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Supporting children & young people experiencing ongoing stress and/or anxiety

# healing together

**Impact Report  
January 2023**



# Supporting Children & Young People Experiencing ongoing stress and/or anxiety



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.



# Anxiety Training

Based on 163 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

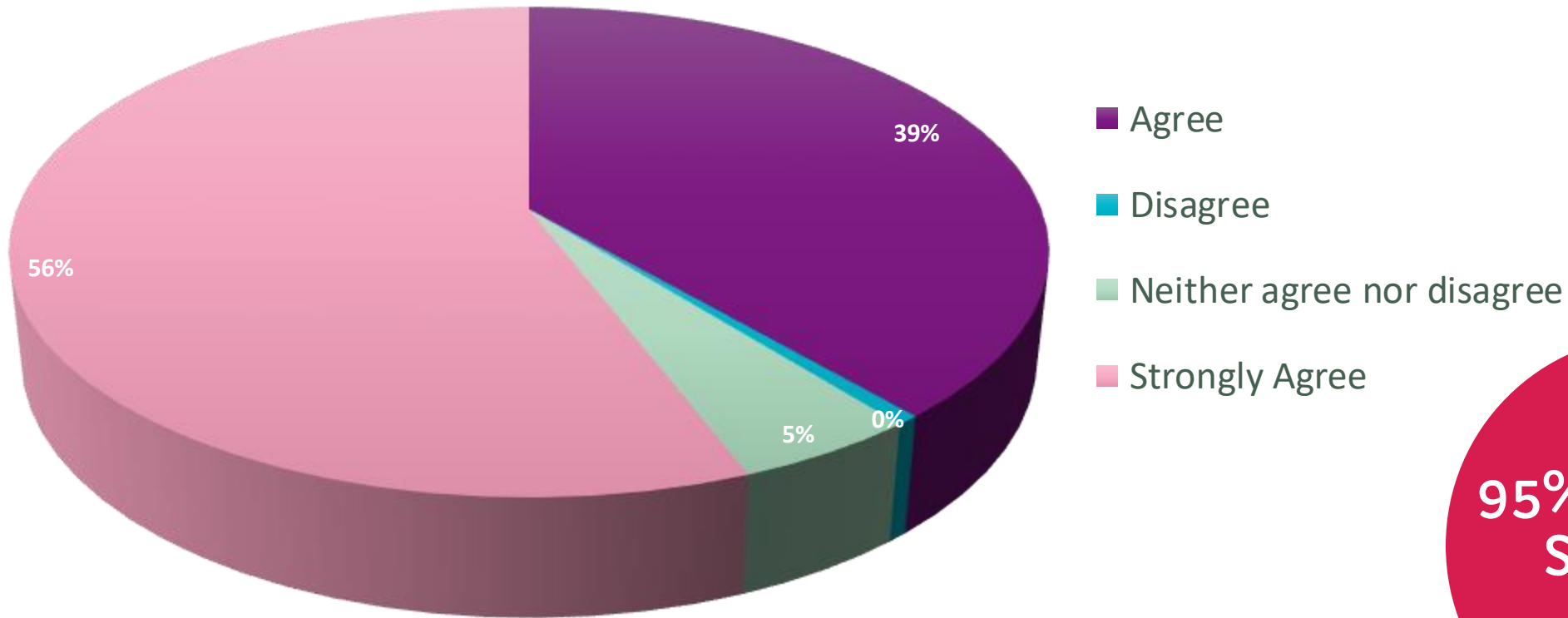
Conducting a paired t-test, the results demonstrate a **statistically significant difference in facilitators confidence** in supporting children experiencing anxiety pre and post training ( $t(162) = -16.542, p < .001$ )

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 ( $t(162) = -15.379, p < .001$ )

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 ( $t(162) = -10.025, p < .001$ ).



# 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

# Training Feedback

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## TESTIMONIAL

Life changing and essential for children so be able to use their bodies to retain calmness in periods of anxiety or change. This is an essential life skill the children need for their own emotional tool kit.

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## TESTIMONIAL

It will really explain anxiety, the impact on children and what we can do to support. It will help you understand certain behaviours seen in children.



# The Impact on All Children (63 data sets)

Measure & Possible Score	Pre-Programme Average	Post-Programme Average
Emotional Awareness Questionnaire		
Differentiating Emotions (21)	13.16	14.05
Not Hiding Emotions (15)	8.83	9.70
Bodily Awareness (15)	8.78	8.76
Verbal Sharing of Emotions (9)	5.16	5.79



Conducting a paired t-test, the results demonstrate there **was not a statistically significant difference in differentiating emotions** pre and post programme ( $t(62) = -1.743, p = 0.086$ ).

Conducting a paired t-test, the results demonstrate a **statistically significant difference in not hiding emotions** pre and post programme ( $t(63) = -3.124, p = 0.003$ ).

Conducting a paired t-test, the results demonstrate a **statistically significant difference in verbal sharing of emotions** pre and post programme ( $t(63) = -2.802, p = 0.007$ ).

Conducting a paired t-test, the results demonstrate there **was not a statistically significant difference in bodily awareness** pre and post programme ( $t(63) = 0.50, p > .05$ ). Clinically we believe this is because children overestimate their awareness pre programme and develop insight during the intervention.

# The Impact on Children Aged 5-11 years: 30 Data sets



Measure & Possible Score	Pre-Programme Average	Post-Programme Average
Emotional Awareness Questionnaire		
Differentiating Emotions (21)	13.73	14.23
Not Hiding Emotions (15)	9.60	10.73
Bodily Awareness (15)	8.83	8.63
Verbal Sharing of Emotions (9)	5.80	6.17

Conducting a paired t-test, the results demonstrate there **was not a statistically significant difference in differentiating emotions** pre and post programme ( $t(29) = -0.694, p > 0.005$ ).

Conducting a paired t-test, the results demonstrate a **statistically significant difference in not hiding emotions** pre and post programme ( $t(29) = -3.495, p = 0.002$ ).

Conducting a paired t-test, the results demonstrate there **was not a statistically significant difference in verbal sharing of emotions** pre and post programme ( $t(29) = -1.284, p > 0.005$ ).

Conducting a paired t-test, the results demonstrate there was **not a statistically significant difference in bodily awareness** pre and post programme ( $t(29) = -0.427, p > 0.05$ ). Clinically we believe this is because children overestimate their awareness pre programme and develop insight during the intervention.



# The Impact on Children Aged 11-16 years: 42 Data Sets



Measure & Possible Score	Pre-Programme Average	Post-Programme Average
Emotional Awareness Questionnaire		
Differentiating Emotions (21)	12.90	13.98
Not Hiding Emotions (15)	8.36	9.14
Bodily Awareness (15)	8.64	8.60
Verbal Sharing of Emotions (9)	4.88	5.69

Conducting a paired t-test, the results demonstrate there **was not a statistically significant difference in differentiating emotions** pre and post programme ( $t(41) = -1.779, p = 0.083$ )

Conducting a paired t-test, the results demonstrate a statistically **significant difference in not hiding emotions** pre and post programme ( $t(41) = -2.136, p < .05$ )

Conducting a paired t-test, the results demonstrate a statistically **significant difference in verbal sharing of emotions** pre and post programme ( $t(41) = -2.184, p < .05$ )

Conducting a paired t-test, the results demonstrate there was **not a statistically significant difference in bodily awareness** pre and post programme ( $t(41) = 0.120, p > .05$ ). Clinically we believe this is because children overestimate their awareness pre programme and develop insight during the intervention.

# Children's Feedback



  
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## TESTIMONIAL

I like that I know how my brain works better. Flipping my lid really helped me to understand why I can't 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.

12 year old, female  
Programme accessed in school

  
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## TESTIMONIAL

If you come to group I promise you it makes you feel a lot safer within school and with the people. It really helped me and even though I was scared at the start I really feel better with all the people. You will make bonds and it's amazing thing to do because you learn a lot of really helpful techniques.

12 year old, female  
Programme accessed in early help

# 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





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