



**#traumadeepdive**

**How can adopting a trauma-informed approach to housing and homelessness help drive forward improved outcomes as part of Scotland's roadmap for COVID-19 recovery, renewal and transformation?**

**Cllr Elena Whitham  
East Ayrshire Council**

**John Swinney**  
**Deputy First Minister and**  
**Cabinet Secretary for Education and Skills**



**Scottish Government**  
Riaghaltas na h-Alba  
gov.scot

# Councillor Alison Evison

## President of COSLA

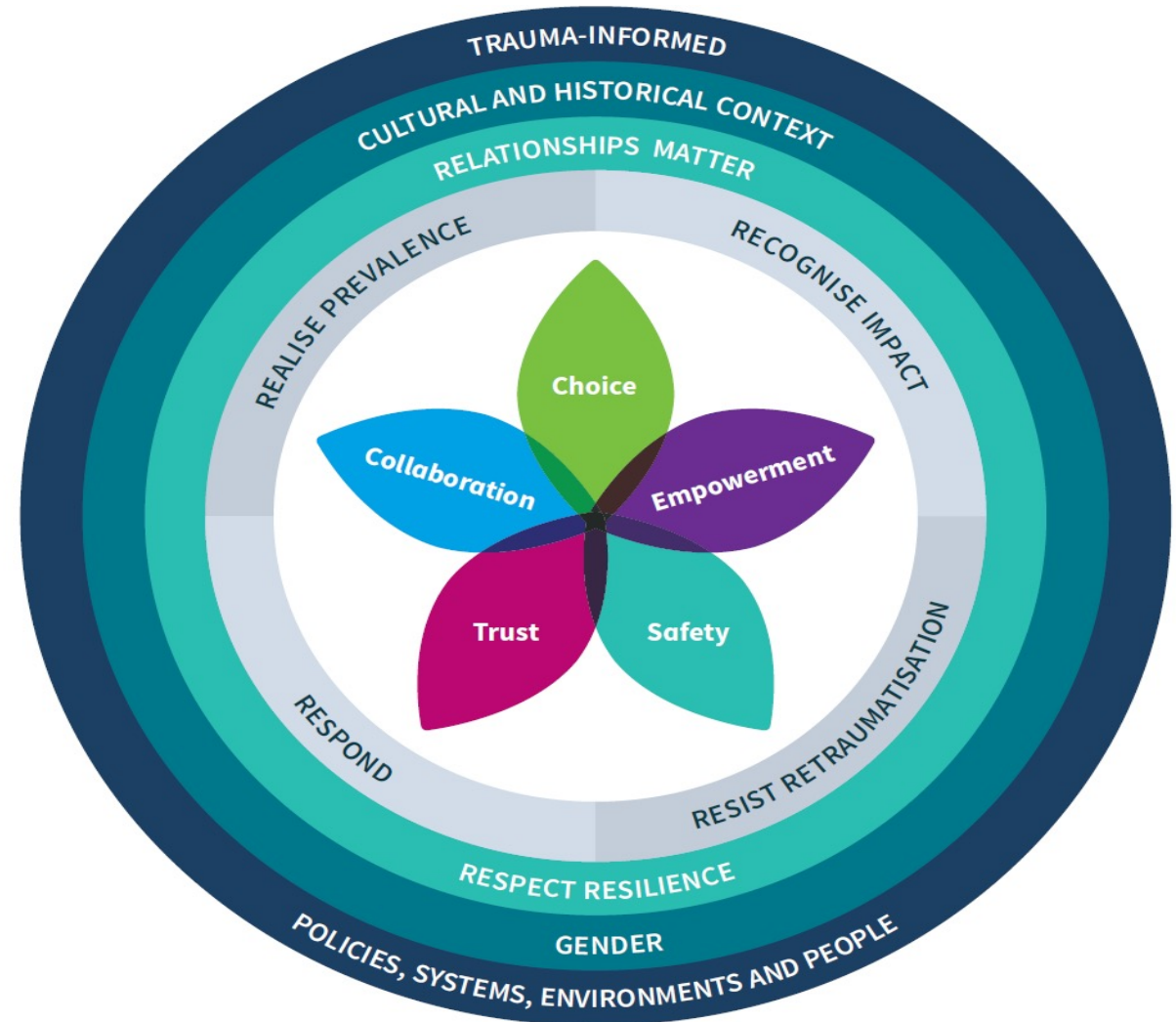


**Dr Caroline Bruce**

Head of Programme, Trauma  
NHS Education for Scotland

Please visit

[www.transformingpsychologicaltrauma.scot/](http://www.transformingpsychologicaltrauma.scot/)



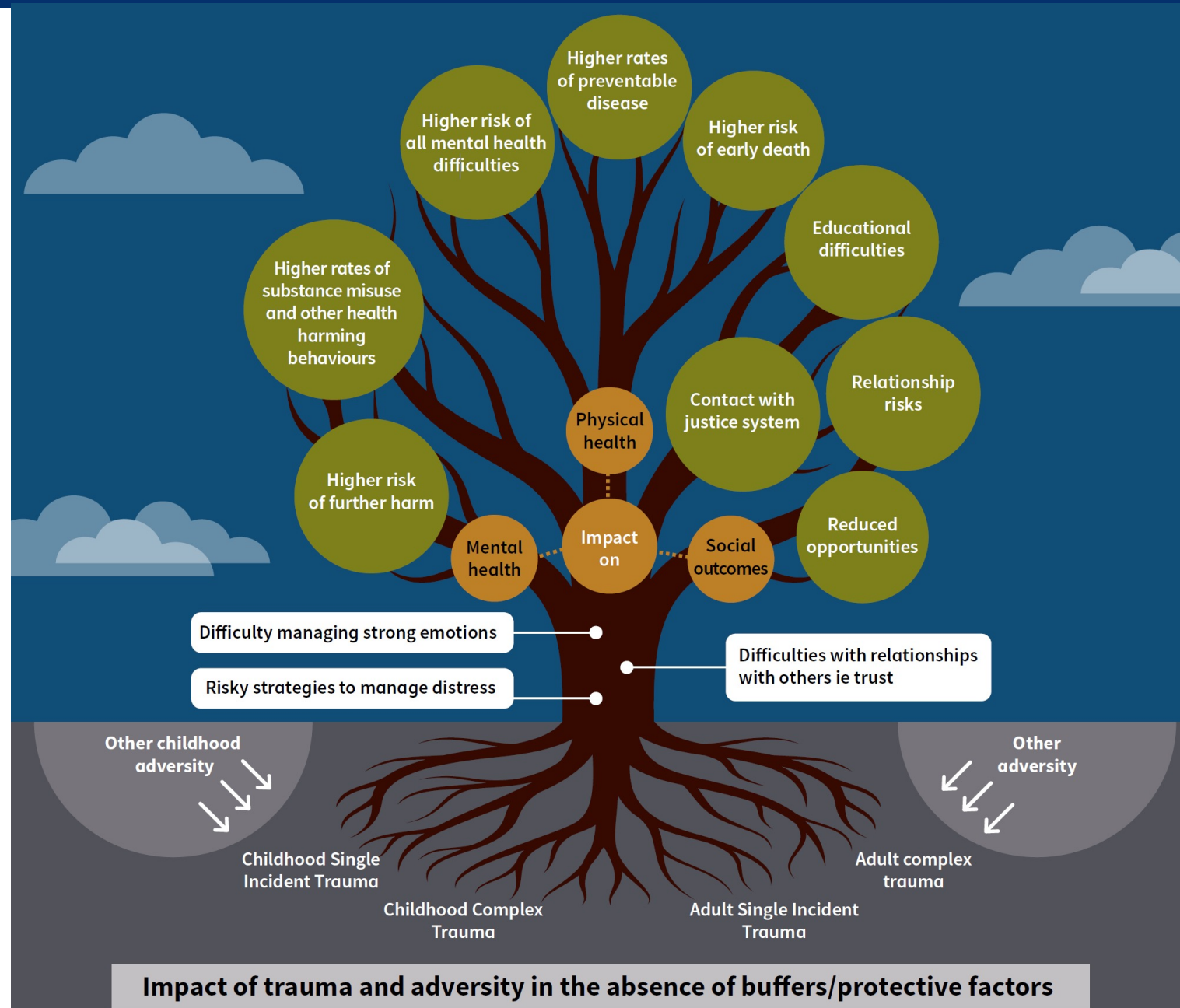
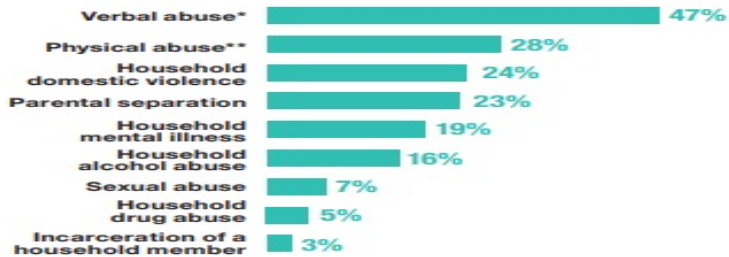


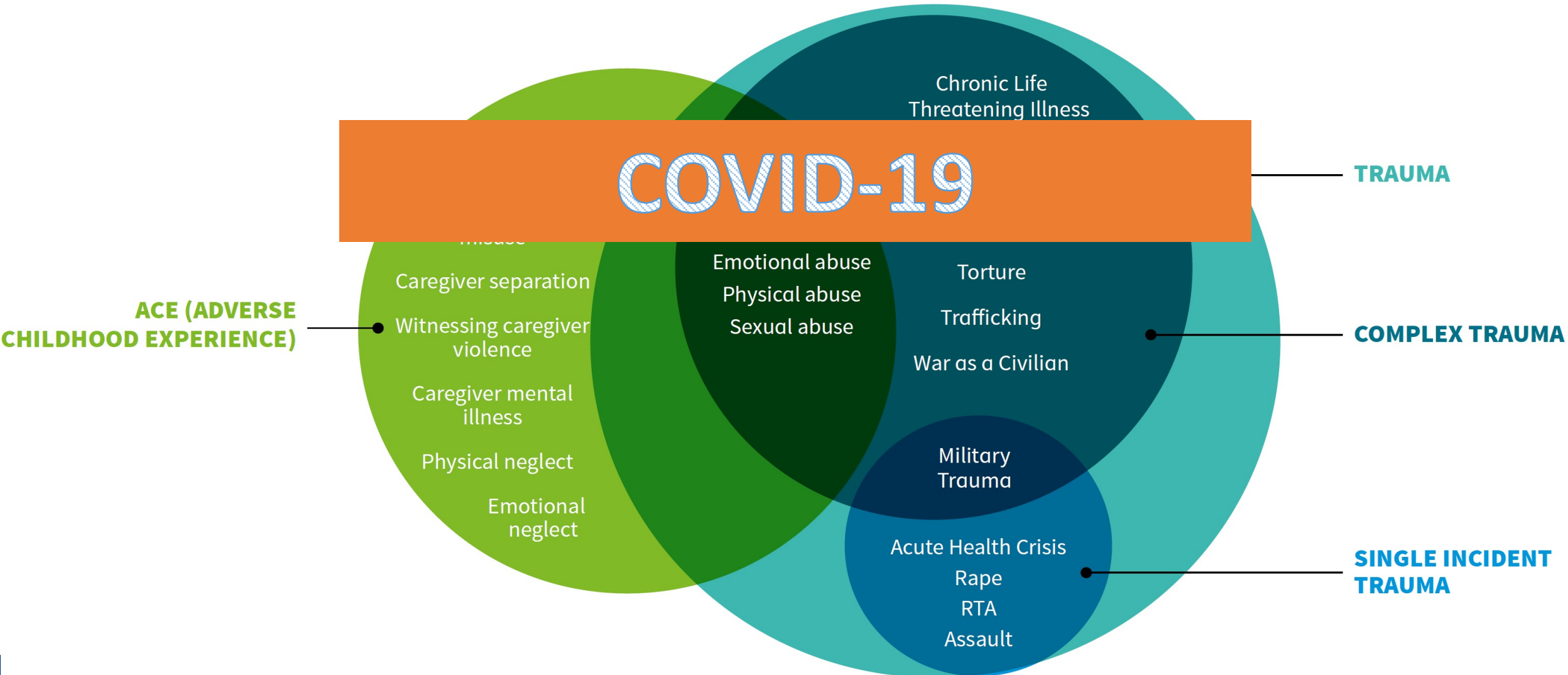
# WHY have a National Trauma Training Programme?

In 2019, just over one in seven adults reported four or more ACEs.



Verbal abuse was the most common ACE reported, experienced by just under half of all adults.





# WHAT is a “trauma informed nation”?

**Realises** the prevalence of trauma.

**Recognises** the impact of trauma esp. wrt to barriers it can create to accessing life chances

**Responds** with that recognition in mind  
do no harm, support recovery, create systems, that remove potential trauma related barriers

**Resilience** recognised and supported

**Relationships** matter



## The vision of Scottish Government:

*“A trauma informed and responsive nation and workforce, that is capable of recognising where people are affected by trauma and adversity, that is able to respond in ways that prevent further harm and support recovery, and can address inequalities and improve life chances.”*



# National Trauma Training Programme

*Create and disseminate education and training tools and resources that enable organisations and individuals to create a trauma informed and responsive workforce that can support the SG vision.*

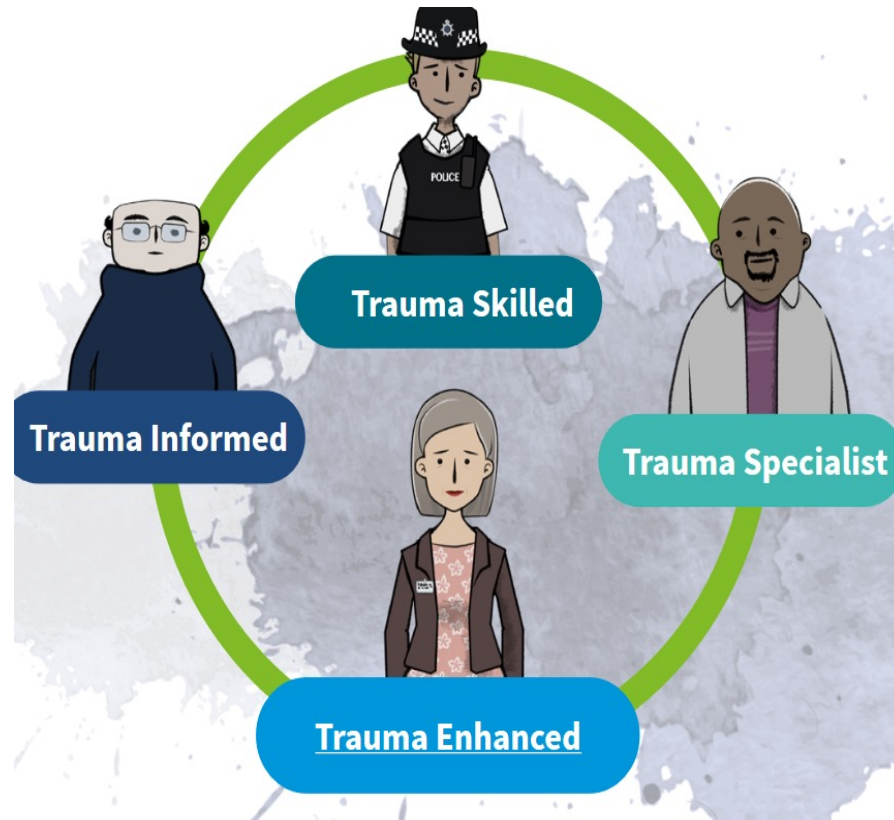
# WHAT is The National Trauma Training Programme?

**NHS**  
Education for Scotland

**TRANSFORMING PSYCHOLOGICAL TRAUMA:**  
A Knowledge and Skills Framework for the Scottish Workforce

In partnership with:  
**Scottish Government**  
gov.scot

The cover features a network diagram of diverse human icons connected by lines, set against a teal background.



**NHS**  
Education for Scotland

**THE SCOTTISH PSYCHOLOGICAL TRAUMA TRAINING PLAN**  
NHS Education for Scotland (2018)

In partnership with:  
**Scottish Government**  
gov.scot

The cover features several circular icons: a woman at a computer, a police officer, a group of people, and a man at a chalkboard with mathematical equations. A large 'DRAFT' watermark is visible across the center.

# National Trauma Training Programme

## Who?

People who have an explicit role in supporting children or adults affected by trauma to recover

**Trauma Specialist**

**Trauma Enhanced**

## What can you do?

Offer evidence based approaches to recognise resilience and support recovery.

People who do not have an explicit role in the recovery of people affected by trauma.

**Trauma Skilled**

1. Understand how the impact of trauma might affect people's responses to you & your organisation

**Trauma Informed**

2. Adapt how you work so:  
a. you do no further harm  
b. the impact of trauma does not create a barrier



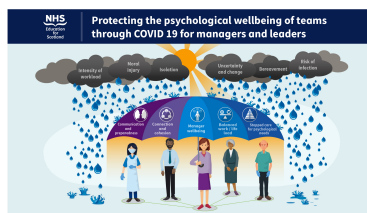
# HOW do we implement it?

## National Trauma Training Resources:

Animations and filmed workshops:



E-modules



Films:



The main graphic features the NHS Education for Scotland logo on the left. To the right, the title 'Transforming Psychological Trauma National Trauma Training Programme Online Resources' is displayed in a teal banner. Below the banner is a large illustration of a diverse group of ten cartoon characters representing various professions, including a police officer, a doctor, a nurse, and a woman in a dress. They are standing in a line, holding hands.

<https://transformingpsychologicaltrauma.scot/media/w3hpiif4/national-trauma-training-programme-training-resources.pdf>

Leadership & Organisational Support

Workforce Wellbeing

Workforce Knowledge and Skills

Information and Data about Impact and Feedback Loops

Collaboration and shared power



Centre for excellence  
for Children's Care and Protection

# The importance of a trauma-informed housing system for care-experienced young adults

Kenny McGhee, TCAC Lead,  
CELGIS, University of Strathclyde

23<sup>rd</sup> February 2021

*building brighter futures*  
#CELCISTweets

# Leaving home and leaving care in Scotland

The average age for young people leaving care in Scotland is **17**

The average age for most people leaving home in Scotland is **26**

VS





Centre for excellence  
for Children's Care and Protection

# **"...Felt security is everything"**

*'The State is a poor substitute parent everywhere in the developed world...Within-care adversity & the reverberating impact of impermanence of a flawed care system on looked after young people's mental health...the systemic and psychological dynamics of placement instability...'*

(Tarren-Sweeney, 2017)

*building brighter futures*  
#CELCISTweets



*"Correct me if I'm wrong but I've never heard of a child that's died because they can't wash their clothes or they don't know how to do the dishes..."*



*...they die because the emotional support is ripped out from underneath them and we're that emotional support, that's what we're there to do"*



# Instant Adulthood

*'Child welfare systems around the world have long adopted a definition of adulthood that coincides with chronological age, so that substitute care typically ends when a young person attains the age of majority....At the same time, these systems have stressed financial and residential independence as the ultimate goal for young adults leaving care'*

(From Mann-Feder and Goyette, 2019)





# Emerging Adulthood

*"Economic and social changes in the developed West...have resulted in a significant shift in the age at which young people enter adult roles. By now a significant percentage of young people remain at home and are financially dependent on parents until the end of their '20's"*

*(Shwartz, Zamboanga, Luyckx, Meca and Ritchie, 2013 in Mann-Feder 2019, p.13)*

*© Chazda*



## ***'I am because we are'***

- *Independent* living is wholly unrealistic to human nature
- (*we need a*) shift away from neoliberal ideals that are entrenched in our own policies with expectation of independent living to **interdependent** living

*....like for our brightest minds, the smartest, tend to go to Uni and they stay in student halls and it's an absolute riot and they cook tins of beans and nobody manages their money ... and they've had great backgrounds so to speak, had everything, their needs met and everything...and it's not like until they're 25-26 that things start happening for them so how can we expect our kids who've not had any of that to go into these similar settings...living on their own at 17-18 and absolutely crumble...why don't more people understand that that's going to happen...*

## **Uneven Playing Fields?**

# Impact of COVID-19

- The impact of the COVID-19 pandemic has exacerbated and amplified the precariousness of many care leavers' situations, and the inconsistencies and variations that exist in relation to support and services.
- Despite the varied range of positive localised responses, the health pandemic has exposed the structural disadvantage and discrimination that many carer leavers face, impacting on their rights to services, supports and provisions required to meet their developmental needs into adulthood.
- This is in relation to both individual circumstances as well as recognising care leavers' needs as a broader population to whom the State, as corporate parent, at local and national level, has specific duties and responsibilities



*'We need to change the frame.  
It's not transitions to independence,  
It's transition to adulthood'*

(Stephen Gaetz)



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# Trauma Informed South Ayrshire

**Kevin Anderson**  
**Service Lead – Policy, Performance**  
**and Community Planning**



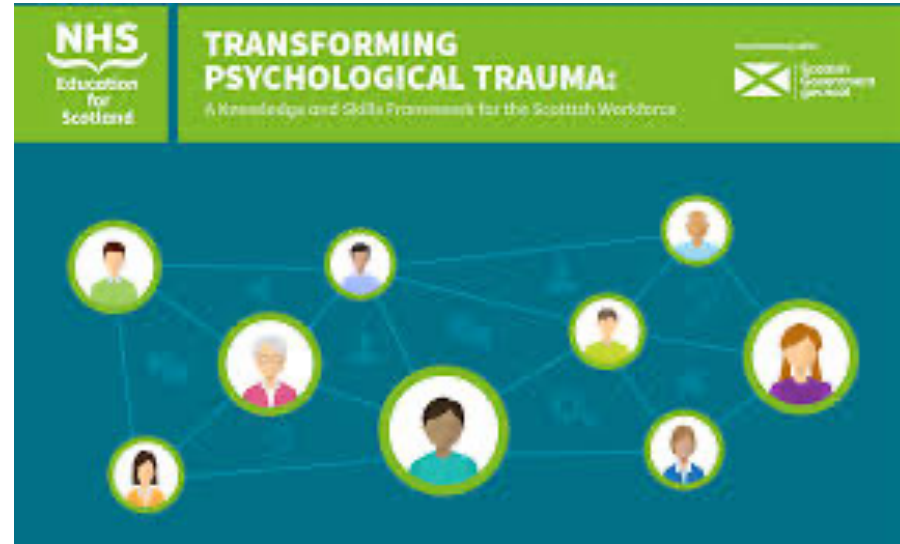
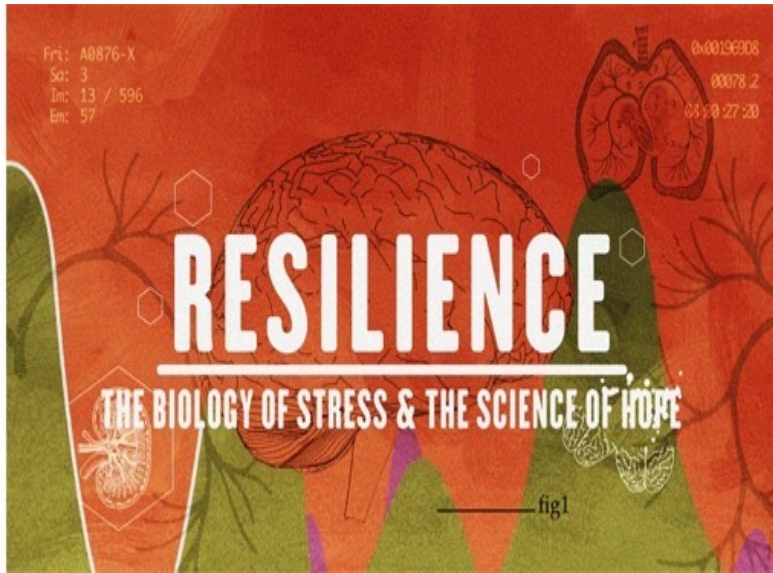
**Overview**

**How it Started**

**How it's Going**

**What's next?**

**Questions**



What next?

# Developing Training



## AN INTRODUCTION TO TRAUMA INFORMED WORKING TRAINING

# Leadership Engagement Event





# Housing Options Pilot

- **Self evaluation prior to training**
- **Trauma skilled practice training**
- **Focus groups with service users, staff and management – 5 principles**
- **Repeat of self evaluation**

# Has it made a Difference?

- **Positive feedback from staff – better equipped to do their job.**
- **Changes in practice – re-traumatisation a particular focus**
- **Focus groups to continue – service users & staff**
- **Housing Support Contracts**

# What's Next?

- **Trauma Champions**
- **Embed strategic direction with Community Planning structures**
- **Member/Officer steering group**
- **Trauma informed policy review/impact assessment**



# Challenges and Barriers

- **'It doesn't affect my role'**
- **Time**
- **Violence and aggression**
- **What does Covid mean for service delivery?**
- **What role does the regulator and SG have in encouraging a trauma informed approach?**

# Background

- Sanctuary Scotland – over 7000 homes, 50 staff (housing), lots of new developments coming
- Asset Based Community Development
- First introduction to ‘Adverse Childhood Experiences’
- What can I do?
  - This felt really important
  - Overwhelming

# Resilience Learning Partnership

- Attended RLP event
- Introduction to “trauma”, “trauma-informed” and “lived experience”
- The impact of Covid
- Reached out to Shumela via Twitter
- Made grand plans!

# Internal conversations

- “Sanctuary cares about the people in our houses”
- Evictions and their effect
- My own performance management targets
  - Constantly speaking to people across whole organisation wherever they would listen
  - What can I do?
- Proposal and delivery of staff briefing sessions for Housing Management

# Raising Awareness

- Wrote a paper, which turned into a project proposal
- “Do it properly and commit”
- Project proposal named RLP as partner
- Initial staff session developed further, became mandatory for staff to attend 2 hour session
- Voluntary “Champions”
- Feedback from staff



Hand over to Shumela....



*A Trauma Informed Collaboration*



# Background

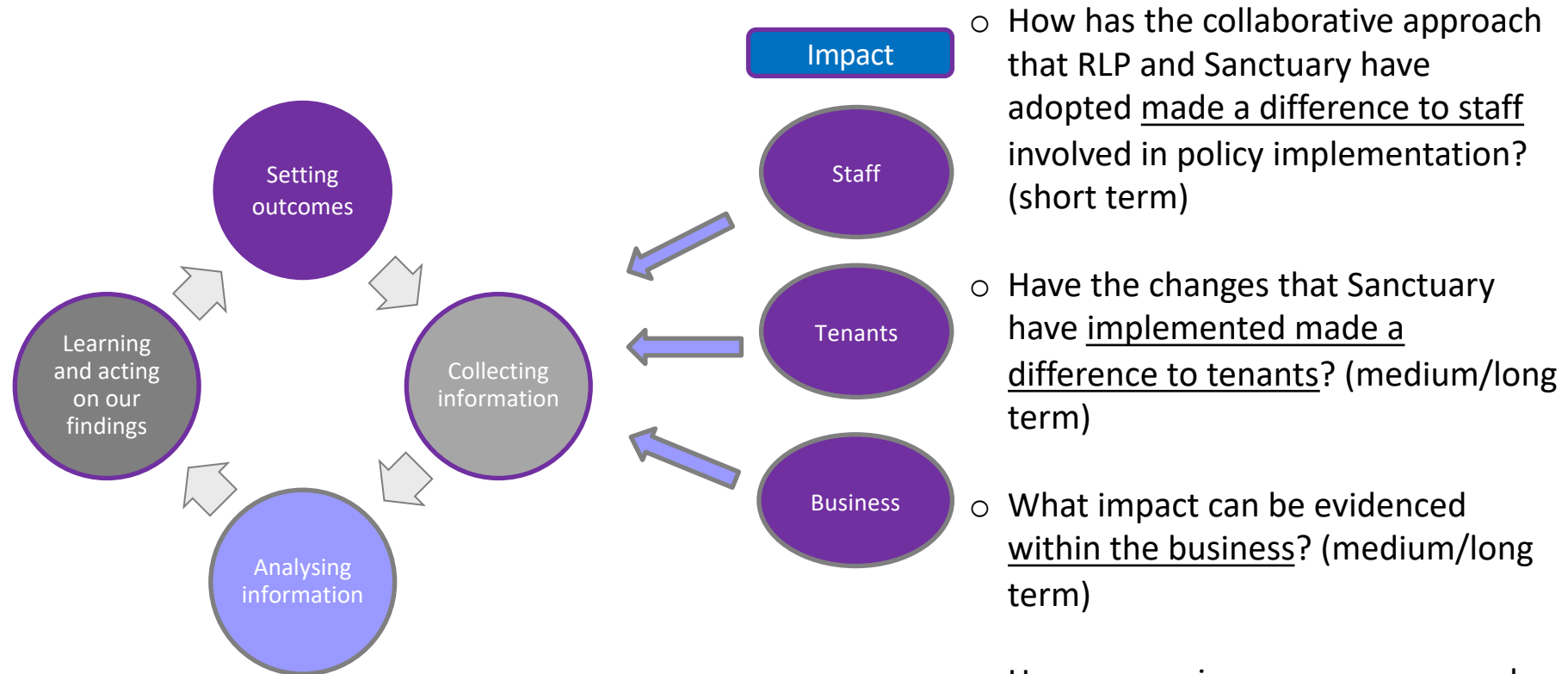
- RLP is a training and education provider with a dual purpose-  
*-First purpose- is to provide L&D, training and education services to professionals across health, criminal justice, social care and education.*  
*-Second purpose- is how we deliver our first purpose. All of our educator, facilitators and project leads have lived experience as well as the relevant academic or professional experienced required to fulfil their roles. We also provide an alternative learning environment for those who have LE of trauma.*
- RLP is a co-author of the National Trauma Training Plan and sits on the national steering group for the implementation of the NTTP (chaired by DFM)
- We are 3 years old and have gone from one staff member to 15 (including sessional).
- We are based in Clackmannanshire however we work at both a national as well as local level.
- Our fastest growing area of work is 'Trauma Informed Policy Design Consultation and Quality Assurance on Implementation of TIP'.
- We we created a Covid 19 response 'CraftyKids' that is still going strong.  
[https://www.youtube.com/watch?v=ayl8gGaTs\\_g&t=1s](https://www.youtube.com/watch?v=ayl8gGaTs_g&t=1s) Learn more here.

# The beginning of a trauma informed, meaningful and authentic REALtionship with SHA...

- Covid changed things and in the early days, the work we could do together was limited- Crafty Kids became a mechanism to get things off the ground.
- When we could, those 'grand plans' were able to become a reality and our project proposal was accepted.
- **3 Phased' approach, work will include-**
  - *Review of at least 5 of SHA's internal policies beginning with 'Income Management'*
  - *Tenant engagement*
  - *Staff engagement (trauma champion role)*
  - *Creating feedback forms (staff and tenants)*
  - *Staff training*
  - *Evaluation Framework and Toolkit*

# Evaluation Framework and Toolkit

## Learning through evaluation



Hand back to Anthony....



*A Trauma Informed Collaboration*





# Aspirations

- Pulling at a thread
  - Find allies, talk about it
- The impact of place, space and environment
- Breaking the cycle and recognising generational trauma
- Housing and Communities Connector
- Conversations now with contractors
- Always “what’s next?”



# Women's Health Improvement Research: Improving The Way We Work

# Introduction

- Introduction to the project
- Current work and progress
- Challenges experienced
- Next steps



# Introduction

- Change, Justice, Fairness
- Research report on homelessness as a result of domestic abuse
- The 'improving the way we work' project began in 2017
- Developed project structure with a very important service user feedback group
- Three main tasking areas:
  1. Housing options and service delivery
  2. Legal issues and perpetrators
  3. Training & staff development



**PROJECT  
BOARD**

**MANAGEMENT GROUP**

**SERVICE USER FOCUS  
GROUPS ALL  
DISCUSSIONS FROM  
TASKING GROUPS  
TAKEN TO SERVICE  
USERS GROUP FOR  
DISCUSSION**

**TRAINING/  
ORGANISATIONAL  
TRAINING  
ONGOING AND  
DEVELOPING  
TASKING GROUP**

**LEGAL ISSUES &  
PERPETRATORS  
TASKING GROUP**

**HOUSING  
OPTIONS &  
SERVICE DELIVERY  
TASKING GROUP**



# Key principles

- Person centred approach
- Driven by choice
- Supportive environment
- Promotes partnership working
- Values service user feedback
- Covers the Fife Housing Partnership



# Challenges

- Choice
- Remaining at home
- Working with the legal system
- Rehousing perpetrators
- Allocations
- Communication



# Next steps...

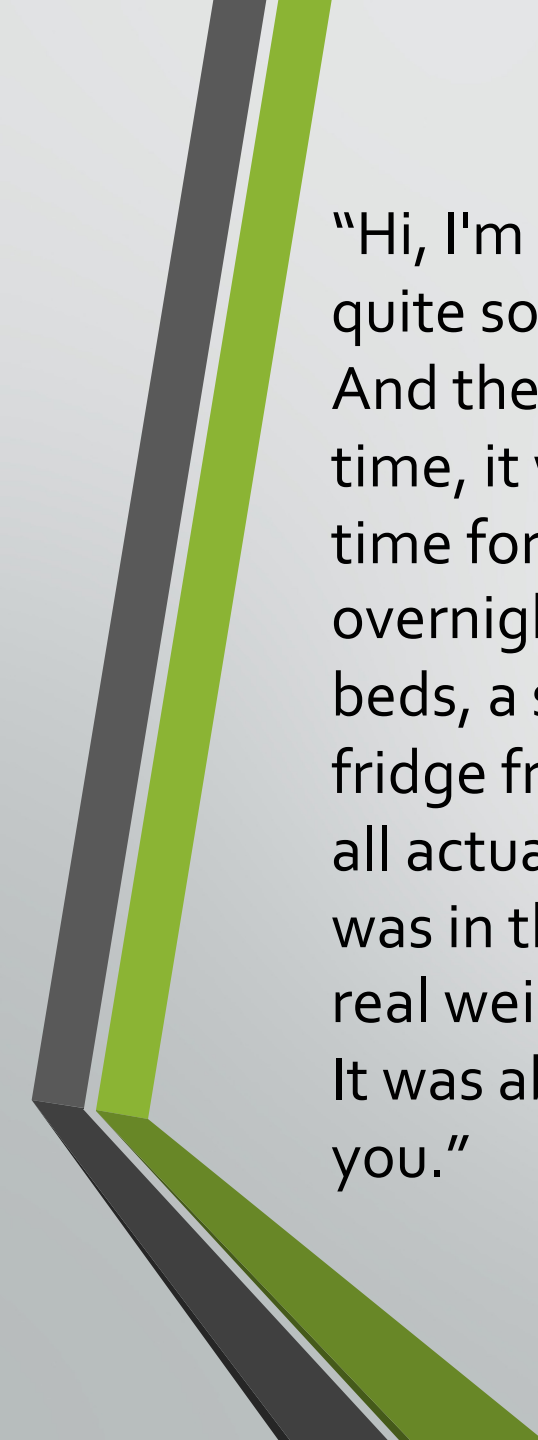
- Allocations policy
- Rapid Rehousing Transition Plan
- Prevention of homelessness fund
- Moving perpetrators
- Support measures
- Legal changes



Feedback from Service User  
Regarding the Prevention of Homelessness Fund  
and how it helped with their new tenancy



*Play audio hover over speaker icon  
and press play button on the left*



“Hi, I'm a service user with Women's Aid. I was in refuge with Women's Aid for quite some time and because of that I had to give up all of my possessions. And then I was offered a permanent flat. Because we were in lockdown at the time, it was during the first lockdown, I was going to have to wait quite a long time for the welfare fund to help me out. And I've got four children who stay overnight. So I got given some things from the council. I was given two single beds, a single bed with a mattress, bunk beds with mattresses, double bed, fridge freezer, washing machine and sofas in the living room. And they were all actually put down before I moved in. So the day that I moved in, everything was in there. Everything was built up, it was perfect really, and it was a real weight off my mind because I was able to have the kids there. It was absolutely brilliant help and I couldn't have been without it. Okay, thank you.”



For further information, please contact:

Sandra Brown: WHIR Project Officer

[Sandra.Brown@fife.gov.uk](mailto:Sandra.Brown@fife.gov.uk)

03451 55 55 55 Ext. 471659





**#traumadeepdive**

**Thank you!!**

For more info:

<https://www.improvementservice.org.uk/>  
<https://transformingpsychologicaltrauma.scot/>

To join our new online community of practice, open to all professionals interested in a trauma-informed approach:

<https://khub.net/group/trauma-informed-approaches-in-scotland>

We'd really appreciate you taking the time to complete a short feedback survey to help us learn about your experiences of today's event:

<https://forms.office.com/Pages/ResponsePage.aspx?id=NyC-e9zDh06xe2vS0icfR9ujb9h6R9pJvDSnJYjznphUM1JKRVNPNIZQTEVTUDFRQ0pOS1BDSkpMUi4u>