



# Welcommunity

Building Stronger, More Resilient Communities

## Information Booklet

*Course Guide*

# The Welcommunity Way

Firstly, welcome, and thank you for downloading our Course Guide, Information Booklet.

Contained in this booklet, you will find more information about the courses, and training opportunities currently offered by Welcommunity.

The service delivery of training opportunities varies from course to course. In the current COVID-19 climate, we are facilitating an increased amount of online, and remotely delivered training. For more information about the service delivery of our courses, please contact us directly.

If you have any questions about any information contained in this booklet, please contact us, and we will answer your questions!

We hope to hear from you soon!

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# Shared Lives Training

Shared Lives superseded Shared Stories, as the mandatory training for new, and prospective Foster Carers, and Family, and Kinship Carers.

Shared Lives Training is delivered in two parts. Part One is designed to support participants in deciding if becoming a carer is right for them, and Part Two, supports carers to prepare for a new placement.

## Part 1

Participants are introduced to the OOHC system and what it means to be a carer. Groups demystify myths about the child protection system and develop their understanding of how children come into care. Participants are guided through foundational knowledge about trauma responses, and trauma-related behaviour. These learnings support participants to develop their understanding of childhood development and attachments. Shared Lives Training also supports prospective carers to develop skills in repair parenting and promoting positive behaviour in children.

## Part 2

Part two supports participants to develop their understanding of prohibited practices, reportable conduct, placement disclosures, and the rights of the child. Further, participants are supported to develop their understanding of how children can be best supported through all phases of their placement.

Shared Lives Training is delivered on a community-needs basis. If you'd like to register your interest or enrol, please contact us directly.



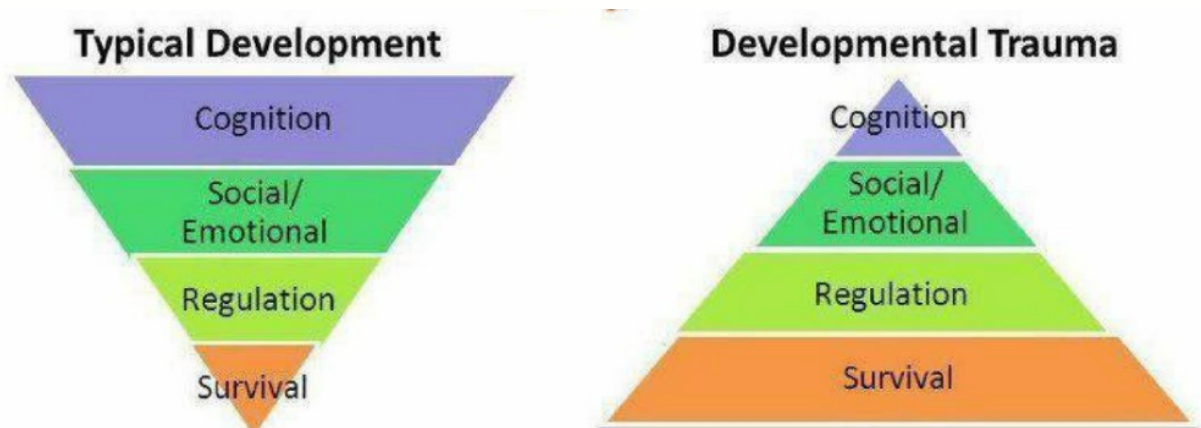
# Trauma Training

Trauma Training supports participants to develop a thorough, in-depth, understanding of trauma, traumatic experiences, trauma responses, and supporting young people who have experienced early-childhood trauma.

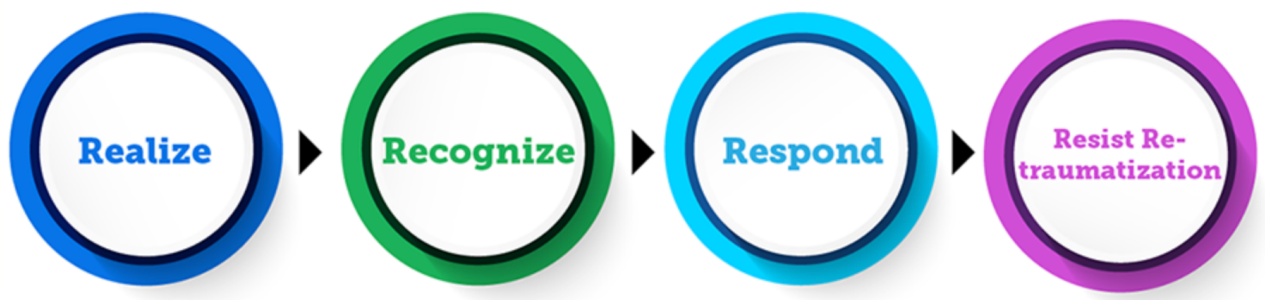
Participants explore types of trauma and myths related to childhood trauma to develop their understanding of the neurological impacts traumatic experiences have on children. Groups also workshop through theoretical concepts relating to attachment, and fostering the healing of young people to overcome their adversity, and live full, and prosperous lives.

Participants explore trauma responses such as fight, flight, and freeze, develop an understanding of the function of trauma-related behaviour. Groups workshop strategies to implement effective responses to this type of behaviour and bring about more desirable outcomes for young people.

Trauma Training is best delivered, as a workshop, in collaboration with Trauma-Informed Practice training.



# Trauma-Informed Practice



Trauma-Informed Practice is designed to support participants to develop the core knowledge, and strategies required to support practice with children, families, and communities who have experienced trauma.

Participants are supported to understand relevant theoretical perspectives that underpin Trauma-Informed Practice and explore, rational, evidence-based approaches, to foster safety, trust, empowerment, and collaboration.

The workshop supports participants to identify strategies to implement trauma-informed practice principles into their frameworks for professional practice, and within their homes. Groups are supported to workshop strategies that will support them to respond more effectively to behaviours of concern and monitor behavioural outcomes.

Trauma-Informed Practice training is derived from the training and learning outcomes developed by the Department of Communities and Justice (formally, Department of Family and Community Services - FACS).

Trauma-Informed Practice is best delivered, as a workshop, in collaboration with Trauma Training. This will support participants to develop a thorough understanding of all aspects of trauma and responding to trauma-related behaviour in children.

# Therapeutic Intervention Strategies

Therapeutic Intervention Strategies is a dual-module workshop that aims to support participants to understand the benefit of therapeutic interventions when engaging with young people. Secondly, groups explore and workshop the role of communication, and therapeutic language conventions in fostering healing, and emotional intelligence in children.

Learning outcomes support participants to build their understanding of positive, trust-based relationships and the importance of fostering healthy, safe-secure attachments with young people.

Participants explore the benefits of therapeutic intervention strategies in cognitive re-structuring and addressing behaviours of concern. Participants develop their skills in implementing therapeutic strategies to support young people learning new, more appropriate behaviour, creating and strengthening, new neurological pathways.





# Nurturing Attachments



Nurturing Attachments is a structured, training program that provides theory-based strategies for therapeutic parenting. Participants workshop all aspects of attachment with a particular focus on disorganised attachment, common in young people who have experienced significant trauma in early childhood.

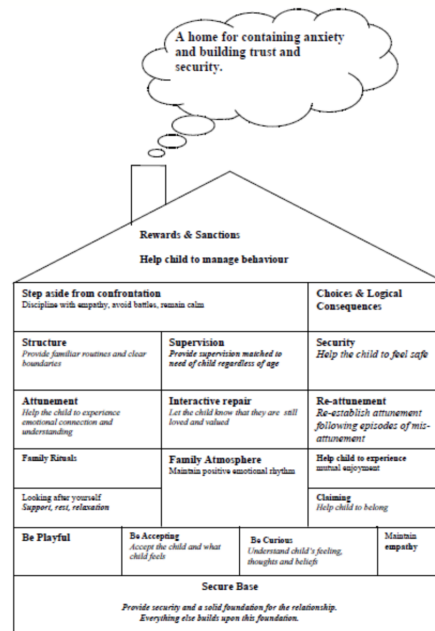
Participants are supported to gain an advanced level of understanding of attachment, attunement, and the impact traumatic experiences have on the capacity of children to form, positive and healthy, safe-secure attachments with caregivers.

Learning modules foster the understanding of various types, and styles of attachment and strategies to support the healthy development of safe-secure attachments in children. Further, parents and carers workshop strategies to support children to build on their safe-secure base at home, to explore the world around them, and build positive, healthy, trust-based relationships with family members, and their peers.

This training is best facilitated with Parents, Carers, Foster and Kinship Carers, and industry professionals who provide significant care and support to children.



# House Model of Parenting



The house model of parenting is designed to support parents, adoptive parents, and carers, to understand the importance of fostering safety, security, and positive attachments in children.

The House Model provides a structured, program that supports participants to explore both the importance of providing a secure base and the benefit of a secure base on the development of children, through to adulthood.

Participants explore concepts relating to using positive play to build positive relationships with young people and supporting them to build their emotional intelligence and emotional regulation skills. Groups are supported to workshop how a secure base, can support children and young people with trauma histories, to learn new, more appropriate, prosocial behaviour.

The second session supports participants to positively encourage children to utilise their secure base to explore the world around them, build positive relationships with peers, and increase their capacity to cope in environments such as school.

# Parenting with P.A.C.E

Dr. Hughes stresses that PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with their parents/carers, and reflect upon themselves, their thoughts and feelings. Through PACE parenting, and as they begin to feel safer, children discover they can now do better.

Participants explore the key principles of the P.A.C.E framework and are guided through the modules, to shape their understanding of how the PACE framework supports parents and carers to build positive relationships with children, respond to behaviours of concern, and target particularly problematic behaviour/s.

Participants workshop, and role play implementing playfulness, acceptance, curiosity, and empathy in their responses to children, and work towards developing their competence in using this framework to diffuse heightened behaviours, respond more effectively to behaviours of concern, and co-develop new, more appropriate behaviour and responses, with children in their care.

**P**layfulness

**A**cceptance

**C**uriosity

**E**mpathy

# Supporting Children with Multiple Diagnoses

This course is designed to explore various, common diagnoses in children. These diagnoses include Attention Hyperactivity, Deficit Disorder, Oppositional Defiance Disorder, Autism Spectrum Disorder, and Global Developmental Delay.

Participants are guided through modules that foster an increased understanding of these diagnoses and increase their awareness of how these diagnoses impact the capacity of children to learn, grow, function, and thrive at home, at school, and within their peer groups.

Participants workshop various communication, interaction, and engagement strategies that enhance the capacity of carers to respond to the specific needs of children, manage behaviour/s of concern, and support children to develop the quintessential skills required for adolescence and adulthood.

Please note, this course is delivered to a variety of groups, and it's tailored to suit the needs of each group of participants. Various diagnoses can be delivered as individual modules, delivering a more in-depth insight into the diagnosis, and relevant support strategies.

Individual modules include:

- Attention Hyperactivity Deficit Disorder
- Oppositional Defiance Disorder
- Autism Spectrum Disorder
- Global Developmental Delay

For more information about how this course can be tailored to suit your needs, please contact us directly.

# Responding To Challenging Behaviour



Responding To Challenging Behaviour is a workshop specifically designed for parents, adoptive parents, carers, teachers, and agency workers, who directly support children who display challenging behaviours.

This course supports participants to build a comprehensive understanding of various behaviours commonly seen in children with significant, and complex trauma histories. Some of the behaviours covered in this training workshop include physical and verbal aggression, defiant, sexualised behaviours, and other inappropriate, and anti-social behaviour commonly seen in schools, and within social circles.

Participants are supported to understand the function of various behaviours of concern and develop an understanding of the underlying need behind emotional outburst, and inappropriate behaviour.

Participants workshop various strategies, from various evidence-based approaches that support carers, and teachers to develop their understanding of positive approaches to targeting problematic behaviour, and supporting young people to learn new, more appropriate behaviours, and emotional regulation skills.

# Conducting Behaviour Assessments

Children who have significant, and complex trauma histories, often display a range of challenging behaviours. Verbal and physical aggression, problematic sexualised behaviours, and anti-social behaviours are some of the most common behaviours seen in children with complex trauma histories.

To respond, most effectively to these behaviours, we must first identify and understand the function of the child's behaviour. To do this, most commonly we should think to ourselves, 'what purpose is this behaviour serving the child?'

Demystifying the function of a child's behaviour can often be a complex process. Understanding a child's behaviour through a range of assessments is the most effective method of capturing a clear picture of the purpose behind behaviour/s of concern.

This training course provides participants with a comprehensive overview of various behaviour assessment tools including;

- Motivational Assessment Scale (MAS)
- Contextual Assessment Scale (CAS)
- Strengths and Difficulties Questionnaire (SDQ)
- Questions About Behavioural Function (QABF)
- ABC Data Collection Tool

Participants are guided through both, how to most effectively conduct these assessments, and how to most effectively support the implementation of these assessments by others. Throughout the training, modules cover data collection processes while supporting participants to develop the skills in 'scoring' results, making-meaning out of assessment outcomes, to support the accurate and effective development of formal Behaviour Support Plans for children.

# Positive Behaviour Support Planning

Positive Behaviour Support Plans are developed to support the implementation, and the regular assessment and monitoring of strategies to respond to behaviours of concern.

Positive Behaviour Support Plans are an evidence-based strategy that provides a formal, regularly reviewed document to monitor outcomes of children who display challenging behaviours. As an industry, too often we see behaviour support plans that are not accurately informed by valid, data collection, and monitoring processes.

Positive Behaviour Support Planning supports, new and existing clinicians, and specialist practitioners to advance their practice in writing behaviour support plans, and collecting relevant data to correctly, inform behavioural plans.

Participants move through a series of modules that enhance their understanding of the purpose of behaviour support plans, what accurate behavioural support planning looks like, and strategies to implement advanced data collection procedures to inform plans. Participants are introduced to a number of tools, and frameworks that support the development of quality behaviour support plans that specifically target the function of challenging behaviours.

Additionally, participants are supported to implement various tools and frameworks that support the accurate assessment, and monitoring of outcomes, to inform future plans.

# Cognitive Behavioural Therapy

Cognitive Behavioural Therapy (CBT) is an evidence-based form of psychotherapy that supports clinicians and specialist practitioners to address a range of mental health, and social issues impacting children.

CBT is demonstrated to be effective in the treatment of a range of behaviours, and underlying mental health challenges, including;

- Depression Anxiety Alcohol and substance misuse
- Eating Disorders
- A range of other Mental Health illnesses

CBT differs from a range of other methods of psychotherapy in that it focuses on what is happening in the person's life now, as opposed to the events, or traumatic experiences that lead to their current situation. When conducted correctly, participants are supported to learn how to 'become their own therapist' and utilise new learnings to achieve more desirable outcomes for themselves. Recent research suggests that CBT is, as effective, if not more effective than other methods of psychotherapy and psychotropic medications.

Cognitive Behavioural Therapy Training supports clinicians and specialist practitioners to develop the knowledge of the purpose of CBT, potential outcomes, and how to implement CBT when working with clients, and other service users. Participants are guided through the core principles of CBT and strategies to engage with clients to bring about change in learned thinking and behavioural patterns, to achieve better outcomes.



# Interpersonal Psychotherapy



Interpersonal Psychotherapy is a psychological treatment used to address a range of mental health concerns, however, it is most commonly used to support clients suffering from depression. Interpersonal Psychotherapy is based on the core principle that interpersonal relationships with others, are at the core of depression and other mental health illnesses. The goal of Interpersonal Psychotherapy is to support clients to understand and improve their interpersonal relationships with those around them.

Interpersonal Psychotherapy Training supports participants to understand this form of psychotherapy, the nature of the practice, and the desired outcomes. Participants develop a deeper-level understanding of the core principles of Interpersonal Psychotherapy and how to co-develop effective treatment plans with clients and monitor outcomes.

Training modules, tools, and frameworks, introduced in this training, support clinicians and specialist practitioners to implement effective Interpersonal Psychotherapy with children, across various ages, and support the development of clients' skills across various ecologies.

Interpersonal Psychotherapy Training is delivered both, online, and through face-to-face workshops.