



*November 6-7, 2023*

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AMAL YOUTH AND FAMILY CENTRE





## CONFERENCE THEME

### *Reframing The Trauma Lens*

Professionals and carers have long understood that a particularly difficult experience or cumulative disadvantage in a child's life can leave a legacy that impacts their present-day functioning. It is also true that not all children who have experienced adversity seem to be overly affected by it. So, we should not necessarily assume a debilitating reaction to past experience. In the space of little more than a decade, this connection between past and present has come to be understood through a lens of trauma, yet the question of just what trauma is remains largely unexamined.

The adoption of a trauma lens requires further examination, particularly asking what might differentiate "trauma informed care" from any other form of care, when the principles of TIC are essentially principles of good care that are not specific to trauma.

Reframing the Trauma Lens will be a forum for conversation and discussion on the topic of Trauma Informed Care where we will deliberate on the various perspectives associated with this concept. We will seek to broaden the frame through which we understand trauma, and 'being trauma informed' while attempting to answer questions such as:

- What is trauma ... really?
- Is this the only or most helpful way of understanding the past?
- What does the evidence tell us on trauma and trauma informed care?
- What are the politics of trauma?
- What are the implications of trauma approaches for professionals and carers?

#### *Registration*

There is a limit of **150 delegates** for this conference.

Go here to register - <https://www.eventbrite.ie/e/unity-2023-conference-tickets-581901401757?>

#### *Auction*

Unity 2023 is hosting an auction, with all proceeds going to supporting the work of CYC-Net.

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## Programme-at-a-Glance: Day 1

MONDAY 6 NOVEMBER 2023				
9.15	Registration   Tea and Coffee			
10.00	Welcome and Introductions			
10.30	<u>OPENING KEYNOTE</u> SAMI TIMIMI (UK) <i>The Mental Health Industrial Complex</i>			
11.15	BREAK			
11.30	<u>#1</u> FRANK DELANO AND NOOR ALMAOUI (USA) <i>Have we Inadvertently Crossed a Line? Has our Focus on Trauma's Impact and Trauma Language Created a 'Victimhood' Mentality?</i>	<u>#2</u> CLIVE ACRAMAN (UK) <i>Remember Me? I Remember You</i>	<u>#4</u> MARK SMITH (SCO) AND MARTIN STABREY (RSA) <i>"The Best Years of our Lives": Reflections on the Roots and Essence of Child and Youth Care</i>	<u>#6</u> JENNIFER MARTIN (CAN) AND GRANT CHARLES (CAN) <i>"It's Just an Image, right?": Trauma and Online Child Sexual Abuse Images</i>
12.15		<u>#3</u> CAITLIN ANNE DOW (UK) <i>Accidental Damage: An Exploration of Educational Trauma in Students with SENDs, at the of hands people who were just trying to help</i>	<u>#5</u> LAURA WALSH-MARTINO AND HEATHER MODLIN (CAN) <i>Reframing ABA through a Trauma Lens</i>	<u>#7</u> JENNIFER NULL (USA) <i>Together we RISE: Building Pathways of Resilience, Hope, and Wellbeing</i>
13.00	LUNCH			
14.00	<u>#8</u> JENNIFER BROOKER (AUS) <i>Trauma informed or therapeutic care? Just words or a different focus?</i>	<u>#9</u> KELLY SHAW (CAN) AND SHELLY CURRIE (CAN) <i>Is Pre-Service CYC Education Trauma Informed?</i>	<u>#11</u> CAROL DUFFY (IRE) <i>The RRIGHT Play Therapy Techniques</i>	<u>#13</u> JENNY MCGRATH (CAN) AND CHRISTINE POPE (CAN) <i>Activity in CYC: An Exploration of Creativity, Hope and Imagination in Practice</i>
14.45		<u>#10</u> BRIAN HOGAN (IRE) <i>Transferring Young People to Prison: Trauma Informed Practice</i>	<u>#12</u> VINCENT REYNOLDS (UK) <i>Nurturing Peace and Kindness through Gratitude, Compassion and Responsibility: an OTM approach</i>	
15.30	BREAK			
15.45	<u>#14</u> PAUL BAKER (USA) <i>Hope as a Catalyst and the Youth Voice and Perspectives Profile (YVAPP) to Identify Strengths and Needs in Youth</i>	<u>#15</u> COLIN MAGINN (UK) <i>Empowering parents, foster parents, and adults in the parenting role to be active agents for therapeutic change for a traumatised child</i>	<u>#16</u> SEBASTIAN MONTEUX (SCO) <i>The Turn to Trauma and its Implications for Understanding and Responding to Distress and Suffering</i>	<u>#17</u> GRANT CHARLES (CAN) <i>Dark Secrets: Student to Student Abuse in the Canadian Indian Residential School System</i>
16.30	CLOSING			(This presentation will extend beyond the scheduled close of the day)



## Programme-at-a-Glance: Day 2

TUESDAY 7 NOVEMBER 2023				
9.15	Registration   Tea and Coffee			
10.00	Welcome and Introductions			
10.15	<b>PLENARY</b> JACK PHELAN (CAN) <i>CYC Supervisory Support for Practitioners Dealing with Young Peoples' Trauma</i>			
11.00	BREAK			
11.15	<b>#18</b> KERRI HAYLEY, LESLEY GOODYEAR, MICHELLE PERCHARD (CAN) <i>Trauma Informed or Trauma Misinformed: Supervision Through a (Truly) Trauma Lens</i>	<b>#19</b> HUNIA TE URUKAIATA MACKAY AND SHANE MURDOCH (NZ) <i>Weaving indigineous knowledge and collective trauma within the Three Pillars of Transforming Care to develop a culturally responsive approach to trauma.</i>	<b>#21</b> ASHLEIGH BEST (IRE) <i>Why are we here? How do We Stay? What can Positive Behaviour Support contribute to Social Care Services?</i>	<b>#23</b> DARRYLL VILJOEN (RSA) <i>Creating Safe Spaces in Alternative Care through Trauma Informed Practices: Experiences of the changes and effects of Care rendered to Children and Staff functioning after receiving training in Trauma Informed Practice</i>
12.00		<b>#20</b> PAUL GAFFNEY, SANNA CRAMNELL AND EIMEAR RYAN (IRE) <i>The Stone in Your Shoe: Living and Working with Vicarious Trauma in Relational Child and Youth Care Work</i>	<b>#22</b> JEAN JO GALANDY (CAN) <i>Trauma Informed Care through an Indigenous Lens</i>	<b>#24</b> JESSICA HADLEY AND CHRISTINE GAITENS (CAN) <i>Meeting Them Where They Are At: A CYC Approach to Working with Young People who have Experienced Trauma</i>
12.45	LUNCH			
14.00	<b>#25</b> WERNER VAN DER WESTHUIZEN (RSA) AND COENRAAD DE BEER (AUT) <i>Trauma Breeds More Trauma: The Impact of Organizational Trauma on the Ability to Adopt and Implement a Relational CYC Approach in Alternative Care Organisations</i>	<b>#26</b> COURA NIANG (CAN) <i>The use of Acceptance and Commitment Therapy (ACT) within Applied Behaviour Analysis and it's alignment with a relational approach to trauma informed care</i>	<b>#28</b> MICHELLE BRIEGEL (CAN) <i>Mitigating Stress and the Impact of Working with Trauma using Art Journaling</i>	<b>#30</b> MARTIN STABREY (RSA) <i>The International Child and Youth Care Network (CYC-Net) and The CYC-Net Press: An Introduction</i>
14.45		<b>#27</b> MARIA LOTTY (IRE) AND MAURA O'DONOGHUE <i>Putting Resilience back in the headlines: Towards an integrated holistic practice lens for Child and Families Services</i>	<b>#29</b> CHERYLANNE JAMES (CAN) <i>Weaving Two Heart Stories Together</i>	<b>#31</b> KARALYN MOULY AND JENNIKA KURULIAK (CAN) <i>Expanding and Diversifying Trauma Care Starts with Enabling Students to Embrace Their Unique Journeys</i>
15.30	BREAK			
15.45	GATHERING IN MAIN HALL			
16.45	CONFERENCE CLOSING			



## Opening Keynote

# *The Mental Health Industrial Complex*

SAMI TIMIMI

Sami will explain why, technically speaking, there is no such thing as a psychiatric diagnosis and why even the concept of 'mental health' lacks empirical foundations. The creation of a mythology of mental illness/disorder that lacks scientific credibility has led to dominant beliefs and practices facilitating the rapid growth of psychiatric diagnoses, mental health ideology, concepts such as trauma and neurodiversity, and the tendency to deal with what is conceptualised as aberrant behaviour or emotions through technical individualised (such as pharmaceutical and psychotherapeutic) interventions. The promotion of the idea that we are facing epidemics of mental illness in contemporary society serves a political 'individualisation' of distress agenda and has led to the creation of a Mental Health Industrial Complex. The poor outcomes achieved by such an approach adds urgency to the task of changing the public narrative and services away from locating dysfunction within people and toward a socio-political one.

### Key Learning Outcomes

- Develop greater awareness of the socially constructed nature of all the models used in mental health
- Develop greater awareness of the implications of the models used
- Enable the participants to apply this knowledge to their professional or personal circumstances.

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**SAMI TIMIMI** is a consultant Child and Adolescent Psychiatrist in the UK. He writes from a critical psychiatry perspective and has published over a hundred and forty articles in mainstream medical, educational, and sociological journals. He has written 40 book chapters, mainly in academic books, on subjects related to critical psychiatry, childhood, psychotherapy, depression, behavioural problems, and cross-cultural psychiatry. He has authored 6 books including 'Naughty Boys: Anti-Social Behaviour, ADHD and the Role of Culture', co-edited 4 books including, with Carl Cohen, 'Libratory Psychiatry: Philosophy, Politics and Mental Health', and co-authored 2 others including, with Neil Gardiner and Brian McCabe, 'The Myth of Autism: Medicalising Men's and Boys' Social and Emotional Competence'. His most recent book, published in 2021 is 'Insane Medicine: How the Mental Health Industry Creates Damaging Treatment Traps and How you can Escape Them'.



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#1

## *Have we Inadvertently Crossed a Line? Has our Focus on Trauma's Impact and Trauma Language Created a 'Victimhood' Mentality?*

FRANK DELANO AND NOOR ALMAOUI

Over the years we, as Child and Youth Care practitioners, have learned much about the impact of childhood trauma and have grown in understanding how the work we do is to be applied within the lens of “It is not what is wrong with them, rather what happened to them”. In this important practice, we have developed many strategies to enhance our relationship building and attempts at “connections”. However, as we adapted our approaches to “trauma informed care” through the frequent use of trauma related language, being more open about our own traumatic experiences as well as talking with children about the “oppressive systems” they are living in, have we inadvertently allowed a “victim mentality” to develop in ourselves and the children we serve? In this interactive workshop, the presenters, with different cultural and generational lenses, will debate and engage this question with some similar, and some different viewpoints.

### **Key Learning Outcomes**

- Participants will be provided with a review and discussion of the development of CYC practice becoming more aware and adaptive to the impact of trauma on the children we serve
- Participants will be provided with a review of the components of trauma informed practice
- Participants will be provided with a framework of ethics for CYC practitioners regarding self-disclosure and engage in discussion of the ethics of sharing our personal political beliefs with children and families
- Participants will discuss and debate: Are we empowering the children we work with to feel strong and capable or are we inadvertently creating a “victim mentality” for ourselves and the children/families we serve.

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**FRANK DELANO** is the President of Professional Package Consulting. He has had a long career in Child and Youth Care with 25 years in a large residential center as a direct practice Child Care Worker, Recreation Director, Girls Program Director and Senior Manager. He spent 20 years as an adjunct faculty in the Fordham University Graduate School of Social Services as well as over 25 years consulting, facilitating training and providing individual and group coaching for CYC Practitioners. Frank has presented at numerous National and International Conferences as well publishing many articles on supervision, leadership and direct Child and Youth Care Practice. His website is at [www.frankdelanotraining.com](http://www.frankdelanotraining.com)

**NOOR ALMAOUI** is currently the owner of Universal Ethos Inc., as well as a full-time Clinical Supervisor at Hathaway Child and Family Services in Los Angeles, California. She also worked for several years at Casa Pacifica Child and Family Services. Noor has over a decade of experience working with traumatized children and their families in a variety of roles and settings. She has extensive experience and knowledge working with children who are homeless, those with substance abuse issues, severe depression as well as many other issues. In addition to her own training business Noor has presented at many State Conferences in California, and CYC Conferences in the United States, Canada, and Ireland. Her website is at <https://www.universalethosinc.com>





#2

## *Remember Me? I Remember You*

CLIVE ACRAMAN

During my career I have learned the importance of developing a shared language that informs practice, underpins team functioning and supports dialogue with and alongside children, young people and their families. This session will explore my journey of supporting those living and working with trauma. From being a child volunteer developing my first friendship with a child who lived with learning and physical disabilities to Residential Care Practitioner, Child Protection Social Work, Leadership in Health and Social Care Care Company ownership.

On my journey I have received poor advice and wonderful guidance, been bullied and experienced excellent leadership, supported 100's of traumatised children and families labelled as 'hard to reach', challenging or difficult and rarely failed to successfully engage.

This session will explore these relationships why I remember the people who kicked me and those who raised me above the clouds. And why I want you to remember me.

### Key Learning Outcomes

- The Importance of Self
- Why Relationship Matters
- The Dangers of Power of position
- How to be an Appreciative Leader
- What being Person Centred Really Means.

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**CLIVE ACRAMAN** has since 1981 gained experience supporting Children and their Families in a variety of settings. This includes supporting people who live in or experience Residential Care, Domiciliary Care, Early Years and Child Protection Social Work. While he believes there is no substitute for experience, this also has to be supported by a theoretical understanding of what we do and why we do it. To inform his practice, Clive has gained degrees in Social Work, Child Protection and a Doctorate through Action Research. This underpins his approach to Appreciative Leadership, Organisational Learning and Person-Centred Practice. As a leader he enjoys taking people on a journey of personal and professional exploration. When organisations and the people who work in them have a shared vision, understand their purpose, individual and team roles they are able to truly personalise the way they care for and support the people who use their service.





#3

## *Accidental Damage: An Exploration of Educational Trauma in Students with SENDs, at the of hands people who were just trying to help*

CAITLIN ANNE DOW

I believe that people who work with special educational needs students, in schools or other environments, want to help those children. Yet those same people can cause long-lasting educational trauma to the children they only wanted to help. They can cause Accidental Damage.

My session will explore some causes of Accidental Damage, from attempts at support that hurt more than they help to what happens when helping an individual is lost as the central goal; the devastating impact it can have on SEND students; thoughts on simple ways to reduce Accidental Damage and dramatically improve the lived experience of SEND students.

I can't change this system for me, I already carry the scars and effects of my educational trauma. My hope is that by sharing what I have learnt about accidental damage, together we can make a change for the young disabled students who will come after me.

### Key Learning Outcomes

- Understand the link between Accidental Damage and educational trauma
- Understand the causes of Accidental Damage and its impact on SEND students (and their families)
- Reflect on personal practice to reduce the likelihood of personally contributing to educational trauma through Accidental Damage
- Recognise in the moment when you may be causing Accidental Damage and have tools/strategies to adapt and repair
- Understand the importance of intervening in the moment when colleagues may be causing Accidental Damage in order to protect the young person and promote wide scale improvements
- Understand the importance of practitioner training to raise awareness of the risk of Accidental Damage and how people can personally and systemically reduce preventable trauma, by focusing on the way they relate to and engage with the vulnerable young people they work with
- Reflect on ways to personally create and promote a culture of compassionate leadership to make a positive change in the support system for SEND students.

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**CAITLIN ANNE DOW** - I am 17 year old neurodivergent student who is a passionate about improving the lived experience of SEND students by educating the adults that work with them and bringing their voices into Education and Council processes and service design. I have also produced resources for young people directly including a children's e-book and an educational video series for a specialist paediatric OT service. I am also a musician and actress and I love to Scuba Dive! I live in Cornwall with my Mum, Dad, brother and two dogs.



#4

## *“The Best Years of our Lives”: Reflections on the roots and essence of Child and Youth Care*

MARK SMITH AND MARTIN STABREY

Although its scope has expanded, the roots of Child and Youth Care are in residential care – that is where the pioneers and the big ideas have come from. Yet, in recent times, residential care has been buffeted by allegations of poor care, poor outcomes and of overt abuse. Most of us who worked in such settings might think of things we would do differently now, but we rarely recognise the often-dystopian narrative that has been laid down about residential care. This disjunction between the public story and our own experiences of residential child care prompt this presentation.

Together, Mark and Martin, from their respective positions, will distil some enduring features of CYC and residential care. They will also reflect on the narrative gap that has emerged between the public story of residential care and the experiences of many of those who lived in such settings but whose voices are not accommodated within the public story. In the context of the theme for this conference, they will make the case for broadly socio-educational rather than overly treatment-oriented approaches to care.

### Key Learning Outcomes

- Residential Care - a force for the positive?
- Exploring the Residential Care narrative gap
- Socio-educational vs Treatment-oriented approaches.

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**DR MARK SMITH** was a practitioner and manager in residential child care settings for almost 20 years before entering academia. His first academic post was at the University of Strathclyde, where he set up and taught a Masters programme in residential child care. In 2005, he moved to the University of Edinburgh as lecturer, and subsequently, senior lecturer, in social work. He served as head of social work there from 2013-2017. In 2017 he joined the University of Dundee as Professor of Social Work.

**MARTIN STABREY** lives with his family in Cape Town, South Africa. He is a product of an excellent residential program in South Africa after which he studied Economics and Information Technology at the University of South Africa. Martin is Chief Operations Officer of The International Child and Youth Care Network (CYC-Net) and The CYC-Net Press. He is also Managing Editor of the monthly journal, CYC-Online.



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#5

## *Reframing ABA through a Trauma Lens*

LAURA WALSH-MARTINO AND HEATHER MODLIN

ABA has (quite rightly) come under intense criticism, particularly from autistic and neurodivergent advocates. Traditional behavior analytic approaches for skill teaching have been rooted in compliance regardless of the individual's distress or discomfort. While today's ABA does not seek to confirm that individuals have been faced with trauma through past interventions, it does recognize that individuals who have had very little control, paired with intense instruction, present a likelihood for experiencing the cumulative effects of trauma. When evaluating young adults with little communication, cooperation, and toleration, today's ABA seeks to enhance skill repertoire. Not creating opportunities to develop skill sets deprives individuals of opportunities to grow and learn. We aim to examine trauma informed skill teaching that seeks to develop socially significant outcomes that promote independence through daily experiences.

### Key Learning Outcomes

- Participants will describe the key values of Today's ABA
- Participants will describe how the main tenets of Today's ABA, including the Universal Protocols, can fit within a Child & Youth Care Model framework.

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**LAURA WALSH MARTINO** is dedicated to the provision of high-quality service to children, youth, and families with a commitment to ensure compassionate and meaningful care that promotes happiness and joy. Laura earned her MEd at Francis Marion University in Florence, South Carolina. She later completed a graduate certificate in Applied Behavioral Analysis from Florida Institute of Technology and has been a Board-Certified Behavior Analyst since 2017. During her career, she has provided services to children and young adults diagnosed with autism, as well as older patients with dementia and other developmental and intellectual disabilities. Laura is currently the Manager of Behavioral Health Supports with Amal Youth & Family Center in St. John's Newfoundland. Laura is very interested in trauma informed behavior analysis and researching its many connections to child and youth care practice, especially as it applies to children and youth residing in alternate care arrangements.

**DR HEATHER MODLIN** has worked in the field of child and youth care for over 35 years. She is CEO of Amal Youth and Family Centre, a non-profit organization providing a range of innovative services to children, youth and families across Newfoundland and Labrador, Canada. She has served on numerous national and international boards and is Chair of the Board of Governors of the International Child and Youth Care Network (CYC-Net); Treasurer of the Board of Directors of FICE-Canada; Steering Committee member of the Global Social Service Workforce Alliance; and editorial board member of Relational Child and Youth Care Practice. Heather has published numerous journal articles and book chapters and co-edited the book Relational Child and Youth Care in Action. Heather has a PhD in Child and Youth Care from the University of Victoria. In 2017, Heather received the YWCA Woman of Distinction Award for Community and Social Development in Newfoundland and Labrador.





#6

## *"It's Just an Image, right?": Trauma and Online Child Sexual Abuse Images*

JENNIFER MARTIN AND GRANT CHARLES

With the revolution of digital technologies there are millions of child sexual abuse Images (CSAI) circulating online. Dominant discourse emphasizes that most CSAI are violent and humiliating and that children used in the production of the images will likely suffer psychological distress and emotional trauma particularly due to permanence of the images online. The lens through which CSAI are constructed focuses on the image as a permanent record of abuse and that the subsequent distribution of an image revictimizes the child every time it is viewed. Consequently, the child cannot assist resolution of their trauma by gaining control over the images and destroying them. Conceptualizing CSAI in this way implies nothing can be done to intervene or alleviate the possible effect of the permanence of online images – that the power of the image over the child is traumatic and relentless. How online CSAI are conceptualized can impact how the child appraises their victimization and influence how practitioners approach treatment. This workshop explores current ways of understanding harms done to victims of online CSAI and presents cautions and recommendations moving forward.

### Key Learning Outcomes

- Gain understanding of the differential impact of digital technology on children made subjects of sexual abuse images online
- advance understanding of the relationship and overlap between online and offline child sexual abuse
- challenge post-traumatic stress diagnosis criteria in the context of the permanency of online sexual abuse images.

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**DR. JENNIFER MARTIN** is Associate Dean, Research at the Faculty of Community Services and Professor in the School of Child and Youth Care at Toronto Metropolitan University, Ontario, Canada. Prior to her academic appointment, Martin spent over 20 years as a clinical practitioner providing trauma assessments and treatment for children who have been sexually abused. As a researcher, Martin has led multiple national and international research projects on trauma and the use of technology in child sexual abuse, sexual exploitation, and child sex trafficking. Her cross-sectorial, multi-disciplinary research on online child sexual exploitation has resulted in policy and practice changes in Canada and internationally. Martin frequently acts as an expert consultant for government in Canada, the United States, the UK, and Australia and for professional and community organizations. She also provides specialized training in online child sexual exploitation, and specifically anti-human trafficking training, through the Ontario Ministry of Children, Community and Social Services.

**DR GRANT CHARLES** is an associate professor in the School of Social Work and an affiliated member of the Division of Adolescent Health and Medicine in the Faculty of Medicine at the University of British Columbia in Vancouver Canada. He is also an adjunct professor with the School of Child and Youth Care at the University of Victoria.



#7

## *Together we RISE: Building Pathways of Resilience, Hope, and Wellbeing*

JENNIFER NULL

Recent world events have greatly impacted all humans including youth and family serving providers leaving us all searching for how to help our youth, families, and systems cultivate resilience and wellbeing. This presentation provides a pathway to creating resilient and hope-filled environments for youth using the RISE: Wellness & Resilience Framework. The RISE Wellness and Resilience Framework takes a holistic approach to creating environments and relationships that are trauma informed, resilience oriented, and restorative. The framework is evidence-informed and uses brain science to create daily experiences aimed to rewire the brain and offer healing. RISE: wellness and resilience Framework is rooted in the power of relationships and provides insight to increase opportunities to foster indicators of wellbeing and highlight the human conditions needed to enhance resilience and wellness. TISE incorporates elements related to social and emotional development and enhancing the connection of the whole person: mind, body, and spirit.

### Key Learning Outcomes

- Identify the impact of life experiences on human social, emotional, mental, and overall brain development
- Learn key indicators influencing resilience and wellbeing and how they can be cultivated across environments and within relationships
- Build techniques and strategies to foster experiences, relationships, and environments centered on resilience, hope and well-being.

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**JENNIE NULL** is a licensed Marriage and Family Therapist with almost 20 years of experience providing services to youth and families. She has advanced trainings in the science and treatment of trauma and resilience, Family Therapy, Play Therapy, EMDR, Clinical Supervision, Restorative Practices, and Leadership. Jennie has presented internationally on topics related to leadership, staff development, trauma informed care, resilience, and wellbeing. In Jennie's current role as Director of the Meraki Institute of Learning at Tanager in Cedar Rapids, Iowa, she provides education and outreach to enhance the well-being and resilience of families, communities, professionals, and organizational systems. Jennie is passionate about facilitating experiential learning on the topics of trauma informed care, youth mental health considerations, family engagement, compassion resiliency, and various leadership topics. She finds passion assisting others on their journey whether it be in a therapeutic relationship, clinical supervision, and growth, facilitating highly reflective trainings, or mentoring.







#8

## *Trauma Informed or Therapeutic Care? Just Words or a Different Focus?*

JENNIFER BROOKER

In Australia, Out-of-Home care (OOHC) workers have been mandated to hold the Certificate IV in Children, Youth and Family Intervention (CYFI) since 2017. If they already possess a youth/social work, disability etc., qualification, they must pick up the four trauma-informed competencies to work in the sector. This is to ensure workers in the sector practise from a trauma-informed perspective. But is that enough? Or would working from a therapeutic care model be a more positive experience for all – workers and clients – rather than trauma-informed practice? Come along to discuss what practice looks like in your part of the world and if the shift in wording is more positive in its outlook for those living in the OOHC space, or purely semantics.

### Key Learning Outcomes

- Gain an international perspective on trauma-informed practice
- Determine if there is a difference between trauma-informed practice and therapeutic care.

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**DR JENNIFER BROOKER** is based in Melbourne, Australia, and is a leader in youth worker education. Dr Brooker currently trains Victorian Out-of-Home Care (OOHC) workers in the mandated qualification required to work in the sector. As a Senior Research Officer at the University of Southern Queensland, she continues her many years of research and education with the youth sector around the world, providing training development and project management for those who work with and for the world's young people.



**ALLAMBI CARE**



#9

## *Is Pre-Service CYC Education Trauma Informed?*

KELLY SHAW AND SHELLY CURRIE

Using principles of trauma informed care, the presenters will share their experiences as educators of Child and Youth Care practitioners. Supporting individuals to become agents of change and support, using a Child and Youth Care perspective requires examination of the self. This is complicated; and further complicated by the ethical complexities that arise for pre-service CYC educators who practice in a post-secondary environment.

With the support of current students and alumni, the presenters will provide examples of how they deliver and utilize authentic assessment in their practice and how they navigate the ethical complexities that arise.

Discussion about how an ethical decision-making framework supports practice in this milieu will provide participants with a way of thinking about structuring education, training, and staff development opportunities to support and be thoughtful about a trauma informed approach.

### Key Learning Outcomes

- Identify if their current practice in education, training, and staff development uses principles of trauma informed care.
- Compare their current practice in education, training, and staff development to principles of trauma informed care.

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**KELLY SHAW** is a faculty member at the Nova Scotia Community College in the Child and Youth Care Diploma Program. She is a believer in creative interactive programming with youth and with learners and is interested in exploring further how creative programming can be used to build essential practice skills within a Child and Youth Care educational setting and how to support Child and Youth Care Workers in their continued professional development. Prior to engaging in post-secondary, she worked in 24/7 care, family-based care, reunification, and placement prevention. She has a master's in child and Youth Study and is completing a PhD in Education. The focus of her research is CYC Pre-Service Education in Inuit Nunangat.

**SHELLY CURRIE** resides and works in Mi'kma'ki- the ancestral and unceded territory of the Mi'kmaq People (also known as Nova Scotia). Shelly is a Certified Child and Youth Care Practitioner and has a bachelor's degree in Child and Youth Study and a master's degree in education. She is on the Board of Directors for Chebucto Connections and the Child and Youth Care Educational Accreditation Board of Canada. Shelly spent 15 years working in community-based practice. She started her career working front lines with children youth and families, and then moved into supervisory roles managing volunteers, student placements, and staff within community non-profit organizations. She is now a faculty member in the Child and Youth Care diploma program at Nova Scotia Community College (NSCC) and is honored to be able to work alongside of aspiring Child and Youth Care Practitioners.





#10

## *Transferring Young People to Prison: Trauma Informed Practice*

BRIAN HOGAN

Oberstown Children Detention Campus is situated on 56 Acres in a rural area of North County Dublin. In front line roles it employs predominately Social Care Workers. It is currently licenced to care for 40 boys and 6 girls.

It operates a CEHOP model of care - Care, Education, Health Offending Behaviour and Planning for the future. The Children Act 2001 provides for the detention of young people up to the age of 18, and in limited circumstances up to 18 years and six months.

Young people whose sentence runs to after this age must transfer to the Irish Prison Service to serve the remainder of their sentence.

This workshop will explore this process, but also give a full overview of life on the Oberstown campus, to include programmes and the children's rights policy framework.

### *Key Learning Outcomes*

- Comprehensive knowledge of the Irish Youth Justice system
- Overview of Oberstown Children's detention campus
- View of the Transfer process to adult prison
- Overview of legal basis for detention
- Cehop Model
- Children's Rights Policy Framework
- Trauma responsive transfer procedure for young people to prison.

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BRIAN HOGAN BA (Theol), MBS (HR Strategies) PG Dip (Assessment and Treatment of Sex Offenders) is Deputy Director of Operations at Oberstown Children Detention Campus. He is a former Director of Oberstown Boys School, CEO at Don Bosco Care, Director of TCTC and member of the Social Care workers registration board.





#11

## *The RRIGHT Play Therapy Techniques*

CAROL DUFFY

Building relationships and engaging in relationship-based practice in social work and social care is well supported through the literature. This workshop aims to answer the “how to” questions of relationship-based practice? How can we be trauma, attachment, and ACE responsive as well as aware?

The RRIGHT play therapy techniques, gives you the rationale for using play when building relationships, the evidence base for play and an organising framework to support your use of play and relationship-based practice.

It is informed by the most recent research and approaches utilised in the fields of psychotherapy, neurobiology, trauma, attachment and social work and social care.

It does not provide a scripted ‘How To’ Manual but presents practitioners and families with skills needed to make use of the knowledge in a reflexive manner, which is in line with trauma informed practices.

This model can be fused with and complement existing standard operating procedures and protocols.

### Key Learning Outcomes

- Participants will learn practical play skills that are suitable for use as an enhancement and enrichment of existing models of practice and policies.
- Participants will learn Play Therapy Techniques that are designed to promote regulation and positive relational experiences with children and families.
- To Generate healthier patterns of engagement and fluency in the use of attachment and trauma informed skills
- To provide practitioners with an organising framework that is evidence-based.
- To improve practitioners understanding and the ability to make use of the therapeutic powers of play in their practice.
- To contribute towards improving work practices and understanding in areas concerning attachment, trauma informed care, and responsiveness to Adverse Child Experiences (ACES)

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CAROL DUFFY is a child and adolescent psychotherapist specialising in play therapy and the senior play therapist in Tusla in Mayo. She has almost 20 years of experience working therapeutically with children and their families. She is a clinical supervisor and core trainer on the MA in Creative psychotherapy at the Childrens Therapy Centre. Carol has significant experience of working with children in care and with children who have experienced attachment disruptions and developmental/relational trauma. Carol delivers training, facilitates workshops, published videos online and given chapter contributions on the many therapeutic benefits of play and playfulness. Carol developed a model called the R.R.I.G.H.T. Play Therapy Techniques to promote trauma informed and trauma responsive practices.

<https://www.hse.ie/eng/staff/leadership-education-development/national-institute-of-health-sciences/research-bulletin/nihs-research-bulletin-volume-8-issue-3-spring-2020.pdf>

[https://www.tusla.ie/uploads/content/Carol\\_Duffy\\_Summary\\_Report2\\_1\\_TSL.pdf](https://www.tusla.ie/uploads/content/Carol_Duffy_Summary_Report2_1_TSL.pdf)



#12

## *Nurturing Peace and Kindness through Gratitude, Compassion and Responsibility: an OTM approach*

VINCENT REYNOLDS

Camphill Community Glenraig (Glenraig) was established in 1954 to provide a unique approach to supporting children, young people and adults with learning disabilities. Over the years, Glenraig has developed a reputation for providing a special holistic approach, which enables everyone to reach their full potential and live a content and meaningful life. Since the turn of the 21st Century Glenraig has developed from a community run by vocational volunteers to an organisation managed by professionals in paid employment.

Volunteering has always been a fundamental aspect of life at Glenraig. Each year 20 - 40 international volunteers come and live at Glenraig. Most of these volunteers came from mainland Europe but some came from other continents, Ireland and other parts of the UK. Over the last four years we have been hosting European Solidarity Corps volunteers and others to participate in projects at Glenraig. Most of these projects involve supporting people with complex needs, some volunteers also have personal issues that they are working on.

Glenraig has adapted the Outcomes that Mater (OTM) approach developed by Dr Leon Fulcher and Dr Thom Garfat. To enable the volunteers based at Glenraig to record the nurturing of Gratitude, Compassion, Responsibility, Peace and Kindness in their activities and interactions with other people.

### **Key Learning Outcomes**

- How OTM can support the nurturing of the following virtues: Gratitude, Compassion, Responsibility, Peace and Kindness
- How those who are engaged in supporting people with traumatic experiences can be mentored and/or tutored by Project Co-ordinators and other significant people
- How the following can reflect on their learning journey from a wide range of different perspectives:
  1. New staff completing their induction particularly in a care, educational, youth or training setting;
  2. Students in University, School or a Training setting working on a particular project;
  3. Young people leaving a care setting;
  4. Disadvantaged and/or marginalised people;
  5. Volunteers involved in different projects.

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VINCENT REYNOLDS has been a co-worker at the Camphill Community Glenraig in Northern Ireland since 1983. He has a wide range of experience in supporting adults and children with special needs. In 2019 he took on the role of Volunteer Co-ordinator at Glenraig and has been involved in setting up a number of European Solidarity Projects. Since Brexit he has been exploring other ways to support international volunteers at Glenraig.



#13

## *Activity in CYC: An Exploration of Creativity, Hope and Imagination in Practice*

JENNY MCGRATH AND CHRISTINE POPE

We believe activity is vital to health and well-being, for children, youth, and families but also for child and youth care practitioners. Although seemingly simple, thoughtful, and creative interventions are complex and profound. When used with intention they can foster relationships, provide insight, challenge norms, and inspire change. Please join us in this interactive workshop as we explore the how creativity and imagination can enrich Child & Youth Care practice.

### Key Learning Outcomes

- Health and well-being
- Activity as intervention
- Hopefulness
- Creativity
- Reflective Practice.

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CHRISTINE POPE and JENNY MCGRATH are certified child and youth care counsellors who have been working in the field for over thirty years. They currently teach in the Child & Youth Care Program at MacEwan University in Edmonton, Alberta, Canada. Christine and Jenny utilize activities and creative approaches in the classroom with students as well as in their work with young people and families. Both believe that learning should be experiential whenever possible as well as provide opportunities for self-reflection and engagement with others.



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#14

## *Hope as a Catalyst and the Youth Voice and Perspectives Profile (YVAPP) to Identify Strengths and Needs in Youth*

PAUL BAKER

Research within the fields of positive youth development and strengths-based approaches have long indicated the power of tapping into what is going well with a youth to the support their identified areas of growth or need. Given the additional supporting evidence through neuroscience, using a strengths-based approach increases the likelihood that the necessary brain systems that must be activated to promote hope, motivation, transformation, and resilience are in the “ready position” to foster positive change.

Regardless of past experiences, evidence suggests that the perception of hope, by both the therapeutic adult and challenged youth, plays a critical role in the quality of the transformative interactions and the resulting outcomes. Using the power of therapeutic relationships, this workshop will explore practical ways that caring adults may help meaningfully engage in naturalistic activities that support and reshape youth lives for the better.

### **Key Learning Outcomes**

- Understand the importance of identifying strengths in youth with challenges, rather than focus on weaknesses
- Understand the connection between the perception of hope and the activations of transformation systems within the brain
- Complete a YVAPP on an identified youth
- Utilise the YVAPP data to identify strengths and needs for therapeutic support
- Explore the importance of Hope in the transformational process.

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**DR. PAUL BAKER** serves as the Director of Clinical Services at TracksHealth, a division of Allambi Care, Newcastle, Australia. He is a developmental neuropsychologist who has experience working with challenging children and youth across a variety of sectors for over thirty years. His direct experience includes working as a special educator, school administrator, CEO, COO, clinical administrator, psychologist, foster parent and adoptive parent. Dr. Baker is the co-author to three books *The Hopeful Brain*, *Better Behaviour ... Positively* and *The Minded Brain*. In addition, he is the developer of *The PersonBrain Model*, a positive strengths-based training program for working with trauma and other critical life events. This universal approach is used internationally and incorporates relational and brain-based strategies that are practical, effective and culturally respectful of young people. Dr Baker provides NeuroTransactional training and consultation to residential treatment facilities, foster care providers, juvenile justice programs, schools and other child-serving agencies around the world.

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#15

## *Empowering Parents, Foster Parents, and Adults in the Parenting Role to be Active Agents for Therapeutic Change for a Traumatised Child*

COLIN MAGINN

A more efficacious and economical approach to treating traumatised children would be for expensive and scarce psychiatrists and psychologists to support and empower parents and those in the parenting role with the knowledge and skills to be agents for therapeutic change. This would be a more effective use of their time than weekly therapy sessions with the child.

A Sharper Focus: A child attaining 'post-traumatic growth' involves supportive adults helping the child towards a positive adaptation. Additional guidance and support from mental health professionals becomes essential when the trauma trajectory is harmful, such as with a negative adaptation or assimilation, when the child blames themselves for the trauma.



Also covered in this workshop will be: practical examples of support for a traumatised child; an overview of neurological evidence; spotting normal and abnormal trauma trajectories and an overview of contemporary research on what works in trauma-informed care.

### Key Learning Outcomes

- Learners will be able to list practical ways to support a traumatised child
- Learners will be able to describe the stages of a trauma journey
- Learners will be able to spot normal and abnormal trauma trajectories.

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**COLIN MAGINN** is the director of The Pillars of Parenting. He is an innovative leader in work with children in public care and is an experienced presenter. He has published several peer-reviewed articles and many sector press articles. Working jointly with Dr Seán Cameron (a child psychologist), they developed 'Emotional Warmth Parenting' an approach which combines practical parenting skills with evidence-based research. A peer-reviewed research paper on their work obtained positive results, with the probability of less than one in a thousand of achieving this by chance. Together they recently published a book detailing their approach: 'It's a Privilege – when a child in care is delighted it's you: 'Emotional Warmth Parenting' for foster parents, adoptive parents and children's home staff. Colin's passion is inspiring; he thrives on empowering people to enable them to achieve their best, the key to which, he says, is kindness and empathy.



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#16

## *The Turn to Trauma and its Implications for Understanding and Responding to Distress and Suffering*

SEBASTIAN MONTEUX

Trauma, we are told, is widespread across society and is highly correlated with mental health issues. Proponents of trauma-informed approaches (TIA) assert that they herald a paradigm shift to strengths-based from erstwhile bio-medical approaches to care. Although it has become a key driver of policy and professional practice, the concept of trauma remains ill-defined and the evidence base for TIA is, at best, inconclusive. This development has gone relatively unchallenged partly because to do so involves questioning human suffering and its representation. This presentation will examine the turn to trauma as the dominant model of understanding and responding to mental distress and present implications for services and practitioners in a range of health and social care settings. It will argue that the failure of trauma discourse to take a more social view of human suffering acts to forestall more effective and lasting solutions and limits alternative ways of thinking and practising.

### Key Learning Outcomes

- Understand the development and concept of Trauma-informed approaches (TIA)
- Consider how TIA might limit the range of ways to understand and respond to distress and suffering
- Appreciate the evidence base (or lack of) for TIA
- Consider the practice implications for health and social care workers.

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**SEBASTIAN MONTEUX** is a registered mental health nurse and lecturer in mental health nursing at Abertay University, Dundee. He has previously worked in Scotland and the Netherlands in the NHS, in the fields of local authority residential childcare, adult social care and learning disability, and trained as a Steiner Waldorf School teacher. Most recently, prior to lecturing, he worked in the North of Scotland Child and Adolescent Mental Health Services (CAMHS) regional inpatient unit, Dundee. His current research interests focus on issues relating to 'everyday' care practice, Social Pedagogy, Trauma, and Child and Adolescent mental health.



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#17

## *Dark Secrets: Student to Student Abuse in the Canadian Indian Residential School System*

GRANT CHARLES

It is known that in oppressive residential environments there is a strong likelihood abuse will occur not only by those with power but also by some of those who are forced to live in these places. That is one of the characteristics of oppressive milieus. People turn against each other sometimes as a means of survival and oft times as an externalization of the pain they are experiencing. This happened in the Canadian Indian Residential School System. The perpetrators and victims of this violence then returned to their home communities in many cases continuing the dynamics that originated in the schools. The ramifications of this continues today.

This workshop will present the findings of a research project by Indigenous and non-Indigenous scholars, students and community members who examined this issue using a Research Theatre Based methodology. The workshop will involve listening to a short podcast about student-to-student abuse followed by a dialogue on multi-generational and vicarious abuse along with the ramification of what this means today for practice and reconciliation.

### *Key Learning Outcomes*

- Understanding the manifestations of trauma based on multi-generational abuse
- Rethinking our understanding of right and wrong in our work
- Understanding our relationship to historical wrongs in our current work.

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DR GRANT CHARLES is an associate professor in the School of Social Work and an affiliated member of the Division of Adolescent Health and Medicine in the Faculty of Medicine at the University of British Columbia in Vancouver Canada. He is also an adjunct professor with the School of Child and Youth Care at the University of Victoria.





## Plenary: Day 2

# *CYC Supervisory Support for Practitioners Dealing with Young Peoples' Trauma*

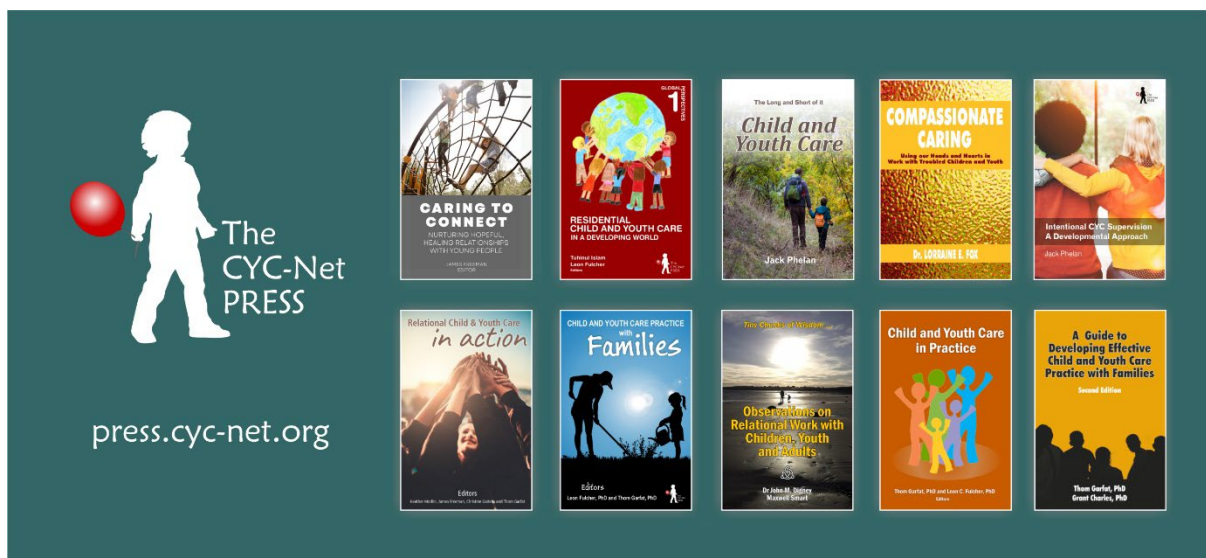
JACK PHELAN

CYC Practitioners at differing stages of professional development require supervisory support that changes significantly based on their personal practice intentions which strongly influence their willingness to engage in relational work with trauma affected young people. Supervisory strategies will be discussed that will address these issues.

### Key Learning Outcomes

- CYC supervision strategies highlighted
- CYC practitioner stages explored
- Awareness of personal intentions of practitioners discussed.

**JACK PHELAN** is Faculty Emeritus in the CYC degree program at MacEwan University in Edmonton, Alberta, Canada. Jack has authored two books on CYC practice, one focussing on supervision. He has contributed chapters to over 10 books, has published articles in over 25 journals and is a regular columnist for CYC-Online. His present interests are in developmental stages of professional growth, CYC supervision, boundary issues, and relational CYC approaches.





#18

## *Trauma Informed or Trauma Misinformed: Supervision Through a (Truly) Trauma Lens*

KERRI HAYLEY, LESLEY GOODYEAR, MICHELLE PERCHARD

In this session we will explore issues related to trauma-informed care and supervision, with a focus on the complexity of trauma-informed care, common misconceptions, and the impact of language and perception on lived experience. Practical examples will be discussed and participants will be encouraged to share their own experiences.

### Key Learning Outcomes

- Identify the basic principles of trauma-informed care
- Explore common misinterpretations and misapplications of trauma-informed care, and the impact on young people and practitioners
- Demonstrate an awareness of secondary trauma – what it is, and what it is not
- Discuss the complexity of supervision within a (truly) trauma-informed lens
- Explore the concepts of trauma-informed care and supervision within the context of their own experience.

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**KERRI HAYLEY** has worked in the field of child and youth care since 2006. She is presently Amal's Manager of Out of Home Care for the metro region. Kerri is a certified Psychological Health and Safety Advisor and a trainer for The Person Brain Model, Therapeutic Crisis Intervention (TCI), and Trauma. Kerri previously worked as an instructor in the child and youth care diploma program at Eastern College, and as a classification officer with the Department of Justice. Kerri has also recently been appointed to the Criminal Code Mental Disorder Review Board. Kerri is a Certified Canadian counsellor and has 9 years of clinical counselling experience. She operates from a cognitive behavioral, trauma informed and strengths-based approach. Kerri also has training and clinical experience in Narrative Therapy and Solution Focused Brief Therapy.

**LESLEY GOODYEAR** has worked in the child and youth care field for the past 18 plus years. She is currently the Manager of Family Engagement with Amal Youth and Family Centre. Lesley is known for her passion and commitment to working with families and is currently helping to develop a provincial intensive family engagement service within the Amal organization. She has worked within a variety of areas in the Child and Youth Care field including: Out of home care, family support, and out of home treatment, as well as providing family-based care to children in her own home. Lesley also has an extensive background in teaching both Child and Youth Care and Psychology at the post-secondary level. She is currently a facilitator of Therapeutic Crisis Intervention (TCI) training, a trainer of the Person Brain model and an avid student of developmental and growth culture practice.

**MICHELLE PERCHARD** has been working in the field of child and youth care for eleven years and is currently Manager of Out of Home Care with Amal Youth and Family Centre. Michelle is passionate about providing quality trauma informed care to the children, youth and families who are in need of services and equally as passionate about supporting the child and youth care workers who do this important work. Michelle is in her final year with Strathclyde University working on her master's degree in Child and Youth Care Studies.





#19

## *Weaving Indigenous Knowledge and Collective Trauma within the Three Pillars of Transforming Care to Develop a Culturally Responsive Approach to Trauma*

HUNIA TE URUKAIATA MACKAY AND SHANE MURDOCH

VOYCE whakarongo mai (VOYCE - Voice Of Young and Care Experienced - Listen to me) is the independent advocacy agency providing individual and collective advocacy for children and young people in the Aotearoa New Zealand care system. In 2022 the Three Pillars of Transforming Care was introduced within VOYCE as a model of trauma informed practice for our advocacy workforce. This has occurred during a time of substantial change and evolution in our care system to reduce the disproportionate representation of Māori young people in care, and giving primacy to Te Ao Māori (a Māori world view) in determining best practice for all practitioners including non-Māori.

Indigenous writers and practitioners in Aotearoa New Zealand, while accepting its relevance, have challenged the human universalism of contemporary theories of trauma based on Western neuroscience, individualism and subsequent teaching, without addressing the multi-generational impacts of colonisation and collective trauma experienced by Māori.

### **Key Learning Outcomes**

- Describing the journey undertaken since introducing Three Pillars to “weave together” Mātauranga Māori (Māori knowledge), Tikanga (traditional customs and values) and western theory and practice related to trauma, to create a genuine bi-cultural approach to trauma informed practice that acknowledges and values both cultural perspectives through our Te Pūtake-Kōkiri bi-cultural strategy and practice framework.
- Provide key learnings in relation to partnership, allyship and the cross cultural centrality of working in relationship with young people with trauma, for those caring and advocating for young people in care.

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**HUNIA TE URUKAIATA MACKAY** - of Māori and Scottish heritage, Hunia is the Kaihautū Māori (Advisor Māori) for VOYCE whakarongo mai. Hunia was raised in the ancestral village of his mothers tribal group of Ngāti Toa Rangatira, located in Porirua, Wellington New Zealand. He has worked for over 20 years in Education with a focus on creating pathways for Māori youth and their whānau. For the past 4 years Hunia has brought to VOYCE whakarongo mai an indigenous knowledge base handed down from his connection to his ancestral homeland. In his role as Kaihautū he is tasked with applying this knowledge within the context of the care sector to provide a cultural foundation for VOYCE – whakarongo mai.

**SHANE MURDOCH** - A Pākehā (of European descent) with Norwegian and Scottish ancestry, Shane is a Relational Child and Youth Care Practitioner living in Te Whakaraupō in the South Island of Aotearoa New Zealand. Prior to his current role Shane has been involved in the management of group care with children and young people for the past 25 years, including 10 years with Barnardos New Zealand where he was part of the team that established the first residential treatment programme for youth with harmful sexual behaviour in the southern hemisphere. As National Practice Lead, Shane's role is focused on building an ecology that supports best practice in advocacy within the Aotearoa New Zealand care system and the development of its workforce of advocacy practitioners (Kaiwhakamana). He is currently completing his dissertation for a Masters of Science in Child and Youth Care Studies through Strathclyde University in Glasgow.



#20

## *The Stone in Your Shoe: Living and Working with Vicarious Trauma in Relational Child and Youth Care Work*

PAUL GAFFNEY, SANNA CRAMNELL AND EIMEAR RYAN

Being part of the life of a traumatised young person is a particular privilege and carries with it the risk of significant exposure to vicarious trauma as the practitioner bears witness to suffering and distress on a daily basis. Recognising this phenomenon is a first step, and in this multi-disciplinary presentation we will look in more detail at how to help practitioners work and live safely in the midst of daily trauma, as well as exploring opportunities for thriving and post trauma growth for the young person, those who care for them and for the practitioner. The presentation will utilise case vignettes and well as providing resources and suggestions for evidence-based interventions and supports.

### Key Learning Outcomes

- The potential role of vicarious trauma in relational child and youth care work
- Implementing strategies to cope with and process vicarious trauma
- Recognising opportunities for post traumatic growth.

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**DR. PAUL GAFFNEY** is a Chartered Clinical Psychologist who has worked for over 25 years with adults, children and families in a range of community, residential and detention settings. He is Director of DRPG Wellness, providing specialist support with vicarious trauma and the integrating of high performance principles for health service & social work/care colleagues. Paul is the Lead Consultant in High Performance Sport Clinical Psychology at Sport Ireland Institute (SII), Consultant Tutor with the Association for Psychological Therapies (APT) and a Clinical Tutor in the School of Psychology at Trinity College Dublin.

**SANNA CRAMNELL** is a proud and passionate Social Worker with over 20 years of experience working with the vulnerable individuals including children in care of the state both for their own welfare, safety and wellbeing as well as on criminal grounds. Sanna supervises Social Workers and Social Care Workers in a Children in Care team within Tulsa, Child and Family Agency. Sanna has a strong belief in the resilience and strength within each person, and has had the privilege to support many extraordinary individuals whom have overcome incredible hardship, defeating the odds and turning their lives around.

**EIMEAR RYAN** has over 15 years of experience working with young people and their families. She is a systemic family therapist and a speech and language therapist registered with the Irish Council for Psychotherapy (ICP) and CORU respectively. Eimear has worked in child & adolescent mental health services (CAMHS), in-patient (CAMHS), youth detention and special care services. She has extensive knowledge and experience of the continuum of services available to young people in distress. Eimear is currently working as a clinical manager in a primary care youth mental health service.

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#21

## *Why are We Here? How do We Stay? What can Positive Behaviour Support contribute to Social Care Services?*

ASHLEIGH BEST

It is well documented that young people who have been exposed to trauma are more likely to engage in behaviours which can be harmful to themselves or others. There is also evidence to show that greater trauma exposure is associated with more severe and diverse behaviour problems. For social care workers and managers in residential care, supporting and managing the behaviour of young people in care can be a challenge. The primary goals of Positive Behavioural Support are to increase a young person's quality of life, teach new skills, and reduce the severity and frequency of behaviour/s of concern. This study explores the impact a model of PBS has on the quality of life for the young person, the practicing operations within a team, and workplace quality of life.

### Key Learning Outcomes

- Participants will learn the basic components of Positive Behaviour Support and quality of life
- Participants will further their knowledge of quality of life and its connection to Positive Behaviour Support
- Participants will gain a practical understanding of PBS and quality of life and how it can be used to support young people and staff teams in a positive manner
- Participants will gain foundational tools for implementing organisational wide Positive Behaviour Support strategies.

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**DR. ASHLEIGH BEST** is an experienced behaviour analyst with over 16 years' experience in both Ireland and the U.K. and is currently employed as the "PBS – Co-Ordinator" in a large social care organisation. Having obtained certification as a behaviour analyst in 2013, Ashleigh has worked in various settings including schools, residential services, and family homes supporting children with complex needs, along with the teams at all levels, families, and other stakeholders. Ashleigh has a keen interest in improving outcomes for young people and staff teams to empower them to reach their own potential. Ashleigh is interested in new developments and initiatives across the fields of psychology, social care, and learning to design and create support plans and interventions.





#22

## *Trauma Informed Care through an Indigenous Lens*

JEAN JO GALANDY

Come with me on my journey of finding what trauma-informed care looks like as an Indigenous Child and Youth Care Worker. What does it mean to be aware of indigenous history? Why is it important in regard to our practice, and how to begin your journey of trauma-informed care with the indigenous community to your practice.

### Key Learning Outcomes

- Indigenous perspective of trauma
- Trauma informed care linked with Indigenous teachings
- Why these teachings are important when it comes to trauma.

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**JEAN JO GALANDY** completed the Child and youth care diploma at Lethbridge College, Canada in 2022 and is now pursuing a Bachelor's in CYC at MacEwan University with plans to pursue a masters degree. Jean Jo is a 23 year old indigenous woman who finds ways to incorporate her culture into practice.





#23

## *Creating Safe Spaces in Alternative Care through Trauma Informed Practices: Experiences of the changes and effects of Care rendered to Children and Staff functioning after receiving training in Trauma Informed Practice*

DARRYLL VILJOEN

Alternative care settings are designed to care for children but often are not able to fulfill this mandate effectively. All too often Alternative Care settings become spaces that exacerbate trauma for children and young people as staff are not always able to understand why children behave in the way they do and then label a child as a problem. This however can be mitigated by educating staff and those who work with children and young people on what trauma is, the effects of trauma on a person's development and finally how safe spaces can be created.

Once staff begin to understand what trauma is and how it affects a child's development and subsequent behaviors changes begin to be noted in how these staff transform their practice. The paper looks at these experiences and how it is transforming the environment in alternative care settings throughout the east African region.

### **Key Learning Outcomes**

- Share experiences of different training environments of trauma informed practice
- Share how staff have begun to transform their alternative care environments to support a trauma informed approach
- Sharing of experiences of staff developing a support system to fellow staff thereby decreasing the effects of secondary trauma.

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**DARRYLL VILJOEN** is a Programme Development Advisor for SOS Children's Villages East and Southern Africa focusing on Mental Health and Psychosocial Support to children, young people and Caregivers. He has a degree in Social work as well as a post graduate degree in group dynamics. He has also completed various short courses in Life coaching and Narrative practice. He has been working in the field of Child and Youth Care for over 20 years with a focus on creating relational friendly environments for children to develop in. His over goal in his work is to ensure that both staff and the children they care for are able to thrive in their environment allowing for quality of care to take place and children to develop into confident adults.



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#24

## *Meeting Them Where They Are At: A CYC Approach to Working with Young People who have experienced Trauma*

JESSICA HADLEY AND CHRISTINE GAITENS

“Meeting them where they are at” is one of the characteristics of a relational child and youth care approach. In this workshop we will discuss what it means to “Meet them where they are at” and how this approach can support a young person who has experienced trauma. In a co-created safe space, we will explore our knowledge, thoughts, and feelings through discussions and examples about this way of working. How do we respond to young people when they present us with pain-based behaviour as a result of trauma? We will recognize the Canadian context with Indigenous Peoples and ongoing intergenerational trauma. We will also discuss the implications for practice in a risk-averse system and the challenges that can create in a relational approach.

### Key Learning Outcomes

- Identify what it means to meet young people where they are at
- Identify what it means to meet young people who have experienced trauma where they are at
- Identify skills workers can focus on developing to improve their practice working with young people who have experienced trauma.

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**JESSICA HADLEY, CYCP**, has been working in the field of Child and Youth Care for 20 years with frontline and leadership experience in Winnipeg, Canada. She has supported children, youth, and their families through her work in community work and group care. She has experience in program development and staff training. Jessica has also served on the board of the Child and Youth Care Workers' Association of Manitoba as a Board President. She currently sits on the Board of Governors for CYC-Net.

**CHRISTINE GAITENS, MSC, CYC-P, RSW**, has been working in the field of Child and Youth Care for over 30 years with frontline and leadership experience in both Ottawa and Toronto, Canada. She has supported children, youth, and their families through her work in group care, foster care, family preservation and education. Christine has also served on the board of the Ontario Association of Child and Youth Care as a Director of the Board and as the President.



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#25

## *Trauma Breeds More Trauma: The Impact of Organizational Trauma on the Ability to Adopt and Implement a Relational CYC Approach in Alternative Care Organisations*

WERNER VAN DER WESTHUIZEN AND COENRAAD DE BEER

Organizations can become traumatized in a very similar fashion as individuals. Trauma is not only caused by single, major events – it can be the result of the cumulative impact of multiple stressors that overwhelm the collective coping ability of the organization and its employees, causing immobility and a threat response. When organizations operate mostly in survival mode, moving from one crisis to the next, decision-making tends to be conservative and relies on existing knowledge and resources, even when they are ineffective in the longer term. Immediate, short-term solutions are preferred over long-term investment that would seek to address problems at the root cause or disrupt its systemic mechanism. Ultimately, the quality of care provided to children, young people and families may be compromised as a result. This presentation explores the phenomenon of organizational trauma and its potentially paralyzing effect on an organization's ability to become trauma-informed and adopt a relational approach to care.

### Key Learning Outcomes

- Understand the concept of organizational trauma
- Understand the impact of organizational trauma
- Explore possible approaches and interventions to address organizational trauma.

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**WERNER VAN DER WESTHUIZEN** is a social worker therapist and consultant in private practice based in Port Elizabeth, South Africa. Over the past 25 years he worked with children in trouble with the law, alternative care and children and adults in crisis. Currently he consults in the field of learning and development for social workers and child & youth care practitioners and continues to work as a therapist with children in alternative care. He holds masters' degrees in clinical social work and psychology and is certified in hypnotherapy, EMDR and neuro-linguistic programming. He is a member of the Editorial Advisory Board of the *Relational Child & Youth Care Practice* and occasionally contributes to *CYC-Online*, the monthly journal of CYC-Net.

**COENRAAD DE BEER** joined SOS Children's Villages in 2002 when he witnessed the devastation that HIV and AIDS wreaked on children, young people and their families in rural South Africa. There, he supported the development of family strengthening and alternative care programmes. In 2010, he joined SOS Children's Villages International, based in Innsbruck, Austria. He worked on several global child and youth care topics including child safeguarding. In 2022, he was appointed as the Head of Child and Youth Care Practitioner Support, focusing on learning and development and improving the working conditions of child and youth care practitioners. He holds a master's degree in development support. He is a member of the editorial board of the *Scottish Journal of Residential Child Care*.



#26

## *The Use of Acceptance and Commitment Therapy (ACT) within Applied Behaviour Analysis and it's alignment with a Relational Approach to Trauma Informed Care*

COURA NIANG

Applied Behaviour Analysis (ABA) has an awful history within mental health treatment, void of the concept of care, flexibility, or acquiescing to the person receiving the treatment. Until recently, vocabulary such as care, hope, kindness, friendliness and harmony were considered mentalistic and outside of the realm of the systematic approach. The emergence of Acceptance and Commitment Therapy has behavioral analytic roots and aims to achieve psychological flexibility in treatment situations where behavior change is key to the client identified goals. Within the ACT framework trauma informed approaches encourage clients to notice, accept and embrace their emotions, internal state, and reactions. The introduction of ACT within the ABA framework allows the employment of new strategies and the reframing of trauma within a sector that is grossly focused on behavior change. ACT has provided practitioners with new ways of being, communicating and supporting their clients within clinical settings that still require the use of ABA as the main framework. This, in itself, has helped those who have carried out harmful interventions to experience a new perspective on change from a bi-directional personal internal epicenter. Key Learning Outcomes

- Participants will leave with an increased understanding of Acceptance and Commitment Therapy
- Participants will leave with an increased understanding of Applied Behaviour Analysis and the effort to weave trauma informed strategies such as ACT, so as not to perpetuate additional harm or trauma
- Participants will gain an understanding of the synchronicities between the deep relational nature of youth work and the ACT framework and its impact on client-led decisions, and directions in care and treatment settings.

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**COURA NIANG** earned her diploma in Child and Youth Work from Centennial College in 2008, her B.A., in Child and Youth Care from Toronto Metropolitan University in 2011 and her Masters in Applied Disability Studies from Brock University in 2016. She is actively working towards a certification within the field of behaviour analysis while she continues to focus on examining the intersection between Child and Youth Care Practice and Behaviour Analysis. Coura is a professor at Humber College in Toronto, Canada while also working in private practice. Coura is the current president of the Ontario Association of Child and Youth Care.



#27

## *Putting Resilience back in the headline: Supporting holistic integrated practice for Child and Families Services beyond a Trauma Focused Lens*

MARIA LOTTY AND MAURA O'DONOGHUE

The session will begin a guided reflective exercise to support 'safety' (5 minutes), then a power point presentation will be given to explain TARA (20 minutes), then an example of applied practice will be shared using TARA (15 mins), feedback and discussion will be invited throughout. The session will close with a reflective guided exercise (3 minutes) to support 'safe' ending of the session.

Trauma-informed practice (TIP) has become an area of increasing interest in the child welfare agency, within the context of staff shortages and retention problems in Ireland. However, evidence to support this are scarce in the Irish context. Furthermore, conceptual clarity is required to support the implementation of trauma-informed approaches. In response, University College Cork (UCC) have developed a TIP framework to support front-line practitioners to implement TIP, referred to as TARA (Trauma, Attachment and Resilience into Action). TARA emphasizes a holistic integrated practice approach to support ecological resilience for both the practitioner working in and for the children and families who encounter the agency beyond a 'trauma focus lens'. Current research examining its efficacy is being carried out by UCC through an education collaboration within one area of the child welfare agency. The session will give an overview of the framework and share an applied practice example.

### **Key Learning Outcomes**

- The research that supports trauma-informed approaches is scarce in Ireland
- Conceptual clarity is needed to support implementation of trauma-informed approaches
- Reframing a practice lens towards an ecological resilience orientation may be more beneficial than a 'trauma' lens
- TARA is underpinned by a coherent theoretical framework informed by trauma, attachment, mentalising and resiliency theories oriented towards practice
- TARA focuses both on practitioner as well as child and family experience of lived and living experiences of trauma and ongoing system stressors
- TARA recognises established best practice and seeks to integrate emergent research to further support person-centred, strengths-based and collaborative practices through a shared language in an Irish context.

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**DR MARIA LOTTY** is a Lecturer and the Senior Coordinator for Health and Social Care Programmes at the Centre for Adult Continuing Education in University College Cork. She is also the Principal Investigator of the TARA Project, a Research collaboration between Tusla and UCC that is examining Trauma-informed Practice in one area of Tusla. Maria has over 20 years professional social work experience that reflects a comprehensive experience of working with children and families in assessment, therapeutic and project management roles with specialism in the development, delivery and evaluation of psychoeducational groupwork interventions. Maria is the author of the internationally recognized Trauma-informed Foster



Care Programme: Fostering Connections. She is interested in the development of trauma and resiliency informed therapeutic interventions for children and families and continuous professional development for practitioners across health, social care and education sectors.

**MAURA O'DONOGHUE** is a lecturer on the CPD Certificate in Trauma informed Care: Theory and Practice at the Centre for Adult Education in University College Cork. She is a social care and wellness practitioner combining both roles to provide a trauma informed therapeutic wellness service. Maura holds a BA in Applied Social Care and a MA in Social Research. She is a qualified body massage therapist, mindfulness practitioner and yoga teacher. Maura is passionate about offering inclusive wellness support to people who ordinarily experience barriers to accessing such services.





#28

## *Mitigating Stress and the Impact of Working with Trauma using Art Journaling*

MICHELLE BRIEGEL

This session will introduce participants to a research study looking at the impact that creative art journaling had on students in the second year of human services programs as they went out to their practicum placements. The study investigated the potential for mitigating the stress responses of students as they started on their journey of walking alongside those who have experienced trauma.

Considering the implications that vicarious or secondary trauma has on people who work with traumatized individuals, as well as the ongoing day to day stress of working in child and youth care, art journaling can be used as a method of self-care to process the stress response felt by front line workers in the field. Participants will have the opportunity to learn about the method used in the study, how to implement the method into practice, and to try out a creative arts-based activity for themselves.

### Key Learning Outcomes

- Impacts of stress and secondary trauma to child and youth workers
- Methods of mitigating stress
- Improving well-being.

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**MICHELLE BRIEGEL** is an Associate Professor in the Department of Child Studies and Social Work, Child Studies Program, Child and Youth Care Major. Michelle's experience in the field spans over the course of 29 years. Outside of teaching, Michelle has roots in residential services (group care), treatment programs, protection of sexually exploited youth, community programs, and private practice. Michelle supports the field of child and youth care as current President of the Child and Youth Care Association of Alberta and is a board representative for Child and Youth Care on the Association of Counselling Therapy of Alberta (soon to be the College of Counselling Therapy of Alberta). Dedicated to the profession of child and youth care, Michelle is committed to teaching and mentoring Child and Youth Care Counsellors in their development inside the classroom and in practice. Through scholarship and service, Michelle examines the development of the profession through areas of provincial regulation, training, counsellor well-being, student well-being, and issues that influence child and youth care counsellor practice.





#29

## *Weaving Two Heart Stories Together*

CHERYLANNE JAMES

Building off her newly released text, entitled *Indigenous Child and Youth Care: Weaving Two Heart Stories Together*, Cherylanne James will discuss how Indigenous children, youth and families continue to be seen through a lens of trauma, and the negative impact this has had on the mental, emotional, physical, and spiritual well-being. Throughout this workshop, Cherylanne will discuss the multi-generational impacts of labelling someone with having trauma, the risk of seeking “trauma centred narratives,” the political impacts this has had and what changes are being called for when it comes to working with children and youth. These changes shift away from trauma being central to a heart-centred practice that builds on the brilliance and strength that exists within a young person or family.

### Key Learning Outcomes

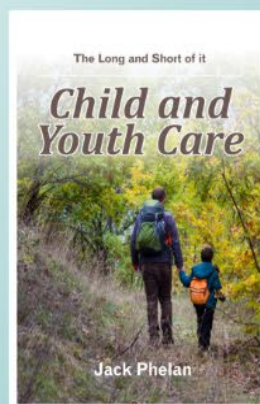
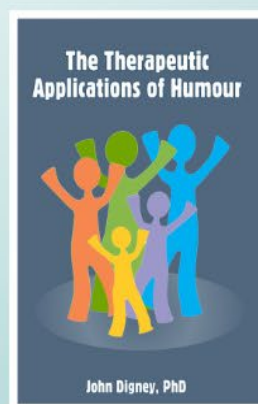
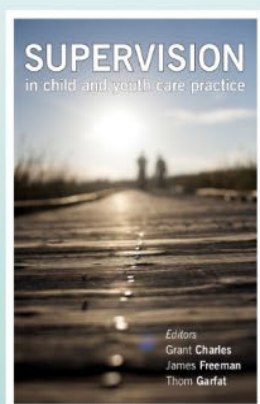
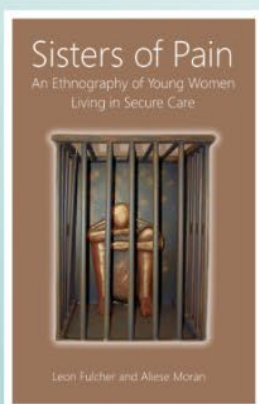
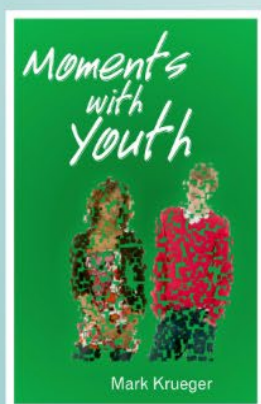
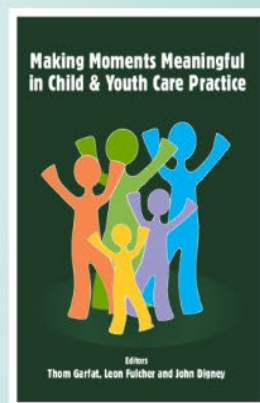
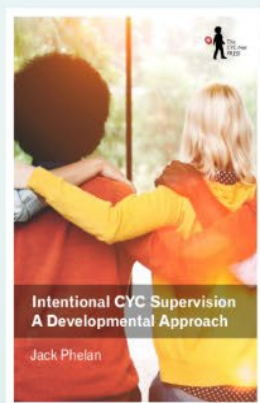
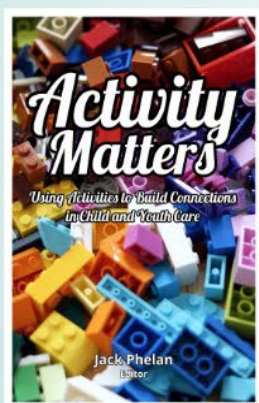
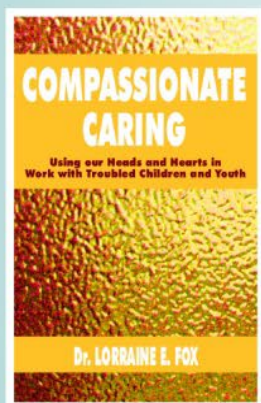
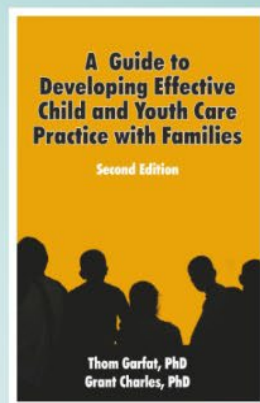
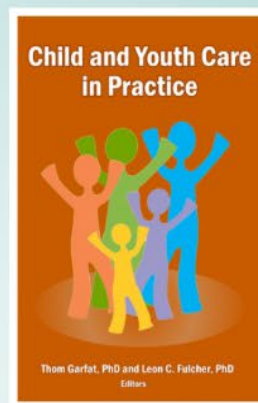
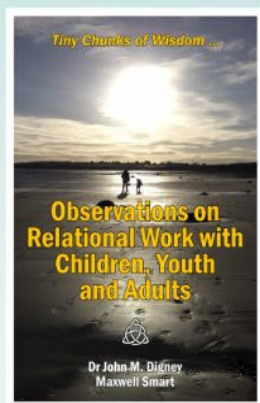
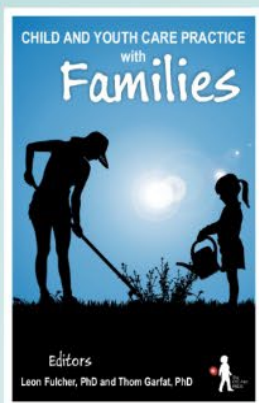
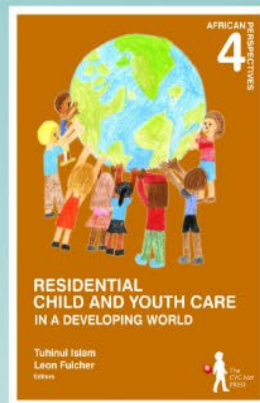
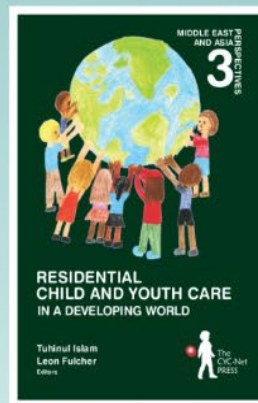
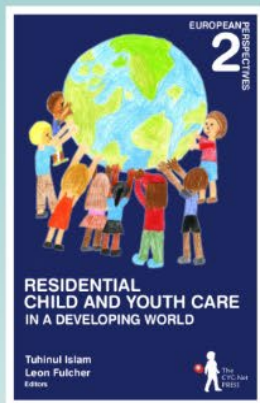
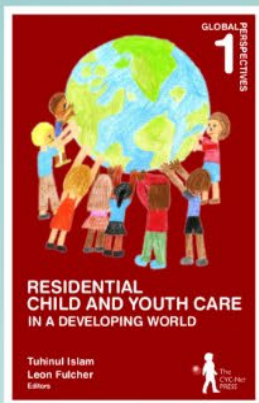
- Building a heart-centred practice
- Unlearning the “saving” complex around trauma
- Examining the importance of intergenerational trauma but learning how to un-centre this
- Learning new approaches that build on community and strength within.

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CHERYLANNE JAMES is the Educational Developer and Curriculum Lead at First Nations Technical Institute and is Associate Faculty at Royal Roads University in the Masters of Leadership degrees.











#30

## *The International Child and Youth Care Network (CYC-Net) and The CYC-Net Press: An Introduction*

MARTIN STABREY

Since 1997, The International Child and Youth Care Network (CYC-Net @ [www.cyc-net.org](http://www.cyc-net.org)) has been one of the most valued and visited CYC resources in the world. Its main objectives are to promote and facilitate reading, learning, information sharing, discussion, networking, support and accountable practice amongst all who work with children, youth and families in difficulty. CYC-Net is *open access* to all end-users. This session will present an introduction into the history, development and resources offered by CYC-Net and The CYC-Net Press.

### Key Learning Outcomes

- Insights into the learning and skills development offerings from CYC-Net and The CYC-Net Press
- Insights into the resource development offerings from CYC-Net and The CYC-Net Press
- Networking opportunities offered by CYC-Net and The CYC-Net Press.
- Publishing possibilities through The CYC-Net Press.

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**MARTIN STABREY** lives with his family in Cape Town, South Africa. He is a product of an excellent residential program in South Africa after which he studied Economics and Information and Communication Technology at the University of South Africa. Martin is Chief Operations Officer of The International Child and Youth Care Network (CYC-Net) and The CYC-Net Press and Managing Editor of the monthly journal, CYC-Online.





#31

## *Expanding and Diversifying Trauma Care Starts with Enabling Students to Embrace Their Unique Journeys*

KARALYN MOULY AND JENNIKA KURULIAK

This presentation presents a view of the current student experience of education and training in the Bachelor of Child and Youth Care program in Alberta, Canada. It dives into two students' experiences developing their professional identities through overcoming personal trauma and using their experiences to drive their individual niche directions in the CYC field. Areas of focus are holistic trauma-informed care specific to children in hospitals and dance as a creative method of addressing and healing trauma. Objective one is to shed light on gaps and challenges students face navigating education toward specializing training, including applying course materials to individual goals and interests. Objective two is to share the methods and projects that have been most valuable in directing the students' personal and professional development. Both students involved in this project have unique goals as to the contribution they want to make in the CYC field due to their unique lived experiences.

### *Key Learning Outcomes*

- Importance of encouraging the exploration of individualized interests and goals in new CYC Practitioners
- Exploring the role of individual practitioner journeys through education, training, and self-realization
- Consider methods found to be most beneficial in learning and growing personally and professionally
- Consider the gaps we've found in the education pathways of Child and Youth Care.

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**KARALYN MOULY** is a fourth-year student in the Bachelor of Child and Youth Care at MacEwan University in Alberta, Canada. Since losing her best friend in an accident at a young age, she has always wanted to work in a hospital to support children experiencing traumatic life changes. She discovered the career path of a Child Life Specialist and has been working towards accomplishing this goal for the last two years. She aims to support as many children as possible in her future career.

**JENNIKA KURULIAK** is a fourth-year student in the Bachelor of Child and Youth Care program (BCYC) at MacEwan University in Alberta, Canada. Jennika has a passion for holistic wellness. Her education and professional journey started with attaining a health coaching certification. Realizing a desire to learn more about mental health through this certification and her personal experiences, including mental health struggles, Jennika applied for the BCYC program. Jennika found her passions for dance, mental health, and trauma healing could be linked as her journey of healing was significantly manifest through her physical expressions and connections with the art and methodology of dance in combination with understanding the brain and nervous system. Jennika will be pursuing a Master of Dance Movement Psychotherapy next year.







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