

■ **kca references**

What difference does trauma-informed practice in an attachment-aware setting make?

(First phase KCA evaluations and anecdotal evidence)

Primary schools

- Children
 - Improved relationships with key staff
 - Improved self-regulation
 - Improved verbal communication skills / reduced acting out
 - Improved relationships with peers
 - Reductions in disruption / increased time on task
 - First indications of improved academic results

- Parents
 - Increased parental satisfaction with school
 - Increased positive parental involvement with staff
 - Parents reporting improved relationships with children at home

- Staff
 - Increased well-being and confidence
 - Shared understanding / shared language
 - Improved teamwork

Secondary schools

- Children and young people
 - Improved relationships with key staff
 - Improved self-regulation

■ kca references

- Improved verbal communication skills / reduced acting out
- Improved relationships with peers
- Reductions in call-outs / exclusions
- Reductions in out-of-classroom time
- First indications of improved academic results

- Staff
 - • Increased well-being and confidence
 - • Shared understanding / shared language

Special schools

- • Children and young people
 - • Increased well-being and confidence
 - • Improved relationships with staff
 - • Increased use of a range of communication skills
 - • Improved self-regulation
 - • Improved relationships with peers
 - • Reduced use of physical interventions
 - • First indications of improved academic results

- • Staff
 - • Increased well-being and confidence
 - • Sense of purpose and empowerment
 - • Whole school (reported by one special school over one year so far)
 - • 50% reduction in physical interventions
 - • Improved attitudes to self and school throughout the student population
 - • First indicators of improved attainment

Virtual Schools providing data and anecdotal evidence include: Stoke-on-Trent, Bath and North East Somerset, Leicestershire, Derbyshire, Haringey, Nottinghamshire

■ **kca references**

Research on emotion coaching: structured university-based research

Rose et al, The European Journal of Social and Behavioural Sciences, XIII, 2015

Nurseries and Children's Centres

- • Children
 - • Increased well-being
 - • Improved communication, verbal and non-verbal
 - • Improved age-appropriate self-regulation
 - • Reduced disruption, increased engagement and concentration

- • Parents
 - • Increased engagement with staff
 - • Improved confidence

- • Staff
 - • Increased well-being
 - • Increased confidence

Primary and secondary schools

- • Children and young people
 - • Improved relationships with staff
 - • Increased self-being and confidence
 - • Improved self-regulation
 - • Improved verbal communication skills / reduced acting out
 - • Increased prosocial behaviour

■ kca references

- • Staff
 - • Increased well-being and confidence

- • Whole school
 - • Shared understanding
 - • Shared language
 - • Shared approach
 - • Reduced exclusions / call-outs
 - • Improved teamwork

Youth service

- • Young people and workers
 - • Increased well-being
 - • Increased confidence

Please remember ...

... it takes twenty five years for the human brain to reach mature adult function – all outcomes must be regarded as interim.