

# A Review and Evaluation of EITP Workstream 4: Trauma Informed Practice Workforce Development Project

Executive Summary Report  
September 2020



Adverse  
Childhood  
Experiences

Be the Change



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# Introduction and the Evaluation of the TIP training and support



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## Introduction

On 2 April 2018, the Safeguarding Board for Northern Ireland (SBNI) formally launched the Early Intervention Transformation Programme (EITP) Trauma Informed Practice (TIP) Project. This workforce development project has been funded through the cross departmental EITP and is housed in the Safeguarding Board for Northern Ireland (SBNI). The project aims to ensure that SBNI member organisations:

1. Have an awareness of the adverse childhood experiences which may cause trauma in a child's life;
2. Are aware of the potential impact of these adversities on the development of a child;
3. Are able to identify what creates resilience to cope with adversity; and
4. Are able to develop policies and practices to embed trauma informed practice in their work.

This Executive Summary Report and the detailed project review reports reflect on the implementation and learning of the EITP Trauma Informed Practice Project up to and including March 2020 and the measurable impact the training and associated resources have provided in building workforce capacity and practice.

This summary report and the detailed project review reports also detail how the outcomes of the project have been underpinned by a trauma informed, strength-based approach to the delivery of early intervention and prevention programmes, with an emphasis on the shaping of practice to improve outcomes for children, young people, families and adults in line with the draft Programme for Government Framework for Northern Ireland and in particular the following outcomes:





**Outcome 1:** We prosper through a strong, competitive, regionally balanced economy

**Outcome 7:** We have a safe community, where we respect the law and each other

**Outcome 8:** We care for others and help those in need

**Outcome 12:** We give our children and young people the best start in life.

## Evaluation of the TIP training and support

The Trauma Informed Practice Project commenced in April 2018 and the executive summary report brings together the operational and strategic journey of the project across the sectors and the system (as documented within the Part A report). The report also draws together the out-workings of the workforce development training and support within the project (as documented within the Part B report).

This summary report highlights the elements of the workforce development training and strategic deliverables within the project in line with the four aims of the project as outlined above.

The TIP project consisted of a number of elements of workforce development and training for identified professionals and volunteers across these sectors, including the following:

- Level 1 – ACE Awareness: This training sought to raise awareness of the potential impact of ACEs on individuals and communities.
- Level 2 – Developing Trauma Sensitive Approaches to Practice Training: This training developed the learning from the awareness session and sought to further develop skills that promote a trauma sensitive response.
- Level 3 – Train-the-Trainer (T4T) Programme of Professional Development: This two-day workshop supported participants with

the skills, knowledge and confidence to enable them to deliver Level 1, Level 2 or Level 1&2 training within and beyond their own organisations.

- **Be the Change Leadership Programme:** This programme was specifically aimed at senior leaders and executives across the five sectors targeted by the TIP project and others beyond this. The training supported organisations to begin implementing TI principles and concepts in organisational strategies and policies and encouraged increased collaboration via implementation of Live Projects.
- **Solihull understanding trauma online course:** This online course sought to deepen understanding of the effects of trauma, the recovery process and how society can support recovery from trauma. The course integrated this with the Solihull Approach model.

Alongside the face-to-face and online training and support, SBNI commissioned or developed a suite of other resources to support the delivery of the TIP project. These resources included, amongst others, a series of training support tools and videos based on real life case studies and participation of service users to aid understanding of childhood adversity and trauma sensitive approaches.



In addition, and to support increased levels of collaboration and efforts to disseminate knowledge of the project and best practices, a range of activities were undertaken including:

- *Knowledge transfer* sessions to a range of stakeholders to support and build organisation's capacity to deliver training and support to their own staff;
- *A Regional NI ACE conference* delivered in 2019 and 2020 to share strategic developments of the NI ACE Reference group which included the implementation and embedding of the TIP project and associated support. The conference also provided an opportunity to disseminate knowledge of the project and support sharing of good practice across sectors. This year the conference provided organisations engaged in the Be the Change Leadership Programme with opportunities to share information on their live project work; and
- *Presentations and briefings* to raise awareness of the project and keep stakeholders (e.g. EITP Project Board) informed of the significant developments across the sectors with partner organisations through the implementation of the EITP TIP project.

## Evaluation approach

This evaluation has utilised an OBA approach to understand the overall impact of the EITP TIP project. This approach involved gathering a range of project data to answer three fundamental questions:

- How much did we do? This is about quantifying the scale of activity undertaken, i.e. what are the activities that are being delivered and to whom?





- How well did we do it? How do we know that the activities delivered (e.g. training/online support) have been to a high quality?
- Is anyone better off? What has the impact been? How have those who have accessed support benefited (e.g. in terms of developing knowledge and skills).

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## How much did the TIP project do?



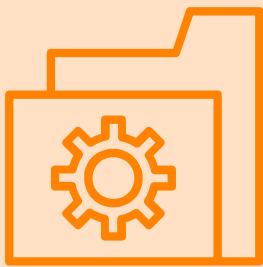
## How much did the TIP project do?



**159 sessions**  
were delivered.



**4,062 participants**  
took part in training of which 3,626 took part in face-to-face classroom based training and 436 in online learning. Education, community and voluntary, and justice sector representatives were a combined 75% of all attendees.



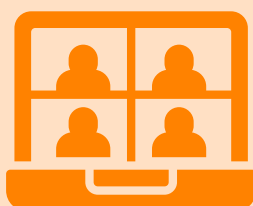
**30 resources**  
were developed to support the  
delivery of the project.



**26 knowledge  
transfer sessions**  
were undertaken.



**51 project meetings  
and events**  
took place.



**20 briefings**  
were made to SBNI project board  
and departmental officials.



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How well did the  
TIP project do it?



## How well did the TIP project do?



### ACE awareness training and information

91% of planned sessions were undertaken

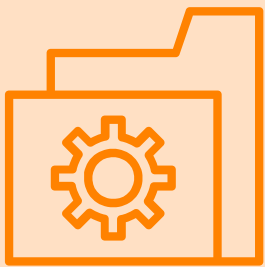
Number of sessions undertaken: 32 / Number of sessions planned: 35



### Level 1 - ACE awareness

88% of planned sessions undertaken

Number of sessions undertaken: 72 / Number of sessions planned: 82



### Level 2 - Developing trauma sensitive approaches to practice training

93% of planned sessions undertaken

Number of sessions undertaken: 28 / Number of sessions planned: 30



### Train-the-trainer programme of professional development

91% of planned sessions undertaken

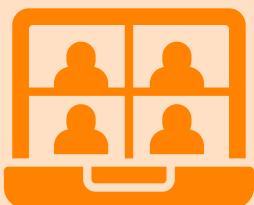
Number of sessions undertaken: 20 / Number of sessions planned: 22



### Be the Change leadership programme

100% of planned sessions undertaken

Number of sessions undertaken: 7 / Number of sessions planned: 7



### TOTAL

90% of planned sessions undertaken

Number of sessions undertaken: 159

Number of sessions planned: 176

## How well did the TIP project do?

### Project scheduling performance

- The average number of workforce development sessions undertaken as a percentage of those planned was high at 90%, with only one-tenth of sessions cancelled.
- Excluding the Be the Change Leadership Programme, the activity with the highest proportion of planned sessions that took place was Level 2 – Developing Trauma Sensitive Approaches to Practice training at 93%, in comparison to 88% for the Level 1 ACE Awareness training.



## How well did the TIP project do?



### ACE awareness training and information

Number of people attending: 952

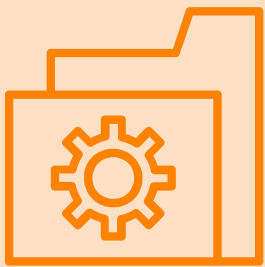
85% of those who registered attended



### Level 1 - ACE awareness

Number of people attending: 1,546

85% of those who registered attended



### Level 2 - Developing trauma sensitive approaches to practice skills

Number of people attending: 383

90% of those who registered attended



### Train-the-trainer programme of professional development

Number of people attending: 335

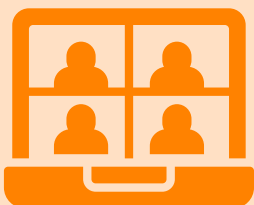
81% of those who registered attended



### Be the Change leadership programme

Number of people attending: 51

85% of those who registered attended



### TOTAL

Number of people attending: 3,267

85% of those who registered attended

## How well did the TIP project do?

In terms of online training and support, a total of 436 participants accessed the Solihull Understanding Trauma online course, of which approximately 85% had completed all 11 modules of the course.

Feedback on the quality of content and/or delivery showed that in relation to the:

- TIP Train-the-Trainer Programme of Professional Development – the vast majority (94%) stated that they had received adequate pre-programme information and notification and a similar proportion (95%) stated that the training was sufficiently long enough to cover all of the content. Those who completed evaluations expressed high levels of satisfaction with the content of training materials in terms of equipping them to deliver their own training.
- Be the Change Leadership Programme – at least 85% of those who completed an evaluation stated that the content of each part of the programme was very useful or somewhat useful. This was also the case for the two-day Be the Change Leadership programme delivered to the community and voluntary sector. In terms of the quality of tutoring/facilitation and materials used, in excess of 93% of respondents were satisfied/very satisfied with the quality of tutoring/facilitation and materials used for on-boarding and modules 1 and 3.

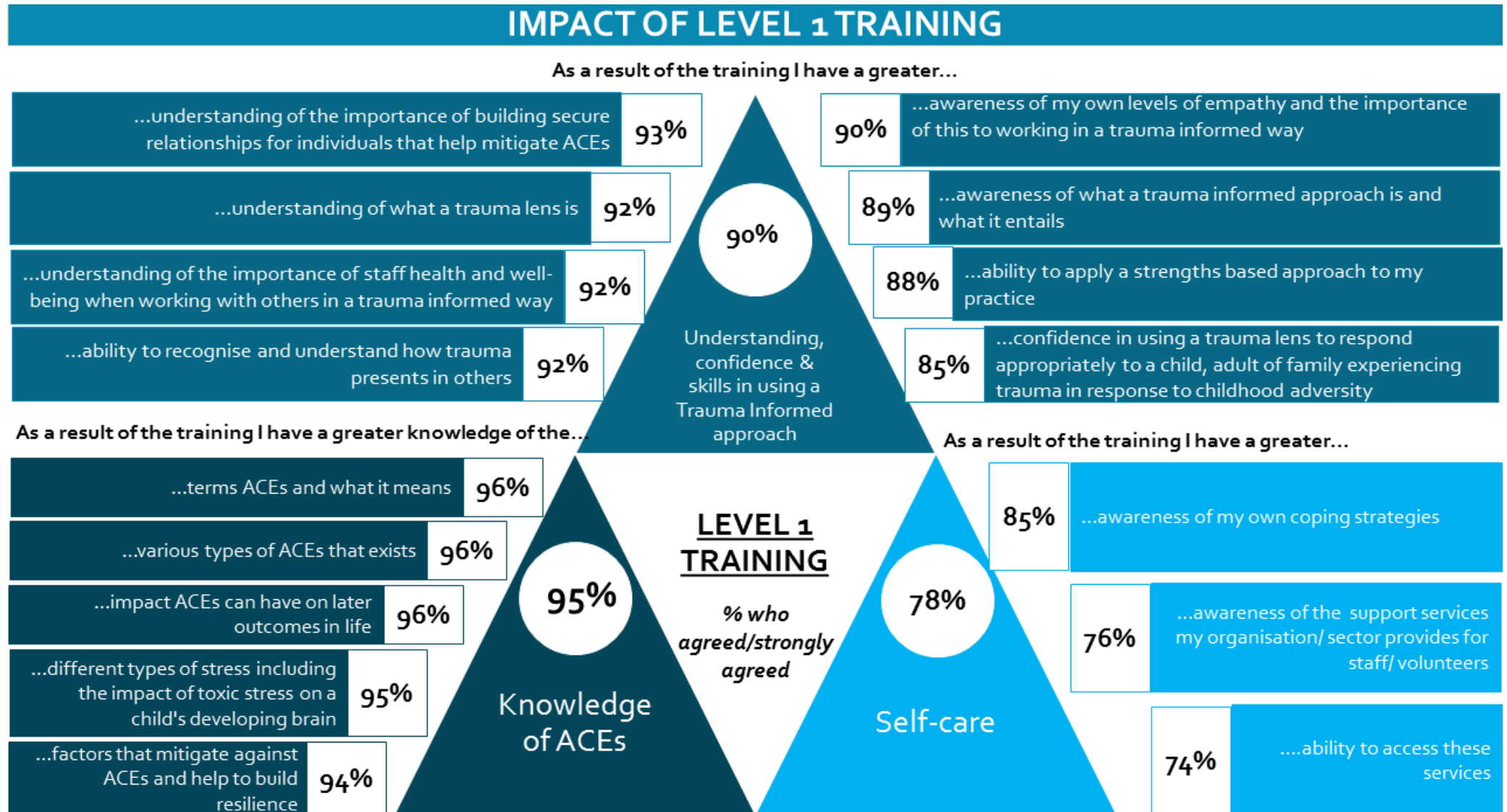


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How are people better off as a result of the TIP project?



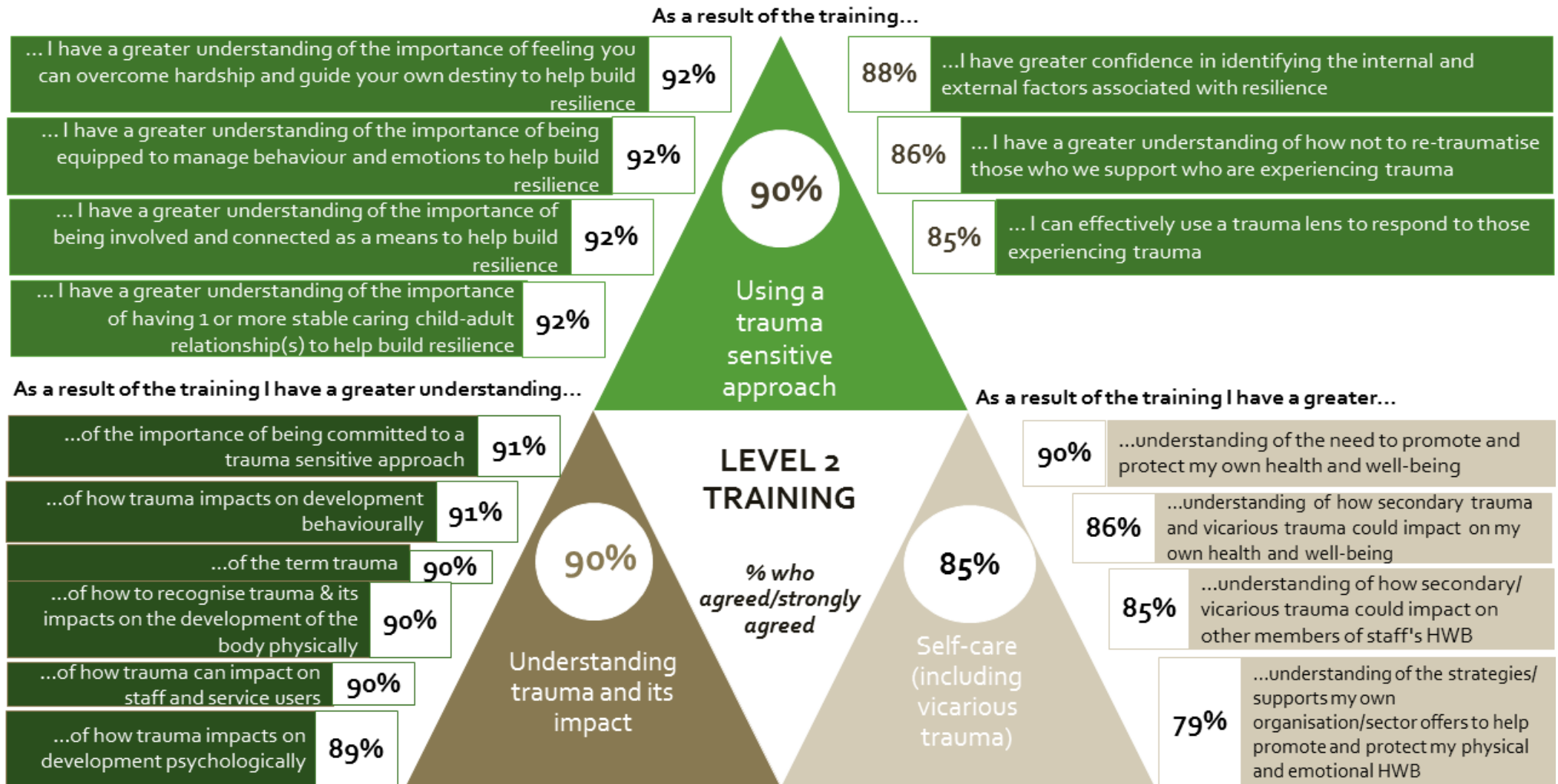
# Personal / individual outcomes





# Personal / individual outcomes

## IMPACT OF LEVEL 2 TRAINING



## Personal / individual outcomes

### IMPACT OF TIP TRAIN-THE-TRAINER PROGRAMME

#### Knowledge

*% who agree/  
strongly agree*

My understanding of the concepts and principles underpinning a trauma sensitive approach are sufficiently developed to enable me to deliver training to others

94%

I feel I have sufficient knowledge to be able to support the development of a common language and understanding of ACEs and trauma sensitive approaches across the sector

93%

I have a strong understanding of the concepts and principles underpinning a trauma sensitive approach

92%

#### Skills and confidence

*% who agree/  
strongly agree*

I feel confident to be able to manage the group work exercises so that everyone has an opportunity to contribute their views

92%

I feel confident that I can effectively manage groups to effectively develop those I train in the future

91%

I am confident I can deliver all aspects of a trauma sensitive approach to a very high standard

91%

I feel confident that I will be able to respond appropriately to questions in relation to the key concepts and principles of a trauma sensitive approach

89%

I can anticipate the potential aspects of a trauma sensitive approach that might be difficult for others to grasp

86%

#### Professional development

*% who agree/  
strongly agree*

I have a greater interest in finding out what other training or continuous professional development opportunities might be available to me in this area

95%

I feel more committed to ensuring this area of work is prioritised in terms of my professional development

95%

I will try to make sure that this area of work features to a greater extent in my annual review/appraisal

92%

#### Organisational support

*% who agree/  
strongly agree*

My organisation is fully supportive of implementing an ACE/trauma sensitive approach across all of our work

81%

I am confident I will have enough time to plan each programme delivery

73%

My organisation has committed to three programme deliveries per year following delivery of this training

72%

I am confident I will have enough administration support to enable smooth delivery of each programme delivery

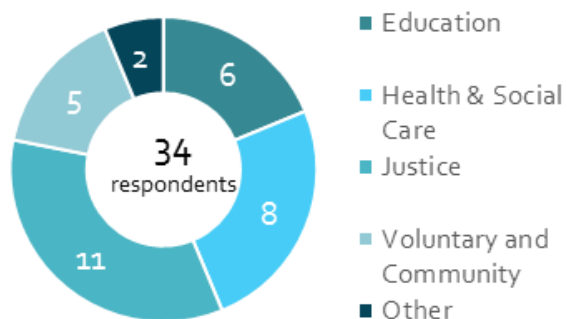
69%

I am confident I will have sufficient time to reflect on/review my delivery and, if necessary, make changes

69%

## IMPACT OF BE THE CHANGE LEADERSHIP PROGRAMME

Breakdown of evaluation respondents by sector



### Usefulness of content and quality of tutoring/facilitation and materials used

Activity	Usefulness of content [% who found it very or somewhat useful]	Tutoring/facilitation [% satisfied/very satisfied]	Materials [% satisfied/very satisfied]
Onboarding	85%	94%	94%
Module 1: Leading from within	100%	94%	94%
Module 2: Leading through organisation design	88%	68%	77%
Module 3: Leading within systems	97%	94%	93%
Coaching	91%	n/a	n/a

### Impact on personal outcomes

Personal outcomes	% agree/strongly agree
• To become an agent of change by supporting me to apply my learning to practice	97%
• To further develop my networks and relationships within and across the system.	91%
• To develop my leadership skills and enhance my emotional intelligence, resilience and confidence	88%
• To understand and apply the tools of organisational design and systems transformation within my org.	85%

**88% of respondents agreed/strongly agreed that the overall aim of the Programme is to support the development of trauma informed leadership capacity and capability across the system was achieved**

## Personal / individual outcomes

Impact of training on	Feedback from participants
Knowledge and understanding	<p>"[The training helped me gain...] more in-depth knowledge and understanding of the impact of ACEs."</p> <p>"[The training] really clarified and developed my knowledge of trauma and the impact on lives."</p> <p>"The training helped my understanding] of toxic stress and how it manifests in the body."</p> <p>"[The most valuable thing was understanding] the impact of trauma on individuals and how it can change lives... Sara's story was an excellent resource."</p>



## Personal / individual outcomes

Impact of training on	Feedback from participants
Skills and confidence	<p>“I had imposter syndrome at the start. But I stuck with it and started looking at things through a TI lens. It did help me to find my place. [The support] was really beneficial. I found it very helpful on a personal level... to believe in what I was doing.”</p> <p>“Professionally for myself... what it has done is sharpened my practice... it’s really supported my cognitive processing... it’s not about going instantly into the policies and procedures (i.e. the processing bit) but asking about the impact that this trauma is having on the child, the classroom, the other peers, the teacher and the school community. It is such a subtle change, but that’s where the change has happened for me.”</p> <p>“The TI practice has really brought it home... change starts with me! Before the training, I would have seen it as the [responsibility of] other people but it is now acknowledging “What about that staff; what they are going through.” Managers are now aware and are providing that support... TI has made us more aware that when a crisis happens... take a cup of tea, think about it, reflect about it... people acknowledging... people don’t have to talk a lot about what has happened to them in their past... the fact we are more sensitised... more aware now.... We need to support each other.”</p>

## Organisational / system wide outcomes

### Collaboration

Stakeholders interviewed as part of the qualitative interviews were unanimous in the view that the support provided by the TIP project had supported improved collaboration both within and between organisations. The live project work, a core part of the Be the Change leadership programme was singled out in terms of its contribution to promoting collaboration. Indeed the evaluations of the Be the Change Leadership Programme showed that a significant majority (85%) agreed/strongly agreed that the project had been successful in supporting organisations to develop a collaborative approach to trauma informed practice across the system.

***“85% agreed / strongly agreed that the project had been successful in developing a collaborative approach to trauma informed practice.”***

### Integrating knowledge about trauma into organisational policies, procedures and practices

A number of emerging impacts were noted in relation to improvements in staff supervision and support procedures, where processes were reviewed to be more inclusive of all staff (including administrative staff) and more information was provided in relation to vicarious trauma. The project also enhanced organisations commitments to Continuing Professional Development of staff and increased their capacity to sustain and continue to cascade ACE/ TIP training within their organisations. The need for a consistent approach to developing trauma informed policies, procedures and practices within and across organisations was noted by interviewees to help ensure consistent service user journeys across the system. The existing regional approach led by SBNI to develop consistent trauma informed strategies and policies across Northern Ireland should continue.

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# Implications of this evaluation for securing a trauma informed system for Northern Ireland



## Implications of this evaluation for securing a trauma informed system in Northern Ireland

Given the above, the following points should be considered by SBNI and their member agencies as they move forward in securing organisation and system-wide change in Northern Ireland through the next phase of the project and beyond.

### **Undertaking a detailed progress review.**

A progress review is required which would seek to answer the following questions:

- Have all required sectors and organisations been engaged and involved to the required extent?
- Where are these organisations on their TI journey and how would they assess the progress they have made?
- What are the barriers organisations are experiencing that might prevent them from making further progress?
- What are organisations future support needs?

In addition, as part of the progress review, a systematic baselining by organisations of participants' knowledge and skills would be helpful in terms of mapping out future support needs (many of which may be met by capacity developed within their own organisations).

### **Developing and delivering a programme of shared learning and development**

To consolidate knowledge and enhance practice, a programme of shared learning and development is suggested. This could include peer support groups and learning/development events that bring people at various levels together to learn from each other as they continue on their journey towards becoming a trauma informed organisation. It is now an opportune time to draw more widely upon the knowledge and expertise of those who participated in the Be the Change Leadership programme to become system change



agents in this process. Not only could this deepen organisational / sector commitment to continue on the journey, it would also help to maximise opportunities for greater levels of collaboration and enhance sustainability. Based on the findings from this evaluation, immediate areas that would benefit from these shared learning opportunities are:

- those who engaged in the Train the Trainer programme and are cascading this in their own organisation; and
- senior leaders who are developing organisation wide policies for supporting and developing staff.

In rolling out this programme, expertise from specialists should be used when required to inspire, challenge and support quality learning and development.

In addition, should the Be the Change Leadership Programme be implemented in future, the following points should be noted:

- *Enhanced integration of trauma informed principles within coaching:* a number of those who participated in the Be the Change Leadership Programme, in particular, noted that there could have been a greater integration of trauma informed principles within the coaching elements of the programme. The HSC Leadership Centre (who were commissioned to deliver the Be the Change Leadership Programme) may wish to reflect on whether the depth of the briefing allocated to coaches prior to the programme beginning was sufficient. This briefing is in relation to the content of the programme (including live work elements) and, in particular, what trauma informed practice is prior to the programme delivery. If there is any further implementation of the leadership programme, the content could be enhanced

accordingly. A follow up session with attendees of past deliveries could focus on this as part of the progress review (outlined above).

- Build on the 'live work' as a way of enhancing collaboration even more: The programme of support should also build upon the 'live work' aspect of the TIP project, providing a vehicle for those working within and across organisations to collaborate on creating more trauma responsive pathways of support for children and families.



## References

### **EITP Trauma Informed Practice Project Review Part A Report**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/EITP%20TIP%20Project%20Review%20Report%20Part%20A%20-%20%28Final%29\\_0.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/EITP%20TIP%20Project%20Review%20Report%20Part%20A%20-%20%28Final%29_0.pdf)

### **EITP Trauma Informed Practice Project Review Part B Report**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/EITP%20TIP%20Project%20Review%20Report%20Part%20B%20%28Final%29.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/EITP%20TIP%20Project%20Review%20Report%20Part%20B%20%28Final%29.pdf)

### **An insight into the training needs of the Workforce in Northern Ireland (Baseline Report) 2019**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/Northern%20Ireland%20TNA%20Report%20%28Final%29.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/Northern%20Ireland%20TNA%20Report%20%28Final%29.pdf)

### **An insight into the readiness of the system in Northern Ireland Report (2019)**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/EITP%20Trauma%20Informed%20Practice%20Systems%20Change%20Regional%20Insight%20Report%20Final.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/EITP%20Trauma%20Informed%20Practice%20Systems%20Change%20Regional%20Insight%20Report%20Final.pdf)

### **Be the Change Leadership Programme Evaluation**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/Be%20the%20Change%20Programme%20-%20Evaluation%20Report%20%28Final%29.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/Be%20the%20Change%20Programme%20-%20Evaluation%20Report%20%28Final%29.pdf)

### **North West Training Pilot Evaluation Report (2019)**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/SBNI%20PSNI%20Report%20-%20%28Web%29.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/SBNI%20PSNI%20Report%20-%20%28Web%29.pdf)

## **QUB (2018) An Evidence Review of Trauma Informed Care in Northern Ireland**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/ACEs%20Report%20A4%20Feb%202019%20Developing%20a%20Trauma%20Informed%20Approach%20-%20Full%20Evidence%20Review.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/ACEs%20Report%20A4%20Feb%202019%20Developing%20a%20Trauma%20Informed%20Approach%20-%20Full%20Evidence%20Review.pdf)

## **QUB (2019) Applying a Sequential Intercept Model Approach in Northern Ireland**

[www.safeguardingni.org/sites/default/files/sites/default/files/imce/Applying%20the%20Sequential%20Intercept%20Model%20to%20the%20NI%20Context%20%28Full%20Report%29.pdf](http://www.safeguardingni.org/sites/default/files/sites/default/files/imce/Applying%20the%20Sequential%20Intercept%20Model%20to%20the%20NI%20Context%20%28Full%20Report%29.pdf)

## **Safeguarding Board for Northern Ireland (SBNI)**

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