

Psychologically Informed Environments (PIE) & Wellbeing on the Frontline *St Martins in the Fields*

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Workshop Overview



- An introduction to St Basils
- PIE & other related models
- St Basils PIE Model and Outcomes
- Barriers to being psychologically informed
- The relationship between PIE and Self Care
- PIE in your organisations

We want young people to feel cared about, to have trusted support, somewhere safe, suitable and affordable to live that enables them to learn and work.



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St Basils *WORKS* with Young People to prevent homelessness

In 2017/18, 4544 young people sought our assistance as homeless or at risk:

- **53%** young men; **47%** young women ; **48%** referrals were BME young people
- **16%** aged 16-17 years; **59%** aged 18-21 years; **25%** aged 22-25
- **52%** of 16/17 year olds NEET; **74%** of 18-21 and **79%** of 22-25 were unemployed
- **Over 67%** of YP cited family conflict as a contributory factor leading to homelessness
- **65%** have multiple support needs, including DV, complex trauma, ASD, sexual exploitation, self-harm, suicidal ideation; drugs and alcohol, criminal convictions
- **40%** of young people presenting at Birmingham Youth Hub identify Mental Health issues as a need (risen from 15% in 2014/15)
- **91.2%** of young people were prevented from being homeless
- **1534** young people lived with us during the year; **92%** achieved positive outcomes and left in a planned positive way

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Basils

PREVENTING YOUTH HOMELESSNESS

**St
Basils**
Works with young people

Our Journey...

2008

- Rough Sleeper Strategy

2009

- DOH and DCLG Research commissioned *Enabling Environments: Rex Haig and Robin Johnson*

2011

- Launch of **St Basils' PIE programme** in partnership with Dr Nick McGuire & NHS

2012

- DCLG – PIE for Homeless People: Good Practice Guide

2013

- Development of **My Strengths Training for Life™** with University of Birmingham

2015

- Created **Psychologically Informed Parenting** Programme with UoB, NHS and Brap, funded by DCLG

2016

- Further expansions: **PIE4Work&Training™**; and **PIE4Education™**; **Parenting Young People™** roll out to NHS employees 2016-18, Delivery of Big Lottery Contract – Birmingham Changing Futures Together

2017

- Awarded other external contracts – Trailblazer Solihull & Birmingham, Walsall CC

2018

- St Basils' PIE Programme recommissioned/expanded due to positive outcomes and feedback

2019

- Commissioned to deliver WMCA Housing First PIE programme

St Basils' **PIE** – A Whole Organisational Approach

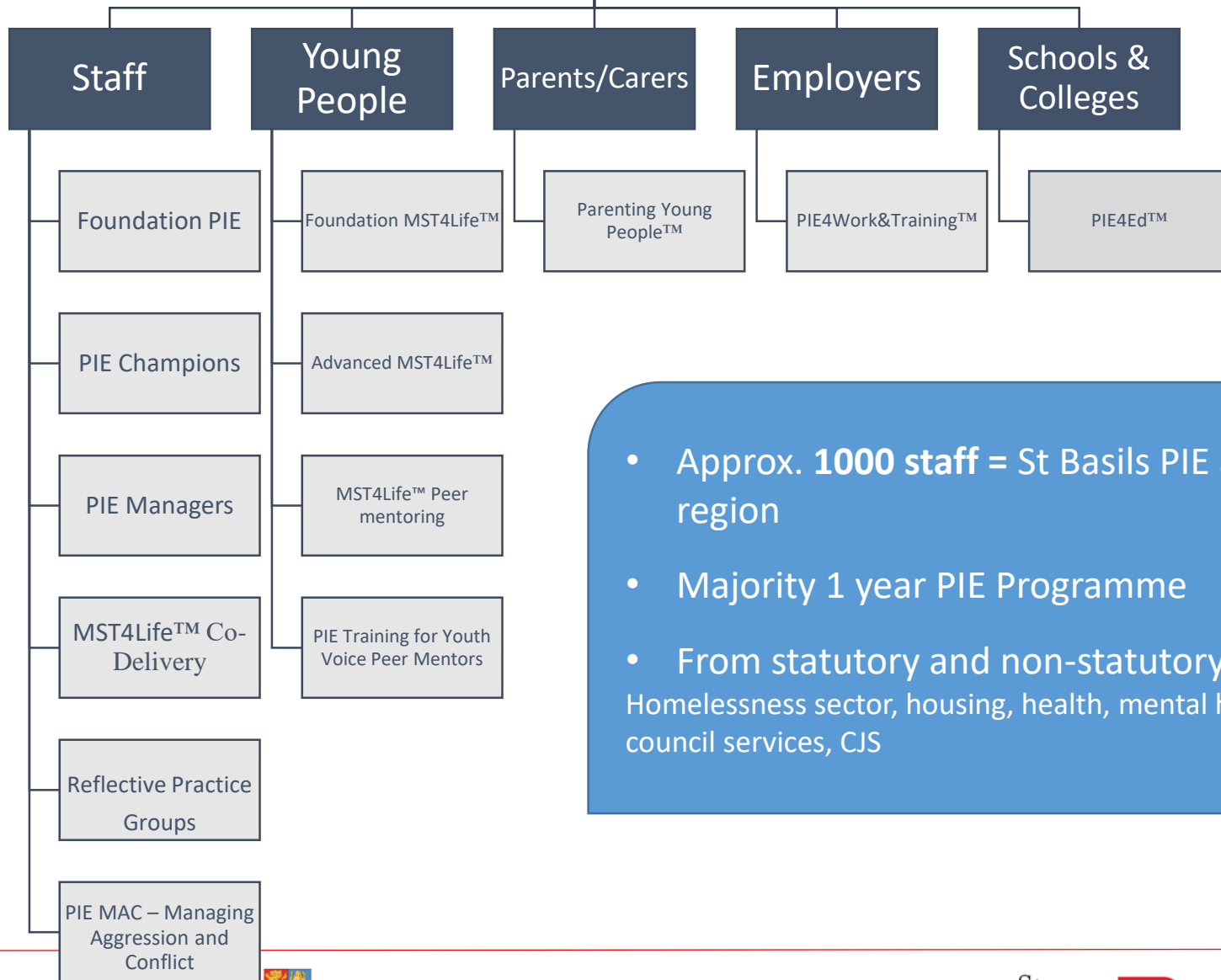
Psychologically **I**nformed **E**nvironments

- Improve positive outcomes for young people:
 - Harness & build resilience and capability
 - Enable YP to move on, sustain independence in a challenging environment
- Ensure staff have skills, attitudes, behaviours and resilience to cope, and support positive outcomes for young people



resilience

St Basils PIE Models



- Approx. **1000 staff** = St Basils PIE across the region
- Majority 1 year PIE Programme
- From statutory and non-statutory agencies: Homelessness sector, housing, health, mental health, council services, CJS

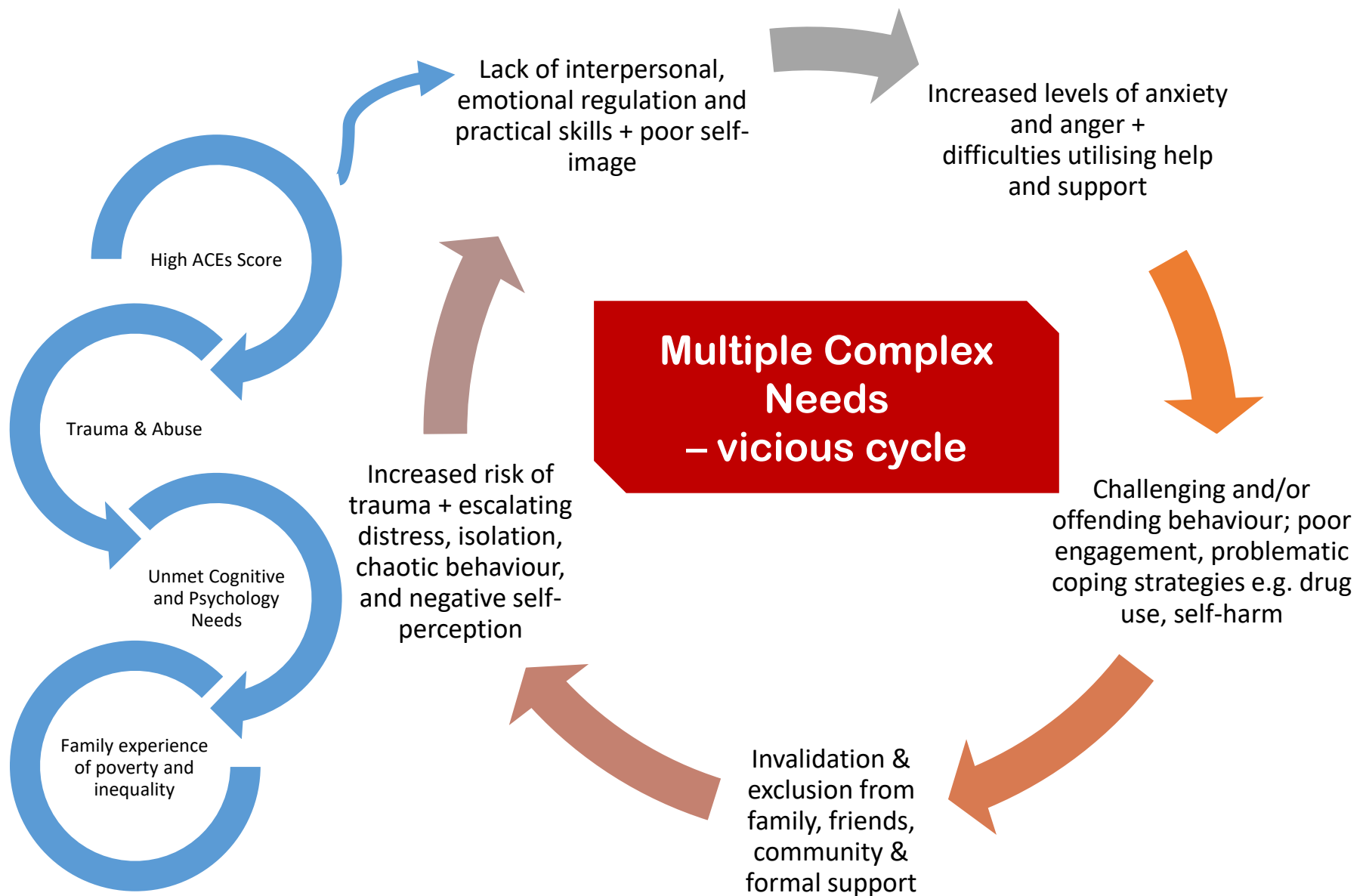
HISTORIC CLAIMS

YOU are going to make a lot of bad choices in your life – choosing the wrong parents, the wrong socio-economic group, and the wrong social welfare home, where you are going to get yourself abused. After that you are just going to carry on making bad choices till you end up in prison. Or a psych ward.



When are you going to take some responsibility for yourself?

MURDOCH 14/02/15



A PIE Organisation is ...

Designed to meet the emotional and psychological needs of its clients



Is committed to putting relationships at the heart of the approach*

*Johnson & Haigh, 2010, 2011

- Enables reflection and behaviour that is ‘just beyond common sense’
- Provides a framework for decision-making, protocols and policies

What is a Psychologically Informed Environment?

Originating from homelessness services, PIE is an approach for working collaboratively with clients with support needs, to achieve their goals and ambitions. In particular, it is designed to provide a positive environment for those who have experienced complex trauma

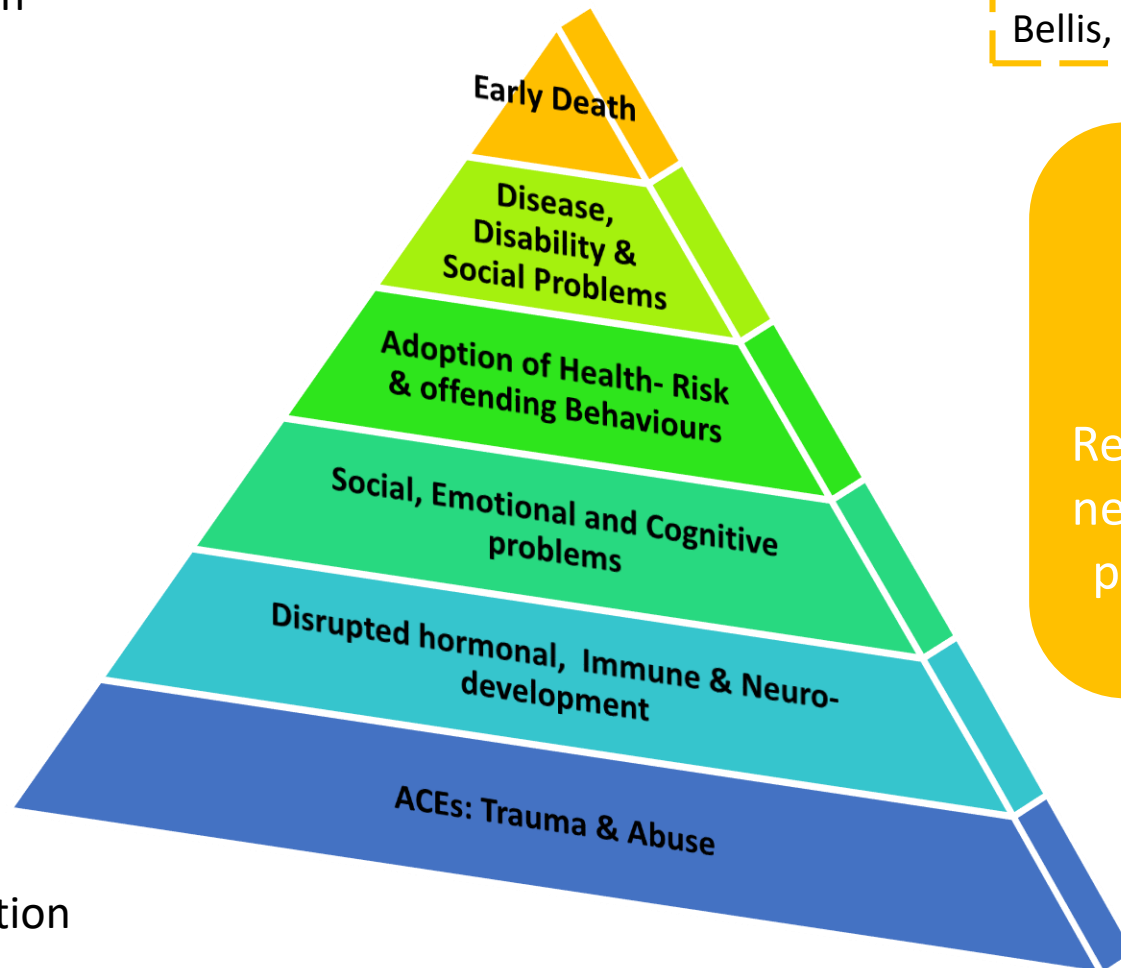


In a PIE, the psychological needs of both staff and clients are critical: developing skills and knowledge, increasing motivation, job satisfaction and resilience.

Adverse Childhood Experiences

Death

Bellis, 2016; Felitti et al., 1998

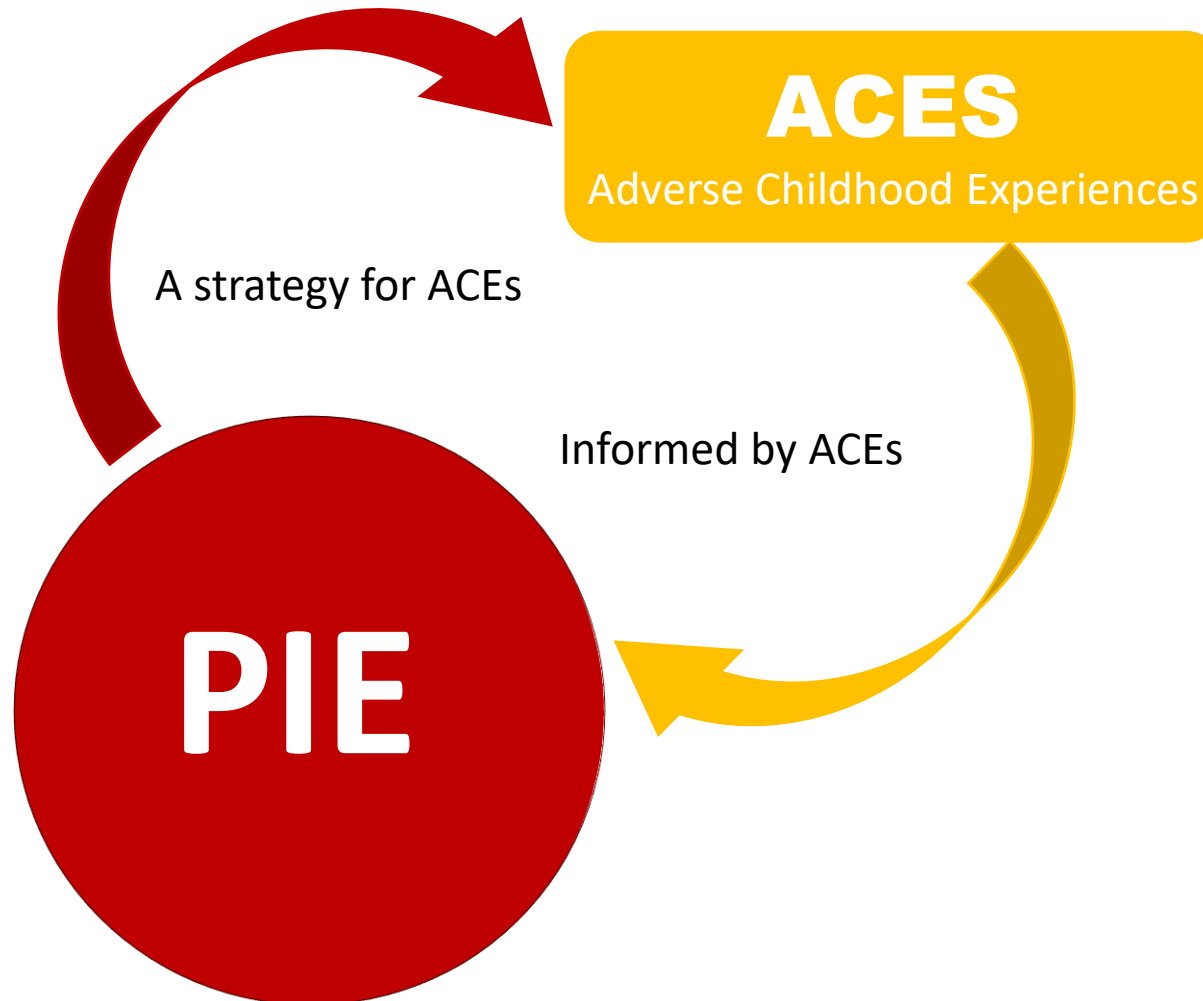


ACES

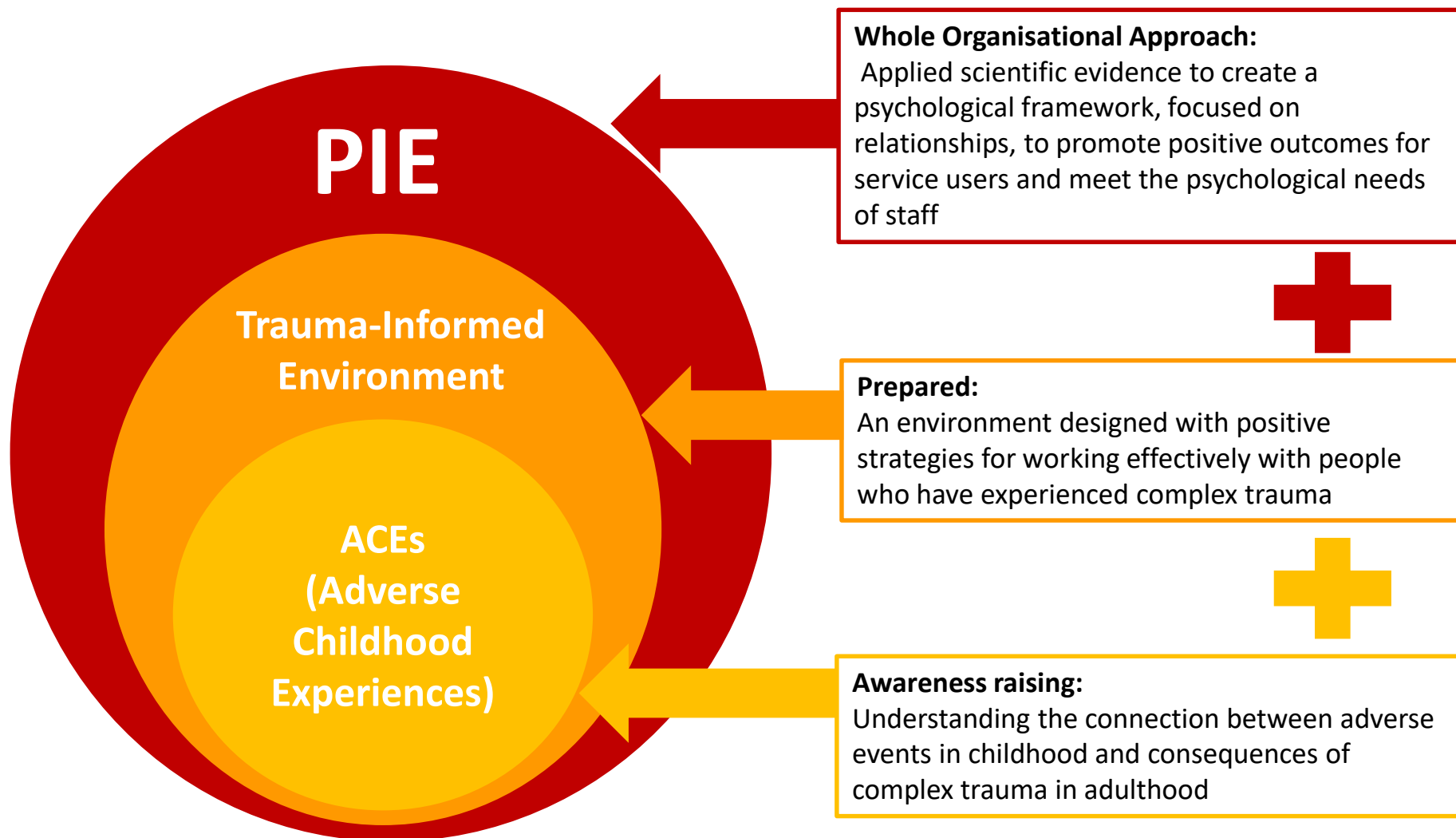
Adverse Childhood
Experiences

Research: Association of
negative life events with
problems in social and
health in adulthood

ACEs and PIE



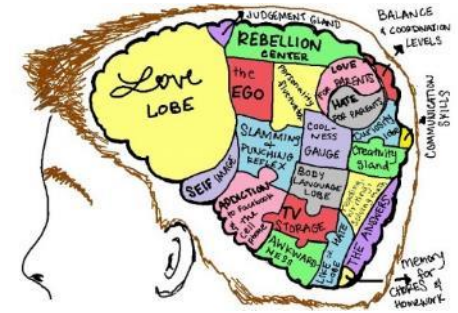
PIE and related models...



PIE – 5 Key Areas



St Basils PIE Framework



- Developed and delivered by Clinical Psychologists
- An eclectic approach drawing upon multiple models

- Cognitive Behavioural Therapy
- Cognitive Analytical Therapy
- Dialectical Behaviour Therapy
- Neuroscience
- Motivational Interviewing
- Strengths Based Positive Psychology

St Basil's PIE

A whole systems approach

- Explicit framework and expectations
- Development of a shared language
- Consistency with other programmes
- Partnership with Mental Health Services

Training & Support

- PIE Foundation Training, PIE MAC, PIE CHAT, PIE & CMH
- PIE Managers & Champions Workshops
- Reflective Practice Strategy
- Evaluation to measure outcomes

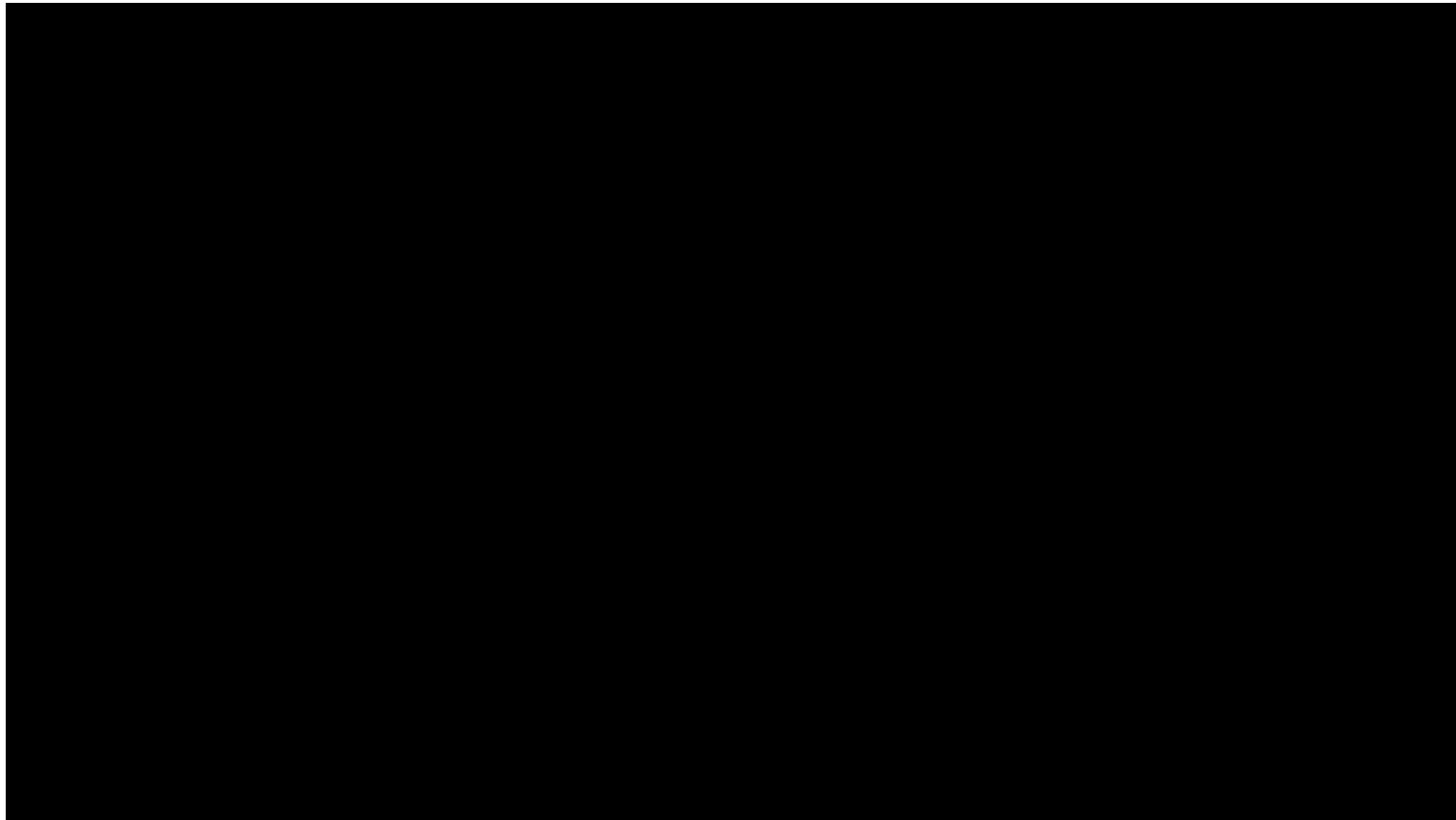
In-house Psychologist

- Strategic development
- Case consultation
- Targeted PIE in areas of higher need
- De-briefing support following serious incidents

Developing a Psychological Framework

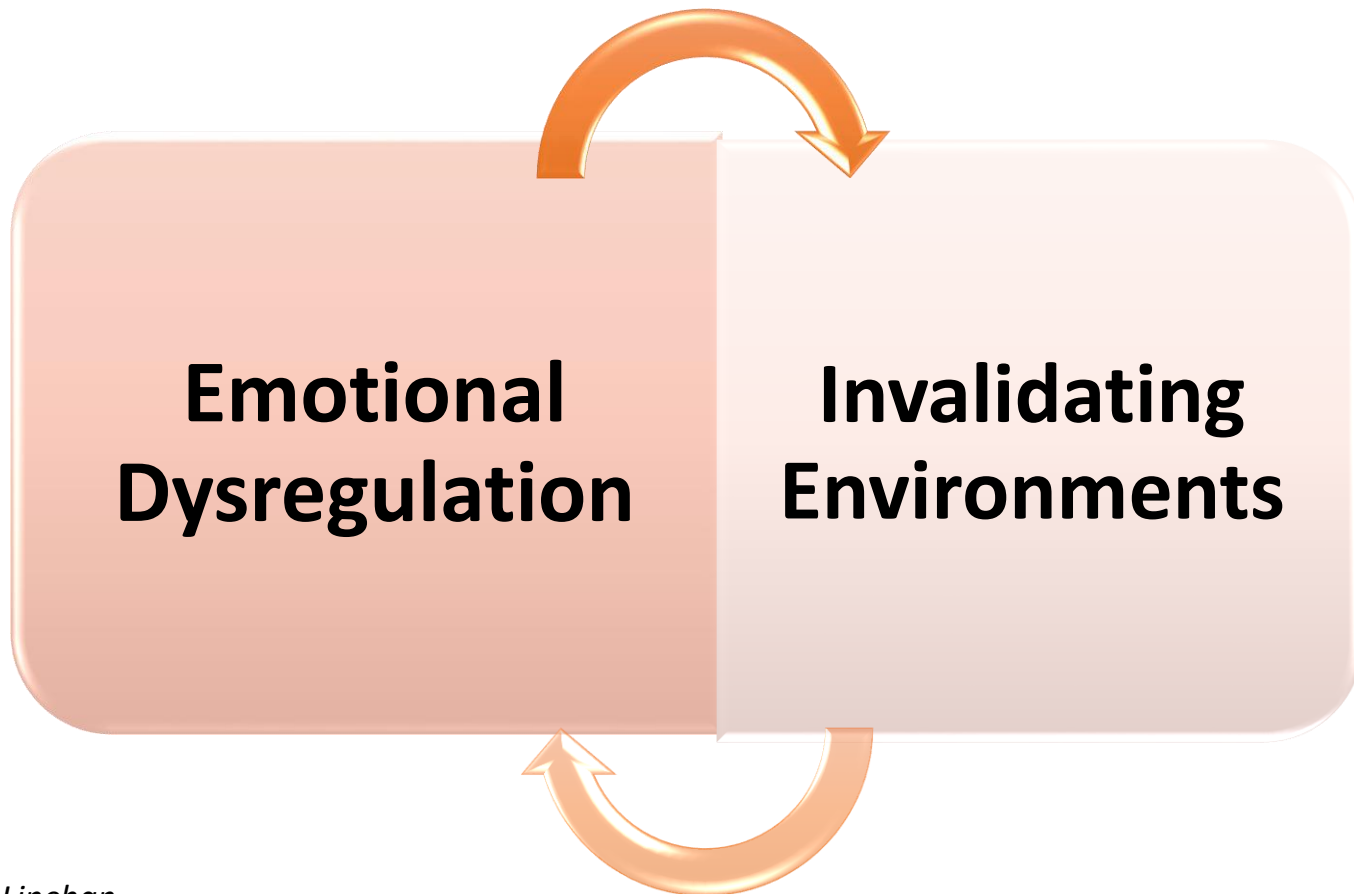
Barnardo's ~ Charity Advert (2011) Life Story in 90 seconds

<https://www.youtube.com/watch?v=DAYLh09JxJE>



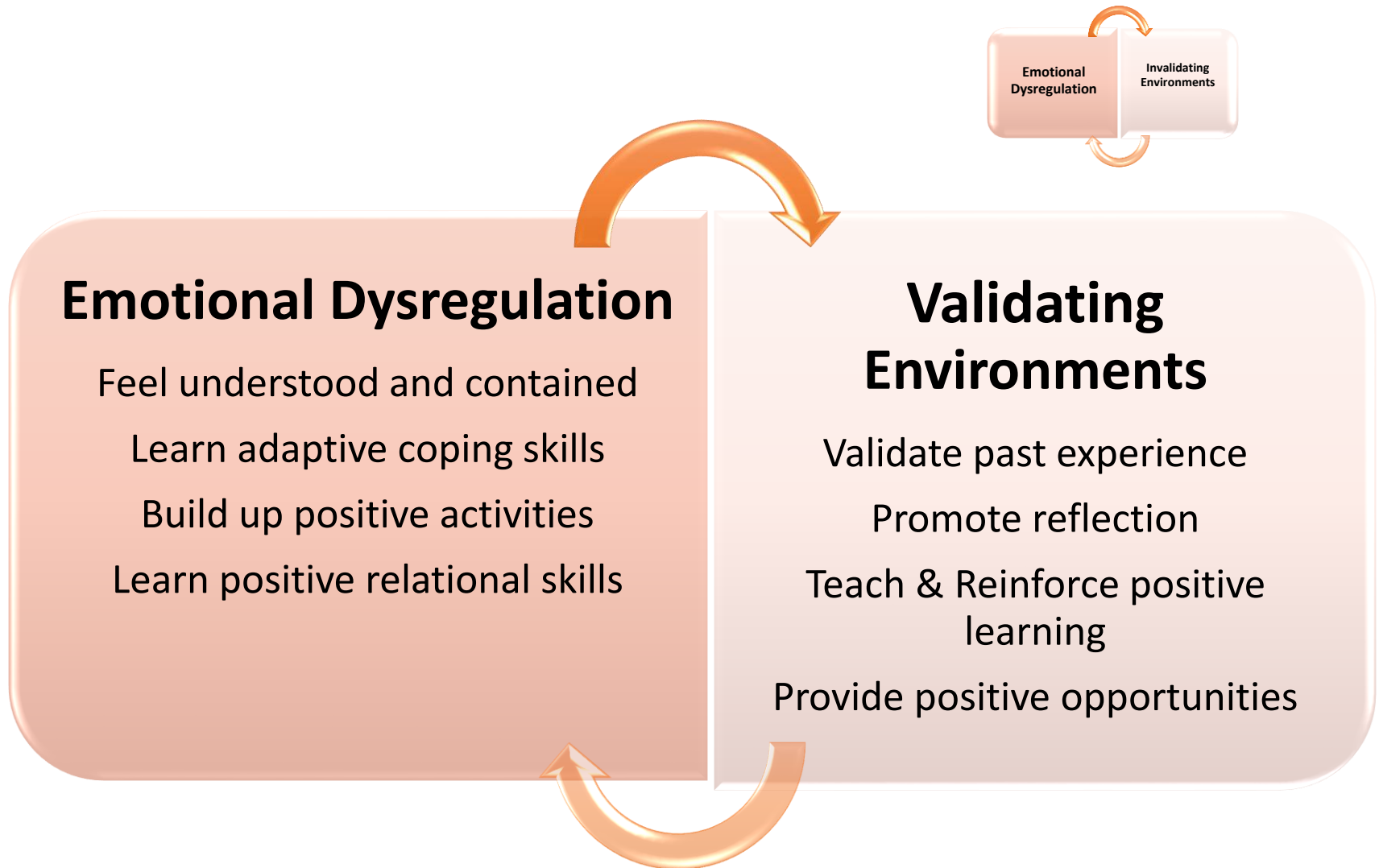
Developing a Psychological Framework

St Basils' PIE Framework: Dialectical Behaviour Therapy*



**Marsha Linehan*

Developing a Psychological Framework



Managing Relationships

I've learned that people
will forget what you
said, people will forget
what you did, but
people will never forget
how you made them
feel.

Maya Angelou



The
Psychologically-
Informed Person

Why is the ability to build positive relationships with clients so important?



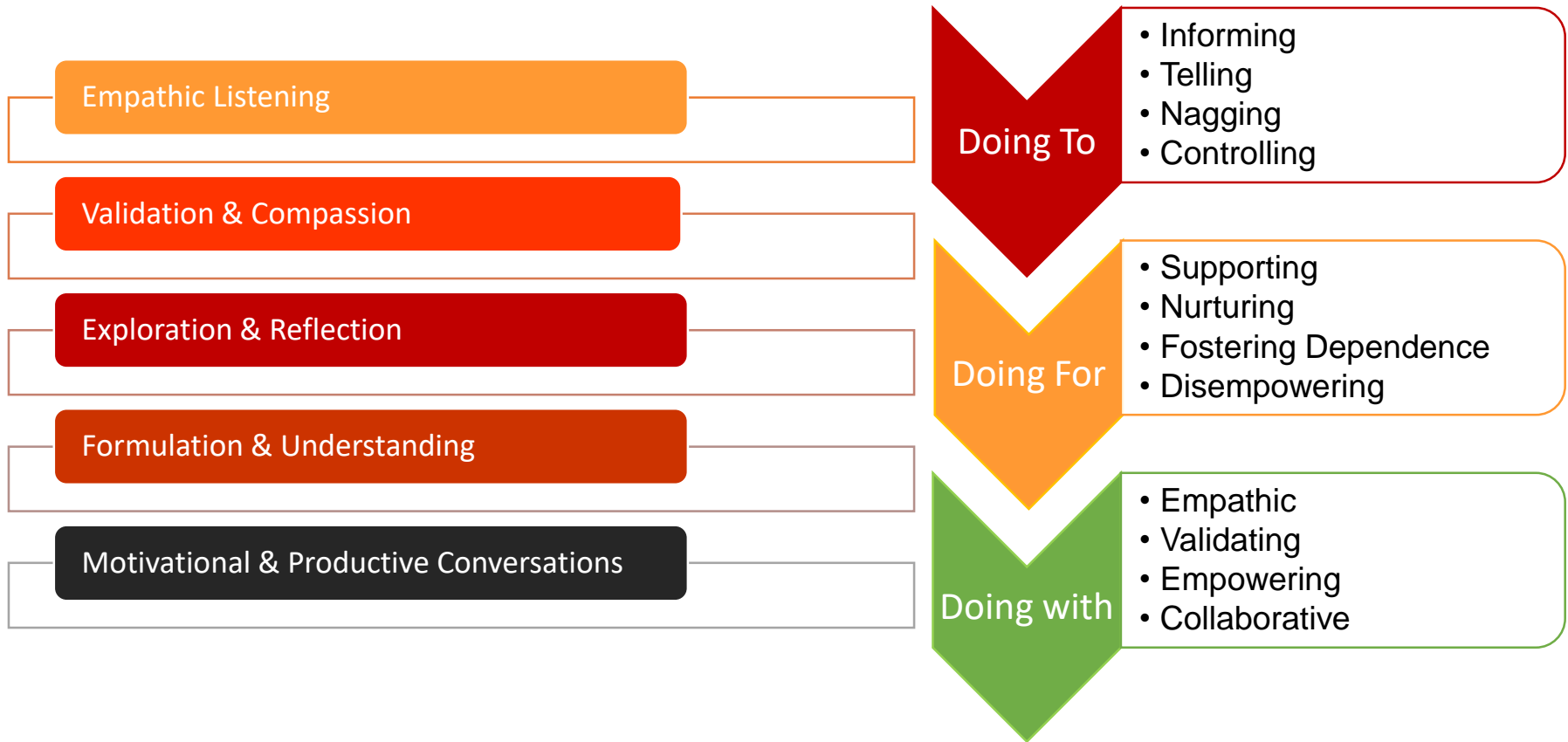
A therapeutic relationship predicts positive outcomes across a range of settings and problems

Benefits in engagement, adherence, positive behaviour change and recovery

Research on the statistical power of the therapeutic relationship now reflects more than 1,000 findings

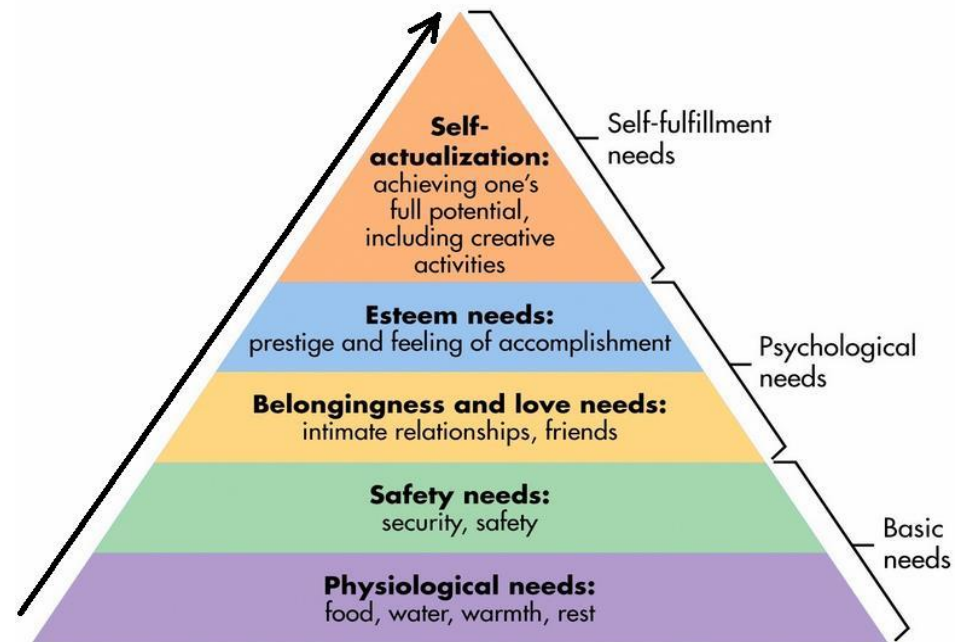
Orlinsky et al., (2004)

Managing Relationships – Attitudes and Skills



The Physical Environment and Social Spaces

CULTURE



Maslow's Hierarchy of Needs

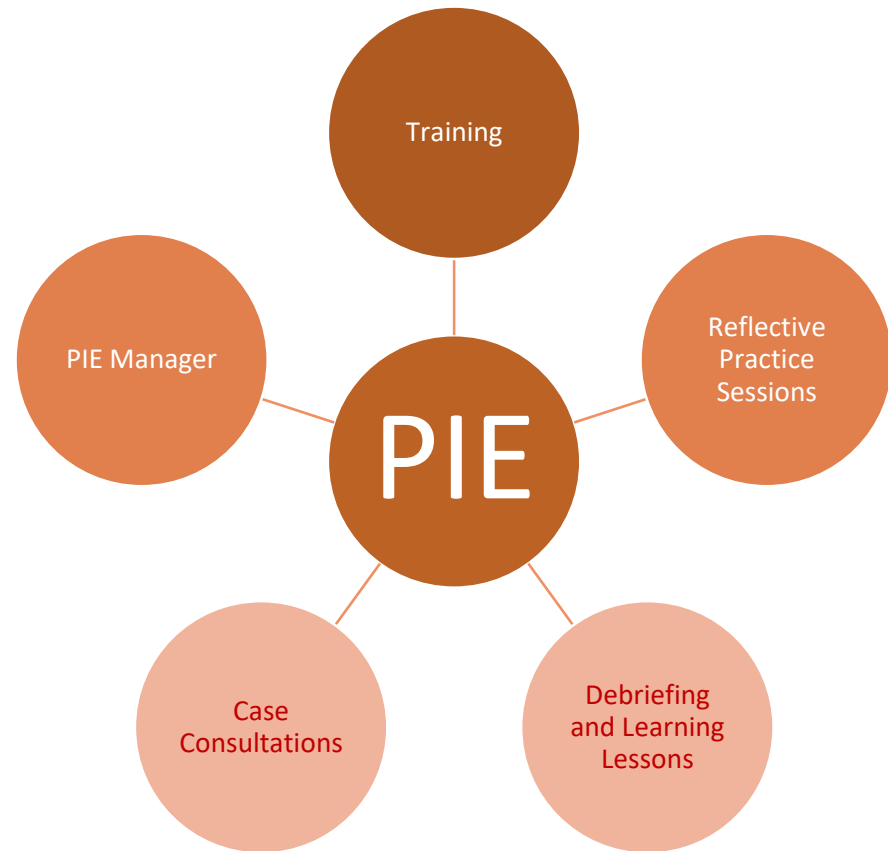
Developments & Improvements Co-designed with Staff and Young People



- St Basils Youth Council
- Scrutiny Panels
- 2 Ex-Residents full members on Board of Directors
- Youth Voice
 - National Youth Reference Group
 - Youth Homeless Parliament
- PIE Champions
- Co-designed and co-delivered Managing Aggression & Conflict training
- Consultation to review Foundation Training
- Extensive consultation built in before new ventures

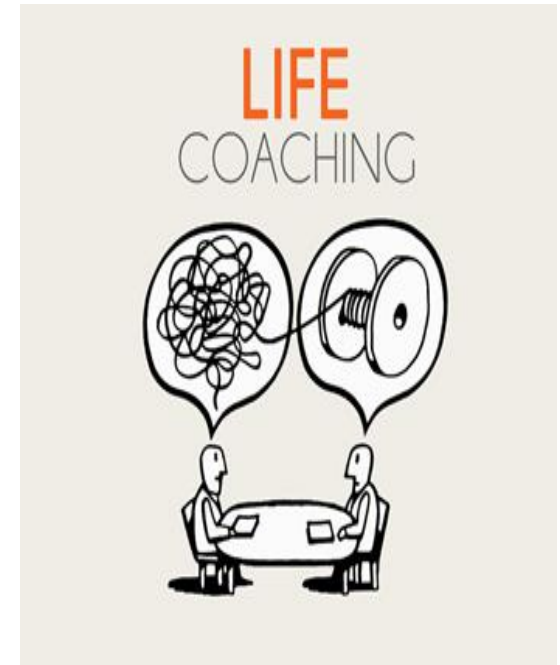


Staff Training and Support



Staff Training and Support – PIE Managers

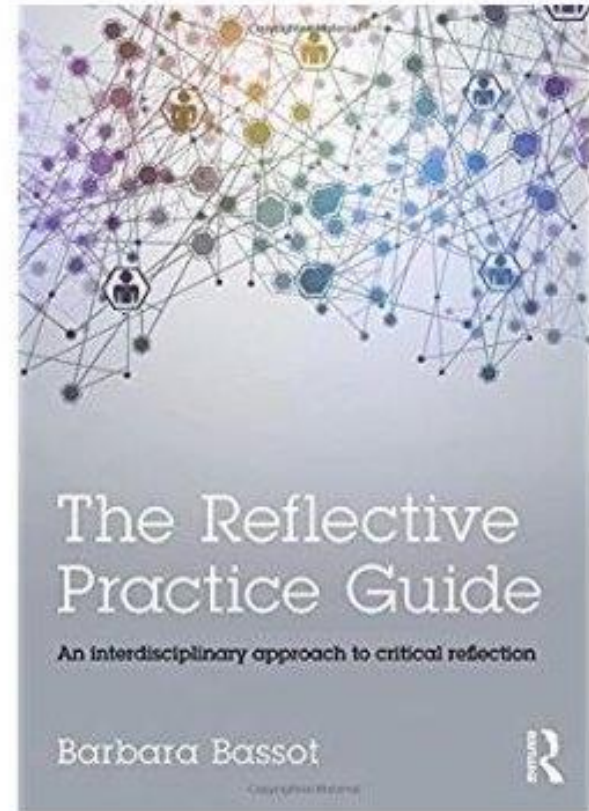
- For a “whole organisational approach” managers (at all levels) need to understand and implement PIE
- The more managers utilise PIE, the more this embeds in the team
- PIE gives tools to managers to build better relationships with their staff – inspiration and motivation



Critically Reflective Practice ...

“...you need to be able to think about your emerging practice at a deeper level, questioning your approach, engaging with your feelings, questioning your assumptions and gaining greater self awareness.”

B.Bassot, 2016



Staff Training and Support – Reflective Practice

“reflective practice
is the antidote to
complacency, habit
and blindness”

(Johns, 2004:5)



“I was navigating by sight because I knew the depths well
and I had done this manoeuvre three or four times,”

*Captain Francesco Schettino
Master, Costa Concordia*

“Without reflection,
we go blindly on our own way,
creating more unintended consequences, and
failing to achieve anything useful.”

Margaret J. Wheatley; 2002

Outcomes

Year 1 KPIs:

- **13%** reduction in serious incidents
- **31%** reduction in NTQs for behavioural issues
- **19%** reduction in unplanned departures
- **26%** reduction in sickness absence
- **7%** reduction in grievance and disciplinary actions

Indicators that:

- Staff are more able to engage with YP
- Staff more understanding of complex trauma
- Staff are more proactive in de-escalation of challenging behaviour
- Staff are more confident and competent to work with problematic behaviour
- Staff have more creative strategies for achieving positive outcomes with YP

Different levels of outcomes of PIE

Young People

- Psychological and emotional needs are better understood
- Fewer warnings issued
- Reduction in evictions and unplanned departures
- Increase in positive outcomes and EET engagement

Staff

- More consistent and structured approach to work
- More confident at managing young people with complex needs
- Less staff sickness and improved well-being and job satisfaction

Organisation

- Better outcomes for young people with higher risks/needs
- Better teamwork and communication between staff
- Improved retention of staff and less turnover

- *“I think other environments and other workplaces that I’ve been, they will look at situation if it is challenging and it’s managed in terms of you’ve broken a rule so it’s a warning, or there’s an issue with staff, so it’s maybe mediated and that’s it. Whereas, here I think because of PIE we have a bit more... we have those skills to look at it a little bit deeper and patterns of behaviour and psychology behind things” – Frontline colleague*

Being PI – about PIE

Need to be mindful
of the reasons why
people are
sometimes not PIE
in their behaviour

Being 'PIE' is ...

Avoid Reacting

**Instead
take a moment to**

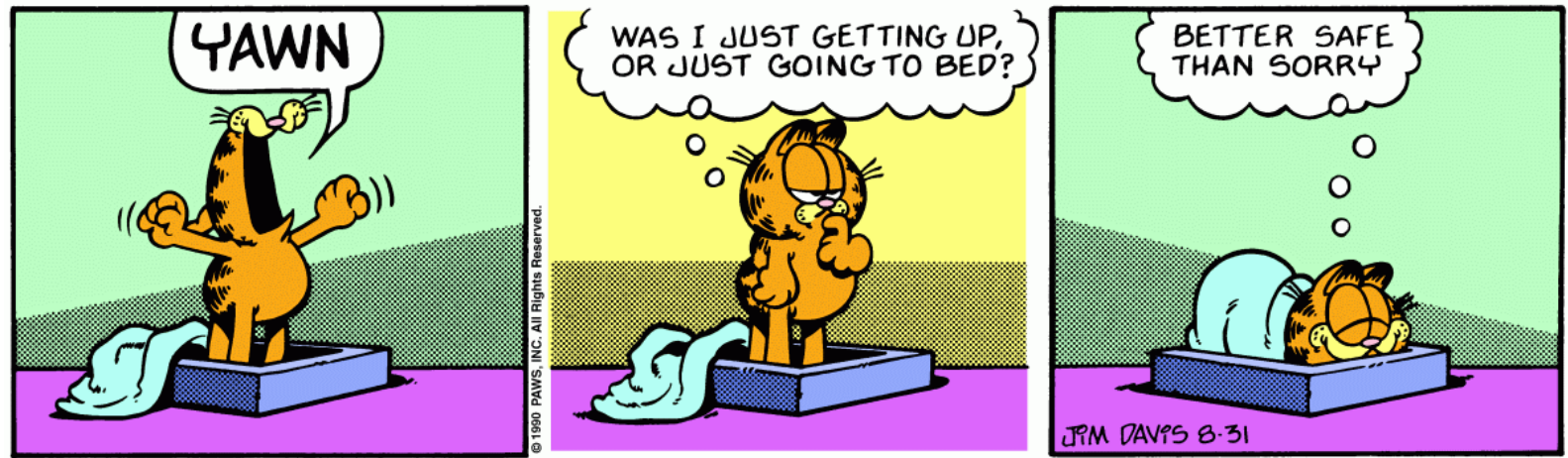
- **Review**
- **Reflect**
- **Respond**

What's the point in getting anxious?



what frightens you?

So why are we so anxious?



Better safe than sorry thinking



The modern day sabre-tooth tiger



Flip the Lid (Hand Model of the Brain)

Make a **Fist** with your thumb tucked inside your fingers. This is a model of your brain.



Thumb = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

Fingers = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.

Fingernails = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to “**Flip our Lid**” which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we’re not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.

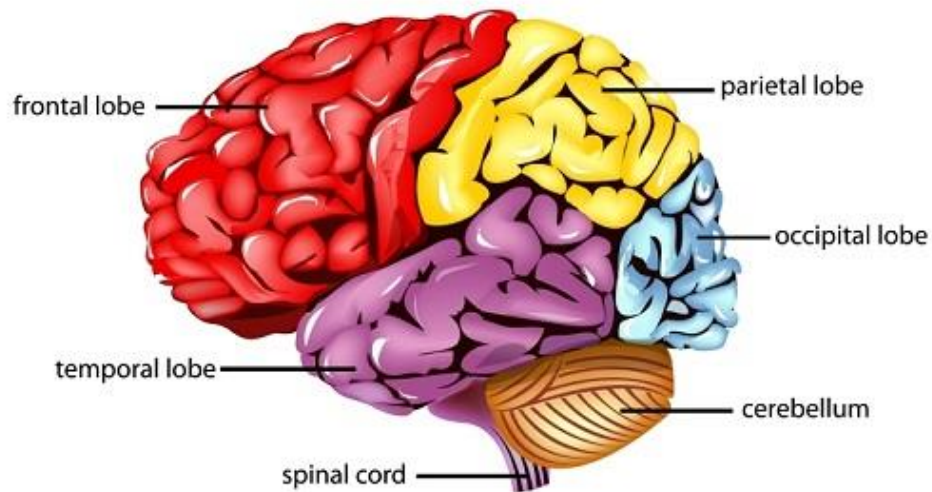
-Dr. Dan Siegal



<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

The impact of stress on brain functioning

Parts of the Human Brain

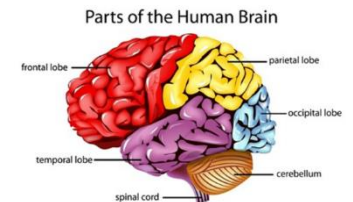


What changes to your thinking,
do you notice when you are under pressure?

Changes to thinking ability, when under pressure

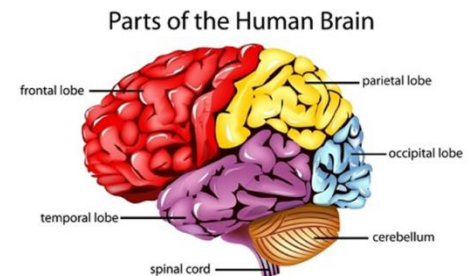
Changes occur in the prefrontal cortex (in frontal lobe) when anxious, angry and stressed:

- Affecting focus and attention– sometimes people will lose concentration, others will become too focused
- Ability to plan can be affected (“I just can’t think straight”)
- Ability to solve problems can become impaired (“I just don’t know what to do”)



Changes to thinking ability, when under pressure

- Memory problems – forget things or only remember things from one perspective
- Poor judgment (“I wish I hadn’t said that”)
- Pessimistic approach or thoughts (“I can’t cope”)
- Anxious or racing thoughts (“something terrible is going to happen”)
- Constant worrying



PIE in Action – using Cognitive Behavioural Therapy Model

Experiences,
values &
Learning:
5+ ACEs – trust
issues

Sami – Requires support,
staff are busy and want him
to wait 2 minutes

Thoughts:
Everyone lets me down
I can't do this alone

Physiological
Reaction:
Hot, agitated, racing
thoughts

Feelings:
Distressed & angry

Behaviour:
Abusive, threatening

Consequences –
What Happens?

Staff

Experiences,
values &
Learning

Thoughts

Feelings

Physiological
Reaction

Behaviour

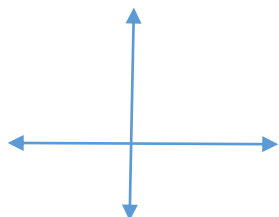
PIE in Action – using CBT

Experiences, values & Learning: 5+ ACEs – trust issues

Sami – Requires support, staff are busy and want him to wait 2 minutes

Thoughts:
Everyone lets me down
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Physiological Reaction:
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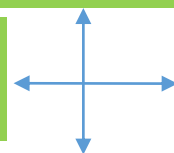
Behaviour:
Abusive, threatening

Consequences –
What Happens?

Staff

Thoughts:
Can I handle this?
What if this gets out of control? Will I get blamed if it kicks off?

Feelings: Angry and anxious



Physiological Reaction: Heart racing, hot, flustered thinking

Behaviour: uses loud voice, talks about sanctions

Experiences, values & Learning: I am here to support YP I want to do a good job

PIE in Action – using CBT

Experiences,
values &
Learning:
5+ ACEs – trust
issues

Sami – Requires support,
staff are busy and want him
to wait 2 minutes

Thoughts:
Everyone lets me down
I can't do this alone

Staff

Experiences,
values &
Learning: PIE
training

Thoughts:
I need to manage my
emotional response and
de-escalate this;
something is going on for
Sami

Physiological
Reaction:
Hot, agitated, racing
thoughts

Feelings:
Distressed & angry

Feelings: anxiety,
but curious
,questioning

Physiological
Reaction: alert, tense
but controlling
breathing discreetly

Behaviour:
Abusive, threatening

Behaviour: employs
de-escalation
techniques

Consequences –
What Happens?

“Elastic Tolerance”

creative and flexible approaches to dealing with issues which typically result in sanctions or exclusions



Being Psychologically-Informed 'PIE' is ...

Understanding the importance of self-care



Self-care is not about
self-indulgence, it's
about self-preservation.

—Audrey Lorde

EmpowerLounge.com

Reminder:
Take
Care of
Myself

THIRDSHIP.COM

Attendance



“I simply don’t
have time for this
reflection thing”

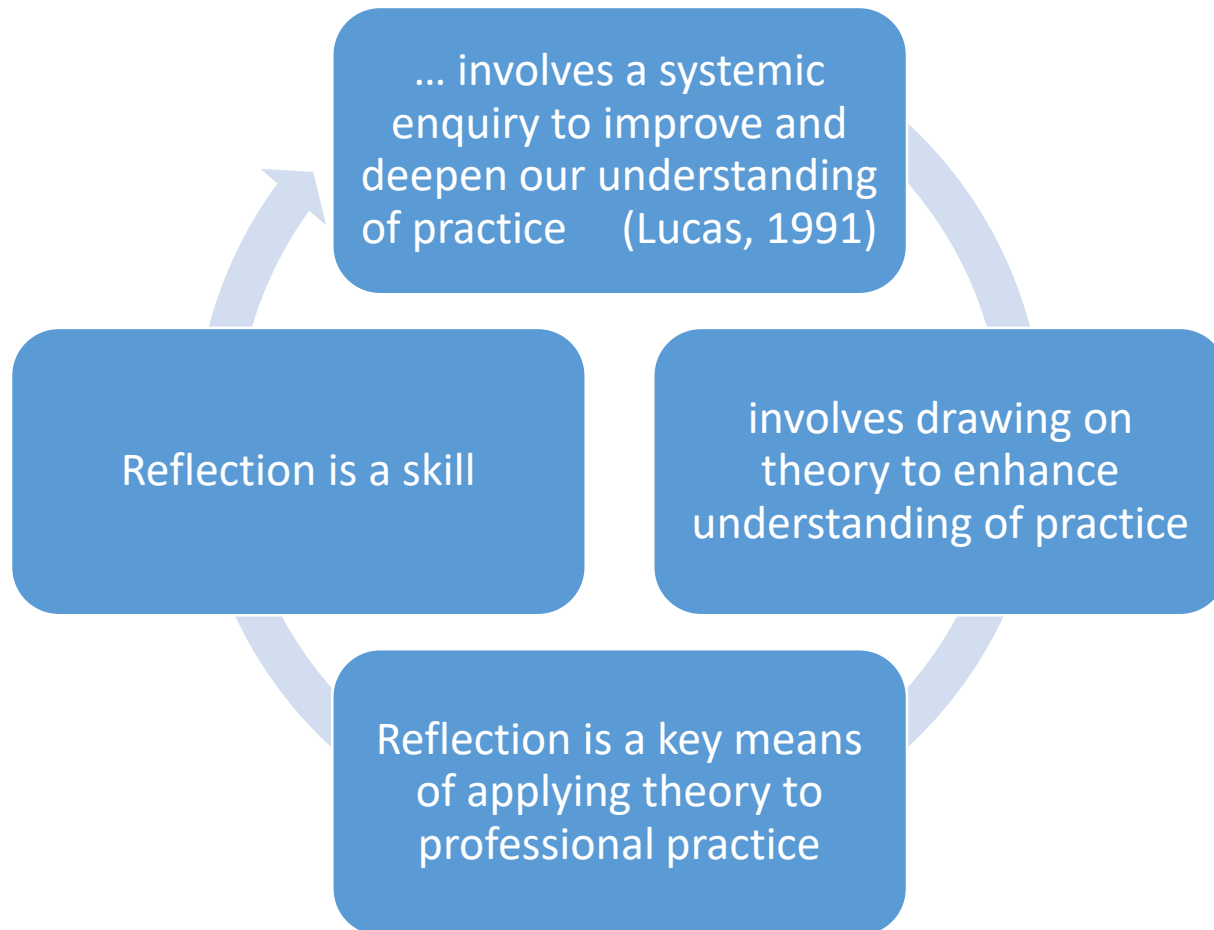


Potential Threats/Barriers

- Attendance
- Engagement
- Group processes
- Limited experience of formalised reflection
- Lack appreciation/value of reflective practice
- Struggling with openness to feedback – “feels too personal”
- Finding the experience threatening –
“I don’t want to be psycho-analysed”



Being Psychologically-Informed 'PIE' is committing to **reflective practice**



How do you/will you commit to Reflective Practice?



Formally with a manager



Informally



Using a reflective journal



In a group

PIE – Maintaining Compassion

Overwhelming Empathy

“Rescuer”
Ideal Care

- Does far too much (go ‘100’ extra miles)
- Unable/unwilling to enforce rules & boundaries
- Feels stuck – little expectation for change
- Takes work home regularly (mentally/literally)
- Compassionate Fatigue

Healthy Compassion
“Coach”
Good Enough Care

- Will go ‘the extra mile’
- Flexible approach with boundaries (Elastic Tolerance)
- Creates the conditions for change
- Calibrates work-life balance
- Takes responsibility for own self-care

Emotional
Insensitivity

“Disconnected”
Cannot Care

- Work to rule – no flexibility
- Rules and boundaries enforced unthinkingly
- Uninterested in clients’ aspirations/dreams
- Blames client for the client’s situation
- Blames clients for own work stress

Key Learning

- Clarity about the task and outcomes you want to achieve
- Service User and Staff involvement is essential for good outcomes
- It has to be core business
- Explicit 'buy-in' from SLT and managers
- Balancing consistency with innovation
- Reflective practice sessions with a clear implementation and sustainability strategy is required
- Embed techniques and approach in all areas of work
- Standard part of our induction with regular refreshers sessions
- Recognises the skills required and provides a coherent framework



Thank You For Your Participation!

Acknowledgements

Jean Templeton – CEO, St Basils
Lucy Clarke & the PIE Team, St Basils
Dr Cummings University of Birmingham

READ MORE: St Basils PIE - meeting the emotional and psychological needs of young homeless people:
Housing LIN Case Study no 130 <http://www.housinglin.org.uk/>