

Upskilling Frontline  
Practitioners to Deliver  
Early Trauma Informed  
Support with Children,  
Young People,  
Parents and Carers.

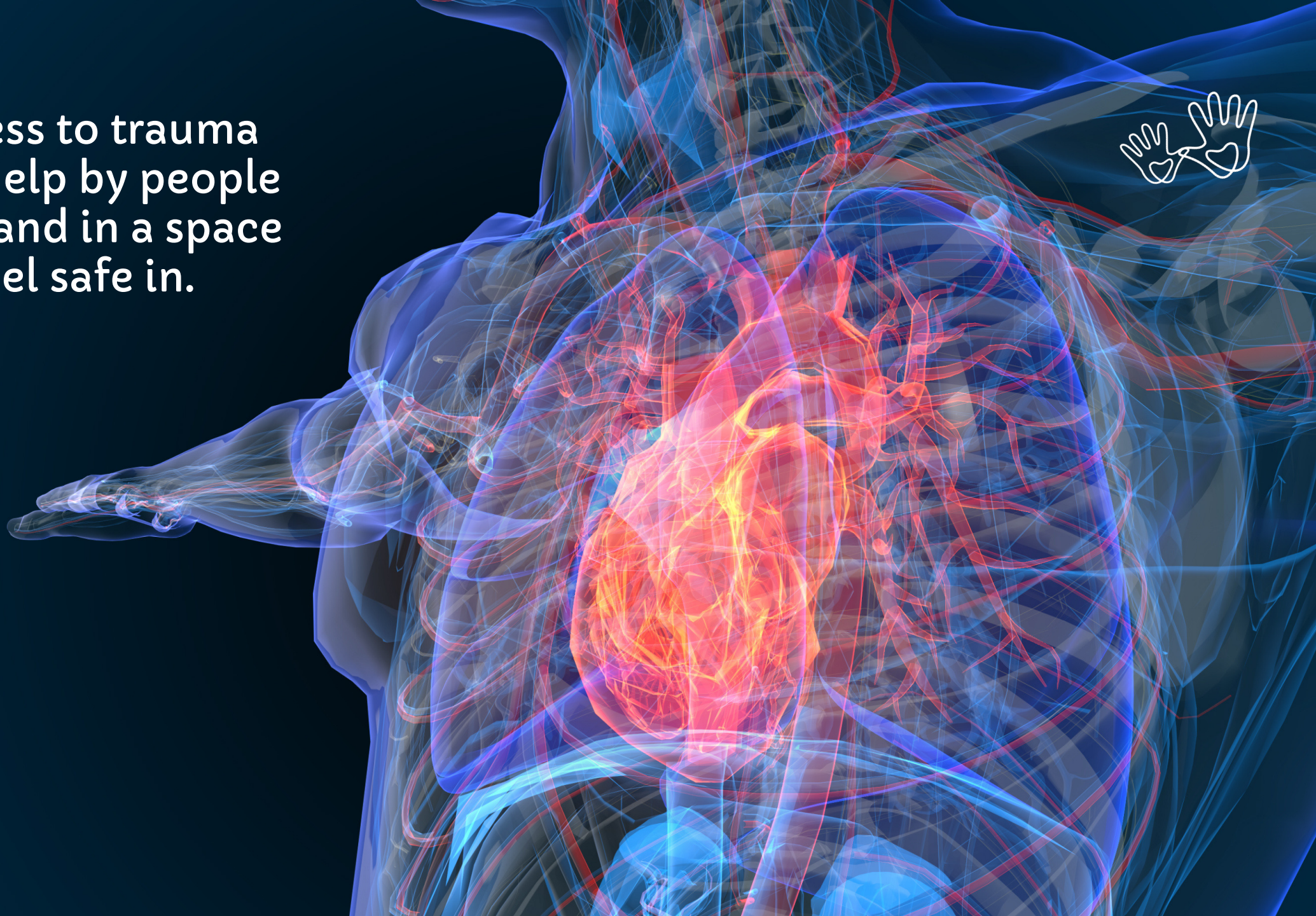
# healing together

Impact Report  
May 2022





Early access to trauma informed help by people they trust, and in a space they feel safe in.





# Evidence Base behind the Healing Together Programme

## Neuro Science

- Polyvagal theory (Dr Stephen Porges)
- Hand Model of the Brain, Interpersonal neurobiology (Dr Dan Siegel)
- The Biology of Belief, Molecular Biology (Dr Bruce Lipton)
- Neuro Sequential Mode (Dr Bruce Perry)
- Trauma Stored in the Body, Body Keeps the Score (Bessel van der Kolk)
- Dr Gabor Mate – early childhood trauma (domestic abuse) with life long addiction

## Relational Approaches

- Attachment Models
- Interpersonal neurobiology (Dr Dan Siegel)
- Safe relational experiences (Dr Bruce Perry)
- Healing Potential of creating safe relational experiences (Dr S Porges)

Adverse Childhood Experiences Study: Epidemiology study

No Cognitive Behaviour Therapy: Trauma is not cognitively processed.





UNIVERSITY OF  
BIRMINGHAM

Katie Cunneen has joined Innovating Minds for her research placement with University of Birmingham. Katie is attending the MRES clinical psychology course and is evaluating the Healing Together programme for her thesis.

All data is independently analysed, and it will be written for publication in 2022.

This impact report outlines the statistical effectiveness of the Healing Together training and programme.







EARLY  
INTERVENTION  
FOUNDATION

We have self-assessed ourselves against The Early Intervention Foundation (EIF) Evidence Standards and we meet level 3.

EIF have recommended we self-assess ourselves against the standard as they are currently not accepting applications to join the guide.



Dr Asha Patel (Clinical Psychologist & CEO) is apart of the working group to support the development of core outcomes, to measure the impact of interventions for family focused domestic violence and abuse.



# Healing Together Training: Impact



\* Data based on 559 data sets with completed pre and post data

| On a Scale of 1-10...   | Pre Training Average Score | Post Training Average Score |
|---|----------------------------|-----------------------------|
| How <b>confident</b> do you feel about supporting children impacted by domestic abuse?                  | 6.20                       | 8.51                        |
| How would you rate your <b>knowledge and understanding</b> of the impact of domestic abuse on children? | 6.67                       | 8.74                        |
| How <b>confident</b> do you feel about working with children using a <b>trauma informed approach</b> ?  | 6.25                       | 8.58                        |



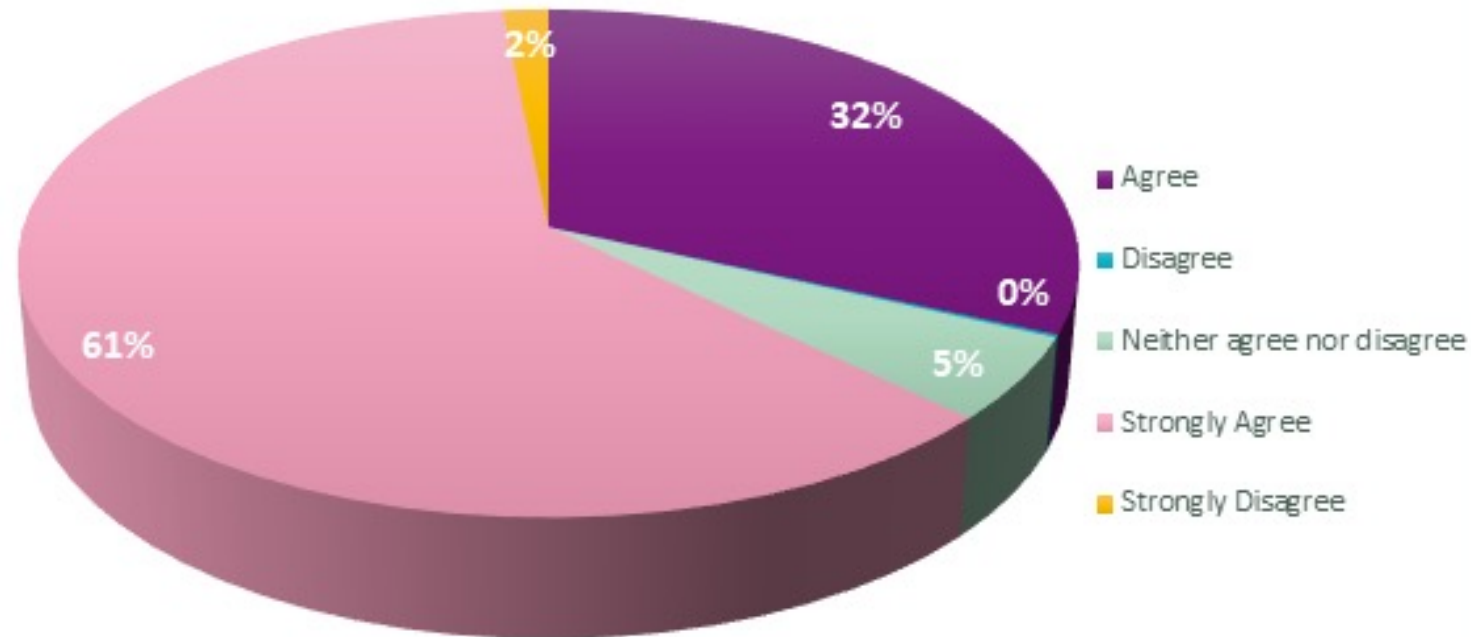
Conducting a paired t-test, the results demonstrate a statistically **significant difference in facilitators confidence** in supporting children impacted by domestic abuse pre and post training ( $t(558) = -32.853, p < .001$ )

Conducting a paired t-test, the results demonstrate a statistically **significant difference in facilitators knowledge and understand** of the impact of domestic abuse on children pre and post training ( $t(558) = -30.708, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in facilitators confidence in using a trauma-informed approach** pre and post training ( $t(558) = -30.838, p < .001$ ).



# As a result of this training, I am more likely to adopt a trauma informed approach to the rest of my work

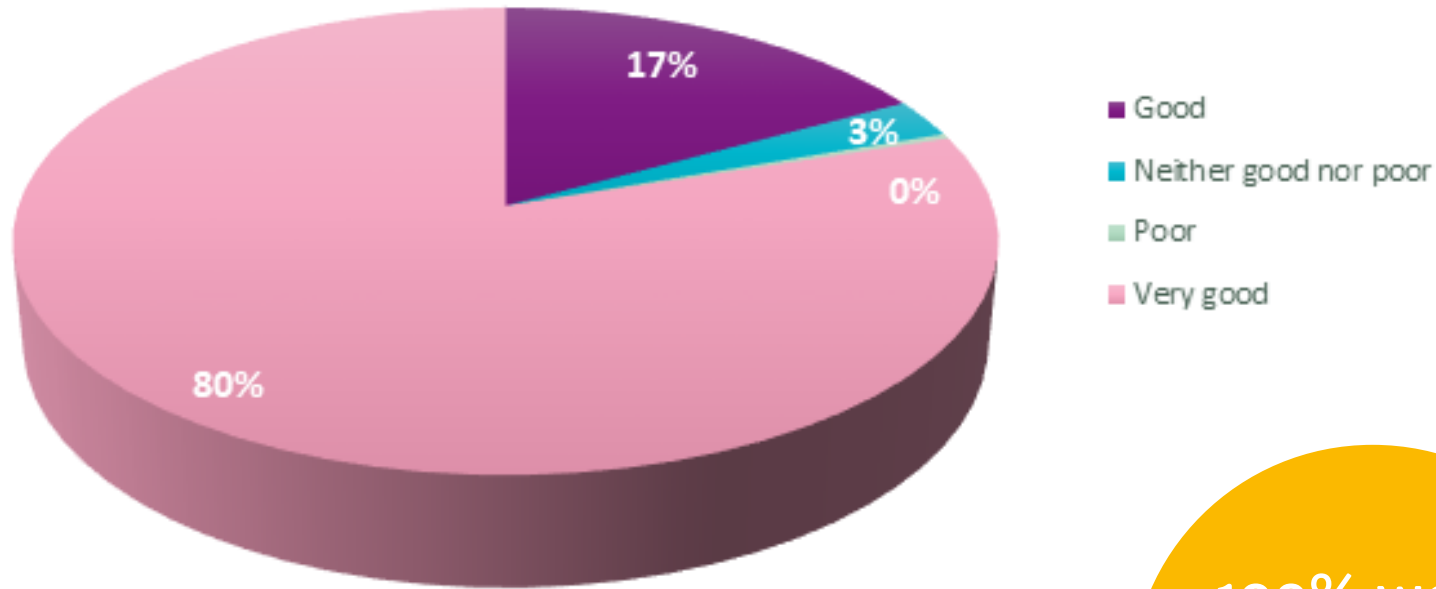


**93% Agree or Strongly Agree**

\* Data based on 565 data sets of post data



# How would you rate the trainer?



97% Very good or Good

100% would recommend Healing Together training



Jane Evans, Childhood Trauma Expert

\* Data based on 565 data sets of post data

healingtogether 



## Testimonial

“

A science based, gentle, child led programme which creates a safe space to encourage engagement with traumatised children; coming alongside them, at their own pace to help them understand that what they, the child is feeling and experiencing has a physiological/neurological explanation.

Excellent well researched tools/materials to enable smooth delivery of this programme which maximises confidence for the facilitator and enhances the potential for trust for the child. This is a wonderful, well researched, beautifully delivered training programme. Jane brings so much knowledge and expertise to the programme and the diversity of delegates enriches the discussions throughout the three days of the programme. ”



Home Office



## Testimonial

“

This training was great to refocus on the experiences of children and young people, to explore some of my own assumptions about the behaviour traumatised children present. It is not often that Family Support Workers are equipped with therapeutic tools and I can see that this will be useful in both group settings and direct work.





# Healing Together Anxiety Training

Based on 164 Data Sets completed pre and post data

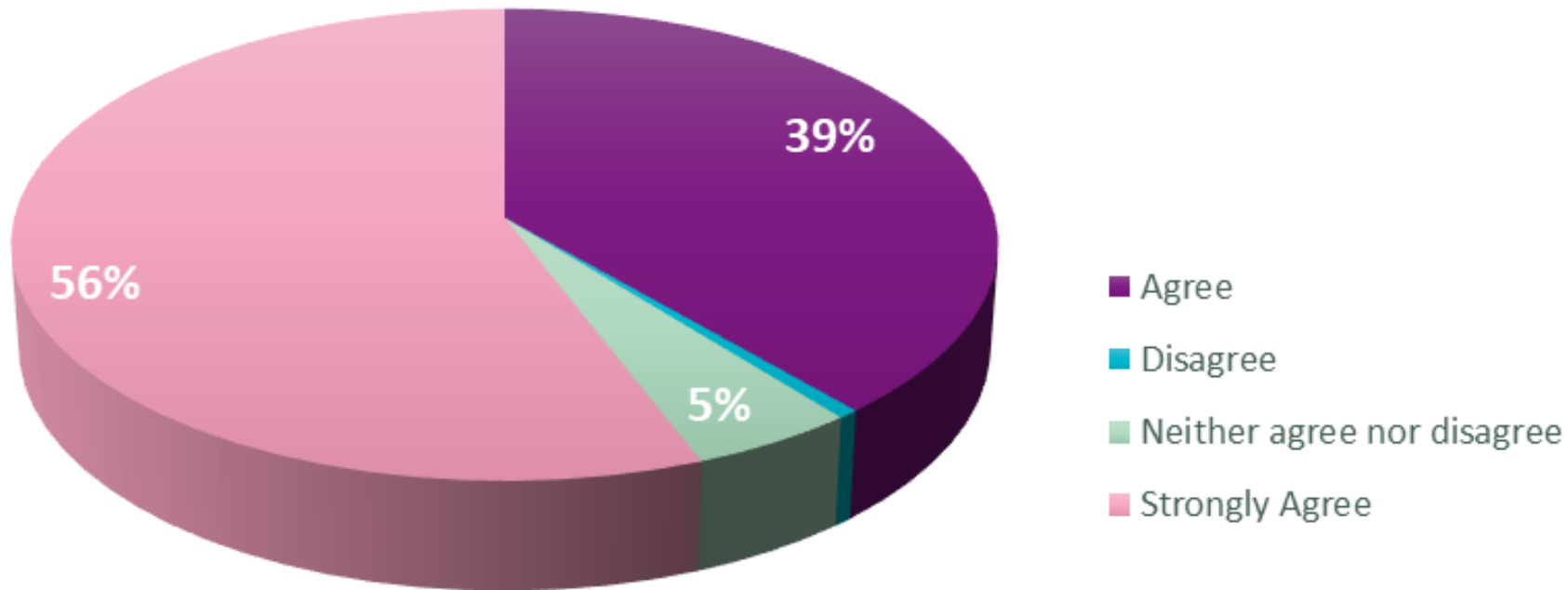
| On a Scale of 1-10...   | Pre Training Average Score | Post Training Average Score |
|---|----------------------------|-----------------------------|
| How <b>confident</b> do you feel about supporting children experiencing anxiety?                  | 6.82                       | 8.51                        |
| How would you rate your <b>knowledge and understanding</b> of anxiety and the impact on children? | 7.13                       | 8.74                        |
| How confident do you feel about delivering the Healing Together programme <b>online</b> ?         | 6.60                       | 7.97                        |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in facilitators confidence** in supporting children experiencing anxiety pre and post training ( $t(163) = -16.584, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in facilitators knowledge and understanding** of the impact of anxiety on children pre and post training ( $t(163) = -15.747, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in facilitators confidence** in delivering the Healing Together programme online pre and post training ( $t(163) = -10.429, p < .001$ ).

**As a result of this Anxiety training, I am more likely to use the Healing Together programme to support more children.**



**95% Agree or Strongly Agree**

Based on 163 Data Sets that completed this question



# The Impact Healing Together Programme has had on All Children (374 data sets\* completed Emotional Awareness Questionnaire data)



| Measure & Possible Score<br>Emotional Awareness Questionnaire | Pre-Programme Average | Post-Programme Average |
|---|-----------------------|------------------------|
| <b>Differentiating Emotions (21)</b>                          | 13.30                 | 14.60                  |
| <b>Not Hiding Emotions (15)</b>                               | 9.03                  | 10.20                  |
| <b>Bodily Awareness (15)</b>                                  | 9.15                  | 8.60                   |
| <b>Verbal Sharing of Emotions (9)</b>                         | 5.42                  | 5.91                   |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in differentiating emotions** pre and post programme ( $t(373) = -6.957, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in not hiding emotions** pre and post programme ( $t(373) = -8.189, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in verbal sharing of emotions** pre and post programme ( $t(373) = -5.003, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in bodily awareness** pre and post programme ( $t(373) = 3.951, p < .001$ ). Clinically we believe the result was significant in the opposite direction because children overestimate their awareness pre programme and develop insight during the intervention.

# The Impact Healing Together Programme has on Children Aged 5-11 years: 254 Data sets



| Measure & Possible Score<br>Emotional Awareness Questionnaire | Pre-Programme<br>Average | Post-Programme<br>Average |
|---|--------------------------|---------------------------|
| Differentiating Emotions (21)                                 | 13.28                    | 14.68                     |
| Not Hiding Emotions (15)                                      | 9.15                     | 10.52                     |
| Bodily Awareness (15)   | 9.04                     | 8.52                      |
| Verbal Sharing of Emotions (9)                                | 5.50                     | 5.99                      |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in differentiating emotions** pre and post programme ( $t(253) = -6.199, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in not hiding emotions** pre and post programme ( $t(253) = -7.870, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in verbal sharing of emotions** pre and post programme ( $t(253) = -4.126, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in bodily awareness** pre and post programme ( $t(253) = 2.979, p < .05$ ). Clinically we believe the result was significant in the opposite direction because children overestimate their awareness pre programme and develop insight during the intervention.



# The Impact Healing Together Programme has on Children Aged 11-16 years: 139 Data Sets



| Measure & Possible Score          | Pre-Programme Average | Post-Programme Average |
|-----------------------------------|-----------------------|------------------------|
| Emotional Awareness Questionnaire |                       |                        |
| Differentiating Emotions (21)     | 13.29                 | 14.32                  |
| Not Hiding Emotions (15)          | 8.63                  | 9.51                   |
| Bodily Awareness (15)             | 9.07                  | 8.29                   |
| Verbal Sharing of Emotions (9)    | 5.32                  | 5.76                   |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in differentiating emotions** pre and post programme (t(138)= -3.374,p<.01)

Conducting a paired t-test, the results demonstrate a statistically **significant difference in not hiding emotions** pre and post programme (t(138)= -4.001,p<.001)

Conducting a paired t-test, the results demonstrate a statistically **significant difference in verbal sharing of emotions** pre and post programme (t(138)= -2.951,p<.005)

Conducting a paired t-test, the results demonstrate a **statistically significant difference in bodily awareness** pre and post programme (t(138) = 3.683, p<.001) Clinically we believe the result was significant in the opposite direction because children overestimate their awareness pre programme and develop insight during the intervention.

The next three slides contain data from all children whose ages were recorded, and separated age ranges of 5-10 and 11-16 so the 11-year-olds are not analysed twice (like the three slides above)



# The Impact Healing Together Programme has had on All Children (344 data sets)

| Measure & Possible Score<br>Emotional Awareness Questionnaire | Pre-Programme Average | Post-Programme Average |
|---|-----------------------|------------------------|
| Differentiating Emotions (21)                                 | 13.29                 | 14.63                  |
| Not Hiding Emotions (15)                                      | 8.96                  | 10.19                  |
| Bodily Awareness (15)   | 9.12                  | 8.58                   |
| Verbal Sharing of Emotions (9)                                | 5.41                  | 5.90                   |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in differentiating emotions** pre and post programme ( $t(343) = -6.792, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in not hiding emotions** pre and post programme ( $t(343) = -8.357, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in verbal sharing of emotions** pre and post programme ( $t(343) = -4.856, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in bodily awareness** pre and post programme ( $t(343) = 3.685, p < .001$ ). Clinically we believe the result was significant in the opposite direction because children overestimate their awareness pre programme and develop insight during the intervention.

# The Impact Healing Together Programme has on Children Aged 5-10 years: 206 Data sets

| Measure & Possible Score<br>Emotional Awareness Questionnaire | Pre-Programme<br>Average | Post-Programme<br>Average |
|---|--------------------------|---------------------------|
| Differentiating Emotions (21)                                 | 13.29                    | 14.83                     |
| Not Hiding Emotions (15)                                      | 9.17                     | 10.65                     |
| Bodily Awareness (15)   | 9.14                     | 8.77                      |
| Verbal Sharing of Emotions (9)                                | 5.47                     | 6.01                      |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in differentiating emotions** pre and post programme ( $t(205) = -6.028, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in not hiding emotions** pre and post programme ( $t(205) = -7.549, p < .001$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in verbal sharing of emotions** pre and post programme ( $t(205) = -3.943, p < .001$ )

Conducting a paired t-test, the results demonstrate that there was **not a statistically significant difference in bodily awareness** pre and post programme ( $t(205) = 1.878, p > .05$ ). Clinically we believe the result is because children overestimate their awareness pre programme and develop insight during the intervention.

# The Impact Healing Together Programme has on Children Aged 11-16 years: 138 Data Sets

| Measure & Possible Score<br>Emotional Awareness Questionnaire | Pre-Programme<br>Average | Post-Programme Average |
|---|--------------------------|------------------------|
| <b>Differentiating Emotions (21)</b>                          | 13.30                    | 14.33                  |
| <b>Not Hiding Emotions (15)</b>                               | 8.64                     | 9.51                   |
| <b>Bodily Awareness (15)</b>                                  | 9.10                     | 8.31                   |
| <b>Verbal Sharing of Emotions (9)</b>                         | 5.32                     | 5.74                   |

Conducting a paired t-test, the results demonstrate a **statistically significant difference in differentiating emotions** pre and post programme ( $t(137) = -3.350, p = .001$ )

Conducting a paired t-test, the results demonstrate a statistically **significant difference in not hiding emotions** pre and post programme ( $t(137) = -3.938, p < .001$ )

Conducting a paired t-test, the results demonstrate a statistically **significant difference in verbal sharing of emotions** pre and post programme ( $t(137) = -2.828, p = .005$ )

Conducting a paired t-test, the results demonstrate a **statistically significant difference in bodily awareness** pre and post programme ( $t(137) = 3.684, p < .001$ ) Clinically we believe the result was significant in the opposite direction because children overestimate their awareness pre programme and develop insight during the intervention.

# ANOVA Statistical Analysis: Children's Data (327 data sets)

\*Completed emotional awareness questionnaire, age, referral reason and delivery method data

When conducting statistical tests, it was determined that the overall effectiveness of the Healing Together programme was not impacted by the referral reason (Domestic abuse and/or anxiety), the age of the child (5-16) or the method of delivery (1:1 or groups). Therefore, the programme effectiveness is not affected by any of the variables mentioned above (referral reason, age of child, delivery method).

Conducting a Repeated Measured Within-Between ANOVA there was a **main effect** of time (before and after the healing together programme) for Differentiating Emotions ( $F(1, 319) = 26.124, p < 0.001$ )

Conducting a Repeated Measured Within-Between ANOVA there was a **main effect** of time (before and after the healing together programme) for Verbal Sharing of Emotions ( $F(1, 319) = 19.021, p < 0.001$ )

Conducting a Repeated Measures Within-Between ANOVA there was a **main effect** of time (before and after the healing together programme) for Not Hiding Emotions ( $F(1, 319) = 42.541, p < 0.001$ )

There was no significant interaction effects of referral reason, age or delivery method on any emotional awareness factors.



# Case Study



I have a little 7 year old girl that attended healing together programme (let's call her Amy). She really struggled to regulate her anger and anxiety and was attacking her parents and sister at home. Amy really loved the course and her mum told me it was the first club she had been to that she had no issues coming into. Mum explained that they called it 'breathing club'. Amy was engaging and thoughtful in the sessions.

When having a team around the family meeting with school and family, Amy's teacher described a dramatic improvement in Amy's emotional regulation. She also said that Amy was much more open about her feelings and seemed to understand them. Amy's teacher described a wonderful moment when Amy shouted out in class 'I can't do this writing'. Her teacher said 'Okay, well what are you going to do about it?', Amy replied 'I am going to breath'. Amy's teacher was curious about the breathing and questioned this. Amy then proceeded to show the whole class how to calm yourself down, and the class joined in with Amy. When this was over Amy said 'I am ready to do my writing now' and she carried on with her work.

Coupled with this lovely story Amy's dad described a 'meltdown' of Amy's where she had punched him, he was so shocked that she did this, and he realised that he had got so used to her not being violent any more, that it had took him by surprise.

By: [East Education & Early Help, Family Worker](#)

## What the children had to say about their experience of the Healing Together Programme.

"Since I have done this programme, I haven't flipped my lid once. Some other children out there need help more than us I think."

"I really liked this group it helps with home and has helped me with how to keep calm and safe."

"I wish it could be longer"

"I am always happy when I come here. I know I should talk about my feelings. I am sad that this has finished and feel like I might cry."

"I liked this Programme"

"It was really good. I liked that I had a grown up to talk to. I was quite nervous at the start but now I feel glad I did it"

"This group is amazing I am gonna miss it."

"I love coming. I was helped so much. The activities were fun."

"I like that I know how my brain works better. Flipping my lid really helped me to understand why I cant think properly when this happens. Now I know I am very sensory and I need to calm myself down. I now use these ideas when I am upset and getting stressed out and it helps. I feel I can talk to Mum and Dad better too."

"this group is nice I love it! I've been taught to calm down from my anger or any other negative emotions."





# Testimonial: Post Training Support

'We have found the post course training support from Innovating Minds exceptional.

Staff were nervous about delivering the programme for the first time, but on-going support has further developed their confidence and understanding of the programme.

We had many questions to ask and all were answered very quickly and informatively. The Innovating Minds staff are very helpful and approachable and make you well supported and part of a Healing Together family of practitioners.

We are in the process of delivering x 8 Healing Together Programmes. Week 1 of the first course was well received by the children, who were able to identify their feelings and locate where in their bodies these feeling were held” *Merseyside Fire & Rescue*





Contact Us

[healingtogether@innovatingmindscic.com](mailto:healingtogether@innovatingmindscic.com)

Follow Us on Social Media

 @InnovatingM

healing   
together  
Facilitator Programme