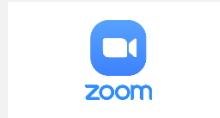




CCATS CCATS 2022 conference

CCATS ([www.ccats.org.uk](http://www.ccats.org.uk)) are pleased to present a one-day remote conference via ZOOM:



## Forensic engagement and psychological health issues in youth: Advancement and Understanding

Wednesday the 16<sup>th</sup> November 2022

(9am to 4.30pm, UK Time)

Topics include:

- ◆ Radicalisation in adolescence
- ◆ Aggression intervention policy development
- ◆ Self-injury (Keynote presentation by Dr. Kathryn Gardner)
- ◆ Child sexual exploitation
- ◆ Trauma focused intervention in children
- ◆ Adolescent harmful sexual behaviour

This is a **free conference**, and as such, places are limited. To book a place, please email Dr. Carol A. Ireland on:

[caireland@uclan.ac.uk](mailto:caireland@uclan.ac.uk)

Supported by:



Ashworth Research Centre



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## Forensic engagement and psychological health issues in youth: Advancement and Understanding

[www.ccats.org.uk](http://www.ccats.org.uk)

**Wednesday the 16<sup>th</sup> November 2022**

### Schedule of Events

- 9am:** Opening and welcome to the conference
- 9.15am:** Presentation  
Speaker: **Sören Henrich**  
**Topic: Survival and Belonging - Findings of interviews with adult forensic patients who became radicalised in adolescence**
- 10am:** Presentation  
Speaker: **Caroline Mead**  
**Topic: Research-informed policy development: Updating the Life Minus Violence-Enhanced programme policy.**
- 10.45am:** Comfort break
- 11.15am:** **Keynote Presentation**  
Speaker: **Dr. Kathryn Gardner**  
**Topic: The functions of self-injury in forensic services: driven by emotion or driven by others?**
- 12.30pm:** Lunch break
- 1.30pm:** Presentation  
Speaker: **Dr. Carol A. Ireland**  
**Topic: Introducing the CASEE: Children Adolescent Sexual Exploitation Evaluation**
- 2.15pm:** Presentation  
Speaker: **Lisa Gaylor**  
**Topic: Deconstructing the school-to-prison pipeline: A review of trauma-focused behavioural interventions for school-aged children**
- 3pm:** Comfort break
- 3.30pm:** Presentation:  
Speaker: **Jennifer Allotey**  
**Topic: Exploring links between adversity, trauma and adolescent harmful sexual behaviour**
- 4.15pm:** Conference closing speech
- 4.30pm:** Conference end



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## Presentations

Presentation

Speaker: **Sören Henrich**

**Topic: Survival and Belonging - Findings of interviews with adult forensic patients who became radicalised in adolescence**

### **Abstract**

The British government's PREVENT initiative explicitly includes a duty for schools and childcare providers to identify and respond to children or adolescents deemed vulnerable to radicalisation (Department of Education, 2015). Yet, the empirical evidence for relevant influences contributing to the risk of terrorism in these developmental stages is slim (Campelo et al., 2018). Researching radicalisation in young people is arguably difficult as it would require complex longitudinal studies. Additionally, labelling this vulnerable population in the context of extremism comes with ethical constraints. Hence, the current research employed a retrospective approach. Five adult forensic patients placed within High Secure Services were interviewed regarding their membership to extremist groups and/or movements in the past. A subsequent discourse analysis (e.g., Gill, 2000) explored common narratives and discourse strategies (i.e., the way interviewees conveyed messages). It became apparent that most participants had joined an extremist group and/or movement in adolescence. Securing their survival and experiencing a form of belonging were common narratives within this sample. They mapped onto opposing narrative techniques, viewing the own group in a nuanced humanised way, while presenting the perceived enemy in a simplistic and demonising manner. The results are contextualised with findings of the wider social interaction literature. Practical implications for the work with young people are discussed in relation with recent work by Silke et al. (2021) exploring rehabilitation. Overall, this presentation will serve as an introduction to the complexity of radicalisation and extremist violence.

### **Biography**

Sören Henrich, MSc Forensic Psychology, has worked as a clinician and researcher for nearly a decade in secure psychiatric settings, including Germany and the UK. His expertise is risk and threat assessments, with special focus on group-based and extremist violence. Currently, he is completing his PhD at UCLan, pertaining radicalisation in High Secure Services. Furthermore, Sören is educating nationally and internationally a diverse audience as a lecturer, including psychologists, nurses, policing and military personnel. Topics include radicalisation and de-radicalisation, hostage and crisis negotiations, and crowd response in police work, but also non-pathologising assessment with Trans and Gender Non-Conforming individuals, and innovative narrative-based therapy forms. As an extension of this, he is actively seeking to improve research standards as a reviewer and editorial assistant.



Presentation

Speaker: **Caroline Mead**

**Topic: Research-informed policy development: Updating the Life Minus Violence-Enhanced programme policy.**

### **Abstract**

The Life Minus Violence-Enhanced programmes (LMV-E and LMV-HSB) are cognitive behavioural programmes aimed at reducing the risk of aggression/sexual aggression in clients who present with a history of habitual aggression or have committed a serious act of aggression (Ireland, 2010). In order to develop an existing policy, a systematic review of the literature was completed using four peer-reviewed articles, along with seven stakeholder interviews, analysed using thematic analysis (Braun and Clarke, 2006). This presentation focuses on the results, and aims to promote the benefits of research-informed policy development for therapeutic interventions. For instance, it was noted that stakeholders were happy with the level of supervision and felt supported, however, the existing policy required adaptations to allow the efficient management of the LMV-E programme, from referral to the end of the programme. The results of the systematic review highlighted the effectivity of the empathy-based work in the LMV-E programme in adults and youths and revealed the importance of regular support for client and therapist wellbeing (Nally et al., 2021). The policy was developed to ensure it integrated the findings of contemporary research, considered business continuity, works effectivity and is auditable. The updated policy was peer reviewed and was presented to stakeholders as part of the implementation plan. The benefits of this will be discussed as part of this presentation.

### **Biography**

Caroline Mead is a Forensic Psychologist in Training based in Ashworth High Secure Hospital in Merseyside. In this role Caroline facilitates the Life Minus Violence Therapy and is involved in a range of psychological assessments with forensic psychiatric patients. She is also undertaking research in trauma and childhood sexual abuse. Caroline is also a PhD researcher at the University of Central Lancashire (UCLan). Her research focuses on trauma, resilience and moral injury, investigating how front-line workers and their families have coped and built resilience during the COVID-19 pandemic. It is hoped this research will provide a model to elucidate the protective and vulnerability factors of trauma and moral injury during public health crises.

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KEYNOTE PRESENTATION

Presentation

Speaker: **Dr. Kathryn J Gardner**

**Topic: The functions of self-injury in forensic services: driven by emotion or driven by others?**

**Abstract**

The reduction of self-harm is an important objective for forensic services which cannot be achieved without a sound understanding of the functions the behaviour serves. Intrapersonal functions where the focus is on the self (e.g., releasing emotional pressures) are well-documented and typically maintain self-harm, yet interpersonal functions such as “eliciting care” are also key drivers that can simultaneously evoke strong negative reactions and attitudes from others. I draw on findings from my own and other scholars’ research on the functions of self-harm and consider the implications that stem directly from an improved and compassionate understanding of self-harm functions.

**Biography**

Kathryn Gardner is a Senior Lecturer in Psychology at the University of Central Lancashire (UCLan). Kathryn is Programme Director for UCLan’s MSc Applied Clinical Psychology and Postgraduate Diploma Associate Psychological Practitioner. Kathryn is co-founder of [Suicide and Self-Harm Research North West](#), a collaboration between UCLan, Liverpool John Moores University, The University of Manchester, the Manchester Self-Harm Project, the Cheshire and Wirral Partnership NHS Trust and the NIHR Applied Research Collaborations. Kathryn's research specialisms include self-harm, particularly its functions/motivations, mechanisms and management; personality and borderline personality disorder; emotional and social cognition; emotion dysregulation; mechanisms of change in therapy.

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Presentation

Speaker: **Dr. Carol A. Ireland**

**Topic: Introducing the CASEE: Children Adolescent Sexual Exploitation Evaluation**

**Abstract**

This presentation will introduce the first draft of an empirically driven evaluation checklist for working with children/adolescents who are at risk of/felt to be at risk of Child Sexual Exploitation, the CASEE. This checklist is a product of a number of research studies, considering both vulnerability and protective factors for professionals to refer to when working with young people at risk of CSE. The CASEE is further grounded in the Protect and Vulnerability Model against CSE (Alderson, K., Ireland, C.A., Khan, R., Ireland, J.L. & Lewis, M, 2022). This model encompasses consideration to



both the moment the young person is at risk, and how these risk factors and vulnerability factors may appear, in addition to protective factors and long-term functioning. This therefore offered scope for the development of the CASEE.

Within the CASEE there are 19 items with 41 sub items. The items are split into three different sections “*Vulnerability items*”, “*Strain for the child items*”, and “*Situational factor items*”. There are additionally, 9 items within the “*protective factor item*” section. Each item has a description for context and theory as to the item, based on research. This presentation is an opportunity to present the CASEE, with a view to making the checklist accessible for use by a range of professionals.

### **Biography**

Dr. Carol A. Ireland is a Chartered Psychologist, Consultant Forensic Psychologist, Chartered Scientist and an Associate Fellow of the British Psychological Society. She is also a registered practitioner with the Health and Care Professions Council. Dr. Ireland works at CCATS, where she leads on assessment, intervention, research and consultancy. She has worked with individuals across the life span, addressing a wide range of forensic issues and trauma for over 25 years, and is both an Accredited EMDR Therapist and an EMDR Consultant. Her clinical practice has included both the assessment of and intervention with a range of clients, including individual and group therapies. She is also Senior Research Lead at the Ashworth Research Centre, Ashworth Hospital, as well as working at the University of Central Lancashire, where she is a Reader in Aggression, and where she supervises various PhD Doctoral students. Dr. Ireland has published extensively in the area of forensic psychology, and has over 80 publications, including journal articles and book chapters. Dr. Ireland was past Chair and past Vice-Chair of the British Psychological Societies Division of Forensic Psychology.

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Presentation

Speaker: **Lisa Gaylor**

**Topic: Deconstructing the school-to-prison pipeline: A review of trauma-focused behavioural interventions for school-aged children**

### **Abstract**

Among children and youth who demonstrate antisocial behaviour, those with a history of potentially traumatising and adverse experiences are a unique sub-group. The value of adapting approaches for treating this demographic has become clear (Fox et al., 2015; Grijalva & Vasquez, 2021). However, popular evidence-based trauma therapies generally offered individually, such as Eye Movement Desensitisation and Reprocessing (EMDR), may not be accessible for a variety of reasons (e.g., cost-prohibitive, lack of access to qualified practitioners, or viewed as stigmatising). Behaviourally focused treatment groups delivered through a school or community organisation can provide a pragmatic and effective alternative (De Luca et al., 1995; Ehnholt et al., 2005). While this style of programming has long been prevalent (e.g., Jaycox et al., 2009; Powell & Davis, 2019),



consensus is limited regarding best practice. Thus, a systematic review was developed with the goal of evaluating a wide swath of group behavioural treatments for school-aged children ( $n = 27$ ). This revealed several trends, including factors that appear to consistently increase effectiveness (e.g., involving parents and caregivers) as well as recurrent limitations in implementation and evaluation (e.g., high attrition, poor sample sizes, school or community buy-in). These findings will be discussed alongside implications for practice.

### **Biography**

Lisa Gaylor is a PhD student from Canada whose research is focused on the relationship between traumatic childhood experiences and antisocial behaviour. With a professional background in educational and counselling psychology, Lisa's research questions stem from front-line experiences working with children, youth, and adults to understand and resolve disruptive and challenging behaviour in and outside of the classroom. Lisa's work will further attempt to integrate the experiences of ethnic and cultural groups uniquely impacted by both historical and present-day traumas and more likely to be sanctioned behaviourally in their schools and communities.

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Presentation

Speaker: **Jennifer Allotey**

**Topic: Exploring links between adversity, trauma and adolescent harmful sexual behaviour**

### **Abstract**

This presentation will focus on preliminary research findings from a mixed methods study focussing on adolescent males in custody for a sexual offence. This research is part of a thesis for the Professional Doctorate in Forensic Psychology at the University of Nottingham. The first part of the study involved analysis of a dataset held by Forensic CAMHS Harmful Sexual Behaviour (HSB) Pathway. This focuses on the analysis of the background characteristics and life experiences of these young people, with exploration of any links to their offending behaviour. The second part of this research involves analysis of interviews with six of the young people in order to explore their narrative of their life experiences. The overall aim of this research is to explore the characteristics and life experiences of adolescents that have displayed harmful sexual behaviour (HSB), with a focus on experiences of adversity and trauma. This research is hoped to increase understanding of HSB in order to inform assessment and interventions. It is also hoped that it will provide insight into vulnerability and risk within this group, to inform early intervention in this area of practice. The initial findings of each study will be presented with discussion of implications for clinical practice.

### **Biography**

Jennifer is a Forensic Psychologist in Training and also a qualified Social Worker. Jennifer has been the Harmful Sexual Behaviour Lead at Forensic CAMHS in Yorkshire since 2018. This service undertakes assessment and intervention with children, young people and their families in the community and within the Youth Secure Estate (a Secure Children's Home and a Young Offenders



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Institute). Consultation and supervision is also provided to a range of professionals. Jennifer has experience of undertaking assessment and intervention with adults that have offended sexually, both technology-based offending and contact sexual offending, again with consultation and supervision provided to other professionals working with this client group. Jennifer has also written and delivered a range of training packages relating to forensic practice and trauma informed care with children, young people and adults, in addition to providing teaching in these subject areas for university students.

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