



MARY- ANNE HODD

Trainer | Consultant | Speaker

‘Mary-anne’s talks and sessions should be mandatory for everyone who works with young people in Care, there is so much to learn and take away from what she offers, we can’t wait to work with her again’

Director of Safeguarding and Family Support at Telford

‘This has been the most Inspiring, useful and practical training session i have ever been to. You provide an insight that we cannot get elsewhere and you do it while making us really feel and connect with the child that we care for’

Foster Parent: “Lets talk words”
Language in care training.

‘You have given us so much to take away, inspirational and practical. We can’t wait to have you back’

Social Worker, attendee at a Keynote event.

This brochure outlines my core training sessions, which will give you an insight into some of the most popular training sessions offered at this time.

That said, I am not confined by these offerings. From service design and development to workshops, training design and delivery to keynote and speaking events; my work is relationally based.

It involves using personal and professional experience to work with you, to understand where you are currently at and where you aim to be. From there, we will adapt, edit and curate sessions and services that fulfil these needs.

Let's Talk Words.

Section 1.

Transitions.

Section 2.

More than my ACES.

Section 3.

Post-traumatic Growth.

Section 4.

Connection First.

Section 5.

Through my Eyes.

Section 6.

Identity.

Section 7.

LETS TALK WORDS



LETS TALK WORDS



Exploration

An exploration of 'Care' related words, their meaning and value for children and young people.

Lived

A lived experience perspective, including stereotypes and stigma.

Language

Identity, selfworth, belief and autonomy; the impact of language.

Case Study

Files and report writing, delving into a case study: Mary's files.

Resources

Turning theory and experience into practice: tips, tricks and resources.

The vernacular of Care has the capacity to empower, educate and inspire positive change, or, it can alienate, label and discriminate.

This session has a focus on understanding the nuances of language, barriers of communication and the impact that we can all have with the language we use.

Beyond this, we'll delve into understanding the value of report writing for children and young people, their development and healing opportunities.

Having spent a childhood growing up in Care, Mary-anne reflects on her journey and the impact that 'Care' language had on understanding herself and the world around her.

Attendees will be thrown into experiencing language through the child's eyes, before considering how we can all make a difference when we're aware of the words we use throughout our practice.

OUTCOMES

A deep insight into language through the child's eyes; the world of language that surrounds young people in Care, including stereotypes and stigma children and young people may face.

A practical understanding of the 'Care' vernacular and what specific words mean from various perspectives, leading to an awareness of our own terminology and how to adapt this for therapeutic practice.

A wealth of tips and tricks to curate environments that support healing, avoid discrimination and are aware of biases. How we can reflect this not only throughout our own practice but throughout the narrative and societal understanding of what it means to be a 'kid in care'.

An understanding of the lived experience journey of receiving our 'files' and how this affected Mary-anne; how files have an influence on identity and how to write reports in a way that avoids potentially re-traumatising.

A comprehensive feeling of connectedness to the language we use and the impact that words can have on ourselves, children, young people and whole systems; resulting in positive changes in practice.

TRANSITIONS



TRANSITIONS



Independence

Independence; what this means in reference to transitions and the young persons perspective.

Pressure

Considering pressures from the system, where independence fails young people.

Concept

Introducing the concept and research surrounding interdependence.

Scenarios

Examples and practical scenarios of interdependence in practice.

Practical

Practical methods and scenarios for development and reflective practice.

From the pathway planning process to the considered 'norm' for young people leaving Care, independence is pushed as one of the basic goals throughout the transitions journey.

This session explores what independence really means, considering how this might miss the mark for our young people.

The discussion moves through practical examples of independence, before bringing in the concept and research surrounding interdependence. Each approach is considered from the young person and professional experiences, considering what this looks like in practice.

The session moves toward social and emotional skill development as a primary aim throughout the planning process and provides a reflective space to see how we might adapt our practice to place interdependence at the core of transitions.

OUTCOMES

An insight into the world through the eyes of a young person getting prepared for 'independence'.

An understanding of where independence misses the mark, in combination with the necessities of this approach for young people in their transitions journey.

An evaluation of independence vs interdependence; both approaches and what they look like in practice.

A connection to the benefits of interdependence, what this means for young people and how to encourage interdependence throughout practice resources to support social and emotional skill development as a key element in the transitions pathway.

MORE THAN MY ACES



MORE THAN MY ACES



ACES?

What are ACEs? An understanding of the potential impact of ACEs, referring to the malleability of the brain.

My ACES

Mary's personal ACEs score and journey.

PACES

From ACEs to PACES. Understanding preventative and compensatory experience.

Practice

Moving from theory to practice.

Resources

Relevant resources and methods to support understanding and healing throughout practice.

Understanding the ACES framework, the potential impact of childhood adversity and trauma are fundamentals when supporting young people in Care. Yet, it's also important to understand how to move beyond ACEs, with consideration for PACEs (preventative and compensatory experiences).

This session explores the reality of ACEs, referring to Mary's personal ACEs score, what this means to her and how the score came about from a journey of her life.

We move on to consider how ACEs may be reductionist or deterministic if used in the wrong environment or manner. We'll delve into elements of understanding beyond behaviours and in curating environments that connect and support young people moving from adversity to prosperity.

OUTCOMES

An understanding of what ACEs are and how they might impact children and young people.

A feeling of connectedness to the ACEs journey, through a lived experience perspective.

Knowledge of the malleability of the brain and how this is relevant to young people who have suffered adversity and trauma.

An insight into the impact that one adult can have in supporting young people to overcome adversity.

Resources that enable the relation to young people and their experiences of trauma, including an understanding of what this looks like beyond the behaviour.

A deeper understanding of the world that young people in Care may experience and practical tips and tricks that support feelings of connection and understanding.

POST TRAUMATIC GROWTH



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What?

What is post-traumatic growth?

VS

Post-traumatic growth vs post-traumatic stress.

Pressure

The potential downside and pressures of post-traumatic growth.

Factors

Characteristics, factors and environments that support post-traumatic growth.

Practice

Reflective practice and implications.

POST TRAUMATIC GROWTH

Children and young people who experience Care are almost unavoidably exposed to trauma at one stage or another throughout their early childhood, but this does not have to define or determine their future.

This session explores the concept of post-traumatic growth, what this means and what this can look like for children and young people.

We'll consider post-traumatic stress disorder and compare the different factors that may lead to or impact post-traumatic growth.

This leads to discussion, activities and resources that enhance understanding and contribute to good practice whereby young people are surrounded with environments and people that facilitate healing and post-traumatic growth.

OUTCOMES

An understanding of what post-traumatic growth is and how this may represent itself in children and young people.

An understanding of the factors, characteristics and environments that support post-traumatic growth.

An insight into the potential ‘downside’ of post-traumatic growth and resilience.

Resources, tips and tricks to take back to practice that will facilitate environments that support post-traumatic growth?

CONNECTION FIRST



CONNECTION FIRST



Connection

Connection; what it means to us, what it means to young people.

Barriers

Barriers to connection.

Overcoming

Overcoming barriers; methods and scenarios.

Methods

Methods for connection and why they are so vital.

Practical

Practical methods and scenarios for development and reflective practice.

Connection is at the heart of everything we do. But that doesn't mean it's easy.

From expectations to prior experiences, to silo-working environments, relationships can be hard.

This session takes an in-depth look into the premise behind relationships, what they mean to practitioners and young people and how best to build meaningful relationships that will have a positive long-lasting impact on children and young people; no matter how long we are in their lives.

We'll work through relationship-building techniques, barriers faced and how to overcome them and we'll put connection and heart at the forefront, giving practitioners a reminder of why they do what they do and the impact that we can, and do, have.

OUTCOMES

A reminder of the importance of connection, what this looks like from different perspectives.

A deep understanding of various barriers to connection and methods to overcome these.

Practical scenarios for connection and the linked outcomes.

A feeling of connectedness to ourselves, children and young people, resulting in shifts in cultural and work environments whereby connection is valued at the forefront.

THROUGH MY EYES



THROUGH MY EYES



Perspective

What we mean by 'the child's perspective'; our own methods for connection and understanding.

Journey

Mary's world; delving into the journey of Care from Mary's perspective.

Barriers

Barriers to understanding this perspective.

Techniques

Techniques and methods for overcoming barriers.

Implications

Implications for practice.

Perceptions, understanding and the narrative surrounding 'kids in care' are changing for the better, but the question still arises 'how can I see things through the child's eyes'?

There are various barriers that can arise as challenges in being able to truly see things from the child's perspective. Yet, to really make a difference, to have a child-centred approach at the core, we need to be able to understand and connect with the world as the child sees it.

This training supports just that; we'll explore the aforementioned barriers, Mary's journey through Care and the things that made a difference to her.

We'll go on to throw attendees into the reality of life in Care as a child and how we can support children and young people to feel included, wanted and cared for; how our presence and practice can be healing at the core.

OUTCOMES

A feeling of connectedness, understanding and empathy in seeing things from the child's perspective.

A deeper understanding of why we might behave the way we do; example scenarios unpacked. Linked to trauma responses.

A recognition of the barriers that may prevent things from being seen through the child's eyes and how to overcome these.

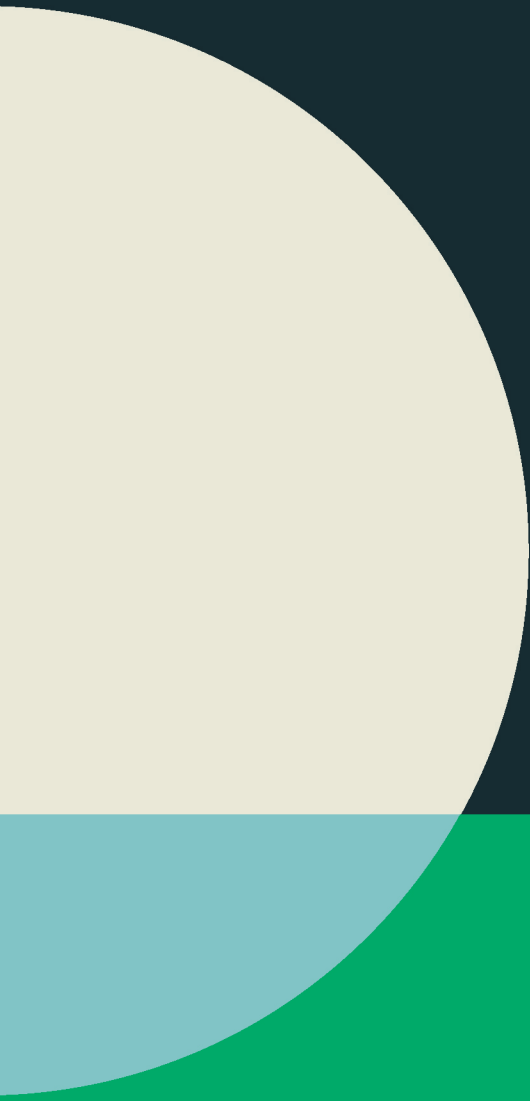
To have a wealth of resources and example scenarios as to how you can connect with young people, seeing things from their perspective.

An understanding of how seeing things through the child's eyes can be reflected across all areas of practice and how to do this in your particular role, alongside the benefits of doing so.

IDENTITY



IDENTITY



IDENTITY

Understanding

What identity means in different contexts.

Exploring

The natural development of identity in comparison to the care experienced journey.

Reality

Considering barriers to development, understanding the reality and history of identity for care experienced young people.

Outcomes

Identity development linked to improved outcomes

Practice

Implications for practice, supporting healthy development and overcoming barriers.

IDENTITY

Identity for young people in Care can be a difficult subject. There are various processes and factors of Care that can lead to fragmented identity for our children and young people.

This session explores exactly what identity means and can look like for care experienced children and young people, going on to consider identity development within the Care journey and the potential impact.

The story of identity in Care goes beyond the individual, it's about understanding the care experienced history as a community, including pressures, stereotypes and expectations.

We'll delve into supporting healthy identity development, understanding and overcoming barriers and processes that we can all adapt to encourage our young people in understanding and knowing themselves, their history and their identity. Ultimately, knowing oneself can lead to improved outcomes and it's this concept that will guide our time together.

OUTCOMES

A thorough insight into the journey of identity development for care experienced young people and what this looks like through the child's perspective.

An understanding of barriers to development that are presented throughout the care journey and how to curate environments that break down these barriers.

A linkage in understanding the connection between identity and improved outcomes, providing a full picture of what this looks like for care experienced young people.

Tips, tricks and resources to put the child's world at the centre, curating and supporting environments that encourage authentic identity development.

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