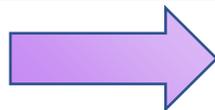




Reframing Traditional Interventions

Children who have experienced abusive, ambivalent, or inconsistent care giving may have missed vital early years experiences that are crucial to their development. For youth justice interventions to be effective they must be sequenced in a developmentally sensitive manner. Each developmental stage needs to be met before a child can progress. Here are some ideas of how you can replace traditional programmes (listed left) for children who have experienced trauma and adverse childhood experience (TrACE), listed right.



Traditional Practice	TrACE Informed Practice
Anger Management	Children learn how to self sooth, recognise and manage their feelings through the people surrounding them. Therefore, practitioners should deliberately and openly (where appropriate) name the feelings in the child, themselves, and in others.
Consequential Thinking	Safety and practical considerations should be prioritised over consequential thinking. Problem solving and de-briefing should happen once the child had calmed. Focus on the emotion underlying the issue rather than the consequence.
Repairing Harm/Community Payback	Reparative activities with trusted adults in the community should promote the child's valuable place in the community and focuses on moving forward.
Peer Influence Work	The child needs continued, consistent support from trusted adults to begin to make sense of their own experience, and to understand they are valued and worthy. Beliefs change by addition (e.g. providing 1:1 time with trusted adults) and not by subtraction (telling the child they should not ...)
Knife Crime Programme	1:1 time with trusted adults-create a safe base. Use Playfulness, Acceptance, Curiosity

	and Empathy strategies ¹ to explore emotions underlying the behaviour.
Bereavement Counselling	The child may prefer to complete bereavement work with those with whom they already have established a relationship. Offer to help the child honour the anniversary of the loss or other key dates or enable them to mark any significant dates.
Victim Empathy	Victim empathy cannot be taught it is developed through experience. Validate the child's own experience of being a victim. Children having had their own experiences of being a victim validated by a trusted adult is a pre-requisite to them being able to empathise with others
Substance Misuse Harm Reduction Worksheets	Offer a trusting relationship. Explore how Adverse childhood experiences and trauma may contribute to the substance misuse. Focus on the emotions underlying the substance misuse.
Offence Specific Programmes	Enable the child to understand how trauma impacts upon people. Make the link between trauma and behaviour explicit for the child so they can grasp for themselves the relevance to their own experience.
Education, training and employment focused work	Encourage long term thinking during conversation. Create opportunities for mastery and to develop and use the child's skills. Find reparative activities you know they will be good at.
Child sexual exploitation programme	Increase 1:1 time with adults. The child needs continued, consistent support from trusted adults to begin to make sense of their own experience, and understand they are valued and worthy. Beliefs change by addition (e.g. providing 1:1 time with trusted adults) and not by subtraction (telling the child they should not ...)
Self Esteem Work	Identify and do activities you know the child will be good to. Consider how to share the child's identified positive attributes with them. This can be achieved by finding ways to notice, celebrate and praise the child's positive skills, qualities, talents and attributes.

¹ Hughes, D (2021) [What is meant by PACE? - DDP Network](#)