now"*. Sarah *"put it in perspective and explained how we would react and why we would react the way we did, and to rethink a way around it, and to explain what is going on in her [daughter's] head...and to respond more compassionately"*.

Mum accessed the resources that Sarah had suggested and found the science behind emotions interesting, but found that Sarah *"explained it in layman's terms"* and consolidated the learning. The e-learning was found to be useful in explaining the concepts and the exercises were useful, however the difficulty is finding the headspace to be able to take things in. *"The mixture of things, the videos that you can dive in which explains things and the different articles and reading other people's viewpoints has been useful"*. There is a dearth of information that is available to parents, however the difficulty is finding the right sources that will be supportive to parents.

*"I think it [Sarah, Liz and Tuning into Kids] should be available to everybody...you can read books and watch videos till the cows come home but there is no one size fits all...you can get sucked into mum and baby groups online which were not helpful...if it hadn't been for the health visiting team we wouldn't have found Sarah".*

*"I spent most of my childhood repressing all of my emotions and putting things in boxes that was difficult to deal with, I don't want [daughter] having to do that or not thinking she can't come and talk to us, that's my determining factor".*

*"I have been through various bits of therapy in the past...immediately I felt at ease with her [Sarah]...and I felt like a halleluiah moment that someone understands".*

***"It would be a huge benefit to anybody and everybody to have access to this".***



## **4.2 Case Study 2**

*'Thank you for the books, I have read the Robbie stories with X and we also made a glitter bottle. X really loves the stories and the glitter jar is a source of wonder, has also been launched across the room in a moment of madness from X, but we did have a breakthrough on Sunday morning where she asked for her Robbie books and glitter! I was astounded so quickly grabbed them. The scene to this was that x had come into our room having just woken up, she often comes in for a cuddle before we get up at the weekends. Sometimes this is a wonderful moment, others she starts immediately poking, hitting, kicking at dad in particular which is what happened this day. I got up with x and came downstairs, as she didn't want to settle. x asked for the Robbie angry book - and went and got them from the worktop. We sat down with the books and her glitter jar. I asked x if she was angry and she said she was angry with herself. We read the angry story, the scared story and then the love one. I tried to use the glitter analogy for her angry brain and explain the story which I think worked. When we read the love story, x gave me a lovely big cuddle part way through saying she loved me. At the end, unfortunately my phone had cut out by this point, she gathered the books and glitter and said she wanted to go up and see Daddy and show him she loved him too. We went up to Daddy in bed and x gave Daddy the biggest cuddle, saying she loved him'.*

## **4.3 Case Study 3**

### **Quote from parent referring to All Emotions are OK booklet**

*'This book has helped me understand what happens to children that can't regulate their emotions well and in turn has helped me to notice the signs when my daughter Ivy might be sad, worried or angry and to help her explore this and widen her vocabulary around her emotions. It's about helping children manage their emotions by learning their feelings to prevent totally flipping their lid. This book will help you watch out for the signs, recognise them and name them. This healing will take a community and we*

*are all part of this process. Childhood can be a tough time, with many children growing up experiencing trauma, having health conditions or learning difficulties, witnessing abuse; there are so many circumstances that a child may grow up around and if emotions are suppressed during developmental stages this can affect mental health into adulthood. Many of us as children perhaps did not have the role models that helped us notice our feelings and we grew up deregulated and unaware of this neurological mis-wiring; and in turn as adults have had to turn to therapy to heal these wounds and have a mess of broken relationships around us not knowing why. Is it not time to break this pattern? Imagine having this tool as a child, being able to calm down your own nervous system and recognise the science within your own body. These tools are invaluable for all children and all family members- breaking down patterns and saving thousands in therapy and family break downs.' Ivy's Mum, Somerset August*



#### **4.4 Case Study 4**

##### **Referral from Early Years setting**

**Interviewer: Antoinette Davey**

**Interviewee: Single parent of two children**

**Coach: Lucy Beney**

Lucy provided a “whole host of advice and tips and helped me understand children’s emotions as well as my own and how stress levels affect your temper...and how to keep myself calm in those situations”.

Mum saw changes in how she sees herself, how she copes with her son’s meltdowns and “that has worked wonders, where before I was fighting fire with fire, blowing up at each other”. After seeing Lucy, Mum manages her son’s meltdowns by “*keeping myself calm, and then I will try and to get him to count or just breathe and use his words and I will just sit down and wait for him to come to me and tell me what is going on, and lots of cuddles and reassurance*”. What surprised Mum is her son’s need for cuddles when he is angry as she felt that she wouldn’t appreciate someone giving her cuddles when she is angry and assumed that her son would not want that as well. Mum felt that the Lucy provided her with empathy as well as access to resources, coping mechanisms and support. In terms of changes in her son, Mum has seen that he is able to come and talk to her about things whereas before he wouldn’t. The work with Lucy changed the way Mum and her son relate to each other. Lucy sent her some worksheets which Mum found helpful, as she can look back and reflect on things. The paperwork is more accessible for her than accessing things online as she is able to process it better. Lucy also taught her the Hand Model and she showed her son the model, “*when I showed [son] I made it into a dinosaur, I am not the best at explaining it, but I think he got it*”. The atmosphere at home is better, there is less tension around when she thinks her son will blow up. She is more boundaried since working with Lucy around her needs and her kids need. Practicing what Lucy has taught has shown her that it works.

Her son now involves his sister more in his play, whereas before he would be “down” watching other kids play with their siblings.

*“I have a bit more control back now, like putting him to bed at certain times, having a bit more of routine and time for myself and that was down to her [Lucy]”.*

*“And I try to make time for just me and him”.*

*“When he’s super angry he loves his cuddles, I was super surprised about that”.*

*“There’s been a massive change and I didn’t expect it”.*

*“He’ll come to me a lot more, the meltdowns don’t last as long as they used to. He listens more and I think he respects me a lot more. Whereas before he wouldn’t go to bed without me, in my room, and sometimes he wouldn’t go to bed until gone 11 because he would be doing something...but now I have put some boundaries in place and Lucy has said he would feel more secure with boundaries as he knows what to expect. Yea it has made a big difference to him, he respects me more”.*

*“Every time there is an incident with me or something, he [son] would be like oh he shouted at you because maybe his lid was already halfway up and he really had a bad day”.*

*“It [coaching] has changed our lives”.*

*“The school has said he is a lot calmer, he obviously has days where he can be very bouncy. But he did the ELSA [learning regulation of emotions using pictures] which he found really helpful. And I am not getting called out at the school gate anymore and he is always getting stickers at school now”.*

### **What have you taken away?**

*“Confidence I can be the mum I want to be, a better mum than what I was. Encouragement to say no to people, to be selfish if you like for my kids so that I am not so stressed and run down that I am of no use to them. I’m just surprised at how much confidence it has given me, working with Lucy. And how to deal with situations better. I just don’t feel tense anymore when waking up”.*



#### 4.5 Case Study 5 Tuning in to Kids

**Interviewer : Antoinette Davey**

**Interviewee : Mum**

**Referrer : Ryalls Park Surgery**

Face to face sessions with Sarah then connected with Liz for an introduction to the e-learning portal and to join the Tuning in to Kids group.

Online resources

She feels she is able to dip into things given the “smaller chunks”, rather than dedicate a large amount of time looking through the resources. The suggested activities through the online resources were useful only when her daughter was in the right frame of mind as she would get frustrated if she couldn’t do something: “we have tried the glitter jar and things like that but she wasn’t terribly responsive to that...and sometimes I just have to let her try it out”.

Tuning into Kids

Took away that “kids take 12 times longer to process something”, which has made her be more aware what to expect from her daughter. The interactions with the other parents in the group were useful and being with “like minded” parents who were in similar situations was beneficial.

*“I was always conscious that I was taking out 2 hours of my time out of work but it was really good to hear other mums who had similar concerns, similar issues...talking to people that know what you are on about...we are all there for the same reason and that helps making it feel more relaxed because you don’t feel like you are being judged from someone who feels that they have the perfect children”.*

*“Identify it before it becomes a problem”*

*“I try to be more patient with her (my daughter) and I guess where my stress levels and anxiety was quite high it was quite easy to just snap at her and in turn you just get the same back... It was good for me to try to learn... and then hopefully she can see from what I am doing as well how to try and get around that”.*

*“I am more informed about why they do it sometimes I guess that can prevent it”.*

The only issue was that the timing of the groups was during working hours which was more difficult to manage given she works full-time. It would have been useful with the sessions with some practical suggestions to go alongside the theory of behaviour and emotions.

The Hand Model that was demonstrated by Sarah has left an impact on her and she thinks about it a lot. She has tried to explain it to her daughter but felt she was too young to fully comprehend it. However, despite that, she does feel that she has implanted that knowledge so that her daughter can access it in the future. *“It’s good to have that in the background [hand model] for when she does get a bit older I*



*can then develop it a bit more...especially if I read more of the online stuff, hopefully my understanding and knowledge will grow more..."*



#### **4.6 Learning from School Readiness Project**

The project demonstrated a clear link between the mental health difficulties of adult care givers and the emotion literacy of their children. There was also a very significant link with experienced trauma both in childhood and after the age of 18. In other words emotion literacy difficulties in the adult caregivers was reflected in emotion literacy difficulties in their children. Only 3/18 families knew about Talking Therapies (IAPT). In addition several were on very low doses of antidepressants and felt negatively about taking them. I suggested to several families that they discussed their mental health needs with their GP and this resulted in changes to their medication which was beneficial in terms of their ability to self regulate and parent effectively. The IAPT perinatal service now extends to 24 months for fast track access to support and there is an awareness within the service of the link between parental mental health and development of the child/ children in their care. After discussion with the IAPT team I have arranged that they will create a podcast and flyer suitable for Early Years. I have created an interim flyer which is at [https://www.canva.com/design/DAEZrHBK - 0/LYfbySWmJhKoMwsAnhr Tg/view?utm\\_campaign=designshare&utm\\_source=homepage\\_design\\_merit](https://www.canva.com/design/DAEZrHBK - 0/LYfbySWmJhKoMwsAnhr Tg/view?utm_campaign=designshare&utm_source=homepage_design_merit)

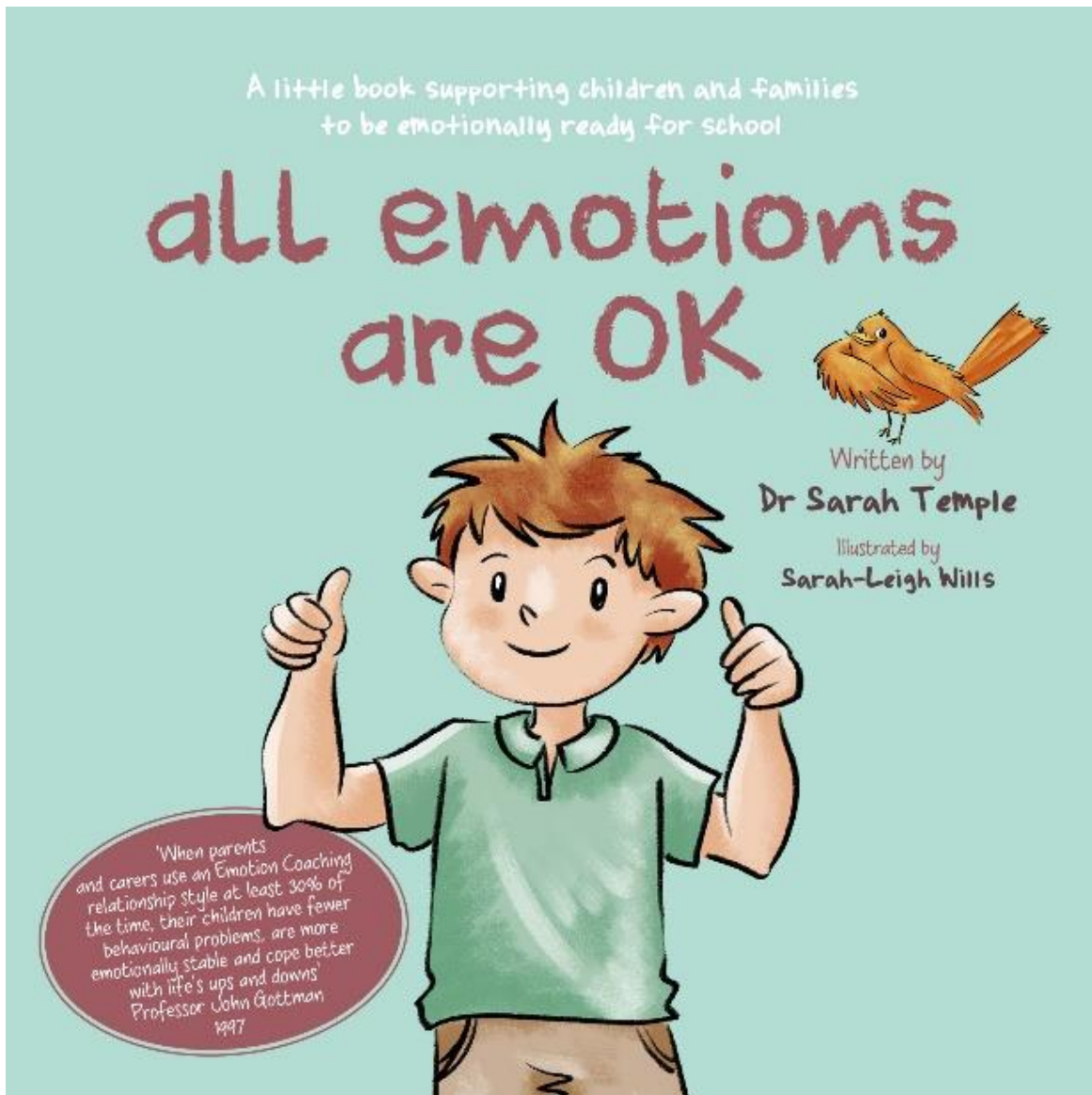
Rayn Smith (IAPT) created two video clips and is working with the IAPT communications team to create something more professional.

- <https://vimeo.com/555847145>
- <https://vimeo.com/533155736>

One family was accessing a social worker through a child protection plan, all with children of the appropriate age knew that they could access support through their health visitor. I raised 6 safeguarding concerns to health visiting teams for 6/18 families with permission from the families.

#### 4.7 Where next?

EHCAP has been awarded funding to further embed this trauma informed , healing centred approach in Somerset in 2021-22 with a variation added to the 2020-21 contract. In response to the Welsh government ruling that ACE questionnaires are not to be used with families in Wales EHCAP has changed the name of the approach to 'All Emotions are OK'. To clarify – the ACE questionnaire has only ever been used as part of an inclusion exercise for staff in our training but this section will be updated or removed.



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