Seminar 8: Promoting Healthy Lifestyles and Tackling Health Inequalities
Input 1: North Lanarkshire
Input 2: Clackmannanshire Council
Clackmannanshire - Flourishing Communities
Targeted Approaches

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Key Aim

To embed a strong nurturing ethos for all our children, families, schools and communities across Clackmannanshire.
Focus

• Developing and improving the connections between mental health, physical health, parenting, in order to improve the overall wellbeing of our children.

• Providing universal and targeted supports – to promote equity and more focused support where required
Adverse Childhood Experiences (ACE)

• Adverse Childhood Experiences (ACEs) are very common.
• They are strong predictors of later death, disease, health risks, social functioning, well-being, and medical care costs.
ACE Study

The key findings:

"enduring, strongly proportionate and frequently profound relationship between adverse childhood experiences and physical and mental wellbeing status - decades later".
Local Context

- Highest rate on Child Protection Register
- 30% of Clackmannanshire primary aged pupils live in most deprived areas (deciles 1 & 2) in Scotland
- Proportion of pupils with ASN rising & higher than national average
- Requests for Assistance to EPS – average 80% SEBN
- Health & Wellbeing indicators varied across communities – smoking, drug misuse, alcohol consumption
Local Context

- Primary school trauma survey (2003)
- 98% of children reported experience of trauma
- 59% reported family bereavement
- Interventions for Recovery Service
- Aim – to repeat survey with larger number of schools
Flourishing Communities

• Examples of universal and targeted approaches:
  - Nurturing Approaches,
  - Growth Mindsets,
  - Parental Engagement (e.g. PEPAS)
  - Therapeutic Service,
  - Neuro-Sequential Model in Education (NME)
Therapeutic Service

- One and a half days (to be extended)
- Run by the Senior EP
- Five referrals
- EMDR focus
- Pre and post test measures
Therapeutic Service

• All have a parent/carer as a ‘therapy’ partner

• All displaying separation anxiety and attachment difficulties as a result of bereavement, family separation and domestic violence
Pre-Test Screening

• Pre-test screening data currently available suggests high levels of post-traumatic distress

• Use of the Children’s Reporting of Post-Traumatic Symptoms (CROPS) and Parent Reporting of Post Traumatic Symptoms (PROPS) shows children well in excess of the cut off scores for consideration for post-traumatic stress
Feedback so far

✓ Parent reported that after one of the sessions her child looked “as if a weight had been lifted from her”.

✓ Parent admitted that she had wanted to cancel the session as she didn’t really feel like talking to anyone because of events that had happened that week. After the session she admitted “I can’t believe it but I’m so glad I came now. I feel so much better after talking to you”.
Challenges

- Venue
- Missed appointments
- Capacity to deliver
- Level of identified need
- Linking progress to attainment
Developed as a result of research

Core concepts – brain development, impact of stress and trauma, self-regulation

Research - upwards of 30% of pupils in any classroom have had 4 or more traumatic experiences

Heightened levels of stress act as a significant barrier to learning & teaching process
These images are from studies conducted by a team of researchers from the Child Trauma Academy led by Bruce D. Perry, M.D., Ph.D.
Research Evidence:

‘We have decreased our discipline referrals by almost 50% in one year.” (HT)

“I became more aware of how to regulate myself which in turn kept the children calmer in class. Transitions between lessons reduced from 12 minutes to 4 minutes. This tool is about building positive relationships with the children and giving them the tools to become the wonderful little people they are.” (Class Teacher)
Progress

• 5 people training – the first group in Scotland
• Supervision with the Child Trauma Academy
• Information leaflets & training materials being developed
• 2 identified primary schools – classroom focus
• Pre and post test measures identified
Future Planning

• Extend training to all staff (and partners) – authority wide?
• Extend approach to a whole school level
• Explore parental engagement
• Review capacity of trainers
NICE Guidelines

• Comprehensive whole school approaches
• Comprehensive programmes to develop children’s wellbeing
• Ensuring teachers are trained in identifying anxiety, distress and behavioural problems
NATIONAL EVENT
HAMPDEN PARK  9 JUNE 2016

THE SCOTTISH ATTAINMENT CHALLENGE
SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN