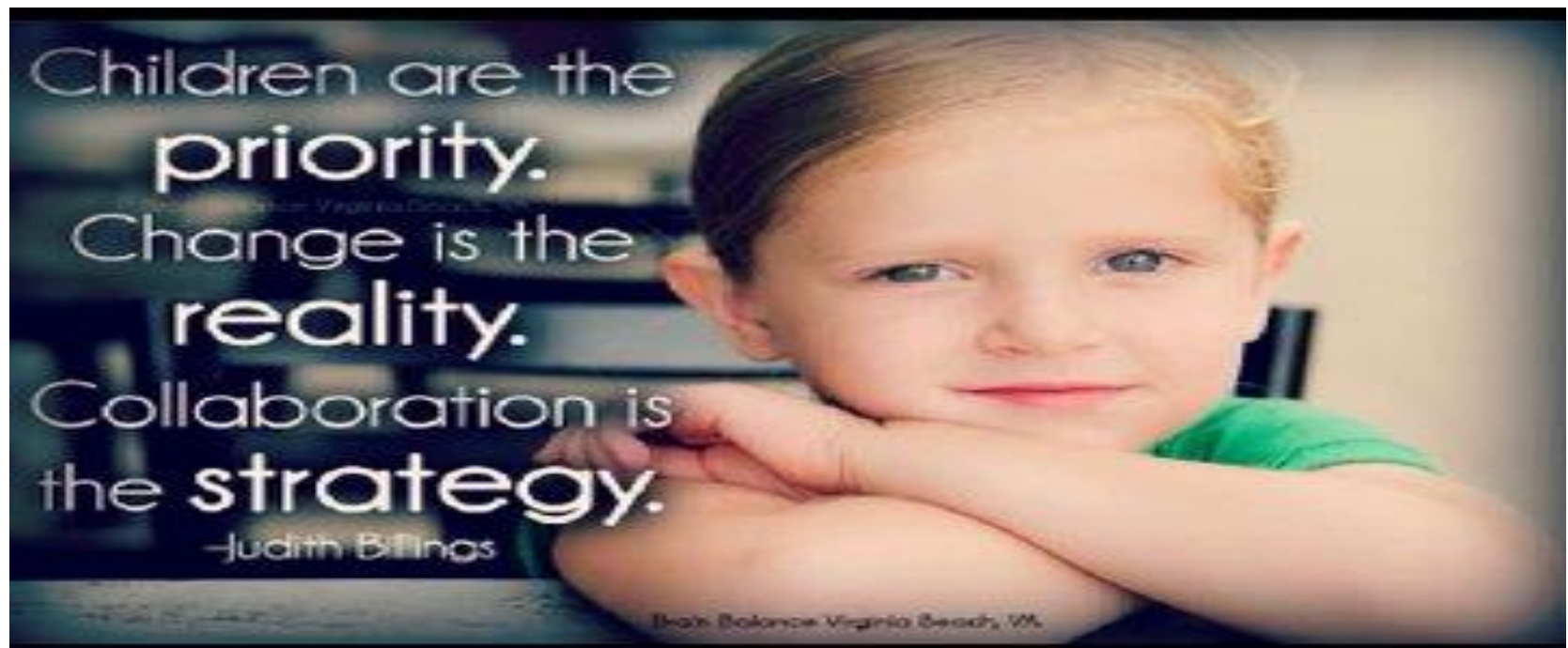
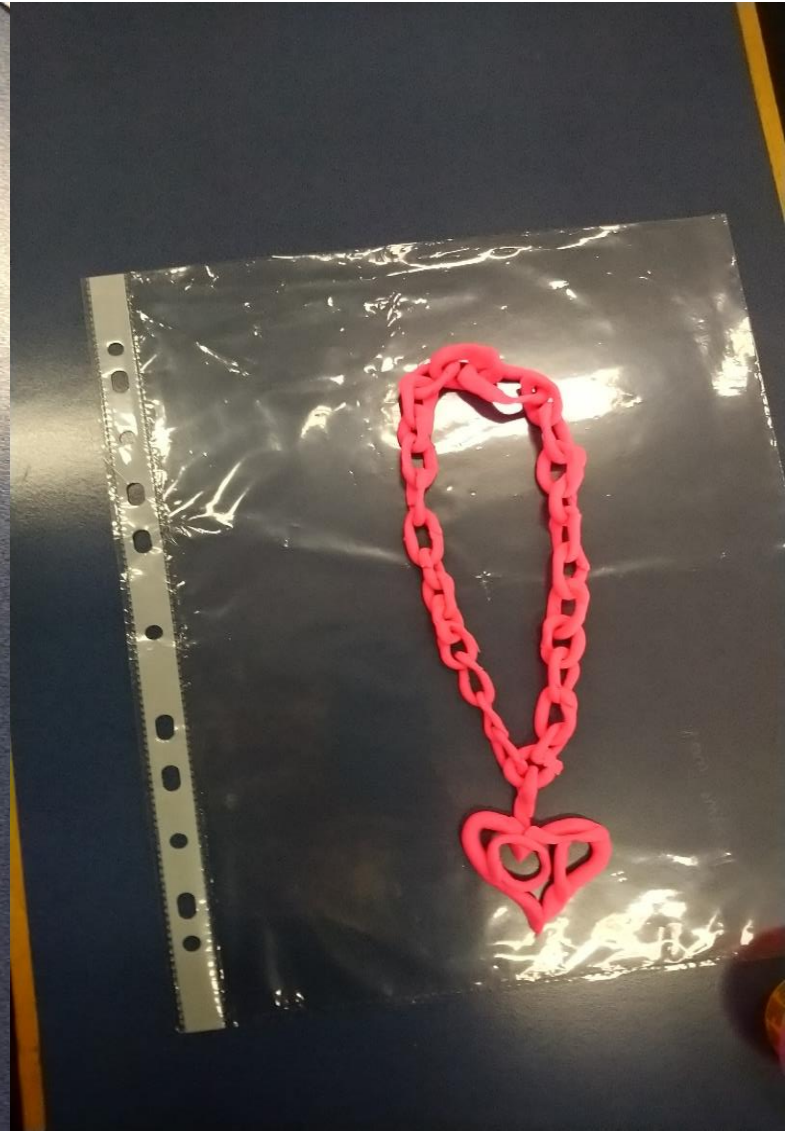


It takes a village: Collaboration beyond boundaries: Everyday work through a trauma lens

Pauline Beirne National Lead AHP CYP



Play Doh !! Collaboration in Action



Health Warning: This is not a quick fix

This requires us (collectively)to:

- ▶ Understand that in the absence of meaningful data how are we making decisions
- ▶ Understand that by keeping knowledge and expertise in specialist tier 3 we were failing our duty of care at both a population and targeted level
- ▶ Challenge some of our most closely held beliefs about what makes for a good service
- ▶ Consider how to maximise our current resources across a tiered model of service organisation
- ▶ Value early intervention and prevention in its truest sense and resource this robustly
- ▶ Ensure leaders and influencers understood our direction of travel and support innovative change

#1 Golden Rule

“Be comfortable in uncertainty”

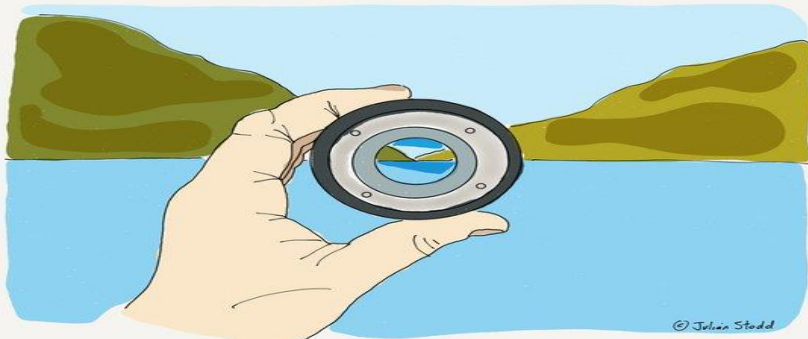


**KEEP
CALM
THERE'S NO
QUICK
FIX**

Key messages....Reframing the Problem

- ▶ Genuine collaboration is only way to interrupt the intergenerational cycle: supporting collaborative conversations around universal role of taking a developmental approach
- ▶ Tests show that sound partnership working is key to improving outcomes for CYP
- ▶ Early intervention means expertise upstream as and when people need help
- ▶ Partnerships with others delivering to same policy imperatives eg attainment, trauma informed
- ▶ Learning together
- ▶ Understanding what are key things hope to achieve together and how could collaboration be a vehicle to make this happen? Our historic ways of relating and communicating with and about the people asking us for support have to change fundamentally

Look at the World through a different Lens



"Ready to Act (Scottish Government, 2016) is the national transformational framework supporting the development of an AHP children and young people's community across Scotland. Its focus is on promoting early intervention and prevention and enhancing the accessibility of services for stakeholders, children and young people, their parents and carers, in response to wellbeing needs. It highlights the critical place of prevention and enablement, and promotes least intrusive interventions through a tiered model of service design and delivery directly linked to well being outcomes."

<http://www.gov.scot/Publications/2016/01/1324>

2019 NATIONAL IMPROVEMENT FRAMEWORK AND IMPROVEMENT PLAN

ACHIEVING EXCELLENCE AND EQUITY

The Scottish Government
@ScotGov
www.gov.scot

Smarter
Scotland
Scottish
Government

Ready to Act

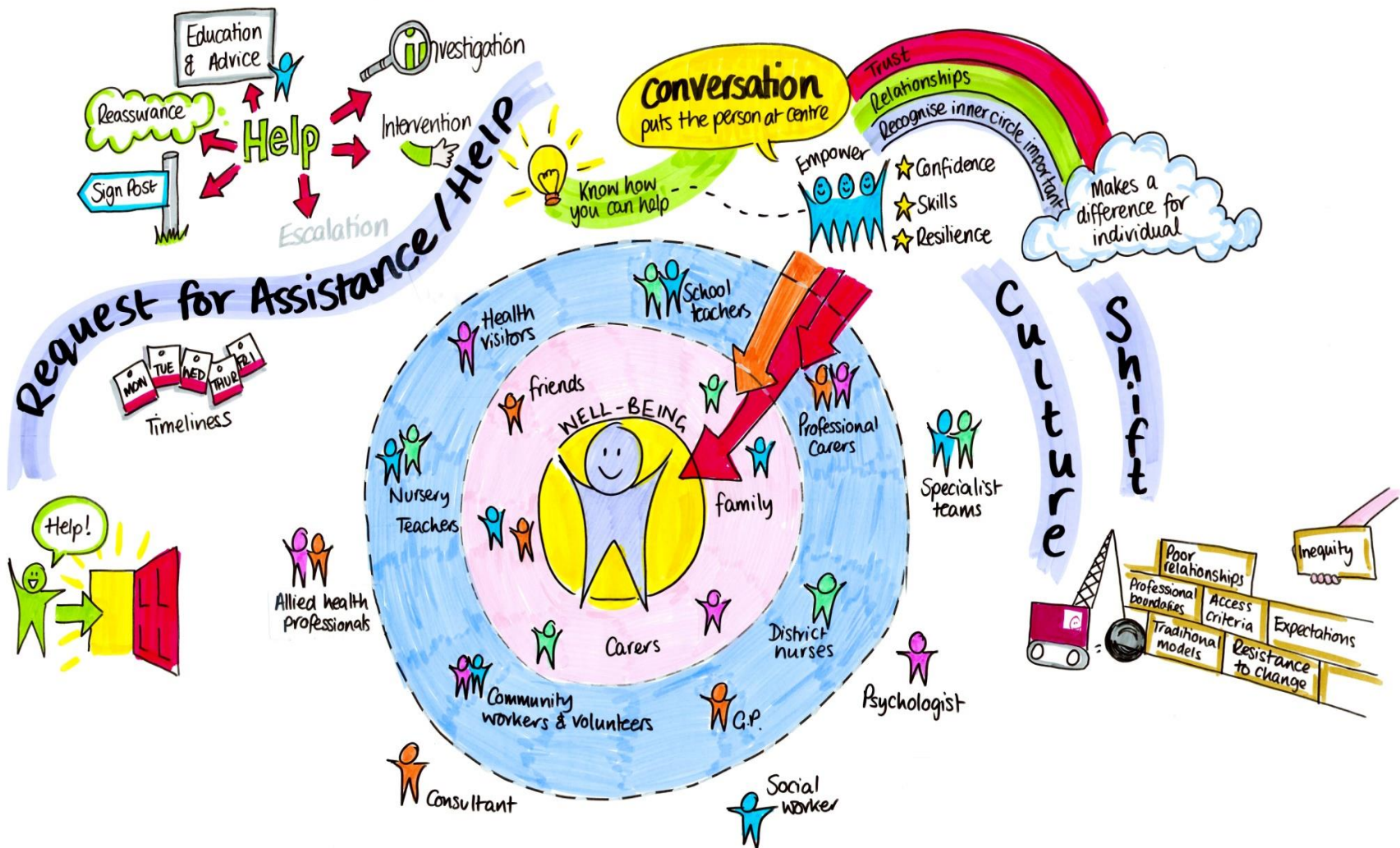


A transformational plan for children and young people, their parents, carers and families who require support from allied health professionals (AHPs)

January 2016

The Scottish
Government

Changing the conversation at point of referral (request)...








Changing the Decision when people ask for help

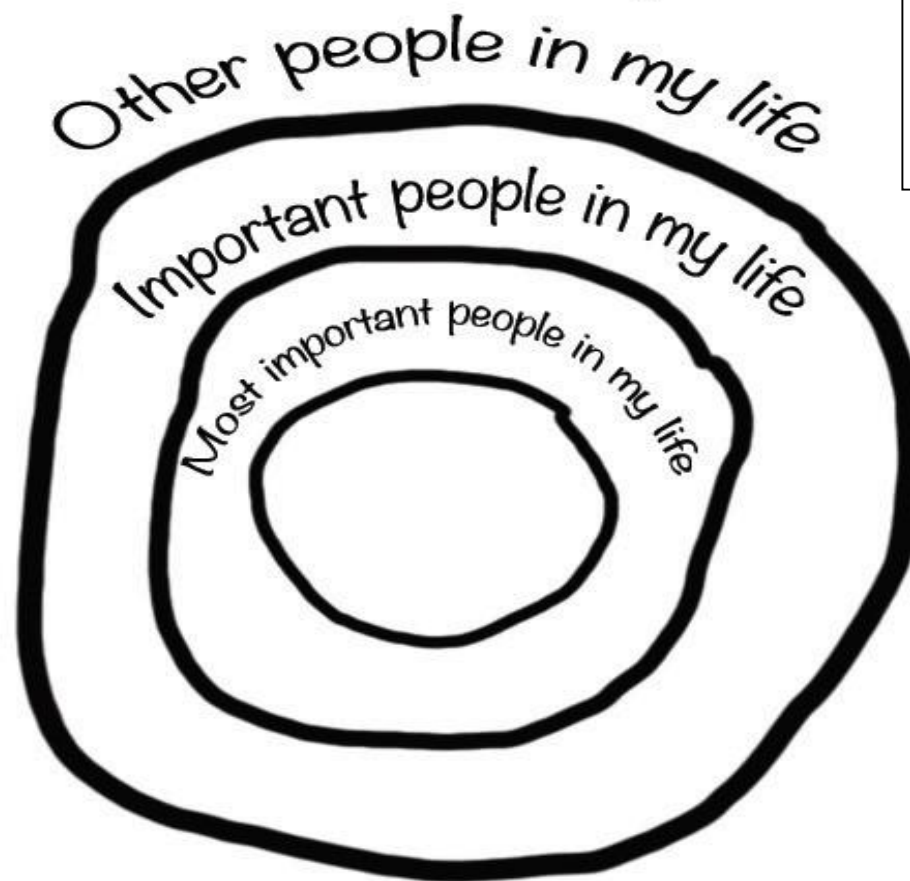
Speech & Language Therapy Patient Story

We would like to know about you and your child's story.

This will help us understand what is causing you most concern and where the impact of your child's difficulties are.

| | |
|--|--|
|  | <p>What are your biggest concerns about your child at present? (prioritise if lots of concerns given)</p> |
|  | <p>Who else has expressed concerns about your child? (family and professionals) (who else is involved)</p> |
|  | <p>When is your child at their happiest?</p> |
|  | <p>What situations does your child find more difficult?(times/places/people)</p> |
|  | <p>Is your child aware of their difficulties? How do you know?</p> |

Relationships



Supporting those closest to CYP to support wellbeing outcomes....

Critical culture change..



Collaboration: Coming together and creating meaning beyond that which we can do alone...and beyond traditional ways of delivering knowledge

This requires **leadership** across agencies and with communities actively supporting and facilitating innovative changes in practice if successful sustainability is to be possible (at all levels in organisations and across systems!)

We need to be prepared to **collaborate in innovative ways**, and to recognise the critical place of relationships to effect change, to establish the co-operative development of interventions across targeted and specialist levels , responsive to both the needs of the environments young people live in and those of the individual young people themselves.



What good collaboration really is and from whose perspective: reframing children's issues

- ▶ True transformation has required a willingness to innovate and be radical in our thinking about how best to deliver services, with the resources we have and having a real understanding of what it means to deliver **early intervention and prevention** and to genuinely collaborate.
- ▶ We need to create mutually beneficial **partnerships** within and between organisations, with single **shared wellbeing outcomes** as the focus
- ▶ This requires a willingness to **blur the boundaries** between roles, consult with each other about how young people are impacted, respect each other's contribution and ensure that those closest to young people are enabled to use practitioner knowledge as and when needed to maximum benefit and to jointly support young people in setting outcomes that impact on their own lived experience.
- ▶ **Where services collaborate and innovate in joined up ways to achieve shared outcomes, there is emerging evidence that change can be achieved. (Northern Alliance Report 2018)**

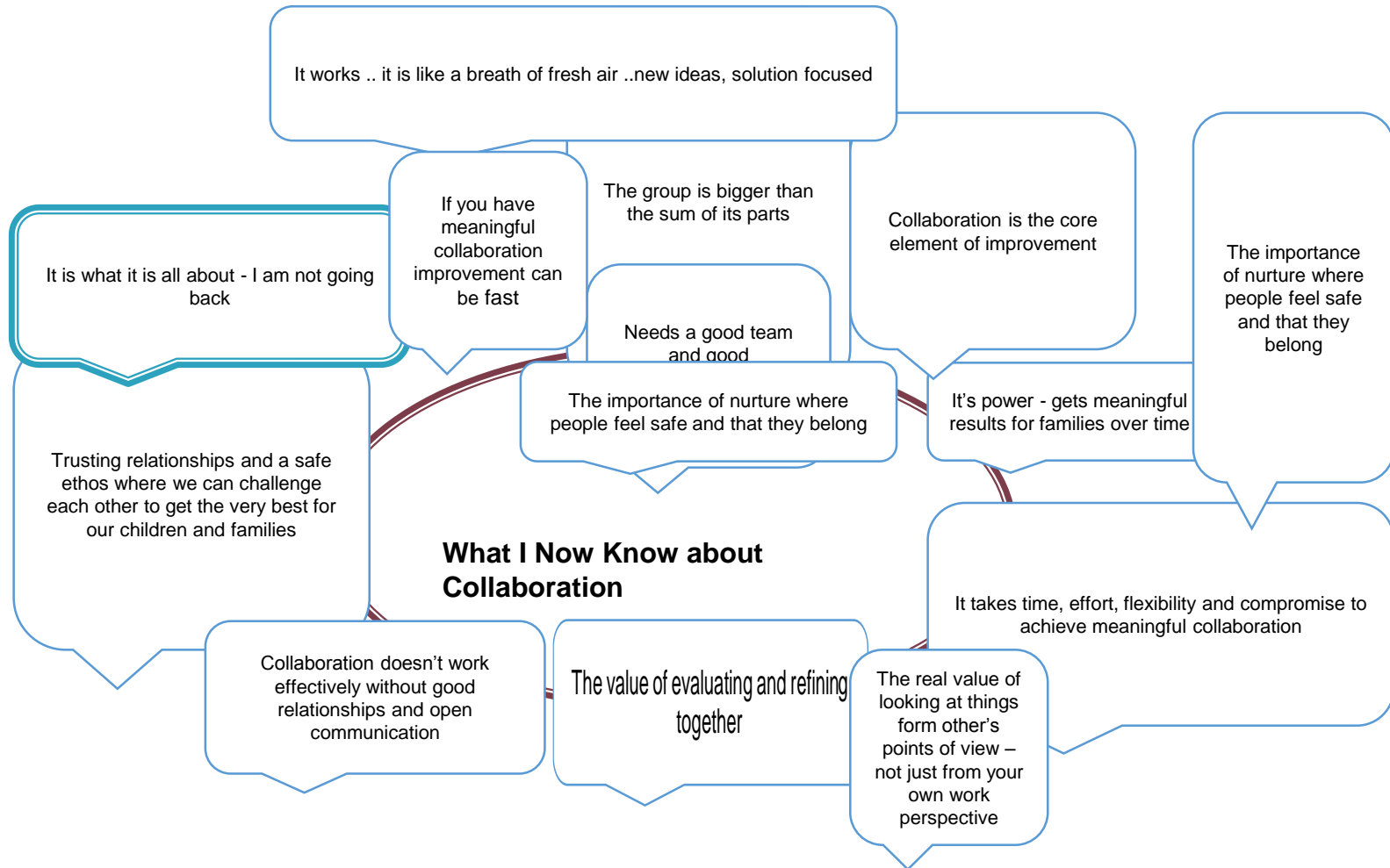




- ▶ Creating the conditions for collaboration
- ▶ Readiness(handout)
- ▶ What is genuine collaboration?
- ▶ How are we currently collaborating?
- ▶ Where could we establish relationships for collaboration:
- ▶ Authentic engagement with communities
- ▶ Creating resource networks which enhance skills and capabilities

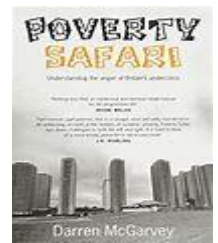


- ▶ Conversation Starters
- ▶ Pick a card
- ▶ Talk in your groups for 5 minutes
- ▶ Capture on post Its




Changing our lens and our communication...Out of our silos

- ▶ Organisations are set up and meet the needs of those most likely to access care
- ▶ Many people establish relationships to “defeat help” Most important : not all CYP can make use of health and social care in the same way and neither can their impacted adults!
- ▶ What does this mean for our service integration and our historic models of service delivery?
- ▶ We know our highest DNA rates are in our areas of highest poverty(82% in 1)
- ▶ Eligibility criteria : who do they serve
- ▶ Waiting lists : waiting for what ?

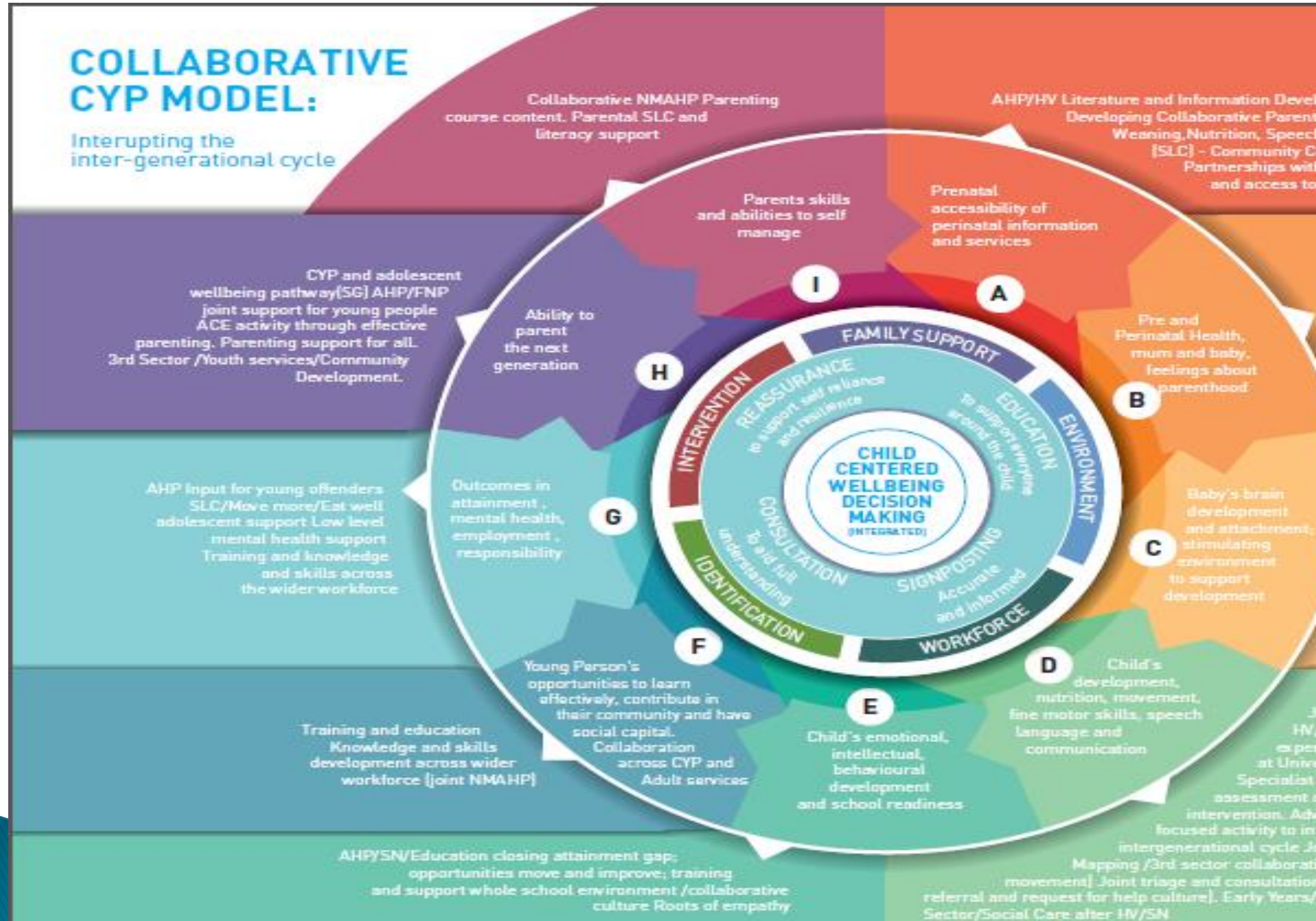


A new model

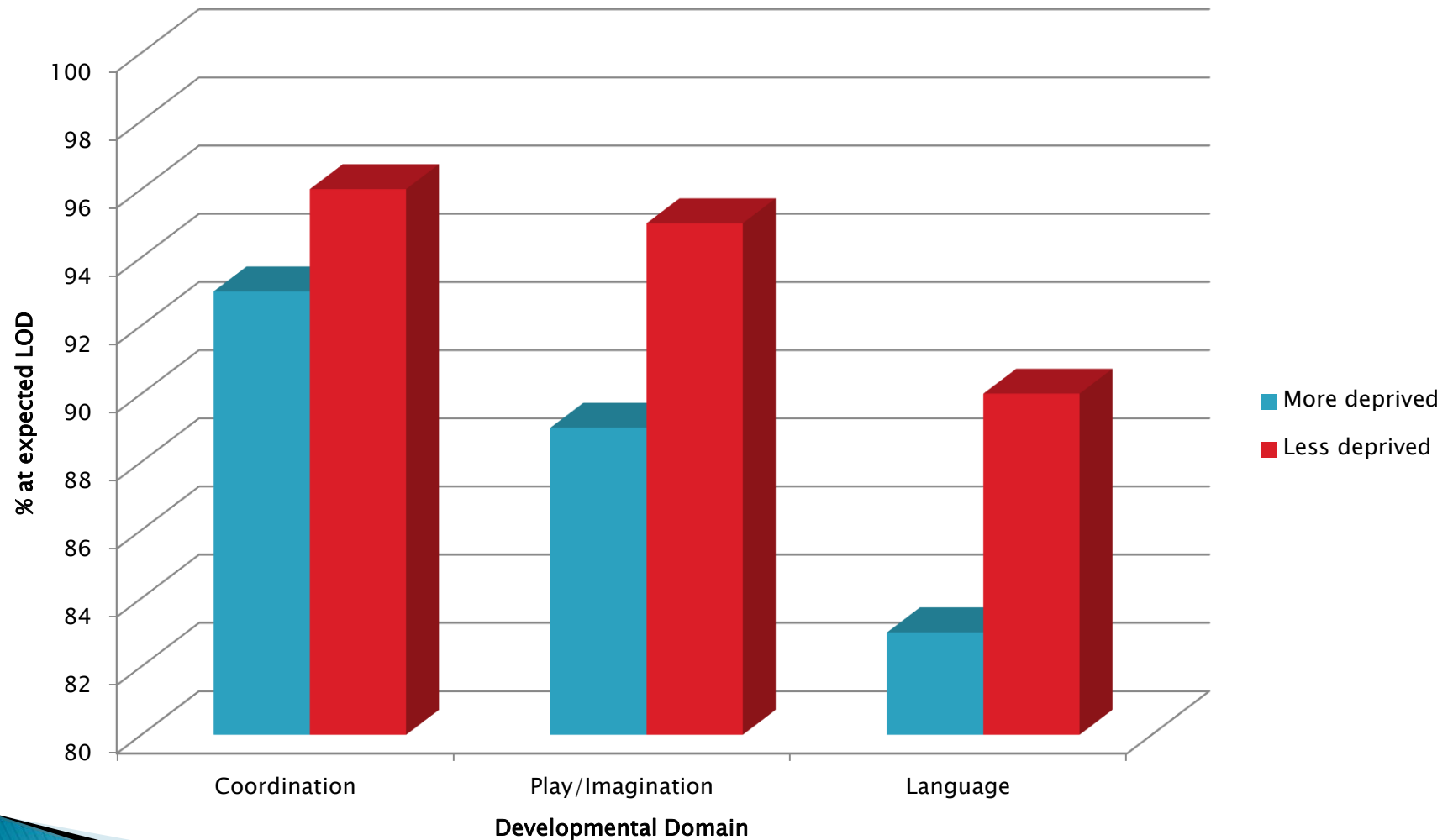
- ▶ Much of specialist knowledge is held at tier three requiring referral to access
 - ▶ Tends to be used remedially
 - ▶ Bring it into the early years/classroom
 - ▶ Connecting with early years workers /teachers' expertise
 - ▶ “Coproduction”
 - Where are the children at?
 - What can be done to help?
 - ▶ PREVENTION
 - ▶ Developmental approaches to adversity
- 

COLLABORATIVE CYP MODEL:

Interrupting the inter-generational cycle

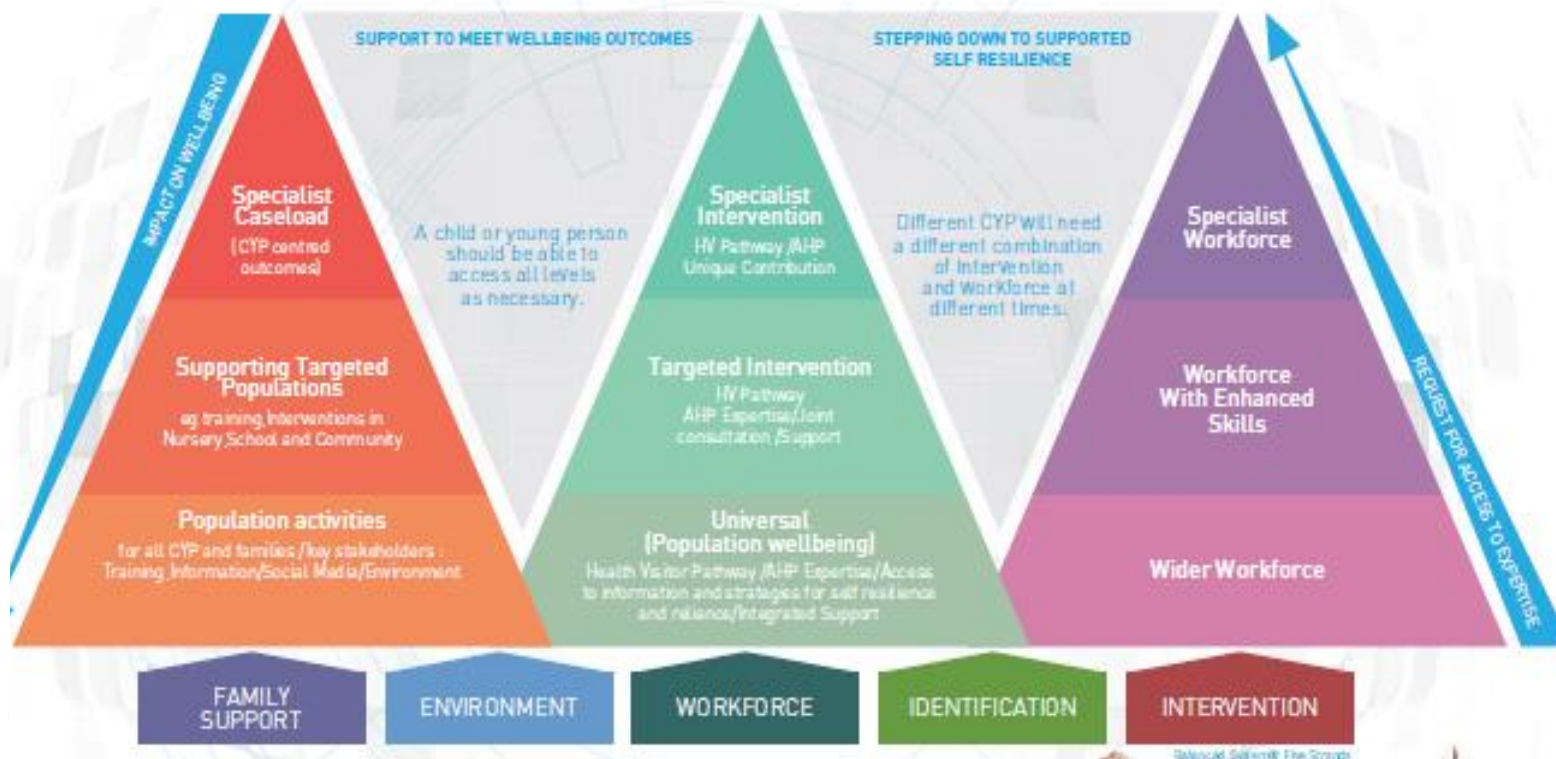


We can predict this ...



USE OF RESOURCES TO ACHIEVE WELLBEING OUTCOMES VIA COLLABORATIVE TEAMS

Accessing Health Visitors, Public Health Nurses, Allied Health Professionals, Educators, 3rd Sector, expertise at best level (or multiple levels) to meet Children and Young People (CYP) centred and driven wellbeing outcomes

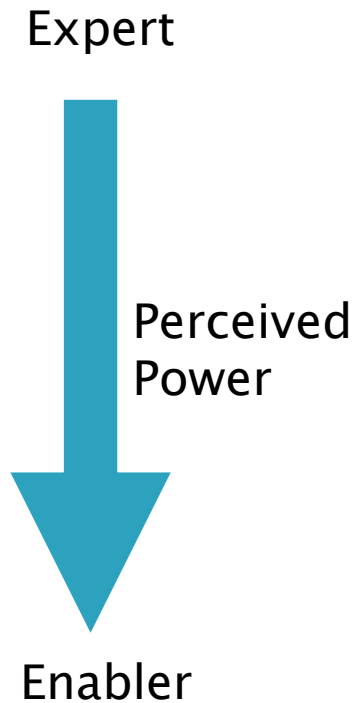


Definitions

- Specialist:** For all CYP whose Well being outcomes cannot be met through universal and targeted provision alone and require higher levels of episodic interventions to support universal and targeted interventions
- Targeted Level:** Services and provision for CYP their families carers and key stakeholders where CYP is more likely to be identified as having Well being needs. Specific at risk groups (not necessarily active on the caseload of nursing/AHP)
- Universal:** All CYP, families, carers and key stakeholders. Includes activities for promoting development (general education, prevention, training)

Change the Conversation

- It's important to me as a specialist. It should be important to you.
- Is my work making a difference in the child's life?
- Is this work important to the child /family? Their priorities.
- Am I the right person?



Rethinking use of resources...

What did we do?

Move our thinking and our language to a truly staged approach



The adaptive brain ...

Memories of
coping/adjusti
ng

Effective
inhibition and
planning

Effortlessly
controlled
muscle
actions

Sequence and
narrative
representations to
assess

Language
sequences
skills to
support
reasoning

Social scripts
for what's
appropriate

Calibrated
stress
reactions
(Not too little
and not too
much)

Actions menu

Option #1
Option #2
Option #3
...
...
...

Adverse Childhood Experiences?

Developmentally appropriate experiences

Reflective & sensitive care

Moderate stress & recovery

Good physical health

Anything that disrupts these!



Reducing lifetime ACE impact?

Developmentally appropriate experiences

Reflective & sensitive care

Moderate stress & recovery

Good physical health

Anything that promotes these!

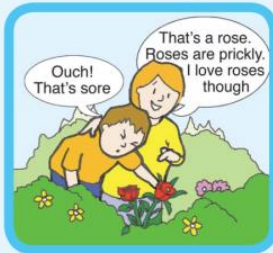


Making daily practice ace aware?

Play and talk together



Be careful with questions



Copy and add words



Pause and wait



Get Doon Tae Chat Ayrshire and Arran



Words Up Highland Council

Every day trauma informed activities

Messy munchers 





Messy Munchers is a short, fun session about what foods to give your baby and when.

Come along to one of our drop in sessions and see how easy it can be to wean your baby with a demonstration of fun first foods.

If you would like further information, please email NutritionTrainingDietetics@aapct.scot.nhs.uk

| Date | Time | Venue |
|----------|-----------|---|
| 10/01/19 | 1pm-2pm | North Ayr Health Centre, Glenmuir Place Ayr KA8 9ES |
| 15/01/19 | 10am-11am | Hetherbird EY Centre, Craigs Road, Cumock KA18 3AN |
| 15/01/19 | 2pm-3pm | Fullarton Connexion, Church Street, Irvine KA12 8PE |
| 21/01/19 | 1pm-2pm | Alexander Fleming Centre, 18 Woodstock St, Kilmarnock KA1 2BX |
| 25/01/19 | 10am-11am | Beth Community Centre, Kings Road, Beth KA15 2BQ |
| 28/01/19 | 10am-11am | Kirkcaldy Campus, Carron Avenue, Kilmarnock KA1 3NF |
| 31/01/19 | 1pm-2pm | Troon Health Centre, 41 Barassie Street, Troon KA10 6LU |

Speech and Language Therapy 




Do you have any questions about a child or young person's speech, language or communication skills?

Helpline

Stirling & Clackmannanshire
Tuesday 1 – 3pm
01786 434078

Falkirk
Thursday 1 – 4pm
01324 673585

Speech & Language Therapy Drop-in Sessions! 

- Do you have concerns about a child's speech and language development?
- Would you like to speak to a Speech and Language Therapist face-to-face about any concerns you have?

How can we help?

Research tells us that the right advice and guidance early on will support your child to succeed in later life.

Sessions aim to offer face-to-face support and guidance to anyone who has a concern about a child's communication. No need to book, just drop-in and chat!

UPCOMING Drop-in session...

Friday 15th February 2019
@
The Crescent, Whitfield
From 1:30pm – 3:00pm

Working together to achieve the healthiest life possible for everyone in Ayrshire and Arran 



Littlemill Primary and Early Childhood Centre

NHS EDUCATION FOR SCOTLAND

Speech, Language and Communication
GIVING CHILDREN THE BEST POSSIBLE START IN LIFE



HOME INTRODUCTION THE HEALTH VISITING PATHWAY SPEECH & LANGUAGE THERAPY SPEECH, LANGUAGE & COMMUNICATION NEEDS RESOURCES & FURTHER READING



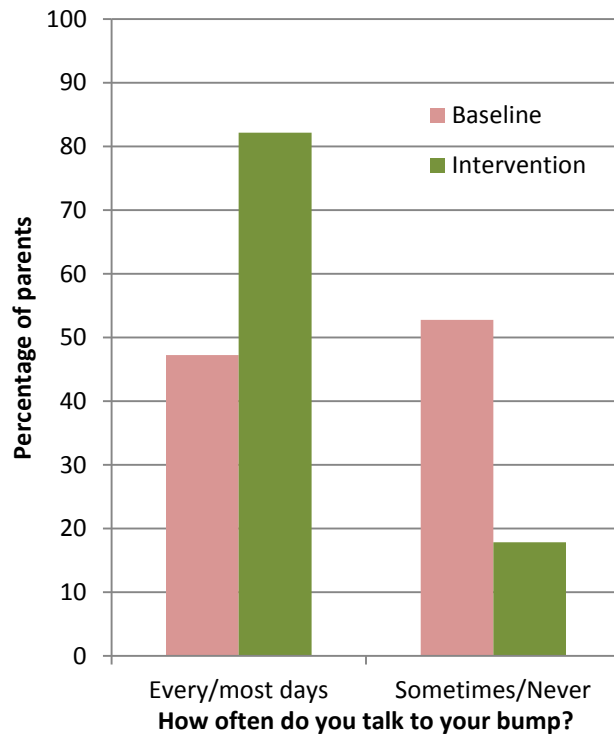
Conversation Stoppers

MAP OF THE DAY

PEOPLE WE TRUST

CHALLENGE AREA

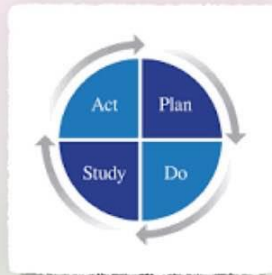
Does it work? SLC Builds attachment & relationships= buffers to ACEs impact



- ▶ I'm talking about what we will do when he is born
- ▶ When she is active I talk to her
- ▶ Our baby responds to father's voice down the phone which is very exciting
- ▶ Generally blether about what I am doing
- ▶ I talk to bump more in my head

Speech & Language Therapists

Teachers PSAs & EYPs



Collaborative development & testing of
assessment tools & measures
classroom activities
family engagement resources

Occupational Therapists

Educational Psychologists

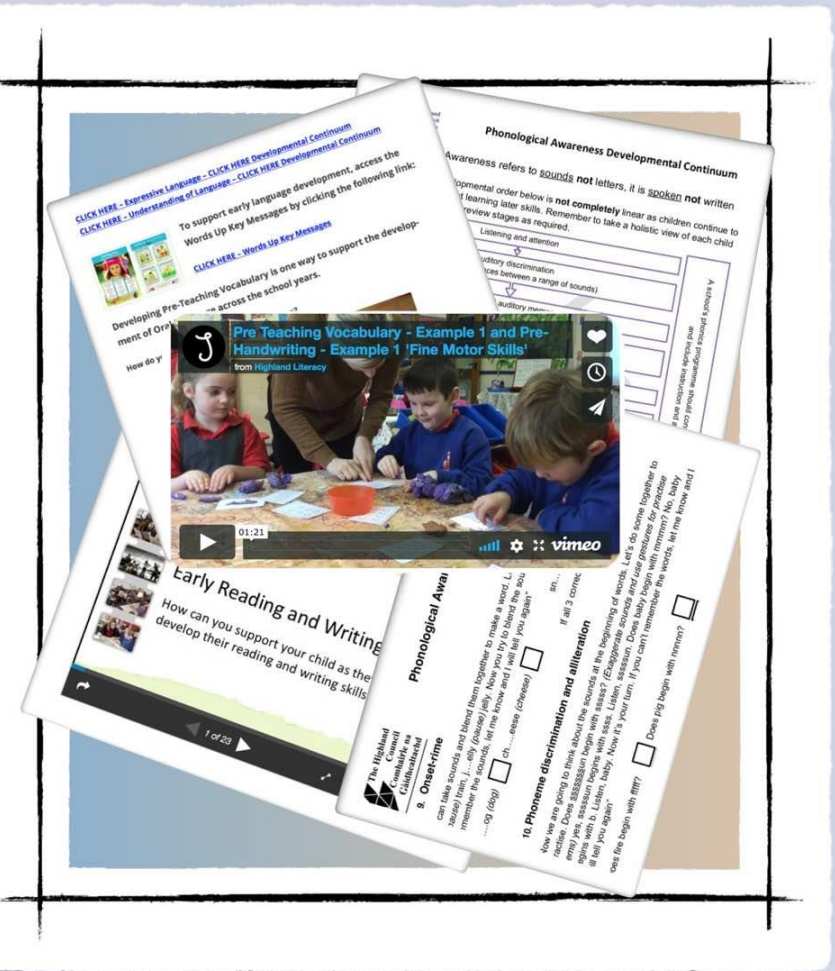


Collaboration beyond boundaries

Emerging Literacy

Putting the model into practice

www.highlandliteracy.com



Authentic Engagement.....

What it takes.....



CYP Improvement Collaborative Practicums ..Early Years Expansion, HV, Health and Well Being.... Language Meets Literacy

#GetPatnaChatting

Caroline Tuttle, Joanna Shearer, Jenni McCallion, Lee Paton, Clara Brady & Gail Elder

Speech & Language Therapy, Patna Primary & Scottish Attainment Challenge



Rationale: A supportive environment and the right kind of positive care-giver responses are the two most important factors for children developing speech, language and communication (SLC) abilities (ICAN). Positive inclusion practice, universal provision around SLC and adjustments to the learning environment will enable all children to develop their SLC potential. Effective SLC skills are essential in enabling children to learn and access the curriculum.

Aim: #GetPatnaChatting aims to build capacity within Patna Primary & ECC and the surrounding community, to nurture the language and communication needs of Patna's children. This will improve attainment, mental health and life prospects for the community of Patna. The learning from Patna will facilitate development of an *East Ayrshire Communication Friendly Environments* programme for education and community establishments across East Ayrshire.

Method

In consultation with Patna Primary and the school community, improvement methodology was used to identify the aim, drivers for improvement and changes that could be tested which were predicted to result in improvement. A measurement plan was created to ensure that any changes were an improvement, and data was collected to track and demonstrate the improvement journey.

| Driver/Challenge | Primary/Class | Secondary/Subject | Change/Intervention |
|---|---------------------|-----------------------|--------------------------|
| Relationship with one key member of staff kick starts changes across the school | Primary 1/2/3/4/5/6 | Secondary 1/2/3/4/5/6 | Communication Champion |
| Contract, formal agreement to the commitment from both the school & supporting agencies | Primary 1/2/3/4/5/6 | Secondary 1/2/3/4/5/6 | "Buy In" From Management |
| Having someone in the school who has good relationships with the families is key | Primary 1/2/3/4/5/6 | Secondary 1/2/3/4/5/6 | Family Engagement |

Key Learning Points

Communication Champion

- Relationship with one key member of staff kick starts changes across the school
- Drives forward change responsibility for motivating & encouraging others

"Buy In" From Management

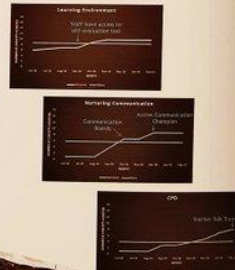
- School Improvement Plan, Collocate time for CPD & protected time for physical changes to learning environment
- Contract, formal agreement to the commitment from both the school & supporting agencies

Family Engagement

- Having someone in the school who has good relationships with the families is key
- "It's all about the weans and their families"

Results

Improvements have been seen in how 'Communication Friendly' the school is across the three foundations of Learning Environment, Nurturing Communication & CPD



Positive improved relationships between SLT, the school and the community

Parent group and after school club talk about SLC on a regular basis

Conclusions

Patna has made a great start on its journey to being 'Communication Friendly'. Data will continue to be collected to demonstrate the positive impact of all the changes being made within the school community to support and nurture SLC. This will support development of the *East Ayrshire Communication Friendly Environments* programme

Scale / Spread

We are now taking our learning from #GetPatnaChatting to our second cohort of primary schools. We continue to work in partnership to achieve our aim of having a *East Ayrshire Communication Friendly Environments* programme to nurture the SLC of all our children in East Ayrshire



Process Change

Scottish Attainment Challenge SLT Team Scoping Exercise identifies interest from schools in accreditation for their commitment to nurturing SLC

Discussions between SLT, Education & Educational Psychology reveal appetite for an *East Ayrshire Communication Friendly Environments* programme

LML Practicum opportunity comes along. Patna Primary & ECC is identified as an 'early adopter' and the practicum team is established

Relationships created through practicum team allow for identification and delegation of improvement tasks and tests. Data collection begins

Achievements

Patna has East Ayrshire's 1st School Communication Champion!

All school and ECC staff are 'Teacher Talk' trained

One cohesive comprehensive policy for early years/primary/secondary/specialist provision for East Ayrshire is currently being finalised in partnership between SLT, Education and Educational Psychology





Its all about relationships and what that takes

- ▶ Permission
- ▶ Time
- ▶ Shared ambition
- ▶ Understanding each others roles
- ▶ Understanding how the expertise of each contributes each achieving their outcomes for CYP
- ▶ “When you TRULY and Genuinely collaborate, things happen

You question why it took you so long. You transfer this learning into every interaction thereafter. You want to get everyone on board to see the value and greatness of this. You do not want to (ever) go back into your silo” Tracey Ratcliffe

Ordinary to Extraordinary. Empowerment and community capabilities in action





let's talk

What I would say to my younger self

■ ■



**"IF YOU WANT
SOMETHING NEW, YOU
HAVE TO STOP DOING
SOMETHING OLD."**

— *Peter Drucker*

Hear more & Read More.....

[Communication for Life Ayrshire and Arran](#)

<https://www.youtube.com/watch?v=WVQavXnuzP0>

Ahpscot.wordpress.com/2019/14/
Allourchildren.. A Blog
And NES Resource



The screenshot shows a banner for the NHS Scotland 'Speech, Language & Communication Digital Resource Evaluation'. It includes the NHS logo, the title of the evaluation, and a call to action to provide feedback. Below the banner is a thumbnail for the digital resource featuring two children and a link to access it. At the bottom, there is a '70 YEARS' NHS Scotland anniversary logo and a link to access the evaluation.

NHS
Education
for
Scotland

**Speech, Language & Communication Digital
Resource Evaluation Now Open**

Please tell us how you
use the resource, how
useful it is in practice
and how it can be
enhanced

Click here to access SLC Digital resource

PLEASE CLICK TO ACCESS THE EVALUATION

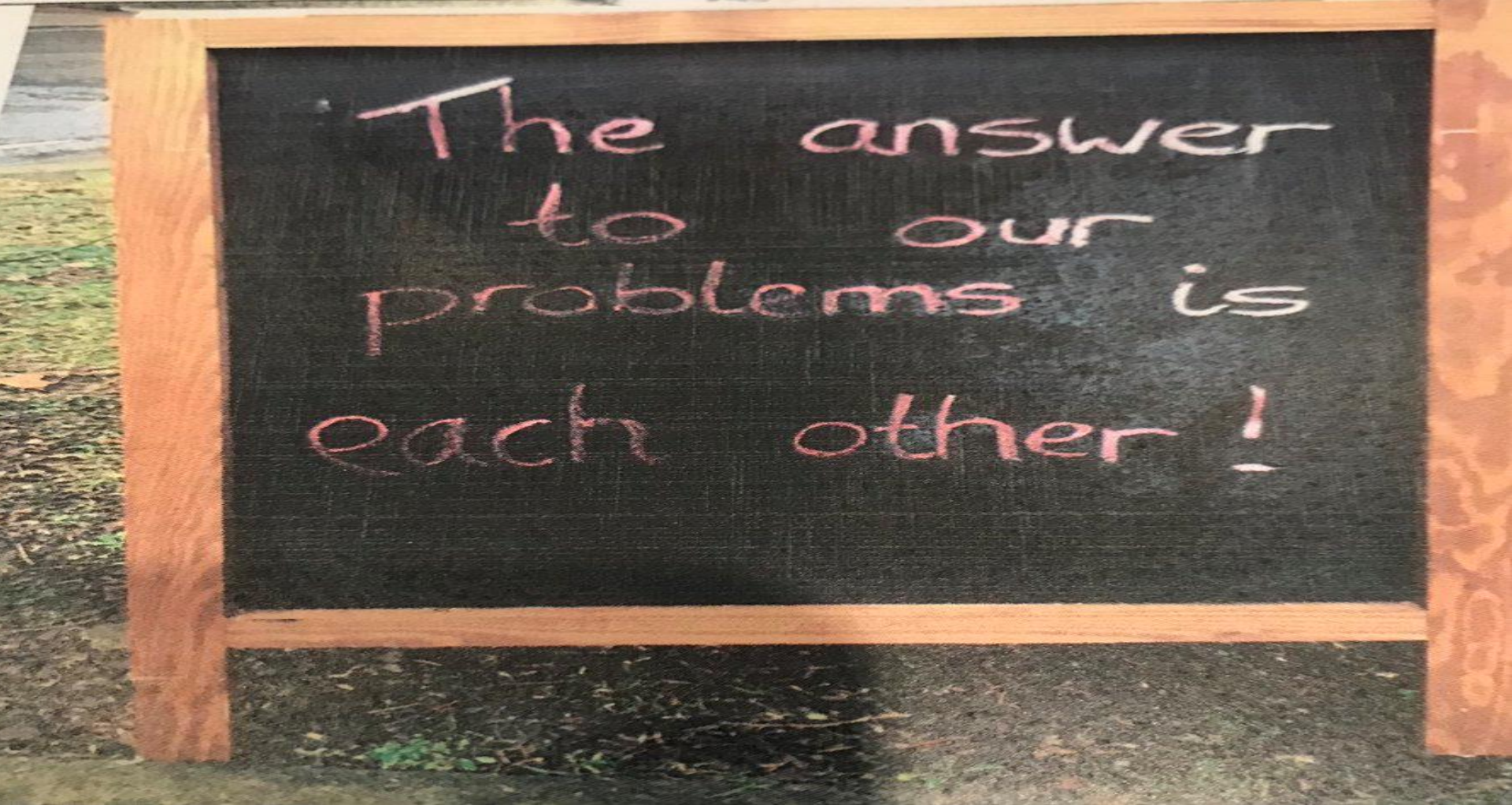
Or <https://response.questtech.com/na/abc/en/ShowQuest?QuestID=5190666&IntroID=26Qw7W>

**70
YEARS**
NHS Scotland



Ready to Act You Tube Video

<https://www.youtube.com/watch?v=KfgbJn7vybA>



The answer
to our
problems is
each other !

Pauline.Beirne@gov.scot
@NatLeadAHPCYP